

**Procedures Related to Student Information  
and Guidance on Reporting  
(Appendix D, excerpted from the spring 2024 PAM)**

# **Appendix D**



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It is the responsibility of the principal to provide accurate information for every enrolled student. Consequences for not doing so include inaccurate reporting of MCAS student results as well as those used to determine school and district performance.

Principals will have the opportunity to report data discrepancies prior to the reporting of official results. Principals should view MCAS headlines ([www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas)) in late spring to access the reporting schedule, including the period for reporting data discrepancies. However, since the purpose of discrepancy reporting is to correct SASIDs or test participation status, **it is critical for information to be provided accurately as described below.**

### Part I: PearsonAccess<sup>next</sup>

#### A SR/PNP Initial Upload

The SR/PNP is used to register students for testing and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., text-to-speech) and provides the basis for the initial shipment of manuals and other paper-based materials to schools. See the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the Spring 2024 MCAS Tests* posted at [mcas.pearsonsupport.com/manuals](http://mcas.pearsonsupport.com/manuals); click on the PearsonAccess<sup>next</sup> Guidance drop-down. The Department places a file of students who are required to test in Dropbox Central on or before the opening of the SR/PNP registration window. Schools can edit the file as necessary and then import it into PAN.

#### B SR/PNP Updates (Before, During, and After Test Administration)

PearsonAccess<sup>next</sup> is updated as follows:

- **before or during test administration**, for the following situations:
  - › to add students not included in the SR/PNP (e.g., students who recently transferred into the school)
  - › to remove students no longer enrolled
  - › to remove test assignments for students included in the SR/PNP who will not participate (e.g., students who are taking the MCAS-Alt)
  - › to edit accommodations (e.g., to assign a student a different form-based accommodation such as text-to-speech)
  - › to edit demographic information (e.g., last name spelled wrong)
- **after test administration**, for the following situations:
  - › to edit accommodations
  - › to edit demographic information (e.g., last name spelled wrong)

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To update student data in PearsonAccess<sup>next</sup>, follow the steps below (recommended for a small number of updates) or export the Student Registration File, update the files, and then re-import it (recommended for larger updates). Any changes to student demographic information (name, date of birth, etc.) must also be made in SIMS. If the information is not updated in SIMS, then results will not be linked to the student.

1. View the top of the screen to confirm that you are in the correct administration.
2. Go to **Setup** and select **Students**.
3. Locate the students whose data needs to be updated, and check the box next to their SASIDs.
4. Go to **Select Tasks**, check **Create/Edit Students**, and **Registration** (the system will autocheck all registration tasks) and click **Start**.
5. Make the appropriate changes in these tasks, and click **Save**. Then click **Exit Tasks**.

### **C** Enrollment Transfer Requests

Schools will use the enrollment transfer feature in PAN for students who transfer into or out of their school after the initial SR/PNP. This feature allows a student's PAN record, including all PNP information, to transfer to the new school.

School principals/test coordinators and district test coordinators have the permissions in PAN to manage enrollment transfers. More information about enrollment transfer permissions can be found in the User Role Matrix, which is available at [mcas.pearsonsupport.com/pearsonaccessnext](https://mcas.pearsonsupport.com/pearsonaccessnext).

Step-by-step instructions for completing enrollment transfer requests can be found in the *Enrollment Transfer Guide*, available in the PearsonAccess<sup>next</sup> Guidance drop-down at [mcas.pearsonsupport.com/manuals](https://mcas.pearsonsupport.com/manuals).

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## D Instructions for Updating Student Information for CBT

Situation	Instructions
<b>A student was provided testing accommodations that were not initially included in the SR/PNP.</b>	Update PAN so it accurately reflects the accommodations that the student used ( <b>Setup &gt; Students &gt; Manage Student Tests</b> ).  Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
<b>A student refused accommodations during testing or did not use an accommodation.</b>	Update PAN so it accurately reflects the accommodations that the student used ( <b>Setup &gt; Students &gt; Manage Student Tests</b> ).  Text-to-speech, screen reader, and assistive technology cannot be updated in PAN after the student has started a test. Changes to these accommodations will need to be reported to the Department during the formal discrepancy reporting window that occurs after testing.
<b>A student had a medically documented absence for one or both sessions of a test and did not participate in make-up testing.</b>	Go to <b>Setup &gt; Students &gt; Manage Student Tests &gt; Start</b> , check the “Not Tested” code, and select <b>Medical Absence</b> from the drop-down menu; click <b>Save</b> . Follow the instructions in step 8 on page 62 to mark the test complete.
<b>A student was absent for another reason from all test sessions in the subject area test or refused testing.</b>	If the student already started testing, mark the test as “Complete” (see step 8 on page 62). Fill in the reason as “Absent” or “Refusal.”  If the student did not begin testing, remove the student from any assigned PAN Sessions (see step 7 on page 62).
<b>A student was added to or removed from your school’s enrollment after the SR/PNP was submitted.</b>	Any student removed from your enrollment should be removed from any assigned PAN Sessions (see step 7 on page 62).  For any student removed from your enrollment, “Mark Complete” any tests that the student started but did not finish (see step 8 on page 62).  For a student added to your enrollment, add the student to PAN following instructions in section 2 (Steps for Completing the Initial SR/PNP Upload) of the <i>Guide to the SR/PNP Process</i> (available at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> ; click on the PearsonAccess <sup>next</sup> Guidance drop-down).
<b>A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).</b>	Only students who started testing should be marked as Void (e.g., incorrect accommodations were given).  Go to <b>Setup &gt; Students &gt; Select a Student &gt; Manage Student Tests &gt; Start</b> . Check the “Void Test Score Code” box for the selected student, and select a reason from the drop-down menu; click <b>Save</b> .  For more information, including instructions for assigning the student a new test, see section D.2, step 9, on page 75.

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## Part II: Student Information Management System (SIMS)

### A Data Elements Collected in SIMS

The Department uses data submitted by districts in SIMS as the source for student information when reporting results and for assessment and accountability purposes. **Therefore, it is critical that principals ensure the accuracy of student information provided in SIMS submissions.**

As required by the federal Elementary and Secondary Education Act (ESEA), student results are disaggregated for the following student groups:

- EL and formerly EL status
- low income
- students with disabilities
- race/ethnicity

As required by other federal and state requirements, results are also disaggregated for the following student groups:

- “high needs” (an unduplicated count of students belonging to any of the following three groups: EL and formerly EL, students with disabilities, low income)
- Title I status
- ever EL (students who have ever been enrolled as an EL in Massachusetts)
- gender

### B Uses of SIMS Data

The October SIMS submission is used to establish which students have been enrolled in the same school since October 1, 2023, for MCAS and accountability reporting purposes. School results will be summarized for MCAS and accountability reporting based only on students who were enrolled in a school on or before October 1.

Results for students who first enroll in your school after October 1 will be included only in district performance for MCAS and accountability.

For accountability reporting purposes, single-school districts will receive two reports. The school-level report includes only students enrolled as of October 1. The district-level report includes students enrolled before or after October 1, and students in outplacements.

Data from SIMS – not the SR/PNP – are used as the basis for reporting student enrollment information including:

- whether a student was absent without medical documentation for a test;
- whether a student transferred out of or into the school during the testing window and did not complete a test; and
- whether an EL student is in the first year of enrollment in a U.S. school (i.e., a first-year EL student).

### C Questions about SIMS Data

Questions about your SIMS data should be directed to the district’s SIMS contact, who is responsible for submitting the data to the Department. See page ii for instructions for finding your district’s contact.

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## Part III: Student Participation and Reporting Guidance

The table below shows the ways that information about student participation will be used for MCAS and accountability reporting. Students are considered participants if they answer at least one question in each session.

Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
<b>Students with Disabilities</b>	The Department will report whether a student with a disability was tested with accommodations based on the information in the PNP, with the exception of three paper-based accommodations: a student will be reported as having had the large-print, Braille, or typed response accommodation if the accommodation is indicated in the PNP or if the circle for the accommodation is filled in on the booklet back cover.	Students are included in results for the students with disabilities student group if they are reported in SIMS as having an IEP.
<b>Students with a Medically Documented Absence</b>	These students will be reported with a test status code of NTM—Not Tested Medically Documented Absent and will count as nonparticipants for MCAS.	Students with a medically documented absence (reported with a test status code of NTM—Not Tested Medically Documented Absent) will be excluded from the district, school, and group-level participation rate calculation for each subject-area test for which they were absent with medical documentation.
<b>Students Who Are Absent from Testing</b>	<p>Students will be reported as absent if they did not answer any test questions in an entire test session. Their enrollment is reported based on the data in the March and June SIMS submissions.</p> <p>Students will be reported with a test status code of NTA—Not Tested Absent and will count as nonparticipants for MCAS.</p>	<p>A student with a non-medically documented absence will be reported as a nonparticipant in accountability participation rate calculations.</p> <p>At the school and district level, assessment participation rates are calculated separately for English language arts, mathematics, and science for each district and school as a whole with at least 20 students enrolled in tested grades. Any students reported as absent will count against the participation rate for the subject-area tests that they did not take. Districts and schools are expected to maintain a 95 percent participation rate <i>in each subject</i>.</p> <p>At the student group level, assessment participation is calculated for the group as a whole, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests that were taken by the group). Rates are calculated for each group that has 20 or more students enrolled in at least one subject. Districts and schools are expected to maintain a participation rate of 95 percent or higher for each group.</p>

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Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
<p><b>Students Who Refuse to Participate in Testing</b></p>	<p>If a student was present for testing, but did not answer any questions during a test session, this must be reported during the discrepancy resolution period in August in order for that student to be counted in a school's MCAS participation rate. However, if the student is counted as a participant, then the student will receive a scaled score, achievement level, and student growth percentile, and will be included in aggregations.</p>	<p>Any student reported as absent as a result of refusing to participate in testing will count against the participation rate for each district, school, and student group to which they belong.</p>
<p><b>Students Who Transfer During the Testing Window</b></p>	<p>If a student transfers from one school to another between test sessions, and the results from the first and second test sessions can be linked, the student's results will be included in district-level MCAS results in the receiving district, but not in school results (unless the receiving school is the only school in the district).  If the student's first and second test sessions cannot be linked to provide complete results, the student will be reported with a test status code of NTO—Not Tested Other, and results will not be included in school and district aggregations.</p>	<p>The district must report the student in June SIMS as a transfer or other non-enrolled status; otherwise, the student will be reported as a nonparticipant in accountability calculations.</p>
<p><b>First-Year EL Students</b></p>	<p>EL students reported in SIMS in their first year of enrollment in a U.S. school (i.e., first-year EL students) must participate in MCAS Mathematics and STE tests for diagnostic purposes, but their results are not included in official school and district results, provided they were reported as first-year EL in SIMS. The participation of first-year EL students in ELA tests is optional, and results for students who do participate are not included in school and district results.</p>	<p>Students reported in SIMS as EL (no matter how many years they have been enrolled) are required to participate in ACCESS for ELLs testing. Any EL student who does not participate in ACCESS for ELLs testing will be reported as a nonparticipant in MCAS and accountability ELA participation calculations, even if the student participated in the MCAS ELA tests.  In addition, any first-year EL students that do not participate in the Mathematics and/or STE MCAS tests associated with their grade of enrollment in SIMS will be counted as nonparticipants for accountability participation calculations. MCAS results for first-year EL students are not included in accountability achievement calculations.</p>



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Student Group/Situation	How Information Is Used for <b>MCAS Reporting</b>	How Information Is Used for <b>Accountability Reporting</b>
<p><b>First-Year EL Students</b> <i>continued</i></p>	<p>Students' results are reported with a test status code of NTL–Not Tested First-year EL. Students in grades 3–8 who earn an achievement level of Partially Meeting Expectations or higher receive scaled scores and achievement levels but not student growth percentiles. Students in high school who score high enough to earn their CD receive scaled scores and achievement levels. These students are not included in scaled score or achievement level aggregations, provided they were reported as first-year EL in SIMS.</p>	
<p><b>Void</b></p>	<p>The student will be reported with a test status of NTO or NTA, depending on enrollment status in SIMS.</p>	<p>A student with NTA status is reported as a nonparticipant in accountability participation rate calculations.</p>
<p><b>Students in Out-of-District Placements</b></p>	<p>If a student is tested at a private school, collaborative, or other out-of-district placement (e.g., district-based alternative program not recognized by the Department as a school), SIMS is used as the source for identifying the sending district and school.</p> <p>Results are aggregated as follows:</p> <p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p>	<p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district-level accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p> <p>Superintendents must be mindful that each student group, school and district must maintain at least a 95 percent participation rate to meet accountability requirements, and that all students in out-of-district placements are included in district-level participation rates. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the reported student groups.</p>

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### Part IV: Providing Information for Students Taking the MCAS-Alt and Reporting Guidance

The principal or a designee must use the MCAS-Alt SIB to document participation in the MCAS-Alt instead of including the student in the SR/PNP. MCAS-Alt SIBs, along with instructions for completing and returning them, arrive with each school's shipment of MCAS-Alt materials. SIBs are returned to the contractor with students' portfolios. A sample MCAS-Alt SIB front cover is provided at [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms).

Students participating in the MCAS-Alt are included in school and district achievement level and accountability results.