



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Final Report of the Spring 2010 MEPA Online Test Administration

Prepared for the
Massachusetts Department of Elementary and Secondary Education
by
Measured Progress

Purpose

The purpose of this document is to provide an executive summary of the spring 2010 Massachusetts English Proficiency Assessment (MEPA) reading and writing online test administration, including the preparation for testing, technical support, and activities completed after testing

Background of the MEPA Program

Federal and state laws require that limited English proficient (LEP) students be assessed annually to measure their English proficiency in reading, writing, listening, and speaking, as well as measuring their progress in learning English. LEP students in Massachusetts must participate in the two components of MEPA:

- Massachusetts English Proficiency Assessment reading and writing tests (MEPA-R/W)
- Massachusetts English Language Assessment-Oral (MELA-O) an observational assessment of listening (comprehension) and speaking (production).

MEPA is administered in the spring to all LEP students in grades K–12 and in the fall to LEP students in grades 1–12 who did not participate the previous spring. Selected schools were invited to participate in the spring 2010 MEPA-R/W administration either through traditional paper-and-pencil testing or a new online (computer-based) administration.

Participation in Spring 2010 Testing Online

Schools in districts with the highest incidence of LEP students were invited to participate in online testing in one or more of the tested grade spans (3-4, 5-6, 7-8, and 9-12). Students in grade span K–2 did not participate in online testing and took paper-and-pencil tests exclusively.

The goal for spring 2010 online test participation was 20 percent of the tested LEP population in grades 3–12. Based on final participation data, 5,273 LEP students of a total of 38,376 tested students in grades 3–12 (or 13.75 percent of the LEP population in grades 3–12) in 96 schools and 23 districts participated in spring 2010 MEPA online testing. (Refer to Appendix A for additional details.) The criterion established for identification of an online test participant was completion of three or more test questions on the online test. For a variety of reasons, some students (n=10) took part of the test online and part of the test on paper. Likewise, a small number of students may have taken three or more items online and then started over on paper. Based on the criterion above, these students are counted as having participated in online testing.

The 20 percent participation goal was not met for the following reasons:

- inadequate technology or other technical issues at schools
- the requirement to test an entire grade span online
- administrators' lack of comfort and familiarity using technology (based on follow-up telephone calls to schools and feedback at training)
- administrators' concerns about students' computer skills (based on telephone calls to the service center and feedback at training)

Preparation by the Massachusetts Department of Elementary and Secondary Education (the Department) for Online Testing

Preparation for online testing included the following steps:

- recruitment by the Department of schools/districts with high incidence of LEP students to participate
- training of representatives from each school

- final selection of schools with appropriate technology systems and a willingness to participate
- onsite preparations by participating schools, including training of school staff by school staff trained by the Department and its contractor
- preparation and delivery of student data files to participating schools
- deployment of the online testing system, including setting up principal accounts at schools

Recruitment

Districts were invited to participate if they had more than 200 LEP students in grades 3–12 (using June 2001 data from the Department’s Student Information Management System [SIMS]) enrolled in the district (n=28), or if they had participated in the spring 2009 MEPA online pilot test and were not already included (n=2). Appendix B lists the 30 districts invited to participate along with the count of schools within each district invited to participate. Appendix A lists the schools that actually participated including the number of students in each grade span who tested online.

All interested schools were asked to complete a statement of interest and a survey about the school’s technology profile.

Following a review of survey responses by Measured Progress (MP), schools were directed to log onto “Internet Tech Check,” an online tool used to confirm that the schools’ computers met MP’s technical requirements (Refer to Appendix C for the required technical requirements). Schools were contacted, when necessary, to clarify concerns that arose during MP’s analysis of the survey and/or the “Internet Tech Check” results. A total of 112 schools were notified of their acceptance. Refer to Appendix D for additional details.

Training

Schools were invited by the Department to serve as training sites based on their location, number of available computers, technological capacity, and availability during the training window (January 19–January 29, 2010). Fourteen half-day training sessions were held in the computer labs of seven schools. One additional training session was conducted via WebEx to accommodate three schools that could not send participants to a training session. Two representatives from each school (principal or designee, and the technology coordinator) were required to attend a training session conducted by MP staff who facilitated the training, and by Department staff who were present to answer policy questions from participants. The number of participants in each training session is listed in Table 1.

Table 1

Training Sessions for Spring 2010 MEPA Online			
<i>School Name/Training Location</i>	<i>District</i>	<i>Training Session</i>	<i>Number of Training Participants</i>
Bowe School	Chicopee	January 22 a.m.	20
		January 22 p.m.	16
Forest Grove Middle School	Worcester	January 28 a.m.	22
		January 28 p.m.	21
Hancock School	Brockton	January 21 a.m.	16
		January 21 p.m.	2
Hugh Roe O'Donnell	Boston	January 20 a.m.	18
		January 20 p.m.	6
International High School	Lawrence	January 27 a.m.	23
		January 27 p.m.	25
John G. Whittier Middle School	Haverhill	January 19 a.m.	16
		January 19 p.m.	12
Salemwood School	Malden	January 26 a.m.	20
		January 26 p.m.	12
Forest Grove Middle School	Worcester	January 29 *	
International High School	Lawrence	January 29 *	
WebEx	n/a	February 9	5
Total			234
* A make-up session was scheduled for this location in case of severe weather but was not necessary.			

Each training session consisted of three modules:

- introduction and overview of the online testing system
- data administration and management using the Principal's Administration System (PAS)
- administering a test using the Proctor Test Workstation (PTW) and the Student Test Workstation (STW)

Participants were able to participate in the second and third modules using the online testing components: the PAS, PTW, and STW.

A "train-the-trainer" model was used in which participants were requested to train other staff at their schools in using the online testing system. Principals trained test administrators on how to use the PTW and the STW for online testing. Principals coordinated with test administrators to ensure all students viewed the Student Tutorial video and took the online practice tests prior to taking the operational tests.

Training materials included:

- Presentation slide handouts: Spring 2010 MEPA Computer-based Testing for Participating Schools
- *Administration Manual for Spring 2010 MEPA Online Testing for Principals, Test Administrators, and Technology Coordinators*

- Web Address Quick Reference Sheet for Accessing the Spring 2010 MEPA Online Testing System
- Notice Regarding Safari 4.0–4.0.4, an Internet Browser not supported for online testing in 2010

The *Administration Manual for Spring 2010 MEPA Online Testing* described the online system, security requirements, and administration information. It included screen shots and step-by-step instructions for principals, test administrators, and technology coordinators. The manual also included a troubleshooting section to help schools and technology coordinators with best practices and connectivity issues. The manual was distributed at the training sessions, posted on the home page of the PAS, and available through the online help system in both the PAS and the PTW.

Deployment

The online testing system was first deployed for schools on January 19, 2010 (the date of the first training session) with preloaded student data files, using October 2009 SIMS data.

Between January 19 and February 25, principals were requested to complete the following tasks:

- train staff
- add and remove students from their preloaded student data (as appropriate)
- view the video tutorial with students
- administer online practice tests
- administer online MEPA locator tests (as appropriate)
- enter data on staff members who would serve as test administrators
- assign test administrators to tests
- verify and update student data
- assign students to test sessions (sessions 1 & 2 or 2 & 3)

The system was closed from February 26 until March 2 for MP to load the operational tests and conduct final quality assurance checks on the system. On March 3, the system reopened, and practice, locator, and operational tests were available. The PTW and the STW were closed on March 17 when the testing window ended. The Principal's Administration System remained open until March 19 to allow principals adequate time to update student data, including their MELA-O scores.

Overview of the Spring 2010 MEPA Online Testing System

The three components of the online testing system included: the Principal's Administration System (PAS), the Proctor Test Workstation (PTW), and the Student Test Workstation (STW).

The ***Principal's Administration System*** was accessible only to principals and their designees. In the PAS, principals performed the following tasks:

- set up staff accounts for each of the test administrators
- assigned students and test administrators to tests
- printed student login tickets
- accessed locator test results
- monitored test progress
- reviewed and updated student demographic information
- uploaded students' MELA-O scores

- closed the testing window for students in their schools

Online resources were posted on the PAS, including the *Administration Manual for Spring 2010 MEPA Online Testing* (posted as a PDF and in a searchable format); instructions for mass-deploying the STW; instructions for administering the online practice and locator tests; videos for common tasks; and announcements.

Test administrators were provided with a password to access the **Proctor Test Workstation**. In the PTW, test administrators performed the following tasks:

- accessed the tests assigned to them
- provided the test access code to students
- administered tests to students
- removed a student from the list of students testing (if necessary)
- ended the session after students had completed the test

Students entered their user name and password to log into the **Student Test Workstation** and used the test access code provided by their administrator to begin a test. The students moved through the test by clicking “Next,” or by using a test map at the bottom of their screens. Features available in the Student Test Workstation included flags that could be used to mark items for later review, the ability to change screen and font colors and font size, a highlighter tool, and an eraser.

Tasks Schools Needed to Complete Prior to Testing

Data Management: Between January 19 and February 25, principals were encouraged to identify staff who would be administering online tests by creating staff accounts and assigning practice, locator (optional), and operational tests to administrators. Additional school-based tasks included: verifying and/or updating preloaded student data (from October 2009 SIMS); assigning students to operational test sessions (e.g., sessions 1 & 2 or sessions 2 & 3); and uploading MELA-O scores for LEP students.

Training: Principals trained test administrators in their schools on how to use the PTW and the STW.

Test Administration

Participating schools were allowed to select one or more grade spans to test online. All students in the selected grade spans were required to participate in the online test, except the few students who were unable to use a computer because they lacked sufficient computer skills or required an accommodation that was not available online.

In each grade span, the paper-based tests included eight different forms (ten in grade span 9–12). One test form in each grade span was selected to be used for online testing. All students who tested online were given the same test form in a grade span.

In addition to the operational test forms, the online system included a practice test and a locator test. Schools were instructed that all students who were testing online were to be given the online version of the practice test. In addition, students took an online locator test if teachers were uncertain which test sessions (1&2 or 2&3) to administer. The online versions of practice and locator tests were the same as those administered to students taking the paper version of the tests.

Principals coordinated with test administrators to ensure all students viewed the Student Tutorial video, which explained to students how to navigate through the test and use each of the buttons and functions they would see on the test. Students were also required to take the online practice tests prior to the operational tests and were allowed to take the practice tests as many times as necessary in order to feel comfortable using the STW.

Technical Support Before, During, and After Testing

In addition to an online administration manual in a searchable format, a MEPA Technical Service Center was established by MP to provide telephone support and technical assistance to participating schools. The Technical Service Center was available from 7:00 a.m. to 5:00 p.m., Monday through Friday.

Service Center staff responded to inquiries, and provided information and assistance regarding technical issues. The MEPA Technical Service Center received a total of 444 calls before and during the MEPA online test administration. The following chart includes the top 5 categories of calls and *n* counts for each category.

Most Frequent Categories of Calls to the MEPA Technical Service Center	Number of Calls
Login issues (related to Principal's Administration System, Proctor Test Workstation, or Student Test Workstation)	90
Managing student data in the Principal's Administration System (e.g., adding, removing, or updating the student roster; marking accommodations)	38
MELA-O scores (e.g., downloading templates or uploading data)	26
Marking students as complete	19
Assigning test sessions to students	18

The Technical Service Center staff maintained a log of all calls received and issued periodic reports to the Department regarding call categories, issues, and resolution.

Test Security

Access to the three online testing system components (PAS, PTW, and STW) required a user name and password. To maintain test security, a unique test access code was generated in the PTW at the beginning of each test session. A test would not display in the STW until the student entered the appropriate test access code, and once students logged into the STW, they were unable to access other computer applications until they logged out of the test. Letters were mailed to principals with login information and instructions for accessing the PAS. Student login information was automatically generated in the PAS as student data was added to the system. The system automatically emailed login instructions and information to test administrators at the time their staff accounts were created.

During the testing window, MP monitored access to the STW and PTW at all times, including weekends. Additionally, access to online tests within a school was restricted to those with permissions and passwords. A test was only allowed to be administered, for example, if assigned by the principal to a specific test administrator.

Schools were responsible for ensuring that all test administrators and technology coordinators complied with test security requirements and instructions provided by the Department. The

following guidelines for maintaining test security, intended to prevent students from viewing other students' computer screens, were recommended:

- seating students at every other computer within a computer lab or classroom
- seating students using laptops in a semicircle
- using partitions between adjacent computers, if available at the school
- frequent monitoring by at least two test administrators in each test session

Below is a summary of observations by Paulette Watson, MEPA Specialist at the Department, of selected schools' test administrations:

Drewicz Elementary: Cardboard dividers were used and were effective. They were made from science exhibition demonstration stands which had been cut in thirds. This worked well because the screens reached above the eye-level of the grade 3 students. There were two proctors who monitored closely.

Salemwood Middle School: Students were placed at every other computer at long tables. The computers were placed at an angle turned away from the student's neighbor. Students were approximately 5 feet apart. Students would have been able to see their neighbor's computer screen by leaning back slightly. There were two proctors who monitored closely.

Revere High School: The situation was challenging with over 100 students tested concurrently in four rooms in the library and in one additional classroom. Security was effective in one room where laptops were stationed in every other row. Students were unable to see their neighbors' screens. The seats were sufficiently spaced in front and behind to prevent students looking at the screen on the desk in front of them, and the screens were small enough to be blocked by the students' bodies.

In another room, computers were placed about two feet apart and there were no dividers. With several proctors, the principal, and an IT team present in the room, students kept their eyes on their own screens. However, if they had looked across, they would have been able to see their neighbor's screen.

In one room, however, there were approximately 20 students taking the test with computer screens approximately two feet apart with only one proctor responsible for monitoring the computers and enforcing appropriate behavior. This proved to be unsatisfactory.

Recommendations to enhance test security for future online test administrations are being developed for spring 2011.

Tasks Schools Needed to Complete After Testing

Test administrators were responsible for marking students as complete within the PTW after students finished the locator and/or operational tests. When appropriate, test administrators updated principals about students who required make-up test sessions.

After testing, principals updated accommodations data and enrollment status for students, as necessary.

Separate surveys for principals, test administrators, and students were administered online (via SurveyMonkey) after testing was completed. Participation was voluntary and anonymous.

Appendix E of this report includes the principal survey questions; Appendix F includes the test administrator survey questions; and, Appendix G includes the student survey questions.

Based on survey feedback, principals and test administrators appeared satisfied overall with the MEPA online testing system. Of the 75 test administrators and 59 principals who responded, 72.4 percent (97 out of 134) were satisfied with the system overall. Of the 1,007 students who responded, 74.5 percent (750 out of 1,007) thought it was easier to take the test on the computer than on paper. For additional details of survey responses and changes suggested by users, please see the Overview of Results of Participant Surveys in Appendix H.

Preparation and Enhancements for 2011

Topics and areas for improvement identified in the user surveys, Service Center call logs, and by Department of Elementary and Secondary Education staff have been consolidated for review and have been considered by Department and MP technology staff in development of the spring 2011 online testing system.

Appendix A: Participating Schools & Districts

District	School Name	Number of Students Participating Online in Each Grade Span Test				Total Number of Participants
		3-4	5-6	7-8	9-12	
Boston	Blackstone	105	39			144
	Fenway High School				5	5
	Hugh Roe O'Donnell	23				23
	Jackson Mann	40	34	18		92
	James P Timilty Middle		98			98
	Nathan Hale	2				2
	Odyssey High School				17	17
	Oliver Hazard Perry	3	2	4		9
	Sarah Greenwood	40	25	8		73
	Winship Elementary	21	5			26
Brockton	East Middle School		66	178		244
	Hancock	28	7			35
	West Middle School		14			14
Cambridge	Amigos School	8	2	4		14
	Cambridge Rindge and Latin				93	93
	King Open	1	5	6		12
Chelsea	Joseph A. Browne School			83		83
Chicopee	Barry	35	8			43
	Bowe	20	8			28
	Fairview Middle		7	12		19
	Selser	12	9			21
Everett	Everett High				114	114
	George Keverian School		12	8		20
	Palin School	19	23	61		103
Fall River	Matthew J Kuss Middle		4			4
Framingham	Framingham HS				144	144
Haverhill	Consentino		25	29		54
	Dr Paul Nettle		21	33		54
	Haverhill High				72	72
	John G. Whittier		10	5		15
	Tilton	44				44
Holyoke	Center for Excellence	6	11	21	14	52
	Holyoke High				98	98
	William R Peck School	52	57	58		167
	Wm J Dean Voc Tech High				138	138

District	School Name	Number of Students Participating Online in Each Grade Span Test				Total Number of Participants
		3-4	5-6	7-8	9-12	
Lawrence	Alexander B Bruce		19			19
	Arlington Elementary School	57				57
	Arlington Middle School		47	49		96
	Edward F Parthum	57				57
	Emily G. Wetherbee	31	15	15		61
	Francis M Leahy		15			15
	Frost Middle School		12	10		22
	Guilmette Middle School		39			39
	Health & Human Services High School				29	29
	Henry K Oliver	40	22	25		87
	HS Learning Ctr				184	184
	Humanities & Leadership Dev				22	22
	Int'l HS				217	217
	James F Leonard		16	38		54
	John K Tarbox	21	4			25
	Math Science & Tech HS				20	20
	Parthum Middle School		15	34		49
	Performing & Fine Arts HS				25	25
	Robert Frost	24				24
	School for Exceptional Studies		2	1		3
	South Lawrence East Elementary	88				88
Leominster	Fall Brook	32	13			45
	Northwest	16	4			20
	Samoset School		9	39		48
	Sky View Middle School		14	27		41
	Southeast School	30	9			39
Lowell	Bartlett Comm Partnership	42	46	26		114
	Joseph McAvinnue	94				94
	Pyne Arts	20	38	25		83
Lynn	A Drewicz Elem	52				52
	Capt William G. Shoemaker	1				1
	Lincoln-Thomson	8	3			11
Malden	Salemwood		54	53		107

District	School Name	Number of Students Participating Online in Each Grade Span Test				Total Number of Participants
		3-4	5-6	7-8	9-12	
Methuen	Comp Grammar School	32	9	8		49
	Donald P Timony Grammar	13	17	9		39
	Marsh Grammar School	8	4	5		17
	Tenney Grammar School	25	7	2		34
Montachusett	Montachusett Reg Voc Tech				7	7
New Bedford	Betsey B Winslow	7	2			9
	Ellen R Hathaway	3	1			4
	Hayden/McFadden	21	32			53
	John B Devalles	24	6			30
Newton	Charles E Brown Middle		11	19		30
Revere	Abraham Lincoln	19	3			22
	AC Whelan Elem School	20	6			26
	Paul Revere		6			6
	Revere High				101	101
	Susan B Anthony Middle School		15	21		36
Springfield	Alice B Beal Elem	3	2			5
	Dryden Memorial	6	5			11
	John F Kennedy Middle		27	37		64
	Lincoln	33	17			50
	Mary M Walsh	19	4			23
Waltham	Henry Whittemore Elem School	6				6
	NE Elem School	13	12			25
Worcester	Burncoat Senior High				143	143
	Claremont Acad			62	32	94
	Forest Grove Middle			123		123
	Goddard Sch/Science Tech		76			76
	Jacob Hiatt Magnett	46	13			59
	Roosevelt	71	38			109

Appendix B: Invited Districts and the Number of Schools within the District

District Name	Number of Schools within District Invited to Participate in Online Testing
Boston	116
Brockton	18
Brookline	9
Cambridge	13
Chelsea	8
Chicopee	8
Everett	7
Fall River	16
Fitchburg	7
Framingham	12
Haverhill	11
Holyoke	10
Lawrence	24
Leominster	8
Lowell	21
Lynn	24
Malden	6
Marlborough	5
Methuen	5
Montachusett Reg Voc Tec	1
New Bedford	20
Newton	21
Pittsfield	2
Quincy	18
Revere	10
Salem	9
Somerville	8
Springfield	43
Waltham	9
Worcester	44

Appendix C: 2010 MEPA-R/W Online Testing: Technical Requirements for School-based Technology

Local Network		
Network Connection Specifications	If wired to network (required for each test administrator's computer): Minimum - 100 Mbps Fast Ethernet TCP/IP If wireless : Minimum - 802.11b; Recommended - 802.11g/n	
Internet Bandwidth	Minimum - 1 MBps with at least 8 Kbps per concurrent user	
Firewall / Proxy	Set to allow connections to *.measuredprogress.org	
Ports	Set to allow connections to ports 80 and 443	
Email	Allow emails from @measuredprogress.org, as the system sends account information via email to new users on behalf of the person creating the account.	
Students' Computers – One for each student testing concurrently		
	Windows®	Macintosh®
Operating System	Windows XP® SP3 or Windows Vista® SP2	OS X® 10.4 or 10.5 Please note: 10.5 Leopard requires that Parental Controls is disabled within System Preferences.
RAM	XP® SP3: 512 MB or greater, or Vista® SP2: 1 GB or greater	512 MB or greater
Processor	Pentium III 1.33 GHz or greater	G4 867 MHz or greater
Hard Drive	100 MB free space	100 MB free space
Internet Browser	Internet Explorer® 7.x or 8.x, or Firefox® 3.x	Safari® 3.1.2 – 3.2.3, or Firefox 3.x
Flash® Player	Version 9 or 10	
Keyboard/Mouse	Standard	
Monitor	32-bit color or greater; 1024 x 768 resolution or greater	
Fonts	Times New Roman, Helvetica, and Verdana	
Principal's and Test Administrators' Computers		
	Windows®	Macintosh®
Operating System	Windows XP® SP3 or Windows Vista® SP2	OS X® 10.4 or 10.5
RAM	Windows XP SP3: 512 MB or greater, or Windows Vista SP2: 1 GB or greater	512 MB or greater
Processor	Pentium III 1.33 GHz or greater	G4 867 MHz or greater
Hard Drive	50 MB free space	50 MB free space
Internet Browser	Internet Explorer® 7.x or 8.x, or Firefox® 3.5	Safari® 3.1.2 – 3.2.3, or Firefox® 3.5
Flash® Player	Version 9 or 10	
Pop-Up Blocking Software	Must be configured to allow pop-ups from *.measuredprogress.org	
Keyboard/Mouse	Standard	
Monitor	32-bit color or greater; 1024 x 768 resolution or greater	

Appendix D: Preliminary Participation Summary

The table below indicates the number of districts and schools targeted at each recruitment stage and the criteria for each stage.

Recruitment Stage	Count	Criteria for Count
Stage 1 – Identification of districts with high incidence of LEP students	30 districts	Districts had 200 or more LEP students in grades 3–12 (using June SIMS data); or participated in spring 2009 online MEPA pilot test
Stage 2 – Invitation to participate	513 schools	Schools received a memo from the Commissioner inviting them to complete the online survey of interest.
Stage 3 – Completion of survey of interest	194 schools	Schools completed the survey of interest and were then asked to complete “Internet Tech Check,” an online tool used to confirm that the school’s computers met the technical specifications.
Stage 4 – Completion of “Internet Tech Check”	115 schools	Schools completed “Internet Tech Check.”
Stage 5 – Invitation to attend training	112 schools	Based on preliminary analysis of “Internet Tech Check” results, schools were selected to participate and asked to send two representatives to training.
Stage 6 – Notification of Acceptance/Rejection	108 schools	Schools completed stages 2–5 and agreed to participate in online testing.
	12 schools	Schools opted out of online testing either before or after training.
	3 schools	Schools were not accepted for online testing due to concerns about technology capacity or their failure to participate in training.

MEPA Online Testing: Preliminary Participation Calculations

The table below includes a preliminary total of online test participants and an explanation of the criteria for each count.

Participant	Count	Criteria for Count
District	23	A school/district was counted as having participated in the MEPA online test if at least one student in the school responded to at least three test questions online (any combination of multiple-choice and open-response test items) during any test session.
School	96	
Students in grades 3–4	1,441	A student was counted as a participant in the MEPA online test if he or she responded to at least three test questions online (any combination of multiple-choice and open-response test items) during one or more test sessions. (Students who responded to three or more test questions in more than one test session were counted once.)
Students in grades 5–6	1,201	
Students in grades 7–8	1,156	
Students in grades 9–12	1,475	
Total students	5,273	

Appendix E: Spring 2010 MEPA Online Testing Principal Survey

Thank you for your participation in spring 2010 MEPA online testing and for completing this survey. This survey is anonymous. No one will be able to associate your responses with your identity, your school, or your district.

The purpose of this survey is to gather information about your experience so that we may improve the system for spring 2011 testing. The Department of Elementary and Secondary Education (ESE) will review this information.

Questions in this survey may require input from your Technology Coordinator or someone who is familiar with your school's technology system. Please complete the survey either with the assistance of your school or district Technology Coordinator.

If you wish, click [here](#) for a survey in pdf format that can be printed so that you may take notes prior to completing and submitting the survey online.

1. What is your role at your school?
 - ☐ I am the principal
 - ☐ I am the principal's designeeIf you are the principal's designee, please specify your position in the space below.
2. How would you rate your overall satisfaction with the MEPA online testing system?
 - ☐ 1 (Very dissatisfied)
 - ☐ 2 (Dissatisfied)
 - ☐ 3 (Neither dissatisfied nor satisfied)
 - ☐ 4 (Satisfied)
 - ☐ 5 (Very satisfied)
3. Please indicate how many LEP students participated in MEPA online testing in each of the following grade spans. Please answer in the space below.

Grade span 3-4	
Grade span 5-6	
Grade span 7-8	
Grade span 9-12	
4. What was the largest number of students taking the online test simultaneously in your school?

☐ 0-5	☐ 26-35
☐ 6-10	☐ 36-50
☐ 11-15	☐ more than 50
☐ 16-25	

The MEPA online testing system consists of three main components listed below.

- *Principal's Administration System*
- *Proctor Test Workstation*
- *Student Test Workstation*

Principals (or designees) were expected to become familiar with all three components because they were responsible for training the staff at their school on these components.

5. Rate how easy it was to use the following MEPA online testing system components.

	Very Difficult	Difficult	Neither difficult nor easy	Easy	Very Easy	I did not use this feature
Principal's Administration System	☐	☐	☐	☐	☐	☐
Proctor Test Workstation	☐	☐	☐	☐	☐	☐
Student Test Workstation	☐	☐	☐	☐	☐	☐

6. Are there additional features or functions that you would like to see added to the MEPA online testing system? Be as specific as possible. Please answer in the space below.

The Principal's Administration System was used to manage staff and student data, access locator test results, and monitor test progress. The following questions pertain to those functions of the Principal's Administration System.

7. Rate your satisfaction with the Principal's Administration System in the following areas.

	Very Difficult	Difficult	Neither difficult nor easy	Easy	Very Easy	I did not use this feature
Managing staff data	☐	☐	☐	☐	☐	☐
Managing student data	☐	☐	☐	☐	☐	☐
Managing student groups	☐	☐	☐	☐	☐	☐
Monitoring test progress	☐	☐	☐	☐	☐	☐
Accessing locator test results	☐	☐	☐	☐	☐	☐
Downloading/Uploading MELA-O data file	☐	☐	☐	☐	☐	☐

The Student Tutorial and the online practice tests were designed to familiarize students with how to:

- *log into the Student Test Workstation*
- *navigate through a test*
- *use the tools available in the Student Test Workstation*

8. Did all students view the Student Tutorial at least once?

- ☐ Yes
- ☐ No

If no, please explain why in the space below.

9. Did all students take the online practice test at least once?

- ☐ Yes
- ☐ No

If no, please explain why in the space below.

While the use of locator tests is optional, the ESE strongly recommends the use of grade-span specific locator tests to help educators determine which pair of sessions to administer to students.

10. Were the locator tests used in your school?

- ☐ Yes
- ☐ No (Respondents who answered no, were not shown question 11)

If no, please explain why in the space below.

11. Which version of the locator test did your school administer?

- ☐ paper-and-pencil
- ☐ online
- ☐ both

12. How many staff members administered the MEPA online tests at your school? Please answer in the space below.

13. What measures did your school use to ensure test security during MEPA online testing?
Check all that apply.

- ☐ Students sat at every other computer within a computer lab or classroom with computers.
- ☐ Students who used laptops sat in a semicircle
- ☐ Cardboard partitions were placed between computers
- ☐ Two school staff were present during test administration.
- ☐ I used another measure.
- ☐ I did not use any security measures.

If you used another measure, please specify in the space below.

14. Did you experience any technical issues or problems during online testing?

- ☐ Yes
- ☐ No

If yes, please explain why in the space below.

15. Were technology staff in your school or district available to assist with any technical issues that arose during online testing?

- ☐ Yes
- ☐ No

16. Did you attend a Department-sponsored training session in preparation for MEPA online testing?

- ☐ Yes
- ☐ No (Respondents who answered no were not shown questions 17-19)

17. Did the training prepare you adequately to train test administrators in the school to use the online testing system?

- ☐ Yes
- ☐ No

18. Did you receive sufficient information during the training to prepare your school's technology for online testing?

- ☐ Yes
- ☐ No

19. How could the Department-sponsored training be improved for next year? Please answer in the space below.

The primary resource for the MEPA online testing system was the Administration Manual for Spring 2010 MEPA Online Testing. This manual was available in hard copy, pdf version, and via an online help system from the Principal's Administration System.

20. Please indicate which, if any, formats of the *Administration Manual for Spring 2010 MEPA Online Testing* you used. Check all that apply.

- ☐ I used the **hard copy binder** from training.
- ☐ I used the **pdf** version provided on the home page of the Principal's Administration System
- ☐ I used the **online help system** from the Principal's Administration System.
- ☐ I **did not** use the manual. (Respondents who selected this answer were not shown questions 21-24)

21. Was the online help system satisfactory?

- ☐ Yes
- ☐ No
- ☐ Did not use

22. Was the *Administration Manual for Spring 2010 MEPA Online Testing* helpful for training staff in your school?

- ☐ Yes
- ☐ No

23. Was the *Administration Manual for Spring 2010 MEPA Online Testing* helpful in locating general information and for troubleshooting?

- ☐ Yes
- ☐ No

24. What changes, if any, would you suggest for the *Administration Manual for Spring 2010 MEPA Online Testing*? Please answer in the space below.

25. Several resources for MEPA online testing were available via the home page of the Principal's Administration System. Please indicate which resources you used. Check all that apply.

- ☐ Announcements
- ☐ *Administration Instructions for MEPA-R/W Online Practice Tests*
- ☐ *Administration Instructions for MEPA-R/W Online Locator Tests*
- ☐ Part 6 of the *Administration Manual for Spring 2010 MEPA Online Testing*
- ☐ Part 7 of the *Administration Manual for Spring 2010 MEPA Online Testing*
- ☐ Part 8 of the *Administration Manual for Spring 2010 MEPA Online Testing*
- ☐ Student Test Workstation Mass-Deployment Strategies
- ☐ Student Tutorial
- ☐ Show Me Video – Add Staff
- ☐ Show Me Video – Add Student

26. What changes and/or additional resources or information would you like to see posted on the Principal's Administration System home page? Please answer in the space below.

27. Did you contact, or were you contacted by, a representative from the MEPA Technical Service Center for technical support with the MEPA online testing system?

- ☐ Yes
- ☐ No (Respondents who selected no were not shown questions 28-29)

28. When you contacted the MEPA Technical Service Center, did you receive a response within one business day?

- ☐ Yes
- ☐ No

29. Was the MEPA Technical Service Center representative helpful and able to respond to your issue or question appropriately?

- ☐ Yes
- ☐ No

30. Would you be willing to participate in MEPA online testing next year?

- ☐ Yes
- ☐ No

If **no**, please explain why in the space below.

31. What, if any, recommendations do you have for other schools that are considering participation in MEPA online testing? Please answer in the space below.

Thank you for taking the time to respond to this survey. Your feedback will help us improve the MEPA online testing system for spring 2011.

If you have any questions, please call the MEPA Technical Service Center at 1-877-934-8378.

*Survey is complete. Please click **Done** below.*

Appendix F: Spring 2010 MEPA Online Testing Test Administrator Survey

Thank you for your participation in spring 2010 MEPA online testing and for completing this survey. This survey is anonymous. No one will be able to associate your responses with your identity, your school, or your district.

The purpose of this survey is to gather information about your experience so that we may improve the system for spring 2011 testing. The Department of Elementary and Secondary Education (ESE) will review this information.

If you wish, [click here](#) for a survey in pdf format that can be printed so that you may take notes prior to completing and submitting the survey online.

As you remember, the Proctor Test Workstation was used to administer practice, locator, and operational MEPA tests. Its main functions included:

- *starting, pausing, and ending test sessions*
- *indicating that students completed testing*

1. Rate how easy it was to use the Proctor Test Workstation in each of the following areas.

	Very Difficult	Difficult	Neither difficult nor easy	Easy	Very Easy	I did not use this feature
Logging into and out of the system	☐	☐	☐	☐	☐	☐
Selecting a test from the Test Selection page	☐	☐	☐	☐	☐	☐
Moving students through a test session using the Test Navigation dropdown menu	☐	☐	☐	☐	☐	☐
Monitoring a test session	☐	☐	☐	☐	☐	☐
Removing students from session	☐	☐	☐	☐	☐	☐
Marking students as having completed a test session	☐	☐	☐	☐	☐	☐
Ending a test session	☐	☐	☐	☐		☐

2. How could the Proctor Test Workstation be improved? Please answer in the space below.

3. How would you rate your overall satisfaction with administering MEPA online tests?

- ☐ 1 (Very dissatisfied)
- ☐ 2 (Dissatisfied)
- ☐ 3 (Neither dissatisfied nor satisfied)
- ☐ 4 (Satisfied)
- ☐ 5 (Very satisfied)

4. Would you prefer to participate in MEPA online testing again next year instead of administering MEPA paper-and-pencil tests?

- ☐ Yes
- ☐ No

If **no**, please explain why in the space below.

5. What, if any, recommendations do you have for other schools that are considering participation in MEPA online testing? Please answer in the space below.

6. What measures did you use to ensure test security during MEPA online testing? Check all that apply.

- ☐ Students sat at every other computer within a computer lab or classroom with computers.
- ☐ Students who used laptops sat in a semicircle
- ☐ Cardboard partitions were placed between computers
- ☐ Two school staff were present during test administration.
- ☐ I used another measure.
- ☐ I did not use any security measures.

If you used another measure, please specify in the space below.

7. Did students generally understand the onscreen directions for taking the MEPA online tests?

- ☐ Yes
- ☐ No

Please explain or offer comments and/or suggestions in the space below.

The Student Tutorial and the online practice tests were designed to familiarize students with how to:

- *log into the Student Test Workstation*
- *navigate through a test*
- *use the tools available in the Student Test Workstation*

8. Did all students in your assigned test sessions view the Student Tutorial at least once?

- ☐ Yes
- ☐ No

If **no**, please explain why in the space below.

9. Do you feel the Student Tutorial was helpful in preparing students for online testing?

- ☐ Yes
- ☐ No

Please explain or offer comments and/or suggestions in the space below.

10. Did all students in your assigned test sessions take the online practice test at least once?

- ☐ Yes
- ☐ No

If **no**, please explain why in the space below.

11. Was the online practice test reviewed with the students to make sure they understood how to respond to each type of question?

- ☐ Yes
- ☐ No

If **no**, please explain why in the space below.

12. Was the online practice test administered more than once to any students?

- ☐ Yes
- ☐ No
- ☐ I don't know.

13. Do you have suggestions for improving the online practice test? Please answer in the space below.

14. Did any students in your assigned test sessions take the locator tests?

- ☐ Yes
- ☐ No (Respondents who answered no were not show question 15)
- ☐ I don't know.

If **no**, please explain why in the space below.

15. Which version of the locator tests did you administer?

- ☐ paper-and-pencil
- ☐ online
- ☐ both

16. Was it easy for students to log into a test?

- ☐ Yes
- ☐ No
- ☐ N/A – staff logged in for students

If **no**, please explain why in the space below.

17. To your knowledge, did one or more students use the Test Map?

- ☐ Yes
- ☐ No

18. To your knowledge, did one or more students change the size of the text on the screen?

- ☐ Yes
- ☐ No

19. To your knowledge, did one or more students change the font and background colors?

- ☐ Yes
- ☐ No

20. To your knowledge, did one or more students flag test items?

- ☐ Yes
- ☐ No

21. To your knowledge, did one or more students use the Highlighter tool?

- ☐ Yes
- ☐ No

22. To your knowledge, did one or more students use the Eraser tool?

- ☐ Yes
- ☐ No

23. When taking the online test, did students use the same test-taking strategies they use on paper tests?

- ☐ Yes
- ☐ No
- ☐ I do not have enough information to make a determination.

Please explain your answer in the space below.

24. Did you attend a Department-sponsored training session in preparation for MEPA online testing?

- ☐ Yes
- ☐ No (Only respondents who answered no were shown question 25.)

25. Were you trained by someone who attended a Department-sponsored training session?

- ☐ Yes (Respondents who answered yes to either 24 or 25 were shown question 26)
- ☐ No

If **no**, please explain why in the space below.

26. Did the training you received allow you to administer the MEPA online test effectively?

- ☐ Yes
- ☐ No
- ☐ I don't know.

If **no**, please explain why in the space below.

The primary resource for the MEPA online testing system was the Administration Manual for Spring 2010 MEPA Online Testing. This manual was available in hard copy, pdf version, and via an online help system from the Proctor Test Workstation.

27. Please indicate which, if any, formats of the *Administration Manual for Spring 2010 MEPA Online Testing* you used. Check all that apply.

- ☐ I used the **hard copy binder** from training.
- ☐ I used hard copies of the **PTW and STW sections only** that I received from my principal.
- ☐ I used the **online help system** from the Proctor Test Workstation.
- ☐ I **did not** use the manual.

28. Was the online help system satisfactory?

- ☐ Yes
- ☐ No
- ☐ Did not use

29. How helpful was the *Administration Manual for Spring 2010 MEPA Online Testing* in assisting your to prepare for, and conduct, online testing in the school.

- ☐ Not helpful
- ☐ Somewhat helpful
- ☐ Helpful
- ☐ I did not use the manual

Please explain your answer in the space below.

30. What changes, if any, would you suggest for the *Administration Manual for Spring 2010 MEPA Online Testing*?

31. Indicate how you handled problems that arose during online testing by checking the response(s) below. Check all that apply.

- ☐ I did not experience problems during testing.
- ☐ I solved the problems myself.
- ☐ I received help from a technology staff person in the school/district.
- ☐ I contacted the MEPA Technical Service Center.
- ☐ Problems were not resolved.

If you handled problems in another way or if your problems were not resolved, please specify in the space below.

32. Did you contact, or were you contacted by, a representative from the MEPA Technical Service Center for technical support with the MEPA online testing system?

- ☐ Yes
- ☐ No (Respondents who answered no were not shown questions 33 & 34)

33. When you contacted the MEPA Technical Service Center, did you receive a response within one business day?

- ☐ Yes
- ☐ No

34. Was the MEPA Technical Service Center representative helpful and able to respond to your question appropriately?

- ☐ Yes
- ☐ No

35. What additional features or functions would you like to see added to the MEPA online testing system? Please answer in the space below.

Thank you for taking the time to respond to this survey. Your feedback will help us improve the MEPA online testing system for spring 2011.

If you have any questions, please call the MEPA Technical Service Center at 1-877-934-8378.

*Survey is complete. Please click **Done** below.*

Appendix G: Spring 2010 MEPA Online Testing Student Survey

Note: Proctors/teachers may read the questions aloud to students who may not understand certain words.

This survey is anonymous. No one will be able to associate your responses with your identity, your school, or your district.

*Read the question below. Click the circle next to your answer. Click **Next** to go to the next question.*

1. How would you compare taking the test on the computer to taking it on paper?
 - ☐ Using the computer was **easier** than taking the test on paper.
 - ☐ Using the computer was **about the same** as taking the test on paper.
 - ☐ Using the computer was **more difficult** than taking the test on paper.

2. The Student Tutorial was a video showing you how to take the test on your computer. Did you see the video?
 - ☐ Yes (Only respondents who answered yes were shown question 3)
 - ☐ No
 - ☐ I don't remember.

3. Did the video help you understand how to take the test on your computer?
 - ☐ Yes
 - ☐ No

4. Did you take the practice test on your computer?
 - ☐ Yes (Only respondents who answered yes were shown question 5)
 - ☐ No
 - ☐ I don't remember.

5. Did the practice test help you understand how to take the test on your computer?
- ☐ Yes
 - ☐ No
 - ☐ I don't remember.
6. Was it easy to log into the test?
- ☐ Yes (Only respondents who answered yes were shown question 5)
 - ☐ No
 - ☐ I don't remember.
7. How did you move from one question to the next in the test?
- ☐ I used the **arrows** at the bottom of the screen.
 - ☐ I used the **numbered circles** at the bottom of the screen.
 - ☐ I used **both** the arrows and the numbered circles.
 - ☐ I don't remember.
8. Was it easy to move from one question to the next?
- ☐ Yes
 - ☐ No
 - ☐ I don't remember.
9. Did you change the size of the letters or words on your computer screen?
- ☐ Yes (Only respondents who answered yes were shown question 10)
 - ☐ No
 - ☐ I don't remember.
10. Was it easy to change the size of the letters on your computer screen?
- ☐ Yes
 - ☐ No
 - ☐ I don't remember.
11. Did you change the color of the letters and the screen?
- ☐ Yes (Only respondents who answered yes were shown question 12)
 - ☐ No
 - ☐ I don't remember.
12. Was it easy to change the color of the letters and the screen?
- ☐ Yes
 - ☐ No
 - ☐ I don't remember.
13. Did you use the flag on one or more questions when you took the test?
- ☐ Yes (Only respondents who answered yes were shown question 14)
 - ☐ No
 - ☐ I don't remember.
14. Was it easy to use the flag when you took the test?
- ☐ Yes
 - ☐ No
 - ☐ I don't remember.

15. Did you use the Highlighter tool to highlight words?

- ☐ Yes (Only respondents who answered yes were shown question 16)
- ☐ No
- ☐ I don't remember.

16. Was it easy to use the Highlighter tool to highlight words?

- ☐ Yes
- ☐ No
- ☐ I don't remember.

17. Did you use the Eraser tool?

- ☐ Yes (Only respondents who answered yes were shown question 18)
- ☐ No
- ☐ I don't remember.

18. Was it easy to use the Eraser tool?

- ☐ Yes
- ☐ No
- ☐ I don't remember.

19. What suggestions do you have for other students on how to take the test? Please type your answer in the space below.

*Thank you. The survey is complete. Please click **Done** below.*

Appendix H: Overview of Results of Participant Surveys

Online surveys were developed and administered (via SurveyMonkey) to participating schools: one survey each for principals, test administrators, and students. Survey instructions and links were posted on the home page of the Principal's Administration System (PAS) and emailed to principals who disseminated the appropriate survey to test administrators and students at their schools.

Participation in the survey was voluntary and anonymous. Respondents had the opportunity to skip questions or end their participation in the survey at any time; thus, response counts varied by survey question. The surveys included multiple-choice and open-response questions. In some cases, the total number of responses is greater than the total number of respondents because survey participants were allowed to select more than one response. In other cases, questions were displayed only if the respondent selected a particular answer to a previous question.

Participation in Surveys

- Sixty people responded to at least one question in the **principal survey**.
- 48.3% of the principal survey respondents (29 of 60) were principals and 51.7% (31 of 60) were designees. 7 of 25 were assistant principals and 7 of 25 were ELL staff.
- Seventy-six people responded to at least one question in the **test administrator survey**.
- One thousand and seven students responded to at least one question in the **student survey**.

Overall Satisfaction

- 72.4% of principals and test administrators (97 of 134) were satisfied with the online testing system overall.
- 97.6% of principals and test administrators (69 of 71) thought the MEPA Technical Service Center representatives were helpful and able to respond to their questions appropriately.
- 74.5% of students (750 of 1,007) felt it was easier to take the test on the computer than on paper.

Student Tutorial Video

- 84.9% of principals and test administrators (101 of 119) indicated that all students in their assigned test sessions viewed the Student Tutorial at least once. Absenteeism and time constraints were the more common reasons that the students did not view the video.
- 94.9% of students who remembered seeing the video (521 of 549) thought the video helped them understand how to take the test.
- 84.1% of test administrators (58 of 69) felt the Student Tutorial was helpful in preparing students for online testing.
- 54.7% of students (549 of 1003) remembered seeing the Student Tutorial video which showed students how to use the Student Test Workstation (STW).

Practice Tests and Locator Tests

- 91.7% of test administrators (66 of 72) reviewed the online practice test with the students to make sure they understood how to respond to each type of question.
- 81.5% of principals and test administrators (97 of 119) indicated that all students in their assigned test sessions took the online practice test at least once. Absenteeism and time constraints were the more common reasons that the students did not view the video.
- 73.6% of test administrators (53 of 72) did not administer the practice test more than once to any students.
- 64.7% of test administrators (11 of 17) administered online locator tests to students.
- 81.7% of students (814 of 996) remembered taking the practice test online.
- 92.9% of students who remembered taking the practice test (755 of 813) thought the practice test helped them to understand how to take the test.

Fifteen test administrators provided suggestions for improving the online practice tests. The table below includes the suggestions.

Suggestions for Improving the Online Practice Test	Response Percent	Response Count
Expand tests (e.g., provide more than one test, include more questions, increase the variety of items and level of difficulty of items)	40.0%	6
Adjust layout of items and passages to minimize scrolling	13.3%	2
Add audio in student's native language	13.3%	2
Combine the Student Tutorial and practice tests	13.3%	2
None	13.3%	2
Allow more time to conduct practice tests	6.7%	1
answered question		15

Student Survey

- 94.7% of students (939 of 992) thought it was easy to navigate from one question to the next. The most common navigation method, used by 66.2% of students, was using the **Previous** and **Next** arrows at the bottom of each online test page.
- 84.2% of students (831 of 937) felt it was easy to log into a test; and, 81.9% of test administrators (59 of 72) felt it was easy for students to log into a test.
- The majority of students who used the Student Test Workstation tools thought that the tools were easy to use. 91.0% of students (363 of 399) thought it was easy to use the Eraser tool; 89.8% of students (430 of 479) thought it was easy to use the Highlighter tool; and, 82.4% of students (215 of 261) thought it was easy to use the flag tool.
- The majority of students who used the Student Test Workstation display features thought it was easy to use them. 94.7% of students (355 of 375) thought it was easy to change the color of the letters and the screen; and, 91.3% of students (348 of 381) thought it was easy to change the font size on their computer screens.

Students were asked to provide suggestions to others on how to take the test. The recommendations are summarized in the table below:

Recommendations for Other Students	Response Percent	Response Count
Test taking and/or writing tips (e.g., read thoroughly, make best effort, no cheating, use punctuation, etc.)	49%	377
Miscellaneous (e.g., time of each session, explanation of test [it's about writing and grammar], the importance of learning English, etc.)	17%	131
Computer-based test is better	10.0%	77
Computer-related comments (e.g., computer skills, using tools in STW, Student Tutorial, etc.)	9.9%	76
None	8.2%	63
Test is easy	6.1%	47
Paper-based test is better	1.7%	13
Computer-based test is the same as the paper-based test	0.7%	5
answered question		769

Test Administrators

- 93.2% of test administrators (68 of 73) thought that students generally understood the onscreen instructions for taking the MEPA online tests.

- 46.6% of test administrators (34 of 73) thought that students used the same test taking strategies they used on the paper test; 35.6% of test administrators (26 of 73) did not have enough information to make a determination; and, 17.8% of test administrators (13 of 73) thought that students did not use the same test taking strategies they used on paper.

Seventy-six test administrators rated how easy it was to use eight different aspects of the Proctor Test Workstation (PTW) on a 5-point rating scale, where 1 was very difficult and 5 was very easy.

- Six of eight aspects of the PTW received a rating of 4 or higher.
- Removing students from a test session (3.79 rating average) and using the Test Administration Receipt page (3.98 rating average) were the most difficult.

Twenty-five test administrators suggested improvements to the Proctor Test Workstation. The table below includes the top 5 categories of comments and suggested changes.

Top 5 Categories of Comments and Suggested Changes for the Proctor Test Workstation	Response Percent	Response Count
System is easy/good	24.0%	6
Simplify process/screens	16.0%	4
Other	16.0%	4
Administering tests	12.0%	3
More hands-on practice	12.0%	3
<i>answered question</i>		25
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Test administrators were asked to suggest additional functions/features to the online testing system. The suggested changes are summarized in the table below:

Suggested Changes for the MEPA Online Testing System	Response Percent	Response Count
Student Test Workstation (e.g., how content is displayed, available tools, etc.)	33.3%	11
Proctor Test Workstation (e.g., administering multiple test sessions, monitoring student activity, alphabetizing student names, etc.)	18.2%	6
Other (e.g., more support, script changes, etc.)	15.2%	5
Planning/Training	12.1%	4
None	12.1%	4
Multiple test forms for each school	9.1%	3
Student Tutorial	9.1%	3
<i>answered question</i>		33
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Principals or Designees

Fifty-one principals indicated the number of LEP students who participated in MEPA online testing in each grade span. The greatest number of students participated at the 9-12 and 3-4 grade spans. The table below includes the online testing participation count for all grade spans.

MEPA Online Testing Participation by Grade Span	Response Average	Response Total	Response Count
Grade span 3-4	25.40	762	30
Grade span 5-6	12.94	414	32
Grade span 7-8	23.00	391	17
Grade span 9-12	51.56	928	18
<i>answered question</i>			51

Fifty principals rated how easy it was to use three components of the MEPA online testing system on a 5-point rating scale, where 1 was very difficult and 5 was very easy. All components (including the Principal's Administration System, Proctor Test Workstation, and Student Test Workstation) received a rating of 4 or higher.

Fifteen principals suggested changes to one or more components of the online testing system. The table below includes the top 5 categories of suggested changes.

Top 5 Categories of Suggested Changes for the MEPA Online Testing System	Response Percent	Response Count
Access to the system	20.0%	3
Assigning and administering test sessions	20.0%	3
Monitoring student activity	13.3%	2
Error messages	13.3%	2
Other	13.3%	2
<i>answered question</i>		15
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Training

- 85% of principals (34 of 40) thought they received sufficient information during training to prepare their school's technology for online testing.
- 82.9% of test administrators (58 of 70) thought the training allowed them to administer the MEPA online tests effectively.
- 75% of principals (30 of 40) thought the training prepared them adequately to train staff on how to use the online testing system.

Eighteen principals suggested changes to the Department-sponsored training. The suggested changes are summarized in the table below:

Suggested Changes for Training	Response Percent	Response Count
Documentation-related changes	16.7%	3
Expand troubleshooting information in manual	16.7%	3
More hands-on time using the system	22.2%	4
More training (i.e., longer sessions, more sessions, more locations)	33.3%	6
Reduce number of participants in each training	5.6%	1
Provide specific training for test administrators	11.1%	2
Service center-related comments	11.1%	2
answered question		18
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Support and Assistance

- 100% of principals (46 of 46) used the hard copy of the *Administration Manual for Spring 2010* distributed at the training sessions.
- 96% of principals and test administrators (48 of 50) were satisfied with the online help system.
- 55.7% of test administrators (30 of 70) thought the *Administration Manual for Spring 2010 MEPA Online Testing* was helpful in assisting them to prepare for, and conduct, online testing.
- 95.7% of principals (44 of 46) thought the *Administration Manual for Spring 2010 MEPA Online Testing* was helpful for training staff in their schools.
- 97.8% of principals (44 of 45) thought the *Administration Manual for Spring 2010 MEPA Online Testing* was helpful in locating general information and troubleshooting.

Five principals and sixteen test administrators suggested changes to the manual. The suggested changes are summarized in the table below:

Suggested Changes to Manual	Response Percent	Response Count
Content and/or format changes	34.8%	8
Connection with other manuals	13.0%	3
Eliminate need for paper	4.3%	1
Training/Support issues	21.7%	5
None	26.1%	6
answered question		23

- 77.6% of principals and test administrators (90 of 116) experienced a technical issue or problem during online testing. The more common issues included network issues, login issues, and computers freezing.
- 97.2% of test administrators (69 of 71) indicated that they were able to resolve issues as they arose during online testing, often with assistance from technology staff.
 - 57.7% (41 of 71) received help from a technology staff person in the school/district.
 - 49.3% (35 of 71) contacted the MEPA Technical Service Center.
 - 36.6% (26 of 71) solved the issue without assistance.

Test Security

Principals and test administrators were asked to identify which measures their schools used to ensure test security during MEPA online testing.

- 79.7% of respondents (94 of 118) had two school staff present during test administration.
- 70.3% of respondents (83 of 118) sat students at every other computer within a computer lab or classroom with computers.
- 19.5% of respondents (23 of 118) placed cardboard partitions between computers.
- 1.7% of respondents (2 of 118) sat students who used laptops in a semicircle.
- 9.3% of respondents (11 of 118) indicated that they used another measure. The other measures are categorized in the table below.

Other Security Measures Used by Schools	Response Percent	Response Count
Separated students by seating arrangements	40.0%	8
Monitored student activity (electronic and human)	30.0%	6
Used dividers other than cardboard	15.0%	3
Did not use specific security measures	15.0%	3
Administered different grade-span tests at same time	10.0%	2
Limited access to computer lab	5.0%	1
<i>answered question</i>		20

Looking Ahead

81.6% of principals and test administrators (93 of 114) would be willing to participate in MEPA online testing next year.

Principals and test administrators were asked to provide recommendations for schools that are considering participation in MEPA online testing. The recommendations (from twenty-seven principals and forty-three test administrators) are summarized in the table below:

Recommendations for Schools Considering Participation in MEPA Online Testing	Response Percent	Response Count
Planning/Scheduling	40.0%	28
Training school staff	25.7%	18
Other	18.6%	13
Preparing students	14.3%	10
Reasons to prefer computer-based testing	11.4%	8
Technical support	8.6%	6
Infrastructure	7.1%	5
Reasons to prefer paper-based testing	7.1%	5
Call center support	1.4%	1
<i>answered question</i>		70
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		