



Final Report of the Spring 2011 MEPA Online Test Administration

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

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EXECUTIVE SUMMARY

The purpose of this executive summary is to briefly report on the spring 2011 MEPA online test administration, including the preparation for testing, technical support, and activities completed after testing, and to offer suggestions for expanding and improving the 2012 online administration.

The testing contractor, Measured Progress (MP), developed the online testing system with input from the Massachusetts Department of Elementary and Secondary Education (the Department). The Department developed test administration policies and procedures, and, together, MP and the Department implemented the project plan. Massachusetts schools administered the MEPA online tests in reading and writing (MEPA-R/W) in March 2011.

MEPA is administered in the spring to English language learner (ELL) students in grades K–12. MEPA online reading and writing tests were made available only to ELL students in grades 3–12. ELL students in grades K–2 took paper-and-pencil tests exclusively.

Based on preliminary data, 6,643 students from 147 schools in 41 districts participated in the spring 2011 MEPA online test. This represented 15 percent of the total tested ELL students in grades 3–12. For the purpose of this calculation, a school is reported as having participated if, at minimum, one student in the school responded to at least one test question online during any test session.

Preparation for Testing

Preparation for online testing included recruitment of interested schools, verifying that those schools met the technology requirements, training principals or their designees from each school, and deploying the online testing system.

Districts with 50 or more ELL students in grades 3–12 were invited to participate in a fall 2010 memo from the Commissioner. Schools were asked to affirm their interest in participating by completing a survey of interest and logging onto “Internet Tech Check,” an online tool used to help schools determine whether their computers met the minimum technical requirements. Some schools were contacted to clarify and resolve issues raised during MP’s analysis of the survey and/or “Internet Tech Check” results. Written notification was sent to each school confirming that its technology capacity appeared to be sufficient to meet the requirements and confirming their willingness to participate in training and subsequent online testing. A total of 165 schools were accepted for participation for spring 2011.

Two types of training sessions were provided: one for technology coordinators (covering the technical aspects of preparing the school’s technology) and one for principals and ELL test coordinators (including policy-related information and instructions for using each component of the online testing system). Training materials were developed, including the *Administration Manual for Spring 2011 MEPA Online Testing* and PowerPoint presentations, and school-based training sites were identified. Training was conducted as follows:

- Five 90-minute training sessions were conducted via WebEx for district and/or school technology coordinators.
- Eighteen half-day face-to-face training sessions were conducted in six schools (Math, Science & Technology High School in Lawrence, Matthew J. Kuss Middle School in Fall River, Hancock School in Brockton, A.C. Whelan Elementary School in Revere, and John F. Kennedy Middle School in Springfield) and at one centrally located hotel.
- One additional training session was conducted via WebEx to accommodate nine schools that could not attend training in person.

The online testing system was deployed on January 12, 2011, with preloaded student data for each school based on the Department's October 2010 Student Information Management System (SIMS). Between January 19 and March 4, principals prepared for testing by training staff, adding and removing students from their rosters, scheduling students to view a video tutorial, and conducting practice and locator tests, as appropriate. Before testing, principals (or designees) also entered data on participating staff and assigned test administrators to students for testing. Additionally, students were assigned to appropriate test sessions (i.e., sessions 1 & 2 or sessions 2 & 3), depending on their level of English proficiency. On March 7, the operational tests were made available to schools in the system.

Technical Support before, during, and after Testing

The MEPA Technical Service Center was available to provide telephone support for participating schools between 7:00 a.m. and 5:00 p.m., Monday through Friday. Service Center staff responded to queries, provided information, and gave assistance regarding technical issues.

Other support resources were available in the materials that were provided during face-to-face training and as part of the online test system itself, including access to the *Administration Manual for Spring 2011 MEPA Online Testing*, with detailed information and procedures on the online testing components and how to troubleshoot. Online references also included an online help system, "Show Me" videos, a reference sheet to assist in training test administrators, and strategies for technology coordinators to mass-deploy the Student Test Workstation (STW) to individual computers. Online resources were available through the home page of the Principal's Administration System (PAS) and the online help system was also available through the Test Administrator's System (TAS).

Test Security and Test Administration

Access to online tests was restricted to those with permissions and passwords, rendering the system more secure, perhaps, than paper-based tests. For example, a teacher could administer a test only if the test was assigned to him or her. Additionally, Measured Progress was able to monitor access to the Student Test Workstation and Test Administrator's System on the weekends during the operational testing window to ensure that no activity was taking place.

The test security requirements and guidelines during MEPA computer-based testing were described in a document that was distributed at training sessions and posted to the home page of the PAS. Schools were responsible for developing a security plan that emphasized the physical configuration of computers in the classroom or lab; the preference to test students in small groups; using cardboard dividers to obstruct vision between and among computers in order to

prevent students from viewing each others' screens; and suggesting that two or more test administrators be present during testing.

The Department made available to participating schools commercially manufactured cardboard "security carrels," which surround individual computers and prevent students from viewing each other's screens. Schools that tested students in small groups were able to position the carrels so students were unable to see the screen of the student directly adjacent to or in front of each student.

Principals coordinated with test administrators to ensure all students viewed a 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.

In addition to the operational test forms, the online system included two practice tests and a locator test for each grade span. Schools were instructed that all students who were testing online were to be given the online version of the practice test. The locator tests were optional, but teachers who chose to administer one were encouraged to use the online version so that the students would have more exposure to the online system before testing began.

Observation Visits to Schools

During testing, staff from the Department and from Measured Progress visited three schools to observe actual online testing and to meet with school leaders. The schools that were visited included Cobbett Elementary School in Lynn, Joseph E. Browne Elementary School in Chelsea, and Everett High School. The visits provided an opportunity for the Department and Measured Progress staff to observe students taking the online tests and discuss with school staff some of the benefits and challenges they experienced before and during online testing.

Activities after Testing

Schools that tested online were provided a slightly longer testing "window" in order to schedule and complete online testing for, in many cases, large numbers of students with limited access to computers. The testing window ended on March 18 when the TAS and the STW were closed. The Principal's Administration System remained open through March 21 to allow principals additional time to update student data and upload students' MELA-O scores.

Surveys for school staff and students were developed and administered online (via SurveyMonkey) in participating schools. Participation in surveys was anonymous and voluntary, and school staff were encouraged to provide their contact information if they were willing to be contacted by the Department in order to provide further information about their online testing experience.

Based on survey feedback, principals and test administrators appeared satisfied overall with the MEPA online testing system. Of the 153 principals, test administrators, and technology coordinators who responded, 81.0% (124 out of 153) were satisfied with the system. Of the 1,920 students who responded, 57.7% (1,108 out of 1,920) thought it was easier to take the test on the computer than on paper.

Suggestions for 2012

Various changes were suggested by the Department and schools to the online testing system, training sessions, and the *Administration Manual for Online Testing*. Full survey results are reported in Appendix H.

Throughout the spring 2011 test administration, suggestions for changes were logged as they were received. In addition to online survey data from users, the Department also reviewed information from the service center call log to identify potential recommendations for 2012. These requests are currently under review by Measured Progress to determine which suggestions can be implemented for the next test administration.

Measured Progress and the Department have already begun planning for 2012 online MEPA testing, including recruitment and training, with the goal of increasing the number of participating schools. The Department plans to expand the invitation to participate to include schools with a lower incidence of ELL students. Increasing the number of schools participating will require some changes to training. The Department is considering, for example, WebEx training for experienced schools, and possibly for new schools as well, in lieu of the face-to-face trainings that have been required previously. The testing window for schools participating in online testing will be extended for an extra week in 2012 to allow schools more time to test students.

FULL REPORT

Purpose

The purpose of this document is to provide a summary of the spring 2011 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 students reported as limited English proficient (LEP) be assessed annually to measure their English proficiency in reading, writing, listening, and speaking, as well as measuring their progress in learning English. English language learner (ELL) 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 ELL students in grades K–12 and in the fall to ELL students in grades 1–12 who did not participate the previous spring.

Participation in Spring 2011 Testing Online

Schools in districts with 50 or more ELL 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 state's goal for spring 2011 online test participation was 40 percent of the tested ELL population in grades 3–12. Based on final participation data, 6,643 ELL students of a total of 43,315 tested in grades 3–12 (or approximately 15 percent of the ELL population in grades 3–12) in 147 schools and 40 districts participated in spring 2011 MEPA online testing. (Refer to Appendix A for additional details.) The criterion established for identification of an online test participant was completion of at least one test question online during any test session. For a variety of reasons, some students took part of the test online and part of the test on paper. Likewise, a small number of students may have taken one 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.

Participation in online testing fell short of the 40 percent goal for a number of reasons, mostly related to the level of technology in the state's schools. In feedback given to the MEPA Technical Service Center or the MCAS Service Center, the primary issues affecting schools' participation were:

- inadequate computers or internet connectivity issues at schools
- insufficient numbers of computers in schools
- lack of technology support within schools

- the perception that online testing required too much time and effort
- administrators' concerns about the level of students' computer skills

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 in districts with 50 or more ELL students to participate
- training of representatives from each school in face-to-face meetings
- training of technology coordinators via WebEx
- final selection of schools with appropriate technology systems and a willingness to participate
- onsite preparations by participating schools, including training of administrators by school representatives who had attended face-to-face trainings
- 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 50 ELL students in grades 3–12 (based on March 2010 data from the Department's Student Information Management System [SIMS]) enrolled in the district. Appendix B lists the 64 districts invited to participate along with the count of schools within each invited district. Appendix A lists the schools that actually participated and shows the number of students in each grade span who tested online.

All interested schools were asked to complete a survey of interest, to provide information about the school's technology profile, and 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 165 schools were notified of their acceptance. Refer to Appendix D for additional details.

Training

Schools volunteered to host training sessions. The Department selected schools as training sites based on their location, the number of available computers, technological capacity, and availability during the training window (January 18–28, 2011). Twelve half-day training sessions were scheduled in the computer labs of six schools. In addition, 4 half-day trainings were scheduled on February 1 and February 2 at a centrally located hotel. Inclement weather conditions necessitated some cancellations and revisions to the schedule and the last hotel training was held on February 7. In addition, a webinar training was held on February 14 for those schools who had been unable to attend any of the face-to-face trainings. One representative from each school (principal or designee or the ELL coordinator) was 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.

In addition to the trainings referenced above, WebEx trainings were held for technology coordinators from each school or district.

Table 1

Training Sessions for Principals and Test Coordinators			
<i>School Name/Training Location</i>	<i>District</i>	<i>Training Session</i>	<i>Number of Training Participants</i>
Samoset Middle School	Leominster	January 19 a.m.	8
		January 19 p.m.	6
Math, Science & Technology High School	Lawrence	January 20 a.m.	22
		January 20 p.m.	22
Matthew J. Kuss Middle School	Fall River	January 25 a.m.	23
		January 25 p.m.	5
Hancock School	Brockton	January 26 a.m.	24
		January 26 p.m.	4
Mather Elementary School	Boston	January 27 a.m.	Cancelled due to weather
		January 27 p.m.	
A.C. Whelan Elementary School	Revere	January 28 a.m.	26
		January 28 p.m.	20
John F. Kennedy Middle School	Springfield	January 31 a.m.	29
		January 31 p.m.	13
Hotel Training	Marlborough	February 1 a.m.	2
		February 3 a.m.	16
		February 3 p.m.	11
		February 4 a.m.	11
		February 4 p.m.	1
		February 7 a.m.	15
		February 7 p.m.	10
WebEx	n/a	February 14	10
Total			277

Each face-to-face training session consisted of three main components:

- introduction and overview of the online testing system;
- data administration and management using the Principal’s Administration System; and
- administering a test using the Test Administrator’s System and the Student Test Workstation.

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

A “train-the-trainer” model was utilized in which participants were requested to train other staff at their schools in how to use the PAS, the TAS, and the STW for online testing. Principals or their designees 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. In addition, online versions of the locator tests were available.

Training materials included:

- Presentation slide handouts: Spring 2011 MEPA Computer-based Testing Training for Participating Schools
- *Administration Manual for Spring 2011 MEPA Online Testing for Principals, Test Administrators, and Technology Coordinators*
- Quick Reference Sheet for Test Administration Training
- Options for Maintaining Test Security During MEPA Computer-based Testing

The *Administration Manual for Spring 2011 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 TAS.

The Quick Reference Sheet for Test Administration Training provided succinct instructions for principals/designees to use when training staff at their schools, including how to prepare for training and what critical information should be covered.

Deployment

The online testing system was first deployed for schools on January 18, 2010 (the scheduled date of the first training session) with preloaded eligible student data files, based on October 2010 SIMS data.

Between January 19 and March 4, principals or designees 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)
- create accounts for staff members who would serve as test administrators
- assign tests to test administrators
- verify and update student data
- assign test sessions (sessions 1 & 2 or 2 & 3) to students

On March 7, the operational tests became available. Schools that were testing online were given a longer window to complete the tests than schools that were testing with paper. The TAS and the STW were closed at the end of the day on March 18 when the extended testing window ended. The Principal's Administration System remained open through March 21 to allow principals adequate time to update student data, including their MELA-O scores.

Overview of the Spring 2011 MEPA Online Testing System

The three components of the online testing system were the Principal's Administration System, the Test Administrator's System, and the Student Test Workstation. Staff members used the same user name and password to access the PAS and the TAS.

The *Principal's Administration System* was available to three levels of users. A staff member designated as a test administrator could access the PAS to perform the following functions:

- view student records
- edit IEP and 504 plan data
- edit assigned sessions, participation status, and accommodations
- print student rosters
- create student groups
- edit MELA-O scores
- print student login tickets
- print test progress reports
- print roster of student results from the locator tests

A user at the school administrator (principal's designee) level had access to all of the functions that were available to test administrators. In addition, a school administrator could

- add and remove student records
- edit change-of-enrollment status
- add staff accounts, and assign tests and student groups to staff accounts
- edit staff passwords

The school principal had access to all of the functions described above. In addition, the principal was the only user who had the ability to end access to the TAS and STW after all testing in the school had been completed.

Online resources were posted on the PAS, including the *Administration Manual for Spring 2011 MEPA Online Testing* (posted as a PDF and in a searchable format); instructions for deploying the STW; notes from a Q&A WebEx session; MELA-O data entry instructions; release notes for MEPA online testing; the quick reference sheet for test administration training; videos for common tasks; and announcements.

In the *Test Administrator's System*, staff performed the following tasks:

- provided the test access code to students
- administered tests to students
- removed a student from the list of students testing (if necessary)
- submitted students for scoring (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. Editing tools and a character counter were provided for constructed response items.

Tasks to be Completed Prior to Testing

Data Management: Between January 19 and March 4, 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 2010 SIMS); assigning students to operational test sessions (e.g., sessions 1 & 2 or sessions 2 & 3); and uploading MELA-O scores for students.

Training: Principals trained test administrators in their schools on how to use the TAS 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 twelve different forms. The number of forms that were tested online for each grade span ranged from one to six, depending on the number of students in that grade span. 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 for each grade span. Schools were instructed that all students who were testing online were to be given the online version of the practice test. Students were allowed to take the practice tests as many times as necessary in order to feel comfortable using the STW. 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.

Technical Support Before, During, and After Testing

In addition to an online administration manual in a searchable format, a MEPA Technical Service Center was provided by MP giving 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 387 calls before and

during the MEPA online test administration. Table 2 lists the most frequent categories of calls and *n* counts for each category.

Table 2

Call Category	<i>n</i> Count	Online Testing System Components (X=call related to component)		
		PAS	TAS	STW
PAS/TAS Login	73	X	X	
Test Assignment	29	X		
Administering Test	23		X	
Connectivity and Internet	23			
STW Login	23			X
Submit/Un-submit	23	X	X	
Add/Delete Student	18	X		
STW Download	17	X		X

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

Test Security

Access to the three online testing system components (PAS, TAS, and STW) required a user name and password. Letters were mailed to principals with login information and instructions for accessing the PAS. The system automatically emailed login instructions and information to test administrators at the time their staff accounts were created. Student login information was automatically generated in the PAS as student data was added to the system. To maintain test security, a unique test access code was generated in the TAS 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.

During the testing window, MP monitored access to the STW and TAS at all times, including weekends. Additionally, access to online tests within a school was restricted to those with permissions and passwords. Test administrators were only allowed to administer tests that had been assigned to them by the principal or school administrator.

Schools were responsible for developing a security plan and ensuring that all test administrators and technology coordinators complied with test security requirements and instructions provided by the Department. To assist in the security of the online tests, the Department made available to participating schools commercially manufactured cardboard “security carrels” to surround students’ computers. The carrels appeared to be an effective deterrent to students who might be tempted to look at neighboring students’ computers during test-taking. Other guidelines that were suggested to schools to prevent students from viewing other students’ computer screens included:

- seating students at every other computer within a computer lab or classroom
- seating students using laptops in a semicircle
- frequent monitoring by at least two test administrators in each test session

The following is a summary by Paulette Watson, MEPA Specialist at the Department, of selected school observations by Department and Measured Progress staff during spring 2011 online testing.

Executive Summary of School Observations During Spring 2011 MEPA Online Testing and Recommendations for Program Improvements for Spring 2012

Staff from the Department and Measured Progress visited three schools to observe students and to meet with school leaders and learn about their experiences with online MEPA testing. The table below shows details about the visits.

School Name	District Name	Date of Visit	ESE Staff	MP Staff
Cobbett Elem	Lynn	3/8/11	Paulette Watson	
Browne Middle	Chelsea	3/11/11	Dan Wiener, Jodie Zalk, Paulette Watson	
Everett High	Everett	3/14/11	Dan Wiener, Jodie Zalk, Paulette Watson	Valerie Ruocco, Mary Beth Myers
Cobbett Elem	Lynn	3/16/11	Jeff Nellhaus, Jodie Zalk, Paulette Watson	

Highlights of Observations

- Carrels appeared to keep students well-focused on their own test and provided an appropriate level of security.
- The principals/test coordinators stated their preference for online testing to paper-and-pencil testing because it eliminated the hassle of bubbling, counting, and boxing materials.
- Scheduling all the tasks was challenging.
 - The test coordinators found the tasks to be completed before testing to be daunting. In two schools they underestimated the amount of time needed to complete each test session and subsequently rescheduled to test 2 sessions per day instead of 3 per day.
 - In two of the three schools, during the first week, test administrators had not worked out how to administer the surveys to the students and were worried that with this extra step they might not be able to complete testing.
 - Cobbett found it challenging to do each test session within the suggested timeframe because of the time it took to log everyone in.
- Test coordinators reported that students enjoyed testing online and that most students preferred it to paper-and-pencil testing. However, students newly arrived from other

countries and students in younger grades did not have the necessary keyboarding skills and found testing online difficult.

- Test administrators were disappointed that students were not allowed to use scrap paper to plan their responses. Students are taught the Writing Process technique, but are unable to use this method when writing responses to constructed-response questions for MEPA online tests.
- Recommendation for 2012: Discuss whether to allow scrap paper. Options include the following:
 1. Creating a form to ship to schools for students to use as scrap paper
 2. Providing a spec for scrap paper along with a requirement that schools write students' names on the paper and send the paper in their return shipment
 3. Training schools to have students use open-response boxes to make their notes and plans and then delete them.
- The Cobbett School made signs (half a sheet of paper that said "HELP" glued to a flat craft stick) for kids to hold up because it was hard to see over the carrels when kids raised their hands with questions.
- Recommendation for 2012: Collect more "best practices" from schools and share during training.
- Cobbett kids (grade span 3–4) had a really hard time focusing on instructions because they just didn't understand the English.
- Recommendation for 2012: Consider allowing test administrators to translate instructions or provide translations in a few languages.
- The principal at the Cobbett school suggested that a focus group be organized to discuss problems, solutions, and suggestions about MEPA online testing. He was willing to host this meeting.

Tasks Schools Needed to Complete After Testing

Test administrators were responsible for marking students as complete within the TAS 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 school staff and students were administered online (via SurveyMonkey) after testing was completed. Participation was voluntary and anonymous, although school staff were encouraged to provide contact information if they were willing to participate in further discussions about their experiences with the Department. Appendices E–G of this report include the staff survey questions as they appeared to each type of respondent. (Each respondent could choose one of three roles [principal, test administrator, or technology coordinator] that best described his or her role in online testing. The survey questions presented to each respondent varied depending upon the respondent's role.) Appendix H includes the student survey questions.

Based on survey feedback, principals and test administrators appeared satisfied overall with the MEPA online testing system. Of the 96 test administrators, 45 principals, and 12 technology coordinators who responded, 81 percent (124 out of 153) were satisfied with the system overall.

Of the 1,920 students who responded, 57.7 percent (1,108 out of 1,920) 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 G.

Preparation and Enhancements for 2012

Topics and areas for improvement identified in the user surveys, Service Center call logs, and by Department staff have been consolidated for review and have been prioritized by Department and MP staff in preparation for enhancing the spring 2012 online testing system. In addition, the Department hosted two focus groups in which they sought more in-depth feedback from school staff who participated in the online testing.

The training model will undergo changes for the 2012 administration. Schools that previously participated in the online MEPA testing may be offered a refresher via WebEx, instead of a face-to-face training. The Department is also considering the possibility of allowing new schools the option of being trained via WebEx if unable to attend a face-to-face session. A training WebEx may be recorded and posted in the PAS to serve as a refresher and to train additional staff within a school.

In an effort to increase participation, the Department will expand the invitation to include schools with a lower incidence of ELL students in 2012. Recognizing the logistical issues of testing students in computer labs and of maintaining security, the Department has also extended the 2012 testing window for schools that test online and will again offer cardboard carrels for the coming year.

APPENDIX A: Participating Schools and Districts

Table 3

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	
Agawam	Clifford M Granger	2				2
	Benjamin J Phelps	3				3
	Robinson Park	7				7
	Roberta G. Doering School		7			7
	Agawam Junior High			5		5
	Agawam High				10	10
Arlington	Hardy		5			5
Attleboro	Hyman Fine Elementary School	5				5
	Robert J. Coelho Middle School		9	9		18
Barnstable	Centerville Elementary	1				1
	Barnstable Intermediate School		18	8		26
	Barnstable High			5	42	47
Belmont	Belmont High				30	30
Billerica	Thomas Ditson	10	2			12
	Hajjar Elementary	8	2			10
	Marshall Middle School		3	2		5
	Billerica Memorial High School				7	7
Boston	Jackson Mann	51	53	38		142
	John F Kennedy	77				77
	John P Holland	111	50			161
	Oliver Hazard Perry	14	7	3		24
	Dr. William Henderson	5	2			7
	Samuel W Mason	17	5			22
	Sarah Greenwood	51	23	10		84
	Winship Elementary	27	7			34
	Boston Middle School Academy			8		8
	Harbor School		6	20		26
	Monument High School				19	19
	Boston Latin Academy			13	8	21
	Boston Arts Academy				14	14
	O'Bryant Sch Math/Science			7	56	63
Brockton	Manthala George Jr School		31			31
	Hancock	33	21			54
	West Middle School		21	13		34

Table 3 (continued)

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	
Cambridge	Maria L. Baldwin	1	2			3
	Amigos School			1		1
	King Open	2	3	5		10
	Cambridge Rindge and Latin				91	91
Chelsea	William A Berkowitz Elem	24				24
	George F. Kelly Elem	47				47
	Eugene Wright School		30	11		41
	Clark Avenue School		28	1		29
	Joseph A. Browne School		81	74		155
Chicopee	Barry	30	13			43
	Bowe	17	7			24
	Selser	10	7			17
	Fairview Middle		10	9		19
	Chicopee High				29	29
	Chicopee Comprehensive HS				35	35
Dennis-Yarmouth	Ezra H Baker	6				6
	Marguerite E Small Elem	13	9			22
	Laurence C MacArthur Elem	1				1
	Station Avenue Elem	6				6
	Mattacheese Middle School		9	11		20
	N H Wixon Middle	6	12	5		23
	Dennis-Yarmouth Reg High				25	25
Everett	George Keverian School	14	17	11		42
	Lafayette School	6	9	2		17
	Everett High				142	142
Fall River	Letourneau Elementary School	46	10			56
	B M C Durfee High				75	75
Framingham	Barbieri Elem	87	32			119
	Fuller Middle		41	91		132
Holyoke	Morgan Elem	40	34	27		101
	William R. Peck School	56	60	54		170
	Maurice A Donahue Elem			24		24
	Holyoke High				110	110
	Center for Excellence	9	17	21	21	68
	Wm J Dean Voc Tech High				169	169
Hudson	Hudson High			5	14	19

Table 3 (continued)

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	South Lawrence East Elementary	82				82
	Arlington Elementary School	97				97
	Alexander B Bruce		25			25
	South Lawrence East Middle Sch		47	41		88
	Arlington Middle School		47	64		111
	Robert Frost	22				22
	Parthum Middle School		26	29		55
	Francis M Leahy	55	19			74
	James F Leonard		23	49		72
	Henry K Oliver	53	34	37		124
	Edward F. Parthum	62				62
	Emily G Wetherbee	46	17	9		72
	Frost Middle School		18	17		35
	Business Management & Finance				42	42
	Health & Human Services High				53	53
	Humanities & Leadership Develo				35	35
	Math Science & Technology High				44	44
	International High School				160	160
	Performing & Fine Arts High Sc				52	52
	High School Learning Center				233	233
School for Exceptional Studies		4	1	2	7	
Leominster	Fall Brook	21	15			36
	Southeast School	16	12			28
	Samoset School		10	28		38
	Sky View Middle School		18	26		44
	Leominster Senior High				40	40
	Leominster Ctr Tech Educ				13	13
Lowell Community Charter Public	Lowell Community Charter Public	94	32			126
Lynn	Cobbet Elementary	80	23			103
	Lincoln-Thomson	4	4			8
	Lynn Woods		2			2
Malden	Salemwood		68	78		146
Methuen	Marsh Grammar School	11	5	7		23
	Comprehensive Grammar School	49	25	19		93
Milford	Milford Middle East			6		6
New Bedford	John B Devalles	15	6			21
	Ellen R Hathaway		1			1
	Hayden/McFadden	26	27			53
Newton	Charles E Brown Middle		21	22		43
	Oak Hill Middle		15	22		37
Norwood	Dr. Philip O. Coakley Middle S		8	15		23
Peabody	Peabody Veterans Memorial High				49	49

Table 3 (continued)

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	
Quincy	Reay E Sterling Middle		8	12		20
Revere	A. C. Whelan Elementary School	17	8			25
	Beachmont Veterans Memorial School	10	1			11
	Paul Revere	14	6			20
	Susan B. Anthony Middle School		16	27		43
	Revere High				91	91
Salem	Bates	7	1			8
	Saltonstall School	10	8	10		28
	Collins Middle		17	31		48
Southbridge	Mary E Wells Jr High		8	31		39
Springfield	William N Deberry	16	16			32
	Lincoln	39	12			51
	Dryden Memorial	11	4			15
	Mary M Walsh	14	6			20
	Sumner Avenue	34	11			45
	Alice B Beal Elem	3	1			4
	John F Kennedy Middle		28	46		74
Stoughton	Joseph R Dawe Jr Elem	3	2			5
	South Elementary	1	1			2
	West Elementary	36	17			53
Taunton	Taunton High			6	37	43
Waltham	Northeast Elementary School	47	25			72
	Henry Whittemore Elementary School	5	3			8
Watertown	Hosmer	25	12			37
	James Russell Lowell	17	8			25
Weymouth	Maria Weston Chapman Middle School			4		4
	William Seach	20				20
	Thomas W. Hamilton Primary School	1				1
	Abigail Adams Middle School		19			19
	Weymouth High School				14	14
Woburn	Mary D Altavesta	10	4			14
	Daniel L Joyce Middle School		4	10		14
Worcester	May Street	26	19			45
	Claremont Academy			65	54	119
	Forest Grove Middle			158		158
Total for All Schools and All Districts		1,953	1,520	1,364	1,816	6,643

APPENDIX B: Invited Districts and the Number of Schools within each District

Table 4

District Name	Number of Schools within District Invited to Participate in Online Testing
Agawam	7
Amherst	4
Amherst-Pelham	2
Arlington	9
Attleboro	9
Barnstable	5
Belmont	6
Billerica	6
Boston	123
Braintree	9
Brockton	20
Brookline	9
Cambridge	13
Chelsea	8
Chicopee	11
Clinton	3
Dedham	6
Dennis-Yarmouth	7
Everett	6
Fall River	13
Fitchburg	9
Framingham	12
Gardner	4
Haverhill	10
Holyoke	10
Hudson	5
Lawrence	24
Lawrence Family Development Charter (District)	1
Leominster	8
Lexington	9
Lowell	21

Table 4 (continued)

District Name	Number of Schools within District Invited to Participate in Online Testing
Lowell Community Charter Public (District)	1
Lynn	24
Malden	6
Marlborough	5
Medford	8
Methuen	5
Milford	4
Montachusett Regional Vocational Technical	1
New Bedford	10
Newton	21
Northeast Metropolitan Regional Vocational Technical	1
Norwood	7
Peabody	9
Pittsfield	11
Quincy	17
Randolph	6
Revere	10
Salem	9
Shrewsbury	6
Somerville	10
Southbridge	4
Springfield	43
Stoughton	7
Taunton	11
Waltham	9
Watertown	5
West Springfield	3
Westborough	6
Westfield	6
Weymouth	7
Winchester	7
Woburn	10
Worcester	44

APPENDIX C: 2011 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 users on behalf of the person creating/updating the account.	
Students' Computers - One for each student testing concurrently		
	Windows®	Macintosh®
Operating System	Windows XP® SP3 or Windows Vista® SP2 Windows 7® Home Premium or greater	OS X® 10.4.11, 10.5.8 or 10.6.4+ Please note: 10.6 Snow Leopard requires that optional component Rosetta® is installed from the OS 10.6 installation disk for Intel-based computers.
RAM	Windows XP SP3: 512 MB or greater, or Windows Vista SP2: 1 GB or greater Windows 7: 1 GB or greater for 32-bit, 2 GB or greater for 64-bit.	10.4 Tiger or 10.5 :Leopard: 512 MB or greater 10.6 Snow Leopard: 1 GB or greater
Processor	Pentium III 1.33 GHz or greater	G4 867 MHz or greater
Flash® Player	Version 10	
Keyboard/Mouse	Standard	
Monitor	32-bit color or greater; 1024 x 768 resolution or greater	
Fonts	Times New Roman, Helvetica, and Verdana	
Principals' and Test Administrators' Computers		
	Windows®	Macintosh®
Operating System	Windows XP® SP3 or Windows Vista® SP2 Windows 7® Home Premium or greater	OS X® 10.4.11, 10.5.8 or 10.6.x
RAM	Windows XP SP3: 512 MB or greater, or Windows Vista SP2: 1 GB or greater Windows 7: 1 GB or greater for 32-bit, 2 GB or greater for 64-bit.	10.4 Tiger or 10.5 :Leopard: 512 MB or greater 10.6 Snow Leopard: 1 GB or greater
Processor	Pentium III 1.33 GHz or greater	G4 867 MHz or greater
Internet Browser	Internet Explorer® 7.x or 8.x Firefox® 3.6	Safari® 3.2.3, Safari 4 Firefox® 3.6
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

Table 5 below indicates the number of districts and schools targeted at each recruitment stage and the criteria for each stage.

Table 5

Recruitment Stage	Count	Criteria for Count
Stage 1 – Identification of districts with high incidence of LEP students	64 districts	Districts had 50 or more LEP students in grades 3–12 (using March SIMS data); or participated in spring 2010 online MEPA testing.
Stage 2 – Invitation to participate	722 schools	Schools received a memo from the Commissioner inviting them to complete the online survey of interest and “Internet Tech Check.”
Stage 3 – Notification of Acceptance/Rejection	165 schools	Schools notified of preliminary acceptance based on survey of interest and “Internet Tech Check” results.
	258 schools	Schools opted out of online testing either before or after training. Note: Sixteen schools (of the 258) opted out of online testing after they were preliminarily accepted.
	27 schools	Schools were not accepted for online testing due to concerns about technology capacity or their failure to participate in training.

Table 6 below shows the total of online test participants and an explanation of the criteria for each count.

Table 6

Participant	Count	Criteria for Count
District	41	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 one test question online during any test session.
School	147	
Students in grades 3–4	1,943	A student was counted as a participant in the MEPA online test if he or she responded to at least one test question online during one or more test sessions. (Students who responded to one or more test questions in more than one test session were counted once.)
Students in grades 5–6	1,520	
Students in grades 7–8	1,364	
Students in grades 9–12	1,816	
Total students	6,643	

APPENDIX E: Spring 2011 MEPA Online Testing Principal Survey

Thank you for your participation in spring 2011 MEPA online testing - and thank you in advance for completing this survey.

The purpose of this survey is to gather feedback about your experiences so that we may improve the system for spring 2012. The Department of Elementary and Secondary Education ("the Department") will carefully review this information.

This survey is anonymous. However, it would be enormously helpful for the Department to have the opportunity to speak directly with you in order to better understand how we can revise MEPA online testing to better meet your needs. Please consider providing your contact information so we may contact you directly to make improvements to the system that are informed by your experiences.

1. How would you rate your overall satisfaction with the MEPA online testing system?

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

2. Are there features that you would like to see added to the MEPA online testing system next year? Be as specific as possible. Please answer in the space below.

3. What role best describes your responsibilities associated with MEPA online testing?

- Principal (or designee)
- Test administrator
- Technology coordinator

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

- Yes
- No (Respondents who answered no were not shown questions 5-7)

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

- Yes
- No

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

- Yes
- No

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

8. Did you use the Principal's Administration System (PAS)?

- Yes (Only respondents who answered yes were shown questions 9 and 10)
- No
- I designated a member of my staff to use the PAS (entirely).

9. Rate how easy it was to use 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printing Student Login Tickets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing locator test results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring test progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting MELA-O scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How could the Principal's Administration System be improved for next year? Please answer in the space below.

11. Did you use the Test Administrator's System (TAS)?

- Yes
- No (Respondents who answered no were not shown questions 12 and 13)

12. Rate how easy it was to use the Test Administrator's System 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting a test from the Test Selection page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving students through a test session using the Test Navigation menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring a test session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removing a student from a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ending a test session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting students for scoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the Test Administration Receipt page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How could the Test Administrator's System be improved for next year? Please answer in the space below.

14. Please indicate how many LEP students in your school participated in MEPA online testing in each of the following grade spans.

Grades 3-4

Grades 5-6

Grades 7-8

Grades 9-12

15. Which method did you use to submit MELA-O scores?

- Upload
- Direct data entry
- Both
- N/A - I did not submit MELA-O scores.

16. Which MELA-O submission method did you prefer?

- Upload
- Direct data entry
- No preference
- N/A - I did not submit MELA-O scores.

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

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

19. What suggestions do you have for improving the Student Tutorial? Please answer in the space below.

20. Did all students take the online practice tests at least once?

- Yes
- No
- I don't know.

21. How did you administer practice tests in your school?

- I used the MEPA online testing system.
- I downloaded the practice tests from the Department's website.
- I did not use the practice tests.

22. Were the online practice tests reviewed with the students to make sure they understood how to respond to each type of question?

- Yes
- No
- I don't know.

23. Were the online practice tests administered more than once to any students?

- Yes
- No
- I don't know.

24. What suggestions do you have for improving the online practice tests? Please answer in the space below.

25. How did you administer the locator tests in your school?

- I used the MEPA online testing system.
- I downloaded the locator tests from the Department's website.
- I did not use the locator tests.

26. What suggestions do you have for improving the online locator tests? Please answer in the space below.

Now we'll turn to the Student Test Workstation and ask questions about your students.

27. In your opinion, was it easy for students to log into a test?

- Yes
- No
- N/A - Staff members logged into the Student Test Workstation (STW) for students.

28. In your opinion, did students generally understand the onscreen directions for taking the MEPA online tests?

- Yes
- No
- I don't know.

Why? Please explain in the space below.

29. To your knowledge, did students use the same test-taking strategies they use on paper tests when taking the online tests (e.g., highlighting)?

- Yes
- No
- I don't know.

Which strategies? Please explain in the space below.

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

- Yes
- No
- I don't know.

31. To your knowledge, did one or more students flag test questions?

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

34. To your knowledge, did one or more students use the highlighter tool?

- Yes
- No
- I don't know.

35. To your knowledge, did one or more students use the eraser tool?

- Yes
- No
- I don't know.

36. To your knowledge, did one or more students use the editing tools (e.g., cut, copy, paste) above the response boxes?

- Yes
- No
- I don't know.

37. Did your school experience any technical issues or problems during online testing?

- Yes
- No (Respondents who answered no were not shown question 38)
- I don't know.

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

- I solved the problems myself.
- I received help from a technology staff person in the school/district.
- I contacted the MEPA Technical Service Center.
- We could not resolve the problem(s) successfully.
- Other (please specify)

39. Did you contact 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 40 and 41)

40. When you contacted the MEPA Technical Service Center, was your issue resolved within one business day?

- Yes
- No

41. How helpful was the MEPA Technical Service Center representative?

- 1 (Very helpful)
- 2 (Helpful)
- 3 (Somewhat helpful)
- 4 (Not very helpful)
- 5 (Not at all helpful)

42. Please indicate which, if any, formats of the *Administration Manual for Spring 2011 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 PAS.
- I used the Online Help System from the PAS and/or TAS.
- I did not use the manual. (Respondents who selected this option were not shown questions 43 and 44)

43. Rate how helpful the *Administration Manual for Spring 2011 MEPA Online Testing* was in providing information about the following areas.

	Not very helpful	Not helpful	Somewhat helpful	Helpful	Very helpful	Not applicable
Policy-related information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal's Administration System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test Administrator's System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Test Workstation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing your school's technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. What changes would you suggest to improve the *Administration Manual for Spring 2011 MEPA Online Testing* for next year? Please answer in the space below.

45. How would you rate your overall satisfaction with the Online Help System?

- 1 (Very satisfied)
- 2 (Satisfied)
- 3 (Neither dissatisfied nor satisfied)
- 4 (Dissatisfied)
- 5 (Very dissatisfied)
- N/A - I did not use the Online Help System.

46. 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
- Frequently Asked Questions (FAQs)
- Quick Reference Sheet for Test Administration Training
- Options for Maintaining Test Security During MEPA Computer-based Testing (Security Document)
- Show Me Videos
- Student Tutorial
- Technology Information

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

below.

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

- Seating configurations
- Carrels/dividers between computers
- Privacy screens

49. Did you order carrels (cardboard dividers) from the testing contractor?

- Yes
- No

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

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

- Yes
- No

52. It would be very helpful if the Department could contact you to gather more information about your MEPA online testing experience. May we have your permission to contact you?

- Yes
- No (Respondents who answered no were not shown question 53)

53. Please provide your contact

First name

Last name

Position in your school/district

School name

District name

Phone number

Email address

Thank you for taking the time to respond to this survey. Your feedback will help us improve the MEPA online testing system for spring 2012.

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

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

APPENDIX F: Spring 2011 MEPA Online Testing Technology Coordinator Survey

Thank you for your participation in spring 2011 MEPA online testing - and thank you in advance for completing this survey.

The purpose of this survey is to gather feedback about your experiences so that we may improve the system for spring 2012. The Department of Elementary and Secondary Education ("the Department") will carefully review this information.

This survey is anonymous. However, it would be enormously helpful for the Department to have the opportunity to speak directly with you in order to better understand how we can revise MEPA online testing to better meet your needs. Please consider providing your contact information so we may contact you directly to make improvements to the system that are informed by your experiences.

2. How would you rate your overall satisfaction with the MEPA online testing system?

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

2. Are there features that you would like to see added to the MEPA online testing system next year? Be as specific as possible. Please answer in the space below.

3. What role best describes your responsibilities associated with MEPA online testing?

- Principal (or designee)
- Test administrator
- Technology coordinator

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

- Yes
- No

5. The Department sponsored two types of training sessions: WebEx and face-to-face. In which training session did you participate?

- WebEx training
- Face-to-face training
- Both

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

- Yes
- No

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

- Yes
- No
- N/A - I did not train test administrators.

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

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

- Yes
- No

10. Did your school or district experience any technical issues or problems during online testing?

- Yes
- No

11. 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 contacted the MEPA Technical Service Center.
- We did not resolve the problem(s) successfully.
- Other (please specify)

12. Did you contact a representative from the MEPA Technical Service Center for technical support with the MEPA online testing system?

- Yes
- No

13. When you contacted the MEPA Technical Service Center, was your issue resolved within one business day?

- Yes
- No

14. How helpful was the MEPA Technical Service Center representative?

- 1 (Very helpful)
- 2 (Helpful)
- 3 (Somewhat helpful)
- 4 (Not very helpful)
- 5 (Not at all helpful)

15. Please indicate which, if any, formats of the *Administration Manual for Spring 2011 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 PAS.
- I used the Online Help System from the PAS and/or TAS.
- I did not use the manual.

16. Rate how helpful the *Administration Manual for Spring 2011 MEPA Online Testing* was in providing information about the following areas.

	Not very helpful	Not helpful	Somewhat helpful	Helpful	Very helpful	Not applicable
Policy-related information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal's Administration System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test Administrator's System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Test Workstation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing your school's technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What changes would you suggest to improve the *Administration Manual for Spring 2011 MEPA Online Testing* for next year? Please answer in the space below.

18. How would you rate your overall satisfaction with the Online Help System?

- 1 (Very satisfied)
- 2 (Satisfied)
- 3 (Neither dissatisfied nor satisfied)
- 4 (Dissatisfied)
- 5 (Very dissatisfied)
- N/A - I did not use the Online Help System.

19. 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
- Frequently Asked Questions (FAQs)
- Quick Reference Sheet for Test Administration Training
- Options for Maintaining Test Security During MEPA Computer-based Testing (Security Document)
- Show Me Videos
- Student Tutorial
- Technology Information

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

below.

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

- Seating configurations
- Carrels/dividers between computers
- Privacy screens

22. Did you order carrels (cardboard dividers) from the testing contractor?

- Yes
- No

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

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

- Yes
- No

25. It would be very helpful if the Department could contact you to gather more information about your MEPA online testing experience. May we have your permission to contact you?

- Yes
- No

26. Please provide your contact

First name

Last name

Position in your school/district

School name

District name

Phone number

Email address

Thank you for taking the time to respond to this survey. Your feedback will help us improve the MEPA online testing system for spring 2012.

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

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

APPENDIX G: Spring 2011 MEPA Online Testing Test Administrator Survey

Thank you for your participation in spring 2011 MEPA online testing - and thank you in advance for completing this survey.

The purpose of this survey is to gather feedback about your experiences so that we may improve the system for spring 2012. The Department of Elementary and Secondary Education ("the Department") will carefully review this information.

This survey is anonymous. However, it would be enormously helpful for the Department to have the opportunity to speak directly with you in order to better understand how we can revise MEPA online testing to better meet your needs. Please consider providing your contact information so we may contact you directly to make improvements to the system that are informed by your experiences.

3. How would you rate your overall satisfaction with the MEPA online testing system?

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

2. Are there features that you would like to see added to the MEPA online testing system next year? Be as specific as possible. Please answer in the space below.

3. What role best describes your responsibilities associated with MEPA online testing?

- Principal (or designee)
- Test administrator
- Technology coordinator

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

- Yes (Respondents who answered yes were not shown question 5)
- No

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

- Yes
- No (Respondents who answered no to questions 4 and 5 were not shown questions 6 and 7)
- I don't know.

6. Did the training you received give you sufficient instructions to administer MEPA online tests effectively?

- Yes
- No

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

8. Did you use the Principal's Administration System (PAS)?

- Yes
- No (Respondents who answered no were not shown questions 9 and 10)

9. Rate how easy it was to use 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printing Student Login Tickets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing locator test results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring test progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting MELA-O scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How could the Principal's Administration System be improved for next year? Please answer in the space below.

11. Did you use the Test Administrator's System (TAS)?

- Yes
- No (Respondents who answered no were not shown questions 12 and 13)

12. Rate how easy it was to use the Test Administrator's System 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting a test from the Test Selection page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving students through a test session using the Test Navigation menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring a test session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removing a student from a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ending a test session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting students for scoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the Test Administration Receipt page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How could the Test Administrator's System be improved for next year? Please answer in the space below.

14. Please indicate how many LEP students in your school participated in MEPA online testing in each of the following grade spans.

Grades 3-4

Grades 5-6

Grades 7-8

Grades 9-12

15. Which method did you use to submit MELA-O scores?

- Upload
- Direct data entry
- Both
- N/A - I did not submit MELA-O scores.

16. Which MELA-O submission method did you prefer?

- Upload
- Direct data entry
- No preference
- N/A - I did not submit MELA-O scores.

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

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

19. What suggestions do you have for improving the Student Tutorial? Please answer in the space below.

20. Did all students take the online practice tests at least once?

- Yes
- No
- I don't know.

21. How did you administer practice tests in your school?

- I used the MEPA online testing system.
- I downloaded the practice tests from the Department's website.
- I did not use the practice tests.

22. Were the online practice tests reviewed with the students to make sure they understood how to respond to each type of question?

- Yes
- No
- I don't know.

23. Were the online practice tests administered more than once to any students?

- Yes
- No
- I don't know.

24. What suggestions do you have for improving the online practice tests? Please answer in the space below.

25. How did you administer the locator tests in your school?

- I used the MEPA online testing system.
- I downloaded the locator tests from the Department's website.
- I did not use the locator tests.

26. What suggestions do you have for improving the online locator tests? Please answer in the space below.

Now we'll turn to the Student Test Workstation and ask questions about your students.

27. In your opinion, was it easy for students to log into a test?

- Yes
- No
- N/A - Staff members logged into the Student Test Workstation (STW) for students.

28. In your opinion, did students generally understand the onscreen directions for taking the MEPA online tests?

- Yes
- No
- I don't know.

Why? Please explain in the space below.

29. To your knowledge, did students use the same test-taking strategies they use on paper tests when taking the online tests (e.g., highlighting)?

- Yes
- No
- I don't know.

Which strategies? Please explain in the space below.

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

- Yes
- No
- I don't know.

31. To your knowledge, did one or more students flag test questions?

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

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

- Yes
- No
- I don't know.

34. To your knowledge, did one or more students use the highlighter tool?

- Yes
- No
- I don't know.

35. To your knowledge, did one or more students use the eraser tool?

- Yes
- No
- I don't know.

36. To your knowledge, did one or more students use the editing tools (e.g., cut, copy, paste) above the response boxes?

- Yes
- No
- I don't know.

37. Did your school experience any technical issues or problems during online testing?

- Yes
- No (Respondents who answered no were not shown question 38)
- I don't know.

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

- I solved the problems myself.
- I received help from a technology staff person in the school/district.
- I contacted the MEPA Technical Service Center.
- We could not resolve the problem(s) successfully.
- Other (please specify)

39. Did you contact 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 40 and 41)

40. When you contacted the MEPA Technical Service Center, was your issue resolved within one business day?

- Yes
- No

41. How helpful was the MEPA Technical Service Center representative?

- 1 (Very helpful)
- 2 (Helpful)
- 3 (Somewhat helpful)
- 4 (Not very helpful)
- 5 (Not at all helpful)

42. Please indicate which, if any, formats of the *Administration Manual for Spring 2011 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 PAS.
- I used the Online Help System from the PAS and/or TAS.
- I did not use the manual. (Respondents who selected this option were not shown questions 43 and 44)

43. Rate how helpful the *Administration Manual for Spring 2011 MEPA Online Testing* was in providing information about the following areas.

	Not very helpful	Not helpful	Somewhat helpful	Helpful	Very helpful	Not applicable
Policy-related information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal's Administration System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test Administrator's System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Test Workstation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing your school's technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. What changes would you suggest to improve the *Administration Manual for Spring 2011 MEPA Online Testing* for next year? Please answer in the space below.

45. How would you rate your overall satisfaction with the Online Help System?

- 1 (Very satisfied)
- 2 (Satisfied)
- 3 (Neither dissatisfied nor satisfied)
- 4 (Dissatisfied)
- 5 (Very dissatisfied)
- N/A - I did not use the Online Help System.

46. 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
- Frequently Asked Questions (FAQs)
- Quick Reference Sheet for Test Administration Training
- Options for Maintaining Test Security During MEPA Computer-based Testing (Security Document)
- Show Me Videos
- Student Tutorial
- Technology Information

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

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

- Seating configurations
- Carrels/dividers between computers
- Privacy screens

49. Did you order carrels (cardboard dividers) from the testing contractor?

- Yes
- No

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

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

- Yes
- No

52. It would be very helpful if the Department could contact you to gather more information about your MEPA online testing experience. May we have your permission to contact you?

- Yes
- No (Respondents who answered no were not shown question 53)

53. Please provide your contact information in the spaces below.

First name	<input type="text"/>
Last name	<input type="text"/>
Position in your school/district	<input type="text"/>
School name	<input type="text"/>
District name	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>

Thank you for taking the time to respond to this survey. Your feedback will help us improve the MEPA online testing system for spring 2012.

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

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

APPENDIX H: Spring 2011 MEPA Online Testing Student Survey

Note: Test administrators may read the questions aloud to students who may not understand certain words.

Thank you for filling out this survey. Your answers will help us improve the MEPA tests. This survey will only take about 10 minutes to complete.

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 or **Previous** to go back (for questions 2-21).*

1. Which grade are you in?

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

2. Which sessions of the Reading test did you take?

- 1 and 2
- 2 and 3
- I don't know.

3. Which sessions of the Writing test did you take?

- 1 and 2
- 2 and 3
- I don't know.

4. How would you compare taking the MEPA 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.
- I don't know.
- I have never taken the MEPA on paper.

5. The Student Tutorial video showed you how to take the test on your computer. Did you see the video?

- Yes (Only respondents who answered yes were shown the next question)
- No
- I don't remember seeing the video.

6. Did the video help you understand how to take the test on your computer?

- Yes
- No

7. Did you take the practice test on your computer?

- Yes (Only respondents who answered yes were shown the next question)
- No
- I don't remember taking the practice test.

8. How much did the practice test help you understand how to take the test on your computer?

- It helped a lot.
- It helped a little.
- It didn't help at all.
- I don't remember.

9. Was it easy to log into the test?

- Yes
- No, I needed help logging in.
- I don't remember logging in.

10. Was it easy to move from one question to the next?

- Yes
- No
- I don't remember.

11. 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.

12. Did you change the size of the words on your computer screen?

- Yes
- No
- I don't remember.

13. Was it easy to change the size of the letters on your computer screen?

- Yes
- No
- I don't remember.

14. How often did you change the size of the words on your computer screen?

- one time
- two times
- three times
- more than three times

15. Did you change the color of the words and the screen?

- Yes
- No
- I don't remember.

16. Was it easy to change the color of the words and the screen?

- Yes
- No
- I don't remember.

17. Did you flag any questions when you took the test?

- Yes
- No
- I don't remember.

18. Was it easy to use flags when you took the test?

- Yes
- No
- I don't remember.

19. Did you use the highlighter tool to highlight words?

- Yes
- No
- I don't remember.

20. Was it easy to use the highlighter tool to highlight words?

- Yes
- No
- I don't remember.

21. Did you use the eraser tool?

- Yes
- No
- I don't remember.

22. Was it easy to use the eraser tool?

- Yes
- No
- I don't remember.

23. Some questions included a toolbar above the answer box. You could use the toolbar buttons to cut, copy, or paste text in the box. Did you use the editing tools when you typed your answers in the box?

- Yes
- No
- I don't remember.

24. Was it easy to use the editing tools when you typed your answers in the box?

- Yes
- No
- I don't remember.

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

APPENDIX I: Overview of Results of Participant Surveys

Online surveys were developed and administered (via SurveyMonkey) to participating schools: one survey for school staff and another for students. Survey instructions and links were posted on the home page of the Principal’s Administration System (PAS).

Although space was provided for respondents to enter their contact information if they so desired, 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

More school staff and students responded to the 2011 surveys than responded to the 2010 surveys. Response counts for the student survey nearly doubled between 2010 and 2011 while the increase in response counts for the staff survey was more modest.

- One hundred fifty-four people responded to at least one question in the **staff survey**.
 - 29.2% of the respondents (45 of 154) were principals.
 - 62.3% of the respondents (96 of 154) were test administrators.
 - 8.4% of the respondents (13 of 154) were technology coordinators.
- Approximately 13.2% of staff respondents (18 of 154) started the survey and did not complete it.
- One thousand nine hundred fifty-nine students responded to at least one question in the **student survey**. The table below includes response counts and percentages by grade.

Grade	Response Percentage	Response Count
3	15.0%	293
4	9.2%	181
5	9.9%	193
6	6.1%	119
7	10.9%	213
8	9.4%	185
9	21.7%	425
10	9.0%	176
11	4.8%	95
12	4.0%	79

- Approximately 29.9% of students (586 of 1,959) started the survey and did not complete it.

One hundred nineteen principals and test administrators indicated the number of limited English proficient (LEP) students who participated in MEPA online testing in each grade span. Similar to 2010, 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	33.74	2,227	66
Grade span 5-6	17.62	1,198	68
Grade span 7-8	26.29	1,367	52
Grade span 9-12	54.78	2,191	40
<i>answered question</i>			119

Overall Satisfaction

School staff and students continue to be satisfied with the MEPA online testing system. The percentage of school staff who were satisfied with the system increased slightly between 2010 and 2011 as did the percentage of students who felt the system was easy to use.

- 81.0% of principals, test administrators, and technology coordinators (124 of 153) were satisfied with the online testing system overall.
- 57.7% of students (1,108 of 1,920) felt it was easier to take the test on the computer than on paper.

Student Tutorial Video

Between 2010 and 2011, there was an increase in the percentage of respondents who indicated the student tutorial video was shown. The increase was greater for students (21.0%) than for school staff (5.7%).

A gap continues to exist between the percentage of staff who indicated showing the video and the percentage of students who recalled watching it. In 2011, the difference (14.7%) was reduced by about half in comparison to the difference in 2010 (30.2%).

- 90.6% of principals and test administrators (115 of 127) indicated that all students viewed the Student Tutorial at least once.
- 69.0% of principals and test administrators (89 of 129) felt the Student Tutorial was helpful in preparing students for online testing.
- 75.9% of students (1452 of 1914) remembered seeing the Student Tutorial video which showed students how to use the Student Test Workstation (STW).
- 93.5% of students (1377 of 1472) thought the video helped them understand how to take the test.

Sixty-five principals and test administrators responded to the question about improving the student tutorial video. The top 5 categories of responses are summarized in the table below.

Top 5 Categories of Comments and Suggestions for Improving the Student Tutorial Video	Response Percent	Response Count
Add narration	41.5%	27
Make it shorter	20.0%	13
Make it interactive	18.5%	12
Suggested content changes (e.g., reduce time on tools, more information about types of questions and how to respond to them)	16.9%	11
None	13.8%	9
<i>answered question</i>		65
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Practice Tests and Locator Tests

Use of the online practice tests as reported by survey respondents increased by about 11.5 percent between 2010 and 2011; whereas, use of the online locator tests decreased by about 30.6 percent between 2010 and 2011.

Similar to 2010, the percentage of staff who indicated they administered practice tests to students and the percentage of students who recalled taking the practice tests are within one percentage point.

- 98.4 % of principals and test administrators (124 of 126) who administered the practice tests used the online testing system as opposed to downloading the tests from the Department’s website.
- 93.0% of principals and test administrators (120 of 129) indicated that all students took the online practice test at least once.
- 85.3% of principals and test administrators (110 of 129) reviewed the online practice test with the students to make sure they understood how to respond to each type of question.
- 78.1% of principals and test administrators (100 of 128) did not administer the practice test more than once to any students.
- The majority of principals and test administrators did not administer locator tests to students.
 - 34.1% of principals and test administrators (43 of 126) administered online locator tests to students.
 - 6.3% of principals and test administrators (8 of 126) downloaded the locator tests from the Department’s website.
- 92.0% of students (1,779 of 1,934) remembered taking the practice test online.
- The majority of students who remembered taking the practice test thought the practice test helped them to understand how to take the test.
 - 63.8% of students (1,129 of 1,770) described the practice test as helping a lot.
 - 28.1% of students (497 of 1,770) described the practice test as helping a little.
 - 4.2% of students (75 of 1,770) described the practice test as not helping at all.
 - 3.9% of students (69 of 1,770) didn’t remember how much the practice test helped.

Twenty-eight principals and test administrators responded to the question about improving the online practice tests. The table below includes the top 5 categories of responses.

Suggestions for Improving the Online Practice Test	Response Percent	Response Count
None	25.0%	7
Useful as is	21.4%	6
Identify differences between practice and operational tests for test administrators (e.g., more questions in operational tests, read-aloud more questions in session 1)	14.3%	4
Remind students about expected response length (e.g., difference between paragraph and composition)	10.7%	3
More practice questions and/or tests	10.7%	3
<i>answered question</i>		28
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Student Survey

The majority of students continue to think it was easy to log into tests and to use the Student Test Workstation although the response percentages differ slightly between 2010 and 2011. The percentage of students who felt it was easy to log into a test or to use some STW tools was higher (one to nine percentage points) than the 2010 survey; whereas, the percentage of students who felt it was easy to navigate from one question to the next and to change the font color was two to three percentage points lower than the 2010 survey.

- More students who took sessions 2 and 3 of the MEPA-R/W responded to the student survey than those who took sessions 1 and 2.
 - 50.8% of students (997 of 1,961) took sessions 2 and 3 of the Reading test; whereas, 40.6% of students (797 of 1,961) took sessions 1 and 2 of the Reading test.
 - 52.1% of students (1,019 of 1,957) took sessions 2 and 3 of the Writing test; whereas, 39.2% of students (768 of 1,957) took sessions 1 and 2 of the Writing test.
 - About 8.6% of students (168 of 1,959) did not know which sessions of the MEPA-R/W they took.
- 93.0% of students (1,784 of 1,919) thought it was easy to navigate from one question to the next. The most common navigation method, used by 67.5% of students, was using the **Previous** and **Next** arrows at the bottom of each online test page.
- 85.5% of students (1,645 of 1,925) felt it was easy to log into a test; and, 85.9% of principals and test administrators (110 of 128) felt it was easy for students to log into a test.

- The majority of students who used the STW tools thought that the tools were easy to use. The table below includes the percentages, counts, and numbers who answered for each tool-specific question.

Tool	Response Percent	Response Count	Answered Question
Highlighter	92.2%	1,059	1,148
Eraser	91.3%	847	928
Flag	91.3%	546	598
Editing tools (e.g., cut, copy, paste, etc.) for constructed response items only	84.4%	453	537

- The majority of students who used the STW display features thought it was easy to use them. 93.5% of students (674 of 721) thought it was easy to change the size of the letters on their computer screens; and, 91.4% of students (757 of 828) thought it was easy to change the color of the letters and the screen.

Students were asked to provide suggestions to others on how to take the test. The table below includes the top 5 categories of responses.

Top 5 Categories of Comments and Recommendations for Other Students	Response Percent	Response Count
Test taking and/or writing tips (e.g., read thoroughly, highlight words, use punctuation, etc.)	36.2%	482
Words of encouragement and advice (e.g., try your best, relax, don't cheat, etc.)	23.7%	316
None	11.4%	152
Test is easy	10.8%	144
Computer-based test is better	7.7%	102
<i>answered question</i>		1373

Test-taking Experience

Principals and test administrators continue to think that the students understand online instructions and that students use similar test-taking strategies to those used when taking paper tests. The response percentages increased by about one percentage point between 2010 and 2011.

- 94.5% of principals and test administrators (121 of 128) thought that students generally understood the onscreen instructions for taking the MEPA online tests. The table below includes the top 3 reasons offered by principals and test administrators.

Top 3 Reasons that Students Generally Understood the Onscreen Directions for Taking the MEPA Online Tests	Response Percent	Response Count
Computer skills	27.3%	9
English proficiency	15.2%	5
Language used in directions	12.1%	4
<i>answered question</i>		33

- 47.2% of principals and test administrators (60 of 127) thought that students used the same test taking strategies they used on the paper test. The table below includes the reasons offered by principals and test administrators.

Strategies Used by Students and/or School Staff Comments About Student Strategies	Response Percent	Response Count
Students highlighted key words/phrases.	69.6%	39
Students used different test-taking strategies for computer-based testing than they did for paper-pencil tests.	19.6%	11
Test-taking strategies varied by student.	14.3%	8
Students used graphic organizer on paper-pencil tests.	14.3%	8
Students seemed to have a less serious attitude during computer-based testing.	12.5%	7
Limited keyboarding skills seemed to affect how students responded to constructed response items.	7.1%	4
<i>answered question</i>		56
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Principal’s Administration System

Ninety-three principals and test administrators rated how easy it was to use seven aspects of the Principal’s Administration System (PAS) on a 5-point rating scale, where 1 was very difficult and 5 was very easy.

- All segments received a rating of 4 or higher.
- Thirty-four principals and test administrators responded to the question about improving the PAS. The table below includes the top 5 categories of responses.

Top 5 Categories of Suggested Changes to the Principal’s Administration System	Response Percent	Response Count
Content of and access to resource materials (e.g., printing one Student Login Ticket, accessing the tutorial video, etc.)	32.4%	11
System is easy to use/fine as it is.	29.4%	10
Reduce number of steps to update student data.	14.7%	5
Streamline the test session assignment process.	11.8%	4
Reduce amount of scrolling necessary to view student data.	8.8%	3
<i>answered question</i>		34
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

- Direct data entry was the method preferred by the seventy-two principals and test administrators submitted MELA-O scores through the PAS.
 - 80.6% of principals and test administrators (58 of 72) used the direct data entry method only.
 - 12.5% of principals and test administrators (9 of 72) used the upload method only.
 - 6.9% of principals and test administrators (5 of 72) used both methods.

Test Administrator’s System

Ratings of the Test Administrator’s System (TAS) improved between 2010 and 2011. In 2010, six of eight aspects of the TAS ratings were rated as easy/very easy to use; whereas, all aspects of the TAS were rated as easy/very easy to use in 2011.

One hundred seventeen principals and test administrators rated the TAS segments on a 5-point rating scale, where 1 was very difficult and 5 was very easy. Thirty-seven principals and test administrators responded to the question about improving the TAS. The table below includes the top 5 categories of responses.

Top 5 Categories of Comments and Suggested Changes Test Administrator’s System	Response Percent	Response Count
System is easy to use/fine as it is.	27.0%	10
Content of and access to resource materials (e.g., printing one Student Login Ticket, accessing the tutorial video, etc.)	27.0%	10
Simplify processes/screens	16.2%	6
None	10.8%	4
Change Test Administration Receipt (e.g., allow saving, add tally)	8.1%	3
<i>answered question</i>		37
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Training

The Department sponsored two types of trainings in 2011: the technical training addressed technical aspects of preparing for online testing and the general training provided instructions for using each component of the online testing system and ‘train the trainer’ information. The technical trainings were offered via WebEx, and the general training was offered primarily in a face-to-face format, although a few schools received general training via WebEx. At least one district/school technology coordinator was required to participate in the technical training via WebEx; and, the Department suggested that two representatives from each participating school attend a general training session.

The majority of school staff thought that the Department-sponsored training prepared them appropriately to participate in online testing. About two-thirds of test administrators (67 of 97) attended Department-sponsored training; the remaining third may have been trained by someone who attended a Department-sponsored training.

- 100% of technology coordinators (10 of 10) and 94.7% of principals (36 of 38) thought they received sufficient information to prepare their school’s technology for online testing.
- 86.8% of principals (33 of 38) and 60.0% of technology coordinators (6 of 10) thought the training prepared them adequately to train test administrators on how to use the online testing system.
- 85.3% of test administrators (58 of 68) thought they received sufficient instructions to administer MEPA online tests effectively.

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

Principal's Comments and Suggested Changes for Training	Response Percent	Response Count
More hands-on time using the system	30.0%	6
Other content changes (e.g., big picture map, troubleshooting, separate training for veterans, etc.)	25.0%	5
No change – good as is	20.0%	4
Slow the pace of training	15.0%	3
Provide information about preparing technology in way that non-technical staff understand	10.0%	2
More time simulating test administration	10.0%	2
<i>answered question</i>		20
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		

Seven technology coordinators responded to the question about the Department-sponsored training. The responses are summarized in the table below.

Technology Coordinator's Comments and Suggested Changes for Training	Response Percent	Response Count
No change – good as is	57.1%	4
Simplify instructions/information for general training	28.6%	2
None	14.3%	1
<i>answered question</i>		7

Support Documentation

Similar to 2010, the *Administration Manual for Spring 2011 MEPA Online Testing* was the main reference document which included detailed information and procedures for using the online testing components and troubleshooting information for school and district technology coordinators. Additional online resources were available through the home page of the PAS and the online help system was also available through the TAS.

Survey questions about online resources were revised for the 2011 survey, so comparisons with the 2010 survey results are limited. The hard copy of the manual distributed at training continues to be the most frequently used format.

One hundred forty principals, test administrators, and technology coordinators indicated which resources they used including which format of the *Administration Manual for Spring 2011 MEPA Online Testing*.

- 81.4% of respondents (114 of 140) used the hard copy of the *Administration Manual for Spring 2011* distributed at the training sessions.
- 25.7% of respondents (36 of 140) used the Online Help System from the PAS and/or the TAS.
- 16.4% of respondents (23 of 140) used the PDF version of the *Administration Manual for Spring 2011* provided on the home page of the PAS.
- 9.3% of respondents (13 of 140) did not use the manual.
- 78.8% of respondents (78 of 99) were satisfied with the Online Help System.

- Videos were the most frequently used PAS home page resources. The table below shows response data for all PAS resources.

Online PAS Home Page Resource	Response Percent	Response Count
Student Tutorial Video	80.4%	90
Show Me Videos	61.6%	69
Frequently Asked Questions (FAQs)	49.1%	55
Quick Reference Sheet for Test Administration Training	44.6%	50
Technology Information	22.3%	25
Options for Maintaining Test Security During MEPA Online Testing	20.5%	23
Announcements	18.8%	21
<i>answered question</i>		20
Note: Respondents were asked to check all that apply. Thus, the total response count is greater than the number of respondents.		

One hundred twenty-seven principals, test administrators, and technology coordinators rated how helpful the *Administration Manual for Spring 2011 MEPA Online Testing* was in providing information on eight topics using a 5-point rating scale, where 1 was not very helpful and 5 was very helpful.

- Seven of eight topics received a rating of 4 or higher. The one exception (troubleshooting) received a rating of 3.88.
- Thirty-six respondents responded to the question about improvements to the online manual. The responses are summarized in the table below.

Comments and Suggested Changes to Online Manual	Response Percent	Response Count
None – not applicable	22.2%	8
Add more information	19.4%	7
Make information easier to locate (i.e., user friendly)	13.9%	5
Add tags/dividers to manual	11.1%	4
Change online testing system component	11.1%	4
Useful as is	8.3%	3
Simplify test administration resources and instructions	8.3%	3
Service center was helpful	5.6%	2
<i>answered question</i>		36

Technical Assistance

Between 2010 and 2011, the percentage of principals and test administrators who reported that their schools experienced technical issues decreased by about 18 percent. Technology coordinator data were not available in 2010; however, in 2011, responses were collected separately from technology coordinators. As expected, a technology coordinator’s perception of a technical issue varies from a principal’s or test administrator’s perception.

- 38.5% of technology coordinators (5 of 13) indicated their school/district experienced technical issues during online testing.
- 58.9% of principals and test administrators (76 of 129) indicated their school experienced technical issues during online testing.

All technical issues experienced by schools/districts were resolved. The majority of issues were resolved locally (either by the technology staff, by following manual instructions, or by the local internet service provider).

- 83.3% of technology coordinators (5 of 6) indicated that they resolved technical issues on their own.
- 53.9% of principals and test administrators (41 of 76) received help from a technology staff person in the school/district.
- 52.6% of principals and test administrators (40 of 76) resolved the issues themselves.

When school staff contacted the MEPA Technical Service Center, representatives were helpful and usually able to resolve the issue within one business day.

- 91.9% of respondents (57 of 62) indicated the MEPA Technical Service Center was able to resolve their issue within one business day.
- 83.6% of respondents (51 of 61) indicated the MEPA Technical Service Center representative was helpful.
- 44.7% of respondents (63 of 141) contacted the MEPA Technical Service Center for technical support.

Test Security

In 2011, schools were required to develop a school-based test security plan detailing the measures they would use during online testing. Additionally, the Department made cardboard dividers available to schools that participated in online testing.

Survey questions about test security were revised for the 2011 survey in accordance with the updated test security requirements, so comparisons with the 2010 survey results are limited. Seating configuration continues to be a frequently used measure of ensuring test security.

- 79.3% of school staff (111 of 140) indicated that seating configurations were used to ensure test security.
- 78.6% of school staff (110 of 140) indicated that carrels or dividers between student computers were used to ensure test security.
- 69.5% of school staff (91 of 131) ordered carrels (cardboard dividers) from Measured Progress.
- 5.7% of school staff (8 of 140) indicated that privacy screens were used to ensure test security.

Looking Ahead

Similar to 2010, the majority of survey respondents are willing to participate in MEPA online testing next year. The percentage of school staff willing to participate in future MEPA online administrations increased by about 12 percent between 2010 and 2011.

- 94.3% principals, test administrators, and technology coordinators (93 of 114) would be willing to participate in MEPA online testing next year.
- 58.8% of principals, test administrators, and technology coordinators (80 of 136) granted the Department permission to contact them to gather more information about their online testing experience.

Principals, test administrators, and technology coordinators were asked to provide recommendations to schools that are considering participation in MEPA online testing. Recommendations from the forty-one school staff are summarized in the table below.

Recommendations for Schools Considering Participation in MEPA Online Testing	Response Percent	Response Count
Planning/Scheduling	53.7%	22
Designating testing location (computer lab access)	31.7%	13
Using carrels (cardboard dividers)	14.6%	6
Keyboarding practice for students	12.2%	5
Reasons to prefer computer-based testing	12.2%	5
Training school staff (school-level, not Department-sponsored)	9.8%	4
None	9.8%	4
Ensuring technical support/preparation	7.3%	3
<i>answered question</i>		41
Note: Some responses fell into more than one category. Thus, the total suggestion count is greater than the number of respondents.		