

OEA 2013 Testing Report



The Oklahoma Education Association has serious concerns about this year's standardized testing experience. According to the reports we have received from school districts around the state, the testing vendor, CTB/McGraw Hill, was grossly deficient in its ability to meet the needs of Oklahoma's schools and students. OEA respectfully submits the following accounts of testing experiences from around the state. These stories by no means encompass every district that experienced problems, but are offered to provide examples of the scope and types of problems encountered this year. As you will see, schools of all sizes, in all parts of the state, rural and urban, and with or without advanced technology and IT staff were affected. No grade or subject, in our estimation, was spared from unprecedented setbacks during the 2013 testing season.

We believe the comprehensive problems occurring throughout the state shed legitimate doubt on the validity of the test results and their usefulness in gauging the success of students, teachers, and school districts for the 2012-13 school year. The problems outlined in these reports were not the fault of the districts; rather, the testing company. They were not limited to a mere two days of computer failures; rather, many districts report that weeks of testing were affected by ineptitude on the part of CTB/McGraw-Hill.

The full effects of these failures will never be known. While students may have ultimately completed the tests, it is impossible to know the extent to which these failures have affected their scores. Teachers, principals, counselors, and testing coordinators across the state explain that the problems this year were so extensive that many students could not possibly achieve their best results. They were left waiting for hours to finish tests, arrived at school day after day expecting to be tested only to experience additional delays, and had to take the same tests multiple times. Consequently, thousands of students were left exhausted, frustrated, demoralized, and incapable of giving their best effort. Oklahoma's educators, those you trust to teach and guide our state's most valuable resource, believe the results of these exams cannot possibly be an accurate reflection of our students' abilities.

In light of this significant failure to successfully administer tests in a timely manner or generally provide an environment for students to have the opportunity to reach their full potential, OEA requests that the results of all 2013 standardized tests be invalidated. The results should not be used to negatively impact a student, teacher or school district in any way. No third grader should be held back due to reading scores, no eighth grader denied a driver's license, and no senior withheld a diploma due to EOI exams. They should not be calculated in any quantitative portion of the Teacher and Leader Effectiveness evaluation program, nor should they be factored into a district's A-F grade.

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Oklahoma places more significance on test scores today than ever, which is reflected in the integration of test scores into all aspects of measuring the success of our public education system. A testing experience as flawed as this year's cannot possibly provide an accurate measurement of that system.

We urge the State Board of Education to invalidate these tests in recognition that testing solely for the sake of testing provides no value or useful measurement. If testing is to be the means by which we gauge the state of Oklahoma's public education system, then those who are invested in the success of that system must demand, and those participating in the system deserve, a much higher quality testing experience than CTB/McGraw-Hill provided this year. Oklahoma's students and teachers deserve better.

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WESTERN HEIGHTS PUBLIC SCHOOL DISTRICT

Statement by Randy Atkins, Middle School Principal

Estimated days of district testing affected by CTB/McGraw-Hill problems: 10

Prior to the onset of testing, Joe Kitchens, Western Heights Superintendent, met with a representative from CTB/McGraw-Hill and informed them that their company had a server problem a full two weeks before the actual problem was reported in the press.

Western Heights Middle School administered 1904 tests. Thirty-eight exams were invalidated due to computer shutdowns. Eight exams were “restarted” (students who were kicked off after they answered sample questions but before they answered operational questions were allowed to “restart” their exam after the SDE was contacted and given detailed information). The High School had 170 invalidations and 12 “restarts.”

The shutdowns and “restarts” were only part of the testing snafu equation:

1. How many of the students actually completed the exam versus how many the testing company declared had completed the tests?
2. How do you factor the reactions of students to all of the interruptions into their score?

The shutdowns caused all kinds of disruptions in the running of the school because of changes in testing scheduling, which affected teaching schedules, test administrator and monitor scheduling, transportation, lunches, etc. All of the changes (which were initiated because of the failure by the testing company) caused undue consternation on the part of the faculty and students.

Finally, as the principal, I am the one being held responsible for the academic success of my school. My name is on the line (Western Heights MS is designated as “Targeted Intervention” meaning that if my school’s test scores do not improve I am the one who is deemed not “possessing the necessary skills to be the instructional leader” and is recommended to be removed) – not the superintendent, not the teachers, not the testing company.

As the one whose name is on the line, I request that there be a moratorium on the 2013 testing results as they apply to students, the state’s A-F grades, and a school’s designation status.

OKEMAH PUBLIC SCHOOL DISTRICT

Statement by Amy Duncan, Curriculum Director, Library/Media Specialist, & English Instructor

I appreciate the opportunity to share with you some of the specific areas of concern in our district regarding the 2013 testing season.

At our middle school, which serves sixth, seventh, and eighth grade students, the testing season began with missing exams. Our paper and pencil exams arrived significantly later than expected. The counselor finally received the tests within two to three days of the scheduled exam window, leaving her very limited time to verify receipt of the correct tests and to organize the tests for testing sections. This resulted in school personnel having to stay long into the night on multiple occasions to simply unpack and organize the tests into some usable order.

At our high school, the issues were more widespread. On the day of the “big crash,” we had over 60 students testing online at our high school site. The students were taking their English II End-of-Instruction exam, which, as you know, holds significant weight in the school report card. There were dozens of students who never received a raw score and dozens more who received a raw score that turned out to be incorrect. When the printed report arrived from CTB, the scores listed differed, sometime significantly, from the scores shown on the students’ screens. At this point, we still do not have clear direction on which students should be re-tested because we do not know what score range may represent a score of Proficient. In addition, we are not able to count the higher score for students who are to be re-tested. For example, if a student scored in a range close to what we HOPE will be the cut score, but we re-test that student because we don’t know who to re-test, and that student scores a lower score on the re-test, we have to take the lower score because the first test will have been invalidated. What are schools to do? If we play a guessing game based on incomplete tests and decide to re-test students, we may end up canceling a passing score only to be forced to count a lower score.

We have numerous accounts of students leaving the testing rooms crying. Many were simply overwhelmed and incredibly frustrated at their inability to complete their tests, and others cried because they felt their scores did not accurately reflect the quality of their work on the tests. We had students who were still sitting in the testing rooms when they should have been at lunch. Because of the crash, they were still trying to finish their tests. If we allowed students to leave the testing room to go to lunch, we would have a violation of testing protocol and a breach in validity, yet if we made them stay in the testing room, they missed lunch. What should schools do?

We also have accounts of students who gave up. One young man in particular could not ever get his test completed, and he simply said, “That’s it. I quit.” At this point, his diploma is in jeopardy due to circumstances beyond his control. He was more than willing to do his part until it became clear that his part wasn’t enough. His father is

deployed to Afghanistan, and this testing fiasco is just one more layer of stress added to a 15-year-old young man.

Logistically, the tests are not user-friendly. Once the tester clicks the icon to go to the testing site, it may take up to two full minutes before anything occurs. There is no indication that anything is happening. Students, naturally, think that nothing is loading and click the icon again, which begins the slow loading process again. School personnel came in early to try to get the site loaded every single day of the testing window. The problem, however, continued into the testing session itself. The site bounced back to the home screen between each section and then took up to two minutes to load the next session. Students couldn't tell if the test was loading or whether there had been another crash.

Another frustration our students experienced was that the online calculator did not work consistently. On the Algebra I EOI and the Algebra II EOI, our students reported that when numbers were entered into the online calculator, no result was given. Instead, the calculator would show only the numbers that had been entered for calculation. For example, if a student wanted to figure the square root of a number, he/she would enter that information, but the online calculator would not figure the square root; it simply showed exactly what the student had entered.

The State of Oklahoma has made these tests of the utmost importance to teachers; therefore the teachers have made these tests of the utmost importance to the students. We try to emphasize the significance and weight of the exams to our students and urge them to do their best, and yet, this year, the whole absurd process has been even more grueling than usual. My own child endured six straight days of testing. Students should not be subjected to day after day of testing, and they certainly should not be suffering under conditions and circumstances that almost guarantee failure. We should not have a system in place that produces students vomiting from stress and crying from frustration and fear. These tests end up being not only the most crucial of the year, but oftentimes the most challenging. This testing season and the issues that occurred, not just in my district but statewide, constitute mental abuse. If students left my classroom in tears and ill every day, I would not only be out of job, but I could face criminal charges.

So, as teachers, we ask you, the State Board of Education, the following: Help us help our students. Do not punish schools and students by using test scores so strongly negatively affected by circumstances outside our control.

WOODWARD PUBLIC SCHOOL DISTRICT

Statements by Bryan Stephenson, Director of Technology & Innovation; and Jill Lintner, Middle School Librarian

Mr. Stephenson

We had a preliminary small-scale experience during the fall with a small number of tests using CTB/McGraw-Hill's new formatted program. It was rather flawless.

Going through all the training provided by the SDE and CTB/McGraw-Hill in preparation for Spring's large-scale testing, very little had changed and our district made the small alterations that were necessary. Everything that CTB promoted, we did. The bottom line is this: on our end, we were error-free. The only significant breaks in the testing experience were due to far end issues, such as breaks occurring at the CTB/McGraw-Hill level due to Denial of Service, attacks on CTB servers, power outages in the company's area, or the various other explanations broadcast from the CTB server center.

EVERY significant break we experienced was caused by CTB-acknowledged issues published on their website's scrolling ticker. The last significant break in online testing occurred when the state of Indiana came online, leading us to question CTB/McGraw-Hill's capacity to handle both states.

During one of these breaks in functionality, a Woodward Middle School student was attempting to take one of her standardized tests. She started her test at 8:30 in the morning as was scheduled, but because of CTB/McGraw-Hill issues, she didn't finish until 2:15 that afternoon. After every two or three questions she answered the system would freeze. We were instructed by the SDE and CTB to wait for the test to become functional again and allow the student to resume testing. The computer would remain frozen for five to 45 minutes after each set of questions. The girl's teacher had to hold her lunch for her so she could have it after completion.

How can any student maintain a level of confidence, focus, and engagement with these kinds of breaks in the testing experience occurring? As I monitored the state's Technical Director's listserv, virtually ALL other districts echoed the same experience.

Ms. Lintner

On Monday, May 6 and Tuesday, May 7, our eighth grade online reading tests were interrupted. On the first day, students had several "short" (under 10 minutes) interruptions. We were told to have students change computers, and we tried that but had no success. We actually ended up finding that, contrary to that advice, students who stayed at the same computer and waited were able to start testing again sooner than those who logged off and changed computers.

On Tuesday, the tests started fine. Because we had been informed that the problem had been remedied, we expected a smooth experience for the students. Instead, every student's test froze for a full hour. They were told to sit quietly and wait. Attempting to keep the stress-ridden students calm and quiet for an hour was a difficult task. Fifty-one of these students had to later take the paper retest which had to be rescheduled twice because of CTB's failure to deliver the testing materials on the dates promised.

So much emphasis has been placed on these tests that students' anxiety was high to begin with, which was compounded exponentially by the testing problems they encountered.

MID-DEL PUBLIC SCHOOL DISTRICT

Statement by Lori Effinger, Middle School Counselor

Estimated days of district testing affected by CTB/McGraw Hill problems: 10

Thank you for the opportunity to provide an explanation of a few of the problems that occurred during state testing this year at our site.

We were given access to update student information, add new students, put them in online test sessions and generate test tickets on April 1, just seven school days before the online testing window opened. We needed this information much sooner, especially in light of the fact that eighth graders were testing writing on April 3 and 4.

We were unable to test on April 10 because an update was sent from CTB the afternoon of April 9, but not in a timely enough fashion for it to be installed at all sites before testing started April 10. We had the kids in the computer labs with test monitor and test administrators and when they logged on, none of the computers would load the test. Each individual computer had to be touched and updated one by one. We sent all the students back to class and made up this test on April 26.

April 29, we started testing and the computers froze with a gray box that said either "computer cannot connect to server contact CTB," or, "computer is having trouble with the test, please contact CTB." These gray boxes stayed up for several minutes. At first, only a few computers got this error message. Then, every computer in the testing labs got this box and would not load the test questions. For the rest of the testing session, every time a student would answer a question and click the next question, the gray box would pop up and they would have to sit there another several minutes for the next question. After sitting and waiting 10, 20, 30 minutes and longer, and after several calls by our technology people to CTB and the Oklahoma SDE, we were given the option to invalidate the tests, but if you invalidated one in the room you had to invalidate all, no matter how far along the students were in the test. We chose to invalidate all the tests and receive a paper and pencil equivalent test within the next 2 business days.

The problem with the CTB server was to be fixed that afternoon or evening and we were told to wait to do more online testing the next day, April 30, until we were cleared to go that morning. We received the all clear from CTB and started testing the morning of April 30, and the same thing that we were assured was repaired then happened again. Therefore, the other half of one grade of students' testing was invalidated after spending the entire morning waiting on the computers to run the test. We were again told that the paper and pencil equivalent tests were to be sent within the next 2 business days.

After 7 additional school days and several frantic phone calls later, waiting for the paper and pencil equivalent tests to arrive, we received them around noon on May 9, while the testing window had only been extended until May 10. This left us no time for testing students who were absent on May 9. Fortunately, we only had one.

Our students handled this situation better than we expected. As a person who always suffered test anxiety in school, I can only imagine how frustrating it is to be pumped up to rock the test, have all the knowledge in your head, reviewed and reviewed until you had it down pat, and then a machine thwarts your best efforts.

***The reward to our students for being prepared: you get to take the test twice!
These incidents were far more than “glitches,” they were enormous obstacles and failures in our testing season, and I feel our state wasted millions of dollars in contracting with CTB/McGraw-Hill.***

PIEDMONT PUBLIC SCHOOL DISTRICT

Statement by Marcy Eldridge, High School Counselor

During Piedmont High School's testing we encountered error messages that required our students to change computers two or three times during the same test. When these messages occurred and we called CTB/McGraw-Hill about what to do, they told us we would need extra computers available and ready to go to move the kids to or we could choose to turn the computer off, wait a few minutes, turn it back on and have the students log back in.

When we attempted to call CTB/McGraw-Hill during testing to answer questions, we were placed on hold for long periods of time. I decided to call them during a non-testing period so I could have the time to discuss the problem. They told me that the problems occurred because our district did not have sufficient bandwidth to effectively run all the computers at one time. However, our network's bandwidth was checked last summer and we have ample amount to meet the district's needs.

The company sent our District Testing Coordinator twenty-two extra boxes of testing materials that were never ordered, then made her keep them until the testing window was complete; at the same time I placed two additional orders with the company that we never received.

This all led up to the day when the testing company's servers went down statewide. I was on hold for a full hour before I talked to anyone at CTB/McGraw-Hill. The students sat in front of their computers for an hour before the system came back on and they could continue finishing their tests. After that happened, the SDE sent out a letter stating that any student whose completed tests were affected by the server crash had the choice to retake it. The names of the students choosing to retake a test had to be submitted to CTB/McGraw-Hill by the school's District Testing Coordinator.

Our Coordinator submitted the names and told me she would be receiving an email from CTB/McGraw-Hill with the new testing information. On the last day of the testing window our Coordinator still hadn't heard or received anything from the company. I called the company and they responded that there were never any email responses sent out and told me that I should have been monitoring the testing website for this new information. I went to the website but didn't have access to any of the information needed to administer the retests. Still having no resolution in sight by noon on the last day of testing, our only option was to keep the students' original scores and have them retake the test in June.

These were just some of the biggest issues and problems our school and students experienced during this year's testing; there were MANY others.

MUSTANG PUBLIC SCHOOL DISTRICT

Statement by Angie Winborn & Amy Hill, Middle School Counselors

Estimated days of district testing affected by CTB/McGraw Hill problems: 10

Ms. Winborn & Ms. Hill

In Mustang, we had a schedule ready and teachers slated to give practice tests. We found out after Spring Break that due to the upload and need to create individual tickets for every test taker, we would be unable to give these practice tests. Our students did not get the opportunity to practice taking tests online. Our paper tests were then delivered late leaving us little time to prep and organize the materials before the testing window began.

Once online testing began, it was very difficult to get quick resolution to problems as our contact chain was limited and often not available. We were on hold many times while students were sitting in testing sessions, forced to wait for word they could continue testing. One morning during the fourth through eighth grade online reading tests, an entire testing group (four different sessions) experienced problems. The tests kept locking up and students would have to log off and log back on in order to finish, some up to 20 times during the course of one test. We had some students who would complete a section, the computer would kick them off, and when they logged back on sets of questions they had already answered were again blank. One of our students had to go back and answer 10 questions that he had already completed. Many of these students had to retake a paper version.

During online Math testing sessions, all of the computers locked up and the students sat and waited for 45 minutes until we got the word to cancel testing. These students then had to retake the tests with paper versions.

The rescheduling that followed these delays was a large inconvenience for those who had volunteered to serve as test monitors and for the teachers and faculty administering the tests. It also had a significant impact on our school's Counseling Office and its ability to provide services to students outside of the office's testing responsibilities.

We were told that the materials for the paper retakes would arrive on Friday, May 3. We notified and prepared our students and faculty accordingly but of the 84 tests ordered, only 10 arrived. We didn't receive the rest of our testing materials until a week later, on Friday, May 10. Each day we were told that our testing materials would be here and ready to administer the following day, and every day they would not arrive, forcing us to cancel testing for that day and reschedule for the next. We eventually learned that the testing company failed to place our school's order after our district coordinator had called it in.

LAWTON PUBLIC SCHOOL DISTRICT

Statement by Charlotte Oates, Assistant Principal and Testing Coordinator,
MacArthur High School

Estimated days of district testing affected by CTB/McGraw Hill problems: At least 7

We began testing online on Thursday, April 25. At the very beginning of testing, we were having trouble with our tests. The students were kicked off many times and had to wait or re-boot the computers to complete their testing. All students were able to finish, but many were frustrated and hurried through in order to not be interrupted again. This was a problem for me while I was watching them click answers to hurry though. I was already worried about my test scores because of this problem. All of us know what happened on Monday and Tuesday. My story is no different. One girl started to cry because she was so frustrated, one boy started a fight, several broke out in hives, etc. Almost all of the testers on Monday and Tuesday had compromised test scores. At this point, I was certain that CTB should stick to textbooks because they were absolutely not ready for online testing!

The next day, I refused to test online even though we were told that it was fixed. I waited until other people tested in the state before I put my students through that again. I started again on Thursday, May 1. For the next few days, testing was OK, but not completely trouble free. On Friday, May 2, we received word that we could re-test the students from that Monday and Tuesday. I had the names of those students by close of day on Friday. I finished my first round of testers by the next Wednesday, even though we were having trouble again with the system. CTB told us that it was a small glitch and would be fixed soon. We had heard that before! At this point, I still did not have permission to re-test my invalidated students and my testing window was running out. I had to re-test 79 students. The explanation given to me was that SDE had to send the names to CTB who would validate the names and invalidate the test scores, then send the information back to SDE to give us permission to re-test. Multiply that system by over 500 school districts and you understand how long that would take. I finally finished the re-testers on May 13 and 14, two days past my window and one month after I started. During May 13 and 14, we STILL had problems with the testing system prompting calls to CTB and bogus explanations of why it was happening. Not to mention, SDE was not prompt in taking care of our situation. Someone at SDE was supposed to get back to us promptly and had to 'go out of town' in the middle of this mess, so it felt as though we weren't taken care of properly by anyone involved. After this experience, I am not a fan of CTB!

I apologized to my students over and over because of this situation, knowing that I wasn't responsible, but human nature demanded that someone take responsibility.

TULSA PUBLIC SCHOOL DISTRICT

Statements by Merrie Wolf, M.Ed., Tulsa Memorial High School Math Dept. Chair;
Mary Beth Prather, Tulsa Memorial High School Math Teacher; and
Mandi Groshans, Owen Elementary School Librarian
Estimated days of district testing affected by CTB/McGraw Hill problems: 11

Ms. Wolf

Our testing story began back in January when we were told our entire district would be losing a 90 minute block of instructional time to take the CTB/McGraw Hill Acuity test for "EOI practice." Then each math teacher was expected to grade BY HAND each of the three free response questions according to CTB/McGraw Hill's rubric. For me, this meant at least 360 multiple part questions at two to three minutes each, totaling 12-18 hours of additional work.

On April 29th I watched my students hour after hour as the system locked up no less than 13 times for an average of 6 minute increments during one 75 question geometry testing session. When the system locked up the first time, the students took it in stride, even though all 22 were sitting there staring at the window waiting for five minutes. The second time: a similar reaction. But by the third, fourth and fifth times their frustration became exasperatingly evident. You could see their confidence slip away every time that locked up window came up.

By the end of the test, I saw the panic, tears, and disappointment in my students' eyes as they tried to endure this joke of a measurement as to whether or not they are worthy to graduate, based on these high stakes test scores. I saw, "I can't do this anymore," and "I'm going to drop out," in their eyes. Talk about a blow to their education! I do not consider it hyperbole to describe this as a complete travesty.

Of the 64 of my students who have taken the geometry test so far (there are 48 more who need to take the test due to the system going down), 15 did not reach the "proficiency" level score of a 29. Of that 15, ten of them only needed three more correct answers to reach that magical 29; two scored 27; two scored 28. I firmly believe that if those ten students had been able to focus on the test instead of being in a foot race with the testing system, they would have very likely scored proficient.

While it is true that geometry is not one of the two required "must- pass EOI's," they do need to pass four of the seven EOIs, and for a couple of my students, passing this Geometry EOI was their only hope to get credit for this course. One student who has taken this course for the third year in a row failed the exam with a score of 28.

These stories do not even address the issue of the chaos of the scheduling, re-scheduling, and re-re-scheduling happening in our daily schedule these last three weeks of school! And now there is the possibility of having to provide still more testing days this year, meaning even more chaos right before final exams. I simply cannot see how this whole experience was in the best interest of our students!

I believe all of this year's testing results are in question, invalid, and should be discarded. Further, CTB McGraw-Hill and our State Superintendent should be held accountable. At some point we MUST start doing right by our Oklahoma children!

Ms. Prather

Our school had to deal with the system crashing on Monday and Tuesday during the EOI testing. My students were taking their Geometry and Algebra 1 EOIs during both server crashes. I am especially concerned about my Algebra 1 testers. We were forced to stop after 1.5 hours into the test Tuesday morning and come back in the afternoon to finish. Who's to say some of the students wouldn't have made a passing score if they were allowed to come in the room and test like they had been promised? This is a test they must pass in order to graduate high school.

I have been teaching for six years, four at Rogers and two at Memorial, and I understand the stress and buildup my students go through before the "big test." I feel as though we are penalizing them for all of the hard work they have done during the school year. For many students this disruption was not a problem, they were able to adapt and still pass, but not every student is the same. What about those students that already have test anxiety? When we add more stress to the situation, they tend to shut down or get frustrated.

I am writing you to fight for them and to be their voice. I not only feel like a teacher to my students but also their role model and advocate. I am not sure what concessions can or should be made but something must be done.

Ms. Groshans

Our school's computers were down for a total of five days during the testing period for various reasons. Our sixth graders were carted back and forth many times because of the delays and their feelings of discouragement were palpable. After spending hours on the phone with CTB McGraw Hill, the State Department and ISS, we learned that the computers were not configured correctly. Overall, there was an extreme lack of communication and care.

Our school doesn't have enough computers or available space to accommodate students and adequately satisfy the demands of testing. We don't have any laptops. We only have minis, and those can't be tested on. There is no extra money to address the inadequacies. The library has been closed from the first week of testing until the end of the year. That is not just my complaint because it affects me; it affects all of our students.

This entire testing situation has put extreme pressure and stress on teachers and students all the way around.

TULSA UNION PUBLIC SCHOOL DISTRICT

Statement by Todd Borland, Executive Director of Technology

Estimated days of district testing affected by CTB/McGraw-Hill problems: 18

Tulsa Union Public Schools experienced significant problems during the 2013 testing season. One week before the testing period, CTB/McGraw-Hill released all the content we needed to prepare for testing. We had all our computers ready and everything on our end prepared for testing. Without warning, the night before testing began, CTB released a new update that was necessary for testing. In a district as large as ours, that meant we had to re-update 1100 work stations in one day. It took an enormous amount of work to ensure we could begin testing as scheduled.

I have heard some say that CTB was only responsible for two of the days of testing failures, but that is an inaccurate statement. The first statewide shutdown we experienced lasted for two full days, then the following week there was another statewide shutdown for an entire day. Beyond those problems, nearly every other day we encountered some degree of problem. The CTB servers would regularly reboot in the middle of testing, requiring us to log out and start the test over. In my estimation, throughout the 21 day testing period, there may have been three days where we didn't experience problems. These weren't problems caused at the district level, they were caused entirely by CTB/McGraw-Hill. If these had been district problems, they wouldn't have occurred so uniformly around the state. Every time we had a problem, so did other districts. These problems had a visible effect on Union students, understandably. They already have a high degree of test anxiety because of the significance of these tests, but this experience increased it and caused serious stress and frustration among the test-takers.

I don't see how we have any option but to invalidate the 2013 online exams. The testing company introduced so many extraneous variables into the testing, there is no way we can rely on the results to be an accurate quantitative measurement of these students' knowledge.