

Web Accessibility Assessment Report
December 22, 2016



Executive Summary

Per the Resolution Agreement signed with the Office of Civil Rights on August 24, 2016, the Montana Office of Public Instruction (OPI) completed an accessibility assessment of its website at www.opi.mt.gov. The website was measured against the Benchmarks for Measuring Accessibility determined by the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content and functionality. The overall results contained in the Web Accessibility Assessment Report show the website is generally accessible to those with disabilities. Averaging accessibility scores for webpages reviewed with an automated tool, as well as individual reviewers, indicates that 78.5% of the web content is accessible, while 21.5% needs to be addressed to improve accessibility. The following report provides a detailed look at assessment methodology, design, and results that will guide changes to improve accessibility of the OPI's online content and functionality.

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Background

In June of 2016, the Montana Office of Public Instruction (OPI), received notice of a complaint from the United States Department of Education's Office for Civil Rights (OCR). The OCR summarized the complaint as follows:

OCR received a Complaint of disability discrimination against the University of Montana on May 16, 2016 (OCR Reference No. 10161224). The Complaint alleged that the OPI is discriminating on the basis of disability, because certain pages on its website are not accessible to persons with disabilities, including the Indian Education for All videos webpage at http://opi.mt.gov/Programs/IndianEd/IEFAVideo.html#gpm1_1. OCR will resolve this complaint in accordance with applicable laws and policies.

On August 24, 2016, the OPI entered into a Resolution Agreement with the Office for Civil Rights. This assessment report is prepared in accordance with Resolution Agreement Item 3 Assessment which states as follows:

3. Assessment:

By December 31, 2016, Montana OPI will conduct an assessment of its website, including, but not limited to the home page, and all subordinate pages, to determine the specific portions, including online content and functionality developed by, maintained by, or offered through a third party vendor or an open source on behalf of the Benchmarks for Measuring Accessibility set out above [World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content], unless Montana OPI receives prior permission from OCR to use a different standard as a benchmark. The personnel conducting the Assessment will have sufficient knowledge and experience in website accessibility to carry out all related tasks, including development of a proposed Corrective Action Plan. During the Assessment, Montana OPI will seek input regarding the accessibility of its website from persons knowledgeable about website accessibility, including employees, parents, students, and members of the public with disabilities.

Definitions

Assistive technology refers to the software people with disabilities use to interact with the web.

Benchmarks for Measuring Accessibility refer to the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content and functionality.

Scope

The accessibility assessment includes the Montana OPI's website, accessible at www.opi.mt.gov as outlined by the OPI's Website Policy, 7.3.02.

Assessment Methodology

The OPI formed an internal Leadership Team comprised of staff responsible for the broader management of OPI's online communication and agency operations to oversee the process of ensuring the OPI website works to meet and adhere to the Benchmarks for Measuring Accessibility.

The Leadership Team included the following individuals:

- Ann Gilkey, Legal Counsel
- Madalyn Quinlan, Chief of Staff
- Emilie Ritter-Saunders, Communications Director
- Frank Podobnik, Director of Special Education
- Jim Gietzen, Director of IT
- Michael Sweeney, IT Systems Development Bureau Chief
- Tara Steinke, Web Accessibility Project Manager
- Alison O'Neil, Office Manager

One of the group's first decisions was the determination that a representative sample of webpages would be used to complete the website assessment. The methodology determined by the Leadership Team adhered to W3C's recommendation of developing a reliable strategy for selecting a representative sample of web pages when the size of the website prevents evaluating every page.^[1] The OPI website contains 4,000 plus pages of content, with an additional 14,000 instances of other types of content, rendering a 'page-by-page' assessment extremely time consuming.¹ Furthermore, OPI's standard web page template exhibits little variation in how content is conveyed and how each webpage functions for the user. Deviations from the agency's template are minimal and accounted for in the assessment design explained in the section below.

¹ The 14,000 types of other content includes PDFs, Microsoft Word documents, Microsoft Excel documents, Microsoft PowerPoint presentations, and videos.

It was also important to the Leadership Team to measure actual website usability as recommended by the W3C's Introduction to Understanding WCAG 2.0.^[2] This recommendation supports finding out how well people could use the OPI website to access content. Individual reviews, or manual assessments, were conducted by individuals knowledgeable of accessibility, as well as familiar with using computer or web-based assistive technologies to engage with content. The assessment involved a broad range of participants, including OPI employees, disability advocates, assistive technology users and experts, parents, and members of the public with disabilities.

The following eight individuals conducted a manual assessment:

Sarah Eyer

Sarah Eyer, MS Ed, has been a regular education teacher, special education teacher, OPI monitor, and is currently an Outreach Consultant for the Montana School for the Deaf and Blind. Sarah has also served as President of the Montana Council for Exceptional Children, and Chair of the State Special Education Advisory Panel. Her real education and experience came from raising three sons, two of whom were exited from IEPs when they were in high school.

Travis Hoffman

Travis Hoffman, Advocacy Coordinator at Summit Independent Living in Missoula, has been a part of Montana's disability movement since 2000. He attended the University of Montana earning a Bachelor's of Social Work degree in 2006. During this time, Travis served as President of the Alliance for Disability and Students of the University of Montana from 2001-2002, and served on the Governing Board for the National Youth Leadership Network from 2001-2006. Currently, he is a board member for Disability Rights Montana, a member of the Montana Health Coalition, the Community First Choice Development and Implementation Council, and has presented at numerous national, state, and local conferences about disability issues.

Tami Hoar

Tami Hoar discovered her passion for advocating and working with people with disabilities while in part of a junior high youth group. She transferred that passion into a long career in the disability service community following high school and recently finished a BA in Communication Studies with a Minor in Nonprofit Administration. Tami spent 10 years with the Montana Independent Living Project before

leaving to become the Executive Director at Living Independently for Today & Tomorrow. She is currently serving her third term on the board for the National Council on Independent Living.

Paul Suptic

Paul Suptic is the Assistive Technology Specialist for Blind and Low Vision Services at the Department of Public Health and Human Services (DPHHS). He works with counselors and clients in assessing hardware and software for their vocational rehabilitation needs. Paul also regularly assesses DPHHS webpages as part of the agency's commitment to web accessibility and assists other departments with accessibility requests.

Terrel Armstrong

Terrel has spent the last five years as the Accessibility Specialist in the Rural Institute at the University of Montana, Missoula. Previously, Terrel worked for 12 years in online project management, web design and planning. In her current position, Terrel specializes in developing and designing accessible documents, websites, and print media. She has extensive experience in digital arts software including Illustrator and Adobe Creative Suite 6, in addition to experience programming in HTML5 and working within WordPress.

Francisco Román

Originally from Puerto Rico, Francisco Román has been working with students with disabilities since 1981 and students with deaf-blindness since 1990. With over 20 years of experience as the OPI Deaf-Blind Specialist, Francisco has also worked with students with severe and multiple disabilities including visual impairment, cognitive delay, and behavior challenges. Most currently, Francisco provides support for special education teachers, family support specialists, doctors, and parents to provide visual evaluations and guidance for services that can better serve students.

Shyla Patera

Independent Living Specialist Shyla Patera works for North Central Independent Living Services (NCILS) located in Black Eagle, Montana. Shyla received her Bachelor of Arts in Political Science in 1993 and has experience as a disability mentor, VISTA volunteer, an Americorps classroom tutor, and an after school tutor. As a Montanan with a disability, Shyla provides support for NCILS clients to strive in their

communities and maximize independence. She also teaches advocacy skills, provides policy and technical assistance, and works to promote accessible communities throughout Montana.

Melissa Kase

Melissa Kase lost her vision due to complications from Type 1 Diabetes, to a disease known as Diabetic Retinopathy. After losing her vision, she attended the West Evans Rehabilitation Center for the Blind and learned how to use technology for the visually impaired, specifically Java Access with Speech or JAWS. After returning from the rehabilitation center, Melissa earned a degree in Human Services from Montana State University-Billings. In the 13 years since she lost her vision, JAWS has allowed Melissa to be almost completely independent while working at Parents Let's Unite for Kids, as she helps families with special needs children in navigating through the Montana school system.

In addition to individual user assessments, a secondary review of pages was completed using a web accessibility evaluation tool. Whereas individual assessments provide accessibility information based on accessibility through usability, an automated evaluation specifically references accessibility criteria from WCAG Success Criteria at levels A, AA and AAA. It organizes and provides feedback within a framework that indicates exactly where issues are and how they can be remedied. Together with individual manual assessments, it provided a more complete picture of accessibility and usability on the OPI's website.

Assessment Design

The representative sampling of OPI web pages included 80 pages, which are listed in Appendix A. The following considerations were made when selecting the representative sample of pages to be reviewed.

1. Content Originator
 - a. Pages were selected from all OPI Divisions, to account for content differences between the type of information shared and communicated, including Accreditation & Educator Preparation, Assessment, Central Services, Content Standards and Instruction, Career & Technical Education, Educator Licensure, Educational Opportunity and Equity, Health Enhancement, Indian Education, Information Technology, Measurement & Accountability, School Finance, Special Education, and the Office of the Superintendent.
2. Level of Access

- a. The OPI website has three levels of pages. The level refers to the number of clicks required to reach the page desired, with Level 1 requiring one click, Level 2 requiring two clicks, etc. Level 1 and 2 comprise the bulk of content shared by the OPI, so represent a larger percentage of the overall pages reviewed. The breakdown is represented in the table below.

Percentage of Pages Reviewed

Level 1	Level 2	Level 3
40%	46%	14%

3. Content Type

- a. The pages selected represented all types of file content included on the OPI website including documents, images, media, and native html page text.

The website reviewers were asked to assess pages according to an accessibility questionnaire aligned to the Benchmarks for Measuring Accessibility. The questionnaire evaluated whether each webpage was perceivable, operable, understandable, and robust.² Questions asked of the reviewers centered on the larger ideas represented in the W3C’s WCAG Level AA and WAI-ARIA guidelines including color management, web page structure, HTML semantics, link management, text alternatives, keyboard operability, and focus management.³

To draft the questionnaire, Web Accessibility Project Manager, Tara Steinke met weekly with the OPI’s Computer Systems Analyst Robert Hoffman, who was previously employed as a Disability Special Emphasis Program Manager for the VA Montana US Department of Veterans Affairs. These meetings identified the key web accessibility questions that needed to be asked. Additionally, Department of Public Health and Human Services Accessibility Specialist Paul Suptic and Web Services Administrator Sue Ann Tack were also consulted to provide input on the questionnaire and overall process.

² The Website Accessibility Check Questionnaire can be viewed in Appendix B.

³ The OPI conducted an random, preliminary review of selected types of content immediately after the agreement with OCR was signed. This preliminary review highlighted that the majority of the agency website’s PDFs, documents created using Microsoft Office products, and media files did not meet Level AA Accessibility guidelines. As a result, the OPI was actively remediating or officially planning the remediation at the time of this assessment. See the Corrective Action Plan for full details.

The second portion of the assessment involved testing OPI webpages using the automated web accessibility tool, Tenon.io. Tenon.io was selected from the W3C's List of Web Accessibility Evaluation Tools because of its identification of issues according to the WCAG Success Criteria at levels A, AA and AAA, its description of issues with page location, and the "pass/fail" percentage provided for each page.^[3] To control variability, the assessment was completed using the same pages reviewed by the individual reviewers.

Timeline of Activities

- Leadership Team selected webpage reviewers for assessment, 9/2016.
- The Website Accessibility Check Questionnaire was developed in consultation with Systems Development Bureau Staff, and DPHHS Accessibility Specialist and Web Services Administrator, 9/2016.
- The questionnaire was distributed to eight reviewers, 9/27-9/29/2016.
- Completed questionnaires were received from reviewers, and recorded and analyzed, 10/5/2016 - 12/07/2018.
- Project Manager completed an automated review of webpages using Tenon.io software, 11/20/2016.
- The Corrective Action Plan was drafted with IT Division Administrator Jim Gietzen, Systems Development Bureau Chief, Michael Sweeney, and Computer Systems Analyst Rob Hoffman, 12/2016.
- Leadership Team reviewed the Assessment results and approved the Corrective Action Plan, 12/2016.

Assessment Results

Individual Manual Assessments

The individual assessments provided a measure of accessibility and usability across a variety of content on the selected pages. Reviewers used a variety of devices, internet browsers, and assistive technology to provide feedback on webpage accessibility.

The graph below demonstrates the percentage of pass versus fail scores for each question across the 80 tested pages. Removing the features that were 100% failing (ability to skip navigation) and 100% passing (no flashing content and video files with text descriptions), the top three issues include low-contrast and hard to distinguish colors, charts and graphs without alternate text, and images without tags. Each of these issues was raised in at least 30% of pages reviewed. Issues related to straightforward and easy navigation, text descriptions for links, and images with text presenting information were identified in approximately 25% of pages reviewed.

Criteria	Pass	Fail
1. Skip navigation is available	0%	100%
2. Content is presented in meaningful order	96%	4%
3. Text is clear and readable	82%	18%
4. Good use of color	47%	53%
5. Provides navigation without mouse	78%	22%
6. Page structure provides for straightforward navigation	79%	21%
7. Keyboard allows for logical flow	93%	7%
8. Absence of distracting flashes	100%	0%
9. All links have text description	75%	25%
10. All images have tags	65%	35%
11. Images with text are not used to present info	75%	25%
12. All video files have text descriptions	100%	0%
13. Charts and graphs provide alt description	56%	44%
Average across all criteria	73%	27%

Reviewers were also asked to identify and comment on features and functions on the website that prevented them from fully interacting with content. This user feedback identified issues from page to page, but the following four issues were most frequently referenced as needing remediation:

- Contrast and text size
- Navigation, specifically dropdown menu navigation
- Text descriptions for all links and videos
- Responsiveness of site, ability to resize without losing content

Automated Assessment

As previously mentioned, Tenon.io was selected as the evaluation tool because of its identification of specific issues tied to accessibility criteria.⁴ The tool provides an analysis that references the principles of WCAG 2.0 (perceivable, operable, understandable, robust) as well as the levels (A, AA, and AAA).

The automated assessment relied on the same representative sample used for the manual assessments and indicated a 'pass/fail' percentage across all the tested features.⁵ The average pass/fail score was 84%/16%. The highest score was 92% (for four of the pages tested), while two of the least accessible pages were 20% and 23% failing. The majority of the pages contained 81-89% passing content and 11-19% failing content.

The following issues breakdown was identified when cumulatively summed across all pages:

Level - Principle	WCAG Criteria Tested	Percentage Fail	No. of Issues
A - Perceivable	1.1.1 Non-text Content	14%	202
A - Perceivable	1.3.1 Info & Relationships	49%	724
A - Perceivable	1.3.2 Meaningful Sequence	3%	45
A - Perceivable	1.4.5 Images of Text	0%	1
A - Operable	2.1.1 Keyboard	0%	7
A - Operable	2.4.1 Bypass Blocks	0%	1
AAA - Operable	2.4.10 Section Headings	21%	302
A - Operable	2.4.4 Link Purpose in Context	23%	339
AAA - Operable	2.4.9 Link Purpose (Link Only)	23%	339
A - Understandable	3.1.1 Language of Page	3%	46
A - Understandable	3.3.2 Labels or Instructions	3%	44
A - Robust	4.1.1 Parsing	4%	55
A - Robust	4.1.2 Name, Role, Value	33%	488

⁴ See Appendix C for a specific list of criteria tested by the Tenon.io tool.

⁵ A linked list of individual pages tested with "pass/fail" percentages can be found in Appendix D.

Next Step: Corrective Action Plan

Based on the issues identified in the manual and automated web accessibility assessments, the Corrective Action Plan (CAP) outlines and prioritizes the timeline of activities the OPI will complete to remedy the issues. The CAP is submitted with this document.

Appendices

Appendix A - Webpages Tested

Page Title	Address
Advisory Panel	http://opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_2
AIM File Upload Templates	http://opi.mt.gov/Reports-Data/AIM/#gpm1_3
Assessment Conference	http://opi.mt.gov/curriculum/MontCAS/#gpm1_9
Big Sky Pathways	http://opi.mt.gov/Programs/CTAE/CTE.html#gpm1_3
Bully Free Montana	http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/bully.html
Centralized Services Division Internal	http://opi.mt.gov/Finance-Grants/Index.html?gpm=1_3
Civil Rights	http://opi.mt.gov/Resources/civilrights/
Content Standards Revision	http://opi.mt.gov/Curriculum/CSI/index.html?gpm=1_2
CSIP	http://opi.mt.gov/Reports-Data/Index.html?gpm=1_5
CSPD Regions	http://opi.mt.gov/Programs/CSPD/#gpm1_4
Deaf-Blind Resources	http://opi.mt.gov/Resources/Deaf_Blind/index.html
Directory of Montana Schools	http://opi.mt.gov/Resources/Directory/Index.html#gpm1_1
Discounts for School	http://opi.mt.gov/Resources/Index.html?gpm=1_7
E-Grants	http://opi.mt.gov/Finance-Grants/Egrants/Index.html
Early Childhood	http://opi.mt.gov/Curriculum/EarlyChildhood/Index.html
Early Childhood IDEA	http://opi.mt.gov/Programs/SpecialEd/Index.html?gpm=1_5
Educator Licensure	http://opi.mt.gov/Cert/index.html
Election Resources	http://opi.mt.gov/Finance-Grants/SchoolFinance/Index.html?gpm=1_6
ELP	http://opi.mt.gov/curriculum/MontCAS/#gpm1_6

ESEA Title Programs	http://opi.mt.gov/Programs/TitlePrgms/Index.html
ESSA Plan Timeline	http://opi.mt.gov/ESSA/Index.html#gpm1_2
Family and Community Engagement	http://opi.mt.gov/Programs/TitlePrgms/TittleIA/TittleIA.html#gpm1_5
FAQs	http://opi.mt.gov/cert/FAQ/faq.html#lapsed
Forms & Publications	http://opi.mt.gov/Finance-Grants/schoolfinance/Index.html?gpm=1_15#gpm1_9
Fresh Fruit & Vegetable Program	http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/FFVP.html
GEMS	http://opi.mt.gov/Reports-Data/Index.html?gpm=1_2#gpm1_7
General Interest	http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_2
Gifted & Talented	http://opi.mt.gov/Programs/Gifted_AP/Index.html
GMM Legislation	http://opi.mt.gov/graduation_matters/about.html?gpm=1_4
Graduation Matters	http://opi.mt.gov/graduation_matters/
Health Science Education	http://opi.mt.gov/Programs/CTAE/hosa.html
Hearing Conservation Program	http://opi.mt.gov/Programs/SpecialEd/Index.html?gpm=1_8
HiSet Options Program	http://opi.mt.gov/Programs/CTAE/HiSET.html#gpm1_6
IEFA	http://opi.mt.gov/Programs/IndianEd/Index.html
IEFA Professional Development	http://opi.mt.gov/Programs/IndianEd/Index.html#gpm1_6
Indian Education Curriculum & Resources - Art	http://opi.mt.gov/Programs/IndianEd/Curric.html#gpm1_2
iTunes U	http://opi.mt.gov/Resources/iTunes/
K-12 Academic Standards	http://opi.mt.gov/Curriculum/CSI/AS.html
K20 Data Project	http://opi.mt.gov/Reports-Data/K20.html
Legal Division	http://opi.mt.gov/Media_Center/Index.html#gpm1_7

MACIE	http://opi.mt.gov/Programs/IndianEd/Index.html#gpm1_7
Mathematics	http://opi.mt.gov/curriculum/montcas/MCCS/index.php?gpm=1_3
MBI Newsletters	http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html#gpm1_9
MBI Resources	http://opi.mt.gov/Programs/SchoolPrograms/MBI/MBI_Resources.html
MCCS - What Teachers Should Know	http://opi.mt.gov/curriculum/montcas/MCCS/index.php?gpm=1_3#gpm1_1
Montana EPAS	http://opi.mt.gov/Programs/Accred/index.html?gpm=1_6
Montana ESEA Title I School Support	http://opi.mt.gov/Programs/TitlePrgms/SSoS.html
Montana School Crossing Guards	http://opi.mt.gov/Streamer/CrossingGuards/Index.html
Montana Striving Readers Project	http://opi.mt.gov/Streamer/instructional_innovations/index.php?gpm=1_3#gpm1_5
Montana Striving Readers Project	http://opi.mt.gov/streamer/Instructional_innovations/index.php?gpm=1_4#gpm1_5
MT 21st CCLC	http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/21Century/index.html
Neglected & Delinquent, McKinney-Vinto	http://opi.mt.gov/Programs/SchoolPrograms/index.html?gpm=1_7
Negotiated Rulemaking	http://opi.mt.gov/Finance-Grants/schoolfinance/Index.html?gpm=1_12
News Releases	http://opi.mt.gov/Media_Center/Index.html#gpm1_2
Official Emails	http://opi.mt.gov/Resources/Official_Email/index.html?gpm=1_3
OPI Home Page	www.opi.mt.gov
OPI Paraprofessional Consortium	http://opi.mt.gov/Programs/CSPD/index.html?gpm=1_7
Payments to Schools & Coops	http://opi.mt.gov/Finance-Grants/Index.html?gpm=1_4
Preschool Matters	http://opi.mt.gov/Curriculum/EarlyChildhood/PreSchool.html

Private/Non-Public Services	http://opi.mt.gov/Programs/TitlePrgms/NonPublic/index.html
Programs	http://opi.mt.gov/Programs/Index.html
Regional Education Service Areas	http://opi.mt.gov/Programs/Index.html?gpm=1_8#gpm1_11
Reports & Data	http://opi.mt.gov/Reports-Data/Index.html
School Computer Equipment Program	http://opi.mt.gov/Resources/Index.html?gpm=1_22
School Discipline Data Collection	http://opi.mt.gov/Reports-Data/index.html?gpm=1_13
School Finance County	http://opi.mt.gov/Finance-Grants/schoolfinance/Index.html?gpm=1_5
School Finance Newsletters	http://opi.mt.gov/Finance-Grants/schoolfinance/Index.html?gpm=1_17
School Nutrition Programs	http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html?gpm=1_11
Smarter Balanced	http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_3
Special Education	http://opi.mt.gov/Programs/SpecialEd/Index.html
Special Education Cooperative Boundaries	http://opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_13
Subscribe to Newsletters	http://opi.mt.gov/Subscriptions/
Suicide Awareness & Prevention - Resources for Parents	http://opi.mt.gov/Programs/HealthTopics/SuicideAware.html#gpm1_2
Teaching & Assessment	http://opi.mt.gov/Curriculum/Index.html
TEAMS Compensation	http://opi.mt.gov/Reports-Data/Teams.html#gpm1_4
The Summer 6 Reading Challenge	http://opi.mt.gov/read6books
Title III ELLs	http://opi.mt.gov/Programs/IndianEd/index.html?gpm=1_5#gpm1_5
Upgrade Class 5 License	http://opi.mt.gov/cert/FAQ/faq.html#upgrade

Veterans Education	http://opi.mt.gov/Programs/CTAE/VetEd.html
YRBS Detail Graphs	http://opi.mt.gov/Reports-Data/YRBS.html



Appendix B - Website Accessibility Check Questionnaire

Office of Public Instruction Website Accessibility Check

Webpage Title & Link:

Date: *Click here to enter text.*

Name: *Click here to enter text.*

Browser used: *Click here to enter text.*

Software used (if applicable): *Click here to enter text.*

Device used: *Click here to enter text.*

Note: There are four types of content that are not referenced in the questions below because the Office of Public Instruction is aware of accessibility issues and currently working to correct deficiencies in these types of content first. They include:

- Portable Document Format (PDF)
- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Video closed captioning

Should you encounter any of these types of documents, you are not expected to review it for accessibility. If you choose to review one of these types, please record any observations in the 'Final Comments' section at the end of the form.

The Review

Instructions: Check the appropriate box for each question.

General Layout

1. Does the top of each page with navigation links have a "skip navigation" link?

YES

NO

NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

2. Is content provided in a meaningful order?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

3. Is the page text clear and readable?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

4. Are there color elements that cannot be identified, do not provide high contrast, or content that relies solely on color elements?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

Keyboard Navigation

5. Does the keyboard provide access to navigation, in particular the tab, arrow, and enter keys without the use of a mouse? (This includes being able to access all interactive elements within the page structure such as form elements, drop-down menus, buttons, tabs, dialog boxes, and other widgets.)

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

6. Does the structure of the page support straightforward navigation with the keyboard, allowing you to quickly access content you are looking for?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

7. Using the keyboard for navigation, does the cursor move in a logical flow or order?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

Multi-Media, Links, and Data

8. Is there any content that flashes three (3) times or more?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

9. Do all links have a text description?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

10. Do all the images have HTML tags (such as "alt" tag or long description tag) explaining the content being visually conveyed?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

11. Are there images with text being used to present information?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

12. Do all video files have text descriptions indicating what the video file is?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

13. Do charts and graphs provide an informative and visible alternative description?

- YES
- NO
- NOT APPLICABLE

Enter any additional comments here: *Click here to enter text.*

Final Comments

14. Indicate any additional concerns or thoughts not covered in the previous questions in the space provided. *Click here to enter text.*

Appendix C – Tenon.io Criteria Testing

WCAG Level	Success Criterion	Number of Tests
A	1.1.1 Non-text Content	25 Tests
A	1.3.1 Info & Relationships	20 Tests
A	1.3.2 Meaningful Sequence	5 Tests
A	2.1.1 Keyboard	9 Tests
A	2.1.2 No Keyboard Trap	1 Test
A	2.2.1 Timing Adjustable	1 Test
A	2.3.1 Three Flashes or Below Threshold	2 Tests
A	2.4.1 Bypass Blocks	5 Tests
A	2.1.2 Page Titled	3 Tests
A	2.4.3 Focus Order	1 Test
A	2.4.2 Link Purpose (In Context)	7 Tests
A	3.1.1 Language of Page	3 Tests
A	3.3.2 Labels or Instructions	6 Tests
A	4.1.1 Parsing	1 Test
A	4.1.2 Name, Role, Value	15 Tests
AA	1.4.5 Images of Text	1 Test
AA	2.4.6 Headings & Labels	4 Tests
AAA	1.4.7 Low or No Background Audio	2 Tests
AAA	1.4.8 Visual Presentation	3 Tests
AAA	2.1.3 Keyboard (No Exception)	5 Tests
AAA	2.2.4 Interruptions	1 Tests
AAA	2.3.2 Three Flashes	2 Tests
AAA	2.4.10 Section Headings	2 Tests

AAA	2.4.9 Link Purpose (Link Only)	7 Tests
AAA	Change on Request	1 Test

Appendix D - Webpage Tenon.io Assesment Score

Page Title	Tenon.io Passing	Tenon.io Failing
Advisory Panel	81.00%	19.00%
AIM File Upload Templates	85.00%	15.00%
Assessment Conference	92.00%	8.00%
Big Sky Pathways	82.00%	18.00%
Bully Free Montana	82.00%	18.00%
Centralized Services Division Internal	83.00%	17.00%
Civil Rights	84.00%	16.00%
Content Standards Revision	85.00%	15.00%
CSIP	84.00%	16.00%
CSPD Regions	84.00%	16.00%
Deaf-Blind Resources	85.00%	15.00%
Directory of Montana Schools	84.00%	16.00%
Discounts for School	84.00%	16.00%
E-Grants	81.00%	19.00%
Early Childhood	77.00%	23.00%
Early Childhood IDEA	80.00%	20.00%
Educator Licensure	85.00%	15.00%
Election Resources	84.00%	16.00%
ELP	89.00%	11.00%
ESEA Title Programs	85.00%	15.00%

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ESSA Plan Timeline	85.00%	15.00%
Family and Community Engagement	81.00%	19.00%
FAQs	88.00%	12.00%
Forms & Publications	82.00%	18.00%
Fresh Fruit & Vegetable Program	84.00%	16.00%
GEMS	84.00%	16.00%
General Interest	92.00%	8.00%
Gifted & Talented	81.00%	19.00%
GMM Legislation	87.00%	13.00%
Graduation Matters	84.00%	16.00%
Health Science Education	82.00%	18.00%
Hearing Conservation Program	81.00%	19.00%
HiSet Options Program	85.00%	15.00%
IEFA	81.00%	19.00%
IEFA Professional Development	83.00%	17.00%
Indian Education Curriculum & Resources - Art	84.00%	16.00%
iTunes U	82.00%	18.00%
K-12 Academic Standards	84.00%	16.00%
K20 Data Project	84.00%	16.00%
Legal Division	92.00%	8.00%
MACIE	85.00%	15.00%
Mathematics	85.00%	15.00%
MBI Newsletters	84.00%	16.00%

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MBI Resources	92.00%	8.00%
MCCS - What Teachers Should Know	85.00%	15.00%
Montana EPAS	84.00%	16.00%
Montana ESEA Title I School Support	82.00%	18.00%
Montana School Crossing Guards	82.00%	18.00%
Montana Striving Readers Project	82.00%	18.00%
Montana Striving Readers Project	84.00%	16.00%
MT 21st CCLC	81.00%	19.00%
Neglected & Delinquent, McKinney-Vinto	85.00%	15.00%
Negotiated Rulemaking	84.00%	16.00%
News Releases	89.00%	11.00%
Official Emails	89.00%	11.00%
OPI Home Page	85.00%	15.00%
OPI Paraprofessional Consortium	84.00%	16.00%
Payments to Schools & Coops	84.00%	16.00%
Preschool Matters	84.00%	16.00%
Private/Non-Public Services	85.00%	15.00%
Programs	84.00%	16.00%
Regional Education Service Areas	84.00%	16.00%
Reports & Data	91.00%	9.00%
School Computer Equipment Program	84.00%	16.00%
School Discipline Data Collection	84.00%	16.00%
School Finance County	84.00%	16.00%

School Finance Newsletters	82.00%	18.00%
School Nutrition Programs	82.00%	18.00%
Smarter Balanced	91.00%	9.00%
Special Education	81.00%	19.00%
Special Education Cooperative Boundaries	81.00%	19.00%
Subscribe to Newsletters	85.00%	15.00%
Suicide Awareness & Prevention - Resources for Parents	91.00%	9.00%
Teaching & Assessment	84.00%	16.00%
TEAMS Compensation	84.00%	16.00%
The Summer 6 Reading Challenge	87.00%	13.00%
Title III ELLs	84.00%	16.00%
Upgrade Class 5 License	88.00%	12.00%
Veterans Education	85.00%	15.00%
YRBS Detail Graphs	83.00%	17.00%
Average Across All Pages	84.00%	16.00%

[1] "WCAG-EM Overview: Website Accessibility Conformance Evaluation Methodology ◦ Web Accessibility Initiative ◦ W3C", *W3C Web Accessibility Initiative (WAI)*, 2016. [Online]. Available: <https://www.w3.org/WAI/eval/conformance>. [Accessed: 20- Dec- 2016]

[2] "Introduction to Understanding WCAG 2.0 | Understanding WCAG 2.0", *W3.org*, 2016. [Online]. Available: <https://www.w3.org/TR/UNDERSTANDING-WCAG20/intro.html>. [Accessed: 20- Dec- 2016]

[3] "Web accessibility Evaluation Tools List", *W3.org*, 2016. [Online] Available: <https://www.w3.org/WAI/ER/tools/>. [Accessed: 22- Dec- 2016]; "What Tenon Tests", *Tenon.io*, 2016. [Online]. Available: <https://tenon.io/documentation/what-tenon-tests.php>. [Accessed: 22- Dec- 2016]