

Annual State Report 2019

OEQA

Office of Educational Quality and Accountability



*Quest for Excellence*





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## MISSION STATEMENT

To lead quality evidence-based educator preparation, improve P-20 school efficiency and effectiveness, and deliver comprehensive statistical information for all stakeholders in the pursuit of optimum student performance.

Commission for Educational Quality and Accountability (CEQA) members and Office of Educational Quality and Accountability (OEQA) staff are committed to preparing exceptional educators, engaging investors, and providing data with fidelity for all stakeholders.

### OEQA'S Commitment to Oklahoma Education:

- Prepare highly qualified teachers for every classroom through a competency and evidence-based educator preparation system
- Ensure a robust accreditation and program review process for educator preparation programs aligned with Council for the Accreditation of Educator Preparation (CAEP) Standards and Oklahoma Requirements
- Create and maintain valid and reliable educator assessments aligned to state and national standards that reflect the knowledge and skills required of entry-level Oklahoma educators
- Provide support and scholarships for National Board Certification through Education Leadership Oklahoma
- Facilitate Oklahoma school performance reviews assisting P-12 schools in maximizing resources and cost efficiency, and providing effective management strategies that promote excellence in education
- Create State, District, and School Profile Reports detailing (1) Community Characteristics, (2) Educational Process, and (3) Student Performance, for the purpose of informing stakeholders and fostering development of data literacy in Oklahoma's public school systems

### Commission for Educational Quality and Accountability Members

1. Mr. Michael Rogers, Chair/Secretary of Education
2. Dr. Joanna Lein, Teacher Education Program Representative
3. Mr. Brett MacArthur, K – 6 Teacher
4. Ms. Katherine Nations, Parent of Public School Student
5. Mr. Kenneth Parker, Business Representative
6. Mr. Ryan Walters, 7 – 12 Teacher
7. Mr. John Daniel, School Administrator



### Year in Review

- Facilitated site accreditation visits to two Oklahoma universities
- Provided program review training for over 40 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 80 educator preparation programs
- Conducted a first year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to 43 educator preparation faculty
- Collaborated with the State Department of Education to provide data to education preparation programs on their graduates employed in P-12 schools

### Unit Accreditation

Each educator preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State requirements and the standards of the Council for the Accreditation of Educator Preparation (CAEP). These standards are applied through a peer review system, which includes an on-site review of each educator preparation unit every seven years. Because all teams use CAEP standards for evaluation purposes, all schools are measured against national standards. The evidence-based unit accreditation process advances equity and excellence in educator preparation. The process ensures quality and supports continuous improvement to strengthen P-12 student learning.

### Accreditation Training

A trained accreditation team reviews each educator preparation program every seven years. These teams are composed of education professionals who have received site visitor training in the CAEP standards. In order to better understand the accreditation process, CEQA members complete site visitor training prior to voting on accreditation issues. The OEQA provides training in this process, which typically includes representatives from the 23 institutions offering educator preparation programs as well as representatives from the Oklahoma State Regents for Higher Education.

### First-Year Teacher Survey

OEQA administers an independent survey to first-year teachers and administrators/mentors annually. First-year teachers are asked to rate their preparedness to teach based on the *Oklahoma 10 General Competencies for Teacher Licensure and Certification*. Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at:

[https://www.ok.gov/oeqa/Educator\\_Preparation/Accreditation\\_&\\_Accountability/index.html](https://www.ok.gov/oeqa/Educator_Preparation/Accreditation_&_Accountability/index.html)

**Council for the Accreditation of Educator Preparation (CAEP) Standards****Standard 1: Candidate and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

**Standard 2: Clinical Partnerships and Practice**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**Standard 4: Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5: Provider Quality Assurance and Continuous Improvement**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## Oklahoma State Requirements

In addition to the CAEP standards, Oklahoma institutions must meet the ten requirements summarized below:

### **Requirement 1: Foreign Language Requirement**

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English.

### **Requirement 2: Input from Stakeholders**

Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

### **Requirement 3: Content Preparation**

Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies. Teacher candidates study, in existing coursework or training: substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; classroom safety and discipline techniques; the use of digital and other instructional technology; research-based instructional strategies for instruction, assessment and intervention for literacy development for all students (including students with dyslexia); and trauma-informed responsive instruction.

### **Requirement 4: Advisement**

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

### **Requirement 5: Field Experiences**

Teacher candidates must complete a minimum 60 hours of diverse field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

### **Requirement 6: Admission & Exit Requirements**

Candidates must meet the Regents' requirements for admission to initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the residency program.

### **Requirement 7: Faculty Professional Development**

Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

### **Requirement 8: Alternative Placement Program**

Units have a plan in place that addresses the needs of candidates who seek teacher certification following professional experience in other professions.

### **Requirement 9: Faculty Workload**

Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

### **Requirement 10: Mentor Teachers**

Mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.

## Accreditation Decisions 2018-2019

**Oklahoma Baptist University**

Oklahoma Baptist University (OBU) is a senior level, coeducational, private institution, founded in 1910. OBU has seven colleges with the Educator Preparation Program (EPP) housed within the College of Humanities and Social Sciences (CHSS) as one of the four divisions within the college. OBU was awarded accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools in August 18, 2008.



The EPP mission is "to prepare the teacher candidate to function as a professional who demonstrates the knowledge, skills, and dispositions necessary to facilitate learning in diverse settings for all students. Within a Christian context, which emphasizes the worth of the individual, the life-long search for truth in an environment of free inquiry and the ability of the human community to positively address societal needs and concerns, the teacher candidate develops the intellectual, social, moral, and spiritual commitment that marks the professional teacher."

*Cited Areas for Improvement:*

The EPP did not provide sufficient evidence that candidates in all teacher education programs have multiple opportunities to demonstrate candidates' impact on P-12 learners.

The EPP provides limited plans and goals for recruiting a diverse pool of candidates.

The EPP did not provide evidence of multiple measures for monitoring candidate progress.

The EPP's quality assurance system does not track results over time across all programs and use results for program improvement.

*Oklahoma Baptist University was granted continuing accreditation by OEQA and CAEP.*



**Southern Nazarene University**

Founded in 1899, Southern Nazarene University (SNU) is a private, Christian, liberal arts university - a service of the Church of the Nazarene. Located on a 40-acre campus in Bethany, Oklahoma, a suburb west of Oklahoma City, SNU grew out of several small colleges committed to training people for service to God and their fellow man. The university serves students from the South Central educational region of the Church of the Nazarene (Oklahoma, Arkansas, Louisiana, and Texas) and across the nation through programs offered at the Bethany campus and other Oklahoma locations.



The Educator Preparation Program's (EPP) mission is to provide experiences encompassing the Christian principles of integrating faith, learning, and life; and to equip candidates for educator roles in multiple learning settings in which schools, families, and communities build partnerships that work together to impact P-12 student learning, wherein affirming the belief that all students can learn.

*Cited Areas for Improvement:*

Not all EPP faculty participate in professional development activities.

*Southern Nazarene University was granted continuing accreditation by OEQA and CAEP.*



### Accreditation Statuses

Educator preparation programs undergo an in-depth review every seven years. Areas for Improvement are cited by the site visit team and/or the accrediting commission and identify a weakness in a component or standard. Programs are required to annually report to the OEQA progress in correcting these areas.

Institution	Accreditation Status (Areas For Improvement Cited at Last Visit)	Next Site Visit
Bacone College	State Continuing (8 Areas for Improvement)	Spring 2023
Cameron University	NCATE/State Continuing (No Areas for Improvement)	Fall 2022
East Central University	NCATE/State Continuing (2 Areas for Improvement)	Fall 2019
Langston University	Focus Visit (2 Areas for Improvement)	Fall 2022
Mid-America Christian University	State Continuing (No Areas for Improvement)	Fall 2020
Northeastern State University	CAEP/State Continuing (No Areas for Improvement)	Fall 2025
Northwestern Oklahoma State University	NCATE/State Continuing (1 Area for Improvement)	Fall 2019
Oklahoma Baptist University	CAEP/State Continuing (4 Areas for Improvement)	Fall 2023
Oklahoma Christian University	NCATE/State Continuing (1 Area for Improvement)	Spring 2020
Oklahoma City University	First NCATE/State Continuing (2 Areas for Improvement)	Spring 2026
Oklahoma Panhandle State University	CAEP/State Continuing (1 Area for Improvement)	Fall 2023
Oklahoma State University	NCATE/State Continuing (No Areas for Improvement)	Spring 2022
Oklahoma Wesleyan University	NCATE/State Continuing (7 Areas for Improvement)	Spring 2023
Oral Roberts University	NCATE/State Continuing (No Areas for Improvement)	Fall 2021
Randall University	State Continuing (No Areas for Improvement)	Spring 2022
Southeastern Oklahoma State University	CAEP/State Continuing (No Areas for Improvement)	Spring 2024
Southern Nazarene University	CAEP/State Continuing (1 Area for Improvement)	Spring 2025
Southwestern Christian University	State Continuing (2 Areas for Improvement)	Fall 2022
Southwestern Oklahoma State University	NCATE/State Continuing (10 Areas for Improvement)	Spring 2020
University of Central Oklahoma	NCATE/State Continuing (2 Areas for Improvement)	Spring 2023
University of Oklahoma	CAEP/State Continuing (No Areas for Improvement)	Spring 2026
University of Science & Arts of Oklahoma	CAEP/State Continuing (2 Areas for Improvement)	Fall 2023
University of Tulsa	State Continuing (2 Areas for Improvement)	Fall 2026

### Program Review and Recognition

Each program area (e.g., math, reading, etc.) within an educator preparation unit is required to submit a detailed review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Literacy Association (ILA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the ILA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with CAEP. When a program is not directly affiliated through CAEP (e.g., art, business, driver's education), state standards are utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OEQA's goal for all CAEP-affiliated schools to have multiple programs receive national recognition. Currently, there are over 260 recognized teacher preparation programs at universities in the state of Oklahoma.

OEQA provides training on a regular basis to stakeholders from colleges and universities, P-12 teachers and administrators, and education policy-makers. Training is provided from the following national education organizations that set the standards for educator preparation:

- Council for the Accreditation of Educator Preparation
- American Council on the Teaching of Foreign Languages
- Council for Exceptional Children
- Educational Leadership Constituent Council
- International Literacy Association
- National Association for the Education of Young Children
- National Council for the Social Studies
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Science Teachers Association
- Society of Health and Physical Educators
- Teachers of English to Speakers of Other Language

OEQA also provides training in program approval for non-affiliate areas, such as Art, Technology, and Agriculture Education.

### **Program Review Advisory Board**

OEQA utilizes the expertise of a Program Review Advisory Board (PRAB) for consultation and recommendations on program reviews. Membership is comprised of state and nationally trained reviewers in a variety of subject areas. PRAB members monitor changes in state and national standards, participate actively in the program review process, and answer questions from reviewers and program compilers on content-related issues.

OEQA has increased the number of PRAB members who serve as national program reviewers and has provided financial assistance to members who wish to attend national reviewer training. The PRAB meets a minimum of once each semester to review procedures and complete the review of state programs.



# Educator Preparation



## Educator Preparation Programs Inventory

		Bacone College	Cameron University	East Central University	Langston University	Mid-America Christian University	Northeastern State University	Northwestern Oklahoma State University	Oklahoma Baptist University	Oklahoma Christian University	Oklahoma City University	Oklahoma Panhandle State University	Oklahoma State University	Oklahoma Wesleyan University	Oral Roberts University	Randall University	Southeastern Oklahoma State University	Southern Nazarene University	Southwestern Christian University	Southwestern Oklahoma State University	University of Central Oklahoma	University of Oklahoma	University of Science & Arts of Oklahoma	University of Tulsa
P-12 Education	Early Childhood	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Elementary Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Elementary Math Specialist						x						x								x			
	Middle Level Education																							
	Middle Level Math																							
	Gifted & Talented																							
	Mild-Moderate Disabilities		x		x		x	x	x						x		x			x	x	x		
	Severe-Profound Disabilities																					x		
	Deaf Education																							x
	Art			x			x				x		x		x		x			x	x		x	x
Dance																					x			
English As a Second Language														x							x			
Foreign Language	Spanish		x				x						x		x						x	x		
	French		x										x		x							x	x	
	German												x									x	x	
	Latin																							
	Cherokee						x																	
Music	Instrumental Music	x	x	x			x	x	x	x	x	x	x		x		x	x		x	x	x	x	
	Vocal Music	x	x	x	x		x	x	x	x	x	x	x		x		x	x		x	x	x	x	
Secondary Education	Physical Education/Health/Safety						x	x	x				x	x	x		x	x	x	x	x	x	x	
	Business																					x		
	English		x	x		x	x	x	x		x	x	x	x	x		x		x		x	x	x	x
	Journalism																							
	Mathematics		x	x		x	x	x	x	x			x	x	x	x	x	x		x	x	x	x	x
	Science						x	x	x		x		x								x	x		x
	Biology		x	x										x	x							x		
	Chemistry			x																			x	
	Earth Science																						x	
	Physics			x																			x	
	Social Studies		x	x		x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x	x
	Speech/Drama/Debate														x							x		
	Agriculture							x					x	x										
	Allied Health																							
	Business & Information Technology																							
	Family & Consumer Sciences													x										
	Marketing Education																							
	Technology Engineering																							
	Trade and Industrial Arts																							
	Advanced Certification Areas	Education Administration - Building	x	x			x	x	x					x	x	x		x	x		x	x	x	
Education Administration - District				x			x						x		x		x	x				x		
Library Media Specialist				x			x						x									x	x	
Reading Specialist			x				x	x					x									x	x	x
School Counseling				x			x	x					x									x	x	
School Psychology														x								x	x	
School Psychometry				x																		x	x	
Speech Language Pathologist						x						x									x	x	x	

### Year in Review

- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Area Tests for Earth Science, Physical Science, Speech/Drama/Debate
- Developed the certification exam for Speech Language Pathology Assistant
- Facilitated the awarding of over 400 certification examination fee waivers for educator preparation candidates and Troops to Teachers
- Provided performance assessment professional learning opportunities and trainings for Oklahoma educator preparation programs and alternative certification candidates
- Provided test preparation workshops for emergency and alternative certified educators
- Facilitated educator preparation focus group meetings in Early Childhood and Administrator certification
- Provided online test preparation videos, study resources and practice certification exams
- Continued to expand the use of the PPAT® Assessment

### Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup>

OEQA has the statutory responsibility to develop and implement a competency-based assessment system for educator licensure/certification in the state. The following assessments are used in Oklahoma:

- Oklahoma General Education Test (OGET) – critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) – subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) – professional knowledge and skills

The certification exams are administered throughout the year and across the state via computer-based test administration. The examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies) as well as current national standards. Over 7,000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process, including classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment ensures that the exams will be accurate and up-to-date. Constant monitoring ensures that the assessments also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

### Oklahoma Reading Test

All special education teacher candidates, prior to graduation, are required by statute to pass a comprehensive assessment that measures their teaching skills in the area of reading instruction. Pass rates for the Oklahoma Reading Test were calculated by the institution and are presented in the table below. Only institutions with Special Education Programs participated, and not all institutions had candidates to assess.

Institution	Program	Overall		Institution	Program	Overall	
		N	%Pass			N	%Pass
<b>Cameron University</b>	Special Education	5	100%	<b>Southeastern Oklahoma State University</b>	Special Education	0	NA
<b>Langston University</b>	Special Education	0	NA	<b>Southwestern Oklahoma State University</b>	Special Education	10	100%
<b>Northeastern State University</b>	Special Education	12	100%	<b>University of Central Oklahoma</b>	Special Education	27	96%
<b>Northwestern Oklahoma State University</b>	Special Education	1	100%	<b>University of Oklahoma</b>	Special Education	5	100%
<b>Oklahoma Baptist University</b>	Special Education	3	100%	<b>University of Science &amp; Arts of Oklahoma</b>	Deaf Education	3	100%
<b>Oral Roberts University</b>	Special Education	12	100%	<b>University of Tulsa</b>	Deaf Education	0	NA
	EC/Special Education	36	100%				



## Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test

The Certification Examinations for Oklahoma Educators<sup>™</sup> consist of sixty-three tests: sixty subject area tests, two professional teaching examinations, and one general education test. Not all tests have test takers each year.

TEST	N	% Pass
001 Instrumental/General Music	87	86.2
002 Art	93	61.3
003 Vocal/General Music	83	62.7
004 Chemistry	53	56.6
008 Earth Science	26	53.8
009 Family and Consumer Sciences	56	80.4
010 Biological Sciences	200	40.5
012 Physical Education/Health/Safety	329	60.2
013 Physical Science	72	77.8
014 Physics	34	44.1
015 Reading Specialist	69	100.0
016 Speech/Drama/Debate	45	60.0
017 U.S. History/OK History/Govern/Economics	310	76.5
018 World History/Geography	128	64.8
021 German	2	50.0
023 Latin	2	100.0
024 Middle Level English	48	64.6
026 Middle Level Science	124	46.8
027 Middle Level Social Studies	153	37.3
030 Deaf/Hard of Hearing	20	90.0
032 Psychology/Sociology	30	83.3
033 School Psychologist	7	100.0
034 Psychometrist	14	85.7
035 Speech-Language Pathologist	1	0.0
036 Driver/Safety Education	38	92.1
038 Library-Media Specialist	65	84.6
039 School Counselor	105	71.4
040 Business Education	161	84.5
041 Marketing Education	23	30.4
042 Agricultural Education	61	88.5
043 Technology Engineering	12	91.7
045 Elementary Principal Comp. Assessment	396	62.4
046 Middle Level Principal Comp. Assessment	25	36.0
047 Secondary Principal Comp. Assessment	375	62.1
050 Elementary Education Subtest 1	1,057	85.1
051 Elementary Education Subtest 2	1,126	76.4
074 Oklahoma General Education Test	1,835	79.1
075 OPTE: PK-8	1,542	82.4
076 OPTE: 6-12	974	94.8
079 Cherokee	1	100.0
080 Chinese (Mandarin)	4	100.0
082 Elementary Mathematics Specialist	7	71.4



### Aggregate Pass Rate by Test (Continued)

TEST	N	% Pass
083 Gifted Education	8	0.0
105 Early Childhood Education	786	51.7
107 English	366	61.2
111 Advanced Mathematics	90	61.1
119 Spanish	59	79.7
120 French	5	40.0
121 German	1	100.0
123 Latin	1	100.0
124 Middle Level English	54	51.9
125 Middle Level/Intermediate Mathematics	346	41.6
128 Blind/Visual Impairment	4	0.0
129 Mild-Moderate Disabilities	576	68.4
131 Severe-Profound/Multiple Disabilities	106	55.7
132 Psychology/Sociology	38	76.3
134 Psychometrist	9	88.9
137 Journalism	35	65.7
139 School Counselor	148	79.7
148 Superintendent	123	45.5
174 Oklahoma General Education Test	1,987	73.1
177 English as a Second Language	179	84.9
178 Dance	7	71.4
181 Computer Science	23	56.5

### Aggregate Pass Rate by Teacher Preparation Institutions

Pass rates for each of the three component areas of the CEOE™ are calculated by institution and presented in the table below.

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	8	37.5	1	0.0	5	20.0	14	28.6
Cameron University	56	71.4	32	93.8	124	81.5	212	80.7
East Central University	32	87.5	7	42.9	122	82.0	161	81.4
Langston University	37	32.4	7	57.1	30	30.0	74	33.8
Mid-America Christian University	8	75.0	15	93.3	23	82.6	46	84.8
Northeastern State University	74	83.8	141	91.5	266	81.6	481	84.8
Northwestern Oklahoma State University	39	74.4	34	94.1	66	80.3	139	82.0
Oklahoma Baptist University	55	83.6	46	95.7	76	86.8	177	88.1
Oklahoma Christian University	21	85.7	32	100.0	44	86.4	97	90.7
Oklahoma City University	19	73.7	18	100.0	26	92.3	63	88.9

### Aggregate Pass Rate by Teacher Preparation Institutions (Continued)

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Oklahoma Panhandle State University	48	47.9	13	76.9	25	88.0	86	64.0
Oklahoma State University	243	88.9	246	94.3	386	86.3	875	89.3
Oklahoma Wesleyan University	15	66.7	5	100.0	11	81.8	31	77.4
Oral Roberts University	58	91.4	26	92.3	105	77.1	189	83.6
Randall University	17	35.3	1	100.0	2	50.0	20	40.0
Southeastern Oklahoma State University	43	65.1	54	87.0	144	76.4	241	76.8
Southern Nazarene University	9	66.7	9	100.0	143	60.8	161	63.4
Southwestern Christian University	5	40.0	4	75.0	6	33.3	15	46.7
Southwestern Oklahoma State University	111	76.6	102	79.4	267	71.9	480	74.6
University of Central Oklahoma	263	77.2	188	95.2	443	78.1	894	81.4
University of Oklahoma	206	94.7	184	98.4	351	88.6	741	92.7
University of Science and Arts of Oklahoma	29	72.4	28	85.7	49	69.4	106	74.5
University of Tulsa	10	90.0	3	100.0	12	100.0	25	96.0

### Aggregate Pass Rate by Program Status

The tables below compares the pass rates between examinees in teacher education programs in contrast to those who are considered Non-Program, which includes out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

#### Oklahoma Professional Teaching Exam (OPTE)

Test	Program Status					
	Total		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,542	82.4	779	88.8	763	75.9
OPTE: 6-12	974	94.8	433	97.9	541	92.2
OVERALL OPTE	2,516	87.2	1,212	92.1	1,304	82.7

## Oklahoma Subject Area Test (OSAT)

Category	Overall		Program		Non-Program	
	N	% Pass	N	% Pass	N	% Pass
General	6,756	66.7	2,115	81.3	4,641	60.0
Career Technology	313	80.8	61	82.0	252	80.6
Advanced	418	82.3	212	86.8	206	77.7
Administrator – Principal	796	61.4	386	63.2	410	59.8
Administrator – Superintendent	123	45.5	29	44.8	94	45.7
TOTAL	8,406	67.2	2,803	78.9	5,603	61.3

## OGET, OSAT, and OPTE

Test	Program		Non-Program	
	N	% Pass	N	% Pass
001 Instrumental/General Music	64	92.2	23	69.6
002 Art	11	72.7	82	59.8
003 Vocal/General Music	45	84.4	38	36.8
004 Chemistry	11	72.7	42	52.4
008 Earth Science	3	33.3	23	56.5
009 Family & Consumer Sciences	8	75.0	48	81.3
010 Biological Sciences	30	60.0	170	37.1
012 Phys Ed/Health/Safety	73	63.0	256	59.4
013 Physical Science	5	100.0	67	76.1
014 Physics	6	66.7	28	39.3
015 Reading Specialist	37	100.0	32	100
016 Speech/Drama/ Debate	5	60.0	40	60
017 US Hist/OK Hist/Govern/Economics	108	91.7	202	68.3
018 World History/Geography	36	75.0	92	60.9
020 French	*	*	*	*
021 German	1	100.0	1	0
023 Latin	*	*	2	100
024 Middle Level English	4	75.0	44	63.6
026 Middle Level Science	8	62.5	116	45.7
027 Middle Level Social Studies	8	25.0	145	37.9
028 Blind/Visual Impairment	*	*	*	*
030 Deaf/ Hard of Hearing	4	50.0	16	100
032 Psychology/Sociology	3	100.0	27	81.5
033 School Psychologist	6	100.0	1	100
034 Psychometrist	11	90.9	3	66.7
035 Speech-Language Pathologist	*	*	1	0
036 Drivers/Safety Education	3	66.7	35	94.3
037 Journalism	*	*	*	*

\* No Examinees Tested

**OGET, OSAT, and OPTE  
(Continued)**

Test	Program		Non-Program	
	N	% Pass	N	% Pass
038 Library - Media Specialist	36	88.9	29	79.3
039 School Counselor	50	74.0	55	69.1
040 Business Education	7	85.7	154	84.4
041 Marketing Education	2	0.0	21	33.3
042 Agricultural Education	42	85.7	19	94.7
043 Technology Engineering	2	100.0	10	90
045 Elementary Principal Comp. Assessment	202	61.4	194	63.4
046 Middle Level Principal Comp. Assessment	7	57.1	18	27.8
047 Secondary Principal Comp. Assessment	177	65.5	198	59.1
050 Elementary Education Subtest 1	549	91.4	508	78.3
051 Elementary Education Subtest 2	569	84.0	557	68.6
074 Oklahoma General Education Test	944	81.1	891	76.9
075 OPTE: PK-8	779	88.8	763	75.9
076 OPTE: 6-12	433	97.9	541	92.2
078 Dance	*	*	*	*
079 Cherokee	*	*	1	100
080 Chinese (Mandarin)	1	100.0	3	100
081 Computer Science	*	*	*	*
082 Elementary Mathematics Specialist	*	*	7	71.4
083 Gifted Education	1	0.0	7	0
105 Early Childhood Education	258	67.4	528	43.9
107 English	110	76.4	256	54.7
111 Advanced Mathematics	31	74.2	59	54.2
119 Spanish	12	83.3	47	78.7
120 French	3	66.7	2	0
121 German	*	*	1	100
123 Latin	*	*	1	100
124 Middle Level English	2	50.0	52	51.9
125 Middle Level/Intermediate Mathematics	27	63.0	319	39.8
128 Blind/Visual Impairment	*	*	4	0
129 Mild-Moderate Disabilities	84	77.4	492	66.9
131 Severe-Profound/Multiple Disabilities	17	70.6	89	52.8
132 Psychology/Sociology	2	100.0	36	75
134 Psychometrist	5	80.0	4	100
137 Journalism	1	0.0	34	67.6
139 School Counselor	67	86.6	81	74.1
148 Superintendent	29	44.8	94	45.7
174 Oklahoma General Education Test	744	75.4	1,243	71.7
177 English as a Second Language	15	86.7	164	84.8
178 Dance	1	100.0	6	66.7
181 Computer Science	4	25.0	19	63.2
<b>Total</b>	<b>5,703</b>	<b>81.6</b>	<b>9,041</b>	<b>67.4</b>

\* No Examinees Tested

### Year in Review

- Oklahoma National Board Certified Teachers (NBCTs) make up 7.3% of the state's teaching force
- Oklahoma ranks 14th in the total number of teachers (3,221) who achieved certification, with 11 achieving certification in 2019
- The state's top five school districts in the terms of the cumulative total of NBCTs are Oklahoma City Public Schools (131), Tulsa Public Schools (123), Moore Public Schools (119), Edmond Public Schools (117), and Norman Public Schools (99)
- 58 NBCTs renewed certification in 2019, resulting in a total of 558 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 35 coordinators to support and facilitate professional learning

Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process.

**NATIONAL BOARD**  


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*for Professional Teaching Standards®*

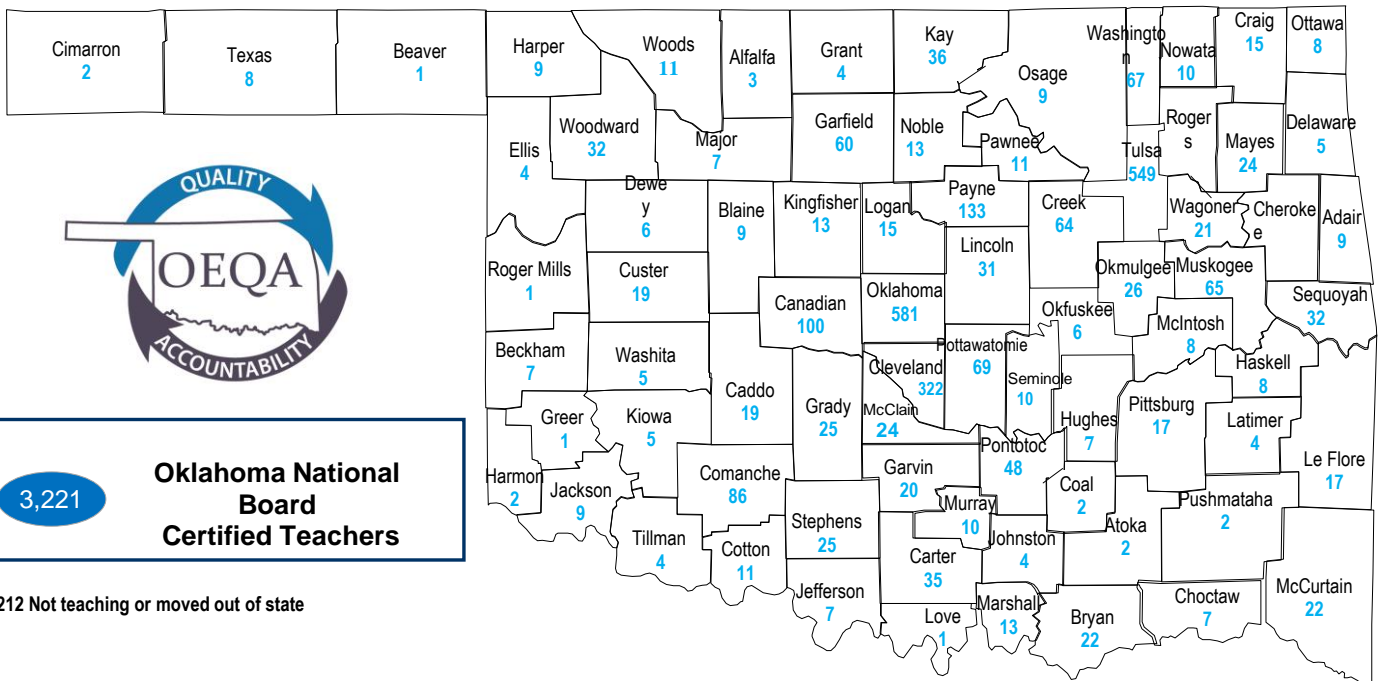
More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by other teachers – and the impact is greater for high needs students.

Every child deserves to be taught by an accomplished teacher. National Board was designed to develop, retain and recognize accomplished teachers. National Board Certification is the most respected professional certification available in education. Recognized as the gold standard in teacher certification, the National Board believes higher standards for teachers means better learning for students. Developed by practicing educators based on research and practitioner expertise, the National Board Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning.

National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components. Certification consists of four components: assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documentation of the impact of assessment and collaboration on student learning.

Oklahoma National Board Certified Teachers

Oklahoma National Board Certified Teachers



**3,221** Oklahoma National Board Certified Teachers

\*212 Not teaching or moved out of state

NBCT Renewal Process

Renewal is a process that NBCTs show their commitment to their profession. Accomplished teachers recognize that professional learning and growth never ends. In any given subject and developmental area, best practice and knowledge are constantly evolving. At the same time, changes in technology and policy affect every aspect of education, from the classroom to administration. Renewal is a process by which teachers create and submit a Profile of Professional Growth demonstrating how their practices continue to align with National Board standards and impact student learning. For those reasons, National Board Certification like Board certification in other professions from architecture to medicine, must be periodically renewed.

### Year in Review

- Conducted School Performance Reviews at three districts: Drummond Public Schools, Silo Public Schools, and Boise City Public Schools
- Presented OSPR findings at three local board meetings: Drummond Public Schools, Silo Public Schools, and Boise City Public Schools
- Suggested 221 recommendations with a five-year total estimated savings of \$139,000
- Published an OSPR Best Practices Report covering over 15 years of performance reviews

### Oklahoma School Performance Review

The Oklahoma School Performance Review (OSPR) program was created by the Oklahoma Legislature during the 2002 session and amended during the 2005 and 2012 sessions. The law authorizes OEQA to conduct school performance reviews of school districts that have:

- Administrative service costs above the expenditure limits established in law or have total expenditures in excess of the district's adopted budget;
- A district academic performance score below the state average;
- Had a request for a performance review submitted by the Governor or the State Superintendent of Public Instruction;
- A district student eligibility rate for free or reduced-price meals that is above the state average; or
- Submitted a request for a performance review subsequent to a majority vote of the district's board of education.

The purpose of the performance reviews is to develop findings, commendations, and recommendations for individual school districts in regard to: (1) containing costs; (2) improving management strategies; and (3) promoting better education for Oklahoma children

As a part of each review, staff and/or consultants conduct onsite evaluations, review district operations, study district data, interview stakeholders, hold public meetings, and administer surveys. OEQA and/or contracted consultants then produce a report evaluating the following areas of district operations:

- Management, Personnel, and Communications
- Instructional Delivery
- Business Operations
- Facility Use and Management
- Support Services, including Child Nutrition, Technology, and Transportation



**Performance Reviews Conducted and Presented in 2018-19:**

**Drummond Public Schools** is located in northwest Garfield County and covers 88 square miles. The school district operates one campus that serves approximately 300 students from Pre-K through 12th grade. All operational areas were reviewed resulting in 24 commendations and 66 recommendations.

**Silo Public Schools** is located near Durant in south central Bryan County and covers 121 square miles. The school district operates one campus that serves approximately 900 students from Pre-K through 12th grade. All operational areas were reviewed resulting in 28 commendations and 72 recommendations with an estimated total five-year savings of \$126,690.

**Boise City Public Schools** is located in the county seat of Cimarron County, the western most county in the Oklahoma panhandle. The school district covers 1,320 square miles and operates two campuses that serve students from Pre-K through 12th grade. All operational areas were reviewed resulting in 26 commendations and 83 recommendations with an estimated total five-year savings of \$12,310.

All School Performance Reviews and the Best Practices Report can be found at:  
[https://www.ok.gov/oeqa/Oklahoma\\_School\\_Performance\\_Review/index.html](https://www.ok.gov/oeqa/Oklahoma_School_Performance_Review/index.html)





### Year in Review

- Created State, District, and School Profile Reports detailing community characteristics, educational process, and student performance for over 500 school districts and 1,700 school sites
- Informed the citizens of Oklahoma of the performance of their local schools and districts by distributing these profile reports to parents of over 690,000 public school students
- Provided more than 1,000,000 electronic copies of the profile reports via OEQA's website
- Distributed electronic and hardcopies of the profiles to libraries, elected officials, researchers, grant writers, and stakeholders
- Presented profiles data to educators, researchers, business leaders, and policy makers at various workshops and presentations

The Oklahoma Educational Indicators Program provides school site, district, and state profiles containing educational statistics derived from a number of sources. These sources include the Census Bureau's American Community Survey, Oklahoma State Department of Education (OSDE), Oklahoma Tax Commission, Oklahoma State Regents for Higher Education (OSRHE), Oklahoma Department of Career and Technology Education, Oklahoma Office of Juvenile Affairs, National Center for Education Statistics, ACT, Inc., The College Board, and all Oklahoma public schools. This program has proven to be vital to parents, researchers, grant writers, school administrators, legislators, and the general public.

The complete State, District, and School Profiles and the definitions, methodologies, and sources used to create them are located on our website: <https://www.edprofiles.info>

The tables below provide state-level data from the profiles. The vast majority of these data were collected during the 2017-2018 school year, which is the most current, comprehensive, and complete reporting cycle. However, some statistics are derived from multi-year averages or periodic snapshots. Additional data and trends can be found in the complete profiles.



**Oklahoma Public School District Characteristics  
2017-18**

Characteristic	Number
Total Number of School Districts	538
Number of Dependent Districts	96
Number of Independent Districts	416
Number of Charter Schools	26
Average Number of Sites per District	3
Average Square Miles Covered per District*	137
Average Fall Enrollment	1,291
Total Fall Enrollment	694,588
Source: OSDE & OEQA	

\* Excludes Charter Schools

**Oklahoma Public School Student Characteristics  
2017-18**

Characteristic	Number
Percentage Eligible for Free/Reduced Lunch	62.9%
Average Property Valuation per Student	\$52,219
Percentage Identified as Gifted/Talented	13.9%
Percentage Identified as English Learners	8.0%
Percentage in Special Education	16.1%
Senior Graduation Rate	97.5%
4-Year Dropout Rate	9.8%
ACT Score of HS Graduates*	19.4
Graduates Earning Oklahoma's Promise	13.9%
Source: OSDE, OSRHE, OK Tax Commission, & OEQA	

\* Based on Highest Score

**Community Characteristics for Oklahoma School Districts  
2013-2017 Five Year Estimates**

Characteristic	State Average
District Population	7,610
Average Household Income	\$67,682
Percentage of Population below Poverty	16.2%
Unemployment Rate	5.7%
Percentage of Population under 18	24.5%
Percentage of Children under 18 Living in Married-Couple Household	65.6%
Source: U.S. Census Bureau & OEQA	



# OEQA



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