

Annual State Report 2022

OEQA

Office of Educational Quality and Accountability



*Quest
for Excellence*



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This publication, printed in January 2022 by Central Printing, is issued by the Office of Educational Quality and Accountability as authorized by Title 70 of the Oklahoma Statutes, Sections 6-186(E), 1210.508F(D), and 1210.531(D).

MISSION STATEMENT

Commission for Educational Quality and Accountability (CEQA) members and Office of Educational Quality and Accountability (OEQA) staff are committed to preparing exceptional educators 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.
- Conduct audits of P12 student transfer policies, district capacity determinations, and transfer approvals/denials.

Commission for Educational Quality and Accountability Members

Mr. Ryan Walters, Chair/Secretary of Education
 Dr. Joanna Lein, Teacher Education Program Representative
 Ms. Katherine Nations, Parent of Public School Student
 Mr. Kenneth Parker, Business Representative
 Ms. Kathryn Szallar, K-6 Teacher
 Vacant, 7 – 12 Teacher
 Mr. John Daniel, School Administrator

Year in Review

- Facilitated site accreditation visits to three Oklahoma universities
- Provided program review training for over 30 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 52 educator preparation programs
- Conducted a first-year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to educator preparation faculty & P-12 teachers
- 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

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

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

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, or the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom.

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); trauma-informed responsive instruction; and multi-tiered systems of support (MTSS)

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 2021-2022

Oral Roberts University

Oral Roberts University (ORU) is a private Christian institution on a 380-acre campus with 21 major buildings, in Tulsa, Oklahoma, where the population is estimated at 402,000. Named for founder Oral Roberts, ORU was chartered on November 9, 1963.

Oral Roberts University has three following initial programs: mathematics, biology, elementary, special education, early childhood education, health & physical education, music, art, modern foreign language (Spanish & French), English language learner, speech/drama/debate, English, and social studies. ORU also offers two licensure programs at the advanced level: principal or building administration and district administration.

ORU's philosophy of education forms the basis for the education preparation program and is concerned with the relationship of how theory is applied and assessed in practice and how practice is evaluated to improve P-12 student results. Central to the College of Education program is the belief that true wisdom and knowledge is from God. The Bible is the standard and central point of reference. Thus, graduates are prepared to go into every person's world as transformed educators to transform society.

Cited Areas for Improvement: No areas for improvement were cited.



The Council for the Accreditation of Educator Preparation (CAEP) awarded Oral Roberts University the Frank Murray Leadership Award for leadership and commitment to continuous improvement.

Oral Roberts University was granted continuing accreditation by OEQA and CAEP.

Accreditation Decisions 2021-2022 (Continued)

Northeastern State University

(Advanced Standards)

**NORTHEASTERN**
STATE UNIVERSITY

Northeastern State University (NSU) dates back to the Cherokee National Female Seminary founded in 1846. NSU's history began on March 6, 1909 when it was purchased by the Oklahoma legislature to create Northeastern State Normal School which evolved into Northeastern State Teachers College (1919) and Northeastern State College (1939). Today, NSU is Oklahoma's fourth-largest public four-year institution, and one of six regional institutions governed by the Regional University System of Oklahoma.

The College of Education (COE) offers teacher preparation, psychology, and health/fitness degrees on the Tahlequah and Broken Arrow campuses. Six undergraduate degrees and nine graduate degrees are offered within the COE.

The vision of Northeastern State University is to shape the future of its region as the educational partner of choice, setting a standard of excellence by serving the intellectual, cultural, social, and economic needs of the University's diverse communities.

Cited Areas for Improvement: No areas for improvement were cited.



The Council for the Accreditation of Educator Preparation (CAEP) awarded Northeastern State University the Frank Murray Leadership Award for leadership and commitment to continuous improvement.

Northeastern State University was granted continuing accreditation on the advanced level standards by OEQA and CAEP.

Accreditation Decisions 2021-2022 (Continued)

Oklahoma State University



Oklahoma State University was founded in 1890 and is a land grant institution with its main campus in Stillwater, Oklahoma. Technical branch campuses are located in Okmulgee and Oklahoma City. In addition, OSU Tulsa shares faculty, administration, and professional staff in Professional Education programs. In all, OSU serves 36,000 students in 200 undergraduate majors and nearly 125 graduate programs, including 45 doctoral programs.

The College of Education and Human Sciences is located on the main campus and consists of seven academic units. The College serves 4,000 students in more than 100 programs. Within the College, candidates have access and experiences within its various centers and labs.

Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities.

Cited Areas for Improvement:

Standard 5: The EPP provided limited evidence it regularly, systematically, and continuously reviews, analyzes and interprets QAS data, identifies patterns across programs, and tracks results over time (component R5.4).

Oklahoma State 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 <i>*(Areas For Improvement Cited at Last Visit)</i>	Next Site Visit
Bacone College	State Continuing <i>(8 Areas for Improvement)</i>	Spring 2024
Cameron University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2022
East Central University	CAEP/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2026
Langston University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2023
Mid-America Christian University	State Continuing <i>(1 Area for Improvement)</i>	Fall 2027
Northeastern State University	CAEP/State Continuing <i>(No Areas for Improvement)</i>	Fall 2025
Northwestern Oklahoma State University	CAEP/State Continuing <i>(No Areas for Improvement)</i>	Fall 2026
Oklahoma Baptist University	CAEP/State Continuing <i>(4 Areas for Improvement)</i>	Spring 2023
Oklahoma Christian University	CAEP/State Continuing <i>(No Areas for Improvement)</i>	Spring 2027
Oklahoma City University	CAEP/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2026
Oklahoma Panhandle State University	CAEP/State Continuing <i>(1 Area for Improvement)</i>	Fall 2023
Oklahoma State University	CAEP/State Continuing <i>(1 Area for Improvement)</i>	Spring 2028
Oklahoma Wesleyan University	NCATE/State Continuing <i>(7 Areas for Improvement)</i>	Spring 2023
Oral Roberts University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2028
Randall University	First Accreditation/State <i>(No Areas for Improvement)</i>	Spring 2023
Southeastern Oklahoma State University	CAEP/State Continuing <i>(1 Area for Improvement)</i>	Spring 2024
Southern Nazarene University	CAEP/State Continuing <i>(1 Area for Improvement)</i>	Spring 2025

Accreditation Statuses (Continued)

Institution	Accreditation Status <i>*(Areas For Improvement Cited at Last Visit)</i>	Next Site Visit
Southwestern Christian University	First Accreditation/State <i>(No Areas for Improvement)</i>	Fall 2023
Southwestern Oklahoma State University	CAEP/State Continuing <i>(No Areas for Improvement)</i>	Spring 2027
University of Central Oklahoma	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2023
University of Oklahoma	CAEP/State Continuing <i>(No Areas for Improvement)</i>	Spring 2026
University of Science & Arts of Oklahoma	CAEP/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2023
University of Tulsa	First Accreditation/State <i>(2 Areas for Improvement)</i>	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. Currently, there are over 270 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 policymakers.



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	Special Education	Early Childhood	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	
		Elementary Math Specialist						x						x								x			
		Middle Level Education																							
		Middle Level Math																							
	Foreign Language	Gifted & Talented																							
		Mild-Moderate Disabilities		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		
		Dance																					x		
		English As a Second Language														x							x		
		Spanish						x						x									x	x	x
		French												x									x	x	x
		German												x									x	x	x
		Latin																					x	x	x
		Music	Cherokee						x																
			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	x	
Secondary Education	Physical Education/Health/Safety	Physical Education/Health/Safety						x	x				x	x	x		x	x	x	x	x	x	x		
		Business																							
		English		x	x		x	x	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	x
		Science							x	x	x	x	x		x						x	x	x	x	
		Biology			x																			x	
		Chemistry			x			x																x	
		Earth Science																						x	
		Physics			x			x																x	
	Social Studies		x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
	Speech/Drama/Debate														x							x			
	Career and Technology Education	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 Level		x	x		x	x	x		x		x	x	x		x	x		x	x	x			
Education Administration - District Level				x		x	x					x		x		x	x		x		x				
Library Media Specialist				x										x								x	x		
Reading Specialist			x				x	x					x								x	x	x		
School Counseling				x		x	x	x					x				x				x	x			
School Psychology				x									x									x	x		
School Psychometry				x																	x				
Speech Language Pathologist								x					x									x	x	x	

Year in Review

- Redeveloped the Oklahoma Subject Area Tests for Instrumental Music, Vocal Music, Middle Level Social Studies, Principal, Superintendent, Technology Engineering, and Cherokee
- Facilitated the awarding of over 300 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 school districts' emergency and alternative certified educators
- Provided online test preparation videos, study resources and practice certification exams

Certification Examinations for Oklahoma Educators (CEOE)[™]

OEQA has the statutory responsibility to develop and implement a competency-based assessment system for educator licensure/certification in the state.

- 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 (retired September 2021)
- Praxis® Performance Assessment for Teachers (PPAT)-professional knowledge and skills (effective September 2021)

The certification exams are administered throughout the year and across the state via computer-based test administration. The examinations reflect state standards 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
Cameron University	Special Education	6	66%	Oral Roberts University	Special Education	27	100%
East Central University	Special Education	0	N/A	Southwestern Oklahoma State University	Special Education	81	89%
Langston University	Special Education	0	N/A	University of Central Oklahoma	Special Education	11	100%
Northeastern State University	Special Education	8	100%	University of Oklahoma	Special Education	10	100%
Northwestern Oklahoma State University	Special Education	0	N/A	University of Science & Arts of Oklahoma	Deaf Education	1	100%
Oklahoma Baptist University	Special Education	8	100%				

Certification Examinations for Oklahoma Educators (CEOE)[™] Aggregate Pass Rate by Test

The Certification Examinations for Oklahoma Educators[™] 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. (Praxis[®] Subject Tests pass rate data not provided by OSDE.)

TEST	N	% Pass
001 Instrumental/General Music	43	74%
002 Art	99	60%
003 Vocal/General Music	34	50%
004 Chemistry	31	48%
009 Family and Consumer Sciences	61	79%
010 Biological Sciences	156	45%
012 Physical Education/Health/Safety	300	53%
014 Physics	18	39%
015 Reading Specialist	86	92%
017 U.S. History/OK History/Govern/Economics	256	63%
018 World History/Geography	119	54%
026 Middle Level Science	161	37%
027 Middle Level Social Studies	63	32%
030 Deaf/Hard of Hearing	18	83%
033 School Psychologist	9	90%
036 Driver/Safety Education	23	91%
038 Library-Media Specialist	84	80%
040 Business Education	139	80%
041 Marketing Education	21	14%
042 Agricultural Education	55	86%
043 Technology Engineering	12	58%
045 Elementary Principal Comp. Assessment	92	48%
046 Middle Level Principal Comp. Assessment	14	14%
047 Secondary Principal Comp. Assessment	107	47%
050 Elementary Education Subtest 1	844	82%
051 Elementary Education Subtest 2	931	71%
075 OPTE: PK-8	599	57%
076 OPTE: 6-12	524	88%
079 Cherokee	2	50%
080 Chinese (Mandarin)	2	50%
082 Elementary Mathematics Specialist	6	67%
083 Gifted Education	12	88%
084 Speech Language Pathology Assistant	8	63%

Aggregate Pass Rate by Test (Continued)

TEST	N	% Pass
105 Early Childhood Education	676	48%
107 English	338	55%
108 Earth Science	21	67%
111 Advanced Mathematics	73	59%
113 Physical Science	96	32%
116 Speech/Drama/Debate	40	70%
117 U.S. History/OK History/Govern/Econ	58	60%
119 Spanish	34	71%
120 French	11	36%
121 German	6	50%
122 Russian	1	100%
123 Latin	2	100%
124 Middle Level English	76	54%
125 Middle Level/Intermediate Mathematics	308	45%
128 Blind/Visual Impairment	14	21%
129 Mild-Moderate Disabilities	540	73%
131 Severe-Profound/Multiple Disabilities	100	59%
132 Psychology/Sociology	44	80%
134 Psychometrist	39	85%
137 Journalism	29	72%
139 School Counselor	320	74%
144 Principal Comprehensive Assessment	679	66%
148 Superintendent	96	26%
150 Elementary Education Subtest 1	181	83%
151 Elementary Education Subtest 2	208	53%
174 Oklahoma General Education Test	2556	70%
177 English as a Second Language	303	88%
178 Dance	3	100%
181 Computer Science	18	61%
201 Instrumental/General Music	52	86%
203 Vocal/General Music	58	83%
205 Early Childhood Education	196	69%
248 Superintendent	190	99%

Praxis Performance Test for Teachers (PPAT)

Test	N	% Pass
PPAT	1361	86%

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. (Praxis® Subject Tests pass rate data not provided by OSDE.)

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	5	0%	*	*	7	14%	12	8%
Cameron University	63	73.0	8	87.5	123	78.9	194	77.3
East Central University	63	79.4	15	66.7	220	67.3	298	69.8
Langston University	25	52.0	1	100	8	25.0	34	47.1
Mid-America Christian University	2	100	5	40.0	20	45.0	27	48.1
Northeastern State University	73	82.2	30	66.7	305	78.7	408	78.4
Northwestern Oklahoma State University	22	68%	10	40%	59	83%	91	75%
Oklahoma Baptist University	23	87%	3	67%	103	91%	129	90%
Oklahoma Christian University	11	73%	9	89%	48	96%	68	91%
Oklahoma City University	10	50%	5	80%	18	89%	33	76%
Oklahoma Panhandle State University	26	58%	*	*	21	86%	47	70%
Oklahoma State University	175	79%	9	56%	385	83%	569	81%
Oklahoma Wesleyan University	7	57%	1	100%	19	79%	27	74%
Oral Roberts University	19	68%	1	100%	54	89%	74	84%
Randall University	8	63%	1	100%	10	60%	19	63%
Southeastern Oklahoma State University	20	75%	17	47%	292	71%	329	70%
Southern Nazarene University	1	100%	*	*	63	67%	64	67%
Southwestern Christian University	7	43%	4	25%	6	67%	17	47%
Southwestern Oklahoma State University	88	75%	47	58%	243	69%	378	69%
University of Central Oklahoma	178	76%	33	67%	379	71%	590	73%
University of Oklahoma	112	92%	12	92%	289	89%	413	90%
University of Science and Arts of Oklahoma	14	86%	1	100%	33	79%	48	81%
University of Tulsa	12	83%	*	*	19	79%	31	81%

*No Examinees Tested

Educator Assessment



Pass rates for the Praxis Performance Assessment for Teachers (PPAT) are calculated by institution and presented in the table below.

	Passed	Taken	% Pass
Bacone College	*	*	*
Cameron University	42	43	97.7
East Central University	38	40	95.0
Langston University	2	3	66.7
Mid-America Christian University	7	9	77.8
Northeastern State University	124	134	92.5
Northwestern Oklahoma State University	7	10	70.0
Oklahoma Baptist University	46	49	93.9
Oklahoma Christian University	2	2	100.0
Oklahoma City University	7	7	100.0
Oklahoma Panhandle State University	12	12	100.0
Oklahoma State University	183	195	93.8
Oklahoma Wesleyan University	9	11	81.8
Oral Roberts University	25	29	86.2
Randall University	*	*	*
Southeastern Oklahoma State University	11	18	61.1
Southern Nazarene University	13	16	81.2
Southwestern Christian University	2	2	100.0
Southwestern Oklahoma State University	24	34	70.6
University of Central Oklahoma	174	182	95.7
University of Oklahoma	143	158	90.5
University of Science & Arts of Oklahoma	26	28	92.9
The University of Tulsa	12	13	92.3

Aggregate Pass Rate by Program Status

The tables below compare 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. (Praxis® Subject Tests pass rate data not provided by OSDE.)

Oklahoma Professional Teaching Exam (OPTE)

Test	Total		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE	1123	71%	173	61%	950	73%

Praxis Performance Assessment for Teachers (PPAT)

Test	Total		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
PPAT	1361	86%	995	91%	366	72%

Oklahoma Subject Area Test (OSAT)

Category	Overall		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	6733	64%	1917	77%	4816	58%
Career Technology	288	75%	42	79%	246	74%
Advanced	546	79%	299	83%	247	73%
Administrator - Principal	892	61%	401	69%	491	55%
Administrator - Superintendent	286	75%	80	76%	206	74%
Total	8745	65%	2739	77%	6006	60%

OGET, OSAT, and OPTE

Test	Program		Non-Program	
	N	% Pass	N	% Pass
001 Instrumental/General Music	39	77%	4	50%
002 Art	29	69%	70	56%
003 Vocal/General Music	19	68%	15	27%
004 Chemistry	3	0%	28	54%
009 Family & Consumer Sciences	3	67%	58	79%
010 Biological Sciences	18	50%	138	44%
012 Phys Ed/Health/Safety	61	66%	239	50%
014 Physics	4	50%	14	36%
015 Reading Specialist	44	98%	42	86%
017 US Hist/OK Hist/Govern/Economics	84	74%	172	58%
018 World History/Geography	33	64%	86	50%
026 Middle Level Science	4	25%	157	37%
027 Middle Level Social Studies	2	0%	61	33%
030 Deaf/ Hard of Hearing	8	100%	10	70%
033 School Psychologist	6	83%	3	100%
036 Drivers Safety Education	1	100%	22	91%
038 Library - Media Specialist	57	86%	27	67%
040 Business Education	3	33%	136	81%
041 Marketing Education	*	*	21	14%
042 Agricultural Education	35	86%	20	85%
043 Technology Engineering	1	0%	11	67%
045 Elementary Principal Comp. Assessment	40	53%	52	44%
046 Middle Level Principal Comp. Assessment	3	0%	11	18%
047 Secondary Principal Comp. Assessment	43	47%	64	47%
050 Elementary Education Subtest 1	409	92%	435	72%
051 Elementary Education Subtest 2	437	81%	494	62%
079 Cherokee	2	50%	*	*
080 Chinese (Mandarin)	1	0%	1	100%
082 Elementary Mathematics Specialist	1	0%	5	80%
083 Gifted Education	*	*	12	8%
084 Speech Language Pathology Assistant	1	100%	7	57%
085 Special Ed. Comprehensive Assessment	5	60%	25	72%
105 Early Childhood Education	215	67%	461	39%
107 English	109	66%	229	50%
108 Earth Science	1	100%	20	65%
111 Advanced Mathematics	30	77%	43	47%
113 Physical Science	9	56%	87	30%
116 Speech/Drama/Debate	6	83%	34	68%
117 US History/OK History/Govern/Econ	14	71%	44	57%

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

Test	Program		Non-Program	
	N	% Pass	N	% Pass
119 Spanish	6	100%	28	64%
120 French	1	0%	10	40%
121 German	1	100%	5	40%
122 Russian	*	*	1	100%
123 Latin	1	100%	1	100%
124 Middle Level English	6	83%	70	51%
125 Middle Level/Intermediate Mathematics	21	62%	287	44%
127 Middle Level Social Studies	10	40%	89	64%
128 Blind/Visual Impairment	1	0%	13	23%
129 Mild-Moderate Disabilities	54	74%	486	73%
131 Severe-Profound/Multiple Disabilities	5	20%	95	61%
132 Psychology/Sociology	3	67%	41	81%
134 Psychometrist	32	84%	7	86%
137 Journalism	1	100%	28	71%
139 School Counselor	159	78%	161	71%
144 Principal Comprehensive Assessment	315	74%	364	59%
148 Superintendent	26	27%	70	26%
150 Elementary Education Subtest 1	55	89%	126	81%
151 Elementary Education Subtest 2	72	56%	136	52%
174 Oklahoma General Education Test	1070	73%	1486	67%
177 English as a Second Language	16	94%	287	88%
178 Dance	1	100%	2	100%
181 Computer Science	1	100%	17	59%
201 Instrumental/General Music	46	91%	6	67%
203 Vocal/General Music	30	90%	28	75%
205 Early Childhood Education	42	83%	154	65%
248 Superintendent	54	100%	136	99%
Total	3982	75%	8442	63%

* No Examinees Tested

Year in Review

- Oklahoma National Board Certified Teachers (NBCTs) make up 7.3% of the state’s teaching force, and Oklahoma ranks 13th in the total number of teachers (3,202) who achieved certification, with 8 achieving certification in 2022
- The state’s top five school districts in the terms of the cumulative total of NBCTs are Oklahoma City Public Schools (147), Tulsa Public Schools (110), Moore Public Schools (97), Edmond Public Schools (93), and Norman Public Schools (85)
- 42 NBCTs renewed certification in 2022, resulting in a total of 685 renewed NBCTs statewide, with 20 renewing twice
- ELO provided professional development for over 200 National Board and Renewal candidates and assigned 35 coordinators to support and facilitate professional learning

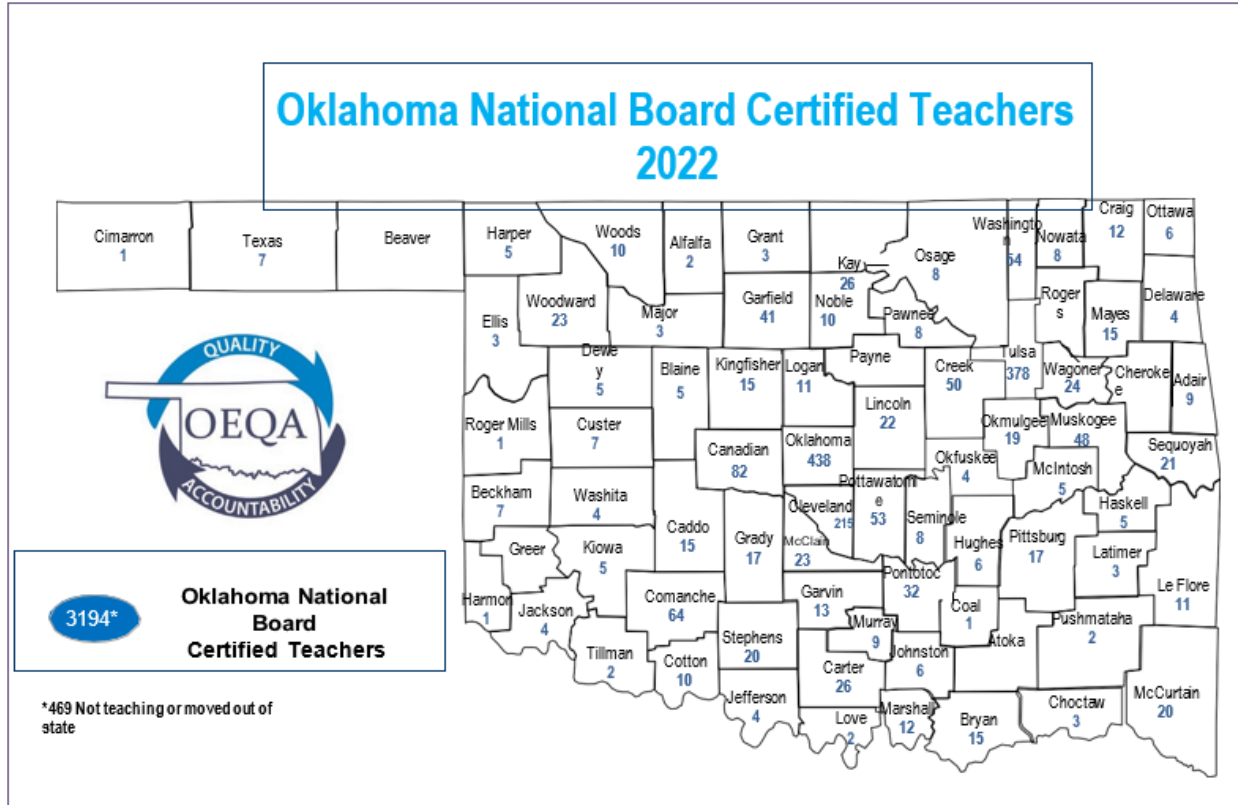
Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process.

NATIONAL BOARD
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.



NBCT Renewal Process

Renewal is a process through which 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 for Crescent Public Schools
 - 19 commendations to highlighted best practices
 - 86 recommendations, including a five-year total estimated savings of \$552,225

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 in 2021-22

Crescent Public Schools is located in the town of Crescent in central Oklahoma in Logan County, CPS is approximately 40 miles north of Oklahoma City. The town of Crescent covers 1.1 square miles and is estimated to have a population of 1,618 in 2022. CPS, as a school district, covers 137 square miles and serves parts of both Logan and Kingfisher Counties. CPS operates three campuses that serve approximately 550 students from Pre-K through 12th grade. The review resulting in 19 commendations and 86 recommendations. Implementing the recommendations could save up to \$552,225 over five years.

All School Performance Reviews and the Best Practices Report can be found at:
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 nearly 700,000 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, media, 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.

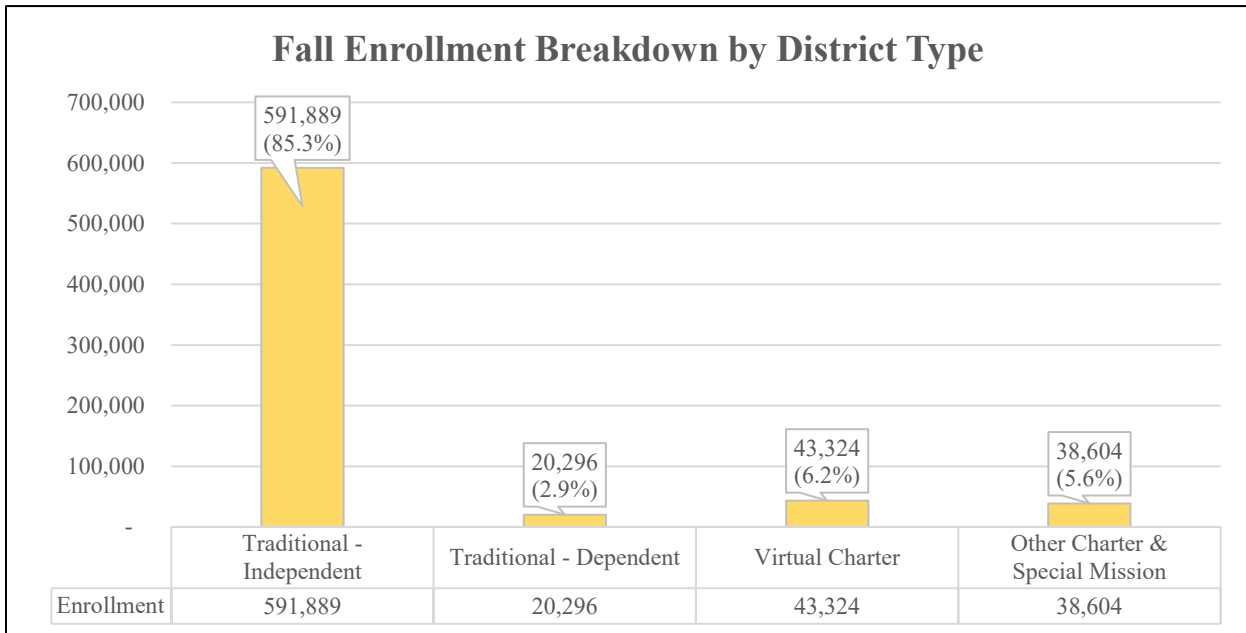
The complete State, District, and School Profiles and the definitions, methodologies, and sources used to create them are located on our website: <https://www.edprofiles.info>

The tables on page 24 provide state-level data from the profiles. The vast majority of these data were collected during the 2020-2021 school year, which is the most current, comprehensive, and complete reporting cycle. Additional data can be found in the complete profiles.



**Oklahoma Public School District Characteristics
2020-21**

Characteristic	Number
Number of School Districts	
Traditional - Independent	415
Traditional - Dependent	94
Virtual Charter	6
Other Charter & Special Mission	27
Total	542
Average Fall Enrollment	1,281
Total Fall Enrollment	694,113



Source: OSDE & OEQA

Oklahoma Public School Student Characteristics* 2020-21

Characteristic	Number
Percentage Eligible for Free/Reduced Lunch	60.3%
Percentage Identified as Gifted/Talented	12.4%
Percentage Identified as English Learners	9.1%
Percentage in Special Education	16.1%
Average Property Valuation per Student ⁽¹⁾	Data Unavailable (OSDE)
HS Dropout Rate (Snapshot, Age <=18)	5.5%
Senior Graduation Rate	Data Unavailable (OSDE)
Average ACT Score of HS Graduates ⁽²⁾	19.7 ⁽³⁾
Graduates Earning Oklahoma's Promise ⁽⁴⁾	6,309

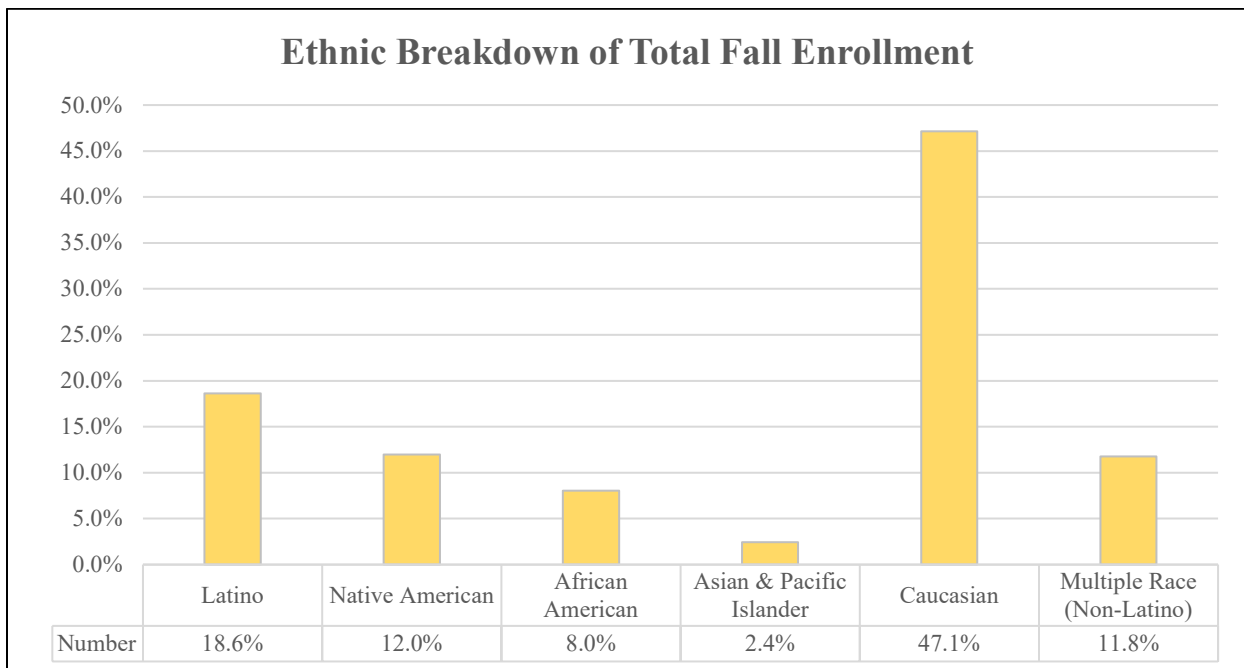
Source: OSDE, OSRHE, OK Tax Commission, & OEQA

⁽¹⁾ Traditional public school districts only

⁽²⁾ Based on the last score of all Oklahoma graduating seniors

⁽³⁾ The ACT, Inc. estimated only a 58% participation rate in 2022

⁽⁴⁾ All Oklahoma graduates



* Based on all public schools unless noted otherwise

Source: OSDE, ACT, Inc., OSRHE, & OEQA

Year in Review

- Randomly selected and began audits of 51 Oklahoma school district transfer policies, capacity determinations, and transfer approvals and denials.

The P12 Transfer Audits Program, effective January 1, 2022, originated from Senate Bill 783 and later modified with HB 3038. As a result of this legislation, students are allowed to transfer to any school district in the state whether they live in the district or not if the school has capacity for more students. District boards of education are to set a transfer policy, set capacity for each grade level for each school site, post the capacity numbers in a prominent place on their website and update those numbers by the first day of January, April, July, and October each year.

Under the law, OEQA is to annually “randomly select ten percent of the school districts in the state and conduct an audit of each district’s approved and denied transfers based on the provisions of the policies adopted by the respective school district board of education. If the Office finds inaccurate reporting of capacity levels by a school district, the Office shall set the capacity for the school district.”

OEQA



OKLAHOMA
**Educational Quality
and Accountability**

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