

Annual State Report 2020

OEQA

Office of Educational Quality and Accountability



*Quest for Excellence*





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Contents:

Mission Statement, Commission Members .....2
Educator Preparation.....3
Educator Assessment .....14
Education Leadership Oklahoma .....21
Oklahoma School Performance Review Program .....23
Oklahoma Educational Indicators Program .....25

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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. Ryan Walters, 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. Vacant, 7 – 12 Teacher
7. Mr. John Daniel, School Administrator



## Year in Review

- Facilitated site accreditation visits to five Oklahoma universities
- Provided program review training for over 65 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 67 educator preparation programs
- Conducted a first-year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to 40 educator preparation faculty & P12 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](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 2018-2020

**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 Teacher's 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 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.

Likewise, the College of Education shapes the future of its region as the educational partner of choice by effectively preparing educators, professional school personnel, and other allied professionals to have a positive impact on the lives of students, families, and communities. The College of Education is committed to continuous improvement by achieving results through rigor, relevance, relationships, and responsibility, thus facilitating the transformation of candidates into highly qualified professionals in a diverse global society.

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

*Northeastern State University was granted continuing accreditation by OEQA and CAEP at the initial level.*





**Accreditation Decisions 2018-2020 (Continued)****Oklahoma City University**

Oklahoma City University (OCU) is a private, faith-based institution located in the geographical center of Oklahoma's state capital. OCU offers undergraduate, graduate and professional curricular programs in an urban setting. The students come from Oklahoma as well as 46 states and 43 countries.

The educator preparation provider's vision is to "prepare professional educators to positively impact students...in a diverse and changing world." Its mission is to "develop teachers who will be strong leaders with the ability to educate others successfully..." The overall goal "is to prepare candidates for the teaching profession and to assist all candidates in becoming successful teacher leaders."

*Cited Areas for Improvement:*

An insufficient number of assessment instruments in the EPP's Quality Assurance System (QAS) meet CAEP sufficiency requirements.

Not all early childhood/elementary candidates take coursework in math and science that qualify them as generalist.

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



## Accreditation Decisions 2018-2020 (Continued)

**University of Oklahoma**

The first education classes at the University of Oklahoma began in 1901, with one course in educational principles and one course in education history. As new residents poured into Oklahoma both before and after statehood in 1907, the demand for capable teachers led to the university establishing a full School of Teaching in 1909. The school was part of the College of Arts and Sciences.

In 1920, the School of Teaching was given independent status, with a two-year general curriculum. The school became a stand-alone college in 1929. Four-year undergraduate degrees were offered in elementary teaching, secondary teaching, school supervision and school administration. In 1931, the college awarded its first doctorate in education. School supervision and school administration became graduate programs only in 1933.

The mission of the Jeannine Rainbolt College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research and practice in the multi-disciplinary field of education.

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

*University of Oklahoma was granted continuing accreditation by OEQA and CAEP at the initial level.*



## Accreditation Decisions 2018-2020 (Continued)

**Northwestern Oklahoma State University**

The home campus of Northwestern Oklahoma State University (NWOSU), a regional institution, is located in Alva, a city of approximately 5,000 residents in northwest Oklahoma. Alva is located 14 miles south of the Kansas border, approximately 115 miles northwest of Oklahoma City, and 100 miles southwest of Wichita, Kansas.

The EPP's mission statement is, "We enlighten and empower our graduates through program excellence to educate those whom they serve." Inherent in the EPP's mission statement are the values of the institution. Only through demonstrating the institution's core values on a daily basis can the preparation provider achieve program excellence that will best serve its candidates and P-12 learners.

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

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

**East Central University**

East Central University was established by legislative act in 1909 as one of three regional schools founded that year in the eastern half of Oklahoma, identified as Indian Territory prior to the founding of the state in 1907.

East Central University offers both undergraduate and professional preparation for educators. It serves a primarily rural population that consists of a large number of first-generation college students.

The EPP's vision is captured in the conceptual framework model and is based on current research and sound professional practice. The PRIDE Teacher Education Model reflects the unit's beliefs that professionals engage in practices that lead to improved instruction; that professionals are confident in their ability to use innovative pedagogy to create relevant lessons to engage learners; that professionals inspire the belief in their students that they have value and potential; and that professionals never underestimate their contributions to a success.

*Cited Areas for Improvement:*

The EPP provided limited evidence of a plan for the recruitment of diverse candidates to meet employer needs.

Not all full-time professional education faculty meet the public school 10 hour requirement.

*East Central 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	CAEP/State Continuing (2 Areas for Improvement)	Fall 2026
Langston University	NCATE/State Continuing (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	CAEP/State Continuing (No Areas for Improvement)	Fall 2026
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	CAEP/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 2021
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	First Accreditation/State (No Areas for Improvement)	Spring 2022
Southeastern Oklahoma State University	CAEP/State Continuing (1 Area for Improvement)	Spring 2024
Southern Nazarene University	CAEP/State Continuing (1 Area for Improvement)	Spring 2025
Southwestern Christian University	First Accreditation/State (No 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	First Accreditation/State (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
- National Council for the Social Studies
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- 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 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	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	x	
		Elementary Math Specialist																									
		Middle Level Education																									
		Middle Level Math																									
		Gifted & Talented																									
	P-12 Education	Special Education	Mild-Moderate Disabilities	x		x		x	x	x							x		x			x	x	x			
			Severe-Profound Disabilities																					x			
			Deaf Education																							x	x
		Foreign Language	Art			x			x					x	x	x	x		x				x	x	x		
Dance																								x			
English As a Second Language																								x			
Spanish								x							x	x							x	x			
French															x	x							x	x			
German															x								x	x			
Latin																								x	x		
Music	Cherokee						x																				
	Instrumental Music	x	x	x			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	x		
	Physical Education/Health/Safety							x	x					x	x	x		x	x	x	x	x		x			
Secondary Education		Business																									
		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		
		Biology			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						x				
		Agriculture							x				x	x													
		Allied Health																									
		Business & Information Technology																									
		Family & Consumer Sciences																									
	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	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			
		School Psychology													x								x	x			
		School Psychometry			x																		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 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 school districts' emergency and alternative certified educators
- 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	12	100%	<b>Southeastern Oklahoma State University</b>	Special Education	3	100%
<b>East Central University</b>	Special Education	1	100%	<b>Southwestern Oklahoma State University</b>	Special Education	8	88%
<b>Langston University</b>	Special Education	3	67%	<b>University of Central Oklahoma</b>	Special Education	6	100%
<b>Northeastern State University</b>	Special Education	15	87%	<b>University of Oklahoma</b>	Special Education	14	100%
<b>Northwestern Oklahoma State University</b>	Special Education	4	100%	<b>University of Science &amp; Arts of Oklahoma</b>	Deaf Education	3	100%
<b>Oklahoma Baptist University</b>	Special Education	3	100%	<b>University of Tulsa</b>	Deaf Education	1	100%
<b>Oral Roberts University</b>	Special Education	3	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	65	78.5
002 Art	71	62.0
003 Vocal/General Music	71	45.1
004 Chemistry	30	50.0
008 Earth Science	8	62.5
009 Family and Consumer Sciences	50	90.0
010 Biological Sciences	143	37.1
012 Physical Education/Health/Safety	265	56.6
013 Physical Science	32	75.0
014 Physics	17	58.8
015 Reading Specialist	49	91.8
016 Speech/Drama/Debate	16	62.5
017 U.S. History/OK History/Govern/Economics	232	69.8
018 World History/Geography	105	61.0
026 Middle Level Science	103	42.7
027 Middle Level Social Studies	127	40.9
030 Deaf/Hard of Hearing	20	85.0
033 School Psychologist	3	100.0
036 Driver/Safety Education	21	95.2
038 Library-Media Specialist	49	93.9
040 Business Education	133	80.5
041 Marketing Education	23	34.8
042 Agricultural Education	56	85.7
043 Technology Engineering	7	42.9
045 Elementary Principal Comp. Assessment	332	66.6
046 Middle Level Principal Comp. Assessment	21	38.1
047 Secondary Principal Comp. Assessment	333	63.4
050 Elementary Education Subtest 1	874	82.6
051 Elementary Education Subtest 2	893	73.7
075 OPTE: PK-8	1186	78.5
076 OPTE: 6-12	774	94.7
079 Cherokee	1	0.0
080 Chinese (Mandarin)	3	33.3
082 Elementary Mathematics Specialist	5	40.0

### Aggregate Pass Rate by Test (Continued)

TEST	N	% Pass
083 Gifted Education	9	0.0
084 Speech Language Pathology Assistant	2	100.0
105 Early Childhood Education	685	51.2
107 English	277	59.6
108 Earth Science	7	71.4
111 Advanced Mathematics	69	58.0
113 Physical Science	20	45.0
116 Speech/Drama/Debate	22	68.2
119 Spanish	36	61.1
120 French	5	60.0
121 German	1	0.0
123 Latin	2	100.0
124 Middle Level English	78	48.7
125 Middle Level/Intermediate Mathematics	212	43.9
128 Blind/Visual Impairment	5	40.0
129 Mild-Moderate Disabilities	513	77.0
131 Severe-Profound/Multiple Disabilities	75	66.7
132 Psychology/Sociology	38	81.6
134 Psychometrist	20	70.0
137 Journalism	29	82.8
139 School Counselor	206	86.4
148 Superintendent	123	43.9
174 Oklahoma General Education Test	2801	74.0
177 English as a Second Language	124	85.5
178 Dance	9	55.6
181 Computer Science	18	66.7

### 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	4	25.0	3	66.7	6	50.0	13	46.2
Cameron University	43	69.8	10	80.0	91	73.6	144	72.9
East Central University	24	83.3	13	76.9	129	76.7	166	77.7
Langston University	15	33.3	2	50.0	11	18.2	28	28.6
Mid-America Christian University	2	50.0	3	66.7	12	66.7	17	64.7
Northeastern State University	61	78.7	90	92.2	223	80.7	374	83.2

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

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Northwestern Oklahoma State University	11	63.6	36	97.2	49	79.6	96	84.4
Oklahoma Baptist University	46	84.8	9	88.9	77	88.3	132	87.1
Oklahoma Christian University	15	100.0	20	100.0	12	75.0	47	93.6
Oklahoma City University	6	66.7	8	100.0	13	100.0	27	92.6
Oklahoma Panhandle State University	25	60.0	8	75.0	13	46.2	46	58.7
Oklahoma State University	152	86.2	87	87.4	320	83.8	559	85.0
Oklahoma Wesleyan University	8	37.5	2	100.0	12	75.0	22	63.6
Oral Roberts University	15	93.3	4	75.0	68	88.2	87	88.5
Randall University	6	50.0	*	*	5	40.0	11	45.5
Southeastern Oklahoma State University	27	70.4	36	80.6	197	79.7	260	78.8
Southern Nazarene University	5	100.0	9	100.0	107	61.7	121	66.1
Southwestern Christian University	8	25.0	4	75.0	6	50.0	18	44.4
Southwestern Oklahoma State University	119	80.7	113	85.8	306	66.0	538	73.4
University of Central Oklahoma	162	79.0	158	96.2	179	77.7	499	84.0
University of Oklahoma	107	98.1	150	98.0	276	90.9	533	94.4
University of Science and Arts of Oklahoma	30	83.3	22	86.4	42	76.2	94	80.9
University of Tulsa	6	83.3	4	100.0	8	100.0	18	94.4

\* No Examinees Tested

### 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.

#### Oklahoma Professional Teaching Exam (OPTE)

Test	Total		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,186	78.5	506	89.3	680	70.4
OPTE: 6-12	774	94.7	294	94.9	480	94.6
OVERALL OPTE	1,960	84.9	800	91.4	1,160	80.4

#### Oklahoma Subject Area Test (OSAT)

Category	Overall		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	5,287	65.7	1,568	79.8	3,719	59.8
Career Technology	269	78.4	51	80.4	218	78.0
Advanced	327	87.5	174	92.5	153	81.7
Administrator – Principal	686	64.1	367	65.4	319	62.7
Administrator – Superintendent	123	43.9	36	33.3	87	48.3

#### OGET, OSAT, and OPTE

Test	Program		Non-Program	
	N	% Pass	N	% Pass
001 Instrumental/General Music	51	90.2	14	35.7
002 Art	16	68.8	55	60.0
003 Vocal/General Music	33	63.6	38	28.9
004 Chemistry	4	100.0	26	42.3
008 Earth Science	1	0.0	7	71.4
009 Family & Consumer Sciences	8	100.0	42	88.1
010 Biological Sciences	16	62.5	127	33.9
012 Phys Ed/Health/Safety	71	70.4	194	51.5
013 Physical Science	4	100.0	28	71.4
014 Physics	1	100.0	16	56.3
015 Reading Specialist	29	100.0	20	80.0
016 Speech/Drama/ Debate	3	100.0	13	53.8
017 US Hist/OK Hist/Govern/Economics	77	85.7	155	61.9
018 World History/Geography	32	78.1	73	53.4
026 Middle Level Science	7	42.9	96	42.7
027 Middle Level Social Studies	4	25.0	123	41.5
030 Deaf/ Hard of Hearing	7	100.0	13	76.9
033 School Psychologist	2	100.0	1	100

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

Test	Program		Non-Program	
	N	% Pass	N	% Pass
036 Drivers/Safety Education	1	100.0	20	95.0
038 Library - Media Specialist	31	96.8	18	88.9
040 Business Education	4	50.0	129	81.4
041 Marketing Education	*	*	23	34.8
042 Agricultural Education	38	81.6	18	94.4
043 Technology Engineering	1	0.0	6	50.0
045 Elementary Principal Comp. Assessment	174	69.0	158	63.9
046 Middle Level Principal Comp. Assessment	8	50.0	13	30.8
047 Secondary Principal Comp. Assessment	185	62.7	148	64.2
050 Elementary Education Subtest 1	391	93.1	483	74.1
051 Elementary Education Subtest 2	395	80.8	498	68.1
075 OPTE: PK-8	506	89.3	680	70.4
076 OPTE: 6-12	294	94.9	480	94.6
079 Cherokee	1	0.0	*	*
080 Chinese (Mandarin)	*	*	3	33.3
082 Elementary Mathematics Specialist	*	*	5	40.0
083 Gifted Education	*	*	9	0.0
084 Speech Language Pathology Assistant	1	100.0	1	100.0
105 Early Childhood Education	219	67.6	466	43.6
107 English	80	68.8	197	55.8
108 Earth Science	1	100.0	6	66.7
111 Advanced Mathematics	25	60.0	44	56.8
113 Physical Science	3	0.0	17	52.9
116 Speech/Drama/Debate	2	100.0	20	65.0
119 Spanish	3	66.7	33	60.6
120 French	1	0.0	4	75.0
121 German	*	*	1	0.0
123 Latin	*	*	2	100.0
124 Middle Level English	8	100.0	70	42.9
125 Middle Level/Intermediate Mathematics	20	50.0	192	43.2
128 Blind/Visual Impairment	*	*	5	40.0
129 Mild-Moderate Disabilities	75	77.3	438	76.9
131 Severe-Profound/Multiple Disabilities	5	80.0	70	65.7
132 Psychology/Sociology	1	0.0	37	83.8
134 Psychometrist	12	83.3	8	50.0
137 Journalism	2	100.0	27	81.5
139 School Counselor	100	90.0	106	83.0
148 Superintendent	36	33.3	87	48.3
174 Oklahoma General Education Test	1109	79.8	1692	70.3
177 English as a Second Language	11	90.9	113	85.0
178 Dance	2	100.0	7	42.9
181 Computer Science	1	100.0	17	64.7
<b>Total</b>	<b>4,112</b>	<b>80.9</b>	<b>7,392</b>	<b>66.4</b>

\* No Examinees Tested

### Year in Review

- **Due to the impact of the pandemic on communities, schools, and the teaching profession, the National Board score release was delayed until late February 2021; numbers below are from the 2019 Annual State Report, and new numbers will be included in the 2021 Annual State Report**
- Oklahoma National Board Certified Teachers (NBCTs) make up 7.3% of the state's teaching force, and 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 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®

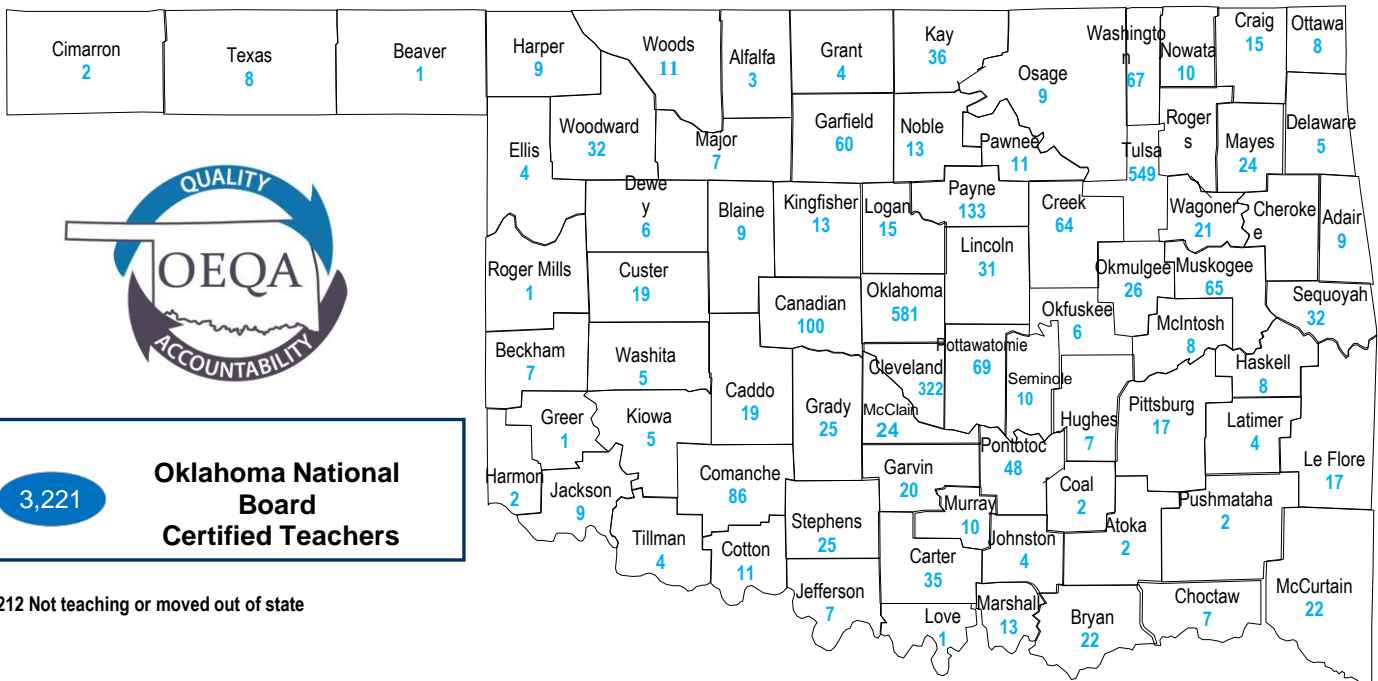
More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by other teachers – and the impact is greater for high needs students.

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.

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 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 at two districts: Yukon Public Schools (transportation only) and Hennessey Public Schools
- Made 46 commendations to highlight best practices
- Made 86 recommendations, including a five-year total estimated savings of \$470,287

### 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 2019-20:**

**Yukon Public Schools** is located within the boundaries of the City of Yukon and the western boundaries of Oklahoma City. The district serves the residents of the two cities. The district has 11 campuses that serve approximately 8,800 students. The district covers approximately 68 square miles in Canadian County. Only transportation functions were reviewed resulting in five commendations and 18 recommendations. Implementing the recommendations could save up to \$198,100 over five years.

**Hennessey Public Schools** is located in the City of Hennessey, in Kingfisher County. The district operates one campus that serves approximately 900 students from Pre-K through 12<sup>th</sup> grade. All operation areas were reviewed, resulting in 41 commendations and 68 recommendations. Implementing the recommendations could save up to \$272,187 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](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 below provide state-level data from the profiles. The vast majority of these data were collected during the 2018-2019 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  
2018-19**

Characteristic	Number
Total Number of School Districts	538
Number of Dependent Districts	95
Number of Independent Districts	417
Number of Charter Schools	26
Average Number of Sites per District	3
Average Square Miles Covered per District*	137
Average Fall Enrollment	1,298
Total Fall Enrollment	698,198
Source: OSDE & OEQA	

\* Excludes Charter Schools

**Oklahoma Public School Student Characteristics  
2018-19**

Characteristic	Number
Percentage Eligible for Free/Reduced Lunch	62.8%
Average Property Valuation per Student	\$55,097
Percentage Identified as Gifted/Talented	13.6%
Percentage Identified as English Learners	8.2%
Percentage in Special Education	16.1%
Senior Graduation Rate	97.2%
4-Year Dropout Rate	9.6%
ACT Score of HS Graduates*	18.9
Graduates Earning Oklahoma's Promise	13.3%
Source: OSDE, OSRHE, OK Tax Commission, & OEQA	

\* Based on Highest Score

**Community Characteristics for Oklahoma School Districts  
2014-2018 Five Year Estimates**

Characteristic	State Average
District Population	7,653
Average Household Income	\$70,262
Percentage of Population below Poverty	16.0%
Unemployment Rate	5.3%
Percentage of Population under 18	24.5%
Percentage of Children under 18 Living in Married-Couple Household	65.4%
Source: U.S. Census Bureau & OEQA	



# OEQA



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