

Annual State Report 2021

OEQA

Office of Educational Quality and Accountability



*Quest  
for Excellence*



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## 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.

### 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  
 Vacant, K-6 Teacher  
 Mr. Dalton Savage, 7 – 12 Teacher  
 Mr. John Daniel, School Administrator

### Year in Review

- Facilitated site accreditation visits to five Oklahoma universities
- Provided program review training for over 50 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 148 educator preparation programs
- Conducted a first-year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to 50 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](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; 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

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**Accreditation Decisions 2020-2021**


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**Oklahoma Christian University**

Oklahoma Christian University (OC) began in 1950 as a two-year college in Bartlesville, OK. Six year later, the university moved to its current location in Oklahoma City. The university is affiliated with the Churches of Christ.

Oklahoma Christian University offers the following bachelor's degrees: BSE Mathematics (certifies 6-12th grades), BSE Social Studies (certifies 6-12th grades), BSE English (certifies 6-12th grades), BSE Science Biology (certifies 6-12th grades), BSE Science Physical Science (certifies 6-12th grades), BME Music/Instrumental Emphasis (certifies PK-12th grades), BME Music/Vocal Emphasis (certifies PK-12th grades), BSE Elementary (1st - 8th grades), BSE Early Childhood (PK-3rd grade).

Oklahoma Christian's vision is to be the top-tier School of Education in the state. Its mission is to prepare effective teachers for all learners. The EPP's goals are to 1) ensure that teacher candidates develop a strong foundation in the liberal arts, 2) a sound knowledge of their discipline, 3) an understanding of how students learn, 4) and a reasonable mastery of communication skills

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



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

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



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**Accreditation Decisions 2020-2021 (Continued)**


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**Southwestern Oklahoma State University**

Southwestern Oklahoma State University (SWOSU) was established in Weatherford, Oklahoma by an act of the Oklahoma Territorial Legislature in 1901 as the Southwestern Normal School. SWOSU is one of six public, regional universities in Oklahoma which offers programs in teacher education. Although the majority of SWOSU's students come from western Oklahoma, students from all 77 counties in Oklahoma, 39 states, and 35 countries are represented. Students may complete degrees through on-campus, online, and/or distance learning classes.

Within the School of Behavioral Sciences and Education at SWOSU, the Education Preparation Provider (EPP) is the Department of Education (DOE). Currently, there are ten initial licensure programs which are offered: Art Education, Early Childhood Education, Elementary Education, English Education, Health and Physical Education, History Education, Mathematics Education, Music Education, Natural Science Education, and Special Education. Five advanced licensure programs are offered: Education Administration, Reading Specialist, School Counseling, School Psychometry, and School Psychology.

The EPP's mission is to prepare and sustain exemplary teachers, counselors, and administrators with an emphasis on meeting the diverse needs of students, scholarship, diverse clinical experiences, and effective classroom techniques.

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



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

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



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**Accreditation Decisions 2020-2021 (Continued)**


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**Mid-America Christian University**

Although Mid-America Christian University (MACU) has had changes in name and location, the common thread from the very beginning has always been to prepare men and women for the work of the Church. Beginning in 1953, Dr. Max R. Gaulke founded South Texas Bible Institute in Houston, Texas. In the fall of 1955, the curriculum was expanded to accommodate a four-year college and the name was changed to Gulf-Coast Bible College. Gulf-Coast Bible College moved to Oklahoma City, Oklahoma, in the summer of 1985 and was renamed Mid-America Bible College. The relocation placed the college under the regional accreditation of the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2003, the college became Mid-America Christian University (MACU) as it is known today.

The School of Teacher Education offers these initial programs: Early Childhood, Elementary Education, Secondary English Education, Secondary Math Education, Secondary Social Studies Education, and Elementary/Secondary Vocal Music Education. A Master's program in Educational Leadership and Administration was added in Fall 2019.

The MACU Teacher Education vision, mission and goals are aligned with the university mission in an effort to make a seamless transition from general education to teacher education. The EPP *prepares professional educators for the global vision of the master teacher*. In alignment with *the MACU mission of using our head, heart and hands*, the teacher education EPP develops the spiritual, moral, intellectual, and social domains of the teacher education candidates that make the professional educator.

*Cited Areas for Improvement:*

Standard 3: The EPP provided limited evidence documenting candidates understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies (component 3.6).

*Mid-America Christian University* was granted continuing accreditation by OEQA.

### 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 2023
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 Areas 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 Areas for Improvement)</i>	Fall 2023
Oklahoma State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Spring 2022
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 2021
Randall University	First Accreditation/State <i>(No Areas for Improvement)</i>	Spring 2023
Southeastern Oklahoma State University	CAEP/State Continuing <i>(1 Areas for Improvement)</i>	Spring 2024
Southern Nazarene University	CAEP/State Continuing <i>(1 Areas for Improvement)</i>	Spring 2025

**Accreditation Statuses (Continued)**

<b>Institution</b>	<b>Accreditation Status</b> <i>*(Areas For Improvement Cited at Last Visit)</i>	<b>Next Site Visit</b>
<b>Southwestern Christian University</b>	<b>First Accreditation/State</b> <i>(No Areas for Improvement)</i>	<b>Fall 2022</b>
<b>Southwestern Oklahoma State University</b>	<b>CAEP/State Continuing</b> <i>(No Areas for Improvement)</i>	<b>Spring 2027</b>
<b>University of Central Oklahoma</b>	<b>NCATE/State Continuing</b> <i>(2 Areas for Improvement)</i>	<b>Spring 2023</b>
<b>University of Oklahoma</b>	<b>CAEP/State Continuing</b> <i>(No Areas for Improvement)</i>	<b>Spring 2026</b>
<b>University of Science &amp; Arts of Oklahoma</b>	<b>CAEP/State Continuing</b> <i>(2 Areas for Improvement)</i>	<b>Fall 2023</b>
<b>University of Tulsa</b>	<b>First Accreditation/State</b> <i>(2 Areas for Improvement)</i>	<b>Fall 2026</b>

**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 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.



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																								
	Elementary Education	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																					x			
	Special Education	Mild-Moderate Disabilities		x		x		x	x	x						x		x			x	x	x		
		Severe-Profound Disabilities																			x				
		Deaf Education																							x
	Foreign Language	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	x	
	Vocal Music		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	
	Business																								
	English		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	
	Science							x	x	x	x	x		x							x	x		x	
	Biology			x												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	x			
Reading Specialist			x				x	x					x								x	x	x		
School Counseling				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)<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 (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	
		N	%Pass
<b>Cameron University</b>	Special Education	7	100%
<b>East Central University</b>	Special Education	0	n/a
<b>Langston University</b>	Special Education	2	100%
<b>Northeastern State University</b>	Special Education	15	87%
<b>Northwestern Oklahoma State University</b>	Special Education	2	100%
<b>Oklahoma Baptist University</b>	Special Education	1	100%
<b>Oral Roberts University</b>	Special Education	1	100%

Institution	Program	Overall	
		N	%Pass
<b>Southeastern Oklahoma State University</b>	Special Education	6	67%
<b>Southwestern Oklahoma State University</b>	Special Education	10	90%
<b>University of Central Oklahoma</b>	Special Education	14	93%
<b>University of Oklahoma</b>	Special Education	8	100%
<b>University of Science &amp; Arts of Oklahoma</b>	Deaf Education	5	100%
<b>University of Tulsa</b>	Deaf Education	1	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	135	88.1
002 Art	116	61.2
003 Vocal/General Music	97	48.5
004 Chemistry	54	70.4
009 Family and Consumer Sciences	56	89.3
010 Biological Sciences	222	45.0
012 Physical Education/Health/Safety	380	62.6
014 Physics	21	38.1
015 Reading Specialist	64	93.8
017 U.S. History/OK History/Govern/Economics	350	76.6
018 World History/Geography	142	54.9
026 Middle Level Science	193	48.7
027 Middle Level Social Studies	172	37.2
030 Deaf/Hard of Hearing	9	66.7
033 School Psychologist	4	100.0
035 Speech-Language Pathologist	3	33.3
036 Driver/Safety Education	20	80
038 Library-Media Specialist	71	76.1
040 Business Education	186	85.5
041 Marketing Education	35	37.1
042 Agricultural Education	68	97.1
043 Technology Engineering	14	78.6
045 Elementary Principal Comp. Assessment	400	64.5
046 Middle Level Principal Comp. Assessment	27	40.7
047 Secondary Principal Comp. Assessment	438	61.6
050 Elementary Education Subtest 1	1,218	83.3
051 Elementary Education Subtest 2	1,318	74.5
075 OPTE: PK-8	1,722	77.1
076 OPTE: 6-12	1,487	96.6
080 Chinese (Mandarin)	5	40
082 Elementary Mathematics Specialist	7	57.1



**Aggregate Pass Rate by Test (Continued)**

TEST	N	% Pass
083 Gifted Education	9	11.1
084 Speech Language Pathology Assistant	6	83.3
105 Early Childhood Education	910	57.1
107 English	432	64.6
108 Earth Science	27	51.9
111 Advanced Mathematics	106	60.4
113 Physical Science	98	25.5
116 Speech/Drama/Debate	53	66.0
119 Spanish	52	88.5
120 French	6	33.3
121 German	2	50
122 Russian	2	100
124 Middle Level English	125	55.2
125 Middle Level/Intermediate Mathematics	396	49.5
128 Blind/Visual Impairment	8	0
129 Mild-Moderate Disabilities	618	75.2
131 Severe-Profound/Multiple Disabilities	98	65.3
132 Psychology/Sociology	47	85.1
134 Psychometrist	35	88.6
137 Journalism	35	80
139 School Counselor	308	79.2
148 Superintendent	194	37.1
174 Oklahoma General Education Test	3,986	75.4
177 English as a Second Language	192	86.5
178 Dance	7	85.7
181 Computer Science	19	42.1

**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	5	40	2	50	7	14.3	14	28.6
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

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

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Northwestern Oklahoma State University	19	63.2	53	84.9	71	80.3	143	79.7
Oklahoma Baptist University	45	86.7	15	93.3	73	79.5	133	83.5
Oklahoma Christian University	24	91.7	29	96.6	39	100	92	96.7
Oklahoma City University	20	75.0	13	100.0	17	76.5	50	82.0
Oklahoma Panhandle State University	30	56.7	2	100.0	32	84.4	64	71.9
Oklahoma State University	253	86.2	52	92.3	416	84.4	721	85.6
Oklahoma Wesleyan University	22	81.8	2	100.0	20	85.0	44	84.1
Oral Roberts University	36	86.1	3	100.0	89	83.1	128	84.4
Randall University	3	33.3	9	66.7	12	58.3	24	58.3
Southeastern Oklahoma State University	72	68.1	101	80.2	306	71.9	479	73.1
Southern Nazarene University	9	100.0	12	91.7	79	59.5	100	67.0
Southwestern Christian University	9	77.8	7	71.4	17	70.6	33	72.7
Southwestern Oklahoma State University	124	81.5	140	86.4	277	72.6	541	78.2
University of Central Oklahoma	271	75.6	153	94.8	556	78.8	980	80.4
University of Oklahoma	138	97.1	175	98.3	344	90.4	657	93.9
University of Science and Arts of Oklahoma	21	81.0	10	80.0	34	79.4	65	80.0
University of Tulsa	21	90.5	2	100.0	14	85.7	37	89.2

### 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	1,722	77.1	556	84.4	1,166	73.7
OPTE: 6-12	1,487	96.6	302	95.7	1,185	96.9
OVERALL OPTE	3,209	86.2	858	88.3	2,351	85.4

#### Oklahoma Subject Area Test (OSAT)

Category	Overall		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	7,521	67.9	2,301	79.3	5,220	62.8
Career Technology	359	83.3	57	91.2	302	81.8
Advanced	485	81.2	291	87.3	194	72.2

#### OGET, OSAT, and OPTE

Test	Program		Non-Program	
	N	% Pass	N	% Pass
001 Instrumental/General Music	97	90.7	38	81.6
002 Art	21	66.7	95	60.0
003 Vocal/General Music	49	61.2	48	35.4
004 Chemistry	3	66.7	51	70.6
009 Family & Consumer Sciences	3	66.7	53	90.6
010 Biological Sciences	27	74.1	195	41.0
012 Phys Ed/Health/Safety	83	73.5	297	59.6
014 Physics	4	25.0	17	41.2
015 Reading Specialist	39	100.0	25	84.0
017 US Hist/OK Hist/Govern/Economics	99	87.9	251	72.1
018 World History/Geography	46	73.9	96	45.8
026 Middle Level Science	10	50.0	183	48.6
027 Middle Level Social Studies	4	25.0	168	37.5
030 Deaf/ Hard of Hearing	2	100.0	7	57.1
033 School Psychologist	4	100.0	*	*
035 Speech-Language Pathologist	*	*	3	33.3

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

Test	Program		Non-Program	
	N	% Pass	N	% Pass
036 Drivers/Safety Education	2	50.0	18	83.3
038 Library - Media Specialist	48	81.3	23	65.2
040 Business Education	4	50.0	182	86.3
041 Marketing Education	1	0.0	34	38.2
042 Agricultural Education	49	98.0	19	94.7
043 Technology Engineering	*	*	14	78.6
045 Elementary Principal Comp. Assessment	193	68.4	207	60.9
046 Middle Level Principal Comp. Assessment	12	50.0	15	33.3
047 Secondary Principal Comp. Assessment	214	64.5	224	58.9
050 Elementary Education Subtest 1	566	89.4	652	77.9
051 Elementary Education Subtest 2	595	80.8	723	69.3
075 OPTE: PK-8	556	84.4	1,166	73.7
076 OPTE: 6-12	302	95.7	1,185	96.9
080 Chinese (Mandarin)	1	0.0	4	50.0
082 Elementary Mathematics Specialist	3	100.0	4	25.0
083 Gifted Education	*	*	9	11.1
084 Speech Language Pathology Assistant	3	66.7	3	100.0
105 Early Childhood Education	336	69.3	574	50.0
107 English	130	69.2	302	62.6
108 Earth Science	7	57.1	20	50.0
111 Advanced Mathematics	51	74.5	55	47.3
113 Physical Science	7	28.6	91	25.3
116 Speech/Drama/Debate	9	100.0	44	59.1
119 Spanish	7	71.4	45	91.1
120 French	3	33.3	3	33.3
121 German	*	*	2	50.0
122 Russian	*	*	2	100.0
124 Middle Level English	11	54.5	114	55.3
125 Middle Level/Intermediate Mathematics	28	67.9	368	48.1
128 Blind/Visual Impairment	*	*	8	0.0
129 Mild-Moderate Disabilities	84	78.6	534	74.7
131 Severe-Profound/Multiple Disabilities	6	83.3	92	64.1
132 Psychology/Sociology	1	100.0	46	84.8
134 Psychometrist	24	91.7	11	81.8
137 Journalism	2	50.0	33	81.8
139 School Counselor	176	85.2	132	71.2
148 Superintendent	59	45.8	135	33.3
174 Oklahoma General Education Test	1,597	80.0	2,389	72.3
177 English as a Second Language	26	84.6	166	86.7
178 Dance	1	100.0	6	83.3
181 Computer Science	3	33.3	16	43.8
<b>Total</b>	<b>5,608</b>	<b>80.0</b>	<b>11,197</b>	<b>69.4</b>

\* 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 14th in the total number of teachers (3,194) who achieved certification, with 13 achieving certification in 2021
- 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 (109), Moore Public Schools (97), Edmond Public Schools (92), and Norman Public Schools (85)
- 42 NBCTs renewed certification in 2021, resulting in a total of 643 renewed NBCTs statewide, with 23 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.

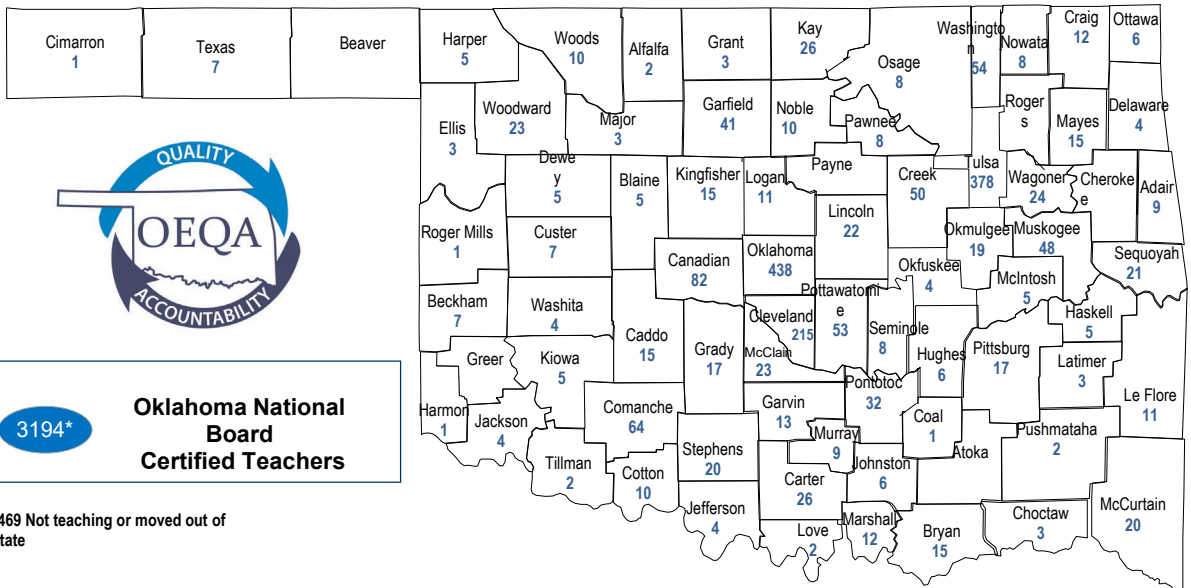
**NATIONAL BOARD**  
 for Professional Teaching Standards®

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.

Oklahoma National Board Certified Teachers  
2021



3194\*

Oklahoma National Board Certified Teachers

\*469 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 for two districts: Wewoka Public Schools and Mid-Del Public Schools
- Made 65 commendations to highlight best practices
- Made 111 recommendations, including a five-year total estimated savings of \$30,557,605

### 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



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**Performance Reviews Conducted in 2020-21**

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**Mid-Del Public Schools** is located south west of Oklahoma City in the middle of Oklahoma, Midwest City and Del City are situated in Oklahoma County and in the vicinity of state Highway 62 and U.S. Highway 40. They are part of the Oklahoma City metropolitan area. The district has 21 campuses that serve approximately 14,907 students. The district covers approximately 70 square miles in Oklahoma County. The review resulting in 25 commendations and 71 recommendations. Implementing the recommendations could save up to \$30,224,935 over five years.

**Wewoka Public Schools** is located in east-central Seminole County. Wewoka is situated at the junction of State Highway 56 and U.S. Highway 270. The district operates three campuses that serves approximately 622 students. The district covers approximately 35 square miles in Seminole County. All operation areas were reviewed, resulting in 40 commendations and 62 recommendations. Implementing the recommendations could save up to \$332,670 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 on page 24 provide state-level data from the profiles. The vast majority of these data were collected during the 2019-2020 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 2019-20

Characteristic	Number
Total Number of School Districts	536
Number of Dependent Districts	94
Number of Independent Districts	417
Number of Charter Schools	25
Average Number of Sites per District	3
Average Square Miles Covered per District*	137
Average Fall Enrollment	1,311
Total Fall Enrollment	702,725
Source: OSDE & OEQA	

\* Excludes Charter Schools

### Oklahoma Public School Student Characteristics 2019-20

Characteristic	Number
Percentage Eligible for Free/Reduced Lunch	61.9%
Average Property Valuation per Student	\$57,746
Percentage Identified as Gifted/Talented	13.4%
Percentage Identified as English Learners	8.5%
Percentage in Special Education	16.5%
Senior Graduation Rate	98.0%
4-Year Dropout Rate	9.8%
ACT Score of HS Graduates*	18.8
Graduates Earning Oklahoma's Promise	14.2%
Source: OSDE, OSRHE, OK Tax Commission, & OEQA	

\* Based on Highest Score

# OEQA



**OKLAHOMA**  
**Educational Quality**  
**and Accountability**

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