

Annual Report 2015

OEQA

Office of Educational Quality and Accountability



Quest for Excellence





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Mission Statement

The Office of Educational Quality and Accountability supports high level student performance by ensuring quality evidence based educator preparation, improving P20 school efficiency and effectiveness, and providing comprehensive statistical information for all stakeholders.

OEQA commission members and 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 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 scholarship for National Board Certification through Education Leadership Oklahoma
- Promote clinical models of educator preparation through P-12 and higher education collaboration
- 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 system

Commission Members

- | | |
|--|---------------------------------|
| Natalie Shirley, Chair/Secretary of Education and Work Force Development | Johnnie Parks, Broken Arrow, OK |
| Dr. Kent Shellenberger, Bethany, OK | Bruce Day, Oklahoma City, OK |
| Dr. Bo Hannaford, Alva, OK | Douglas Brown, Edmond, OK |
| Amy Bixler, Yukon, OK | |



Preparing Exceptional Educators and Improving P20 School Efficiency

Clinically-Based Teacher Preparation

Deep partnerships between educator preparation and P-12 schools, centering education coursework around experiences in the clinical setting.

- Performance assessment
- Co-teaching/student teaching
- Educator preparation professional learning

Educator Preparation Accountability

Rigorous expectations for educator preparation admission requirements, mentor teacher qualifications, clinical experiences, and state program approval processes.

National Accreditation Partnership

CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Profiles Reports

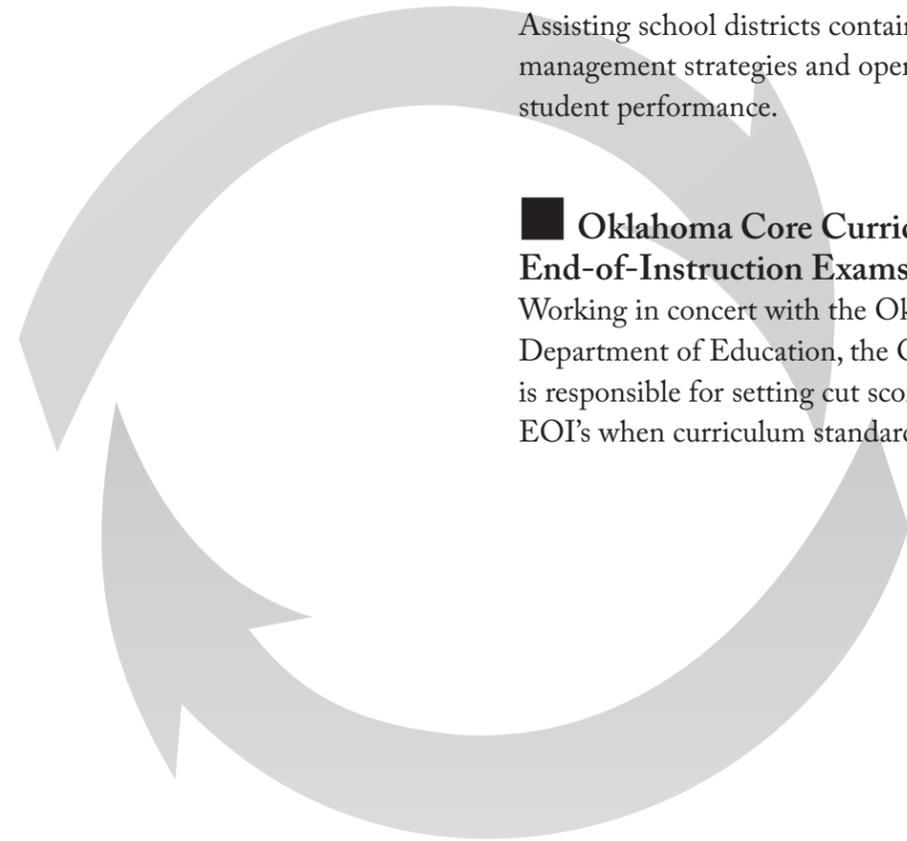
Twenty years of comprehensive, consistent and accurate Oklahoma educational statistics at the school site, school district, and state levels.

School Performance Review

Assisting school districts contain costs, improve management strategies and operations, and increase student performance.

Oklahoma Core Curriculum Tests and End-of-Instruction Exams

Working in concert with the Oklahoma State Department of Education, the OEQA Commission is responsible for setting cut scores for OCCT's and EOI's when curriculum standards change.



Educator Preparation

Year in Review

- Facilitated site accreditation visits to seven Oklahoma universities
- Provided program review training for over 116 university faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 94 educator preparation programs
- Conducted a first year teacher survey and administrator survey designed to inform program improvement
- Provided Board of Examiners training to the Commission of Educational Quality and Accountability

Unit Accreditation

Each teacher preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State Standards and the standards of the National Council for Accreditation of Teacher Education (NCATE). These standards are applied through a Board of Examiners (BOE) peer review system which includes an on-site review of each educator preparation unit every seven years. For institutions seeking NCATE accreditation, this process includes both national and state team members. Oklahoma BOE members evaluate institutions seeking state-only accreditation. Because all teams use NCATE standards for evaluation purposes, all schools are measured against national standards. The accreditation process ensures that educator preparation programs are providing teacher candidates with a knowledge-based education that includes multiple performance measures. It also provides a means of assessing the quality of faculty members serving in the educator preparation unit, the diverse learning opportunities available to our teacher candidates, and the caliber of students being admitted for teacher candidacy.



Educator Preparation



Quality

Board of Examiners Training

A trained accreditation team reviews each educator preparation program every seven years. These teams are composed of education professionals who have received Board of Examiner training in the National Council for Accreditation of Teacher Education (NCATE) standards. In order to better understand the accreditation process, OEQA Commissioners are required to complete Board of Examiners training prior to voting on accreditation issues. The OEQA provides formal training in this process which typically include representatives from the 24 institutions offering educator preparation programs as well as representatives from the Oklahoma State Regents for Higher Education, the State Department of Education, Oklahoma professional teachers' organizations, and National Board Certified Teachers.

Portfolio Assessment

Each teacher candidate is required to develop a portfolio which documents the candidate's accomplishments, learning, and strengths related to Oklahoma's 15 Professional Competencies for Licensure and Certification. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be successful and to consider different types of learners and school environments. The activities and field experiences which are described and reflected on in a candidate's portfolio demonstrate the knowledge, skills and dispositions teacher candidates acquire during their teacher preparation. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes. Representative portfolios, portfolio handbooks, policies, and rubrics are assessed by OEQA's accreditation team during each regularly scheduled Board of Examiners visit.

First Year Teacher Survey

The Office of Educational Quality and Accountability administers an independent survey to first year teachers and administrators annually. First year teachers are asked to rate their preparedness to teach based on the "Oklahoma 15 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:

[http://www.ok.gov/\(Initial and Advanced\)/Educator_Preparation/Accreditation_&_Accountability/index.html](http://www.ok.gov/(Initial and Advanced)/Educator_Preparation/Accreditation_&_Accountability/index.html)

Educator Preparation

Program Review

Each program area (e.g., math, reading, etc.) within a teacher education 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 NCATE. When a program is not directly affiliated through NCATE (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 NCATE-affiliated schools to have multiple programs receive national recognition. Currently, there are over 300 recognized teacher preparation programs at universities in the state of Oklahoma.

OEQA provides program training on a regular basis to stakeholders from colleges and universities, P-12 teachers and administrators, and education policy-makers. Using legislatively appropriated funds, OEQA provides training from the following national education organizations that set the national standards for teacher preparation:

- | | |
|---|--|
| National Council for Accreditation of Teacher Education | International Literacy Association |
| American Alliance for Health, Physical Education, Recreation, and Dance | National Association for the Education of Young Children |
| American Council on the Teaching of Foreign Languages | National Council for the Social Studies |
| Association for Childhood Education International | National Council of Teachers of English |
| Council for Exceptional Children | National Council of Teachers of Mathematics |
| Educational Leadership Constituent Council | National Science Teachers Association |
| | Teachers of English to Speakers of Other Languages |

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

Program Review Advisory Board

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

Educator Preparation



Educator Preparation Programs

		Bacone College	Cameron University	East Central University	Hillsdale Free Will Baptist College	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	Southeastern Oklahoma State University	Southern Nazarene University	Southwestern Christian University	Southwestern Oklahoma State University	Saint Gregory's University	University of Central Oklahoma	University of Oklahoma	University of Science & Arts of Oklahoma	University of Tulsa
P-12 Education	Early Childhood	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Elementary Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	
	Middle Level Education																								
	Middle Level Math																					x			
	Gifted & Talented																								
	Special Education																								
	Mild-Moderate Disabilities		x	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
	Dance																						x		
	English As a Second Language																x						x		
	Spanish		x					x				x		x		x							x	x	x
	French		x									x		x		x							x	x	x
	German											x		x									x		x
	Latin																								x
	Cherokee																								
	Music																								
	Instrumental Music		x	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	x	
Physical Education/Health/Safety	x		x		x		x	x	x			*	x	x	x	x	x	x	x	x	x	x	x	x	
Secondary Education	Business				x																	x		*	
	English		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	x	x	x	
	Science																								
	Biology		x	x		x										x	x						x		
	Chemistry				x																		x		
	Earth Science																						x		
	Physics				x																		x		
	Social Studies		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Speech/Drama/Debate			x						*		x					x					x		x	
	Career and Technology Education	Agriculture								x				x	x										
		Allied Health													x								x		
		Business & Information Technology													x								x		
		Family & Consumer Sciences				x									x										
Marketing Education														x											
Technology Engineering														x											
Trade and Industrial Arts														x									x		
Advanced Certification Areas	Education Administration - Building Level		x	x		x	*	x	x				x	x	x	x	x	x	x	x	x	x	x		
	Education Administration - District Level			x				x					x		x		x					x			
	Library Media Specialist			x				x					x									x	x		
	Reading Specialist		x	x				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		x		
Speech Language Pathologist								x					x								x	x	x		

Educator Preparation

All Oklahoma Educator Preparation Programs must meet the following criteria:

National Council for the Accreditation of Teacher Education Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Oklahoma State Requirements

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

Requirement 1: Candidate Portfolios

Each initial and advanced certification candidate must develop a portfolio documenting the candidate's accomplishments, learning, and strengths.

Requirement 2: 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 3: 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 4: 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.

Requirement 5: 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 6: Field Experiences

Teacher candidates must complete a minimum 45 hours of field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

Requirement 7: Admission Requirements

Candidates must meet the Regents requirements for admission to initial teacher preparation, which include documented experiences working with children and assessment of academic proficiency.

Requirement 8: Exit Requirements

The unit provides information on the criteria for exit and satisfactory completion of the residency program.

Requirement 9: 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 10: 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.

Accreditation Decisions 2014-2015



Quality



Oklahoma State University

Oklahoma State University is a research intensive institution that enrolls over 24,000 students on its main campus in Stillwater, Oklahoma. The main campus offers programs at bachelor's, master's, and doctoral levels.

The institution, originally called Oklahoma Agricultural and Mechanical College, was founded in 1890 following the opening of the "Unassigned Lands" to non-American Indian settlers via land run on April 22, 1889. Oklahoma A & M became Oklahoma State University in 1957.

According to the mission of the university, "Oklahoma State University is a multi-campus public land grant educational system that improves the lives of people in Oklahoma, the nation, and the world through integrated, high-quality teaching, research, and outreach.

OSU has recently been named a Top-25 Best Value College by Forbes magazine, and was named a winner of the 2012 Higher Education Excellence in Diversity Award by Insight into Diversity magazine.

Reported strengths:

The ExCEL experience in the elementary education program provides candidates additional observation and practicum time in the same classroom prior to student teaching. This results in the candidate interacting with the same cooperating teacher and students throughout the school year. Candidates also have opportunities to participate in international field experiences in Costa Rica and the Department of Defense schools in England.

The unit has successfully secured resources that support high quality programs and projects that promote the development of candidate pedagogical proficiency. Workload policies allow faculty members to be engaged in a wide range of professional activities in scholarship and community collaboration.

Cited areas for improvement:

■ No areas for improvement were cited.

Oklahoma State University was granted continuing accreditation by OEQA and NCATE.

Southwestern Oklahoma State University

Southwestern Oklahoma State University was founded in 1901 by the Oklahoma Territorial Legislature and the first classes met in 1903. The institution was originally established as Southwestern Normal School and underwent numerous name changes through the years. In 1974, the name was changed to Southwestern Oklahoma State University. Although the majority of SWOSU students come from western Oklahoma, students from a majority of Oklahoma counties, 36 states and 29 countries are represented.

The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity.

The mission of the Professional Education Unit is to prepare and sustain exemplary teachers, administrators and other school professionals with an emphasis on scholarship, diverse clinical experiences, and effective classroom techniques.

Reported strength:

The commitment of faculty to staying current in their fields in order to prepare candidates for the schools in which they will work. Their encouragement of candidates and completers in their work is valued. Their engagement with community partners both in field

and clinical experiences and in service learning are exemplary. Technology is being used by faculty to facilitate learning and for giving candidates and completers access is exemplary.

Cited areas for improvement:

- The unit has not clearly identified nor provided data on the professional dispositions expected of candidates. (Initial and Advanced)
- The unit does not consistently analyze data for unit and program improvement. (Initial and Advanced)
- The unit does not ensure that candidates in the M.Ed. programs of Early Childhood, Elementary, and Secondary Education participate in field experiences. (Advanced)
- The unit does not ensure that candidates have experiences with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English Language Learners, and students with disabilities. (Initial and Advanced)
- Workload policies limit the engagement of professional education faculty members in scholarship and assessment.
- Not all teacher education faculty have direct contact with P-12 students in a state accredited school for 10 clock hours per year.

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

Northwestern Oklahoma State University

Established in 1897 by the territorial legislature as the Northwest Territorial Normal School, the initial purpose of the institution was to prepare teachers. The main campus is located 152 miles northwest of Oklahoma City, near the border with Kansas. During the 20th century, the institution evolved from a normal school to a college offering degrees in the liberal arts and education. In 1941, the institution became part of the Oklahoma State System of Higher Education along with six other regional state colleges.

In 1974, the institution realized its last name change to become Northwestern Oklahoma State University (NWOSU). Since that time, two regional campuses have been added in Enid and

Woodward, as well as interactive TV and online course offerings. Today, NWOSU is a comprehensive university offering programs in several disciplines in the liberal arts and sciences, education, and human services at both the baccalaureate and masters degree levels.

Cited areas for improvement:

■ Professional education faculty are not actively engaged in scholarly work that is appropriate for the mission of the unit and the institution.

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

Accreditation Decisions 2014-2015

Oral Roberts University

Oral Roberts University, a private Christian institution, is on a 263-acre campus, with 20 major buildings, in Tulsa, Oklahoma, where the population is estimated at 613,816. ORU, named for founder Oral Roberts, was chartered on Nov. 9, 1963. Its founding was the result of Oral Roberts obeying God's mandate to build a university on God's authority and the Holy Spirit.

ORU educates the whole person: mind, body, and spirit. This approach is grounded in faith and on successful student outcomes. A recipient in 2007 by the Council for Higher Education Accreditation for the Award for Institutional Progress in Student Learning Outcomes, ORU has identified five Learning Outcomes, with 17 proficiencies to attain its vision and mission.

Reported strengths:

- Based on review of candidate ePortfolio transition point data and interviews with faculty, alumni, candidates, cooperating teachers, and adjunct faculty, the unit has a strong assessment system for identifying candidate dispositions.
- The unit maintains a diverse faculty and provides numerous opportunities for initial and advanced candidates to work in diverse P-12 school settings.

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

Mid-America Christian University

Although Mid-America Christian University 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. It was chartered by the State of Texas and recognized as an institute of higher education. 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 as it is known today.

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

Hillsdale Free Will Baptist College

Hillsdale is currently located in Moore, Oklahoma. It is a faith-based institution that supports the following mission: "Hillsdale Free Will Baptist College is a Christian institution of higher education committed to the intellectual, spiritual, social, moral, and physical development of its students. It seeks to prepare students to serve the Lord Jesus Christ, both in the church and in society at large." The college maintains accreditation through the Transnational Association of Christian Colleges and Schools, and offers associates, bachelors, and graduate degrees.

Reported strengths:

The institution provides strong support for the development of teacher education programs. The president stated during the site visit that he has committed to reducing professional education faculty members' teaching load to 12 credit hours per semester in response to the offsite report. He also demonstrated a strong collaborative partnership with a local school district, describing a

- The unit incorporates service-driven outreach for candidates to work with students with developmental exceptionalities, including, but not limited to, non-English speakers, hearing impaired, and developmentally delayed and physically challenged.
- The unit presents a strength in integrating the conceptual model throughout coursework. Candidates and alumni across all programs reflected on how well faculty integrate aspects of the "transformed educators" model into their instruction.
- The unit demonstrates a variety of initiatives to address diversity, both locally and globally. Through enhancing online capabilities, the unit continues to recruit candidates beyond the United States. Additionally, unit faculty incorporate issues of diversity in their classroom instruction and throughout the curriculum.
- The unit has a comprehensive system in place through multiple initiatives with P-12 school partners to obtain feedback for unit and program improvement.

Cited areas for improvement:

- No areas for improvement were cited.

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Reported strengths:

After reviewing portfolios, handbooks, listening to the President at dinner, and interviewing adjunct professors it is evident that the School of Teacher Education has a strong mission driven program. The Conceptual Framework drives an ethos of service driven by a strong training component using the model of Heart, Head and Hands.

Cited areas for improvement:

- No areas for improvement were cited.

pending agreement to enable candidates to use P-12 school libraries for children's literature and other materials that may not be available in the main campus library. The campus librarian who is also chair of the School of Arts and Sciences is a leader in the state professional association for campus librarians, and she provides to candidates, upon request, the ability to check out materials from over 40 other libraries across Oklahoma.

Cited areas for improvement:

- The unit does not regularly and systematically assess professional dispositions of program candidates.
- The unit lacks sufficient evidence that candidates assess and analyze student learning.
- There is no plan in place to systematically collect, compile, aggregate, summarize, and analyze data.



Accreditation Decisions 2014-2015



Quality

- The unit does not have a system in place to assure that assessments establish fairness, accuracy, and consistency.
- Field experiences are not designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing.

- The unit does not have a plan in place to recruit diverse candidates.
- The unit does not have a plan in place to recruit diverse faculty.

Hillsdale Free Will Baptist College was granted initial accreditation for 18 months followed by a full focus visit by OEQA.

University of Tulsa

The University of Tulsa (TU) is a private, doctoral-degree granting institution located in Tulsa, Oklahoma. It was established in 1882 as the Presbyterian School for Indian Girls in Muskogee, Indian Territory. The institution was later elevated to the Henry Kendall College, named after the first general secretary of the Home Missions Board, and in September 1894, the first classes were held in the new college. In 1907, the year of Oklahoma's statehood, the college was moved to Tulsa and it became chartered as The University of Tulsa in 1920.

The mission of TU reflects the core values of excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity.

Reported strengths:

The candidates in the initial, undergraduate programs demonstrated competencies in knowledge, content knowledge and skills, professional and pedagogical knowledge and skills and student learning.

Candidates in the unit work collaboratively with unit faculty in P-12 classrooms to transform schools and address the achievement gap of students in high-poverty, low-income schools.

Faculty members are meaningfully engaged in scholarship related to their areas of expertise, are licensed in the fields that they teach, and are recognized for their competence in their field.

Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the unit but also a broader constituency. Library personnel are committed to procuring any resources needed and making themselves accessible to faculty and students. Moreover, the technology expert who teaches the undergraduate technology courses and has been responsible for training and support has aggressively pursued the most recent developments in technology to support faculty in modeling the use of technology and to support candidates in practicing technology use for instructional purposes.

Cited areas for improvement:

- The unit lacks sufficient evidence that candidates in the advanced programs with the exception of the Masters in Speech and Language Pathology demonstrate an in-depth knowledge of the content that they teach. (Advanced)
- The unit lacks sufficient evidence that candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. (Advanced)
- The unit lacks sufficient evidence that candidates demonstrate in-depth professional and pedagogical knowledge and skills. (Advanced)

- The unit lacks sufficient evidence that candidates thoroughly understand the major concepts related to assessing student learning, regularly apply them in their practice, and make data-driven decisions so that all students can learn. (Advanced)
- Candidates are not familiar with professional dispositions and no evidence is available to demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. (Initial and Advanced)
- The unit does not have a systematic and comprehensive assessment system. (Initial and Advanced)
- The unit does not regularly and systematically collect, analyze and evaluate data. (Initial and Advanced)
- The unit does not regularly and systematically use data for program improvement. (Initial and Advanced)
- The unit does not ensure that all candidates at the undergraduate and graduate level leading to initial certification have field experiences and clinical practice with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English language learners, and students with disabilities.
- The unit does not have field experiences in the advanced level programs.
- The unit lacks sufficient evidence that candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.
- Unit faculty do not collaborate regularly and systematically with faculty in other college or university units to improve candidate learning and the preparation of educators.
- The unit lacks sufficient evidence that professional development is provided to address needs based on faculty and unit evaluations.
- The unit does not have established procedures to ensure collaborative decision making within the unit.
- Unit does not have a clear structure to ensure input from important stakeholders including university content experts.
- There is no evidence that the unit receives sufficient budgetary allocations.
- The unit does not have an established process for seeking program information and input from faculty from arts and sciences, and other appropriate programs and disciplines.
- The unit does not annually document and report the professional development activities of its teacher education faculty members. All full-time faculty directly involved in the teacher education process, are not verified as serving 10 hours per year in public schools with meaningful and relevant responsibilities.



The University of Tulsa was granted continuing accreditation for 18 months followed by a full focus visit by OEQA.

Accreditation Decisions 2014-2015

Accreditation Status

Each educator preparation program undergoes an in-depth review every seven years. The programs are required to report to OEQA annual progress towards correcting areas for improvements cited.

Institution	Accreditation Status <i>*(Areas For Improvement Cited at Last Visit)</i>	Next Site Visit
Bacone College	State Continuing <i>(1 Area for Improvement)</i>	Spring 2016
Cameron University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2015
East Central University	Focus Visit <i>(5 Areas for Improvement)</i>	Fall 2015
Hillsdale Freewill Baptist University	Focus Visit <i>(7 Areas for Improvement)</i>	Spring 2017
Langston University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2015
Mid-America Christian University	State Continuing <i>(No Areas for Improvement)</i>	Fall 2020
Northeastern State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2018
Northwestern Oklahoma State University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Fall 2019
Oklahoma Baptist University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2016
Oklahoma Christian University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Spring 2020
Oklahoma City University	First NCATE/State Continuing <i>(1 Areas for Improvement)</i>	Spring 2019
Oklahoma Panhandle State University	NCATE/State Continuing <i>(3 Areas for Improvement)</i>	Fall 2016
Oklahoma State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Spring 2021
Oklahoma Wesleyan University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2016
Oral Roberts University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2021
Southeastern Oklahoma State University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2017
Southern Nazarene University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2018
Southwestern Oklahoma State University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Spring 2020
St. Gregory's University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2015
University of Central Oklahoma	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2016
University of Oklahoma	NCATE/State Continuing <i>(4 Areas for Improvement)</i>	Spring 2017
University of Science & Arts of Oklahoma	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2016
University of Tulsa	Focus Visit/Teacher Education Accreditation Council <i>(18 Areas for Improvement)</i>	Spring 2017/ Spring 2021

*A statement cited by the Board of Examiners or the Unit Accreditation Board indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one more areas for improvement and still recommend that the standard be met.

Educator Assessment



Quality

Year in Review

- Provided subject-area assessment study groups for educator preparation candidates
- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Areas Tests for Administrators, Early Childhood, Family and Consumer Sciences, School Psychologist and Art to align with current state and national standards
- Held focus groups meetings of higher education and P-12 faculty for validation/review of current test contents and determination of future test redevelopment needs

Candidate Assessment

Certification Examinations for Oklahoma Educators (CEOE)

The Office of Educational Quality and Accountability 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

The certification exams are administered throughout the year via computer-based test administrations across the state. The examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies) as well as current national standards. Over 7000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process. Included are classroom teachers, higher education faculty, career technology faculty, and school administrators.

As part of maintaining the assessment program, routine review and redevelopment assures 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 elementary, early childhood and 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. The Oklahoma Reading Test, developed by teacher education faculty, was first administered in 2010-2011. OEQA is responsible for collecting and reporting the assessment results.



Oklahoma Reading Test

Examinees from twenty-three educator preparation institutions participated in the reading assessment. Pass rates for the Oklahoma Reading Test were calculated by institution, and are presented in the table below.

	Program	Overall	
		N	%Pass
Bacone College	Elementary Ed	2	100%
Cameron University	Early Childhood	18	94%
	Elementary Ed	51	86%
	Special Educ	2	100%
East Central University	Early Childhood	16	100%
	Elementary Ed	25	100%
	Special Educ	7	100%
Hillsdale Free Will Baptist College	Elementary Ed	0	
Langston University	Elementary Ed	2	100%
Mid-America Christian University	Early Childhood	3	100%
	Elementary Ed	4	100%
Northeastern State University	Early Childhood	26	100%
	Elementary Ed	95	97%
	Special Educ	19	95%
Northwestern Oklahoma State University	Early Childhood	31	100%
	Elementary Ed	12	100%
	Special Educ	1	100%
	Other	1	100%
Oklahoma Baptist University	Early Childhood	2	100%
	Elementary Ed	8	100%
	Special Educ	5	100%
	Other	2	100%
Oklahoma Christian University	Early Childhood	4	100%
	Elementary Ed	6	100%
Oklahoma City University	Early Childhood	2	100%
	Elementary Ed	1	100%
Oklahoma Panhandle State University	Elementary Ed	12	100%

	Program	Overall	
		N	%Pass
Oklahoma State University	Early Childhood	30	97%
	Elementary Ed	139	99%
	Special Educ	19	100%
Oklahoma Wesleyan University	Early Childhood	2	100%
	Elementary Ed	5	100%
Oral Roberts University	Early Childhood	9	100%
	Elementary Ed	15	100%
	Special Educ	4	100%
Southeastern Oklahoma State University	Early Childhood	6	100%
	Elementary Ed	62	92%
	Special Educ	1	100%
Southern Nazarene University	Early Childhood	3	100%
	Elementary Ed	17	100%
Southwestern Oklahoma State University	Early Childhood	10	100%
	Elementary Ed	23	100%
	Special Educ	5	100%
St. Gregory's University	Early Childhood	8	100%
	Elementary Ed	5	100%
University of Central Oklahoma	Early Childhood	44	100%
	Elementary Ed	79	100%
	Special Educ	17	94%
University of Oklahoma	Early Childhood	38	100%
	Elementary Ed	91	100%
	Special Educ	5	100%
University of Science and Arts	Early Childhood	7	100%
	Elementary Ed	11	100%
	Special Educ (Deaf Educ)	3	100%
University of Tulsa	Elementary Ed	10	100%
	Special Educ (Deaf Educ)	3	100%

Aggregate Pass Rate By Teacher Preparation Institutions

Pass rates for each of the three component areas of the Certification Examinations for Oklahoma Educators calculated by institution presented in the table below.

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Bacone College	19	57.9	6	66.7	7	71.4	32	62.5
Cameron University	64	79.7	59	93.2	168	90.5	291	88.7
East Central University	46	82.6	78	92.3	178	82.0	302	84.8
Hillsdale Free Will Baptist College	12	91.7	3	100.0	13	69.2	28	82.1
Langston University	9	33.3	7	28.6	23	69.6	39	53.8
Mid-America Christian University	9	66.7	9	77.8	23	87.0	41	80.5
Northeastern State University	105	88.6	251	94.0	469	85.7	825	88.6
Northwestern Oklahoma State University	21	81.0	43	83.7	97	75.3	161	78.3
Oklahoma Baptist University	89	95.5	54	88.9	93	89.2	236	91.5
Oklahoma Christian University	41	92.7	32	100.0	30	83.3	103	92.2
Oklahoma City University	12	83.3	12	100.0	21	76.2	45	84.4
Oklahoma Panhandle State University	19	78.9	15	80.0	20	75.0	54	77.8
Oklahoma State University	324	92.9	303	94.7	647	88.9	1,274	91.3
Oklahoma Wesleyan University	12	83.3	5	80.0	25	92.0	42	88.1
Oral Roberts University	37	89.2	38	92.1	86	89.5	161	90.1
Southeastern Oklahoma State University	28	96.4	88	84.1	184	85.9	300	86.3
Southern Nazarene University	15	100.0	14	78.6	85	78.8	114	81.6
Southwestern Christian University	8	75.0	*	*	*	*	8	75.0
Southwestern Oklahoma State University	99	87.9	95	90.5	307	87.0	501	87.8
St. Gregory's University	1	100.0	3	66.7	10	100.0	14	92.9
University of Central Oklahoma	261	85.4	210	96.2	466	88.2	937	89.2
University of Oklahoma	175	96.0	187	97.3	343	93.9	705	95.3
University of Science and Arts	22	95.5	36	97.2	72	87.5	130	91.5
University of Tulsa	4	100.0	18	100.0	28	96.4	50	98.0

Certification Examinations For Oklahoma Educators (CEOE)

Aggregate Pass Rate By Test

The Certification Examinations for Oklahoma Educators consist of fifty-nine tests: fifty-six subject area tests, two professional teaching examinations, and one general education test.

TEST	N	% Pass
Instrumental/General Music	88	90.9
Art	89	85.4
Vocal/General Music	84	64.3
Chemistry	52	59.6
Early Childhood Education	708	80.2
English	348	83.0
Earth Science	33	42.4
Family and Consumer Sciences	66	54.5
Biological Sciences	217	51.6
Advanced Mathematics	111	91.9
Physical Education/Health/Safety	293	68.9
Physical Science	45	66.7
Physics	26	53.8
Reading Specialist	54	92.6
Speech/Drama/Debate	72	59.7
US History/OK History/Econ./Gov.	324	69.4
World History/Geography	152	53.9
Spanish	74	66.2
French	12	66.7
German	6	66.7
Russian	1	100.0
Latin	4	100.0
Middle Level English	143	75.5
Middle Level/Intermediate Math	334	62.9
Middle Level Science	159	39.0
Middle Level Social Studies	129	38.8
Blind/Visual Impairment	7	85.7
Mild-Moderate Disabilities	437	76.2
Deaf/Hard of Hearing	7	100.0
Severe-Profound Disabilities	95	93.7
Psychology/Sociology	66	83.3
School Psychologist	7	85.7
Psychometrist	20	90.0
Speech-Language Pathologist	*	*
Driver/Safety Education	37	89.2
Journalism	36	94.4
Library-Media Specialist	94	87.2
School Counselor	190	72.1
Business Education	159	85.5
Marketing Education	15	33.3
Agricultural Education	56	94.6
Technology Engineering	15	66.7
Principal Common Core	540	86.1
Elementary Principal Specialty Test	374	82.6
Middle Level Principal Specialty Test	26	65.4
Secondary Principal Specialty	419	63.0
Superintendent	154	82.5
Elementary Education Subtest 1	1,269	89.2
Elementary Education Subtest 2	1,052	84.2
OGET	3,584	85.2
OPTE: PK-8	1,595	84.5
OPTE: 6-12	1,267	95.2
English as a Second Language	125	80.8
Dance	1	100.0
Cherokee	1	100.0
Chinese (Mandarin)	8	87.5
Computer Science	14	42.9
Elementary Math Specialist	16	93.8
Gifted Education	26	11.5

*No Examinees Tested

Aggregate Pass Rates by Program Status

Oklahoma Professional Teaching Exam (OPTE)

The table below compares the OPTE pass rates between examinees in teacher education program in contrast to those who are not

Test	Total		Program Status			
	N	%Pass	*Program		**Non-Program	
			N	% Pass	N	% Pass
OPTE: PK-8	1,595	84.5	1,022	90.0	573	74.5
OPTE: 6-12	1,267	95.2	569	97.0	698	93.7
OVERALL OPTE	2,862	89.2	1,591	92.5	1,271	85.1

Oklahoma Subject Areas Test (OSAT)

The table below compares the OSAT pass rates between examinees in a teacher education program in contrast to those who are not

Category	Overall		Program Status			
	N	%Pass	*Program		**Non-Program	
			N	% Pass	N	% Pass
General	6,701	76.5	2,597	88.0	4,104	69.2
Vocational	311	77.2	55	89.1	256	74.6
Advanced	365	80.3	177	85.3	188	75.5
Administrator - Principal	1,359	77.6	593	82.1	766	74.2
Administrator – Superintendent	154	82.5	26	84.6	128	82.0
TOTAL	8,890	77.0	3,448	86.8	5,442	70.7

*Program - Examinees enrolled in a teacher education program

** Non-Program - Examinees are out-of-state candidates, alternative certification candidates, and /or educators seeking additional certification

Educator Assessment

Oklahoma Subject Area Tests (OSAT) Oklahoma General Education Tests (OGET)

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

Test	Non-Program		Program	
	N	% Pass	N	% Pass
Instrumental/General Music	18	83.3	70	92.9
Art	73	83.6	16	93.8
Vocal/General Music	36	47.2	48	77.1
Chemistry	44	59.1	8	62.5
Early Childhood Education	429	75.3	279	87.8
English	212	77.4	136	91.9
Earth Science	27	40.7	6	50.0
Family & Consumer Science	55	50.9	11	72.7
Biological Sciences	154	47.4	63	61.9
Advanced Mathematics	38	92.1	73	91.8
Phys Ed/Health/ Safety	195	63.1	98	80.6
Physical Science	42	64.3	3	100.0
Physics	21	52.4	5	60.0
Reading Specialist	14	85.7	40	95.0
Speech/Drama/ Debate	68	58.8	4	75.0
US Hist/OK Hist/Econ/Govt	217	64.1	107	80.4
World History/Geography	101	51.5	51	58.8
Spanish	56	62.5	18	77.8
French	10	70.0	2	50.0
German	3	66.7	3	66.7
Russian	1	100.0	*	*
Latin	4	100.0	*	*
Middle Level English	138	76.1	5	60.0
Mid Level/ Intermediate Math	311	60.8	23	91.3
Middle Level Science	152	38.8	7	42.9
Middle Level Social Studies	123	38.2	6	50.0
Blind/Visual Impairment	7	85.7	*	*
Mild-Moderate Disabilities	327	73.1	110	85.5
Deaf/Hard of Hearing	2	100.0	5	100.0
Severe-Profound Disabilities	83	92.8	12	100.0
Psychology/ Sociology	61	83.6	5	80.0
School Psychologist	2	50.0	5	100.0
Psychometrist	10	100.0	10	80.0
Speech-Language Pathologist	*	*	*	*
Driver/Safety Education	37	89.2	*	*
Journalism	34	94.1	2	100.0
Library-Media Specialist	42	85.7	52	88.5
School Counselor	120	69.2	70	77.1
Business Education	152	86.2	7	71.4
Marketing Education	15	33.3	*	*
Agricultural Education	20	90.0	36	97.2
Technology Engineering	14	64.3	1	100.0
Principal Common Core	291	83.8	249	88.8
Elementary Principal Test	201	82.6	173	82.7
Middle Level Principal Test	21	57.1	5	100.0
Secondary Principal Test	253	57.7	166	71.1
Superintendent	128	82.0	26	84.6
Elementary Ed Subtest 1	512	81.6	757	94.3
Elementary Ed Subtest 2	402	75.6	650	89.5
English as Second Language	110	80.9	15	80.0
Dance	1	100.0	*	*
Cherokee	*	*	1	100.0
Chinese (Mandarin)	8	87.5	*	*
Computer Science	13	46.2	1	0.0
Elementary Math Specialist	9	88.9	7	100.0
Gifted Education	25	12.0	1	0.0
OGET	1,814	83.0	1,770	87.5

*No Examinees Tested

Education Leadership Oklahoma (ELO)



Quality

Year in Review

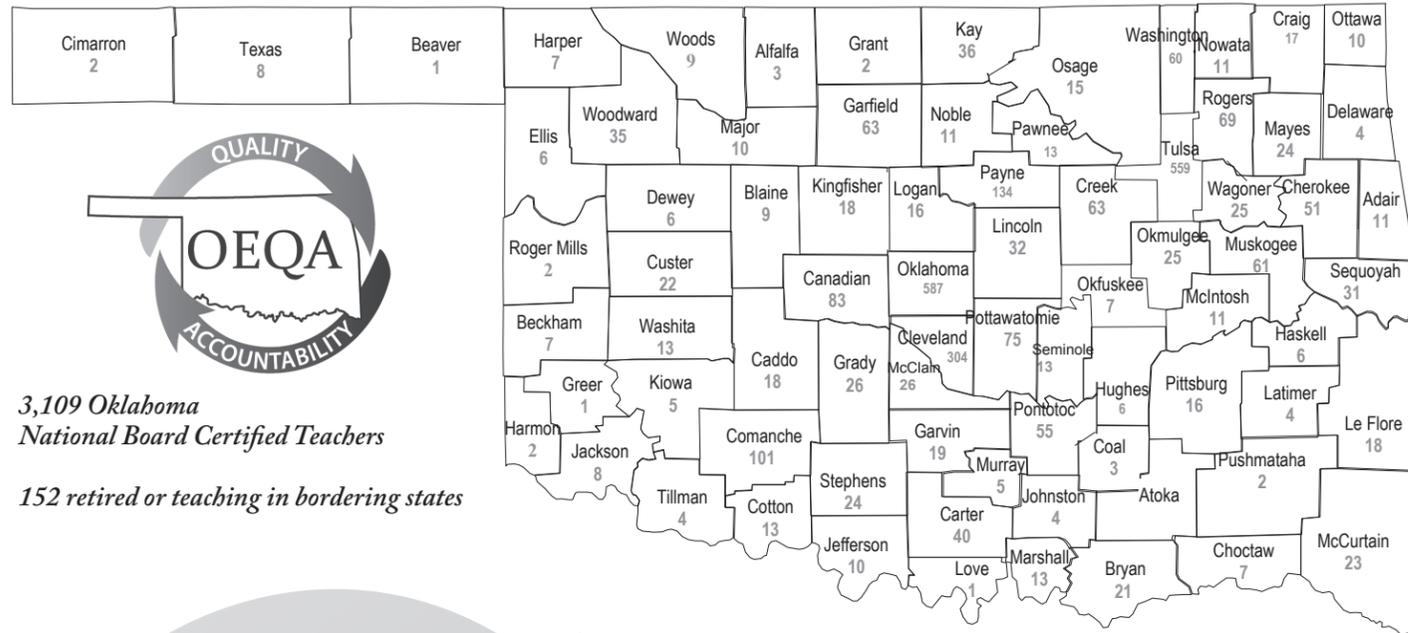
- Oklahoma ranks 11th in the total number of teachers (3,109) who achieved certification, with 13 achieving in 2015
- Oklahoma National Board Certified Teachers (NBCT) make up seven percent of the state's teaching force
- The state's top five school districts in terms of the cumulative total of NBCTs: Tulsa (177), Edmond (149), Norman (138), Oklahoma City (133), and Moore (127)
- Thirty-two NBCTs renewed certification, resulting in a total of 412 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 13 regional coordinators and 18 trainers to support and facilitate professional development

Every child deserves an accomplished teacher — one who is qualified to prepare students for success in today's world. National Board Certification provides teachers and schools the tools to define and measure teaching excellence. 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 Certification is achieved through a performance-based, peer review process similar to Board certification in medicine, with strong emphasis on content knowledge and impact on student learning. National Board Certification Research shows that the students of Board-certified teachers outperform their peers in other classrooms on achievement tests and that schools and districts with a high concentration of National Board Certified Teachers see marked improvements in school culture, collaboration and teacher retention.



Education Leadership Oklahoma (ELO)

Oklahoma National Board Certified Teachers



3,109 Oklahoma National Board Certified Teachers
152 retired or teaching in bordering states

Renewal is a process that NBCTs demonstrate how their practices continue to align with the standards in their certificate area. It is a personal and public statement about an educator's commitment to the profession and students.

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. For those reasons, National Board Certification, like Board certification in other professions from architecture to medicine, must be periodically renewed.

Oklahoma Clinical Alliance



Oklahoma was pleased to join the Council for the Accreditation of Educator Preparation (CAEP) in 2010. OEQA supports CAEP's efforts in implementing the recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning. Alliance states work with one another and with national experts to pilot approaches to implementation and bring new models of clinical preparation to scale. This alliance focuses on strategies for program innovation with emphases on leadership, collaboration, research, and development. 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.

Oklahoma Clinical Alliance Stages

- Stage 1: Exploring/Networking**
Identity needs, partners, students and teachers
- Stage 2: Establishing/Planting**
Match needs and create policies
- Stage 3: Growing/Maintaining**
Review policies
- Stage 4: Evaluating/Refining/Extending**
Ongoing evaluation

PD 360

PD360, the world's largest on-demand professional development tool, is provided by OEQA to all Oklahoma educator preparation programs. PD360 enables a highly personalized learning experience helping educators improve their practice and, in turn, raise student achievement. PD360 also provides peer collaboration for educators throughout the state.

Teacher Performance Assessment

The performance based assessment that educator preparation programs can use both to guide candidates through their clinical experience and to measure the quality of their student teaching. It also provides candidates with an opportunity to demonstrate classroom application of relevant state and national standards. This evidence centered assessment allows candidates to demonstrate realworld teaching skills and provides formative feedback to reflect on their practice.

Co-Teaching

Co-Teaching is defined as the cooperating teacher and teacher candidate working together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as physical space. Both teachers are actively involved and engaged in all aspects of instruction. Co-Teaching in student teaching provides a rigorous yet supportive experience for teacher candidates, allows cooperating teachers to remain actively engaged in the classroom and enhances the quality of learning for P-12 students.

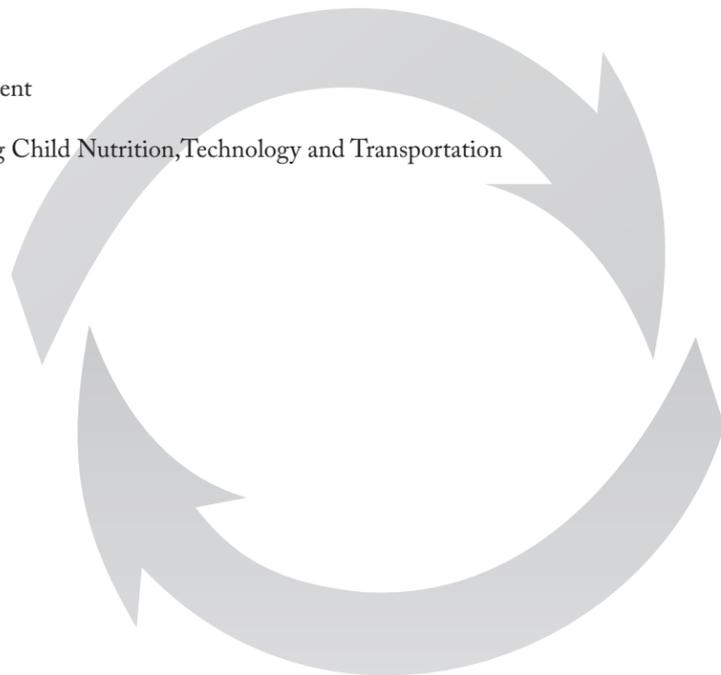
2014-15 Year in Review

- Conducted School Performance Reviews at seven school districts, serving approximately 20,000 students
- Presented OSPR findings at seven separate Board of Education meetings
- Suggested 569 recommendations with a five-year total estimated savings of \$15,843,425
- Received 100% return rate on follow-up surveys to previous OSPR districts
- Ninety-four percent of recommendations suggested have been implemented

The Oklahoma School Performance Review (OSPR) Program was originally authorized by the Oklahoma Legislature (HB1601) during the 2002 session. The law authorizes the Office of Educational Quality and Accountability (OEQA) to conduct school performance reviews. 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, educational and management consultants along with OEQA staff conduct onsite evaluations, review district operations, study district data, interview stakeholders, hold public meetings, and distribute surveys. In partnership with OEQA, these 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



School Districts and Operational Areas Reviewed:

Crutcho Public Schools is a small suburban school district located on the east side of the Oklahoma City metro. The school serves an unincorporated area with about 360 students in Early Childhood (EC) through 8th grade. In this review all operational areas were considered, resulting in 36 commendations, 94 recommendations and an estimated total five-year savings of \$305,347.

Cimarron Public Schools is a small rural school district located in Major County in the northwest part of the state. The campus is located in the town of Lahoma, about 12 miles west of Enid. The district serves nearly 280 students attending grades EC through 12th grade. Results of the review included 25 commendations and 89 recommendations with an estimated total five-year savings of \$64,642.

Prague Public Schools are located in Lincoln County in central Oklahoma about 15 miles northeast of Shawnee. Prague schools educate just over 1,000 students, housed on three campuses in grades EC through 12th grade. The review covered all areas of district operations and resulted in 37 commendations and 74 recommendations resulting in an estimated total five-year savings of \$339,358.

Greenville Creek Public Schools is located in Love County near the Oklahoma-Texas border. The school is in an unincorporated area about four miles north of the town of Marietta. The school offers EC through 8th grade education to just over 100 students. The outcome of the review provided 20 commendations and 76 recommendations with an estimated total five-year savings of \$33,495.

Jones Public Schools serves the town of Jones, located in the northeast corner of Oklahoma County in central Oklahoma. Students are housed on three campuses, one elementary school, one middle school, and one high school. The district covers 52 square miles and serves over 1,100 students in grades EC through 12th grade. The review included all areas of district operations and yielded 28 commendations, 79 recommendations, and estimated total five-year savings of over \$1,400,000.

Byng Public Schools is located in Pontotoc County about 7 miles north of Ada in south-central Oklahoma. The district serves nearly 1,800 students on three campuses, a large main campus, and two campuses to the east in the unincorporated areas of Francis and Homer. Results of the review included 30 commendations and 79 recommendations for an estimated total five-year savings of over \$2,100,000.

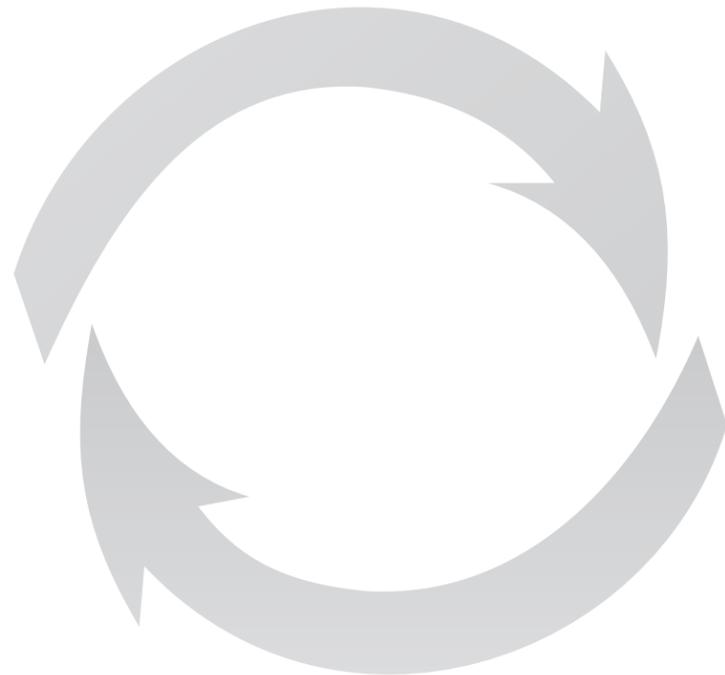
Lawton Public Schools is in Comanche County and serves over 15,000 students in EC through 12th grade covering 185 square miles. Lawton students also include students living on the Fort Sill Army Base. At the time of the review, Lawton had three high schools, four middle schools, and 19 elementary schools with several other district-wide facilities. This was the second phase of Lawton's review and it covered the areas of Facility Planning & Construction, Maintenance & Custodial Operations, Energy Management, and Business Operations. The review resulted in 11 commendations, 78 recommendations, and an estimated total five-year savings of \$11,600,583.

OSPR Follow-up Results

Currently, OSPR's practice for performance review follow-up with school districts is to send a survey to the district's administration soliciting the following information: adoption status of each recommendation (e.g. implemented, plan to implement, rejected, undecided); yearly savings/cost of each recommendation implemented over a five-year period; total of savings/cost of all recommendations implemented. Follow-up surveys are sent via email one to two years after review results were presented to the local school board of education. For the 2014-15 school year there were five districts that received follow-up surveys. Each of these districts had a school performance review conducted during the 2012-13 school year. All five districts responded to the surveys making our survey participation rate stay at 100% since 2012. The total combined five-year savings for all five districts was \$1,383,577. There were 483 recommendations given for the five districts to consider implementing. Of those 483 recommendations given, 453 were selected for implementation or were in the process of implementation. This increased our implementation rate from 89% two years ago to 94%.

Oklahoma School Performance Reviews 2011-2015

District	Onsite Dates	BOE Presentation	Estimated Total 5-Year Savings for District	Cost of Contract for OEQA	Number of Recommendations	Follow-up Suveys Sent/Received	Percent of Recommendations Implemented	Students that Qualify for F&R Lunch Program
Lawton Phase II	2015	TBA	\$11,600,583	\$59,659	78	TBA	TBA	64%
Byng	2015	08/10/2015	\$2,100,000	\$61,939	79	TBA	TBA	60%
Jones	2015	07/15/2015	\$1,400,000	\$56,972	79	TBA	TBA	45%
Greenville	2015	06/15/2015	\$33,495	\$42,498	76	TBA	TBA	89%
Prague	2014	06/15/2015	\$339,358	\$56,396	74	TBA	TBA	63%
Cimarron	2014	03/09/2015	\$64,642	\$52,719	89	TBA	TBA	53%
Crutcho	2014	04/14/2015	\$305,347	\$51,995	94	TBA	TBA	98%
Lawton	2014	11/03/2014	\$5,266,047	\$25,350	27	TBA	TBA	61%
Bridge Creek	2014	09/11/2014	\$893,662	\$56,260	70	TBA	TBA	51%
Kingfisher	2014	06/26/2014	\$423,766	\$55,490	75	TBA	TBA	55%
Blair	2013	05/13/2014	\$111,817	\$51,852	77	TBA	TBA	59%
Edmond	2013	03/04/2014	\$7,038,882	\$55,361	59	TBA	TBA	29%
Maryetta	2013	09/19/2013	\$329,257	\$47,662	88	2014	99%	77%
Ringwood	2013	08/05/2013	\$302,075	\$44,998	97	2014	92%	62%
Braggs	2013	06/10/2013	\$215,570	\$44,998	94	2014	98%	80%
Crescent	2013	07/08/2013	\$335,510	\$51,890	111	2014	87%	80%
Arkoma	2012	02/12/2013	\$329,257	\$49,417	93	2014	93%	82%
Bristow	2012	11/12/2012	\$193,655	\$53,712	92	2014	88%	65%
Perry	2012	08/20/2012	\$217,350	\$53,804	91	2014	98%	53%
Colbert	2012	05/07/2012	\$783,810	\$53,852	80	2014	91%	68%
Jay	2011	04/12/2012	\$794,560	\$50,903	91	2014	82%	77%
Stilwell	2011	04/09/2012	\$1,705,750	\$50,808	92	2014	100%	72%
Pond Creek-Hunter	2011	03/12/2012	\$251,415	\$46,680	62	2014	89%	52%
Geary	2011	01/10/2012	\$188,000	\$46,255	67	2014	90%	84%



2014-2015 Year in Review

517 School Districts and 1,767 School Sites
1,005 Elementary Schools, 292 Middle Schools/Junior Highs, and 460 Senior Highs

Community Characteristics

Demographic and social information including property valuation, free or reduced price lunch participation, population, income, poverty, unemployment rate, single parent families, educational attainment, students on reading remediation, days absent, mobility rate, parent-teacher conference attendance, volunteer hours, student suspensions, and juvenile offenders

Educational Process

Average daily membership, enrollment projections, gifted and talented, special education, high school course offerings, classroom teachers, administration, and district revenues and expenditures

Student Performance

Student testing (OCCT, EOI, ACT, SAT), dropout rates, graduation rates, college bound curriculum, high school senior GPA, career tech participation, college going rates (in-state and out-of-state), college freshman remediation, and college freshman GPA

Distribution

Public libraries, college libraries, local; state; and federal elected officials, researchers/grant writers, and educational stakeholders

The Profiles 2014 reports are the most current, comprehensive, consistent, and accurate source for Oklahoma educational statistics that exists. These reports fulfill the reporting requirements of the Oklahoma Educational Indicators Program under §70-1210.531 and is prepared by the Office of Educational Quality and Accountability under the direction of the Commission for Educational Quality and Accountability.

The State Report aggregates all of the Oklahoma Educational Indicators Program's statistics at the state level. In addition to covering vital aspects of common education, the report is unique in that it breaks down and presents key educational statistics by geographical regions of the state. The report is also unique because it charts changes over time of important educational indicators such as teacher characteristics, educational funding, and student performance.

Section I of the report presents **Community Characteristics** and serves as a foundation for the other sections of the report. Community characteristics establish a context by which to view all other educational statistics. This section contains several demographic, social, and economic characteristics which are generally regarded as obstacles in the educational process.

The figures in Section I present information in charts, tables, and maps. The social and economic characteristics presented are taken from the Census Bureau's 2009-2013 American Community Survey, Oklahoma State Department of Education, Oklahoma Tax Commission, and Office of Educational Quality and Accountability. Below are some select variables from the 2009-2013 American Community Survey.

U.S. Census Bureau Community Characteristic	Oklahoma Average
District Population	7,323
Household Income	\$61,481
Population Living Below Poverty Level	16.9%
Unemployment Rate	7.0%
Single-Parent Families	33.9%

Section II of the report delivers information on the Educational Process. It statistically represents the manner in which schools and districts across the state deliver education to their students. Figure 26 in the **State Report** (shown below) groups school districts by student enrollment and socioeconomic status. The letter designation divides the school districts by range of average daily membership (ADM) – “A” is 25,000 or more; “H” is less than 250. Socioeconomic status is defined as a district being either above or below the state average in its eligibility for the Federal free or reduced price lunch program. For example, if a district is below the state average eligibility rate, they are considered “High” socioeconomic status and receive a “1” in their group designation. This table illustrates the great diversity in school districts across the state. There are 12 school districts (2.3%) with more than 10,000 students and they account for 37.4% (almost 250,000) of all students. Conversely, there are 387 school districts in the state with less than 1,000 students. This accounts for 74.9% of all districts but only 22.0% of all students. Other process indicators include high school course offerings, the number and average salary of teachers, and district finances.

Oklahoma’s Districts by Enrollment and Socioeconomic Status 2013-14

District Size in ADM	Socioeconomic Status	Group Designation	# of Districts	% of All Districts	# of Students	% of All Students
25,000 Plus	Low	A2	2	0.4%	84,955	12.7%
10,000 - 24,999	High	B1	6	1.2%	100,613	15.1%
	Low	B2	4	0.8%	64,348	9.6%
5,000 - 9,999	High	C1	8	1.5%	50,962	7.6%
	Low	C2	3	0.6%	19,082	2.9%
2,000 - 4,999	High	D1	13	2.5%	35,180	5.3%
	Low	D2	22	4.3%	65,138	9.8%
1,000 - 1,999	High	E1	36	7.0%	51,739	7.7%
	Low	E2	36	7.0%	48,825	7.3%
500 - 999	High	F1	31	6.0%	21,947	3.3%
	Low	F2	69	13.3%	48,909	7.3%
250 - 499	High	G1	60	11.6%	21,382	3.2%
	Low	G2	96	18.6%	34,185	5.1%
Less than 250	High	H1	25	4.8%	4,256	0.6%
	Low	H2	106	20.5%	16,533	2.5%
All	All	All	517	100.0%	668,054	100.0%

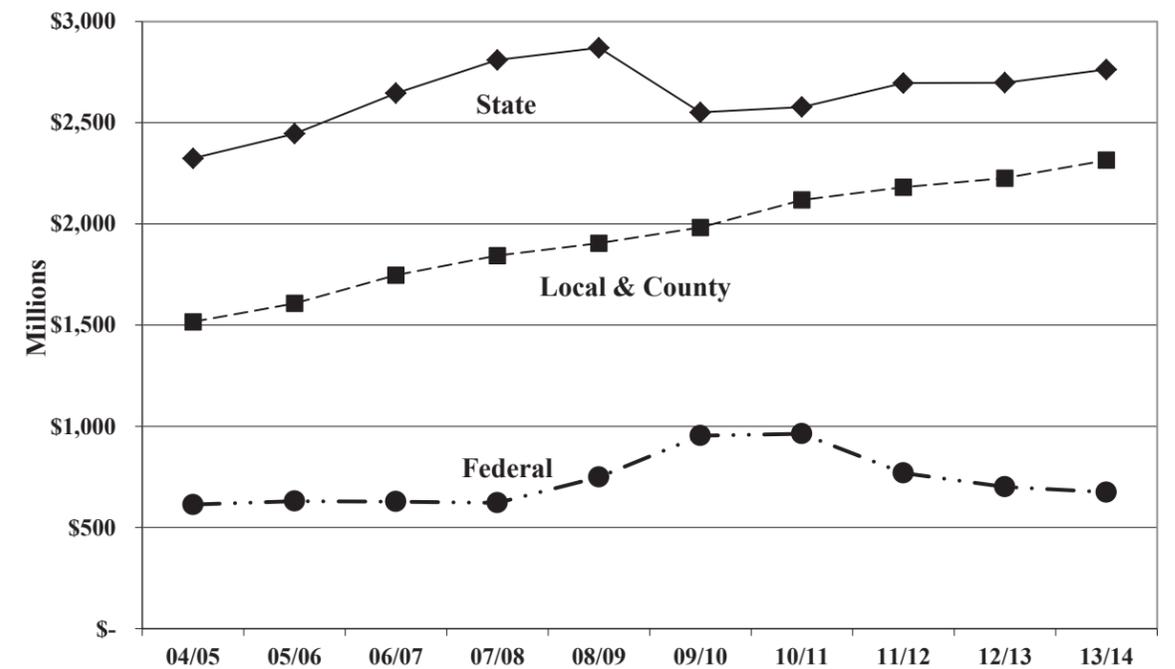
Data Source: Oklahoma State Department of Education

Information on educational revenues and expenditures is presented in Figures 34 through 40 of the State Report. In school year 2013-2014, there were revenues from “ALL FUNDS” of over \$5.7 billion statewide. Instruction is by far the largest expenditure. In the 2013-2014 school year, 52.7% of the total expenditure was for instruction, down slightly from 53.7% in 2012-2013. Expenditure per student has increased slightly from the previous year to \$8,687.

The figure shown on the following page displays a ten year history of revenues by source. Note the federal stimulus that is prominent in 2009 through 2011.



District Revenue Sources from ALL Funds 2004-05 to 2013-14



Data Source: Oklahoma State Department of Education

Section III of the **State Report** provides a great deal of information on **Student Performance**. Student performance represents the culmination of community characteristics and the educational process.

To evaluate schools’ overall performance in preparing students for the statewide tests, the Commission for Educational Quality and Accountability reaffirmed the former Education Oversight Board’s performance benchmark of expecting “70% of regular education students to achieve a score of proficient or above in all subject areas tested”. An additional “25% Advanced Performance Benchmark” was also adopted to identify those schools with truly superior tests scores. To achieve this higher benchmark, a school must also have 25% or more of its regular education students score “Advanced” in all subject areas tested. One hundred twenty-three school sites had multiple grades achieve the advanced performance benchmark.

New to the **2014 State Report** and **School Profile Reports** are testing results for all students along with the results and benchmarks for regular education students.

Section III also looks at multiple definitions for dropouts, student attrition, and graduation rates. The figure on the following page displays the High School Four-Year Dropout Rates by Community Group for the Class of 2014.

High School Four-Year Dropout Rates by Community Group Class of 2014

Size of District in ADM	Community Group Designation	Class of 2014 Enrollment	Class of 2014 Dropouts	Class of 2014 Dropout Rate
25,000 or More	A2	4,103	961	23.4%
10,000 - 24,999	B1	6,425	396	6.2%
	B2	4,285	313	7.3%
5,000 - 9,999	C1	3,265	162	5.0%
	C2	1,170	161	13.8%
2,000 - 4,999	D1	2,190	179	8.2%
	D2	4,290	484	11.3%
1,000 - 1,999	E1	3,434	183	5.3%
	E2	3,264	257	7.9%
500 - 999	F1	1,170	32	2.7%
	F2	3,137	184	5.9%
250 - 499	G1	1,161	37	3.2%
	G2	1,871	96	5.1%
Less than 250	H1	195	15	7.7%
	H2	680	57	8.4%
Total	All	40,640	3,517	8.7%

Data Source: Oklahoma State Department of Education

The Profiles publications are a resource to parents, researchers, grant writers, school administrators, and the general public. The Commission and Office of Educational Quality and Accountability and Office of Educational Quality and Accountability strive to provide the most timely and comprehensive information regarding Oklahoma's public schools.

All Reports (state, district, and site) are located on our website; visit www.oeqa.ok.gov to view or download profile reports.

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