

Annual Report 2014

# 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. **UNITING** the Office of Accountability and Oklahoma Commission for Teacher Preparation into the Office of Educational Quality and Accountability (OEQA) has been an exciting journey toward a **Quest for Excellence**. 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 program review and accreditation process for educator preparation programs aligned with rigorous national standards and Oklahoma requirements
- Create and maintain valid and reliable educator assessments aligned with state and national standards reflecting the knowledge and skills required of entry level Oklahoma educators
- Provide support and scholarship for National Board Certification through Education Leadership Oklahoma (ELO)
- Promote clinical models of educator preparation through P-12 and higher education collaboration
- Facilitate Oklahoma school performance reviews which assist 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

Dr. Kent Shellenberger, Acting Chair, Bethany	Johnnie Parks, Broken Arrow
Dr. Robyn Miller, Edmond	Renee Porter, Norman
Amy Bixler, Piedmont	Douglas Brown, Edmond



## Preparing Exceptional Educators and Improving P20 School Efficiency

### Clinically-Based Teacher Preparation

Strong 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*

### National Accreditation Partnership

The Council for the Accreditation of Educator Preparation (CAEP) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

### School Report Cards

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

### Educator Preparation Accountability

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

### School Performance Review

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



## Educator Preparation

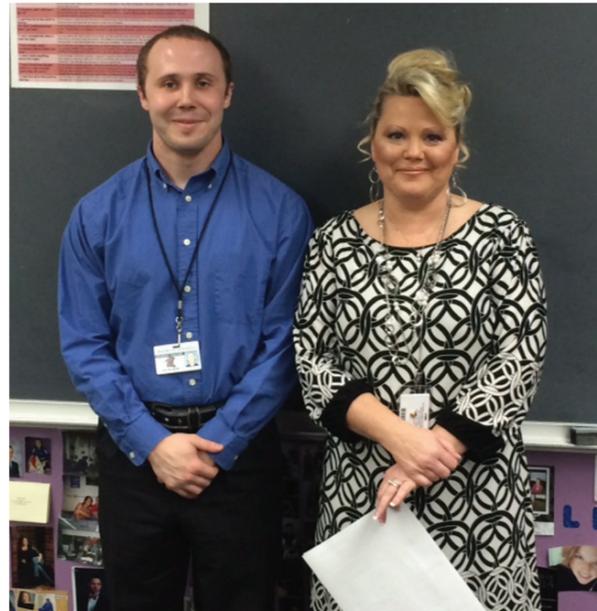
### Year in Review

- Approved Southwestern Christian University as a candidate for state accreditation
- Facilitated site accreditation visits to three Oklahoma universities
- Provided program review training for over 115 university faculty members
- Facilitated or directly reviewed over 140 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.



### 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



### 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. 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 State Regents for Higher Education, the State Department of Education, Oklahoma professional teachers' organizations, and National Board Certified Teachers.



### Portfolio Assessment

Teacher candidates are 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.



# 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 Reading Association (IRA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the IRA 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 review training to education stakeholders. 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	Educational Leadership Constituent Council
American Alliance for Health, Physical Education, Recreation, and Dance	International Reading Association
American Council on the Teaching of Foreign Languages	National Council for the Social Studies
National Association for the Education of Young Children	National Council of Teachers of English
Association for Childhood Education International	National Council of Teachers of Mathematics
Council for Exceptional Children	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. 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



# Quality

## 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 P12 school faculty, candidates, and students in P12 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.

#### 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 candidate 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 2013-2014

### Oklahoma Christian University

Oklahoma Christian University (OC) is a higher learning community which transforms lives for Christian faith, leadership, and service. The university is a private institution affiliated with the Churches of Christ. The full-time faculty and approximately 60 percent of the student body are members of the Churches of Christ. Students of all faiths are welcome and represented in the student body. The university was founded as Central Christian College in 1950, with its first campus in Bartlesville, Oklahoma. In 1958, the college moved to a 200 acre campus on the north side of Oklahoma City. OC has approximately 2,100 students and 100 full-time faculty. The university is organized into three colleges. The colleges include the College of Arts and Sciences, the College of Biblical Studies, and the College of Professional Studies, in which the School of Education resides.



The university's mission is to transform lives for Christian faith, leadership, and service. This mission is accomplished through the university's core values of Faith, Scholarship, Integrity, Stewardship, and Liberty. Consistent with and in affirmation of the University's mission and core values, the School of Education has incorporated the University's mission to transform lives for Christian faith, leadership, and service into its Conceptual Framework, which provides direction for all aspects of its efforts to prepare *Effective Teachers for All Learners*.

The School of Education has the responsibility for all professional education programs. The early childhood and elementary programs are administered within the unit. All other P-12 and secondary programs (English, mathematics, music, science, and social studies) are administered cooperatively with the respective academic departments in other administrative units on campus.

#### Reported strengths:

The unit involves the professional community through the Teacher Education Council and Teacher Education Advisory Board in annual evaluation of the effectiveness of its assessment system each May.

Assessment of unit operations ensure comprehensive and thorough academic assessment of candidates and systems to monitor and analyze that process. The unit analyzes data-based program changes to track effectiveness.

All faculty members participate in a range of scholarly and service activities at departmental, college, university, local, state, national, and international levels. Professional education faculty members collaborate in P-12 schools, as well as with faculty in other colleges, to improve teaching, candidate learning, and the preparation of educators.



#### Cited areas for improvement:

- Candidates have limited opportunities to interact with faculty members from diverse groups.

Oklahoma Christian University was granted continuing accreditation by OCTP and NCATE

## Accreditation Decisions 2013-2014



Quality

### 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)
- Program data are not systematically collected, summarized, analyzed, or shared by the unit to improve program quality or unit operations. (Initial and Advanced)
- The unit has not taken effective steps to ensure the fairness and consistency of its assessment procedures. (Initial and Advanced)
- The assessment system is not aligned to the elements of the conceptual framework. (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)
- The unit does not have a governance structure to effectively plan, deliver, and operate coherent programs of study within the unit. (Initial and Advanced)
- Excessive faculty workloads do not allow for the effective management of unit operations. (Initial and Advanced)
- The governance structure does not allow the unit to manage and coordinate the education programs that are located in other units of the institution. (Initial and Advanced)
- 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 for 18 months followed by a focus visit by OEQA and NCATE.

# Accreditation Decisions 2013-2014

## East Central University

East Central University was established by legislative act in 1909 as one of three regional normal schools founded that year in the eastern half of Oklahoma, identified as Indian Territory before the founding of the state in 1907. Three similar institutions had been established earlier in the western half of the new state which had been Oklahoma Territory.

The teacher education programs at East Central University have been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since its inception in 1954. ECU has a long continuous record of preparing outstanding teachers for Oklahoma classrooms and has had three Oklahoma Teachers of the Year since the inception of that program 1955. East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. The Teacher Education mission works within the larger university mission to "provide quality programs that prepare students to enter careers as teachers and/or administrators." Partnerships with entities within the richly diverse community and service area strengthen our programs and help prepare our candidates to understand and apply classroom practices that will ensure fairness and justice for all school children.



East Central University offers both undergraduate and professional preparation for teacher educators. It serves a primarily rural population that consists of a large number of first generation college students. A majority of the students on campus are on financial aid and most work either full or part-time to support their educational efforts. The enrollment at ECU has hovered around 5,000. Approximately 1,020 graduate students are included in the figure.

### Reported strengths:

Initial candidates reflect on and can justify their own practice during clinical experiences as evidenced in their successful completion of the edTPA and Teacher Work Sample as well as in their interviews with team members.

A shared intellectual vitality among professional education faculty members in their sensitivity to critical issues of diversity. The unit has policies in place that encourage all professional education faculty members to be continuous learners, and several practices support this professional growth among faculty. The time and effort spent by faculty members to build positive relationships with candidates, and aspects of this shared effort were revealed in candidate and faculty interviews. Becoming individually acquainted with candidates allows faculty members to adjust instruction appropriately to enhance candidate learning.



### Cited areas for improvement:

- The unit lacks a systematic, unit-wide approach to identifying, communicating, and assessing dispositions of advanced candidates. (Advanced)
- The unit lacks sufficient evidence that candidates 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 procedures to ensure fairness, accuracy, and consistency of assessment measures used to evaluate candidate performance in field placements. (Advanced)
- There is limited evidence that candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. (Advanced)

East Central University was granted continuing accreditation for 18 months followed by a focus visit by OEQA and NCATE.

# Accreditation Decisions 2013-2014



# Quality

## 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
Langston University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2015
Mid-America Christian University	State Continuing <i>(6 Areas for Improvement)</i>	Fall 2014
Northeastern State University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2018
Northwestern Oklahoma State University	Focus Visit <i>(3 Areas for Improvement)</i>	Fall 2014
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 Area 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>(1 Area for Improvement)</i>	Spring 2014
Oklahoma Wesleyan University	NCATE/State Continuing <i>(5 Areas for Improvement)</i>	Spring 2016
Oral Roberts University	NCATE/State Continuing <i>(1 Area for Improvement)</i>	Fall 2014
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	Focus Visit <i>(10 Areas for Improvement)</i>	Spring 2015
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	State Continuing/Teacher Education Accreditation Council <i>(5 Areas for Improvement)</i>	Spring 2015/ 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 or more areas for improvement and still recommend that the standard be met.

## Year in Review

- Provided examinees/candidates web-based access to assessment results
- Facilitated subject-area focus groups for educator preparation faculty
- Provided subject-area assessment study groups for educator preparation candidates
- Administered over 19,000 exams across the state via six paper-based test administrations and six computer-based test administrations
- Expanded computer-based testing options
- Offered assessments for two new certification areas: Elementary Mathematics Specialist and Gifted Education
- Redeveloped Chemistry, Library-Media Specialist and Reading Specialist subject-area exams to align with up-to-date national standards

## Candidate Assessment

### Certification Examinations for Oklahoma Educators (CEOE)

The Office of Educational Quality and Accountability has the responsibility for developing and implementing a competency-based assessment system for educator licensure/certification in the state. The certification exams are administered 12 times a year through paper-based administrations across the state as well as computer based administrations available both state and nationwide.

The Oklahoma certification examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies, and core student 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. 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 kept up-to-date and accurate. Constant monitoring ensures that they also continue to measure educator knowledge and skill levels using the most current and widely accepted psychometric standards.

The assessment program consists of the following three components:

- **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**

### Oklahoma Reading Test

Effective in 2010, all elementary, early childhood and special education teacher candidates, prior to graduation, are required by statute (HB1581) 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. Test data for 2013-2014 can be found in the Appendix.

## 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	5	60.0	3	100.0	7	71.4	15	73.3
Cameron University	68	76.5	85	96.5	140	90.7	293	89.1
East Central University	54	92.6	73	89.0	182	85.7	309	87.7
Langston University	4	50.0	10	80.0	21	61.9	35	65.7
Mid-America Christian University	5	100.0	7	100.0	6	83.3	18	94.4
Northeastern State University	91	90.1	247	98.0	426	85.7	764	90.2
Northwestern Oklahoma State University	30	83.3	42	97.6	133	85.0	205	87.3
Oklahoma Baptist University	79	97.5	48	91.7	98	89.8	225	92.9
Oklahoma Christian University	49	91.8	35	100.0	75	92.0	159	93.7
Oklahoma City University	20	95.0	10	90.0	18	72.2	48	85.4
Oklahoma Panhandle State University	21	66.7	17	94.1	24	91.7	62	83.9
Oklahoma State University	398	93.0	332	98.8	740	84.5	1,470	90.0
Oklahoma Wesleyan University	33	87.9	18	100.0	39	74.4	90	84.4
Oral Roberts University	42	83.3	37	100.0	91	81.3	170	85.9
Southeastern Oklahoma State University	39	94.9	96	97.9	192	79.7	327	86.9
Southern Nazarene University	27	85.2	17	94.1	85	71.8	129	77.5
Southwestern Oklahoma State University	113	88.5	97	95.9	342	79.2	552	84.1
St. Gregory's University	6	50.0	2	100.0	1	100.0	9	66.7
University of Central Oklahoma	292	89.7	205	99.0	466	88.0	963	90.9
University of Oklahoma	231	97.0	186	98.4	314	89.8	731	94.3
University of Science and Arts	24	95.8	37	100.0	58	82.8	119	90.8
University of Tulsa	1	100.0	30	93.3	38	94.7	69	94.2

Additional assessment data tables can be found in the Appendix.

# Education Leadership Oklahoma (ELO)

## Year in Review

- Oklahoma ranks tenth in the total number of teachers (3,096) who achieved certification
- Oklahoma ranks 27th nationwide in the number of new National Board Certified Teachers (22)
- 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 (162), Norman (145), Oklahoma City (143), Edmond (139), and Moore (129)
- Eighty-three NBCTs renewed certification, resulting in a total of 392 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 13 regional coordinators 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.

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.

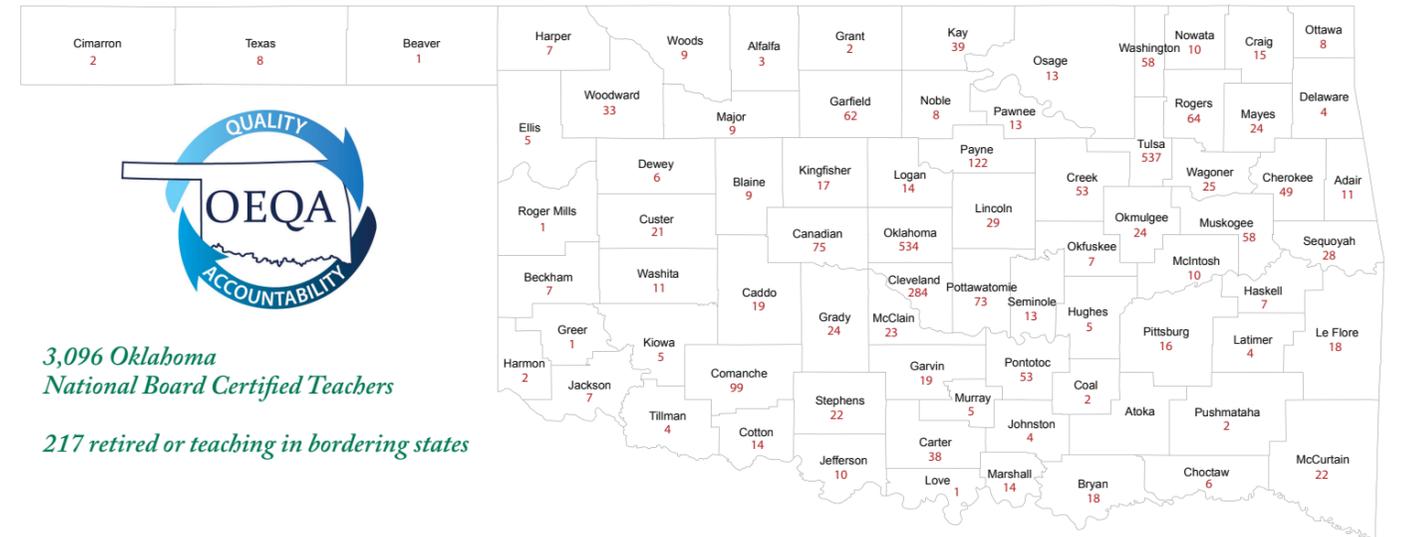
## NATIONAL BOARD for Professional Teaching Standards®



# Education Leadership Oklahoma



## Oklahoma National Board Certified Teachers



3,096 Oklahoma National Board Certified Teachers

217 retired or teaching in bordering states

*"For the past three years I have had the opportunity to serve as a board member for the National Board for Professional Standards. This experience has opened my eyes to the fact that NBCTs are having a global impact on our student's learning. While working with interested stakeholders, educators, and NBCTs to move this process forward, I am convinced National Board is strongly committed to ensuring that more students can learn from teachers who have distinguished themselves as accomplished in their profession. I challenge each of us to do our part to help more teachers achieve this worthy credential."*

Susanne Silk, NBCT  
NBPTS Board Member

**Renewal** 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.

*"It was great honor to be selected to serve on the National Board for Professional Teaching Standards committee this past year. The level of professional development acquired by networking collaboratively with other NBCT's, educators, school administrators, and curriculum specialists for the sake of shaping the field of education and defining accomplished teaching was challenging, relevant and meaningful. The experience of being able to assume an instructional leadership role that not only increased awareness of the profound impact that NBCT's make both inside and outside of the classroom but also allowed you to contribute to the development of standards that restored the rigor, pride, and prestige of the National Board Certification process was more meaningful and humbling than words can express. As I continue to serve on this committee as ongoing revisions continue, I have become a stronger advocate for the National Board process and have developed a greater understanding of why advocating for the NBCT credential is so important."*

Jenifer Forbes, NBCT  
NBPTS Standards Committee

## Year in Review

- Awarded 16 educator preparation programs financial resources to pilot induction models to support 988 first year teachers
- Piloted the Teacher Performance Assessment (edTPA) with two institutions involving 100 student teachers
- Provided support to educator preparation programs piloting performance assessments and clinical alliance models

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.

## Goals of Oklahoma Clinical Alliance

As a member of the Alliance for Clinical Teacher Preparation, Oklahoma has established the following goals:

- Promote the basic principles of clinical preparation and partnerships
- Participate in Alliance hosted meetings, program improvement opportunities and collaborative sharing activities
- Collaborate with higher education and school districts to share accountability and responsibility
- Develop a "scale up" plan to become more accountable for meeting school needs and improving P-12 student learning
- Share best practice models for clinically-based teacher preparation with the Alliance and the education community at large



## Teacher Performance Assessment

The edTPA was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth. The edTPA is a source of evidence for program review, teacher licensure, and state and national accreditation.

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment in a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students.

The score reports and candidate edTPA materials are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.



## 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.

## 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 P12 students.



## Oklahoma Teacher Induction Program (OTIP)

OTIP provides support and resources for Oklahoma educator preparation programs to pilot first year teacher induction models. The pilot program, designed by each educator preparation program, will advance the beginning teacher practice and professional growth, impact student learning and improve job satisfaction and retention.

## Year in Review

- Conducted School Performance Reviews at five school districts in the 2013-14 school year, serving approximately 42,013 students
- Presented OSPR findings at five separate Board of Education meetings
- Suggested 308 recommendations with a five-year total estimated savings of \$13,734,174
- Received 100% return rate on follow-up surveys to previous OSPR districts
- Ninety-one 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 & 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:

**Edmond Public Schools (EPS)** is one of several school districts within Oklahoma and Logan Counties. The district is made up of 23 schools (not including early childhood or alternative centers), with approximately 22,600 students and 2,600 employees. This review was considered Phase I since not all areas of operation were reviewed. The major areas that were chosen by the district to be studied included Facility Planning and Construction, Maintenance and Custodial Operations, Energy Management, Safety and Security, Child Nutrition, and Transportation. There were 32 commendations and 59 recommendations with an estimated total five-year savings of \$7,038,882.

**Blair Public Schools (BPS)** is located in Southwestern Oklahoma near Altus in Jackson County. The district is made up of two schools, including a primary school (EC-8) and a secondary school (9-12). The district has approximately 294 students served by 25 certified staff members. In this review all operational areas were reviewed resulting in 19 commendations and 77 recommendations with an estimated total five-year savings of \$111,817.

**Kingfisher Public Schools (KPS)** is located in north-central Oklahoma in Kingfisher County, approximately 45 miles northwest of Oklahoma City. The district has approximately 1,400 students with one high school, one middle school, and two elementary schools. This review included all operational areas for study. Findings from the study generated 44 commendations and 75 recommendations with an estimated total five-year savings of \$423,766.

**Bridge Creek Public Schools (BCPS)** is located in central Oklahoma just south and west of Oklahoma City in Grady County. BCPS serves approximately 1,425 students on one campus. The district chose to have all areas of operations to be included in this review. The study resulted with 35 commendations and 70 recommendations with a potential five-year savings of \$893,662.

**Lawton Public Schools (LPS)** is located in southwest Oklahoma in Comanche County. The district serves the residents of the city of Lawton and nearby municipalities. Its proximity to the Fort Sill Army Base results in a large number of students from military families. LPS has 33 campuses that serve approximately 15,700 students. LPS chose to have only two areas reviewed for this study which included Special Education Services and Transportation. In the study there were 10 commendations and 27 recommendations for the district to consider with a potential five-year savings of \$5,266,047.

## OSPR Follow-up Results

Currently, OSPR's historic practice for follow-up of school districts who have participated in a performance review is to send a follow-up survey to the district's administration soliciting the following information: adoption status of each recommendation from the school performance review (e.g. implemented, plan to implement, rejected, undecided); yearly savings/cost of each recommendation implemented over a five-year period; final total of savings/cost of all recommendations implemented. Follow-up surveys are sent via email one to two years after the school performance review was presented to the local school board of education. Out of 52 presentations completed by OSPR over the past 12 years, 42 have qualified (1+ year(s) had elapsed since presentation of findings) for a follow-up survey. Over the past 10 years, surveys have been mailed to all 42 districts with 32 (76%) of those districts responding. Of those districts responding, it was reported that 87% of recommendations were implemented or in process of implementation.

The table to the right represents the most recent districts (7) that were surveyed in 2014. All seven of these school districts had received a school performance review during the 2011-12 school year. Of the total recommendations given to these districts, survey results indicated that 91% of recommendations had been implemented or were in the process of implementation.

Districts	BOE Presentation	Estimated total 5-year Savings For District	Number of Commendations	Number of Recommendations	Number of Recommendations Implemented	Percent of Recommendations Implemented
Bristow	11/12/2012	\$193,655	45	92	81	88%
Perry	8/20/2012	\$217,350	32	91	89	98%
Colbert	5/7/2012	\$783,810	33	80	73	91%
Jay	4/12/2012	\$794,560	26	91	75	82%
Stillwell	4/9/2012	\$1,705,750	23	92	92	100%
Pond Creek-Hunter	3/12/2012	\$251,415	25	62	55	89%
Geary	1/10/2012	\$188,000	15	67	60	90%
<b>TOTAL</b>		<b>\$4,134,540</b>	<b>199</b>	<b>575</b>	<b>525</b>	<b>91%</b>

## Year in Review

*521 School Districts and 1,763 School Sites  
1,003 Elementary Schools, 300 Middle Schools/Junior Highs, and 420 Senior Highs*

### Community Characteristics

Demographic and social information including property valuation, free or reduced price lunch, 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 2013 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 demographic, social, and economic characteristics that portray adversities which may be regarded as obstacles in the educational process.

All of the figures in Section I present information in charts, tables, and maps. The social and economic characteristics presented are taken from Census Bureau's 2008-2012 American Community Survey, Oklahoma State Department of Education, Oklahoma Tax Commission, and the Office of Educational Quality and Accountability.

Section II of the report delivers information about the Educational Process. It statistically represents the manner in which schools and districts across the state deliver education to their students. Socioeconomic status is defined as a district being either above or below the state average in its participation in the federal free or reduced price lunch program. If a district is below the state average participation rate, they are considered "High" socioeconomic status and receive a "1" in their group designation. 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; this table illustrates the diversity in school districts across the state. There are 11 school districts (2.2%) with more than 10,000 students and which account for 35.9% of all students. Conversely, there are 392 school districts in the state with less than 1,000 students. This accounts for 75.2% of all districts but only 22.0% of all students. Other indicators include the number and average salary of teachers, percent of special education students, and district finances.

## Oklahoma's Districts by Enrollment and Socioeconomic Status 2012-13

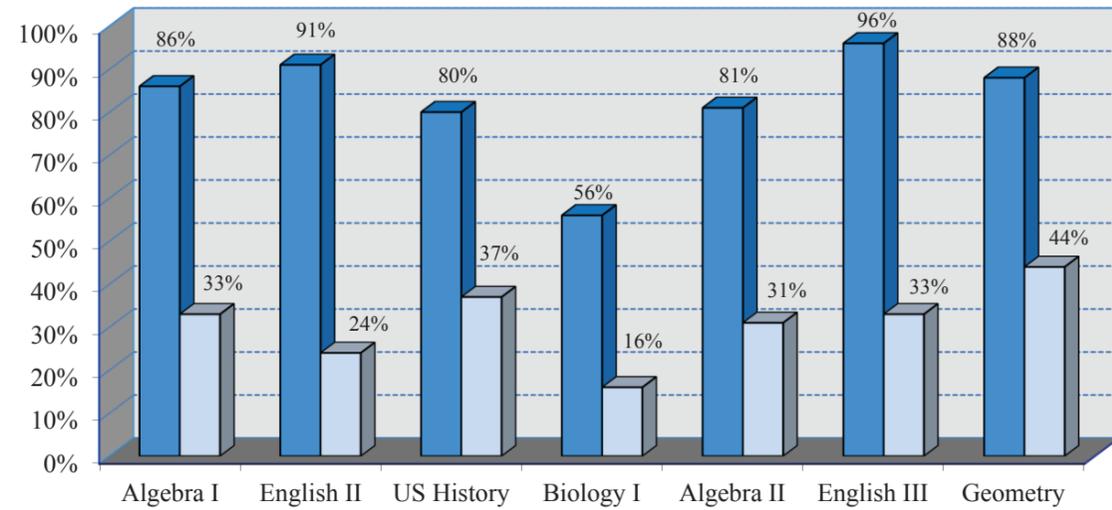
District Size in ADM	Socioeconomic Status	Group Designation	# of Districts	% of All Districts	# of Students	% of All Students
25,000 Plus	Low	A2	2	0.4%	84,458	12.8%
10,000 - 24,999	High	B1	6	1.2%	104,082	15.7%
	Low	B2	3	0.6%	48,820	7.4%
5,000 - 9,999	High	C1	8	1.5%	54,742	8.3%
	Low	C2	3	0.6%	18,982	2.9%
2,000 - 4,999	High	D1	14	2.7%	39,381	5.9%
	Low	D2	22	4.2%	65,312	9.9%
1,000 - 1,999	High	E1	34	6.5%	49,398	7.5%
	Low	E2	37	7.1%	50,125	7.6%
500 - 999	High	F1	30	5.8%	21,276	3.2%
	Low	F2	69	13.2%	48,609	7.3%
250 - 499	High	G1	61	11.7%	21,503	3.2%
	Low	G2	98	18.8%	34,713	5.2%
Less than 250	High	H1	25	4.8%	4,203	0.6%
	Low	H2	109	20.9%	16,616	2.5%
All	All	All	521	100.0%	662,220	100.0%

Data Source: Oklahoma State Department of Education

Section III of the State Report provides robust information on Student Performance representing the culmination of community characteristics and the educational process. To evaluate schools' overall performance in preparing students for statewide tests, the Education Oversight Board (now the Commission for Educational Quality and Accountability) has adopted "70% of students achieving a score of proficient or above in all subject areas tested" as their performance benchmark since 1998. Beginning in 2007, an additional "25% Advanced Performance Benchmark" is used to identify those schools with superior test scores. To achieve this benchmark, a school must also have 25% or more of its regular education students score "Advanced" in all subject areas tested. Fifty Oklahoma schools had at least one grade level achieve the 25% Advanced Performance Benchmark. Seven school sites have multiple grades achieving the advanced benchmark.

End-of-Instruction (EOI) exams are administered for selected courses in high school. The graph on the following page shows the percentage of high school students scoring "Proficient or Above" and "Advanced" on the seven EOIs for 2012-13.

Oklahoma End-of-Instruction Test Results  
Percent Scoring "Proficient or Above" and "Advanced" 2012-2013



■ Proficient & Above □ Advanced

Data Source: Oklahoma State Department of Education

Section III also looks at multiple definitions for dropouts, student attrition and graduation rates. The High School Four-Year Dropout Rate is just one of the methodologies used to calculate student loss. The following graph displays the four-year dropout rate for the Class of 2013 by community group.

## High School Four-Year Dropout Rates by Community Group

Size of District in ADM	Community Group Designation	Class of 2013 Enrollment	Class of 2013 Dropouts	Class of 2013 Dropout Rate
25,000 or More	A2	4,087	938	23.0%
	B1	6,636	505	7.6%
10,000 - 24,999	B2	3,155	264	8.4%
	C1	3,682	330	9.0%
5,000 - 9,999	C2	1,097	179	16.3%
	D1	2,448	174	7.1%
2,000 - 4,999	D2	4,254	494	11.6%
	E1	3,282	233	7.1%
1,000 - 1,999	E2	3,520	306	8.7%
	F1	1,168	52	4.5%
500 - 999	F2	3,100	196	6.3%
	G1	1,247	63	5.1%
250 - 499	G2	1,991	84	4.2%
	H1	205	21	10.2%
Less than 250	H2	689	72	10.4%
	<b>Total All</b>	<b>40,561</b>	<b>3,911</b>	<b>9.6%</b>

Data Source: Oklahoma State Department of Education

All Reports (state, district, and site) are located on our website; visit [www.oeqa.ok.gov](http://www.oeqa.ok.gov) to view or download report cards.

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 strive to provide timely and comprehensive information regarding Oklahoma's public schools.

## Educator Preparation Programs

		Bacone College	Cameron University	East Central University	Hillside 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																						
	Elementary Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	
	Middle Level Education																									
	Middle Level Math																					x				
	Gifted & Talented																									
	Mild-Moderate Disabilities		x	x		x		x	x	x				x		x	x				x		x	x		
	Severe-Profound Disabilities																						x			
	Deaf Education																								x	x
	Art			x			x					x		x		x	x						x		x	x
	Dance																						x			
	English As a Second Language																						x			
	Spanish		x					x		x		x		x		x		x					x	x		x
	French		x									x		x		x							x	x		x
	German											x		x									x			x
	Latin																									
	Cherokee							x																		
	Instrumental Music		x	x		x		x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
	Vocal Music		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
	Physical Education/Health/Safety	x				x		x	x	x				*	x	x	x	x	x	x	x		x	x	x	x
	Business				x																					*
English		x	x	x		x	x	x	x		x		x	x	x	x	x	x	x	x	x	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	x	
Science							x	x	x		x		x				x	x				x	x	x	x	
Biology		x	x		x										x	x									x	
Chemistry			x		x																				x	
Earth Science																									x	
Physics																									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	
Agriculture									x				x	x												
Allied Health															x											
Business & Information Technology															x											
Family & Consumer Sciences															x											
Marketing Education															x											
Technology Engineering															x											
Trade and Industrial Arts															x											
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			
Library Media Specialist			x				x						x									x	x			
Reading Specialist		x	x				x	x					x			x					x	x	x			
School Counseling			x										x													
School Psychology			x										x													
School Psychometry			x																		x		x			
Speech Language Pathologist							x						x									x	x		x	

# Appendix

## Aggregate Pass Rate By Test

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

Test	N	% Pass
Instrumental/General Music	82	89.0
Art	86	81.4
Vocal/General Music	59	76.3
Chemistry	62	59.7
Early Childhood Education	755	82.0
English	355	86.8
Earth Science	33	51.5
Family and Consumer Science	81	48.1
Biological Sciences	245	48.6
Advanced Mathematics	127	79.5
Physical Education/Health/Safety	305	70.5
Physical Science	74	71.6
Physics	34	44.1
Reading Specialist	77	90.9
Speech/Drama/Debate	72	58.3
US History/OK History/Econ/Govt	365	73.2
World History/Geography	182	61.5
Spanish	62	62.9
French	8	75.0
German	8	62.5
Russian	*	*
Latin	*	*
Middle Level English	107	76.6
Middle Level/Intermediate Math	358	55.6
Middle Level Science	167	43.7
Middle Level Social Studies	123	31.7
Blind/Visual Impairment	2	100.0
Mild-Moderate Disabilities	471	75.8
Deaf/Hard of Hearing	15	80.0
Severe-Profound Disabilities	109	89.0
Psychology/Sociology	64	75.0
School Psychologist	14	92.9
Psychometrist	18	77.8
Speech-Language Pathologist	1	0.0
Driver/Safety Education	39	87.2
Journalism	43	95.3
Library-Media Specialist	81	81.5
School Counselor	191	73.8
Business Education	160	85.0
Marketing Education	21	52.4
Agricultural Education	76	93.4
Technology Engineering	23	78.3
Principal Common Core	459	91.1
Elementary Principal Specialty Test	351	80.9
Middle Level Principal Specialty Test	29	62.1
Secondary Principal Specialty	397	63.5
Superintendent	127	82.7
Elementary Education Subtest 1	1385	68.9
Elementary Education Subtest 2	1091	94.0
OGET	3794	87.3
OPTE: PK-8	1497	94.4
OPTE: 6-12	1141	95.4
English as a Second Language	142	77.5
Dance	8	75.0
Cherokee	1	0.0
Chinese (Mandarin)	8	87.5
Computer Science	10	70.0
Elementary Math Specialist	5	80.0
Gifted Education	13	0.0

## Oklahoma Professional Teaching Exam (OPTE)

The table below compares program and non-program pass rates.

Test	Total	Program Status				
		N	% Pass	*Program	**Non-Program	
OPTE: PK-8	1497	94.4	1062	97.0	435	88.0
OPTE: 6-12	1141	95.4	582	97.9	559	92.7
OVERALL OPTE	2638	94.8	1644	97.3	994	90.6

## Oklahoma Subject Areas Test (OSAT)

The table below compares program and non-program pass rates.

Category	Overall	Program Status				
		N	% Pass	*Program	**Non-Program	
General	7075	74.1	2708	84.7	4367	67.4
Vocational	361	76.2	70	90.0	291	72.9
Advanced	382	79.6	203	85.2	179	73.2
Administrator - Principal	1236	78.6	540	83.0	696	75.3
Administrator - Superintendent	127	82.7	13	92.3	114	81.6
TOTAL	9181	75.1	3534	84.6	5647	69.2

\*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

## 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	Program		Non-Program	
	N	% Pass	N	% Pass
Instrumental/General Music	61	93.4	21	76.2
Art	22	86.4	64	79.7
Vocal/General Music	35	82.9	24	66.7
Chemistry	8	75.0	54	57.4
Early Childhood Education	299	93.0	456	74.8
English	116	93.1	239	83.7
Earth Science	3	100.0	30	46.7
Family & Consumer Science	12	58.3	69	46.4
Biological Sciences	58	67.2	187	42.8
Advanced Mathematics	62	83.9	65	75.4
Phys Ed/Health/ Safety	110	79.1	195	65.6
Physical Science	7	100.0	67	68.7
Physics	3	0.0	31	48.4
Reading Specialist	52	92.3	64	56.3
Speech/Drama/ Debate	8	75.0	64	56.3
US Hist/OK Hist/Econ/Govt	126	88.9	239	64.9
World History/Geography	67	70.1	115	56.5
Spanish	18	66.7	44	61.4
French	2	100.0	6	66.7
German	5	60.0	3	66.7
Russian	*	*	*	*
Latin	*	*	*	*
Middle Level English	3	100.0	104	76.0
Mid Level/ Intermediate Math	11	63.6	347	55.3
Middle Level Science	4	75.0	163	42.9
Middle Level Social Studies	6	33.3	117	31.6
Blind/Visual Impairment	1	100.0	1	100.0
Mild-Moderate Disabilities	98	88.0	373	72.4
Deaf/Hard of Hearing	8	75.0	7	85.7
Severe-Profound Disabilities	17	94.1	92	88.0
Psychology/ Sociology	4	25.0	60	78.3
School Psychologist	8	87.5	6	100.0
Psychometrist	12	75.0	6	83.3
Speech-Language Pathologist	1	0.0	*	*
Driver/Safety Education	1	100.0	38	86.8
Journalism	*	*	43	95.3
Library-Media Specialist	41	92.7	40	70.0
School Counselor	89	79.8	102	68.6
Business Education	6	100.0	154	84.4
Marketing Education	*	*	21	52.4
Agricultural Education	52	96.2	24	87.5
Technology Engineering	*	*	23	78.3
Principal Common Core	199	93.0	260	89.6
Elementary Principal Test	166	84.9	185	77.3
Middle Level Principal Test	8	75.0	21	57.1
Secondary Principal Test	167	69.5	230	59.1
Superintendent	13	92.3	114	81.6
Elementary Ed Subtest 1	845	75.1	540	59.1
Elementary Ed Subtest 2	677	95.7	414	91.1
English as Second Language	18	77.8	124	77.4
Dance	2	100.0	6	66.7
Cherokee	1	0.0	*	*
Chinese (Mandarin)	*	*	8	87.5
Computer Science	*	*	10	70.0
Elementary Math Specialist	2	100.0	3	66.7
Gifted Education	*	*	13	0.0
OGET	2025	89.6	1769	84.6

## Oklahoma Reading Test

Examinees from twenty-two teacher education 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			
Cameron University	Early Childhood	10	100%
	Elementary Ed	41	100%
	Other	10	100%
East Central University	Early Childhood	22	100%
	Elementary Ed	20	100%
	Special Educ	13	100%
Langston University	Elementary Ed	4	100%
	Special Educ	1	100%
Mid-America Christian University	Early Childhood	1	100%
	Elementary Ed	7	100%
Northeastern State University	Early Childhood	36	100%
	Elementary Ed	69	97%
	Special Educ	9	77%
Northwestern Oklahoma State University	Early Childhood	9	100%
	Elementary Ed	16	100%
	Special Educ	3	100%
	Other	1	100%
Oklahoma Baptist University	Early Childhood	11	100%
	Elementary Ed	6	100%
	Special Educ	15	100%
	Other	4	100%
Oklahoma Christian University	Early Childhood	9	100%
	Elementary Ed	13	100%
Oklahoma City University	Early Childhood	2	100%
	Other	1	100%
Oklahoma Panhandle State University	Elementary Ed	6	100%

	Program	Overall	
		N	% Pass
Oklahoma State University	Early Childhood	32	100%
	Elementary Ed	156	99%
	Special Educ	1	100%
Oklahoma Wesleyan University	Early Childhood	1	100%
	Elementary Ed	4	100%
Oral Roberts University	Early Childhood	3	100%
	Elementary Ed	26	100%
	Special Educ	3	100%
Southeastern Oklahoma State University	Early Childhood	4	100%
	Elementary Ed	69	94%
	Special Educ	7	71%
Southern Nazarene University	Early Childhood	4	100%
	Elementary Ed	13	100%
Southwestern Oklahoma State University	Early Childhood	21	100%
	Elementary Ed	28	100%
	Special Educ	5	100%
St. Gregory's University	Early Childhood	1	100%
	Elementary Ed	4	100%
University of Central Oklahoma	Early Childhood	50	98%
	Elementary Ed	63	100%
	Special Educ	34	97%
University of Oklahoma	Early Childhood	34	100%
	Elementary Ed	98	100%
	Special Educ	6	100%
University of Science and Arts	Early Childhood	9	100%
	Elementary Ed	19	100%
	Special Educ	2	100%
University of Tulsa	Elementary Ed	4	100%



# Appendix

## Oklahoma School Performance Review 2014 Events

District	Onsite Dates	BOE Presentation	Estimated Total 5-year Savings For District	Cost of Contract for OEQA	Number of Recommendations	Follow-up Surveys Sent/Received	Percent of Recommendations Implemented	Percent of Students Qualify for F&R Lunch Program
Prague	2014	TBA	TBA	\$56,396	TBA	TBA	TBA	62.6%
Cimarron	2014	TBA	TBA	\$52,719	TBA	TBA	TBA	53%
Crutcho	2014	TBA	TBA	\$51,995	TBA	TBA	TBA	97.6%
Lawton	2014	11/3/2014	\$5,266,047	\$25,350	27	TBA	TBA	60.8%
Bridge Creek	2014	9/11/2014	\$893,662	\$56,260	70	TBA	TBA	50.6%
Kingfisher	2014	6/26/2014	\$423,766	\$55,490	75	TBA	TBA	54.7%
Blair	2013	5/13/2014	\$111,817	\$51,852	77	TBA	TBA	58.7%
Edmond	2013	3/4/2014	\$7,038,882	\$55,361	59	TBA	TBA	29%
Bristow	2012	11/12/2012	\$193,655	\$53,712	92	2014	88%	65.3%
Perry	2012	8/20/2012	\$217,350	\$53,804	91	2014	98%	52.5%
Colbert	2012	5/7/2012	\$783,810	\$53,852	80	2014	91%	68%
Jay	2011	4/12/2012	\$794,560	\$50,903	91	2014	82%	75.6%
Stillwell	2011	4/9/2012	\$1,705,750	\$50,808	92	2014	100%	71.9%
Pond Creek-Hunter	2011	3/12/2012	\$251,415	\$46,680	62	2014	89%	52%
Geary	2011	1/10/2012	\$188,000	\$46,255	67	2014	90%	84%

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