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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 scholarships 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

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Preparing Exceptional Educators and Improving P20 School Efficiency

■ 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.

■ School Report Cards

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

■ School Performance Review

Assisting school districts to 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.

■ Special Projects

■ Clinically-Based Teacher Preparation

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

■ *Performance assessment*

■ *Co-teaching/student teaching*

■ *Educator preparation professional learning*

■ **Building Data Literate Cultures (Partnership with OSDE/SREB Grant)** Professional development for school leaders to increase capacity for building data literate cultures.

■ **Partnership with the Oklahoma Rural Schools Research Alliance** Examines factors that affect rural school performance. Studies include: Teacher Recruitment and Retention in and Promising Practices for Effective Teacher/Leader Professional Development in Rural Schools.

■ Alternative Certified Teacher Induction and Ongoing Networking (ACTION Academy)

Ongoing professional learning to support alternatively certified teachers during their first year of teaching. Classroom management, differentiated instruction, and learning engagement techniques were embedded in each module.

■ **Teacher Residency Program Regional Training** Provide career teachers with the knowledge and skills to mentor and coach in a professional learning community. Support beginning teachers in improving student learning.

Educator Preparation

Year in Review

- Facilitated site accreditation visits to eight Oklahoma universities
- Provided program review training for over 74 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 89 educator preparation programs
- Conducted a first-year teacher survey and administrator survey designed to inform program improvement
- Provided CAEP Site Visitor training to 73 educator preparation faculty and P-12 educators

Unit Accreditation

Each educator 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.



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 BOE training in the NCATE standards. In order to better understand the accreditation process, OEQA Commissioners are required to complete BOE 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 State Board of Regents, 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 BOE visit.

First-Year Teacher Survey

The Office of Educational Quality and Accountability administers an independent survey to first year teachers and administrators/mentors annually. First year teachers are asked to rate their preparedness to teach based on the "Oklahoma 10 General Competencies for Teacher Licensure and Certification." Administrators are also asked to rate their first year teachers on their preparedness for the classroom. Results of these surveys are provided to educator preparation programs for use in program development. Survey results can be found at: https://www.ok.gov/oeqa/Educator_Preparation/Accreditation_&_Accountability/index.html

Educator Preparation

Program Review

Each program area (e.g., math, reading, etc.) within an educator preparation unit is required to submit a detailed review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Literacy Association (ILA) has created a set of standards that should guide all reading programs in Oklahoma. The standards of the ILA are then integrated with the Oklahoma State Competencies and an assessment measure for reading programs is created. This process has occurred for each learned society that is affiliated with the Council for the Accreditation of Educator Preparation (CAEP). When a program is not directly affiliated through CAEP (e.g., art, business, driver's education), state standards are utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. It is OEQA's goal for all CAEP-affiliated schools to have multiple programs receive national recognition. Currently, there are over 300 recognized teacher preparation programs at universities in the state of Oklahoma.

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

Council for the Accreditation of Educator Preparation
American Council on the Teaching of Foreign Languages
Association for Childhood Education International
Council for Exceptional Children
Educational Leadership Constituent Council
International Literacy Association
National Association for the Education of Young Children

National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Science Teachers Association
Society of Health and Physical Educators
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 Programs

		Bacone College	Cameron University	East Central University	Langston University	Mid-America Christian University	Northeastern State University	Northwestern Oklahoma State University	Oklahoma Baptist University	Oklahoma Christian University	Oklahoma City University	Oklahoma Panhandle State University	Oklahoma State University	Oklahoma Wesleyan University	Oral Roberts University	Randall University	Southeastern Oklahoma State University	Southern Nazarene University	Southwestern Christian University	Southwestern Oklahoma State University	Saint Gregory's University	University of Central Oklahoma	University of Oklahoma	University of Science & Arts of Oklahoma	University of Tulsa
	Early Childhood	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Elementary Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Middle Level Education																								
	Middle Level Math																					x			
P-12 Education	Gifted & Talented																								
	Special Education																								
	Mild-Moderate Disabilities		x	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		
	Spanish		x				x				x				x								x	x	x
	French		x								x				x								x	x	x
	German										x												x		x
	Latin																								
Cherokee						x																			
Music																									
Instrumental Music		x	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	x	x	
Physical Education/Health/Safety	x					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	
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	
Biology		x	x	x									x	x									x		
Chemistry			x	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			
Career and Technology Education								x				x	x												
Agriculture								x				x	x												
Allied Health													x												
Business & Information Technology													x												
Family & Consumer Sciences			x										x												
Marketing Education													x												
Technology Engineering													x												
Trade and Industrial Arts													x												
Advanced Certification Areas	Education Administration - Building Level	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			
	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 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.

Cameron University

Cameron University, one of Oklahoma's eight regional universities, was founded in 1908. The evolution of the institution from a district agricultural high school to a two-year college, then to a baccalaureate level establishment and finally to a master's degree granting institution causes Cameron to be unique among the eight regional state universities in Oklahoma.

The university is located in Lawton, Oklahoma, the fifth largest city in the state, with a population of 97,000. Lawton is adjacent to Fort Sill, a large U. S. army installation that joins people from around the country and across the world as the nation's field artillery center. A second Cameron campus is located in Duncan, Oklahoma. Cameron has created a partnership with Rogers State University (RSU) in Claremore, Oklahoma to offer its complete elementary education and social studies education programs on the RSU campus.

Cameron's mission is to provide a diverse and dynamic student body access to quality educational opportunities; foster a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepare students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and to be a driving force in the cultural life and economic development of the region.



Reported strengths:

A strength of this educator preparation unit is its habitual use of data for decision-making.

Cited areas for improvement:

- No areas for improvement were cited.

Cameron University was granted continuing accreditation by the CEQA and NCATE.

East Central University

East Central University (ECU) 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.

In 1974 the Oklahoma State Legislature officially changed the name of ECU from East Central State College to East Central Oklahoma State University, and in 1985 the official title became East Central University. ECU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (NCA) and by the Oklahoma State Regents for Higher Education.

The teacher education program's mission is to provide a quality program that prepares students to enter careers as teachers and/or administrators. Academic preparation requires traditional general studies, professional studies, and specialty course work. Programs lead to state certification as teachers and/or administrators. The program mission is further expanded to meet the growing needs of the southeast region of Oklahoma and mandates of the Oklahoma Legislature. Essentially, the Teacher Education Program provides an avenue for gaining knowledge, concepts, and skills necessary for success as a teacher and/or administrative practices, and an avenue to upgrade knowledge and skills related to more effective teaching and administration.

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.

The educator preparation unit has policies in place that encourage all professional education faculty members to be continuous learners.

The time and effort spent by faculty members to build positive relationships with candidates allows faculty to adjust instruction appropriately to enhance candidate learning.

Cited areas for improvement:

- The educator preparation unit lacks procedures to ensure fairness, accuracy, and consistency of assessment measures used to evaluate candidate performance in field placements.
- 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.



East Central University was granted continuing accreditation by CEQA and NCATE.

Accreditation Decisions 2015-2016

Langston University

Established in 1897, Langston University (LU) was charged with the mission to instruct “both male & female Colored persons in the art of teaching various branches which pertain to a common school education & in such higher education as may be deemed advisable, & in the fundamental laws of the United States in the rights & duties of citizens in the agricultural, mechanical & industrial arts.” As a land-grant university, LU has continued this mission & over the past 118 years has made revisions reflective of the leadership & issues of the times. The most recent revision of the mission took place in 2014 & reads, “Grounded in its rich traditions as a historically Black college & university, & a land-grant institution, Langston University offers quality post-secondary education to diverse populations through academic, research, community engagement, extension, & co-curricular experiences that lead to professional competence & degree completion.”

Reported strengths:

The educator preparation unit is developing and testing different information technologies to improve its assessment system.

Initial candidates are involved in a variety of school-based activities that employ information technology. Interviews with cooperating teachers provided evidence that many of them are learning new technologies from teacher candidates during clinical practice. During interviews with teacher candidates, those engaged in clinical practice could clearly articulate their use of new instructional technologies in their technology rich school sites.

Field experiences and clinical practice facilitate initial candidates' exploration of their knowledge, skills, and dispositions related to all students. In interviews, teacher candidates were able to provide clear evidence of this exploration. An examination of assignments and assessment instruments indicate that the unit clearly provides multiple opportunities for initial candidates to reflect on and learn from their experiences in the field. School partners report that candidates' ability to be reflective is exceptional. Additionally, all

Langston University was granted continuing accreditation at the initial and advanced level until fall 2017 with a focus visit on Standard 1 and Standard 2 by NCATE.

St. Gregory's University

St. Gregory's University (SGU) is Oklahoma's oldest institution of higher education and the only Catholic university in Oklahoma or Arkansas. The main campus, located in Shawnee, offers a traditional program in the College of Arts and Sciences (CAS) and an adult program in the College of Continuing Students (CCS). There is also a CCS in Tulsa, Oklahoma. SGU was originally established as Sacred Heart College in 1875.

St. Gregory's promotes the education of the whole person in the context of a Christian community in which students are encouraged to develop a love of learning and live lives of balance, generosity and integrity.

St. Gregory's University was granted continuing State accreditation by the CEQA.



LANGSTON
UNIVERSITY

initial candidates are required to take a

course that addresses learners with special needs. This course contains a field component that ensures that candidates are well-prepared to work with students who have exceptionalities.

Cited areas for improvement:

- The educator preparation unit does not ensure that advanced candidates demonstrate pedagogical content knowledge and skills.
- The educator preparation unit does not ensure that advanced candidates have a thorough understanding of the major concepts related to assessing student learning and strategies for positively impacting student learning.
- The educator preparation unit does not regularly and systematically assess professional dispositions of advanced candidates.
- The educator preparation unit does not regularly and systematically collect and analyze advanced candidate performance data for the advanced level to improve candidate performance, program quality, and unit operations and improvement.
- The educator preparation unit has not developed and implemented formal policies, procedures, and practices for managing candidate complaints for initial and advanced program options.
- For advanced programs, the unit does not offer evidence for how professional dispositions and diversity proficiencies are assessed and the process used by program faculty members to use assessment data for program improvement.
- For advanced programs, the unit does not demonstrate a regular and systematic process of documenting and assessing diverse field experiences which would include two racial groups, students with disabilities, and ELL students.
- Not all current initial and advanced candidates have developed a portfolio providing evidence related to the competencies, standards and outcomes established by the Commission, Regents, SDE and institution.

Reported strength:

The educator preparation unit, through the director and the Teacher Education Committee, provides exemplary leadership in coordinating all programs designed to prepare candidates for work in P-12 schools. The unit and other faculty and professionals collaborate with P-12 practitioners through the TEC in program design, delivery, and evaluation of the unit and its programs.

Cited areas for improvement:

- Candidates have limited opportunities to interact with diverse faculty members within the educator preparation unit.



Bacone College

Bacone College, Oklahoma's oldest continuous center of higher education began in 1880. With the help of the American Baptist Home Mission Society, Professor Almon C. Bacon, a missionary leader, started a school in the Cherokee Baptist Mission at Tahlequah, Indian Territory.

The philosophy of Bacone's School of Education rests on the belief that "Teachers Make the Difference." This philosophical base promotes the conviction that each person has a unique learning style; that this learning style should be identified and utilized in classroom instruction as a method of empowering candidates, who then empower their students to be self-directed, lifelong learners.

The specific mission of the unit is to prepare Teachers Who Make the Difference, particularly from under-represented ethnic groups and especially from American Indian tribes, who truly make the difference in the classroom and in the lives of their students through:

Reported strengths:

The unit is at target level in designing, implementation, and evaluation of curriculum and experiences; experiences working with

diverse candidates; and experiences working with diverse students in P-12 schools.

Cited areas for improvement:

- Data are not systematically collected and reviewed.
- The educator preparation unit lacks sufficient evidence to indicate that all candidates interact with professional education faculty in more than one ethnic group.
- The majority of the educator preparation unit courses are taught by adjunct faculty. It is not clear that the adjunct faculty meet the qualifications for their course assignments.
- Present library holdings hinder the unit's ability to prepare candidates for meeting the institutional, state, and professional standards.
- The educator preparation unit's use of part-time professional education faculty members contributes to a lack of program coherence, integrity, and quality.
- An inadequate number of support personnel limits faculty and administrator effectiveness in providing quality programs.



Bacone College was granted continuing State accreditation by CEQA

Southwestern Christian University

Southwestern Christian University (SCU) is a Christ-centered liberal arts institution equipping students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their work for Jesus Christ.

SCU was established in 1946 by the International Pentecostal Holiness Church as Southwestern Bible College. In the 1960's, the student population increased and as various junior college programs were developed, the institution received accreditation from the Oklahoma State Regents for Higher Education. In 1973, the junior college received accreditation from the North Central Association of Colleges and Schools and was approved as a four-year baccalaureate-level, degree-granting college in the field of religion in 1979. In the fall of 1981, SCU transitioned into Southwestern College of Christian Ministries, selling the old campus once located on 4700 NW 10th and opening its doors at its present location in Bethany. The name of the institution was changed to Southwestern Christian University in 2001 and continues to expand curriculum offerings each year. Its purpose is to equip students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ. The university's educational philosophy holds that biblical literacy and the Christian worldview are at the heart of its educational programs.

Reported strengths:

The diverse student population is a major strength within the institution. Candidates within the unit have opportunities to

engage in student activities, coursework and cultural exchanges with their peers. These interactions will allow for candidates to gain knowledge and understanding of cultural and language differences that will reflect in their classroom experiences.

Cited areas for improvement:

- The educator preparation unit lacks sufficient evidence that candidates demonstrate adequate content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.
- The educator preparation unit's assessment system is limited in its capacity to monitor candidate performance, unit operations, and its programs.
- The educator preparation unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates.
- The educator preparation unit has not used data-driven decisions to make changes in its courses, programs, and clinical experiences.
- PowerPoint is the primary method of technology used by faculty and candidates when on campus. Candidates and faculty do not have access to current technology such as the interactive white board.
- Portfolios are not aligned to the OK General Competencies and a system for evaluating portfolios is not in place.



Southwestern Christian University was granted initial accreditation with a focus visit by CEQA.

Accreditation Decisions 2015-2016

Accreditation Status

Each teacher preparation institution undergoes an in-depth review every seven years. The programs are required to report to OEQA annually the progress they are making 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>(8 Areas for Improvement)</i>	Spring 2023
Cameron University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2022
East Central University	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Fall 2019
Langston University	Focus Visit <i>(8 Areas for Improvement)</i>	Fall 2017
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>	Spring 2017
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>(7 Areas for Improvement)</i>	Spring 2023
Oral Roberts University	NCATE/State Continuing <i>(No Areas for Improvement)</i>	Fall 2021
Randall University	Focus Visit <i>(7 Areas for Improvement)</i>	Spring 2017
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 Christian University	Focus Visit <i>(6 Areas for Improvement)</i>	Fall 2017
Southwestern Oklahoma State University	NCATE/State Continuing <i>(6 Areas for Improvement)</i>	Spring 2020
St. Gregory's University	State Continuing <i>(1 Area for Improvement)</i>	Fall 2022
University of Central Oklahoma	NCATE/State Continuing <i>(2 Areas for Improvement)</i>	Spring 2023
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.

Year in Review

- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Area Tests for Spanish, English as a Second Language, Advanced Mathematics, Middle Level/Intermediate Math, Mild-Moderate Disabilities and Severe/Profound Multiple Disabilities 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
- Facilitated the approval of the Oklahoma General Education Test as a measure of candidate academic achievement performance by the Council of Accreditation for Educator Preparation

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.

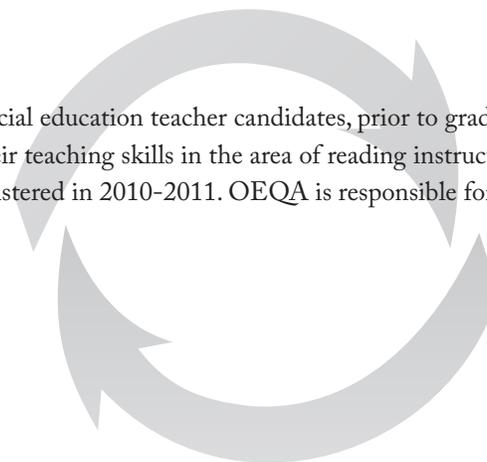
- Oklahoma General Education Test (OGET) – critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) – subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) – professional knowledge and skills

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 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 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.



Educator Assessment

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	17	88%
	Elementary Ed	31	87%
East Central University	Early Childhood	17	100%
	Elementary Ed	18	100%
	Special Educ	6	100%
Langston University	Early Childhood	2	100%
	Elementary Ed	2	100%
Mid-America Christian University	Early Childhood	4	100%
	Elementary Ed	3	100%
Northeastern State University	Early Childhood	37	100%
	Elementary Ed	80	100%
	Special Educ	11	100%
Northwestern Oklahoma State University	Early Childhood	17	94%
	Elementary Ed	18	94%
	Special Educ	3	33%
	Other	3	100%
Oklahoma Baptist University	Early Childhood	5	100%
	Elementary Ed	13	100%
	Other	7	100%
Oklahoma Christian University	Early Childhood	8	100%
	Elementary Ed	10	100%
Oklahoma City University	Early Childhood	1	100%
	Elementary Ed	3	100%
Oklahoma State University	Early Childhood	16	99%
	Elementary Ed	115	100%
	Special Educ	12	92%
	Other	3	100%

	Program	Overall	
		N	%Pass
Oklahoma Wesleyan University	Elementary Ed	5	100%
Oral Roberts University	Early Childhood	1	100%
	Elementary Ed	1	100%
Randall University	Elementary Ed	1	0%
Southeastern Oklahoma State University	Early Childhood	2	100%
	Elementary Ed	24	96%
	Special Educ	1	100%
Southern Nazarene University	Early Childhood	4	100%
	Elementary Ed	10	100%
Southwestern Oklahoma State University	Early Childhood	20	100%
	Elementary Ed	49	100%
	Special Educ	12	100%
St. Gregory's University	Early Childhood	14	100%
	Elementary Ed	2	100%
University of Central Oklahoma	Early Childhood	40	98%
	Elementary Ed	69	99%
	Special Educ	22	100%
University of Oklahoma	Early Childhood	35	100%
	Elementary Ed	67	100%
	Special Educ	5	100%
University of Science and Arts	Early Childhood	8	88%
	Elementary Ed	17	94%
	Special Educ (Deaf Educ)	3	100%
University of Tulsa	Elementary Ed	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	10	40.0	6	66.7	14	50.0	30	50.0
Cameron University	67	83.6	72	91.7	138	77.5	277	82.7
East Central University	41	92.7	70	90.0	156	82.1	267	85.8
Langston University	2	0.0	3	100.0	7	57.1	12	58.3
Mid-America Christian University	17	76.5	14	78.6	18	83.3	49	79.6
Northeastern State University	91	94.5	189	85.7	346	85.3	626	86.7
Northwestern Oklahoma State University	24	79.2	51	86.3	97	81.4	172	82.6
Oklahoma Baptist University	70	95.7	41	97.6	76	97.4	187	96.8
Oklahoma Christian University	40	92.5	22	100.0	50	88.0	112	92.0
Oklahoma City University	17	94.1	18	100.0	24	87.5	59	93.2
Oklahoma Panhandle State University	24	66.7	6	66.7	31	90.3	61	78.7
Oklahoma State University	288	87.8	276	94.2	511	87.5	1,075	89.3
Oklahoma Wesleyan University	10	80.0	11	100.0	21	85.7	42	88.1
Oral Roberts University	49	91.8	31	96.8	65	90.8	145	92.4
Randall University	5	60.0	5	80.0	3	66.7	13	69.2
Southeastern Oklahoma State University	32	96.9	78	84.6	143	77.6	253	82.2
Southern Nazarene University	14	100.0	9	88.9	70	48.6	93	60.2
Southwestern Christian University	9	77.8	*	*	1	0.0	10	70.0
Southwestern Oklahoma State University	108	90.7	84	81.0	205	80.0	397	83.1
St. Gregory's University	1	100.0	7	71.4	14	50.0	22	59.1
University of Central Oklahoma	280	83.2	200	96.0	373	85.8	853	87.3
University of Oklahoma	197	95.4	173	98.3	317	93.1	687	95.1
University of Science and Arts	23	91.3	29	93.1	50	74.0	102	83.3
University of Tulsa	*	*	20	100.0	29	100.0	49	100.0

Note: * = No Examinees Tested

Educator Assessment

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
001 Instrumental/General Music	96	90.6
002 Art	69	60.9
003 Vocal/General Music	83	77.1
004 Chemistry	56	67.9
005 Early Childhood Education	109	76.1
105 Early Childhood Education	618	56.5
007 English	356	86.5
008 Earth Science	28	46.4
009 Family and Consumer Sciences	58	84.5
010 Biological Sciences	253	47.8
011 Advanced Mathematics	101	87.1
012 Physical Education/Health/Safety	253	70.8
013 Physical Science	66	78.8
014 Physics	21	42.9
015 Reading Specialist	82	90.2
016 Speech/Drama/Debate	49	59.2
017 US History/OK History/Econ./Gov.	336	75.0
018 World History/Geography	174	62.6
019 Spanish	43	79.1
020 French	5	100.0
021 German	3	100.0
023 Latin	2	50.0
024 Middle Level English	123	75.6
025 Middle Level/Intermediate Math	371	64.2
026 Middle Level Science	174	39.1
027 Middle Level Social Studies	158	43.7
028 Blind/Visual Impairment	6	100.0
029 Mild-Moderate Disabilities	454	79.1
030 Deaf/Hard of Hearing	11	81.8
031 Severe-Profound Disabilities	80	93.8
032 Psychology/Sociology	59	84.7
033 School Psychologist	10	100.0
034 Psychometrist	21	95.2
035 Speech-Language Pathologist	5	40.0
036 Driver/Safety Education	28	96.4
037 Journalism	23	91.3
038 Library-Media Specialist	67	85.1
039 School Counselor	172	71.5
040 Business Education	155	88.4
041 Marketing Education	11	45.5
042 Agricultural Education	58	87.9
043 Technology Engineering	13	61.5
045 Elementary Principal Comprehensive Assessment	301	60.1
046 Middle Level Principal Comprehensive Assessment	19	63.2
047 Secondary Principal Comprehensive Assessment	348	61.8
050 Elementary Education Subtest 1	1,006	87.9
051 Elementary Education Subtest 2	1,001	82.5
074 Oklahoma General Education Test	3,569	84.7
075 OPTE: PK-8	1,546	80.9
076 OPTE: 6-12	1,142	94.8
077 English as a Second Language	91	78.0
078 Dance	1	100.0
080 Chinese (Mandarin)	5	100.0
081 Computer Science	10	60.0
082 Elementary Math Specialist	20	80.0
083 Gifted Education	24	8.3
148 Superintendent	84	44.0

Note: * = 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			
			*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,546	80.9	907	88.5	639	70.1
OPTE: 6-12	1,142	94.8	522	96.9	620	93.1
OVERALL OPTE	2,688	86.8	1,429	91.6	1,259	81.4

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			
			*Program		**Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	6,366	73.7	2,287	85.7	4,079	67.0
Vocational	295	84.7	58	86.2	237	84.4
Advanced	357	80.1	192	87.5	165	71.5
Administrator – Principal	668	61.1	261	66.7	407	57.5
Administrator – Superintendent	84	44.0	10	20.0	74	47.3
TOTAL	7,770	73.0	2,808	83.8	4,962	66.9

*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	25	76.0	71	95.8
Art	59	55.9	10	90.0
Vocal/General Music	34	55.9	49	91.8
Chemistry	46	60.9	10	100.0
Early Childhood Education (05)	45	66.7	64	82.8
Early Childhood Education (105)	393	49.6	225	68.4
English	236	83.1	120	93.3
Earth Science	21	42.9	7	57.1
Family & Consumer Science	47	83.0	11	90.9
Biological Sciences	205	42.9	48	68.8
Advanced Mathematics	52	82.7	49	91.8
Phys Ed/Health/ Safety	162	68.5	91	74.7
Physical Science	58	75.9	8	100.0
Physics	18	44.4	3	33.3
Reading Specialist	32	84.4	50	94.0
Speech/Drama/ Debate	41	56.1	8	75.0
US Hist/OK Hist/Econ/Govt	216	69.9	120	84.2
World History/Geography	123	62.6	51	62.7
Spanish	32	75.0	11	90.9
French	4	100.0	1	100.0
German	3	100.0	*	*
Latin	2	50.0	*	*
Middle Level English	121	76.0	2	50.0
Mid-Level/ Intermediate Math	350	62.9	21	85.7
Middle Level Science	169	38.5	5	60.0
Middle Level Social Studies	149	45.0	9	22.2
Blind/Visual Impairment	6	100.0	*	*
Mild-Moderate Disabilities	361	77.8	93	83.9
Deaf/Hard of Hearing	5	80.0	6	83.3
Severe-Profound Disabilities	76	93.4	4	100.0
Psychology/ Sociology	55	87.3	4	50.0
School Psychologist	6	100.0	4	100.0
Psychometrist	3	66.7	18	100.0
Speech-Language Pathologist	3	0.0	2	100.0
Driver/Safety Education	28	96.4	*	*
Journalism	23	91.3	*	*
Library-Media Specialist	21	81.0	46	87.0
School Counselor	100	66.0	72	79.2
Business Education	147	87.8	8	100.0
Marketing Education	10	40.0	1	100.0
Agricultural Education	20	100.0	38	81.6
Technology Engineering	13	61.5	*	*
Elementary Principal Comp. Assessment	181	54.1	120	69.2
Middle Level Principal Comp. Assessment	15	73.3	4	25.0
Secondary Principal Comp. Assessment	211	59.2	137	65.7
Superintendent	74	47.3	10	20.0
Elementary Ed Subtest 1	436	79.8	570	94.0
Elementary Ed Subtest 2	394	74.6	607	87.6
English as Second Language	78	75.6	13	92.3
Dance	1	100.0	*	*
Cherokee	*	*	*	*
Chinese (Mandarin)	4	100.0	1	100.0
Computer Science	10	60.0	*	*
Elementary Math Specialist	14	78.6	6	83.3
Gifted Education	24	8.3	*	*
OGET	1,880	81.9	1,689	87.9

Note: * = No Examinees Tested

OEQA supports CAEP's efforts in implementing the recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning. Alliance members 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.

■ Clinical Alliance Framework

- Stage 1: Exploring/Networking
 - 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

■ Teacher Performance Assessment

The performance based assessment guides candidates through their clinical experience and measures 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 real-world teaching skills and provides formative feedback to reflect on their practice.

■ 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 Student Teaching

Co-Teaching Student 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 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.

Year in Review

- Oklahoma ranks 11th in the total number of teachers (3,117) who achieved certification, with 8 achieving in 2016
- Oklahoma National Board Certified Teachers (NBCT) make up 7.45 percent of the state's teaching force
- The state's top five school districts in terms of the cumulative total of NBCTs: Tulsa (133), Edmond (131), Oklahoma City (131), Moore (112), and Norman (111)
- Forty-two NBCTs renewed certification, resulting in a total of 454 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 12 regional coordinators and 19 trainers to support and facilitate professional learning

Every child deserves an accomplished teacher – one who is qualified to prepare students for success in today's world. National Board Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Certification consists of four components: assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documentation of the impact of assessment and collaboration on student learning.

NATIONAL BOARD
for Professional Teaching Standards[®]

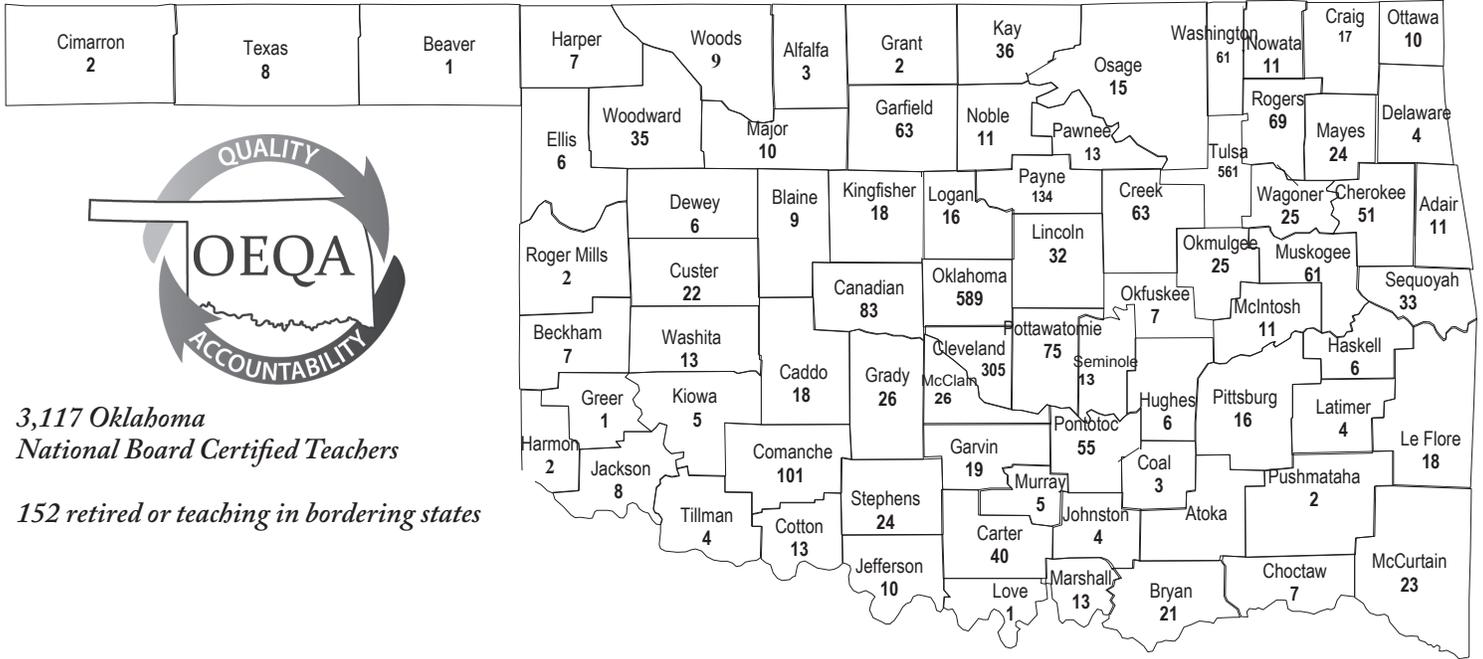
Education Leadership Oklahoma (ELO) was created by the Oklahoma Legislature in 1997 for the express purpose of providing support for teachers who are participating in the National Board Certification process.

Research shows that students of NBCTs outperform their peers in other classrooms. By achieving certification, teachers demonstrate the knowledge and skills to advance student learning and achievement.



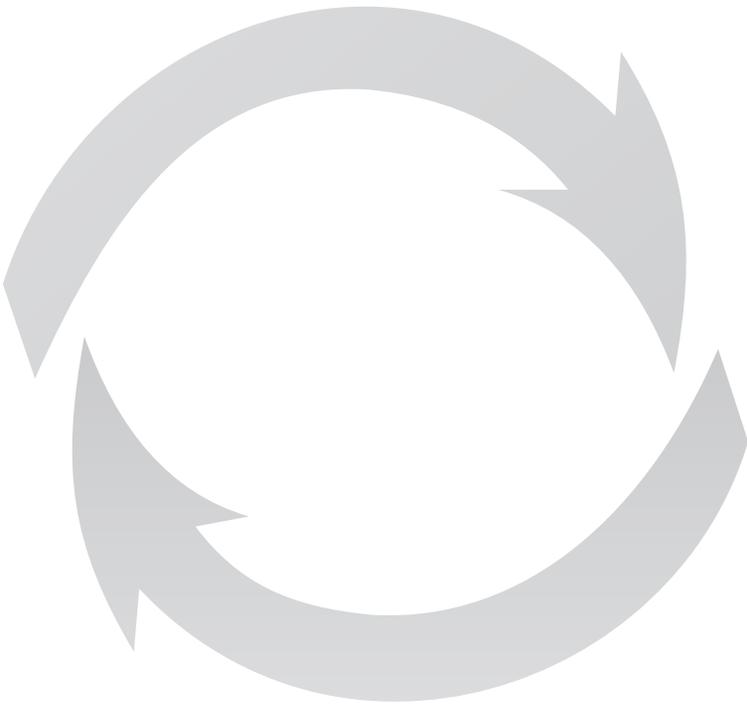
Education Leadership Oklahoma (ELO)

Oklahoma National Board Certified Teachers



3,117 Oklahoma
National Board Certified Teachers

152 retired or teaching in bordering states



Renewal is a process that NBCTs utilize to 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 School Performance Review

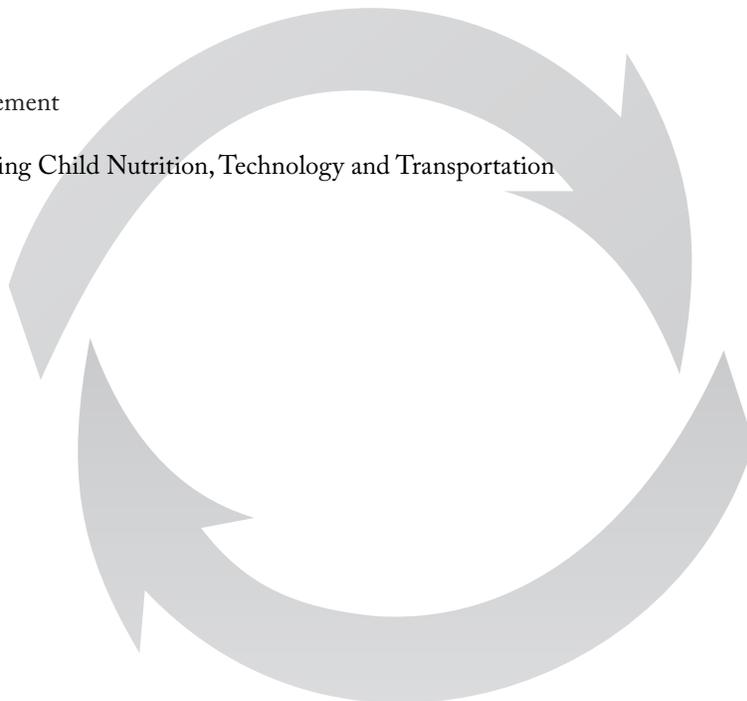
2015-16 Year in Review

- Conducted School Performance Reviews at five districts and one virtual charter school, serving nearly 12,000 students
- Presented findings at seven separate board of education meetings
- Suggested 379 recommendations with a five-year total estimated savings of \$1,258,982
- Received 90% return on follow-up surveys sent to ten previous reviewed districts
- Ninety-two percent of recommendations have been implemented by nine districts participating in the follow-up survey

The Oklahoma School Performance Review (OSPR) program was authorized by the Oklahoma Legislature (HB 1601) during the 2002 session and amended during the 2005 session. The law authorized the Office of Accountability to conduct school performance reviews. Then, in 2012, SB 1797 provided that beginning July 1, 2013 the OSPR program would continue to operate but under the authority of the newly formed Office of Educational Quality and Accountability. 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.

During 2015-16 and for the first time, OEQA staff conducted three of the five school performance reviews. External consultants were contracted to carry out the remaining two reviews. As a part of each review, staff and/or consultants conduct onsite evaluations, review district operations, study district data, interview stakeholders, hold public meetings, and administer surveys. OEQA and/or contracted consultants then produce a report evaluating the following areas of district operations:

- Management, Personnel, and Communications
- Instructional Delivery
- Business Operations
- Facility Use and Management
- Support Services, including Child Nutrition, Technology and Transportation



Oklahoma School Performance Review **Accountability**

School Districts and Operational Areas Reviewed:

Bethany Public Schools is located in central Oklahoma County. Bethany lies approximately ten miles west of downtown Oklahoma City and is bounded to the east by Warr Acres and to the west by Lake Overholser. The school serves approximately 1,700 students in grades Pre-K through 12th grade. In this review only the area of Instructional Delivery was considered, resulting in 34 commendations and 21 recommendations. There were no savings to report from this review.

Gypsy Public Schools is a small rural dependent school district. It is located in Creek County just south of Bristow. The campus, which serves approximately 120 students in Pre-K through 8th grade, is located about four miles to the west of Oklahoma State Highway 48. All operational areas were reviewed. Results included 30 commendations and 84 recommendations with an estimated total five-year savings of \$79,296.

Macomb Public Schools is a rural district located in the central area of Pottawatomie County, extending west to the border with Cleveland County. During the 2013-14 school year, the district served 325 students in grades Pre-K through 12th. All operational areas were reviewed. Results included 27 commendations and 82 recommendations with an estimated total five-year savings of \$426,280.

Texhoma Public Schools is located in southern Texas County. Texhoma lies at the junction of State Highway 95 and U.S. Highway 54 on the Oklahoma-Texas border, twenty-four miles from Guymon. Today, TPS serves approximately 280 students in grades 5th through 12th, while grades Pre-K through 4th are served on the Texas side. The outcome of the review, which covered all operational areas, provided 50 commendations and 67 recommendations with an estimated total five-year savings of \$47,800.

Guthrie Public Schools is located in Logan County. Guthrie is situated on U.S. Highway 77, thirty-two miles north of Oklahoma City. During the 2013-14 school year, the district served 3,514 students in grades Pre-K through 12th. All operational areas were reviewed resulting in 41 commendations and 77 recommendations with an estimated total five-year savings of \$705,606.

Virtual Charter Schools and Operational Areas Reviewed:

In the fall of 2015, OEQA was contracted by Oklahoma's Statewide Virtual Charter School Board (SVCSB) to assess the progress and accountability of all virtual charter schools under their authorization. Epic Charter Schools was the first and only virtual charter to be reviewed during 2015-16.

Epic Charter Schools serves well over 6,000 Pre-K through 12th grade students and offers an individualized, online curriculum. The central office is located in Oklahoma City yet the charter school serves students from all across the state of Oklahoma. All operational areas were reviewed with the exception of child nutrition and transportation. The review resulted in 35 commendations and 31 recommendations. There were no savings noted in this review.

Oklahoma School Performance Review

OSPR Follow-up Results

OSPR's current practice for post-review follow-up with school districts is to send a survey to the district's administration soliciting the district's status for each of the recommendations given during the review. Surveys include the following options: implemented as specified; implemented with adaptations; plans to implement; undecided; or the district rejected the recommendation. Follow-up surveys are sent via email two years after review results were presented to the local board of education. For the 2015-16 school term there were 10 districts that received follow-up surveys. Each of these districts had a school performance review conducted during the 2013-14 school year. Nine of the ten districts responded to the survey yielding a survey participation rate of 90%. The total combined five-year savings for all ten districts was \$14,556,551. There were 791 recommendations given for the ten districts to consider implementing. Of those districts who participated in the survey, 764 recommendations were given, 697 were selected for implementation or were in the process of implementation. Thus, the implementation rate which began at 89% four years ago has continued to increase and is currently at 92%. The table at the bottom of page 24 provides the districts that were involved in the follow-up survey during 2015-16 as well as new districts served in the 2015-16 school term.

Oklahoma Statute 70 § 3-118.1 requires OEQA to engage in follow-up services to assist school districts in understanding, interpreting, and applying the recommendations from performance reviews. During 2015-16 OEQA provided assistance to two school districts regarding instructional delivery. This assistance included ten professional development sessions for the districts' teaching staffs.

Oklahoma School Performance Program 2015-2016

District	BOE Presentation	Estimated Total 5-Year Savings for District	Cost of Contract for OEQA	Number of Recommendations	Date Surveys Sent/ or Will be Sent to District	Percent of Recommendations Implemented	Students that Qualify for F&R Lunch Program
Epic	11/29/2016	\$0	\$3,800	31	11/29/2018*	TBA	65%
Guthrie	10/10/2016	\$705,606	\$59,944	77	10/10/2018*	TBA	65%
Texhoma	07/11/2016	\$47,800	\$3,200	84	7/11/2018*	TBA	45%
Gypsy	05/05/2016	\$79,296	\$2,500	84	5/5/2018*	TBA	89%
Macomb	04/11/2016	\$426,280	\$51,876	82	4/11/2018*	TBA	77%
Bethany	03/07/2016	\$0	\$0	21	3/1/2018*	TBA	44%
Lawton Phase II	03/21/2016	\$11,600,583	\$59,659	78	3/1/2018*	TBA	64%
Lawton	11/03/2014	\$5,266,047	\$25,350	27	11/21/2016	TBA	61%
Bridge Creek	09/11/2014	\$893,662	\$56,260	70	11/21/2016	87%	51%
Kingfisher	06/26/2014	\$423,766	\$55,490	77	2/26/2016	81%	55%
Blair	05/13/2014	\$111,817	\$51,852	75	1/13/2016	88%	59%
Edmond	03/04/2014	\$7,038,882	\$55,361	59	11/4/2015	93%	29%
Maryetta	09/19/2013	\$329,257	\$47,662	88	9/19/2015	99%	77%
Ringwood	08/05/2013	\$302,075	\$44,998	97	8/5/2015	92%	62%
Braggs	06/10/2013	\$215,570	\$44,998	94	6/10/2015	98%	80%
Crescent	07/08/2013	\$335,510	\$51,890	111	5/11/2015	87%	80%
Arkoma	02/12/2013	\$329,257	\$49,417	93	5/11/2015	93%	82%

* Future dates for surveys to be sent.

2015-16 Year in Review

517 School Districts and 1,762 School Sites

1,003 Elementary Schools, 301 Middle Schools/Junior Highs, and 458 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

■ Distribution

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

The Profiles 2015 reports are the most current, comprehensive, consistent, and accurate source for Oklahoma educational statistics that exists. This report fulfills 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 to 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 region of the State. The report is also unique because it charts change in 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 that portray adversities 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 2010-2014 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 2010-2014 American Community Survey.

U.S. Census Bureau Community Characteristic	State Average
District Population	7,387
Household Income	\$62,871
Population Living Below Poverty Level	16.9%
Unemployment Rate	6.8%
Single-Parent Families	33.9%

Oklahoma Educational Indicators Program

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 (2.4%) with more than 10,000 students and they account for 37.6% (252,606) of all students. Conversely, there are 386 school districts in the state with less than 1,000 students. This accounts for 74.7% of all districts but only 21.6% 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 Size of Enrollment and Socioeconomic Status 2014-15

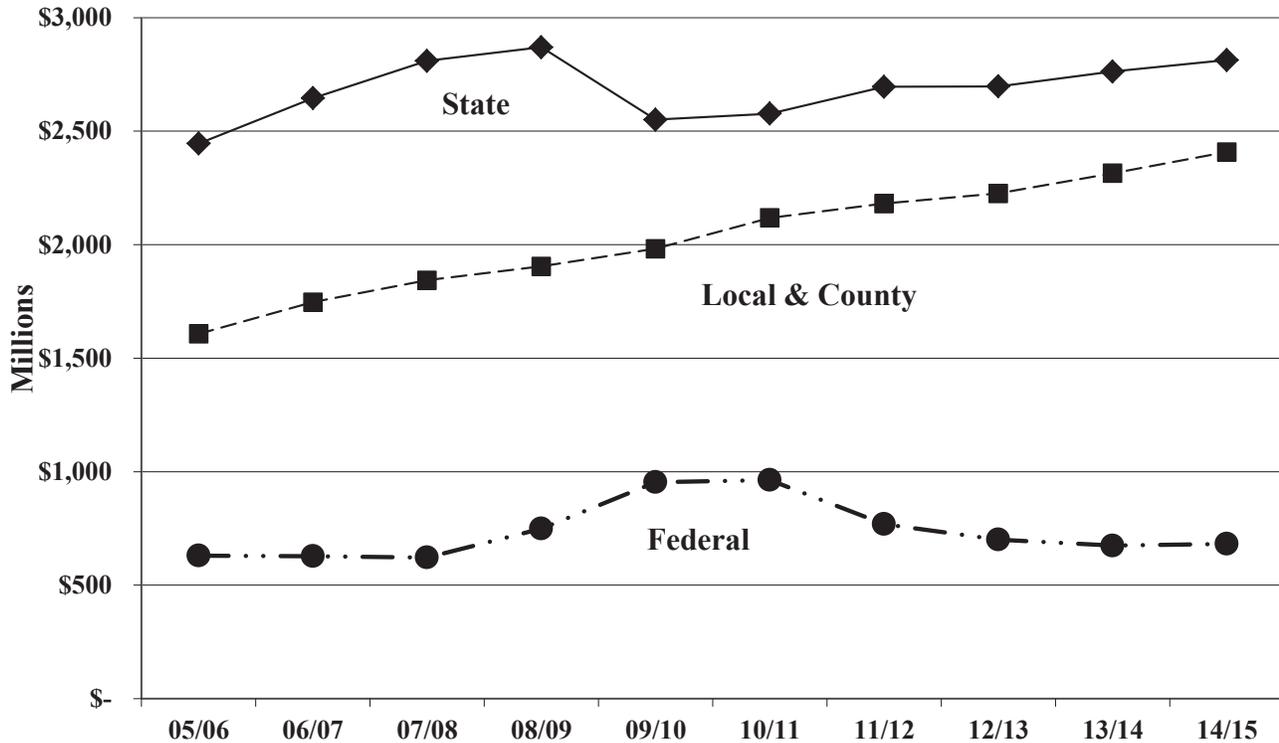
<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Community Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	85,247	12.7%
10,000 - 24,999	High	B1	6	1.2%	102,783	15.3%
	Low	B2	4	0.8%	64,576	9.6%
5,000 - 9,999	High	C1	8	1.5%	52,044	7.7%
	Low	C2	3	0.6%	19,189	2.9%
2,000 - 4,999	High	D1	14	2.7%	38,894	5.8%
	Low	D2	21	4.1%	61,902	9.2%
1,000 - 1,999	High	E1	35	6.8%	49,912	7.4%
	Low	E2	38	7.4%	52,132	7.8%
500 - 999	High	F1	28	5.4%	19,219	2.9%
	Low	F2	67	13.0%	48,271	7.2%
250 - 499	High	G1	67	13.0%	24,254	3.6%
	Low	G2	92	17.8%	32,833	4.9%
Less than 250	High	H1	27	5.2%	4,509	0.7%
	Low	H2	105	20.3%	16,041	2.4%
All	All	All	517	100.0%	671,806	100.0%

Data Source: Oklahoma State Department of Education

Information on educational revenues and expenditures is also presented in the State Report. In school year 2014-15, there were revenues from “ALL FUNDS” of over \$5.9 billion statewide. Instruction is by far the largest expenditure. In the 2014-15 school year, 53.0% of the total expenditure was for instruction, up slightly from 52.7% in 2013-14. Expenditure per student has increased slightly from the previous year to \$8,721.

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 2005-06 to 2014-15



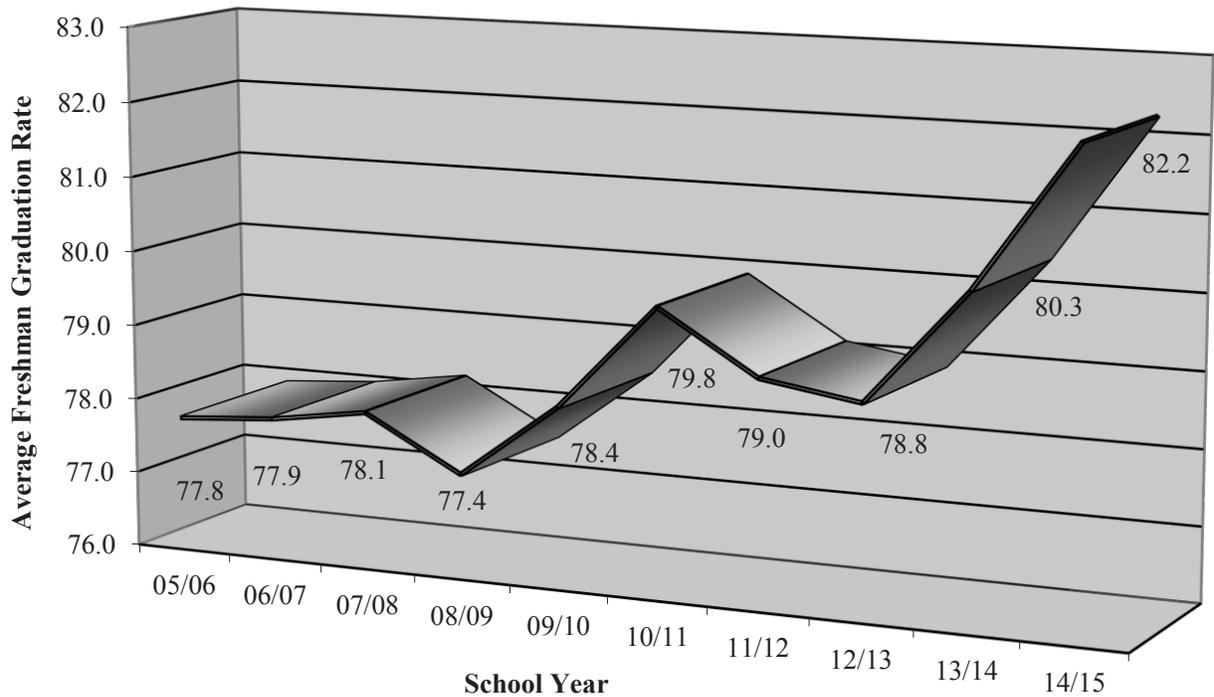
Data Source: Oklahoma State Department of Education

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 endorsed the performance benchmark of expecting "70% of regular education students to achieve a score of proficient or above in all subject areas tested" by grade level. An additional "25% Advanced Performance Benchmark" was also adopted to identify those schools with truly superior test 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. Six school sites had multiple grades achieve the Advanced Performance Benchmark.

Section III also looks at multiple definitions for dropouts, student attrition, and graduation rates. The figure on the following page displays the Average High School Freshman Graduation Rate.

Average High School Freshman Graduation Rate 2005-06 to 2014-15



Data Source: Oklahoma State Department of Education

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

We are proud to partner with public education in a quest for excellence. All Reports (state, district, and site) are located on our website; visit www.oeka.ok.gov to view or download profile reports.