

FY 2024



**ANNUAL
REPORT**



OKLAHOMA
Educational Quality
and Accountability

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MISSION

I3: Inform, Improve and Innovate

LETTER FROM THE EXECUTIVE DIRECTOR

Dear Stakeholders,

FY24 marked a pivotal year for the Office of Educational Quality and Accountability (OEQA), as the Commission for Educational Quality and Accountability (CEQA) adopted a bold proposal to redefine the agency's role in advancing education across Oklahoma. I was honored to be hired as Executive Director to implement this vision, and together, we have transformed OEQA into a stronger, more relevant leader in education.

Our focus has been to establish OEQA as a central hub for data, analytics, and actionable information—fostering a culture of data-driven decision-making that supports systemic improvements, transparency, and accountability. We believe that improving Oklahoma's educational landscape begins with providing actionable insights into how policies are impacting educational outcomes. Evaluating policy effectiveness ensures that taxpayer dollars are efficiently allocated to initiatives that yield meaningful impact.

Key milestones achieved this year include:

- **Operational Efficiency:** Through innovative automation and efficiency efforts, we saved over \$400,000—20% of our budget—which was reinvested to build a skilled data and analytics team, launch our first interactive dashboards, and redesign our website to better engage stakeholders.
- **Enhanced Data Transparency:** With the launch of PowerBI dashboards and progress toward integrating data across K-12, higher education, and workforce sectors in a Statewide Longitudinal Data System (SLDS), we are equipping educators, administrators, and policymakers with tools to make informed

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decisions.

- **National Board Certification Improvements:** By reimagining the mentorship component of our National Board Certification for Teachers (NBCT) program in partnership with Stanford’s National Board Resource Center, we reduced costs, expanded access statewide, and achieved the largest NBCT cohort in over a decade.
- **Streamlined Services:** Automation of school transfer audits and the development of self-service dashboards for out-of-state test reviews improved efficiency and service delivery for educators and districts alike.

As we look ahead to implementing the 2025–29 Strategic Plan, OEQA is poised to take on a greater leadership role in advancing education in Oklahoma. Key initiatives for FY25 include:

- Developing interactive dashboards for the Oklahoma Educational Indicators Program (OEIP) to support data-driven policy and decision-making.
- Redesigning First Year Teacher and Supervisor Surveys to strengthen the teacher pipeline.
- Launching a new pedagogical assessment to ensure every student has access to high-quality educators.

In addition, we remain committed to working closely with legislators, education preparation program providers, teachers, and school leaders to understand how data and information can better support their success. By collaborating with these critical stakeholders, we aim to ensure that our tools and insights are aligned with the needs of those driving education forward in Oklahoma and to proactively identify opportunities where data can move the needle in improving educational outcomes.

These achievements were made possible by our dedicated team and

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the unwavering support of our partners, legislators, and stakeholders. Together, we are shaping a future where Oklahoma students receive a world-class education and educators are empowered to drive lasting change.

Thank you for supporting OEQA's mission. I look forward to building on this year's progress and achieving even greater impact in the years ahead.

Sincerely,



Megan Oftedal, PhD
Executive Director
Office of Educational Quality and Accountability

FY 24 RESPONSIBILITIES

To fulfill its mission, the Office of Educational Quality and Accountability (OEQA) commits to serving Oklahoma education through data-focused initiatives aligned with legislative requirements and partners' data needs. Initiatives include the accreditation of education preparation programs, assessment of educators seeking licensure, support of teacher leadership development, school performance reviews, profile reports, and audits of student transfer policies and implementation.

In FY24, OEQA provided these services:

- Rebuilt foundational elements of the Oklahoma Educational Indicators Program and reestablished the data flow, bringing delayed reports up to date.
- Partnered with universities' educator preparation program faculty to support the development of highly qualified teachers for classrooms through a competency and evidence-based educator preparation system.
- Ensured a robust accreditation and program review process for educator preparation programs aligned with the Council for the Accreditation of Educator Preparation (CAEP) Standards and Oklahoma requirements.
- Created and maintained valid and reliable educator assessments aligned to state and national standards that reflect the knowledge and skills required of entry-level Oklahoma educators.
- Provided support and scholarships to teachers seeking or renewing National Board Certification through Education Leadership Oklahoma (ELO) and
- Conducted audits of P12 student transfer policies, district capacity determination, transfer approvals and denials.

EDUCATOR PREPARATION

Accreditation is a quality assurance process through which external peers look closely at education preparation programs' implementation and outcomes based on national standards. The Council for Accreditation of Educator Preparation (CAEP) accredits 22 educator preparation programs in Oklahoma (see Appendix A). Each educator preparation unit conducts a virtual site review every seven years (see Appendix B). Because all site reviewers use CAEP standards for evaluation, all education programs are measured against national standards. The evidence-based accreditation process advances equity and excellence in educator preparation, ensures quality, and supports continuous improvement to strengthen P-12 student learning.

Accreditation Highlights in FY24

During FY24, two Oklahoma educator preparation programs (EPP) engaged in site visit accreditation reviews. The National CAEP Accreditation Council reported that both universities were accredited with some areas for improvement or stipulations.

OEQA reviewed over 63 content-area programs offered at educator preparation programs. Programs undergo cyclical reviews to evaluate how teachers perform in subject areas and performance assessments. Suppose programs lack data and OEQA identifies deficiencies in continuous improvement implementation plans. In that case, faculty are required to submit additional evidence and make program improvements to validate the effectiveness of their programs (see Appendix C).

Educator preparation programs seek data to benchmark how their program completers perform in their first year of teaching. OEQA supports this request by collaborating with the Oklahoma State Department of Education (OSDE) to provide teacher evaluation scores disaggregated by university programs.

In addition, OEQA annually administers an independent survey to first-year teachers and their administrators or school-based mentors. First-year teachers are asked to rate their teaching preparedness based on the Oklahoma 10 General Competencies for Teacher Licensure and Certification. Administrators are asked to rate their first-year teachers on their preparedness for the classroom. OEQA provides survey results to educator preparation programs for program development and revision.

IMPACT

The ongoing seven-year cycle of program reviews and site accreditation visits creates a process for continual review, reflection, revision, and reforms. Data collection and analysis validate how teacher candidates are prepared for today's classrooms.

EDUCATOR PREPARATION GOALS

- Review all accreditation processes to ensure accurate and efficient reviews.
- Provide outcome data regarding the effect education preparation program completers have on student achievement to support the continuous improvement of EP programs.
- Provide training in CAEP standards for university faculty and P12 educators to support the development of high-quality state accreditation review teams.

EDUCATOR ASSESSMENT

House Bill 1549 requires OEQA to develop and implement a robust competency-based assessment system for educator licensure and certification within the state. Individuals seeking certification in Oklahoma must possess the requisite knowledge and skills essential for the role of an entry-level educator.

Both the Oklahoma Subject Area Tests (OSAT) and the Praxis® Performance Assessment for Teachers (PPAT) adhere to test frameworks drawing upon the Oklahoma teacher standards and pertinent national standards.

Certification exams are administered year-round and statewide through computer-based test administration. The collaborative effort of over 7,000 Oklahoma educators, including classroom teachers, higher education faculty, career technology faculty, and school administrators, has been instrumental in developing and validating these assessments.

Assessment Highlights in FY24

- Completion of Nine OSAT Development Projects

Successfully developed new Oklahoma Subject Area Tests (OSATs) in Business Education, Elementary Mathematics Specialist, English, Family and Consumer Sciences, Physics, School Psychologist, Technology Engineering, Cherokee, and Chinese (Mandarin). These assessments reflect updated frameworks aligned with Oklahoma and national standards, ensuring rigorous evaluation of candidates' subject-specific knowledge and skills.

- Initiation of Five New OSAT Development Projects

Launched development for additional OSATs in critical certification areas, including Advanced Mathematics, English as a Second Language, Severe-Profound/Multiple Disabilities, Mild-Moderate

Disabilities, and School Counselor. These efforts address emerging needs within Oklahoma's education system and support the preparation of highly qualified educators in specialized fields.

- Streamlined Out-of-State Testing Comparability

Developed and implemented a dashboard for out-of-state testing comparability to reduce certification barriers for teacher candidates with testing histories from other states. This resource, shared with the State Department of Education, simplifies the evaluation process for candidates and strengthens Oklahoma's ability to recruit qualified educators from across the nation.

- Support for Teacher Candidates through Scholarships

Awarded 200 scholarships for the PPAT to support teacher candidates in completing their certification requirements. This initiative reflects OEQA's commitment to reducing financial barriers and fostering equitable access to high-quality educator preparation.

- Sustaining Educator Collaboration and Expertise

Continued robust collaboration with Oklahoma educators, engaging numerous classroom teachers, higher education faculty, career technology faculty, and school administrators in designing, developing, and validating assessments. This approach ensures that the assessments remain reflective of the realities of classroom instruction and the needs of Oklahoma students.

IMPACT

High-quality assessments are a cornerstone in ensuring Oklahoma educators are prepared and knowledgeable to effectively teach in their certified content areas.

CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)TM AGGREGATE PASS RATE BY TEST, INSTITUTION, AND PROGRAM STATUS

Per 70. SS70-6-186. E., the Commission shall annually prepare a statistical report showing the percentage of students from each of the Oklahoma institutions of higher education who have successfully completed or who have failed the competency examination for certification. The annual report shall show the percentages for each institution of higher education and each assessment area separately by student degree status and shall be distributed annually to each member of the Commission for Educational Quality and Accountability, the Oklahoma State Regents for Higher Education, the governing board of each institution which has an approved or state accredited teacher education program, the State Board of Education, the State Board of Career and Technology Education and the Legislature.

Data reports on aggregate pass rates by test (Appendix D), institution (Appendix E), and program status (Appendix F) provide educator preparation programs and stakeholders with insights into teacher candidates' performance on subject area assessments. This data provides insights into how teacher candidates perform at each institution, highlighting areas of strength as well as subject areas that teachers may require additional support in to pass competency examinations. Deans and university faculty at EPPs can use this information to improve their programs and better prepare teacher candidates for success.

EDUCATOR ASSESSMENT GOALS

- Evaluate assessments to ensure content aligns with teacher competencies and state and national standards.
- Review and adjust processes for assessment redevelopment.
- Review passing rates on subject-area tests to identify and address potential barriers to teacher certification.

EDUCATIONAL LEADERSHIP OKLAHOMA (ELO)

The Oklahoma Legislature created the Education Leadership Oklahoma (ELO) in 1997 to provide teachers with information, technical assistance, and a National Board-Certified Teacher (NBCT) mentor during the NBCT certification process.

The National Board program was designed to develop, retain, and recognize accomplished teachers. Developed by practicing educators, the National Board's Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to positively impact student learning. National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components. The four components include 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.

ELO Highlights in FY24

According to data from the National Board for Professional Teaching Standards, in 2024, 14 teachers in Oklahoma achieved National Board certification.

Program Updates

For the 2024-2025 certification year, we have partnered with Stanford's National Board Resource Center to provide a robust online candidate support program for National Board Certification. This initiative offers a collaborative and supportive learning environment, including the following key components:

- Certificate area groups facilitated by National Board-Certified Teachers

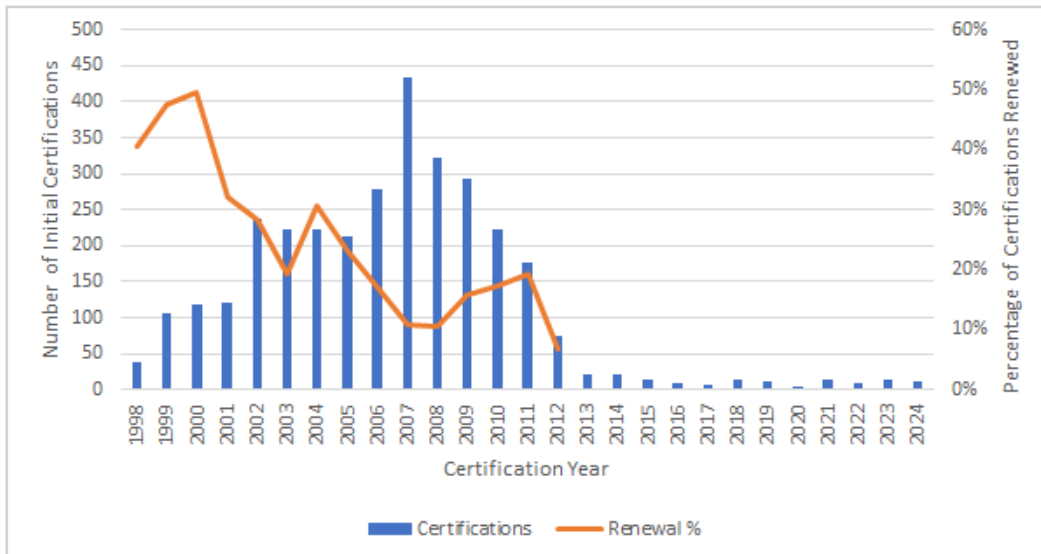
- Assistance in collecting, curating, and analyzing classroom artifacts.
- Regular updates from the National Board for Professional Teaching Standards (NBPTS)
- Strategies for describing and analyzing teaching practices.
- A self-paced online course hosted on Canvas.
- An optional, free, asynchronous Foundations course introducing the certification process.

Among candidates who submit all four components, approximately 85% successfully achieve certification. This amount is based on self-reported data and may vary slightly.

The online format of this program provides candidates with increased flexibility in managing their schedules, making it easier to access mentorship without the need for specific travel or scheduling commitments. This approach builds on the success of previous program models and offers an expanded option that supports a broader range of candidates. It highlights our continued dedication to assisting educators throughout the certification process and advancing excellence in teaching.

IMPACT

At least 77% of National Board-Certified teachers in Oklahoma serve in district-level or school-level leadership roles besides their classroom responsibilities.



ELO GOALS

- Increase the number of high-quality teachers.
- Increase retention among high-quality teachers.
- Increase awareness of the National Board Certification program by showcasing its impact on teaching, professional development, and student outcomes.

OKLAHOMA SCHOOL PERFORMANCE REVIEWS

Per §70-2-118.1, the legislature authorizes OEQA to conduct school district performance reviews to determine the effectiveness and efficiency of the district's budget and operations.

School Performance reviews (SPR) support individual school districts seeking guidance in areas such as better management of finances, personnel allocations and funding, and effective funding on initiatives to improve student learning. Districts saving money in one area can allow students to participate in programs not currently funded, such as athletic or music programs. Schools engaging in a review of instructional delivery commit to ensuring students receive high-quality instruction for college, trades, and careers. Recommendations for facility management or transportation improvements can improve students' safety as they travel to and from facilities.

Oklahoma School Performance Review Highlights in FY24

Fiscal Year 2024 provided the Office of Educational Quality Assurance (OEQA) with an opportunity to collaboratively explore ways to improve the School Performance Review process. There were no School Performance Reviews requested during FY24, and therefore, we were able to concentrate on how to deliver more impactful results for districts. This involved identifying key areas for improvement and researching potential partnerships with third-party vendors to streamline audits and share best practices.

IMPACT

Student learning is enhanced when districts understand how they spend their limited financial resources, update their facilities, provide food service, provide a safe environment, and offer exceptional educational opportunities.

OKLAHOMA SCHOOL PERFORMANCE REVIEWS GOALS

- Revamp the format and implementation of the program to serve more districts and students in the state.
- Provide actionable data in a more cost-effective model.
- Leverage technology tools in data reporting for better access and availability.

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM

Per 70 O.S. § 1210.531, the Commission for Educational Quality and Accountability shall establish an Oklahoma Educational Indicators Program (OEIP). The program's purpose shall be to develop and implement a system of measures whereby the performance of public schools and school districts is assessed and reported without undue reliance upon any indicator.

2024 brought significant progress for the OEIP as it rebuilt foundational elements of the initiative to ensure its future effectiveness. After signing data-sharing agreements with our collaborating partners, OEIP successfully reestablished the data flow, bringing delayed reports up to date and ensuring the stability of future data exchange. Another major milestone of this year was the migration of the OEQA website to the state's new platform, which included a complete redesign to improve usability and accessibility for our stakeholders across the state.

IMPACT

The Oklahoma Educational Indicators Program provides comprehensive data to inform the public about performance measures for Oklahoma's public schools and districts. Informed stakeholders can research and understand student outcomes based on multiple measures.

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM GOALS

- Improve data collection across a variety of education stakeholders by implementing new surveys.
- Advocate for establishing a State Longitudinal Data System (SLDS) to better facilitate data-driven decision-making among state agencies regarding education and workforce development.
- Provide research support to other OEQA programs and other education partners in the state.
- Continue developing and implementing core data products, such as dashboards and reports, per OEQA's data team roadmap.

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM

Looking ahead to 2025, OEQA will implement its new roadmap for OEIP and other data products. These initiatives will introduce innovative approaches to reporting and analysis of educational performance indicators. OEQA will continue to expand collaboration with stakeholders, further developing and identifying new research projects that address emerging educational needs and drive meaningful change. To facilitate these projects and existing data products, OEQA will pilot and launch several data collection tools in the coming year targeting multiple stakeholder groups within the Oklahoma Education landscape, including a revised First Year Teacher Survey and a school climate survey.

Building on the success of GovDelivery, OEIP will further enhance its communication strategies, ensuring that educators, administrators, and policymakers remain well-informed and engaged. The program also plans to extend its support to other educational programs, organizations, and agencies, utilizing its resources to align with and enhance statewide objectives. In furthering cooperation with state partners to achieve these objectives, OEQA hopes to advocate for implementing a State Longitudinal Data System (SLDS) in Oklahoma to drive more informed decision-making in education and workforce development among agencies.

Lastly, OEIP will prioritize the launch of new dashboards and reporting tools to make data more accessible and actionable. These tools will provide stakeholders with insights needed to address challenges, celebrate successes, and continuously improve the educational experience for all students in Oklahoma.

SCHOOL TRANSFER AUDIT PROGRAM

The School Transfer Audit Program, effective January 1, 2022, originated from Senate Bill 783 and was later modified with House Bill 3038. As a result of this legislation, students are allowed to transfer to any school district in the state, whether they live in the district or not, if the school has the capacity for more students. District boards of education must establish a transfer policy, set capacity for each grade level for each school site, post the capacity numbers in a prominent place on their website, and update those numbers by the first day of January, April, July, and October each year. Under the law, OEQA is to annually “...randomly select ten percent of the school districts in the state and conduct an audit of each district’s approved and denied transfers based on the provisions of the policies adopted by the respective school district board of education. If the Office finds inaccurate reporting of capacity levels by a school district, the Office shall set the capacity for the school district.” (70 O.S. § 8-101.2G) OEQA audits district policies, their capacity reporting, and each approved or denied transfer in the sample.

In 2024, OEQA audited a random sample of 10% of the districts in the state. Because this was a new law, many of the 51 audited districts needed help understanding their legal obligations. Some districts did not have a current transfer policy, some had a policy that was not posted on their website, some did not have their capacity numbers posted on their websites, and some posted their numbers incorrectly or did not update them quarterly as required. Districts corrected these issues because of the audit.

SCHOOL TRANSFER AUDIT PROGRAM GOALS

- Provide data to support school choice in Oklahoma.
- Help families understand transfer requirements into specific districts.
- Hold districts accountable for properly approving or denying transfer requests.

APPENDIX A – COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) STANDARDS

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support.

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

APPENDIX B – EDUCATION PREPARATION PROGRAM ACCREDITATION STATUSES

Institution	Accreditation Status (Areas For Improvement Cited in Last Visit)	Next Site Visit
Cameron University	CAEP/State Continuing (no areas for improvement)	Fall 2029
East Central University	CAEP/State Continuing (2 areas for improvement)	Fall 2026
Langston University	CAEP/State Continuing (pending 2024 CAEP Council Review)	Fall 2030
Mid-America Christian University	State Continuing (1 area for improvement)	Fall 2027
Northeastern University	CAEP/State Continuing (no areas for improvement)	Fall 2025
Northwestern Oklahoma State University	CAEP/State Continuing (no areas for improvement)	Fall 2026
Oklahoma Baptist University	CAEP/State Continuing (pending 2024 CAEP Council Review)	Spring 2030
Oklahoma Christian University	CAEP/State Continuing (no areas for improvement)	Spring 2027
Oklahoma City University	CAEP/State Continuing (2 areas for improvement)	Spring 2026
Oklahoma Panhandle University	CAEP/State Continuing (pending 2024 CAEP Council Review)	Fall 2030
Oklahoma State University	CAEP/State Continuing (1 areas for improvement)	Spring 2028
Oklahoma Wesleyan University	CAEP/State Continuing (18 areas for improvement, 1 stipulation)	Spring 2030
Oral Roberts University	CAEP/State Continuing (no areas for improvement)	Fall 2028
Randall University	State Continuing (7 areas for improvement)	Fall 2031
Southeastern Oklahoma State	CAEP/State Continuing (16 areas for improvement, 1 stipulation)	Spring 2026
Southern Nazarene University	CAEP/State Continuing (2 areas for improvement)	Spring 2025
Southwestern Christian University	First Accreditation/State (11 areas for improvement)	Fall 2029
Southwestern Oklahoma State University	CAEP/State Continuing (no areas for improvement)	Spring 2027
University of Central Oklahoma	CAEP/State Continuing (no areas for improvement)	Spring 2030
University of Oklahoma	CAEP/State Continuing (no areas for improvement)	Spring 2026
University of Science & Arts of Oklahoma	CAEP/State Continuing (pending 2024 CAEP Council Review)	Fall 2030
University of Tulsa	First Accreditation/State (2 areas for improvement)	Fall 2026

APPENDIX C – OKLAHOMA ACCREDITATION REQUIREMENTS

In addition to meeting the CAEP standards, Oklahoma institutions must meet the ten requirements summarized below.

Requirement 1: Foreign Language

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English, or the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P12 classroom.

Requirement 2: Input from Stakeholders

Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

Requirement 3: Content Preparation

Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies. Teacher candidates study, in existing coursework or training: substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; classroom safety and discipline techniques; the use of digital and other instructional technology; research-based instructional strategies, assessment and intervention for literacy development for all students (including students with dyslexia); trauma-informed responsive instruction; and multi-tiered systems of support (MSTT).

Requirement 4: Advisement

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

Requirement 5: Field Experiences

Teacher candidates must complete a minimum of 60 hours of diverse field experiences prior to student teaching and a minimum of 12 weeks of full-time student teaching.

Requirement 6: Admission & Exit Requirements

Candidates must meet the Regents' requirements for admission to an initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the program.

Requirement 7: Faculty Professional Development

Candidates must meet the Regents' requirements for admission to an initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the program.

Requirement 8: Alternative Placement Program

Units have a plan that addresses the unique needs of candidates who seek teacher certification following professional experience in other fields.

Requirement 9: Faculty Workload

Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

Requirement 10: Mentor Teachers

Mentor teachers are required to have a minimum of three years of teaching experience in the area in which they are certified.

APPENDIX D – CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)[™] AGGREGATE PASS RATE BY TEST

Test Name	# Takers	% Pass
Advanced Mathematics	60	58.3%
Agricultural Education	61	77.0%
Art	102	33.3%
Biological Sciences	149	29.5%
Blind/Visual Impairment	7	-
Business Education	153	45.1%
Chemistry	42	35.7%
Cherokee	1	-
Computer Science	21	42.9%
Dance	11	63.6%
Deaf/Hard of Hearing	9	-
Driver/Safety Education	32	81.3%
Early Childhood Education	661	66.9%
Earth Science	17	64.7%
Elem Math Spec	5	-
Elem. Math. Specialist	2	-
Elementary Education 1	1000	83.4%
Elementary Education 2	994	63.9%
English	288	60.8%
English Second Lang (ESL)	140	78.6%
Family & Consumer Science	38	89.5%
French	2	-
German	2	-
Gifted Education	6	-
Instrument/General Music	79	86.1%
Journalism	31	61.3%
Latin	1	-
Library-Media Specialist	80	77.5%
Marketing Education	17	17.6%
Mid Level Social Studies	145	60.0%
Mid Level/Intermed Math	266	51.1%
Middle Level English	68	44.1%
Middle Level Science	85	36.5%
Mild/Moderate Disability	426	75.1%
Oklahoma General Education Test	62	46.8%

Test Name	# Takers	% Pass
Physical Ed/Health/Safety	336	41.4%
Physical Science	52	34.6%
Physics	9	-
Principal Comp Assessment	396	61.1%
Psychology/Sociology	40	70.0%
Psychometrist	35	80.0%
Reading Specialist	57	89.5%
Russian	1	-
School Counselor	174	59.8%
School Psychologist	2	-
Severe-Profound/Mult Dis	59	49.2%
Spanish	47	78.7%
Special Ed Comprehensive	113	57.5%
Speech Lang. Path. Asst.	18	94.4%
Speech/Drama/Debate	42	54.8%
Superintendent	113	95.6%
Technology Engineering	10	60.0%
US Hist/OK Hist/Gov/Econ	212	53.3%
Vocal/General Music	67	73.1%
World History/Geography	95	76.8%

APPENDIX E – CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)[™] AGGREGATE PASS RATE BY TEACHER PREPARATION INSTITUTIONS

Institution	# Takers	# Pass	Pass Rate
Bacone College	6	Low N	-
Cameron University	171	106	62.0%
Carl Albert State College	2	Low N	-
East Central University	226	124	54.9%
Eastern OK State College	6	Low N	-
Langston University	48	18	37.5%
Mid-America Christian Uni	41	27	65.9%
N.W. Oklahoma State Univ	110	83	75.5%
Northeastern OK A&M Coll	5	Low N	-
Northeastern State Univ	453	311	68.7%
Northern Oklahoma College	2	Low N	-
OK City Community College	23	14	60.9%
OK Panhandle State Univ	35	22	62.9%
Oklahoma Baptist Univ	91	75	82.4%
Oklahoma Christian Univ	49	41	83.7%
Oklahoma City Univ	27	19	70.4%
Oklahoma State University	539	428	79.4%
Oklahoma Wesleyan Univ	17	12	70.6%
Oral Roberts University	100	83	83.0%
OSU/Oklahoma City	19	7	36.8%
OSU/Okmulgee	8	Low N	-
Randall University	10	7	70.0%
Redlands Community Coll	2	Low N	-
Rogers St Univ - Tulsa	12	6	50.0%
Rose State College	20	11	55.0%
S.E. OK State Univ	214	134	62.6%
S.W. Christian Univ	10	8	80.0%
S.W. Oklahoma State Univ	310	215	69.4%
Seminole State College	2	Low N	-
Southern Nazarene Univ	126	85	67.5%
St. Gregory's University	1	Low N	-
Tulsa Community College	6	Low N	-
Univ of Central Oklahoma	431	278	64.5%
Univ of Sci & Arts of OK	95	75	78.9%
University of Oklahoma	278	243	87.4%
University of Tulsa	20	17	85.0%
Western OK State College	3	Low N	-
Total	4519	2755	61.0%

APPENDIX F – CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)TM AGGREGATE PASS RATE BY PROGRAM STATUS

	Overall		Program		Non-Program	
	N	% Pass	N	% Pass	N	% Pass
General	6547	65.4%	1797	77.5%	4750	60.8%
Vocational	305	63.3%	55	76.4%	250	60.4%
Advanced	409	69.9%	185	77.3%	224	63.8%
Administrator-Principal	515	62.1%	213	68.1%	302	57.9%
Administrator- Superintendent	118	94.9%	33	97.0%	85	94.1%
TOTAL	7894	65.8%	2283	76.9%	5611	61.3%

APPENDIX G – OKLAHOMA READING TEST SCORES FOR TEACHER CANDIDATES

All special education teacher candidates are required to pass a comprehensive assessment measuring their teaching skills in reading instruction per [70 OK Stat § 1210.508F \(2023\)](#). Pass rates for the Oklahoma Reading Test were calculated by the institution and are presented in the table below. Only institutions with Special Education Programs participated, and not all institutions had candidates to assess.

Institution	Overall N	Overall % Pass
Cameron University	1	100%
Langston University	1	100%
Northeastern State University	9	89%
Northwestern Oklahoma State University	1	100%
Oklahoma Baptist University	2	100%
Oral Roberts University	3	100%
Southwestern Oklahoma State University	10	100%
University of Central Oklahoma	4	100%
University of Oklahoma	10	100%
University of Science & Arts of Oklahoma	1 (deaf education)	100%

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