



**OKLAHOMA**  
Educational Quality  
and Accountability

# ANNUAL REPORT

FY 2023



## **COMMISSION FOR EDUCATIONAL QUALITY & ACCOUNTABILITY**

**Mr. Ryan Walters, Chair/Secretary of Education (Sept. 2020 - Apr. 2023)**

**Dr. Katherine Curry, Chair/Secretary of Education (Apr. 2023 - July 2023)**

**Mr. John Daniel, Public School Administrator**

**Dr. Ashlyn Fiegenger, Higher Education Faculty**

**Mr. Greg Hallman, Parent**

**Mr. Geoff Kingsley, Secondary Teacher**

**Mr. Ken Parker, Business Leader**

**Ms. Kathryn Szallar, Elementary Teacher**



**OKLAHOMA**  
Educational Quality  
and Accountability

## MISSION

Commission for Educational Quality and Accountability (CEQA) members and Office of Educational Quality and Accountability (OEQA) staff are committed to preparing exceptional educators and providing data with fidelity for all stakeholders.



# FY23 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 FY23 OEQA provided these services:

- 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;
- Facilitated Oklahoma school performance reviews assisting P-12 schools in maximizing resources and cost efficiency and providing effective management strategies that promote excellence in education; and
- Conducted audits of P12 student transfer policies, district capacity determination, and 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 21 educator preparation programs in Oklahoma (see Appendix A). Each educator preparation unit engages in a virtual site review every seven years (see Appendix B). Because all site reviewers use CAEP standards for evaluation purposes, 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 FY23**

During FY23, seven Oklahoma educator preparation programs engaged in **site visit accreditation reviews**. The national CAEP Accreditation Council reported that one university met all CAEP standards with no areas for improvement or stipulations. Two universities were accredited with some areas for improvement or stipulations. The remaining four universities will receive their accreditation status at the CAEP Accreditation Council meeting in May 2024.

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



# EDUCATOR PREPARATION

## Accreditation Highlights in FY23 continued

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 preparedness to teach 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 use in program development and revision. However, survey data were not available during FY23 due to a lapse in a data-sharing agreement with OSDE. The data-sharing agreement was reinstated in October 2023, so surveys will be sent, and data collected and reported in FY24.

## 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.**
- **Facilitate the establishment of data-sharing agreements with appropriate stakeholders to improve data quality and transparency, such as data on the impact education preparation program completers have on student achievement.**
- **Provide training in CAEP standards for university faculty and P12 educators to increase the quantity and diversity of state accreditation review team members.**



# 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 the development and validation of these assessments.

## **Assessment Highlights in FY23**

In 2023, OEQA engaged in a comprehensive redevelopment process for nine Oklahoma Subject Areas Tests (OSATs), including Cherokee, Art, Biological Sciences, Chemistry, Middle Level/Intermediate Math, Library Media Specialist, Physical Education/Health/Safety, and Reading Specialist. Notably, the Cherokee OSAT holds a distinctive position as the sole educator certification assessment in the nation that incorporates the Cherokee language.



# EDUCATOR ASSESSMENT

## Assessment Highlights in FY23 continued

The six-step **redesign process** commenced with the formulation and review of the test framework by the OEQA team. Approval of the test framework for each field set the foundation for subsequent redesign stages. A collaborative effort involving content specialists, item development specialists, content and bias reviewers, and psychometricians engaged in the development of test items aligned with the defined content in the test frameworks. Active participation from Oklahoma teachers and university faculty played an important role in the review and validation of draft test items.

### Impact

**High-quality assessments are one foundational assurance that competent teachers are prepared and knowledgeable to teach the content areas for which they are certified.**



# CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)<sup>™</sup> 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 of **aggregate pass rates by test** (see Appendix D), **institution** (see Appendix E), and **program status** (see Appendix F) inform education preparation programs and stakeholders of teacher candidates' performance on subject area assessments. This data can offer insight to identify how teacher candidates excel at each institution and the subject areas where teachers are challenged to pass competency examinations. Deans and university faculty can use the data for program improvement to better prepare teacher candidates.

# EDUCATOR ASSESSMENT GOALS



- **Evaluate assessments to ensure content aligns with teacher competencies and state and national standards.**
- **Review and adjust processes for assessment redevelopment.**
- **Track passing rates on subject-area tests to analyze and target potential obstacles to teacher certification.**



# EDUCATION LEADERSHIP OKLAHOMA (ELO)

The Oklahoma Legislature created the **Education Leadership Oklahoma (ELO)** in 1997 for the purpose of providing teachers 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 Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning. National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components. 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 FY23**

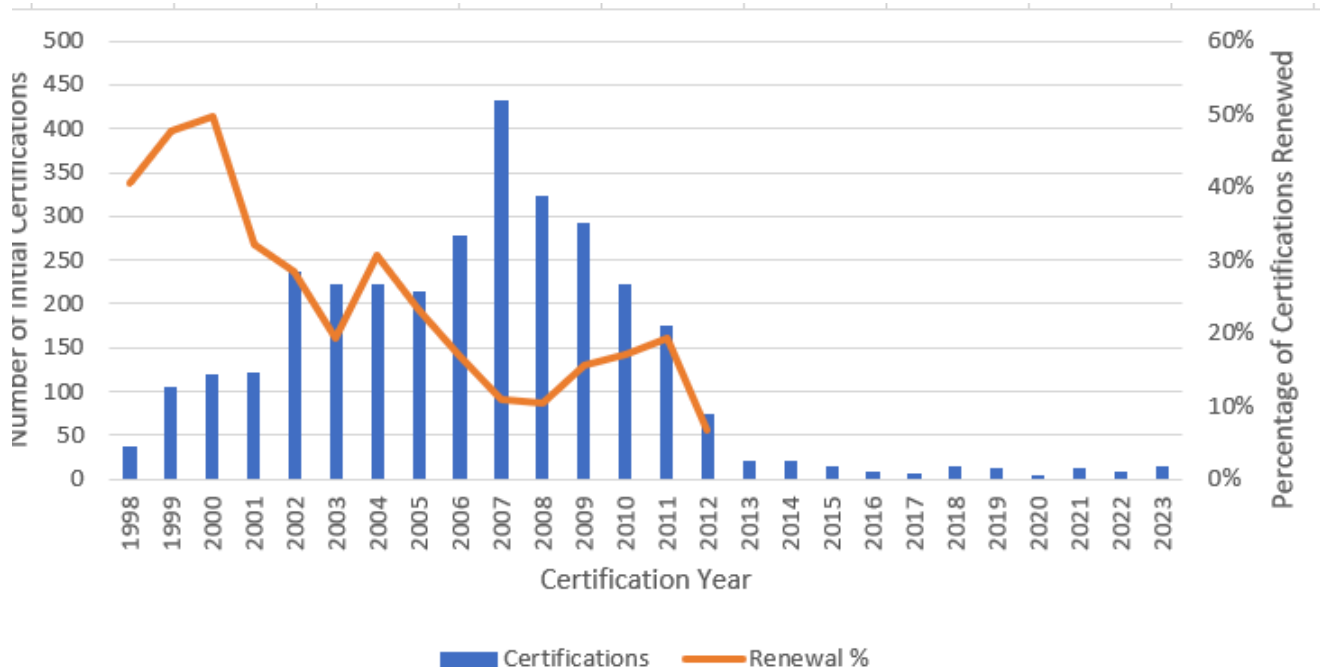
In 2023, 15 teachers achieved National Board certification, and 31 NBCTs renewed certification.

# EDUCATION LEADERSHIP OKLAHOMA (ELO)

## Impact

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

**Survey data of NBCTs, December 2022**



# ELO GOALS



- **Evaluate the NBCT program for impact, cost effectiveness, and equitable availability for all eligible teachers.**
- **Leverage technology tools to provide flexible times and formats for professional development support.**
- **Research NBCT practices in other states for maximum program implementation in alignment with statutory requirements.**



# 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 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 result in students having opportunities to participate in programs not currently being funded, such as athletic or music programs. Schools engaging in a review of instructional delivery commit to ensuring students receive high-quality instruction needed for college, trades, and careers. Recommendations for facility management or transportation improvements can contribute to students' safety as they travel to and from facilities.

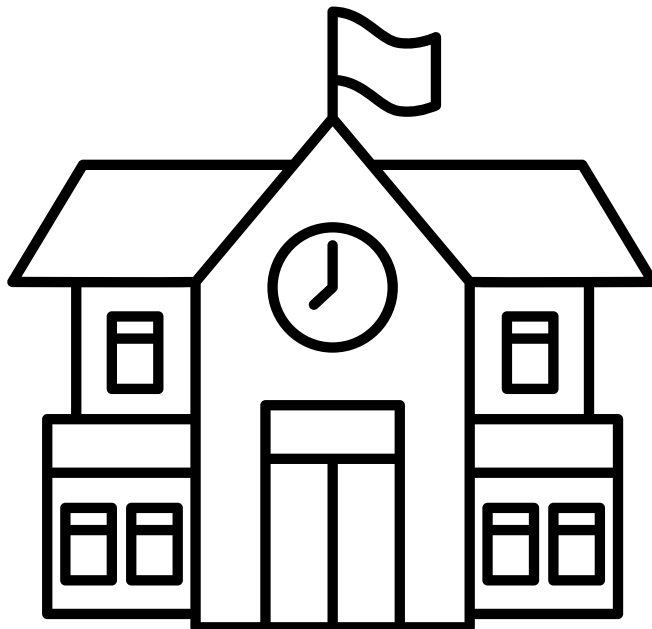
## **Oklahoma School Performance Review Highlights in FY23**

In FY23 the OEQA team conducted School Performance Reviews for three districts. The team provided 52 commendations to highlight best practices, such as commending district boards, superintendents and administrators for creating school climates that encourage positive teacher interactions and relationships, and for having regular parent involvement opportunities. In addition, the team recommended 224 changes that could result in a **five-year total estimated savings of \$201,381**. Examples of recommendations include adopting and implementing with fidelity a district-wide instructional plan, and implementing a comprehensive evaluation process to ensure textbooks, software, and instructional materials are developmentally appropriate.

# OKLAHOMA SCHOOL PERFORMANCE REVIEWS

## 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 to their students.**



# 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**. The purpose of the Program 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 single type of indicator.

The Oklahoma Educational Indicators Program was not delivered in FY23 due to OEQA not receiving data from the OSDE. However, the data-sharing agreement between the OSDE and OEQA was signed in October 2023, so the program will resume in the next fiscal year. Moving forward, OEQA plans to present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, student enrollment gain and loss rates, and test results in the contexts of socioeconomic status and the finances of school districts. Information shall be provided individually for all public school sites and school districts in a format that facilitates comparisons.

## 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



- **Ensure the long-term stability of data flow and consistent data formatting from collaborating agencies.**
- **Improve the data-sharing experience for all stakeholders.**
- **Adopt a robust data infrastructure to provide opportunities for stakeholders to analyze data for impact.**



# 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 capacity for more students. District boards of education are required to 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 2022, 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 what their legal obligations were. 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 as a result of the audit.

OEQA is analyzing recently collected audit data for 2023, and initial indications show that the 51 districts in the 2023 sample had similar issues as the districts audited in 2022 and that appropriate changes were implemented to meet legal requirements.

# **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 at 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 State 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 State University	CAEP/State Continuing (pending 2024 CAEP Council review)	Fall 2030
Oklahoma State University	CAEP/State Continuing (1 area 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)	Spring 2024
Southeastern Oklahoma State	CAEP/State Continuing (1 areas for improvement)	Spring 2024
Southern Nazarene University	CAEP/State Continuing (2 areas for improvement)	Spring 2025
Southwestern Christian University	First Accreditation/State (no areas for improvement)	Spring 2024
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.

## Appendix C – Oklahoma Accreditation Requirements continued

### **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

The Certification Examinations for Oklahoma Educators™ consist of fifty-four subject area tests. Not all tests have test takers each year.

Test	N	% Pass
002 Art	98	49
004 Chemistry	42	45.2
009 Family and Consumer Sciences	56	83.9
010 Biological Sciences	138	41.3
012 Physical Education/Health/Safety	348	52
014 Physics	11	54.5
015 Reading Specialist	80	92.5
018 World History/Geography	26	57.7
026 Middle Level Science	136	37.5
030 Deaf/Hard of Hearing	12	91.7
033 School Psychologist	6	83.3
036 Drivers/Safety Education	38	84.2
038 Library-Media Specialist	77	83.1
040 Business Education	161	78.9

## Appendix D – Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued

<b>Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued</b>		
<b>Test</b>	<b>N</b>	<b>% Pass</b>
<b>041 Marketing Education</b>	18	33.3
<b>042 Agricultural Education</b>	64	81.3
<b>043 Technology Engineering</b>	15	60
<b>079 Cherokee</b>	1	0
<b>080 Chinese (Mandarin)</b>	1	0
<b>082 Elementary Mathematics Specialist</b>	5	80
<b>083 Gifted Education</b>	3	0
<b>084 Speech Language Pathology - Assistant</b>	12	91.7
<b>085 Special Ed. Comprehensive Assessment</b>	87	72.4
<b>107 English</b>	290	52.8
<b>108 Earth Science</b>	13	69.3
<b>111 Advanced Mathematics</b>	60	50
<b>113 Physical Science</b>	62	25.8
<b>116 Speech/Drama/Debate</b>	40	77.5
<b>117 U.S. History/OK History/Govern/Economics</b>	225	53.3
<b>118 World History/Geography</b>	88	88.6

## Appendix D – Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued

<b>Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued</b>		
<b>Test</b>	<b>N</b>	<b>% Pass</b>
<b>119 Spanish</b>	49	81.6
<b>120 French</b>	8	50
<b>121 German</b>	2	100
<b>124 Middle Level English</b>	62	41.9
<b>125 Middle Level/Intermediate Mathematics</b>	256	39.5
<b>127 Middle Level Social Studies</b>	153	60.1
<b>128 Blind/Visual Impairment</b>	3	33.3
<b>129 Mild-Moderate Disabilities</b>	431	69.4
<b>131 Severe-Profound/Multiple Disabilities</b>	68	55.9
<b>132 Psychology/Sociology</b>	34	70.6
<b>134 Psychometrist</b>	25	92
<b>137 Journalism</b>	40	72.5
<b>139 School Counselor</b>	320	66.3
<b>144 Principal Comprehensive Assessment</b>	709	63.9

**Appendix D – Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued**

<b>Certification Examinations for Oklahoma Educators (CEOE)<sup>™</sup> Aggregate Pass Rate by Test continued</b>		
<b>Test</b>	<b>N</b>	<b>% Pass</b>
<b>150 Elementary Education Subtest 1</b>	1041	86
<b>151 Elementary Education Subtest 2</b>	1112	70.4
<b>174 Oklahoma General Education Test</b>	149	55.7
<b>177 English as a Second Language</b>	194	75.8
<b>178 Dance</b>	5	40
<b>181 Computer Science</b>	21	57.1
<b>201 Instrumental General Music</b>	104	87.5
<b>203 Vocal/General Music</b>	53	77.4
<b>205 Early Childhood Education</b>	839	73.7
<b>248 Superintendent</b>	139	95.7

## Appendix E – Certification Examinations for Oklahoma Educators (CEOE)™ Aggregate Pass Rate by Teacher Preparation Institutions

Institution	OSAT	
	N	Pass Rate
<b>No verified institution*</b>	5405	62.8
<b>Bacone College</b>	4	75
<b>Cameron University</b>	133	80.5
<b>East Central University</b>	187	80.2
<b>Langston University</b>	43	23.3
<b>MidAmerica Christian University</b>	11	54.5
<b>Northeastern State University</b>	258	81.8
<b>Northwestern OK State University</b>	62	85.5
<b>Oklahoma Baptist University</b>	45	84.4
<b>Oklahoma Christian University</b>	27	92.6
<b>Oklahoma City University</b>	15	80
<b>Oklahoma Panhandle State University</b>	24	66.7
<b>Oklahoma State University</b>	352	86.6
<b>Oklahoma Wesleyan University</b>	14	92.9
<b>Oral Roberts University</b>	88	86.4
<b>Randall University</b>	4	100
<b>Southeastern Oklahoma State University</b>	246	74.4
<b>Southern Nazarene University</b>	47	80.9
<b>Southwestern Christian University</b>	9	77.8
<b>Southwestern Oklahoma State University</b>	231	77.9
<b>University of Central Oklahoma</b>	320	80
<b>University of Oklahoma</b>	214	91.1
<b>University of Science and Arts of Oklahoma</b>	51	90.2
<b>University of Tulsa</b>	14	92.9

\*No verified university indicates teacher candidates who did not select being enrolled in an Oklahoma university's education preparation program. These candidates include out-of-state candidates, alternative certification candidates, and/or educators seeking additional certification.

## Appendix F – Certification Examinations for Oklahoma Educators (CEOE)™ Aggregate Pass Rate by Program Status

July 17, 2022 - July 16, 2023

	Overall		Program		Non-Program	
	N	% Pass	N	% Pass	N	% Pass
General	6199	67.3	1739	81.5	4460	61.7
Career Technology	314	76.8	55	83.6	259	75.3
Advanced	520	74.8	286	82.5	234	65.4
Administrator-Principal	709	63.9	344	70.9	365	57.3

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



## 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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