

Annual State Report 2018

OEQA

Office of Educational Quality and Accountability



Quest for Excellence



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MISSION STATEMENT

To lead quality evidence-based educator preparation, improve P-20 school efficiency and effectiveness, and deliver comprehensive statistical information for all stakeholders in the pursuit of optimum student performance.

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
- 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 systems

Commission Members

1. Ms. Melissa McLawhorn Houston, Chair/Secretary of Education and Work Force Development
2. Dr. Bo Hannaford, Alva, OK
3. Ms. Amy Bixler, Yukon, OK
4. Mr. Bruce Day, Oklahoma City, OK
5. Mr. Douglas Brown, Edmond, OK
6. Mr. Phredd Evans, Jones, OK
7. Vacant



Year in Review

- Facilitated site accreditation visits to three Oklahoma universities
- Conducted a pre-accreditation site visit to one Oklahoma university
- Provided program review training for over 40 educator preparation faculty members, policymakers, and P-12 educators
- Facilitated or directly reviewed over 99 educator preparation programs
- Conducted a first year teacher survey and administrator survey designed to inform program improvement
- Facilitated accreditation training to 69 educator preparation faculty
- Collaborated with the State Department of Education to provide data to education preparation programs on their graduates employed in P-12 schools.

Unit Accreditation

Each educator preparation unit in Oklahoma is evaluated for accreditation purposes based on the Oklahoma State Standards and the standards of the Council for the Accreditation of Educator Preparation (CAEP). These standards are applied through a peer review system which includes an on-site review of each educator preparation unit every seven years. Because all teams use CAEP standards for evaluation purposes, all schools are measured against national standards. The evidence-based unit accreditation process advances equity and excellence in educator preparation. The process assures quality and supports continuous improvement to strengthen P-12 student learning.

Accreditation Training

A trained accreditation team reviews each educator preparation program every seven years. These teams are composed of education professionals who have received site visitor training in the Council for the Accreditation of Educator Preparation (CAEP) standards. In order to better understand the accreditation process, OEQA Commissioners complete site visitor training prior to voting on accreditation issues. The OEQA provides training in this process which typically include representatives from the 23 institutions offering educator preparation programs as well as representatives from the State Board of Regents.

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

Council for the Accreditation of Educator Preparation Standards**Standard 1: Candidate and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that 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.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Oklahoma State Requirements

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

Requirement 1: 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 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 for instruction, assessment and intervention for literacy development for all students (including students with dyslexia).

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 60 hours of field experiences prior to student teaching and a minimum 12 weeks of full-time student teaching.

Requirement 6: Admission & Exit Requirements

Candidates must meet the Regents requirements for admission to 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 residency program.

Requirement 7: Faculty Professional Development

Units report the annual professional development activities of all teacher education faculty members. All full-time teacher education faculty members must serve at least ten (10) clock hours per year in a state accredited public school.

Requirement 8: Alternative Placement Program

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

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 minimum of three years of teaching experience in the area in which they are certified.

Accreditation Decisions 2017-2018

Southwestern Christian University

SOUTHWESTERN CHRISTIAN
UNIVERSITY
Scholarship • Spirit • Service

Southwestern Christian University (SCU), located in Bethany, Oklahoma, is a private Christian liberal arts institution founded originally in 1946 by the Pentecostal Holiness Church as a junior college. Receiving accreditation by the North Central Association of Colleges and Schools in 1973, the institution became a four-year college in 1979, with the ability to award baccalaureate degrees. Currently, SCU offers one Associate of Arts degree, 30 bachelor's degrees, and two graduate degrees, the Master of Ministry degree and Master of Arts in Theological Studies.

The educational philosophy of SCU emphasizes knowledge of the Bible and Christian thought, and the university's core values are scholarship, spirit, and service.

Following a focused visit Southwestern Christian University was granted state accreditation by OEQA.

Langston University

LANGSTON
UNIVERSITY

Langston University (LU) began in 1897 as a land-grant institution authorized under the Morrill Act and established by the Oklahoma legislature as the Colored Agricultural and Normal University. Dedicated to the higher education of African Americans in Oklahoma territory, LU is the westernmost of the Historically Black Colleges and Universities (HBCU) in the United States. The town of Langston, in which LU is located, is the largest of the 12 remaining all-Black towns from the former 23 all-Black towns in Oklahoma Territory.

The Professional Education Unit's philosophy is founded on the belief that effective, responsive teachers have a positive impact on the lives of children. As part of that belief, the Professional Education Unit is committed to the practices of social responsibility through education as a means to build a better world, especially for underserved populations in Oklahoma, the nation, & the world.

Following a focused visit Langston University was granted continuing accreditation by OEQA and CAEP.

Southeastern Oklahoma State University
**Southeastern Oklahoma
State University**

Southeastern Oklahoma State University is one of six regional universities in the state of Oklahoma with an enrollment of approximately 4000 students. The university serves a 12 county region across southeastern Oklahoma. In addition, Southeastern has an agreement with the Texas Higher Education Coordinating Board to provide the elementary program in northern Texas. The main campus of the university is located in Durant, Oklahoma, and serves primarily rural school districts and communities. Southeastern continues to be among the nation's leaders graduating Native American students. Currently, the university is ranked sixth in the United States in the number of Native American graduates in all disciplines and third nationally in awarding education degrees to Native American future educators.

The mission of the educator preparation unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

Southeastern Oklahoma State University was granted continuing accreditation by CAEP and CEQA with no areas for improvement cited.



Accreditation Status

Educator preparation programs undergo an in-depth review every seven years. Areas for Improvement are cited by the site visit team and/or the accrediting commission and identify a weakness in a component or standard. Programs are required to annually report to the OEQA progress in correcting these areas.

Institution	Accreditation Status (Areas For Improvement Cited at Last Visit)	Next Site Visit
Bacone College	State Continuing (8 Areas for Improvement)	Spring 2023
Cameron University	NCATE/State Continuing (No Areas for Improvement)	Fall 2022
East Central University	NCATE/State Continuing (2 Areas for Improvement)	Fall 2019
Langston University	Focus Visit (2 Areas for Improvement)	Fall 2022
Mid-America Christian University	State Continuing (No Areas for Improvement)	Fall 2020
Northeastern State University	NCATE/State Continuing (No Areas for Improvement)	Fall 2018
Northwestern Oklahoma State University	NCATE/State Continuing (1 Area for Improvement)	Fall 2019
Oklahoma Baptist University	NCATE/State Continuing (2 Areas for Improvement)	Spring 2018
Oklahoma Christian University	NCATE/State Continuing (1 Area for Improvement)	Spring 2020
Oklahoma City University	First NCATE/State Continuing (1 Area for Improvement)	Spring 2019
Oklahoma Panhandle State University	CAEP/State Continuing (1 Area for Improvement)	Fall 2023
Oklahoma State University	NCATE/State Continuing (No Areas for Improvement)	Spring 2021
Oklahoma Wesleyan University	NCATE/State Continuing (7 Areas for Improvement)	Spring 2023
Oral Roberts University	NCATE/State Continuing (No Areas for Improvement)	Fall 2021
Randall University	State Continuing (No Areas for Improvement)	Spring 2022
Southeastern Oklahoma State University	NCATE/State Continuing (No Areas for Improvement)	Spring 2024
Southern Nazarene University	NCATE/State Continuing (2 Areas for Improvement)	Spring 2018
Southwestern Christian University	Focus Visit (2 Areas for Improvement)	Fall 2020
Southwestern Oklahoma State University	NCATE/State Continuing (10 Areas for Improvement)	Spring 2020
St. Gregory's University	State Continuing (1 Area for Improvement)	Fall 2022
University of Central Oklahoma	NCATE/State Continuing (2 Areas for Improvement)	Spring 2023
University of Oklahoma	NCATE/State Continuing (4 Areas for Improvement)	Spring 2019
University of Science & Arts of Oklahoma	CAEP/State Continuing (2 Areas for Improvement)	Fall 2023
University of Tulsa	Accreditation Revoked, July 2017	

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 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 260 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. Training is provided from the following national education organizations that set the 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 Language

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 Inventory

				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	University of Central Oklahoma	University of Oklahoma	University of Science & Arts of Oklahoma	
		Early Childhood		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								
		Elementary Math Specialist				x			x							x								x	x	
		Middle Level Education																								
		Middle Level Math																								
		Gifted & Talented																								
P-12 Education	Special Education	Mild-Moderate Disabilities			x	x	x		x	x	x				x		x					x	x	x		
		Severe-Profound Disabilities																					x			
		Deaf Education																								x
	Foreign Language	Art				x			x				x		x		x		x				x	x	x	
		Dance																						x		
		English As a Second Language																x						x		
		Spanish				x				x								x						x	x	
		French				x												x						x	x	
		German																						x	x	
		Latin																								
	Music	Instrumental Music				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
	Secondary Education		Physical Education/Health/Safety							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
		Journalism																								
		Mathematics				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	
		Social Studies				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		Agriculture									x				x	x										
		Allied Health														x										
		Business & Information Technology														x										
		Family & Consumer Sciences					x									x										
		Marketing Education																								
	Technology Engineering																									
Advanced Certification Areas		Education Administration - Building Level		x	x	x	x	x	x						x	x	x		x	x		x	x	x		
		Education Administration - District Level														x		x							x	
		Library Media Specialist																							x	x
		Reading Specialist																							x	x
		School Counseling																							x	x
		School Psychology																							x	x
		School Psychometry																							x	x
		Speech Language Pathologist																							x	x

* On hiatus

Year in Review

- Administered over 19,000 computer-based exams across the state
- Redeveloped the Oklahoma Subject Area Tests for Middle Level English, School Counselor, Psychometrist, Psychology/Sociology, and German to align with current state and national standards
- Redeveloped the Oklahoma General Education Test to align with 21st century knowledge and skills for entry level educators
- Facilitated the awarding of over 400 certification examination fee waivers for educator preparation candidates and Troops to Teachers.
- Provided performance assessment professional learning opportunities and trainings for Oklahoma educator preparation programs.
- Facilitated and supported the piloting of performance assessments by Oklahoma educator preparation candidates

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 and across the state via computer-based test administration. The examinations reflect state standards (Oklahoma Full-Subject Matter Competencies, Oklahoma General Competencies) as well as current national standards. Over 7000 Oklahoma educators have contributed their knowledge and expertise throughout the assessment development and validation process, including 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. Pass rates for the Oklahoma Reading Test were calculated by the institution and are presented in the table below. Not all institutions had candidates to assess.

Institution	Program	Overall		Institution	Program	Overall	
		N	%Pass			N	%Pass
Bacone College				Oklahoma Wesleyan University	Elementary Ed	3	100%
Cameron University	Early Childhood	20	74%	Oral Roberts University	Early Childhood	4	100%
	Elementary Ed	19	84%		Elementary Ed	14	100%
	Other	6	100%		Special Ed	7	100%
East Central University	Early Childhood	13	92%	Randall University			
	Elementary Ed	16	88%	Southeastern Oklahoma State University	Early Childhood	2	50%
	Special Ed	12	75%		Elementary Ed	41	95%
	Other	1	100%		Special Ed	2	100%
Langston University							
Mid-America Christian University	Early Childhood	2	100%	Southern Nazarene University	Early Childhood	7	86%
	Elementary Ed	8	88%		Elementary Ed	8	100%
Northeastern State University	Early Childhood	43	98%	Southwestern Christian University			
	Elementary Ed	73	99%	Southwestern Oklahoma State University	Early Childhood	14	100%
	Special Ed	10	100%		Elementary Ed	31	100%
Northwestern Oklahoma State University	Early Childhood	4	100%		Special Ed	12	100%
	Elementary Ed	17	100%		Other	1	100%
	Special Ed	5	60%	University of Central Oklahoma	Early Childhood	34	97%
Oklahoma Baptist University	Early Childhood	4	80%		Elementary Ed	73	99%
	Elementary Ed	6	100%		Special Ed	40	93%
	Other	14	93%	University of Oklahoma	Early Childhood	30	100%
Oklahoma Christian University	Early Childhood	12	100%		Elementary Ed	81	100%
	Elementary Ed	12	100%		Special Ed	6	100%
Oklahoma City University			University of Science and Arts	Early Childhood	7	100%	
Oklahoma Panhandle University	Elementary Ed	8		100%	Elementary Ed	10	100%
Oklahoma State University	Early Childhood	33		100%	Special Ed (Deaf Ed)	3	100%
	Elementary Ed	120	96%	University of Tulsa	Elementary Ed	4	100%
	Other	3	100%		Special Ed (Deaf Ed)	6	100%

Certification Examinations for Oklahoma Educators (CEOE) Aggregate Pass Rate by Test

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

TEST	N	% Pass
001 Instrumental/General Music	90	82.2
002 Art	101	73.3
003 Vocal/General Music	81	59.3
004 Chemistry	58	63.8
008 Earth Science	23	52.2
009 Family and Consumer Sciences	49	87.8
010 Biological Sciences	182	51.1
012 Physical Education/Health/Safety	306	65.4
013 Physical Science	85	77.6
014 Physics	21	42.9
015 Reading Specialist	58	91.4
016 Speech/Drama/Debate	51	62.7
017 U.S. History/OK History/Govern/Economics	323	74.6
018 World History/Geography	151	53.6
020 French	5	80.0
021 German	1	0.0
023 Latin	5	60.0
024 Middle Level English	89	79.8
026 Middle Level Science	134	40.3
027 Middle Level Social Studies	147	42.9
028 Blind/Visual Impairment	7	100.0
030 Deaf/Hard of Hearing	15	86.7
032 Psychology/Sociology	56	73.2
033 School Psychologist	4	100.0
034 Psychometrist	20	95.0
035 Speech-Language Pathologist	1	0.0
036 Driver/Safety Education	38	86.8
037 Journalism	22	86.4
038 Library-Media Specialist	47	89.4
039 School Counselor	208	69.2
040 Business Education	154	88.3
041 Marketing Education	19	31.6
042 Agricultural Education	57	89.5
043 Technology Engineering	10	70.0
045 Elementary Principal Comp. Assessment	421	67.9
046 Middle Level Principal Comp. Assessment	25	36.0
047 Secondary Principal Comp. Assessment	403	62.8
050 Elementary Education Subtest 1	1,038	84.6
051 Elementary Education Subtest 2	1,051	77.5
074 Oklahoma General Education Test	3,616	85.0
075 OPTE: PK-8	1,529	81.8
076 OPTE: 6-12	1,067	94.7

Aggregate Pass Rate by Test (Continued)

TEST	N	% Pass
078 Dance	2	50.0
079 Cherokee	3	0.0
080 Chinese (Mandarin)	6	100.0
081 Computer Science	8	25.0
082 Elementary Mathematics Specialist	6	66.7
083 Gifted Education	8	0.0
105 Early Childhood Education	757	54.2
107 English	381	60.4
111 Advanced Mathematics	103	61.2
119 Spanish	55	83.6
125 Middle Level/Intermediate Mathematics	318	48.1
129 Mild-Moderate Disabilities	556	72.7
131 Severe-Profound/Multiple Disabilities	98	65.3
137 Journalism	13	69.2
148 Superintendent	116	39.7
177 English as a Second Language	108	76.9
178 Dance	4	50.0
181 Computer Science	3	66.7

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	8	50.0	4	50.0	8	25.0	20	40.0
Cameron University	54	88.9	55	98.2	122	78.7	231	85.7
East Central University	29	93.1	53	83.0	122	77.9	204	81.4
Langston University	19	63.2	3	66.7	22	45.5	44	54.5
Mid-America Christian University	5	100.0	10	90.0	17	76.5	32	84.4
Northeastern State University	79	93.7	183	94.0	294	81.0	556	87.1
Northwestern Oklahoma State University	24	70.8	31	90.3	73	89.0	128	85.9
Oklahoma Baptist University	58	94.8	51	98.0	93	89.2	202	93.1
Oklahoma Christian University	25	100.0	25	100.0	69	84.1	119	90.8
Oklahoma City University	20	95.0	20	100.0	31	83.9	71	91.5

Aggregate Pass Rate by Teacher Preparation Institutions (Continued)

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
Oklahoma Panhandle State University	21	57.1	17	82.4	19	73.7	57	70.2
Oklahoma State University	312	91.0	259	95.0	463	86.0	1,034	89.7
Oklahoma Wesleyan University	20	80.0	13	84.6	32	75.0	65	78.5
Oral Roberts University	45	91.1	43	93.0	79	81.0	167	86.8
Randall University	2	0.0	2	100.0	1	100.0	5	60.0
Southeastern Oklahoma State University	25	76.0	66	92.4	132	75.8	223	80.7
Southern Nazarene University	21	95.2	15	86.7	156	51.3	192	58.9
Southwestern Christian University	10	80.0	6	83.3	8	87.5	24	83.3
Southwestern Oklahoma State University	101	84.2	106	83.0	247	75.7	454	79.3
St. Gregory's University	8	100.0	10	70.0	23	60.9	41	70.7
University of Central Oklahoma	289	82.0	181	93.9	434	74.0	904	80.5
University of Oklahoma	138	95.7	173	98.3	254	93.7	565	95.6
University of Science and Arts of Oklahoma	24	79.2	23	82.6	47	74.5	94	77.7
University of Tulsa	8	87.5	12	91.7	11	100.0	31	93.5

Aggregate Pass Rate by Program Status

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

OPTE

Test	Program Status					
	Total		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
OPTE: PK-8	1,529	81.8	890	90.3	639	70.0
OPTE: 6-12	1,067	94.7	490	96.1	577	93.4
OVERALL OPTE	2,596	87.1	1,380	92.4	1,216	81.1

OSAT

Category	Overall		Program		Non-Program	
	N	%Pass	N	% Pass	N	% Pass
General	6,509	68.3	2,166	80.5	4,343	62.2
Career Technology	289	84.1	53	90.6	236	82.6
Advanced	338	77.5	160	87.5	178	68.5
Administrator - Principal	849	64.5	416	65.9	433	63.3
Administrator – Superintendent	116	39.7	26	30.8	90	42.2
TOTAL	8,101	68.4	2,821	78.5	5,280	63.1

OGET, OSAT, and OPTE

Test	Non-Program			Program	
	N	% Pass		N	% Pass
001 Instrumental/General Music	29	65.5		61	90.2
002 Art	74	71.6		27	77.8
003 Vocal/General Music	40	35.0		41	82.9
004 Chemistry	49	63.3		9	66.7
008 Earth Science	16	62.5		7	28.6
009 Family & Consumer Sciences	43	86.0		6	100.0
010 Biological Sciences	164	48.8		18	72.2
012 Phys Ed/Health/Safety	226	63.3		80	71.3
013 Physical Science	73	75.3		12	91.7
014 Physics	19	42.1		2	50.0
015 Reading Specialist	20	90.0		38	92.1
016 Speech/Drama/ Debate	46	60.9		5	80.0
017 US Hist/OK Hist/Govern/Economics	227	73.1		96	78.1
018 World History/Geography	109	52.3		42	57.1
020 French	4	75.0		1	100.0
021 German	1	0.0		*	*
023 Latin	4	50.0		1	100.0
024 Middle Level English	88	80.7		1	0.0
026 Middle Level Science	130	40.8		4	25.0
027 Middle Level Social Studies	140	42.9		7	42.9
028 Blind/Visual Impairment	7	100.0		*	*
030 Deaf/ Hard of Hearing	5	100.0		10	80.0
032 Psychology/Sociology	52	75.0		4	50.0
033 School Psychologist	1	100.0		3	100.0
034 Psychometrist	3	66.7		17	100.0
035 Speech-Language Pathologist	1	0.0		*	*
036 Drivers /Safety Education	36	86.1		2	100.0
037 Journalism	22	86.4		*	*

**OGET, OSAT, and OPTE
(Continued)**

Test	Non-Program		Program	
	N	% Pass	N	% Pass
038 Library- Media Specialist	20	85.0	27	92.6
039 School Counselor	133	63.2	75	80.0
040 Business Education	147	87.8	7	100.0
041 Marketing Education	19	31.6	*	*
042 Agricultural Education	20	90.0	37	89.2
043 Technology Engineering	7	71.4	3	66.7
045 Elementary Principal Comp. Assessment	203	66.5	218	69.3
046 Middle Level Principal Comp. Assessment	16	43.8	9	22.2
047 Secondary Principal Comp. Assessment	214	61.7	189	64.0
050 Elementary Education Subtest 1	490	76.9	548	91.4
051 Elementary Education Subtest 2	486	68.9	565	84.8
074 Oklahoma General Education Test	1,984	83.3	1,632	87.1
075 OPTE: PK-8	639	70.0	890	90.3
076 OPTE: 6-12	577	93.4	490	96.1
078 Dance	*	*	2	50.0
079 Cherokee	2	0.0	1	0.0
080 Chinese (Mandarin)	2	100.0	4	100.0
081 Computer Science	8	25.0	*	*
082 Elementary Mathematics Specialist	3	33.3	3	100.0
083 Gifted Education	8	0.0	*	*
105 Early Childhood Education	460	45.7	297	67.3
107 English	268	55.2	113	72.6
111 Advanced Mathematics	60	53.3	43	72.1
119 Spanish	42	78.6	13	100.0
125 Middle Level/Intermediate Mathematics	291	46.4	27	66.7
129 Mild-Moderate Disabilities	461	72.0	95	75.8
131 Severe-Profound/Multiple Disabilities	85	64.7	13	69.2
137 Journalism	13	69.2	*	*
148 Superintendent	90	42.2	26	30.8
177 English as a Second Language	98	75.5	10	90.0
178 Dance	2	50.0	2	50.0
181 Computer Science	3	66.7	*	*
Total	8,480	70.4	5,833	84.2

* No Examinees Tested

Year in Review

- Oklahoma National Board Certified Teachers (NBCT) make up 7.3% of the state's teaching force
- Oklahoma ranks 13th in the total number of teachers (3,170) who achieved certification, with 14 achieving certification in 2018
- The state's top five school districts in the terms of the cumulative total of NBCTs are Tulsa Public Schools (126), Oklahoma City Public Schools (126), Edmond Public Schools (116), Moore Public Schools (115), and Norman Public Schools (95)
- Forty-two NBCTs renewed certification in 2018, resulting in a total of 500 renewed NBCTs statewide
- ELO provided professional development for over 200 National Board and Renewal candidates
- ELO assigned 10 regional coordinators and 25 trainers to support and facilitate professional learning

Every child deserves to be taught by an accomplished teacher. National Board was designed to develop, retain and recognize accomplished teachers. National Board

NATIONAL BOARD
for Professional Teaching Standards[®]

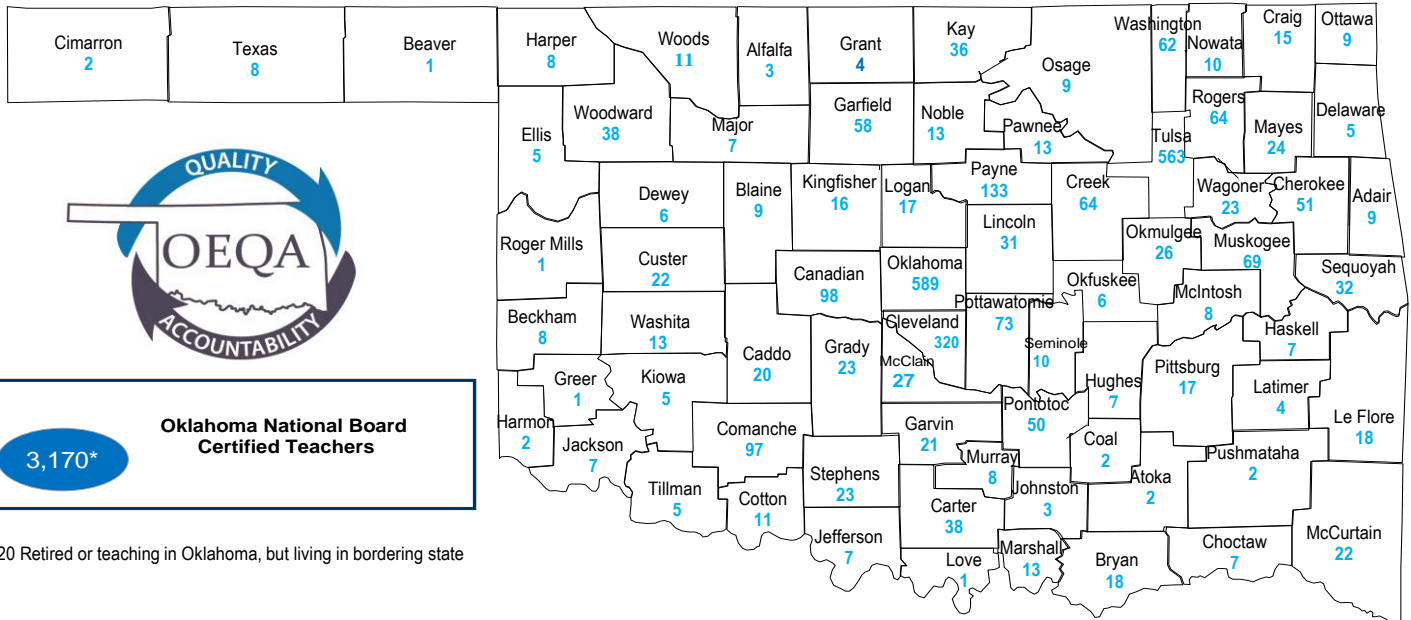
Certification is the most respected professional certification available in education. Recognized as the gold standard in teacher certification, the National Board believes higher standards for teachers means better learning for students. Developed by practicing educators based on research and practitioner expertise, 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. 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.

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.

More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by other teachers – and the impact is greater for high needs students.

Oklahoma National Board Certified Teachers



Oklahoma National Board Certified Teachers
 3,170*

*120 Retired or teaching in Oklahoma, but living in bordering state

NBCT Renewal Process

Renewal is a process that NBCTs show their commitment to their profession. 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. Renewal is a process by which teachers create and submit a Profile of Professional Growth demonstrating how their practices continue to align with National Board standards and impact student learning. For those reasons, National Board Certification like Board certification in other professions from architecture to medicine, must be periodically renewed.

Year in Review

- Conducted School Performance Reviews at three districts: Insight School of Oklahoma, Tannehill Public Schools, and Oklahoma Connections Academy
- Presented OSPR findings at three local board meetings: Insight School of Oklahoma, Tannehill Public Schools, and Oklahoma Connections Academy
- Suggested 142 recommendations with a five-year total estimated savings of \$92,698

Oklahoma School Performance Review

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.

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

Performance Reviews Presented in 2017-18:

Insight School of Oklahoma is located in Midwest City, OK, but their students are located in cities and towns across the state of Oklahoma. Midwest City is located east of Oklahoma City and north of Tinker Air Force Base. During the 2016-17 school year, the charter school served 334 students in grades 7th through 12th. All operational areas were reviewed with the exception of child nutrition and transportation. The review resulted in 41 commendations and 36 recommendations with an estimated total five-year savings of \$92,699.

Tannehill Public Schools is an elementary school district that serves pre-kindergarten through eighth grade students. Tannehill Public Schools is located in Pittsburg County near McAlester, OK. The district covers 59 square miles in a predominately rural setting. Tannehill's enrollment for the 2016-17 school year was 159 students. All operational areas were reviewed resulting in 30 commendations and 80 recommendations with an estimated total five-year savings of \$7,558.

Oklahoma Connection Academy's headquarters are located in Bartlesville, OK. The school offers an individualized online curriculum. The charter school serves students from all across the state of Oklahoma. During the 2017-18 school year the charter school served 1,400 students in grades kindergarten through 12th. All operational areas were reviewed with the exception of child nutrition and transportation. The review resulted in 37 commendations and 26 recommendations. There were no savings noted in this review.

School Performance Reviews can be found at:

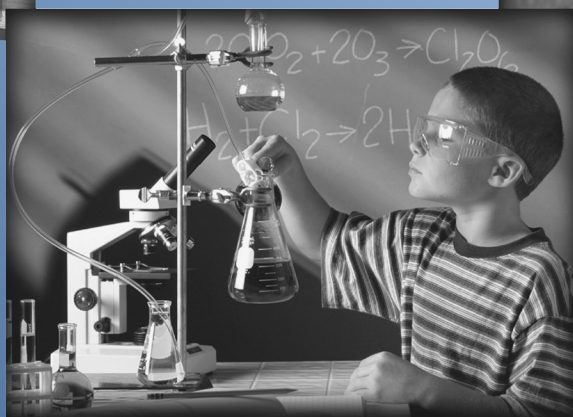
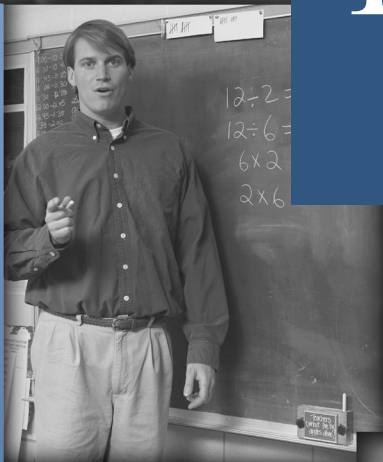
https://www.ok.gov/oeqa/Oklahoma_School_Performance_Review/index.html



Oklahoma
Educational
Indicators
Program



Profiles 2017 State Report



The Commission for Educational Quality and Accountability and OEQA strive to provide the most timely and comprehensive information regarding Oklahoma’s public schools. The *State Profiles* is an annual report aggregating many of the Oklahoma Educational Indicators Program’s statistics to the state level. Per §70-1210.531, the *State Profiles* delivers, “A summary report to the people and Legislature of Oklahoma of the information provided by the Oklahoma Educational Indicators Program.”

The Oklahoma Educational Indicators Program provides school site, district, and state educational statistics derived from a number of sources. These sources include the Census Bureau’s American Community Survey, Oklahoma State Department of Education, Oklahoma Tax Commission, Oklahoma State Regents for Higher Education, National Center for Education Statistics, and Office of Educational Quality and Accountability. This program has proven to be vital to parents, researchers, grant writers, school administrators, legislators, and the general public.

The State, District, and Site-level profiles are located on our website. Please visit <https://www.edprofiles.info> to view or download these profiles.

The following pages contain tables and maps that provide data at the state, county, and national level for historical and comparative purposes. The vast majority of these data were collected during the 2016-2017 school year, which is the most current, comprehensive, and complete reporting cycle. However, some statistics are derived from multi-year averages or periodic snapshots. In some cases, comparisons are not necessarily appropriate because of the differences in sample sizes. The definitions, methodologies, and sources used to create the site, district, and state profiles can be found here: <https://www.edprofiles.info/oeip-exp>



Figure 1
Oklahoma Public School District Characteristics
Fall 2016

Characteristic	Number
Total Number of Districts	544
Number of Dependent Districts	95
Number of Independent Districts	418
Number of Charter Schools	31
Average Number of Sites per District*	3
Average Square Miles Covered per District*	136
Source: Oklahoma State Department of Education	

* Excludes Charter Schools

Figure 2
Oklahoma Public School District Enrollment Characteristics
Fall 2016

Characteristic	State Average
Fall Enrollment	1,279
Percentage Eligible for Free/Reduced Lunch	62.7%
Percentage Identified as Gifted/Talented	14.5%
Percentage Identified as English Learners	7.1%
Percentage in Special Education	15.8%
Senior Graduation Rate	96.8%
4-Year Dropout Rate	9.2%
Total Fall Enrollment: 693,710	
Source: Oklahoma State Department of Education	

Figure 3
Oklahoma Public School District Enrollment by Ethnic Group
Fall 2016

Ethnic Group	State Average Percentage
Caucasian	49.4%
Black	8.8%
Asian	2.3%
Hispanic	16.8%
Native American	13.9%
Two or More Races	8.8%
Source: Oklahoma State Department of Education	

Figure 4
Community Characteristics for Oklahoma School Districts
2012-2016 Five Year Estimates

Characteristic	State Average
District Population	7,555
Average Household Income	\$65,458
Median Household Income	\$48,038
Percentage of Population below Poverty	16.5%
Unemployment Rate	6.0%
Percentage of Population under 18	24.6%
Percentage of Children under 18 Living in Married-Couple Household	65.2%

Source: U.S. Census Bureau

Figure 5
Highest Educational Level for Adults Age 25+
in Oklahoma Public School Districts
2012-2016 Five Year Estimates

Highest Educational Level	State Average Percentage
Without High School Diploma	12.7%
High School Diploma Only	31.6%
Some College but No Degree	23.7%
Associate's Degree	7.4%
Bachelor's Degree and Above	24.5%

Source: U.S. Census Bureau

Figure 6
Oklahoma Public School District Staff Numbers
Fall 2016

Type	State Average Per District
Teachers (Non-Special Education)	67.8
Special Education Teachers	8.2
Counselors	2.9
Administrators	6.4

Source: Oklahoma State Department of Education



Figure 7
Oklahoma Public School District Revenues by Source
2016-2017 School Year

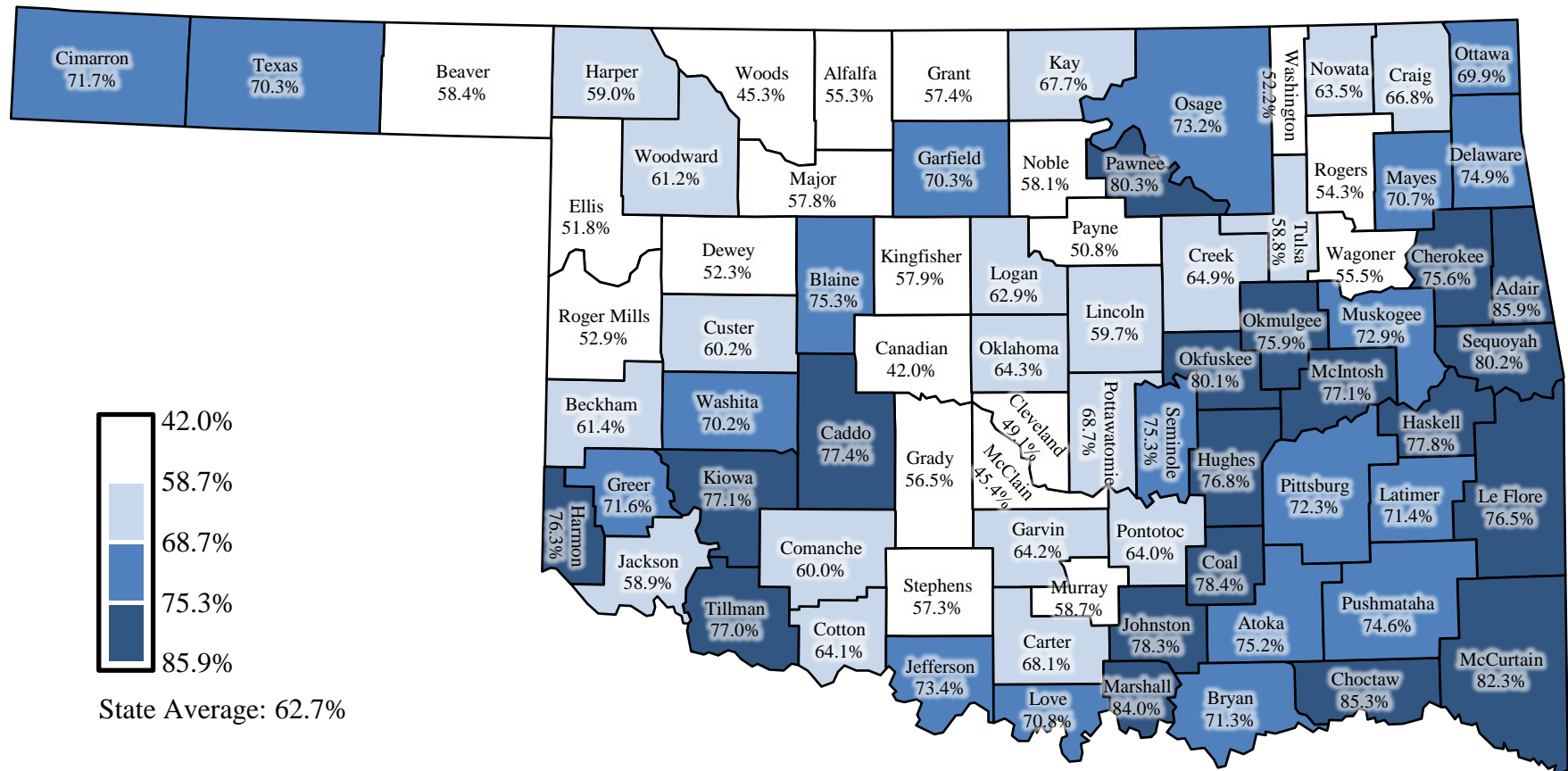
Source	State Average Percentage
District	40.5%
County	2.7%
State Dedicated	7.3%
State Appropriated	38.2%
Federal	11.3%
Source: Oklahoma State Department of Education	

Figure 8
Oklahoma Public School District Expenditures (Excluding Bond Funds)
Per Average Daily Membership
2016-2017 School Year

Category	State Average Percentage	State Average Amount
Instruction	53.6%	\$4,105
Instructional Support	3.7%	\$280
Student Support	7.0%	\$539
School Administration	5.8%	\$443
District Administration	3.0%	\$232
District Support	17.6%	\$1,350
Other	9.3%	\$710
Total	100%	\$7,658
Source: Oklahoma State Department of Education		

Figure 9

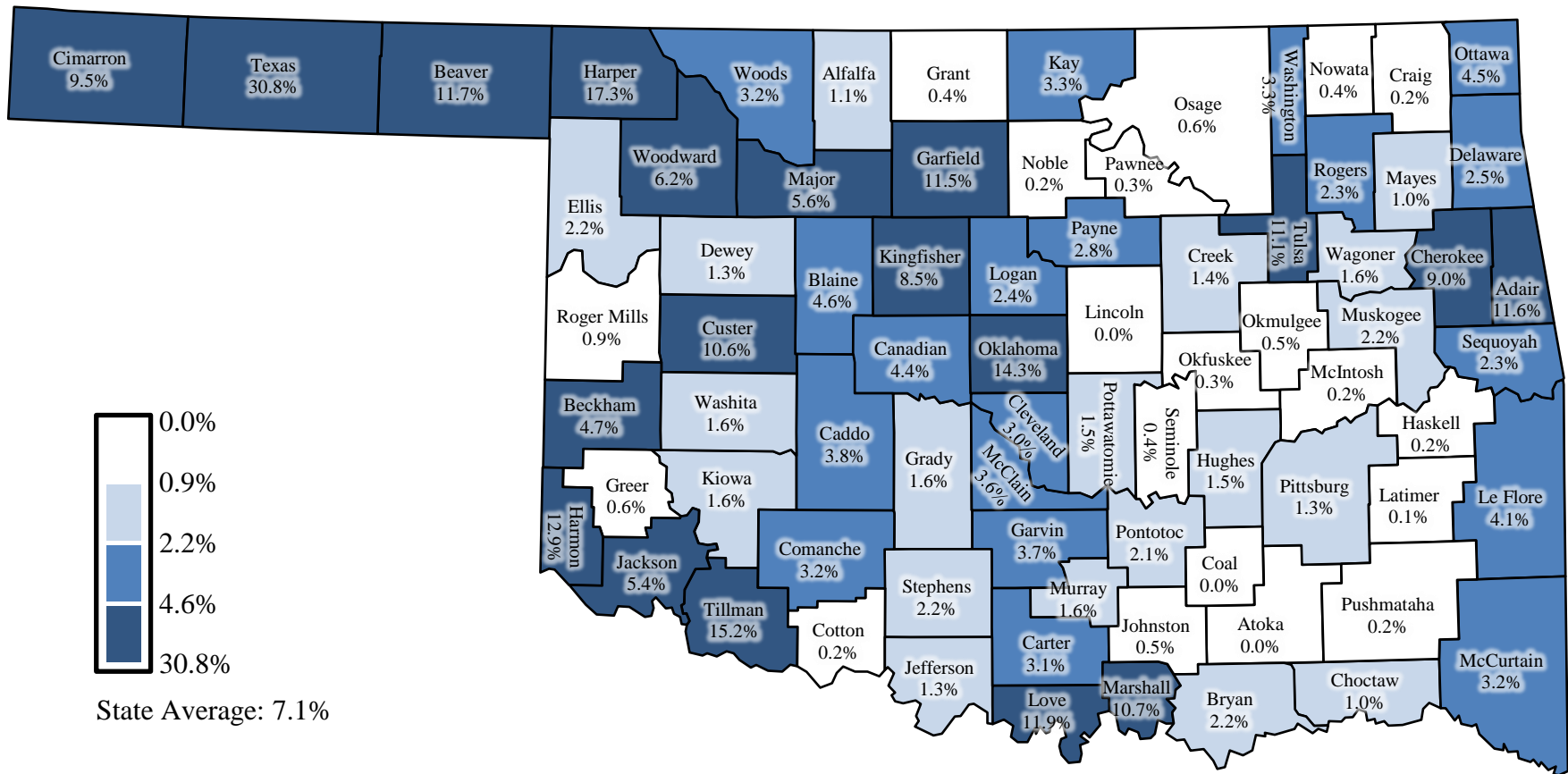
% Students Eligible for Free/Reduced Lunch Program 2016 - 2017 School Year



Source: Oklahoma State Department of Education

Figure 10

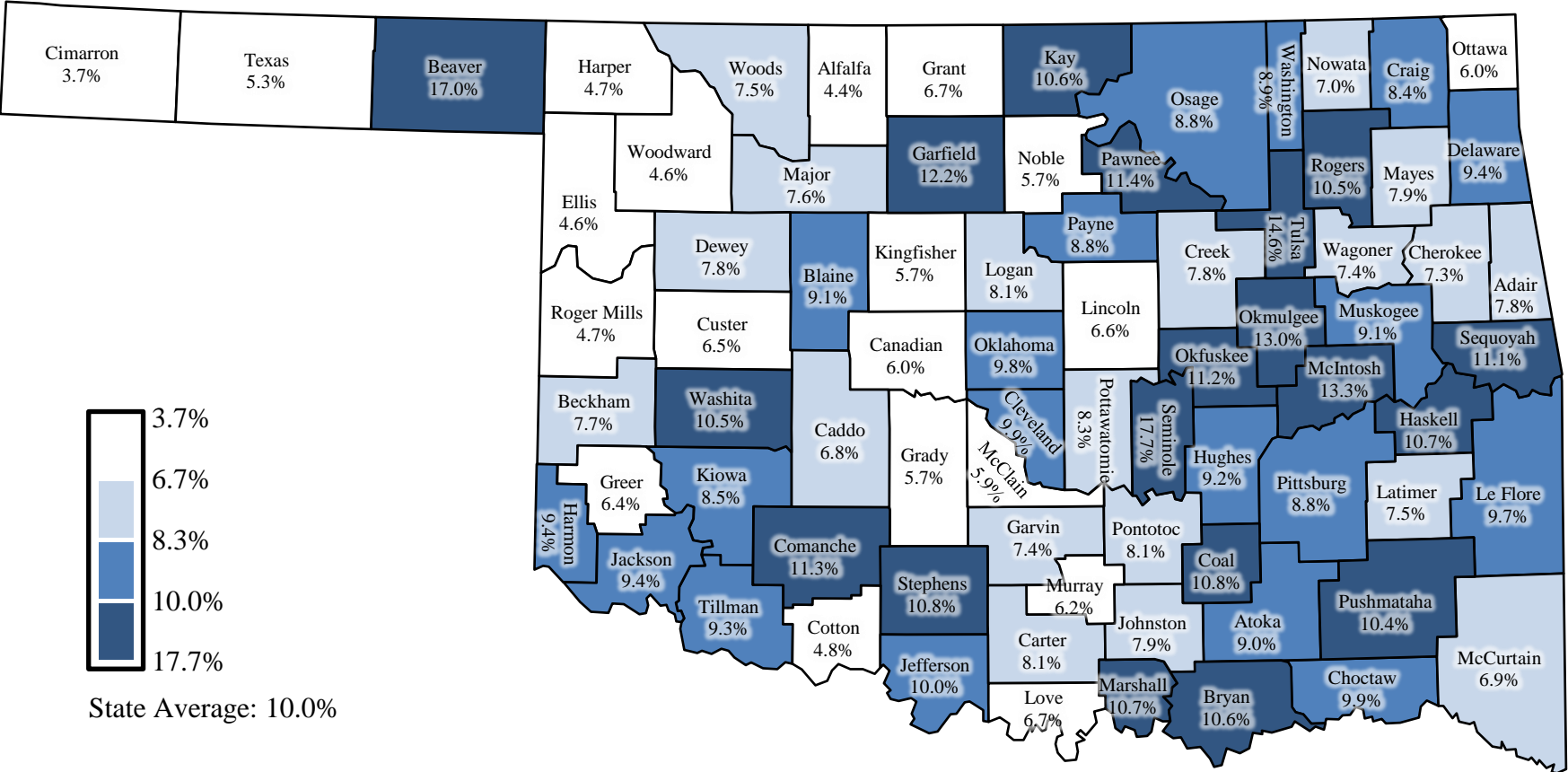
% Students Identified as English Learners 2016 - 2017 School Year



Source: Oklahoma State Department of Education

Figure 12

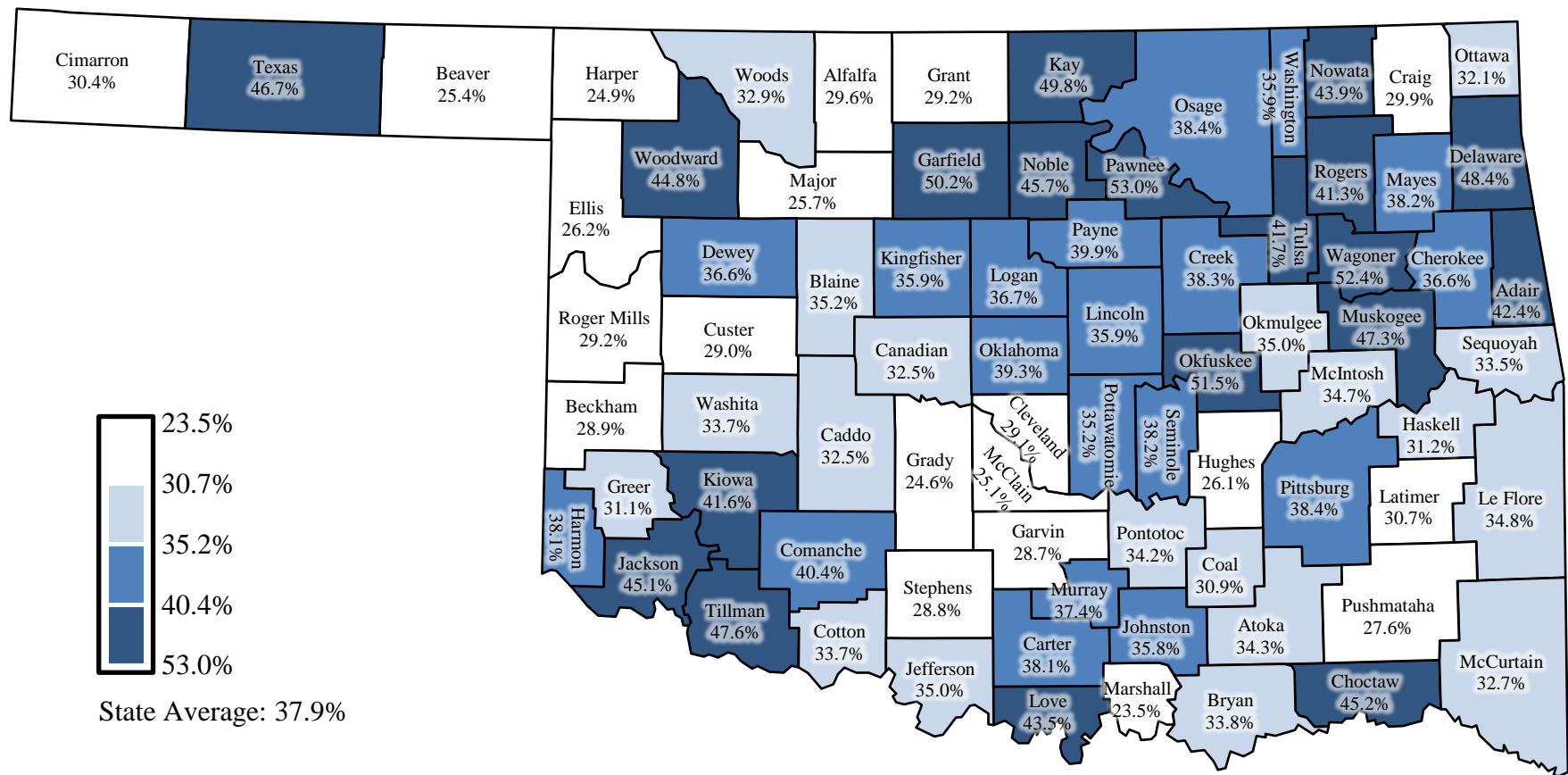
Incoming Student Mobility Rates 2016 - 2017 School Year



Source: Office of Educational Quality and Accountability, Oklahoma State Department of Education

Figure 13

% KG-3rd Grade Students in Reading Remediation 2016 - 2017 School Year



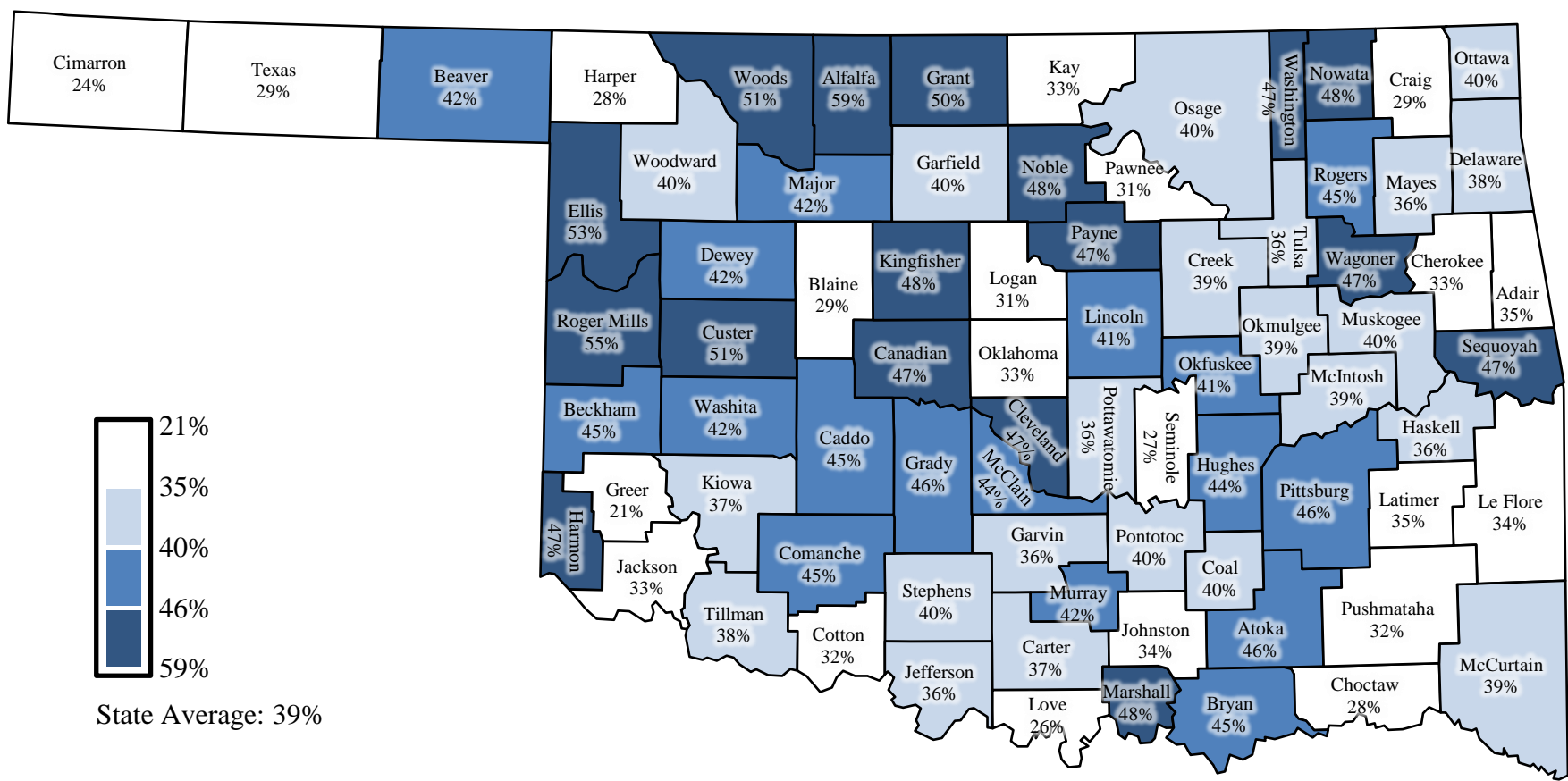
Source: Oklahoma State Department of Education

Figure 14

3rd Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



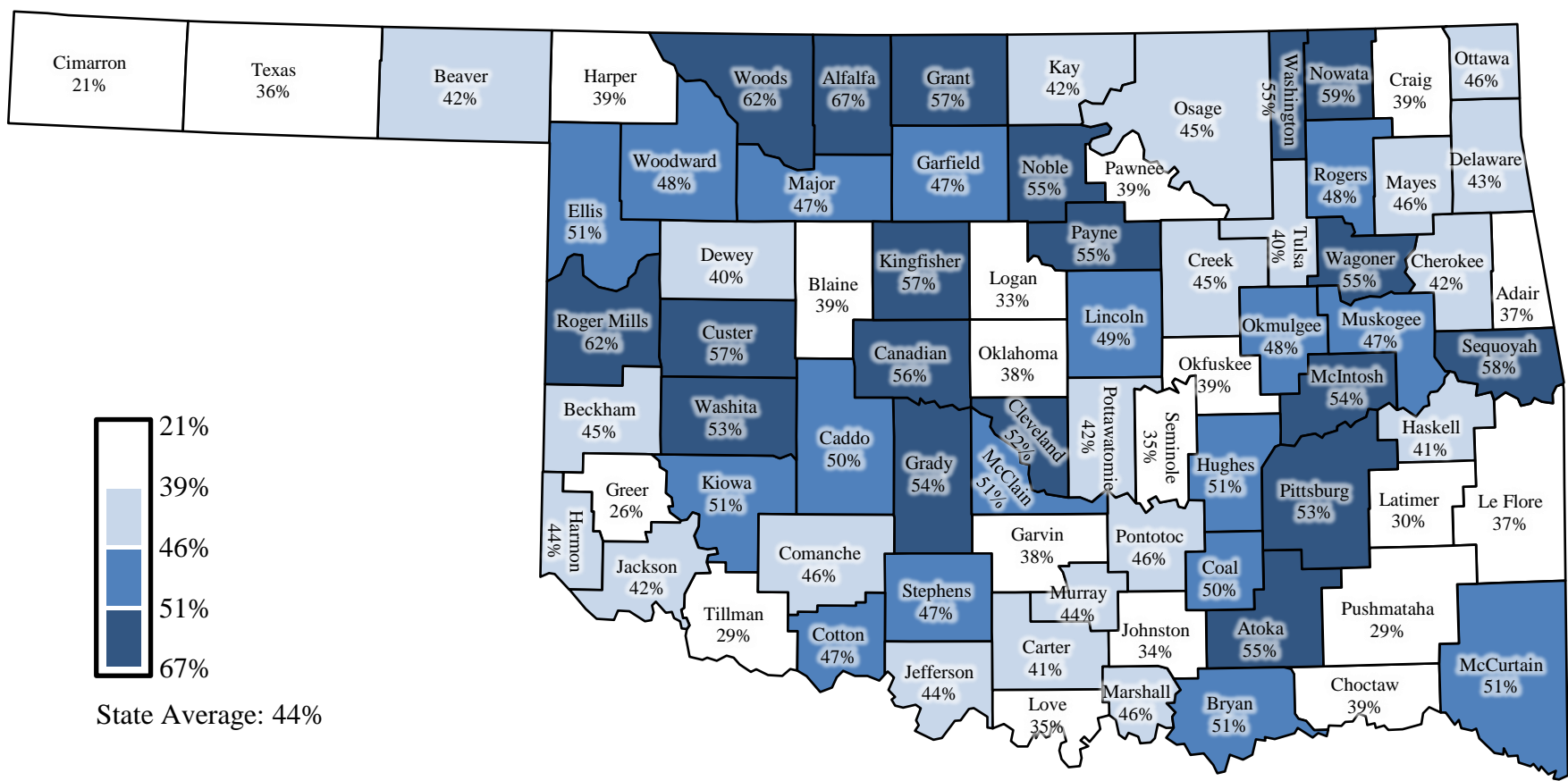
Source: Oklahoma State Department of Education

Figure 15

3rd Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



21%
 39%
 46%
 51%
 67%

State Average: 44%

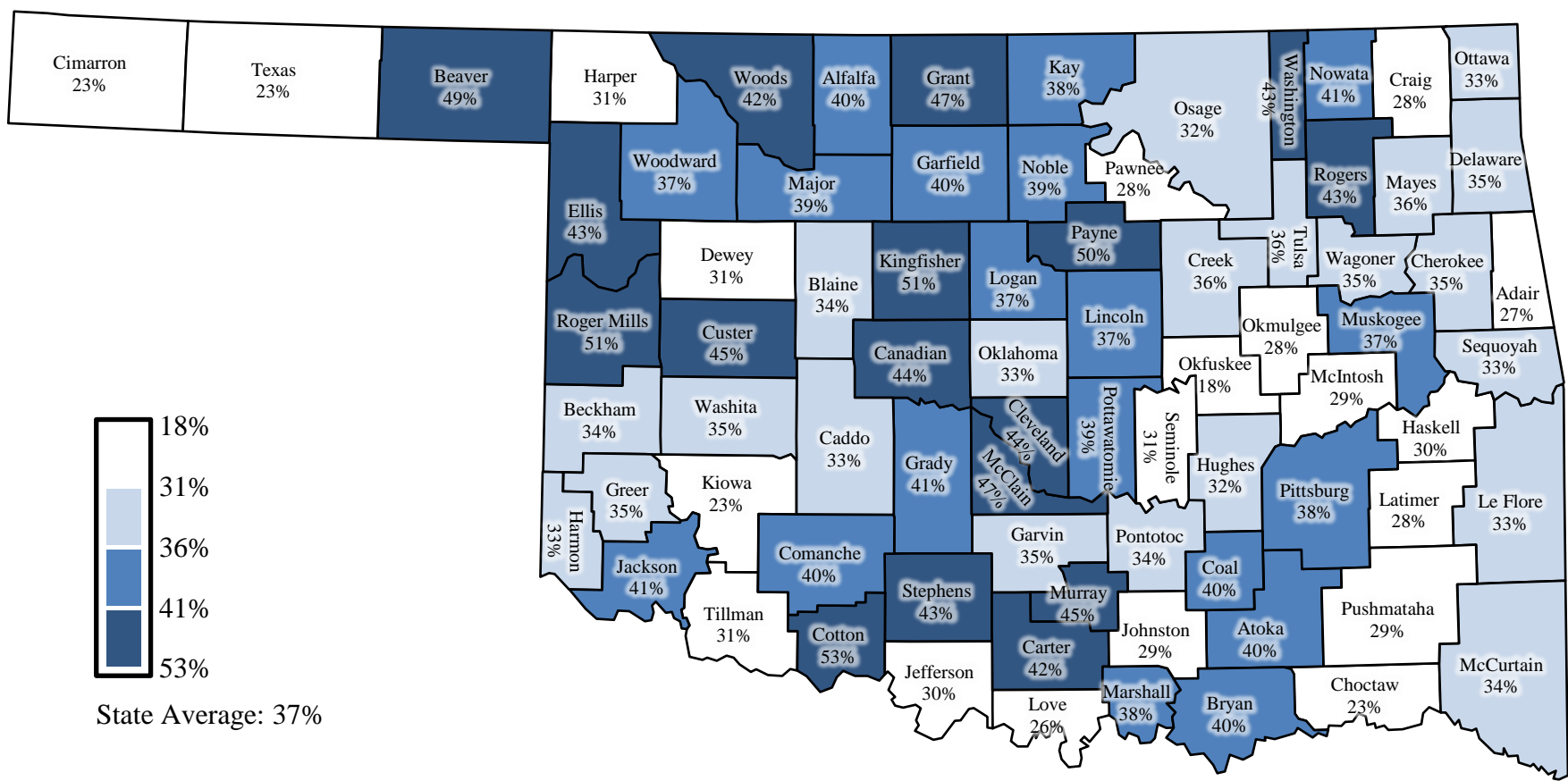
Source: Oklahoma State Department of Education

Figure 16

4th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



18%
 31%
 36%
 41%
 53%

State Average: 37%

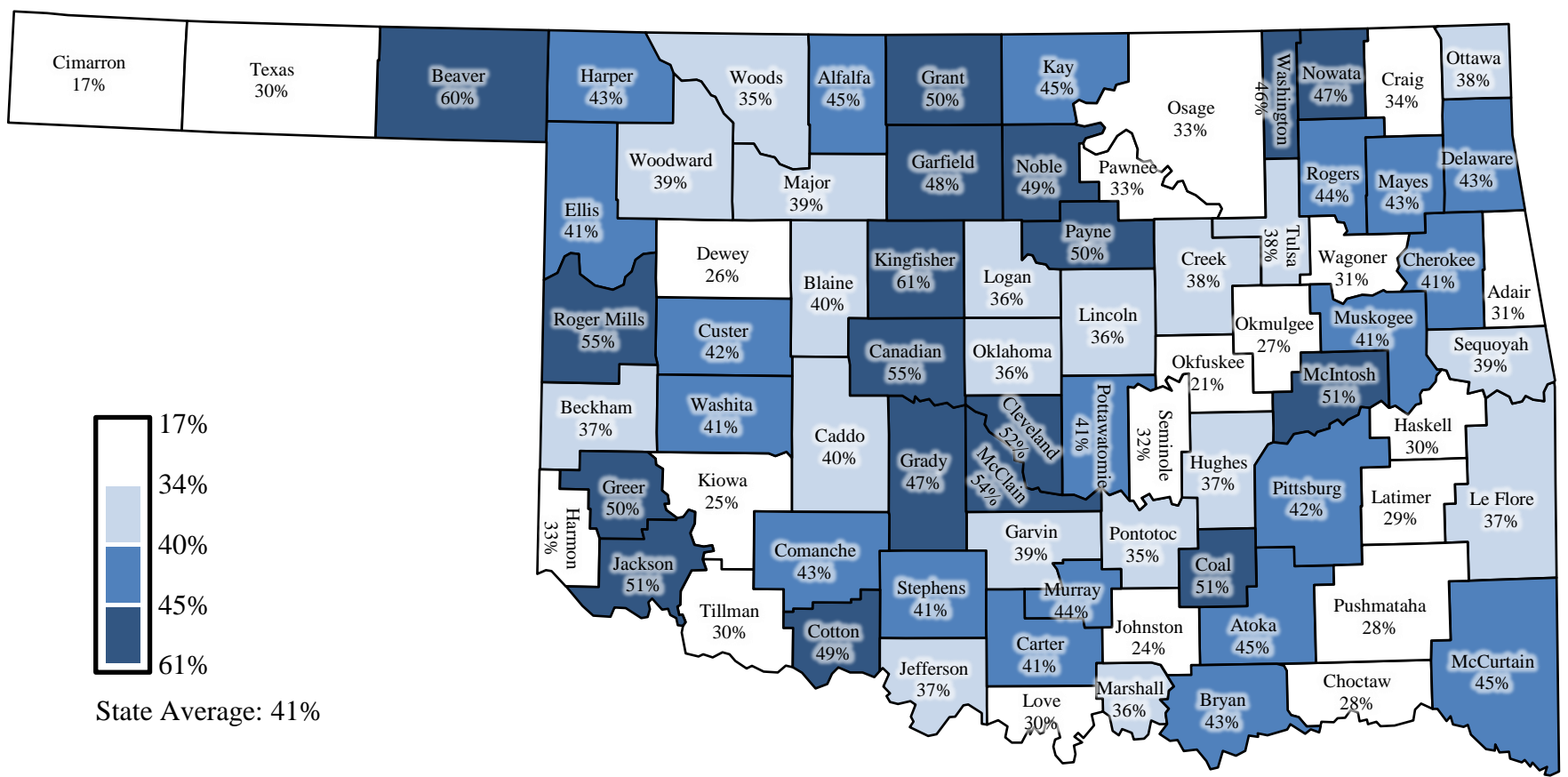
Source: Oklahoma State Department of Education

Figure 17

4th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



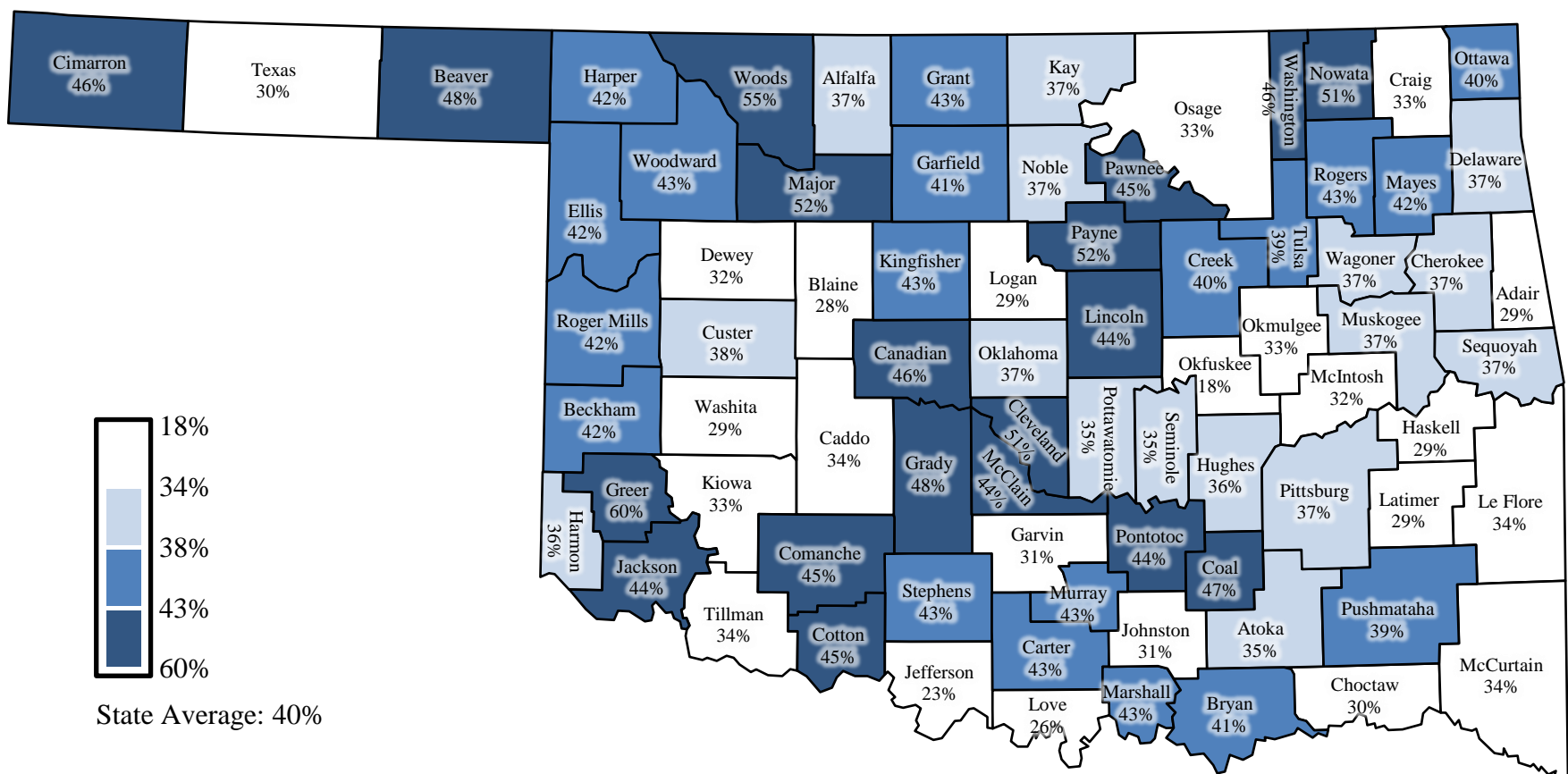
Source: Oklahoma State Department of Education

Figure 18

5th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



18%
 34%
 38%
 43%
 60%

State Average: 40%

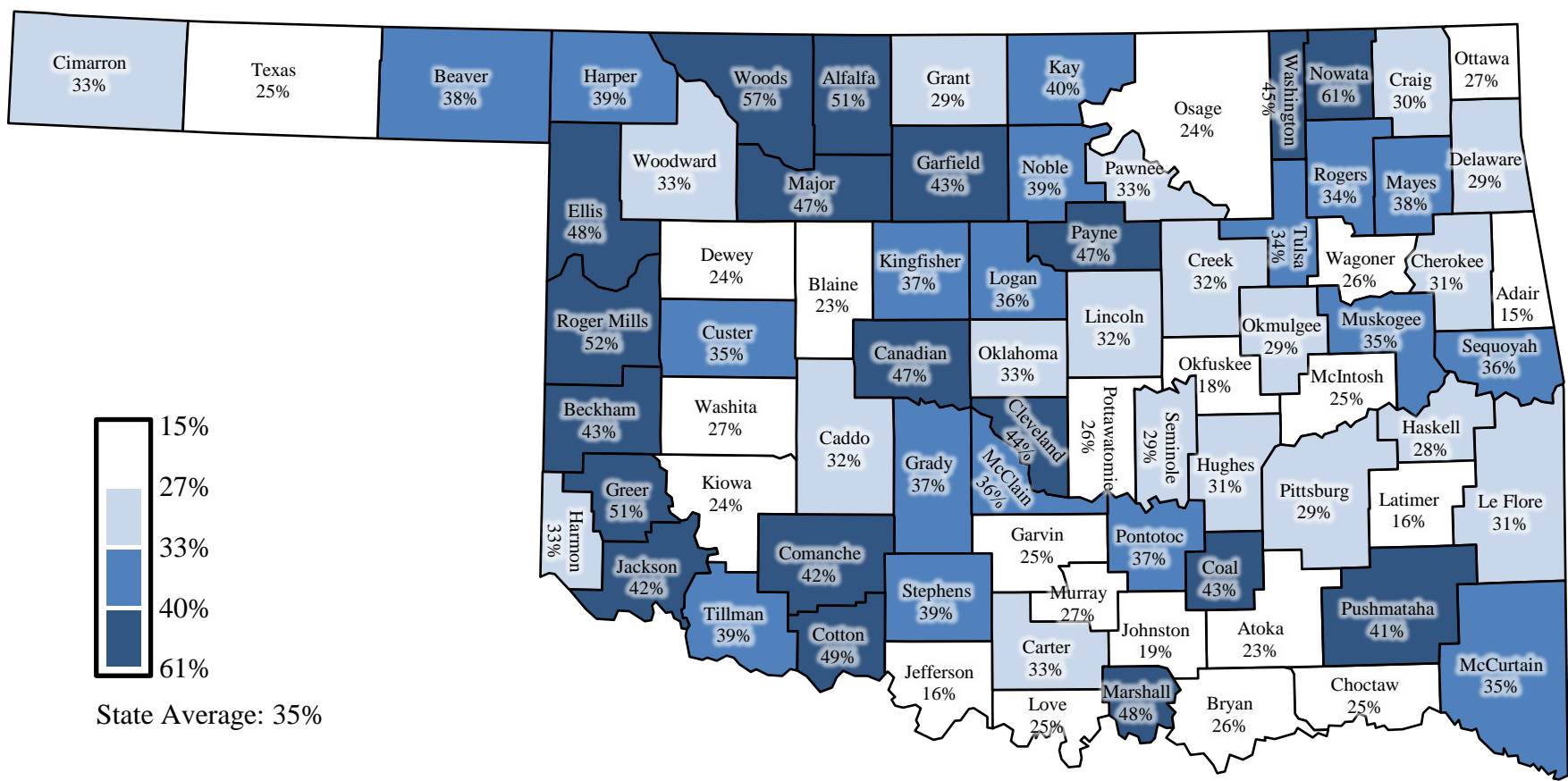
Source: Oklahoma State Department of Education

Figure 19

5th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



15%
 27%
 33%
 40%
 61%

State Average: 35%

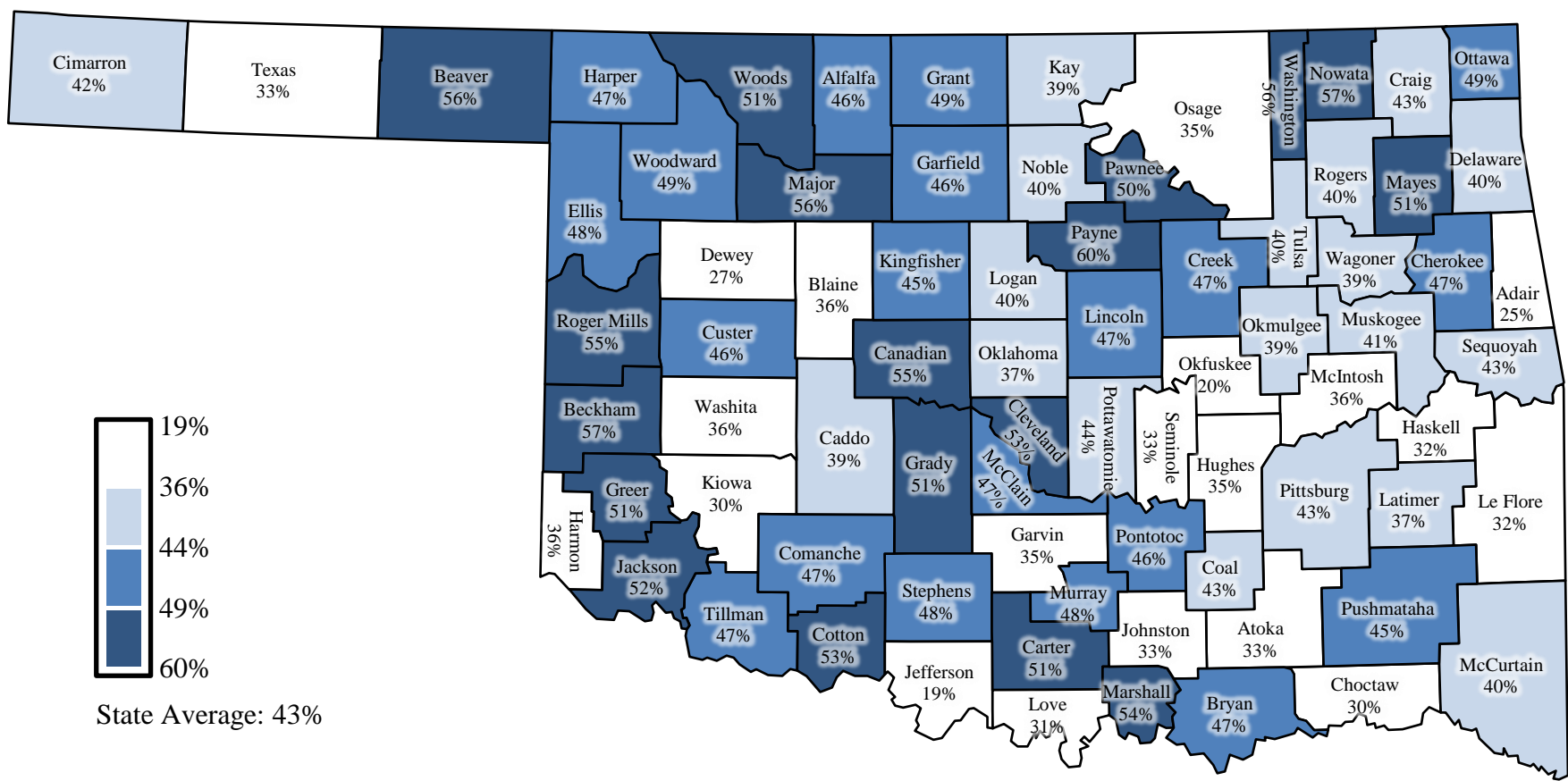
Source: Oklahoma State Department of Education

Figure 20

5th Grade OSTP - Science

% Students Scoring Proficient or Above

2016 - 2017 School Year



19%
 36%
 44%
 49%
 60%
 State Average: 43%

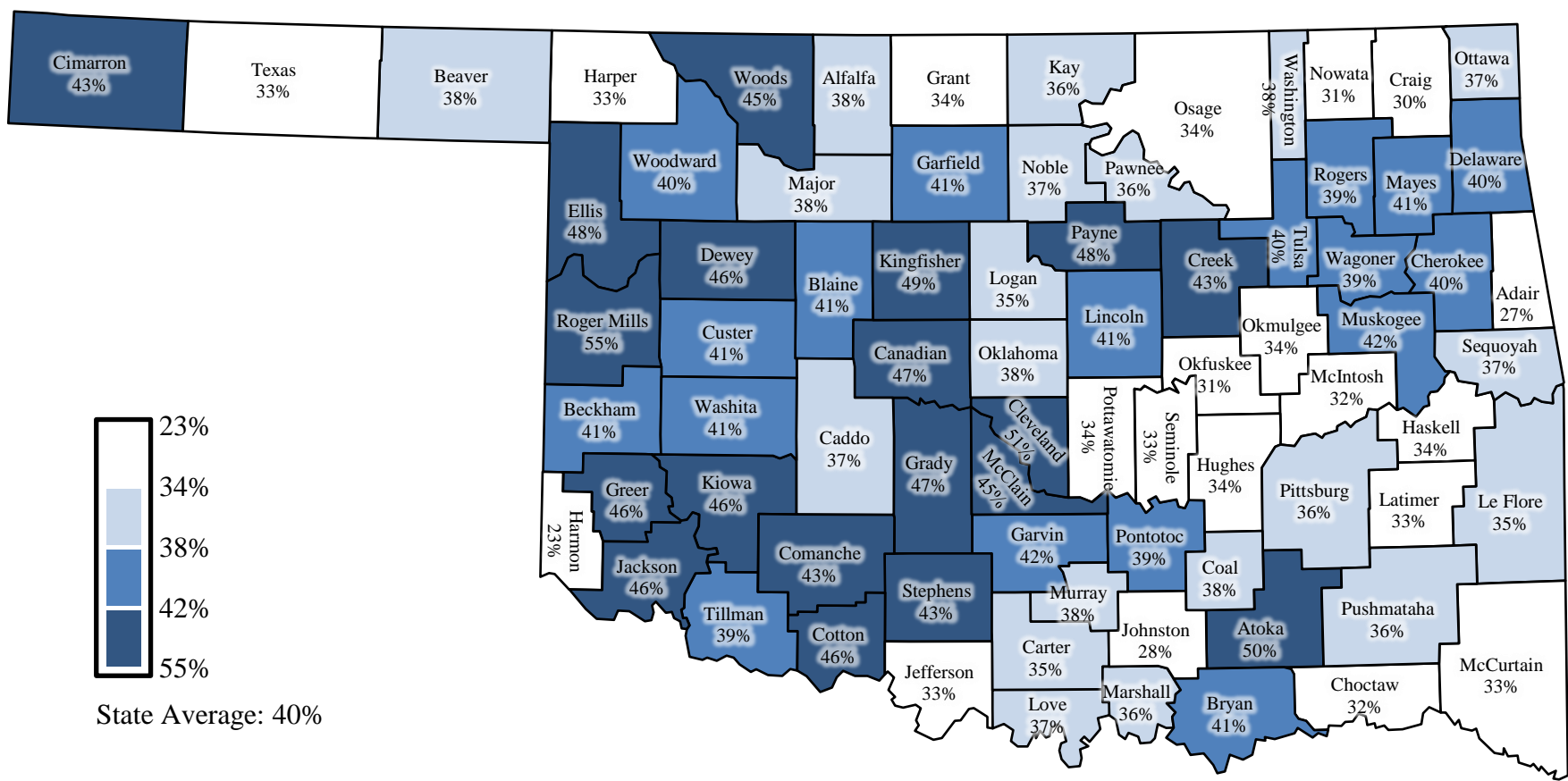
Source: Oklahoma State Department of Education

Figure 21

6th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



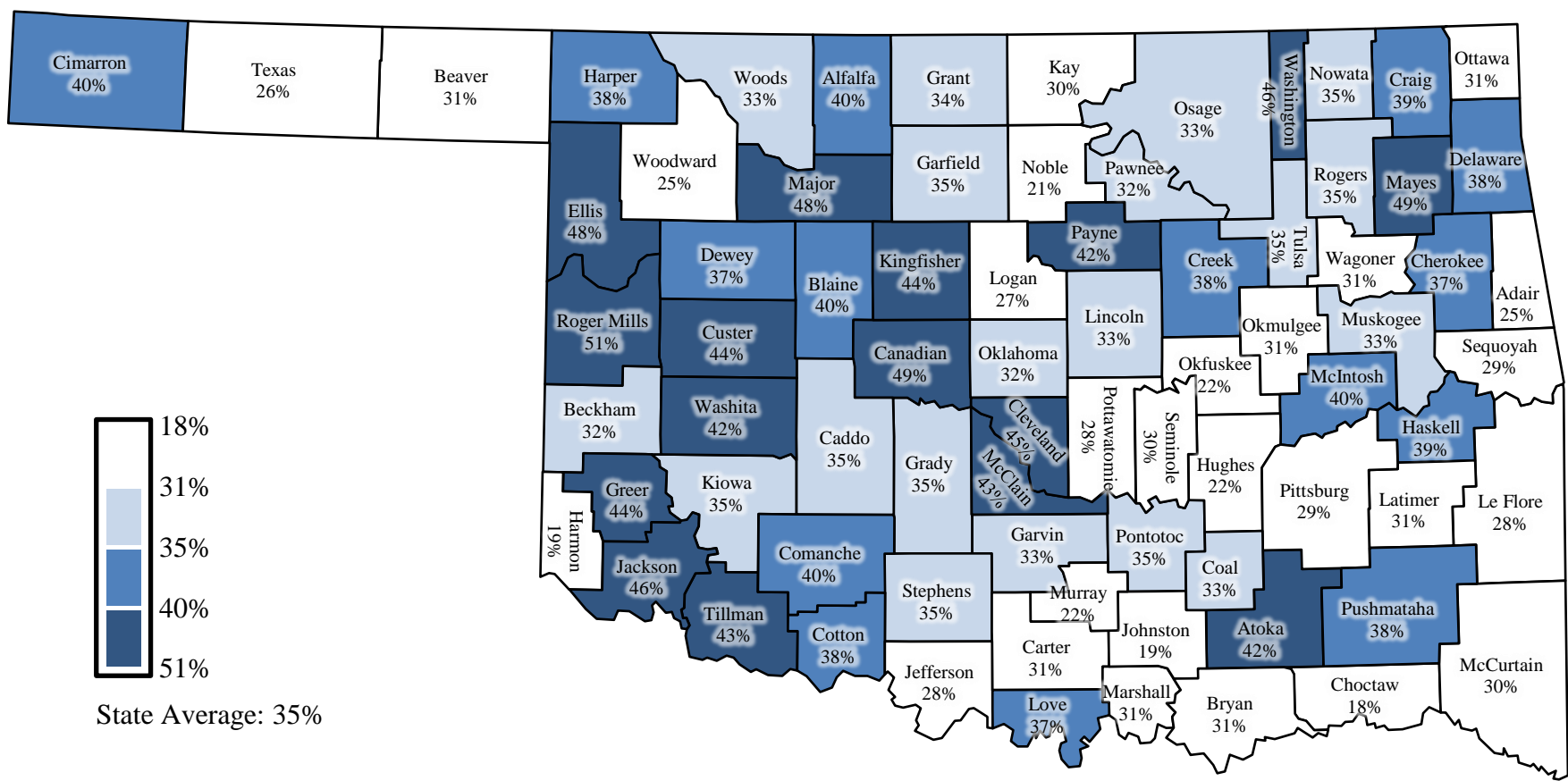
Source: Oklahoma State Department of Education

Figure 22

6th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



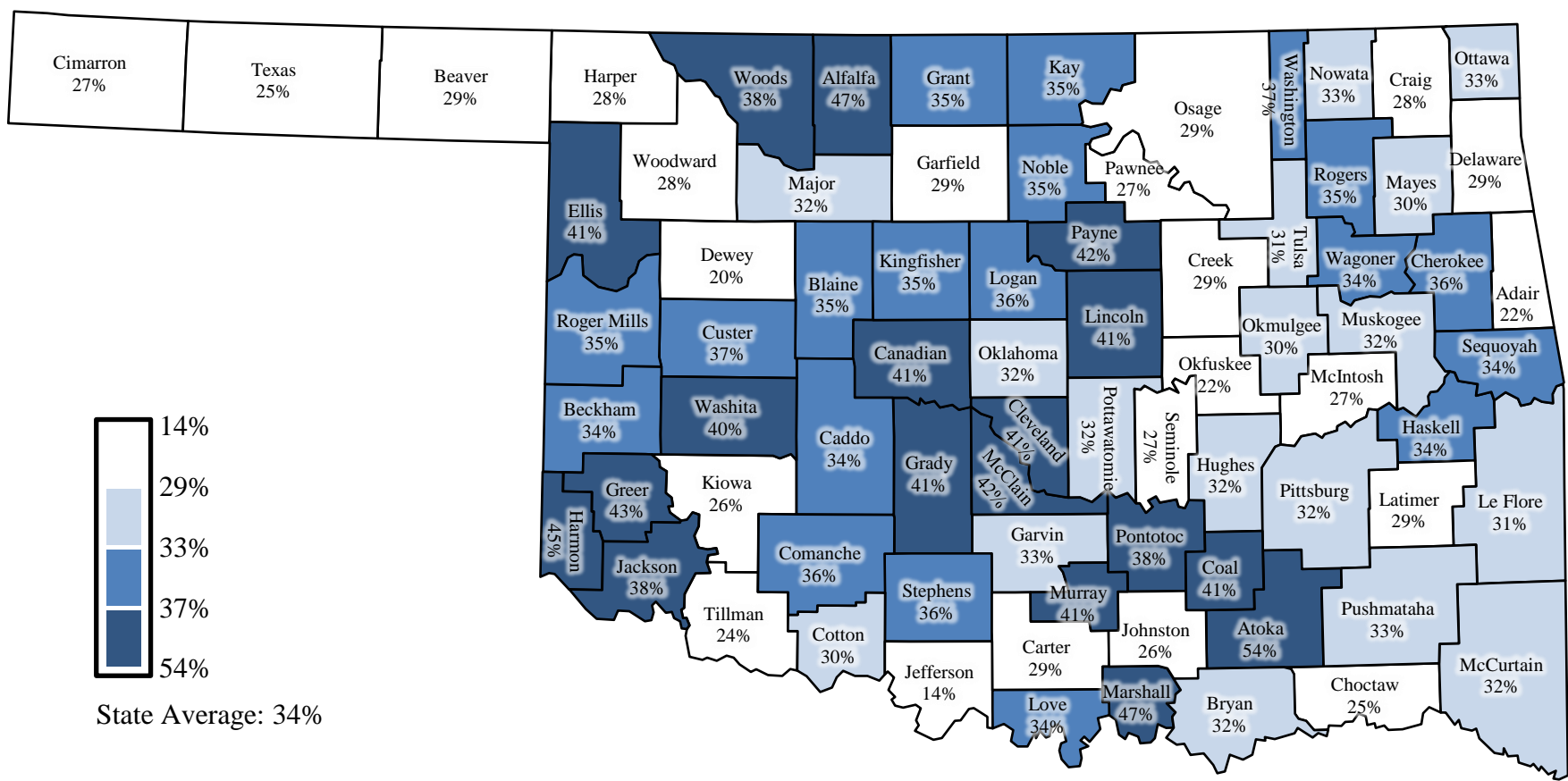
Source: Oklahoma State Department of Education

Figure 23

7th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



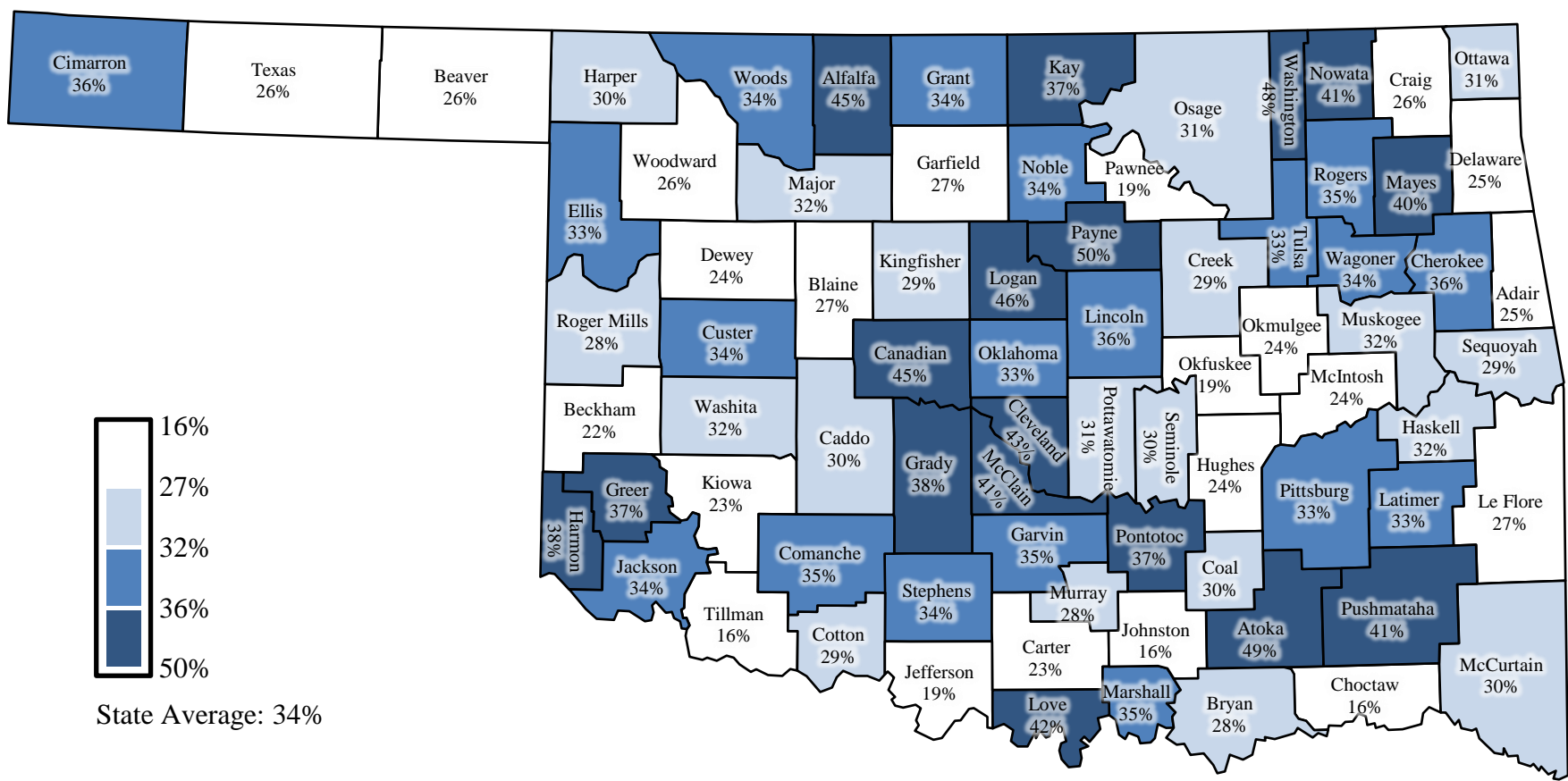
Source: Oklahoma State Department of Education

Figure 24

7th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



16%
 27%
 32%
 36%
 50%

State Average: 34%

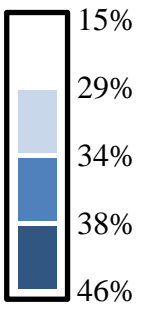
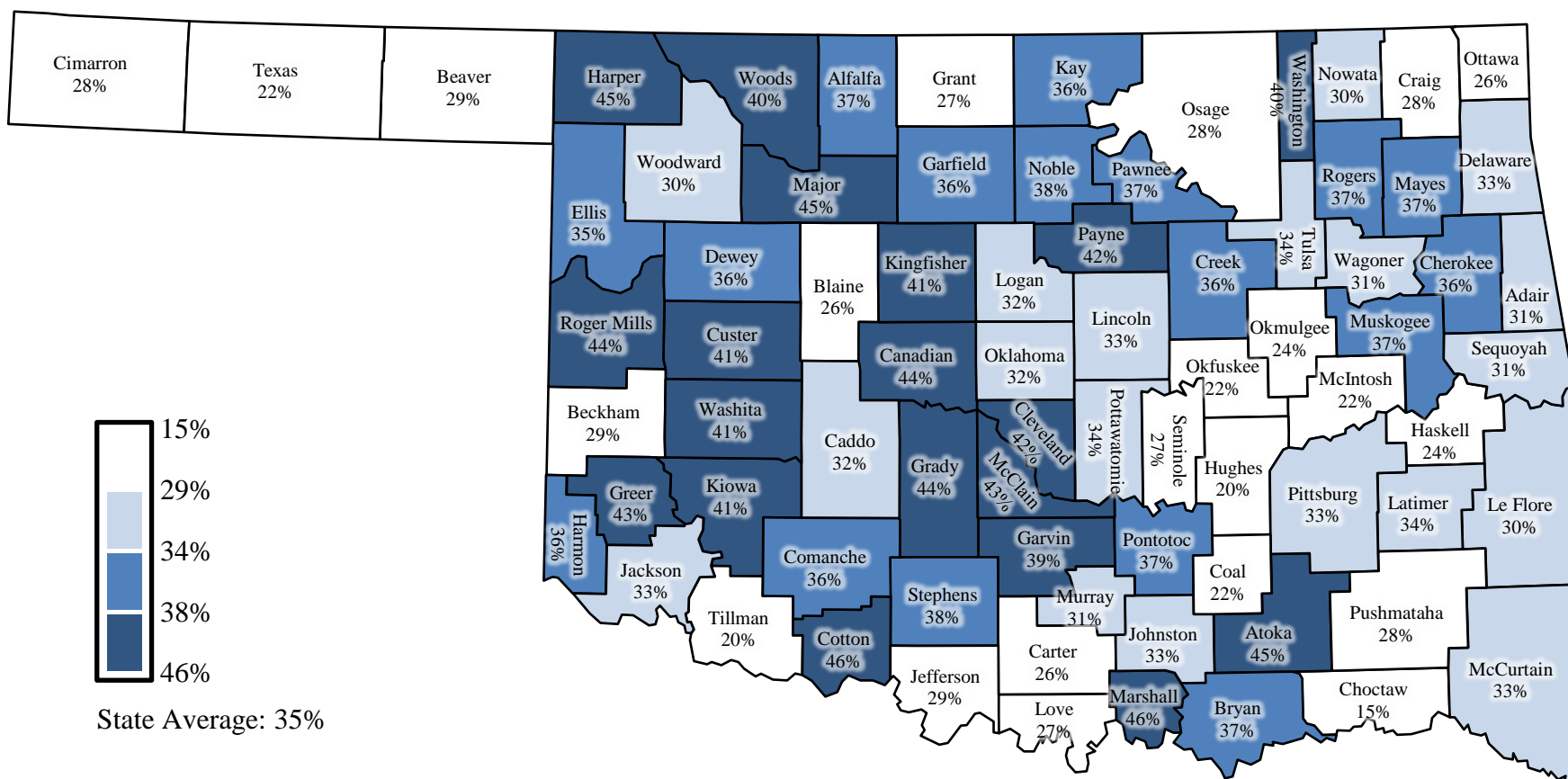
Source: Oklahoma State Department of Education

Figure 25

8th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



State Average: 35%

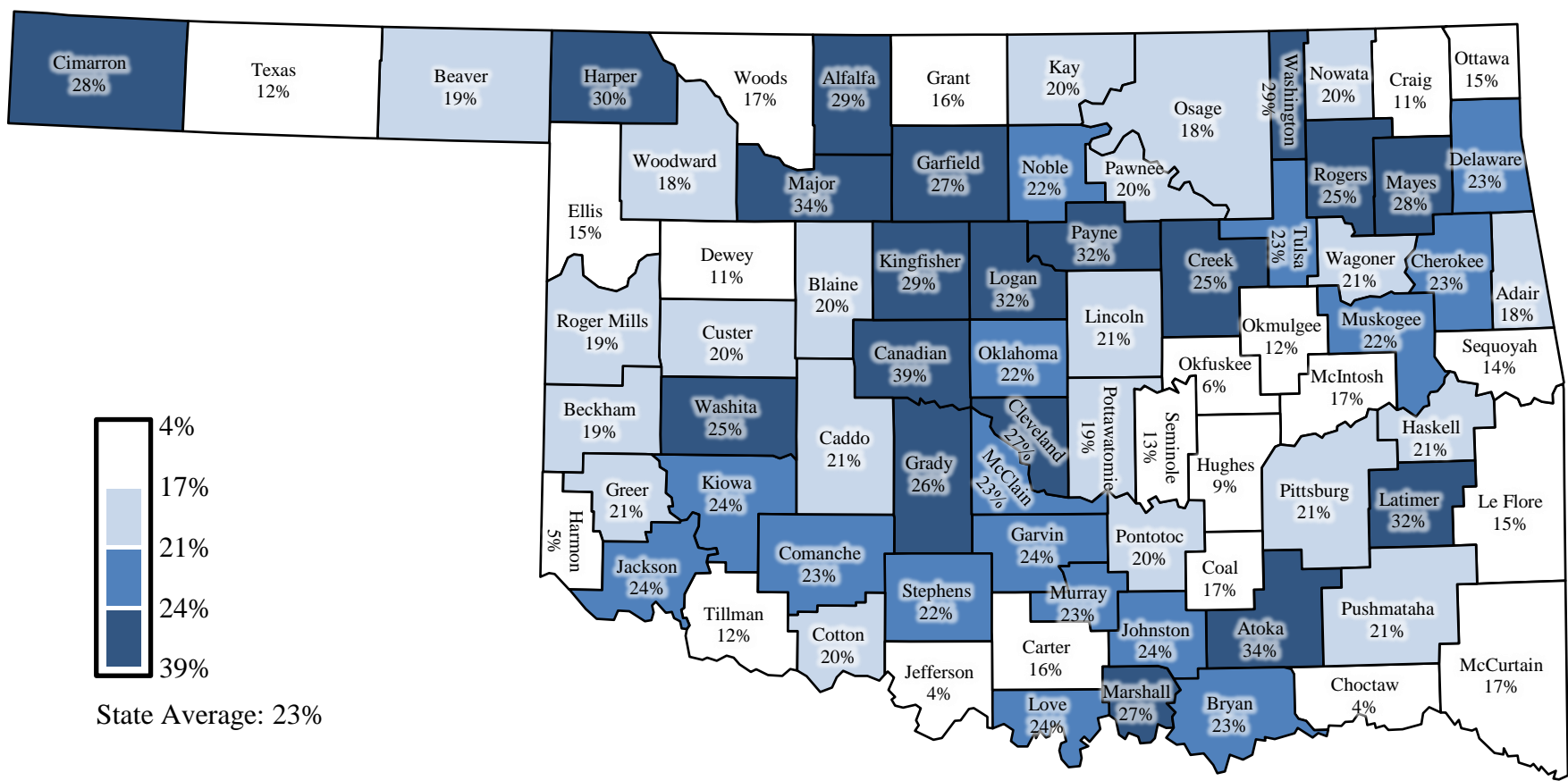
Source: Oklahoma State Department of Education

Figure 26

8th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



4%
 17%
 21%
 24%
 39%

State Average: 23%

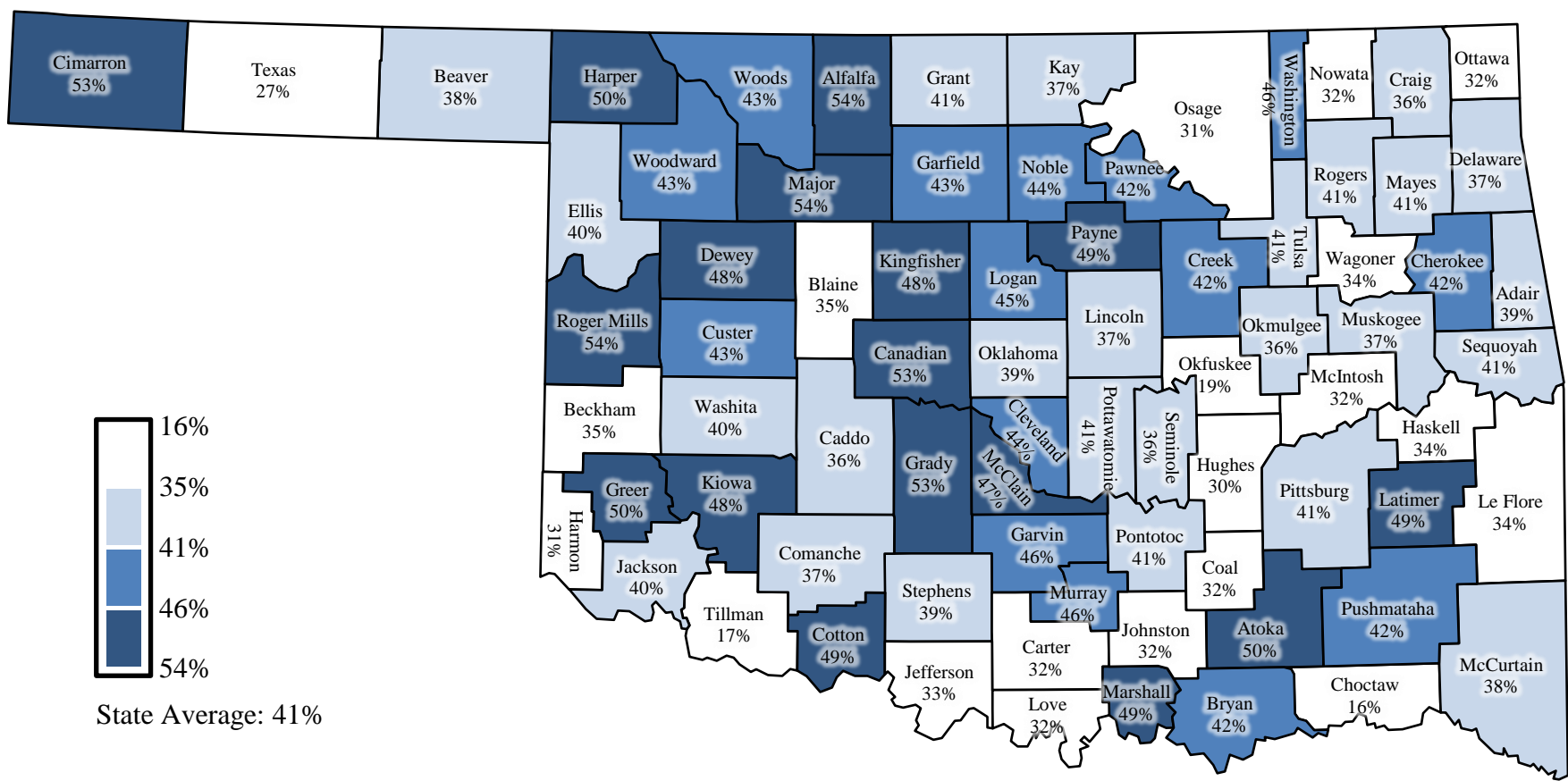
Source: Oklahoma State Department of Education

Figure 27

8th Grade OSTP - Science

% Students Scoring Proficient or Above

2016 - 2017 School Year



16%
 35%
 41%
 46%
 54%

State Average: 41%

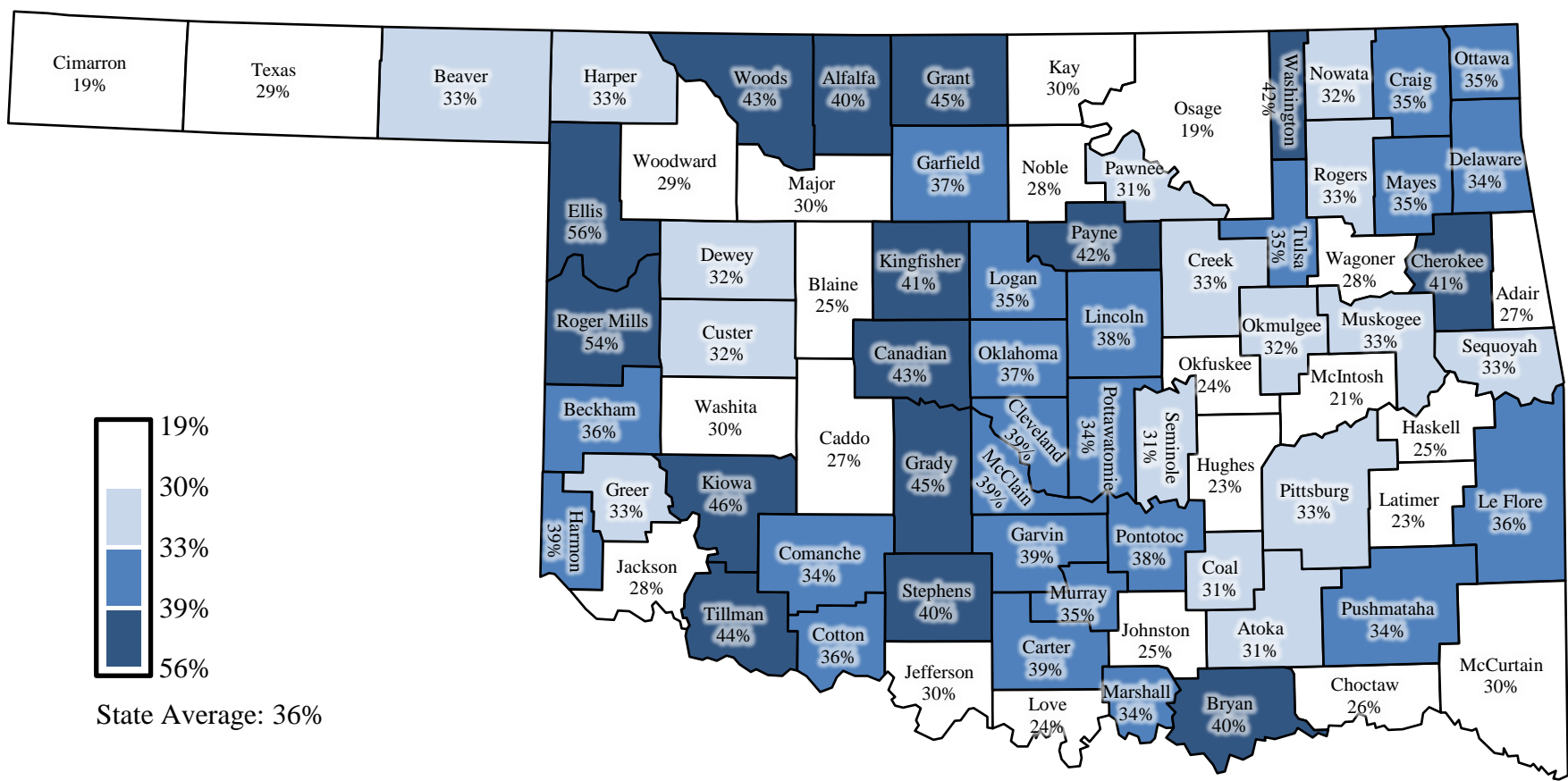
Source: Oklahoma State Department of Education

Figure 28

10th Grade OSTP - ELA

% Students Scoring Proficient or Above

2016 - 2017 School Year



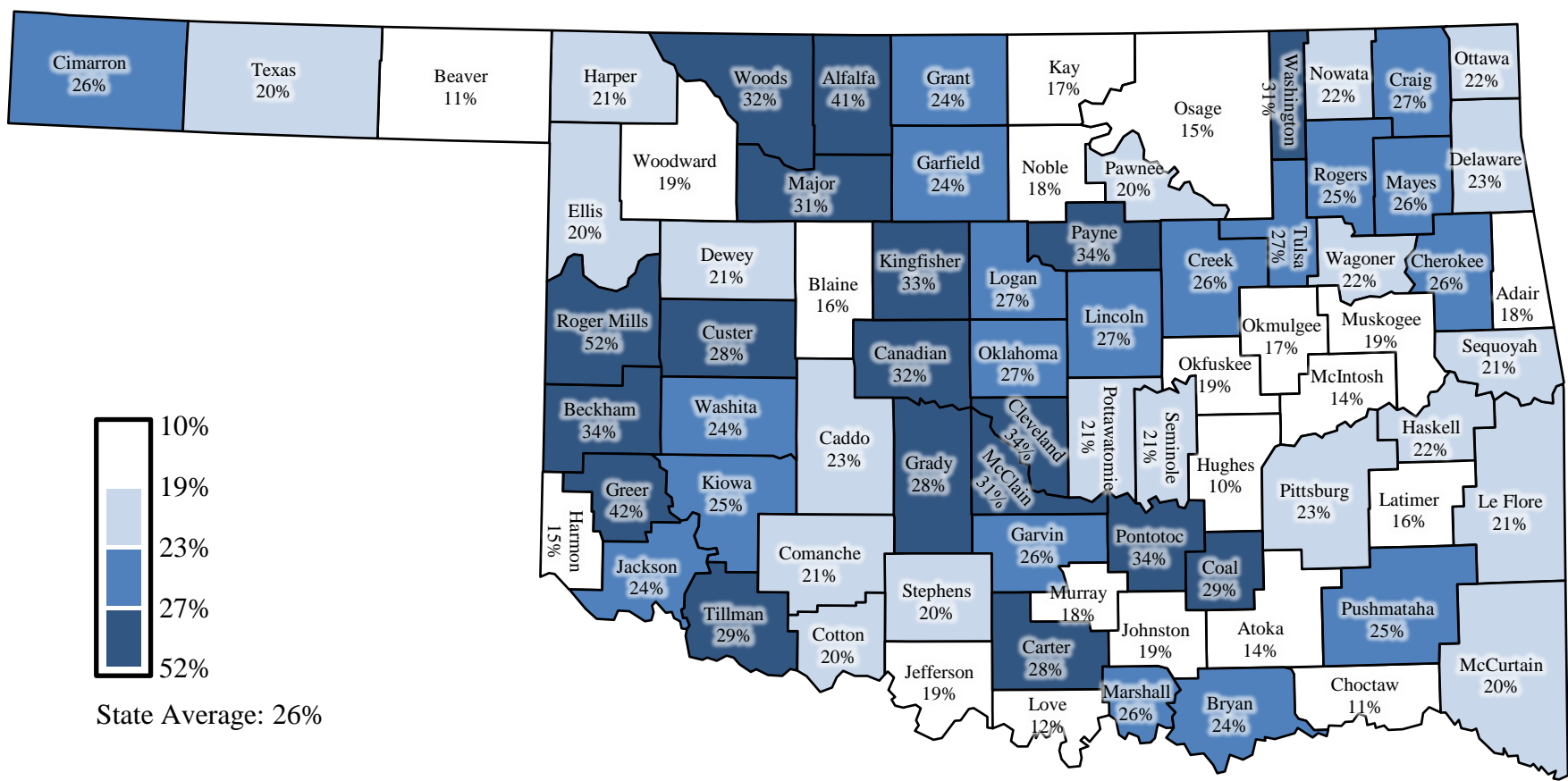
Source: Oklahoma State Department of Education

Figure 29

10th Grade OSTP - Math

% Students Scoring Proficient or Above

2016 - 2017 School Year



10%
 19%
 23%
 27%
 52%

State Average: 26%

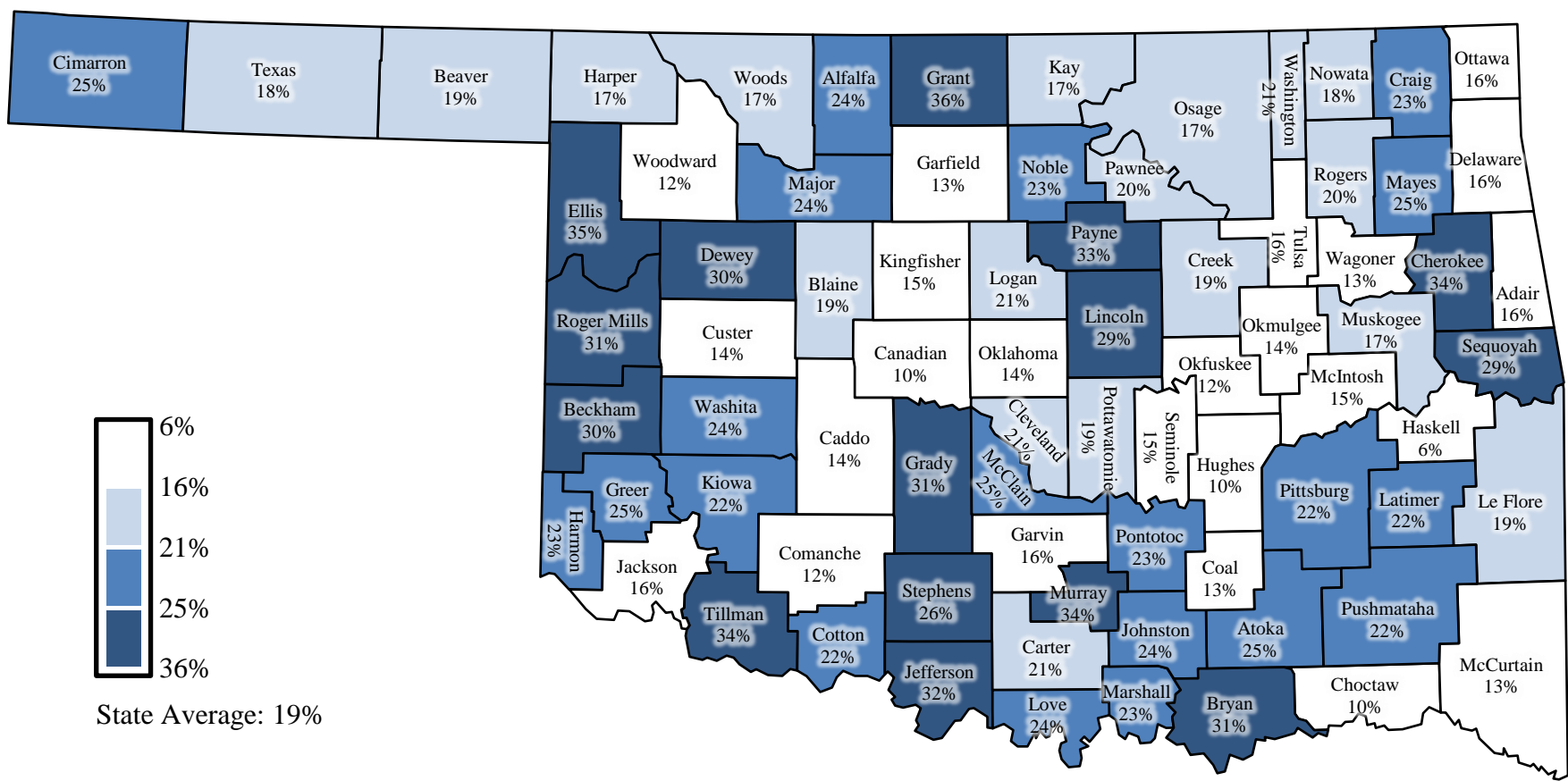
Source: Oklahoma State Department of Education

Figure 30

10th Grade OSTP - Science

% Students Scoring Proficient or Above

2016 - 2017 School Year



6%
16%
21%
25%
36%

State Average: 19%

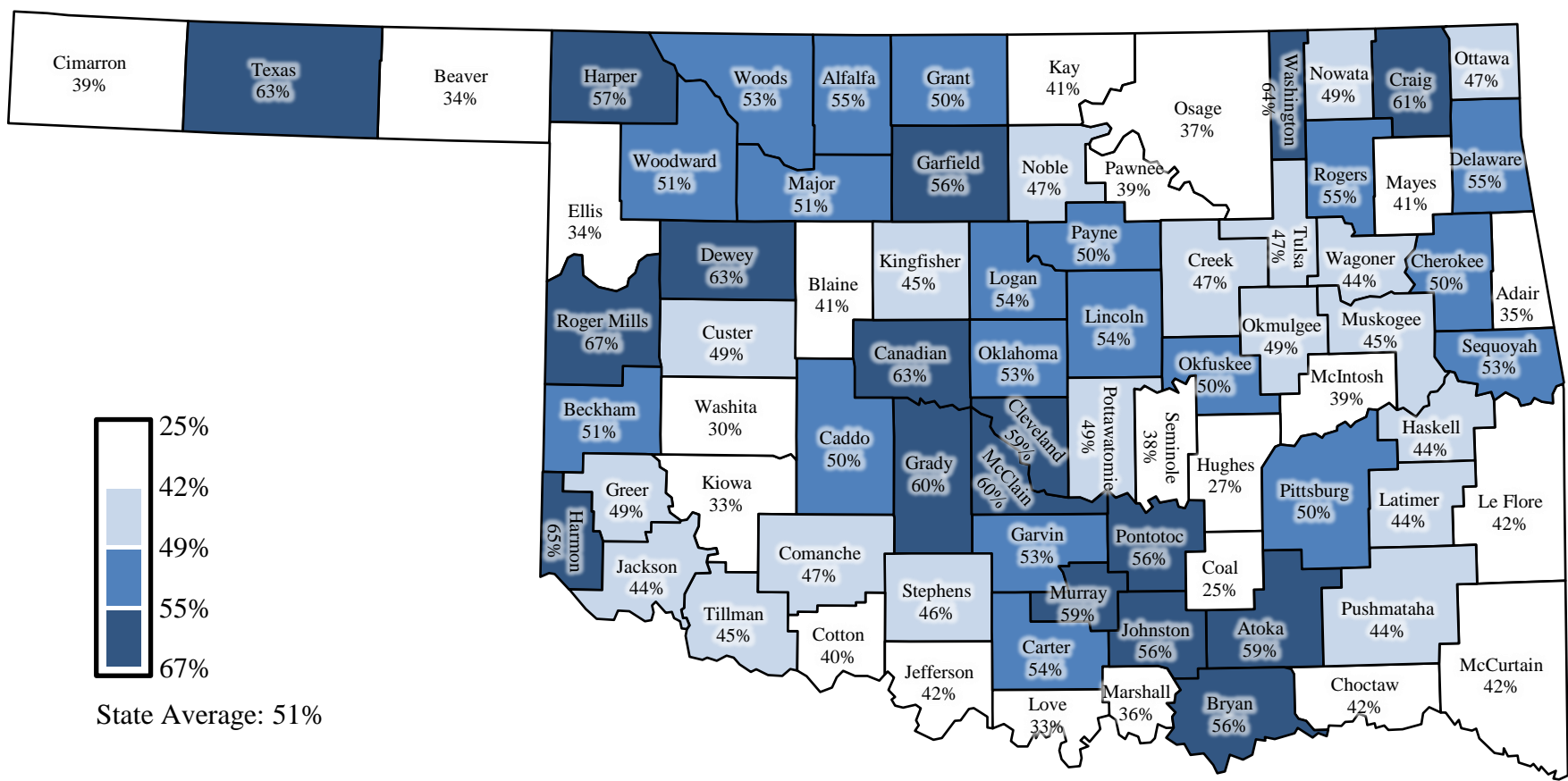
Source: Oklahoma State Department of Education

Figure 31

10th Grade OSTP - U.S. History

% Students Scoring Proficient or Above

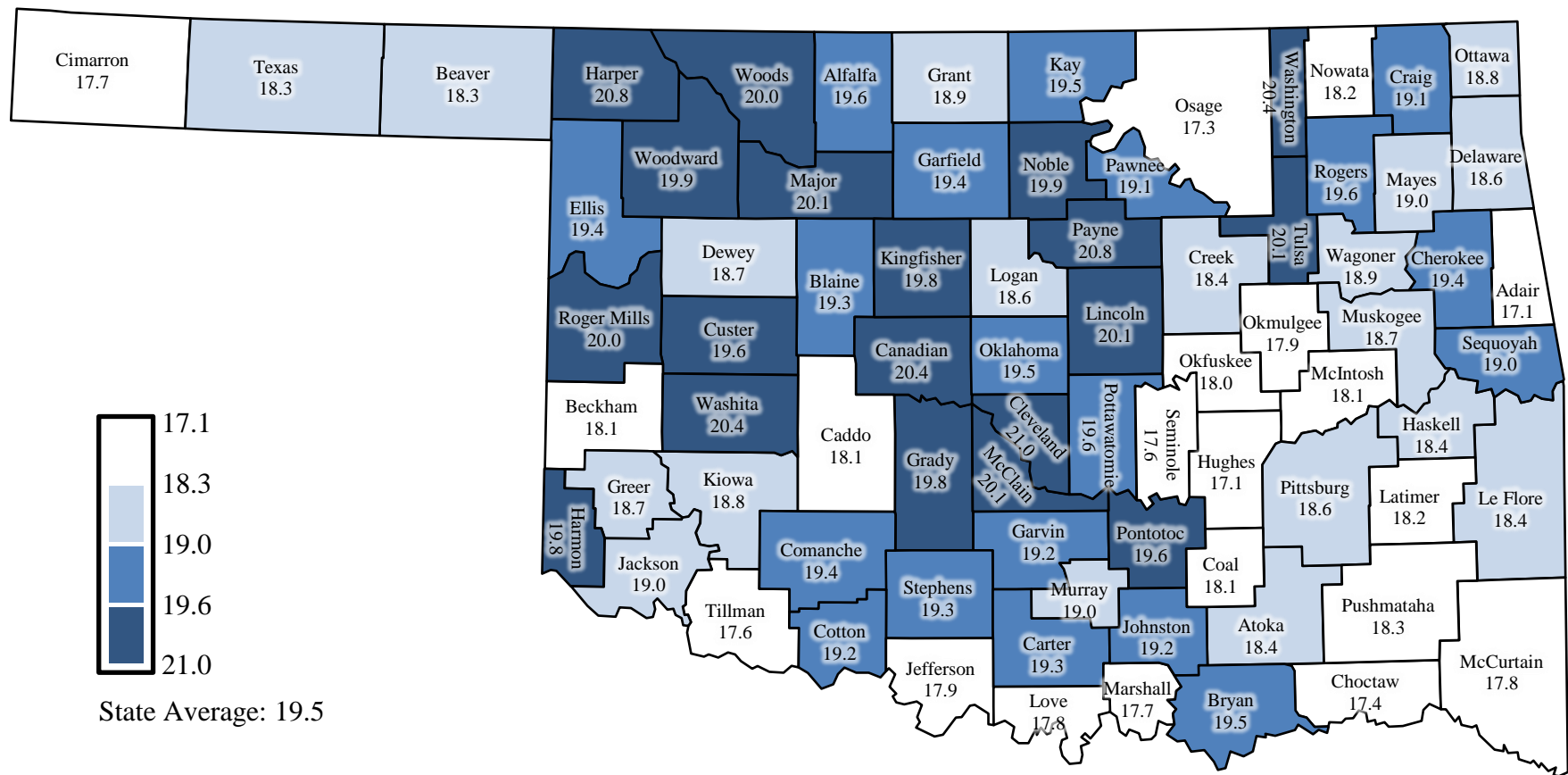
2016 - 2017 School Year



Source: Oklahoma State Department of Education

Figure 32

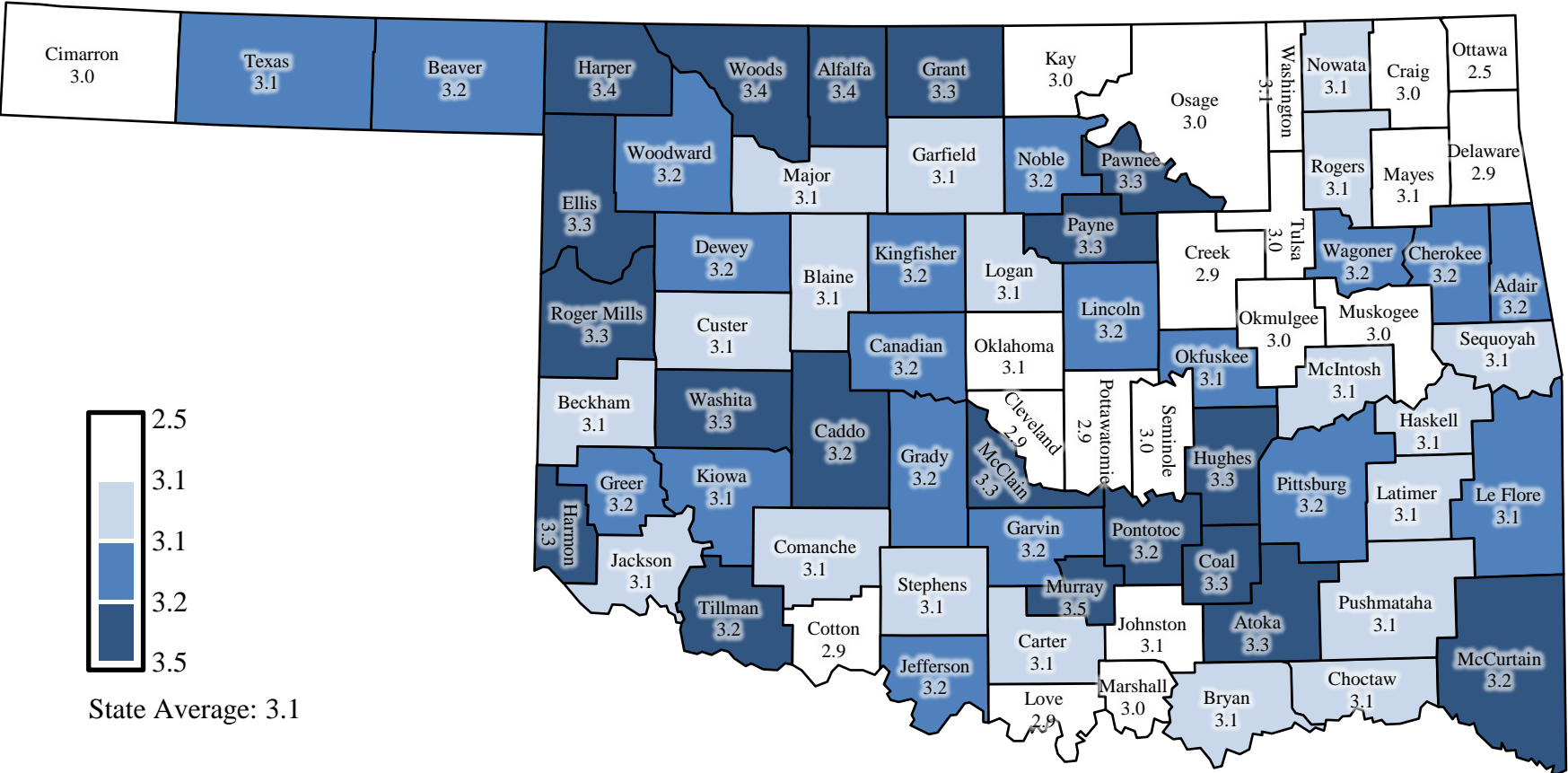
Average ACT Scores Based on Highest Score 2017 Graduates



Source: Oklahoma State Regents for Higher Education

Figure 33

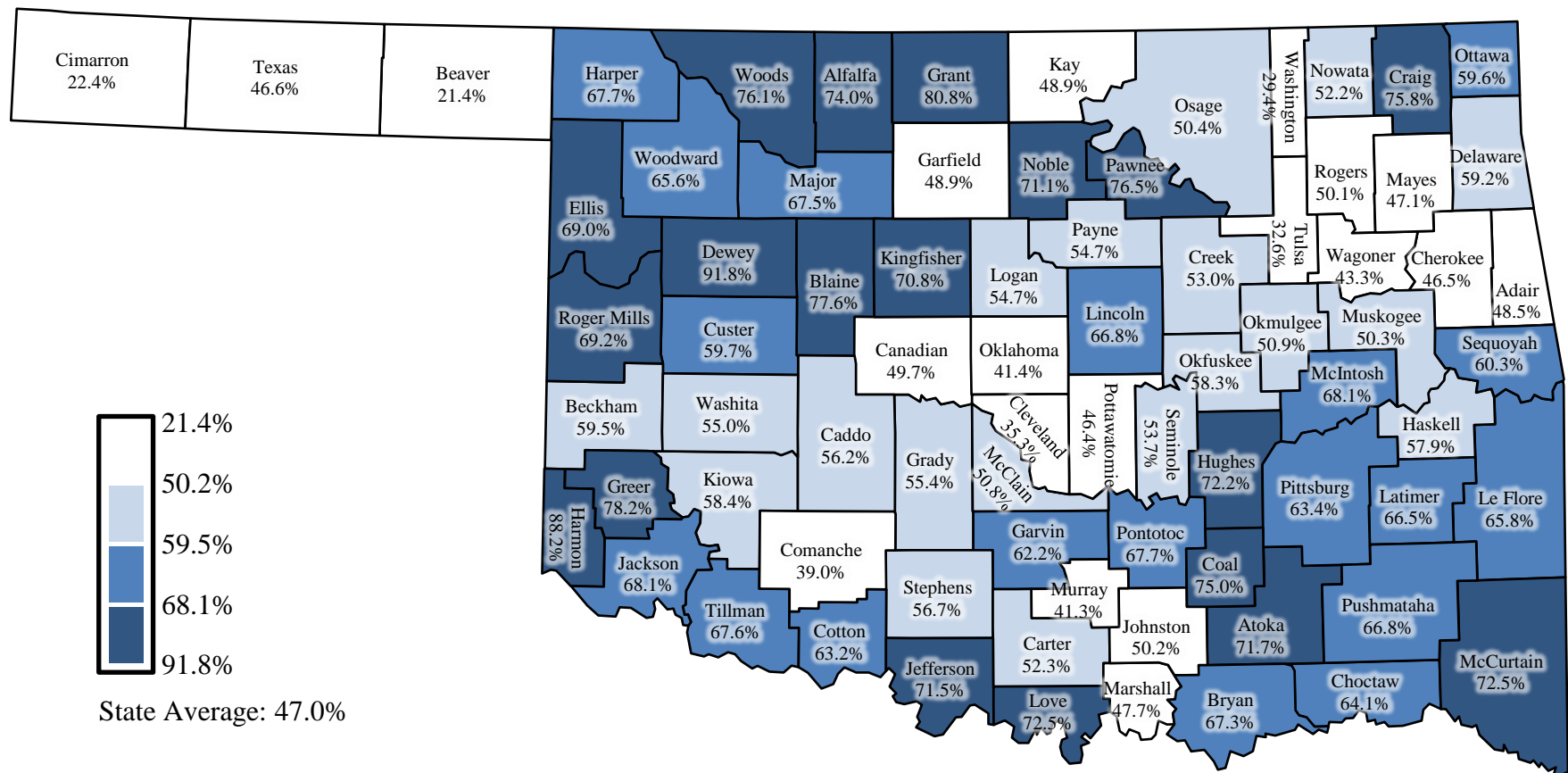
Average GPA of High School Seniors 2016 - 2017 School Year



Source: Office of Educational Quality and Accountability, Oklahoma State Department of Education

Figure 34

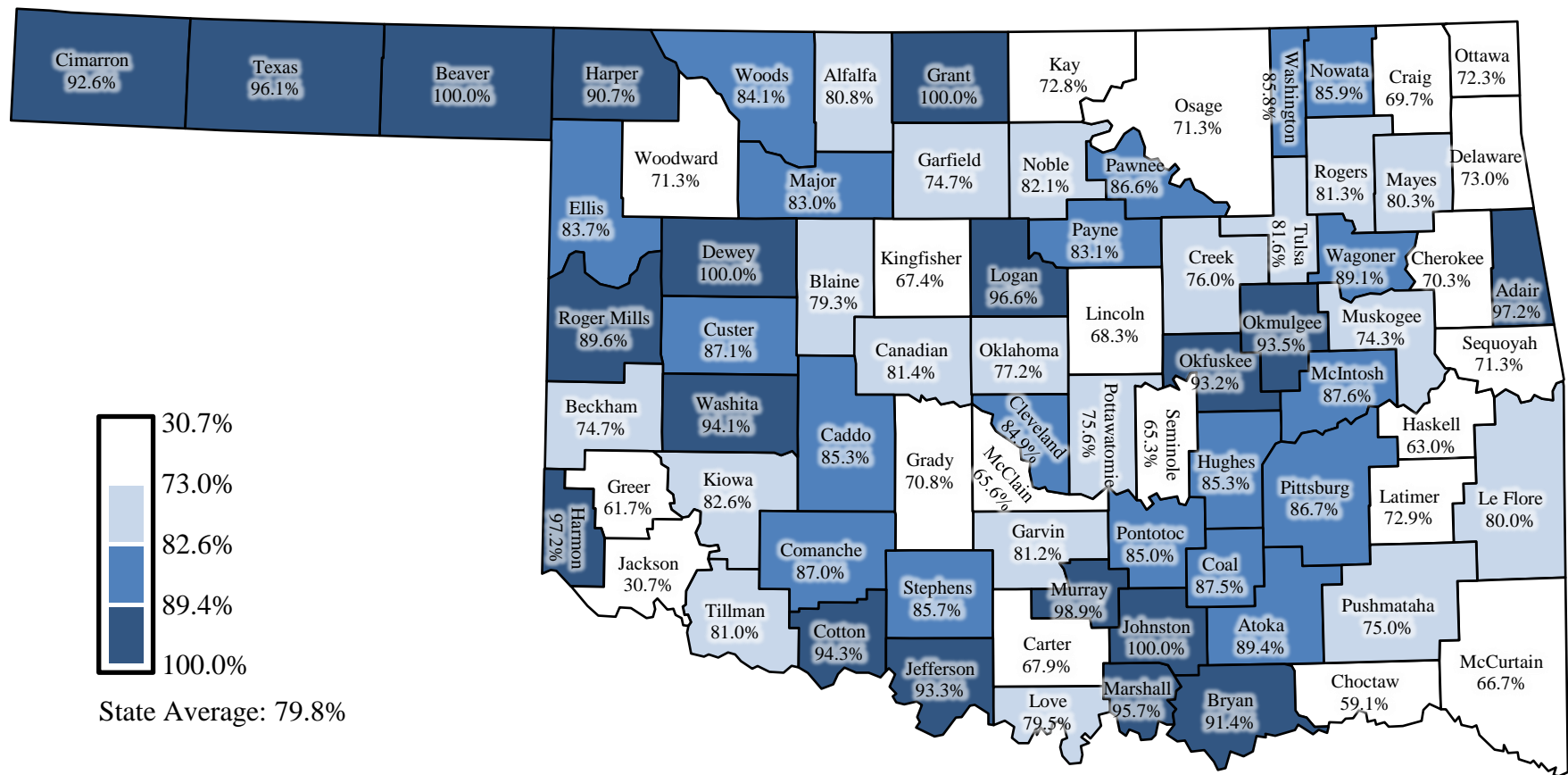
% Juniors/Seniors Served by CareerTech 2016 - 2017 School Year



Source: Oklahoma Department of Career and Technology Education, Oklahoma State Department of Education

Figure 35

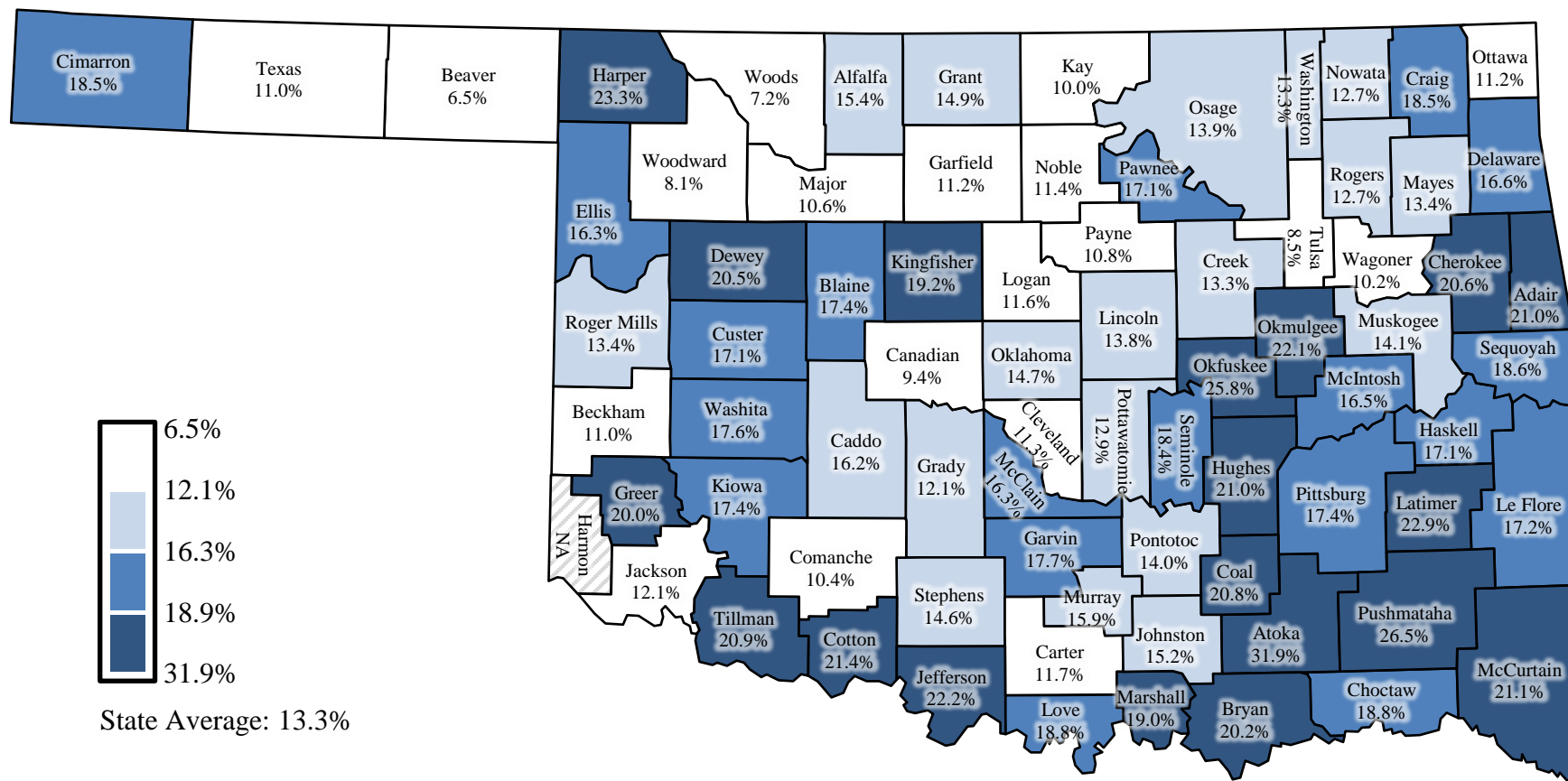
% High School Graduates Completing College-Bound Curriculum 2016 - 2017 School Year



Source: Office of Educational Quality and Accountability, Oklahoma State Department of Education

Figure 36

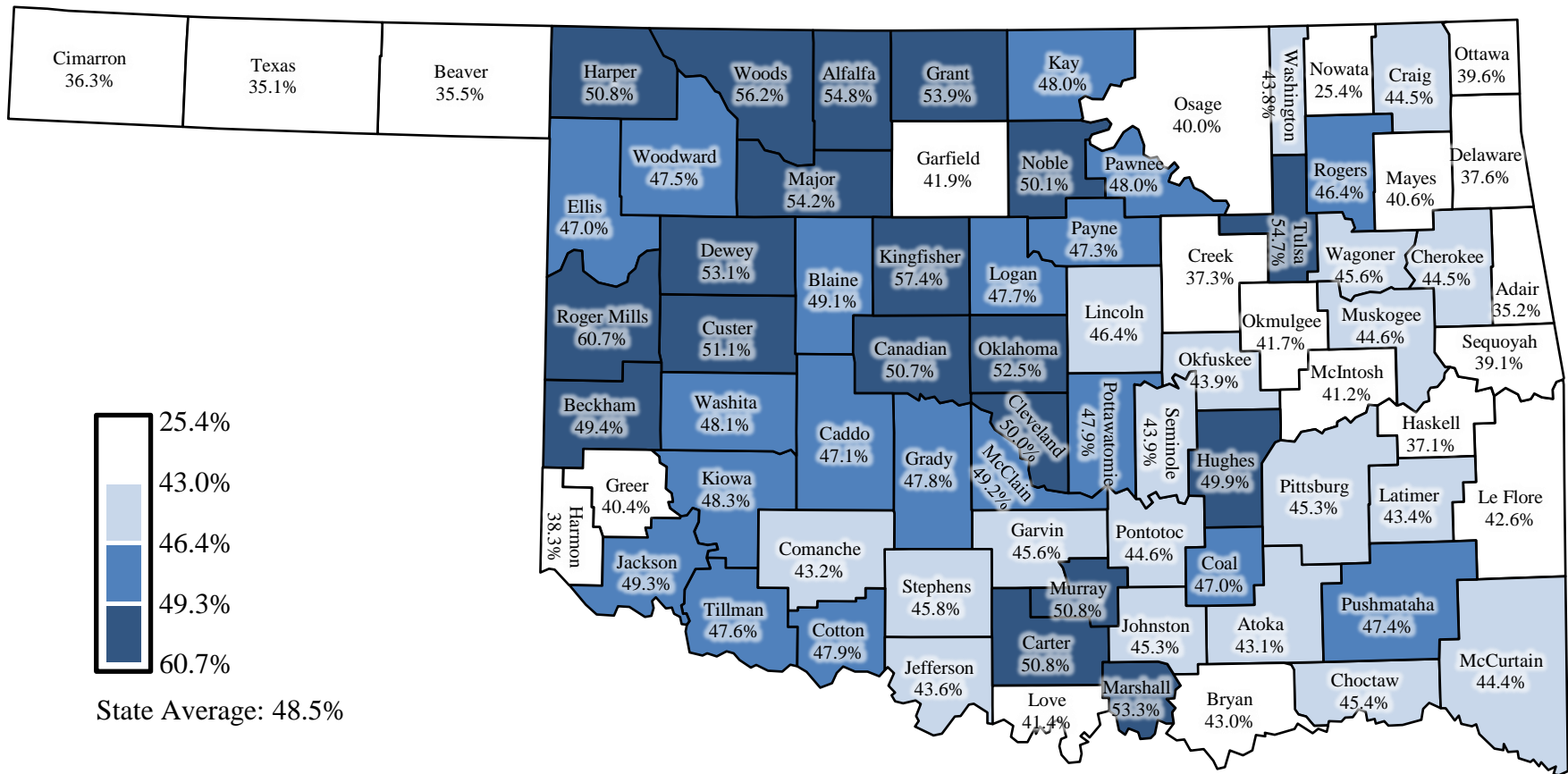
% Graduates Earning OK Promise 2017 Graduates



Source: Oklahoma State Regents for Higher Education, Oklahoma State Department of Education

Figure 37

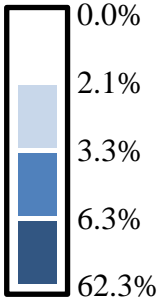
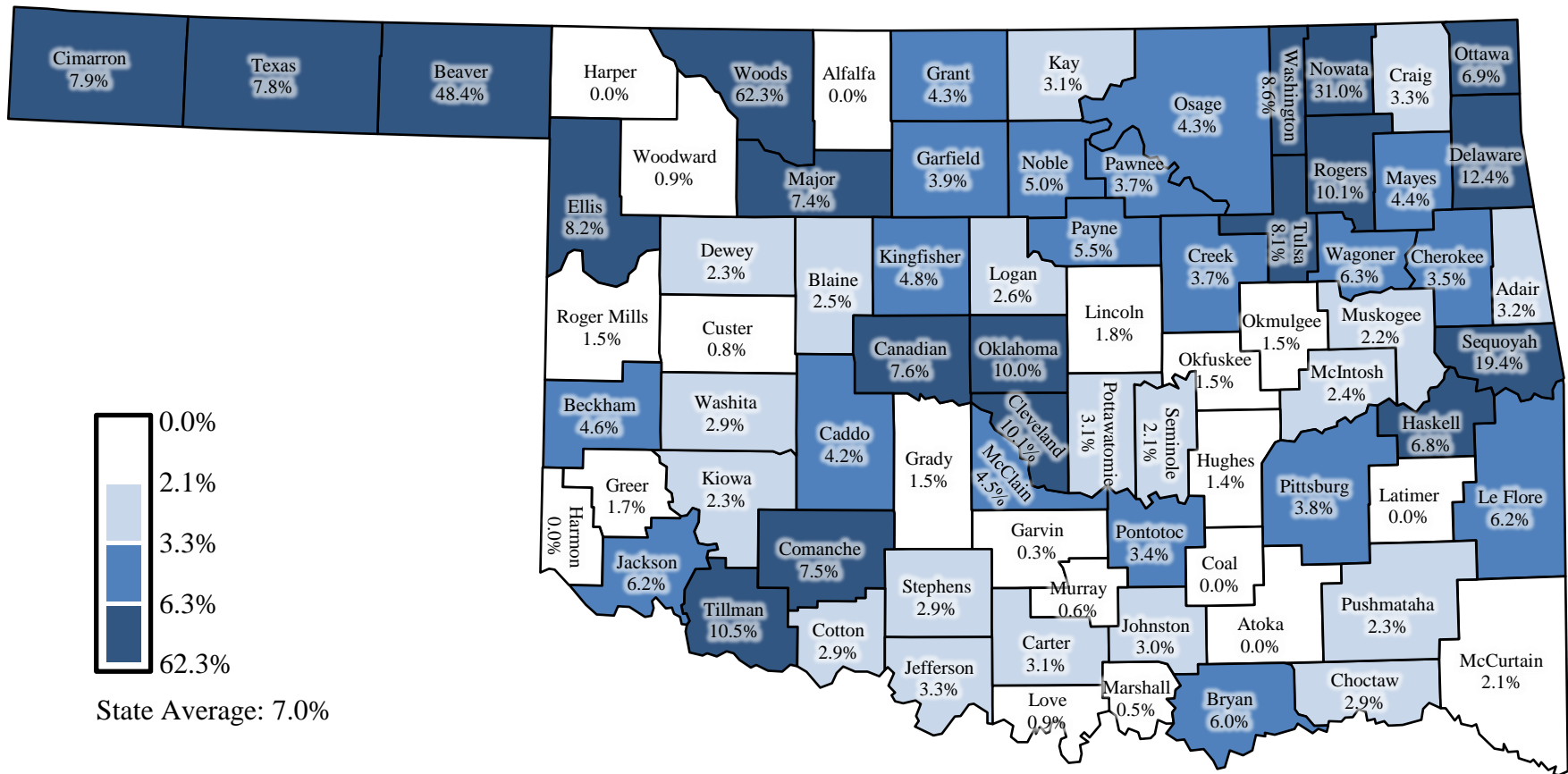
Oklahoma College-Going Rates of High School Graduates 2014 - 2016 School Years



Source: Oklahoma State Regents for Higher Education

Figure 38

Out-of-State College-Going Rates of High School Graduates 2016 - 2017 School Year

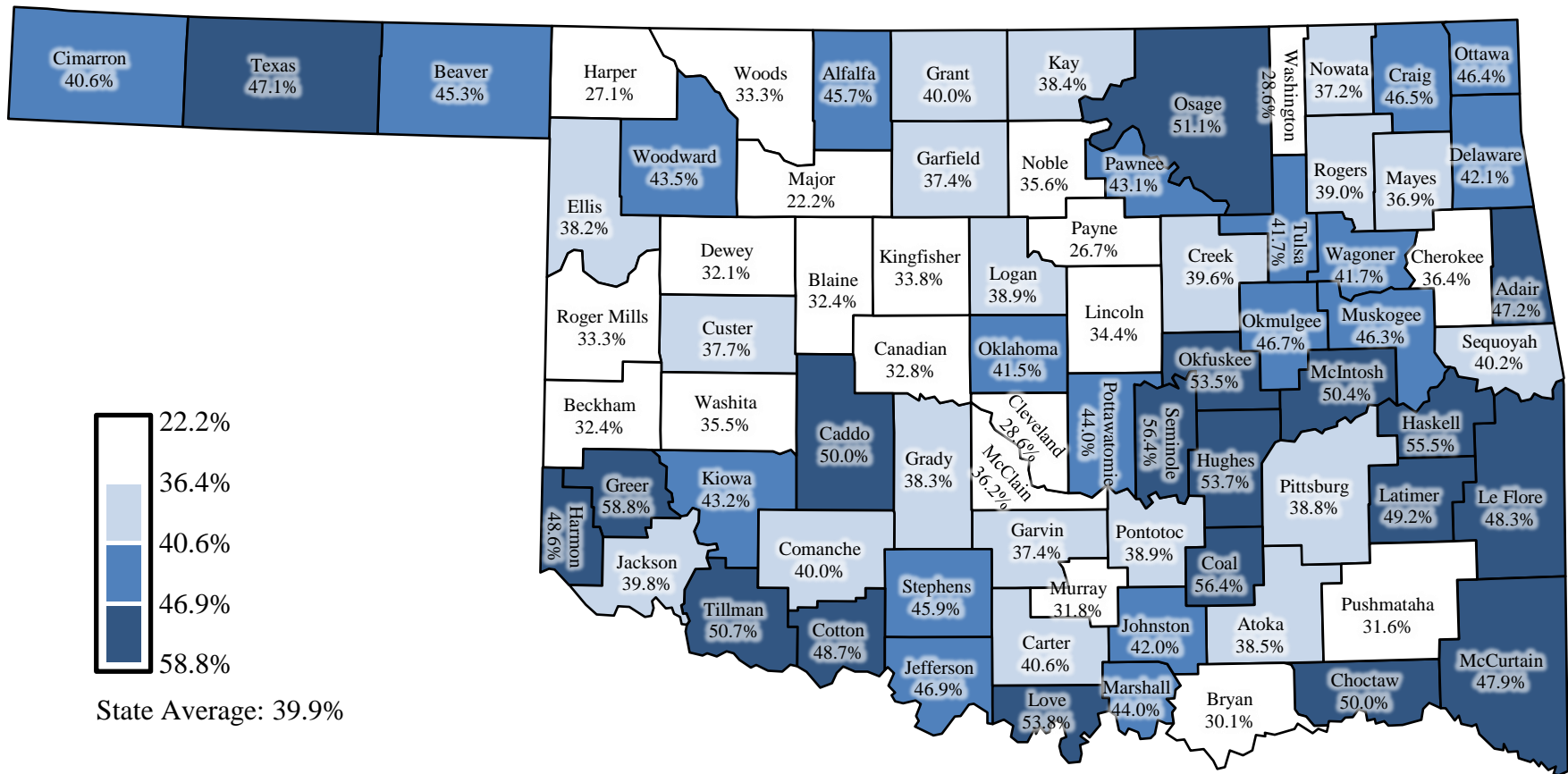


State Average: 7.0%

Source: Office of Educational Quality and Accountability, Oklahoma State Department of Education

Figure 39

% College Freshmen Taking at Least One Remedial Course 2014 - 2016 School Years

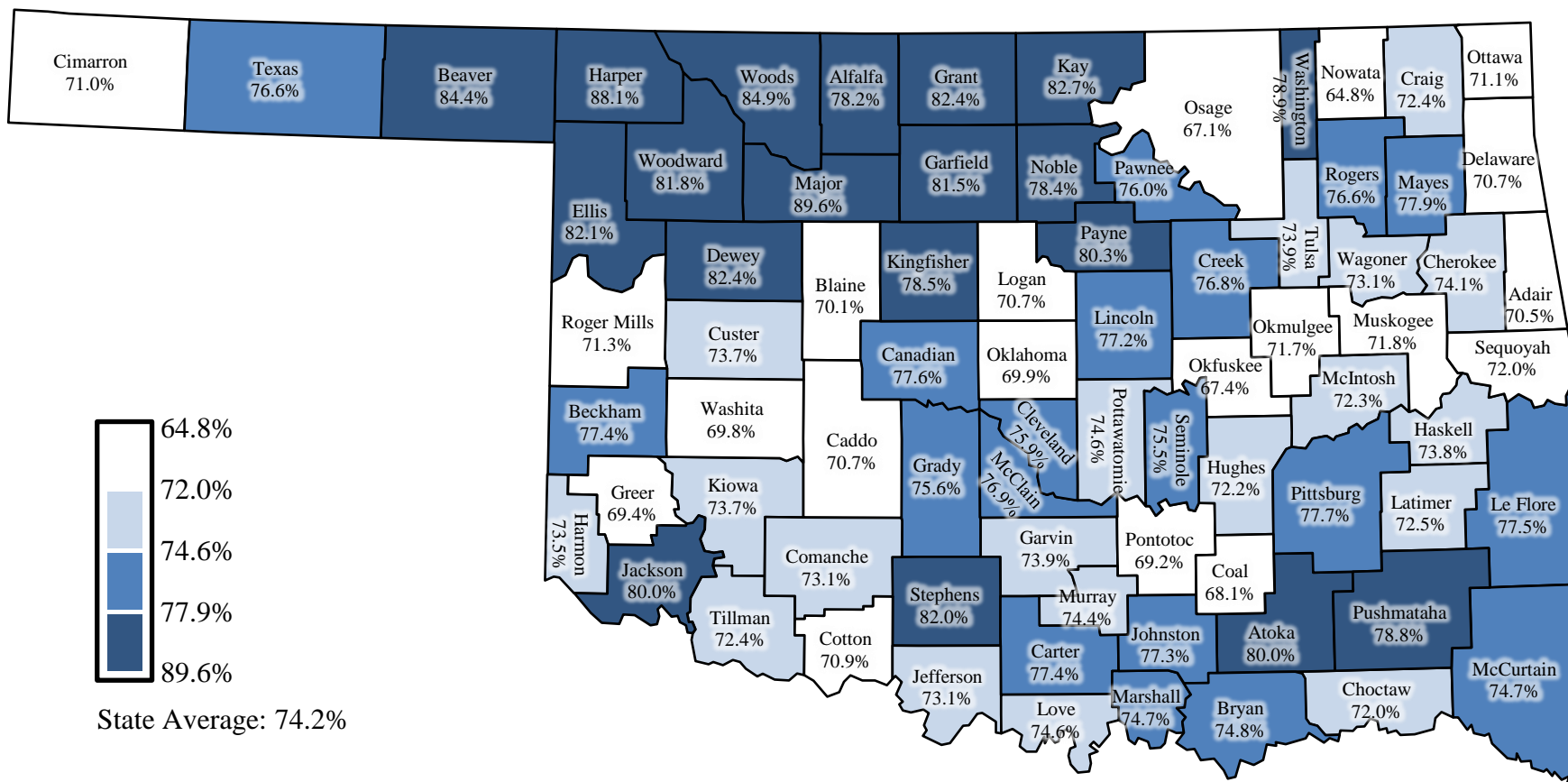


Source: Oklahoma State Regents for Higher Education

Figure 40

% College Freshman with GPA 2.0 or Above

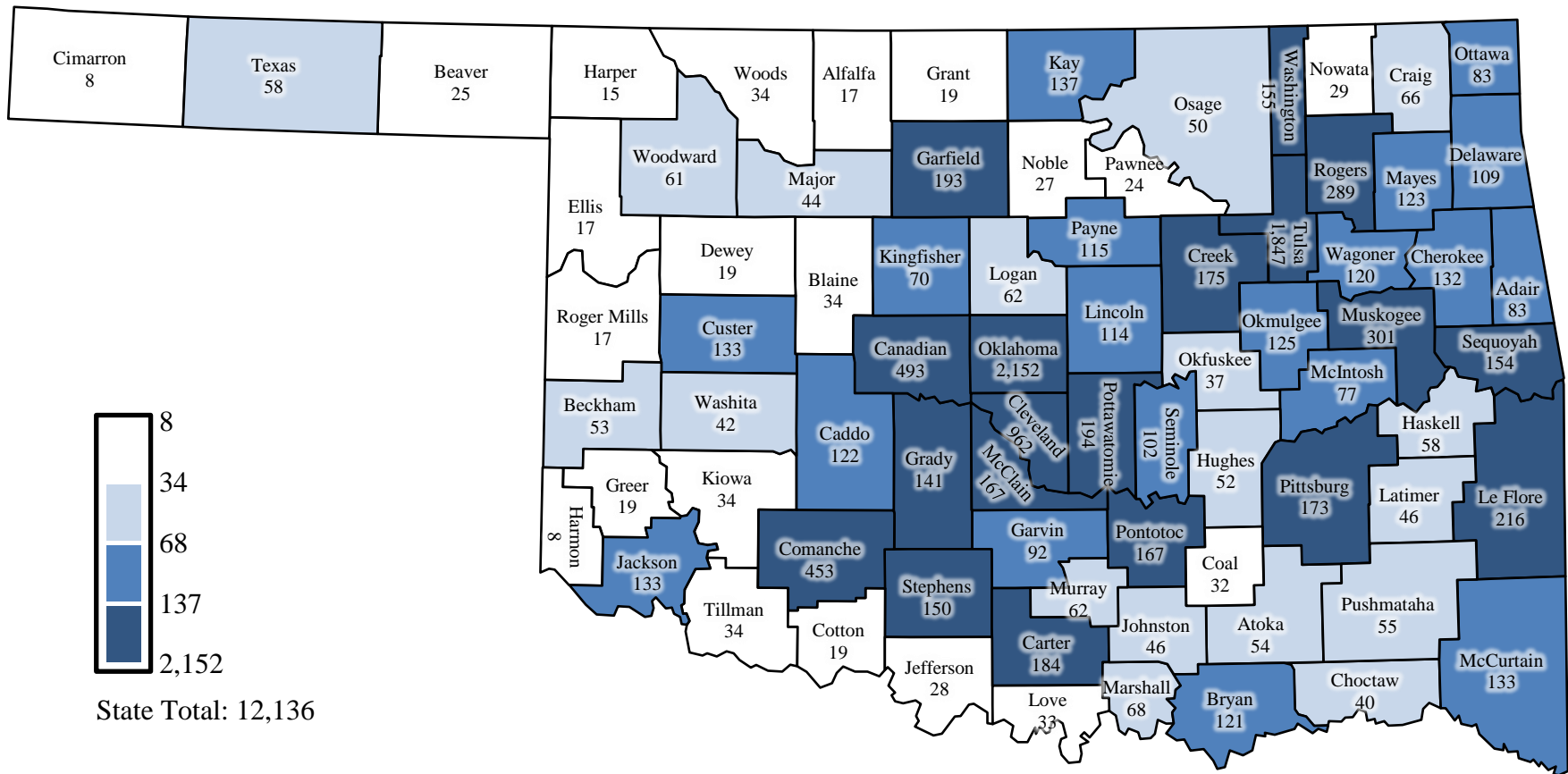
2014 - 2016 School Years



Source: Oklahoma State Regents for Higher Education

Figure 41

Number of Oklahoma College Degrees Conferred to High School Graduated Alumni 2016 - 2017 College Year



Source: Oklahoma State Regents for Higher Education

Figure 43
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
4th Grade Mathematics

Year	Oklahoma Percentage	National Percentage
2017	35%	40%
2015	37%	39%
2013	36%	41%
2011	33%	40%
2009	33%	38%
2007	33%	39%
2005	29%	35%
2003	23%	31%
Source: National Center for Education Statistics		

Figure 44
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
4th Grade Reading

Year	Oklahoma Percentage	National Percentage
2017	29%	35%
2015	33%	35%
2013	30%	34%
2011	27%	32%
2009	28%	32%
2007	27%	32%
2005	25%	30%
2003	26%	30%
Source: National Center for Education Statistics		

Figure 45
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
4th Grade Science

Year	Oklahoma Percentage	National Percentage
2015	34%	37%
2009	28%	32%
Source: National Center for Education Statistics		

Figure 46
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
8th Grade Mathematics

Year	Oklahoma Percentage	National Percentage
2017	24%	33%
2015	23%	32%
2013	25%	34%
2011	27%	34%
2009	24%	33%
2007	21%	31%
2005	21%	28%
2003	20%	27%

Source: National Center for Education Statistics

Figure 47
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
8th Grade Reading

Year	Oklahoma Percentage	National Percentage
2017	28%	35%
2015	29%	33%
2013	29%	34%
2011	27%	32%
2009	26%	30%
2007	26%	29%
2005	25%	29%
2003	30%	30%

Source: National Center for Education Statistics

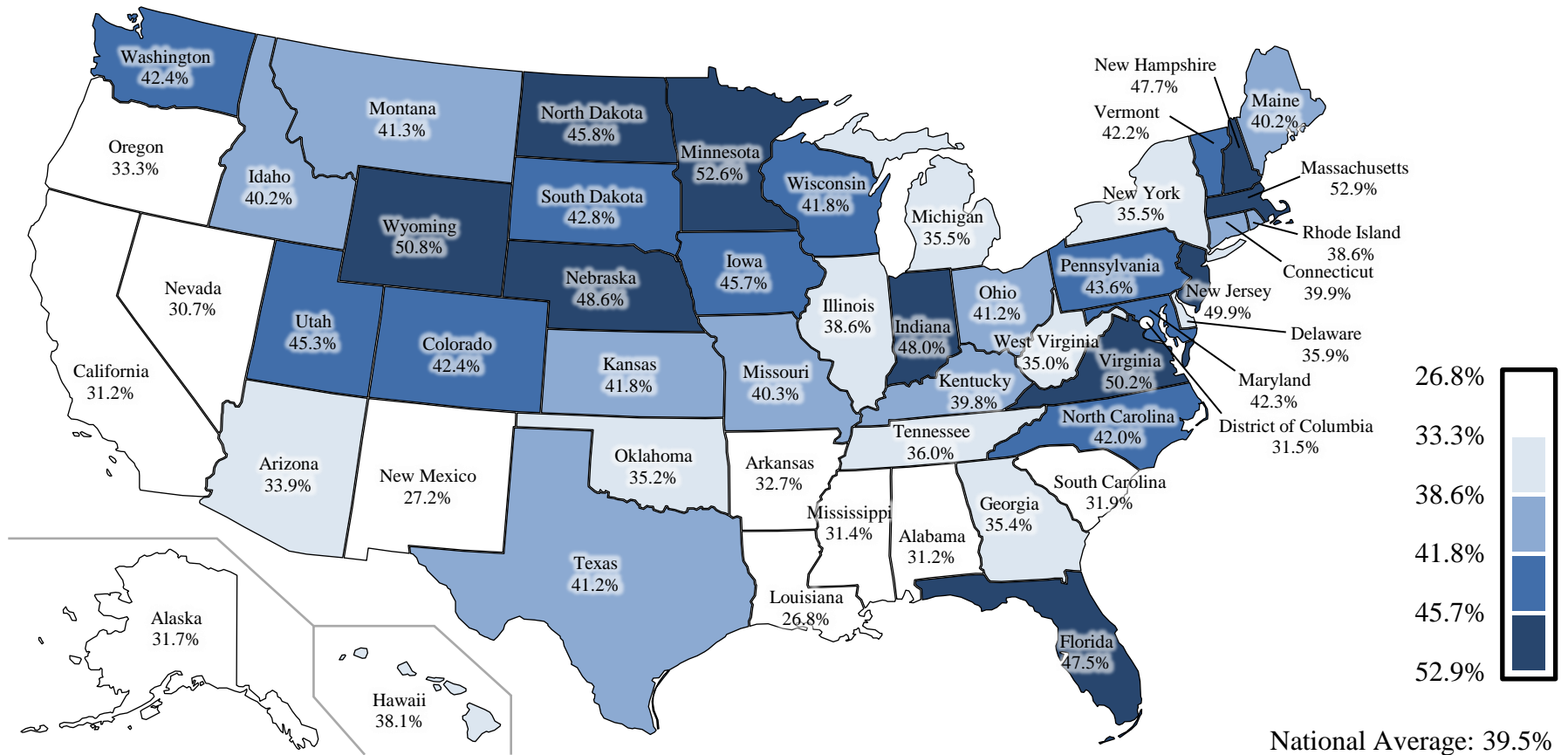
Figure 48
National Assessment of Educational Progress (NAEP)
Percentage Scoring Proficient or Above
8th Grade Science

Year	Oklahoma Percentage	National Percentage
2015	28%	33%
2011	26%	31%
2009	25%	29%

Source: National Center for Education Statistics

Figure 49

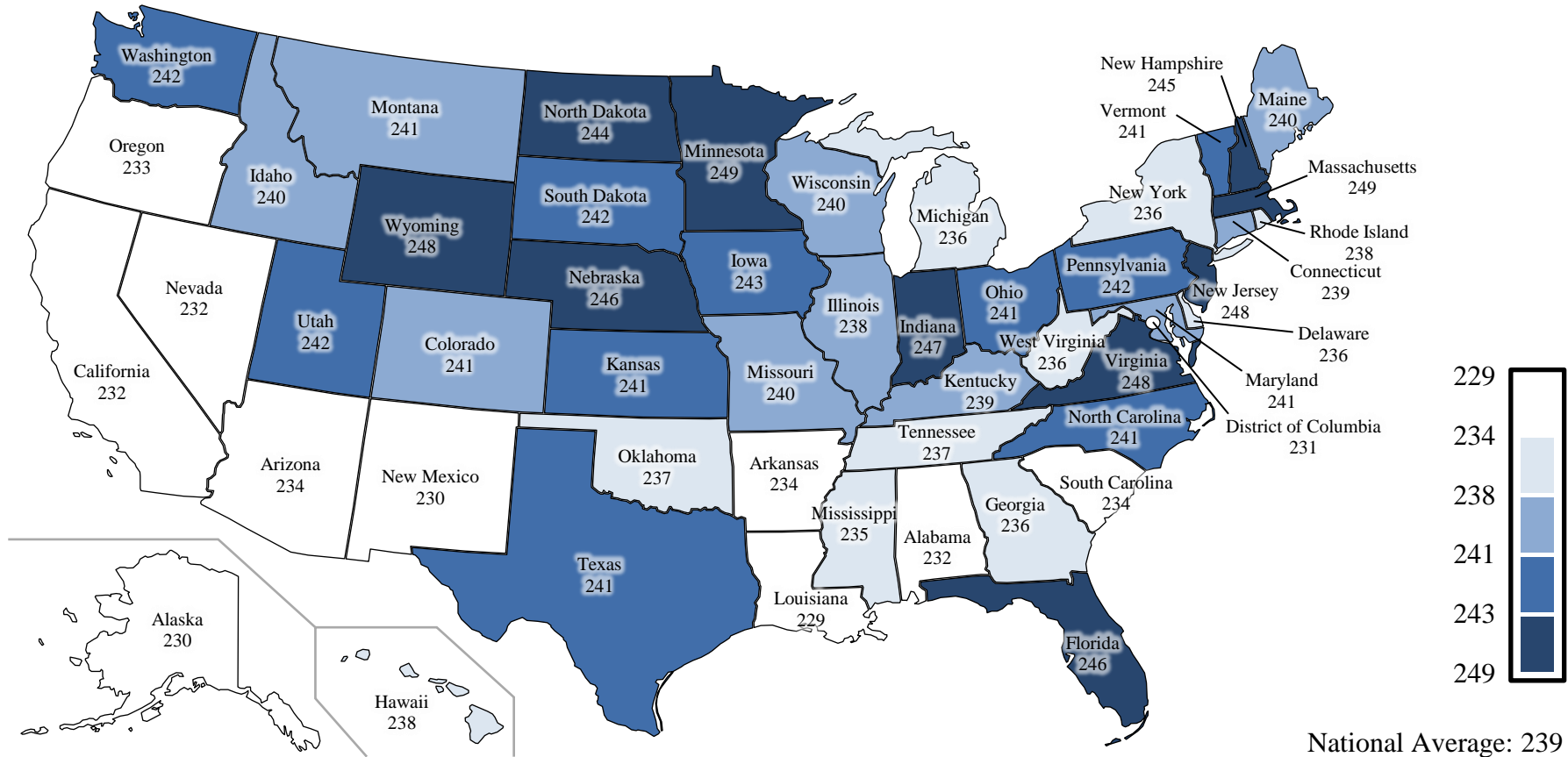
2017 NAEP Results by State - 4th Grade Math % Students at Proficient or Above Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 50

2017 NAEP Results by State - 4th Grade Math Average Scale Score Public School Sample



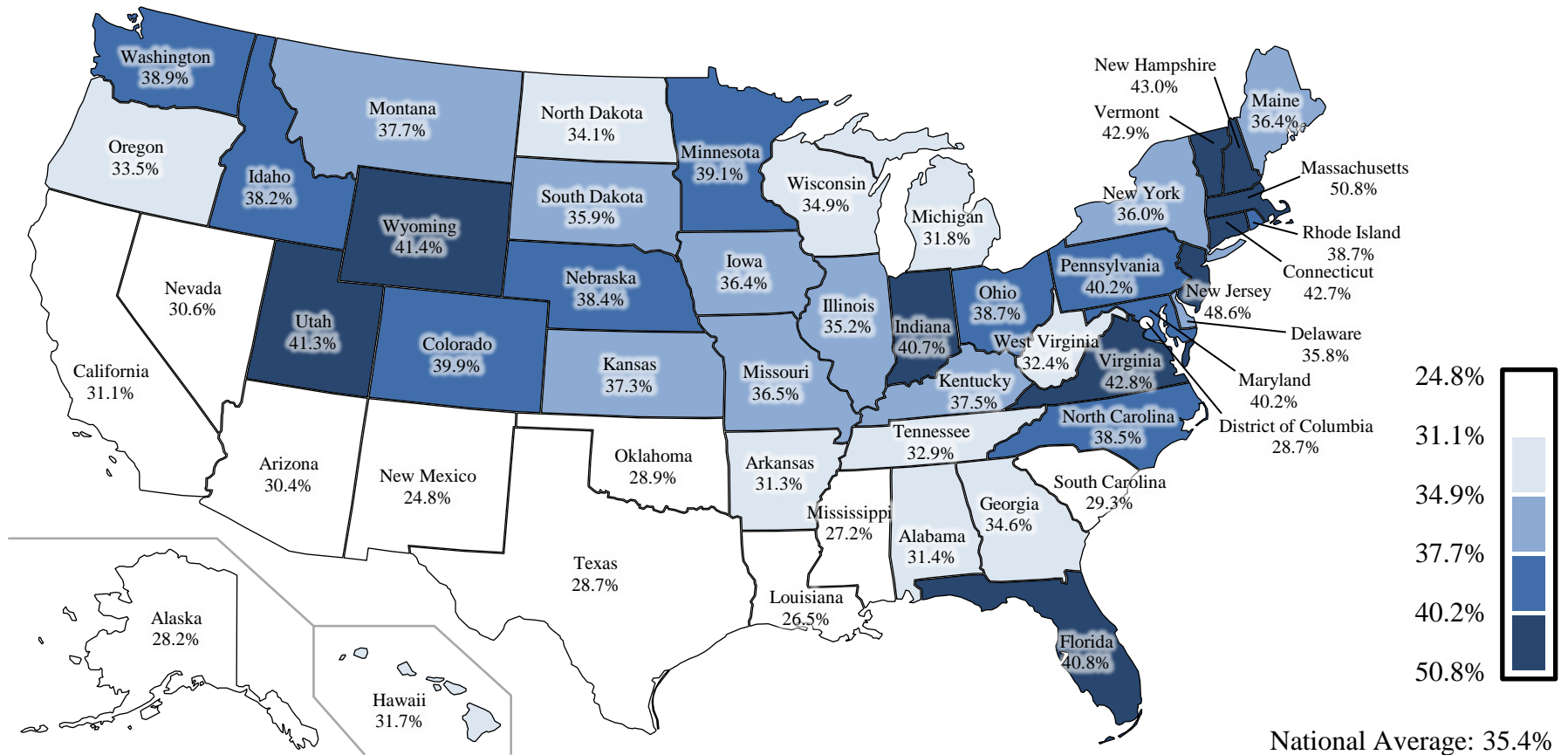
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 51

2017 NAEP Results by State - 4th Grade Reading

% Students at Proficient or Above

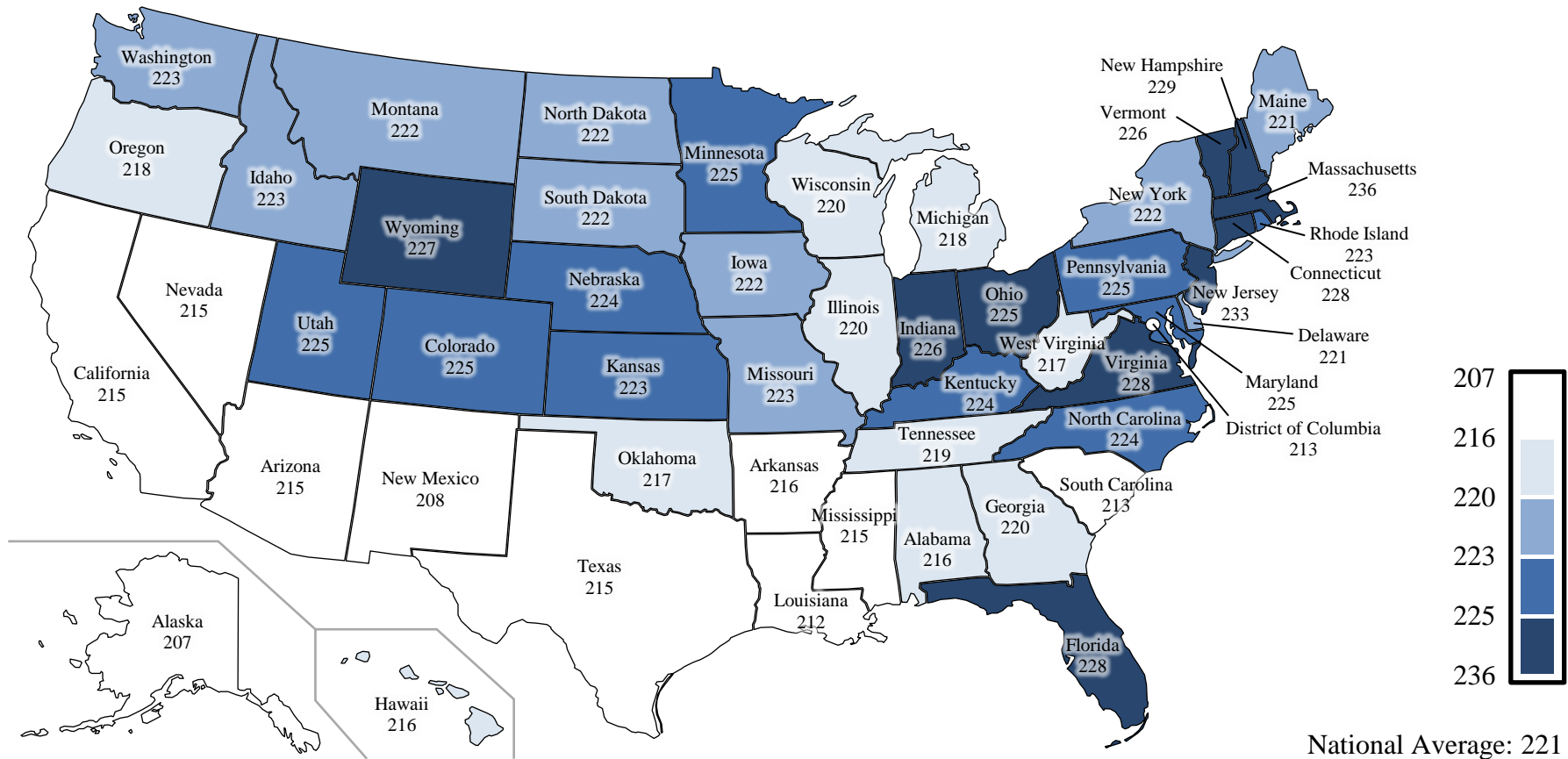
Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 52

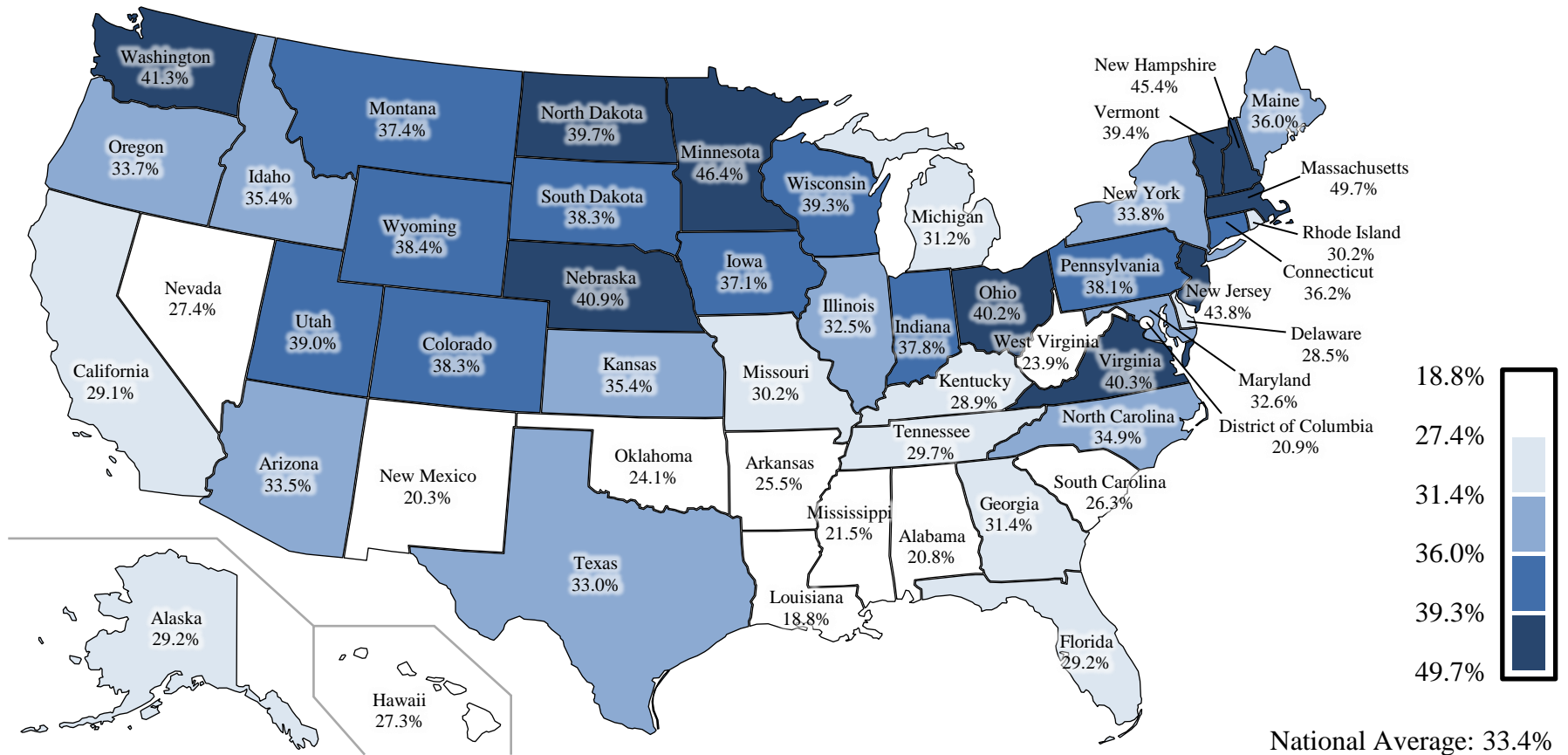
2017 NAEP Results by State - 4th Grade Reading Average Scale Score Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 53

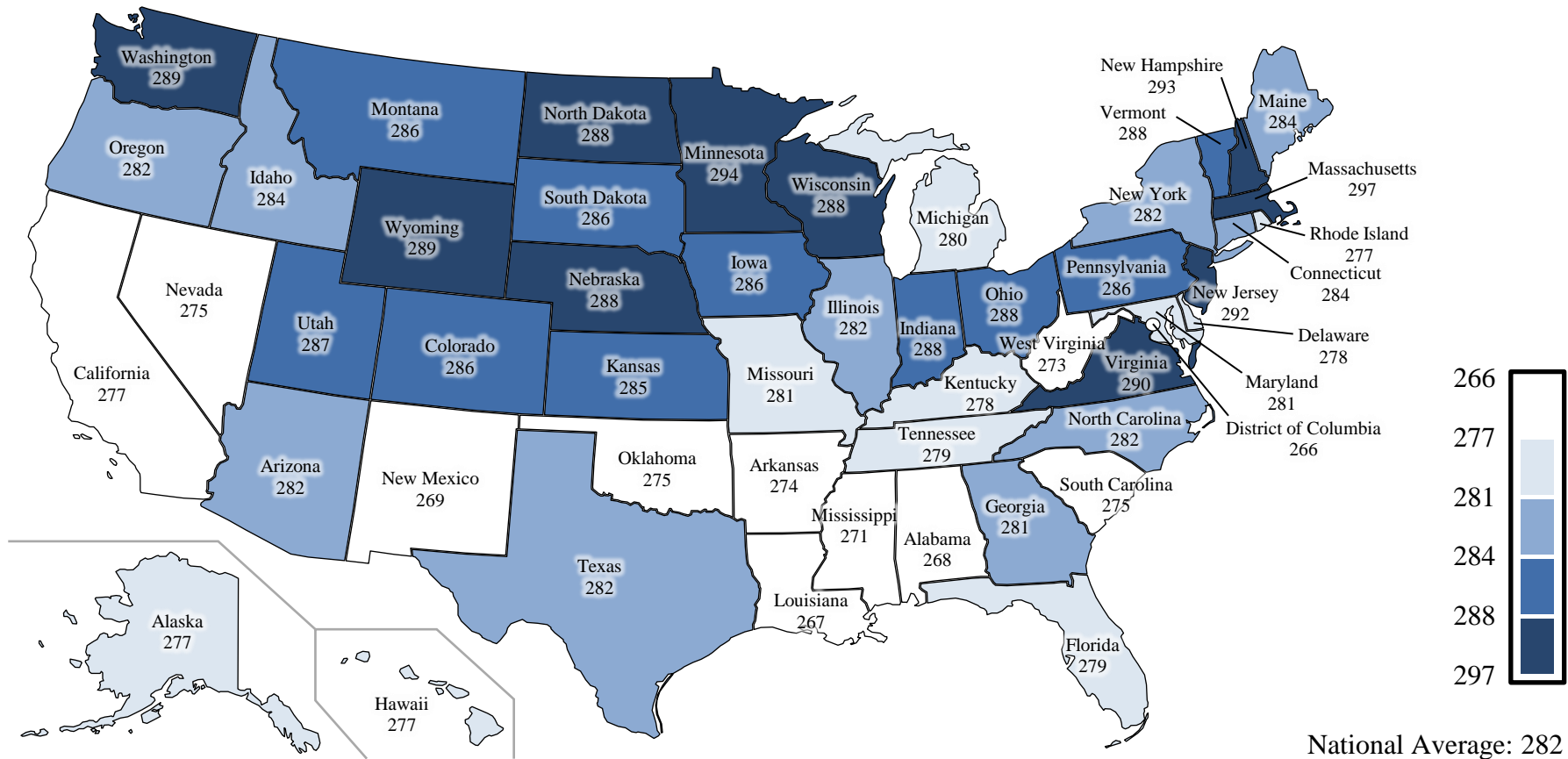
2017 NAEP Results by State - 8th Grade Math % Students at Proficient or Above Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 54

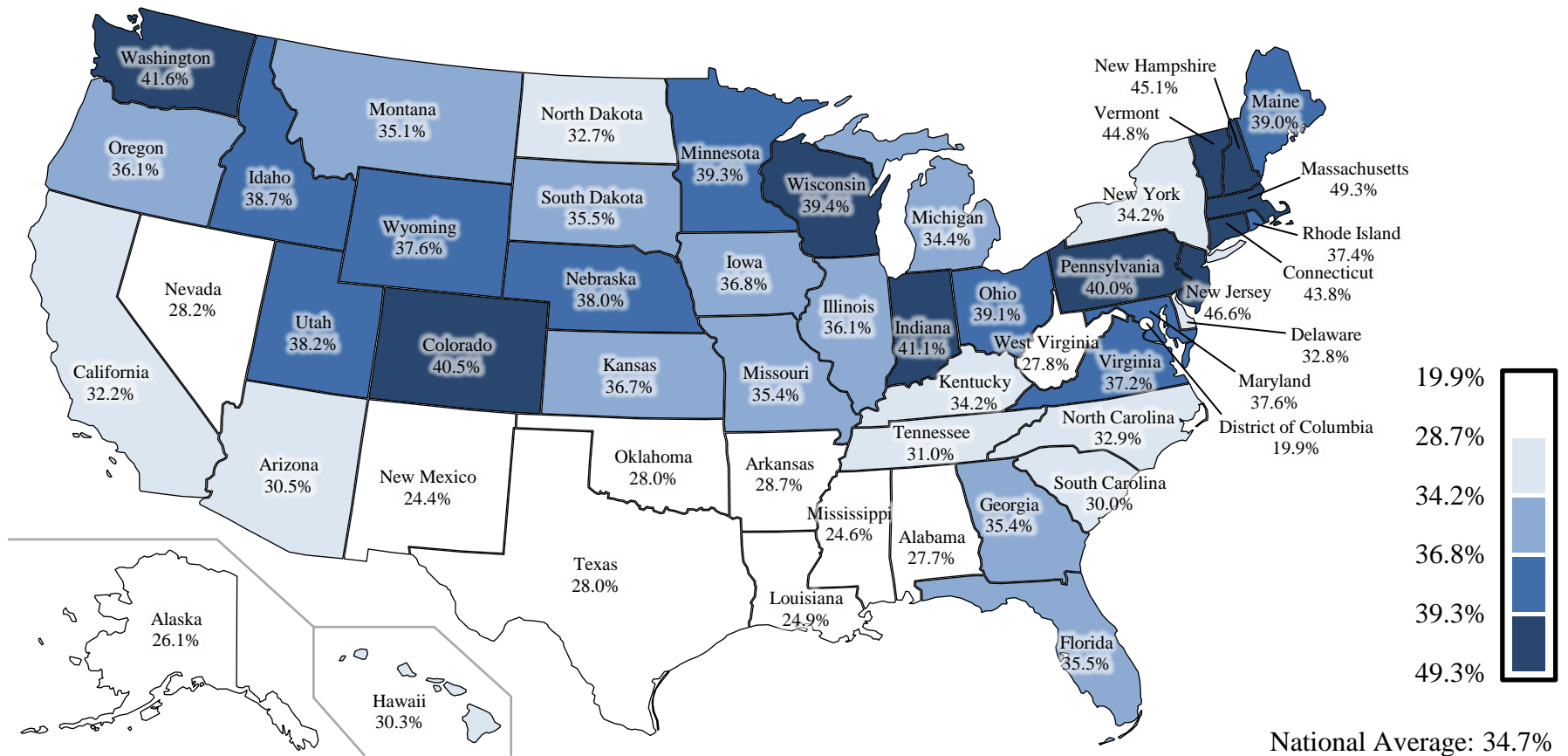
2017 NAEP Results by State - 8th Grade Math Average Scale Score Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 55

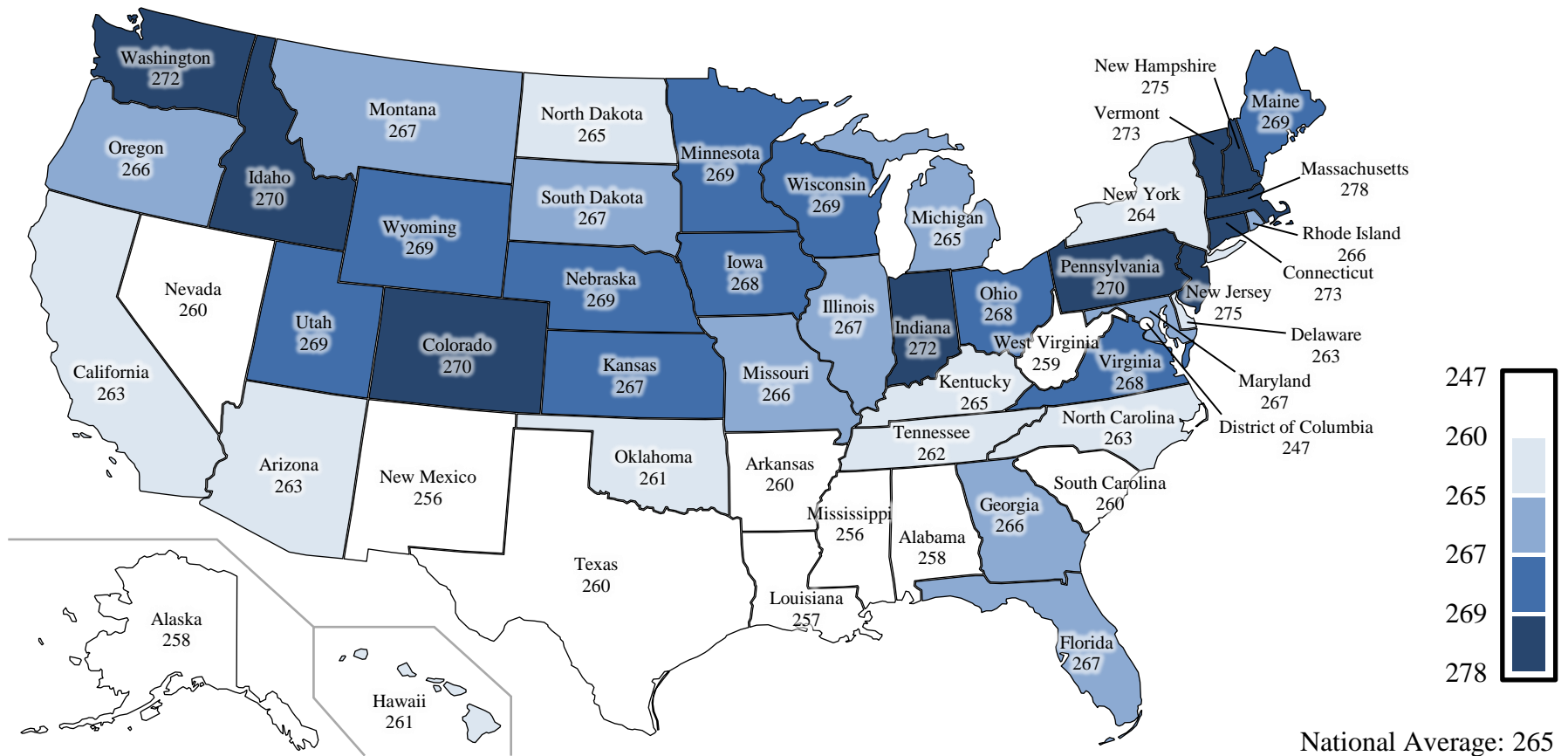
2017 NAEP Results by State - 8th Grade Reading % Students at Proficient or Above Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 56

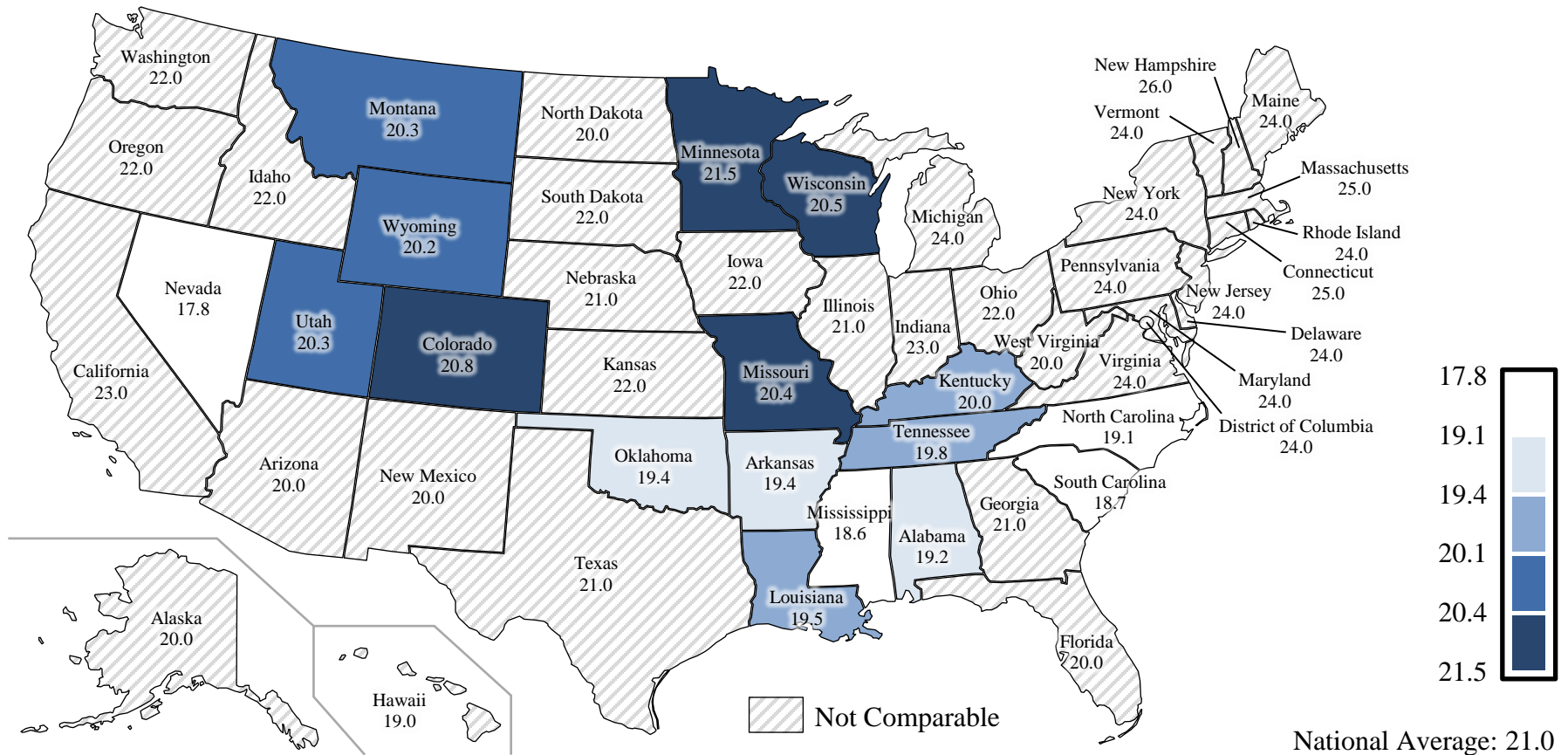
2017 NAEP Results by State - 8th Grade Reading Average Scale Score Public School Sample



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 57

ACT Average Composite Score ACT-Tested HS Graduates Class of 2017



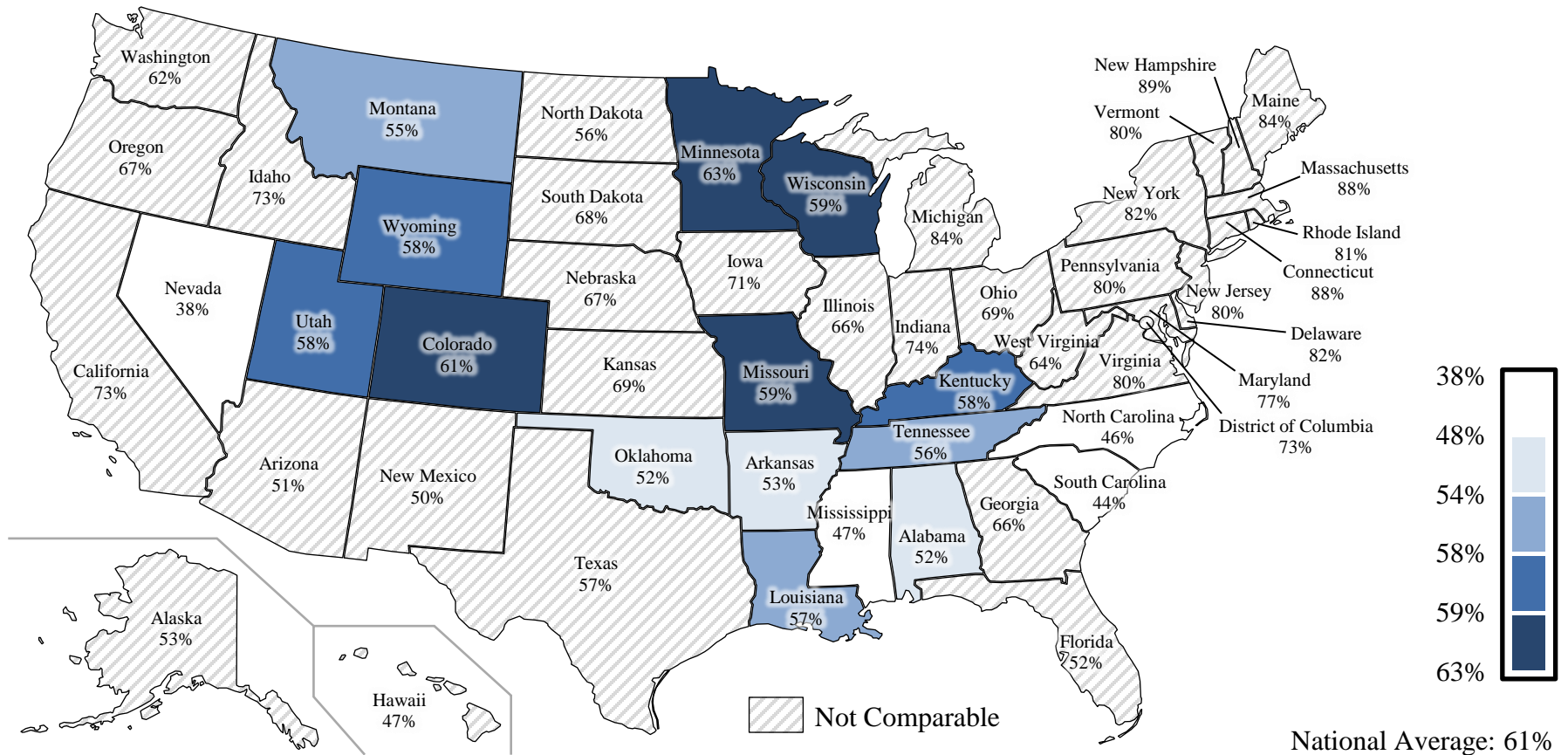
Source: "The Condition of College & Career Readiness 2017" by ACT, Inc.

Figure 58

% Meeting ACT College Readiness Benchmark - English

ACT-Tested HS Graduates

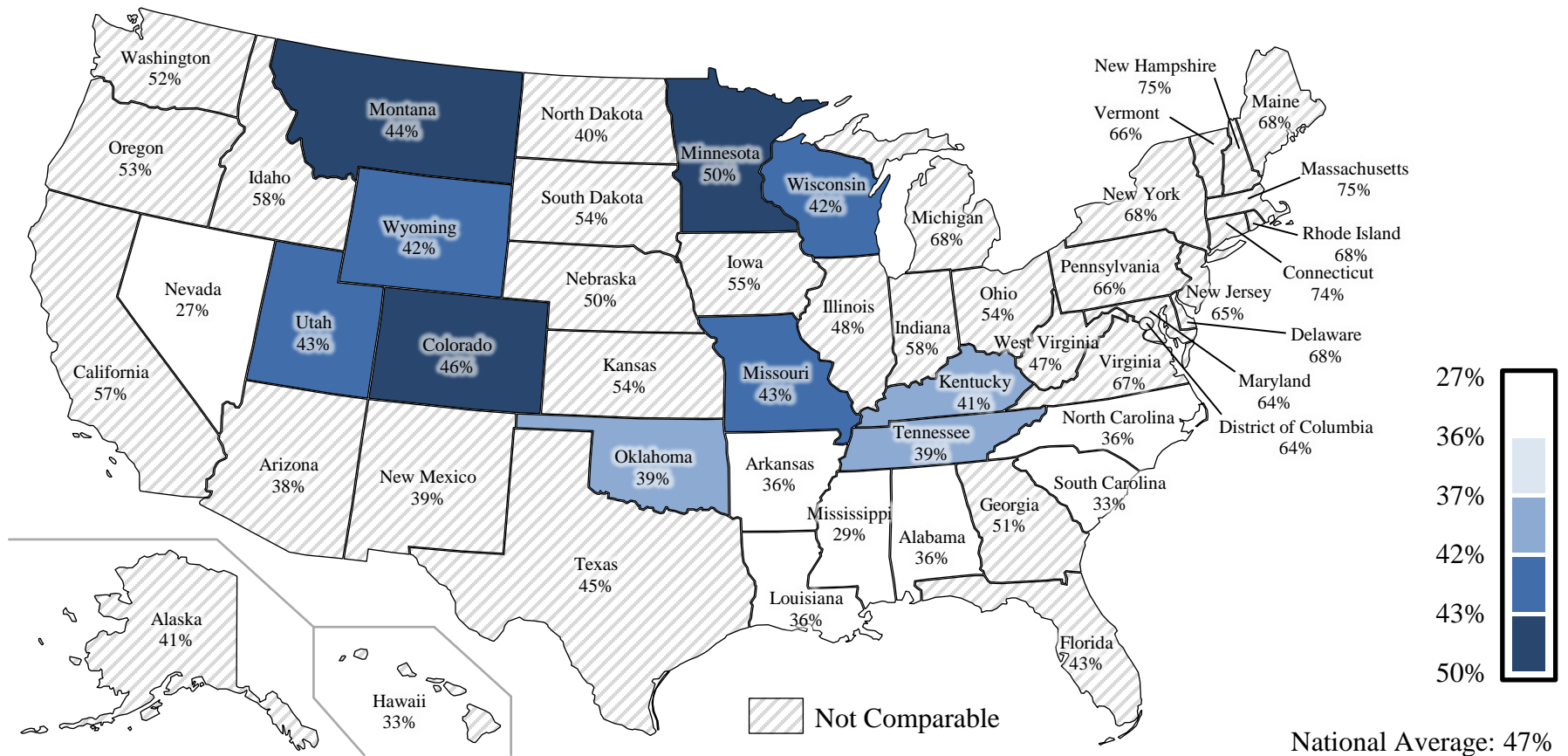
Class of 2017



Source: "The Condition of College & Career Readiness 2017" by ACT, Inc.

Figure 59

% Meeting ACT College Readiness Benchmark - Reading ACT-Tested HS Graduates Class of 2017

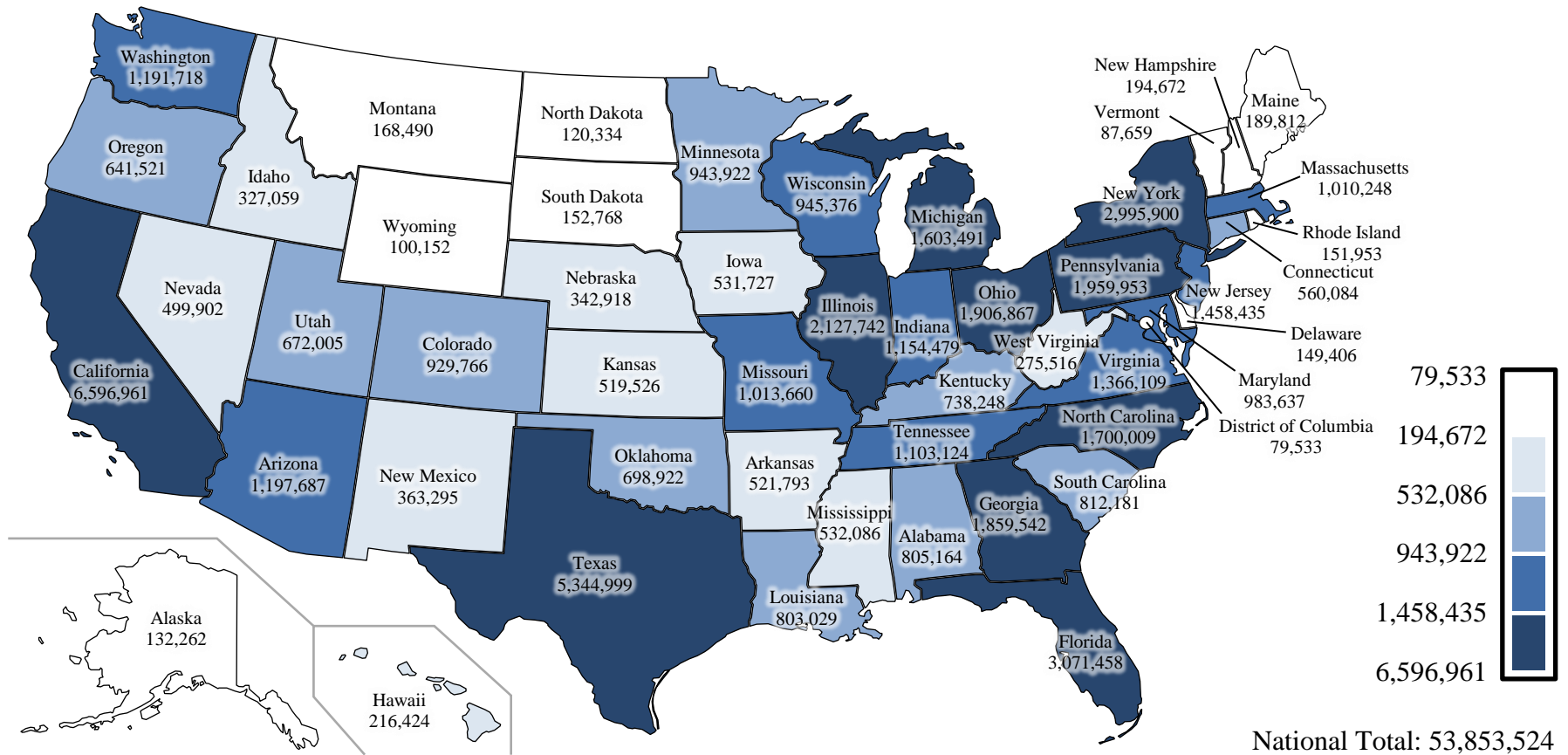


Source: "The Condition of College & Career Readiness 2017" by ACT, Inc.

Figure 62

Population Age 5 to 17

2017 American Community Survey

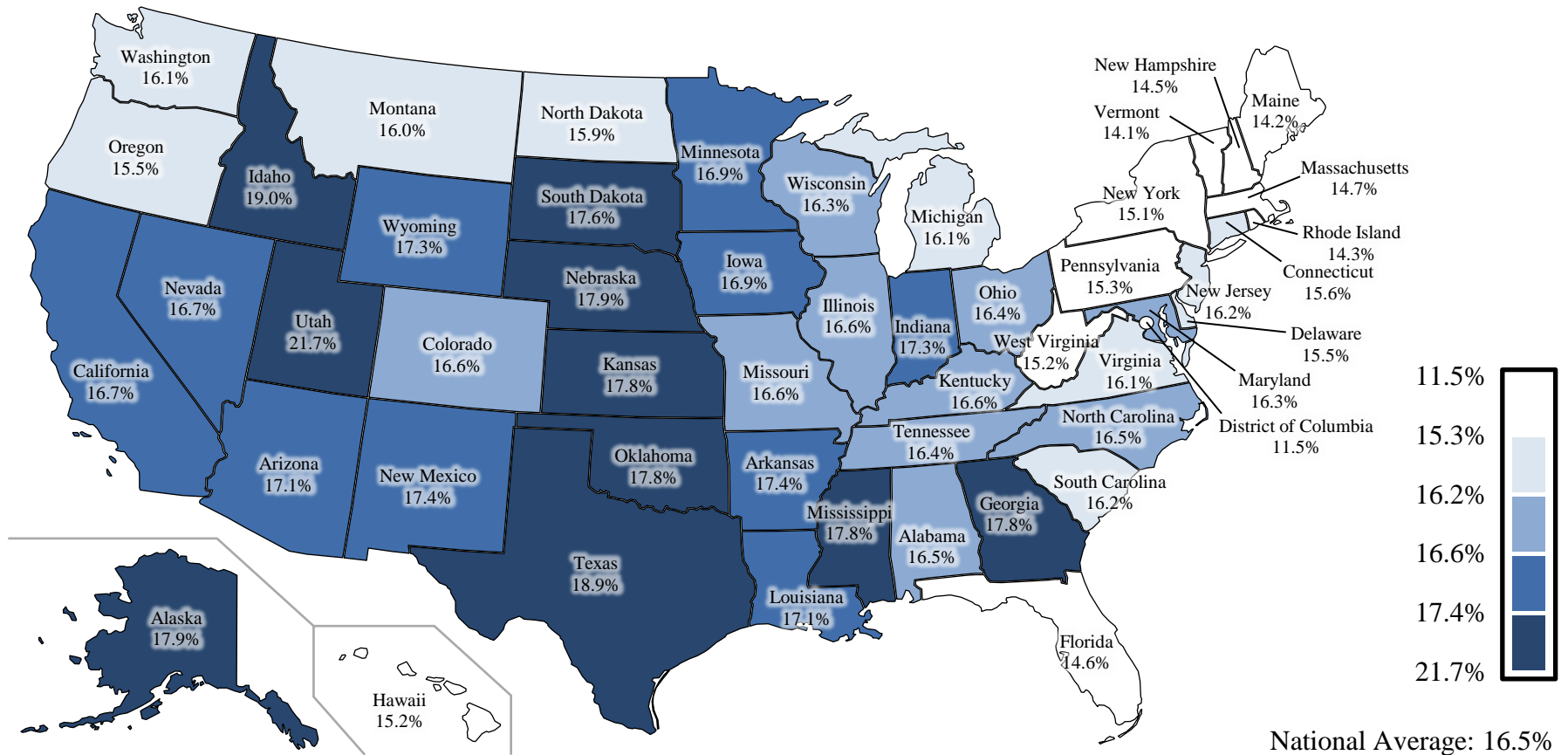


Source: U.S. Census Bureau, 2017 American Community Survey

Figure 63

% of Total Population Age 5 to 17

2017 American Community Survey

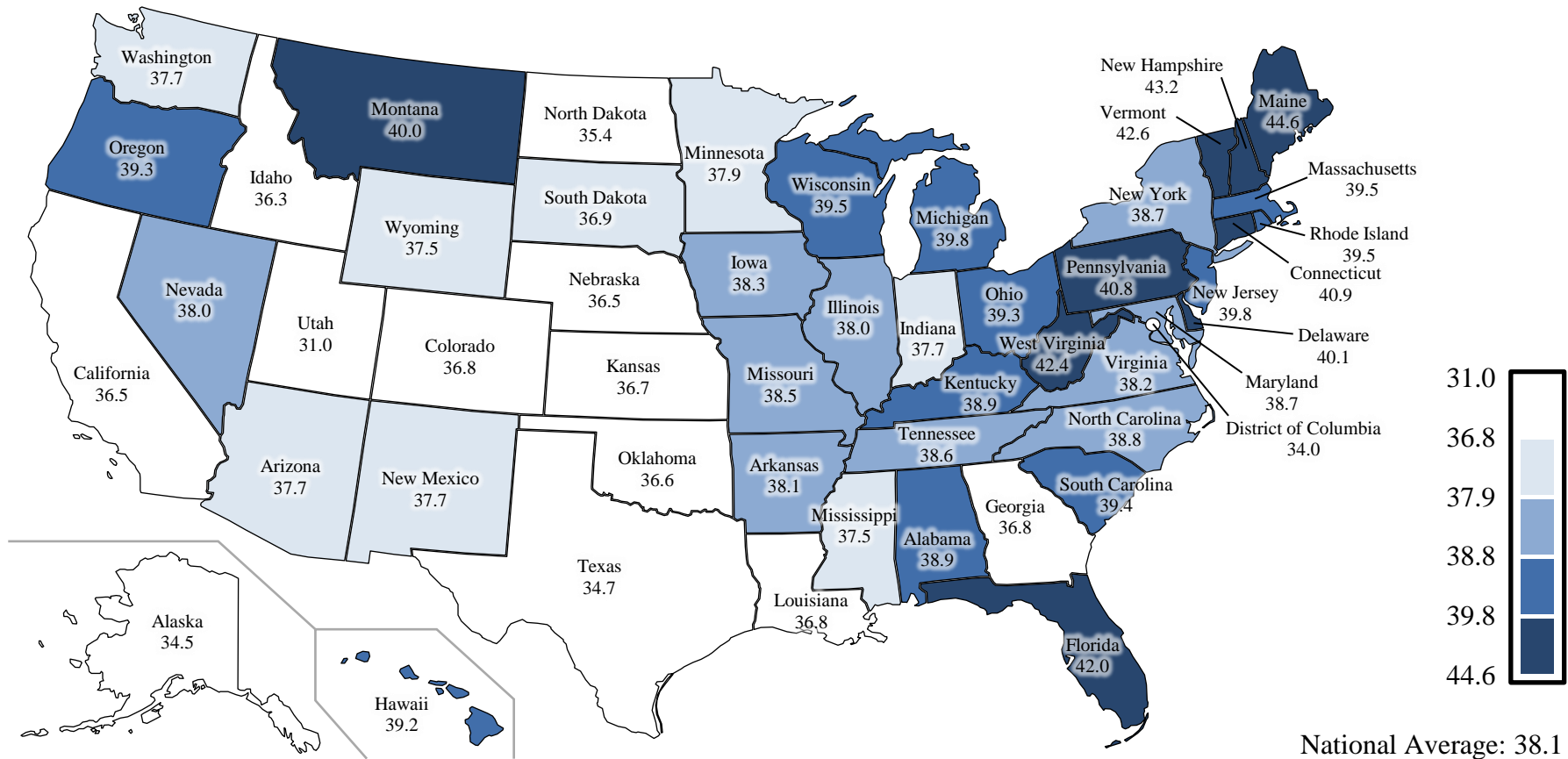


Source: U.S. Census Bureau, 2017 American Community Survey

Figure 64

Median Age of Population

2017 American Community Survey

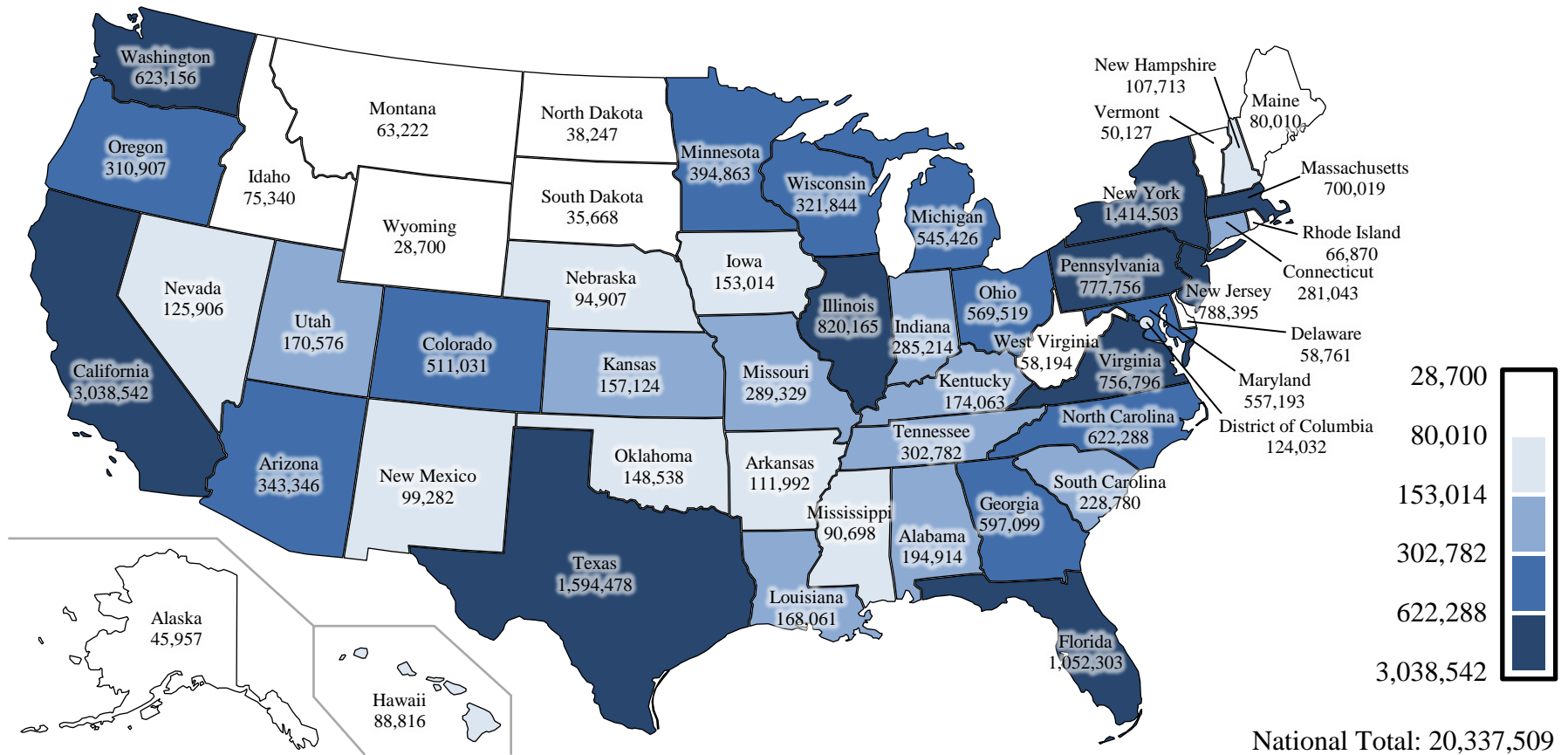


Source: U.S. Census Bureau, 2017 American Community Survey

Figure 65

Population with 1st Major in Science & Engineering Age 25-64

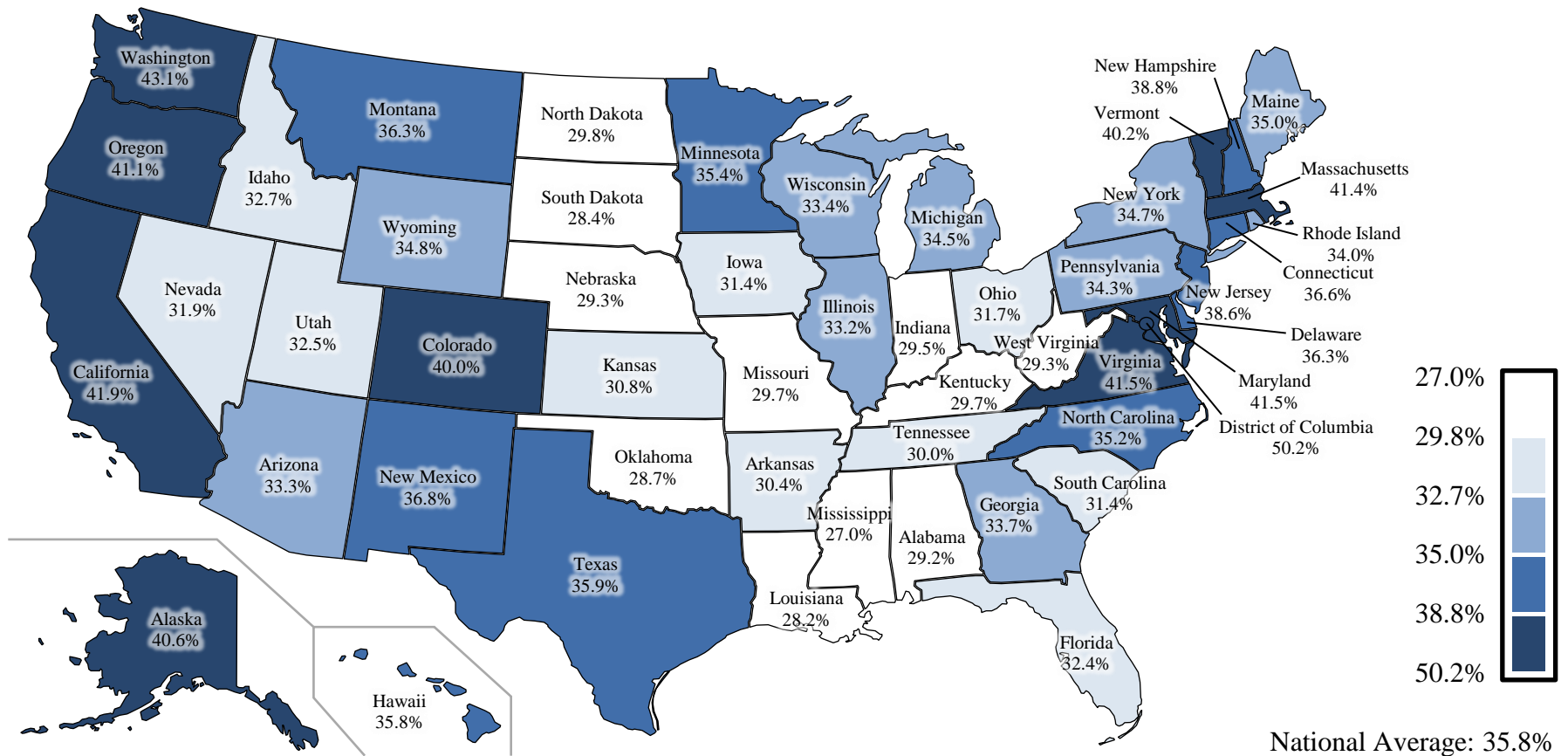
2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

Figure 66

% Population with 1st Major in Science & Engineering of College Graduates Age 25-64 2017 American Community Survey

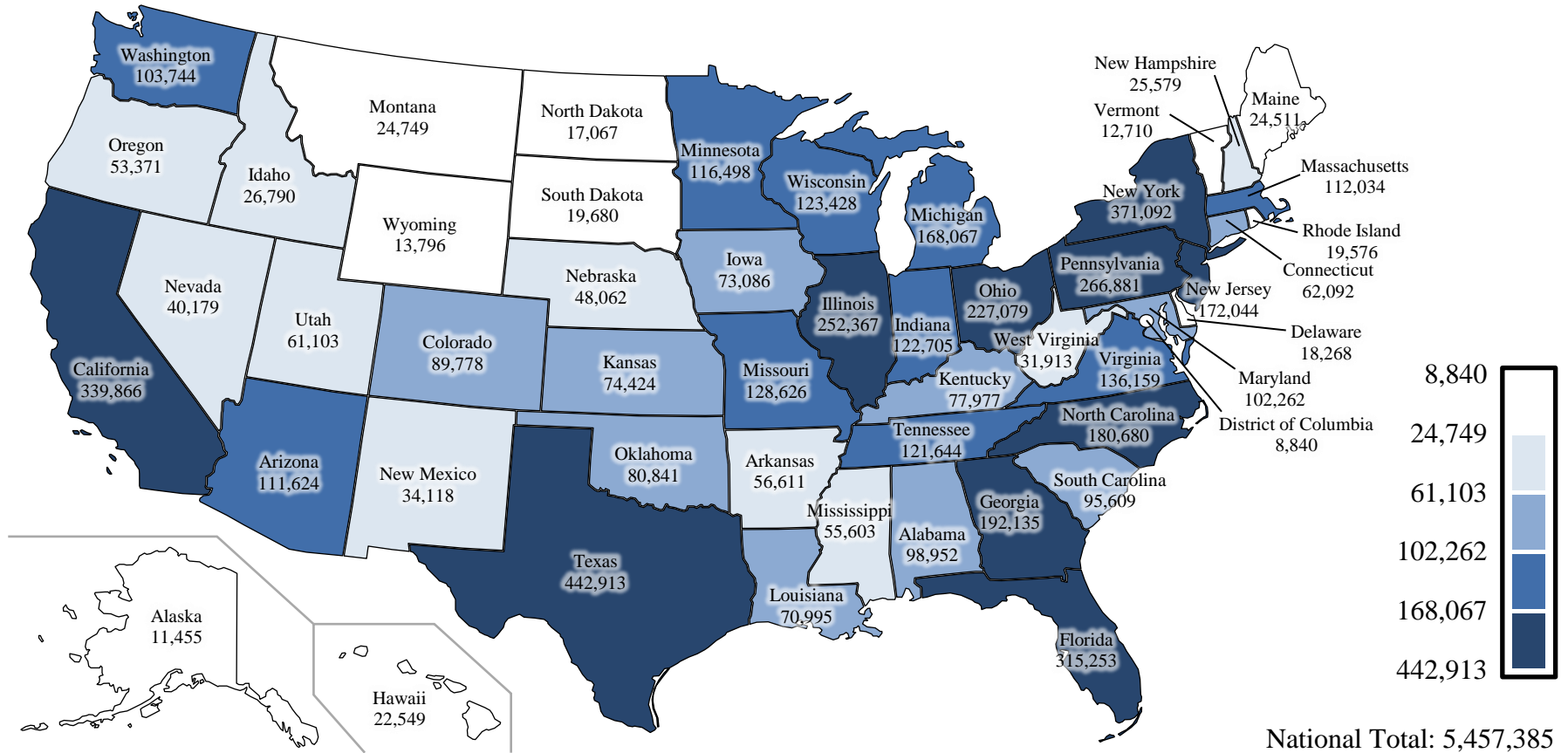


Source: U.S. Census Bureau, 2017 American Community Survey

Figure 67

Population with 1st Major in Education Age 25-64

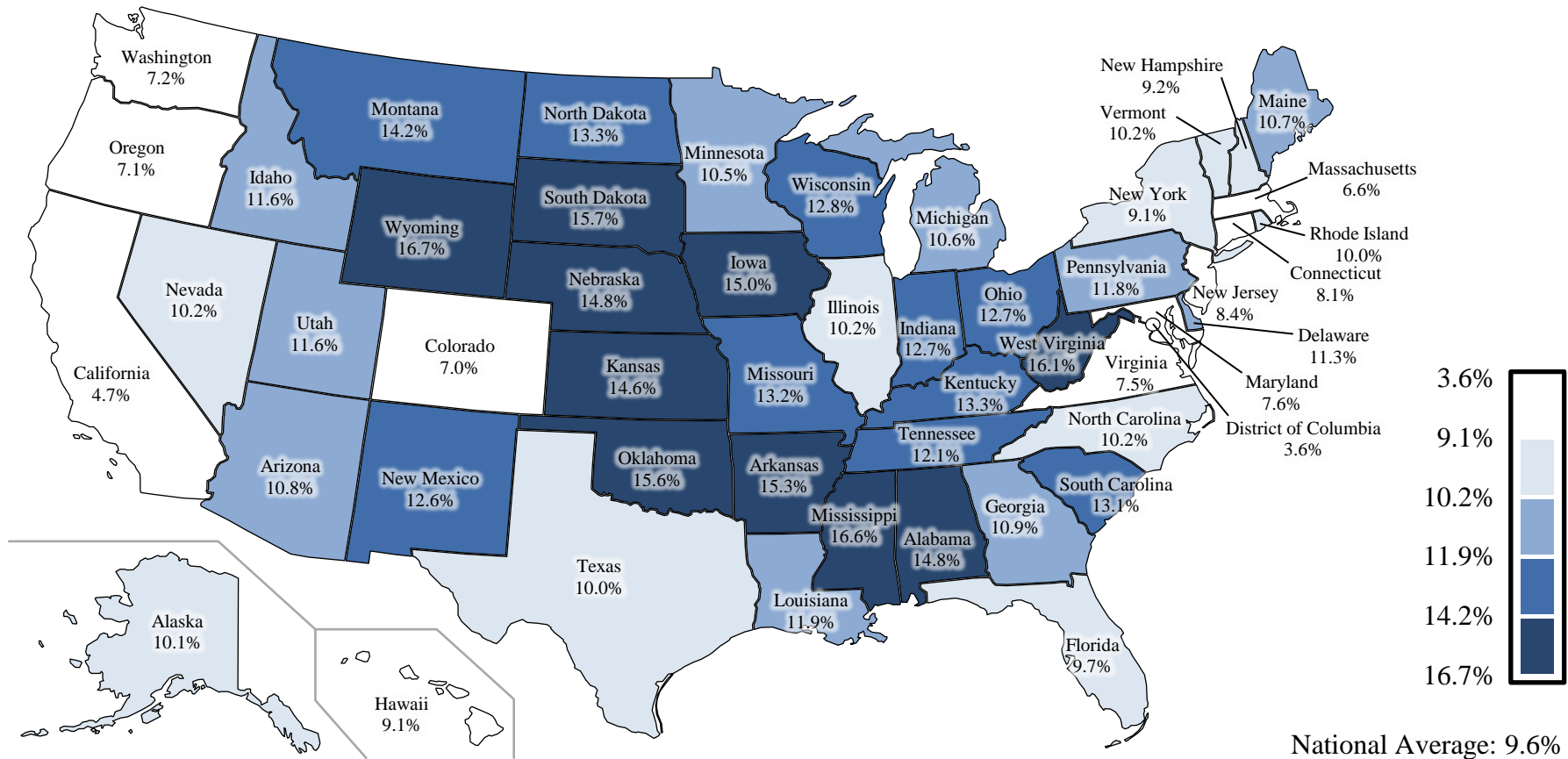
2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

Figure 68

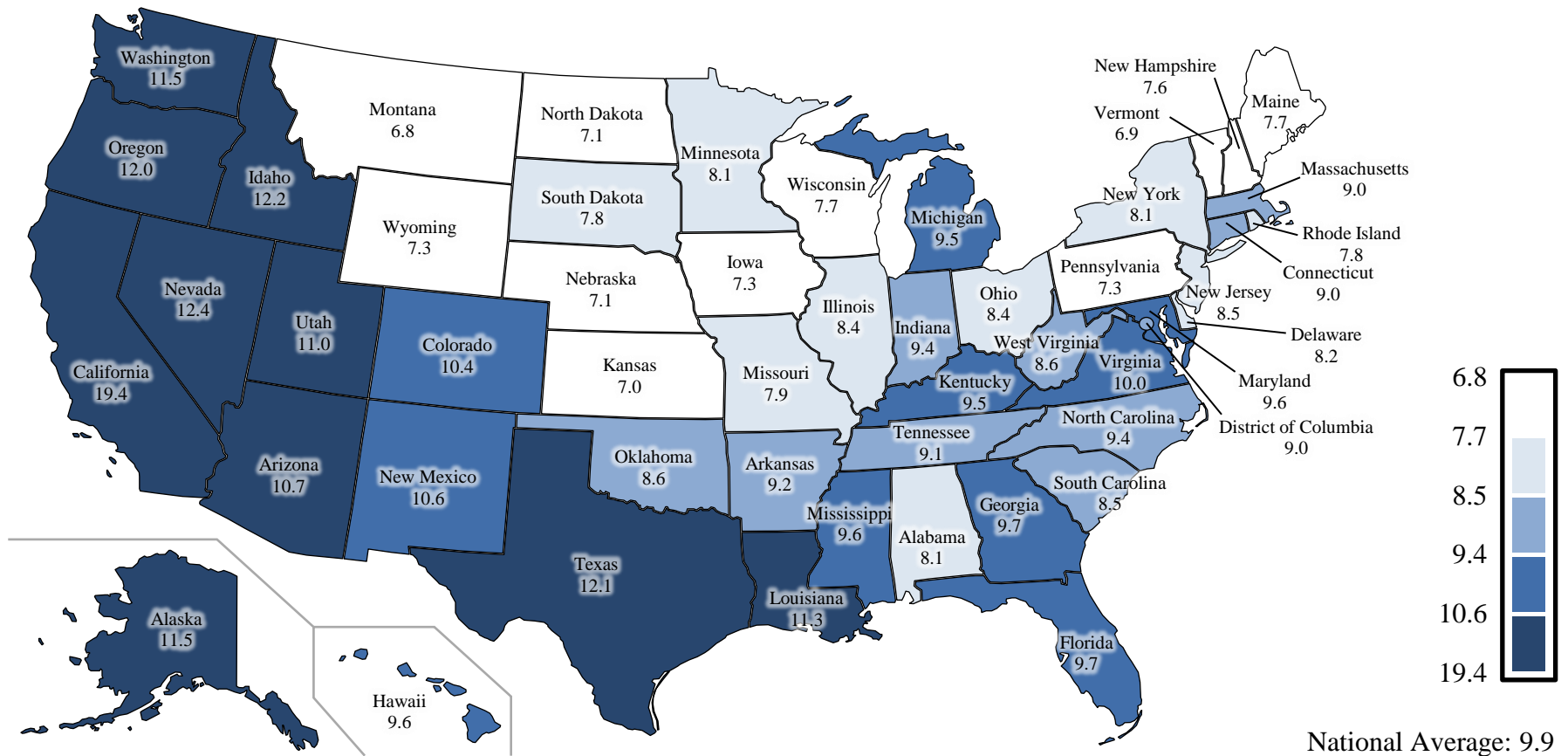
% Population with 1st Major in Education of College Graduates Age 25-64 2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

Figure 69

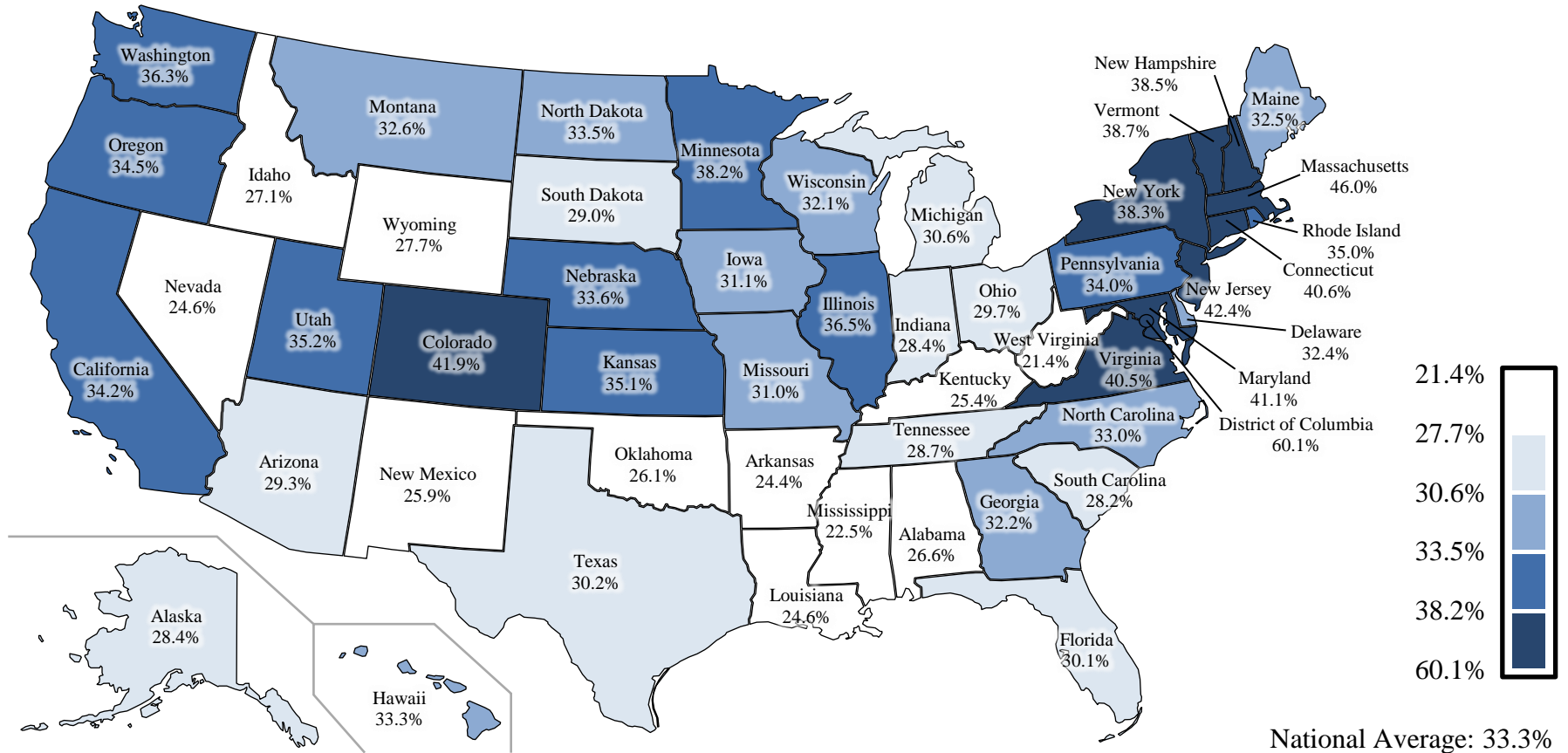
Number of Children (Age 5 to 17) per Adult with 1st Major in Education (Age 25-64) 2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

Figure 70

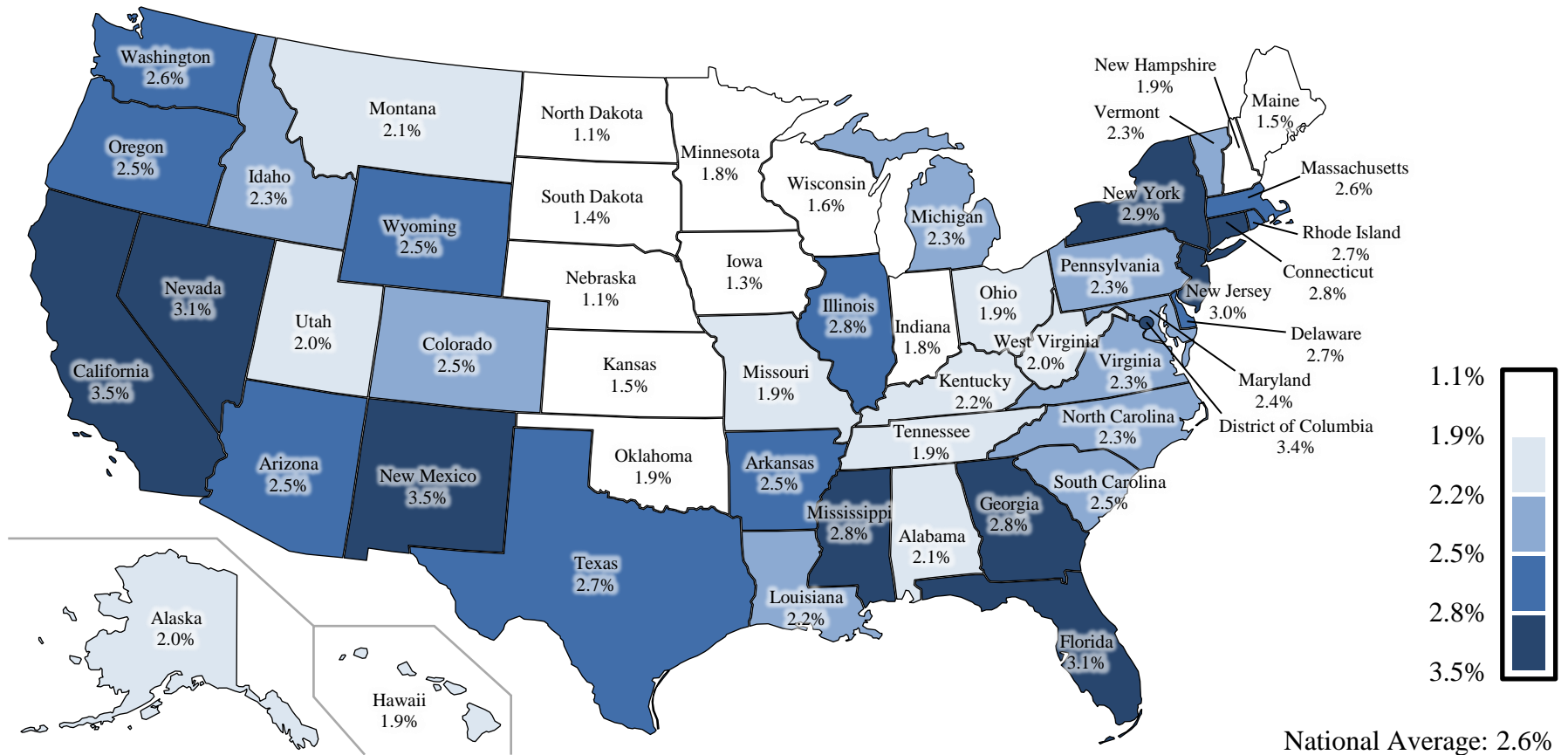
% Holding Bachelor's Degree or Higher in Population Age 25-64 2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

Figure 71

Unemployment Rate among Population with Bachelor's Degree or Higher 2017 American Community Survey

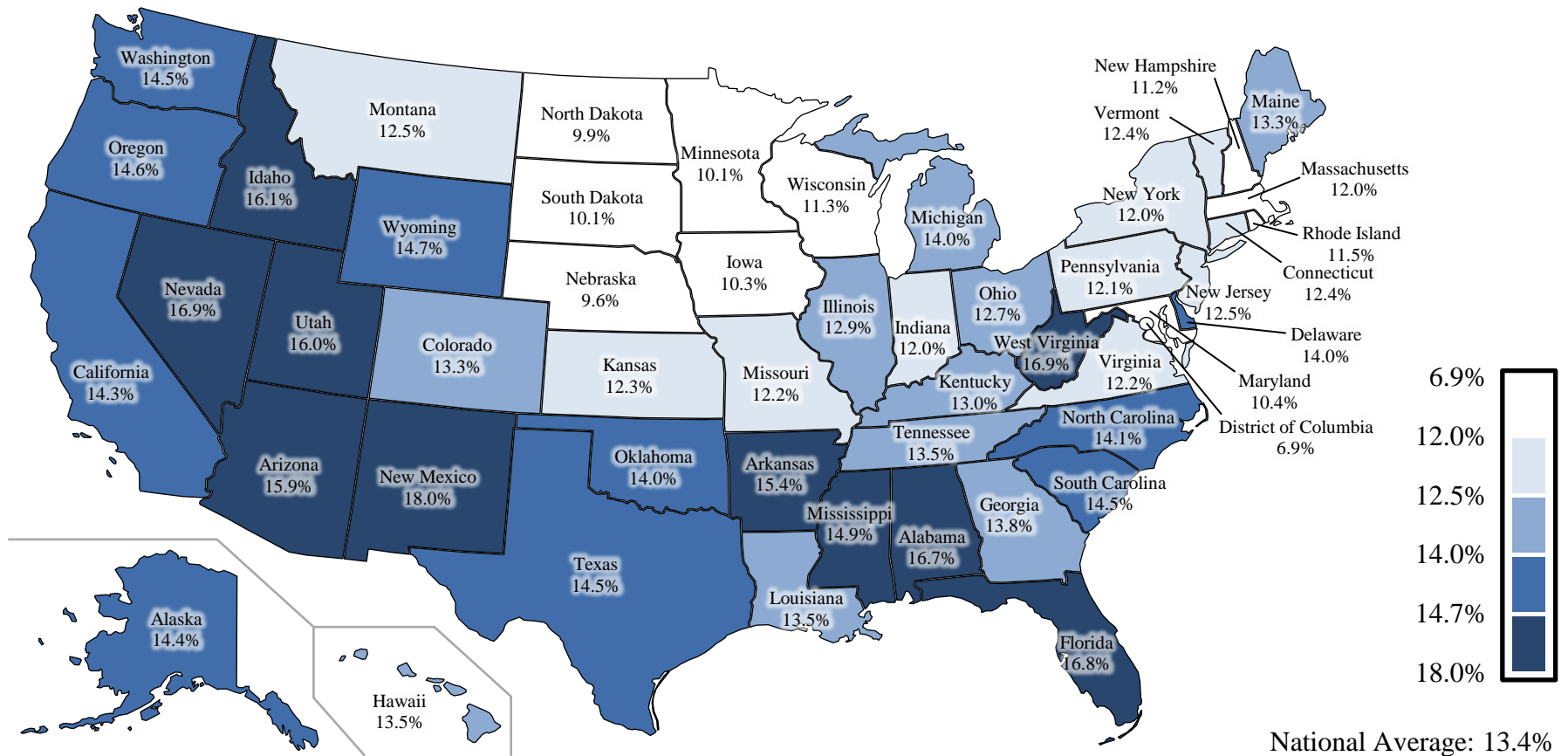


Source: U.S. Census Bureau, 2017 American Community Survey

Figure 72

% Holding Bachelor's Degree or Higher Not in Labor Force

2017 American Community Survey



Source: U.S. Census Bureau, 2017 American Community Survey

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Quality and Accountability

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