

OKLAHOMA HIGH SCHOOL INDICATORS PROJECT

Background

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education, but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports;

- (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges;
- (2) Headcount, Semester Hours, and GPA Report;
- (3) Mean ACT Scores by Oklahoma High School Site;
- (4) Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

In compliance with Senate Bill No. 183, the State Regents will transmit the aggregated data used to generate these reports to the Office of Educational Quality and Accountability.

Description and Analysis

High School to College Going Rates:

The College Going Rates describe 2018 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in fall 2018. It lists the following information by district, and high school site:

- (1) the number of high school graduates;
- (2) the number of high school graduates who went directly to college the following fall;
- (3) the number of high school graduates who went to college the following academic year;
- (4) the number of high school graduates who entered college anytime in 2018-19, including those who delayed entry for one year or more.

For 2018, the SDE reported 41,375 students graduated from Oklahoma public high schools. Of those, 18,334 or 44.3 percent entered an Oklahoma college or university the following fall. An additional 1.8 percent of the high school graduates entered in the spring.

Headcount, Semester Hours, and GPA:

The headcount, semester hour, and grade point average (GPA) summary provides academic year headcount, semester hour, and GPA information for freshman-level courses taken by 2018 public high school graduates who entered an Oklahoma public college or university as first-time freshmen in fall 2018. The summary also includes any college courses taken by these students during high school as concurrent students. The headcount and semester hour data are distributed by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+).

Of the fall 2018 first-time freshmen who received credit (16,780), 45.6 percent (7,650) earned a 3.0 or better GPA in their freshman-level courses, and 72.7 percent earned at least a 2.0. Cumulatively, students earned 314,410 hours of freshman-level credits, with almost 90 percent earning a 2.0 or higher.

Mean ACT Scores:

According to ACT, 1,914,817 high school graduates across the United States took the test in the 2018 academic year, a decrease of 5.7 percent from 2017. Oklahoma high school graduates, with a valid Oklahoma high school code, represent 41,092 of these test-takers. Oklahoma’s 2018 senior class scored an average composite score of 19.7, which is the same as the previous year. The state’s score in English was 18.7, also the same as the previous year; the mathematics score (19.1) increased 0.1 point; reading (20.6) remained the same; and science (19.8) decreased 0.2 points. District composite scores range from a high of 31.5 to a low of 12.4.

**Oklahoma
Mean ACT Scores (Five-Year Trend)
based on Highest Score**

Year	Students with Valid Oklahoma High School Code	English	Mathematics	Reading	Science	Composite
2014	29,995	20.3	20.2	21.8	21.1	21.0
2015	33,362	20.3	19.9	21.7	20.9	20.9
2016	33,627	20.1	19.7	21.7	20.9	20.8
2017	41,338	18.7	19.0	20.6	20.0	19.7
2018	41,092	18.7	19.1	20.6	19.8	19.7

Source: ACT, Inc.

Statewide, 58.6 percent of the students taking the ACT failed to score 19 or higher on the Mathematics portion of the exam. Additionally, the percentage of Oklahoma’s test-takers who took the ACT college preparatory core curriculum decreased to 48 percent, from last year’s 51 percent.

Developmental Education:

The present data represents a summary of developmental education (remediation) for 2018 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time entering freshmen in fall 2018. The tables identify developmental education activity of students who took one or more developmental courses during their first year in college. Listed are the freshman student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount is also provided for all remedial students as they may take remedial courses in more than one area.

Of the fall 2018 first-time freshmen (17,309), 34.6 percent (5,987) enrolled in one or more developmental courses. The unduplicated percentage decreased 7.9 points from its high point in 2011-12 (42.5 percent) and compared to the previous year the rate decreased 2.5 points. All areas of developmental education saw decreases compared to the previous year

with math decreasing 1.5 points, English decreasing 2.9 points, reading decreasing 0.8 points and science decreasing 0.3 points.

Methodology:

The data used to create these summary reports comes from several different sources. The College Going, the Head Count, Credit Hours and GPA, and the Developmental Education all use a list of public high school graduates provided by the State Department of Education. These students are then tracked into the State Regent's Unitized Data System (UDS). The UDS provides the necessary data to create the summary reports. The Mean ACT report includes one additional data set from ACT, which is matched to the previous two data sources to provide additional data on ACT scores.

SDE data does not include data on students from private schools or on students who are home schooled. The Regent's UDS does not receive records from all private institutions or records on students attending out of state.