

# OKLAHOMA HIGH SCHOOL INDICATORS PROJECT

## BACKGROUND:

Section 13 of Senate Bill No. 183 (SB 183) was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only requires multiple types of evaluation by the Oklahoma State Department of Education (SDE), but also requires 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, beginning in 1995, the Oklahoma State Regents for Higher Education (OSRHE) has provided the following four reports annually:

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

In compliance with SB 183, OSRHE will transmit these data to the Office of Educational Quality and Accountability.

## DESCRIPTION AND ANALYSIS:

### High School to College-Going Rates Report

The College-Going Rates Report describes 2021 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time, degree-seeking freshmen in Fall 2021. It lists the following information by county, 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; and
4. The number of high school graduates who entered college at any point in time during the 2021-22 academic year, including those who delayed entry for one year or more.

For 2021, SDE reported that 42,202 high school students graduated from Oklahoma’s public high schools during the 2020-21 academic year. Of these graduates, 15,120 (35.8%) entered an Oklahoma college or university as first-time, degree-seeking freshmen during the Fall 2021 semester. An additional 590 students, or 1.4% of high school graduates, enrolled in an Oklahoma college or university during the Spring 2022 semester.

### Headcount, Semester Hours, and GPA Report

The Headcount, Semester Hours, and GPA Report provides academic year headcount, semester hours, and GPA information for freshmen-level courses taken by 2021 Oklahoma public high school graduates as Fall 2021 first-time entering, degree-seeking freshmen in Oklahoma public institutions during the 2021-22 academic year. The report 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 2021 first-time, degree-seeking freshmen who received college credit (13,845), 51.5% (7,128) earned a 3.0 or better GPA in their freshman-level courses, and approximately 75% (10,384) earned at least a 2.0. Cumulatively, students earned 280,150 credit hours of freshman-level credits, with 91% of the credit hours earned by students with a 2.0 or higher GPA in their freshman-level courses.

### Mean ACT Scores Report

According to ACT, 1,295,349 high school graduates across the United States took the ACT test during the 2021 academic year, a decrease of 22.5% from 2020. Oklahoma high school graduates, with a valid Oklahoma public high school code, represent 23,443 of these test-takers. Each average component score increased, with English increasing by 1.1, Mathematics increasing by 0.5, Reading increasing by 1.1, and Science increasing by 0.8. This led to an increase in the composite score of 0.9 points.

**Table 1. Oklahoma Mean ACT Scores (5-Year Trend) Based on Highest Score**

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
2017	39,394	18.7	19.0	20.6	20.0	19.7	93.5%
2018	39,226	18.7	19.1	20.6	19.8	19.7	94.8%
2019	39,085	18.3	18.5	20.0	19.4	19.2	86.8%
2020	39,228	17.9	18.1	19.7	19.1	18.8	89.4%
2021	23,443	19.0	18.6	20.8	19.9	19.7	55.5%

### Remediation Rates Report

The present data represents a summary of remediation rates for 2020-21 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time entering, degree-seeking freshmen in Fall 2021. The tables identify remedial activity of students who took one or more remedial courses during their first year of college. Listed are the freshman student headcount and percentage for each of the four subject areas of remedial courses: English, mathematics, reading, and science. An unduplicated headcount is also provided for all remedial student as they may take remedial courses in more than one academic area.

Of the Fall 2021 first-time entering, degree-seeking freshmen (14,336), 20.2% (2,894) enrolled in one or more remedial courses. The unduplicated percentage decreased 22.3 points from its highest point of 42.5% in 2011-12 and, when compared to the previous year, the rate decreased by 1.3 points. Three areas of remedial coursework saw decreases when compared to the previous year, with English decreasing by 1.7 points, mathematics decreasing by 1.4 points, and reading decreasing by 0.3 points. One area of remedial coursework that saw an increase when compared to the previous year was science, which increased by 0.4 points.

### METHODOLOGY:

The data used to create these summary reports comes from several different sources. The High School to College-Going Rates Report; the Headcount, Semester Hours, and GPA Report; and the Remediation Rates Report all use a list of public high school graduates provided by SDE. These students are then tracked into OSRHE's Unitized Data System (UDS). The UDS provides the necessary data to create the summary reports. The Mean ACT Scores 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 homeschooled. OSRHE's UDS does not receive records from all private higher education institutions or records on students attending a college or university outside the state of Oklahoma.