

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 2023-24 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time, degree-seeking freshmen in Fall 2024. It lists the following information by county, district, and high school site:

1. The number of high school graduates;
2. The number of graduates who went to an in-state college or university in Fall 2024;
3. The number of graduates who went to an in-state college or university at any time during the 2024-25 academic year;
4. The number of graduates who entered an in-state college or university at any point in time during the 2024-25 academic year, including those who delayed entry for one year or more; and
5. The number of graduates who entered out-of-state colleges at any time during the 2024-2025 academic year.

For 2024, SDE reported that 45,637 high school students graduated from Oklahoma’s public high schools during the 2023-24 academic year. Of these graduates, 17,513 (38.4%) entered an Oklahoma college or university as first-time, degree-seeking freshmen during the Fall 2024 semester. An additional 860 students, or 1.9 percent of high school graduates, enrolled in an Oklahoma college or university during the Spring 2025 semester.

For the 2023-24 cohort of high school graduates, StudentTracker (a data system maintained by the National Student Clearinghouse) indicated 2,988 students (6.5%) enrolled at an out-of-state institution in Fall 2024 or Spring 2025.

Table 1. College-Going Rates of Oklahoma Public High School Graduates

Entering Academic Year	College-Going Rates		
	In-State	Out-of-State	Overall
2020-21	41.7%	6.1%	47.8%
2021-22	40.3%	6.6%	46.9%
2022-23	38.6%	6.6%	45.2%
2023-24	40.3%	6.7%	47.0%
2024-25	40.3%	6.5%	46.8%

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 2024 Oklahoma public high school graduates as Fall 2024 first-time entering, degree-seeking freshmen in Oklahoma public institutions during the 2024-25 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 2024 first-time, degree-seeking freshmen who received college credit (15,980), 54 percent (8,463) earned a 3.0 or better GPA in their freshman-level courses, and approximately 78 percent (12,217) earned at least a 2.0. Cumulatively, students earned 325,605 credit hours of freshman-level credits, with 91.8 percent 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, 1,374,791 high school graduates across the United States took the ACT test during the 2024 academic year, a decrease of 0.8 percent from 2023. Oklahoma high school graduates, with a valid Oklahoma public high school code, represented 42,965 of these test-takers. From 2023, both English and Mathematics decreased by 0.3 points, Reading decreased by 0.5 points, and Science decreased by 0.4. This led to a decrease in the composite score of 0.4 points.

Table 2. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
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%
2022	39,537	17.0	17.3	18.9	18.4	18.1	87.6%
2023	38,460	17.1	17.3	18.8	18.4	18.0	87.5%
2024	42,965	16.8	17.0	18.3	18.0	17.6	94.1%

Developmental Education Rates

The present data represents a summary of developmental education rates for 2023-24 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time entering, degree-seeking freshmen in Fall 2024. In previous reports, developmental education rates reflected enrollment only in 0-level remedial courses and did not include co-requisite coursework. However, in this report, “developmental education” encompasses both remedial and co-requisite coursework, with co-requisite courses providing supplemental academic support alongside a credit-bearing course for students who are not yet college-ready.

Of the Fall 2024 first-time entering, degree-seeking freshmen (16,419), 4,715 (28.7%) enrolled in one or more developmental education courses. This total includes 2,400 students (14.6%) who enrolled in at least

one traditional remedial (0-level) course and 2,315 students (14.1%) who enrolled in at least one co-requisite course.

Table 3. Developmental Education Rates of Oklahoma Public High School Graduates

Entering Term	Developmental Education Rates		
	Remediation (0-Level Course Enrollment) Rates	Co-Requisite Course Enrollment Rates	Overall Developmental Education Rates
Fall 2020	17.7%	13.3%	31.0%
Fall 2021	17.5%	11.7%	29.2%
Fall 2022	14.3%	14.3%	28.6%
Fall 2023	14.7%	12.9%	27.6%
Fall 2024	14.6%	14.1%	28.7%

Tables 4 and 5 break down the percentage of students enrolled in remedial (0-level) courses and co-requisite courses, respectively, by subject area. Listed are the freshman student headcount and percentage for each of the four subject areas of both remedial and co-requisite coursework: English, mathematics, reading, and science. An unduplicated headcount is also provided for all developmental education students as they may take remedial and/or co-requisite coursework in more than one academic area.

Table 4. Percentage of First-Time Entering Students Enrolled in 0-Level Remediation Courses

Entering Term	Headcount Enrollment	English	Math	Reading	Science	Unduplicated
Fall 2020	16,388	4.2%	12.7%	6.6%	0.3%	17.7%
Fall 2021	14,748	3.1%	14.1%	5.8%	0.2%	17.5%
Fall 2022	15,297	2.2%	12.0%	6.1%	0.4%	14.3%
Fall 2023	16,161	2.2%	11.6%	5.3%	0.4%	14.7%
Fall 2024	16,419	1.8%	11.5%	5.1%	0.5%	14.6%

Table 5. Percentage of First-Time Entering Students Enrolled in Co-Requisite Courses

Entering Term	Headcount Enrollment	English	Math	Reading	Science	Unduplicated
Fall 2020	16,388	6.7%	8.9%	0.0%	0.0%	13.3%
Fall 2021	14,748	5.3%	7.9%	0.0%	0.2%	11.7%
Fall 2022	15,297	7.0%	9.4%	0.2%	0.1%	14.3%
Fall 2023	16,161	5.5%	9.1%	0.2%	0.2%	12.9%
Fall 2024	16,419	6.4%	9.5%	0.0%	0.2%	14.1%

METHODOLOGY:

The data used to create these summary reports comes from several different sources. The High School to College-Going Report; the Headcount, Semester Hours, and GPA Report; and the Developmental Education 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 High School to College-Going Report and the Mean ACT Scores Report include two additional data sets from the National Student Clearinghouse and ACT, respectively, which are matched to the previous data sources to provide additional data on out-of-state college-going rates and ACT scores.

SDE 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 high education institutions.