

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #17:

High School Indicators Report.

SUBJECT:

Possible action to acknowledge receipt of the 2024 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024 High School Indicators Report.

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) 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.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

ANALYSIS:

High School to College-Going Rate Report

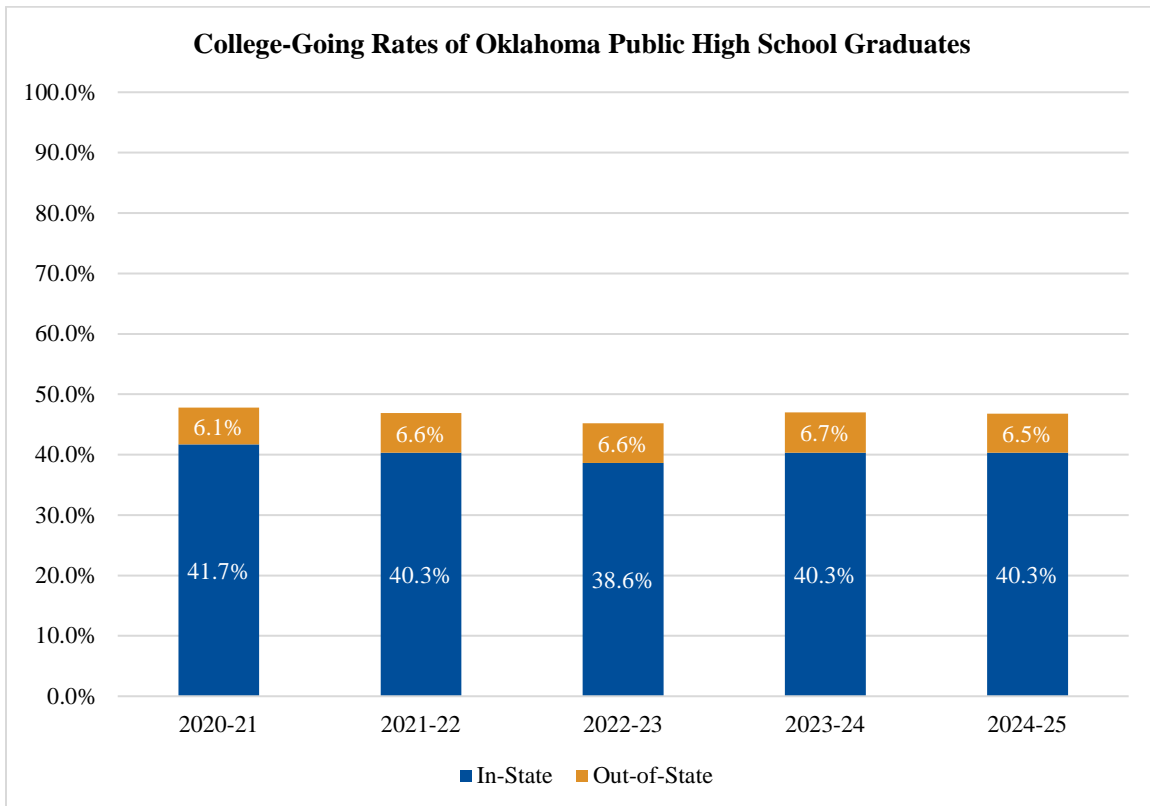
According to SDE, 45,637 students graduated from Oklahoma’s public high schools during the 2023-24 academic year. Of these graduates, 17,513 (38.4%) enrolled as first-time students at an Oklahoma college or university in Fall 2024. An additional 860 students (1.9%) enrolled at an Oklahoma institution in Spring 2025, resulting in an in-state academic year college-going rate of 40.3 percent.

In late 2024, OSRHE began utilizing StudentTracker, a data system maintained by the National Student Clearinghouse, to identify Oklahoma public high school graduates who enroll in out-of-state colleges and universities. This data source was first incorporated into the college-going rate in the 2023 High School Indicators Report. For the 2023-24 cohort of graduates, StudentTracker data indicate that 2,988 students (6.5%) enrolled at an out-of-state institution in Fall 2024 or Spring 2025.

Table 1 presents five-year trends in college-going rates for Oklahoma public high school graduates who enrolled at either in-state or out-of-state institutions. In previous reports, only students who entered college in the fall term were included; however, Table 1 now reflects students who enrolled during either the fall or spring semester immediately following high school graduation. In addition, the table incorporates revisions to student records that were previously miscoded and therefore excluded from college-going rate calculations. As a result of these methodological updates, the figures presented in Table 1 differ from those published in prior reports.

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

Entering Academic Year	College-Going Rate		
	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%



A comprehensive dataset on the college-going rates of 2023-24 Oklahoma public high school graduates will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

The dataset provides a detailed breakdown of graduates who enrolled as first-time college students in Fall 2024. The data is organized by county, district, and high school site and includes:

1. The total 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 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 an out-of-state college or university at any time during the 2024-25 academic year.

Headcount, Semester Hours, and Grade Point Average (GPA) Report

The Headcount, Semester Hours, and GPA Report summarizes the academic performance of 2023-24 Oklahoma public high school graduates enrolled in freshman-level college coursework. The report includes headcount, semester credit hour, and GPA data for students who enrolled as first-time, degree-seeking college students in Fall 2024, as well as students who earned college credit as concurrent high school students in prior academic years. Headcount and semester credit hour data are reported by GPA range (0.0-1.6, 1.7-1.9, 2.0-2.9, and 3.0 or higher) and are presented both numerically and as percentages within each category.

Among the 15,980 first-time, degree-seeking students enrolled in Fall 2024 who earned college credit hours, 8,463 students (54.0%) achieved a GPA of 3.0 or higher in freshman-level coursework. In addition, 12,217 students (78.0%) earned a GPA of at least 2.0; figures for this measure exclude students in small cohorts to comply with FERPA privacy requirements. Collectively, these students completed 325,605 freshman-level credit hours. Of those, 299,028 credit hours (91.8%) were earned by students with a GPA of 2.0 or higher. Due to FERPA suppression of small cohort counts, the reported percentage of students earning a GPA of at least 2.0 is slightly overstated in comparison to the reported headcount.

Table 2 also incorporates revisions to student records that were previously miscoded and therefore excluded from past Headcount, Semester Hours, and GPA Reports. As a result, the figures presented in Table 2 differ from those published in prior reports.

Table 2. Credit Hours and GPA Earned by First-Time Entering Students

Entering Term	First-Time Freshmen	1,000-Level Credit Hours Earned	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2020	15,787	294,371	47.7%	70.7%
Fall 2021	14,290	280,046	51.4%	75.0%
Fall 2022	14,830	291,991	52.6%	75.8%
Fall 2023	15,754	326,598	53.6%	77.4%
Fall 2024	15,980	325,605	54.0%	78.0%

Note: Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, credit hours reported are for courses that were passed, rather than for all courses attempted. Because of these changes, comparison with reports prior to 2013 will not be valid.

A comprehensive list of headcount, semester credit hours, and GPA for first-time entering students by high school site will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

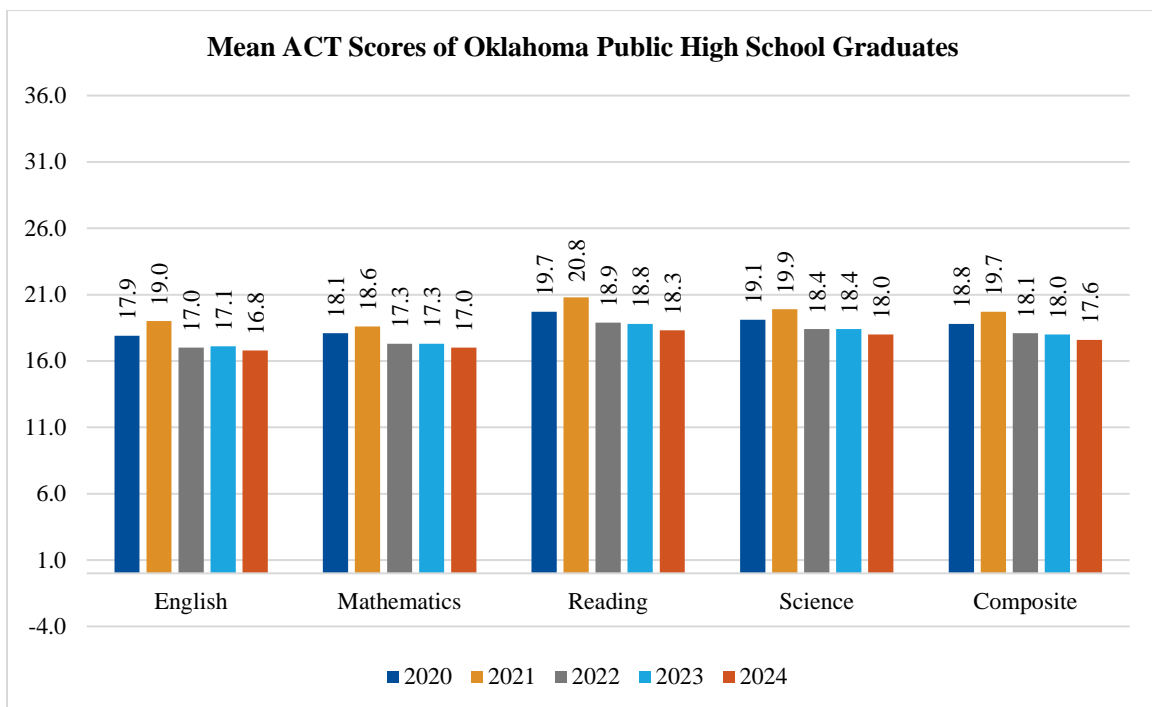
Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores by Oklahoma High School Site Report presents the average subject and composite ACT scores for 2024 Oklahoma public high school graduates. The report also includes the number of graduates who took the ACT, aggregated by county, district, and individual high school site. For students who took the ACT more than once, mean subject scores are calculated using each student’s highest score. In contrast, ACT, Inc. calculates mean composite scores based on a student’s most recent test attempt. Each student’s ACT score is attributed to the Oklahoma public high school site at which their highest score was earned. Scores associated with high school codes that do not correspond to a valid Oklahoma public high school site are excluded from this report.

According to ACT, Inc., 1,374,791 high school students nationwide took the ACT in 2024, representing a 0.8 percent decrease from the prior year. Of these test-takers, 42,965 were Oklahoma high school graduates with a valid Oklahoma public high school code. Although SDE fully funds either the ACT or SAT for all high school seniors, 91.4 percent of Oklahoma’s 2024 graduating class took the ACT examination. The statewide average ACT composite score for 2024 was 17.6, a decrease of 0.4 points from the previous year. Average subject scores also declined, with English decreasing by 0.3 points, Mathematics by 0.3 points, Reading by 0.5 points, and Science by 0.4 points.

Table 3. 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%



Fewer than half of Oklahoma’s 2024 ACT test-takers met the ACT College Readiness Benchmark in any of the four subject areas. Attainment rates were 40 percent in English, 16 percent in Mathematics, 29 percent in Reading, and 17 percent in Science. Overall, 11 percent of students met the College Readiness Benchmarks in all four subject areas, while five percent met the ACT STEM Readiness Benchmark.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average
English	18	40%	51%
Mathematics	22	16%	29%
Reading	22	29%	40%
Science	23	17%	30%
All Four College Readiness	--	11%	20%
STEM Readiness	26	5%	15%

Note: National average data comes from [ACT’s National Profile Report 2024](#).

A comprehensive list of ACT scores by county, high school site, and district will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

Developmental Education Rates

Of the 16,419 first-time, degree-seeking students who entered an Oklahoma college or university in Fall 2024, 4,715 students (28.7%) enrolled in at least one developmental education course. 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. 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.

Like the High School to College-Going Rate Report and the Headcount, Semester Hours, and GPA Report, the Developmental Education Rates Report includes revisions to student records that were previously miscoded and therefore excluded from Remediation Rates Reports. As a result, the figures presented in Tables 5, 6, and 7 differ from those published in prior reports.

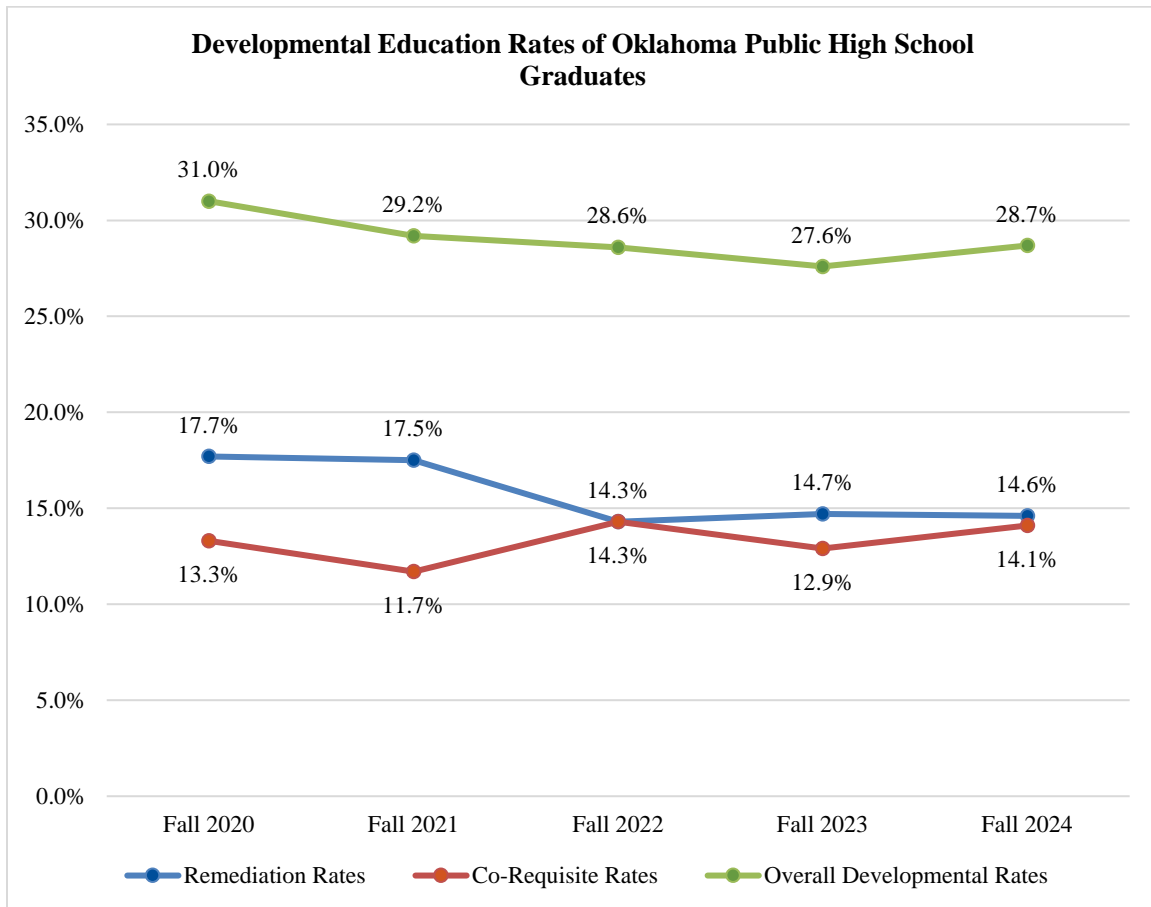
In previous reports, developmental education rates reflected enrollment only in 0-level remedial courses and did not include co-requisite coursework. Over time, reported remedial enrollment declined because of statewide and institutional initiatives led by OSRHE. These efforts included revised placement policies that incorporated high school GPA and other college readiness indicators, expanded use of direct enrollment in college-level courses with supplemental academic support, and the implementation of gateway mathematics courses aligned with students’ academic programs and career pathways.

Reporting exclusively on remedial coursework enrollment, however, did not fully capture the number of students requiring academic support upon college entry. ACT performance trends indicate a decline in college readiness, suggesting that an increasing number of students need developmental education services. To address this gap, OSRHE’s System Analysis and Reporting division developed a methodology to systematically identify and track student enrollment in co-requisite courses. Thus, this report includes co-requisite enrollment data for the first time, providing a more comprehensive and accurate representation of developmental education participation and students’ academic readiness as they enter higher education.

Table 5 presents data on developmental education by method of delivery (0-level remediation course enrollment versus co-requisite course enrollment) as well as overall developmental education rates.

Table 5. 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 6 and 7 break down the percentage of students enrolled in remedial (0-level) courses and co-requisite courses, respectively, by subject area.

Table 6. 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%

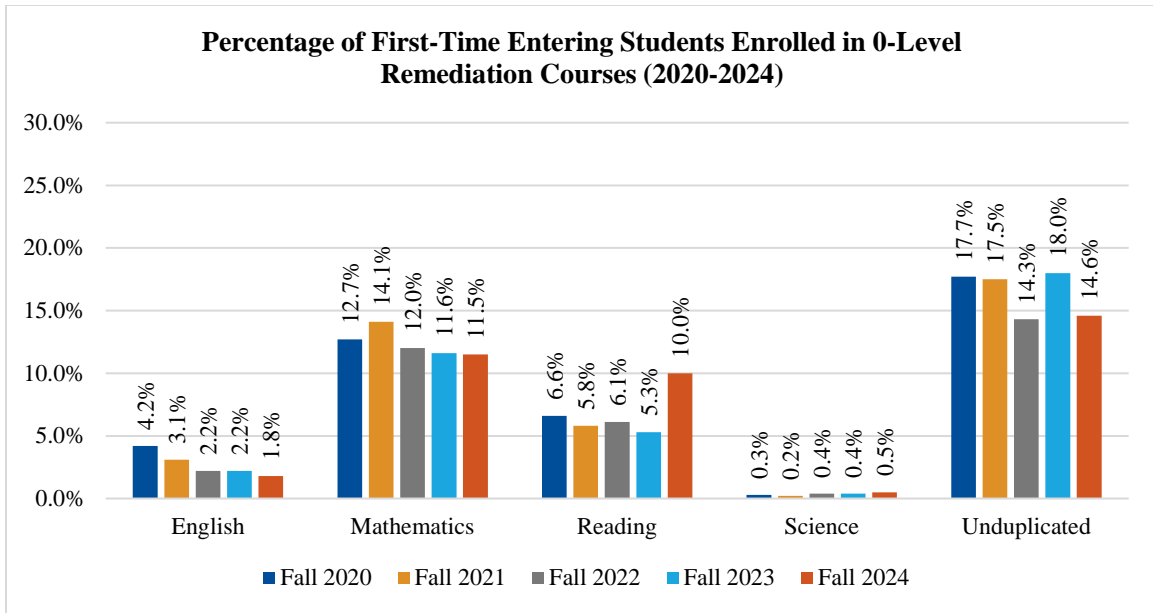
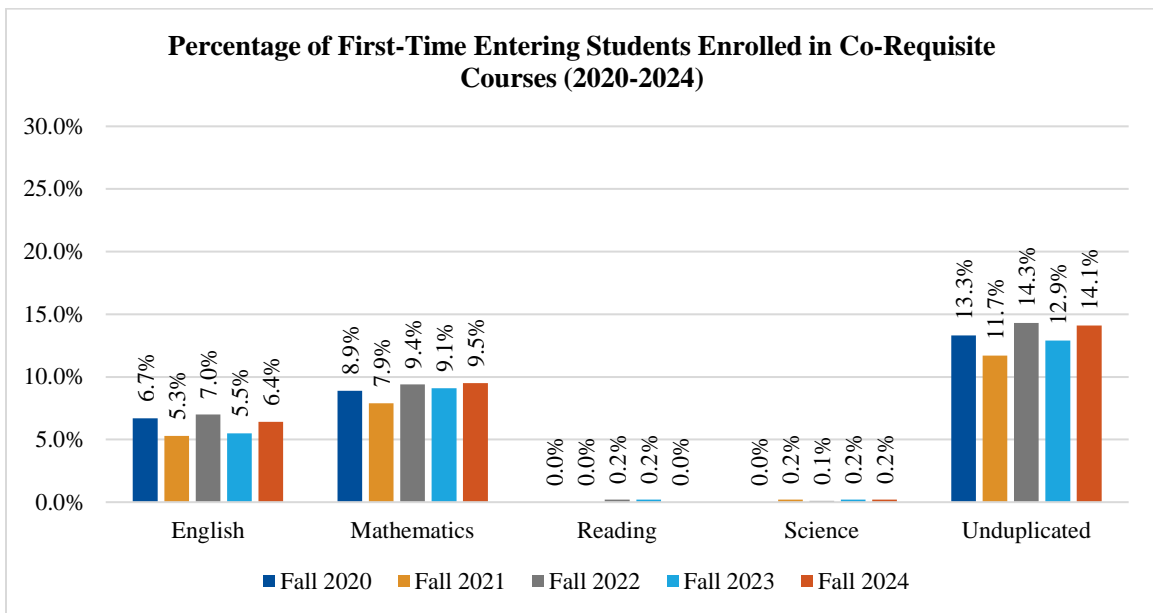


Table 7. Percentage of First-Time Entering Students Enrolled in Co-Requisite Courses

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%



A comprehensive list of developmental education rates by high school site and district will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.