

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Acknowledge receipt of the 2022 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2022 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) 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.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

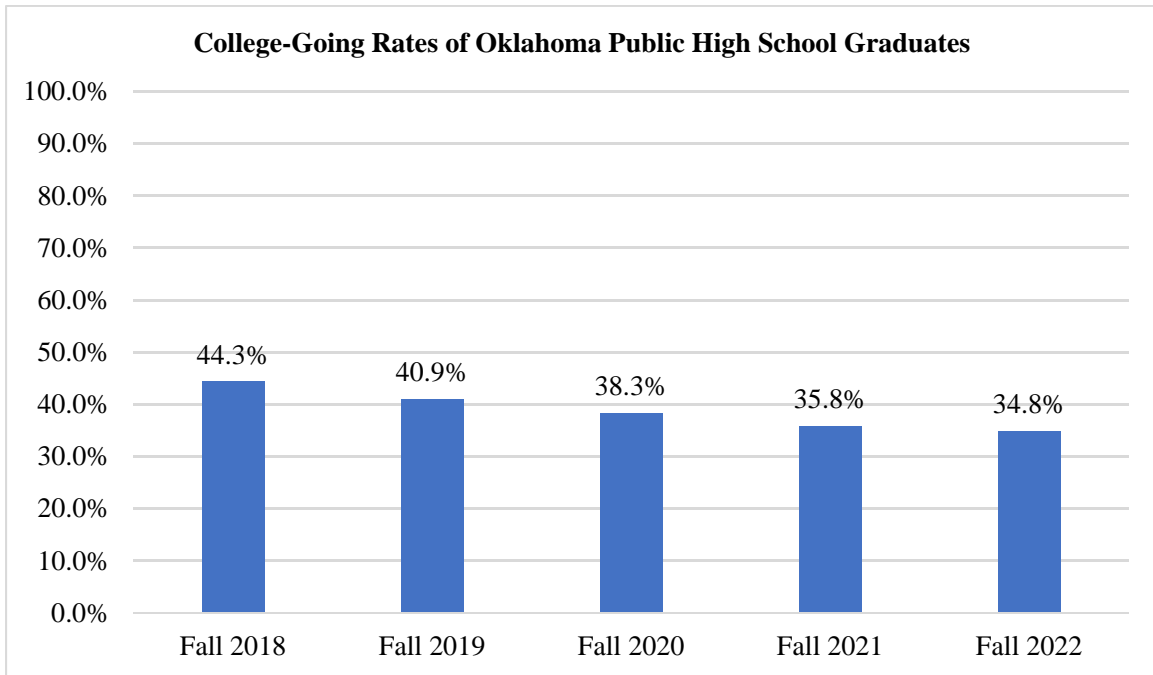
ANALYSIS:

High School to College-Going Rates Report

According to SDE, 45,130 high school students graduated from Oklahoma’s public high schools during the 2021-22 academic year. Of these graduates, 15,718 (34.8%) entered an Oklahoma college or university as a first-time entering student during the Fall 2022 semester. This represents a 1.0 percentage point decrease in college-going rates from the 2020-21 high school graduating class. An additional 660 students, or 1.5 percent of high school graduates, enrolled in an Oklahoma college or university during the Spring 2023 semester. College-going rates of high school graduates for the last five years are listed below in Table 1.

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

Entering Year	College-Going Rate
Fall 2018	44.3%
Fall 2019	40.9%
Fall 2020	38.3%
Fall 2021	35.8%
Fall 2022	34.8%



A complete dataset for college-going rates of 2021-22 Oklahoma public high school graduates is available on the OSRHE website at <https://okhighered.org/studies-reports/preparation/>.

The data describes 2021-22 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time entering students in Fall 2022. 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 2022-23 academic year, including those who delayed entry for one year or more.

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

The Headcount, Semester Hours, and GPA Report provides academic year headcount, semester hours, and GPA information for freshmen-level courses taken by 2022 Oklahoma public high school graduates as Fall 2022 first-time entering, degree-seeking students in Oklahoma public institutions during the 2022-23 academic year or in previous academic years as concurrent high school students. The headcount and semester hour data are reported by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the Fall 2022 first-time entering, degree-seeking students who received college credit hours (14,128), 52.7 percent (7,443) earned a 3.0 or better GPA in their freshman-level courses, and approximately 76 percent (10,734) earned at least a 2.0. Cumulatively, students earned 284,240 credit hours of freshman-level credits, with 92 percent of the credit hours earned by students with a 2.0 or higher GPA in their freshman-level courses.

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

Entering Year	First-Time Freshmen	1,000-Level Credit Hours Earned*	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2018	16,780	314,410	46%	73%
Fall 2019	16,481	321,265	45%	72%
Fall 2020	15,379	290,524	48%	71%
Fall 2021	13,845	280,150	52%	75%
Fall 2022	14,128	284,240	53%	76%

*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 not passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 will not be valid.

A complete list of headcount, semester credit hours, and GPA for first-time entering students is available by high school site at <https://okhighered.org/studies-reports/preparation/>.

Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores Report lists the computed mean subject and composite scores for 2022 Oklahoma public high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. It is important to note that ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma public high school site, the score is excluded from this report.

According to ACT, 1,349,644 high school graduates across the United States took the ACT test in 2022, a 4.2 percent increase from 2021. Oklahoma high school graduates, with a valid Oklahoma public high school code, represent 39,537 of these test-takers. Although SDE pays for 100 percent of high school seniors to take the ACT or SAT, only 87.6 percent of the 2022 high school graduating class actually took the exam. The prior year decrease in the number of students testing was attributable to disruptions from the COVID-19 pandemic. Oklahoma's 2022 high school graduating class scored an average composite score of 18.1, a decrease of 1.6 from the previous year. Each average component score decreased as well: English (2.0), Mathematics (1.3), Reading (1.9), and Science (1.5). Average composite scores by district ranged from a high of 22.8 to a low of 13.8.

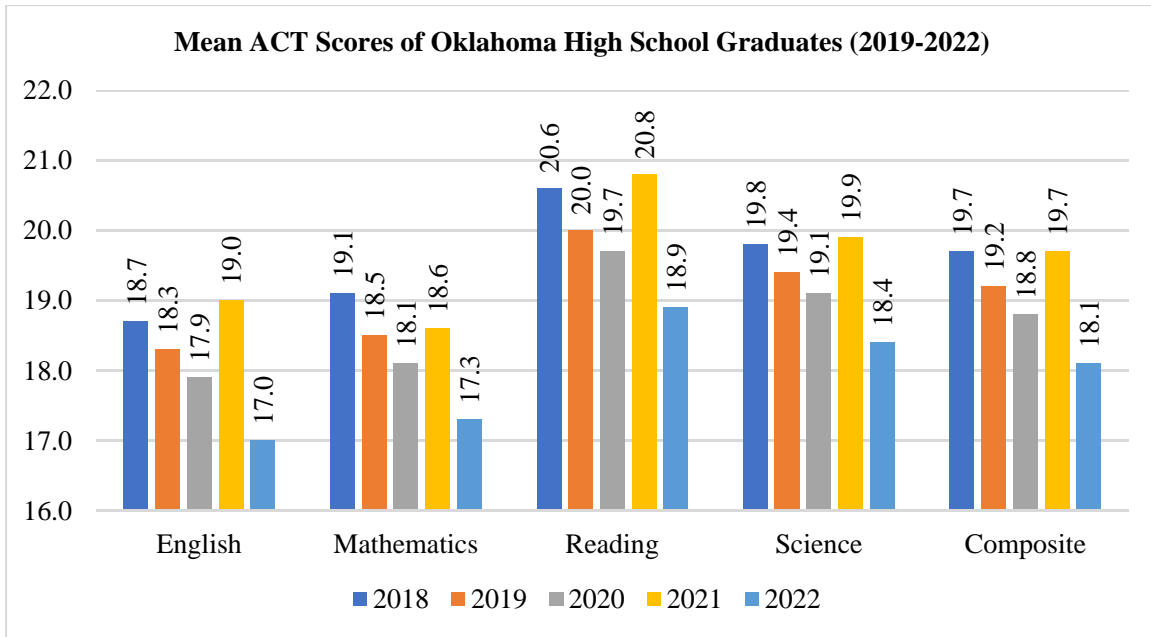


Table 3. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
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%
2022	39,537	17.0	17.3	18.9	18.4	18.1	87.6%

The percentage of students failing to meet the ACT College Readiness Benchmark remains below 50 percent for all four subject areas. The benchmark percentages were 42 percent meeting English, 18 percent meeting Mathematics, 32 percent meeting Reading, and 21 percent meeting Science. The percentage of students meeting all four ACT College Readiness Benchmarks was 12 percent, with 6 percent of students meeting the STEM readiness benchmark. In addition, 88.3 percent of high school seniors taking the ACT failed to score 19 or higher on the Mathematics portion of the exam.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average*
English	18	42%	53%
Mathematics	22	18%	31%
Reading	22	32%	41%
Science	23	21%	32%
All Four College-Readiness	--	12%	22%
STEM Readiness	26	6%	16%

*Note: [National average data comes from ACT's National Profile Report 2022.](#)

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

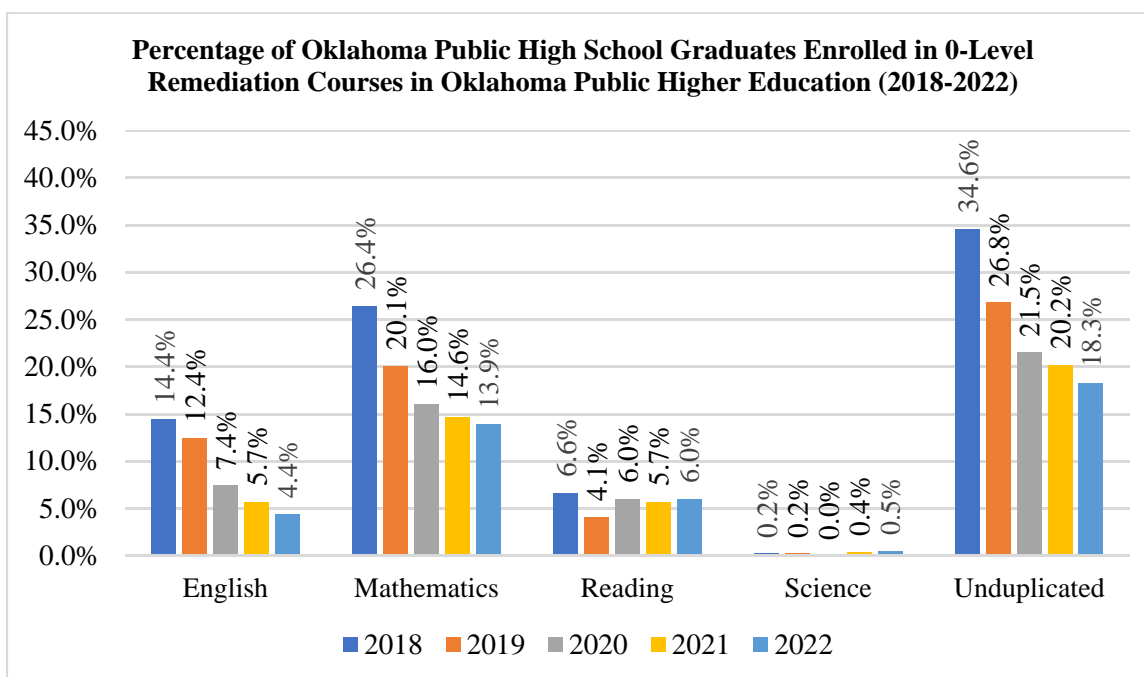
Remediation Rates Report

Of the Fall 2022, first-time entering, degree-seeking students (14,908), 18.3 percent (2,721) enrolled in one or more 0-level remedial courses. Over the past five years, there has been a decline in the percentage of students enrolled in such courses, attributed to strategic, alternative initiatives by OSRHE and our colleges and universities. These include revising assessment policies to consider additional readiness measures like high school GPA, allowing direct enrollment with supplemental supports for students with remedial needs, and creating tailored gateway mathematics courses aligned with students' fields of study.

While these changes have decreased the percentage of students enrolled in 0-level remedial courses, it is important to note that this does not indicate that students entering Oklahoma's higher education institutions are better prepared for college coursework. In fact, ACT testing trends show that students are increasingly underprepared and require significant assistance through co-requisite and supplemental instruction. Given this reality, OSRHE's System Analysis and Reporting division is working to develop a methodology to accurately collect data on co-requisite and supplemental instruction in the future to better reflect remedial needs of students.

Table 5. Remediation Rates for First-Time Entering, Degree-Seeking Students

Entering Year	Headcount Enrollment	English	Mathematics	Reading	Science	Unduplicated
Fall 2018	17,309	14.4%	26.4%	6.6%	0.2%	34.6%
Fall 2019	17,149	12.4%	20.1%	4.1%	0.2%	26.8%
Fall 2020	15,938	7.4%	16.0%	6.0%	0.0%	21.5%
Fall 2021	14,336	5.7%	14.6%	5.7%	0.4%	20.2%
Fall 2022	14,908	4.4%	13.9%	6.0%	0.5%	18.3%



A complete list of remediation rates by high school site and district is available on the OSRHE website at <https://okhighered.org/studies-reports/preparation/>