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;

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 2020 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time freshmen in fall 2020. 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 2019-20, including those who delayed entry for one year or more.

For 2020, the SDE reported 43,900 students graduated from Oklahoma public high schools. Of those, 16,721 or 38.1% entered an Oklahoma college or university the following fall. An additional 1.1% 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 2020 public high school graduates who entered an Oklahoma public college or university as first-time freshmen in fall 2020. 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 2020 first-time freshmen who received credit (15,299), 46.6% (7,125) earned a 3.0 or better GPA in their freshman-level courses, and 69% earned at least a 2.0. Cumulatively, students earned 284,521 credit hours of freshman-level credits, with 89.5% of the credit hours earned by students with a 2.0 or higher GPA in their freshman courses.

**Mean ACT Scores:**

According to ACT, 1,670,497 an estimated high school graduates across the United States took the test during the 2020 academic year, a decrease of 6.3% from 2019. Oklahoma high school graduates, with a valid Oklahoma public high school code, represent 39,228 of these test-takers. Each average component score decreased or stayed the same with English decreasing by 0.1, Math decreasing by 0.2, Reading no change and Science decreasing by 0.1. This led to a decrease in the composite score of 0.1 points.

<table>
<thead>
<tr>
<th>Year</th>
<th>OK Public High School Students</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>39,228</td>
<td>17.9</td>
<td>18.1</td>
<td>19.7</td>
<td>19.1</td>
<td>18.8</td>
</tr>
<tr>
<td>2019</td>
<td>39,085</td>
<td>18.0</td>
<td>18.3</td>
<td>19.7</td>
<td>19.2</td>
<td>18.9</td>
</tr>
<tr>
<td>2018</td>
<td>39,226</td>
<td>18.3</td>
<td>18.8</td>
<td>20.3</td>
<td>19.6</td>
<td>19.4</td>
</tr>
<tr>
<td>2017</td>
<td>39,394</td>
<td>18.4</td>
<td>18.8</td>
<td>20.4</td>
<td>19.8</td>
<td>19.5</td>
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<tr>
<td>2016</td>
<td>31,607</td>
<td>19.8</td>
<td>19.6</td>
<td>21.5</td>
<td>20.7</td>
<td>20.5</td>
</tr>
</tbody>
</table>

**Developmental Education:**

The present data represents a summary of developmental education (remediation) for 2020 Oklahoma public high school graduates who entered an Oklahoma public college or university as first-time entering freshmen in fall 2020. 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 2020 first-time, degree-seeking freshmen (17,163), 27.1% (4,651) enrolled in one or more developmental courses. The unduplicated percentage decreased 15.4 points from its high point in 2011-12 (42.5%) and compared to the previous year the rate increased 0.3 points. Two areas of developmental education saw decreases compared to the previous year with English decreasing 0.4 points and science decreasing 0.2 points to 0.0%. Two areas of development saw increases compared to the previous year with math increasing 0.9 points and reading increasing 5.1 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.