OKLAHOMA
COLLEGE
AND CAREER
READINESS
REPORT
2022

OKLAHOMA
Education

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EXECUTIVE SUMMARY

Providing equitable access to school counselors is a high-impact practice for minority and low-income students.
Oklahoma continues to become increasingly diverse. Low-income and non-white students make up a larger share of the state's college pipeline than ever before. Different education supports and connections have varying effects for different students. "For example, Black students are more likely than their white peers to identify their school counselor as the person who has had the most influence on their thinking about postsecondary education. Research links recommended student-to-school-counselor ratios in high-poverty schools, as determined by the American School Counselor Association (ASCA), to better academic outcomes for students, such as improved attendance, fewer disciplinary incidents, and higher graduation rates." (www.edtrust.org/schoolcounselorsmatter)

Students with strong relationships with teachers show greater gains in success.
In partnership with the University of Oklahoma's Hope Research Center, the Oklahoma State Department of Education (OSDE) conducted an Individual Career Academic Plan (ICAP) program evaluation. The purpose of this evaluation is to understand the impact of student participation in the ICAP process on Hope Score measures and ultimately build resiliency among students. Early evidence suggests that strengthened teacher-student relationships lead to higher Hope Scores. Further evidence indicates that ICAP serves as an effective model to build positive student and teacher relationships. (2021 ICAP Hope Evaluation, Dr. Chan Hellman)

Concurrent enrollment is an effective tool to bridge equity gaps.
Concurrent experiences have a more positive impact on minority students when compared to all students within the lower college-bound ACT range. Among students scoring in the 17-20 Composite ACT range, minority students retain more from their concurrent experiences than do other groups when comparing those with and without concurrent experience.

All students benefit from postsecondary opportunity courses in high school.
At least 90% of students who enroll in a postsecondary opportunity course (AP, IB, concurrent enrollment, Career Technology, internship) successfully earn high school credit for these courses. However, despite a growing non-white student population, non-white students have lower postsecondary participation rates.

INTRODUCTION

ABOUT THE OKLAHOMA COLLEGE AND CAREER READINESS REPORT

In 2018, the Oklahoma State Department of Education launched a commitment, Oklahoma Edge, meant to give Oklahoma students a competitive edge as they pursue college and career opportunities. This commitment included strengthened college- and career-ready academic standards measured through state assessments that serve to provide evidence of student proficiency of grade-level standards. These standards inform progress toward career and college readiness so that graduates are prepared for the world of work and higher education. The Oklahoma State Department of Education has also launched a new graduation requirement, Individual Career Academic Planning (ICAP), to provide equitable college and career preparation to all students. With that competitive edge, students will be ready for high-skill jobs and innovative careers and be poised to become great problem-solvers, strategic thinkers and leaders.

Oklahoma's future workforce is on the verge of exciting change. It is more important than ever to evaluate current postsecondary preparation and readiness practices and create more successful pathways for students. Student populations are becoming increasingly more diverse, bringing rich culture and new ideas perfect for an innovative workforce. Oklahoma jobs are also changing with 77 percent of new occupations projecting a need for education and training beyond high school. Understanding and addressing barriers to postseconndary opportunities for our growing diverse student population is fundamental to serving Oklahoma families and the Oklahoma workforce.

State-level data demonstrate that there are specific achievement gaps in standardized testing scores and college and postsecondary preparation course completions for many Oklahoma students. These "achievement gaps" are more appropriately identified as "opportunity gaps" in correlation to postsecondary preparation and access to opportunities. These demonstrate that specific high school student populations are not participating in opportunities and activities that could enhance prospects of receiving meaningful credentials or college credit as they graduate. This report posits that these are more appropriately noted as opportunity gaps rather than achievement gaps, and seeks to identify barriers to student participation.

This report will focus on the following:

- disaggregating and examining data;

- creating intentionally focused resources;

- building healthy relationships with teachers and counselors;

- expanding advocacy and collaborative opportunities.

This report will also explore high-impact practices used in secondary and postsecondary education that can address opportunity barriers in PK-12 schools. We will consider ways in which more PK-12 schools can adopt these practices to build seamless transitions between postsecondary education opportunities. For best results, this work should be accomplished locally through an equity lens and designed with measurable outcomes in mind.

DISAGGREGATING DATA: EQUITY AND OPPORTUNITY GAPS

For the purpose of this report, equity refers to the idea that a student's social circumstances should not dictate their opportunities for academic success. These gaps are known as opportunity gaps; it is important to note that opportunity gaps do not necessarily demonstrate a student's ability to perform but rather the limits in access to necessary resources to perform. To measure equity, this report takes a look at five opportunity gap indicators, while focusing on three demographic groups.

Closing the Achievement Gap

An achievement gap is considered closed if a traditionally underserved population succeeds at least as often as their peers. In other words, the student's socio-economic status, ZIP code, or ethnicity is not a factor in his or her academic success.

In this report, existing data will be disaggregated to better understand how students are performing and which groups are experiencing greater gaps in access and opportunity resulting in gaps in achievement.

State-level achievement gaps will be identified using state assessment data, access to postsecondary opportunities, college-going rates, and college remediation. Additionally, available data on the positive impact of concurrent enrollment will be presented.

Opportunity Gap Indicators
The following are identified opportunity gaps for this report:

• College and Career Readiness – Pre-College

  o Advanced Placement (AP) courses

  o International Baccalaureate (IB) courses;

  o Career and technical education (CTE) program enrollment;

  o Internships

• College Readiness – College Work

  o Concurrent enrollment

Demographic Delineations
The following are identified as demographic groupings within the Oklahoma population for this report:
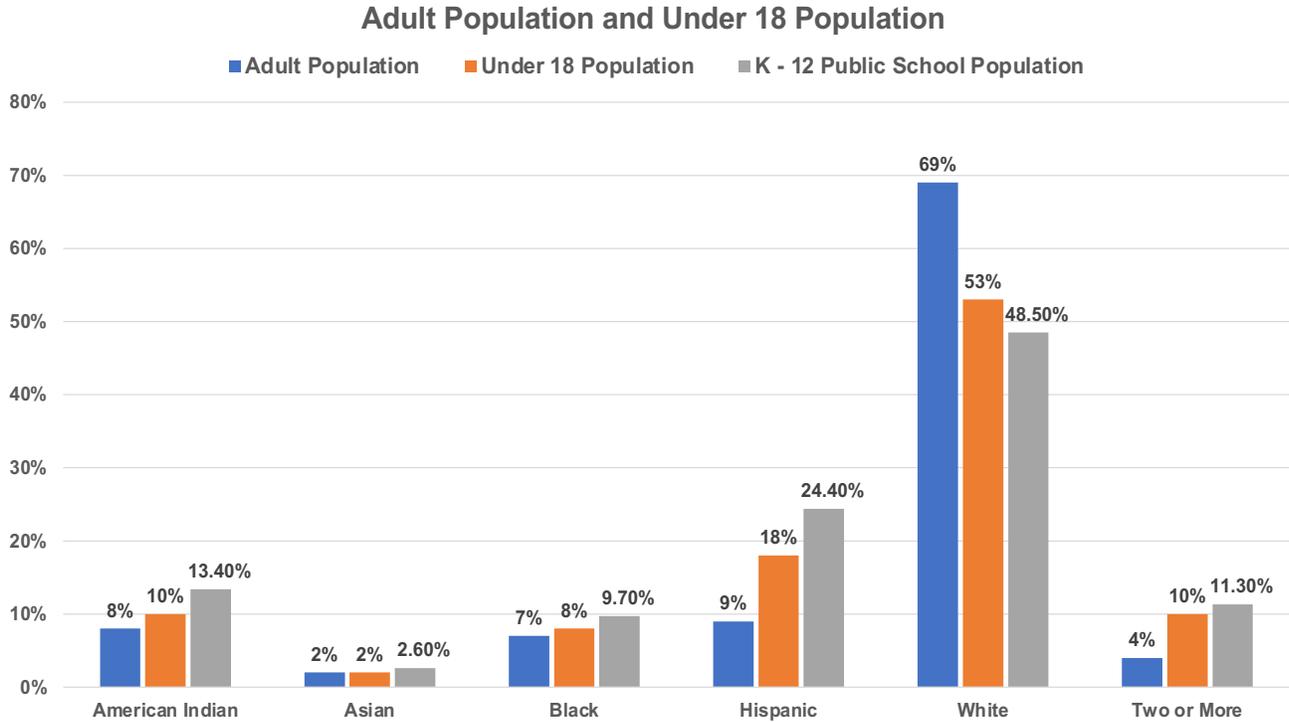
• Race/Ethnicity

• Income

• Urbanicity

STUDENT POPULATION

To understand this work, we must first begin by examining Oklahoma's population. The following charts indicate that Oklahoma's workforce is to become increasingly more diverse. These demographic changes are already reflected in Oklahoma's PK-12 education pipeline.

Student Population

While the Oklahoma adult population continues to be predominately white (69.2% in 2018), there are growing numbers in all racial and ethnic groups, especially statistics for those under 18 years of age, which indicate Oklahoma is approaching a minority-majority status.

View more population charts in Appendix A

Adult Population and Under 18 Population

■ Adult Population   ■ Under 18 Population   ■ K - 12 Public School Population

Category	Adult Population	Under 18 Population	K - 12 Public School Population
American Indian	8%	10%	13.40%
Asian	2%	2%	2.60%
Black	7%	8%	9.70%
Hispanic	9%	18%	24.40%
White	69%	53%	48.50%
Two or More	4%	10%	11.30%

Income

Students from economically disadvantaged households may face a myriad of barriers to postsecondary college including high school graduation. According to the table below, students from economically disadvantaged households record a four-year high school graduation rate at 77.1%, compared to the 89.3% rate for students from non-economically disadvantaged households. These numbers are relatively consistent among racial/ethnicity groups, with the exception of the Pacific Islander group, which comprises a small sample size. As reflected in the graph below, over 60% of students from some of our fastest-growing populations (Hispanic and American Indian) are economically disadvantaged. This indicates that students of color who are also from economically disadvantaged households warrant additional support and services to ensure high school graduation. This indicates that students of color who are also from economically disadvantaged households warrant additional support and services to ensure high school graduation.

Race/ Ethnicity	Economically Disadvantaged		Not Economically Disadvantaged	
	2018 4Y Graduation Rate	Number of Students	2018 4Y Graduation Rate	Number of Students
American Indian	78.6%	4,373	88.9%	2,969
Asian	84.7%	459	90.5%	576
Black	75.5%	3,019	87.9%	1,394
Hispanic/Latino	78.7%	4,956	82.1%	2,243
Pacific Islander	81.1%	95	70.9%	55
Two or More Races	79.9%	1,764	90.1%	1,716
White	75.3%	10,166	90.5%	14,891
Grand Total	**77.1%**	**24,832**	**89.3%**	**23,844**

Economically disadvantaged for this report is defined as students who qualify for free-and reduced-price lunch based on their family size and income.

Urbanicity

Urbanicity refers to the degree to which a given geographical area is urban. For this report, these geographical delineations are sorted into city, rural, suburban, and town. They are defined as school locale. From these definitions, these data serve to demonstrate the potential impact of urbanicity on high school four-year graduation rates. (https://nces.ed.gov/surveys/ruraled/definitions.asp)

Urbanicity groupings as a whole indicate that students from suburban districts graduate at the highest percentage (90.2%) while city students graduate at the lowest percentage (78.7%). In addition, there are vastly disparate gaps in graduation rate by ethnicity and by urban-centric locale as noted in the chart.

Population, income and urbanicity demonstrate the diverse student populations in Oklahoma that need intentional and focused resources. In addition, it is important to know the remediation rates, defined as students graduating high school academically unprepared for college-level course rigor, within the student population.

Four-Year Graduation Rates by Urbanicity and Number of Students in Cohort (SY 2018)

Race/ Ethnicity	City		Rural		Suburban		Town	
	4Y Grad Rate	# of Students	4Y Grad Rate	# of Students	4Y Grad Rate	# of Students	4Y Grad Rate	# of Students
American Indian	69.6%	471	86.9%	3184	88.9%	969	82.3%	2382
Asian	92.7%	357	81.4%	129	91.1%	418	75.7%	115
Black	77.3%	2085	77.2%	465	90.8%	1197	76.7%	525
Hispanic/Latino	78.5%	3115	82.1%	1107	86.8%	1270	79.9%	1554
Pacific Islander	81.5%	27	71.4%	21	88%	25	76%	75
Two or More Races	80.5%	589	89.6%	894	88.1%	1077	82.9%	838
White	80.1%	2677	86.8%	8218	91.3%	6901	84.3%	5870
All	**78.7%**	**9357**	**86.1%**	**14039**	**90.2%**	**11857**	**82.6%**	**11377**

Childhood Trauma in Oklahoma

It is imperative that all students feel safe and supported in order to reach their highest potential. According to the Child and Adolescent Health Measurement Initiative (CAHMI, 2019), 45% of U.S. children have been exposed to at least one Adverse Childhood Experience (ACE), such as physical or emotional neglect or abuse, living with someone with a drug, alcohol, or serious mental health problem, the death of a parent, and being exposed to violence or discrimination in the home or community. However, in Oklahoma, that rate is 55%. Nationally, 20.5% of U.S. children have two or more ACEs while Oklahoma children's rate is 28.5%.

Children with ACEs are more likely to have a chronic condition, have chronic mental, emotional, or behavioral problems, and either bully or be bullied. Addressing these issues to mitigate the negative impact of ACEs is vital as these children move through secondary education and into the postsecondary world. Mental health support should work in concert with academic, college, and career programming.

Critical Questions for Schools

- Do you have a resourced process to identify and provide services to students with ACEs?

- How do you use predictive data to support students with barriers?

- Do you use predictive data to support students with barriers to high school graduation?

- How would you assess your college- and career-ready services for low-income students?

- How do you feel that your low-income students can be more adequately supported?

EQUITABLE RESOURCES

Oklahoma public schools provide a myriad of college and career readiness experiences such as preparatory curriculum, internship / apprenticeship experiences, career technology training, and concurrent enrollment. In this section we will examine how schools can identify equity gaps in participation and achievement in these experiences.

MAKING CONNECTIONS

The role of hope in a child's capacity to thrive is well established in the research. Hopefulthinking among children is associated with competence and self-worth (Kwon, 2000) as wellas lower depression, anxiety, and psychological distress (Ong, Edwards, & Bergeman, 2006). Students with strong relationships with teachers show greater gains in success in the classroom. In partnership with the University of Oklahoma's Hope Research Center, the Oklahoma State Department of Education conducted a program evaluation of the Individual Career Academic Planning (ICAP) process. The purpose of the study was to understand the impact of student participation in the ICAP process on Hope Score measures and ultimately to build resiliency. Early evidence suggests that strengthened teacher-student relationships lead to higher Hope Scores. Further evidence from Dr. Chan Hellman's research (2021 ICAP Hope Evaluation) indicates that ICAP serves as an effective model to build positive student and teacher relationships.

With Oklahoma's PK-12 student population becoming increasingly diverse, the need for a teacher workforce to reflect the student body is crucial. "Access to a racially and culturally diverse teacher workforce is beneficial for all PK-12 students, particularly for students of color, who often thrive in classrooms led by teachers who share their racial and cultural background." (www.educationtrust.org)

Educator Diversity in the Classroom

	Asian	Black	Latino	Multiracial	Native American	Pacific Islander	White
Students	2.1%	8.1%	17.9%	10.7%	13%	.4%	47.8%
Teachers	.5%	3.8%	2.3%	2.4%	5.8%	.1%	84.9%
Counselors	.3%	5.9%	0%	4.1%	5.1%	.05%	84.6%

Oklahoma is becoming increasingly more diverse. Low-income and non-white students make up a larger share of the state's college pipeline than ever before. Different education supports and connections have varying effects for different students. According to a report from the Education Trust, students of color and students from low-income families benefit from having more access to school counselors. "For example, according to EdTrust data, Black students are more likely than their white peers to identify their school counselor as the person who had the most influence on their thinking about postsecondary education (Education Trust, 2019).

Research links the student-to-school-counselor ratios that meet the American School Counselor Association (ASCA) recommendation in high-poverty schools to better academic outcomes for students, such as improved attendance, fewer disciplinary incidents, and higher graduation rates." (https://edtrust.org/resource/school-counselors-matter/)

As Oklahoma struggles with teacher and counselor shortages in critical areas, it is imperative to recruit, retain, and support diversity in the teaching profession to appropriately reflect Oklahoma students and engage more students to complete a postsecondary credential.

Building relationships with students is crucial to student success and well-being, but teachers cannot do this alone. School counselors also play a vital role in making meaningful connections with students.

Critical Questions for Educators

- How would you assess your relationships with students?

- Do you feel that you share similarities with your students?

- Do you have trouble relating with your students?

- How can you build stronger relationships with students?

Postsecondary Education and Training Opportunities

At least 90% of Oklahoma students who enroll in a postsecondary opportunity course while in high school successfully earn high school credit for these courses. Despite a growing non-white student population, there are lower high school postsecondary opportunity participation rates among non-white students. Teachers' and counselors' work with students on ICAP has the potential to increase participation rates for all ethnicities and economic status groupings for students across the map in Oklahoma, As ICAP implementation continues to expand, these opportunity gap measures are expected to be mitigated.

Preparatory Curriculum Experiences

Preparatory curriculum experiences may include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, career and technical education (CTE) courses, and internships, which are all designed to prepare students for a successful life after high school. These opportunities are available to students while still in high school and have been labeled "postsecondary opportunities" (PO) by the Oklahoma State Department of Education for this report. However, despite the many efforts of high schools, colleges, and technology centers to make opportunities available to all students, participation is still uneven across demographic groups. While many times these discrepancies are labeled as "achievement gaps," this research indicates they are more appropriately labeled as "opportunity gaps."

› Concurrent Enrollment

Concurrent courses allow qualifying high school students to participate in college-credit bearing courses without additional assessments or fees beyond the course costs at enrollment. They can be an effective tool to bridge equity gaps and provide longitudinal data on postsecondary success. Minority students show significant positive impacts from prior concurrent enrollment experiences, as seen in matriculation rates. In addition, positive impacts are found when compared to similar students in the lower college-bound ACT range. This report demonstrates these impacts as students move on to higher education and become degree-seeking students. Advocating for expansion and funding for concurrent enrollment will benefit students and families, as well as strengthen Oklahoma's human capital and workforce development efforts.

› Career Technical Education (CTE)

Advocating for robust and rigorous CTE opportunities in high schools is essential for preparing students for their next step following high school, whether that is directly into the workforce or on to further postsecondary education and training. Creating seamless pathways to college, industry credentials, or occupations will help build Oklahoma's workforce and increase labor participation rates. These courses combine classroom courses with skills-based practice to train and develop students in preparation for workforce readiness. CTE opportunities are provided through two channels:

o Students enroll and complete coursework through CTE programs at their local technology center.

o Students enroll and complete coursework through CTE at their local high school.

› Internships

An internship (paid or unpaid) is a temporary position for a student to gain work experience and potentially satisfy requirements for a credential and/or course credit if enrolled in an academic institution.

High school juniors and seniors can participate in these immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment and earn credit toward graduation.

› Advanced Placement (AP)

Advanced Placement (AP) courses allow a student to take college-level coursework in high school and receive credit from Oklahoma state colleges and universities. The courses cover a variety of academic subjects, such as art, biology, chemistry, computer science, economics, English, foreign languages, history, math and music.

› International Baccalaureate (IB)

The International Baccalaureate (IB) Diploma Programme is an intense curriculum for high school juniors and seniors that emphasizes intercultural understanding and enrichment. It culminates in six rigorous subject exams.

The following data reflects the number of all students accessing postsecondary opportunities in the 2017-18 school year, the percentage of students earning high school credit for these POs by ethnicity, and the number of economically disadvantaged students by ethnicity. This chart also includes concurrent enrollment as a postsecondary opportunity.

High school success was defined as a grade of "D" or better recorded on the high school transcript. In these data tables, success in CTE, internships, and concurrent enrollment was defined as participation in the course sequence. Longitudinal success in concurrent enrollment courses are based on earned grades and subsequent college outcomes, which will be discussed in depth later in the report.

Comparing Postsecondary Opportunity (PO) Attempts and HS Credit Earned By Student Group (SY 2018)

Student Group	# of AP/IB Course-work Attempts	% Earning HS Credit	# of Career Tech Attempts	% Earning HS Credit	# of Dual/ConcEnrollment Attempts	% Earning HS Credit	# of Internship attempts	% Earning HS Credit	# of Total Attempts Across all PO Types	% Earning HS Credit
American Indian	1821	92.8%	702	97.6%	2246	99.0%	89	100.0%	4858	96.5%
Asian	1974	95.0%	112	98.2%	416	99.3%	3	100.0%	2505	95.9%
Black	1223	93.1%	291	92.8%	298	94.3%	25	100.0%	1837	93.4%
Economically Disadvantaged	3,222	87.4%	1,499	94.8%	1,247	98.0%	58	82.8%	6,026	91.4%
English Language Learner	126	90.5%	81	79.0%	14	92.9%	2	100.0%	223	86.5%
Hispanic	1884	91.7%	537	93.9%	862	98.1%	16	100.0%	3299	93.8%
Students with a Disability	487	85.2%	1697	97.7%	148	95.3%	16	68.8%	2348	94.8%
2 or More Races	1743	95.1%	428	98.6%	1316	99.2%	30	93.3%	3517	97.0%
White	16425	93.2%	3760	97.3%	12018	98.0%	264	95.8%	32467	95.5%
Total by PO Type	**37,167**	**91.8%**	**1,410**	**97.0%**	**23,564**	**98.1%**	**747**	**93.2%**	**75,579**	**94.7%**

Source: Data presented in the tables was aggregated through the data collected for the Oklahoma School Report Card. Please note that the same student may have attempted more than one opportunity and may be represented more than once. For example, an 11th-grade American Indian student may have attempted both an AP/IB course and an internship during SY 2018. When looked at collectively, these data may duplicate participants, for example, one student can be counted in more than one group, such as a student can be recorded as two or more races and economically disadvantaged.

Comparing Postsecondary Opportunities (PO) Attempts and HS Credits Earned (Economically Disadvantaged Student Group by Race/Ethnicity SY 2018)

Student Group	# of AP/IB Course-work Attempts	% Earning HS Credit	# of Career Tech Attempts	% Earning HS Credit	# of Dual/ConcEnrollment Attempts	% Earning HS Credit	# of Internship attempts	% Earning HS Credit	# of Total Attempts Across all PO Types	% Earning HS Credit
American Indian	1,010	89.1%	1,147	98.5%	1,204	97.7%	55	98.2%	3,416	96.5%
Asian	1,066	93.8%	113	100.0%	239	99.2%	10	100.0%	1,428	95.9%
Black	1,499	88.9%	514	93.6%	324	97.8%	55	74.5%	2,392	90.8%
Hispanic	3,222	87.4%	1,499	94.8%	1,247	98.0%	58	82.8%	6,026	91.4%
Pacific Islander	35	80.0%	11	100.0%	9	100.0%	1	0.0%	56	85.7%
Two or More	722	90.3%	426	98.1%	510	98.4%	18	88.9%	1,676	94.7%
White	3,930	88.1%	2,783	98.3%	2,713	97.5%	105	95.2%	9,531	93.8%
Total by PO Type	**11,484**	**88.7%**	**6,493**	**97.2%**	**6,246**	**97.8%**	**302**	**89.1%**	**24,525**	**93.3%**

[1]*Data in the graphs displays the percentage of students by student group who earned high school credit for participating in at least one PO.*

It is important to note that the same student may have attempted more than one opportunity and may be represented more than once. For example, an 11th grade American Indian student may have attempted both an AP/IB course and an internship during SY 2018.

From these demographic data, participation by underrepresented groups is not proportionate to their representation in the high school student population.

Questions arise as to how to use these data to identify and remove barriers to expand access so that more high school students can participate. With greater participation, we can use that emerging data to determine how postsecondary opportunities helped prepare these students for success after high school.

For additional postsecondary participation data see graphs in appendix B.

Critical Questions for Schools and Educators

- Do you have a College and Career Readiness Team?
- Do you have a College and Career Readiness definition and goal?
- Do you have a plan for underrepresented students in postsecondary opportunities?
- Do you know how to access more training to better utilize ICAP?
- How would you assess your relationships with students?
- Do you feel that you share similarities with your students?
- Do you have trouble relating with your students?
- How can you build stronger relationships with students?

ACHIEVEMENT GAPS

An achievement gap is considered closed if a traditionally underserved population succeeds at least as often as their peers. Achievement gaps are caused by opportunity gaps (Carter & Welner, 2013) In this section using assessment data we will compare achievement gaps among student groups while identifying helpful strategies for helping close gaps.

Assessments

In the following sections, existing data will be disaggregated to better understand how students are performing and which groups are experiencing greater gaps in achievement as a result of disparity of opportunity.

State-level achievement gaps will be identified using state assessment data, access to postsecondary opportunities, college-going rates, and college remediation. Additionally, available data on the positive impact of concurrent enrollment will be presented.

As mentioned, Oklahoma has adopted rigorous academic standards to ensure that our secondary students graduate ready for success. To measure how students are performing relative to our academic standards, the Oklahoma State Department of Education chose to use the ACT/SAT suite of assessments to measure student performance in English language arts and mathematics. The data displayed in the tables below compares the average scale scores made by 11th-grade students who took the ACT/SAT on the designated in-school state testing dates in the spring of SY 2018. Scale scores are displayed with the corresponding ACT and SAT scores to provide a frame of reference. Scale scores of 300 or higher indicate that the student has approximately a 75% or higher probability of earning a C or higher in college credit-bearing math or ELA courses and are likely to earn a GPA between a 2.9 and 3.3 in their first year of college.

Average 11th-Grade ELA Scores by Student Group, SY 2018			
ELA Student Group	**Average ELA Scale Score**	**Corresponding ACT Score**	**Corresponding SAT Score**
American Indian	300.8	37	510
Asian	316.5	42	560
Black	292.4	33	480
Economically Disadvantaged	289.2	32	470
English Language Learner	274.9	28	430
Hispanic	299.4	36	500
Individual Education Plan	264.2	25	400
Multi-race	306.7	38	520
White	308.2	39	530
Average for ALL	293.4	34	490

DATA SOURCE Data Collected through the Oklahoma School Report Card for the Academic Achievement Indicator. ACT Scores are converted using a OPI Conversion Table to create a larger sample size.

Average 11th-Grade ELA Scores by Student Group, SY 2018			
ELA Student Group	Average Math Scale Score	Corresponding ACT Score	Corresponding SAT Score
American Indian	285.2	17	470
Asian	307.9	22	540
Black	276.0	16	430
Economically Disadvantaged	274.7	16	430
English Language Learner	267.8	16	430
Hispanic	284.2	17	470
Individual Education Plan	256.4	15	400
Multi-race	292.2	18	500
White	292.9	19	510
Average for ALL	279.6	17	470

As a reminder, state testing data presents a snapshot of student performance that, when combined with other information, can help inform targeted support for student groups that are performing below or above other groups.

Having multiple years of data allows us to examine trends in Oklahoma ACT composite scores by student group over time. The following data shows average ACT Composite scores by student group between SY 2014 and SY 2018. Examining data in this way allows us to determine how effective our curricular and instructional programs are so that we can identify ways to improve. In addition to the generalized score bands presented, the Oklahoma State Regents for Higher Education offers the Pre-ACT to Oklahoma high schools and extracts item-specific data to allow individual school districts to drill down on specific concepts for instructional attention and improvement.

For comparability purposes, it is important to point out that data in this graph includes test takers who took the ACT on Saturday national test dates, and for SY 2017 and SY 2018, 11th-grade students who took the ACT on the state in-school spring testing dates.

ACT STUDENT DEMOGRAPHIC
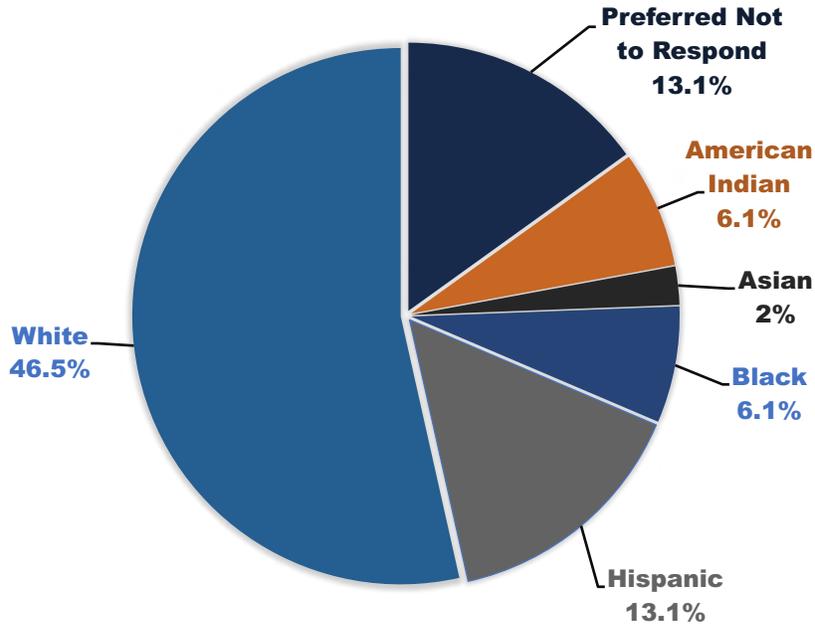
To frame this data, a pie graph showing the demographic distribution of students in the 2018 cohort scores is provided above.

The charts below examine the Fall 2018 freshman ACT scores for all Oklahoma public college or university students separated by selected ACT composite score ranges. These data are disaggregated by race/ethnicity and compared by students' prior participation in concurrent enrollment status. The charts show higher ACT scores are earned by students with concurrent enrollments as compared to those who do not.

17-20 Composite ACT Scores
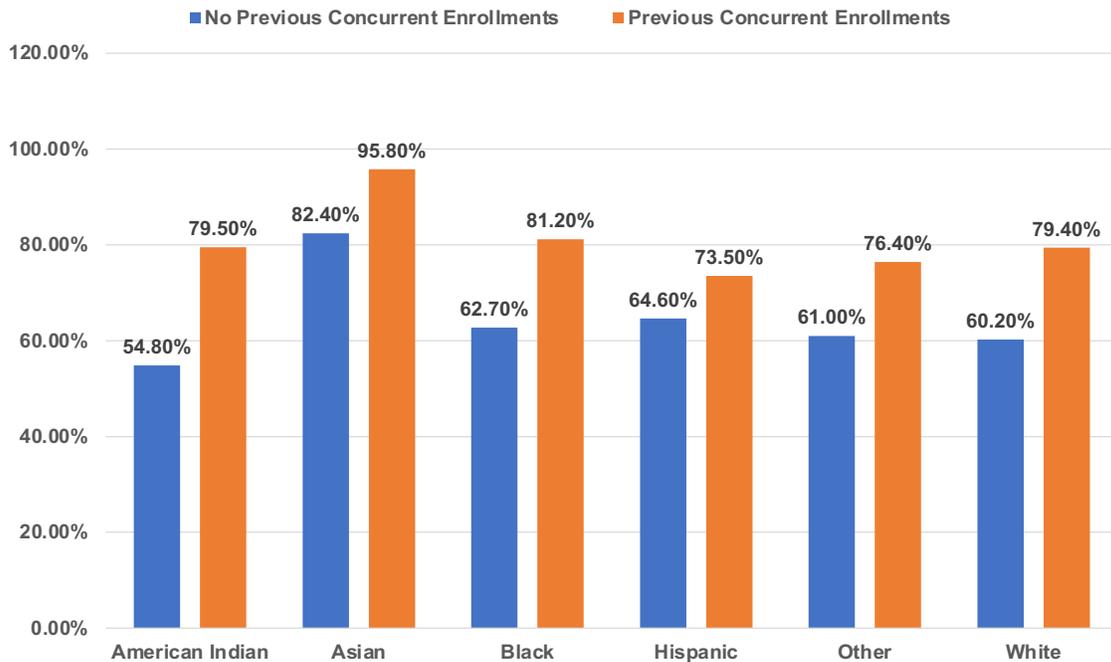
One-Year College/University Retention Rates for Fall 2018 Oklahoma High School Matriculants by Race/Ethnicity, ACT Score Ranges and Previous Concurrent Enrollment Status.
Source: OSRHE UDS Record S and OSRHE's High School Indicators Report (HSIR) 2018 dataset.

With an Oklahoma average ACT score of 19.3 for 2018 test takers, many students fall into the 17-20 average score band and could therefore benefit from the concurrent enrollment opportunity and change the trajectory of their post high school path. As illustrated in the graph above, gaps of 20 percentage points or more in ACT scores within certain races/ethnicities necessitate further analysis. Comparing those students with and without concurrent experience requires more investigation of other contributing factors beyond concurrent enrollment.

Minority students show significantly positive impacts from concurrent experiences, especially compared to other students in the lower college-bound ACT range. Most interesting are the "average" students scoring in the 17-20 ACT score band. These students, especially students of color, have a significantly stronger correlation to a higher ACT score if they have participated in concurrent enrollment in high school. One explanation is that concurrent enrollment opened a door to higher achievement providing an opportunity for students to become more confident in postsecondary coursework.

Additionally, in the appendixes, graphs depicting minority students in the high ACT band (score of 25 or higher) show no correlation to concurrent enrollment, meaning these students will likely succeed with or without concurrent enrollment opportunities.

We can then disaggregate this data to show the relationship between the average ACT composite score and each group's postsecondary aspiration. Understanding a student's postsecondary aspirations helps counselors and educators the opportunity to better support a students plans after high school, this is best completed through an Individual Career Academic Planning Process.

Race/Ethnicity and Postsecondary Aspirations of Students
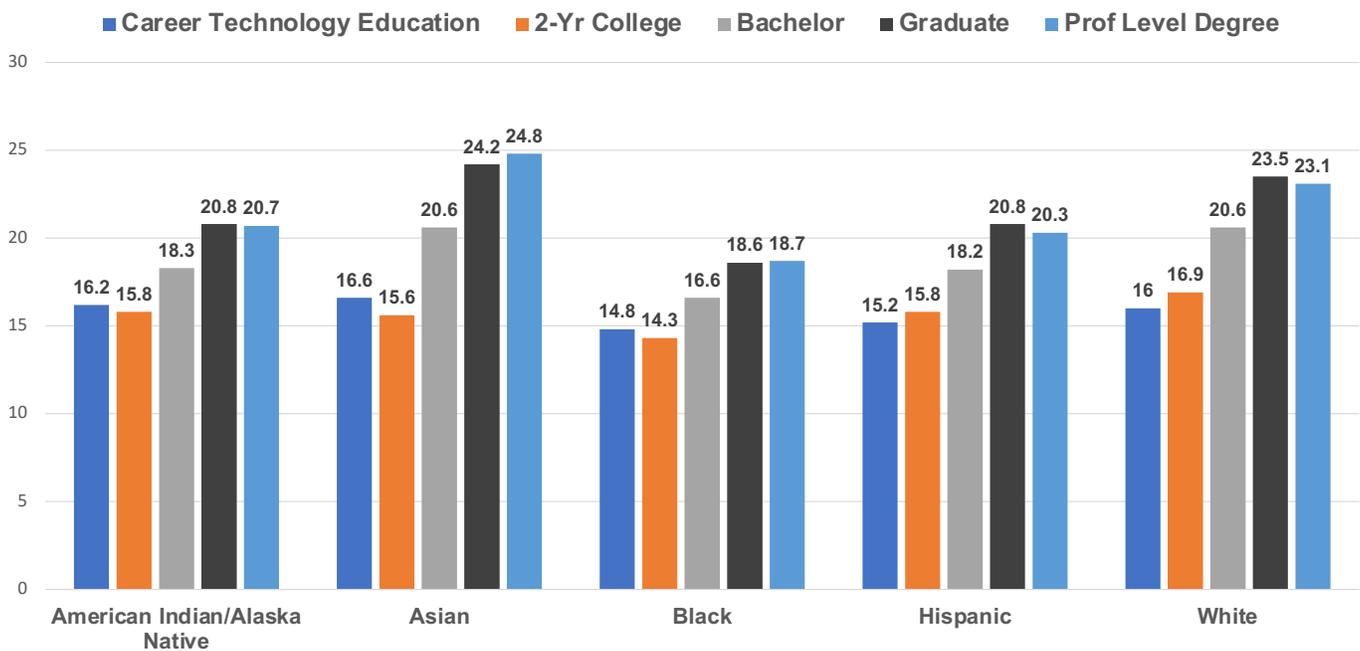
ACT for SY 2018

The need for students to plan for college or career while still in school is clear. Thankfully, beginning in the 2019-20 school year, all incoming 9th grade Oklahoma students began an Individual Career Academic Plan (ICAP). Oklahoma's new high school ICAP graduation requirements give students a personalized roadmap to use when navigating college or career plans after high school – one that ensures they are ready for their next steps and excited about the future. The ICAP includes the following components: academic/career planning, goal setting, college- and career-ready assessments and work-based learning.

Critical Questions for School Administrators

- How often does your team review assessment scores?

- How do your most vulnerable students perform on your assessments?

- Do your math faculty review school-specific ACT item analysis data to inform instruction or know where to access training on how to complete such reviews specific to their students' performance?


EQUITY IN POSTSECONDARY OUTCOMES

Postsecondary outcomes mean more than achievement gaps but also gaps in opportunities. In this section we will explore gaps in success outcomes among student groups.

Remediation Rates

Advocating for consistent, thorough, and appropriate assessments help students know where they stand on their journey to postsecondary preparation for college and/or career opportunities. Further, better utilization of the data these assessments provide can improve current high school and middle school instruction to clear a student's path to meeting all standards for graduation and future endeavors.

The following data show the remediation or developmental course enrollment rates in 2018-2019 for all Oklahoma public college or university students. The data are disaggregated by race/ethnicity, Pell Grant recipient status, Oklahoma's Promise recipient status, as well as urbanicity. Again, there are many factors that could influence these differences, such as chronic absenteeism in high school, and access to quality resources prior to college enrollment. In addition, there are graphs showing ACT score ranges, which often correlate with remediation or need for developmental coursework.

Academic Year 2019 Developmental Course Enrollment Rates of Oklahoma High School Matriculants

American Indian	Asian	Black/African American	Hispanic	Other	White
36.8%	26.7%	59.0%	46.2%	35.0%	45.3%
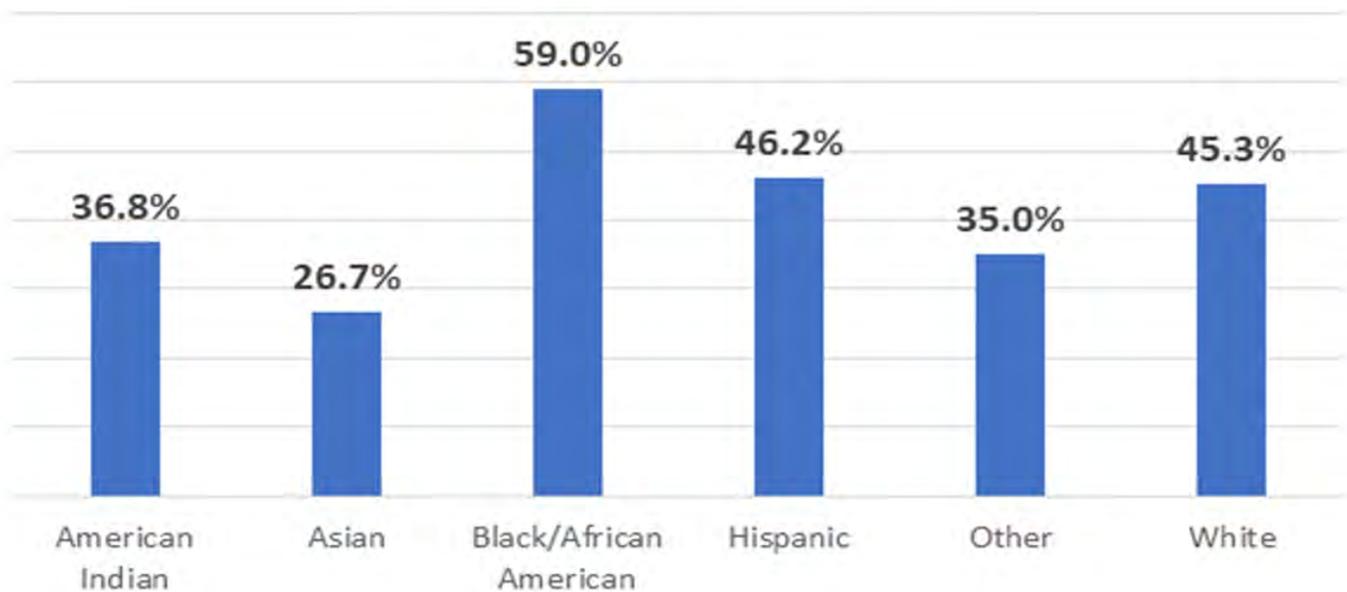
Developmental Enrollment Rate at an Oklahoma College or University in Academic Year 2019 for Oklahoma High School Matriculants. Source: OSRHE UDS Record S and OSRHE's High School Indicators Report (HSIR) 2018 dataset

Developmental Referral of All Matriculants by PELL or OK Promise Status

% of Total Population, **Not Referred to Development Course**, **Referred to Development Course**

Category	% of Total Population	Not Referred to Development Course	Referred to Development Course
Not PELL Recipent	63.30%	69.30%	30.70%
PELL Recipient	36.70%	58.10%	41.90%
Not OK Promise Recipient	84.10%	64.80%	35.20%
OK Promise Recipient	15.90%	67.60%	35.20%

Developmental Referral of All Matriculants by Urbanicity

% of Total Population, **Not Referred to Development Course**, **Referred to Development Course**

Category	% of Total Population	Not Referred to Development Course	Referred to Development Course
City	17.50%	58.20%	41.80%
Rural	29.40%	67.50%	32.50%
Suburb	30.40%	66.00%	34.00%
Town	22.70%	66.50%	33.50%

These data all point to the need for support and focused resources for all students and especially underrepresented student populations.

Early College Success

Examining early success in college can be a helpful strategy for strengthening student supports. Due to data limitations, we can only track students who participate in high school postsecondary opportunities after they enroll in college. When considering early success in college, we can look toward metrics such as matriculation ("college-going") rates, remediation rates, and first-semester completion to get a thumbnail view of how students are performing in college. We can further compare those who participated in concurrent enrollment and those who did not. However, this view does not account for the many other variables that provide the context of why some groups of students seem to maneuver into and through college more easily than others.

Oklahoma's college and university matriculation (college-going rate directly from high school), remediation, first-semester completion and freshman-to-sophomore retention rates disaggregated by race/ethnicity are outlined below. This snapshot shows that certain groups face greater challenges. hese challenges may be not arriving at college prepared academically or perhaps with social, emotional, or financial limitations. Additionally, these data may reflect that they are experiencing trauma and inequitable support once matriculated.

To better understand the patterns associated with these data, institutions and educators must drill down to identify and address issues at their own institutions using these data as a starting point.

Matriculation Rates

In the following charts you can see the matriculation rate (high school graduates going directly to college) in 2018, for all Oklahoma public college or university students. The information is then disaggregated to show the matriculation rate of students separated by race/ethnicity, as well as urbanicity. The 2018 data can be found in Appendix E of this report.

Matriculation Rate by Selected Race/Ethnicity

■ Enrolled in AY 2019   ■ Not Enrolled in AY 2019   ■ % of Total Population

Race/Ethnicity	Enrolled in AY 2019	Not Enrolled in AY 2019	% of Total Population
American Indian	46%	54%	14.90%
Asian	72%	28%	2.30%
Black	42%	52%	8.70%
Native Hawaiian	30%	70%	0.03%
White	51%	50%	52.10%
Other	49%	51%	7.30%
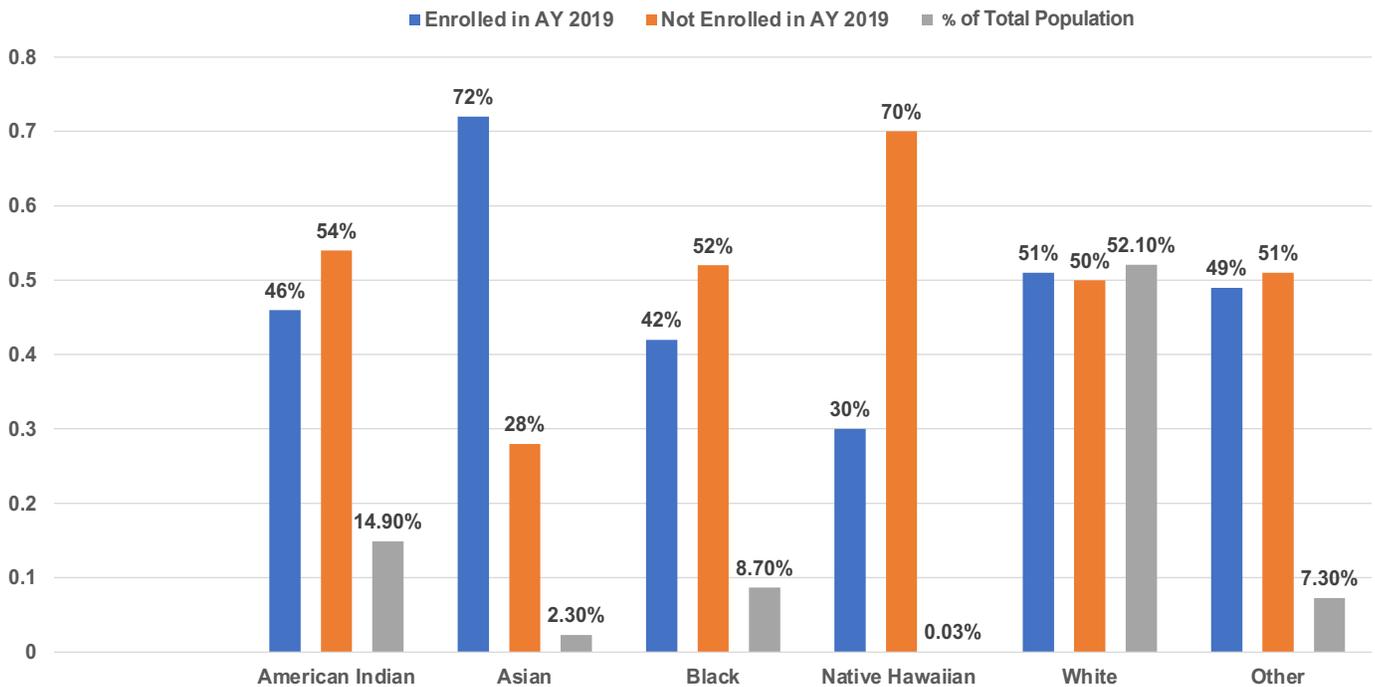
As noted in the chart, 48.9% of Oklahoma high school graduates went directly to college for the Fall 2018 semester. When looking at percentages by ethnicity, the college going/matriculation rates for most groups are just under this average (42.6% for American Indian; 48.1% for Black; 43.3% for Hispanic), while the matriculation rate for white students is just over the average at 50.5%. The only outlier the matriculation rate for Asian students at 71.6%.

Analysis of urbanicity shows that only the suburban student group matriculated at a rate of 55.2%, which is higher than the 48.9% rate for all students. The remaining urbanicity groups all matriculated at or below the rate for all students (48.4% for city; 47.6% for rural, and 46.7% for town).

These data do not indicate why certain students chose to go to college or not, nor what factors influenced their decisions. To answer these questions, high schools and higher education institutions need to conduct further research.

Course Completion Rates

In the following charts you can see the Fall 2018 completion rates for Oklahoma high school students. Completion rates are measured by the percentage of students who passed all courses taken their first semester in a college or university. The information is then disaggregated to show the matriculation rate of students separated by race/ethnicity, economic status measured by Pell Grant recipients and Oklahoma's Promise students, as well as urbanicity. This does not tell us why certain students chose to go to college or not, nor what factors influenced their decisions. To answer these questions, high schools and higher education institutions need to conduct further research, however this information can direct that work.

Academic Year 2019 Developmental Course Enrollment Rates of Oklahoma High School Matriculants

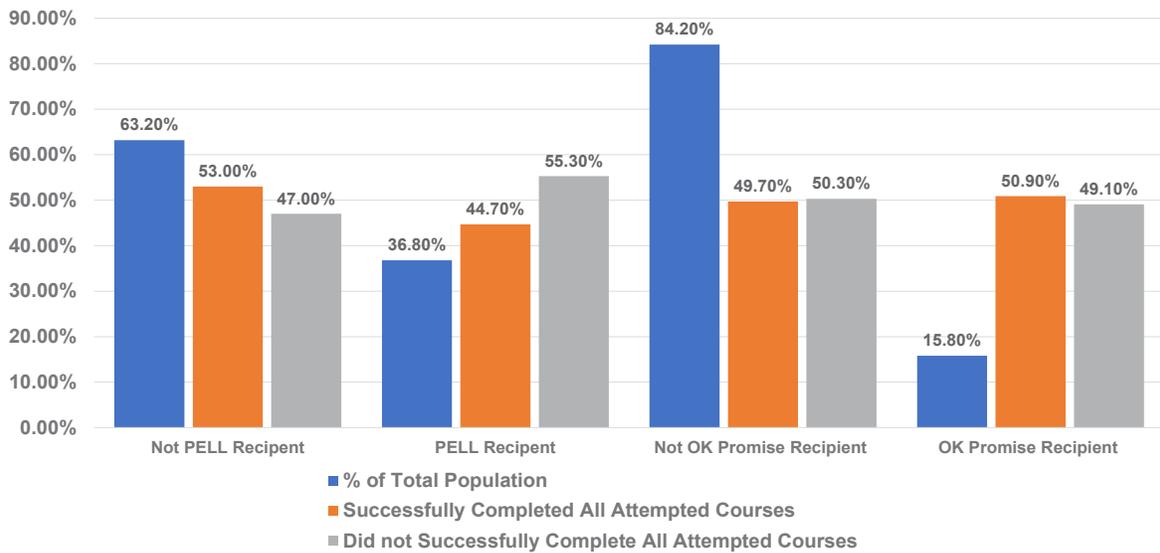| American Indian	Asian	Black	Hispanic	Other	White
36.80%	26.70%	59.00%	46.20%	35.00%	45.30%
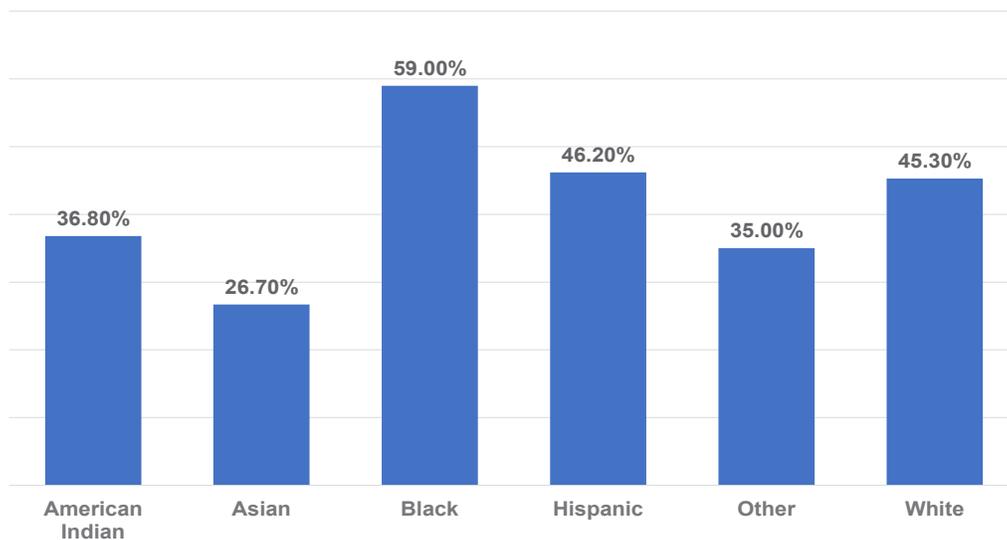
Completed All Courses Taken First Semester during Fall 2018 in a College or University with a Passing Grade. Source: OSRHE UDS Record S and OSRHE's High School Indicators Report (HSIR) 2018 dataset.
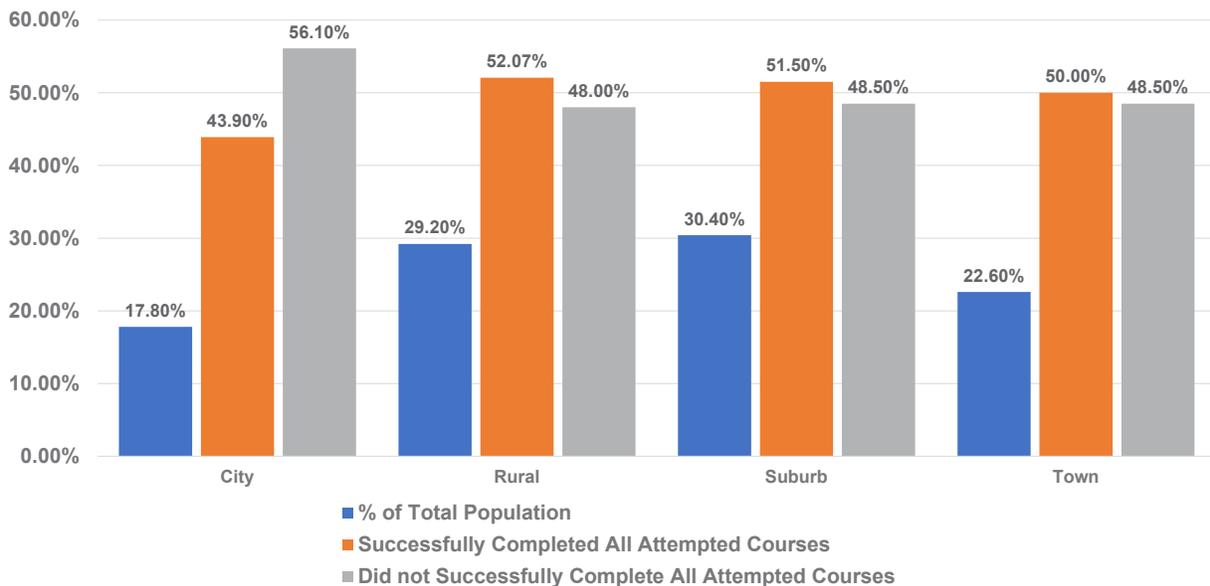
When looking at students by economic status, Pell Grant recipient status is a useful identifier since this is a need-based grant through the U.S. Department of Education. Calculation of student need takes into consideration the family's expected contribution to educational expenses in relationship to income. From the following, it is noted that, as expected, Pell recipients went to college at lower rates (36.8% compared to 63.2% of all graduates), however, those Pell recipients who attended college completed all attempted courses successfully at a rate of 44.7%. Half of Oklahoma's Promise students (50.9%) were successful in all courses attempted, while only 15.8% of Fall 2018 high school graduates went to college as Oklahoma's Promise students. Clearly, removing the financial concerns through the opportunity of Oklahoma's Promise helped these students achieve at higher rates than Pell assistance alone.

Finally, in urbanicity, city students were the smallest percentage of matriculants (17.8% of the total), and performed the lowest, with 43.9% successfully completing all attempted courses. Rural students (29.2%) and suburban students (30.4%) were the majority of graduates matriculating to college, and both had strong success rates in courses attempted (52% success and 51.5% success, respectively). These data are further outlined below.

Course Successful Completion Rate of Fall 2018 Matriculants by PELL or OK Promise Status

Legend:
- **% of Total Population**
- **Successfully Completed All Attempted Courses**
- **Did not Successfully Complete All Attempted Courses**

Category	% of Total Population	Successfully Completed All Attempted Courses	Did not Successfully Complete All Attempted Courses
Not PELL Recipient	63.20%	53.00%	47.00%
PELL Recipient	36.80%	44.70%	55.30%
Not OK Promise Recipient	84.20%	49.70%	50.30%
OK Promise Recipient	15.80%	50.90%	49.10%

Course Successful Completion Rate of Fall 2018 Matriculants by Urbanicity

Legend:
- **% of Total Population**
- **Successfully Completed All Attempted Courses**
- **Did not Successfully Complete All Attempted Courses**

Category	% of Total Population	Successfully Completed All Attempted Courses	Did not Successfully Complete All Attempted Courses
City	17.80%	43.90%	56.10%
Rural	29.20%	52.07%	48.00%
Suburb	30.40%	51.50%	48.50%
Town	22.60%	50.00%	48.50%

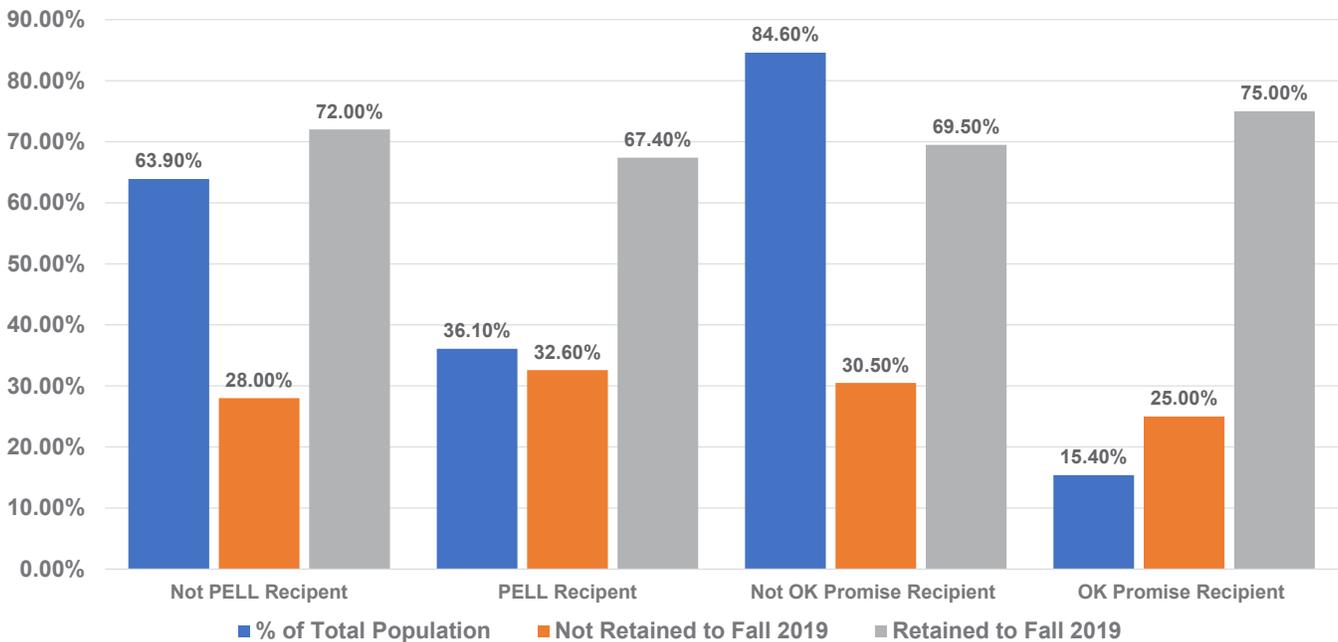Successful transition from high school senior to college freshman can be a difficult time for many students, so it is critical for PK-12 counselors, educators, and higher education admission and advising staff to work together and ensure retention and persistence. Creating a college readiness team comprised of PK-12 and higher education representatives will inform the design of successful transition plans.
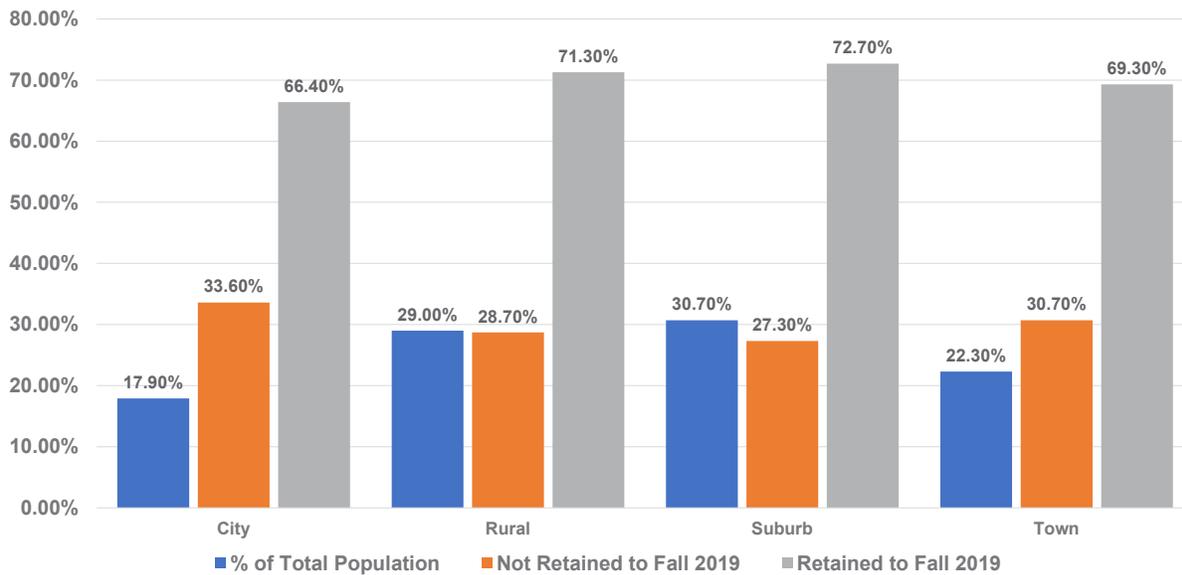
Retention/Persistence Rates in College

Retention is defined as retaining students by successful performance and re-enrollment in the subsequent semester or year. Higher Education refers to "retention" as a positive, as these students are persisting toward a degree. The following charts illustrate retention rates in 2018 for all Oklahoma public college or university students. The information is then disaggregated to show the matriculation rate of students separated by race/ethnicity as well as urbanicity. This does not tell us why certain students chose not to return to college, nor what factors influenced their decisions. However, it is clear that Oklahoma's Promise recipients, who were enrolled in the program in high school, showed higher retention rates than those students not enrolled in the program. To answer additional retention questions, higher education institutions need to conduct further research.

One Year Retention/Persistence Rates for Fall 2018 Matriculants	Percent
Not Retained to Fall 2019	29.7%
Retained to Fall 2019	70.3%

One Year Retention Rates Rate for Fall 2018 Matriculants by PELL or OK Promise Status

One Year Retention Rates Rate for Fall 2018 Matriculants by Urbanicity

City
- % of Total Population: 17.90%
- Not Retained to Fall 2019: 33.60%
- Retained to Fall 2019: 66.40%

Rural
- % of Total Population: 29.00%
- Not Retained to Fall 2019: 28.70%
- Retained to Fall 2019: 71.30%

Suburb
- % of Total Population: 30.70%
- Not Retained to Fall 2019: 27.30%
- Retained to Fall 2019: 72.70%

Town
- % of Total Population: 22.30%
- Not Retained to Fall 2019: 30.70%
- Retained to Fall 2019: 69.30%

Legend: ■ % of Total Population ■ Not Retained to Fall 2019 ■ Retained to Fall 2019

As noted, this report provides limited data on the correlation of postsecondary opportunities accessed in high school and postsecondary success. We can correlate data to those students who progress on to higher education through OSRHE data. Based on the chart that showed 38% to 65% of Fall 2018 high school students went directly to college, the following data on ACT scores can inform decisions and advising through ICAP to help high school students make appropriate postsecondary preparation decisions. Connecting concurrent enrollment to ACT performance and ethnicity can inform how students are advised.

Critical Questions for School Counselors

- What creative solutions could you employ to promote equity for college-bound students at your school?

- How are you using college- and career-ready data, such as the annual High School Indicators Report, to investigate opportunity gaps for your students?

- What solutions could your school employ to reduce college remediation for your students?

- How can you use Pre-ACT and ACT data as an early indicator for college readiness?
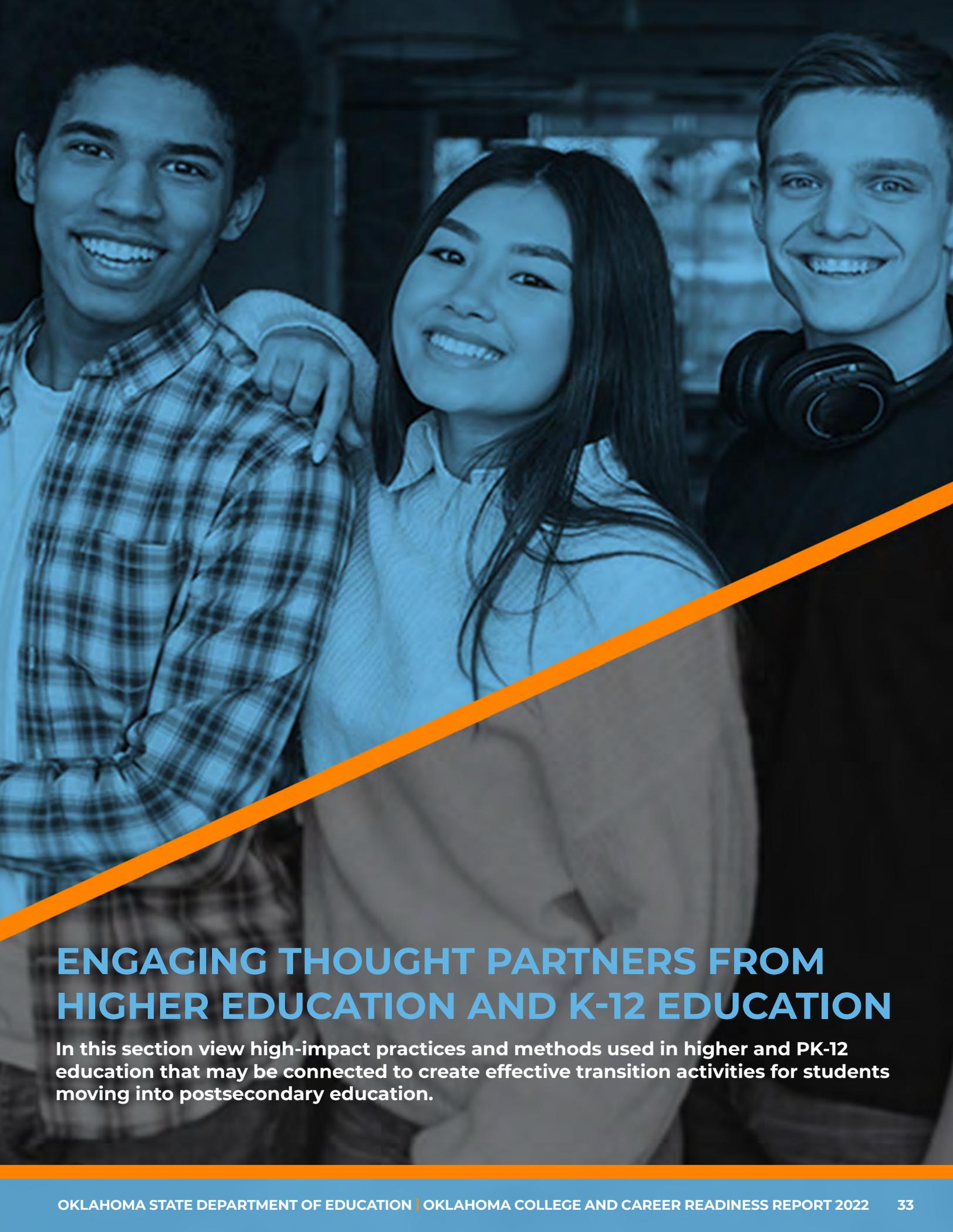
ENGAGING THOUGHT PARTNERS FROM HIGHER EDUCATION AND K-12 EDUCATION

In this section view high-impact practices and methods used in higher and PK-12 education that may be connected to create effective transition activities for students moving into postsecondary education.

Intentionally Using Resources

Once you know which students are facing the greatest barriers, dedicate resources (human, financial, TIME, etc.) to those who need it most. This does not mean ignoring other students, but efficient advising will limit unneeded services to students who already have such support. Directed resources can identify barriers preventing students from meeting their intended goals and provide opportunities to speak directly with communities/student groups at risk. Direct engagement with at-risk students can provide meaningful and contextualized understanding of the issues they face.

Building Meaningful Relationships

To build seamless transitions from high school to postsecondary success, it is important to build positive relationships between students and educators. Making efforts to find other caring adults to serve as mentors, especially individuals with whom the students identify with will provide safety nets as students transition from high school to postsecondary. By creating "high touch" environments where interventions are timely, barriers beyond the students' control can be minimized, smoothing the way for their successful transition to college or career.

Building Community

As our student population becomes more diverse, it is important to build a community where all feel included and valued. After noticing African-American men were not performing academically to the level of their peers, Oklahoma City Community College created a mentorship program, Students Connecting with Mentors for Success (SCMS). In five years, OCCC has witnessed a substantial increase in academic success for African-American men from 2.03 GPA to a 3.35 GPA. Students participate in sessions that focus on academic achievement, community/campus involvement, mental health, and mentorship connections. Participants report increased academic growth and an increased self-worth and well-being. Recently, 93% of program graduates successfully transferred to four-year universities. OCCC has since expanded the program to include African-American females, LatinX students, and Native students. These types of support systems can be replicated in high schools as well.

Building Transitional Supports

When institutions notice first-generation students are experiencing difficulties with orientation, financial aid, and advising meetings as freshmen, more support systems are offered in these areas. High schools may identify students "new" to the college environment and create ways to direct these students to additional supports for first-generation college students at the institution while still in high school to build transitional supports.

Empowering Student Voices

Many students may find it difficult to advocate for services they need to be successful. Students who struggle with learning disabilities may feel uncomfortable asking for accommodations and as a result experience difficulty in their coursework. Encourage high school students to establish a relationship with service providers at the college prior to class and communicate with faculty to establish the necessary accommodations prior to the start of the semester.

Expanding Advocacy and Opportunities

Advocacy and opportunities are found in thoroughly addressing Adverse Childhood Experiences, assessments of performance on standardized testing, reviewing impacts and outcomes of career technical education and internships, and examining outcomes of concurrent enrollments. If barriers are rooted in policy, mentors and advocates should communicate these to administration. Once barriers are identified educators should consider performing an equity audit to examine policies and discuss necessary changes.

Seamless College- and Career-Readiness Programming

Consider creating a comprehensive college- and career-readiness plan that is data-driven, includes academic planning, and ICAP planning. Schools like Charles Page High School in Sand Springs, Oklahoma, have created an equitable ICAP model built for the purpose of offering several ways for students to engage in postsecondary opportunities. Their approach of re-inventing their high school to elevate postsecondary preparation, student career interest, and flexible scheduling has created an ICAP process that is flexible for all students.

Creating Hope Through ICAP

A recent National Survey of Children's Health revealed that Oklahoma's youngest, most vulnerable children suffer more trauma than those in any other state in the nation, and additional trauma rankings among our children of all ages are alarmingly high. These traumas are often called Adverse Childhood Experiences (ACEs). ACEs describe a traumatic experience in a person's life occurring before the age of 18 that affects the child's development and is remembered as an adult.

These experiences have the power to negatively impact individuals' health and behavior throughout their lives, often resulting in a student's inability to remain engaged in school and ultimately affecting their success as adults (http://www.cahmi.org).

However, despite their enduring influences, ACEs can be offset by the presence of Protective and Compensatory Experiences (PACEs), which give children the opportunity to build resilience). Creating individual PACEs for students can be accomplished by implementing a quality Individual Career Academic Planning (ICAP). Individual Career Academic Planning is a multi-year process that starts as early as the sixth grade to intentionally guide students as they set goals and explore career, academic, and postsecondary opportunities. The ICAP process is most successful with the support from educators, families, and community members. Through ICAP, students develop the awareness, knowledge, and skills to create their own meaningful pathways to be career and college ready.

> › Identifying one trusted adult

> › ICAP Hope Evaluation

Schools must embrace the opportunity to discuss policies and outcomes. To start conversation, schools may use examples to better view local problems and find local solutions.

Reducing Remediation

High schools across Oklahoma enrolled students in the College Career Math Ready (CCMR) course, taught by trained high school math educators and designed for students just below the college-ready ACT benchmark scores. The course emphasizes understanding mathematic concepts rather than memorizing procedures. By engaging students in real-world applications, CCMR develops critical-thinking skills that students will use in college and their careers. After participating in the course, students expressed increased confidence in problem solving and approaching a variety of mathematics concepts, actions, and processes resulting in typical gains of two to three points in their ACT math score. More information on College Career Math Ready course can be found at http://sde.ok.gov/ccmr

Critical Questions for School Administrators:

- Do some of these problems of practice resonate with your students' experience?
- According to local data available, which student groups are experiencing gaps in success
- Which title funds can help me with this?
- How can my school site replicate this model?
- How can my school create a partnership with colleges to create a continuum of support and care as my students transition to college?

A few considerations:

- Longitudinal data is limited on AP and IB participation as a student must test, and then, if successful in testing, request application of this credit to a college, following the admission process.
- CTE and internships provide limited self-reported data at this time to definitively correlate participation with long-term success after high school; however, anecdotal evidence lends to this conclusion.
- Concurrent enrollment is earned college credit applied to the college transcript by the credit-awarding institution at the time of completion of the course. The Oklahoma State Regents for Higher Education (OSRHE) have data to track these students to determine longitudinal success in college from concurrent college enrollment opportunities. More data on outcomes for concurrent enrollment will be provided later in this report.

CONCLUSIONS

The information and analysis in this report conclude that Oklahoma students are becoming more diverse and that statewide planning for post-high school success of these students is critical to Oklahoma's future. It is also clear from these data that removing opportunity gaps so that all students have access to high-quality educational opportunities to prepare for college or careers must be a priority for all stakeholders.

The report provides information on high-impact practices that PK-12 schools, technology centers, and higher education institutions can review and replicate to address the unique needs of their students. In addition, this report offers dialog-starting critical questions for teachers, counselors, and administrators to ask in the context of their school, community, and student population. Some recommendations to expand opportunities and better serve students:

- **Leverage the data.** Find data available, and seek out additional relevant data to make decisions on how to best serve students. Make use of data available from all sources, including some of the noted data sources within the report.

- **Create relationships.** Use the data to link to other stakeholders who also want to see students successful in the local community (colleges, universities, technology centers, employers, nonprofits, etc.). Creating relationships with these groups opens new avenues to create successful pathways for students.

- **Focus resources.** Use the data to identify those students not participating in postsecondary preparation opportunities and drill down to the barriers for these students. Then focus resources on removing these barriers.

- **Build a plan**. Use the Oklahoma Comprehensive School Counseling Framework to design a framework that supports a successful college and career readiness plan.

We welcome a shared vision among all PK-12 schools, higher education, career technical education, and business and industry leaders in Oklahoma focused on the success of all students. Together, our efforts for seamless transitions from high school to college and career will chart a better future for all Oklahomans.

APPENDIX A
Race/Ethnicity – Over 18 Population by Year

Race/Ethnicity - 18 and Older Population by Year	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black	Native Hawaiian or Pacific Islander	Two or More Races	White
2010	199,454	209,523	47,798	197,023	2,811	108,911	2,060,819
2011	206,862	213,235	52,764	199,822	2,908	111,528	2,064,998
2012	214,463	216,800	55,532	20280+	3,133	113,802	2,071,448
2013	221,935	220,479	58,697	206,495	3,327	116,200	2,076,952
2014	228,908	233,762	61,702	208,947	3,557	118,601	2,077,879
2015	237,207	227,301	65,697	212,250	3,759	121,279	2,080,704
2016	245,898	230,762	67,372	214,146	3,979	123,930	2,078,200
2017	253,528	233,933	68,398	215,347	4,231	126,296	2,071,146
2018	261,348	236,503	69,802	216,869	4,606	129,001	2,067,543
2019	269,104	241,186	71,415	218,372	4,812	131,455	2,068,586
2020	276,941	243,870	72,969	219,875	5,051	133,973	2,068,442
2021	284,823	246,608	74,524	221,710	5,297	136,666	2,067,210
2022	292,873	248,839	76,372	223,524	5,553	139,199	2,065,447
2023	300,803	251,388	78,011	225,198	5,817	141,613	2,061,877
2024	308,676	254,502	79,525	226,596	6,089	144,299	2,060,018
2025	316,540	257,457	81,090	228,215	6,343	146,823	2,058,271
2026	324,427	260,327	82,704	229,851	6,597	149,287	2,057,590
2027	332,330	263,159	84,386	231,580	6,849	151,978	2,056,139
2028	340,292	265,893	86,020	233,200	7,105	154,477	2,054,339
2029	348,200	268,676	87,624	234,845	7,364	156,927	2,052,091
2030	356,110	271,493	89,247	236,433	7,622	159,620	2,050,340
2031	364,012	274,481	90,856	238,058	7,880	162,147	2,048,626
2032	371,917	277,348	92,472	239,685	8,136	164,595	2,047,009
2033	379,828	280,183	94,097	241,325	8,393	167,281	2,045,347
Percent Change (2018 to 2033)	90.4%	33.7%	96.9%	22.5%	198.6%	53.6%	-0.8%
2010 Race/Ethnicity Composition	7.1%	7.4%	1.7%	7.0%	0.1%	3.9%	72.9%
2018 (Current)	8.8%	7.9%	2.3%	7.3%	0.2%	4.3%	69.2%
2035 (15 Year Projected Estimate)	11.8%	8.7%	2.9%	7.5%	0.3%	5.2%	63.6%

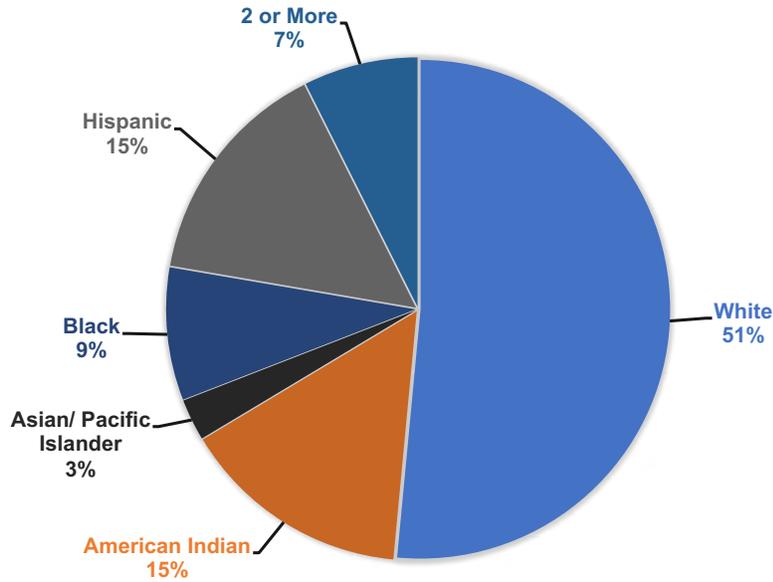| Race/Ethnicity - Under 18 Population by Year	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black	Native Hawaiian or Pacific Islander	Two or More Races	White
2010	120,491	86,284	14,284	77,709	1,136	111,460	524,415
2011	126,680	84,885	14,544	77,950	1,379	117,627	522,146
2012	131,703	84,610	14,881	76,465	1,323	122,328	519,940
2013	136,762	85,519	15,173	75,707	1,526	124,664	519,310
2014	143,071	87,250	16,116	75,712	1,454	126,275	518,991
2015	148,747	87,558	16,538	74,701	1,522	127,867	518,744
2016	152,608	88,315	17,494	74,728	1,622	126,988	518,114
2017	157,181	88,196	17,742	75,175	1,833	128,056	516,396
2018	161,190	87,543	18,140	76,520	1,105	127,734	514,079
2019	166,444	88,059	18,709	76,057	1,548	129,549	511,833
2020	171,390	88,530	19,379	75,913	1,503	130,695	509,586
2021	176,255	88,933	19,958	75,948	1,485	131,513	507,339
2022	181,028	89,217	20,505	76,058	1,454	131,747	505,092
2023	185,259	89,100	20,999	76,201	1,417	132,528	502,845
2024	189,961	89,263	21,538	76,548	1,342	133,248	500,776
2025	194,913	89,445	22,063	76,659	1,361	134,256	498,537
2026	199,716	89,717	22,619	76,708	1,345	135,151	496,306
2027	204,472	89,962	23,175	76,770	1,347	135,976	494,090
2028	209,190	90,161	23,721	76,895	1,311	136,537	491,880
2029	213,821	90,282	24,259	77,107	1,279	137,310	489,682
2030	218,545	90,466	24,797	77,235	1,258	138,084	487,491
2031	223,276	90,647	25,337	77,372	1,240	138,887	485,283
2032	228,030	90,887	25,886	77,502	1,226	139,677	483,079
2033	232,774	91,082	26,433	77,624	1,208	140,456	480,875
Percent Change (2018 to 2033)	93.2%	5.6%	85.1%	-0.1%	6.3%	26.0%	-8.3%
2010 Race/Ethnicity Composition	12.9%	9.2%	1.5%	8.3%	0.1%	11.9%	56.0%
2018 (Current)	16.3%	8.9%	1.8%	7.8%	0.1%	13.0%	52.1%
2035 (15 Year Projected Estimate)	22.2%	8.7%	2.5%	7.4%	0.1%	13.4%	45.8%

Definitions: Adult population by race/ethnicity.

Data presented for 2010 through 2019 are Vintage 2019 population estimates. Each year the U.S. Census Bureau revises their post-2010 estimates. Therefore, data presented here may differ from previously published estimates. Figures for 1990, 2000, and 2010 represent revised population estimates for July 1, 1990, July 1, 2000, and July 1, 2010 - not actual Census counts from April 1, 1990, April 1, 2000, and April 1, 2010.

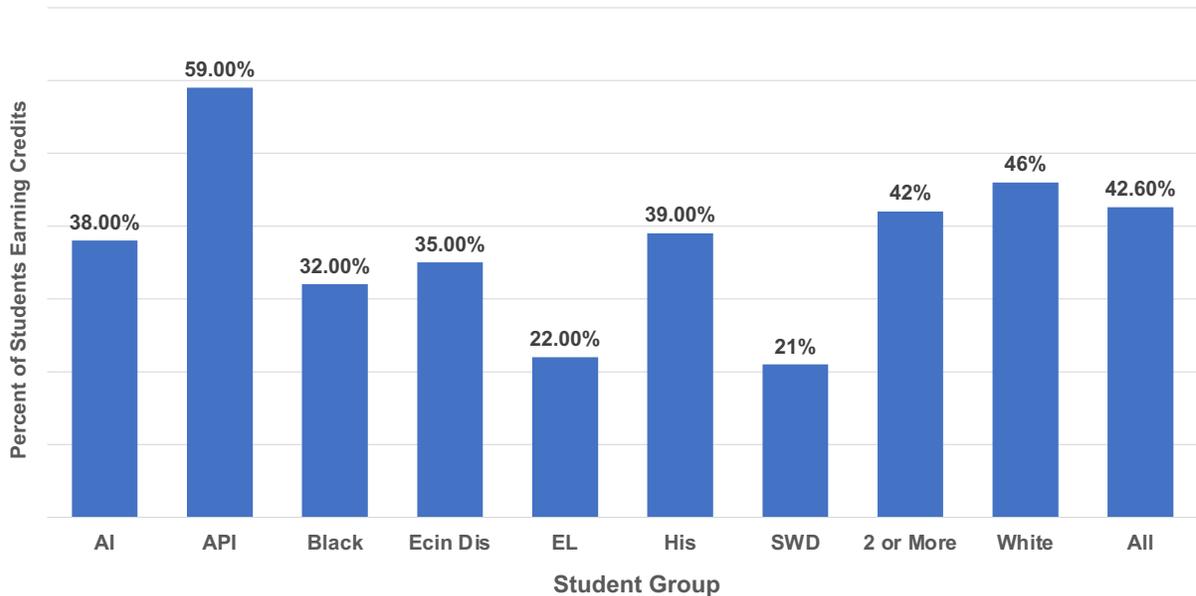*Data Source: Population Division, U.S. Census Bureau.*

APPENDIX B
Percent of Students Earning Postsecondary Opportunity Credit

PERCENTAGE OF 11TH AND 12TH GRADE STUDENTS STATEWIDE BY RACE/ETHNICITY (2018)

- 2 or More 7%
- Hispanic 15%
- Black 9%
- Asian/ Pacific Islander 3%
- American Indian 15%
- White 51%

Percent of Students Earning PO Credit by Student Group (SY 2018)

Student Group	Percent of Students Earning Credits
AI	38.00%
API	59.00%
Black	32.00%
Ecin Dis	35.00%
EL	22.00%
His	39.00%
SWD	21%
2 or More	42%
White	46%
All	42.60%

Data Source: Data presented in the tables was aggregated through the data collected for the Oklahoma School Report card and SY 2017-18 Oklahoma State School Report Card- Postsecondary Opportunities Indicator

APPENDIX C
Average ACT Composite Score

Average ACT Composite Score by Student Group and Year

	SY-2016 (30,352 scores)	SY-2017 (39,864 scores)	SY-2018 (39,751 scores)	SY-2019 (39,678 scores)	SY-2020 (39,626 scores)
AI/AN	19	17.8	18.1	17.2	17
Asian	22.7	22.3	22	21.7	21.9
Black	17.3	16.5	16.5	16.2	16
Hispanic	18.5	17.5	17.7	17.5	17
2 or More	20.4	19.7	19.8	19.3	18.9
White	21.1	20.3	20.2	19.6	19.4
PNR	19	17.4	17.2	16.9	16.7
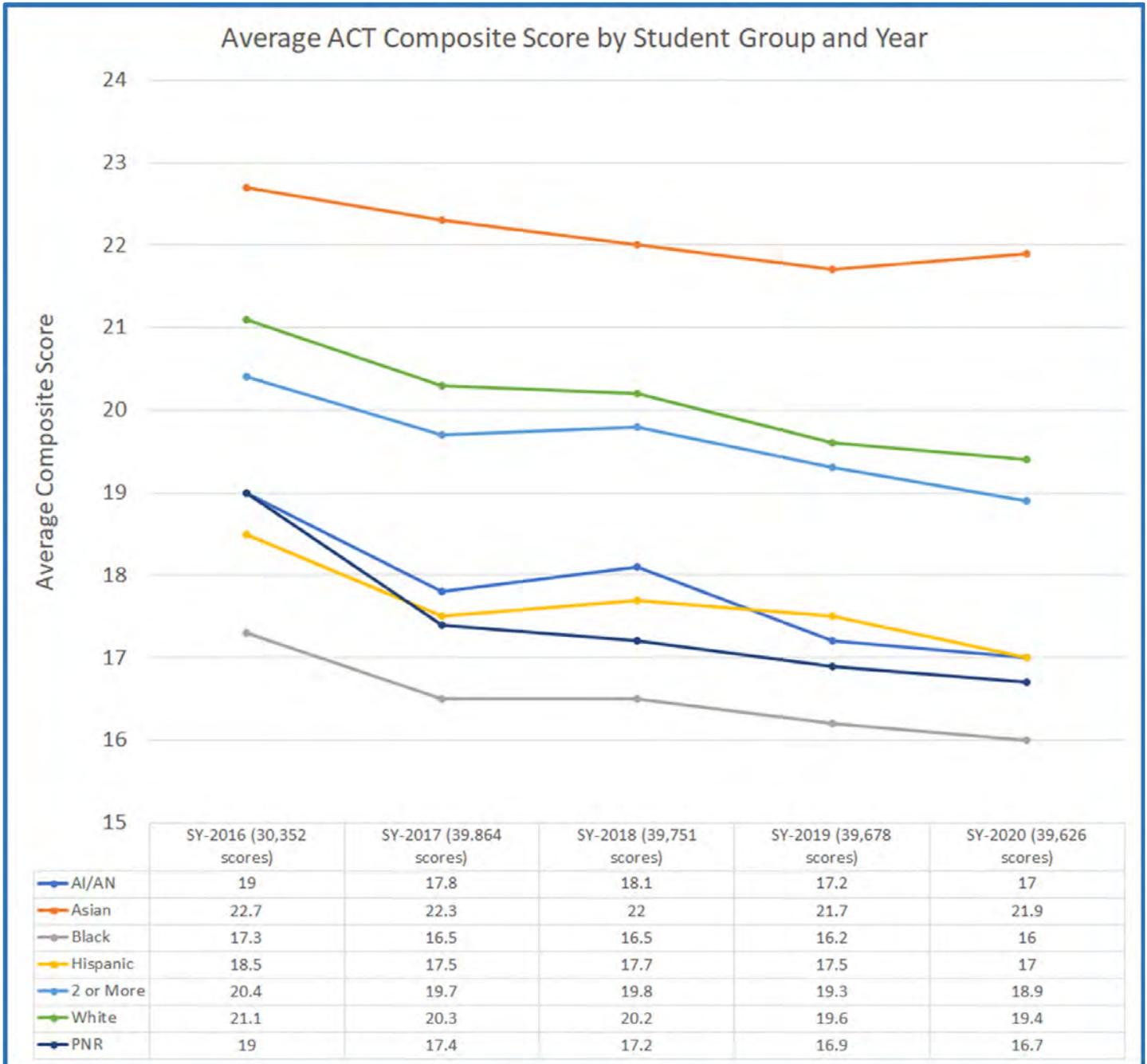
APPENDIX D

Average ACT Scores by race and ethnicity and Concurrent Enrollment participation

21-24 Composite ACT Scores

- No Previous Concurrent Enrollments
- Previous Concurrent Enrollments

Race/Ethnicity	No Previous Concurrent Enrollments	Previous Concurrent Enrollments
American Indian	67.30%	81.90%
Asian	85.90%	97.20%
Black	73.70%	82.10%
Hispanic	74.90%	83.30%
Other	71.00%	82.30%
White	72.20%	83.80%

25 or Higher Composite ACT Scores

- No Previous Concurrent Enrollments
- Previous Concurrent Enrollments

Race/Ethnicity	No Previous Concurrent Enrollments	Previous Concurrent Enrollments
American Indian	78.10%	86.10%
Asian	93.20%	95.90%
Black	83.30%	83.90%
Hispanic	84.50%	88.50%
Other	85.70%	84.70%
White	84.70%	90.80%

APPENDIX E
State Matriculation Rate

**Fall 2018 Oklahoma In-State Matriculation Rate
to a College or University**

American Indian	Asian	Black	Hispanic	Other	White
40.80%	65.30%	43.80%	38.30%	43.90%	45.30%
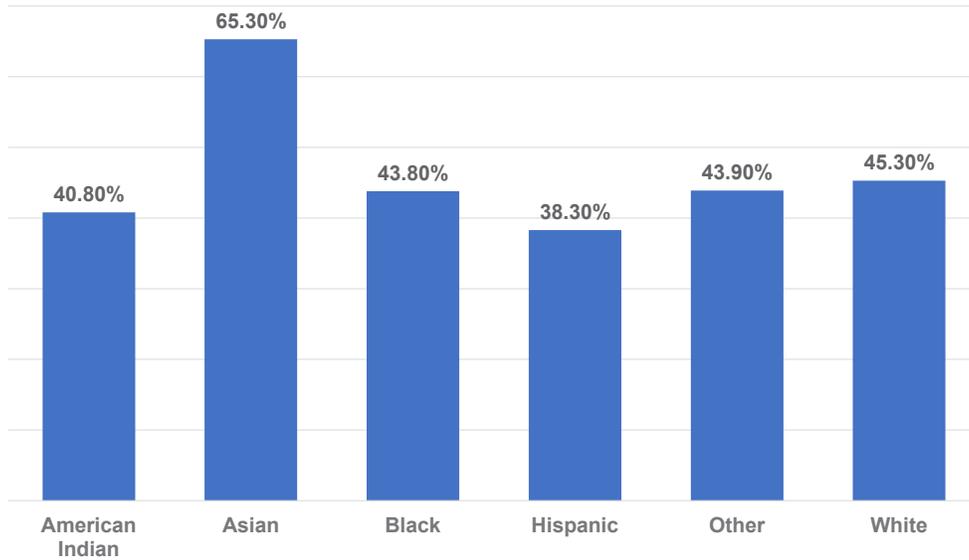
Matriculation Rate to an Oklahoma College or University During Fall 2018 - All Oklahoma High School Graduates - Class of 2018. Source: OSRHE UDS Record S and OSRHE's High School Indicators Report (HSIR) 2018 dataset.

Matriculation Rate – All 2018 Oklahoma High School Graduates	Percent
Enrolled in Academic Year (AY) 2019	48.9%
Not Enrolled in Academic Year (AY) 2019	51.1%