White Paper Examining Impact of Funding and Credit Requirements on Oregon's High School Graduation Rates

Executive Summary of Findings

1. Oregon may, in fact, be getting exactly the educational results for which we are paying. In 2013, Oregon's K-12 per pupil funding was 84.8% of the national average. In that same year, Oregon's high school graduation rate was 84.3% of the national average. For 2014, those numbers were 86.3% of funding and 87.2% of graduation rates.

2. The states with the Top 10 graduation rates in 2013 and 2014 spend substantially more per pupil than states with the Bottom 10 graduation rates. In 2013, the Top 10 states spent an average of $12,532.40 per pupil, whereas the Bottom 10, including Oregon, spent an average of $9,669.30 per pupil. The difference between average graduation rates was nearly 15 percentage points. In 2014, the Top 10 states spent an average of $12,013.80 per pupil, whereas the Bottom 10, including Oregon, spent an average of $9,834.90 per pupil. The difference between average graduation rates was again nearly 15 percentage points.

3. Graduation rates in Oregon are similar to the percentage to which Oregon funds the Quality Education Model (QEM). The Current Service Level (CSL) budget for education, as presented in the QEM, is $7.9785 billion for the 2017-2019 biennium. The CSL, as presented by the Co-Chairs' Existing Resources Budget Framework for the 2017-2019 biennium, is $8.0126 billion. Nonetheless, the Co-Chairs' Budget Framework is allocating $7.7258 billion to K-12 education. All of these numbers fall below the QEM estimates of $9.9710 billion for the 2017-2019 biennium. The Co-Chairs' Budget

Framework funds K-12 education at 77.5% of the QEM, just slightly higher than recent graduation rates.

4. Oregon is tied with nine other states with the highest number of credits required for graduation at 24. While the impact of this number of credits on graduation rates is not clear, one could argue that adding additional requirements at this time will only serve to further depress already low graduation rates. Oregon students are currently required to pass approximately six more classes in high school than the average student across the country. As such, attention should be paid to the connection between graduation rates, graduation requirements, and state funding of K-12 education.

Introduction

Over the past three years, Oregon has ranked near the bottom of all states when it comes to graduation rates, and these low numbers have been bemoaned by Oregonians of all backgrounds and belief systems. Parents, educators, business leaders, media outlets, and politicians generally agree that our low graduation rate is a significant problem, and that, as a state, we should strive to increase the number of students earning a high school diploma. Beyond just the stakeholders directly involved in education policymaking and delivery, there is compelling evidence that the public strongly supports investing more resources in addressing this challenge. In the 2016 general election, voters passed Measure 98 with an overwhelming 32 percentage point margin of victory. The central argument of Measure 98 proponents was that it would give Oregon "the tools to improve its graduation rate."

Many top policymakers and organizations have initiated action to address the problem of Oregon's low graduation rates. Governor Kate Brown appointed an Education Innovation Officer to address the issue of Oregon's comparatively low graduation rates. The Oregon Department of Education released a graduation brief that highlighted promising practices throughout the state, and Education Northwest has published articles that examine "emerging themes" and "bookend projects" designed to enhance Oregon's high school graduation rate. These efforts tend to focus on developing and replicating effective strategies that can be adopted by schools and districts across the state; this work is important and worthy of investment.

However, this paper intends to address three issues of statewide concern that warrant the attention of the Oregon legislature. The first issue is the relationship between educational funding and our graduation rates; the second issue is how we determine whether a student has met the requirements to earn a diploma; and the third issue is the merit of the requirements themselves. This white paper attempts to make connections

between Oregon's graduation rates, Oregon's funding of K-12 education, and Oregon's policies on credit requirements.

Oregon has embraced high standards, and now we must build the scaffolding to help our students reach those standards. If we are to achieve the state's goal of 40-40-20, we must at some point graduate all students. This requires both a look at the manner in which we fund K-12 education and at how we look at what constitutes the earning of a diploma. There is plenty of discussion in Oregon about funding, class sizes, teacher training, and more. And, while these are all important factors that warrant examination, what's been lacking is a discussion about what it means to be a high school graduate, what is required to graduate from high school, and how K-12 funding relates to those issues. It's been nearly a decade since Oregon comprehensively examined what we require our high school students to accomplish before we deem them deserving of a diploma, but Oregon has never adequately examined the impact of our exceedingly rigorous graduation requirements. Further, little of the discussion about requirements and expectations has been connected to cost. This paper aims to begin that discussion.

The overwhelming passage of Measure 98, which "was billed as an antidote for Oregon's 74 percent high school graduation rate" (Barnes), promises to provide high schools with approximately $800 per student to engage in strategies that are intended to increase graduation rates. These strategies - enhancing career and technical education programs, offering more college credit classes, and establishing dropout intervention programs - may well increase high school graduation rates, but only if they are properly funded. Fully funding this measure will cost the State of Oregon approximately $150 million per year. The connection of educational expectations to funding is critical if we are to make headway in addressing Oregon's low graduation rates.

Interestingly, Oregon does have a metric to help determine the funding levels necessary to achieve its goals. "The 2001 Legislature established the Quality Education

Commission in statute to determine the amount of funding needed to meet the state's quality education goals. The Quality Education Commission 2000 was appointed by Governor John Kitzhaber and State School Superintendent Stan Bunn in November 1999 to validate and refine the Oregon Quality Education Model (QEM). The model is helping lawmakers establish the costs of providing the education programs necessary for Oregon's children to meet educational goals." (Quality Education Commission) The QEM proves to be a useful tool for examining the potential impact of increased funding for K-12 education, as it presents a model for how schools might attain the lofty goals set forth in many of Oregon's school reform efforts. Fully funding the QEM could lead to Oregon moving out of the bottom quartile of graduation rates across the country. Even without fully funding the QEM, Oregon could consider looking at the concept of connecting expectations with funding.

Background

Graduation Rates

In October of 2016, President Barack Obama announced that the nation's high school graduation rate reached a record high of 83.2% for the class of 2015. Oregon's graduation rate for the class of 2015 came in at 73.8%, the third lowest percentage in the country. Oregon's graduation rate improved from 72.0% in 2014 (fourth lowest in the country) and 68.7% in 2013 (last in the country). Nonetheless, in each of these years, Oregon found itself toward the bottom of state graduation rate rankings. (See Appendix A.)

Funding

During the same time period, Oregon ranked 32nd (2013) and 30th (2014) in per pupil funding of education. (See Appendix B.) In 2013, states spent an average of $11,433.31 per pupil on K-12 education. This number increased to $11,518.00 in 2014. Oregon spent $9,698.00 per pupil in 2013, amounting to $1,735.31 less than the average. In 2014, Oregon spent $9,945.00 per pupil, amounting to $1,573.00 less than the average.

Absent substantial revenue reform, fully funding Oregon's schools at the QEM is impossible in the upcoming biennium without drastic cuts to other services. There is, however, another promising funding avenue in Measure 98. Fully funding this measure will cost the State of Oregon approximately $150 million per year; however, the measure does not identify a revenue source for this money, and some stakeholders have indicated an interest in statutorily changing the allocated amount from the measure.

Credit Requirements

Oregon has particularly stringent requirements that students must meet in order to graduate.

"In January of 2007, the State Board of Education voted to adopt new high school graduation requirements. These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in the Essential Skills, and meet the personalized learning requirements." (Oregon Department of Education)

Designed to ensure Oregon high school graduates were among the best prepared graduates in the nation, the policy required students in the graduating classes of 2012 and beyond to earn 24 credits to graduate from high school, in addition to completing essential skills requirements. While the impact of this policy on graduation rates is not entirely clear, Oregon's requirements are among the most voluminous in the nation. (See Appendix C.) An examination of current credit-based graduation requirements by states reveals that 24 credits is the greatest number of credits required by any state. Ten states, including Oregon, require a minimum of 24 credits for graduation. The average number of credits required for graduation is 21.3, including 13 states that require 20 or fewer credits for graduation.

This background information reveals the following: (1) Oregon has some of the lowest graduation rates in the country; (2) Oregon funds K-12 education below the national average; (3) Oregon is tied for first in number of credits required for graduation.

Analysis and Implications

Oregon clearly finds itself in a daunting situation regarding its desire to increase graduation rates while battling a budget deficit that does not allow for K-12 education to be funded at the levels set forth by the QEM. This analysis examines what Oregon is receiving for its investment in K-12 education.

In 2013, Oregon spent 84.8% of the national per pupil average, and in 2014, Oregon spent 86.3% of the national per pupil average. (See Chart 1.) By comparison, in 2013, Oregon's high school graduation rate was 84.3% of the national average, and in 2014, Oregon's high school graduation rate was 87.2% of the national average. (See Chart 2.) Oregon students are graduating at a rate that is commensurate with the amount it spends per pupil when compared to national averages. Simply put, Oregon is getting exactly what it is paying for when it comes to education.

Chart 1. Comparison of Oregon and National Funding Rates
Source: http://www.governing.com

Year	National Average	Oregon	Oregon as a percentage of national average
2013	$ 11,433.31	$ 9,698.00	84.8%
2014	$ 11,518.00	$ 9,945.00	86.3%

Chart 2. Comparison of Oregon and National Graduation Rates
Source: http://www.governing.com

Year	National Average	Oregon	Oregon as a percentage of national average
2013	81.45%	68.7%	84.3%
2014	82.55%	72.0%	87.2%
2015	83.20%	73.8%	88.7%

The connection between expenditures and results is further connected when examining graduation rates and per pupil funding of the states with the top and bottom graduation rates. In 2013, the states with the top 10 graduation rates, averaging 87.65%, outspent the states with the bottom 10 graduation rates, averaging 72.93%, by an average of $2,563.10 per pupil. (See Chart 3.) A similar gap occurs in 2014, when the states with the top 10 graduation rates, averaging 88.43%, outspent the states with the bottom 10 graduation rates, averaging 73.51%, by an average of $2,178.90 per pupil. (See Chart 4.)

Chart 3. Comparison of Graduation and Funding Rates in 2013
Source: http://www.governing.com

Top 10 States by Graduation Rate				**Bottom 10 States by Graduation Rate**		
State	**Grad Rate**	**Per Pupil Funding**		**State**	**Grad Rate**	**Per Pupil Funding**
Iowa	89.70	$10,480.00		Washington	76.40	$9,829.00
Nebraska	88.50	$11,767.00		Florida	75.60	$8,570.00
Texas	88.00	$8,434.00		Mississippi	75.50	$8,262.00
Wisconsin	88.00	$11,251.00		Arizona	75.10	$7,325.00
New Jersey	87.50	$18,524.00		Louisiana	73.50	$10,660.00
North Dakota	87.50	$12,174.00		Alaska	71.80	$18,470.00
New Hampshire	87.30	$13,944.00		Georgia	71.70	$9,247.00
Indiana	87.00	$9,721.00		Nevada	70.70	$8,474.00
Vermont	86.60	$16,685.00		New Mexico	70.30	$9,158.00
Maine	86.40	$12,344.00		Oregon	68.70	$9,698.00
Average	**87.65**	**$12,532.40**		**Average**	**72.93**	**$9,969.30**

There exists a substantial difference in the average per pupil spending between states with high graduation rates and states with low graduation rates. While there are outliers on either side, and while spending more money does not necessarily translate to increased results, there is evidence to suggest that per pupil spending does matter. This appears to be particularly true for Oregon, in that current spending and results mirror a nearly exact percentage of national averages, as demonstrated above in Chart 1. and Chart 2. Because Oregon appears to getting exactly what it is paying for when it comes

to graduation rates, it stands to reason that an investment in improving graduation rates would likely result in an increase in those rates.

Chart 4. Comparison of Graduation and Funding Rates in 2014
Source: http://www.governing.com

Top 10 States by Graduation Rate				**Bottom 10 States by Graduation Rate**		
State	**Grad Rate**	**Per Pupil Funding**		**State**	**Grad Rate**	**Per Pupil Funding**
Iowa	90.50	$10,668.00		Colorado	77.30	$8,985.00
Nebraska	89.70	$11,726.00		Idaho	77.30	$6,621.00
New Jersey	88.60	$17,907.00		Florida	76.10	$8,755.00
Wisconsin	88.60	$11,186.00		Arizona	75.70	$7,528.00
Texas	88.30	$8,593.00		Louisiana	74.60	$10,749.00
New Hampshire	88.10	$14,335.00		Georgia	72.50	$9,202.00
Indiana	87.90	$9,548.00		Oregon	72.00	$9,945.00
Vermont	87.80	$16,988.00		Alaska	71.10	$18,416.00
Kentucky	87.50	$9,312.00		Nevada	70.00	$8,414.00
Missouri	87.30	$9,875.00		New Mexico	68.50	$9,734.00
Average	**88.43**	**$12,013.80**		**Average**	**73.51**	**$9,834.90**

A wide variety of people, including educational advocates and reporters, have engaged in examinations of Oregon's graduation problem. In September of 2015, Oregon Public Broadcasting produced a report by Rob Manning that asked the question, "Why Is Oregon's Graduation Rate So Low?" Manning identified five reasons:

- Oregonians Don't Value Education
- Problems Start Early
- Oregon Lacks A Culture of Learning
- School Is Boring
- Not Every Graduation Rate Is Created Equal

Oregon's Education Innovation Officer, Colt Gill, has traveled the state in an effort to identify "promising strategies" at work. In a blog post published by Education Northwest in August of 2016, he identified four "emerging themes:"

- Enhancing early learning
- Tackling chronic absenteeism
- Developing early indicator and intervention systems
- Engaging students and families

In November of 2016, Oregon voters approved Measure 98, the High School Graduation and College and Career Readiness Act of 2016. This ballot initiative "provides direct funding to school districts to increase high school graduation rates." Measure 98 focuses on three specific strategies:

- Establish or expand career and technical education programs in high schools
- Establish or expand college-level educational opportunities for students in high schools
- Establish or expand dropout-prevention strategies in high schools.

All of these plans require an allocation of resources. The Current Service Level (CSL) budget for education, as presented in the QEM, is $7.9785 billion for the 2017-2019 biennium. The CSL, as presented by the Co-Chairs' Existing Resources Budget Framework for the 2017-2019 biennium, is $8.0126 billion. Nonetheless, the Co-Chairs' Budget Framework is allocating $7.7258 billion to K-12 education. All of these numbers fall below the QEM estimates of $9.9710 billion for the 2017-2019 biennium. The Co-Chairs' Budget Framework funds K-12 education at 77.5% of the QEM. Interestingly, this appears to be just above the 75% graduation rate reported by Oregon in 2016. Yet again - it appears that Oregon is getting exactly what it is paying for when it comes to graduation rates.

Oregon finds itself in a unique position of being at the top in requirements (See Appendix C) and toward the bottom in funding (See Appendix B). This paper seeks to shine a light on this disconnect in hopes of eliciting greater discussion - and perhaps additional research - about what Oregon really want for its students and what we are willing to pay to achieve that goal. The result of this current combination of high standards and low funding is clear: dismal graduation rates that lag well behind the national average.

Oregon is currently one of 10 states that requires 24 credits for high school graduation. The national average for number of credits is 21.3 credits, with a range of 12.5 to 24 credits required (See Appendix C) for graduation. This is curious when considering admission requirements for two of Oregon's top private schools and from the University of Oregon (see below). These institutions require a minimum of 15-18 credits and only focus on core academic areas, including a second language. Graduation aside (as high school graduation is a requirement of college admission), it is possible for an Oregon student to meet all of the academic and testing requirements to attend a prestigious university in Oregon but not meet high school graduation requirements. This is a stunning disconnect, particularly in light of the 40-40-20 goal.

<u>High School Course Requirements for College Admission to Selected Universities in Oregon</u>

UNIVERSITY OF PORTLAND - A minimum of 16 units in academic subjects is necessary for admission. Course work in the following areas is suggested:

English Composition - 4 years
Mathematics - 3-4 years
Laboratory Science - 3-4 years
Social Sciences/History - 3-4 years
Foreign Language - 2-4 years

WILLAMETTE UNIVERSITY - To ensure adequate academic preparation for success in Willamette's rigorous curriculum, we recommend the following pattern of secondary school coursework:

- Four years of English
- Four years of mathematics (including algebra, geometry and trigonometry)
- Four years of social science coursework
- Three to four years of lab-based science coursework
- Three to four years of a foreign language

UNIVERSITY OF OREGON - Earn a C– or better in 15 college preparatory courses.

English—4 years. All four years should be in preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

Mathematics—3 years. Must include first-year algebra and two additional years of college-preparatory mathematics, including Algebra II (or equivalent) or higher. An advanced mathematics course is highly recommended in your senior year. One year of either algebra or geometry taken prior to ninth grade are acceptable.

Science—3 years. Must include a year each in two fields of college-preparatory science such as biology, chemistry, physics, or earth and physical science. One year of laboratory science is recommended.

Social Studies—3 years. Complete three years of social studies from such areas as global studies, history, or social studies electives.

Second language—2 years. The UO offers several options for meeting the second-language requirement.

This 24-credit diploma issue also places a significant burden on students who have traditionally struggled with learning. The eight additional credits, beyond the core, require a student to pass four additional courses each year. Each time a student fails a core class, that student must be remediated. A student who fails 50% or more of his/her core classes in the first year of high school likely has all of his/her elective courses replaced with remedial (or in many cases repeat) courses to earn a passing grade. Do this too many times, and the student runs out of time to collect the elective credits. Finally, this entire argument fails to account for the fact that to get to 40-40-20, we must help every Oregon student earn a high school diploma or equivalent. As such, we must help students toward the bottom of the academic ladder gain the reading, writing, communication, science, mathematical, and civics skills necessary to be successful after

high school. Overloading students with credit requirements may have a significant negative impact upon that.

In order for Oregon to improve its disappointing graduation rates, policymakers must first come to grips with the fact that its dismal graduation rate is, in fact, a product of its own policy decisions over the last several decades -- including the decision to require our students earn more credits than students in most other states. Oregon elected to create a 24-credit diploma, including six elective credits. Some may argue that Oregon opted for a higher credit requirement in order to improve academic rigor; however, if this were the case, then requiring six elective credits (plus one credit each of health and physical education) instead of more advanced core subjects would seem counterproductive.

This is not an argument against either electives or a more rigorous high school education experience, but it is an explanation of the fundamental misalignment of Oregon's education goals, funding, and requirements. Simultaneously, Oregon has a 40-40-20 policy goal of 100% high school graduation, *and* a drastically underfunded education system according to its own Quality Education Commission (while also spending significantly less than most other states on education), *and* among the highest graduation requirements of any state in the country. These three factors are fundamentally at odds with each other.

Realistically, Oregon has three broad policy options if it wishes to align its policy goals with its graduation outcomes. First, it can concede that despite the laudability of the 40-40-20 goal, it no longer finds it realistic or achievable that every Oregon high school student will earn a diploma. Second, it can finally agree that achieving 100% graduation will require a sizeable front-end investment in our education system - well above current funding levels - essentially requiring that QEM-level funding be reached. Third, it can adjust the minimum of what it takes to graduate from high school in Oregon, moving us closer to the national average in terms of credit requirements. Fundamentally, Oregon

ought to consider the impact that each of these options will have on the roughly 25% of students unable to graduate in the status quo. The first option does not serve those students' best interests. The second clearly does, and the third might. Given the apparent inability or unwillingness of the legislature, as a body, to move forward with the second option of increasing funding, a thorough state-level examination of the value and impact of Oregon's credit requirements on its graduation rate may be warranted.

Conclusion

While high school graduation rates in Oregon have incrementally increased over the past few years, Oregon continues to see its students graduate at a lower rate than most in the country. Politicians, business leaders, educational advocates, and citizens all agree that Oregon needs to do better, that Oregon needs to produce more high school graduates. How to go about increasing graduation rates is a topic of much discussion. Measure 98, broadly approved by Oregon voters, prescribed three ways to improve graduation rates: 1) establish and expand career and technical education programs, 2) establish and expand college-level opportunities, and 3) establish and expand dropout prevention programs. QEM also establishes a model for how schools might be structured to ensure students meet the rigorous graduation standards set forth in Oregon. Regardless of which plan is being considered - these two or myriad others - there must be a discussion of what Oregonians want education to look like and what Oregonians are willing to pay for that education. Having one discussion without the other fails to take into account the variables this paper identifies as critical in examining the state of education in Oregon.

This paper argues that Oregon is getting exactly what it is paying for when it comes to graduation rates. With funding levels that reach approximately 85% of the national average in per pupil spending, Oregon produces a graduation rate that is slightly above 85% of the national average. It does all of this while joining nine other states with the highest number of credits required for graduation. Thus, it appears worth arguing that Oregon's investments in education are returning about what they are worth. And, as such, it is worth considering that an increased investment in per pupil spending might yield an increased result in graduation rates.

One such method for making this investment is Measure 98. Oregon voters resoundingly passed this measure to invest in improving Oregon's graduation rates. A

targeted investment of this kind might yield increased graduation rates without requiring the full funding of the QEM. While fully funding the QEM would require just under $10 billion in the 2017-2019 biennium, fully funding Measure 98 would require approximately $300 million during the same time frame. Fully funding Measure 98, on top of the current CSL budget estimates, appears to be a targeted investment worthy of consideration.

Appendix A: Graduation Rates by Year

Table 1. 2013 High School Graduation Rates

Source: http://www.governing.com

State	**2013 Graduation Rates**
Iowa	89.70
Nebraska	88.50
Texas	88.00
Wisconsin	88.00
New Jersey	87.50
North Dakota	87.50
New Hampshire	87.30
Indiana	87.00
Vermont	86.60
Maine	86.40
Tennessee	86.30
Kentucky	86.10
Kansas	85.70
Missouri	85.70
Connecticut	85.50
Pennsylvania	85.50
Maryland	85.00
Massachusetts	85.00
Arkansas	84.90
Oklahoma	84.80
Virginia	84.50
Montana	84.40
Illnois	83.20
Utah	83.00
South Dakota	82.70
North Carolina	82.50
Hawaii	82.40

Ohio	82.20
West Virginia	81.40
California	80.40
D.C.	80.40
Delaware	80.40
Alabama	80.00
Minnesota	79.80
Rhode Island	79.70
South Carolina	77.60
Michigan	77.00
Wyoming	77.00
Colorado	76.90
New York	76.80
Washington	76.40
Florida	75.60
Mississippi	75.50
Arizona	75.10
Louisiana	73.50
Alaska	71.80
Georgia	71.70
Nevada	70.70
New Mexico	70.30
Oregon	**68.70**
Idaho	N/A

Table 2. 2014 High School Graduation Rates

Source: http://www.governing.com

State	**2014 Graduation Rates**
Iowa	90.50
Nebraska	89.70
New Jersey	88.60
Wisconsin	88.60
Texas	88.30
New Hampshire	88.10
Indiana	87.90
Vermont	87.80
Kentucky	87.50
Missouri	87.30
North Dakota	87.20
Tennessee	87.20
Connecticut	87.00
D.C.	87.00
Delaware	87.00
Arkansas	86.90
Maine	86.50
Maryland	86.40
Alabama	86.30
Massachusetts	86.10
Illnois	86.00
Kansas	85.70
Montana	85.40
Pennsylvania	85.30
Virginia	85.30
West Virginia	84.50
North Carolina	83.90
Utah	83.90
Oklahoma	82.70

South Dakota	82.70
Hawaii	81.80
Ohio	81.80
Minnesota	81.20
California	81.00
Rhode Island	80.80
South Carolina	80.10
Michigan	78.60
Wyoming	78.60
Washington	78.20
New York	77.80
Mississippi	77.60
Colorado	77.30
Idaho	77.30
Florida	76.10
Arizona	75.70
Louisiana	74.60
Georgia	72.50
Oregon	**72.00**
Alaska	71.10
Nevada	70.00
New Mexico	68.50

Table 3. 2015 High School Graduation Rates

Source: http://www.governing.com

State	**2015 Graduation Rates**
Iowa	90.80
New Jersey	89.70
Alabama	89.30
Texas	89.00
Nebraska	88.90
Wisconsin	88.40
New Hampshire	88.10
Kentucky	88.00
Tennessee	87.90
Missouri	87.80
Vermont	87.70
Maine	87.50
Massachusetts	87.30
Connecticut	87.20
Indiana	87.10
Maryland	87.00
North Dakota	86.60
West Virginia	86.50
Delaware	86.00
Montana	86.00
Kansas	85.70
Virginia	85.70
D.C.	85.60
Illnois	85.60
North Carolina	85.60
Arkansas	84.90
Pennsylvania	84.80
Utah	84.80
South Dakota	83.90
Rhode Island	83.20

Oklahoma	82.50
California	82.00
Minnesota	81.90
Hawaii	81.60
Ohio	80.70
South Carolina	80.30
Michigan	79.80
Wyoming	79.30
New York	79.20
Idaho	78.90
Georgia	78.80
Washington	78.20
Florida	77.90
Louisiana	77.50
Arizona	77.40
Colorado	77.30
Alaska	75.60
Mississippi	75.40
Oregon	**73.80**
Nevada	71.30
New Mexico	68.60

Appendix B: School Funding Rates by Year

Table 4. 2013 School Funding Rates Per Pupil

Source: http://www.governing.com

State	**2013 Funding Rates**
New York	$20,139.00
Delaware	$19,385.00
New Jersey	$18,524.00
Alaska	$18,470.00
Connecticut	$16,901.00
Vermont	$16,685.00
Wyoming	$15,955.00
Massachusetts	$14,781.00
Rhode Island	$14,649.00
Pennsylvania	$14,089.00
D.C.	$14,057.00
Maryland	$14,053.00
New Hampshire	$13,944.00
Illnois	$12,486.00
Maine	$12,344.00
North Dakota	$12,174.00
Hawaii	$12,015.00
Nebraska	$11,767.00
Ohio	$11,329.00
West Virginia	$11,313.00
Minnesota	$11,269.00
Wisconsin	$11,251.00
Virginia	$11,138.00
Michigan	$11,126.00
Montana	$10,797.00
Louisiana	$10,660.00

Iowa	$10,480.00
Kansas	$9,987.00
Washington	$9,829.00
Missouri	$9,753.00
Indiana	$9,721.00
Oregon	**$9,698.00**
South Carolina	$9,668.00
Arkansas	$9,546.00
Kentucky	$9,467.00
California	$9,370.00
Georgia	$9,247.00
New Mexico	$9,158.00
Alabama	$8,897.00
Colorado	$8,787.00
Tennessee	$8,634.00
South Dakota	$8,607.00
Florida	$8,570.00
North Carolina	$8,526.00
Nevada	$8,474.00
Texas	$8,434.00
Mississippi	$8,262.00
Oklahoma	$7,796.00
Arizona	$7,325.00
Idaho	$6,901.00
Utah	$6,661.00

Table 5. 2014 School Funding Rates Per Pupil

Source: http://www.governing.com

State	2014 Funding Rates
New York	$20,610.00
Delaware	$18,485.00
Alaska	$18,416.00
New Jersey	$17,907.00
Connecticut	$17,745.00
Vermont	$16,988.00
Wyoming	$15,797.00
Massachusetts	$15,087.00
Rhode Island	$14,767.00
New Hampshire	$14,335.00
Maryland	$14,003.00
Pennsylvania	$13,961.00
D.C.	$13,938.00
Illnois	$13,077.00
Maine	$12,707.00
Hawaii	$12,458.00
North Dakota	$12,358.00
Nebraska	$11,726.00
Minnesota	$11,464.00
Ohio	$11,354.00
West Virginia	$11,260.00
Wisconsin	$11,186.00
Michigan	$11,110.00
Montana	$11,017.00
Virginia	$10,973.00
Louisiana	$10,749.00
Iowa	$10,668.00
Washington	$10,202.00
Kansas	$9,972.00

Oregon	$9,945.00
Missouri	$9,875.00
New Mexico	$9,734.00
South Carolina	$9,732.00
Arkansas	$9,616.00
California	$9,595.00
Indiana	$9,548.00
Kentucky	$9,312.00
Georgia	$9,202.00
Alabama	$9,028.00
Colorado	$8,985.00
South Dakota	$8,881.00
Florida	$8,755.00
Tennessee	$8,630.00
Texas	$8,593.00
North Carolina	$8,512.00
Nevada	$8,414.00
Mississippi	$8,263.00
Oklahoma	$7,829.00
Arizona	$7,528.00
Idaho	$6,621.00
Utah	$6,500.00

Appendix C: Required Credits by State

Table 6. State Required Credits for High School Graduation

Source: Various state education websites

State	Required Credits
Alabama	24
D.C.	24
Delaware	24
Hawaii	24
Missouri	24
New Mexico	24
Oregon	**24**
South Carolina	24
Utah	24
West Virginia	24
Georgia	23
Idaho	23
Louisiana	23
Oklahoma	23
Nevada	22.5
Arizona	22
Arkansas	22
Kentucky	22
Massachusetts	22
New York	22
North Carolina	22
North Dakota	22
South Dakota	22
Tennessee	22
Texas	22
Virginia	22

Minnesota	21.5
Kansas	21
Maryland	21
Mississippi	21
Pennsylvania	21
Connecticut	20
Indiana	20
Montana	20
Nebraska	20
New Hampshire	20
Ohio	20
Rhode Island	20
Washington	20
Florida	18
Michigan	18
Wisconsin	15
California	13
Maine	12.5
Alaska	N/A
Colorado	N/A
Illnois	N/A
Iowa	N/A
New Jersey	N/A
Vermont	N/A
Wyoming	N/A

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About the Author

Jonathon C. Bullock currently serves as the Executive Director of the Redmond Proficiency, a charter school he co-founded in 2009. RPA is one of the largest and most successful charter schools in Oregon, serving nearly 850 students throughout Central Oregon using a proficiency-based pedagogy in a personalized learning environment.

Bullock earned his Doctor of Education in 2005 with a focus in learning assessment and system performance from the Department of Education Policy and Management at the University of Oregon. Serving as a teacher, coach, and administrator, Bullock has been involved in Oregon public education for more than 20 years.

Contributors

Ben Bowman, Personalized Learning, Inc.
David Burke, Redmond School District
Bert Eliason, University of Oregon and Personalized Learning, Inc.
George Hegarty, Redmond Proficiency Academy
Hector West, Redmond Proficiency Academy