STATE BOARD OF EDUCATION

HEARING TYPE: __X__INFORMATION/NO ACTION

DATE: MARCH 12-13, 2007

SUBJECT: **AMERICAN DIPLOMA PROJECT**

SERVICE UNIT: State Board of Education
Edie Harding, Executive Director

PRESENTERS: Michael Cohen, President, Achieve, Inc.
Dr. Ron Peiffer, Deputy State Superintendent, Office of Academic Policy, Maryland State Department of Education
Theresa Levy, Education Specialist, Oregon Department of Education

BACKGROUND:

This presentation is to inform the Board about the American Diploma Project (ADP) and the American Diploma Project Network (ADPN), an initiative of Achieve, Inc. Achieve, Inc., is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.

Included in your packet is a briefing paper about the ADPN. Because representatives from Maryland and Oregon will be joining us, we have also included tables that compare graduation requirements among Washington, Maryland and Oregon and provide a synopsis of the demographics and National Assessment of Education Progress (NAEP) test results of each state.

Michael Cohen will discuss the origin, progress and current status of the American Diploma Project, and its outgrowth, the American Diploma Project Network. Mr. Cohen became president of Achieve in January 2003. At a time when states face new and continuing challenges in raising academic standards and improving schools, he is responsible for overseeing and enhancing Achieve's efforts to ensure that the quality of standards-based reforms states undertake remains high. Prior to joining Achieve, he was a senior fellow at the Aspen Institute. His work there focused on high school reform, in particular on identifying state and local strategies for transforming urban high schools. He was also director of education policy at the National Governors Association from 1986 to 1990, where he helped the governors and President Bush set national education goals and call for national standards and assessments. From 1990 to 1993, he was director of the National Alliance for Restructuring Education, a network of leading states and urban school systems committed to standards-based reform. He also helped launch the New Standards Project, an initiative of states, school districts and philanthropic groups to develop world-class standards and assessments.

Dr. Ron Peiffer will talk about Maryland's experience with the American Diploma Project. Dr. Peiffer has provided leadership for policy development and communications for the Maryland State Department of Education over the past decade – a period during which Maryland developed and implemented one of the strongest, long-running school reform programs in the nation. An educator for more than three decades, Dr. Peiffer has worked as a teacher and a local school system administrator in Maryland where he developed local curriculum and assessment policies. Since Dr. Peiffer came to the Maryland State Department of Education in 1987, he has held a variety of leadership roles including his work since 1991 with State Superintendent of Schools Nancy S. Grasmick, the architect of Maryland's widely recognized testing and accountability program. Dr. Peiffer has provided leadership and helped develop policy for various aspects of the state's school accountability system. He also oversees strategic planning, policy development, and communication efforts that reach educators, parents, the business community, and the public.

Theresa Levy will talk about Oregon's experience with the American Diploma Project. Ms. Levy has been with the Oregon Department of Education since 1996 working on high school reform policies and implementation. She is an Education Specialist in the Office of Educational Improvement and Innovation providing leadership in the PK-20 and High School Redesign initiatives. She was involved in the development and implementation of Oregon's Certificates of Initial and Advanced Mastery over the past decade and is currently responsible for research and development of policies and implementation related to the recent changes in Oregon's graduation requirements. Ms. Levy's education background includes a BS degree in Education from Ferris State University in Michigan, MS degree from Oregon State University, and is currently a Doctoral Candidate in Educational Leadership at the University of Oregon.

M E M O R A N D U M

DATE: March 12, 2007

TO: State Board of Education Members

FROM: Kathe Taylor

RE: American Diploma Project

The purpose of this memorandum is to provide an overview of the American Diploma Project, and its outgrowth, the American Diploma Project Network.

I. Background

The American Diploma Project (ADP) was launched by Achieve, Inc. in 2002 in partnership with The Education Trust and the Thomas B. Fordham Foundation.[1] Their objective was to identify and organize the knowledge and skills high school graduates need to succeed in postsecondary education and the workplace.

II. American Diploma Project Research Report

The heart of the American Diploma Project is a research study that was conducted over two years and culminated in a 2004 report, *Ready or Not: Creating a High School Diploma that Counts.* Researchers from the Educational Testing Service (ETS) and The Education Trust, in collaboration with Achieve staff and K-12, postsecondary, and

---

[1] **Achieve** is a bipartisan nonprofit organization created in 1996 by governors and business leaders in 1996 to help states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship. Achieve provides services in research, development, advocacy and outreach, regularly hosting National Education Summits to convene education, business and political leaders.

The Education Trust was established in 1990 by the American Association for Higher Education to encourage colleges and universities to support K-12 education reform. Now an independent nonprofit funded by over ten foundations, it is dedicated to making "schools and colleges work for all the young people they serve." The Education Trust conducts national research and policy analysis and provides technical assistance to school districts, colleges and community-based organizations to help raise student achievement, especially among minority and poor students.

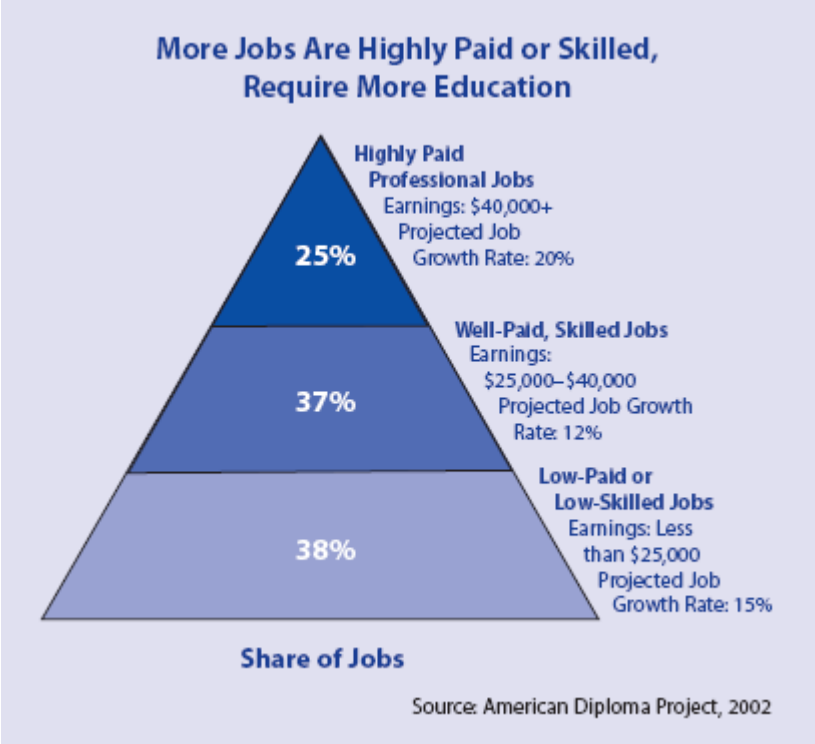
Thomas B. Fordham Foundation was established in 1959 as a tribute to industrialist Thomas Fordham. For years, it contributed funding to charitable and educational organizations in Ohio. Upon the death of Fordham's widow in 1995, the Foundation narrowed its focus to reform of elementary and secondary education, striving to close achievement gaps by raising standards, strengthening accountability, and expanding education options. The Foundation conducts and disseminates national research and policy analysis, and sponsors local initiatives, such as Ohio charter schools.

business leaders in the five partner ADP states—Indiana, Kentucky, Massachusetts, Nevada and Texas—worked on the project.

The *Ready or Not* report describes English and mathematics standards that are benchmarked to postsecondary and workplace expectations. It also provides examples of entry-level workplace and college tasks connected to the standards, and advocates for an action agenda. These outcomes emerged from a process that engaged the people most closely involved in workplace and classroom settings—front-line managers and teaching faculty—to define workplace expectations and postsecondary expectations for entry-level work in English and mathematics.

Defining and refining workplace expectations. What do workplaces expect? It depends on which workplaces are considered.

Researchers from ETS began by defining "good" jobs. They used available longitudinal data to take into consideration entry-level salary, provision of benefits, opportunities for further career advancement, education and training. The resulting pyramid of jobs (see figure below) differentiated highly paid professional jobs (those paying more than $40,000), well-paid skilled jobs (those paying $25,000-$40,000) and low-paid skilled jobs (those paying less than $25,000).



The American Diploma Project then chose to define workplace expectations by focusing on occupations represented in the top two tiers of the pyramid, because they "pay enough to support a family well above the poverty level, provide benefits, and offer clear

pathways for career advancement through further education and training." (p. 105, *Ready or Not)*

The next step was to work backwards. What courses did the people working in skilled or professional jobs take when they were in high school? What grades did they earn?

When the ETS researchers analyzed high school transcripts to correlate course-taking patterns and grades earned with the jobs individuals held in the different tiers of the pyramid, they found:

- Eighty four percent (84%) of those who currently hold highly paid professional jobs had taken Algebra II or higher as their last math course.
- Sixty one percent (61%) of those in well-paid jobs had taken Algebra II or higher. Seventy eight percent (78%) had taken geometry or a higher-level math course.
- Thirty percent (30%) of those in low-paid jobs had taken Algebra II.
- Four years of English that was at least at grade level was most common for those in high/well paid jobs.
- Twice as many workers in low-paid jobs had taken remedial English or English as a Second Language courses to meet English course requirements.

Based on these findings, ADP singled out the English courses typically offered each year from ninth to twelfth grade, Algebra I and II, and Geometry for further study. The project engaged curricular experts to identify the key content in these courses, and from there, identified a preliminary set of workplace expectations for English and mathematics.

To refine the preliminary workplace expectations, researchers conducted interviews with front-line managers from occupations identified in the top two tiers of the employment pyramid. While offering suggestions for tightening the expectations, employers:

- Confirmed the importance of the content, particularly the ability of workers to think creatively and logically and to identify and solve problems.
- Reiterated the value of knowledge and skills typically taught in Algebra I, Geometry, and Algebra II.

Defining and refining postsecondary expectations for credit-bearing coursework. What do students need to know and be able to do to succeed in freshman-level college classes? The researchers approached this question from several perspectives: test content analysis, alignment studies, and faculty interviews.

Education Trust staff convened English and mathematics faculty from K-12 systems and from two- and four-year institutions in each of the five ADP partner states. Building on the maxim, "what gets measured, counts," they evaluated the content of the partner states' high school graduation tests; national college admissions and placement tests (SAT, ACT, COMPASS, Accuplacer); a sampling of postsecondary placement tests; and the GED to "codify what the de facto standards are for students by evaluating the content of the various assessments they are asked to take." (p. 107, *Ready or Not)*

Achieve and ADP staff examined the alignment between partner state high school standards for English and mathematics and their high school standards-based assessments, looking for areas of overlap and for gaps. Staff also met with two- and four- year college faculty in a broad range of content areas and asked them to define the English and mathematics content and skills necessary for success in freshman, credit-bearing courses at their institutions.

After synthesizing the preliminary workplace and postsecondary expectations, ADP convened content area expert and employer panels to provide feedback on which benchmarks represented the best intersection of employer and postsecondary demands. Those benchmarks are presented in the report.

Benchmarks, workplace tasks and postsecondary assignments. The English and mathematics benchmarks are organized into thematic strands. Like Washington's Essential Academic Learning Requirements (EALRs), skill expectations for what the graduate should know or be able to do are delineated under each strand. For example, in English, under the "communication" strand, there are six expectations of a high school graduate, such as "summarize information presented orally by others," or "give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems."

For anyone who has heard a student complain, "Why do I have to learn this stuff?" the ADP goal to link all of the standards and expectations to specific workplace tasks or postsecondary assignments is laudable. However, at present, only ten workplace tasks have been developed. The current list includes a variety of occupations that require different levels of education, ranging from Machine Operators to Loan Officers. Similarly, sample tasks in ten postsecondary assignments, for introductory courses such as English, College Algebra, and Economics, are in place. Additional tasks in each area are in progress.

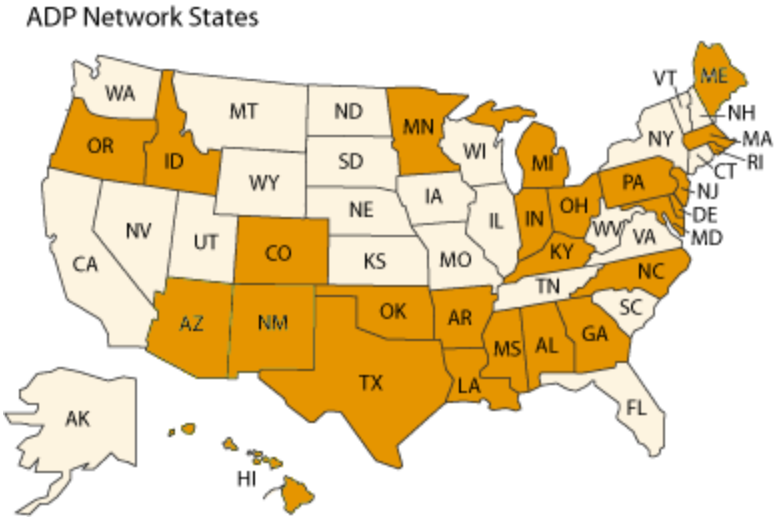
Agenda for action. The report set forth an agenda for action based on the premise that "no state can now claim that every student who earns a high school diploma is academically prepared for postsecondary education and work." (p. 7, *Ready or Not*). The report called on states to address four challenges:

- Anchor academic standards in the real world.
- Require all students to take a quality college and workplace readiness curriculum.
- Measure what matters and make it count.
- Bridge the gap between high school and college—Use data to align systems.

Those challenges became the basis for the action agenda adopted by the states that became part of the American Diploma Project Network.

III. American Diploma Project Network

One outcome of the American Diploma Project was the creation of the American Diploma Project Network—today, 29 states that are dedicated to "making sure every high school graduate is prepared for college or work." Most of the ADP Network members are depicted in the map below. Tennessee, Virginia, and Wisconsin are also part of the Network.



The states have committed to an action agenda that calls for:

- Aligning high school standards and assessments with the knowledge and skills required for success after high school.
- Requiring all high school graduates to take challenging courses that actually prepare them for life after high school.
- Streamlining the assessment system so that the tests students take in high school also can serve as readiness tests for college and work.
- Holding high schools accountable for graduating students who are ready for college or careers, and holding postsecondary institutions accountable for students' success once enrolled.

All states are "works in progress" in relation to the four action agenda goals. They also differ in the priority they have given to each goal, and in the number of credits and types of courses required for graduation. Appended to this document is a table listing the 2006 graduation requirements for each of the ADP Network states. Five of the 29 states have no state graduation requirements, leaving those decisions to the discretion of local districts or governing boards. Credit requirements in the other 24 states range from 13 to 24, with a median of 21.5.

Achieve provides technical assistance and a variety of services to help the ADP Network states move forward in their work. For example, Achieve will marshal resources and expertise to help states: analyze current standards and assessments; determine end-of-high school benchmarks; analyze high school tests, and college admissions and placement exams; align high school graduation standards with college entrance standards; mobilize resources to support the Network agenda within the state; and develop state data systems to support effective high school/college transition. Achieve produces an annual report on the key progress and lessons learned by the participating states.

IV. Kentucky: One of the Original ADP Partner States

To learn more about reasons why states joined the ADP Network, staff contacted one of the "early adopters," Kentucky. Gene Wilhoit, former Commissioner of the Kentucky Department of Education, talked about why Kentucky elected to become one of the five original partner states. In early 2002, Kentucky needed to upgrade its standards because they weren't producing the achievement results the state had hoped for. A "huge remediation rate" in colleges prompted the state to see linkages with higher education. High school graduation requirements weren't aligned with college entrance requirements, and higher education had no common set of entry-level expectations in the core subjects—English and mathematics—that were requiring so much remediation.

Although Kentucky's content standards had undergone three revisions since their inception, Kentucky agreed to review the standards once again, this time using expert facilitators brought in by Achieve to conduct conversations. Previously, Kentucky had convened some of the state's best teachers to approach the question, "What should students know and be able to do?" This time, facilitators posed the question, "What would make Kentucky's standards consistent with the expectations of the consumers of the state's graduates—workplaces and colleges?" The outcome of these conversations (assisted by outside consultants who reviewed and made recommendations about the work in progress) was a revised set of standards.

Although total credit requirements did not change (they remain at 22), Kentucky made two substantial changes to its math and science requirements. Beginning in 2012, Kentucky will require students to take mathematics each year they are in high school. Three credits in mathematics, including courses in Algebra I, Geometry, and Algebra II will be required. Previously, Algebra II was not required—any math elective would suffice. Nor were students required to take math every year. The fourth year of study could be advanced study or could entail additional work in one of the math courses previously taken, if the student requires more time to master that content. Science requirements stayed at 3 credits, with the added stipulation to incorporate lab-based science investigation experiences. All students must complete what Kentucky calls the "pre-college curriculum."

When asked about reservations a state might have about joining the ADP Network, Dr. Wilhoit, while embracing the importance of the work and the action agenda, admitted that “it wasn’t simple.” The process takes time, intensive staff work, and political will to address the concerns that arise. He noted that Kentucky, which has no state exit exam, was working on assessment issues, and will probably go the route of end-of-course tests.

Presentations by representatives from Maryland and Oregon will give the Board an opportunity to learn more directly about two other states’ perspectives about the ADP Network and how it contributes to current state initiatives.

V. Summary and Emerging Questions

The American Diploma Project Network advocates a standards-based, systems approach to education reform that will prepare students for the demands of 21st century workplaces and colleges. It calls for alignment of standards and assessments, and urges states to expect students to complete a challenging curriculum that includes, at a minimum, four credits of English and four credits of math—specifically, Algebra I, Algebra II, Geometry, and a course in statistics or data analysis. Twenty-nine states are currently part of the Network.

The American Diploma Project is identified with a research study initiated to determine what students need to know and be able to do to be prepared for college-level courses or to secure jobs that would earn a living wage, pay benefits, and offer career pathways. The study, published as a report entitled, *Ready or Not: Creating a High School Diploma that Counts*, documented the importance of preparation in two key subjects, English and mathematics; established benchmarks in those subjects; and connected the benchmarks with actual workplace tasks and postsecondary assignments common in ten entry-level jobs and college courses.

The Board will have an opportunity to talk with all of the presenters and pose questions, raising such issues as: What are the benefits and costs to focusing on English and mathematics standards? What evidence is there that a challenging curriculum works for all students? And, what implementation challenges have the ADP states experienced?

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006
(http://mb2.ecs.org/reports/Report.aspx?id=735)

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm.	Other	Total
Alabama	4	4	4	4	1.5	0.5	0	5.5	0.5				24.0
Arizona	2	4	2.5	2	0	1 (or voc)	0			1 (or arts)		8.5 determine locally	20.0
Arkansas	3	4	3	3	1	0.5	0			yes	0.5	6 career, core or elective	21.0
Colorado	0	0	.5 (incl. hist. of minorities)	0	0	0	0	0	0	0			0.5
Delaware	3	4	3	3	1.5	0	0	3.5	1	3			22.0
Georgia	4 (coll prep) or 3 (tech prep)	4	3	3	1	1 (or for. language or career or comp.)	2 (college prep) or 0 (tech prep)	4 (college prep) or 3 (tech prep)	1 (or for. language or arts or career)	1 (or for. lang. or arts or comp.)		4 (tech prep—career or tech)	22.0
Hawaii	3	4	4	3	1.5	0	0	6				.5 guidance	22.0
Idaho	2	4.5	2.5	2	.5	1 (or for. language or interdis. human.)	1 (or interdis. humanities or arts)	1 (interdis. humanities, arts, or for. Language)				8.5 design. by district	21.0
Indiana	2	4	2	2	1	0	0	9					20.0
Kentucky	3	4	3	3	1	1	0	7					22.0

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm.	Other	Total
Louisiana	3	4	3	3	2	0	0	8					23.0
Maine	2	4	2	2	1.5	1	0					3.5 design. by dist.	16.0
Maryland	3	4	3	3	1	1	2 (foreign language adv tech, or CE)	3	1 + 2 for .lang. adv tech, or CE)	2 (foreign language adv tech, or CE)			21.0
Massachu-setts	0	0	0	0	0		0	0	0	0			0
Michigan	0	0	.5	0	0	0	0	0				Locally-determine	0.5
Minnesota	0	0	0	0	0	0	0	0				Locally-determine	0
Mississippi	3	4	3	3	0.5	1	0	4.5	1				20.0
New Jersey	3	4	3	3	3	2	0	4					22.0
New Mexico	3	4	3	2	1	0	0	9			1		23.0
North Carolina	4 (coll prep) or 3 (tech)	4	3	3	1	0	2 (college prep) or 0 (tech prep)	3 (college prep) or 2 (tech prep)		0 or 4 (tech prep)			20.0
Ohio	3	4	3	3	1	1 (or foreign lang., voc ed, or tech)	1 (or voc ed, arts, or tech)	6	1 (or foreign lang., voc ed, or arts)	1 (or foreign lang., arts, or tech)			21.0

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm.	Other	Total
Oklahoma	3	4	3	3	0	2	0	8					23.0
Oregon	2	3	3	2	2	1 (or foreign lang.)	1 (or in arts)					9 dist. determ.	22.0
Pennsylvania	0	0	0	0	0	0	0	0	0	0			0
Rhode Island	3	4	2	2	2	0.5	2	4	0.5				20.0
Tennessee	3	4	3	3	1	0 (tech prep) or 1 (coll. prep)	0 (tech prep) or 2 (coll. prep)	2 (tech prep) or 3 (coll. prep)		6 (tech prep)			20.0
Texas	3	4	3	2	2	0	0	6.5	1		.5		22.0
Virginia	3	4	3	3	2	1	0	6					22.0
Wisconsin	2	4	3	2	2	0	0	0	0				13.0
Median*	3	4	3	3									21.5

*States with no admission requirements (Massachusetts, Minnesota, and Pennsylvania) or less than 1 credit of admission requirement (Colorado, Michigan) have been excluded from calculations of the median credit requirements

Comparison of Washington, Maryland and Oregon: Student and School/District Characteristics

Student Characteristics	Washington	Maryland	Oregon
Number enrolled	1,020,005	865,561	552,322
Percent with Individualized Education Programs	12.2%	12.9%	14.2%
Percent in Limited-English proficiency programs	7.4%	2.5%	11.7%
Percent eligible for free/reduced lunch	36.1%	32.1%	41.9%

Racial/Ethnic Background[1]	Washington	Maryland	Oregon
White	70.7%	49.5%	75.4%
Black	5.7%	38.1%	3.3%
Hispanic	12.9%	7.0%	14.5%
Asian/Pacific Islander	8.0%	5.0%	4.6%
American Indian/Alaskan Native	2.7%	0.4%	2.3%

School/District Characteristics	Washington	Maryland	Oregon
Number of school districts	296	24	201
Number of schools	2,272	1,421	1,289
Number of Title 1-eligible schools	1,224	384	1,207
Number of charter schools	N/A	1	57
Per-pupil expenditures[1]	$7,439	$9,458	$7,579
Pupil/teacher ratio	19.2	15.7	20.1
Number of FTE teachers	53,125	55,101	27,431

Source: Common Core of Data, 2004-2005 school year (non-adjudicated), U.S. Department of Education National Center for Educational Statistics
[1]Common Core of Data, 2003-2004 school year

A Comparison of Maryland, Oregon and Washington Graduation Requirements

State	2007 Curriculum Requirements for Graduation	Required Minimum Credits	Additional Requirements	Planned Changes to Graduation Requirements	Effective Date
Maryland	English/language (4) Mathematics (3) • Algebra/Data analysis • Geometry • Other Science (3) • Biology • 2 lab sciences Social studies (3) • US History • World History • Local, state, national government Fine Arts (1) Physical Education (.5) Health (.5) Technology Education (1) Foreign Language or Advanced Technology (2) and 3 credits electives or 4 credits earned through a state-approved career & technology program and 1 credit elective.	21	Take the Maryland High School Assessment in English, algebra/data analysis, biology and government. Complete a service-learning program, either: 75 hours of service that includes preparation, action, and reflection or participation in a locally-designed program of student service approved by the State Superintendent of Schools.	Pass the Maryland High School Assessments in English, algebra/data analysis, biology, and government. Students must achieve one of the following: 1. A passing score on each test. 2. A minimum score for each test and a combined overall score. 3. A specific score on a MD State Department of Education-approved comparable assessment(s). 4. A passing score on the four High School Assessments by a combination of #1 and #3 above.	2009
Oregon	English/language Arts (3) Mathematics (2) Science (2) Social Science (3) Applied or fine arts or second language (1) Physical Education (1) Health Education (1) Electives (9) locally determined)	22	Students must: 1. Develop an education plan. 2. Demonstrate applied learning through a collection of evidence. 3. Demonstrate career-related learning knowledge and skills. 4. Participate in career-related learning experiences.	Raise minimum credits to 24. • Increase English: 1 credit • Increase Math: 1 credit • Specify Algebra I level or above Increase Science: 1 credit (for a total of 3) and specify science to be inquiry-based and based on state standards. Specify 2 credits must be lab sciences. Increase Arts/Second Languages/Professional Technical Education: 2 credits Reduce Electives: 3 credits (making a new total of 6) Change to a proficiency-based diploma. Demonstrate essential skills embedded in the content areas: Read and interpret a variety of texts, write for a variety of purposes, speak and present publicly, apply mathematics in a variety of settings, use technology, think critically and analytically, demonstrate civic and community engagement, demonstrate global literacy	2010 2014 2012 2012 2012 2012 2014

State	2007 Curriculum Requirements for Graduation	Required Minimum Credits	Additional Requirements	Planned Changes to Graduation Requirements	Effective Date
Washington	English (3) Mathematics (2) Science (2) Social Studies (2.5) Health & Fitness (2) Arts (1) Occupational Ed (1) Electives (5.5)	19		Achieve a Certificate of Academic Achievement (CAA) by passing the Washington Assessment of Student Learning (WASL) in reading, writing and mathematics. • Science added to CAA. Students who have taken the WASL two times without passing may consider the following options: 1. (math WASL requirements only) Meeting or exceeding minimum math scores on the PSAT, SAT or ACT. 2. Submitting a collection of evidence—classroom work samples. 3. Meeting or exceeding the English or math grade point average (GPA) earned by students within the district who passed the English or math WASL. Or, earn a Certificate of Individual Achievement (students on Individual Education Plans only) Students must also: 1. Complete a culminating project. 2. Complete a High School and Beyond Plan.	2008 2010 2008 2008

Comparison of Washington, Maryland and Oregon: Eighth Grade National Assessment of Educational Progress (NAEP) Scores

2005 Eighth Grade NAEP Scale Scores; Math, Reading, Science, Writing

Subjects	National Average	Washington	Maryland	Oregon
Math	278	285	278	282
Reading	260	265	261	263
Science	147	154	145	153
Writing (2002)	152	155	152	155

2005 Eighth Grade NAEP Scores: MATH Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	75	66	72
% at or above Proficient Achievement	36	30	34
% at or above Advanced Achievement	9	7	7

2005 Eighth Grade NAEP Scores: READING Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	75	69	74
% at or above Proficient Achievement	34	30	33
% at or above Advanced Achievement	3	4	3

2005 Eighth Grade NAEP Scores: SCIENCE Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	66	54	66
% at or above Proficient Achievement	33	26	32
% at or above Advanced Achievement	4	4	3

2002 Eighth Grade NAEP Scores: WRITING Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	86	87	85
% at or above Proficient Achievement	34	35	33
% at or above Advanced Achievement	3	3	3