Analysis of GED Marketplace

Identify Testing Performance Disparity

EDA Project 1

Presented by:
Abraham Perunthekary George
Chen-Ju Wang
Shang-Chien Wang
Venkata Sai Karthik Vedanabhatla
Ya-Chin Hsu
Yi Hsiang Yen

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Agenda

Solution Roadmap

Summary Findings

Data Exploration & Analysis

Insights & Recommendations

Solution Roadmap

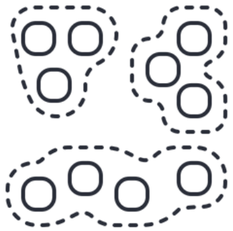
Key Question

How can GED identify and strategically address the geographic and demographic disparities in testing performance to improve both participation rates and outcomes?

Steps

Step 1
Understand candidate behaviors

Step 2
Differentiate meaningful group



Step 3
Provide Solutions

Solutions

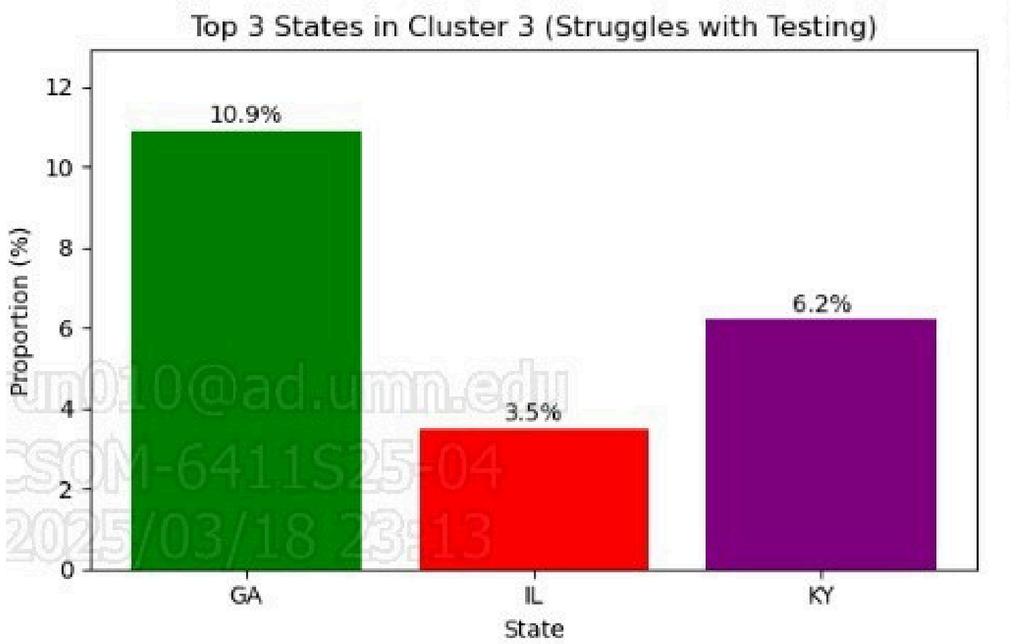
EDA

Cluster Analysis

Targeted Interventions

Key Findings & Recommendations

Findings



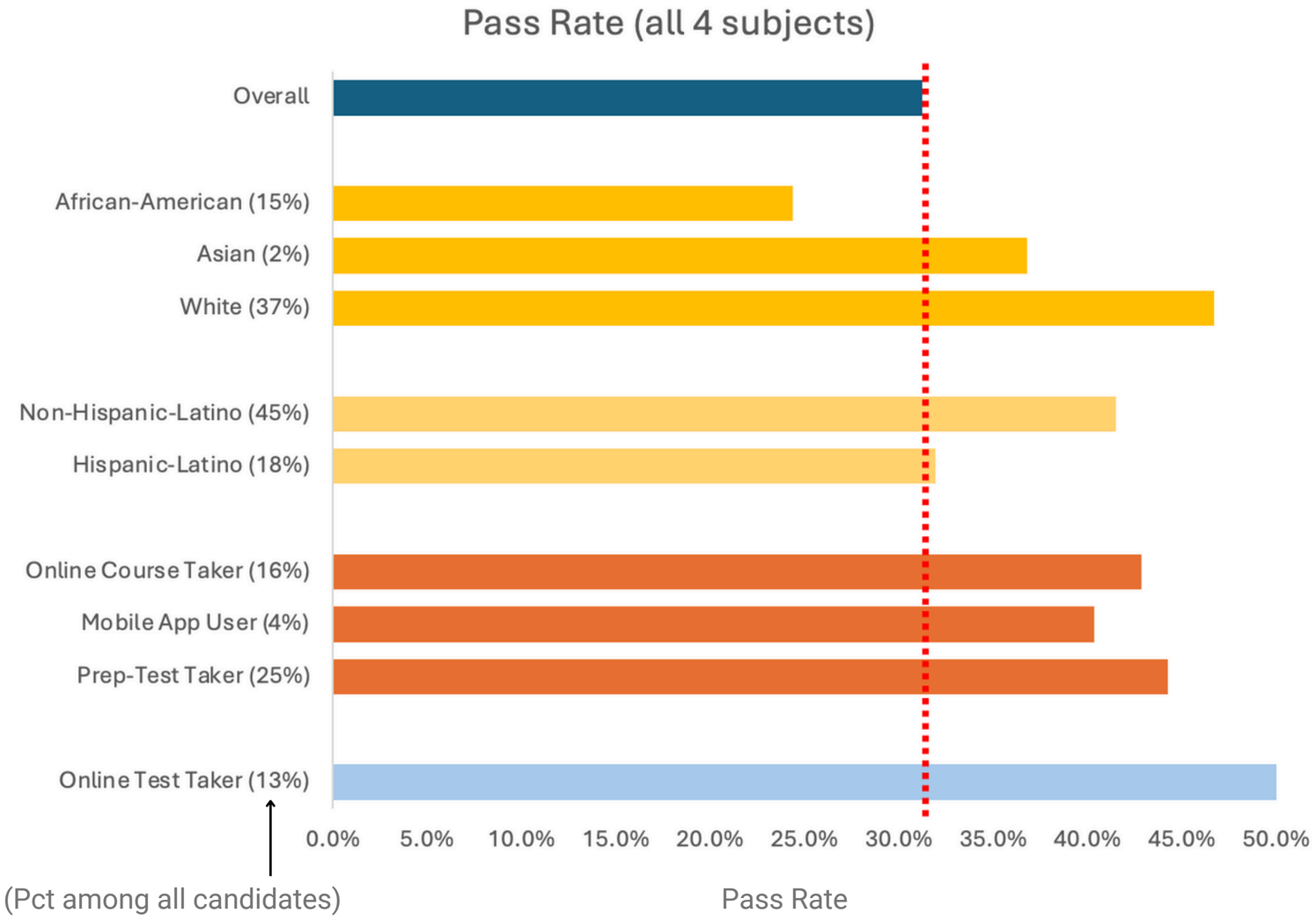
- Candidates who fail tests are more commonly located in above states (IL,GA,KY) with:
  - **Higher Urban and Rural Divides**
  - **Higher Proportion of African Americans**
  - **Larger immigrant populations**

Recommendations

Based on the nature of these states, we suggest:

- [Region - Wise]
  - Provide online platforms with flexible schedules to support students balancing work and study.
- [For African American Students]
  - Implement peer-assisted programs to boost academic outcomes.
- [For Immigrant Students]
  - Develop targeted support programs to address language and cultural barriers.

Candidate Data Exploration Findings



Findings among 3 main dimensions:

Demographic

- **White** and **Asian** students tend to score higher, while **African American** students score lower.
- **Non-Hispanic-Latino** students tend to score higher than Hispanic-Latinos

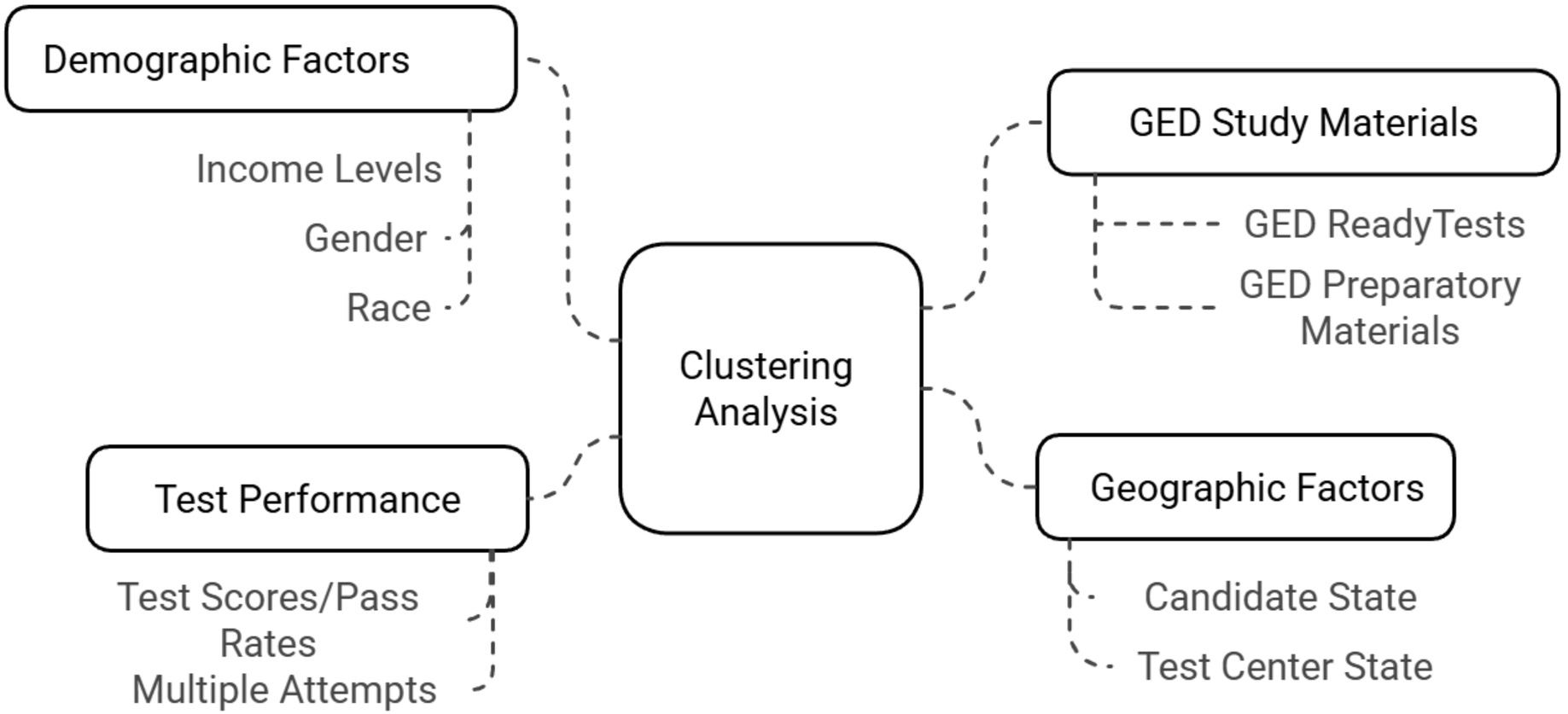
Preparation

- Students who took the **prep test** tend perform better, especially who took multiple prep tests.
- Students who prepared with specific resources (e.g. **mobile app** and **online course**) perform better.

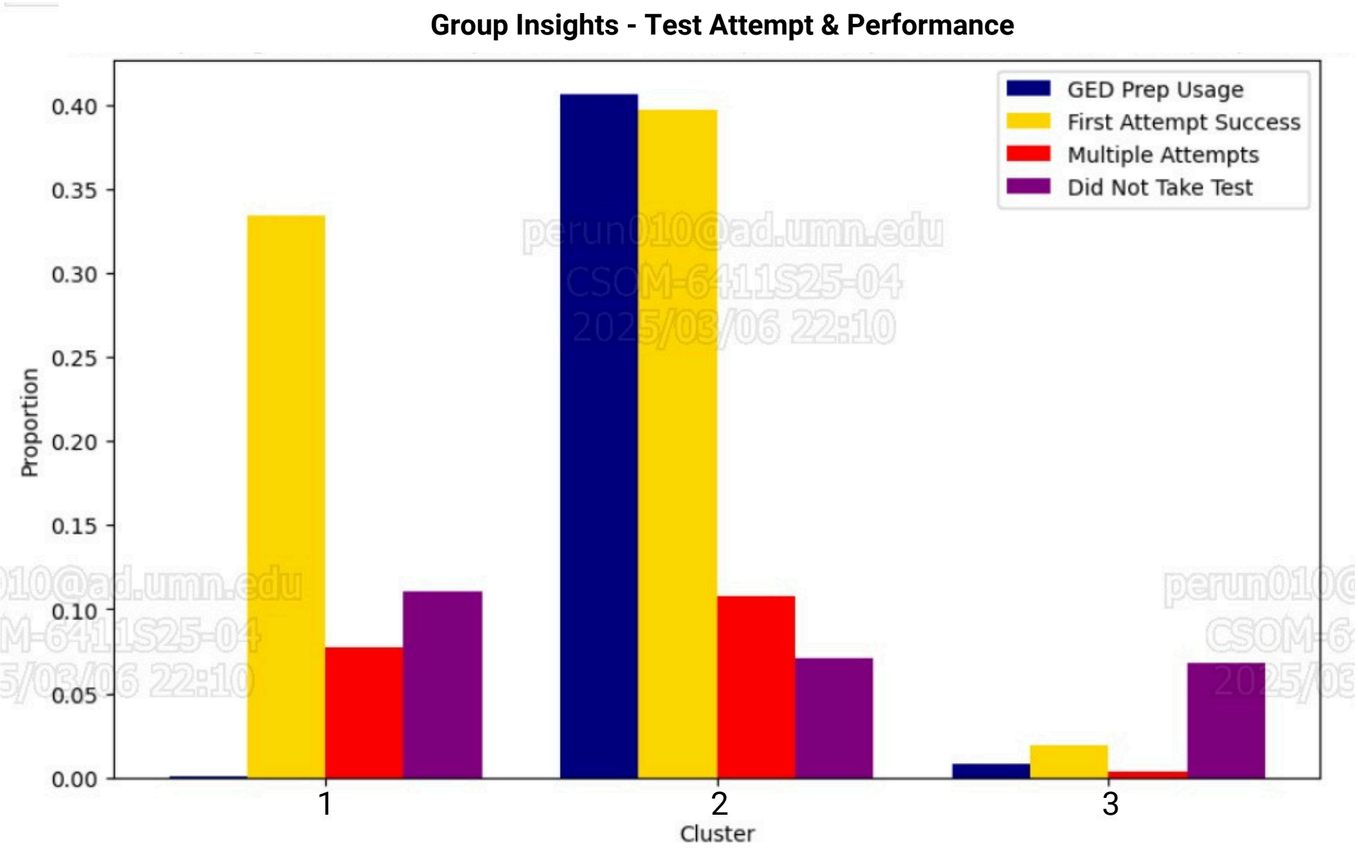
Test

- **Online test-takers** tend to score higher than on-site test-takers.

Key Attributes



Group Insights - Test Attempt & Performance

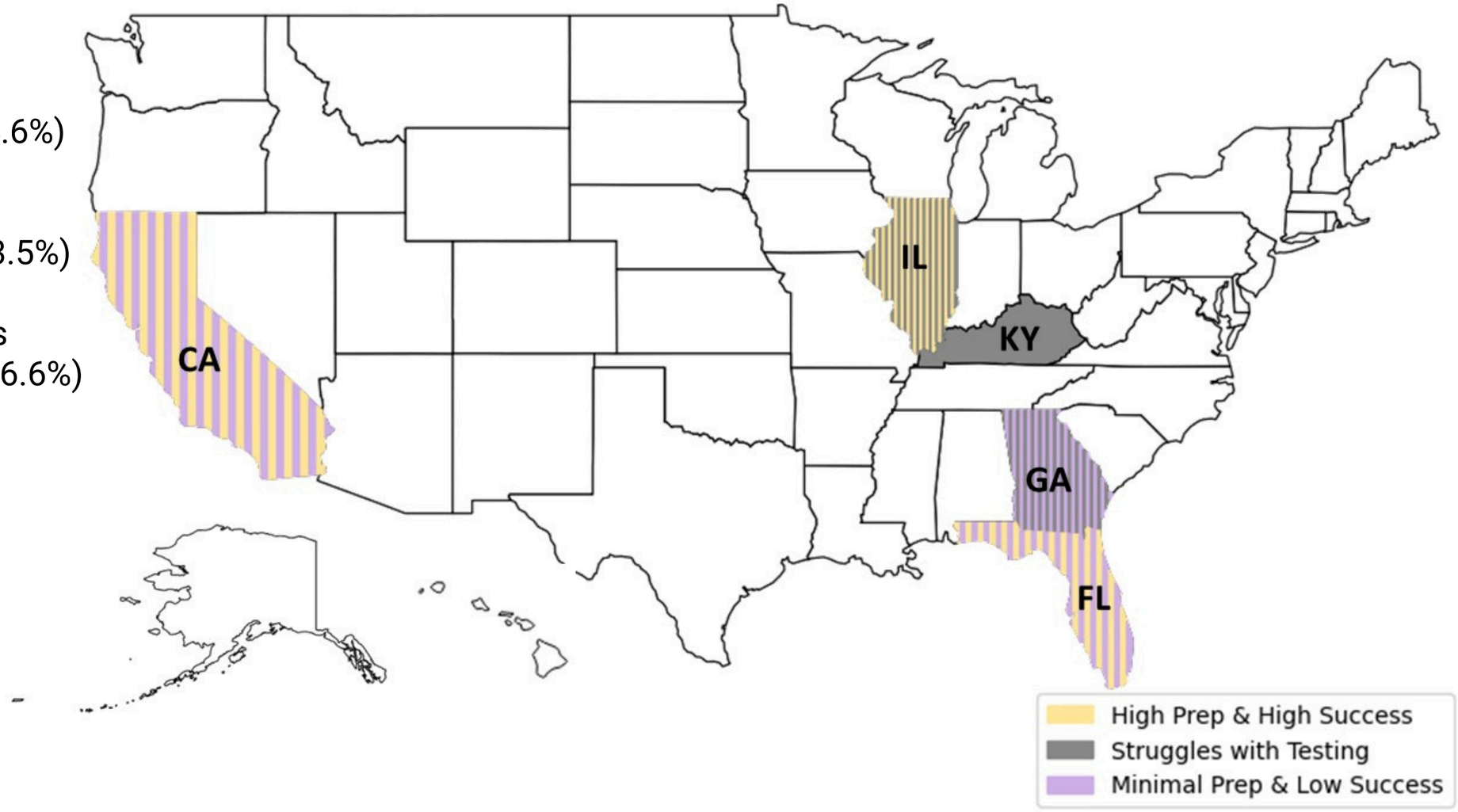


- Cluster 1: **Minimum Prep & Moderate Success**
  - High-performing students who succeed without much preparation
- Cluster 2: **High Prep, High Success**
  - Hardworking students who rely on GED preparation and succeed
- Cluster 3: **Struggles with Testing**
  - Disengaged, with low test-taking rates and poor success rates, **requiring targeted intervention**

Geographic Distribution Across Three Clusters

Highest 3 States in Each Clusters

- High Prep & High Success
  - FL (12.6%), CA (7.5%), IL (4.6%)
- Struggles with Testing
  - GA (10.9%), KY (6.2%), IL (3.5%)
- Minimal prep and Low Success
  - FL (11.4%), CA (9.5%), GA (6.6%)



Summary Findings

High Prep, High Success

- Promote GED prep strategies from California, Texas, and Illinois to states with lower prep resources and high White and African American participation, like FL, PA and SC.
- Encourage other White-dominant states to replicate top-performing prep center models.

Minimal prep and Low Success

- Expand local GED awareness programs in Florida, Georgia, and California to improve enrollment and test participation.
- Improve GED accessibility and test-taking incentives in these states.

Struggles with Testing

- Increase GED prep support including online resources, and community-based programs in Kentucky, South Carolina, and Indiana.
- Encourage candidates to attempt multiple times instead of quitting.

Thank you