FINDING THE DATA

A State-by-State Assessment of Education Data Transparency

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INTRODUCTION

“Data is the new oil.”
The Economist

Education data is critical to understanding whether or not America's children are getting the education they deserve and the education that will prepare them to be successful, productive citizens. If we have information about the effectiveness of our schools, that information can inform our actions. These data can help parents to find the right school for their child. They can power community groups to push for improvements in specific schools. And the data can also be used by advocates and policymakers to address issues of educational equity and inform policies and practices that impact large numbers of students within a school, district, or an entire state.

Over the past 20 years, GreatSchools has created one of the largest databases of school information in the country, and used that information to generate school quality ratings that empower parents to find educational opportunities for their children. Through that work, GreatSchools has developed a distinct perspective on the availability, quality, and utility of education data across all 50 states plus the District of Columbia. We have learned that transparency can help to build trust, and that conversations about schools, and efforts to improve them, are better and more effective when informed by data. This transparency can also help in celebrating the successes of schools, districts, and states that are leading the way, such as we've done with our College Success Awards[1].

To build on that knowledge and experience, we worked to develop a more systematic and deeper understanding of how state education agencies compare across a set of best practices and principles regarding the public sharing of critical data that help parents and other stakeholders understand the performance and quality of schools in their state. In this report, we share our framework for that understanding—the GreatSchools Transparency Assessment. We also share findings from these assessments in order to identify areas of common success and challenges in the sharing of education data. Finally, we share examples of states that are leading the way with transparency and provide suggestions on ways to address some of the most common barriers that states face.

While there is a wide range of data and information that can be used to assess school quality, in this assessment we focused on a core set of metrics that are essential for parents, advocates, policy-makers, and researchers to better understand the performance of schools in their communities. These seven data types are: **test assessment, student growth, graduation rates, SAT/ACT performance and participation, college enrollment, college remediation, and college persistence**. We settled on these data for several reasons. First, they all represent student outcomes—the results that parents and other stakeholders generally look for when they think about school quality. Second, these data span grade levels from early elementary through secondary levels. Finally, they represent information that can be measured at the school-level across an entire state.[2] We recognize that these data are far from comprehensive, but we believe they establish a strong foundation from which to understand how states share education data.

For the purpose of this assessment, we excluded data that states already share with the federal government in a standardized way through the Civil Rights Data Collection (CRDC). This includes information such as chronic absenteeism, suspension rates, Advanced Placement course access and exam pass rates, staffing data, and more. We recognize that improvements to the CRDC data collection process are needed, and recommend investing in that process for collecting that information at scale.[3,4]

Our assessment rated states' reporting practices across all seven data types on three broad dimensions of transparency:

- **Availability and access.** In this dimension we sought to understand how states make data available in a publicly accessible way, and whether data were shared in a flexible format for use by different stakeholders.
- **Quality.** This part of the assessment evaluated whether the data were reported with sufficient frequency, detail, and other information to support stakeholders' understanding of school performance and quality for all students. Specific quality criteria varied by the type of data.
- **Disaggregation.** Here we sought to understand if the data were provided for key demographic subgroups such as race/ethnicity, students with disabilities, English language learners, and low-income status.

1 Download the full report at: https://www.greatschools.org/gk/csa/

2 Other information, such as school climate surveys, extracurriculars or enrichment offerings are also important information for parents to have, but aren't collected through an efficient and cost-effective process at scale.

3 Other data, such as course enrollment, reclassification rates for English Learners, and services for students with special needs, are also critical data, but are beyond the scope of this assessment.

4 This assessment looked at Department of Education and Department of Higher Education websites across 50 states and Washington, D.C. to find publicly available data. This assessment attempted to be exhaustive across all data types across each state's data system as of December 07th, 2018.

For each state, every data type and dimension was rated on a scale from Poor (1) to Excellent (4). For example, Colorado received an "Excellent" rating on the availability of its college enrollment data, but only a "Fair" rating on the disaggregation of that information. More detailed information on our assessment methodology can be found in Appendix A, with further definitions of quality criteria in Appendix B.

Any discussion of data sharing at a national level must also recognize the importance of federal policy and its influence on how states report education data. In particular, the Every Student Succeeds Act (ESSA) expanded the reporting requirements for state and local education agencies, including requiring both performance and progress information to be reported for all students as well as for separate subgroups of students. This federal policy context provides an important baseline for accountability that holds states to a specific standard for sharing information.

States are in the early stages of implementing ESSA report cards to comply with the policy. Much of our assessment aligns with what is required by ESSA, but we also go deeper to shed light on where states are going above and beyond the mandated requirements and providing more than basic accountability.

Before sharing the results of the assessment, we also think it's important to acknowledge the limitations of data and public reporting. Data transparency is by no means a "silver bullet." Simply sharing data is not enough to drive the kinds of improvements in school quality and access to educational opportunities that we need as a nation. Information must be acted upon as well as continually revised and updated to reflect the latest learnings and advances from the field. But transparent reporting of education data represents a necessary first step in the process of facilitating evidence-based conversations about improving school quality.

KEY FINDINGS

- The most available, highest-quality data were Test Scores and Graduation.
- The least available, lowest-quality data were College Persistence and College Remediation.
- Outside of Test Scores and Graduation, most other data elements were rarely disaggregated by student subgroup.
- Transparency on Growth data in particular is surprisingly low. Given how many states have embraced this data, it is still less available and fares relatively poorly on quality and disaggregation.
- State results vary widely:
  - 9 states rated highly (over a 3.0 on our scale) and 4 states particularly high - Michigan, Massachusetts, Georgia, Connecticut
  - 11 states rated low (below a 2.0 on our scale). These states tend to be lowest on College Remediation and Persistence.

TABLE 1: NATIONAL TRANSPARENCY BY DATA TYPE AND REPORTING DIMENSION (MAX. SCORE OF 4)

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3.8	3.6	3.5	3.6
Graduation	3.7	3.7	3.4	3.6
SAT/ACT Perf	3.4	2.6	1.8	2.6
College Enrollment	2.9	2.4	1.8	2.4
Growth	2.7	2.1	1.7	2.2
College Persistence	2.0	1.3	0.9	1.4
College Remediation	1.9	1.2	0.8	1.3
Dimension Average	2.9	2.4	2.0	2.4

STATE LEVEL RESULTS

When we looked at states' ratings on education data transparency, we saw a wide variation in overall scores—from states that had high quality, highly disaggregated data across all seven data types, to states that, while the data quality and disaggregation was excellent, only shared data across test scores and graduation rates. Figure 1 provides a list of states ranked by overall score on the Transparency Assessment.

A few states, including Michigan, Massachusetts, Georgia, and Connecticut, lead the way as exemplars of overall data transparency across the seven data types in this assessment. Michigan in particular earned an almost perfect score, with "Excellent" grades across all but one dimension for one data type. Data availability was the largest hurdle for the states with the lowest scores on our assessment. The five lowest-rated states—Alaska, Arizona, California, Delaware, and West Virginia—all lacked data on college persistence, and most lacked college enrollment, remediation, and growth data. Appendix C contains detailed assessment results for each state.

One-stop shopping

The highest scoring states had commonalities that earned them high transparency scores: clear, comprehensive data hubs that made their data easy to find and access. They also provided downloadable files that were readily available, with high data quality, across the majority of data types. These states made data available for many different subgroups for the vast majority of their data types. Their centralized portals provided a "one-stop-shop" for easily accessible state education data. In some cases we observed that this centralized reporting involved coordination across multiple agencies within a state, e.g. between postsecondary and K-12 agencies for reporting college enrollments. In other states, reporting of data was left to the individual agencies, leaving gaps in sharing and other challenges.

This is not to suggest that simply placing all of a state's education data in a single portal is the ultimate solution. It is also important that the tools for sharing be user friendly and easy to understand. Some state data portals simply lack the usability and functionality to make them useful for the broad range of stakeholders who might be interested. In developing such a tool, states should consider how it might be used by parents, community advocates, and others to ensure that what they develop meets stakeholder needs.

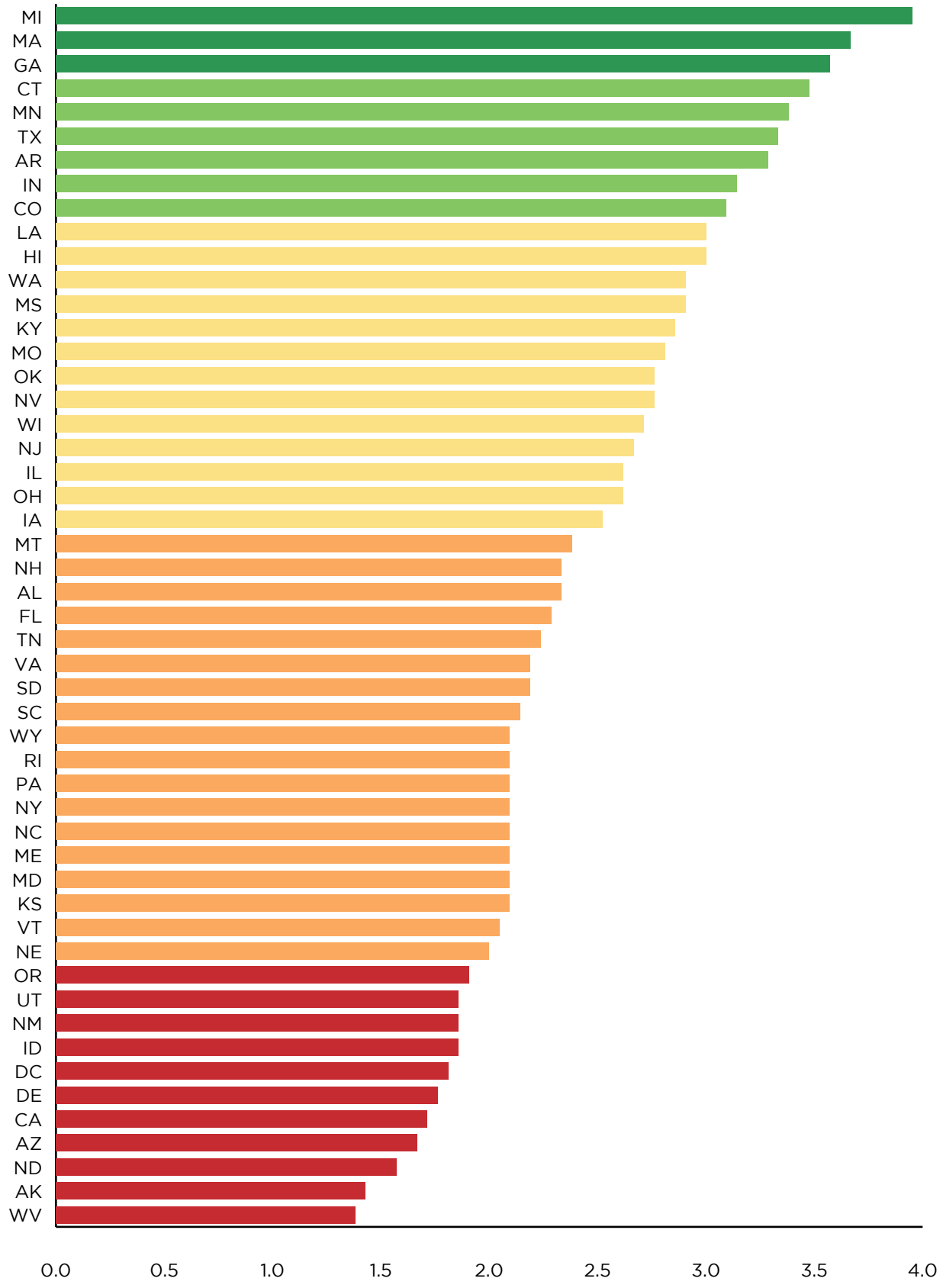
Challenges with disaggregation and suppression

Our assessment found that the single largest shortcoming of most state reporting of education data was the failure to share information broken out by student subgroups, such as race/ethnicity, income levels, disability status, and English learner status. Local and state agencies often raise concerns about student privacy when disaggregating data, suggesting that the sharing of data for smaller subgroups will expose students within those groups to the risk of being identified. However, these standards are inconsistently applied across, and even within states, suggesting that this issue could be addressed with an agreed upon standard. The failure to disaggregate data presents a significant barrier to addressing equity concerns and understanding how we might close opportunity gaps for students from disadvantaged groups.

National source coordination

A number of states have accessed national sources such as College Board, ACT, and National Student Clearinghouse for some of their important data. However, we've seen that data from these common sources is inconsistently accessed and reported by many states. To the extent that these data are provided as a service to states from these centralized sources, states should advocate with these organizations to standardize their reporting, pricing models, and methods for sharing their data. For example, states should be communicating with the College Board and ACT and advocating for access to student-level records to include disaggregated reporting for student groups. As more states move toward using the SAT and ACT as part of their accountability model for state testing, it is imperative they report out subgroup performance to the same degree as other state tests that are used for accountability for elementary and middle schools.

FIGURE 1: STATE RANKING BY TRANSPARENCY ASSESSMENT SCORE.



KEY STATE-LEVEL FINDINGS

Power of mandates

Our analysis found that the most transparent data are those that are required by federal policy, and especially those that have been required for longer periods of time. Most specifically, data such as graduation rates and standardized test scores were the most frequently available and of the highest-quality. Every state had at least some level of publicly available data for these two data types. 46 states and DC had overall ratings in the "Good" to "Excellent" range for test scores and 45 states had similar ratings for graduation data. On the one hand, this is not surprising, given that states and school districts have reported these data for decades in order to comply with federal law. On the other hand, the high degree of availability, quality, and level of disaggregation available for graduation and test score data is a testament to the power of federal requirements for galvanizing states to share data more transparently and establish consistent standards that become the norm.

Importance of access in aiding quality

The power of federal requirements was reinforced by our analysis of reporting by our defined dimensions of availability, quality, and disaggregation. In this case we saw a strong relationship between the availability and the quality of data. Sharing and quality went hand-in-hand, such that, if the data was easily obtainable, it was most likely to be of good quality. This suggests that data sharing has a secondary effect: the process of shedding light on information encourages those responsible for sharing the data to ensure that it is accurate.

Lack of standards

Local and state agencies often raise concerns about student privacy when disaggregating data, suggesting that the sharing of data for smaller subgroups will expose students within those groups to the risk of being identified. Some agencies have handled these concerns by reporting disaggregated data, but setting a threshold for the number of students below which data are simply not reported, a practice known as data suppression. Although a relatively common practice, data suppression is applied inconsistently across states and data types. Protecting student privacy is critical. When applied thoughtfully, suppression can be a tool that helps balance student privacy concerns with providing maximum transparency. For example, in providing data on test scores, states with smaller populations can combine data in different ways to preserve data coverage for small populations. One frequent strategy states employ to maintain coverage for test performance data is to report proficient and above results along with individual performance bands to reduce the number of data points that are too small to be reported. With clear and consistent standards for when and how to disaggregate data and when to suppress, states can ensure a balance between transparency and student privacy. This would have the added benefit of providing guidance and support to states with smaller populations where this is a more frequent concern.

We also found that states face significant challenges in sharing data and measures for which common national, non-governmental sources exist. These include college entrance exam data from the College Board (for SAT) and ACT (for ACT) organizations, and college enrollment data available from the National Student Clearinghouse. What we found is that, although common centralized sources exist for this data, states have uneven access to this information about their students. This is partly due to inconsistent standards for sharing the data. As a consequence, the availability and quality of this sharing varies dramatically. For example, while SAT and ACT performance data were made available by 45 states, the quality varied dramatically, and 26 states did not share disaggregated information at all. At the same time, 39 states provided data on the postsecondary enrollment of their students broken down by their high school of origin. Some states source this information from their own systems, while others use National Student Clearinghouse data to track students' postsecondary transitions to out-of-state institutions as well as in-state ones. Finally, it is important to note that states must pay for data from these national sources, which is an additional barrier to accessing and sharing this information about their students.

Difficulty tracking students over time

Finally, our assessment revealed a key challenge for states: the longitudinal tracking of students. Data having to do with longitudinal tracking, such as postsecondary enrollment and outcomes, and growth scores, were the least well-reported of all of the data types we reviewed. These are some of the most important measures with regard to understanding the impact of schools on students, as they relate to some of the most critical student outcomes. Moreover, new ESSA requirements have shifted more of the focus to growth and postsecondary success measures, making the issue of longitudinal tracking even more important for states to master. Organizations such as Data Quality Campaign have long advocated for the development of statewide longitudinal data systems to support this type of data tracking. Moving forward, states should focus on developing these systems, and not only because they will support mandated reporting. Although ESSA doesn't require growth scores, they are certainly in line with the spirit of that legislation. More importantly, these measures will provide more valid and useful data for parents, school leaders, policy makers, and others within their states. Most states have focused on developing and sharing growth measures, but there remains a disconnect between what is required or recommended for accountability and what is being shared by states[5].

Our analysis also identified data types with low overall transparency that were especially challenging for most states. Measures of student growth and of college performance, both remediation and persistence, were the least well-reported of all data types assessed. This is likely because these data require tracking individual students over time. These longitudinal measures may present a particular challenge for states and local education agencies, especially in places with highly mobile student populations or where states lack a statewide data system configured for this type of tracking. Although connecting data between K-12 and postsecondary systems can be challenging, work by the Data Quality Campaign suggests that in 2014 41 states had the essential elements in place to develop a system for making these linkages[6]. Moreover, ESSA recommends that states begin to track and report student progress and growth over time; 48 states have committed to doing so. It will be important for states that scored low on these metrics to begin developing plans for how to track and share this information.

Growth, college persistence, and remediation measures are naturally more difficult to collect than other measures since they require connecting data for the same student over time, and these data are also less likely to be disaggregated when they are shared. Still, several states achieved "Excellent" scores on how they shared these data, showing that it is possible.

5 For a more detailed treatment of state growth measures, see *Growth Data: It Matters, and It's Complicated.* Data Quality Campaign, 2019.
6 See Data for Action 2014: Paving the Path to Success, Data Quality Campaign 2014. https://dataqualitycampaign.org/resource/data-action-2014-paving-path-success/

RECOMMENDATIONS

Our assessment of education data sharing across all 50 states for a range of data types and criteria revealed important common barriers, as well as potential ways to address them. We are strong believers in identifying and celebrating excellence. Michigan, Massachusetts, Georgia, and Connecticut, all demonstrated excellent results in their reporting, and should be looked to as leading examples of how other states might get education data into the hands of all their stakeholders. Our assessment of these and other states that are leading the way on sharing education data leaves us with a set of recommendations that can help guide other states toward better sharing of their own data.

Move beyond mandates

Many states are working hard to share data beyond what is required by federal law. In many cases, these data are being used to inform state level education agendas that are aimed at understanding and improving outcomes for students in the state. College persistence and remediation metrics are two examples where some states are leading the way in going beyond what is required to develop and share better information on the progress of their students.

As we saw in our analysis, data that were mandated by the federal government, such as test scores and graduation rates, were reported with the most detail and quality. However, we also saw a number of states that went above and beyond the mandated level of reporting, sharing many different data types, with exceptional quality and detailed reporting for subgroups of students. States such as Michigan, Massachusetts, and Georgia are leading the way and showing that it is possible to get ahead of federal reporting mandates in service of providing better data to stakeholders within their states. Other states should be looking to these examples for ways that they can increase their own transparency.

Set standards for disaggregation and suppression

Perhaps our most troubling finding was the consistent lack of disaggregated data across many categories. It was especially challenging to find disaggregated data for growth, college remediation, and college persistence. The practice of sharing data broken out by student subgroups, including race, ethnicity, English learner status, disability status, gender, and other categories, is essential to maintain a focus on educational equity. At the same time, states can ensure that they balance student privacy concerns with increased transparency by setting clear and reasonable thresholds for when data are suppressed. And in cases where states must go to outside agencies to collect information on student outcomes, states should require that information to be reported to them in a way that aligns with these standards.

Prioritize and centralize access

Efforts to share and report education data within a state can sometimes be challenging when the data are overseen by different state agencies. This may require coordination and sharing between multiple agencies to ensure transparent reporting. However, our assessment revealed a number of states that have overcome these challenges, sometimes in the absence of a central coordinating body. We've also seen that the effort of providing the data often leads to a higher level of quality. States should prioritize easy, flexible data access. Obtaining public data should be as easy as a point-click into a directory of all publicly available data where all files are reasonably comprehensive and are in a flexible, nonproprietary format. The state of Georgia is a great example for listing all publicly downloadable files in tabular format that are comprehensive and flexible.

Conclusion

Transparency alone will not solve our nation's educational challenges, but sharing quality data on students and schools is a necessary step toward building a shared understanding of the challenges our education systems face, and identifying solutions to those challenges. In moving these efforts forward, we have seen that the single most important factor is leadership. The will to share educational data openly with all stakeholders is where the work begins. With this report and the assessment that underlies it, we've identified examples of states that are leading the way in this regard. With more examples like these, we can build greater trust, and more evidence-based conversations about how to support students and improve schools in every state.

APPENDIX A

Methodology

We assessed states across the three dimensions for each of the seven data types, on a scale from "Poor" to "Excellent." We translated these grades into scores to quantify a state's transparency score.

GRADE	SCORE	AVAILABILITY AND ACCESS	DATA QUALITY*	DISAGGREGATION*
Excellent	4	Easy and flexible access	Meets all criteria**	Has all key subgroups available and has additional subgroup data available
Good	3	Available with difficult access	Meets most criteria**	Has four subgroups available
Fair	2	Limited or inflexible availability	Meets some criteria**	Has one to three subgroups available
Poor	1	Unavailable	Meets few of the criteria**	No subgroup data
NA	0	Does not apply to this dimension	Data type was unavailable	Data type was unavailable

*Grades were not given in the Data Quality and Disaggregation dimensions if a data type was given a "Poor" grade in Availability and Access due to the data not being available to be evaluated on those metrics.
**The criteria for data quality is listed in Appendix A.

States with "Excellent" grades across all three dimensions would earn the maximum score of 12 points for a given data type. The lowest score a state could earn for a given data type is one point. That is, for data types that were unavailable, states earned a "Poor" grade or one for Availability and Access, and an "NA" grade or zero score for the Data Quality and Disaggregation dimensions.

For this assessment, we included the Disaggregation dimension as part of the overall transparency score. We did not assess states separately on a combined score of only their Availability and Access and Data Quality dimensions. We did not consider data completely transparent without the potential to apply an equity lens to the data.

APPENDIX B

Detailed definitions of data quality

DATA TYPES	DATA QUALITY CRITERIA
All data types	• Data is available at the state-, district-, and school-level • Data is updated on an annual basis and is no more than 2 school years out-of-date • Data has unique identifiers, preferably the school's state ID, that makes matching information year-to-year easier for researchers
Test assessment data	• Data is available for all tested grades • Data is broken out by relevant subjects • Data includes the number of students tested • Data at a minimum lists the percentage of students who were proficient or above. Ideally, this data also includes individual performance band levels.
Student growth data	• Data is available for all tested grades • Data is broken out by relevant subjects • Data measures student growth through the percentage of students meeting the growth target or percentile ranking of one of the following growth models: » growth to proficiency » value/transition » projections
Graduation rate	• Data measures the 4-year cohort graduation rate • Data is provided as a percentage that reflects the total number of students who graduated relative to the total number of students in that year's cohort
SAT or ACT performance data	• Data is preferably the average score disaggregated by subject and composite subject, or data measures the percent of students who meet "college readiness" on the SAT/ACT • Data preferably will include the percentage of students who participated
College enrollment	• Data is reported by high school/LEA • Data measures the number of students who went on to enroll in a post-secondary institution following high school graduation • Data provides information on whether enrollment covers in-state or out-of-state institutions, 2-year or 4-year, public or private • Data is available as percentages of the total number of students
College Remediation	• Data is reported by high school/LEA • Data measures the number of students who needed to take remedial courses after enrolling in college • Data provides information on whether enrollment covers in-state or out-of-state institutions, 2-year or 4-year, public or private • Data is available as percentages of the total number of students
College Persistence	• Data is reported by high school/LEA • Data measures the number of students who enrolled in college and returned for a second year • Data provides information on whether enrollment covers in-state or out-of-state institutions, 2-year or 4-year, public or private • Data is available as percentages of the total number of students

APPENDIX C

Detailed table of assessment grades for each state

Detailed Transparency Assessment Results Alabama | Overall State Score 2.3

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	4	3.7
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	2	1	1	1.3
Growth	2	1	3	2
College Persistence	2	1	1	1.3
College Remediation	2	1	1	1.3

Detailed Transparency Assessment Results Alaska | Overall State Score 1.4

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	2	1	4	2.3
SAT/ACT Perf	2	1	1	1.3
College Enrollment	1	0	0	0.3
Growth	1	0	0	.03
College Persistence	1	0	0	0.3
College Remediation	2	1	1	1.2

Detailed Transparency Assessment Results Arizona | Overall State Score 1.7

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
College Enrollment	1	0	0	0.3
Growth	4	2	1	2.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Arkansas | Overall State Score 3.3

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	3	3.3
Graduation	4	4	3	3.7
SAT/ACT Perf	4	3	3	3.3
College Enrollment	4	4	3	3.7
Growth	4	4	3	3.7
College Persistence	2	1	2	1.7
College Remediation	4	4	3	3.7

Detailed Transparency Assessment Results California | Overall State Score 1.7

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	1	0	0	0.3
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Colorado | Overall State Score 3.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	4	4	4
College Enrollment	4	2	2	2.7
Growth	4	4	4	4
College Persistence	1	0	0	0.3
College Remediation	2	2	4	2.7

Detailed Transparency Assessment Results Connecticut | Overall State Score 3.5

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	4	4	4
College Enrollment	4	4	4	4
Growth	4	4	4	4
College Persistence	4	4	4	4
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results District of Colombia | Overall State Score 1.8

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	3	3.7
Graduation	4	2	1	2.3
SAT/ACT Perf	4	1	1	2
College Enrollment	1	0	0	0.3
Growth	4	4	3	3.7
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Delaware | Overall State Score 1.8

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	2	4	3.3
Graduation	2	1	3	2
SAT/ACT Perf	3	1	4	2.7
College Enrollment	4	2	4	3.3
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Florida | Overall State Score 2.3

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	3	4	4	3.7
SAT/ACT Perf	4	3	1	2.7
College Enrollment	2	1	2	1.7
Growth	3	3	1	2.3
College Persistence	1	0	0	0.3
College Remediation	3	1	1	1.7

Detailed Transparency Assessment Results Georgia | Overall State Score 3.6

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	3	3.7
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	4	4	4
Growth	4	4	3	3.7
College Persistence	4	4	4	4
College Remediation	4	4	1	3

Detailed Transparency Assessment Results Hawaii | Overall State Score 3.0

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	1	2.7
Graduation	4	4	1	3
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	4	1	3
Growth	4	3	4	3.7
College Persistence	4	4	1	3
College Remediation	4	4	1	3

Detailed Transparency Assessment Results Idaho | Overall State Score 1.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	1	3
SAT/ACT Perf	2	3	2	2.3
Growth	4	3	1	2.7
College Enrollment	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Illinois | Overall State Score 2.6

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	3	3.3
Graduation	4	4	3	3.7
SAT/ACT Perf	4	3	3	3.3
College Enrollment	4	4	3	3.7
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	4	4	3	3.7

Detailed Transparency Assessment Results Indiana | Overall State Score 3.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	3	3.3
Graduation	4	4	3	3.7
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	4	2	3.3
Growth	3	3	1	2.3
College Persistence	4	4	2	3.3
College Remediation	4	4	2	3.3

Detailed Transparency Assessment Results Iowa | Overall State Score 2.5

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	1	1	2
Graduation	4	4	3	3.7
SAT/ACT Perf	4	3	1	2.7
College Enrollment	2	4	3	3
Growth	1	0	0	0.3
College Persistence	3	4	1	2.7
College Remediation	3	4	3	3.3

Detailed Transparency Assessment Results Kansas | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	3	4	4	3.7
SAT/ACT Perf	4	3	1	2.7
College Enrollment	3	4	4	3.7
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Kentucky | Overall State Score 2.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
College Enrollment	3	4	1	2.7
Growth	4	3	1	2.7
College Persistence	3	4	1	2.7
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Louisiana | Overall State Score 3.0

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	3	3.7
Graduation	4	4	1	3
SAT/ACT Perf	4	3	2	3
College Enrollment	4	4	3	3.7
Growth	4	4	3	3.7
College Persistence	4	4	3	3.7
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Maine | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	1	2.7
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	2	4	1	2.3
Growth	1	0	0	0.3
College Persistence	2	4	1	2.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Maryland | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	1	3
Graduation	4	4	1	3
SAT/ACT Perf	2	1	1	1.3
College Enrollment	4	4	1	3
Growth	1	0	0	0.3
College Persistence	4	3	1	2.7
College Remediation	2	1	1	1.3

Detailed Transparency Assessment Results Massachusetts | Overall State Score 3.7

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	4	4	4	4
SAT/ACT Perf	3	3	4	3.3
College Enrollment	3	4	4	3.7
Growth	3	4	4	3.7
College Persistence	4	4	3	3.7
College Remediation	4	4	3	3.7

Detailed Transparency Assessment Results Michigan | Overall State Score 4.0

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
College Enrollment	4	4	4	4
Growth	4	4	4	4
College Persistence	4	4	4	4
College Remediation	4	4	4	4

Detailed Transparency Assessment Results Minnesota | Overall State Score 3.4

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	4	1	3
College Enrollment	4	4	1	3
Growth	4	4	4	4
College Persistence	3	1	4	2.7
College Remediation	4	4	1	3

Detailed Transparency Assessment Results Mississippi | Overall State Score 2.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
Growth	4	4	4	4
College Enrollment	4	4	4	4
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Missouri | Overall State Score 2.8

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	3	4	4	3.7
SAT/ACT Perf	3	3	1	2.3
Growth	1	0	0	0.3
College Enrollment	4	4	2	3.3
College Persistence	4	4	1	3
College Remediation	4	4	1	3

Detailed Transparency Assessment Results Montana | Overall State Score 2.4

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	3	4	1	2.7
SAT/ACT Perf	3	3	4	3.3
College Enrollment	3	1	4	2.7
Growth	1	0	0	0.3
College Persistence	4	1	1	1.3
College Remediation	3	1	4	2.7

Detailed Transparency Assessment Results Nebraska | Overall State Score 2.0

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	3	4	3.3
Graduation	3	4	4	3.7
SAT/ACT Perf	3	4	3	3.3
College Enrollment	3	4	1	2.7
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Nevada | Overall State Score 2.8

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
College Enrollment	4	4	3	3.7
Growth	1	0	0	0.3
College Persistence	4	4	3	3.7
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results New Hampshire | Overall State Score 2.3

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	2	1	2.3
SAT/ACT Perf	2	3	4	3
College Enrollment	4	2	1	2.3
Growth	4	4	4	4
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results New Jersey | Overall State Score 2.7

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	3	3.7
SAT/ACT Perf	4	4	1	3
College Enrollment	4	4	3	3.7
Growth	4	4	3	3.7
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results New Mexico | Overall State Score 1.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
College Enrollment	2	1	3	2
Growth	1	0	0	0.3
College Persistence	2	1	3	2
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results New York | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
College Enrollment	4	4	1	3
Growth	4	3	1	2.7
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results North Carolina | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	4	1	3
College Enrollment	1	0	0	0.3
Growth	4	3	1	2.7
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results North Dakota | Overall State Score 1.6

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	3	4	4	3.7
SAT/ACT Perf	4	2	1	2.3
College Enrollment	1	0	0	0.3
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Ohio | Overall State Score 2.6

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	3	4	3.3
Graduation	3	4	2	3
SAT/ACT Perf	4	3	1	2.7
College Enrollment	3	4	1	2.7
Growth	3	4	4	3.7
College Persistence	1	0	0	0.3
College Remediation	3	4	1	2.7

Detailed Transparency Assessment Results Oklahoma | Overall State Score 2.8

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	4	1	3
Growth	4	2	1	2.3
College Persistence	1	0	0	0.3
College Remediation	4	4	1	3

Detailed Transparency Assessment Results Oregon | Overall State Score 1.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
College Enrollment	1	0	0	0.3
Growth	4	4	4	4
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Pennsylvania | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	1	3
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	4	1	3
Growth	2	1	1	1.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Rhode Island | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	1	1	1.7
Graduation	4	4	4	4
SAT/ACT Perf	4	2	1	2.3
College Enrollment	3	1	1	1.7
Growth	4	3	2	3
College Persistence	3	1	1	1.7
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results South Carolina | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
College Enrollment	2	1	1	1.3
Growth	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	2	1	1	1.3

Detailed Transparency Assessment Results South Dakota | Overall State Score 2.2

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	4	3.7
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	1	0	0	0.3
Growth	4	4	4	4
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Tennessee | Overall State Score 2.2

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	4	3	3.7
College Enrollment	1	0	0	0.3
Growth	4	4	1	3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Texas | Overall State Score 3.3

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	4	4	3.7
Graduation	3	4	4	3.7
SAT/ACT Perf	4	4	4	4
College Enrollment	4	4	1	3
Growth	3	3	4	3.3
College Persistence	4	4	1	3
College Remediation	3	4	1	2.7

Detailed Transparency Assessment Results Utah | Overall State Score 1.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	2	3	3
Graduation	4	2	3	3
SAT/ACT Perf	4	3	1	2.7
College Enrollment	2	1	1	1.3
Growth	4	2	1	2.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Vermont | Overall State Score 2.0

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	3	4	3.7
Graduation	2	1	4	2.3
SAT/ACT Perf	2	3	1	2
College Enrollment	4	3	1	2.7
Growth	1	0	0	0.3
College Persistence	4	4	1	3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Virginia | Overall State Score 2.2

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	3	3	4	3.3
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
College Enrollment	3	3	4	3.3
Growth	1	0	0	0.3
College Persistence	4	3	4	3.7
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Washington | Overall State Score 2.9

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	4	1	4	3
Growth	2	4	4	3.3
College Persistence	1	0	0	0.3
College Remediation	4	1	4	3

Detailed Transparency Assessment Results West Virginia | Overall State Score 1.4

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	1	0	0	0.3
Growth	1	0	0	0.3
College Enrollment	1	0	0	0.3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Wisconsin | Overall State Score 2.7

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	4	3.7
College Enrollment	4	4	4	4
Growth	4	3	1	2.7
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

Detailed Transparency Assessment Results Wyoming | Overall State Score 2.1

	Dimension			
Data Type	**Availability and Access**	**Data Quality**	**Disaggregation**	**Data Type Average**
Test Scores	4	4	4	4
Graduation	4	4	4	4
SAT/ACT Perf	4	3	1	2.7
College Enrollment	1	0	0	0.3
Growth	3	2	4	3
College Persistence	1	0	0	0.3
College Remediation	1	0	0	0.3

APPENDIX D

Map of state ranking by transparency assessment score.