District-Wide Standardized Testing Analysis

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**School Performance**

**General Statistics**

|  | **Total Schools** | **Total Students** | **Total Budget** | **Average Math Score** | **Average Reading Score** | **% Passing Math** | **% Passing Reading** | **% Overall Passing** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0** | 15 | 39,170 | $24,649,428.00 | 78.98537 | 81.87784 | 74.98085 | 85.80546 | 65.17233 |

**Findings**

While district test score averages are quite high, some students performed poorly in standardized testing. Overall passing percentage provides a better snapshot than average scores on school performance levels. The spending summary data frame shows no relationship or correlation between higher budget spending per student and school performance. For instance, only 53% of students passed in schools with spending ranges between $645 and $680 (the highest identified spending range). In comparison, the spending ranges of 90% of students who passed math and reading were within the lowest per student budget range (<$585).

According to data, this district's per-student budget and spending have little impact on how well schools perform. Top five schools with the highest overall passing percentage rate are Cabrera High School, Thomas High School, Griffin High School, Wilson High School, and Pena High School. Despite Pena High School having the lowest budget allocation, it has scored very high on both reading and math testing. Pena High School, Holden High School, and Griffin High School are the top three schools with the lowest budgets. Holden High School has the lowest overall budget ($248,087) in comparison to schools that have over millions of dollars in budget allocation.

Variation in grade average reading scores is minimal, while grade average math scores vary more, suggesting that math proficiency and individual learning styles affect math testing scores. Additionally, there isn't much variance in per-student spending amongst schools. Small to medium sized schools have high overall passing percentages, while large sized schools exhibit lower overall passing percentage. Students in smaller class size are more likely to improve their chances of academic success. District data reveals that charter school students score higher overall on standardized testing than public schools.

**Limitations**

The standardized testing data does not include testing timeframe, missing the opportunity to detect testing patterns over time. District should also collect data for other standardized tests like science and social studies, which would more accurately reflect overall scores in the standardized testing environment. This can also reflect how likely students in the district are to succeed in one or more subject areas as well as reveal low test scores in a particular subject, allowing the district to allocate more resources to address school performance concerns. Also, it is not clear why some students are scoring low than others. This data is not ideal for discovering approaches to improve academic achievement.

**Recommendations**

For next year’s analysis, standardized testing scores should draw student-specific data that compiles academic achievement levels from 9th to 12th grade to identify possible upward or downwards trends. Particularly, for the students that scored low in one or both subjects. Schools with the smallest budget allocations may have a detrimental impact on student academic achievement rates as it involves access to high quality textbooks and technology. Low testing scores should be compared with corresponding per student budget and per school budget to identify a potential pattern. Minimum reading and math scores should also be paid closer attention.