“Report on Two major trends emerging after Data-analysis of school parameters in data”

Given any school performance data, one would expect an overt correlation between school budget, average spending per student and performance of students on tests and test scores. This relationship is expected to be positive. But our data does not support this conclusion. Instead, in our data, after examining the performance of schools, a clear correlation emerges between performance and school size. And the disparity in performance of schools is under-run largely by difference in performance on Math rather than Reading.

1.SCHOOL SIZE AND PERFORMANCE:

Except for the highest performing school-Wilson high School, a clear trend emerges correlating the school size with the test scores and ranking of schools, based on performance.

All the schools placed in bottom category are having more than 2000 students whereas the top performers have under 2000 enrolment.

This might indicate a larger student to teacher ratio in bottom performing schools, where teachers are not able to supervise and mentor students individually. Teachers may be overworked and consequently, the students may not be getting proper instruction and supervision.

District authorities may like to look at this correlation and make amends likewise to either provide more teachers or create more schools in the area so that pupil-teacher ratio is optimized in all schools.

2. DISPARITY IN READING VS MATHS SCORES IN EXPLAINING PERFORMANCE:

In schools showing poor performance, the disparity is arising due to poor Math scores rather than Reading scores. These schools may improve their standard of instruction in Math, give additional Math instruction, or hold extra classes for students faring poor on the subject. If the scores on Math are improved, the disparity in performance may lessen or even disappear, overriding the effect of school size.