**Two observable trends in the Py City Schools data**

The data present an overview of high schools in the PyCitySchools district, including information about individual students and their schools. As I am tasked with analyzing school performance, I focused on ways to categorize the schools: by type, by size, and by budget.

The first apparent trend that jumped out was that **(1) on average, students at *charter schools* score better than students at *district schools***. This could be seen in the “Scores by School Type” table at the end of the analysis and was seen in all score measures. The biggest difference was in the % overall passing (90.4% charter : 53.7% district), which was likely more influenced by the wider gap in % passing math than % passing reading. This trend was further supported by looking at the Top Performing Schools (all charter schools) and bottom performing schools (all district schools).

Further analysis revealed that **(2) more spending *does not seem to predict* better scores either**. In fact, the schools spending less per student show the best test scores as seen in the “Scores by School Spending” table. This trend appears on all score measures and % passing in such a way that as spending increases, scores decrease. Whether there is a true inverse correlation between spending and test scores would have to be tested. While spending more does not equate to better scores, it is likely also *not the cause* for poor scores. Digging deeper, I found that school size does not seem to be a factor in student performance based on these data (see “Scores by School Size”).

I would follow up on these data by trying to find other differences that might explain the underlying causes for the differences in student standardized test performance. Perhaps charter schools have a better student : teacher ratio, which could be easily assessed by looking at the number of teachers per schools or assessing classroom size (especially in subjects related to reading and math) rather than just school size. The charter schools may also be “teaching to the test” while the district schools are not. This would be difficult to assess quantitatively beyond looking at survey results asking about curriculum building. It would be interesting to see student performance in other measures as well, including in college after high school.