1. The data here shows that money alone is not enough of a factor to result in significantly high overall passing rates. The district summary table shows us the entire district has an overall passing rate of 65%, despite a total budget of over 24 million dollars. Looking at the data in the school summary table, we can see that schools with the highest budgets do not have correspondingly high overall passing rates. For example, Bailey High School has a total school budget of $3,124,928.00, and an overall passing rate of 55%. Hernandez High School has a total school budget of $3,022, 020.00, with an overall passing rate of 54%. Rodriguez High School has a total school budget of $2,547,363.00, and an overall passing rate of 53%. Alternatively, Griffin High School, Holden High School, and Pena High School - the only three schools with budgets of less than $1,000,000 - all have overall passing scores of 89% or above. When we look scores by school spending, the schools with the highest range of budget per student, $645-675, have the lowest overall passing rate, at 53%. Schools with lowest range of budget per student, <$584, have the highest overall passing rate, at 90%.
2. The data here shows that math scores contribute to low overall passing rates. Now that we know money alone is not enough to raise overall passing percentages, we must look for other factors we can target in order to increase those rates. When we look at the lowest performing schools, all five of their average math scores are 77 or lower, while the highest performing schools have math scores of 83. The difference in reading scores is lesser, with the bottom schools showing a range of 80-82, and the highest showing a range of 83-84. This tells us when we are allocating our resources, that we need to target what will raise the math scores, in order to increase our overall passing percentages. When we look at math scores by grade, the differences between the grades is very small for every school, with the biggest rate of change being less than 2 points between grades. This allows us to eliminate the possibility that grade-specific metrics, such as the teachers or the lesson plans for a certain grade, are responsible for the lower math scores. We can use that data to guide the focus to other avenues of increasing math scores that can apply to all grades, such as student engagement, resources for students to use at home, or the need for more remedial training upon entry into high school.