Py-City Schools Data Study – Takeaways

There are two main points of emphasis regarding the schools in the Py-City School System

1. Education disparity - Schools that have admission standards and smaller student bodies (small Charter schools) grossly outperform schools that do not require admission and have larger student bodies (large District schools). This is most likely a product of incoming high school students already possessing strong academic rigor as well as receiving focused (small class size) education styles in Charter schools. District schools have a wide spectrum of academic abilities and have much larger classroom sizes, thus incoming high schools students who do not demonstrate strength in academics may not have the opportunity to improve. Regardless of the factors discussed, small Charter schools (and Charter schools overall) have
2. Financial inconsistency and education quality – Across the board, large District schools (segmented by gross total and per student) receive more funding than small (and Charter) schools. While gross funding is not a comparable measure due to large student bodies by default receiving more funding to account for more students; funding per student (total budget over the student body) is consistently higher in larger District schools. With academic performance in mind (point of emphasis #1), this level of funding is inconsistent with academic performance. As a School System board member, you would expect a school receiving a greater level of funding per student to have higher academic performance as there are more resources available to maintain adequate education. However, this is contrary – more money is allocated to larger District, yet have notably worse academic performance.

Overall, the Py-City School System must look to provide better opportunities to all students regardless of prior academic performance as well as revising how the budget is allocated between open admission district schools and closed admission charter schools.