PyCitySchool District Report

Summary

The PyCitySchools Analysis includes several district wide components including things such as size, budget, school type, and standardized test scores. This analysis is meant to help facilitate discussions between stakeholders regarding strategic decisions around future school budgets and priorities.

Each of the sections of analysis is summarized below. Following the summaries, observations about the results of the data are provided.

* District Summary – A high level snapshot of the district’s key metrics including:
  + Total Number of Schools
  + Total Students
  + Total Budget
  + Average Math and Reading Scores
  + Percentage of Students Passing Math, Reading, and Math and Reading
* School Summary – Key metrics about each school in the district including:
  + School Name and Type
  + Total Students Per School
  + Total and Per Student Budget
  + Average Math and Reading Scores by School
  + Percentage of Student Passing Math, Reading, and Math and Reading by School
* Highest Performing Schools – The top five schools in the district by overall passing percentage.
* Lowest Performing Schools – The bottom five schools in the district by overall passing percentage.
* Math and Reading Scores By Grade – Scores for 9th, 10th, 11th, and 12th graders by school.
* Scores by School Spending – An analysis of spending by student and performance.
* Scores by School Size – An analysis of school size and student performance.
* Scores by School Type – An analysis of school type and student performance.

Observations

1. There are significant differences student performance by school type. Charter schools have higher test scores across both categories and have an overall passing percentage of over 90%. District schools on the other hand have an overall passing percentage of just over 53%. The differences between scores are most prominent when comparing math as 93.6% of students at Charter schools are passing versus only 66.55% of students at District schools.
2. School size appears to impact student performance. When comparing the three bins of school size both schools under 1,000 students and schools with between 1,000 and 2,000 students performed nearly equal across math, reading, and the combined passing percentage. Once school size increased above 2,000, students’ math, reading, and overall passing percentages all dropped. Reductions were most significant in math and overall passing percentage.
3. Increased spending by student does not result in an increase in student performance. There is an inverse relationship between the amount spent per capita and student performance when looking at all measurable performance categories in the analysis.

Conclusion

While this data represents an analysis of PyCitySchool District’s standardized tests compared to other district metrics and provides observations on the data it is recommended that additional data and effort go into understanding each of the observations so that drivers of student performance can be better understood which will allow the school board and mayor to set a more appropriate strategic direction.