An Analysis of Trends in Education for Economically Disadvantaged Students

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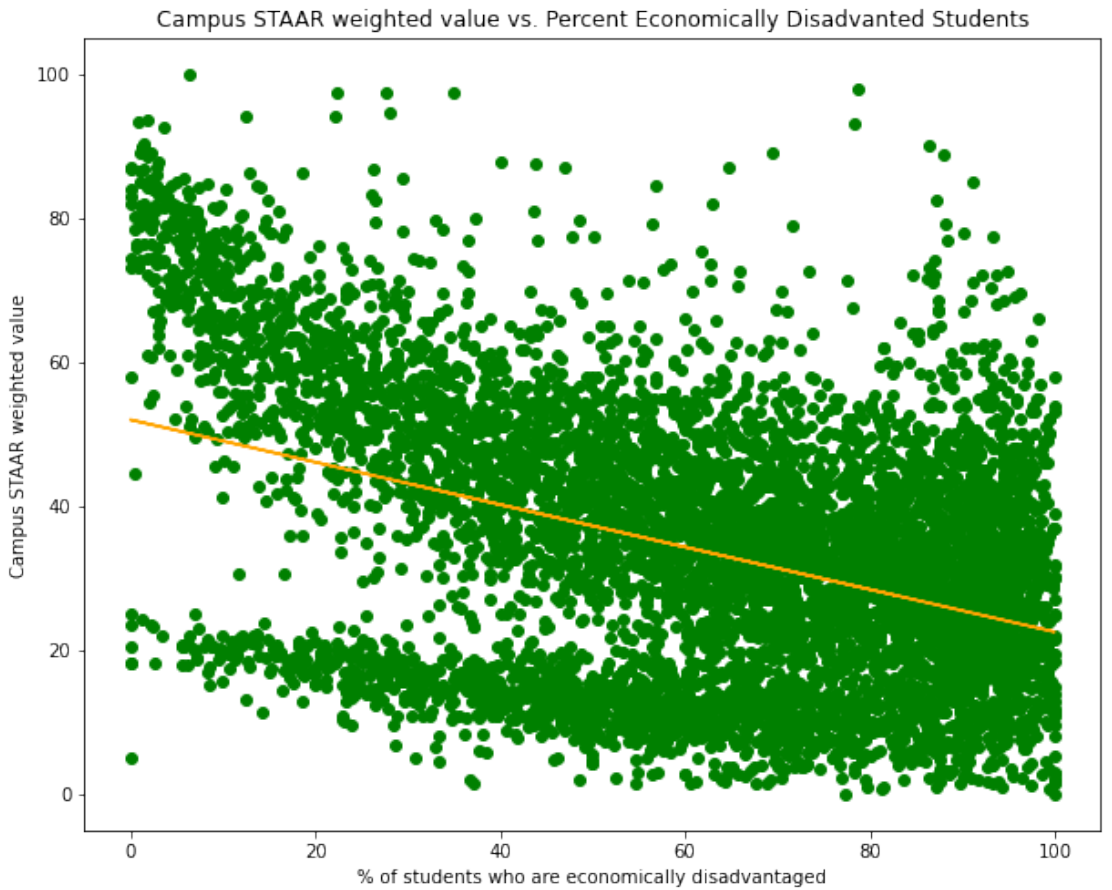
Method

- I calculated the correlation coefficients between each pair of variables in the dataset to locate those variable-pairs that showed relatively strong relationships.
- I then plotted these relationships and the line of best fit to provide a visual aid.
- Python libraries were used for all components of my analysis.

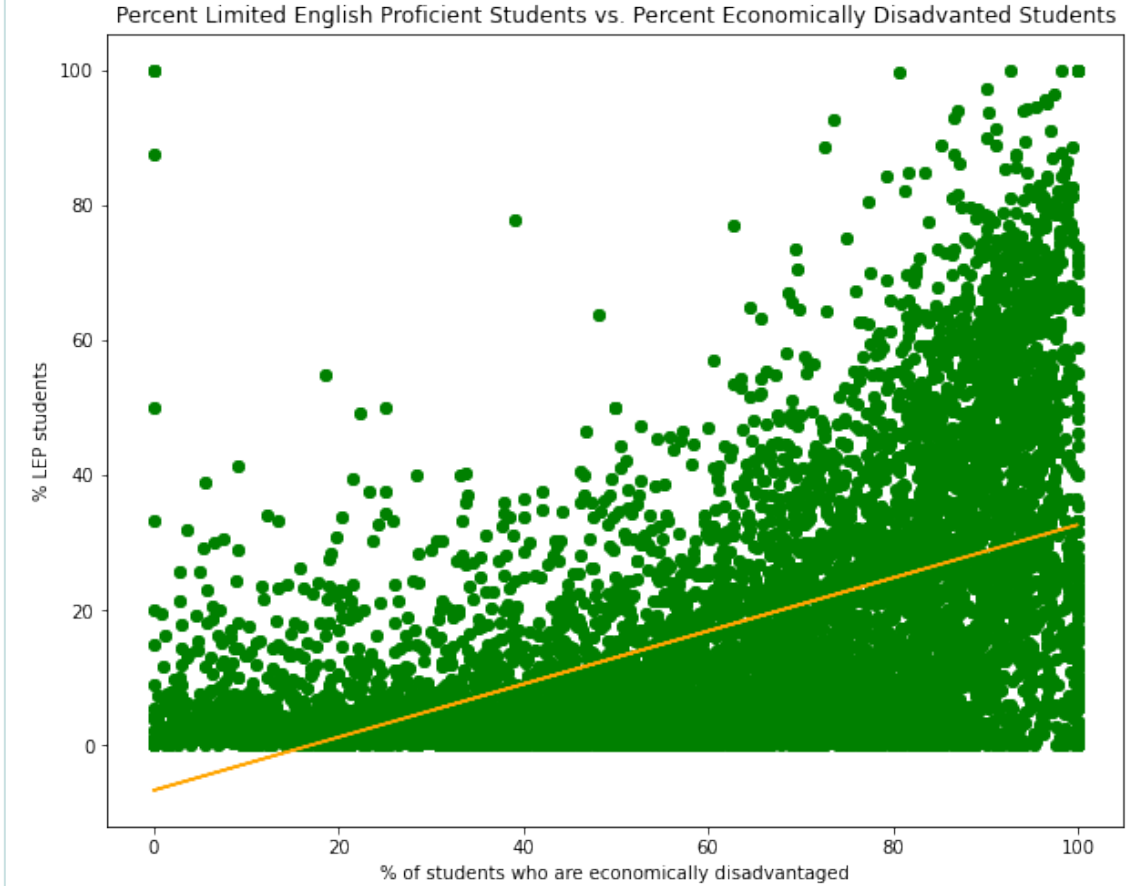
Relationship between STAAR test scores and economic disadvantage

- The plot shows that as the percent of students at a campus who are economically disadvantaged increases, the weighted value of the STAAR score for that campus decreases.
- The correlation coefficient between the two variables is -0.416, showing a relatively strong inverse relationship.
- This indicates that economic factors may play a significant role in students' grade-level proficiency.



Relationship between limited English proficiency and economic disadvantage

- The plot shows that as the percent of students at a campus who are economically disadvantaged increases, the percentage of students with limited English proficiency at that campus also increases.
- The correlation coefficient between the two variables is 0.522, showing a relatively strong direct relationship.
- This indicates that campuses with a higher percentage of economically disadvantaged students may need more support in providing resources that help students become fluent in English.



Relationship between population of economically disadvantaged students and total school size

- The plot shows that as the total number of students at a campus increases, the total number of economically disadvantaged students at that campus also increases.
- The correlation coefficient between the two variables is 0.767, showing a relatively strong direct relationship.
- This indicates that populous schools may require more academic and financial support in order to serve their student population.