

Mostly Separate & Definitely Unequal: Indianapolis Public School's Allocation of Funding by Demographics 2003-2015

[One page Summary](#), please read the full report, and if time allows explore the links on the site.

Synopsis - Introduction

This resource was created to help concerned citizens understand the issues within IPS and disparities regarding fund distribution, access to resources by Race. Reporting and analysis of disaggregated data by school should be provided by IPS even if not mandated by our state legislature. We are calling for school level data to be provided; keeping two things in mind "In God we Trust, all others bring data" and "Follow the money".

Of the twenty or so data sources, hundreds of data files were captured, and the data was aggregated and summarized for analysis. Much of the data was scraped from websites or downloaded as pdf files and converted to data tables. The bulk of the data manipulation was done using open source R, or manipulation was accomplished in excel. Online tools were employed to convert pdf data into usable form.

The data used in the Motion Bubble Charts includes imputed financial data, and the data tables may be seen by clicking the Data Button in the display. Budget data for 2010, 2014, and 2015 were the **only** source for school level expenses.

We have advocated for mandatory reporting of school level expense data to our State Legislators.

The text in these icons if printed would use twelve pages; consider this as a twelve page executive summary. To fully explore the links referenced in this twelve page summary could easily take months to read.

The issue is a simple one; preference. None of us wants to admit it exists; hopefully reading through this report will allow us to admit that racial preference exists.

Click the links below for printer friendly versions of the report (aka the twelve page report summary)

[Report with viewable links](#)

[Printer friendly version of the report](#)

Please click on the icons to the left to explore the data related to the operation of our school system and how it relates to the education of Black students. Or click the icon for a video guided tour of the site.

About the project

This project began with the IPS Board decision to reclassify Shortridge High School to a IB school. Hereafter referred to as the "Eviction" of Black Students to make room for Non-Black students. I attended several meetings where I learned quite a bit about our schools system. As I attended more meetings, I met people who know quite a bit about IPS and its operations, some of these people carried these folders with newspaper clippings and other documents; it seems that most of us had become "radicalized" over similar [issues](#), but over quite a large time span. At one meeting, an attendee, asked for a "Fact Sheet", so they could be better prepared to discuss strategies and tactics to attempt to reverse the eviction of the Shortridge students. I actually helped my wife prepare her comments as she spoke against the [eviction](#). The [crux of the eviction issue is](#): The inequity within IPS is a complex subject, for this analysis, I have excluded the topics of

- [Charter schools](#),
- [Graduation Rates](#),
- [One-way busing to suburbs](#),
- [Discipline rates](#), (over [5 mil per year](#) for school police)
- [Student Performance](#);

I have still spent a year searching for answers. I could have spent a year on each of the items I excluded from this analysis. My goal has been to accumulate creditable information about our school system and substantiate the widely speculated that our school system has changed in the past fifty five years (the earliest reference I've found of IPS being a barrier to education of Blacks dates back to 1948).

The data used comes from publicly available sources, primarily, federal, state, and IPS Board Docs website. I [requested specific information](#) related to a subset of schools, and was never told no, but never received the data.

Open source software tools were used to access, analyze, and present the data. The map shows how the school district has been configured to meet the needs of students, and given the fact that approximately 25% of the students are Black, it should be possible to have the majority of schools in the district have Black student percentages be around 25%. [please see map, and **you** decide] Motion bubble charts are used to demonstrate the disparity in funding of schools having a majority of Black students. I was not able to get financial data for individual schools so I used sparse budget data and imputed values for the years that enrollment data is available. I have also [advocated having individual school](#) data be included in [legislation](#).

Steps to prove/disprove racial disparity in IPS

1. Access NCES, INDOE, IPS documents, and 2010 Census information to gather data related to IPS Schools for the period 2002 through 2015.
2. Create a map showing IPS districts, Voting Precincts, and IPS Schools and properties.
3. Derive Cost Per Student statistics for each school, and present all data in tables and graphs for available data.
4. Understand and Discuss data [quality](#).
5. Compare schools having predominately Black students with other schools (group schools by quartile of percentage of Black Students).
6. If the Cost Per Student in schools with fewer than 50% Black students is high than other schools it is difficult to make the case that disparity does not exist.

Click the icons to the left to follow our thought process for this project.....

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Synopsis and Introduction

About the Project and Project Overview

Thesis Statement

Steps taken to prove/disprove disparity assertion

About the Map to the right...

About the Data and Data Resources
Analysis and presentation of the data
Placing the data in context (time and place)
Findings and Conclusions
Reports
Contact Us
Quick Start Guide to the site

About the Map

Many have few good things to say about IPS, yet seem to think that Their School is ok or even really good. The map is a convenient interface to provide school level data and to show the variation of the allocation of resources in the district. The map has four layers; to see district level information, only select that layer. Initially all layers are selected, so it is possible to select all of the layer data except the District layer.

ZOOM to see an individual school, in some cases multiple schools are in the same location so you need to zoom in the separate them. After clicking on a school dot on the map, re-adjust the ZOOM to see all of the information.

Each school location is color coded by the maximum percentage of Black Students group into quartiles. (<25, >75, etc.), additionally each voting precinct is also color coded by the 2010 percentage of Black Population. By clicking on the School Location dots, operational and financial data for that school, and the Central Office expenses will be presented in a popup screen overlay. The popup screen overlay contains links to additional information related to that school. The links for NCLB Report Card (No Child Left Behind), School Profile, and List of Teachers is generally for 2008 data from the Indiana Department of Education Website. I am not aware of more current data that is available in an easily consumable format. The student performance data for the schools probably has not improved significantly since 2008, and the relative values between schools are still valid. If a portion of the popup screen is obscured by the legend, click the map and drag the mouse over to get a better view of the popup screen.

The control just below the legend is to select map Layers, the control below the layer selection is the Search Control. To find a School, click the Search icon and enter the name in the input box. Unfortunately, searches need to be by the start of the name, not any part of the name. for example Diggs will not be found, but if you enter e, a list of all schools whose name begins with e will be listed and Elder W Diggs can be selected from that list. The financial data presented in the map popup screen is sparse as it is taken from the 2010, 2014 and 2015 budgets, as well as for the construction data, reports presented to the IPS Board. The control below the Search Control is the Zoom Control, which can be used to adjust the detail show in the map.

About the Data and Data Resources

Of the twenty or so data sources, hundreds of data files were captured, and the data was aggregated and summarized for analysis. Much of the data was scraped from websites or downloaded as pdf files and converted to data tables. The bulk of the data manipulation was done using open source R, or manipulation was accomplished in excel. Online tools were employed to convert pdf data into usable form.

The data used in the Motion Bubble Charts includes imputed financial data (missing is 98% of the next value), and the data tables may be seen by clicking the Data Button in the display. Budget data for 2010, 2014, and 2015 were the **only** source for school level expenses.

We have advocated for mandatory reporting of school level expense data to our State Legislators.

We will continue to request data from [IPS](#).

- 1) [nces data individual schools](#)
- 2) [nces data district level data](#)
- 3) [Indiana Department of Education](#)
- 4) State Board of Accounts Audits
[Indiana audits of IPS](#)
[SBA 2013 audit](#)
- 5) Fraud-Waste-Abuse
[Reforms sought after IPS audit](#)
[indianapolis-finance-report_cgs](#)
- 6) [Financial Data](#)
- 7) [Operational Goals](#)
- 8) [International Baccalaureate](#)
- 9) [Physical Plant Baseline Scores](#)
- 10) [NCLB \(No Child Left Behind\)](#)
- 11) 2010 Census Data
[census_2010/04-Summary_File_1](#)

[census2010_data_by_vtd](#)
[pct_black_population_in_ips](#)

12) [Shortridge Testimony](#)

13) [Public Satisfaction](#)

14) [campaign_funds](#)

15) [The Racist History of the Charter School Movement](#)

16) [Trends - School Profiles](#)

17) [List of Teachers](#)

18) IPS Documents

[FOIA](#)

[Requesthttp://www.boarddocs.com/in/indps/Board.http://www.unols.org/sites/default/files/2012/06/cncap06.pdf](http://www.boarddocs.com/in/indps/Board.http://www.unols.org/sites/default/files/2012/06/cncap06.pdf)

19) [Phillips Temple Cost](#)

20) Other Sources and References

- a. [A History of Negro Elementary Education in Indianapolis](#)
- b. [A-F Accountability](#)
- c. [approved-industry-certification-exams-f-accountability](#)
- d. [Audit 05J0011- Systems of Internal Control](#)
- e. [Background & Analysis NAACP](#)
- f. [Background & Analysis title 1 compliance](#)
- g. [board and administrators balancing budget on back of Black employees?](#)
- h. [Board Testimony -Gambold](#)
- i. [CFI / IB Background](#)
- j. [CommonCoreTestimony.pdf](#)
- k. [final-shortridge-sig-submit.pdf](#)
- l. [Great Schools](#)
- m. [Guide To Using Data in School Improvement Efforts](#)
- n. [HSLDA: Common Core Issues](#)
- o. [IDOE: Compass -- Annual Performance Report](#)
- p. [IPS- Analysis of funding, demographics and achievement 2008-2012](#)
- q. [Indianapolis Public Schools elections \(2014\)](#)
- r. [IPS Struggle With \\$20 million deficit](#)
- s. [IPS budget Projections 2012 - 2022](#)
- t. [LEA Grant Application](#)
- u. [QUALITY REVIEW FINAL REPORT --Willard Gambold Middle School](#)
- v. [Review of the Business and Finance Department of the Indianapolis Public Schools](#)

Analysis

The primary statistic we will use to analyze the disparity between races is Relative Cost per Student (RCPS) by School. Relative Cost per Student is derived as the operating budget plus Capital project cost, divided by enrollment. Centralized budgeted costs are included in each school.

- Charts 1 - 4 are motion bubble charts where the X-Axis is year and you can control the year viewed if desired. Click the "Data" tab to see the underlying data. To get additional information, click the "about" tab on the chart (it should be on the title line).
 - Charts 5 - 7 are static bubble charts.
 - Charts 8 - 10 shows enrollment trends for selected schools (CFI). Note: where the trend for Total does not match the trend for Black enrollment.
 - Charts 11 - 13 Presents 2015 Budget Data.
 - Table 14 shows Construction Data for selected schools. Note: Data was gleaned from BoardDocs as a manual process.
 - Tables 15 - 17 Presents District wide Financial Data from the Federal site.
1. [Explore Cost per Student data for all 75 Schools](#) The Motion Bubble Chart that best visualizes the relationship between funding for Black students and their schools is the chart labeled "All 75 Schools". In this chart the X axis is the percentage of Black students in that year, the Y axis is the Cost Per Student (including "Central Office" expenses) The slider at the bottom is used to view the chart for each individual year. The size of the bubble is determined by the Total Cost.
 2. [Explore Cost per Student data for 57 schools](#) where the Maximum Percentage of Black Students is greater than 50%
 3. [Explore Cost per Student data for 18 Schools](#) where the Maximum Percentage of Black Students has NEVER exceeded 50% (5 never exceeded 25%)
 4. [Explore selected data that demonstrates the disparity of resources for schools having higher percentages of Black students](#)
 5. [Cost Per Student for 53 schools](#)
 6. [Cost Per Student for 13 schools - separate because 2012 enrollment data not available](#)
 7. [Maximum Percentage of Black enrollment during 2002 - 2013 for 12 schools without cost data available](#)
 8. [The CFI Phonom](#)
 9. [Selected Enrollment](#)
 10. [Per Student Costs - by school](#)

11. [Distribution of 2015 Operating Budget by School \(a one page summary\)](#)
 12. [Total Budget](#)
 13. [2015 Budgeted Central Office Expenses](#)
 14. [Construction Data for selected schools](#)
 15. [IPS Revenues 2001 - 2011](#)
 16. [IPS Expenses 2001 - 2011](#)
 17. [IPS Debts 2001 - 2011 \(How much of that \\$473,574,000 borrowed in 2010 found it's way in to your childs school?\)](#)
-
- w. [School of Data Get Involved](#)
 - x. [Where Private School Enrollment Is Highest and Lowest Across the U.S.](#)

The non-contiguous precincts shown as being in the IPS District appear to be at odds with the Map published by the City of Indianapolis, however, those precincts shown in our map are [included](#) in the population totals used from the 2010 Census Data. The value of the map is it visually conveys the dispersal of IPS resources in the context of the general population, as it related to the Black Population. The map is intended to be a school specific tool, the analysis tab () to the left has comparisons of various groups of schools.

Other considerations factored into our analysis and conclusions

The percentage of Black population in the IPS district is 27% while the population of Black IPS students is 55%. With equal family size, non-Black students are opting for private or charter schools

[Why Indiana has charter schools and Kentucky does not.](#) Given the [composition](#) of the School Board Charter/Innovation Schools are in our future; maybe. **Now is the time to intervene!**

Given this disparity, the leaders of our district may feel the need to continue to appease the White families still making use of IPS.

As the IPS District continues to lose population and the related funding from the state; doing more to appease fewer White students with less funding is making a bad situation worse **for Black People**.

Conclusions and Findings

Conclusion: Review of the available data supports the [Suspicion](#) that Black students are not provided the same level of resources as Non-Black students.

- The separation in the [Bubble Charts](#) where the schools having low percentages of Black students tend to have higher Cost per Student values over the ten year period.
- Looking at the map to the right, where the white and green dots tend to be on the south side of the city. The low percentage of Black Students in schools on the south side of the city demonstrates this assertion. The schools on the north side are not "walking" schools, and in some of the nicer schools in Black areas, Black students are restricted from [enrolling](#).

[The bottom Line](#) Looking at the general and student populations of the district, it seems that our Politicians have picked their voters instead of the voters picking their political representatives (on the School Board and in the State Legislature).

Changes recommended in the audit at the beginning of the current Superintendent's term have still not been implemented.

[Reforms sought after audit confirms IPS budget surplus](#)

<http://tinyurl.com/indianapolis-finance-report-cq>

Report

[Report with viewable links](#)

[Printer friendly version of the report](#)

Contact Us

Please contact us if you have questions or concerns about our site or content. This is a work in progress, so we welcome your comments.

[Send Mail](#)

Site Tutorials

How to navigate this site (3:49 Minutes)

Conclusions reached after reviewing financial and demographic data (3:22 Minutes)

Complete Site overview (24:54 Minutes)