

Program

History, as nearly no one seems to know, is not merely something to be read, and it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, or unconsciously controlled by it in many ways, and history is literally present in all of what we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and all our aspirations. ~ James Baldwin

5PM - Doors open. Check-in begins.

5:30-6PM - Poster board activity: Participants reflect on the 11 past and present IPS high schools

6-6:30PM - Welcome, Introductions: Jose Manuel Evans, president of the Black & Latino Policy Institute

Poetry

- Open mic poet, Dr. Monday: *Too much school, too little education*
- Hip hop artist, Wyse Ra: "Mari Evans" from his mix-tape, *Letter to the universe*

Art Presentations

- Local artist and public school art teacher, Clyde Gaw: *Hierarchy of Educational Psychologies, F=ma (Newton's Law of Motion), Where'd you go to high school?, and The Bell Curve*

6:30-7:30PM - Small Group Discussions: What? and So What?

7:30-8:30PM - Group Report Outs, Discussion, and Conclusions: What? So What? Now What? John Harris Loflin

8:30PM - Good evening, Jose Evans

On-site discussion consultants are IPS graduates Guy Russell (Shortridge), John Harris Loflin, Janet Peterson, Linda Hudson (Harry E. Wood), Sheila Boyd (Crispus Attucks), Dr. Thomas L. Brown, Virgil Boyd (Arsenal Tech), Thomas Wade, Julie Wright (Broad Ripple).

Facilitators: Merry Juerling, Thom Wade, John Loflin, Wyse Ra, Julie Wright

Glossary

Class: determined by how much control you have over what you do at work

IPS caste system: a 100 year old ranking and sorting of schools based on academics (standardized test scores), race, religion, ethnicity, geography/neighborhood, and class

Race: a social construct; the child of racism, not the father; not a matter of genes or looks, but hierarchy; a racial caste system ~from Ta-Nehisi Coates, *Between the World and Me*

Zeitgeist of the early 1920's

- ~The Roaring 20s ~*The Great Gatsby* ~Getting rich ~Labor Unions ~Model T
- ~Prohibition/gangsters ~Flappers/prom girls/rax ~Talkies ~Electric lights
- ~Appliances: electric iron, radio, record player ~Radicals ~The Red Scare
- ~White plague/TB ~"The Negro problem" ~Beginning of consumer society
- ~01/14/21 1920 census: now more people in Indiana live in cities than in rural areas
- ~*The Rising Tide of Color against White World-Supremacy* 1920 Lanthrop Stoddard
- ~Race riots: Chicago, 1919; Independence/ Kansas City, MO, Dec. 1920;
- Tulsa, OK, May 31-Jun 1, 1921
- ~The IQ Test ~IU Eugenics classes at Shortridge 10/03/21 ~Telephone
- ~"Dope fiends" using morphine/opium ~The Jazz Age
- ~Immigration/restrictions ~Americanism/100% American
- ~Eugenics/racial hygiene/scientific racism ~Comingling /Amalgamation of races
- ~The New Negro Movement of Alain Locke: racial pride/dignity; stand up to Jim Crow
- ~Women get the vote ~The Hyphenates: German-American /Greek-American
- ~Masons/Knights of Pythias/Shrine/Knights of Columbus/Knights of Templar
- ~Darwinism/Scopes Trial ~Parochial School Laws ~Catholic churches burned in
- ~Indianapolis in 1927: Jun 20, St. Patrick's Catholic Church burned in a fire set by an arsonist; Jun 21, Our Lady of Lourdes; and Jun 23, St. Joan of Arc
- ~Headline: Gandhi foe of civilization ~Famine in China
- ~Indiana KKK est. 08.13. 1921 ~Nordic Movement/White supremacy/Anglo-Saxon
- ~66 lynchings in 1921: 5 white; 59 Black/2 female ~1921: TB rate 130/1000
- ~Bible Belt Fundamentalism ~Preacher Billy Sunday
- ~Bigot and rabble rouser Rev. Gerald L.K. Smith is at Butler College where he is Minister of the Chapel of the School of Religion which made him college chaplain
- ~Mrs. Otto J. (Daisy) Deeds: Indianapolis White Supremacy League
- ~Spite fences ~Blind Tigers ~Sigmund Freud/The subconscious
- ~Marcus Garvey speaks March 1922 at Bethel AME Church 414 W. Vermont St.

Issues/Questions

Issue 1 Education as the “great equalizer” Horace Mann (1796-1859), known as the father of American education. He promoted universal public education through his concept of the “common schools” which were the “great equalizer.” Do you agree or disagree with his famous quote: “Education, beyond all other devices of human origin is the great equalizer of the conditions of men, the balance wheel of social machinery.”

Question 1 Do you think our publically-funded schools are “great equalizers” today?

Issue 2 Wilkerson’s concept of Caste: a man-made social order developed to rank the value of certain groups based on the assumed supremacy of one group and assumed inferiority of others according to heritage, personal characteristics, economic status, or religious preferences. Race is physical evidence of difference and the set of meanings assigned to evidence. Caste is how we organize evidence to maintain division among groups and ascribe the appropriate lifestyles.

Watch: <https://www.youtube.com/watch?v=NzoHYnQWMwQ>

Question 2 From your standpoint, does Wilkerson’s definition of caste apply to our publically- funded traditional IPS schools or charter schools?

Issue 3 Dr. Kyle Steele, Making a Mass Institution: Indianapolis created a divided and unjust system of high schools over the course of the twentieth century

Making a Mass Institution: Indianapolis and the American High School describes how Indianapolis, Indiana created a divided and unjust system of high schools over the course of the twentieth century, one that effectively sorted students geographically, economically, and racially. Like most U.S. cities, Indianapolis began its secondary system with a singular, decidedly academic high school, but ended the 1960s with multiple high schools with numerous paths to graduation. Some of the schools were academic, others vocational, and others still for what was eventually called “life adjustment.” This system mirrored the multiple forces of mass society that surrounded it, as it became more bureaucratic, more focused on identifying and organizing students based on perceived abilities, and more anxious about teaching conformity to middle-class values.

“By the close of the [19th] century, 2 inter-related facts became clear to Indianapolis school leaders and power brokers. First, the railroads and industry had altered the city’s landscape permanently. While the population and economy were booming, the South Side [South of Washington St.], with its train whistles and plumes of smoke, became more and more working class and multi-ethnic; and the North Side, with its tree-lined streets and country clubs, became wealthier and predominantly populated by native-born whites. Second, the public high school [Shortridge], which educated more than 1,200 students in 1893, was in dire need of reform. Its campus on the North Side

[at Michigan and Pennsylvania where the federal building now stands], celebrated as it was in the 1870s, was plainly inadequate for the middle-class and wealthy children who lived nearby. To complicate matters, significantly more working-class children, as well as small numbers of African American children, also wanted to attend the public high school, and they found Shortridge too far from their homes, not to mention overcrowded. The city had changed, and the high school with one foot still in the 1860s, had failed to keep up.

What the city school leaders resolved to do, though neither unusual nor irrational, affected the character of Indianapolis's neighborhoods and the high schools that serve them for generations: they mapped the growth of the secondary school system onto the city's emerging social class divisions. They would remodel and expand Shortridge in 1884 and again in 1905. Given its location at Michigan and Pennsylvania streets, it would primarily serve the increasingly college-bound children of the North Side. In addition, the board would open a second high school on the South Side in 1895, unabashedly named Manual High, and it would offer, alongside the traditional academic curriculum, 'manual' or 'industrial' courses. In contrast to Shortridge, it would primarily serve working-class children whom school leaders euphemistically referred to in official report as 'the great masses,' the 'hand minded' or 'those from homes of a different sort.'

In short order, and as a direct result of school policy, the children of Shortridge High, dressed in their school colors of blue and white were nicknamed the 'Northsiders.' And their foes from Manual dressed in red and white, where the 'Southsiders.' Accordingly, "blue and white" and Shortridge stood for North Side and wealthy; 'red and white' and Manual stood for 'South Side' and 'working-class'; when these two met on those terms, on the football field or elsewhere, the results were predictable. The realities of the 20th-century class antagonism, however implied in their actions were woven into their fights songs, their mascots, their pom-poms and their leather jackets from the start."

~ *Making a Mass Institution*, p. 19-20

Question 3 Dr. Kyle Steele in *Making a mass institution*, as quoted above says, "...Indianapolis created a divided and an unjust system of high schools over the course of the 20th century, one that effectively sorted students geographically, economically and racially." What is your response?

Issue 4 Mr. Richardson, Jr. "That was all one deal"

The actions of the 1922 Indianapolis power structure to create a segregated and hierarchical public school system is described here by Mr. Henry J. Richardson, Jr., long-time Indianapolis legislator, lawyer, and civil rights activist. Comments taken from 1979 oral history interview on the history of IPS: <https://vorcreatex.com/wp-content/uploads/2022/10/1979-Mr.-Henry-J.-Richardson-Jr..pdf>

Mr. Richardson Jr.: Let me start with myself. I finished Shortridge High School in 1921 when Shortridge was at the northeast corner of Pennsylvania and Michigan. There was integration--there was no segregation of schools. Manual was on the south side and Tech on the eastside and Broad Ripple had a little school up north. So what happened was in 1922 the public school board had a meeting with the purpose of setting up segregated schools under the permissive act of the 1867.

Are you Jewish?

John Loflin: No, I'm not.

Mr. Richardson Jr.: Well, I might as well tell you this. The prejudice here as a matter of basic social differential of races was more acute as far as the Catholics and the Jews as it was anything else.

John Loflin: Even color?

Mr. Richardson Jr.: Oh yes. And none of the Jews of any note lived north of Washington Street. They all lived on the south side--south Meridian Street and all that area in there was Jewish and of course the Jews went to Manual High School. Some of the Jews went to Shortridge. I used to sit with one of the Josephs and so forth.

(Mr. Richardson Jr. speaks emphatically) Well the acuteness as a manner of prejudice against the Jews and Catholics at that time was outstanding! *So when the school board passed a resolution to form a special committee in 1922 to see about redistricting your high schools so that they would be able to get the Jews and the poor white people out of Shortridge and get the Negroes out. So they passed a resolution and they toyed with it, manipulated and maneuvered and they made an overall deal: that if we are going to build a new Shortridge we might as well do a good job while we're at it: get the poor white people from the south side and the Jews out of Shortridge, create Washington High School, move Shortridge High School, and build Attucks High School. That was all one deal. Manual High School would take care of the Jews and the poor white folks from Kingan's Hill [neighborhood*] in West Indianapolis.*

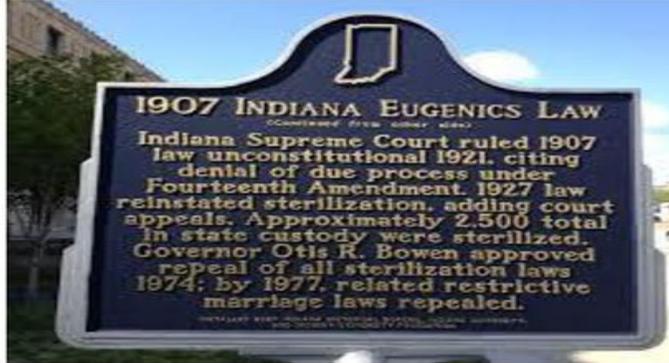
(Mr. Richardson Jr. speaks emphatically) Now you listen to me! So the deal was made to put Manual up for the Jews and poor white people from the south side, to take them out of Shortridge.

(* Kingan's slaughter house and meat packing plant (1862-1952) was located on 27 acres at either side of Washington St at White River. During its time, it was the world's largest for nearly a century.)

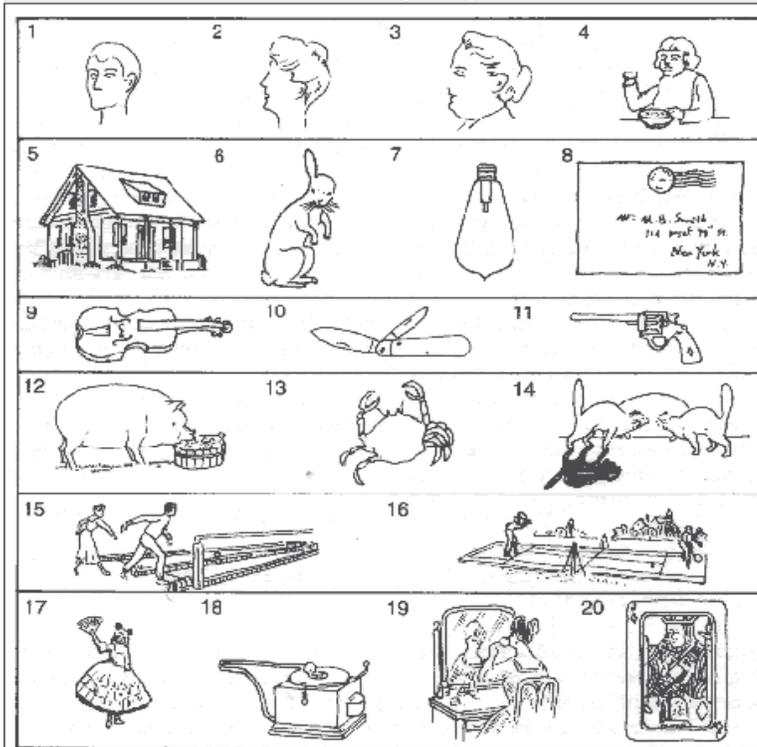
Question 4 What is your reaction to Richardson, Jr.'s "That was one deal" and his view the creation of IPS high schools in 1922 was not about segregating the city's Black students at Attucks, but to get Blacks, immigrants, non-Protestants, and the poor and others out of Shortridge—and keeping its elite status by moving it to 34th/Meridian.

Issue 5 Indiana's eugenics law, I.Q, testing and a school caste system

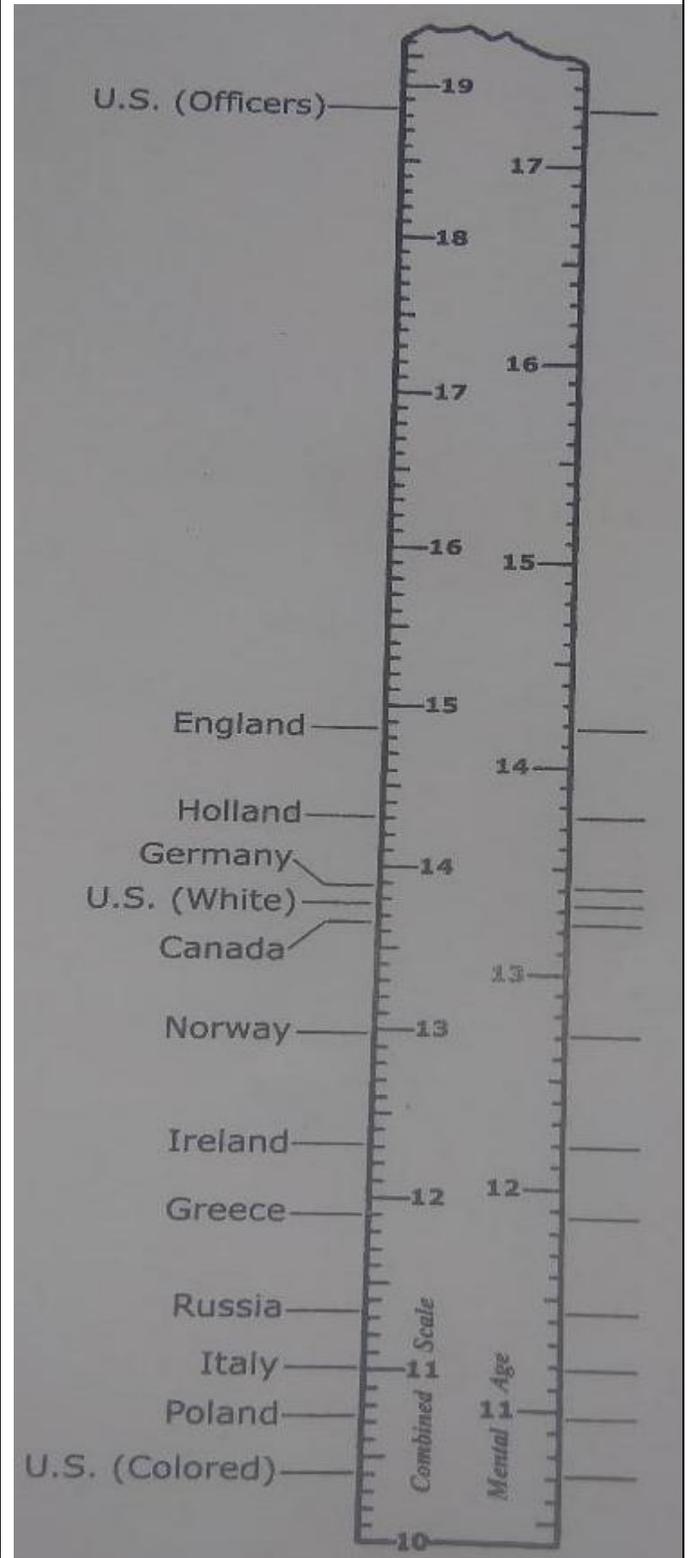
1907 Indiana Eugenics Law



“Complete the picture” WW I Army IQ test



Mental ages of racial and ethnic groups based on IQ test given to WWI recruits



Question 5 How might eugenics/IQ tests have shaped public ed.'s caste hierarchy?

Issue 6 Opening Manual Training HS/Harry Wood High HS are events in IPS history shaped by class, race, ability, culture, religion, and geography

1948: Emmerich Manual HS begins plan to relocate



12.29.1948 Indianapolis Star p. 15

1895-1953 501 South Meridian



1953-today

2405 Madison Ave at Pleasant Run Pkwy.

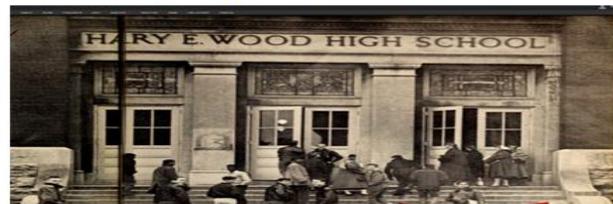


"...buildings arranged in a U formation around an open court."

The southside's Jewish population moves north. Its German community moves south.

IPS Harry E. Wood High School 1953-1978

Special Education (Special Ed.) arose in 1954, affected by Brown vs. Board. Wood opened in 1953 as a 7-12 school in the "old Manual" building at 501 S. Meridian St.



As early as 1958, all IPS Special Ed. students were at Wood. These "learning disabled" (LD) students were segregated in the building to part of the 2nd floor, and in the yearbook

SPECIAL EDUCATION

In the 1958 yearbook, these students were labeled "SPECIAL EDUCATION"

SPECIAL DIVISION

In the 1959 yearbook, the label was "SPECIAL DIVISION"

FRESHMAN (A.M.)

From 1960-1970 the label was "A.M." for "Adapted Materials." From the epistemologies of the streets came "dap" and Wood became the "dap school" where "slow heads" went

<https://www.digitalindy.org/digital/collection/hewhs>

Question 6 Manual opened as a counter to academic Shortridge. Wood opened and soon had all IPS Sp. Ed. students. Are these cases examples of the IPS caste system?

Issue 7 “But, who’ll collect the garbage...?” How a century-old school caste system works to produce pre-determined educational outcomes

For a span of my memory this has been a city of opposing wills, two faces firmly set toward different directions—one covertly determined to maintain the status quo, to continually block any access to power, or to parity; the other advocating an active morality and its right to inclusion as an equal entity rather than a colonized one. This has been a city of perpetual confrontation, however cloaked, between the powerless and those who influence, control, and engineer the city’s movement in the inexorable and often ruthless march toward “greatness”... ~ Mari Evans on Indianapolis, *Clarity as Concept*

1. The Politics of Failure *Perpetual urban school failure is tolerated because deep down our nation subscribes to the belief that someone must fail in school.* Here, failure results from the inferiority of the student, the family, or her/his culture and community. Indeed, this deficit-model of students is built into most schools through the existence of a largely unchallenged system of grading and testing which by its very design guarantees failure for some.

2. The Economics of Failure *Public schools are America’s socio-economic sorting machine--where economic futures are cast and people are sorted into their future roles. In short, some people must fill the least desirable places in society.*

And, it’s important they feel they deserve to be in those positions or, basically, that there is a formal mechanism (schools) to justify their place there.

So, the high-stakes nature of this sorting process plays itself out behind the talk of opportunity and the myth of school-based meritocracy. Here all students compete under similar rules with equal opportunity. Still, in the game of education, some families/students have high levels of social, political, economic capital. This makes an unfair competition--producing the same unequal outcomes.

To change public education, citizens must challenge the myth of meritocracy and the hype about “opportunity.” The few exceptional urban students who combine fortitude and fortune to succeed in under-resourced schools play an important role in this myth making, confirming for the public that opportunity exists for anyone who wants it bad enough. This opens the door for others to say the reason some fail is simply because they and their families don’t care about education or they haven’t worked hard enough.

Of course this is false. The stratified nature of our current society creates a “social pyramid” with no room at the top for everyone. This requires people to be sorted, and schools are the “mechanism” used to resolve this messy social “conundrum.” The fact that opportunity exists (currently defined as all children having access to our public schools) helps maintain the story of a democratic and meritocratic society where competition churns the cream to the top, ultimately benefiting society as a whole by rewarding the most deserving. Still, those benefiting most from this sorting [and ranking] process look, talk, think, and act most like those who already have power.

This essay on schooling is published by both the *Indianapolis Recorder* and *NUVO* magazine <https://vorcreatex.com/wp-content/uploads/2021/06/Letter-to-NUVO-Schools-arent-broken-Moving-to-a-21st-Century-view-of-Urban-Education-February-2013-.pdf> Also analyze “Disrupting Systems of Social Reproduction” - Jeff Duncan-Andrade <https://www.youtube.com/watch?v=XEG-yPAUUYg>

Question 7 In your view, are schools set up to enable pre-determine outcomes?

Issue 8 Comparing charts on Indy’s school decision-makers oligarchies

1922 Indianapolis school oligarchy that planned Attucks and Washington, the move of Shortridge, the expansion of Manual, and helped plan the move of Butler College

| Chamber of Commerce | Citizens School Committee | Federation of Civic Clubs | Indianapolis News | Butler | Shortridge |
|---------------------|---------------------------|---------------------------|-------------------|------------------|-------------|
| John W. Atherton | John W. Atherton | | | John W. Atherton | |
| | Arthur V. Brown | | | Arthur V. Brown | |
| Hilton U. Brown | | | Hilton U. Brown | Hilton U. Brown | |
| George Buck | | | | | George Buck |
| Lee Burns | Lee Burns | | | Lee Burns | |
| | Edgar Evans | | | | |
| T. C. Howe | T. C. Howe | | | T. C. Howe | |

- John W. Atherton—Butler financial secretary in charge of funding for Fairview and secretary-treasurer, civic associations: the Masonic Lodge, the Columbia Club, Delta Tau Delta, the Rotary Club and Central Christian Church. He married the daughter of Hilton U. Brown.
- Arthur V. Brown--Lawyer, Member Butler Board of Directors, President of Union Trust Co.
- Hilton U. Brown--*Indianapolis News* (1882-1959): became managing editor, secretary-treasurer and the board of directors. Butler University: member of board of directors (1884-1954) and board president (1903-1954)
- George Buck--Principal, Shortridge High School
- Lee Burns--Architect, Treasurer of Citizens School Committee, Committee of the Butler University Board of Directors, Member of Chamber Education Committee and chair of Chamber 1923 Sub-committee on Comprehensive School Plan, Executive board member of Indiana Historical Society, Lyceum Club member, Society of Indiana Pioneers
- Edgar H. Evans--Chair Citizen School Committee Chairman, President Acme-Evans flour mill, Indiana Mayflower Society, Indianapolis Board of Trade
- Thomas Carr Howe--Butler University president (1908-1920), ran for mayor in 1921 Republican primary Lived in Irvington

2013 school decision-makers oligarchy influenced the creation of charters



Question 8 From your perspective, what do these two charts have in common?

Issue 9 Determining Indiana's school pecking order

INDIANA'S SCHOOLING DESERTS Identifying Hoosier Communities Lacking Highly Rated Schools, Multi-Sector Options

INDIANA'S SCHOOLING DESERTS

Identifying Hoosier Communities Lacking
Highly Rated Schools, Multi-Sector Options

Andrew D. Catt
Michael Shaw



ABOUT EDCHOICE

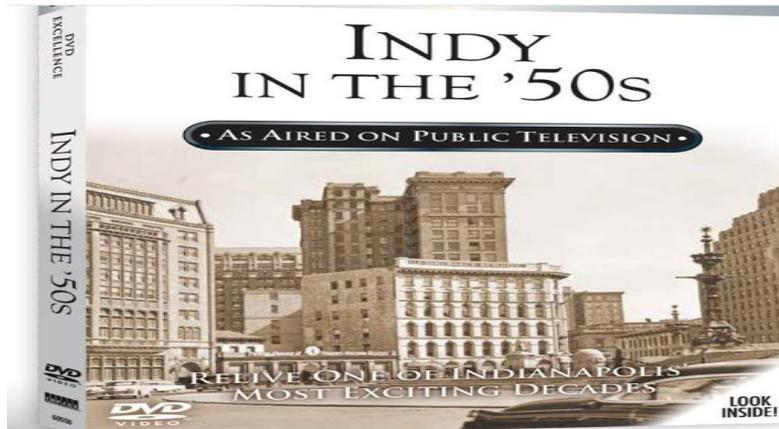
EdChoice is a nonprofit, nonpartisan organization dedicated to advancing full and unencumbered educational choice as the best pathway to successful lives and a stronger society. EdChoice believes that families, not bureaucrats, are best equipped to make K-12 schooling decisions for their children. The organization works at the state level to educate diverse audiences, train advocates and engage policymakers on the benefits of high-quality school choice programs. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

We are grateful for the generous financial support of the Walton Family Foundation, which made this research possible.

Question 9 *edCHOICE* represents the basic (Friedman/Walton) corporate school reform's (business/portfolio/privatization) charter model of competitive winners and losers. Do you see *edCHOICE* and its supporters benefiting from a school caste system?

Issue 10 Further sorting and ranking of Indy high schools

1998 and 2021: The 25 year history of IPS Harry E. Wood High School “disappears”



1998: *Indy in the '50s* mentions all IPS high school of that era: Shortridge (1864), Manual (1895), (Tech (1912), Broad Ripple (1923), Attucks (1927), Washington (1927), Cathedral (1927), Howe (1937) but not Wood which opened in 1953 making it a part of 1950s decade: <https://www.pbs.org/video/wfyi-local-productions-indy-50s/>. **2021:** The *Encyclopedia of Indianapolis* section on IPS History also stigmatizes Wood by just not mentioning it: <https://indyencyclopedia.org/indianapolis-public-schools-ips/>.

21st Century maneuvers to maintain a high status by manipulating the system

Charles A. Tindley Accelerated School (CTAS) Enrollment numbers, graduation numbers and rates, and Promoting Power percentages for 9th grade cohorts

| School year | # 9th grade | # 10th grade | # 11th grade | # 12th grade | IDOE # grads* | Class of | IDOE Grad %* | Promoting Power <60% | Weak or Strong | Dropout Factory |
|-------------|-------------|--------------|--------------|--------------|---------------|----------|--------------|----------------------|----------------|-----------------|
| 04/05 | 66 | 44 (-22) | 15 (-29) | 14 (-1) | 12 | 07-08 | 63.2% | 14/66=21.2% | Weak | Yes |
| 05/06 | 59 | 34 (-25) | 22 (-12) | 19 (-3) | 15 | 08-09 | 60.0% | 19/59=34.5% | Weak | Yes |
| 06/07 | 29 | 26 (-3) | 23 (-3) | 22 (-1) | 15 | 09-10 | 78.9% | 22/29=75.8% | Strong | No |
| 07/08 | 40 | 30 (-10) | 23 (-7) | 13 (-10) | 12 | 10-11 | 75.0% | 13/40=32.5% | Weak | Yes |
| 08/09 | 46 | 28 (-18) | 22 (-6) | 18 (-4) | 15 | 11-12 | 78.9% | 18/46=39.1% | Weak | Yes |
| 09/10 | 61 | 52 (-9) | 43 (-9) | 30 (-13) | 27 | 12-13 | 90.0% | 30/61=49.1% | Weak | Yes |
| 10/11 | 69 | 52 (-17) | 32 (-20) | 30 (-2) | 29 | 13-14 | 90.6% | 30/69=43.4% | Weak | Yes |
| 11/12 | 62 | 48 (-14) | 41 (-7) | 32 (-9) | 24 | 14-15 | 85.7% | 32/62=51.6% | Weak | Yes |
| 12/13 | 68 | 54 (-14) | 42 (-12) | 35 (-7) | 32 | 15-16 | 88.9% | 35/68=51.5% | Weak | Yes |
| 13/14 | 93 | 79 (-14) | 44 (-35) | 40 (-4) | 35 | 16-17 | 92.1% | 40/93=43.0% | Weak | Yes |
| 14/15 | 135 | 87 (-48) | 64 (-23) | 61 (-3) | 56 | 17-18 | 84.8% | 61/135=45.2% | Weak | Yes |
| 15/16 | 94 | 80 (-14) | 72 (-8) | 55 (-17) | 53 | 18-19 | 81.1% | 55/94=58.5% | Weak | Yes |
| 16/17 | 89 | 77 (-12) | 59 (-18) | 43 (-16) | 39 | 19-20 | 97.5% | 43/89=48.3% | Weak | Yes |
| 17/18 | 91 | 56 (-35) | 50 (-6) | 43 (-7) | 39 | 20-21 | 79.6% | 43/91=47.2% | Weak | Yes |
| 18/19 | 62 | 56 (-6) | 48 (-6) | | | 21-22 | | | | |
| 19/20 | 59 | 53 (-6) | | | | 22-23 | | | | |
| 20/21 | 63 | | | | | 23-24 | | | | |

For the class of 19-20, only 39 (48.3%) of the School year 16/17 9th grade cohort of 89 students graduated, yet the grad rate was 97.5%, keeping CTAS high academic status. See: <https://vorcreatex.com/wp-content/uploads/2022/04/From-2005-to-2022-The-public-may-still-have-misleading-graduation-rates-from-its-high-schools.pdf>.

Question 10 Here’s Wood HS, a publically-funded school lost and unrecognized in the trash bin of both IPS and Indianapolis history, and Charles A. Tindley HS that games the system, getting lots of undeserved credit. In your opinion, does this scenario maintain/sustain the Indianapolis publically-funded school caste ladder?

Issue 11 www.niche.com: A business based on an educational caste system created to help families pick schools and find relevant homes

Herron High School

#1 in Best Charter High Schools in Indianapolis Area
A+ Overall Grade • Public, Charter • 9-12 • INDIANAPOLIS, IN
 • ★★★★★ 308 reviews

A+ Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|------------------------------|----------------------------------|
| A Academics | A Diversity |
| A+ Teachers | A College Prep |
| C+ Clubs & Activities | B+ Health & Safety |
| B+ Administration | C- Sports |
| C- Food | C+ Resources & Facilities |

Shortridge High School

#3 in Best Magnet High Schools in Indiana
B Overall Grade • Public, Magnet • 9-12 • INDIANAPOLIS, IN
 • ★★★★★ 32 reviews

B Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|-----------------------------|----------------------------------|
| B- Academics | A Diversity |
| B- Teachers | B College Prep |
| B Clubs & Activities | B- Health & Safety |
| B- Administration | C+ Sports |
| C+ Food | B+ Resources & Facilities |

Purdue Polytechnic High School Englewood

#4 in Best Charter High Schools in Indianapolis Area
B Overall Grade • Public, Charter • 9-12 • INDIANAPOLIS, IN • ★★★★★ 11 reviews

B Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|------------------------------|----------------------------------|
| B- Academics | A Diversity |
| B+ Teachers | B College Prep |
| C+ Clubs & Activities | B Health & Safety |
| B- Administration | C+ Sports |
| B- Food | C+ Resources & Facilities |

Charles A. Tindley Accelerated School

B- Overall Grade • Public, Charter • 7-12 • INDIANAPOLIS, IN • ★★★★★ 130 reviews

B- Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|-----------------------------|---------------------------------|
| B Academics | C Diversity |
| B- Teachers | B- College Prep |
| C Clubs & Activities | A- Health & Safety |
| C- Administration | B+ Sports |
| C- Food | C Resources & Facilities |

George Washington Community High School No. 721

C Overall Grade • Public • 9-12 • INDIANAPOLIS, IN • ★★★★★ 53 reviews

C Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|------------------------------|---------------------------------|
| C- Academics | A Diversity |
| B- Teachers | C+ College Prep |
| B- Clubs & Activities | C- Health & Safety |
| B- Administration | B- Sports |
| C+ Food | B Resources & Facilities |

Crispus Attucks Medical Magnet High School No. 718

C Overall Grade • Public, Magnet • 9-12 • INDIANAPOLIS, IN
 • ★★★★★ 171 reviews

C Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|-----------------------------|----------------------------------|
| C Academics | A Diversity |
| C+ Teachers | C+ College Prep |
| B Clubs & Activities | C- Health & Safety |
| C+ Administration | B+ Sports |
| C Food | B+ Resources & Facilities |

Arsenal Technical High School No. 716

C Overall Grade • Public • 9-12 • INDIANAPOLIS, IN • ★★★★★ 349 reviews

C Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|------------------------------|----------------------------------|
| C- Academics | A Diversity |
| B Teachers | C College Prep |
| A- Clubs & Activities | C- Health & Safety |
| C Administration | B+ Sports |
| C+ Food | B+ Resources & Facilities |

Victory College Prep Academy

C Overall Grade • Public, Charter • K-12 • INDIANAPOLIS, IN • ★★★★★ 38 reviews

C Overall Niche Grade
 How are grades calculated?
 Data Sources

| | |
|------------------------------|----------------------------------|
| C- Academics | A- Diversity |
| C Teachers | C College Prep |
| B- Clubs & Activities | A Health & Safety |
| B Administration | B- Sports |
| C- Food | B- Resources & Facilities |

Question 11 In your opinion, does www.niche.com help Indy sort and rank its high schools enabling a caste system reflecting the city's middle class and where they live?

Resources

- **Wyse Ra album *Letter to the Universe***
<https://wysera.bandcamp.com/album/letter-to-the-universe>
- **Mr. Henry J. Richardson, Jr.: A play** John Harris Loflin
<https://vorcreatex.com/wp-content/uploads/2022/10/1979-Mr.-Henry-J.-Richardson-Jr..pdf>
- **Zeitgeist of 1920s**
<https://vorcreatex.com/wp-content/uploads/2021/11/Zeitgeist-of-early-1920s.pdf>
- **“The decline of the ‘Great Equalizer’” 12.19.2012**
<https://www.theatlantic.com/business/archive/2012/12/the-decline-of-the-great-equalizer/266455/>
- **“Is education no longer the ‘Great Equalizer’”? 06.23.2021**
<https://www.nytimes.com/2021/06/23/opinion/education-poverty-intervention.html>
- **What are schools for? “Sociological Perspectives in Education”**
<https://pressbooks.howardcc.edu/soci101/chapter/16-2-sociological-perspectives-on-education/>
- **Indiana’s Schooling Deserts** Ed Choice, 2018
<https://www.edchoice.org/wp-content/uploads/2018/08/Indianas-Schooling-Deserts-by-Andrew-Catt-and-Michael-Shaw.pdf>
- **School: The story of American public education**
 - Part I <https://vimeo.com/278549110>
 - Part II <https://vimeo.com/278549258>
 - Part III <https://vimeo.com/278550150>
 - Part IV <https://vimeo.com/278549682>
 - Part V <https://vimeo.com/278549802>
 - Part VI <https://vimeo.com/278550426>

Dr. Leonard Moore *Citizen Klansmen*

- <http://vorcreatex.com/wp-content/uploads/2020/08/Citizen-Klansmen-The-KKK-in-Indiana-1921-1928-Indianapolis-Section-pp-139-150.pdf>.

Preface and Introduction from *Citizen Klansmen*

- https://books.google.com/books?id=a1eSbLokxk8C&pg=PP7&source=gbs_toc_r&cad=4#v=onepage&q&f=false.

Dr. Richard Pierce *Polite Protest: The political economy in Indianapolis 1920-1970*

- http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/POLITICAL%20ECONOMY%20Polite%20protest%20%20the%20political%20economy%20of%20race%20in%20Indianapolis,%201920-1970.pdf

Dr. Thornbrough “The Indianapolis story: School segregation and desegregation in a northern city”

- To better understand the involvement of the Indianapolis Chamber, the Citizens School Committee, and the Federation of Civic Clubs in IPS from the 1920s-70s, read https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931405/The_Indianapolis_Story_School_Segregation_and_Desegregation_in_a_Northern_City_thornbrough.pdf.

1921-1929 IPS events around the creation of Attucks and Washington and the relocation of Shortridge, Cathedral and Butler College

- <https://vorcreatex.com/wp-content/uploads/2019/07/1921-1929-Events-leading-up-to-and-through-the-creation-of-Attucks-and-Washington-and-the-relocation-of-Cathedral-Shortridge-and-Butler-College.pdf>

Links to the *Chalkbeat* series on IPS history

- The end of busing in Indianapolis: 35 years later, a more segregated school system calls it quits
<https://in.chalkbeat.org/2016/6/30/21100652/the-end-of-busing-in-indianapolis-35-years-later-a-more-segregated-school-system-calls-it-quits>
- How racial bias helped turn Indianapolis into one city with 11 school districts
<https://in.chalkbeat.org/2016/8/3/21098810/how-racial-bias-helped-turn-indianapolis-into-one-city-with-11-school-districts>
- Reading list on school segregation
<https://in.chalkbeat.org/2016/9/1/21105705/want-a-deeper-understanding-of-school-segregation-here-s-a-chalkbeat-reading-list>

Links to general resources around the history of IPS

- <http://vorcreatex.com/charles-e-virginia-p-center-on-the-history-of-indianapolis-public-schools/>
- <http://vorcreatex.com/general-ips-resources/>

Timeline of Indianapolis education events from 1921-1929

- <http://vorcreatex.com/wp-content/uploads/2019/07/1921-1929-Events-leading-up-to-and-through-the-creation-of-Attucks-and-Washington-and-the-relocation-of-Cathedral-Shortridge-and-Butler-College.pdf>

The 1920s Indianapolis education organizations

- <http://vorcreatex.com/indianapolis-chamber-of-commerce/>
- <http://vorcreatex.com/citizens-school-committee-2/>
- <http://vorcreatex.com/federation-of-civic-clubs/>

Videos on IPS history 1864-1930 by the Loflin Center on the History of IPS

- Part I-A 1864-1921 A Critical History of the Indianapolis Public Schools 1864-1930
<https://www.youtube.com/watch?v=9kKigk3m4kc&t=283s>
- Part I-B 1922-1930 A Critical History of the Indianapolis Public Schools 1864-1930
<https://www.youtube.com/watch?v=KqwJKBBoruY&t=1121s>

A major theme emerging out of the oral history of IPS project is that local business elites, especially in the form of the Indianapolis Chamber of Commerce, have influenced and continue to influence IPS since the early 1920s.

- <https://vorcreatex.com/wp-content/uploads/2022/11/2014-A-theme-of-IPS-oral-histories-Local-business-elites-influence-IPS-since-early-1920s.pdf>

The *NUVO* story, “Which IPS doors will close?” 2017 story on the closing of IPS high schools

- <https://vorcreatex.com/wp-content/uploads/2021/11/05.31.2017-NUVO-story-Which-IPS-Doors-Will-Close-Enabling-the-crooked-history-of-IPS.pdf>.

Who is giving away IPS high schools? 2017 Facilities Utilization Task Force: External Community Members

- <https://vorcreatex.com/wp-content/uploads/2021/01/Who-is-giving-away-IPS-high-schools-2017-Facilities-Utilization-Task-Force-External-Community-Members.pdf>

BAIT & SWITCH: Understanding the closing of Broad Ripple, Northwest, and Arlington high schools and the opening of The Bottle Works

- <https://vorcreatex.com/wp-content/uploads/2021/01/BAIT-and-SWITCH-Understanding-the-closing-of-Broad-Ripple-Northwest-and-Arlington-high-schools-and-the-opening-of-The-Bottle-Works.pdf>

National responses to the outside influence of super-large donations by corporations and wealthy business people to influence 2020 IPS school board candidates to support privatization of IPS:

“Indianapolis Public Schools for \$ale”

- <https://dianeravitch.net/2020/07/25/john-h-loflin-indianapolis-public-schools-for-sale/>
 - National columnist Diane Ravitch published John Harris Loflin’s analysis and commentary of past IPS elections, “Purchasing the 2012, 2014, and 2016 IPS school board elections”:
<http://vorcreatex.com/wp-content/uploads/2020/07/Purchasing-the-2012-2014-and-2016-IPS-school-board-elections.pdf>

“The School Board Elections 2020: The Good, The Bad and The Ugly”

- <https://tultican.com/2020/11/12/school-board-elections-2020-the-good-the-bad-and-the-ugly/>

“Worse than Betsy DeVos: Disturbing stories of 2020 school board elections”—IPS is also discussed

- https://www.alternet.org/2020/12/school-board-elections/?utm_source=&utm_medium=email&utm_campaign=6002

Other articles on the 2020 IPS school board elections

“Indy’s education ‘gangstas’ rule 2020 elections, the ‘Billionaire’s School Board’ now rules IPS”

- <http://vorcreatex.com/wp-content/uploads/2020/11/Indys-education-gangstas-rule-2020-elections-The-Billionaires-School-Board-now-rules-IPS.pdf>.

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