

Uncovering Racial and Economic Divides Using Data

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Mapping the Creation of Segregation

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Segregation Now
Investigating America's Racial Divide

Living Apart: How the Government Betrayed a Landmark Civil Rights Law

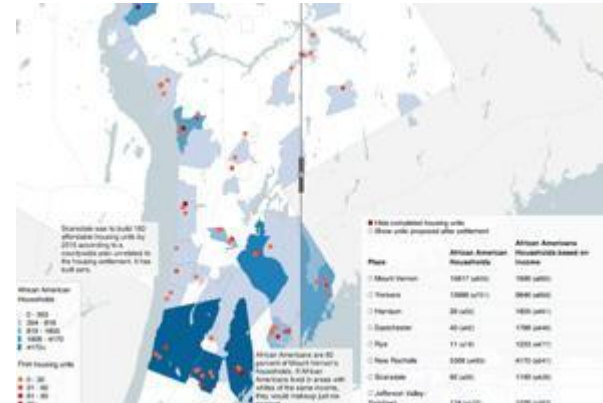


1900  
Move or swipe back and forth over the map

Seattle
San Francisco
Los Angeles
Denver
Minneapolis
Chicago
Detroit
St. Louis
Washington, D.C.
New York
Boston

It is one of the most common arguments used to justify federal inaction in pushing communities that get government housing dollars to become more racially diverse: [Class, not race, determines where people live, the argument goes.](#) African Americans and Latinos are poorer than white Americans, and therefore, cannot afford to live in whiter, wealthier areas.

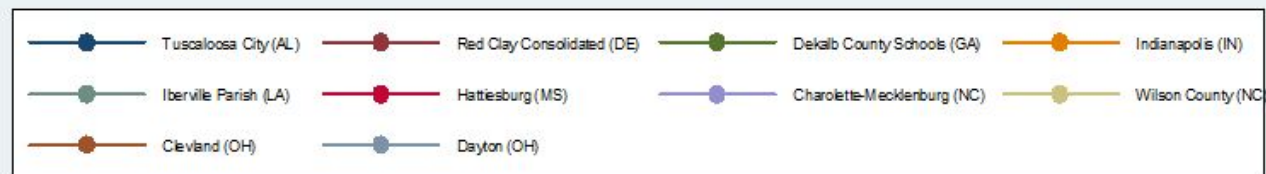
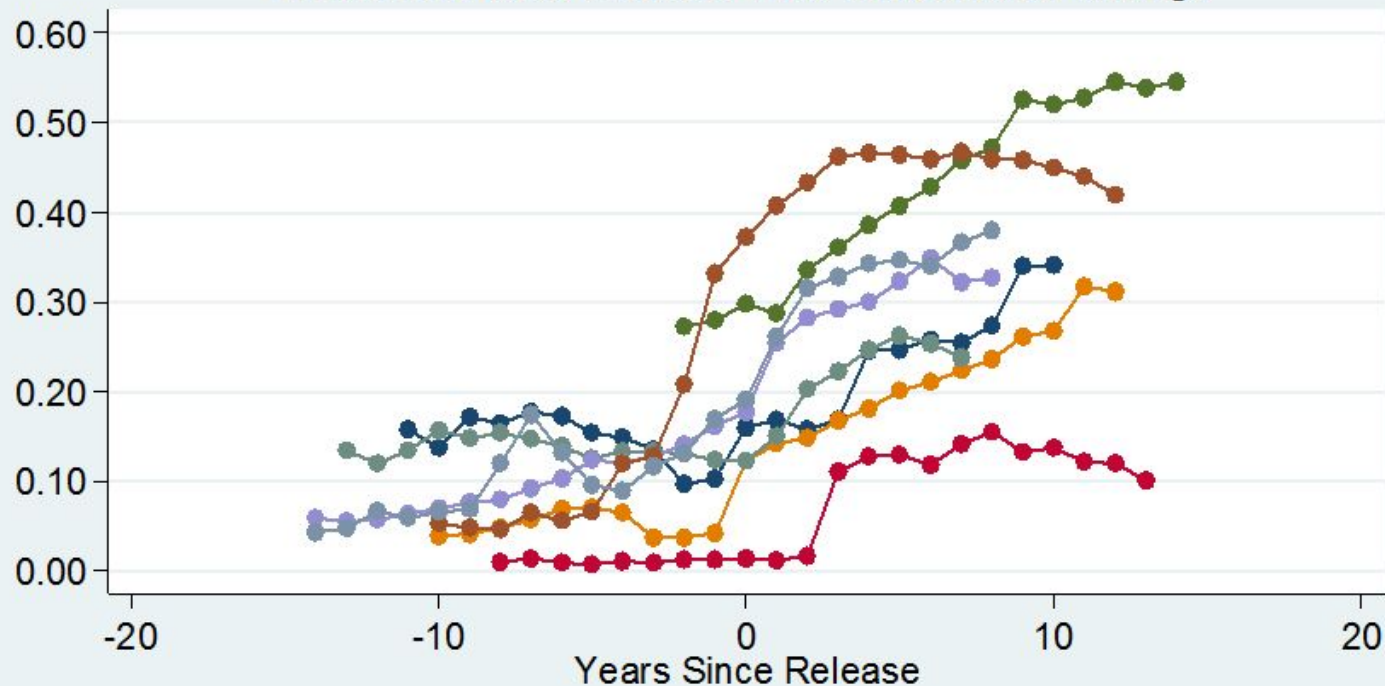
ProPublica evaluated race and income data for Westchester County – the affluent New York City suburb under a federal desegregation order – to determine whether income alone accounts for the high degree of racial segregation experienced by African Americans there.



SEGREGATION

NOW

Trend in White-Black Information Theory Index,
10 Districts With Greatest Pre/Post Release Change



Finding National Trend: Easier Said Than Done

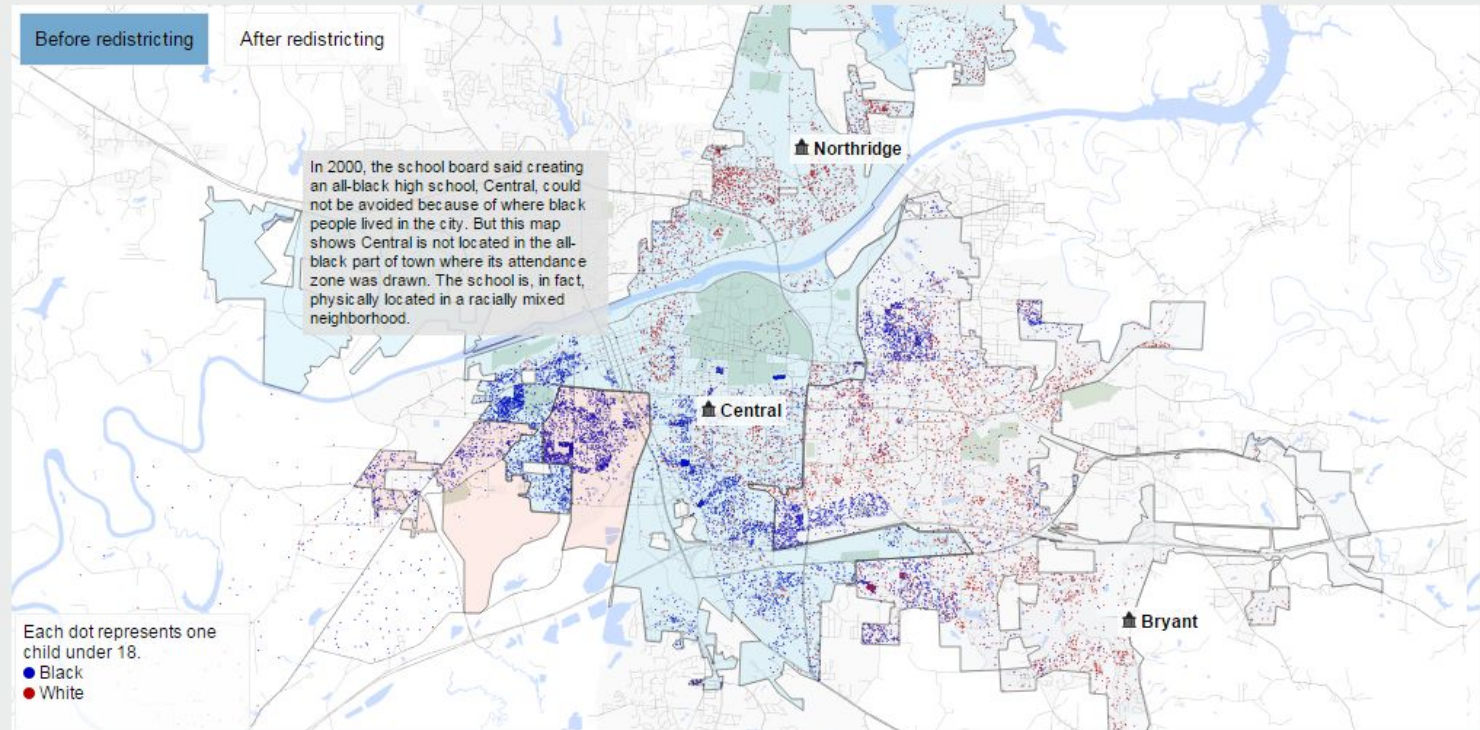
When President George W. Bush came into office, approximately 595 school districts nationwide—including dozens of non-southern districts—remained under court-ordered desegregation, according to a ProPublica analysis of data on school desegregation orders compiled by Stanford University education professor Sean Reardon. By the end of Bush's second term, that number had plummeted to 380. Nearly 60 percent of all the districts that have been released from their desegregation orders since 1967 were released under Bush, whose administration pressed the Justice Department to close those cases wherever possible. The trend has slowed under the Obama administration, but it has continued. Today, about 340 districts remain under court order.

ProPublica examined 24 years of demographic data compiled by the National Center for Education Statistics and found that districts grew steadily more segregated after their desegregation orders ended.

Making Our Own Data

Truth Squadding

These maps of the Tuscaloosa City School system show how the gerrymandering of high school attendance zones impacts the racial makeup of city schools.



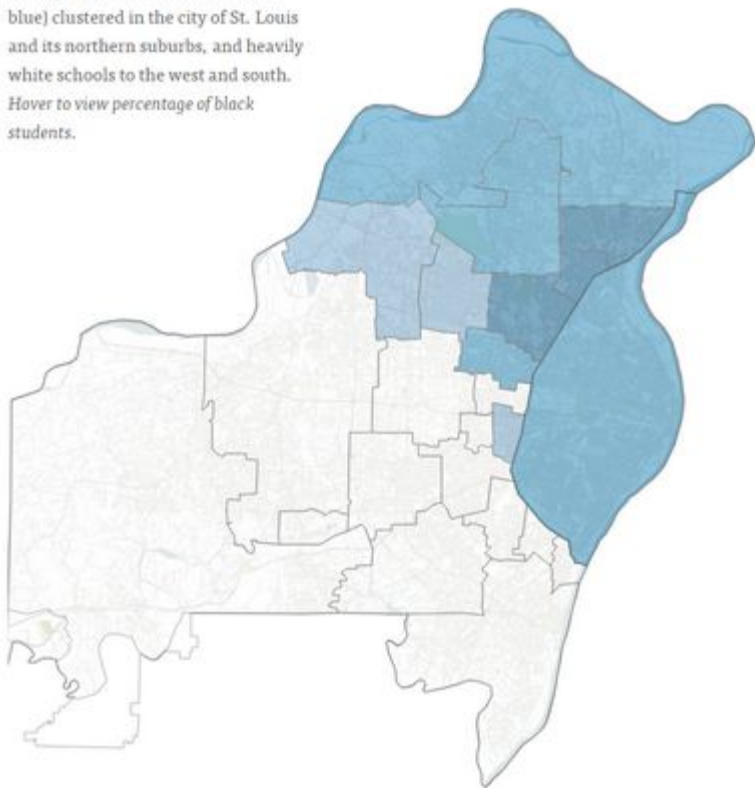
School Segregation, the Continuing Tragedy of Ferguson

Michael Brown beat the odds by graduating from high school before his death — odds that remain stacked against black students in St. Louis and the rest of the country.

by Nikole Hannah-Jones, ProPublica
December 19, 2014



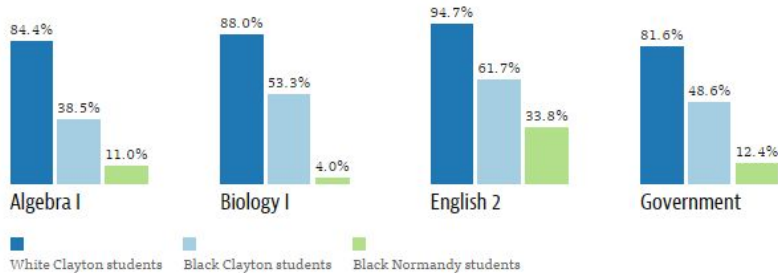
St. Louis County is etched into 24 racially distinct school districts, with heavily black schools (indicated in blue) clustered in the city of St. Louis and its northern suburbs, and heavily white schools to the west and south. Hover to view percentage of black students.



Sometimes the simplest data is the most revealing

What Proficiency Looks like in Clayton and Normandy

Percentage of students passing state tests, by race.



Missouri tracks students' progress toward the state's achievement goals through End-Of-Course assessment tests. End-Of-Course assessments are grouped by subject, not grade level. This graphic shows the percentage of students by race and district who scored as "proficient" or "advanced" in each subject. Scores were not available for white Normandy students as there were less than 30 students who took the test. (Source: Missouri Department of Elementary and Secondary Education)

The Difference Between Clayton and Normandy

Five miles separate the Clayton and Normandy school districts, but much more sets them apart. Here are some characteristics of the two districts from the 2013-2014 school year.

	CLAYTON	NORMANDY
Accreditation status	Accredited	Unaccredited
4-year graduation rate, white students	96.3%	Too few students to accurately determine
4-year graduation rate, black students	93.8%	61.4%
Average teacher salary	\$71,205	\$59,560
Average spending per pupil	\$17,851	\$15,096
Percentage of high school core classes not taught by "highly qualified" teachers	1.0%	39.7%
Composite ACT score (national average: 21)	25.7	16

(Source: Missouri Department of Elementary and Secondary Education)

Higher education Health outcomes Unemployment
Incarceration rates **K-12 education** Juvenile
justice Housing Health disparities Foreclosures
Death penalty Toxic waste sites **Urban renewal**
Public housing Wealth Homeownership
Lending Felon disenfranchisement Income
Life expectancy infant mortality

Data is just the beginning

1.) Find it.

2.) Analyze it.

3.) Interrogate.

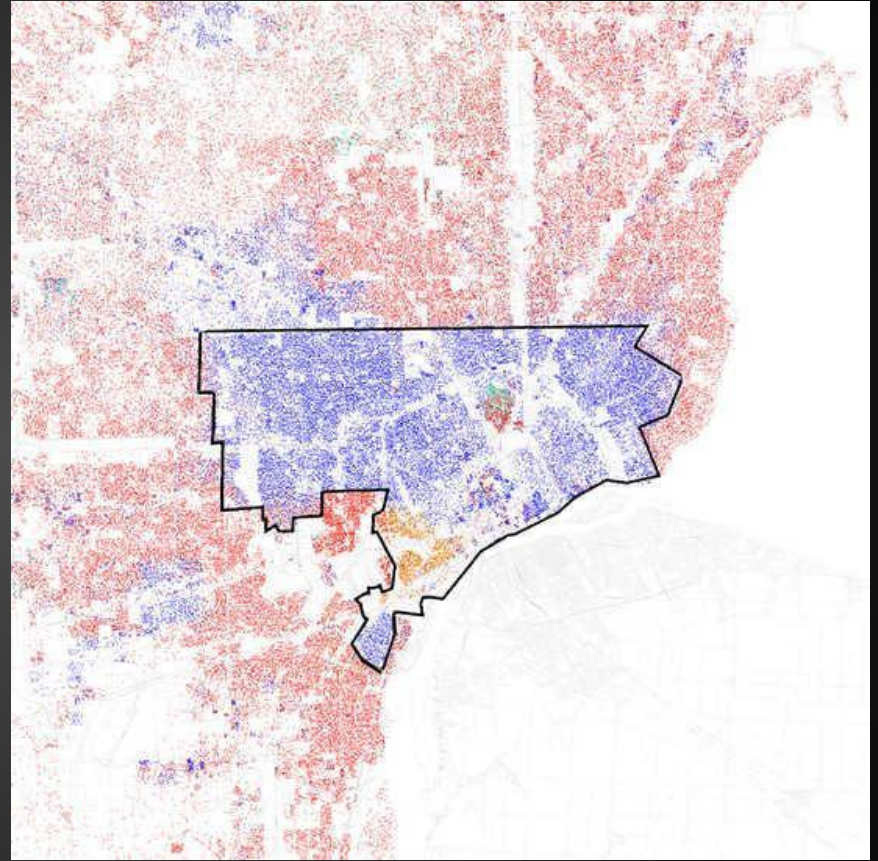
Nikole's data favs

1. Census
2. [CensusScope.org](#)
- 3.) [Brown University US2010 project \(John Logan\)](#)
- 4.) [U.S. Dept. of Education Office of Civil Rights](#)
- 5.) HUD
- 6.) Office of Juvenile Justice and Delinquency Prevention
- 7.) [National Institutes of Health](#)
- 8.) Local school board, housing authorities

“Racism gets reduced to intent, as if intent is all that matters.”

David J. Leonard, professor of critical culture, gender and race studies, Washington State University

**Racial inequality is
not an accident or
simply a legacy of
the past**





Ready and then are ready to race.
Ready to race, ready to race.
Ready and then are ready to race.
Ready to race, ready to race.
Ready and then are ready to race.
Ready to race, ready to race.
READY TO RACE?

SAINTS

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