RE-DISTRICTING POLICIES AND THEIR EFFECT ON PUBLIC ELEMENTARY SCHOOL DEMOGRAPHICS IN WALLA WALLA, WA

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Introduction

Segregation issues are largely underrepresented by the media and scholars alike. In particular, issues facing Latinos in public schools have been ignored or downplayed by the general public for the past decade, despite the growing numbers of Latino children throughout the nation. Attention needs to be given to these students, the issues that they face within the public school system, and benefits that they are currently receiving from such a system. The diversity of these children tend to be underrepresented in decisions regarding education as the U.S. public school population is much more racially diverse than the population which is old enough to vote and determine policies which inform the conditions of public schools (Orfield and Yun 1999).

By examining a particular case in the Walla Walla Public Schools (WWPS), located in a town of about 30,000 in southeast Washington, I hope to illustrate the effects of color-blind districting policies within elementary schools, as well as the potential positive influences redrawing the boundaries for each elementary school could have had. In a process that was at times controversial, it seems like a sensitive compromise was reached in order to successfully and evenly distribute students throughout the elementary schools insofar as the school district had control over the situation. Because of neighborhood school practices determined by the school board did not focus on decreasing segregation this limited the potential for a more equal distribution of race/ethnicity or poverty among the schools. However, in one case segregation was diminished. But ultimately I found that a neighborhood school model can come into conflict with the aims of racial/ethnic integration.

In both my primary and secondary research, I strove to find out: how do the boundary changes of WWPS elementary schools affect factors that influence the *quality* of education for students and what improvements could be made to the current policies and practices which currently exist? For example, I specifically examined whether or not tensions existed between neighborhood schooling models, and other models which focus more on racial/ethnic integration drawing on my scholarly research and interviews with school district staff. It is important to keep in mind that these factors that influence the quality of a student's education may be positive as well as negative. They include the quality of education students receive, and increased or diminished segregation on the lines of race, socio-economic status, and native language. My secondary research focuses on how these potential changes in racial/ethnic, income-level, and language makeup of the student populations within these schools may affect the quality of education children receive from Kindergarten through 5th grade. In light of my findings, I hoped to answer the following question which has guided all of this research: What policy recommendations will ultimately be of most use to the Walla Walla Public School District, other districts within the state, and potentially extend to many elementary schools throughout the U.S. which are also subject to national policies and legislation? In light of my scholarly research and interviews with school district staff, I specifically wanted to find out which policy was better for the ultimate quality of students' education – a neighborhood schooling policy, or one that stressed racial/ethnic integration?

This topic of study has multiple impacts on several levels: (1) For the Walla Walla Public School District and the students who attend school within the district, (2) On children attending public elementary schools in Washington State, (3) On all residents of Washington State, (4) For the national policy makers in Washington D.C. who create policies that impact schools throughout the nation. First, the Walla Walla Public School district in general, and the six elementary schools within the district will be impacted by the results of this research may provide ideas for the next boundary change, as they occur about once every 10 to 15 years as neccessary and might suggest ways for the schools to decrease segregation through boundary re-districting processes. For elementary school children in Washington State, the impacts of my findings may be an increased awareness of segregation and its impacts within schools. I also hope that ultimately my decisions will inform policy makers who can make more efficient rules that affect the opportunities for children to learn.

All residents of Washington state are affected by the quality and the equality of the state's public schools, whether they are cognizant of the fact or not. Their children may be educated within a similar school (certainly a school which must comply with certain state and national policies), the composition and qualification of the workforce is determined in part by these schools, and the education of all Washington children is funded by local taxes paid by all citizens, regardless of whether or not they have children.

For my primary research I used publically available quantitative data obtained from the Office of the Superintendent of Public Instruction (OSPI) on the demographics of the student body composition within each public elementary school in the Walla Walla district (ethnicity, children receiving free/reduced price lunches, and second-language learners) the education and experience teachers have in each school, the WASL scores from each elementary school, as well as various other qualities of schools and their students like unexcused absence rate. Much of data I used was available from the 1998-1999 school year to the 2008-2009 school year. I compared this data to preliminary data from the district after the boundaries were drawn and students redistributed at the start of the 2009-2010 school year. This data was obtained from the Walla Walla Public School District administration, and having it allowed for a comparison of school district data before and after the boundaries were drawn and implemented.

Through careful analysis of the existing data, I found that there are improvements *and* drawbacks to the new school setup after the school boundaries were drawn. While segregation between Latino and white children was exaggerated between some of the schools, new resources became available to those who may have needed it the most. I recommend that the school district could use guidelines other than maintaining neighborhood schooling which would enhance the learning opportunities for all elementary school students within the district. I also suggest that the Supreme Court case which essentially outlawed race-conscious policies be overturned. This would allow schools across the nation to continue striving for increased integration within their school systems.

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Scholarly Literature Review

In order to address the questions outlined above, first, I will examine trends of racial/ethnic segregation in the U.S. throughout the century and up to the present day, and how this may impact certain aspects of academic success and/or quality of education. Next, I examine factors disproportionately experienced by Latino students than other populations in the U.S. – living in poverty and speaking a language other than English in the home. I go on to explain how federal and local policies can shape decisions regarding boundary lines, and how these policies may affect the quality of education students receive by influencing the level of segregation on ethnic and socio-economic class lines. Finally, I explain gaps which still exist within the literature, and how my project attempts to fill some of these gaps.

Recent Trends in U.S. Elementary Education: Does Race Really Matter in the Public School System Today?

Fifty-five years after the Brown vs. Board Education case determined that every student in America deserved an equal education, forty-six years after Martin Luther King declared, "I have a dream that one day my four little children will be judged not by the color of their skin but by the content of their character," and less than one year after a black president was sworn in as the president of the United States, many may find it surprising that race or ethnicity would have any bearing on the public education system in the United States today. Indeed, many white Americans think an equal education is provided to all students across the United States (Orfield 2006). However, upon closer examination of the trends, differences in educational opportunities offered to students appear to be divided on the lines of race or ethnicity.

Setting the Stage: General Patterns of the Hispanic Demographic in the United States

In light of this common perception, it is necessary to take a closer look at the actual demographic shifts that have occurred over the recent years as certain racial/ethnic minority populations are becoming increasingly represented throughout the population of the U.S. Through a deeper understanding of these general demographic patterns, we may begin to understand the impact segregation also has on this population. People who identify as Hispanic currently make up the largest ethnic minority group in the U.S. at 14% and account for more than half of the country's total population growth in the past decade (Fry 2008). The majority of this increase is not due to international immigration as it was in the 1990's, but now is mostly a product of the natural population growth of Hispanics currently living within the United States (Fry 2008). Also, this population is dispersing throughout the country to smaller cities or towns in the West and Northeast that have not been traditionally home to a large Hispanic population, rather than to larger cities or areas with an established Hispanic population (Frey 2006). Despite this new trend, Hispanic people still are much more concentrated by geographical area than other minority groups like non-Hispanic blacks. This fact becomes especially important when looked at in conjunction with a neighborhood schooling plan, because under plans like these the segregation inherent within the geographic area also becomes visible in the school systems which cater to that area.

These more general trends are also seen in the public school population throughout the U.S. Paralleling the national trends, currently one in every five students enrolled in a public school is Hispanic. Even though the average public school population of each state is 20% Latino, Texas and California serve over half of the total population of Latino public school students in the nation (Fry & Gonzales 2008). Within the next 40 years, the U.S. Census Bureau estimates that Hispanic representation in the public school system will increase by 166%, compared with a 4% growth in the non-Hispanic student population over this same period (Fry & Gonzales 2008). This is yet another reason why looking into the education of these children is so important. What happens in their future will ultimately have a great impact on the nation in the most rapidly growing racial/ethnic group in the United States.

While the trends for school children above are generally representative of national adult trends, there are a larger proportion of Latino students within the schools than adults within American society at large. The total increase in the Hispanic population accounts for 50.5% of the total population growth in the U.S., Hispanic children account for 60% of the total increases in public school enrollment from 1990 to 2006 (Fry 2008; Fry and Gonzales 2008, i). While the Latino population has been expanding consistently to reach almost 14% of the total population, about 20% of the students enrolled in public schools are Latino. This may have something to do with the fact that children under 18 are much more racially diverse than adults (Frey 2006). Ultimately, this disconnect between the students in schools and the voting public means that legislation or policies which govern the way public schools are run are decided by a population that is generally not representative of the student population (Orfield and Yun 1999). These population trends have very real impacts on the students who attend public school, but we will leave the expansion of this topic until the next segment of the report.

Despite the large growth of this population, it is worth noting that the majority of Latino school children in the United States are not immigrants themselves but instead are more likely to be the children of immigrants otherwise known as "second generation" (Fry & Gonzales 2008). This poses a unique situation for Latino students, who disproportionately speak a language other than English at home, and live in poverty more often than white children (Gándara et al. 2003). The differences become especially glaring when looking at the inequalities for these children in which exist in states like California, a state which serves 50% of Latino public school children in the U.S.(Gándara et al. 2003). This concept will be extrapolated on further in the segment about poverty below.

In conclusion, the Latino population is rapidly increasing due to natural growth (not immigration). This means that the diversity of the younger school-age population is more diverse than the older population which account for underrepresentation of these youths. These populations are spreading out to areas which have historically had a very small Latino population, creating new situations for schools which have previously not encountered the level of diversity in the past few decades. Finally, the distribution of these populations ultimately impacts the segregation or integration seen within the public schools that serve these populations.

Segregation Within the Public School System: National Trends Since Brown v. Board of Education

Now that we have an idea of the broad population dynamics that serve as a backdrop to our problem throughout the U.S. we can begin examining segregation that exists within the school system and the possible relationship between the two. The experiences of Latino children are important to give our full attention to because as seen above, these children make up a significant portion of the population and are underrepresented by the diversity in the adult population. In a recent study completed for *The Civil Rights Project* at Harvard University, Orfield and Yun pinpoint the major segregation trends in the K-12 public education system (1999). With the statistical analysis of quantitative data from the National Center for Educational Statistics (NCES) Common Core of Data the authors find four major trends. First, the authors find that segregation in the American south has increased in recent years. Second, the authors note a rapid segregation of Latinos overall in schools throughout the United States. Orfield and Yun also note that Latino students now are more segregated from other races/ethnicities than African American students. Therefore, it is very important to focus on the experiences of Latino students in elementary schools today, the impact segregation could have on these children, as well as the policies which impact the racial/ethnic makeup of school populations throughout the United States. Orfield and Yun also find that Blacks and Latinos are becoming increasingly represented in suburban schools, which reflects the overall population dispersal of Hispanics as mentioned above, and finally they found an explosion of schools which educate three or more racial groups.

These findings are ultimately of great importance to our understanding of racial relations within the United States because they demonstrate how more general demographic patterns are played out regarding the segregation or integration of public schools. The authors note that there are many negative effects of a high poverty school on academic success, and assert that Latino students attend schools with high levels of poverty. Orfield and Yun imply that attending high poverty schools is problematic for Latino children because these types of schools which receive less resources overall are the primary cause of low academic achievement. In light of these studies, it is important to take into consideration how these trends could impact students who may receive less contact with children of other races or ethnicities.

The Effects of Segregation on a Child's Education

The segregation observed by Orfield and Yun is not only important because diversity creates opportunities for friendships with others from different backgrounds, and thus encourages those from different racial/ethnic backgrounds to cooperate more readily in society as adults. Many studies have shown that segregation can have profound effects on the academic experiences and opportunities of students who experience it. As Gary Orfield, Erica Frankenburg, and Liliana M. Garces (2006) determined, racially isolated schools are detrimental to the academic achievement of *all* students, white as well as minority, while racially integrated schools are substantially valuable. The authors explain that this detriment originates in the fact that racial integration improves critical thinking skills and academic achievement for all students, not just minority students because it exposes students to new ways to thinking and new types of knowledge. Also, they found that racial isolation (segregation) was associated with lower teacher quality, and lower academic achievement by students. Specifically regarding elementary school students, the authors note that these results are seen more explicitly in younger populations. Through their thorough examination of current scholarly research on the topic, the

authors determined that race-conscious policies are essential for integration. Their studies revealed that districts with "open enrollment" plans tended to advantage more educated/affluent parents who were disproportionately white. Because of this, the studies they examined showed a trend toward segregation after race-conscious policies were revoked. This statement was compiled with the input of 553 social scientists who supported their claims with significant literature from their prospective fields. This article examines scholarly studies and arguments regarding the character, origin, and effects of school segregation and methods to decrease it. However, as this is a defense of the school districts, it is important to keep in mind that the parents' view may not be equally represented in this briefing.

The article above shows how racial segregation can negatively impact students' academic experience. Another article which addresses more specifically how the racial and ethnic composition of a school might affect academic success of Latino students was a study conducted by Juan Battle and Antonio Pastrana Jr. (2007). In this text the authors determined that the race and class of students interact with each other to predict academic success. From evidence they found in their statistical analysis of data from the National Educational Longitudinal Study, they argue that when controlling for socio-economic status (SES), there was no achievement gap between Hispanic and White students during eighth and twelfth grades. However, while still holding SES constant, Hispanics youths academically outperformed their White peers two years after leaving high school. When controlling for other factors, Battle and Pastrana found that American Hispanics and Whites had the same average achievement in 12th grade, and two years after high school graduation, Hispanics outperformed Whites. They found that socioeconomic status is ten times more likely to predict a low achievement than race. The authors compiled data from the National Education Longitudinal Study, and the National Center for Education Statistics on the students test scores. They also gave a survey to 26,435 students across the nation and chose 9,744 to examine. The results of the study support William Julius Wilson's observation that socioeconomic status needs to be considered in conjunction with race. Because of the authors' broad focus, the text does not speak to the regional heterogeneity of the Latino educational experience, or the heterogeneity of the Latino population in a single area. The authors counters the arguments of Orfield et al. when they suggest changing the geographic boundaries for elementary school populations would only adversely impact Hispanic students if this increased segregation between students of different socioeconomic classes, but ethnic segregation of Hispanics without increasing class segregation would be less of a problem. However, Battle and Pastrana's claim seems beside the point, and inconsequential as poverty is strongly linked with poverty, as will be more explicitly demonstrated in the segment on poverty below.

Quality of education depends not only on the quality of teaching and other resources but also on the general school environment. In this context, it is noteworthy that Juvonen et al. (2006) have found that found that the more the more ethnic diversity present in a school setting, the safer ethnic minority students felt. They argue that this may be because power between ethnic groups was more likely to be equalized when an equal number of each group was present. Junvonen et al. distributed a written questionnaire to sixth grade students in the spring, and again in the fall of one year, asking how safe they felt, and analyzed these feelings in comparison to the percentage of diversity. Juvonen et al. expand on the issue of how safe a student *feels* due to a

lack of integration or diversity.[1] In this article, Juvonen et al. addressed feelings of safety in light of diversity, which is a topic sorely underdeveloped in the segregation literature.

Conclusion

In conclusion, evidence of the importance of race in a school system is present within the literature reviewed for this project. The changing demographics and increasing diversity make considerations about the ethnic/racial distribution of students within schools an important issue that is very timely. Demographic predictions show that this diversity will continue to grow in the future, so the issues of evenly distributing ethnic/racial populations will ultimately prove to be an important issue in the future as well. This issue has been very important in the past as it can greatly impact the quality of education a student receives and ultimately impact students' academic achievement. These issues are intimately tied to the equal distribution of poverty and non-English speaking students within schools as well, because Latino students are more likely to be subject to both of these factors which many see as a challenge within the current structure of the school systems in the U.S.

Other Important Factors that Interact with Segregation: What Special Difficulties Do Students Living in Poverty and Non-English Speakers Face in the United States?

"For many low-income Latino students the schools are … the first response system for any kind of social, medical or psychological problem or disability. But by and large, those schools that serve Latino students in neighborhoods of concentrated poverty are much like the students themselves – lacking in resources and know-how needed to garner more. The evidence suggests that rather than addressing the disadvantages these students face, the schools perpetuate it."

-Patricia Gándara and Frances Contreras, The Latino Education Crisis (2009)

As the studies in the previous section illustrate, it is crucial to examine segregation not only in terms of races/ethnicities, but also with respect to socio-economic classes. For Latino students, examination of language barriers is extremely important too, as both of these factors are strongly linked to the race or ethnicity of a student (Gándara et. al 2003).

Gary Orfield and Chungmei Lee examine the intersection between poverty and racial minority students as suggested by Gándara et. al. They attempt to determine trends in segregation and integration throughout various regions of the nation by evaluating data from the Common Core of Data of the National Center for Educational Statistics for the 2002-2003 school year (2005). Through their analysis the authors find that "more than 60 percent of black and Latino students attend high poverty schools (>50% poor) compared to 30 percent of Asians and 18 percent of whites" who attend schools of the same percentage poor (Lee & Orfield 2005:18). To look at it from another angle, black and Latino students make up 80% of the students enrolled in schools in which 90-100% of the students are living in poverty (Lee & Orfield 2005). These statistics are very important because they indicate that Latino students are more likely to be taught in high poverty schools, and to be low SES themselves. Orfield and Lee argue that both

[1] See Estela Vasquez's report on walatinos.org for more information about how safe/welcomed students feel in a school affects students' academic achievement and participation in civil society.

of these factors – either attending a high poverty school or being of a low SES yourself – will decrease the likelihood that a student will be exposed to educational opportunities like high quality teachers or adequate physical facilities (2005).

Sue Books also examines situations which students living in poverty may experience more than their more affluent peers. Books examines both the consequences of poverty on the students who experience it and the rhetoric that accompanies legislation like No Child Left Behind (NCLB) which lays blame for a student's failure either on the school they attend or the student him/herself (2004). She contends that legislation like NCLB is ultimately problematic in that it holds schools responsible for students who are not at the same starting line as their more advantaged counterparts even when they begin kindergarten. Children with low-income parents suffer from the effects of poor nutrition and increased exposure to environmental toxins, yet policies like NCLB assume that all children are starting with equal opportunities. This is a critical reflection on other scholarly texts, and the author goes about supporting her argument through evidence from empirical studies, legal cases, and theoretical discussions, all of which revolve around the topics of poverty in America and its possible effects on education. Books' argument also relates to the study put forth by Battle and Pastrana. Books writes, "socioeconomic status accounted for more of the variation in cognitive scores than any other by far" (143). However, unlike Battle and Pastrana, she acknowledges the strong association between poverty and those who are an ethnic/racial minority. In a way, this text serves as a link between Battle and Pastrana's article and Orfield and Yun's arguements above because she acknowledges there is a high correlation between being of low SES and a racial minority. This text provides a much needed explanation of the history and social context of poverty in the United States, and how this is related to public school systems and how students learn best.

Another challenge Latino students must overcome more so than other American children is a language barrier which can exist between the student and the majority culture. Schmid (2001) looks at different patterns of integration into the larger American society for different groups of immigrants. She specifically focuses on factors that might account for unequal academic success of different immigrant groups within the dominant culture of the U.S. Through careful examination of the existing scholarly literature on the topic, Schmid finds a few factors which play into this academic achievement. In line with the arguments the authors above assert, she finds that Latino children are much more likely to be taught in high poverty schools than are Asian children. Finally she states that within these high poverty schools immigrant children are much more likely to be taught by teachers who have no training on how to teach LEP (limited English proficient) students. She finds that English language ability is important for academic success. Yet for Latino students specifically, the link between academic success and maintaining their native language was only found when a student's parents lacked fluency in English. Schmid also found a highly gendered component to language acquisition: namely that girls are much more likely to maintain bilingualism than were boys. While this text is only a cursory introduction to the complicated connections between language and academic achievement, it provides a broad foundation upon which to build an understanding of the complex relationship between a student's language skills and the success that he/she has in school. Ultimately, these issues of language and poverty are tied related because they are both challenges which are specific for the Latino student population.

Conclusion

These studies show the interplay between being a Latino student in the United States and the chances of speaking a language other than English in the home or living in poverty. These two factors are intimately linked to the larger picture – they are influenced by the demographic patterns in the United States, and racial/ethnic segregation often goes hand-in-hand with segregation of low-income students or bilingual students who are disproportionately Latino. But why do these patterns of segregation exist in the first place? Policies which determine this often pass by unnoticed by the media or other scholars. These policies, however, ultimately determine the demographic makeup of schools throughout the United States.

Explaining Trends in Public Education: Policies Which Often Go Unseen

Though segregation has historically been an issue in public schools throughout the U.S., and scholars show that segregation is still at significant levels today, the question remains: what exactly impacts the segregation that does exist? Much literature points to a recent court case which, to a certain extent, outlawed many common practices associated with integration like magnet schools for those schools which were never subjected to court-ordered integration (i.e. southern schools following the *Brown v. Board* decision). However, there are other practices and philosophies which shape policies on the local level, which ultimately can impact the segregation present in public schools.

National Policies Which Inhibit Schools' Ability to Integrate

"In briefs filed by the U.S. Solicitor General on the Seattle and Louisville cases, the administration argues that racial integration of public schools has never been an important enough goal to justify school districts' use of race-conscious measures in their communities. This suggestion flies in the face of not only history, but this administration's own practices. The centerpiece of this administration's education policy, the No Child Left Behind ('NCLB') Act, affirms that 'it is in the best interest of the United States ... to continue the Federal Government's support of ... local educational agencies that are voluntarily seeking to foster meaningful interaction among students of different racial and ethnic backgrounds; and . . . to continue to desegregate and diversify schools.'"

- Anurima Bhargava and Brian Deese, NAACP Legal Defense Fund (2006)

Parents Involved in Community Schools vs. Seattle Public School District/ Meredith vs. Jefferson County Board of Education was one of the most influential Supreme Court cases in which local school districts' abilities to take race into consideration at an attempt to integrate schools which were not upheld. Race-conscious policies were outlawed in some cases. As mentioned above, Gary Orfield, Erica Frankenburg, and Liliana M. Garces argued that the Seattle School District or Jefferson County should win a Supreme Court case brought against them because of a racial policy schools implemented in an attempt to racially integrate students (2006). Again, they found that without race-conscious policies, schools could no longer integrate their students. They noted that this integration was vital to how a student learned as it not only prepared them to grow up in a diverse world, but also because it improved their academic abilities. It was this court decision to go against the views of these 553 social scientists' recommendation that ultimately brought the policies to where they are today.

This is not the only national level policy to be integrated into the school system nowadays. One of the most influential, and talked about case is the No Child Left Behind (NCLB) program. In one case study by Linda Mabry and Jason Margolis ask if NCLB is successfully taken up by local teachers and school administrators, and what the impact of this policy is in the classroom. Mabry and Margolis find that teachers are only taking up certain parts of the policy, integrating this into their old classroom routines, and that in some cases NCLB is perceived as highly problematic by the local school faculty because it interferes with the needs of individual students. The authors use an empirical, qualitative study to reach these conclusions through interviews with teachers as well as school and district administrators from two elementary schools to see how the faculty/staff see the implementation of the new policy and its effectiveness. The researchers also made unannounced visits to observe classroom teaching. The arguments within this text are similar to the arguments used by Borko et al., who also complete a case study of two schools in Washington State. Both texts seem to suggest that the NCLB and WASL are two of the most influential policies within the state of Washington. Marbry and Margolis point out the potential flaws in the plan instead of operating on the assumption that these new tests are for the best. This text shows an example of how national policies are integrated into local school districts, and is ultimately important in considering how the outlawing of race-conscious policies may be adapted to slowly by local schools. Perhaps this serves as an indicator of how more general policies, like the original court case above will be interpreted and implemented by local school districts. These national policies are not the only ones which impact local school districts however. Sometimes even more powerful are the policies which are played out on the local level, such as the neighborhood school philosophy which manifests itself in certain school practices and policies.

Neighborhood School Philosophy vs. Integration Strategies

As mentioned before, national policies are not the only factor that impacts a school district's decision about how to change the attendance boundaries that determine the ethnic/racial composition of the schools within that district. For example, a neighborhood school philosophy can often run counter to the goals of a desegregation model (Goldring et al. 2006). This may be especially true in towns or cities where neighborhoods are already racially or ethnically divided (Danns 2008).

Dionne Danns examines a case study of the 1967 reactions to a desegregation plan proposed by the superintendent of Chicago public schools. In this article Danns attempts to determine whether or not Whites' reactions to the plan (mostly suggestions of maintaining neighborhood schools) were legitimate or instead drawn from implicit racist opinions of blacks. Through an examination of 100s of letters sent to the Chicago Board of Education she concluded that some of the sentiments expressed were evidence of *group conflict* racism, where Whites perceived busing and integration would be an opportunity for others to gain access to what had previously been their own limited resources – high quality schools. She notes many of White parents' arguments against a proposed busing plan because, "many Whites who wanted to protect the neighborhood school were attempting to protect White privilege" (Danns 2008: 74).

Perhaps this sentiment was unique to the historical situation of Chicago, but as Ellen Goldring et al. note in 1999, 87% of Whites parents valued neighborhood schooling over

integration while only 48% of Black parents thought neighborhood schooling was preferable to desegregation in a national poll. Possibly it is also useful to come back to Orfield and Yun's (1999) argument here: that because children are more diverse than the adults which determine these policies, it is likely that the interests of these children unintentionally may not be represented in proportion to the amount of children who are a racial/ethnic minority. In their article Goldring et al. go on to examine whether a neighborhood school model would accomplish what many assume it does: "…boost community attachment to schools, encourage resource sharing, and increase parent involvement and social capital" (2006: 335). The authors did a case study of one southern school district in Nashville. Through the analysis of census data and information collected by police and health departments through the use of GIS maps, the authors came to the conclude that, "geographic proximity does not necessarily translate into structurally supportive community contexts for children, and black children are much more likely to be reassigned to schools in high-risk neighborhoods as crosstown busing is eliminated." (335). The authors find that racial minority children, who also disproportionately live in poor neighborhoods, are more likely to go to school with less resources and little of the benefits many claim that neighborhood schools provide (Goldring et al. 2006). When examined in conjunction with Danns' argument above, it appears that perhaps neighborhood schooling does not provide a great benefit for ethnic minority children who are more likely to live in low-income neighborhoods, though it is important to keep in mind that both of these case studies took place in areas where official segregation policies had been implemented in the past, and where a history of racists school policies had transpired.

Conclusion

In conclusion, there are multiple layers of policies on the national and local level that could impact the drawing of new school boundaries and the decisions districts make about student placement. On the national level, Supreme Court decisions have impacted schools' ability to examine race as a primary factor when assigning students to the schools they would attend. As was shown in previous sections, race conscious policies are necessary in order to maintain the racial integration which ultimately proves beneficial to students. Finally, local policies like neighborhood schools philosophies may not be as beneficial many assume they are. In light of this information, it appears that neighborhood schooling does not provide the most benefits to students. In fact, it appears that integration policies may be the most effective in giving students the highest quality of education possible.

Gaps in the Current Research

As evidenced by the above studies racial inequalities in education both are present and impact the quality of all students' education. Also, key public policies and court decisions that have a bearing on how segregation can be avoided Latino representation is increasing in the United States, and new Latino communities are emerging in smaller metropolitan areas. Because of this, the Latino population in today's public schools is rapidly growing and deserves much attention, especially by communities which have never seen this diversity before. Numerous studies show the negative impact segregation has on all children, and many more detail the effects of poverty and from a non-English speaking home on Latinos. Yet, national legal

decisions decided against all of this evidence, instead putting forth the idea that schools may not look at factors like race when deciding where children will go to school. There is still much research to be done on the effects of these policies, and the ways in which they affect elementary schools.

Methods

Throughout my project I attempted to answer the questions: (1) How have the new elementary school boundaries, implemented in the Fall of 2009 in the Walla Walla Public School District affected the racial/ethnic, income-level, and language makeup of the schools which students attend? (2) What policies and/or practices impacted these decisions? Are these policies and practices detrimental or advantageous for the students who were subject to them? And, more specifically, what impact did the neighborhood schooling policies have on the distribution of students? (3) What are the possible effects of these changes for elementary school students within the district?

Drawing from these questions, I sought to find data that might provide substantive answers to the issues I had raised. Therefore, I found information about (1) The makeup of each school's population in terms of racial/ethnic minority and low-income students, as well as the levels of non-native English speakers at each school (2) How school district employees went about creating the new boundaries and the policies and practices that guided the process of creating new school boundaries, especially neighborhood schooling policies (3) How are the educational opportunities and/or academic achievement of students impacted as a result of these new boundaries?

I found the data from 1999-2009 about the ethnicity through the *Washington State Report Cards* created by the Washington State's Office of the Superintendent of Public Instruction (OSPI)[2]. These report cards also held information about the amount of low-income students at each school from 1998-2009, and the language composition of students from 2003-2009. In these report cards, I also found the level of education that teachers on average have obtained at each school.

The new data for the fall of the 2009-2010 school year was not yet available on these report cards, so data on all of the above variables was obtained from the Walla Walla Public School (WWPS) district's administration. However, there was no information about the level of education for each school at this point in time. This enabled a comparison between the population makeup according to these categories for the periods before and after the boundary changes. While comparing data from the OSPI which was generally collected in the *spring*, to this *fall's* data may have impacted my results, there was no way which this comparison could have been made spring to spring or fall to fall based on the availability of data and the time of my collection of this data.

It is important to note that the information I gathered from the school district and Washington State report cards was not about individual students, but rather was aggregate level data, thereby not violating the privacy of any student. According to a conversation with OSPI

[2] These reports were accessed online at http://reportcard.ospi.k12.wa.us/.

representatives, the information that obtained from the WWPS district will become publicly available on the Washington State Report Cards within the next year. Also, I did not collect data about the resources that were being distributed to certain populations that received special programs funded by the government, such as English Language Learners (ELL students) or Title I students; rather my focus was on the racial/ethnic, poverty and language composition of the entire student body population at each school and how this would affect the education of students attending these schools. Obviously, the schools distribute resources to the students who qualify for them under the law.

Finally, I interviewed Chris Gardea and Dana Jones, two principals from the district who lead the decision process for the boundary changes. I asked them questions about the general decision making process, as well as the practices and policies that they had to follow when drawing the new boundaries. I also asked how these policies and practices may have effected the demographics of the current schools (more specific questions can be seen at the end of the report in Appendix B). This source of information provided a much needed background to the events which unfolded leading up to the boundary change, and helped me answer the question outlined above about the impact of local, state or national level policies that may have impacted the decision.

One of my primary methods was statistical analysis of the data I obtained from the *Washington State Report Cards* and the WWPS administration. First, I collected this data and condensed it into Excel spreadsheets. I first used graphs and charts in order to illustrate the general trends that occurred and how the new boundaries impacted my variables of race, income-level, and language. I then ran analyses of this data in a computer program called SPSS, originally known as Statistical Package for the Social Sciences.[4] To determine the statistical significance of relationships between factors such as ethnic, language, poverty makeup of the schools, teacher's average years of experience, and teacher's education level I ran Pearson correlation tests. This test allowed me to show whether these relationships were the result of the change in boundaries, or were more generally just staticitally likely to occur. For example, it allowed me to show that as one variable (say percentage of Latino students at a school) increased, another factor (percentage of low-income students) also increased. While this statistical analysis cannot explain which causes the other, it can explain how two variables are related, which helped me immensely in determining different relationships *between* my variables.

With the help of Amy Molitor, an Academic Assistant at Whitman College who specializes in the technology, I also used GIS (Geographical Information System) to visually represent my results. This is an important method because it allows for the spatial representation of school populations, and allows for an easy visual reference of the school populations simultaneously with the changing boundaries. It is this clarity of the relationship between school composition and school location that I hope to provide. The relatively new GIS technology allows for the information to be color-coded and layered over a map of the city so that the spatial distribution of students before and after the new boundaries were drawn will also be visible. This GIS enhances my statistical analysis as this technique illustrates not only the differences

[4] According to the SPSS Inc. website, http://www.spss.com/.

between the makeup of each elementary school and effects of these differences, but also how different types of populations are spatially distributed within the school district.

Finally, I was able to use excerpts from the interviews with the two principals regarding different themes that I examined within the text. These were extremely useful in illuminating the more qualitative side of the situation: the general context of how these new boundaries were decided upon, and the impact of certain policies upon the ultimate results of segregation.

In conclusion, I was able to answer my questions regarding how the makeup of the schools were changed through my use of statistical analysis, and show how these demographics were spread out spatially with GIS. Interviews then helped me to contextualize these results and provide a more nuanced description of the background and the reasons why these trends might be seen. In the next segment, I will begin a discussion of the data I collected and through all of these methods explain the results of my analysis. All of these analyses ultimately shed light on the three main questions I attempted to answer throughout the course of this project.

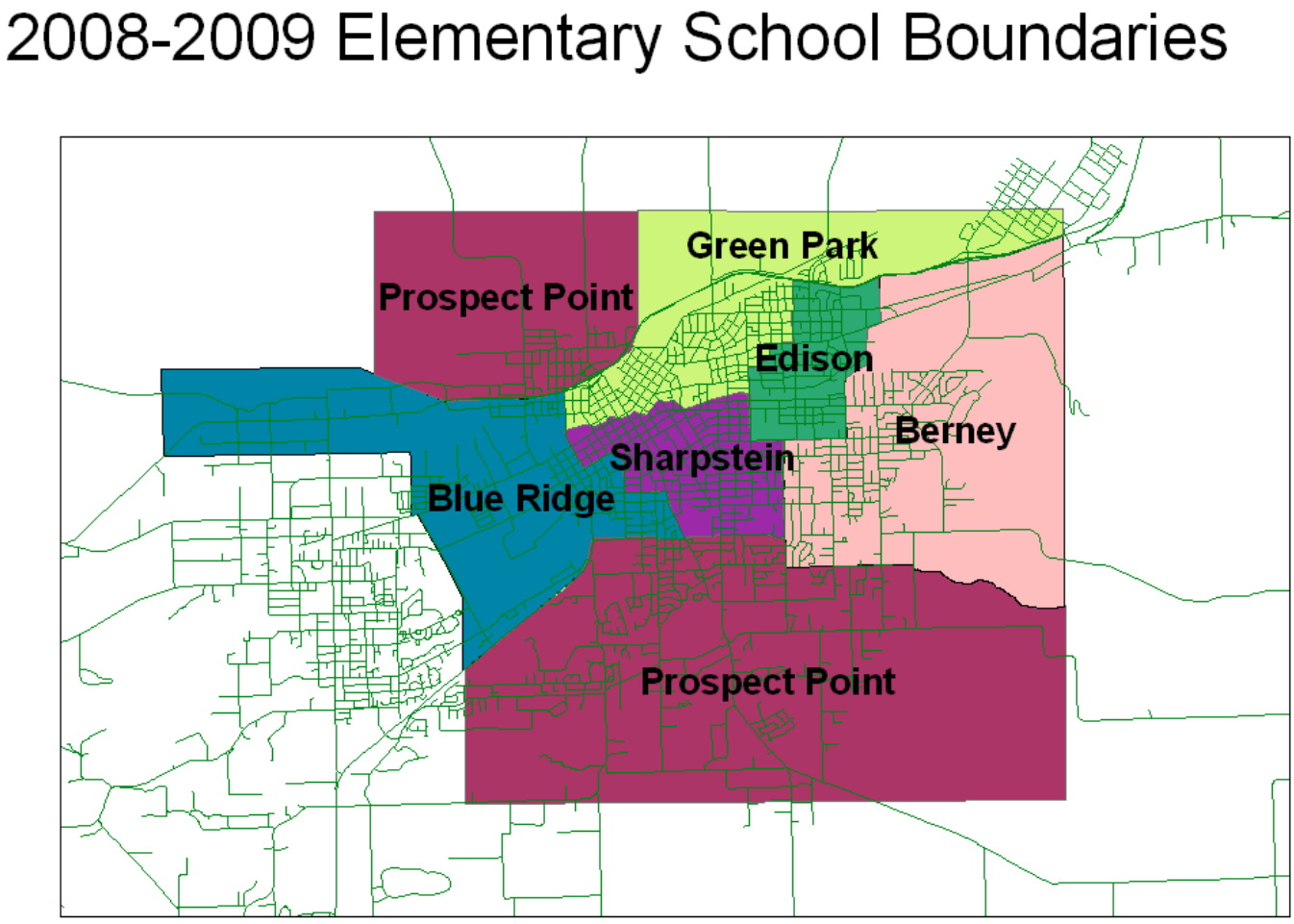
Primary Research Analysis

I begin this segment with an analysis of an interview conducted with school district staff about how the decision to create new boundaries was made, and what policies were used in order to come to a decision for the new attendance boundaries. I then start the analysis of my quantitative data with an examination of past data on public Walla Walla elementary schools' ethnic, poverty and language composition from Washington State Report Cards that the Office of the Superintendent of Public Instruction produces (2001-2009). I then contrast these past trends with the changes that occurred because of the new attendance boundaries that were instituted this September (2009-2010 school year). I look at the data over time, and assess how the results of the school districting have played out on the local level. From this analysis it can be seen that the neighborhood school philosophy which guided the process of creating new boundaries, in some situations, conflict the model of racial integration.

Setting the Scene: How & Why New Attendance Boundaries Were Drawn

About every ten to fifteen years, Walla Walla Public Schools need to draw new elementary school boundaries in order to cater to the changing demographics within the city. According to Ms. Dana Jones, principal of Pioneer Middle School, "Walla Walla [has] had pretty static total numbers of children for decades… but where they live within the community [has changed]." This means that the attendance boundaries for these schools needed to change in order to accommodate this shift in the location of the highest concentration of students. As Mr. Chris Gardea pointed out, this was not unusual, in fact, "It's a common process of looking at where your students are within the community and then adjusting the boundaries to make sure that you have one building that isn't more impacted than another. So, it's been a process about every ten years that we look at; to make sure that we don't have one building that's way out with inflated numbers." He noted that this occurs naturally, because when large numbers of students live in a certain neighborhood, after a while those students grow up and go on to other schools past the elementary level. Where these young neighborhoods are situated evolves over the years.

However, the school district also needed to reconsider attendance boundaries because Edison elementary was going to be rebuilt to replace the original building at the same location as the original, which would double its capacity. This meant that there would still be six buildings – one for each of the six elementary schools: Edison, Prospect Point, Berney, Sharpstein, Green Park, and Blue Ridge. The map of the original boundaries is shown below:



Source: data obtained from the OSPI Washington State Report Cards

While it was not an explicit goal of the school district, the map of the original boundaries above shows how students living in the Northwest corner of the city had to be bused through the town in order to reach Prospect Point located in the southern portion of the Walla Walla School District.

The Process: School Board Priorities and Community Involvement

In the previous years, Mr. Garcea noted that Prospect Point had been increasingly overcrowded, "Prospect Point was sitting at 560 and…we had 3 portables [temporary classrooms] already because there was not enough classroom space to house the students." At this point in time, Prospect Point had about 120 students more than the other schools, and past the building's capacity. Besides Prospect point, there were two elementary schools which had

280 students, while the rest of the elementary schools had 450 students. Finally, before the slump in the economy, more development was planned in the south end of the city, with about 400 new houses that were planned. This meant that the school district had to show other authorities in the city that they could accommodate this new population before the city expanded north of Highway 12 with more affordable housing.

So, Mr. Gardea and Ms. Jones headed up a committee with three charges from the school board:

1. Balancing enrollment between the schools in the district, so none of the schools would be overcrowded
2. Increasing the number of students who would attend the new Edison building, which had doubled in size
3. Maintaining a neighborhood school philosophy/feel

These were the three priorities which the school board charged the committee which then went about gathering information and drawing up potential plans for the new boundaries. It was a process that took almost two years to complete. This was a very complex process, and Mr. Gardea explained the beginning stages:

> I think the first spot [that the community was involved in was] when the bond was passed. The community spoke about where the location of Edison was going to be, so when they voted to replace Edison, that impacted the decision of looking at boundary lines again. Once that happened we were charged with the mission of looking at and finding representation to make an informed decision of how we can keep neighborhood schools, that was one of the pieces that came from the bond was that we wanted to keep Edison a neighborhood school. It had that feel of a close-knit community and parents really wanted that when they voted for the bond for Edison. So the board had charged us with maintaining a neighborhood school while looking at enrollment across the district.

So, through this passage it becomes clear that it was the bond that passed through the school board which meant Ms. Jones and Mr. Gardea needed to lead a committee with a variety of members in it, in order to come to a decision regarding the new boundary. Mr. Gardea went on to explain where this representation was sought:

> We looked at representation from each elementary, parent representation from each elementary and principals were also included. We had community representation also on this committee. Dana and I contacted other school districts that went through the boundary revision process and gleaned from them what worked, [and asked]….if they were to do the process over again what would they do differently? We [looked at] what was happening within our community: with the port, the city, with the county, of growth ….we also looked at birth rates within Walla Walla county. So we came to that first meeting with our committee with the facts of here's the current status of Walla Walla [though we knew] neighborhoods change, where families live changes within the community and that we would have to make a decision…knowing that our decision will have to be revised [in the future because of the changing demographic patterns].

Then, using this information they had gathered about the current situation, and the information they knew about current enrollment, Mr. Gardea and Ms. Jones worked with a consultant to enter information into a computer system so that they could see where families were located within the district. This process took almost an entire school year, starting in the fall and continuing to the late spring. During this time, Ms. Jones states that the committee, "played with more than 20

arrangements of the tiles to come up with the three that we at least could say, you know, not everyone loved them on the committee, but we could at least say they were workable and had the best interest of kids behind their design."

When the final three plans were drawn up, the committee presented them to the community and parents of children attending each elementary school. The committee collected feedback by a meeting held at each elementary school, and an online survey in which parents could provide feedback. The committee was also cognizant of fact that some parents would be more vocal than others. In light of this fact, they traveled to the area that would be the most impacted by this decision North of Highway 12. Ms. Jones said, "We walked in some of the most impacted neighborhoods, Chris and I, and with help for our Spanish skills walked door to door and talked to families to ask them [about the plan]." This input was a crucial part of the decision, because there was no definite way that the schools had to be divided. Ms. Jones explained:

> The big challenge was the fact that our schools are located very tightly in a geographic area for the most part, at least, four of six, five of six and traditionally around the country when you look at an elementary school boundary one of the things you look at what is the walking neighborhood, which is usually defined as within a one-mile radius [of the school]. Well, that overlaps for four of those schools. So we didn't have an easy answer. So we needed to get parents involved … In Walla Walla, a lot of these families have lived where they've lived for generations, or they've chosen their housing for very personal or important …reasons, so that was why it was so important to get lots of voices. And we wanted to be sure that all of the voices are heard. You know there are some parents who are more politically active or more comfortable making their voices heard, and there are others who aren't and we wanted to make sure that every voice was a part of the decision.

They found that two of their original plans did not fit with what parents defined as neighborhood schools because children living across the street from one elementary school would have to attend another school further from their home. In their third plan, their problem was the distribution of bilingual students. "So although we had four programs, there were too many students to have 3 [schools with] bilingual [programs] and not enough to have 4 bilingual classrooms [per grade level] sitting at about 27 or 20," said Mr. Gardea of the main problem they faced. This third plan would have increased the amount of schools bilingual students went to, meaning that the school district would go from this weak four school program plan into an even weaker five school program, which, according to Mr. Gardea:

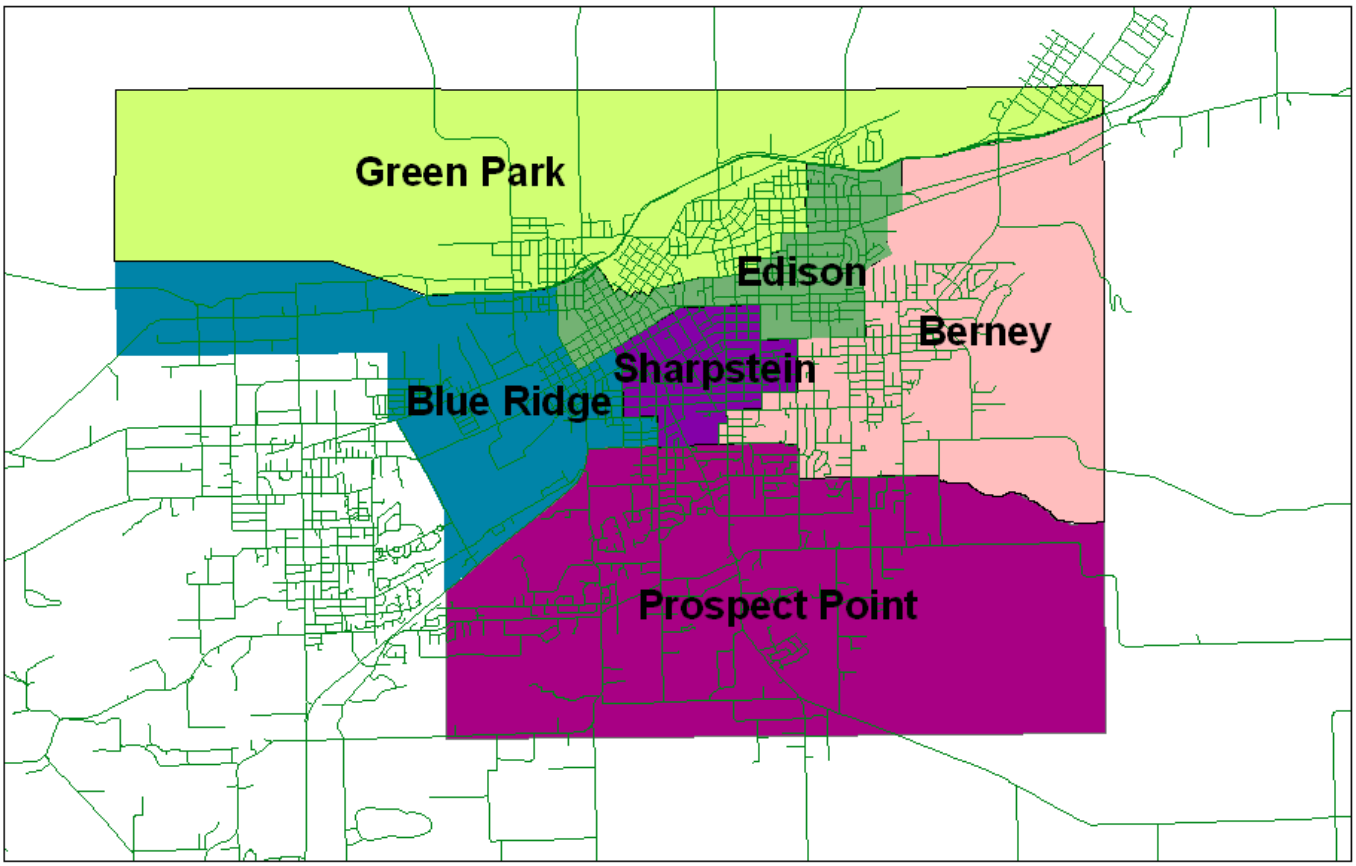
> …would put 2 buildings at having very small numbers sitting about 10 students or fewer, [meaning we] would have to bus either students from Prospect Point to Edison or Edison students to Prospect Point to have a 4 section school…really getting away from that neighborhood feel/concept when you bus children out of area.

So this third plan was also not a feasible option, again in part because it did not fulfill the original charge of the board to create neighborhood schools.

Final Attendance Boundary Decision

Using the feedback which was collected from parents and community members, the committee got back together for a summer to revise their plan. The final attendance boundaries that the committee devised were the plans that would ultimately be implemented. These can be seen in the GIS map, below:

2009- 2010 Elementary School Boundaries



Source: data obtained from the WWPS Administration

The committee decided on this plan because it best fit the charges of the school board, but they also took into consideration things like how this decision might impact students who were living in poverty or other such circumstances:

> …All of the members of the committee were very committed to our children in Walla Walla and providing equitable learning opportunities for all of our kids, and they really were worried and conscious about all of these things like socio-economic status and kids of color and kids with bilingual backgrounds and kids that society will describe as disadvantaged in a lot of ways. [But] making those kinds of considerations a decision making point were outside the boundaries of what we were asked to do. We looked at it a lot, and it was important and to the extent that it could I'm sure it had very significant impacts on everybody's contributions and the decisions that we finally came up with [but] it wasn't something we could use as a factor.

Mr Gardea agreed and explained further:

> …We were able to look at [the number of students eligible for] free- and reduced- [price meals], we looked bilingual education and programs and the impact that certain configurations would have on a setting of a school although we couldn't look at free- and reduced- [price meals] only, as the number one determining factor, as the reason to make a decision…

So it became clear that the charges the school board came up with conflicted with the committee's ability to look at race when drawing boundaries. In contrast with the scholarly articles about the impact of national court decisions reviewed in the literature above, it appears that in this case, it was more the local policies/practices which determined that race/ethnicity, and level of poverty could not be examined as a primary factor. It appeared that it was the neighborhood schooling concept which interfered with these considerations. Ms. Jones said, "If you're going to stay with the neighborhood school, it impacts what you're can do to balance demographics…" and Mr. Gardea added that this actually has to occur, "unless the city was set up in such a way where you had more affordable housing scattered throughout the city. That would help balance the numbers." This is also a sentiment that was expressed to me by Maria Gonzales, a reporter for the *Walla Walla Union Bulletin* who followed the decision-making process in articles for this newspaper. She noted that the school district was working within the restrictions of how the town was set up in terms of racial/ethnic, and income-level demographics.

The next question that will be addressed is: will the racial/ethnic and income level separation that existed within the community be mirrored in the final plan which was centered on neighborhood school philosophies? Did the limited ability to look at segregation because of the neighborhood schooling philosophy have a real impact on how students were distributed throughout the school? The following segment of this report focuses on these issues of increased or decreased segregation among many groups: racial/ethnic, income-level, and language composition and the possible impacts this might have on a students' education due to what scholarly literature suggests about the situation.

The Effect of New Boundaries: Changes in Walla Walla Elementary Schools

In light of the information above, the aim in this segment is to examine whether or not the neighborhood school philosophy played into increasing or decreasing the separation of students between elementary school in such a way that would increase or decrease the diversity of these schools in terms of Latino students, students living in poverty, and non-native English speakers who attend each elementary school. Ultimately this project attempts to illuminate the differences between each school's racial/ethnic, income-level, and language makeup of students. As shown

by the literature above, the diversity of a school can play into students' academic success as well as more general well-being.

In order to address these issues, I first examine the general ethnic, poverty, and language makeup of Walla Walla Public Elementary schools' populations over the past decade and how the new boundaries will impact the trajectory that would have occurred without the new boundaries. These data were obtained from the Walla Walla Public School District administration, as well as the OSPI Washington State Report cards. Through this analysis of data augmented with visual representations, I give context for my findings by explaining the trends that may have been impacted by the board's decision to maintain a neighborhood school philosophy as a priority when creating the new boundaries. Finally, through the use of statistical operations I illuminate statically significant correlations and differences between the different factors of poverty, ethnicity, language, and teacher quality which are attributed to their education and experience. I also explain whether the new makeup of the schools differ significantly from the old ones (from a statistical perspective), which means I will explain whether the way students are distributed now is due to more than just random chance.

Ethnicity (1999-2009) [5]

The ethnic makeup of each student population is an important factor to take into consideration, as the literature shows that the balance of ethnicities often determines how well students do in school. This segment determines whether the change in ethnic diversity of the schools can be attributed to the new attendance boundaries shaped according to a neighborhood school philosophy.

As shown in Figure 1, the racial makeup varies both by each elementary school and over time. While the average school in the 1998-1999 school year was only 27.3% Hispanic, the average percent of each school's Hispanic population has been growing rapidly, up to an average of 35.6% for the start of the 2009 school year. However, the percentages of Hispanic students in two elementary schools have never reached the average percentage of Hispanic students for each district. For example, even in its most diverse stage at 13% Hispanic in the fall of 2009, Berney Elementary has never housed even half of what the average school had at the least diverse stage in 1999 (27.3%). On the opposite side of the coin, Blue Ridge has always had a majority of Hispanic students, increasing to 65.8% in the fall of 2009.

The changes to the ethnic composition that have occurred with the new attendance boundaries provide mixed results and require careful examination. While over the past decade Prospect Point Elementary was getting increasing closer and closer to the average for the total elementary school population in past years, the new boundary changes are responsible for decreasing this population more than 16 percentage points. This change becomes even clearer with the visual representation of this chart in the graph below it (Figure 2).

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[5] This term is used instead of race because this is how it was termed in the data I obtained from the OSPI *Washington State Report Cards*. This source used the term "ethnicity" in order to classify what is in other circumstances called a students' race. However, in order to maintain consistency with this source, I use the term "ethnicity" as well in my primary analysis.

Figure 1: Percentage of Hispanic Students by Elementary School (1998-1999 school year through Fall 2009)

	Blue Ridge	Prospect Point	Green Park	Sharp-stein	Berney	Edison	Mean
1999*	54.9	20.0	36.6	30.1	9.2	12.8	**27.3**
2000	58.9	19.1	40.5	37.0	11.3	16.8	**30.6**
2001	68.5	17.1	40.4	41.6	12.1	13.8	**32.3**
2002	68.0	15.3	42.3	44.9	14.2	15.4	**36.9**
2003	69.1	24.7	45.4	40.6	14.9	16.0	**35.1**
2004	67.5	29.4	39.4	44.4	12.8	14.2	**34.6**
2005	67.3	30.1	42.2	43.7	14.7	15.8	**35.6**
2006	65.8	29.8	43.0	40.0	12.7	15.1	**34.4**
2007	60.9	28.3	45.7	42.2	13.3	13.7	**34.0**
2008	63.9	28.6	44.1	44.6	11.5	16.1	**34.8**
2009	64.2	26.8	44.1	46.3	12.7	15.4	**34.9**
Pre-change Mean	**64.5**	**24.5**	**42.2**	**41.4**	**12.7**	**15.0**	**35.6**
Fall 2009	65.8	10.0	40.0	44.0	13.0	41.0	**35.6**
Total Mean	**64.6**	**23.3**	**42.0**	**41.6**	**12.7**	**17.2**	

Source: 1999-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration.

***Note: Unless otherwise specified, all are spring measurements for the school year. For example, the 1999 measure was taken for the 1998-1999 school year.**

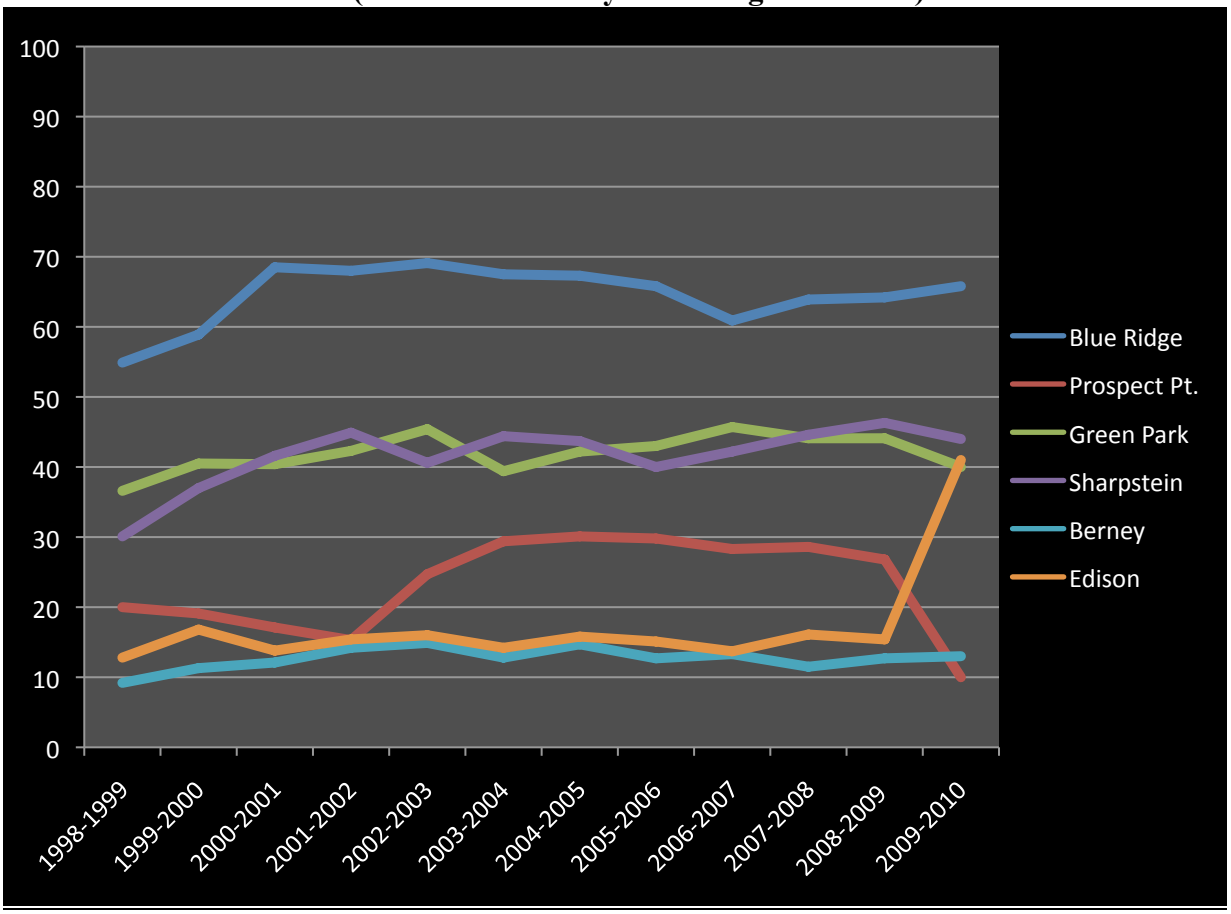
As becomes apparent from the graph below (Figure 2), there have been a few changes in this regarding the ethnic makeup of each elementary school. The two largest changes are seen in the ethnic makeup of Edison which increased 25.6% Hispanic, and Prospect Point which lost 16.8% of its Hispanic population.

The decrease in Prospect Points' Hispanic population is significant as it brings the average ethnic composition of this school further away from the average of the district than it had been in the past. This decreases the numbers of students who must travel far from their home in order to attend school, but it also exacerbates pre-existing demographic disparities. In this case it appears there is some tension between the neighborhood school model, which assumes that having a student attend school as close to their home is beneficial, and the integration model which promotes an arguably better education based upon studies conducted by scholars mentioned in the previous passages.

However, some of these changes seem to be for the better. The increase of Edison's Hispanic population has necessitated the introduction of a new bilingual program, and would perhaps expose the children there to the newest facilities and most up-to-date resources. While, in my interviews, Ms. Jones stressed that the school district does a great job of distributing resources to the children who need them most and training all teachers so they would be able to teach most effectively, she also noted that the new facilities at Edison were very nice. The most important thing in this change though, is the increase in Hispanic representation at this school which has historically been one with the lowest Hispanic population.

Overall, the statistical analysis of the pre-boundary change data shows that there was a significant correlation between which elementary school students attend and what percent of Hispanic students attend an elementary school (See "Correlations – School & Percent Hispanic" in Appendix A). In other words, the ethnic differences between elementary schools (in terms of Hispanic population) are not just due to random chance, but children are unequally distributed instead. While the pre- and post- boundary change data could not be compared due to limited information, the graphs below indicate that this trend will most likely continue.

Figure 2: Percentage of Hispanic Students by Elementary School (1998-1999 school year through Fall 2009)



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration.

Finally, I used GIS mapping technology in order to determine the impact of the new boundaries and how exactly a neighborhood school feel had been maintained and/or increased. As can be seen in the first map below, Berney had the lowest percentage of Hispanic students, while Blue Ridge had the highest percentage of Latino students. When contrasted against the next image, it becomes clear that Blue Ridge still serves the population with the highest percentage of Hispanic students. Also shown is the decrease in Hispanic representation at Prospect Point, which shows the impact students from that Northwest corner of the city originally had on the overall population of the school. Further shown in these maps below is the increase in Hispanic students at Edison, in part because of the decision to cut West into the existing districts for Green Park, Sharpstein, Edison, and Blue Ridge. While still serving a contiguous population, this school has now increased its diversity.

Poverty (1998-2009)

But ethnicity is not the only important factor to take into consideration when examining the impact of the new school attendance boundaries. As explained in the literature above, Latino students are also disproportionately living in poverty when compared to their peers. How low-income students of all races are distributed throughout schools in general though is an important factor to examine when determining the impact of the neighborhood schooling philosophy. As noted in the interviews above, the fact that affordable housing is concentrated in certain areas of Walla Walla impacts the distribution of students when operating within the neighborhood schooling model. To define in this report poverty I use the percentages of students who are eligible for free or reduced price meals in each school population. [7]

As can be seen from the chart below (Figure 3), poverty among public elementary school students in Walla Walla overall has generally increased, from 54.0% in the 1998-1999 school year to an all-time high of 61.8% in the fall of 2009. Unfortunately, the percentage of students who qualify for free and reduced price meals has never dipped below 35.1 at any one elementary school, which occurred in the 1999-2000 school year for Berney Elementary.

From my analysis of the existing data, it appears that Prospect Point now serves the least impoverished population on average. With the new boundaries, 34% of their students will be eligible for free and reduced price lunches, a decrease from the pre-change value which had reached 44.2% in the 2008-2009 school year. On average Prospect Point had served a 39.1% poverty school, whereas with the new boundaries their population will be a 5% deviation from their average amount of poverty (these statistics are the author's interpretation of OPSI data). However, before the new elementary school boundaries were drawn, students were being bused across town from a neighborhood much closer to the Blue Ridge school district into Prospect Point. So it is seen in the data that levels of students eligible for free and reduced price meals decreased the school which traditionally served the lowest number of students living in poverty is serving even fewer students living in poverty.

On the other hand, Blue Ridge has always served the lowest income students. Even during the period of lowest average poverty among the elementary schools, during the 1999-2000 and 2000-2001 when the average for the elementary schools was 53.9%, hovered between 86- 87% of Blue Ridge's population was eligible for Free or Reduced Price Meals. The average percentage of children eligible to receive free or reduced price meals before the boundary was 86.2% but the new change in boundaries now means that 92% of this school will be eligible for free or reduced lunches. Compared to the new average for the school district at this point in

[7] This is a common definition of poverty among educational scholars (Goldring et al. 2006). In my primary research, this information was more readily available than information about children who lived under the poverty line. Also, relying on the federal poverty line is actually very restrictive because it does not take into consideration a "living wage", which means there are many who do not live under the government's poverty line whose income is lower than the amount of money actually needed to purchase essential goods and services like food and heat. The students eligible for free or reduced lunch may not be living under the official poverty line, but because they are eligible for this program, it means their parents make under a living wage for the number of children in their household.

time, this is 30.2 percentage points more. With the new boundaries, Blue Ridge is now 58 percentage points higher in poverty than the new Prospect Point population. Before the boundaries, from the 1998-1999 through 2008-2009 school years, there was a 47.1% difference between the percentages of students living in poverty between the two schools. These figures seem indicative of an unequal distribution of poverty between schools, and an exacerbation of the percentages of poor students between the highest and lowest poverty elementary schools in the district.

Figure 3: Percentage of Students Eligible for Free/Reduced Price Meals by Elementary School
(1998-1999 school year through Fall 2009)

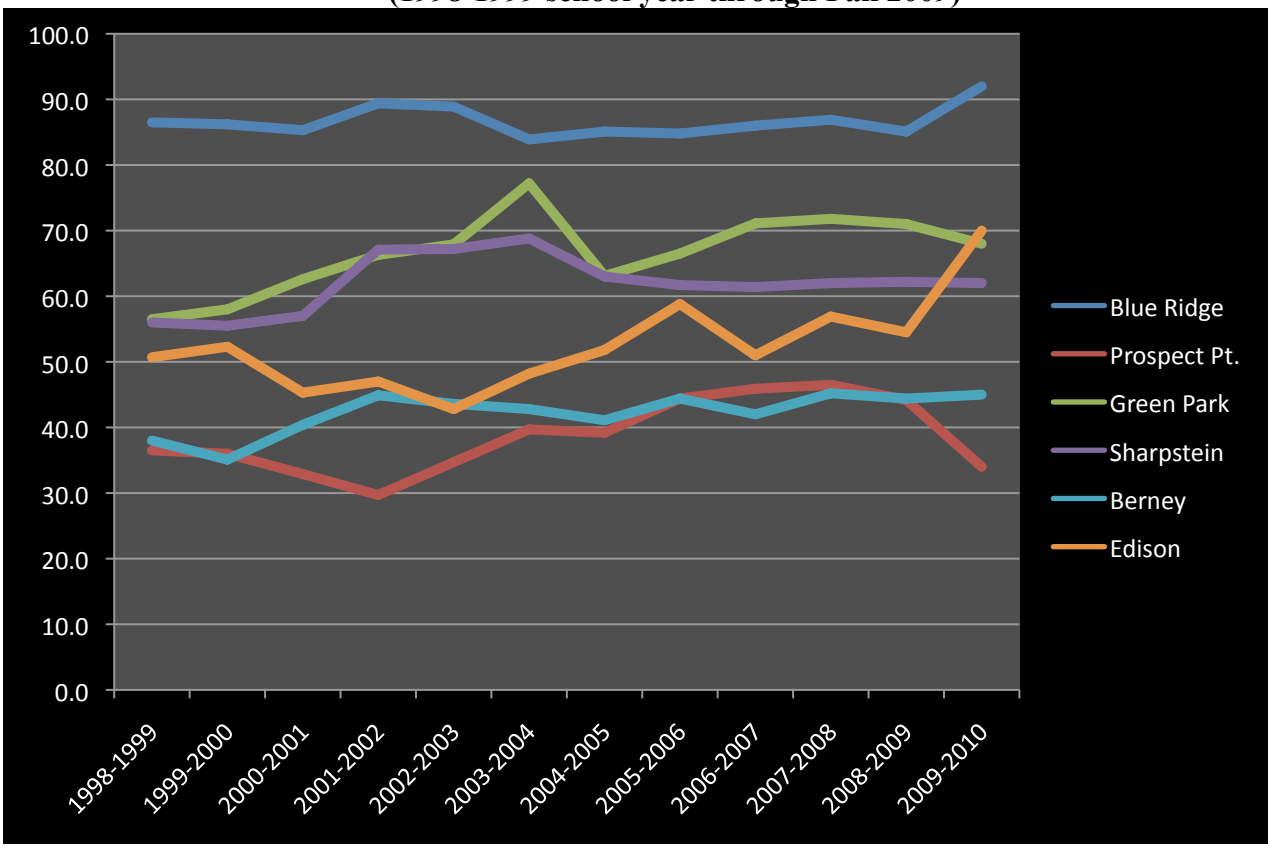
	Blue Ridge	Prospect Pt.	Green Park	Sharpstein	Berney	Edison	Mean
1998-1999	86.5	36.5	56.5	56.0	38	50.7	**54.0**
1999-2000	86.2	36.0	58.0	55.5	35.1	52.3	**53.9**
2000-2001	85.3	32.9	62.6	57.0	40.4	45.3	**53.9**
2001-2002	89.4	29.7	66.3	67.1	44.9	47.0	**57.4**
2002-2003	88.9	34.7	67.9	67.2	43.6	42.8	**57.5**
2003-2004	83.9	39.7	77.2	68.8	42.8	48.2	**60.1**
2004-2005	85.1	39.2	63.1	63.0	41.1	51.8	**57.2**
2005-2006	84.8	44.4	66.5	61.7	44.4	58.8	**60.1**
2006-2007	86.0	45.9	71.1	61.4	42.0	51.0	**59.6**
2007-2008	86.9	46.5	71.8	62.0	45.2	56.9	**61.6**
2008-2009	85.1	44.2	71.0	62.2	44.4	62.2	**60.2**
Pre-Change Mean	**86.2**	**39.1**	**66.5**	**62.0**	**42.0**	**50.8**	**57.8**
2009-2010	92	34	68	62	45	70	**61.8**
Total Mean	**86.7**	**38.6**	**66.7**	**62.0**	**42.2**	**52.4**	

Source: 1999-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration.

However, the largest change from the pre- 2009 boundary change average to the current level of students eligible for free or reduced lunches occurs within Edison Elementary that jumped from an average of 50.8% to 70%. While the difference between 2008-2009 and 2009-2010 school years is less pronounced it still increased the percentage of students living in poverty by 12.2%.

Overall, the statistical analysis of this data once again showed a statistically significant relationship between the school which a student attended and the percentage of students at that school which were eligible to receive free and reduced-price meals (See Appendix A, "Correlations – Schools & Free/Reduced Meals"). What this means is that there was a relationship between which school one looked at and the amount of students who attended that school who were eligible for free/reduced price meals. Again, only data before the boundary change could be examined because of methodological restrictions inherent in the small sample available for the post-boundary change data (one set). This data is suggestive of a trend which does not appear to be broken due to the neighborhood school model.

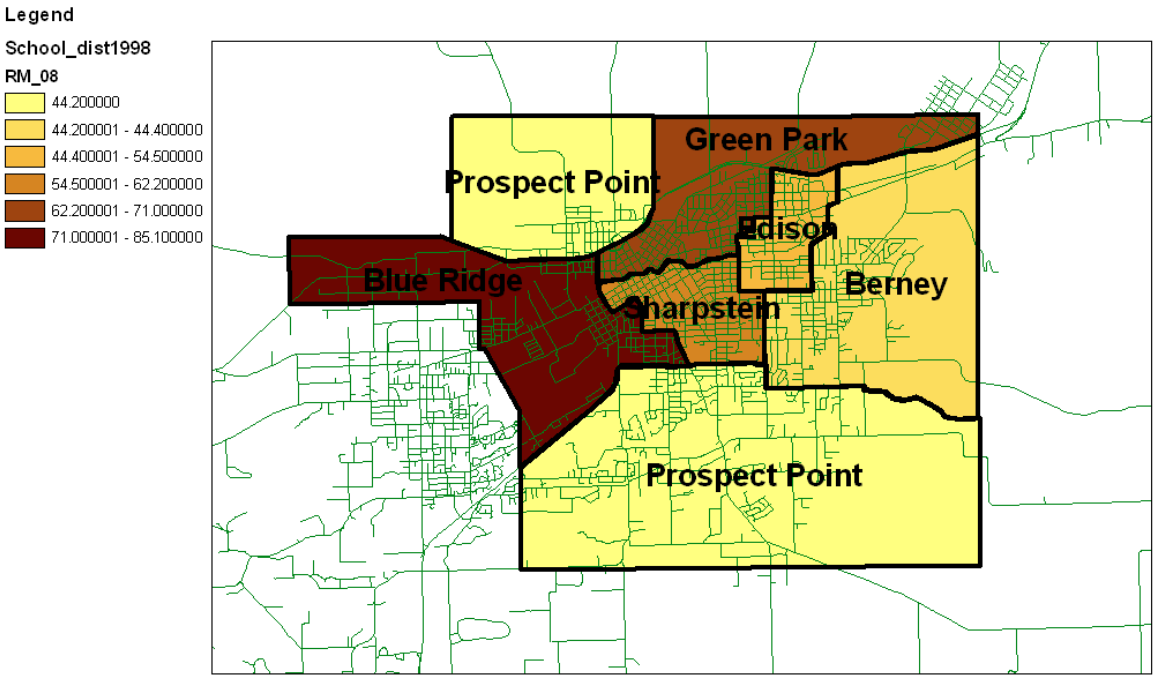
Figure 4: Percentage of Students Eligible for Free/Reduced Price Meals by Elementary School (1998-1999 school year through Fall 2009)



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration.

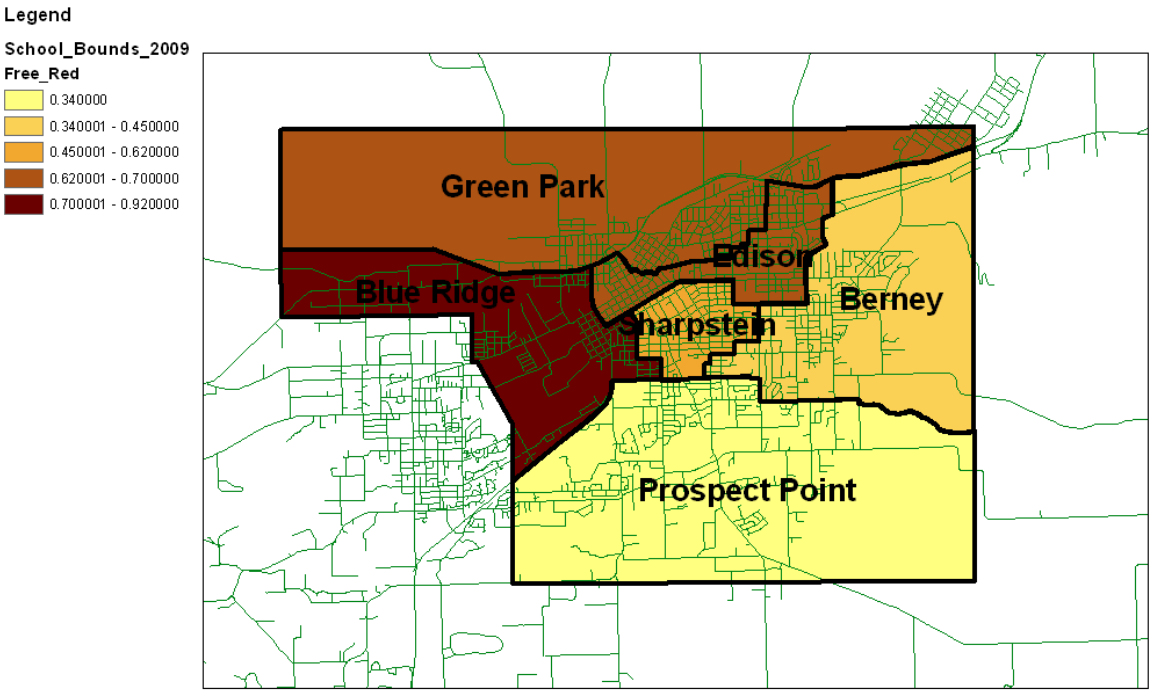
Another final frame of analysis through which the change can be examined are the GIS maps shown below. These maps explain part of the concentration of students eligible for free- or reduced- price meals which occurred as a result of the neighborhood schooling policies. Before, whereas the students from the Northwestern corner attended a school with a population that had much lower percentage of poverty, they now attend school with children who are in a more similar situation. It is unclear from the data how this might potentially impact students who now attend Green Park. However, again, Edison increases to have about the same numbers of low-income students as Green Park does. This again, is a significant contribution toward a more equitable distribution of students.

2008-2009 Free and Reduced Meals



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards. Oct. 2009 data obtained from the WWPS Administration

2009-2010 Free and Reduced Meals



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards. Oct. 2009 data obtained from the WWPS Administration

Language Composition (2003-2009)

As shown by scholars cited in the review of the literature, Latino students are disproportionately likely to speak a language other than English in their homes. This is especially relevant to members of ethnic minorities who are likely to immigrate from a non-English speaking country, many of whom lack the opportunity to study English formally before their immigration, like Latinos. Students could either be from a non-English speaking country themselves, or their parents could be from one as well. The term bilingual student is used here for a student who is a native speaker of a language other than English. The references to "bilingual" students contained within this report do not refer to students who are native English speakers and enrolled in the dual-immersion program to learn Spanish.

Though the immigration report by Fry shows that the majority Hispanic population growth is now due to natural increase in Hispanic populations living here rather than immigration, Gándara's research still shows that there is a correlation between being a bilingual student and Hispanic which appears to be the case in Walla Walla (2008, 2003). However, when we examine the differences between schools' concentration of bilingual students we need to take into consideration the bilingual programs that are available at each school.

Figure 5: Percentage of Students Receiving Transitional Bilingual Services by Elementary School*
(2003-2004 school year through Fall 2009)

	Blue Ridge	Prospect Pt.	Green Park	Sharpstein	Berney	Edison	Mean
2003-2004	35	7.3	29.2	26.4	3.8	1	**17.1**
2004-2005	43.4	16.9	21.8	27.8	1.1	0.7	**18.6**
2005-2006	41.5	18.1	22.2	23.9	2.5	1.5	**18.3**
2006-2007	23.6	16.2	23	23.9	3.7	2	**15.4**
2007-2008	26.4	16.8	23.9	27	3.4	1.1	**16.4**
2008-2009	28.7	15.1	25.4	29.9	4.5	2.4	**17.7**
Pre-Change Mean	**33.1**	**15.1**	**24.3**	**26.5**	**3.2**	**1.5**	**17.3**
2009-2010	51	1	23	29	4	25	**22.2**
Mean	**35.7**	**13.1**	**24.1**	**26.8**	**3.3**	**4.8**	

Source: 2003-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration.

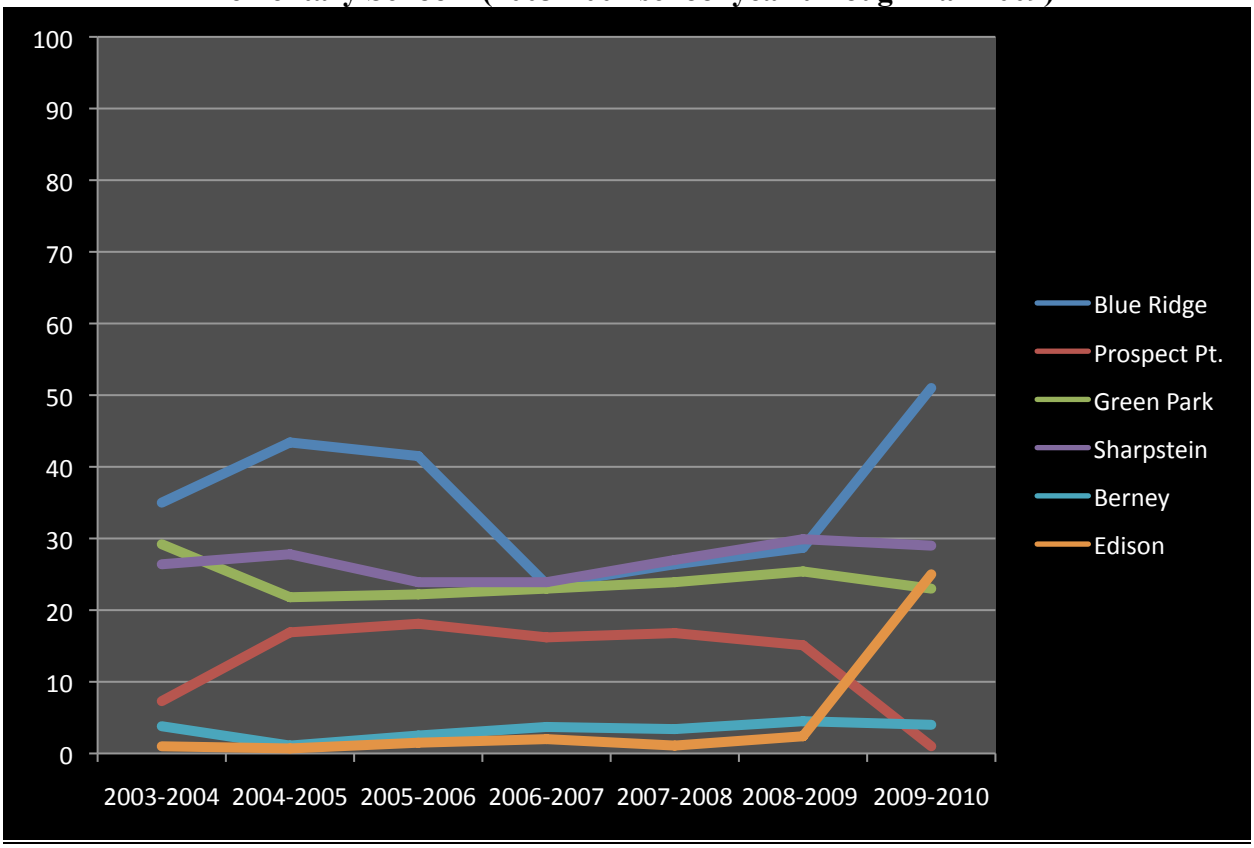
***Note: The OSPI Washington State Report Cards data on bilingual students only dates back to the 2003-2004 school year. All the available information is displayed.**

These resources are divided up between different schools. Blue Ridge, Green Park and Prospect Point had transitional bilingual programs established, while Sharpstein has a two-way language enrichment, or "dual immersion" program. Berney and Edison did not have these programs before the new boundaries were drawn. However, Edison is now going to have a bilingual program of its own because of the increased presence of bilingual students at the school.

As the graph below illustrates, the bilingual programs show more moderate change between most school years more so than the other factors. The smaller sample size of years with available data is one reason why it appears here that less drastic shifts occurred than with other variables. Also, the availability of bilingual programs at different schools sometimes dictates where students attend school. In this case, the reason why Berney and Edison had such low bilingual levels previous to the boundary change was the bilingual programs that were available at those schools.

One of the most drastic changes which occurred with the new boundaries was the increase in non-native English speakers at Edison – a jump from an average 1.5 to 25%. This enabled the school to begin offering a dual-immersion program as mentioned above. Prospect Point has the lowest number of bilingual students down to 1% from a previous 15% average.

Figure 6: Percentage of Students Receiving Transitional Bilingual Services by Elementary School* (2003-2004 school year through Fall 2009)

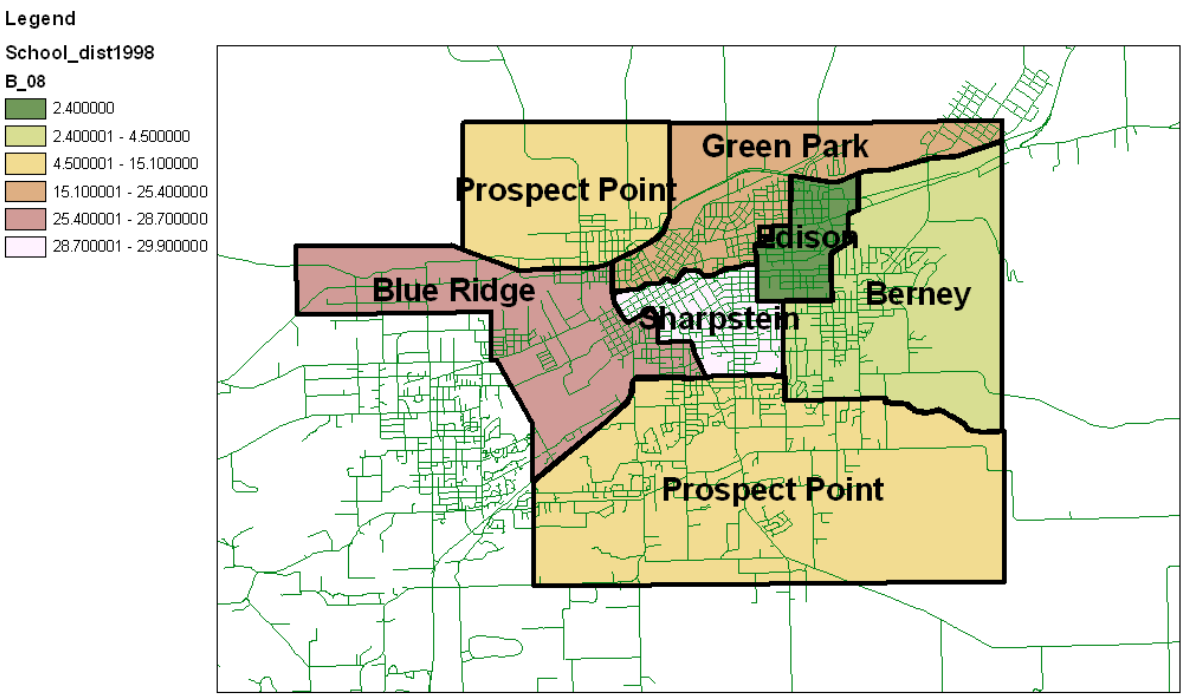


Source: 2003-2009 data obtained from the OSPI Washington State Report Cards; fall 2009 data obtained from the WWPS district administration

In this population, a statistically significant correlation between elementary school and percent of students eligible for free/reduced price meals was found. This shows that there is a relationship between each elementary school and their bilingual population that did not occur solely because of chance. This is absolutely essential to take into consideration when examining the distribution of bilingual students across schools, as it shows these students are concentrated in certain schools. Drawing on the knowledge we have about the bilingual programs that are located only at specific schools, this finding is perhaps not surprising but it is still an essential component of the situation to consider.

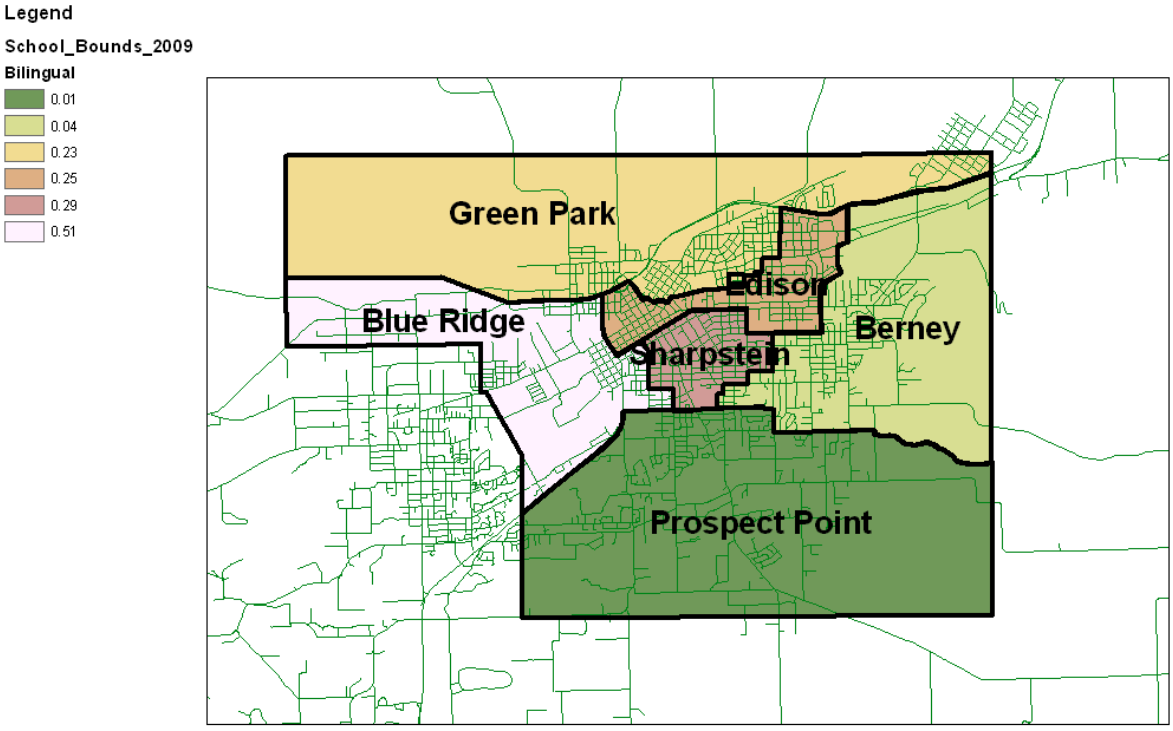
Finally, a GIS analysis is useful when considering bilingual education of Walla Walla Public elementary school students. The maps on the following page (30) serve as an indicator of how bilingual students are distributed amongst the schools, and how this varies by the student's neighborhood of origin. These maps are colored depending on the proportion of the each school's bilingual populations when compared to the rest of the district. Here, the green represents the smallest bilingual population, while white represents the largest percentage of bilingual students at a school. As can be seen from these maps, Prospect Point has taken Edison's place as the school with the least amount of students who are bilingual. Blue Ridge has increased in proportion to other schools, holding an even heavier concentration of students whose native language is not English.

2008-2009 Percentage of Bilingual Students



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards. Oct. 2009 data obtained from the WWPS Administration

2009-2010 Percentage of Bilingual Students



Source: 1999-2009 data obtained from the OSPI Washington State Report Cards. Oct. 2009 data obtained from the WWPS Administration

Relationships Between Key Factors: Ethnic, Income-Level and Language Composition of Schools

Below, the results from a portion of my statistical analysis are explained. The results which follow explain relationships between my three key variables: ethnic, income-level and language composition of schools. These statistical analyses were conducted over the entire available data for the schools before the new boundaries were implemented, to show the general trends present in the district before the school district change. Due to the small sample of post-boundary change data (only one year's worth), an accurate statistical comparison between the old and new relationships could not be preformed. In further research on this population statistical analysis of the data before and after the boundary changes would prove useful in determining the impact of the new boundaries. The analyses explained below, however, help determine the general demographics of public elementary schools in Walla Walla, and explain the existing relationship between my major variables.

Hispanic and Low-Income Populations

As suggested by Gándara (2008), in general Hispanic students are more likely to be in higher-poverty schools, as well as live in poverty themselves. While the statistical analysis contained within this report cannot speak to how much of the Hispanic population is living in poverty, statistical analysis in this report has revealed that the correlation between being a Hispanic student, and attending a school with high levels of students eligible for free- and reduced- price meals is statistically significant (see Appendix A for more specific information). This means that with an increase in percentage of Hispanic students represented in a school, it becomes increasingly more likely than not this school will also contains high levels of low-income students. This is important to take into consideration when examining the effects of segregation amongst schools because it shows the interrelated nature of many of these factors. Many students who might have the opportunity to attend a more ethnically diverse school are also missing out on the opportunity to attend a school which has a more equal representation of income-levels.

Hispanic and Bilingual Populations

Gándara (2008) also suggested that Hispanic students are more likely to speak a language other than English. While this could not be proven through the statistical analyses employed in this project, the results indicate that this is likely. The statistical analyses revealed that the percent of Hispanic students at each school was correlated with the percentage of students who were receiving transitional bilingual services. What these results do say conclusively is that with each increase in the population, it becomes increasingly likely that the population will also have a larger portion of Hispanic students in school.

Bilingual and Low-Income Populations

Finally, the third possible combination of variables also proved significant. The higher the bilingual population in a school was, the more likely that a higher proportion of students

eligible for free and reduced-price meals would be seen in the schools' population. This is generally reflective of the sentiment expressed by Ms. Jones and Mr. Gardea in my interviews – that bilingual students tend to come from areas of town with more affordable housing.

Conclusion

Through the use of these statistical analyses, it was revealed that a statistically significant correlation could be found between all three of the examined variables: bilingual, low-income, and Hispanic students. These statistically significant results are even further proof of the relationship between these three variables and the fact that these variables are not equally distributed among schools. If an equal distribution of bilingual, low-income, and/or Hispanic students was reached, the statistical significance between these factors would not have been found. For example, if low-income students and Hispanic students were distributed equally throughout the schools, one would not find any significant correlation between Hispanic and low-income students because the chances of these two factors occurring concomitantly would not be different at any school. These statistical analyses also add weight to the descriptive charts and graphs as statistical analyses reveal whether the trends which occur are purely random, or if there is a more considerable relationship between the two that would not occur if left to chance alone.

Discussion/Recommendations

Through a careful analysis of the existing data, I found that the issue is not as clear-cut as meets the eye. One school which traditionally served a largely white and less poverty-stricken student body but was moving towards increasing ethnic and social class diversity in recent years has become increasingly less diverse in these two aspects – ethnicity and income-level. In the school which had been serving the largest Hispanic population and the largest percentage of students living in poverty, there was an increase in both of these measures as well. While, Edison elementary did receive a huge influx of underprivileged and Hispanic students and this will allow for some integration within the schools, this may nevertheless not make up for the increasing disparities seen between the schools and the traditionally present differences between school populations that proved to be statistically significant.

When augmented with maps and stories from school employees it soon became clear that this neighborhood school model conflicted with a model that was geared more toward racial/ethnic integration of students. As shown by the scholarly literature review, segregation is ultimately harmful to minority students and White students alike. The literature did not show any substantial benefit to the neighborhood schooling model. This means that ultimately, in the future, it would be best to reconsider the neighborhood schooling mandate when determining new boundaries.

Also, as a side note, the Supreme Court does need to repeal its decision to prohibit any race-conscious policies because as was unanimously agreed upon in the literature - segregation is increasing more than ever, and without these race-conscious policies it is nearly impossible to prevent. As the literature shows, integration plays a large role in the academic success of all children, no matter their race.

Scholars need to pay more attention to segregation that occurs at the critical elementary school age. This segregation at such a formative point in a young person's development may impact future segregation patterns within the schools even if no school-level segregation occurs. For example, it seems important to uncover links between integrated elementary schools and the level of intra-school integration that occurs in high schools that those students will attend. Would having diverse friends in elementary school lead to more diverse friendships in high school? Would that process ultimately lead to a more integrated high school? These are all questions that are very important to answer not only for the WWPS district, but for districts across the nation that may be facing similar issues.

Through this process, I have discovered that Latinos in Washington State could mitigate some segregation by taking reports such as the NAACP recently put out about how to resist resegregation in the face of the *Parents v. Seattle Supreme Court* case. These resources ultimately can provide a jumping off point of resistance techniques and ways around the segregation issue that we can all take into consideration as we strive to further improve the high-quality education that is given to students not only in the Walla Walla Public Schools but in schools across the country who are dealing with similar issues and challenges.

Ultimately, the best solution would be to increase the availability of affordable housing so that the neighborhoods feeding into these schools would be less segregated as well. The housing available within the Walla Walla school district is largely separated by price, as spoken about in my interview with Mr. Gardea and Ms. Jones. More affordable housing is on one side of town, whereas the more expensive development houses are in a different area. The schools could both be simultaneously ethnically integrated and neighborhood-based if housing prices were more heterogeneous throughout the entire district, however, this is currently not the case in Walla Walla.[9] Future research will be needed to ascertain the costs and benefits of the time it takes to travel to school when contrasted with the possibility of greater integration within the district. Finally, once more time has passed after the redistricting occurred in the WWPS elementary schools, it will be necessary for another scholar to conduct a longitudinal study in order to determine the ultimate impact of these new boundaries on the demographics of the student populations at each school over time.

[9] For more information on neighborhood conditions and school achievement in Walla Walla, refer to Enrique Mora's report (*forthcoming*). For more about the general conditions of poverty in Walla Walla, reference Daria Reaven's report (*forthcoming*). These reports are both available at www.walatinos.org.

Appendix A: Statistical Analysis Results from SPSS

Pre-Boundary Change:

Correlations – Hispanic & Reduced Meals (1998-99 to 2008-09 school years)

[DataSet5] C:\Documents and Settings\lowese\Desktop\Hispanic and Poverty.sav

Correlations

		Percent of Hispanic Students	Percent of Students Eligible for Free/Reduced Price Meals
Percent of Hispanic Students	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	66	66
Percent of Students Eligible for Free/Reduced Price Meals	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

```
NONPAR CORR   /VARIABLES=PerHisp PerPoverty   /PRINT=SPEARMAN TWOTAIL NOSIG
/MISSING=PAIRWISE.
```

Nonparametric Correlations

[DataSet5] C:\Documents and Settings\lowese\Desktop\Hispanic and Poverty.sav

Correlations

			Percent of Hispanic Students	Percent of Students Eligible for Free/Reduced Price Meals
Spearman's rho	Percent of Hispanic Students	Correlation Coefficient	1.000	.842**
		Sig. (2-tailed)	.	.000
		N	66	66
	Percent of Students Eligible for Free/Reduced Price Meals	Correlation Coefficient	.842**	1.000
		Sig. (2-tailed)	.000	.
		N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations – Hispanic & Bilingual (2003-04 to 2008-09 school years)

[DataSet3] C:\Documents and Settings\lowese\Desktop\Hispanic Bilingual.sav

Correlations

		Percent of Hispanic Students in Each School	Percent of Students Receiving Transitional Bilingual Services
Percent of Hispanic Students in Each School	Pearson Correlation	1	.938**
	Sig. (2-tailed)		.000
	N	36	36
Percent of Students Receiving Transitional Bilingual Services	Pearson Correlation	.938**	1
	Sig. (2-tailed)	.000	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

```
NONPAR CORR   /VARIABLES=Per_Hisp Per_Bilingual   /PRINT=SPEARMAN TWOTAIL NOSIG
/MISSING=PAIRWISE.
```

Nonparametric Correlations

[DataSet3] C:\Documents and Settings\lowese\Desktop\Hispanic Bilingual.sav

Correlations

			Percent of Hispanic Students in Each School	Percent of Students Receiving Transitional Bilingual Services
Spearman's rho	Percent of Hispanic Students in Each School	Correlation Coefficient	1.000	.878**
		Sig. (2-tailed)	.	.000
		N	36	36
	Percent of Students Receiving Transitional Bilingual Services	Correlation Coefficient	.878**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

DATASET ACTIVATE DataSet3. DATASET CLOSE DataSet4.

Correlations – Bilingual & Reduced Meals (2003-04 to 2008-09 school years)

[DataSet3] C:\Documents and Settings\lowese\Desktop\Hispanic Bilingual.sav

Correlations

	Percent of Students Recieving Transitional Bilingual Services	Percent of Students Eligible for Free or Reduced Price Meals

Percent of Students Recieving Transitional Bilingual Services	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	N	36	36
Percent of Students Eligible for Free or Reduced Price Meals	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.000	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

NONPAR CORR /VARIABLES=Per_Bilingual Red_Meals /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.

Nonparametric Correlations

[DataSet3] C:\Documents and Settings\lowese\Desktop\Hispanic Bilingual.sav

Correlations

			Percent of Students Recieving Transitional Bilingual Services	Percent of Students Eligible for Free or Reduced Price Meals
Spearman's rho	Percent of Students Recieving Transitional Bilingual Services	Correlation Coefficient	1.000	.723**
		Sig. (2-tailed)	.	.000
		N	36	36
	Percent of Students Eligible for Free or Reduced Price Meals	Correlation Coefficient	.723**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

Pre-boundary Change:

Correlations – School & Percent Hispanic

[DataSet2] C:\Documents and Settings\lowese\Desktop\Hispanic schools.sav

Correlations

		Elementary School	Percent Hispanic
Elementary School	Pearson Correlation	1	-.752**
	Sig. (2-tailed)		.000
	N	66	66
Percent Hispanic	Pearson Correlation	-.752**	1
	Sig. (2-tailed)	.000	
	N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

NONPAR CORR /VARIABLES=School PerHisp /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.

Nonparametric Correlations

[DataSet2] C:\Documents and Settings\lowese\Desktop\Hispanic schools.sav

Correlations

			Elementary School	Percent Hispanic
Spearman's rho	Elementary School	Correlation Coefficient	1.000	-.728**
		Sig. (2-tailed)	.	.000
		N	66	66
	Percent Hispanic	Correlation Coefficient	-.728**	1.000
		Sig. (2-tailed)	.000	.
		N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations – School & Biilngual

[DataSet3] C:\Documents and Settings\lowese\Desktop\Bilingual Schools.sav

Correlations

		Elementary School	Percentage of Students Receiving Transitional Bilingual Services
Elementary School	Pearson Correlation	1	-.756**

	Sig. (2-tailed)		.000
	N	36	36
Percentage of Students Receiving Transitional Bilingual Services	Pearson Correlation	-.756**	1
	Sig. (2-tailed)	.000	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

NONPAR CORR /VARIABLES=School Bilingual /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.

Nonparametric Correlations

[DataSet3] C:\Documents and Settings\lowese\Desktop\Bilingual Schools.sav

Correlations

			Elementary School	Percentage of Students Receiving Transitional Bilingual Services
Spearman's rho	Elementary School	Correlation Coefficient	1.000	-.703**
		Sig. (2-tailed)	.	.000
		N	36	36
	Percentage of Students Receiving Transitional Bilingual Services	Correlation Coefficient	-.703**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations – Schools & Free/Reduced Meals

[DataSet5] C:\Documents and Settings\lowese\Desktop\Reduced Meal Schools.sav

Correlations

	Elementary Schools	Percent of Students Eligible for Free or Reduced Price Meals

Elementary Schools	Pearson Correlation	1	-.505**
	Sig. (2-tailed)		.000
	N	66	66
Percent of Students Eligible for Free or Reduced Price Meals	Pearson Correlation	-.505**	1
	Sig. (2-tailed)	.000	
	N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

```
NONPAR CORR   /VARIABLES=Schools Reduced_Meal   /PRINT=SPEARMAN TWOTAIL NOSIG
/MISSING=PAIRWISE.
```

Nonparametric Correlations

[DataSet5] C:\Documents and Settings\lowese\Desktop\Reduced Meal Schools.sav

Correlations

			Elementary Schools	Percent of Students Eligible for Free or Reduced Price Meals
Spearman's rho	Elementary Schools	Correlation Coefficient	1.000	-.417**
		Sig. (2-tailed)	.	.000
		N	66	66
	Percent of Students Eligible for Free or Reduced Price Meals	Correlation Coefficient	-.417**	1.000
		Sig. (2-tailed)	.000	.
		N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix B:

Questions for interviews with Dana Jones & Chris Gardea, Approved by Dr. Linda Boggs

(Prioritized; Target Time 30-45 minutes)

Susannah Lowe

I. Decision Making

1. Please tell me about the initial planning stages of changing the WWPS elementary schools' attendance boundary lines.

* What factors did you take into consideration when deciding to change the attendance boundaries besides the redistribution of students due to the expansion of Edison?
* What primary factors did you take into consideration when deciding *where* to draw the new boundaries?
* What role did parents and the community play in crafting this decision?
*Were there any other key players in making this decision? What were their opinions on the process?

2. Please tell me about the main obstacles or barriers you came across when making these decisions.

* Were there any disagreements between the people who were making the boundaries, and the public, parents, teachers, or other school district members?
* If there were disagreements, how did you go about navigating and/or trying to solve these problems?
* Where there any factors that you would have liked to take into consideration that you weren't allowed to look at? What impact do you think taking these into consideration would have on drawing the boundaries?
* In what ways did current policy affect your decision making process, if at all?
  - (i.e. would you have liked to look at how race would be redistributed but couldn't because of the *Parents v. Seattle* Supreme Court case?)
* Overall, how difficult was it for you to decide on the new boundaries?

3. What impact do you think the boundaries have on elementary school children now? Do you see them as positive changes, negative changes, or both?

* What do you see as the largest change (if there is one at all)?
* How do you think students are impacted by these changes?
* When do you think the boundaries will have to be re-drawn again?
* How do you think the impact of this boundary change will be different/the same from the one in 1995?
* What is the major complaint you're hearing about the new lines, and how would you address it?
*Could you say a little bit about how the "grandfather option" and the open enrollment options will affect students?

II. Reactions to Results

4. I have noticed a difference between teacher's average level of education depending on the school they work in (See below chart). Why do you think these differences might exist?

* I have heard that this may be because of the retirement plans and time of hiring – is this something that you would agree with? Do you think this distribution will change over the years to come?
* If you don't agree with the above statement as the primary reason for these differences, what would you suggest is the main factor in this divide?
  -Are there any differences in the programs offered that might affect the types of teachers employed by each school? For example, is there a preschool program which might decrease the overall number of teachers with a Masters or above?
* Are the same teachers working in these schools now that Edison has been renovated, or do you think there would be substantial differences in the levels of teachers' education?
* Do you think that Title I funding might have any influence over which school teachers chose to work at?

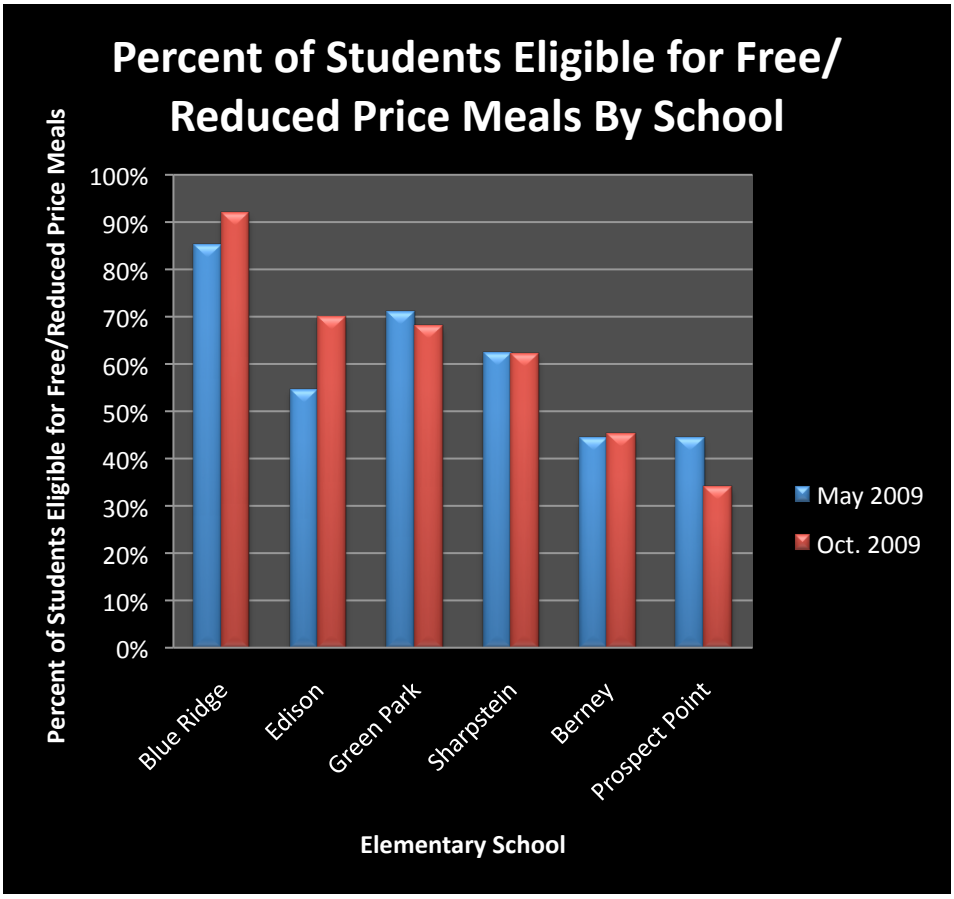
Percentage of Teachers with a Master's Degree or Above, By Elementary School
(2001-2002 through 2008-2009 School Years)

	Blue Ridge	Prospect Pt.	Green Park	Sharpstein	Berney	Edison
2001-2002	41.2	62.5	72.5	68.0	66.7	68.4
2002-2003	34.4	62.5	66.7	65.5	63.3	66.7
2003-2004	34.4	65.6	73.3	74.3	63.3	66.7
2004-2005	30.3	81.8	74.1	86.7	80.6	66.7
2005-2006	26.7	70.3	76.7	75.0	78.8	72.2
2006-2007	30.8	68.8	74.2	N/A	70.6	75
2007-2008	24.1	71.0	71.0	75.9	77.4	81.3
2008-2009	22.6	62.5	78.1	71.4	81.3	83.3
Mean	**30.6**	**68.1**	**73.3**	**73.8**	**72.8**	**72.5**
Median	**30.55**	**67.2**	**73.7**	**74.3**	**74.0**	**70.3**

Source: OSPI Washington State Report Card

6. What are your intitial impression about the below chart on the percentage of students receiving Free or Reduced Price lunches at each school? What impacts do you think that this re-distribution of poverty among schools may do?

* For example, it appears that the newest school (and presumably the one with the most resources now?) will serve more underprivileged children than it did before, and when compared to other schools in the district. Will this be a positive influence for the children?
* What about the increase in poverty in Blue Ridge and the decrease in poverty for Prospect Point? Will this increasing disparity have an impact? Do you think it was the result of preexisting neighborhood differences in town?



Source: OSPI Washington State Report Card (May 2009) & WWPS quantitative data (Oct. 2009).

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