



Is the Tinsley Settlement of 1985 a Success?

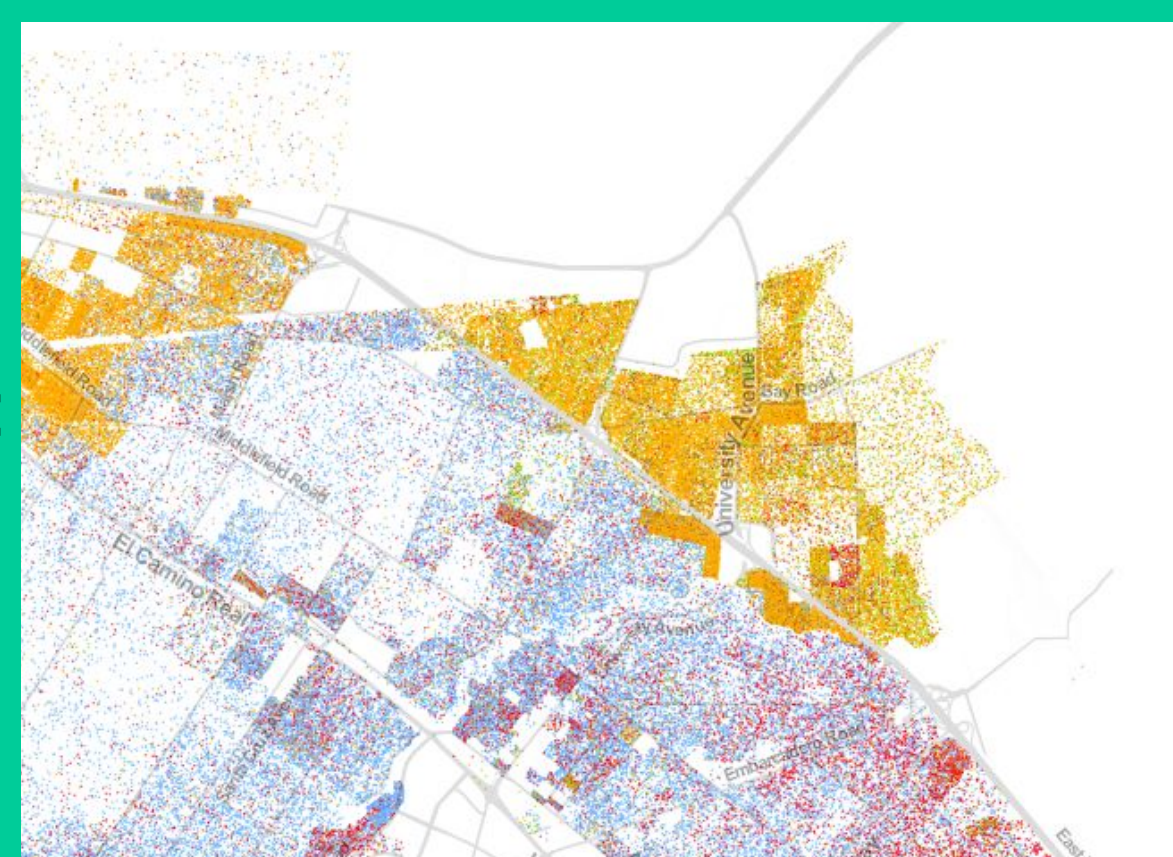
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INTRODUCTION

In 1985, Margaret Tinsley led a coalition of parents to address unequal access to education between Ravenswood and surrounding school districts. The outcome of the settlement was the Tinsley Voluntary Transfer Program (VTP) (Tinsley, 1983). Unfortunately, the VTP has not met its three stated goals (Rumberger, Willms, 1992):

- (1) reduce the racial isolation of students of color in the Palo Alto, Ravenswood, and other San Mateo County school districts,
- (2) improve educational achievement of Ravenswood students, and
- (3) enhance inter-district cooperation.



(Fig. 1) PA / EPA Race Map

RESEARCH METHODOLOGIES

Action research methodology and evaluation were used as Inquiry Approaches to create a “needs assessment” of the Tinsley Voluntary Transfer Program. Text and databases were the data collection sources. Descriptive statistics was used for data analysis.

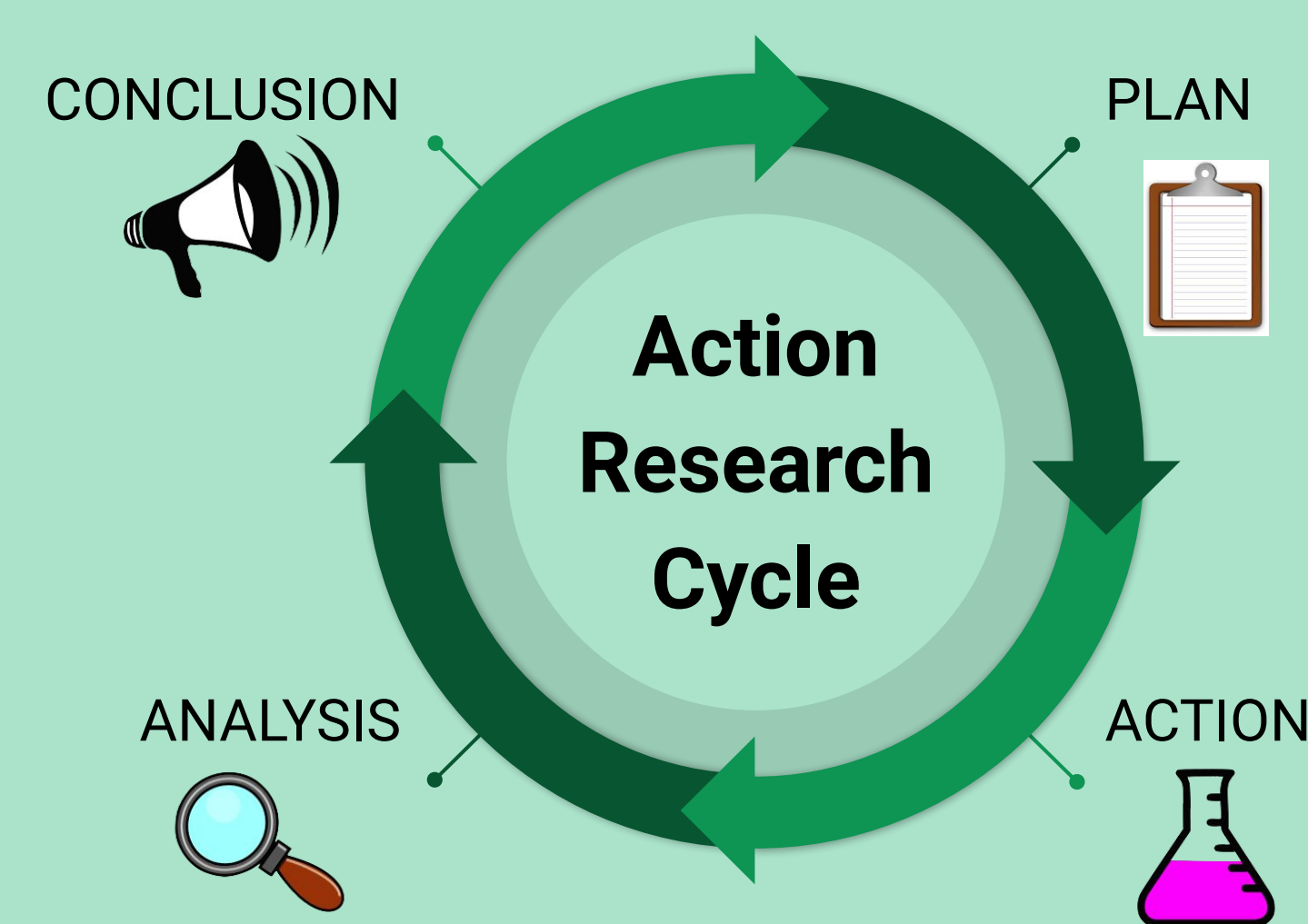
Stage one was purely observational, as data was collected to formulate effective solutions to the program. Stage two was experimental, as the administrators of the program were surveyed to determine whether or not the solutions would be successful if implemented.

Stage one consisted of the following:

- (1) Collection of quantitative data
- (2) Analysis of data
- (3) Formulation of the solutions for the VTP

Stage two consisted of the following:

- (1) Presentation of solutions to VTP administrators
- (2) Collection of VTP administrators’ responses using a survey
- (3) Determining whether or not suggested solutions are a success



(Fig. 6) Action Research Model

CONCLUSIONS AND ANALYSIS

Is the VTP a success? The stated goals are vague, and it is difficult to determine definitively whether or not they have been accomplished. However, based on the results of this study, it is realistic to state that the VTP has not been successful.

Fig. 1, 2, and 3 show that racial isolation is still clearly present. Hispanics and African Americans inhabit East Palo Alto in high concentrations, while Caucasians and Asian Americans live in Palo Alto and surrounding cities in high proportions. In this way, the first goal has not been accomplished.

Educational achievement of Ravenswood students was improved but not significantly, especially when compared to their peers in surrounding school districts (Jones, 2006). Consequently, it is determined that the second goal has not been achieved.

There was little evidence to determine whether or not inter-district cooperation has been enhanced. Due to the lack of data collected, it is not possible to make any claim on this topic.

Table XVI. Number of Tinsley Students with IEPs

	Belmont	Las Lomitas	Menlo Park	Palo Alto	Portola Valley	San Carlos	Woodside	Total	% of Total
2012-13	12	10	34	135	15	9	11	226	20%
2013-14	13	13	38	132	16	16	16	244	21%
2014-15	14	18	36	129	2	17	16	232	19%
2015-16	12	*	46	71	9	16	13	*	*
2016-17	18	21	43	128	11	24	11	256	20%

* Missing data due to data system update

Table XVII. Number of Entering Tinsley Students with IEPs

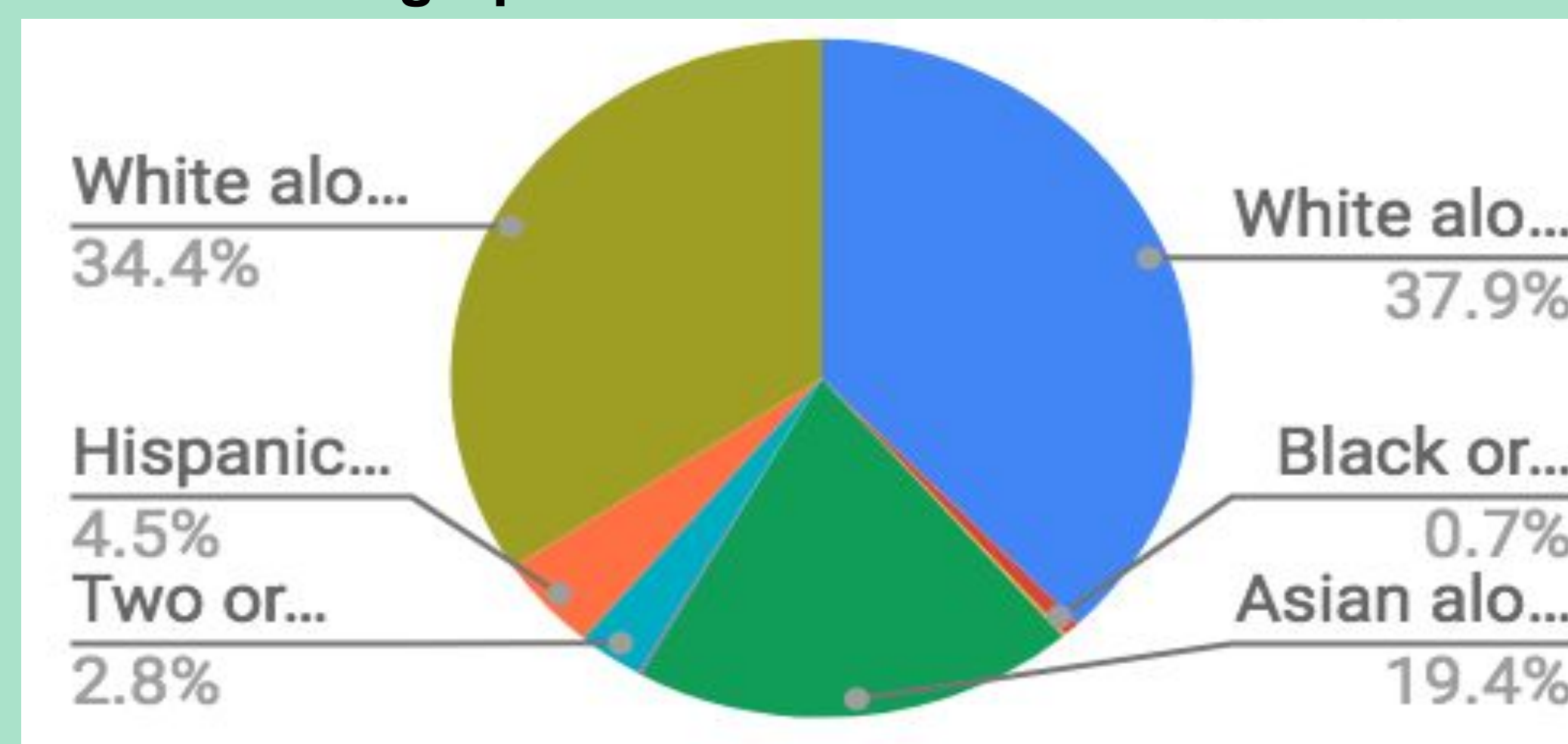
	Belmont	Las Lomitas	Menlo Park	Palo Alto	Portola Valley	San Carlos	Woodside	Total	% of Total
2013-14	3	0	3	6	1	1	1	15	9%
2014-15	4	0	1	2	0	1	0	8	5%
2015-16	1	*	4	4	0	2	1	*	*
2016-17	1	0	4	4	0	2	0	11	7%

* Missing data due to data system update

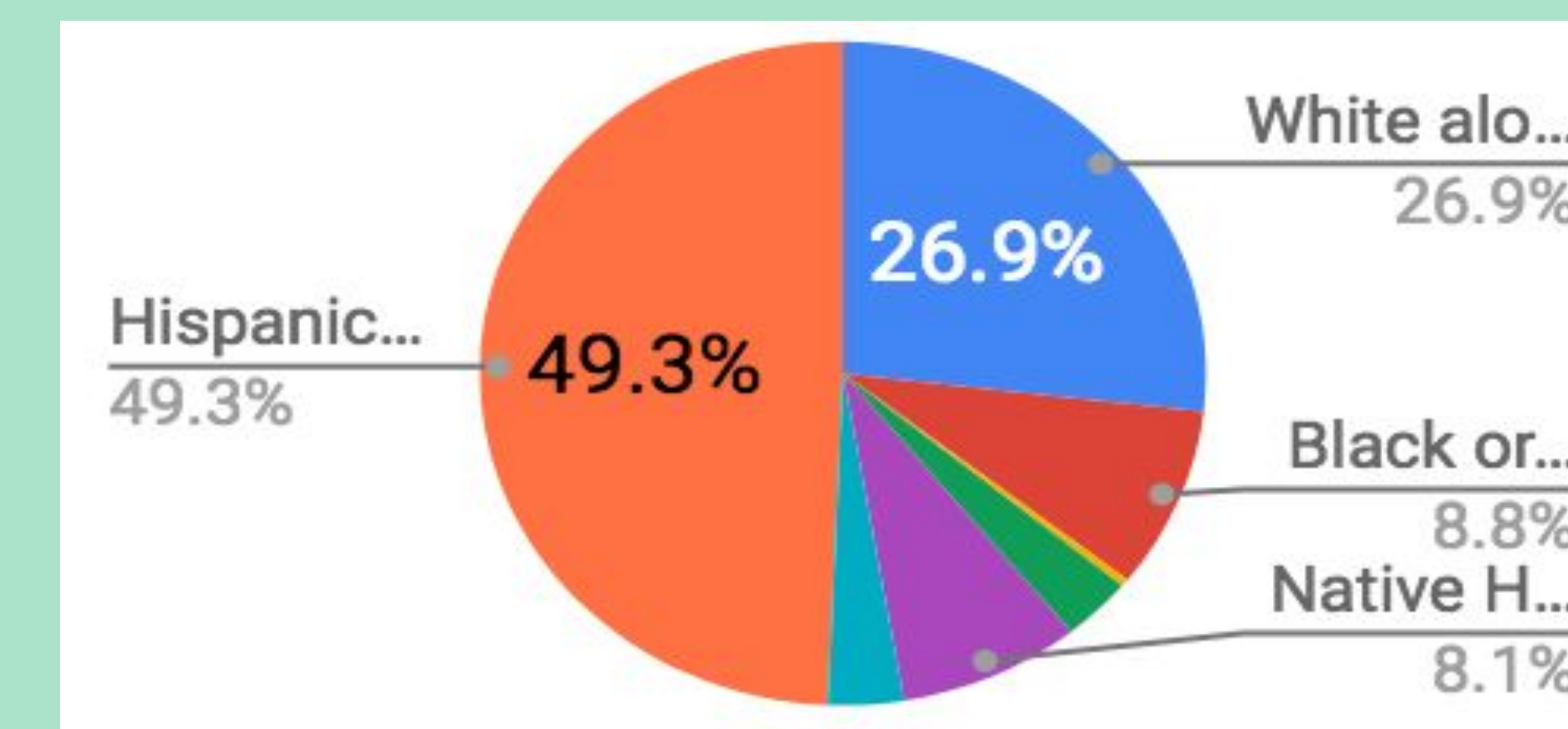
(Fig. 7) Number of Tinsley Students with IEP's

DATA AND FINDINGS

Racial Demographics:



(Fig. 2) Palo Alto Racial Dem. Pie Chart



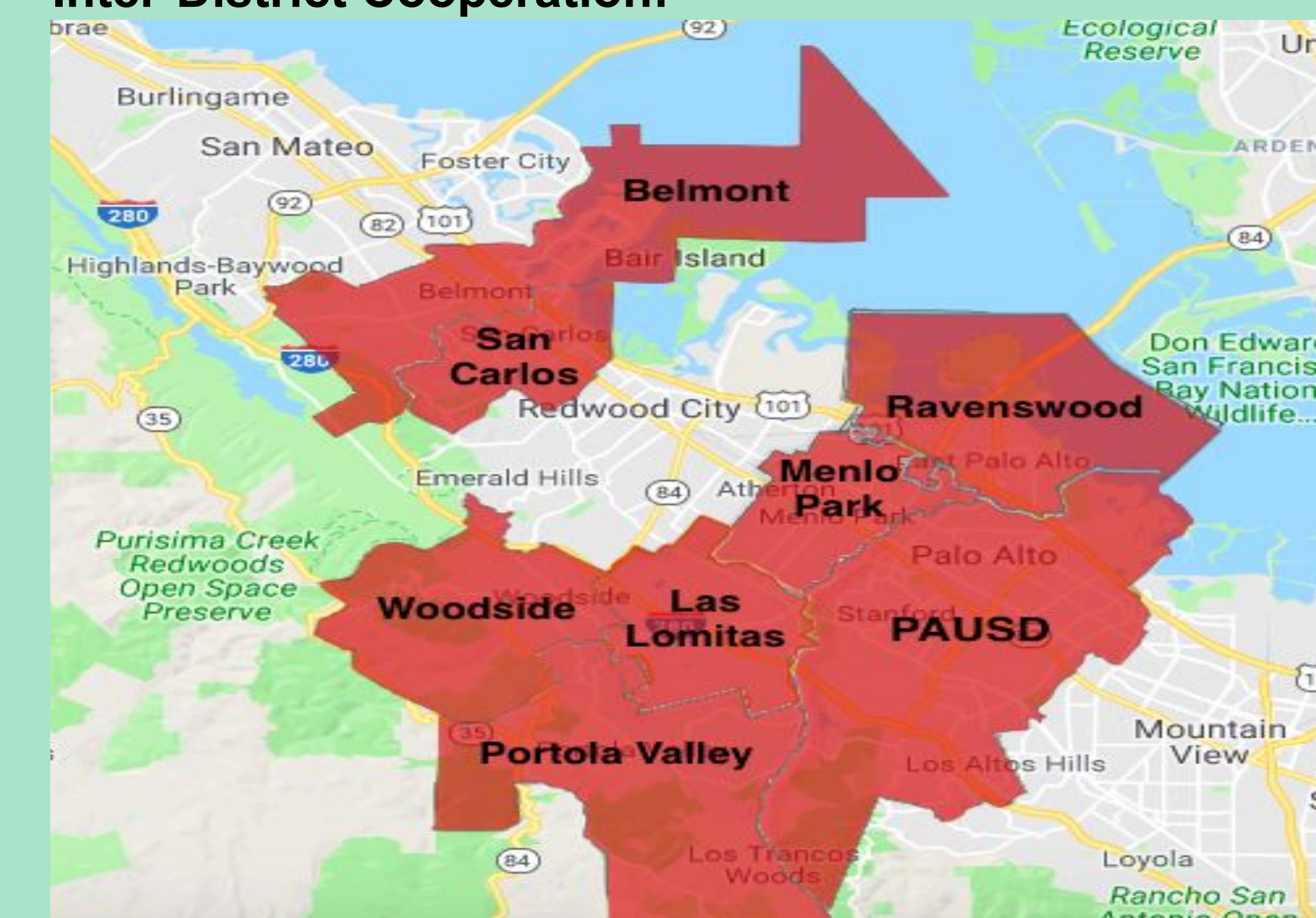
(Fig. 3) EPA Racial Dem. Pie Chart

Educational Achievement:

How many Tinsley students took the 2017 CAASSP ELA Assessment in the following grades?	3	4	5	6	7	8
Belmont	18	5	8	8	8	6
Las Lomitas	0	11	9	15	13	10
Menlo Park	20	21	24	19	18	25
Palo Alto	52	48	58	47	45	43
Portola Valley	8	6	4	9	7	4
San Carlos	16	19	12	19	10	0
Woodside	2	1	5	7	1	2
How many Tinsley students have scores in 2017 CAASSP ELA Assessment in the following grades?	3	4	5	6	7	8
Belmont	18	5	8	8	8	6
Las Lomitas	0	11	9	15	13	10
Menlo Park	20	21	24	19	18	25
Palo Alto	52	48	58	47	45	43
Portola Valley	8	6	4	9	7	4
San Carlos	16	19	12	19	10	0
Woodside	2	1	5	7	1	2
How many Tinsley students achieved Standard Exceeded in the 2017 CAASSP ELA Assessment	3	4	5	6	7	8

(Fig. 4) 2017 CAASSP ELA Assessment Results

Inter-District Cooperation:

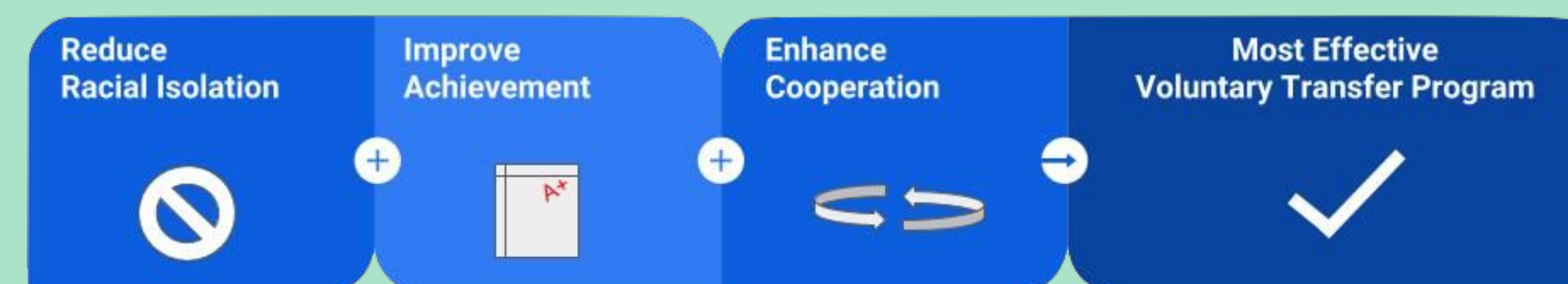


(Fig. 5) VTP District Map

IMPLICATIONS AND NEXT STEPS

The program was created to extend equal educational opportunity to the racially isolated students of East Palo Alto (EPA). The findings of this study suggest that the program has been unsuccessful in doing this. Despite having access to the resources of a more affluent school district, VTP students may not actually have access to “equal educational opportunity” due to the social issues they face at home and in school.

Improving the quality of education in Ravenswood itself may be the better solution. Recent literature suggests that initiatives to instill pride in VTP students for their EPA community and culture can benefit the community in the long run. With these initiatives, VTP students who become successful as adults are more likely to contribute to improving the community.



(Fig. 8) Elements Required for VTP

ACKNOWLEDGEMENTS/REFERENCES

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Jones, B. R. (2006). The Tinsley Case Decision (Doctoral dissertation, University of North Carolina at Chapel Hill).

Rumberger, R. W., & Willms, J. D. (1992). The impact of racial and ethnic segregation on the achievement gap in California high schools. Educational Evaluation and Policy Analysis, 14(4), 377-396.

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