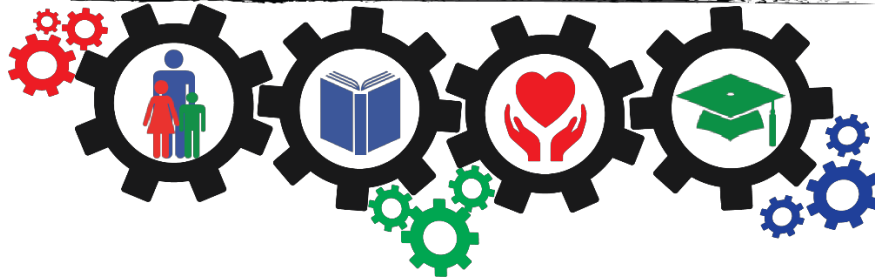


Albina-Rockwood  
**Promise Neighborhood**

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SCHOOL CLIMATE SURVEY

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2019-2020 School Year

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## Background

In 2019, Self Enhancement, Inc. (SEI) was awarded a five-year Promise Neighborhood Initiative grant from the Department of Education to provide supports and programming in the Albina and Rockwood neighborhoods in Portland, Oregon. In the 2019-2020 school year, the Albina-Rockwood Promise Neighborhood Initiative (ARPNI) began planning and implementing a continuum of cradle-to-career services intended to drive equity and empower students and families of color to achieve academic and economic success.

As the lead agency, SEI partnered with five culturally specific and culturally responsive organizations: Native American Youth and Family Center (NAYA), Latino Network, Metropolitan Family Service (MFS), the Immigrant and Refugee Community Organization (IRCO), and United Way of the Columbia-Willamette (UWCW). In collaboration with Reynolds School District in the Rockwood neighborhood and Portland Public Schools in the Albina neighborhood, these highly effective community-based organizations are bringing culturally specific and culturally responsive services and programming to students and families.

In 2019, the ARPNI also began work on a school climate survey in partnership with the Reynolds School District. As a Promise Neighborhood Initiative grantee, the ARPNI is required by the Department of Education to conduct an annual school climate survey with students at partner middle and high schools.

### Purpose of the School Climate Survey

In order to better understand the experiences of students in ARPNI schools, the assets and barriers to academic success, and the opportunities to enhance systems and programs to better serve students and families, the ARPNI is leading an annual school climate survey. During the 2019-2020 school year, the ARPNI carried out the survey with students at two ARPNI schools in the Reynolds School District: Reynolds Middle School and H.B. Lee Middle School. The surveys were implemented prior to schools closing because of the COVID-19 pandemic.

### Changing Student Demographics in the Reynolds School District

Over the past 20 years, the Reynolds School District has experienced dramatic demographic changes. In 1999-2000 only 25% of students in the Reynolds school district were children of color. In contrast, in 2018-19, 68% of students in the Reynolds school district were children of color, with more than twice as many Black/African American and Asian/Pacific Islander students, and over three times as many Latinx students as attended nearly two decades ago.

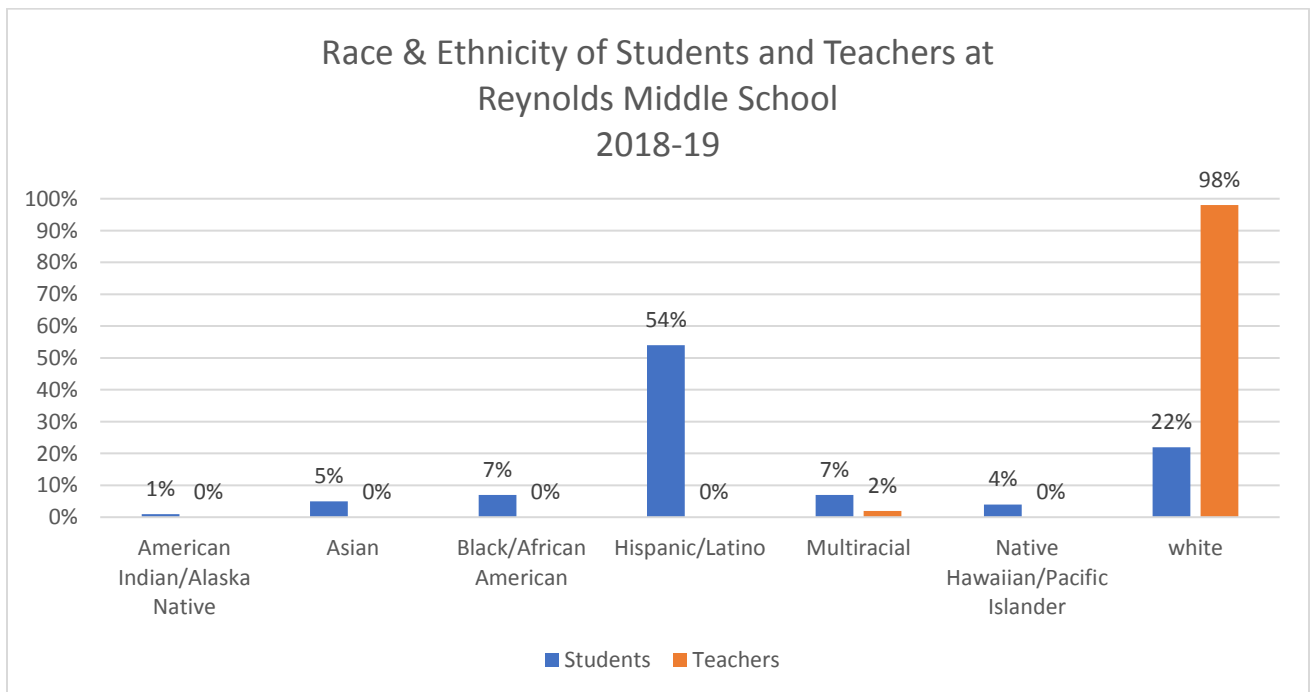
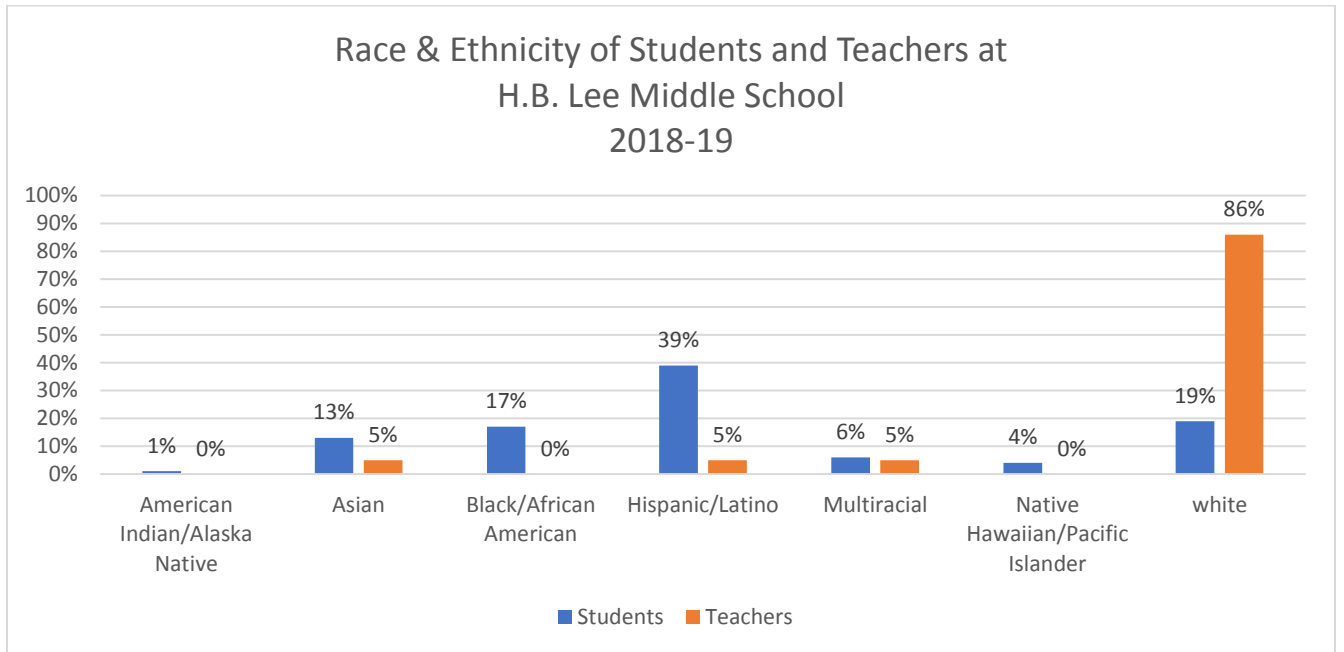
These changes, at least in part, can be attributed to gentrification and the displacement of communities of color in Portland. For most of the 20<sup>th</sup> century, the Albina neighborhood was home to a majority of Portland's African American community. Beginning in the 1990s, revitalization efforts and rising housing costs in Albina, led to African American families being pushed out to neighborhoods in East Portland, such as those served by the Reynolds School District. The availability of lower-cost housing in the neighborhoods served by these districts has also contributed to increases in newly arrived immigrants and refugees.

### Racial Identity Gap Between Students and Teachers

While student diversity has increased significantly over the past couple decades in the Reynolds School District, the diversity of teachers in this district remains the same, resulting in a stark racial and cultural

identity gap between teachers and students. For example, in 2018-19, about 8% of teachers in the Reynolds School District were of color, while about 68% of students were of color. This gap in racial and cultural identity presents pedagogical challenges that can impact student-teacher relationships and student engagement in the classroom, among other aspects of students' experiences in their schools.

Exhibit I. Racial and ethnic characteristics of students and teachers at H.B. Lee Middle School and Reynolds Middle School



## The Research Team

The School Climate Survey is led by Dr. Yves Labissiere, Principal Investigator from Portland State University (PSU), and Amanda Shannahan, Senior Manager of Research and Evaluation at UWCW. In addition, development of the survey and methodology were informed by a team of data and evaluation staff from ARPNI partner organizations, as well as members of the ARPNI Operations Team, which includes managers and directors from each of the ARPNI partner organizations.

## School Climate Survey Methods

### Survey Development

The School Climate Survey included questions in eight key areas: Sense of Belonging, Self-Efficacy, Sense of Safety, Teacher Responsiveness, Family Engagement, Equity Advocacy, Health and Nutrition, and Access to 21<sup>st</sup> Century Technology.

Students involved in ARPNI programs, ARPNI program directors and managers, and school administrators were engaged in the development of the survey. Themes and questions were identified and shaped by input and feedback collected from July to October 2019. In addition to suggesting and prioritizing themes and questions, students and partners also assisted with piloting the survey and helped with adjusting the survey length.

### Survey Administration

All students at H.B. Lee Middle School (H.B. Lee) and Reynolds Middle School (RMS) were invited to participate in the school climate survey. The survey was conducted at RMS in January 2020 and at H.B. Lee in March 2020. In addition, the survey was scheduled to take place at Reynolds High School in March 2020; however, administration of the survey was cancelled due to school building closures and the transition to distance learning related to the COVID-19 pandemic.

Teachers used classroom time to administer the survey. Students primarily took the survey online. A limited number of students used paper forms to take the survey based on the preference and needs of students and teachers. Surveys took approximately 20 minutes to complete.

The survey was available in Spanish and English. Sixteen interpreters also provided additional language support for students at H.B. Lee in 12 languages: Arabic, Farsi, Karen, Persian, Rohingya, Somali, Spanish, Swahili, Tagalog, Tigrinya, Ukrainian, and Vietnamese.

### Participation Rates

A total of 1,270 students participated in the survey. 720 students participated at RMS, resulting in a 73% participation rate. At H.B. Lee, 550 students participated, resulting in a 68% participation rate. The overall participation rate for both schools was 71%.

## Participant Characteristics

Recent changes to student demographics in the Reynolds School District are reflected in the racial and ethnic characteristics of survey participants. Students of color make up more than 75% of survey participants with about 48% identifying as Hispanic or Latinx.

## Exhibit 2. Racial and ethnic characteristics of survey participants

### Race and Ethnicity

Race and Ethnicity	N	% of Total
Hispanic and Latinx	609	47.95%
White	241	18.98%
Black	112	8.82%
Asian	110	8.66%
Multiracial and Multiethnic	91	7.17%
Pacific Islander	52	4.09%
Indigenous	12	0.94%
Unknown	43	3.39%

The distribution of participants across grade levels is fairly even. Slightly more 6<sup>th</sup> and 8<sup>th</sup> grade students participated in the survey than students in the 7<sup>th</sup> grade.

Additionally, slightly more participants identified as female (48%) than male (47%) at the time of the survey. Thirty students identified as transgender, questioning, or non-binary.

## Exhibit 3. Survey participants by grade level

### Grade Level

Grade Level	N	% of Total
6th grade	456	35.91%
7th grade	354	27.87%
8th grade	450	35.43%
Unknown	10	0.79%

## Exhibit 4. Gender of survey participants

### Gender

Gender	N	% of Total
Female	611	48.11%
Male	600	47.24%
Unknown	29	2.28%
Transgender	16	1.26%
Questioning	11	0.87%
Non-binary	3	0.24%

## Student Self-Efficacy

Self-efficacy is an important factor in student academic success. Research has demonstrated that students' belief in their ability to succeed is tied to their actual performance in school (Long, et al., 2007; Valentine, et al, 2004). Students with high self-efficacy have been shown to perform better on standardized tests, earn higher grades, and have higher school attendance (Long, et al., 2007, Niehaus, et al., 2012). Self-efficacy beliefs may also be associated with motivation and the extent to which students take ownership and responsibility for their learning.

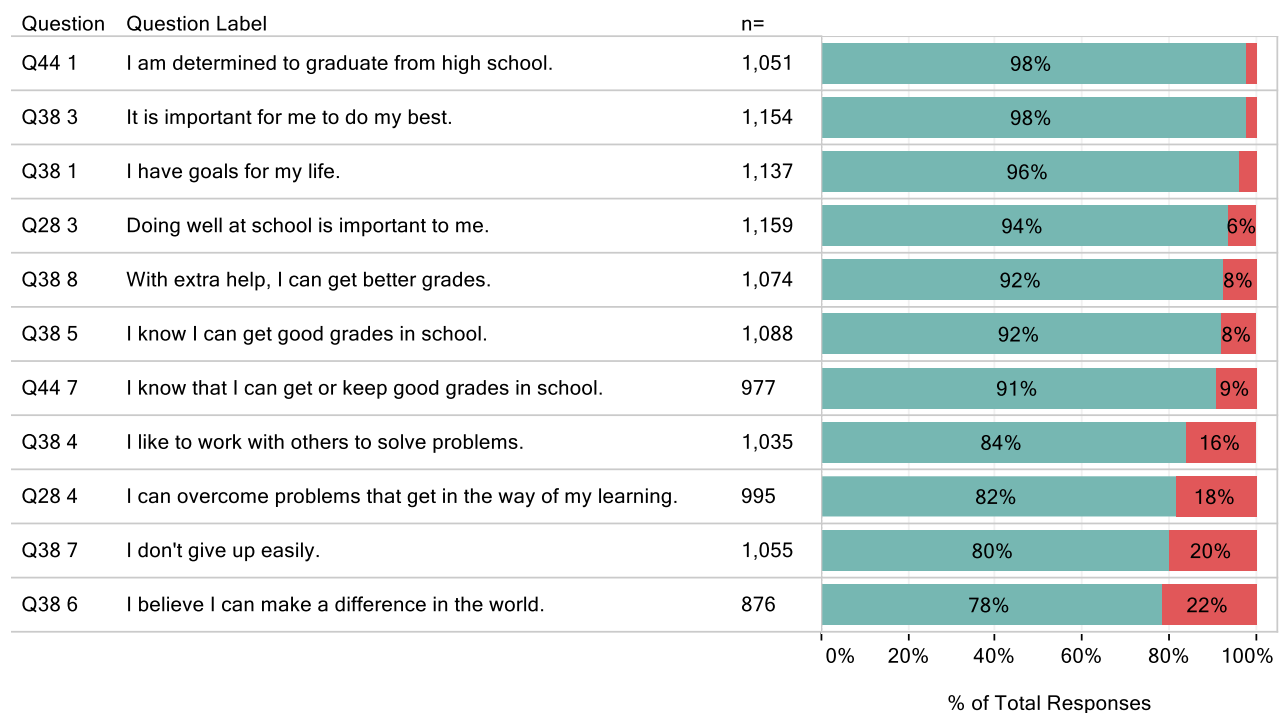
Overall, survey responses suggest high self-efficacy beliefs among students. In other words, students seem to be confident in their capacity to perform well in school and beyond. They are determined to graduate, they have goals for themselves, and they believe in their ability to get good grades.

Student responses to open-ended survey questions further emphasize students’ belief in their capabilities to achieve academically and their awareness of internal factors that contribute to their success. For example, when asked ‘What is the most important thing that helps you do better in school?’, one student said, “The most important thing is working hard and trying to find out the answer to the questions I don’t know.” Another student said, “The most important thing that helps me do better in school is my motivation.”

Still, students reported less faith in their ability to make a broader impact outside of school and personal achievements. About 22% of students disagreed with the statement “I believe I can make a difference in the world.”

Exhibit 5. Student responses to self-efficacy questions

## Student Efficacy



Response Options

■ Disagree & Strongly Disagree

■ Agree & Strongly Agree

## Post-Secondary Aspirations

According to the U.S. Bureau of Labor Statistics (BLS), a college degree can increase a person’s earning potential. In 2019, the median weekly earning for workers 25 and over with a high school diploma was \$746 compared to \$1,248 for workers with a bachelor’s degree (U.S. Bureau of Labor Statistics). The

benefits of higher education, though, go beyond a person’s income. Higher educational attainment has also been linked to better health outcomes and life expectancy (Crimmons and Saito, 2001; Dupre, 2007; Mirwosky and Ross, 1998).

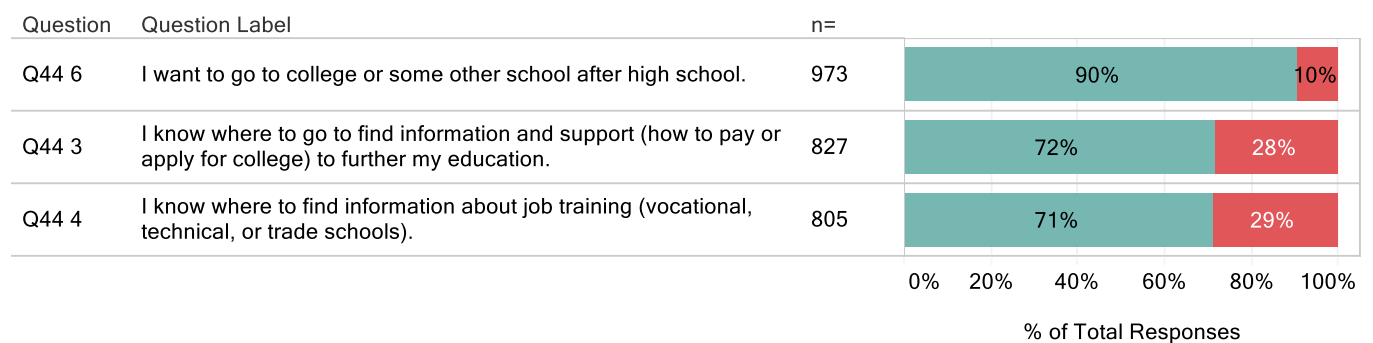
Career and Technical Education (CTE) programs can also help students develop technical skills and knowledge and gain real-world experience to prepare them for future careers in high-wage and high-demand occupations. Students who participate in CTE classes during high school have been shown to be more likely to graduate from high school, enroll in a two-year college, and earn higher wages in the first year following high school graduation (Dougherty, 2016). Locally, voters approved Measure 98 in the November 2016 election and required the Oregon Legislature to invest \$800 per high school student, per school year for districts to create or expand CTE programs, as well as college-level educational opportunities and drop-out prevention strategies.

We asked students about their post-secondary aspirations. Most of the middle school students surveyed (90%) reported wanting to go to college or some other school after high school. At the same time, responses suggest possible gaps in supports for students to realize their post-secondary goals. For example, 28% of students said they don’t know where to go to find information and support to further their education and 29% of students said they don’t know where to find information specifically about vocational, technical, or trade school.

Student responses reinforce their high self-efficacy beliefs, as well as the important role that schools and community-based partners can play in filling gaps in resources and providing critical information to students in support of their post-secondary goals.

Exhibit 6. Student responses to questions related to college and other post-secondary aspirations and support

## Post-Secondary Aspirations and Support



### Response Options

Disagree & Strongly Disagree

Agree & Strongly Agree

## Connection to Culture and Community

Students develop a positive sense of their identity within the context of supportive communities and when they are encouraged to contribute to their respective communities in meaningful ways. Studies of



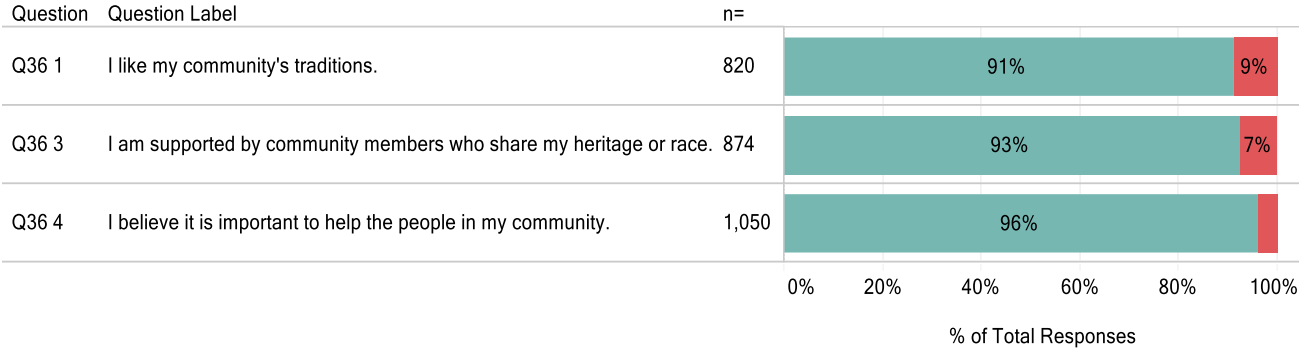
African American students highlight the positive influence peers, families, and community members can have on their academic achievement (Howard, 2003; Walker, 2006). Maintaining a connection to community and culture has also been positively associated with student engagement in school for Indigenous youth and children of Asian and Latinx immigrants (Feliciano, 2001; Jones and Galliher, 2007).

Overall, students surveyed reported having a positive sense of their cultural identity and a strong connection and commitment to their communities and traditions. About 91% of students said that they like their community’s traditions. An overwhelming majority of students (93%) also reported feeling supported by community members who share their race and/or ethnicity.

Student responses to open-ended survey questions further indicate that students receive support from their families and communities, and that their families can serve as a source of motivation. For example, one student said, “Knowing that my parents didn’t get a chance to study because they had to start working at a really young age [is the most important thing that helps me do better in school]”. This finding is consistent with other studies that have demonstrated that parents’ encouragement, as well as “lost dreams”, can be powerful motivators for students (Howard, 2003; Walker, 2006).

Exhibit 7. Student responses to questions on positive cultural identity and connection to community

### Connection to Culture and Community



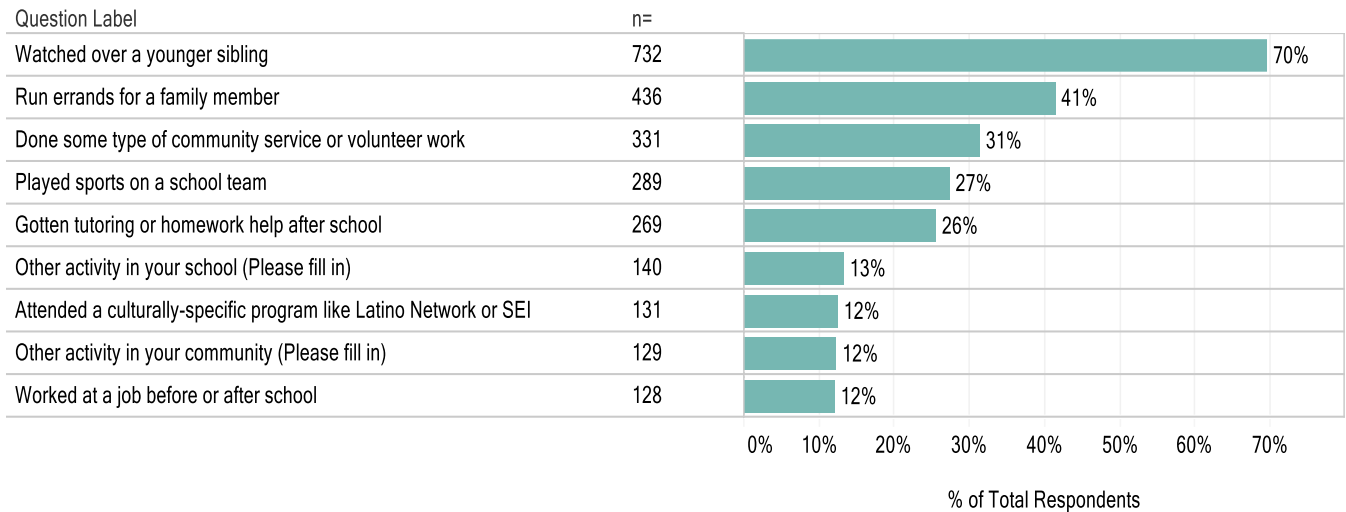
Response Options  
■ Disagree & Strongly Disagree  
■ Agree & Strongly Agree

### Student Involvement in School and Community

Students reported being actively engaged in a variety of activities in their communities and at school. Students’ responses again emphasized their close ties to their family and strong value for giving back to their communities. The top three activities students reported being involved in were: watching over a younger sibling, running errands for a family member, and doing some type of community service or volunteer work.

Exhibit 8. Student reported activities in the three months prior to taking the survey.

## Student Involvement in School and Community



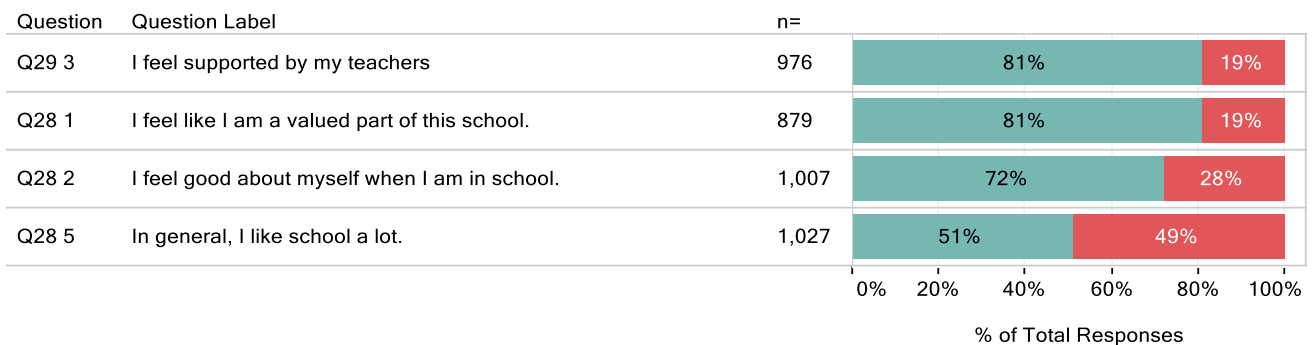
## Student Sense of Belonging at School

Sense of belonging at school has been linked to better academic achievement and higher self-esteem among students (Libbey, 2004; Pittman and Richmond, 2007). Sense of belonging is often characterized by students' experiences at school, their relationships with teachers, and their general feelings about school overall (Allen, et al, 2016).

Student responses suggest possible barriers to feeling included and supported while at school. Most students reported feeling supported by their teachers. Still, about one in five students reported not feeling this way. In addition, nearly half of students surveyed said that they do not like school, in general.

Exhibit 9. Student responses to questions about sense of belonging at school

## Student Sense of Belonging at School



### Response Options

- Disagree & Strongly Disagree
- Agree & Strongly Agree

## Relationship Between Student Involvement and Sense of Belonging

We explored the relationship between student involvement and sense of belonging and found a positive relationship between student involvement in activities at school and their sense of belonging within the school context. Students who reported being involved in one or more activities that took place at school (ex. tutoring, culturally specific programming, school sports) also reported more positive feelings about school compared to students who did not report being involved in an activity at school.

More specifically, students who reported involvement in one or more activities at school reported feeling more valued at school, feeling better about themselves when in school, and experiencing greater enjoyment of school. These differences were found to be statistically significant, rather than occurring by chance<sup>1</sup>.

No significant difference in feeling supported by teachers was found between students who reported being involved in one or more activities that took place at school and students who reported no such involvement.

These findings highlight the importance of co-curricular activities that engage students outside of the traditional classroom and suggest that encouraging student involvement in such activities may strengthen students' connection to school and their sense of belonging. Within the context of the COVID-19 pandemic, this may be even more important for schools to consider with the pandemic potentially impacting and limiting co-curricular engagement opportunities for students.

## Disparate Experiences in School and Community

While student responses point to challenges related to liking school and their sense of belonging, they reported more positive connections to their cultures and communities. Students also reported high self-efficacy beliefs, motivation to do well in school, and aspirations to graduate and go on to college. Together, these findings indicate contrasting experiences for students in their schools and communities, as well as an opportunity to strengthen students' sense of connection to and enjoyment of school.

## Culturally Responsive Teaching

Culturally responsive teaching (CRT) has been defined by Gay (2000) as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them". Research on CRT has shown connections between culturally responsive practices in the classroom and improved educational outcomes and psychological well-being among students (Bui and Fagan, 2013; Cholewa, et al., 2014).

### Incorporating Multicultural Content

One aspect of CRT is the incorporation of multicultural information and skills into class curriculum and teaching practices. All students should be able to see themselves reflected in their classrooms year-round with the history, contributions, and living cultural heritages of their communities embedded throughout lesson plans. Responses from students, however, suggest that this might not be the case for

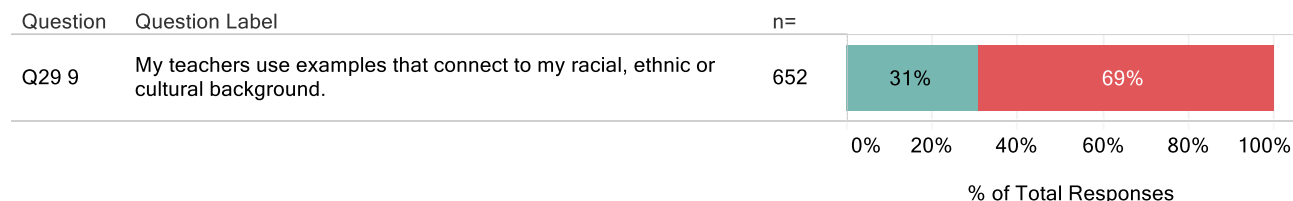
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<sup>1</sup> To determine the magnitude of the differences between groups, we conducted a Mann-Whitney-Wilcoxon test. This statistical test is used to decide whether a difference in means between two groups is statistically significant rather than occurring by chance.

all students. More specifically, 69% of students reported that their teachers do not use examples that connect to their racial, ethnic, or cultural background.

Exhibit 10. Student responses to the statement ‘My teachers use examples that connect to my racial, ethnic, or cultural background.’

## Multicultural Examples in the Classroom



### Response

- Disagree & Strongly Disagree
- Agree & Strongly Agree

Students who responded in agreement with the above statement were asked a follow-up question about their feelings when teachers used the examples that connected with their racial, ethnic, or cultural background. Answers from students varied and highlighted challenges and limitations with this practice. While some students expressed positive feelings associated with these examples, others noted that curriculum focused on specific communities of color can draw unwanted attention to students and reinforce negative stereotypes.

Example student quotes: How do you feel when teachers use these examples?
“Good because it shows sometimes Latinos aren’t bad.”
“Sometimes uncomfortable. If bad remarks, I get offended. But if it was good, then I would feel ok or proud.”
“I’m fine with it just when the video or example says ‘color’ they look at me which is annoying.”
“I feel hated and not wanted here.”

### Holding High Expectations

Teachers holding high expectations for their students is also an important aspect of CRT. Research suggests that when students perceive that their teachers believe that they are capable of learning, they are more likely to be engaged in the classroom (Tyler & Boelter, 2008).

In addition, research demonstrates how a teacher’s race can impact their perceptions of students of a different race. Studies suggest that teachers of color may hold more positive perceptions of students of color than white teachers in terms of their potential for academic success (Dee, 2005, Oates, 2003).

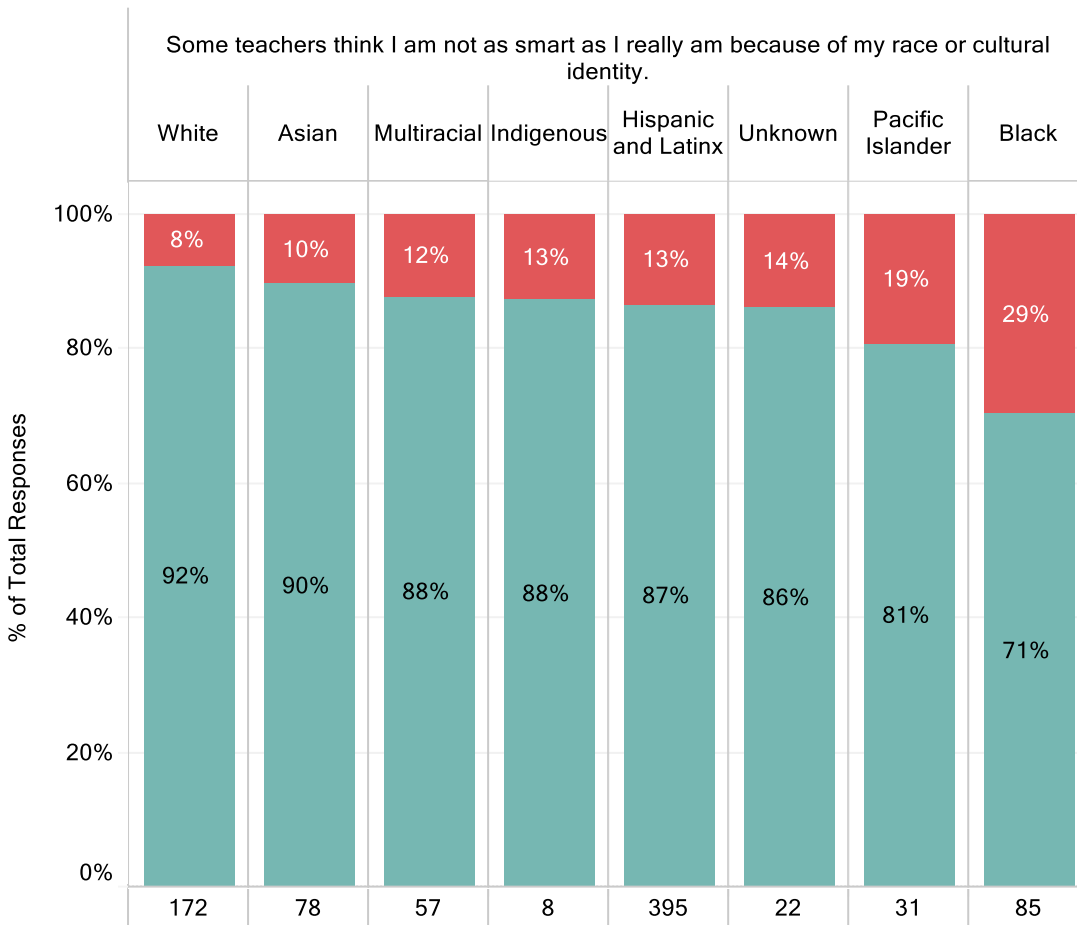
When asked to what extent they agree with the statement ‘Some teachers think I am not as smart as I really am because of my race or cultural identity’, 14% of students agreed or strongly agreed with the statement. We also disaggregated responses by race and ethnicity and found differences between groups. Black students (mean=2.10) reported stronger agreement with the statement than white

students (mean=1.56) and Hispanic/Latinx students (mean = 1.72). These differences were found to be statistically significant<sup>2</sup>.

Moreover, these differences may point to challenges with the racial and cultural divide between students and teachers in the Reynolds School District. While student diversity has increased significantly over the past couple decades in the district, the diversity of teachers remains the same. In 2018-19, 68% of students were of color, while just about 8% of teachers in the Reynolds School District were of color.

Exhibit 11. Student responses to the statement ‘Some teachers think I am not as smart as I really am because of my race or cultural identity.’

## Perceptions of Intelligence by Race & Ethnicity



### Response Options

- Agree & Strongly Agree
- Disagree & Strongly Disagree

<sup>2</sup> To determine the magnitude of the differences between groups, we conducted a Kruskal-Wallis test. A Kruskal-Wallis test is a statistical test that can be used to decide whether differences in means between two or more populations are statistically significant rather than occurring by chance. We then followed this test with a Dunn’s test to determine which differences between groups were statistically significant.

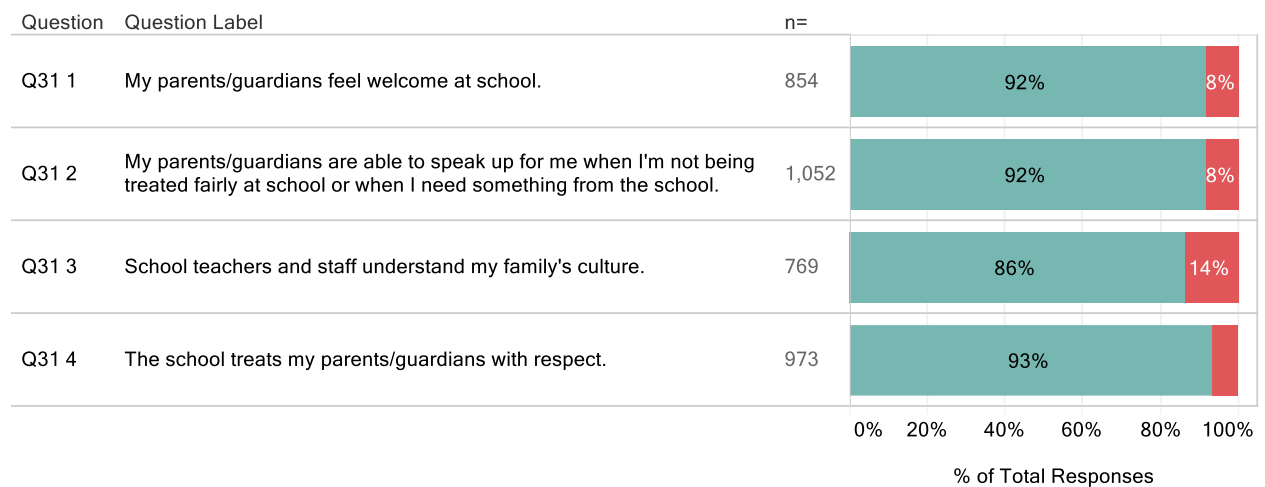
## Family Engagement

Parent involvement in their child’s education has been shown to be linked to improved school performance and improved social-emotional skills among students (Baker, 2018; Lee, and Bowen, 2006). Schools can support family involvement by fostering a welcoming and respectful environment for parents and guardians and creating opportunities for families to engage in their child’s learning at school and at home.

Based on responses, students generally seem to feel that their parents/guardians are welcome and respected at their schools. About 92% students said that their parents/guardians feel welcome at school and 93% of students said their school treats their parents/guardians with respect.

Exhibit 12. Student responses to family engagement questions

### Family Engagement



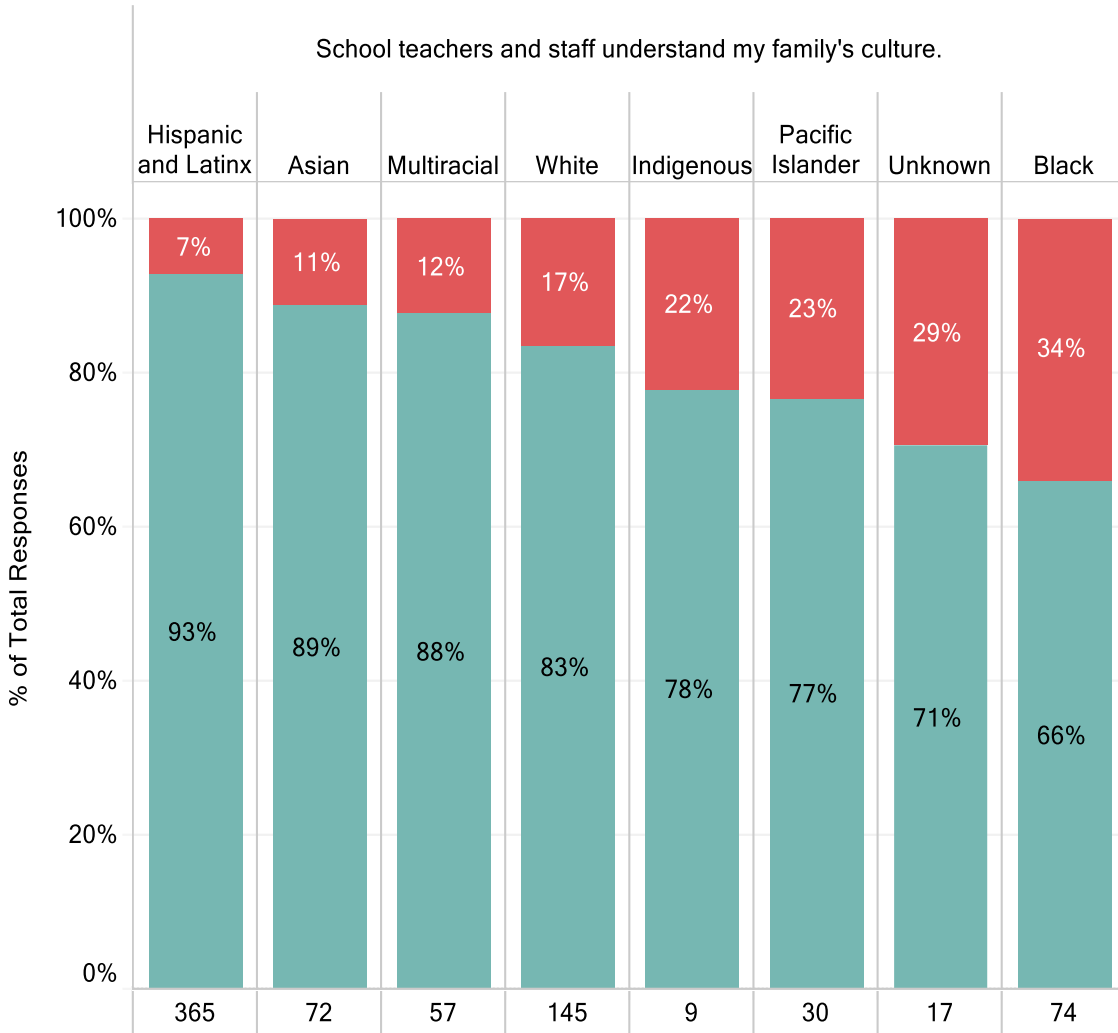
Response Options

- Disagree & Strongly Disagree
- Agree & Strongly Agree

At the same time, 14% of students disagreed with the statement ‘School teachers and staff understand my family’s culture’, suggesting a potential opportunity for teachers, staff, and administrators to strengthen their understanding of cultures different than their own. We also disaggregated responses to this statement by race and ethnicity and found differences across racial and ethnic groups.

Exhibit 13. Student responses to the statement ‘School teachers and staff understand my family’s culture’ by race and ethnicity

### School Responsiveness to Family’s Culture by Race & Ethnicity



Response  
■ Disagree & Strongly Disagree  
■ Agree & Strongly Agree

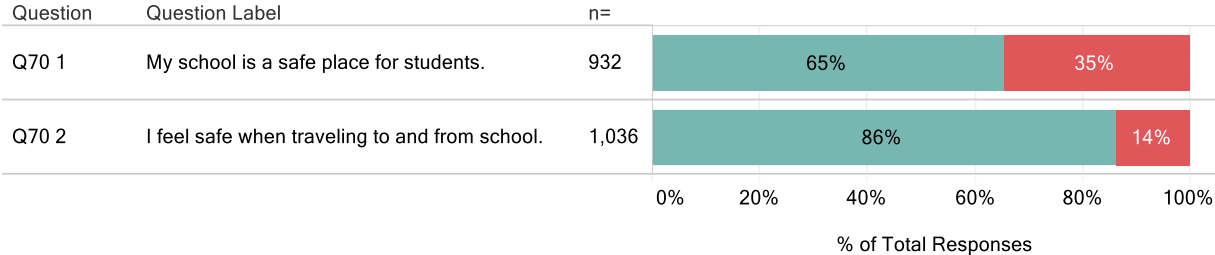
### School Safety

Students’ sense of safety in schools and in their communities is an important factor in student well-being and academic success. School safety, in particular, has been tied to student engagement and academic performance, as well as students’ self-esteem (Gronna and Chin-Chance, 1999; Ripski and Gregor, 2009, Zhang, et al., 2016).

Students surveyed reported concerns about safety in their schools. About 35% of respondents said that school is not a safe place for students. In contrast, just 14% of students reported feeling unsafe when traveling to and from school.

Exhibit 14. Students’ sense of safety in school and traveling to and from school

### Student Sense of Safety



Response Options  
■ Disagree & Strongly Disagree  
■ Agree & Strongly Agree

### Bullying in Schools

Bullying may be one factor influencing students’ perceptions of school safety, as well as the extent to which students like school and feel a sense of belonging. Experiences of bullying can impact a student’s self-esteem and psychological well-being (Moore and Kirkham, 2001). Schools where students perceive bullying to be prevalent have also been shown to have lower schoolwide student engagement (Mehta, et al., 2013).

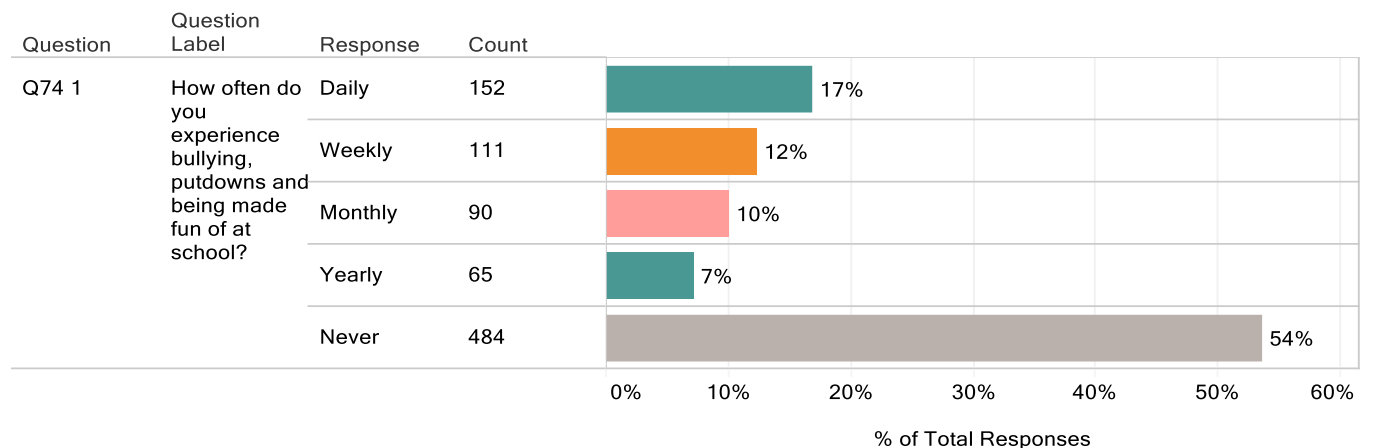
We asked students to what extent they agree with the statement ‘There is a lot of bullying at my school’. About 67% of students either agreed or strongly agreed. Moreover, while most students reported never being bullied directly, almost 30% of students said that they experience bullying, putdowns, and being made fun of at least once a week.

Open-ended survey responses also highlight students’ concerns about bullying at their schools. For example, one student said, “I think everyone in the school can agree that we all get bullied here all the time and I think we need that to stop”. Another student said, “[If I could change one thing at school] It would be bullying because no one deserves to get bullied”.



Exhibit 15. Reported frequency of student experiences of bullying, putdowns and being made fun of while at school

## Frequency of Bullying



### Bullying and Sense of Belonging

We also explored the relationship between bullying and sense of belonging and found a negative relationship between experiences of bullying and the extent to which students feel a sense of belonging within the school context. In other words, students who reported more frequent experiences of bullying, putdowns, and being made fun of also reported lower levels of belonging in school. To explore this relationship, we placed students into three groups based on the level of bullying they reported:

- High Bullying (H): students who experience bullying, putdowns and being made fun of daily or weekly at school
- Medium Bullying (M): students who experience bullying, putdowns and being made fun of monthly or yearly at school, and
- Low Bullying (L): students who do not experience bullying, putdowns and being made fun of at school.

We found that students in the High Bullying group reported feeling less valued at school, feeling worse about themselves when they are in school, feeling less supported by their teachers, and experiencing less enjoyment of school than students in the Medium and Low Bullying groups. These differences were found to be statistically significant<sup>3</sup>.

### Experiences of Racism

Studies describe the different ways in which students of color experience racism in schools in the United States, including direct racist statements and more subtle racial insults, also referred to as

<sup>3</sup> To determine the magnitude of the differences between groups, we conducted a Kruskal-Wallis test. A Kruskal-Wallis test is a statistical test that can be used to decide whether differences in means between two or more populations are statistically significant rather than occurring by chance. We then followed this test with a Dunn's test to determine which differences between groups were statistically significant.

microaggressions (Kohli, et al., 2017). The source of these assaults can also vary, including both peers and adults.

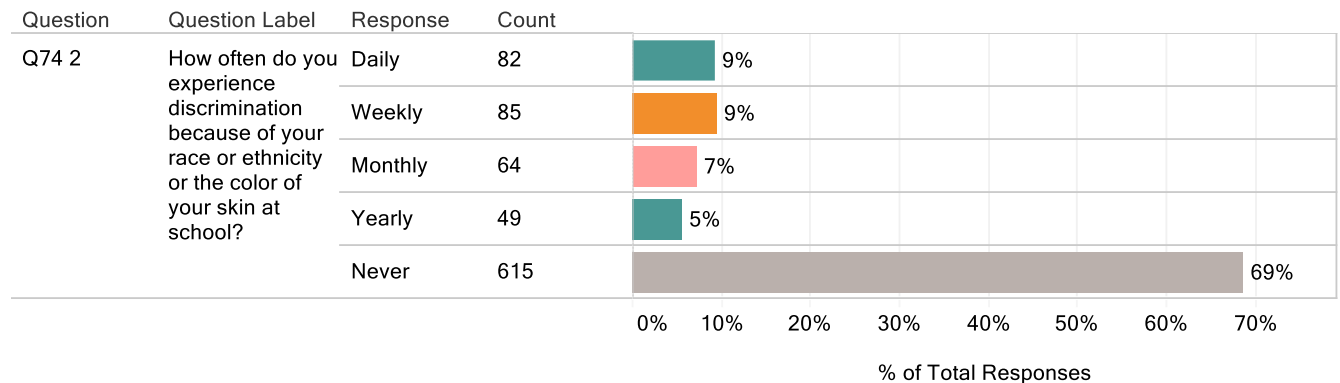
We asked students how often they experience discrimination because of their race or ethnicity or color of their skin while at school. A majority of students reported never having such experiences at their school. Still, about 18% of students reported experiencing racism at least weekly.

It should also be noted that students, particularly at the middle school level, may be reluctant to attribute negative experiences to race-based discrimination. This could lead to an underreporting of experiences of racism among students.

Middle school students often ascribe a high level of goodwill to their peers and teachers, which can make it difficult to attribute interactions with others in their school to racism. Distancing any negative experiences from their racial identity can also be a way of protecting or maintaining a sense of pride in their race or culture. We further hypothesize that underreporting of racist incidents may occur less at the high school level as students develop a deeper understanding of their identities and the impacts of their identities on how they experience the world.

Exhibit 17. Reported frequency of student experiences of discrimination because of their race, ethnicity, or color of their skin while at school

### Frequency of Racism



### Student Efficacy and School Responsiveness to Bullying and Racism

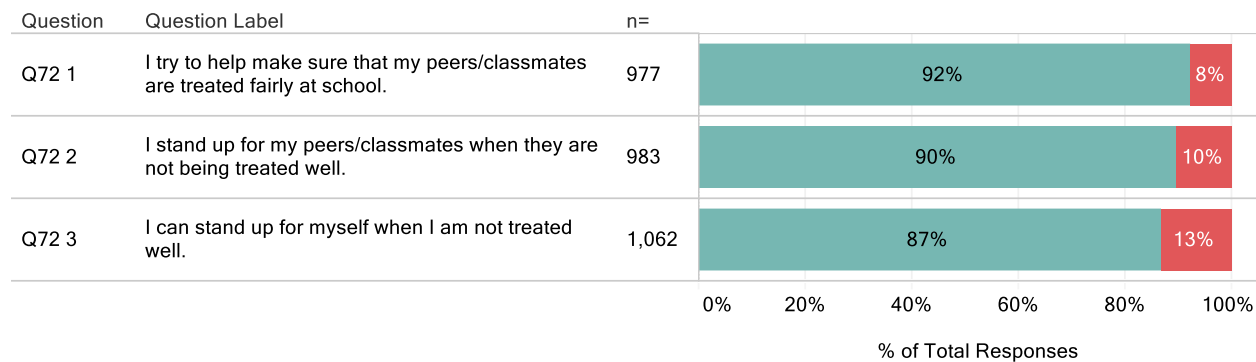
Students also reported concerns about their school’s responsiveness to addressing bullying and racism. About 33% of students said that their school does not take action to address bullying, and 25% of students said that their school does not take action to address racism.

At the same time, responses suggest that students have a high self-efficacy when it comes to their own ability to stand up against bullying and discrimination. For example, 90% of students said they stand up for their peers when they are not being treated well, and 87% of students agreed with the statement ‘I can stand up for myself when I am not treated well’.

These findings suggest that students represent an asset in fostering safer and more inclusive school environments. Still, it is important for schools to not expect students to lead the way and for teachers, administrators, and staff to take greater action to address bullying and racism in their schools.

Exhibit 18. Student responses to questions related to own ability to stand up for themselves and others

## Student Perception of Own Ability to Stand Up Against Discrimination



### Response Options

Disagree & Strongly Disagree

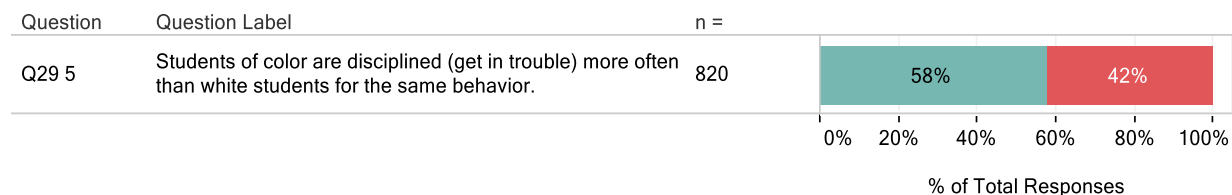
Agree & Strongly Agree

## Equity in Discipline

Students reported concerns about inequities in disciplinary actions. We asked students to what extent they agree with the statement ‘Students of color are disciplined (get in trouble) more often than white students for the same behavior’. About 42% of students either agreed or strongly agreed.

Exhibit 19. Extent to which students agree with the statement ‘Students of Color are disciplined (get in trouble) more often than white students for the same behavior’.

## Equity in Discipline



### Response Options

Agree & Strongly Agree

Disagree & Strongly Disagree

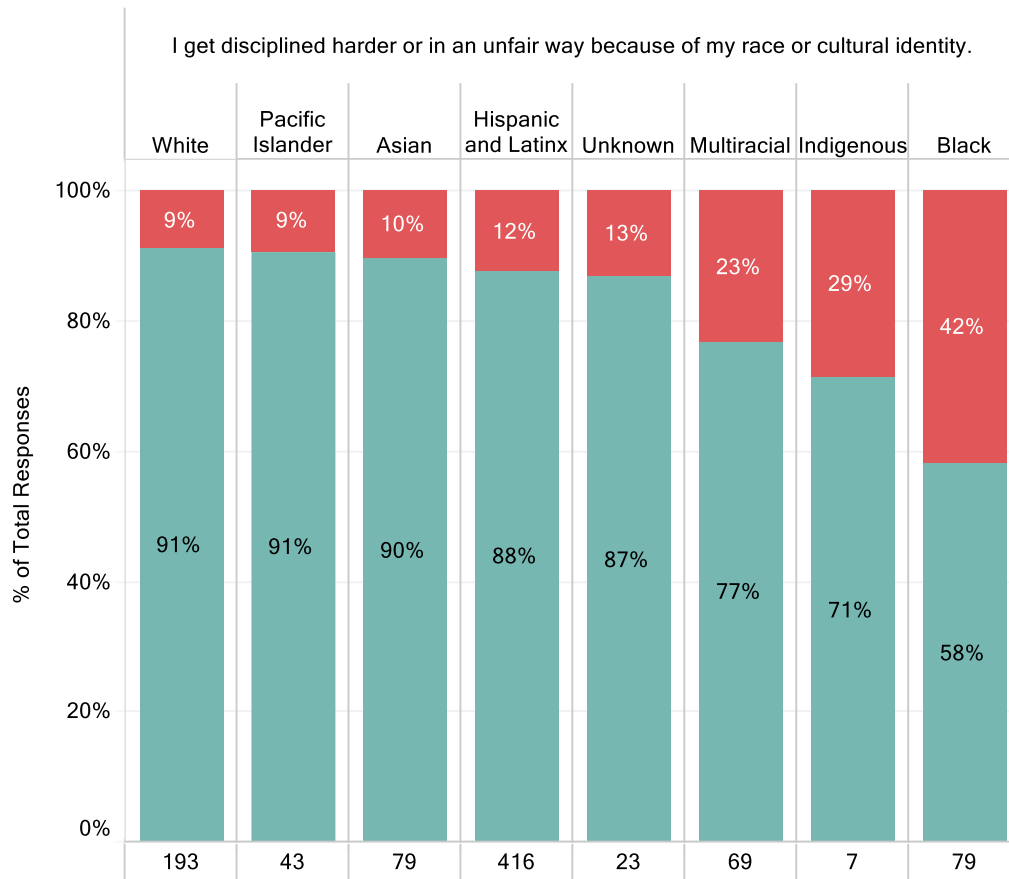
Additionally, we asked students to what extent they agree with the statement ‘I get disciplined harder or in an unfair way because of my race or cultural identity.’ Students’ responses were disaggregated by race and ethnicity and we found differences across groups. More specifically, the differences in reported experiences between Black students and all other racial/ethnic groups except Indigenous students were

found to be statistically significant with Black students reporting greater experiences of inequities related to disciplinary practices at school<sup>4</sup>.

These findings are reinforced by research that suggests that students of color are more likely than their white counterparts to receive a referral for classroom behavior and to receive harsher punishments for similar behavior (Skiba, et al, 2011). There is also evidence that teachers are more likely to perceive students who do not share their racial or ethnic designation as being disruptive (Dee, 2005).

Exhibit 20. Extent to which students agree with the statement ‘I get disciplined harder or in an unfair way because of my race or cultural identity’.

## Personal Experiences of Inequities in Discipline



Response Options

- Agree & Strongly Agree
- Disagree & Strongly Disagree

<sup>4</sup> To determine the magnitude of the differences between groups, we conducted a Kruskal-Wallis test. A Kruskal-Wallis test is a statistical test that can be used to decide whether differences in means between two or more populations are statistically significant. We then followed this test with a Dunn’s test to determine which differences between groups were statistically significant rather than occurring by chance.

## Food Insecurity and Access to Healthy Food

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*“[One thing that gets in the way of my school success is] when I get hungry and tired.” – Reynolds School District student*

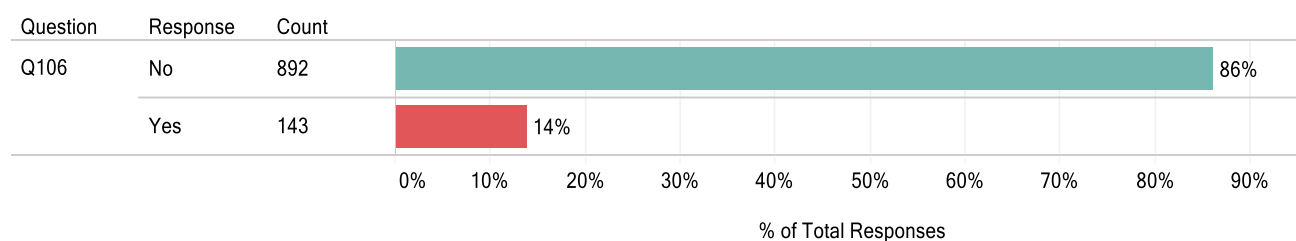
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According to the Oregon Food Bank, one in five children (20%) in Oregon are food insecure, meaning that their families are not always able to provide enough food for them because of a lack of money or resources (Oregon Food Bank). Studies have linked food insecurity among students with absenteeism, lower grades, and lower performance on standardized tests (Alaimo, et al., 2001; Bernal, et al., 2014; Jyoti, et al., 2005; Woerden, et al., 2018).

About 14% of students surveyed reported skipping a meal because there was not enough money for food. While this is better than the statewide rate for food insecurity among youth (20%), it still emphasizes the importance of school and community-based programs that provide food and nutritional assistance for students and families.

Exhibit 21. Student responses to the question ‘In the past 3 months, did you ever skip meals because there wasn’t enough money for food?’

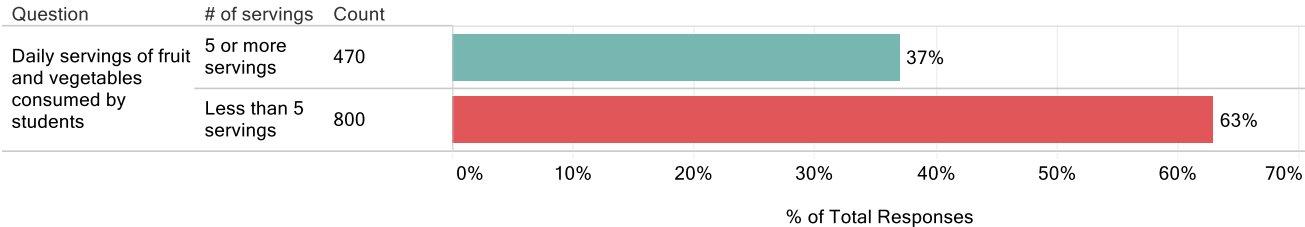
### Food Insecurity



Student responses also point to an opportunity to increase access to healthy food. The 2015-2020 Dietary Guidelines for people in the United States recommends daily consumption of at least 4.5 servings of fruits and vegetables to maintain overall health and reduce the risk of chronic disease (U.S. Department of Health and Human Services and U.S. Department of Agriculture, 2015). About 63% of students surveyed reported eating less than five servings of fruits and vegetable daily.

Exhibit 22. Students’ reported daily consumption of fruits and vegetables.

### Access to Healthy Food



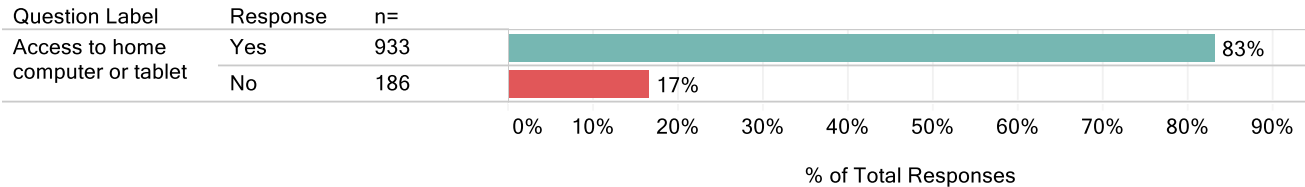
### Access to the Internet at Home

Student responses suggest possible gaps in access to the Internet and connected computing devices while at home. Most students (83%) reported being able to access the Internet through a home computer or tablet; however, 17% or 186 students reported not having such access. This finding is particularly relevant during the COVID-19 pandemic, as schools rely on distance learning.

Moreover, while a student may have reported having access to a computer or tablet at home at the time the survey took place, this may not be enough information to know whether this access can support distance learning. For example, students may now be sharing the same device with other children and/or adults in the home, limiting their actual access and ability to engage in school through the device. Multiple students and adults in the home may also be logged onto the internet at the same time, which can impact access speeds and the quality of the internet connection.

Exhibit 23. Students’ reported ability to access the Internet through a computer or tablet while at home.

### Access to Connected Computer or Tablet at Home



### Further Discussion and Next Steps

The ARPNI school climate survey highlighted a number of assets among RSD students that can contribute to academic success. Students reported high self-efficacy beliefs, strong aspirations when it comes to college and career, and strong connections to their communities and cultures. In addition, the survey also pointed to potential barriers and opportunities to further support students. For example, students expressed concerns about their safety in school, inequities related to discipline, and challenges with culturally responsive teaching practices.

Our findings also suggest that reducing instances of bullying and broadening student engagement in co-curricular school-based activities may strengthen students' sense of belonging in their schools. When students feel like they belong, they can focus better in the classroom, they feel better about themselves, and they are better able to reach their full intellectual potential.

In fall 2020, we will begin sharing survey findings with school administrators, teachers, and students, and gathering additional insights and supporting strategy development through data sense-making sessions. We will also start the second round of school climate surveys at ARPNI middle and high schools beginning in fall 2020.

It is our vision as a Promise Neighborhood that all children and youth have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career. The ARPNI looks forward to continuing to work in partnership with the RSD to support students, teachers, and administrators in realizing this vision.

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