

# Racism, Implicit Bias, And Discrimination Student Survey



HCPS Board of Education  
August 10, 2020

# Survey Administration

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- HCPS administered the anonymous survey in June 2020
- Response Count: 3,947
- **3,912** responses after data cleaning

# Preliminary Results (By Race)

Race/Ethnicity	Frequency	Percent
Asian American	279	7%
Black or African American	670	17%
White	2,370	61%
Hispanic/Latino	157	4%
Two or more races	407	10%
American Indian/Alaskan Native or Native Hawaiian/Pacific Islander	29	1%

# Preliminary Results (By Gender/Grade)

Gender	Frequency	Percent
Male	1,240	32%
Female	2,587	66%
Non-Binary	85	2%

Grade Level	Frequency	Percent
Elementary School (Grade 5)	176	4%
Middle School (Grade 6-8)	1,581	40%
High School (Grade 9-12)	2,155	55%

# Research Questions

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- 1. What are current student perceptions of racism, implicit bias, and other forms of discrimination within HCPS?**
- 2. What are HCPS' current areas of strength and areas of improvement as related to student perceptions of racism, implicit bias, and other forms of discrimination within the district?**
- 3. What advocacy do HCPS students believe is needed from their Student Members of the Board of Education around these issues?**

# Key Findings - Preliminary

- Most student respondents say teachers and staff members create an overall inclusive environment at HCPS

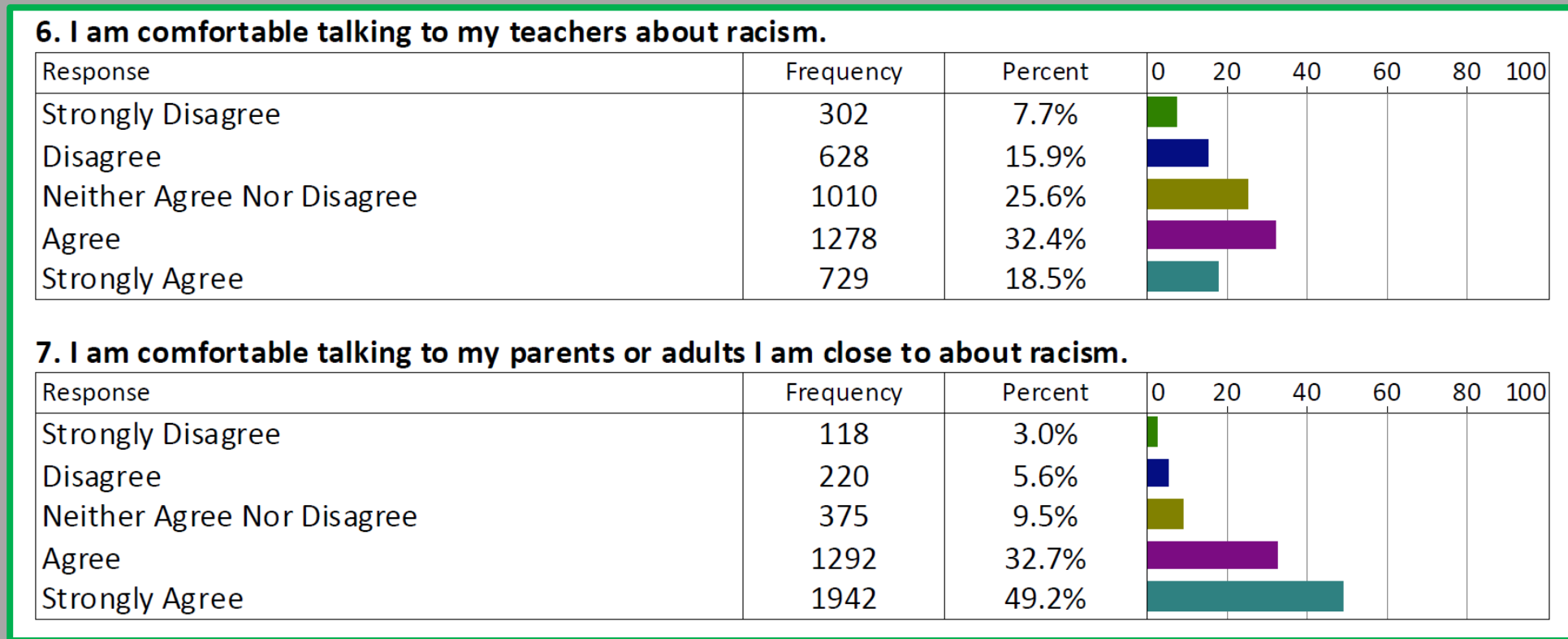
## 10. My school is welcoming and inclusive to students of all skin colors, cultures, religions, and other personal traits.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	219	5.5%						
Disagree	427	10.8%						
Neither Agree Nor Disagree	607	15.4%						
Agree	1183	30.0%						
Strongly Agree	1511	38.3%						

A majority (68-69%) of all student respondents agree or strongly agree their school is welcoming and inclusive to students of all skin colors, cultures, religions, and other personal traits

# Key Findings - Preliminary

- 77-82 % of respondents feel comfortable discussing racism and discrimination with their parents and their peers, only 41% of Black or African American students are comfortable speaking on these issues with teachers.



# Key Findings - Preliminary

- Slightly less than half (40%) of student respondents agree that racism and implicit bias are problems at HCPS.

## 16. Racism is a problem in Harford County Public Schools.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	576	14.6%						
Disagree	789	20.0%						
Neither Agree Nor Disagree	972	24.6%						
Agree	832	21.1%						
Strongly Agree	778	19.7%						

## 17. Implicit bias is a problem in Harford County Public Schools.



Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	460	11.7%						
Disagree	623	15.8%						
Neither Agree Nor Disagree	1259	31.9%						
Agree	899	22.8%						
Strongly Agree	706	17.9%						



# Key Findings - Preliminary

- Most student respondents have personally witnessed or experienced racist and hurtful comments from their peers.

## 24. I have heard a classmate/peer make a racist comment or joke to/about another student.

Response	Frequency	Percent	0	20	40	60	80	100
Yes	2921	74.0%						
No	1026	26.0%						

# Key Findings - Preliminary

- Student respondents have also personally witnessed or experienced racist and hurtful comments from adults at school.

**25. I have heard an adult (teacher, principal, para-educator, bus driver) make a racist comment or joke to/about me.**

Response	Frequency	Percent	0	20	40	60	80	100
Yes	330	8.4%						
No	3617	91.6%						

**26. I have heard an adult (teacher, principal, para-educator, bus driver) make a racist comment or joke to/about another student.**

Response	Frequency	Percent	0	20	40	60	80	100
Yes	711	18.0%						
No	3236	82.0%						

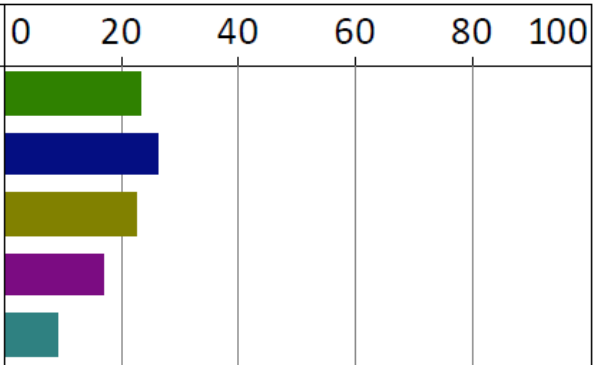
**27. I have heard another student say something that may not have been directly racist, but was still biased and hurtful to me or to another student.**

Response	Frequency	Percent	0	20	40	60	80	100
Yes	2904	73.6%						
No	1043	26.4%						

# Key Findings - Preliminary

- Half or more of student respondents do not feel represented by the teachers at school.

## 15. The racial diversity of teachers in my school is similar to the racial diversity of students.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	925	23.4%						
Disagree	1050	26.6%						
Neither Agree Nor Disagree	908	23.0%						
Agree	692	17.5%						
Strongly Agree	372	9.4%						

Half of the student respondents (50%) disagree or strongly disagree that the racial diversity of teachers at their school is similar to the racial diversity of students.

# Key Findings - Preliminary

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- Student respondents who are in high school, identify as female or non-binary, and/or are Black or African American are more likely than their peers to agree that racism and discrimination exist at HCPS.
- While a majority of high school students (52%) agree or strongly agree racism is a problem at HCPS, students in middle school (45%) and elementary school (66%) are more likely to disagree or strongly disagree with this sentiment.
- Student respondents who identify as female (45%) and a majority of student respondents who identify as non-binary (51%) agree or strongly agree that racism is a problem at HCPS. In contrast, student respondents who identify as male disagree with this sentiment (45% disagree or strongly disagree).

# Key Findings - Preliminary

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- **Less than half of white student respondents disagree or strongly disagree with the statement that racism is a problem at HCPS (41%); however, a majority of student respondents who are Black or African American agree or strongly agree that racism is a problem at HCPS (56%).**
- **Student respondents who are Asian American, Hispanic/Latino, and identify with two or more races are also more likely to agree or strongly agree that racism is a problem at HCPS (47-48%).**

# Key Findings - Preliminary

- Most student respondents want HCPS to do more to address racism and implicit bias at HCPS.

## 18. HCPS needs to do more to address racism.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	293	7.4%						
Disagree	393	10.0%						
Neither Agree Nor Disagree	867	22.0%						
Agree	1152	29.2%						
Strongly Agree	1242	31.5%						

## 19. HCPS needs to do more to address implicit bias.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	270	6.8%						
Disagree	350	8.9%						
Neither Agree Nor Disagree	995	25.2%						
Agree	1142	28.9%						
Strongly Agree	1190	30.1%						

# Key Findings - Comments

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- Student respondents suggest that HCPS prioritize increasing education on the BIPOC experience and culture and implementing harsher consequences for discriminatory actions of students and teachers.
- BIPOC: Black, Indigenous, People of Color

# Key Findings - Comments

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- In open-end responses on preferred actions for the future Student Members of the Board of Education (SMOB), respondents consistently give two thematic responses:
  1. Offer more lessons on the history of the African American experience, Asian American experience, Hispanic/Latino experience, and other groups who are not currently discussed (23%);
  2. Implement stricter and more consistent punishments for students and adults who commit racist or discriminatory actions or comments (19%).

Additionally, many student respondents want the SMOB to speak out and educate other students on biased language and actions (15%).



# Recommendations

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- 1. Engage in strategic planning around racism, implicit bias, and discrimination.**
- 2. Audit and analyze current curricula and programming for the inclusion of diverse experiences and perspectives.**
- 3. While students seek harsher consequences for those who engage in racist or discriminatory actions, the district should review the secondary literature before making changes to policy.**
  - Punitive measures may produce short-term individual change but may not serve to fundamentally improve school climate and culture or reduce racism or discrimination on school campuses.

# Equity and Cultural Proficiency

- Cultural Proficiency PD
  - Preliminary Survey Results
  - Self-Reflection on Racism, Implicit Bias,
  - Brief History of Desegregation of HCPS
  - Implicit Bias and Microaggressions
  - Culturally Responsive Teaching Role Plays



# Equity and Cultural Proficiency

- School Level Needs Assessments
- Targeted PD
  - Equity Teams Data Review
  - Book Studies
  - Strategic Planning
- Engaging with Students and Families



# Student BOE: Advocacy

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- How would you like the future Student Member of the Board of Education (SMOB) to advocate for you on the issues of racism, implicit bias and other forms of discrimination?
  - BIPOC History and Culture
  - Consequences for Actions
  - Speak Out; Educate

# Student BOE: Sample Comments

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“I would like the future Student Member of the Board of Education to hold a meeting or some sort of announcement to talk about racism and implicit bias.”

– White, Female, High School

# Student BOE: Sample Comments

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“I’d like much stricter rules against bias and racism. I’ve had friends who, despite going to counselors and other adults, received racist comments and other similar hurtful things from certain students in particular, and those students were never punished to the point where they stopped; the counselors would suspend the kids for a few days if it were bad, but then when the kid came back they would do the same things, with no punishment until it got bad enough that my friend (or their parents) threatened to do something about it themselves.”

– White, Female, High School

# Student BOE: Sample Comments

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“ Racism isn’t something that can go away over night, we need to take baby steps towards being more inclusive with our poc students and creating a safe environment where EVERYONE is held accountable for racist remarks even if it’s about their own skin color. ”

“ Advocate for equality more and address issues with biases and racism. Don’t put this issue on the back burner put it out front and teach more kids to be better. ”

# Student BOE: Sample Comments

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“ I believe we need more education in the experiences of people of color. we can't just get the same things being taught to us that the civil rights movement was so long ago. We need to be taught the ways in which things have still not gotten better and how there is still a system of oppression put in place. We need the real facts not just the watered down stuff they have been showing us. ”

“ We need to learn more accurate information and not gloss over it. Racism is real and we have a lack of knowledge on it due to the little amount of detail we go into on the topic. ”



# Next Steps

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- Executive Summary
- Final Research Report
- Publication of Final Results
- Additional Research and Program Evaluation