

Appendix A: School Climate Survey – Staff Version
University of Illinois
School Climate Research Team

The Measure

The School Climate Survey – Staff Version (SCSSV) is a multi-dimensional assessment tool that measures staff perceptions of their schools' social climates. The SCSSV is composed of 8 demographic questions; 78 statements about staff perceptions of their school; an 18-item parent involvement section; a 14-item barriers to parent involvement section; a question about whether the survey respondent would be willing to work to help end inequities in Champaign schools; and a comments section.

Respondents rated whether they strongly agreed, agreed, were neutral/not sure, disagreed, or strongly disagreed with each of the 78 statements. Staff rated parent involvement activities both on how important they are to student education and how frequently they believe parents engage in them. In the Barriers to Parent Involvement section, staff marked whether or not they thought each item a barrier to parent involvement in their school.

Executive Summary: (see page 10 for descriptions of each subscale)

Overall, teachers, administrators, and other school staff members tended to report similar school climate perceptions on most subscales. However, administrators tended to be slightly more positive in their overall school climate perceptions than teachers and other school staff. For example, they were slightly more positive in their perceptions of Influence and Trust and Respect subscales, and less negative on the Need for Change subscale; furthermore, administrators reported more agreement with the Qualities of Desegregated Champaign Schools subscale.

When analyzed by race, a different picture emerges. Overall, African American and White staff had at least slightly different perceptions of school climate on 17 of the 19 subscales.

African American and White staff had very disparate perspectives of the social climate of Champaign's public schools concerning: 1) Fairness (Regarding General Treatment, Discipline, and Access to Academic Programs); 2) Cultural Understanding; 3) Qualities of Desegregated Champaign Schools; and, 4) Need for Change.

African American and White staff had disparate perspectives of the social climate of Champaign's public schools concerning: 1) Trust and Respect; 2) Reasons for Student Misbehavior; 3) Fear of Black Students; 4) Overreaction in Discipline; 5) Experiences of Racism; and, 6) Parent Involvement (both in their children's classroom and decision-making in their children's schools).

African American and White staff held slightly different perspectives of the social climate of Champaign's public schools concerning: 1) Influence; 2) School-Parent Contact Regarding Discipline; 3) Comfort of School-Parent Contact; 4) Overall School-Parent Contact perceptions; 5) Parent Involvement Outside of School; 6) Parent Involvement in Planning and Attending School Events; and 7) Encouragement of Parent Involvement.

For the purposes of this summary, "all respondents" refers to the aggregated data of all survey

respondents across race/ethnic groups and occupation.

Influence (see page 11 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.65). African Americans were more likely than Whites to be “neutral/not sure,” while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

Trust and Respect (see page 12 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.84). African Americans were almost twice as likely as Whites to be “neutral/not sure,” while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

School-Parent Contact: Discipline (see page 13 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.97). African Americans were more than three times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

School-Parent Contact: Comfort (see page 14 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.51). African Americans were more than twice as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

School-Parent Contact: All Items (see page 15 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.70). African Americans were three times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were roughly twice as likely as African Americans to “agree/strongly agree” with this subscale.

Perceptions of Encouragement of Parent Involvement (see page 16 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.94). African Americans were nearly twice as likely as Whites “disagree/strongly disagree” with this subscale, while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

Parent Involvement: Outside of School (see page 17 for more information):

The overall mean of all respondents was in the “very important” range (mean = 3.51). African Americans and Whites see the importance of this subscale similarly.

Parent Involvement: In School Auxiliary (see page 18 for more information):

The overall mean of all respondents was in the “somewhat important/important” range (mean = 2.82). Whites were four times as likely as African Americans to view this subscale as “not important,” while African Americans were one-and-a-half times as likely as Whites to view this subscale as “very important.”

Parent Involvement: School Governance Issues (see page 19 for more information):

The overall mean of all respondents was in the “somewhat important/important” range (mean = 2.51).

Whites were one-and-a-half times as likely as African Americans to view this subscale as “not important,” while African Americans were more than twice as likely as Whites to view this subscale as “very important.”

Fairness: General (see page 34 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.74). African Americans were more than twelve times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more than four times as likely as African Americans to “agree/strongly agree” with this subscale. African Americans responded “neutral/not sure” on this subscale at three times the rate of Whites.

Fairness: Academic Programs (see page 35 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.98). African Americans were more than seven times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more than five times as likely as African Americans to “agree/strongly agree” with this subscale. African Americans responded “neutral/not sure” to this subscale at twice the rate of Whites.

Fairness: Discipline (see page 36 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.79). African Americans were more than eight times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more than three times as likely as African Americans to “agree/strongly agree” with this subscale. African Americans were twice as likely as Whites to be “neutral/not sure” concerning this subscale.

Cultural Understanding (see page 37 for more information):

The overall mean of all respondents was in the “agree” range (mean = 3.51). African Americans were more than seven times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were more than four times as likely as African Americans to “agree/strongly agree” with this subscale. African Americans were more likely than Whites to be “neutral/not sure” concerning this subscale.

Need for Change (see page 38 for more information):

The overall mean of all respondents was in the “agree” range (mean = 2.64). Whites were more than seven times as likely as African Americans to “disagree/strongly disagree” with this subscale, while African Americans were nearly nine times as likely as Whites to “agree/strongly agree” with this subscale.

Qualities of Desegregated Champaign Schools (see page 39 for more information):

The overall mean of all respondents was in the “somewhat important/important” range (2.41). African Americans were more than five times as likely as Whites to view this subscale as “very important,” while Whites were more than eight times as likely as African Americans to view this subscale as “not important.”

Reasons for Misbehavior (see page 40 for more information):

The overall mean of all respondents was in the “neutral/not sure” range (mean = 3.25). African

Americans were almost four times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were over three times as likely as African Americans to “agree/strongly agree” with this subscale.

Fear of Black Students (see page 41 for more information):

The overall mean of all respondents was in the “disagree” range (mean = 2.18). African Americans were more than twice as likely as Whites to “agree/strongly agree” that the school community was afraid of Black students, while Whites were more likely than African Americans to “disagree/strongly disagree” with this subscale. African Americans responded “neutral/not sure” twice as frequently as Whites concerning this subscale.

Experiences of Racism (see page 42 for more information):

The overall mean of all respondents was in the “never” range (mean = 1.75). African Americans were more than three times as likely as Whites to have experienced racism “a few times,” almost twice as likely to experience racism “monthly,” and three times as likely to experience racism “weekly.”

Discipline: Overreaction (see page 43 for more information):

The overall mean of all respondents was in the “disagree” range (mean = 2.00). African Americans were more than three times as likely as Whites to “agree/strongly agree” with this subscale, while Whites were more likely than African Americans to “disagree/strongly disagree” with this subscale. Almost three times as many African Americans as Whites were “neutral/not sure” concerning this subscale.

Demographic Summary of Staff Respondents

The following number of surveys were collected from each school:

	School	Number of respondents	Percentage of respondents
Elementary Schools	Barkstall	21	2.1%
	Bottenfield	38	4.7%
	B. T. Washington	35	4.3%
	Carrie Busey	51	6.3%
	Dr. Howard	31	3.8%
	Garden Hills	40	4.9%
	Kenwood	41	5.0%
	Robeson	52	6.4%
	South Side	26	3.2%
	Stratton	47	5.8%
	Westview	26	3.2%
Middle Schools	Edison	57	7.0%
	Franklin	46	5.7%
	Jefferson	56	6.9%
	CARE	13	1.6%
High Schools	Centennial	127	15.6%
	Central	101	12.4%
	CARE	6	0.7%
Respondents from All Schools		814	100%

The breakdown of respondents by occupation was:

Occupation	Number of Respondents	Percentage of Respondents
Teacher	572	70.3%
Administrator	26	3.2%
Other Staff	198	24.3%
Did not answer	18	2.2%
All Respondents	814	100%

The number of years respondents reported teaching was:

Number of Years Teaching	Number of Respondents	Percentage of Respondents
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Less than 1	42	5.2%
1 to 4	107	13.1%
5 to 10	140	17.2%
More than 10	349	42.9%
Do not teach	139	17.1%
Did not answer/marked more than one answer	37	4.5%
All Respondents	814	100%

The grade levels respondents reported teaching were:

Grade Levels Taught	Number of Respondents	Percentage of Respondents
1 to 2	108	13.3%
3-5	100	12.3%
6-8	124	15.2%
9-12	177	21.7%
Does not teach	173	21.3%
Multiple grade levels	62	7.6%
Did not answer	70	8.6%
All Respondents	814	100%

The number of years respondents reported working in their current school was:

Number of Years Working in Current School	Number of Respondents	Percentage of Respondents
Less than 1	126	15.5%
1 to 2	100	12.3%
3 to 5	149	18.3%
6 to 10	181	22.2%
More than 10	221	27.1%
Did not answer/marked more than one answer	37	4.5%
All Respondents	814	100%

The gender breakdown of respondents was:

Gender	Number of Respondents	Percentage of Respondents
Male	181	22.2%
Female	606	74.4%
Did not answer	27	3.3%

All respondents	814	100%
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The race/ethnicity breakdown of respondents was:

Race/Ethnicity	Number of Respondents	Percentage of Respondents
Black/African American	98	12.0%
White	599	73.6%
Hispanic	10	1.2%
Asian/Asian American/ Pacific Islander	9	1.1%
American Indian	2	0.2%
Other	16	2.0%
Multiracial (marked multiple races/ethnic groups)	26	3.2%
Did not answer	54	6.6%
All Respondents	814	100%

The level of education respondents reported finishing was:

Level of Education	Number of Respondents	Percentage of Respondents
Less than high school	1	0.1%
Some high school	1	0.1%
Graduated from high school	23	2.8%
Vocational/Technical school	3	0.4%
Some college	77	9.5%
Graduated from college	234	28.7%
Graduate school/ Professional degree	441	54.2%
Did not answer	26	3.2%
Marked more than one answer	8	4.2%
All Respondents	814	100%

Respondents were asked mark a response only if they were interested in helping to end inequities in the Champaign school district:

Response:	Number of Respondents	Percentage of Respondents
Yes/Marked	117	14.4%
No/Unmarked	697	85.6%
All Respondents	814	100%

The number of respondents who wrote a comment was:

Response:	Number of Respondents	Percentage of Respondents
Comment	379	46.6%
No Comment	435	53.4%
All Respondents	814	100%

The School Climate Survey -- Staff Version contains 19 subscales¹:

Subscale Name	Description
Influence	Perceived impact on school operations and decision-making.
Trust and Respect	Staff's trust of each other and their principal, and the respect school staff have for each other, and staff perceptions of the respect the school district has for both them and parents.
School-Parent Contact – Discipline	Why and when a student's parents are contacted when the child has a disciplinary problem.
School-Parent Contact – Comfort	How comfortable staff feel with their contact with parents.
Perceptions of Encouragement of Parent Involvement	Staff perceptions concerning how encouraging their school is of parent involvement.
Parent Involvement – Outside of School	Staff perceptions of the importance of the different ways parents are involved in their children's education outside of school.
Parent Involvement – In School Auxiliary	Staff perceptions of the importance of the different ways parents are involved in volunteering and attending events in their children's schools.
Parent Involvement – School Governance Issues	Staff perceptions of the importance of the different ways parents are involved in their children's classrooms and decision-making in their children's schools.
Fairness – General	Perception that all students are treated fairly.
Fairness – Academic Programs	Perception that access to the talented and gifted and special education programs is fair.
Fairness – Discipline	Perception that discipline is administered fairly.
Cultural Understanding	Staff perceptions that teaching styles are culturally relevant in their school.
Need for Change	Perceptions of the need to change the school system to better address racial inequities.
Qualities of Desegregated Champaign Schools	Perceptions of the importance of different aspects of racially desegregated Champaign schools.
Reasons for Misbehavior	Measures staff perceptions of why students have problems at school.
Fear of Black Students	Whether staff perceive students and staff to be fearful of Black students.
Experiences of Racism	How often a respondent has experienced racism.
Discipline – Overreaction	Staff perceptions that discipline is overly stressed in their school.

¹ In addition to these subscales, the survey contained several “stand-alone” items that were mentioned repeatedly as important by stakeholders during the survey construction phase of the project.

Influence – Subscale Summary

The Influence subscale measures staff perceptions of their impact on school operations and decision-making. This subscale contains 5 items:

- “My opinion matters to my colleagues.”
- “The school uses my suggestions when planning school events.”
- “The principal uses my suggestions to improve the school.”
- “The principal listens to my ideas.”
- “Teachers use my suggestions to improve classes at the school.”

The overall mean subscale score for all 723 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	6%	2%	4%	2%	3%	2%
Disagree	2%	4%	2%	3%	5%	4%
Neutral/Not Sure	49%	33%	31%	30%	47%	35%
Agree	30%	43%	46%	46%	33%	42%
Strongly Agree	14%	18%	18%	20%	12%	18%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.² Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

² Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Trust and Respect – Subscale Summary

The Trust and Respect subscale measures staff’s trust of each other and their principal, and the respect school staff have for each other, and staff perceptions of the respect the school district has for both them and parents. This subscale contains 7 items:

- “I trust my colleagues to keep their promises.”
- “I trust the principal to follow through on his or her promises.”
- “Teachers at this school understand my point of view.”
- “The administrative staff at my school respects me.”
- “My colleagues respect me.”
- “The school district respects parents in my school.”
- “The school district respects teachers at my school.”

The overall mean subscale score for all 701 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	1%	0%	1%	2%	1%
Disagree	3%	2%	7%	3%	2%	3%
Neutral/Not Sure	38%	21%	20%	22%	25%	23%
Agree	41%	45%	46%	43%	47%	44%
Strongly Agree	16%	32%	26%	31%	25%	29%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.³ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

³ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

School-Parent Contact: Discipline – Subscale Summary

The School-Parent Contact: Discipline subscale measures staff perceptions of why and when a student’s parents are contacted when the child has a disciplinary problem. This subscale contains 3 items:

- “When students get into serious trouble at this school, parent involvement is actively sought.”
- “Teachers contact parents immediately if their child has a serious disciplinary problem.”
- “This school contacts parents before taking any serious disciplinary action against a student.”

The overall mean subscale score for all 692 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	0%	<1%	0%	<1%	0%	<1%
Disagree	5%	1%	4%	1%	4%	2%
Neutral/Not Sure	29%	20%	25%	20%	25%	22%
Agree	42%	37%	37%	38%	38%	37%
Strongly Agree	24%	42%	35%	41%	33%	39%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.⁴ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

4 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

School-Parent Contact: Comfort – Subscale Summary

The School-Parent Contact: Comfort subscale measures staff perceptions of staff’s comfort level with parent contact. This subscale contains 5 items:

- “I am satisfied with the contact I have with students’ parents.”
- “The PTA at this school deals with issues that are important to me.”
- “Teachers feel comfortable having their students’ parents call them at home.”
- “Sometimes parents have to be confrontational with their child’s teachers to be taken seriously.”
- “Teachers in this school call parents when they have something positive to say about a student.”

The overall mean subscale score for all 688 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	0%	<1%	0%	0%	1%	<1%
Disagree	7%	3%	4%	2%	7%	3%
Neutral/Not Sure	62%	44%	56%	43%	59%	48%
Agree	29%	44%	35%	46%	31%	41%
Strongly Agree	2%	9%	6%	10%	3%	8%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.⁵ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

⁵ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

School-Parent Contact: All Items – Subscale Summary

The School-Parent Contact: General subscale measures staff’s overall perceptions about the quality of school-parent contact. This subscale contains 8 items:

- “When students get into serious trouble at this school, parent involvement is actively sought.”
- “Teachers contact parents immediately if their child has a serious disciplinary problem.”
- “This school contacts parents before taking any serious disciplinary action against a student.”
- “I am satisfied with the contact I have with students’ parents.”
- “The PTA at this school deals with issues that are important to me.”
- “Teachers feel comfortable having their students’ parents call them at home.”
- “Sometimes parents have to be confrontational with their child’s teachers to be taken seriously.”
- “Teachers in this school call parents when they have something positive to say about a student.”

The overall mean subscale score for all 689 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	0%	0%	0%	0%	0%	0%
Disagree	3%	1%	4%	1%	4%	2%
Neutral/Not Sure	53%	32%	40%	30%	47%	35%
Agree	37%	46%	40%	49%	36%	45%
Strongly Agree	7%	21%	15%	20%	13%	18%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.⁶ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

⁶ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Perceptions of Encouragement of Parent Involvement – Subscale Summary

The Perceptions of Encouragement of Parent Involvement subscale measures staff perceptions concerning how encouraging their school is of parent involvement. This subscale contains 4 items:

“This school encourages parent involvement.”

“This school encourages parents to be involved in children’s education outside of school.”

“This school encourages parents to volunteer at the school.”

“This school encourages parent involvement in making decisions about how the school is run.”

The overall mean subscale score for all 660 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	<1%	0%	<1%	1%	1%
Disagree	5%	3%	4%	3%	5%	3%
Neutral/Not Sure	29%	23%	18%	23%	26%	24%
Agree	36%	46%	53%	45%	44%	44%
Strongly Agree	29%	28%	25%	30%	24%	28%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.⁷ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

⁷ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Parent Involvement: Outside of School – Subscale Summary

The Parent Involvement: Outside of School subscale measures staff perceptions of the importance of the different ways parents are involved in their children’s education outside of school. This subscale contains 4 items:

- “Monitoring students’ homework.”
- “Reading to the student.”
- “Stressing the importance of education.”
- “Taking the child on educational trips (e.g., to museums and libraries).”

The overall mean subscale score for all 645 respondents who filled out this subscale was in the “very important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	1%	1%	0%	1%	1%	1%
Somewhat Important/ Important	29%	33%	33%	31%	33%	31%
Very Important	70%	67%	67%	68%	67%	68%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), felt the subscale was not important, somewhat important/important, or very important.⁸ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

⁸ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Parent Involvement: In School Auxiliary – Subscale Summary

The Parent Involvement: In School Auxiliary subscale measures staff perceptions of the importance of the different ways parents are involved in volunteering and attending events in their children’s schools. This subscale contains 6 items:

- “Volunteering in school classrooms.”
- “Membership in the PTA.”
- “Volunteering in school not in class (e.g., school library, lunch room, tutoring).”
- “Attending school activities (e.g., sports events, plays, concerts).”
- “Attending open house/back to school night.”
- “Planning or assisting in extracurricular activities (e.g., after school programs, school plays, sports events).”

The overall mean subscale score for all 658 respondents who filled out this subscale was in the “somewhat important/important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	1%	4%	2%	4%	2%	3%
Somewhat Important/ Important	66%	74%	75%	71%	80%	73%
Very Important	33%	22%	23%	26%	18%	24%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), felt the subscale was not important, somewhat important/important, or very important.⁹ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

⁹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Parent Involvement: School Governance Issues – Subscale Summary

The Parent Involvement: School Governance Issues subscale measures staff perceptions of the importance of the different ways parents are involved in their children’s classrooms and decision-making in their children’s schools. This subscale contains 7 items:

- “Discussing with teachers issues that are relevant to the parent’s community.”
- “Sitting in as an observer in classes.”
- “Sharing knowledge and skills in classes at school.”
- “Helping to plan what is taught in school.”
- “Helping to plan how classes are taught in school.”
- “Helping to plan the school discipline code.”
- “Advocating for students’ needs.”

The overall mean subscale score for all 638 respondents who filled out this subscale was in the “somewhat important/important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	1%	4%	2%	12%	11%	11%
Somewhat Important/ Important	66%	74%	75%	76%	80%	75%
Very Important	33%	22%	23%	12%	18%	13%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), felt the subscale was not important, somewhat important/important, or very important.¹⁰ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

10 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 1 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Teachers do not make useful suggestions to parents about how to improve students’ school work.”

The overall mean subscale score for all 637 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	31%	42%	42%	43%	34%	41%
Seldom/Sometimes a Barrier	62%	57%	54%	56%	62%	57%
Usually a Barrier	7%	1%	4%	1%	4%	2%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹¹

¹¹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 2 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Teachers sometimes talk to parents in disrespectful ways.”

The overall mean subscale score for all 626 respondents who filled out this subscale was in the “Not a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	46%	63%	56%	64%	51%	60%
Seldom/Sometimes a Barrier	48%	34%	38%	32%	47%	36%
Usually a Barrier	6%	2%	7%	3%	2%	3%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹²

¹² Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 3 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Parents feel it is not their place to tell a teacher how to educate their child.”

The overall mean subscale score for all 609 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	27%	27%	26%	29%	21%	27%
Seldom/Sometimes a Barrier	64%	68%	62%	65%	72%	66%
Usually a Barrier	10%	6%	12%	7%	8%	7%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹³

¹³ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 4 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Teachers and parents disagree about what is best for the child.”

The overall mean subscale score for all 622 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	16%	19%	23%	20%	17%	19%
Seldom/Sometimes a Barrier	80%	75%	64%	75%	75%	74%
Usually a Barrier	5%	6%	14%	6%	8%	7%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁴

¹⁴ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 5 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“This school does not give parents information on how to get involved.”

The overall mean subscale score for all 636 respondents who filled out this subscale was in the “Not a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	46%	59%	61%	61%	50%	58%
Seldom/Sometimes a Barrier	45%	39%	34%	36%	47%	39%
Usually a Barrier	8%	3%	5%	4%	3%	4%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁵

¹⁵ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 6 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Transportation is a problem for parents.”

The overall mean subscale score for all 634 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	20%	11%	9%	12%	15%	13%
Seldom/Sometimes a Barrier	61%	83%	74%	81%	74%	79%
Usually a Barrier	19%	6%	17%	7%	11%	9%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁶

¹⁶ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 7 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Activities are held during parents’ working hours.”

The overall mean subscale score for all 635 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	17%	13%	17%	13%	13%	14%
Seldom/Sometimes a Barrier	67%	81%	67%	80%	75%	78%
Usually a Barrier	17%	6%	17%	7%	12%	9%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁷

¹⁷ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 8 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Parents do not have enough time to get involved.”

The overall mean subscale score for all 623 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	12%	8%	7%	8%	11%	9%
Seldom/Sometimes a Barrier	68%	72%	67%	72%	69%	71%
Usually a Barrier	20%	20%	27%	21%	20%	20%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁸

¹⁸ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 9 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Childcare needs prevent parents from getting involved.”

The overall mean subscale score for all 619 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	13%	11%	13%	9%	17%	12%
Seldom/Sometimes a Barrier	72%	82%	76%	83%	72%	80%
Usually a Barrier	15%	7%	11%	8%	12%	9%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.¹⁹

¹⁹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 10 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Teachers do not encourage parents to participate in classroom activities.”

The overall mean subscale score for all 628 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	38%	37%	44%	38%	37%	38%
Seldom/Sometimes a Barrier	57%	59%	51%	57%	60%	58%
Usually a Barrier	6%	4%	5%	5%	3%	5%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.²⁰

²⁰ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 11 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Parents feel unwelcome at this school.”

The overall mean subscale score for all 630 respondents who filled out this subscale was in the “Not a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	47%	59%	59%	58%	55%	57%
Seldom/Sometimes a Barrier	49%	41%	34%	41%	41%	41%
Usually a Barrier	4%	1%	7%	1%	3%	2%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.²¹

²¹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 12 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Parents feel ignored by school staff when they enter this school.”

The overall mean subscale score for all 630 respondents who filled out this subscale was in the “Not a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	47%	60%	62%	59%	58%	59%
Seldom/Sometimes a Barrier	49%	39%	33%	40%	40%	40%
Usually a Barrier	4%	1%	4%	1%	2%	2%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.²²

²² Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 13 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“My school does not offer opportunities for involvement that interest parents.”

The overall mean subscale score for all 620 respondents who filled out this subscale was in the “Not a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	48%	56%	56%	57%	51%	55%
Seldom/Sometimes a Barrier	51%	43%	42%	42%	48%	43%
Usually a Barrier	1%	1%	2%	1%	1%	1%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.²³

23 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 14 Summary

Staff were asked to rate whether they felt the following item was a barrier to parent involvement in their school:

“Parents do not know how to help their child with homework.”

The overall mean subscale score for all 627 respondents who filled out this subscale was in the “Seldom/Sometimes a Barrier” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not a Barrier	11%	5%	5%	6%	6%	6%
Seldom/Sometimes a Barrier	74%	86%	80%	85%	81%	84%
Usually a Barrier	16%	8%	16%	9%	13%	10%

Note: Percentages were computed by averaging staff responses on the above item. Percentages in the table reflect the proportion of each respondent group that felt the item was not a barrier, seldom/sometimes a barrier, or usually a barrier to parent involvement in their school. Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.²⁴

²⁴ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Fairness: General – Subscale Summary

The Fairness: General subscale measures staff perceptions that all students are treated fairly. This subscale contains 6 items:

- “All students are treated well in this school, even if their grades are good or bad.”
- “All students are treated well at my school, even if they are rich or poor.”
- “African American students are treated fairly at this school.”
- “The Champaign School System treats students of all races fairly.”
- “Teachers at this school treat students of all races fairly.”
- “My school treats students of all races fairly.”

The overall mean subscale score for all 659 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	6%	0%	0%	<1%	2%	1%
Disagree	19%	2%	9%	4%	5%	5%
Neutral/Not Sure	57%	19%	39%	20%	27%	23%
Agree	17%	48%	26%	42%	36%	39%
Strongly Agree	2%	31%	26%	33%	30%	33%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.²⁵ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

25 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Fairness: Academic Programs – Subscale Summary

The Fairness: Academic and Social subscale measures staff perceptions that access to specialized academic programs is fair. This subscale contains 2 items:

“Blacks make up 38% of Champaign’s elementary school population and 3% of elementary school gifted and talented enrollment. This shows that Black students are treated unfairly.”

“Blacks make up 33% of Champaign’s student population and 53% of special education enrollment. This shows that Black students are treated unfairly.”

The overall mean subscale score for all 649 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	11%	2%	2%	2%	4%	3%
Disagree	35%	4%	13%	7%	13%	9%
Neutral/Not Sure	39%	17%	24%	20%	33%	20%
Agree	7%	29%	31%	27%	24%	26%
Strongly Agree	8%	49%	29%	45%	37%	42%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.²⁶ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

26 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Fairness: Discipline – Subscale Summary

The Fairness: Discipline subscale measures staff perceptions of whether they feel that discipline is administered fairly. This subscale contains 4 items:

- “Certain students are unfairly singled out for disciplinary action.”
- “Different students receive different punishments for breaking the same rules.”
- “At my school, students are disciplined fairly, regardless of race.”
- “Blacks make up one-third of Champaign’s student population and almost two-thirds of suspensions. This shows that Black students are treated unfairly.”

The overall mean subscale score for all 613 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	14%	1%	2%	2%	3%	3%
Disagree	20%	3%	11%	5%	10%	6%
Neutral/Not Sure	48%	27%	36%	31%	30%	30%
Agree	16%	38%	27%	35%	31%	34%
Strongly Agree	3%	31%	23%	27%	27%	27%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.²⁷ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

27 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Cultural Understanding – Subscale Summary

The Cultural Understanding subscale measures staff perceptions concerning the cultural relevance of teaching styles at their school. This subscale contains 3 items:

“Teachers at this school do not understand what life in students’ neighborhoods is like.”

“Teachers at this school take students’ learning styles into account when teaching.”

“Teachers at this school take students’ cultural backgrounds into account when teaching.”

The overall mean subscale score for all 648 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	9%	1%	4%	2%	3%	2%
Disagree	21%	3%	13%	6%	8%	6%
Neutral/Not Sure	55%	35%	38%	35%	47%	38%
Agree	13%	41%	30%	38%	31%	36%
Strongly Agree	2%	20%	15%	20%	11%	17%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.²⁸ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

28 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Need for Change – Subscale Summary

The Need for Change subscale measures staff perceptions of a need to change the Champaign school system to better address racial inequities. This subscale contains 8 items:

- “This school should spend more time teaching about non-White cultures.”
- “This school teaches students of diverse backgrounds well.”
- “Hiring more non-White teachers and administrators will better address the needs of students.”
- “At this school we need to talk more about racism.”
- “This school should work to address the racism of some teachers.”
- “The school district should reduce the difference in gifted and talented enrollment that exists between Black and White students.”
- “The school district should reduce the difference in special education enrollment that exist between Black and White students.”
- “The school district should reduce the difference in suspension rates that exist between Black and White students.”

The overall mean subscale score for all 625 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	20%	2%	17%	14%	16%
Disagree	6%	34%	33%	29%	33%	30%
Neutral/Not Sure	40%	40%	43%	42%	36%	40%
Agree	41%	5%	17%	9%	16%	11%
Strongly Agree	12%	1%	5%	3%	2%	3%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.²⁹ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

²⁹ Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Qualities of Desegregated Champaign Schools – Subscale Summary

The Qualities of Desegregated Champaign Schools subscale measures staff perceptions of the importance of different aspects of racially desegregated Champaign schools. This subscale contains 7 statements. Respondents were asked to report how important they felt each item to be after reading the following statement, "The Champaign School District aims to integrate schools by having roughly 33% African American students in each school. Assuming this goal is reached, please rate the importance of each of the following within this school."

- “A teaching staff that is roughly 33% African American.”
- “An administrative staff that is roughly 33% African American.”
- “Upper level courses that are roughly 33% African American.”
- “Special Education classes that are roughly 33% African American.”
- “Teaching cultural sensitivity.”
- “Teaching African American history in Social Studies throughout the year.”
- “Including African American perspectives in all educational material and curricula.”

The overall mean subscale score for all 606 respondents who filled out this subscale was in the “somewhat important/important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	3%	25%	17%	24%	18%	22%
Somewhat Important/ Important	36%	66%	63%	61%	62%	61%
Very Important	61%	9%	20%	15%	20%	17%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), felt the subscale was not important, somewhat important/important, or very important.³⁰ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

30 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Reasons for Misbehavior – Subscale Summary

The Reasons for Misbehavior subscale measures staff perceptions of why students have problems at school. This subscale contains 5 items:

- “Students have problems at school because their parents do not value education enough.”
- “Students who get suspended tend to come from families who do not value education enough.”
- “In our school district, most issues labeled as ‘racial’ are more due to poverty than race.”
- “If teachers and principals had a better understanding of students’ ethnic backgrounds, there would be fewer disciplinary problems.”
- “One of the main reasons more Black students than White students are suspended is because some Black parents do not stress the importance of education.”

The overall mean subscale score for all 650 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	2%	1%	2%	1%	1%	1%
Disagree	33%	7%	19%	9%	17%	12%
Neutral/Not Sure	52%	52%	51%	51%	54%	52%
Agree	11%	32%	26%	31%	24%	29%
Strongly Agree	1%	8%	2%	7%	4%	6%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.³¹ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

31 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Fear of Black Students – Subscale Summary

The Fear of Black Students subscale measures staff perceptions that members of the school community are afraid of Black students. This subscale contains 2 items:

“Teachers are afraid of Black students at my school.”

“Students are afraid of Black students at my school.”

The overall mean subscale score for all 646 respondents who filled out this subscale was in the “disagree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	17%	30%	34%	29%	27%	29%
Disagree	31%	47%	27%	45%	42%	44%
Neutral/Not Sure	39%	17%	32%	19%	25%	21%
Agree	11%	3%	5%	5%	3%	5%
Strongly Agree	2%	2%	2%	2%	3%	2%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the2 subscale.³² Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

32 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Experiences of Racism – Subscale Summary

The Experiences of Racism subscale measures staff perceptions about how often they have experienced racism in their school. This subscale contains 3 items:

- “How often has a teacher treated you badly because of your race?”
- “How often has a student treated you badly because of your race?”
- “How often have you experienced racism at your school?”

The overall mean subscale score for all 633 respondents who filled out this subscale was in the “never” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Never	73%	90%	72%	87%	85%	86%
A Few Times	19%	6%	22%	8%	11%	9%
Monthly	5%	3%	4%	3%	4%	3%
Weekly	3%	1%	2%	2%	0%	1%
Daily	0%	<1%	0%	0%	1%	<1%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), experienced racism never, a few times, monthly, weekly, or daily.³³ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

33 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.

Discipline: Overreaction – Subscale Summary

The Discipline: Overreaction subscale measures staff perceptions that discipline is overly stressed in their school. This subscale contains 3 items:

“Teachers in this school overreact to student misbehavior.”

“There are too many rules in this school.”

“Teachers at this school are too strict.”

The overall mean subscale score for all 682 respondents who filled out this subscale was in the “disagree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	23%	40%	31%	42%	27%	38%
Disagree	28%	44%	33%	40%	44%	41%
Neutral/Not Sure	44%	15%	37%	17%	28%	20%
Agree	5%	1%	0%	1%	1%	1%
Strongly Agree	0%	<1%	0%	0%	1%	<1%

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale.³⁴ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

34 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results.