

Appendix B: School Climate Survey – Parent Version
University of Illinois
School Climate Research Team

The Measure

The School Climate Survey – Parent Version (SCSPV) is a multi-dimensional assessment tool that measures parent’s perceptions of their children’s schools’ social climate. The SCSPV is composed of 8 demographic questions, 76 statements about parent’s perceptions of their child’s school, as well as a 16-item parent involvement section, a 13-item barriers to parent involvement section, a 7-item qualities of desegregated Champaign schools subscale, and a 3-item experience of racism subscale. In addition there is also a question asking parents whether they would be willing to work to help end inequities in Champaign schools, a question asking parent’s if their child has received a suspension during the 1999-2000 school year and a section allowing parents to provide written comments.

Respondents could rate whether they strongly agree, agree, are neutral/not sure, disagree, or strongly disagree with the 76 statements. Parents rated the parent involvement activities based on how important they were to their child’s education. In the barriers to parent involvement section parents rated whether or not they thought each item was a barrier to their involvement in their child’s school. The qualities of desegregated Champaign schools subscale allowed parents to rate the items on how important they were to have in their child’s school. In the experiences of racism section parents were asked to rate each item based on how often they occurred. The remaining 76 items that makeup the general survey are statements that allow parents to agree or disagree with each item.

Executive Summary: (see page 11 for descriptions of each subscale)

Overall, parents tended to report similar school climate perceptions on most subscales. However, White parents tended to be more positive in their overall school climate perceptions. For example, White parents were more positive in their perceptions of Fairness: General, Fairness: Academic Programs, and Fairness: Discipline subscales, and less positive on the Need for Change subscale. Furthermore, Black parents reported more agreement with the Qualities of Desegregated Champaign Schools subscale.

African American and White Parents had very disparate perspectives of the social climate of Champaign’s public schools concerning: 1) Reasons for misbehavior; 2) Fairness: General; 3) Fairness: Academic Programs; 4) Qualities of Desegregated Champaign Schools; and, 5) Need for Change.

African American and White parents had disparate perspectives of the social climate of Champaign’s public schools concerning: 1) Fairness: Discipline; 2) Discipline Overreaction; 3) Cultural Understanding; 4) Parent Involvement: School Governance Issues; 5) Experiences of racism.

African American and White parents held slightly different perspectives of the social climate of Champaign’s public schools concerning: 1) Fear of Black Students; 2) Influence; 3) Trust and Respect; 4) School Parent Contact: Discipline; 5) School Parent Contact: Comfort; 6) School Parent Contact: General; 7) Parent Involvement: Outside of School; 8) Parent Involvement: In School Auxiliary; and, 9) Schools’ Encouragement of Parent Involvement.

Influence (see page 12 for more information):

The overall mean of all respondents is in the “neutral/agree” range (mean = 3.5). African Americans are more likely than Whites to “disagree/strongly disagree” while Whites are more likely than

African Americans to “agree/strongly agree” with this subscale.

Trust and Respect (see page 13 for more information):

The overall mean of all respondents is in the “agree” range (mean = 3.9). African Americans are more likely to “strongly disagree/disagree” with this subscale.

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

The overall mean of all respondents is in the “agree” range (mean = 3.8). Whites are more likely than African Americans to be “neutral/not sure” with this subscale.

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

The overall mean of all respondents is in the “neutral/agree” range (mean = 3.5). African Americans are more likely than Whites to “disagree/strongly disagree” with this subscale.

School-Parent Contact: All Items (see page 16 for more information):

The overall mean of all respondents is in the “neutral/agree” range (mean = 3.6). Whites are more likely than African Americans to be “neutral/not sure” in perception on this subscale.

Perceptions of Encouragement of Parent Involvement (see page 17 for more information):

The overall mean of all respondents is in the “agree” range (mean = 3.8). African Americans and Whites see the importance of this subscale similarly.

Parent Involvement: Outside of School (see page 18 for more information):

The overall mean of all respondents is in the “important” range (mean = 2.8). Whites are more likely than African Americans to view this subscale as “somewhat important/important” while African Americans are more likely than Whites to view this subscale as “very important.”

Parent Involvement: In School Auxiliary (see page 19 for more information):

The overall mean of all respondents is in the “somewhat important” range (mean = 2.2). Whites are more likely than African Americans to view this subscale as “somewhat important/important” while African Americans are more likely than Whites to view this subscale as “very important.”

Parent Involvement: School Governance Issues (see page 20 for more information):

The overall mean of all respondents is in the “somewhat important” range (mean = 1.9). Whites are more than twice as likely than African Americans to view this subscale as “not important” while African Americans are almost four times as likely than Whites to view this subscale as “very important.”

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

The overall mean of all respondents is in the “agree” range (mean = 3.7). African Americans are almost three times as likely as Whites to “disagree/strongly disagree” with this subscale while Whites are more than 20% more likely as African Americans to “agree/strongly agree” with this subscale.

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

The overall mean of all respondents is in the “agree” range (mean = 4.2). African Americans are almost twenty two times as likely as Whites to “disagree/strongly disagree” with this subscale while Whites are more than two times as likely as African Americans to “agree/strongly agree” with this subscale. Almost three times as many African Americans as Whites are “neutral/not sure” concerning this subscale.

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

The overall mean of all respondents is in the “agree” range (mean = 3.7). African Americans are more than three times as likely as Whites to “disagree/strongly disagree” with this subscale while Whites are more than one and a half times as likely as African Americans to “agree/strongly agree” with this subscale. African Americans are almost one and half times as likely as Whites to be “neutral/not sure” about this subscale.

Cultural Understanding (see page 37 for more information):

The overall mean of all respondents is in the “neutral/agree” range (mean = 3.5). African Americans are almost four times as likely as Whites to “disagree/strongly disagree” with this subscale while Whites are more than one and a half times as likely as African Americans to “agree/strongly agree” with this subscale.

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

The overall mean of all respondents is in the “disagree/neutral” range (mean = 2.4). Whites are more than eight times as likely as African Americans to “disagree/strongly disagree” with this subscale while African Americans are more than eight 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 is in the “somewhat important” range (1.7). African Americans are almost ten times as likely as Whites to view this subscale as “very important” while Whites are three and a half 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 is in the “neutral/not sure” range (mean = 3.1). African Americans are four times as likely as Whites to “disagree/strongly disagree” with this subscale while Whites are almost six 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 is in the “disagree” range (mean = 2.3). African Americans are slightly more likely than Whites to be “neutral/not sure” concerning this subscale.

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

The overall mean of all respondents is in the “never” range (mean = 1.1). African Americans are more than twice as likely as Whites to have experienced racism “a few times,” and three times as likely to have experienced racism monthly.

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

The overall mean of all respondents is in the “disagree” range (mean = 2.1). African Americans are almost twice as likely as Whites to “agree/strongly agree” with this subscale while Whites are almost one and a half times as likely as African Americans to “disagree/strongly disagree” with this subscale. African Americans are almost one and a half times as likely as Whites to be “neutral/not sure” concerning this subscale.

Demographic Summary of Parent Respondents

The following number of surveys were collected from each school:

	School	Number of respondents	Percentage of respondents
Elementary Schools	Barkstall	122	6.1%
	Bottenfield	92	4.6%
	B. T. Washington	57	2.9
	Carrie Busey	92	4.6
	Dr. Howard	112	5.6%
	Garden Hills	61	3.1%
	Kenwood	97	4.9%
	Robeson	103	5.2%
	South Side	62	3.1%
	Stratton	33	1.7%
	Westview	76	3.8%
Middle Schools	Edison	133	6.7%
	Franklin	147	7.4%
	Jefferson	160	8.1%
	CARE	2	<.1%
High Schools	Centennial	334	16.8%
	Central	256	12.9%
	CARE	1	<.1%
Respondents from All Schools		1939	100%

The number of parents with children at each grade level was:

Number of Parents with children at each Grade Level	Number of Respondents	Percentage of Respondents
Kindergarten	116	5.8%
First grade	144	7.2%
Second grade	131	6.5%
Third grade	142	7.1%
Fourth grade	144	7.2%
Fifth grades	150	8.0%
Sixth grade	118	5.9%
Seventh grade	144	7.2%
Eighth grade	150	7.5%
Ninth grade	140	7%
Tenth grade	159	7.9%
Eleventh grade	148	7.4%
Twelfth grade	125	6.2%
Did not answer	191	9.5%
All respondents	2012	100%

The parent gender breakdown of respondents was:

Parent Gender	Number of Respondents	Percentage of Respondents
Male	386	19.2%
Female	1526	75.8%
Did not answer	100	5%
All respondents	2012	100%

The parent education level respondents reported was:

Parent Education level	Number of Respondents	Percentage of Respondents
Less than high school	27	1.3%
Some high school	35	1.7%
Graduated from high school	204	10.1%
Vocational/Technical school	37	1.8%
Some College	373	18.5%
Graduated from college	585	29.1%
Graduate school/Professional degree	620	30.8
Did not answer	131	6.5%
All respondents	2012	100%

The parent race/ethnicity breakdown of respondents was:

Parents Race/Ethnicity	Number of Respondents	Percentage of Respondents
Black/African American	271	13.5%
White	1447	71.9%
Hispanic	25	1.2%
Asian/Asian American/ Pacific Islander	103	5.1%
American Indian	0	0
Other	22	1.1%
Multiracial (marked multiple races/ethnic groups)	32	1.5%
Did not answer	112	5.6%
All Respondents	2012	100%

The child's gender breakdown of respondents was:

Child Gender	Number of Respondents	Percentage of Respondents
Male	1042	51.8%
Female	885	44%
Did not answer	85	4.2%
All respondents	2012	100%

The child's race/ethnicity breakdown of respondents was:

Child's Race/Ethnicity	Number of Respondents	Percentage of Respondents
Black/African American	278	13.8%
White	1351	67.1%
Hispanic	20	1%
Asian/Asian American/ Pacific Islander	108	5.4%
American Indian	1	0
Other	24	1.2%
Multiracial (marked multiple races/ethnic groups)	124	6.2%
Did not answer	106	5.2%
All Respondents	2012	100%

The number of respondents who reported their child having free, reduced, or full priced lunch was:

Child lunch level/status	Number of Respondents	Percentage of Respondents
Free lunch	283	14.1%
Reduced lunch	65	3.2%
Full lunch	1491	74.1%

Did not answer/marked more than one answer	173	8.6%
All Respondents	2012	100%

The grades respondents reported for their child was:

Child's grades	Number of Respondents	Percentage of Respondents
Mostly A's	942	46.8%
Mostly B's	545	27.1%
Mostly C's	227	11.3%
Mostly D's	32	1.6%
Mostly F's	18	.9%
Did not answer/marked more than one answer	248	12.3%
All Respondents	2012	100%

Respondents reported whether their child received a suspension during the 1999-2000 school year:

Child suspension in 1999-2000 school year	Number of Respondents	Percentage of Respondents
Yes/Marked	107	5.3%
No/Unmarked	1905	94.7%
All Respondents	2012	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	285	14.2%
No/Unmarked	1727	85.8%
All Respondents	2012	100%

The number of respondents who wrote a comment was:

Response:	Number of Respondents	Percentage of Respondents
Comment	777	38.6%
No Comment	1235	61.4%
All Respondents	2012	100%

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

Subscale Name	Description
Influence	Parent's perceived impact on school operations and decision-making.
Trust and Respect	Parent's trust and respect of their child's teachers, principal, other staff.
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 parents feel about their contact with their child's school staff.
Perceptions of Encouragement of Parent Involvement	Parent's perceptions concerning how encouraging their child's school is of parent involvement.
Parent Involvement – Outside of School	Parent's perceptions of the importance of different ways they are involved in their children's education outside of school.
Parent Involvement – In School Auxiliary	Parent's perceptions of the importance of different ways they are involved in volunteering and attending events in their children's schools.
Parent Involvement – School Governance Issues	Parent's perceptions of the importance of the different ways they are involved in their children's classrooms and decision-making in their children's schools.
Barriers to Parent Involvement	Parent's perception of the reasons why they are unable or choose not to become involved in their children's schools.
Fairness – General	Parent's perception that all students are treated fairly.
Fairness – Academic Programs	Parent's perception that access to talented, gifted and special education programs are fair.
Fairness – Discipline	Parent's perception that discipline is administered fairly.
Cultural Understanding	Parent's perception that teaching styles are culturally relevant in their child's school.
Need for Change	Parent's perceptions of the need to change the school system to better address racial inequities.
Qualities of Desegregated Champaign Schools	Parent's perceptions of the importance of different aspects of racially desegregated Champaign schools.
Reasons for Misbehavior	Parent's perceptions of why students have problems at school.
Fear of Black Students	Whether parents perceive students and staff to be fearful of Black students.
Experiences of Racism	How often a parent or their child has experienced racism at the child's school.
Discipline – Overreaction	Parent's perception that discipline is overly stressed in their child's 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 parent’s perceptions of their impact on school operations and decision-making. This subscale contains 3 items:

“My opinion matters to my child's teacher.”

“The principal uses parent suggestions to improve the school.”

“My child's teachers use my suggestions to improve classes.”

The overall mean subscale score for all 1885 respondents who filled out this subscale is in the “neutral/agree” range; all parents as well as racial group scores are reported as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	4%	2%	1%	3%
Disagree	8%	6%	8%	7%
Neutral/Not Sure	49%	44%	41%	45%
Agree	30%	35%	38%	35%
Strongly Agree	8%	12%	12%	12%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Trust and Respect – Subscale Summary

The Trust and Respect subscale measures parent's trust and respect of their principal, child's teachers and the school district. This subscale contains 6 items:

- “I trust my child's teachers to keep their promises.”
- “I trust the principal to follow through on his or her promises.”
- “I trust the school district to follow through on its promises.”
- “The administrative staff at my child’s school respects me.”
- “My child’s teachers respect me.”
- “The school district respects parents at my child’s school.”

The overall mean subscale score for all 1837 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores are reported as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	2%	1%	1%	1%
Disagree	5%	3%	2%	3%
Neutral/Not Sure	21%	29%	24%	23%
Agree	46%	48%	42%	47%
Strongly Agree	26%	24%	32%	26%

Note: Subscale scores were computed by averaging parents’ 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent's perceptions of when and why a student's parents are contacted about the child's disciplinary problem. This subscale contains 3 items:

- “When students get into serious trouble at school, parent involvement is actively sought.”
- “My child's teachers contact me immediately if my child has a serious disciplinary problem.”
- “My child's school contacts parents before taking any serious disciplinary action against a student.”

The overall mean subscale score for all 1876 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores break down as follows:

	Respondents' Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	3%	1%	1%	1%
Disagree	5%	3%	3%	3%
Neutral/Not Sure	26%	36%	36%	34%
Agree	39%	39%	29%	38%
Strongly Agree	28%	21%	31%	29%

Note: Subscale scores were computed by averaging parent's 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups' viewpoints, however, given the small number of parents 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 parent's perceptions of their comfort level with school staff contact. This subscale contains 6 items:

“I feel comfortable calling my child's teacher.”

“The PTA at my child's school deals with issues that are important to me.”

“Sometimes I have to be confrontational with my child’s teachers to be taken seriously.”

“My child's teachers call me when they have something positive to say about my child.”

“I have felt uncomfortable at my child’s school because of my race”

“I am satisfied with the contact I have with my child’s school”

The overall mean subscale score for all 1827 respondents who filled out this subscale is in the “neutral/agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	2%	1%	1%	1%
Disagree	11%	8%	7%	8%
Neutral/Not Sure	42%	42%	51%	43%
Agree	36%	35%	31%	35%
Strongly Agree	10%	14%	10%	13%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s overall perceptions about the quality of school-parent contact. This subscale contains 9 items:

- When students get into serious trouble at school, parent involvement is actively sought.”
- “My child's teachers contact me immediately if my child has a serious disciplinary problem.”
- “My child's school contacts parents before taking any serious disciplinary action against a student.”
- “I feel comfortable calling my child's teacher.”
- “The PTA at my child's school deals with issues that are important to me.”
- “Sometimes I have to be confrontational with my child’s teachers to be taken seriously.”
- “My child's teachers call me when they have something positive to say about my child.”
- “I have felt uncomfortable at my child’s school because of my race”
- “I am satisfied with the contact I have with my child’s school”

The overall mean subscale score for all 1803 respondents who filled out this subscale is in the “neutral/agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	1%	<1%	1%	1%
Disagree	6%	4%	3%	4%
Neutral/Not Sure	34%	39%	42%	38%
Agree	49%	44%	42%	45%
Strongly Agree	11%	12%	13%	12%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions concerning how encouraging their child’s school is of parent involvement. This subscale contains 4 items:

- “My child’s school encourages parent involvement.”
- “My child’s school encourages parents to be involved in children’s education outside of school.”
- “My child’s school encourages parents to volunteer at the school.”
- “My child’s school encourages parent involvement in decisions about how the school is run.”

The overall mean subscale score for all 1841 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	2%	2%	2%	2%
Disagree	7%	6%	4%	6%
Neutral/Not Sure	27%	25%	37%	26%
Agree	37%	42%	40%	41%
Strongly Agree	27%	24%	17%	24%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions of the importance of the different ways they are involved in their children’s education outside of school. This subscale contains 4 items:

“Monitoring my child’s homework.”

“Reading to my child.”

“Stressing the importance of education.”

“Taking my child on educational trips (e.g., to museums and libraries).”

The overall mean subscale score for all 1867 respondents who filled out this subscale is in the “important” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Not Important	1%	<1%	1%	1%
Somewhat Important/ Important	17%	24%	22%	23%
Very Important	82%	75%	77%	76%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages in the table reflect the proportion of each respondent group that, on average (across all 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions of the importance of the different ways they are involved in volunteering and attending events in their children’s schools. This subscale contains 6 items:

“Volunteering in school classrooms.”

“Attending PTA meetings and events.”

“Volunteering in school, not in class (e.g., school library, lunch room, tutoring).”

“Attending school activities (e.g., sports events, plays, concerts).”

“Meeting with teachers to talk about my child’s progress.”

“Planning or assisting in extracurricular activities (e.g., after school programs, school plays, sports events).”

The overall mean subscale score for all 1790 respondents who filled out this subscale is in the “somewhat important” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Not Important	4%	2%	2%	2%
Somewhat Important/ Important	63%	73%	74%	72%
Very Important	33%	25%	24%	26%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages in the table reflect the proportion of each respondent group that, on average (across all 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions of the importance of the different ways they are involved in their children’s classrooms and decision-making in their children’s schools. This subscale contains 5 items:

“Discussing with teachers issues that are relevant to my community.”

“Sitting in as an observer in my child’s classes.”

“Sharing my knowledge and skills in classes at my child’s school.”

“Helping to plan what is taught in my child’s school.”

“Helping to plan the school discipline code.”

“Advocating for my child’s needs.”

The overall mean subscale score for all 1772 respondents who filled out this subscale is in the “somewhat important” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Not Important	9%	19%	13%	17%
Somewhat Important/ Important	64%	74%	75%	72%
Very Important	27%	7%	12%	11%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages in the table reflect the proportion of each respondent group that, on average (across all 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Barriers to Parent Involvement – Item 1 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“My child’s teachers do not make useful suggestions about how to improve my child’s school work.”

The overall mean item score for all 1824 respondents who filled out this subscale is in the “usually a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are almost four times as likely to rate this item as “not a barrier” than Whites. Whites are more likely than African Americans to rate this barrier as “Sometimes a barrier/ seldom a barrier and usually a barrier.”

	Black	White	All Others	All parents
Usually a barrier	20%	6%	10%	8%
Sometimes a barrier/ seldom a barrier	33%	41%	46%	40%
Not a barrier	47%	53%	44%	52%

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

Barriers to Parent Involvement – Item 2 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

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

“Teachers sometimes talk to me in a disrespectful way.”

The overall mean item score for all 1821 respondents who filled out this subscale is in the “usually a barrier” range; all parents as well as racial group scores break down as follows:

Both African Americans and Whites see this barrier similarly.

	Black	White	All Others	All parents
Usually a barrier	5%	1%	6%	2%
Sometimes a barrier/ seldom a barrier	22%	16%	24%	18%
Not a barrier	73%	82%	70%	80%

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

Barriers to Parent Involvement – Item 3 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“I do not feel it is my place to tell teachers how to educate my child.”

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

The overall mean item score for all 1792 respondents who filled out this subscale is in the “usually not a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are more likely than Whites to rate this barrier as “usually a barrier”, while Whites are more likely than African Americans to rate this barrier as “sometimes a barrier/seldom a barrier.”

	Black	White	All Others	All parents
Usually a barrier	8%	4%	7%	5%
Sometimes a barrier/ seldom a barrier	30%	38%	47%	38%
Not a barrier	62%	58%	46%	58%

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

Barriers to Parent Involvement – Item 4 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“My child’s teachers and I disagree about what is best for my child.”

The overall mean item score for all 1796 respondents who filled out this subscale is in the “usually not a barrier” range; all parents as well as racial group scores break down as follows:

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

Whites are more likely than African Americans to rate this barrier as “sometimes a barrier/seldom a barrier.”

	Black	White	All Others	All parents
Usually a barrier	8%	2%	5%	3%
Sometimes a barrier/ seldom a barrier	26%	29%	42%	30%
Not a barrier	66%	69%	53%	67%

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

Barriers to Parent Involvement – Item 5 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“My child’s school does not give me information on how to get involved.”

The overall mean item score for all 1806 respondents who filled out this subscale is in the “usually not a barrier” range; all parents as well as racial group scores break down as follows:

Both African Americans and Whites see this barrier similarly.

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

	Black	White	All Others	All parents
Usually a barrier	8%	4%	14%	6%
Sometimes a barrier/ seldom a barrier	27%	32%	34%	31%
Not a barrier	64%	64%	53%	63%

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

Barriers to Parent Involvement – Item 6 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“Transportation is a problem.”

The overall mean item score for all 1810 respondents who filled out this subscale is in the “usually not a barrier” range; all parents as well as racial group scores break down as follows:

Both African Americans and Whites see this barrier similarly.

	Black	White	All Others	All parents
Usually a barrier	7%	1%	8%	3%
Sometimes a barrier/	12%	14%	27%	15%

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

seldom a barrier				
Not a barrier	82%	85%	65%	83%

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

Barriers to Parent Involvement – Item 7 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“Activities at my child’s school are held during my working hours.”

The overall mean item score for all 1807 respondents who filled out this subscale is in the “usually not a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are more likely than Whites to rate this barrier as “not a barrier”, while Whites are more likely than African Americans to rate this barrier as “sometimes a barrier/seldom a barrier.”

	Black	White	All Others	All parents
Usually a barrier	19%	14%	21%	16%
Sometimes a barrier/ seldom a barrier	46%	49%	50%	48%
Not a barrier	34%	38%	30%	36%

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

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

Barriers to Parent Involvement – Item 8 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

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

The overall mean item score for all 1812 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are more likely than Whites to rate this barrier as “usually a barrier”, while Whites are more likely than African Americans to rate this barrier as “sometimes a barrier/seldom a barrier.”

	Black	White	All Others	All parents
Usually a barrier	11%	12%	31%	14%
Sometimes a barrier/ seldom a barrier	47%	58%	50%	56%
Not a barrier	42%	30%	19%	31%

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

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

Barriers to Parent Involvement – Item 9 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“Child-care needs prevent me from getting involved.”

The overall mean item score for all 1791 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

Both African Americans and Whites see this barrier similarly.

	Black	White	All Others	All parents
Usually a barrier	6%	4%	10%	5%
Sometimes a barrier/ seldom a barrier	25%	22%	35%	24%
Not a barrier	69%	74%	55%	71%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages

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

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

Barriers to Parent Involvement – Item 10 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

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

The overall mean item score for all 1797 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are more likely than Whites to rate this barrier as “usually a barrier”, while Whites are more likely than African Americans to rate this barrier as “sometimes a barrier/seldom a barrier.”

	Black	White	All Others	All parents
Usually a barrier	14%	9%	13%	10%
Sometimes a barrier/ seldom a barrier	23%	36%	36%	34%
Not a barrier	64%	56%	51%	57%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages

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

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

Barriers to Parent Involvement – Item 11 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“I feel unwelcome at my child’s school.”

The overall mean item score for all 1804 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

African Americans are more likely than Whites to rate this barrier as “usually a barrier.”

	Black	White	All Others	All parents
Usually a barrier	3%	2%	5%	3%
Sometimes a barrier/ seldom a barrier	18%	19%	25%	20%
Not a barrier	79%	78%	70%	78%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages in the table reflect the proportion of each respondent group that, felt the item was usually a barrier, sometimes a barrier/seldom a barrier, or not a barrier to parent involvement in their school.²¹ Results

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

21 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out

reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

Barriers to Parent Involvement – Item 12 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

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

The overall mean item score for all 1791 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

Whites are more likely than African Americans to rate this barrier as “usually a barrier.”

	Black	White	All Others	All parents
Usually a barrier	7%	4%	9%	5%
Sometimes a barrier/ seldom a barrier	33%	31%	30%	31%
Not a barrier	60%	66%	61%	65%

Note: Subscale scores were computed by averaging parent’s responses the above items. Percentages in the table reflect the proportion of each respondent group that, felt the item was usually a barrier, sometimes a barrier/seldom a barrier, or not a barrier to parent involvement in their school.²² Results

the parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

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

reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

Barriers to Parent Involvement – Item 13 Summary

Parents were asked to rate whether they felt the following item was a barrier to parent involvement in their child’s school:

“I do not know how to help my child with homework.”

The overall mean item score for all 1810 respondents who filled out this subscale is in the “Sometimes a barrier/ seldom a barrier” range; all parents as well as racial group scores break down as follows:

Whites are more likely than African Americans to rate this barrier as “usually a barrier.” African Americans are more likely than Whites to rate this barrier as “Sometimes a barrier/ seldom a barrier.”

	African American	White	All Others	All parents
Usually a barrier	8%	3%	12%	5%
Sometimes a barrier/ seldom a barrier	29%	26%	29%	27%
Not a barrier	62%	71%	59%	69%

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

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

to exactly 100%.

Fairness: General – Subscale Summary

The Fairness: General subscale measures parent’s perceptions that all students are treated fairly. This subscale contains 7 items:

- “All students are treated well in my child’s school, even if their grades are good or bad.”
- “All students are treated well at my child’s school, even if they are rich or poor.”
- “Black students are treated fairly at my child’s school.”
- “The Champaign School System treats students of all races fairly.”
- “My child has been treated unfairly by a student because of his/her race.”
- “My child’s teachers treat students of all races fairly.”
- “My child’s school treats students of all races fairly.”

The overall mean subscale score for all 1794 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	5%	1%	1%	1%
Disagree	15%	5%	6%	6%
Neutral/Not Sure	43%	34%	28%	34%
Agree	24%	39%	41%	37%
Strongly Agree	14%	22%	25%	21%

Note: Subscale scores were computed by averaging parent’s 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.²⁴ Results reported in tables are rounded to the nearest percent therefore totals for each column may not add up to exactly 100%.

24 Because of the small number of Hispanic, Asian, American Indian, multiracial, and other racial groups that filled out the parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions that access to specialized academic programs is fair. This subscale contains 3 items:

“My child has received a lower grade than he/she deserved because of his/her race.”

“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 1881 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	8%	1%	1%	1%
Disagree	15%	1%	3%	3%
Neutral/Not Sure	41%	16%	21%	20%
Agree	24%	26%	33%	26%
Strongly Agree	12%	58%	43%	50%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Fairness: Discipline – Subscale Summary

The Fairness: Discipline subscale measures parent’s perceptions of whether they feel that discipline is administered fairly. This subscale contains 7 items:

“When students get in trouble, my child’s teachers give them a chance to explain their side of the story.”

“Different students receive different punishments for breaking the same rules.”

“At my child’s school, he/she has been disciplined for something he/she did not do.”

“I feel that my child is disciplined fairly at his or her school.”

“At my child’s school, students are disciplined fairly regardless of their race.”

“My child has been disciplined unfairly by a teacher or administrator because of his/her 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 1826 respondents who filled out this subscale is in the “agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	4%	1%	1%	1%
Disagree	10%	4%	2%	5%
Neutral/Not Sure	47%	29%	38%	32%
Agree	30%	46%	41%	43%
Strongly Agree	9%	21%	19%	19%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Cultural Understanding – Subscale Summary

The cultural understanding subscale measures parent’s perceptions concerning the cultural relevance of teaching styles at their school. This subscale contains 3 items:

- “My child’s teachers do not understand what life in my neighborhood is like.”
- “Teachers at my child’s school take students’ cultural backgrounds into account when teaching.”
- “Teacher at my child’s school take students’ learning styles into account when teaching.”

The overall mean subscale score for all 1870 respondents who filled out this subscale is in the “neutral/agree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	4%	1%	0%	1%
Disagree	18%	5%	11%	8%
Neutral/Not Sure	52%	47%	45%	47%
Agree	19%	23%	33%	30%
Strongly Agree	6%	15%	11%	13%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Need for Change – Subscale Summary

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

- “My child’s school should spend more time teaching about non-White cultures.”
- “My child’s school teaches students of diverse backgrounds well.”
- “Hiring more non-White teachers and administrators will better address the needs of students.”
- “People at my child’s school are too about racism.”
- “At my child’s school we need to talk more about racism.”
- “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 1798 respondents who filled out this subscale is in the “disagree/neutral” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	3%	26%	16%	22%
Disagree	13%	33%	24%	29%
Neutral/Not Sure	34%	35%	48%	36%
Agree	29%	6%	11%	9%
Strongly Agree	20%	1%	1%	3%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perceptions of the importance of different aspects racially desegregated schools. This subscale contains 7 statements. Respondents were asked to report how important they felt each item was in an integrated 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 1767 respondents who filled out this subscale is in the “somewhat important” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Not Important	13%	47%	49%	42%
Somewhat Important/ Important	39%	48%	49%	47%
Very Important	48%	5%	7%	12%

Note: Subscale scores were computed by averaging parent’s 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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Reasons for Misbehavior – Subscale Summary

The Reasons for Misbehavior subscale measures parent's perceptions of why students have problems at school. This subscale contains 4 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.”
- “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 1882 respondents who filled out this subscale is in the “neutral/not sure” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All parents
Strongly Disagree	22%	2%	8%	5%
Disagree	41%	15%	18%	19%
Neutral/Not Sure	32%	52%	51%	50%
Agree	3%	29%	19%	20%
Strongly Agree	2%	9%	4%	7%

Note: Subscale scores were computed by averaging parent’s 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.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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents 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 parent’s perception of students or school staff are afraid of Black students. This subscale contains 2 items:

- “Students are afraid of Black students at my child’s school”
- “Teachers are afraid of Black students at my child’s school”

The overall mean subscale score for all 1855 respondents who filled out this subscale is in the “disagree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	19%	22%	20%	21%
Disagree	44%	42%	35%	42%
Neutral/Not Sure	29%	27%	34%	28%
Agree	6%	7%	7%	6%
Strongly Agree	3%	3%	4%	3%

Note: Subscale scores were computed by averaging parent’s 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.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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Experiences of Racism – Subscale Summary

The Experiences of Racism subscale measures parent’s perceptions about how often they or their child has experienced racism in their child’s school. This subscale contains 3 items:

- “How often has a teacher treated you badly because of your race?”
- “How often has a student treated your child badly because of his/her race?”
- “How often have you experienced racism at your child’s school?”

The overall mean subscale score for all 1837 respondents who filled out this subscale is in the “never” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Never	85%	98%	92%	93%
A Few Times	10%	4%	6%	5%
Monthly	4%	1%	1%	2%
Weekly	1%	<1%	0%	1<%
Daily	1%	<1%	1%	1<%

Note: Subscale scores were computed by averaging parent’s 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.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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.

Discipline: Overreaction – Subscale Summary

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

- “My child’s teachers overreact to student misbehavior.”
- “There are too many rules at my child’s school.”
- “My child’s teachers are too strict.”

The overall mean subscale score for all 1883 respondents who filled out this subscale is in the “disagree” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			All parents
	African American	White	All Others	
Strongly Disagree	19%	27%	19%	25%
Disagree	32%	46%	37%	43%
Neutral/Not Sure	40%	23%	37%	27%
Agree	8%	4%	6%	5%
Strongly Agree	1%	1%	3%	1%

Note: Subscale scores were computed by averaging parent’s 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.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 parent survey, results from these racial groups are combined in order to protect the anonymity of these parents. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of parents in each of these racial groups, it was necessary to aggregate these results.