

### **Appendix D: School Climate Survey- Middle School Version**

The School Climate Survey – Middle School Version (SCSMSV) is a multi-dimensional assessment tool that measures middle school students' perceptions of their school's social climate. The SCSMSV is comprised of 7 demographic questions, 61 statements regarding students' perceptions of their school, and a 3-item experiences of racism section. The survey concludes with questions asking whether or not students had received a suspension during the school year, how many detentions they had in the last year, and whether they would be willing to work to end inequities in the school district.

When presented with the 61 statements, respondents rated whether they strongly agree, agree, are neutral/not sure, disagree, or strongly disagree with each. The experiences of racism subscale has a slightly different response system, with options ranging between never, a few times, monthly, weekly, and daily. The question about recent suspensions provides a yes/no format for the answer, while the detention question provides a range of numbers to choose between. Students indicated whether they were interested in working to end inequities by filling in the bubble next to the statement.

## Executive Summary

African American and White middle school students had very disparate views of the social climate in Champaign's public schools concerning: 1) Fairness: Academic Programs, and 2) Need for Change. African American and White middle school students had disparate perspectives of the social climate in Champaign's public schools concerning: 1) Trust and Respect, 2) Fairness: General, 3) Fairness: Discipline, 4) Cultural Understanding, 5) Reasons for Misbehavior, 6) Fear of Black Students, and 7) Discipline: Overreaction. African American and White middle school students had only slightly disparate views of the social climate of Champaign's public schools concerning: 1) Experiences of Racism, and 2) Influence.

### **Influence** (p. D8):

The overall mean for all respondents was in the neutral range (mean = 3.27).

No appreciable differences were found between African American and White middle school students on this scale

### **Trust & Respect** (p. D9):

The overall mean for all respondents was in the neutral range (mean = 3.44).

The mean for this scale was 3.59, which is in the neutral range.

African American students were twice as likely as White students to disagree or strongly disagree with the items on this scale.

### **Fairness: General** (p. D10):

The overall mean of all respondents was in the agree range (mean = 3.59).

African American students were twice as likely as White students to disagree or strongly disagree with the items on this scale. White students were almost one and a half times as likely as African American students to agree or strongly agree with these items.

### **Fairness: Academic Programs** (p. D11):

The overall mean of all respondents was in the neutral range (mean = 3.49).

African American students were three times as likely as White students to disagree or strongly disagree with the items on the scale. White students were almost twice as likely to agree or strongly agree with these items.

### **Fairness: Discipline** (p. D12):

The overall mean for all respondents was in the neutral range (mean = 3.01).

White students were twice as likely to agree or strongly agree with the items on this scale. African American students were one and a half times more likely to disagree or strongly agree than White students were.

### **Cultural Understanding** (p. D13):

The overall mean for all respondents was in the neutral range (mean = 3.16).

African American students were almost twice as likely to disagree or strongly disagree with the items on the scale.

### **Need for Change** (p. D14):

The overall mean of all respondents was in the neutral range (mean = 2.88).

African American students were three times more likely than White students to agree or strongly agree with these items. White students were twice as likely to disagree or strongly disagree with the same items.

### **Reasons for Misbehavior** (p. D15):

The overall mean of all respondents was in the neutral range (mean = 2.72).

White students were about twice as likely as African American students to agree or strongly agree with the items on this scale. Conversely, African American students were twice as likely to disagree or strongly disagree with these items.

**Fear of Black Students** (p. D16):

The overall mean of all respondents was in the neutral range (mean = 2.63).

White students were one and a half times as likely as African American students to disagree or strongly disagree that students and teachers at their school were afraid of African American students. African American students were twice as likely as White students to agree or strongly agree that students and teachers at their school feared African American students.

**Experiences of Racism** (p. D17):

The overall mean for all respondents was in the strongly disagree range (mean = 1.52).

No appreciable differences were found between African American and White middle school students on this scale.

**Discipline- Overreaction** (p. D18):

The overall mean for all respondents was in the neutral range (mean = 3.06).

African Americans were twice as likely to agree or strongly agree with these items. White students were almost twice as likely to disagree with the items on this scale.

### **Demographic Summary of Middle School Respondents**

The following number of surveys were collected from each school:

School	Number of Respondents	Percentage of Respondents
Edison	620	40.9%
Franklin	415	27.4%
Jefferson	460	30.3%
CARE	21	1.4%
All Respondents	1516	100%

The number of students reported at each grade level:

Number of students at each grade level	Frequency	Percentage of Respondents
Sixth grade	511	33.7%
Seventh grade	533	35.2%
Eighth grade	459	30.3%
Did not answer/Marked more than one answer	13	.9%
All Respondents	1516	100%

The gender breakdown of respondents was:

Student's Gender	Frequency	Percentage of Respondents
Male	704	46.4%
Female	792	52.2%
Did not answer	20	1.3%
All Respondents	1516	100%

The race/ethnicity breakdown of respondents was:

Race/ethnicity	Frequency	Percentage of Respondents
Black/African American	426	28.1%
White	812	53.6%
Hispanic	27	1.8%
Asian/Asian American/ Pacific Islander	64	4.2%
American Indian	14	.9%
Other	58	3.8%
Multiracial (marked multiple races/ethnic groups)	72	4.7%
Did not answer	42	2.8%
All Respondents	1515	100%

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

Child lunch payment/status	Frequency	Percentage of Respondents
Free	430	28.4%
Reduced price lunch	79	5.2%
Full priced lunch	892	58.8%
Did not answer/Marked more than one answer	115	7.6%
All Respondents	1516	100%

The typical academic grades reported by respondents:

Grades	Frequency	Percentage of Respondents
Mostly A's	602	39.7%
Mostly B's	422	27.8%
Mostly C's	263	17.3%
Mostly D's	83	5.5%
Mostly F's	41	2.7%
Did not answer/Marked more than one answer	105	6.9%
All Respondents	1516	100%

Respondents who reported receiving a suspension during the 1999-2000 school year:

Response:	Frequency	Percentage of Respondents
Yes/Marked	110	8.8%
No/Unmarked	1142	91.2%
All Respondents	1252	100%

The number of detentions received during the 1999-2000 school year:

Number of Detentions	Number of Respondents	Percentage of Respondents
0	585	47.0%
1-4	473	38.0%
5-9	91	7.3%
10+	95	7.6%
All Respondents	1244	100%

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

Response:	Frequency	Percentage of Respondents
Yes/Marked	179	11.8%
No/Unmarked	1337	88.2%
All Respondents	1516	100%

The SCSMSV contains 11 subscales. Each is listed below accompanied by a brief definition.

Subscale Name	Description
Influence	Students' perceived influence on school operations and decision-making.
Trust & Respect	Students' trust of their teachers, principal, and other staff.
Fairness – General	Students' perception that all students are treated fairly.
Fairness – Academic Programs	Students' perception that access to academic and social programs is fair.
Fairness – Discipline	Students' perceptions that discipline is administered fairly.
Cultural Understanding	Students' perceptions of how well they are understood by teachers and staff at their schools.
Need for Change	Students' perceptions of the need to change the school system to better address racial inequities.
Reasons for Misbehavior	Students' perceptions of why students have problems at school.
Fear of Black Students	Students' perceptions of whether students and staff at their school are afraid of black students.
Experiences of Racism	Students' perceptions of how often they have experienced racism.
Discipline – Overreaction	Students' perception that discipline is overly stressed in their school.

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

### **Influence - Subscale Summary**

The Influence subscale measures students' perceptions of their impact on school operations and decision-making. This subscale contains 4 items:

“My opinion matters to my teacher.”

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

“My teachers use my suggestions to improve my classes.”

“The principal listens to student ideas.”

The overall mean subscale for all 1425 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	8%	6%	9%	7%
Disagree	12%	12%	11%	12%
Neutral/ Not Sure	40%	42%	47%	42%
Agree	27%	24%	24%	25%
Strongly Agree	14%	16%	9%	14%

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



### **Trust & Respect - Subscale Summary**

The Trust & Respect subscale measures students' trust of their principal, teachers and the school district. This subscale contains 4 items:

- “I trust my teachers to keep their promises.”
- “I trust the principal to keep his or her promises.”
- “The administrative staff at my school respects me.”
- “My teachers respect me.”

The overall mean subscale for all 1445 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	5%	3%	7%	4%
Disagree	11%	5%	9%	8%
Neutral/ Not Sure	33%	32%	34%	33%
Agree	36%	36%	32%	35%
Strongly Agree	15%	24%	19%	20%

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

### **Fairness: General – Subscale Summary**

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

“All students are treated well in my school, even if their grades are good or bad.”

“All students are treated well at my school, even if they are rich or poor.”

“Black students are treated fairly at my school.”

“The Champaign School System treats students of all races fairly.”

“My teachers treat students of all races fairly.”

“My school treats students of all races fairly.”

The overall mean subscale for all 1449 respondents who filled out this subscale was in the “agree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	8%	4%	5%	5%
Disagree	16%	8%	10%	10%
Neutral/ Not Sure	31%	31%	34%	31%
Agree	26%	28%	28%	27%
Strongly Agree	19%	30%	24%	26%

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

### **Fairness: Academic Programs – Subscale Summary**

The Fairness: Academic and Social subscale measures students' 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 for all 1186 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	10%	2%	4%	5%
Disagree	20%	9%	13%	12%
Neutral/ Not Sure	43%	35%	51%	40%
Agree	14%	21%	11%	17%
Strongly Agree	14%	34%	21%	27%

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

### **Fairness: Discipline – Subscale Summary**

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

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

“At my school, I have been disciplined for something I did not do.”

“I feel that I am disciplined fairly at my school.”

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

The overall mean subscale for all 1440 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	13 %	8%	10%	10%
Disagree	29%	15%	18%	19%
Neutral/ Not Sure	40%	38%	44%	40%
Agree	14%	26%	20%	22%
Strongly Agree	5%	12%	8%	9%

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

### **Cultural Understanding – Subscale Summary**

The Cultural Understanding subscale measures students’ perceptions concerning the cultural relevance of teaching styles at their school. This subscale contains 4 items:

“The principal understands students’ points of view.”

“My teachers understand my point of view.”

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

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

The overall mean subscale for all 1444 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	6%	4%	7%	5%
Disagree	18%	11%	10%	13%
Neutral/ Not Sure	47%	51%	60%	52%
Agree	23%	26%	19%	24%
Strongly Agree	6%	9%	5%	7%

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

### Need for Change – Subscale Summary

The Need for Change subscale measures students' perceptions of a need to change the Champaign school system to better address racial inequities. This subscale contains 7 items:

- “My school should spend more time teaching about non-White cultures.”
- “Hiring more non-White teachers and administrators will better address the needs of students.”
- “At my school we need to talk more about racism.”
- “Racial integration of my school will improve the quality of my education.”
- “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 for all 1377 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	2%	10%	6%	7%
Disagree	14%	20%	18%	18%
Neutral/ Not Sure	56%	59%	61%	58%
Agree	23%	9%	11%	13%
Strongly Agree	6%	2%	4%	4%

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

### **Reasons for Misbehavior - Subscale Summary**

The Reasons for Misbehavior subscale measures students' perceptions of why students have problems at school. This subscale contains 3 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.”

“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 for all 1423 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	30%	9%	18%	17%
Disagree	28%	19%	25%	22%
Neutral/ Not Sure	29%	46%	35%	40%
Agree	9%	17%	13%	14%
Strongly Agree	4%	9%	9%	8%

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

### **Fear of Black Students – Subscale Summary**

The stereotypic perception and misattributions subscale measures students' perceptions of how different behaviors are expected of and attributed to different groups. This subscale contains 5 items:

“Students are afraid of Black students at my school”

“Teachers are afraid of Black students at my school”

The overall mean subscale for all 1473 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	17%	28%	20%	24%
Disagree	18%	26%	29%	24%
Neutral/ Not Sure	42%	32%	38%	36%
Agree	9%	9%	8%	9%
Strongly Agree	15%	5%	6%	7%

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



### **Experiences of Racism – Subscale Summary**

The Experiences of Racism subscale measures students’ 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 another student treated you badly because of your race?”

“How often have you experienced racism at your school?”

The overall mean subscale for all 1202 respondents who filled out this subscale was in the “strongly disagree” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Never	65%	75%	71%	72%
A Few Times	14%	11%	10%	12%
Monthly	13%	9%	11%	11%
Weekly	4%	2%	5%	3%
Daily	3%	2%	3%	2%

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

### **Discipline: Overreaction – Subscale Summary**

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

“ My teachers overreact to student misbehavior.”

“There are too many rules in my school.”

“My teachers are too strict.”

The overall mean subscale for all 1432 respondents who filled out this subscale was in the “neutral” range. Overall student and racial group scores break down as follows:

	<b>African American</b>	<b>White</b>	<b>All Others</b>	<b>All Students</b>
Strongly Disagree	5%	13%	9%	10%
Disagree	15%	25%	20%	21%
Neutral/ Not Sure	34%	37%	35%	36%
Agree	24%	15%	23%	19%
Strongly Agree	22%	10%	13%	14%

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