

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

The Measure

The School Climate Survey – Parent Version Revised (SCSPVR) is a multi-dimensional assessment tool that measures parents' perceptions of their children's schools' social climates. The SCSPVR is composed of 10 demographic questions; 108 statements about parents' perceptions of their school, including a three-item experience of racism section. The survey concludes with questions asking whether the parent's child had been suspended in the 2008-2009 school year, whether they were aware of the consent decree, and whether they would be willing to work to help end inequities in Champaign schools. It also included two comments sections.

For 98 of the items, respondents rated whether they strongly agreed, agreed, were neutral/not sure, disagreed, or strongly disagreed with the statements. Seven of the items asked respondents to indicate whether they felt the statement was very important, important, somewhat important or not important. The experience of racism subscale had a slightly different response system, with options ranging between never, a few times, monthly, weekly, and daily. The question about the consent decree and recent suspensions provided a yes/no format for the answer. Parents indicated whether they were interested in working to end inequities by checking a box beneath the statement.

Executive Summary

African American and White parents had very disparate perspectives of the social climate of Champaign's public schools concerning: 1) Need to Talk about Race; 2) Need to Address Racial Issues; 3) Need for More Professional Development; 4) Consent Decree Negative Consequences; 5) Consent Decree Making Too Much About Race; and, 6) Qualities of Desegregated Champaign Schools. Mean score differences labeled as "very disparate" were statistically significant and had large effect sizes ($> .8$) as measured by Cohen's D.

African American and White staff had disparate perspectives of the social climate of Champaign's public schools concerning: 1) Family Attributions for Misbehavior; 2) Cultural Understanding; 3) Fairness General; and, 4) Belonging. Mean score differences labeled as "disparate" were statistically significant and had moderate effect sizes (between .45 and .8) as measured by Cohen's D.

African American and White staff held slightly disparate perspectives of the social climate of Champaign's public schools concerning: 1) Racial Fairness; 2) Fairness Discipline; 3) School Resource Officers; 4) School Policies and Practices; and, 5) Teacher Expectations. Mean score differences labeled as "slightly disparate" were statistically significant and had small effect sizes (between .3 and .45) as measured by Cohen's D.

Influence (p. E13)

(Comparison data from 2000 Climate Survey provided – p. E14)

The overall mean of all respondents was in the "neutral to agree" range. There were no significant differences across race in parents' responses to items on this subscale.

Trust and Respect (p. E15)

(Comparison data from 2000 Climate Survey provided – p. E16)

The overall mean of all respondents was in the "neutral/agree" range. There were no significant differences across race in parents' responses to items on this subscale.

Belonging (p. E17)

The overall mean of all respondents was in the "agree" range. Whites were more likely than African Americans to "agree/strongly agree," while African Americans were more likely than Whites to respond with "neutral/not sure" with this subscale.

Encouragement of Parent Involvement (p. E18)

(Comparison data from 2000 Climate Survey provided – p. E19)

The overall mean of all respondents was in the "agree" range. There were no significant differences across race in parents' responses to items on this subscale.

Teacher Expectations (p. E20)

The overall mean of all respondents was in the "agree to strongly agree" range. African Americans were three times as likely as Whites to "disagree/strongly disagree" with this

subscale while Whites were more likely than African Americans to “agree/strongly agree” with this subscale.

Fairness: General (p. E21)

(Comparison data from 2000 Climate Survey provided – p. E22)

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

Racial Fairness (p. E23)

(Comparison data from 2000 Climate Survey provided – p. E24)

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

Fairness: Discipline (p. E25)

(Comparison data from 2000 Climate Survey provided – p. E26)

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

Experiences of Racism (p. E27)

(Comparison data from 2000 Climate Survey provided – p. E28)

The overall mean of all respondents was in the “never to a few times” range. There were no significant differences across race in parents’ responses to items on this subscale.

Need to Address Racial Issues (p. E29)

(Comparison data from 2000 Climate Survey provided – p. E30)

The overall mean of all respondents was in the “neutral to disagree” range. African Americans were over four times as likely as Whites to “agree/strongly agree” with this subscale, while Whites were nearly five times as likely to “disagree/strongly disagree.”

Cultural Understanding (p. E31)

(Comparison data from 2000 Climate Survey provided – p. E32)

The overall mean of all respondents was in the “neutral to agree” range. African Americans were nearly four times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites nearly twice as likely as African Americans to “agree/strongly agree” with this subscale.

Family Attributions for Misbehavior (p. E33)

(Comparison data from 2000 Climate Survey provided – p. E34)

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

Consent Decree Negative Consequences (p. E35)

The overall mean of all respondents was in the “neutral/not sure” range. African Americans were nearly four times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were over seventeen times as likely as African Americans to “agree/strongly agree.”

Consent Decree Making Too Much About Race (p. E36)

The overall mean of all respondents was in the “neutral/not sure” range. African Americans were nearly three times as likely as Whites to “disagree/strongly disagree” with this subscale, while Whites were over five times more likely than African Americans to “agree/strongly agree” with this subscale.

School Resource Officers (p. E37)

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

Consent Decree: School Policies and Practices (p. E38)

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

Qualities of Desegregated Champaign Schools (p. E39)

(Comparison data from 2000 Climate Survey provided – p. E40)

The overall mean of all respondents was in the “somewhat important to important” range. African Americans were more than four times as likely as Whites to view this subscale as “very important,” while Whites were twenty seven times more likely to view it as “somewhat important” or “not important.”

Discomfort Talking About Race (p. E41)

The overall mean of all respondents was in the “neutral/not sure” range. African Americans were more likely than Whites to feel “neutral/not sure” while Whites were more likely than African Americans to “agree/strongly agree.”

Need to Talk About Race (p. E42)

The overall mean of all respondents was in the “neutral to agree” range. Whites were more than five times as likely as African Americans to “disagree/strongly disagree” with this subscale. African Americans were more likely than Whites to “agree/strongly agree.” Whites were more likely than African Americans to be “neutral/not sure.”

Need for More Professional Development (p. E43)

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

School-Parent Contact: Discipline (p. E44)

(Comparison data from 2000 Climate Survey provided – p. E45)

The overall mean of all respondents is in the “neutral to agree” range. There were no significant differences across race in parents’ responses to items on this subscale.

Demographic Summary of Parent Respondents

The respondents completed surveys for children who attended the following schools:

	School	Number of respondents' children	Percentage of respondents' children
	Early Childhood Center	10	2%
Elementary Schools	Barkstall	28	4%
	Bottenfield	29	5%
	B. T. Washington	14	3%
	Carrie Busey	18	4%
	Dr. Howard	33	3%
	Garden Hills	16	3%
	Kenwood	31	3%
	Robeson	33	4%
	South Side	23	2%
	Stratton	16	4%
	Westview	31	5%
Middle Schools	Edison	37	6%
	Franklin	31	6%
	Jefferson	45	6%
High Schools	Centennial	119	23%
	Central	83	14%
	Champaign Academic Academy	1	3%
Respondents from All Schools		598	100%

The number respondents' children at each grade level was:

Grade Level	Number of Respondents' children at this level	Percentage of Respondents' children at this level
Pre-K	13	2.7%
Kindergarten	26	5.5%
First grade	39	8.2%
Second grade	54	11.4%
Third grade	47	9.9%
Fourth grade	34	7.2%
Fifth grade	68	14.3%
Sixth grade	41	8.6%
Seventh grade	31	6.5%
Eighth grade	43	9.1%
Ninth grade	44	9.3%

Tenth grade	60	12.6%
Eleventh grade	57	12.0%
Twelfth grade	72	15.2%
Did not answer		%
All respondents	629	100%

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

Child(ren) lunch level/status	Number of Respondents	Percentage of Respondents
Free lunch	57	12.0%
Reduced lunch	20	4.2%
Full lunch	382	80.4%
Did not answer/marked more than one answer	16	3.4%
All Respondents	475	100%

The gender breakdown of respondents' child(ren) was:

Child(ren) Gender	Number of Respondents	Percentage of Respondents
Male	212	44.6%
Female	181	38.1%
Male & Female	79	16.6
Did not answer	3	.6%
All respondents	475	100%

The race/ethnicity breakdown of respondents' child(ren) was:

Child(ren)'s Race/Ethnicity	Number of Respondents	Percentage of Respondents
Black/African American	53	11.2%
White	311	65.5%
Hispanic	10	2.1%
Asian/Asian American/ Pacific Islander	28	5.9%
American Indian	1	.2%
Other	4	.8%
Multiracial (marked multiple races/ethnic groups)	60	12.7%

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Did not answer	8	1.7%
All Respondents	475	100%

The grades respondents reported for their child(ren) was:

Child's grades	Number of Respondents	Percentage of Respondents
Mostly A's	302	61.8%
Mostly B's	133	27.2%
Mostly C's	40	8.2%
Mostly D's	7	1.4%
Mostly F's	7	1.4%
All Respondents	489	100%

The gender breakdown of respondents was:

Gender	Number of Respondents	Percentage of Respondents
Male	78	16.4%
Female	382	80.4%
Did not answer	15	3.2%
All respondents	475	100%

The race/ethnicity breakdown of respondents was:

Race/Ethnicity	Number of Respondents	Percentage of Respondents
No race	11	2.3
Black/African American	51	10.7
White	352	74.1
Hispanic	11	2.3
Asian/Asian American/ Pacific Islander	31	6.5
American Indian	2	.4
Other	5	1.1
White Bi-racial	9	1.9
Black Bi-racial	3	.6
All Respondents	475	99.9

The level of education respondents (parents) reported finishing was:

Level of Education	Number of Respondents	Percentage of Respondents
Less than high school	8	1.7%
Some high school	7	1.5%
Graduated from high school	24	5.1%
Vocational/Technical school	12	2.5%
Some college	72	15.2%
Graduated from college	141	29.7%
Graduate school/ Professional degree	197	41.5%
Did not answer	14	3%
All Respondents	475	100%

The number of respondents who had a child who received a suspension during the 2008-09 school year was:

Response:	Number of Respondents	Percentage of Respondents
Yes/Marked	32	6.7%
No/Unmarked	433	93.3%
All Respondents	475	100%

The number of respondents who participated in the Unit 4 Climate Survey in 2000 was:

Response:	Number of Respondents	Percentage of Respondents
Yes	68	14.3%
No	285	60.0%
Did not remember	108	22.7%
Unmarked	14	2.9%
All Respondents	475	100%

The number of respondents who were aware of the Consent Decree was:

Response:	Number of Respondents	Percentage of Respondents
Yes	384	80.8%
No	74	15.6%
Unmarked	17	3.6%
All Respondents	475	100%

Respondents were asked to 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	98	20.6%
No/Unmarked	377	79.4%
All Respondents	475	100%

The number of respondents who wrote a comment was:

Response:	Number of Respondents	Percentage of Respondents
Comment	215	45.3%
No Comment	260	54.7%
All Respondents	475	100%

The School Climate Survey -- Staff Version contains 21 subscales¹:

Subscale Name	Description
Influence	Perceived impact on school operations and decision-making.
Trust and Respect	Perceptions of staffs' trust of each other and their principal; staffs' respect for each other; and, the respect the school district has for them.
Belonging	Feelings of belonging at school.
Encouragement of Parent Involvement	Perceptions concerning how encouraging the school is of parent involvement.
Teacher Expectations	Perceptions of teachers' expectations for students.
Fairness General	Perceptions that all students are treated fairly.
Racial Fairness	Perceptions that students of all races are treated fairly.
Fairness Discipline	Perceptions that all students are disciplined fairly.
Experiences of Racism	How often a respondent has experienced racism.
Need to Address Racial Issues	Perceptions of the need to change the school system to better address racial disparities.
Cultural Understanding	Perceptions of other staffs' level of cultural understanding.
Family Attributions for Misbehavior	Perceptions that student misbehavior at school results from families not valuing education.
Consent Decree: Negative Consequences	Perceptions of consequences resulting from the Consent Decree.
Consent Decree: Making Too Much About Race	Perceptions of the Consent Decree placing too much attention on race within the district.
School Resource Officers	Perceptions that the presence of School Resource Officers makes the school safer.
Consent Decree: School Policies and Practices	Perceptions of the fairness of school policies and practices in special education and discipline.
Qualities of Desegregated Schools	Perceptions of the importance of different aspects of racially desegregated Champaign schools.
Discomfort Talking About Race	Staffs' level of discomfort when talking about race.
Need to Talk About Race	Perceptions of the need to talk about race.
Need for More Professional Development	Perceptions of the need for continued diversity training.
School Parent Contact - Discipline	Perceptions of when parents are contacted about child disciplinary problems

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 perceptions of their impact on school operations and decision-making. This subscale contains 3 items:

- “My opinion matters to my child’s teachers.”
- “The principal uses parent suggestions to improve the school.”
- “My child’s teachers use my suggestions to improve their classes.”

The overall mean subscale score for all 440 respondents who filled out this subscale was in the “neutral/agree” range; racial group scores are reported as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
Strongly Disagree	8%	4%	2%	4%
Disagree	8%	6%	9%	7%
Neutral/Not Sure	38%	41%	28%	39%
Agree	38%	33%	40%	35%
Strongly Agree	8%	16%	21%	15%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Influence 2000 – Subscale Summary

The Influence subscale measures parents’ perceptions of their impact on school operations and decision-making. This subscale contains 3 items:

- “My opinion matters to my child’s teachers.”
- “The principal uses parent suggestions to improve the school.”
- “My child’s teachers use my suggestions to improve their classes.”

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

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
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%	11%
Totals	100%	100%	100%	101%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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

Trust and Respect – Subscale Summary

The Trust and Respect subscale measures parents’ perceptions of trust of their child(ren)’s teachers, principal and school district; and the respect teachers and administrative staff have for them. This subscale contains 5 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 overall mean subscale score for all 456 respondents who filled out this subscale was 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	4%	0%	0%	1%
Disagree	4%	8%	2%	6%
Neutral	22%	22%	23%	22%
Agree	51%	49%	32%	48%
Strongly Agree	19%	21%	43%	23%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Trust and Respect 2000 – Subscale Summary

The Trust and Respect subscale measures parents’ perceptions of trust of their child(ren)’s teachers, principal and school district; and the respect teachers and administrative staff have for them. This subscale contains 5 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 overall mean subscale score for all 1859 respondents who filled out this subscale was 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	1%	1%	0%	1%
Disagree	5%	3%	2%	3%
Neutral/Not Sure	17%	19%	21%	19%
Agree	49%	51%	44%	50%
Strongly Agree	28%	26%	33%	27%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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

Belonging – Subscale Summary

The Belonging subscale measures parent perceptions of feeling of belonging at school. This subscale contains 3 items:

- “I feel like an accepted member of my child’s school community.”
- “I am treated with respect by other parents.”
- “I feel welcome by other parents to participate in parent-run activities.”

The overall mean subscale score for all 443 respondents who filled out this subscale was in the “agree” range; all parent as well as racial group scores are reported as follows:

	Respondents’ Racial Group			All Parents
	African American	White	All Others	
Strongly Disagree	4%	3%	0%	3%
Disagree	2%	3%	2%	3%
Neutral/Not Sure	35%	14%	22%	17%
Agree	45%	43%	44%	44%
Strongly Agree	14%	37%	32%	33%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Encouragement of Parent Involvement – Subscale Summary

The Encouragement of Parent Involvement subscale measures parent perceptions concerning how encouraging the 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 making decisions about how the school is run.”

The overall mean subscale score for all 437 respondents who filled out this subscale was in the “agree” range; all parents as well as racial group scores are recorded as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
Strongly Disagree	4%	4%	0%	3%
Disagree	10%	6%	6%	6%
Neutral	20%	23%	34%	25%
Agree	48%	38%	32%	38%
Strongly Agree	18%	29%	29%	28%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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Encouragement of Parent Involvement 2000 – Subscale Summary

The Encouragement of Parent Involvement subscale measures parent perceptions concerning how encouraging the 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 making decisions about how the school is run.”

The overall mean subscale score for all 1841 respondents who filled out this subscale was 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	2%	2%	2%	2%
Disagree	7%	6%	4%	6%
Neutral	27%	26%	37%	27%
Agree	37%	42%	40%	41%
Strongly Agree	27%	24%	17%	24%
Totals	100%	100%	100%	101%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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

Teacher Expectations – Subscale Summary

The Teacher Expectations subscale measures parent perceptions of teachers’ expectations for the parents’ child(ren). This subscale contains 2 items:

- “My child’s teachers expect my child to misbehave.”
- “My child’s teachers think my child can do well in school.”

The overall mean subscale score for all 444 respondents who filled out this subscale was in the “agree/strongly 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	4%	1%	0%	1%
Disagree	8%	3%	2%	3%
Neutral/Not Sure	13%	9%	13%	10%
Agree	10%	72%	11%	14%
Strongly Agree	65%	15%	74%	72%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Fairness General – Subscale Summary

The Fairness General subscale measures parent perceptions that all students are treated fairly. This subscale contains 2 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.”

The overall mean subscale score for all 450 respondents who filled out this subscale was 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	19%	4%	4%	6%
Disagree	14%	10%	2%	10%
Neutral/Not Sure	34%	34%	37%	34%
Agree	18%	31%	17%	28%
Strongly Agree	15%	21%	40%	22%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Fairness General 2000 – Subscale Summary

The Fairness General subscale measures parent perceptions that all students are treated fairly. This subscale contains 2 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.”

The overall mean subscale score for all 1822 respondents who filled out this subscale was in the “neutral to 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	12%	3%	2%	4%
Disagree	10%	12%	5%	11%
Neutral/Not Sure	38%	34%	36%	35%
Agree	19%	29%	24%	27%
Strongly Agree	21%	22%	33%	23%
Totals	100%	99%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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

Racial Fairness – Subscale Summary

The Racial Fairness subscale measures parent perceptions that students of all races are treated fairly. This subscale contains 4 items:

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

“Black students are treated fairly at my child’s school.”

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

“My child’s school treats students of all races fairly.”

“My child’s teachers treat students of all races fairly.”

The overall mean subscale score for all 426 respondents who filled out this subscale was 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	16%	6%	2%	7%
Disagree	16%	12%	3%	12%
Neutral/Not Sure	33%	32%	27%	31%
Agree	31%	33%	34%	33%
Strongly Agree	4%	17%	34%	17%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Racial Fairness 2000 – Subscale Summary

The Racial Fairness subscale measures parent perceptions that students of all races are treated fairly. This subscale contains 4 items:

- “At my child’s school, students are disciplined fairly regardless of their race.”
- “Black students are treated fairly at my child’s school.”
- “The Champaign School System treats students of all races fairly.”
- “My child’s school treats students of all races fairly.”
- “My child’s teachers treat students of all races fairly.”

The overall mean subscale score for all 1808 respondents who filled out this subscale was in the “neutral to 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	7%	1%	1%	2%
Disagree	13%	5%	7%	6%
Neutral/Not Sure	45%	36%	29%	37%
Agree	20%	38%	39%	36%
Strongly Agree	15%	20%	24%	19%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Fairness Discipline – Subscale Summary

The Fairness Discipline subscale measures parent perceptions that all students are disciplined fairly. This subscale contains 3 items:

- “I feel that my child is disciplined fairly at his or her school.”
- “Different students receive different punishments for breaking the same rules.”
- “At my child’s school, students are disciplined fairly regardless of their race.”

The overall mean subscale score for all 429 respondents who filled out this subscale was in the “neutral” 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	16%	7%	4%	8%
Disagree	12%	13%	7%	12%
Neutral	44%	29%	20%	30%
Agree	16%	33%	42%	32%
Strongly Agree	12%	18%	27%	18%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Fairness Discipline 2000 – Subscale Summary

The Fairness Discipline subscale measures parent perceptions that all students are disciplined fairly. This subscale contains 3 items:

- “I feel that my child is disciplined fairly at his or her school.”
- “Different students receive different punishments for breaking the same rules.”
- “At my child’s school, students are disciplined fairly regardless of their race.”

The overall mean subscale score for all 1805 respondents who filled out this subscale was in the “neutral to 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	8%	3%	2%	4%
Disagree	14%	7%	8%	8%
Neutral	36%	40%	33%	38%
Agree	27%	30%	31%	30%
Strongly Agree	15%	20%	26%	20%
Totals	100%	100%	100%	99%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Note: Subscale scores were computed by averaging staff responses across items in the subscale. Percentages in the table reflect the proportion of each respondent group that, on average (across items), strongly disagreed, disagreed, were neutral/not sure, agreed, or strongly agreed with the subscale. Results reported in tables are 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 how often a respondent has experienced racism. This subscale contains 3 items:

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

The overall mean subscale score for all 448 respondents who filled out this subscale was in the “never to a few times” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
Daily	0%	0%	2%	0%
Weekly	2%	0%	0%	0%
Monthly	0%	3%	0%	2%
A Few Times	6%	6%	2%	6%
Never	92%	91%	96%	92%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Experiences of Racism 2000 – Subscale Summary

The Experiences of Racism subscale measures how often a respondent has experienced racism. 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 school?”

The overall mean subscale score for all 1837 respondents who filled out this subscale was in the “few times” range; all parents as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
Daily	1%	<1%	1%	<1%
Weekly	1%	<1%	0%	<1%
Monthly	4%	1%	1%	2%
A Few Times	10%	4%	6%	5%
Never	84%	94%	92%	93%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Need to Address Racial Issues – Subscale Summary

The Need to Address Racial Issues subscale measures parent perceptions of the need to change the school system to better address racial disparities. This subscale contains 7 items:

- “If teachers and principals had a better understanding of their students’ ethnic backgrounds, there would be fewer disciplinary problems.”
- “My child’s 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 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 exists 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 450 respondents who filled out this subscale was in the “disagree to 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	0%	20%	6%	16%
Disagree	12%	36%	21%	32%
Neutral/Not Sure	41%	33%	47%	36%
Agree	27%	10%	15%	12%
Strongly Agree	20%	1%	11%	4%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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Need to Address Racial Issues 2000 – Subscale Summary

The Need to Address Racial Issues subscale measures parent perceptions of the need to change the school system to better address racial disparities. This subscale contains 7 items:

- “If teachers and principals had a better understanding of their students’ ethnic backgrounds, there would be fewer disciplinary problems.”
- “My child’s 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 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 exists 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 1800 respondents who filled out this subscale was in the “disagree to 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%	28%	5%	18%
Disagree	14%	32%	30%	26%
Neutral/Not Sure	32%	34%	39%	39%
Agree	35%	5%	19%	12%
Strongly Agree	16%	1%	7%	5%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Cultural Understanding – Subscale Summary

The Cultural Understanding subscale measures parent perceptions of staffs’ level of cultural understanding. This subscale contains 3 items:

- “Teachers at my child’s school take students’ learning styles into account when teaching.”
- “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.”

The overall mean subscale score for all 442 respondents who filled out this subscale was in the “neutral to agree” range; all parent as well as racial group scores break down as follows:

	Respondents’ Racial Group			
	African American	White	All Others	All Parents
Strongly Disagree	10%	1%	2%	2%
Disagree	14%	6%	5%	7%
Neutral	47%	38%	41%	39%
Agree	21%	35%	35%	33%
Strongly Agree	8%	20%	17%	19%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Cultural Understanding 2000 – Subscale Summary

The Cultural Understanding subscale measures parent perceptions of staffs’ level of cultural understanding. This subscale contains 3 items:

“Teachers at my child’s school take students’ learning styles into account when teaching.”

“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.”

The overall mean subscale score for all 1870 respondents who filled out this subscale was 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	4%	1%	0%	1%
Disagree	18%	5%	11%	8%
Neutral	53%	47%	45%	47%
Agree	19%	32%	33%	30%
Strongly Agree	6%	15%	11%	13%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Family Attributions for Misbehavior – Subscale Summary

The Family Attributions for Misbehavior subscale measures parent perceptions that student misbehavior at school results from families not valuing education. This subscale contains 3 items:

“Students have problems at school because their parents do not value education enough.”

“One of the main reasons more Black students than White students are suspended is because their parents do not stress the importance of education.”

“Students who get suspended tend to come from families who do not value education.”

The overall mean subscale score for all 454 respondents who filled out this subscale was 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	25%	4%	6%	7%
Disagree	15%	14%	13%	13%
Neutral	35%	31%	34%	32%
Agree	19%	25%	21%	24%
Strongly Agree	6%	26%	26%	24%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Family Attributions for Misbehavior 2000 – Subscale Summary

The Family Attributions for Misbehavior subscale measures parent perceptions that student misbehavior at school results from families not valuing education. This subscale contains 3 items:

“Students have problems at school because their parents do not value education enough.”

“One of the main reasons more Black students than White students are suspended is because their parents do not stress the importance of education.”

“Students who get suspended tend to come from families who do not value education.”

The overall mean subscale score for all 1757 respondents who filled out this subscale was 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	32%	5%	10%	9%
Disagree	31%	17%	18%	19%
Neutral	27%	45%	39%	42%
Agree	8%	20%	21%	19%
Strongly Agree	2%	13%	12%	11%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

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

Consent Decree Negative Consequences – Subscale Summary

The Consent Decree Negative Consequences subscale measures staff perceptions of consequences resulting from the Consent Decree. This subscale contains 6 items:

- “Academic excellence in Champaign schools is better because of various efforts to address racial discrimination.”
- “Because of district efforts to ensure racial fairness, some children who need special education services don’t get them.”
- “Because of district efforts to ensure racial fairness, standards in gifted / AP / honors classes are lower.”
- “District efforts to ensure racial fairness interfere with my effective use of discipline.”
- “The controlled school choice program in Champaign schools gives parents in all neighborhoods a fair opportunity to choose preferred schools for their children.”
- “Teachers at this school seem to avoid disciplining African American students.”

The overall mean subscale score for all 453 respondents who filled out this subscale was 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	12%	1%	4%	3%
Disagree	38%	12%	8%	15%
Neutral/Not Sure	48%	52%	73%	53%
Agree	2%	24%	11%	20%
Strongly Agree	0%	11%	4%	9%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Consent Decree Making Too Much About Race – Subscale Summary

The Consent Decree Making Too Much About Race subscale measures parent perceptions of the Consent Decree placing too much attention on race within the district. This subscale contains 7 items:

- “People at my school are too uptight about racism.”
- “Champaign Unit 4 schools should stop paying so much attention to race.”
- “Programs that were created to address racial fairness use too many school resources such as time, money and effort.”
- “District efforts to ensure racial fairness discriminate unfairly against whites.”
- “Racial problems in our schools are rare isolated situations.”
- “White people in the school district have certain advantages because of the color of their skin.”
- “Racism may have been a problem in the past, it is not an important problem in the district today.”

The overall mean subscale score for all 454 respondents who filled out this subscale was in the “neutral/not sure” 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	28%	4%	2%	7%
Disagree	32%	17%	13%	18%
Neutral	34%	46%	62%	46%
Agree	6%	23%	21%	21%
Strongly Agree	0%	10%	2%	8%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

School Resource Officers – Subscale Summary

The School Resource Officers subscale measures parent perceptions that the presence of School Resource Officers makes the school safer. This subscale contains 2 items:

“The Police Officers in Champaign’s middle and high schools help to reduce the number of discipline issues in these schools.”

“I feel safer in my school because of the presence of the Police Officer.”

The overall mean subscale score for all 447 respondents who filled out this subscale was 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	12%	3%	2%	4%
Disagree	10%	4%	0%	4%
Neutral	31%	39%	54%	40%
Agree	33%	30%	11%	28%
Strongly Agree	14%	24%	33%	24%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Consent Decree School Policies and Practices – Subscale Summary

The Consent Decree School Policies and Practices subscale measures parent perceptions of the fairness of school policies and practices in special education and discipline. This subscale contains 3 items:

“At my child’s school, discipline procedures work equally well for students of all races.”

“At my child’s school, special education procedures are unfair to African American students.”

“At my child’s school special education procedures work equally well for students of all races”

The overall mean subscale score for all 447 respondents who filled out this subscale was in the “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	13%	1%	4%	3%
Disagree	14%	7%	2%	7%
Neutral	50%	64%	51%	61%
Agree	15%	18%	39%	20%
Strongly Agree	8%	10%	4%	9%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Qualities of Desegregated Schools – Subscale Summary

The Qualities of Desegregated Schools’ subscale measures parent perceptions of the importance of different aspects of racially desegregated Champaign schools. This subscale contains 7 items:

- “A teaching staff that reflects the diversity of the population.”
- “An administrative staff that reflects the diversity of the student population.”
- “Upper level courses that reflect the diversity of the student population.”
- “Special Education classes that reflect the diversity of the student population.”
- “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 449 respondents who filled out this subscale was in the “somewhat important to 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	0%	20%	11%	17%
Somewhat Important	2%	35%	36%	31%
Important	27%	30%	23%	29%
Very Important	71%	15%	30%	23%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

Qualities of Desegregated Schools 2000 – Subscale Summary

The Qualities of Desegregated Schools’ subscale measures parents’ perceptions of the importance of different aspects of racially desegregated Champaign schools. This subscale contains 7 items:

- “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 was 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%	2%	11%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Discomfort Talking About Race – Subscale Summary

The Discomfort Talking About Race subscale measures parents’ level of discomfort when talking about race. This subscale contains 4 items:

- “At my child’s school, people feel comfortable talking about race/racial issues.”
- “I feel comfortable talking about race/racial issues at my child’s school.”
- “Talking about racial issues causes unnecessary tension.”
- “I feel worried about people at my child’s school being judgmental when I talk about race.”

The overall mean subscale score for all 435 respondents who filled out this subscale was in the “neutral/not sure” 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	12%	12%	13%	12%
Disagree	33%	32%	13%	30%
Neutral/Not Sure	43%	34%	59%	38%
Agree	12%	16%	11%	15%
Strongly Agree	0%	6%	4%	5%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the parent survey, results from these racial groups are combined. This is not meant to marginalize these groups’ viewpoints, however, given the small number of respondents in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial parents who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Need to Talk About Race – Subscale Summary

The Need to Talk About Race subscale measures parents’ perceptions of the need to talk about race. This subscale contains 2 items:

“At my child’s school, we need to talk more about diversity related issues (e.g. race, ethnicity, ability, sexual orientation, etc.).

“It is important for district administrators to talk about racism to help work through or solve problems in our schools.”

The overall mean subscale score for all 453 respondents who filled out this subscale was 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	0%	8%	4%	7%
Disagree	4%	14%	19%	13%
Neutral/Not Sure	31%	40%	27%	37%
Agree	10%	21%	21%	20%
Strongly Agree	55%	17%	29%	23%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

Need for More Professional Development – Subscale Summary

The Need for More Professional Development subscale measures parent perceptions of the need for continued diversity training. This subscale contains 2 items:

“Teachers at my child’s school would benefit from continued training to teach students from diverse backgrounds well.”

“Teachers at my child’s school would benefit from continued training to teach African American students well.”

The overall mean subscale score for all 452 respondents who filled out this subscale was in the “neutral to 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	0%	7%	2%	6%
Disagree	2%	11%	8%	10%
Neutral	18%	43%	27%	38%
Agree	29%	29%	36%	30%
Strongly Agree	51%	10%	27%	16%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

School Parent Contact - Discipline – Subscale Summary

The School-Parent Contact: Discipline subscale measures parents’ 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 432 respondents who filled out this subscale was in the “neutral to 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	6%	1%	2%	2%
Disagree	11%	4%	0%	4%
Neutral	31%	49%	52%	47%
Agree	35%	28%	24%	28%
Strongly Agree	17%	18%	22%	19%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups’ viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.

THIS TABLE IS FOR COMPARISON PURPOSES - IT REFLECTS DATA FROM THE 2000 SURVEY

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 432 respondents who filled out this subscale was in the “neutral to 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	3%	1%	1%	1%
Disagree	5%	3%	3%	3%
Neutral	25%	36%	36%	34%
Agree	39%	39%	29%	38%
Strongly Agree	28%	21%	31%	24%
Totals	100%	100%	100%	100%

Note: Because of the small number of Latino/a, Asian/Asian American/Pacific Islander, American Indian, multiracial, and other racial groups that filled out the staff survey, results from these racial groups are combined in order to protect the anonymity of these staff members. This category is not meant to marginalize these groups' viewpoints, however, given the small number of school staff in each of these racial groups, it was necessary to aggregate these results. Biracial or multiracial staff who indicated “African American” as one of their racial identities were included as African American. Biracial or multiracial staff who indicated “White” as one of their racial identities and did not indicate “African American” as another identity were included as White.