

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

The Measure

The School Climate Survey – Staff Version (SCSSV) is a multi-dimensional assessment composed of 9 demographic questions; 103 statements about staffs' perceptions of their school, including a four-item experience of racism section. The survey concludes with questions asking whether or not staff 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 93 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. Staff indicated whether they were interested in working to end inequities by checking a box beneath the statement.

Executive Summary

African American and White staff had very disparate perspectives of the social climate of Champaign's public schools concerning: 1) Encouragement of Parent Involvement; 2) Teacher Expectations; 3) Fairness General; 4) Need to Address Racial Issues; 5) Consent Decree Making Too Much About Race; 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) Trust and Respect; 2) Racial Fairness; 3) Fairness Discipline; 4) Cultural Understanding; 5) School Resource Officers; 6) Consent Decree School Policies and Practices; 7) Need to Talk about Race; 8) Need for More Professional Development. 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) Influence; 2) Belonging; 3) Family Attributions for Misbehavior. 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. A12)

(Comparison data from 2000 Climate Survey provided – p. A13)

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

Trust and Respect (p. A14)

(Comparison data from 2000 Climate Survey provided – p. A15)

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

Belonging (p. A16)

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

Encouragement of Parent Involvement (p. A17)

(Comparison data from 2000 Climate Survey provided – p. A18)

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

Teacher Expectations (p. A19)

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

Fairness: General (p. A20)

(Comparison data from 2000 Climate Survey provided – p. A21)

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

Racial Fairness (p. A22)

(Comparison data from 2000 Climate Survey provided – p. A23)

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

Fairness: Discipline (p. A24)

(Comparison data from 2000 Climate Survey provided – p. A25)

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

Experiences of Racism (p. A26)

(Comparison data from 2000 Climate Survey provided – p. A27)

The overall mean of all respondents was in the “never to a few times” range. Although African Americans were twice as likely as Whites to have experienced racism monthly, the percentage of respondents for this category was relatively small and the other categories of this subscale were very similar across race.

Need to Address Racial Issues (p. A28)

(Comparison data from 2000 Climate Survey provided – p. A29)

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

Cultural Understanding (p. A30)

(Comparison data from 2000 Climate Survey provided – p. A31)

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

Family Attributions for Misbehavior (p. A32)

(Comparison data from 2000 Climate Survey provided – p. A33)

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

Consent Decree Negative Consequences (p. A34)

The overall mean of all respondents was in the “neutral/not sure” range (mean = 2.51). Whites were nearly one-and-a-half times as likely as African Americans to “agree/strongly agree.”

Consent Decree Making Too Much About Race (p. A35)

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

School Resource Officers (p. A36)

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

Consent Decree: School Policies and Practices (p. A37)

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

Qualities of Desegregated Champaign Schools (p. A38)

(Comparison data from 2000 Climate Survey provided – p. A39)

The overall mean of all respondents was in the “important” range. African Americans were more than two-and-a-half times as likely as Whites to view this subscale as “very important,” while Whites were five more likely to view it as somewhat important and over four times more likely to view it as “not important.”

Discomfort Talking About Race (p. A40)

The overall mean of all respondents was in the “neutral/not sure” range. Whites were more likely than African Americans to “disagree/strongly disagree, while African Americans were one-and-a-half times more likely to feel “neutral/not sure.” Whites and African Americans were similar in how likely they were to “agree/strongly agree.”

Need to Talk About Race (p. A41)

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

Evaluations of Professional Development (p. A42)

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

Need for More Professional Development (p. A43)

The overall mean of all respondents was in the “agree” range. African Americans were one-and-a-half times as likely as Whites to “agree/strongly agree” with this subscale, while Whites were six times as likely as African Americans to “disagree/strongly disagree.”

Demographic Summary of Staff Respondents

The following number of surveys were collected from each school:

	School	Number of respondents	Percentage of respondents
	Early Childhood Center	7	2%
Elementary Schools	Barkstall	13	4%
	Bottenfield	16	5%
	B. T. Washington	9	3%
	Carrie Busey	12	4%
	Dr. Howard	10	3%
	Garden Hills	10	3%
	Kenwood	10	3%
	Robeson	12	4%
	South Side	6	2%
	Stratton	13	4%
	Westview	17	5%
Middle Schools	Edison	18	6%
	Franklin	18	6%
	Jefferson	20	6%
High Schools	Centennial	70	23%
	Central	41	14%
	Champaign Academic Academy	10	3%
Respondents from All Schools		383	100%

The race/ethnicity breakdown of respondents was:

Race/Ethnicity	Number of Respondents	Percentage of Respondents
No race	25	7
Black/African American	38	10
White	286	75
Hispanic	5	1
Asian/Asian American/ Pacific Islander	9	2
American Indian	2	1
Other	8	2
White Bi-racial	5	1
Black Bi-racial	5	1
All Respondents	383	100

The number of years respondents reported teaching was:

Number of Years Teaching	Number of Respondents	Percentage of Respondents
Less than 1	11	3%
1 to 4	54	14%
5 to 10	53	14%
More than 10	111	29%
Did not answer/marked more than one answer	154	40%
All Respondents	383	100%

The breakdown of respondents by occupation was:

Occupation	Number of Respondents	Percentage of Respondents
Teacher	229	60%
Administrator	22	6%
Other Certified Staff	47	12%
Other Staff Non-Certified	72	19%
Did not answer	13	3%
All Respondents	383	100%

The grade levels respondents reported teaching were:

Grade Levels Taught	Number of Respondents	Percentage of Respondents
No grade specified	161	42%
Prek-5	100	26%
6-8	38	10%
9-12	84	22%
All Respondents	383	100%

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

Number of Years Working in Current School	Number of Respondents	Percentage of Respondents
Less than 1	72	19%
1 to 2	56	15%
3 to 5	100	26%
6 to 10	60	16%
More than 10	79	20%
Did not answer/marked more than one answer	16	4%
All Respondents	383	100%

The gender breakdown of respondents was:

Gender	Number of Respondents	Percentage of Respondents
Male	76	20%
Female	293	76%
Did not answer	14	4%
All respondents	383	100%

The level of education respondents reported finishing was:

Level of Education	Number of Respondents	Percentage of Respondents
Graduated from high school	5	1%
Vocational/Technical school	2	1%
Some college	19	5%
Graduated from college	117	31%
Graduate school/ Professional degree	224	58%
Did not answer	16	4%
All Respondents	383	100%

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

Response:	Number of Respondents	Percentage of Respondents
Yes/Marked	148	39%
No/Unmarked	235	61%
All Respondents	383	100%

The number of respondents who wrote a comment was:

Response:	Number of Respondents	Percentage of Respondents
Comment	161	42%
No Comment	222	58%
All Respondents	383	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.
Evaluations of Professional Development	Perceptions of preparedness to work in a diverse environment through professional development initiatives.
Need for More Professional Development	Perceptions of the need for continued diversity training.

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

Influence – Subscale Summary

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

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

The overall mean subscale score for all 347 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	7%	1%	0%	1%	2%	2%
Disagree	2%	4%	9%	4%	6%	4%
Neutral/Not Sure	43%	34%	52%	34%	39%	36%
Agree	38%	45%	39%	46%	40%	44%
Strongly Agree	10%	16%	0%	15%	13%	14%
Totals	100%	100%	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 staffs’ perceptions of their impact on school operations and decision-making. This subscale contains 5 items:

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

The overall mean subscale score for all 691 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	6%	2%	4%	2%	3%	2%
Disagree	2%	4%	2%	3%	5%	4%
Neutral/Not Sure	49%	33%	31%	30%	47%	35%
Agree	29%	43%	45%	46%	32%	42%
Strongly Agree	14%	18%	18%	20%	12%	18%
Totals	100%	100%	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 2000 subscale measures staffs’ perceptions of trust of each other and their principal; respect for each other; and, respect that the school district has for them. This subscale contains 5 items:

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

The overall mean subscale score for all 352 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	5%	1%	0%	1%	2%	1%
Disagree	12%	2%	9%	3%	6%	4%
Neutral	32%	27%	43%	28%	28%	28%
Agree	42%	52%	39%	51%	48%	50%
Strongly Agree	9%	18%	9%	17%	16%	17%
Totals	100%	100%	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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Trust and Respect 2000 – Subscale Summary

The Trust and Respect subscale measures staffs’ perceptions of trust of each other and their principal; respect for each other; and, respect that the school district has for them.. This subscale contains 5 items:

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

The overall mean subscale score for all 699 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	1%	0%	0%	1%	1%
Disagree	2%	3%	7%	4%	1%	3%
Neutral/Not Sure	36%	22%	29%	22%	29%	24%
Agree	47%	52%	46%	51%	51%	51%
Strongly Agree	13%	23%	18%	23%	18%	22%
Totals	99%	101%	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 staff perceptions of feeling of belonging at school. This subscale contains 2 items:

“I feel like I belong at my school.”

“People in my school notice when I am absent for a day or two.”

The overall mean subscale score for all 336 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	0%	2%	0%	2%	2%	2%
Disagree	8%	3%	5%	3%	4%	3%
Neutral/Not Sure	30%	10%	38%	12%	19%	14%
Agree	23%	33%	19%	32%	30%	31%
Strongly Agree	39%	52%	38%	51%	45%	50%
Totals	100%	100%	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 staff perceptions concerning how encouraging the school is of parent involvement. This subscale contains 4 items:

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

The overall mean subscale score for all 335 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	8%	1%	0%	1%	2%	2%
Disagree	10%	2%	0%	2%	3%	2%
Neutral	17%	9%	9%	10%	14%	11%
Agree	40%	38%	48%	34%	45%	38%
Strongly Agree	25%	50%	43%	53%	36%	47%
Totals	100%	100%	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 staff perceptions concerning how encouraging the school is of parent involvement. This subscale contains 4 items:

“This school encourages parent involvement.”

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

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

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

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

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	0%	0%	1%	1%	1%
Disagree	5%	3%	4%	3%	5%	3%
Neutral	29%	23%	18%	23%	26%	24%
Agree	36%	46%	53%	45%	44%	45%
Strongly Agree	29%	28%	25%	30%	24%	28%
Totals	100%	100%	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 teacher’s perceptions of their expectations for students. This subscale contains 2 items:

- “Teachers at this school expect their students to go to college.”
- “Teachers at this school expect good behavior from Black students.”

The overall mean subscale score for all 355 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	12%	1%	0%	1%	3%	2%
Disagree	16%	3%	4%	2%	9%	5%
Neutral/Not Sure	35%	17%	22%	16%	25%	18%
Agree	23%	37%	39%	37%	33%	36%
Strongly Agree	14%	42%	35%	43%	31%	39%
Totals	100%	100%	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 staff perceptions that all students are treated fairly. This subscale contains 2 items:

- “All students are treated well in this school, even if their grades are good or bad.”
- “All students are treated well at my school, even if they are rich or poor.”

The overall mean subscale score for all 338 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	15%	0%	0%	1%	3%	2%
Disagree	24%	5%	10%	7%	9%	8%
Neutral/Not Sure	19%	17%	25%	17%	21%	17%
Agree	27%	40%	40%	38%	36%	38%
Strongly Agree	15%	38%	25%	37%	31%	35%
Totals	100%	100%	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 staff perceptions that all students are treated fairly. This subscale contains 2 items:

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

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

The overall mean subscale score for all 687 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	8%	0%	0%	1%	2%	1%
Disagree	20%	9%	13%	10%	12%	11%
Neutral/Not Sure	41%	17%	34%	19%	28%	22%
Agree	18%	32%	19%	30%	27%	29%
Strongly Agree	13%	41%	34%	39%	32%	37%
Totals	100%	99%	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%.

Racial Fairness – Subscale Summary

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

- “At my school, students are disciplined fairly regardless of their race.”
- “African American students are treated fairly at this school.”
- “The Champaign School System treats students of all races fairly.”
- “My school treats students of all races fairly.”
- “Teachers at this school treat students of all races fairly.”

The overall mean subscale score for all 347 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	14%	1%	9%	1%	7%	3%
Disagree	10%	8%	4%	8%	8%	8%
Neutral/Not Sure	38%	18%	31%	21%	21%	22%
Agree	19%	40%	26%	39%	31%	36%
Strongly Agree	19%	33%	30%	31%	33%	31%
Totals	100%	100%	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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Racial Fairness 2000 – Subscale Summary

The Racial Fairness subscale measures staff perceptions that students of all races are treated fairly. This subscale contains 5 items:

- “At my school, students are disciplined fairly regardless of their race”
- “African American students are treated fairly at this school”
- “The [name of school system] School System treats students of all races fairly”
- “My school treats students of all races fairly”
- “Teachers at this school treat students of all races fairly”

The overall mean subscale score for all 640 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	6%	0	0	0%	2%	1%
Disagree	21%	3%	7%	5%	6%	5%
Neutral/Not Sure	39%	12%	30%	16%	20%	17%
Agree	28%	47%	37%	45%	41%	44%
Strongly Agree	6%	38%	26%	34%	31%	33%
Totals	100%	100%	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 staff perceptions that all students are disciplined fairly. This subscale contains 3 items:

- “Certain students are unfairly singled out for disciplinary action.”
- “Different students receive different punishments for breaking the same rules.”
- “At my school, students are disciplined fairly regardless of their race.”

The overall mean subscale score for all 335 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	15%	2%	10%	4%	5%	5%
Disagree	12%	8%	5%	8%	9%	9%
Neutral	44%	29%	45%	34%	29%	31%
Agree	5%	27%	15%	22%	24%	23%
Strongly Agree	24%	34%	25%	32%	33%	32%
Totals	100%	100%	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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Fairness Discipline 2000 – Subscale Summary

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

- “Certain students are unfairly singled out for disciplinary action.”
- “Different students receive different punishments for breaking the same rules.”
- “At my school, students are disciplined fairly regardless of their race.”

The overall mean subscale score for all 642 respondents who filled out this subscale was in the “agreement” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	11%	1%	4%	2%	4%	3%
Disagree	22%	6%	12%	9%	8%	8%
Neutral	35%	25%	28%	26%	27%	26%
Agree	23%	31%	28%	30%	30%	29%
Strongly Agree	9%	37%	28%	34%	32%	33%
Totals	100%	100%	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 bad because of your race?”
- “How often have you experienced racism at your school?”
- “I have felt uncomfortable in school because of my race.”

The overall mean subscale score for all 326 respondents who filled out this subscale was in the “never to a few times” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Daily	0%	0%	0%	1%	0%	0%
Weekly	0%	1%	0%	1%	1%	1%
Monthly	10%	5%	0%	5%	5%	5%
A Few Times	20%	19%	17%	19%	18%	17%
Never	70%	75%	83%	74%	76%	77%
Totals	100%	100%	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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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 you bad because of your race?”

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

The overall mean subscale score for all 594 respondents who filled out this subscale was in the “few times” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Daily	0%	0%	0%	0%	0%	0%
Weekly	3%	1%	2%	1%	1%	1.2%
Monthly	9%	3%	7%	4%	6%	5%
A Few Times	20%	17%	32%	19%	19%	19%
Never	68%	79%	59%	76%	74%	76%
Totals	100%	100%	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 staff 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.”
- “This 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 this 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 334 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	5%	12%	5%	10%	11%	11%
Disagree	7%	34%	9%	32%	24%	29%
Neutral/Not Sure	31%	42%	58%	43%	41%	42%
Agree	24%	10%	23%	10%	16%	12%
Strongly Agree	33%	2%	5%	5%	8%	6%
Totals	100%	100%	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 staff 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.”
- “This 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 this 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 607 respondents who filled out this subscale was in the “disagree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	1%	23%	5%	20%	16%	18%
Disagree	7%	29%	30%	26%	27%	26%
Neutral/Not Sure	28%	40%	39%	39%	36%	39%
Agree	40%	6%	19%	10%	15%	12%
Strongly Agree	24%	2%	7%	5%	5%	5%
Totals	100%	100%	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 staff perceptions of staffs’ level of cultural understanding. This subscale contains 3 items:

- “Teachers at this school take students’ learning styles into account when teaching.”
- “Teachers at this school do not understand what life in students’ neighborhoods is like.”
- “Teachers at this school take students’ cultural backgrounds into account when teaching.”

The overall mean subscale score for all 344 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	24%	0%	4%	1%	7%	4%
Disagree	14%	4%	9%	4%	10%	6%
Neutral	38%	34%	35%	32%	37%	34%
Agree	14%	38%	30%	39%	29%	35%
Strongly Agree	10%	24%	22%	24%	17%	21%
Totals	100%	100%	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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Cultural Understanding 2000 – Subscale Summary

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

- “Teachers at this school take students’ learning styles into account when teaching.”
- “Teachers at this school do not understand what life in students’ neighborhoods is like.”
- “Teachers at this school take students’ cultural backgrounds into account when teaching.”

The overall mean subscale score for all 626 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	9%	1%	4%	2%	3%	2%
Disagree	21%	3%	13%	6%	8%	6%
Neutral	55%	35%	38%	35%	47%	38%
Agree	13%	41%	30%	38%	31%	36%
Strongly Agree	2%	20%	15%	20%	11%	17%
Totals	100%	100%	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 staff 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 354 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	21%	10%	17%	10%	16%	12%
Disagree	33%	22%	29%	23%	25%	24%
Neutral	22%	28%	42%	26%	33%	29%
Agree	12%	25%	8%	27%	13%	22%
Strongly Agree	12%	15%	4%	14%	13%	13%
Totals	100%	100%	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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Family Attributions for Misbehavior 2000 – Subscale Summary

The Family Attributions for Misbehavior subscale measures staff 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 594 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	20%	5%	12%	7%	10%	8%
Disagree	17%	17%	16%	16%	18%	17%
Neutral	44%	39%	40%	41%	37%	40%
Agree	12%	25%	23%	24%	21%	23%
Strongly Agree	7%	14%	9%	12%	14%	13%
Totals	100%	100%	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%.

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

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	8%	5%	5%	3%	8%	5%
Disagree	33%	25%	24%	23%	31%	26%
Neutral/Not Sure	49%	51%	51%	54%	44%	50%
Agree	10%	14%	10%	14%	14%	14%
Strongly Agree	0%	5%	10%	6%	3%	5%
Totals	100%	100%	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 staff 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 332 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	18%	1%	14%	3%	7%	4%
Disagree	43%	13%	24%	16%	20%	18%
Neutral	24%	53%	38%	49%	45%	48%
Agree	10%	23%	14%	22%	19%	21%
Strongly Agree	5%	10%	10%	10%	9%	9%
Totals	100%	100%	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 staff 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 324 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	15%	2%	5%	3%	5%	4%
Disagree	22%	6%	24%	8%	12%	10%
Neutral	36%	46%	28%	44%	41%	42%
Agree	15%	24%	10%	21%	23%	22%
Strongly Agree	12%	22%	33%	24%	19%	22%
Totals	100%	100%	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 staff perceptions of the fairness of school policies and practices in special education and discipline. This subscale contains 3 items:

- “At my school, discipline procedures work equally well for students of all races.”
- “At this school, special education procedures are unfair to African American students.”
- “At this school special education procedures work equally well for students of all races”

The overall mean subscale score for all 329 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	8%	0%	0%	1%	2%	2%
Disagree	10%	5%	5%	6%	6%	6%
Neutral	39%	36%	42%	37%	37%	35%
Agree	33%	36%	32%	33%	36%	35%
Strongly Agree	10%	23%	21%	23%	19%	22%
Totals	100%	100%	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 staffs’ perceptions of the importance of different aspects of racially desegregated Champaign schools. This subscale contains 7 items:

- “A teachers 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 cultures 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 332 respondents who filled out this subscale was in the “important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	3%	13%	5%	11%	13%	12%
Somewhat Important	7%	35%	40%	32%	29%	31%
Important	37%	33%	10%	34%	28%	32%
Very Important	53%	19%	45%	23%	30%	25%
Totals	100%	100%	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 staffs’ perceptions of the importance of different aspects of racially desegregated Champaign schools. This subscale contains 7 items:

- “A teachers 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 cultures 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 590 respondents who filled out this subscale was in the “important” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Not Important	3%	25%	0%	0%	0%	22%
Somewhat Important	14%	40%	50%	55%	50%	36%
Important	22%	26%	34%	33%	33%	26%
Very Important	61%	9%	16%	12%	17%	17%
Totals	100%	100%	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 staffs’ level of discomfort when talking about race. This subscale contains 4 items:

- “In this school, people feel comfortable talking about race/racial issues.”
- “I feel comfortable talking about race/racial issues in my school.”
- “Talking about racial issues causes unnecessary tension.”
- “I feel worried about people being judgmental when I talk about race.”

The overall mean subscale score for all 354 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	19%	23%	17%	23%	20%	22%
Disagree	28%	40%	25%	37%	36%	37%
Neutral/Not Sure	39%	26%	41%	31%	28%	29%
Agree	9%	8%	17%	7%	11%	9%
Strongly Agree	5%	3%	0%	2%	5%	3%
Totals	100%	100%	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 Talk About Race – Subscale Summary

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

- “In this 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 353 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows.

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	2%	3%	0%	5%	2%	3%
Disagree	9%	21%	21%	22%	15%	20%
Neutral/Not Sure	28%	40%	20%	36%	37%	36%
Agree	19%	25%	17%	20%	29%	24%
Strongly Agree	42%	11%	42%	17%	17%	17%
Totals	100%	100%	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.

Evaluations of Professional Development – Subscale Summary

The Evaluations of Professional Development subscale measures staffs’ perceptions of preparedness to work in a diverse environment through professional development initiatives. This subscale contains 3 items:

- “I have benefited from district professional development initiatives aimed to improve teacher’s abilities to work with African American students.”
- “I benefited from district professional development initiatives aimed to improve teacher’s abilities to work with students of different backgrounds.
- “I feel prepared by the district to talk about race with my students.”

The overall mean subscale score for all 313 respondents who filled out this subscale was in the “neutral/not sure” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	19%	8%	0%	10%	6%	8%
Disagree	11%	10%	25%	13%	9%	12%
Neutral/Not Sure	38%	33%	31%	36%	37%	34%
Agree	19%	37%	25%	31%	32%	33%
Strongly Agree	13%	12%	19%	10%	16%	13%
Totals	100%	100%	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 staff perceptions of the need for continued diversity training. This subscale contains 2 items:

“Teachers at this school would benefit from continued training to teach students from diverse backgrounds well.”

“Teachers at this school would benefit from continued training to teach African American students well.”

The overall mean subscale score for all 315 respondents who filled out this subscale was in the “agree” range; teacher, non-teacher, and overall staff as well as racial group scores break down as follows:

	Respondents’ Racial Group			Respondents’ Occupation		
	African American	White	All Others	Teacher	Non-Teacher	All Staff
Strongly Disagree	3%	6%	0%	7%	2%	5%
Disagree	0%	12%	5%	11%	10%	10%
Neutral	19%	30%	19%	28%	29%	28%
Agree	33%	39%	38%	38%	37%	38%
Strongly Agree	45%	13%	38%	16%	22%	19%
Totals	100%	100%	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.