

STAFF CLIMATE SURVEY RESULTS:

SUMMARY FOR 2007–2008 THROUGH 2009–2010

A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes, including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More specifically, research conducted in the Austin Independent School District (AISD) has indicated that staff ratings of campus climate predict student growth (Schmitt, Cornetto, & Lamb, 2009; Schmitt, 2006).

The AISD Staff Climate Survey was developed from the research-based Organizational Climate Inventory (OCI), which measures several dimensions of school climate (Hoy et al., 2002), including Collegial Leadership, Professional Teacher Behavior, and Achievement Press. In addition to items from the OCI, the 2008–2009 AISD Staff Climate Survey included items developed by researchers to measure Community Engagement (Tschannen-Moran, Parish, & DiPaola, 2006); climate items designed for relevance to all campus staff; school safety items; and items measuring the implementation of Positive Behavior Support (PBS) on campus. This year, items were developed by the authors to address District Vision and Staff Appreciation.

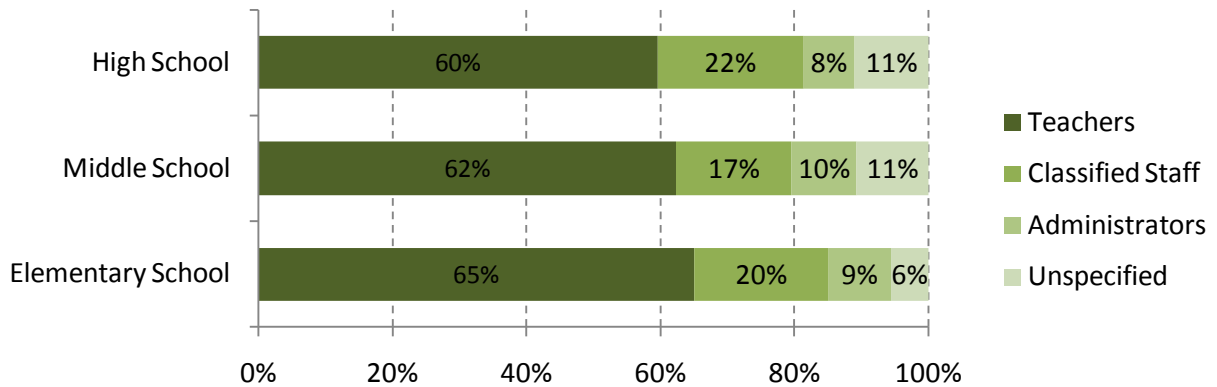
The AISD Staff Climate Survey was administered to campus employees in Fall 2009, and 7,276 completed surveys were returned. The total number of respondents, by school level, for the past 3 years can be found in Table 1.

Table 1. The number of respondents increased slightly for elementary and middle school staff in 2009-2010.

	2007-2008			2008-2009			2009-2010		
	EL	MS	HS	EL	MS	HS	EL	MS	HS
Teacher	2,876	836	970	2,849	870	1,033	2,859	829	929
Administrator/other professional	373	103	143	378	112	147	406	107	145
Classified/support staff	773	299	332	774	274	248	885	302	156
Unspecified	288	101	141	215	66	127	247	152	159
Total	4,220	1,339	1,586	4,216	1,322	1,555	4,397	1,390	1,489

Source. 2010 AISD staff climate survey and AISD human resources data

Figure 1. Teachers represented the largest group of respondents in 2009-2010.

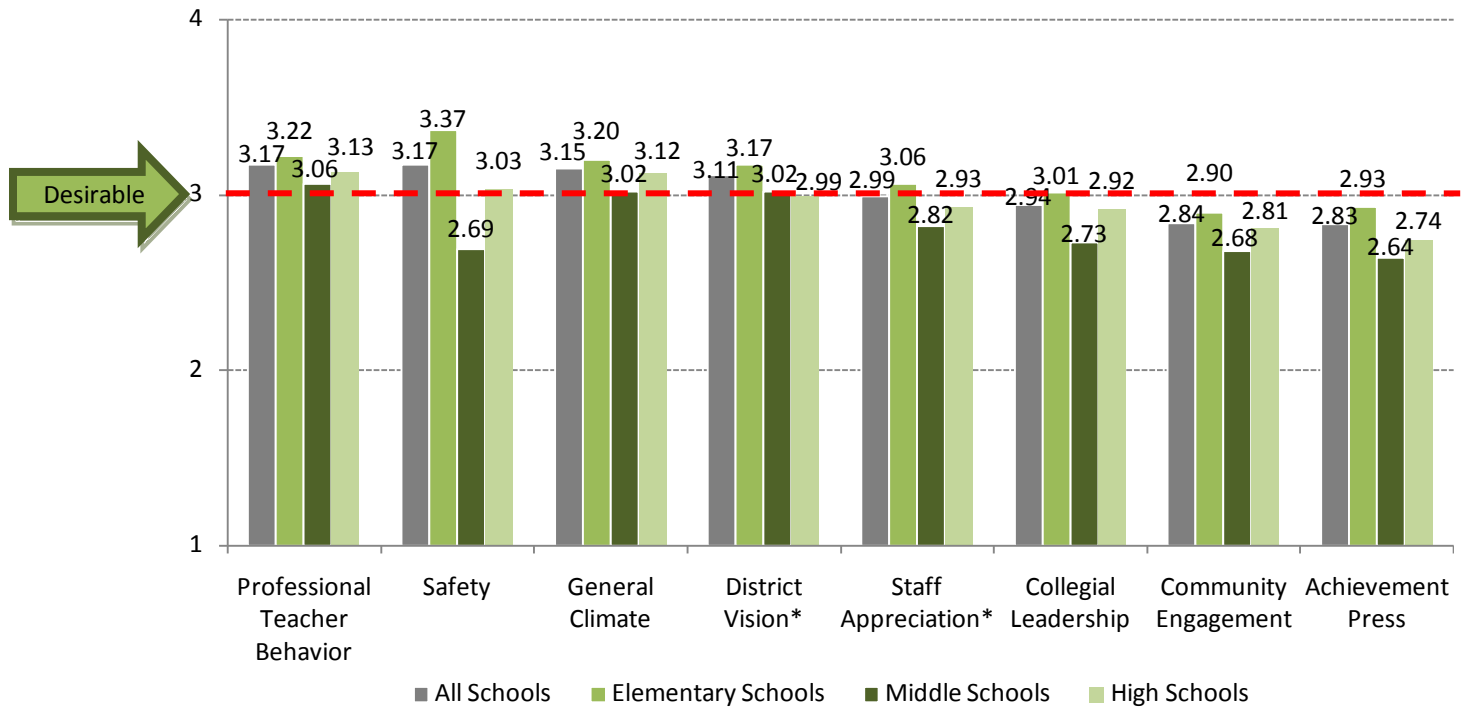


Scores for all climate subscales are reported in Table 2. Scores greater than 3.0 are considered to be positive, scores between 2.5 and 3.0 are fair, and scores below 2.5 are not positive. Despite some fluctuations in item level responses and some slight increases and decreases in average subscale scores, most climate subscale scores did not change meaningfully, compared with scores from the prior year.¹ However, it is important to note that middle school responses to the Collegial Leadership subscale decreased from 2007–2008 to 2009–2010 at many campuses (Appendix A, Tables A.1, A.2, and A.3).

Consistent with previous data from AISD and from other climate research (see Schmitt, 2006), school climate from this survey was rated more positively overall among elementary campuses than among secondary campuses. Scores for Safety, Collegial Leadership, Achievement Press, and Staff Appreciation varied by campus level more than did scores for other subscales, while General Climate and Professional Teacher Behavior varied the least by level. Interestingly, high school ratings improved meaningfully from 2007–2008 to 2009–2010, whereas middle school staff ratings decreased meaningfully from 2007–2008 to 2009–2010. Elementary school staff continued to show consistently high ratings over time. The finding that middle schools exhibited low levels of staff climate is consistent with findings in previous AISD reports (e.g., see Imes, Schmitt, & Cornetto, 2009). Therefore, it is important for middle schools to continue to monitor these changes to ensure that their respective campuses are working toward improving school climate.

¹ Effect sizes (Cohen's *d*) were calculated using the means from year to year. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

Figure 2. Middle school staff continued to report lower levels of school climate compared to both elementary and high schools in 2009-2010.



Note. Data were sorted based on the highest scores for all schools. The *Safety* subscale score was calculated based on staff reports of the frequency of student behaviors; items from this subscale (as presented in Table 9) were recomputed to a scale of 0 to 4, with 4 representing a high level of safety. Means in bold are above 3.0 and are considered positive. Unless otherwise noted, staff rated each item on a scale from 1 (*rarely occurs*) to 4 (*very frequently occurs*).

* Denotes a subscale new to the 2009–2010 survey.

COLLEGIAL LEADERSHIP

Collegial Leadership refers to the extent to which school principals treat teachers and staff with openness, egalitarianism, and friendliness and set clear expectations and standards for performance. Collegial Leadership scores continued to decrease at the middle school level in 2009–2010.² Interestingly, among high school staff, ratings of all Collegial Leadership items (i.e., including the subscale average) improved meaningfully from 2007–2008 to 2009–2010. No meaningful changes were found among elementary schools from 2007–2008 to 2009–2010. Some researchers (Friedkin & Slater, 1994; Rhodes, Camic, Milburn, & Lowe, 2009) suggested that when teachers support their campuses and have a strong sense of collegiality with their coworkers,

² Effect sizes (Cohen’s *d*) were calculated using the means from year to year, representing a measure of the magnitude of the difference. Mean differences were flagged as significant where $d \geq .18$. In general, effect sizes were considered small at $d = .20$, medium at $d = .50$, and large at $d = .80$ (Coe, 2000; Valentine & Cooper, 2003). However, according to Valentine and Cooper, these benchmarks may not adequately address the magnitude of effects in all areas because some areas (e.g., education) are likely to have smaller effect sizes than do others.

student academic achievement tends to improve. Given these relationships, it is important for schools at all levels to continue to monitor changes in Collegial Leadership.

Table 2. Middle school staff's ratings of Collegial Leadership decreased from 2007-2008 to 2009-2010.

	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
2. The principal explores all sides of topics and admits that other opinions exist.	3.00	3.05	2.94	3.04	2.87↓	2.67↓*	2.65	2.96↑	2.93*
10. The principal puts suggestions made by faculty into operation.	2.70	2.81	2.75	2.74	2.65	2.47↓*	2.34	2.65↑	2.60*
11. The principal treats all faculty members as his or her equal.	2.93	2.98	2.87	2.92↑	2.74↓	2.55↓*	2.59	2.84↑	2.80*
16. The principal lets faculty know what is expected of them.	3.25	3.30	3.26	3.27	3.16	3.01↓*	2.92	3.13↑	3.10*
18. The principal is willing to make changes.	2.93	2.99	2.91	2.97	2.86	2.68↓*	2.71	2.93↑	2.89*
22. The principal maintains definite standards for performance.	3.22	3.29	3.25	3.20	3.13	3.01	2.90	3.07↑	3.06*
35. The principal is friendly and approachable.	3.21	3.23	3.14	3.20	3.03	2.75↓*	2.92	3.11↑	3.11*
Collegial Leadership subscale	3.05	3.09	3.01	3.07	2.91↓	2.73↓*	2.71	2.95↑	2.92*

Note. Items in bold are > 3.0 and are considered to be positive.

↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

PROFESSIONAL TEACHER BEHAVIOR

Professional Teacher Behavior refers to the extent to which teachers respect their colleagues’ competence, are committed to students, and cooperate with each other. Similar to scores for prior years, Professional Teacher Behavior subscale scores (Table 3) were in the positive range (above the desirable 3.0 level) for all campus levels in 2009–2010, suggesting that campus staff viewed teachers as supportive, respectful, cooperative, and dedicated to their students. From 2007–2008 to 2009–2010, high school staff meaningfully improved their rating of the item “teachers accomplish their jobs with enthusiasm.”

Table 3. Across campuses, staff continued to rate Professional Teacher Behavior positively in 2009-2010.

	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
4. Teachers help and support each other.	3.28	3.29	3.29	3.23	3.23	3.17	3.14	3.23	3.25
12. Teachers respect the professional competence of their colleagues.	3.15	3.14	3.13	3.05	3.01	2.97	2.97	3.07	3.06
14. The interactions between faculty members are cooperative.	3.15	3.14	3.13	3.06	3.03	2.97	3.01	3.08	3.09
17. Teachers in this school exercise professional judgment.	3.25	3.26	3.24	3.14	3.14	3.11	3.06	3.14	3.15
21. Teachers “go the extra mile” with their students.	3.39	3.41	3.41	3.24	3.27	3.27	3.22	3.29	3.31
23. Teachers provide strong social support for colleagues.	3.09	3.10	3.09	3.00	2.95	2.93	2.87	2.95	2.99
33. Teachers accomplish their jobs with enthusiasm.	3.06	3.05	3.06	2.87	2.89	2.84	2.79	2.91	2.94*
36. Teachers show commitment to their students.	3.47	3.47	3.45	3.29	3.28	3.26	3.26	3.28	3.31
Professional Teacher Behavior subscale	3.25	3.22	3.22	3.13	3.09	3.06	3.07	3.11	3.13

Note. Items in bold are > 3.0 and are considered to be positive.

↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

ACHIEVEMENT PRESS

The degree to which students, parents, teachers, and principals exert pressure for high standards and school improvement is described as Achievement Press. Consistent with ratings in previous reports (e.g., staff reports) ratings of Achievement Press were below the desired level of 3.0 across all school levels in 2009–2010. Although no meaningful changes occurred at the individual item level between 2008–2009 and 2009–2010, analyses examining potential changes from 2007–2008 to 2009–2010 found that responses for high school staff increased meaningfully over time, whereas responses for middle school staff decreased meaningfully over time (see Table 4 for specific item information).

Table 4. High school staff ratings of Achievement Press improved in 2009-2010.

	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
3. The school sets high standards for academic performance.	3.47	3.53	3.50	3.30	3.31	3.22	3.06	3.16	3.20
6. Teachers in this school believe that their students have the ability to achieve academically.	3.40	3.40	3.38	3.16	3.14	3.12	3.06	3.07	3.14
7. Parents exert pressure to maintain high standards.	2.38	2.44	2.44	2.21	2.25	2.25	2.22	2.33	2.38
8. Academic achievement is recognized and acknowledged by the school.	3.26	3.27	3.27	3.20	3.12	3.02*	3.03	3.10	3.15
13. Parents press for school improvement.	2.24	2.38	2.36	2.21	2.26	2.22	2.20	2.33	2.39*
15. Students in this school can achieve the goals that have been set for them.	3.11	3.13	3.14	2.89	2.92	2.91	2.81	2.87	2.94
19. Students respect others who get good grades.	2.96	3.02	3.01	2.38	2.41	2.42	2.47	2.59	2.65*
25. Students seek extra work so they can get good grades.	2.13	2.25	2.25	2.04	2.09	2.12	2.13	2.24	2.34*
32. Students try hard to improve on previous work.	2.67	2.72	2.74	2.24	2.24	2.28	2.22	2.30	2.36
34. The learning environment is orderly and serious.	3.08	3.12	3.10	2.81	2.78	2.72	2.63	2.70	2.78*
Achievement Press subscale	2.87	2.94	2.93	2.63	2.66	2.64	2.59	2.68	2.74*

Note. Items in bold are > 3.0 and are considered to be positive.

↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

COMMUNITY ENGAGEMENT

Community Engagement refers to the extent to which a school fosters a productive relationship with its community and can count on involvement and support from parents and community members. This subscale also measures the degree to which the school provides the community with information about its accomplishments (see Table 5 for specific information). This scale was new in 2008–2009.

Table 5. Staff from all campuses feel their campus does an adequate job of promoting Community Engagement in 2009-2010.

	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
5. Our school makes an effort to inform the community about our goals and achievement.	-	3.24	3.18	-	3.09	3.01	-	3.05	3.09
9. Our school is able to enlist community support when needed.	-	2.87	2.83	-	2.73	2.61	-	2.75	2.81
20. Teachers feel pressure from the community.	-	2.97	2.97	-	2.74	2.73	-	2.85	2.89
26. Select citizen groups are influential with the board.	-	2.63	2.62	-	2.41	2.40	-	2.49	2.60
31. Community members attend meetings to stay informed about our school.	-	2.30	2.57	-	2.39	3.34	-	2.42	2.49
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	-	3.19	3.17	-	2.93	2.87	-	2.93	2.99
39. School staff are responsive to the needs and concerns expressed by community members.	-	3.05	3.03	-	2.84	2.83	-	2.84	2.91
Community Engagement subscale	-	2.93	2.90	-	2.73	2.68	-	2.75	2.81

Note. Items in bold are > 3.0 and are considered to be positive.

↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

GENERAL CLIMATE

To assess General Climate at campuses, campus staff reported their level of agreement with six items regarding general work attitudes and affiliation among all staff. Campus staff at each school level rated the General Climate of their campuses positively, as indicated by subscale scores greater than 3.0 (Table 6). Analyses comparing changes in scores from 2007–2008 to 2009–2010, found that middle school staff ratings of one item decreased over time, whereas high school staff ratings of multiple items improved over time. General Climate ratings have been relatively consistent over the last 3 academic years for elementary schools.

Table 6. High School staff rated General Climate more favorably in 2009-2010 than in previous years.

	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
24. Campus staff are friendly to each other.	3.29	3.28	3.28	3.18	3.19	3.14	3.13	3.21	3.25
27. Campus staff exhibit pride in their affiliation with the school.	3.14	3.17	3.19	2.98	3.02	2.93	2.97	3.11↑	3.17*
28. Campus staff are willing to go out of their way to help.	3.20	3.18	3.19	3.08	3.07	3.02	3.04	3.11	3.18*
29. Campus staff accomplish their jobs with enthusiasm.	3.06	3.05	3.04	2.90	2.88	2.85	2.80	2.90	2.98*
30. Campus staff are committed to their jobs.	3.31	3.30	3.30	3.13	3.16	3.11	3.06	3.13	3.19
37. The goals of my school are made clear.	3.27	3.32	3.28	3.18	3.19	2.99↓*	2.88	3.04↑	3.02
General Climate subscale	3.17	3.21	3.20	3.00	3.08	3.00	2.92	3.08↑	3.12*

Note. Items in bold are > 3.0 and are considered to be positive.

↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

DISTRICT VISION

Two items were added to the 2009–2010 Staff Climate Survey to assess District Vision at campuses. Campus staff reported their level of agreement with an item assessing the overall structure of AISD’s learning environment and an item assessing the use of data to inform educational practices (Table 7). Response options ranged from 1 (*strongly disagree*) to 4 (*strongly agree*). Campus staff at the elementary and middle school levels rated these items positively, as indicated by subscale scores greater than 3.0, while high schools staff rated these items slightly less positively.

Table 7. Elementary and middle school staff rated District Vision higher than did high school staff in 2009-2010.

	All EL	All MS	All HS
40. There are clear goals and structures for teaching and learning in AISD.	3.21	3.05	3.05
41. There is a clear vision for the use of data to inform education in AISD.	3.14	2.98	2.93
District Vision subscale	3.17	3.02	2.99

STAFF APPRECIATION

To assess Staff Appreciation at campuses, seven items were added to the 2009–2010 Staff Climate Survey. Staff rated items relating to their sense of value, support and recognition on their respective campuses (Table 8). Response options ranged from 1 (*strongly disagree*) to 4 (*strongly agree*), with higher scores indicating greater feelings of appreciation. Campus staff at elementary schools rated each item more positively than campus staff at both middle and high schools.

Table 8. Elementary school staff rated Staff Appreciation items more favorably in 2009-2010 than all other staff.

	All EL	All MS	All HS
42. My school values my contribution to its well-being.	3.17	2.96	3.07
43. My school appreciates my extra effort.	3.08	2.84	2.95
44. My school does not ignore my complaints.	3.00	2.78	2.86
45. My school really cares about my well-being.	3.08	2.82	2.93
46. My school acknowledges my good work.	3.05	2.82	2.90
47. My school cares about my general satisfaction at work.	3.00	2.71	2.84
48. My school shows concern for me.	3.00	2.72	2.83
49. My school takes pride in my accomplishments at work.	3.03	2.79	2.92
Teacher Support subscale	3.06	2.82	2.93

STUDENT BEHAVIOR

The Staff Climate Survey measured staff reports about the frequency of selected undesirable student behaviors on campus, rated on a scale of 0 (*never happens*) to 4 (*happens daily*), with desirable responses averaging less than 2.0 for each item (indicated in Table 9 in bold type). Although staff ratings did not change significantly from 2008–2009 to 2009–2010, examinations of these items from 2007–2008 to 2009–2010 revealed that frequency of reported bullying increased at middle schools.

Table 9. Elementary school staff continued to report fewer undesirable student behaviors than all other staff in 2009-2010.

To the best of your knowledge, <i>how often</i> do the following events occur at your school?	All EL			All MS			All HS		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
50. Student racial tension	0.88	.82	.91	1.63	1.69	1.67	1.50 ↓	1.47	1.45
51. Student bullying	1.66	1.65	1.76	2.35↓	2.50	2.59*	1.78 ↓	1.81	1.86
52. Widespread disorder in classrooms	0.95	.90	1.03	1.60	1.64	1.68	1.51 ↓	1.47	1.37
53. Student acts of disrespect for teachers	1.54	1.54	1.67	2.42	2.47	2.60	2.32↓	2.26	2.26
54. Student acts of disrespect for non-teaching professional or administrative staff	1.41	1.42	1.54	2.27	2.30	2.44	2.15↓	2.08	2.11
55. Student acts of disrespect for classified or support staff	1.37	1.37	1.49	2.16	2.20	2.35	2.03↓	1.97	2.00
56. Gang activities	0.41	.38	.46	1.63	1.73	1.66	1.65	1.58	1.59

BEHAVIOR MANAGEMENT

Campus staff also indicated their level of satisfaction with campus-level Behavior Management issues. For example, staff rated how satisfied they were with the way their campus addressed student behavior, classroom management, and management of campus common areas, using a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). It is desirable to have a response of at least 3.0, noted in bold in Table 10. Elementary staff continued to report greater satisfaction with these aspects of campus management than did campus staff at middle and high schools.

Table 10. Elementary school staff continued to rate Behavior Management items more positively than all other staff in 2009-2010.

How satisfied are you with the way your campus addresses:	All EL		All MS		All HS	
	08-09	09-10	08-09	09-10	08-09	09-10
57a. Student Behavior	3.13	3.09	2.76	2.65	2.75	2.75
57b. Classroom Management	3.30	3.27	2.98	2.93	2.96	2.96
57c. Common Area Management	3.25	3.23	2.94	2.86	2.92	2.87
Behavior Management subscale	3.23	3.20	2.89	2.82	2.88	2.86

Campus staff also provided information about their knowledge and use of PBS. Not surprisingly, teachers and non-teaching professionals at campuses reported greater familiarity with the availability and use of PBS strategies than did classified personnel. Staff at the elementary and middle schools reported greater overall knowledge of PBS than did high school staff, as well as greater ability to refer students to appropriate services.

In general, the majority of teachers at elementary and middle schools reported having used PBS strategies in a classroom/common area and being aware of PBS guidelines for success. In contrast, less than half of teachers at high schools did so (item level information by campus level are located in Tables 11-13).

Table 11. Elementary school staff reported greater knowledge of PBS and its programs than classified and non-teaching administrators in 2009-2010.

	Teachers			Classified			Non-teaching administrators		
	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A
58. There is a behavior support team (other than PBS or IMPACT) on my campus	20%	59%	19%	11%	46%	32%	20%	54%	19%
59. I am regularly updated about PBS activities/processes.	19%	60%	13%	21%	33%	21%	19%	50%	10%
60. I have used PBS strategies in the classroom/common area.	9%	76%	9%	16%	27%	20%	7%	57%	7%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	4%	89%	5%	15%	36%	20%	3%	82%	4%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	19%	70%	10%	10%	55%	20%	15%	72%	9%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	21%	59%	17%	18%	37%	20%	12%	69%	8%
PBS subscale	16%	83%	12%	15%	47%	22%	13%	77%	10%

Note. Staff responded to each item using one of the four response options (no, yes, not sure, or not applicable). The percentage of staff who responded *not sure* are not presented. As a result, the percentages presented do not total to 100% of responding staff.

Table 12. Middle school non-teaching administrators reported greater knowledge of PBS and its programs than teachers and classified staff.

	Teachers			Classified			Non-teaching administrators		
	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A
58. There is a behavior support team (other than PBS or IMPACT) on my campus	12%	65%	22%	15%	37%	35%	18%	69%	12%
59. I am regularly updated about PBS activities/processes.	25%	65%	10%	22%	34%	23%	22%	69%	7%
60. I have used PBS strategies in the classroom/common area.	7%	86%	6%	21%	21%	18%	4%	68%	2%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	82%	9%	16%	35%	21%	6%	87%	6%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	37%	54%	9%	22%	39%	25%	30%	60%	9%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	17%	71%	11%	23%	32%	20%	6%	82%	10%
PBS subscale	18%	85%	11%	20%	40%	24%	14%	87%	8%

Note. Staff responded to each item using one of the four response options (no, yes, not sure, or not applicable). The percentage of staff who responded *not sure* are not presented. As a result, the percentages presented do not total to 100% of responding staff.

Table 13. High school non-teaching administrators reported greater knowledge of PBS and its programs than teachers and classified staff.

	Teachers			Classified			Non-teaching administrators		
	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A
58. There is a behavior support team (other than PBS or IMPACT) on my campus	8%	52%	38%	8%	38%	42%	13%	63%	21%
59. I am regularly updated about PBS activities/processes.	35%	29%	28%	27%	23%	25%	30%	31%	13%
60. I have used PBS strategies in the classroom/common area.	22%	44%	27%	22%	15%	23%	18%	30%	8%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	11%	74%	14%	18%	39%	19%	5%	85%	6%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	33%	50%	16%	16%	49%	21%	16%	70%	12%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	19%	61%	19%	16%	46%	19%	8%	78%	10%
PBS subscale	21%	62%	24%	18%	42%	25%	15%	72%	12%

Note. Staff responded to each item using one of the four response options (no, yes, not sure, or not applicable). The percentage of staff who responded *not sure* are not presented. As a result, the percentages presented do not total to 100% of responding staff.

APPENDIX

Appendix A.1 Elementary Climate Scores, by Campus

School	Professional										# Surveys
	Community Engagement	Collegial Leadership	Teacher Behavior	Achievement Press	General Climate	Safety	Behavior Mangement	Data Vision	Teacher Support		
All EL	↗ 2.90	↕ 3.01	↕ 3.22	↗ 2.93	↕ 3.20	↕ 3.37	↕ 3.20	↕ 3.17	↕ 3.06	4,509	
Allan	↘ 2.50	↗ 2.74	↕ 3.25	↗ 2.64	↕ 3.23	↕ 3.14	↗ 2.92	↕ 3.08	↗ 2.91	48	
Allison	↗ 2.73	↕ 3.08	↕ 3.21	↗ 2.84	+ ↕ 3.12	↕ 3.55	↕ 3.02	↕ 3.24	↕ 3.09	47	
Andrews	↗ 2.65	↕ 3.13	↕ 3.24	↗ 2.89	↕ 3.23	+ ↕ 3.24	↕ 3.29	↕ 3.23	↕ 3.03	53	
Baranoff	↕ 3.46	↕ 3.12	+ ↕ 3.27	↕ 3.30	↕ 3.36	↕ 3.62	↕ 3.38	↕ 3.30	↕ 3.22	70	
Barrington	↘ 2.20	↘ 2.49	- ↗ 2.78	↕ 2.61	↗ 2.71	↕ 3.34	↗ 2.97	↗ 2.93	↕ 2.72	96	
Barton Hills	↕ 3.46	↕ 3.29	↕ 3.45	↕ 3.33	↕ 3.44	↕ 3.72	↕ 3.58	↕ 3.17	↕ 3.34	40	
Becker	↗ 2.78	↗ 2.96	- ↕ 3.38	↗ 2.76	↕ 3.22	↗ 2.96	↕ 3.11	↕ 3.20	↗ 2.93	28	
Blackshear	↗ 2.78	↕ 3.14	↕ 3.34	↗ 2.78	↕ 3.27	↕ 3.50	↕ 3.10	↕ 3.19	↗ 2.97	31	
Blanton	↗ 2.88	↕ 3.31	+ ↕ 3.38	↕ 3.09	↕ 3.42	↕ 3.51	↕ 3.50	↕ 3.36	↕ 3.20	59	
Blazier	↕ 2.83	↕ 3.14	↕ 3.23	↕ 3.08	↕ 3.21	↕ 3.64	↕ 3.55	↕ 3.37	↕ 3.15	62	
Boone	↕ 3.05	↗ 2.81	↕ 3.36	↕ 3.03	↕ 3.41	↕ 3.74	↕ 3.45	↕ 3.13	↕ 3.08	67	
Brentwood	↗ 2.98	↗ 2.95	↕ 3.22	↕ 3.01	↕ 3.19	↕ 3.41	↕ 3.25	↗ 2.93	↕ 3.01	50	
Brooke	↗ 2.70	↗ 2.90	- ↕ 3.16	↗ 2.95	↕ 3.21	↕ 3.65	↕ 3.54	↕ 3.27	↕ 3.14	51	
Brown	↕ 3.06	↕ 3.13	+ ↕ 3.39	+ ↗ 2.94	↕ 3.30	↕ 3.82	↕ 3.27	↕ 3.28	↕ 3.34	44	
Bryker Woods	↕ 3.67	↕ 3.26	↕ 3.65	↕ 3.52	↕ 3.68	↕ 3.81	↕ 3.57	↕ 3.29	↕ 3.27	40	
Campbell	↘ 2.43	- ↘ 1.89	- ↗ 2.90	↗ 2.53	- ↗ 2.65	- ↗ 2.54	↘ 2.25	↗ 2.81	↘ 2.45	40	
Casey	↘ 2.41	- ↘ 2.49	↕ 3.17	↕ 2.80	↕ 3.03	↕ 3.32	↕ 3.09	↕ 3.21	↗ 2.85	68	
Casis	↕ 3.67	↕ 3.35	↕ 3.57	↕ 3.47	↕ 3.61	↕ 3.71	↕ 3.66	↕ 3.14	↕ 3.41	52	
Clayton	↕ 3.53	↕ 3.20	+ ↕ 3.32	↕ 3.44	↕ 3.35	↕ 3.72	↕ 3.22	↕ 3.21	↕ 3.17	66	
Cook	↘ 2.45	↕ 3.07	- ↗ 2.94	↗ 2.64	↗ 2.92	↗ 2.87	↕ 3.07	↕ 3.09	↗ 2.88	85	
Cowan	↕ 3.14	↕ 3.01	↕ 3.48	↕ 3.02	↕ 3.49	↕ 3.59	↕ 3.50	↕ 3.13	↕ 3.04	42	
Cunningham	↕ 2.78	↕ 3.21	- ↕ 3.34	↕ 2.79	↕ 3.22	↕ 3.04	↗ 2.91	↕ 3.12	↕ 3.08	46	
Davis	↕ 3.48	↕ 3.47	- ↕ 3.50	↕ 3.29	↕ 3.38	- ↕ 3.32	↕ 3.22	↕ 3.36	↕ 3.31	60	
Dawson	↗ 2.80	↕ 3.17	↕ 3.38	↗ 2.94	↕ 3.34	↕ 3.56	↕ 3.27	↕ 3.47	↕ 3.14	51	
Doss	↕ 3.74	↕ 3.70	↕ 3.63	↕ 3.46	↕ 3.67	↕ 3.83	↕ 3.61	↕ 3.29	↕ 3.41	58	
Galindo	↗ 2.84	↕ 3.29	↕ 3.38	↗ 2.99	↕ 3.40	↕ 3.18	↕ 3.17	↕ 3.24	↕ 3.14	74	
Govalle	↕ 2.69	↗ 2.98	+ ↕ 3.14	↕ 2.72	+ ↕ 3.13	↕ 3.07	↕ 3.23	↕ 3.08	↕ 3.06	51	
Graham	↕ 2.98	↕ 3.46	↕ 3.50	↕ 3.29	↕ 3.48	↕ 3.77	↕ 3.70	↕ 3.15	↕ 3.39	71	
Gullett	↕ 3.27	↘ 2.49	- ↕ 3.05	- ↗ 2.98	- ↗ 2.96	- ↕ 3.50	↕ 3.11	↕ 3.14	↗ 2.85	38	
Harris	↗ 2.51	- ↗ 2.60	- ↗ 2.89	- ↗ 2.63	- ↗ 2.92	- ↕ 3.26	↗ 2.94	↕ 3.02	↗ 2.79	69	
Hart	↗ 2.56	- ↗ 2.72	- ↕ 3.10	↗ 2.73	↗ 2.90	- ↕ 3.61	↗ 3.00	↕ 3.10	↗ 2.68	62	
Highland Park	↕ 3.54	↕ 3.37	↕ 3.38	↕ 3.42	↕ 3.46	↕ 3.72	↕ 3.64	↕ 3.24	↕ 3.31	75	
Hill	↕ 3.55	↕ 3.49	↕ 3.45	↕ 3.37	↕ 3.51	↕ 3.74	↕ 3.39	↕ 3.17	↕ 3.29	58	
Houston	↕ 2.87	↕ 3.46	↕ 3.25	↗ 2.87	↕ 3.25	↕ 3.43	↕ 3.10	↕ 3.27	↕ 3.14	73	
Jordan	↗ 2.74	↕ 3.01	- ↗ 2.99	- ↗ 2.68	- ↗ 2.94	- ↕ 3.25	↗ 2.98	↕ 3.23	↕ 3.02	45	
Joslin	↗ 2.71	↗ 2.90	↕ 3.31	↗ 2.98	↕ 3.32	↕ 3.76	↕ 3.57	↕ 3.37	↕ 3.01	44	
Kiker	↕ 3.70	↕ 3.42	↕ 3.63	↕ 3.44	↕ 3.70	↕ 3.55	↕ 3.46	↕ 3.40	↕ 3.40	53	
Kocurek	↘ 2.25	- ↘ 2.33	- ↕ 3.30	↕ 2.70	↕ 3.21	↕ 3.08	↗ 2.88	↕ 3.14	↗ 2.89	49	
Langford	↘ 2.24	↘ 2.31	- ↗ 2.91	↘ 2.44	↗ 2.83	↗ 2.56	↗ 2.75	↕ 3.22	↗ 2.65	77	
Lee	↕ 3.46	↗ 2.59	- ↕ 3.52	↕ 3.27	↕ 3.54	↕ 3.83	↕ 3.52	↕ 3.18	↕ 3.00	33	
Linder	↗ 2.59	↕ 3.00	↕ 3.08	↗ 2.87	↕ 3.03	↕ 3.46	↗ 2.97	↗ 2.97	↗ 2.91	66	
Lucy Read	↗ 2.78	+ ↕ 3.10	↕ 3.22	+ ↕ 3.00	↕ 3.22	+ ↕ 3.66	↕ 3.44	↕ 3.22	↕ 3.16	52	
Maplewood	↕ 3.16	↘ 2.46	- ↗ 3.00	↗ 2.93	↕ 3.15	↕ 3.52	↕ 3.29	↕ 3.16	↗ 2.79	50	
Mathews	↕ 3.49	↕ 3.46	↕ 3.37	↕ 3.13	↕ 3.33	↕ 3.23	↕ 3.38	↕ 3.12	↕ 3.33	31	
McBee	↕ 2.63	↕ 3.01	↕ 3.11	↕ 2.75	↕ 3.14	+ ↕ 3.32	↗ 2.99	↕ 3.06	↗ 2.81	71	
Menchaca	↕ 3.00	+ ↗ 2.94	+ ↕ 3.19	+ ↗ 2.95	↕ 3.22	+ ↕ 3.62	↕ 3.27	↕ 3.05	↗ 2.98	76	
Metz	↗ 2.56	↗ 2.82	↕ 3.01	↗ 2.80	↕ 3.13	↕ 3.57	↕ 3.18	↕ 3.05	↗ 2.90	56	
Mills	↕ 3.51	↕ 3.19	↕ 3.39	↕ 3.34	↕ 3.45	↕ 3.82	↕ 3.54	↕ 3.27	↕ 3.25	88	

Note. Arrows represent the desirability of the mean score: ↕ = 3.0 or higher, ↗ = 2.75-3.0, ↘ = 2.5-2.75, ↘ = lower 2.5. The +/- symbols indicate statistically significant increases or decreases from the previous school year.

Appendix A.1 Elementary Climate, Continued

School	Professional										# Surveys
	Community Engagement	Collegial Leadership	Teacher Behavior	Achievement Press	General Climate	Safety	Behavior Management	Data Vision	Teacher Support		
All EL	↗ 2.90	↑ 3.01	↑ 3.22	↗ 2.93	↑ 3.20	↑ 3.37	↑ 3.20	↑ 3.17	↑ 3.06		4,509
Norman	↗ 2.93	↑ 3.50	↑ 3.25	↑ 3.00	↑ 3.27	↑ 3.12	↑ 3.31	↑ 3.27	↑ 3.22		54
Oak Hill	↑ 3.32	↑ 3.35	↑ 3.33	↑ 3.20	↑ 3.37	↑ 3.74	↑ 3.46	↑ 3.20	↑ 3.34		63
Oak Springs	↓ 2.48	↗ 2.73	↗ 2.90	↗ 2.52	↗ 2.90	↘ 2.68	↗ 2.77	↑ 3.17	↗ 2.88		44
Odom	↘ 2.54	↘ 2.68	↑ 3.37	↘ 2.74	↑ 3.29	↑ 3.25	↑ 3.05	↑ 3.30	↗ 2.97		54
Ortega	↑ 3.37	+ ↑ 3.46	+ ↑ 3.56	+ ↑ 3.33	+ ↑ 3.58	+ ↑ 3.55	↑ 3.35	↑ 3.28	↑ 3.36		44
Overton	↑ 3.05	↑ 3.35	↑ 3.37	↑ 3.14	↑ 3.46	↑ 3.52	↑ 3.40	↑ 3.48	↑ 3.21		58
Palm	↘ 2.53	↓ 2.25	- ↑ 3.04	↘ 2.55	↘ 2.90	↘ 2.92	↘ 2.77	↘ 2.99	↓ 2.49		58
Patton	↑ 3.32	↑ 3.50	↑ 3.54	↑ 3.21	↑ 3.64	↑ 3.71	↑ 3.50	↑ 3.31	↑ 3.37		66
Pease	↑ 3.32	↑ 3.30	↑ 3.07	- ↑ 3.28	↑ 3.29	- ↑ 3.64	↑ 3.58	↑ 3.11	↑ 3.31		19
Pecan Springs	↓ 2.36	↘ 2.70	+ ↑ 3.10	↘ 2.55	↘ 2.97	↘ 2.52	↘ 2.87	↑ 3.30	↗ 2.99		49
Perez	↑ 3.03	+ ↑ 3.18	+ ↑ 3.09	+ ↗ 2.95	↑ 3.11	+ ↗ 2.96	↘ 2.75	↑ 3.02	↗ 2.96		81
Pickle	↘ 2.55	↘ 2.53	↘ 2.74	↘ 2.53	↘ 2.72	+ ↑ 3.13	↘ 2.80	↘ 2.80	↘ 2.70		63
Pillow	↑ 3.33	↑ 3.30	- ↑ 3.56	↑ 3.21	↑ 3.61	↑ 3.71	↑ 3.40	↑ 3.40	↑ 3.37		59
Pleasant Hill	↑ 2.61	↑ 2.81	- ↗ 2.95	↑ 2.60	↑ 2.87	↑ 3.31	↑ 3.18	↑ 3.21	↑ 3.01		66
Reilly	↘ 2.88	↑ 3.04	- ↑ 3.30	↘ 2.99	↑ 3.27	↑ 3.68	↑ 3.54	↑ 3.18	↑ 3.11		43
Ridgetop	↑ 3.22	↑ 3.43	↑ 3.28	- ↑ 3.01	↑ 3.39	↑ 3.62	↑ 3.28	↑ 3.19	↑ 3.31		32
Rodriguez	↘ 2.60	↗ 2.79	- ↑ 3.05	↘ 2.53	↘ 2.94	- ↘ 2.80	↘ 2.71	↑ 3.04	↘ 2.70		84
Sanchez	↓ 2.47	- ↑ 3.03	↘ 2.98	↘ 2.61	↘ 2.96	↑ 3.11	↑ 3.06	↑ 3.12	↘ 3.00		35
Sims	↓ 2.48	↘ 2.53	- ↑ 2.92	↘ 2.55	↘ 2.78	↘ 2.93	↘ 2.85	↘ 2.74	↓ 2.47		35
St. Elmo	↓ 2.79	↘ 2.84	↑ 3.33	↘ 2.97	↑ 3.21	↑ 3.77	↑ 3.32	↑ 3.30	↘ 2.93		38
Summit	↑ 3.23	↘ 2.94	↑ 3.34	↑ 3.19	↑ 3.40	↑ 3.47	↑ 3.18	↑ 3.19	↑ 3.18		60
Sunset Valley	↘ 2.90	↑ 3.47	↑ 3.46	↘ 2.97	↑ 3.47	↑ 3.74	↑ 3.63	↑ 3.40	↑ 3.34		37
Travis Heights	↑ 3.16	+ ↘ 2.64	↑ 3.06	↘ 2.91	↑ 3.04	↑ 3.02	↘ 2.78	↑ 3.09	↘ 2.89		51
Walnut Creek	↓ 2.46	↘ 2.68	↘ 2.88	↘ 2.58	↘ 2.75	↑ 3.20	↘ 2.93	↑ 3.09	↘ 2.73		71
Widen	↓ 2.48	- ↑ 3.04	↘ 2.74	- ↓ 2.44	- ↘ 2.69	- ↘ 2.79	↘ 2.90	↘ 2.93	↘ 2.81		72
Williams	↘ 2.75	- ↘ 2.83	- ↑ 3.09	- ↘ 2.71	- ↑ 3.16	- ↑ 3.23	↑ 3.21	↑ 3.21	↑ 3.00		67
Winn	↘ 2.53	↘ 2.85	- ↘ 2.94	↘ 2.70	↘ 2.93	↑ 3.28	↑ 3.07	↑ 3.09	↘ 2.93		36
Wooldridge	↘ 2.70	↘ 2.59	↑ 3.08	↘ 2.77	↑ 3.06	↑ 3.10	↑ 3.08	↑ 3.14	↘ 2.79		62
Wooten	↑ 3.09	+ ↑ 3.26	+ ↑ 3.22	↘ 2.96	+ ↑ 3.26	+ ↑ 3.28	↑ 3.12	↑ 3.27	↑ 3.11		76
Zavala	↘ 2.70	- ↑ 3.21	- ↑ 3.27	↘ 2.74	- ↑ 3.24	- ↘ 2.74	↘ 2.98	↑ 3.24	↑ 3.15		46
Zilker	↑ 3.36	↑ 3.31	↑ 3.38	↑ 3.33	↑ 3.34	↑ 3.61	↑ 3.13	↑ 3.19	↑ 3.20		58

Note. Arrows represent the desirability of the mean score: ↑ = 3.0 or higher, ↗ = 2.75-3.0, ↘ = 2.5-2.75, ↓ = lower 2.5. The +/- symbols indicate statistically significant increases or decreases from the previous school year.

Appendix A.2 Middle School Climate Scores, by Campus

School	Professional										# Surveys
	Community Engagement	Collegial Leadership	Teacher Behavior	Achievement Press	General Climate	Safety	Behavior Mangement	Data Vision	Teacher Support		
All MS	👉 2.68	👉 2.73	👈 3.06	👉 2.64	👈 3.00	👉 2.69	👉 2.82	👈 3.02	👉 2.82	1,390	
Ann Richards	👈 3.29	👈 3.34	👈 3.52	👈 3.31	👈 3.51	👈 3.77	👈 3.63	👈 3.01	👈 3.39	46	
Bailey	👈 3.00	👉 2.99	👈 3.34	👈 3.04	👈 3.28	👈 3.42	👈 3.25	👈 3.20	👈 3.03	74	
Bedicheck	👉 2.36	👉 2.10	👉 2.89	👉 2.48	👉 2.87	👉 2.73	👉 2.68	👉 2.77	👉 2.36	107	
Burnet	👉 2.07	👉 2.59	👉 2.82	👉 2.10	👉 2.74	👉 1.62	👉 2.20	👉 2.96	👉 2.72	113	
Covington	👉 2.64	👉 2.79	👉 2.93	👉 2.49	👉 2.85	👉 2.31	👉 2.42	👉 3.05	👉 2.83	85	
Dobie	👉 2.20	👉 2.81	👉 2.98	👉 2.59	👉 3.00	👉 2.83	👉 2.90	👉 3.00	👉 2.77	35	
Fulmore	👉 2.54	👉 2.38	👉 3.00	👉 2.51	👉 2.90	👉 2.48	👉 2.76	👉 3.05	👉 2.64	88	
Garcia	👉 2.41	👉 2.71	👉 2.94	👉 2.34	👉 2.87	👉 2.14	👉 2.32	👉 3.09	👉 2.80	58	
Gozycki	👈 3.64	👈 3.67	👈 3.46	👈 3.44	👈 3.48	👈 3.71	👈 3.50	👈 3.27	👈 3.38	81	
Kealing	👉 2.73	👉 2.94	👉 3.09	👉 2.77	👉 3.03	👉 2.50	👉 2.89	👉 2.96	👉 2.78	59	
Lamar	👉 2.88	👉 2.94	👉 2.89	👉 2.62	👉 2.98	👉 2.83	👉 2.80	👉 2.94	👉 2.88	58	
Martin	👉 2.32	👈 3.28	👈 3.21	👉 2.39	👈 3.16	👉 2.37	👉 2.83	👈 3.08	👈 3.11	66	
Mendez	👉 2.51	👉 2.54	👈 3.11	👉 2.35	👉 2.93	👉 2.54	👉 2.87	👈 3.06	👉 2.75	90	
Murchison	👉 3.04	👉 2.45	👉 2.95	👉 2.86	👉 2.94	👉 2.94	👉 2.94	👉 2.92	👉 2.62	100	
O Henry	👈 3.22	👈 3.39	👈 3.31	👈 3.05	👈 3.30	👈 3.15	👈 3.58	👈 3.42	👈 3.60	50	
Paredes	👉 2.62	👉 2.68	👈 3.08	👉 2.54	👈 3.01	👈 3.09	👈 3.04	👈 3.11	👉 2.89	96	
Pearce	👉 2.22	👉 2.19	👉 2.89	👉 2.13	👉 2.62	👉 1.81	👉 1.83	👉 2.82	👉 2.45	44	
Small	👉 2.87	👉 2.45	👈 3.12	👉 2.91	👈 3.00	👉 3.07	👉 3.03	👈 3.03	👉 2.69	112	
Webb	👉 2.39	👉 2.52	👉 2.72	👉 2.36	👉 2.86	👉 2.50	👉 2.69	👉 2.88	👉 2.42	28	

Note. Arrows represent the desirability of the mean score: 👈 = 3.0 or higher, 👉 = 2.75-3.0, 👊 = 2.5-2.75, 👋 = lower 2.5. The +/- symbols indicate statistically significant increases or decreases from the previous school year.

Appendix A.3 High School Climate Scores, by Campus

School	Professional										# Surveys
	Community Engagement	Collegial Leadership	Teacher Behavior	Achievement Press	General Climate	Safety	Behavior Mangement	Data Vision	Teacher Support		
All HS	👉 2.81	👉 2.92	👈 3.13	👉 2.72	👈 3.12	👈 3.03	👉 2.86	👉 2.99	👉 2.93	1,489	
Akins	👉 2.40	👉 2.50	👉 2.96	👉 2.39	👉 2.93	👉 2.73	👉 2.71	👉 2.96	👉 2.75	175	
Anderson	👈 3.30	👈 3.16	👈 3.13	👈 3.11	👈 3.18	👈 3.30	👈 3.06	👈 3.09	👈 3.08	157	
Austin	👉 2.99	👉 2.78	👈 3.12	👉 2.75	👈 3.08	👉 2.91	👉 2.63	👉 2.94	👉 2.72	172	
Bowie	👈 3.26	👉 2.97	👈 3.28	👈 3.17	👈 3.26	👈 3.59	👈 3.28	👈 3.04	👉 2.97	192	
Crockett	👉 2.58	👉 2.86	👈 3.07	👉 2.60	👈 3.04	👈 3.11	👉 2.84	👉 2.93	👉 2.75	74	
Eastside - Global	👉 2.34	👉 2.16	👈 3.16	👉 2.20	👈 3.04	👉 2.29	👉 2.28	👉 2.82	👉 2.62	40	
Eastside -Green	👉 2.61	👈 3.28	👈 3.07	👉 2.34	👈 3.13	👉 2.64	👉 2.72	👉 2.83	👉 3.08	61	
Garza	👈 3.04	👈 3.62	👈 3.76	👈 3.31	👈 3.81	👉 3.95	👉 3.59	👉 3.32	👉 3.62	50	
International	👉 2.59	👈 3.65	👈 3.76	👈 3.16	👈 3.80	👉 3.68	👈 3.50	👈 3.31	👈 3.57	25	
Lanier	👉 2.36	👉 2.94	👈 3.09	👉 2.50	👈 3.08	👉 3.08	👉 2.72	👈 3.00	👉 2.87	123	
LASA	👈 3.32	👉 2.94	👈 3.26	👈 3.43	👈 3.15	👉 3.73	👉 3.37	👉 2.71	👉 2.94	57	
LBJ	👉 2.44	👉 2.77	👉 2.95	👉 2.45	👉 2.90	👉 2.14	👉 2.52	👉 3.02	👉 2.69	52	
McCallum	👉 2.94	👈 3.22	👈 3.13	👉 2.77	👈 3.11	👉 2.94	👉 2.80	👉 3.04	👉 3.05	120	
Reagan	👉 2.52	👉 2.78	👉 2.65	👉 2.11	👉 2.62	👉 2.43	👉 2.27	👉 2.84	👉 2.59	79	
Travis	👉 2.49	👉 2.79	👈 3.17	👉 2.56	👈 3.23	👉 2.84	👉 2.79	👉 2.98	👉 2.87	112	

Note. Arrows represent the desirability of the mean score: 👈 = 3.0 or higher, 👉 = 2.75-3.0, 👊 = 2.5-2.75, 👋 = lower 2.5. The +/- symbols indicate statistically significant increases or decreases from the previous school year.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

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DEPARTMENT OF PROGRAM EVALUATION

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AUTHORS

Lindsay M. Lamb, Ph.D.

Lisa N. T. Schmitt, Ph.D.



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