Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

2012–2013 Austin Independent School District (AISD) Climate Update

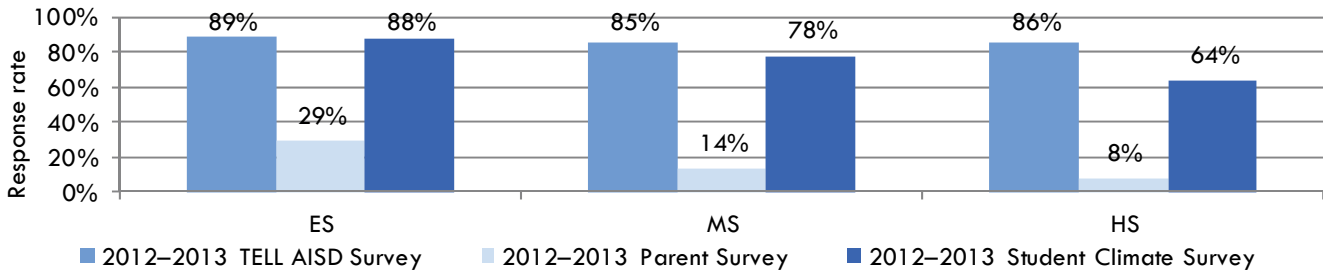
WHY SHOULD AISD MONITOR SCHOOL CLIMATE?

As part of its ongoing effort to collaborate with district initiatives (e.g., district Strategic Plan monitoring; Whole Child, Every Child), the Department of Research and Evaluation (DRE) monitors factors related to school climate annually. Previous analyses found that school climate dimensions were positively related to Austin Independent School District's (AISD) students' performance on state assessments (Schmitt, Cornetto, & Lamb, 2009), and other researchers found that high-performing, high economically disadvantaged schools had high expectations for students and staff, fostered respectful relationships within the school and in the community, exhibited strong school leadership, cultivated data use among teachers, and supported growth in teachers' instructional practice (EdSource, 2006; Kannapel & Clements, 2005). Importantly, similar relationships were documented within AISD's high-performing, high economically disadvantaged schools (Lamb & Schmitt, 2010, 2011; Schmitt et al., 2009). This report describes results for four broad dimensions of school climate in AISD and examines the relationships between the dimensions of school climate with (a) campus State of Texas Assessment of Academic Readiness (STAAR) passing rates (e.g., percentage of students meeting the state standard) and (b) campus-level value-added gains.[1] Results are described for (a) respectful and safe school environment, (b) school engagement and community involvement, (c) expectations for student achievement, and (d) campus support for teachers. The appendices provide more detailed results. Throughout the report, middle and high schools are grouped together as secondary schools, where possible, to increase the number of schools included in each analysis.

WHAT CLIMATE SURVEYS WERE ADMINISTERED AND WHO COMPLETED THEM?

In 2012–2013, 40,988 AISD students in grades 3 through 11 completed the annual Student Climate Survey (administered on paper and online in the spring); 18,007 parents of AISD students completed the annual Parent Survey (administered on paper and online in the spring); and 8,534 AISD staff participated in the annual Teaching, Empowering, Leading, and Learning Survey (TELL, administered online in the winter).[2] As in previous years (Lamb & Schmitt, 2010), response rates (Figure 1) were

Figure 1. The Percentage of Stakeholders Participating in AISD Climate Surveys by Level, 2012–2013



Source. 2012–2013 AISD climate surveys and 2013 PEIMS records
Note. TELL is Teaching, Empowering, Leading, and Learning. ES is elementary school. MS is middle school. HS is high school.

[1] SAS®-EVAAS® computed value-added gains for AISD schools.
[2] Campus and district reports for these surveys are available on the DRE website.

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lowest for the Parent Survey, and response rates at the elementary school level were higher than were response rates at the middle and high school levels across all surveys.

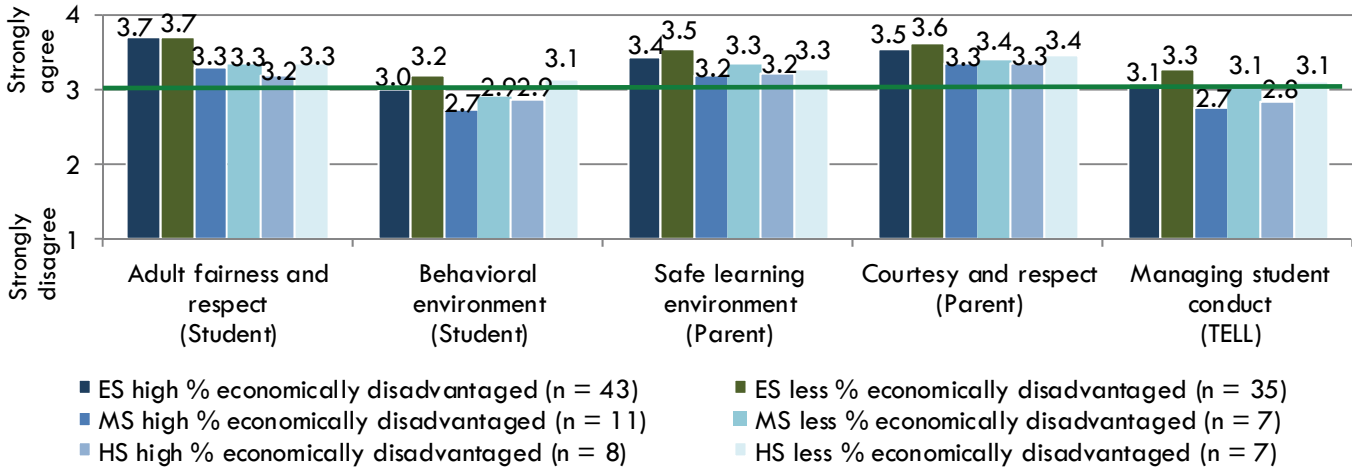
WHAT DIMENSIONS OF SCHOOL CLIMATE WERE MEASURED ON THE VARIOUS CLIMATE SURVEYS?

Although each survey (i.e., student, parent, and staff) was designed to measure slightly different aspects of school climate, each survey included items or subscales related to four broad dimensions of school climate: respectful and safe school environment, school engagement and community involvement, expectations for student achievement, and campus support for teachers (see Appendix A for a detailed list of the items used to evaluate each school climate dimension). This section of the report describes results for each dimension during the 2012–2013 school year, based on school level (i.e., elementary, middle, and high) and school level of economic disadvantage.

Respectful and Safe School Environment.

The first broad dimension of school climate, respectful and safe school environment, measured the degree to which students, their parents, and staff felt safe, respected, and supported by their school or their child's school. Historically, ratings of this dimension were positively related to students' academic achievement (Lamb & Schmitt, 2010, 2011); therefore, we were interested in the ratings each group provided in 2012–2013 for the climate of their respective schools. Specifically, students were asked about the behavioral environment in their classes and the degree to which they felt respected by adults at their school, parents of AISD students were asked about the safety of their child's school, and staff members were asked about managing students' conduct. Regardless of their school's level of economic disadvantage, students, staff, and parents of AISD students generally agreed that their (or their child's) school promoted a respectful school environment in 2012–2013 (Figure 2).

Figure 2. Average School Ratings of Respectful and Safe School Environment Items, by Level and Economic Disadvantage, 2012–2013

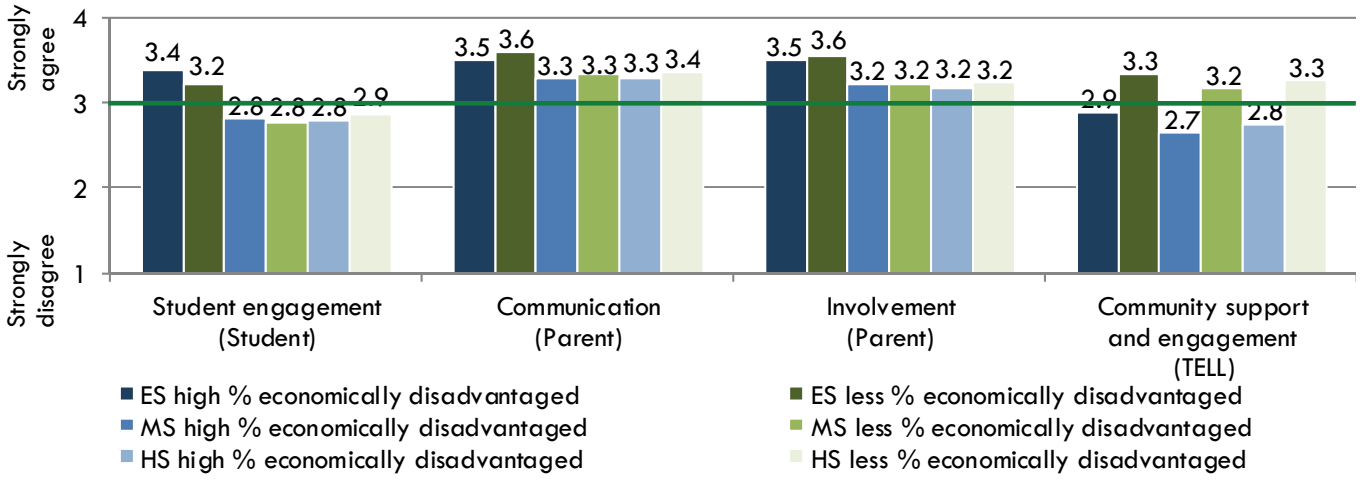


Source. 2012–2013 AISD climate surveys and 2013 PEIMS records
Note. Green line indicates a rating of 3.0, or *agree*. TELL is Teaching, Empowering, Leading, and Learning. ES is elementary school. MS is middle school. HS is high school.

School Engagement and Community Involvement.

Another key factor contributing to student achievement was the degree to which students, staff, and parents of AISD students felt engaged with their campus and worked together to promote student achievement (Fan & Chen, 2010; Lamb & Schmitt, 2011). Researchers have argued that the more students feel engaged in the classroom and supported by their campus community, the more likely they are to experience academic improvements (Eccles, 2004; Hughes, Luo, Kwok, & Loyd, 2008; Kannabe; & Clements, 2005). More importantly, researchers concluded that improving these dimensions of school climate could greatly benefit students' achievement and well-being at higher economically disadvantaged schools (Fan & Chen, 2010; Mitchell, 2010). To assess this dimension of school climate, AISD students were asked to evaluate the degree to which they felt engaged and supported by staff at their school, parents were asked about the ease of communication and involvement with their child's school, and staff members were asked about how their school engaged with the community. As shown in Figure 3, parents' responses to items related to communication with their child's school and involvement with their child's school were favorable regardless of their child's school's level of economic disadvantage (e.g., means $\geq$ 3.0). Staff, however, rated community support and engagement lower at schools with high disadvantage than at schools with less disadvantage.

Figure 3. Average School Ratings to School Engagement and Community Involvement Items, by Level and Economic Disadvantage, 2012–2013



Source. 2012–2013 AISD climate surveys and 2013 PEIMS records

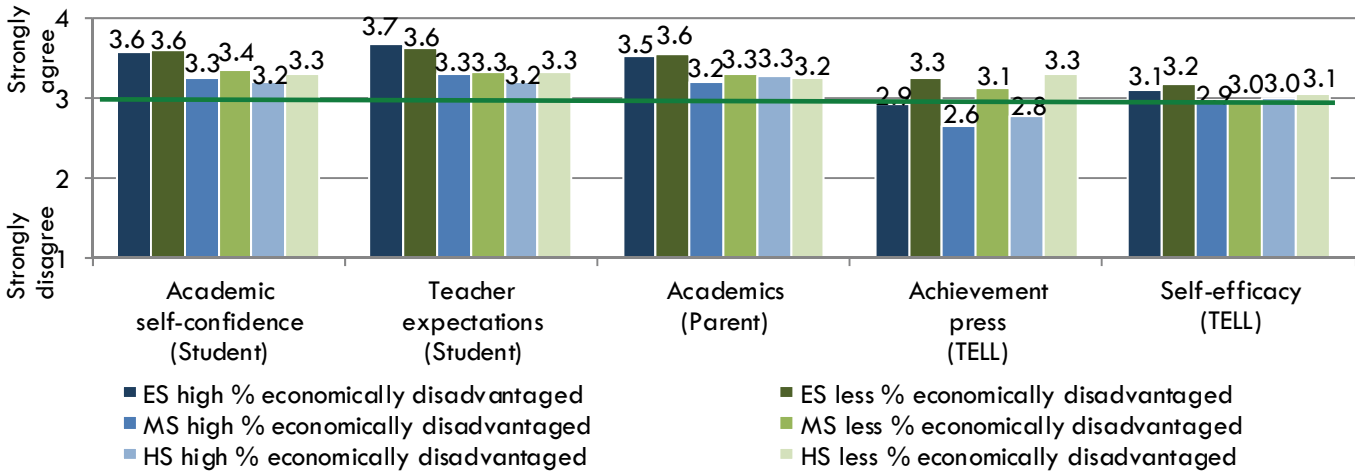
Note. Green line indicates a rating of 3.0, or *agree*. TELL is Teaching, Empowering, Leading, and Learning. ES is elementary school. MS is middle school. HS is high school.

Expectations for Student Achievement.

Another dimension of school climate researchers concluded contributed to student achievement related to students' and their teachers' beliefs about student learning (Eccles, 2004; Rubie-Davies, 2006; Rubie-Davies, Peterson, Irving, Widdowson, & Dixon, 2010; Rosenthal & Jacobson, 1968; Figure 4). AISD students were asked to rate how confident they felt in their learning, parents of AISD students were asked about their knowledge of their child's academic achievement, and staff members were asked

about expectations for their students' achievement and their belief that they can reach all students. Indeed, researchers have begun documenting the cumulative effects of students', teachers', and parents' expectations of students' achievement on students' success (Rubie-Davies, et al., 2010). Examination of the data (Figure 4) suggested that students, staff, and parents of students generally agreed they had high expectations for students' achievement (e.g., means ≥ 3.0).

Figure 4. Average School Ratings of Expectations for Student Achievement by Level and Economic Disadvantage, 2012–2013



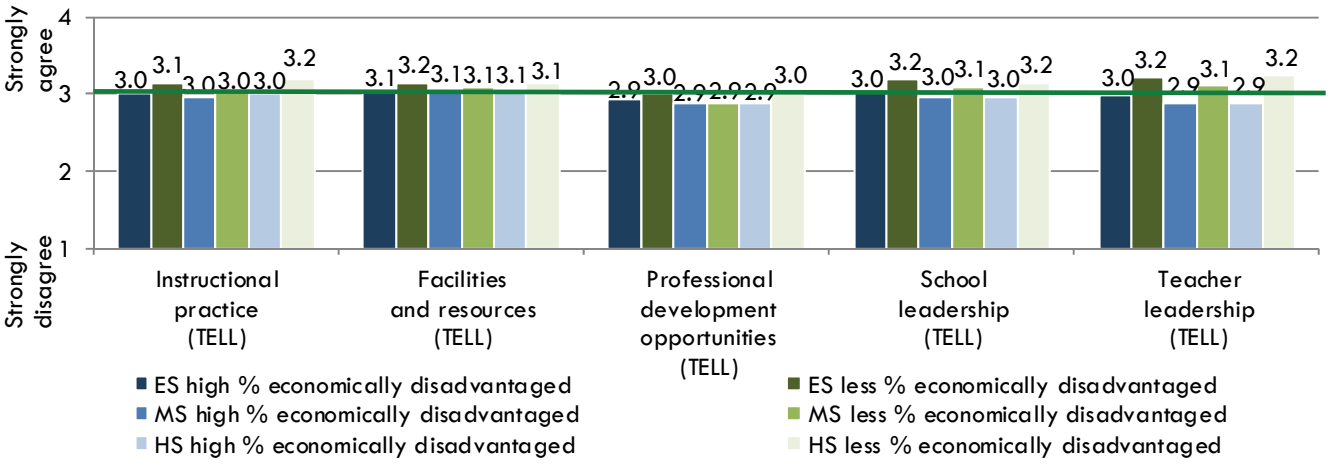
Source. 2012–2013 AISD climate surveys and 2031 PEIMS data

Note. Green line indicates a rating of 3.0, or *agree*. TELL is Teaching, Empowering, Leading, and Learning. ES is elementary school. MS is middle school. HS is high school.

Campus Support for Teachers.

Researchers have long documented the fact that teachers who experienced strong levels of campus support valued their relationships with their campus colleagues, students, and administrators and generally enjoyed working together also reported high levels of trust and morale in their work group (Eccles, 2004; Hoy, Smith, & Sweetland, 2002; Figure 5). In turn, these factors have been shown to positively influence student achievement (Eccles, 2004; Lamb & Schmitt, 2011). To assess campus support

Figure 5. Average School Ratings of Campus Support for Teachers by Level, and Economic Disadvantage, 2012–2013



Source. 2012–2013 AISD TELL/Staff climate survey and 2013 PEIMS data

Note. Green line indicates a rating of 3.0, or *agree*. TELL is Teaching, Empowering, Leading, and Learning. ES is elementary school. MS is middle school. HS is high school.

for teachers, campus staff were asked about the availability of resources needed to effectively do their jobs, professional development opportunities, support from colleagues and school leaders, and support for improving their instructional practice. Examinations of AISD climate data suggested that school staff felt supported on their campus regardless of the school's level of economic disadvantage (e.g., means ≥ 3.0; Figure 5).

WHICH STUDENT CLIMATE FACTORS PREDICTED STUDENT ACHIEVEMENT?

Because students' economic disadvantage is known to relate to their performance on state assessments (Schmitt, et al., 2009) and to influence school climate (Gutman & Midgley, 2000; Kannapel & Clements, 2005), regression analyses were conducted to determine which school climate factors best predicted campus STAAR passing rates and campus-level value-added gains at each school level (e.g., elementary and secondary) for schools with different levels of economic disadvantage. Elementary schools with at least 80% of their students identified as economically disadvantaged, and secondary schools with and at least 60% of students identified as economically disadvantaged, were categorized as high economically disadvantaged schools (Table 1).

Table 1. Student Climate Factors Predicting Student Performance on STAAR and Value-Added Gains by School Level and Need Status

	STAAR outcome and subject area		High economically disadvantaged schools	Less economically disadvantaged schools
Elementary	STAAR passing rate	Reading/ELA	Staff ratings of managing student conduct	Staff ratings of achievement press Student ratings of behavioral environment
		Math	Student ratings of behavioral environment Parent ratings of "My child's school is a safe learning environment."	Student ratings of behavioral environment
	Value-added	Reading/ELA	Staff ratings of managing student conduct	
		Math	Student ratings of behavioral environment Staff ratings of managing student conduct	Staff ratings of achievement press
Secondary	STAAR passing rate	Reading/ELA	Staff ratings of community support and engagement	Staff ratings of achievement press Student ratings of their teachers' expectations for student learning
		Math	Student ratings of behavioral environment	Staff ratings of achievement press
	Value-added	Reading/ELA		Staff ratings of achievement press
		Math	—	—

Source. 2013 AISD climate surveys, 2013 STAAR passing rates, and 2013 SAS®-EVAAS® value-added gains
Note. All factors listed in the table significantly predicted student achievement where $p < .05$.
— Secondary schools were excluded from the analyses due to the different nature of the relationship between value-added gains and school level for middle and high schools.

Behavioral environment, or the degree to which students felt respected and safe on their campus and followed school rules, emerged as a strong predictor of student academic success regardless of school level or level of economic disadvantage (Table 1). For example, campuses where students had high ratings of behavioral environment also had high passing rates on STAAR math. This was found at high economically disadvantaged elementary and secondary schools, and at less economically disadvantaged elementary schools. Elementary school students' ratings of behavioral environment also predicted campus value-added gains in math at high economically disadvantaged schools. At high economically disadvantaged elementary schools, staff members' ratings of managing student conduct, or the degree to which students and administrators followed and enforced the school rules of conduct, also emerged as a significant predictor of campus passing rates and value-added gains on STAAR. At less economically disadvantaged schools, staff members' ratings of achievement press (e.g., the degree to which teachers believed that their students could achieve academically and pressed for high academic standards) positively predicted elementary and secondary students' value-added gains and secondary students' passing rates in math. Staff members' ratings of achievement press also predicted STAAR campus passing rates in reading at less economically disadvantaged elementary and secondary schools. Indeed, staff members' ratings of achievement press were more related to student performance and growth at less economically disadvantaged schools than at high economically disadvantaged schools. Elementary schools with high economic disadvantage had better passing rates and value-added gains when staff reported high ratings of managing student conduct than at similarly disadvantaged elementary schools with lower ratings of managing student conduct. Finally, regardless of school level, fewer climate factors were related to students' reading/ELA value-added performance than were related to students' performance in math.

DID RATINGS OF SCHOOL CLIMATE DIFFER AT HIGH ECONOMICALLY DISADVANTAGED SCHOOLS BASED ON SCHOOL PERFORMANCE LEVEL?

Analyses were conducted to determine whether high-performing, high economically disadvantaged schools differed from low-performing, high economically disadvantaged schools with respect to their ratings of school climate factors. To categorize schools into high and low performing groups, high-performing schools were identified as those schools with passing percentages on reading and math STAAR tests in the top quartile,[3] and those schools with value-added gains in reading and math in the top quartile. Schools received a score of 1 when they were in the top quartile based on STAAR or value -added reading or math results. Scores were then summed across each test and subject area to create a total performance score ranging from 0 to 4. Only those schools with scores of 0 (e.g., low performing) and 4 (high performing) were included in these analyses. Analyses were computed by collapsing data across school levels.

Similar to previous results for schools with high levels of disadvantage (Lamb & Schmitt, 2010), AISD students and staff rated several school climate factors higher at high-performing schools than at low-performing schools (Table 2). Student and staff ratings of factors contributing to respectful and safe school environment (e.g., the degree to which students and campus staff felt safe and supported on their

[3] Quartiles were computed within school level and within level of economic disadvantage.

campus) and campus support for teachers (e.g., the degree to which campus staff believed they had adequate resources on their campus and were supported in their work) were higher at high-performing schools than at low-performing schools. High-performing schools also had higher staff ratings of community support and engagement (e.g., the degree to which campus staff felt supported by their community) and achievement press than did their peers at low-performing schools with similar levels of economic disadvantage. Most striking, staff members' ratings of all factors contributing to campus support for teachers were significantly higher at high-performing schools than at low-performing schools. This finding supports the notion that a positive and supportive work environment benefits student achievement at higher needs schools.

Table 2. School Climate Factors That Differ for High-Performing and Low-Performing Schools With High Levels of Economic Disadvantage, by School Climate Dimension

Respectful school environment	School engagement and community involvement	Expectations for student achievement	Campus support for teachers
Staff ratings of managing student conduct	Staff ratings of community support and engagement	Staff ratings of achievement press	Staff ratings of facilities and resources
Student ratings of behavioral environment			Staff ratings of professional development opportunities
Student ratings of adult fairness and respect			Staff ratings of school leadership
			Staff ratings of teacher leadership
			Staff ratings of instructional practice and support
			Staff ratings of principal support

Source. 2013 AISD climate surveys, 2013 STAAR passing rates, and SAS®-EVAAS® value-added gains
Note. All factors listed in the table were significantly higher at high-performing schools with high levels of economic disadvantage than at low-performing schools with high levels of economic disadvantage; $p < .05$.

CONCLUSION

Prior research (Schmitt, et al., 2009) found that at high economically disadvantaged schools that also had high levels of academic achievement students, staff, and parents tended to report positive attitudes toward school climate. As documented throughout this report, school climate factors related to respectful school environment, school engagement and community involvement, expectations for student achievement, and campus support for teachers were indeed higher at high-performing, high economically disadvantaged schools than at low-performing, similarly disadvantaged schools. These results support educational researchers' (e.g., Eccles, 2004; EdSource, 2006; Fan & Chen, 2010; Kannapel & Clements, 2006) theories that positive attitudes toward school climate serve as protective factors against the disadvantages many students face at high-needs schools. As high-needs schools face district, state, and national mandates to improve student achievement, stakeholders must remember the

strong relationship between school climate and student achievement. Focusing on improving factors related to school climate in conjunction with targeted academic programs might offer critical supports that will strengthen the likelihood of improved student achievement.

APPENDIX A. Correlations Between School Climate Variables and Campus Achievement by Level and Need Status

		Elementary								Secondary					
		ED > 80% (*n* = 43)				ED < 80% (*n* = 35)				ED > 60% (*n* = 18)			ED < 60% (*n* = 14)		
		Reading		Math		Reading		Math		Reading		Math	Reading		Math
		% Met	EVAAS	% Met	EVAAS	% Met	EVAAS	% Met	EVAAS	% Met	EVAAS	% Met	% Met	EVAAS	% Met
Respectful and safe school environment	Adult fairness and respect [a]			+	+	+		+					+		
	Behavioral environment [a]	+		+	+	+		+	+		+	+	+	+	+
	Courtesy and respect [c]				+					-					
	Safe learning environment [c]	+		+	+	+		+					+		
	Managing student conduct [b]	+	+	+	+	+		+	+	+		+	+	+	+
School engagement and community involvement	Student engagement [a]									-		-	+	+	+
	Communication [c]	+		+	+	+				-	-				
	Involvement [c]			+						-					
	Community support and engagement [b]	+		+	+	+		+	+	+		+	+	+	+
Expectations for student achievement	Academic self-confidence [a]					+		+	+				+		
	Achievement press [a]	+		+	+	+		+	+	+		+	+	+	+
	Teacher expectations [a]												+		
	Academics [c]	+		+						-			+		
	Self-efficacy [b]				+	+		+					+	+	+
Campus support for teachers	Instructional practice [b]	+		+	+	+		+					+	+	+
	Facilities and resources [b]					+		+	+						
	Professional development opportunities [b]	+	+	+	+			+							
	School leadership [b]	+	+	+	+			+							
	Teacher leadership [b]	+	+	+	+			+						+	+

Source. 2013 AISD climate surveys, 2013 STAAR passing rates, and SAS®-EVAAS® value-added gains
Note. Math value-added scores were excluded from the analyses because middle and high schools could not be grouped leaving cell sizes smaller than 5.
Superscripts denote which survey the subscale or item came from: a = Student, b = Teaching, Empowering, Leading, and Learning (TELL) , c = Parent
ED is an abbreviation of economic disadvantage
+ indicates a significant, positive relationship where $p < .05$,
- indicates a significant, negative relationship where $p < .05$.

Appendix B. Items and Subscales Used to Measure the Dimensions of School Climate

Dimension	Survey	Subscale	Item
Respectful and safe school environment	Student	Adult fairness and respect	Teachers at this school care about their students. Adults at this school listen to student ideas and opinions. The staff in the front office show respect to students. There is at least one adult at my school who I would go to if I had a problem. The consequences for breaking the school rules are the same for everyone. My teachers make sure the students follow the rules. My teachers believe I can learn. My teachers believe I can do well in school. My teachers like to teach. My teachers are fair to everyone. When bullying is reported to adults at my school they try to stop it. A lot of teachers at this school know who I am.
		Behavioral environment	My classmates show respect to each other. My classmates show respect to other students who are different. I am happy with the way my classmates treat me. Students at my school follow the school rules. Students at this school treat teachers with respect. My classmates behave the way my teachers want them to. Our classes stay busy and do not waste time. Students at my school are bullies (tease, taunt, threaten other students).
	Parent	Safe learning environment	My child's school is a safe learning environment. My child's school is monitored well to ensure safety.
		Courtesy and respect	The principal treats me with courtesy and respect. The principal treats my child with courtesy and respect. The assistant principal treats me with courtesy and respect. The assistant principal treats my child with courtesy and respect. The office staff treat me with courtesy and respect. The office staff treat my child with courtesy and respect. The teachers treat me with courtesy and respect. The teachers treat my child with courtesy and respect. The counselors treat me with courtesy and respect.
	TELL	Managing student conduct	Students at this school understand expectations for their conduct. Students at this school follow the rules of conduct. Policies and procedures about student conduct are clearly understood by the faculty. Administrators consistently enforce rules for student conduct. Administrators support teachers' efforts to maintain discipline in the classroom. Teachers consistently enforce rules for student conduct. The faculty work in a school environment that is safe. Non-teaching staff consistently enforce rules for student conduct.

Source. 2013 AISD climate surveys
Note. TELL is an abbreviation of Teaching, Empowering, Leading, and Learning

Appendix B, Continued. Items and Subscales Used to Measure the Dimensions of School Climate

Dimension	Survey	Subscale	Item
School engagement and community involvement	Student	Student engagement	I like to come to school I enjoy doing my schoolwork. My homework helps me learn the things I need to know. My schoolwork makes me think about things in new ways. I have fun learning in my classes. My teachers connect what I am doing to my life outside the classroom. I receive recognition and praise for doing good work.
	Parent	Communication	The principal provides me with opportunities for two-way communication. The assistant principal provides me with opportunities for two-way communication. The teachers provide me with opportunities for two-way communication. The counselors provide me with opportunities for two-way communication. School staffs are easily accessible when I need to talk to them. I receive information about my child or my child's school that is in my preferred language.
		Involvement	The teachers have helped me to become more involved in my child's education. The teachers value my input in decisions about my child. The counselors have helped me support my child's education. The counselors value my input in decisions about my child. School staff provide me with enough information about opportunities for me to be involved in school. I know who to contact at my child's school if I have a question or concern about my child's education. School staffs use suggestions I make about my child's education. My child's school offers convenient opportunities for me to be involved in my child's education.
	TELL	Community support and engagement	Parents/guardians are influential decision makers in this school. This school works directly with parents/guardians to improve the educational climate in students' homes. This school maintains clear, two-way communication with the community. This school does a good job of encouraging parent/guardian involvement. Teachers provide parent/guardians with useful information about student learning. Parents/guardians know what is going on in this school. Parents/guardians support teachers, contributing to their success with students. Community members support teachers, contributing to their success with students. The community we serve is supportive of this school.

Source. 2013 AISD climate surveys
Note. TELL is an abbreviation of Teaching, Empowering, Leading, and Learning

Appendix B, Continued. Items and Subscales Used to Measure the Dimensions of School Climate

Dimension	Survey	Subscale	Item
Expectations for student achievement	Student	Academic self-confidence	I can do even the hardest schoolwork if I try. I am/was well prepared to take the TAKS/STAAR. I try hard to do my best work. I feel successful in my schoolwork. I can reach the goals I set for myself.
		Teacher expectations	My teachers push me to think hard about the things we read. My teachers push everybody to work hard. I have to think hard about the writing we do. My teachers expect my best effort.
	Parent	Academics	School staff provide me with enough information about school expectations about student learning. School staff provide me with enough information about my child's academic performance. School staff provide me with enough information about my child's preparedness for state academic tests. My child's teacher(s) provide a high quality learning environment. School staffs encourage my child to study and learn.
	TELL	Achievement press	The school sets high standards for academic performance. Teachers in the school believe that their students have the ability to achieve academically. Parents exert pressure to maintain high standards. Academic achievement is recognized and acknowledged by the school. Parents press for improvement. Students in this school can achieve the goals that have been set for them. Students respect others who get good grades. Students seek extra work so they can get good grades. Students try hard to improve on previous work. The learning environment is orderly and serious.
		Self-efficacy	If I try really hard, I can get through to even the most difficult student. Factors beyond my control have a great influence on my students' achievement than I do. I am good at helping all the students in my classes make significant improvements. Some students are not going to make a lot of progress this year, no matter what I do. I am certain that I am making a difference in the lives of my students. I can deal with almost any learning problem.

Source. 2013 AISD climate surveys
Note. TELL is an abbreviation of Teaching, Empowering, Leading, and Learning

Appendix B, Continued. Items and Subscales Used to Measure the Dimensions of School Climate

Dimension	Survey	Subscale	Item
Campus support for teachers	TELL	Instructional practice	State and local assessment data are available in time to impact instructional practices. Teachers in this school use assessment data to inform their instruction. Teachers work in professional learning communities to develop and align instructional practices. Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Teachers are encouraged to try new things to improve instruction. Teachers at my school are assigned classes that maximize their likelihood of success with students. Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).
		Facilities and resources	Teachers have sufficient access to appropriate instructional materials (including items such as textbooks, curriculum materials, content references, etc.). Teachers have sufficient access to instructional technology, including computers, printers, software and internet access. Teachers have sufficient training and support to fully utilize the available instructional technology. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. Teachers have sufficient access to a broad range of professional support personnel. Teachers have adequate space to work productively. My school is provided sufficient data and information to make informed decisions. The school environment is clean and well maintained. The physical environment of classrooms in this school supports teaching and learning.
		Professional development opportunities	Sufficient resources are available for professional development in my school. An appropriate amount of time is provided for professional development. Professional development offerings are data driven. Professional learning opportunities are aligned with the school's improvement plan. Professional development deepens teachers' content knowledge. Teachers are encouraged to reflect on their own practice. Follow up is provided from professional development in this school. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices. Professional development is evaluated and results are communicated to teachers. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs. Professional development enhances teachers' abilities to improve student learning.

Source. 2013 AISD climate surveys
Note. TELL is an abbreviation of Teaching, Empowering, Leading, and Learning

Appendix B, Continued. Items and Subscales Used to Measure the Dimensions of School Climate

Dimension	Survey	Subscale	Item
Campus support for teachers	TELL	School leadership	The faculty and leadership have a shared vision. There is an atmosphere of trust and mutual respect. Teachers feel comfortable raising issues and concerns that are important to them. The school leadership consistently supports teachers. Teachers are held to high professional standards for delivering instruction. The school leadership facilitates using data to improve student learning. Teacher performance is assessed objectively. Teachers receive feedback that can help them improve teaching. The procedures for teacher evaluation are consistent. School leadership effectively communicates policy. The faculty are recognized for accomplishments. My principal involves faculty in decisions that directly impact the operations of my school. My principal provides constructive feedback to teachers toward improving their performance. My principal has a clearly defined mission and vision for my school. My principal encourages cooperation among faculty and staff toward improving student performance.
		Teacher leadership	Teachers at this school trust the principal to make sound professional decisions about instruction. Teachers are recognized as educational experts. Teachers are trusted to make sound professional decisions about instruction. Teachers are relied upon to make decisions about educational issues. Teachers are encouraged to participate in school leadership roles. The faculty has an effective process for making group decisions to solve problems. In this school we take steps to solve problems. Teachers are effective leaders in this school. Teachers have an appropriate level of influence on decision making in this school.

Source. 2013 AISD climate surveys
Note. TELL is an abbreviation of Teaching, Empowering, Leading, and Learning

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