

**Austin Independent School District** 

Department of Program Evaluation

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# STAFF CLIMATE SURVEY RESULTS: Summary for 2006-2007 through 2008-2009

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 in AISD indicates that staff climate survey results are related to student Texas Assessment of Knowledge and Skills (TAKS) performance in both math and reading (Bush-Richards, Cornetto, & Schmitt, 2008; 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.

# SYNOPSIS OF 2008-2009 STAFF CLIMATE SURVEY RESULTS

The Campus Staff Climate survey was administered to campus employees in Fall 2008, and 7,093 completed surveys were returned. The total number of respondents by school level for the past three years can be found in Table 1 on the following page.

# **DESCRIPTION OF SURVEY RESPONDENTS**

Key findings for response trends are presented below.

- The number of survey respondents generally has increased over time.
- While exact response rates are not possible to create for each staff role group, over three quarters of teachers and nearly two-thirds of administrators and other professional employees responded to the survey in 2008-2009.
- The response of Classified/Support staff to the survey increased more than that of any other staff role group from 2005-2006 to 2007-2008, but declined somewhat in the 2008-2009 school year at the high school level. In contrast, more teachers responded in 2008-2009 than ever before.

	2006-2007			2	2007-200	8	2008-2009			
	EL	MS	HS	EL	MS	HS	EL	MS	HS	
Teacher	2,676	840	988	2,786	836	970	2,849	870	1,033	
Administrator/Other Prof	333	92	147	373	103	143	378	112	147	
Classified/Support Staff	737	235	297	773	299	332	774	274	248	
Unspecified	254	81	113	288	101	141	215	66	127	
Total	4,000	1,248	1,545	4,220	1,339	1,586	4,216	1,322	1,555	

#### Table 1. Survey Respondents

## KEY FINDINGS FOR CLIMATE SUBSCALE RESULTS

Scores for Overall Climate and each climate subscale 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 compared with the prior year, most climate subscale scores did not change meaningfully.<sup>1</sup>

Consistent with previous data from AISD and with other climate research (see Schmitt, 2006), school climate continues to be rated more positively overall among elementary campuses than among secondary campuses. Scores for *Safety*, *Collegial Leadership*, *Community Engagement*, and *Achievement Press* varied the most by campus level, while *General Climate* and *Professional Teacher Behavior* varied the least from level to level. Appendixes A, B, and C contain subscale results by campus.

	All EL	All MS	All HS
Community Engagement	2.93	2.73	2.75
Collegial Leadership	3.09	2.91	2.95
Professional Teacher Behavior	3.22	3.09	3.11
Achievement Press	2.94	2.66	2.68
General Climate	3.21	3.08	3.08
Safety	3.13	2.44	2.65
Overall Climate Average	3.09	2.82	2.88

Table 2. Overall Climate and Subscale Scores for 2008-2009

*Note.* The *Safety* subscale score was calculated based on staff reports of the frequency of student behaviors; items from this subscale (as presented in Table 8) were recomputed to a scale of 1 to 4 with 4 representing a high level of safety.

<sup>&</sup>lt;sup>1</sup> 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  $d \ge .18$ .

# CAMPUS CLIMATE SUBSCALE RESULTS

In the tables that follow, results for each climate subscale are presented by campus level, along with averages of scaled responses to each item. For the climate subscales in Tables 3 through 7, staff rated each item on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*)<sup>2</sup>. Arrows indicate that a change from the previous year was statistically meaningful.<sup>3</sup> Scores also have been coded such that those in **bold** are above 3.0 and considered "positive."

#### **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. Detailed information regarding the items that comprise this scale is presented in Table 3.

Collegial Leadership Items	06-07	All EL 07-08	08-09	06-07	All MS 07-08	08-09	06-07	All HS 07-08	08-09
2. The principal explores	00-07	07-08	08-09	00-07	07-08	08-09	00-07	07-08	08-09
all sides of topics and admits that other opinions exist.	3.07	3.00	3.05	2.93	3.04	2.87↓	2.80	2.65	2.96个
10. The principal puts									
suggestions made by	2.73	2.70	2.81	2.64	2.74	2.65	2.40	2.34	2.65个
faculty into operation.									
<b>11.</b> The principal treats all	• • • •	<b>a</b> 0 <b>a</b>	• • • •	0.74	• • • •	0.741	<b>a</b> (0	2 50	• • • •
faculty members as his	2.98	2.93	2.98	2.74	2.92↑	2.74↓	2.68	2.59	2.84个
or her equal. 16. The principal lets									
faculty know what is	3.27	3.25	3.30	3.29	3.27	3.16	3.07	2.92	3.13↑
expected of them.	5.27	5.20	5.50	5.27	<b>3.</b> <u></u>	5.10	5.07	2.72	5.15
18. The principal is willing to make changes.	2.98	2.93	2.99	2.91	2.97	2.86	2.80	2.71	2.93↑
22. The principal maintains definite standards for performance.	3.25	3.22	3.29	3.18	3.20	3.13	2.93	2.90	3.07个
35. The principal is friendly and approachable.	3.24	3.21	3.23	3.06	3.20	3.03	2.98	2.92	3.11个
Collegial Leadership Subscale	3.07	3.05	3.09	2.96	3.07	2.91↓	2.80	2.71	2.95↑

Table 3. Collegial I	Leadership
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<sup>&</sup>lt;sup>2</sup> Respondents also had the option of marking "N/A."

<sup>&</sup>lt;sup>3</sup> 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 meaningful where  $d \ge .18$ . In general, effect sizes are considered small at d=.20, medium at d=.50, and large at d=.80 (Coe, 2000; Valentine & Cooper, 2003). However, research indicates that these benchmarks may not adequately address the magnitude of effects in all areas because some areas, like education, are likely to have smaller effect sizes than others (Valentine & Cooper, 2003).

Compared to the prior year, Collegial Leadership scores fluctuated at the middle and high school levels. At the high school level, average responses to each item of Collegial Leadership were higher than in the previous year, resulting in an overall increase in the Collegial Leadership subscale average. In middle schools, staff generally reported less positive levels of Collegial Leadership in 2008-2009 when compared to 2007-2008, reverting back to the level reported in 2006-2007. The fluctuations in this subscale over the last few years at middle schools are due largely to changes in staff reports regarding the extent to which a "principal treats all faculty members as his or her equal" and a "principal explores all sides of topics and admits that other opinions exist."

## **PROFESSIONAL TEACHER BEHAVIOR**

*Professional Teacher Behavior* refers to the extent to which teachers are respectful of their colleagues' competence, committed to students, and cooperative with each other. Similar to prior years, Professional Teacher Behavior scores are in the positive range (above the desirable 3.0 level) for all campus levels in 2008-2009, suggesting that campus staff view teachers as supportive, respectful, cooperative, and dedicated to their students. Additional information about each item in the scale can be found in Table 4.

Professional Teacher		All EL			All MS			All HS	
Behavior Items	06- 07	07- 08	08- 09	06- 07	07- 08	08- 09	06- 07	07- 08	08- 09
4. Teachers help and support each other.	3.26	3.28	3.29	3.28	3.23	3.23	3.04	3.14	3.23
12. Teachers respect the professional competence of their colleagues.	3.14	3.15	3.14	3.10	3.05	3.01	2.94	2.97	3.07
14. The interactions between faculty members are cooperative.	3.12	3.15	3.14	3.08	3.06	3.03	2.96	3.01	3.08
17. Teachers in this school exercise professional judgment.	3.25	3.25	3.26	3.20	3.14	3.14	3.06	3.06	3.14
21. Teachers "go the extra mile" with their students.	3.38	3.39	3.41	3.27	3.24	3.27	3.15	3.22	3.29
23. Teachers provide strong social support for colleagues.	3.06	3.09	3.10	3.03	3.00	2.95	2.75	2.87	2.95
33. Teachers accomplish their jobs with enthusiasm.	3.06	3.06	3.05	2.90	2.87	2.89	2.78	2.79	2.91
36. Teachers show commitment to their students.	3.48	3.47	3.47	3.33	3.29	3.28	3.18	3.26	3.28
Professional Teacher Behavior Subscale	3.21	3.25	3.22	3.14	3.13	3.09	2.97	3.07	3.11

# Table 4. Professional Teacher Behavior

#### **ACHIEVEMENT PRESS**

The degree to which students, parents, teachers, and principals exert pressure for high standards and school improvement is described as *Achievement Press*. Although overall staff reports of Achievement Press are below the desired level of 3.0, these average scores are driven by low campus staff ratings of items regarding parent and student Achievement Press. In contrast, staff rate school-level Achievement Press items more positively than parent and student-level items. Detailed information regarding the items in this scale is presented in Table 5.

		All EL			All MS			All HS	
Achievement Press Items	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
3. The school sets high									
standards for academic	3.49	3.47	3.53	3.25	3.30	3.31	2.96	3.06	3.16
performance.									
6. Teachers in this school believe that their									
students have the ability	3.40	3.40	3.40	3.20	3.16	3.14	3.00	3.06	3.07
to achieve academically.									
7. Parents exert pressure									
to maintain high	2.36	2.38	2.44	2.27	2.21	2.25	2.12	2.22	2.33
standards.									
8. Academic achievement									
is recognized and	3.30	3.26	3.27	3.20	3.20	3.12	3.03	3.03	3.10
acknowledged by the	5.50	5.20	5.21	5.20	5.20	5.12	5.05	5.05	5.10
school.									
13. Parents press for school	2.29	2.24	2.38	2.15	2.21	2.26	2.17	2.20	2.33
improvement. 15. Students in this school									
can achieve the goals									
that have been set for	3.12	3.11	3.13	2.89	2.89	2.92	2.75	2.81	2.87
them.									
<b>19. Students respect others</b>	2.00	2.00	2.02	2.20	2 20	2.41	2.20	2 47	2.50
who get good grades.	2.96	2.96	3.02	2.38	2.38	2.41	2.38	2.47	2.59
25. Students seek extra									
work so they can get	2.11	2.13	2.25	2.02	2.04	2.09	2.01	2.13	2.24
good grades.									
32. Students try hard to	2.00	2 (7	0.70	2.24	2.24	2.24	2.1.4	2.22	2 20
improve on previous work.	2.66	2.67	2.72	2.24	2.24	2.24	2.14	2.22	2.30
34. The learning									
environment is orderly	3.08	3.08	3.12	2.81	2.81	2.78	2.53	2.63	2.70
and serious.	5.00	5.00	J.12	2.01	2.01	2.70	2.55	2.05	2.70
Achievement Press Subscale	2.90	2.87	2.94	2.66	2.63	2.66	2.52	2.59	2.68
Subscale									

#### Table 5. Achievement Press

#### **COMMUNITY ENGAGEMENT**

*Community Engagement* refers to the extent to which the school has fostered 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. Community Engagement is a new scale introduced in 2008-2009 intended to gauge the extent to which schools are connected to the community. The subscale scores for each school level were in the fair range, indicating opportunities exist for schools to improve their links to the community (Table 6).

Community Engagement		All EL			All MS			All HS	
Items	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
5. Our school makes an									
effort to inform the	_	_	3.24	_	_	3.09	_	_	3.05
community about our		_	3.44	_	_	5.07	_	_	5.05
goals and achievement.									
9. Our school is able to									
enlist community	-	-	2.87	-	-	2.73	-	-	2.75
support when needed.									
20. Teachers feel pressure	-	-	2.97	-	-	2.74	-	-	2.85
from the community.									
26. Select citizen groups			0.00			0.41			2 40
are influential with the	-	-	2.63	-	-	2.41	-	-	2.49
board.									
31. Community members									
attend meetings to stay informed about our	-	-	2.60	-	-	2.39	-	-	2.42
school.									
38. Organized community									
groups (e.g. PTA,	-	_	3.19	-	-	2.93	_	-	2.93
PTO) meet regularly to			0.12			2.95			2.95
discuss school issues.									
<b>39. School staff are</b>									
responsive to the needs			3.05			2.84			2 84
and concerns expressed	-	-	5.05	-	-	2.04	-	-	2.04
by community									
members.									
Community Engagement			2.02			2 72			2.75
Subscale	-	-	2.93	-	-	2.73	-	-	2.75

Table 6. Community Engagement

Note. This subscale was new in 2008-2009.

#### **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 staff. Campus staff at each school level rated the General Climate of their campuses positively, as indicated by subscale scores greater than 3.0. For high schools, the 2008-2009 rating is significantly more positive than

ratings reported in the two years prior. General Climate ratings have been relatively consistent over the last three academic years for elementary and middle schools; further information regarding item-level ratings for this scale can be found in Table 7.

Additional General		All EL			All MS			All HS	
Climate Items	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
24. Campus staff are friendly to each other.	3.28	3.29	3.28	3.26	3.18	3.19	3.11	3.13	3.21
27. Campus staff exhibit pride in their affiliation with the school.	3.15	3.14	3.17	3.03	2.98	3.02	2.90	2.97	3.11个
28. Campus staff are willing to go out of their way to help.	3.19	3.20	3.18	3.13	3.08	3.07	3.00	3.04	3.11
29. Campus staff accomplish their jobs with enthusiasm.	3.03	3.06	3.05	2.92	2.90	2.88	2.78	2.80	2.90
30. Campus staff are committed to their jobs.	3.32	3.31	3.30	3.19	3.13	3.16	3.04	3.06	3.13
37. The goals of my school are made clear.	3.28	3.27	3.32	3.22	3.18	3.19	2.97	2.88	3.04个
General Climate Subscale	3.16	3.17	3.21	3.05	3.00	3.08	2.90	2.92	3.08个

Table 7. General	Climate Items
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## SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirable student behavior on campus, staff satisfaction with how student behavior is managed on each campus, and staff familiarity with issues related to *Positive Behavior Support* (PBS). The *Frequency of Undesirable Student Behaviors* did not change significantly from 2007-2008 to 2008-2009 for any of the selected behaviors campus staff rated. These items 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*). The individual item and average subscale scores for each school level are shown in Table 8. It is desirable to have an average response of **less than 2.0** for each item, indicated in bold type.

Campus staff also indicated their level of satisfaction with campus-level *Behavior Management* issues for the first time in 2008-2009. Staff rated how satisfied they were with the way their campus addresses 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; responses of at least 3.0 are noted in bold. Elementary school staff generally reported greater satisfaction with these aspects of campus management than did campus staff at middle and high schools. Detail regarding these results can be found in Table 9.

To the best of your knowledge, <i>how often</i>		All EL			All MS			All HS	
do the following events occur at your school?	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
40. Student racial tension	0.89	0.88	.82	1.66↓	1.63	1.69	1.74↓	1.50↓	1.47
41. Student bullying	1.71	1.66	1.65	2.52↓	2.35↓	2.50	2.15↓	1.78↓	1.81
42. Widespread disorder in classrooms	0.93	0.95	.90	1.65	1.60	1.64	1.79	1.51↓	1.47
43. Student acts of disrespect for Teachers	1.58	1.54	1.54	2.52	2.42	2.47	2.58	2.32↓	2.26
44. Student acts of disrespect for Non- teaching Professional or Administrative Staff	1.45	1.41	1.42	2.37	2.27	2.30	2.40↓	2.15↓	2.08
45. Student acts of disrespect for Classified or Support Staff	1.39	1.37	1.37	2.28	2.16	2.20	2.30↓	2.03↓	1.97
46. Gang activities	0.39	0.41	.38	1.60	1.63	1.73	1.83	1.65	1.58

Table 8. Frequency of Undesirable Student Behaviors

Table 9. Behavior Management

How satisfied are you with the way your campus addresses:	ALL EL	All MS	All HS
47a. Student Behavior	3.13	2.76	2.75
47b. Classroom Management	3.30	2.98	2.96
47c. Common Area Management	3.25	2.94	2.92
Behavior Management Subscale	3.23	2.89	2.88

Campus staff also provided information about their knowledge and use of *Positive Behavior Support* (PBS) services offered at their campuses. Item-level and subscale data for the PBS subscale is presented by school level in Tables 10 through 12. These items were asked for the first time in 2008-2009. Positive Behavior Support Subscale scores are an average of PBS items 56-59.

Not surprisingly, teachers and professionals at campuses reported greater familiarity with the availability and use of PBS services than did classified personnel. Staff at the elementary and middle schools reported greater overall knowledge of PBS services available and the guidelines associated with these services than did high school staff, as well as greater ability to refer students to these services.

In general, the majority of teachers and professionals 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 a third of teachers and professionals at high schools indicated agreement with these items. Approximately 80% of teachers at elementary and middle schools reported that they know how to refer students to campus resources compared to 60% of teachers at high schools. At least 75% of professionals at all campus levels reported having this ability.

		leachei	°S		lassifie	ed	Pr	ofessio	nal
Positive Behavior Support Items	%	%	%	%	<i>1</i> assiin %	.u %	%	%	11a1 %
	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A
48. There is a Positive Behavior	13.5	62.6	3.3	6.5	50.5	10.7	18.6	60.5	5.4
Support team on my campus.	15.5	02.0	5.5	0.5	50.5	10.7	10.0	00.5	5.7
<b>49.</b> There is a behavior support team	0.5.1	41.0		10.0	41.6	10.0	22.7		6.0
(other than PBS or IMPACT) on my	25.1	41.9	3.2	10.8	41.6	10.3	23.7	44.4	6.9
campus. 50. I am aware of what the PBS team									
(or behavior support team) does on	11.9	57.7	9.8	16.4	37.3	14.9	8.1	58.5	16.8
my campus.	11.5	57.7	2.0	10.1	51.5	11.7	0.1	50.5	10.0
51. I am regularly updated about PBS	22.5	40.2	111	20.7	26.6	20.7	20.5	477 5	01.0
activities/process.	22.5	49.3	11.1	28.7	26.6	20.7	20.5	47.5	21.3
52. I am aware of the PBS toolkit.	33.1	34.8	10.6	34.8	17.6	21.8	27.4	39.5	20.8
<b>53.</b> I have used PBS strategies in the	15.3	60.1	10.2	26.2	21.2	32.1	12.2	52.8	26.4
classroom/common area.	10.5	00.1	10.2	20.2	21.2	52.1	12.2	02.0	20.1
54. I attended a professional	24.0	44.0	0.1	20.0	15.0	20 5	20.4	45.0	10 (
development session related to PBS this year.	34.8	44.9	9.1	38.8	15.0	28.5	28.4	45.9	18.6
55. I am aware of the PBS guidelines									
for success in the form of									
rules/expectations for one or more	18.6	56.6	9.9	30.9	25.0	23.6	16.2	54.5	19.8
settings.									
56. I have taught students the									
guidelines for success in the form of	6.3	86.4	3.5	23.9	25.8	36.8	8.9	64.9	23.4
rules/expectations for one or more	0.5	00.1	5.5	25.7	23.0	50.0	0.7	01.7	23.1
settings.									
57. I know how to refer students to campus resources such as IMPACT,									
behavior support specialists, School	4.8	86.1	1.5	21.9	31.3	28.4	2.9	82.7	8.9
to Community Liaisons, etc.									
58. I feel there is consistent									
reinforcement of commendable	15.1	73.5	1.0	11.6	50.5	16.9	6.5	78.3	2.9
student behavior on my campus.									
59. I know how to refer students to									
external agencies (e.g. Communities	24.0	55.6	2.1	23.2	29.4	26.5	10.3	68.6	10.0
in Schools, Safe Place, etc.)									
PBS Subscale	12.6	75.4	2.0	20.2	34.2	27.2	7.2	73.6	11.3

# Table 10. Positive Behavior Support for Elementary Schools

Note. Staff responded to each item using one of the four response options (No, Yes, Not Sure, or Not Applicable). The percent of staff who responded "Not Sure" are not presented. As a result, the percentages presented due not total to 100% of responding staff.

		Feacher			Classifie		Professional			
Positive Behavior Support Items	%	%	%	%	%	%	%	%	%	
Tosaire Denarior Support Items	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A	
48. There is a Positive Behavior	4.3	77.9	0.7	4.9	51.1	6.7	5.4	77.5	3.6	
Support team on my campus.	4.5	11.9	0.7	4.9	31.1	0.7	5.4	11.5	5.0	
49. There is a behavior support										
team (other than PBS or	11.9	53.5	1.6	3.4	42.9	8.7	18.9	54.1	3.6	
IMPACT) on my campus.										
50. I am aware of what the PBS										
team (or behavior support team)	11.6	65.3	2.5	15.2	38.6	10.9	11.0	70.6	4.6	
does on my campus.										
51. I am regularly updated about	24.9	54.5	3.4	31.2	26.7	18.8	20.7	59.5	9.0	
PBS activities/process.										
52. I am aware of the PBS toolkit.	33.9	43.9	2.1	37.4	17.2	20.6	33.0	50.9	7.1	
53. I have used PBS strategies in the class-room/common area.	13.7	71.4	2.6	23.9	23.9	31.9	12.7	58.2	25.5	
54. I attended a professional										
-	28.2	59.2	2.3	33.7	22.2	28.4	38.5	53.2	7.3	
development session related to PBS this year.	20.2	39.2	2.5	33.7	<i>LL.L</i>	20.4	30.3	35.2	1.5	
55. I am aware of the PBS										
guidelines for success in the										
form of rules/expectations for	19.3	61.3	2.7	31.8	24.2	23.1	18.8	65.2	6.3	
one or more settings.										
56. I have taught students the										
guidelines for success in the				• • •		• • •				
form of rules/expectations for	9.6	83.9	1.6	20.9	26.9	38.4	12.5	59.8	24.1	
one or more settings.										
57. I know how to refer students to										
campus resources such as										
IMPACT, behavior support	9.4	79.3	0.7	20.9	34.3	25.4	7.2	86.5	3.6	
specialists, School to Community										
Liaisons, etc.										
58. I feel there is consistent										
reinforcement of commendable	29.7	57.5	0.8	18.9	43.4	13.2	20.5	67.9	3.6	
student behavior on my campus.										
<b>59.</b> I know how to refer students to										
external agencies (e.g.	15.9	70.6	1.2	21.1	36.1	22.6	8.0	80.4	6.3	
Communities in Schools, Safe	13.9	/0.0	1.4	21.1	30.1	22.0	0.0	00.4	0.5	
Place, etc.)										
PBS Subscale	16.2	72.8	1.1	20.5	35.2	24.9	12.1	73.7	9.4	

Table 11. Positive Behavior Support for Middle Schools

PBS Subscale16.272.81.120.535.224.912.173.79.4Note. Staff responded to each item using one of the four response options (No, Yes, Not Sure, or Not Applicable).The percent of staff who responded "Not Sure" are not presented. As a result, the percentages presented due not total to 100% of responding staff.

14010 12.1051		<u> </u>		Professional					
Desitive Delemier Comment Hame	ا %	Feacher %	:s %	%	lassifie %	a %	Pr %	01ess101 %	nal %
Positive Behavior Support Items	No	Yes	70 N/A	No	Yes	70 N/A	No	Yes	70 N/A
48. There is a Positive Behavior									
Support team on my campus.	12.4	34.0	1.8	12.2	25.2	15.6	26.9	31.0	5.5
49. There is a behavior support									
team (other than PBS or	9.2	33.5	1.9	8.8	25.2	14.3	22.2	38.9	4.2
IMPACT) on my campus. 50. I am aware of what the PBS									
team (or behavior support team)	30.1	21.5	5.8	19.6	19.2	19.2	24.7	23.9	21.8
does on my campus.	50.1	21.3	5.0	19.0	19.2	19.2	24.7	23.9	21.0
51. I am regularly updated about	47.2	10 (	74	22.1	10.0	24.2	40.1	17 (	21.1
PBS activities/process.	47.3	12.6	7.4	33.1	10.6	24.2	40.1	17.6	21.1
52. I am aware of the PBS toolkit.	46.9	14.8	6.9	36.4	9.8	24.2	42.9	16.9	22.5
53. I have used PBS strategies in	34.9	27.5	6.4	28.3	12.0	30.5	32.6	15.6	36.2
the class-room/common area. 54. I attended a professional									
development session related to	47.9	23.6	5.9	39.9	8.6	29.2	51.4	14.1	24.7
PBS this year.			• • •			_,			
55. I am aware of the PBS									
guidelines for success in the form	45.9	19.1	6.0	36.0	11.0	27.9	40.6	19.6	25.9
of rules/expectations for one or									
more settings. 56. I have taught students the									
guidelines for success in the form	10.0		• •		••••		10.1		
of rules/expectations for one or	19.3	65.5	2.9	25.5	20.4	35.7	18.1	37.5	34.7
more settings.									
57. I know how to refer students to									
campus resources such as IMPACT, behavior support	17.5	60.9	1.3	25.0	35.2	19.5	8.9	75.9	8.3
specialists, School to Community	17.3	00.9	1.5	23.0	55.2	19.5	0.9	13.9	0.5
Liaisons, etc.									
58. I feel there is consistent									
reinforcement of commendable	34.1	43.9	1.2	20.6	38.2	14.3	20.9	55.2	4.2
student behavior on my campus.									
<b>59.</b> I know how to refer students to									
external agencies such as Communities in Schools, Safe	23.1	58.1	0.8	22.0	44.1	16.5	11.2	78.3	4.2
Place, etc.									
PBS Subscale	23.5	57.1	1.6	23.3	34.5	21.5	14.8	61.7	12.9
I Do Subscale	23.3	J1.1	1.0	23.3	54.5	∠1.J	14.0	01./	14.9

# Table 12. Positive Behavior Support for High Schools

Note. Staff responded to each item using one of the four response options (No, Yes, Not Sure, or Not Applicable). The percent of staff who responded "Not Sure" are not presented. As a result, the percentages presented due not total to 100% of responding staff.

# APPENDIX

		Professional Community Collegial Teacher Achievement Conoral Rehavior Overal																
INIT of all and								A	chieven	nent								
Nim         2         2         3         3         3         2         2         4         3         2         2         9         2         2         9         2         2         9         2         2         9         2         2         3         0         3         10         3         2         2         3         3         10         2         2         3         10         3         2         2         3         10         3         2         3         10         3         2         2         3         10         3         2         2         3         10         3         2         2         3         10         3         2         2         3         10         3         2         2         2         3 <t< th=""><th></th><th>_</th><th>00</th><th>1</th><th></th><th></th><th></th><th></th><th>•</th><th>\$</th><th></th><th></th><th></th><th></th><th>1 .</th><th>00</th><th></th><th></th></t<>		_	00	1					•	\$					1 .	00		
Allison       \$2       2.70       \$3.02       \$3.02       \$2.87       \$4       3.02       \$3.01       \$2.88       \$4       3.02       \$3.01       \$2.88       \$4       3.02       \$3.01       \$2.88       \$4       3.02       \$3.01       \$3.02       \$3.01       \$3.02       \$3.01       \$3.02       \$3.01       \$3.02       \$3.01       \$3.01       \$3.23       \$3.01       \$3.23       \$3.01       \$3.23       \$3.21       \$3.01       \$3.23       \$3.21       \$3.01       \$3.23       \$3.21       \$3.01       \$3.23       \$3.21       \$3.01       \$3.23       \$3.01       \$3.23       \$3.01       \$3.01       \$3.23       \$3.01       \$3.01       \$3.01       \$3.23       \$3.01	-	<u> </u>												-				
Andrews       12.66       10.7       10.1       2.82       10.1       3.01       10.1       3.22       10.1       3.23       12.295       60         Barrington       2.26       2.80       12.25       12.25       12.27       10.1       3.31       10.23       3.23       10.23       3.24       10.323       10.23       3.24       10.323       10.23       3.22       10.311       10.1       3.33       10.23       10.23       3.22       10.311       10.23       3.24       10.333       10.333       10.344       10.357       10.44       10.44       10.65       2.258       12.23       10.233       10.313       10.344       10.323       10.344       10.350       3.21       10.340       3.16       54         Baraton       2.78       10.305       13.11       10.32       10.324       10.333       10.313       3.22       10.318       3.23       10.318       3.23       10.318       3.23       10.318       3.23       10.318       3.23       10.318       10.23       10.318       3.23       10.318       3.23       10.318       3.23       10.318       3.23       10.318       3.23       10.318       3.23       3.310       11.5       3.310														· ·				
Barnelf       7       333       7       340       340       340       350       53       53         Barcer       130       7       333       7       340       340       340       3														×.				
Barton Hills										+								
Barton Hills       3.58       3.24       3.33       3.34       3.57       4       3.57       4       3.57       4       3.57       4       3.57       4       3.57       4       3.57       4       3.67       4       3.67       4       3.67       4       3.67       4       3.57       4       3.67       4       3.67       4       3.57       4       3.67 <th< th=""><th></th><th></th><th></th><th><math>\geq</math></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></th<>				$\geq$														
Becker       2.77       10       10       1333       2.61       10       2.26       2.24       2.45       2.89       2.59         Blackshear       2.78       306       333       2.24       2.93       3.29       3.15       3.37       3.09       39         Blardon       2.78       306       7       3.33       2.26       3.29       3.15       3.40       3.50       3.41       3.22       3.41       3.23       4       3.01       3.22       3.20       3.30       3.22       2.25       3.20       3.30       3.22       2.25       3.20       3.30       3.22       2.25       3.20       3.33       3.23       3.33       3.22       3.36       3.33       2.29       3.36       3.33       2.29       3.36       3.33       2.29       3.36       3.33       2.25       3.30       3.3										+				-				
Blackshear       2       278       ↑       3.06       ↑       3.32       ↑       3.29       ↑       3.43       ↑       3.40													+	-				
Binzion       2 270       ↑       3.09       ↑       3.33       ↑       3.07       ↑       3.43       ↑       3.40       ↑       3.40       ↑       3.60       52         Blazier       2 2.68       2 2.99       ↑       3.11       ↑       2.96       ↑       3.22       ↑       3.43       ↑       3.43       ↑       3.43       ↑       3.43       ↑       3.43       ↑       3.43       ↑       3.44       ↑       3.44       ↑       3.44       ↑       3.44       ↑       3.44       ↑       3.25       ↑       3.16       ↑       3.23       ↑       3.12       ↑       3.24       ↑       3.18       ↑       3.23       ↑       3.24       ↑       3.56       ↑       3.24       ↑       3.56       ↑       3.20       ↑       3.33       ↑       3.66       ↑       3.10       ↑       3.23       ↑       3.33       ↑       3.23       ↑       3.33       ↑       3.33       ↑       3.33       ↓       3.23       ↓       3.33       ↓       3.25       ↓       3.33       ↓       3.25       ↓       3.33       ↓       3.33       ↓       3.33       ↓ <th< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>+</th><th></th><th></th><th></th><th>I <u>*</u></th><th></th><th></th><th>1.1</th><th></th></th<>										+				I <u>*</u>			1.1	
Bizzier       1       2.68       2.99       1       3.11       2.96       1       3.22       1       3.38       1       3.38       1       3.38       1       3.38       1       3.38       1       3.23       64         Bronk       2.94       3.18       3.39       3.39       3.12       3.26       1       3.38       1       3.23       3.11       3.25       54       3.18       1       3.26       1       3.38       1       3.25       54       3.18       1       3.22       3.11       3.23       3.11       3.25       54       3.18       1       3.26       1       3.38       1       3.10       51         Brown       2.94       3.66       3.06       3.66       1       3.69       +       3.09       +       3.30       2.99       300       3.33       2.99       3.00       3.31       2.99       3.00       3.31       2.99       3.00       3.31       2.99       3.36       3.36       3.36       3.36       3.36       3.35       50       53         Case       2.60       3.11       3.24       2.80       +       3.31       3.22       7       2.98																		
Boone       109       200 -       1339       1339       1309       1341       1350       1341       1323       64         Brenokod       3.16       3.13       3.12       3.12       3.26       3.18       3.11       3.22       9.303       3.33       3.31       2.290       53         Casis       3.66       3.12       2.27       4.28       3.23       3.44       3.33       3.31       3.23       3.43       3.41       3.57       72       2.99       2.78       78 <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>																		
Brentwood       1.16       1.13       1.23       1.12       1.26       1.18       1.18       1.25       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.18       1.17       1.338       1.10       1.10       2.99       53         Brown       2.93       2.93       2.52       2.97       1.356       1.71       1.304       1.314       1.314       2.99       53         Casey       2.66       1.322       2.956       1.309       1.303       2.29       3.01       3.13       2.90       58         Case       2.66       3.52       3.34       3.52       3.36       3.31       3.22       3.35       40         Cook       2.86       3.14       3.22       3.35       3.23       3.36       3.31       3.35       3.31       3.35       3.35       4.344       3.30       3.31       3.35       3.31       3.35       3.35       3.31       3.37       3.32       3.31       3.35       3.31       3.37       3.32       3.31       3.37       3.32       3.31       3.35       3.31																		-
Brooke       2       2.85       4       3.14       4       3.01       4       3.22       4       3.17       4       3.38       4       3.10       51         Brown       2.94       3.30       3.30       3.30       3.30       3.30       3.22       4       3.31       3.23       4       3.36       4       3.55       40         Campbell       2       2.93       2.25       3.22       2.97       2       2.97       3.23       4       3.03       2.292       39         Casis       3.54       2       2.56       3.22       2.86       4       3.09       4       3.35       4       3.03       4.33       3.03       2.292       39         Casis       3.54       2       2.66       3.19       4       3.52       4       3.03       4       3.50       53         Cowa       2.40       4       3.26       3.44       4       3.33       4       3.31       4       3.32       7       3.55       4       3.14       57         Davis       3.62       4       3.20       3.41       4       3.22       4       3.31       4       3.31													-	-				
Brown       2.94       2.86       3.08       2.77       3.04       3.23       3.01       2.299       53         Bryker Woods       3.61       3.00       3.69       4       3.56       4       3.70       4       3.34       3.34       3.45       4.00         Campbell       2.93       2.52       2.97       2.97       2.97       3.09       +       3.03       2.92       39         Casey       2.66       3.67       3.41       -       3.55       4       3.09       +       3.03       3.13       2.90       58         Casey       2.66       3.22       3.35       4       3.03       -       3.43       3.50       53         Clayton       3.67       3.41       -       3.58       -       3.31       -       3.43       3.01       3.43       3.50       3.14       57         Cowan       3.19       -       3.26       -       3.24       -       3.31       -       3.31       -       3.42       3.53       3.59       53         Dawson       2.80       -       3.26       -       3.24       -       3.36       -       3.36       - <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>																		
Bryker Woods       3.61       3.30       3.69       +       3.56       +       3.70       +       3.34       3.45       4.3.55       40         Campbell       2.93       2.52       2.97       2.97       2.95       -       3.20       3.03       2.92       39         Casey       2.66       3.41       -       3.58       -       3.44       3.09       +       3.36       3.43       4.3.50       53         Clayton       3.54       2.86       -       3.29       -       3.44       -       3.36       3.43       4.3.50       53         Cook       2.40       3.52       -       3.32       +       2.87       72       2.99       2.78       78         Cowan       3.19       -       3.44       -       3.33       -       3.31       -       3.35       53       3.59       53         Davis       3.64       3.63       -       3.26       -       3.44       -       3.33       -       3.36       3.36       3.38       3.60       3.55       53         Dawson       2.80       3.38       +       3.30       -       3.34       -       3.																		
Campbell       2.93       2.52       2.97       2.97       2.97       2.97       3.295       -       3.20       3.03       2.92       39         Casey       2.66       3.67       3.41       -       3.52       -       3.03       3.13       2.90       58         Casis       3.67       3.41       -       3.58       -       3.44       -       3.52       -       3.35       -       3.43       3.30       3.290       58         Coka       2.40       3.28       -       3.19       -       3.35       -       3.23       -       3.44       -       3.27       72       2.99       2.78       78         Cowan       3.19       -       3.26       -       3.11       -       3.24       -       3.10       -       3.28       -       3.24       -       3.10       -       3.26       -       3.31       -       3.26       -       3.31       -       3.26       -       3.38       -       3.36       -       3.36       -       3.36       -       3.36       -       3.37       -       3.38       -       3.29       -       3.29       -       3.38<		×.															× .	
Casey       1       2.66       1       3.22       2       2.86       +       3.09       +       3.03       1       3.13       2.90       58         Casis       1       3.67       +       3.41       +       3.58       -       3.44       +       3.25       +       3.36       +       3.33       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.36       +       3.37       +       3.38       +       3.38		_								+								
Casis <b>1</b> 3.67 <b>1</b> 3.41 <b>i</b> 3.58 <b>i</b> 3.44 <b>j</b> 3.52 <b>j</b> 3.35 <b>j</b> 3.35 <b>j</b> 3.43 <b>j</b> 3.50 <b>j</b> 3.57 <b>j</b> 3.54 <b>j</b> 3.57 <b>j</b> 3.50 <b>j</b> 3.41 <b>j</b> 3.40 <b>j</b> 3.55 <b>j</b> 3.10 <b>j</b> 3.27 <b>j</b> 3.27 <b>j</b> 3.27 <b>j</b> 3.27 <b>j</b> 3.24 <b>j</b> 3.26 <b>j</b> 3.17 <b>j</b>	-	× .						· · · ·			· ·							
Clayton               3.54               2.86             -             3.19               3.35               3.35               3.35               3.35               3.35               3.35               3.35               3.35               3.323               3.44               3.32               3.45               3.27               2.89               2.29               2.78               78               2.99               3.29               61               3.44               3.32               3.41               3.45               3.31               3.44               3.33               3.41               3.3               3.41               3.3               3.41               3.3               3.41               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3               3.3 <td< th=""><th>•</th><th></th><th></th><th></th><th></th><th>1 7</th><th></th><th></th><th></th><th>+</th><th>-</th><th></th><th>+</th><th><b>—</b></th><th></th><th></th><th>1 T.</th><th></th></td<>	•					1 7				+	-		+	<b>—</b>			1 T.	
Cook <ul> <li>2.40</li> <li>3.32</li> <li>2.97</li> <li>2.57</li> <li>2.88</li> <li>3.41</li> <li>3.44</li> <li>3.46</li> <li>3.11</li> <li>3.43</li> <li>3.41</li> <li>3.43</li> <li>3.41</li> <li>3.41</li> <li>3.41</li> <li>3.44</li> <li>3.43</li> <li>3.41</li> <li>3.40</li> <li>3.31</li> <li>3.33</li> <li>3.33</li> <li>3.33</li> <li>3.34</li> <li>3.33</li> <li>3.35</li> <li>3.34</li> <li>3.34</li> <li>3.35</li> <li>3.35</li> <li>3.41</li> <li>3.41</li></ul>																		
Cowan       1       3.19       1       3.44       3.46       3.11       1       3.43       3.41       3.50       3.29       61         Cunningham       2.92       3.41       1       3.26       2.98       3.24       3.10       3.28       3.14       57         Davis       3.62       3.70       1       3.66       3.44       3.73       3.42       3.31       3.55       3.14       57         Dawson       3.64       1       3.66       3.44       3.66       3.44       3.63       1       3.55       3.14       37         Doss       3.64       1       3.66       3.40       3.63       3.38       3.60       3.56       57         Galindo       2.95       3.38       1       3.06       3.63       1       3.63       3.88       3.60       3.21       59         Govale       2.50       2.57       3.10       1       3.05       1       3.36       3.30       3.21       39         Harris       2.82       3.29       1       3.10       1       3.36       3.30       3.33       3.21       39         Harris       2.83       3.33       3.																		
Cunningham       2.92       1       3.41       1       3.26       2.98       1       3.10       1       3.28       1       3.73       3.24       3.10       1       3.28       3.14       57         Daviso       1       3.62       1       3.06       1       3.44       3.73       3.42       3.37       3.55       3.14       37         Daviso       1       3.64       3.63       3.36       1       3.37       3.37       3.55       3.14       37         Doss       1       3.64       3.63       3.36       3.38       1       3.66       3.21       59         Govale       2.95       3.38       1       3.31       3.66       3.23       3.16       3.21       59         Govale       2.90       3.50       3.41       3.10       3.25       3.30       3.33       3.21       39         Harris       2.87       3.14       3.28       2.92       3.26       3.30       3.33       3.21       39         Harris       2.87       3.14       3.24       3.24       3.26       3.17       3.15       3.11       57         Hart       3.53       3.4										+			+				×.	
Davis          3.62 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.70 3.66 3.66 3.66 3.66 3.66 3.66 3.30 3.37 3.37 3.38 3.37 3.38 3.37 3.38 3.37 3.38 3.37 3.38 3.30 3.38 3.30 3.33 3.314 3.32 3.30 3.30 3.30 3.30 3.30 3.33 3.30 3.33 3.31 3.31 3.32 3.30 3.31 3.31 3.32 3.30 3.31 3.33 3.33 3.33																		
Dawson       2.80       ↑ 3.10       ↑ 3.28       ↑ 3.02       ↑ 3.31       ↑ 3.37	0	× .						. I .						-				
Doss          3.64           3.63           3.66           3.40           3.33           3.38           3.38           3.66           57          Galindo          2.95           3.38           3.33           3.41           3.33           3.42           3.33           3.21           59          Galindo          2.95           3.50           3.41           3.10             3.33           3.30           3.30           3.33           3.30           3.33           3.21           39          Gallett           3.42           3.22           3.21           3.30           3.30           3.33           3.31           3.21           3.30           3.33           3.33           3.33           3.33           3.30           3.33             3.33           3.33           3.33           3.33           3.33           3.33 </th <th></th> <th>-</th> <th></th> <th></th> <th></th> <th></th>														-				
Galindo       2.95       3.38 +       3.33       2.97 +       3.42 +       3.23       3.16       3.21       59         Govalle       2.50       2.57       3.19       2.48       3.05 +       2.44       2.83       2.71       39         Gulett       3.42       2.82       3.29       3.10       3.33       3.33       3.21       39         Harris       2.87       3.14 -       3.28       3.29       3.16       3.33       3.33       3.21       39         Harris       2.87       3.14 -       3.28       2.92       -       3.26 -       3.17       3.15       3.11       57         Harris       3.27 +       3.24       -       2.82       3.26 -       3.17       3.15       3.11       57         Highland Park       3.53       3.42       3.34       3.42       3.44       3.42       3.44       3.42       3.47       3.39       3.63       3.43       73         Jordan       2.85       3.39       -       3.18       +       2.92       +       3.21       +       3.30       3.31       3.12       78         Jordan       2.85       3.39       -       3.16						1 7							-	<b>—</b>			<b>X</b>	
Govalle       2.50       2.57       3.19       2.48       3.05       +       2.44       2.83       2.71       39         Graham       2.91       3.50       3.41       3.10       +       3.36       +       3.34       3.60       3.29       70         Gullet       3.42       2.82       3.29       3.10       +       3.36       +       3.33       3.33       3.21       39         Hart       2.81       3.27       +       3.24       +       3.26       -       3.17       3.15       3.11       57         Highland Park       3.53       3.42       3.34       +       3.42       3.44       3.42       3.47       3.43       73         Huit       3.46       3.53       +       3.19       2.78       +       3.19       3.46       3.47         Jordan       2.85       3.39       +       3.18       +       2.92       +       3.04       3.39       3.10       52         Joslin       2.88       3.00       3.21       2.92       +       3.14       3.04       3.39       3.10       52         Langford       2.63       2.63       3.21 <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>																		
Graham       2.91       1.3.50       3.41       1.0       1.4       3.36       1.3.34       3.60       3.29       70         Gullett       3.42       2.82       3.29       3.10       1.4       3.28       3.29       3.30       3.33       3.33       3.21       39         Harris       2.87       3.14       3.28       2.92       1.4       3.26       3.17       3.15       3.11       57         Hart       2.81       3.27       1.3.24       2.92       1.3.18       3.18       1.3.11       3.23       3.08       62         Highland Park       3.53       3.42       3.34       3.42       3.44       3.34       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.45       3.48       3.35       3.46       3.44       3.42       3.44       3.48       3.35       3.44       3.44       3.48       3.35       3.44       3.48       3.35       3.44       3.48       3.31       3.12       78       3.44       3.48       3.31       3.42       3.10 <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>· · · ·</th> <th></th> <th>+</th> <th></th> <th></th> <th></th> <th>-</th> <th></th> <th></th> <th></th> <th></th>								· · · ·		+				-				
Guilett       1       3.42       2.82       3.29       3.19       3.25       3.30       3.33       3.21       39         Harris       2.87       3.14       3.28       2.92       3.63       3.15       3.11       57         Hart       2.81       3.27       3.24       3.24       3.28       3.26       3.18       3.11       3.23       3.08       62         Highland Park       3.53       3.42       3.34       3.42       3.44       3.42       3.46       3.32       3.08       62         Hill       3.46       3.53       3.46       3.32       3.46       3.32       3.48       3.35       3.46       54         Jordan       2.85       3.39       3.18       2.78       4       3.19       3.14       3.48       3.35       3.46       54         Joslin       2.88       3.00       3.26       2.92       4       3.21       4       3.04       3.39       3.10       52         Joslin       2.88       3.00       3.26       2.92       4       3.51       3.61       3.65       38         Kiker       3.74       3.60       3.77       3.51       3.61						1 7								•				
Harris       2.87       1.14       3.28       2.92       1.17       3.15       3.11       57         Hart       2.81       3.27       1.324       2.86       1.17       3.11       3.23       3.08       62         Highland Park       3.53       3.42       3.34       3.42       3.34       3.42       3.43       73         Hill       3.46       3.53       3.46       3.34       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.44       3.42       3.43       73         Jordan       2.78       3.53       3.34       3.18       2.78       3.14       3.04       3.35       3.46       54         Jordan       2.85       3.39       3.18       2.92       1       3.04       3.39       3.10       52         Joslin       2.88       3.00       3.26       2.96       3.21       3.37       3.34       3.31       3.65       38         Kiker       3.74       3.60       3.21       2.74       3.12       3.04       2.90       2.90       2.90       2.90       2.90       2.90       2.90       2.90       2.90       2.90       2.90										т			т	-				
Hart       2.81       3.27 +       3.24 +       2.86 +       3.18 +       3.11       3.23       3.08       62         Highland Park       3.53       3.42       3.34       3.42       3.44       3.42       3.43       73         Hill       3.46       3.53       3.42       3.44       3.42       3.47       3.48       3.39       3.63       3.43       73         Jordan       2.85       3.39 +       3.19       2.78       3.18       4       3.21       4       3.48       3.35       3.46       54         Jordan       2.85       3.39 +       3.18       2.78       4       3.19       4       3.21       4       3.04       3.39       3.10       52         Joslin       2.88       3.00       3.26       2.96       3.21       3.27       3.37       3.48       3.31       3.12       42         Kiker       3.74       3.60       3.77       3.50       3.77       3.51       3.61       3.65       38         Kocurek       2.63       2.63       2.63       3.21       2.74       3.12       3.04       2.90       2.90       2.90       2.90       2.90       2.90										_								
Highland Park       1       3.53       1       3.42       1       3.42       1       3.42       1       3.43       73         Hill       1       3.46       1       3.53       1       3.46       1       3.46       54         Houston       2.78       3.53       1       3.46       1       3.46       1       3.46       54         Jordan       2.85       3.39       1       3.18       1       2.78       1       3.14       3.46       54         Joslin       2.88       3.00       3.26       2.92       1       3.04       3.37       3.48       3.39       3.10       52         Joslin       2.88       3.00       3.77       3.50       3.77       3.51       3.61       3.65       38         Kiker       2.63       2.63       3.21       2.74       3.12       3.04       2.90       2.90       62         Langford       2.33       2.68       2.93       3.11       2.69       3.64       3.53       3.51       3.40       42         Lucy Read       3.66       2.82       3.06       3.06       3.01       3.04       3.33       3.33 <td< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></td<>																		
Hill       1       3.46       1       3.46       1       3.46       1       3.46       54         Houston       2.78       3.53       1       3.46       1       3.12       78         Jordan       2.85       3.39       1       3.18       1       2.92       1       3.04       3.33       1       3.12       78         Joslin       2.88       3.00       3.26       2.92       1       3.04       3.37       3.48       3.39       3.10       52         Joslin       2.88       3.00       3.77       3.50       3.77       3.51       3.61       3.65       38         Kocurek       2.63       2.63       3.21       2.74       3.12       3.04       2.90       2.90       62         Langford       2.33       2.68       2.98       4       2.46       4       2.91       4       3.64       3.53       3.51       3.61       3.65       38         Lee       3.47       2.86       3.55       3.34       3.64       3.64       3.57       3.64       3.51       3.46       3.40       42         Lucy Read       2.57       2.93       2.92       2		×.											'	A				
Houston       2.78       3.53 +       3.19       3.19       3.19 +       3.19 +       3.19 +       3.13       3.12       78         Jordan       2.85       3.39 +       3.18 +       2.92 +       3.11 +       3.04 +       3.39       3.13       3.12       78         Joslin       2.88       3.00 +       3.26 +       3.29 +       3.29 +       3.21 +       3.04 +       3.39 +       3.10 +       52         Kiker       3.74 +       3.60 +       3.77 +       3.50 +       3.77 +       3.51 +       3.61 +       3.65 +       38         Kocurek       2.63 +       2.68 +       2.98 +       2.74 +       3.14 +       3.04 +       2.90 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +       3.61 +	0																	
Jordan       2.85       3.39 +       3.18 +       2.92 +       3.21 +       3.04 +       3.39 +       3.10 52         Joslin       2.88       3.00 +       3.26 +       2.96 +       3.27 +       3.37 +       3.48 +       3.12 +       42         Kiker       3.74 +       3.60 +       3.77 +       3.50 +       3.77 +       3.51 +       3.61 +       3.65 +       38         Kocurek       2.63 +       2.63 +       2.98 +       2.74 +       3.12 +       3.04 +       3.61 +       3.65 +       38         Langford       2.33 +       2.68 +       2.98 +       2.46 +       2.91 +       2.43 +       2.82 +       2.63 +       3.40 +       42         Linder       2.40 +       2.93 +       3.11 +       2.69 +       3.66 +       3.51 +       3.40 +       42         Lucy Read       2.57 +       2.93 -       2.92 -       2.95 +       3.06 +       3.11 +       3.64 +       3.33 +       3.31 +       3.32 +       3.33 +       3.33 +       3.30 +       3.31 +       3.33 +       3.33 +       3.33 +       3.30 +       3.31 +       3.32 +       3.30 +       3.33 +       3.33 +       3.33 +       3.32 +       3.30 +       3.33 +       3.33										+				-				
Joslin       2.88       3.00       3.26       2.96       3.27       3.37       3.48       3.12       42         Kiker       3.74       3.60       3.77       3.50       3.50       3.77       3.51       3.61       3.65       38         Kocurek       2.63       2.63       2.63       2.98       2.74       3.12       42         Langford       2.33       2.68 +       2.98       4       2.46       4       2.91 +       2.43       2.82       2.63       71         Lee       3.47       2.86 -       3.55       3.34       3.64       3.53       3.51       3.61       3.40       42         Linder       2.40       2.93 +       3.11       2.69       3.06       3.11       2.89       36         Lucy Read       2.57       2.93 -       2.92 -       2.95 +       3.06       3.11       3.11       2.89       36         Mathews       3.42       3.48       3.33 -       3.00       3.11       3.32       3.30       42         Mathews       3.42       3.48       3.33 -       3.04       3.39       3.13       3.32       3.30       38         Menchaca       2.79								· · · ·										
Kiker       1.3.74       3.60       1.3.77       1.3.50       1.3.77       1.3.51       1.3.61       1.3.65       3.8         Kocurek       2.63       2.63       2.63       2.63       2.74       1.11       2.90       2.90       62         Langford       2.33       2.68 +       2.98 +       2.98 +       2.46       4.3.55       3.64       3.64       2.90       2.90       62         Lee       3.47       2.86 -       3.55       3.34       3.64       3.64       3.53       3.51       3.64       3.64       42         Linder       2.40       2.93 +       3.11       2.69       3.06       3.06       3.11       2.89       36         Lucy Read       2.57       2.93 -       2.92 -       2.95       4       3.06       3.11       2.89       36         Maplewood       3.06       2.82       3.06       3.00       3.11       3.33       3.30       3.30       42         Mathews       3.42       3.48       3.33       3.04       3.30       3.30       3.31       3.32       3.30       3.8         Menchaca       2.79       2.74       2.98       2.81       3.01       3.31														-				
Kocurek       2.63       2.63       3.21       2.74       3.12       3.04       2.90       2.90       62         Langford       2.33       2.68       2.98       4       2.94       4       3.12       3.04       2.90       2.90       62         Lee       3.47       2.86       3.55       3.55       3.34       3.64       3.53       3.51       3.40       42         Linder       2.40       2.93       4       3.11       2.69       3.06       3.06       3.11       2.82       2.82       2.63       71         Lucy Read       2.57       2.93       2.92       2.92       2.95       4       3.06       3.11       2.89       36         Maplewood       3.06       2.82       3.06       3.00       3.11       3.33       2.97       58         Mathews       3.42       3.48       3.33       3.08       3.30       3.11       3.32       3.33																		
Langford       2.33       2.68 +       2.98 +       2.46 +       2.91 +       2.43       2.82       2.63       71         Lee       3.47       2.86 -       3.55       3.34       3.64       3.64       3.53       3.51       3.40       42         Linder       2.40       2.93 +       3.11       2.69       3.64       3.64       3.51       3.40       42         Lucy Read       2.57       2.93 -       2.92 -       2.95       +       2.94 -       3.57       3.33       2.97       58         Maplewood       3.06       2.82       3.06       3.00       3.11       3.15       3.26       3.03       42         Mathews       3.42       3.48       3.33       -       3.08       3.30       3.31       3.32       3.30       38         McBee       2.56       3.01       3.04       2.72       +       2.94       3.33       3.33       3.30       3.88       3.33       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.33       3.30       3.30       3.30														<b>X</b>				
Lee       1       3.47       2.86       1       3.55       1       3.34       1       3.64       1       3.51       3.40       42         Linder       2.40       2.93 +       3.11       2.69       3.06       3.16       3.11       2.89       36         Lucy Read       2.57       2.93 -       2.92 -       2.95 +       3.06       3.11       3.33       3.31       3.33       3.33       3.64       3.33       3.11       2.89       36         Maplewood       3.06       2.82       3.06       3.00       3.11       3.15       3.26       3.03       42         Mathews       3.42       3.48       3.33       -       3.08       3.30       3.30       3.32       3.30       3.88         McBee       2.56       3.01       3.04       2.92       2.92       4       3.01       3.33       3.30       3.88       3.33       3.30       3.88       3.33       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.30       3.33       3.33       3.30       3.33<		Į.						+	2.46	+			+				1.1	
Linder $2.40$ $2.93 + 1$ $3.11$ $2.69$ $3.06$ $3.16$ $3.11$ $2.89$ $36$ Lucy Read $2.57$ $2.93 - 2.92$ $2.92 - 3.06$ $2.95 + 3.06$ $3.11 - 3.57$ $3.33 - 3.33$ $2.97 - 58$ $3.06 - 3.11 - 3.33$ $2.97 - 58$ $3.03 - 42$ Maplewood $3.42$ $3.48 - 3.33 - 3.04$ $3.08 - 3.08 - 3.08$ $3.11 - 3.15 - 3.26$ $3.03 - 42$ $3.30 - 3.30 - 3.33$ $3.26 - 3.03 - 3.33$ $3.26 - 3.03 - 3.33$ $3.26 - 3.03 - 3.33$ $3.26 - 3.03 - 3.33$ $3.30 - 3.32 - 3.33$ $3.$				$\overline{\mathbf{x}}$														
Lucy Read $2.57$ $2.93$ $2.92$ $2.95$ $+$ $2.94$ $+$ $3.57$ $+$ $3.33$ $2.97$ $58$ Maplewood $3.06$ $2.82$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.06$ $3.01$ $3.08$ $42$ $3.11$ $3.15$ $3.26$ $3.03$ $42$ Mathews $2.56$ $3.01$ $3.04$ $2.72$ $4$ $2.94$ $3.01$ $3.33$ $2.97$ $58$ $3.03$ $42$ Menchaca $2.77$ $2.74$ $3.04$ $2.72$ $4$ $2.94$ $3.01$ $3.33$ $2.98$ $73$ Menchaca $2.79$ $2.74$ $2.98$ $2.81$ $3.01$ $3.34$ $3.03$ $2.94$ $71$				Ň	2.93 +				2.69						$\mathbf{\dot{\mathbf{A}}}$		2.89	36
Maplewood Mathews       1.06       2.82       3.06       3.06       3.00       3.11       3.15       3.26       3.03       42         Mathews       3.42       3.48       3.33       3.33       3.08       3.08       3.30       3.				Ň		<b>N</b>		- 5	2.95	+								
Mathews $3.42$ $3.48$ $3.33$ $3.08$ $3.39$ $3.33$ $3.32$ $3.30$ $3.30$ $3.39$ $3.31$ $3.32$ $3.30$				Ň														
McBee $2.56$ $3.01$ $3.04$ $2.72$ $2.72$ $2.94$ $2.95$ $3.03$ $2.88$ $73$ Menchaca $2.79$ $2.74$ $2.98$ $2.81$ $3.01$ $3.01$ $3.03$ $2.94$ $73$																		
Menchaca $\nearrow$ 2.79 $\checkmark$ 2.74 $\nRightarrow$ 2.98 - $\checkmark$ 2.81 $\clubsuit$ 3.01 $\clubsuit$ 3.34 $\clubsuit$ 3.03 $\triangleright$ 2.94 71	McBee	<u>Š</u>		1 7		1 7				+				-			2.88	
	Menchaca	Ā	2.79	$\mathbf{\mathbf{M}}$				-							Ā			71
2.33		Š.	2.55	$\overline{\mathbf{x}}$	2.93 -		3.13	Ž			$\overline{1}$	3.19		<b>3</b> .33	$\mathbf{\hat{\uparrow}}$		<b>3</b> .00	59
Mills $\checkmark$ 3.58 $\checkmark$ 3.27 + $\checkmark$ $\checkmark$ 3.45 + $\checkmark$ $\checkmark$ 3.49 + $\checkmark$ $\checkmark$ 3.48 $\checkmark$ 3.46       67			3.58							+								67

# Appendix A. Elementary Climate Scores by Campus

*Note:* Arrows represent the desirability of the mean score:  $\uparrow$ =3.0 or above,  $\nearrow$ =2.75-3.0,  $\checkmark$ =2.5-2.75  $\clubsuit$ =below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

					Р	rofessiona	ıl										
	Coi	mmunity	С	ollegial		Teacher	A	chievem	ent	6	Genera	ıl			Behavior	Overall	#
School	Eng	gagement	Lea	adership		Behavior		Press		C	Climat	e	Safety	Ma	angagement	Climate	Surveys
All EL	$\overline{\mathbf{x}}$	2.94		3.09	$\mathbf{\uparrow}$	3.23				Ŷ	3.22		<b>1</b> 3.13		3.23	<b>3.10</b>	4,160
Norman	$\leq$	2.80		3.54 +		3.17	+ 🗸		+ 4	î	3.19	+	<b>1</b> 3.16		3.52	<b>3</b> .13	43
Oak Hill		3.26		3.28		3.36				ŕ	3.35		<b>1</b> 3.45		3.55	<b>1</b> 3.31	63
Oak Springs	$\mathbf{M}$	2.57	$\overline{\mathbf{x}}$	2.78 -	$\overline{\mathbf{N}}$	2.98				$\overline{\mathbf{x}}$	2.94		≥ 2.70		3.05		43
Odom	$\mathbf{M}$	2.71	$\overline{\mathbf{x}}$	2.76 +		3.31	$\sim$		+ 4	î	3.18		2.83 📈		3.10	7 2.93	44
Ortega	$\sim$	2.94		3.03 -		3.24	- 🗸		4	î	3.29	-	<b>1</b> 3.29		3.18	<b>3</b> .14	34
Overton	$\overline{\mathbf{x}}$	2.98		3.33 +		3.26	$\sim$	2.98	+ 4		3.30		> 2.93		3.20	<b>1</b> 3.13	69
Palm	$\mathbf{M}$	2.64	$\overline{\mathbf{x}}$	2.86		3.07			4	ŕ	3.06		决 2.77		3.22	2.83	68
Pease		3.48		3.42		3.51			4	î	3.50		<b>1</b> 3.43		3.50	<b>3</b> .44	26
<b>Pecan Springs</b>	₽	2.44	Į.	2.44 -		3.19		2.67	- 🗠	î	3.03		决 2.76	$\mathbf{\nabla}$	2.76	7 2.75	61
Perez	$\sim$	2.84	$\overline{\mathbf{x}}$	2.91 +	$\overline{\mathbf{N}}$	2.84	$\sim$			$\overline{\mathbf{x}}$	2.87			$\overline{\mathbf{x}}$	2.83	2.88	81
Pickle	₽	2.41	$\mathbf{M}$	2.51 -	$\mathbf{\mathbf{M}}$	2.56	- 🗸		- 🗖	Ļ	2.45	-	> 2.78	$\overline{\mathbf{x}}$	2.93	2.52	59
Pillow		3.47		3.59		3.62		3.28	4	î	3.73		<b>1</b> 3.49		3.78	<b>1</b> 3.53	52
Pleasant Hill	$\mathbf{M}$	2.73		3.14 +	$\overline{\mathbf{N}}$	2.98		2.65		$\overline{\mathbf{x}}$	2.87		<b>1</b> 3.15		3.20	7 2.92	64
Reilly		3.00		3.29		3.42	-	3.08	4	î	3.43		<b>1</b> 3.53		3.61	<b>3</b> .28	44
Ridgetop		3.20		3.61 +		3.53	+	3.03	+	Ŷ	3.55	+	<b>1</b> 3.23		3.40	<b>1</b> 3.36	25
Rodriguez	$\mathbf{M}$	2.56		3.09 +		3.15	+	2.71	4	r	3.18	+	≥ 2.72		3.14	> 2.91	85
Sanchez	$\overline{\mathbf{x}}$	2.76		3.14	$\overline{\mathbf{N}}$	2.96	+	2.66		$\overline{\mathbf{x}}$	2.98		<b>1</b> 3.09		3.13	7 2.93	48
Sims	$\mathbf{M}$	2.62		3.12	$\overline{\mathbf{x}}$	2.96		2.67	<	$\overline{\mathbf{x}}$	2.95		> 2.76	$\mathbf{\nabla}$	2.81	7 2.90	45
St. Elmo	$\overline{\mathbf{x}}$	2.84	$\overline{\mathbf{x}}$	3.00 +		3.33	+ 🗸	2.91	4	î	3.29	+	<b>1</b> 3.48		3.58	<b>3</b> .14	37
Summit		3.24		3.09 +		3.49		3.22		r	3.48		<b>1</b> 3.29		3.24	<b>1</b> 3.33	74
Sunset Valley	$\sim$	2.78		3.47		3.31	$\sim$		4	î	3.31	+	<b>1</b> 3.20		3.27	<b>3</b> .16	37
<b>Travis Heights</b>	$\sim$	2.85	₽	2.47 +		3.10	$\sim$		+	$\overline{\mathbf{x}}$	2.93		2.64 🖌	$\overline{\mathbf{x}}$	2.75	2.80	55
Walnut Creek	₽	2.43	$\mathbf{M}$	2.56 -	$\overline{\mathbf{x}}$	2.87	- 🦊			$\overline{\mathbf{x}}$	2.78	-	> 2.91	$\overline{\mathbf{x}}$	3.00	2.69 🖌	75
Widen	$\overline{\mathbf{x}}$	2.86		3.15 +	$\overline{\mathbf{x}}$	2.99			+ 4		3.02	+	2.81	$\mathbf{k}$	2.99	> 2.93	59
Williams		3.12		3.27 -		3.38		3.03	4	ſ	3.40		<b>1</b> 3.09		3.32	3.21	56
Winn	₽	2.49		3.20 +		3.03	+		+	$\overline{\mathbf{x}}$	2.90	+	决 2.76	$\mathbf{k}$	2.95	2.83	38
Wooldridge	$\overline{\mathbf{x}}$	2.85	$\mathbf{k}$	2.77 +	$\overline{\mathbf{x}}$	2.92	$\sim$	2.76		$\overline{\mathbf{x}}$	3.00		7.86		3.07	7 2.86	66
Wooten	$\overline{\mathbf{x}}$	2.80	$\overline{\mathbf{x}}$	2.90		3.08		2.67	<	$\overline{\mathbf{x}}$	2.96		2.83	$\mathbf{\nabla}$	2.97	> 2.87	59
Zavala	$\mathbf{\nabla}$	2.92		3.41		3.36	- 🗸	2.96	+	r	3.50		9 2.74		3.04	<b>1</b> 3.16	34
Zilker		3.31		3.28 +		3.40	ſ	3.26	+ 4		3.37	+	<b>1</b> 3.39		3.30	<b>1</b> 3.33	45

Appendix A. Elementary Climate, Continued

*Note:* Arrows represent the desirability of the mean score:  $\uparrow$ =3.0 or above,  $\nearrow$ =2.75-3.0,  $\checkmark$ =2.5-2.75  $\clubsuit$ =below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

			Professional						
	Community	Collegial	Teacher	Achievement	General		Behavior	Overall	#
School	Engagement	Leadership	Behavior	Press	Climate S	Safety	Mangagement	Climate	Surveys
All MS	2.74	·	<b>3</b> .11	2.66	<b>1</b> 3.11	2.42	2.91	2.83	1,322
Ann Richards	3.24	<b>1</b> 3.53	<b>1</b> 3.55	<b>3</b> .18	▲ 3.66 + ▲	3.63	3.74	<b>3</b> .46	39
Bailey	<b>3</b> .19	2.84	<b>1</b> 3.29	<b>3</b> .19	<b>3</b> .09	3.15	<b>3</b> .19	3.12	92
Bedichek	2.53	<b>3</b> .02 -	<b>3</b> .17	2.63	<b>1</b> 3.18	2.57	3.18	2.85 📈	93
Burnet	2.48	3.28	3.11	2.34	<b>3</b> .08	1.98	2.65	2.72 🖌	76
Covington	2.65	3.34	<b>3</b> .14	2.58		2.25	3.08	2.86	34
Dobie	2.35	3.13	<b>3</b> .08	2.70	🔶 3.19 🔰	2.62	3.14	2.84	47
Fulmore	2.70	<u>)</u> 2.59 -	<b>1</b> 3.10	2.68	<b>1</b> 3.14	2.35	2.94	7.77 📈	68
Garcia	2.71	2.85	<b>1</b> 3.03	2.38 +		1.91	2.62	2.66 🖌	39
Kealing	2.65	- 2.97	<b>1</b> 3.00	2.65	2.92 🦊	1.88	2.51	ݢ 2.67	95
Lamar	2.93	<b>3</b> .01 +	2.93	2.62	<b>1</b> 3.00 + <b>↓</b>	2.16	2.52	7.77 📈	57
Martin		<b>1</b> 3.33 +	<b>1</b> 3.19	2.51 +		2.08	2.83	7.78 📈 📈	82
Mendez	2.43	2.69	2.98	2.33	2.92 🗸	2.40	2.83	2.62	116
Murchison	3.24		<b>1</b> 3.04	<b>3</b> .02	<b>1</b> 3.08	2.84	3.14		112
O. Henry	3.27	3.42 +	1.38 +	- 🔁 2.95		2.47	3.27	3.15	28
Paredes	2.62	2.99	- 2.90	2.52	2.93 🚽	2.48	2.81	2.73	98
Pearce	2.39	↓ 1.95 -	2.81	2.10	2.69 🖡	1.68	1.93	2.26	87
Small	3.05	2.97	3.27	3.02	▲ 3.22	3.04	3.30	3.10	124
Webb	2.54	- 2.90 -	3.04	2.44	🛉 3.16 + 🖡	2.07	2.66	2.69 🖌	35

Appendix B. Middle School Climate Scores by	w ( 'amnus
Appendix D. Wildule School Cliniate Scoles 0	y Campus

*Note:* Arrows represent the desirability of the mean score:  $\uparrow=3.0$  or above,  $\nearrow=2.75-3.0$ ,  $\bowtie=2.5-2.75$  $\Downarrow=$  below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

						Pro	fession	al											
	Con	nmunity	C	ollegia	1	Т	eacher		Acl	hieveme	nt	General		Overall			]	Behavior	#
School	Eng	agement	Le	adersh	ip	Behavior			Press			Climate		Climate		Safety	Mangagement		Surveys
All HS	$\mathbf{\mathbf{M}}$	2.72	$\leq$	3.00			3.14			2.69		<b>1</b> 3.11		> 2.91	$\sim$	2.71	$\overline{\boldsymbol{\lambda}}$	2.93	1,555
Akins	₽	2.45	$\mathbf{M}$	2.71		$\mathbf{k}$	2.97	4	ŀ	2.38		> 2.94		2.65		2.33	$\mathbf{i}$	2.78	215
Anderson		3.25		3.26	+	倉	3.15	1	1	3.04	÷	<b>1</b> 3.19	+	3.13	$\mathbf{\Sigma}$	2.78		3.07	154
Austin	$\overline{\mathbf{x}}$	2.97		3.02	+	倉	3.06	2		2.77	·	<b>1</b> 3.06	+	> 2.93	$\mathbf{h}$	2.59	$\mathbf{M}$	2.72	203
Bowie		3.26	$\overline{\mathbf{x}}$	2.90	+	倉	3.32	1	1	3.16	÷	<b>1</b> 3.28		<b>3</b> .23	1			3.23	198
Crockett	<b>↓</b>	2.33	$\overline{\mathbf{x}}$	2.87		$\mathbf{\uparrow}$	3.11	4	ŀ	2.41		> 2.97		2.69 🖌	J	2.36	$\overline{\mathbf{x}}$	2.77	107
Eastside	$\mathbf{\mathbf{M}}$	2.63	$\overline{\mathbf{x}}$	2.86		疗	3.01	4	ŀ	2.31		> 2.97		> 2.75	$\mathbf{\Sigma}$	2.71	$\overline{\mathbf{x}}$	2.84	57
Garza	$\overline{\mathbf{N}}$	2.84		3.61	+	$\mathbf{\uparrow}$	3.62	1	1	3.16		<b>1</b> 3.65		3.43	1	3.69		3.70	46
International	$\mathbf{\mathbf{M}}$	2.57		3.20	-		3.61	<		2.97	ŀ	<b>1</b> 3.49		3.18	1	3.24		3.45	31
Lanier	₽	2.35	$\overline{\mathbf{x}}$	2.90	+	$\overline{\mathbf{x}}$	2.92	4	ŀ	2.38		> 2.92		2.69 🖌		2.61	$\mathbf{\mathbf{M}}$	2.74	103
LASA		3.25		3.06	+		3.30	+ 1	1	3.33	+	<b>1</b> 3.20	+	3.25	1	3.34		3.45	45
LBJ	₽	2.44	$\overline{\mathbf{x}}$	2.76		$\overline{\mathbf{x}}$	2.89	4	ŀ	2.32		> 2.82		2.52	J	1.87	₽	2.37	93
McCallum	$\overline{\mathbf{x}}$	2.96		3.34			3.15	2		2.81		<b>1</b> 3.18	+	7.98	J	2.39	$\overline{\mathbf{x}}$	2.89	100
Reagan	<b>↓</b>	2.42	$\overline{\mathbf{x}}$	2.79	+	$\overline{\mathbf{x}}$	2.79	4	ŀ	2.23		> 2.78	+	2.56	J	2.31	₽	2.34	59
Travis	₽	2.38	2	2.67	+		3.12	4	Ĵ	2.40	+	<b>3</b> .05		2.72	J	2.49	$\mathbf{\mathbf{M}}$	2.69	144

# Appendix C. High School Climate Scores by Campus

*Note:* Arrows represent the desirability of the mean score:  $\uparrow=3.0$  or above,  $\nearrow=2.75-3.0$ ,  $\bowtie=2.5-2.75$  $\Downarrow=$  below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

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