Relationship Between Principal Leadership and General Climate
## Correlations of TELL AISD Subscales by Level

Structure of the TELL AISD Survey

The Teaching, Empowering, Leading, and Learning (TELL) Austin Independent School District (AISD) Survey is composed of several subscales, or underlying constructs, that contain conceptually similar items. Specifically, campus-based staff are asked to respond to seven items concerning their principal's leadership and eight items pertaining to the general climate of their campus. These seven and eight items represent the constructs of principal leadership and general climate, respectively. Figure 1 shows a partial version of the structure of constructs within the TELL AISD Survey.

Figure 1
Partial TELL AISD Survey structure
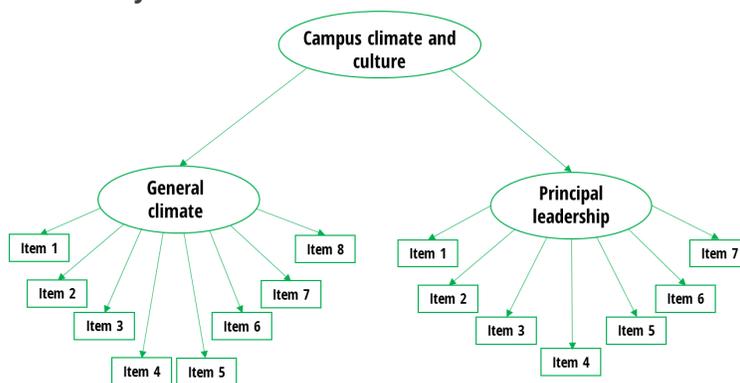
What Is the Relationship Between Principal Leadership and General Climate?

Overall, the relationship between principal leadership and general climate is strong, with correlations ranging from .70 to .75. That is, at campuses where principal leadership is high, general climate is also likely to be high, and where principal leadership is lower, general climate is also likely to be lower. However, it is important to note that correlations do not imply that one variable causes the other. Simply, these two variables tend to change together. Results for correlations between principal leadership and general climate by level are shown below.

Table 1
The correlation (r) between principal leadership and general climate is significant ($p < .0001$) at every level and for the district overall, with the strongest correlation between principal leadership and general climate at the high school level.

Level	r	p	n
Elementary	.70	< .0001	2,794
Middle	.74	< .0001	920
High	.75	< .0001	1,141
All levels	.73	< .0001	4,986

Source. TELL AISD Survey results, 2019
Note. Large sample sizes make detecting significance more likely.

Subscale Calculations

All the items in the TELL AISD Survey are intended to represent different constructs, or variables, that make up campus climate and culture. Subscale scores are calculated by taking the mean of the responses to all the items within a subscale. We can then use these subscale scores to represent the overall, average rate of agreement on a particular subscale or construct. These subscale scores give us the ability to correlate the constructs that make up the overarching concept of campus climate and culture. Given that these constructs all represent climate and culture, we would expect some degree of correlation between most of the survey constructs. The TELL AISD Survey consists of the following constructs: Achievement Press, Community Support and Engagement, District Leadership, District Vision, Facilities and Resources, General Climate, Instructional Practice and Support, Managing Student Conduct, Principal Leadership, Professional Development, Teacher Attachment to Profession, Teacher Attachment to School, Teacher Data Use, Teacher Leadership, Teacher Professional Learning Communities (PLCs), Teacher Self-Efficacy, and School Leadership.

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