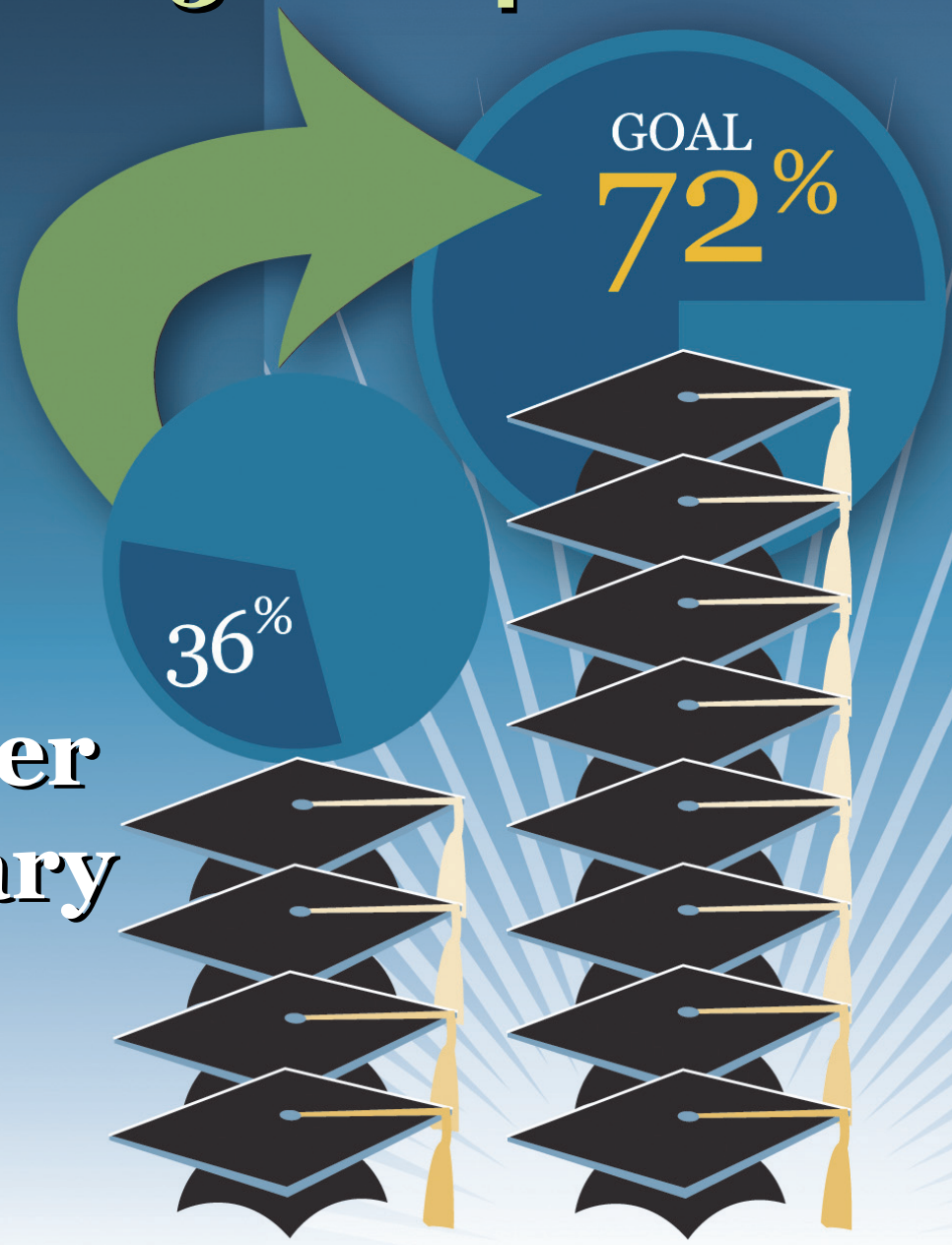
Spring Branch Independent School District

Organizational Health Index Survey 2013–2014



Wilchester Elementary

Spring Branch T-2-4 Educational Plan

Organizational Health Inventory for Elementary and Secondary Schools

The Organizational Health Inventory (OHI) is a school climate survey developed by The Ohio State University's School of Educational Policy and Leadership. According to the survey's author, Dr. Wayne K. Hoy, "a healthy school is one in which the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission." This survey was designed to help school leaders determine the overall "health" status of their campus and address areas of concern.

The OHI measures the dimensions of organizational effectiveness to realize strengths and diagnose weaknesses. There are two separate, anonymous online surveys designed for elementary and secondary schools and these surveys were administered to campus faculty in the Spring of 2014.

The instruments used consists of thirty-seven questions for the elementary survey and forty-four questions for the secondary survey. Each of the responses vary along a four-point scale defined by the categories "rarely occurs", "sometimes occurs", "often occurs", and "very frequently occurs". Each item is scored for each respondent, and then an average school score for each item is computed by averaging the item responses across the school because the school is the unit of analysis. The results from each survey are used to compute subtest or dimension scores (five scores for elementary and seven for secondary schools) and those scores are used to compute an overall health index score. An average health index is 500; 550 is high and 400 is low. The higher the score the healthier the school climate.

The five dimensions of school health for elementary schools are: Academic Emphasis, Collegial Leadership, Institutional Integrity, Resource Influence, and Teacher Affiliation. The seven dimensions of school health for secondary schools are: Academic Emphasis, Consideration, Institutional Integrity, Initiating Structure, Morale, Principal Influence, and Resource Support.

The following table shows the results of the OHI survey at the district level including the high school, middle school, and elementary levels. The table presents the number of respondents and the health index scores for each level.

Table 1: Organizational Health Index Results for Spring Branch ISD

Organization	Number of Respondents	Health Index Score
High Schools	634	610
Middle Schools	479	606
Elementary Schools	1,250	581

The health index scores for the elementary organizational level ranks in the "high" category while the results for the high schools and middle schools rank in the "very high" category. Overall, each of the three organizational levels have a very healthy school climate.

Campus:	Wilchester Elementary

The Organizational Health Inventory for Elementary Schools (OHI-E) was a survey given to faculty members. This year was administered through Survey Monkey.

According to the OHI-E, a healthy school is one in which the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission.

The OHI-E measures five dimensions of a healthy school and those dimensions are used to compute an overall health index that can be used to compare against schools in the sample. Higher scores indicate a healthy school climate while lower scores indicate an unhealthy climate.

The table on the right can be used to reference the school climate health on your campus compared to the schools in the sample.

Campus Health Index: 593

The district's HI score is: 581

Above 600---Very High
551-600---High
525-550---Above Average
511-524---Slightly Above Average
490-510---Average
476-489---Slightly Below Average
450-475---Below Average
400-449---Low
Below 400---Very Low

Respondents: 42

Teacher Affiliation (TA)

refers to a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.

	Frequency of Occurrence				District
	Rarely	Sometimes	Often	Very Frequently	Avg
Teachers in this school like each other.			3.28		3.30
Teachers exhibit friendliness to each other.			3.14		3.41
Teachers express pride in their school.			3.51		3.28
Teachers identify with the school.			3.35		3.29
Teachers accomplish their jobs with enthusiasm.			3.18		3.10
The learning environment is orderly and serious.		2.88			3.14
There is a feeling of trust and confidence among the staff.		2.89			3.01
Teachers show commitment to their students.			3.69		3.56
Teachers are indifferent to each other.			3.33		3.47

Resource Influence (RI)

describes the principal's ability to affect the action of superiors to the benefit of teachers. Teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

	Frequency of Occurrence				District
	Rarely	Sometimes	Often	Very Frequently	Avg
The principal gets what he or she asks for from superiors.			3.07		3.10
Extra materials are available if requested.			3.46		3.06
The principal is able to influence the actions of superiors.		2.33			2.66
Teachers are provided with adequate materials for their classrooms.			3.72		3.23
Teachers receive necessary classroom supplies.			3.83		3.27
The principal's recommendations are given serious consideration by his or her superiors.		2.91			3.06
Supplementary materials are available for classroom use.			3.51		3.10

Institutional Integrity (II)

describes a school that has integrity in its educational program. The school is not vulnerable to narrow, vested interests of community groups; indeed, teachers are protected from unreasonable community and parental demands. The school is able to cope successfully with destructive outside forces.

	Frequency of Occurrence				District
	Rarely	Sometimes	Often	Very Frequently	Avg
The school is vulnerable to outside pressures.		2.37			2.94
Community demands are accepted even when they are not consistent with the educational program.		2.74			2.86
Teachers feel pressure from the community.	1.94				2.99
Select citizen groups are influential with the board.	1.90				2.55
The school is open to the whims of the public.		2.30			2.93
A few vocal parents can change school policy.		2.62			3.31

Collegial Leadership (CL)

refers to behavior by the principal that is friendly, supportive, open, and guided by norms of equality. At the same time, however, the principal sets the tone for high performance by letting people know what is expected of them.

	Frequency of Occurrence				District
	Rarely	Sometimes	Often	Very Frequently	Avg
The principal explores all sides of topics and admits that other opinions exist.			3.23		3.15
The principal discusses classroom issues with teachers.			3.21		3.28
The principal accepts questions without appearing to snub or quash the teacher.			3.66		3.30
The principal treats all faculty members as his or her equal.			3.38		3.15
The principal goes out of his or her way to show appreciation to teachers.			3.63		3.18
The principal lets faculty know what is expected of them.			3.43		3.50
The principal conducts meaningful evaluations.			3.55		3.32
The principal maintains definite standards of performance.			3.41		3.41
The principal looks out for the personal welfare of faculty.			3.54		3.23
The principal is friendly and approachable.			3.78		3.39

Academic Emphasis (AE)

Refers to the school's press for achievement. The expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.

	Frequency of Occurrence				District
	Rarely	Sometimes	Often	Very Frequently	Avg
Students neglect to complete homework.			3.55		2.99
Students are cooperative during classroom instruction.			3.44		3.27
Students respect others who get good grades.			3.58		3.22
Students seek extra work so they can get good grades.		2.17			2.03
Students try hard to improve on previous work.		2.93			2.63