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by

Carla Brosnahan

May, 2011

THE IMPACT OF A SCHOOL'S ORGANIZATIONAL HEALTH ON  
STUDENT ACHIEVEMENT

A Doctoral Thesis Presented to the  
Faculty of the College of Education  
University of Houston

In Partial Fulfillment  
of the Requirements for the Degree

Doctor of Education  
in Professional Leadership

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May, 2011

## Dedication

In honor of my mother, Polly Berry, for her love and encouragement throughout my life. Although she was not a college graduate, she valued education and professionally grew throughout her career in the hospital system. Her legacy is one of love and service.

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## ABSTRACT

The purpose of this study was to compare the achievement of twenty-five campuses as measured by their reading and math performance and state accountability ratings, to the outcomes the schools achieved from the administration of the Organizational Health Inventory. The literature review examined a historical perspective of school reform, high stakes testing, school culture and climate, and the importance of leadership in schools.

The study was conducted in a fast growing urban school district of over 100,000 students located in the Gulf Coast area of Texas. The population of the study consisted of the personnel in twenty-five schools trained in Fairman's Organizational Health model. Sample schools were assigned an accountability rating based on student performance, measured using the state achievement test mandated by the Texas Education Agency.

Standard scores for each of the ten dimensions were derived from the administration of the OHI at each of the 25 campuses and were compared with the accountability rating of each school using a one way analysis of variance (ANOVA). In nine of the ten dimensions of Organizational Health, statistical significance was not

found at a  $p < .05$  alpha showing there was not variance between the Organizational Health campuses. The Cohesiveness dimension was the only dimension in this study to

show a statistical significance at  $p < .05$ .

The means of each of the ten dimensions were then compared between the Recognized and Exemplary campuses. In every dimension, the mean of the Recognized campuses was lower than the mean of the Exemplary campuses. This demonstrates a positive trend indicating organizational health impacts student achievement. By comparing the differences in means, the top four dimensions having the greatest variance are Cohesiveness, Adaptation, Goal Focus, and Communication. The Autonomy dimension is fifth by a small margin.

All twenty-five campuses had high performance ratings on TAKS in 2010 so to answer the research question: “Is there a correlation between Organizational Health, and their achievement based on the TAKS assessment in reading and math,” a Pearson Correlation was done. The Pearson Correlation was statistically significant at .049, with a probability of ( $p < .05$ ) on the Autonomy dimension of OHI and Reading.



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## Chapter I

### Introduction

The climate and environment of the school is important to academic achievement. In the Organizational Health (OH) theory, the healthier the organization is, the higher the achievement (Fairman and McLean, 2003). Organizational culture is seen as the ‘social glue’ that binds the community of the organization together (Dimmock and Walker, 2005). Educators have been searching for solutions to improving achievement for decades. Curriculum standards, assessment, and teacher training are the usual targets of educational reforms. Diane Ravitch, former assistant secretary of education, states if we want to improve education we should first have a vision of what good education is. Schools should have goals that are worth striving for (Ravitch, 2010). Shared leadership theories, including Organizational Health, list “Goal Focus” as one of their priorities. Ravitch also contends that we have to improve the conditions in which teachers work and children learn. Improving the school climate is imperative in improving student achievement and is the purpose of the Organizational Health theory.

### The Need for the Study

In the sample school district, a large “Recognized” school district in Texas, twenty-six schools study and focus on OH’s ten dimensions and six belief statements. As the budget allows, more schools within the district will be added to the OH cadre. The ten OH dimensions are: Goal Focus, Communication Adequacy, Optimal Power Equalization, Resource Utilization, Cohesiveness, Morale, Innovativeness, Autonomy, Adaptation, and Problem Solving Adequacy. The OH theory has found the dimensions

that show the greatest impact on student performance are: Goal Focus, Cohesiveness, Adaptation, and Autonomy (Fairman and McLean, 2003).

Using the district's OH archival data, I will determine if there is a correlation between schools that are rated "Acceptable", "Recognized" or "Exemplary" and their OH scores. Math and Reading performance at each OH campus will also be studied to see if there is a correlation between each of the ten dimensions. I will also determine if the four dimensions that OH has found to have the greatest impact on student performance correlate with academic achievement in the schools.

#### Statement of the Problem

Ninety-nine percent of sample district's schools implementing the OH Model are rated Recognized or Exemplary by the Texas Education Agency, but average only 50% in the OH inventory. Is a test score the sum of what a school does and what students learn? Higher test scores may or may not be a reliable indicator of the "best" school or education. Love of learning and the desire to learn are also vital to school improvement (Ravitch, 2010).

As a practitioner, my staff is surveyed annually using the Organizational Health Inventory (OHI). I began to question the correlation between a healthy organization and student achievement when I observed schools with exemplary ratings from the Texas Education Agency had very low Organizational Health scores (see Appendix E).

There is not a tool to measure the culture of an organization but there are many tools that are valid when measuring organizational climate. The OHI has been used widely to provide data about the internal climate of schools and other organizations.

### Purpose of the Study

The purpose of this study is to determine if there is a correlation between the sample schools' OH scores and their student achievement, as determined by TEA accountability standards. My assumption, without research, is in the sample district, there is not a correlation between campuses' organizational health scores and their accountability rating from The Texas Education Agency.

### Research Questions

Is there a correlation between the organizational health in the sample district's OH campuses and their achievement based on the state assessments?

OH research states that the dimensions that show the greatest variance between the top and bottom group, and have the greatest impact on student performance are: Goal Focus, Cohesiveness, Adaptation, and Autonomy. Data will be compared between the top and bottom school scores.

### Definition of Terms

For the purposes of this study, the following definitions were utilized:

1. Goal Focus- clarity/acceptance/support/advocacy of goals (Fairman and Mclean, 2003).
2. Communication Adequacy- communication is relatively distortion free and travels vertically and horizontally.



3. Optimal Power Equalization- maintain a relatively equitable distribution of influence between leaders and team members.
4. Resource Utilization- coordinate and maintain personnel with a minimal sense of strain.
5. Cohesiveness- persons and groups have a clear sense of identity and are attracted to membership within the organization. They want to stay, be influenced by it, and exert their own influence in it.
6. Morale- state in which a person or group has feelings of well-being, satisfaction, and pleasure.
7. Innovativeness- ability to be and allow others to be inventive, diverse, creative, and risk taking.
8. Autonomy- freedom to fulfill roles and responsibilities.
9. Adaptation- ability to tolerate stress and maintain stability while coping with the demands of the environment.
10. Problem Solving Adequacy- ability to perceive problems and solve them with minimal energy.

#### Significance of the Study

This research has the potential of benefiting the sample district, the principals, the teachers and the students. The data will assist the sample district in determining whether funds will be expended to add more campuses to the OH Cadre. Determining if OH campus scores have a correlation with student achievement will aid in decision making.

As educators look for ways to improve our schools, the sample district will determine if OH implementation is worth the investment.

### Organization of the Study

Chapter one of the study includes an introduction to the study with research questions and definitions of terms. The chapter also includes the significance of the study.

A review of the related literature on educational leadership, shared leadership, and its impact on student achievement will be included in chapter two.

Chapter three's research methods used existing sample district's archival quantitative data. An ANOVA method was used to compare a school's OH scores and their TAKS accountability data used to measure student achievement at the campus. A Pearson Correlation was also run to see if there is a correlation between reading and math performance compared to each of the ten OH dimensions.

Chapter four presents the results and findings of the study. In Chapter five, the summary and implications of the study are outlined and recommendations to the sample district in relation to utilizing OH theory are offered.

## Chapter 2

### Review of the Literature

#### Introduction

Countries across the globe have been searching for the best practices in education for centuries. It is every nation's goal to produce citizens who can be productive and contributing to the nation's welfare. People look to the educational system to produce such citizens. Such endeavors motivate educators to research what strategies are working well. They then can focus on how we can improve, to best meet the needs of all our learners. The purposes and goals of education are similar. Educational systems use formal curriculum to cultivate students' knowledge of the country's history, the language, government, and citizenship. In addition, curriculum common across cultures teaches the skills of reading, writing, math, language, science, social sciences, and humanities (Gutek, 2006).

#### Historical Background

The United States has had educational reforms throughout the last two hundred years. During our Industrial Age the belief was to deeply educate the academic elite and prepare the rest of the students to be productive members of the workforce and society (Fairman and McLean, 2003). Prior to 1960, educational structures and school leaders did not have to contend with outside interference from policymakers and social reformers

(Kaplan and Usdan, 1992). They focused on the four B's: bonds, budgets, buildings, and buses. The attitude of the day was to give educators the money they needed and left them alone to do their jobs. Educational support from the public was prevalent in this era. Preparing students for the work place was widely believed to be the primary focus of education in the last two decades of the twentieth century (Marshall and Tucker, 1992). The U.S. economy declined in competitiveness in the 1970's and 1980's and was believed to be the result of workers being inadequately educated. The reform efforts during the 1980's focused on academic rigor. The Excellence Movement is the name given to the 1980's. The National Commission on Excellence in Education published an infamous report in 1983 entitled *A Nation At Risk*. The focus of the report was the American economy was in danger due to the decline of American education. The report suggested a return to the basics, more academic seat time for students, and more rigorous academic standards. States tightened the course requirements for a high school diploma, raised salaries for teachers and raised standards for those who chose the teaching profession. New standardized tests were created and required for both teachers and students. Despite the reform and increases in educational funding, in November of 1990, the National Testing Service issued a report which summarized the reforms of the 1980's. Student achievement had not improved (Fiske, 1992).

The focus of the reform efforts in the 1990's, known as the Restructuring Movement, has been in the development of educational standards. Standards have been described as the measurement by which the quality of schools are determined (Rowan, 1995). Newmann and Wehlage (1995) propose that successful schools of the twenty-first century will rely on human and social resources found in the individual school. They

also suggested structural change will have to be implemented to improve the effectiveness of the educators working in the individual school.

Schmoker (1996) reports that teamwork provides the real basis for meaningful school reform. Teamwork focuses on the collaboration of teachers and parents and decisions are site based.

Saranson (1990) states that the United States has invested billions of dollars toward reforming schools and education still has not changed. Ogawa, Crowson, and Goldring (1999) suggest the reason for the failure of current reform efforts is that many of the main structures and roles of schooling have remained stable and unchanged over time. Schools in the U.S. and many other countries, including China, look alike and haven't changed much in fifty years.

Today, the U.S. has moved to the Information Age in education. Teachers used to be the gatekeepers of knowledge and now the focus is on the teacher as the facilitator of knowledge. The U.S. focuses on all learners and works to ensure no learner falls through the cracks. We want everyone to succeed. The U.S. believes "learning is for all." Many districts and schools have goal statements or themes such as "All children can learn", "Learning for all, whatever it takes," and "Success for all, Failure is not an option!" Schooling is compulsory through twelfth grade, although enforcing compulsory education is challenging. Many families choose to home school. There is not an accountability system for children schooled in the home.

The reforms currently in the U.S. are testing, standards, accountability, and vouchers. U.S. school districts also focus on professional development for their staffs in

order for teachers to learn the best teaching practices and strategies. Good teachers are the most important part of the education equation (Rhee, 2010).

Other than vouchers, the reforms are very similar in many countries, including China. In America, one of our leading issues is the state of education. Schools have historically resisted change. Only slight modifications have been made over the years in school schedules and curricula (Edwards and Chapman, 2010). Consistently, the U.S. ranks last among industrialized nations in math and science on international tests. We are the first-world nation by economic standards, but a third-world nation by educational standards (Johnson and Finn, 2005). Economically, we have to be able to sustain our high cost of living standard. Educationally, the U.S. has to supply great numbers of well-educated people prepared to support our worldwide economy. We have to produce problem solvers who are self-directed, work collaboratively, and have a technological foundation. The U.S. has been restructuring its curriculum with an emphasis on creativity, problem solving, and higher order thinking skills. Asian countries are renowned for replication and rote learning (Dimmock and Walker, 2005). In the U.S., governance of education is influenced by the federal government but each state is responsible and has authority over their school systems. In the era of accountability, the United States uses the federal No Child Left Behind standards (a 2001 reform) and states' accountability systems to determine student academic success. There are many who want more from their schools than students being able to pass basic curriculum standards.

## Leadership

When parents and local business leaders at a North Carolina magnet school, A.B. Combs Elementary, were asked what they wanted from a school, they responded they wanted students who were responsible, who showed initiative, who were creative, who knew how to set goals and meet them, who got along with people of various backgrounds and cultures, and who could resolve conflicts and solve problems. Interestingly, not one parent or focus group said anything about academics or higher test scores – not one (Covey, 2009). When the school staff analyzed the responses, the word that kept popping up with what the school needed to focus on was “leadership.”

*“There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors contribute to such turnarounds, leadership is the catalyst” (Leithwood, et.al., 2004).*

In order to handle the demands of state and federal accountability and to also handle the demands of the communities, school leaders and staff have to have a host of talents and skills. The climate and environment of the school is important, in addition to academic achievement. During a visit to Beijing’s Normal University, Dr. Wong stated that the principals are seen as the teacher of teachers. He shared that principal leadership has a direct affect on the success of schools (Wong, 2010). In the book, Educational Leadership Culture and Diversity (Dimmock and Walker, 2005), the authors compare school leadership in Hong Kong, Singapore, and Perth, Australia. Principals see their leadership role shifting from remote and autocratic to more participative. Singaporean principals perceived a difference between school leaders from different ethnic backgrounds. One stated: “I think that Chinese principals are more aggressive in the

sense that they seek more results, achievements and publicity. Indians do that also. But I find that Malays, they are happy with the current state of the school and don't make much fuss about new ideas and implementing new programs. Of course we get some that differ from the norm, but generally you can see these trends." (Dimmock and Walker, 2005).

The authors also shared that principals see teachers moving tentatively from being passive to more active involvement in school decision making while retaining a keen sense of hierarchy. Another theme among these principals is that they employ strategies to cultivate harmonious relationships with staff. Preservation of harmony is seen as imperative for maintaining performance, self-concept and loyalty to the school.

Australian principals were unanimous in their belief that while valuing collaboration and harmony were important, they were not prepared to compromise their rights to express their views.

Effective leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the most challenging schools (Wallace, 2009).

A growing body of evidence has highlighted this basic fact: behind excellent teaching and excellent schools is excellent leadership – the kind that ensures that effective teaching practices don't remain isolated and unshared in single classrooms, and ineffective ones don't go unnoticed. Indeed, with our national commitment to make every single child a successful learner, the importance of having such a high-quality leader in every school is greater than ever (Wallace, 2006).



In 2010, Dr. William Daggett of the International Center for Leadership in Education, conducted an extensive analysis of the nation's most rapidly improving schools. Dr. Daggett states the most improved schools have more effective teachers and more effective instructional leaders.

Research has shown the culture and climate of a school have an impact on student achievement. Deal and Peterson (1999) contend that an improved school culture is the key to student achievement and learning. Culture has been described as “the way we do things around here” (Schein, 1992, p.21). School leaders are the keys to shaping school culture. It is up to school principals to help identify and shape strong, positive, student focused cultures (Deal and Peterson, 1998).

### Organizational Health

In the Organizational Health theory, the healthier the organization is, the higher the achievement (Fairman and McLean, 2003). For 20 years OH Diagnostic and Development Corp has repeatedly and consistently found a strong relationship between OH and productivity. Organizational culture is seen as the ‘social glue’ that binds the community of the organization together (Dimmock and Walker, 2005). In the sample district, twenty-six schools study and focus on OH's ten dimensions and six belief statements. As the budget allows, more schools within the district will be added to the OH cadre. Organizational Health is defined as an organization's ability to function effectively, to cope adequately, to change appropriately, and to grow from within. Health can vary from a maximal to minimal degree (Fairman and McLean, 2003).

The ten OH dimensions are:

Goal Focus- clarity/acceptance/support/advocacy of goals,

Communication Adequacy- communication is relatively distortion free and travels vertically and horizontally,

Optimal Power Equalization- maintain a relatively equitable distribution of influence between leaders and team members,

Resource Utilization- coordinate and maintain personnel with a minimal sense of strain,

Cohesiveness- persons and groups have a clear sense of identity and are attracted to membership within the organization. They want to stay, be influenced by it, and exert their own influence in it.

Morale- state in which a person or group has feelings of well-being, satisfaction, and pleasure,

Innovativeness- ability to be and allow others to be inventive, diverse, creative, and risk taking,

Autonomy- freedom to fulfill roles and responsibilities,

Adaptation- ability to tolerate stress and maintain stability while coping with the demands of the environment,

Problem Solving Adequacy- ability to perceive problems and solve them with minimal energy.

The OH theory has found the dimensions that show the greatest impact on student performance are: Goal Focus, Cohesiveness, Adaptation, and Autonomy (Fairman and McLean, 2003).

Goal Focus shows the degree which faculties in schools have clarity, acceptance, support and advocacy of school-wide goals. Cohesiveness shows the degree to which the faculties want to be a part of their school, want to influence each other. The degree to which employees are able to adapt and change to meet the demands of parents and community are measured with Adaptation. Autonomy focuses on the staff fulfilling their professional role within the context of the school-wide goals.

### School Culture, Climate, and Leadership

Many seminal thinkers and educational psychologists have been influential in leadership theories and practices. Abraham Malsow developed the Hierachy of Needs model in the 1940-50's in the USA. It is a pyramid starting with one's physiological needs being met in order to move up to the next level and ultimately being able to reach our human potential, self-actualization. The model remains valid today in the areas of human motivation, management training, and personal development.

Maslow's theory extends to management theory. The principal, as a manager and leader, has a major influence on learning and school climate. The school's climate appears to directly influence the success or failure of learning in the school (Warner, 1993). Sergiovanni states Maslow's ideas are helpful in regards to leadership but have limitations. In management theory, esteem, autonomy, and self-actualization are considered to be better than belonging. Belonging needs should be considered but are sometimes a nuisance that must be met to get a person motivated at a higher level. The higher the level, the more motivated a person will be and the more productive (Sergiovanni, 2001). In Organization Health theory, the relationship between

cohesiveness dimension and student performance is statistically significant (Fairman, & McLean, 2003). Maslow's needs are typically viewed as being universally applicable but needs are culturally determined (Sergiovanni, 2001). Belonging may be less valued in one culture and more valued in another. The same is true of achievement and the other needs in Maslow's hierarchy. According to the research, belongingness and cohesiveness are very important in the climate of the school. Cohesiveness is one of the ten dimensions necessary for a healthy organization (Fairman and McLean, 2003).

As A.B. Combs School in North Carolina found, parents and community members value leadership strengths being built in students (Covey, 2009). With the Organizational Health theory, leadership is valued and shared with all employees. When leadership is shared and the environment is collaborative, schools manage the challenges of education and change. The ten dimensions of Organizational Health and the Six Leadership Belief Statements are part of a school's culture.

#### OH – Organizational Health Six Leadership Belief Statements

1. We believe all decisions should be consistent with our mission and goals, should be data based, should be anchored in sound theory and best practice, and should be focused on what is best for the short and long term interests of all students.
2. We believe all decisions should be made at the most appropriate level in the organization and should be as close to the point of implementation as possible. The competency and commitment levels of those involved will help determine the appropriate level.

3. We believe our behavior should promote and encourage empowerment throughout our organization. Empowerment should be highly individualized.
4. We believe we have an obligation to establish and maintain cohesive interdependent teams with a high commitment to the organization's mission and goals. Teams will assume leadership responsibility for identifying, achieving, and monitoring the highest standards of performance consistent with student and other stakeholder needs by capitalizing on the strength and diversity of members and other interdependent teams.
5. We believe our behavior should promote and encourage professional autonomy and growth from independence to interdependence for individuals and teams throughout the organization.
6. We believe that we have an obligation to build in quality control and quality assurance strategies throughout the organization. Building feedback loops into the system will assist leaders in aligning mission, strategies, structures, and systems to ensure quality control and assurance throughout the organization.

Leadership not only matters: It is second only to teaching among school-related factors that affect student learning. Its impact is greatest in schools with the greatest needs, according to a comprehensive review of evidence on school leadership by

researchers at the Universities of Minnesota and Toronto. This report, the first in a series that seeks to establish how leadership promotes student achievement, summarizes the basics of successful leadership and sets out what leaders must do — including setting a clear vision, supporting and developing a talented staff, and building a solid organizational structure — to meet the challenge of school reform (Leithwood, et.al., 2004). These findings are very similar to Organizational Health research.

Decisions should be made collectively. Distributed leadership traces back at least to organizational theory developed in the 1960s by McGregor. Leadership is a product of organizational culture (Sergiovanni, 1984). It has to do with the mixture of organizational culture and the density of leadership competence among and within many actors.

Organizational Health theories are also a part of schools' professional development. When professional development was discussed in lectures in China, professional development appeared to focus on curriculum and standards. I asked a professor from East China Normal University in Shanghai how principals were chosen for extra professional development opportunities. He shared all evaluations of principals and opportunities for them are based on their passing rates of students on entrance exams for college (Li, 2010). Dr. Wong, from Beijing Normal University said, "Without principals' professional development, there is no school development (Wong, 2010). I think one of our nation's best practices is professional development opportunities throughout the US. Dr. Li shared that China plans to send over 10,000 principals abroad for training over the next ten years. Their goal is for students to learn more joyfully,

decrease the burden of homework, utilize foreign best practices, and shadow in schools for one week (Li, 2010).

Pedro Noguera, Professor at New York University, believes our educational issues are based on social inequality and not problems with knowing how to educate young people. He suggests it is a matter of will. There are poor countries that have the will to educate all their children. He believes our society does not care much about poor children. Noguera believes the measures of accountability are equitable. The problem is we expect all students to learn the same things and judge them by the same standards when we haven't ensured students have an equal chance to reach the standards (Johnson and Finn, 2005). Vouchers are not going to get poor children into an elite private school because elite schools often keep poor children out. It worries educators that confidence in U.S. education is declining but there is no proof that vouchers provide children what they need.

Noguera believes we need to transform our schools and figure out how to make them so compelling that students would be motivated to attend. One criterion for making schools compelling is caring teachers (Johnson and Finn, 2005). High school students told Noguera they look for three things in teachers. First, they look for people who care; second, teachers who are strict and hold students accountable; and third, they like teachers who teach them something. When they found a teacher who was caring, strict, and challenging, they responded really well, even if they had criminal records (Johnson and Finn, 2005).

Freiberg and Stein (1999) describe school climate as the heart and soul of the school and the essence that draws teachers and students to love the school and want to be

part of it. A meta-analysis study performed by Wang, Haertel, and Walberg (1997) found school culture and climate were among the top influences in affecting improved student achievement. Their study also found that state and local policies, schools organization, and demographics had the least influence on student learning.

Fostering a caring, safe environment for staff and students will have an impact on achievement. Incorporating Organizational Health theories into the professional development for school staffs is vital for moving from theory to practice.



## Chapter 3

### Methodology

#### Introduction

The purpose of the proposed study was to compare schools using the ratings of the Exemplary, Recognized, and Acceptable school model, as measured by the State of Texas Accountability Rating System, to the ten dimensions of the Organizational Health Inventory. I further compared the schools to see if there was a correlation between each of the ten dimensions on the Organizational Health Inventory and each school's reading and math performance percentages on the 09-10 TAKS tests. Chapter III is divided into the following subsections: (1) sample; (2) data collection procedures; (3) methodology; (4) research design; (5) data analysis; and (6) limitations.

#### Sample

The sample for the proposed study was drawn from the population of a large and fast growing suburban school district in the Gulf Coast area of Texas. The district consists of 186 square miles of land within the boundaries with an enrollment of over 106,000. In 1968, this district was mostly rural. Four decades later, the community has become more metropolitan with over 850 subdivisions and apartment complexes in all price ranges. Students come from varied socioeconomic and ethnic groups with parents from varied educational levels and professions. There are a number of industries within

the district boundaries. The potential for growth is high due to the 30% undeveloped land in the district. The table below depicts the fast growth of this school district (Table 1).

Table 1

ENROLLMENT / PROJECTIONS THROUGH 2014-15		
SCHOOL YEAR	STUDENT ENROLLMENT	INCREASE FROM PREVIOUS YEAR
2007-2008	96,800	4,148
2008-2009	100,887	4,087
2009-2010	104,209	3,332
2010-2011	106,134	1,925
2011-2012	109,737	3,604
2012-2013	112,533	2,796
2013-2014	115,848	3,315
2014-2015	119,373	3,525

The table below gives the enrollment for high schools, middle schools, and elementary schools for the 2010-2011 school year (Table 2).

Table 2

ENROLLMENT IN SAMPLE SCHOOL DISTRICT September 15, 2010		
Schools	Number of School	Student Enrollment
High Schools	11	30,178
Middle Schools	16	23,902
Elementary Schools	52	52,054
Special Program Facilities	4	Students are coded from their home campus

The ethnic breakdown in the sample school district is described in Table 3.

Table 3

ETHNIC BREAKDOWN IN SAMPLE SCHOOL DISTRICT September 15, 2010	
African American	16.0%
Asian	8.0%
Hispanic	43.0%
Native American	0.4%
White	33.0%

There were 26 campuses using the Organizational Health model. 19 were elementary campuses, 4 were middle schools, and 2 were high schools. An alternative high school was omitted from the total due to the school's unique criteria used to earn their accountability rating (Table 4).

Table 4

2010 Levels of OH Campuses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elem	19	76.0	76.0	76.0
	MS	4	16.0	16.0	92.0
	HS	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

The accountability ratings for the 2010 school year were high in the sample school district as described in Table 5.

Table 5

2010 SAMPLE DISTRICT'S ACCOUNTABILITY RATINGS	
Exemplary (E)	38 schools
Recognized (R)	36 schools
Academically Acceptable (AA)	2 schools
<ul style="list-style-type: none"> <li>• No Academically Unacceptable campuses make up the current sample</li> <li>• Alternative campus which did not receive a rating (1) this campus will not be used in this study due to different criteria used to achieve rating</li> </ul>	

The twenty-six campuses that use the Organizational Health model also had the majority of their campuses earning either Exemplary or Recognized ratings (Table 6).

Table 6

2010 SAMPLE DISTRICT'S 26 <u>OHI</u> CAMPUS ACCOUNTABILITY RATINGS	
Exemplary (E)	10 schools
Recognized (R)	14 schools
Academically Acceptable (AA)	1 school
<ul style="list-style-type: none"> <li>• No Academically Unacceptable campuses make up the current sample</li> <li>• Alternative campus which did not receive a rating (1) will not be used in this study due to different criteria used to achieve rating</li> </ul>	

The demographics of the OH campuses include 18% African American, 40% Hispanic, 31% White, and 46% Economically Disadvantaged. 3 schools had between 0-25 % Economically Disadvantaged (ED) students. 13 schools had between 26-50% ED rate, 5 schools had between 51-75% ED rate, and 4 schools had between 76-100% ED rate (Table 7). The total student population in the 25 OH campuses was 29,743.

Table 7

2010 Economically Disadvantaged Percentages by QUARTILE OH Campuses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-25	3	12.0	12.0	12.0
	26-50	13	52.0	52.0	64.0
	51-75	5	20.0	20.0	84.0
	76-100	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

### Research Questions

Was there a correlation between the organizational health at CFISD OH campuses and their achievement based on TAKS assessment? Was there a significant difference and positive trend between the performance on the TAKS assessment and the OHI?

OH research states that the dimensions that show the greatest variance between the top and bottom group, and have the greatest impact on student performance are: Goal Focus, Cohesiveness, Adaptation, and Autonomy. Data was compared and rank ordered between the top and bottom school scores. The sample for the study includes the 2009-2010 State of Texas Accountability Ratings for each of the 25 schools within the district being studied. The rating of each school fell into one of the following three categories:

Exemplary, Recognized, or Academically Acceptable. Cypress-Fairbanks ISD does not have any campuses that have received an Academically Unacceptable rating. Ratings are assigned to a school by the Texas Education Agency (TEA) based on how the students within the school perform on the Texas Assessment of Knowledge and Skills (TAKS) test. Students in grades three through eleven, take the TAKS tests during the spring semester of each school year. Reading and math are tested in each grade level. The writing test is given in grades four, seven, and ten. Science is tested in grades five, eight, ten and eleven. Social Studies is tested in grades eight, ten, and eleven. Passing eleventh grade TAKS tests are high school exit requirements.

The primary evidence for the validity of the TAKS test is the content being measured. The tests assess the Texas state-mandated curriculum, which is required to be taught to all students (see Appendix D).

#### Data Collection Procedures

Archival data was used to test the hypothesis of the proposed study. Data collected from the administration of the Organizational Health Inventory (OHI) to the 25 campus staffs in the district in the 2009-2010 school year will be analyzed. The teachers and staff members of each campus anonymously complete the eighty questions of the OHI. Each of the 25 campuses receives a percentile ranking of the effectiveness of the campus in each of the 10 dimensions of the OHI. The percentile ranking is based on faculty and staff satisfaction in each of the dimensions measured.

The OHI data was compared to the Accountability Rating of each of the campuses in the district sample. School Accountability Ratings are assigned by the State of Texas based on pre-determined performance standards set by the Texas Education Agency.

Accountability ratings issued by the state are based primarily on the percentage of students in all grades passing the Texas Assessment of Knowledge and Skills (TAKS) in reading, mathematics, writing, science, and social studies. In addition, state requirements also exist addressing the school's dropout rate, and the number of students required in each sub group in order for the group to be evaluated. Performance standards for TAKS and dropout rates must be met for all students as well as for student groups: African American, Hispanic, White, and Economically Disadvantaged. A group's performance will be evaluated when there are at least 30 students in the group and they represent at least 10.0% of all students. Any student group with 50 or more students will always be evaluated.

#### TEA 2010 Accountability Rating System

**Description:** Beginning with the 2003-2004 school year, districts and campuses have earned state ratings based upon TAKS scores, completion rates (grades 9-12) and annual dropout rates (grades 7-8).

Exemplary schools attain a 90 percent passing rate on each subject area (reading/ELA, writing, mathematics, social studies and science) tested on the TAKS. In addition, high schools have a completion rate of at least 95 percent and the annual dropout rate must be 1.8 percent or less for middle schools (grades 7-8).

Recognized schools attain an 80 percent passing rate on each subject area tested on TAKS. In addition, high schools have a completion rate of at least 85 percent, and the annual dropout rate is 1.8 percent or less for middle schools.

Academically Acceptable schools attain a 70 percent passing rate in reading/ELA, writing and social studies. A 60 percent passing rate must be attained in mathematics and a 55 percent passing rate in science. In addition, high schools have a completion rate of at least 75 percent and the annual dropout rate is 1.8 percent or less for middle schools.

Academically Unacceptable schools have TAKS scores and/or dropout rates that fall below the Academically Acceptable category.

The TAKS standards for school accountability ratings are as follows:

- Exemplary- at least 90% of the students who were tested passed and 1% or fewer of students dropped out in grades 7-12.
- Recognized- 80% to 89% of the students who were tested passed and 1.1% to 3% of students dropped out in grades 7-12. Acceptable- 50% to 79% of the students who were tested passed and 3.1% to 5.5% of students dropped out in grades 7-12
- Low-Performing- less than 50% of the students who were tested passed and over 5.5% of students dropped out in grades 7-12. The Texas Education Agency publishes this data each year.

## Methodology

The study used two instruments. The dependent variable, organizational health, was measured by the Organizational Health Instrument (OHI). The independent variable, State of Texas Accountability Ratings, was measured by using the Texas Assessment of Knowledge and Skills Test (TAKS).

The Organizational Health Instrument was developed in 1979 as a diagnostic tool



to measure the health of school climates. The OHI consists of eighty items, eight for each of the ten dimensions, and has been validated for use in educational and business organizations (Fairman, 1982). The instrument has been used widely to provide data about the internal working of schools and other organizations. After the administration of the OHI, a percentile score is assigned to each of the 10 dimensions. The percentile scores are determined from the raw scores gathered from the administration of the OHI. The health of an organization influences, either positively or negatively, the organization's ability to achieve its goals.

This research identified if there was a significant difference between school climate and the school's State of Texas Accountability rating. In this study, comparisons were made among the data collected from the administration of the Organizational Health Inventory (OHI) with the State of Texas Accountability ratings of 25 schools in the third largest school district in Texas. Scores in each of the ten dimensions of the OHI from the 25 schools was compared with the State of Texas Accountability ratings. A one-way analysis of variance (ANOVA) was used to compare the dependent variable of school climate and organizational health with the independent variable State of Texas Accountability Ratings. The ANalysis Of VAriance (or ANOVA) is a powerful and common statistical procedure in the social sciences and can handle a variety of situations (Plonsky, 2009). ANOVA is very much like a t-test. It is an analysis that compares means with one another to see if they are significantly different from one another.

In addition, a Pearson correlation was run to determine how large the relationship is between each OH dimension and the reading and math performance at each OH campus. The Pearson correlation is a number between -1 and +1 that measures the degree of association between two variables. Each OH dimension was one variable and was compared with the math performance and also with the reading performance at all 25 schools.

### Possible Limitations

The study is limited by:

1. The sample population of the study included only one school district. In addition, of the 25 schools included in the study, individual school size was not considered. Differences between secondary and elementary schools are not taken into account.
2. Geographically, there wasn't much variation in the data set.
3. The study examined the student test data for one year (2009-2010). The success rate on the criterion-referenced test was a banner year for the district. A study over several years would help improve the validity of the results.
4. The demographics of school staffs in the sample will not be taken into account. Teacher variables such as years of experience and level of job satisfaction will not be considered.
5. The use of the State of Texas Accountability Rating System was the sole measure for student achievement.
6. TAKS performances in the data set are all high and fall in the Exemplary or Recognized categories. The differences between the Exemplary and Recognized ratings at these campuses vary by no more than ten points.

## Chapter Four

### Results of the Study

The purpose of the proposed study was to compare Exemplary, Recognized, and Acceptable schools, as measured by the State of Texas Accountability Rating System, to the outcomes the schools achieved from the administration of the Organizational Health Inventory (OHI). Outcomes achieved on each of the ten dimensions of the OHI were compared with the State of Texas Accountability Ratings of the schools making up the research sample. The research questions state: Is there a significant difference and positive trend between the performance on the TAKS assessment and the OH Inventory? Is there a correlation between the Organizational Health at the sample district's OH campuses and their achievement based on the TAKS assessment?

The sample was composed of 25 schools, using the Organizational Health model, located in a suburban school district (Table 6). There are 26 campuses using the OH model. An alternative school was omitted from the total due to the school's unique criteria used to earn their accountability rating. The State of Texas Accountability Ratings of each of the sample schools was compared with their scores on each of the ten dimensions of the OHI survey. The dependent variable in the study was the organizational health and climate of the schools with the Accountability Rating of the schools representing the independent variable.

The statistical analysis of the data included descriptive statistics regarding the N, range, minimum, maximum, mean, standard deviation, and variance (Table 8). Separate one-way analyses of variance (ANOVA) were used to compare the groups on each of the ten dimensions of the OHI. The ninety-five percent confidence level ( $p < .05$ ) was used to measure statistical significance.

Table 8

Mean and Standard Deviation of the ten dimensions of Organizational Health (OHI Variables) for the 25 (N) schools.

Dimension	Mean	SD
Goal Focus	46.00	29.538
Communication	40.40	29.102
Optional Power Equalization	30.20	28.311
Resource Utilization	36.88	28.499
Cohesiveness	39.20	26.702
Morale	34.80	28.377
Innovativeness	34.68	27.968
Autonomy	27.16	26.720
Adaptation	31.80	29.333
Problem-Solving Adequacy	33.20	27.961

Twenty-four of the twenty-five OH campuses, are rated either Recognized or Exemplary by the Texas Education Agency. One was rated Acceptable. The ANOVA for each dimension omits the campus rated as Acceptable.

### Goal Focus Dimension

The results of ANOVA yielded an F ratio of 1.809 in the Goal Focus dimension which is not statistically significant ( $p > .05$ ) (Table 9). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 9

#### Analysis of Variance for the (OHI) Dimension of Goal Focus

<b>Source of variation</b>	<i>Sum Of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	1579.886 <sup>a</sup>	1	1579.886	1.809
Within-groups	19210.114	22	873.187	
Total	20790.000	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Goal Focus (Table 10, Figure 1).

Table 10  
Descriptives

Dimension	Rating	N	Mean
Goal Focus	Recognized	14	38.64
	Exemplary	10	55.10

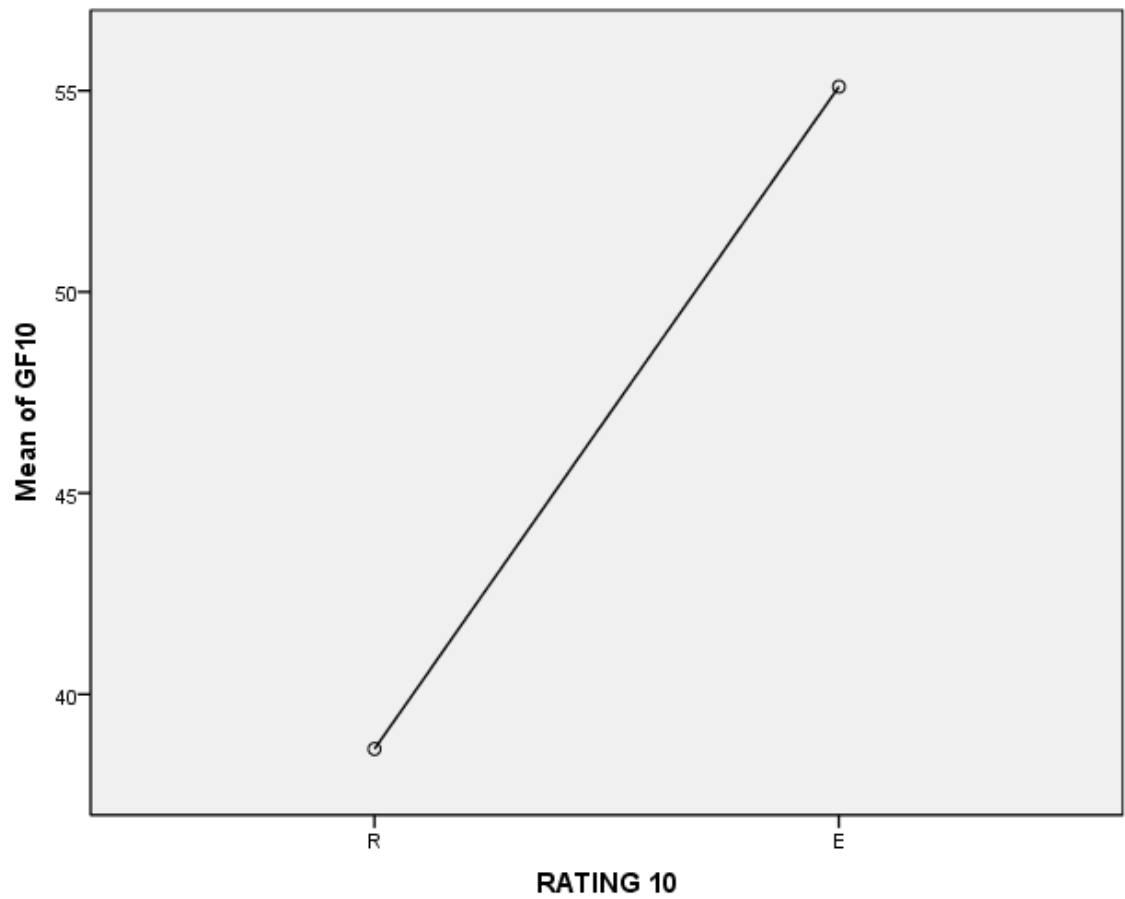


Figure 1. The 2010 means of the Goal Focus Dimension (GF10) in Recognized (R) and Exemplary (E) campuses are compared.

### Communication Dimension

The results of ANOVA yielded an F ratio of .969 in the Communication dimension which is not statistically significant ( $p > .05$ ) (Table 11). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 11

#### Analysis of Variance for the (OHI) Dimension of Communication

<b>Source of variation</b>	<i>Sum Of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	854.058 <sup>a</sup>	1	854.058	.969
Within-groups	19394.900	22	881.586	
Total	20248.958	23		

The results of comparing the means showed that Exemplary schools did out-perform Recognized schools in the dimension of Communication (Table 12, Figure 2).

Table 12

Descriptives

Dimension	Rating	N	Mean
Communication	Recognized	14	35.00
	Exemplary	10	47.10

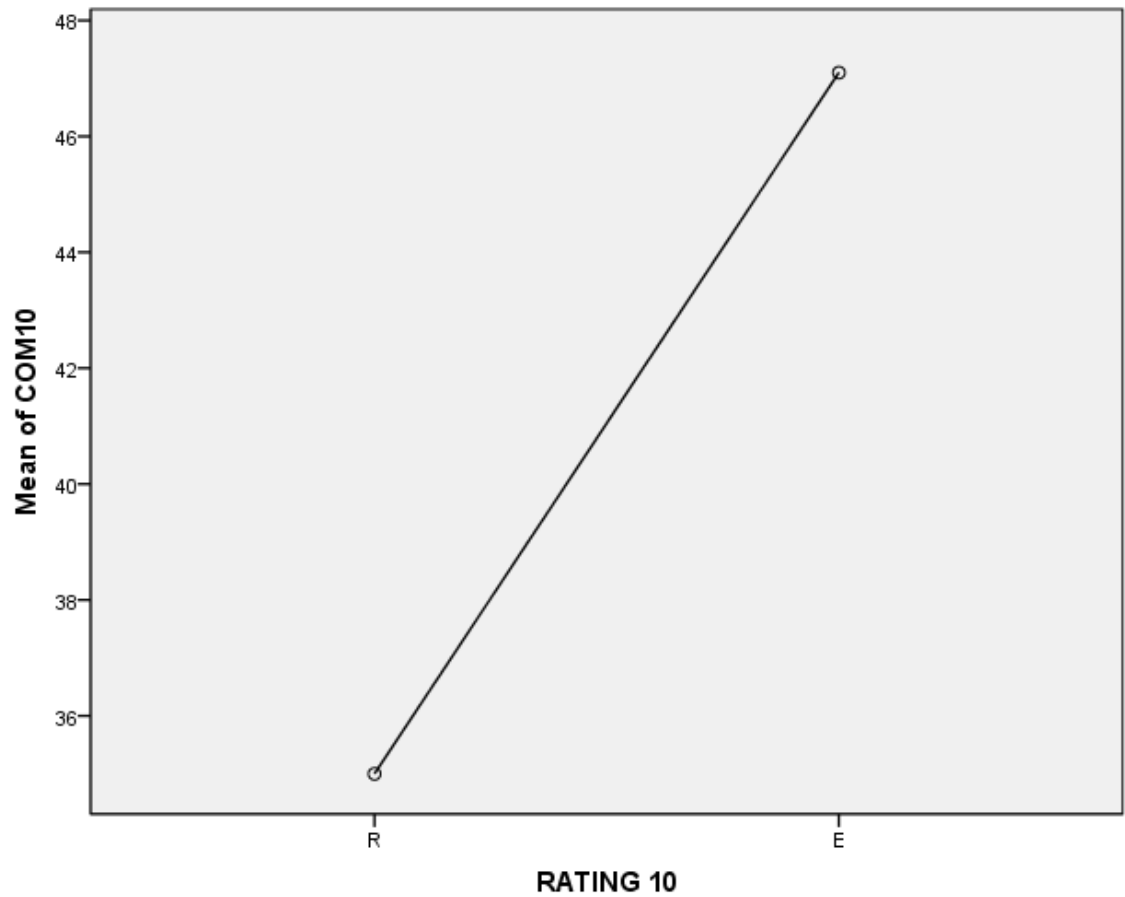


Figure 2. The 2010 means of the Communication Dimension (COM10) in Recognized (R) and Exemplary (E) campuses are compared.



### Optimal Power Equalization Dimension

The results of ANOVA yielded an F ratio of .289 which is not statistically significant ( $p > .05$ ) (Table 13). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 13

Analysis of Variance for the (OHI) Dimension of Optimal Power Equalization

<b>Source of variation</b>	<i>Sum Of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	243.219 <sup>a</sup>	1	243.219	.289
Within-groups	18542.114	22	842.823	
Total	8444.090	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Optimal Power Equalization (Table 14, Figure 3).

Table 14

Descriptives

Dimension	Rating	N	Mean
Optimal Power Equalization	Recognized	14	26.660
	Exemplary	10	33.10

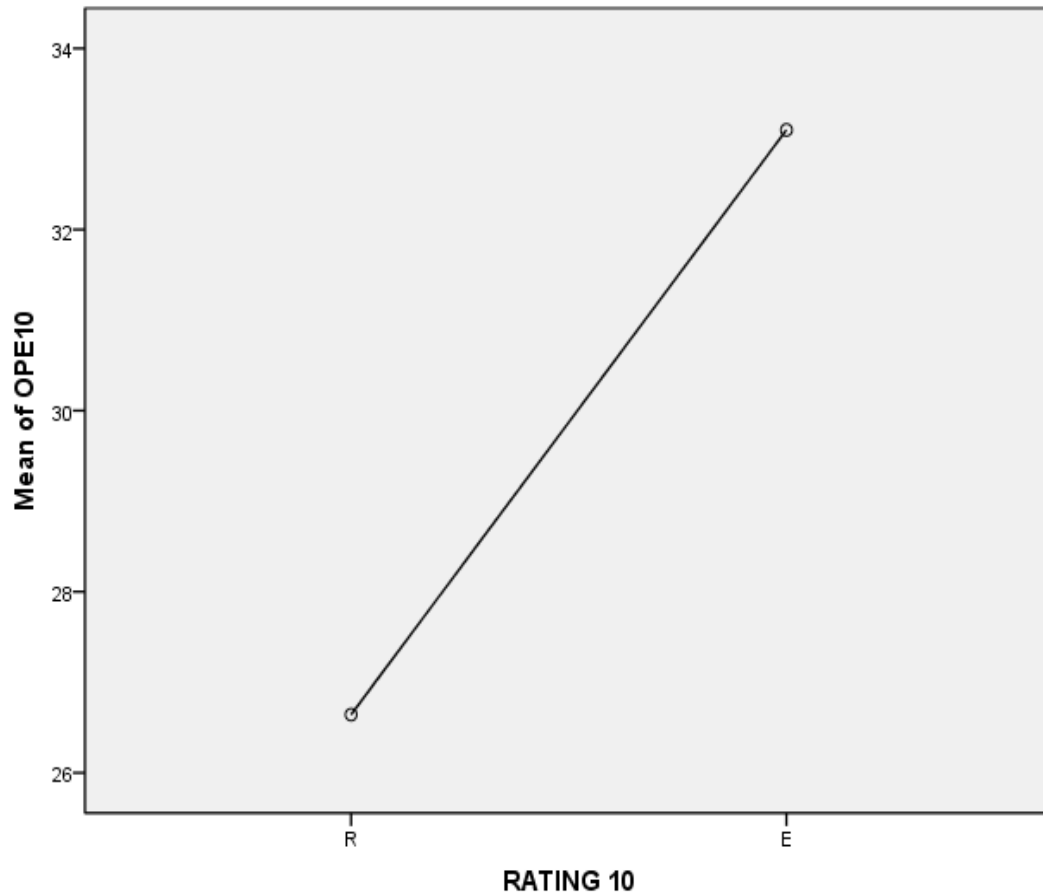


Figure 3. The 2010 means of the Optimal Power Equalization Dimension (OPE10) in Recognized (R) and Exemplary (E) campuses are compared.

### Resource Utilization Dimension

The results of ANOVA yielded an F ratio of .805 which is not statistically significant ( $p > .05$ ) (Table 15). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 15

#### Analysis of Variance for the (OHI) Dimension of Resource Utilization

<b>Source of variation</b>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	650.144 <sup>a</sup>	1	650.144	.805
Within-groups	17767.814	22	807.628	
Total	18417.958	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Resource Utilization

(Table 16, Figure 4).

Table 16

Descriptives

Dimension	Rating	N	Mean
Resource Utilization	Recognized	14	31.14
	Exemplary	10	41.70

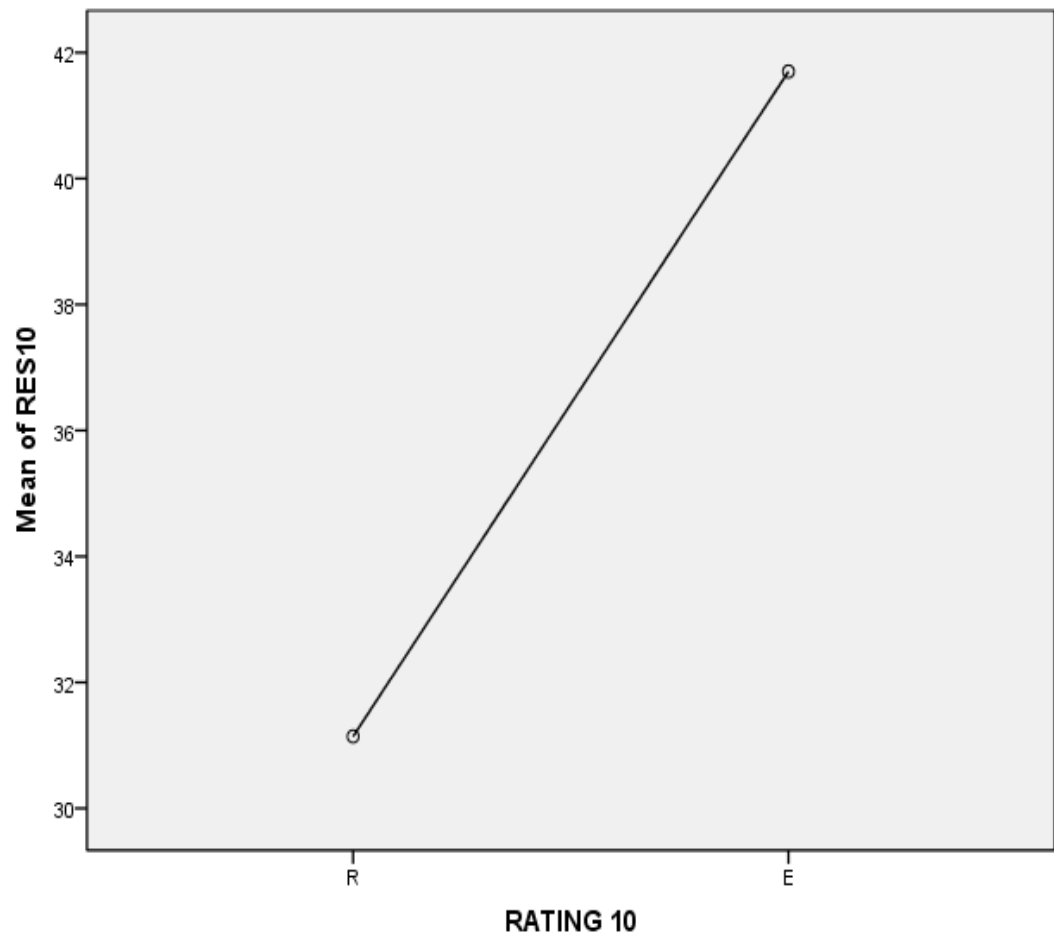


Figure 4. The 2010 means of the Resource Utilization Dimension (RES10) in Recognized (R) and Exemplary (E) campuses are compared.

### Cohesiveness Dimension

The results of ANOVA yielded an F ratio of 4.732 which is statistically significant ( $p < .05$ ) (Table 17).

Table 17  
Analysis of Variance for the (OHI) Dimension of Cohesiveness

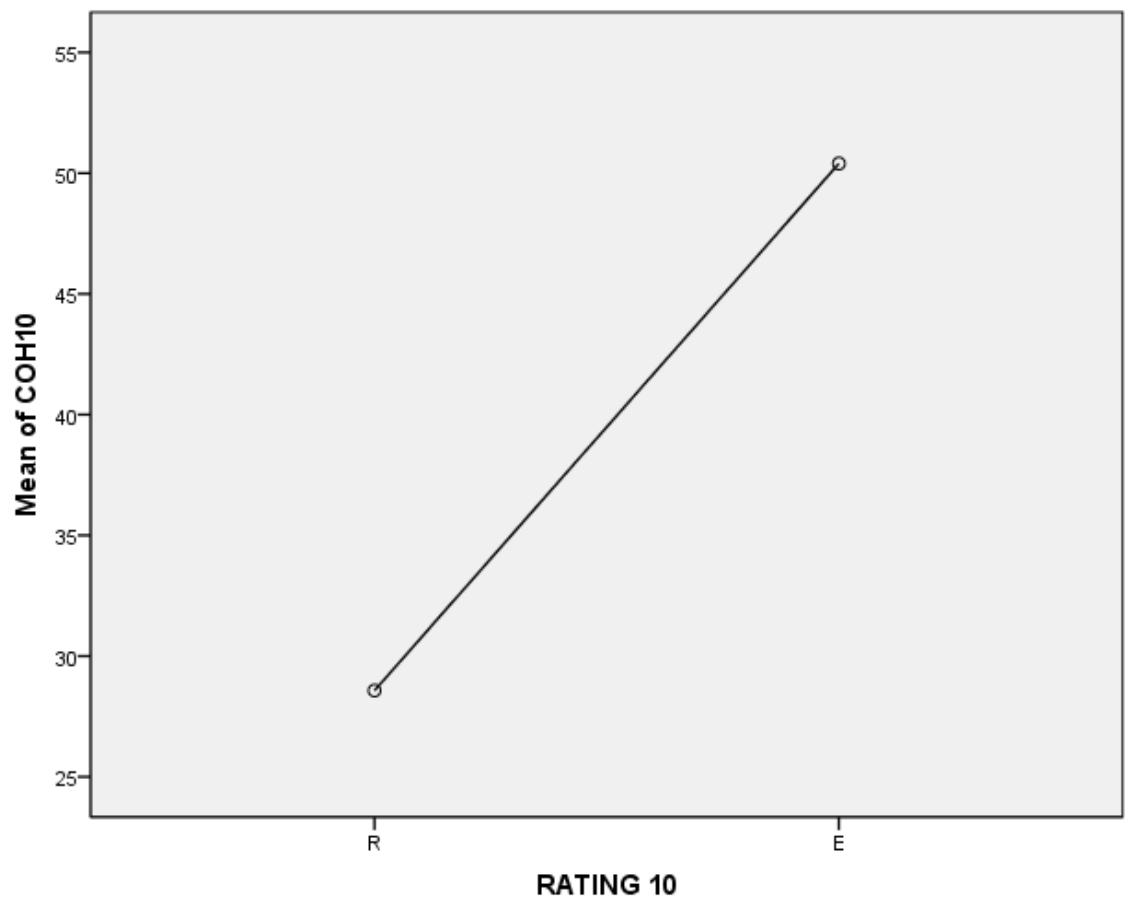
<b>Source of variation</b>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	2779.505 <sup>a</sup>	1	2779.505	4.732
Within-groups	12921.829	22	587.356	
Total	15701.333	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Cohesiveness (Table 18, Figure 5).

Table 18

Descriptives

Dimension	Rating	N	Mean
Cohesiveness	Recognized	14	28.57
	Exemplary	10	50.40



*Figure 5. The 2010 means of the Cohesiveness Dimension (COH10) in Recognized (R) and Exemplary (E) campuses are compared.*

### Morale Dimension

The results of ANOVA yielded an F ratio of .827 which is not statistically significant ( $p > .05$ ) (Table 19). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 19  
Analysis of Variance for the (OHI) Dimension of Morale

<b>Source of variation</b>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	700.344 <sup>a</sup>	1	700.344	.827
Within-groups	18620.614	22	846.392	
Total	19320.958	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Morale (Table 20, Figure 6).

Table 20

Descriptives

Dimension	Rating	N	Mean
Morale	Recognized	14	30.14
	Exemplary	10	41.10

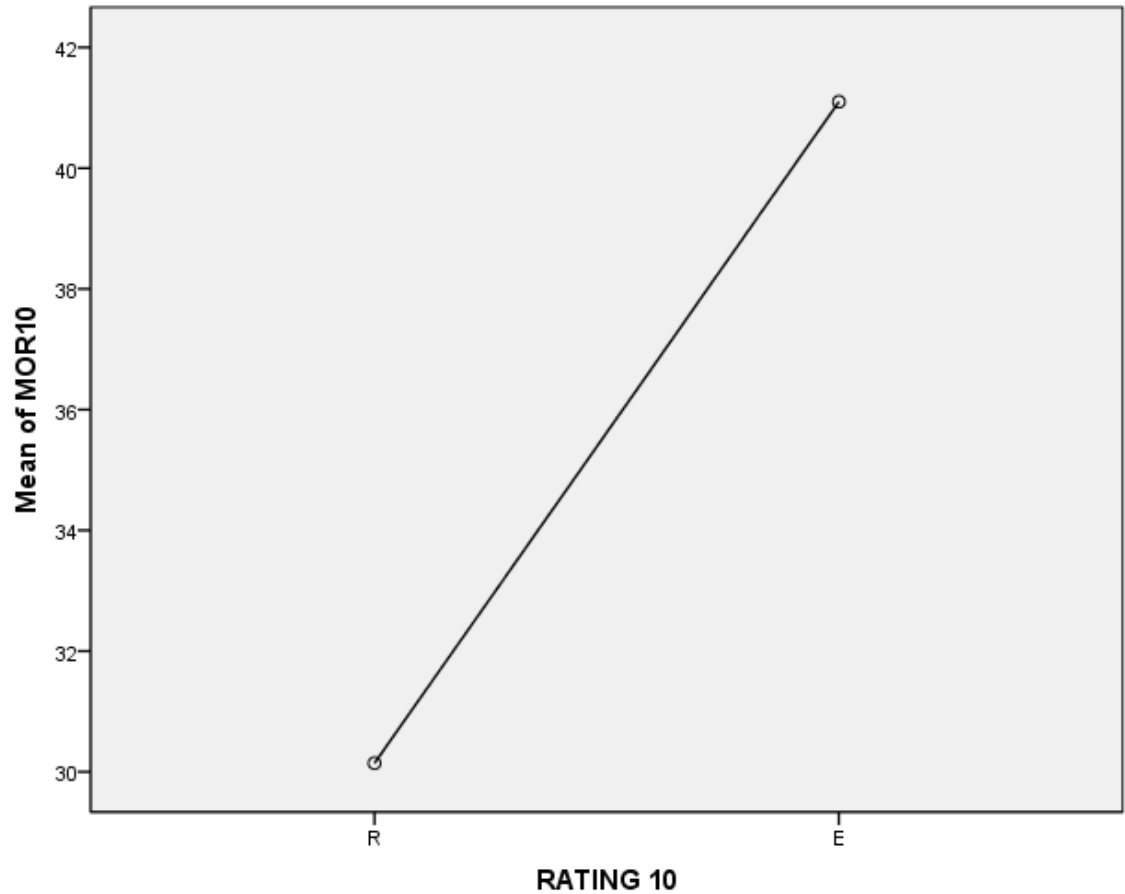


Figure 6. The 2010 means of the Morale Dimension (MOR10) in Recognized (R) and Exemplary (E) campuses are compared.



### Innovativeness Dimension

The results of ANOVA yielded an F ratio of .332 which is not statistically significant ( $p > .05$ ) (Table 21). There was not a significant variation due to all campuses in samplel rated either Recognized or Exemplary.

Table 21

#### Analysis of Variance for the (OHI) Dimension of Innovativeness

<b>Source of variation</b>	<i>Sum Of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	261.858 <sup>a</sup>	1	261.858	.332
Within-groups	17355.100	22	788.868	
Total	17616.958	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Innovativeness (Table 22, Figure 7).

Table 22

Descriptives

Dimension	Rating	N	Mean
Innovativeness	Recognized	14	30.50
	Exemplary	10	37.20

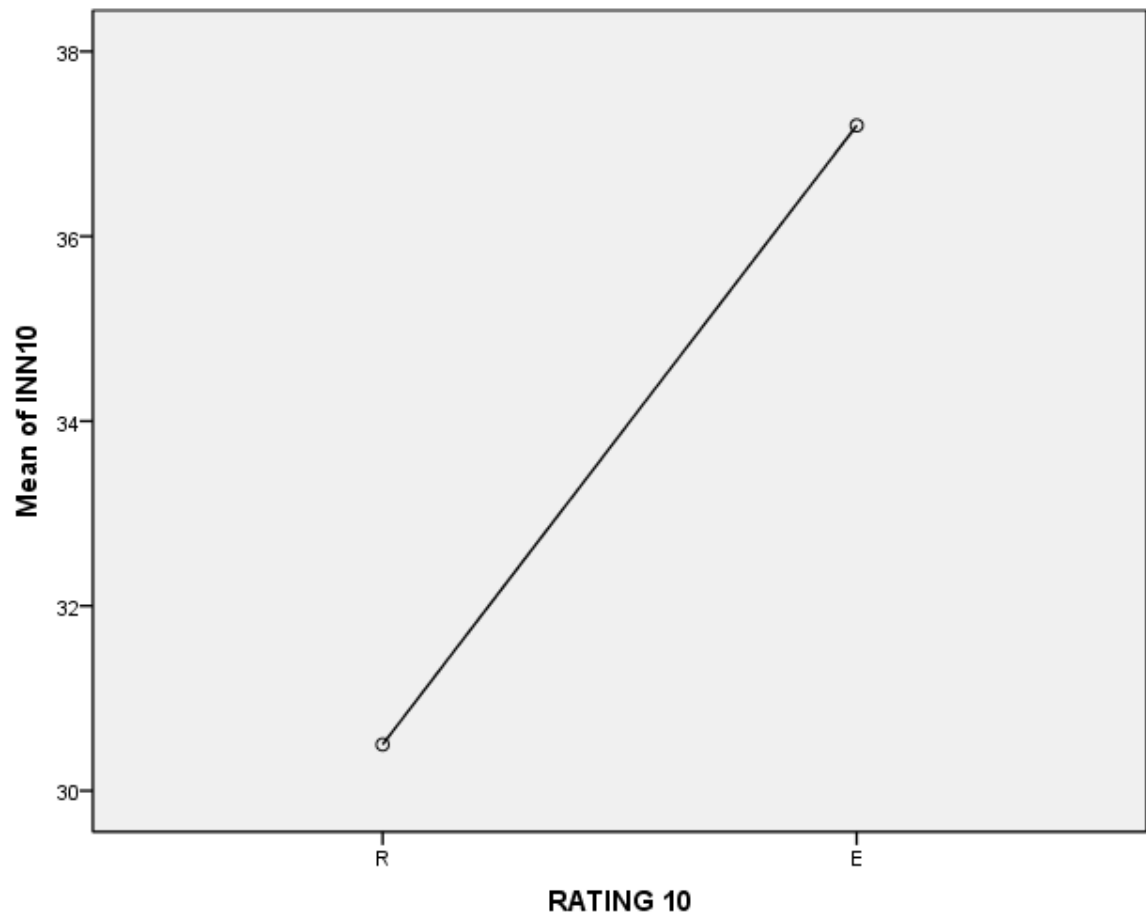


Figure 7. The 2010 means of the Innovativeness Dimension (INN10) in Recognized (R) and Exemplary (E) campuses are compared.

### Autonomy Dimension

The results of ANOVA yielded an F ratio of 1.125 which is not statistically significant ( $p > .05$ ) Table 23). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 23

Analysis of Variance for the (OHI) Dimension of Autonomy

<b>Source of variation</b>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	788.805 <sup>a</sup>	1	788.805	1.125
Within-groups	15419.029	22	700.865	
Total	16207.833	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Autonomy (Table 24, Figure 8).

Table 24

Descriptives

Dimension	Rating	N	Mean
Autonomy	Recognized	14	21.07
	Exemplary	10	32.70

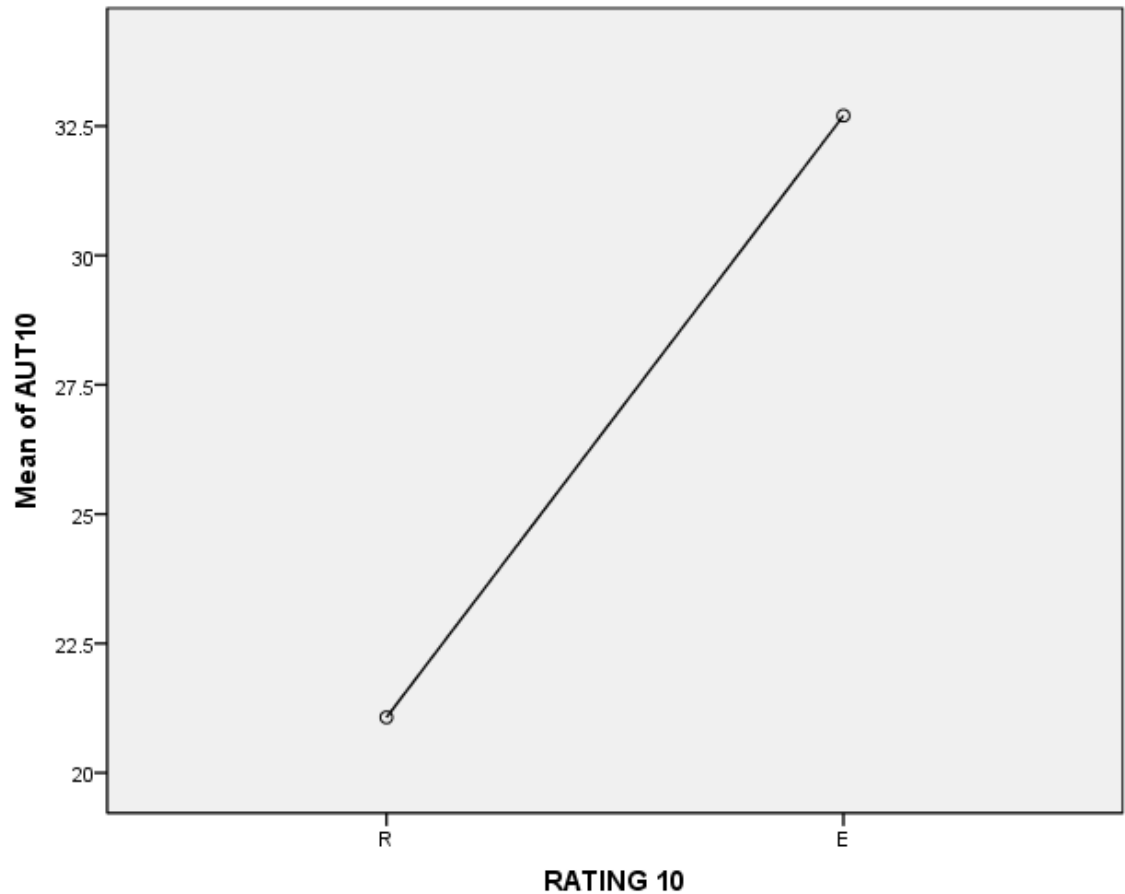


Figure 8. The 2010 means of the Autonomy Dimension (AUT10) in Recognized (R) and Exemplary (E) campuses are compared.

### Adaptation Dimension

The results of ANOVA yielded an F ratio of 2.126 which is not statistically significant ( $p > .05$ ) (Table 25). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 25

#### Analysis of Variance for the (OHI) Dimension of Adaptation

<b>Source of variation</b>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	1671.696 <sup>a</sup>	1	1671.696	2.126
Within-groups	17294.929	22	786.133	
Total	18966.625	23		

The results of comparing the means showed that Exemplary schools did outperform Recognized schools in the dimension of Adaptation (Table 26, Figure 9).

Table 26

Descriptives

Dimension	Rating	N	Mean
Adaptation	Recognized	14	23.07
	Exemplary	10	40.00

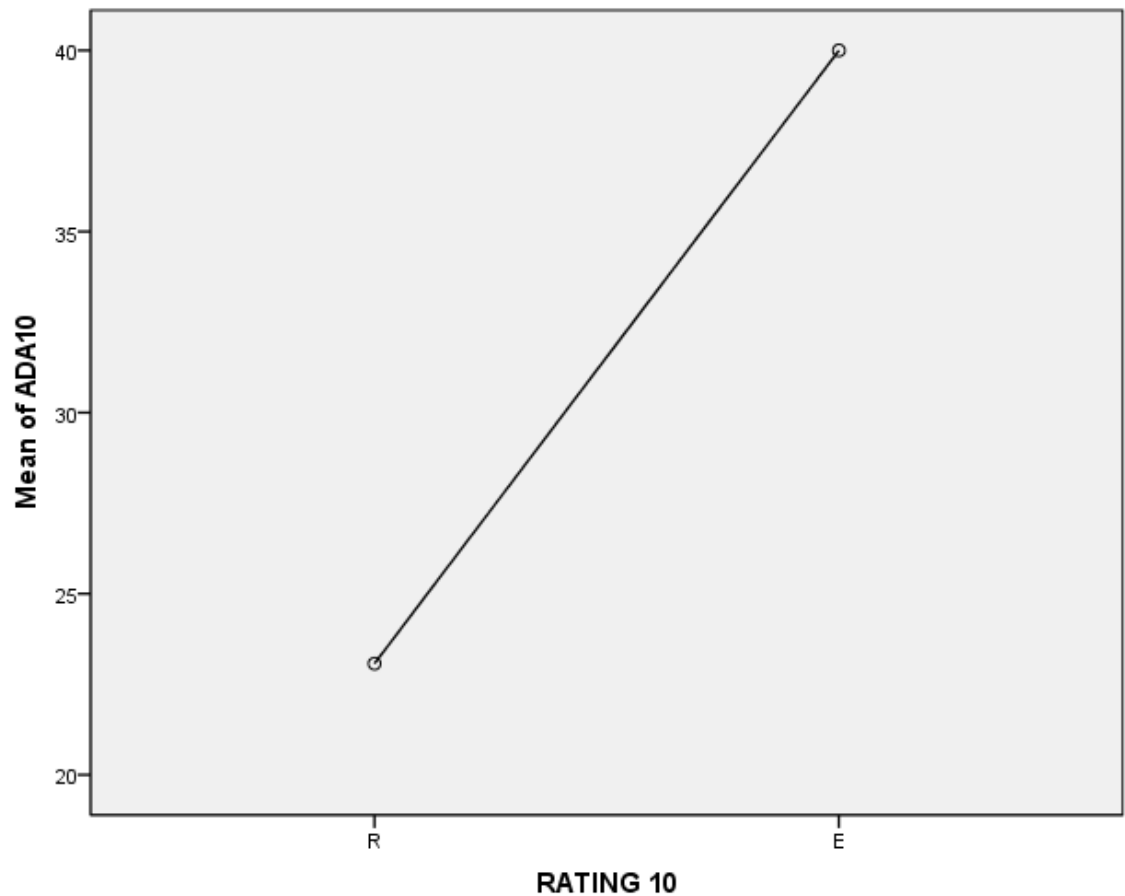


Figure 9. The 2010 means of the Adaptation Dimension (ADA10) in Recognized (R) and Exemplary (E) campuses are compared.

### Problem Solving Adequacy

The results of ANOVA yielded an F ratio of 1.019 which is not statistically significant ( $p > .05$ ) (Table 27). There was not a significant variation due to all campuses in sample rated either Recognized or Exemplary.

Table 27

Analysis of Variance for the (OHI) Dimension of Problem-Solving Adequacy

<b>Source of variance</b>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>
Between-groups	830.030 <sup>a</sup>	1	830.030	1.019
Within-groups	17918.929	22	814.497	
Total	18748.958	23		

The results of comparing the means showed that Exemplary schools did out-perform Recognized schools in the dimension of Problem Solving Adequacy (Table 28, Figure 10).

Table 28  
Descriptives

Dimension	Rating	N	Mean
Problem Solving Adequacy	Recognized	14	28.07
	Exemplary	10	40.00

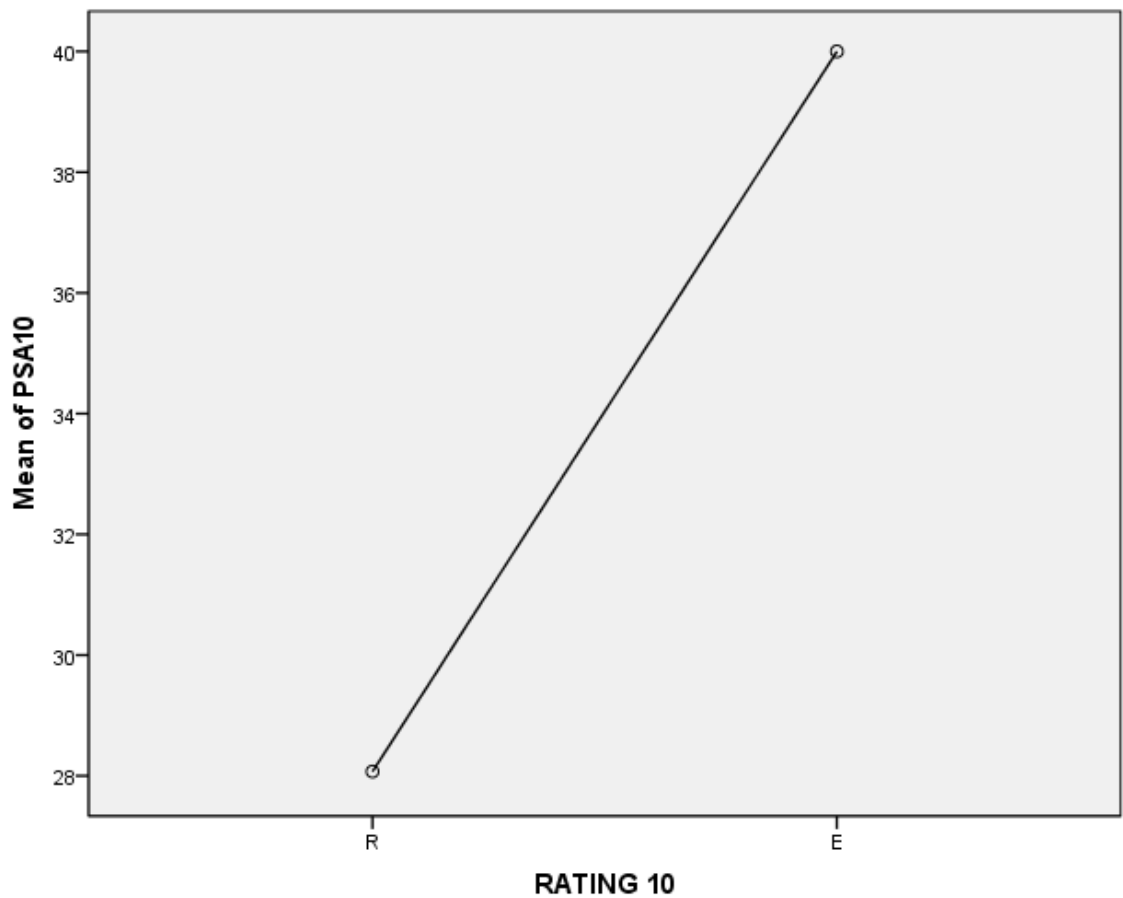


Figure 10. The 2010 means of the Problem Solving Adequacy Dimension (PSA10) in Recognized (R )and Exemplary (E) campuses are compared.



### Summary of Findings Using an ANOVA

The research question of the proposed study asked: Do Exemplary schools, Recognized schools, and Acceptable schools as measured by the State of Texas Accountability Rating System differ with regard to their achieved outcomes on each of the ten dimensions of organizational health as measured by the Organizational Health Inventory? This section summarizes the results.

Using the F ratio in an ANOVA, only the Cohesiveness dimension had the strongest relationship between the variables measured. Statistical significance was measured at .041 ( $p < 0.05$ ). According to OH research, Cohesiveness is one of the top four dimensions affecting student achievement.

Across the board, the mean of each dimension is lower for Recognized schools than it is for Exemplary schools which does show a positive trend that each dimension impacts student performance. Based on the difference in mean scores between Exemplary and Recognized schools, the dimensions with the strongest positive trends impacting student performance are Cohesiveness, Adaptation, Goal Focus, Communication, and Autonomy (Table 29).

Table 29  
Difference in Mean Scores Between Recognized and Exemplary Schools

Dimension	Difference in Mean
Cohesiveness	21.83
Adaptation	16.93
Goal Focus	16.46
Communication	12.1
Autonomy	11.63

Organizational Health research states the four dimensions showing the greatest variance are Goal Focus, Cohesiveness, Adaptation, and Autonomy (Fairman and McLean, 2003). This research study had very similar findings. By comparing the differences in means, the top four dimensions having the greatest variance are Cohesiveness, Adaptation, Goal Focus, and Communication. The Autonomy dimension is fifth by a small margin.

### Pearson Correlation

A Pearson Correlation was also run to see if there was a correlation between the OH dimensions when compared to reading and math scores at the 25 sample OH campuses (Table 30). This correlation includes the 24 campuses rated Recognized or Exemplary plus the 1 OH campus rated Acceptable by the Texas Education Agency. ( $p < 0.05$ ) was used to measure statistical significance.

Table 30

Pearson Correlation of the Ten Dimensions of Organizational Health (OHI Variables) for the 25 (N) Schools.

Dimension	Number of Cases	Math - Pearson Correlation	Significance	Reading - Pearson Correlation	Significance
Goal Focus	25	.328	.109	.160	.445
Communication	25	.132	.528	.283	.171
Optimal Power	25	.129	.540	.304	.140
Resource Util.	25	.189	.367	.302	.142
Cohesiveness	25	.364	.074	.342	.094
Morale	25	.210	.313	.274	.186
Innovativeness	25	.106	.616	.293	.155
Autonomy	25	.213	.308	<b>.398</b>	<b>.049</b>
Adaptation	25	.349	.087	.386	.057
Problem Solving	25	.222	.286	.297	.150

The Pearson Correlation yielded a correlation between the OH dimension of Autonomy and Reading scores at OH campuses. According to OH research, the Autonomy dimension is one of the top four dimensions found to impact student achievement.

### Final Summary of Research Findings

Data was collected to answer the questions: Do Exemplary schools, Recognized schools, and Acceptable schools, as measured by the State of Texas Accountability Rating System, differ with regard to their achieved outcomes on the ten dimensions of Organizational Health as measured by the Organizational Health Inventory? In nine of the ten dimensions of Organizational Health, statistical significance was not found at a  $p < .05$  alpha showing there was not variance between the Organizational Health campuses. The Cohesiveness dimension did show a statistical significance at a  $p < .05$  alpha.

The means of each of the ten dimensions were then compared between the Recognized and Exemplary campuses. In every dimension, the mean of the Recognized campuses was lower than the mean of the Exemplary campuses. This demonstrates a positive trend indicating organizational health impacts student achievement.

A Pearson Correlation was run to answer the research question: Is there a correlation between Organizational Health at the sample district's OH campuses and their achievement based on the TAKS assessment? Regardless of the elementary, middle school, or high school level, all schools in Texas are assessed in Reading and Math. The Pearson Correlation found a correlation of .049, ( $p < 0.05$ ) in the Autonomy dimension in Reading. Autonomy, as measured in the OHI at the sample 25 schools, does have a statistical significance in Reading.

## Chapter 5

### Summary, Conclusions, and Recommendations

#### Summary

The purpose of the proposed study was to compare Exemplary, Recognized, and Acceptable schools, as measured by the State of Texas Accountability Rating System, to the outcomes the schools achieved from the administration of the Organizational Health Inventory (OHI). Outcomes achieved on each of the ten dimensions of the OHI were compared with the State of Texas Accountability Ratings of the schools making up the research sample. The research questions state: Is there a significant difference and positive trend between the performance on the TAKS assessment and the OH Inventory? Is there a correlation between the Organizational Health at the sample district's OH campuses and their achievement based on the TAKS assessment?

The sample was composed of 25 schools located in a large, fast growing suburban school district in the state of Texas. There were 26 campuses using the Organizational Health model. 19 are elementary campuses, 4 are middle schools, and 2 are high schools. An alternative high school was omitted from the total due to the school's unique criteria used to earn their accountability rating. The average demographics of the OH campuses include 18% African American, 40% Hispanic, 31% White, and 46% Economically Disadvantaged. Three schools had between 0-25 % Economically Disadvantaged (ED) students. Thirteen schools had between 26-50% ED rate, 5 schools had between 51-75% ED rate, and 4 schools had between 76-100% ED rate. The total student population in all 25 schools was 29,743.

Archival data was used to test the hypothesis of the proposed study. Data collected from the administration of the Organizational Health Inventory (OHI) to the 25 campus staffs in the district in the 2009-2010 school year was analyzed. The teachers and staff members of each campus anonymously complete the eighty questions of the OHI. Each of the 25 campuses receives a percentile ranking of the effectiveness of the campus in each of the 10 dimensions of the OHI. The percentile ranking is based on faculty and staff satisfaction in each of the dimensions measured.

The State of Texas Accountability Ratings of each of the sample schools was compared with their scores on the each of the ten dimensions of the OHI survey. The dependent variable in the study was the organizational health and climate of the schools with the Accountability Rating of the schools representing the independent variable. The ratings were determined by the students in the school meeting the passing standard on a criterion-referenced state assessment in the Spring of 2010. Ten schools earned an Exemplary rating, 14 earned a Recognized rating, and 1 earned an Academically Acceptable rating.

Two instruments were used in the study. The Organizational Health Inventory (OHI) was used to measure the ten dimensions of organizational health at the campuses in the sample school district. The Texas Assessment of Knowledge and Skills test (TAKS) was used as the measure to assign accountability ratings for each school in the district sample.

### Results of the Study

Using the F ratio in an ANOVA, only the Cohesiveness dimension had the strongest relationship between the variables measured. Statistical significance was measured at .041 ( $p < 0.05$ ). According to OH research, Cohesiveness is one of the top four dimensions affecting student achievement.

Across the board, the mean of each dimension is lower for Recognized schools than it is for Exemplary schools which does show a positive trend that each dimension impacts student performance. Based on the difference in mean scores between Exemplary and Recognized schools, the dimensions with the strongest positive trends impacting student performance are Cohesiveness, Adaptation, Goal Focus, Communication, and Autonomy. OH research lists Goal Focus, Cohesiveness, Adaptation, and Autonomy as the top four dimensions having the greatest impact on student achievement.

A Pearson Correlation was also run to see if there was a correlation between the OH dimensions when compared to reading and math scores at the 25 sample OH campuses. This correlation includes the 24 campuses rated Recognized or Exemplary plus the 1 OH campus rated Acceptable by the Texas Education Agency. ( $p < 0.05$ ) was used to measure statistical significance. The Pearson Correlation yielded a correlation between the OH dimension of Autonomy with TAKS Reading scores at OH campuses.

## Conclusions

In the Organizational Health theory, the healthier the organization is, the higher the achievement (Fairman and McLean, 2003). An instrument has not been found to measure school culture. Many tools are available to measure school climate. The Organizational Health Inventory (OHI) is one tool used in the sample school district to measure school climate. For 20 years OH Diagnostic and Development Corporation has repeatedly and consistently found a strong relationship between OH and productivity.

Recent Organizational Health research based upon five years of student performance and OH data from 21 schools, (Fairman and McLean, 2011) states there are three dimensions that have the highest correlation coefficients and were statistically significant at the .001 level. The dimensions that show the greatest variance and have the greatest impact on student performance are: Goal Focus, Cohesiveness, and Adaptation. In this study, data was compared through an ANOVA and a Pearson Correlation. This study is in agreement with OH research. The top five dimensions showing the greatest variance, having the greatest impact on student achievement are Cohesiveness, Adaptation, Goal Focus, Communication, and Autonomy. Based on the findings in this study, Exemplary schools had healthier climates than Recognized campuses. Healthy schools exhibit the following characteristics:

1. The goals of the school are clearly stated and supported by the principal and staff.
2. The staff communicates vertically and horizontally. Information is relatively distortion free and accurate.
3. The school has a balance of power between administrators and staff. Staff feels they have influence in decision making.



4. The staff is cooperative in distributing the workload. The leaders know and use the talents of their staff.
5. Team members want to be a part of the team and school.
6. The staff has a sense of satisfaction and well being.
7. The staff feels free to take risks. Creativity is encouraged.
8. The staff feels free to fulfill their roles and responsibilities.
9. The school staff tolerates stress and remain stable while coping with external demands.
10. Problems are identified and solved with minimal energy.

The reform efforts in the last century have failed to incorporate the importance of school climate and culture. Effective leadership is vital to the success of a school. U.S. schools face a multitude of challenges including high Economically Disadvantaged rates, large English as a Second Language percentages, and student mobility rates. Research and practice confirm that there is a slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the most challenging schools (Wallace, 2009). Based upon these research findings it seems logical that schools would be more productive if they implemented and utilized OH research, especially in the dimensions of Goal Focus, Cohesiveness, and Adaptation. These data have important implications for principals and district administrators who are searching for specific strategies improving organizational health and productivity (Fairman and McLean, 2011).

## Recommendations

### Implications for Professional Leadership

Research has shown that the person that can make the most difference in the direct education of children is the classroom teacher. In addition, the principal sets the tone and influences the school climate. Researching organizational health dimensions and their effect on achievement is imperative information for school leaders. OH focuses on developing leadership teams that include a minimum of six teacher leaders. When teachers are empowered, they work together to empower their students.

This research information was shared with the district's superintendent that OH campuses were successful on the TAKS tests despite their OH scores on many of the OH dimensions. He shared that his intention with bringing Organizational Health to the district was to build better principal leaders. My plan would be to share the results of this study with our superintendent and district administration. The ANOVA in this study found the Cohesiveness dimension had a significant impact on achievement. The Pearson Correlation found the Autonomy dimension had a significant impact on reading achievement. Cohesiveness and Adaptation dimensions on the Pearson Correlation were very close to being significant in both reading and math achievement. I would recommend district administration focus on these three dimensions in their leadership development programs and staff development: Autonomy, Cohesiveness, and Adaptation.

Schools scoring high in the autonomy dimension have individuals who believe they have the freedom to make professional decisions. Leaders need to be sensitive to the various levels of autonomy desired by members of the staff and facilitate freedom and

responsibility for staff (Fairman and McLean, 2011). Since Autonomy was significant in Reading performance, teachers may feel they have the freedom to make decisions on how they teach reading. Language Arts curriculum is provided by the school district.

Teachers must feel responsible for how the curriculum is delivered in their classrooms.

Schools scoring high in the Cohesiveness dimension have staff members who want to stay with the organization. They exhibit a mature closeness that leads to lasting friendships. They want to work together to be effective in their jobs. The groups or teams are willing to work through given situations (Fairman and McLean, 2011). There is trust and confidence within the team and they encourage each other to be resourceful, flexible, open, and supportive. It is extremely important for the leaders in the school to value, encourage and expect cohesiveness among team members.

The importance of adaptation is the organization's ability to function and cope to change appropriately (Fairman and McLean, 2011). The leadership in our schools need to help our staffs be proactive and responsive to our community. Teachers and support staff need to see the need for change, feel capable of making a change, and spend the time and energy needed to facilitate change.

Annually assessing and monitoring OH scores will measure the climate of each campus as well as helping leadership teams implement best practices for a healthy climate. The current high level of academic performance could eventually suffer if the health of the organization is in jeopardy more than two years. This research study speaks highly of this district's structure and support systems when the academic achievement is so high in campuses with low OH scores.

The district's overall demographics, including 46% of students being Economically Disadvantaged, don't appear to have an impact on achievement. All OH campuses are high achieving despite their demographics. Low OH percentage scores on several campuses also don't appear to be impacting achievement. For future studies, the district could study teacher retention rates, parental feedback via parent surveys, and teacher/student absenteeism rates on campuses with low OH percentages. These studies would give more insight to possible trends from low OH scores. Ideas from campuses with high OH scores could be shared with all schools in the district. Connections could be made about leadership behaviors and OH dimensions that promote positive climates and motivate student learning. Continuing the district practice of pairing new principals with mentors should continue. Choosing mentors who are strong in the four OH dimensions that correlate with student achievement is logical.

The quality of an education system cannot exceed the quality of its leaders, teachers and their work (Schleicher, 2009).

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APPENDIX A  
ISD APPROVAL

Date: October 20, 2010

Re: Approval of Application to Conduct Research in ISD

Your request to conduct the following research project in our district has been approved:

*Is There A Correlation Between the Organizational Health and Achievement at School Campuses?*

As you pursue this project, please refer to the conditions listed below:

- Keep your research sponsor informed of all activities involved with the project.
- You can only collect the following anonymous archival data:
  - 2010 and 2009 Organizational Health Summary of Data
  - 2010 and 2009 TAKS Reading, Writing, Social Studies, Math, Science
    - All, African American, Hispanic, White, and Economically Disadvantaged
      - Number tested
      - Number met
      - Percent met

## APPENDIX B

### HUMAN SUBJECTS APPROVAL





# U N I V E R S I T Y of H O U S T O N

## COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

January 19, 2011

Ms. Carla Brosanhan  
c/o Dr. Angus MacNeil  
Educational Leadership & Cultural Studies

Dear Ms. Brosanhan:

Based upon your request for exempt status, an administrative review of your research proposal entitled "Correlation between OH (organizational health) Scores and Student Achievement (TAKS) Scores at CFISD Campuses" was conducted on January 18, 2011.

In accordance with institutional guidelines, your project is exempt under **category 4**, contingent upon the following:

- The response to question 10 of the application must confirm the study involves the use archival data only.
- The response to question 22 of the application must confirm that study data will be retained at UH for a four years after completion of the study.
- Appendix B - Request for Waiver of Informed Consent must be completed and submitted to the CPHS for review.
- The response to question 6 of the application should indicate "UH Campus" only.
- The response to question 5 of the application should indicate, "Waiver of Consent" in addition to "Study of Existing Data".

The required revisions to your application must be sent to Alicia Vargas, Division of Research, 316 E. Cullen, by **February 19, 2011** or the Committee's sanction may be revoked. In order to expedite review, please highlight changes made to revised documents.

As long as you continue using procedures described in this project, you do not have to reapply for review.\* Any modification of this approved protocol will require review and approval by the Committee.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

Enrique Valdez, Jr.  
Director, Research Compliance

Protocol Number: 11212-01

## APPENDIX C

### ORGANIZATIONAL HEALTH LETTER

10/8/2010 2:42 PM

Good afternoon Carla,

Glad to hear that you are making progress on your doctoral work.

Yes, I will send you an updated letter regarding the parameters.

It will include one change:

Since there has been a major push for collecting valuable data, we do not want the *Organizational Health Instrument* reproduced in the dissertation because anyone from all over the nation could make copies and and violate the copyright.

Marvin Fairman

Organizational Health  
972-966-6197

[www.organizationalhealth.com](http://www.organizationalhealth.com)

APPENDIX D  
TEXAS STUDENT ASSESSMENT PROGRAM  
TECHNICAL DIGEST  
FOR THE ACADEMIC YEAR 2009-2010

APPENDIX E  
ORGANIZATIONAL HEALTH PROFILE  
2008-2009 COMPARED TO 2009-2010  
SAMPLE SCHOOL DISTRICT

# ORGANIZATIONAL HEALTH PROFILE

2008-09 (N=26) 2009-10

