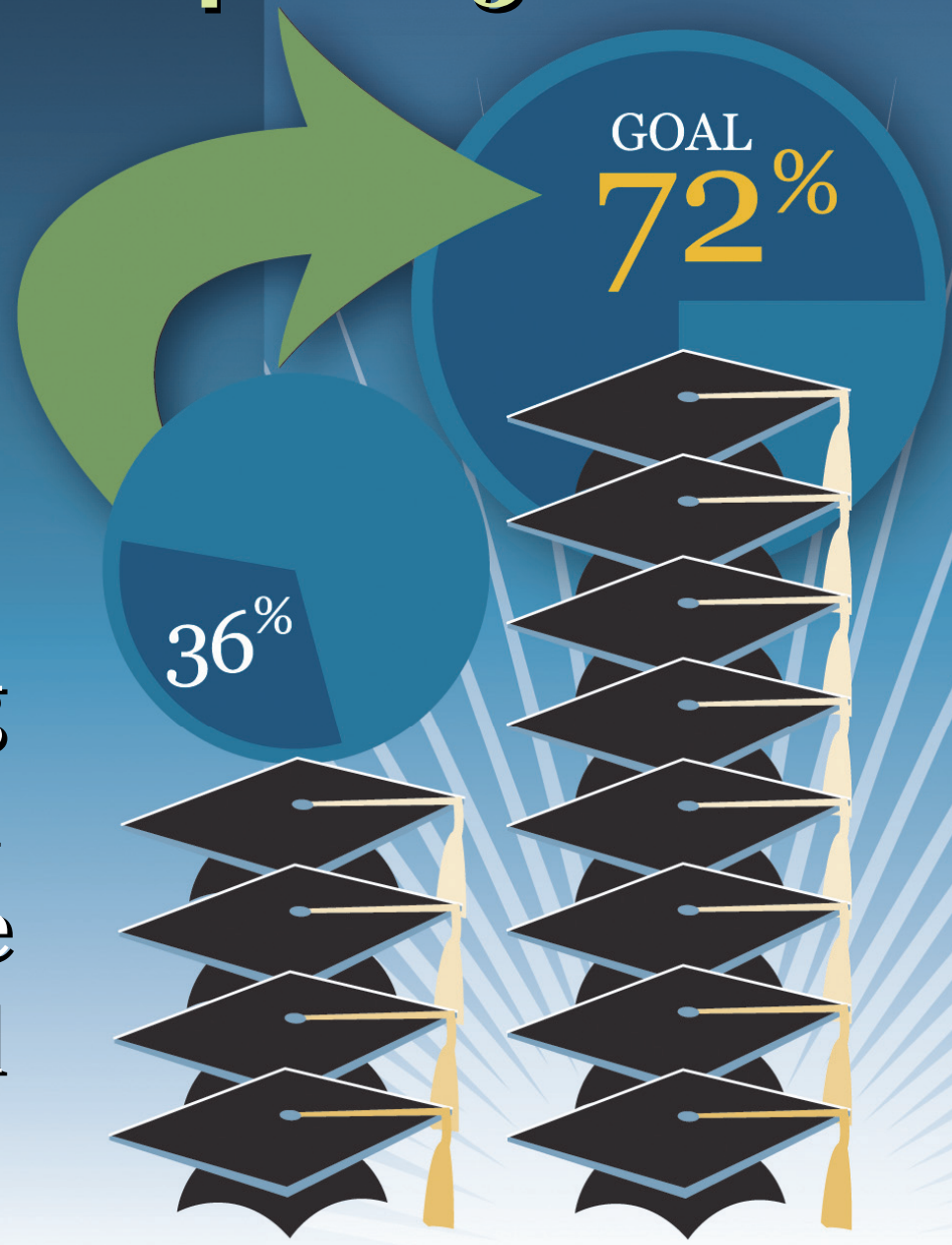
Spring Branch Independent School District

Organizational Health Index Survey 2014–2015



Spring Forest Middle School

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 2015.

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 (see Table 1). The higher the score the healthier the school climate.

Table 1: Organizational Health Index Overall Scores and Categories

Score Range	Health Category	Score Range	Health Category cont'd
600 or greater	Very High	476-489	Slightly Below Average
551-599	High	450-475	Below Average
525-550	Above Average	400-449	Low
511-524	Slightly Above Average	400 or lower	Very Low
490-510	Average		

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 2: Organizational Health Index Results for Spring Branch ISD

Organization	Number of Respondents	Health Index Score
High Schools	521	609
Middle Schools	424	617
Elementary Schools	1,139	579

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:	Spring Forest Middle School

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

According to the OHI-S, 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-S measures seven 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:	630
The district's HI score is:	617

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: 45

Morale (M)

The sense of trust, confidence, enthusiasm, and friendliness among teachers. Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
Teachers do favors for each other.			3.11		3.37
Teachers in this school like each other.			3.16		3.20
Teachers are indifferent to each other.			3.51		3.51
Teachers exhibit friendliness to each other.			3.39		3.34
Teachers in this school are cool and aloof to each other.			3.40		3.31
The morale of the teachers is high.			3.00		2.73
There is a feeling of trust and confidence among the staff.		2.89			2.82
Teachers accomplish their jobs with enthusiasm.		2.94			2.93
Teachers identify with the school.			3.16		3.07

Resource Support (RS)

Refers to a school where adequate classroom supplies and instructional materials are available and extra materials are easily obtained.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
Extra materials are available if requested.			3.17		3.00
Teachers are provided with adequate materials for their classrooms.			3.34		3.17
Teachers receive necessary classroom supplies.			3.15		3.12
Supplementary materials are available for classroom use.			3.06		3.01
Teachers have access to needed instructional materials.			3.29		3.24

Consideration (C)

Principal behavior that is friendly, supportive, and collegial. The principal looks out for the welfare of faculty members and is open to their suggestions.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
The principal is friendly and approachable.			3.61		3.48
The principal treats all faculty members as his or her equal.			3.29		3.07
The principal puts suggestions made by the faculty into operation.			3.00		2.79
The principal is willing to make changes.		2.94			2.91
The principal looks out for the personal welfare of faculty members.			3.50		3.20

Academic Emphasis (AE)

Refers to the schools press for achievement. High but achievable goals are set for students; the learning environment is orderly and serious; teachers believe students can achieve; and students work hard and respect those who do well academically.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
The students in this school can achieve the goals that have been set for them.			3.29		3.05
The school sets high standards for academic performance.			3.31		3.43
Students respect others who get good grades.		2.72			2.83
Students seek extra work so they can get good grades.		2.03			2.08
Teachers in this school believe that their students have the ability to achieve academically.			3.30		3.31
Academic achievement is recognized and acknowledged by the school.			3.49		3.27
Students try hard to improve on previous work.		2.54			2.51
The learning environment is orderly and serious.		2.69			2.85

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 Avg
	Rarely	Sometimes	Often	Very Frequently	
Teachers are protected from unreasonable community and parental demands.		2.94			2.87
The school is vulnerable to outside pressures.			3.12		2.76
Community demands are accepted even when they are not consistent with the educational program.			3.24		3.10
Teachers feel pressure from the community.			3.13		3.07
Select citizen groups are influential with the board.		2.55			2.59
The school is open to the whims of the public.			3.38		3.33
A few vocal parents can change school policy.			3.10		3.30

Principal Influence (PI)

The principal's ability to affect the actions of superiors. The influential principal is persuasive, works effectively with the superintendent, simultaneously demonstrates independence in thought and action.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
The principal gets what he or she asks for from superiors.			3.04		2.98
The principal is able to influence the actions of his or her superiors.		2.72			2.68
The principal is able to work well with the superintendent.			3.52		3.50
The principal's recommendations are given serious consideration by his or her superiors.			3.05		3.07
The principal is impeded by the superiors.			3.61		3.54

Initiating Structure (IS)

Initiating structure is task- and achievement-oriented behavior. The principal makes his or her attitudes and expectations clear to the faculty and maintains definite standards of performance.

	Frequency of Occurrence				District Avg
	Rarely	Sometimes	Often	Very Frequently	
The principal asks that faculty members follow standard rules and regulations.			3.43		3.62
The principal makes his or her attitudes clear to the school.			3.54		3.47
The principal lets faculty know what is expected of them.			3.43		3.47
The principal maintains definite standards of performance.			3.19		3.35
The principal schedules the work to be done.		2.97			3.00