



# ORGANIZATIONAL HEALTH

DIAGNOSTIC & DEVELOPMENT CORPORATION

## Improving the Quality of the Teaching and Learning Environment Victoria Independent School District, Victoria, Texas (2006-2011)

LEADERS IN VICTORIA INDEPENDENT SCHOOL DISTRICT know the importance of creating a positive and productive working environment throughout the district. Consistent with research during the past three decades, they know that the quality of leadership by principals is critical to improving the overall performance of schools. Six years ago, the district incorporated the Organizational Health Improvement Process into the district's management system for principals and key central office personnel. This collaborative process provides:

- A research-based quality assurance and quality control strategy for the superintendent and Board of Trustees.
- Structures and systems designed to help principals develop the leadership capacity of assistant principals, departmental chairpersons and other campus leaders grow from dependence to interdependence.
- The superintendent and other key central office personnel with information and specific strategies that will improve student performance by helping build a positive and productive working environment at the campus level.

### WHAT IS ORGANIZATIONAL HEALTH?

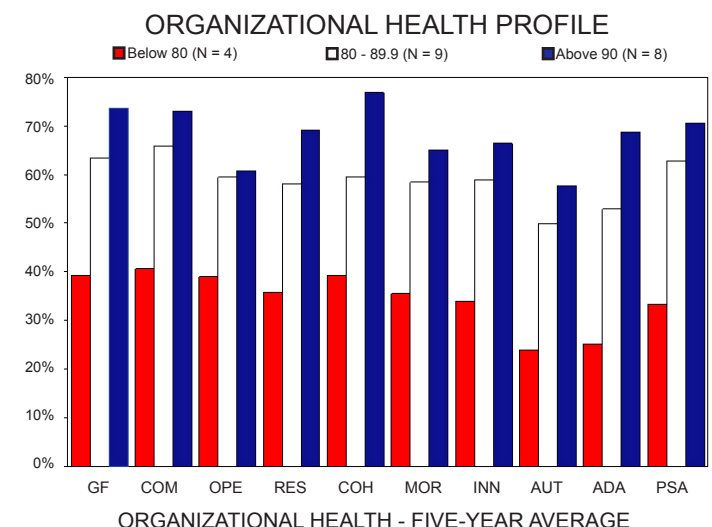
Organizational Health is defined as an organization's ability to function effectively, to cope adequately, to change appropriately, and to grow from within. Organizational Health consists of the following ten dimensions:

- **Goal Focus** - the ability of persons, groups, or organizations to have clarity, acceptance, support, and advocacy of school-wide goals and objectives.
- **Communication Adequacy** - that state when information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization.
- **Optimal Power Equalization** - the ability to maintain a relatively equitable distribution of influence between the leader and members of his/her work unit.
- **Resource Utilization** - the ability to coordinate and maintain inputs, particularly personnel, effectively with a minimal sense of strain.
- **Cohesiveness** - the state when persons or groups have a clear sense of identify, are attracted to membership, want to stay, and are willing to influence and to be influenced.

- **Morale** - that state in which a person, group, or organization have feelings of security, satisfaction, well-being, and pleasure.
- **Innovativeness** - that ability to be and allow others to be inventive, diverse, creative, and risk-taking.
- **Autonomy** - that state in which a person, group, or organization have the freedom to fulfill their roles and responsibilities.
- **Adaptation** - that ability to tolerate stress and maintain stability while changing to meet the unique needs of their stake holders.
- **Problem-Solving Adequacy** - an organization's ability to perceive problems and to solve them with minimal energy. Problems get solved, stay solved and the problem solving procedures are strengthened.

### DOES THE LEVEL OF ORGANIZATIONAL HEALTH IMPACT STUDENT PERFORMANCE?

The longitudinal Student Performance Index (SPI) is based upon the percent of students who met standards on each of the four subjects tested by the state (five-year average). The Organizational Health Profile is based upon a five-year average for these 10 dimensions. Schools were placed into three groups based upon their SPI scores: eight schools had SPI scores above 90 and are represented by the blue bar, nine schools between 80 and 89.9, and the four schools below 80 are shown in red. The "stair step" pattern clearly shows the relationship between Organizational Health and the SPI.





**WHAT IS THE PROCESS? (HOW DOES IT WORK?)**

The Organizational Health Improvement Process is data based and is designed to help leaders improve the effectiveness of their organization. The annual process starts with an Orientation Session prior to Data Collection.

Individuals respond to an 80 item Organizational Health Instrument during a regular or special meeting. Procedures have been established to ensure that members can respond candidly to the 80 items and so that no one can question the integrity of the data. The completed packets are returned in a sealed envelope to a central location by a representative. The Overview of Data Session provides leaders with a district-wide perspective regarding strengths and priorities that permeate the district. Working in concert with district supervisors, the Organizational Health consultants provide assistance during the Interpretation and Resource Team Conferences. Team training sessions assist leaders in increasing the leadership capacity of key team members.

The consultants also provide technical assistance and support as needed in preparing and implementing an Individualized Plan of Action.

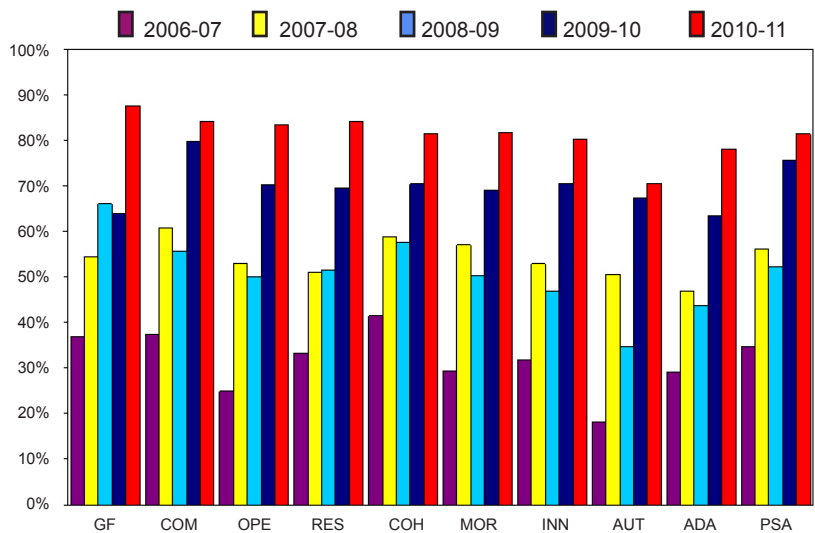
**WHAT ARE THE RESULTS?**

The five-year composite Organizational Health Profile for all schools is presented on the right. In year one, the average percentile scores for the ten dimensions ranged from the 19th to the 41st percentiles. In Year 2, excellent gains were achieved on all ten dimensions and were maintained and consolidated in Year 3. In Years 4 and 5, excellent gains were achieved and all dimensions reached new highs in Year 5.

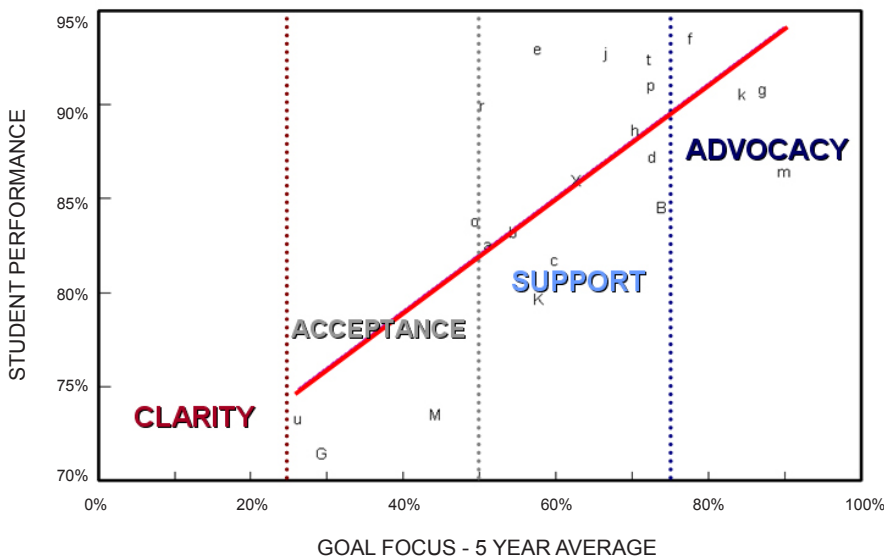
In 2006, 74% of schools received the “Acceptable” rating and 26% received the “Recognized” rating from the Texas Education Agency.

In 2010, 19% received the “Acceptable” rating, 43% received the “Recognized” rating, and 38% received the “Exemplary” rating.

**ORGANIZATIONAL HEALTH PROFILE**



**ORGANIZATIONAL HEALTH SCATTER PLOT**



**WHAT ARE THE DISAGGREGATED RESULTS?**

The scatter plot on the left allows us to view the disaggregated data for each school. The SPI scores are on the vertical axis and the five year average Goal Focus scores are on the horizontal axis. The red line is the regression line and was drawn by a computer program. The correlation coefficient for this relationship was .7453 which is statistically significant at the .001 level. In Year 1, five schools were at the Support and Advocacy levels. Five years later, 18 of the 21 schools are at the Support and Advocacy levels for school-wide goals. As the commitment for school-wide goals increased, there was a predictable increase in student performance!

