

ABSTRACT

Jakki S. Jethro, *CALCULATING AND COACHING SCHOOL ORGANIZATIONAL HEALTH* (Under the direction of Dr. R. Martin Reardon). Department of Educational Leadership, July 2018.

To date, most studies of teacher turnover in high-poverty schools have focused on the characteristics of the students and their teachers, rather than on the organizational health of the schools where they teach. The purpose of this study was to examine this turnover based upon the schools' organizational health and the levels of school influence. Using an explanatory, sequential mixed method design, an index of organizational health was administered to schools in Tar Heel District (a pseudonym) who were identified as low-performing or are in priority status and have teacher turnover rates at 40% or higher. Based upon the elevated indicators from the index of school organizational health, direct and indirect coaching with school leaders was conducted to imply and delineate factors associated with organizational health that impact teacher retention. Correlations between Hoy's (1997) dimensions of organizational health and levels of school influence lead to specific areas of school organizational health to be addressed through focused leadership development. The improvement plan consisted of specific leadership development and coaching to enhance teacher retention.

CALCULATING AND COACHING
SCHOOL ORGANIZATIONAL HEALTH

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DEDICATION

To my Mom.... Thank you for ALL of the things, but most of all, thank you for setting the example that being smart and kind always begins with me.

To Jackson.... Thank you for your unconditional heart, but most of all, thank you for being the best of ALL the things.

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Dr. Martin Reardon, who is exceptional at his job and made me better at mine.

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CHAPTER 1: INTRODUCTION

North Carolina State Superintendent June Atkinson expressed concern over the 2014-2015 report to the North Carolina General Assembly on the State of the Teaching Profession. In an article published by *The News and Observer* in October 2015, Atkinson is quoted as saying, “In the past five years, the state’s teacher turnover rate has increased in all but one year (2013-14). We won’t reverse this trend until we address the root causes of why teachers leave the classroom” (Doss Helms & Keung Hui, 2015, para. 5). Taking into consideration the decisions made by state politicians over the last few years (e.g., eliminating Master’s pay increment, awarding no pay raises for experienced teachers, eliminating teacher tenure provisions, and increasing high-stakes testing and accountability), one has to ask, –what is really a primary or “root cause” of teacher turnover? In reality, a strong contender for root cause is contained in Atkinson’s same report which ranks “to teach elsewhere” as number one on the self-reported reasons for teacher turnover for five years in a row (2010-2015). This is a root cause that demands attention.

Nationally, schools lose between \$1 billion and \$2.2 billion in attrition costs each year through teachers moving or leaving the profession (Schaffhauser, 2014). However, this estimated dollar loss does not take into account the loss of both student and teacher potential in Tar Heel District through failure to build teacher efficacy, capacity, and collegiality. The National Association of Secondary School Principals (Richardson, 2009) stated that school improvement is more than just a great idea. NASSP alleged that transformations do not take place until the organization and culture of the school permit it – and that no long-term, significant change can take place without creating an environment to sustain that change. This linking of organization and culture and long-term change implies the importance of teacher retention in schools, and

highlights the imperative for organizational improvement as a way to stabilize learning communities, and build both instructional capacity and teacher efficacy.

Over the past 20 years, school leadership literature has persistently stressed that if leaders want to improve schools, they have to change the cultures and structures of schools by exercising leadership (Louis, Leithwood, Wahlstrom, & Anderson, 2010). In order for school reform to take hold, urban schools, particularly those with challenging populations, need effective organizational structures and positive cultures that evolve over time, structures and cultures that are shared and collegially built, and become mainstays. In such instances, school leaders consciously invite members of the public to get caught up in the public school's complex environment and work to develop a set of values, beliefs, and means of operating that will transcend all other conflicting influences.

While some teacher turnover is inevitable or even desirable, achieving homeostasis in terms of teacher retention can generate an equilibrium that both stabilizes and propels a school toward growth (Stoll, 1999). Hoy, Tarter, and Kottkamp (1991) documented the statistical relationship between the dimensions of organizational health and student performance. Their assertions support Hattie's (2015) Visible Learning research in identifying teacher efficacy and collaboration as having the highest effect size on student achievement. Hoy et al. (1991) asserted that approaching the organizational health improvement process from a data-based perspective supports leaders in adopting a data-based approach to improving their school environments and ultimately the performance of their student learners. Maintaining a healthy organization which integrates a highly qualified and highly effective staff is arguably the biggest challenge of the age. Understanding why teachers leave "to teach elsewhere" is the first step in creating an organization in which they would prefer to stay.

The undeniable statistics of teacher mobility tend to objectify—even sanitize—an issue that, at the student level, can have a devastating impact. To illustrate the profound nature of this impact and to attest to my motivation to address this problem of practice, I offer my reflection on my meeting as a Principal Coach with a very despondent young boy named Franklin on the first day of school in the Fall of 2015.

Mr. Martin was a Grade 3 teacher at School A Elementary School. He was in his fifth year as a teacher there, and had emerged as a leader among the staff at this school. Franklin was a student in Mr. Martin’s class. He was excelling emotionally and academically as a Grade 3 student despite his struggles in the past. This was a testament to Mr. Martin’s expertise in working with challenging students who had been unsuccessful at demonstrating appropriate student behaviors and progress.

Mrs. Dennis was the principal of School A Elementary School. She was well-liked and experienced as an administrator. Her school motto was “We are ALL Shining Stars.” By ALL, she meant the students, staff, and stakeholders who made up the School A family. The bulletin boards and banners reflected this mantra. At that moment, however, the look on Mrs. Dennis’s face was anything but starry.

It was the end of the school year, and Mrs. Dennis escorted me down the Grade 3 hallway to see the classroom Mr. Martin had once occupied. The walls were bare, shelves were emptied, and only the school-issued furniture and instructional supplies were randomly stacked around the room. Just a week ago, after the last day of school, Mr. Martin accepted a transfer across town to Lucky Me Elementary School. Lucky Me Elementary was the first of three schools within Tar Heel district to find Mr. Martin’s name on their transfer list and invite him to be a member of their own staff. This was not the only reference call Mrs. Dennis received. In fact, by the end of the summer, 66% of School A’s certified staff needed to be replaced.

Among the two-thirds of the staff who accepted transfers, was Ms. Ferrone. She was the Grade 4 teacher with whom Mr. Martin had been working diligently. The plan had been for Franklin and Ms. Ferrone to build rapport over the last nine weeks of third grade. Franklin went to Ferrone’s room for rewards, to share exceptional work samples, to deliver shared materials, or just to say good morning. Mr. Martin knew that for Franklin to continue his positive trajectory with academics and behavior in the next school year, it would be critical to have this trusting relationship in place. Ms. Ferrone was the type of teacher who prized the “Franklins” in her classroom and she looked forward to their weekly interactions. However, it would be the “Franklins” at Sweet Hill Elementary that would now benefit from her positive learning environment.

Key members from the Tar Heel district’s human resources department took action to address this situation—one that was noted in at least two other elementary schools. Talk

of a policy approach emerged, requiring all teachers to stay at a school for three consecutive years before becoming eligible for the transfer process. While this would contribute a short-term solution, the senior leadership team was aware it did not address the root cause of why teachers were leaving to teach elsewhere within Tar Heel's own district.

The final weeks of summer vacation were characterized by large numbers of beginning teachers in neat suits waiting in School A's lobby for their moment with Mrs. Dennis and her interview committee. Selections were made and processed in time for open house.

On the first day of school, the buses rolled through the unloading area. Franklin was too excited to eat, so he eagerly made his way through the cafeteria crowd. The anticipation of seeing Mr. Martin after eight weeks of summer, and officially being in Ms. Ferrone's Grade 4 class carried him down the hallway. Who was going to explain to Franklin where those two teachers were? Who was going to help School A Elementary School recover from this type of teacher turnover? What was the real reason that 66% of the staff chose to leave?

Statement of the Problem

Tar Heel District (THD), a pseudonym for the district that is the setting for my study, is in the second decile in terms of size among the 115 Local Education Agencies (LEAs) in North Carolina, employing approximately 2,000 of the 96,010 teachers in the state. According to Atkinson statement to *The News and Observer* (Doss Helms & Keung Hui, 2015), the Turnover Percentage by LEA 2014 showed that, THD was in the seventh decile in terms of contributing to the state's teacher turnover rate totals with an 11.66% turnover rate, ranking 81 out of 115 LEAs which serve the educational needs of children in the state. However, the state data do not document and track teacher turnover created when teachers move from one school to another within the school system.

At the THD local level, the need to monitor and address intra-system turnover is becoming critical. For example, there is a subset of THD schools that qualify for Title I financial assistance under Federal Government standards by meeting or exceeding 40% of total student enrollment receiving free/reduced lunch. According to THD official figures, for the 2014-2015

school year, three of these schools are characterized by abnormally high numbers of teachers opting “to teach elsewhere.” These Title I schools are in low performing or priority status within THD, and are reporting a debilitating 66%-77% teacher vacancy rate at the end of the 2015-2016 school year, as shown in Table 1. In order to generate some perspective on both the magnitude of the turnover percentage and the localization of the problem to particular schools, the bottom row of Table 1 shows the data for a comparison school with a comparable free/reduced lunch percentage but a quite incomparable turnover rate.

In summary, a large percentage of THD’s teachers in three urban, high poverty schools chose to leave their teaching positions in 2015-2016. This is by no means confined to 2015-2016. A number of those teachers choosing not to stay are opting for other school environments within the THD. In the absence of organizational equilibrium (meaning that there is a balance of teacher movement across the district, as opposed to an exodus from the Title I schools), the Title I schools in particular have an uphill battle in trying to build capacity, gain momentum, show improvement, and climb out of low performing status. However, as clearly indicated in Table 1, there is an outlier in THD among its Title I colleagues. School E, with an equally challenging demographic, boasts less than a 1% of their teachers opting to “teach elsewhere,” and is able to sustain a high rate of teacher retention.

Within THD, as well as within many other districts across the state and country, teacher efficacy appears to be low, and teacher retention in high-poverty, low-performing schools is negatively impacted. The exodus of teachers from high-poverty, low-performing school creates a domino effect of problems in that it leads to the absence of a stabilized learning community in the very schools where building teacher capacity is paramount. My proposed study intentionally runs counter to most studies of teacher turnover in high-poverty schools to date that have focused

Table 1

Tar Heel District Title I Schools with Teacher Turnover Rates

High Poverty School Name	May 2015 Free/Reduced Lunch %	# of Teacher Vacancies 2015-2016 School Year	Percent of Teachers Represented by Vacancies
School A	46.8	16	66
School B	80.94	16	72
School C	90.48	17	77
Comparison School E	75.70	1	<1

on the characteristics of the students and their teachers, rather than on improving the health of the school organizations where they learn and teach.

Figure 1 offers a visual perspective on how related fields of literature influenced my initial vision for this mixed methods study, and the connections to teacher retention.

As the literature cited in Figure 1 suggest, an organizationally healthy school environment is associated with positive student and staff performance outcomes, and is often the focus of school improvement initiatives. School improvement initiatives that can be sustained by building instructional capacity across a stabile learning community.

Purpose of Study

The purpose of my research is to assist schools in the assessment of their current organizational health, and to use these data to identify meaningful, high leverage options for principal coaching and change efforts. Further elaboration around the five dimensions of open, healthy schools is paramount when identifying schools in need of assistance, and coaching those schools through the process piloted in this study. In an email communication from Dr. Wayne Hoy (see Appendix A), in which he kindly gave permission for the use of his Organizational Health Index (OHI) in my research, he recommended understanding and examining each dimension of the OHI separately before assigning a general measure of health (Hoy, W.K., personal communication, April 28, 2016).

Additionally, Hoy (personal communication, April 28, 2016) recommended enlarging the health notion to include trust as a sub-theme, and provided a download of Forsyth, Adams, and Hoy (2011) as a complement to his work on organizational health. There is an ever growing research base on the importance of collective trust as a key element in promoting school effectiveness and school improvement. In the foreword to Forsyth et al. (2011), Barbara

Figure 1. Literature map for problem of practice.

Schneider of Michigan State University stated that the research continues to show that school reform programs are unlikely to succeed unless there is a strong organization characterized by consensus values.

Collective Trust

Forsyth et al. (2011) defined collective trust as the trust that groups have in individuals and in other groups. They referenced Hoy and Kuper-Smith (1985) in highlighting the importance of the notions that trust “involves confidence in others and the belief that others are acting in the best interest of the relevant party” (p. 4). Thus, collective trust exists among a school staff when the faculty has the belief that other faculty can be relied on to act in the best interest of their school organization. Foundations of collective trust elaborate upon the three referents of trust; faculty trust in the principal, faculty trust in colleagues, and faculty trust in the school organization.

In 1992, Hoy, Tarter, and Wiskoskie (Forsyth et al., 2011) studied 44 elementary schools in New Jersey. They were particularly interested in the properties of supportive leadership and collegial teacher behavior. Supportive leadership is principal behavior that demonstrates authentic concern for teachers and respect for their professional competence. Collegiality is teacher behavior that supports open and professional interactions. Using the Organizational Climate Descriptive Questionnaire, several theoretical models were developed. The researchers used path analysis to study the networks of relationships against the properties of supportive leadership and collegiality. Faculty trust in colleagues was directly related to school health and effectiveness in this study.

In 1996, Hoy, Sabo, and Barnes asserted that it should not be surprising that the relationship between organizational health and faculty trust in schools is positive and significant,

regardless of school level. They stated that “in brief, an integrative theme of trust runs through the interactions of faculty and administrators in health schools” (Hoy et al., 1996, p. 9).

A few years later, in 1998, Hoy and Sabo (Forsyth et al., 2011) worked to measure the relation between this collective faculty trust and student achievement in larger studies of New Jersey middle and high schools. Using statewide student achievement scores alongside the Mott index as indicators of school effectiveness, correlations between collective trust measures and two measures of school effectiveness were positive (.56-.72). School climate openness and school health were significantly and positively related to overall student achievement and school effectiveness (Hoy et al., 1996, p. 13).

Hoy and Woolfolk (1993) grew this research through a study pertaining to the teachers’ sense of efficacy and the organizational health of schools. A major focus of this study was to define a healthy school as one in which harmony pervades relationships among students, teachers, and administrators as the organization directs its energies toward its mission. This advanced Hoy and Feldman’s (Forsyth et al., 2011) perspective in 1987, defining a healthy school as one in which technical, managerial, and institutional levels are in harmony and the school is successfully coping with disruptive external forces. Hoy and Woolfolk (1993) utilized two instruments, a version of Gibson and Dembo’s Teacher Efficacy Scale and a version of Hoy’s own Organizational Health Inventory for elementary schools. The purpose was to examine the relationship between aspects of organizational health and individual teachers’ sense of efficacy. A correlational analysis among major variables of the study was performed to reveal that teachers’ perceptions of the dimensions of organizational health of a school were moderately related to personal teaching efficacy. Hoy called their research a modest first step with

encouraging findings and added that a logical next step would be to add the factors of student achievement.

In much more recent times, Hattie's (2015) Visible Learning research identified teacher efficacy and collaboration as having one of the highest effect sizes on student achievement and answered Hoy's call to action and that arose from the aforementioned research on collective trust. Hattie (2015) developed a way of ranking various influences in different meta-analyses related to learning and achievement according to their effect sizes. In his Visible Learning study, he ranked 138 influences related to learning outcomes from very positive effects to very negative effects. Hattie (2015) found that the average effect size of all the interventions he studied was 0.40. Therefore, he decided to judge the success of influences relative to this 'hinge point,' in order to find an answer to the question "What works best in education?" Hattie's (2015) meta-analyses assigned a +1.57 effect size to the impact of teacher efficacy and collaboration on student's learning: a total effect almost quadrupling the hinge point measure. In closing, Hattie (2015) emphasized that a school culture of high trust on the part of both teachers and students is critical for learning to progress.

School Culture

According to Fullan (2007), school culture can be defined as the guiding beliefs and values evident in the way a school operates. School culture encompasses all the attitudes, behaviors, and values that impact how the school operates. Additionally, internal school context is defined by the organizational conditions immediately surrounding teaching and learning. Bascia (2014) stated that school context research revealed important differences between school level factors such as leadership, resources, classroom practices, and teacher community. It is the internal context, such as Hoy's five dimensions of organizational health, which gives life to a

school's culture. School leaders are responsible for shaping school culture responsibly through direct transactions with stakeholders.

According to Gruenert and Whitaker (2015) in their book *School Culture Rewired: How to Define, Assess, and Transform It*, “Edgar Schein, Geert Hofstede, Clifford Geertz, Terry Deal, and Allen Kennedy are just a few of the major names in the study of school organizational culture, which has its roots in the field of sociology” (p. 6). Grunert and Whitaker propose that culture is not a problem to be solved, but rather a basis for healthy organizations. A strong organizational culture develops as a group overcomes challenges within its internal environment. Shifting from a toxic to a healthy school culture is described as a slow process, but the aforementioned major researchers in this field support the theory of gradually shifting in order to create a new and positive normal for your organization. Since a toxic school culture expends teachers' energy on resisting change and produces undesirable school health scores, attention to this concept must be considered when calculating and coaching school organizational health. Whereas, a positive culture will be associated with evidence of Academic Emphasis, Resource Influence, Collegial Leadership, Teacher Affiliation, and Institutional Integrity.

The purpose of my proposed mixed method study (Creswell, 2014) was to discover gaps in school organizational health and use these to enlighten the action of administrators and district level support staff in THD. At the outset of my study, school organizational health was defined by Hoy's (1997) five dimensions: (a) Academic Emphasis, (b) Collegial Leadership, (c) Institutional Integrity, (d) Teacher Affiliation, and (e) Resource Influence. With the data collected from the Organizational Health Index (Hoy & Tarter, 1997) and subsequent coaching sessions, I anticipated being able to illuminate the gaps in school organizational health and to highlight their correlation to levels of school influence. I intended to address the problem of

practice discussed above by identifying areas of focus for leadership development and empowering administrators with a deeper understanding of areas needing support. The purpose of my mixed methods design was to establish a process of pairing the organizational health index results with explicit feedback and coaching for principals in order to facilitate their understanding of the specific areas requiring attention within Title I schools with low levels of teacher retention. Table 2 illustrates the composition of this explanatory research design.

Table 3 outlines a more detailed sequence of my research activities. The short-term, mid-term, and long-term outcomes indicate anticipated benefits for the schools that met my selection criteria.

I anticipated that the independent variable of school organizational health, measured with an index score, would correlate to the dependent variable of schools' rates of teacher turnover. My design involves obtaining the quantitative OHI (1997) scores, developing qualitative themes and using these findings to provide perspective on how to improve the situation for the recruited "40/40" schools.

Table 2

Explanatory Sequential Research Design

School Selection Criteria:	Administer OHI	Interview Process	Analysis and Interpretation
>40% of students eligible for free/reduced lunch	Analyze data from all five OHI dimensions	1:1 Semi-structured coaching plans and narrative analysis	Areas for coaching Trends for leadership
>40% teacher turnover for previous school year	Develop coaching content	Thematic analysis	Development and coaching
Secure agreement to participate from principal(s)			

Table 3

Logic Model for Research Design

Inputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
4 schools meeting the 40/40 criteria: School A School B School C	Analysis of OHI Principal Coaching	Data and Evidence-Based Results for District Leadership	Protocol for School Organizational Health Analysis and Future Solutions for High-Poverty, Low-Performing Schools
Comparison School E Hoy’s School Organizational Health Index (OHI)	Identify Common Themes	Data and Evidence-Based Coaching Plan for Schools A, B, C, and E	
Coaching Content	Summarize Results and Next Steps for Schools		

CHAPTER 2: REVIEW OF LITERATURE

Over a decade ago, Ingersoll (2004) declared that “the recurring need to ensure that classrooms in high poverty schools are well staffed with qualified teachers has been stated as one of the most important problems in contemporary American education” (p. 1). He found that qualified teachers departed from their jobs in disadvantaged schools long before retirement, and most often moved on to teach in neighboring school zones. The result of such departures is a dearth of teacher capacity in the very schools where building teacher capacity is paramount. As a matter of course, each year, any building administrator may be faced with a summer spent rehiring. However, if the typical high poverty school loses an average of 25% of the faculty each year, the building administrator could easily replace an entire staff within his or her term or tenure at the school. Along the same lines, Darling-Hammond (2004) stated that 40% to 50% of teachers employed in high poverty schools leave their school within the first 5 years, compared to 14% of teachers employed in low poverty schools. This turnover rate in high poverty schools interrupts the schools’ efforts to increase rigor in the curriculum, build a healthy community and relationships, form consistent lines of communication, create fidelity through professional development, and develop a sound school culture.

When the teaching force is constantly changing, administrators find it difficult to implement policies and standards conducive to improving student achievement (McKinney, Berry, Dickerson, & Campbell-Whately, 2007). When teachers leave schools, overall morale appears to suffer, both for those students taught by the teachers who leave and for the teachers who remain behind. Even if overall teacher effectiveness stays the same in a school with the aforementioned type of turnover, staff cohesion and a shared sense of goals are impacted. Stated as a bottom line, the loss of collegiality and loss of institutional knowledge due to the failure to

retain teachers in low-achieving schools further impedes the students' ability to achieve to their full potential and school leaders' endeavors to close gaps in academic performance (Sawchuk, 2012).

When addressing improvement at the building level, Fullan (2001) emphasized that in successful schools and businesses, relationships are the new bottom line. Culture is rooted in relationships, and organizational structures can increase or decrease connectivity and communication between the staff within building. Evans (2000) proposed that creating daily processes and belief systems to mobilize the collective capacity and buy-in from the group was analogous to being a parent. He compared schools that achieve this level of coherence to families. In this analogy, even when a school is faced with change, the continuity and strength of the family-like group preserves a safe setting for reform (Evans, 2000).

In contrast to a family, many schools focus upon the numbers rather than the people. Organized social learning and collegial interaction are not viewed as pre-requisites to America's current preoccupation with accountability and high-stakes testing outcomes. This mindset lends support for the factory model of education, where the complex array of interpersonal factors are less considered than a formula of inputs and outputs oriented toward a performance goal. Evans (2000) wrote that this factory mentality is counterproductive. Reducing a child's education to quantifiable goals, achievement test results and a rewards-and-punishment approach is negatively impacting the sense of trust and collaboration that might promote teacher retention in many of our schools. Tackling attendance data, graduation rates, grades, and other measurable data without attention to the environment in which learning takes place is a mistake according to Haberman (2015). Giving support and sustaining the teaching staff is an integral part of the framework for school improvement.

Table 1 shows that schools A, B, and C have two-thirds or more of their teachers choosing to leave, creating a natural call for study and action. With these three schools, as well as the other Title I schools in THD, focusing on the family over factory approach to organizational structure and school culture can be fostered at the building level. Teacher retention numbers can improve with an intentional and monitored plan to define and grow the school staff as a team and family. In my role as Director of Elementary Education, Federal Programs, and Principal Coach, and with the support of district leaders, my improvement goal was to construct an evidence-based plan and systematically collect data to highlight areas for organizational improvement in schools from THD participating in the study and receiving direct administrative coaching. I envisioned a 10% decrease in teacher turnover after one year in schools A, B, and C. Although my project will operate on a small scale, I anticipated that my model implementation would be subsequently taken to scale across the larger environment of Title I schools in THD. I planned for my small scale “proof of concept” study to show what works, to raise awareness, and to deploy future solutions that were gauged successful in this pilot approach (K-12 Blueprint, 2014).

These solutions, in the form of measuring and coaching for leadership development, led to further investigation of Hattie’s (2015) Visible Learning studies in which he ranked over 138 influences that are related to positive effects on student learning. Figure 2 illustrates three additional areas which proved significant and relevant to this improvement goal.

Teacher Clarity

According to Hattie (2015), teacher clarity can be defined as the research-based process for focusing on and identifying the most critical parts of instruction. In layman’s terms, it is the ability to know what to teach, how to teach it, and what success looks like for students. Teacher clarity is critical. Hattie (2015) argues you must be very clear about what you want your students

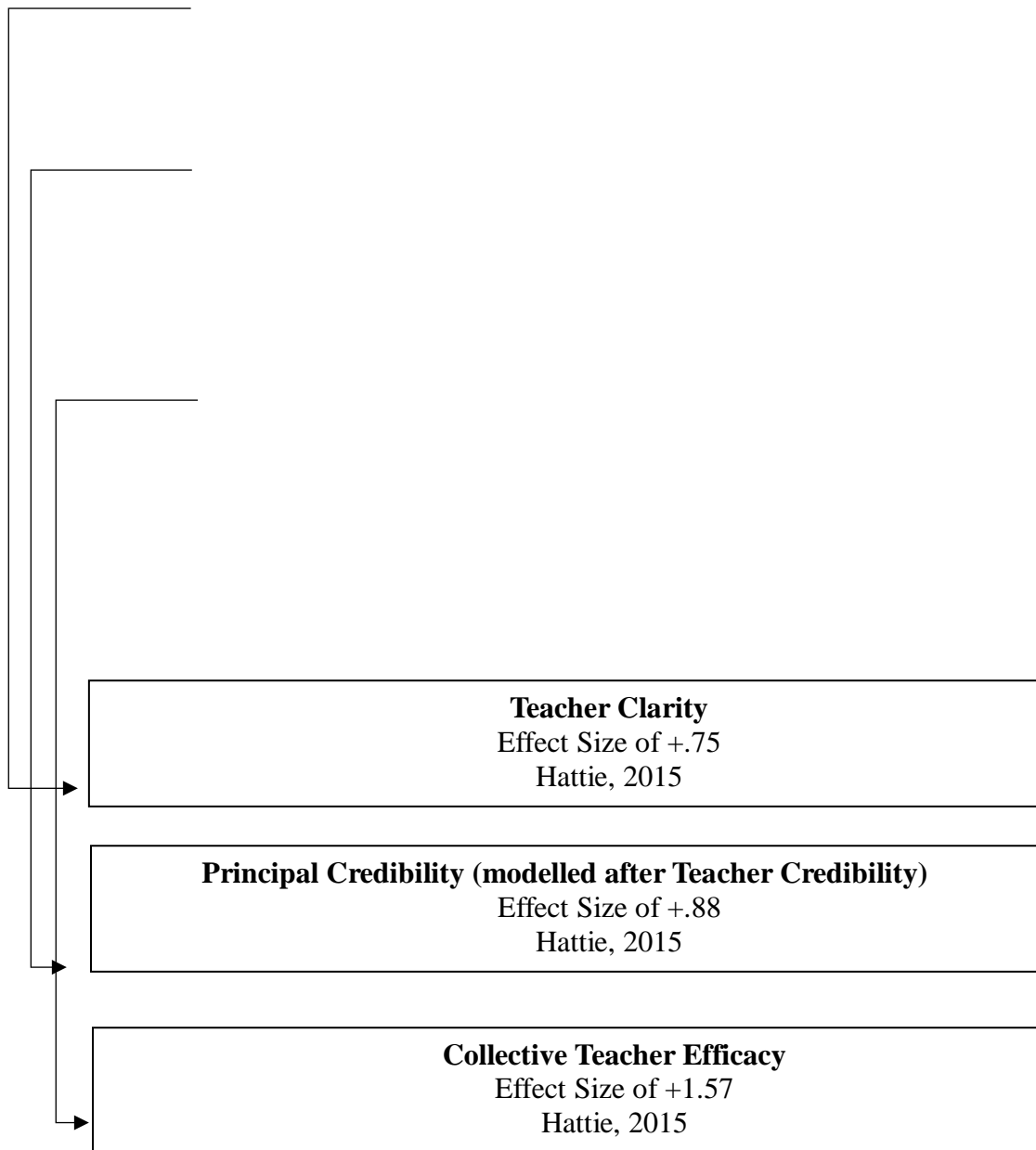


Figure 2. Refined literature map for problem of practice.

to learn. You need to know exactly what you want them to understand and what you want them to be able to do. More importantly, you need to ensure that your students are equally clear about what they must learn and how they can prove they have learned it. This clarity and emphasis surrounding the dimension related to academics can help students progress nine months further than students whose teachers did not have high levels of clarity.

Principal Credibility

Aside from the demanding professional requirements necessary to succeed as a principal, there are as many other traits that effective principals possess which enable them to sustain a supportive environment while maintaining high standards for school performance outcomes. According to Hattie (2015), teacher credibility is composed of four key factors: trust, competence, dynamism, and immediacy. In a published interview, Hattie (2015) says, “If a teacher is not credible, the students just turn off.” Extrapolating this philosophy and assigning it to principals is a direct application. The dimension of Collegial Leadership from Hoy’s OHI (1997) is a vital aspect of a thriving school environment. In other words, if a principal is not credible, the school’s staff and stakeholders just turn off. The instructional leader of the building must consistently demonstrate these high levels of collegiality and credibility.

Collective Teacher Efficacy

According to Hattie (2015), collective teacher efficacy refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. With an effect size of +1.57, Hattie (2015) goes on to make the point that collective teacher efficacy is three times more

powerful and predictive of student achievement than socio-economic status. The six enabling conditions needed for collective teacher efficacy to flourish are directly aligned with Hoy's dimension of Teacher Affiliation. These conditions are: advanced teacher influence, goal consensus, teachers' knowledge about one another's work, cohesive staff, responsiveness to leadership, and effective systems of intervention. Through these six is the thread of strong colleague commitment, affiliation, and accomplishment.

CHAPTER 3: METHODOLOGY

As indicated, the organizational health improvement process is a data-based approach to support leaders in improving their school environments and ultimately the performance of their learners. Preserving a highly qualified staff is a key component of providing all students with an effective school experience. Therefore, understanding why teachers choose “to teach elsewhere” is the first step in creating an organization in which they would prefer to stay.

My methodology will help answer the essential questions which lie at the heart of the problem of practice my research project addresses, namely diagnosing the internal state of our high-poverty, low-performing schools, interpreting the data to facilitate deeper questioning and understanding of their organizational needs, and designing improvement priorities for specific schools.

Research Questions

Three research questions guided my study. They were:

- RQ1: How do schools with teacher turnover rates over 40% score on Hoy’s (1997) Organizational Health Index (OHI), and how will a deeper understanding of each school’s organizational health focus and improve leadership development?
- RQ2: How will a comparison School E with 75% poverty but 1% teacher turnover score on Hoy’s OHI, and what common themes of organizational health will emerge from stakeholders?
- RQ3: Will utilizing the OHI findings to design and implement principal coaching increase the focus schools’ levels of organizational health, and lead to improved teacher retention?

An array of issues plague schools with high rates of teacher turnover. Administrators have difficulty implementing policies and professional development necessary to improve student achievement (McKinney et al., 2007). Morale of remaining teachers and students taught by the departing teachers suffers, and there is a loss of collegiality and institutional knowledge needed to continue a school's efforts in improving instructional techniques and student/staff relationships. With regard to the problem of practice, the purpose of this study was to calculate gaps in school organizational health for administrators and district level support in Tar Heel District (THD), and strategically coach these stakeholders in related areas of leadership development and school improvement.

The refined literature map in Figure 2 highlights three related areas for coaching and support. Hattie's (2015) Visible Learning research is based upon nearly 1,200 meta-analyses and is constantly updated as effect sizes are effected by concentrated efforts to find which strategies and practices influence school improvement in the most positive way. As I worked to expand upon Hoy's (1997) dimensions of organizational health, Hattie's (2015) findings provided sound support for the dimensions of Academic Emphasis, Collegial Leadership, and Teacher Affiliation.

The big idea of Hattie's (2015) Visible Learning framework is to know thy impact. He argues that almost everything we do in schools can have a positive influence. An effect size of $+0.40$ is equivalent to the expected one year of growth in exchange for one year in a school's instructional environment. Hattie (2015) refers to this as the hinge point. However, there are multiple high impact factors that produce larger effect sizes and therefore impact schools with double or triple the variation in improvement. In an educational setting, effect size measures gain and the Visible Learning research provides a reliable calculation and understanding of each of these. I chose to pair Hoy's index for calculating school organizational health with Hattie's

(2015) high effect sizes related to clarity, credibility, and efficacy to design the coaching aspect surrounding school organizational health.

Hoy's dimension of Academic Emphasis is simply characterized as the school's focus on high expectations and achievement. Teachers are not equipped to lead students through rigorous learning progressions and toward mastery without creating a clear road map for instruction. This implies a direct link between academic emphasis and teacher clarity. Rather than asking students to grow their own self-efficacy and focus on instruction, we are motivating students to do so by coaching adult behaviors. The American Psychological Association emphasizes the power of relevance for learners. Relevance attracts the attention of students and when followed by clear and substantive content, student engagement increases. Hattie's effect of teacher clarity creates a high level of relevance for students because the teacher is able to engage the learner with content and feedback that has a high utility value.

Principal credibility also mimics the effect size of teacher credibility and enhances Hoy's dimension of Collegial Leadership. A school staff is highly perceptive about knowing the leadership strengths and weaknesses of their administrator. Budgets, resources, and experience are nothing if not accompanied by a foundation of credibility. Research on effective and inspiring leaders offers areas of attention that unite collegial leadership with coaching and the development of credibility. For example, learning to articulate high standards with a demanding approach while being able to be satisfied in terms of outcomes is a balance that establishes credibility. In addition, increasing the leaders' active role without decreasing the staff's ownership over decisions and outcomes establishes credibility in a positive way.

Finally, collective teacher efficacy undergirds the dimension of Teacher Affiliation. Goddard (2000) writes within the American Educational Research Journal that "within an

organization, perceived collective efficacy represents the shared perceptions of group members concerning the performance capability of a social system as a whole.” Collective teacher efficacy everything shared by the group and is personified as the most important property of a school.

Study Plan

Research design is a determination of how an investigation will be conducted. The insurance that evidence is obtained effectively leads to the researcher’s ability to effectively address the problem after research and analysis have been conducted. Due to the need to address this study from both the empirical powerhouse of quantitative research and the insights offered through a qualitative lens, a mixed methodology approach was most appropriate for *Calculating and Coaching School Organizational Health*.

The explanatory sequential mixed methods design model provided a structure for examining very low and very high organizational health scores across Hoy’s five dimensions. Information from the first or quantitative phase was explored further in the second or qualitative phase. Following up with qualitative research, increased the understanding of initial quantitative results and ensured that leading assumptions from the research analysis are valid. Figure 3 illustrates the flow of explanatory sequential mixed methods research design.

THD granted official approval for the *Calculating and Coaching School Organizational Health* research study (see Appendix B). The permission to conduct research included a provision to share the study’s results with THD’s Superintendent and School Board by June 30, 2018. This solicitation speaks to THD’s interest in the findings and future application of the organizational health and narrative analysis protocol for improving teacher retention. In addition, four school administrators have agreed to participate. Original teacher turnover data for these

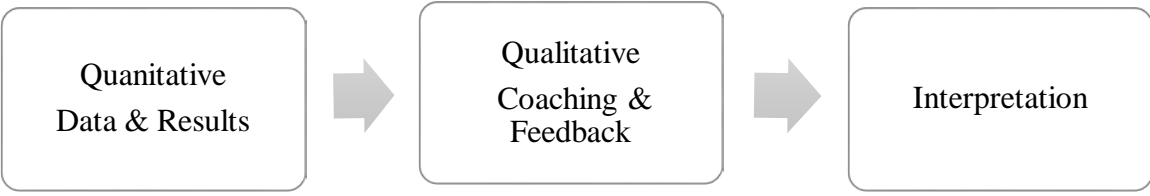


Figure 3. Explanatory sequential mixed methods research design

schools in THD can be seen in Table 4. The percentages of teacher vacancies and free/reduced lunch were reported from THD's Departments of Human Resources and Child Nutrition.

Research began by meeting with the principals of Schools A, B, C, and comparison School E to review and schedule phase one of this study. These schools were selected based upon meeting the criteria of over 40% free/reduced lunch and over 40% for their yearly teacher turnover rate within the past two academic years (2014-2015 and/or 2015/2016). School E with similarly high levels of poverty, but less than 1% teacher turnover acted a comparison to schools A, B, and C. By administering the same index and interview plan School E may reveal crucial areas that influence the cause-effect relationship between a healthy school and teacher retention.

Table 5 provides a template to plan and record actual start times, durations, and percent complete for all research activities. This will be recorded using one week as a unit of measurement.

Instrumentation

Institutional Integrity—Dimension 1

As a dimension of organizational health, Institutional Integrity refers to a school's completeness and fidelity as an educational program. The school is not susceptible to opposition or conflicts created by misaligned or outside influences. Staff members are protected from unreasonable demands and the school is able to navigate community, parental, and district influences successfully. OHI (1997) items that compose the institutional integrity subtest score include questions regarding the school's vulnerability to outside pressures, the level of pressure felt from the community, and the degree to which parents are able to influence district decision-making on school initiatives. It is the singular dimension related to overarching institutional and external development factors.

Table 4

Tar Heel District Participating Title I Schools with Current Teacher Turnover Rates

High Poverty School Name	May 2016 Free/Reduced Lunch %	# of Teacher Vacancies 2016-2017 School Year	Percent of Teachers Represented by Vacancies
School A	54.79	13	43
School B	83.27	26	74
School C	83.89	13	43
Comparison School E	67.98	1	<1

Table 5

Sequence and Duration of Research Activities

Activity	Plan Start	Plan Duration	Actual Start	Actual Duration	Percent Complete
School Selection	1	1	1	1	100%
OHI	2	3	2	4	100%
Quantitative Analysis	5	7	5	10	100%
Coaching Plans and Feedback	9	35	10	35	100%
Qualitative Analysis	12	20	12	20	100%
Results	25	8	27	6	100%
School Plan	34	9	27	12	100%
Recalculate	35	4	52	2	100%

Collegial Leadership—Dimension 2

Looking closely into the administrative level of organizational leadership, Collegial Leadership speaks to the principal's behavior. At the optimum level of health, the building leader sets the tone for soaring performance tempered with friendly, supportive, and open communication. Norms of equality and high expectations are consistently present throughout the recruitment, evaluation, development, and retention of a high performing team. OHI (1997) items linked to the assessment of Collegial Leadership include inquiries about the principal's inclusion of stakeholder opinions, communication style and content with teachers, fair treatment and appreciation of faculty, meaningful evaluations, and genuine concern for the personal welfare of all staff.

Resource Influence—Dimension 3

Also defined as an administrative factor, Resource Influence describes the principal's ability to affect actions and create conditions that benefit students, teachers, and the school. Resource Influence encompasses both an effective use of the operational budget as well as positively persuading district leaders and stakeholders to exert themselves and their assets for the benefit of the school's mission and goals. For example, OHI (1997) items explore whether teachers have adequate instructional materials, do the district superiors take the principal's needs and requests seriously, and whether extra support is given when needed.

Teacher Affiliation—Dimension 4

At the teacher level, Teacher Affiliation refers to a strong sense of connectedness and engagement with colleagues and with the school. Teachers are friendly, feel positive about one another and about coworker's professional accomplishments. This strong sense of commitment is dually directed towards both students and fellow staff members. OHI (1997) Teacher Affiliation

items include whether teachers in the school exhibit friendly behaviors, trust, and confidence in each other. Do they express pride in and closely identify themselves with the school? Do teachers accomplish their jobs with enthusiasm and by creating a healthy learning environment for students?

Academic Emphasis—Dimension 5

The final teacher level factor and dimension of organizational health is Academic Emphasis. This is depicted as the school's drive for achievement. The desire and expectation for high achievement is met by students who work hard and created by staff who work collaboratively. It also describes an organization where effort and hard work are respected and revered. OHI items measure this dimension through the teachers' perspectives of student behavior related to classroom work, homework, and attitudes toward grades.

The following discussion elaborates upon the planned tools for data collection. All three phases will be repeated for Schools A, B, C, and E in THD. Throughout the study, each phase will equally be examined to determine the extent to which a protocol is being established for calculating and coaching school organizational health.

Phase 1—Quantitative

At a scheduled staff meeting, Hoy's Organizational Health Index (Hoy & Tarter, 1997) will be introduced and administered. The OHI is a 37-item questionnaire that asks educators to describe the extent to which specific behavior patterns occur throughout the school. Respondents select answers along a continuum labeled with rarely occurs—sometimes occurs—often occurs—very frequently occurs. Teacher anonymity will be guaranteed as the school administrators will not be present during completion or collection of the surveys and no identifying code will be placed on the OHI forms.

After the instrument is administered to staff, the calculation of OHI scores will occur by entering items into a prepared Excel spreadsheet. Following Hoy's (1997) recommendations the items will be scored by correlating answers to a 4-point scale:

- Rarely occurs – 1 point
- Sometimes occurs – 2 points
- Often occurs – 3 points
- Very frequently occurs – 4 points

In accordance with Hoy's recommendation, item numbers 6, 8, 14, 19, 25, 29, 30, and 37 will be reverse scored. Each item will be scored for each respondent and an average school score for each item will be computed across the school as the school is the unit of analysis (Hoy & Tarter, 1997).

In addition, the Excel spreadsheet will filter items that compose the five subtests or five dimensions of organizational health. Table 6 lists the items from Hoy's OHI categorized under the five dimensions of health that were chosen to represent the basic needs of a healthy school.

Next, Excel will be set to sum the average school scores for each subtest area as follows:

- Institutional integrity (II) = 8 + 14 + 19 + 25 + 29 + 30
- Collegial Leadership (CL) = 1 + 3 + 4 + 10 + 11 + 15 + 17 + 21 + 26 + 34
- Resource Influence (RI) = 2 + 5 + 9 + 12 + 16 + 20 + 22
- Teacher Affiliation (TA) = 13 + 23 + 27 + 28 + 32 + 33 + 35 + 36 + 37
- Academic Emphasis (AE) = 6 + 7 + 18 + 24 + 31

These five scores will provide the health profile for each school. This will provide comparison data against the health profile of the other participating schools, including Comparison School E.

In addition, after converting school subtest scores to standardized scores with a mean of 500 and

Table 6

Items that Comprise the Five Subtests/Dimensions of the OHI-Elementary

OHI Item Number	Dimension of Organizational Health	Item Statement
8	Institutional Integrity (II)	The school is vulnerable to outside pressures.
14	II	Community demands are accepted even when they are not consistent with the educational program.
19	II	Teachers feel pressure from the community.
25	II	Select citizen groups are influential with the board.
29	II	The school is open to the whims of the public.
30	II	A few vocal parents can change school policy.
1	Collegial Leadership(CL)	The principal explores all sides of topics and admits that other opinions exist.
3	CL	The principal discusses classroom issues with teachers.
4	CL	The principal accepts questions without appearing to snub or quash the teacher.
10	CL	The principal treats faculty as his or her equal.
11	CL	The principal goes out of his or her way to show appreciation to teachers.
15	CL	The principal lets faculty know what is expected of them.
17	CL	The principal conducts meaningful evaluations.
21	CL	The principal maintains definite standards of performance.
26	CL	The principal looks out for the personal welfare of faculty members.
34	CL	The principal is friendly and approachable.

Table 6 (continued)

OHI Item Number	Dimension of Organizational Health	Item Statement
2	Resource Influence (RI)	The principal gets what he or she asks for from superiors.
5	RI	Extra materials are available if requested.
9	RI	The principal is able to influence the actions of his or her superiors.
12	RI	Teachers are provided with adequate materials for their classrooms.
16	RI	Teachers receive necessary classroom supplies.
20	RI	The principal's recommendations are given serious consideration by his or her superiors.
22	RI	Supplementary materials are available for classroom use.
13	Teacher Affiliation (TA)	Teachers in this school like each other.
23	TA	Teachers exhibit friendliness to each other.
27	TA	Teachers express pride in this school.
28	TA	Teachers identify with the school.
32	TA	Teachers accomplish their jobs with enthusiasm.
33	TA	The learning environment is orderly and serious.
35	TA	There is a feeling of trust and confidence among the staff.
36	TA	Teachers show commitment to their students.
37	TA	Teachers are indifferent to each other.
6	Academic Emphasis (AE)	Students neglect to complete homework.

Table 6 (continued)

OHI Item Number	Dimension of Organizational Health	Item Statement
7	AE	Students are cooperative during classroom instruction.
18	AE	Students respect others who get good grades.
24	AE	Students seek extra work so they can get good grades.
31	AE	Students try hard to improve on previous work.

a standard deviation of 100, which Hoy calls the SdS score, an overall index of school health will be calculated using the following formula:

$$\text{Health} = \frac{(\text{SdS for II}) + (\text{SdS for CL}) + (\text{SdS for RI}) + (\text{SdS for TA}) + (\text{SdS for AE})}{5}$$

In *The Road to Open and Health Schools; A Handbook for Change*, Hoy and Tarter (1997) explain this overall health index should be interpreted the same way as the subtest scores. The mean of an average school is 500. Therefore, a score of 650 on the health index represents a very healthy school and a score of 350 demonstrates an unhealthy organization (Hoy & Tarter, 1997, p. 37). Because most school subtest data and overall health indices will fall between the extremes, it is necessary to diagnose further. This will occur through the stakeholder interview process.

Phase 2—Qualitative

With item analysis and health profiles in hand, coaching conversations and plans will be executed to elicit further elaboration from stakeholders on the high and low subtest scores. Principals will participate in 1:1 and small group coaching sessions with the researcher. Questions will be posed to collect more insight into the elevated or deficient item and subtest scores from the OHI (1997). Patterns and themes related to the school's health index will be converted to content for individual principal coaching and areas for leadership development throughout the school year.

Phase 3—Quantitative

At after one year, the OHI (1997) will be re-administered and recalculated. The researcher will compare gains in organizational health with the school's teacher retention data. The belief is that discovering gaps in school organizational health for administrators and district leaders of THD will create opportunities for relevant coaching and support and lead to school

improvement. Reducing teacher turnover in schools A, B, and C by 10% by improving school organizational health is the stated improvement goal. This exercise will be treated as one research and improvement cycle. What additional coaching and capacity building will support administrators in developing and sustaining high rates of organizational health in order to retain highly qualified teachers?

Threats to Validity

The explanatory sequential mixed methods design is described in the three aforementioned distinct phases of data collection. One challenge of this research strategy, as cautioned by Creswell (2014) is to adequately plan which quantitative results to follow up on and how to synthesize qualitative themes from phase two. Validity concerns arise with the accuracy of overall findings because a researcher does not consider and weigh all of the options for follow up after the quantitative sampling. There is also concern of an inadequate sample size on either side of the study. To ensure both validity and reliability in this study, the following strategies will be practiced:

1. Member checking to verify the accuracy of OHI (1997) item scores entered into the Excel spreadsheet.
2. Use of identical coaching content and sessions to support coaching and leadership development.
3. Bias clarification through the researcher's self-reflection and honest narrative indicating how the interpretation of the findings are shaped by background and prior experiences.

Participants

Research was conducted in four Title I school sites. All four elementary schools meet the criteria of >40% free/reduced lunch percentage and >40% teacher turnover in the previous school year. Principals at all of these sites voluntarily agreed for their schools to participate in this research process. District and school officials understood the research design, school selection, and were enthusiastic in the potential improvement goal for these hard to staff schools. Official research approval from THD was formally granted based upon this proposal. Teachers and principals participating in the survey and interviews signed a basic participation agreement after a short presentation about the research proposal and purpose.

For phase one, defined as the quantitative portion of the research, all certified instructional staff complete the OHI (1997). Non-certified staff were not be included, as often their roles and responsibilities preclude them from knowledge about resource influence and the intricacies of academic achievement. This could have skewed at least two of the five scores in the health profile (resource Influence and Academic Emphasis).

For phase two, defined as the qualitative portion of the research, only the principals who were working to elevate their OHI (1997) scores participated in the leadership development and coaching plans. According to Moen (2006), narrative inquiry has emerged as a tool for organizational studies within the broad field of qualitative research and is increasingly used in educational practice. Narrative inquiry includes the analysis of conversations and can include other artifacts such as coaching content. This allows for the capture of a variety of fragmented anecdotal evidences and the participants' authentic review of reality. Creswell (2014) takes the position that sample size of interviewees depends on the qualitative design being used and recommends one to two individuals for the narrative approach.

Summary

According to Hoy's (1997) OHI, a healthy school is one in which the institutional, administrative, and teacher levels are operating at functional levels in order to successfully cope with disruptive external forces and direct all of its energies toward its mission. Each of the five dimensions offer high reliability scores as determined by a factor analysis of several samples of the instrument: Institutional Integrity (.90), Collegial Leadership (.95), Resource Influence (.89), Teacher Affiliation (.94), and Academic Emphasis (.87) (Hoy, 1997). Healthy schools are committed to teaching and learning; they set high, but achievable, academic goals and mobilize their resources to attain those ends (resource support) (Forsyth et al., 2011). Teachers in healthy schools, their principal, their colleagues, and their students exhibit a collective trust and positive school culture

This mixed methods study consisted of three phases to uncover gaps in school organizational health, explore the intricacies of these gaps, and compare changes in health profile scores after coaching and work toward organizational health improvement. Given my purpose and improvement goal of utilizing Hoy's organizational health index to determine areas for school improvement, leadership development and coaching, this approach was an optimal one. Notwithstanding the fact that the planned task sequence is underutilized, literature agrees that "improvement in the state of organizational health should be the prime target of change efforts in schools because only when the systems' dynamics are open and healthy will more specific change strategies be effective" (Freiberg, 1999).

As a small proof of concept study in THD, the researcher and district officials were striving to improve teacher retention and student performance in these Title I, hard to staff

schools. With the success of this research design, additional schools would be able to benefit from the same plan and protocol for calculating and coaching school organizational health.

CHAPTER 4: RESULTS

Based upon my initial study plan, Hoy's (1997) Organizational Health Index (OHI) was administered to all four planned schools during a scheduled staff meeting. The administrators of all the schools were present for the introduction and explanation of the study, but then recused themselves during the actual survey completion. I collected all surveys, tabulated them, and summarized them into the following tables for my subsequent analysis.

Calculating Indices of Organizational Health

Table 7 shows the comparison between the OHI (1997) scores for each dimension for School A. The first set of columns (labeled January 2017) show the original score at the outset of my study, when School A experienced a 66% teacher turn-over rate. School A's OHI scores on the Academic Emphasis dimension were in the first percentile of scores on this OHI dimension, while the Institutional Integrity and Resource Influence dimension scores were in the average range. The second set of columns (labeled January 2018) show the post-intervention scores after one year of coaching and support with the principal and the school. Gains were made in all dimensions, with notable gains on the standardized scores of the order of 40 points in the Collegial Leadership and Teacher Affiliation dimensions.

Table 8 shows the comparison between the overall OHI (1997) scores for each dimension for School B. Again, the first set of columns (labeled January 2017) show the original score at the outset of this study when the school reported 72% of teachers represented by vacancies. School B's OHI scores in Collegial Leadership are lower than 97% of the schools when compared to Hoy's normative data. Respectively, Teacher Affiliation scores at School B were lower than 84% of schools and Academic Emphasis was lower than 99% of schools from his sample. The second set of columns (labeled January 2018) show the post-intervention scores

Table 7

Comparative OHI Dimensions for School A

Dimension of Index of Organizational Health	January 2017			January 2018		
	Raw Score	Stand. Score	Rating	Raw Score	Stand. Score	Rating
Institutional Integrity	17.48	551.26	Average	17.59	568.23	Average
Collegial Leadership	31.14	676.12	High	32.56	713.38	High
Resource Influence	20.96	531.45	Average	22.19	581.05	Average
Teacher Affiliation	30.17	629.19	High	31.61	677.52	High
Academic Emphasis	10.76	254.72	Low	11.99	332.08	Low

Table 8

Comparative OHI Dimensions for School B

Dimension of Index of Organizational Health	January 2017			January 2018		
	Raw Score	Stand. Score	Rating	Raw Score	Stand. Score	Rating
Institutional Integrity	17.0	533.94	Average	16.94	531.76	Average
Collegial Leadership	19.63	374.02	Low	35.24	783.73	High
Resource Influence	20.74	502.42	Average	24.08	657.26	High
Teacher Affiliation	23.40	402.01	Low	26.60	509.40	Average
Academic Emphasis	9.71	188.68	Low	10.35	228.93	Low

after one year of coaching and support with the principal and the school. Noteworthy gains were made in all areas except Institutional Integrity. Of particular note is the more than doubling of the standardized score for Collegial Leadership. This outstanding change will be the subject of discussion in Chapter 5.

Table 9 shows the comparison between the overall OHI (1997) scores for each dimension for School C. The first set of columns (labeled January 2017) show the original score at the outset of this study when the school reported 77% of teachers represented by vacancies. School C's OHI scores in Academic Emphasis are lower than 99% of the schools when compared to Hoy's normative data. Respectively, Institutional Integrity, Resource Influence, and Teacher Affiliation scores at School C are only average when normed against the schools from Hoy's study. The second set of columns (labeled January 2018) show the post-intervention scores after one year of coaching and support with the principal and the school. Noteworthy gains were made in all areas except Institutional Integrity and Teacher Affiliation. Collegial Leadership increased by more than 100 standardized points to a standardized score higher than 99% of Hoy's schools.

Table 10 shows the comparison between the overall OHI (1997) scores for each dimension for School E. Again, the first set of columns (labeled January 2017) show the original score at the outset of this study. As the comparison school in this study, School E's teacher turnover rate was minimal (<1%). Initially, OHI (1997) scores in Collegial Leadership are lower than 97% of the schools when compared to Hoy's normative data. Respectively, Teacher Affiliation scores at School E were lower than 84% of schools and Academic Emphasis was lower than 99% of schools from his sample. The second set of columns (labeled January 2018) show the post-intervention scores after one year of coaching and support with the principal and the school. Modest gains were made in Teacher Affiliation, a noteworthy gain was recorded in

Table 9

Comparative OHI Dimensions for School C

Dimension of Index of Organizational Health	January 2017			January 2018		
	Raw Score	Stand. Score	Rating	Raw Score	Stand. Score	Rating
Institutional Integrity	18.57	590.61	Average	18.55	589.89	Average
Collegial Leadership	31.85	694.75	High	35.87	800.26	High
Resource Influence	19.65	478.63	Average	21.35	547.18	Average
Teacher Affiliation	27.54	540.94	Average	26.45	504.36	Average
Academic Emphasis	10.37	230.19	Low	11.39	294.34	Low

Table 10

Comparative OHI Dimensions for School E

Dimension of Index of Organizational Health	January 2017			January 2018		
	Raw Score	Stand. Score	Rating	Raw Score	Stand. Score	Rating
Institutional Integrity	17.0	533.94	Average	14.80	454.51	Low
Collegial Leadership	19.63	374.02	Low	22.66	453.54	Low
Resource Influence	20.74	522.58	Average	20.53	514.11	Average
Teacher Affiliation	23.40	402.01	Low	24.24	430.20	Low
Academic Emphasis	9.71	188.68	Low	8.94	140.25	Low

Collegial Leadership, and decreases were recorded in Institutional Integrity, Resource Influence, and Academic Emphasis.

Synthesis of OHI Dimensions

Table 11 shows a synthesis of the standardized scores of the dimension data for each school. In terms of organizing my research, this provides a single snapshot of all four of these low-performing schools across all five OHI dimensions.

Figure 4 provides a visual representation of the approximate positions for each school on each dimension. This graphic also clearly shows the schools' change in overall standardized score per dimension from January 2017 to the January 2018 on Hoy's (1997) OHI.

The implications and significance of these positions and changes will be dealt with in Chapter 5 as I revisit the problem of practice and results of my study. However, the following points are clear: (a) Institutional Integrity experienced the least amount of change from January 2017 to January 2018 and, my comparison school exhibited a sizeable decrease, (b) Collegial Leadership scores exhibited an increase in all four schools and, in School B, there was an astounding increase (this will be further addressed in Chapter 5), (c) Resource Influence scores increased for all three schools who initially had high rates of turnover—again, the comparison school exhibited a decrease, (d) three schools exhibited an increase in Teacher Affiliation with one of the formerly high turnover schools exhibiting a decrease, (e) although Academic Emphasis began low and remained low, the comparable improvement slope for the three formerly high turnover schools is striking (again, the comparison school showed a decrease).

Table 11

Synthesis of Dimensions (Standardized Scores)

Dimension of OHI	School A		School B		School C		School E	
	2017	2018	2017	2018	2017	2018	2017	2018
Institutional Integrity	551.26	568.23	533.94	531.76	590.61	589.89	533.94	454.51
Collegial Leadership	676.12	713.38	374.02	783.73	694.75	800.26	374.02	453.54
Resource Influence	531.45	581.05	502.42	657.26	478.63	547.18	522.58	514.11
Teacher Affiliation	629.19	677.52	402.01	509.40	540.94	504.36	402.01	430.20
Academic Emphasis	254.72	332.08	188.68	228.93	230.19	294.34	188.68	140.25

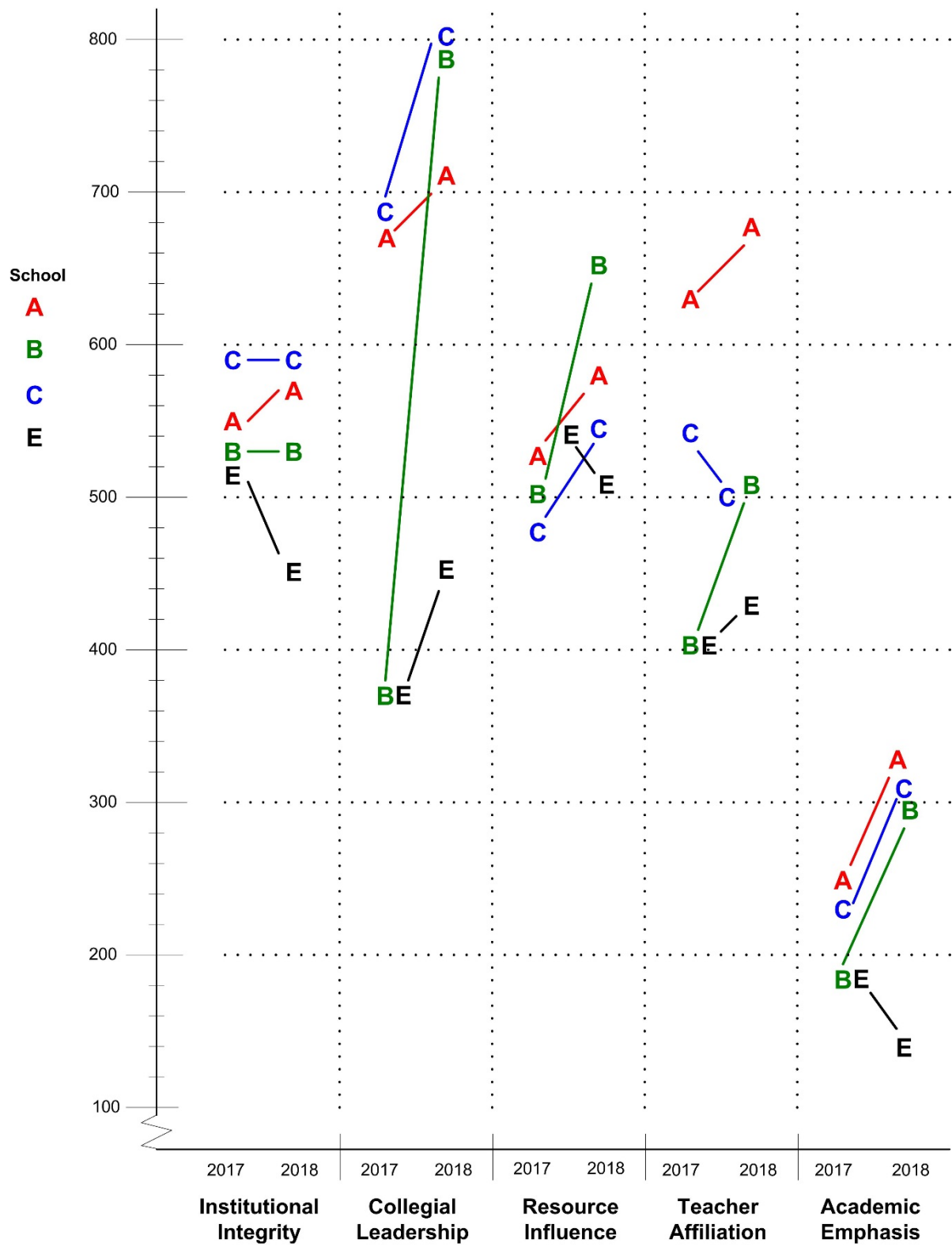


Figure 4. Graphic of schools' positions on dimensions.

Qualitative Perspectives

Figure 5 provides a timeline of the qualitative data collection from this study from December, 2016 through February, 2018. This includes the initial conversation to invite principal participation, both the pre- and post-OHI (1997) assessments, four small group coaching sessions labelled as Professional Learning Communities/Professional Development (PLC/PD), five coaching sessions specific to the individual principal and school, and two results meetings. Each of the four schools within the study accessed all 14 of these opportunities over the 14 months of research. This shows their commitment to the process and their hope for potential benefits to their school's overall health and teacher retention.

Initial 1:1 Meetings with Principals: Invitation to Participate

I visited all four schools for a scheduled meeting with the principal. At each of these, the principals were invited to participate in my research study and presented with a copy of Hoy's (1997) Organizational Health Index (OHI) along with a description of how we would administer, calculate, share, coach, and recalculate OHI scores. In my professional capacity in the school district, I had an already-established coaching relationship with each principal and their agreement to participate was unanimous. At this initial meeting, the dates were set with each school for the initial OHI assessment with certified staff members.

Initial Organizational Health Index (OHI) Administration

Within a month, I visited all four schools during a scheduled staff meeting. Certified staff were invited to attend. I shared a prepared presentation which was approximated 25 minutes in length (see Appendix C) that defined each dimension from the OHI and outlined the purpose of my study. At this time, all participants were offered a consent to participate form to sign and the

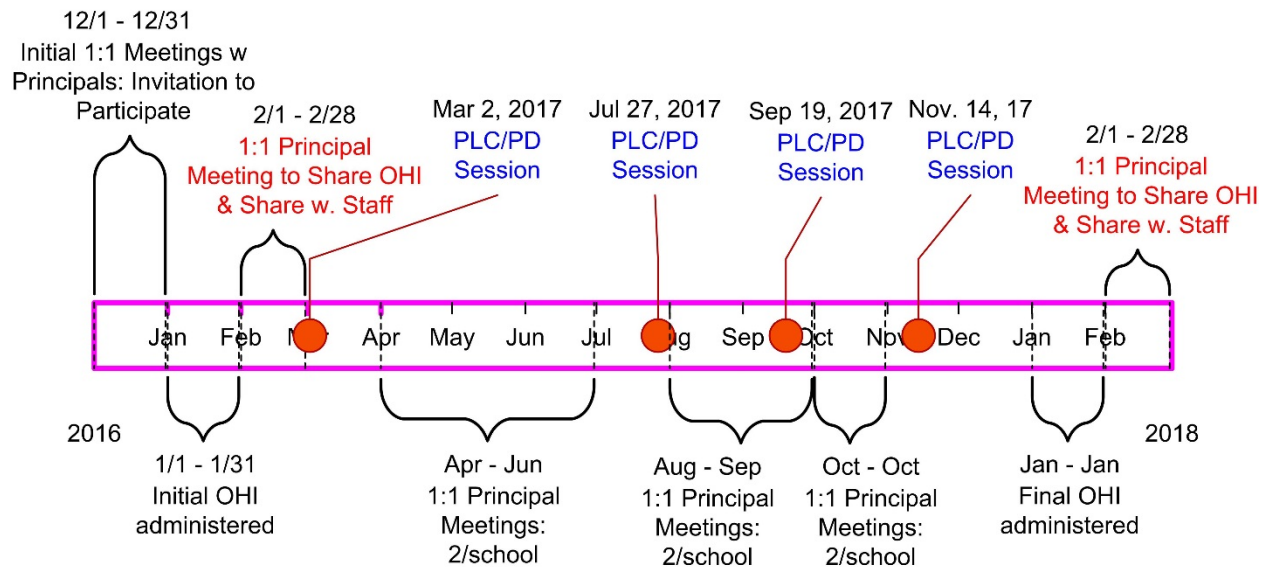


Figure 5. Timeline of qualitative data collection.

initial OHI survey to complete. School administrators remained in the room for the presentation, but left during the OHI survey. If a staff member requested clarification on a survey item, I moved to their location within the room and attempted to clarify. This only occurred three times and all questions were directed toward the dimension of Institutional Integrity. Teachers wanted to understand what might be meant by outside pressures and community demands in item numbers 8 and 14. I responded in kind each time the question was asked and gave the example of the School Board or vocal parents who may influence school-based decisions. The survey time ranged from 20 to 48 minutes, depending upon the size of the staff and some participants who reread and reviewed their responses before submitting theirs to the pile. I personally collected all surveys from an anonymous, face-down pile after they were completed. I recorded and tallied all responses from the 37-item questionnaire that asks educators to describe the extent to which specific behavior patterns occur throughout the school.

1:1 Meetings with Principals and Staff to Share Organizational Health Index (OHI) Results

In month two of this study, I scheduled a second meeting with each principal to review the schools OHI results. We met at approximately 1:45pm during the day prior to the 3:00pm staff meeting. With this structure, the principal was able to receive the results prior to my presentation to the certified staff members who responded to the OHI. During the 1:1 principal meeting, they were given a copy of all results and invited to study it prior to our March 2, 2017 PD/PLC session. Principals were notified, that during this small group meeting, we would discuss next steps for coaching as a result of OHI scores. During the staff meeting, OHI results were presented by dimension. First, I reviewed Hoy's (1997) definition and description of the dimension, followed by their school's average score for each item within that dimension, followed by their overall score for the dimension. The raw score, standardized score, and ranking

of the score based on Hoy's ranges were all shared. At each school, staff members were told that the principal was aware of the scores and excited to address areas of strength and areas for improvement in terms of their school's OHI. The staff members from all four schools were receptive and showed no surprise in scores or levels. Therefore, there was little discussion at this point from each group of staff members. There were four exceptions to this statement.

School A. A teacher wanted to know what the highest possible score was in each dimension. I explained that this was relative to the number of staff members responding as an average was calculated. I then gave an example of how item 1 would score for their school and the number of participants if everyone responded with a 4.

School B. A teacher asked if the superintendent or any district officials other than myself would see these scores. I responded by saying, "Yes. I will share these data with Dr. Super, the superintendent." The teacher did not respond further, but nodded affirmatively. Secondly, a staff member wanted to know if the School Board would see this information. I responded by saying, "That will be up to Dr. Super and what he deems appropriate to share with the Board." Again, no response.

School C. There was no further discussion.

School E. A teacher asked if I would explain why homework was part of item 6. She stated that homework happens at home and may not have any influence on what occurs during the school day. I responded by offering that "homework is an extension of and practice for what occurs in the classroom. The students' inability to complete or lack of interest in completing influences the overall Academic Emphasis in that classroom and therefore the school." She responded with a thank you for my explanation.

March 2, 2017 PLC/PD Session

This session was held at School B, and all four participating principals were in attendance with me as the principal coach. I informed them that we would generally discuss the dimensions from Hoy's (1997) Organizational Health Index (OHI), but that I would not highlight their individual school's data. Since they had already been provided with their scores and time to reflect, each principal was asked to interject and contribute to the discussion as we attempted to define a focus and priorities for coaching opportunities. We discussed the dimensions in the order that Hoy presented them throughout his literature.

Institutional Integrity—Dimension 1. I began by reviewing the intent of Institutional Integrity in reference to a school's completeness and fidelity as an educational organization. Typically, schools with high levels of Institutional Integrity are not susceptible to opposition or conflicts created by misaligned or outside influences. Staff members are protected from unreasonable demands, and the school is able to navigate community, parental, and district influences successfully. It is the singular dimension related to overarching institutional and external development factors. School A's principal was interested in focusing on improving results in this dimension as she ascribed low scores to the leadership of the previous administrator who did not create a cohesion among the staff. Schools B, C, and E were not as interested in this dimension as the status of being a low-performing or priority school within a district naturally brings district level requirements and expectations for improvement.

Collegial Leadership—Dimension 2. Next we discussed the Organizational Health Index (OHI) associated with leadership. Collegial Leadership represents the principal's behavior. At the optimum level of health, the building leader sets the tone for soaring performance tempered with friendly, supportive, and open communication. Hoy (1997) asserted that norms of

equality and high expectations are consistently present throughout the recruitment, evaluation, development, and retention of a high performing team. OHI (1997) items linked to the assessment of Collegial Leadership include inquiries about the principal's inclusion of stakeholder opinions, communication style and content with teachers, fair treatment and appreciation of faculty, meaningful evaluations, and genuine concern for the personal welfare of all staff. School B's principal was not interested in exploring this topic. School B and School E scores were identical and the lowest among all four schools on the initial OHI. Principal B's defense was you cannot make everyone like you when you have a job like this to do. I have to make some hard decisions and give feedback that is not easy to hear sometimes. I don't think this is a bad score. In contrast, principals from School A, School C, and School E were concerned and agreed to focus upon Collegial Leadership as a priority to improve their overall OHI scores.

Resource Influence—Dimension 3. Also defined as an administrative factor, Resource Influence describes the principal's ability to affect actions and create conditions that benefit students, teachers, and the school. Resource Influence includes both an effective use of the current operational budget as well as positively persuading district leaders and stakeholders to contribute additional resources for the benefit of the school's mission and goals. For example, OHI (1997) items explore whether teachers have adequate instructional materials, whether the district superiors take the principal's needs and requests seriously, and whether extra support is given when needed. None of the principals in my study had considered this as a contributor to school organizational health. Quick agreement came surrounding the idea we could simply improve this dimension by sharing more about how each principal handles the school budget, advocates for additional resources, and leverages these resources toward school improvement for all.

Teacher Affiliation—Dimension 4. Teacher Affiliation refers to a strong sense of connectedness and engagement with colleagues and with the school. Teachers feeling friendly, and positive about one another and about coworker’s professional accomplishments was something all four principals took for granted. OHI (1997) Teacher Affiliation items include whether teachers in the school exhibit friendly behaviors, trust, and confidence in each other. Do they express pride in and closely identify themselves with the school? Do teachers accomplish their jobs with enthusiasm and by creating a healthy learning environment for students? Principal B and Principal E were most concerned about their OHI scores in this area. Principal A and Principal C did not know they scored considerably higher than their colleagues, but still wanted this to be an area of focus and priority for our coaching work.

Academic Emphasis—Dimension 5. Academic Emphasis is depicted as the school’s drive for achievement. The desire and expectation for high achievement is met by students who work hard and is created by staff who work collaboratively. It also describes an organization where effort and hard work are respected and even revered. Organizational Health Index (OHI) items measure this dimension through the teachers’ perspectives of student behavior related to classroom work, homework, and attitudes toward grades. Again, all four principals were concerned with their school’s OHI score in this area. Of most concern was the difference between the Academic Emphasis dimension score and the scores for the other four dimensions. I raised the point that perhaps teacher turnover was high in each of their schools because teachers do not feel this culture of hard work and high achievement. Principal E asked, “How can we keep Academic Emphasis at a high level when so many students are below grade level?” Principal A, Principal B, and Principal C all agreed this needed to be addressed in response to overall low scores.

After calculating and studying the OHI (1997) scores for these schools in THD, combined with context and input from the semi-structured 1:1 initial results meetings with principals, three of these dimensions became the focus for a series of leadership coaching: Collegial Leadership, Teacher Affiliation, and Academic Emphasis were the targets of monthly sessions in an effort to improve OHI scores and thereby, I anticipated, increasing teacher retention for each school. Coaching sessions continued to occur in two formats: one-on-one sessions in which I discussed how to improve organizational health with the principals, and collaborative sessions that brought the four leaders together to share ideas as a professional learning community

1:1 Meetings with Principals - April through June

I chose to begin coaching all four principals around the dimension of Teacher Affiliation. This was approached through increasing collective teacher efficacy: Hattie (2015) defines collective teacher efficacy as the collective belief of the staff in their ability to positively affect students. This means they believe in themselves as well as their colleagues and emphasizes the need to share knowledge, skills, and evidence surrounding each other's capabilities. Hattie (2015) says this is vital for the health of a school.

Each principal received two coaching visits over this three-month period in which we focused upon three enabling conditions to support the building of Teacher Affiliation between staff members. These enabling conditions support the building of this affiliation between staff members. First, it is important for teachers to assume roles of shared leadership. This increases their buy-in through daily participation and critical decision-making. Secondly, having clear goals surrounding school improvement sets a tone for purpose and engenders justifiable pride when success is achieved. Finally, the responsiveness of the principal is paramount. This

includes a consistency in response, the responsibility to help others, a show of concern, an awareness of situations within the school, and outwardly supporting the team in school duties. In *Collective Efficacy: How Educators' Beliefs Impact Student Learning*, Donohoo (2013) says, "when collective teacher efficacy is not present, however, it takes a stressful toll on the staff" (p. 13). Therefore, principals were coached on creating meaningful roles of shared leadership, articulating clear goals surrounding school improvement, and demonstrating responsiveness in leadership. Table 12 shows the increase or decrease in Teacher Affiliation OHI (1997) scores at all four schools.

School A. Areas of significant focus included "teachers expressing pride in the school and the feeling of trust and confidence among staff" (Hoy, 1997). School A's principal attributed their struggle with Teacher Affiliation scores to the continued struggle with low student performance data. She felt it was difficult to foster collective efficacy with data that showed low proficiency and goals for improvement are not met. By contrast, positives included the time and attention spent developing the school's buy-in regarding their global focus and brand. This has provided School A with a strong identity and sense of accomplishment associated with something other than test scores.

School B. Principal B was the only principal in the study to be replaced between January 2017 and January 2018. The new principal began at School B in July 2018. She indicated the power in having access to the OHI (1997) scores to guide her behavior, tone, and leadership interactions with the staff. Principal B focused all of her work on improving Teacher Affiliation under the school's new mantra, "we do what is right, not what is easy." Leadership roles, goal setting, and her response to staff members was always associated to this as a core belief. Her increases in Teacher Affiliation were noteworthy.

Table 12

Change in Teacher Affiliation OHI Scores

School Name	Teacher Affiliation Score Change
School A	+48.33
School B	+102.35
School C	-36.58
School E	+28.19

School C. School C's decrease in this area was slight, but reflected the staff's struggle with believing in themselves and their colleague's ability to impact student performance and behavior at this challenging school. School C had the highest number of low socio-economic students and lowest student performance scores of all four schools in my study.

School E. Principal E believed their struggle with a drop in student performance has increased the staff's sensitivity to outside pressures and control.

July 27, 2017 PLC/PD Session

This session was held at School A, and all for participating principals were in attendance with me as the principal coach. This PLC/PD session was planned to address Collegial Leadership. This meeting marked the first of a series of three, half-day professional development sessions intended to build their capacity to excel in the instructional leadership role. The sessions included information provided by district lead teachers in core content areas and centered on how to lead instruction within each building. According to Hattie (2015), teacher credibility has a massive impact of +0.9 on the subsequent learning that happens in the classroom. The students' perception that their teacher is competent, trustworthy, and passionate determines whether they view the teacher as being effective at his or her job. Because of this strong link between teacher credibility and student performance, the same three core aspects were used to coach for principal credibility. Principal competence in instructional leadership, an intentional focus upon collective trust, and displaying positivity and enthusiasm toward staff and school improvement were identified as the focus for principal behaviors in an effort to improve Collegial Leadership OHI (1997) scores.

During this session, principals completed an exercise in which they reflected on the managerial tasks versus instructional activities they engaged in during a typical week. Each

individual set personal goals to reduce the number of non-instructional activities and replace that number with intentional and instructional feedback to teachers. Principals were informed that their efforts would be supported through our next 1:1 coaching sessions and specific professional development provided by district lead teachers in three fall 2017 sessions.

1:1 Meetings with Principals - August through September

I met individually with each principal two times during the August through September 2017 portion of this study. The first meeting was dedicated to continuing the focus of Collegial Leadership to improve Organizational Health Index (OHI) scores. As indicted above, three core aspects formed the nucleus of my endeavor to enhance the participating principals' credibility and performance as effective organizational leaders. The second set of columns (labeled January 2018) show the post-intervention scores after one year of coaching and support with the principal and the school. I specifically focused on (a) enhancing the principals' competence in instructional leadership, (b) coaching them on how to bring to bear an intentional focus upon collective trust, and (c) displaying positivity and enthusiasm toward staff and school improvement. I anticipated that focusing the principals' instructional leadership behaviors in these three areas, I would be able to observe an improvement in their school's Collegial Leadership OHI (1997) scores. Table 13 shows the improvement in Collegial Leadership OHI standardized scores at all four schools.

School A. Principal A showed the slightest increase and reported her difficulty in getting out of her office to attend to instructional leadership activities. Principal A depended upon her instructional coach to lead most of this charge.

School B. Again, Principal B was the only principal in the study to be replaced between January 2017 and January 2018. The new principal began at School B in July 2018. She reiterated

Table 13

Change in Collegial Leadership OHI Scores

School Name	Collegial Leadership Score Change
School A	+37.26
School B	+409.71
School C	+105.51
School E	+79.52

the advantage in having access to the OHI (1997) scores to guide her behavior, tone, and leadership interactions with the staff. Perhaps as a consequence of her refined focus, School B's Collegial Leadership increase is the most noteworthy.

Specifically, the principals in the study worked to balance the fact that "the principal lets the faculty know what is expected of them" and "the principal maintains definite standards of performance" at the same time achieving improvement in "the principal goes out of his or her way to show appreciation" and "the principal is friendly and approachable" (Hoy, 1997). The balance between these facets created a level of credibility and trust in leadership.

School C. Principal C found a strength in her ability to speak to and motivate teachers which created a narrative leading to increased collective trust. Her mantra became "School C Family" and "School C Strong." This included the concepts of family depending upon one another and being strong for one another. In addition, Principal C displayed positivity and enthusiasm toward staff and school improvement. She reminded the teachers on a weekly basis in planning meetings the hard work and effort over time would pay off in terms of student achievement.

School E. Principal E hired two critical positions during this study. An new assistant principal to replace an assistant principal who was transferred to another elementary school in Tar Heel District (THD) and a new instructional coach to replace an instructional coach who was promoted to a central office position. In both of these instances, Principal E choose individuals with very strong instructional backgrounds who could compliment his strengths of managing school behavior and community relationships. In all of my meetings and interactions, I also observed the three working together as a leadership team to present a unified front in terms of leadership decisions.

The second session within this time frame was a check-in and reminder of the consideration of Resource Influence as a factor. Transparency has been touted as the new leadership imperative by Harvard Business Review (Clark, 2012). With this philosophy in mind, the principals from each school agreed to clearly articulate how school funds were requested, spent, and monitored with respect to all instructional initiatives. No formal coaching plan was implemented, however this fiscal transparency coincided with elevated Resource Influence scores across the board. Principals highlighted the responses centered on requesting and receiving classroom supplies. This perhaps indicated the correlation between the perspective of having input and influence over needed instructional supplies and increased school organizational health scores. Teachers naturally responded more favorably in an environment of “abundance thinking” versus “scarcity thinking.” They also reported spending less of their own money to supplement classroom supplies or provide students with needed consumables. In follow up coaching discussions, principals felt requesting and receiving classroom supplies from administration was more impressive to teachers than their knowledge that the principal had influenced the actions of his or her superiors regarding budget requests. School E’s principal made a decision in the spring of 2018 to adopt a school-wide English Language Arts curriculum for kindergarten through fifth grades. He reflected that, while this decision was necessary to support Academic Emphasis, he communicated the decision in a way that would build buy-in and staff understanding of the decision.

September 19, 2017 PLC/PD Session

This session was held at School C, and all four participating principals were in attendance with me as the principal coach. During this session, the district lead for Elementary English Language Arts attended and led professional development segment of the meeting in the 12 New

Instructional Practices recently released from the Department of Public Instruction (2017). This type of professional development contributed to the principals' competence in Collegial Leadership, while simultaneously addressing Academic Emphasis. Academic Emphasis, or the level at which teachers place importance on meeting the educational goals of all students, was the third area to be addressed by direct coaching. Principals were coached on their ability to monitor for teacher clarity and provide teachers feedback, to enhance their ability to communicate, and emphasize the importance of academic standards, learning intentions, and assessment information to their students. Table 14 shows the change in Academic Emphasis OHI (1997) scores at all four schools. Only School E experienced a decline of 48.43 points in its OHI score for this dimension.

1:1 Meetings with Principals – October

The October meetings with each principal were led by THD's Testing Department. In invited our Director of Testing and Accountability as well as our Data Analyst to provide each principal with their beginning of year data with talking points for consideration. During these sessions, the principal was able to develop a clear current state of their school's performance and develop priorities and next steps. My goal was for each principal to be able to lead the discussion at their school with clarity and confidence in the area of Academic Emphasis.

Because each principal had been given the time to review the beginning of year data with the support of the testing department, they would be able to knowledgeable coach teachers on areas for acceleration and areas of concern. In the end, the actual quantitative school data was secondary to fact that it was the principal having a conversation of high expectations and academic emphasis.

Table 14

Change in Academic Emphasis OHI Scores

School Name	Academic Emphasis Score Change
School A	+77.36
School B	+40.25
School C	+64.15
School E	-48.43

November 14, 2017 PLC/PD Session

November's PLC/PD Session was an extension of October's school meetings. Collegial Leadership and Academic Emphasis were the dual focus. This session was held at School E and all four participating principals were in attendance with me as the principal coach. During this session, the district lead for Academically and Intellectually Gifted Students attended and led PD in the best practices for differentiation. Again, this type of PD contributed to principals' competence in Collegial Leadership while simultaneously addressing Academic Emphasis. Now they would be able to give teachers appropriate examples of differentiation, request plans for differentiation, and monitor for it during classroom walk-throughs and observations.

Final Organizational Health Index (OHI) Administration

In January of 2018, I re-visited all four schools during a scheduled staff meeting. Administrative staff were again invited to attend. I reviewed my prepared presentation which was approximated 30 minutes in length (see Appendix D) that defined each dimension from the OHI, outlined the purpose of my study, and listed the school's original Organizational Health Index (OHI) scores from January 2017. At this time, all participants were offered a consent to participate form to sign and the final OHI survey to complete. School administration remained in the room for the presentation, but left during the OHI survey. The survey time ranged from 20 to 48 minutes, depending upon the size of the staff and some participants who reread and reviewed their responses before submitting theirs to the pile. I personally collected all surveys from an anonymous, face-down pile after they were completed. I recorded and tallied all responses from the 37-item questionnaire that asks educators to describe the extent to which specific behavior patterns occur throughout the school. These final scores were compared to the initial scores and analyzed.

1:1 Meetings with Principals and Staff to Share Final Organizational Health Index (OHI)

Results

In month 15 of this study, I scheduled a second meeting with each principal to review the schools final and comparative OHI results. We again met at approximately 1:45pm during the day prior to the 3:00pm staff meeting. With this structure, the principal was able to receive the results prior to my presentation to the certified staff members who responded to the OHI. During the 1:1 principal meeting, they were given a copy of all results. During the staff meeting, OHI results were presented by dimension. First, I reviewed Hoy's (1997) definition and description of the dimension, followed by their school's average score for each item within that dimension, followed by their overall score for the dimension. The item scores, raw score, standardized score, and ranking of the score based on Hoy's ranges were all shared. Participants were able to view the increase or decrease for every item, dimension, and overall OHI from January 2017 to January 2018.

An average OHI (1997) score change was calculated for all four school in this study using the dimensions of Collegial Leadership, Teacher Affiliation, Academic Emphasis, and Resource Influence. The three former dimensions received direct coaching over the twelve-month span of this study. The fourth, Resource Influence, was not directly coached. However, each principal applied the intervention of fiscal transparency and openly shared how school funds were requested, spent, and monitored with respect to all instructional initiatives. Table 15 summarizes these averages.

Table 16 revisits the original percentage of teacher turnover at the onset of this study alongside the new percent of teachers after one year of calculating and coaching the schools'

Table 15

Average OHI Score Change

School Name	Collegial Leadership Score Change	Teacher Affiliation Score Change	Academic Emphasis Score Change	Resource Influence Score Change	Average Organizational Health Score Change
School A	+37.26	+48.33	+77.36	+49.60	+53.14
School B	+409.71	+102.35	+40.25	+154.84	+176.79
School C	+105.51	-36.58	+64.15	+68.55	+50.41
School E	+79.52	+28.19	-48.43	+11.69	+17.74

Table 16

Teacher Turnover Rates

School Name	Percent of Teachers Represented by Vacancies - 2017	Percent of Teachers Represented by Vacancies - 2018
School A	66%	59%
School B	72%	32%
School C	77%	21%
School E	<1%	24%

organizational health as proposed by this research. A decrease in teacher turnover has occurred at Schools A, B, and C. An increase of almost 25% has occurred at comparison School E.

It is important to note that throughout the PLC/PD Sessions, 1:1 meetings, and interactions with staff members I did not constantly emphasize teacher retention as my overall goal. The conversation was always about calculating and coaching school organizational health using the Organizational Health Index (1997) in order to improve original scores. When teacher turnover rates were shared at the end, alongside the increases in the OHI, the obvious connection between the two was naturally made. “The key ingredient for improvement and success is not always access to knowledge or resources, as helpful as those things may be. It’s really about the health of the environment” (Lencioni, 2012, p. 10).

This final account from each of the final school visits summarizes the key takeaways expressed by each principal and what we each learned at the close of the study after attempting to calculate and coach school organizational health in order to retain the very teachers who impact school and student outcomes.

School A. Principal A experienced an overall increase in School A’s OHI (1997). In addition, all five dimensions with the exception of Teacher Affiliation showed an increase. Consequently, School A’s teacher turnover data was reduced from 66% to 59% of teachers. Although an improvement, Principal A will continue to spend the summer of 2018 in teacher interviews and Human Resource paperwork. Her concluding comment was a request for additional coaching in the 2018-2019 school year on building relationships among new team members. She also plans to create more cohesion by developing common objectives for her leadership team that will be communicated to the staff. Her reflection includes the leadership team which consisted of principal, assistant principal, instructional coach, lead interventionist,

and global studies coordinator operated in silos, each in charge of their own area and goals for that area. Instead, a goal for increasing instructional time will be the focus and each person's role will be in support.

School B. Principal B experienced the largest overall increase in the organizational health index (OHI) of the four schools in this study. In addition, she experienced an increase in all five dimensions with Collegial Leadership leading the way. Consequently, School B's teacher turnover data was reduced from 72% to 32% of teachers. This improvement was noted by Mr. Super, THD's superintendent and the School Board. Principal B's concluding comment was the advantage she felt from having initial OHI data and areas of deficit at the beginning of her principalship. She plans to continue this work despite the fact that the official study has ended. For the 2018-2019 school year, the staff will focus upon Academic Emphasis by establishing a common language among students and staff. Teachers will provide explicit instruction in phrases and responses students can use to interact with peers during instruction. The idea is based upon the belief that the ones who are doing the talking are doing the learning. Her reflection includes the concern that students will feel vulnerable when engaging in such an academic way at first. Teachers will receive observations, coaching and support in order to implement this strategy for Academic Emphasis with fidelity.

School C. Principal C experienced an overall increase in School A's OHI (1997). In addition, all five dimensions with the exception of Teacher Affiliation showed an increase. Consequently, School C's teacher turnover data was reduced from 77% to 21% of teachers. Although a significant improvement in turnover data, after four years Principal C has requested a transfer out of School C's challenging environment. Her concluding comment was that often she found the work of organizational health and student achievement to compete with rather than

complement one another. She plans to take what she has learned during this study and assess the OHI levels at the school to which she has been assigned. I plan to replicate the advantage expressed by Principal B and share this data with the entering principal. I will emphasize the need to revisit collective teacher efficacy with new Principal C as the instructional leader. It will be very important for the staff to believe she knows their instructional strengths and leverages them for overall school improvement as they move forward.

School E. Principal E experienced and smallest overall increase in School E's OHI (1997). In addition, all five dimensions with the exception of Academic Emphasis showed an increase. Consequently, School E's teacher turnover data increased from <1% to 24% of teachers. Although an improvement, Principal E has lost critical staff members including two kindergarten teachers with over ten years of experience, a fifth grade teacher with historically high test data, and a third grade teacher who was viewed by the staff as highly effective with both math instruction and classroom management. His concluding comment was that he plans to take the staff's discomfort regarding this turnover and use it as an opportunity to revisit the mission, vision, and core beliefs of School E. Their mantra has been Every Child, Every Chance, Every Day... and he believes that focus is true no matter which teachers occupy which roles. The school is also adopting a uniform curriculum for English Language Arts for Kindergarten through Fifth Grade in the name of Academic Emphasis. This will set the tone for grade level standards, academic vocabulary, and common formative assessments.

As the researcher, it is my delight to report overall increases in school organizational health based upon Hoy's organizational health index (OHI, 1997). As predicted, improving health begets teacher retention in three of the four schools and has given a future to this practice in Tar Heel District.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this study, I set out to address a major problem of practice impacting the educational environment within THD, as well as within many other districts across the state and country. The flight of teachers away from high-poverty, low-performing schools creates a huge barrier to achieving and sustaining school improvement. Consequently, my focus was on improving the health of the school organizations in which students learn and teachers teach. The purpose of my research was to assist schools in the assessment of their current organizational health, and to use these data to identify meaningful, high leverage options for principal coaching and improvement efforts. These improvements in organizational health, I believed, would lead to increases in teacher retention. In other words, the purpose of my study was to prevent principals from losing critical teachers who move across town to teach in healthier school environments, thereby preventing the loss of momentum for school improvement strategies associated with high levels of teacher turnover. To put my intention in the context of this study, I intended to prevent Franklin from returning to a school in August that was missing two-thirds of the staff with whom he had built trusting relationships.

The overall outcome of my study is that we were able to see the relationship between improving school organizational health and decreasing the percentage of teachers who choose to vacate their instructional positions to teach elsewhere. Schools B and C, with the largest overall gains in OHI (Hoy, 1997) also had the largest decreases in teacher turnover rates. At the same time, Schools A and E, with much smaller increases in OHI, had either a less notable decrease in teacher turnover or an increase. It is also important to highlight the outcomes from each individual dimension from the OHI. Each OHI dimension constituted a unique learning experience and led me to draw pertinent conclusions for THD.

Institutional Integrity

As I said in Chapter 4, Institutional Integrity experienced the least amount of change from January 2017 to January 2018. This dimension was not selected for direct coaching and attention. All four schools involved in this study are labelled as low performing according to North Carolina law. Low performing districts and schools in North Carolina are defined by the North Carolina General Assembly and are based on the school performance grade and Education Value-Added Assessment System (EVAAS) growth. “Low-performing schools are those that receive a school performance grade of D or F and a school growth score of ‘met expected growth’ or ‘not met expected growth’ as defined by G.S. 115C-83.15” (NCGS, 2013).

Based upon this low performing label, the district has direct influence over required curriculums, resource allocation, and instructional decisions. At one point during my study, district officials attended school site interviews to replace a pivotal instructional coach at School E. In addition, due to School B and C’s chronic low-performing status, district leaders opted to apply for the Restart Model of school reform and the application was approved by the State Board of Education (SBE). The model is called Restart because it allows chronically low-performing schools to adopt charter school-like flexibilities without actually going through school closure. The flexibility in regulations permits schools to extend the school day, use funds in ways not designated by the state, hire teachers for hard-to-staff positions other than those for which they are licensed, and avoid over-assessing students with the plethora of required formative and summative tools.

According to the SBE, districts may make the changes and investments necessary to improve their chronically low-performing schools by leveraging resources, tools, and flexibility within this model. These decisions made by senior leadership impacted the feeling of

vulnerability and level of pressure attendant on a district transformation model such as Restart. In all four schools, this impacted the level of Institutional Integrity as rated by staff as indicated through dialogue with each principal.

Collegial Leadership

Noteworthy increases in Collegial Leadership scores were observed during the study. Despite the direct oversight from the district in all areas of school improvement, the principals of each school were coached and worked diligently in the dimension of Collegial Leadership. All four schools showed increases from January 2017 to January of 2018 related to this area. Since Collegial Leadership speaks directly to the principal's behavior, it is a highly personal dimension. I attribute some of Principal B's success to the fact that the initial OHI (Hoy, 1997) scores were not hers. She inherited very low scores from the former principal and was able to take a more objective look at ways to consider stakeholder opinions, develop a communication style effective for the staff, and create opportunities to ensure fair treatment and show appreciation of faculty. She also was able to set the tone for delivering meaningful evaluations and exhibit genuine concern for the personal welfare of all staff.

Resource Influence

Figure 4 showed an increase in Resource Influence OHI (Hoy, 1997) scores in three out of four schools within my study. This was achieved by maintaining the principals' level of transparency with staff members as to how school funds were utilized. In addition, all four principals reported the importance to the teachers of their being able to request adequate instructional materials and understand the approval or denial of those requests based on available funds and the Academic Emphasis of the school.

Going forward, I will continue to coach principals to establish a routine process for vetting instructional purchases through the school's leadership team and sharing the use of school budget codes to provide resources directly to the classroom. In addition, I have determined it is important for the principal to brag when they are able to assess school needs and successfully advocate with district leaders to bring those resources into the school. I have nicknamed Resource Influence as the "sleeper" in this study. It required the least amount of direct coaching and strategic focus from me, but I found it to be important to teachers' OHI ratings.

Academic Emphasis

Finally, the dimension of Academic Emphasis clearly shows increases for Schools A, B, and C. Hoy et al. (1991) defines Academic Emphasis as the level at which teachers place importance on meeting the educational goals of all students. Direct coaching in Academic Emphasis included components of teacher clarity. Hattie (2015) tells us that teachers need clarity in order to have a deep understanding about what to teach, why to teach it, how to teach it, and what success looks like. This type of clarity enables teachers to communicate and emphasize the importance of academic standards, learning intentions, and assessment information to their students (Hattie, 2015). All three of these schools implemented an evidence-based curriculum for English Language Arts and Math. In addition, principals at all three schools clearly articulated expectations for lesson planning. School E, which displayed a decrease for Academic Emphasis, did not require these items. Principal E has now implemented the aforementioned curriculum decisions and has purchased the appropriate materials for fall 2018.

It is also noteworthy that compared to the other four dimensions, Academic Emphasis remains in the low range for each school when compared to Hoy's 1997 normative sample. Even

with significant increases, Schools A, B, and C did not surpass a standardized score of 500 to move them out of the low range.

Recommendations

For those who are encountering a Problem of Practice that is analogous to mine, I recommend the utilization of Hoy's (1997) OHI to quantitatively assess any school's level of health. Typically, as educational leaders, we alternate between measuring school climate or school culture to identify and improve significant properties of the school workplace. In *Open Schools, Healthy Schools* (1991), Hoy pointed out this often orients us into describing our schools as discrete climate or culture types. For example, we often use the terms open or closed to allude to the school's culture. This is commonly known as the personality metaphor and merely provides a label with no real goal focus.

On the contrary, the health metaphor, or measurement of school organizational health is a more useful perspective for school improvement. "An organization on any given day may be effective or ineffective, but health organizations avoid persistent ineffectiveness" (Lencioni, 2012, p. 15). They do this by calculating, growing, and prospering over the long term. Culture and climate are adequate identifiers, but school organizational health can be an equalizer. For example, in my study, in an attempt to reduce the extremely high rates of teacher turnover and four low-performing, low socio-economic schools in THD, calculating and coaching the five dimensions of OHI (Hoy, 1997) helped us accurately address the internal state of each school.

The willingness to participate on the part of each school and each principal was critical to this study. There was almost a magnetic attraction to the work because it gave each building leader some sense of control over the turnover rates which have plagued their organizations. Again, Hoy (1997) stated, "healthy organizations invent new procedures when confronted with

problems, procedures that enable them to move toward new objectives, produce new products, and diversify themselves” (p. 16). This brings me to the happy conjunction between Hoy and Hattie, became clear to me during this study.

Hoy’s (1997) OHI was a powerful tool to provide principals and schools with the data. Hattie’s (2015) research gave us evidence-based interventions to apply for improving overall school organizational health. There was an observed sense of enhanced morale among all four principals throughout the PLC/PD Sessions and 1:1 school-based meetings. The sense of efficacy and ability to bring about corrective changes was powerful for all of us. We, all four principals and I, adopted the belief that if we wanted to have healthy schools, and purposefully create these healthy schools, we could not just wake up, go to work, and wait to see what kind of organization we would encounter. We could, on the other hand, decide what kind of organization we would create by calculating and coaching Hoy’s (1997) dimensions of organizational health over a year long period. Again, this sense of urgency and empowerment supported our work and gave rise to eventual outcomes. Table 17 is coded to provide a reference point for four major themes which emerged during the study.

Four Major Themes

Theme 1—Do not Predict what Principals and Their Respective Schools Need in Terms of Coaching and Support

In the principal coach role, I have been guilty, in the past, of being less effective by virtue of designing a comprehensive coaching timeline for the school year. In the past, this timeline included high quality leadership development components, but none were as tailored to the schools’ direct needs as I was able to create based upon the OHI results. In addition, making principals and teachers aware of gaps in their OHI data creates an atmosphere more receptive to

Table 17

Coded Synthesis of Dimensions (Standardized Scores)

Dimension of OHI	School A		School B		School C		School E	
	2017	2018	2017	2018	2017	2018	2017	2018
Institutional Integrity	551.26	568.23	533.94	531.76	590.61	589.89	533.94	454.51
Collegial Leadership	676.12	713.38	374.02	783.73	694.75	800.26	374.02	453.54
Resource Influence	531.45	581.05	502.42	657.26	478.63	547.18	522.58	514.11
Teacher Affiliation	629.19	677.52	402.01	509.40	540.94	504.36	402.01	430.20
Academic Emphasis	254.72	332.08	188.68	228.93	230.19	294.34	188.68	140.25

coaching visits, feedback, and change. This process works. I maintain that increasing the organizational health score supports efforts to increase teacher retention. For example, schools A and B experienced an increase across every dimension that was either specifically coached or merely part of this intervention, as indicated by the final Organizational Health Index (OHI) and framed by dash and dot rectangles in Table 17. Although School B's increases were notably greater, with an average organizational health score change of +176.79, compared to School A's average organizational health score change of +53.14, both schools improved teacher retention.

Theme 2—Principal Entry into New School Assignments should Include an Assessment of the School's Organizational Health

Quite independently from my study, Principal B was replaced after the initial OHI (1997) was administered in January 2016. The new Principal B had the benefit of the ratings and analysis across all five dimensions of organizational health. From the beginning of her principalship, she was able to address critical areas related to Teacher Affiliation, Collegial Leadership, and Academic Emphasis. Armed with these data from day one, Principal B was able to prioritize and communicate with a higher degree of precision than is common among principals who are new to a school. Typically, we hear leaders speak of waiting, watching, listening, and learning when they are assigned to a new school. There is an appropriate amount of respect and time given to discover strengths and weaknesses. New Principal B began and ended her initial school year with these data at the forefront of her mind. Staff members were aware of the areas being addressed through the sessions noted on the timeline of qualitative data collection (see Figure 5), as well as their own staff meetings. In addition, Principal B communicated with Mr. Super, THD's Superintendent by framing her professional development goals and end of the year summary reflection around the five dimensions from the OHI (1997).

The importance of beginning with an assessment of the school's organizational health is further supported by the OHI (1997) data from School E. Principal E was replaced just six months prior to this study. The school was invited to participate as a comparison school because of its minimal rates of teacher turnover. After the initial OHI (1997) was administered, I changed the participation of School E from comparison to participant, and fully immersed Principal E into the coaching timeline because of the low scores on the five dimensions. However, the school year was underway, and Principal E was oblivious to the teachers' perceptions. Even with the work associated with this study, School E experienced decreases in three areas (see the dotted ovals) in Table 17, and a decrease in teacher retention. Principal E will begin the upcoming school year with this information and a specific plan to leverage his Resource Influence to positively affect the school's Academic Emphasis. In addition, he will revisit the school's core beliefs and mantra of "Every Child, Every Chance, Every Day" to impact the level of Institutional Integrity.

Theme 3—Trust in the Principal and Collective Trust Among the Staff can Run Parallel, but do not Predict One Another

School C both began and concluded this study with the highest rates of Collegial Leadership. While these data points are impressive, and teacher retention did improve, the school's Teacher Affiliation score is the only one in the study to experience a decrease (see the dashed ovals in Table 17). The literature review fully supports the idea that this improvement in teacher retention cannot be sustained without a sense of affiliation and collective efficacy among the staff. Principal C did an excellent job of building a trusting relationship between herself and each individual teacher. In her office, she boasted multiple, candid photographs of herself with individual teachers. Each photo had a motherly feel and some even included Principal C

consoling the teacher. Because the teachers turned to Principal C with such confidence, the bonds were not as strong as I might have expected, given my experience in this THD, within and among grade level teams. This is going to become significant as Principal C has been reassigned to a central office level position for the upcoming school year and a new Principal C has been named to the school. Although I will be able to frontload new Principal C with the pertinent OHI data, as I learned from Principal B's experience, one of her first priorities will need to be strengthening Teacher Affiliation to prevent future turnover.

Theme 4—The Data Make a Difference in Designing the Intervention

As a result of everything I have learned from my study, I am going to continue using Hoy's (1997) OHI as a method to coach for school improvement. Simply put, the results from the OHI are directive, while Hattie's (2015) high effect sizes are intentional and supportive. However, my emphasis is primarily on the practice of calculating the school's organizational health in some way and intentionally coaching leaders based upon this valuable information—not specifically on either Hoy (1997) or Hattie (2015). Having empirical data to drive next steps in improving OHI scores removes the defensive pessimism (Donohoo, 2013) from the principals' dialogue. It changes their sense of efficacy, level of confidence, and ultimately organizational health outcomes.

In Conclusion

I have the charge from Mr. Super, THD's superintendent to continue this work with the nine low-performing schools in our district. This will include Schools A, B, C, and E, as well as five additional schools. One of the five new schools is a middle school. I am anxious to compare how a middle school staff will respond to these dimensions and my efforts to improve OHI (1997) data. I will continue to be accountable for this work and share with Mr. Super as this

small scale, pilot study doubles in size for the 2018-2019 school year. There is still so much work to be done and this method of calculating and coaching school organizational health has been recognized and embraced as a strategy for improvement. Whether it is an instance similar to School B with substantial gains or similar to School A with the opportunity for the aggregation of marginal gains, I now have a process and a plan to support principals as they improve the school's level of organizational health and consequently improve teacher retention.

The superintendent's desire for this work to continue in THD runs counter to one factors that obstructs its implementation. The policy approach implemented to control the number of teacher transfers only applies to newly hired teachers. This leaves experienced staff members and teachers in specialty areas such as exceptional children's teachers, speech-language pathologists, guidance counselors, social workers, and elective teachers free to move from school to school. The policy is perceived only as a way to prevent the initial bleeding before newly hired teachers have time to acclimate to a leader's style and school's culture. The policy does not account for how to achieve an effective level of staff affiliation and cohesiveness.

On the other hand, the existing policy of principal replacement does not seem to impact the outcome. Principal changes were not anticipated when the four schools were invited to participate in my research. The end results were independent of leadership change in each instance. Only Principal A remains as original to the study, and while School A will benefit from the consistency of this work, it is Schools B, C, and E whose data contributed to key takeaways and next steps.

Finally, Hoy et al. (1991) offers the perspective for analyzing the nature of the workplace through the health metaphor. "A healthy organization is one that not only survives in its environment, but continues to grow and prosper over the long term" (p. 15). The five dimensions

referred to as Institutional Integrity, Collegial Leadership, Resource Influence, Teacher Affiliation, and Academic Emphasis offer areas for measurement, goal focus, and a common language. A healthy school environment across all five of these dimensions is paramount to teacher retention and therefore sustainable school improvement.

I never choose to believe that principals are satisfied with unhealthy schools. I never choose to believe that principals intend to restrict the health of their organizations and therefore contribute to high rates of teacher turnover. I never choose to believe that teachers in THD or any other district intend to have Franklin return to a new school year without the presence of strong teacher/student relationships.

Instead, I choose to use my level of influence and integrity, my relationships and resolve to improve the OHI (1997) scores, reduce teacher turnover, and provide Franklin with a healthy place to learn to return year after year.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



EAST CAROLINA UNIVERSITY

University & Medical Center Institutional Review Board Office

4N-70 Brody Medical Sciences Building · Mail Stop [682](#)

600 Moye Boulevard · Greenville, NC 27834

Office [252-744-2914](tel:252-744-2914) · Call: [252-744-2914](tel:252-744-2914) · Fax

[252-744-2284](tel:252-744-2284) · Call: [252-744-2284](tel:252-744-2284) · www.ecu.edu/irb

Notification of Exempt Certification

From: Social/Behavioral IRB
To: [Jakki Jethro](#)
CC: [Robert Reardon](#)
Date: 12/20/2016
Re: [UMCIRB 16-002024](#)
Calculating and Coaching School Organizational Health

I am pleased to inform you that your research submission has been certified as exempt on 12/20/2016. This study is eligible for Exempt Certification under category #2 .

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The UMCIRB office will hold your exemption application for a period of five years from the date of this letter. If you wish to continue this protocol beyond this period, you will need to submit an Exemption Certification request at least 30 days before the end of the five year period.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

APPENDIX B: PERMISSION LETTERS

The following email was received by Dr. Wayne K. Hoy granting permission for use and enterprise with the Organizational Health Inventory (OHI).

Re: Organizational Health Study and Work

HI Jakki—

Sound like you have an interesting research journey planned.

You have my permission to use my organizational health measure in your research. Use it as you see fit—as is or improved by you. I recommend that you use the dimensions of health separately to examine teacher retention and student achievement. The factors of health that are related to student achievement may not be as important in teacher retention. For example, the only aspect of school health that we have found consistently related to student achievement is academic emphasis (academic press) when controlling for SES. At least in your initial work look at each dimension of health before you develop general measures of health. Multiple regression analysis is a good statistical tool for examining the separate and combined influence of the dimensions. Second, you may want to enlarge the health notion to include trust. Check out our book, *Collective Trust*, on my web page [www.waynehoy.com]; it is a free download.

One further recommendation related to your work with low performing schools and principals, be aware of "regression to the mean" as a basis for the worst schools getting better. Often what people see as an intervention to improve poor performing schools is nothing more than regression to the mean; see Kahneman's book, *Thinking, Fast and Slow*.

Good luck on your work.

Wayne

Wayne K. Hoy
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On Apr 28, 2016, at 12:02 PM, Jakki Jethro <jakki.jethro@nhcs.net> wrote:

Dr. Hoy,

I am the Title I Principal Coach for New Hanover County Schools in Wilmington, NC. In this role, I work with the principals of the 12 lowest performing schools in my district on school improvement. To elaborate, 6 of the 12 are identified as low-performing by the State and 3 of the 12 are identified as priority by the State with huge achievement gaps between the highest performing and lowest performing subgroups. Among other issues, several of these schools are not able to build capacity with staff as teacher turnover rates are extremely high. District officials have attempted policies and initiatives to remedy this, but none are really dealing with the root cause.

I am also enrolled in the Educational Doctorate Program at East Carolina University in Greenville, NC. Because of my work with the aforementioned schools, I have selected *Calculating and Coaching School Organizational Health* as my problem of practice for research and dissertation. I want to determine each school's degree of organizational health, delve further into it with semi-structured interviews, and then use this data to create leadership development opportunities and coaching plans for the building administrators. I hope to develop a protocol for our county regarding this design for improving organizational health, improve teacher retention, and increase student achievement in our most challenging schools.

I am citing your research and index of organizational health in my preliminary work. My dissertation chair, Dr. Martin Reardon, encouraged me to reach out to you for any guidance on my proposal and/or any insight into the OHI's role for this purpose.

I would be honored to hear from you and hold your work in such high regard. It is the missing piece for our district, in my very humble opinion.

Sincerely,
Jakki

Jakki S. Jethro
Title I Schools Coach

New Hanover County Schools
6410 Carolina Beach Road
Wilmington, NC 28412

APPENDIX C: RESEARCH APPROVAL LETTER

New Hanover County School's approval for request to do research from the Research Review Board Chair on August 2, 2016.

August 2, 2016

Dear Jakki Jethro:

Thank you for your request to conduct research in New Hanover County Schools. We are sure your research project will be beneficial to education. Your request for the study surrounding School Organizational Health has been reviewed and approved by the Research Review Board of New Hanover County Schools. Permission has been granted to ask New Hanover County school principals for permission to work with their schools. As a general rule, where children are involved, in alignment with School Board Policy 8305, it is required that researchers must have parental consent from all participants in any research study.

We value research and the benefits your study may have on education. However, maintaining an optimal learning environment for all students remains our top priority. School administration reserves the right to withdraw the school from participation in your project at any time.

Please respect and follow established timelines and finalize research as specified.

A copy of your research findings should be submitted to the Research Review Board of New Hanover County Schools at nhcsresearch@nhcs.net by June 30, 2017.

Thank you for choosing to complete your research in New Hanover County Schools. We look forward to collaborating with you.

Sincerely,

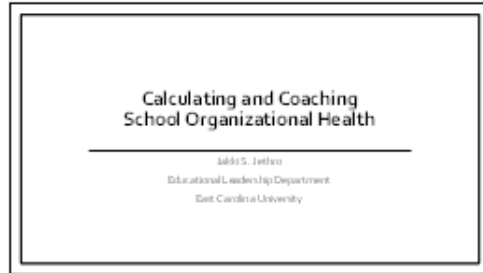
Sherry L. Pinto, Ed.D.
NHCS Research Review Board Chair

CC: Dr. Tim Markley, Superintendent, NHCS

APPENDIX D: INITIAL PRESENTATION

The following slides with accompanying notes were used as the initial OHI (1997) presentation at all four schools in January of 2017. Stocked photos were used from Google Images to preserve the anonymity of the students and staff being depicted in the presentation.

Slide 1



Slide 2



Mr. Martin – 5th year teacher at School A Elementary School

Franklin – a third grade in Mr. Martin's class

Slide 3



Ms. Dennis – Principal at School A Elementary School

Slide 4



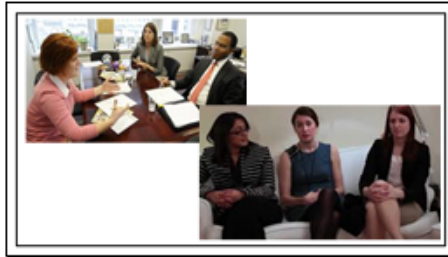
EOY – Mr. Martin has transferred across town to Lucky Me Elementary School

Slide 5



School A Elementary at the end of the summer break with 66% Teacher Turnover

Slide 6



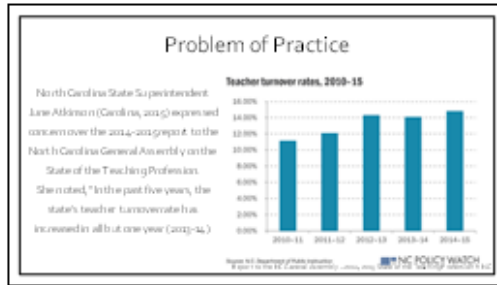
3 key members from the District's HR Department
-working to solve this problem
-Policy – get hired/stay for 3 years
-address turnover in the short-term...
but not address the root cause of why teachers are leaving

Slide 7



Franklin.... First day of 4th grade ☹️

Slide 8



Problem of Practice: a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes

Slide 9

Taking into consideration the decisions made by state politicians in the last few years, one can track – what is really a primary or “root cause?” of teacher turnover? (Carolina, 2015)

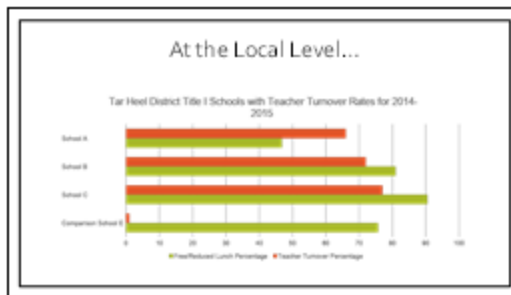
A strong candidate for root cause is contained in Atkin’s same report which ranks “to teach elsewhere” as number one on the self-reported reasons for teacher turnover for five years in a row (2010-2015).

Rank	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	To teach elsewhere	To teach elsewhere	To teach elsewhere (relocated or relocation)	Wanted to teach in another NC public school system	To teach in another NC public school system
2	Retired	Retired	Retired	Retired with full benefits	Retired with full benefits
3	Family Relocation	Family Relocation	Family Relocation	Family relocation	Family relocation
4	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Career Change	To teach in another state
5	Family Relocation	Moved to U.S. in non-teaching position	Contractly ended not rehired	Moved to a non-teaching position in the U.S.	Career Change

Report to the 2012 General Assembly, 2011, 2012, 2013, 2014, 2015, State of the Teaching Profession in NC

(e.g., eliminating Master’s pay increment, no pay raises for experienced teachers, eliminating teacher tenure provisions, and increasing high-stakes testing and accountability)

Slide 10



Slide 11

Organizational Health

• Hoy says, "A healthy school is one in which all dimensions of school health are in harmony, the school meets functional needs as it successfully copes with disruptive external forces, and directs its energies toward the mission."

Slide 12

Institutional Integrity
Defined

- 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.

Slide 13

Collegial Leadership
Defined

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

Slide 14

Resource Influence
Defined

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

Slide 15

Teacher Affiliation
Defined

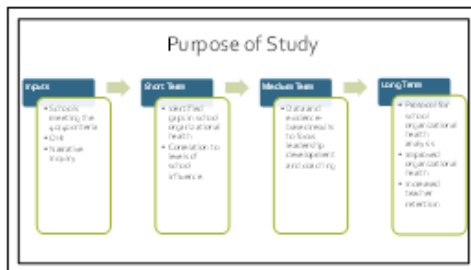
- Refers to a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate to the routine, accomplishing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

Slide 16

Academic Emphasis
Defined

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

Slide 17



Having established that there is a gap between our expectation of high levels of teacher retention and reality that too many teachers are leaving “to teach elsewhere” in NC and THD...

The PURPOSE of this study shown in a logic model design...

Find OHI gaps for school and district admin

Defined by HOY’s 5 dimensions

- Academic emphasis
- Collegial leadership
- Institutional integrity
- Teacher affiliation
- Resource influence

Utilize the OHI and narrative analysis results to deliver focused leadership development and coaching to principals

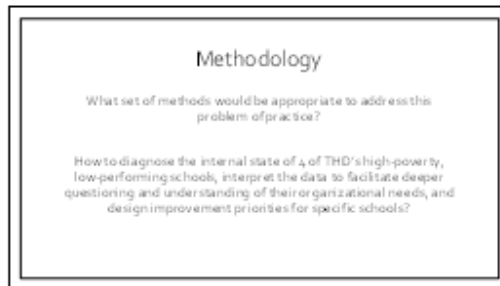
Increase teacher retention in these schools and develop a protocol for improving organizational health in order to increase teacher retention in

high poverty/low-performing/hard to staff schools.

Link between intent and data

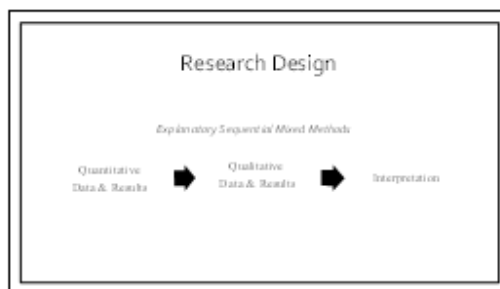
Rationale for taking this approach

Slide 18



Systematic, set of methods or best practices that can be applied to a specific case to calculate a specific result.
(As study of description of methods)

Slide 19



Research Design

Slide 20

Explanatory Sequential Mixed Methods			
School Selection	Qualitative Data & Results	Quantitative Data & Results	Analysis Integration
<ul style="list-style-type: none"> • High/low poverty • High/Low teacher turnover • Principal agreement to participate 	<ul style="list-style-type: none"> • Analysis of 10 from Hoy's QH1 • Development of questions 	<ul style="list-style-type: none"> • Analysis of 100 from Hoy's QH2 • Thematic analysis 	<ul style="list-style-type: none"> • Area of Coaching • Trends for Leadership Development and Coaching

In more detail, this mixed methods study will address....

Slide 21

Research Questions
<ul style="list-style-type: none"> • RQ1: How do schools A, B, C, and D with high or low teacher turnover compare on Hoy's QH1? Do you see any trends in the data? What are the implications for practice? • RQ2: How will comparison school E with high poverty, but a strong focus on coaching Hoy's QH1, and what common trends of organizational health will emerge from this school? • RQ3: Will the data on the QH1 findings be able to identify and suggest specific principal coaching strategies to address the needs of schools with high teacher turnover, and if so, what are the implications for practice?

My proposed study intentionally runs counter to most studies of teacher turnover in high-poverty schools to date that have focused on the characteristics of the students and their teachers, rather than on improving the health of the school organizations where they learn and teach.

Slide 22

Improvement Goal
<ul style="list-style-type: none"> • A 50% decrease in teacher turnover after one year in schools A, B, C, and D. • An evidence-based plan and systematically collect data to highlight areas for organizational improvement in schools from THD participating in the study and receiving direct administrative coaching. • A small scale "proof of concept" study can be used to show what works, to make a success, and to deploy future solutions that were judged successful in this pilot approach.

In my role as Title I Schools Supervisor and Principal Coach, and with the support of district leaders, my improvement goal will be to ...

Create

Construct

Contribute

Slide 23


Dimensions of School Organizational Health

- Academic Emphasis
- Collegial Leadership
- Institutional Integrity
- Teacher Affiliation
- Resource Influence

Ho, Tarter, and Kottkamp (1991) documented the statistical relationship between the dimensions of organizational health and student performance. Approaching the organizational health improvement process from a data-based perspective, supports leaders in adopting a data-based approach to improving their school environments and ultimately the performance of their student learners.

Slide 24

Calculate and Coach



The purpose of my research is to assist schools in the assessment of their current organizational health, and to use these data to identify meaningful, high-impact coaching options for whole-school initiatives and change efforts.

Change efforts that will lead to increased teacher retention.

Slide 25

Participants

The Most Effective Schools with Teacher Turnover Rates for 2011-2016

High School	May 2011	Total Teacher Turnover	Percent of Teachers
School Name	Perennial Rank %	2010-2017 School Year	Reported by Turnover
School A	8.7%	11	11
School B	8.1%	26	14
School C	8.0%	11	11
School D	7.7%	16	16
Comparison	6.7%	5	11
School E			

Slide 26



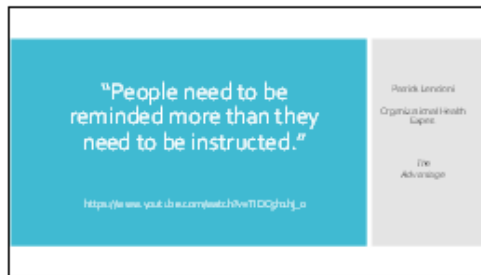
APPENDIX E: FINAL PRESENTATION

The following slides with accompanying notes were used as the final OHI (1997) presentation at all four schools in January of 2018. The data included in this version was the example from School B.

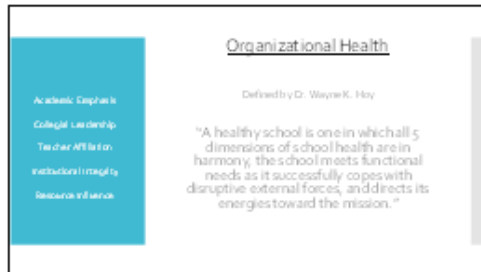
Slide 1



Slide 2



Slide 3



Harmony – affective or “loose” term

Hoy has devoted most of his career and research to creating validity and reliability around measuring this harmony through 5 dimensions.

Slide 4

Institutional Integrity

Defined

- 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.

Slide 5

Institutional Integrity

Results

Question	Jan 2013	Jan 2014
Teachers feel protected from outside pressures	4.28	4.54
Community demands are accepted even if they do not conflict with the educational program	4.25	4.38
Teachers feel pressure from the community	3.54	3.54
Select community groups are influential with the board	3.33	3.55
The school is open to the wishes of the public	3.33	3.48
A few vocal parents can change school policy	3.41	3.44

Institutional Integrity Raw Score	434	4404
Institutional Integrity Standard Score	53.04 (Average)	40.02 (Lower than 14% of schools)

Slide 6

Institutional Integrity

Areas for Growth....

1. Consistency of purpose.
2. Coherence with team.
3. Consensus surrounding goals.
4. Communication to all stakeholders.

Tangible, central, distinctive, enduring

Synonymous with IDENTITY (who you all believe you are)

Not the same as IMAGE (who others perceive you to be)

Slide 7

Collegial Leadership
Defined

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

Slide 8

Collegial Leadership
Results

Question	Jan 2017	Jan 2018
The principal explores all sides of topics and asks that all are questioned.	44.6	4.52
The principal discusses classroom issues with teachers.	44.2	3.49
The principal accepts questions without appearing to mind or squish the teacher.	43.4	3.44
The principal tries to do as his or her equal.	43.1	3.38
The principal goes out of his or her way to show appreciation.	42.6	3.44
The principal asks faculty for use of at. is expected of them.	42.2	3.35
The principal asks teachers to do more.	42.2	3.38
The principal maintains confidence in teacher performance.	41.0	3.35
The principal looks out for the personal welfare of faculty members.	40.6	3.33
The principal is friendly and approachable.	40.4	3.38

Slide 9

Collegial Leadership
(cont...)

Collegial Leadership Raw Score	40.4	33.4
Collegial Leadership Standardized Score (see next 2 slides)	-.03	-.23
	(Higher than 97% of schools)	(Higher than 50% of schools)

Slide 10

Collegial Leadership
Areas for Growth....

1. Size of leadership.
2. Synthesizing of information.
3. Sharing of explanations, but not apologies.

Balance, Democratic, "Done with -vs- Done to..."

Size is everything!

Consciously shift between:

- Large Scale (40,000 ft)/Small Scale (The Weeds)
- Large Group/1:1
- Long Term/Short Term

Slide 11

Resource Influence
Defined

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

Slide 12

Resource Influence
Results

Question	Jan 04	Jan 08
The principal gets what they need for their superiors.	2.46	2.66
Extra materials are available frequently.	2.54	2.27
The principal can influence the actions of their superiors.	2.80	2.95
Teachers are provided with adequate materials for their classrooms.	2.98	2.94
Teachers need unnecessary classroom supplies.	2.55	2.98
The principal has provided training or serious consideration by his or her superiors.	2.54	2.50
Supplies are available to the teacher.	2.80	2.95

Resource Influence Raw Score	40.44	44.08
Resource Influence Standardized Score	50.44 (the weeds)	55.44 (bright face of schools)

Slide 13

Resource Influence

Areas for Growth....

- Pesos
- Practices
- Policies
- Performance

Slide 14

Teacher Affiliation

Defined

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

Slide 15

Teacher Affiliation

Results

Question	Jan 2014	Jan 2015
Teachers do not avoid talking to other teachers.	2.88	3.03
Teachers do not discuss how to deal with other teachers.	2.55	2.90
Teachers appreciate each other's work.	2.50	3.23
Teachers identify with the school.	2.28	2.83
Teachers accomplish their jobs with enthusiasm.	2.84	3.08
The teacher pays attention to other teachers.	2.40	2.99
Teachers are friendly and courteous to all staff.	2.88	3.05
Teachers do not complain about their students.	2.40	3.08
Teachers are not afraid to talk to other teachers.	2.50	3.08

Teacher Affiliation Raw Score	43.90	48.80
Teacher Affiliation Standard Score	0.00	0.00
Standard Score (Average of all schools)	0.00	0.00

Slide 16

WHY?????

Studies of teacher affiliation have been directly linked to:

- enhanced prosocial behavior with students
- student engagement in learning
- greater school attendance
- caring and connectedness

Collective Teacher Efficacy = +1.57 Effect Size on Student Achievement

Slide 17

Teacher Affiliation

Areas for Growth....

Pride	Identity
How do we express our school pride positively at Super?	Define?
What is praise worthy?	Distinguish?
Persistence!	Design ...

Slide 18

Academic Emphasis

Defined

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

Slide 19

Question	Jan 2017	Jan 2018
Students expect to complete assignments	3.24	3.35
Students are motivated by course instruction	2.40	2.48
Students expect their work to get good grades	2.35	2.40
Students expect to work hard to get good grades	3.21	3.30
Students have to improve on previous work	3.33	3.44

Academic Emphasis Raw Score	3.24	3.35
Academic Emphasis Standard Score	488.88 (sum of all schools)	488.00 (Score 200-900 of schools)

Slide 20

Academic Emphasis
Areas for Growth....

1. Start with Academic Optimism
2. Support with student monitoring of achievement.
3. Sustain with faculty trust in students and parents.

Academic emphasis is the job of the grown people.... not the responsibility of the students.

Slide 21

Item	Standard Score Jan 2017	Standard Score Jan 2018
Instructional Quality	538.56	430.57
College Leadership	274.04	267.71
Resource Allocation	924.41	820.06
Teacher Attitudes	620.04	625.40
Academic Progress	488.88	488.00
Overall Health Index Score	436.44 (Low)	413.74 (Average)

