

The Impact of Levels of Organizational Health on Student Reading Achievement

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Abstract

The first purpose of this study was to examine the relationship between levels of organizational health in elementary schools and levels of student reading achievement. The study also examined if a relationship existed between institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis and levels of elementary student reading achievement. This quantitative study utilized purposive sampling of elementary teachers in a large Missouri public school district. The teachers who participated in this study all administered the Fountas and Pinnell Baseline Assessment System to students in order to identify student reading levels. The student reading levels examined in this study were gathered from historical data, and student grades ranged from kindergarten to fifth grade. The dependent variable in this study was levels of student reading achievement which were compared to the independent variable, levels of organizational health in schools. Levels of organizational health were determined by examining results from the Organizational Health Inventory for Elementary Schools survey. This survey was completed by ninety-seven teachers from four different elementary schools, in the same school district. The results of the study indicated no statistically significant relationship between levels of organizational health and levels of student reading achievement. The study also indicated no statistically significant relationship between institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis and levels of elementary student reading achievement. Examining the organizational health of schools should be a component of a school improvement plan, and further research should be conducted to identify how organizational health impacts student learning.

Dedication

This dissertation is dedicated to my family and friends. I would like to thank my wife and my girls for their support and their understanding as I worked toward my goal. I would also like to thank my parents, who were both teachers, for their encouragement and for modeling a strong work ethic throughout my entire life. I would also like to thank Marcus for his assistance in helping me learn even more about how to format survey data. Thank you to everyone else who supported me and impacted me through this process.

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Chapter One

Introduction

The Strategic Plan of a large suburban and urban Missouri school district (School District A) addresses the need for staff to “connect every student K-12 to a personal plan of study, relevant coursework, measurable outcomes, and authentic experiences reflecting the skills, talents and capacities leading a successful post-secondary education” (Missouri School District A Strategic Plan, 2011, p. 3). In 2013, 66% of Missouri students were reading below grade level which could signal a need to address the issue of reading instruction on a system-wide basis (National Assessment of Education Progress, 2013). Elementary schools provide foundational reading skills which impact students throughout their entire academic life (Singh & Zhang, 2014). Studies show that by providing practical, research-based reading instruction schools can decrease the number of students reading below grade level (Hudson & Williams, 2015; Cuticulli, Collier-Meek, & Coyne, 2016).

To address reading instruction at the elementary level in 2011, School District A adopted the Reader's Workshop model of teaching (School District A Strategic Plan, 2011). The Reader's Workshop model of instruction focused on educators providing individualized instruction to students. This type of teaching was dependent upon students and teachers having a positive and productive relationship (Tovani, 2011). When educators knew their students’ strengths and weaknesses as learners and used that knowledge to guide learning then student reading success improved (Cotnoir, Paton, Peters, Pretorius, Smale, 2014). According to Hughes and Kwok (2007), student reading achievement was influenced by the relationship the teacher had with each student. Their

research also indicated that these relationships can impact students throughout their entire educational experience, and negative relationships can put students on a lower trajectory of academic achievement (Hughes & Kwok, 2007). Thus, creating an environment which is conducive to students and staff having positive relationships could impact students' reading achievement as measured by various assessments (Goddard, Goddard, & Kim, 2015).

School environment can also be described as the organizational health of a school (Hoy & Hoy, 2003). A healthy school is one that operates in a manner that has students and staff at the forefront of every decision (Hoy, Tartar, & Kottkamp, 1991). Willard Waller's (1932) research found that individual schools had their own culture and climate that made each school unique. This research also found that each school had its own set of rules and ethics because of this culture and climate (Waller, 1932). Organizational health, or climate, is something that can be measured and analyzed using a survey tool (Hoy, Tartar, & Kottkamp, 1991). Schools that are organizationally healthy show these characteristics: (a) cope successfully with its environment, (b) utilize resources and efforts to reach its goals, (c) were driven by academic excellence, (d) set high goals for students and teachers, (e) respect others who do well academically, (f) maintain a safe and orderly learning environment, (g) exhibit high collegial leadership and, (h) provide resources for teachers to do their jobs (Hoy & Sabo, 1998).

Collegial leadership, academic emphasis, and teacher efficacy all impact the organizational health of a school (Hoy, Tarter, Kottkamp, 1991). Hoy, Sweetland, and Smith (2002) established that teacher efficacy and academic emphasis had a direct link to student academic achievement. Further research found that when teachers had

confidence in themselves and their students, educational goals were achieved more frequently than in schools with low levels of teacher efficacy and academic emphasis (Protheroe, 2008). Additionally, schools that had higher levels of collegial leadership showed higher levels of student achievement in math and language arts (Uline & Tschannen-Moran, 2008). Research indicated that student achievement increased when schools distributed leadership roles for planning, implementing, and evaluating various initiatives (Poff & Parks, 2010). Porath (2014) found that teachers were able to better understand students' needs and increase student achievement when teachers shared responsibilities with students while conferring. There is a possibility that organizational health may offer an approach to address a school-wide method to improving student reading achievement.

Schools that are considered to have an open climate can be described as healthy while schools with a closed climate can be described as unhealthy (Hoy & Sabo, 1998). Teachers described an open school as a school where staff have professional relationships with peers and students, the staff is welcoming, and there is a commitment to the academic success of students (Hoy, 2011). Staff in open schools also feel unrestricted by administration or outside forces and can focus on student academic success (Hoy, 2008). In closed schools, the staff are unfriendly, isolated, disconnected, and do not have support from the administration (Hoy, 2011).

Few studies have examined the relationship between student reading achievement for students in grades kindergarten through 5th grade and organizational health. Many studies have examined the relationship between organizational health and student achievement on state assessments (Dunn & Harris, 1998; Marshall, Pritchard, &

Gunderson, 2004; MacNeil, Prater, & Busch, 2009). However, little research has been conducted about how the overall organizational health of a school impacts student reading achievement. For the purpose of this study results from the five different components of the Organizational Health Inventory for Elementary Schools (OHI-E), which determines levels of organizational health, will be analyzed: institutional integrity, academic emphasis, collegial leadership, resources influence, and teacher affiliation.

Background

The strategic plan and adoption of the workshop model were created and adopted by School District A to address the parameters of Missouri School Improvement Program fifth version (MSIP 5) and Missouri Senate Bill 319 (Missouri Department of Elementary and Secondary Education [DESE], 2014). Missouri Senate Bill 319 called for students to be assessed early and offered a variety of interventions to raise reading levels if needed (S. 319, 91st General Assembly, 2001). If reading levels for students were not increased by the 4th grade and students were reading at a below the 3rd grade level, then the student should be retained (DESE, 2001).

School District A adopted the reader's workshop model of instruction in 2011 for all of the elementary schools in the district (School District A Strategic Plan, 2011). The reader's workshop model of instruction is based on teachers knowing their individual students and understanding how to assist them in making the necessary academic gains to be proficient readers (Tovani, 2011). This model of instruction allows students to have choice in reading material which is guided by the teacher who needs to know each student and are aware of their reading interests (Miller, 2002). Studies have shown that students' lack of choice in literacy during reading instruction can negatively impact their

reading levels (McKool, 2007). Teachers who had active educational relationships with students and knew students' interests and reading habits have shown higher levels of reading achievement and enjoyment among students (Varuzz, Sinatra, Eschenauer, & Blake, 2014).

According to Hoy and Hoy (2006), teachers and administrators are having to assess students more frequently and interpret the data from those assessments more often. With the increased accountability of MSIP 5 and other state and national accountability programs, it is vital for schools to offer quality teaching opportunities and monitor student progress (Comprehensive Guide to the Missouri School Improvement Program, 2014). Through the reader's workshop model of instruction, teachers are able to monitor student success through informal assessments that can be used to monitor student progress (Tovani, 2011).

The Fountas and Pinnell reading assessment monitors student reading achievement in grades kindergarten through 5th grade in School District A (Fountas & Pinnell, 2010). The Fountas and Pinnell assessment is a diagnostic test and results are used to guide instruction (Pinnell & Fountas, 2010). According to Hoy and Hoy (2006), teachers who want to identify particular learning strengths and weaknesses should use diagnostic assessments. Using the Fountas and Pinnell (2010) assessment tool, students are individually administered a reading passage and asked comprehension questions relating to the passage. Students progress through a series of passages that increase in difficulty until they are no longer able to read the passage or answer the questions (Pinnell & Fountas, 2010). Students are given a letter which can range from A – Z which

corresponds to their reading ability. Parameters are established to determine if a student is reading on, below, or above grade level (Appendix A).

Organizational health can be described as the feel or climate of a school which can be analyzed by examining five components that impact the school (Hoy, Tater, Kottkamp, 1991). Institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic influence are measured through the Organizational Health Inventory, Elementary (OHI-E) survey (Hoy, Tater, & Kotterkamp, 1991) (Appendix B). Examining these five areas can provide explicit information about the climate of a school and areas that can be addressed to improve climate (Hoy, Tater, & Kotterkamp, 1991).

Missouri School District A

School District A is located within a major Missouri city and is described as both urban and suburban. The district operates 21 elementary schools, five middle schools, four high schools and other educational opportunity programs. The district boundaries encompass over 82 square miles. The enrollment for the 2015-2016 school year was over 19,500 students and is the 4th largest school district in Missouri (School District A District Profile, 2015).

Four School District A elementary schools were analyzed in this study and to ensure confidentiality the schools have been identified as Elementary School One, Two, Three, and Four. School District A has seen an increase in student enrollment and the growth is reflected in three of the four elementary schools (DESE, 2016). Table 1 illustrates the growth or decline in student enrollment in the four elementary schools surveyed.

Table 1

Student Enrollment: Number of Students Enrolled 2011 - 2015

School	2011	2012	2013	2014	2015
Elementary School One	385	407	465	546	598
Elementary School Two	563	570	534	526	501
Elementary School Three	358	362	364	378	374
Elementary School Four	559	582	726	771	779

Note. Adapted from *Building Demographic Data*, DESE, 2016. Retrieved from <https://mcds.dese.mo.gov/guidedinquiry>

The Missouri Department of Elementary and Secondary Education (DESE) identifies students receiving Free or Reduced lunch as a qualifying super subgroup and categorized as low income (MSIP 5, 2014). DESE identifies five super subgroups according to MSIP 5; Black, Hispanic, low-income, students with disabilities, and English language learners (MSIP 5, 2014). For a group to be labeled as a super subgroup, the school must have more than 30 students who are identified as one of those five categories (MSIP 5, 2014). Table 2 illustrates the percentages of low-income students at the four schools surveyed.

Table 2

Student Enrollment: Percentage of Students Receiving Free or Reduced Lunch (SES)

School	2011	2012	2013	2014	2015
Elementary School One	21.7	21.9	24	26.2	31.7
Elementary School Two	24.5	25.7	25.5	25.5	23.2
Elementary School Three	21.2	24.2	24	23.3	23.6
Elementary School Four	10.7	11.6	18.4	19.1	18.6

Note. Adapted from *Building Demographic Data*, DESE, 2016. Retrieved from <https://mcids.dese.mo.gov/guidedinquiry>

The School District A Strategic Plan Strategy 3 states that the district will “engage every sector of our diverse community in authentic, specific and systematic ways to listen, learn and serve our common interest” (School District A Strategic Plan, 2011, p. 4). MSIP 5 identified five super subgroups as the state's main racial and ethnic groups which have traditionally performed lower on assessments than the state's total population (DESE, 2016). Table 3 illustrates the ethnic percentages of the four elementary schools surveyed; student groups with an asterisk had less than 30 students identified as that group.

Table 3

Student Enrollment: Percentage of Students Identified by Race

Elementary School One							
Year	Asian	Black	Hispanic	Indian	Multi-race	Pacific Islander	White
2015	*	8	9.9	*	*	*	72.7
2014	*	*	10.6	*	*	*	74.2
2013	*	*	8.6	*	*	*	77.6
2012	*	*	7.9	*	*	*	79.9
2011	*	*	9.4	*	*	*	80.8
Elementary School Two							
Year	Asian	Black	Hispanic	Indian	Multi-race	Pacific Islander	White
2015	*	*	8.2	*	7.8	*	78
2014	*	*	8	*	7.8	*	76.4
2013	*	*	8.1	*	7.5	*	76.4
2012	*	*	8.8	*	7.4	*	75.4
2011	*	*	7.1	*	6.9	*	78.9
Elementary School Three							
Year	Asian	Black	Hispanic	Indian	Multi-race	Pacific Islander	White
2015	*	*	8.6	*	*	*	82.6
2014	*	*	10.3	*	*	*	79.4
2013	*	6.9	10.4	*	*	*	78.3
2012	*	6.4	9.9	*	*	*	80.9
2011	*	*	11.5	*	*	*	79.1
Elementary School Four							
Year	Asian	Black	Hispanic	Indian	Multi-race	Pacific Islander	White
2015	*	9	6.4	*	8.1	*	74.1
2014	*	9.5	7.1	*	7.1	*	74.3
2013	*	8.8	6.7	*	6.2	*	76
2012	*	*	7.9	*	*	*	79.6
2011	*	*	7.3	*	*	*	80.1

*Indicates the number/percent has been suppressed due to a potential small sample size
 Note. Adapted from *Building Student Staff Ratios*, DESE, 2016. Retrieved from <https://mcds.dese.mo.gov/guidedinquiry>

Table 4 illustrates the number of students enrolled compared to certificated staff at each school. Smith, Connolly, and Pryseski (2014) investigated how staff and student ratios impact the climate of a school. Student to staff ratio affected how often staff were able to interact with each student, how informed students felt about the school, and impacted how teachers interacted with peers which all contributed to their perception of the climate of the school (Smith, Connolly, & Pryseski, 2014).

Table 4

Staffing Ratios: Students per Teacher

School	2011	2012	2013	2014	2015
Elementary School One	13	13	13	15	14
Elementary School Two	17	17	13	17	15
Elementary School Three	15	16	16	17	17
Elementary School Four	16	17	16	18	17

Note. Adapted from *Building Student Staff Ratios*, DESE, 2016. Retrieved from <https://mcds.dese.mo.gov/guidedinquiry>

The four elementary schools in the School District A form a sample for this study. The previous tables illustrate the district's socio-economic and diverse populations as well as the student to teacher ratios for four schools. The tables represent information which is reported and monitored through MSIP 5.

Statement of the Problem

As schools work to improve and meet the criteria of Senate Bill 319 and MSIP 5, schools must evaluate the manner in which they operate and create an environment that is conducive to learning (School District A Strategic Plan, 2011). Organizational health has been shown to impact students' success on state assessments (Dunn & Harris, 1998;

MacNeil, Prater, & Busch, 2009; Marshall, Pritchard, & Gunderson, 2004). Levels of institutional integrity, academic emphasis, collegial leadership, resources influence, and teacher affiliation can each be studied using the OHI-E (Hoy, Tarter, Kottkamp, 1991).

A student's ability to read proficiently at grade level is crucial to academic success (Cooper, Moore, Powers, Cleveland, & Greenberg, 2014). Many factors can impact student reading achievement, but the manner in which schools operate can impact students' ability to reach appropriate reading levels (Chatterji, 2006). Studies show there is a relationship between organizational health and students' overall academic success on standardized assessments (Brookover, Switzer, Scheinder, Brady, Flood, & Wiesenbaker, 1987; Cemaloglu, 2006). Elementary schools in School District A utilize the workshop model to deliver instruction and all teachers in the district teach same content, yet historical reading data indicates there is a difference in achievement among schools and grade levels (School District A, 2015).

Studies have shown that schools with higher levels of academic emphasis and institutional integrity are focused on the individual achievement of each student and furthermore, celebrate the achievement of students (MacNeil, Prater, & Busch, 2009). Kilinc (2014) describes schools which have quality interactions between staff, students, leadership, and the community as having a positive climate. Additionally, when schools have shared norms, worked toward common goals, and have effective administrative structures are described as having positive climate (Kilinc, 2014). Schools with a positive climate have higher levels of teacher affiliation which has been shown to improve the instructional aspects of classrooms (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011). Collegial leadership has been shown to impact how committed teachers

are to their school and students which was shown to impact student academic success on standardized tests (Korkmax, 2006). These findings suggest the need to study if organizational health has an impact on student reading achievement beyond state testing.

Purpose of the Study

Educators are required to recognize and address factors which could affect students achieving proficient levels of reading. Studies have shown that organizational health impacted student achievement on various state and district assessments (Dunn & Harris, 1998; MacNeil, Prater, & Busch, 2009; Marshall, Pritchard, & Gunderson, 2004). The purpose of this quantitative study was to examine the relationship between organizational health and student achievement on the Fountas and Pinnell Reading Assessment.

Significance of the Study

The results of this study are important to school district administrators because decisions about professional development offered to teachers are impacted. Instead of offering professional development solely on reading instruction, districts could offer educators and administrators opportunities to increase the overall health of the organization. Improved organizational health in public elementary schools could impact the method of how the reader's workshop model of instruction is used to deliver reading instruction to students.

Delimitations

The following delimitations were used in this study.

1. Reading assessment data were only gathered for students who attend public schools in the state of Missouri in the grades of Kindergarten through 5th grade.

The use of only elementary public school students did not allow to review assessment results for middle or high school students or private and charter school students.

2. Reading assessment data were gathered from the 2015-2016 school year.
3. Survey data about organizational health were gathered from public elementary school teachers. The use of public elementary teachers does not allow the researcher to determine the organizational health of charter or private schools and middle or high schools.
4. Data were gathered from students who were assessed using the Fountas and Pinnell Reading Assessment.
5. The Organizational Health Inventory for Elementary Schools (OHI-E) survey gathered teacher survey results.

Assumptions

The following assumptions were made during this study.

1. The Fountas and Pinnell reading assessment were administered with fidelity and results were recorded accurately.
2. Students received reading instruction.
3. Teachers had been working in a school long enough to have an accurate perception of the school's organizational health.
4. All participants responded to the survey accurately and honestly.

Research Questions

The following questions were used during this study.

1. To what extent the levels of organizational health in public elementary schools might have impacted on levels of student reading achievement?

2. To what extent levels of institutional integrity in public elementary schools might have impacted on levels of student reading achievement?
3. To what extent levels of academic emphasis in public elementary schools might have impacted on levels of student reading achievement?
4. To what extent levels of collegial leadership in public elementary schools might have impacted on levels of student reading achievement?
5. To what extent levels of resource influence in public elementary schools might have impacted on levels of student reading achievement?
6. To what extent levels of teacher affiliation in public elementary schools might have impacted on levels of student reading achievement?

Definition of Terms

For the purpose of uniformity and clarity, the following terms were defined.

Academic Emphasis. The extent to which the school is driven by a quest for academic excellence. High but attainable standards of academic performance are set, and an orderly, serious learning environment exists (Hoy & Hoy, 2003).

Climate. School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (SchoolClimate.org, 2015).

Collegiality Leadership. Behavior which supports open and professional interactions among teachers (Hoy, Tarter, Kottkamp, 1991).

Culture. School culture includes shared experiences both in and out of school, such as traditions and celebrations that create a sense of community, family, and team membership (Wagner, 2006).

Efficacy. A teacher's confidence in their ability to promote students' learning (Hoy, 2010).

Fountas and Pinnell Assessment. Tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments (Foutnas & Pinnell, 2016).

Institutional Integrity. The school's ability to adapt to its environment in a way that maintains the education integrity of its programs (Hoy & Hoy, 2003).

Organizational Health. A healthy organization is one in which the technical, managerial, and institutional levels are in harmony; the organization meets its needs and successfully copes with disruptive outside forces as it directs its energies toward its mission (Hoy & Hoy, 2003).

Reading Achievement. A student's ability to read and comprehend a variety of text and read at a proficient level for his or her grade level (Fountas and Pinnell, 2016).

Resource Influence. The perception teachers had about the amount of supplies available (Hoy & Woolfolk, 1993).

Teacher Affiliation. The friendliness among teachers and between students and teachers but also a commitment to the seriousness of the teaching-learning experience (Hoy, Tarter, & Kottkamp, 1991).

Organization of the Study

This dissertation includes five chapters. Chapter one contains the background of the study, the statement of the problem, purpose of the study, significance of study, delimitations, assumptions, definition of terms, and overview of methodology, and the organization of the study. The second chapter introduces a review of literature. This review includes a historical overview of organizational health, the creation of the Organizational Health Index Elementary, how the climate of elementary schools has impacted student achievement, a review of the reader's workshop model of reading instruction, and reading assessments. Chapter three describes methodology used for this study. The chapter includes the research design, population and sampling, sampling procedures, instrumentation, measurement, validity, data collection procedures, data analysis and hypothesis testing, limitations, and a summary. Chapter four presents the findings of the study and includes descriptive statistics, testing for the research questions, and data analysis of the research questions. Chapter five is a summary of the entire study with an interpretation of the results, significant findings, findings related to the literature, recommendations for further research, and conclusions.

Chapter Two

Review of the Literature

Introduction

This review of literature examines the relationship between organizational health and levels of student reading achievement in elementary schools. This chapter is focused on the history of organizational health and the history of reading instruction in elementary schools. This chapter includes the development of the survey Organizational Health Inventory for Elementary Schools (OHI-E), which is an instrument that can be used to determine levels of organizational health in elementary schools. Also, this chapter reviews the history of the reader's workshop model and how it is evaluated through the Fountas and Pinnell reading assessment. Finally, a review is conducted on how organizational health is related to the reader's workshop model of instruction and how student achievement is impacted.

Organizational Health

Organizational health has been described by many different terms depending on the location and purpose of the group. Hoy, Tatter, and Kottkamp (1991) determined that there were two main components to organizational health: culture and climate. Climate, or social climate as described in the study by Lewin, Lippitt, and White (1939) examined how different leadership styles created different environments and how these environments impacted young males. The National School Climate Council in 2015 established a definition for climate (SchoolClimate.org, 2015). This council found that school climate is impacted by experiences students, community members, and school employees have on a daily basis (SchoolClimate.org, 2015). The council determined that

the climate of a school refers to the quality and atmosphere of a school, and that each school has different standards and values which impact the climate (SchoolClimate.org, 2015). The climate of a school can be impacted by how a school is structured, the relationships that existed between staff, and the teaching practices used by teachers (SchoolClimate.org, 2015).

Hoy, Tatter, and Kottkamp (1991) defined organizational culture as “a system of shared orientations that hold the unit together and give it a distinctive identity” (p. 4). The culture of an organization is based on shared values and norms that evolve from people working together (Killman, 2011). Culture and climate are both able to be analyzed and studied to determine how well an organization operates.

Organizational design and functioning were investigated in the 1930s and 1940s through work by Barnard (1938), Mayo and Doham (1945), and Elton (1945). Their work identified that systems were necessary to study organizations and that systems identified how managers can motivate and supervise employees (Barnard, 1938). Mayo and Doham (1945) researched the importance of collaboration and understanding the importance of how human behaviors impacted the effectiveness of the organization. In the 1950s, individual organization culture and climate began to be analyzed more thoroughly. Selznick (1957) stated that establishments are "infused with value beyond the technical requirements at hand" (p. 17). Researchers in the late 1950s began to realize that improving the overall culture of an institution could increase productivity (Smith, 2002).

Organizations began to be studied to determine how to increase productivity and to minimize wasted resources in order to increase the profits created by these

organizations (Kimpston & Sonnabend, 1973). Various organizations were studied to determine how levels within these agencies impacted production (Parsons, 1960).

Parsons determined that there were four components an organization needed for a system to exist.

1. A social system must be able to adapt and be able to change to adjust to new demands created by society.
2. A social system must have easily recognized goals.
3. A social system must involve stakeholders from the entire organization.
4. A social system must create, define, and maintain a set of norms and values.

Parsons (1960) developed expectations that an organization could expect based on the organization's effectiveness in those four areas.

Organizations began to be evaluated as social structures. The need to evaluate objectively how efficiently the social structure operated became necessary. Halpin and Croft (1962) developed the Organizational Climate Description Questionnaire (OCDQ). This study introduced a sixty four Likert scale questionnaire that could be administered to teachers and administrators. The purpose of the survey was to determine how interactions between faculty and other teachers impacted education. The questionnaire was also used to establish perceptions teachers had about interactions between educators and administrators (Halpin & Croft, 1962). The responses were then grouped into two subsections with four categories in each. (Hoy, Tarter, & Kottkamp, 1991, p. 9).

Characteristics of the Group

1. Disengagement
2. Hindrance

3. Esprit
4. Intimacy

Behavior of Leader

1. Aloofness
2. Production Emphasis
3. Thrust
4. Consideration

When responses from teachers and administrators were gathered, results could be used to create a profile for the school. While this questionnaire could be utilized to determine a profile for a school, there were many components that were subjective (Hoy, Tarter, & Kottkamp, 1991). Another problem with this questionnaire was that it was only able to be administered to elementary school staff (Hoy, Tarter, & Kottkamp, 1991). As schools and organizations began to receive profiles from surveys, and other means of determining levels of organizational health, a need for correcting unhealthy behavior became required.

Organizational health and monitoring systems went through many different forms, each building on previous instruments and systems. Miles (1969) made improving organizational health the focal point for how schools could improve student learning. His research led to schools developing a plan of improvement for areas identified as low from the monitoring systems. "Planned change, conditioned by the state of the system in which it occurs, must take the improvement of organizational health as a primary target" (Miles, 1965, p.32). Miles emphasized that there was too much value attributed to new and innovative practices and technology when there was little or no interest from the

people who functioned in the organizational system. Miles developed a schematic model of how an organization functions and what can influence change (Appendix C).

Organizations and schools were responsible for achieving goals. Miles argued that there were two ways to control the quality of these outputs, reward systems and organizational health (Miles, 1969). In his work, Miles adopted a formal evaluation system to determine which areas schools were healthy in and which areas could be improved. School leaders could then create plans on how to improve areas of need.

Miles (1969, p.18) identified ten dimensions within an organization that impacted the overall health of the group and redesigned the OCDQ on these dimensions.

1. Goal focus: The goal or purpose of the organization was clear to all system members.
2. Communication adequacy: Communication across the entire environment were distortion-free and all stakeholders had enough data to solve any problem within the system.
3. Optimal power equalization: The distribution of influence was equitable and subordinates could influence upward on the organizational flow chart.
4. Resource utilization: The personnel of an organization were used effectively and people had a sense of learning, growing, and developing within the organization.
5. Cohesiveness: The members of the organization wanted to stay within the system and collaboratively positively impacted the organization.
6. Morale: All members had a positive sense of well-being in the system.
7. Innovativeness: The system continued to change and to being more differentiated over time.

8. Anatomy: Healthy systems were open to influences from both within and outside without acting destructively or rebelliously towards the influences.
9. Adaptation: The system had coping mechanisms to handle any change with minimal difficulties.
10. Problem solving adequacy: The system could solve problems with minimal energy.

The ten dimensions were used to determine if an organization was healthy and also assisted in the system being able to address identified concerns.

The need to understand how schools could change and adapt to meet the needs of students became necessary due to increased demands placed on school systems (Hoy, Tate, & Kotterkamp, 1991). As an extension on Miles' work, researchers Kimpston and Sonnabend (1973) developed the Organizational Health Description Questionnaire (OHDQ). This questionnaire was designed using 11 subject areas. Those 11 areas were centered on determining if teachers and administrators had a positive or negative perception about the level of innovation of their school and district. The results from the questionnaire were then analyzed and used to establish a school quantitative score relating to levels of creativity for a school. The data received were then developed into five factors related to how the school functioned and were used to identify whether a school was either less innovative or more creative (Kimpston & Sonnabend, 1973). The five factors were decision making, interpersonal relationships, innovativeness, autonomy, and school/community relations. In addition to each element receiving a score, the school was given an overall score (Kimpston & Sonnabend, 1973). The OHDQ could be used by school administrators and school districts to objectively determine staff's

perception of how innovative a school was and also to determine how organizationally healthy they viewed the schools where they worked.

While these measurement tools were able to give organizations a quantitative measure of the health of the group, there were missing components that impact schools. As time progressed, many of the assessed areas were no longer relevant in the educational setting. Since educational practices changed there were many missing elements that had previously not impacted schools and now needed to be incorporated into a questionnaire (Hoy, Tatter, & Kottkamp, 1991). Also, the health of schools was determined based on interactions between teachers and administrators or teachers and their peers. There was no measure to determine how student and teacher interactions impacted the health of the school (Hoy, Tatter, & Kottkamp, 1991). Based on the work by Haplin and Croft (1962) an updated version of the OCDQ was developed (Hoy, Tatter, & Kottkamp, 1991). Hoy, Tatter, and Kottkamp (1991) developed two separate tools for monitoring organizational health, one for elementary schools and one for secondary schools. The Organizational Climate Description Questionnaire Revised Elementary (OCDQ-RE) and the Organizational Climate Description Questionnaire Revised Secondary (OCDQ-RS) questionnaires were developed (Hoy, Tatter, & Kottkamp, 1991).

Several piloted assessments were created and revised in order to create a valid questionnaire containing 42 questions. The OCDQ-RE was administered to elementary teachers and administrators. These teachers and administrators were able to respond to questions indicating the responses of Rarely Occurs (RO), Sometimes Occurs (SO), Occurs (O), or Very Frequently Occurs (VFO) (Hoy, Tatter, & Kottkamp, 1991). The responses to the 42 questions were then identified within two categories, principal

behavior and teacher behavior, and each category had three dimensions describing the principal; Supportive, Directive, Restrictive or teacher; Collegial, Intimate, Disengaged (Hoy, Tatter, & Kottkamp, 1991). These six dimensions were given a quantitative label, conditioned upon the response of the teacher or administrator. The quantitative label was used to determine the levels of health.

The development of the OCDQ-RS went through a similar process as the OCDQ-RE and when completed the questionnaire was 34 questions long. The secondary version had the same response choices as the elementary version but also contained two categories. These two additional categories were directly related to conditions which impacted secondary schools, but were not relevant to elementary schools. The teacher dimensions included three areas: Engaged, Frustrated, and Intimate. Instead of three dimensions for the elementary principal the secondary version contained only two dimensions, Supportive Principal Behavior and Directive Principal Behavior. The OCDQ-RE and the OCDQ-RS both were able to give quantitative information to educators but failed to give an accurate indication of a school's organizational health. The data that were gathered were not able to be associated with Miles' ten dimensions, thus, creating the need for a better-measuring instrument (Hoy, Tatter, & Kottkamp, 1991).

Organizational Health Inventory for Elementary Schools

The Organizational Health Inventory for Elementary Schools (OHI-E) was developed by Hoy, Tarter, and Kottkamp (1991) to correctly measure the health of an elementary school. This measurement tool was designed to cover five dimensions in a healthy school (Hoy, Tarter, Kottkamp, 1991, p. 81-82).

- Academic Emphasis referred to how much the students care about their own schoolwork. Students try hard to improve on their previous work, complete homework, and are cooperative during classroom instruction.
- Collegial Leadership referred to behavior by the principal that was friendly, supportive, open, and guided by norms of equality. The principal was likely to be an instructional leader instead of an institutional manager.
- Institutional Integrity described a school that had integrity in its educational program. The school was not vulnerable to narrow, vested interests of community groups; indeed, teachers were protected from the unreasonable community and parental demands. The school could cope successfully with destructive outside forces.
- Resource Influence described the success of the principal in influencing superiors for maintenance and supply of classroom materials. Principals are able to get items viewed with favor by the staff.
- Teacher Affiliation referred to a sense of friendliness and strong affiliation with the school. Teachers felt good about each other and, at the same time, had a sense of accomplishment from their jobs. They were committed to both their students

and their colleagues. They found ways to accommodate to the routine, and to accomplish their jobs with enthusiasm.

The OHI-E is a method to quantify the climate of a school. The climate of a school is considered abstract because it has to do with the feelings and attitudes that students, staff, and other school stakeholders associate with a school (Loukas, 2007). Schein (2010) illustrated the difference between concrete and abstract aspects of an organization. The relationships school staff had with peers and students could have impacted these abstract and concrete components of a school which influences what staff pay attention to and value in an organization (Hoy & Hoy, 2005).

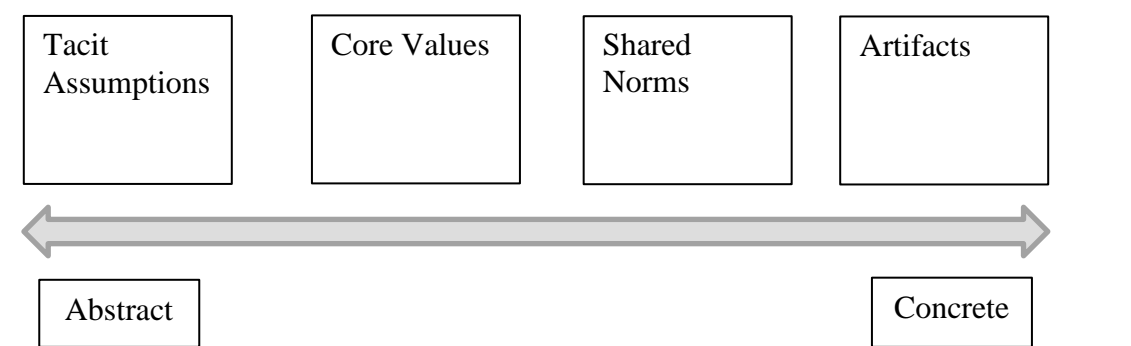


Figure 1

Note: Adapted from: “*Organizational Culture and Leadership 4th Edition*” Schein, 2010.

Academic Emphasis

The emphasis on student achievement has long been the focus of American education and is often used to determine the success of a school. Schools with an intentional focus on the academic achievement of students have been shown to have greater levels of student achievement on assessments and other academic measures (Danielson, 2002). Using the same assessment method, schools which lacked a focus on student achievement had significantly lower academic achievement levels (Danielson,

2002). Schools that consistently review and evaluate the academic success of students had higher levels of health than schools that had little or no focus towards educational goals (Hoy and Hoy, 2006).

Academic emphasis is divided into two sections; how the students are concerned about their academic work and how teachers perceive students' willingness to learn. Research indicates that if students have a desire to learn, they will be more likely to foster that passion and work towards higher levels of academic success (Hoy, Tarter, Kottkamp, 1991). Students who were cooperative and worked hard assisted in the creation of a healthy school with a strong academic focus.

Collegial Leadership

In elementary schools, the principal was often viewed more as an instructional leader which led to teachers having higher levels of positive perceptions that the leader understood them and could assist them when needed (Hoy, Tarter, Kottkamp, 1991). Collegial leadership is necessary in all levels of schools but it has often been viewed as more specific to elementary schools because these schools were smaller and less specialized than other schools (Hoy & Tarter, 1997). Collegial leadership also means that the principal has trust in teachers and that teachers play an important role in decision making regarding the vision of the school and district. Schools needed a sense of collegiality to exist between the leader and teachers and also between the all staff who work in a school (Hoy, Tarter, & Kottkamp, 1991). Schools that did not have strong collegiality tended to have instructional incompetence as well (Parmer, 1999).

Collegial leadership created an environment for staff to have better relationships with peers, students, and all stakeholders and made a better educational environment for

students (Blimes, 2012). A collegial leader not only led the school but took an active interest in the personal lives of all the people in the school. Teachers were encouraged, supported, and listened to, and felt less overworked and annoyance at school (Karns and Melina, 2002). A school with a collegial leader fostered support for collaboration and created a more open communicative school. Increased collaboration and communication between all stakeholders has positively impacted student achievement (Darling-Hammond, 2000).

Instructional Integrity

Schools with high levels of instructional integrity created an environment in which teachers instructed students in the most efficient manner. Teachers were able to teach without worry from outside forces dictating what should be taught and how lessons should be conducted (Hoy, Tarter, Kottkamp, 1991). Teachers had the freedom to educate all students with the belief that all students can learn and that all students are individuals with the right to learn (Hand, 1965). Teachers who were empowered by administrators had the ability to instruct and assess students without regarding what results of assessment data, parental influences, or any other entity outside of the school indicated about student ability. Assessment data were used by administrators and teachers to make instructional decisions instead of an evaluative tool (Hoy & Feldman, 1987).

Instructional integrity in schools created innovative instructional practices to be used by teachers to adjust education to each child. “The transition from the educational paradigm of the industrial society to the educational model of post-industrial society indicated the rejection of the education's understanding as means to obtain ready

knowledge and the teacher's understanding as its medium" (Novikov, 2010, p. 11).

Innovative instructional practices allowed schools to research the needs of each child and adopt teaching methods which best address individual learning styles. This method of education objectively addressed the needs of each learner to further the academic success of the student (Khairutdinova, Selivanova, & Albildina, 2016).

Hoy, Tarter, and Kottkamp (1991) found that in unhealthy schools a few vocal parents or community members can change school policy. Institutional integrity means that principals protect teachers from influences which could change school practices that were aligned with the school board of education policies. "When teachers see the school as resisting the pressure of vocal parents or public whim, teachers are likely to feel that the educational mission of the school will go forward without unwarranted parochial concern" (Hoy, Tarter, Kottkamp, 1991, p. 86). This did not mean that a school would not actively involve parents in school activities and some decisions, but that parents are one perspective in a decision, not the deciding factor. Schools and stakeholders worked together to positively impact educational practices.

Resource Influence

Resource influence in schools referred to the perception teachers had about the amount of supplies available and whether teachers were able to adequately teach the content with those supplies. When resources were used effectively and efficiently by the principal, schools were positively impacted (Hoy & Woolfolk, 1987). If teachers' resources were needed by the teachers, they felt the principal obtained those items for them. Hoy, Tarter, and Kottkamp (1991, p. 86) described resource influence simply as,

"The principal gets what he or she asks for from superiors" and "Supplementary materials are available for classroom use."

A study completed by Lambert, McCarthy, Fitchett, and Lineback (2015) found that teachers' perceptions of how resources were allocated impacted the academic achievement of students. In this study, the teachers who felt the principal advocated for them and assisted in obtaining additional resources for them had students who achieved higher scores on state assessments. Teachers who had a negative perception of how the principal and administration allocated resources tended to have students score lower on assessments (Lamber, Marcarthy, Fitchett, & Linbeback, 2015). Another study found that schools and districts that utilized teachers and other staff in the allocation process of resources tended to have higher levels of positive perception amongst staff (Arsen & Ni, 2012).

Teacher Affiliation

The ability of teachers to work together as teams had long been known to impact the success of a school (Madill, Gest, & Rodkin, 2012). Teacher affiliation and morale were related to one another and have been described as how teachers felt about working with fellow staff and students. "Teacher affiliation represents not only friendliness among teachers and between students and teachers but also a commitment to the seriousness of the teaching-learning experience" (Hoy, Tarter, Kottkamp, 1991, p. 81).

Teachers who effectively collaborated with colleagues, administrators and others related to the education of students showed higher levels of student academic success (Allensworth, 2012). The students who had higher levels of academic success were also more likely to stay in school longer and had higher rates of graduation (Allensworth,

2012). Teachers who collaborated shared relevant information about student achievement with all stakeholders who impacted student learning. When educators collaborated effectively they created “intellectual communities” which were focused on individual student achievement (Herrenkolh, Kawasaki, & Dewater, 2010, p. 75). Those communities within a school allowed knowledge to be openly shared which positively impacted student learning. In addition to having support from the principal and fellow staff, Allensworth (2012) also reported that teachers who felt supported by parents had a greater sense of satisfaction than teachers who had little or no support from families.

Effective schools had systems in place for teachers to work together as teams to examine student data (Allensworth, 2012). These groups of teachers then worked together to make instructional decisions based on this examination. A study completed by Kaplan, Chan, Farbman, and Novoryta (2015) found that student achievement increased when school districts added days to the academic calendar specifically for professional development for teachers. Additionally, when teachers examined how instructional time was allotted when compared to class size, resources available, and formal assessments, they were able to make better use of the allotted time (Kaya, Kablan, Akaydin, & Demir, 2015).

Healthy School

School health has been described as a school having a positive climate or feel (Durham, Bettencourt, & Connolly, 2014). In a healthy school the administration and teachers communicated and collaborated well and had a focus that created effective relationships between all stakeholders to enhance student academic achievement (Hoy, Tarter, Kottkamp, 1991). Jones and Schindelar (2016) found that schools that operated

effectively with good interpersonal relationships, open lines of communication, and had the perception of safety for students and staff scored better on various assessments than schools without these components.

Healthy schools have shared values and beliefs between all people associated with the school. Leaders who focused on shaping the culture of school strive for high levels of student success and strong relationships correlated to increased student achievement (Stolp, 1996). In healthy schools, teachers set high, but attainable goals, for students and students work to achieve those goals (Hoy, Tarter, Kotterkamp, 1991). Schools that were considered healthy had an environment of collegiality and teachers enjoyed working with each other and identified positive aspects of the school (Freiberg, 1999). Healthy schools also embraced the community and had strong support from stakeholders, yet had the ability to make decisions and changes to the school without unreasonable pressure or influence from the parents and community (Hoy, Tarter, Kotterkamp, 1991).

School accountability is measured in many states by administering assessments to students. Smith, Connolly, and Pryseski (2014) indicated that this could impact the perception of school health.

“When schools are perceived to be test score factories and teacher and principal contracts contain explicit goals about test scores, it is easy to lose focus on human connections and relationships. The personal contact that is so essential to school climate, as well as instruction, is necessary to provide a space where children feel comfortable taking risks, exposing vulnerability, and building their sense of self.”

(p. iii)

School goals and achievement are vital components to the overall health of the school.

Negis-Isik and Gursel (2013) identified school culture as a vital component to student achievement. “The academic achievement of a school can be outlined as the attainment of all intended outcomes. Nevertheless, school success is generally considered from the perspective of specific objectives with their difficulty in measurement and evaluation” (p. 222).

Tinto (2002) expressed the need for students to obtain early academic success to not only be successful in school but also in chosen careers. “Institutional commitment translates in turn to expectations for student success. High expectations are a condition for student retention. To borrow a commonly used phrase, no student rises to low expectations. Expectations are expressed in a variety of ways” (Tinto, 2002, p. 2). The impact of high expectations on student achievement is directly related to student reading.

According to Cotton (1989), teacher perceptions about students’ reading abilities and the relationship the teacher had with the students were directly related to how well the student achieved. Students who felt their teachers did not challenge them or set high expectations for them achieved lower on various academic assessments (Covington, 2000). When students felt that their teachers were involved and cared about how well students achieved, then they were more likely to be academically successful (Klem & Connell, 2004). Teachers in healthy schools worked to foster positive relationships with students and did not let outside conditions impact their perception of students. Teachers who continually monitored and adjusted instruction to meet the needs of students reported higher achievement levels of students than teachers with lower perceptions (Alvidrez & Weinstein, 1999).

Researchers have found that differentiated instruction is vital to individual student success (Robinson, Maldonado, & Whaley, 2014). When teachers were able to identify individual student needs, and address those needs through effective instructional practices, the students achieved greater academic success. Robinson, Maldonado, and Whaley (2014) found that a major component of teachers effectively offering differentiation strategies to students was the teacher's belief that differentiation of instruction was vital to success. When teachers believed in working with students individually then the students were more successful.

Reader's Workshop Model

There have been many different reading instructional styles used by teachers in public schools (Appendix D). Phonemic instruction had been used for reading instruction since 1783 when Noah Webster began using Pascal's synthetic phonics to teach spelling (Rogers, 2001). Educational practices moved away from phonics based education in the 1930s to teaching common vocabulary words and the use of whole group readers (Flesch, 1955). Many school districts began to use whole language reading strategies to teach students how to determine the meaning of words and strategies to comprehend the text instead of using phonics to decode the text (Chall, 1983). In this model of education students read common text from workbooks or textbooks to teach common vocabulary words found in the English Language (Rogers, 2001).

The term balanced literacy originated in California in 1996 and was described as an aligned instructional approach that incorporated all aspects of reading instruction (California Department of Education, 1996). This approach to literacy instruction combined phonological instruction with whole language as a way for educators to offer

instruction to meet the needs of all learners (Honig, 1996). Balanced literacy incorporated comprehension and fluency instruction by explicitly teaching these skills to students through a variety of text (Pressley, Roehrig, Bogner, Raphael, & Dolezal, 2002). The combination of literary instructional practices was refined into the creation of the workshop model of instruction for reading.

The workshop model of instruction in schools has been examined in classroom settings since the early 1980s (McCormick, 1983). The workshop format allowed students, with teacher guidance, to select literature which they found interesting. This freedom of choice showed that reluctant readers had greater success in gaining comprehension and fluency skills needed to read (Mounla, Bahous, & Nabhani, 2011). Teachers who utilized the workshop model were able to differentiate instruction to students because of the use of a variety of text based on student interest (Porath, 2014). Research has shown that by using the workshop model students can close the achievement gap and that all students achieve greater levels of academic success (Beecher & Sweeny, 2008). The workshop model can be used for all academic subjects, and can be used on any grade level.

Reader's workshop began to gain popularity in educational settings in the late 1990s as schools moved away from traditional basal reading series to more individualized reading instruction. Keene and Zimmermann (1997) identified seven keys to reading comprehension that could be taught using the workshop model. In this model of instruction, teachers were able to provide instruction related to different reading and writing skills based on students' needs.

The reading workshop method of instruction was focused on providing each student an individual instructional experience. This individualized instruction required teachers and students to have positive and productive relationships. Studies indicated that when there is a positive correlation between teacher and student relationships student achievement will be higher (Cotnoir, Paton, Peters, Pretorius, Smale, 2014).

The workshop model for instruction has four components: opening, lesson, work time, and debriefing. This style of teaching was designed to take approximately 60 to 80 minutes per subject (Tovani, 2011). The opening component of the workshop model was designed for the teacher to review previous knowledge the students had gained and to deliver the instructional target for the day. This portion of the model was designed to last for approximately five minutes. Research indicated when students had a focus or target to identify with, they were able to have more confidence in their learning and understand the purpose of the lesson (MacDuff, AlHayki, & Lisne, 2010).

The lesson part of the model was designed to be delivered by the teacher in approximately 10 minutes and to be given to the students in a whole group setting. In this time the teacher conducted a lesson that addressed various reading skills needed for students to become successful readers. During the focus lesson, the teacher instructed students on a variety of comprehension and fluency skills and strategies (Towle, 2000). The topic of the lesson was created based on need demonstrated by the students through data that had been gathered by the teacher from a variety of sources. These sources included assessment data, conferring notes, and other methods related to determining instructional practices (Keene & Zimmermann, 2013). The lesson component was

developed and delivered to prepare the students to practice the skill taught in literature they selected and would read independently.

Independent student work time was the largest portion of the workshop model in regard to time and was designed to last from 30 to 50 minutes. Students independently practice the skills taught in the lesson in the literature of their choice during this time and can record their thinking in journals, digital platforms, or other ways (Tvoni, 2012).

Atwell (2007) discussed that during this time, students should be free of worksheets or other non-authentic activities and should be allowed to focus on practicing the reading skills learned in the focus lesson. Student choice of literature and access to a wide range of reading material was an important component of independent student work time.

When students had a choice of reading material they were more engaged in the literature, had better results when asked comprehension questions, and were able to read for longer periods of time (Dickerson, 2015). During this time the teacher conferred with a small group of students or an individual student, based on their academic needs. While conferring, the teacher determined if the student was able to use the skill taught in the focus lesson, worked with student or students in a close setting, and developed an individual goal for each child to work toward (Miller, 2002).

The final portion of the workshop model was debriefing. This part of the instructional model was a time for students to discuss their reading with peers and with their teacher in either a whole group or small group setting. This time allowed students to develop relationships with peers and teachers by sharing their self-reflections which had been discovered during their independent work time (Dorn & Soffas, 2005). The

share time was designed to last for approximately five to ten minutes and was structured in several different ways depending on the lesson which was taught.

The reader's workshop approach to literacy demonstrated an increase in ability for students to have higher levels of reading comprehension, oral reading abilities, and an overall better perception about reading in general (Millin & Rinehart, 1999). This model of instruction allowed students to use quality text they were interested in to develop their individual learning goals. Using these texts required students to base their thinking towards higher levels of comprehension and reading fluency skills (Stewart, 1997). Routine (1991) stated that observing these texts, "directed students' attention back to the text in a careful, critical manner" (p. 111). The reader's workshop model of instruction has been widely used among school districts across the United States

Fountas and Pinnell Continuum of Literacy Learning

Hoy and Hoy (2006) examined the importance of assessment to determine the levels of student learning which took place. Teachers needed to make objective instructional decisions to monitor student learning (Hoy and Hoy, 2006). Assessments allowed teachers to evaluate students based on values and criteria and make instructional decisions to enhance student learning (Hoy and Hoy, 2006). The concept of determining student reading ability began in the early 1900s. Thorndike (1918) worked to develop assessments and measures that would be able for educators to identify student learning styles and abilities. His goal was to create assessments which removed teachers' personal feelings of students' abilities and worked to create objective assessments which could be used to determine student capabilities (Thorndike, 1918).

In order to evaluate students' comprehension, educators needed some type of student response system. Four major response types were developed: short answer, multiple choice selection, essay responses, and student oral responses (Sarroub & Pearson, 1998). Basal reading materials were developed in the 1940s that required students to read a selected passage or text then answer questions about the passage before they could move on to other passages (Durrell, 1955). These formative assessments were intended to assist teachers in determining educational opportunities for students. In the 1970s, state assessments began to be used to determine levels of student learning and the effectiveness of school districts across the United States (Person & Dunning, 1985). These assessments required students to be tested over multiple days and were viewed as summative assessments.

In the early 1980s, educators had started using a broader system for reading assessments which took many different components into account to determine a reader's ability. Sarroub and Pearson (1998) describe these assessments as, "a conscious attempt to take into account reader, text, and context factors in characterizing students' retelling" (p. 101). An assessment method that examined various aspects of fluency and comprehension skills of students began to be developed. The California Learning Assessment System (CLAS) created assessments with open-ended answers which required a reader to either write or orally respond to questions about their feelings about the text (Thomas, Storms, Sheingold, Heller, Paulukonis, Nunez, & Wing, 1998). Reading assessments which combined multiple choice questions with open ended student response questions began to be used more widely (Sarroub and Person, 1998).

Instruments to determine student reading levels have been used by classroom teachers to make instructional decisions for many years. The Developmental Reading Assessment (DRA) was created in 1986 and was designed to be individually administered to each student (Scholastic, 2016). In this assessment, students are tested on phonemic awareness, alphabetic principals, oral reading fluency, and comprehension (Pearson Schools, 2016). Digital reading assessments, such as Reading A-Z (2016), have been developed to assess students' reading ability without teacher interaction.

The Fountas and Pinnell Continuum of Literacy Learning was designed to assist educators in being able to identify reading levels of students to offer suggested reading instruction ideas (Pinnell & Fountas, 2010). The continuum is divided into two sections Grades Kindergarten to 2nd grade and 3rd grade to 8th grade. The Fountas and Pinnell Benchmark Assessment System, 2nd Edition (BAS) was developed as a diagnostic assessment. The assessment series is based on the the A-Z text gradient that was created by Fountas and Pinnell (2010). Data gathered from these assessments have assisted educators in determining appropriate levels of instruction and also have allowed educators to track the progress of students. The need to monitor students' reading abilities, identify comprehension and fluency issues, and determine instructional strategies was a vital component in how teachers address students' reading needs (Cain & Oakhill, 2006).

The National Accessible Reading Assessment Projects (2009) created a list of 5 principles that were designed to ensure that assessments were accurate and accessible to all students. The five principles were:

- Reading assessments are accessible to all students in the testing population,

including students with disabilities.

- Reading assessments are grounded in a definition of reading that is composed of clearly specified constructs, informed by scholarship, supported by empirical evidence, and attuned to accessibility concerns.
- Reading assessments are developed with accessibility as a goal throughout rigorous and well-documented test design, development, and implementation procedures.
- Reading assessments reduce the need for accommodations, yet are amenable to accommodations that are needed to make valid inferences about a student's proficiencies.
- Reporting of reading assessment results is designed to be transparent to relevant audiences and to encourage valid interpretation and use of these results. (p. 4)

These five principles were encompassed in the work done by Fountas and Pinnell for the created reading assessment.

The Fountas and Pinnell Reading Assessment was designed to measure the reading levels of students using both fiction and nonfiction text ranging in levels from A to level Z. The assessment was delivered by the teacher to each individual student and measured both the student's comprehension and oral fluency. The assessment allowed students to orally respond to comprehension prompts which gave the teacher the ability to determine specific comprehension problems a student might have. When teachers listen to students read aloud and respond aloud they are able to more accurately diagnosis a student's reading ability (Pinnell, 1995).

Summary

The literature on the history of organizational health in schools was reviewed in the chapter. The review examined the Organizational Health Inventory for Elementary Schools and the five subsections included in the survey. This review also included an examination of reading instruction and assessment, specifically the reader's workshop method of instruction and the Fountas and Pinnell Baseline Assessment System.

Chapter Three

Methods

The first purpose for this study was to investigate the impact of levels of organizational health measured by the Organizational Health Inventory for Elementary Schools (OHI-E) and levels of student reading achievement measured by the Fountas and Pinnell Benchmark Assessment. The study was also trying to identify whether there was a relationship between student reading achievement and the five subtests of the OHI-E; institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis. This chapter is divided into the following sections: research design, selection of participants, measurement, data collection procedures, data analysis and hypothesis testing, limitations, and summary.

Research Design

A non-experimental correlational quantitative design was used for this research design using student reading data from the 2015-2016 school year and survey results from the Organizational Health Inventory for Elementary Schools. The impacts of levels of organizational health on levels of student reading achievement were examined. The goal of this test was to determine if a relationship existed between the independent variable of levels of organizational health and dependent variable of levels of student reading achievement. The Organizational Health Inventory for Elementary Schools (OHI-E) had five subscales which could be analyzed individually. The five subscales were institutional integrity (IL), collegial leadership (CL), resource influence (RI), teacher affiliation (TA), and academic emphasis (AE). This study examined if a relationship existed between the overall organizational health of schools and student

reading levels. This study also examined if a relationship existed between each of the five subscales identified in the Organizational Health Inventory for Elementary Schools and student reading levels.

Selection of Participants

Purposive sampling was used for this research. This style of sampling was used because the researcher was a School District A employee; therefore, four elementary schools in that district were selected. Lunenberg and Irby (2008) stated, “Purposive sampling involves selecting a sample based on the researcher’s experience or knowledge of the group to be sampled” (p. 175).

The four schools that were selected to participate in this study were chosen because of their close geographical location, the similar student demographic populations, and similar teacher experience and education. The study’s teacher population included teachers of grades kindergarten – 5th grade in Missouri, reading specialist teachers, special education teachers, and any other teacher who administered the Fountas and Pinnell Benchmark Assessment System to students. The study was comprised of teachers from four different elementary schools from which student reading levels were gathered. Teachers who taught the entire 2015-2016 school year and were directly responsible for administering reading assessments to students were included in this study. The survey was administered to 136 teachers at the four elementary schools, and 97 teachers completed the survey.

The study’s student population included students in grades Kindergarten, 1, 2, 3, 4, and 5 attending public elementary schools in School District A. For this study students from four different elementary schools in School District A were used. Students who

received reading instruction in general education classrooms during the 2015-2016 school year were included in the study. The four elementary schools have a combined student population of 2,252 students. Of the total student population, 1,943 students participated in the study. Not all students participated because some students were not enrolled for the entire school year or they did not receive the Fountas and Pinnell Assessment.

Measurement

Data from two instruments were used to answer the research questions; the Organizational Health Inventory – Elementary (OHI-E) and the Fountas and Pinnell Benchmark Assessment System (BAS).

The OHI-E survey measured levels of organizational health in elementary schools which was the independent variable for this study. The survey contained five subscales; institutional integrity (IL), collegial leadership (CL), resource influence (RI), teacher affiliation (TA), and academic emphasis (AE) (see Table 5). These five independent variables were also examined to determine if a relationship existed with the dependent variable of student reading achievement. The OHI-E was created by Hoy, Tarter, and Kottkamp (1991) to measure levels of organizational health in elementary schools. Survey recipients had a choice of four possible responses to each of the 37 questions; rarely occurs, sometimes occurs, often occurs, very frequently occurs. Each response was coded with a numerical value, rarely occurs is represented as 1, sometimes occurs is represented as 2, often occurs is represented as 3, and very frequently occurs is represented as 4. Question numbers 6, 8, 14, 19, 25, 29, 30, and 37 were reversed scored. The average scores for each subscale were calculated and the overall level of organizational health was calculated by determining the average of the thirty-seven items.

Table 5

OHI-E Five Subscales

OHI - E Dimensions	School Items
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

Note. Adapted from *Organizational Health Inventory- Elementary* by W. K. Hoy. Retrieved from <http://waynekhoy.com>.

The OHI-E was tested for validity and reliability through a field test at seventy-eight elementary schools in New Jersey (Hoy, Tarter, & Kottkamp, 1991). A factor analysis of the seventy-eight schools was conducted for the responses for each of the 37 questions on the OHI-E. Each of the five subtests were studied for reliability and validity (See Table 6). A factor analysis of several samples of the instrument supports the construct validity of the concept of the overall organizational health of schools (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997).

Table 6

Number of Items and Reliability Coefficients for Each Subscale

OHI - E Subscales	Number of Items	Reliability
Institutional Integrity (II)	6	.89
Collegial Leadership (CL)	10	.95
Resource Influence (RI)	7	.89
Teacher Affiliation (TA)	9	.93
Academic Emphasis (AE)	5	.84

Note. Adapted from *Open Schools/Healthy Schools*, Hoy, Tarter, Kottkamp, 1991. Retrieved from <http://waynekhoy.com>.

For this survey the researcher conducted a test of reliability for the Organizational Health Inventory for Elementary Schools. The OHI-E had a high overall Cronbach's alpha reliability coefficient of .91. The researcher also conducted a test of reliability for each subscale (see Table 7).

Table 7

Number and Reliability Coefficients for Each Subscale

OHI - E Subscales	Number of Items	Reliability
Institutional Integrity (II)	6	.75
Collegial Leadership (CL)	10	.92
Resource Influence (RI)	7	.84
Teacher Affiliation (TA)	9	.84
Academic Emphasis (AE)	5	.57

Note. *Obtained from analysis using SPSS.* Retrieved from <http://waynekhoy.com>.

Institutional Integrity, Collegial Leadership, Resource Influence, and Teacher Affiliation subscales all had acceptable Cronbach's alpha reliability. Academic Emphasis had a comparatively low Cronbach's alpha reliability score.

The Fountas and Pinnell Benchmark Assessment System (BAS) was created by Irene Fountas and Gay Su Pinnell in 2007. For this study, this assessment was used to determine the dependent variable of levels of student reading achievement. The BAS was administered to all first through fifth grade students in School District A three times per year, in September, December, and April. Kindergarten students received the assessment twice a year, in December and April. The BAS was a diagnostic assessment used to not only determine student reading levels but to also aid teachers in creating instructional lessons. The BAS was based on a Text Level Gradient system and text are identified from A – Z levels with A being designed for beginning readers and Z being

designed for advanced readers (Fountas & Pinnell, 2010). Each level contained a fiction and nonfiction passage designed to be interesting to the students. This assessment was administered to each student individually by certificated teachers and takes approximately twenty to thirty minutes for each test. Students are determined to be below, on, or above grade level reading standards based on the district Expected Goals of Achievement (Appendix A). All certificated teachers in School District A received training in administering the Fountas and Pinnell BAS. The assessment used by School District A contains two parts; oral reading and oral comprehension response. The oral reading component is completed by a teacher listening to a student read the passage and marking whether or not the student read the words from the text correctly. The fluency portion is not timed and only the accuracy of words read is recorded. The comprehension component of the assessment is administered immediately after a student reads a passage. The teachers orally ask a series of questions related to the passage which was read and the student responds orally while the teacher scribes the answer. Students were considered to be at the instructional level when they were able to respond to texts A – K with 90 – 94% accuracy on comprehension questions and 95 – 100% accuracy on fluency. Students for levels L – Z were considered to be at the instructional level when they were able to respond to comprehension questions with 95 – 97% accuracy on comprehension questions and 98 – 100% accuracy on fluency questions. Results of the assessment were recorded in the data storage system Data Director.

The Fountas and Pinnell Benchmark Assessment System (BAS) was a research based assessment system which was field tested and reviewed to ensure it was a valid and reliable instrument to determine levels of student reading achievement. When

determining the reliability of the BAS “test-retest results should exhibit a reliability coefficient of least .85 for the assessment information to be considered stable, consistent, and dependable” (Heinemann, 2012, p. 11). The field test found that the BAS had a reliability score of .97 (Heinemann, 2012). In order to determine the validity of the BAS, the assessment was compared to three similar reading assessments, Reading Recovery, Slosson Oral Reading Test, and the Degrees of Reading Power (Heinemann, 2012). There was found to be a strong association between the BAS and Reading Recovery, correlation of .94. There were some moderately indicative performance indicators for achievement on the Slosson Word Reading, correlation .69, and Degrees of Reading Power, correlation .44, when compared to student results on the BAS.

Data Collection Procedures

The first step after receiving permission from the author of the Organizational Health Inventory for Elementary Schools was to receive permission from the School District A to conduct research (Appendix E). Permission was received on June 2, 2014 from the Associate Superintendent of School District A by completing the district’s Request to Conduct Research form (Appendix F).

The Institutional Review Board (IRB) form was submitted to Baker University prior to collecting data and conducting research on June 13, 2016. The Baker University IRB Committee approved the IRB form on July 8, 2016 (Appendix G). After receiving permission from both the school district and Baker University research and data collection began.

The Fountas and Pinnell Benchmark Assessment was conducted by teachers during the 2015/ 2016 school year and results were recorded in the data collection system

Data Director. The students were assessed in a one-on-one setting and data from the Spring assessment was used. The OHI-E survey was distributed to teachers at four elementary schools in School District A who assessed students using the BAS during the 2015/2016 school year. The website surveymokey.com was used to distribute the survey. Before the survey was sent to the teachers at the schools each principal was contacted to ensure they gave approval for the staff to be surveyed using the OHI-E (Appendix H). Teachers at these four schools were first contacted through email on July 18, 2016 asking staff to complete the Organizational Health Inventory for Elementary Schools survey using the link provided on the email. Teachers were made aware in the email that the survey was voluntary and that by completing it they were giving consent for it to be used for study. In order to try and get as many teachers as possible to complete the survey, follow up emails were sent once a week for the next three weeks asking teachers to complete the survey.

Data Analysis and Hypothesis Testing

In order to address the research question RQ1 a simple linear regression analysis was completed. A multiple linear regression analysis was completed for research questions RQ2 through RQ6. These tests are appropriate because numerical data was compared. The test was conducted using IBM SPSS.

RQ1. To what extent levels of organizational health in public elementary schools might have impacted on levels of student reading achievement?

HI. Levels of organizational health in public elementary schools did have an impact on levels of student reading achievement.

A simple linear regression analysis was conducted to address RQ1. More specifically, a simple linear regression was conducted to predict student reading achievement based on levels of organizational health. Independent variable was tested for a significant contribution to the depended variable. The slope coefficient is tested using a *t* test. The level of significance for the simple linear regression modeling was .05.

RQ2. To what extent levels of institutional integrity in public elementary schools might have impacted on levels of student reading achievement?

H2. Levels of institutional integrity in public elementary schools did have an impact on levels of student reading achievement.

RQ3. To what extent levels of academic emphasis in public elementary schools might have impacted on levels of student reading achievement?

H3. Levels of academic emphasis in public elementary schools did have an impact on levels of student reading achievement.

RQ4. To what extent levels of collegial leadership in public elementary schools might have impacted on levels of student reading achievement?

H4. Levels of collegial leadership in public elementary schools did have an impact on levels of student reading achievement.

RQ5. To what extent levels of resource influence in public elementary schools might have impacted on levels of student reading achievement?

H5. Levels of resource influence in public elementary schools did have an impact on levels of student reading achievement.

RQ6. To what extent levels of teacher affiliation in public elementary schools might have impacted on levels of student reading achievement?

H6. Levels of teacher affiliation in public elementary schools did have an impact on levels of student reading achievement.

A multiple regression analysis was conducted to address from RQ2 to RQ6. More specifically, a multiple linear regression was conducted to predict student reading achievement based on levels of institutional integrity, academic emphasis, collegial leadership, resource influence, and levels of teacher affiliation. Based on the *F* test for the coefficient of determination, statistically significant models were identified, and these models were evaluated to find the best subset of the independent variables for predicting the dependent variable. Evaluation of each model is a two-step process. First, the models are compared to find the most parsimonious model, which is the model with the largest coefficient of determination (R^2), the smallest standard error of the estimate (*SEM*), and the fewest variables. Second, each of the variables in the selected model is tested for a significant contribution to the model. Each slope coefficient is tested using a *t* test. The level of significance for the multiple regression modeling was .05.

Limitations

Simon and Goes (2013) describe limitations as “matters and occurrences that arise which are out of the researcher’s control” (p. 1). The following limitations were identified:

1. The relatively small sample size of certificated teachers surveyed can affect the results of the study.
2. Fidelity administration of the Fountas and Pinnell Benchmark Assessment System could affect results of the study.

3. Factors influencing teachers' responses to the survey could affect the results of the study. Factors could include the recent experiences staff have had with administrators or community members which could have changed their perceptions of the school, experiences outside of school which impact their perception, or other experiences which change their overall perception of the school.

Summary

This chapter discussed the design and research methods for this study. Teachers who administered the Fountas and Pinnell Benchmark Assessment to students in one of four elementary schools in the North Kansas City School District were surveyed using the survey tool OHI-E. The results of this survey were compared to student reading achievement levels in those four elementary schools. The measurement tool for student reading achievement was the Fountas and Pinnell Benchmark Assessment. There was a review of the six research questions, research design, data collection procedures, data analysis and hypothesis testing, and limitations. In chapter four the results of the research are presented.

Chapter Four

Results

The purpose of this study was to determine if levels of organizational health, measured by the Organizational Health Inventory for Elementary Schools, in elementary schools impacted students' reading achievement in grades kindergarten through fifth grade. An additional purpose was to determine if any of the subscales of the organizational health inventory: institutional integrity, resource influence, academic influence, collegial leadership and teacher affiliation impacted student reading achievement. This chapter includes descriptive statistics and the results of the hypothesis testing.

Descriptive Statistics

The population for this study was elementary teachers in grades kindergarten through fifth grade in four different elementary schools and students in grades kindergarten through fifth grade at those four schools. The participants were all from the same large Missouri School District. Ninety-seven teachers participated in the study (see Table 8 for demographic information).

Table 8

Teacher Participant Demographics

School	School A	School B	School C	School D
Average Years of Experience	13.1	14.2	15.6	11.1
Percentage with Masters Degree or higher	62.7	64.7	57.7	63.2

Note. Adapted from *Building Faculty Information*, DESE, 2016. Retrieved from <https://mcds.dese.mo.gov/guidedinquiry>

Teachers rated the levels of Organizational Health on a 4-point scale (1) rarely occurs to (4) very frequently occurs with 37 questions total. Teachers rated the overall organizational health of the elementary school they taught in ($M = 3.00$, $SD = .39$). This mean represented the average perception a teacher had regarding levels organizational health in the school they taught in. The mean of 3.00 indicated that teachers had an overall positive perception of the organizational health of the elementary school they taught in.

Levels of student reading achievement were gathered from the Fountas and Pinnell Benchmark Assessment System which is used to assess every elementary student in School District A. Ninety-seven student reading levels were randomly selected from the 1,943 student reading levels collected. Those ninety-seven reading scores were used to conduct the analysis. Student reading levels are recorded by teachers from letters A – Z. These letters were assigned a number from 1 – 26, where A = 1, B = 2, C = 3 which continued through the alphabet until Z = 26. The mean ($M = 14.61$, $SD = 7.16$). The mean indicated what the average reading level for the ninety-seven randomly selected students. The mean of levels of student reading achievement was 14.61 ($SD = 7.16$), which identified the average reading level of the ninety-seven randomly selected students to be between the letters N and O.

Hypothesis Testing

This section included the results of the hypothesis testing. A single linear regression model was used to address research question one. A multiple regression analysis was used to address research questions two through six. The level of

signification for both the single linear regression and the multiple regression analysis was set at .05.

RQ1. To what extent levels of organizational health in public elementary schools might have an impact on levels of student reading achievement?

H1. Levels of organizational health in public elementary schools did have an impact on levels of student reading achievement.

The independent variable used in research question one was the results from the OHI-E survey. The dependent variable for research question one was the reading achievement scores for students in grades kindergarten through fifth grade.

To investigate research question one a single linear regression model was applied. A simple linear regression was calculated to predict levels of student reading achievement based on levels of organizational health. As shown in Table 9 descriptive statistics for each variable was reported. Outliers were checked for and none were detected. The results indicated no significant regression equation ($F(1, 95)=.478, p = .491$), with an R^2 of .005. The results did not support hypothesis one. The levels of organizational health did not impact levels of student reading achievement.

RQ2. To what extent levels of institutional integrity in public elementary schools might have an impact on levels of student reading achievement?

H2. Levels of institutional integrity in public elementary schools did have an impact on levels of student reading achievement.

RQ3. To what extent levels of academic emphasis in public elementary schools might have an impact on levels of student reading achievement?

H3. Levels of academic emphasis in public elementary schools did have an impact on levels of student reading achievement.

RQ4. To what extent levels of collegial leadership in public elementary schools might have an impact on levels of student reading achievement?

H4. Levels of collegial leadership in public elementary schools did have an impact on levels of student reading achievement.

RQ5. To what extent levels of resource influence in public elementary schools might have an impact on levels of student reading achievement?

H5. Levels of resource influence in public elementary schools did have an impact on levels of student reading achievement.

RQ6. To what extent levels of teacher affiliation in public elementary schools might have an impact on levels of student reading achievement?

H6. Levels of teacher affiliation in public elementary schools did have an impact on levels of student reading achievement.

The independent variable used in research questions two through six were the results of the five subscales of the OHI-E survey. The dependent variable for research questions two through six was the reading achievement scores for students in grades kindergarten through fifth grade.

To investigate research questions two through six a multiple regression was applied. A multiple linear regression was calculated to predict levels of student reading achievement based on levels of institutional integrity, academic emphasis, collegial leadership, resource influence, or teacher affiliation. As shown in Table 9 descriptive statistics for each variable was reported. Outliers were checked for each subscale and

none were excluded from the analysis. The results indicated no significant regression equation ($F(5, 91)=2.109, p = .071$), with an R^2 of .104. The results did not support hypothesis two through six, levels of institutional integrity, academic emphasis, collegial leadership, resource influence, or teacher affiliation did not impact levels of student reading achievement.

Table 9

Descriptive Statistics for each Variable

Variables	N	Mean	SD
Levels of Student Reading Achievement	97	14.61	7.16
Organizational Health Inventory Elementary	97	3.00	.39
Levels of Institutional Integrity	97	2.73	.58
Levels of Collegial Leadership	97	3.18	.64
Levels of Resource Influence	97	2.71	.56
Levels of Teacher Affiliation	97	3.30	.45
Levels of Academic Emphasis	97	2.87	.41

Summary

This chapter included the descriptive statistics and the results of the hypothesis testing for this study. Single linear regression was conducted to examine research question one and a multiple regression was conducted to examine research questions two through six. The findings indicated that overall levels of organizational health did not impact levels of student reading achievement. Additionally, findings indicated levels of institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis did not impact levels of student reading achievement. Levels of

overall organizational health, institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis was not a significant predictor of the levels of student reading achievement. Chapter five includes a summary of the study, review of the methodology, major findings, and findings related to literature. Finally, the chapter includes conclusions, implications, recommendations, and concluding comments.

Chapter Five

Interpretation and Recommendations

The primary purpose of this study was to research the impact levels of organizational health in elementary schools had an impact on the levels of student reading achievement. Another purpose was to examine the five subscales of the Organizational Health Inventory for Elementary Schools (OHI-E) and determine the impact on levels of student reading achievement. The five subscales were institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis. Chapter five provides a study summary of chapters one through four. This chapter also includes findings related to literature, conclusions, and recommendations for further action.

Study Summary

This quantitative study examined the relationship that existed between levels of organizational health in elementary schools and levels of student reading achievement. The study also examined the relationship between institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis and levels of elementary student reading achievement. Levels of organizational health were measured by administering the Organizational Health Inventory for Elementary Schools survey to teachers in School District A. Levels of student reading achievement were measured by the Fountas and Pinnell Benchmark Assessment System (BAS). This overview contains an overview of the problem, the purpose statement and research questions, a review of methodology, and the major findings of the study.

Overview of the problem. The researcher was unable to find much information related to how levels of organizational health in schools impacted student levels of reading achievement. The importance for students to be able to read at an appropriate grade level increased by the passing of Missouri Senate Bill 319 in 2001 (S. 319, 91st General Assembly, 2001). This bill identified steps schools would need to take to retain students in specific grades if they were not reading at a certain reading levels. School climate and health have been shown to have a direct impact on student achievement of various assessments (Dunn & Harris, 1998; Wagner & Madsen-Copas, 2002; Marshall, Pritchard, & Gunderson, 2004; MacNeil, Prater, & Burch, 2009). Teachers and administrators in School District A have access to levels of student reading achievement. Determining if a relationship existed between those levels and levels of organizational health and the five subscales could create opportunities for teachers and administrators to create an environment which would increase levels of student reading achievement.

Purpose statement and research questions. The purpose of this study was to understand the relationship between levels of organizational health in elementary schools and levels of student reading achievement. An additional purpose was to determine if there was a relationship between subscale measures of organizational health; institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis and levels of elementary student reading achievement. Teacher perceptions about the level of organizational health and the five subscales were measured by the survey Organizational Health Inventory for Elementary Schools. Levels of student reading achievement were measured by the Fountas and Pinnell Baseline Assessment System and students received a score between letters A to Z. One research question was

created to investigate the impact of organizational health on levels of reading achievement. Five additional research questions were utilized to determine if any of the five subscales of the Organizational Health Inventory for Elementary Schools impacted student reading achievement. Professional development offered in elementary schools could be influenced by further understanding how organizational health in elementary schools influences student reading achievement.

Review of the methodology. The sample for this study included ninety-seven Missouri public elementary school teachers in four different elementary schools. Each of these teachers were involved in assessing students' reading achievement. This group was selected because of the researcher's familiarity with the schools and school district. The group was also selected because the four schools had similar student demographic populations. Student reading achievement levels were available on School District A's data collection system. The student reading data was gathered from students in grades kindergarten through fifth grade who attended school in School District A. There were 1,943 student participants for this study, and of this population, ninety-seven students were randomly selected.

Each research question was addressed by one hypothesis. For research question one a simple linear regression analysis was completed to determine if a relationship existed between levels of organizational health and levels of student reading achievement. For research questions two through six a multiple linear regression analysis was completed to determine if a relationship existed between levels of organizational health and levels of student reading achievement.

Major findings. Results related to research question one indicated that levels of organizational health did not impact levels of student reading achievement. Chapter four disclosed levels of organizational health in elementary schools and levels of student reading achievement. Results also indicated that each of the five subscales; institutional integrity, collegial leadership, resource influence, teacher affiliation, or academic emphasis did not impact levels of reading achievement.

The ninety-seven teachers who responded to the survey indicated a similar perception of the organizational health of the schools and that the overall health of the schools was positive. Teachers rated Teacher Affiliation and Collegial Leadership as the two highest subscale areas while Resource Influence and Institutional Integrity were the lowest. Even with higher and lower levels of ratings in the subscales, none of the five subscales had a significant impact on reading achievement levels.

Findings Related to the Literature

In this section, the results of this study are examined for similarities to previous studies. The ability for students to read at a level that is appropriate for their grade has been shown to increase students' ability to be successful in school (Mahapatra, 2015; Ming & Dukes, 2008). Educators have worked to address the difference between students reading at grade level and students who are not reading at grade level. Schools with high levels of organizational health have been shown to positively impact student success on state assessments (Dunn & Harris, 1998; MacNeil, Prater, & Busch, 2009; Marshall, Pritchard, & Gunderson, 2004). Chapter two contained a review of literature relevant to this study. This section offers the findings of this study and its relevance to other studies.

This study examined the relationship between levels of organizational health and levels of student reading achievement. In this study, reading instruction was completed using the reader's workshop model of instruction. Reading levels were identified by teachers using the Fountas and Pinnell Baseline Assessment System (BAS). Several studies have been conducted to examine the success of using the reader's workshop model of instruction (Porath, 2014; Mounla, Bahous, & Nabhani, 2011). Studies have shown that the BAS is a valid assessment tool to determine levels of student reading (Pinnell, 1995).

Similar to other studies, this study focused on the impact levels of organizational health had on student achievement. Several studies summarized in chapter two referenced schools using tools to monitor levels of organizational health and attempts to improve organizational health in schools (Hoy, Tatter, & Kottkamp, 1991; Kimpston & Sonnabend, 1973; Halpin & Croft, 1962). These studies examined schools and the success of students on summative assessments that encompassed multiple curricular areas. This study found that levels of organizational health did not impact levels of student reading achievement.

This study also examined the five subscales of the Organizational Health Inventory for Elementary Schools: institutional integrity (IL), collegial leadership (CL), resource influence (RI), teacher affiliation (TA), and academic emphasis (AE). These five areas were examined individually to determine if they impacted levels of student reading achievement. Hoy, Tarter, and Kottkamp (1991) examined each of these five areas and found that all five impacted organizational health in elementary schools.

Studies have shown that schools that have higher levels of institutional integrity have higher rates of student success on assessments (Khairutdinova, Selivanova, & Albildina, 2016). Institutional integrity can be described as teachers who feel empowered to teach without excess external pressure (Hoy, Tarter, Kottkamp, 1991). The Hameiri and Nir (2016) study showed that students had lower levels of academic success in schools which operated with a perceived uncertain environment because of unnecessary pressure from external forces such as pressure to perform on various standardized assessments. This study did not find a relationship between institutional integrity and levels of student reading achievement.

Previous studies have shown that teachers' perceptions about how resources were made available, impacted levels of student achievement (Lambert, McCarthy, Fitchett, & Lineback, 2015). Schools which operate with transparency to ensure that teachers understood the method for resources being made available had higher levels of positive perception about the school and the school leadership (Arsen & Ni, 2012). In schools with positive perceptions of resource allocation, teachers felt they were able to receive all necessary items to successfully teach students. This study did not find a relationship between levels of resource allocation and levels of student reading achievement.

Several studies have shown that high levels of teacher affiliation positively impacted student success on grade cards and summative assessments (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Brekelmans, Mainhard, den Brok, Wubbels, 2011). Teacher affiliation is associated with the level of success the staff at schools interact with peers, students, and all other stakeholders. Schools with positive levels of teacher affiliation had a positive school culture. Studies found that in schools with high levels of

teacher affiliation students felt their teachers had their best educational interest as a priority (Ertesvag & Roland, 2015). This study did not find a relationship between teacher affiliation and levels of student reading achievement.

Collegial leadership was described as the ability for staff to view the administration and peers as instructional leaders. The ability for all staff to assume leadership roles is especially important in elementary schools because they are smaller and less specialized than other schools (Hoy & Tarter, 1997). In a study conducted by Smith and Maika (2008), schools with higher levels of organizational health were able to adapt to change better. Additionally, the staff functioned as a cohesive unit to create more efficient instructional environment for students (Smith and Maika, 2008). In this study, there was no relationship found between levels of collegial leadership and levels of student achievement.

Schools that had norms in place which created a climate that fostered a strong focus on academic emphasis had higher levels of positive student performance than schools which did not have an environment focus on academic success (Adams, Ware, Jordan, Miskell, & Forsyth, 2016). Hoy and Hoy (2006) indicated that schools were considered to have a focus on academic emphasis when teachers and administrators consistently reviewed data related to student achievement. Teachers and administrators used the data to determine levels of success educational practices were having on student learning. This study did not find a relationship between levels academic emphasis and levels of student reading achievement.

Conclusions

The results of this study found that levels of organizational health did not

correlate to levels of student reading achievement. The results also indicated that none of the five subscales of the Organizational Health Inventory for Elementary Schools impacted levels of student reading achievement. The results of this study align with previous studies which found that the delivery method of instruction and the environment it was in did not impact levels of student learning (Cavanaugh & Jacquemin, 2015; Shanahan, 2005). Implications for action and recommendation for future research based on this research are included in this section.

Implications for action. The ability for students to comprehend text and read fluently is vital to students being academically successful (Biancarosa & Snow, 2006). The reader's workshop model of instruction has been shown to be a successful instructional delivery system to improve levels of student reading achievement (Millin & Rinehart, 1999). Organizational health can also be defined as the climate, or feel, of a school which has been shown to impact the academic success of students (Jones and Schindelar, 2016; Durham, Bettencourt, & Connolly, 2014). The current study was conducted to determine if levels of organizational health in elementary schools impacted student levels of reading achievement. The results of this study could provide teachers and administrators guidance on what can be done to improve the climate of the school to improve academic success. While this study did not show a statistically significant relationship between levels of organizational health and levels of student reading achievement more search is needed to examine levels of student reading achievement. There are many factors which could impact levels of reading achievement which should be studied to determine if organizational health impacts those factors.

Another implication for action would be for schools to develop a committee of

various stakeholders to monitor the organizational health of the schools. While this study did not find a relationship between levels of organizational health and levels of student reading achievement it has been proven that organizational health does impact student achievement in other areas. The committee could periodically examine levels of organizational health data and student achievement data to determine if adjustments need to be made to ensure the organizational health of the school.

A final implication would be to examine the roles of other school staff, such as para-educators, office staff, and other nonteaching areas, to determine how these positions impact organizational health. While the people in those positions do not assess student learning, they do work in the school and impact the levels of organizational health. Surveying this group of school employees with the teachers could develop a clearer understanding of what the true level of organizational health for the school was.

Recommendations for future research. Findings of this study expanded on literature which was available and related to organizational health and student reading achievement. Specifically, this study was conducted to examine the levels of reading achievement for students in grades kindergarten through fifth grade. The following are recommendations for future research.

The first recommendation is to duplicate the current study by enlarging the sample size. This study was limited to the reader's workshop model of instruction used at four elementary schools in School District A. Studying organizational health at more elementary schools in both this school district and other school districts in Missouri would create a broader view of levels of organizational health in elementary schools. Studying schools which use a different method of reading instruction and their levels of

organizational health would assist in determining if it is the method of reading instruction which impacts levels of reading achievement or the levels of organizational health.

The second recommendation is that the study could be replicated and use multiple sources to identify levels of student reading achievement. Students in School District A take multiple assessments throughout the year to measure comprehension and fluency levels. In addition to the Fountas and Pinnell Benchmark Assessment System, teachers use the tool AIMsweb as a universal screener to monitor student progress in reading. These assessments are given three times a year; Fall, Winter, and Spring, and results are examined to determine if interventions are needed. The results of these assessments could be examined to determine if there was a relationship between them and levels of organizational health.

A third recommendation would be to narrow the scope of reading achievement and focus on a specific component such as fluency, comprehension, or vocabulary recognition. There are many factors which impact levels of student reading achievement, but focusing on just one area could provide the researcher with a specific area to address. Teachers provide lessons which address certain components of reading and by determining the levels of organizational health compared to specific reading skills, a researcher could determine if a relationship exists.

A fourth recommendation would be to survey teachers twice, once in the Fall and once in the Spring, to examine their perception of the levels of organizational health at elementary schools. Teachers perceptions can change for a variety of reasons throughout the school year. Examining levels of organizational health at two different times a year could provide a researcher with a better understanding of how teachers feel about the

climate of schools.

A final recommendation would be to examine levels of organizational health compared to other student assessed academic areas. Organizational health has been shown to impact learning on state assessments so research should be conducted to see if a relationship exists between math, writing, or science achievement and levels of organizational health. Using organizational health survey data from teachers could be compared to assessment data from assessed academic areas to examine if a relationship exists.

Concluding Remarks

This study identified six research questions and six accompanying hypothesis for the purpose of determining if levels of organizational health, and the five subscales associated with organizational health inventory survey, impacted levels of student reading achievement. Several studies identified in Chapter 2 indicated that organizational health impacted levels of academic success, however, this study did not find a correlation between levels of organizational health and levels of student reading achievement. Further studies should be conducted to determine other factors in addition to levels of organizational health which impact the ability for students to read at appropriate levels.

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Appendices

Appendix A: Goals for Student Achievement

Goals for Student Achievement

Stages of Reading Development for Elementary
based on the work of Fountas & Pinnell

Emergent	Early	Transitional	Fluent
<ul style="list-style-type: none"> • Kindergarten • Levels A – D 	<ul style="list-style-type: none"> • First Grade • Levels D – J • Lexile Levels 190 - 530 	<ul style="list-style-type: none"> • Second and Third Grade • Levels J – R • Lexile Levels 420 - 820 	<ul style="list-style-type: none"> • Fourth and Fifth Grade • Levels R – W • Lexile Levels 740-1010

Instructional Text Level Expectations for Reading
North Kansas City School District

Grade	Fall (Late September)	Winter (Late December)	Early Spring (March)	Late Spring (Mid/Late May)
K		B	C	D
1	C/D	G	H/I	J
2	I/J	L/M	M	N
3	M/N	P/Q	Q	R
4	Q/R	S	T	U
5	T/U	V	V/W	W

Appendix B: OHI-E

OHI-E

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.

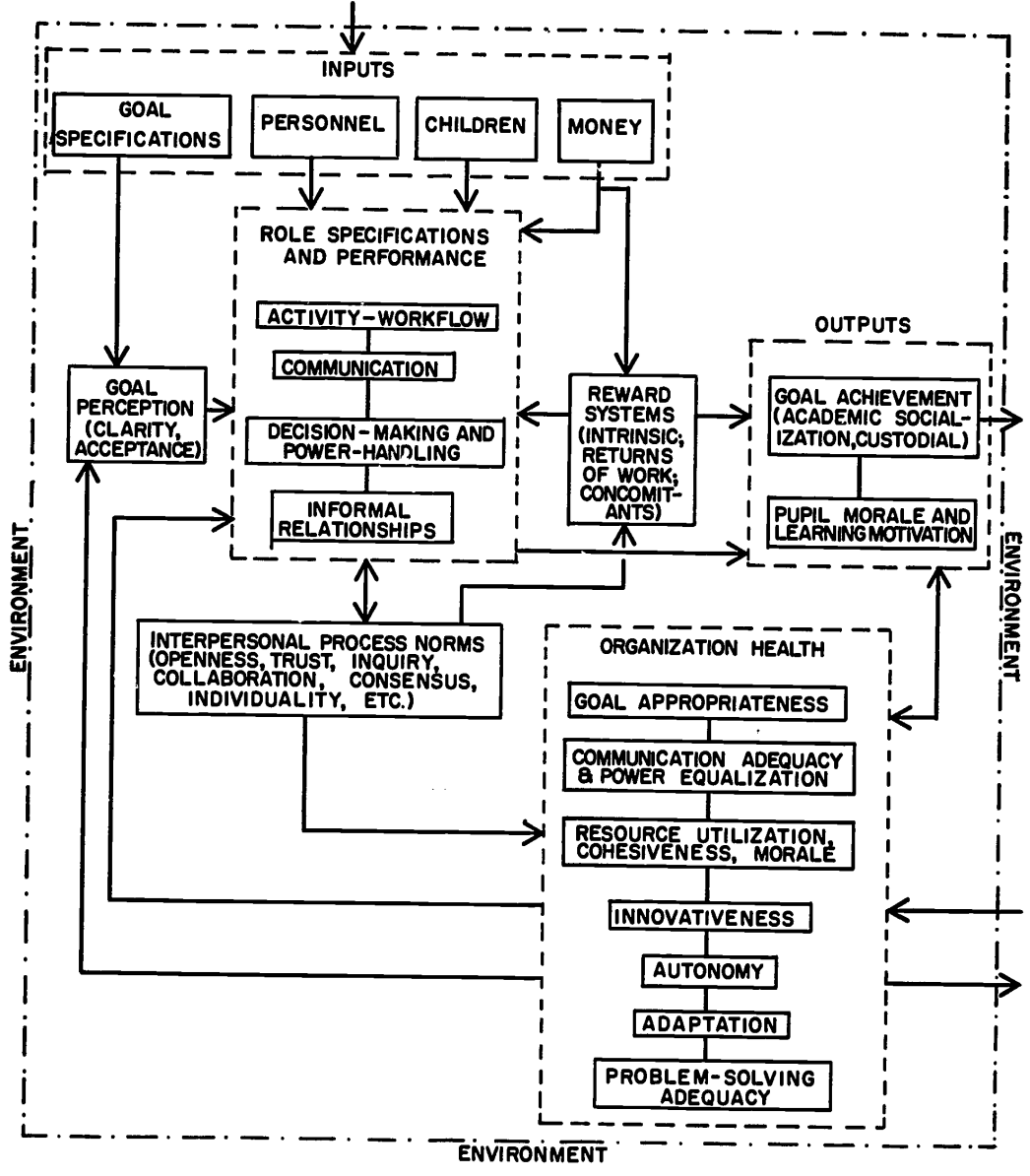
	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
2. The principal gets what he or she asks for from superiors.	1	2	3	4
3. The principal discusses classroom issues with teachers.	1	2	3	4
4. The principal accepts questions without appearing to snub or quash the teacher.	1	2	3	4
5. Extra materials are available if requested.	1	2	3	4
6. Students neglect to complete homework.	1	2	3	4
7. Students are cooperative during classroom instruction.	1	2	3	4
8. The school is vulnerable to outside pressures.	1	2	3	4
9. The principal is able to influence the actions of his or her superiors.	1	2	3	4
10. The principal treats all faculty members as his or her equal.	1	2	3	4
11. The principal goes out of his or her way to show appreciation to teachers.	1	2	3	4
12. Teachers are provided with adequate materials for their classrooms.	1	2	3	4
13. Teachers in this school like each other.	1	2	3	4
14. Community demands are accepted even when they are not consistent with the educational program.	1	2	3	4
15. The principal lets faculty know what is expected of them.	1	2	3	4
16. Teachers receive necessary classroom supplies.	1	2	3	4
17. The principal conducts meaningful evaluations.	1	2	3	4
18. Students respect others who get good grades.	1	2	3	4
19. Teachers feel pressure from the community.	1	2	3	4
20. The principal's recommendations are given serious consideration by his or her superiors.	1	2	3	4
21. The principal maintains definite standards of performance.	1	2	3	4
22. Supplementary materials are available for classroom use.	1	2	3	4
23. Teachers exhibit friendliness to each other.	1	2	3	4
24. Students seek extra work so they can get good grades.	1	2	3	4
25. Select citizen groups are influential with the board.	1	2	3	4
26. The principal looks out for the personal welfare of faculty members.	1	2	3	4
27. Teachers express pride in their school.	1	2	3	4
28. Teachers identify with the school.	1	2	3	4
29. The school is open to the whims of the public.	1	2	3	4
30. A few vocal parents can change school policy.	1	2	3	4
31. Students try hard to improve on previous work.	1	2	3	4
32. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
33. The learning environment is orderly and serious.	1	2	3	4
34. The principal is friendly and approachable.	1	2	3	4
35. There is a feeling of trust and confidence among the staff.	1	2	3	4
36. Teachers show commitment to their students.	1	2	3	4
37. Teachers are indifferent to each other.	1	2	3	4

(Copyright© Hoy, 2003)

Appendix C: Change Process in the Public Schools

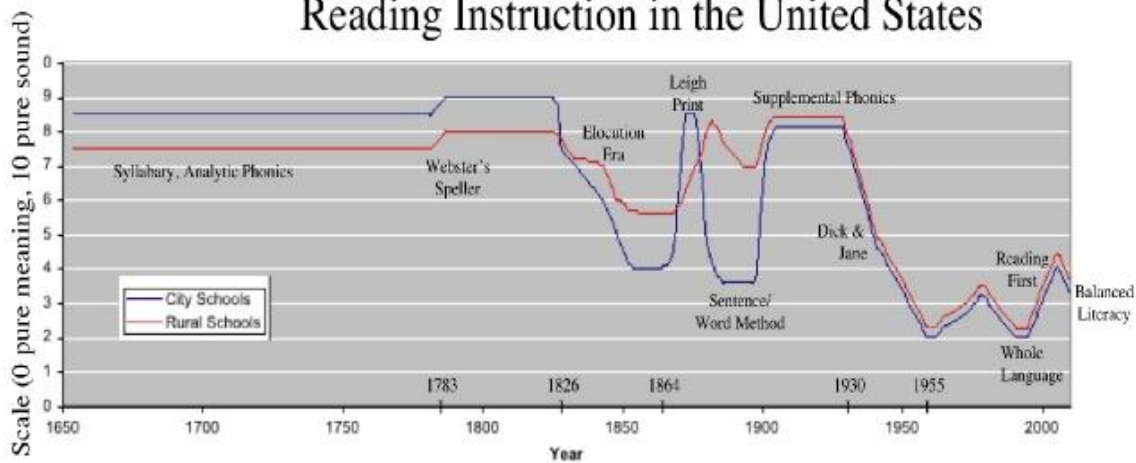
The figure indicates that the organization exists in an environment from which it receives inputs (money, personnel, and children) and to which it releases outputs in terms of goal achievement, and morale and learning motivation of the clients in the organization (children).

Figure 1
SCHEMATIC MODEL OF ORGANIZATION FUNCTIONING AND CHANGE ENVIRONMENT



Appendix D: Reading Instruction in the United States

Reading Instruction in the United States



Appendix E: Permission to Use the OHI-E

Saturday, September 10, 2016 at 3:48:45 PM Central Daylight Time

Subject: Re: Permission to use the OHI-E
Date: Wednesday, October 21, 2015 at 11:29:35 AM Central Daylight Time
From: Wayne Hoy
To: Branson Bradley

Dear Branson—

You have my permission to use the OHI-E for your research.

Best wishes.

Wayne

WAYNE K. HOY
FAWCETT PROFESSOR EMERITUS IN
EDUCATION ADMINISTRATION
THE OHIO STATE UNIVERSITY
WWW.WAYNEKHOY.COM

7655 PEBBLE CREEK CIRCLE, #301
NAPLES, FL 34108
EMAIL: WHOY@MAC.COM
PHONE: 239 595 5732

On Oct 19, 2015, at 5:51 PM, Branson Bradley <Branson.Bradley@nkcschools.org> wrote:

Dr. Hoy,

My name is Branson Bradley and I am currently pursuing my Ed.D. from Baker University in Overland Park, Kansas. I am writing my dissertation on how reading achievement of elementary students differs among levels of organizational health in elementary schools. I am writing to request permission to use the Organizational Health Inventory for Elementary Schools. The OHI-E will be administered to approximately 70 elementary teachers who teach grades kindergarten through 5th grade. Please let me know if you give your permission for me to use the OHI-E in my research. If you have any questions I can be reached at this email address or by phone at 816.321.5090. I appreciate your time and consideration in this matter.

Thank you,

Branson Bradley
Fox Hill Elementary
Principal
816.321.5090

Appendix F: Request to Conduct Research

Request to Conduct Research

2016-2017

Name of Applicant: <u>Branson Bradley</u>
Employee of North Kansas City Schools? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, location and position <u>Fox Hill Elementary, Principal</u>
Is the research in fulfillment of graduate program requirements and/or in partnership with an external organization (e.g., university, college, business, industry, agency, etc.)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, name of external organization and lead contact person: External organization: <u>Baker University</u>
Lead Contact Person and Position: <u>Branson Bradley, Principal Investigator</u>
Purpose of research: <u>To determine if there is a relationship between reading achievement and levels of organizational health in elementary schools.</u>

Submission Requirements

1. A copy of the complete application submitted for formal approval by a human subjects review board. This application should include, at a minimum:
 - a. A brief summary of the purpose and scope of the research including:
 - The extent to which the research addresses and/or aligns with the goals of the school district
 - Potential benefit of the research to positively impact district, building, or classroom practice
 - b. A brief summary of the research methods including:
 - Participants
 - Selection process
 - Remuneration procedures (if applicable)
 - Assurance of confidentiality of participant identification
 - Consent and assent procedures and documents
 - Activities related to the research, including proposed survey, interview, and/or assessment questions/instruments
 - Extent of intrusiveness/disruption regarding classroom instruction
 - Time/effort requirements of participants
2. Evidence to demonstrate that the proposed research has been formally approved through a human subjects review process.
3. Assurance from the researcher that building principals, teachers, students and/or their parents may opt out of participation without consequence even with approval by the district team.
4. Assurance from the researcher that results will be communicated back to the district upon completion of study. (Anticipated date of completion: 12/01/16)

Signature of Executive Director of Data and Accountability: <u>Dr. J. Hill Pruett</u>	Approved: <input checked="" type="checkbox"/> Not Approved: <input type="checkbox"/>
Team Review Date: <u>6/2/2016</u>	Signature of Deputy Superintendent: <u>Jaim M. Hackoff</u> <u>6/2/16</u>
Signature of Principal(s) of building(s) impacted by research study: _____	Date: <u>6/2/16</u>

A copy of this form must be returned to NKCS Executive Director of Data and Accountability with all necessary signatures before approval can be granted to conduct research.

Appendix G: Institutional Review Board



Baker University Institutional Review Board

7/8/2016

Dear Branson Bradley and Dr. Frye,

The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at CTodden@BakerU.edu or 785.594.8440.

Sincerely,

Chris Todden EdD
Chair, Baker University IRB

Baker University IRB Committee
Verneda Edwards EdD
Sara Crump PhD
Erin Morris PhD
Scott Crenshaw

Appendix H: Request to Conduct Research

Sunday, September 11, 2016 at 11:49:38 AM Central Daylight Time

Subject: Request to survey staff
Date: Monday, July 11, 2016 at 11:46:32 AM Central Daylight Time
From: Branson Bradley
To: Heather Stukey, Jessica Martin, Starr Rich
Attachments: ohi-e.pdf, Bradley Request to Conduct Research NKCS.D.pdf

Mrs. Stukey, Dr. Martin, and Dr. Rich,

I am working on the survey portion of my dissertation and have received approval from Baker University to proceed with the research. In addition to receiving approval from Baker University, I received approval from the North Kansas City School District and have attached the signed Request to Conduct Research form.

My dissertation is focused on Organizational Health and Reader's Workshop. I am requesting to survey the certificated staff at Bell Prairie Elementary, Nashua Elementary, Northview Elementary, and Fox Hill Elementary using the survey Organizational Health Inventory Elementary (OHI-E). The survey results will be compared to Fountas and Pinnell levels. The survey will be sent using the website surveymonkey.com beginning July 18th and follow up emails requesting staff to complete the survey will be sent out weekly for three consecutive weeks. The survey results will be anonymous I have attached a copy of the Organizational Health Inventory Elementary to this email.

Thank you for allowing me to conduct the research.

Branson Bradley
Principal, Fox Hill Elementary
North Kansas City School District
816.321.5090