

OCI - ORGANIZATIONAL CLIMATE INDEX (OCI)

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The Organizational Climate Index (OCI) is a short organizational climate descriptive measure for schools. The index has four dimensions —principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. The measure is a combination of the OHI and OCDQ. The OCI is a revision of the earlier SCI.

Dimensions (Subtests of the OCI)

Collegial Leadership is directed toward both toward meeting the social needs of the faculty and achieving the goals of the school. The principal treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.

Professional Teacher Behavior is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support.

Achievement Press describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and the principal exert pressure for high standards and school improvement.

Institutional Vulnerability is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive.

Reliability

Each of these dimensions was measured by a subtest of the OCI. The reliability scores for the scales were relatively high: Collegial Principal Behavior (.94), Professional Teacher Behavior (.88), Achievement Press (.92), and Institutional Vulnerability (.87).

Construct Validity

A factor analysis of the instrument supports the construct validity of the concept of school climate (Hoy, Smith, & Sweetland, 2002). The items loaded strongly on each of the theoretically predicted dimensions.

Administering the Instrument

The OCI is best administered as part of a faculty meeting. It is important to guarantee the anonymity of the teacher respondent; teachers are not asked to sign the questionnaire and no identifying code is placed on the form. Most teachers do not object to responding to the instrument, which takes about five minutes to complete. It is probably advisable to have someone other than the principal in charge of collecting the data. What is important is to create a non-threatening atmosphere where teachers give candid responses.

Scoring

The items are scored by assigning 1 to "rarely occurs," 2 to "sometimes occurs," 3 to "often occurs," and 4 to "very frequently occurs." Each questionnaire is scored, and then school scores are computed.

Step 1: Score each item* for each respondent with the appropriate number (1, 2, 3, or 4), then sum items for each of the four subtests and divide by the number of responses as follows:

Collegial Leadership (CL) = $1+3+5+10+13+20+27$ divided by 7**.

Professional Teacher Behavior (PTB) = $8+18+21+23+25+28+29$ divided by 7**.

Achievement Press (AP) = $7+11+15+16+17+19+22+24$ divided by 8**.

Institutional Vulnerability (IV) = $2+6+9+12+26$ divided by 5**.

* Items 4, 14, 30 are filler items and are not scored.

**This divisor assumes that the teacher responded to all items in the subtest; if a teacher skipped an item divide by one less. Do not score a subtest if the teacher skips more than one item on a given subtest.

Step 2: Calculate the school score for each dimension as follows:

Collegial Leadership (CL) = Average all of the teacher CL scores.

Professional Teacher Behavior (PTB) = Average all of the teacher PTB scores.

Achievement Press (AP) = Average all of the teacher AP scores.

Institutional Vulnerability (IV) = Average all of the teacher IV scores.

Computing the Standardized Scores for the OCI for purposes of comparison to a typical sample of high schools.

Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which we call SdS score.

Standard Score for Collegial Leadership (SCL) = $100(CL-20.75)/2.658 + 500$

First compute the difference between your school score (CL) and the mean for the normative sample (CL-20.75). Then multiply the difference by one hundred [$100(CL-20.75)$]. Next divide the product by the standard deviation of the normative sample (2.658). Then add 500 to the result. You have computed a Standard Score for Collegial Leadership of the Principal where the average is 500 and the standard deviation is 100.

Repeat the process for each climate dimension as follows:

Standard Score for Prof. Teacher Behavior (SPTB) = $100(PTB-21.280)/1.520 + 500$

Standard Score for Achievement Press (SAP) = $100(AP-20.80)/2.352 + 500$

Standard Score for Institutional Vulnerability (SIV) = $100(IV-12.417)/1.687 + 500$

You have standardized your school scores against the normative data provided in the New Jersey sample. For example, if your school score is 400 on institutional integrity, it is one standard deviation below the average score on institutional integrity of all schools in the sample; that is, the school has more institutional integrity than only 16% of the other schools. . You may recognize this system as the one used in reporting individual scores on the SAT, CEEB, and GRE. The range of these scores is presented below:

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

Reference

Hoy, W. K., Smith, P. A., and Sweetland, S. R. 2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.

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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. A few vocal parents can change school policy.	1	2	3	4
3. The principal treats all faculty members as his or her equal.	1	2	3	4
4. The learning environment is orderly and serious.	1	2	3	4
5. The principal is friendly and approachable.	1	2	3	4
6. Select citizens groups are influential with the board.	1	2	3	4
7. The school sets high standards for academic performance.	1	2	3	4
8. Teachers help and support each other.	1	2	3	4
9. The principal responds to pressure from parents.	1	2	3	4
10. The principal lets faculty know what is expected of them.	1	2	3	4
11. Students respect others who get good grades.	1	2	3	4
12. Teachers feel pressure from the community.	1	2	3	4
13. The principal maintains definite standards of performance.	1	2	3	4
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4
15. Students seek extra work so they can get good grades.	1	2	3	4
16. Parents exert pressure to maintain high standards.	1	2	3	4
17. Students try hard to improve on previous work.	1	2	3	4
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4
21. Teachers respect the professional competence of their colleagues.	1	2	3	4
22. Parents press for school improvement.	1	2	3	4
23. The interactions between faculty members are cooperative.	1	2	3	4
24. Students in this school can achieve the goals that have been set for them.	1	2	3	4
25. Teachers in this school exercise professional judgment.	1	2	3	4
26. The school is vulnerable to outside pressures.	1	2	3	4
27. The principal is willing to make changes.	1	2	3	4
28. Teachers "go the extra mile" with their students.	1	2	3	4
29. Teachers provide strong social support for colleagues.	1	2	3	4
30. Teachers are committed to their students.	1	2	3	4

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