

Guidelines for Interpreting and Scoring Benchmarks

6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.

I. What does this benchmark indicate for school performance?

Benchmark 6.6 is about the collaboration between the leader/leadership team and governing body to ensure operational vitality for the school's programs and services. Critical to this benchmark is the organizational model used by the leader/leadership team and governing body to create an infrastructure that works in harmony based on clearly designed, recognized and implemented roles and responsibilities. This collaborative model seeks to create and maintain programs and services that promote continuous growth of student learning in an atmosphere seeking to achieve a shared vision. The leader/leadership team has the responsibility to lead the planning and implementation of goals related to the components of operational vitality within this collaborative model. Specifically, the leader/leadership team ensures the operational vitality and effectiveness of the infrastructure components related to enrollment management, personnel decisions, budgeting, finance, human resources, facilities, technology, marketing, and advancement.

II. As a review team member, what evidence do I look for?

Here are some fundamental guiding questions that will help frame this item:

- Does the organizational model utilized by the leader/leadership team and governing body give evidence of collaboration throughout the school's program to ensure operational vitality?
- What documents, including minutes and reports, are present that indicate a regular collaborative meeting structure exhibited by all working groups of the school?
- Is there evidence that a strategic plan has been developed, implemented, and assessed through the collaborative efforts of the school's leader/leadership team and governing body?
- Do the stakeholders of the school, through recent survey, recognize collaboration between the school's leader/leadership team and governing

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body as providing a structure for open communication, planning and programming that ensures operational vitality?

- Are there policies and procedures in place to provide an infrastructure of programs and services that ensures the operational vitality of the school?
- Do the programs and services have sufficient personnel to ensure effective implementation of responsibilities related to each infrastructure component?
- Is there sufficient financial allocation through annual budgeting to ensure the operational vitality of the infrastructure that supports programs and services?

III. What are the key differences between the levels of the rubric?

At level 3- **Fully Meets Benchmark,**

all stakeholders recognize that the collaborative functioning of the school's basic framework produces strong and dynamic programs and services. Sufficient personnel and financial capacity are present to effectively implement policies, programs and procedures.

At level 4- **Exceeds this Benchmark,**

all stakeholders recognize that the collaborative functioning of the school's basic framework produces strong and dynamic programs and services. Sufficient personnel and financial capacity are present to effectively implement policies, programs and procedures. In addition, plans for facilities, budgeting, advancement and development are transparent and shared with stakeholders. The community of stakeholders is then empowered to ensure the operational vitality of the school.

At level 2- **Partially Meets this Benchmark,**

it is evident that the school's leadership is not fully supported by the governing body or vice versa. Although some collaboration occurs between the leader and governing body, it is cursory and lacks a bonded commitment to the schools' mission and vision. The organizational structure of the school does not promote collaboration towards programs and services that support the

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operational vitality of the school. Policies and procedures related to programs and services are designed, implemented, monitored, and assessed by the leader/leadership team without collaborating with the school's governing body. Sufficient personnel and finances to support an infrastructure of programs and services that would ensure operational vitality are somewhat present but are inadequate and/or unbalanced.

At level **1- Does Not Meet this Benchmark,**

the leader/leadership team and governing body do not work in collaboration. The lack of connectedness and mutual support interferes with the design and implementation of policies and procedures that could support the operational vitality of the school. The school's leader/leadership team does not take an active role in developing policies, and procedures related to programs and services and is only involved in ongoing management of existing policies and procedures. The school's programs and services lacks an infrastructure of personnel and finances to support operational vitality.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Recognize that the collaborative functioning of the school's basic operating framework produces strong and dynamic programs and services.
- Implement a plan and steps to follow to establish a collaborative environment between the school's leader/leadership team and governing body.
- Show collaboration, for the benefit of the school's programs and services, between the leader/leadership team and governing body in the early stages of the plan.
- Design policies and procedures that support an infrastructure of programs and services that ensure operational vitality.
- Allocate funds in the annual budget to support policies and procedures for an infrastructure of personnel, programs, and services that ensure operational vitality.

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To move from level 2 to level 3,

- Practice a collaborative model of decision making on behalf of operational vitality of the school in planning and establishing policies and procedures for the school's programs and services.
- Implement policies and procedures that support an infrastructure of programs and services that ensure operational vitality.
- Allocate and utilize sufficient funds in the annual budget to support policies and procedures for an infrastructure of personnel, programs, and services that ensure operational vitality.

To move from level 3 to 4,

- Work collaboratively in an environment of transparency engaging all stakeholders in the responsibility of ensuring operational vitality.
- Empower all stakeholders to share in the school's plans and implementation for ongoing improvement of the school's programs and services that ensure operational vitality.
- Provide sufficient funds through annual budgeting to support short and long-term plans for policies and procedures for an infrastructure of personnel, programs, and services that ensures operational vitality at the highest level of performance.

V. What are key terms for common understanding? (Refer to the Glossary for the key terms listed below.)

Operational vitality