EDL 744 Rubric: School District Financial Analysis Project (updated 7/22/15)
by Grand Valley Education Administrator

School District Financial Analysis Project

Standards

ELCC-2011.DL.1.3 Candidates understand and can promote continual and sustainable district improvement.

ELCC-2011.DL.3.1 Candidates understand and can monitor and evaluate district management and operational systems.

ELCC-2011.DL.3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

INTASC-2013.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTASC-2013.3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Directions to the Student

Candidates are required to conduct an analysis of a broad range of financial data in assessing the financial condition of a school district. Students will be able to use research tools presented in class for this project. Conclusion must be drawn in how this financial condition affects student learning, classroom environments, district systems, community issues and future planning.

Rubric Instructions
For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

**PLEASE NOTE: Percentages and Grades**

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

### School District Financial Analysis Project

<table>
<thead>
<tr>
<th>School Funding Basics: Revenue Expenditures Enrollment Demographics (1.000, 20%) ELCC-2011.DL.1.3 INTASC-2013.3</th>
<th>Proficient (3) (3.000 pts)</th>
<th>Developing (2) (2.000 pts)</th>
<th>Unsatisfactory (1) (1.000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate provides accurate and detailed information successfully addressing the designated finance areas and demonstrating applicability to real life situations in schools and communities.</td>
<td>The candidate provides adequate information successfully addressing the designated finance areas and demonstrating applicability to real life situations in schools and communities.</td>
<td>The candidate provides minimal information successfully addressing the designated finance areas and demonstrating applicability to real life situations in schools and communities.</td>
<td>There is not evidence of the use of research strategies or strategic planning processes.</td>
<td></td>
</tr>
<tr>
<td>Understand and can promote continual and</td>
<td>Candidate can clearly identify strategies or practices that build organizational</td>
<td>Candidate can adequately identify strategies or practices that build</td>
<td>Candidate can, on a limited basis, identify strategies or practices to build</td>
<td>Candidate does not identify strategies or practices to build organizational</td>
</tr>
<tr>
<td><strong>sustainable district improvement</strong> (1.000, 20%)</td>
<td>capacity which promote continuous and sustainable district improvement with realistic financial support and shows awareness of how these decisions effect students, staff, and community.</td>
<td>organizational capacity which promote continuous and sustainable district improvement with realistic financial support and shows awareness of how these decisions effect students, staff, and community.</td>
<td>organizational capacity which promote continuous and sustainable district improvement with realistic financial support and shows awareness of how these decisions effect students, staff, and community.</td>
<td></td>
</tr>
<tr>
<td><strong>School Funding: Leadership capacity Transparency Community relations</strong> (1.000, 20%)</td>
<td>Candidate is able to clearly identify strategies for developing district leadership capacity among all stakeholders and is transparent in sharing financial information.</td>
<td>Candidate is able to adequately identify district leadership capacity.</td>
<td>Candidate is able to recognize district leadership capacity on a very limited basis.</td>
<td></td>
</tr>
<tr>
<td><strong>School Funding: Evaluation processes Interpret information Communicate effectiveness</strong> (1.000, 20%)</td>
<td>Candidate is able to construct an evaluation process to assess the effectiveness of district plans and programs. Candidate is also able to interpret information and communicate progress toward achievement of district vision and goals for educators in the community and other stakeholders.</td>
<td>Candidate is able to construct an evaluation process to assess the effectiveness of district plans and programs. Candidate is also able to interpret information and communicate progress toward achievement of district vision and goals for educators in the community and other stakeholders.</td>
<td>Candidate is not able to interpret or communicate information towards achievement of district vision and goals for educators in the community or other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Created with LiveText - livetext.com