**Prospectus Rubric**

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| School/Organization |  |
| Reviewer Name |  |

OEO uses this rubric to guide our review of the prospectus and provide feedback for all applicants, regardless of whether they are invited to continue to a Phase 2 application. As a reminder, prospectus approval does not result in authorization of a school.

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| 1. Mission & Purpose: Is the mission/purpose of the school clearly stated? | |
|  | Mission/purpose is clear, focused, compelling and likely to produce high-quality educational outcomes. |
|  | Mission/purpose is likely to produce high-quality educational outcomes |
|  | Mission/purpose expresses clear guiding principles. |
|  | Mission/purpose is evident throughout prospectus |
|  | Mission/purpose is ambiguous, vague, or otherwise not compelling |
|  | Mission/purpose are absent from application. **(Dispositive of application. No need to proceed to subsequent sections for review.)** |
| Comments |  |
| 1. Does the mission/purpose reflect the objectives of the Office of Educational Opportunity? (Multiple may apply.) | |
|  | The prospectus includes programs that are innovative in meeting the educational needs, interests, AND demands of the community. |
|  | The prospectus includes programs that will serve at-risk student populations. |
|  | The prospectus includes programs that support effective instruction based on research literature or demonstrated best practices. |
|  | The prospectus includes programs that will advance efforts to reform public education. |
|  | The prospectus includes programs that incubate new ideas or would develop innovations to current best practices. |
|  | The prospectus includes programs that would expand educational equity. |
| Comments |  |

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| 1. Does the prospectus include a school design that is complete and well thought out? | |
| General Comments |  |
| Yes or No & Provide Comments | Does a similar school or academic option exist in the area? If yes:   1. Are there admissions barriers to the existing school that preclude universal access, e.g. discriminatory admissions practices such as mandatory prior curriculum, competitive admissions, or set-aside seats based on students’ zip code of residence?; or 2. Does the application draw meaningful distinctions between its proposed model or structure and what is currently offered to the target population?   *(Potentially dispositive of application based on discretion of OEO’s Director.)*  **Comments:** |
| 1. Does the prospectus have a clear curricular focus? (Both may apply) | |
|  | Core content area described, including curriculum, are either research based or proven by best practices used in school with positive (and measurable) student, family, and educator outcomes, or proposes innovative outcome measures. |
|  | The prospectus includes a description of the instructional program that explains how the school’s curriculum is aligned to state standards or will be aligned. |
| Comments: |  |
| 1. Does the prospectus include a methodology that is likely to lead to positive outcomes for students, educators, and families? (Multiple may apply) | |
|  | Description of why the curriculum was chosen and evidence of its success with the targeted population. |
|  | Methodology supported by research or best practices. |
|  | Proposal includes evidence of support of the model from professional educators |
|  | Proposal includes evidence of support from students / families interested in the school (including the particular model or innovative practices proposed) |
|  | Proposal includes evidence of support from students / families currently impacted by educational inequity |
| Comments: |  |
| 1. Does the prospectus include a governance structure that is adequate to carry out the proposed mission? Is family/community and educator participation sufficiently described? (Multiple areas may apply.) | |
|  | Proposed board members include a wide range of expertise and diverse perspectives, e.g. education stakeholders, management, financial planning/management, law, cultural background, and community involvement |
|  | Clear description of transition from planning team to operating team is included. |
|  | Plan includes meaningful involvement of families/community in governance of the school |
|  | Plan includes meaningful involvement of educators in governance of the school. |
| Comments: |  |
| 1. Does the prospectus include evidence the organization has the financial capability to plan, develop, and operate the school? (Multiple may apply) | |
|  | The prospectus includes evidence there is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private funds. |
|  | There is a plan for raising funds needed beyond 2(x) per pupil funds |
|  | The financial analysis appears to be realistic and the proposers gave adequate consideration to primary elements of a business plan including marketing, student recruitment, and fundraising. |
|  | Financial concerns exist and are described below. |
| Comments: |  |
| 1. Is the business plan well thought out and likely to lead to a successful initiation of the school? | |
| Comments: |  |
| 1. Prospectus’s strengths | |
| Comments: |  |
| 1. Areas of concern / need improvement | |
| Comments: |  |
| 1. Is the school/organization invited to proceed to Phase 2? (Yes or no.) | |
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