



## End-of-Clock Pathway Guidance

### District Proposed Pathway

The pathway guidance documents are intended to help districts and schools understand the Accountability Clock pathways outlined in the Education Accountability Act of 2009. Please send any comments or questions to Nate Goss at [Goss\\_N@cde.state.co.us](mailto:Goss_N@cde.state.co.us).

	District Pathway ☒      School Pathway ☒	
Overview of Pathway	Pathway Definition	<p>The District Proposed Pathway allows a school, district, or the Charter School Institute (“Institute”) to propose other actions that are comparable to or have a more significant effect than the other pathways, explicitly aligned to and designed to support the implementation of a strong Pathway Plan. The intent is to match the intervention to the local root causes and assets while preserving strong state board oversight through a high-quality, benchmarked plan and rigorous progress monitoring.</p> <p>Actions should include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Comprehensive School Redesign (e.g., phased model shift; schoolwide instructional focus change; restructuring leadership and staffing; narrowing a comprehensive HS; Early College/P-TECH move).</li> <li>• Contracting with External Partners to build capacity in targeted Four Domains priorities without transferring decision-making authority.</li> <li>• Using CDE-Provided Contractors/Resources (e.g., EASI grants, statewide professional learning, etc.) as part of a coherent, comprehensive improvement strategy.</li> <li>• <i>(For districts)</i> cross district progress monitoring.</li> </ul>



	<b>Colorado statutory reference</b>	<p><b>District-run school:</b> <i>“Other actions that are comparable to or that have a more significant effect than the actions described in subsections (5)(a)(I) to (5)(a)(V) of this section that the public school proposes and that are aligned with the pathway plan and designed to support the implementation of the pathway plan. Actions may include, but are not limited to, comprehensive school redesign, contracting with external partners, or using contractors or resources provided by the department.” C.R.S. §22-11-210(5)(a)(VII)</i></p> <p><b>District:</b> <i>“That the school district take other actions, as proposed by the school district, that are comparable to or that have a more significant effect than the actions described in subsections (2)(a)(I)(A) to (2)(a)(I)(F) of this section and that are aligned to the pathway plan and designed to support the implementation of the pathway plan. Actions include, but are not limited to, contracting with external partners, using contractors or resources provided by the department, engaging in cross-district progress monitoring, or comprehensive school redesign.” C.R.S. §22-11-209(2)(a)(I)(G)</i></p> <p><b>Institute:</b> <i>“That the institute take other actions, as proposed by the institute, that are comparable to or that have a more significant effect than the actions described in subsections (2)(a)(II)(A) to (2)(a)(II)(C) of this section and that are aligned to the pathway plan and designed to support the implementation of the pathway plan. Actions include, but are not limited to, contracting with external partners, using contractors or resources provided by the department, engaging in cross-district progress monitoring, or comprehensive school redesign.” C.R.S. §22-11-209(2)(a)(II)(D)</i></p>
	<b>What is non-negotiable?</b>	<p>A high-quality Pathway Plan is the driver: explicit action(s) named; evidence-based rationale tied to root causes and assets; annual implementation and impact benchmarks; and a progress-monitoring cadence (e.g., six-week short cycles) with district onsite coaching/check-ins.</p> <p>Alignment: Each proposed action must be demonstrably aligned to and designed to support the approved Pathway Plan (not stand-alone programs).</p>



	<b>What is flexible?</b>	<p>Menu of actions: Districts/schools may mix and match the illustrative actions above and also propose others of comparable effect.</p> <p>Scope &amp; phasing: Actions may be phased (e.g., grade-band rollout) or schoolwide; redesign may be partial/full; supports can stack (e.g., CDE resources + external partner).</p> <p>Design autonomy: Local teams tailor the action to their Four Domains focus and community context, provided the plan has clear benchmarks and monitoring.</p>
	<b>What other pathways can this be combined with?</b>	<p>The district proposed option can be combined with other school improvement and turnaround strategies and pathway options. This option can be combined with an innovation plan to secure needed autonomies (personnel, schedule, program) that enable the district proposed action. Targeted management authority can be layered for defined functions while retaining district governance elsewhere. It may also be combined with a conversion to a community school when the redesign centers on the four pillars (expanded learning, collaborative leadership, family/community partnership, integrated supports). Finally, this option would typically not be combined with conversion to a charter school due to the nature of conversion; however, district proposed actions may precede or inform a later conversion decision.</p>
<b>Rationale for Selecting this Pathway</b>	<b>For which causes of underperformance might this pathway be selected?</b>	<p>The district proposed option provides the needed flexibility to address contextual needs. Plans with this pathway may be successful in situations where the need at a school does not fit neatly within a single other pathway, or a significant enhancement of prior strategies is warranted. This pathway may be helpful when focused capacity building is required in one or more of the Four Domains (e.g., implementing high-quality instructional materials with strong coaching cycles; building an observation/feedback + data-driven instruction system; time redesign; culture reset). Finally, given the locally defined nature of this pathway requires strong leadership at the school and district level to ensure sound development and execution of the pathway plan.</p>



<b>Governance Implications</b>	<b>What governance and oversight structures are associated with this pathway?</b>	<p>While there are no explicitly required governance and oversight structures in this pathway, there is a need for significant district oversight to ensure success. These actions include:</p> <ul style="list-style-type: none"> <li>• Defining the locus of decision-making for each action (district, school, external partner, or CDE-supported element).</li> <li>• Significant district oversight and support of bi-weekly onsite coaching/performance management sessions, six-week short-cycle reviews, and differentiated supports as needed.</li> <li>• When paired with other pathways: Add the relevant governance requirements (e.g., innovation votes and periodic review; partial-management contract oversight; community school decision-making structures).</li> </ul>
	<b>What is the role of the local board in implementing this strategy? For charters, what are the roles of the charter school governing board and the authorizing board in effectively implementing this strategy?</b>	<p>The role of the local board in implementing this strategy is to hold the superintendent accountable for carrying out the actions and contract terms, ensure strategic coherence to address capacity gaps, and maintain transparent communication with the community. When paired with innovation, the board approves the plan and waivers and conducts reviews while the district remains accountable. For charter schools, the authorizer provides oversight per policy, while the charter governing board manages the budget, program, and operations, with monitoring and renewal processes continuing as usual.</p>
<b>Funding Considerations</b>	<b>What are the financial considerations associated with this strategy?</b>	<p>Financial considerations for this pathway include budgeting for the core elements of implementation such as external partners, professional learning and coaching, time redesign, instructional materials, data tools, and monitoring. Districts should maximize available CDE supports—including EASI and other grants, statewide professional learning and cohorts, and provider/advisory lists—while also distinguishing between one-time start-up expenses and recurring costs.</p>



Resources	What resources would be helpful to look at if considering this pathway?	Sites should work with their assigned transformation specialist to discuss available supports and resources.
CDE Contact Information	Who at CDE should a district contact for more information about this pathway?	Nate Goss, Goss_N@cde.state.co.us Accountability Project Manager School & District Transformation