

## End-of-Clock Pathway Guidance - District-Run Schools

### Pathways Overview

If a school or district receives a plan type of Priority Improvement or Turnaround for five consecutive years, then the State Board of Education must direct an action to the local board of education. This may include school closure, converting schools to a charter school, working with an external management partner, seeking innovation status for a school or group of schools, or district reorganization. In considering appropriate actions, the state board will refer to a recommendation from the State Review Panel and a report from the Commissioner of Education. School districts may also provide a proposal for their preferred pathway to the state board. When a school or district reaches the end of the accountability clock, CDE staff will work with the district to select a pathway that is best suited to create dramatic change. This document is intended to provide an overview of each of the possible pathways. More information about each of the pathways are available in pathway guidance and rubric documents available on the [Accountability Pathways website](#).

|                                 | Conversation to a Charter School  | Community Schools  | Innovation School or Innovation Zone  | Management by a Public or Private Entity   | School Closure  | District Proposed Pathway   |
|---------------------------------|---|--|---|--|---|---|
| Overview of Strategy            | Districts can convert one or more district-run schools to a charter school (a semi-autonomous public school operating under a contract).  | Districts can convert low-performing schools to a community school. These schools implement practices rooted in community school pillars to better meet community and student needs. This route is only available to district-run public schools.  | Schools and districts can obtain waivers from state and local policies to design and implement innovative ideas and practices to better meet student needs.                                       | Districts can change internal management structures of low-performing schools through a partnership with a public or private entity.                             | Schools can close permanently (no longer any students at the school), or close partially (no longer serving a particular grade span).                   | The District Proposed Pathway allows a district 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.                         |
| Rationale for Selecting Pathway | The charter school pathway is often selected when a district has the inability to fully provide instructional infrastructure, leadership, human capital, and school governance to a school. | Community school plans may be successful in situations where the needs in a school community are unique, additional community voice and involvement will be more supportive, or the school design and vision requires unique or different practices rooted in the four pillars of community schools. | Innovation plans may be successful in situations where the need at a school is particularly unique in comparison to other schools in the district, and additional flexibility will be supportive. | This pathway might be selected if the district and/or school operating structures prove to be insufficient in improving outcomes for students.                   | This pathway might be selected due to financial insolvency, low enrollment, staff turnover, or availability of better educational options for students. | This 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. |
| Governance Implications         | A charter board is created as part of the charter application process. This board is independent of the authorizing district.   | There are no statutorily required changes to governance and oversight structures.  | The district's local board of education is required to review the innovation school's performance every three years. The innovation school is overseen by district staff.                         | The external entity may have some degree of governance authority over identified schools. Authority would be negotiated with the identified management provider. | The district's local board of education enforces any school district policies and procedures related to closing a school.                               | While there are no explicitly required governance and oversight structures in this pathway, there is a need for significant district oversight to ensure success.   |
| Funding Considerations          | The new charter school will receive 100% of PPR for each pupil enrolled. However, the authorizing district can retain up to 5% of PPR for central administrative overhead cost.             | School planning and implementation may require substantial financial investment. The budget would specify whether the district would be responsible for any up-front costs or if the school would fundraise, obtain grants, or reallocate other funding streams to cover these costs.                | Planning and implementation may require additional funding in order to be successful. A budget is developed as part of the innovation plan.   | Additional financial costs will most likely be required to establish a partnership with a management provider.   | Additional financial costs might be required and are dependent on the specific closure approach.  | 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.  |
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