



## End-of-Clock Pathway Guidance Conversion to a Charter School

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 ☒
<b>Overview of Pathway</b>	<b>Pathway Definition</b>	<p>The Education Accountability Act outlines a pathway for districts to convert one or more of their public schools to a charter school. A charter school is a semi-autonomous public school operating under a “charter” contract between the members of the charter school community and the authorizer.</p>	
	<b>Colorado statutory reference</b>	<p>If a district fails to make substantial progress under its turnaround plan or has been in the accredited with priority improvement plan category or lower for five consecutive years, the State Review Panel may evaluate the school district and recommend:  <i>“That one or more of the district public schools be converted to a charter school” C.R.S. §22-11-209(2)(a)(I)(C)</i></p> <p>If a school fails to make adequate progress under its turnaround plan or continues to operate under a priority improvement or turnaround plan for five consecutive years, the State Review Panel may evaluate the school and recommend:  <i>“With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school” C.R.S. §22-11-210(5)(a)(III)</i></p>	



	<p><b>What is non-negotiable?</b></p>	<p>Non-negotiable requirements are specified in the Charter Schools Act: C.R.S. §22-30.5-101 et al. As with all public schools, charter schools are accountable to federal and state laws and are required to implement the Colorado Academic Standards.</p>
	<p><b>What is flexible?</b></p>	<p>Charter schools have the ability to negotiate different aspects of the school through their charter contract, such as educational program, curriculum, governance, personnel, and finance.</p>
	<p><b>What other pathways can this be combined with?</b></p>	<p>The charter school pathway is not often combined with other pathways due to the nature of the charter conversion process.</p>
<p><b>Rationale for Selecting this Pathway</b></p>	<p><b>For which causes of underperformance might this pathway be selected?</b></p>	<p>The charter school pathway is often selected when a district determines the need to provide more choice and options to their community, and a high quality charter provider is available to serve the students.</p> <p>This pathway is also selected when a district lacks adequate capacity to fully provide instructional infrastructure, leadership, human capital, and school governance to a school.</p>
<p><b>Governance Implications</b></p>	<p><b>What governance and oversight structures are associated with this pathway?</b></p>	<p><b>District Governance and Oversight Considerations</b></p> <ul style="list-style-type: none"> <li>• The district/LEA serves as the authorizer, which oversees the charter school in accordance with State law, the LEA quality authorizing policies, and the terms of the charter school contract. A local district also has the authority to release the charter school to the Charter School Institute if they so choose.</li> <li>• The authorizer has the capacity to conduct reviews of new charter applications in accordance with State law and the LEA quality authorizing policies and utilizes quality criteria in new charter application decisions.</li> <li>• The authorizer has the capacity to perform regular oversight of the school including: reviewing financial reports and audits, reviewing academic progress and accreditation, and conducting annual evaluations of the school and providing them to the charter</li> </ul>



	<p><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>	<p>school governing board and the LEA Board (as applicable).</p> <ul style="list-style-type: none"> <li>● The authorizer has the capacity to conduct charter renewal processes as dictated by State law, the LEA’s quality authorizing policies, and the terms in the charter contract.</li> </ul> <p><b>Charter Governance Considerations</b></p> <ul style="list-style-type: none"> <li>● A charter board, independent of the district, is created as part of the charter application process.</li> <li>● The charter school planning board engages the community during the planning process.</li> <li>● The charter board establishes their own policies and procedures including curriculum, schedule, staffing structure, calendar, etc</li> <li>● The charter board is responsible for the ongoing management of the school’s budget, programming, and operations.</li> </ul>
<p><b>Funding Considerations</b></p>	<p><b>What are the financial considerations associated with this strategy?</b></p>	<ul style="list-style-type: none"> <li>● New charter schools require initial one-off investment in materials and equipment that are aligned to its unique educational program.</li> <li>● If a district facility is not available, a new charter school would need to consider how to cover capital expenditures.</li> <li>● The charter school shall receive 100% of the PPR for each pupil enrolled in the charter school. However, the authorizing district or CSI can retain up to 5% of the charter school’s PPR for central administrative overhead costs per §22-30.5-112.1(3)(a).</li> <li>● New charter schools, or public schools converted to a charter school as a turnaround strategy, can be eligible for federal start-up support through the Colorado Charter Schools Program (CCSP) grant. Up to \$215,000 per year for three years.</li> <li>● If a district facility is available, the charter school must be given the option of first refusal per §22-30.5-104(7)(c-d).</li> <li>● Charter schools have their own operating budget, independent of their authorizing district.</li> </ul>



<p><b>Resources</b></p>	<p><b>What resources would be helpful to look at if considering this pathway?</b></p>	<p>More information about the charter conversion pathway is available in the charter conversion pathway rubric document on the <a href="#">Accountability Clock website</a>.</p> <p>To see materials from State Board of Education hearings for schools and districts proposing a pathway, visit the <a href="#">State Board Accountability Actions website</a>.</p>
<p><b>CDE Contact Information</b></p>	<p><b>Who at CDE should a district contact for more information about this pathway?</b></p>	<p>Visit <a href="#">CDE's Schools of Choice contact webpage</a> to determine the appropriate point of contact.</p>