



End-of-Clock Pathway Guidance Management by a Public or Private Entity

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.

		District Pathway ☒	School Pathway ☒
Overview of Pathway	Pathway Definition	<p>The Education Accountability Act outlines a pathway whereby a district may change internal management structures and/or governance of low-performing schools through a partnership with a private or public entity. Under this pathway, a district would bring in an external organization to manage an entire school or district or to manage targeted operations at the district, a particular school or a cluster of schools. If partnering with an external organization only for targeted operations, the external partner must have contractual authority and accountability. This pathway represents a continuum within which there are many variations to fit the unique context of a given district and its schools.</p>	
	Colorado statutory reference	<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:</p> <p style="padding-left: 40px;"><i>“That a private or public entity, with the agreement of the school district, serve as a lead partner in the management of the school district or partially or wholly manage one or more of the district public schools. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances”</i></p> <p style="padding-left: 40px;">C.R.S. § 22-11-209(2)(a)(I)(B)</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:</p> <p><i>“With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district. The local school board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with schools under similar circumstances” C.R.S. §22-11-210(5)(a)(I)</i></p>
	<p>What is non-negotiable?</p>	<p>Districts selecting this pathway agree to negotiate a contract (scope, timeline, deliverables, authority and accountability) with an external entity to manage and/or operate all or targeted functions within a school or network of schools.</p>
	<p>What is flexible?</p>	<p>Negotiated contracts specify varying degrees of decision-making authority on the part of the external entity, including but not limited to authority related to human resource management, instruction and assessment, student culture and climate, finances, schedules and time, parent engagement, and other areas of need agreed upon by the district and management partner.</p>
	<p>What other pathways can this be combined with?</p>	<p>Management partnerships can be combined with other pathways, especially in partial management. Partial management authority and responsibility can be paired with innovation status. The State Board of Education has previously ordered implementation of partial and full management plans and partial management plans combined with innovation plans.</p>
<p>Rationale for Selecting this Pathway</p>	<p>For which causes of underperformance might this pathway be selected?</p>	<p>This pathway might be selected if the current district and/or school operating structures prove to be insufficient in improving outcomes for students, if the school or district has a need for particular expertise, or if the district does not have capacity in certain area(s).</p>



Governance Implications	What governance and oversight structures are associated with this pathway?	The external entity may have some degree of governance authority over identified schools. Authority would be negotiated with the identified management provider.
	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?	Because the school board will have the responsibility of holding the superintendent accountable for effectively enacting the negotiated contract with the management partner, it is critical that the board demonstrates understanding of the scope of the work. Additionally, the board must have clarity around how the engagement with the external entity strategically addresses a capacity gap within the district. The board will also play a key role in communicating with the community about the relationship between the district and management partner.
Funding Considerations	What are the financial considerations associated with this strategy?	Additional financial costs will most likely be required to establish a partnership with a management provider.
Resources	What resources would be helpful to look at if considering this pathway?	More information about the management pathway is available in the management pathway rubric document on the Accountability Clock website . To see materials from State Board of Education hearings for schools and districts proposing a pathway, visit the State Board Accountability Actions website .
CDE Contact Information	Who at CDE should a district contact for more information about this pathway?	Nate Goss, Goss_N@cde.state.co.us School & District Accountability Manager School & District Transformation