A school whose configuration spans more than one of the established grade bands (K-5, 6-8, 9-12) will receive a CCRPI score for each grade band, based on the indicators specific to that grade band. Additionally, the grade-band CCRPI scores will be weighted according to enrollment and combined to produce a single CCRPI score for the school. This methodology ensures that such schools receive a CCRPI score that fairly represents the grade levels included at the school and allows for a CCRPI score that is comparable to other schools.

As the above table shows, the school quality/student success indicators (Readiness) comprise 20% of the overall score for elementary and middle schools and 15% of the overall score for high schools. Therefore, the academic and progress indicators carry much greater weight.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Schools must have a Content Mastery score and a Progress score in order to be assigned a summative rating. When a school does not have both a Content Mastery and a Progress component score, an overall score will not be calculated; however, available indicator and component data will be reported. This methodology applies to early elementary schools that do not have students in the 4th grade (or higher) as well as other schools that do not receive a Content Mastery and Progress score due to small N sizes or other reasons. The state plans to explore a protocol to be able to assign a summative rating to such schools, including primary and alternative schools.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

Identifying Schools for Comprehensive and Targeted Support and Improvement
Georgia has identified two priorities for developing criteria for identifying schools for comprehensive and targeted support and improvement (CSI and TSI):

1. Align its federal and state accountability systems, especially with regard to identifying schools for state support; and
2. Maintain clear and straightforward entrance and exit criteria for receiving state support.

Aligning Federal and State Accountability Systems
Georgia has developed two methods of identifying schools for state support:
1) **Turnaround Eligible Schools** - HB 338 (O.C.G.A. §20-14-43), passed by the Georgia Legislature and signed by the Governor, mandates the identification of turnaround eligible schools, defined as the lowest 5 percent of schools in the state in accordance with the statewide accountability system established in the state plan pursuant to the federal Every Student Succeeds Act.

2) **Charter and Strategic Waiver Performance Contracts** - All but two Georgia school districts have contracts with the state that provide them with flexibility from state rules in exchange for increased accountability. Increased accountability means school-level goals for improved performance on the state accountability system, the College and Career Ready Performance Index (CCRPI). Under these contracts, schools are expected to make annual improvements of 3% of the gap between current performance on the CCRPI and 100.

Given the existing state system for identifying schools for support, it is critical that Georgia’s criteria for identifying CSI and TSI schools align with its existing system. Georgia must send a clear and consistent message about the state’s expectations for student performance and when schools need state support to reach those expectations.

**Clear and Straightforward Entrance and Exit Criteria**

Georgia’s second priority is maintaining clear and straightforward entrance and exit criteria for receiving state support. The previous criteria for identifying Priority and Focus schools under Georgia’s Elementary and Secondary Education Act (ESEA) Waiver could not only be confusing, but schools did not have access to all of the data that were used to determine if schools would be identified for support and if schools met exit criteria.

If Georgia is to focus on helping schools improve student performance and, more importantly, build the capacity to continue improvement without state support, it is critical that CSI and TSI entrance and exit criteria be clear and straightforward.

**Identifying Schools for Comprehensive Support and Improvement (CSI)**

In order to align CSI identification with the turnaround-eligible schools criteria, Georgia will utilize the following criteria for identifying schools for comprehensive support and improvement. CSI entrance and exit criteria will be run annually.

<table>
<thead>
<tr>
<th>Criteria #</th>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lowest 5%</td>
<td>Have an overall CCRPI score less than 60 for the three most recent consecutive years.</td>
<td>Attain an overall CCRPI score greater than or equal to 60.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>AND</strong></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent</td>
<td>If an overall CCRPI score greater than or equal to 60 has not been attained, a school may exit if the school no longer meets the lowest 5% entrance criteria <strong>AND</strong> demonstrates an improvement in</td>
</tr>
</tbody>
</table>

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To submit your feedback, visit GaDOE.org/ESSA.

<table>
<thead>
<tr>
<th>2</th>
<th>Low Graduation Rate</th>
<th>Have a four-year adjusted cohort graduation rate less than 67%.</th>
<th>Have a four-year adjusted cohort graduation rate greater than or equal to 67%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>TSI Low Performing Subgroup</td>
<td>Have been identified as a targeted support and improvement (TSI) school for a low performing subgroup for three consecutive years without exiting TSI status.</td>
<td>Meet the TSI exit criteria for a low performing subgroup.</td>
</tr>
</tbody>
</table>

It is important to note that an identified CSI school could meet the corresponding exit criteria, but be re-identified as a CSI school due to meeting a different entrance criteria. For example, a school may have been identified for CSI support under criteria 1, exit due to the attainment of a CCRPI score greater than 60, but then have a graduation rate below 67%. This would result in the school being re-identified for CSI support under criteria 2. While this situation is not ideal, it is a necessary condition to ensure that entrance and exit criteria are straightforward and schools do not get “trapped” on the CSI list. It is also possible that a CSI school could exit CSI support but then be re-identified for TSI support.

Based on 2014-2016 CCRPI data, 153 schools meet the criteria of having a CCRPI score below 60 for three consecutive years. 100% of these schools are Title I schools and they represent the consistently lowest performing Title I schools. The Georgia Department of Education will monitor the entrance and exit criteria and make adjustments, if necessary, to ensure the state is supporting the lowest 5% of Title I schools.

**Additional Supports**

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools that have an overall CCRPI score less than 60 for three consecutive years but do not meet the full CSI entrance criteria defined above
- Identified CSI schools that meet the exit criteria outlined above but do not attain an overall CCRPI score of at least 60
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

While the level of support provided in this category will not be as extensive as the level of support provided to CSI schools, it does provide some support to those schools at risk of being identified for CSI support. It also provides some continuing support to those schools that were previously identified for CSI support but have since met exit criteria.
Identifying Schools for Targeted Support and Improvement

Georgia will utilize the following criteria for identifying schools for targeted support and improvement. TSI entrance and exit criteria will be run annually.

<table>
<thead>
<tr>
<th>Criteria #</th>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consistently Underperforming Subgroup</td>
<td>Have one or more subgroups that failed to make progress towards meeting subgroup achievement or four-year graduation rate improvement targets for three consecutive years (a red flag for the same subgroup and target for three years).</td>
<td>The subgroup(s) leading the school to be identified for TSI support make(s) progress towards meeting the applicable target(s) (yellow or green flag).</td>
</tr>
<tr>
<td>2</td>
<td>Low Performing Subgroup</td>
<td>Have one or more subgroups that failed to make progress towards meeting subgroup achievement or four-year graduation rate improvement targets for three consecutive years (a red flag for the same subgroup and target for three years) AND The performance rate of the identified subgroup(s) for the applicable target(s) is less than: 26% for an achievement rate 52% for a four-year graduation rate</td>
<td>The subgroup(s) leading the school to be identified for TSI support make(s) progress towards meeting the applicable target(s) (yellow or green flag).</td>
</tr>
</tbody>
</table>

It is important to note that a school could be identified for TSI support for the underperformance of one subgroup, make sufficient progress with that subgroup to exit TSI status, but be re-identified as a TSI school should another subgroup underperform. Should an existing TSI school meet the CSI entrance criteria at any time, the school will transfer to the CSI list. Only those schools identified for TSI support due to a low performing subgroup would be eligible to become a CSI school after three years of failure to exit the TSI list. The achievement and four-year graduation rate values (26% and 52%, respectively) utilized as entrance criteria for the TSI low performing subgroup list are based on the average achievement and four-year graduation rates of the schools that would be eligible for the CSI lowest 5% criteria based on current impact data.

The TSI criteria are designed to focus on schools that have significant subgroup issues. Requiring three years of underperformance ensures that the school is experiencing a chronic issue. However, by not limiting the criteria to overall low-performing schools, it ensures that any school with chronic subgroup underperformance will receive state support to assist those students.
See Appendix E for the Georgia’s Systems of Continuous Improvement – Identification chart

Timeline

Comprehensive Support and Improvement (CSI) Schools. CSI schools will be first identified for support in 2018-2019 in the fall of 2018 using information from the 2016-2018 CCRPI. Identified schools will begin implementation in January of 2019. Additional CSI schools will be identified annually using the three most recent years of CCRPI information. CSI exit criteria will be run annually, beginning in the fall of 2019 using information from the 2019 CCRPI. Schools that meet the exit criteria will exit services beginning in January 2020.

Targeted Support and Improvement (TSI) Schools. The initial cohort of schools identified for TSI support will use two years of CCRPI data. After the initial cohort is identified, future cohorts will be identified based on three years of data. TSI schools will be first identified for support in 2019-2020 in the fall of 2019 using information from the 2018 and 2019 CCRPI. Identified schools will begin implementation in January of 2020. Additional TSI schools will be identified annually using the three most recent years of CCRPI information. TSI exit criteria will be run annually, beginning in the fall of 2020 using information from the 2020 CCRPI. Schools that meet the exit criteria will exit services beginning in January 2021.

Summary

This method utilizing these criteria accomplishes several goals. First, all schools can understand the entrance and exit criteria, enabling them to monitor their status. Second, it aligns with the existing state system for identifying schools for state support. This ensures the state is sending the same signal regarding performance expectations and when state support may be necessary. Third, it includes clear entrance and exit criteria that is not dependent on the performance of other schools.

The Georgia Department of Education shall revisit and revise CSI and TSI identification criteria if necessary should the state system of identifying schools for state support be modified. In particular, CSI identification criteria may be revised should the state’s definition of turnaround-eligible schools change due to implementation of the revised CCRPI under ESSA, state legislative action, or State Board of Education action. The GaDOE will ensure that under CSI support, the state always serves the lowest performing 5% of Title I schools. Should the established criteria not result in the state serving 5% of schools, the criteria will be adjusted. Finally, considerations will be made to account for changes in school configuration (e.g., school mergers, name changes, etc.).

a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

As described above, schools will be identified for CSI support (lowest 5% criteria) if they 1) have an overall CCRPI score less than 60 for the three most recent consecutive years AND 2) when ranking according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification. These schools will be first identified for support in 2018-2019 in the fall of 2018 using information from the 2016-2018 CCRPI. Identified schools will begin implementation in January of...
b. **Comprehensive Support and Improvement Schools.** Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

As described above, schools will be identified for CSI support (low graduation rate criteria) if they have a four-year adjusted cohort graduation rate below 67%. These schools will be first identified for support in 2018-2019 in the fall of 2018 using information from the 2018 CCRPI. Identified schools will begin implementation in January of 2019.

c. **Comprehensive Support and Improvement Schools.** Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

As described above, schools will be identified for CSI support (TSI low performing subgroup criteria) if they have been identified as a targeted support and improvement (TSI) school for a low performing subgroup for three consecutive years without exiting TSI status by the end of the third year. These schools will be first identified for support in 2022-2023 in the fall of 2022. Identified schools will begin implementation in January of 2023.

d. **Frequency of Identification.** Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Schools can enter and exit CSI status annually.

e. **Targeted Support and Improvement.** Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Georgia is defining consistent underperformance as failing to make progress towards meeting subgroup achievement and/or four-year graduation rate improvement targets for three consecutive years. As described above, schools will be identified for TSI support (consistently underperforming subgroup) if they have one or more subgroups that failed to make progress towards meeting subgroup achievement and/or four-year graduation rate improvement targets (based on long-term goals and measurements of interim progress) for three consecutive years. These schools will be first identified for support in fall of 2019 using two years of data (2018 and 2019 CCRPI) and will begin implementation in January of 2020. Thereafter, schools will be identified annually using three years of CCRPI data.
f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

As described above, schools will be identified for TSI support (low performing subgroup) if they have one or more subgroups that failed to make progress towards meeting subgroup achievement and/or four-year graduation rate improvement targets (based on long-term goals and measurements of interim progress) for three consecutive years AND the performance rate of the identified subgroup(s) for the applicable target(s) is less than 26% for an achievement rate or 52% for a four-year graduation rate. These schools will be first identified for support in fall of 2019 using two years of data (2018 and 2019 CCRPI) and will begin implementation in January of 2020. Thereafter, schools will be identified annually using three years of CCRPI data.

g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools that have an overall CCRPI score less than 60 for three consecutive years but do not meet the full CSI entrance criteria defined above
- Identified CSI schools that meet the exit criteria outlined above but do not attain an overall CCRPI score of at least 60
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

While the level of support provided in this category will not be as extensive as the level of support provided to CSI schools, it does provide some support to those schools at risk of being identified for CSI support. It also provides some continuing support to those schools that were previously identified for CSI support but have since met exit criteria.

vii. **Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)):** Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

If the participation rate for all students or a subgroup of students falls below 95%, the achievement score for that group of students will be multiplied by the actual participation rate divided by 95%, provided that the minimum N-size of 40 for participation rate has been met. This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained. The adjusted achievement score will be utilized in College and Career Ready Performance Index calculations.

viii. **Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))**

a. **Exit Criteria for Comprehensive Support and Improvement Schools.** Describe the statewide exit criteria,
established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

As described previously, schools can exit CSI status when they meet the exit criteria aligned to the entrance criteria. For CSI schools (lowest 5%), they may exit when they attain an overall CCRPI score greater than or equal to 60 OR if an overall CCRPI score greater than or equal to 60 has not been attained, a school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score and 100 (in accordance with the applicable state performance contract). For CSI schools (low graduation rate), they may exit when they attain a four-year adjusted cohort graduation rate greater than or equal to 67%. For CSI schools (TSI low performing subgroup), they may exit when they meet the TSI exit criteria for a low performing subgroup. Exit criteria will be run annually.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

As described previously, schools can exit TSI status when they meet the exit criteria aligned to the entrance criteria. For TSI schools (consistently underperforming subgroup), they may exit when the subgroup(s) leading the school to be identified for TSI support make(s) progress towards meeting the applicable target(s). For TSI schools (low performing subgroup), they may exit when the subgroup(s) leading the school to be identified for TSI support make(s) progress towards meeting the applicable target(s).

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

State Designated Turnaround Schools

On April 27, 2017, the Governor of the State of Georgia signed into law the First Priority Act - Helping Turnaround Schools Put Students First (House Bill 338). O.C.G.A. §20-14-43 establishes the position of Chief Turnaround Officer with the duties of managing and overseeing a system of supports and assistance to the lowest –performing schools in the state identified in the greatest need of assistance. These schools will be a subset of the lowest 5% identified for Comprehensive Improvement and Support through the ESSA identification process. The identification of these schools will be determined by the Chief Turnaround Officer, in conjunction with the Georgia Department of Education and the Governor’s Office of Student Achievement.

Intensive assistance will include the following activities: contracting with a third party expert to conduct a comprehensive on-site technical review, working with the turnaround coach to determine root causes of low performance and lack of progress (including a leadership assessment), and to develop with stakeholder input an intensive school improvement plan. Additional state funding to support the intensive improvement plan may be available as appropriated by the Georgia General Assembly.
O.C.G.A. §20-14-47 requires the individual assessment of students identified as low performing and the coordination of targeted interventions to these students based on the assessment outcomes.

Additionally, students must be provided academic support and enrichment, access to programs promoting parental involvement, access to supports for addressing and improving mental and physical health, access to learning resource centers and access to expert supports.

Code Section 20-14-48 requires the State Board of Education to ensure these schools receive priority for the receipt of federal and state funds available to the Georgia Department of Education to the full extent possible.

Grants from the Governor’s Office of Student Achievement may be provided to assist schools in local systems under a contract amendment or intervention contract pursuant to Code Section 20-14-45 with demonstrated financial need. Possible sanctions for continued failure to improve are available in the statute (http://www.legis.ga.gov/Legislation/en-US/display/20172018/HB/338).

If a turnaround designated school is improving, as determined by the Chief Turnaround Officer, based on the terms of the amended contract, amended charter, or the intervention contract and other applicable factors, then the school is able to exit Turnaround status.

d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

In addition to access to support staff from the Georgia Department of Education offered to districts and their schools to support improvement efforts, funding is also provided. Below are the principles followed in developing effective financial strategies to support continuous improvement in Georgia schools.

Tier 1 Universal support resources and tools within the Georgia Systems of Continuous Improvement are made available to all schools and districts across the state, including, but not limited to: research-based strategies/interventions, district best practices, processes/procedures, self-assessments, data sets, etc..

Other tiers exist within Georgia’s tiered system of supports with specific resources allocated as schools are identified for more intensive, tailored needs.

**Leveraging Funding to Support Improvement Goals**

All 1003 funding from the Georgia Department of Education (GaDOE) to districts/schools will be based on the goals identified in common improvement plans that connect with the common, Comprehensive Needs Assessment. 1003 funds are part of the bundle of funding used to support the goals for improvement in schools and districts. These processes ensure that districts are positioning funds around improvement goals and priorities.

Because the needs assessment and the improvement planning template are built around a state developed common framework of improvement, the goals generated by districts and schools are able to be served with a more cohesive, effective, and aligned approach at the state, regional, and local levels.
**Appendix E: Georgia’s Systems of Continuous Improvement – School Identification**

**Tier I: Universal**

- All Schools
- The GaDOE believes that our agency has a shared responsibility in the school improvement process. Part of that responsibility is developing and delivering a suite of universal supports that can be utilized by every district and school in the state.
- This approach ensures that GaDOE:
  1. remains focused on delivering high-quality services and support to districts and schools in a more cohesive and aligned manner;
  2. proactively provides support before schools are identified for more intensive, tailored assistance.

**Tier II: Targeted (TSI)**

- The TSI criteria are designed to focus on schools that have significant subgroup issues. Requiring three years of underperformance ensures that the school is experiencing a chronic issue. However, by not limiting the criteria to overall low-performing schools, it ensures that any school with chronic subgroup underperformance will receive state support to assist those students.
- **Criteria #1:** Consistently Underperforming Subgroup
  **Entrance Criteria:** Lowest 5% of Title I
  **Exit Criteria:** Have an overall CCRPI score less than 65 for the three most recent consecutive years.
  **AND**
  **Low Graduation Rate**
  **Entrance Criteria:** Have a four-year adjusted cohort graduation rate less than 67%.
- **Criteria #2:** Low Performing Subgroup
  **Entrance Criteria:** Lowest 5% of Title I
  **Exit Criteria:** Have an overall CCRPI score less than 65 for the three most recent consecutive years.
  **AND**
  **Low Graduation Rate**
  **Entrance Criteria:** Have a four-year adjusted cohort graduation rate less than 67%.
- **AND**
  The performance rate of the identified subgroup(s) for the applicable target(s) is less than 26% for an achievement rate.

**Tier III: Comprehensive (CSI)**

- **Criteria #1:** Lowest 5% of Title I
- **Criteria #2:** Low Graduation Rate
- **Criteria #3:** TSI Low Performing Subgroup

**Tier IV: Turnaround (Subset of CSI)**

- **State Designated Turnaround Schools**
  - On April 27, 2017, the Governor of the State of Georgia signed into law the First Priority Act – Helping Turnaround Schools Act Students First (House Bill 38), O.C.G.A. 5-20-14-3 establishes the position of Chief Turnaround Officer with the duties of managing and overseeing a system of supports and assistance to the lowest-performing schools in the state identified in the greatest need of assistance.
- **Criteria for Turnaround Schools**
  These schools will be a subset of the lowest 5% identified for Comprehensive Improvement and Support. The identification of these schools will be determined by the Chief Turnaround Officer, in conjunction with the Georgia Department of Education and the Governor’s Office of Student Achievement.

**Additional Supports**

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools that have an overall CCRPI score less than 65 for three consecutive years but do not meet the full CSI entrance criteria defined above
- Identified CSI schools that meet the exit criteria outlined above but do not attain an overall CCRPI score of at least 65
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contacts
# Appendix F: Georgia’s Systems of Continuous Improvement – Tiered Supports

## Tier I: Universal
**Technical Assistance & Support**
- Self-Service Supports
  - District provides direct support to School

## Tier II: Targeted
**Aligned Tools & Resources**
- Continuous Improvement Framework
- Best practices Toolbox
- Webinars
- Pre-populated Comprehensive Needs Assessment (District & School)
- Improvement Plan (District & School)
- Sample Processes (District & School)
- Data Literacy & Access
- Regional Supports (RESA)

## Tier III: Comprehensive
**PLUS:**
- GaDOE provides direct support to District
- GaDOE provides direct support to School

## Tier IV: Turnaround (Subset of CSI)
**PLUS:**
- Turnaround Team: direct support to School
- Third-party expert conducts comprehensive on-site technical review

## Additional Supports
Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools that have an overall CCPI score less than 60 for three consecutive years but do not meet the full CSI entrance criteria defined above
- Identified CSI schools that meet the exit criteria outlined above but do not attain an overall CCPI score of at least 60
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts