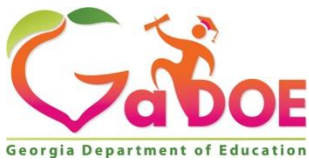


# Early Intervention Program (EIP) Guidelines



May 2022



# EARLY INTERVENTION PROGRAM GUIDELINES 2022-2023

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## Early Intervention Program Introduction & Overview

The Early Intervention Program (EIP), outlined in O.C.G.A. § 20-2-153 and State Board of Education Rule [160-4-2-.17](#), is designed to provide interventions for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both in order to help them meet grade-level expectations within the shortest possible time. Early Intervention programming must include targeted, evidence-based interventions, frequent progress monitoring, and clear entrance and exit criteria based on grade level performance. It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis.

During the 2021 legislative session, the Georgia General Assembly determined EIP required certain provisions that are necessary for the implementation of effective practices. Senate Bill 59 mandates schools and systems no longer waive provisions required in O.C.G.A. § 20-2-153 and [State Board Rule 160-4-2-.17](#). Effective July 1, 2021, EIP requirements are no longer waivable. EIP requirements are mandatory for all Local Education Agencies (including systems with Charter or Strategic Waiver contracts) and locally approved charter schools. The following EIP instructional models outlined in state law and in SBOE rule are funded in FY23:

1. Self-contained
2. Pull-out
3. Class Augmentation
4. Reading Recovery
5. Innovative

*Instructional models that are no longer in compliance can be locally funded using Elementary and Secondary School Emergency Relief (ESSER) I, ESSER II, and ESSER III (including learning loss) funds. ESSER funds do not have "supplement versus supplant" requirements.*

Guidelines within this document have been created to aid district and school personnel responsible for supporting the students in kindergarten through grade five who are identified as needing additional assistance through EIP.

## Early Intervention Program Structure

EIP services vary based on the specific needs of students identified, LEAs, and staffing capacity. The outlined program structure elements are intended to ensure effective intervention supports for EIP students and provide the flexibility necessary for districts and schools to meet the needs of each of these students.

### Early Intervention Program Models

The K-5 Georgia Standards of Excellence (GSE) define what students should understand and be able to do by the end of each grade. EIP provides additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade-level performance in the shortest possible time. The EIP supplemental instruction children receive as a support must be evidence-based, delivered to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students.

Any combination of EIP instructional delivery models may be used within an LEA depending on the unique needs and characteristics of the students, school, and staff. Delivery models are differentiated to provide appropriate levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports.

Instructional Intervention Model	Description
<b>Pull-out</b>	<ul style="list-style-type: none"><li>• EIP students are "pulled out" of general classroom setting to receive evidence-based interventions or practices that supplement core instruction in small group setting</li><li>• Fosters supportive individualized learning in small groups by reducing the teacher/pupil ratio</li><li>• Interventions provided in ELA/Reading, Math, or both for one daily segment</li></ul>
<b>Class Augmentation</b>	<ul style="list-style-type: none"><li>• Incorporates EIP evidence-based interventions into the general classroom setting using co-teaching instructional practices by providing an additional teacher</li><li>• Fosters individualized learning by reducing the teacher/pupil ratio while providing EIP services</li><li>• Interventions provided in ELA/Reading, Math, or both</li></ul>

<b>Reading Recovery Program</b>	<ul style="list-style-type: none"> <li>• EIP students are "pulled out" of general classroom setting for a minimum of 45 days to receive evidence-based interventions and intensive literacy instruction</li> <li>• Students served in Grade 1 only</li> <li>• Students served in Reading Recovery may be counted for one segment of EIP instruction for the entire year</li> </ul>
<b>Self-contained</b>	<ul style="list-style-type: none"> <li>• EIP students receive evidence-based interventions within a reduced class size to allow for focused, targeted instruction for a small group of EIP students.</li> <li>• Class may be multi-grade level provided the maximum class size is not exceeded</li> <li>• Intensive interventions provided in ELA/ Reading, Math, or both for up to six daily segments</li> </ul>
<b>Innovative</b>  Innovative Model Assurance forms must be submitted annually to assure adherence to program requirements.	<ul style="list-style-type: none"> <li>• EIP students receive evidence-based interventions and supports through an innovative model that accelerates student learning and addresses the unique needs of students, staff, and school</li> <li>• Provides supplemental interventions and instructions beyond services provided by the state</li> <li>• Must meet all non-waivable requirements of Early Intervention Programming</li> </ul>

## Early Intervention Programming Instructional Delivery

Grade Levels	Maximum Individual Class Size
Regular Kindergarten	18
Regular Kindergarten with full-time professional	20
Grades 1-3	21
Grades 4-5	28

## Early Intervention Program (EIP) Segments

Models	Maximum Number of Segments Funded (if student qualifies)		
	Mathematics	Reading	Both
Self-contained	6	6	6
Pull-out	1	1	2
Class Augmentation	1	1	2
Reading Recovery Program	N/A	1	N/A
Innovative	6	6	6

### Self-contained Model

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	11	14	45 minutes	6
Grades 1-3	11	14	45 minutes	6
Grades 4-5	11	14	50 minutes	6

*\*Self-contained classes may be multi-grade level provided the class size does not exceed the maximum size.*

### Pull-out Model

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	11	14	45 minutes	2
Grades 1-3	11	14	45 minutes	2
Grades 4-5	11	14	50 minutes	2

### Class Augmentation Model

Grade Level	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Kindergarten	15	18	45 minutes	2
Kindergarten with paraprofessional	15	20	45 minutes	2

Grades 1-3	17	21	45 minutes	2
Grades 1-3 with full-time paraprofessional	17	21	45 minutes	2

*\* A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.*

Grade Levels	Funding Class Size	Maximum System Avg. Size	Minimum Minutes	Maximum Segments
Grades 4-5	23	30	50 minutes	2

*\*A state certified early childhood/elementary teacher will work for a minimum of one segment (50 minutes) with no more than 14 Early Intervention Program students.*

### Reading Recovery Program Model\*

Grade Level	Funding Class Size	Maximum System Avg. Class Size	Minutes Served Per Day	Maximum Segments
Grade 1	11	14	30 minutes	1

*\*Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.*

### Innovative Model

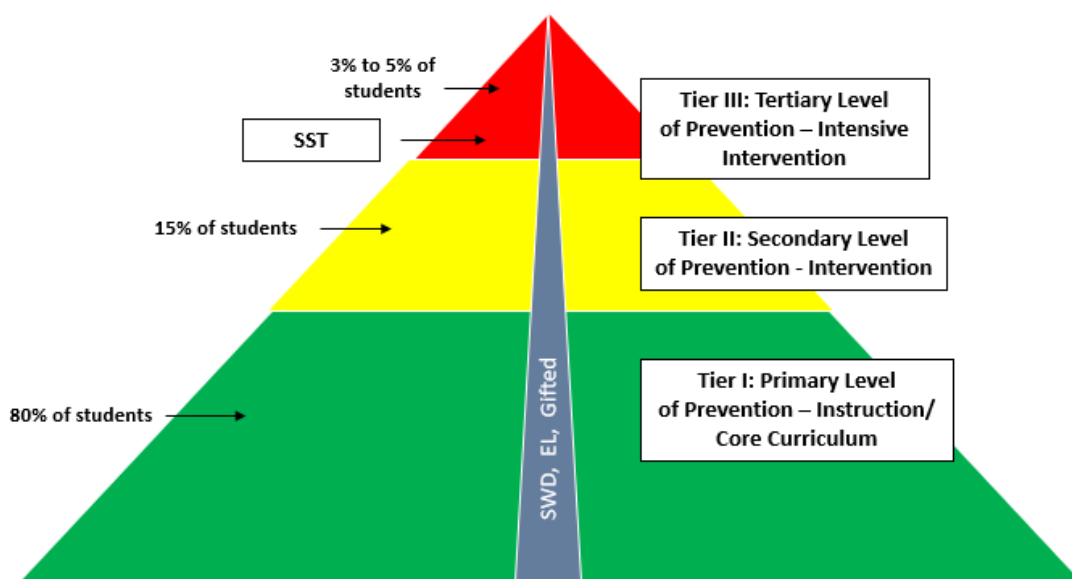
Grade Levels	Maximum Class Size	Minutes Served Per Day	Maximum Segments
Regular Kindergarten	18	45 minutes	6
Regular Kindergarten with full-time professional	20	45 minutes	6
Grades 1-3	21	45 minutes	6
Grades 4-5	28	50 minutes	6

## Early Intervention Program Eligibility: Screening and Monitoring

Universal screening aligns with Georgia's Systems of Continuous Improvement and is crucial to the school improvement process. The purpose of screening is to identify students who need enrichment or are at risk for poor learning and or poor behavior outcomes and provide an indicator of system effectiveness. Screening assessments are typically brief and administered to all students at a grade level. These assessments should be valid, reliable, and evidence-based. The data obtained from screening assessments are used with other data sources to verify decisions made about whether students are at risk or in need of intervention, acceleration, or enrichment.

Multi-Tiered System of Supports (MTSS) is a prevention framework that provides support matched to the unique needs of students in order to maximize achievement. MTSS provides students in need of additional support with evidence-based interventions and progress monitoring to determine growth toward a projected goal. EIP operates within the MTSS framework to provide academic interventions that help students meet grade-level expectations within the shortest possible time.

Universal screening is an essential component of MTSS and a critical and necessary step in making informed choices about how to meet the unique needs of students who are at risk of not reaching or maintaining academic grade level and receiving EIP services. Early Intervention Program providers foster cohesive instructional programs by aligning practices across supplementary programs. Evidence-based interventions that include universal screening, acceleration practices, and progress monitoring utilize best practices that promote more effective Early Intervention programming.





## Considerations for Interpretation of Universal Screening Data

After every universal screening, school-level data are analyzed to determine if the core curriculum has sufficiently met the needs of at least 80% of students. If the school or a grade level has fewer than 80% of students achieving the desired performance level, then key questions should be considered:

- Are core instruction and the core curriculum being implemented with fidelity?
- Are all students getting access to the core curriculum?
- Is core instruction being differentiated to meet the needs of students in the classroom?
- Are professional development opportunities or supports needed for teachers regarding the core curriculum or instruction?

These factors should be carefully considered when determining eligibility for EIP at the local school system level. Eligibility is based on documented student performance that demonstrates the student performing below the normal expectation for the respective grade in ELA/Reading, Math, or both. When 20% or more of students in a grade level, school, or system fail to reach the desired outcome for Tier I performance, it is possible that problems with the implementation of, or access to, the core instruction or curriculum may exist. While students in this instance may be eligible for EIP services, evidence-based Tier II or Tier III interventions cannot adequately support students when there are issues with the core curriculum or instruction.

## Parent/Guardian Notification

Upon determining student eligibility for EIP services, parents or guardians must be notified and offered the opportunity to be involved in EIP-related decisions. Schools must provide a 10-day notice of opportunity to conference about a potential EIP student's performance and the Early Intervention Program.

If a parent declines EIP services, that decision must be knowing and voluntary. If EIP services are declined, the student remains eligible to receive EIP services for that school year, if the parent changes their decision at a later date within the school year. The school must take affirmative steps to meet the needs of the student who have opted out of EIP by providing targeted instruction and periodic progress monitoring.

## Early Intervention Entrance and Exit Requirements

It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis. The Early Intervention Program Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. Early intervention programming should discontinue once the student consistently meets grade level performance. Students who perform at grade level and no longer need additional intervention supports are expected to exit the program in the shortest possible time. The tables below outline the EIP eligibility and exit criteria by grade level. Student eligibility records and exit documentation must be maintained at the local school or system level and be made available for monitoring upon request.

### Early Intervention Program Eligibility and Exit Criteria by Grade

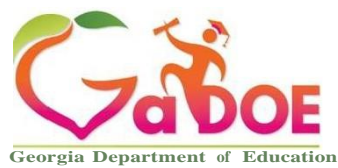
Students Entering or Currently in Kindergarten	
Assessment Tools	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> <li>Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check</li> <li>Local assessment or universal screener</li> <li>Student Support Team (SST) Checklist</li> <li>EIP ELA/Reading Rubric</li> <li>EIP Mathematics Rubric</li> </ul>	
Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> <li>Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics or both GKIDS</li> <li>Below 30<sup>th</sup> percentile on standardized norm-referenced tests</li> </ul>	<ul style="list-style-type: none"> <li>Achievement levels indicate <i>Meets</i> or <i>Exceeds</i> on the majority of elements included on the ELA or Mathematics section of GKIDS</li> <li>Documented achievement indicates <i>on or above grade level</i> by one or more assessment type or rubric</li> </ul>

Students Entering or Currently in Grade 1	
Assessment Tools	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Georgia Kindergarten Inventory of Developing Skills (GKIDS)</li> <li>• Local assessment or universal screener</li> <li>• Standardized norm-referenced tests</li> <li>• Student Support Team (SST) Checklist</li> <li>• EIP ELA/Reading Rubric</li> <li>• EIP Mathematics Rubric</li> </ul>	
Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> <li>• Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both</li> <li>• Student performs below the 30<sup>th</sup> percentile on standardized norm-referenced tests</li> </ul>	<ul style="list-style-type: none"> <li>• Documented Achievement indicates “<i>on or above grade level</i>” as indicated by one or more assessment type or rubric</li> </ul>

Students Entering or Currently in Grade 2	
Assessment Tools	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Local assessment or universal screener</li> <li>• Standardized norm-referenced tests</li> <li>• Student Support Team (SST) Checklist</li> <li>• EIP ELA/Reading Rubric</li> <li>• EIP Mathematics Rubric</li> </ul>	
Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> <li>• Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both</li> <li>• Student performs below the 30<sup>th</sup> percentile on standardized norm-referenced tests</li> </ul>	<ul style="list-style-type: none"> <li>• Documented Achievement indicates “<i>on or above grade level</i>” as indicated by one or more assessment type or rubric</li> </ul>

Students Entering or Currently in Grade 3	
Assessment Tools	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Local assessment or universal screener</li> <li>• <a href="#">DRC Beacon assessment</a></li> <li>• Standardized norm-referenced tests</li> <li>• Student Support Team (SST) Checklist</li> <li>• EIP ELA/Reading Rubric</li> <li>• EIP Mathematics Rubric</li> </ul>	
Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> <li>• Achievement levels indicate “Not Yet Demonstrated” or “Emerging” on the majority of elements included on the ELA, Mathematics, or both</li> <li>• Student performs below the 30<sup>th</sup> percentile on standardized norm-referenced tests</li> </ul>	<ul style="list-style-type: none"> <li>• Documented Achievement indicates “<i>on or above grade level</i>” as indicated by one or more assessment type or rubric</li> <li>• Performs at or above <i>Proficient Learner</i> level on Georgia Milestone Achievement Level Descriptors</li> </ul>

Students Entering or Currently in Grades 4-5	
Assessment Tools	
<p>Documented achievement must include <u>two or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Local assessment or universal screener</li> <li>• <a href="#">DRC Beacon assessment</a></li> <li>• Standardized norm-referenced tests</li> <li>• Student Support Team (SST) Checklist</li> <li>• EIP ELA/Reading Rubric</li> <li>• EIP Mathematics Rubric</li> <li>• Georgia Milestones Assessment System</li> </ul>	
Eligibility Criteria	Exit Criteria
<ul style="list-style-type: none"> <li>• Score at the <i>Beginning Learner</i> level on the Georgia Milestones assessment in Mathematics or ELA with Reading status Below Grade Level</li> <li>• Score below the 30<sup>th</sup> percentile on standardized norm-referenced tests</li> </ul>	<ul style="list-style-type: none"> <li>• Score at or above the <i>Proficient Learner</i> Level on the Georgia Milestones assessment in Reading or Mathematics</li> <li>• Documented Achievement indicates <i>on or above grade level</i> by one or more assessment type or rubric</li> </ul>



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