

## EIP Frequently Asked Questions

**Q1: How should parents be notified of student participation in EIP?**

A: **Before** services begin, the school shall provide a ten calendar-day notice for an opportunity to conference with the student's parents or guardians and the student to discuss the student's performance and the role of the Early Intervention Program

**Q2: Since Georgia Milestones data are not available for the 2019-2020 school year, what were used for placement and exit criteria?**

A: Local school districts will be able to determine the type/s of documented performance/achievement data for placement and exit purposes.

**For students in Grades 1-5 without Georgia Milestones scores:**

This includes students who do not have Georgia Milestones scores but whose documented performance/achievement shows that they are performing at the **Beginning Learner** level on the Georgia Milestones in reading or mathematics. Documented achievement must include one or more of the following: local assessments, standardized norm-referenced tests (below the 35<sup>th</sup> percentile), portfolios, Student Support Team (SST) Checklist, EIP Rubric, other checklists, or performance as described by Achievement Level Descriptors for the *Beginning Learner* level of the Georgia Milestones.

Students whose assessment achievement/performance is above the **Beginning Learner** level **but** who still need additional instructional assistance via the Early Intervention Program **shall not exceed 3%** of the population at the system, school, or grade level.

**Q3: How is Georgia's Tiered System of Supports for Students (MTSS) connected to EIP?**

A: Since the purpose of the Early Intervention Program is to provide 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 connection to MTSS is clear. EIP is a part of the MTSS framework, which includes academics and behavior. The instruction that is occurring in the EIP classrooms needs to be at the center of the school's attention. The tertiary level of prevention for EIP is dependent on the model of service. For EIP services to be considered a Tier 2 level of prevention, the instruction that is occurring would be in addition to Tier 1 and be evidence-based.

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**Q4: Where can we find information on reporting guidance for EIP?**

A: For information on data collection and reporting requirements visit **GaDOE Data Collections and Reporting**

**Q5: How should special education students be counted in EIP?**

A: If a special education student was assigned to a **regular** education teacher all day and participated in EIP, this student may be included in the EIP data collection. If a special education student was assigned to a **special** education teacher all day and participated in EIP, this student **may not** be included in the EIP data collection. If this same student was assigned to a special education teacher part of the day, this student could be included in the data collection during a segment not served by the special education teacher.

**Q6: Can Title I students who participated in EIP be included in the EIP data collection?**

A: Yes, any student who receives EIP services should be included in the EIP data collection.

**Q7: How many segments may qualified students be counted in FTE?**

A:	(1) Self-contained	no more than 6 segments
	(2) Pull out	no more than 2 segments
	(3) Augmented	no more than 2 segments
	(4) Reading Recovery	no more than 1 segment for the entire year
	(5) Innovative	no more than 6 segments

**Q8: What if a student is identified by the teacher for possible additional support without a Georgia Milestones score?**

A: The EIP Rubric or local checklist may be used. See the eligibility section of the EIP guidance – Appendix 2. For entering kindergarten students, the GKIDS Readiness Check may be used to inform teachers as they individualize instruction and guide/inform the determination of any additional needed supports and interventions. The GKIDS Readiness Check will provide information about the readiness for learning necessary at this grade level.

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**Q9: Are ESOL students eligible to participate in the EIP program? How should they be found eligible? How should they be counted in FTE?**

A: Yes, ESOL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.

Although the Governor's Office of Student Achievement (GOSA) criteria is followed to determine EIP eligibility, the school team should review data from the EL student's English language proficiency (ELP) initial screener and most recent or previous annual ELP assessment results, as well as the student's English language development (ELD) (growth trajectory) compared to like peers.

- The team should determine if the EL student's ELP level has consistently remained low or the English language is not developing at the expected rate.
- Additional data to consider are the student's literacy level (reading and writing skills) and student's oracy level (listening and speaking skills – aka oral language) in both the student's home or primary language(s), family culture, and educational history. **Visit: ESOL Program**

If the EIP team is reviewing initial ELP screener data or annual ELP assessment data as another measure to guide the EIP eligibility decisions, please note which WIDA Screener and WIDA ACCESS scores are/were used to determine eligibility for English learner (EL) status. **Please see *Resource Guide to Support District EL Programs* and the *EL Eligibility Flowcharts*.**

**Q10: Can the 35-percentile cut-off from a norm-referenced assessment identify 3<sup>rd</sup> -5<sup>th</sup> graders scoring "Beginning Learner" on GA Milestones instead of checklist?**

A: Yes

**Q11: Can all EIP students in an Innovative Model be counted for 6 segments on FTE count day if the number of EIP students meets the requirements of the model ratio?**

A: Yes, in the Innovative Model, if the number of EIP students meets the requirements of the model (**see page 7 above**) on FTE count day, you may count all of the EIP students in the class for all segments.

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**Q12: What is the meaning of “shall serve” in Georgia Code 20-2-153 regarding EIP?**

A: GaDOE uses the word “shall” as found in **Black’s Law Dictionary** (8<sup>th</sup> ed. 2004): **shall, vb, 1.** Has a duty to; more broadly, is required to <the requester **shall** send notice>.

**Q13: Should EIP services be supplemental or used in place of regular instruction?**

A: EIP instruction must be in addition to and different from regular classroom instruction.

**Q14: Can EIP students be assigned to the EIP teacher as their reading or mathematics teacher for the entire school year?**

A: Students should be removed from EIP when they are able to perform at grade level.

**Q15: What are the number of segments a student can be served in a model?**

A:

Models	Maximum number of segments (if student qualifies)		
	Mathematics	Reading	Both
(1) Self-contained	6	6	6
(2) Pull-out	1	1	2
(3) Augmented	1	1	2
(4) Reading Recovery	N/A	1	N/A
(5) Innovative	6	6	6