



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

State-Funded K-5 Early Intervention Program (EIP)

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Georgia Education Law

Official Code of Georgia Annotated (O.C.G.A.) § 20-2-153

Early Intervention Program for students at risk of not reaching or maintaining academic grade level.



State Board of Education Rule

160-4-2-.17 EARLY INTERVENTION PROGRAM (EIP)

- ✓ a program designed to serve students in grades kindergarten through five
- ✓ targets students who are at risk of not reaching or maintaining academic grade level
- ✓ the purpose of the program is to obtain the necessary academic skills to reach grade-level performance in the shortest possible time

2018-2019 EIP Numbers

(March 2019)

- EIP State Total – 247,365 (31% of the State)
 - Reading – 64,891 (26% of EIP)
 - Math – 30,803 (12% of EIP)
 - Reading and Math – 151,671 (61% of EIP)

Requirements

- Local systems shall use the provided EIP Rubric; however, many local systems also use multiple criteria
- Local systems shall devise a process for identification of students during the school year as a continuous process of early identification and monitoring.
- 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.
- Students placed in the EIP must be administered continuous assessments that will reflect achievement gains throughout the academic year.
- Each local school system shall report the number of students served in the EIP as part of the full-time equivalent (FTE) program count.

EIP Staff

- ✓ EIP must be staffed by certified K-5 teachers.
- ✓ Paraprofessionals may assist Kindergarten EIP teachers for the purposes of reducing the student-teacher ratio to meet class size reduction rules.

EIP Models of Instruction

The specifications for delivery of early intervention services shall be the responsibility of local boards of education. Participating schools shall use instructional models for the EIP that include, but are not limited to:

- ✓ **Augmented:** This model incorporates EIP services into the regular group size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
- ✓ **Self-Contained:** This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement
- ✓ **Pull – Out:** EIP students are removed from the classroom for instruction by an additional certified teacher.
- ✓ **Reduced Class Model:** This model may serve a maximum of 14 students at a time. This model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increase.
- ✓ **Reading Recovery Program:** Students are removed from the classroom for one segment of reading with a trained Reading Recovery Teacher.
- ✓ **Innovative Model:** Schools may submit a school design model to the GaDOE. Use of this model requires a written description of how EIP students will be provided services above and beyond the regular classroom setting.

Districts with Flexibility

- provides local school districts with the flexibility they need to increase student achievement
 - Strategic Waiver School System
 - Charter Status
- creates opportunities to provide service focused on your district's student needs

EIP Segments:

Model	Maximum number of segments (if student qualifies for...)		
	Mathematics	Reading	Both
Augmented	1	1	2
Self-contained	6	6	6
Pull-out	1	1	2
Reduced Class Model	6	6	6
Reading Recovery Program	N/A	1	N/A

- **Augmented:** no more than 2 segments
- **Pull-out model:** no more than 2 segments
- **Self-contained model:** no more than 6 segments
- **Reduced class size model:** no more than 6 segments
- **Reading Recovery:** no more than 1 segment for the entire year

Placement and Exit

- Eligibility determination is made at the school system level by identifying the students functioning below grade level for the respective grade using criteria listed in the Guidance document.
- The use of multiple criteria is encouraged as described in the Placement and Exit criteria in the Guidance document.

Additional 3%

- ✓ 2nd – 5th grade students
- ✓ performance indicates there is still a need for instructional assistance
- ✓ districts given the flexibility to include grade level, school, or system

Documentation

Eligibility records, placement, and exit documentation must be maintained at the local school and made available for monitoring upon request.

EIP Coding

XX.1

1 = REMEDIAL INSTRUCTION

- A 1 as the first numerical digit to the right of the decimal indicates that the student taking the course is identified as a participant in the K-5 Early Intervention Program (EIP)
- EIP Subject Codes
 - **Reading: 1**
 - **Math: 2**
 - **Reading & Math: 3**
- EIP Program Codes
 - **Kindergarten: E**
 - **Grades 1-3: F**
 - **Grades 4-5: G**

Contact Information

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