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.

http://web.lexisnexis.com/research/
160-4-2-.17 EARLY INTERVENTION PROGRAM (EIP).

A program designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level, as defined in the department's *Early Intervention Program Guidelines*, to obtain the necessary academic skills to reach grade-level performance in the shortest possible time.

Link to the EIP Rule:
All identified K-5 students shall be moved into the Early Intervention Program (EIP), provided assistance, and moved out upon reaching grade level performance.

- The kindergarten (K) early intervention program shall serve students enrolled in grade kindergarten. QBE Formula Program Weight = 2.0382 & 1 to 11 funding ratio (Regular K weight = 1.6532 & 1 to 15 ratio)

- The primary grades early intervention program shall serve students enrolled in grades one through three. QBE Formula Program Weight = 1.7955 & 1 to 11 funding ratio (Regular Primary weight = 1.2859 & 1 to 17 ratio)

- The upper elementary grades early intervention program shall serve students enrolled in grades four and five. QBE Formula Program Weight = 1.7892 & 1 to 11 funding ratio (Regular Upper Elementary weight = 1.0358 & 1 to 23 ratio)
Districts with Flexibility

- Schools granted Waiver Status
- Schools granted Charter Status

Flexibility creates opportunities to provide service focused on your district’s student needs.
Requirements: 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.
Requirements

Schools participating in the EIP shall provide an instructional program that will promote the acceleration of learning in order for students to succeed and progress to the next higher level of academic achievement in accordance with Georgia Department of Education Early Intervention Program Guidance.

SBOE Rule Requirements

- Local systems shall use the provided EIP Checklist rubric, when using the EIP Teacher Checklists for eligibility.
- 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 Classroom Models
The purpose of EIP is to give the child who cannot meet grade level standards more opportunities to learn.

EIP services are supplemental.
Response to Intervention: The Georgia Student Achievement Pyramid of Interventions

Tier 1 – Standards-Based Classroom Learning:
All students participate in general education learning that includes:
• Universal screenings to target groups in need of specific instructional support.
• Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.
• Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
• Progress monitoring of learning through multiple formative assessments.

Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including:
• Standard intervention protocol process for identifying and providing research-based interventions based on need and resources.
• Ongoing progress monitoring to measure student response to intervention and guide decision-making.

Tier 3 – SST-Driven Learning:
In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
• Intensive, formalized problem solving to identify individual student needs.
• Targeted research-based interventions tailored to individual needs.
• Frequent progress monitoring and analysis of student response to intervention(s).

Tier 4 – Specially-Designed Learning:
In addition to Tiers 1 through 3, targeted students participate in:
• Specialized programs, methodologies, or instructional deliveries.
• Greater frequency of progress monitoring of student response to intervention(s).
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 ration 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. This model may serve a maximum of 14 students at a time. (May add class-size waiver number.)
Reduced Class Model

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 (See Appendix 1)
Reading Recovery Program

Students are removed from the classroom for one segment of reading with a trained Reading Recovery Teacher.

Other School Design

Schools may submit a school design model to the GaDOE. Use of this model requires a written description of how EIP students will be proved services above and beyond the regular classroom setting.
Placement and Exit

- Eligibility determination is made at the school system level by identifying the students functioning below the normal expectation 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.
Georgia Milestones as a part of the multiple criteria:

Students who score at the Beginning Learners level in math or ELA with a Reading status of Below Grade Level. (For students currently in Grades 4 – 5)
Additional 3% Guidance

Students who score at the Developing Learners Level – yet demonstrate through local documentation performance at the Beginning Learners level and still need instructional assistance.
Eligibility records and placement and exit documentation **must** be maintained at the local school and made available for monitoring upon request.
EIP Coding

Reference: State Board of Education Rule 160-4-2-.20 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008 AND SUBSEQUENT YEARS.

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 either the grades K-5 Early Intervention Program (EIP) or the grades 6-12 Remedial Education Program (REP). The EIP provides an intervention program for students in grades K-5 who are at risk of not reaching or maintaining academic grade level in English language arts and/or mathematics in Kindergarten and in reading and/or math for grades 1-5. The REP provides a remedial educational program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and/or math. Consequently, a 1 in the first numerical digit to the right of the decimal is valid ONLY for EIP or REP served students at these grade levels.
EIP Subject Codes

1 – Reading

2 - Mathematics

3 – Reading and Mathematics
EIP Program Codes

• E – Kindergarten

• F – Grades 1 – 3

• G – Grades 4,5
EIP Model Codes

• 1 – Augmented ( 1 Reading, 1 Math)
• 2 – Self-Contained (No more than 6 segments)
• 3 – Pull-Out (1 Reading, 1 Math)
• 4 – Reduced Class (No more than 6 segments)
• 5 – Reading Recovery (1 Segment)
• 6 – Other School Design
Questions

Link to EIP Program page:
Contact Information

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