



## Early Intervention Program (EIP) Guidance

### Table of Contents

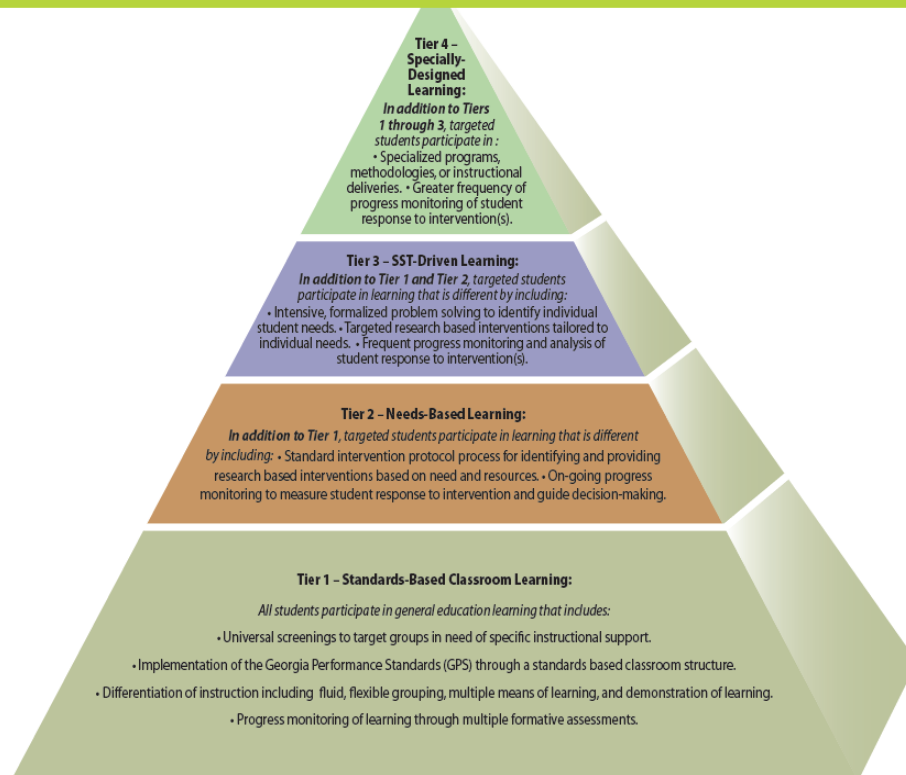
Purpose.....	Page 2
Program Structure .....	Page 3
Staff	
Delivery Models	
Class Size	
Class Segments	
Eligibility for Placement.....	Page 7
Assessment and Accountability.....	Page 8
Reporting Procedures	
Student Assessment	
Exit Criteria	
Parental Involvement	
Accountability	
Funding.....	Page 9
<b>Appendices</b>	
Appendix 1 – EIP Class Size Rules .....	Page 10
Appendix 2 – OSA EIP Placement Criteria.....	Page 15
Appendix 3 – OSA EIP Exit Criteria.....	Page 19
Appendix 4 – GaDOE Policy IDDH (EIP).....	Page 21
Appendix 5 – Georgia Code 20-2-153.....	Page 23
Appendix 6 – Frequently Asked Questions.....	Page 25

## PURPOSE OF EARLY INTERVENTION

Children start school at a designated chronological age, but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. 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 EIP Program is a part of the Response to Intervention (RTI) framework for providing support to students. The EIP Program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

### Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



*"We will lead the nation in improving student achievement."  
Kathy Cox, State Superintendent of Schools*



## I. PROGRAM STRUCTURE

1. **STAFF:** EIP must be staffed by certified teachers. Full time paraprofessionals may assist kindergarten EIP teachers for the purposes of reducing the student-teacher ratio to meet class size reduction rules.
2. **DELIVERY MODELS:** Any combination of the following models may be used within a system or school depending on the unique needs and characteristics of the students and school.

There are five models:

- (1) **Augmented** – The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
- (2) **Self-Contained** – This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement.
- (3) **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.
- (4) **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 increases (see Appendix 1).
- (5) **Reading Recovery Program** – Students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

**Other School Designs** – Schools may submit to the Georgia Department of Education (GaDOE) a school design model. Use of this model requires a written description of how EIP students will be provided services above and beyond the regular classroom setting. Other school designs must include the following:

- an appropriate and effective program for accelerating student learning.
- services through a state-certified teacher.
- the use of EIP funds that provide supplemental instruction above and beyond those services provided by the state.
- compliance with the maximum class size rule.

**3. CLASS SIZE:** A class for EIP must follow Appendix 1 of the class size rule.

**160-5-1-.08 CLASS SIZE**

**Early Intervention Program (EIP) Self-Contained and Pull-out Models**

<b>Grade(s) Subject(s)</b>	<b>Funding Class Size</b>	<b>Maximum System Avg. Class Size</b>
Kindergarten	11	14
Grades 1-3	11	14
Grades 4-5	11	14

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

**Augmented Class Model-Kindergarten**

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.

<b>Grade(s) Subject(s)</b>	<b>Funding Class Size</b>	<b>Maximum System Avg. Class Size</b>
Kindergarten	15	18
Kindergarten with full-time paraprofessional	15	20

*A maximum of 14 EIP students may be in an augmented class.*

**Augmented Class Model – Grades 1-3**

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

<b>Grade(s) Subject(s)</b>	<b>Funding Class Size</b>	<b>Maximum System Avg. Class Size</b>
Grades 1-3	17	21
Grades 1-3 with full– time paraprofessional	17	21

### Augmented Class Model – Grades 4-5

Grade(s) Subject (s)	Funding Class Size	Maximum System Avg. Class Size
Grades 4- 5	23	30*

*A maximum of 14 EIP students may be in an augmented class.*

### Reduced Class Model – Kindergarten

EIP Students	Non-EIP Students	Maximum Total in Class
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

*A full-time paraprofessional may be used in the kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular students.*

### Reduced Class Model – Grades 1-3 \*\*

EIP Students	Non-EIP Students	Maximum Total in Class
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

**Reduced Class Model – Grades 4-5 \*\***

<b>EIP Students</b>	<b>Non-EIP Students</b>	<b>Maximum Total in Class</b>
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

*\*\* Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-5.*

**Reading Recovery**

The Reading Recovery Program may be used as a model for the Early Intervention Program.

<b>Funding Class Size</b>	<b>Maximum System Avg. Class Size</b>
11	14

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

**4. CLASS SEGMENTS:**

A segment for grades K-3 is defined as a minimum of 45 minutes. A segment for grades 4-5 is defined as a minimum of 50 minutes. A Reading Recovery segment is defined as a minimum of 30 minutes.

## **II. ELIGIBILITY**

The following will apply for student eligibility:

- Under Method 1, eligibility determination is made at the school level by identifying the students functioning below the normal expectation for the respective grade as determined by criteria established by the Georgia Office of Student Achievement (GOSA).
- Placement of students under Method 2 of the GOSA criteria must be consistent throughout the system.
- For kindergarten and grade 1, Method 2 allows students to qualify for EIP based on various criteria, including the EIP Rubric.
- For grades 2-5, Method 2 allows up to 3% of the students to qualify for EIP based on various criteria, including the EIP Rubric.

See Appendix 2

---

### III. ASSESSMENT AND ACCOUNTABILITY

1. **REPORTING PROCEDURES:** Eligibility records and exit documentation must be maintained at the local school and made available for monitoring upon request.
2. **STUDENT ASSESSMENT:** Students must be moved into EIP, provided assistance, and moved out of EIP upon reaching grade level performance. Students placed in the EIP must be administered a formative assessment that will reflect achievement gains throughout the academic year.
3. **EXIT CRITERIA:** Program exit criteria is developed by the Office of Student Achievement.  
**See Appendix 3**
4. **PARENTAL INVOLVEMENT:** 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. EIP funds may not be used for parent workshops (see Georgia School Laws, Section 20-2-167).
5. **ACCOUNTABILITY:** The Office of Student Achievement will consider the following EIP data in identifying performing and non-performing schools:
  - The length of time that students spend in the EIP.
  - Performance of EIP students on the Criterion-Referenced Competency Tests (CRCT).

#### **IV. FUNDING**

Students reported with a grade level of Kindergarten who are receiving services under the Early Intervention Program should be reported with a PROGRAM CODE =E for each segment served in the program. Refer to GaDOE Rule 160-4-2-.17 Early Intervention Program (EIP) for additional information.

Students reported with a grade level of 1 through 3 who are receiving services under the Early Intervention Program should be reported with a PROGRAM CODE=F for each segment served in the program. Students who are removed from the general education classroom for one segment to participate in the Reading Recovery Program may be counted for one segment of EIP instruction for the year. Refer to GaDOE Rule 160-4-2-.17 Early Intervention Program (EIP) for additional information.

Students reported with a grade level of 4 and 5 that are receiving services under the Early Intervention Program should be reported with a PROGRAM CODE=G for each segment served in the program.

Refer to GaDOE Rule 160-4-2-.17 Early Intervention Program (EIP) and Official Code of GA (OCGA) 20-2-161. Quality Basic Education Formula for additional information.

**All FTE (Full time equivalent) questions should be directed to the  
GaDOE Help Desk at 1-800-869-1011 .**

## APPENDIX 1

### EIP CLASS SIZE RULES

#### Early Intervention Program (EIP)

##### Self-Contained and Pull-out Models

	<u>Funding Size</u>	<u>Maximum Class Size</u>
Kindergarten .....	11.....	14
Grades 1-3.....	11.....	14
Grades 4-5.....	11.....	14

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

##### **Augmented Class Model – Kindergarten**

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.

<b>FUNDING CLASS SIZE</b>	<b><u>MAXIMUM SYSTEM AVERAGE CLASS SIZE</u></b>
	<b>08-09</b>
15 Maximum Class Size Regular Kindergarten	18
Maximum Class Size with Full-time paraprofessional	20

*A maximum of 14 EIP students may be in an augmented class.*

### Augmented Class Model – Grades 1-3

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.

FUNDING  
CLASS SIZE

MAXIMUM SYSTEM  
AVERAGE CLASS SIZE  
**08-09**

17	Maximum Class Size	21
	Maximum Class Size with full-time paraprofessional	21

*A maximum of 14 EIP students may be in an augmented class.*

**Augmented Class Model – Grades 4-5**

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.

FUNDING  
CLASS SIZE

MAXIMUM SYSTEM  
AVERAGE CLASS SIZE

23

Maximum Class Size

**08-09**

30

*A maximum of 14 EIP students may be in an augmented class.*

**Reduced Class Model – Kindergarten**

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

*A full-time paraprofessional may be used in kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular students.*

### Reduced Class Model – Grades 1-3

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

### Reduced Class Model – Grades 4-5\*

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

*\*Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-5.*

## **Reading Recovery**

The Reading Recovery program allows for students to be removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days.

The Reading Recovery Program may be used as a model for the Early Intervention Program.

Funding Size  
11

Maximum Class Size  
14

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

**APPENDIX 2**  
**GOSA EIP ELIGIBILITY FOR PLACEMENT CRITERIA**

**Placement Procedures for the Early Intervention Program (EIP) Grades K-5**

Eligibility for the Early Intervention Program (EIP) is determined by an assessment process at the local school system level. The eligibility determination is made by identifying the students functioning below the normal expectation for the respective grade using criteria provided by the Georgia Office of Student Achievement (GOSA).

There are different methods that may be used to establish eligibility for placement depending on grade level and includes the following:

**For students entering Kindergarten or in Kindergarten:**

**Use the following method/s to identify students entering or in Kindergarten.**

Method/s	This includes students whose documented performance indicates needing extra instructional assistance using 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; or other checklist; or retained kindergarten students whose documented Performance Levels indicate “Not Yet Demonstrated” or “Emerging” or “Progressing” on the majority of elements on the English Language Arts and/or Mathematics Georgia Kindergarten Inventory of Developing Skills (GKIDS).
----------	---

**For students entering or in Grade 1:**

**Use the following method/s to identify students entering or in Grade 1.**

Method/s	This includes students whose documented Performance Levels indicate “Not Yet Demonstrated” or “Emerging” or “Progressing” on the majority of elements included on the English Language Arts and/or Mathematics Georgia Kindergarten Inventory of Developing Skills (GKIDS); or other indicators such as local assessments; standardized norm-referenced tests (below the 35 <sup>th</sup> percentile); portfolios; Student Support Team (SST) Checklist; EIP Rubric; or other checklists; or retained students who do not meet standards on the Criterion-Referenced Competency Tests (CRCT) and who score at Performance Level 1 ( <i>does not meet</i> ) on the CRCT in reading and/or mathematics.
----------	---

**For students entering or in Grades 2-5:**

**Use Method 1 to identify students entering or in Grades 2-5.**

Method 1      This includes students who do not meet standards on the CRCT and who score at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics.

**Use Method 2 to identify students who do not qualify using Method 1.**

Method 2      This includes students who meet standards on the CRCT in reading or mathematics but whose documented performance shows that they are performing at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics. This population of students who meet CRCT standards but need additional instructional assistance shall not exceed 3% of the population for a particular grade.

**For students in Grades 1-5 without CRCT scores:**

This includes students who do not have CRCT scores but whose documented performance shows that they are performing at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics. Documented performance 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 Performance Descriptors for Performance Level 1 of the CRCT.

## EIP RUBRIC

Students may qualify for EIP specifically in reading or math. The eligibility rubrics are based on the Georgia Performance Standards (GPS) for **reading** and **math**.

When using the EIP Rubrics, refer to the table below to determine student eligibility.

	<b>READING</b>	<b>MATH</b>
<b>Kindergarten</b>	18 or less points	8 or less points
<b>1st</b>	30 or less points	14 or less points
<b>2nd</b>	24 or less points	14 or less points
<b>3rd</b>	22 or less points	14 or less points
<b>4th</b>	20 or less points	14 or less points
<b>5th</b>	20 or less points	14 or less points

**EIP Checklists may be downloaded from our website at this link:**

[http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServEip](http://www.gadoe.org/ci_services.aspx?PageReq=CIServEip)

## APPENDIX 3

### OSA EIP EXIT CRITERIA

#### Exit Procedures for the Early Intervention Program (EIP) Grades K-5

Early Intervention Program exit criteria, developed by the Georgia Office of Student Achievement (GOSA), include the following:

##### For students in Kindergarten:

This includes kindergarten students whose Performance Levels indicate meets or exceeds on the majority of elements included on the English Language Arts and/or Mathematics Georgia Kindergarten Inventory of Developing Skills (GKIDS); or whose documented performance indicates “on or above grade level” as documented by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Rubric, or other checklists.

##### For students in Grades 1-5:

This includes students who score at either Performance Level 2 or 3 (*Meets or Exceeds the Standard*) on the Criterion-Referenced Competency Tests (CRCT) in reading or mathematics or whose performance indicates “on or above grade level” as documented by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Rubric, other checklists, or student work as described by CRCT Performance Descriptors for Performance Levels 2 or 3 of the CRCT.

##### For students in Grades K-5 without Georgia mandated test results:

This includes students whose performance indicates “on or above grade level” as documented by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Rubric, other checklists, or student work as described by CRCT Performance Descriptors for Performance Levels 2 or 3 (*Meets or Exceeds the Standard*) of the CRCT.

## APPENDIX 4

Code: IDDH

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

#### (1) DEFINITIONS.

(a) **Accelerated Instruction** – challenging instructional activities that are intensely focused on student academic deficiencies in content areas. This accelerated instruction is designed to enable students who have not achieved grade level, as defined by the Office of Student Achievement, to meet grade-level standards in the shortest possible time.

(b) **Early Intervention Program** – 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.

#### (2) REQUIREMENTS.

(a) All identified students shall be moved into the Early Intervention Program (EIP), provided assistance, and moved out upon reaching grade level performance.

(b) The kindergarten early intervention program shall serve students enrolled in grade kindergarten. The primary grades early intervention program shall serve students enrolled in grades one through three. The upper elementary grades early intervention program shall serve students enrolled in grades four and five.

(c) 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 Guidelines*.

(d) 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 Early Intervention Program that include, but are not limited to, class augmentation, self-contained, reduced class size, pull-out, or Reading Recovery.

(e) Eligibility determination is made at the school system level by identifying the students functioning below the normal expectation for the respective grade using criteria provided by the Office of Student Achievement.

160-4-2-.17 (Continued)

(f) Local systems shall use the provided EIP Checklist rubric, when using the EIP Teacher Checklists for eligibility.

(g) Local systems shall devise a process for identification of students during the school year as a continuous process of early identification and monitoring.

(h) 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.

(i) Students placed in the EIP must be administered continuous assessments that will reflect achievement gains throughout the academic year.

(j) Program exit criteria shall be as developed by the Office of Student Achievement.

(k) Eligibility records and exit documentation shall be maintained at the local school made available for monitoring upon request.

(l) Each local school system shall report the number of students served in the EIP as part of the full-time equivalent (FTE) program count.

Authority O.C.G.A. § 20-2-153.

**Adopted: April 13, 2006 Effective: May 3, 2006**

## APPENDIX 5

Georgia Code 20-2-153.

(a) The State Board of Education shall create and each local board of education shall provide an early intervention program to serve students in kindergarten through grade five. The kindergarten early intervention program shall serve students enrolled in kindergarten. The primary grades early intervention program shall serve students enrolled in grades one through three. The upper elementary grades early intervention program shall serve students in grades four through five.

(b) The early intervention program shall serve students who are at risk of not reaching or maintaining academic grade level, including but not limited to students who are identified through the first grade readiness assessment required by Code Sections 20-2-151 and 20-2-281 and students with identified academic performance below grade levels defined by the Office of Student Achievement in Code Section 20-14-31 for any criterion-referenced assessment administered in accordance with Code Section 20-2-281 for grades one through five. Local school systems shall devise a process for the identification of such students at the beginning of each school year and also during the school year as a continuous process of early identification and monitoring. School systems may use indicators such as but not limited to the student's scores on previous assessments, the student's classroom performance in the same or previous years, and other reliable indicators to identify such students. A student shall be assigned to the early intervention program as soon as is practicable after the student is identified as at risk or after the results of the first-grade readiness assessment, the criterion-referenced assessment, or other indicators are known. The school shall provide timely notice and an opportunity for a conference with the student and his or her parents or guardians to discuss the student's academic performance and the role of the early intervention program.

(c) The State Board of Education shall describe by rules and regulations such additional services, resources, support, or strategies as may be provided by the local school system. The specifications for delivery of early intervention services shall be the responsibility of local boards of education except that the program rules and regulations adopted by the State Board of Education shall be followed in designing the program delivery models. Delivery models may include, but are not limited to, class augmentation, pull-out or self-contained classes, and the Reading Recovery Program delivered by certificated personnel.

(d) The early intervention program shall be designed with the intent of helping the student to perform at expectations and exit the program in the shortest possible time. Students shall be moved into this program, provided assistance, and moved out of this program upon reaching grade level performance. It is not the intent of the General Assembly that students be assigned to this program on a continuing or permanent basis.

(e) Funding for the early intervention program shall have a full-time equivalent teacher-student ratio of one teacher to 11 students.

(f) Each local school system shall annually report the number of students served in the early intervention program as part of the full-time equivalent program count conducted pursuant to Code Section 20-2-160.

## APPENDIX 6

### Frequently Asked Questions

Q: What is the “make-whole” reporting and why is it required?

A: The Early Intervention Program (EIP) provided additional funds during the first year of the program to schools using the augmented and pullout models. Regular classroom teachers must have a certain number of students in each segment, based on class size requirements, to be fully funded. Augmented and pullout models bring the number of FTE students below the funding level during those segments of the day. The EIP "make-whole" funding makes up the difference that it would take to pay for a full-time regular teacher. The "make-whole" funding was only provided during the first few years of the program starting in 2001. However, local school districts and schools are still reporting the data for "make-whole" in case this funding is reinstated. For more information on the “make-whole” report, please visit this link: [http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServEip](http://www.gadoe.org/ci_services.aspx?PageReq=CIServEip)

Q: Does the 3% of the population of students who meet CRCT standards but need additional instructional assistance apply to the school or grade level?

A: Georgia State Board rule 160-4-2-.17 indicates that the 3% refers to a particular grade level. In 2004, districts were given the flexibility to allow the 3% to include grade level, school, or system. Please see the document at this link: [http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServEip](http://www.gadoe.org/ci_services.aspx?PageReq=CIServEip)

Q: How is Response to Intervention (RTI) 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 RTI is clear. EIP is a part of the RTI intervention framework. The instruction that is occurring in the EIP classrooms needs to be at the center of the schools attention. For EIP services to be considered a Tier 2 intervention, the instruction that is occurring during this intervention would be in addition to Tier 1 and be evidence-based.

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

A: Information on data collection and reporting requirements can be found on the following website: [http://www.gadoe.org/pea\\_infosys\\_data.aspx](http://www.gadoe.org/pea_infosys_data.aspx)

Q: 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.

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

A: In some situations, the student **may** be included in the EIP data collection. Please refer to this link for detailed Title I information: [http://www.gadoe.org/tss\\_title.aspx](http://www.gadoe.org/tss_title.aspx)

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

A: Augmented model = 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

Q: What if a student is identified by the teacher for possible additional support without a CRCT score?

A: The EIP Rubric or local checklist may be used. See the eligibility section of the EIP guidance – Appendix 2.

Q: 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 (see Georgia School Laws, Section 20-2-167).

Q: 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. For eligibility, Office of Student Achievement (OSA) criteria should be followed. Additionally, the following guidance from the WIDA ACCESS Placement Test (WAP-T) and Kindergarten Measure of Developing English Language (MODEL) may be considered:

- WAP-T – For Kindergarten students, a combined raw score for speaking and listening must be less than 19, and if the reading and writing test are administered, the reading score must be less than 11, and the writing score must be less than 12.
- WAP - T – For Grades 1-5, Composite Proficiency Level is between 1.0 and 3.5
- MODEL – Composite Proficiency Level is between 1.0 and 3.5 (for Kindergarten only).