



EIP Frequently Asked Questions

Q1: Since there will not be Georgia Milestones data for first and second grade students, what can be used for placement and exit criteria?

A: Local school districts will be able to determine the type/s of documented performance 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 shows that they are performing at the *Does Not Meet* level on the Georgia Milestones in reading or mathematics. **Documented performance must include one or more of the following: local assessments, standardized norm-referenced tests (below the 35th percentile), portfolios, Student Support Team (SST) Checklist, EIP Rubric, other checklists, or performance as described by Performance Descriptors for the *Does Not Meet* level of the Georgia Milestones.**

*The above statement was copied from page 15 of this document.

The students whose documented performance does not meet grade level standards 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.

Q2: 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.

Q3: Does the 3% of the population of students who meet Georgia Milestone 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/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Early-Intervention-Program.aspx>
(Click "Early Intervention Program (EIP) Flexibility for the 3% Cap")

Q4: 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.

Q5: 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/Technology-Services/Data-Collections/Pages/Home.aspx>

Q6: 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.

Q7: 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/School-Improvement/Federal-Programs/Pages/default.aspx>

Q8: 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

Q9: 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.

Q10: 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 State Board of Education Rule 160-4-2-.17 EARLY INTERVENTION PROGRAM (EIP)). http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.17_dup.pdf.

Q11: 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 - Students combined raw score for speaking and listening is less than 19, reading score is less than 11, and the writing score is less than 12.
- MODEL – Composite Proficiency Level is between 1.0 and 3.5.

Q12: Can the 35 percentile cut-off from a norm-referenced assessment be used to identify 2nd - 5th graders who scored in the “meets” categories of the Georgia Milestones instead of the checklist?

A: Yes, as long as those students are within the 3% limitation.

Q13: Can all EIP students in a Reduced Class 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 reduced class model, if the number of EIP students meets the requirements of the model ratio on FTE count day, you may count all of the EIP students in the class for all segments.

Q14: What is the meaning of “shall serve” in Georgia Code 20-2-153 regarding EIP?

A: When drafting requirements for the implementation of its programs, GaDOE uses the word “**shall**” with the expectation that it will be interpreted in accordance with the following definition from Black’s Law Dictionary (8th ed. 2004): shall, *vb*, **1**. Has a duty to; more broadly, is required to <the requester shall send notice> <notice shall be sent>.

Q15: Should EIP services be supplemental instruction or can it be in place of regular classroom instruction?

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

Q16: 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.

Q17: What are the number of segments a student can be served in a model?

A: The table below delineates the number of segments for each model, considering how a student qualified for EIP.

Model	Maximum number of segments		
	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