A decorative graphic on the left side of the slide, consisting of white and light blue lines and circles that resemble a circuit board or a network diagram. The lines are vertical and horizontal, with some branching out and ending in small circles.

# MILLER COUNTY ELEMENTARY SCHOOL'S EARLY INTERVENTION PROGRAM (EIP)

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# Early Intervention Program Introduction & Overview

The Early Intervention Program (EIP), outlined in O.C.G.A. 20-2-153 and State Board of Education Rule 160-4-2-.17, is designed to provide intervention for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both in order to help them meet grade-level expectation within the shortest possible time. Early Intervention programming must include targeted, evidence-based intervention, frequent progress monitoring, and clear entrance and exit criteria based on grade level performance. It is not the intent of the program for student to be assigned to EIP on a continuing or permanent basis.

# Early Intervention Program Introduction & Overview Continued

During the 2021 legislative session, the Georgia General Assembly determined EIP required certain provisions that are necessary for the implementation of effective practices. Senate Bill 59 mandates schools and systems no longer waive provisions required in O.C.G.A. 20-2-153 and State Board Rule 160-4-2-.17. Effective July 1, 2021, EIP requirements are no longer waivable. EIP requirements are mandatory for all Local Education Agencies (including systems with Charter or Strategic Waiver contracts) and locally approved charter schools.

[http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.17\\_dup.pdf](http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.17_dup.pdf)

# Instructional Models

The following EIP instructional models outlined in state law and in SBOE rule are funded in FY23:

- 1) Self-contained
- 2) Pull-out
- 3) Class Augmentation
- 4) Reading Recovery
- 5) Innovative

Guidelines within this document have been created to aid district and school personnel responsible for supporting the students in kindergarten through grade five who are identified as needing additional assistance through EIP

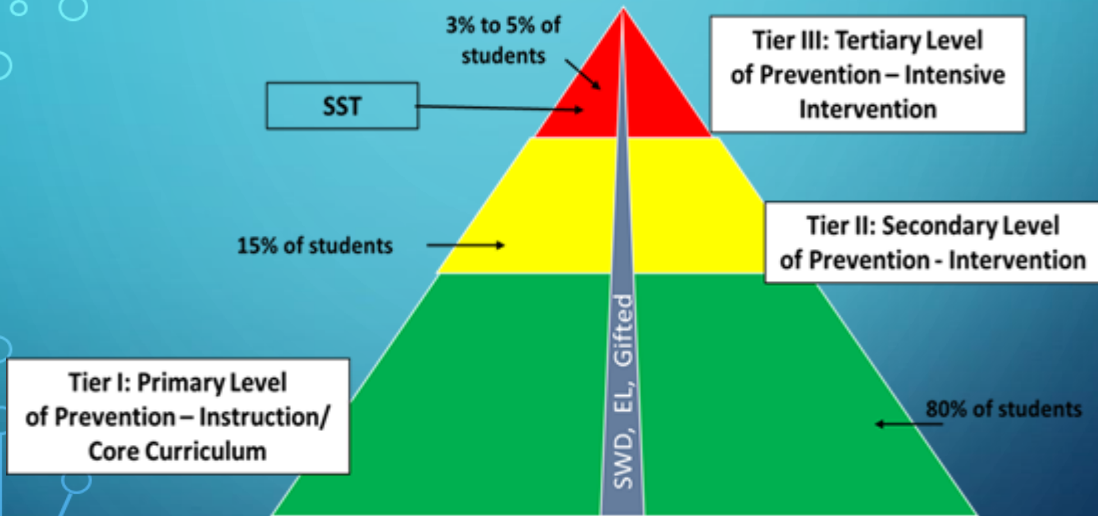
# Early Intervention Program Models

The K-5 Georgia Standards of Excellence (GSE) define what students should understand and be able to do by the end of each grade. EIP provides 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 supplemental instruction children receive as a support must be evidence-based, delivered to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students.

# Early Intervention Program Models Continued

Any combination of EIP instructional delivery models may be used within an LEA depending on the unique needs and characteristics of the students, school, and staff. Delivery models are differentiated to provide appropriate levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports.

# Georgia's Tiered System of Supports for Students



EIP is aligned with the Georgia's Tiered System of Supports framework for 7 students. EIP provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

# 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.

Instruction will be delivered by your child's current teacher.

Your child will not be removed from his/her classroom to receive extra support.



# 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**.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/EIP/Updated%20-%202013-2014%20EIP%20Guidance%20April%202013%202013.pdf>

# 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.

# 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.

# Methods used to identify K-5 students

## Local Assessments

- MAP
- iLearn

EIP Rubrics (Located on the GaDoe website)

[Georgia's Early Intervention Program \(EIP\) ELA/Reading K- 5 Rubrics](#)

[Early Intervention Program \(EIP\)](#)

Georgia Milestones Data (Grades 3-5)

[Georgia Milestones Assessment System Information](#)

# What is MAP?

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

## What it measures:

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.

# MAP Continued

## Your child's RIT score:

RIT scores have the same meaning across grade levels. If a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject. This stable scale allows teachers to accurately measure each student's academic growth throughout the school year and over time.

Teachers can use the score to inform instruction, personalize learning, and monitor the growth of individual students. Principals and administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Richard Woods, Georgia's School Superintendent

August 2022

# MAP Continued

Most schools give MAP Growth tests to students at the beginning, middle, and end of the school year (in the fall, winter, and spring). Some schools choose to administer tests only twice a year.

MAP Growth is administered periodically during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know. Teachers also receive results right away, which enables them to react more quickly.

# iLearn Assessment

A Benchmark assessment is typically assigned as **a beginning-, mid-, and end-of-year test, and is a single test at the student's enrolled grade level.** Only district and school administrators can assign Benchmark Assessments. Teachers can assign Grade Level Tests. The Benchmark Assessment and Grade Level Tests are the exact same test; they are separated to simplify the reports.



# DOCUMENTATION

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

# Questions

Link to EIP Program page:

[Early Intervention Program \(EIP\)](#)

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MILLER COUNTY  
ELEMENTARY  
*“HOME OF THE PIRATES”*

Ordinary People United to Achieve the  
Extraordinary