Early Intervention Program (EIP) Guidelines 2025-2026



Georgia Department of Education

Updated June 9, 2025

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EIP Introduction & Overview

Children start school at a designated chronological age but differ greatly in their individual development and experience base. 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 interventions 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 expectations within the shortest possible time. Early intervention programming must include targeted, evidence-based interventions, frequent progress monitoring, and clear entrance and exit criteria based on grade level performance. It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis.

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.

UPDATE: Prohibition of the Three-Cueing System for Teaching Word Reading (House Bill 307, 2025 Legislative Session)

House Bill 307 was passed by the Georgia General Assembly during the 2025 Legislative Session and became effective upon the Governor's signature on April 28, 2025. Building on the work of the Georgia Early Literacy Act, this legislation consolidates existing statutory requirements on dyslexia screening, introduces additional reporting requirements, and expands the coordination of statewide literacy efforts.

Of specific importance to EIP implementation is the legislation's explicit prohibition of the three-cueing system model for teaching word reading. "Three-cueing system" means any model for teaching students word reading based on meaning, structure and syntax, and visual cues. The law specifies that three-cueing is not considered a high-quality instructional practice and is disallowed from being featured or promoted in high-quality instructional materials or structured literacy for students in kindergarten through third grade.

Local school systems must ensure that all instructional materials used in EIP settings adhere to these provisions of HB 307:

- ☐ Instruction in public schools and local school systems shall not employ the three-cueing system or visual memory as a basis for teaching word reading.
- ☐ Instruction may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but shall not be used to teach word reading.

Additionally, HB 307 eliminates from law the Reading Recovery Program as an approved delivery model for early intervention services. While Reading Recovery has not been a Department-approved EIP model in recent years, this change in law codifies the sunsetting of the instructional program.

Aligning Reading Interventions to the Georgia Early Literacy and Dyslexia Act

The *Georgia Early Literacy Act* (House Bill 538, 2023) required that the State Board of Education (SBOE) adopt a list of high-quality **core** instructional materials for K-3 reading by January 1, 2024. All school districts were required to use instructional programs and interventions aligned to foundational literacy skills and the science of reading by the 2024-2025 school year. Core materials must be from the SBOE approved list.

Local education agencies must review and vet supplemental and intervention materials for quality and alignment to foundational literacy skills and the science of reading. The Georgia Department of Education developed a rubric, Literacy Guidance Rubric for Vetting Supplemental Instructional Resources, to assist local education agencies in their review processes. School districts must meet this requirement to receive EIP funding.

House Bill 307, passed in 2025, builds upon the requirements of HB 538 and establishes the *Georgia Early Literacy and Dyslexia Act.* This law updates the definition of "foundational literacy skills" to include phonological awareness, phonemic awareness, alphabet knowledge, phonics, oral reading fluency, spelling, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing rapid automatized naming.

See State Board Rule 160-4-2-.40 Georgia Early Literacy Act Requirements and Aligning State Literacy Policies and Practices for additional literacy guidance.

Required Annual Early Intervention Program (EIP) Assurance Form

For the 2025-26 school year, superintendents of **all** local education agencies (LEAs) will be required to submit an annual EIP assurance form on or before September 1, 2025, through MyGaDOE at https://portal.doe.k12.ga.us. This form ensures LEA adherence to the use of evidence-based interventions, practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented, within all EIP programming.

Additionally, LEAs seeking to implement the EIP Innovative Model during the 2025-2026 school year will sign an additional assurance form certifying their adherence to abide by the requirements of the Innovative Model. The deadline for submitting this assurance form is September 1, 2025, for the first semester, and February 1, 2026 for the second semester.

Note: Superintendents should submit the second semester assurance *only* if changes have been made in EIP programming since the submission of the first semester assurance form. If no updates are required, no action is necessary on the second semester assurance form.

Step-by-Step Guide for Superintendents – Required Annual EIP Assurance Form

Aligning EIP to Georgia Multi-Tiered System of Supports (GaMTSS)

Georgia Multi-Tiered System of Supports (GaMTSS) is a data-driven prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports that contributes to increased student success and overall district and school improvement. Multi-tiered systems of support have historically focused on one domain (e.g., academics or behavior). GaMTSS integrates systems of tiered support, within and across the domains of academics, behavior, and wellbeing, as each is interconnected with the other. Behavior and wellbeing impact access to and benefit from instruction, and high-quality instruction influences behavior and wellbeing.

While EIP primarily focuses on students reaching or maintaining academic grade level performance, GaMTSS can be leveraged to design and deliver an Early Intervention Program that promotes the acceleration of learning for students to succeed and progress to the next level of academic achievement. Students receiving EIP services will benefit from a team approach to data-based decision-making that considers the needs of the whole child. Interconnected in their efforts to meet the needs of the whole child, EIP and GaMTSS:

- use data to identify and address student needs;
- implement evidence-based instruction and interventions;
- incorporate frequent monitoring of student progress; and
- utilize decision guidelines (e.g., clear entrance and exit criteria) to move students fluidly between a continuum of tiered supports.

EIP and GaMTSS intersect in their shared goal of supporting students' academic success, ensuring that students receive the support needed to thrive academically within a comprehensive system of tiered support and interventions. Figure 1 provides summary definitions for each.

Figure 1. Definitions of EIP and GaMTSS

Early Intervention Program (EIP) is a funded instructional program designed to serve students in grades kindergarten through five 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 expectations within the shortest possible time.

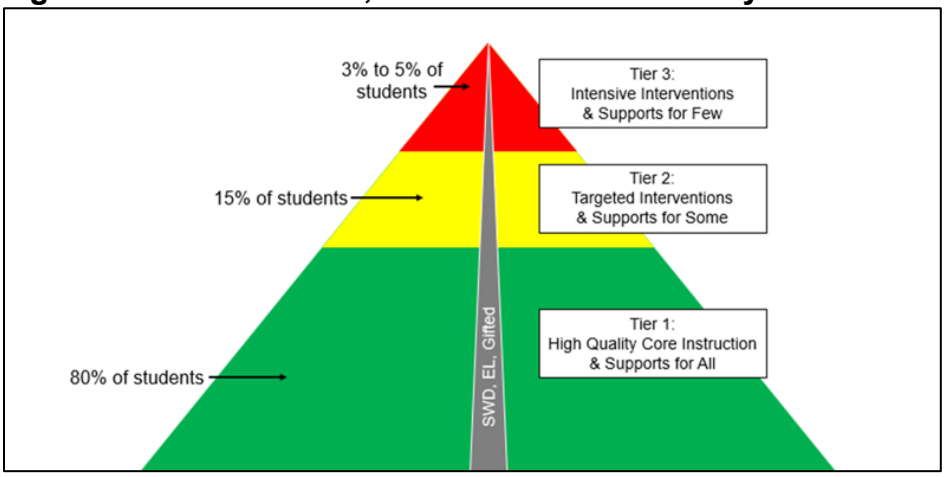
Georgia Multi-Tiered System of Supports (GaMTSS) is a data-driven prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports that contributes to increased student success and overall district and school improvement. Founded on the belief that academics, behavior, and wellbeing are interconnected, GaMTSS is the integration and alignment of Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). GaMTSS is designed in context to support ALL students, a positive school climate, and student and educator success.

Understanding the Relationship Between EIP and Components of GaMTSS

GaMTSS uses a data-based decision-making process to design and deliver a continuum of integrated academic, behavior, and wellbeing instructional and intervention supports focused on prevention.

This integrated system of supports is organized and operationalized within three tiers, as shown in Figure 2. Tier 1 includes high-quality, schoolwide academic, behavior and wellbeing instruction and supports designed to meet the diverse needs of all students. Tier 2 is designed for students whose screening and/or other data sources indicate risk in one or more domains (i.e., academics, behavior or wellbeing). Small groups of students receive standardized, evidence-based interventions that target area(s) of need and supplement the core instruction and supports provided to all at Tier 1. Increasingly, intense levels of instruction and support occur at Tier 3 to address individual student needs.

Figure 2. A School-wide, Multi-level Prevention System



Within a multi-level prevention system, academic programs and delivery models vary based on the needs of students. Increasingly intense levels of instruction and support occur as students move through the tiers, as shown in Table 1. Local educational agencies can design and deliver EIP services to meet the needs of their students at each tier.

Table 1. Academic Supports in the Georgia Multi-Tiered System of Supports (GaMTSS)

	Tier 1: High Quality Core Instruction and Supports	Tier 2: Targeted Interventions and Supports	Tier 3: Intensive Interventions and Supports
Focus	All students	Students identified through screening and other data sources who are at risk for poor outcomes and need academic support	Students who have not responded to primary and secondary levels of support and intervention or students who have severe and persistent needs and require intensive, individualized support and intervention
Instruction	District curriculum and instructional practices that are evidence-based; aligned with state and district standards; and incorporate differentiated instruction	Supplemental instruction and/or intervention delivered to small groups with fidelity (i.e., consistent with the way it was designed) and targeted to the area of need	Intensive, supplemental interventions delivered to small groups or individually
Setting	General education classroom or other education setting within the school	General education classroom or other education setting within the school	General education classroom or other education setting within the school
Assessment	Screening, continuous monitoring of progress (formative assessments), and outcome measures or summative assessments	Progress monitoring (minimum of once per month) with additional diagnostic measures utilized as needed	Progress monitoring (should occur more frequently than Tier 2 progress monitoring) with additional diagnostic measures utilized as needed

Universal Screening

Universal screening is generally conducted three times a year to (1) identify students who may be at risk for poor outcomes across one or more domains (i.e., academics, behavior, wellbeing) and need additional support to achieve desired outcomes, and (2) provide an indicator of system effectiveness. Screening assessments are typically brief and administered to all students. These assessments must be valid and reliable. Data obtained from universal screening should be used with additional data sources to verify risk status.

Considerations for Interpretation of Universal Screening Data

After every universal screening, screening data along with additional school-level data is analyzed to determine whether Tier 1 is meeting the varied needs of the vast majority, at least 80%, of students. If data indicates that more than 20% of students will require additional support and intervention to reach the desired performance target, consider the following:

- Is the core curriculum and high-quality instruction being implemented with fidelity?
- Are all students getting access to the core curriculum and high-quality instruction?
- Is the core curriculum and high-quality instruction differentiated to meet the needs of a wide range of learners?
- Is professional learning and coaching needed to implement the core curriculum and high-quality instruction with fidelity?

These factors should be carefully considered when determining eligibility for EIP at the LEA level. Eligibility for EIP is based on documented student performance that shows the student is performing below the normal expectation for the respective grade in ELA/Reading, Math, or both. When 20 percent or more of students in a grade level, school, or system fail to reach the desired outcome for Tier 1 performance, it is possible that Tier 1 is not designed to meet the varied needs of its students or that problems exist with the implementation of, or access to, the core instruction or curriculum. While students in this instance may be eligible for EIP services, evidence-based Tier 2 or Tier 3 interventions cannot adequately support students reaching grade level expectations when there are issues with the core curriculum or Tier 1 instruction.

EIP Structure

EIP services vary based on the specific needs of identified students, LEAs, and staffing capacity. The outlined program structure elements are intended to ensure effective intervention supports for EIP students and provide the flexibility necessary for districts and schools to meet the needs of each of these students.

During the 2021 legislative session, the Georgia General Assembly determined that effective EIP programs require consistency and fidelity of implementation. The resultant passage of Senate Bill 59 requires that all school systems, including Charter Systems and Strategic Waiver Systems, abide by the rules and regulations contained in O.C.G.A. § 20-2-153 and State Board of Education Rule 160-4-2-.17. **Effective July 1, 2021, EIP program requirements are no longer waivable.**

Certification Requirements

The following guidelines have been established regarding the certification of EIP teachers and are the expectation for reporting EIP teachers' assignment records in CPI (the CPI-C type record):

- All EIP teachers must have a minimum of a Clearance Certificate issued by the

Professional Standards Commission (PSC).

- Certificate Type Code: EIP teachers may be reported with any of the following certification types:
  - WT
  - BT
  - CHW
  - SRT, etc.

- Certificate Field Code: Any held field is acceptable for EIP teachers.

- Job Code: EIP teachers must have an assignment record with one of the following Job Codes:
  - 131 - Early Intervention (EIP) Kindergarten Teacher
  - 132 - Early Intervention (EIP) Primary Teacher 1-3
  - 133 - Early Intervention (EIP) 4th and 5th Grade Teacher
  - *All EIP teachers must have an assignment record with an EIP Job Code and percentage of time.

- Subject Matter Code: EIP teachers may be reported with any of the following state-funded subject matter codes within the assignment record:
  - Elementary Instruction - 920, 922, 923, 928
  - Math – 270, 271, 272, 273, 278
  - All other subject codes

Class Segment and Class Size

LEAs implementing the Early Intervention Program must abide by state rules and guidelines for instructional segments and class size. A segment for kindergarten through grade three is defined as a minimum of 45 minutes (daily). A segment for grades four and five is defined as a minimum of 50 minutes (daily). While delivery models can be optimized to meet student needs, to maximize student outcomes, students should receive the following total number of EIP minutes weekly: 225 minutes in grades K through three; and 250 minutes in grades four and five.

All LEAs, including Charter Systems and Strategic Waiver School Systems, shall comply with the maximum class sizes outlined in State Board Rule 160-5-1-.08 and in this guidance for EIP program delivery. Class segments and class size guidelines are included in the descriptions of each EIP model in the following section.

Student Eligibility for EIP Services

By law, the EIP program is designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level. Eligibility determination is made at the school system level by identifying the students functioning below the normal expectation for the respective grade using the criteria outlined in the EIP Eligibility and Exit

Criteria by Grade section of this guidance document. Students must meet the entrance requirements in the subject area(s) in which they will be served.

Student eligibility for EIP is a fluid process. Students should be moved into the program, provided academic assistance, and moved out of the program upon reaching grade level performance. Thus, school systems should implement a process of continuous monitoring to ensure that students are qualified for and exited from EIP services as soon as is practicable.

Students who receive special education services and/or ESOL services may be served in the early intervention program if the EIP services are provided in a different content area. For example, a student receiving special education services in mathematics only may receive EIP services in ELA/reading if he/she meets the eligibility criteria for EIP.

EIP Models

The Georgia K-12 Standards 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 students 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, the general classroom instruction provided for all students.

Any combination of EIP instructional delivery models may be used within an LEA or school 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.

The following EIP instructional models outlined in state law and in SBOE rule are funded in FY26:

- Augmented
- Self-contained
- Pull-out
- Innovative

In each of the subsequent instructional model descriptions, key terms are defined as follows:

- **Funding Class Size**: the number of full-time students required in order to earn the base salary of a teacher. (Note that schools/districts do not have to meet the minimum Funding Class Size in a class to receive funding for the segments submitted.)

- **Maximum System Average Class Size**: for a specified category/program area, the average number of students per class across a school system.

Augmented Model

The augmented model incorporates EIP services into the regular class by providing an additional appropriately certified teacher to lower the teacher/pupil ratio while providing EIP services to EIP eligible students. In this model, the classroom teacher and EIP teacher are partners in working with the student. The EIP teacher provides evidence-based interventions, using co-teaching instructional practices, for EIP students and provides additional data for the classroom teacher to inform instructional decisions. Interventions may be provided in ELA/Reading, math, or both content areas.

Category/Program	Funding Class Size	Maximum System Average Class Size	Minimum Minutes per Segment	Maximum Number of Math Segments	Maximum Number of ELA/Reading Segments	Maximum Total Segments
Kindergarten	15	18	45 minutes	1	1	2
Kindergarten with a full-time paraprofessional	15	20	45 minutes	1	1	2
Grades 1-3	17	21	45 minutes	1	1	2
Grades 1-3 with a full-time paraprofessional	17	21	45 minutes	1	1	2
Grades 4-5	23	30	50 minutes	1	1	2

Self-Contained Model

In the self-contained model, EIP students receive targeted, evidence-based interventions within a reduced class size. The certified classroom teacher provides both subject-area content instruction and evidence-based interventions to all students. Classes may be multi-grade level, provided the maximum class size is not exceeded. Due to the nature of the self-contained model, the maximum total segments can be a combination of ELA, math, science, and social studies segments.

Category/Program	Funding Class Size	Maximum System Average Class Size	Minimum Minutes per Segment	Maximum Number of Math Segments	Maximum Number of ELA/Reading Segments	Maximum Total Segments
Kindergarten	11	14	45 minutes	n/a	n/a	6
Grades 1-3	11	14	45 minutes	n/a	n/a	6
Grades 4-5	11	14	50 minutes	n/a	n/a	6

Pull-Out Model

The pull-out model is used when EIP students are removed, or "pulled out," of the general education classroom to receive evidence-based interventions that supplement core instruction in a small group setting by an appropriately certified EIP teacher. Interventions may be provided in ELA/Reading, math, or both content areas.

Category/Program	Funding Class Size	Maximum System Average Class Size	Minimum Minutes per Segment	Maximum Number of Math Segments	Maximum Number of ELA/Reading Segments	Maximum Total Segments
Kindergarten	11	14	45 minutes	1	1	2
Grades 1-3	11	14	45 minutes	1	1	2
Grades 4-5	11	14	50 minutes	1	1	2

Innovative Model

The description of this model will vary based on the design of the model. The innovative model is used to provide EIP students with evidence-based interventions or practices that supplement core instruction beyond services provided by the state and in an effort to accelerate student learning. The innovative model addresses the unique needs of students, staff, and the school. The course teacher must have content appropriate certification. Interventions may be provided in ELA/Reading, Math, or both content areas.

LEAs that intend to implement the EIP Innovative Model during the 2025-2026 school year will sign an assurance form certifying their adherence to the requirements of the Innovative Model by September 1, 2025, for the first semester, or by February 1, 2026, for the second semester.

Category/Program	Funding Class Size	Maximum System Average Class Size	Minimum Minutes per Segment	Maximum Number of Math Segments	Maximum Number of ELA/Reading Segments	Maximum Total Segments
Kindergarten	15	18	45 minutes	n/a	n/a	6
Kindergarten with a full-time paraprofessional	15	20	45 minutes	n/a	n/a	6
Grades 1-3	17	21	45 minutes	n/a	n/a	6
Grades 1-3 with a full-time paraprofessional	17	21	45 minutes	n/a	n/a	6
Grades 4-5	23	28	50 minutes	n/a	n/a	6

Early Intervention Entrance and Exit Requirements

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 level.

It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis. The EIP Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. Early intervention programming should discontinue once the student consistently meets grade level performance. Students who perform at grade level and no longer need additional intervention supports are expected to exit the program in the shortest possible time.

Parent/Guardian Notification

Upon determining student eligibility for EIP services, parents or guardians must be notified and offered the opportunity to be involved in EIP-related decisions. Schools must provide a 10-day notice of opportunity to conference about a potential EIP student's performance and EIP services.

If a parent declines EIP services, that decision must be knowing and voluntary. If EIP services are declined, the student remains eligible to receive EIP services for that school year, if the parent changes their decision at a later date within the school year. The school must take affirmative steps to meet the needs of the student who has opted out of EIP by providing targeted instruction and periodic progress monitoring.

As a best practice, it is recommended that schools also notify the parent or guardian in the event of a student exiting the EIP program, ensuring transparency and collaboration in educational decision-making processes.

EIP Rubrics

EIP rubrics may be downloaded from the GaDOE website at this link:

- 2025-2026 ELA/Reading Rubric
- 2025-2026 Mathematics Rubric

EIP Eligibility and Exit Criteria by Grade

The tables below outline the EIP eligibility and exit criteria by grade level. Student eligibility records and exit documentation must be maintained at the local school or system level and be made available for monitoring upon request.

Local school systems shall implement a process for the identification of students who qualify for EIP services based on the eligibility and exit criteria outlined in the tables below, organized by grade level.

The identification process for EIP should begin at the start of each school year and continue throughout the year. Schools may use end-of-year data, beginning-of-year data, or ongoing data to determine student eligibility. Regular progress monitoring should be conducted to assess ongoing eligibility, determine when students should exit the program, and identify additional students who may need support.

To qualify for EIP services, a student must demonstrate below-grade-level performance on at least two data points in the relevant content area.

Students Entering or Currently in Kindergarten	
Eligibility Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***below grade level*** in ELA/Reading, mathematics, or both: • Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check ○ On the majority of skills assessed on the GKIDS ELA, Mathematics, or both sections, performance levels indicate *Not Yet Demonstrated* or *Emerging* • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (score at or below 30th percentile) • Georgia Pre-K Work Sampling System documentation • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Math Rubric
Exit Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***on or above grade level*** in the content area for which the student was receiving EIP services: • Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0) ○ On the majority of skills assessed on the GKIDS ELA, Mathematics, or both sections, performance levels indicate *Meets* or *Exceeds* • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric ***Note****: Kindergarten students taking a screener from the SBOE's approved list of Qualified Dyslexia Screening Tools or a dyslexia screener reviewed and approved by the SBOE and kindergarten students taking a universal reading screener pursuant to O.C.G.A. §20-2-153.1 are exempt from participating in the English language arts domain of GKIDS. For these students, EIP eligibility and exit decisions must be made utilizing data from the other sources listed above.*

Students Entering or Currently in Grade One	
Eligibility Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***below grade level*** in ELA/Reading, mathematics, or both: • *"Not Yet Demonstrated"* or *"Emerging"* on the majority of elements included on the English Language Arts and/or Mathematics Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0) • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (at or below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric
Exit Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***on or above grade level*** in the content area for which the student was receiving EIP services: • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric

Students Entering or Currently in Grade Two	
Eligibility Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***below grade level*** in ELA/Reading, mathematics, or both: • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (at or below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric
Exit Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***on or above grade level*** in the content area for which the student was receiving EIP services: • Local assessment • Universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric

Students Entering or Currently in Grade Three	
Eligibility Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***below grade level*** in ELA/Reading, mathematics, or both: • Local assessment • Universal screener • DRC BEACON assessment • Standardized norm-referenced assessment (at or below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric

Exit Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***on or above grade level*** in the content area for which the student was receiving EIP services:
	
	• Local assessment
	• Universal screener
	• DRC BEACON assessment
	• Standardized norm-referenced assessment (above the 30th percentile)
	• EIP ELA/Reading Rubric
	• EIP Mathematics Rubric
	• Georgia Milestones Assessment:
	  ○ <u>Mathematics</u>: score at the *Developing, Proficient,* or *Distinguished Learner* proficiency level
	  ○ <u>ELA</u>: score at the *Developing, Proficient,* or *Distinguished Learner* proficiency level and a Reading Status of *At or Above Grade Level*

Students Entering or Currently in Grades Four and Five	

Eligibility Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***below grade level*** in ELA/Reading, mathematics, or both:
	
	• Local assessment
	• Universal screener
	• DRC BEACON assessment
	• Standardized norm-referenced assessment (at or below 30th percentile)
	• Student Support Team (SST) Checklist
	• EIP ELA/Reading Rubric
	• EIP Mathematics Rubric
	• Georgia Milestones Assessment:
	  ○ <u>Mathematics</u>: score at the *Beginning Learner* proficiency level
	  ○ <u>ELA</u>: score at the *Beginning Learner* proficiency level or a Reading Status of *Below Grade Level*

Exit Criteria	Documented achievement must include **<u>two or more</u>** of the following and demonstrate that the student is performing ***on or above grade level*** in the content area for which the student was receiving EIP services:
	
	• Local assessment
	• Universal screener
	• DRC BEACON assessment
	• Standardized norm-referenced assessment (above the 30th percentile)
	• EIP ELA/Reading Rubric
	• EIP Mathematics Rubric
	• Georgia Milestones Assessment:
	  ○ <u>Mathematics</u>: score at the *Developing, Proficient* or *Distinguished Learner* proficiency level
	  ○ <u>ELA</u>: score at the *Developing, Proficient,* or *Distinguished Learner* proficiency level and a Reading Status of *At or Above Grade Level*

Resources

This list of resource links is provided as additional information that may be helpful to school systems as the Early Intervention Program is implemented.

- **O.C.G.A 20-2-153: Early Intervention Program Law**
- **Senate Bill 59 (2023)**
- **State Board of Education Rule 160-4-2-.17 Early Intervention Program**
- **State Board of Education Rule 160-4-2-.32 Student Support Team**
- **State Board of Education Rule 160-5-1-.08 Class Size**
- **State Board of Education Rule 160-3-1-.07 Testing Programs**
- **Aligning Literacy Policies and Practices**
- **Literacy Guidance Rubric for Vetting Supplemental Instructional Resources**
- **2025-2026 ELA/Reading Rubric**
- **2025-2026 Mathematics Rubric**

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