



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Remedial Education Program (REP)

Guidance for Grades 6-12

2021-2022

Contact Information:

Justin Hill
Associate Superintendent
Curriculum, Instruction, and School Climate
(404) 567-0728
juhill@doe.k12.ga.us

Remedial Education Program (REP)

Table of Contents

I.	Purpose	3-4
II.	Instructional Staff	5
	A. Program Coordinator	
	B. REP Teachers	
III.	Eligibility	5-6
	A. Eligible Students	
	B. School Population Eligibility	
IV.	Scheduling Models	7-8
	A. REP Reduced Class Size (High School)	
	B. Augmented Class Model	
	C. Parallel Block Scheduling	
	D. Other School-Designed Model	
	E. Summer Remediation (Middle School)	
V.	Class Size	8
VI.	Evaluation	9
	A. Student Assessment	
	APPENDIX 1 State Board Rule	10-11
	APPENDIX 2 Official Code of Georgia	12-13
	APPENDIX 3 Frequently Asked Questions	14-15
	APPENDIX 4 Application: School Design Model	16

Note: This Guidance document was updated to include current assessment terminology.

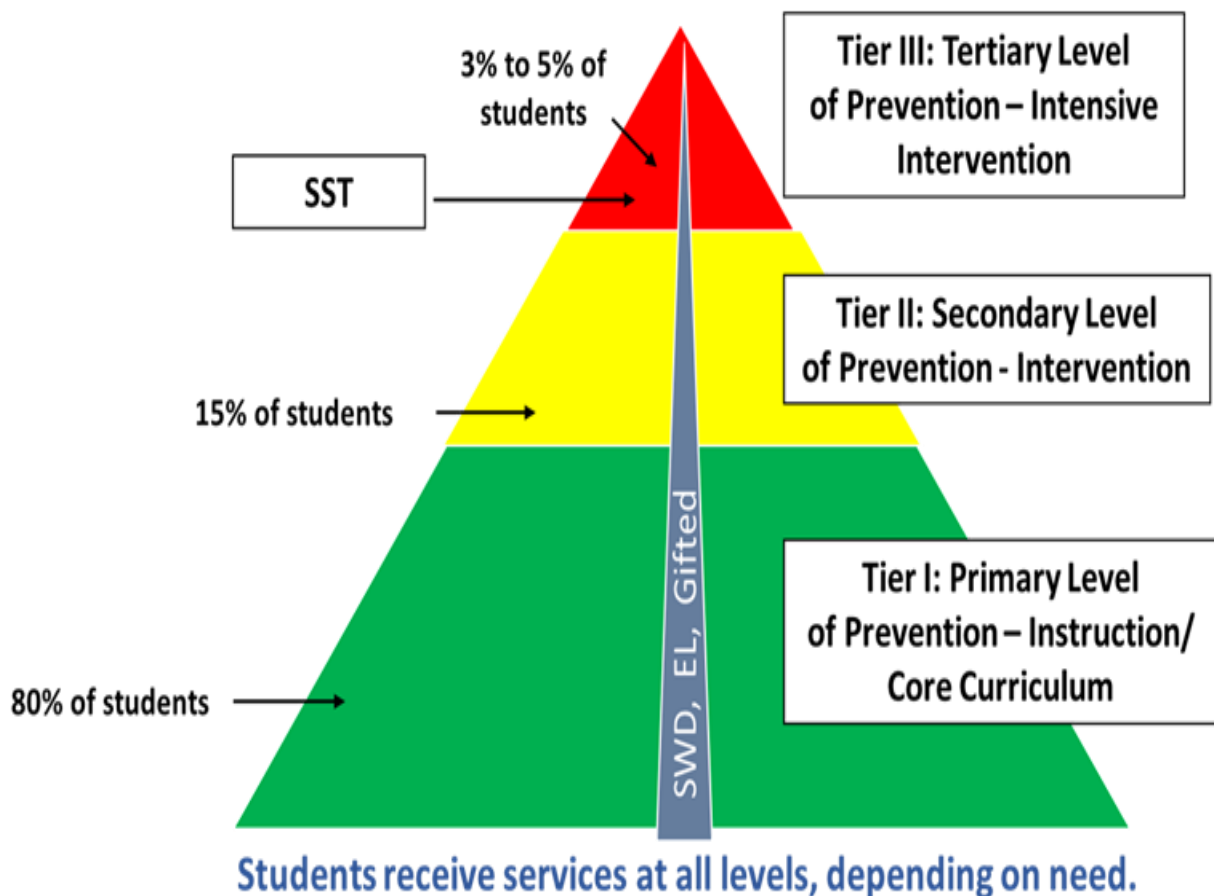
I. Purpose

The Remedial Education Program (REP) is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, or math.

This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

The REP Program is a part of a Multi-Tiered System of Supports often referred to as an MTSS framework to address individual student needs by providing [whole child](#) supports to students. Specifically, the REP Program provides a structure for additional instruction and evidence-based interventions to ensure students meet grade level expectations at the middle and high school level.

Multi-Level Prevention System



Multi-Level Prevention System Tiers

	Tier I: Primary – Instruction/Core Curriculum	Tier II: Secondary - Intervention	Tier III: Tertiary – Intensive Intervention
Focus	All students	Students identified through screening and other data sources who are in need of enrichment/acceleration or are at risk for poor learning and behavioral outcomes	Students who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration may require referral to SST or other support teams
Instruction	District curriculum and instructional practices that are evidence-based; aligned with state or district standards; and incorporate differentiated instruction	Supplemental instruction and/or intervention delivered to small groups with fidelity and targeted to the area of need	Intensive, supplemental instruction 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
Assessments	Screening, continuous monitoring for progress (formative assessments), and outcome measures or summative assessments	Progress monitoring, diagnostic	Progress monitoring (should be more frequent), diagnostic

For additional information concerning the [MTSS framework](#) for providing support to students, please contact Karen Suddeth at ksuddeth@doe.k12.ga.us. For information concerning the

multi-tiered framework known as [Positive Behavioral Interventions and Supports \(PBIS\)](#) to address behavior and its impact on learning outcomes please contact Jason Byars at jbyars@doe.k12.ga.us .

II. REP Instructional Staff

A. Program Coordinator

If a system chooses to have a Program Coordinator he/she will:

1. accept responsibility for program planning;
2. include principals, teachers, and parents in program development;
3. ensure that REP staff needs are included in system staff development plans;
4. assist principals in assessing needs of teachers and of students;
5. offer leadership in evaluating effectiveness of program;
6. report effectiveness results to parents, REP staff, principals, and the superintendent;
7. forward required reports to the Georgia Department of Education as needed.

B. REP Teachers

All REP teachers must meet the appropriate certification requirements as defined by the Professional Standards Commission and be fully qualified to teach reading, writing, or mathematics. If your system is a Strategic Waivers School System (SWSS) or a Charter System, please consult with your system's Policy Department for teacher certification information.

Certification requirements are as follows:

- a. Grades six - twelve
- b. Elementary one – eight
- c. Middle Grades four – eight
- d. Secondary seven - twelve

Reading Specialist (K - twelve)

Special Education (K - twelve)

III. Eligibility

A. Eligible Students (O.C.G.A. § 20-2-154)

1. Students in grades 6-12 may be eligible for services if they meet two or more of the following criteria:
 - a. The student has been through the formal student support team process as specified in Rule 160-4-2-.32 Student Support Team and has documented evidence to support the placement in remedial education.
 - b. The student has failed either a language arts or a mathematics course in grades 6-12.
 - c. The student is receiving services under the current Elementary and Secondary Education Act of 1956, Title I, Part A.

- d. The student has been recommended by the teacher who has documented any of the following student information:
 - i. Low performance in reading.
 - ii. Low performance in mathematics.
 - iii. Inability to verbally express ideas or to write or dictate a meaningful sentence.
 - e. In the absence of Georgia Milestones Scores, other current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics.
 - i. For participation in middle school remediation programs, the most recent Georgia Milestones end-of-grade scores indicate the student is in the “Beginning Learners” achievement level in English language arts or mathematics, or has a reading status of “Below Grade Level.”
 - ii. For participation in high school remediation programs, the most recent Georgia Milestones end-of-course or end-of- grade scores indicate the student is in the “Beginning Learners” achievement level in English language arts or mathematics, or has a reading status of “Below Grade Level.”
2. Students in grades six through 12 who are receiving services under the special education program as authorized by Code Section 20-2-152 and whose Individualized Education Programs (IEPs) specify that they meet the eligibility requirements specified in subsection 1 and that their special education program is not designed to address their respective reading, mathematics, or writing deficiencies.

B. School Population Eligibility

No more than 25 percent of the school’s full-time equivalent population in eligible grades shall be eligible for the remedial education program except in systems which have more than 50 percent of its student population receiving free and reduced-price lunches.

Schools with more than 50 percent of their students receiving free or reduced-price lunches may provide remedial education services for a higher percent of students up to 35 percent of the school’s full-time equivalent population in grades 6-12.

IV. Scheduling Models: If regular school operation is interrupted, the following models could be implemented using distance learning.

A. REP Reduced Class Size

Students receive English or mathematics instruction from a state-certified teacher designated as a REP teacher. High school students participating in Remedial Education Program classes may earn core credit in English or mathematics if:

- a. the class size is reduced to 18 without a paraprofessional and 24 with a paraprofessional; and
- b. the course content follows the 9 -12 state-adopted standards/curriculum.

B. Augmented Class Model

An additional state certified teacher, referred to as a REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for 50-60 minutes per segment a day to no more than 15 REP students. Student instruction under this model cannot exceed two instructional segments per day per student. Core credit may be earned at the high school level for this model if the course content follows the 9-12 state-adopted standards/curriculum.

C. Parallel Block Scheduling

In this model, students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components:

- Students will be heterogeneously grouped.
- Students are in small groups (15 or fewer) in the extension room or homeroom during one-hour of the two-hour block.
- Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 50-60 minutes in reading/writing or mathematics.

D. Other School-Design Models

Schools may submit to the Georgia Department of Education (GaDOE) a system or school designed model. Use of this model requires a written description of how REP students will be provided services above and beyond the regular classroom setting. Please complete the application in Appendix 4 of this document. Scan and return the application via e-mail to Justin Hill at juhill@doe.k12.ga.us. Applications will be reviewed to determine if the model provides:

- An appropriate and effective program in remediating student deficiencies.
- A plan for the utilization of data in determining program effectiveness.
- Remedial services through a state-certified teacher.
(A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.)
- The use of REP funds shall provide supplemental instruction above and beyond

- those services provided by the state for regular classroom instruction.
- Compliance with the remedial maximum class size rule.

E. Summer Remediation (Middle School): If regular school operation is interrupted, remediation could be implemented using distance learning.

If funds are appropriated through the General Assembly for such purpose, remediation funds may be used for students in eighth grade who require a retest administration on the Georgia Milestones end-of-grade assessment in English language arts or mathematics.

During the school year, middle schools may provide remedial services in suggested models such as the pull-out, reduced class size, extension class, or during the connections block.

V. Class Size (Middle and High School)

(Only Required for Title 20/No Waivers System; optional for Charter Systems and Strategic Waivers School Systems)

Maximum Class Size (Appendix A of Class Size Rule 160-5-1-.08)

	Maximum System Average <u>Class Size</u>	Maximum Individual <u>Class Size</u>
With paraprofessional	24	24
No paraprofessional	18	18

Funding Size: 15

Maximum number of REP funded segments for a 6-12 traditional scheduled school is 2. Block scheduled schools (A/B or 4x4) no more than 3 segments.

VI. Evaluation

A. Student Assessment

Each year the Georgia Department of Education (GaDOE) shall utilize data submitted by local school systems during the regular student records collection process to conduct an evaluation of REP. By June of each year, the local school systems shall report the achievement results to GaDOE of all students who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation shall include the following components:

1. For students in grades six through eight, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate grade-level Georgia Milestones English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”
2. For students in grades 9-12 who are not enrolled in a course associated with Georgia milestones end-of-course assessment (and therefore will not have a state assessment score), a report of the number and percentage of REP students who passed a system-made test in reading, writing, or mathematics. Systems may also choose to use standardized system level assessments of achievement.
3. For students enrolled in a course(s) with an associated Georgia Milestones end-of-course assessment, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate Georgia Milestones end-of-course English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”

APPENDIX 1

Code: IDDB

160-4-5-.01 REMEDIAL EDUCATION.

(1) DEFINITIONS.

(a) **Georgia Milestones Assessment System (Georgia Milestones)** – a criterion-referenced test, administered in grades 3 through 8 at the end of each grade and high school at the end of each State Board identified course designed to measure student mastery of the state’s content standards and provide a signal of preparedness for the next grade, course, or educational endeavor, be that college or career. Georgia Milestones includes a norm-referenced component to provide national comparison data.

(b) **Remedial educational program** – an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, or mathematics.

(2) REQUIREMENTS.

(a) Students participating in the Remedial Education Program (REP) shall meet requirements as stated in O.C.G.A. § 20-2-154 and in the *Georgia Department of Education Remedial Education Program Guidelines*. Students in grades 6-12 may be eligible for services if they meet two or more of the following criteria:

1. The student has been through the formal student support team process as specified in Rule 160-4-2-.32 Student Support Team and has documented evidence to support the placement in remedial education.
2. The student has failed either a language arts or a mathematics course in grades 6-12.
3. The student is receiving services under the current Elementary and Secondary Education Act of 1965, Title I, Part A.
4. The student has been recommended by the teacher who has documented any of the following student information:
 - (i) Low performance in reading.
 - (ii) Low performance in mathematics.
 - (iii) Inability to verbally express ideas or to write or dictate a meaningful sentence.
5. In the absence of Georgia Milestones scores, other current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics.

6. For participation in middle school remediation programs, the most recent Georgia Milestones end-of-grade scores indicate the student is in the “Beginning Learners” achievement level in English language arts or mathematics, or has a reading status of “Below Grade Level.”

7. For participation in high school remediation programs, the most recent Georgia Milestones end-of-course or end-of-grade scores indicate the student is in the “Beginning Learners” achievement level in English language arts or mathematics, or has a reading status of “Below Grade Level.”

(b) The number of students eligible for participation in REP shall not exceed 25 percent of the school’s most recent FTE count for grades 6-12.

(c) Schools with more than 50 percent of their students eligible for free or reduced-price lunches may provide remedial education services for a higher percent of students up to 35 percent of the school’s full-time equivalent population in grades 6-12.

(d) Each year the Georgia Department of Education (GaDOE) shall utilize data submitted by local school systems during the regular student records collection process to conduct an evaluation of REP. By June of each year, the local school systems shall report the achievement results to GaDOE of all students who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation shall include the following components:

1. For students in grades six through eight, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate grade-level Georgia Milestones English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”

2. For students in grades 9-12 who are not enrolled in a course associated with a Georgia Milestones end-of-course assessment (and therefore will not have a state assessment score), a report of the number and percentage of REP students who passed a system-made test in reading, writing, or mathematics where test items came from the Georgia On-Line Formative Assessment Resource (GOFAR) at grade eight and above. Systems may also choose to use standardized system level assessments of achievement.

3. For students enrolled in a course(s) with an associated Georgia Milestones end-of-course assessment, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate Georgia Milestones end-of-course English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”

Authority O.C.G.A. § 20-2-154.

Adopted: May 5, 2016

Effective: May 25, 2016

APPENDIX 2

O.C.G.A. § 20-2-154. Remedial education program.

(a) All children and youth who are eligible for a general and career education program under Code [Section 20-2-151](#) and who are also eligible under the criteria specified in this Code section shall be provided, in accordance with policies adopted by the State Board of Education, the remedial education program services needed to address their respective reading, mathematics, or writing deficiencies. The following students shall be eligible for remedial education services:

(1) Students in grades six through 12 may be eligible for services if they meet two or more of the following criteria:

(A) The student has been through the formal student support team process and has documented evidence to support the placement in remedial education;

(B) The student has been retained in the grade;

(C) The student is receiving services under Part A of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994 (Public Law 103-382);

(D) The student has been recommended by the teacher who has documented any of the following student information:

(i) Low performance in the reading series system;

(ii) Low performance in the mathematics series; or

(iii) The student is unable to verbally express ideas and cannot write or dictate a meaningful sentence; or

(E) Current test information in the student file indicates the student has a score at or below the twenty-fifth percentile; and

(2) Students in grades six through 12 who are receiving services under the special education program as authorized by Code [Section 20-2-152](#) and whose Individualized Education Programs (IEP's) specify that they meet the eligibility requirements specified in paragraph (1) of this subsection and that their special education program is not designed to address their respective reading, mathematics, or writing deficiencies.

No more than 25 percent of the full-time equivalent population in eligible grades as specified in paragraphs (1) and (2) of this subsection shall be eligible for the remedial program; provided, however, that the State Board of Education may develop regulations whereby a higher percentage may be eligible if the percentage of students receiving free and reduced price lunches exceeds 50 percent.

(b) Each local unit of administration shall submit to the State Board of Education by July 1 of each year the average achievement scores by subject area and grade level of all students who were receiving instructional services under the provisions of this Code section, except those students whose Individualized Education Programs under the special education program state they shall not be administered such achievement tests. If appropriate evaluation data are not

received from a local school system by the state board by July 1 of each year, after a hearing has been held for the system, the subsequent allocation of funds under this Code section for the next fiscal year shall be withheld in accordance with the procedure specified in Code [Section 20-2-243](#). The state board shall monitor each local school system's remedial education program at least once each year. The state board shall annually request sufficient state funds to pay a pro rata share of the costs associated with the staff of the federal compensatory education program for disadvantaged children when such staff is used to evaluate the remedial education program under this Code section in conjunction with the evaluation of the federal compensatory education program for disadvantaged children in the same local school system.

(Code 1981, 20-2-154, enacted by Ga. L. 1985, p. 1657, 1; Ga. L. 1987, p. 1169, 1; Ga. L. 1988, p. 612, 6; Ga. L. 1991, p. 1630, 1.1; Ga. L. 2000, p. 618, 16; Ga. L. 2001, p. 148, 2; Ga. L. 2006, p. 743, 1/SB 515.)

APPENDIX 3

FREQUENTLY ASKED QUESTIONS

Q1: Are schools required to provide a Remedial Education Program (REP)?

A: Yes, schools are required by Georgia Law and state board rule to provide an REP program. See Appendix 1 and 2 of this document for more information.

Q2: In what area must instruction be provided?

A: Reading, writing, and mathematics support must be provided.

Q3: What teacher certification requirements must REP teacher meet?

A: REP teachers must meet the appropriate certification requirements as defined by the Professional Standards Commission (PSC) and be fully qualified to teach reading, writing or mathematics.

Q4: What are the eligibility criteria for students?

A: Refer to state code (O.C.G.A 20-2-154) and section III – Eligibility of this document.

Q5: Can Mathematics Support classes be counted for REP?

A: Yes, the Mathematics Support classes can be counted for REP if the class meets the REP criteria.

Q6: Can students receiving special education services participate in REP?

A: Yes, if the individual students IEP specifies that they meet the eligibility requirements and if their special education program is not designed to address their respective reading, math, or writing deficiencies.

Q7: How many students from my school can I serve in REP?

A: No more than 25 percent of the school's full-time equivalent population in eligible grades shall be eligible for the remedial education program except in systems which have more than 50 percent of its student population receiving free and reduced-price lunches.

Schools with more than 50 percent of their students receiving free or reduced-price lunches may provide remedial education services for a higher percent of students up to 35 percent of the school's full-time equivalent population in grades 6-12.

Q8: How many students can I put in an REP class?

A: The class size is 24 with a paraprofessional and 18 without a paraprofessional. (Only Required for Title 20/No Waivers System; optional for Charter Systems and Strategic Waivers School Systems)

FREQUENTLY ASKED QUESTIONS (continued)

Q9: How is my schools REP program evaluated by the GaDOE? What type of student assessments can be used?

A: Each year the Georgia Department of Education (GaDOE) shall utilize data submitted by local school systems during the regular student records collection process to conduct an evaluation of REP. By June of each year, the local school systems shall report the achievement results to GaDOE of all students who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation shall include the following components:

1. For students in grades six through eight, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate grade-level Georgia Milestones English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”
2. For students in grades 9-12, a report of the number and percentage of REP students who passed a system-made test in reading, writing, or mathematics. Systems may also choose to use standardized system level assessments of achievement.
3. For students enrolled in course(s) with an associated Georgia Milestones End of Course (EOC) assessment, a report of the number and percentage of REP students who scored as a “Developing Learner” or above on the appropriate Georgia Milestones End of Course (EOC) English language arts or mathematics assessment. Also, a report of the number and percentage of REP students whose reading status is “At or Above Grade Level.”

APPENDIX 4

Be advised that Strategic Waivers can still include REP; SB59 (2021) only applies to EIP.

Remedial Education Program (REP)

“Other” School Design Model

(Use this application for describing school-designed models that are different from the ones approved and defined in guidance.)

School Year:		
School:	School Code:	
System:	System Code:	
REP Contact Information		
Contact:	E-Mail:	Phone:

Send the completed application via e-mail to:

Justin Hill at juhill@doe.k12.ga.us

Reminder: Your School-Designed Model must provide for the following:

- An appropriate and effective program in remediating student deficiencies.
- Remedial services through a state-certified teacher.
(A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.)
- A plan for the utilization of data in determining program effectiveness.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state for regular classroom instruction.
- Compliance with the remedial education maximum class size rule.

1. Describe your school-designed model. (Attach a separate document to this template describing the school-designed model.)
2. How will REP students be provided services beyond the regular classroom setting?
3. How will data be used to determine and report program effectiveness?