



# **REMEDIAL EDUCATION PROGRAM GUIDELINES**

## **GEORGIA DEPARTMENT OF EDUCATION**

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## **I. Purpose**

The Remedial Education Program is an instructional program designed for students in grades 9-12 who have identified deficiencies in reading, writing, and math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, mathematics, and writing.

## **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) includes principals, teachers, and parents in program development; (3) ensures that REP staff needs are included in system staff development plans; (4) assists principals in assessing needs of teachers and of students; (5) offers leadership in evaluating effectiveness of program; (6) reports effectiveness results to parents, REP staff, principals, and the superintendent; and (7) forwards required reports to the Georgia Department of Education if 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.

Certification requirements are as follows:

Grades six through twelve

- a. Elementary, one-eight
- b. Middle Grades, four-eight
- c. 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 six through twelve are eligible for remedial education services if they meet two or more of the following criteria:

- A formal student support team process containing documented evidence supports remedial placement.
  - The student has been retained in the grade in which he or she is enrolled.
  - The student is eligible to receive services under Part A of Chapter 1 of Title 1.
  - The student has been recommended by a teacher who has documented any one of the following:
    - a. Low performance in reading.
    - b. Low performance in math.
    - c. Inability to verbally express ideas or write or dictate a meaningful sentence.
  - Current standardized test information indicates the student has scored at or below the twenty-fifth percentile in reading, writing, or mathematics.
2. For participation in middle school remediation programs, the most recent Criterion Referenced Competency Test (CRCT) scores indicate the student has a score in the “Does Not Meet” category in reading, or English/language arts, or mathematics.
  3. For participation in high school remediation programs, the most recent state assessment scores indicate the student has a score in the “Does Not Meet” or “Failed” category in reading, or English/Language arts, or mathematics.
  4. Students in grades eleven and twelve who have taken and failed the Georgia High School Graduation Test are eligible in reading, writing or mathematics for remedial service.
  5. Students in grades 6-12 who are receiving services under the special education program (O.C.G.A. §20-2-152) may participate in remedial education programs if their Individualized Education Programs (IEP) specify that they meet the eligibility requirements as specified above, and if 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**

##### **A. REP Reduced Class Size (High School)**

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 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 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 (GDOE) a 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 attach to your application a written description. Applications will be reviewed to determine if the model provides:

- 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.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state.
- Compliance with the remedial maximum class size rule.

E. Summer Remediation (Middle School)

If funds are appropriated through the General Assembly for such purpose, remediation funds may be used for students in eighth grade who scored at the performance level 1 or “does not meet” category on the gateway CRCT assessment.

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

**IV. Class Size (Middle and High School)**

**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		

**V. 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 and 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 students who passed the grade-level appropriate CRCT in reading, writing, or mathematics.

2. For students in grades 9 and 10, a report of the number and percentage of students who passed a system-made test in reading, writing, or mathematics where test items came from the Georgia Department of Education On-Line Assessment System at grade eight and above in the appropriate subject area(s) or any grade appropriate End-of-Course Test. Systems may also choose to use standard system level assessments of achievement.

3. For students in grades 11 and 12, a report of the percentage of REP students passing the Georgia High School Graduation Test in the content area(s) in which they are served, in addition to any grade appropriate End-of-Course Test.