Remedial Education Program (REP) Guidelines 2025-2026



Georgia Department of Education

Updated: March 2025

Remedial Education Program Guidelines 2025-2026

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REP Introduction & Overview

The Remedial Education Program (REP) was established in 1985 to provide instructional services to students who perform below grade level. REP is one of 18 instructional programs funded by the state's Quality Basic Education (QBE) funding formula. The Remedial Education Program (REP), as outlined in O.C.G.A. § 20-2-154 and State Board of Education Rule 160-4-5-.01, is an instructional program designed for students in grades 6-12 who meet eligibility requirements specified in state law to receive individualized basic skills instruction in reading, writing, or mathematics.

The Remedial Education Program provides a structure for additional instruction and evidence-based interventions to ensure students meet grade level expectations at the middle and high school levels. Guidelines within this document have been created to aid district and school personnel responsible for supporting the students in grades six through twelve who are identified as needing additional assistance through REP.

Required Annual Remedial Education Program (REP) Assurance Form

For the 2025-26 school year, superintendents of **all** local education agencies (LEAs) will be required to submit an annual REP assurance form on or before September 1, 2025, through MyGaDOE at https://portal.doe.k12.ga.us/. LEAs seeking to implement the REP 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 are needed from what was reported during the first semester. If no updates are required, no action is necessary on the second semester assurance form.

Step-by-Step Guide for Superintendents – Required Annual REP Assurance Forms

Aligning REP 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 REP primarily focuses on students reaching or maintaining academic grade level performance, GaMTSS can be leveraged to design and deliver a Remedial Education Program that promotes the acceleration of learning for students to success and progress to the next high level of academic achievement. Students receiving REP 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, REP and GaMTSS:

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

REP 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 REP and GaMTSS

Remedial Education Program (REP) is a funded instructional program designed to serve students in grades six through twelve 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. 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.

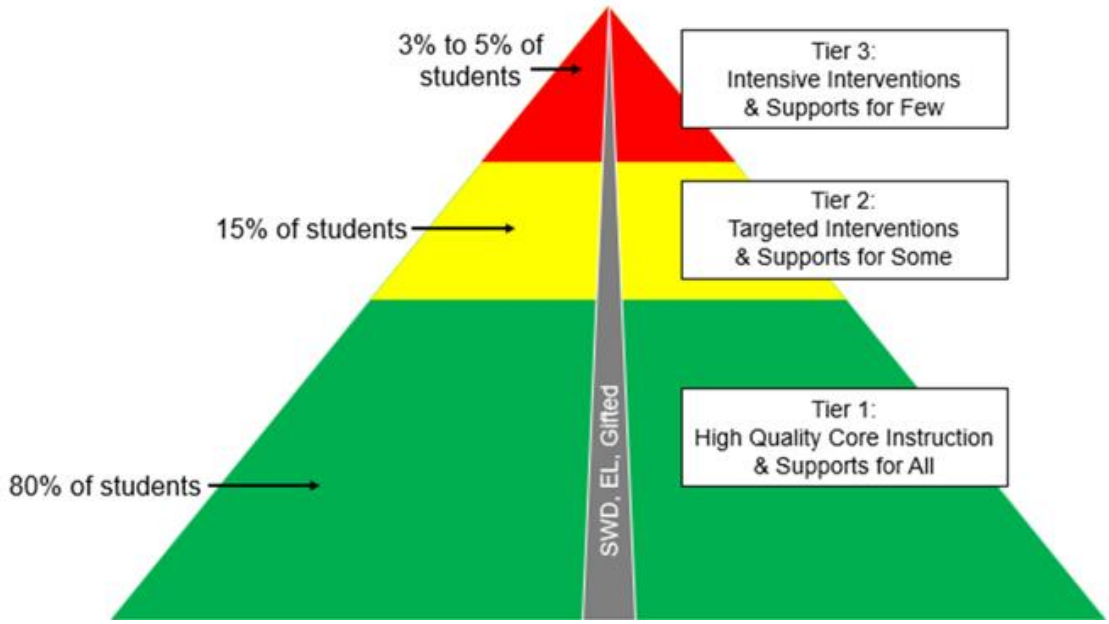
Georgia Multi-Tiered System of Supports (GaMTSS) is a data-driven prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports that contributes to increased student success and overall district and school improvement. Founded on the belief that academics, 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 REP 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 *(see page below).* Local educational agencies can design and deliver REP 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 REP at the LEA level. Eligibility for REP 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 REP 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.

REP Structure

REP 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 REP students and provide the flexibility necessary for districts and schools to meet the needs of each of these students.

Program Coordinator

The responsibilities of a program coordinator may include any/all of the following:

- accept responsibility for program planning;
- include principals, teachers, and parents in program development;
- ensure that REP staff needs are included in system staff development plans;
- assist principals in assessing needs of teachers and of students;
- offer leadership in evaluating effectiveness of program;
- report effectiveness results to parents, REP staff, principals, and the superintendent

System Flexibility

Charter systems and strategic waiver systems have varying degrees of flexibility with certain state laws and regulations related to academic programs, human resources, and finance.

Under system flexibility, strategic waiver and charter systems can waive most REP program requirements, including class size, teacher certifications, and scheduling models. However, funding class size, student eligibility criteria, and school population eligibility are not covered in the waivers under system flexibility.

Class Segment and Class Size

LEAs implementing the Remedial Education Program must abide by state rules and guidelines for instructional segments and class size. In accordance with State Board Rule 160-5-1-.08 CLASS SIZE, a segment for grade six through grade twelve is defined as a minimum of 50 minutes (daily). All LEAs shall comply with the maximum class sizes outlined in State Board Rule 160-5-1-.08 and in this guidance for REP program delivery. Charter Systems and Strategic Waiver School Systems should consult with your system's Policy or Administrative leaders for waiver information relative to your flexibility contract.

Table 1. Class Size and Funded Segments

	Funding Class Size[1]	Maximum System Average Class Size[2]	Traditional Schedule Maximum Total Segments[3]	Block Schedule Maximum Total Segments[4]
Grades 6-12 with full-time paraprofessional	15	24	2	3
Grades 6-12 without a paraprofessional	15	18	2	3

[1] **Individual Class Size Funding Ratio (Funding Class Size):** the number of students needed to earn state funds, calculated on the base amount, to pay for a single class in each of the QBE formula programs. Note: The funding class size is also the minimum class size requirement because it is the minimum number of students needed to earn full QBE funding for the teacher in the class. Maximum class size requirements can be waived under system flexibility, but the funding class size cannot. It should be noted that the funding class size for general education program is 20 students for middle school and 23 students for high school. Both programs are funded at lower program weights than REP.

[2] **Maximum System Average Class Size:** refers to the maximum allowable average number of students per class within a district's remedial education program for grades 6-12.

[3] **Traditional Schedule Maximum Total Segments:** The maximum number of REP funded segments for schools operating on a traditional schedule, for grades 6-12, is two segments.

[4] **Block Schedule Maximum Total Segments:** The maximum number of REP funded segments for schools operating on a block schedule (A/B or 4x4), for grades 6-12, is three segments.

Certification Requirements

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. Note: If your system is a Strategic Waivers School System (SWSS) or a Charter System, please consult with your system's Human Resources or Policy leaders for teacher certification information relative to your flexibility contract.

Certification requirements are as follows:

- Grades 6-12
- Elementary 1-8
- Middle Grades 4-8
- Secondary 7-12
- Reading Specialist (K-12)
    - Reading Specialist (P-12) [Field Code 732]
    - Reading Endorsement [Field Code 833]
- Special Education (K-12)

Eligibility

As outlined in O.C.G.A. § 20-2-154, local educational agencies shall implement a process for the identification of students who qualify for REP services based on the eligibility criteria outlined below. To qualify for REP services, a 6-12 student must demonstrate below-grade-level performance on at least two data points in the relevant content area.

- 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.

- The student has failed either a language arts or a mathematics course in grades 6-12.

- The student is receiving services under the current Elementary and Secondary Education Act of 1956, Title I, Part A.

- The student has been recommended by the teacher who has documented any of the following student information:

    - Low performance in reading.
    - Low performance in mathematics.
    - Inability to verbally express ideas or to write or dictate a meaningful sentence.

- In the absence of Georgia Milestones scores, other current standardized test information in the student file indicates that the student has a score at or below the 25th percentile in reading, writing, and/or mathematics.

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

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

- 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.

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.

Evaluation: Student Assessment

Each year, the Georgia Department of Education (GaDOE) shall use data submitted by local school systems during the regular student record data collection process to evaluate the REP. By June of each year, local school systems shall report to GaDOE, through the annual student record data collection process, the achievement results 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.*

REP Models

The Georgia K-12 Standards define what students should understand and be able to do by the end of each grade. REP 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 REP 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, their general classroom instruction provided for all students.

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

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

The following REP instructional models are funded in FY25:

- Reduced Class Size Model
- Augmented Class Model
- Parallel Block Scheduling
- Innovative
- Summer Remediation

Reduced Class Size Model

Students in grades 6-12 receive English or mathematics instruction from a state-certified teacher designated as the REP teacher. In this model, the certified classroom teacher provides both subject-area content instruction and evidence-based interventions, practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. Middle school students, dependent upon eligibility, may be enrolled in state-funded English Language Arts or mathematics courses. 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.

Augmented Class Model

The augmented model incorporates REP services into the regular class by providing an additional appropriately certified teacher to lower the teacher/pupil ratio while providing REP services to REP eligible students. An additional state certified teacher, referred to as an REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for a minimum of 50 minutes per segment, daily, 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.

Parallel Block Scheduling Model

In the parallel block scheduling model, students are provided daily instruction in structured, two-hour (minimum) blocks. Each two-hour block includes the following key components:

- Heterogenous Grouping - Students are heterogeneously grouped.
- Small Group Learning - For one hour of the two-hour block, students engage in small-group instruction (15 or fewer students) in either the extension room or homeroom.
- Direct Instruction - Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 60 minutes in reading/writing or mathematics.

Summer Remediation Model (Middle School)

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. Note: this model can only be used at the middle school level and does not have specified class size requirements.

Innovative Model

The description of this model will vary based on the design of the model. The innovative model is used to provide REP 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 hold appropriate certification, as described within the Remedial Education Program guidelines. Interventions may be provided in ELA/Reading, Math, or both content areas.

LEAs that intend to implement the REP 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. Note: the REP Innovative Model was known as the "Other" School Design Model in 23-24 and preceding academic years.

LEAs will be required to sign an assurance form certifying their adherence to the following requirements of the Innovative Model:

All items must be checked to meet the requirements for the REP Innovative Model.

- ☐ Offers an appropriate and effective program remediating student deficiencies in reading, writing, or mathematics;
- ☐ Provides services through a state-certified teacher; Note: A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- ☐ Utilizes data in determining program effectiveness;
- ☐ Utilizes REP funds to provide supplemental instruction above and beyond the services provided by the state for regular classroom instruction;
- ☐ Complies with the remedial maximum class size rules outlined in the Georgia Department of Education's 2025-2026 GaDOE REP Guidance and State Board of Education Rule 160-5-1-.08 CLASS SIZE;
- ☐ Identifies and serves students based on the REP eligibility and placement procedures, outlined in the 2025-2026 GaDOE REP Guidance to accelerate student learning to reach grade level performance, thereby exiting students in the shortest time possible;

  AND

- ☐ Complies with all other provisions of O.C.G.A. § 20-2-154 Remedial Education Program for students at risk of not reaching or maintaining academic grade level.

APPENDIX A

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 l965, 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 25^{th} 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 B

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.)

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