INSTRUCTION

Standards of Learning Remediation Recovery and Remediation Program(s)

Remediation is to provide additional instruction for students who need additional support to achieve academic success. Participation in remediation is required for students that have not yet passed, or are at risk of failing, one or more of the Standards of Learning (SOL) test(s). In compliance with Policy 649, additional remediation instruction is to be interpreted as beyond the school day or during the school day, but not replacing core instructional time.

I. Remediation Recovery is a short-term intervention program that schools shall implement to encourage successful remediation of students who do not pass certain SOL tests on their first attempt in grades three through eight and high school.

A. Target Population and Eligibility Criteria: The Virginia Board of Education does not expect that every student who fails a SOL test be placed in a remediation recovery program. However, students must participate in some form of remediation in order to be eligible to retake under remediation recovery. Eligible students must have a reasonable expectation for success on a retake.

B. Program Requirements:

1. Staff providing instruction shall be licensed to teach in Virginia or work under the direct supervision of an individual who is both licensed to teach in Virginia and qualified to provide instruction in the subject to be remediated;

2. Recovery programs shall utilize a planned curriculum that provides alternative instructional strategies and materials and targets specific SOL objectives that meet the specific remediation needs of the students;

3. Recovery programs shall utilize a student-to-teacher ratio that meets students’ needs;

4. Summer school shall count for remediation recovery under the following conditions:

   a. Students are promoted to the next grade, but failed a SOL test; and

   b. Students pass a course but fail the end-of-course SOL test.

5. All students participating in remediation recovery shall retake the applicable SOL test or an equivalent assessment. The measurable goal for remediation recovery is proficiency on this retake;

6. Retake of the SOL test serves as the evaluation tool; and
7. Schools shall maintain evidence in the student’s record of a student’s participation in a remediation recovery program along with the scores of any SOL tests taken following remediation.

II. Remediation programs promote increased academic achievement of students who have failed or are in danger of failing a course or subject. Students in certain SOL tested subjects in grades three through eight and high school who need additional support will be required to participate in remediation to maintain their efforts to graduate on time. These programs include remediation in all subjects. Remediation shall be a long-term intervention program to strengthen and improve scholastic achievement of students needing additional support to master course content and skills. Students in grades three through eight and high school who have not passed the SOL tests or other standardized measures of achievement shall be required to participate in remediation programs of additional focused instruction during the school day.

A. Target Population and Eligibility Criteria for SOL specific remediation efforts:

1. Students who have failed a SOL test;

2. Students who are “educationally at-risk” of failing a SOL assessment including, but not limited to, students performing below grade level, students failing more than one core course, or students having an excessive absence rate;

3. Schools have the option of providing school remediation for students generally scoring between 375 and 399 on a SOL test; and

4. School staff shall make decisions regarding the content and length of services and on whether to retest the student.

B. Program Requirements:

1. Staff providing instruction shall be licensed to teach in Virginia or work under the direct supervision of an individual who is both licensed to teach in Virginia and qualified to provide instruction in the subject to be remediated;

2. Staff providing instruction shall be trained or have received training in remediation techniques and remediation curriculum planning;

3. Programs shall utilize a planned curriculum that provides alternative instructional strategies and materials and targets specific SOL objectives and specific student’s academic needs;

4. Programs shall utilize small group and/or individualized instruction;
5. Measurable goals shall be determined for each student relating directly to the eligibility criteria used for placement in the program; and

6. Evaluation tools shall be identified to assess student performance (pre- and post-tests).

C. School Requirements:

1. Schools shall provide remediation programs during and/or after the school day, in addition to core instruction;

2. Elementary and middle schools shall provide additional instruction in reading and/or math, targeting the students’ area(s) of weakness;

3. Middle schools shall schedule student remediation during a time that best meets the needs of students. The length of time in remediation shall be determined by the needs of the individual student. In addition, middle school staff shall work with parents and students to determine the best schedule for remediation for each student;

4. High schools may provide additional time of instruction in the subject area(s) in need of remediation for students who failed the SOL test; and

5. Students enrolled in remediation classes shall have ongoing feedback reported to students and parents shall receive a grade for the course.

D. Program Assessment and Data Collection for Remediation Recovery and Remediation

Annually, Prince William County Public Schools and the Virginia Board of Education shall evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the SOL assessments shall also be a measure of the effectiveness of the remediation program. Data to be collected annually by Virginia Department of Education includes:

1. Number of students failing a state-sponsored test required by the Standards of Quality or Standards of Accreditation;

2. Number of students participating in a remediation program;

3. Number of students participating in a remediation recovery program;

4. A demographic profile of students attending remedial programs;

5. The academic status of each student attending remedial programs;
6. The types of instruction offered;
7. The length of the program(s);
8. The cost of the program(s);
9. The number of ungraded and disabled students, and those with limited English proficiency participating in the program(s);
10. The pass rate on SOL retake assessments; and
11. The percentage of students at each grade level who have met their remediation goal.

III. Individualized Education Program (IEP) guidelines for students with disabilities shall be followed in remediation recovery. Schools, in conjunction with parents, can make exceptions for students on an individual basis when:

A. Students with disabilities are in a regular education class or a co-taught class for English language arts or mathematics, they shall be provided the opportunity to participate in the regular school remediation program. Remediation time shall not be included in the student’s IEP when provided through regular education; or

B. Students with disabilities are in a special education class for English language arts or mathematics, remediation may occur in that setting. The special education teacher shall address the goals and objectives in accordance with the student’s IEP. If appropriate, these students shall also be afforded the opportunity to participate in the regular school remediation program provided through regular education.

The Associate Superintendent for Student and Professional Learning (or designee) is responsible for implementing and monitoring this regulation.

This regulation and related policy shall be reviewed at least every five years and revised as needed.