

INSTRUCTION

STANDARDS OF LEARNING REMEDIATION RECOVERY AND REMEDIATION PROGRAM

The intent of remediation is to provide additional instruction for students who do not pass the Standards of Learning (SOL) tests, or for students who are at risk of failing one or more of the Standards of Learning (SOL) tests. In compliance with School Board Policy 649, “additional” is to be interpreted as beyond the school day or during the school day, beyond 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 Standards of Learning (SOL) tests in grades K-8 and high school mathematics. In kindergarten through grade eight, students shall participate in a remediation recovery program as established by the Virginia State Board of Education in English (Reading, Literature and Research) and mathematics or both. In grades nine through twelve, the remediation recovery program shall include all retakes of end-of-course SOL mathematics tests only. However, students in the ninth grade who are participants in a remediation recovery program may be retested on the eighth grade English and mathematics SOL tests. (Note that the writing portion of the English SOL test is not included).
  - A. Target Population/Eligibility Criteria

The Board of Education does not expect that every student who fails an SOL test be placed in a remediation recovery program. However, students who retake an SOL test must have participated in some form of remediation to be eligible to be retested under remediation recovery.

    1. Eligible students must have a reasonable expectation for success on a retake.
    2. Students shall only be counted in remediation recovery once for one grade/SOL test. (Students may continue to retake end-of-course tests as many times as necessary to earn verified credit, but will not be counted in recovery after the first retake).
  - B. Program Requirements

A remediation recovery program must meet the following criteria:

    1. Staff providing instruction must 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 must be trained or have received training in remediation techniques and remediation curriculum planning.

3. Recovery programs must utilize a planned curriculum that provides alternative instructional strategies/materials and targets specific SOL objectives.
4. Recovery programs must be a minimum of 10 hours in length and utilize a student-to-teacher ratio not to exceed 10:1.
5. Summer school shall count for remediation recovery under certain conditions:
  - a. Middle school students are promoted to the next grade but failed an SOL test.
  - b. Students pass a mathematics course but fail the end-of-course SOL test.
6. All students participating in remediation recovery must retake the applicable SOL test. The measurable goal for remediation recovery is proficiency on this retake.
7. Retake of the SOL test serves as the evaluation tool.
8. 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 successful remediation of students who have failed or are in danger of failing certain SOL tests in grades K-8 and high school. These programs include remediation in all core subjects. Remediation shall be a long-term intervention program to strengthen and improve scholastic achievement of students with academic deficiencies. Students in grades K-8 and high school who have not passed the English and/or Mathematics SOL tests or other standardized measures of achievement will be required to participate in remedial programs of additional focused instruction during the school day.

A. Target Population/Eligibility Criteria

1. Students who have failed an SOL test.
2. Students who are defined as "educationally at-risk" of failing a Standards of Learning 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.

B. Program Requirements

A remediation program must meet the following criteria:

1. Staff providing instruction must 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 must be trained or have received training in remediation techniques and remediation curriculum planning.
  3. Programs must utilize a planned curriculum that provides alternative instructional strategies/materials and targets specific SOL objectives.
  4. Programs must utilize small group instruction.
  5. Measurable goals shall be determined for each student relating directly to the eligibility criteria used for placement in the program.
  6. Evaluation tools shall be identified to assess student performance (pre/post tests).
- C. School Requirements. Schools will provide remediation programs during the school day, in addition to core instruction.
1. Elementary and middle schools shall provide additional instruction in reading and/or math, targeting the student's area(s) of weakness.
  2. Middle schools shall schedule student remediation during the Physical Education, Music, and/or Exploratory Arts rotation. The length of time in remediation will be determined by the needs of the individual student. In addition, middle school staff will work with parents and students to determine the best schedule for remediation for each student.
  3. Elementary and Middle Schools have the option of providing before or after school remediation for students scoring between 375 and 399. School staff should make decisions regarding the content and length of services.
  4. High schools shall provide an additional block of instruction in the subject area(s) in need of remediation for students who failed the eighth grade English and/or Mathematics SOL test. The remediation period may be for one year (one elective credit), one semester (1/2 elective credit), or one summer school session (six weeks). Reading Improvement and Algebraic Concepts may fulfill this requirement.
  5. High schools will determine the need for and the extent of appropriate program of remediation for each student scoring between 375 and 399. Decisions regarding the content and length of services will be made by the school team for those students.
  6. Remediation classes/courses in the middle and high schools shall receive separate grades for those courses on the report card. Grades will be averaged into the grade point average and counted for honor roll and athletic eligibility for that grading period.

- D. Additional Remediation Options
1. Elementary schools may provide additional remediation before or after school in reading, math and/or other core subjects.
  3. Middle and high schools shall provide remediation in other core subjects during or after school or during summer school.

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

Annually, Prince William County Public Schools and the 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 Standards of Learning assessments shall also be a measure of the effectiveness of the remediation program.

1. Data to be collected annually (Virginia Department of Education):
  - a. Number of students failing a state-sponsored test required by the Standards of Quality or Standards of Accreditation.
  - b. Number of students participating in a remediation program.
  - c. Number of students participating in a remediation recovery program.
  - d. A demographic profile of students attending remedial programs.
  - e. The academic status of each student attending remedial programs.
  - f. The types of instruction offered.
  - g. The length of the program(s).
  - h. The cost of the program(s).
  - i. The number of ungraded and disabled students, and those with limited English proficiency participating in the program(s).
  - j. The pass rate on SOL retake assessments; and
  - k. The percentage of students at each grade level who have met their remediation goal.
2. Data to be collected annually (Prince William County Public Schools):
  - a. Instructional materials, strategies, and/or programs utilized.
  - b. Training attended by staff implementing remediation/recovery programs.

- III. Remediation recovery and remediation participation for students with disabilities guidelines shall be followed. Schools, in conjunction with parents, can make exceptions for students on an individual basis.
- A. When students with disabilities are in a regular education class or a co-taught class for 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 students' IEP when provided through regular education.
  - B. When students with disabilities are in a special education class for Language Arts or Mathematics, remediation may occur in that setting. The special education teacher will address the goals and objectives in accordance with the students' IEP. If appropriate, these students shall also be afforded the opportunity to participate in the regular school remediation program provided through regular education.