

Closing the Achievement Gaps Policy

The Wake County Public School System is committed to an ethos of academic excellence and will have high expectations for all students. This requires closing and eliminating the academic achievement gaps for all underperforming groups. Data shows that the African-American, Hispanic/Latino, Special Education, Limited English Proficient, and low socioeconomic student subgroups have historically shown lower achievement than other students in WCPSS. This will involve demonstrating high expectations and support for all schools and differentiated support for students and schools with particular needs. For each chronically underperforming school, an appropriate course of corrective action will be designed and implemented. Students will have access to a rigorous and relevant curriculum as well as personal experiences that will provide connections that promote trusting and collaborative relationships.

Central Service Staff and School Staff Shall:

1. Demonstrate its commitment to eradicating the achievement gap by elevating the quality of teaching and learning for the population of underperforming students.
2. Eliminate any structural inequalities that prevent access to educational opportunities. This will ensure that all students are afforded a total school experience that includes the comprehensive district curriculum.
3. Recruit, hire, support, and retain highly-effective teachers. This will include observation of teacher and principal performance with feedback and support as needed.
4. Provide ongoing and targeted professional development focused on improving teaching and learning for all students. Continuous training will ensure that teachers are equipped with skills in utilizing appropriate data, working with under-performing students and families, and other research-driven best practices. This will equip teachers with the skills to become culturally-competent educators.
5. Promote and monitor programs, policies, and best practices aimed at eliminating disparities in low performing student subgroup academic achievement.
6. Collaborate with families and community members to establish, maintain, and nourish positive relationships that encourage high expectations for all students.
7. Collaborate with college and university partners to improve teacher preparation programs to ensure teachers are equipped to meet the needs of learners from diverse backgrounds.

In Addition, School Staff Shall:

1. Maintain high expectations for all students and use formative, summative, and other appropriate data to ensure students are placed in rigorous classes.
2. Monitor student progress on an ongoing basis and provide strategic support and interventions in a timely fashion.
3. Build nurturing relationships with individual students and families that foster high expectations and a strong partnership for achieving academic excellence.

EQUITY OF EDUCATIONAL RESOURCES

Revised on November 16, 2011

Equity in education requires management of resources, processes, and practices that provide the opportunity for comparable growth for all students.

- A. The Wake County Board of Education recognizes that equity requires that differentiated resources be provided so that all learners have the opportunity to perform at their highest potential. The Wake County Board of Education will ensure that policies and practices are in place to support high expectations for all students.
- B. The Wake County Public School System (WCPSS) will provide all students equitable access to programs, services, and opportunities.
- C. WCPSS will ensure that high quality curriculum and instruction, a positive school climate, and equitable resources are provided to all students irrespective of socio-economics, race, ethnicity, gender, native language, religion, sexual orientation, and disabilities.
- D. WCPSS will conduct evaluations to assess equity in curriculum, instruction, and distribution of resources.
- E. Policies, Regulations and Procedures (R&P), and practices of the WCPSS shall reflect the intent of this policy.

Legal Reference:

Adopted:

Revised: