

5500

ACADEMIC ACHIEVEMENT

5500

The philosophy of the Board concerning academic achievement is based on the premise that ~~people~~ **students** have diverse capabilities and interests and individual patterns of growth and learning. Hence, the Board endorses a multi-tiered system of support for instruction and intervention. ~~Therefore, the Board feels it is important that teachers have as much and as accurate knowledge as possible of students' intelligence, achievement, work habits, skills, health, and environment. The Board recognizes that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas. Achievement shall be judged in relation to a student's learning capacity and her/his degree of mastery of the course work.~~ A multi-tiered system of support is a systemic, multi-tiered, instructional framework that guides the development of instruction and intervention matched to student need. A critical component of a multi-tiered system of support is the analysis of student outcome data across multiple measures. The problem-solving process within a multi-tiered system of support provides a foundation for data-based decision making regarding the academic, behavioral, and social-emotional needs of students.

Essential components of a multi-tiered system of supports include:

- Problem-Solving Process
- Multi-Tiered Instruction and Intervention
- Data-Based Decision Making
- Academic Engaged Time
- School-Based Leadership Team
- Targeted Professional Learning
- Parent and Community Engagement

The Wake County Board of Education shall direct the Superintendent to ~~shall develop guidelines and otherwise implement a multi-tiered system of support framework with fidelity to ensure all students receive appropriate instruction throughout the Wake County Public School System.~~