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ACADEMIC ACHIEVEMENT

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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 to ensure that all students are academically successful.

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. Multi-Tiered Systems of Supports (MTSS) is a systemic, multi-tiered, instructional framework that guides the development of instruction and intervention matched to student need. A critical component of MTSS is the analysis of student outcome data across multiple measures.

A multi-tiered system of support provides the structure within which all efforts of WCPSS fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are the highest priority, including English Language Learners (ELLs), Students with Disabilities (SWDs), and Academically and Intellectually Gifted (AIG) students.

The Wake County Board of Education shall direct the Superintendent to shall develop guidelines and otherwise implement the MTSS framework with fidelity to ensure all students receive appropriate instruction throughout the Wake County Public School System.