

## **IK**

## **Academic Achievement**

It is the responsibility of the Board of Education to focus its attention and energy on the quality of education provided in the district and on the achievement of our students. The Board is accountable to and is the representative of the entire community in setting academic priorities to ensure the best use of funds made available to the district.

The Board's goal is to improve student achievement by setting clear academic expectations for students through content standards. It is the Board's belief that all students can learn given appropriate time and instruction.

Each student is expected to meet or exceed the district's academic content standards before they transition from level to level and before they are eligible to graduate. While all students are expected to reach the standards, the Board acknowledges that differences in performance will exist among students. In academic areas, just as in social growth and development, children have diverse capabilities and individual patterns of growth and learning.

The school staff and students are directly responsible for student learning. The Board expects each student to study and learn to the best of his/her ability, and each staff member to help in developing and maintaining a climate that encourages and supports academic achievement and high standards of behavior. The district content standards are to be the focal point of classroom instruction.

To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures.

LEGAL REFS:       C.R.S. [22-7-401](#) et seq. (Education Reform)  
                      C.R.S. [22-11-101](#) et seq. (Education Accountability Act of 2009)

CROSS REFS:       AE, Accountability/Commitment to Accomplishment  
                      AED\*, Accreditation

ADOPTED:         March 12, 2009  
REVISED:         April 14, 2011