



SECTION: PROGRAMS

POLICY: 102

TITLE: STANDARDS-BASED EDUCATION

ORIGINAL: February 26, 2001

CURRENT REVISION: December 7, 2020

LAST REVIEWED BY THE COMMITTEE:

I. PURPOSE

The Board supports a system of education that embodies standards-based curriculum, instruction, and assessment that enable students to achieve the highest level of knowledge and skills. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area at the conclusion of each grade level or course in grades kindergarten through twelve. The content standards will be clearly defined, approved by the Board after public review and comment, conveyed to students as well as the professional staff, and communicated to families and the community. Content standards are both skills-based and knowledge-based.

II. DEFINITIONS

None.

III. POLICY

- A. The content standards will form the basis of the District's curriculum, instruction, and assessment. The District's program of instruction and assessments will be aligned with the District's content standards and its standards-based curriculum. The staff will use the standards-based curriculum to write units of study and lesson plans to guide instruction. The District's standards-based educational system will promote equity and student learning by applying rigorous and challenging standards to all students. The District's professional education plan will address the staff development of teachers and administrators to enable successful implementation of standards-based education.
- B. Performance standards assess the achievement of content standards and define expectations for performance. They are accompanied by performance tasks, performance criteria, and performance rubrics.
- C. Implementation of a standards-based system of education shall involve a continuous process of:
 - 1. Revising curriculum and programs of instruction to align them with the District's adopted content standards and to provide students with the educational experiences needed to achieve the District's standards.
 - 2. Delivering curriculum aligned to the standards.

3. Establishing performance standards and assessing achievement of standards using a variety of measures. Developing assessments, or adapting or individualizing already developed assessments, which will adequately measure each student's progress toward achievement of the content standards. This assessment data will form the basis for revisions to the instructional program including delivery of instruction.
 4. Addressing the different learning styles and needs of students of various backgrounds and abilities.
- D. The staff shall work with and/or use input from valued contributors - parents/guardians, students, members of the community, professors, and experts in the field - to review and revise content standards as necessary to ensure maximum effectiveness and to develop assessments that will adequately measure each student's progress.
- E. Parents shall be kept informed of student progress in achieving content standards and how such progress will be measured. The staff will use comprehensive assessment results to revise instruction as necessary.

IV. DELEGATION OF AUTHORITY

- A. The Superintendent shall be responsible for developing a plan to:
1. Implement content standards in all subject areas that meet or exceed national and state content standards;
 2. Establish performance standards and assessment measures to evaluate students' achievement of the standards;
 3. Revise curriculum and programs of instruction to be aligned with the District's content standards and essential learnings;
 4. Provide students with the educational experiences necessary to achieve the standards; and
 5. Conduct needs assessments to evaluate the success of the standards-based program. The plan will be used to structure the educational programs of the District.

V. REFERENCES

None.