

STUDENT ACHIEVEMENT IMPROVEMENT

1. Each district school board shall establish standards for graduation from its schools which shall include as a minimum:
 - a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
 - b. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation.
4. On or before December 31, 2002, the State Board of Education shall implement the performance-based accreditation system for school districts and for individual schools which shall include the following:
 - . High expectations for students and high standards for all schools, with a focus on the basic curriculum;
 - a. Strong accountability for results with appropriate local flexibility for local implementation;
 - b. A process to implement accountability at both the school district level and the school level;
 - c. Individual schools shall be held accountable for student growth and performance;
 - d. Set annual performance standards for each of the schools of the state and measure the performance of each school against itself through the standard that has been set for it;
 - e. A determination of which schools exceed their standards and a plan for providing recognition and rewards to such schools;
 - f. A determination of which schools are failing to meet their standards and a determination of the appropriate role of the State Board of Education and the State Department of Education in providing assistance and initiating possible intervention; and

- g. Development of a comprehensive student assessment system to implement these requirements.

The State Board of Education may continue to assign school district performance levels by using a number classification and may assign individual school performance levels by using a number classification to be consistent with school district performance levels.

If the State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district that jeopardizes the safety, security or educational interests of the children enrolled in the schools in that district and that emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law, or when a school district meets the State Board of Education's definition of a failing school district for two (2) consecutive full school years, or if more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year, the State Board of Education may request the Governor to declare a state of emergency in that school district. For purposes of this paragraph, the declarations of a state of emergency shall not be limited to those instances when a school district's impairments are related to a lack of financial resources, but also shall include serious failure to meet minimum academic standards, as evidenced by a continued pattern of poor student performance.

SOURCE: Mississippi School Boards Association

LEGAL REF.: Sections 37-16-7, 37-17-6 (4), 37-17-6 (11) (b) of the Mississippi Code

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