**EVALUATION OF SCHOLAR PROGRESS** *Policy Code:* **3400**

An evaluation system of scholars’ academic performance is necessary to help ensure that all scholars are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of scholar evaluations on a regular basis promotes continuous assessment of a scholar’s performance; informs the scholar, his or her parents or guardians, and the school counselor about the scholar’s performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the scholar’s performance. The board encourages teachers and the principal to pursue innovative methods of evaluating progress.

The executive director shall establish an evaluation system for assessing an individual scholar’s academic achievement and progress relative to benchmarks set for scholars at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child’s education.

Teachers shall evaluate scholar performance and keep accurate records in order to substantiate a grade or assessment given in a course.

NERSBA Grading Scale

Grades will be issued using the following scale:

90-100 A

80-90 B

70-80 C

60-69 D

59 & below F

NOTE: Pursuant to G.S. 116-11(10a), effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point. In addition, the state weighting system adds the equivalent of one (1) quality point to the grade earned in community colleges included on the most recent Comprehensive Articulation Agreement Transfer List and for courses taught at four year colleges and universities.

**Academic Expectations**

It is the goal of NERSBA that all scholars will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success.  To realize this goal, it is important to evaluate on a continuous basis scholar performance and progress as it pertains to NERSBA’s graduation requirements to ensure suitability of scholar enrollment.

Academic Concerns

At the completion of the first grading period of each semester, if a scholar is failing a course, the specific NERSBA instructor will initiate a PEP (Personalized Education Plan) in an effort to promote academic success.

If a scholar fails 2 or more classes (NERSBA or non-NERSBA) in a semester, then the scholar will be placed on academic probation and the legal guardian and scholar will be required to meet with the principal and create an academic plan to discuss necessary efforts to promote success.

If a scholar fails 4 or more classes (NERSBA or non-NERSBA) in a school year, he/she will be referred back to their home LEA.

If a scholar fails 4 or more classes (NERSBA or non-NERSBA) during the fall semester, then he/she will be referred back to their home LEA.

Legal Reference: G.S. 115-288

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

Adopted: April 15, 2020

Revised: June 8, 2022