

Four-Year Adjusted Cohort Graduation Rate Manual 2020–21



Public Schools of North Carolina
Department of Public Instruction
Division of Accountability Services
Analysis and Reporting Section

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1.1 Introduction

The North Carolina Department of Public Instruction (NCDPI) Accountability Services Division produces the *Four Year Adjusted Cohort Graduation Rate Manual* which contains procedures for computing and auditing the cohort graduation rate (CGR) at the school, local education agency (LEA), and state level.

The four-year adjusted cohort graduation Rate (ACGR) is a group of students who begin as first-time ninth graders in a defined school year and graduate with a regular high school diploma in four years or less. The cohort is “adjusted” by adding any students transferring into the cohort and subtracting any students who transfer out, immigrate to another country, or die during the years covered by the rate. The four-year adjusted cohort graduation rate measures the percent of students in a ninth-grade cohort that graduate with a regular high school diploma in four years or less.

The rules for calculating the cohort graduation rate meet federal requirements and the National Governor’s Association’s definition as “the number of graduates divided by the number of students who entered ninth grade, plus any incoming students and minus any students who leave North Carolina in subsequent years.”

Students who exit the following identification groups (English Learners (ELs), Students with Disabilities, Foster, and Homeless) after entering 9th grade will be included in the subgroup for the disaggregated cohort graduation rate reports during their anticipated graduation year.

1.2 Determining Four-Year Adjusted Cohort Graduation Rate

The following information provides the requirements as defined in the Every Student Succeeds Act (ESSA) and additional business rules applied to cohort data for implementation and calculation of the four-year adjusted cohort graduation rate.

Calculating the Cohort

The number (numerator) of total students earning a regular high school diploma before, during, or at the conclusion of the fourth year of high school or the summer session immediately following the fourth year completed by the date published by the NCDPI, is divided by the total number (denominator) of students expected to graduate within four years.

According to the ESSA, the four-year adjusted cohort graduation rate “shall not include any students awarded a recognized equivalent of a diploma such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.”

Setting the Initial Cohort

The four-year adjusted cohort graduation rate is calculated by creating an initial cohort of students who are tracked upon entering the 9th grade and are then expected to graduate within four-years. Under the ESSA, the denominator, or total number of students expected to graduate in the current year’s cohort, “consists of the number of students who form the original cohort of entering first-time students in grade 9.” Membership in the denominator is determined by a collection date defined by the NCDPI, which shall be “no later than the date by which student membership is collected annually for submission to the National Center for Education Statistics.” The denominator is adjusted by adding and removing students as permitted by Section 8101 [20 U.S.C. 7801].

Cohort-based graduation rates are most accurate if each student is assigned to a single cohort formed when the student enters grade 9 for the first time. A single cohort assignment for each student ensures that each student is counted once, and only once, in a four-year cohort graduation rate. Without a single cohort assignment when a student enters grade 9 for the first time, a student who later repeats a grade might be included in two separate cohorts of students: the cohort that the student originally started in grade 9 and the next year’s cohort.

Using PowerSchool, the NCDPI extracts each school's student enrollment data on the twentieth (20) day of school. This data collection sets the initial cohort for the school.

4-ACGR IC1.0—Students are identified as part of the initial cohort using both current and historical enrollment data extracted from PowerSchool. Students who moved from a previous grade into 9th grade in consecutive years are set in the initial cohort. Discrepancies are reconciled with the school through the district or charter school testing coordinator.

4-ACGR IC1.1—Students in grades 9–12 found in current enrollment data for the first time without historical enrollment data are included in the cohort. (Rules A1.1 and A1.2 are used for these students.)

Adjusting the Cohort

The initial cohort is adjusted by adding students who joined the cohort after the original cohort was determined (transferred into the cohort) and subtracting only those students who during the years covered by the cohort are confirmed and documented to have transferred out, emigrated to another country, transferred to a prison or juvenile facility, or are deceased.

Adding to the Cohort

Transferring into the cohort occurs when a student enrolls into a high school after the initial cohort has been set. Students are added to the cohort throughout the initial cohort year and each of the subsequent years, including the fourth year. Students are added through PowerSchool enrollment data that is captured in scheduled data collections. These data collections are defined in the Accountability Services Data Collection Schedule. Newly enrolled students are placed into the appropriate four-year cohort using the following methods:

4-ACGR A1.0—Students who transfer into a North Carolina (NC) public high school are assigned to the cohort that the student started in ninth grade for the first time. (The NCDPI will apply students who transfer between schools within the state to the receiving school's cohort in accordance with PowerSchool enrollments.) Repeating a grade or not acquiring enough course credit does not reset student membership in a cohort.

4-ACGR A1.1—If the cohort for a student cannot be determined using enrollment data, the NCDPI will use the grade 9 entry date field from PowerSchool to assign the student to the correct cohort. Discrepancies will be reconciled with the school through the district or charter school testing coordinator.

4-ACGR A1.2—If the grade 9 entry date is blank in PowerSchool, the NCDPI will extrapolate the cohort using the current grade level and will note the assumed cohort in audit reporting. When this occurs, testing coordinators will be informed that the student was placed in a cohort and the cohort must be validated.

Note: For rules A1.1 and A1.2, once the grade 9 entry date field is populated in PowerSchool and collected in an official accountability data collection, it cannot be changed in the accountability data without an official data correction request and appropriate documentation for the change. The grade 9 entry date is not locked in PowerSchool; therefore, it may be changed at any time. However, this date will not be changed for accountability purposes without the data correction request.

4-ACGR A2.0—Students who enroll in NC public high schools that do not grant diplomas must be assigned to a diploma-granting high school within the district where the students could earn a diploma by the time of their expected graduation. In these cases, students will be added to the cohort of the NC public high school that grants the diplomas. In the case of students who transfer between NC public schools within the same LEA, see 4-ACGR T2.0.

4-ACGR A3.0 – Students who are mid-year promoted to grade 9, are added to that year's cohort with the same graduation expectation as those who were in the initial cohort of that year.

Removal from the Cohort

Removal from the cohort is limited to the specified circumstances defined under the ESSA (the student transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased). Each removal from the cohort requires the school or LEA to either collect appropriate documentation or obtain documentation from the NCDPI to verify the removal. Examples of adequate supporting documentation can be found in Appendix A. Students shall remain in the cohort when there is no supporting documentation, or the supporting documentation is deemed insufficient.

Transferred Out

Transferred out is defined as when a student, as confirmed by the high school or LEA, has transferred to

- 1) another school from which the student is expected to receive a regular high school diploma; or
- 2) another educational program from which the student is expected to receive a regular high school diploma.

Transfers from one NC public school to another NC public school are documented in the accountability data collections. When transfers are captured in a data collection, the NCDPI moves the student from one school to another. The NCDPI affirms that information received from the authoritative source (PowerSchool enrollment) is the documentation necessary to make the transfer. No additional documentation is required at the local level.

4-ACGR T1.0—Transfers between NC public schools that are not captured through accountability data collections require schools to collect and maintain adequate supporting documentation and enter transfer coding through the CGR data collection process developed by the NCDPI.

4-ACGR T1.1—North Carolina Department of Health and Human Services supported schools are considered a transfer within the state, are not captured by an accountability data collection, and require the same type of documentation to be removed from the cohort.

4-ACGR T2.0—Students who transfer within the same LEA from a NC public school to a NC public school that does not grant diplomas (e.g., alternative schools, special education schools, hospital schools), are attributed to the cohort of the diploma granting school to which they would have been assigned.

Note: NCDPI collects the list of NC public schools that do not grant diplomas and requires LEAs to designate the appropriate diploma awarding high school to attribute the graduation result.

Students who transfer out of state to a diploma-granting high school or educational program, to a private school granting high school diplomas, or to a home school are removed from the cohort with the specified documentation for the transfer. Examples of acceptable supporting documents are found in Appendix A.

4-ACGR T3.0—When a student transfers out of state, the school/LEA must collect and maintain supporting documentation indicating the out-of-state transfer. The transfer must be to a high school or educational program that grants high school diplomas.

4-ACGR T3.1—When a student transfers to a Department of Defense school, it is considered an out-of-state transfer and requires the same supporting documentation as an out-of-state transfer would for the purposes of removing students from the cohort.

4-ACGR T4.0—When a student transfers to a NC private school, the school/LEA must collect and maintain supporting documentation indicating the transfer. The transfer must be to a school that grants high school diplomas.

4-ACGR T4.1—When students transfer to an accredited private online/correspondence school either physically or not physically located in NC, the school/LEA must collect and maintain supporting documentation indicating the transfer. The online/correspondence school must grant high school diplomas and be accredited by the approved list of accrediting agencies noted in Appendix A.

4-ACGR T4.2—The NC School of the Arts and NC School of Math and Science are operated by the University of North Carolina General Administration and require the same supporting documentation for the purposes of transferring students out of the cohort to a NC private school.

4-ACGR T5.0—When a student transfers to a home school, the school/LEA must collect and maintain acceptable documentation consisting of evidence of enrollment at an approved home school registered with the NC Department of Administration’s Non-Public Education Division.

Emigrated to Another County

Students are removed from the cohort when supporting documentation indicates the student has emigrated to another country. This requires a school/LEA to collect and maintain documentation in the form of a written and signed confirmation from the parent that the student is leaving the county or a school administrator’s documented and signed conversation with the parent at the time of withdrawal. In the event the student is deported, written documentation from the Immigration and Naturalization Services is required.

4-ACGR E1.0—Students identified as foreign exchange students sponsored by an exchange agency may be removed from the cohort after returning to their home country. This requires a school/LEA to collect and maintain documentation of the official exchange paperwork (i.e., on exchange agency letterhead) reflecting the year of participation.

Transferred to a Prison or Juvenile Facility

A student is removed from the cohort when supporting documentation indicates the student has been adjudicated and sent to a NC Division of Adult Corrections and Juvenile Justice facility or to another federal or state’s prison. In North Carolina, these facilities include adult prisons and youth development centers. This requires a school/LEA to collect and maintain documentation indicating the adjudication and placement of the student in one of these facilities.

4-ACGR J1.0—In the case of students in North Carolina Juvenile Detention Centers, only those students that have been adjudicated and are awaiting final placement may be removed from the cohort. Students housed in juvenile detention centers that have not been adjudicated remain in the cohort.

4-ACGR J2.0—Students who are placed into county or other municipality detention facilities are not removed from the cohort.

Deceased

Students are removed from the cohort when acceptable documentation indicates the student is deceased. This requires a school/LEA to collect and maintain documentation.

Additional Rules

Small Schools Calculation Rule

4-ACGR S1.0—Schools with an average enrollment over a four-year period of less than 100 students are given a cohort rate calculated using three years of data for the purposes of school accountability, long-term goals, and identification of Comprehensive Support and Improvement—Low Graduation Rate.

Cooperative Innovative High Schools Rule

4-ACGR I1.0—Cooperative Innovative High Schools (CIHS) that are approved to operate a five-year program use a five-year adjusted cohort rate as the four-year adjusted cohort rate. These schools are identified annually by the NCDPI.

4-ACGR I1.1—Students who transfer in their fifth year from an approved five-year CIHS to a school using a four-year rate are expected to graduate in five years and are included in the cohort graduation rate of the school in which they are enrolled at the end of their fifth year.

4-ACGR I1.2—Students who move from an approved five-year CIHS, before to the student’s fifth year to a school using a four-year rate are expected to graduate in four years and are included in the cohort graduation rate of the school in which they are enrolled at the end of their fourth year.

Community College Adult High School Program Rule

4-ACGR C1.0—Students who enroll in a Community College Adult High School Program (CCAHS) through a North Carolina community college and earn a high school diploma within the time of the cohort are included in the cohort as a graduate.

4-ACGR C1.1—For the CCAHS to be approved, the local school district granting the diploma must have an agreement with the community college where the Community College Adult High School (CCAHS) was completed, and the student must have graduated within the time of the cohort.

4-ACGR C1.2—Students must be coded accurately in PowerSchool, which involves the withdrawal of the student from the school. Local staff must verify each semester that the student is continuing their education through this program. At the time the student earns the diploma, LEAs must complete all processes needed in PowerSchool to count the student as graduating in their cohort.

LEA and charter school test coordinators must submit a letter to the Director of Accountability, signed by the local superintendent, listing the student(s) who have graduated from the community college (i.e., Community College Adult High School [CCAHS]) along with a signed diploma or signed official notification on the partnering community college’s letterhead.

For students to be counted in the school’s/LEA’s graduation rate, the process outlined in the [HomeBase NC SIS Community College Adult High School Program CCAHS User Guide](#) must be completed as well as the Graduate Data Verification (GDV) process for the student. Once the process is complete, LEA test coordinators can verify completion by reviewing the graduation file on the accountability secure server at 2020/###/EOY/GRAD/ACCEPTED/GRADXXX.TXT.

For questions about the Memorandum of Affiliation (MOA) requirements between the superintendent and community college or other concerns about the CCAHS, contact Sneha Shah-Coltrane at Sneha.ShahColtrane@dpi.nc.gov.

1.3 Data Collection

Ensuring the integrity and quality of the cohort graduation rate calculations and data are very important, and internal controls, such as policies, procedures, and infrastructure, are necessary for collecting accurate data and correctly calculating the cohort graduation rate. The process for how and when to collect the data is established by the general statues of the NC General Assembly and in accordance with the ESSA. Each data collection provides valuable information which can be used to fund our schools and provide cutting edge education to our students as well as support many other critical assessments.

If during data review it is discovered that students are attributed to a Unique ID (UID) that is either shared or duplicated in previous school years, please contact your Regional Accountability Office for resolution.

1.3.1 Data Collection for Setting the Cohort

As described in the Calculating the Four-Year Adjusted Cohort Graduation Rate Requirements and Business Rules, the initial cohort is created by students that are tracked upon entering the 9th grade and then are expected to graduate within either four or five years.

In education, cohort is typically applied to students who are educated at the same period of time. A grade level or class of students would be the most common example of a student cohort. For example, students who enter the 9th grade during 2015–2016 school year would be a part of that cohort on track to graduate in either 4 years (2019) or 5 years (2020).

1.3.2 Capturing Graduate Data–Graduation Data Verification (GDV) Process

The Graduate Data Verification contains demographic information, Graduation Plan/Course of Study (Diploma Type) and post graduate intentions of North Carolina high school graduates. This collection provides data needed for state and federal reporting. The data provides public school units with an authoritative list of graduates. PowerSchool is the authoritative source for the GDV and the following processes for GDV. The authoritative source (PowerSchool) must always be referenced when completing and validating the GDV.

Approval Process

The NCDPI requires schools to have the ability to run this data review at any time during the school year. Each time the data review is run, the DPI has the ability to retrieve the data in the format for each of the listed data views available. For example, if the school identifies students who require modification (edit, add, or delete), the report should be run to capture the changes.

Approval of the graduate data verification cannot occur before to the last day of the school calendar + 7 days or June 15th through June 30th, whichever comes first.

Alternative schools that do not award diplomas must return all students to the sending school for inclusion in the sending school’s cohort (denominator) in the anticipated graduation year. Alternative schools that award diplomas must retain all students for inclusion in the alternative school’s cohort graduation rate. This must be reflected in the GDV.

Start/End Dates Collection Process

	Graduate Classification	Criteria
February	Summer School Graduates (July 16 through end of summer school)	Summer school graduates who are in grade 12 or GR and have taken a summer school course must have a PowerSchool diploma issue date between July 16 and the beginning of the current school year.
February	12 th Grade Mid-Year/Early Graduates	Mid-year/Early graduates must have a PowerSchool diploma issue date that is before the last day of the school year according to the 2019–2020 school calendar.
April – June 30	12 th Grade Regular Program	Regular Program graduates must have a PowerSchool diploma issue date on or after the last day of the school year according to the 2019–2020 school calendar.
July 1–July 15	12 th Grade Regular Program Graduates (summer window)	Graduates who complete the requirements for graduation between July 1 and July 15 may be included in the current year data through the GDV2 process.

1.3.3 Cohort Review and Auditing Processes

Federal laws require the NCDPI to verify that all high schools maintain appropriate written documentation showing adjustments to the regulatory adjusted cohort and resulting adjustments to graduation rates. The process for calculating the graduation rate was established by the U.S. Department of Education to provide parents, educators, and community members with a more accurate standardized calculation. The process allows for meaningful comparisons across states, school districts, and schools helping ensure that the graduation rate is accurate and consistently calculated. The calculation of the four-year adjusted cohort graduation rate is defined in Section 8101 [20 U.S.C. 7801] of the ESSA.

High schools are required to maintain evidence/documentation for each withdrawal of a student from the calculation of the cohort graduation rates including certifications of death, transfers to private schools, transfers to homeschools, certifications of the student(s) leaving the state or country, and certifications of the student(s) being in a detention center. LEA or school accountability directors/test coordinators and the respective superintendents are required to verify the evidence/documentation and affirm the accuracy by signing and dating the End of Year Data Collection Sign Off. The Division of Accountability Services calculates the cohort graduation rate and monitors the auditing process.

Schools are expected to organize documentation collected for students who have been removed from the cohort and submitted to the district/charter school accountability director/test coordinator for validation and entry.

There are 2 separate processes/data points that must be reconciled when reviewing the cohort audits:

- 1) Exit Codes (Page 7)
- 2) Grade 9 year (Page 9)

1.3.4 Reconciling Exit Codes (?’s)

First, LEAs must determine if they plan to complete these processes by using the comprehensive LEA CGRExit file or if they will work with the individual CGRExit file for each high school. (CGRAudit excel files will also be provided as one comprehensive file and as separate files for each high school.) Charter schools have one file per school.

Steps for working with the LEA or charter school file:

- a. Download the prepared empty CGREXITXXX.TXT template where XXX indicates LEA code. These files can be found at 2021=>CGR on the Secure Shell. Open in a text editor or Excel. *If needed, directions for one way of opening are located on page 19. File structure can be found on page 11.*
- b. Download the CGRAUDITXXX.xlsx file where XXX indicates LEA code (example CGRAudit920.xlsx or CGRAudit09T.xlsx). These files can be found at 2020=>CGR. *Directions for one method of opening are located on page 20. Or, use Tools for this process. Directions are located on page 19. File structure can be found 11.*
- c. Open CGRAUDITXXX.xlsx file.
- d. Filter the exit_code column to show only ‘?’s (column E).
- e. Copy and paste columns A–F into the blank CGREXITXXX.TXT file, the template has headers already populated. There is a comment column in CGRExit that is not in CGRAudit. This column is for optional local use only. *Detailed directions are located on page 21.*
- f. Gather information and documentation for students with ‘?’, edit the CGRExit file to change the ‘?’ to the appropriate exit code (valid CGR exit codes are found on the next page), save as a .txt file – *directions are located on page 22.*
- g. Upload the populated CGREXITXXX.TXT file to the Secure Shell at 2021=>CGR/. (When asked, you should replace the previous version of CGREXITXXX.TXT in this location.) *Page 23 has directions for uploading using Tools if desired.*
- h. Check the Collection Status Viewer for errors at https://www.rep.dpi.state.nc.us/2021/app/lea/status_viewer.cgi.
- i. Redownload the CGRAudit files and verify information was properly applied in the following ways:
 1. The ex_exit_code column (column AP) should populate with the exit code from the most recent CGREXITXXX.TXT upload.
 2. The effective_exit_code column (column AS) should populate with the exit code used for accountability purposes.
- j. Periodically, re-download the CGRAudit file and filter the exit_code column (column E) to show only ‘?’s.
 1. Ensure the ‘?’s from previous CGRExit uploads have been replaced with blanks in exit_code column.
 2. Identify newly populated ‘?’s in exit_code column.

- k. Append the CGREXITXXX.TXT file to include new records found in j.2 above by copying and pasting the newly populated ‘?’ rows into the current CGREXITXXX.TXT file. **NOTE:** Do not overwrite the data in the CGREXIT file.
- l. Continue to audit CGR files until submission due date.

If an LEA chooses to work with individual school files (available by request only):

- a. Download the prepared empty CGREXITXXXYYY.TXT templates where XXX indicates LEA code and YYY is the school code.
- b. Delete the CGREXITXXX.TXT file (district level file) in 2021/CGR/.
- c. Download CGRAUDITXXXYYY.xlsx files where XXX indicates LEA code and YYY is the school code (*example CGRAUDIT640350.xlsx*).
- d. Follow steps e–l above for each school.

Exit Codes:

The following is a short summary of valid exit codes. Appendix A on page 16 of this document contains the full descriptions and examples of documentation.

Code	Summary Description
?	Has left the school but the reason has not yet been determined
0*	Has not left this school
1*	Transferred to another school in the same system
2*	Transferred to another system
3	Left the state
4	Dropped out
5	Temporarily withdrawn due to suspension or school approved illness
6	Death
7	Other situation that does not exempt the student from the cohort
8	Visiting student (should not have been in the cohort)
9*	Graduated (is listed on the official list of graduates through GDV)
A	Transferred to a private school within the state (includes NC School of Math and Science) or legitimate online/correspondence school accredited by one of the agencies listed in Appendix A on page 16
B	Transferred to home school within the state
C	Transferred to a community college
D	Certificate recipient
E	Documented transfer within district not collected in official data collections (student will appear in the indicated school’s CGRAudit and cohort graduation rate calculations)
F	Documented transfer to a juvenile detention facility or prison
G	Documented transfer within state validated in PowerSchool but not collected in official data collections (student will appear in the indicated school’s CGRAudit and cohort graduation rate calculations)

*NCDPI is the authoritative source for exit codes 0, 1, 2 and 9. Any of these exit codes manually entered into the CGRExit files by LEA or school staff are ignored and not used as the effective_exit_code in CGRAudit records.

Codes that remove a student from a school’s cohort are: 3, 6, 8, A, B, E, F, G

Recent Exit Code Documentation Changes

Effective 2018–19, the collection process for Exit Code A includes the following:

- a. Students requesting records to be transferred to an online school is not sufficient documentation for removing the student from the cohort
- b. Written documentation must be provided on official letterhead from online/correspondence school acknowledging enrollment in a high school diploma program.

Note: For the collection process for Exit Code B, the screenshots from the Home School Administrator Search page on the NC Department of Administration website is not sufficient documentation to remove a student from the cohort using the homeschool exit code. There is not validation that the administrator/homeschool found on the webpage is actually where the student is attending.

Effective 2019–20, a request for records from an NC public school will not be valid documentation for using the G code. PowerSchool is the authoritative source; therefore, requests for records are not valid documentation that the student is enrolled in the school. If a student appears in another school in the PowerSchool Statewide Record Search, the school the student left may use a G code. Transfers documented in PowerSchool cannot be appealed if the student does not attend but was enrolled.

1.3.5 Verifying/Reconciling Initial Grade 9 Year

It is each LEA’s/school’s responsibility to verify the student’s effective_grade9year column is correct for all students. A student’s cohort is determined based on his/her identified first year in grade 9. The following are the cohort expectations:

First Year in Grade 9	4-Year Graduation Expectation (Add one year if an approved 5-year school)
2017–18	2020–21
2018–19	2021–22
2019–20	2022–23
2020–21	2023–24

Note: If the student’s transition from 8th to 9th grade can't be determined from enrollment records, the NCDPI uses the grade 9 entry date in PowerSchool. When an assumed year is used for the grade 9 year, an info statement appears on the status viewer and these years should be verified.

- a. There are Status Viewer “Info” messages at 2021-EOY-CRGAUDIT available to detect if NCDPI could not determine the grade 9 year from data available in the authoritative sources. In these cases, the NCDPI has entered an assumed grade 9 year.
- b. If users prefer, there is also a g 9 year_missing column (column AN) in the CGRAudit that can be reviewed to assist in identifying the students the NCDPI entered used an assumed grade9year for cohort decisions. *Directions are located on page 23.*
- c. If the assumed grade9year is correct (i.e., effective_grade 9 year in the CGRAudit), no further action is needed.
- d. If a student's transfer history is completed and verified through PowerSchool enrollment records, transfers are considered verified and there is no action needed by the LEA/school. If the assumed grade9year (i.e., effective_grade 9 year) is incorrect and:
 1. the grade 9 year (grade 9 entry date) is missing in PowerSchool, the grade 9 year must be entered in PowerSchool to verify and resolve these warnings. Once entered, no further action is needed. Newly entered dates will be reflected in CGRAudit after the next official data collection.
 - Newly entered dates can be viewed for quick confirmation in the ACCData Daily file. *This is OPTIONAL; directions are located on page 24.*
 2. the grade 9 year (grade 9 entry date) in PowerSchool is not correct, a data adjustment/correction request must be submitted for approval before editing the value in PowerSchool. This edit will only affect the student’s cohort determination if a data adjustment/correction is approved.
 3. a student is no longer currently enrolled, a data adjustment/correction must be submitted for approval and correction.
- e. Any changes to currently populated data in PowerSchool (d2 and d3 above) **MUST** be approved by the NCDPI and made in PowerSchool the data correction submission due date.
- f. Grade 9-year information entered into PowerSchool due to a missing grade9year will **ONLY** be populated into the CGRAudit files at each official accountability data collection (i.e., 20D, DEC, FDF, MAR, APR, FDS). Grade 9-

year changes made as a result of a Data Adjustment/Correction approval by the NCDPI will be populated in the CGRAudit after the data correction is approved and permission is given to enter the change in PowerSchool.

1.3.6 Resolving CGR Audit Info and Warning Messages on the Status Viewer

When a student's record is assigned a code in an effort to make a change to the record, the request will either be accepted without exception, or the status change can trigger a message in the form of an Info or Warning code. In either case, the system is drawing attention to the result of the action taken regarding the student's record. While neither code will prevent the action from processing, it could cause a problem with the student's record or the school reporting if a correction is needed and not performed. Users see a message listed as either Info or Warning followed by the issue being identified. Following the Info message is an action needed message which tells the user the issue and the action to address the problem. Unlike the warning however, if the Info record is correct as listed then the message indicates the user can ignore the concern and move forward. Following the Warning message is a resolution statement. The statement provides the user with a more detailed cause for the warning message and what needs to be done to clear the exception.

1. **Info:** G9Year unconfirmed assumed to be YYYY

Action Needed: Research student's grade 9 year and verify it for accuracy. See information on page 1 for actions toward resolution if incorrect. If correct ignore "Info" message.

2. **Info:** AccHome record transfer to ##### accepted
3. **Info:** AccHome record transfer from ##### accepted
4. **Warning:** Non-diploma high school has student in denominator

Resolution: Complete AccHome to have student records transferred to an in-district diploma awarding high school

5. **Warning:** AccHome record transfer to ##### rejected

Resolution: AccHome record was submitted to transfer record to a different LEA, and that LEA has not submitted its complementary request. The receiving LEA must complete this process.

6. **Warning:** AccHome record transfer from ##### rejected

Resolution: AccHome record was submitted to receive a record from a different LEA, and that LEA has not submitted their complementary request. The sending LEA must complete this process.

7. **Warning:** In denominator for multiple schools in district (#####, #####)

Resolution: Student should only be enrolled in one school per district. Enter a record in the CGRExit file for transfer to the school that should be attributed with the result. Use an E exit code.

1.3.7 Community College Adult High School Program (CAHSP) Documentation

This program is aimed at capturing those students leaving high school to attend a Community College High School Program. The state board policy that addresses the program indicates that students who leave high school to attend an approved North Carolina CCAHS program shall be coded with the W2T code in PowerSchool. This code indicates the student's intent to complete high school in the adult setting.

Documentation that the students are enrolled in the CCAHS must be provided to the traditional school (base school). This documentation must be updated on an ongoing basis (quarter or semester, as determined by the LEA and CCAHS) to ensure that the student maintains continual enrollment in the program. These students shall not be counted as dropouts until they fail to complete or return to the traditional school. It is important to note that students have one calendar year from leaving school to verify enrollment in a CCAHS program.

Steps for Reporting Community College Adult High School Graduates to Accountability Services for verification of inclusion in the cohort.

1. LEA/charter establishes Memorandum of Affiliation with no more than one Community College.
2. Verify and document student continuous enrollment in CCAHS.
3. Use “W2T” (reason code CCAHS) in PowerSchool.
4. Affirm a standard diploma signed by Community College and LEA Superintendent or Charter School Director
5. Enter students into PowerSchool as graduates through the GDV, as directed by PowerSchool.
6. The LEA/charter test coordinator submit to the Director of Accountability Services
 - a. A letter signed by the local superintendent listing the students, with PowerSchool ID numbers, who have graduated from the community college by July 15.
 - b. A copy of the diploma or student record (documentation for each student) on the community college letterhead.

1.4 Data File Structures

Data file structures enable reference to a set of records by the file name. The fields within the structure contain values based on the definition of the data in the field. The following data file structures are provided for the auditing of CGR data and the collection of exit codes.

1.4.1 CGR Audit File Structure

Column Name	Description
school_code	Official DPI 6 character alphanumeric school code
student_id	State Student ID, 10 digits, zero padded
last_name	Last name
first_name	First name
exit_code	?/Null: column provided for easy filtering and copy/paste to cgrexit file
xfer_school	Intentionally blank to align with cgrexit
init_year	Collection year first seen in school
init_collection	Collection code first seen in school
init_student_id	Student id from initial collection
init_grade	Grade from initial source
last_year	Collection year last seen in school
last_collection	Collection code last seen in school
dob	Date of birth YYYYMMDD
ethnic	Race/Ethnicity reporting category (H/I/A/B/P/W/M)
sex	Gender (M/F)
els	ELS subgroup for CGR purposes (Y/N) (ever ELS since 9th grade)
els_year_exited	ELS Year Exited (equivalent to latest year as ELS) looking back 5yrs
els_latest_school	Indicates ELS info was missing from district's data and backfilled by NCDPI
swd	SWD subgroup for CGR purposes (Y/N) (ever SWD since 9th grade)
swd_latest_year	Most recent year found in an EC headcount
swd_latest_school	Indicates SWD info was missing from district's data and backfilled by NCDPI
aig	AIG (Y/N)
mig	Migrant (Y/N)
hms	Homeless Student (Y/N)
mil	Military Connected (Y/N)
gdvr	Y/Null (if found in current or previous graduate collections)
gdvr_document_type	GDVR Document type (Diploma/Certificate)

Column Name	Description
gdvr_year	Reporting year of graduation
gdvr_school	School that issued diploma or certificate
gdvr_last_name	Last name from graduate source
gdvr_first_name	First name from graduate source
dc_g9year	Grade 9 year from data correction override
rc_g9year	Grade 9 year recycled from previous year data corrections
en_g9year	Grade 9 year from statewide enrollment records
en_g9school	School code associated with en_g9year determination
en_five_year	Five-year school code if most recent school attended is a five-year program school
ps_g9year	Grade 9 year from 9th grade entry date, latest collected from LEA
hc_g9year	Grade 9 year from EOG H Code, latest collected from LEA
effective_g9year	Effective grade 9 year used to identify cohort
g9year_missing	Indicates no g9year supplied
in_cohort	Y/Null (if initially in cohort based on init_g9year)
ex_exit_code	exit code reported by LEA TC (CGREXIT###.TXT)
ex_xfer_school	For exit code E or G, school code transferred to (from CGREXIT###.TXT)
auto_xfer_school	Transfer school from DPI automatic search
effective_exit_code	# Exit code assigned to student based on all data presented
exit_exempt	Y/Null (if exempted from graduate calculation based on exit code)
base_den	Preliminary CGR denominator (Y/Null) prior to acchome processing
base_num	Preliminary CGR numerator (Y/N/Null) prior to acchome processing
base_school	If record received via acchome, identifies sending school
acchome_school	If record sent via acchome, identifies receiver, and num/den are cleared
acchome_accepted	Y/N/Null if acchome accepted by receiving district
den	CGR denominator Y/Null (for school and district level)
num	CGR numerator Y/N/Null (for school and district level)

1.4.2 CGR Exit File Template and File Structure

Column Name	Description
school_code	Official DPI 6-character alphanumeric school code
student_id	State Student ID, 10 digits, zero padded
last_name	last name
first_name	first name
exit_code	exit code (i.e., code 3, 6, 8, A, B, E, F, and G)
xfer_school	6-character school code of school student transferred to (only applies to exit code E or G)
comment	optional comment for local use and tracking

1.4.3 CGR Annual Process Flow

September	1. Regional training on Cohort Graduation Rate processes, procedures, and reporting 2. Updates made based on official data collection
October	1. Preliminary CGR data files provided to public school units to begin processing students 2. CGR Record Search enabled and CGR Printing Reports in NCTools available 3. Updates made based on official data collections
November	1. Updates made based on official data collections
December	1. Updates made based on official data collections
January	1. Updates made based on official data collections
February	1. Updates made based on official data collections
March	1. Updates made based on official data collections
April	1. Updates made based on official data collections
May	1. Updates made based on official data collections
June	1. Updates made based on official data collections 2. The random selection of LEAs/charter high schools for monitoring is completed. (List will include any school(s) that scored below 90% in the previous year and need to be revisited.)
July	1. Letters sent to schools selected for monitoring and verification audits. 2. Onsite and desk monitoring is completed. 3. Supplemental Graduation Data Verification collection window is open (GDV2) 4. Updates based on official data collections
August	1. Apply adjustments to cohort based on monitoring.
September	1. State Board and Review/Approval of Cohort Graduation Rate Preliminary Data 2. Data correction window where LEAs/charter schools may submit final data corrections
October	1. Webinar to present findings of cohort monitoring and verification audits 2. State Board of Education approves finalized results of Cohort Graduation Rate

1.5 NCDPI CGR Exit Code Monitoring

1.5.1 History

In 2015, Finding 2015-027 from a U.S. Department of Education audit found that the NCDPI did not adequately perform verification of adjustments to the cohort graduation denominator. As recommended by the finding, the NCDPI implemented a risk-based sampling approach for reviewing adjustments to the cohort denominator.

Prior to 2017–18, monitoring was completed for review purposes and schools/LEAs had no consequences for insufficient documentation. The following findings were communicated based on the monitoring:

- a. Calibrated acceptable documentation practices
- b. Identified areas of improvement in documentation
- c. Improved validation of graduation rate

As a result of the changes based on Finding 2015-027, starting with the 2017–18 school year and beyond:

- a. Monitoring will be completed prior to release of graduation data (July)
- b. Cohort removals determined, by a NCDPI reviewer, to have no or insufficient documentation are placed back into the cohort for calculation of the Cohort Graduation Rate

The Every Student Succeeds Act (8101 (25)) requires the NCDPI to verify that public school units maintain appropriate written documentation affirming adjustments to the regulatory adjusted cohort and the resulting adjustments to graduation rates is appropriate. Documentation includes certifications of death, transfers to private schools, transfers to homeschools, certifications of the student(s) leaving the state or country, and certifications of the student(s) being in a detention center.

The process for calculating the graduation rate was established by the U.S. Department of Education to provide parents, educators, and community members with a more accurate standardized calculation. The process allows for meaningful comparisons across states and school districts and helps ensure that the graduation rate is accurate and consistently calculated.

Cohort graduation monitoring audits occur in late summer before the data correction window. Cohort Graduation Monitoring validates the auditing process and the Cohort Graduation Rate (CGR). Monitoring allows for adjustments to be made to the cohort for insufficient data (putting students back into the cohort) as well as continued improvement on identifying and collecting sufficient documentation to using exit codes to remove students from the cohort.

The auditing and review processes have been developed to ensure the highest quality of data when computing school, LEA, and state cohort graduation rates.

Once the cohort has been established, schools must have the necessary documentation before removing a student so the student will not count against the school. Schools with issues or reasons for data corrections, should contact the NCDPI Accountability Services section for review and decision. The school can use the Cohort Graduation Exit Code Guidance spreadsheet (Appendix A) to determine if the reason for the change aligns with the options outlined in this guide.

1.5.2 Monitoring Plan and Process

The NCDPI Accountability Services Division has implemented a formalized state monitoring plan for on-site monitoring of public school units to verify withdrawal of students reported in the prior school year's cohort graduation rates. Teams of state-level and regional staff members are responsible for conducting electronic desk monitoring/on-site monitoring and for requesting written evidence/documentation to verify the withdrawals of students from the cohort. Exit codes monitored by the state include the following:

- Code 3 – left the state
- Code 6 – death
- Code 8 – visiting student
- Code A – transfer to a private school within the state
- Code B – transfer to home school within the state
- Code E – documented transfer within district – NCDPI could not validate
- Code F – documented to be in a juvenile detention facility or prison
- Code G – documented transfer within state –NCDPI could not validate

Starting with the 2018–19 school year collection, in order to ensure all schools with a cohort are audited either by on-site visit or desk monitoring, a 10-year monitoring plan was implemented.

For CGR Monitoring Review, the NCDPI identifies a pool of eligible schools based on the following criteria:

- The school must be currently open,
- The school must have a CGR rate in the latest year with graduates, and
- The school must have a minimum of 5 students or 10 percent of students in initial cohort whichever is less requiring documentation to remove a student from the denominator.

The official list of onsite and desk monitored schools is created as follows:

1. On-site and desk monitored schools selected at random from eligible school lists. The selection of these schools is completed programmatically.
 - a. First by placing schools into two groups using the defined rule of 10 or greater codes (on-site) and less than 10 codes (desk).
 - b. Second, the 'rand' or randomize function applies a number to each school 0-?? in each group.

- c. Third, the computer is programmed to select the number of schools to monitor for each category.
- d. Finally, the list of schools is extracted and provided to the lead person managing the monitoring.
Note: While this process is random it is expected that every school will be selected for monitoring at least once by 2029.

2. Schools who did not meet having 90% or greater documentation from the previous year, or schools identified as needing review due to concerns from regional or agency staff are added to the monitoring list. In addition, schools that are returned to the monitoring list will be added to the list of schools being monitored and will not replace a school on the random list.
3. Regional Accountability Coordinators (RACs) and NCDPI staff may request a school be added in any year for monitoring.

The NCDPI enforces an even distribution among the state's accountability regions to select at least 60 schools for monitoring. The selection counts charter schools as part of the regions and rounds to the nearest whole for school counts.

The state plan consists of:

1. **Desk Monitoring:** The on-going process of desk monitoring allows the state and regional accountability offices to do end-of-year review by requesting written documentation from selected schools.

Team members request a copy of the evidence/written documentation to support the removal of a student from the graduation rate calculation.

2. **On-Site Monitoring:** Monitoring teams consist of the regional accountability office staff and state office staff. Each team member completes a *Cohort Graduation Data Monitoring Verification Form* to review students' documentation requested by the NCDPI and records any discrepancies found.

Team members request a copy of the evidence/written documentation to support the removal of a student from the graduation rate calculation. The request for evidence/written documentation is conducted with the designated staff who has access to student records. Results and observations from the on-site monitoring visit will not be shared with school system or school building staff before leaving the site.

Team members follow appropriate procedures to ensure confidentiality when conducting the CGR monitoring visit and the data analysis.

3. **State Response and Targeted Assistance:** Following the desk and on-site monitoring visit, team members reconvene at a designated date and time at the NCDPI to discuss whether appropriate evidence/written documentation supported the removal of a student from the graduation rate calculations. The team summarizes the monitoring activities, findings, recommendations, and a follow up letter is emailed and mailed to the superintendent within 60 days of the site visit date. The letter provides additional information regarding a follow-up visit, requirements for the submission of additional documentation for review (if necessary), and timelines.

The NCDPI provides 1) continued information distribution, 2) continued training with an emphasis on maintaining evidence/documentation for each withdrawal, 3) increased targeted on-site monitoring, 4) continued collaboration among state-level staff and regional accountability offices, and 5) information dissemination about the state monitoring plan to local school districts. This plan may be modified in future years depending on program needs.

A memo from the NCDPI is sent to selected local superintendents/charter school directors in early July. The local test coordinator, RAC and Regional Computing Consultant (RCC) will also be copied on the memo.

A memo highlighting the findings is sent in October, and a statewide presentation is completed to summarize findings and highlight concerns and best practices identified during the monitoring process.

1.6 Appendices

Appendix A – 1.6.1 Cohort Graduation Exit Code Guidance

Exit Code	Description	Cohort Action	Examples of Acceptable Supporting Documentation
0	Has not left this school	Included in school's cohort	School enrollment in PowerSchool is captured in an official data collection. No additional supporting documentation is necessary.
1	Transferred to another school in the same local education agency (LEA)	Removed from school's cohort	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection. No additional supporting documentation is necessary.
2	Transferred to another LEA or charter school	Removed from school's cohort	Receiving school enrollment must be entered in PowerSchool and captured in an official data collection. No additional supporting documentation is necessary.
3	Relocated outside the state of North Carolina, out of the country, or to a Department of Defense (DOD) School	Removed from school's cohort only if adequate documentation is provided	<p>Provide one of the following supporting documents:</p> <ul style="list-style-type: none"> • Official Request for Student Record is required from receiving out-of-state public or private school. (Documentation from records requests made by district/school personnel through an electronically signed and timestamped request generating system (ex. Scribbles K-12) using a district or school account are acceptable methods for requesting student records. Parent record requests from a parent account through such systems are not acceptable. • Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the out-of-state or DOD receiving school confirming enrollment. • Transfer record form or screen shot from receiving out-of-state school with appropriate signature(s) from school official or administrator. • If a student has moved out of the country, obtain a written confirmation from the parent or a school administrator's documented conversation with the parent at the time of withdrawal. • Written document from the U.S. Immigration and Customs Enforcement Agency that the student is detained or was deported.
4	Dropped out	Included in school's cohort	Schools may use this code to track students in the auditing process. Code does not remove a student from the cohort and does not apply to any other metrics, like the dropout rate.

Exit Code	Description	Cohort Action	Examples of Acceptable Supporting Documentation
5	Temporarily withdrawn due to suspension or school approved illness (does not exempt the student)	Included in school's cohort	Schools may use this code to track students in the auditing process. Code does not remove a student from the cohort. Written acknowledgement on official letterhead from an administrator at the school confirming suspension or school approved illness.
6	Student is deceased	Removed from school's cohort only if adequate documentation is provided	Supporting documentation includes an obituary, death certificate, newspaper article or funeral program.
7	Other situation that does not exempt the student from the cohort	Included in school's cohort	Schools may use this code to track students in the auditing process. Code does not remove a student from the cohort.
8	Visiting student (should not have been in the cohort)	Removed from school's cohort only if adequate documentation is provided	Provide one of the following supporting documents: <ul style="list-style-type: none"> • For foreign exchange students, a copy of the official exchange program paperwork reflecting the year of participation (on exchange agency letterhead.) • For all other visiting students, written acknowledgement on official letterhead from an administrator at the school confirming the student is a non-content (not included in ADM) visiting student with supporting documentation from PowerSchool.
9	Graduated (listed on the official list of graduates)	Included in school's cohort	Graduation status (diploma) is entered in Graduation Data Verification (GDV) in PowerSchool and captured in an official data collection. No additional supporting documentation is necessary.

Exit Code	Description	Cohort Action	Examples of Acceptable Supporting Documentation
A	Transferred to a private school or facility within the state (includes NC School of Math and Science and NC School of the Arts) or legitimate private online/correspondence school	Removed from school's cohort only if adequate documentation is provided	<p>Provide one of the following supporting documents:</p> <ul style="list-style-type: none"> - Official Request for Student Records is required from receiving private school. (Documentation from records requests made by district/school personnel through an electronically signed and timestamped request generating system (ex. Scribbles K-12) using a district or school account are acceptable methods for requesting student records. Parent record requests from a parent account through such systems are not acceptable.)The private school must be listed on the Non-public School Directory for the year the student transferred. • Copy of Notice of Intent to Operate a Private School Form submitted to NC Department of Administration (NCDOA). This form can be found for reference at https://ncadmin.nc.gov/citizens/private-school/notice-intent-operate-private-school. • Official Request for Student Records is received from NC School of Math and Science or NC School of the Arts. • Written acknowledgement on official letterhead from private online/correspondence school not physically located in North Carolina. Must be accredited by one of the following agencies: <ul style="list-style-type: none"> 1. New England Association of Schools and Colleges (NEASC) 2. Middle States Association of Colleges and Schools (MSA) 3. North Central Association of Colleges and Schools (NCA) 4. AdvancED (formerly Southern Association of Colleges and School) (SACS) 5. Western Association of Schools and Colleges (WASC) 6. Northwest Association of Accredited Schools (NAAS)
B	Transferred to home school within the state	Removed from school's cohort only if adequate documentation is provided	<p>Provide one of the following documents:</p> <ul style="list-style-type: none"> • The Official Non-Public School Registration Record signed by the parent or guardian. • Letter signed by parent indicating the school name, county and official home school code given by NCDOA of school attended by the student.
C	Transferred to a community college within the state	Included in school's cohort	Schools may use this code to track students in the auditing process. Code does not remove a student from the cohort.
D	Certificate recipient	Included in school's cohort	Graduation status (certificate) is entered in Graduation Data Verification (GDV) in PowerSchool. No additional supporting documentation is necessary. Code does not remove student from cohort.

Exit Code	Description	Cohort Action	Examples of Acceptable Supporting Documentation
E	Documented transfer within district not indicated by DPI enrollment data	Removed from school's cohort only if adequate documentation is provided	Provide one of the following supporting documents: <ul style="list-style-type: none"> • Official Request for Student Record is required from receiving public school/facility. • Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the receiving school/facility confirming enrollment • Transfer record form or screen shot from receiving school/facility with school official or administrator signature • PowerSchool Statewide Records Search indicating school of enrollment.
F	Documented to be in a juvenile detention facility or prison (includes Youth Development Centers or adult prisons under the NC Division of Adult Corrections and Juvenile Justice, federal prison, or another state's adult prison)	Removed from school's cohort only if adequate documentation is provided	Provide one of the following supporting documents: <ul style="list-style-type: none"> • Official Request for Student Record is required from receiving public or private school/facility. (Documentation from records requests made by district/school personnel through an electronically signed and timestamped request generating system (ex. Scribbles K-12) using a district or school account are acceptable methods for requesting student records. Parent record requests from a parent account through such systems are not acceptable.) • Written acknowledgement on official letterhead, email or enrollment letter from an administrator at the receiving school/facility confirming enrollment • Transfer record form or screen shot from an official site receiving school/facility with school official or administrator signature • Written copy of the court order or judgment decision should be kept on file with the district.
G	Documented transfer within state not indicated by DPI enrollment data (includes Department of Health and Human Services Schools [DHHS])	Removed from school's cohort only if adequate documentation is provided	Provide following supporting documents: <ul style="list-style-type: none"> • PowerSchool Statewide Records Search indicating school of enrollment.

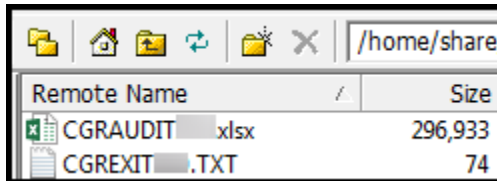
Appendix B – 1.6.2 Detailed Directions for Completing the CGR Processes

As with all pieces of software, the information below describes one way to accomplish a task, there are many other ways to achieve the same result. Please use the method with which you are most comfortable.

I. Downloading the CGR Audit and CGR Exit Files

a. Downloading the CGRAUDIT and CGREXIT files directly from the Secure Shell (SSH)

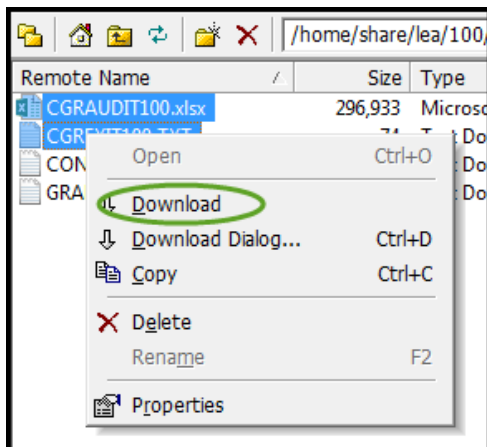
1. Connect to SSH and navigate to the 2021 -> CGR folder.



2. Navigate to C:\ACCDATA -> 2020 -> EOY folder in left side of the window.



3. Click to highlight the CGRAUDIT and CGREXIT files – hold down the Ctrl key to select multiple files.
4. Right click on the highlighted files.
5. Select Download.



6. The files will download to the designated folder.

b. Downloading CGR Audit into Tools

The NCTools application allows accountability directors/testing coordinators to print and view a report by downloading the CGRAUDIT###.xlsx files from the secure shell server to a local computer and into the NCTools SQL database.

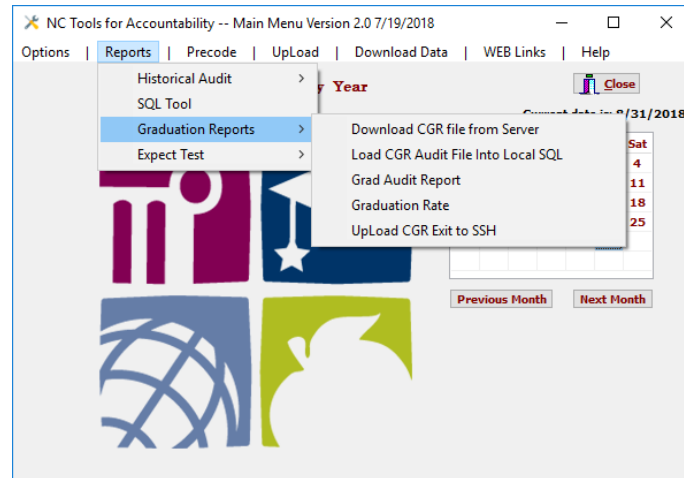
If not using the NCTOOLS application, use directions above to complete the process manually.

Both LEA level and school level CGRAUDIT files are created and prepopulated. This is done to allow an LEA to review files at the LEA level or school level. The file locations on the secure shell are

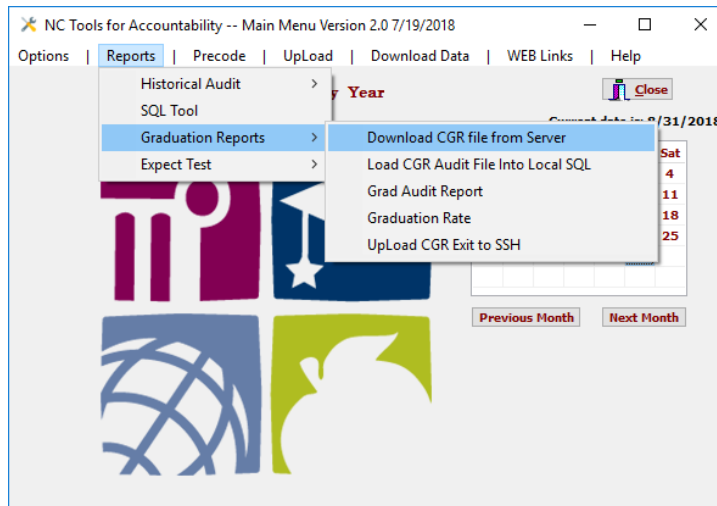
- 2021 -> CGR -> CGRAUDIT###.xlsx (LEA level file) or
- 2021 -> CGR -> CGRAUDIT#####.xlsx (School level files)

Launch NCTools Application on Local PC

1. Using application, click on **Reports -> Graduation Reports**.



2. Select “Download **CGR file from Server**” to download the CGR file to C:\acpdata -> 2021 -> EOY directory.



3. Click on “**Load CGR Audit into Local SQL**” option under Graduation Reports (see step 1 above) to import the CGRAUDIT file into the SQL database. The black DOS screen will appear, and the following message will appear that the CGRAudit table is loading. Then click “Press enter to close this window.”

```
READYUTIL 2018 [Built 2018/01/30 11:45]
LEA Mode [030]
Command: readyutil sftprun CGRA

Retrieving CGRA script from server      done
Checking local directories              done
Running CGRA                           done

00:00:07

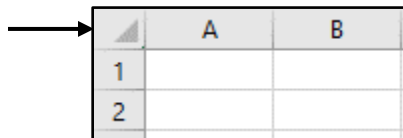
Press enter to close this window.
```

II. Creating/Appending CGR Exit Files

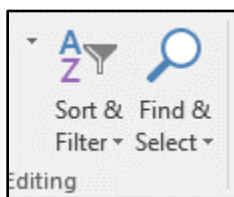
1. From Windows Explorer go to C:\ACCDATA -> 2021 -> EOY folder and open the CGRAUDIT file and CGREXIT file.

In the CGRAUDIT file

2. Click the cell above row 1 and left of A column. (This highlights the entire spreadsheet.)

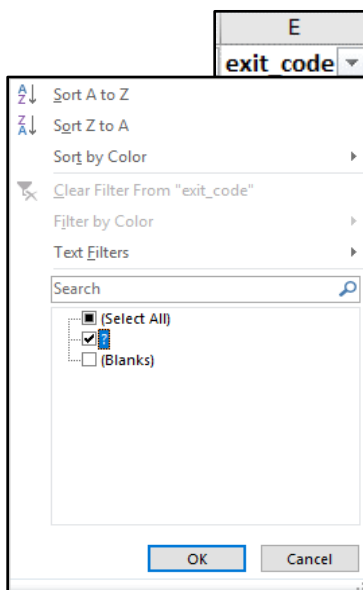


3. From the Excel menu bar click on AZ Sort & Filter button and select Filter from the dropdown menu.



Note: Each column of the spreadsheet will now have a dropdown arrow.

4. Click on the dropdown for exit code column (E column) and select only the ?s and click the OK button.

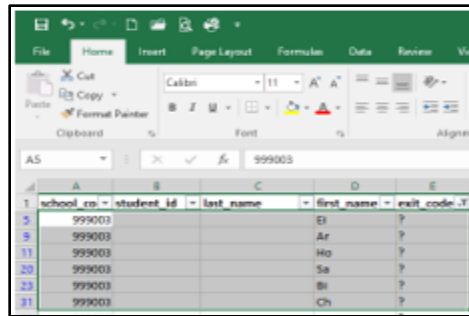


Note: Students with ?s listed are no longer in membership at the school and do not have an effective exit code.

5. Click on column A and drag the mouse over to column E to select all information in these columns.

	A	B	C	D	E
1	school_co	student_id	last_name	first_name	exit_code
5	999003			Ei	?
9	999003			Ar	?
11	999003			Ho	?
20	999003			Sa	?
23	999003			Bi	?
31	999003			Ch	?
32	999003				?
33	999003				?

- Right click on the highlighted cells and select Copy from the dropdown menu.



In the CGREXIT file

- Right click in the cell A2 and click Paste from the dropdown menu.

	A	B	C	D	E	F	G
1	school_co	student_id	last_name	first_name	exit_code	xfer_scho	comment
2							
3							
4							
5							

- Student names and info should display in the CGREXIT file.

	A	B	C	D	E	F	G
1	school_co	student_id	last_name	first_name	exit_code	xfer_scho	comment
2	999003			Ei	?		
3	999003			Ar	?		
4	999003			Ho	?		

- Save changes.
- Make changes to ? exit codes as appropriate.
- Upload LEA CGR Exit file to the secure shell as needed.

III. Entering Codes into the CGRExit File

- Download the CGREXIT###.TXT file(s) and open in EXCEL.
- Find the student in the CGREXIT###.TXT file(s) and enter the appropriate exit code associated with the collected documentation for the student.

Note: See a list of Exit Codes on pages 16 – 18,

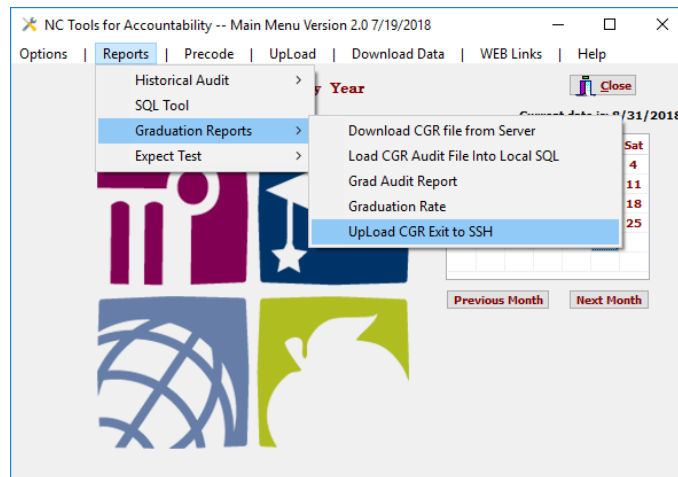
	A	B	C	D	E	F	G
1	school_code	student_id	last_name	first_name	exit_code	xfer_school	comment
2	999003	1846###	Doe	John	3		
3							

- Once the students in the CGREXIT###.TXT are reconciled,
 - save the edited CGREXIT###.TXT file using the same filename and format.

- b. Upload the file to the 2021=>CGR directory on the server or use NCTools to upload to the server (see directions below.) The CGRAUDIT####.xlsx file will be updated shortly after upload. Note, processing may take longer at the end of the year.
4. After the file has been processed, download the CGRAUDIT#####.xlsx, open with excel and look at the “ex_exit_code” column (column AP), which should populate with the entered codes. There will no longer be a ? in the “exit_code” column (column E).
5. The CGRAUDIT file should be downloaded and reviewed per the directions in this document after the CGREXIT file has processed and again periodically throughout the year to locate new records needing action.
6. Any additional new students found in the exit column from the updated CGRAUDIT file must be appended to the CGREXIT file. Users can either copy and paste or manually enter new records. The NCDPI suggests copying and pasting to eliminate the chance of incorrectly entering information.
7. Enter appropriate codes in the CGREXIT file for additional students when valid documentation is supplied.
8. Continue to complete this process until the submission due date.

IV. Using Tools to Upload CGREXIT files

1. Upload the file using NCTools21 ->Reports ->Graduation Reports ->Upload CGRExit file to SSH.



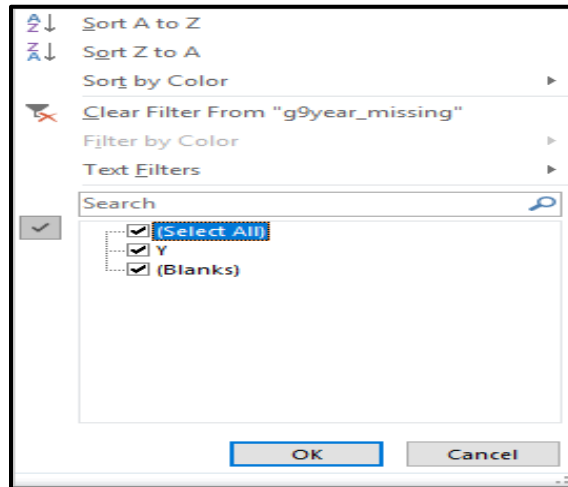
2. A black DOS screen will open displaying CGREXIT file uploading.
3. The CGREXIT file will process shortly after upload. The process may take longer at the end of the year.

V. Locating Students with Grade 9 Years to be Verified by LEAs/Charters in CGRAUDIT Files

Note: Grade 9 entry dates in PowerSchool are listed as a specific date (ex. 09/05/2014). The grade9year will reflect the year at the conclusion of that school year. In the example, the grade9year would be 2015.

1. Open the CGRAUDIT file
2. Add filtering to the spreadsheet using steps 2 and 3 on page 21.
3. Click the dropdown arrow for column AN (g9year_missing) and keep only ?s.
4. This provides a list of students with missing or unverified grade 9 entry dates (dd/mm/yyyy) in PowerSchool.

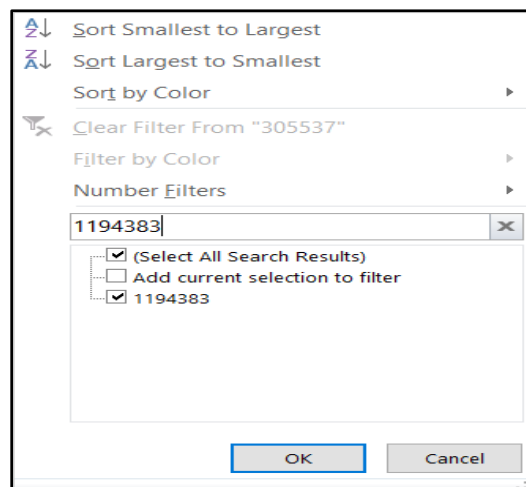
- To return to the full audit, remove the filter from column AN (G9year_missing) by clicking the filter button at the top the of column and entering a check for Select All.



This information may also be found on the Status Viewer under the 2021-EOY-CGRAUDIT option at https://www.rep.dpi.state.nc.us/2021/app/lea/status_viewer.cgi.

VI. Confirming the Grade 9 Entry Date in ACCData (OPTIONAL process)

- Download Daily files using NCTools21 -> Download Data -> option 2 – Get recent files (LOC) day files from SSH and load into SQL.
- Once files are downloaded, go to C:\acdata -> 2020-> LOC folder.
- Open the appropriate high school ACCDATAXXXXXX.TXT file. Where XXXXXX represents the 6-digit school code.
- Apply filters to the spreadsheet (like directions 2 and 3 on page 21)
- Click on the filter dropdown for column D.
- Enter the student ID in the Search box.



- Press Enter key or click OK button when student ID shows in box below.
- The student row should display, and column O will have the Grade 9 Entry Date that's been entered into PowerSchool.
- The Grade 9 Year will appear in the CGRAUDIT file in the ps_g9year column after the next official data collection.

Appendix C – 1.6.3 Helpful Hints for Using the CGR Records Search System

LEAs/charter schools may find it useful to use the CGR Records Search System to identify issues with student enrollments and possible Unique ID (UID) issues. Access to the CGR Records Search is password protected. You must have permissions assigned by the RAC for access. The link to the CGR Records Search System is <https://www.rep.dpi.state.nc.us/2020/app/cgrsearch/>. It is only available after the processing of CGR begins.

Below are some helpful hints to assist in the search for students who may have issues that need to be resolved such as UID changes.

1. The minimum requirements to search are a student ID given by itself or at least two of the following filters: LEA, Student ID, Last Name, First Name
2. A second "Student ID" search box lets you search for two IDs at once so you can more easily make chronological confirmation of an ID change on one page.
3. Name filters search for partial matches, and "Left Anchored" indicates match should be at the beginning of the name.
4. Name filters should be at least two characters.
5. Two types of records (membership and graduate) are searched.
6. The membership records include all high school grades for the last five years; therefore, search results may contain students in cohorts other than the 2019 cohort. Note that students in the 2019 cohort are expected to have a "g 9 year" of 2016.
7. "Year" refers to the reporting year (e.g., 2019 for the 2018–19 school year).
8. Double-clicking on IDs or names appearing in the results will populate the appropriate search boxes as a convenient alternative to copy/paste.
9. If you don't get results right away, remember to think like a detective, and be creative! It may take several searches in different ways to finally track down the available history for a student. Some things to keep in mind about the data
 - a. The student's name spelling can differ between schools and/or data sources.
 - b. The student may have switched between using first and middle name.
 - c. The student's last name may have changed.
 - d. The student's ID may have changed from one year to the next.
 - e. The student's ID may not match between the GRGRAD and CGRMEM tables.