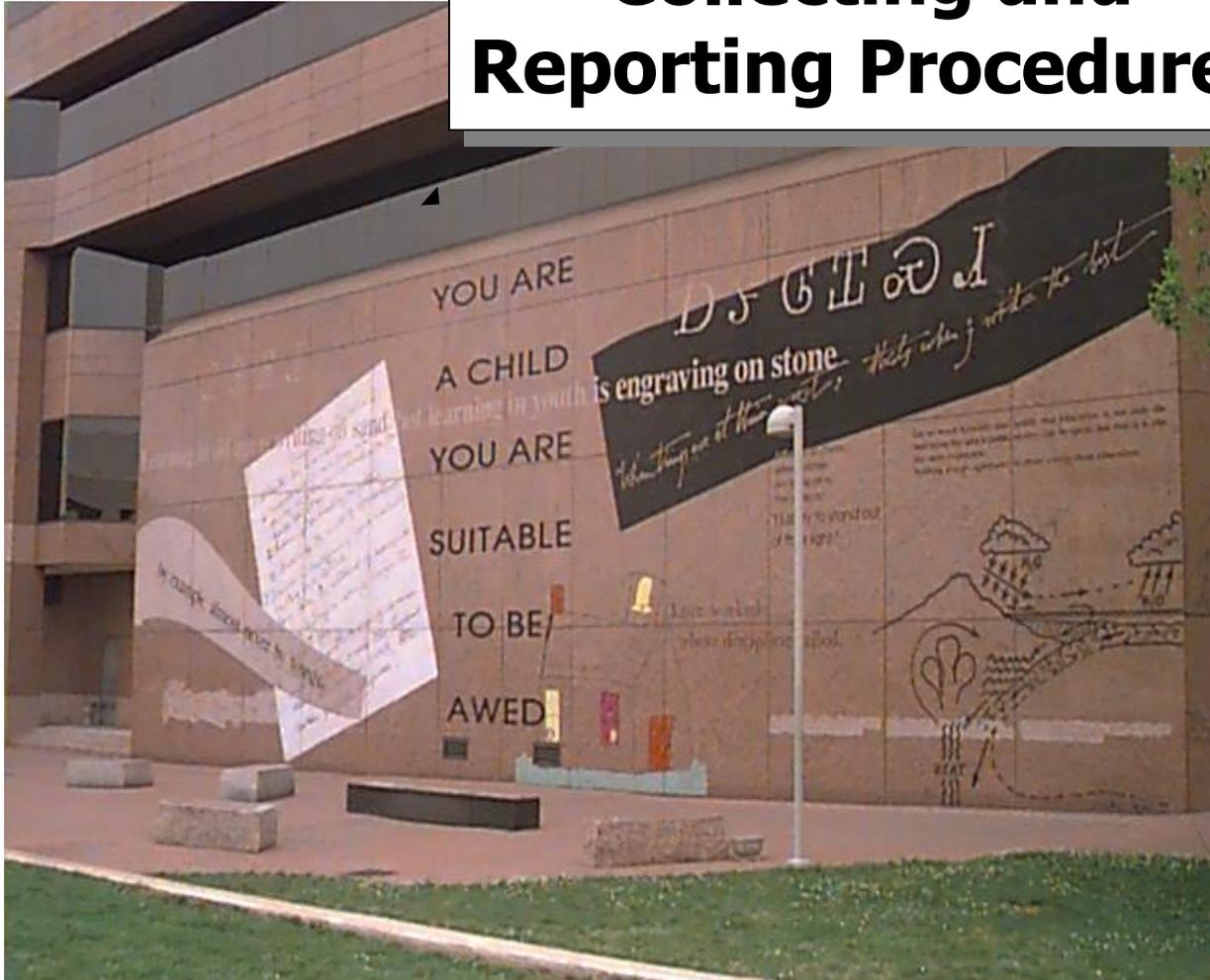


Dropout Data Collecting and Reporting Procedures



Procedures for Reporting 2019-20 Dropouts

North Carolina Department of Public Instruction

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Introduction

This manual includes definitions, procedures, and other information needed for uniform reporting of dropout data. The definitions and procedures in this manual apply to the 2019-20 dropout data that is to be reported to the state of North Carolina in the fall of 2020.

School systems are required to report dropout data on all dropouts in grades one and higher to the Department of Public Instruction (DPI). Schools and LEAs are encouraged to begin researching potential dropouts during the year they leave school. Every effort should be made to encourage students to return to school. Students who return to school by the 20th school day of the 2020-21 school year are not to be counted as 2019-20 dropouts. Dropout data can be submitted and verified as early as October 1, 2020. Dropout data submissions and verifications are due by Wednesday, **November 4, 2020.**

All dropout data should be verified by Wednesday, November 4, 2020.

Dropout Reporting in PowerSchool

The process for investigating and reporting dropouts is detailed in a Quick Reference Document called Entering Dropouts in PowerSchool, which is online at https://files.nc.gov/dpi/documents/student_info/PS_QRD_Dropout_Process.pdf

Dropout reports (or Data Views) are produced by running the Dropout Report under State Reports in PowerSchool. Two reports (data views) for researching potential 2019-20 dropouts will become available in July, 2020:

1. The **Potential Dropout Match** report lists students who were withdrawn with a W2 in the 2019-20 school year. Any student found to be enrolled in a North Carolina public school at the time the report is run will be matched by the student's new school on the report. Students who return to school by the 20th school day are not dropouts, so these "matched" students will not have to be reported as dropouts if they were back in school by the 20th day.
2. The **Completers that Failed to Return** report lists students who complete the 2019-20 school year, were expected to return to school in 2020-21, and did not return. The report pulls from No-Show designations on student records in the PowerSchool attendance system. A No-Show is

designated by an enrollment code of E1 and a withdrawal code of W1. If the student fails to show up at a new school (for example, a 9th grader at a high school) the dropout should be reported at the last school the student attended.

School personnel use the lists of potential dropouts from the reports and rules regarding dropout exceptions (explained later in this manual) to determine which students must be reported as dropouts. Students are then designated as verified dropouts by going to the Transfer Information screen in PowerSchool and selecting the student's most recent 2019-20 enrollment record. This will bring up either the Edit Current Enrollment or Edit Previous Enrollment Screen (depending on whether the student was a W2 or a No Show). The dropout designation is made by checking the Verified Dropout check box. The dropout reason code should also be entered on this screen. The reason code is selected from a drop-down box.

PowerSchool reports that assist in the reporting of dropouts are:

- **Potential Dropout Match**
- **Completers that Failed to Return**
- **Final Dropout Verification**
- **Summary by Gender/Ethnicity**
- **LEA Dropout Calculation**

Verified dropouts are displayed on other data views associated with the Dropout Report. A complete listing of all dropouts may be viewed on the **Final Dropout Verification** report.

A breakdown of all verified dropouts (grades 1-13) in each school can be viewed on the **Summary by Gender/Ethnicity** report.

The **LEA Dropout Calculation** report displays the dropout count and rate for each high school, the count of all high school dropouts, and the LEA high school dropout rate.

The Summary by Gender/Ethnicity and LEA Dropout Calculation reports do not include any verified dropouts with reason code EXPL. Expelled students are dropouts for federal reporting but not for state reporting.

When all dropouts are listed in the Final Dropout Verification report the data should be approved at school and LEAs levels by clicking the Approve buttons.

Dropout Definition and Exceptions

Event rates measure the proportion of students who drop out in a single reporting year.

The method used in North Carolina to count dropouts is called an event count. It counts the number of dropouts during a school year, beginning on the first day of the academic year and ending on the last day of the subsequent summer vacation.

All school systems and schools in North Carolina are to use the following definition for a dropout. To ensure accuracy and consistency in reporting dropouts, dropout data coordinators should become thoroughly familiar with the definition and its interpretations based on state laws and policies.

Note: Throughout this manual, "current year" refers to the 2020-21 school year, and "reporting year" refers to the 2019-20 school year.

Definition

A "dropout" is an individual who

- was enrolled in school at some time during the reporting year;
- was not enrolled on day 20 of the current year;
- has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program (not including programs at community colleges),
 2. temporarily absent due to suspension or school approved illness, or
 3. death.

The private school and home school exclusions apply to students transferring to schools registered with the NC Department of Non-Public Education. See pages 4-5 for details on the home school exclusion.

For purposes of applying the state's dropout definition, the following additional definitions also apply:

- A school year is defined as the period of time beginning with the first day of school to the last day of summer vacation.
- Students who attend school until the end of the reporting year do not count as dropouts in the reporting year if they enroll in school anytime during the first 20 days of the current year. A student who drops out before the end of the reporting year must be enrolled on the 20th day of the current year in order not to be counted as a dropout.

- All students receiving dropout status are counted as dropouts from the last grade and school in which they were actually enrolled.
- A school completer has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities.
- A state- or district-approved program may include special education programs, home-based instruction, and ***school-sponsored*** elementary or secondary programs leading to some other certification differing from the regular diploma. At a minimum, a district-approved program must meet state standards. Therefore, a student who withdraws from high school and enrolls in a district-sponsored GED prep program must be reported as a dropout.
- Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education. Such evidence may include correspondence with or notes taken during a conversation with an official at the student's new school or school district.
- Refer to the appendix for a list of special schools in North Carolina that have state approved educational programs. Students participating in these programs are not dropouts.

Dropout Referral

G.S. 115C-47(32), requires each LEA to establish procedures for referring dropouts to alternative education programs. When public school programs are not available, the law requires school officials to refer dropouts to local community colleges.

Community College Adult High School Programs

In 2015 The State Board Education approved an exemption from counting as dropouts students who attend local Community College Adult High School programs. These students are to be verified as dropouts using special codes to identify them. Such dropouts should have withdrawal code W2T and dropout reason code CCAHS.

These Adult High School students will be listed along with all other dropouts on the **Verified Dropout** report in PowerSchool. They will be excluded from the numbers used in the **Dropout Calculation** and **Summary by Gender/Ethnicity** reports and will be excluded from state-reported dropout statistics.

Schools who code Adult High School students as W2T are required to track the students to determine if they maintain continuous enrollment (in both fall and spring semesters). If a W2T-coded student does not maintain continuous enrollment, the withdrawal code must be changed to W2 and the student must be reported as a dropout. Therefore, a dropout who is reported as W2T for the 2019-20 dropout collection (and not counted in 2019-20 dropout statistics) may have to be counted in the statistics in a future dropout collection if the student does not maintain continuous enrollment.

See Appendix 2 for Questions and Answers regarding the use of the W2T designation.

Schools are not required to participate in the process of special coding and tracking of these students. Instead schools may choose to continue coding students leaving for Adult High Schools with dropout reason code COMM without using the W2T designation. Such students will be counted as regular dropouts.

Schools who choose to participate should follow PowerSchool procedures detailed in the Quick Reference Document on Community College Adult High School programs at:

https://files.nc.gov/dpi/documents/student_info/PS_UG_CCAHS_Community_College_Adult_High_School_Program.pdf

Home School Programs

Since home school instruction qualifies as an exemption, it is important for school officials to be knowledgeable about basic program requirements. General Statute 115C-563 establishes the framework for operating home school programs in North Carolina. The program is regulated by the Division of Non-Public Education (DNPE), 116 West Jones Street, Raleigh, NC (1309 Mail Service Center 27699-1309).

For a directory and other program information on home schools, contact the Division of Non-Public Education at (919) 733-4276. The web address for accessing a current list of home schools is <http://www.ncdnpe.org/>.

A home school is defined as a place where one or more children of not more than two families or households receive academic instruction from parents/legal guardians or a member of either household. The law requires home school administrators to do the following:

- File a Notice of Intent to Operate a School with DNPE.
- Present documentation to DNPE that those providing instruction hold at least a high school diploma or its equivalent.

- Operate the school on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year.
- Assess students each year in reading, spelling, grammar, and mathematics.
- Maintain student attendance and immunization records.
- Notify DNPE when the school is no longer in operation.

Any student who receives instruction in a certified home school program is *not* a dropout. Students who transfer to a certified home school should receive a W1 withdrawal code.

Dropout Exemptions Requiring School Accreditation

Students who maintain a North Carolina residence and transfer to legitimate online or correspondence schools outside the state are not to be counted as dropouts if the schools are appropriately accredited. For students to be excluded from dropout status, such schools must be accredited by one of the following agencies (or the high school divisions of these agencies):

New England Association of Schools and Colleges (NEASC)

Middle States Association of Colleges and Schools (MSA)

North Central Association of Colleges and Schools (NCA)

Southern Association of Colleges and Schools (SACS)

Western Association of Schools and Colleges (WASC)

Northwest Association of Accredited Schools (NAAS)

If students are under 16 years of age, the parent or guardian also must register with DNPE as a home school program in order to use this dropout exemption.

This exemption also applies to students of any age residing in North Carolina and transferring to a private school in another state, for example, a student residing in Charlotte and attending a private school in Fort Mill, SC. Out-of-state private schools are not registered with the Division of Non-Public Education.

The exemption also applies to special adult high school diploma programs in North Carolina such as Job Corps. A transfer to Job Corps would be exempt from dropout reporting if the Job Corps location is accredited and the student is enrolled in the adult high school program.

Initial Enrollee Status

Another dropout reporting exemption is Initial Enrollee status. An initial enrollee is a student who has never been enrolled in a particular school system and, after enrolling for the first time ever, he/she drops out within twenty days of enrollment. The following four factors are critical when classifying a student as an initial enrollee and excluding the student from the dropout count:

An initial enrollee is an exemption from the dropout rule; this is a student who spends 20 days or less in a school system for the first time ever.

- It applies to the initial enrollment in an **LEA**, not the initial enrollment in an **individual school** within the LEA.
- This policy does not apply to the state student accounting procedures. It applies **only** to the dropout data report.
- If the qualifications for the initial enrollee status cannot be **proved and documented**, the student should be included in the dropout count.
- The initial twenty-day enrollment period can occur at any point during the school year. In other words, an initial enrollee can enroll and leave during ANY 20-day period of the school year. This ruling does not apply exclusively to the first 20 days of school.

This exemption is allowed to avoid holding school systems unfairly accountable for highly transient students.

Application of Dropout Definition

The following examples may be useful in interpreting and applying the state's uniform definition of a dropout. The YES or NO response in the right column answers whether or not the student would be reported as a dropout.

Is a student who:	a dropout?
A. Dropped out of school last spring at age 16 and had not returned to school on Day 20 of the following school year.	Yes
B. Completed the previous school year at a middle school, but did not enroll at any high school in the LEA during the first twenty days of the following year.	Yes The student is a dropout for the reporting year at the middle school.
C. Completed the previous school year, returned in the fall, but dropped out before Day 20 of the current year.	No / Yes Since the student completed the school year and returned to school in the fall prior to Day 20, he/she <u>was not a dropout for the reporting year</u> . Even one day in membership at a school places the student in membership for the year. However, if the student does not return to school by Day 20 of the following year, the student would be reported as a dropout for the current year when dropouts are reported in next year's dropout data collection.
D. Dropped out during the reporting year but returned the next school year and in school on Day 20.	No
E. Did not complete the school year, returned for a few days in the current fall, but dropped out again before Day 20.	Yes The student did not complete the previous school year and was not there on Day 20 of the current year; therefore, the student is a dropout for the reporting year. In addition, if the student does not return to school and is not in attendance on Day 20 of the next school year, he/she should be counted as a dropout again when dropouts are reported in next year's data collection.

<p>F. Started school late due to major surgery; parent notified school officials of the situation.</p>	<p>No A student who receives approval for the late enrollment may be provided homebound instruction if such services are available. This provision prevents a student from regressing academically and allows the assigned school to earn average daily membership credit.</p>
<p>G. Left school to enter a Teacher-in-Treatment Program.</p>	<p>No This reporting exemption is based on the student's need for recovery independent of direct classroom instruction. However, in accordance with the <i>School Attendance & Student Accounting Manual</i> the student who attends any of the state's Teacher-in-Treatment Programs should remain in membership in their home (sending) school. Their days of participation should be posted as absences and coded 1H. Therefore, if the student does not return to their home school after treatment, it is the home school's responsibility to report the student as a dropout.</p>
<p>H. Requested late enrollment until she delivers her child in late September. Acting on her own behalf as the "responsible adult," age 18, she has requested approval from school officials to enroll late. After conferring with her doctor, the school system approved the request.</p>	<p>No</p>
<p>I. Dropped out of school and enrolled in a community college GED program.</p>	<p>Yes According to State Board of Education policy, students who leave school prior to graduating and enroll in community college programs must be counted as dropouts.</p>
<p>J. Enrolled in an Adult High School (AHS) Diploma Program.</p>	<p>Yes These students must be reported as verified dropouts, but SBE policy allows a school district to exempt these dropouts from counting in state dropout counts and rates. If a student does not maintain continuous enrollment in an AHS program, the student must be counted as a dropout in the year that the break in enrollment occurs, and the dropout would then be included in the dropout rate.</p>

<p>K. Is placed in a youth correction center, where student is receiving daily instruction from the <i>NC Standard Course of Study</i> and will also participate in the state testing program.</p>	<p>No Students in youth facilities are considered transfers from public schools and are coded W1 since these facilities follow the <i>NC Standard Course of Study</i>. However, minors who are sentenced to adult correction facilities are counted as dropouts with reason code INCR.</p>
<p>L. Was to be home schooled according to parents, but school officials learned that the student was not engaging in educational activities during normal school hours.</p>	<p>Yes A response should be sought from the Division of Non-Public Education. Administrators of home schools must file a Notice of Intent with the Division of Non-Public Education (DNPE). If public school officials have valid reason to suspect violation of any statutory requirements, DNPE should be informed. Upholding compulsory attendance laws in North Carolina continues to be viewed as the responsibility of public schools.</p>
<p>M. Completed all graduation requirements in the middle of junior year and finished the year with a private tutor; enrolled in college during the summer.</p>	<p>No</p>
<p>N. Was suspended from school last March with an option to return in the fall; was enrolled in a community college program on Day 20 of the current school year.</p>	<p>Yes A student who enrolls in a community college program prior to graduating must be reported as a dropout.</p>
<p>O. Was suspended from school for 365 days last January with an option to return at the end of this period; consequently, the student is not in school on Day 20 of the current school year.</p>	<p>No If the student has an option to return at the end of the disciplinary period (which is still in effect), he/she is not a dropout. If the suspension period is over and the student has not returned, he/she is a dropout.</p>
<p>P. Was permanently expelled with no option to return and not in school elsewhere on Day 20 of the next school year.</p>	<p>Yes Expelled students should be reported as dropouts to DPI using the EXPL (expulsion) dropout reason code. These dropouts will be included in federal reporting. For North Carolina reporting, however, expelled students will be excluded in compliance with G.S. 115C-12(27).</p>

<p>Q. Was permanently expelled from one school system but successfully enrolled in another.</p>	<p>No Student is regarded as a transfer for the purposes of dropout reporting.</p>
<p>R. Was a new student never before enrolled in the school system; dropped out of school during the second week of the new year.</p>	<p>No The purpose of this "Initial Enrollee" exemption is to avoid penalizing school systems for students who are highly transient. If school officials know the whereabouts of the student, they should continue efforts to get the student back in school.</p>
<p>S. Dropped out from School A last March but returned to School B in the same LEA the following fall; on the tenth day of the new year, withdrew from School B.</p>	<p>Yes A returning dropout must be enrolled on the twentieth day of the new year in order to be exempted from the dropout count. The student withdrew from only one school, School A, during the reporting year and was not in school on Day 20 of the new year; hence, School A should report the student as a dropout for the reporting year. If the student does not return to school before Day 20 of the next school year, School B should report the student as a repeat dropout for the current school year when dropouts are reported in the data collection the next fall.</p>
<p>T. Is a student in a self-contained program whose parents have indicated their desire to withdraw their child from school since her developmental needs have surpassed the school's capacity to adequately serve her; after consulting with the School-Based Committee, her parents withdrew her from public school and placed her in a more appropriate program.</p>	<p>No</p>
<p>U. Dropped out last spring and is taking the GED course through Job Corps.</p>	<p>Yes</p>
<p>V. Dropped out of school but enrolled in the Tarheel Challenge Academy in</p>	<p>Yes</p>

<p>Sampson County, a quasi-military style program in which high school dropouts 16-18 years old may earn their GED through a local community college approved program. (Community college faculty teach the courses and administer GED tests and assessments.)</p> <p>W. Completed all of the school year but transferred to another school that had not opened before the original school's twentieth day (current school year).</p> <p>X. Returned to Mexico after attending a North Carolina school for four months, as documented by the school social worker and based on information provided by the student's father.</p> <p>Y. Dropped out during the year and died during the summer.</p> <p>Z. Refused an option to attend an alternative school or alternative learning program in lieu of a long-term suspension that began prior to the current year. Was not in school on day 20 of the current year.</p>	<p>No The student can be omitted from the dropout report if the reporting school has verified both the later starting date and the student's actual enrollment in the other school prior to the date for the initial transmission of dropout data to NCDPI.</p> <p>No In 2003, the State Board of Education included the following in its statewide plan to improve tracking of dropout data: Do not count as dropouts students who leave the U.S., as documented by a responsible adult, e.g., dropout prevention coordinator, social worker, or migrant recruiter.</p> <p>No Because the student died before Day 20 of the current school year, the exemption for death applies.</p> <p>Yes However, if a student is under 16 years old and the long-term suspension is scheduled to end prior to the student's 16th birthday, parents or guardians should receive notices of their legal obligation to return the student to school.</p>
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Withdrawal and Reason Codes

Appropriate withdrawal and dropout reason codes must be assigned for each student who drops out. **Due to changes in the enrollment record structures in PowerSchool, dropouts no longer are required to have a W2 withdrawal code.** Only students dropping out during the reporting year will have W2 codes. Students completing the reporting year and not returning in the current year will have other withdrawal codes.

Selecting Reason Codes

Select the dropout reason that is considered the underlying reason for the student's dropping out. Accurate reason codes are critical for tracking dropout trends and planning interventions to prevent students from dropping out. Coding accuracy is supported by vigorous prevention, intervention, and recovery efforts in schools and LEAs.

Reason Codes

- ABUS Suspected substance abuse.
- ACAD Academic problems.
- ATTD Attendance. Dropped out due to excessive absences that caused the student to become ineligible to receive course credits or placed the student in jeopardy of same.
- CCAHS Enrollment in a community college Adult High School program.
- CHLD Need to care for children.
- COMM Enrollment in a community college (not an AHS program).
- DISC Discipline problem.
- PSEM Psychological or emotional problem.
- EMPL Employment necessary.
- ENGA Lack of student engagement with teachers, students, and school activities.
- EXPC Expectations of others. Cultural, family, or peer expectations or beliefs that education beyond a certain age or grade is not necessary.
- EXPL Expulsion (permanent).
- HEAL Health problems.
- HOME Unstable home environment or homeless.
- INCR Incarcerated in adult facility.
- LANG Frustrations arising from difficulties adapting to English language or culture of English speakers.
- LTSU Failure to return after a long-term suspension.
- MARR Marriage.
- MOVE Moved, school status unknown.

PREG Pregnancy.

RNAW Runaway.

PSEM Psychological or emotional problems.

UNKN Unknown or other. There is no evidence for any of the listed reasons.

WORK Choice of work over school.

The COMM dropout reason code should be used to designate students who leave school prior to graduation to attend a community college program, however the CCAHS code may be used if the student enrolls in an affiliated Adult High School program at the community college and the LEA commits to monitoring student progress in the program.

The LTSU reason code should be used for dropouts who fail to return at the end of a long-term suspension. According to the dropout definition, students who are absent due to a suspension on day 20 of the current year should not be reported as dropouts.

The EXPL reason code should be used only for dropouts who have been permanently expelled and are not in other approved educational programs. **Expelled students count as dropouts for federal reporting, but not for state reporting.**

Per State Board of Education Policy DROP-000, schools are to hold exit interviews with students, aged 16 and older, who are planning to drop out of school. During this interview, school personnel should provide guidance on alternative education options and attempt to determine the underlying reason for the student dropping out.

DPI recognizes that exit interviews will not be possible for all dropouts. In these cases, school officials must use the available evidence to determine a dropout reason. Evidence might consist of a discussion with a school official who is familiar with the dropout's life circumstances. If there is some evidence pointing to a particular reason, that reason should be selected, even if the evidence is less than conclusive.

Every effort should be extended to identify the underlying reason for a dropout. For example, if a student states he is dropping out because he is 17 and most of his classmates are one or two years younger, the school official should determine why the student is so much older than his classmates. After investigating the particulars of the situation, one of the reason codes shown in

the table below might be assigned.

Situation	Reason Code
Student was retained one or more times due to failing grades.	ACAD
Student was retained primarily due to too many unexcused absences.	ATTD
Student's retention(s) stemmed from discipline problems, which resulted in poor concentration in class and/or days lost to suspension.	DISC
Student's retention(s) stemmed from unstable home environment or homelessness.	HOME

Calculating the Dropout Rate

For its annual report the DPI calculates dropout rates for grades 1-13, 7-13, and 9-13. As an example, the 9-13 rate is calculated as follows:

STEP 1: Include all cases of reported dropouts (in grades 9-13 for this example) in the numerator.

STEP 2: To determine the denominator,

- include the twentieth day membership (1st MLD) for the reporting (previous) year;
- add the number of reported dropouts (same as used in the numerator).

STEP 3: Calculate a rate by dividing the numerator by the denominator; round off to the nearest one hundredth for a grade 9-13 dropout rate.

$$\frac{\text{Total Number of Dropouts}}{\text{20th Day Membership (reporting yr.)} + \text{Total Number of Dropouts}}$$

Example

School System A counted 120 grade 9-13 dropouts for the reporting year 2019-20. The first month membership for the reporting year was 5,000 students in grades 9-13.

To compute the rate, determine numerator and denominator:

$$\text{Numerator} = 120$$

$$\text{Denominator} = 5,000 + 120 = 5,120$$

Solve:

- Divide the numerator by the denominator:
 $120 / 5,120 = .02343$.
- Multiply by 100 to express in %: $.02343 \times 100 = 2.343\%$,
or rounded to nearest one hundredth, **2.34%**.

Hints for Reporting Accurate Data

To help assure that dropout data submitted to DPI are accurate, dropout data coordinators should:

- become thoroughly familiar with the dropout definition, application of the definition, and the entire reporting process.
- have a process for documenting the whereabouts of students who transfer to other LEAs and other states.
- explain the data collection and reporting process to all appropriate school-level personnel.
- clarify the responsibilities of school and LEA personnel in the dropout reporting process.
- report all dropouts in grades 1-13.
- account for all dropouts/no-shows in all schools in an LEA.
- review all data for accuracy and completeness.

For questions involving the dropout data collection and reporting procedures, contact:

NCDPI Technical Support

919-716-1840

https://ncgov.service-now.com/sp_dpi

For questions concerning PowerSchool Dropout Reporting, contact:

PowerSchool Technical Support

1-855-339-4790

<https://help.powerschool.com/>

Appendix 1 – North Carolina Special Schools

Schools for the Deaf and Blind/Visually Impaired Children

Eastern NC School for the Deaf
P.O. Box 2768
Wilson, NC 27894-2768
(252) 237-2450

NC School for the Deaf at Morganton
517 West Fleming Drive
Morganton, NC 28655
(828) 432-5200

The Governor Morehead School
(for blind or visually impaired children)
301 Ashe Avenue
Raleigh, NC 27606
(919) 733-6382
Fax (919) 715-6034

Division of Mental Health, Developmental Disability, and Substance Abuse Services

Also see: <http://www.ncdhhs.gov/dsohf/facilitycontacts.htm>

Bowling Green School
(Central Regional Hospital)
300 Veasey Dr.
Butner, NC 27509
(919) 764-5806

Pine Valley School
(Central Regional Hospital)
300 Veasey Dr.
Butner, NC 27509
(919) 764-5300

Caswell Developmental Center
2415 W. Vernon Avenue
Kinston, NC 28504
(252) 208-3792

J. Iverson Riddle Development Center
300 Enola Road
Morganton, NC 28655
(828) 438-6473

Enola School (Broughton Hospital)
1000 S. Sterling Street
Morganton, NC 28655
(828) 433-2302

The Whitaker School
1003 12th Street
Butner, NC 27509
(919) 575-7048

The Springer School at Murdoch Center
1600 C Street
Butner, NC 27509
(919) 575-1000

Wright School
3132 Roxboro Road
Durham, NC 27704
(919) 575-7800

Riverbend School/Cherry Hospital
201 Stevens Mill Road
Goldsboro, NC 27530
(919) 731-3317

Department of Juvenile Justice & Delinquency Prevention

For more information on Youth Development Centers, see

<https://www.ncdps.gov/Juvenile-Justice/Juvenile-Facility-Operations/Youth-Development-Centers>

For more information on Detention Centers, see

<https://www.ncdps.gov/Juvenile-Justice/Juvenile-Facility-Operations/Juvenile-Detention-Centers>

Youth Development Centers

Edgecombe Youth Development Center
78 Positive Way
Rocky Mount, NC 27801
(252) 544-5730

Lenoir Youth Development Center
3055 Dobbs Farm Road
Kinston, NC 28504
(252) 208-4920

Stonewall Jackson Youth Dev. Center
850 Holshouser Road
Concord, NC 28027
(704) 652-4300

Chatham Youth Development Center
560 Progress Blvd.
Siler City, NC 27344
(919) 742-6220

Detention Centers

Alexander Juvenile Detention Center
928 NC Highway 16 S.
Taylorsville, NC 28681
(828) 632-1141

Cabarrus Regional Juvenile Detention Center
822 McWhorter Road
Concord, NC 28027
(704) 720-0807

Cumberland Regional Juvenile Detention Center
1911 Coliseum Drive
Fayetteville, NC 28306
(910) 486-1399

New Hanover Regional Juvenile Detention Center
3830 Juvenile Center Rd.
Castle Hayne, NC 28429
(910) 675-0594

Pitt Regional Juvenile Detention Center
461 Belvoir Rd.
Greenville, NC 27834
(252) 830-6590

Wake Regional Juvenile Detention Center
700 Beacon Lake Drive
Raleigh, NC 27610
(919) 212-3104

NC Eckerd Therapeutic Camps

4654 High Rock Rd.
Boomer, NC 28606
336-921-3300

500 E-Ku-Sumee Rd.
Candor, NC 27229
910-974-4183

Teacher-in-Treatment Programs

PORT Aberdeen	Aberdeen	(910) 944-2189
ASAP Youth Focus	Greensboro	(336) 317-2062
McLeod Western Regional Group Home	Charlotte	(704) 332-9001
Swain Recovery Center Adolescent Program	Black Mountain	(828) 669-4161
PORT	Greenville	(252) 317-0063
ReStart	Winston-Salem	(336) 721-7625

Appendix 2 – W2T Questions & Answers

GENERAL QUESTIONS	
1. In which situations may schools take advantage of the new policy on reporting students in Adult High School (AHS) programs?	<i>The policy specifically designates students enrolling in an AHS program at a community college with which the school district has an Agreement of Affiliation.</i>
2. This is <u>only</u> for AHS programs and not GED, right?	<i>Correct.</i>
3. Would a SACS-accredited on-line AHS program (such as National High School) qualify a student for W2T status?	<i>No. The State Board of Education has approved the use of W2T for NC Community College Adult High School programs.</i>
4. Do students who complete AHS programs count toward the school’s and LEA’s graduation rates?	<i>Yes, for 4-year and 5-year cohort rates.</i>
5. How do we indicate that a particular dropout is attending AHS?	<i>Use withdrawal code W2T and dropout reason code CCAHS.</i>
6. What happens if a student begins AHS during the fall but does not return in the spring? Or attends both fall and spring and doesn’t return the following fall?	<i>In this instance, the student is initially coded W2T. However, for the second fall semester, the student must be transitioned to W2 due to failure to maintain continuous enrollment.</i>
7. What happens if an AHS student receives the W2T coding one year, but in a later year does not maintain continuous enrollment?	<i>The student must then be reported as a regular dropout (W2). If the student later completes the AHS program it would not count as a graduate toward the school and LEA graduation rate.</i>

<p>8. If a student fails to maintain continuous enrollment in an AHS program, is counted as a dropout, and later continues in the AHS program, should we recode the student as a W2T?</p> <p><i>No, once a student has been counted as a W2 dropout, there is no advantage for the school to use the W2T coding. However, the student should always be encouraged to persist in educational endeavors.</i></p>
<p>9. Must an LEA participate in W2T coding?</p> <p><i>No, an LEA can decide to not participate and continue reporting students leaving the traditional public high school program for community college Adult High School programs with dropout reason code COMM.</i></p>
<p>10. Who at the LEA level is responsible for monitoring?</p> <p><i>The local school district has sole responsibility for administration of the W2T coding process, including assigning the appropriate personnel.</i></p>
<p>11. When can we begin to provide the special codes for students attending Adult High School programs?</p> <p><i>Districts may begin using the codes for the 2015-2016 academic year.</i></p>
<p>12. Do all Community Colleges offer Adult High School programs?</p> <p><i>No. The following website has a list of community colleges that do not offer Adult High School programs:</i> http://www.nccommunitycolleges.edu/college-and-career-readiness/adult-high-school-ahs</p>

<p>AFFILIATION AGREEMENTS WITH COMMUNITY COLLEGES</p>
<p>13. Can an LEA have an agreement with more than one community college?</p> <p><i>No. A district may have an Adult High School Agreement of Affiliation with only one community college.</i></p>
<p>14. What happens to those students who attend a community college with which the school lacks an Agreement of Affiliation?</p> <p><i>Report these students as regular dropouts using dropout reason code COMM.</i></p>

<p>15. Does the W2T rule apply to charter schools?</p> <p><i>Yes, but only if there is a signed Agreement of Affiliation between the school and the community college.</i></p>
<p>16. We have three different community colleges in which our students typically enroll, but none are in our district. Would we need an agreement with all three colleges?</p> <p><i>The Agreement of Affiliation should be created with the community college that serves your county. For a list of Community College services areas, visit:</i> http://www.nccommunitycolleges.edu/service-area-assignments-service-areas</p>
<p>17. Our local community college doesn't have a program. Can we use the next closest one?</p> <p><i>Community colleges welcome the opportunity to provide programs and services to their communities. If the college serving a district does not have an Adult High School diploma program, a local administrator should contact the college's Basic Skills director and discuss the possibilities of a collaborative effort.</i></p>
<p>18. Who will issue the diploma? Transcript?</p> <p><i>The diploma is issued by the community college and signed by the local district superintendent and the community college president. This practice may vary from campus to campus. Students can receive transcripts from the high school for the courses taken there but will need a transcript from the community college as well.</i></p>
<p>19. If Adult High School students re-enroll with us (public school), can we count their credits from the community college?</p> <p><i>The decision to count credits earned in Adult High School is one made at the district level.</i></p>
<p>20. Does it cost students to attend these programs?</p> <p><i>The local community college determines fee structures.</i></p>
<p>21. A student who lives in another county attends our county public schools. What if that student withdraws and goes to their county's community college AHS program, which is not the one we have our affiliation agreement with?</p> <p><i>The district would not be allowed to use the W2T code in this instance. For the purposes of AHS, districts may affiliate with only one community college.</i></p>

COHORT QUESTIONS
<p>22. If a student goes to the AHS after the year of his/her 5th year cohort, can we still use the W2T coding?</p> <p><i>No. The policy restricts the use of the W2T to students in the 5th cohort year or earlier.</i></p>
<p>23. If a student was retained several times prior to 9th grade, it's entirely possible that they are 19, 20, or 21 by their senior year in high school. If they leave school to enroll in AHS, can they be counted in the W2T reporting?</p> <p><i>Yes. North Carolina General Statute 115C-366 allows students to remain in school until they are 21 years of age. Therefore, students may be coded W2T provided all other statutory and policy conditions are met.</i></p>

TRACKING STUDENT ENROLLMENT IN AHS PROGRAMS
<p>24. Will the Community College let us know when the student completes the AHS program?</p> <p><i>Not necessarily. The local school district must make inquiry with the community college regarding the status of W2T Adult High School enrollees. Verification of enrollment and completion status is the responsibility of the school district.</i></p>
<p>25. Who at the LEA level is responsible for monitoring?</p> <p><i>The local school district has sole responsibility for administration of the W2T coding process, including assigning the appropriate personnel.</i></p>
<p>26. Is it the student's responsibility to provide documentation that they are still in the Adult HS program or does the LEA contact the community college?</p> <p><i>No, the local school district solely is responsible for verifying and documenting AHS enrollment. Therefore, the district should contact the community college each quarter or semester to verify continuous enrollment.</i></p>
<p>27. We keep manual admit/withdraw logs for our schools. Do we need to enter them?</p> <p><i>That is a local decision.</i></p>

REPORTING IN POWERSCHOOL	
<p>28. Is there a QRD on how to change withdrawal codes in PowerSchool when students graduate or fail to maintain continuous enrollment?</p> <p><i>Yes, you can find the Quick Reference Document at:</i> https://files.nc.gov/dpi/documents/student_info/PS_UG_CCAHS_Community_College_Adult_High_School_Program.pdf</p>	
<p>29. If we have students this school year that are already enrolled in an Adult High School Program, can we go back and code them as W2T for this school year?</p> <p><i>Yes, with verification of enrollment.</i></p>	
<p>30. When a student's exit code is changed from W2T to W2, either because enrollment in the AHS discontinues or the 5-year cohort has passed, are they then reported as a dropout during that year?</p> <p><i>Yes. Students are to be reported as dropouts for the year in which the W2T code is changed to W2.</i></p>	
<p>31. If an LEA does not use the W2T process but keeps track of dropouts who complete AHS (through affiliation with the community college), can the LEA code a W2 dropout as W6 if the LEA has documentation that the student graduated from AHS within the 4- or 5-year cohort?</p> <p><i>No. You must use the W2T reporting process for exempting the AHS dropouts from counting toward school and district dropout rates and counts.</i></p>	
<p>32. The Quick Reference Document says to code all eligible AHS graduates as W6. What about students who graduate from AHS in December?</p> <p><i>All eligible AHS graduates are to be coded W6 in PowerSchool.</i></p>	
<p>33. If the student graduates with their cohort group, and the W2T is then changed to W6, what audit trail do we have in PowerSchool showing the student was ever coded W2T?</p> <p><i>The W2T code does not go away. It stays in the tracking system.</i></p>	
<p>34. How are AHS graduates identified in PowerSchool?</p> <p><i>An AHS graduate is identified as a <u>regular high school graduate</u> at the end of the school year.</i></p>	