

North Carolina Dropout Data Collection and Reporting Procedures

Procedures for Reporting 2023–2024 Dropouts

Prepared By: Center for Safer Schools and Office of Data, Reporting, and Privacy

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Introduction

All Public School Units (PSUs) in North Carolina are required to report dropout data on all dropouts in ***Grade One and higher*** to the North Carolina Department of Public Instruction (NCDPI) annually. 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 2023–2024 dropout data that is to be reported to the state of North Carolina in the fall of 2024.

State Board of Education Policy [DROP-001](#) states that the board has established the goal of reducing dropout rates and requires all PSUs to set a goal for reducing their dropout rates.

In this policy, a dropout is defined as: “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.”

[G.S. 115C-47\(32\)](#) requires each PSU 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 the community college systems or other appropriate services.

In State Board of Education Policy [DROP-000](#), the SBE delineates the dropout referral process for schools and PSUs. When it has been determined that a student plans to drop out of school, schools should hold exit conferences with students and parents/guardians. During this exit conference, school personnel should provide guidance on alternative education options and attempt to determine the underlying reason for the student dropping out. If the student chooses to dropout then schools and PSUs should refer the students to appropriate education services. This policy also includes the reporting of dropouts and students who have withdrawn to attend an Adult High School program.

Additionally, North Carolina General Statute [115C-12\(27\)](#) requires the SBE to compile annual reports of dropout rates, suspensions, expulsions, uses of corporal punishment, and placements in alternative programs. These reports are compiled from the dropout data entered by the schools and submitted to the NCDPI.

Best Practices for Accurate Reporting

To help assure that dropout data submitted to NCDPI 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 PSUs and other states.
- explain the data collection and reporting process to all appropriate school-level personnel.
- clarify the responsibilities of school and PSU personnel in the dropout reporting process.
- report all dropouts in grades 1–13.
- account for all dropouts/no-shows in all schools in a PSU.
- review all data for accuracy and completeness.

Note: Throughout this manual, “current year” refers to the 2024–2025 school year, and “reporting year” refers to the 2023–2024 school year.

Dropout Data Definitions and Exceptions

Throughout this manual and for the purposes of reporting 2023–2024 dropout data, “current year” refers to the 2024–2025 school year, and “reporting year” refers to the 2023–2024 school year.

Definition of a Dropout

All Public School Units (PSU) 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.

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 registered with the NC Department of Non-Public Education, home school registered with the NC Department of Non-Public Education, 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.

Additional Definitions for Determining Dropouts

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

1. A school year is defined as the period of time beginning with the first day of the reporting school year to the last day of summer vacation.
2. All students receiving dropout status are counted as dropouts from the last grade and school in which they were actually enrolled.
3. *A student who attends 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.
4. *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.
5. A school completer is defined as having graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities.
6. 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, **if**:

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- a. 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.
7. Transfer to another public school district, private school registered with the NC Department of Non-Public Education, home school registered with the NC Department of Non-Public Education, or state/district approved educational program 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.
8. Refer to the *Appendix A* for a list of special schools in North Carolina that have state approved educational programs. Students participating in these programs are not dropouts.

Community College Adult High School Programs Exemption

In 2015, the State Board Education ([SBE Policy DROP-000](#)) 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. However, they will be excluded from the numbers used in the **LEA Dropout Calculation** and **Summary by Sex/Ethnicity** views in PowerSchool 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 2023–2024 dropout collection (and not counted in 2023–2024 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 B* 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](#).

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Home School Programs Exemption

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).

A home school is defined as a “nonpublic school consisting of the children of not more than two families or households, where the parents or legal guardians or members of either household determine the scope and sequence of academic instruction, provide academic instruction, and determine additional sources of academic instruction.”

The law requires home school administrators to do the following:

- Hold at least a high school diploma or its equivalent.
- File a Notice of Intent to Operate a School with DNPE.
- Operate under either Part 1 or Part 2 of Article 39 of the North Carolina General Statutes as a religious or as a non-religious school
- Operate the home school on a regular schedule, excluding reasonable holidays and vacations, for at least nine calendar months of the year.
- Assess students each year in reading, spelling, English grammar, and mathematics using a nationally standardized achievement test.
- Maintain student annual 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.

For a directory and other program information on home schools, contact the Division of Non-Public Education at 984-236-0110. A current list of home schools can be found here: <http://www.ncdnpe.org/>.

School Accreditation Exemption

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):

- 1) Accrediting Commission for Community and Junior Colleges ([ACCJC](#))
- 2) Higher Learning Commission ([HLC](#))
- 3) Middle States Commission on Higher Education ([MSCHE](#))
- 4) Middle States Commission on Secondary Schools ([MSA-CESS](#))
- 5) New England Association of Schools and Colleges ([NEASC](#))

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- 6) Northwest Commission on Colleges and Universities ([NWCCU](#))
- 7) Southern Association of Colleges and Schools, Commission on Colleges ([SACSCOC](#))
- 8) Cognia ([Elementary and Secondary Schools Accreditation](#))
- 9) Western Association of Schools and Colleges, Senior College and University Commission ([WSCUC](#))

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 high school diploma programs and dropout recovery programs in North Carolina such as Job Corps and Tarheel Challenge Academy. These transfers would be exempt from dropout reporting if student enrolls in a high school diploma program and are expected to receive a high school diploma.

Initial Enrollee Status Exemption

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:

- It applies to the initial enrollment in a **PSU**, not the initial enrollment in an **individual school** within the PSU.
- 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.

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Application of the 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 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 PSU 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.
F. Started school late due to major surgery; parent notified school officials of the situation.	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.

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Is a student who:	a dropout?
G. Left school to enter a Teacher-in-Treatment Program.	No This reporting exemption is based on the student’s need for recovery independent of direct classroom instruction. However, in accordance with the School Attendance and Student Accounting Manual 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.
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.	No
I. Dropped out of school and enrolled in a community college GED program.	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.
J. Enrolled in a community college Adult High School (AHS) Diploma Program.	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.
K. Dropped out last spring and is taking the GED course through Job Corps .	Yes However, if the student is taking courses to earn a high school diploma the student would NOT be reported as a dropout.
L. Dropped out of school but is enrolled in the Tarheel Challenge Academy dropout recover program to earn a high school diploma.	No However, if the student is taking courses to earn a GED the student would be reported as a dropout.

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Is a student who:	a dropout?
M. 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.	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.
N. 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.	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.
O. Completed all graduation requirements in the middle of junior year and finished the year with a private tutor; enrolled in college during the summer.	No
P. 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.	Yes A student who enrolls in a community college program prior to graduating must be reported as a dropout.
Q. 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.	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.
R. Was permanently expelled with no option to return and not in school elsewhere on Day 20 of the next school year.	Yes Expelled students should be reported as dropouts to NCDPI 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).
S. Was permanently expelled from one school system but successfully enrolled in another.	No Student is regarded as a transfer for the purposes of dropout reporting.

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Is a student who:	a dropout?
T. Was a new student never before enrolled in the school system; dropped out of school during the second week of the new year.	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.
U. Dropped out from School A last March but returned to School B in the same PSU the following fall; on the tenth day of the new year, withdrew from School B.	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.
V. 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.	No
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).	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.
X. Returned to Mexico, or their home country, 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.	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.

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Is a student who:	a dropout?
Y. Dropped out during the year and died during the summer.	No Because the student died before Day 20 of the current school year, the exemption for death applies.
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.	Yes However, if a student is under 16 years old and the long-term suspension is scheduled to end prior to the student's 16 th birthday, parents or guardians should receive notices of their legal obligation to return the student to school.
AA. A foreign exchange student who completes grade 12 and returns to their home country to complete their high school education.	No

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Withdrawal and Reason Codes

Withdrawal 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. See the [Student Attendance and Student Accounting Manual](#) for more information.

Dropout Reason Codes

In State Board of Education Policy [DROP-000](#), the SBE delineates the dropout referral process for schools and PSUs. When it has been determined that a student plans to drop out of school, schools should hold exit conferences with students and parents/guardians. During this exit conference, school personnel should provide guidance on alternative education options and attempt to determine the underlying reason for the student dropping out.

When selecting the dropout reason code, 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 PSUs.

Reason Code	Reason Code Description
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.
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.

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Reason Code	Reason Code Description
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.
PSEM	Psychological or emotional problem.
RNAW	Runaway.
WORK	Choice of work over school.
UNKN	Unknown or other. There is no evidence for any of the listed reasons.

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 PSU 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 should be verified as dropouts; they are counted as dropouts for federal reporting but are not included in the state dropout rate calculation.**

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.

NCDPI 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 that they are dropping out because they are 17 and most of their classmates are one or two years younger, the school official should determine why the student is so much older than

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their 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

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Determining the Dropout Rate

For its [Annual Report on Dropout Rates](#), NCDPI calculates dropout rates for grades 1–13, grades 7–13, and grades 9–13 (i.e., high school dropout rate). The method North Carolina uses 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 school year and ending on the last day of school vacation (or one day prior to the first day of the next school year).

The method used to calculate dropout rates measures the proportion of students who dropout in the student population a single reporting year. Dropout rates are often expressed by rates per one hundred students. Rates per 100 students represents how many dropouts there were for every 100 students during the reporting year.

STEP 1: Determine the Number of Dropouts

- Total count of all cases of reported dropouts (in grades 9-13 for this example) for the reporting year.
- This count will be used as the numerator and will also be use to calculate the student population.

STEP 2: Determine the Student Population

- Add the twentieth day membership (1st month MLD; see NCDPI's [Student Accounting Data website](#)) for the reporting year and the number of reported dropouts (same count from Step 1) in the reporting year.

STEP 3: Calculate the Dropout Rate

- Divide number of dropouts (Step 1) by the student population (Step 2).
- Round to the nearest one hundredth.

$$\frac{\textit{Total Count of Dropouts}}{\textit{20th Day Membership} + \textit{Count of Dropouts}}$$

STEP 4: Calculate the Rate per 100 Students

- Divide number of dropouts (Step 1) by the student population (Step 2) and multiple the resultant by 100.
 - Rates per 100 students can also be calculated by multiplying the number of dropouts by 100 and then dividing the resultant by the student population.
- Round to the nearest one hundredth.

$$\left(\frac{\textit{Total Count of Dropouts}}{\textit{20th Day Membership} + \textit{Count of Dropouts}} \right) * 100$$

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Dropout Rate Example

Public School Unit A counted 120 dropouts for the reporting year in grades 9–13. The 20th Day Membership (1st month MLD) for the reporting year was 5,000 students in grades 9-13.

STEP 1: Determine the Number of Dropouts

- 120 dropouts during the reporting year in grades 9–13

STEP 2: Determine the Student Population

$$(5,000 + 120) = 5,120$$

STEP 3: Calculate the dropout rate

$$\frac{120}{5,120} = .02343$$

STEP 4: Calculate the rate per 100 students

$$\left(\frac{120}{5,120}\right) * 100 = 2.34 \text{ or } \frac{120 * 100}{5,120} = 2.34$$

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Dropout Data Reporting Procedures

PowerSchool

Schools and PSU should use the Dropout Data Collection report under State Reports in PowerSchool to 1) research potential dropouts, 2) designate students as verified dropouts, and 3) submit the verified dropout data to NCDPI.

Starting July 1 of the current year, schools and PSUs can run and begin review the Dropout Data Collection report to research potential dropouts and to begin designating students as verified dropouts for the reporting year.

Between October 1st and November 4th of current year, schools and PSUs are required to manually approve the Dropout Data Collection report in PowerSchool in order to submit all verified dropouts for the reporting year to NCDPI.

Researching Potential Dropouts

The Dropout Data Collection report provides two on-screen data “views” that should be used for researching potential dropouts: **Potential Dropout Match** report and **Completers that Failed to Return** report. Along with the rules regarding dropout exceptions (explained in *Dropout Data Definitions and Exceptions* section of this manual), school personnel should use the lists of potential dropouts found in these views to determine which students must be reported as dropouts.

These views can be accessed by running the Dropout Data Collection under State Reports in PowerSchool then selecting the “Review” button to the right side of the Dropout Data Collection report. The on-screen views may also be printed as reports.

The **Potential Dropout Match** view lists students who were withdrawn with as W2 in the reporting school year. If the student was found enrolled in another school at the time the report was run, data for the new school enrollment will be found under the “Matched” columns.

- Students on the **Potential Dropout Match** view should be verified as dropouts **unless**:
 - A school name is listed in the “Match School Name” field (indicating that the W2 student has returned to school during the current year) **and** Entry and Exit dates listed in the “Match Entry Date” and “Match Exit Date” fields indicate that the student was in school on the 20th school day of the current school year.
 - Student has a documented exception. See the *Dropout Definition and Exceptions* section of this manual.

The **Completers that Failed to Return** view lists students who completed the reporting school year, were expected to return to school in current school year **and** did not return. The view pulls from No-Show designations on student records in the PowerSchool attendance system. A No-Show is

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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.

- Students on the **Completers that Failed to Return** view should be verified as a dropout **unless** they meet the following criteria:
 - Student has a documented exception. See the *Dropout Definition and Exceptions* section of this manual.

Designating Verified Dropouts

To report a student as a dropout, school personnel must designate the student as a verified dropout in PowerSchool. When designating a student as a dropout, school personnel should also enter a dropout reason code.

The steps for designating a student as a verified dropout are as follows:

- 1) Navigate to the student's *Transfer Information* screen in PowerSchool
- 2) Select the student's most recent 2023–2024 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).
- 3) At the bottom of *Edit Current Enrollment* or *Edit Previous Enrollment* screen under *Dropout Data*,
 1. Check the “Verified Dropout” check box.
 2. Select the appropriate dropout reason code from the drop-down list beside “Dropout Reason”.

Reviewing Verified Dropouts

The **Dropout Data Collection** report provides 5 on-screen “views” for schools and 6 on-screen “views” for PSUs that can be used to verify dropouts and dropout data.

- 1) **Potential Dropout Match** – see *Researching Potential Dropouts* above.
- 2) **Completers that Failed to Return** – see *Researching Potential Dropouts* above.
- 3) **Final Dropout Verification** – this view provides a complete list of students who have been verified as dropouts in PowerSchool for the reporting year.
- 4) **Final Dropout Verification Detail** – this view provides a complete list of students who have been verified as dropouts in PowerSchool for the reporting year. This view also provides student demographic data.
- 5) **Summary by Sex/Ethnicity** – this view provides count of all verified dropouts (grades 1-13) by sex and by race/ethnicity. This view **does not** include any verified dropouts with reason code EXPL. Expelled students are dropouts for federal reporting but not for state reporting.

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- 6) **LEA Dropout Calculation** – Displays the dropout count and rate for each high school, the count of all high school dropouts, and the PSU high school dropout rate. This view **does not** include any verified dropouts with reason code EXPL. Expelled students are dropouts for federal reporting but not for state reporting.

IMPORTANT: When making updates and changes to students who have been verified as dropouts, it will be necessary to re-run the **Dropout Data Collection** report for these changes to be reflected in the report and the views.

Final Approval and Submission of Dropout Data to NCDPI

Schools and PSUs are required to manually approve the Dropout Data Collection report in PowerSchool between October 1st and November 4th of the current year. During this window of time, an “approval” button will be displayed beside the Dropout Report for schools and PSUs to approve the dropout data in the report.

After verifying that all dropouts are listed in the **Final Dropout Verification** view, the data should be approved at school and PSU levels by clicking the Approve buttons. Before approving the report at the PSU level, please verify that the report has been run and approved for all schools within the PSUs. **Once the report is approved, the data are considered final and will be used in federal and state reporting.**

NCSIS (Infinite Campus)

NCDPI will provide additional support to Phase I PSUs in the submission and reporting of the 2023-2024 Dropouts. More information will be provided by the NCSIS Professional Learning Team.

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Questions and Resources

For questions involving the dropout data collection and reporting procedures, contact:
[NCDPI Technical Support](#)

For questions concerning PowerSchool Dropout Reporting, contact:
[PowerSchool Technical Support](#)

Additional Resources

[Student Attendance and Student Accounting \(SASA\) Manual](#)

[NC SIS \(PowerSchool\) Reporting](#)

[Cohort Graduation Rates](#)

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Appendix A – 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

517 West Fleming Drive
Morganton, NC 28655
(828) 432-5200

The Governor Morehead School for the Blind

301 Ashe Avenue
Raleigh, NC 27606
(919) 733-6382
Fax (919) 715-6034

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

Broughton Hospital

1000 South Sterling St.
Morganton, NC 28655
(828) 608-4000

J. Iverson Riddle Development Center

300 Enola Road
Morganton, NC 28655
(828) 433-2731

Caswell Developmental Center

2415 W. Vernon Avenue
Kinston, NC 28504
(252) 208-4000

Julian F. Keith Alcohol & Drug Abuse Treatment Center

201 Tabernacle Road
Black Mountain, N.C. 28711
(828) 257-6200

Central Regional Hospital

300 Veasey Dr.
Butner, NC 27509
(919) 764-5806

Walter B. Jones Alcohol & Drug Abuse Treatment Center

2577 W. Fifth St.
Greenville, N.C. 27834
(252) 830-3426

Cherry Hospital

201 Stevens Mill Road
Goldsboro, NC 27530
(919) 731-3317

The Whitaker School

1003 12th Street
Butner, NC 27509
(919) 575-7927

Murdoch Developmental Center

1600 East C Street
Butner, NC 27509
(919) 575-1000

Wright School

3132 Roxboro Road
Durham, NC 27704
(919) 560-5790

Also see: <https://www.ncdhhs.gov/divisions/state-operated-healthcare-facilities/facilities>

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Department of Juvenile Justice & Delinquency Prevention

Youth Development Centers

Cabarrus Youth Dev. Center

850 Holshouser Road
Concord, NC 28027
(704) 652-4300

Lenoir Youth Development Center

3055 Dobbs Farm Road
Kinston, NC 28504
(252) 208-4920

Chatham Youth Development Center

560 Progress Blvd.
Siler City, NC 27344
(919) 742-6220

Rockingham Youth Development Center

424 Elliot Rd
Reidsville, NC 27320
(336) 520-6200

Edgecombe Youth Development Center

78 Positive Way
Rocky Mount, NC 27801
(252) 544-5730

For more information on Youth Development Centers, see

<https://www.ncdps.gov/our-organization/juvenile-justice/juvenile-facility-operations/youth-development-centers>

Department of Juvenile Justice & Delinquency Prevention

Detention Centers

Alexander Juvenile Detention Center

928 NC Highway 16 S.
Taylorsville, NC 28681
(828) 632-1141

Richmond Jenkins Juvenile Detention Center

1573 McDonald Church Road
Hoffman, NC 28347
(910) 683-3120

Cabarrus Regional Juvenile Detention Center

822 McWhorter Road
Concord, NC 28027
(704) 652-4300

Wake Regional Juvenile Detention Center

700 Beacon Lake Drive
Raleigh, NC 27610
(919) 212-3104

Cumberland Regional Juvenile Detention Center

1911 Coliseum Drive
Fayetteville, NC 28306
(910) 486-1399

Brunswick County Juvenile Detention Center

P.O. Box 9
Bolivia, NC 28422
(910) 253-2760

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Dillon Regional Juvenile Detention Center

100 Dillon Dr.
Butner, NC 27509
(919) 575-3166

Durham County Youth Home

2432 Broad Street
Durham, NC 27704
(919) 560-0840

New Hanover Regional Juvenile Detention Center

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

Guilford County Juvenile Detention Center

15 Lockheed Court
Greensboro, NC 27409
(336) 641-2600

Perquimans Juvenile Detention Center

125 Jessup St
Hertford, NC 27944
(252) 741-6070

Madison County Juvenile Detention Center

348 Medical Park Drive
Marshall, NC 28753
(828) 649-2485

Pitt Regional Juvenile Detention Center

461 Belvoir Rd.
Greenville, NC 27834
(252) 830-6590

For more information on Detention Centers, see

<https://www.ncdps.gov/our-organization/juvenile-justice/juvenile-facility-operations/juvenile-detention-centers>

Department of Juvenile Justice & Delinquency Prevention

NC Eckerd Therapeutic Camps

Eckerd Connects | Boys Residential Academy at Boomer

4654 High Rock Road
Boomer, NC 28606
(336) 921-3300

Eckerd Connects | Girls Residential Academy at Kerr Lake

633 Shepard's Way Lane
Manson, NC 27553
(252) 366-9380

Eckerd Connects | Boys Residential Academy at Candor

500 E-Ku-Sumee Road
Candor, NC 27229
(910) 974-4183

Eckerd Connects | Boys Residential Academy at Yanceyville

437 Main Street
Yanceyville, NC 27379

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Department of Juvenile Justice & Delinquency Prevention

Teacher-in-Treatment Programs

PORT

Aberdeen Adolescent
(910) 944-2189

ASAP Treatment Program

Greensboro
(336) 375-8333

PORT

Greenville Adolescent
(252) 413-1950

Swain Recovery Center Adolescent Program

Swannanoa
(828) 669-4161

Appendix B – 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 PSU'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>

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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 PSU graduation rate.</i>
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?
<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>
9. Must a PSU participate in W2T coding?
<i>No, a PSU 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>
10. Who at the PSU level is responsible for monitoring?
<i>The local school district has sole responsibility for administration of the W2T coding process, including assigning the appropriate personnel.</i>
11. When can we begin to provide the special codes for students attending Adult High School programs?
<i>Districts may begin using the codes for the 2015-2016 academic year.</i>
12. Do all Community Colleges offer Adult High School programs?
<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

AFFILIATION AGREEMENTS WITH COMMUNITY COLLEGES

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<p>13. Can a PSU 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: http://www.nccommunitycolleges.edu/service-area-assignments-service-areas</i></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>

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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?

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.

COHORT QUESTIONS

22. If a student goes to the AHS after the year of his/her 5th year cohort, can we still use the W2T coding?

No. The policy restricts the use of the W2T to students in the 5th cohort year or earlier.

23. If a student was retained several times prior to 9th grade, it is 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?

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.

TRACKING STUDENT ENROLLMENT IN AHS PROGRAMS

24. Will the Community College let us know when the student completes the AHS program?

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.

25. Who at the PSU level is responsible for monitoring?

The local school district has sole responsibility for administration of the W2T coding process, including assigning the appropriate personnel.

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26. Is it the student's responsibility to provide documentation that they are still in the Adult HS program or does the PSU contact the community college?

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.

27. We keep manual admit/withdraw logs for our schools. Do we need to enter them?

That is a local decision.

REPORTING IN POWERSCHOOL

28. Is there a QRD on how to change withdrawal codes in PowerSchool when students graduate or fail to maintain continuous enrollment?

Yes, you can find the Quick Reference Document at:

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

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?

Yes, with verification of enrollment.

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?

Yes. Students are to be reported as dropouts for the year in which the W2T code is changed to W2.

31. If a PSU does not use the W2T process but keeps track of dropouts who complete AHS (through affiliation with the community college), can the PSU code a W2 dropout as W6 if the PSU has documentation that the student graduated from AHS within the 4- or 5-year cohort?

No. You must use the W2T reporting process for exempting the AHS dropouts from counting toward school and district dropout rates and counts.

32. The Quick Reference Document says to code all eligible AHS graduates as W6. What about students who graduate from AHS in December?

All eligible AHS graduates are to be coded W6 in PowerSchool.

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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?

The W2T code does not go away. It stays in the tracking system.

34. How are AHS graduates identified in PowerSchool?

An AHS graduate is identified as a regular high school graduate at the end of the school year.

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