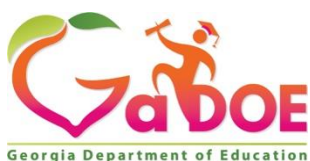


FY2020 FTE Data Collection General Information

Official State Student Count
FTE 1 - October FTE Enrollment
FTE 3 - March FTE Enrollment

GEORGIA DEPARTMENT OF EDUCATION
(GADOE)

Office of Technology Services - Technology
Management



January 25, 2020

REVISION HISTORY

DATE	DESCRIPTION
7-1-2019	Initial Update
7-1-2019	GAA
7-1-2019	DATE STUDENT BECAME ELIGIBLE FOR GAA
7-1-2019	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA
7-1-2019	SCHOOL ENTRY CODE
7-1-2019	WITHDRAWAL REASON CHANGE TO WITHDRAWAL CODE
7-1-2019	ENVIRONMENT
7-1-2019	WITHDRAWAL CODE
7-1-2019	TOTAL SERVICE MINUTES
7-1-2019	RESIDENT STATUS CODE
7-1-2019	ENGLISH LEARNER
7-1-2019	RELATED SPECIAL ED SERVICES
7-1-2019	ESOL ITINERANT- NON-ITINERANT changed name
7-1-2019	GIFTED DELIVERY MODEL deleted
7-1-2019	SPECIAL ED ENVIRONMENT
7-1-2019	SPECIAL ED ENVIRONMENT
7-1-2019	SPECIAL ED ENVIRONMENT
7-1-2019	INCLUSION SEGMENT 1
7-1-2019	STUDENT PRIMARY LANGUAGE
7-1-2019	PARENT COMMUNICATION LANGUAGE
7-1-2019	SYSTEM OF RESIDENCY

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FTE GENERAL INFORMATION

This document provides a summary of common terms, standard definitions, and information on FTE processes and resources.

Introduction

The Quality Basic Education (QBE) Act requires local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students. State funding for the operation of instructional programs are generated from FTE data reported by local school systems.

Through the Office of Technology Services, the Georgia Department of Education (GaDOE) provides local school systems with technical assistance and support in reporting Full-Time Equivalent (FTE) data. Under the authority of O.C.G.A. 20-2-160, 20-2-161, 20-2-161.1, 20-2-161.2, 20-2-182, and Georgia Board of Education Rule 160-5-1-.07 STUDENT DATA COLLECTION, the information contained in the FTE documentation outlines the guidelines, processes and procedures for ensuring uniform reporting of data.

The Data Collection - FTE Website

Full-Time Equivalent (FTE) documentation is located on the Georgia Department of Education – Data Collection website. The resources on the website are intended to be used by FTE Coordinators, and other school system employees, as a framework for answering questions about the FTE reporting process. As information changes, every effort is made to update either the date tag on the website or the date information in the footer. In addition, the updated and the revised sections are highlighted in the documents. All documents on this website can be printed and placed in a binder for easy reference. The documentation is updated annually and as FTE information or processes change.

FTE Information on the Data Collection - FTE Resources Website	
FTE General Information	Guidelines for Reporting Special Education Environments Calculators
FTE Data Elements Detail for Cycles 1 and 3	GNETS FAQ
FTE Categories and Weights	Guidelines for Reporting Special Education Environments Information

FY2020 REMINDERS

ALL IEP SERVICES

- Students eligible for special education services who are reported with a SPECIAL EDUCATION ENVIRONMENT Code of “0” or “J” (Parentally Placed in Private School) and have an ISP are reported with an ALL IEP SERVICES code of ‘S’.
- If a student with a disability has an IEP or Services Plan and is not receiving services during the fall semester due to scheduling, but will receive services in the spring, then code the student as receiving the services with IEP (Y) or Services Plan (S).
- Students eligible for special education services who are reported with a SPECIAL EDUCATION ENVIRONMENT Code of “0” Parentally Placed in Private School but are NOT receiving proportionate share services and do not have a Services Plan are reported with an ALL IEP SERVICES code of ‘N’.

ALTERNATE COUNT DAY

- If students are not scheduled to be in class on the State count day (i.e. fall break, teacher planning day etc.) the district will require an alternate count day.
- If the district has an alternate count day, the district is still accountable for meeting the state-wide FTE Cycle 1 Deadlines (Initial Transmission, Duplicate Resolution, and FTE Sign-Off).

Note: Students who transfer to your district by the alternate count day, but were enrolled in another school system on the FTE Count Day will only be counted and reported by the system where the student was enrolled on the State count day.

NO SHOW

- A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts. No-show students are reported in FTE-1, if the student attended last year. The WITHDRAWAL DATE for no-show students must be 6/16 of the previous fiscal year.

PRIMARY AREA

- The PRIMARY AREA is reported when the special education exit EVENT DATE is during the current FISCAL YEAR and prior to the FTE Cycle 1 count day.
- The PRIMARY AREA is not reported when the special education exit EVENT DATE is from a prior FISCAL YEAR.

STATE and COMMISSION CHARTERS

Students enrolled in a STATE or COMMISSION Charter School must be reported with RESIDENT STATUS CODE = ‘2’. This indicates the student is enrolled based on the consent of the system to accept the student. State and Commissioned Charters do not have geographic boundaries which would enable them to report the students as residents of the Charter school system. NOTE: RESIDENT STATUS CODE = ‘2’ is funded.

TOTAL SERVICE MINUTES represents the total number of minutes for all IEP services provided the week of the FTE count. Districts should report the total number of minutes for all IEP services which were in effect the week of the FTE count. Report for active students only.

Exception: Students that meet the following criteria should not report TOTAL SERVICE MINUTES. Leave field null.

- Students in grade level PK (except GNETS students. For GNETS PK, TOTAL SERVICE MINUTES must be equal to or greater than '0'.)
- Students with a Services Plan or No IEP
- Students reported by State Schools and State Agencies

TOTAL SERVICE MINUTES categories are:

Category A = 30 to 360 minutes (6 hours) per week

Category B = 361 to 900 minutes (6+ to 15 hours) per week

Category C = 901 to 1800 minutes (15+ to 30 hours) per week

Category D = 1801 to 3600 minutes (30+ to 60 hours) per week

Category E = more than 3600 minutes (60+ hours) per week

Situations that do not earn FTE

FTE is not earned in these situations:

- ❑ Students whose GRADE LEVEL is Pre-Kindergarten (PK), Underage Kindergarten (UK), or Underage First Grade (UI)
- ❑ Students who are either overage or underage as of September 1 of the current FISCAL YEAR
- ❑ Students who are not present for at least 1 of the 10 days prior to the FTE count day
- ❑ Students who have a RESIDENT STATUS CODE = '5' (out-of-state student)
- ❑ Any PROGRAM CODE segment reported with one of the following:
 - PROGRAM CODE = 'O' -- Other, non-State funded; OR for any Pre-K
 - PROGRAM CODE = '4' -- student receiving GNETS Program services
 - PROGRAM CODE = 'N' -- student is in Study Hall that segment

Note: Pre-K students (ages 3 - 4) with a PRIMARY AREA and who are served by the school system in any school should be reported with PROGRAM CODE = 'P' through '4' for the segments served in special education services, and "O" for other segments.

Common Terms and Standard Definitions for FTE

FEDERAL SPECIAL EDUCATION CHILD COUNT

All students age 3 -21 eligible for special education services should be reported with the appropriate PRIMARY AREA regardless of services or PROGRAM CODE reported for the count day. Cycle 1 includes the Federal Child Count - Special Education data.

FTE

FTE (Full-Time Equivalent) reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. Educational programs are divided into seventeen state funded categories. A specific funding weight is assigned to each category. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the QBE formula.

FTE COORDINATOR

Each local school system superintendent appoints one person to be the FTE Coordinator. The FTE Coordinator is the liaison between the local school system and GaDOE in matters regarding the reporting of FTE data.

The FTE Coordinator's responsibilities include (but are not limited to):

1. Collecting all FTE data from ALL schools in the system.
2. Consolidating the FTE data for the school system.
3. Verifying the accuracy of the FTE data.
4. Transmitting the FTE data to the Georgia Department of Education.
5. Communicating with personnel at the Georgia Department of Education, as needed.

FTE COUNT DAY

Each FTE cycle has a specific date designated as the FTE Count Day. Data collected on the count day during Cycle 1 and 3 can be thought of as a "snapshot" or "point in time" of the scheduled instructional services provided to students on that specific date.

FTE CYCLES

The FTE cycle is a set period of time, during which school districts submit data required for state reporting to the Georgia Department of Education. Each FTE cycle has a start date (FTE Count Day) and end date (sign-off date).

Cycle 1 and 3 collect data used for QBE funding and official enrollment counts. FTE funds are earned based on the program weights and PROGRAM CODE segments reported in Cycles 1 and 3. In addition, Cycle 1 collects Federal Child Count Special Education data elements, which reflect the services provided to the student for the entire school year. The collection cycles are required by state law and are somewhat different in population.

- FTE Cycle 1 - Active and withdrawn students are reported.
- FTE Cycle 3 - Only active students are reported.

FTE FUNDING PROGRAM CATEGORIES

A funding category is a state-authorized instructional program as listed in the QBE Act. The seventeen program categories for FTE funding are:

Kindergarten	Gifted Education
Grades 1-3	Grades 6-12 Remedial Education

Grades 4-5	High School Vocational Laboratories
Grades 6-8 (Middle School Program)	Special Education Category II
Grades 9-12	Special Education Category III
Kindergarten Early Intervention Program (EIP)	Special Education Category IV
Grades 1-3 Early Intervention Program (EIP)	Special Education Category V
Grades 4-5 Early Intervention Program (EIP)	

FTE PROGRAM WEIGHT

The program weights (and the cost of instructional programs) varies depending upon the teacher-student ratios and specific services typically required to address the special needs of students enrolled. The amount of FTE funding paid for each student enrolled, and each different class or service provided to the student, is related to the degree of specialized service(s) provided. The smaller the teacher-student ratio, the higher the weighting (and funding) for each student in a class. Think about a small class of kindergarten students compared to a larger class of high school students. The fewer the students getting a specialized service, the higher the weighting (and funding). The more specialized the service provided, the higher the weighting (and funding). Think about services provided to deaf students (a very small class) or gifted students (a medium-sized class) compared to a general education high school class (a larger class).

The high school general education program is declared to be the base program against which the cost of all other instructional programs shall be compared. The General Assembly shall annually establish through the General Appropriations Act the base amount to be used each year. The assigned weight (value) for a FTE category/program is determined by the cost of providing the state funded courses approved by the Georgia Board of Education. The FTE Weights Committee, with input from state and local educators, determines the costs assigned to each FTE category. Review the FTE Categories and Weights document, on the Data Collection - FTE website, for detailed information.

- ❖ See FTE Weight Formulas on last page of this document.

FTE RECORD

- One FTE record represents all the reported information (data) for one student.
- See Data Elements Detail for Cycles 1 and 3 on the Data Collection - FTE website for definitions of each of the data elements collected.

GAA

The GAA FLAG is used to identify special education students that have courses accessing the general curriculum and the IEP indicates the GAA is appropriate for the student. The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in GRADE LEVEL 'KK' – '12' who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. Students in grades K, 3-8, and 11 are assessed with the GAA.

Note:

A relievable edit will check against the student's PRIMARY AREA (If the GAA FLAG = 'Y', then the PRIMARY AREA cannot be BLANK, Z, X, 1, 2, U, T, 3 (visual impairment, deaf, blind, SLD, EBD, Speech). If the PRIMARY AREA is correct, and the student's IEP indicates the GAA is appropriate for the student, then the GAA FLAG is 'Y.'

Flag student's "Y" for GAA if their IEP states that they will participate in the alternate assessment regardless of whether an assessment occurs during the current school year.

DATE STUDENT BECAME ELIGIBLE FOR GAA

The Date Student Became Eligible for GAA indicates the date the student was identified as a student needing an alternate assessment (GAA = 'Y').

DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA

The Date Student Identified No Longer Eligible for GAA indicates the date the student no longer qualifies for the GAA

GTID

All students must have a GTID. The GTID is the 10-digit unique testing identifier created in the GUIDE application. All GTID's reported for students must also be found in the GUIDE application. Students transferring between districts should already have a GTID. A new GTID should only be generated if the student has never been given a GTID while enrolled in a Georgia public school. Before generating a new GTID for a student, very carefully verify the student has NEVER had a GTID so that the student's records are not lost, or duplicated.

PROGRAM PARTICIPATION

FTE provides an enrollment count of students as well as an indication of program participation based on the instructional services received during the six segments. Program participation is identified in the following ways:

1. Assigned PROGRAM CODES for each 1/6 segment of the school day;
2. Program participation flags or coding such as ESOL, Title I (Homeless, Neglected/Delinquent status, Alternative Education, and EL eligibility status).

FTE FUNDING CRITERIA

Funding for FTE is determined according to the requirements outlined in state law, federal law and program enforcement. Some of those requirements include the following:

Eligibility for Enrollment in School – Students who have attained age 5 by September 1 are eligible for enrollment in the appropriate general education programs authorized in state law. General education students who have reached the age of 20 by September 1, or have received high school diplomas, or the equivalent, are not eligible for enrollment. Students with disabilities are eligible for enrollment through age 21, or until they receive a high school, or the equivalent. The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED). [34 C.F.R. § 300.102(a)(3)(iv)]. In addition, the law notes an exception for students who were legal residents of another state. See O.C.G.A. 20-2-150.

- Six Segments: The FTE report must indicate the student's specific assigned program for each one-sixth segment of the school day on the designated reporting date. See O.C.G.A. 20-2-160. The following types of courses, or any other course identified by the Georgia Department of Education, are not eligible for FTE funding: Courses identified as study hall, or non-credit courses;
 - Enrichment courses, or courses which require participation in an extracurricular activity, for which enrollment is on a competitive basis;
 - Courses in which student serves as a teacher assistant, office assistant, or library aides;
 - Courses for which no outline of course objectives is prepared or does not dedicate a major portion of the class time toward meeting state-approved curriculum requirements
1. Prior Ten Days: A student must have attended class for at least one of the prior ten school days before the FTE count day.

2. a. VIRTUAL and/or DISTANCE LEARNING STUDENTS:

“Attended class” for virtual and/or distance learning students means that the student has been acknowledged through direct interaction between the student and the instructor at some time during the 10-day period preceding the FTE count day. This interaction can take several forms, but would be most commonly demonstrated by a communication such as an email or other digital message transmitted from the student to the instructor indicating that the student is both present and actively engaged in the instructional setting, which the instructor then acknowledges.

All providers of virtual and/or distance learning services shall maintain a record of this interaction to be considered demonstrable proof that the student for which QBE funding is received is in fact present and attending class during this 10-day period. This requirement shall apply equally to students in full-time virtual and/or distance learning settings, or in part-time (segment-based) settings. There is no distinction between online or virtual state charter schools, brick and mortar settings with a distance learning component, or traditional school districts offering such programming to students.

2. Enrolled in an Instructional Class: A student must be enrolled in an instructional program to earn FTE funding for that segment. The student must be regularly scheduled to receive services on the count day. Funding should be based on the student's needs and the ability of the school to regularly schedule those services. Student schedules should not be rearranged for the purpose of earning FTE funding.
3. Resident Status: FTE funding is earned for students that are residents of a Georgia public school district. Out of state students do not earn FTE funding.
4. Class Size: Schools must meet Class Size requirements as defined in state law and state board of education policy. Local boards of education not complying with maximum class size requirements shall be subject to a complete loss of funding for the entire class

or program that is out of compliance, unless the local school system is operating under a charter system contract or a Strategic Waivers School System (SWSS) contract that includes a waiver of class size provisions in state law and board rule. For additional information, refer to Georgia Board of Education Rule 160-5-1-.08 CLASS SIZE.

5. Program Requirements: Various programs have additional program requirements that must be met for students to earn FTE funding. For example, teacher certification/training may be a requirement as well as differentiated instruction and eligibility assessment.

Data Collected in FTE Cycles 1 and 3

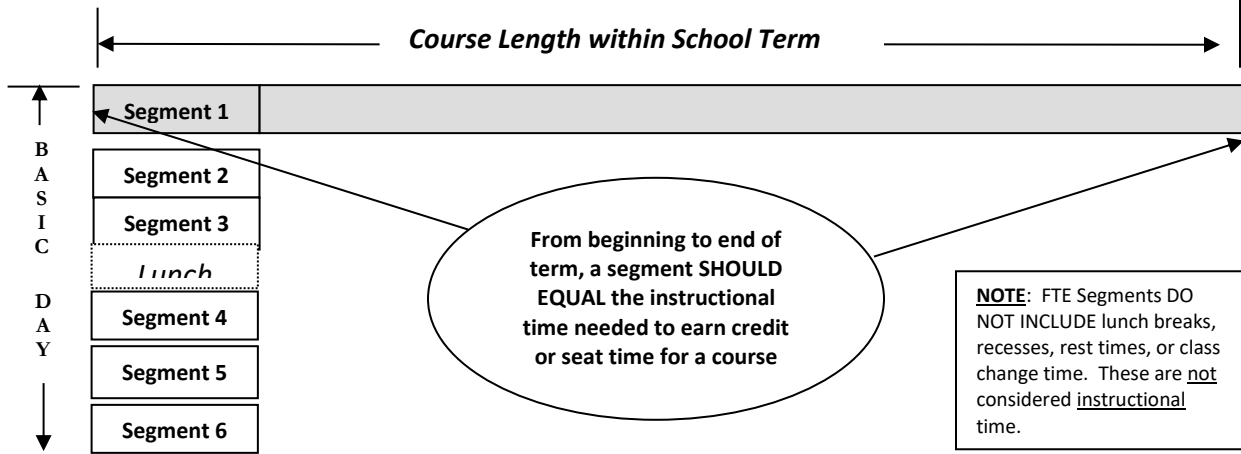
FTE CYCLE	CYCLE 1	CYCLE 3
PURPOSE	STATE FUNDING and ENROLLMENT	STATE FUNDING
WHO TO REPORT	ALL STUDENTS	ACTIVE STUDENTS
WHEN	OCTOBER	MARCH
DATA ELEMENTS	SYSTEM	SYSTEM
* Data Elements required for this cycle only	FISCAL YEAR	FISCAL YEAR
	REPORT PERIOD	REPORT PERIOD
	SCHOOL CODE	SCHOOL CODE
	GRADE LEVEL	GRADE LEVEL
	PRIOR TEN DAYS	PRIOR TEN DAYS
	RESIDENT STATUS CODE	RESIDENT STATUS CODE
	SYSTEM OF RESIDENCY	SYSTEM OF RESIDENCY
	PROGRAM CODE (SEGMENTS 1-6)	PROGRAM CODE (Segments 1-6)
	WITHDRAWAL DATE *	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)
	TOTAL SERVICE MINUTES	TOTAL SERVICE MINUTES
	ESOL SEGMENTS	ESOL SEGMENTS
	GENDER	GENDER
	ETHNICITY	ETHNICITY
	RACE (Indian, Asian, Black, Pacific, White)	RACE (Indian, Asian, Black, Pacific, White)
	WITHDRAWAL CODE*	
	DIPLOMA TYPE *	
	STUDENT STATUS	STUDENT STATUS
	SCHOOL ENTRY CODE *	
	DATE OF ELP SCREENER	
	DATE OF ENTRY TO U.S. SCHOOL	
	PLACE OF BIRTH	
	GAA	
	DATE STUDENT BECAME ELIGIBLE FOR GAA	
	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	
	STUDENT PRIMARY LANGUAGE	
	ENVIRONMENT	ENVIRONMENT
	REPORT TYPE	REPORT TYPE
DATE OF BIRTH	DATE OF BIRTH	
TRANSPORTED (Segments 1-6)	TRANSPORTED (Segments 1-6)	

	SUPPLEMENTAL SPEECH (Segments 1-6)	SUPPLEMENTAL SPEECH (Segments 1-6)
	ITINERANT TEACHER (Segments 1-6)	ITINERANT TEACHER (Segments 1-6)
	INCLUSION (Segments 1-6)	INCLUSION (Segments 1-6)
	SPECIAL EDUCATION SERVICES	
	NON-ESOL	
	PRIMARY AREA	PRIMARY AREA
	RELATED SPECIAL EDUCATION SERVICES	
	U.S. SCHOOL LESS THAN 3 YEARS	
	PARENT COMMUNICATION LANGUAGE	
	ALL IEP SERVICES	ALL IEP SERVICES
	EL (English Learner)	EL (English Learner)
	SPECIAL EDUCATION ENVIRONMENT *	
	GTID	GTID
	EVENT CODE *	
	EVENT DATE *	
	SCHOOL ENTRY DATE	SCHOOL ENTRY DATE
	LAST NAME	LAST NAME
	FIRST NAME	FIRST NAME
	MIDDLE NAME	MIDDLE NAME

REPORTING OF SEGMENTS

FTE INSTRUCTIONAL SEGMENT

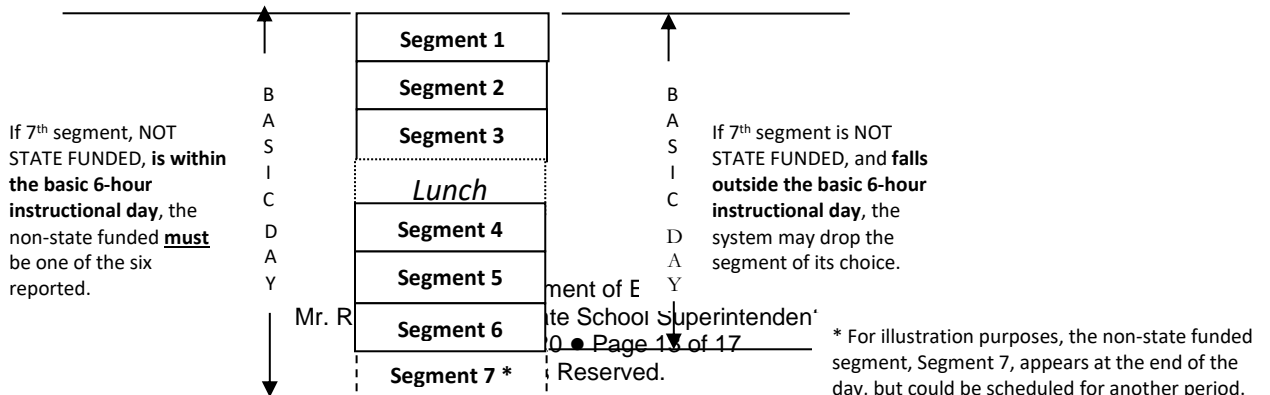
One FTE (Full-Time Equivalent) is equal to six “instructional segments”. An instructional segment is the service provided to a student during one-sixth of an academic day. For purposes of reporting FTE, the academic day is thought of as being divided into six equal segments of instructional time. FTE funding is only allocated for state-approved instructional programs for the basic six-hour day. FTE is funded at the district level, based on the TOTAL number of segments for a PROGRAM CODE. FTE is not funded at the student or school level.



Every student's FTE record must include a PROGRAM CODE for all six segments. If a valid PROGRAM CODE is not reported for all segments, the record will be rejected when it is processed by the GaDOE, and the school district will receive an error message. If the student is not scheduled for a state-approved course, the segment must be coded as non-state funded (PROGRAM CODE = 'O'). Pre-kindergarten regular education students (REPORT TYPE='R') must report all six segments with PROGRAM CODE = 'O'.

REPORTING 7 SEGMENTS:

If all seven PROGRAM CODE segments are eligible for state funding, the system may drop the segment of its choice; however, if a system schedules seven shortened segments and uses one of them to offer a non-state funded course or program, the non-state funded course must be one of the six segments reported. If a system adds a seventh segment above the basic six-hour instructional day, either before or after the regular instructional day, the system may drop the segment of its choice.



REPORTING SEGMENTS FOR BLOCK SCHEDULING:

If a system uses a non-traditional student schedule, such as Block Scheduling, which results in four-period instruction day, that system must report FTE outlined as follows:

Four-Period Instruction day

Cycle 1 (October Count) the system will report:

- The four classes that are scheduled on the official state FTE count day as the first four segments.
- Segments five and six will be obtained from the day before the count and will consist of one segment reflecting the highest weight code for the student on that day, and one segment reflecting the lowest weight code for that day.

Cycle 3 (March Count) the system will report:

- The four classes that are scheduled on the day before the official state FTE count day as the first four segments.
- Segments five and six will be obtained from the day of the official count day and will consist of one segment reflecting the highest weight code for the student on that day and one

Three-Period Instruction Day

Cycle 1 (October Count) the system will report:

- The three classes that are scheduled on the official state FTE count day as the first three segments.
- Segments four, five, and six will be obtained from the day before the count and will consist of one segment reflecting each of the classes scheduled for the student on that day.

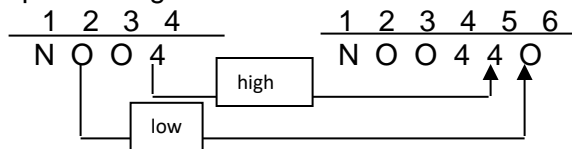
Cycle 3 (March Count) the system will report:

- The three classes that are scheduled on the day before the official state FTE count day as the as the first three segments. Segments four, five, and six will be obtained from classes scheduled for the student on the count day.

RULES FOR DETERMINING THE HIGHEST AND LOWEST WEIGHTS:

1. If at least two of the PROGRAM CODES to choose from include a '4' and an 'N' or 'O' (all are 0.00 weight), always choose the PROGRAM CODE = '4' to report as the lowest weighted code. This will allow the SED facility to receive funding even though it is recognized as 0.00 weight.
2. If all PROGRAM CODES to choose from have 0.00 weight, but one PROGRAM CODE is a '4', then report the '4' as the high weight and report one of the other 0.00 weight codes for the low weight. For Example, assume that PROGRAM CODES for segments 1-4 have already been determined ('N', 'O', 'O', and '4'). Per the above rule (No. 1), the high weight PROGRAM CODE that is selected is '4' and the low weight PROGRAM CODE that is selected is 'O'.

Scheduled Periods FTE Reported Segments



- If segments to choose from include PROGRAM CODE = 'N' or 'O' (all are 0.00 weight), ignore PROGRAM CODES and choose the lowest PROGRAM CODE that is weighted. For Example, assume the PROGRAM CODES for segments 1-4 have been determined ('D', 'N', 'O', and 'K'). PROGRAM CODE = 'K' is selected and reported for the highest weight and PROGRAM CODE = 'D' is selected and reported for the lowest weight. PROGRAM CODE 'D' is the lowest weighted because PROGRAM CODES 'N' and 'O' carry no funding weight.

Scheduled Period	FTE Reported Segments
1 2 3 4	1 2 3 4 5 6
D N O K	D N O K K D

SCHEDULING DUAL ENROLLMENT:

DUAL ENROLLMENT SCENARIOS	REPORTING INSTRUCTIONS
The student is enrolled full-time (12+ credit hours <u>and</u> 4 or more Dual Enrollment courses) in a post-secondary school under Dual Enrollment and is not taking any classes at the high school.	Report all 6 segments with PROGRAM CODE = '6' or '7' and specify the LOCATION OF SERVICE for each segment.
Student is enrolled in Post-Secondary school under Dual Enrollment, but is also taking classes at the high school. (i.e. Student has more than 6 classes on schedule)	Report the six (6) PROGRAM CODE segments of choice.
Student is on block schedule and has one or more PROGRAM CODE segments for Dual Enrollment. <u>Vendor Implication:</u> The vendor will need to determine if the PROGRAM CODE = '6' or '7' segment is the 5th or 6th segment based on either the equivalent general education instruction (PROGRAM CODE = 'D') OR the equivalent vocational education instruction (PROGRAM CODE = 'K').	Report a segment representing the PROGRAM CODE for each of the 4 classes. PROGRAM CODE segments 5 and 6 will be the highest and lowest weighted PROGRAM CODE. If PROGRAM CODE = '6' or '7' represents the highest or lowest segment, then report the PROGRAM CODE appropriate segment.
Student has less than 6 segments and is not on a block schedule.	Report the segment representing the PROGRAM CODE for each of the classes.

USING "SKINNIES" WITH BLOCK SCHEDULING:

A skinny is a 45-minute segment of time embedded in a block schedule. There are two skinnies in one 90-minute block of time. Depending on how the school chooses to schedule, skinnies can be incorporated into the schedule in several ways as shown below.

Scenario A: 3 '90 minute blocks' and 2 '45 minute skinnies' equals a total of 5 segments

Scenario B: 2 '90 minute blocks' and 4 '45 minute skinnies' equals a total of 6 segments

Scenario C: 1 '90 minute block' and 6 '45 minute skinnies' equals a total of 7 segments

Scenario D: 4 '90 minute block' (regular block) equals a total of 4 segments with 5 and 6 following guidelines

Scenario E: All 45 minutes' skinnies (traditional schedule with shortened periods) equals a total of 8 segments

The question of counting segments results because of the variation in time of the regular 90-minute block when compared to the 45-minute skinny. The initial question came up because the 90-minute segments involved were more time than the 45-minute segments, and the question was whether the 90-minute segment would count for more. The answer is they are treated the same. A 90-minute segment is counted as one segment. A 45-minute segment is counted as one segment.

In each of these scenarios, each block or skinny represents one segment. For each scenario, districts are to use the established guidelines for 5 segments (6th segment is the one that occurs most often in student's schedule), 6 segments (pull those 6 segments), and 7 or more segments (report the 6 segments of choice, unless one is non-state funded - See section on reporting 7 segments).

REPORTING SEGMENTS FOR A FIVE PERIOD DAY

If a system uses a non-traditional student schedule, such as a five-period day, which results in five extended periods during the instructional day, that system must report FTE as follows:

- Report the five classes scheduled on the official state FTE count day as the first five segments.
- Segment six will be obtained from the segment that occurs most often in the schedule.

FTE Weight Formulas

UNWEIGHTED FTE

An unweighted FTE is the sum of all segments reported for a given program, divided by six and rounded to the nearest whole number. It does not represent a student. A student may have several different FTE unweighted categories (e.g., GRADE LEVEL '09' - '12', Vocational Lab, Gifted) assigned during an academic day. Therefore, the services the student receives may show up in the totals of different unweighted FTE categories.

- Unweighted FTE = Rounded ((Sum All Segments) / 6)

WEIGHTED FTE

A weighted FTE is the unweighted FTE multiplied by the Program Weight:

- Weighted FTE = Unweighted FTE X Program Weight

REQUESTS FOR ASSISTANCE

If you need assistance with any aspect of reporting data, accessing our website or have general questions, please contact the Information Technology Customer Support by one of the following methods:

For the fastest response, please email Technology Customer Support at dticket@doe.k12.ga.us