GEORGIA DEPARTMENT OF EDUCATION (GADOE)
Office of Technology Services - Technology Management

FY2019 FTE Data Collection
General Information

Official State Student Count
FTE 1 - October FTE Enrollment
FTE 3 - March FTE Enrollment
## REVISION HISTORY

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/2018</td>
<td>Initial Update</td>
</tr>
<tr>
<td>10/15/2018</td>
<td><strong>Updated Three-Period Instruction Day</strong></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>FTE Information on the Data Collection - FTE Resources Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE General Information</td>
</tr>
<tr>
<td>FTE Data Elements Detail for Cycles 1 and 3</td>
</tr>
<tr>
<td>FTE Categories and Weights</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
FY2019 Reminders

ALL SPECIAL EDUCATION 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 SPECIAL EDUCATION SERVICES code of ‘S’.

• If a student with a disability has an IEP or ISP 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 ISP (S).

• Students eligible for special education services who are reported with an SPECIAL EDUCATION ENVIRONMENT Code of “0” or “J” - Parentally Placed in Private School but are NOT receiving proportionate share services and do not have an ISP are reported with an ALL SPECIAL EDUCATION SERVICES code of ‘N’.

ALTERNATE COUNT DATE

• If the district has an alternate count day (10/09/2018), 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 date, but were enrolled in another school system on the FTE Count Day (October 2, 2018) will only be counted and reported by the system where the student was enrolled on October 2, 2018. If a catastrophic event closes a school district on their regularly scheduled FTE Count day, the alternate FTE count day will be the first Tuesday in October that the district is open.

NO SHOW

• Refers to a student who started the enrollment process but subsequently did not attend the school (A student is not in attendance on the first day of school but expected based on prior year enrollment). This is indicated by an appropriate WITHDRAWAL REASON and a WITHDRAWAL DATE of 06/16/2018 (the previous fiscal year date/year is used to identify No-Show students).

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 date.

• 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 to 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 service plan (ISP) 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:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Gifted Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-3</td>
<td>Grades 6-12 Remedial Education</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>High School Vocational Laboratories</td>
</tr>
<tr>
<td>Grades 6-8 (Middle Grades Program)</td>
<td>Special Education Category I</td>
</tr>
<tr>
<td>Grades 6-8 (Middle School Program)</td>
<td>Special Education Category II</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Special Education Category III</td>
</tr>
<tr>
<td>Kindergarten Early Intervention Program (EIP)</td>
<td>Special Education Category IV</td>
</tr>
<tr>
<td>Grades 1-3 Early Intervention Program (EIP)</td>
<td>Special Education Category V</td>
</tr>
<tr>
<td>Grades 4-5 Early Intervention Program (EIP)</td>
<td></td>
</tr>
</tbody>
</table>

**FTE PROGRAM WEIGHT**

The program weight is the numerical factor used in determining FTE funding. 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.

**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**.

1. **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**.
2. 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

3. **Prior Ten Days:** A student must have attended class for at least one of the prior ten school days before the FTE count date.

   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 date. 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.

4. **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.

5. **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.

6. **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 (SWS) 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.

7. **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

<table>
<thead>
<tr>
<th>FTE CYCLE</th>
<th>CYCLE 1</th>
<th>CYCLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>STATE FUNDING and ENROLLMENT</td>
<td>STATE FUNDING</td>
</tr>
<tr>
<td>WHO TO REPORT</td>
<td>ALL STUDENTS</td>
<td>ACTIVE STUDENTS</td>
</tr>
<tr>
<td>WHEN</td>
<td>OCTOBER</td>
<td>MARCH</td>
</tr>
</tbody>
</table>

**DATA ELEMENTS**

* Data Elements required for this cycle only

Data Elements are listed in the order found on the FTE Data File Layout

- SYSTEM
- FISCAL YEAR
- REPORT PERIOD
- SCHOOL CODE
- GRADE LEVEL
- PRIOR TEN DAYS
- RESIDENT STATUS CODE
- SYSTEM OF RESIDENCY
- PROGRAM CODE (segments 1-6)
- WITHDRAWAL DATE *
- LOCATION OF ENROLLMENT (segments 1-6)
- TOTAL SERVICE MINUTES
- ESOL-ITINERANT
- ESOL NON-ITINERANT
- GENDER
- ETHNICITY
- RACE (Indian, Asian, Black, Pacific, White)
- WITHDRAWAL REASON *
- DIPLOMA TYPE *
- STUDENT STATUS
- SCHOOL ENTRY CODE *
- DATE OF ELP SCREENER
- DATE OF ENTRY TO U.S. SCHOOL
- PLACE OF BIRTH
- STUDENT PRIMARY LANGUAGE
- ENVIRONMENT
- REPORT TYPE
- DATE OF BIRTH
- TRANSPORTED (segments 1-6)
- SUPPLEMENTAL SPEECH (segments 1-6)
- ITINERANT TEACHER (segments 1-6)
- INCLUSION (segments 1-6)
- SPECIAL ED SERVICES
- NON-ESOL PRIMARY AREA
- RELATED SPECIAL ED SERVICES
- U.S. SCHOOL LESS THAN 3 YEARS
- PARENT COMMUNICATION LANGUAGE
- ALL IEP SERVICES
- EL (English Learner)
- SPECIAL EDUCATION ENVIRONMENT *
- GTID
- GIFTED DELIVERY MODEL (segments 1-6)
- EVENT CODE *
- EVENT DATE *
- SCHOOL ENTRY DATE
- LAST NAME
- FIRST NAME
- MIDDLE NAME

---

Georgia Department of Education
Richard Woods, Georgia’s School Superintendent
October 15, 2018 • Page 9 of 13
All Rights Reserved.
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.

Course Length within School Term

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 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’.

<table>
<thead>
<tr>
<th>Scheduled Periods</th>
<th>FTE Reported Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>N O O 4</td>
<td>N O O 4 O</td>
</tr>
</tbody>
</table>

high

low
3. 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**.

<table>
<thead>
<tr>
<th>Scheduled Period</th>
<th>FTE Reported Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>D N O K</td>
<td>D N O K K D</td>
</tr>
</tbody>
</table>

### SCHEDULING DUAL ENROLLMENT:

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

### 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** \((\text{Sum All Segments}) / 6\)

**WEIGHTED FTE**

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

- **Weighted FTE = Unweighted FTE \times 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](mailto:dticket@doe.k12.ga.us)