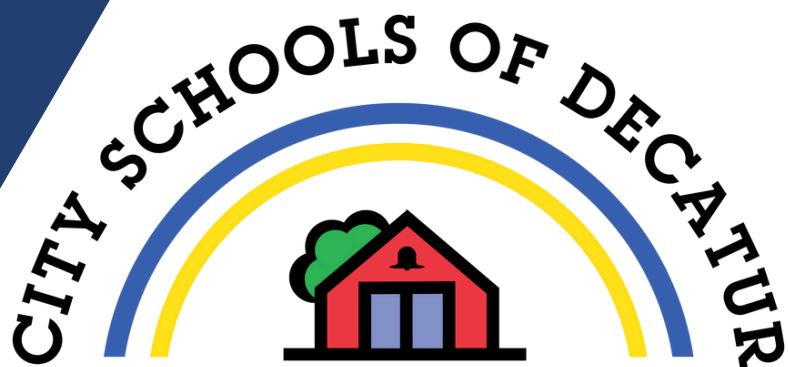


State Reporting Handbook

City Schools of Decatur



ALL IN DECATUR

LEARN. TEACH. LEAD.

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FTE Overview

Full-Time Equivalent (FTE) refers to the state-mandated reporting process in which student enrollment data is submitted to the state based on full-time equivalency. This data directly impacts the allocation of state funding to each school district.

To ensure that City Schools of Decatur receives the maximum allowable funding, it is essential that principals take an active leadership role in understanding, collaborating on, and executing effective scheduling practices that support the FTE process.

This guide provides an overview of FTE reporting, including guidance on funded instructional sections and common challenges to avoid. All FTE-related processes must be completed in Infinite Campus.

For questions or clarification regarding the information in this guide, please contact the individuals listed below:

Area	Name	Email	Phone
State Reporting Overview	Lynn Hanson	lhanson@csdecatur.net	(404)371-3601 x1095
GUIDE	Carol Gipson	carol.gipson@csdecatur.net	(404)371-3601
Special Education	Michelle Lowe	michelle.lowe@csdecatur.net	(404)371-3601
Gifted and Talented	Christen Gibbons	cgibbons@csdecatur.net	(404)371-3601
ESOL & Federal Program	Tiffany Lundy	tlundy@csdecatur.net	(404)371-3601
Early Intervention Program	Iris Im	iris.im@csdecatur.net	(404)371-3601
Remedial Education Program	Iris Im	iris.im@csdecatur.net	(404)371-3601
CTAE	Terra Smiley		

FTE Overview

FTE Count Dates and Reporting Requirements

FTE (Full-Time Equivalent) Counts are conducted annually on the first Tuesday in October and the first Thursday in March. The October FTE Count also includes the collection of Special Education student data, which is used to determine additional federal funding for Special Education services.

Each student must be reported with an appropriate FTE Program Code for all six instructional segments of the school day. Accurate course number entry during the scheduling process is essential to ensure correct reporting. An instructional segment is defined as one-sixth of a full instructional day. FTE funding is provided only for state-approved instructional programs.

Understanding FTE Segments and Allotments

A segment is defined as a minimum of 45 minutes of instruction. Six instructional segments are required to equal one Full-Time Equivalent (FTE).

The funding allotment a district earns is determined using the following formula:
$$\text{FTE Weight} \times \text{Number of FTEs} \times \text{Base Amount} = \text{Total Allotment Earned}$$

For the 2025–2026 school year, the Base Amount is **[insert current amount]**.

The Georgia Department of Education (GADOE) establishes both the FTE Weight for each instructional segment and the Base Amount, which reflects the estimated cost of delivering instruction. These weights are subject to annual updates and are published on the GADOE website, along with additional details related to FTE Data Collection.

Program Definition, Description, and Models of Service

Program Code	Name of Program or Area of Exceptionality	Program Weights
A	Kindergarten	1.6901
B	Grades 1-3	1.3029
C	Grades 4-5	1.0417
D	Grades 9-12	1.000
E	Kindergarten Early Intervention (EIP)	2.0951
F	Primary Grades 1-3 (EIP)	1.8388
G	Upper Grades 4-5 (EIP)	1.8340
H	Grades 6-8 (Middle Grades Program)	1.1439
I	Gifted Education	1.7340
J	Remedial Education	1.3698
K	CTAE Program (Vocational Lab)	1.1762
N	Study Hall (Non-state funded)	N/A
O	Other, non-State-funded	N/A
6	Dual Enrollment – General Education **	N/A
7	Dual Enrollment – Vocational Lab **	N/A

*The funding weights used are based on the QBE (Quality Basic Education) Formula Report from the beginning of the fiscal school year.

*While funding is provided for all programs, not every PROGRAM CODE has its own unique weight. Instead, some are grouped under broader categories:

- PROGRAM CODE '6' receives funding based on the weight assigned to high school grades (Grades 9–12), labeled as weight 'D'.

- PROGRAM CODE '7' is funded using the weight for vocational labs, labeled as weight 'K'.

Program Definition, Description, and Models of Service

Situations Where FTE Funding Will Not Be Earned

FTE funding is not generated for students in the following cases:

- Grade Level: The student is enrolled in Pre-K, underage Kindergarten, or underage 1st grade.
- Age Requirements: The student is either too young or too old for their grade as of September 1 of the current school year.
- Attendance: The student did not attend at least one day during the 10 school days leading up to the official FTE Count Day.
- Residency: The student lives out of state (Resident Status Code = '5').
- Program Codes: The student is scheduled in any of the following types of classes:
 - 'O' – Non-state funded classes (such as Pre-K or other programs not paid by state funds)
 - '4' – GNETS (Georgia Network for Educational and Therapeutic Support) program
 - 'N' – Study Hall

Common Terms and Standard Definitions for FTE

What is Child Find?

Child Find is a federal requirement that school districts must follow to identify, locate, and evaluate any child (ages birth to 21) who may have a disability and need special education services. This includes students in a variety of settings—not just those in public schools. For example:

- Students attending non-profit private schools
- Home-schooled students
- Highly mobile students (such as migrant students)
- Students in local jails or correctional facilities
- Students enrolled in public charter schools
- Students living in the district but educated elsewhere

How These Students Are Reported

Each October, districts report certain students with disabilities who are not enrolled in the public school system, but who:

- Have been evaluated and found eligible for special education, and
- Are either receiving services through a Services Plan (SP), or
- Declined services but were still found eligible.

Here's what that means in practice:

- If a private or home-schooled student is receiving special education services, the district providing the service reports the student.
- If the student isn't receiving services, the district where the student lives reports them.

Program Definition, Description, and Models of Service

What is the Dexter Mosely Act?

Passed in 2021, the Dexter Mosely Act (Senate Bill 42) allows home-schooled students in grades 6–12 to participate in extracurricular and interscholastic activities (like sports, band, or academic clubs) at their local public school—meaning the school in the district where they live.

To be eligible, home study students must:

- Notify the school district of their intent to participate.
- Enroll in at least one course (either on campus or through virtual options) in the public school system.

This law is now part of Georgia’s official education code: O.C.G.A. § 20-2-319.6.

FTE Count Day

Each FTE (Full-Time Equivalent) cycle has a specific “Count Day”—this is the day the state takes a snapshot of the instructional services your school is providing to students. It’s important that the information in your student schedules, special education services, and program codes are accurate on this day.

What Are FTE Cycles?

FTE cycles are reporting periods when school districts submit enrollment and program data to the Georgia Department of Education.

There are two key cycles for most schools:

- FTE Cycle 1 (October):
 - Used for QBE funding, federal special education reporting, and official enrollment numbers
 - Includes both active and withdrawn students
- FTE Cycle 3 (March):
 - Also used for QBE funding
 - Only includes currently active students

💡 Why it matters: The funding your school earns is directly tied to what is reported during these cycles. That includes things like special education services, gifted segments, ESOL, and other program codes.

Six Segments per Day

On FTE Count Day, each student’s day is divided into six equal parts, or segments. You must report what instructional program the student is scheduled for in each of the six segments on that day. Only instructional segments that meet state standards are eligible for FTE funding. Segments not eligible include:

- Enrichment/extracurricular-based classes where students must audition or compete to participate.
- Classes without clear learning objectives or alignment to state-approved curriculum.
- Study hall or non-credit courses.

FTE Funding

FTE Funding

To ensure your students are eligible for FTE funding, the following conditions must be met:

1. Attendance in the Prior 10 Days

A student must have attended class at least once in the 10 school days before Count Day.

- For virtual or distance learners, “attending class” means there was a documented interaction with the teacher (e.g., email, message, submission, or other form of engagement that shows the student was active and present).
- The interaction must be recorded by the teacher as proof of attendance during that 10-day period.

This applies to all virtual settings, whether full-time, part-time, or hybrid, regardless of whether the program is offered by a traditional district or a virtual charter school.

2. Enrolled in an Instructional Class

To earn FTE funding, a student must be scheduled to receive instruction on Count Day in a regular, ongoing program that meets the student’s needs. Schedules should reflect actual services—do not shift schedules just to boost FTE numbers.

3. Class Size Compliance

Class sizes must meet state law and State Board of Education guidelines. If your class is over the legal size limit and you don’t have a waiver (via charter or SWSS contract), the school risks losing FTE funding for that entire class or program.

- ✓ Refer to State Rule 160-5-1-.08 for specific limits and waiver details.

Reporting 7 Segments for FTE

Schools typically report six instructional segments per student for FTE funding. However, in some cases, a seventh segment may be scheduled.

Here’s what principals need to know:

- If all seven segments are eligible for state funding, your school or district can choose which six segments to report for FTE.
- If one of the seven segments is not eligible for funding (like study hall or a non-credit course), that non-fundable segment must still be included in the six reported—you cannot drop it and only report the six eligible ones.
- If the 7th segment is added outside the regular school day (before or after the standard six-hour day), the school/district may drop any one of the seven for FTE reporting.

- 💡 In short: If you’re offering 7 classes, and one isn’t eligible for funding, you still have to include it in your report—it counts as one of the six. But if all seven are fundable, you can choose which one to leave out.

FTE Reporting for Schedules

FTE Reporting for Block and Modified Schedules

If your school uses a non-traditional schedule (like a 4-block or 3-period day), there are special rules for how to report FTE to ensure students receive full credit for all six segments.

For Schools with a 4-Block Schedule

Each day has only four classes, but the state still needs six segments reported. Here's how to do it:

Cycle 1 (October Count Day):

- Report the four classes from the actual Count Day as segments 1–4.
- Then look at the student's schedule from the day before Count Day and:
 - Report the class with the highest funding weight as segment 5.
 - Report the class with the lowest funding weight as segment 6.

Cycle 3 (March Count Day):

- Report the four classes from the day before Count Day as segments 1–4.
- Then use the student's Count Day schedule to select:
 - The class with the highest funding weight for segment 5.
 - The class with the lowest funding weight for segment 6.

For Schools with a 3-Period Day

Each day has only three classes, so you'll pull from two days to report all six segments.

Cycle 1 (October Count Day):

- Report the three classes from the actual Count Day as segments 1–3.
- Then use the day before Count Day to report segments 4–6 based on that day's three classes.

Cycle 3 (March Count Day):

- Report the three classes from the day before Count Day as segments 1–3.
- Use the actual Count Day to report segments 4–6.

FTE Reporting for Schedules

How to Choose High and Low Weight Segments for FTE Reporting

When your school is required to report six segments, but your daily schedule has fewer (like 3 or 4 blocks), you must add two extra segments using student schedules from another day. One of these must be the highest weighted program, and the other the lowest.

Here's how to decide which is which:

Rule 1: When You See a '4' and an 'N' or 'O'

If your options for extra segments include both a:

- '4' (used for students in certain SED facilities), and
- 'N' or 'O' (used for non-instructional segments like study hall or aides),

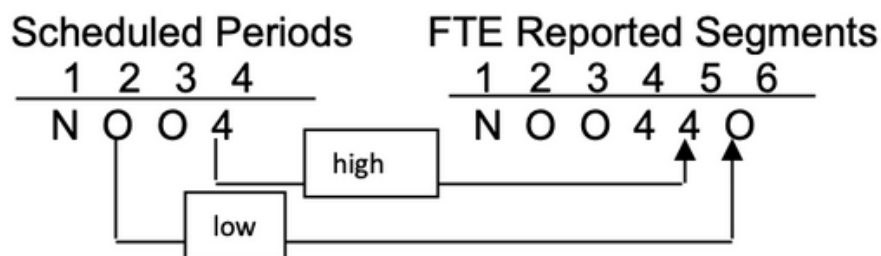
➡ Always choose the '4' as the LOW weight, even though all of them technically carry a weight of 0.00.

This ensures the SED program is still recognized for funding purposes.

Rule 2: When All Codes Have 0.00 Weight

If none of the available codes have actual funding weight, but one of them is a '4', then:

- Choose '4' as the HIGH weight, and
- Choose any of the others (like 'N' or 'O') as the LOW weight.



Student Class

Student Class

Student Class is a data collection of student schedules. The Student Class collection links students and teachers to a class. Data are collected in October, March and June.

Understanding Course Numbers for State Reporting

All courses your school reports for FTE must follow the Georgia State Board of Education rules for course coding. These rules help ensure courses are eligible for funding and correctly categorized.

How Course Numbers Are Set Up

Each course number is made up of 9 digits with a decimal after the first 2 digits, like this:

XX.XXXXXXX

- The two digits before the decimal show the subject area.
- Examples:
 - 23.XXXXXXX = English Language Arts
 - 27.XXXXXXX = Math
- The first digit after the decimal shows the type of instruction. Here's what that means:

Code	Description
XX.0	Regular Instruction (general education)
XX.1	Remedial Course
XX.2	Gifted Instruction
XX.3	Distance Learning
XX.4	One Hour Lab
XX.5	Two Hour Lab
XX.7	Work-Based Learning
XX.8	Special Education (Self-contained with a special education teacher in a special setting, but students still earn Carnegie credit)
XX.9	Special Education with Support (In a general ed class with services/support provided as listed in the IEP; taught by a general ed teacher with special education support personnel)

📌 Why it matters: Using the correct course number helps ensure your students get the right support and that your school receives accurate FTE funding.

Program Definition, Description and Delivery Models

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Thank You