

# FTE Reports

Link to [FTE Reports Descriptions](#)

# Accessing FTE Reports

- Log in to the GADOE Portal
- Select Data Collections
- Select Full Time Equivalent
- Select the Year and FTE Cycle
- Select FTE Report Menu in your LEA
- Select System Level or School in the dropdown
- Select the Report you wish to view in the dropdown

# Selecting an FTE Report

You have (1092) new messages.

GADOE Technology Services - Student FTE Data Collection System - October 2, 2018 (FTE 2019-1) - 609 Ben Hill County

System Level

- FT001-Transmission Verification
- FT002-Enrollment by Grade
- FT004-Enrollment in Special Education
- FT005-Student Residence
- FT006-System of Residence Summary
- FT008-A-Errors and Warnings Summary
- FT008-B-Errors and Warnings Detail
- FT009-3 FTE Counts
- FT010-A-FTE Comparison Notes
- FT010-B-FTE Comparison
- FT010-C-FTE Comparison - Other Categories
- FT011-Funded and Non-Funded Students
- FT012-Non-Funded Student Detail
- FT013-Graduated Students
- FT014-Withdrawals by Gender and Race/Ethnicity
- FT015-Withdrawals by Grade Level
- FT016-Retained Students
- FT017-Special Education Child Count
- FT018-Special Ed Service in Primary Area
- FT019-Related Special Ed Services
- FT020-Special Ed. Environment-Age 6 and Above
- FT021-Students Reported Graduated More Than One Fiscal Year
- FT024-Gifted Students by Grade
- FT025-Remedial Education Program by Grade
- FT026-ESOL by Segments
- FT027-Special Ed. Environment- Age 5 and Under
- FT030-Student Detail
- FT031-Percentage of Dropouts
- FT032-E8081 Duplicated SSN Report
- FT033-Dropouts Who Are Active in Another System

GO Main Menu

Please Select a Report

# FTE Report Menu

FT001 – Transmission Verification

FT002 – Enrollment by Grade

***FT004 – Enrollment in Special Education***

FT005 – Student Residence

FT006 – System of Residence Summary

FT008A – Errors and Warnings Summary

FT008B – Errors and Warnings Detail

FT009 – 3 FTE Counts

FT010-A – FTE Comparison Notes

FT010-B – Comparison

FT010-C – FTE Comparison – Other Categories

***FT011 – Funded and Non-funded Students***

FT012 – Non-funded Student Detail

FT013 – Graduated Students

FT014 – Withdrawals by Gender and Race/Ethnicity

FT015 – Withdrawals by Grade Level

FT016 – Retained Students

***FY017 – Special Education Child Count***

***FT018 – Special Education Service in Primary Area***

***FT019 – Related Special Education Services***

***FT020 – Special Education Environment ages 6 & Above***

# FTE Report Menu

FT024 – Gifted Students by Grade

FT025 – Remedial Education  
Program by Grade

FT026 – ESOL by Segments

***FT027 – Special Education  
Environments Age 5 & Under***

FT030 – Student Detail

FT031 – Percentage of Dropouts

FT032 – E8081 Duplicate Student  
SSN Report

FT033 – Dropouts who are Active in  
Another System

FT035 – No-show Students

FT036 – REP/Block Scheduling  
Exceptions

FT037 – Compared Birthdate/  
Gender to Prior Year in SR by GTID

FT039 – Students with E2567  
with GTID Claim

**FT041 – Special Education  
Exit**

**FT042 – Special Ed.  
Enrollment by Race/Ethnicity  
Ages 6-21**

**FT043 – Special Ed.  
Enrollment by Race/Ethnicity  
Ages 3-5**

FT044 – Student Summary  
Report for Active Students

**FT045 – Special Education  
Student Summary Report**

FT049 – Students in SR but not  
in FTE Cycle 1 (E049)

# FTE Report Menu

FT051 – EL by Primary Area and Race/Ethnicity

FT054 – English Learner (EL) Student – No longer Monitored

FT055 – Enrollment in Early Intervention

**FT057 – Related Special Education Service by Primary Area**

FT060 – Gifted Delivery Model

FT061 – English Language Learner

FT063 – SB10 Reported (E311)

FT064 – Error Comment Report

FT067 – Middle School with other segments (E109)

FT068 – Homeless Enrollment Students

FT069 – Environment – Other than Homeless

FT070 – Students enrolled in MOWR Programs

FT071 – International Exchange Students

**FT075 – Total Service Minutes**

FT077 – Immigration Students Report

FT078 – EL Students Served in ESOL

**FT085 – All Special Education Services by Primary Area**

**FT086 – SWD Graduated Report**

**FT087 – Enrollment by Disability**

FT100 – System Sign-off

FT999 – All Funded and Non-funded Students

**FT1000 – Show All Reports**

# Checking/Verifying/Using Data

- Spreadsheet with explanation of all FTE reports
  - Description
  - Use
  - Availability
- Posted on the GADOE website
  - Special Education Section
  - [Data Collection and Reporting](#)
  - [Presentations, Recordings, Documents](#)  
Documents, Tools, and Templates

# FT017 – Special Education Child Count (LEA's official data)

GADOE Technology Services - Student FTE Data Collection System - October 7, 2014 (FTE 2015-1) - 631 Clayton County

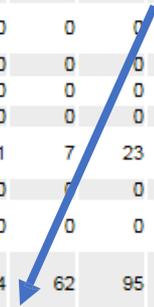
System Level ▼ FT017-Special Education Child Count GO [Main Menu](#)

Full Time Equivalent (FTE 2015-1) 631 Clayton County

**Notice that this LEA reported 2 year olds**

*Note: Students with disabilities, ages 3-21 as of September 1, are eligible to be counted for this federal child count.*

| Primary Area                       | Age as of September 1 |          |          |           |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |           |           | 3-5 Total | 3-21 Total | Over 21      |          |
|------------------------------------|-----------------------|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|------------|--------------|----------|
|                                    | 0                     | 1        | 2        | 3         | 4          | 5          | 6          | 7          | 8          | 9          | 10         | 11         | 12         | 13         | 14         | 15         | 16         | 17         | 18         | 19        | 20        |           |            |              | 21       |
| P Mild Intellectual Disability     | 0                     | 0        | 0        | 0         | 0          | 0          | 0          | 5          | 12         | 11         | 17         | 19         | 29         | 37         | 29         | 36         | 26         | 14         | 26         | 10        | 8         | 3         | 0          | 282          | 0        |
| Q Moderate Intellectual Disability | 0                     | 0        | 0        | 0         | 0          | 0          | 5          | 3          | 2          | 9          | 11         | 11         | 14         | 10         | 22         | 20         | 8          | 10         | 11         | 12        | 14        | 9         | 0          | 171          | 0        |
| R Severe Intellectual Disability   | 0                     | 0        | 0        | 0         | 0          | 0          | 1          | 2          | 4          | 1          | 8          | 5          | 4          | 4          | 4          | 5          | 3          | 2          | 1          | 5         | 1         | 3         | 0          | 53           | 0        |
| S Profound Intellectual Disability | 0                     | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 1          | 1          | 3          | 1          | 0          | 0          | 0          | 2          | 0         | 3         | 0         | 0          | 11           | 0        |
| T Emotional/Behavioral Disorder    | 0                     | 0        | 0        | 0         | 0          | 0          | 7          | 4          | 18         | 15         | 29         | 28         | 32         | 40         | 58         | 47         | 48         | 39         | 31         | 5         | 3         | 1         | 0          | 405          | 0        |
| U Specific Learning Impairment     | 0                     | 0        | 0        | 0         | 0          | 1          | 7          | 39         | 70         | 152        | 202        | 186        | 232        | 257        | 281        | 245        | 237        | 199        | 118        | 22        | 12        | 1         | 1          | 2,261        | 0        |
| V Orthopedic Impairment            | 0                     | 0        | 0        | 0         | 0          | 0          | 1          | 0          | 1          | 0          | 0          | 2          | 0          | 0          | 2          | 1          | 2          | 2          | 0          | 0         | 0         | 1         | 0          | 12           | 0        |
| W Hearing Impairment               | 0                     | 0        | 0        | 1         | 2          | 2          | 1          | 3          | 1          | 3          | 0          | 2          | 3          | 0          | 4          | 2          | 1          | 2          | 1          | 0         | 0         | 0         | 5          | 28           | 0        |
| X Deaf                             | 0                     | 0        | 0        | 0         | 1          | 0          | 0          | 1          | 0          | 3          | 1          | 1          | 0          | 1          | 1          | 2          | 0          | 0          | 0          | 2         | 0         | 0         | 1          | 13           | 0        |
| Y Other Health Impairment          | 0                     | 0        | 0        | 0         | 0          | 1          | 9          | 22         | 41         | 58         | 54         | 46         | 71         | 58         | 53         | 41         | 44         | 27         | 14         | 10        | 1         | 1         | 1          | 551          | 0        |
| Z Visual Impairment                | 0                     | 0        | 0        | 0         | 0          | 1          | 0          | 0          | 1          | 1          | 1          | 0          | 1          | 0          | 1          | 1          | 2          | 1          | 1          | 0         | 0         | 0         | 1          | 11           | 0        |
| 1 Blind                            | 0                     | 0        | 0        | 0         | 0          | 0          | 1          | 2          | 0          | 0          | 2          | 0          | 0          | 1          | 0          | 0          | 0          | 1          | 0          | 0         | 0         | 0         | 0          | 7            | 0        |
| 2 Deaf and Blind                   | 0                     | 0        | 0        | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0         | 0         | 0         | 0          | 0            | 0        |
| 3 Speech/Language Impairment       | 0                     | 0        | 1        | 7         | 23         | 50         | 48         | 38         | 40         | 41         | 29         | 21         | 16         | 23         | 21         | 12         | 9          | 8          | 1          | 2         | 0         | 0         | 80         | 389          | 0        |
| 6 Autism                           | 0                     | 0        | 0        | 0         | 9          | 11         | 12         | 32         | 36         | 37         | 57         | 39         | 33         | 36         | 34         | 25         | 23         | 8          | 13         | 12        | 5         | 9         | 422        | 1            |          |
| 7 Traumatic Brain Injury           | 0                     | 0        | 0        | 0         | 0          | 0          | 1          | 0          | 0          | 0          | 2          | 0          | 1          | 2          | 2          | 0          | 0          | 1          | 3          | 0         | 1         | 0         | 0          | 13           | 0        |
| 8 Significant Developmental Delay  | 0                     | 0        | 4        | 62        | 95         | 126        | 142        | 131        | 121        | 55         | 5          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0         | 0         | 0         | 283        | 737          | 0        |
| <b>Total</b>                       | <b>0</b>              | <b>0</b> | <b>5</b> | <b>70</b> | <b>121</b> | <b>190</b> | <b>234</b> | <b>262</b> | <b>343</b> | <b>385</b> | <b>398</b> | <b>379</b> | <b>443</b> | <b>469</b> | <b>515</b> | <b>446</b> | <b>405</b> | <b>329</b> | <b>217</b> | <b>81</b> | <b>55</b> | <b>24</b> | <b>381</b> | <b>5,366</b> | <b>1</b> |



# Data for Placement Disproportionality

- FTE1 Reports: Federal Child Count
- System Level
- School Level
- ***FT020 – Special Education Environment ages 6 & Above***
  - Environment by race/ethnicity
  - Environment by gender

# FT020 Grades K-12 Environment

Special Ed Environment By Primary Area

Special Ed Environment- 3 years Data

Special Ed Environment By School- 3 years Data

Legend

| Primary Area Code            | Female         |    |    |     |    |    |    |       | Total | Male           |    |     |    |     |    |     |       | Total | Total          |     |    |     |    |       |    |       |
|------------------------------|----------------|----|----|-----|----|----|----|-------|-------|----------------|----|-----|----|-----|----|-----|-------|-------|----------------|-----|----|-----|----|-------|----|-------|
|                              | Ethnicity-Race |    |    |     |    |    |    |       |       | Ethnicity-Race |    |     |    |     |    |     |       |       | Ethnicity-Race |     |    |     |    |       |    |       |
|                              | EH             | RI | RS | RB  | RP | RW | RM | Total |       | EH             | RI | RS  | RB | RP  | RW | RM  | Total |       | EH             | RI  | RS | RB  | RP | RW    | RM | Total |
| 1-Regular Class at least 80% |                |    |    |     |    |    |    |       |       |                |    |     |    |     |    |     |       |       |                |     |    |     |    |       |    |       |
| P                            | 4              | 0  | 0  | 36  | 0  | 3  | 1  | 44    | 7     | 0              | 0  | 42  | 0  | 1   | 2  | 52  | 11    | 0     | 0              | 78  | 0  | 4   | 3  | 96    |    |       |
| Q                            | 0              | 0  | 0  | 3   | 0  | 0  | 0  | 3     | 1     | 0              | 0  | 5   | 0  | 0   | 0  | 6   | 1     | 0     | 0              | 8   | 0  | 0   | 0  | 9     |    |       |
| R                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| S                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| T                            | 2              | 0  | 0  | 16  | 0  | 8  | 2  | 28    | 9     | 0              | 0  | 52  | 0  | 9   | 2  | 72  | 11    | 0     | 0              | 68  | 0  | 17  | 4  | 100   |    |       |
| U                            | 47             | 1  | 3  | 148 | 0  | 21 | 4  | 224   | 69    | 0              | 2  | 235 | 0  | 47  | 13 | 366 | 116   | 1     | 5              | 383 | 0  | 68  | 17 | 590   |    |       |
| V                            | 1              | 0  | 0  | 3   | 0  | 0  | 0  | 4     | 0     | 0              | 0  | 1   | 0  | 2   | 0  | 3   | 1     | 0     | 0              | 4   | 0  | 2   | 0  | 7     |    |       |
| W                            | 0              | 0  | 0  | 4   | 0  | 3  | 0  | 7     | 1     | 0              | 0  | 2   | 0  | 1   | 0  | 4   | 1     | 0     | 0              | 6   | 0  | 4   | 0  | 11    |    |       |
| X                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| Y                            | 4              | 0  | 0  | 33  | 0  | 9  | 1  | 47    | 11    | 0              | 0  | 115 | 0  | 22  | 2  | 150 | 15    | 0     | 0              | 148 | 0  | 31  | 3  | 197   |    |       |
| Z                            | 1              | 0  | 0  | 0   | 0  | 0  | 1  | 2     | 0     | 0              | 0  | 1   | 0  | 0   | 0  | 1   | 1     | 0     | 0              | 1   | 0  | 0   | 1  | 3     |    |       |
| 1                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| 2                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| 3                            | 4              | 0  | 1  | 17  | 0  | 10 | 3  | 35    | 13    | 0              | 1  | 47  | 0  | 29  | 8  | 98  | 17    | 0     | 2              | 64  | 0  | 39  | 11 | 133   |    |       |
| 6                            | 4              | 0  | 0  | 7   | 0  | 7  | 2  | 20    | 18    | 0              | 2  | 44  | 0  | 29  | 3  | 96  | 22    | 0     | 2              | 51  | 0  | 36  | 5  | 116   |    |       |
| 7                            | 0              | 0  | 0  | 0   | 0  | 0  | 0  | 0     | 0     | 0              | 0  | 0   | 0  | 0   | 0  | 0   | 0     | 0     | 0              | 0   | 0  | 0   | 0  | 0     |    |       |
| 8                            | 8              | 0  | 0  | 26  | 0  | 3  | 2  | 39    | 17    | 0              | 0  | 62  | 0  | 21  | 3  | 103 | 25    | 0     | 0              | 88  | 0  | 24  | 5  | 142   |    |       |
|                              | 75             | 1  | 4  | 293 | 0  | 64 | 16 | 453   | 146   | 0              | 5  | 606 | 0  | 161 | 33 | 951 | 221   | 1     | 9              | 899 | 0  | 225 | 49 | 1,404 |    |       |
| 2-Regular Class 40-79%       |                |    |    |     |    |    |    |       |       |                |    |     |    |     |    |     |       |       |                |     |    |     |    |       |    |       |
| P                            | 3              | 0  | 0  | 10  | 0  | 2  | 0  | 15    | 2     | 0              | 0  | 11  | 0  | 2   | 0  | 15  | 5     | 0     | 0              | 21  | 0  | 4   | 0  | 30    |    |       |

# Data for Identification Disproportionality

- FTE1
- System Level
- School Level
- FT042: Special Ed. Enrollment by Race/Ethnicity, Ages 6-21

# FT042: Special Education Enrollment by Race/Ethnicity

Georgia Department of Education  
Full Time Equivalent (FTE 2019-1)

Special Education Enrollment by Race/Ethnicity Age 6-21  
633-Cobb County



*Note: For the Federal Child Count, which is a collection of data on students eligible for Special Education services conducted in the October count, the age calculation for classifying the Special Education Environment is as of the October count day. On this report, and on the other Federal Special Education Environment reports, the age is calculated as of the October count day- (10/02/2018)*

| Primary Area of Disability |                                  | Enrollment by Race/Ethnicity for Students Ages 6-21 |                 |            |              |                  |              |                   | Total Enrollment |
|----------------------------|----------------------------------|---|-----------------|------------|--------------|------------------|--------------|-------------------|------------------|
| code                       | Area                             | Ethnicity Hispanic                                  | Race            |            |              |                  |              | Two or More Races |                  |
|                            |                                  |   | American Indian | Asian      | Black        | Pacific Islander | White        |                   |                  |
| P                          | Mild Intellectual Disability     | 97  | 1               | 9          | 202          | 0                | 100          | 10                | 419              |
| Q                          | Moderate Intellectual Disability | 52  | 0               | 5          | 107          | 0                | 60           | 8                 | 232              |
| R                          | Severe Intellectual Disability   | 18  | 0               | 4          | 23           | 0                | 15           | 1                 | 61               |
| S                          | Profound Intellectual Disability | 9   | 0               | 0          | 7            | 0                | 10           | 1                 | 27               |
| T                          | Emotional/Behavioral Disorder    | 77  | 2               | 5          | 241          | 0                | 285          | 27                | 637              |
| U                          | Specific Learning Impairment     | 1,570   | 15              | 91         | 1,838        | 1                | 1,884        | 207               | 5,606            |
| V                          | Orthopedic Impairment            | 25  | 0               | 7          | 21           | 0                | 36           | 0                 | 89               |
| W                          | Hearing Impairment               | 35  | 0               | 6          | 31           | 0                | 38           | 3                 | 113              |
| X                          | Deaf                             | 3   | 0               | 4          | 6            | 0                | 13           | 0                 | 26               |
| Y                          | Other Health Impairment          | 315   | 6               | 39         | 775          | 0                | 1,142        | 85                | 2,362            |
| Z                          | Visual Impairment                | 3   | 0               | 4          | 8            | 0                | 9            | 2                 | 26               |
| 1                          | Blind                            | 0   | 0               | 2          | 0            | 0                | 1            | 0                 | 3                |
| 2                          | Deaf and Blind                   | 0   | 0               | 0          | 0            | 0                | 0            | 0                 | 0                |
| 3                          | Speech/Language Impairment       | 325   | 3               | 71         | 369          | 3                | 560          | 64                | 1,395            |
| 6                          | Autism                           | 235   | 3               | 86         | 557          | 0                | 619          | 70                | 1,570            |
| 7                          | Traumatic Brain Injury           | 6   | 0               | 0          | 12           | 0                | 10           | 0                 | 28               |
| 8                          | Significant Developmental Delay  | 237   | 2               | 34         | 346          | 0                | 346          | 51                | 1,016            |
|                            | <b>Total</b>                     | <b>3,007</b>  | <b>32</b>       | <b>367</b> | <b>4,543</b> | <b>4</b>         | <b>5,128</b> | <b>529</b>        | <b>13,610</b>    |



# Reporting Related Services

# Related Services

- Occupational Therapy (OT)
- Physical therapy (PT)
- Nursing
- Transportation (Federal Definition)
  - Transportation that requires one of the following:
    - adapted equipment such as power lifts or provision of oxygen
    - an adapted route which requires transportation beyond the student's home school attendance zone
    - additional staffing such as a bus aide assigned specifically to that individual student

# Related Services

For a complete list of Related Services see the [Georgia State Special Education Rules – Definitions](#)

- Audiology
- Interpreter services
- Orientation and mobility
- Speech/language
  - Speech/language can be a related service or a stand-alone eligibility area

For a complete list of Related Services see the [Georgia State Special Education Rules – Definitions](#)

# Related Services

Related Services are reported with a Yes or No for each related service

- Yes: Indicates the student is **currently receiving** that related service and the Student's IEP prescribes that related service
- Examples:
  - The student is **currently receiving** services in occupational therapy as written in the Student's IEP
  - The student is **currently receiving** nursing services as written in the Student's IEP
  - The student DOES NOT have a disability of Speech AND is currently receiving speech as a related service as written in the Student's IEP

# **FTE Edits Errors and Warnings**

## **FY2021 FTE Data Collections Data File Layout**

# FTE Edits

- The following slides are to be used as a tool when you receive FTE errors
- Suggestion for use
  - Use the Ctrl F (find function) to locate the error number
  - Read the error – in blue
  - Read the suggested remedy
    - Why you are receiving this error
    - What you may be able to do to fix the error

# EDITS in FTE

- Many additional edits exist related to reporting Special Education Services
- Review the FTE Data Collection File Layout and Edits in the FTE portal

E300 - REPORT PERIOD = '1', STUDENT STATUS must be one of the following valid values: N, R, W, C

E5381 – STUDENT STATUS = 'C', PROGRAM CODES must = 'O'



- STUDENT STATUS of 'C' (Child Find Count) is used for students who are parentally placed in private school and the student is reported in FTE1 ONLY for the purpose of obtaining information for the federal child count and proportionate share calculations.
- E300 tells us that a valid code was not reported for STUDENT STATUS
- E5381 tells us a student has one or more PROGRAM CODES that are not reported as 'O' for OTHER/NONFUNDED since these students do not earn FTE Funding
- Either the STUDENT STATUS is incorrect or the PROGRAM CODES are incorrect.
- First, determine which field is incorrect, then make the necessary changes

E0721- STUDENT STATUS = W or C, TOTAL SERVICE MINUTES must be blank



- E0721 tells us a student reported as WITHDRAWN or reported ONLY for the Federal Child Count is being reported with TOTAL SERVICE MINUTES.
- This data is not collected for those students with STUDENT STATUS of 'C' reported ONLY for the Federal Child Count. The field must be blank.
- 0 minutes will also result in an error – the field must be blank
- Either the STUDENT STATUS is incorrect or the TOTAL SERVICE MINUTES are incorrect
- First, determine which field is incorrect, then make the necessary changes

## E707- INCLUSION SEGMENT 1 = 3, PROGRAM CODE 1 must equal 3



- In FY21, a New INCLUSION CODE of '3' is available for reporting an SLP going into the general education classroom
- INCLUSION CODE '3' must be reported with a PROGRAM CODE of '3'.
- E707 tells us that a student has been reported with an INCLUSION CODE of '3', but the corresponding PROGRAM CODE was not reported as '3'
- Even if RELATED SERVICE of speech is reported as YES, a student can be reported with INCLUSION CODE 3 and PROGRAM CODE 3 and DELIVERY MODEL 1 for SUPPORTIVE SERVICES
- This will generate FTE Funding for at the Speech level rather than Category 5 level

## E708- RELATED SPECIAL ED SERVICE 3 = Y, PROGRAM CODE 1-6 cannot equal 3



- E708 tells us that a student has been reported with a DELIVERY MODEL other than DELIVERY MODEL 1, and with speech as a RELATED SERVICE, and reported with a PROGRAM CODE of '3' for Speech.
- A student should not be coded YES for Speech as a RELATED SERVICE and also reported with PROGRAM CODE of '3' with any DELIVERY MODEL other than '1' for SUPPORTIVE SERVICES. If Speech is a Related Service, please use DELIVERY MODEL 1, INCLUSION CODE '3', and PROGRAM CODE '3', and YES for Speech as a RELATED SERVICE.
- If Speech is a disability, please use any other DELIVERY MODEL which is appropriate, and PROGRAM CODE '3'. INCLUSION CODE '3' may also be reported for DELIVERY MODELS 3, 4, and 5. The RELATED SERVICE of speech would be reported as NO.

E6136 - IEP SERVICES = 'Y' and GRADE LEVEL = 'PK' and AGE is 6 or older as of October count day, then valid values are '1' - '9'.

E6132 - IEP SERVICES = 'Y' or 'S' and GRADE LEVEL = PK, then SPECIAL ED ENVIRONMENT must be a letter A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I'.



- E6136 is telling us that if a student is age 6 on Count Day, even if in PK, and is served through an IEP, he/she must be reported with an ENVIRONMENT CODE of '1' - '9'
- E6132 is telling us that if a student is in PK and is age 3 – 5 on Count Day, and is served through an IEP or a Services Plan, he/she must be reported with an ENVIRONMENT CODE of 'A' - 'I'
  - If the parent has rejected the IEP offer of FAPE and the student is on Services Plan, they should NOT be reported with 'H' or 'I'
  - If the parent has rejected the IEP offer of FAPE and the student is NOT SERVED, the ENVIRONMENT CODE should be blank
  - SWD in grade K, including age 5 as of Count Day, **must** be coded with Environment Codes 1-9

E6130 - DOC and DJJ must report SPECIAL ED ENVIRONMENT = '8'.



- E6130 is telling us that Department of Corrections and Department of Juvenile Justice must report ENVIRONMENT CODE '8' for Correctional Facility. Remember that DOC and DJJ are LEAs. If a student in your LEA transfers for DOC or DJJ, they should be withdrawn as transferred to another LEA
- **Remember that traditional LEAs also have an obligation to serve SWDs in Short-term detention facility** (community-based or residential such as a local jail). A LEA must have **written procedures** enabling the LEA to be aware of any student with a disability placed in a short-term detention facility within the jurisdiction of the LEA. These students must also be reported with report ENVIRONMENT CODE '8' for Correctional Facility.

## E6134 - IEP SERVICES equals 'S' or 'N'. STUDENT STATUS must equal 'C' (Federal Child Count student).



- NOTE THAT IEP SERVICES of Not Served ('N') has been incorrectly used by many LEAs in prior years. This error was added to avoid the incorrect use of 'N'.
- 'N' is NOT TO BE USED for students that were not served on FTE Count Day because the LEA did not realize this student was a student with a disability. This occasionally happens for transfer students. Begin serving this student as quickly as possible, but report IEP SERVICES of Yes, IEP (Y) for this student. Report the correct PRIMARY AREA and SPECIAL ED SERVICES by disability categories, and by RELATED SERVICES. Do not report special education PROGRAM CODES. Use ENVIRONMENT CODE 1 for this student.



E6142 -STUDENT STATUS = 'C' cannot be reported by Charter school districts (782,783) or state schools (799)..



- E6142 is telling us that only traditional LEAs can report STUDENT STATUS of 'C' for students reported only for Federal Child Count Purposes. These students are reported as served by a Services Plan (S) or Not Served (N). Charter Schools, State Schools, DOC, and DJJ should not have students on Services Plan or Not Served.

## E6134 - IEP SERVICES equals 'S' or 'N'. STUDENT STATUS must equal 'C' (Federal Child Count student).



- NOTE THAT IEP SERVICES of Not Served ('N') has been incorrectly used by many LEAs in prior years. This error was added to avoid the incorrect use of 'N'.
- 'N' is NOT TO BE USED for students that were not served on FTE Count Day because the LEA did not realize this student was a student with a disability. This occasionally happens for transfer students. Begin serving this student as quickly as possible, but report IEP SERVICES of Yes, IEP (Y) for this student. Report the correct PRIMARY AREA and SPECIAL ED SERVICES by disability categories, and by RELATED SERVICES. Do not report special education PROGRAM CODES. Use ENVIRONMENT CODE 1 for this student.



E595 - EVENT CODE must = '09' Special Education Exit, '10' Parent Revoked Consent, or '13' District verified that the student was incorrectly reported as SWD in a prior year.

E596 - SpEd exit EVENT CODE was reported. The EVENT DATE cannot be blank and must be in the yyymmdd format.

E578 - If a Student with disabilities (SWD) withdraws and reports a Special Education exit EVENT CODE ('09' or '10'), the WITHDRAWAL DATE must be after the EVENT DATE reported for exit EVENT CODE ('09' or '10').

- E595 tells us that a student is reported as exiting but there is not a valid code 09, 10, or 13 as indicated above.
- E595 tells us that an event date for student exit is missing or is in an incorrect date format.
- E578 indicates that you can't have a Withdrawal Date and Special Education Exit Date on the same date. This edit reinforces the fact that withdrawal from a school and exit from special education are two different events.

E5788 - EVENT DATE [for Sp. Ed. exit] must be within the last FISCAL YEAR OR in the current FISCAL YEAR and prior to the current FTE count date.

E5799 - EVENT CODE [for Sp. Ed. exit] is blank; the EVENT DATE must be blank.

E5777 – The exit EVENT DATE [for Sp. Ed. exit] is being reported from a school in the district at which the student was not enrolled in the prior FISCAL YEAR.

- E5788 indicates that the date entered for special education exit is not within the appropriate range.
- E5799 indicates that the event date for exit must be blank if the code is blank.
- E5777 indicates that an exit event date is being reported from a school in the district at which the student was not enrolled in the prior Fiscal Year.

E2585: GAA must be 'Y', 'N' or null.

E2586: GAA = 'Y', PRIMARY AREA cannot be blank, 'Z', 'X', '1', 'U', 'T', or '3' (visual impairment, deaf, blind, SLD, speech, EBD).

- E2585 tells us that the GAA field must be 'Y', 'N' or null. A code was reported which is not an option.
- E2586 tells us that GAA was reported as 'YES' for a student with NO PRIMARY AREA, or Primary Area of visual impairment, deaf, blind, SLD, speech, or EBD. Although the decision for student to be instructed on an alternate curriculum and assessed using GAA is an IEP committee decision, the decision-making process involves assurances that the student has a significant cognitive disability. Please verify the PRIMARY AREA reported and be certain of whether the student is taught using an alternate curriculum with a plan to assess the student, when appropriate based on grade level, using the GAA.
- GAA assessment is not appropriate for SWD in preschool or K. However, those students may be taught using an alternate curriculum and reported with GAA status of YES.

E2590: REPORT TYPE = 'R' (regular ed), GAA inappropriate

E2590 tells us that 'R' Type students (in regular education) should not be reported with GAA = 'Y'. If you receive this error, verify the special education status. Either change GAA status to 'N' or report student as an 'S' type student with a PRIMARY AREA.

E2597: Another school in this district is indicating this student has a GAA prescribed in their IEP. Contact this school and reconcile the record.

- You have reported this student as assessed on the regular assessment and a previous school in your LEA reported the student as GAA
- Contact the previous school to verify assessment status

E2598: Another district is indicating this student has a GAA prescribed in their IEP. Contact this district and reconcile the record.

- You have reported this student as assessed on the regular assessment and a previous LEA reported the student as GAA
- Contact the previous district to verify assessment status

E3911: GAA = 'N' was reported in Student Record in prior FISCAL YEAR. GAA = 'Y' was reported this FTE. The DATE STUDENT IDENTIFIED AS GAA = 'Y' is required.

- E3911 is telling us that a student was reported with GAA status of NO in SR in June, and is being reported in FTE1 with GAA status of Yes
- Be sure YES is the correct GAA status
- If so, the DATE STUDENT BECAME ELIGIBLE FOR GAA is required

E3912: GAA = 'Y' was reported in prior FISCAL YEAR in Student Record data collection. GAA = 'N' was reported this FISCAL YEAR. The DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA = 'N' is required.

- E3912 is telling us that a student was reported with GAA status of YES in SR in June, and is being reported in FTE1 with GAA status of NO
- Be sure NO is the correct GAA status.
- If so, the DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA is required

E551: SPECIAL ED SERVICES must be one of these values: 'Y' - Yes, the student does receive any Special Education Service hours for Mild Intellectual Disability (P). 'N' - No, the student does not receive any Special Education Service hours for Mild Intellectual Disability (P). Or blank

- E551 is referring to the each of the disabilities reported for SPECIAL ED SERVICES as part of the data collected for the Federal Child Count.
- For each disability, report YES or NO indicating whether the student is eligible and served for that disability.
- Although the error above is specifically referring to a Mild Intellectual Disability, a similar error could be generated any disability.
- Each disability must be reported as YES or NO. A blank field is also assumed to mean NO. Any other letter or number entered will generate this error.
- Report any primary or additional disability as YES.

## E086:PRIMARY AREA '8' Cannot be reported for students age 9 or older at the end of prior Fiscal year. See 34 C.F.R. § 300.8(b)

E086 is telling us that a student was 9 years old before July 1 of the current school year and is being reported with a PRIMARY AREA of SDD.

GA special education rules indicate that a student must have a categorical eligibility by the end of the fiscal year in which the child turns 9.

If a student enters your LEA from another LEA or from out of state with an eligibility area of SDD and the student is already 9 years old, begin the reevaluation process immediately and request relief with a comment

If any other student is already 9 years old and has a current eligibility area of SDD, begin the reevaluation process immediately and request relief with a comment.

For FY21, we anticipate an increase in this error as some LEAs may not have been able to complete evaluations in recent months due to COVID school closures, and parental concerns about face-to-face evaluations.



E1071:REPORT TYPE = “R” and Special Education EXIT EVENT occurred in current FISCAL YEAR. PRIMARY AREA is required

- If a student is a SWD at any point in the year, a PRIMARY AREA must be reported
- Do not remove the PRIMARY AREA from your SIS until after SR Sign-off in June

E320 - WITHDRAWAL CODE = 'G',  
DIPLOMA TYPE must be:  
'A' Certificate of Performance  
'G' General Diploma  
'S' Special Education

- E320 is telling us that the student was reported with a WITHDRAWAL CODE of G meaning he is a “graduate”
- “Graduates” must also be reported with a Diploma Type.
- Please verify the whether the student has truly left school with any of these 3 diplomas or certificates then adjust reporting as needed

E2599 - DIPLOMA TYPE = 'S', PRIMARY AREA is required.

- E2599 is telling us that student was reported as graduating with a Special Education Diploma
- Be sure that is the correct diploma type for the student
- If so, this must be a student with a disability
- PRIMARY AREA needs to be reported

## E336 - STUDENT STATUS = 'C', PRESENT PRIOR 10 DAYS must = 'N'.

- E336 is telling us that student was reported with STUDENT STATUS of 'C' as a parentally placed private school student reported only for Federal Child Count purposes
- Verify the STUDENT STATUS
- These students must be reported with NO for PRIOR 10 DAYS because they are not enrolled and attendance data is not collected
- If STUDENT STATUS is correct, change PRIOR 10 DAYS to NO

## E6131 - IEP SERVICES = 'N', SPECIAL ED ENVIRONMENT must be blank.

- E6131 is telling us that student was reported with IEP SERVICES of Not Served ('N'). Be certain this is accurate.
- These students must be reported with a blank special education ENVIRONMENT because they are not receiving special education services in any environment.
- If IEP SERVICES is correct, change ENVIRONMENT to be blank

E6133 - STUDENT STATUS is 'C' (Federal Child Count student). IEP SERVICES must equal 'S' (SP student) or 'N' (not served by public school). IEP SERVICES cannot equal 'Y'.

- E6133 is telling us that student was reported with STUDENT STATUS of 'C' as a parentally placed private school student reported only for Federal Child Count purposes
- The student was also reported as with IEP SERVICES of YES meaning the student has an IEP
- Students with STUDENT STATUS of 'C' must be reported with IEP SERVICES Service Plan (S) or NOT SERVED (N)
- If student has an IEP, special education director will need to work with appropriate staff to address this
- If STUDENT STATUS is correct, change IEP SERVICES to 'S' or 'N'.

E6134 - IEP SERVICES equals 'S' or 'N'. STUDENT STATUS must equal 'C' (Federal Child Count student).

- E6134 is telling us that student was reported with IEP SERVICES of Services Plan ('S') or Not Served ('N')
- STUDENT STATUS of 'C' for a parentally placed private school student reported only for Federal Child Count purposes was not reported
- Verify the status of the student and use STUDENT STATUS of 'C' for a parentally placed private school student reported only for Federal Child Count purposes if appropriate
- If the student is publicly enrolled, report IEP SERVICES as Yes, IEP (Y).

## E1088: IEP SERVICES = “Y”, “N”, or “S”, PRIMARY AREA must be reported

- IEP SERVICES = “Y”, “N”, or “S” indicates that the student is on an IEP (Y), on a Services Plan (S) or is eligible for services but not on a Services Plan or and IEP(N)
- If that information is accurate then the student is a student with a disability and must be reported with a PRIMARY AREA

## W5022: PRIMARY AREA does not match the PRIMARY AREA reported in STUDENT CLASS

- W5022 is a WARNING, not an ERROR
- This warning is telling us that the PRIMARY AREA reported in FTE does not match the PRIMARY AREA reported in Student Class
- Be sure the PRIMARY AREA being reported in FTE is accurate
- If the PRIMARY AREA reported in Student Class is incorrect, make changes as needed in Student Class
- Because sign off days are different, some students may be accurately reported with different disabilities in these 2 reports