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# Report to the North Carolina State Board of Education

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*Report Presentation: Full-Time  
Equivalency of students enrolled in N.C.  
public school units.*

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*SL202-180, Section 7.17(b)*

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Due Date: January 20, 2023

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## **Introduction**

In the recent 2021-2022 biennial budget bill the General Assembly directed the State Board of Education (SBE) to establish a Student Full Time Equivalency (FTE) formula. In addition to the formula, SL2021-180 Section 7.17 (b) requires a new annual report that disaggregates the new student FTE by public school unit, grade, and course:

*(b), the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higer Education, the House Appropriations Committee on Education, and the Fiscal Research Division of the General Assembly on the number of students and the full-time equivalency of those students by public school unit and grade level from the prior school year.*

*The data in the report shall be disaggregated by enrollment in courses offered by the public school units and those offered through other dual enrollment and joint programs, including North Carolina Virtual Public School, institutions of higher education, and nonpublic schools."*

This report is due January 15, 2023, for reporting on fiscal year 2021-22, and is due October 15 of each year thereafter. The formula in Subsection (a) was already provided in April 2022 and approved at the State Board Meeting and is therefore not included in this report.

## **AUTHORITATIVE DATA SOURCE - STUDENT INFORMATION SYSTEM (SIS)**

The Student Information System (SIS) is required per the Uniform Education Reporting System (GS 115C-12 (18)) for all PSUs. The SIS captures all student schedules, attendance, courses and other key data elements by school, grade, and PSU. It is currently on a PowerSchool platform. The SIS can provide the scheduled instructional minutes required for the formula. Data is entered by school student data managers, approved by principals, and submitted to NCDPI. The quality of the data and consistency relies upon the input from the PSUs and the over 2,664 schools.

There are limitations to the SIS. Variances are to be expected due to the unique and varied needs of students and schools. Course codes and related attributes need to be reviewed and potentially further defined or consolidated. The application of course codes is reliant on individuals which allows for human interpretations and normal errors and tendencies which inherently create inconsistencies in the data. We will be developing reports and ensure they are aware of the required data elements to assist PSUs in making sure this data is clean in future years. The SIS is designed on a single school district architecture, which does not allow for easily collected state level aggregate information. The system's limitations inhibit DPI's ability to quickly see state level data. This can delay the ready availability of data required for this formula and its potential application.

### Report Overview

The provided report has two components to include a summary and a detailed report. In the summary report, it includes the aggregated numbers that compile the FTE based on the formula. There are four columns in the summary report:

- PSU - Public School Unit and associated DPI given number
- Grade Level - PSU Grade Level \**Grade level 13 represents students who return after grade 12 typically at Cooperative Innovative High Schools (aka Early Colleges). Grade Level XG are typically Exceptional Education Students who have completed 12th grade but still have not met graduation requirements or reached the age of 22.*
- Enrolled Students - Number of students enrolled in that grade level
- Aggregate FTE - The FTE total based on the approved FTE formula.

The individual student being scheduled less than 300 minutes will cause a reduction in the FTE. A student being scheduled less than 300 minutes may be due to individual student needs like IEP considerations, students who may have early release, and/or are early college students who are in all college courses.

The FTE Detail tab will report the course by course information for each PSU. This will have the information disaggregated by enrollment in courses offered by the public school units and those

offered through other dual enrollment and joint programs, including North Carolina Virtual Public School, institutions of higher education, and nonpublic schools. There are eleven columns included. They are:

- PSU Number- The unique identification number assigned to the PSU by NCDPI
- PSU Name- The name of the PSU as recorded in EDDIE (Educational Directory & Demographic Information Exchange)
- Grade Level- The grade level of students enrolled in the selected course.
- Course Number- The state course number from the NCDPI Course Catalog
- Course Name- The state course title from the NCDPI Course Catalog
- Enrolled Students- Total number of active students in the selected course *\*Grade Level XG students have been placed with the 12 grade courses since the number of students is so low.*
- Third Party- The instructional provider, typically a vendor, associated with the selected course
- Delivery Mode- The delivery method associated with the selected course (*Online, Blended, Classroom*)
- External Provider- This identifies courses offered by NCSSM (North Carolina School of Science and Math) and NCVPS (North Carolina Virtual Public Schools)
- Post-Secondary Institution Code- For courses offered by one of the North Carolina post-secondary institutions, the institution name will be listed. (*Community College/University Names*)

*Note: Any student group that is less than 10 students has been suppressed with \* as per Data Management Group Policy 2009-04-se.*

### **FTE Formula**

In review, the FTE formula consists of the denominator equalling 300 minutes, the numerator is the total scheduled instructional time by student. Although technically the FTE could be calculated at any point in time, at the beginning of the year the schedules are being finalized and the data is not stable. Unlike ADM that is calculated for the same point within the school year, regardless of the school calendar, it is not practical for an FTE calculation. The data for this report was pulled on April 1st, 2022 consistent with other headcount dates and includes

the total student instructional minutes. If a school was not in session on April 1st, 2022, the next closest is session day was chosen. An example of the student FTE can be found below:

#### **STUDENT FTE FORMULA**

**FTE = Scheduled Instructional Minutes by Student divided by 300 minutes**

1 FTE = 300 minutes No student may exceed the 1.0 FTE

Example:

student minutes =  $320/300 = 1$  FTE

student minutes =  $285/300 = 0.95$  FTE

#### **Resources:**

NC-Student information system data