

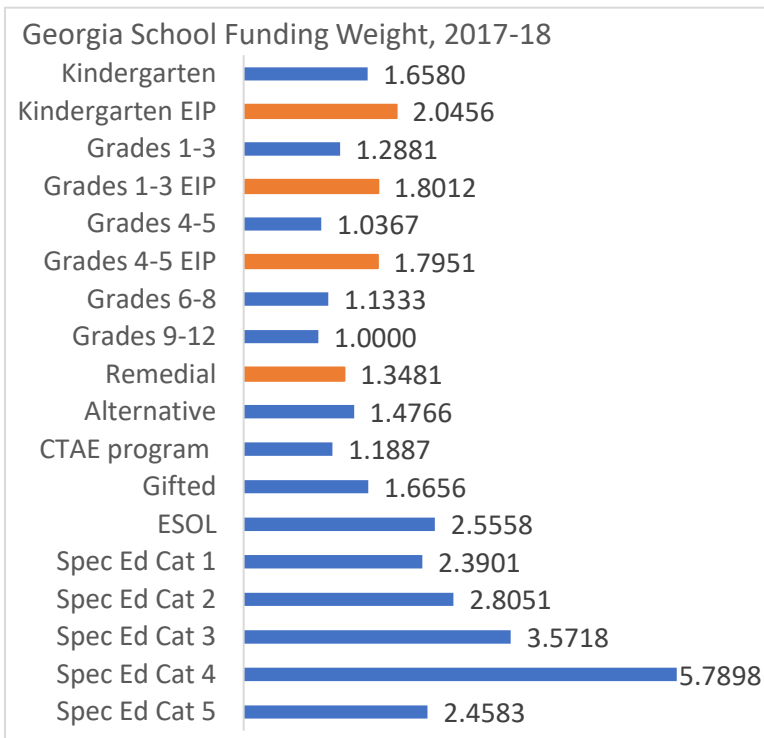
QBE Primer: Georgia School Funding for At-Risk Students

Georgia state school funding (Quality Basic Education funding or QBE) is based on school programming. Students’ school days are divided into six segments, including regular classroom programming. Students may also participate in Early Intervention (EIP), Remedial Education (REP), vocational (CTAE), special education, gifted, alternative, or English as a second or other language (ESOL) programming. For some of this programming, such as ESOL or REP, students are likely to receive this programming for one or two segments of the day, with the rest of their day spent in the regular programming of their grade levels. The segmentation of a student’s day is accounted for in the state school funding formula.

School program types are assigned “weights” multiplied by the student count to provide more funding for that program, with high school unweighted as the baseline (in 2017-18, the Base Unit Cost was \$2,541.56). For example, Student A in the first chart below is a ninth grader enrolled in all day regular programming, funded at \$2,541.56. Student B, another ninth grader, receives two segments of the REP (the maximum allowed) and would have the remedial weight applied to those segments, resulting in a total base funding of \$2,836.47.

Student C, in the second chart, is a fourth grader in all day regular class programming, base funded at \$2,634.84. Student D, a classmate receiving two segments of the EIP for grades 4-5 applied to those segments, resulting in overall base funding of \$3,277.34.

The Early Intervention Program for grades K-5 and the Remedial Education program for grades 6-12 offer additional funding for students who test below grade level in language arts or math. Fourth and fifth graders participating in the EIP gain the most additional funding, while students participating in the REP in middle school receive the least amount of additional funding.



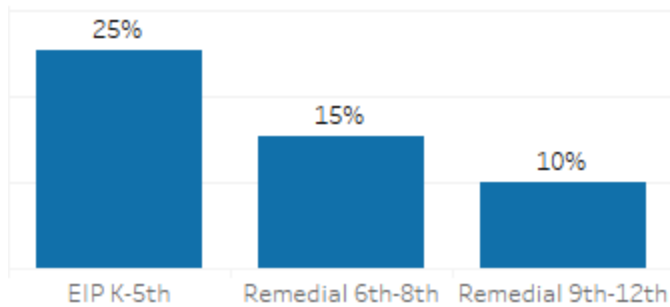
9 th Grade, 2017-18		
	Description	Base funding
Student A	All day regular class	\$2,541.56
Student B	4 regular, 2 remedial classes	\$2,836.47
	<i>Additional funds for Student B</i>	\$294.91

4 th Grade, 2017-18		
	Description	Base funding
Student C	All day regular class	\$2,634.84
Student D	4 regular, 2 remedial classes	\$3,277.34
	<i>Additional funds for Student D</i>	\$642.50

In the EIP, students may qualify for math, English language arts, or both. They may be served through an augmented model in a regular classroom with an additional teacher or be pulled out for up to two segments of the day (if they qualify in both subjects). Or they may be served in a self-contained classroom or reduced class model (with regular students in smaller classes) for all six segments. Students must be exited from the program once they test at or above grade level in the subject in which they are being served.

For the REP, students may only be served for up to two segments through a reduced class model or augmented model (other than in the case of block scheduling, where a student can be served for up to two segments). For schools with less than 50% of the student body qualifying for free

Percent Early Intervention and Remedial Program Participation



and reduced-price lunch, a maximum of 25% of the student population may be funded for remedial education. For schools with more than 50% poverty, a maximum of 35% of the student population may be funded for remedial education.

In the 2017-18 school year, 25% of all Georgia students received the EIP for at least one segment of the school day, compared to 15% of the middle school student population and 10% of the high school student population, which received at least one segment of the REP in ELA

and/or math.

In the current formula, funding is based on the number of full-time-equivalent students served in each program, not on how many students are enrolled in the program. This is because many students participate in more than one program. Students must be evaluated every year and determined to still be performing below grade level in order to continue accessing these programs.