



DEMOCRATS *for*
EDUCATION REFORM

Georgia *Policy Memo*

A Note From **Our CEO**



Democrats face a critical juncture in education policy. Over the past decade, our party's traditional advantage on education has eroded, slipping from a 26-point lead over Republicans to now trailing by three. Voters' message is clear: They want something different, but Democrats have offered more of the same.

Georgia illustrates both the challenge and the opportunity. The state has low reading and math proficiency rates, low college enrollment, and inadequate funding to support the state's low-income students. Georgia's test scores also show a widening gap between the highest and lowest performers as well as between economically disadvantaged students and their non-economically disadvantaged peers. At the same time, Georgia has a long record of bipartisan education reform, including the creation of the State Charter Schools Commission, the expansion of the state's charter sector, and continued investments in career pathways through the CTAE system. These policies demonstrate the opportunity and reflect that policymakers are open to new approaches to improve student outcomes.

Without renewed urgency and a forward-looking vision, Georgia risks the futures of tens of thousands of its students. The state's concerning academic outcomes demand immediate action to avoid a generational loss of student potential, socioeconomic mobility, and economic productivity.

Across the country, several states are showing that reform can deliver real results for students—proving that progress is possible when leaders act boldly. While much of this progress is occurring in a few Republican-led states, we believe Democratic governors and gubernatorial candidates, including in Georgia, can claim the mantle of a results-driven education agenda that discovers what works, invests only in what works, and allows families to choose what works best for them. This is both a political and moral imperative: With the right leadership, Georgia can lead the nation in education, preparing every student to succeed in college, career, and life, and proving that Democrats are ready to deliver bold, forward-looking change for every child.

About **This Report**

This report outlines a policy framework for improving education in Georgia through innovation, accountability, and choice. It is intended to inform candidates, campaign staff, and policymakers about both the current state of Georgia's education system and the opportunity ahead.

It includes

Executive Summary & Georgia At a Glance (pg. 3)

Overview of Georgia's educational landscape, opportunity for renewed progress and descriptive statistics providing a brief picture of Georgia's education demographics and outcomes.

Policy Recommendations

Organized around three pillars that together, create a roadmap for measurable improvement.

- Innovation (pg. 5)
- Accountability (pg. 9)
- Choice (pg. 12)

Executive Summary

Today, over 1.7 million PK-12 students depend on Georgia's schools to prepare them for college, career, and life. But recent results show that more work is needed to create the conditions for student success at scale. On the Nation's Report Card, less than 1 in 3 Georgia students demonstrated proficiency in 4th or 8th grade reading, while less than 2 in 5 demonstrated proficiency in 4th grade math and less than 1 in 4 demonstrated proficiency in 8th grade math. The state also has widening gaps between the highest-performing students and the lowest-performing students as well as economically disadvantaged students and non-economically disadvantaged students. With 73% of the state's students considered economically disadvantaged, this means that hundreds of thousands of Georgia children are falling behind.

These challenges give the next governor a chance to pursue bold education reforms that could improve life outcomes for hundreds of thousands of young Georgians. Investments in the educator workforce, college and career pathways, innovative practices, the school funding formula, evidence-based literacy and math practices, school improvement requirements, and high-quality school options could shape students' futures for years to come.

Georgia is at a crucial moment. The state needs a leader who can not only implement urgently needed reforms but also demonstrate to the nation that sustained commitment and smart policymaking can deliver high expectations, modern learning opportunities, and lasting success for every student in Georgia.

Georgia At a Glance



Public School Student Enrollment
1,715,031

Chronic Absenteeism Rate
20%

Economically Disadvantaged Students
73%

English Learner Students
13%

Students with Disabilities
15%

SAT and ACT Participation
56% (SAT) and **23%** (ACT)

High School Graduation Rate
87%

Two- and Four-Year College Enrollment
38%

NAEP Rankings

4th-Grade Reading 27th	4th-Grade Math 31st
8th-Grade Reading 17th	8th-Grade Math 34th



Innovation

- 1. Support and Reward Great Educators.** Adopt strategic staffing models and targeted pay incentives to attract and retain excellent teachers where they are most needed while laying the groundwork to permanently strengthen the educator workforce pipeline.
- 2. Expand, Reinforce, and Evaluate College and Career Pathways.** Ensure every student can earn transferable college credits and career credentials by increasing high school participation in dual enrollment, career and technical education, and other college and career pathways, and evaluating outcomes for these programs.
- 3. Supercharge Innovation through Vision-Setting and Capacity-Building.** Establish a vision for education innovation, make additional investments in data infrastructure and capacity building, and build out networks to align around system transformation.



Accountability

- 1. Modernize the Quality Basic Education Formula.** Work with the legislature to enact the recommended changes to the formula following a comprehensive review of the recommendations against current best practices.
- 2. Expand Evidence-Based Math Practices Across K-12.** Expand evidence-based math practices across K-12 through larger investments in and stronger requirements about universal math screeners, parental notification, state-approved curricular materials, and other measures.
- 3. Strengthen School Improvement Requirements and Prioritize Results Using Both Growth and Proficiency Measures.** Strengthen reporting requirements and accountability measures for all schools funded by public dollars—especially chronically underperforming schools—while continuing to empower local districts and communities to shape school turnaround efforts.



Choice

- 1. Deepen Investments In Evidence-Based Nontraditional Public School Models.** Expand financial and regulatory support for charter schools, Community Schools, dual enrollment and early college programs, magnet programs, and other evidence-based models that accelerate learning outcomes and meet diverse student needs.
- 2. Leverage the Federal Scholarship Tax Credit Program.** Use the new Federal Scholarship Tax Credit program to expand tutoring and out-of-school time learning opportunities, directing resources to under-resourced students and trusted community-based organizations that provide academic and enrichment support.
- 3. Support the Creation of Public Microschools** Consider legislation to establish a framework and funding for public microschoools in order to address regional challenges and serve students with unique learning needs.

Recommendation 1: Support and reward great educators.

Georgia's educator workforce is at risk. Although the state's overall teacher attrition rate is lower than the national average, [7 in 10](#) Georgia teachers report burnout, and there is a [special education teacher attrition crisis](#), with less than half of SPED teachers retained in every subject area. Contributing to this crisis, [only 8%](#) of schools statewide meet the recommended student-to-counselor ratios, further burdening teachers with unmet student needs. Although Georgia attempted to address rising teacher shortages in 2022 by allowing retirees to return to teaching, an audit found that the policy [did little to alleviate shortages](#). To effectively sustain Georgia's teacher workforce, stronger evidence-based policy solutions are needed.

To help address educator workforce challenges, we recommend expanding the use of [strategic staffing models](#) to accelerate learning and scaffold educator career development, providing [supplemental pay](#) for teachers in hard-to-staff schools (e.g., high-poverty and rural schools) and specializations (e.g., special education, English Learner, and STEM classrooms), and other policy actions leveraging learnings from [recent state efforts](#) to permanently strengthen the educator workforce pipeline.

North Carolina offers an example of innovative policy directly impacting teaching and learning: its [comprehensive redesign](#) of the state's teaching profession has included the adoption of a strategic staffing model—[BEST NC Advanced Teaching Roles](#)—which has [significantly improved](#) student outcomes and teacher experiences in participating schools. Students in schools with the model had an additional 1 month of growth in math and science compared to comparable schools without the model. Similarly, a team teaching model in Arizona—[Next Education Workforce](#)—has led to an additional 1.4 months of reading growth for students as well as higher educator effectiveness, lower turnover, and increased job satisfaction. Georgia has [already begun](#) exploring the use of such a model through philanthropic funding, and we strongly recommend putting state funding behind the team teaching model to expand its use across the state.

Teacher pay is also a critical area for improvement, with Georgia teachers earning just [72 cents on the dollar](#) compared to similarly educated professionals. However, in times of economic constraint, across-the-board pay increases can be infeasible, and they rarely solve teacher shortages because they [tend to be concentrated](#) in specific areas and specializations. Instead, several states and school districts across the country have implemented supplemental pay for teachers in hard-to-staff schools and specializations, [with promising results](#) showing that this can be an effective strategy to address teacher shortages where they are worst. For instance, the [Talent Transfer Initiative \(TTI\)](#) was implemented in 10 school districts in 7 states to incentivize high-performing teachers to move into schools serving the most disadvantaged students. Teachers were offered up to \$20,000 paid in installments for a two-year commitment. The initiative was highly successful: Almost 9 out of 10 targeted vacancies were filled, student achievement increased, and retention rates were higher for teachers who received the incentive.

This “differentiated pay” strategy can be scaled through [grant programs](#) tailored to address chronic shortages, [pay scheme flexibilities](#) for qualifying districts, [scholarship programs](#) that cover full tuition costs for teacher preparation programs in exchange for a multi-year commitment to a hard-to-staff assignment or specialization, or even a [sliding scale tax credit](#) for teachers based on the poverty level of the school in which they teach.

Finally, efforts must be undertaken to strengthen the entirety of Georgia’s educator workforce pipeline. This will require a coordinated effort by state stakeholders to examine and act on challenges compromising the pipeline’s integrity. A roadmap already exists for this work: New America, in collaboration with 23 national education policy organizations, has published a comprehensive [Six-Strand Strategy for Educator Excellence](#) to create a framework for strengthening the educator workforce. Georgia could utilize this roadmap while building on the [pay-focused policy actions](#) by Superintendent Woods to inform further investigation into the state’s greatest areas for improvement and ensure the sustained integrity of the educator pipeline, from start to finish.

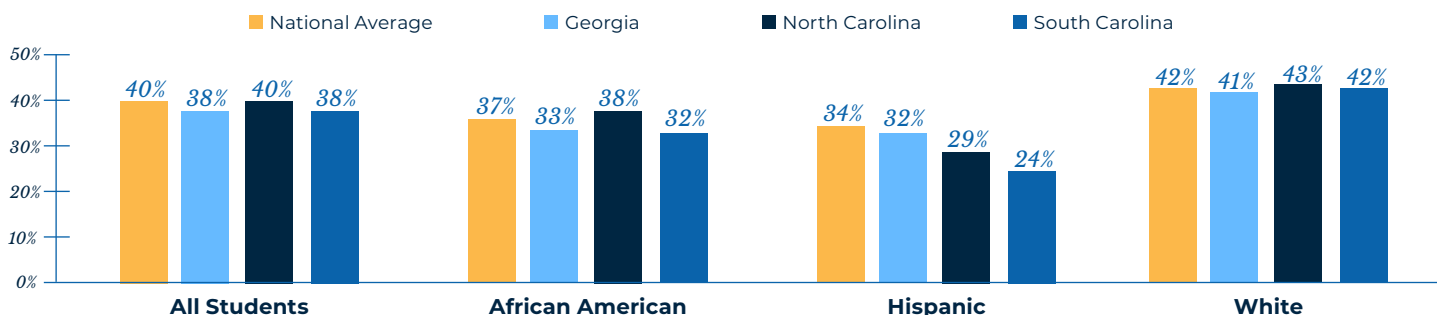
Recommendation 2:

Expand, reinforce, and evaluate college and career pathways.

Georgia has made significant investments in college and career pathways through its robust [Career, Technical, and Agricultural Education \(CTAE\) program](#) that had [over two-thirds](#) of all middle and high school students participating in the 2023-24 school year. However, while the program boasts of broad participation, translation to long-term outcomes is less clear. In terms of college readiness, only [56%](#) of the Class of 2025 participated in the SAT while only [23%](#) participated in the ACT, and only about 2 in 5 of test-takers met college-ready benchmarks. As a result, the state’s college enrollment is lower than average. In terms of career readiness, available state information does not indicate the ROI on CTAE programming. In fact, the post-high school outcomes of 1 in 7 recent graduates are [unknown](#) and the state has given itself a college and career readiness score equivalent to a [C+](#).

One notable area for improvement for Georgia is increasing participation for students in dual enrollment programs. Georgia has very high returns on its investments in dual enrollment, with nearly half of all dual enrollment participants going on to complete an associate’s or bachelor’s degree within four years after high school. However, statewide participation in dual enrollment remains lower than the national average and in nearby states. Identifying and mitigating the causes of low participation rates should be a priority for the next administration.

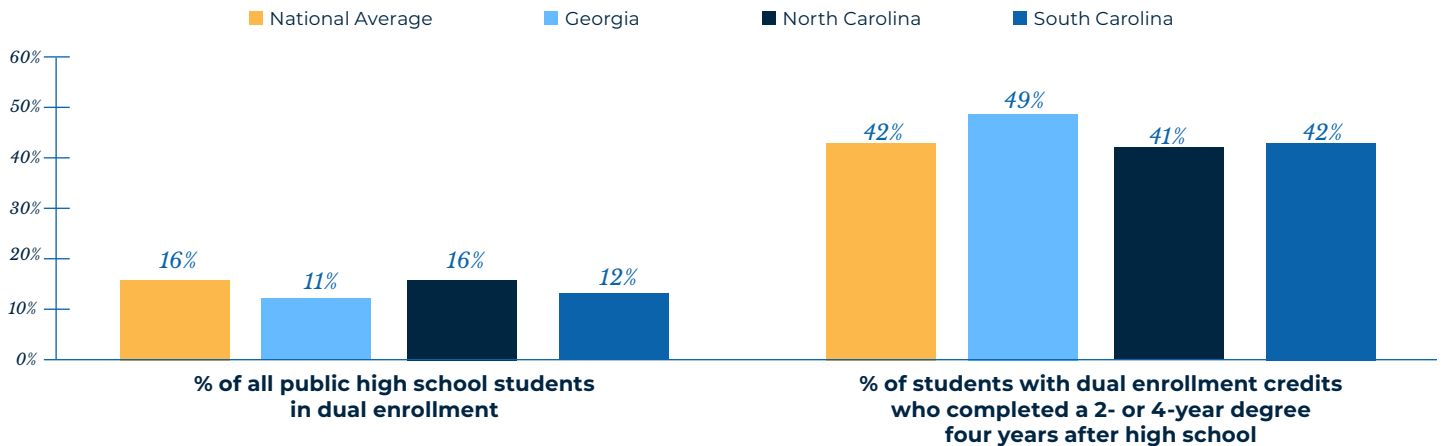
Georgia college enrollment is below average overall and by subgroup



Source: [National Center for Education Statistics \(2021-22\)](#)

In addition, the next governor should ensure faithful implementation of recently passed Georgia legislation—the [Top State for Talent Act](#)—which aims to better [align education with workforce needs](#) and requires an annual [ROI analysis](#) on the effectiveness of education programs aligned with Georgia’s High-Demand Career List. This will help students and families understand what pathways might best help students build a successful life after high school.

Georgia’s has strong returns on degree completion for dual enrollment participants



Sources: [Integrated Postsecondary Education Data Survey \(2022-23\)](#); [Community College Research Center \(2024\)](#)

New Jersey is a strong example to follow for college readiness. [Nearly half](#) of its students meet both college-ready literacy and math benchmarks on the SAT, which is the highest rate in the nation. While there are many factors that might contribute to this outcome across the K-12 span, significant contributors include the state’s [high preschool enrollment rate](#), an [appealing teacher workforce environment](#), robust [academic standards](#) aligned to college readiness, a comprehensive [state longitudinal data system](#) to track outcomes, high [access to and participation](#) in advanced coursework, and a [coordinated college readiness program](#) between high schools and community colleges. These compounding features of New Jersey’s education policies help students get a head start on their education and continue building on that early advantage through strong educational opportunities throughout their K-12 schooling.

When it comes to career readiness, Indiana is [emerging as a national leader](#). In recent years, the state has taken several actions that amount to a comprehensive reimagining of the education-to-career pipeline. Indiana has [revised its graduation requirements](#) to include employability skills and postsecondary readiness competencies, [provided scholarships](#) to high school students participating in work-based learning opportunities, required career [awareness education](#) and [discovery meetings](#) for students, and [built a longitudinal data system](#) to track key outcomes. The state is also conducting an [ROI analysis](#) on its career and technical education (CTE) programming. In the years to come, Indiana will likely be the model for many states in preparing K-12 students for the workforce.

Recommendation 3:

Supercharge innovation through vision-setting and capacity-building.

Many of the most important modernizations of education practice, [such as the Science of Reading and multi-tiered systems of support](#), began as federal R&D investments that pointed the way to evidence-based improvements. With [cuts to the federal government's education R&D arm](#) jeopardizing its role in advancing the field for the foreseeable future, it is essential that states invest resources into discovering what works for their communities.

The good news is that Georgia already understands the importance of education R&D, as is evidenced by its [Innovative Education Fund](#). However, it lacks a statewide vision for education innovation or an office dedicated to this endeavor, creating the risk of learnings from the Fund remaining solely with the funded entity rather than being shared with school districts across the state. The next governor of Georgia should [supercharge education innovations](#) in the state by establishing a vision for education innovation, making additional investments in data infrastructure and capacity building, and building out networks to align around system transformation.

For example, [Kentucky](#) channeled the voices of more than 600 district leaders, educators, students, families, and business and community partners into a vision for the state's K-12 education system. This vision has fueled [several new initiatives](#) such as innovations to assessment and accountability, exploring project-based learning, and implementing student micro-credentials. The state's education R&D work is supported by the Kentucky Department of Education's [Division of Innovative Learning](#), which also convenes networks to inform and sustain the work. Kentucky has made these investments with the belief that investments in education R&D will yield returns through discoveries about more effective learning and assessment practices which will accelerate student outcomes over time.

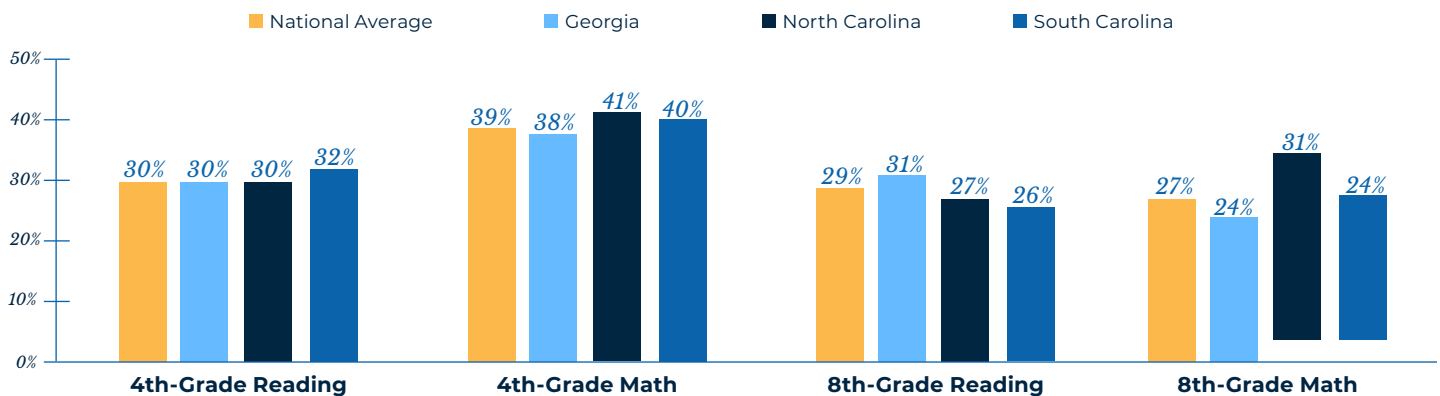


Accountability

It is a well-known challenge that parents often believe their children are doing better than they actually are in school. This “[parent perception gap](#)” leads to inadequate accountability for chronically underperforming schools, private schools, and the deprioritization of education as a voting issue. Georgia’s next governor must generate renewed urgency around creating a school system that achieves positive outcomes for all students, especially those from historically underserved groups.

Georgia’s educational outcomes demand attention. On the [2024 National Assessment of Educational Progress \(NAEP\)](#)—the only nationally representative test that can compare student achievement across all 50 states—**less than 1 in 3 Georgia students demonstrated proficiency in 4th or 8th grade reading**, while **less than 2 in 5 demonstrated proficiency in 4th grade math** and **less than 1 in 4 demonstrated proficiency in 8th grade math**.

Georgia is underperforming in math proficiency



Source: [The Nation’s Report Card \(2024\)](#)

One factor driving these low proficiency rates is the widening gap between the highest-performing students and the lowest-performing students. Since 2013, the gap between students in the 10th percentile and the 90th percentile on each of the NAEP tests has gradually expanded. In other words, the state is failing to support its academically struggling students more now than it did over a decade ago. Similarly, the [performance gaps](#) between the state’s economically disadvantaged students and non-economically disadvantaged students on each test are among the widest in the nation, further demonstrating that Georgia is not doing enough to intervene for students who need the most help.

Recommendation 1: Modernize the Quality Basic Education Formula.

One significant contributor to Georgia’s student outcomes is the design and distribution of the state’s school funding formula, the Quality Basic Education (QBE) Formula. The formula [has not been substantially changed](#) since its enactment 40 years ago, despite a [2015 Education](#)

[Reform Commission](#) that found the formula was outdated even at that time and submitted recommended changes to the governor. One of the formula's most significant flaws is that it has no additional weights for low-income students, despite weights for other student subgroups. Providing additional funding for schools with larger populations of economically disadvantaged students is an essential tool to address inequities in school funding due to property value and offset the effects of poverty on education outcomes. This significant drawback of the QBE Formula makes Georgia only [one of six states](#) without such a weight for low-income students.

The next governor of Georgia should work with the legislature to enact the [recommended changes](#) to the formula following a comprehensive review of the recommendations—which are now over a decade old—against [current best practices](#). The implementation of an updated funding formula would have a significant impact on student outcomes by more equitably distributing resources and allowing for more informed education investments.

California is a strong example to follow when it comes to school funding formula reform. The state overhauled its funding formula in 2013 to focus on student need, efficiency, and local flexibility, and had widespread positive impacts on student outcomes. A [2023 study](#) of the effects of this reform found that it improved academic achievement, reduced grade repetition, lowered suspension rates, and increased the likelihood of students graduating from high school and being college-ready.

Recommendation 2: Expand evidence-based math practices across K–12.

In recent years, Georgia has taken several important actions to align with evidence-based reading practices, including [banning the harmful three-cuing method](#), [aligning teacher preparation programs](#) with the Science of Reading, and [allocating \\$18.5M](#) for literacy coaches. With these and other changes, Georgia is [meeting 17 of ExcelinEd's 18 metrics](#) for comprehensive early literacy policies.

However, the state has much more work to do in the realm of evidence-based math. Currently, Georgia is only [partially meeting 5 of 11 ExcelinEd's metrics](#) for evidence-based math policies. While the state legislature is currently considering a bill—the [Math Matters Act](#)—that would help in this area, its passage is not certain. Even with passage of this bill, the next Georgia governor will likely need to lead on advancing additional evidence-based math practices, including implementing a universal math screener and parental notification system for students identified for support, requiring districts to adopt state-approved curricular materials, collecting and publishing data on adoption and usage, providing funding for math coaches, and other measures.

Alabama made [significant investments](#) in evidence-based math instruction and has seen notable improvements since then, making the [largest jump in the nation](#) on the 2024 NAEP results. Mississippi, Louisiana, Tennessee, and Indiana [have also implemented](#) strong reforms with notable returns.

Recommendation 3:

Strengthen school improvement requirements and prioritize results using both growth and proficiency measures.

Every child deserves to attend a school that is delivering strong results. The next governor of Georgia should ensure that every school in the state is held to high standards and held accountable for improving student outcomes. They should strengthen reporting requirements and accountability measures for all schools funded by public dollars, especially chronically underperforming schools. Legislation and regulations should provide clearer, more stringent guidance aligned with the conditions for entering into and exiting various levels of state support or intervention, including required academic growth and proficiency benchmarks and strict improvement timelines to prevent schools from remaining identified for years without escalation.

Intervention efforts must also center community voice; lasting improvements in education depend on centering the affected community, so that families who have too often been left out of decision-making can play a meaningful role in shaping the development of a better educational ecosystem.

Turnaround laws in states like [Massachusetts](#) and takeover efforts in cities like [New Orleans](#) tend to be more successful when paired with a broader reform agenda including funding reform, state longitudinal data systems that track outcomes beyond high school, and innovative approaches like New Orleans's creation of the nation's most intensive market-based school system.



Choice

Recent polling shows strong support for school choice options among Georgia Democratic primary voters. Over half (52%) report a positive view of charter schools, with that support rising to over 6 in 10 (61%) among Black Democratic primary voters. A plurality of Democratic primary voters also supports school vouchers (45% favorable vs. 38% unfavorable), with Black voters once again indicating stronger support (57% favorable vs. 27% unfavorable). EdChoice [reports even higher support](#) for school choice among all adults and school parents in the state.

Despite Georgia being a choice-friendly state, the proliferation of high-quality school options in the state is hampered by underinvestment. The next governor of Georgia has several opportunities to expand the availability of high-quality school options for families across the state, giving every child access to an excellent education that meets their unique needs.

Recommendation 1:

Deepen investments in evidence-based nontraditional public school models.

We recommend expanding Georgia's financial and regulatory support for charter schools, Community Schools, early college programs, magnet programs, career academies, microschools, and other nontraditional school models that can accelerate learning outcomes and meet diverse student needs.

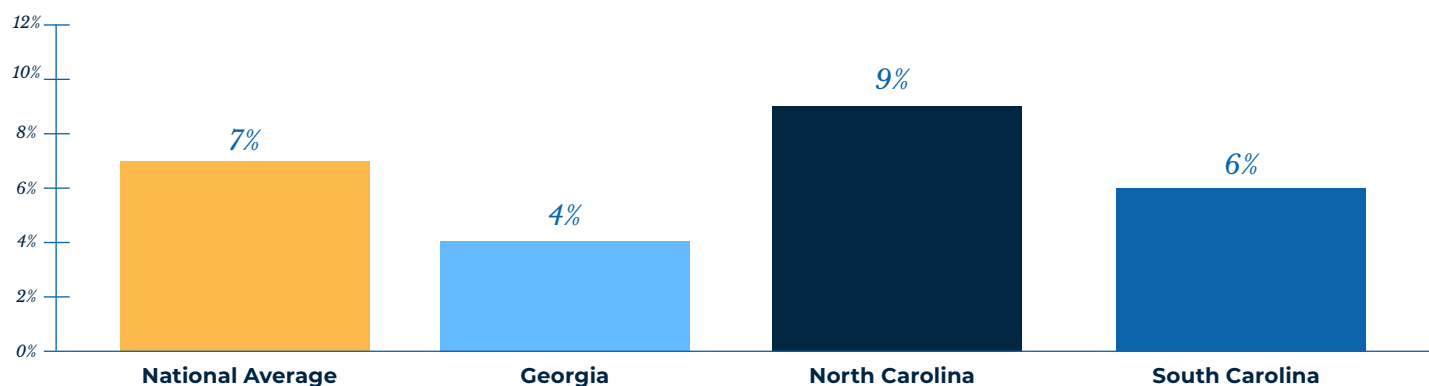
Charter Schools

After decades of iteration, charter schools now [consistently outperform](#) traditional district schools when it comes to academic performance. Their effectiveness is [particularly pronounced](#) for students of color in low-income urban communities. **Experts have attributed this positive development to increased accountability, the tendency to adopt evidence-based practices, and staffing flexibilities.** States like [Rhode Island](#) are leading the way in building charter school sectors that deliver the strongest results for students.

Despite [widespread voter support](#), [high waitlists](#) for seats, and [evidence for their effectiveness](#), the growth of Georgia's charter school sector is severely limited in the state by authorization and funding challenges. Charters [may be authorized](#) by a local school board or the State Charter Schools Commission (SCSC). However, local school boards tend to be reluctant to authorize charters, making the majority of authorized charters come from the SCSC, which creates a bottleneck in the system. As a result, Georgia has far fewer students enrolled in charter schools than the national average or its peers. A "carrot and stick" [law was passed](#) in 2025 to address this issue; under the new law, the state will provide \$250,000 per year for three years to local school boards for each new charter school that they approve as well as technical assistance to local boards. In addition, local boards that deny a charter school petition must publicly disclose their rationale for the denial, and districts that repeatedly deny high-quality charter school applications that are subsequently approved by the state will not be eligible to renew their flexibility contracts. Given the potentially contentious nature of this new law, it will be up to the next governor to monitor its faithful implementation.

Georgia is underutilizing charter schools compared to its peers

% of all public school students in charters



Source: [National Center for Education Statistics \(2022–2023\)](#)

In addition, Georgia charter schools are required to raise their own facilities funding, which creates a significant cost-prohibitive barrier to starting a school. While there are bills before the legislature to [provide facilities funding](#) for charters and [allow them to access unused public buildings](#), there is an opportunity to fold more comprehensive measures into an updated school funding formula, which would be a significant achievement for the next governor of Georgia.

Full-Service Community Schools

[Community Schools](#)—which serve as the center of their neighborhood by providing access to critical programs and services like health care, social services, expanded learning programs, mentoring, adult education, and other resources—have been [shown to](#) improve attendance, reduce disciplinary incidents, boost academic achievement, strengthen school climate, and increase high school graduation rates. They also have a significant ROI, with [studies](#) calculating that **for every \$1 spent on Community Schools, there is a return of up to \$15**.

Georgia has already [begun investing](#) in these schools through a Whole Child Model School certification pilot, but the program only ran from 2022-2023. The next governor should consider a more expansive investment in this proven model through a dedicated state grant program, which could be structured similarly to and supplemented by the [federal program](#).

Dual Enrollment and Early College Programs

Graduates of Early College High Schools (ECHS) are [considerably more likely](#) to earn some form of college degree over the next ten years than non-participants and do so faster, allowing them to begin earning wages earlier than they otherwise would. In Massachusetts, ECHS graduates are [14 percentage points more likely](#) (68% versus 54%) **to go on to college** compared to control-matched peers, and [14 percentage points more likely](#) (58% versus 44%) **to persist into a second year of college**—a strong predictor of eventual graduation.

As mentioned earlier, Georgia's return on investment in dual enrollment is high, but the state should look to expand participation to give more students access to these beneficial programs.

Recommendation 2:

Leverage the Federal Scholarship Tax Credit (FSTC) program.

The new [Federal Scholarship Tax Credit \(FSTC\) program](#) represents an opportunity to expand access to high-quality out-of-school time programs and to accelerate learning through evidence-based tutoring for students who need it the most. Governor Kemp has already [announced that Georgia will opt into the program](#), which will begin in January 2027, and the next governor should maintain the state's participation. The new program supplements Georgia's existing [GOAL Scholarship Program](#) and [Georgia Promise Scholarship](#). We recommend embracing the FSTC program and designing it to serve under-resourced students and families by providing free services through scholarship-granting organizations and identifying trusted community-based organizations that provide academic and non-academic support to K-12 students. [Out-of-school time](#) programming provides [academic enrichment and innovative learning opportunities](#) for young people to build academic and durable skills. It also provides working-class families with additional child care support, ensuring their children are in safe, supportive environments after school and on the weekends.

Recommendation 3:

Support the Creation of Public Microschools.

One emerging school type that is expanding across the country is the [microschool model](#). Building on homeschool-style learning pods formed during the COVID-19 pandemic and earlier small-school models, microschoools emphasize individualized learning and targeted supports. Because of the nascent nature of the microschool model, data on its performance is currently limited. Currently, several districts across the country are opening and operating microschoools to provide more public school options and create opportunities for students to have a different learning experience. Many microschoools are designed specifically to support the learning and development of marginalized youth.

To help address the unique challenges of rural education, Indiana has [begun operating](#) microschoools as public charter schools. Board members of the Indiana Microschool Collaborative describe the schools as a way to avoid unnecessary infrastructure investments and better personalize learning to [students' individual needs and interests](#). Similarly, in the state of Washington, the Issaquah School District has taken a district-led approach, opening microschoools [housed within existing school facilities](#) that operate with distinct schedules, instructional models, and small enrollments while allowing students to participate in courses and activities in the larger school. Together, these examples show how public microschoools can emerge through both charter and district pathways, expanding public school options while remaining integrated within broader public education systems.

Georgia can support the creation of public microschoools in high-need areas by considering [legislation](#) similar to that proposed in Washington to establish a framework and funding for public microschoools. This legislation could make specific provisions to ensure students with the greatest need are being served by these new schools.

Moving **Forward**

The next governor has a chance to continue driving education reform in Georgia, from the first day a child enters school to the day they graduate with the knowledge, skills, and mindsets needed to succeed in the world beyond. By embracing innovation that maximizes the potential of every student, ensuring schools deliver strong results, and expanding high-quality school options for families, the next governor can build a brighter future for all. This is how children, families, educators, and communities across Georgia will thrive for generations to come.