

PERFORMANCE AUDIT • REPORT NUMBER 26-03 • JUNE 2026

GenAI Use in K-12 Education

Teachers pointed to GenAI's benefits for instructional planning but also to significant risks of student use

Greg S. Griffin | State Auditor

Lisa Kieffer | Executive Director

DOAA
Georgia Department
of Audits & Accounts

This page intentionally blank

Performance Audit Report No. 26-03

June 2026

Performance Audit Division

Greg S. Griffin, State Auditor
Lisa Kieffer, Executive Director

Why we did this review

The role of generative artificial intelligence (GenAI) across many aspects of society has grown significantly in recent years. Various GenAI platforms are regularly used by individuals, corporations, governments, and schools.

This report is not intended to advocate or oppose the use of GenAI in schools. The report provides a snapshot of Georgia's K-12 public school teachers' opinions about GenAI use in the classroom, as well as how both teachers and students are using the technology.

About GenAI

Artificial Intelligence refers to a range of computer science technologies that enable machines to perform tasks that typically require human intelligence. GenAI systems are more advanced technologies trained to use large amounts of data to produce outputs such as text, images, audio, and video in response to user input and prompts. Importantly, GenAI systems cannot evaluate the accuracy or quality of the data used in its training or the outputs it provides.

GenAI is used by both educators and students. Teachers may use AI to assist with lesson planning, classroom activities, parent-teacher letters, adaptation of classroom materials for different learning styles, and feedback on existing materials. AI may be integrated into the school's learning management system, or the teacher may use an AI tool used by non-educators. Students may use AI for tutoring, feedback on assignments, brainstorming, practice problems, or other study/review tools.

GenAI Use in K-12 Education

Teachers pointed to GenAI's benefits for instructional planning but also to significant risks of student use

What we found

The results of our statewide survey of more than 13,000 public school teachers show that generative AI (GenAI) is already a part of instructional practice in many classrooms. However, its use—and the concerns surrounding it—vary by school level and the extent to which students themselves are using GenAI.

Overall, the teachers who use GenAI reported that it saves time, improves materials, and supports instructional planning. At the same time, many teachers expressed concerns about academic integrity, student over-reliance on AI, and the instructional challenges that arise from its use by students.

More than half of K-12 teachers reported using GenAI to assist with their teaching responsibilities

Nearly 60% of surveyed teachers reported using GenAI to support at least some part of their instructional responsibilities. They most often described it as a practical tool with benefits such as time savings, improved instructional materials, and support for creating varying content for students with different needs.

Patterns in teacher use varied by school level. Although GenAI use is highest among middle and high school teachers, a slight majority of elementary teachers also reported using these tools. Many teachers who do not use GenAI expressed concerns about its impact on student learning—particularly fears of reduced critical thinking, reduced basic skill development, and increased academic dishonesty.

Teachers reported little use of GenAI by elementary school students but widespread use by high school students

Across all grade levels, teachers consistently reported that student use of GenAI follows a very different pattern from teacher use. Elementary teachers overwhelmingly indicated that few (if any) students use GenAI to complete assignments. Nearly 80% reported that less than 25% of their students use the technology, with the majority stating that their students do not use GenAI at

all. Teachers often connected this to the developmental goals of elementary education, explaining that building basic reading and writing skills depends on students creating their own work.

By contrast, middle and high school teachers reported far more widespread student use. A substantial share of high school teachers (52%) indicated that at least half of their students use GenAI for classwork, homework, essays, or other assignments, and more than a quarter reported that at least 75% of their students use GenAI. Nearly 30% of middle school teachers reported that at least half of their students use GenAI for schoolwork; 11% of those teachers estimated 75% or more of their students use GenAI.

Teachers' concerns about AI use increase as its use by their students increases

Throughout the survey, teachers' concerns about GenAI—such as accuracy, data privacy, academic dishonesty, and fairness—increased as student use increased. Teachers who reported higher levels of student use were significantly more likely to view GenAI as having negative impacts on learning, especially at the high school level. These teachers described concerns of plagiarism, over-reliance on AI for basic tasks, reduced engagement, and reduced peer collaboration.

Teachers acknowledged possible benefits such as improved confidence or conceptual understanding; however, these appeared to be outweighed by concerns. High school teachers in particular reported that increased student use made it more difficult to assess genuine learning, required more in-class work to verify authorship, and called for new strategies to maintain academic honesty. Teachers generally agreed that GenAI could be useful when used responsibly but emphasized that student use must be carefully monitored.

Most teachers reported that they have received either training or guidance on AI use

Most teachers reported receiving at least some form of training or guidance related to GenAI. Approximately two-thirds of teachers indicated receiving guidance and about 70% reported receiving training. Of those who received training or guidance, approximately 60% rated it as at least "somewhat effective." However, almost 30% of teachers reported they have received neither training nor guidance, and responses within districts were often inconsistent. This suggests different levels of communication or access to resources within the same district.

What we recommend

This report is intended to determine the current use of AI within Georgia classrooms and to help inform policy decisions.

See **Appendix A** for a detailed listing of findings.

Table of Contents

Purpose of the Audit 1

Background 1

Survey Introduction 5

Findings 6

Finding 1: More than half of teachers use GenAI for teaching tasks, with variation across school levels and content areas. 6

Finding 2: Teachers regularly use GenAI to prepare for classroom instruction but are much less likely to use it for other tasks, such as grading student assignments. 9

Finding 3: GenAI users use ChatGPT more than other platforms, including education-focused tools. 11

Finding 4: Almost all teachers who use GenAI have found that it is beneficial overall and positively impacts their teaching practice. 13

Finding 5: While some believe teacher use of GenAI has positive impacts, teachers also noted drawbacks including output accuracy, data privacy, and potential bias. 15

Finding 6: Middle and high school teachers reported a larger portion of their students use GenAI to complete their work. 19

Finding 7: Respondents reported students' use of GenAI resulted in more negative learning impacts, though some teachers have implemented strategies in an attempt to address them. 20

Finding 8: Respondents that have received school or district guidance and/or training on GenAI usage reported that these resources were mostly effective. 23

Appendices 25

Appendix A: Table of Findings 25

Appendix B: Objectives, Scope, and Methodology 26

Appendix C: Teacher Survey Questions 29

Appendix D: Survey Responses by School District 32

Purpose of the Audit

This review of the Generative Artificial Intelligence (AI) use in K-12 classrooms was selected due to its emergence and potential benefits and risks. Our review focuses on the following questions:

- How are teachers using generative AI in their classrooms?
- How do teachers believe students are using generative AI for their schoolwork?
- How do teachers believe generative AI impacts their teaching practice and student learning?
- To what extent have teachers received effective guidance and/or training on generative AI use?

A description of the objectives, scope, and methodology used in this review is included in **Appendix B**. A draft of the report was provided to the Georgia Department of Education.

Background

Artificial Intelligence Overview

Artificial Intelligence (AI) refers to a range of computer science technologies that enable machines to perform tasks that typically require human intelligence, such as learning from data, recognizing patterns, making decisions, and understanding natural language. Generative AI (GenAI) systems are more advanced technologies trained to use large amounts of data to produce outputs such as text, images, audio, and video in response to user input and prompts. Importantly, GenAI systems cannot evaluate the accuracy or quality of the data used in its training or the outputs it provides.

GenAI Use in Education

GenAI is used by both educators and students. Teachers may use AI to assist with lesson planning, classroom activities, parent-teacher letters, adaptation of classroom materials for different learning styles, and feedback on existing materials. AI may be integrated into the school's learning management system (e.g., Google Classroom, Canvas) or the teacher may use a stand-alone AI tool (e.g., ChatGPT). Students may use AI for tutoring, feedback on assignments, brainstorming, practice problems, or other study/review tools.

Several institutions have documented risks associated with using AI in the education environment. For example, when using GenAI to create lesson plans, assignments, or assessments, teachers still must check outputs for accuracy and/or potential bias. Students using AI may complete assignments with little involvement or learning, potentially diminishing critical thinking skills development. Students also risk obtaining inaccurate information and accessing various unauthorized AI tools.

Federal and State AI Guidance

The use of AI in K-12 education is not yet addressed in federal or state law; however, guidance for systems and/or teachers has been developed by multiple agencies. As discussed below, the U.S. Department of Education, Georgia Department of Education, and the Georgia Professional Standards Commission have developed guidance.

U.S. Department of Education

In 2025, the U.S. Department of Education issued guidance on AI use in schools as it relates to grant funding priorities and responsible AI education. The department's priority uses of grant funds include developing AI-based instructional materials and AI-enhanced high-impact tutoring. The key areas highlighted for responsible AI education for K-12 consist of integrating AI literacy into teaching, expanding computer science education, supporting professional development on AI for educators, and using AI to personalize learning (e.g., adapting lesson plans for different reading levels or developing individualized education plans).

Georgia Department of Education

While the Georgia Department of Education (GaDOE) acts as the governing body for all public school districts, it does not prescribe AI practices or policies because each school district has control over its own policies and practices. However, GaDOE issued guidance in January 2025 that outlines considerations and best practices necessary for responsible adoption and use of AI technologies in Georgia's K-12 public schools.

The guidance notes the significant impact that AI could have on the education system and recognizes the need to "thoughtfully and responsibly" implement the technology. Ethics, data privacy, and academic integrity are emphasized as integral to responsible AI use policies. The guidance also encourages school districts to implement formal processes around AI, including establishing agreements with AI platform vendors, vetting providers using standard procedures, and training educators. In addition to guidance, GaDOE officials noted that there were ongoing efforts to expand access to professional learning opportunities for educators.

Georgia Professional Standards Commission

The Georgia Professional Standards Commission (GaPSC) has statutory responsibility for ensuring teachers in Georgia public schools comply with certification requirements. In 2025, GaPSC issued voluntary statewide guidance for Georgia preK-12 educators, administrators, and staff regarding the use of AI in schools and classrooms.

The document provides seven ethical principles for educators to consider when using AI in classrooms. For example, one principle indicates "administrators, educators, and staff have a responsibility to model and teach the ethical, responsible use of AI and to mitigate the risk of misuse that undermines academic integrity or threatens the well-being of students and staff." The principle includes standards such as developing classroom policies that outline academic integrity expectations when AI is used and

respecting intellectual property rights by reviewing and confirming that AI-generated content does not reproduce or misappropriate protected works. In support of increased educator capacity and professional development, GaPSC recently approved an AI for Educators Endorsement that includes standards for educator preparation programs that would like to provide an endorsement or micro-endorsement in the field.

Other States

Like Georgia, other states have taken action to address the use of AI in K-12 classrooms. Below are examples of states that have issued AI guidance or requirements to local school systems.

- **California** – Under the State Superintendent of Public Instruction, California's AI Working Group was tasked with developing statewide guidance and a model AI policy for use in K-12 classrooms. The working group held a final meeting in February 2026 and released statewide guidance in April 2026. This included a list of suggested "guiding questions" for local education agencies to consider when using AI in the classroom.
- **Illinois** – The Illinois State Board of Education is required to develop statewide guidance for school districts and educators by July 2026. This guidance must include an explanation of AI concepts, how AI can be used in education, and the impact of AI on student-data privacy.
- **New Mexico** – The New Mexico Legislative Education Study Committee established a working group to study AI implementation, data governance, and policies for AI in K-12. In July 2025, the working group released a report that included policy recommendations for the New Mexico legislature, Public Education Department, schools and school districts, and educators.
- **Ohio** – Local districts and schools are statutorily required to adopt a policy related to AI usage by July 2026. The Ohio Department of Education and Workforce developed a model policy in 2025. While districts are not required to adopt the model policy, Ohio's AI Education Coalition recommends that local policies include AI definitions, privacy standards, and other information.
- **Tennessee** – The Tennessee General Assembly mandated that school districts and schools adopt local policies regarding AI usage for instruction and assignments by students, teachers, and staff no later than the 2024-2025 school year. Districts and schools must report the adopted policies and enforcement to the State Board of Education before each new school year.

Other Studies of AI in the Classroom

Given that GenAI is relatively new, policymakers and researchers have used surveys to understand its prevalence and use in schools. Below are examples of surveys created by the RAND organization, the University of Washington, and the Indiana Department of Education.

RAND Surveys of PK-12 Teachers and District Leaders

In the 2023-2024 school year, the RAND organization surveyed two groups about AI use for teaching: the American Teacher Panel and the American School District Panel.[1] Key findings from surveys indicate that 18% of preK-12 teachers reported using AI for teaching and an additional 15% had tried AI at least once. Middle and high school teachers, along with ELA and social studies teachers, were more likely to use AI. Teachers most commonly used AI to generate materials and adapt instructional content to fit the level of their students. Approximately 60% of districts reported plans to train teachers about AI use. Leaders interviewed for the study reported focusing more on increasing teachers' AI use rather than student use, primarily because they saw the potential for AI to make teachers' jobs easier.

University of Washington Survey of K-12 Math and Science Teachers

Conducted in the spring of 2025 (one year after the RAND surveys), this survey asked math and science teachers on the American Teacher Panel for information about AI use. More than 50% of respondents reported using GenAI tools in their teaching, with 42% reporting the use of GenAI tools at least weekly. Teachers most commonly reported using GenAI for instructional planning and preparation (76%) and creating student assessments (61%); infrequent tasks included automating grading of student work (13%) and teaching students how to effectively use GenAI as a learning tool (10%).

Teachers surveyed were split in their opinion of GenAI's impact on student learning—34% believed it has had a negative impact, 36% found no impact, and 30% believed it has had a positive impact. Only 5% of teachers reported having formal guidelines in place, and 22% reported receiving any district training on GenAI (though 75% wanted professional training on GenAI).

Indiana AI-Powered Pilot Grant Program Survey

Surveys were provided to all teachers who participated in a pilot of an AI-powered platform during the 2023-2024 school year. Nearly 50% of survey respondents reported using the pilot platform at least once a week or more often, mostly for lesson planning, differentiation of instruction based on student needs, and subject area knowledge. More than half of survey respondents reported that using the platform had a positive (44%) or very positive (9%) impact on their teaching practice. A similar percentage indicated the platform had a positive (47%) or very positive (6%) impact on their students' learning.

[1] *The RAND organization has established three American Educator Panels that regularly provide feedback on issues of educational policy and practice. Each panel is a standing nationally representative sample of educators in the U.S. The American Teacher Panel consists of more than 25,000 teachers in grades PreK through 12; 8,000 principals make up the American School Leader Panel, and 1,000 school districts make up the American School District Panel.*

Survey Introduction

We surveyed all public K-12 classroom teachers in Georgia from March 16-April 6, 2026. Surveys were distributed via email to all district superintendents and/or heads of school. GaDOE also sent the survey link on our behalf through digests to which superintendents, principals, and curriculum directors subscribe. Finally, GaPSC sent the survey to teachers in specific districts where few responses had been recorded. Our analysis focused on teachers using AI in the classroom (versus only administrative tasks) by excluding responses of those with a role outside the classroom (e.g., administrators). See **Appendix B** for detailed survey methodology and **Appendix C** for the survey questions.

We received 13,679 responses[2] from teachers in 150 (83%) of the 180 public school districts and from teachers in state schools, state charter schools, and state specialty schools.[3] See **Appendix D** for a list of districts with the number of teacher responses.

Survey questions were organized into four sections, described below.

- **Demographics** – This section included the respondent's school district, the grade levels taught, years of teaching experience they have, and content areas. These questions were used to categorize responses by district size, district poverty level, school level (elementary, middle, or high school), years of teaching experience, and content area(s) taught. See **Appendix B** for a description of how districts and teachers were categorized.
- **Use of GenAI for teaching tasks** – If a teacher reported using GenAI in the classroom, this section asked them to report the frequency at which they use GenAI, which platforms they use, to rate the impact GenAI has had on their teaching practice and the extent to which they have benefited from using GenAI.
- **Use of GenAI by students** – All survey respondents (including those not using GenAI) were asked what percentage of their students they believe are using GenAI for their classwork, the impact GenAI has had on students' learning, and observed benefits and drawbacks.
- **Guidance and training** – The last section asks about guidance and training respondents may have been provided related to GenAI, as well as their effectiveness.

[2] According to a December 2025 report by the Governor's Office of Student Achievement, there were approximately 125,000 teachers during the 2022-23 school year.

[3] While each state school, state charter school and state specialty school is a unique district, we chose to list the categories (state school, state charter school, state specialty school) in lieu of the school's name (individual school names were not collected for any other respondents).

Findings

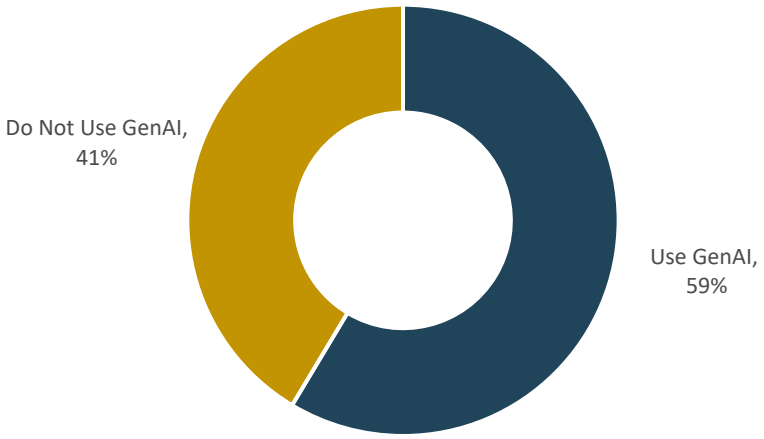
Chapter 1 - Teacher Use

Finding 1: More than half of teachers use GenAI for teaching tasks, with variation across school levels and content areas.

GenAI use among teachers throughout the state is widespread but is influenced by factors such as school level, years of experience, and content area taught. Teachers who use GenAI view it as a practical tool that saves time, while those who avoid it raised concerns about student development and academic integrity.

Nearly 60% of teachers who responded to our survey use GenAI for teaching tasks, as shown in **Exhibit 1**. These teachers cited several reasons for using GenAI tools, including saving time on tasks, providing more resources for learning differences, and the inevitability of GenAI becoming used by most students/people. However, many teachers noted that while they see benefits of using GenAI, student use should be considered more carefully.

Exhibit 1
59% of teachers reported using GenAI for teaching tasks



Source: DOAA teacher survey results

Teachers who do not use Gen-AI indicated they do not believe it is helpful or necessary for them or their students to use, especially when teaching younger students. Teachers specifically cited that AI negatively impacts critical thinking and problem solving skills, and it invites students to cheat and/or become lazy; as such, they do not wish to use it in the classroom. **Exhibit 2** provides examples of teachers' survey responses related to why they use or do not use GenAI.

Exhibit 2

Reasons cited for using or not using GenAI

Use	Not Use
"My students and I are more engaged when we are using AI."	"I do not believe in using AI. I do not believe it is ethical."
"I believe using AI for creating assignments, visual aids, and other instructional material is very beneficial. I enjoy that I can make material based on what my class needs are."	"I understand there is value in AI…but I could see both teachers and students becoming too reliant on it. Teachers will rely on it for teaching, and students' work will be totally AI-driven."
"It is helping me to feel more professional in my communication and saving me time in my pedagogy is always a bonus."	"I will not use AI at all with my students and prefer not to use it at all as studies have proven that it lowers intellectual ability!"

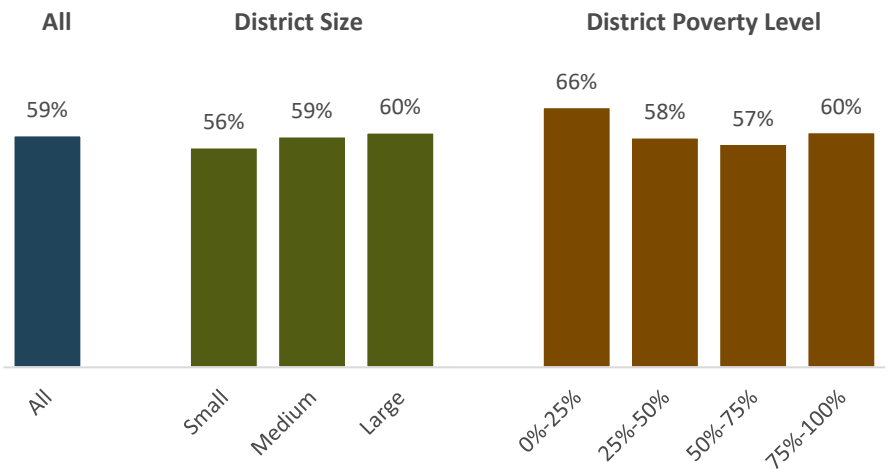
Source: DOAA teacher survey results

Teacher Use by District Size and District Poverty Level

As shown in **Exhibit 3**, teachers in large districts (more than 25,000 students) were slightly more likely to use GenAI compared to those in medium districts (10,000-25,000 students) or small districts (less than 10,000 students). Teachers in districts with the lowest poverty levels (0%-25%) were most likely to use GenAI; the other three categories had similar use levels.

Exhibit 3

Teachers' use of AI is not significantly impacted by district size or district poverty level[1]



[1] This exhibit excludes 284 responses (n = 13,143) from teachers in state schools, state specialty schools, and state charter schools.

Source: DOAA teacher survey results

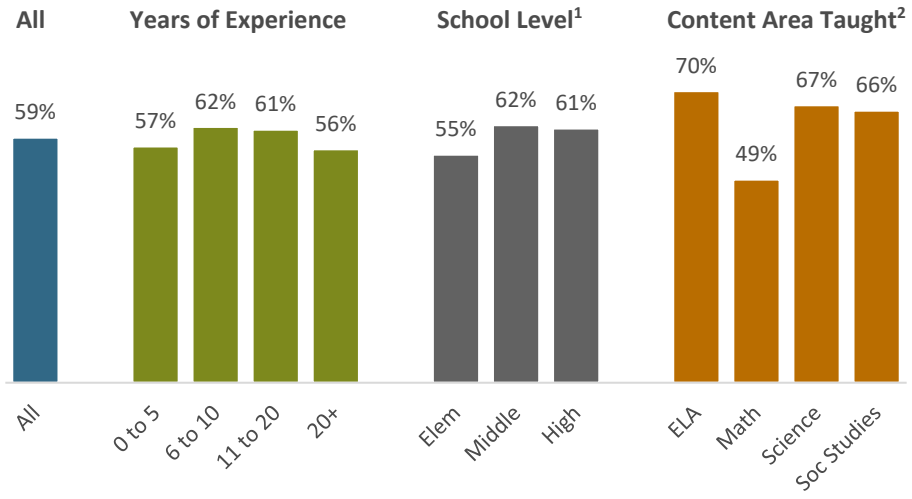
Teacher Use by Years of Experience, School Level, and Content Area[4]

As shown in **Exhibit 4**, the likelihood of teachers using GenAI was higher among middle and high school teachers (63% and 61%, respectively). Elementary school teachers were less likely to use GenAI, though the percentage was still slightly more than half.

The most and least experienced teachers were less likely to use GenAI than teachers with 6 to 20 years of experience. In addition, ELA teachers were most likely to use GenAI, followed by science and social studies teachers. Specifically, 70% of ELA teachers use GenAI, 67% of science teachers, and 66% of social studies teachers. Less than half of math teachers (49%) use GenAI for teaching tasks.

Exhibit 4

Teachers' use of AI varies by years of experience, school level, and content area taught



[1] This chart includes teachers who use GenAI and teach elementary students (n = 3,401), middle school students (n = 2,040), and/or high school students (n = 2,718). Teachers may appear in multiple school levels if they selected more than one grade level.
[2] This chart includes teachers that use GenAI and teach ELA only (n = 1,574), math only (n = 730), science only (n = 806), or social studies only (n = 676).
Source: DOAA teacher survey results

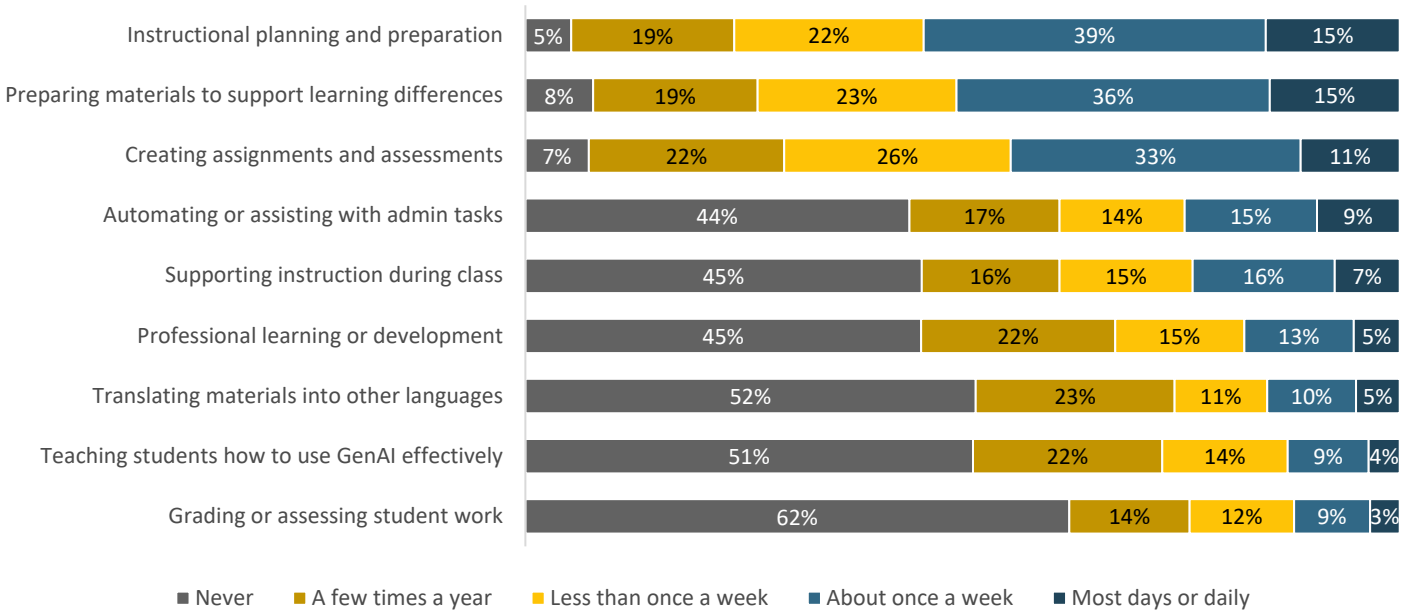
[4] When discussing content area, we are referring to teachers who selected one subject only. For example, "ELA teachers" refers to those who only selected ELA, "math teachers" refers to those who only selected math, etc. While the survey allowed respondents to choose multiple content area, the content area analysis focuses on single-content area teachers to ensure the respondent is referring to the content area when answering questions about GenAI use.

Finding 2: Teachers regularly use GenAI to prepare for classroom instruction but are much less likely to use it for other tasks, such as grading student assignments.

Teachers reported using GenAI most frequently for planning-related tasks and less frequently for automating administrative tasks, professional learning, or grading student assignments. Frequent use by teachers varies mainly by content area, with smaller differences by years of experience and school level.

Teachers most commonly reported using GenAI at least once a week for instructional planning and preparation, preparing materials to support learning differences, and creating assignments and assessments (see **Exhibit 5**). GenAI was much less likely to be used for other tasks in the survey—in particular, most teachers (62%) indicated they never use the tool for grading or assessing students' work. Approximately half also indicated they never use GenAI for translating materials into other languages or teaching students how to effectively use GenAI.

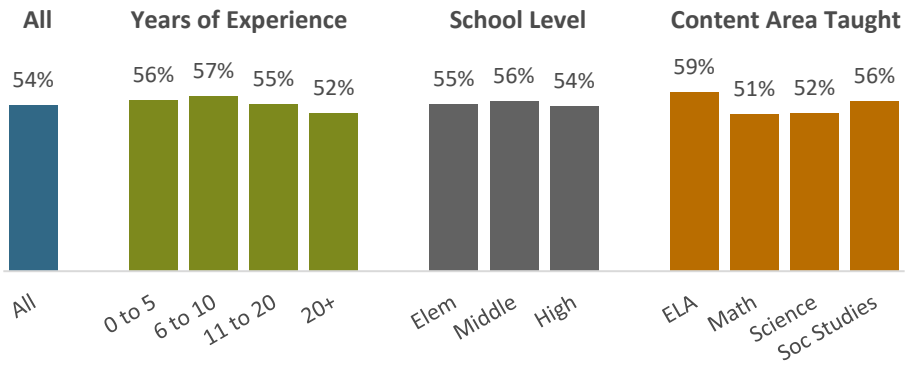
Exhibit 5
Teachers use GenAI consistently to prepare for classroom instruction



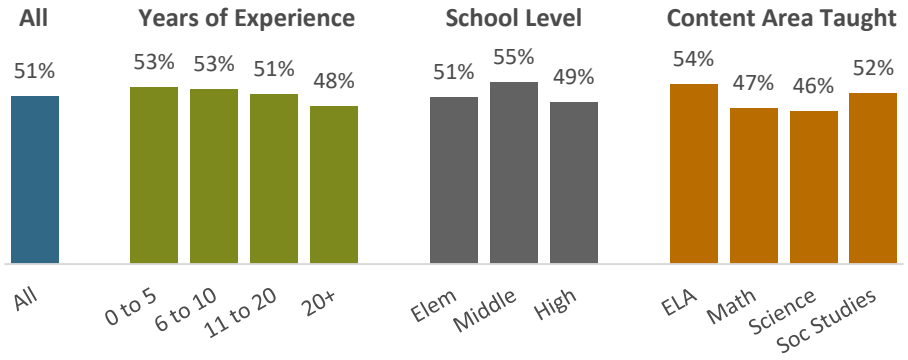
Source: DOAA teacher survey results

The likelihood of teachers using GenAI for the top three tasks at least weekly varied most by content area taught compared to school level and number of years teaching.

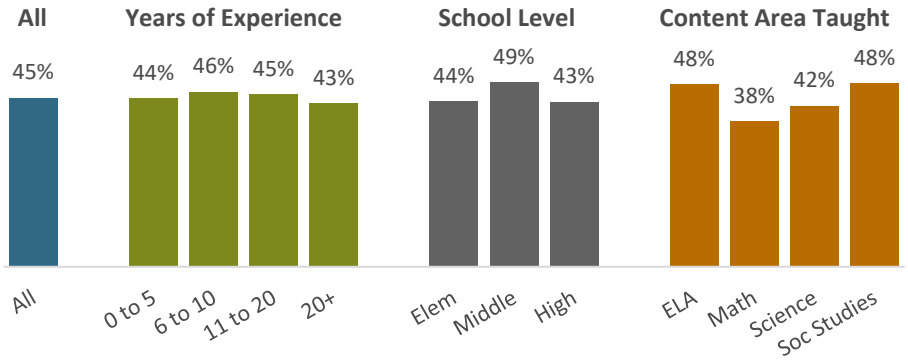
- **Instructional planning and preparation** – More than half of all teachers reported using GenAI for instructional planning and preparation at least once a week. A higher percentage of ELA and social studies teachers use GenAI for these tasks frequently, compared to science and math teachers. Usage by school level did not very significantly. Teachers with more than 20 years of experience were least likely to use GenAI for instructional planning and preparation, though the differences were relatively small.



- **Preparing materials to support learning differences** – Approximately half of all teachers reported frequently using GenAI for preparing materials to support learning differences. ELA and social studies teachers were most likely to use GenAI frequently for this task, with math and science teachers least likely. Teacher use varied slightly by school level, with middle school teachers most likely to frequently use it for this purpose. Finally, the percentage using GenAI frequently for this purpose decreased with years of experience.



- **Creating assignments and assessments** – Nearly half of all teachers reported frequently using GenAI when creating assignments and assessments.[5] The difference across content areas was significant, with ELA and social studies teachers using at a higher rate than math and science teachers. Nearly half of middle school teachers used GenAI for this task, a higher rate than high school and elementary school teachers. Finally, use did not vary significantly based on years of experience.



[5] *Percentage (45%) does not match total of exhibit categories in Exhibit 5 due to rounding.*

In addition to the tasks included in the survey, teachers noted using GenAI while writing Individualized Education Plans, creating visual aids to go with other instructional materials, and for social media or marketing materials.

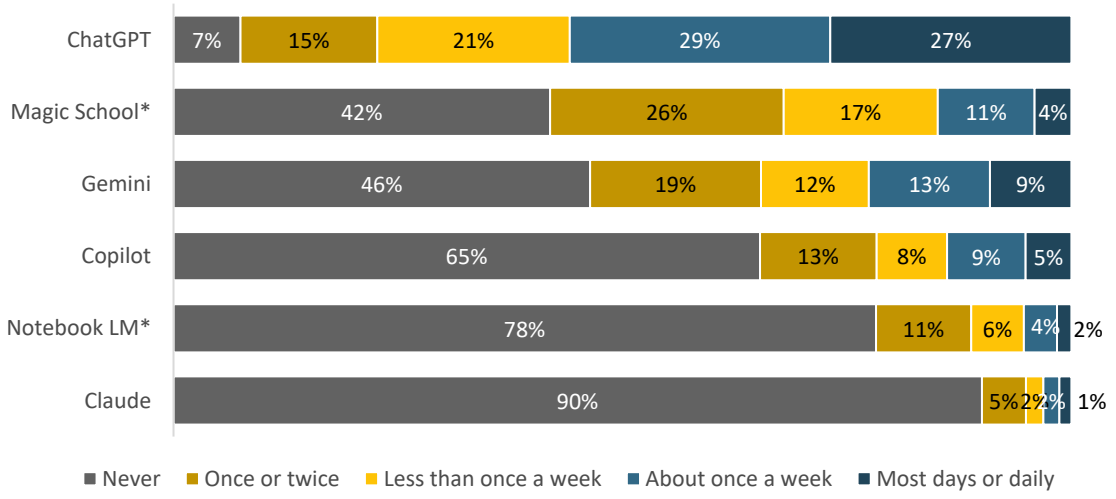
Finding 3: GenAI users use ChatGPT more than other platforms, including education-focused tools.

Teachers who use GenAI in their jobs overwhelmingly reported using ChatGPT, a general purpose tool. Only two other platforms were reportedly used by at least half of the responding teachers, one of which was an education-based platform. Usage patterns across the more common platforms vary only slightly by school level but differ more by teaching experience and subject area.

As shown in **Exhibit 6** teachers who use GenAI were significantly more likely to use the general purpose ChatGPT than other AI platforms included in the survey. They were also likely to use it frequently, with more than half using it at least weekly. Two other platforms—Gemini and the education-based Magic School—were used by more than half of teachers. Remaining platforms were used by less than half of teachers.

Exhibit 6

Teachers use ChatGPT more frequently than other GenAI tools



*These AI platforms are education-based (i.e., designed for educators specifically).
Source: DOAA teacher survey results

Our survey asked about AI platforms that can be classified as general purpose or education based. These platforms are discussed below.

General Purpose Tools

General purpose AI platforms are typically more accessible than education focused platforms. General purpose tools like ChatGPT are widely known, offer free or inexpensive subscriptions, and are available to the public. These tools can help teachers generate ideas and create content quickly, pulling from internet databases.

As shown in **Exhibit 6** above, teachers who use GenAI chose ChatGPT or Gemini more often than Copilot or Claude. The percentage of teachers using ChatGPT and Gemini varied slightly by school level, years of teaching experience, and content area.

- ***ChatGPT*** – Most teachers who use GenAI (93%) have used ChatGPT, with 56% noting they use it at least once a week. There was little variation based on school level or years of experience, with all groups at 92%-93%. There was slight variation by content area; 94% of ELA teachers have used ChatGPT compared to 92% of both science and math teachers, and 90% of social studies teachers.
- ***Gemini*** – More than half of teachers (54%) have used Gemini, with more use occurring among high school and middle school teachers (60% and 55%) than elementary school teachers (48%). Teachers with more than 10 years of experience were most likely to use Gemini (55% of 11-20 years and 56% of 20+ years) compared to less experienced teachers (49% of 0-5 years and 52% of 6-10 years). Finally, science (62%) and social studies teachers (60%) are more likely to use Gemini than ELA and math teachers (54% each).

Education Focused Tools

Two AI platforms included in our survey are specifically geared toward educators. Less frequent use among teachers could indicate that these tools are less widely known and/or less accessible than general purpose tools.

- **Magic School** – Magic School uses education-specific prompts and structured templates to produce materials for classrooms. Several teachers noted that access and/or training has been provided on Magic School and it is considered safe for students to use. 58% of teachers have used Magic School for teaching tasks, though they most commonly indicated using it "once or twice" or "less than once a week." Usage varied slightly by school level (63% of middle school teachers compared to 57% of elementary teachers and 56% of high school teachers). Teachers with 20+ years of experience were least likely to use Magic School (56%), though it was most common among those with 6-10 years of experience (61%). Science teachers were most likely to have used Magic School (66%), and math teachers were the least likely (54%); ELA and social studies were similar at 60% and 62%, respectively.
- **Notebook LM** – Notebook LM bases outputs on documents and information that teachers provide. It does not incorporate internet sources, which can limit the inclusion of inaccurate information. Significantly fewer teachers reported using this platform (22% overall, with most of those indicating it was only once or twice or less than once a week).

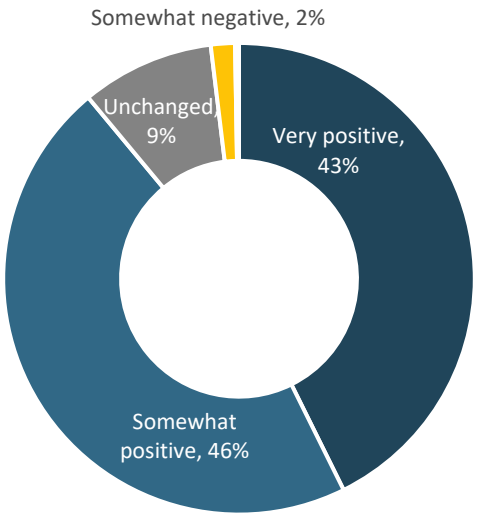
Some teachers responding to our survey mentioned using other education-based platforms, specifically Brisk and Diffit. Many also mentioned using Canva AI, which has a package designed for educators.

Finding 4: Almost all teachers who use GenAI have found that it is beneficial overall and positively impacts their teaching practice.

Nearly 90% of teachers who use GenAI report positive outcomes, most often recognizing time savings, higher-quality instructional materials, and better alignment with curriculum standards. Perceptions were generally consistent regardless of a teacher's school level, content area, or experience. Teachers were more divided on GenAI's effect on student engagement, and fewer saw clear benefits in grading, assessment, or tracking student progress.

Of the 7,869[6] teachers who stated they use GenAI, 89% indicated it had a somewhat positive or very positive impact on their teaching practice (see **Exhibit 7**). By contrast, only 2% indicated it has had a negative impact. It should be noted that teachers generally are not required to use AI; therefore, it is expected that those who use AI are doing so because they view it as beneficial.

Exhibit 7
89% of teachers who use GenAI rate the impact as positive



Source: DOAA teacher survey results

The percentage of teachers citing GenAI's impact as positive was relatively similar across different groups. District size, years of experience, school level, and content area had no significant impact, with 87%-90% of teachers indicating GenAI had a somewhat positive or very positive impact on their teaching practice.

Benefits of Teachers' GenAI Use

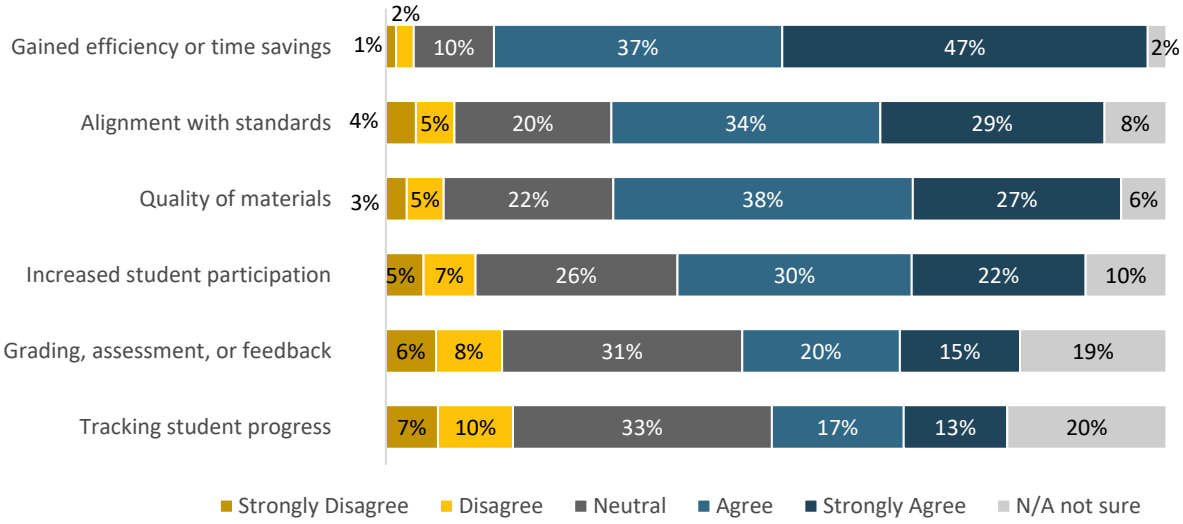
As shown in **Exhibit 8**, teachers most commonly agreed or strongly agreed that GenAI helped save them time (84%). More than half agreed that it helped them improve the quality of instructional materials they use (65%), helped them align

[6] *Responses are limited to those teachers who indicated they use GenAI (n=7,861).*

materials with curriculum standards (63%), or helped them increase student participation (52%). Agreement was less common for tasks related to grading or tracking student progress.

Exhibit 8

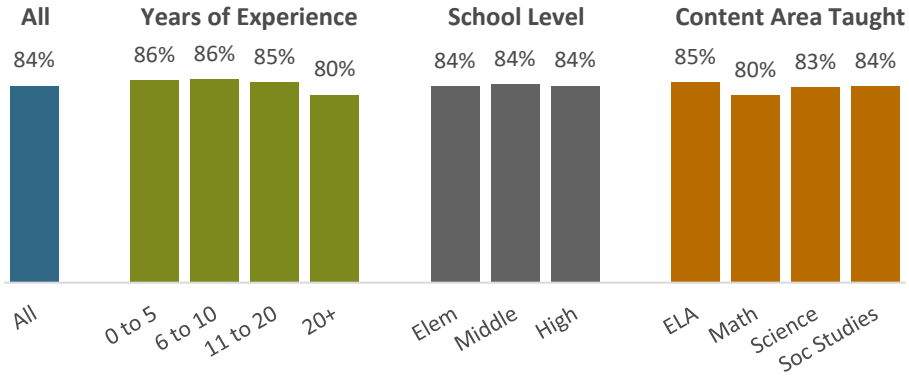
Teachers reported several benefits of using GenAI for teaching tasks



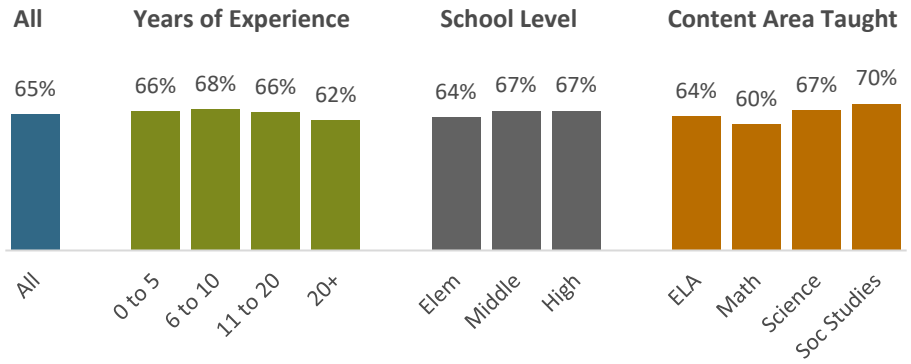
Source: DOAA teacher survey results

The percentage of teachers reporting the commonly cited benefits varied more by years of teaching experience and content area taught than other factors. Teachers with more years of experience were the least likely to see each benefit compared to teachers with less experience. Math teachers were also less likely compared to teachers of ELA, social studies, and science.

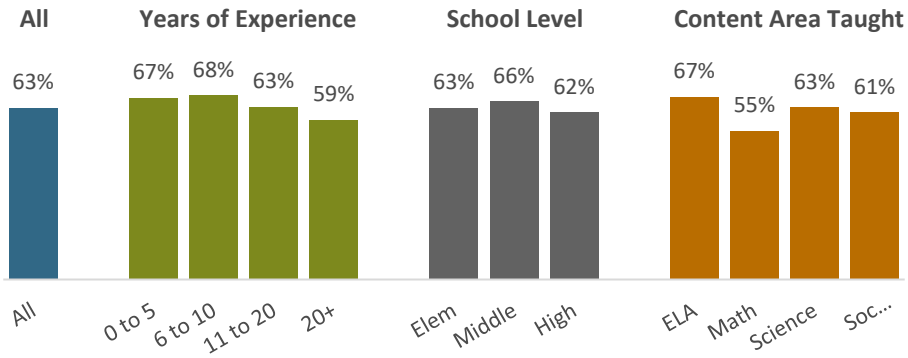
- **Overall efficiency or time savings** – Of all GenAI users, 84% agreed or strongly agreed that using GenAI helped them save time and/or gain efficiency, as shown in **Exhibit 8**. Teachers with more years of experience were less likely to cite this benefit. When comparing content area taught, math teachers were less likely to point to this benefit than teachers of other core subjects.



- **Improved quality of instructional materials used** – Among GenAI users, 65% agreed or strongly agreed that the quality of instructional materials improved. Middle and high school teachers were more likely than elementary teachers to report this benefit. A larger percentage of social studies and science teachers agreed compared to ELA or math. Fewer teachers with 20+ years of experience identified this benefit compared to teachers with less experience.



- **Better alignment of instructional materials and curriculum standards** – 63% of all GenAI users indicated it helped improve their instructional materials. Math teachers were less likely to report this benefit than teachers of other core subjects. Middle school teachers were more likely to cite a benefit than other teachers. Finally, teachers with more than 20 years of experience were less likely to agree or strongly agree, particularly compared to those with less than 10 years of experience.

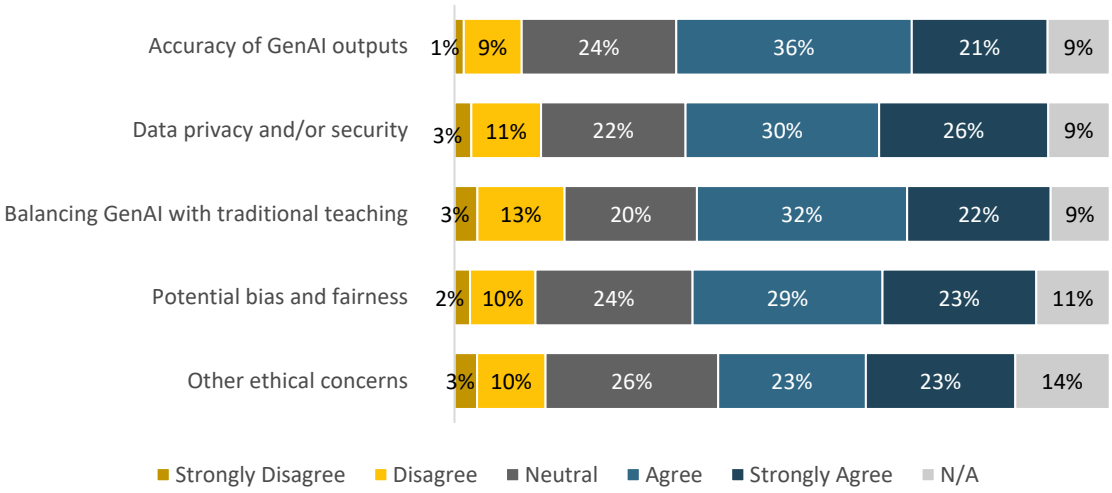


Finding 5: While some believe teacher use of GenAI has positive impacts, teachers also noted drawbacks including output accuracy, data privacy, and potential bias.

Teachers most often cited concerns about GenAI's accuracy, data privacy, and balancing AI with traditional instruction, though many felt neutral rather than strongly opposed. These concerns were more common among experienced teachers and those in middle and high schools. Fewer teachers worried about issues like bias, ethics, or environmental impact.

We asked all teachers[7]—regardless of whether they use GenAI—to state whether they agree with statements about potential concerns with using GenAI for classroom instruction. As shown in **Exhibit 9**, the most prevalent drawbacks were concerns with accuracy of outputs, data privacy and/or security, and balancing GenAI with traditional teaching methods. In most cases the percentage of teachers who selected "neutral" was greater than the combined percentages disagreed or strongly disagreed. For example, 24% of teachers indicated they were neutral on accuracy of GenAI outputs being a drawback/concern, and only 10% disagreed or strongly disagreed.

Exhibit 9
Teachers are most concerned about data accuracy, privacy/security, and potential bias when using GenAI

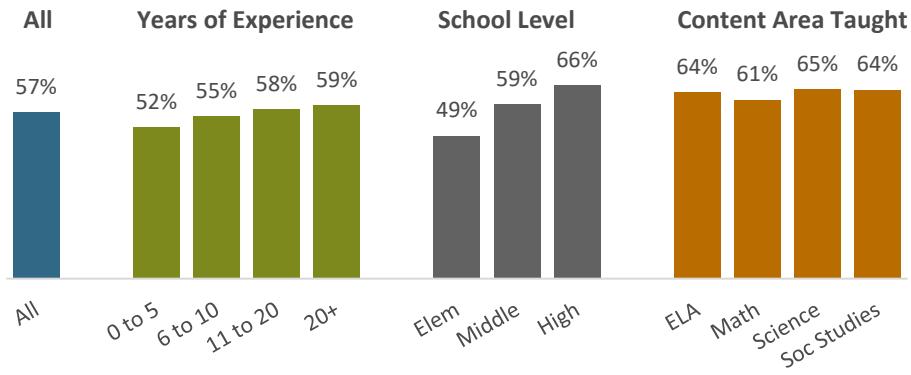


Source: DOAA teacher survey results

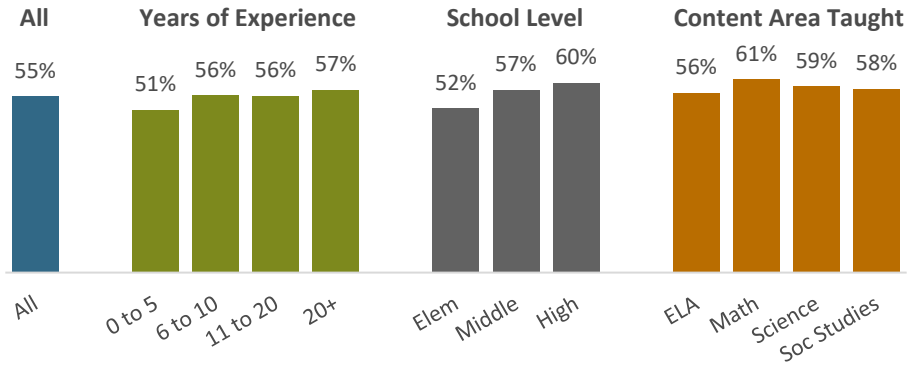
The percentage of teachers who agreed or strongly agreed with the drawbacks increased with years of experience, as well as school level taught. While there is little variation among teachers of a single core subject, they were more likely to share concerns than other teachers, which includes those who teach non-core subjects or multiple subjects. Each statement's results are discussed below.

- **Concern about the accuracy of GenAI outputs** – 57% of teachers indicated they were concerned about GenAI's accuracy. The percentage of teachers agreeing with the concern increased with their years of experience. Teachers of middle and high school students were more likely to be concerned with accuracy than those of elementary students, likely due to less use of GenAI in elementary schools. In addition, math teachers were less likely to express concern with accuracy than teachers of other core content areas.

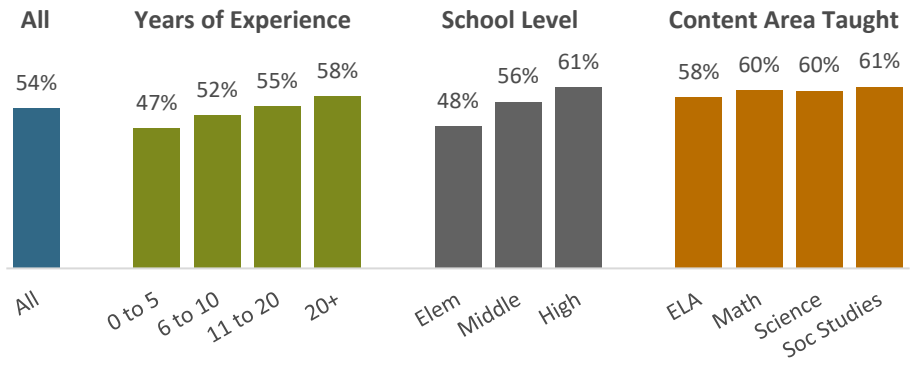
[7] *All survey respondents (n = 13,427) were asked the questions discussed in this section (question 16 and question 19 – see Appendix C for a list of survey questions).*



- **Concern about data privacy and/or security** – Of all teachers, 55% reported concerns about data privacy and/or security as a drawback. Similar to the above concerns, teachers with more experience or teaching higher grade levels were more likely to be concerned about data privacy or security. The percentage of teachers with this concern did not vary significantly by content area taught, though ELA teachers indicated the least concern.

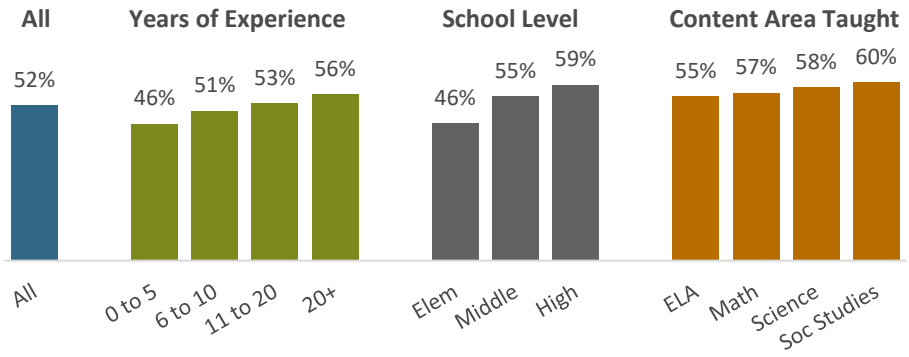


- **Concern about balancing AI with traditional teaching methods** – More than half of teachers (54%) reported concerns about balancing AI with traditional teaching methods. Fewer teachers with 0-5 years of experience shared this concern relative to more experienced teachers. Similarly, fewer elementary teachers were concerned than middle and high school teachers. The percentage of teachers with this concern did not vary significantly by content area taught.

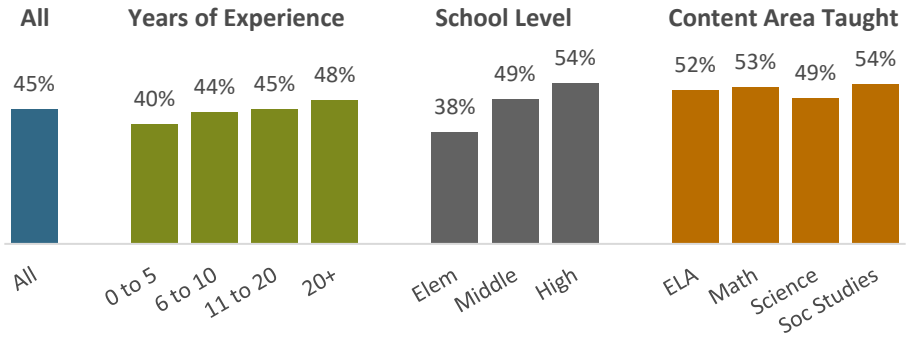


- **Concern about potential bias and fairness of GenAI outputs** – More than half of teachers (52%) reported concern about bias and fairness from GenAI. Teachers with 20 or more years of experience were more likely to see this as a

drawback than those with fewer years. Middle and high school teachers were more likely to hold this concern than elementary teachers. Again, the concerns did not vary a great deal by content area, but ELA teachers were the least concerned.



- **Other ethical concerns** – While 45% of teachers reported other ethical concerns around using GenAI for teaching, 26% were neutral. The percentage of teachers with other ethical concerns increased with years of experience. Elementary teachers were significantly less likely to report ethical concerns than middle school and high school teachers. There was little variation by content area taught.



Teachers mentioned other concerns in their responses, including environmental impact and teachers not having sufficient training. Teachers also emphasized concerns for students such as detriments to critical thinking skills, isolation from peers from lack of collaboration, and broader moral issues.

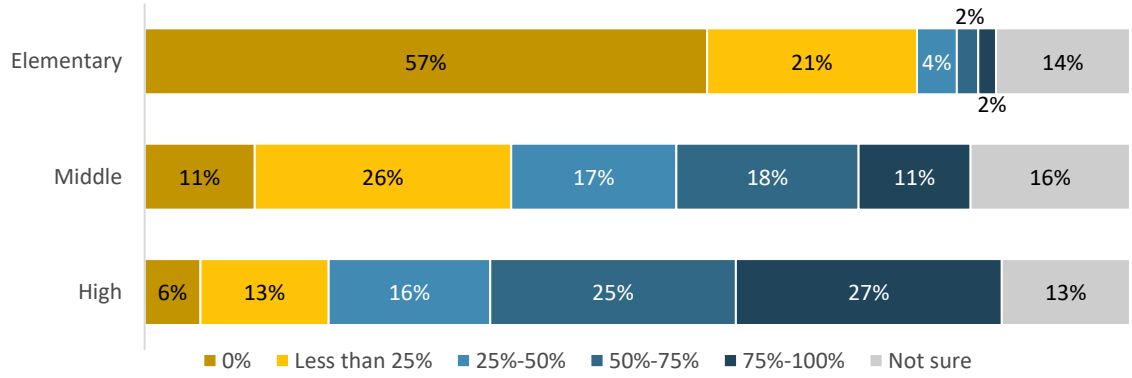
Chapter 2: Student Use

Finding 6: Middle and high school teachers reported a larger portion of their students use GenAI to complete their work.

According to teachers who responded to our survey, students' use of GenAI was higher among high school students than middle or elementary school students. Usage also varied by subject in high schools, with teachers reporting greater portions of students using GenAI for science and social studies than other subject areas.

As shown in **Exhibit 10,** middle and high school teachers were more likely to report at least half of their students are using GenAI to complete their homework, in-class assignments, essays, and other work. A larger percentage of high school teachers reported 75% or more of their students using GenAI (27% compared to 11% of middle school teachers). Nearly 80% of elementary school teachers reported less than 25% of their students use GenAI, with the majority of those reporting no student usage.

Exhibit 10
Middle and high school teachers were more likely to report a larger percentage of students using GenAI to complete their work



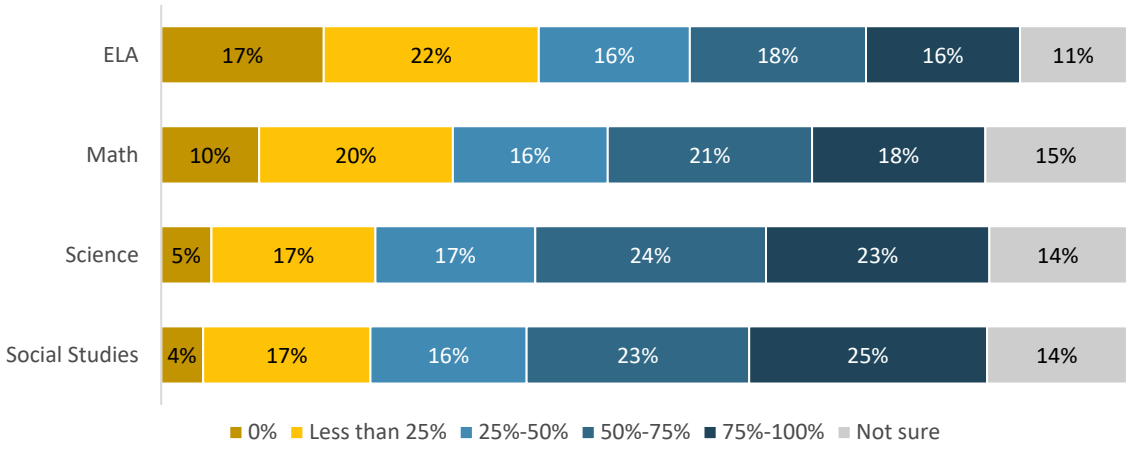
Source: DOAA teacher survey results

Elementary school teachers commonly reported that students do not use GenAI to complete their work largely due to the elementary curriculum, where foundational writing and reading skills are taught. Some teachers stated GenAI should not be used by students in elementary school classrooms, noting the concern that GenAI usage impedes critical thinking skills.

As shown in **Exhibit 11,** nearly half of science and social studies teachers indicated more than 50% of their students use GenAI to complete their work. Approximately 5% of these teachers reported no student usage, compared to 10% of math teachers and 17% of ELA teachers.

Exhibit 11

A greater percentage of ELA and math teachers reported that students do not use GenAI to complete their work[1]



[1] Responses in this exhibit are for 5,834 teachers who teach only one core subject. We excluded respondents who do not teach core subjects as well as those that teach all four core subjects (who are more likely to teach elementary school students).
Source: DOAA teacher survey results

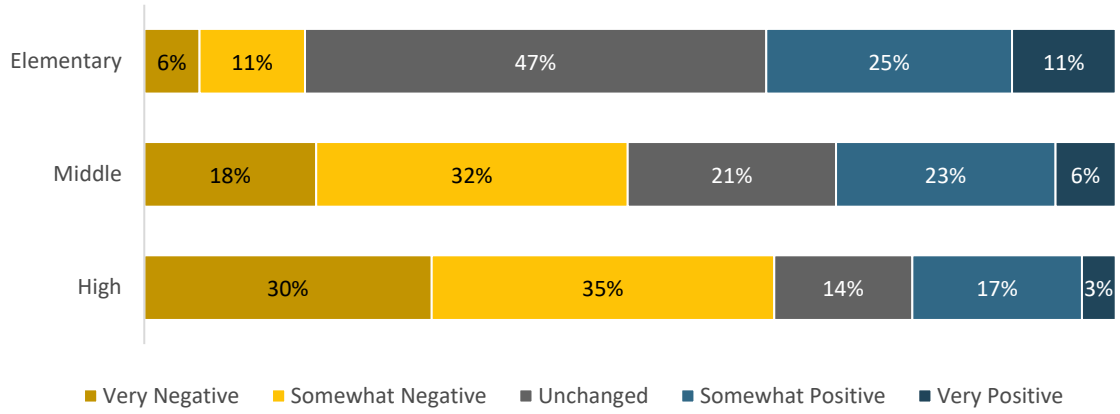
Finding 7: Respondents reported students' use of GenAI resulted in more negative learning impacts, though some teachers have implemented strategies in an attempt to address them.

Few teachers reported that GenAI had a positive impact on student learning, and opinions were more negative among high school teachers and those that observed increased student use. Teachers were evenly split on some of the benefits GenAI usage has on student learning, but they were more likely to agree on the drawbacks. Some teachers have implemented strategies, such as more in-class assignments, to address concerns about GenAI use.

Teachers were more likely to report that GenAI's impact on student learning is negative (40%) versus positive (29%). High school teachers, whose students are most likely to be using GenAI (see page 19), were more likely to report negative learning impacts (65%) than other teachers (see **Exhibit 12**). Nearly half of elementary teachers, many of whom reported a small portion of students using GenAI, indicated that GenAI had no impact on student learning.

Exhibit 12

A larger percentage of teachers reported students experience negative learning impacts from GenAI



Source: DOAA teacher survey results

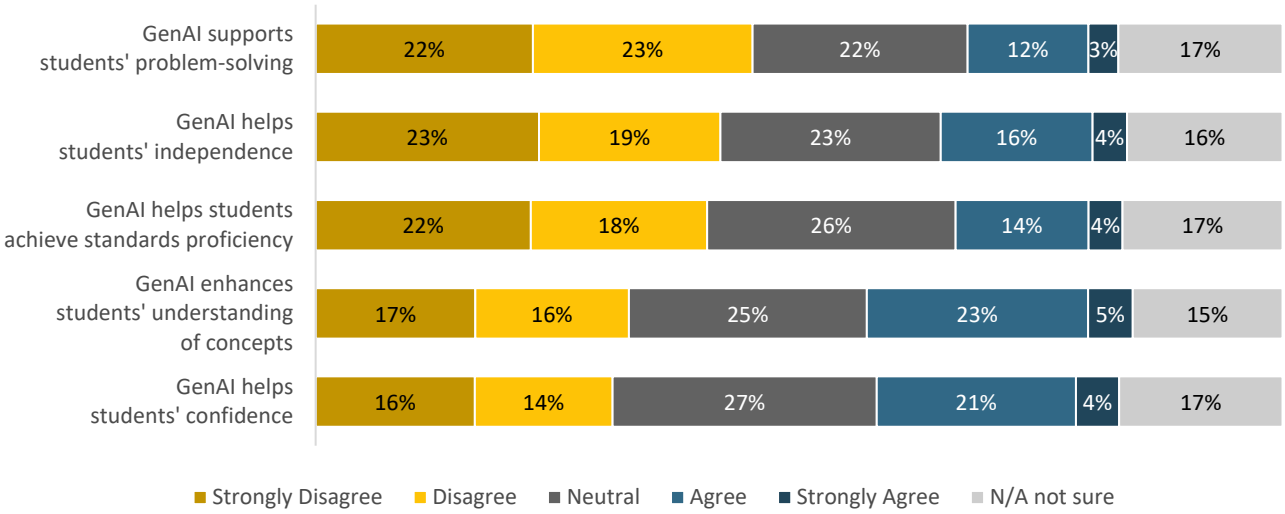
Teacher views of GenAI's impact on student learning vary based on their students' use of GenAI. Teachers whose students use GenAI to complete schoolwork were more likely to hold negative views of the technology's impact. More than half of these teachers (52%) reported negative student learning impacts of GenAI, compared to 40% of all teachers.

Positive and Negative Impacts on Student Learning

Teachers were more likely to disagree with statements related to the potentially positive impacts associated with students using GenAI, as shown in **Exhibit 13**.

Exhibit 13

Few respondents believe GenAI use leads to positive impacts related to student learning and independence

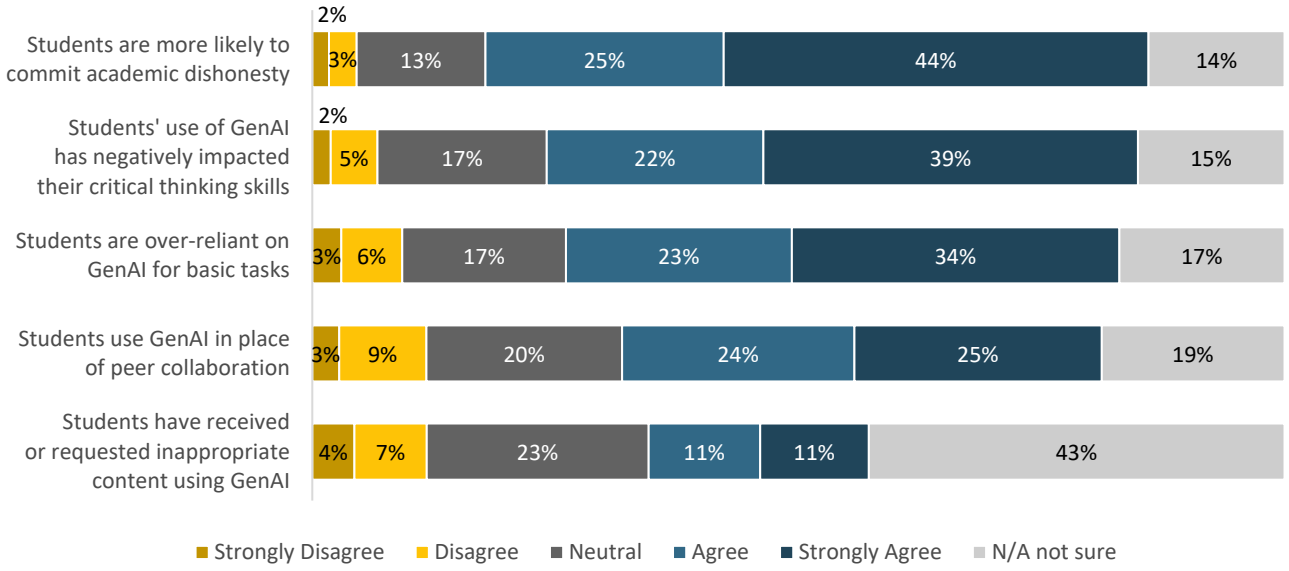


Source: DOAA teacher survey results

Conversely, most teachers agreed with statements outlining the potentially negative impacts of GenAI on student learning (see **Exhibit 14**). Most teachers agreed that students are more likely to commit academic dishonesty, experience negative impacts to critical thinking skills, and are over-reliant on GenAI for basic tasks. Nearly half of the respondents also agreed that students use GenAI in place of peer collaboration. Few teachers agreed that students were receiving or requesting inappropriate content using GenAI (the largest percentage was unsure). High school teachers were more likely than others to agree with the potentially negative student learning impacts, while elementary school teachers were more likely to disagree with the potentially negative student learning impacts.

Exhibit 14

Respondents reported GenAI most negatively impacts students' academic integrity and critical thinking skills



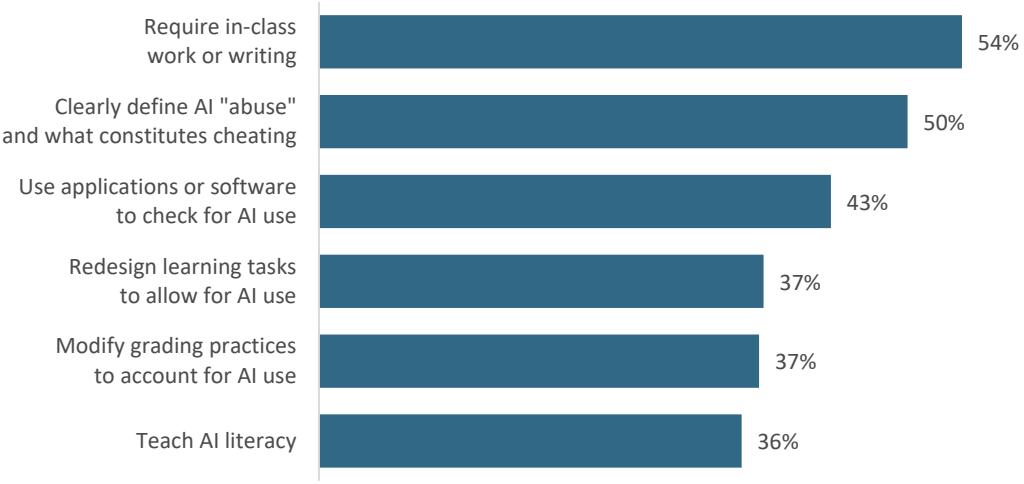
Source: DOAA teacher survey results

GenAI Management Strategies

Teachers reported using certain strategies to manage AI use and/or mitigate AI abuse in their classrooms, with the most common strategies aimed at addressing potential student misuse (see **Exhibit 15**). Of all teachers, at least 40% had required in-class work or writing, clearly defined AI abuse and what constitutes cheating, and/or used applications or software to check for AI use. Between 36%-37% of teachers had used other strategies, including redesigning learning tasks to allow for AI use, modifying grading practices to account for AI use, and teaching AI literacy.

Exhibit 15

More than one-third of teachers have used strategies to manage AI use



Source: DOAA teacher survey results

The majority of teachers who use in-class work (73%) as a strategy believe it is a somewhat or very effective strategy to manage AI use. Just over half of teachers using the other strategies rated them as effective. Relatively few teachers rated a strategy as ineffective, but a large percentage (20%-35%) indicated that each was neither effective nor ineffective. However, more labor-intensive approaches, such as redesigning assignments or modifying grading, were used less often and viewed as neither effective nor ineffective.

Chapter 3: Guidance and Training

Finding 8: Respondents that have received school or district guidance and/or training on GenAI usage reported that these resources were mostly effective.

Most teachers reported receiving guidance or training related to GenAI usage in the classroom, though the percentage was lower among districts with higher poverty levels. Most teachers who had received training or guidance found them effective.

Approximately two-thirds of teachers reported that they had received guidance on proper GenAI usage in the classroom, while 70% reported that they had received training (see **Exhibit 16**). However, 27% reported that they received neither training nor guidance. It should be noted that responses were inconsistent within many districts, with a portion of teachers reporting they had received training or guidance, and others reporting they had not. This may indicate teachers were unaware of resources provided by the school district or resources were provided only to teachers in certain schools, grade levels, or subjects.

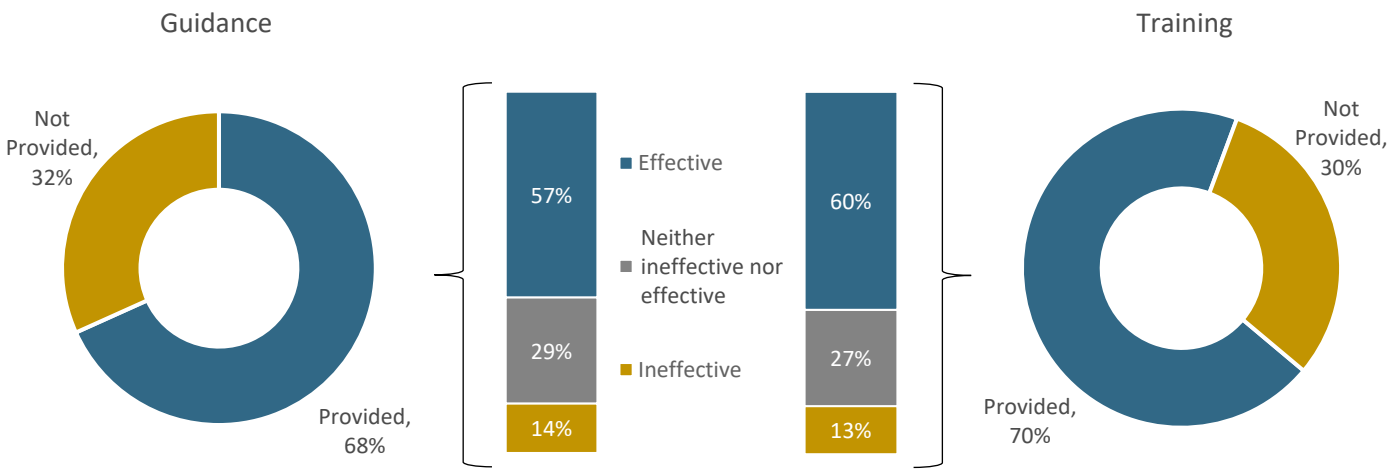
District size did not impact whether a teacher received guidance or training, but there were observed differences based on district poverty level. Approximately 37% and

35% of teachers in the districts with the highest poverty levels (50%-75% and 75%-100%, respectively) indicated they did not receive guidance, compared to 17% of those in districts with less than 25% of students in poverty. Percentages were similar for training.

Among those that had received guidance, 57% reported it was very or somewhat effective, compared to 14% finding it somewhat or very ineffective. Similar percentages were reported among those that had received training.

Exhibit 16

Most survey respondents received guidance or training on GenAI usage, and the majority found them effective



Source: DOAA teacher survey results

Appendix A: Table of Findings

Finding 1: More than half of teachers use GenAI for teaching tasks, with variation across school levels and content areas. (p. 6)
No recommendations
Finding 2: Teachers regularly use GenAI to prepare for classroom instruction but are much less likely to use it for other tasks, such as grading student assignments. (p. 9)
No recommendations
Finding 3: GenAI users use ChatGPT more than other platforms, including education-focused tools. (p. 11)
No recommendations
Finding 4: Almost all teachers who use GenAI have found that it is beneficial overall and positively impacts their teaching practice. (p. 13)
No recommendations
Finding 5: While some believe teacher use of GenAI has positive impacts, teachers also noted drawbacks including output accuracy, data privacy, and potential bias. (p. 15)
No recommendations
Finding 6: Middle and high school teachers reported a larger portion of their students use GenAI to complete their work. (p. 19)
No recommendations
Finding 7: Respondents reported students' use of GenAI resulted in more negative learning impacts, though some teachers have implemented strategies in an attempt to address them. (p. 20)
No recommendations
Finding 8: Respondents that have received school or district guidance and/or training on GenAI usage reported that these resources were mostly effective. (p. 23)
No recommendations

Appendix B: Objectives, Scope, and Methodology

Objectives

This report examines generative Artificial Intelligence (AI) use in K-12 classrooms. Specifically, our review set out to determine the following:

1. How are teachers using generative AI in their classrooms?
2. How do teachers believe students are using generative AI for their schoolwork?
3. How do teachers believe generative AI impacts their teaching practice and student learning?
4. To what extent have teachers received effective guidance and/or training on generative AI use?

Scope

This audit generally covered activity related to generative AI (GenAI) use in K-12 classrooms that occurred during the 2025-2026 school year, with consideration of earlier or later periods when relevant.

Government auditing standards require that we also report the scope of our work on internal control that is significant within the context of the audit objectives. The purpose of this audit is to determine current teacher use of GenAI and summarize teachers' survey responses. The audit team did not identify any internal controls relevant to the audit objectives.

Methodology

Information used in this report was obtained by reviewing relevant laws, rules, and regulations, interviewing agency officials and staff from the Georgia Department of Education (GaDOE), reviewing guidance documents provided by the Georgia Professional Standards Commission (GaPSC), comparing GenAI in K-12 policies and models from other states, and reviewing existing studies by the RAND Corporation.

Our primary methodology was a survey of Georgia teachers, as described below. We reviewed survey responses and determined the data sufficiently reliable for the purposes of this audit.

- **Survey Development** – After reviewing existing surveys of teachers, administrators, and policymakers regarding GenAI, we developed a survey instrument to collect demographic information and address the audit objectives. We sent a draft of the survey instrument to GaDOE, and they provided feedback on the survey questions. We tested the survey with a sample of educators and DOAA staff before distribution. See **Appendix C** for a list of survey questions.
- **Survey Distribution** – We distributed the survey with assistance from GaDOE, while GaPSC distributed it directly to teachers in certain systems.
    - First, we obtained superintendent contact information from the DOAA Financial Audit Division and contact information for head administrators at state schools, state charter schools, and state specialty schools from the State Charter School Commission of Georgia. We emailed both groups and requested that they pass the survey to all teachers in their school/system. Reminder emails were also sent.
    - Second, GaDOE included the description of and link to our survey in three email digests. One went to all school system superintendents, one to all principals, and one to school

system curriculum directors.

- Third, GaPSC sent the survey directly to teachers in 13 districts selected based on survey responses resulting from the first two methods. We chose districts that 1) had few or no responses; 2) were large districts (25,000 students or more) or medium districts (10,000 – 25,000 students) located near major cities (e.g., Bibb County, which includes Macon).

- **Response Collection** – The survey was open from March 16 through April 6, 2026. We received 13,679 responses (see **Appendix D** for responses by school district). We received responses from teachers in 150 of 180 (83%) public school districts and no responses from teachers in 30 districts (17%). We also received responses from teachers in state schools, state charter schools, and state specialty schools.[8] On average, we received 88 responses per district; the largest number received from one district was 629.

  The report is focused on teachers using AI in the classroom. Therefore, we excluded 252 respondents who indicated their role was outside the classroom (e.g., administrators). This changed the total number of responses to 13,427.

- **Survey Coding & Cleaning** – We added fields to our survey responses data to facilitate analysis of each question by five sets of variables:

  1. District Size (small – less than 10,000 students; medium – 10,000 to 25,000; large – more than 25,000);
  2. District Poverty Level (0-25%, 25-50%, 50-75%, 75-100%);
  3. Years of Teaching Experience (0-5, 6-10, 11-20, 20+);
  4. School Level (elementary, middle, high); and
  5. Content Area Taught (ELA, math, social studies, science, other, all four core).

  We also quantified all Likert scale responses (e.g., "Strongly Disagree" = "1 – Strongly Disagree") to facilitate data sorting and filtering.

- **Survey Analysis** – We split the survey questions into three categories: 1) Teacher Use, 2) Student Use, and 3) Guidance & Training. Analyses were conducted to summarize the data overall and by the five variable sets discussed above.

To determine how teachers use GenAI in their classrooms, we asked classroom teachers whether they use GenAI for teaching tasks, what AI tools/platforms they have used or use regularly, how frequently they use it, and the types of tasks they use it for most often.

To determine the extent to which teachers believe students are using GenAI for their schoolwork, we asked classroom teachers about the percentage of their students that use GenAI for schoolwork.

To determine how teachers view GenAI's impact on teaching practices and student learning, we asked classroom teachers about the overall impact they believe GenAI has on their teaching practice and their students' learning. In addition, we asked about benefits and concerns regarding teachers' and students' GenAI use.

[8] *While each state school, state charter school and state specialty school is a unique district, we chose to list the categories (state school, state charter school, state specialty school) in lieu of the school's name, as we did not collect school name for any other respondents.*

To determine the extent to which teachers have received effective guidance and/or training on GenAI use, we reviewed other states' models and policies pertaining to GenAI in K-12, including Indiana's AI pilot platform and Ohio's AI in Education Model Policy. We interviewed GaDOE about agency guidance on GenAI use in K-12 classrooms. We also asked classroom teachers about any AI guidance and/or training received, and if so, how ineffective or effective it had been. In addition, relevant concerns or comments provided in free text survey responses were considered when appropriate.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

If an auditee offers comments that are inconsistent or in conflict with the findings, conclusions, or recommendations in the draft report, auditing standards require us to evaluate the validity of those comments. In cases when agency comments are deemed valid and are supported by sufficient, appropriate evidence, we edit the report accordingly. In cases when such evidence is not provided or comments are not deemed valid, we do not edit the report and consider on a case-by-case basis whether to offer a response to agency comments.

Appendix C: Teacher Survey Questions

1. In what school district do you teach?

2. What grade levels do you typically teach? (select all that apply)

3. What content area do you currently teach? (select all that apply)

4. How long have you been teaching K-12 students?

5. Do you use GenAI to assist with teaching tasks? (definition shown above)

6. How frequently do you use GenAI to complete the following tasks?
    - Instructional planning and preparation
    - Supporting instruction during class (giving prompts in real time while teaching)
    - Preparing materials to support students with learning differences
    - Teaching students how to effectively use GenAI as a learning tool
    - Translating materials into other languages
    - Creating assignments and assessments
    - Grading and/or assessing student work
    - Automating or assisting with administrative tasks
    - Professional learning and development

    Options: Never, A few times a year, Less than once a week, About once a week, Most days or daily

7. If you use GenAI for any tasks not listed in question 6, please describe below.

8. How frequently do you use the following AI tools/platforms for classroom tasks?
    - ChatGPT
    - Copilot
    - Claude
    - Gemini
    - Magic School
    - Notebook LM

    Options: Have never used, Have used once or twice, Use less than once a week, Use about once a week, Use most days or daily

9. If you have used or regularly use any tools/platforms not listed in question 8, please name them below.

10. How would you rate the overall impact using GenAI has had on your teaching practice?
    - Very negative
    - Somewhat negative
    - Unchanged
    - Somewhat positive
    - Very positive

11. To what extent do you agree with the following statements about GenAI's impact on your teaching practice?

- I have saved time/become more efficient overall
- I have improved my grading, assessment, or feedback processes
- I have improved the quality of instructional materials that I use
- I have improved documenting/tracking of student progress
- I have better aligned instructional materials with curriculum standards
- I have been able to facilitate more student participation or engagement

Options: Strongly disagree, Disagree, Neutral, Agree, Strongly Agree, N/A – don't use it enough to know

12. To the best of your knowledge, what portion of your students use GenAI to complete their work? (Work means homework, in-class assignments, projects, essays, study/review, etc.)
    - 0%
    - Less than 25%
    - 25%-50%
    - 50%-75%
    - 75%-100%
    - Not sure

13. How would you rate the overall impact use of GenAI has had on your students' learning?
    - Very negative
    - Somewhat negative
    - Unchanged
    - Somewhat positive
    - Very positive

14. To what extent do you agree or disagree with the following statements about GenAI's impact on your students' learning?
    - GenAI supports students' problem solving
    - GenAI enhances students' understanding of concepts
    - GenAI helps students' independence
    - GenAI helps students' confidence
    - GenAI helps students achieve standards proficiency

    Options: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, N/A – not sure

15. To what extent do you agree or disagree with the following statements about GenAI's impact on your students' learning?
    - Students are over-reliant on GenAI for basic tasks
    - Students are more likely to commit academic dishonesty
    - Students' use of GenAI has negatively impacted their critical thinking skills
    - Students' use of GenAI in place of peer collaboration
    - Students have received or requested inappropriate content using GenAI

    Options: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, N/A – not sure

16. To what extent do you agree or disagree with the following statements about GenAI's impact on classroom instruction?
    - I am concerned about the accuracy of GenAI outputs
    - I am concerned with balancing GenAI use with traditional teaching methods
    - I am concerned about data privacy and/or security
    - I am concerned about potential bias and fairness in GenAI outputs
    - I have other ethical concerns about me or my students using GenAI

    Options: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, N/A – not sure

17. Do you have any additional concerns about the use of GenAI in classrooms?

18. Has your school district provided guidance and/or training about how to use AI in the classroom, and how would you rate their effectiveness?

    - **Guidance** (e.g., a document describing principles of proper use)
      Options: Very ineffective, Somewhat ineffective, Neither ineffective nor effective, Somewhat effective, Very effective, N/A – none provided

    - **Training** (e.g., in-person, webinar, self-study)
      Options: Very ineffective, Somewhat ineffective, Neither ineffective nor effective, Somewhat effective, Very effective, N/A – none provided

19. Which of the following strategies have you implemented as a result of AI use, and how would you rate their effectiveness?
    - Teach AI literacy
    - Clearly define AI "abuse" and what constitutes cheating
    - Require in-class work or writing
    - Use applications or software to check for AI use
    - Redesign learning tasks to allow for AI use

      Options: Very ineffective, Somewhat ineffective, Neither ineffective nor effective, Somewhat effective, Very effective, N/A – have not done

20. Is there anything else you want to tell us about the use of AI in K-12 classrooms?

Appendix D: Survey Responses by School District

District Name	Number of Responses	District Size[1] (AY24-25)	District Poverty Level[9] (2025)
Appling County	2	Small	50-75%
Atkinson County	17	Small	50-75%
Atlanta Public Schools	331	Large	50-75%
Bacon County	81	Small	50-75%
Baker County	7	Small	75-100%
Baldwin County	94	Small	50-75%
Banks County	0	Small	25-50%
Barrow County	162	Medium	25-50%
Bartow County	520	Medium	25-50%
Ben Hill County	2	Small	50-75%
Berrien County	59	Small	50-75%
Bibb County	200	Medium	50-75%
Bleckley County	1	Small	50-75%
Brantley County	80	Small	50-75%
Bremen City	14	Small	0-25%
Brooks County	46	Small	50-75%
Bryan County	102	Medium	0-25%
Buford City	121	Medium	25-50%
Bulloch County	17	Medium	50-75%
Burke County	0	Small	50-75%
Butts County	20	Small	50-75%
Calhoun City	21	Small	25-50%
Calhoun County	13	Small	75-100%
Camden County	236	Medium	25-50%
Candler County	6	Small	50-75%
Carroll County	126	Medium	25-50%
Cartersville City	76	Medium	25-50%
Catoosa County	161	Small	25-50%
Charlton County	31	Medium	25-50%
Chattahoochee County	19	Small	50-75%
Chattooga County	78	Small	25-50%
Cherokee County	492	Small	50-75%
Carrollton City	0	Large	25-50%
Chickamauga City	52	Small	0-25%
City Schools of Decatur	35	Medium	0-25%
Clarke County	139	Medium	50-75%
Clay County	16	Small	75-100%
Clayton County	307	Large	50-75%
Clinch County	15	Small	50-75%
Cobb County	324	Large	25-50%
Coffee County	0	Medium	50-75%
Colquitt County	50	Medium	50-75%
Columbia County	196	Large	25-50%
Commerce City	0	Small	25-50%
Cook County	40	Small	50-75%

[9] *"District Poverty Level" is the Direct Certification percentage that the Governor's Office of Student Achievement (GOSA) uses to measure poverty. It is based on students receiving SNAP, TANF, or are homeless, etc.*

District Name	Number of Responses	District Size[1] (AY24-25)	District Poverty Level[9] (2025)
Coweta County	207	Medium	25-50%
Crawford County	48	Small	50-75%
Crisp County	66	Small	75-100%
Dade County	58	Small	25-50%
Dalton Public Schools	139	Medium	50-75%
Dawson County	57	Small	25-50%
Decatur County	36	Small	50-75%
DeKalb County	299	Large	50-75%
Department of Juvenile Justice	0	Small	75-100%
Dodge County	34	Small	50-75%
Dooly County	9	Small	75-100%
Dougherty County	6	Medium	75-100%
Douglas County	89	Large	50-75%
Dublin City	52	Small	75-100%
Early County	0	Small	75-100%
Echols County	4	Small	50-75%
Effingham County	141	Medium	25-50%
Elbert County	69	Small	50-75%
Emanuel County	76	Small	50-75%
Evans County	28	Small	50-75%
Fannin County	179	Small	50-75%
Fayette County	196	Medium	0-25%
Floyd County	66	Medium	25-50%
Forsyth County	416	Large	0-25%
Franklin County	21	Small	50-75%
Fulton County	54	Large	25-50%
Gainesville City	24	Medium	50-75%
Gilmer County	42	Small	50-75%
Glascock County	3	Small	25-50%
Glynn County	46	Medium	25-50%
Gordon County	0	Medium	50-75%
Grady County	1	Small	50-75%
Greene County	0	Small	50-75%
Griffin-Spalding County	55	Medium	50-75%
Gwinnett County	629	Large	25-50%
Habersham County	1	Medium	25-50%
Hall County	412	Large	25-50%
Hancock County	1	Small	75-100%
Haralson County	0	Small	50-75%
Harris County	0	Medium	25-50%
Hart County	11	Small	50-75%
Heard County	1	Small	50-75%
Henry County	448	Large	25-50%
Houston County	284	Large	25-50%
Irwin County	44	Small	50-75%
Jackson County	119	Medium	25-50%
Jasper County	0	Small	50-75%
Jeff Davis County	17	Small	50-75%
Jefferson City	37	Small	0-25%
Jefferson County	22	Small	75-100%

District Name	Number of Responses	District Size[1] (AY24-25)	District Poverty Level[9] (2025)
Jenkins County	0	Small	50-75%
Johnson County	0	Small	50-75%
Jones County	260	Small	25-50%
Lamar County	14	Small	50-75%
Lanier County	34	Small	50-75%
Laurens County	4	Medium	50-75%
Lee County	122	Medium	25-50%
Liberty County	75	Medium	50-75%
Lincoln County	26	Small	50-75%
Long County	0	Small	25-50%
Lowndes County	1	Medium	25-50%
Lumpkin County	66	Small	25-50%
Macon County	0	Small	75-100%
Madison County	0	Small	50-75%
Marietta City	0	Medium	25-50%
Marion County	0	Small	50-75%
McDuffie County	40	Small	50-75%
McIntosh County	17	Small	50-75%
Meriwether County	0	Small	50-75%
Miller County	17	Small	50-75%
Mitchell County	0	Small	75-100%
Monroe County	103	Small	25-50%
Montgomery County	11	Small	50-75%
Morgan County	0	Small	25-50%
Murray County	46	Medium	50-75%
Muscogee County	188	Large	50-75%
Newton County	88	Medium	50-75%
Oconee County	2	Medium	0-25%
Oglethorpe County	59	Small	50-75%
Paulding County	124	Large	25-50%
Peach County	85	Small	50-75%
Pelham City	0	Small	75-100%
Pickens County	0	Small	25-50%
Pierce County	112	Small	50-75%
Pike County	50	Small	25-50%
Polk County	138	Medium	50-75%
Pulaski County	2	Small	50-75%
Putnam County	0	Small	50-75%
Quitman County	0	Small	50-75%
Rabun County	105	Small	50-75%
Randolph County	10	Small	75-100%
Richmond County	92	Large	50-75%
Rockdale County	24	Medium	50-75%
Rome City	26	Medium	50-75%
Savannah-Chatham County	160	Large	50-75%
Schley County	32	Small	25-50%
Screven County	13	Small	50-75%
Seminole County	35	Small	50-75%
Social Circle City	50	Small	25-50%
Stephens County	61	Small	50-75%

District Name	Number of Responses	District Size[1] (AY24-25)	District Poverty Level[9] (2025)
Stewart County	29	Small	75-100%
Sumter County	8	Small	75-100%
Talbot County	33	Small	75-100%
Taliaferro County	5	Small	75-100%
Tattnall County	108	Small	50-75%
Taylor County	0	Small	50-75%
Telfair County	29	Small	50-75%
Terrell County	39	Small	75-100%
Thomas County	70	Medium	50-75%
Thomaston-Upson County	50	Small	50-75%
Thomasville City	68	Small	50-75%
Tift County	60	Medium	50-75%
Toombs County	5	Small	50-75%
Towns County	17	Small	25-50%
Treutlen County	43	Small	50-75%
Trion City	1	Small	25-50%
Troup County	302	Medium	50-75%
Turner County	1	Small	75-100%
Twiggs County	0	Small	75-100%
Union County	109	Small	25-50%
Valdosta City	61	Medium	50-75%
Vidalia City	37	Small	50-75%
Walker County	74	Medium	50-75%
Walton County	399	Medium	25-50%
Ware County	118	Medium	50-75%
Warren County	0	Small	75-100%
Washington County	0	Small	50-75%
Wayne County	1	Medium	50-75%
Webster County	9	Small	50-75%
Wheeler County	0	Small	50-75%
White County	29	Small	25-50%
Whitfield County	133	Medium	50-75%
Wilcox County	44	Small	50-75%
Wilkes County	40	Small	50-75%
Wilkinson County	61	Small	75-100%
Worth County	12	Small	50-75%
Charter Schools	225	N/A	N/A
State Schools	40	N/A	N/A
State Specialty Schools	19	N/A	N/A

[1] Small districts were designated for enrollment of up to 5,000 students; Medium districts had enrollment between 5,000 and 25,000 students; large districts enrolled more than 25,000 students.

Source: GOSA Enrollment Reports from academic year 2024-2025 and Direct Certification reports from 2025.

This page intentionally blank