

# Out of Step: Students, Teachers in Stride with EdTech Threats While Parents Are Left Behind

Survey Research on Parent,  
Student, and Teacher Experiences

*January 2025*



## Research Objectives

Since 2020, CDT has conducted annual or semi-annual surveys with students, teachers, and/or parents. The surveys measure and track changes in perceptions, experiences, training, engagement, and concerns about student data privacy, student activity monitoring, content filtering and blocking software, generative AI, NCII, and deepfakes in schools.

## Methodology

Online surveys of **students, teachers, and parents** were fielded June to August 2024.

	Sample size	Jun-Aug 2024	Nov-Dec 2023	Jun-Aug 2023	May-Jun 2022	Jun-Jul 2021	Feb 2021	May-Jul 2020
Student survey (9-12 <sup>th</sup> grade)	1,316	✓		✓	✓	✓		Student focus groups
Teacher survey (6 <sup>th</sup> -12 <sup>th</sup> grade)	1,006	✓	✓	✓	✓	✓	✓	✓
Parent survey (6 <sup>th</sup> -12 <sup>th</sup> grade)	1,028	✓		✓	✓	✓	✓	✓

Over samples of Black students and students who identify as LGBTQ+ were collected and data were then weighted to reflect the student population by race and LGBTQ+ status.

Throughout the report, **↑ ↓** or **bolding** indicates significant differences between comparison groups at the 95% confidence level. **▲ ▼** Indicates significantly higher/lower differences than the previous survey at the 95% confidence level. Comparisons to 2023 are to the Jun-Aug 2023 poll.

For tracking purposes, data has been filtered, weighted, and reported to ensure comparability to prior years.

- **Despite widespread use of educational data and technology, gaps remain in training teachers about student data privacy:** Teacher training is unmoved since last year, with a large segment of teachers not receiving any training about their school's student data privacy policies and procedures.
- **Parent and student concern about student data privacy remains at high levels:** And other data “issues,” such as hearing about a data breach at their child's school, teachers hearing about or having been doxxed, or students knowing about deepfake NCII at their school foster increased concern these audiences have regarding student data privacy overall. In addition, parents express concern about several different uses of technology for educational purposes or with the intent of keeping students safe.
- **Student data privacy policies remain uneven and/or incomplete:** Black students and students with an IEP or 504 plan are more concerned about student data privacy than their counterparts. And, there is a need for more schools to adopt policies to protect the data privacy of gender expansive students; however, even where policies exist, they do not necessarily match parent preferences for such efforts.
- **Parents want transparency and choice for how AI is used by schools:** Parents want to be kept informed and given the opportunity to provide input into how AI or algorithms are used to guide decisions about their child's education. In addition, a majority of parents would opt their child out of several prescribed uses of technology and algorithms by the school.

- **Content blocking and filtering is widespread in schools but remains an obstacle to student learning:** Students and teachers agree that this technology blocks students from accessing needed information to complete assignments. Certain information is singled out for blocking more than others, and parents do not feel included in decisions about what is filtered or blocked.
- **Discomfort with student activity monitoring has grown compared to last year:** This discomfort increases even as negative consequences have held stable and fewer students and teachers indicate incidents having been reported to law enforcement. Many schools monitor student activity outside of school hours and on personal devices.
- **Use of ChatGPT or other generative AI tools has surged since last year:** Students and teachers are using generative AI in greater numbers, for both school and personal use. Despite this growth, there continues to be a gap in school policies and guidance about student use of generative AI.

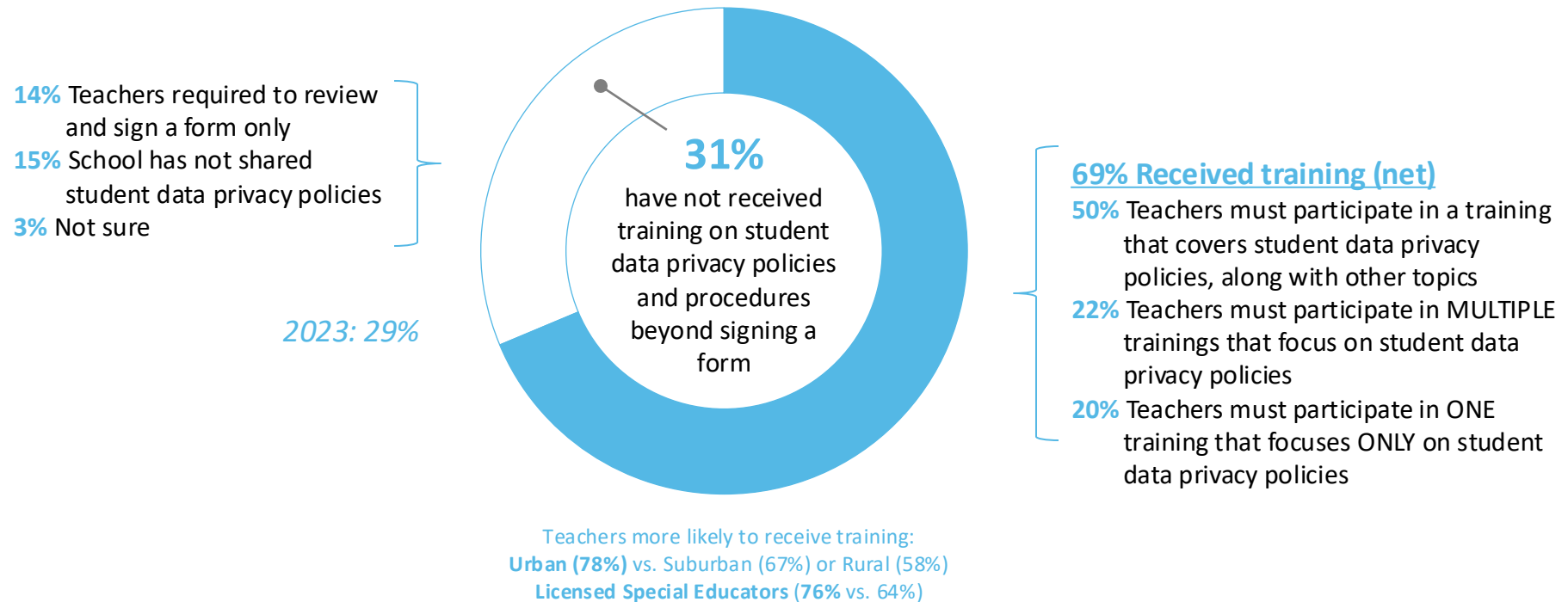
# Student Data Privacy

# A significant number of teachers continue to receive little training on school's data privacy policies and procedures

- Among those teachers receiving training on student data privacy policies and procedures, many are receiving that training lumped in with other teacher training and professional development topics.

## Training on Student Data Privacy Policies and Procedures

■ Teachers (n=1,006)

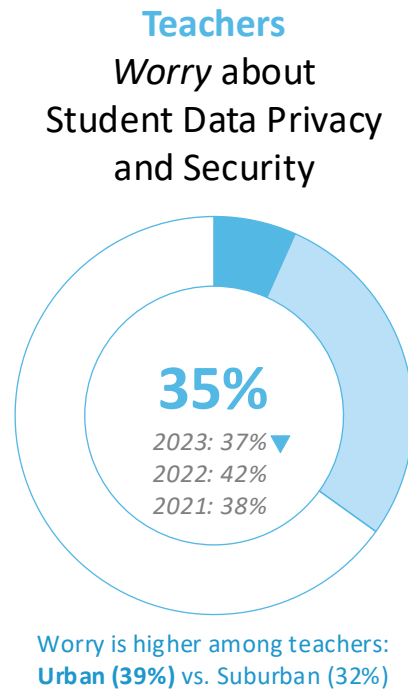


# Majorities of parents and students remain concerned about student data privacy and security

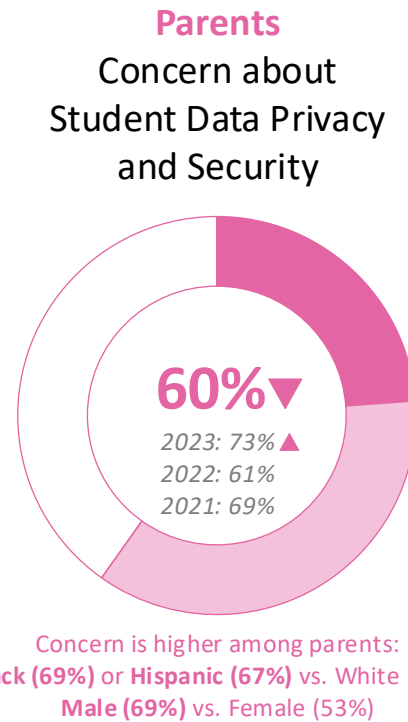
- Overall, student privacy concern declined among parents and students; teacher concern is unchanged since last year.
- Black and Hispanic families are more concerned than their counterparts about their child’s student data privacy and security, and students with an IEP or 504 plan are more concerned than students who do not have one.

## Concern about Student Data Privacy and Security

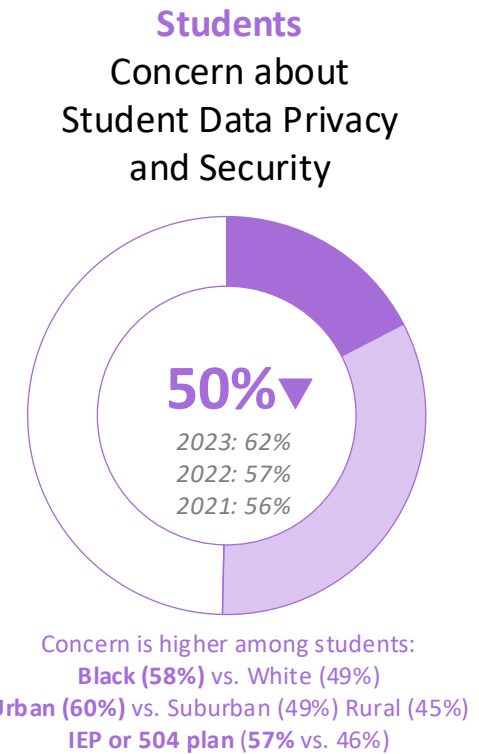
■ Teachers (n=1,006) | ■ Parents (n=1,028) | ■ Students (n=1,316)



% worry a lot or some



% very or somewhat concerned



Darker shading = stronger intensity

[Teachers\_Q12 (Q25:2022)] Overall, how much do you worry about the privacy and security of your student’s data and information that may be collected and stored by your school?  
 [Parents\_Q21 (Q24:2022)] Overall, how concerned are you about the privacy and security of your child’s data and information that may be collected and stored by your child’s school?  
 [Students\_Q10 (Q24:2022)] Overall, how concerned are you about the privacy and security of your data and information that may be collected and stored by your high school?

# School data breaches raise parent and teacher concern about student data privacy and security

- Roughly 1 in 10 parents indicate they have been notified by their child’s school of a data breach, down from last year.
- Teachers report data breaches of student data occurring at a rate twice as high.
- Over 1 in 10 teachers say they or another teacher have been doxxed by someone associated with the school in the last school year.

## Data Privacy Events – Data Breaches and Doxxing

■ Teachers (n=1,006) | ■ Parents (n=1,028)

**23%** of teachers report their school had a large-scale student data breach in the last school year

### Of teachers aware of data breaches:

**57%** are worried about privacy and security of student data, vs. 28% among teachers not aware of a data breach

**13%** of teachers indicate they or another teacher have been doxxed in the last school year by a student, parent, or school employee

### Of teachers aware of doxxing:

**52%** are worried about privacy and security of student data, vs. 33% among teachers not aware of doxxing

**12%▼** of parents have been notified of a school data breach *Compared to 20% in 2023*

### Of parents notified of data breaches:

**86%** are concerned about privacy and security of child’s data, vs. 56% among parents not aware of a data breach

### Of parents not concerned with data privacy:

**5%** report being notified of a data breach at their child’s school, vs. 18% among those concerned

[Teachers\_Q16B] In the last school year (2023-2024), has your school experienced a large-scale data breach of student data?

[Teacher\_Q19B] In the last school year (2023-2024) have you or another teacher you know been doxxed by a student, a student’s parent, or a school employee? Doxxing refers to the internet-based practice of gathering an individual’s personally identifiable information, such as home address or phone number, and publishing it online for malicious purposes.

[Parents\_Q25] Have you ever been notified by your child’s school about a data breach or ransomware attack putting student data at risk?

[Parents\_Q21 (Q24:2022)] Overall, how concerned are you about the privacy and security of your child’s data and information that may be collected and stored by your child’s school?



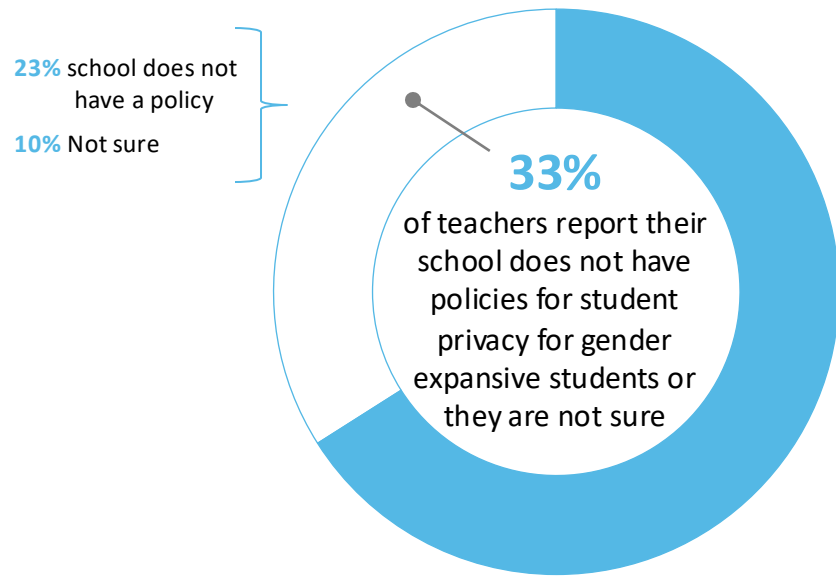
# Gender Expansive Students & Privacy Policies

# Data reveal a disconnect between school policies about data privacy for gender expansive students and parent preferences for such policies

- School policies vary widely, as reported by teachers. Some require parent approval for student use of a different name or pronouns at school and others require permission from the student to share their requests with parents.
- Parents largely support school policies that keep them informed of their child’s or, in some cases, other students’ use of a different name or pronouns.

## School Policies for Gender Expansive Students

■ Teachers (n=1,006) | ■ Parents (n=1,028)



Schools/Teachers are more likely to report policies in place:  
**Urban (78%) vs. Suburban (62%) vs. Rural (53%)**  
**Licensed Special Educators (70% vs. 63%)**

### 66% School has policies for student privacy of gender expansive students (net)

- 27% Parent approval required:** Teachers or school officials may only use a different name or pronoun if the parent approves the change
- 25% Student permission required:** Teachers or school officials may not share student requests to use a different name or pronoun with the student’s parent(s)/guardian(s) unless the student has given permission to do so
- 23% Parent notification required:** Teachers or school staff must notify parent(s)/ guardian(s) of a student who requests to use a different name or pronouns
- 23% Gender expansive data collected:** My school collects data about student gender with options that extend beyond male and female (i.e., also includes options such as nonbinary, transgender, intersex, etc.)

### 77% of Parents think the school *should* have policies for student privacy of gender expansive students (net)

- 36%** Teachers or school staff must notify parent(s)/guardian(s) if their child requests to use a different name or pronouns
- 26%** Teachers or school staff must notify parent(s)/ guardian(s) if a student in their child’s class(es) requests to use a different name or pronouns (this would be anonymous/would not identify the child by name or other identifying information)
- 25%** Teachers or school staff may only use a different name or pronouns if a parent approves the change, even if their child has requested the use of a different name or pronouns
- 21%** Teachers or school staff should use the name and pronouns requested by a student, no questions asked
- 16%** Teachers or school staff cannot share student requests to use a different name or pronouns with a student’s parent(s)/guardian(s) unless the student has given permission to do so

**14%** I don’t want my child’s school to adopt policy(ies) about student privacy for students whose gender identity/ expression differs from traditional gender norms  
**9%** Not sure

[Teachers\_Q16C] Which, if any, of the following policies has your school adopted regarding student privacy and gender nonconforming students (e.g., transgender, nonbinary, intersex students)? Select all that apply.  
 [Parents\_Q28A] Which of the following policies do you feel would be appropriate for your child’s school to adopt regarding student privacy for students whose gender identity or gender expression differs from traditional gender norms? Select all that apply.

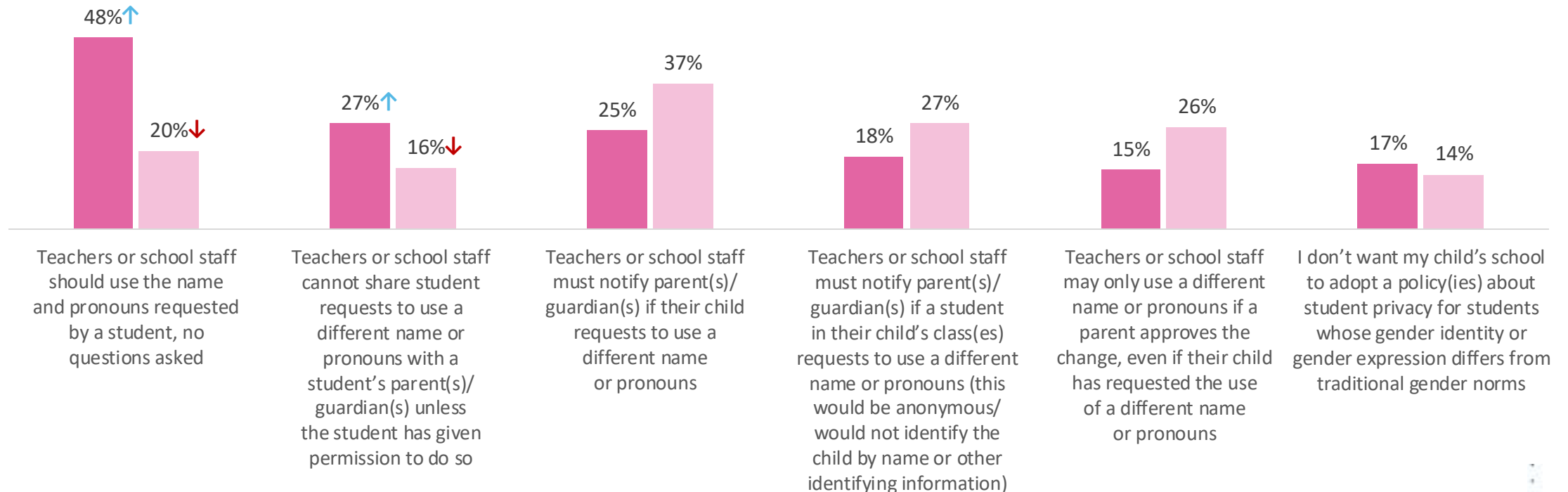
# Parents of LGBTQ+ students are more likely to prefer policies that prioritize the preferences of gender expansive students, no questions asked.

- Parents of LGBTQ+ students report having a clear preference for stronger privacy protections for their children and other gender expansive kids.

## School Policies for Gender Expansive Students

■ Parents whose child identifies as LGBTQ+ (n=60) | ■ Parents whose child does not identify as LGBTQ+ (n=936)

% of parents who feel it would be appropriate for child's school to adopt policy



[Parents\_Q28A] Which of the following policies do you feel would be appropriate for your child's school to adopt regarding student privacy for students whose gender identity or gender expression differs from traditional gender norms? Select all that apply.

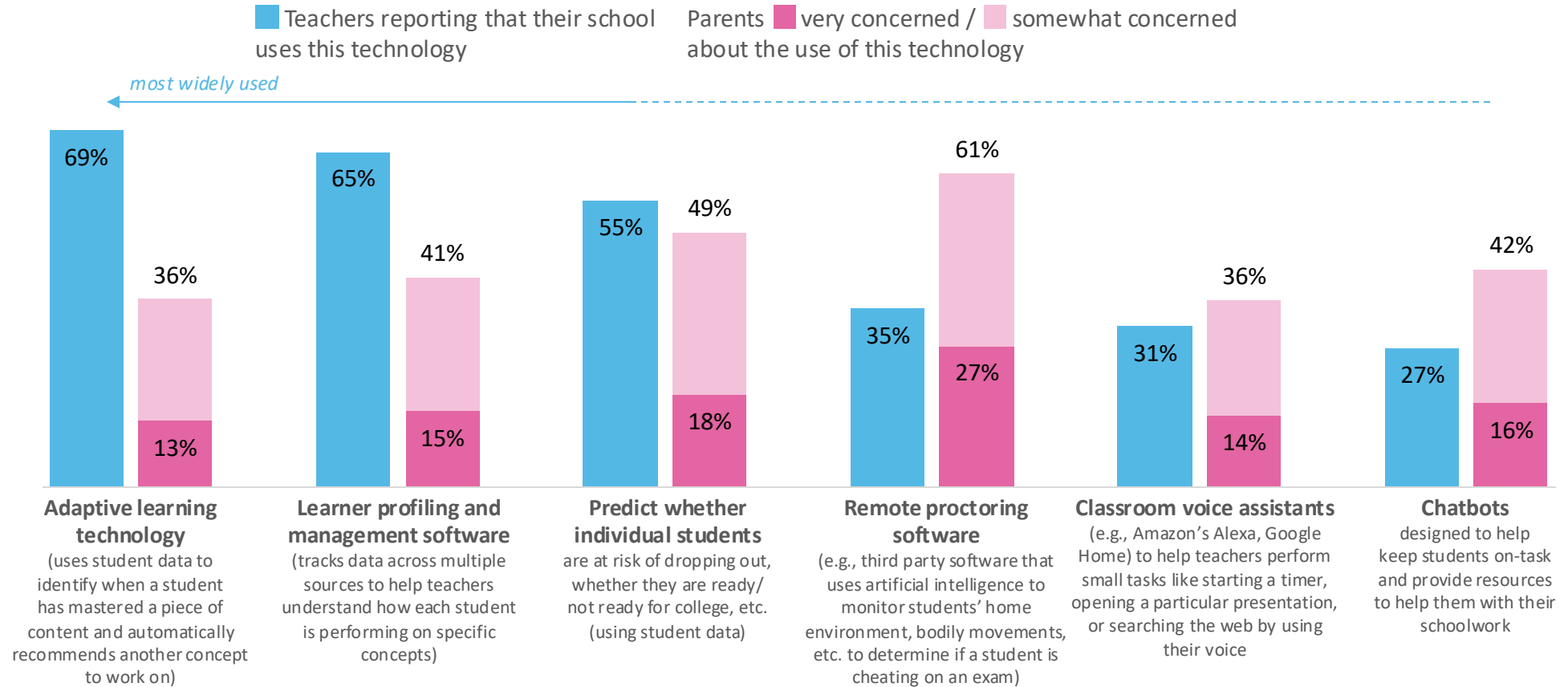
# Emerging Technologies

# Parents express concern about several different uses of technology intended for student instruction/educational purposes

- Teachers note that adaptive learning technology, learner profiling software, and the use of student data to predict future student behavior are the most widely used in schools, with over one-third to half of parents expressing concern about them.
- Remote proctoring software that uses AI to monitor students' physical movements generates the most concern among parents.

## Use of Technology for Academic Purposes and Parent Concern with that Technology

■ Teachers (n=1,006) | ■ Parents (n=1,028)



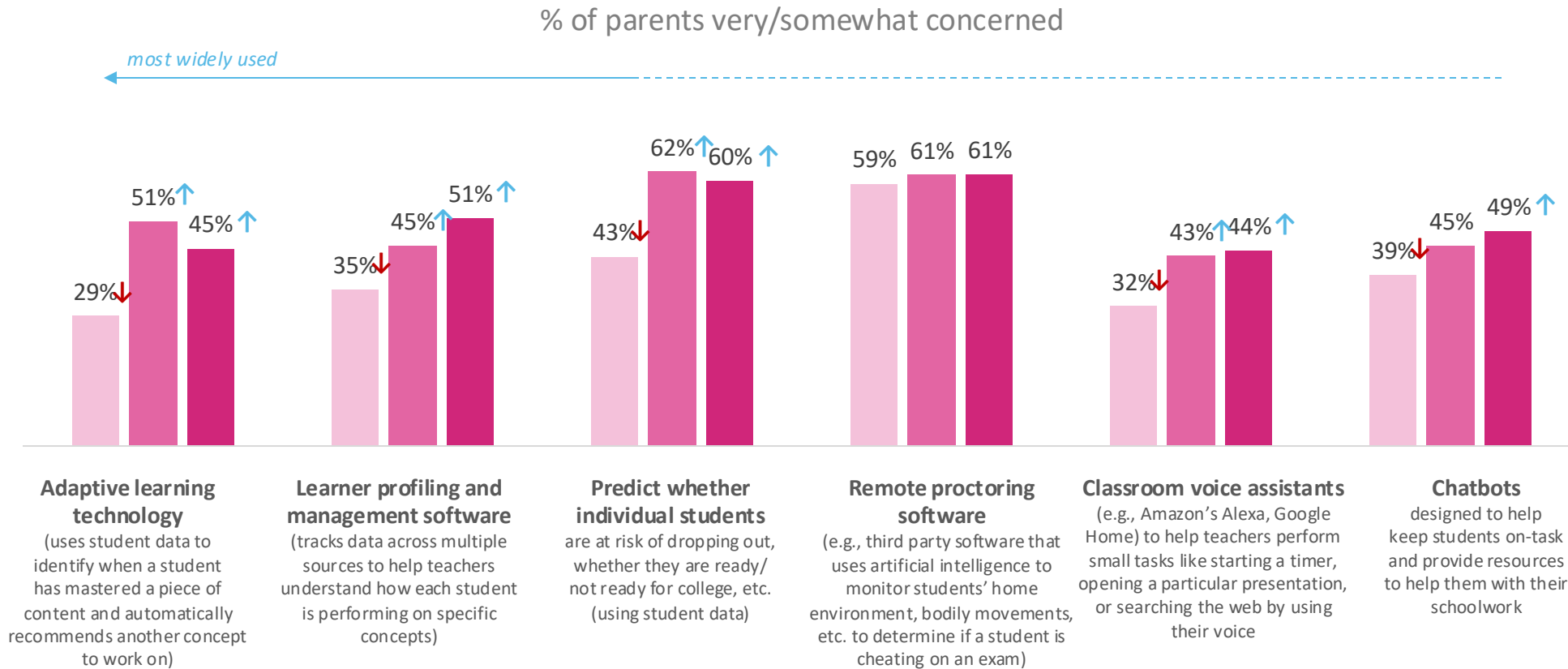
[Teachers\_Q18] Listed below are potential ways that data or technology could be used in schools to support student instruction and improve educational outcomes. Which of the following has your school or school district done in the last school year (2023-2024)?  
 [Parents\_Q23] Listed below are potential ways that data or technology could be used in schools to support student instruction and improve educational outcomes. How concerned would you say you are with each when it comes to your child and your child's school?

# Black and Hispanic parents express heightened concerns about several different uses of technology for academic purposes

- Some uses of technology for academic purposes, such as remote proctoring software, inspire concerns across the board.

## Parent Concern with the Use of Technology for Academic Purposes

White Parents (n=626) | Black Parents (n=126) | Hispanic Parents (n=204)



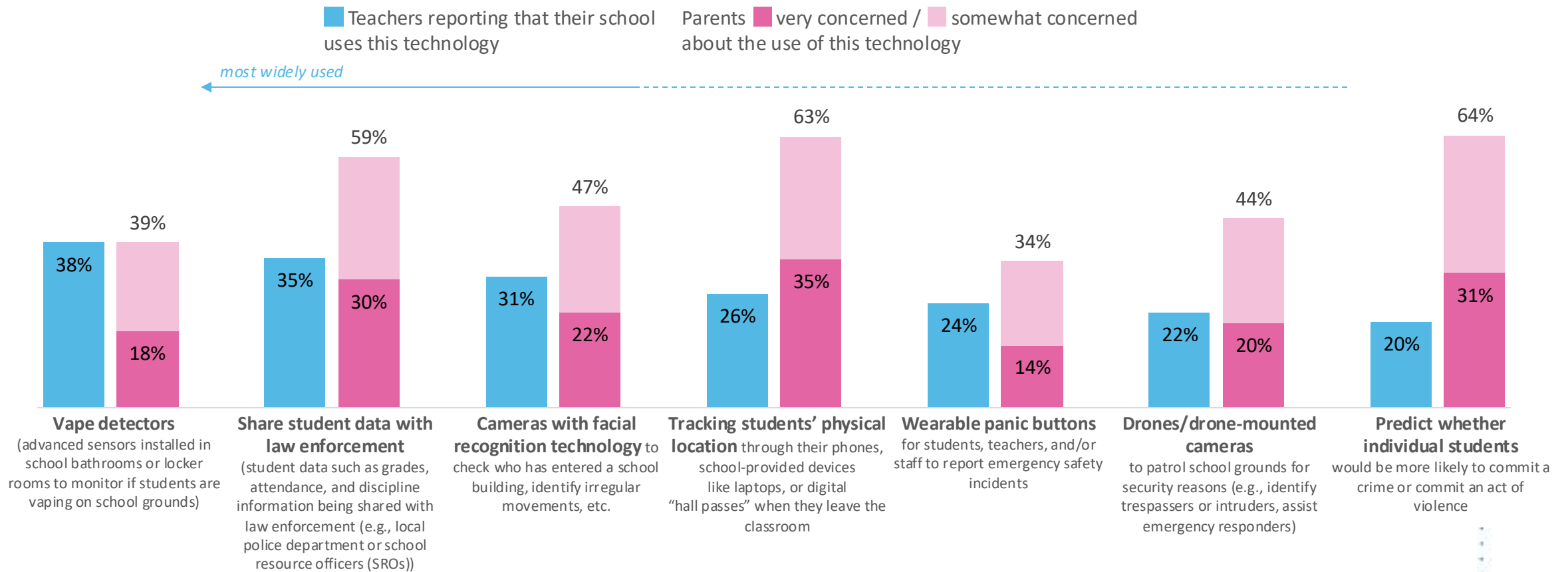
[Parents\_Q23] Listed below are potential ways that data or technology could be used in schools to support student instruction and improve educational outcomes. How concerned would you say you are with each when it comes to your child and your child's school?

# Technology implemented by schools to keep students safe sparks concern among parents as well

- Parents express the most concern about technology that tracks students' physical location and student data being used to predict whether students are more likely to commit a crime.
- A majority of parents also note concern about student data being shared with law enforcement or immigration enforcement.

## Use of Technology to Keep Students Safe and Parent Concern with that Technology

■ Teachers (n=1,006) | ■ Parents (n=1,028)



[Teachers\_Q18A] Listed below are potential ways that data or technology could be used in schools to keep students safe. Which of the following has your school or school district done in the last school year (2023-2024)?

[Parents\_Q23X] Listed below are potential ways that data or technology could be used in schools to keep students safe. How concerned would you say you are with each when it comes to your child and your child's school?

# Concern about the use of technology for safety purposes is also elevated among parents of color, particularly Hispanic parents

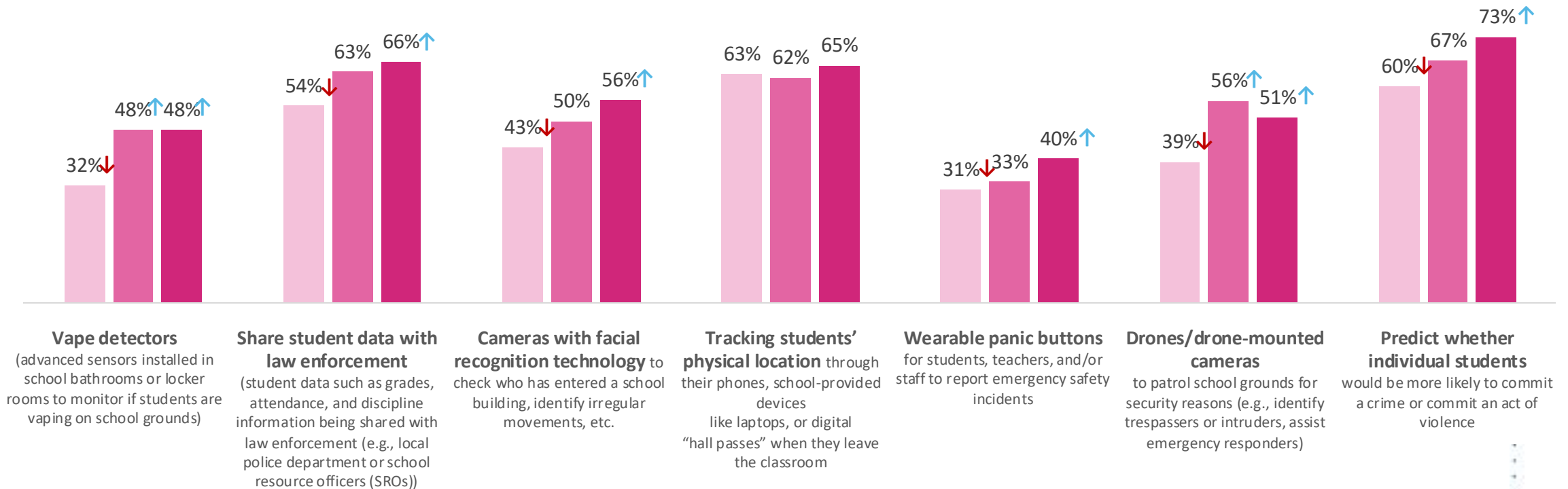
- Parents of all backgrounds are equally concerned about tracking students' physical location through their devices and sharing student data with immigration enforcement.

## Parent Concern about the Use of Technology to Keep Students Safe

■ White Parents (n=626) | ■ Black Parents (n=126) | ■ Hispanic Parents (n=204)

% of parents very/somewhat concerned

← most widely used





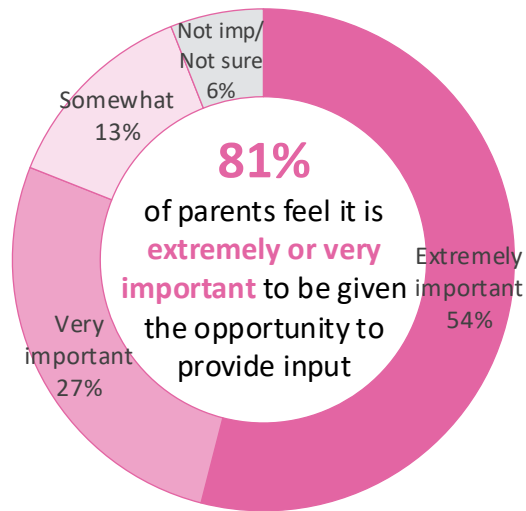
# Parent Engagement

# Parents want transparency and input into school use of AI or automated algorithms for making decisions about their child's education

## Parent Input About Use of Technology, Algorithms, or AI to Inform Learning or Educational Experiences for Their Child

■ Parents (split sample)

Importance of Parent Input into School Decisions in Using AI or Automated Algorithms to Inform Decisions about Child's Education



(n=508)

# 89%

of parents want to be **notified** if child's school was considering implementing artificial intelligence or automated algorithms in these ways to make decisions about student learning or educational opportunities

(n=520)

# Majorities of parents would opt their child out of school use of technology or algorithms to inform aspects of their educational experience

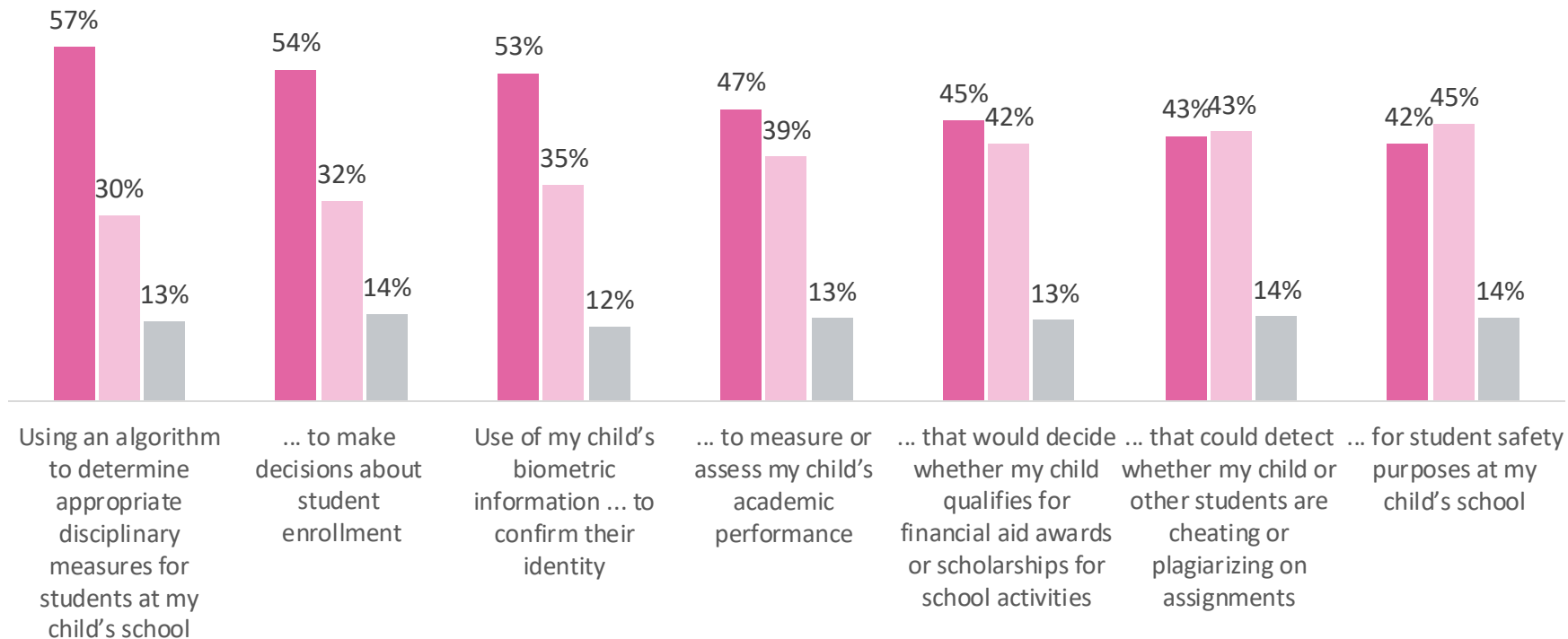
- The use of technology or algorithms for disciplinary measures, student enrollment decisions, and identity confirmation are met with resistance by a majority of parents.

## Parent Decisions About Use of Technology, Algorithms, or AI to Inform Learning or Educational Experiences for Their Child

■ Parents (n=1,028)

### Parents Would Opt their Child Out of the Following Uses of Technology, Algorithms, or AI

■ Would opt child out, prefer human input    ■ Would NOT opt out    ■ Not sure



[Parents\_Q23A] In some schools, artificial intelligence or automated algorithms are used to inform how or what student learning or educational opportunities are provided to students. These systems are used to make decisions based on a set of rules they are given, without individualized input from a human. In the school setting, the rules are applied to student data to make decisions about student learning or educational opportunities. Listed below are potential ways in which schools may use this technology. If you learned your child's school was using artificial intelligence or automated algorithms in these ways – instead of human input – and you had the choice, would you choose to opt your child out of having their student data used in these ways?.

# Content Filtering & Blocking

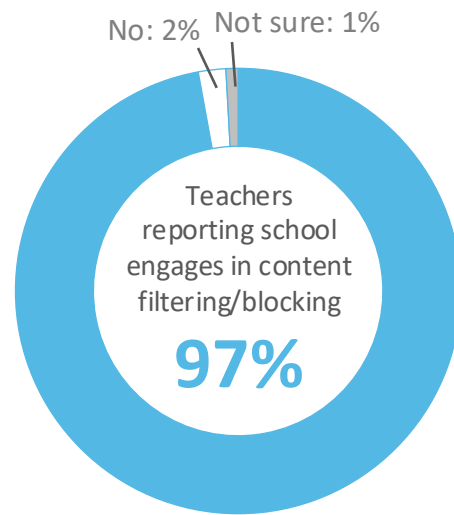
# School content filtering and blocking is nearly universal

- Parent awareness of content filtering/blocking has dropped slightly since 2023, despite teacher/student numbers remaining consistent.

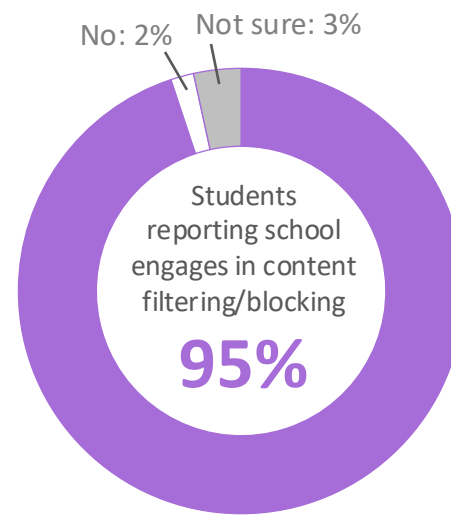
## Content Filtering/Blocking in Schools

■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028)

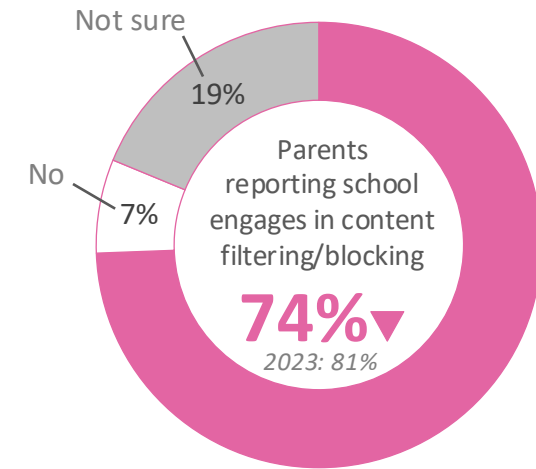
% reporting that school filters or blocks online content



41%▼  
on personal devices  
2023: 53%



36%  
on personal devices



[Teachers\_Q20] As far as you know, does your school or school district filter or block online content, such as websites or mobile apps, that students can access? Select all that apply.  
[Students\_Q14] As far as you know, does your school or school district filter or block online content, such as websites or mobile apps, that students can access? Select all that apply.  
[Parents\_Q31] As far as you know, does your child's school filter or block online content, such as websites or mobile apps, that students can access?

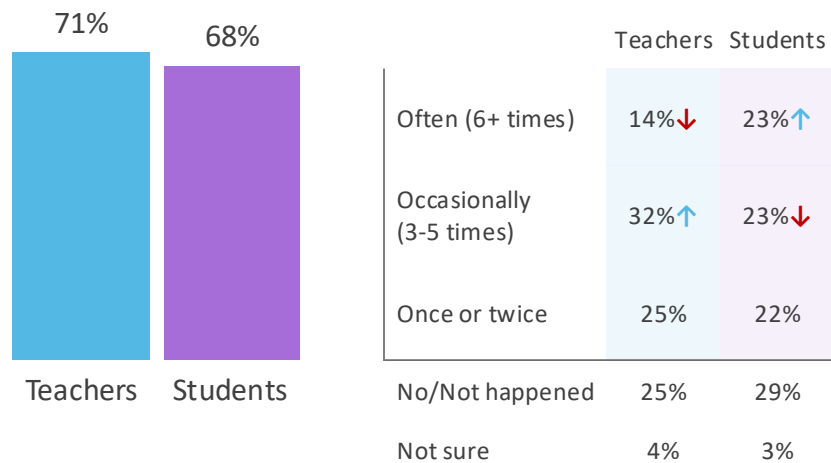
# Content filtering and blocking can impede a student's ability to complete school assignments

- Teachers and students indicate that students have been blocked or filtered from content they needed to complete a school assignment.
- A majority of students indicate they circumnavigate school filtering and blocking, rendering these tools ineffective.
- Teachers report a higher frequency of workaround usage by students than students do.

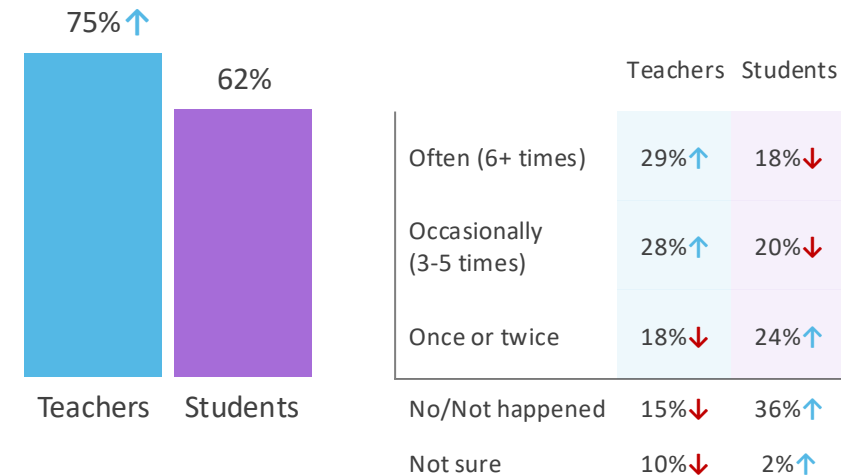
## Filtering/Blocking Workarounds

■ Teachers (n=977) and ■ Students (n=1,248) who report content filtering/blocking

Students have been blocked or filtered from content they needed to complete a school assignment



Students use workarounds to avoid the school's content filtering and blocking technology



[Teachers\_Q23A] In the past school year, have your students done any of the following?  
 [Students\_Q23A] In the past school year (2023-2024), have you experienced or done any of the following?

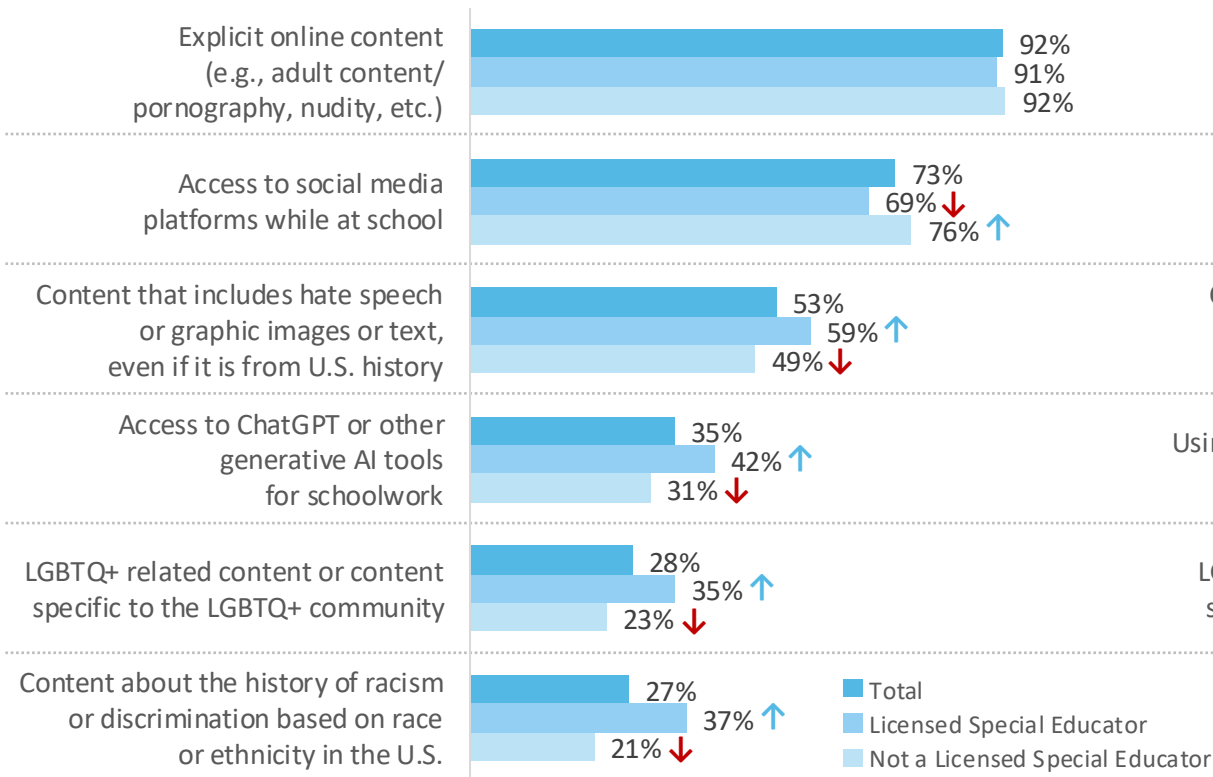
# Parent and student beliefs about what *should be* filtered or blocked align with what teachers report *is being* filtered or blocked by schools

- Licensed special education teachers are more likely to report school content blocking/filtering of hate speech, access to generative AI, LGBTQ+ content, and content regarding the history of racism.
- Students are less likely than parents to say social media or LGBTQ+ content *should* be blocked at school.

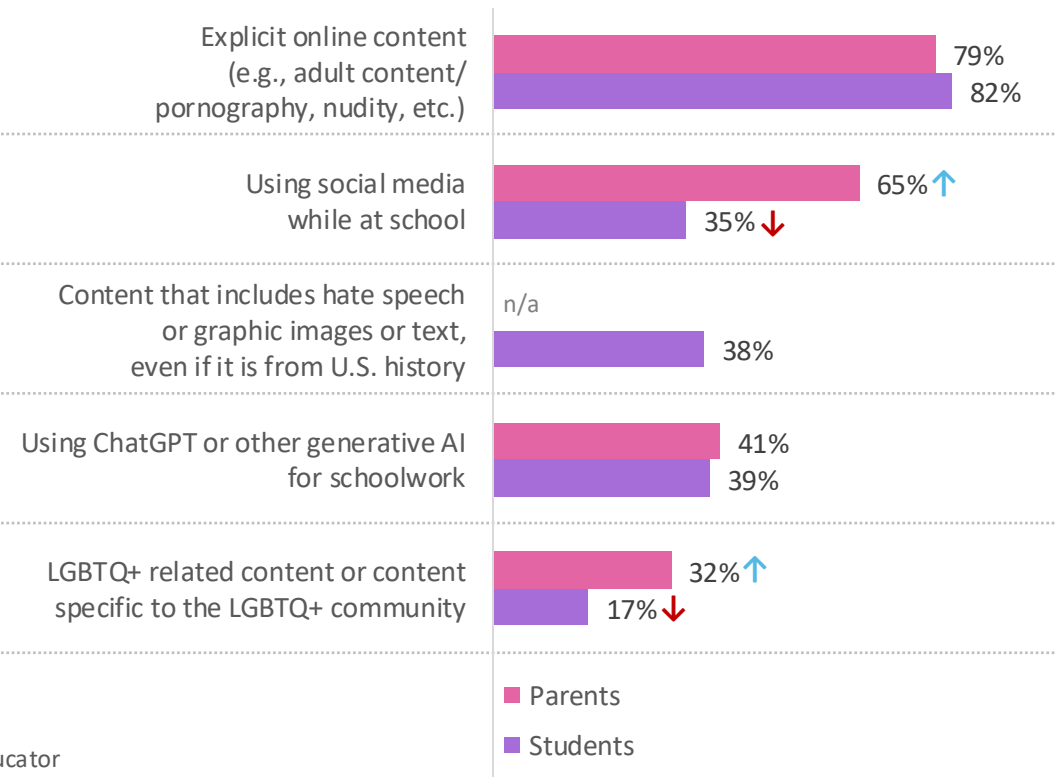
## Types of Content Filtered/Blocked

■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028)

% reporting that school filters or blocks this content



% reporting that school should filter or block this content



\*In addition: 62% of students think the school should filter or block content showing or describing violence to others  
59% of students think the school should filter or block access to sites that help students cheat on tests

[Teachers\_Q21] What online content does your school or school district filter or block?  
[Students\_Q15] Please read the following statements and select what online information you think schools should filter or block. Select all that apply.  
[Parents\_Q32] Please read the following statements and select the online information you think schools should filter or block. Select all that apply.

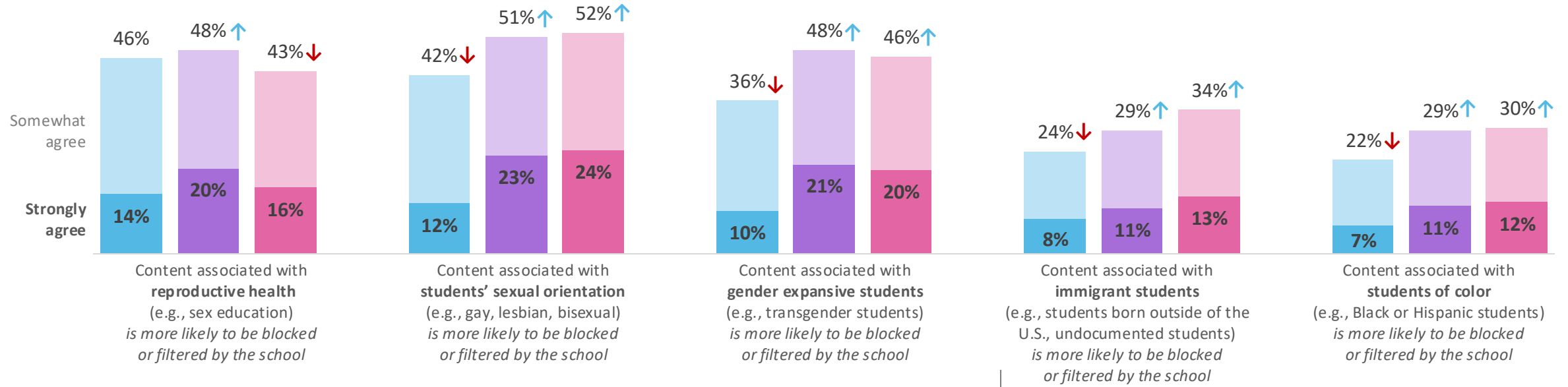
# Teachers, students, and parents feel that schools are more likely to filter or block some content than others

- All three audiences identify content associated with reproductive health, sexual orientation, and gender expansive students as the most likely to be filtered or blocked.
- More students and parents than teachers feel that many of these types of content are filtered or blocked by their school over other content.

## Content that is More Likely to be Filtered or Blocked

■ Teachers (n=977) | ■ Students (n=1,248) | ■ Parents (n=765) who report content filtering/blocking

% reporting that certain types of content are more likely to be filtered or blocked by their school



Higher among  
Licensed Special Educators

[Teachers\_Q21A] How much do you agree or disagree with the following statements about content filtering and blocking?

'I feel like content that's associated with... is more likely to be filtered or blocked by the school'

[Students\_Q21A] How much do you agree or disagree with the following statements about content filtering and blocking?

[Parents\_Q32A] How much do you agree or disagree with the following statements about content filtering and blocking?



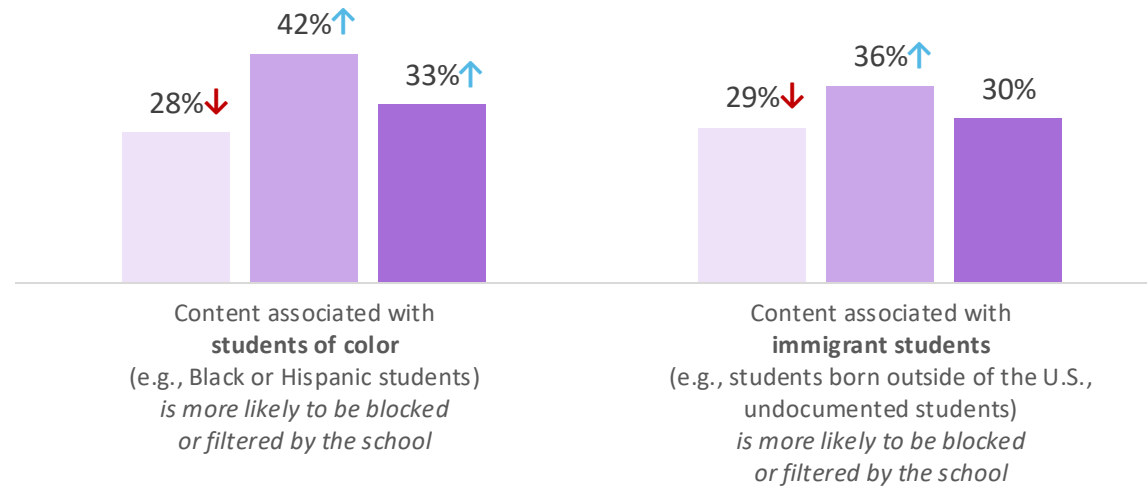
# Black and Hispanic students are more likely to report that certain types of content are filtered or blocked by their school

- This content includes content associated with immigrant students and content associated with students of color.

## Content that is More Likely to be Filtered or Blocked

■ White Students (n=746) | ■ Black Students (n=372) | ■ Hispanic Students (n=335) who report content filtering/blocking

% reporting that certain types of content are more likely to be filtered or blocked by their school



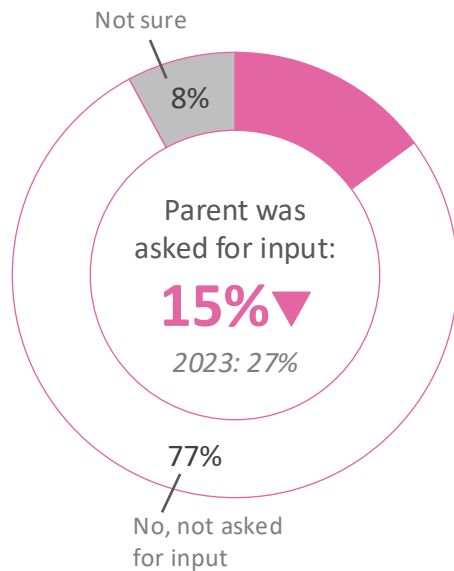
# This year, parents report having even less say on school content filtering and blocking policies

- Most parents maintain it is important for schools to give parents the opportunity to give their input, as well as let parents know what content is being filtered and blocked.

## Parental Input into What Content is Filtered or Blocked

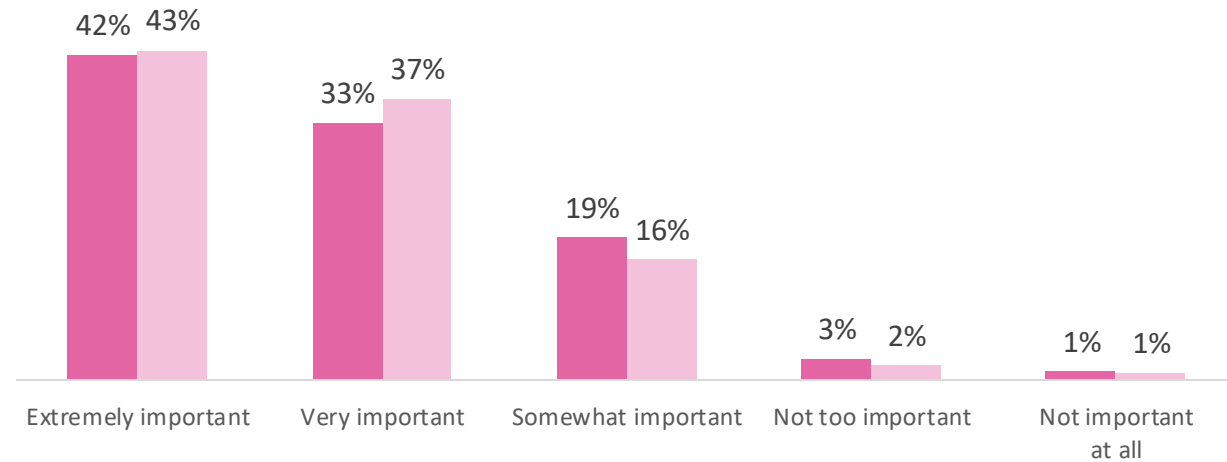
■ Parents (n=1,028)

% asked for input on what school filters or blocks



■ How important is it for schools to give parents the opportunity to share their input about what content the school should filter or block?

■ How important is it for schools to share with parents what content the school filters or blocks from students?



[Parents\_Q44] Has your child's school or school district asked for your input as a parent to inform how or what they filter, or block?  
 [Parents\_Q44B] How important is it for schools to give parents the opportunity to share their input about what content the school should filter or block?  
 [Parents\_Q44C] How important is it for schools to share with parents what content the school filters or blocks from students?

# Student Activity Monitoring

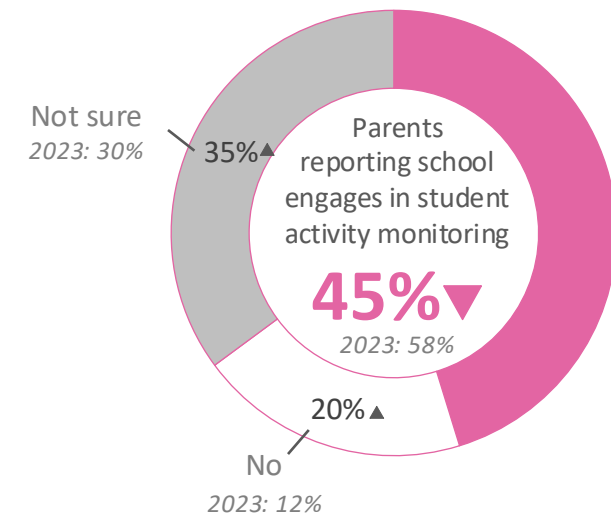
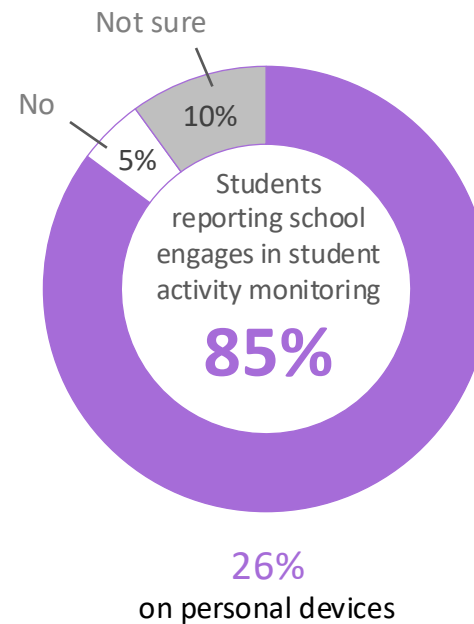
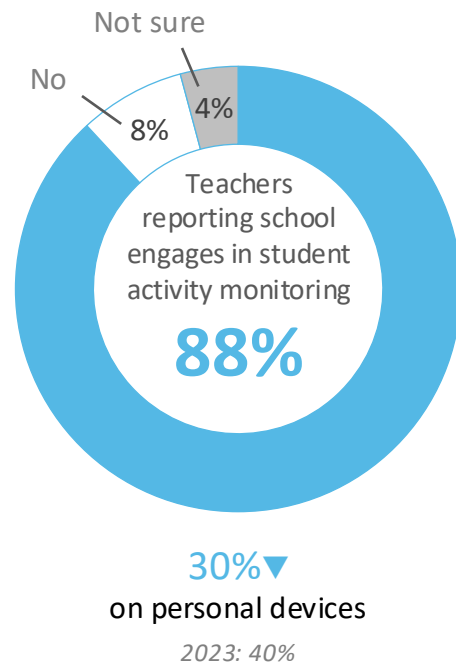
# Student activity monitoring in schools continues to be widespread

- Though more schools monitor activity on school devices, up to 3 in 10 teachers and students indicate that their school monitors students' personal devices.
- Parents are even less plugged into whether their school does student activity monitoring, with more than one-third saying they are not sure.

## Student Activity Monitoring in Schools

■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028)

% reporting that school conducts student activity monitoring



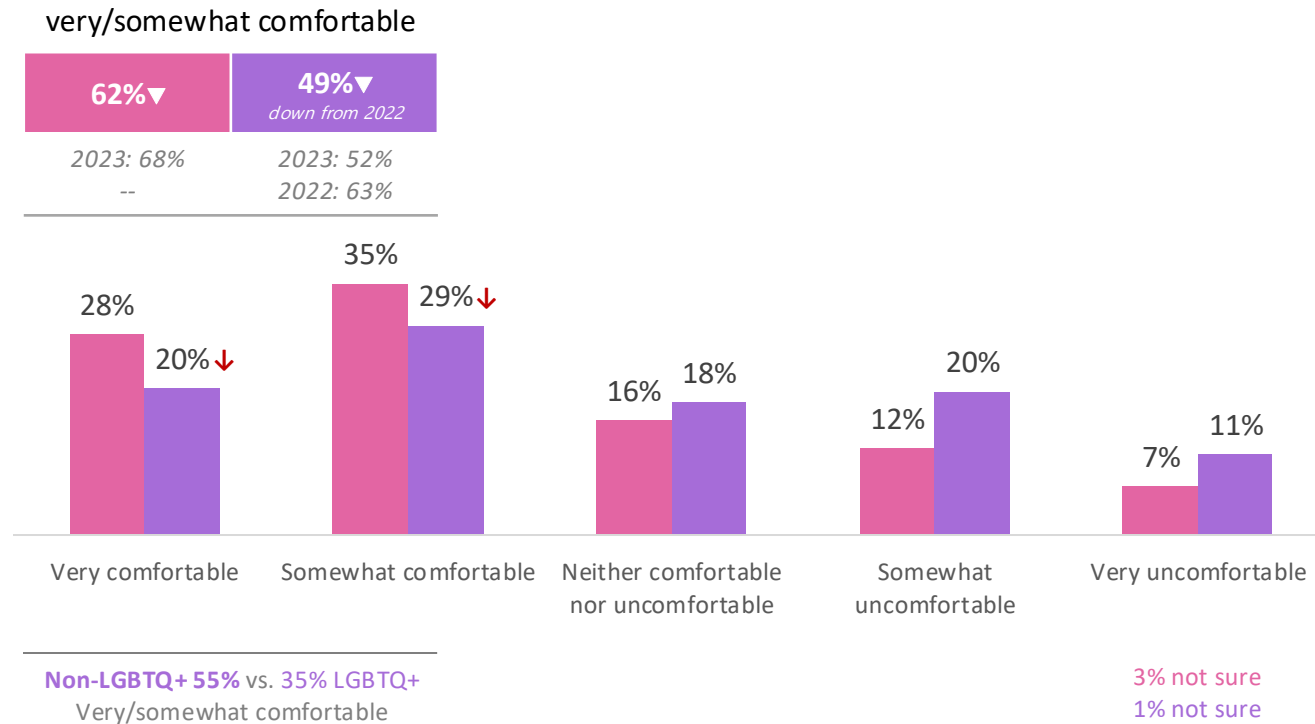
[Teachers\_Q25] Does your school or school district engage in student activity monitoring? Select all that apply.  
 [Students\_Q16] As far as you know, does your school conduct student activity monitoring? Select all that apply.  
 [Parents\_Q33] As far as you know, does your child's school engage in student activity monitoring?

# Fewer students and parents are comfortable with student activity monitoring this year compared to last year

- Students continue to be less comfortable with schools conducting student activity monitoring than parents.
- LGBTQ+ students are less comfortable with student activity monitoring than their non-LGBTQ+ peers.

## Comfort-Level with Student Activity Monitoring

■ Parents (n=1,028) | ■ Students (n=1,316)



[Students\_Q17] Overall, how comfortable “are you”/“would you be” with your school or school district conducting student activity monitoring?  
 [Parents\_Q34] Overall, how comfortable [“are you” / “would you be”] with your child’s school conducting student activity monitoring?

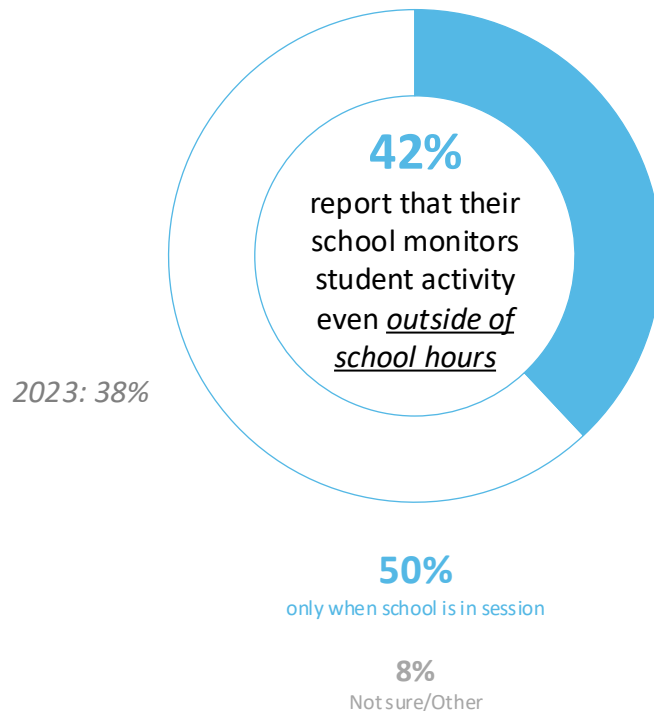
# Teacher data indicate that student activity monitoring is not confined to hours when school is in session

- 4 in 10 teachers report their school monitors student activity *outside of school hours*.
- More teachers this year report that after hours alerts are sent to teachers and fewer say they are sent to law enforcement or other third parties.
- However, 1 in 4 teachers are unsure who receives after-hours alerts.

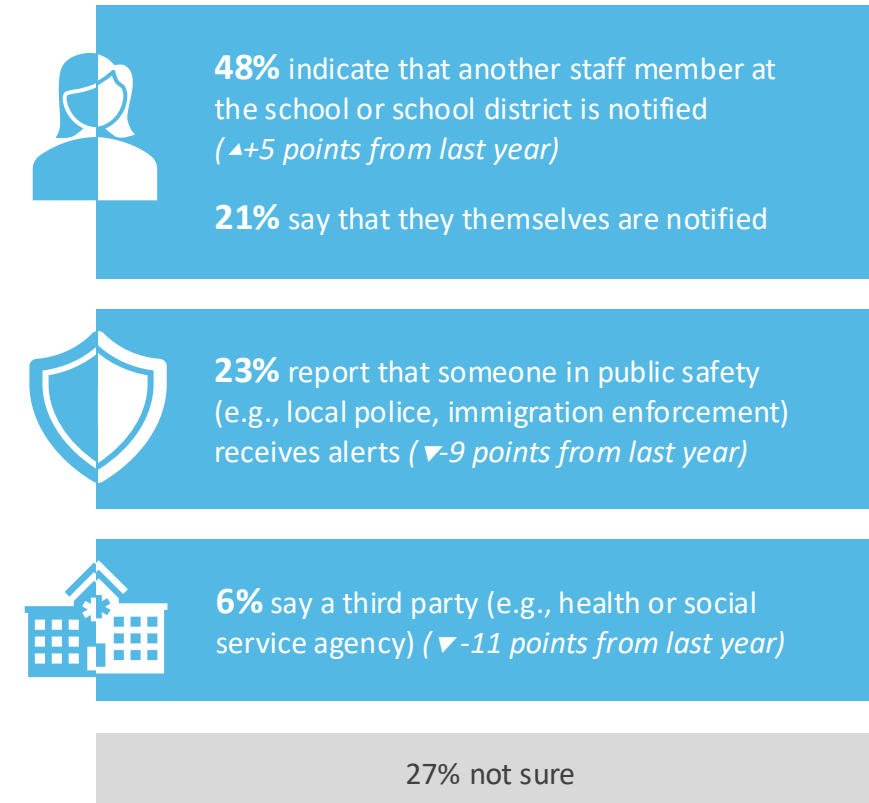
## Student Activity Monitoring Outside of School Hours

■ Teachers at schools that engage in student activity monitoring (n=883)

### When is student's online activity monitored?



### Who receives alerts from the student activity monitoring system that happen AFTER SCHOOL HOURS?



[Teachers\_Q28] When is students' online activity monitored? Select one.

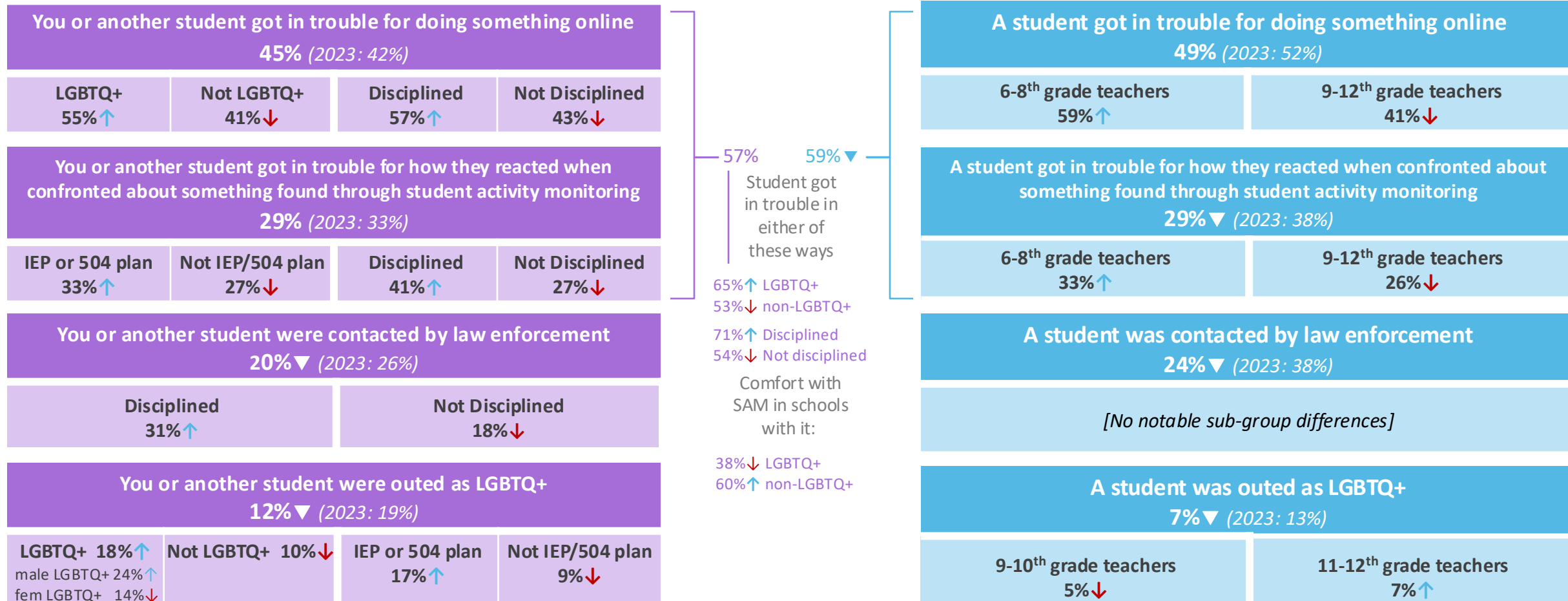
[Teachers\_Q29] Who receives alerts from the student activity monitoring system that happen AFTER SCHOOL HOURS? Select all that apply.

# Students continue to experience negative consequences stemming from being caught by student activity monitoring

- Negative consequences as reported by students and teachers are down slightly since the survey was conducted last year.
- LGBTQ+ students, students that have been disciplined in the past year, and students with an IEP or 504 plan report experiencing more of the negative effects of student activity monitoring than their peers.

## Student or Someone They Know Experienced a Negative Consequence as a Result of Student Activity Monitoring

■ Students (n=1,129) | LGBTQ+ (n=296) | Not LGBTQ+ (n=816) | ■ Teachers (n=883) at schools that engage in student activity monitoring



[Students\_Q18 (Q42EE:2022)] Which, if any, of the following have happened to you or another student at your school? Select all that apply.  
 [Teachers\_Q30] Which, if any, of the following have happened to a student or students at your school? Select all that apply.

# Generative AI



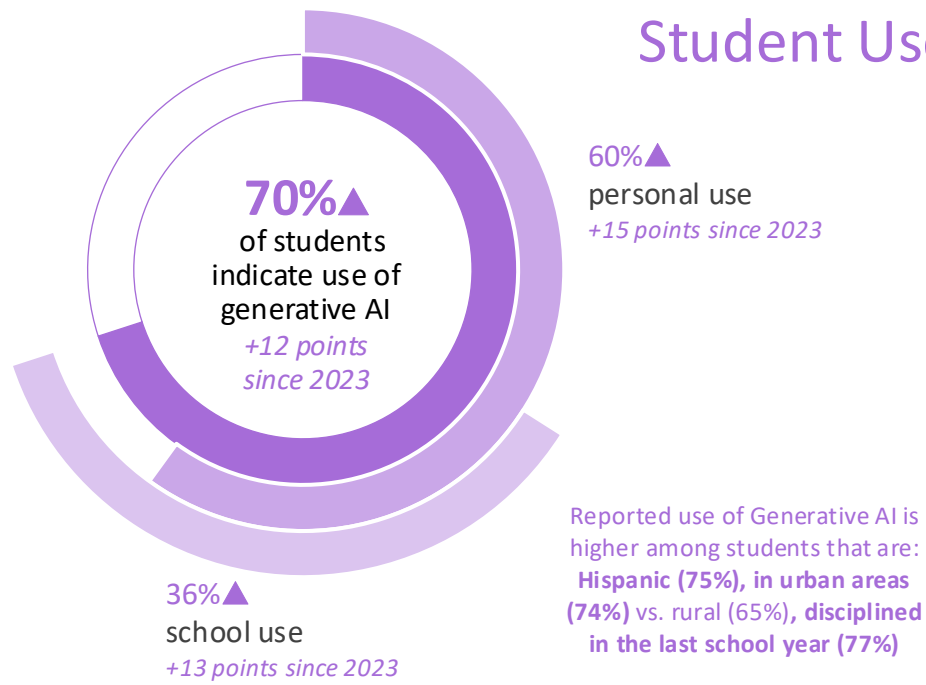
# Student use of ChatGPT or other forms of generative AI has surged since last year

- Student use of generative AI outstrips parents' awareness of whether their child has used the technology.

## Student Use of ChatGPT/Other Generative AI Tools

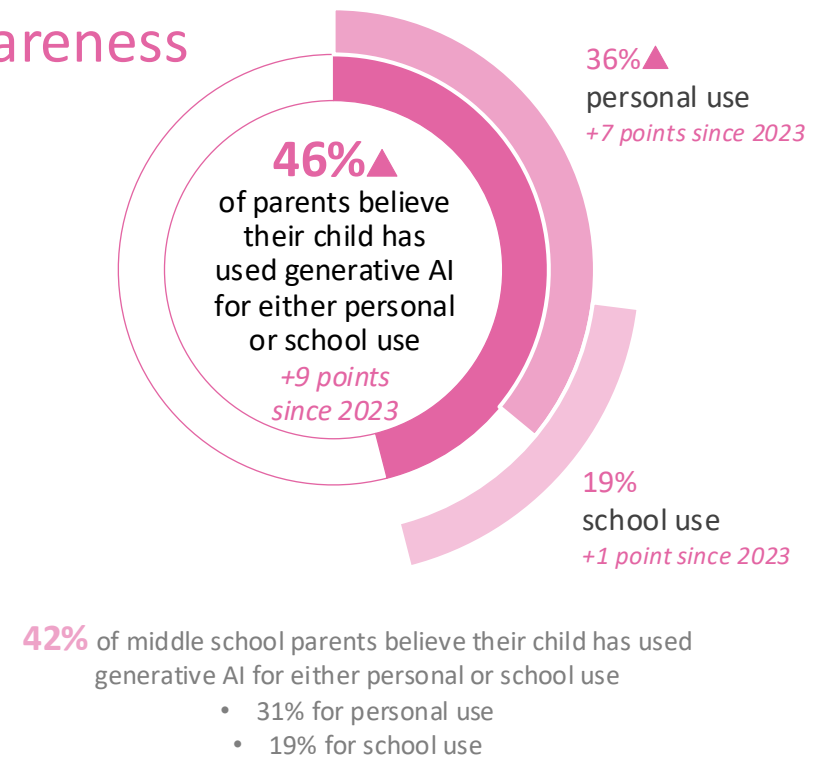
■ Students (n=1,316) | ■ Parents (n=1,028)

### Student Use of Generative AI



## Student Use > Parent Awareness

### High School Parent Perceptions of Child's Use of Generative AI



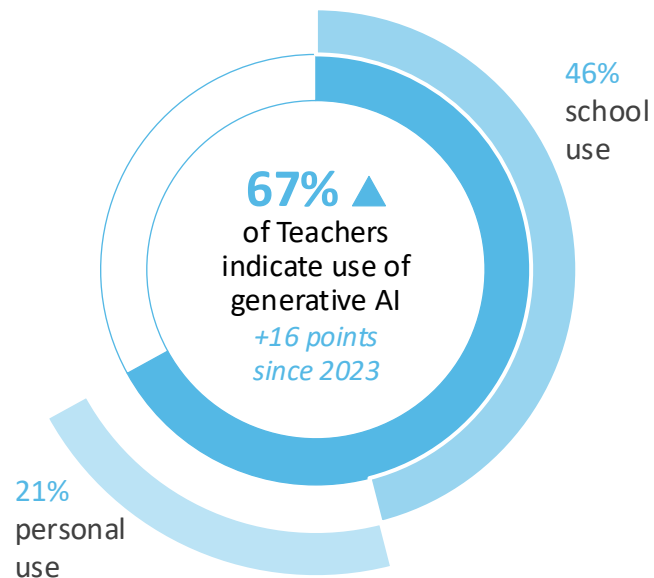
# More teachers are using generative AI today than one year ago

- Nearly half of teachers are using ChatGPT or another generative AI platform for school/teaching.
- A quarter of teachers report using generative AI to develop/inform IEPs, with most of these using it to identify trends in student progress and help determine patterns for goal setting.

## Teacher Use of ChatGPT/Other Generative AI Tools for School and Personal Use

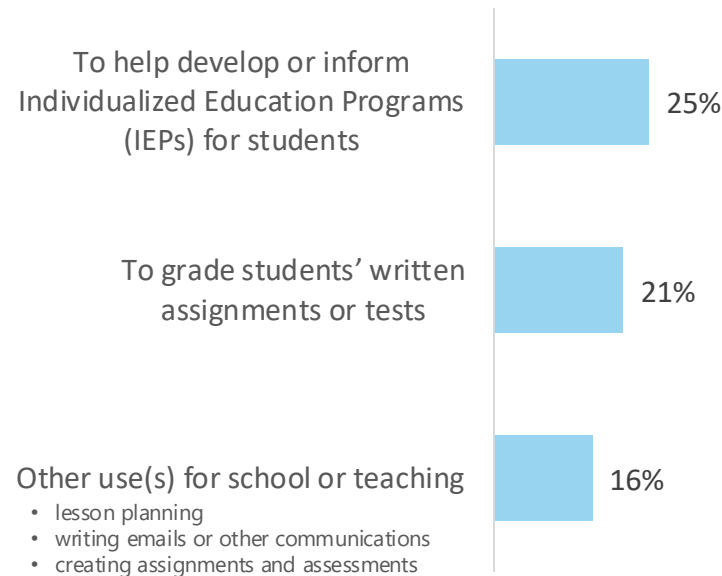
■ Teachers (n=1,006)

Teacher Use of Generative AI



Reported use of Generative AI is higher among: **Younger teachers, <30-year-olds (79%), Licensed Special Educators (71%), those in Urban areas (77%)**

Specific Uses of Generative AI at School by Teachers



Reported use of Generative AI to help develop/inform IEPs is higher among: **Licensed Special Educators (39%), those in Urban areas (39%)**

Use of Generative AI for IEPs

Among licensed special educators (n=378)

To identify trends in student progress and help determine patterns for goal setting	23%
To summarize the content of an IEP	19%
For choosing specific accommodations as part of the IEP creation process	16%
To write only the narrative portion of an IEP	12%
To write an IEP in full	8%

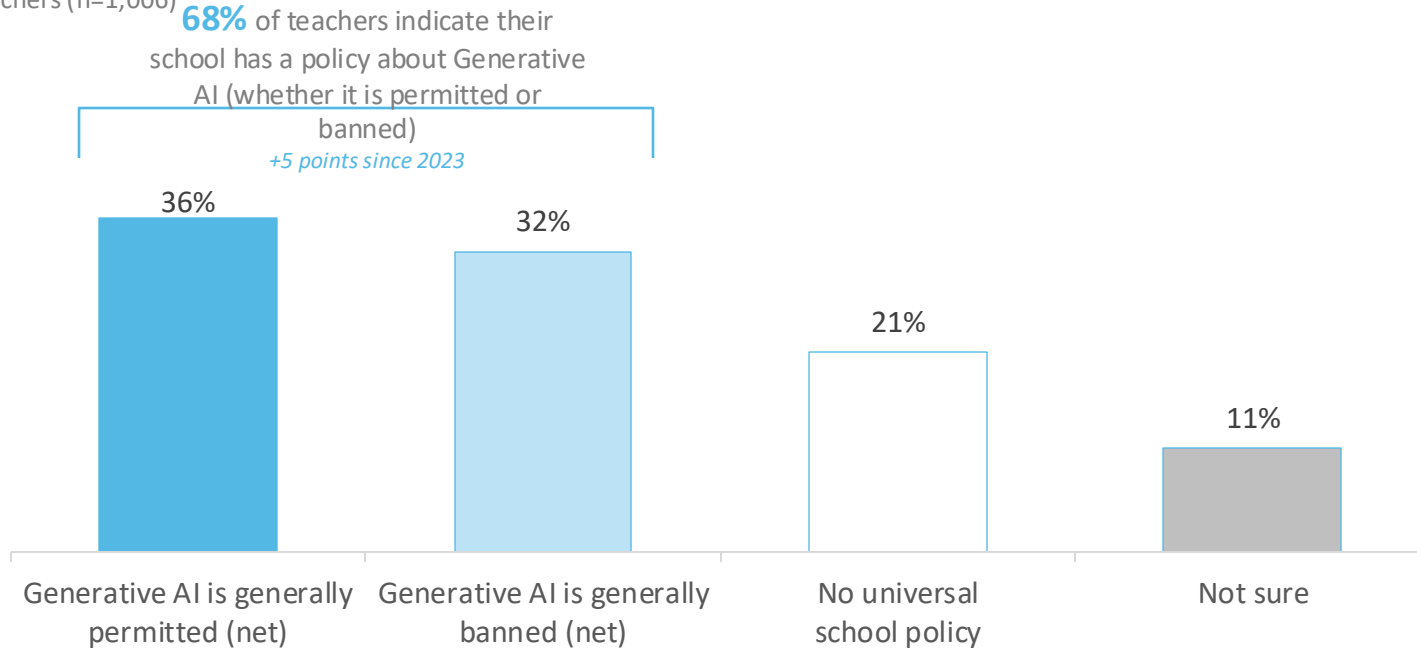
[Teachers\_Q40A] Have you used ChatGPT or another generative AI platform in any of the following ways? Select all that apply.  
[Teachers\_Q40B] How are you using generative AI tools or platforms to help develop or inform IEPs for students? Select all that apply.

# Despite growing use, there is a gap in generative AI policies at schools

- Teachers are relatively evenly split in saying their school permits the use of generative AI or bans it.
- School guidance to teachers is mainly about how to respond and how to use professional judgment or technology to detect it.
- Just 1 in 4 teachers have received guidance about the school’s discipline policy for student use of generative AI in ways that are not permitted.

## Generative AI School Policies and Guidance Provided

■ Teachers (n=1,006)



Permitted but teachers may ban use for individual assignments	29%	Generally not permitted but teachers may allow use for individual assignments	18%
Permitted and teachers may not ban its use	7%	Not permitted for any school assignments	14%

## Guidance about student use of Generative AI discussed or covered as part of teacher training

Guidance provided (net)	69%
Guidance on how you or your school should respond if you suspect a student has used generative AI in ways that are not allowed (e.g., plagiarism)	33%
How to use professional judgment to detect student use of generative AI by comparing previous student work with the assignment in question	30%
How to use online AI content detection tools to detect student use of generative AI on assignments	29%
How to use student activity monitoring to detect student use of generative AI for school assignments	24%
How to apply your school’s discipline policy to determine how a student should be penalized for using generative AI in ways that are not permitted (e.g., detention, suspension, receive a “fail” grade)	23%
None of these	26%
Not sure	5%

[Teachers\_Q43] Which best describes your school’s policy on students' use of ChatGPT or other generative AI for schoolwork? Select one.

[Teachers\_Q45] Which, if any, of the following have been discussed or covered as part of your school’s teacher training regarding student use of generative AI? Select all that apply.

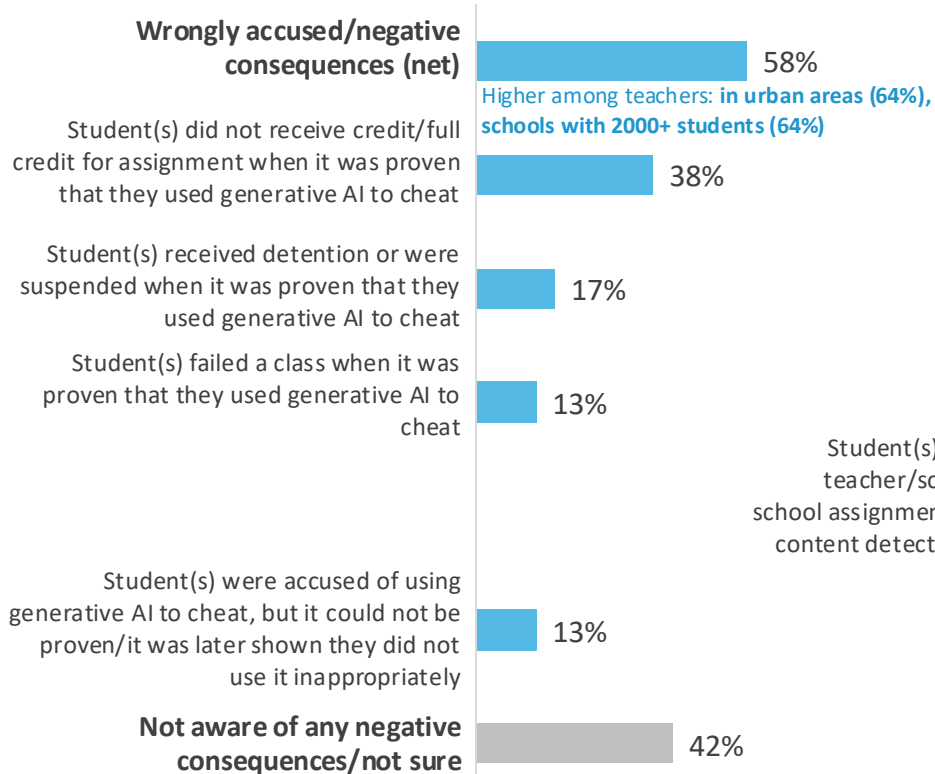
# Over half of teachers and students report a student receiving negative consequences due to generative AI use

- Significantly fewer parents say their child was personally implicated as a result of use or suspected use of generative AI compared to what students and teachers report to have occurred during the past school year.

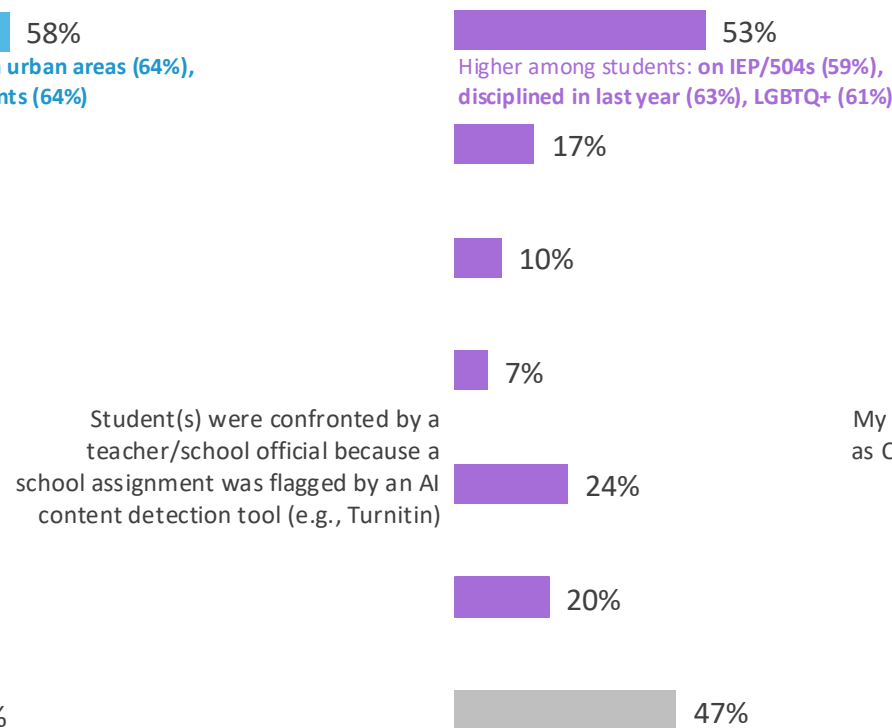
## Negative Consequences for Using Generative AI on School Assignments

■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028)

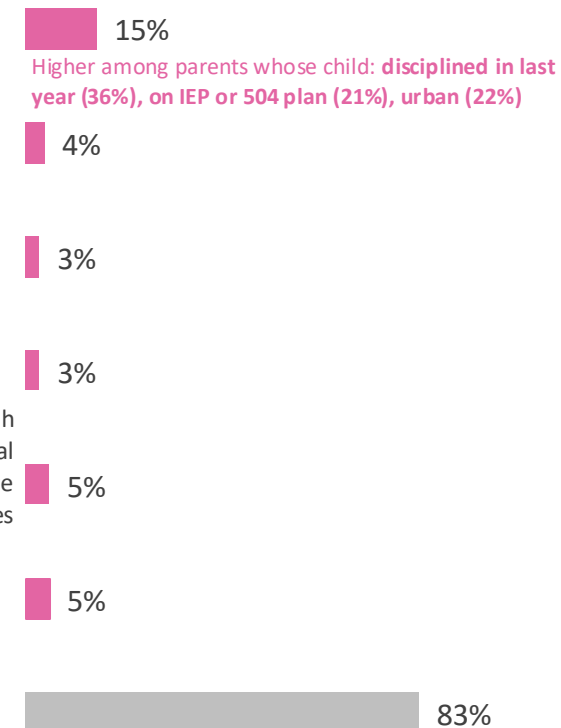
### Consequences for student(s)



### Consequences for student or someone they know



### Consequences for child



[Teachers\_Q47] During the last school year (2023-2024), did any student(s) at your school get in trouble or experience negative consequences for using or being accused of using generative AI on a school assignment? Select all that apply.

[Students\_Q35] During the last school year (2023-2024), did you or someone you know get in trouble or experience negative consequences for using or being accused of using generative AI on a school assignment? Select all that apply.

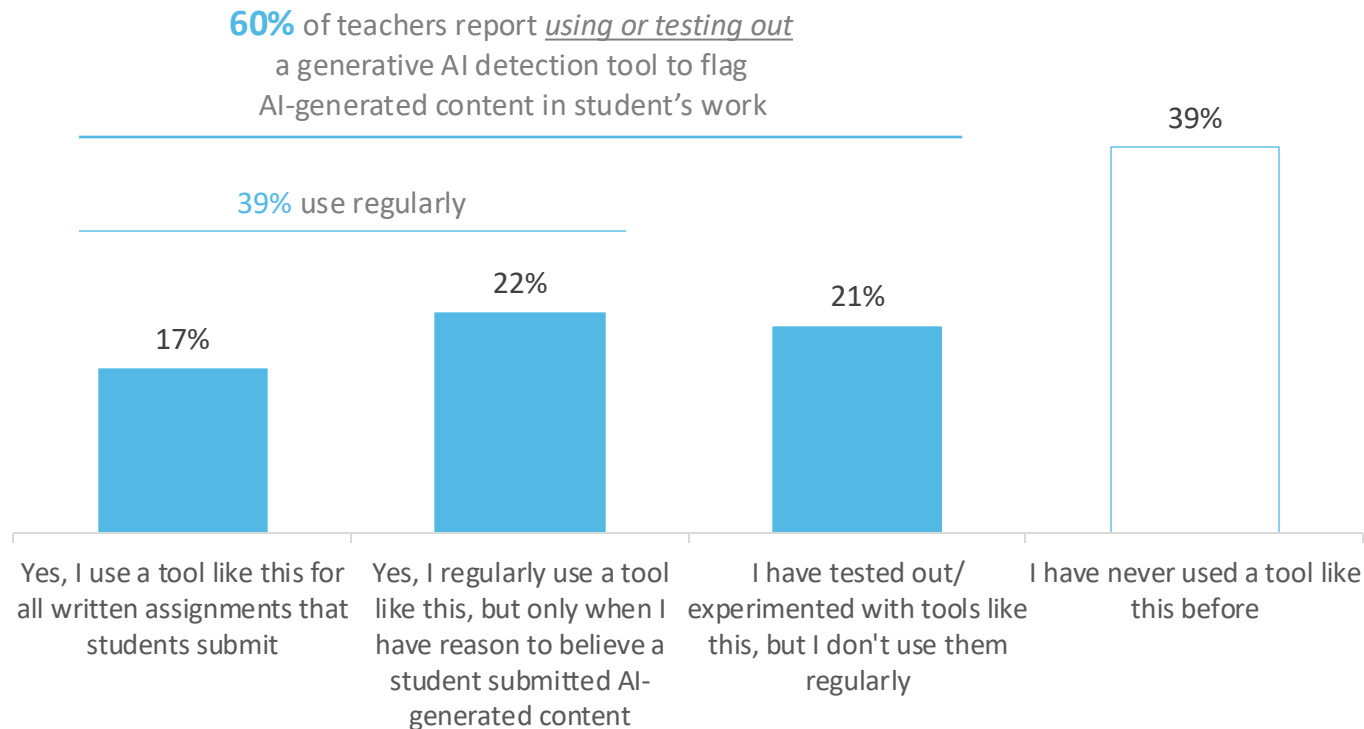
[Parents\_Q58] During the last school year (2023-2024), has your child gotten in trouble or experienced negative consequences for using or being accused of using ChatGPT or another generative AI platform on a school assignment? Select all that apply.

# Teachers are taking an active role in using or experimenting with generative AI content detection tools to expose AI-generated student assignments

- 6 in 10 teachers say they have used or experimented with a generative AI detection tool to detect AI-generated student work; 4 in 10 do so regularly.
- Few teachers say their school uses student activity monitoring to determine if students are using generative AI to cheat on an assignment or test; however, teacher visibility into this practice may be limited as 1 in 4 teachers are not sure if their school or district does this today.

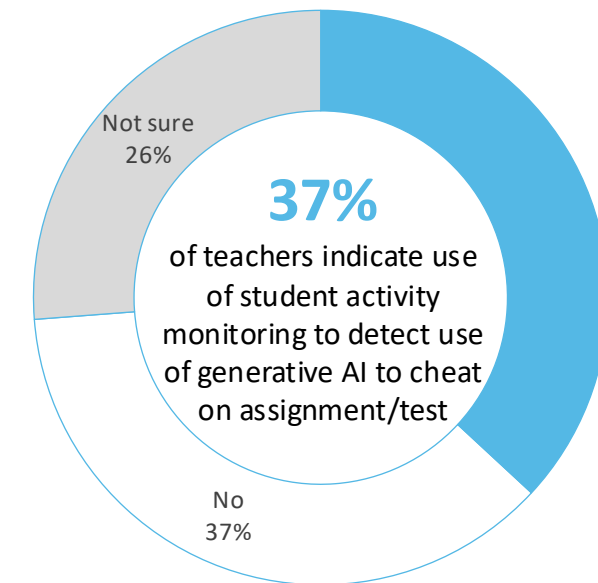
## Monitoring and Detection for Generative AI Use

■ Teachers (n=1,006)



Regularly use a generative AI detection tool to find AI-generated content in student's work:  
**Licensed Special Educators (48%), those in Urban areas (50%)**

School or school district use of student activity monitoring to determine student use of Generative AI to cheat on an assignment/test



Use of Student Activity Monitoring to determine use of generative AI to cheat is higher among by school/school district: **Licensed Special Educators (48%), those in Urban areas (45%)**

[Teachers\_Q49A] Does your school or school district use student activity monitoring to determine if a student has used generative AI (e.g., ChatGPT) to cheat on an assignment or test?  
 [Teachers\_Q50] Do you use a generative AI content detection tool to determine whether students' work is AI-generated? Select one.

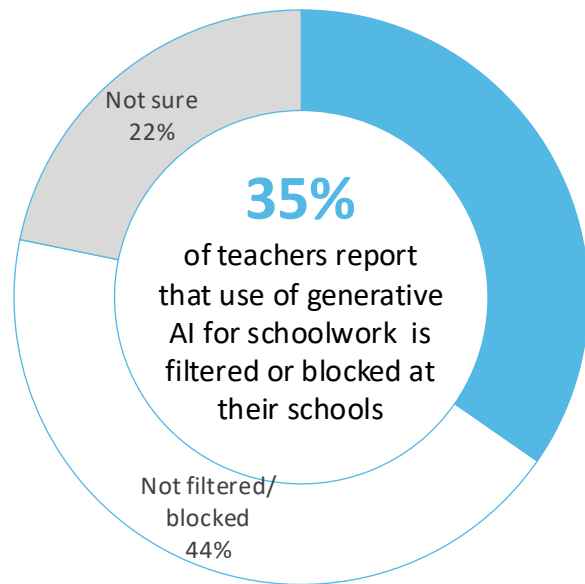
# Few teachers indicate that ChatGPT and other generative AI programs are blocked at schools – this data point aligns with student and parent perceptions of whether generative AI should be blocked

- 1 in 5 teachers are not sure if Generative AI is blocked at their school.

## Generative AI Blocking At Schools

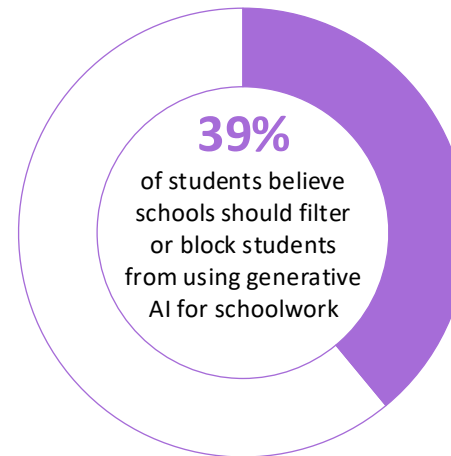
■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028)

*Generative AI is Blocked*

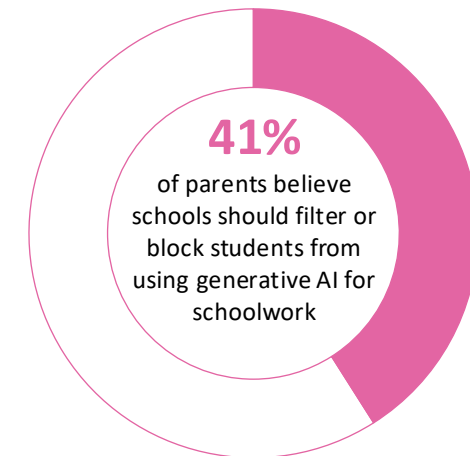


Filtering/blocking ChatGPT/other generative AI is higher among: **Licensed Special Educators (42%), those in Urban areas (41%)**

*Believe Generative AI for Schoolwork **Should Be Blocked***



Higher among: **LGBTQ+ students (48%)**



# Contact Us

*Center for Democracy & Technology,  
Equity in Civic Technology Project*

[CivicTech@cdt.org](mailto:CivicTech@cdt.org)

The Center for Democracy & Technology is a 25-year old 501(c)(3) working to promote civil rights and civil liberties in the digital age. Based in Washington, D.C., and Brussels, Belgium, CDT works inclusively across sectors to find tangible solutions to today's most pressing technology policy challenges. Our team of experts includes lawyers, technologists, academics, and analysts, bringing diverse perspectives to all of our efforts.

The Equity in Civic Technology Project works to advance responsible civic technology use and strong privacy practices that protect the rights of individuals and families. If you want to learn more about CDT and our work, please visit our website: <https://cdt.org/>.

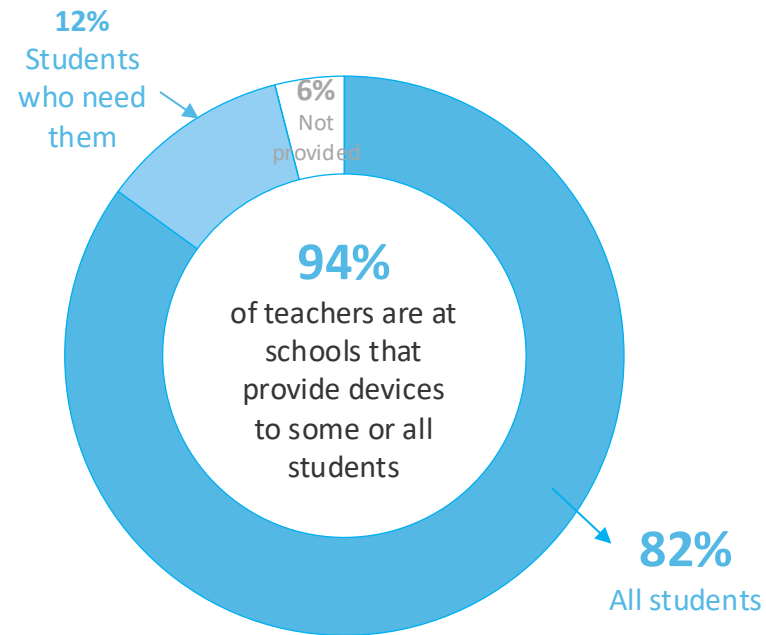
# Appendix



# Most schools are providing school devices to students

## School Provides Devices

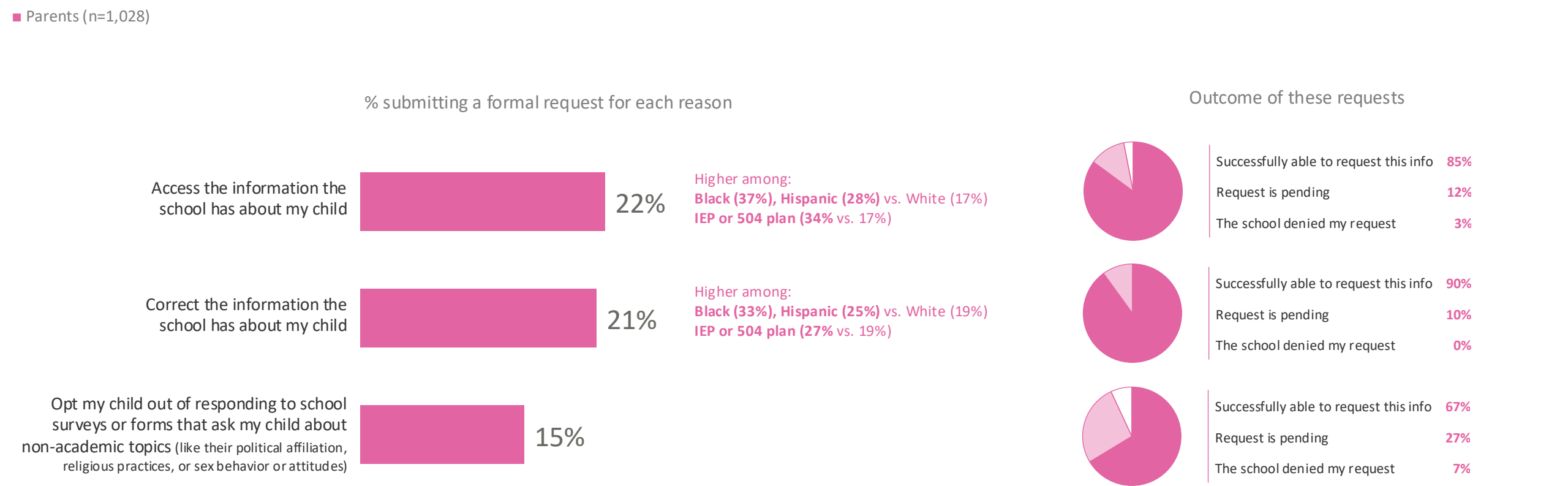
■ Teachers (n=1,006)



# Parents that submitted formal requests to their child's school indicate they were largely successful in getting the request addressed

- Among parents that have requested to opt their child out of sharing non-academic information about themselves, 1 in 3 indicate their request is still pending or their request had been denied.

## Parent Requests for Student Data



[Parents\_Q27A] Which of the following, if any, have you tried to do by submitting a formal request to the school? Select all that apply.  
 [Parents\_Q27B] What was the result of your attempt or request to do the following?

# Parents concerned with student data privacy and those notified of a data breach are more likely to submit a formal request about their child's information

- Just under half of parents have made formal requests for their child's school data or information – this number grows to approximately 9 out of 10 parents whose child attends a school that has had a data breach.

## Parent Requests for Student Data

■ Parents (n=1,028)

**45%**

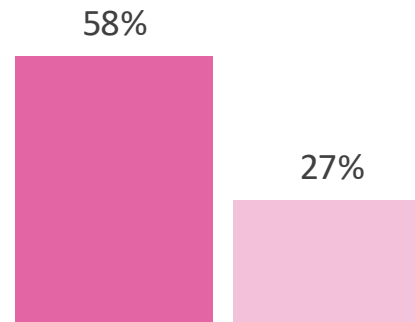
of parents submitted a formal request to the school about their child's information or what is collected\*

\*request to access the information the school has about their child, correct the information, or opt their child out of responding to school surveys or forms that ask them about non-academic topics

### Parent requests among parents concerned about student data privacy

**58%** of parents concerned about student data privacy submitted a formal request to the school

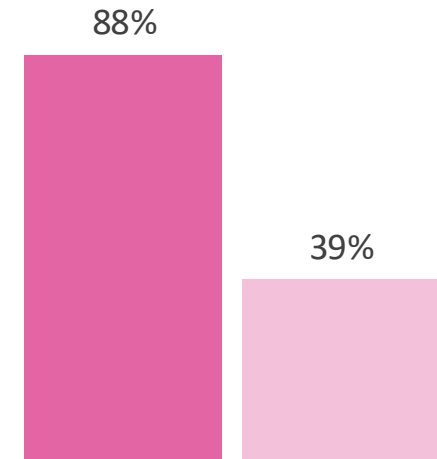
*Not concerned, who submitted a request*



### Parent requests among parents notified of a school data breach

**88%** of parents notified about a school data breach submitted a formal request to the school

*Not notified/aware of a data breach, who submitted a request*



# Regression analysis reveals that previous data breaches, perspectives on generative AI, and workarounds impact overall concern about data privacy

## Key Drivers of Concern about Data Privacy and Security

■ Teachers (n=1,006) | ■ Students (n=1,316) | ■ Parents (n=1,028) |

Significant drivers of concern (keeping other variables constant)

	Teachers	Students	Parents
More likely to be concerned if...	<ul style="list-style-type: none"> <li>School experienced a <b>data breach</b></li> <li><b>Generative AI</b> permitted at all times</li> <li>Teachers required to be trained in student data privacy procedures and other topics</li> <li>Students <b>use workarounds</b> to avoid filtering and blocking technology</li> <li>Has been/knows tchr who has been <b>doxxed</b></li> <li>Title I school; high school</li> </ul>	<ul style="list-style-type: none"> <li>Heard about <b>deepfake NCII</b></li> <li>Heard about deepfakes (not explicit)</li> <li>Have <b>used workarounds</b> to avoid filtering and blocking technology</li> <li>Has an IEP or 504 plan</li> <li>Black/African American</li> </ul>	<ul style="list-style-type: none"> <li>Was notified about a <b>data breach</b></li> <li>Submitted a formal request about their child's information</li> <li>Latino/Hispanic</li> </ul>
Less likely to be concerned if...	<ul style="list-style-type: none"> <li>School filters content on personal devices via school internet</li> </ul>	<ul style="list-style-type: none"> <li>Have used generative AI for school</li> <li>LGBTQ+</li> </ul>	<ul style="list-style-type: none"> <li>25 – 44 years of age</li> </ul>

[Teachers\_Q12 (Q25:2022)] Overall, how much do you worry about the privacy and security of your student's data and information that may be collected and stored by your school?

[Parents\_Q21] Overall, how concerned are you about the privacy and security of your child's data and information that may be collected and stored by your child's school?

[Students\_Q10 (Q24:2022)] Overall, how concerned are you about the privacy and security of your data and information that may be collected and stored by your high school?