About Editorial Projects In Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education publishes Education Week, America’s newspaper of record for precollegiate education, the online Teacher, EdWeek Market Brief, and the Top School Jobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The EdWeek Research Center conducts surveys, collects data, and performs analyses that appear in Education Week and special reports such as Quality Counts, and Technology Counts. The center also conducts independent research studies.

About the Chan Zuckerberg Initiative

The Chan Zuckerberg Initiative supports Education Week’s coverage of whole-child approaches to learning. CZI also provides general support for investments in Education Week’s technology infrastructure. The Chan Zuckerberg Initiative is using technology to help solve some of our toughest challenges—from preventing and eradicating disease, to improving learning experiences for kids, to reforming the criminal justice system.

https://chanzuckerberg.com/education/

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Teach...
**Executive Summary**

Since the coronavirus pandemic emerged in early 2020, high school students have faced unique and previously unheard of disruptions in many aspects of their daily lives. This report examines results from winter 2021 EdWeek Research Center surveys of high school students and educators to gauge the pandemic’s impact on students’ mental health.

In a survey of 2,000 high school students, over 70 percent of students indicated they are experiencing problems in school to a greater degree now than they did in January 2020. Roughly three-quarters of Black (77%) and Latinx (77%) students cited a rise in problems compared to 68 percent of their white and 66 percent of their Asian American peers. Students who lived in poverty (76%) reported an increase more often than more affluent students (67%). More than 8 in 10 LGBTQ students cited additional problems compared to 69 percent of heterosexual students.

Close to three-quarters of students in full-time remote and hybrid settings reported having more problems but only about two-thirds of students attending school completely in-person did so.

There’s no doubt the pandemic has brought tumultuous times for everyone — adults and young people, alike. But results when high school educators were asked comparable survey questions in January 2021 suggest they and their students have differing perspectives with respect to a range of issues connected to mental health. In general, educators believed that the pandemic had a more damaging impact on students’ than students, themselves.

It’s important to keep in mind that the young people surveyed were often asked only to respond about their own personal experiences and mental health while educators’ survey responses may reflect their evaluation of all their students. To that extent, educators’ responses could indicate their awareness of a broader range of struggles. That said, the survey data identify gaps between student and teacher perspectives and suggest a potential need for more dialogue between these two groups, especially with remote learning.

Remote and hybrid instruction may not allow teachers to keep tabs on students’ outlooks and mindsets in the ways they traditionally did when they could see students in-person in the classroom. If remote instruction continues to be widespread in the future, they may seek new methods to gauge their students’ points of view.

Key differences in perspectives include:

- When high school teachers were asked reflect back, 93 percent said their students are experiencing problems in school (either remote or in-person) more now than they did in January 2020. That compares to 72 percent of students, themselves.
- About two-thirds of high school teachers perceived that their students’ state of mind during in-person or remote class was more negative than before the pandemic. In contrast, only 37 percent of students felt the same way.
- Eighty-six percent of high school principals said their schools offered mental health programs or services both before and during the pandemic. Only about two-thirds of high school students agreed.
Introduction

Since the coronavirus pandemic began in early 2020, K-12 students have faced unprecedented upheaval in many aspects of their daily lives. Their schools abruptly closed and almost overnight their classes shifted to remote learning, a largely unfamiliar instructional model for them and their teachers. Extracurricular activities and sports events, along with traditional rites of passage — such as graduations and proms — were cancelled. Beyond the staggering academic changes that took place, students faced isolation from their friends, extended families, and communities. Their parents sometimes lost their jobs and incomes due to the economic downturn associated with the pandemic. And, in the most challenging circumstances, students lost family members to the virus or faced illness, themselves.

In the 2020-21 school year, although some students returned to at least a measure of in-person instruction, many continued in 100 percent remote schooling. Given the extraordinarily tumultuous times, there has been widespread concern about how all of the challenges and changes are affecting students’ mental health.

To learn more, the EdWeek Research Center surveyed 2,000 high school students in grades 9-12 between January 29 and February 11, 2021. The nationally representative survey examined students’ views on a range of issues connected to mental health including their state of mind during in-person or remote classes, school-related experiences, problems, and relationships. It also gauged their views regarding access to and experiences with mental health services, such as counseling, offered by their schools.

Most students of all backgrounds said that they are experiencing problems in school more now than they did in January 2020. But African American and Latinx students were more likely than their white or Asian American peers to report a rise in challenges. Students who qualified for free or reduced-price school meals, a proxy for poverty, were also more likely to cite an increase than their more affluent peers. LGBTQ students more commonly pointed to additional difficulties than heterosexual students.

Instructional models appeared to make a difference as well. Students attending fully remote or hybrid (remote and in-person) school were more likely to see an increase in problems than their counterparts attending school only in-person.

The research center compared results from the student survey with high school educators’ responses to similar questions that had been included in a late-January 2021 survey exploring their perspectives regarding the pandemic’s impact on K-12 education. The comparison suggests substantial differences in perspectives, with educators often having a more negative view of the pandemic’s impact on students than students, themselves.

SURVEY DETAILS

Surveys Administered: January 29 to February 11, 2021 (Student Survey)
January 27-28, 2021 (Educator Survey)

Sample: Nationally-representative

Method: Online [Email invitations sent to an online survey]

Respondents: High school students (grades 9-12) and high school educators
Ultimately, it’s unclear whether the differences in the survey results indicate educators are misjudging the pandemic’s effects on students’ well-being or simply reflect differing vantage points and roles. For instance, gaps between students and educators might reflect the fact that educators were asked to respond to survey questions about the experiences of all their students while students were only asked to report their own personal experiences and feelings.

Even before the pandemic, it would also be no surprise to find that the views of adults and teens on any subject might differ. On the other hand, educators working in remote learning have had to change how they communicate with students and aren’t able to see students in-person to gauge their frame of mind or mental health. Remote learning can potentially make it more difficult for students and teachers to be in-sync. Survey results raise questions about the extent to which these barriers create new distance between students and the educators serving them.

**Demographics**

From January 29 to February 11, 2021, the EdWeek Research Center conducted a nationally representative survey that asked 2,000 high school students about their mental well-being during the pandemic, especially as it compared to earlier in 2020 before the immense disruptions caused by the pandemic began. All of the students participating in the survey were in grades 9-12.

<table>
<thead>
<tr>
<th>Student Survey Respondents By Grade Level</th>
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<tbody>
<tr>
<td>Grade Level</td>
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<tr>
<td>--------------</td>
</tr>
<tr>
<td>9th</td>
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<td>10th</td>
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<td>11th</td>
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<tr>
<td>12th</td>
</tr>
</tbody>
</table>

The student survey had a diverse pool of participants. Nearly half identified as white (49%). More than one-fourth (27%) are Latinx and 15 percent are Black or African-American.

About half of respondents are female (48%) and roughly half are male (52%).

Eighty-two percent of respondents identified as being heterosexual; the other 18 percent self-identified in various ways, including being gay or lesbian and bisexual.

The majority (55%) of students had qualified for or received free or reduced-price meals at school, a measure often used to indicate a family’s poverty level.

Most student respondents (81%) were enrolled in a traditional public high school. Five percent attended charter schools. Five percent were students in private religious institutions and another five percent attended private non-religious schools. Homeschoolers made up four percent of respondents.

This report highlights some differences in survey results for different student demographic groups and for students attending schools with different instructional models during the pandemic, such as full-time remote learning and fully in-person instruction.
The State of Student Mental Health

Students all across the country are struggling. The current crisis in student mental health is causing school districts to become more proactive in monitoring and providing services to support those in need.

The State of Student Mental Health

#2
cause of death for 10- to 19-year-olds is suicide
1 in 5 teens has or will have a serious mental illness
3,703 suicide attempts every day by students in grades 9–12
70% of teens see anxiety and depression as a major problem

50%
10M
30%

1 in 6 teens has seriously considered suicide
of mental illnesses occur before the age of 14, and 75% by the age of 24
teens require some level of professional help for a mental health condition
of high school students engage in multiple high-risk behaviors

What Is Gaggle Seeing?

During the 2019–20 school year, Gaggle analyzed more than 6.25 billion email messages, chats, and files shared by students. What does the data show?

64K references to suicide and self-harm—5,600+ needed immediate district attention
38K references of violence toward others—1,600+ warranted an immediate call to prevent a potential incident
18K instances of nudity or sexual content—2,400+ required immediate action to protect minors

Download our white paper to learn more.
Student Survey Respondents By Race and Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
</tr>
<tr>
<td>Asian American</td>
<td>7%</td>
</tr>
<tr>
<td>Black</td>
<td>15%</td>
</tr>
<tr>
<td>Latinx</td>
<td>27%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>49%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

Fifty-four percent of students said that they were attending fully remote school at the time of the survey and 28 percent were enrolled in a hybrid model, attending school in-person and at home. Eighteen percent attended school only in-person.

Instructional Model For Schools Attended By Student Survey Respondents

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Asian</th>
<th>Black</th>
<th>Latinx</th>
<th>White</th>
<th>Lower-Income</th>
<th>Higher-Income</th>
<th>Heterosexual</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% in-person</td>
<td>18%</td>
<td>7%</td>
<td>13%</td>
<td>11%</td>
<td>24%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>28%</td>
<td>16%</td>
<td>20%</td>
<td>25%</td>
<td>35%</td>
<td>25%</td>
<td>34%</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>100% remote</td>
<td>54%</td>
<td>77%</td>
<td>66%</td>
<td>64%</td>
<td>41%</td>
<td>57%</td>
<td>49%</td>
<td>52%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Forty-one percent of the white teens were full-time remote students, but most Black and Latinx students were learning virtually 100 percent of the time at 66 and 64 percent, respectively. Similarly, students in poverty more often attended school 100 percent remotely (57 percent) than students who did not qualify for free and reduced-price meals (49 percent). Likewise, LGBTQ students were more likely than their heterosexual peers to be attending school 100 percent remotely (63 percent versus 52 percent, respectively).

On January 27 and 28, 2021, the EdWeek Research Center conducted a nationally representative online survey of 555 teachers, 210 principals, and 295 district leaders. The survey asked educators to share their views about the pandemic’s impact on schools, school districts, and students. To understand more about how perspectives differ, results from matching questions on the student and educator surveys are compared throughout this report.

More Difficulties in School During the Pandemic

In the survey, students were asked whether they are experiencing any problems in school (either remote or in-person) more now than they did in January 2020. They were given a list of potential problems and asked to select all that apply. More than 7 in 10 students said that they are experiencing problems in school more now than they did in January 2020. Just more than three-quarters of Black (77%) and Latinx (77%) students reported increasing challenges compared with 68 percent of white students and 66 percent of Asian American high schoolers. Students who qualified for free or reduced-priced school meals, an indicator of poverty, more commonly cited an increase than their peers from higher-income families. Seventy-six percent of low-income students reported growing problems compared with 67 percent of
wealthier students. More than 8 in 10 LGBTQ students pointed to additional difficulties. Sixty-nine percent of heterosexual students said the same.

Instructional models seem to influence students’ views. Students in 100 percent remote or hybrid (remote and in-person) school were more likely to say they experienced an increase in problems than their peers receiving fully in-person instruction. Close to three-quarters of students in full-time remote and hybrid settings reported having more problems. Closer to two-thirds of students attending school in-person full-time cited additional difficulties.

| I am experiencing problems in school more now than I did in January 2020 |
|-----------------------------|-----------------------------|
| Race/Ethnicity               |                             |
| Asian                       | 66%                         |
| Black                       | 77%                         |
| Latinx                      | 77%                         |
| White                       | 68%                         |
| Other                       | 71%                         |
| Sexual Orientation          |                             |
| Heterosexual                | 69%                         |
| LGBTQ                       | 83%                         |
| Poverty                     |                             |
| Has qualified for free or reduced-price meals | 76% |
| Has not qualified           | 67%                         |
| Instructional Model         |                             |
| 100% in-person              | 64%                         |
| Hybrid                      | 73%                         |
| 100% remote                 | 74%                         |

It’s possible that some student groups were more likely to face challenges due to remote learning. Black and Latinx students, for instance, more often attended school remotely full-time than their white peers. Forty-one percent of white teens were full-time remote students but most Black and Latinx students were learning virtually on a full-time basis (66% and 64%, respectively). Similarly, 57 percent of students in poverty attended school remotely full-time compared with 49 percent of students who had not qualified for free or reduced-price meals. LGBTQ students were more likely than their heterosexual peers to attend only remote schooling (83% versus 52 percent).

**Differing Perspectives: High School Educators and Their Students**

Survey results indicate that high school educators and their students have differing views on some key topics regarding mental health. Generally, educators believed that the pandemic had a more negative impact on students’ than students’, themselves. The gaps might not reflect differing worldviews or suggest that educators are out of touch with students although remote learning might make it more difficult for them to communicate with the young people they serve.
Instead, it’s important to remember that the teens surveyed were typically asked only to respond about their own personal experiences and mental health while educators’ responses reflected their views about all their students. In other words, students could say they weren’t personally affected in a negative way by the pandemic but educators would be aware of the struggles of at least some of their classmates.

Views on Problems Students Are Experiencing

When high school teachers were asked to reflect back, 93 percent said their students are experiencing problems in school (either remote or in-person) more now than they did in January 2020. That compares to 72 percent of students, themselves.

Are you [your students] experiencing any problems in school (either remote or in-person) more now than you [they] did in January 2020? Select all that apply.

- Not finishing schoolwork because of procrastination
- Getting low grades or incompletes
- Not participating/speaking in class
- Feeling isolated from classmates
- Skipping or showing up late for class
- Feeling tired during class
- Distracted by anxieties, worries, fears during class
- Problems concentrating or remembering things for school
- Feeling too sad/down to focus on class
- Feeling very happy and very sad during parts of the school day

Note: Chart shows the 10 most common responses from teachers and how results compared to responses from students.

Nearly three-fourths of teachers (74%) said students are now having more trouble finishing schoolwork because of procrastination than before the pandemic compared with just 28 percent of students.

Similarly, nearly two-thirds of teachers (65%) reported that students are now getting low grades or incompletes to a greater extent than very early in 2020. Just 1 in 4 students found that to be true about themselves.
For more than 20 years, Gaggle has helped K-12 districts keep students safe. Gaggle's tools have proven especially beneficial during the pandemic, monitoring students' mental health and safety around the clock—whether they're learning in the classroom or at home.

The current level of student stress and anxiety is unlike anything we've ever seen before. With stressors including pandemic fears, civil unrest, and a tense election, it's no surprise that today's students are struggling more than ever.

### What Are We Seeing?

When comparing the first three months of the current school year with the same time frame from the 2019–20 school year, the results are astonishing. We've logged a **66% overall increase in incidents** since students returned for the 2020–21 school year.

The data paints a clear picture of struggling students, with noticeable increases across four of our incident categories:

- **83% Increase in Suicide & Self-Harm**
- **63% Increase in Violence Toward Others**
- **135% Increase in Nudity & Sexual Content**
- **59% Increase in Drugs & Alcohol**

Alarmingly, Gaggle has noted a considerable increase in incidents at the elementary level, highlighting the need for districts to include K-5 students in their digital student safety efforts. During the start of the 2020–21 school year, **elementary students accounted for about 13% of incidents**, compared to just 4% during the same time frame of the 2019–20 school year.
The overall increase in incidents, particularly the spike in Suicide & Self-Harm, has led to an uptick in another area: lives saved. Compared to the same time frame last school year, Gaggle has recorded a **53% increase in lives saved**. 43% of these students were at the high school level, 39% in middle school, and **18% at the elementary level**—a staggering increase for the younger age group, up from just 2% of lives saved during the same period in 2019.

### Around-the-Clock Student Activity

Throughout the pandemic, Gaggle has continued to see students using their school-issued accounts outside of typical school hours. When looking at the most concerning incidents—those requiring immediate action to ensure student safety and well-being—Gaggle recorded **42% of incidents occurring after hours**, from 5:00 PM to 8:00 AM and weekends, **14% of which occurred overnight**, from 10:00 PM to 7:00 AM.

### Incidents Requiring Immediate District Action

- **14%** occurred overnight
- **42%** of incidents occurred after hours

It's clear that a significant number of incidents are happening when educators aren't actively watching what students are posting online. The burden of watching students' after-hours activity is causing a significant increase in stress for teachers, highlighting the importance of Gaggle's around-the-clock monitoring to protect students in the district's digital environment.

Regardless of whether students are learning in the classroom, at home, or a combination of the two, Gaggle offers educators the peace of mind that students are being protected in the virtual environment—**24 hours a day, seven days a week, 365 days a year.**
State of Mind During In-Person or Remote Classes

About two-thirds of high school teachers perceived that their students’ state of mind during in-person or remote class was more negative than before the pandemic. In contrast, only 37 percent of students felt the same way. Students most commonly reported that their state of mind remained the same and were two times more likely than teachers to say that they had grown more positive than they were before the coronavirus emerged.

Forty percent of students attending school remotely full-time and 38 percent in a hybrid model reported that their state of mind was more negative at the time of the survey compared with just 29 percent of students attending school only in-person.

Compared to before the pandemic, my [my students’] state of mind during in-person or remote class is:

<table>
<thead>
<tr>
<th>State of Mind</th>
<th>High school teachers</th>
<th>High school students</th>
</tr>
</thead>
<tbody>
<tr>
<td>More negative</td>
<td>67%</td>
<td>37%</td>
</tr>
<tr>
<td>Same</td>
<td>21%</td>
<td>39%</td>
</tr>
<tr>
<td>More positive</td>
<td>12%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Impact of School Experiences

High school teachers and principals overwhelmingly believed that the cancellation of school-related events had a harmful effect on students but only a slim majority of students agreed. Ninety-five percent of educators said the cancellation of a sport or other extracurricular activity negatively impacted students compared with 57 percent of students, themselves. Similarly, 97 percent of educators saw an adverse impact with respect to the cancellation of in-person graduations, parties, awards ceremonies, or other special events. Just 57 percent of students saw it the same way.
Comparable differences emerge when examining educator and student perspectives on remote learning. Most educators (84%) believed remote instruction had a negative impact on students but only 42 percent of students said it had been negative for them.

The following is a list of school-related experiences that many students have had since the pandemic started. Please tell us how they affected you [your students].

- **Cancellation of in-person ceremonies, special events**:
  - Educators: 97% negative, 3% no impact, 0% positive
  - Students: 57% negative, 32% no impact, 12% positive

- **Cancellation of a sport or other extracurricular activities**:
  - Educators: 95% negative, 5% no impact, 0% positive
  - Students: 57% negative, 32% no impact, 12% positive

- **Remote instruction**:
  - Educators: 84% negative, 11% no impact, 5% positive
  - Students: 42% negative, 22% no impact, 36% positive

Sixty-two percent of female students indicated the cancellation of in-person graduations, parties, awards ceremonies, or other special events had an adverse impact on them compared with 52 percent of male students.

Not surprisingly, high school seniors more frequently said they suffered from the loss of those special events than their counterparts in earlier high school grades. Sixty-eight percent of seniors saw a negative impact compared to 56 percent of freshmen.

Sixty-two percent of more affluent students said the loss of those events affected them negatively compared to 52 percent of lower-income students.
Changes in Relationships Since the Pandemic Started

When surveyed in winter 2021, most high school students and teachers did not think that their relationships had changed since January 2020. Nearly two-thirds of students (65%) and the majority of teachers (53%) reported no change in their relationships with each other. Still, teachers were nearly two times more likely than students to report that student-teacher relationships had grown more negative. Thirty percent of teachers described those relationships as more negative but only 17 percent of students did so.

How, if at all, have your relationships with your teachers [your students] changed since January 2020?

Students’ responses to this survey question differed based on the type of school they attended. Students attending a traditional public school or charter school had more negative views than those attending private schools. Roughly one-fifth of students in traditional public (18%) or charter (21%) high schools believed that their relationships with teachers had deteriorated. But only 11 percent of students in private schools saw the same erosion. A larger share of private school students (27%) reported that those relationships had grown more positive.

Overall, 67 percent of students saw no change in their relationships with kids at school. Thirty percent of LGBTQ students saw a decline in their relationships with other kids compared with 19 percent of heterosexual students.

Teachers working in fully remote or hybrid instructional models reported worsening relationships with students more frequently than their peers in schools where all instruction was in-person. More than one-quarter (26%) of teachers in
remote-only settings and 33 percent in hybrid instruction saw relationships on the decline. But only 1 in 10 teachers working in-person all the time viewed it that way.

The same pattern did not hold true for students. The percentage of students perceiving more negative relationships with their teachers hovered between 16 and 18 percent regardless of the instructional model used at their schools.

Teachers in remote-only and hybrid settings were also more likely to say that relationships with students had gone downhill than students in those same settings, themselves. The gap between students and teachers was largest in hybrid models where instruction was delivered both remotely and in-person.

How, if at all, have your relationships with your teachers [your students] changed since January 2020?

![Bar chart showing percentage of teachers and students perceiving more negative relationships in different instructional models.

- **In-person only**: Teachers 10%, Students 18%
- **Hybrid**: Teachers 33%, Students 17%
- **Remote only**: Teachers 26%, Students 16%

It’s unclear from the survey results, alone, whether teachers’ views were based on feedback they heard from their students or on their own sense that relationships were fading. The gaps between student and teacher survey responses suggest a potential need for more dialogue between these two groups, especially with remote learning.

Remote and hybrid instruction may not allow teachers to keep tabs on students’ outlooks and mindsets in the ways they traditionally did when they could see students in-person in the classroom. If remote instruction continues to be widespread in the future, they may seek new methods to gauge their students’ points of view.
Changes in Bullying

Fifty-six percent of high school teachers and principals said that student bullying, harassment, and harsh teasing has decreased compared with prior to the pandemic. Only 36 percent of students agreed with that assessment. Most 9th-12th graders (51%) said that the amount of such behavior had not changed. Thirteen percent said it had increased, making students nearly three times more likely than educators to see an uptick.

How if, at all, has the total amount of bullying, harassment, or harsh teasing that goes on among kids at my school/district — either in-person or via social media/internet/phone — changed since January 2020?

The gaps between student and educator perspectives on changes in bullying were larger for those participating in full-time remote instructional models than fully in-person learning.

Three-fourths of teachers, principals, and district leaders working in full-time remote districts said bullying has declined compared with just under half of students in 100 percent remote schools.

Unlike some other areas of the survey in which educators had a more negative outlook than students, educators had a rosier view of changes in bullying than students. Perhaps, some bullying occurs online and on social media platforms that educators aren’t aware of rather than in class.
Safety in Three Phases

**Content Analysis**
Machine learning technology flags concerning content in students’ school-issued accounts for review and blocks potentially harmful content.

**Expert Review**
An in-house team of trained safety professionals work 24/7/365 to evaluate content.

**Rapid Response**
In severe situations, district-appointed contacts and local authorities are notified immediately, even after standard business hours.

**Cast a Wider Safety Net**
Web filter support and SpeakUp for Safety are offered free of cost to districts using our full GSM solution, providing the most comprehensive safety management solution on the market.*

**SpeakUp for Safety**
Our safe, confidential digital tipline encourages students to speak up and report concerns about bullying, suicide, self-harm, drug or alcohol abuse, and other threats.

**Web Filter Support**
By partnering with web filtering platforms—including ContentKeeper, Linewize, Lightspeed Relay, and more—our integrated solution helps districts protect students around the clock.

**Gaggle Therapy**
Gaggle Therapy partners school districts with mental health professionals to support struggling students. Therapy sessions take place over secure HIPAA-compliant video calls, making it easy and accessible for students.

*SpeakUp for Safety and web filter support are available free of cost for partners using Gaggle Safety Management (GSM) to monitor both email and drive accounts.
How if, at all, has the total amount of bullying, harassment, or harsh teasing that goes on among kids at my school/district — either in-person or via social media/internet/phone — changed since January 2020?

<table>
<thead>
<tr>
<th></th>
<th>Less now than before the pandemic</th>
<th>Same</th>
<th>More now than before the pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators 100% remote</td>
<td>75%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Students 100% remote</td>
<td>47%</td>
<td>44%</td>
<td>9%</td>
</tr>
<tr>
<td>Educators in hybrid instruction</td>
<td>59%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>Students in hybrid instruction</td>
<td>30%</td>
<td>56%</td>
<td>14%</td>
</tr>
<tr>
<td>Educators 100% in-person</td>
<td>28%</td>
<td>60%</td>
<td>12%</td>
</tr>
<tr>
<td>Students 100% in-person</td>
<td>20%</td>
<td>63%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Changes in Tiredness

Overall, more than 6 in 10 high school teachers found that students are more tired in class than before the pandemic but only about 3 in 10 students indicated their own level of tiredness increased. Forty percent of students saw no change and 31 percent noted they were less tired. Only 3 percent of teachers thought students were less tired.

About 1 in 10 students reported that their sleep quality/quantity has not changed, but they feel more tired in class than before the pandemic.

Twelve percent said they got less/worse sleep and felt more tired in class than they did before the pandemic.

Students in fully remote or hybrid schools were slightly more likely than their peers attending school only in-person to say they get less sleep than before the pandemic.
Twenty-eight percent of students in full-time remote schools and one-quarter in hybrid schools reported less sleep compared with one-fifth at schools where all learning is in-person.

How, if at all, has your [your students'] level of sleepiness or tiredness changed compared with before the pandemic?

<table>
<thead>
<tr>
<th>Less tired now</th>
<th>No change</th>
<th>More tired now</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school teachers</td>
<td>35%</td>
<td>62%</td>
</tr>
<tr>
<td>High school students</td>
<td>31%</td>
<td>40%</td>
</tr>
</tbody>
</table>

On the question of sleep and tiredness in class, some differences exist between students of various backgrounds.

- Thirty-seven percent of LGBTQ students indicated they were more tired than before the pandemic but just 27 percent of heterosexual students said the same.
- Twenty-eight percent of students who had qualified for free or reduced-price meals reported less sleep than before the pandemic compared to 22 percent of those who had qualified.
- Thirty-two percent of Latinx students and 29 percent of Black students indicated a reduction in sleep compared to 24 percent of Asian American and 21 percent of white students.
- Twenty-eight percent of female students and 24 percent of male students noted a decrease in sleep.
- Thirty-five percent of students attending charter schools and 27 percent in traditional public schools said they slept less but just 15 percent of private schoolers and 15 percent of homeschoolers said so.

Teachers working in fully remote and hybrid instruction were more than two times more likely to say students were more tired in class than students attending that type of school. Roughly two-thirds of teachers in those types of settings saw students as more tired compared with 3 in 10 students, themselves.
The gap wasn’t as wide when instruction was only in-person. But differences in perceptions emerge even when students and teachers aren’t learning virtually. Thirty-seven percent of teachers in fully in-person schools believed students were more tired but just 26 percent of students receiving only in-person instruction described themselves as more sleepy.

My [my students’] level of sleepiness or tiredness is higher now than before the pandemic.

Mental Health Services

Eighty-six percent of high school principals said their schools offered mental health programs or services both before and during the pandemic. Only about two-thirds of high school students agreed. It’s possible that students, in their daily lives, might be less aware of schoolwide mental health programs than principals tasked with supervising such services. Still, the survey results suggest a potential need to make students more aware of the programs and services that might be available to them.

Black (58%) and Latinx (61%) students were somewhat less likely than their Asian American (65%) and White (67%) peers to say that their schools made mental health services available both before and during the pandemic.

A slightly higher share of more affluent students (67%) reported their schools offered those services very early in the year and after the coronavirus emerged than their lower-income counterparts (62%).

More than 6 in 10 students in traditional public and charter schools indicated their schools provided services both before and after the pandemic but just 57 percent of students in private schools said the same.
In today's society, a school's responsibility extends well beyond the traditional school day. This is especially true for districts that hand out devices to students, knowing that they need guidance and support along their digital journeys. To ensure that its students were using these devices responsibly and to detect any potential causes for concern, Millburn Township Public Schools in New Jersey recently implemented the Gaggle student safety platform.

“We have medical, health, and wellness professionals and guidance counselors who provide for our students’ wellness,” said Dr. Christine Burton, the district’s superintendent, “but oftentimes when students are having a crisis, it doesn’t happen during the school day. It happens after hours, during holidays, or other times they’re off campus.”

The district takes both digital and physical security very seriously, which is why it decided to implement a student safety platform to support its 1:1 initiative. “Our job is to give students anytime, anywhere access to information, and we also need to keep them protected,” said Evan Abramson, director of technology, “and we also need to keep them protected.”

A critical facet of education for Millburn Township Public Schools, social and emotional learning radiates across all students, teachers, clubs, parents, and community stakeholders—all of which understand that the well-being of students comes first. This commitment strengthened further during the COVID-19 pandemic, when students were learning from home. During that period, the district leaned especially hard on Gaggle to alert it to potential issues being shared via email or in Google Docs. “When we got the alerts, we were able to provide services to students immediately,” said Abramson.

Gaggle also gives Millburn Township Public Schools a true partner it can reach out to around the clock versus just another piece of technology. “If there’s an incident, we get the phone calls morning, noon, or night,” said Abramson. “And while it may be a mission-critical situation, the Gaggle team is always calm and collected and ready to help.”

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“Our job is to give students anytime, anywhere access to information, and we also need to keep them protected.”
Gaggle Is a Worthy Investment for Pennsylvania School District
Northern York County School District

Challenge:
Northern York County School District was implementing a 1:1 laptop initiative and needed a system to monitor student activity online.

Solution:
The district adopted Gaggle to monitor the content that students were posting through their school Office 365 accounts.

Result:
One student life has been saved as a result of Gaggle's diligence and immediate alerts, and 36 incidents were flagged as potentially problematic during the platform's first semester in use.

Watch the video.

Gaggle Promotes Good Global Digital Citizenship During Remote Learning
Vancouver Public Schools

Challenge:
Shifting to remote learning presented a variety of challenges, as students faced an entirely new learning environment.

Solution:
Students know that Gaggle is in place to monitor their digital activity, and some even purposely triggered the system in an attempt to receive help.

Result:
Student situations, both at home and in school, have been handled quickly and safely because administration and students are able to access the resources they need.

Watch the video.

gaggle.net
Conclusion

In a January 2021 EdWeek Research Center survey, 93 percent of high school teachers said their students are experiencing problems in school (either remote or in-person) more now than they did in January 2020. Winter 2021 survey results also show that a lower — but still sizeable — share of students (72 percent) reported they are having additional problems. Those numbers illustrate the main findings of this report. The pandemic is, for understandable reasons, causing students to face additional stress and significant challenges. Many are having additional problems in school, but they may not see the situation as negatively as their teachers.

On bullying, by contrast, educators had a rosier view than students. The majority of high school teachers and principals said that bullying has declined compared to before the pandemic. Only about one-third of students said the same.

Given that their schools abruptly shut down, their classes quickly shifted to remote learning, and extracurricular activities were discontinued, school has changed in almost unfathomable ways for many students. Educators will need to work to address the pandemic’s impact. In doing so, it will be important for them to find the best ways to gauge how students are feeling in unfamiliar and difficult times in order to avoid overestimating or underestimating their challenges and difficulties.