

# Student Motivation

## Student and Educator Perceptions



EdWeek  
Research Center™

This study produced  
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Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise 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.



REPORT: Holly Kurtz, Director, EdWeek Research Center - Sterling Lloyd, Assistant Director – Alex Harwin, Research Analyst - Ashlee B. Daniels, Research Intern - Beilei Guo, Research Intern



6935 Arlington Road  
Bethesda, MD 20814  
[www.edweek.org/rc](http://www.edweek.org/rc) | [rcinfo@epe.org](mailto:rcinfo@epe.org)

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# Research shows that when students are able to connect with their teachers, it drives a stronger sense of self, a greater ability to learn, and better life outcomes.

At Along, we believe that strong teacher-student connections are the foundation for increasing student motivation and engagement. Along was created by educators for educators as a free online solution to foster authentic relationships and drive engagement within our school environments. A pilot group of educators at Rochester Public Schools put it into practice, and here are some highlights of its impact.

Will Ruffin II, Executive Director of Equity and Engagement at RPS, said that they were looking for a solution to create inclusive and welcoming environments for its students. He explained, “We started using Along as a way to help bridge connections between teachers and students and to build up our schools’ pride and culture.”

After an Along pilot, RPS administered a survey to Along users to understand how it changed the school environment. The results are in—and reveal that more than 80% of teachers and students felt an increased connection with each other since using Along.

## The survey also showed the following:

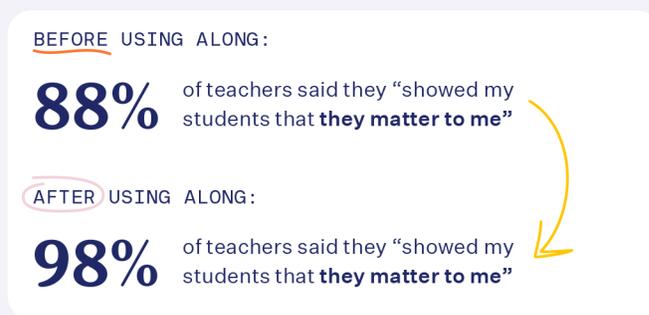
Educators connected more openly and could engage differently in the classroom after using Along.



Students felt more connected with their teachers after using Along.



Along builds positive teacher-student relationships.



The survey further highlighted how Along helped to specifically connect the diverse student population of RPS to teachers. After using Along, students of color felt more seen and known:



All of our content is carefully designed and vetted with one goal in mind—building stronger teacher-student connections. We partner with researchers, experts in the field, teachers, and students to ensure our materials are effective and inclusive. We believe that something big—a culture of connection in your classroom could start with something small: a conversation that leads to increased engagement, which ultimately builds to create authentic teacher-student connections that then transforms the school environment.

Learn more about Along [here!](#)



## Executive Summary

Even prior to the pandemic, educators sometimes faced challenges in their efforts to keep students engaged in schoolwork. Remote learning during the pandemic increased concerns about student engagement and motivation, especially given that this type of instruction was unfamiliar to many students and teachers, required access to reliable technology, and caused social isolation for students separated from their classmates.

Although educators and students have returned to in-person learning, there has been extensive concern about how the tumultuous events of the pandemic have impacted the capacity of schools to help students re-engage and re-develop the motivation to do their best in class.

To learn more about this topic, the EdWeek Research Center conducted a nationally representative survey of 13- to 19-year-olds between December 2022 and January 2023. In January and February 2023, the research center also surveyed teachers and administrators working in secondary schools to assess the degree to which the views of educators aligned with the perspectives of the young people they serve.

Key survey findings include:

- Forty-one percent of secondary educators said their students were ‘very’ or ‘somewhat’ unmotivated. By contrast, only 14 percent of students indicated they don’t feel motivated to do their best in school.
- Similarly, 87 percent of middle and high school educators believed the coronavirus pandemic has caused a decline in student motivation. But only 38 percent of young adults felt that the pandemic has made them a little or a lot less motivated in school.
- When teenagers and educators were asked what they felt teachers could do to keep students motivated to do their best in school, their responses weren’t entirely aligned. Forty-six percent of principals and teachers thought student motivation would be bolstered if teachers show students how what they learn could be used for a future career and 45 percent pointed to the benefits of offering more hands-on learning experiences, like field trips and internships. But less than 30 percent of students agreed. Students most commonly pointed to the benefits of being given a chance to redo assignments if they got a low grade (35 percent).
- When students were asked about their morale compared to how they felt prior to the pandemic, only about one-quarter said it’s lower. Most young adults thought it’s the same (39 percent) or higher (36 percent) than before. However, most educators (72 percent) believed student morale is lower than before the onset of the coronavirus.
- Educators and students are in sync with respect to perceptions of teachers’ own motivation to do their best to instruct students. Eighty-one percent of students believed their teachers are motivated to teach them. Similarly, 83 percent of principals and teachers in secondary schools felt that they or the teachers in their district or school are motivated to teach students.
- Some students have not had opportunities to take advantage of resources that might improve morale and engagement. Nearly one-fifth of secondary students said they do not have a mentor in their school. Although 87 percent of secondary students felt more engaged in schoolwork when they saw a direct connection with skills for a future career, nearly two-thirds had yet to take any career-technical education classes.

## Introduction

Student engagement is a perennial goal and challenge for educators. The disruptions and staffing shortages caused by the coronavirus pandemic presented additional barriers to these efforts.

In recent years, news reports have highlighted [teacher stress and burn out](#), a [scarcity](#) of school counselors and psychologists, and difficulties incorporating [social-emotional learning](#) into academics. Survey data also showed that high school graduates [reported increased stress](#) about the future. These social-emotional factors complicated the efforts of students and educators as they worked to regain lost ground in academic subjects.

Given these challenges, there are lingering questions about the degree to which students are re-connecting with school and about the strategies that might help educators boost students' motivation to do their best in class.

To learn more about how educators and students think about student motivation, the EdWeek Research Center, with support from the Chan Zuckerberg Initiative, launched surveys of 13- to 19-year-olds along with middle and high school educators.

Survey results indicate that educators had a more negative assessment of student motivation than teenagers, themselves. More than 4 in 10 educators believed that students are not motivated to do their best in school while just 14 percent of students consider themselves to be unmotivated.

To dig into the factors underlying such perceptions, the surveys also asked respondents to share their views on the role of the coronavirus pandemic and on approaches that might boost morale, such as mentoring programs and efforts to connect school learning to students' future careers in the workplace.

This report outlines survey findings with the goal of shedding light on strategies that might best bolster student engagement and motivation.

### SURVEY DETAILS

Surveys Administered: December 2022–January 2023 (13- to 19-year-olds); January–February 2023 (educators)

Sample: Nationally representative

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

Respondents: 1,011 13- to 19-year-olds; 351 middle and high school educators (128 middle school principals and teachers and 223 high school principals and teachers)

Researchers provided survey respondents with the following definitions.

**Mentorship:** Mentors provide one-on-one help with schoolwork, advice on future college or career plans, guidance on social or other personal issues, and/or a sense that students can confide in them if need be.

**Morale:** Morale is a person's level of confidence or enthusiasm.

**Career and technical education:** Career and technical education (CTE) provides academic and technical skills, knowledge, and training related to students' future careers.

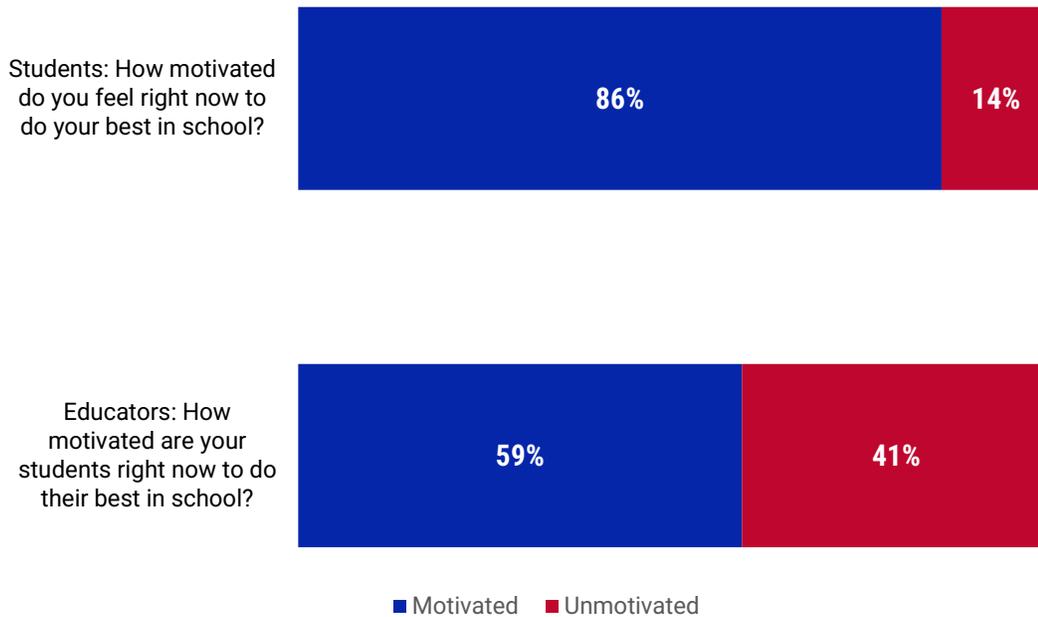
## Perceptions of Motivation and Morale

Both students and educators were asked about student motivation. A key takeaway is that, despite the tumult and challenges stemming from the pandemic, the majority of educators (59 percent) saw their students as motivated to do their best in school and an overwhelming majority of students (86 percent) agreed that they felt motivated.

Results from the surveys also indicate that educators perceived lower student motivation and morale than students reported. The gap between educators and students is striking. More than 4 in 10 educators believed their students are not motivated but only 14 percent of students saw themselves as unmotivated.

One potential explanation is that students were asked to respond about their own level of motivation while educators were asked about their students as a whole.

### How motivated are students?



Most secondary school principals and teachers said the coronavirus pandemic negatively affected their students' motivation to do their best at school. Nearly 9 out of 10 said their students were now less motivated. Relatively few felt their students were unaffected by the pandemic (9 percent) or were even more motivated than before it began in 2020 (3 percent).

By contrast, just 38 percent of young adults said they are less motivated to do their best at school because of the coronavirus pandemic. One-third indicated the pandemic had no effect on their motivation. Twenty-nine percent of young adults reported an increase in motivation.

## How has the coronavirus pandemic affected student motivation?

Students: How has the coronavirus pandemic affected your motivation to do your best at school?



Educators: How has the coronavirus pandemic affected your students' motivation to do their best at school?



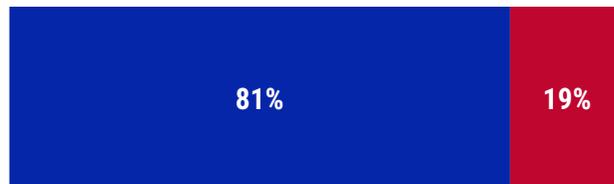
■ Less motivated ■ No effect ■ More motivated

*Percentages may not add up to 100 percent due to rounding.*

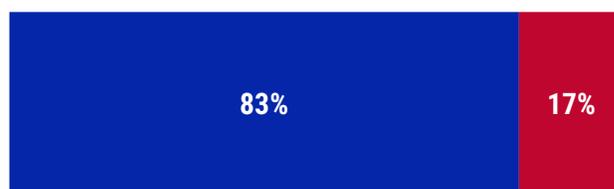
Although educators have a more negative view of student motivation than students themselves, educators and young adults are more aligned regarding perceptions of teacher motivation.

## How motivated are teachers?

Students: Thinking about the teachers in your school, how motivated do you think they are right now to do their best to teach you?



Educators: Thinking about you [if you're a teacher] or the teachers in your district or school, how motivated do you think they are right now to do their best to teach their students?

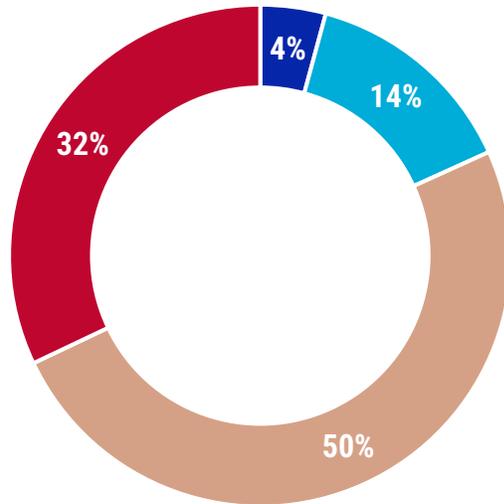


■ Motivated ■ Unmotivated

Most young adults (81 percent) believed teachers are motivated to do their best to teach them at school. Similarly, most secondary school principals and teachers (83 percent) felt they or teachers in their districts or schools are motivated to do their best to instruct students.

In addition to inquiries about motivation, the survey included a question asking students about their optimism for the future.

**Students: How are you feeling these days about the future?**



■ Very hopeless ■ Somewhat hopeless ■ Somewhat hopeful ■ Very hopeful

Most young adults (82 percent) feel very or somewhat hopeful about the future.

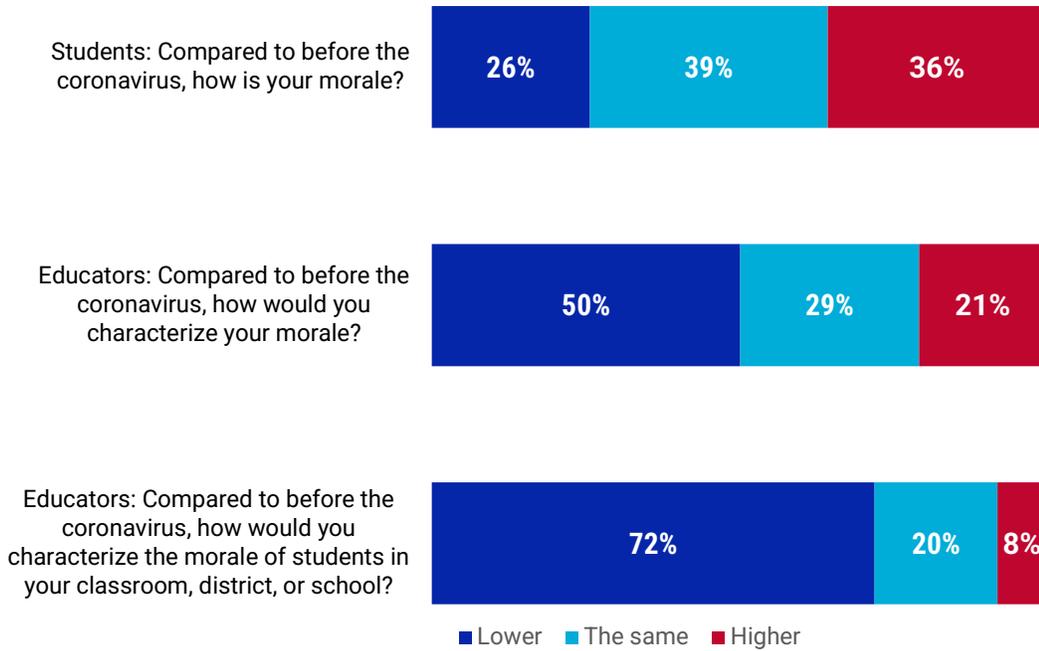
Both the educator and student surveys also asked about morale and defined it as a person’s level of confidence or enthusiasm.

Educators were nearly three times more likely to find that their students’ morale had declined compared to pre-pandemic levels than students were to see a decrease in their own personal morale.

Seventy-two percent of educators said that they would characterize the morale of students in their classroom, district, or school as being lower than before the pandemic. Twenty percent of educators said their students’ morale remained the same. And only 8 percent of middle and high school principals said morale is higher than it was pre-pandemic.

Only 26 percent of young adults felt their morale is lower than before the pandemic. Most 13- to 19-year-olds described their morale as the same (39 percent) or higher (36 percent) than it was prior to the onset of the coronavirus.

## How is your morale?



*Percentages may not add up to 100 percent due to rounding.*

One potential explanation for the differences between students and educators could be that students were asked to directly assess their own personal morale while educators looked through a wider lens at all of the students they serve.

An alternative explanation for the disconnect between educators and students: projection. Educators might be projecting some of their own concerns or feelings on to students.

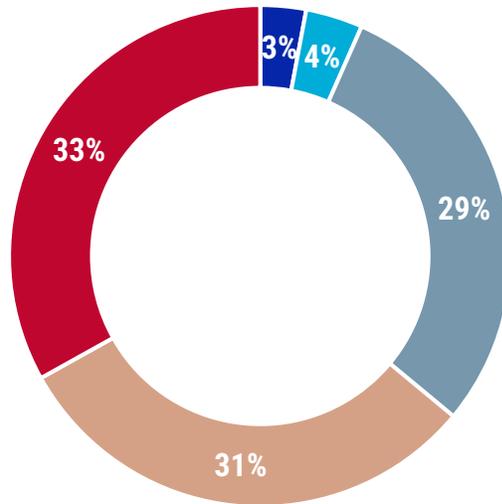
When educators were asked how their own morale compared to before the pandemic, 50 percent said it had declined. Twenty-nine percent reported that it's the same as pre-pandemic. Twenty-one percent said their morale has been higher since the pandemic.

In other words, educators' views about student morale align with the declines they see in their own levels of confidence and enthusiasm emerging from the pandemic.

## Educator Perceptions of Student Misbehavior

Educators' views about increasing misbehavior from students might also lead to concerns about student motivation and morale. Most educators felt students misbehave a little or a lot more than they did in the fall of 2019.

**Middle and high school principals and teachers: Compared to the fall of 2019, students in my classroom, school, or district have been misbehaving.**



■ A lot less ■ A little less ■ The same as before ■ A little more ■ A lot more

One-third reported that their students misbehave a lot more and another 31 percent saw a little more misbehavior compared to before the pandemic started. Twenty-nine percent said student misbehavior remains the same as before. Only 7 percent of educators reported less student misbehavior.

The second major section of this report examines strategies that schools might implement to boost student motivation and morale. The pages that follow highlight such approaches.

## Strategies to Boost Student Morale

Both educators and young adults were asked what teachers could do to help students feel more motivated to do their best at school. The answers most frequently selected by educators were chosen by lower shares of students.

For instance, educators (46 percent) most often thought students would feel more motivated to do their best in school if teachers show them how what they learn can be used for a future career. But just 28 percent of students selected that answer choice.

**What, if anything, could you [if you are a teacher] or the teachers in your district or school do to help students feel more motivated to do their best at school? Select all that apply (ordered by educators' top five answer choices).**

### Show students how they can use what they learn in their future careers



### Offer more hands-on experiences including field trips, lab experiments, maker spaces, and internships



### Offer a choice of different ways students can demonstrate they have learned something



### Use teaching methods other than or in addition to lecturing to the class



### Incorporate more humor, fun, games into class



Chart shows the five answers most commonly selected by educators out of 24 options.

If the top five answer options selected by educators are compared to the top five choices from students, only two overlap and appear on both lists: offering hands-on experiences and incorporating fun or humor into class.

The top approaches teachers could use to increase student motivation according to students? Giving students a chance to redo assignments if they got a low grade (35 percent) and providing feedback so students know what to do to improve their grades (29 percent).

**What, if anything, could you [if you are a teacher] or the teachers in your district or school do to help students feel more motivated to do their best at school? Select all that apply (ordered by students' top five answer choices).**

Give students a chance to redo assignments if they get a low grade



Provide more feedback so students know what to improve before they get their grades



Offer more hands-on experiences including field trips, lab experiments, maker spaces, and internships



Incorporate more humor, fun, games into class



Let students do assignments on topics that interest them if they are relevant to what we are learning



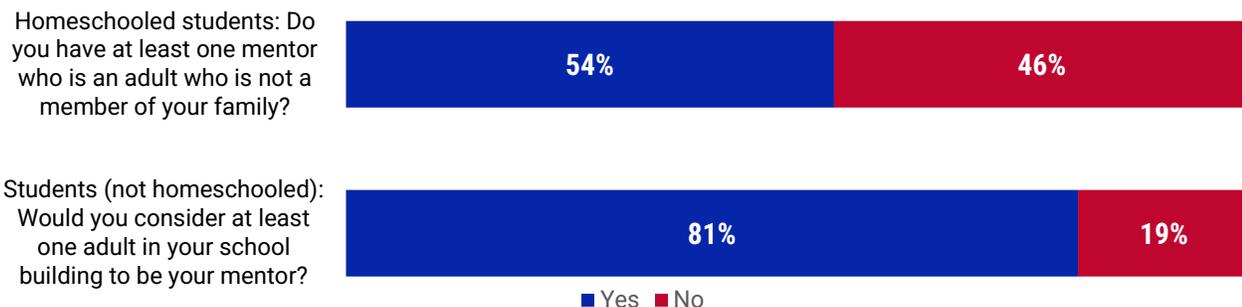
Chart shows the five answers most commonly selected by students out of 24 options.

## Student Mentoring

Mentoring programs could be one potential component of a strategy to increase student engagement and motivation at school. The survey examined the extent to which students have mentors in secondary schools and the types of help mentors provide.

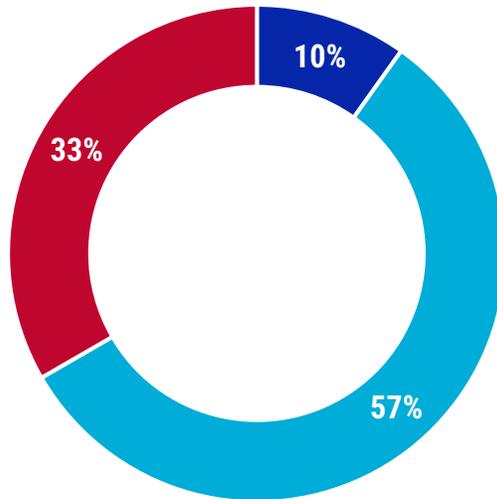
Eighty-one percent of young adults who attend school (and are not homeschooled) reported having a mentor in their school building. Just 54 percent of homeschooled students said they had a mentor who is not a family member.

**Mentors provide one-on-one help with schoolwork, advice on future college or career plans, guidance on social or other personal issues, and/or a sense that students can confide in them if need be. Do you have at least one mentor who is an adult who is not a member of your family?**



Most educators perceived that they have mentor relationships with students.

**Middle and high school principals and teachers: Do you have a mentor relationship with any students in your district or school?**



- Yes, through a formal mentorship program
- Yes, but not through a formal mentorship program
- No

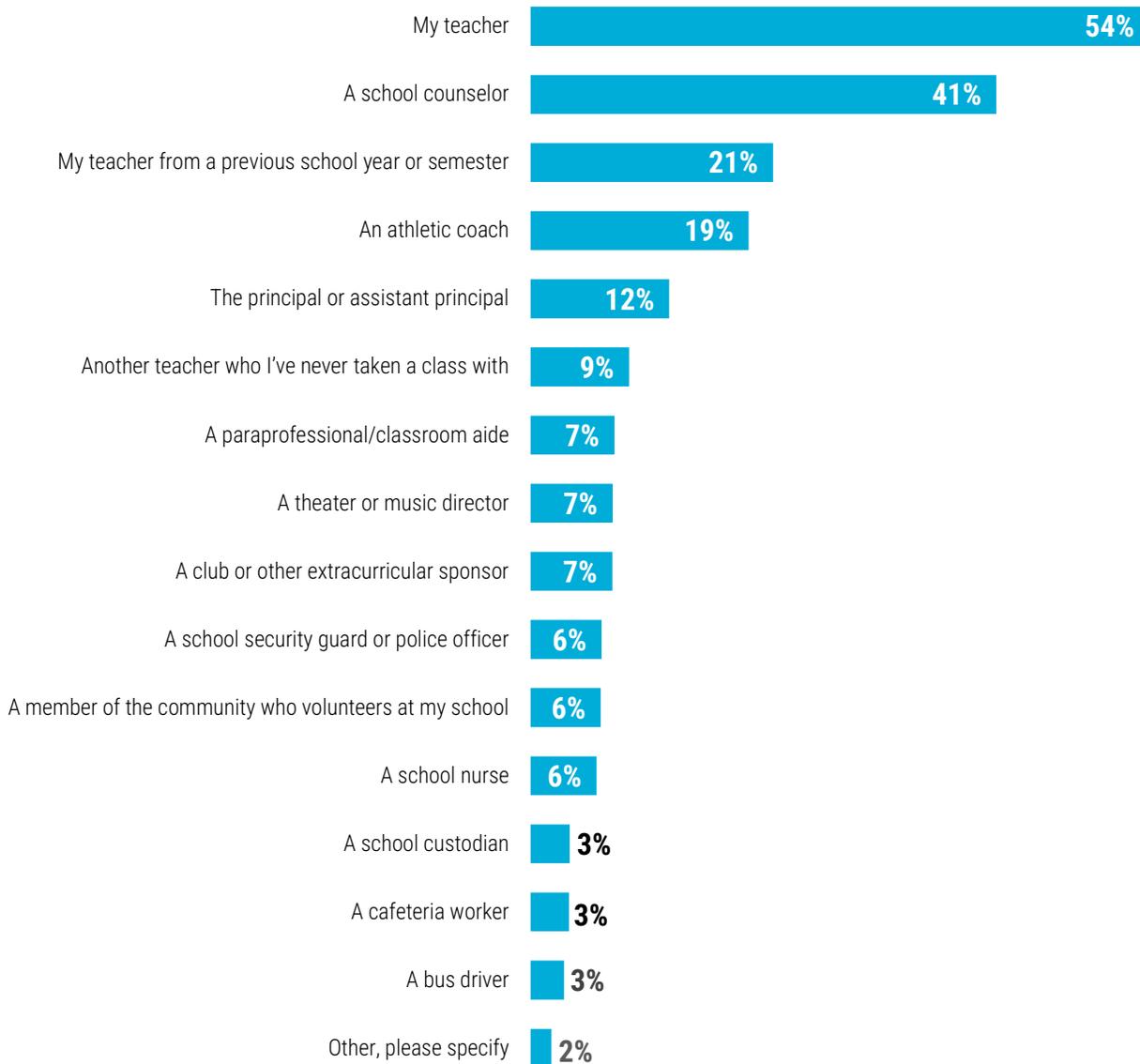
Sixty-seven percent of educators reported that they provide mentorship informally (57 percent) or through formal programs (10 percent). One-third of secondary school principals and teachers said they do not mentor students.

### Students Who Have Mentors

Most students with mentors (54 percent) reported that their teacher is a mentor in their school building. They also commonly pointed to their school counselors (41 percent), their teacher from a previous semester or year (21 percent), and their athletic coaches (19 percent) as mentors.

Students identified mentors in a variety of additional roles including school administrators. They found mentors both within the classroom and beyond it—such as sponsors of clubs and community members volunteering in their schools.

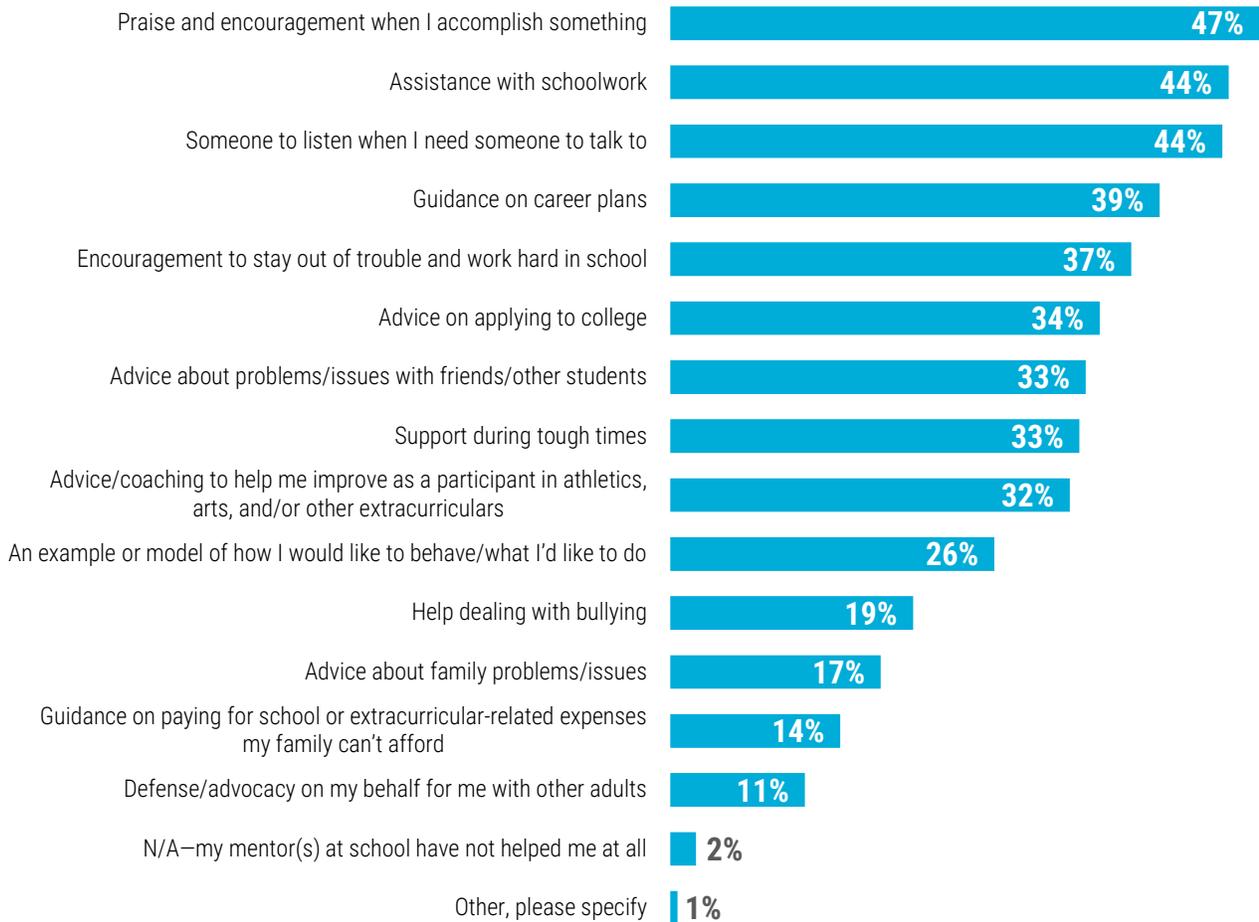
**Students: Who in your school building would you consider to be your mentor? Select all that apply.**



Students with mentors received various kinds of help from them. Nearly half (47 percent) said mentors have helped them at school by providing praise and encouragement when they accomplish something. More than 4 in 10 cited assistance with schoolwork (44 percent) and someone to listen to when they need someone to talk to (44 percent) as types of help provided by their mentors at school.

Six other types of support were cited by more than 3 in 10 students with mentors: guidance on career plans (39 percent), encouragement to stay out of trouble and work hard in school (37 percent), advice on applying to college (34 percent), advice about problems with friends and other students (33 percent), support during tough times (33 percent), and advice on improving in extracurricular programs (32 percent).

**Students: Select all that apply. My mentor(s) at school have helped me by providing:**



### Students Who Do Not Have Mentors

Students who did not have a mentor to help with schoolwork or talk about personal issues identified several reasons why they perceived they did not have that support.

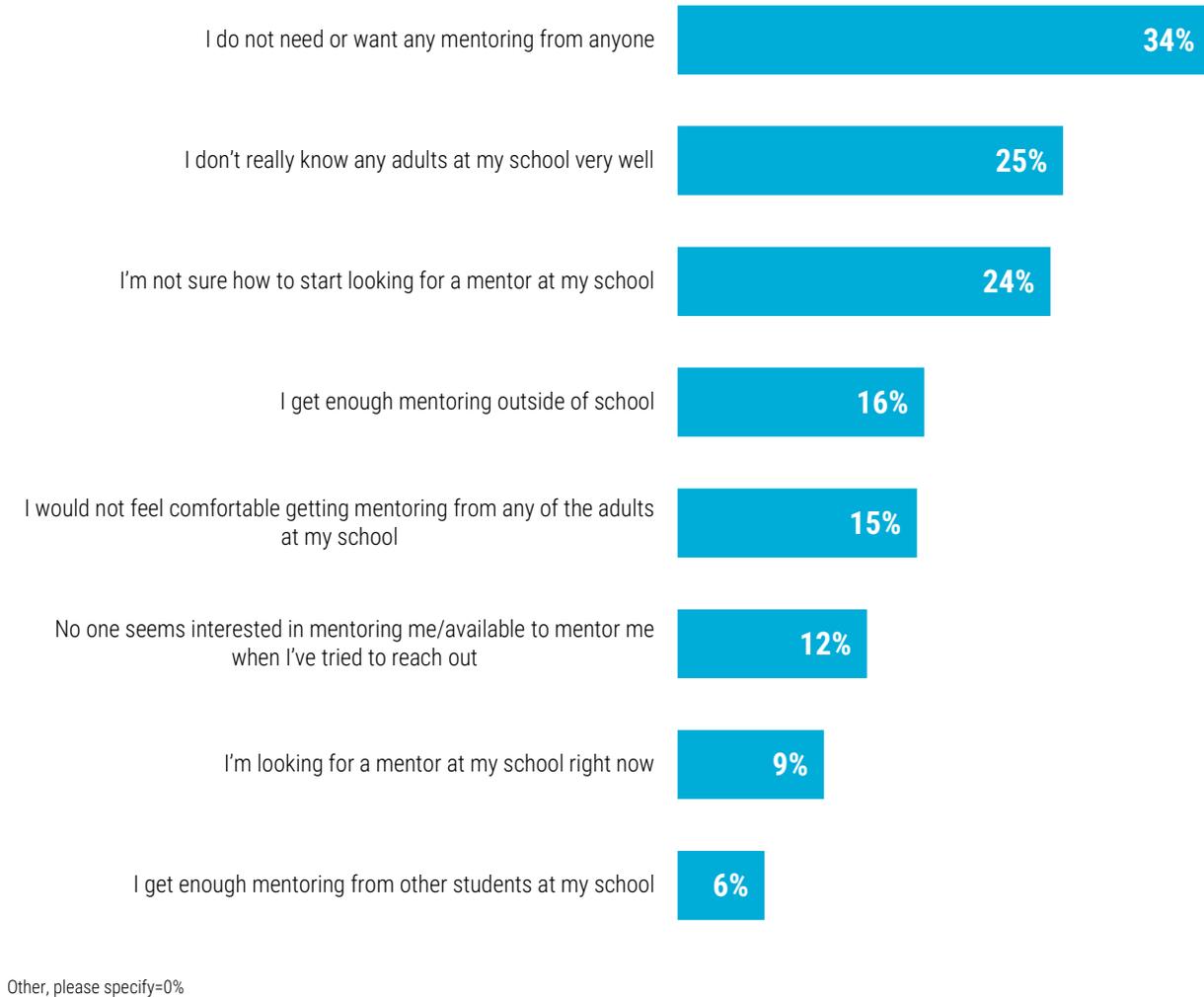
Thirty-four percent, said they did not have a mentor because they did not want to or need mentoring from anyone. One-quarter noted that they did not have a mentor because they don't really know any adults at their school very well. Nearly one-quarter were not sure how to start looking for a mentor at their school.

Students without mentors at school were asked what kinds of help they would want from a mentor. Fifty-five percent indicated they would like assistance with schoolwork. They also commonly would want mentors to help them prepare for the future. Forty-five percent said they would want guidance on career plans and 42 percent would want advice on applying to college.

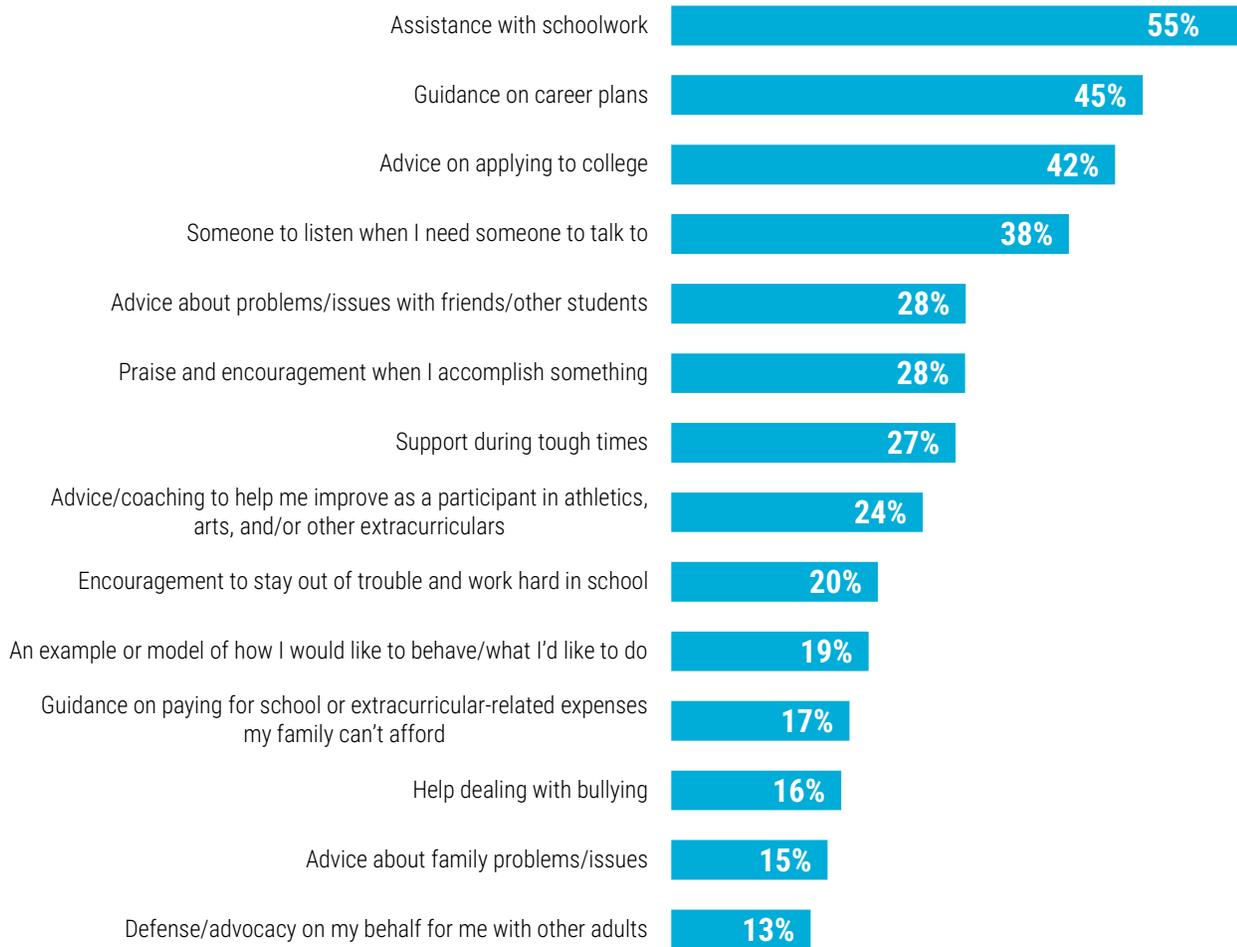
A substantial share of students who didn't have mentors also hope for support around personal challenges. Thirty-eight percent would want someone to listen to them when they need someone to talk to and 28 percent would want advice about problems with friends and other students. Another 27 percent would like support during rough times.

In addition to support during personal difficulties, they saw value in support around personal successes. Twenty-eight percent said they would want a mentor to provide praise and encouragement when they accomplish something.

**Students: Why do you think you don't have an adult who is a mentor to you at school? Select all that apply.**



**Students: If you did have a mentor at school, what kind of help would you want that person to provide? Select all that apply.**



Other, please specify=0%

## Career-Technical Education

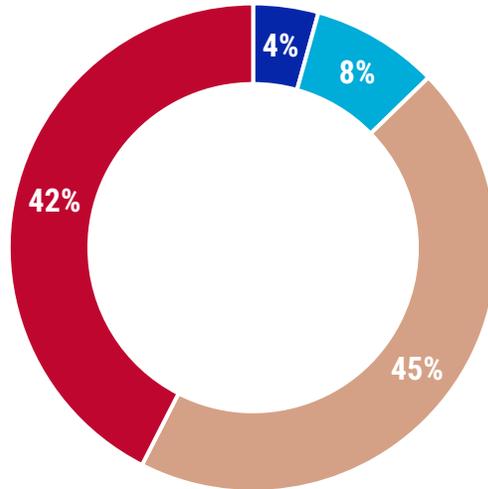
Like mentoring programs, career-technical education classes are sometimes seen as a potential element of a strategy to boost student engagement.

Eighty-seven percent of young adults felt more engaged/motivated in class and schoolwork when they saw a direct connection between their learning and the skills they would use in a career.

Even though most young adults felt more engaged in their schoolwork if tied to their future careers, nearly two-thirds have yet to take any career-technical education classes. One-quarter indicated that they haven't taken such classes because their school does not offer them.

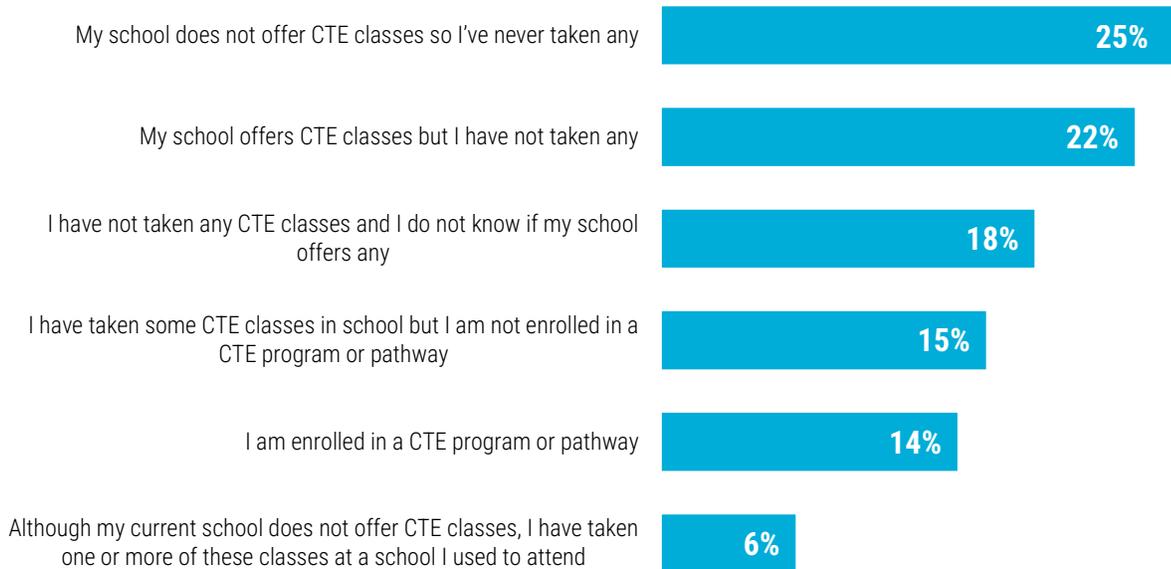
Others have taken one or more CTE classes but only 14 percent said they are enrolled in a CTE program or pathway.

**Students: I feel more engaged/motivated in class and with schoolwork when I see a direct connection between what we are learning and the skills I would use in a job or career.**



- Completely disagree
- Partly disagree
- Partly agree
- Completely agree

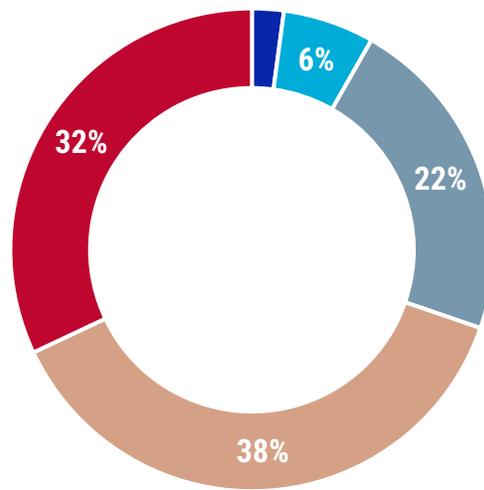
**Students: Career and technical education (CTE) provides academic and technical skills, knowledge, and training related to students' future careers. Which best describes your experiences with career and technical education?**



Of students who have been able to take CTE classes, 70 percent said their career-technical education classes are much more or somewhat more interesting or relevant than non-career and technical education courses.

Twenty-two percent said the career-technical education classes are as relevant as non-career and technical education classes. Only 8 percent said the career-technical education classes are much or somewhat less interesting than their other classes.

**Student: Compared to non-career and technical education classes I have taken, the career-technical education classes I have taken are:**



- Much less interesting/relevant
- Somewhat less interesting/relevant
- About as interesting/relevant as non-career and technical education classes
- Somewhat more interesting/relevant
- Much more interesting/relevant

## Conclusion

The survey results discussed in this report highlight the varying perceptions of secondary school educators and students. There's doubt that the pandemic took a toll on student well-being. But it's possible that students are seeing some degree of resilience in their levels of school motivation. Only 38 percent of young adults said they are less motivated to do their best at school as a result of the coronavirus pandemic. Almost 9 out of 10 secondary school principals and teachers said their students were now less motivated.

Regardless of that perception gap, the findings from the surveys also highlight remaining opportunities to boost student motivation through mentoring programs, CTE classes, and other strategies that can help in building connections between educators and students. Some students have not had opportunities to take advantage of resources that might improve morale and engagement.

Nearly one-fifth of secondary students said they do not have a mentor in their school. Although 87 percent of secondary students felt more engaged in schoolwork when they saw a direct connection with skills for a future career, nearly two-thirds had yet to take any career-technical education classes.

# IN THE POST-PANDEMIC CLASSROOM: K-12 POSITIVE BEHAVIOR SUPPORT

Boys Town conducted a national survey near the end of the 2022 school year to learn more about educators' challenges and effective approaches to implement SEL and PBIS programs in K-12 schools.

In March and April 2022, District and School Building Administrators and Teachers across the country were sent a survey and invited to share their perspectives on Social/Emotional

Learning and Positive Behavior Intervention Support efforts in their schools. Surveys were emailed to both Boys Town customers and non-customers in K-12 schools across the U.S. In total, 388 completed surveys were returned.



*Are teachers equipped to succeed in a post-pandemic learning environment?*

Classroom management is both art and science on any average day and returning to school after a year-plus of remote learning has been anything but an average experience for most teachers and students. *We asked survey respondents how have*

*students and teachers adjusted to classroom learning after a year or more of remote learning?*

Programmatic approaches to helping students develop the soft skills needed for effective classroom learning have taken root in many schools over the last decade and proven effective to de-escalate disruptive behavior, reduce office referrals, and generally support a safer and more constructive school environment for all kids to learn.

Access the full survey study at  
[LiftwithBoysTown.org/ed-survey](https://LiftwithBoysTown.org/ed-survey)

## KEY FINDINGS:

### Student depression / mental health was a top challenge for educators, while other concerning behaviors also increased for most schools post-pandemic

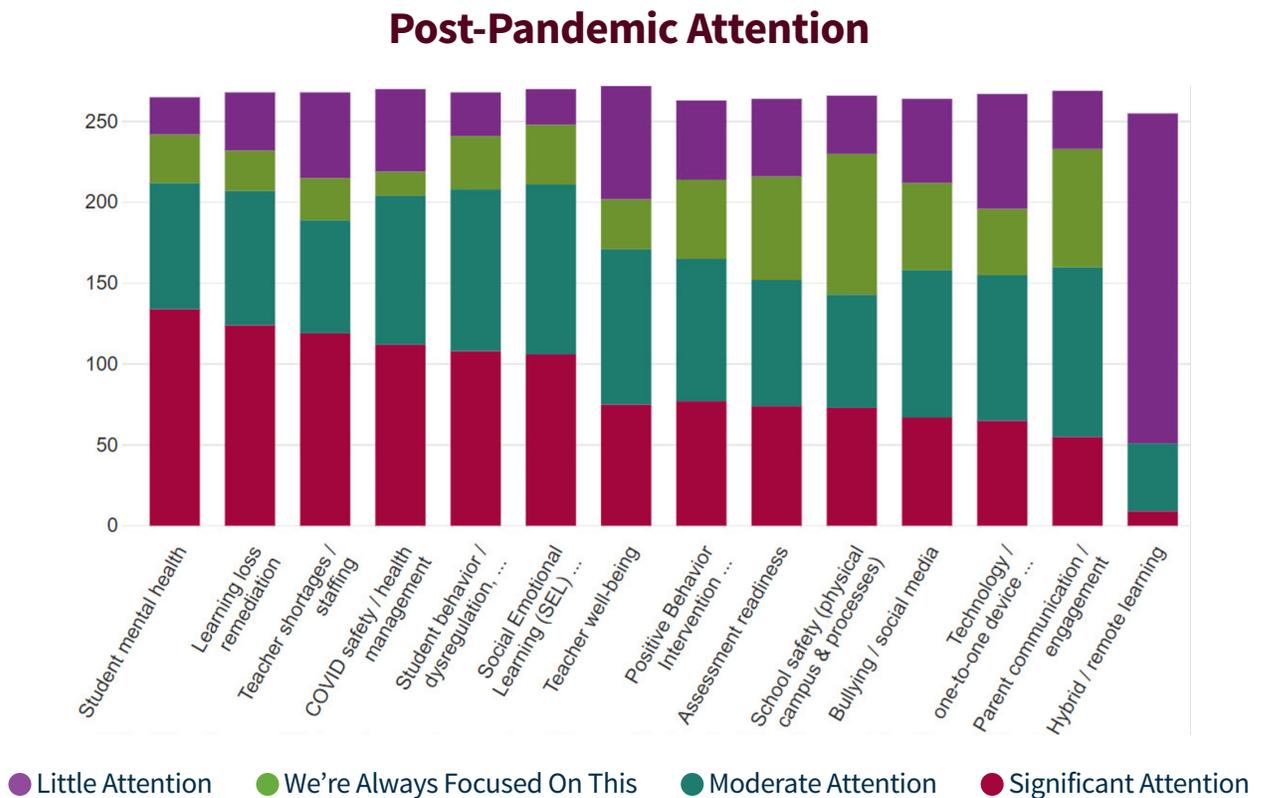
We inquired whether respondents were observing more or less of the following challenging student behaviors following return to the classroom.

#### More or Less Challenge Post-Pandemic



## Post-pandemic, exceptional challenges have required most significant educator focus

Considering pandemic-related and ongoing challenges, we wondered which challenge areas were receiving the most focus and attention from educators.



**While schools have moved beyond adjusting to support remote learning, they are still in triage focusing on exceptional student behavioral, learning loss, and health/safety concerns as compared to other expected common areas of focus. Student-centered concerns received more focus than teacher well-being.**

## Educators need more resources to support their SEL and PBIS efforts

Educators reported increased needs for the following resources at a 3 to 1 ratio:

# 3 : 1

Increased Needs  
vs. Same Needs

- Lessons / Student Activities that Support Social Emotional Health
- Intervention and Corrective Behavior Programs
- Teacher Training Resources that Support Positive Behavior
- Parent Communication and Engagement for Student Success
- Student Social Media Monitoring

A nearly equal number of educators reported same needs versus increased needs for the following resources.

# 1 : 1

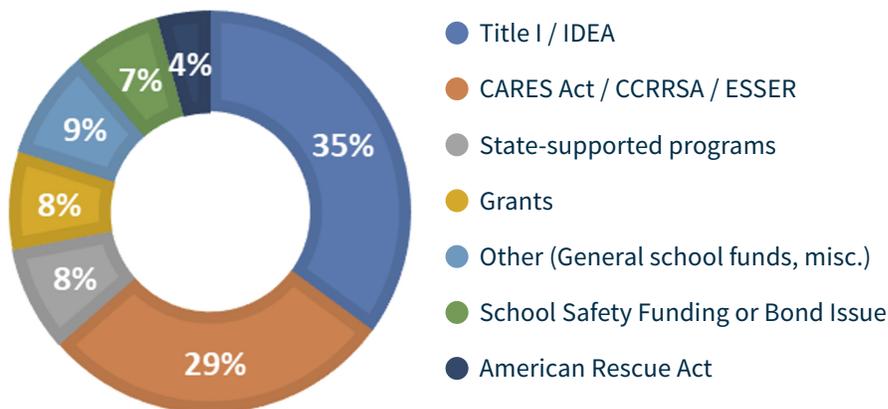
Increased Needs  
vs. Same Needs

- School Program to Recognize Positive Behavior
- Points or Rewards-based Incentive Systems
- Student Communications Filtering
- Apps that Help Students Model Positive Behavior
- Anonymous Hotline

**Less than 1% of educators reported decreased needs for any of the above listed resources.**

Educators are using traditional K-12 and exceptional, Covid-related sources to fund SEL and PBIS resources.

### Funding Sources for SEL & PBIS Resources



**Needs for teacher and student-facing SEL and PBIS resources in schools are strong and a variety of funding sources are available.**

## The ROI on SEL and PBIS programs is observable in teacher perceptions and student outcomes

We asked educators what has been most rewarding about the SEL and PBIS programs they have implemented.

We read a kernel of stoic endurance wrapped in a vision of hope in the spirit of their responses to this question.

### STUDENTS FEEL SEEN

*“Being able to recognize students and help them feel included and part of the school.”*

### Respondents illuminated their motivations and drivers as follows:

- When we have success stories and students thrive
- Developing common expectations has made conversations about behavior and SEL more productive, especially in team meetings when discussing how to support students
- Districtwide focus that we have been able to recognize in this work
- Having something to share that is not negative and seeing kids engaged in a positive way
- Helping students find a healthy way of taking charge of their mental health
- Helping students learn that they are not alone in their feelings
- Helping the children to find peace and giving them the tools to self-regulate

**SEL and PBIS programs are largely positive for school culture.**

Read more responses at  
[LiftwithBoysTown.org/ed-survey](https://LiftwithBoysTown.org/ed-survey)

## Conclusion

Students have returned to the classroom with more observable mental health and social interaction challenges, as noted in this survey and other research and anecdotal stories in the media.



Remote learning during the pandemic did not slow down and may have accelerated the pace of adoption of Social Emotional Learning and Positive Behavior programs in K-12 schools.

Still, educators reported an increased need for resources including teacher training, classroom activities, corrective teaching, and behavior interventions.

Boys Town's Well-Managed Schools (WMS) meets the needs for many of the challenges teachers and students are facing in the post-pandemic environment. Well-Managed Schools provides practical strategies to address behavior within a

structured school-wide behavior management system which creates more positive and calmer classrooms. This evidence-based intervention program is known to reduce challenging behavior, improve students' physical and emotional safety and increase student and teacher satisfaction, all while motivating both students and educators to engage in positive interactions and prosocial behaviors.

Because of the increased need for teacher supports, Boys Town has created a supplemental online learning environment for teachers to access the training and supporting materials at their fingertips. The Well-Managed Schools Self-Paced, Online Training is ideal for all school staff looking for a universal intervention. Specific teaching interactions – proven to promote change in the classroom and school are taught using true-to-life activities and role-plays, featured in this self-paced training.

*Do teachers have the resources needed to succeed in a post-pandemic environment?*  
**Not entirely.**

*Is there a solution?*

**Yes. Learn more about the professional learning opportunities at Boys Town and download the FREE full survey study at [LiftwithBoysTown.org/ed-survey](https://LiftwithBoysTown.org/ed-survey).**

## Appendix: Student Demographics

Between December 21, 2022 and January 5, 2023, the EdWeek Research Center conducted a nationally representative online survey that asked young adults about levels of school engagement, the mentorship they received at school, their experiences with career-technical education, and other topics connected to education in secondary schools.

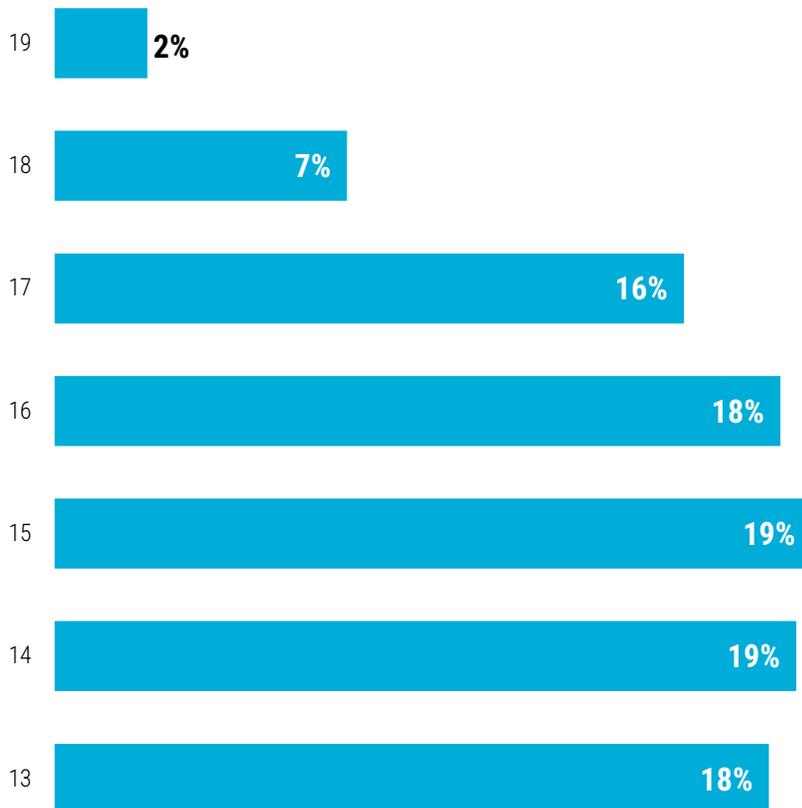
Survey respondents included 183 13-year-olds, 190 14-year-olds, 194 15-year-olds, 186 16-year-olds, 161 17-year-olds, 75 18-year-olds, and 24 19-year-olds. The data was weighted to be nationally representative of race and ethnicity using federal student data from the National Center for Education Statistics.

Additionally, from January 26 through February 1, 2023, educators were asked questions regarding their perceptions of student morale in secondary schools, student mentoring, and other factors that impact their students.

The educators included 128 middle school principals and teachers and 223 high school principals and teachers.

Most student survey participants were between 14 and 16 years of age.

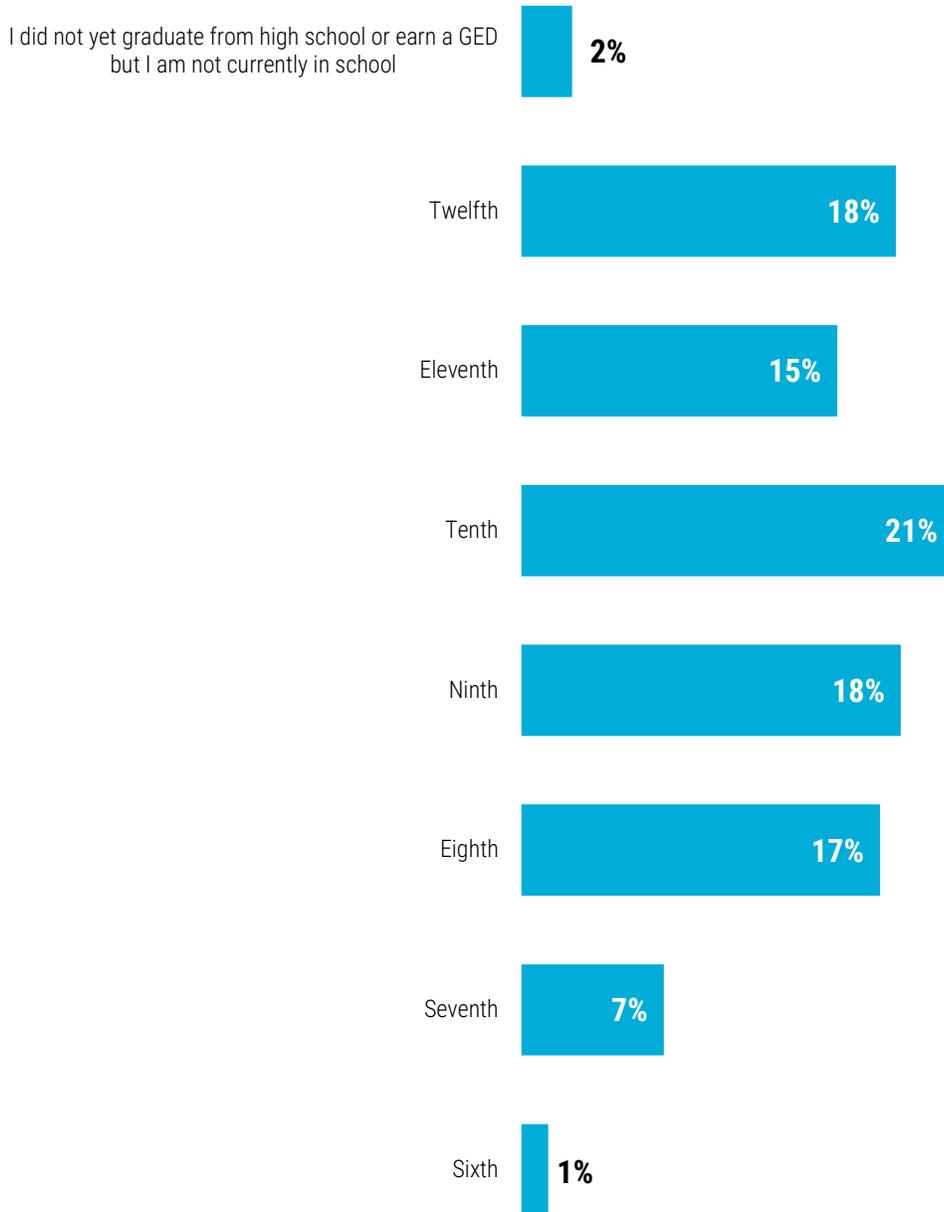
### Students: How old are you?



*Percentages may not add up to 100 percent due to rounding.*

More than 7 in 10 student respondents to the survey were in grades 9-12.

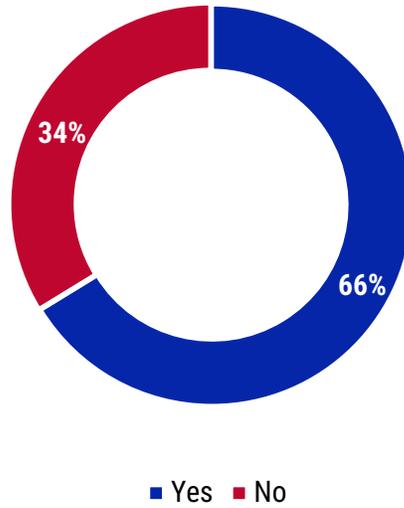
**Students: What grade are you in?**



*Percentages may not add up to 100 percent due to rounding.*

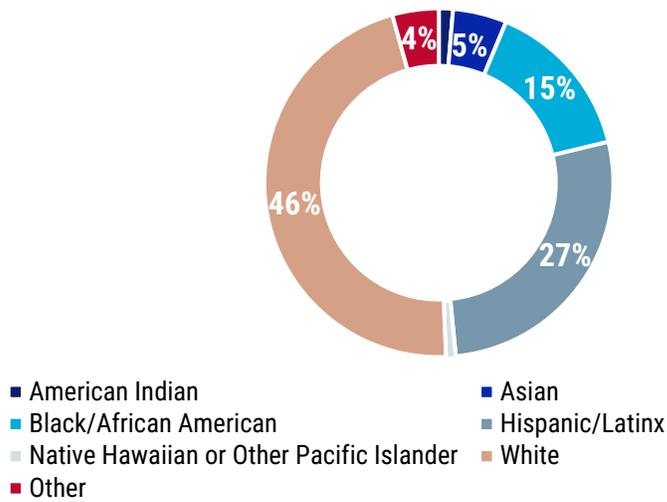
Roughly two-thirds of the students in the survey had qualified for free- or reduced-price meals at school, a proxy for family poverty.

**Students: Have you ever qualified for or received free- or reduced-price meals?**



Forty-six percent of students responding to the survey are white and more than one-quarter are Hispanic.

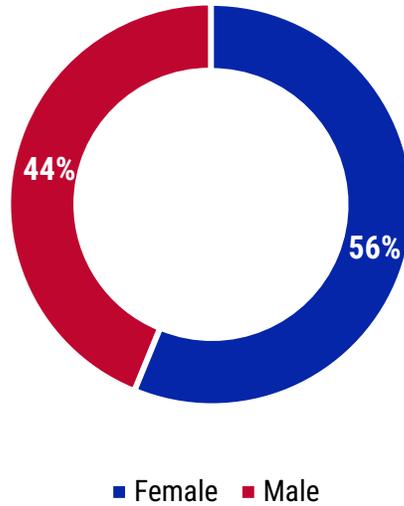
**Students: What is your race**



*Percentages may not add up to 100 percent due to rounding.*

The majority of students participating in the survey identify as female.

**Students: What is your gender?**



More than 8 in 10 students responding to the survey attended traditional public schools.

**Students: What kind of school do you attend?**

