
U.S. High School Students' Use of Generative Artificial Intelligence

**New Evidence from High School Students, Parents,
and Educators**

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Executive Summary

The use of Generative Artificial Intelligence (GenAI) has rapidly increased with the rise of tools like ChatGPT, Copilot, Gemini, and Claude, which can create new content such as text, images, and code in response to user prompts. High schools have hardly been immune from this trend; rather, GenAI use in schools, by students and educators (including teachers and school and district administrators), continues to grow at an astounding rate. In fact, the surge in GenAI's adoption has been so swift that many educators are struggling to keep up and provide the support and guidance their students and colleagues need. Despite GenAI's growing use in high school settings, little is known or understood about how and for what purposes students are using GenAI or the perceptions of students, parents, and educators about the use of these tools.

In this brief, we begin to shed light on these issues. Using responses from students, parents, and educators across multiple College Board surveys administered between June 2024 and June 2025, we explore how often high school students are using GenAI for schoolwork and what they are using it for; students', parents', and educators' perceptions of students' GenAI usage; and the state of high school policies on GenAI access and use. Three themes emerge from our empirical analyses.

- 1. The percentage of high school students who report using GenAI tools for schoolwork is growing, increasing from 79% to 84% between January and May of 2025.**

Half of high school students are using GenAI tools for schoolwork to brainstorm ideas, edit or revise essays, and/or conduct research and find sources. ChatGPT is high school students' GenAI tool of choice, with 69% of high school students reporting using ChatGPT to help with school assignments and homework in May of 2025.

- 2. High school students, parents, and educators express benefits to using GenAI, but also have concerns.**

Students are on the fence; 50% neither agree or disagree that the benefits of using AI are greater than the risks, one-quarter agree, and one-quarter disagree. Among parents of high school students, nearly 6 in 10 (57%) agree it is better for students to use GenAI for schoolwork than to not use it.

As for school administrators (district leaders, other school administrators, principals, and AP coordinators), the vast majority (more than 85%) view students' learning to use AI tools as part of their high school education as very or somewhat valuable. That said, principals, AP coordinators, and teachers still have concerns about AI affecting students' academic integrity, students' essential learning skills, and teachers' technical and professional support needs.

3. Educators are still finding their way regarding GenAI, with a minority of schools establishing official, uniform student GenAI use policies.

About half (55%) of principals indicate that their high schools have not blocked students or teachers from accessing GenAI tools on the school's network, while the remaining 45% report at least some level of restrictions around GenAI tool access. As for use, roughly two in five schools or districts do not allow students to use GenAI. Approximately one in five allow such use but have no policy in place. About 13% encourage GenAI use in all classes, while 16% delegate GenAI policy determination to individual teachers, and 12% delegate such policy setting to departments or grade levels.

These survey findings highlight emerging trends but also prompt new questions. We conclude this brief by outlining additional GenAI-focused research to help support the development and implementation of effective GenAI policies and practices in education settings.

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Introduction

The use of Generative Artificial Intelligence (GenAI) has rapidly increased with the rise of tools like ChatGPT, Copilot, Gemini, and Claude, which can create new content such as text, images, and code in response to user prompts. While early forms of non-generative Artificial Intelligence (AI) like adaptive learning platforms, search engines with AI ranking, as well as speech to text and text to speech tools have existed for decades, the emergence of GenAI has revolutionized an array of industries, from customer service to healthcare (Marr, 2023), changing the ways we approach even the simplest of tasks. These tools are having a profound impact on education, transforming what teachers do in their classes and what students do in their schoolwork. While discussion and debate around integrating technology into education are hardly novel, the rapid pace of GenAI capabilities advancements, and accessibility has created additional challenges and opportunities.

As students and educators, (including teachers and school and district administrators), grapple with this quickly shifting new reality, student use of GenAI tools continues to increase both globally and domestically. In 2024, 86% of higher education students worldwide report using it as part of their studies, and 54% report using it on a weekly basis (Digital Education Council, 2024). The U.S. exhibits similarly high rates of use, with 85% of high school and college students reporting such use for schoolwork in 2025, up from 66% the year prior (Quizlet, 2025). Due to GenAI's growth and widespread accessibility through the ubiquity of personal devices (e.g., smart phones, tablets, and laptops) many education leaders are learning about GenAI right alongside their students, while simultaneously trying to provide students with appropriate support and guidance.

With GenAI use on the rise, more research is needed to understand what is happening in schools and, particularly, how GenAI use impacts learning. Key questions remain regarding students', parents', and educators' engagement with and perceptions of GenAI as well as the state of school GenAI policies. Such research is critical in helping educators devise and implement evidence-based GenAI policies and practices.

In this research, we contribute to the knowledge base around GenAI use by leveraging College Board survey data from June 2024 through June 2025 on high school students' GenAI use and perceptions of GenAI use by students, parents, and educators.¹ We address the following research questions:

- I. How often are high school students using GenAI for schoolwork? For what specific activities are students using GenAI?
- II. What do high school students perceive as the benefits to using GenAI? What are their concerns?
- III. What do parents, teachers, and school administrators perceive as the benefits of high school students using GenAI? What are their concerns?
- IV. What is the current state of high school policies around access to and use of GenAI tools?

¹ For simplicity in the text, we use the term educators as inclusive of teachers and school and district administrators, but report on each subgroup separately in the results below.

We discuss the implications of these results, identifying where additional research can further advance our understanding and help inform educators' policies and practices.

Survey Data

The data analyzed and included in this report come from multiple College Board surveys administered between June of 2024 and June of 2025 to students, parents, and high school educators.² Table 1 provides a brief overview of each survey, including administration dates, audience, and typical sample size.

Table 1: Overview of College Board Surveys in Alphabetical Order

Survey Name	Administration Dates	Respondent Group	Approximate Sample Size
AP Coordinator Survey	Dec. 2024	AP Coordinators (e.g., school counselors, other administrators)	550
BigFuture AI Student Survey	Oct. 2024	U.S. high school students (9 th -12 th grade)	1000
High School Student Survey	Jan., Feb., Mar., May 2025	U.S. high school students (9 th -12 th grade)	600
Parent Survey	Jun., Sept., Dec. 2024; Mar., Jun. 2025	Parents of high school students	1000
Principal Survey	Dec. 2024	High school principals at schools with AP	100
School and District Administrator Survey	Jun. 2025	U.S. high school and district administrators	1300
Teacher Survey	Dec. 2024	AP teachers	1600

Note: The High School Student, BigFuture AI Student, Parent, and School and District Administrator Surveys are fielded such that invited participants are not aware that College Board is conducting the survey. Some surveys involve small (\$25 or less) financial incentives for participation and are followed by reminder emails approximately one week after initial fielding. Survey data are unweighted, but are generally broadly representative by gender, race, urbanicity, school attributes, and U.S. region.

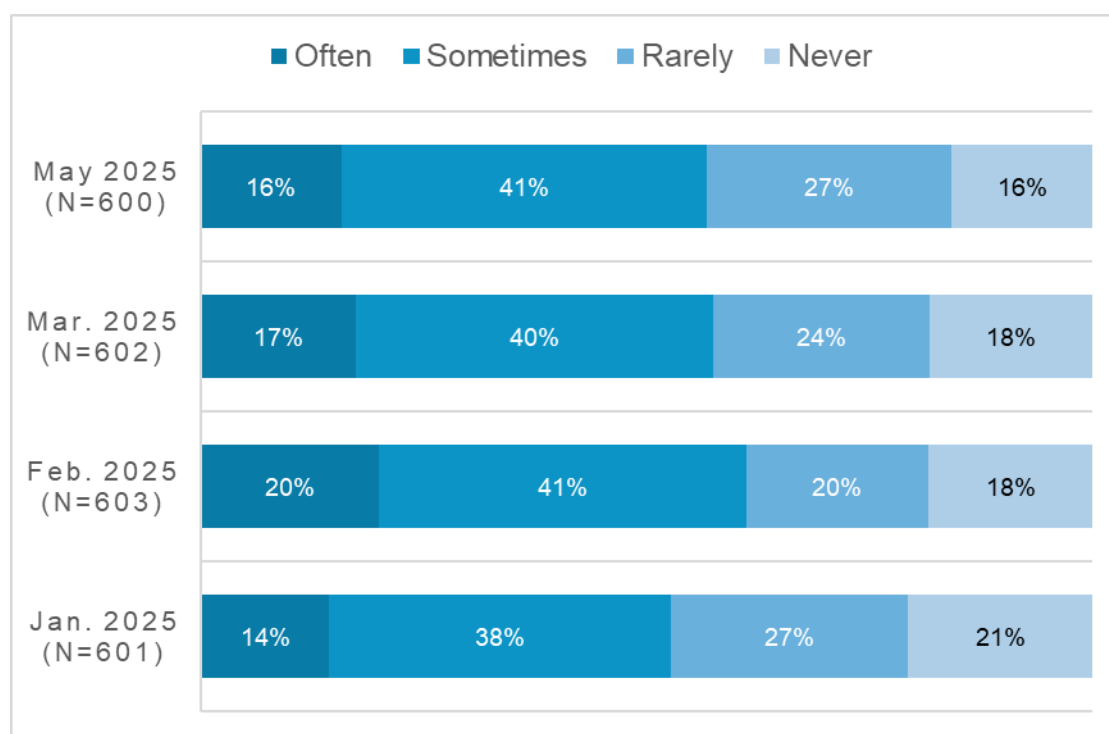
² Note that when terms and concepts are rapidly emerging, the language used in survey questions may particularly shape survey results. Respondents may not have knowledge of the technology noted or not have a shared understanding of that what that technology encompasses. Moreover, their conceptualization of what constitutes high use of that technology may vary between participants and/or change over time. Thus, variation in survey results amongst College Board surveys and between College Board and non-College Board surveys may be the product of varying question wording, survey samples, and survey timing.

Findings

I. How often are high school students using GenAI for schoolwork? For what specific activities are students using GenAI?

The percentage of high school students who report using³ GenAI tools for schoolwork is substantial and growing, increasing from 79% to 84% between January and May of 2025. Figure 1 further reveals that more than half of high school students are often or sometimes using GenAI tools for schoolwork, ranging from 52% to 61% across survey administrations in the first half of 2025.

Figure 1: The frequency with which high school students report using GenAI tools for schoolwork, by survey administration timing



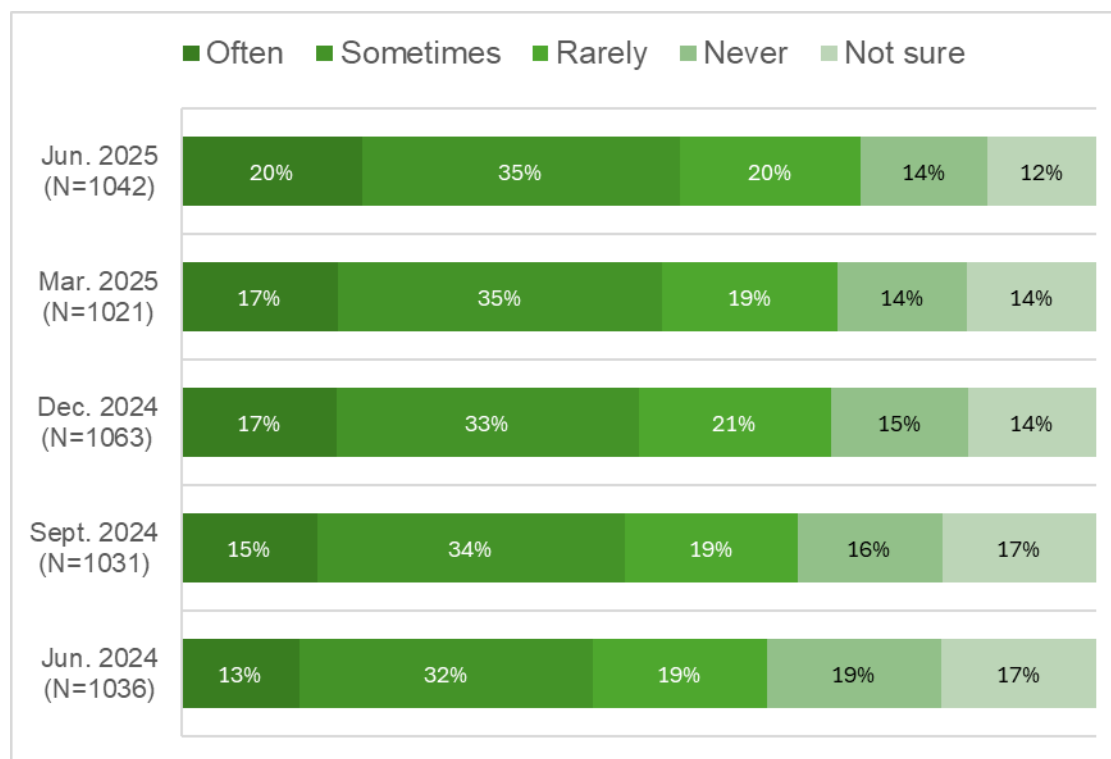
Note: Survey question asked, "How frequently do you use generative AI tools for schoolwork?"

Source: High School Student Survey: January, February, March, and May 2025 survey administrations

³ Students defined as using GenAI tools includes those reporting doing so often, sometimes, or rarely.

Parents also report increasing awareness of their child using GenAI tools for schoolwork. As Figure 2 reveals, the proportion of parents reporting that their high school child uses GenAI⁴ for schoolwork has climbed from 64% to 75% between June of 2024 and June of 2025. Diving more deeply into results over this time period reveals that the percentage of parents indicating that their high school child often uses GenAI tools has grown by seven percentage points. Meanwhile the percentage of parents reporting that their child never uses GenAI for school and that they are not sure about their child's use each have declined by five percentage points.⁵

Figure 2: The frequency with which parents believe their high school child uses GenAI tools for schoolwork, by survey administration timing



Note: Survey question asked parents of high school students, “How frequently does your child use generative AI for schoolwork?” If the parent had more than one child in high school, the parent reported on the older high school child.

Source: Parent Survey: June 2024, September 2024, December 2024, March 2025, and June 2025 survey administrations

⁴ As in the previous paragraph, students are described as using GenAI tools if their parent indicated they did so often, sometimes, or rarely.

⁵ It is important to note that parents are not always fully aware of their child's GenAI use. A 2024 survey conducted by Common Sense that included parents and their 13- to 18-year-old children found that almost two-thirds of parents of AI-using children were not aware of their child had used AI (Madden et al., 2024). Nearly a quarter of parents of AI-using children believed that their child had never used AI (Madden et al., 2024). These findings shine a light on Figure 2 results, explaining “not sure” responses and suggesting that other parent responses may not accurately reflect whether their child is using GenAI or underestimate their child's GenAI use.

At least half of high school students find GenAI helpful for information seeking. A majority indicate GenAI is most helpful “when I need information” (69%) or “when I have questions that need to be answered” (54%) (Figure 3).^{6,7}

Among high school students who use GenAI for schoolwork, about half report doing so for information seeking activities like conducting research and finding sources, brainstorming ideas, and/or editing or revising essays (Figure 4).

ChatGPT is students’ GenAI tool of choice.

One potential explanation for the rapid increase in students’ AI use is the widespread accessibility of GenAI platforms like ChatGPT. Initially released in late 2022 (Marr, 2023), the GenAI platform gained popularity in 2023; two years later, the platform is synonymous with GenAI for many, as public trust in and familiarity with ChatGPT continues to grow.

Growth in students’ use of ChatGPT has been steep. A fall 2023 Pew survey found that 13% of teens had used ChatGPT specifically for schoolwork (Sidoti & Gottfried, 2023). A year later, Pew revealed that the percentage of teens using ChatGPT for schoolwork had doubled to 26% (Sidoti et al., 2025). And about seven months after that, our May 2025 student survey indicated that 69% of high school students used ChatGPT to help with school assignments and homework.

Figure 3: High school students’ perceptions of when GenAI is most helpful



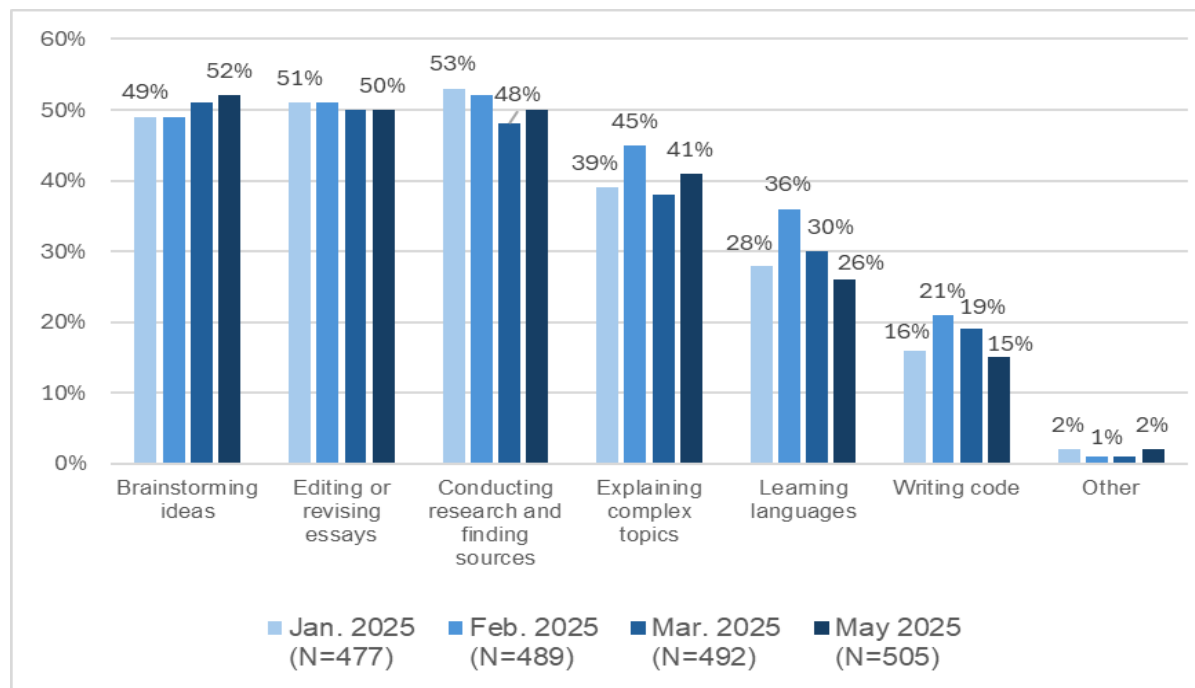
Note: Survey question asked, “When do you think AI is most helpful? (Select all that apply.)” Note that the survey question does not specify *generative* AI or using AI *for schoolwork*.

Source: BigFuture AI Student Survey, October 2024, (n=1000)

⁶ This survey question does not specify *generative* AI or using AI *for schoolwork*. All surveys in this report were administered after ChatGPT was ubiquitous, so we suspect most respondents had GenAI in mind even when questions used the term “AI.”

⁷ Chatterji et al. (2025) confirm information seeking as a top use of GenAI in their analysis of ChatGPT conversations.

Figure 4: Among high school students who used GenAI for schoolwork, the ways in which they use tools, by survey administration



Note: Survey question asks, “How have you used generative AI tools for schoolwork? Select all that apply.”

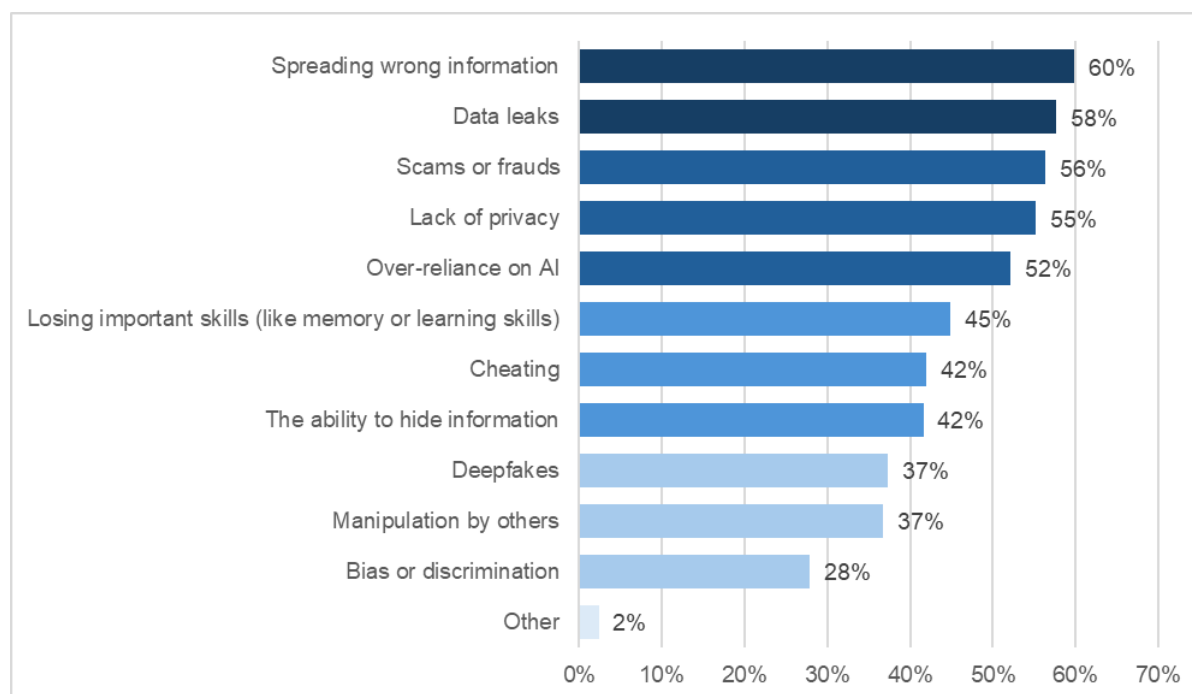
Source: High School Student Survey: January, February, March, and May 2025 survey administrations

II. What do high school students perceive as the benefits of using GenAI? What are their concerns?

High school students have mixed feelings about AI. On the one hand, **85% agree that students can benefit from using AI to enhance their learning**, with 43% somewhat agreeing and another 42% completely agreeing (High School Student Survey, May 2025). The learning benefits students perceive include using AI for feedback on work (42%), testing knowledge or skills (36%), practicing skills (30%), and tutoring (28%) (BigFuture AI Student Survey, October 2024).

Still, a notable proportion of high school students have reservations about AI. **Two-thirds agree or strongly agree that using AI too much will make them dependent and less intelligent** (BigFuture AI Student Survey, October 2024). A separate survey question asking about concerns around using or interacting with AI found that over half (52%) of high school students worry about over-reliance on AI and almost half (45%) fear losing important skills. Figure 5 reveals that other apprehensions shared by more than half of high school students include AI spreading wrong information (60%), data leaks (58%), scams or frauds (56%), and lack of privacy (55%).

Figure 5: High school students' concerns about using and interacting with GenAI



Note: Survey question states, “What, if any, concerns do you have when it comes to using or interacting with AI? (Select all that apply.)” Note that the survey question does not specify *generative* AI or using AI for schoolwork.

Source: BigFuture AI Student Survey, October 2024, (n=1000)

Perhaps the state of high school students' feelings about AI is best captured by their responses to a survey question asking, “How much do you believe that the benefits of using AI are greater than the risks?” Half neither agree nor disagree and the other half are equally split between agree and disagree (BigFuture AI Student Survey, October 2024).

III. What do parents, teachers, and school administrators perceive as the benefits of high school students using GenAI? What are their concerns?

Parents and school administrators are more likely to view students using and learning to use GenAI positively than negatively. **The majority of parents with a high school student (57%) agreed that it is better for students to use GenAI for schoolwork than to not use it**, with 22% completely agreeing and 35% somewhat agreeing (Parent Survey, June 2025).⁸ Administrators are even more likely to see benefits when asked a broader question about students' learning to use AI tools. **Roughly 9 in 10 AP coordinators (87%), principals (90%), and school and district administrators (93%) view students'**

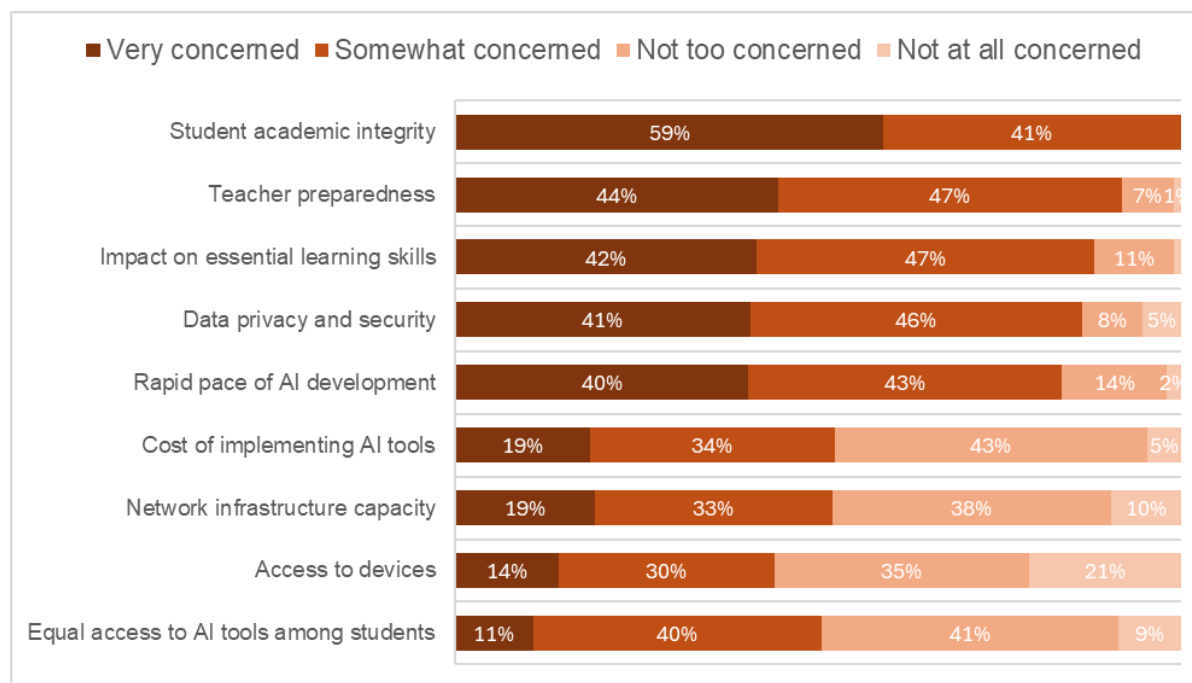
⁸ Other surveys have also found that a majority of parents believe their children learning AI is important. A survey of Gen-Z families found that 88% of parents believed AI knowledge was vital to students' educational and career success (Samsung Electronics America & Morning Consult, 2024). A separate survey with school parents conducted by Edchoice found that 66% believed that schools should teach students how to use AI and 52% agreed that they would support the use of AI in their child's classroom (Ritter, Aldis, Kristof, & DiPerna, 2024).

learning to use AI tools as part of their high school education as **very or somewhat valuable** (AP Coordinator Survey, December 2024; Principal Survey, December 2024, School and District Administrator Survey, June 2025).^{9,10}

While there seems to be agreement among adults that high school students learning to use AI tools during high school is important, principals, AP coordinators, and teachers still appear uneasy about how best to do this. We discuss the concerns of each group below.

Principals express a variety of reservations about AI in education. A striking **100% of principals surveyed worry about student academic integrity**, with 59% of principals being very concerned and the remaining 41% being somewhat concerned (Figure 6). The impact of AI on teaching and learning also are at the top of the list. **More than 9 in 10 principals (92%) have concerns about teacher preparedness, and nearly 9 in 10 (89%) express worry about AI's impact on essential learning skills.** These challenges may be compounded by concerns the rapid pace of AI development, cited by 84% as a worry. Principals less frequently note logistical issues related to access, infrastructure, and cost, but half still cite them as concerns.

Figure 6: Principals' level of concern about various aspects of AI in education



Note: Survey question asked, “What level of concern do you have about each of the following aspects of AI in education?” Note that the survey question does not specify *generative* AI. Respondents saw a random subset of items, causing variation in sample size by item.

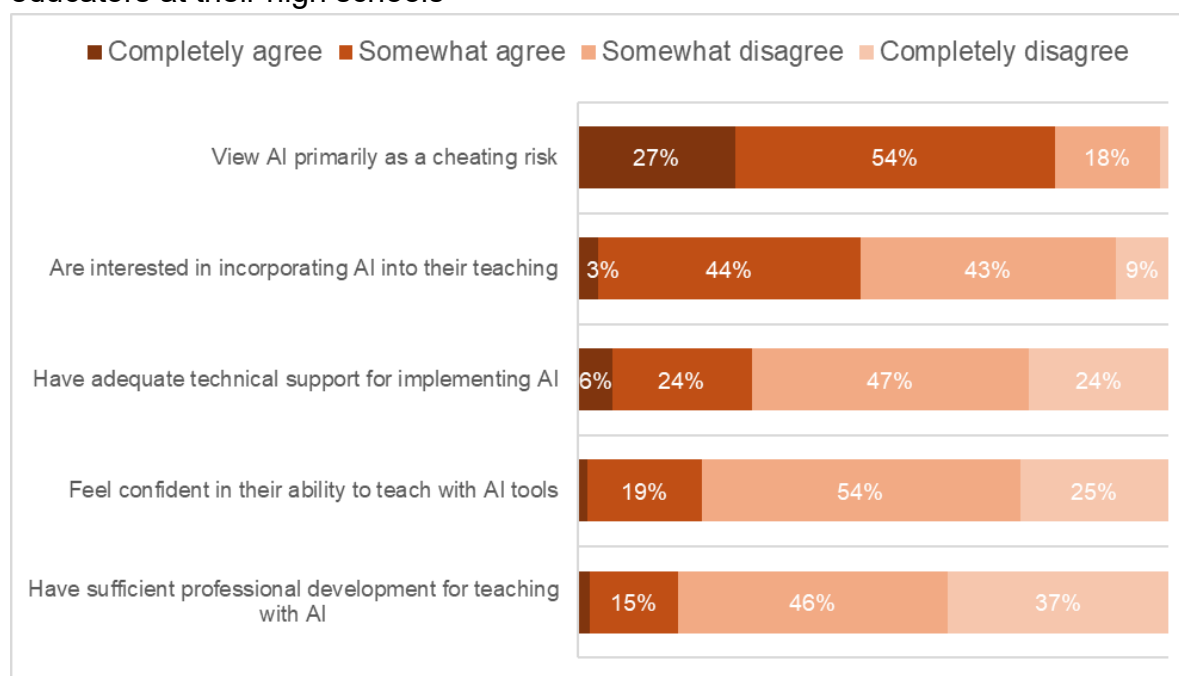
Source: Principal Survey, December 2024 (n=86-104)

⁹ The question's other response options include not too valuable and not at all valuable.

¹⁰ Carnegie Learning's 2025 *State of AI in Education* report, suggests similar levels of positivity around AI use. They found that about nine in ten (91%) building- and district-level administrators believe AI was a helpful tool (Carnegie Learning, 2025).

AP coordinators, who are typically high school counselors or other administrators, report that educators at their school are similarly concerned about students' cheating and teacher preparation around AI use. **Specifically, roughly 81% of AP coordinators completely or somewhat agree that educators view AI primarily as a cheating risk** (Figure 7). Slightly fewer than half of all coordinators (48%) believe educators at their school are interested in incorporating AI into their teaching. Fewer than one-third (30%) believe educators at their school have adequate technical support and about one-fifth (17%) think that educators have sufficient professional development for teaching with AI. Given this, we should perhaps not be surprised that **one-fifth (21%) of coordinators agree that educators at their school feel confident in their ability to teach with AI tools**.

Figure 7: AP coordinators' level of agreement with AI-related statements about educators at their high schools



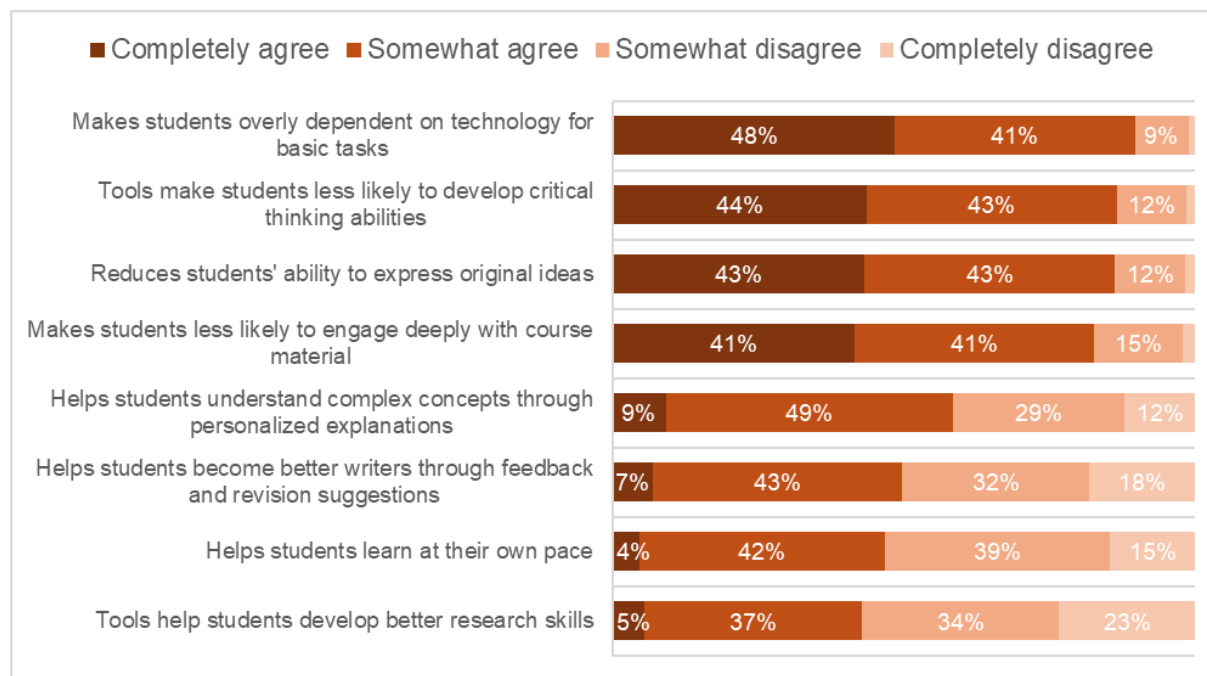
Note: Survey question asked, "Please indicate your level of agreement with each statement about educators at your school." Note that items within this survey question do not specify *generative* AI.

Source: AP Coordinator Survey, December 2024 (n=522)

High school teachers share students and principals' concerns that AI use can impede student learning. In fact, more than 8 in 10 AP teachers agree that AI makes students overly dependent on technology for basic tasks, less likely to develop critical thinking, reduces students' ability to express original ideas, and less likely to engage deeply with course materials (Figure 8). Although negative sentiment was not quite as great on other facets of AI use, AP teachers are still more likely to disagree than agree that AI can help students learn at their own pace (53%) or develop better research skills (57%). AP teachers are also evenly split on the idea that students can become better writers through AI feedback and revision suggestions. The one statement where a majority of teachers

(58%) saw a benefit to students using AI was in helping students understand complex concepts through personalized explanations.¹¹

Figure 8: Teachers' level of agreement with statements about the impact of AI on learning



Note: Teachers' responses to "Please indicate your level of agreement with each statement about the impact of AI on student learning." Note that this survey question does not specify *generative* AI. Respondents saw a random subset of items, causing variation in sample size by item.

Source: Teacher Survey, December 2024 (n=1100-1164)

Given administrators' overwhelming perception that students learning to use AI tools as part of their high school education is valuable, but multiple concerns about its use, it is not surprising that schools are still proceeding with caution when it comes to AI. Roughly half of principals, AP coordinators, and AP teachers at high schools that allow student AI use indicate that their current stance is best characterized as *"I prefer to limit AI use with students until we better understand its implications"* or *"I'm cautiously exploring AI use with my students while developing best practices"* (Principal Survey, AP Coordinator Survey, and Teacher Survey, December 2024). In contrast, approximately 16% of principals, 7% of AP coordinators, and 10% of AP teachers select, *"I actively encourage appropriate AI use and have implemented specific guidelines."*¹²

¹¹ Other studies have noted similar concerns from teachers. A Pew Research Center survey finds that one quarter of K-12 public school teachers believe AI caused more harm than good, while nearly one third (32%) believe its benefits and harm are equal (Lin, 2024). Additionally, a 2025 study by Cengage indicates that 87% of teachers believe there are moderate to severe risks associated with using AI (Cengage Group, 2025). According to the same Cengage report, a common concern among teachers is academic integrity. Microsoft's AI study also supports these findings, identifying teachers' top three AI concerns as plagiarism, privacy and security, and student overdependence (Microsoft Education, 2025).

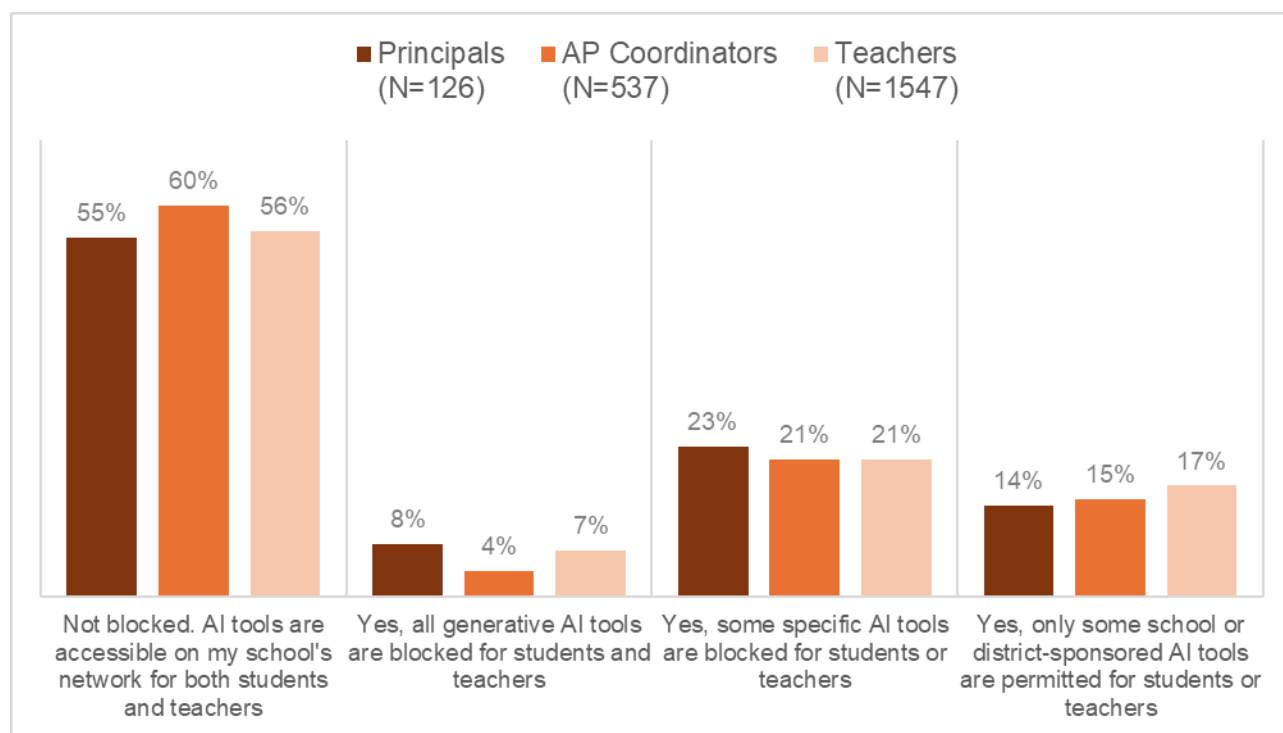
¹² The other response options were: "I support AI use but need more guidance on implementation to support my students," "I believe AI should not be used by students in educational settings," and "I need more information to form an opinion about student AI use."

IV. What is the state of high school policies on GenAI access and use?

With any new technology, districts and schools need time to identify whether a formal policy is required, define the specifics, approve it, and implement it. It should not, therefore, be unexpected that substantial variation exists across schools and districts in both access to GenAI tools on school networks and policies around student GenAI use.

We begin with students and teachers' access to GenAI tools on school networks as reported by principals, AP coordinators, and teachers (Figure 9). We focus this discussion of results on principals' reports, as they arguably are the most likely to know official building-wide or district-wide policies.¹³ **High School principals indicate that GenAI tools are accessible to both students and teachers on school networks without restriction at a majority of high schools (55%).** A much smaller proportion of schools, (8%), block all GenAI tools. The remaining 37% of schools block some but not all GenAI tools (23%) or allow access only to specific school- or district-sponsored GenAI tools (14%).

Figure 9: Students' and teachers' school network access to GenAI websites and tools, by educator type responding



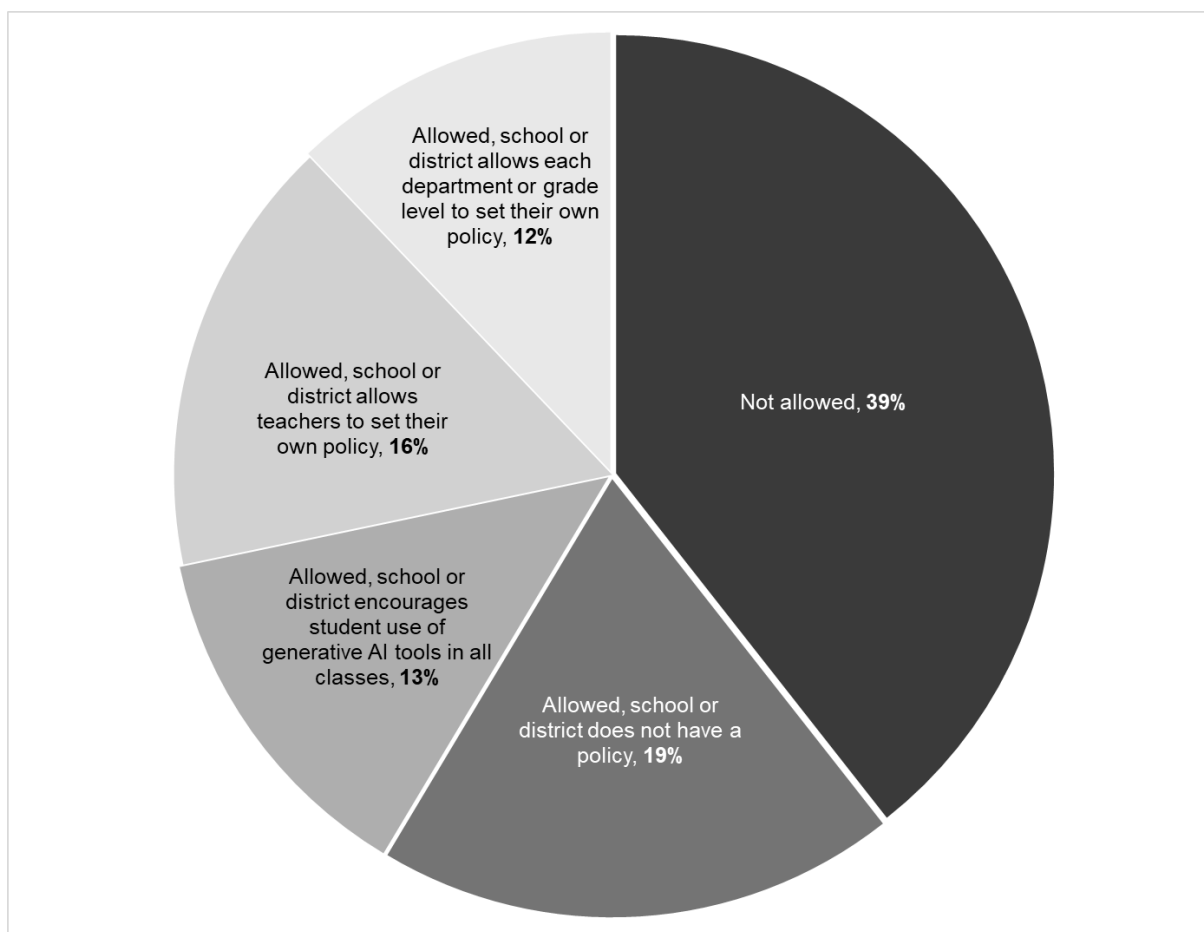
Notes: Survey question asks, "Are generative AI websites or tools like ChatGPT blocked on your school's network for the 2024-25 academic year?"

Source: Principal Survey, December 2024; AP Coordinator Survey, December 2024; AP Teacher Survey, December 2024

¹³ This analysis does not assess whether teachers, coordinators, and principals at the same school vary in their responses. The 2 to 5 percentage point variation between groups shown in Figure 9 could be due to each group representing a different mix of schools.

As for the state of GenAI student *use* policies, **about two in five (39%) high school and district administrators report that their schools or districts do not allow students to use GenAI** (Figure 10). Almost one in five (19%) allow such use but do not have a policy in place. As for the actual policies in place, they varied not just among schools and districts but within them. About 13% of schools or districts encourage GenAI use in all classes, while 16% delegate GenAI policy setting to individual teachers and 12% delegate such policy setting to departments or grade levels. Delegating GenAI policies to teachers of departments may reflect different levels of teacher comfort, which might differ by department/discipline. Delegating policies by grade level could reflect a focus in earlier high school grades on more fundamental learning skills and emphasizing AI literacy in later grades as students prepare for life after high school.

Figure 10: School or district policies around student use of GenAI



Notes: Based on survey question asking, “Is the use of generative AI allowed in your school or district?” and the follow-up survey question asking those who said that students were allowed to use generative AI “What type of student generative AI use policy is in place at your school or district, if any?”

Source: School and District Administrator Survey, June 2025, (n=364)

Discussion

In this brief, we leveraged data from a variety of College Board surveys in 2024 and 2025 to shed light on high school students' AI use; perceptions of AI use by students, parents, and educators; and the state of high school AI access and use policies. Our findings demonstrate that students' use of AI tools for schoolwork is increasing, a fact of which parents are increasingly aware. Results also indicate that students, parents, and educators see benefits to using AI, but also have concerns. Cheating is one worry, but students, principals, and teachers also voiced larger concerns about the effect of AI on students' essential learning skills. Uncovering how AI use affects students' learning and skill accumulation is critical to supporting teachers as they strive to implement best AI practices in the classroom, and as administrators devise effective AI policies for schools or districts.

This research has contributed to our understanding of AI in high schools, but there are many more questions to answer as we seek to build a comprehensive knowledge base around AI in education. To improve our understanding, the following five areas would be valuable to explore further.

Variation in AI Perceptions, Attitudes, and Use

While we have provided results about students' AI use and attitudes about AI use from students, parents, and educators, it is important to examine variation within each of these populations for additional implications for policy and practice. Specifically, research is needed to better understand how use and attitudes vary by student and family characteristics (e.g., gender, race, grade, parental education, geography) and educator and school attributes (e.g., educators' academic discipline and tenure, school resources, student body composition).

Deep Dive into AI Implementation in High Schools

We have presented some data on educators' attitudes toward AI, but it is important to more deeply explore the practices occurring inside classrooms. Future research should investigate the impact of AI policies and practices on instruction, assignments, assessments, and student learning. Courses culminating in papers and projects that are the most likely to be disrupted by AI tools may be the most interesting examples to examine in more detail.

AI in Higher Education Contexts

Grappling with AI use is not limited to high school educators. It is important to understand how colleges are navigating AI policy and practice as well. Specifically, future research should explore college students' and faculty members' AI use related to coursework and their perspectives on such use. Analyses should also include examinations of heterogeneity in use and attitudes by college student demographics, faculty characteristics, and institutional attributes. This research might also shed light on differences between high school and college AI policies and practices, which would reveal implications for students as they navigate the transition from secondary to postsecondary education.

AI in Student Learning and Performance

Ultimately, interest in AI policy and practice within education institutions and classrooms is rooted in a desire to understand AI's impact on student learning and measured academic performance. As a complement to research on AI policy and practice, it will be critical to synthesize the latest rigorous research evidence on how AI influences student learning, motivation, and confidence as well as how authentic student work can be assessed in the era of AI.

AI Literacy and Tools

To further facilitate learning and effectiveness, it is also important to explore how best to harness AI. Research is needed on students' and educators' AI literacy, ways to improve each group's AI literacy, and changes in AI literacy gaps between both groups over time. As for tools, this work might track changes in the use of specific AI tools by different groups for different purposes. For example, it would be interesting to explore variation in educators' use of AI tools in course preparation and assessment; students' use of AI tools in college planning, exploration, and application; and colleges' use of AI tools in the admissions process.

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