

NOT BY FAITH ALONE:

**SUPPORTING THE
WHOLE CHILD AT
CHAMINADE MIDDLE
SCHOOL**

**AMANDA ENDRES EBEL
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VANDERBILT®
PEABODY COLLEGE

Dedication

I learned two helpful lessons early in my life: 1. Anything worth having is worth working for. 2. Nothing is ever really accomplished alone. This Capstone is the most recent reminder of these lessons.

To my mother, Dr. Jo Maypole, you were my first teacher. Thank you for your unending support and for regaling me with tales of getting your Ph.D. in the 1970s when you stored your dissertation copies in the freezer (in case of fire!) and used a computer mainframe larger than my living room. I guess constraints are all relative. I've always wanted to be you when I grew up, and this latest achievement was a seed planted by you long ago.

To Haven, YOU matter. You have been so supportive and understanding of me during these last three years. Thank you for your encouragement and love, especially during that term where I took Statistics and cried a lot.

To Ben, you are my ride or die. What an incredible team we make, and there's no hyperbole in the statement, "I couldn't have done it without you." You signed on to this project alongside me with enthusiasm and support, and you never wavered.

To my advisor, Dr. Eve Rifkin, it has been a privilege to know you and collaborate with you.

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I. Executive Summary

The area of inquiry for this Capstone project concerns a school's ability to support developing adolescents' academic, cognitive, psychological, physical, and social-emotional needs. Because human development is relational, a positive school environment where students feel supported and safe is required for high-quality learning (Darling-Hammond & Cook-Harvey, 2018). Neuroscience research confirms the link between academic performance and positive school climate, leading schools to see many benefits of adopting multi-tiered systems of supports that effectively support students' wide range of needs. Child development is a "constructive enterprise shaped by ongoing, reciprocal interactions between children's biology, their developing brains, and their physical and social contexts" (Osher et al., 2020, p. 6). Without recognizing this linkage between the academic and the social-emotional and relational, schools will be unlikely to address the varied and ever-changing challenges that today's adolescents face.

Chaminade Middle School seeks to prepare students for success after middle and high school by producing well-rounded, productive citizens who manage stress and have high levels of social-emotional well-being. Chaminade is a Catholic, independent college preparatory school where rigorous academics are essential. Still, the synthesis of social-emotional and academic factors differentiates this Capstone from other studies that focus on academics *or* social-emotional learning (SEL) alone. Scholars in the learning sciences have validated that a different kind of teaching and learning is needed to address the needs of the whole child, including investigation and inquiry, application of knowledge to new situations, and collaborative problem-solving (Darling-Hammond et al., 2019). Chaminade, therefore, should not focus solely on students' academic outcomes, nor should they implement a narrow social-emotional learning curriculum. Instead, the school should focus on the whole child, including all the interrelated systems that affect that child's learning and development - both in and out of school - while also structuring integrated supports to ensure that every part of a child's school experience meets their unique needs.

In recent months, the school has committed to minimizing student stress by encouraging a balance between academics, extracurricular activities, and school events. Implementing supports on campus and teaching parents strategies to support them are vital components to students' success.

To understand which supports are most effective at Chaminade, as well as what supports could be improved or adopted, I examined the following questions:

- 1. How does an independent middle school support its students' social, emotional, and academic needs?***

2. *What are the perspectives of administrators, teachers, parents, and students regarding the school's social, emotional, and academic supports?*

The questions work together to uncover a broad picture of SEL-related priorities at Chaminade while capturing the current attitudes of stakeholders.

Findings

After reviewing the qualitative and quantitative data, I arrived at several key findings.

RQ 1: How does an independent middle school support its students' social, emotional, and academic needs?

Finding 1. Chaminade's strong emphasis on extracurricular involvement is, at times, at odds with the school's mission to support the social-emotional needs of all students.

Finding 2. Chaminade's house system creates a school-within-a-school structure that encourages intentional interactions between students and staff and facilitates relationship building in small groups.

RQ 2: What are the perspectives of administrators, teachers, parents, and students regarding the school's social, emotional, and academic supports?

Finding 3. Chaminade teachers need help identifying appropriate interventions for struggling students.

Finding 4. All three stakeholder groups find Chaminade to be a warm, welcoming, and caring place.

The last finding emerged from the quantitative and qualitative data, which was not associated with a specific research question.

Finding 5. A lack of systems slows down decision-making and sometimes impedes progress.

In response to the findings, my recommendations for Chaminade Middle School are:

Recommendation 1: Provide staff with professional development to increase academic and social-emotional support for students and better utilize the current "X block" time during the school day.

Recommendation 2: Design and implement a consistent system of teacher evaluation, including feedback on instruction.

Recommendation 3: Explicitly define roles and responsibilities for administrators and implement systems to ensure that more people in the organization can make decisions swiftly.

II. Introduction

Adolescence is a challenging time for nearly all students as it is a time of growth, development, and change. Today's youth face everyday stressors such as academics, extracurriculars, social pressures, and the additional restrictions from the Covid-19 pandemic. All these factors combine to create a pressurized environment in which students can feel overwhelmed and even hopeless. Further, family trauma, such as abuse, poverty, divorce, illness, or death of a sibling or parent, can occur outside of school, adding to the weight of students' existence.

Research-supported social-emotional learning (SEL) programs began to surface in the 1990s and gained popularity alongside research on emotional intelligence. The basic idea of attending to the development of children as complex humans who have varied needs beyond academics is grounded in Bronfenbrenner's social ecology theory which posits that children's multi-layered environments influence them in myriad ways. Further, SEL programs are proven to improve students' academic performance (Durlak et al., 2001). The "Every Student Succeeds Act" (ESSA) has incorporated social-emotional measures into the ratings for federal accountability, elevating SEL from a desirable educational supplement to a required component of the framework for measuring and rating schools.

In 2017, Chaminade Middle School identified six key priorities as part of its five-year strategic vision. Priority four of the plan seeks to "Prepare Students for Success" by "cultivating student self-reliance for success in college and beyond, emphasizing skills in communication, problem-solving, adaptability, and self-advocacy" (Chaminade Middle School, n.d.). The school wrote Priority Four to address the increasing number of Chaminade students suffering from stress and anxiety. Students and parents were reporting these feelings to school counselors. The causes included excessive homework load and overwhelming numbers of extracurricular activities, which led to an increased need for mental health intervention. Chaminade has committed to conducting an audit of the school's master schedule of extracurricular activities to ensure that students are not overwhelmed by commitments and competing demands from homework and projects in various classes. In addition, the school seeks to teach students to build resilience and a growth mindset while learning to accept responsibility and consequences. Because many students and parents at Chaminade are achievement-focused, Priority four will require a mindset shift because families focus on post-secondary plans beginning in sixth grade. When asked how much they worried about the possibility of not doing

well in school, 55.3% of Chaminade sixth-graders surveyed reported “Often” or “Always.” When seventh graders answered the same question, 67.3% replied “Often” or “Always,” while 74% of eighth-graders fear not doing well in school. Academic anxiety impacts student health as well. 78% of Chaminade Middle School students reported at least one stress-related health symptom during the past month.

In summer 2019, Chaminade entered a one-year partnership with Challenge Success, a non-profit organization at the Stanford University Graduate School of Education whose mission is to embrace a broad definition of student success. Challenge Success urges schools to implement research-based strategies that promote student well-being and engagement with learning. In partnership with Challenge Success, the school sought to explore these issues and devise a schoolwide set of strategies. In concert with survey data and recommendations from Challenge Success, the findings of this Capstone will form the basis of an action plan to meet the Priority Four objectives.

This Capstone considers the perspectives of parents, students, teachers, and administrators to best address the needs of the whole child. Additionally, it seeks to incorporate schoolwide structures which are responsive to the four areas of the Framework for Whole Child Education: supportive environment, productive instructional strategies, social-emotional development, and individualized supports. In the article *Educating the Whole Child*, Darling-Hammond & Cook-Harvey (2018) identified the conditions necessary for children in schools to learn at optimal levels. A meta-analysis of over 400 studies found a significant connection between academic achievement and positive school climate. Darling-Hammond & Cook-Harvey (2018) cited the following four elements as critical for schools to implement when educating the whole child:

1. Supportive environmental conditions that create a positive school climate and foster strong relationships and community.
2. Productive instructional strategies that support motivation, competence, self-efficacy, and self-directed learning.
3. Social and emotional learning that fosters skills, habits, and mindsets which enable academic progress and productive behavior.
4. Individualized supports that enable healthy development and respond to student needs, and address learning barriers.

These four domains evolved from human development and neuroscience research, in conjunction with the science of learning and development. Integrating the latest findings and knowledge from each of these sub-fields led Darling-Hammond & Cook-Harvey (2018) to

connect the impact of students' emotions and relationships to the process of learning. By leveraging these connections, schools can operationalize desired outcomes across five developmental pathways – physical, psychological, cognitive, social, and emotional.

III. Organization Context

This project examines Chaminade Middle School, a Catholic school located in Chatsworth, a suburban city northwest of Los Angeles, California. Founded in 1952, the school is in its 69th year of providing faith-based education to students across the San Fernando Valley. With thirty teachers on staff, the school serves 630 students in grades six through eight. The racial/ethnic composition of the student body is 60% White, 12% Asian, 8% Hispanic, and 4% African American. Approximately 25% of students receive financial aid. Identifying as Catholic is not a requirement to attend Chaminade, and students are from varied religious traditions, including Jewish, Hindu, Sikh, Protestant, and non-religious backgrounds. Regardless of faith background, students learn the Marianist core values, which are embedded into campus life. These core values, known as the Characteristics of Marianist Education (CMEs), are: Educate for Formation in Faith; Educate in Family Spirit; Educate for Service, Justice, and Peace; Educate for Adaptation and Change; and Provide an Integral, Quality Education. All campus activities, retreats, the daily 3:00 prayer, and required religion classes use the CMEs to teach students how to live and work in the school community in ways that meet the schools' mission. Chaminade's mission is "We inspire young people to love, learn, and lead through our Catholic and Marianist traditions of a living faith, academic excellence, and moral responsibility" (Chaminade Middle School, n.d.).

The Archdiocese of Los Angeles, a religious organization that supports over 73,000 students in independent schools across the city, supports Chaminade Middle School (www.LACatholics.org, n.d.). The first Roman Catholic Church was built in Los Angeles in 1814, and the Archdiocese has been providing education, support, social services, and counseling across three Los Angeles Counties to over 4.3 million Catholics in the area ever since.

Chaminade is one school located on two separate campuses. The middle school is in Chatsworth and serves students in grades 6-8, while the high school is located in West Hills and serves students in grades 9-12. This geographic separation poses unique logistical challenges for parents with students in multiple grade levels and limits collaboration between staff. Chaminade's President, who oversees the leadership and operation of both campuses, has an office on the middle school campus.

As part of the Challenge Success partnership, Chaminade students, staff, and parents were surveyed in October of 2020. The school provided me that quantitative data to assist with informing me during this project.

IV. Problem of Practice

The problem of practice at Chaminade Middle School centers on improving student well-being, reducing student stress, and helping students learn to advocate for themselves while simultaneously accepting the inevitable disappointment and setbacks that are normal for all middle school students. The school recognizes, and quantitative survey data obtained by Challenge Success supports that factors exacerbating student stress are too much homework, lack of sufficient sleep, abundant and sometimes competing extracurricular activities, pressure regarding grades, and college choices.

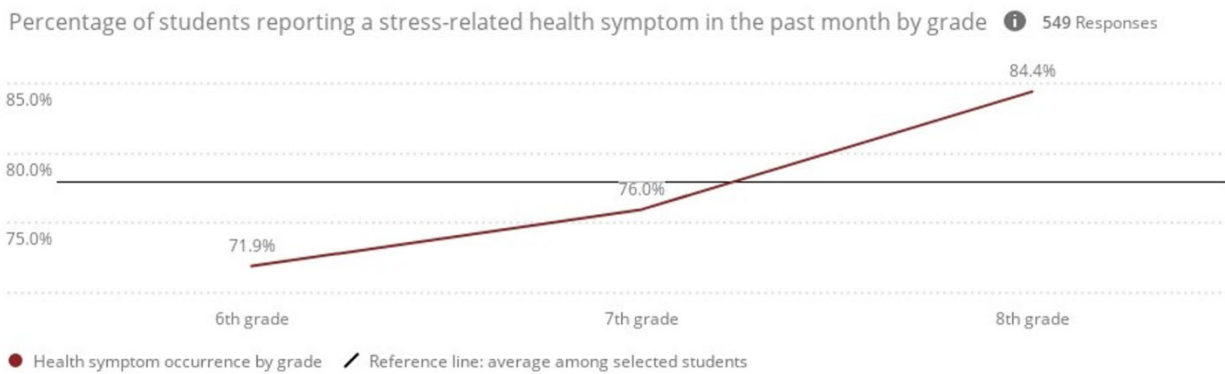


Figure 1: Physical effects of stress on students

One of the data points that emerged from the Challenge Success survey is about the effects of stress on Chaminade students, shown in Figure 1 above. In the month of the survey, an average of 78% of all students indicated at least one stress-related health symptom. Examples of these symptoms include exhaustion, difficulty sleeping, headaches, and stomach problems.

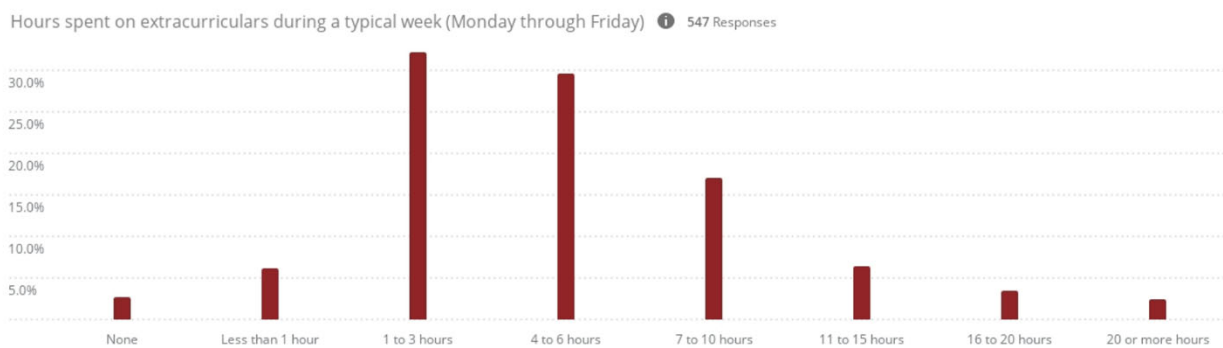


Figure 2: Students' time spent on extracurriculars

The second data point related to the student experience at Chaminade, illustrated in Figure 2 above, shows the average hours Chaminade students spend each week on extracurricular activities. Most students are spending between one and six hours per week on extracurriculars. Also, Chaminade students have two and a half hours of homework on average per weeknight, which limits their downtime and time with family.

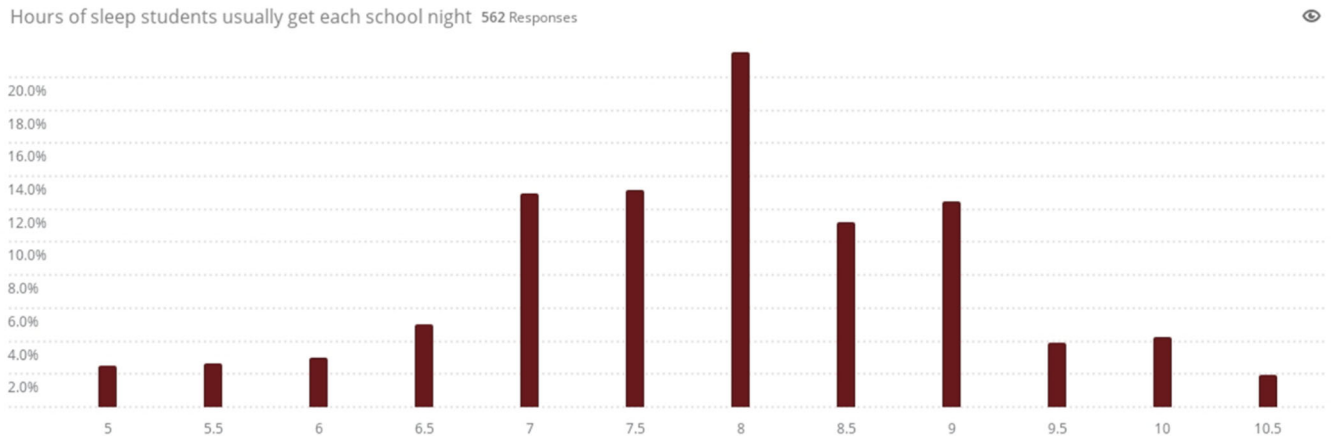


Figure 3: Students' sleep patterns

The graph above shows the number of hours of sleep Chaminade students are getting each night. The average for all three grade levels was 7.8 hours, but the recommendation from the American Academy of Pediatrics for early adolescents is ten hours of sleep per night. So, Chaminade students are involved in many after-school activities, have a significant homework load, and aren't getting enough sleep. Further, approximately 75% of them are stressed enough to experience physical symptoms as a result.

School leadership views these stressors as contrary to Chaminade's mission to love, learn and lead. The school seeks to create an environment in which students can develop into their best selves while also growing their faith. The current level of anxiety Chaminade students are experiencing is at odds with optimal development. According to school survey data, 54% of Chaminade Middle School students report feeling "often" or "always" stressed about their schoolwork. Stress is a normal part of any student's life, and some stress is healthy; however, excessive stress can interfere with learning and development (Darling-Hammond & Cook-Harvey, 2018).

Prepare Students for Success

GOAL

Chaminade will cultivate student self-reliance for success in college and beyond, emphasizing skills in communication, problem solving, adaptability, and self-advocacy.

OBJECTIVES

- Leverage Chaminade's commitment to family spirit to support student emotional health and well-being.
- Develop resources and programs to help students achieve a school/life balance and manage stress.
- Collaborate with parents/families in support of their students' development in self-sufficiency, personal responsibility, and decision making.
- Provide expanded in-class and on-campus opportunities for students to complete make-up work, resulting from retreat participation, early-outs and extra-curricular involvement.

Figure 4: Priority Four from Strategic Plan

During the 2020-2021 school year, the Chaminade campus was closed while students learned full-time from their homes due to Covid-19. Many interviewees reported that they missed their time on campus, their friends, peers, activities, and the normalcy of their in-person school experience due to this environmental stressor.

The school's strategic plan, which has six priorities, has one Priority dedicated to student well-being. The language used in Priority Four is listed above in Figure 4. The goal of Priority Four is to help students learn communication, problem-solving, adaptability, and self-advocacy skills. This Capstone seeks to inform Chaminade staff members who are seeking resources to be able to provide a more holistic approach to helping students. Further, Challenge Success parent, teacher, and student survey data helped to pinpoint areas where the school is effectively responding to students' social-emotional needs and areas of improvement.

V. Literature Review

Foundations of SEL

In the 1970s, Urie Bronfenbrenner introduced the social-ecological approach to child development, shaping the idea that children do not develop in a vacuum; instead, multi-layered environmental influences shape their development. (Bronfenbrenner, 1979).

Bronfenbrenner's (1979) social-ecological model illustrates the impact of "nested" levels of social systems and the interactions between a child and those systems. Five different systems comprise the social-ecological model: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each of the systems is interrelated while also having varying degrees of impact on the child. For example, the microsystem contains the influences most close to the child, such as parents, siblings, school, neighborhood, and peers. Because interactions in the microsystem are frequent and occur bi-directionally, the child influences the system while also being influenced by it. A child's school is part of their microsystem, which affirms the tremendous impact schools have on students.

The mesosystem is where the interactions between the influences in the microsystem occur. The third system, the exosystem, contains social structures that indirectly influence the child. Examples of exosystem components include the parent(s)' workplace, child's neighborhood, and even the media. The next system is the macrosystem which involves cultural elements within the larger established society and culture in which the child lives. Examples of macrosystem elements include socioeconomic status, ethnicity, geographic location, and the ideologies that comprise each aspect. The final concentric circle which influences the child is the chronosystem. The chronosystem consists of large-scale environmental changes which occur over the life of a child. Covif-19 would be considered an example of a chronosystem influence. These ecological systems encompass relationships that directly and indirectly affect individuals (Bronfenbrenner & Morris, 2006).

Bronfenbrenner's research serves as a foundation for social-emotional learning (SEL). Still, the most significant modern influence on the current SEL movement is the founding of the Collaborative for Social, Academic, and Emotional Learning (CASEL) in 1994. CASEL ushered in a new research-based focus on the current concept known as social-emotional learning, devoting resources and time to advancing the science and practice of SEL while integrating SEL into the work of Pre-K through 12 schools.

More recently, SEL became part of the modern educational lexicon when the federal government adopted the "Every Child Succeeds Act" (ESSA) in 2015 and acknowledged the connection between social-emotional learning and academic outcomes. ESSA is a departure from the previous legislation, No Child Left Behind (NCLB), which primarily focused on solely academic outcomes measured by standardized testing (Konold et al., 2017).

While the term social-emotional learning is used widely in nearly every school today, the definitions of SEL vary. To understand the research, we should first consider the array of nuanced and varied definitions that describe SEL. While varied, there are commonalities among them. They all focus on the skills and dispositions needed to function as emotionally complete members of society. Further, many involve goals of regulating emotions, empathy, and resilience (Lawlor, 2016).

SEL Defined over Time

In 2004, SEL was “the process of providing all children and adolescents with the opportunities to learn, acquire and practice the social-emotional competencies needed to succeed in life” (Zins et al., 2004). In 2015, the definition expanded to include “the processes involved in developing self-and social awareness and regulation, responsible decision-making, and relationship management competencies” (Durlak, Domitrovich, Weissberg, & Gullotta, 2015).

The definition of SEL has expanded yet again, and CASEL currently has the following definition, updated in 2020, featured on their website:

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (www.casel.org, n.d).

As definitions of SEL have expanded, additional skills and competencies have been added, thus reflecting the complex and interwoven understanding of social-emotional learning and how to apply it in schools.



Figure 5: CASEL's Five Core Competencies

Five Core Competencies of SEL

There are five core competencies of SEL defined by CASEL that are interrelated and reflect the cognitive and behavioral domains of SEL (CASEL, 2013).

- 1. Self-awareness** - the abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. Examples include: identifying emotions, having a growth mindset, examining prejudices and biases.
- 2. Self-management** - the abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. Examples include: managing emotions, setting personal and collective goals, demonstrating personal and collective agency.
- 3. Social awareness** - the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. Examples include: taking others' perspectives, demonstrating empathy and compassion, understanding and expressing gratitude.
- 4. Relationship skills** - the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. Examples include: communicating effectively, resisting negative social pressure, showing leadership in groups, standing up for the rights of others.
- 5. Responsible decision-making** - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. Examples include: demonstrating curiosity and open-mindedness, recognizing how critical thinking skills are useful both inside and outside of school, identifying solutions for personal and social problems.

These five competencies can be taught and applied across various settings from pre-kindergarten through high school. Most educators would not oppose the outcomes that CASEL has identified; the more challenging part is operationalizing these practices in the classroom, especially when many teachers are overburdened by teaching academic standards already. Thus, connecting SEL to improved academic outcomes for students helps to reinforce the importance of using a schoolwide SEL framework as a mechanism for improving students' academic outcomes.

Linking SEL to Academics

The relationship between social-emotional and academic domains is supported by research. Learning occurs as students interact with their peers, teachers, and staff members,

through a process of collaboration, negotiation, and cooperation in social situations (Zins et al., 2004). A meta-analysis of over 700 positive youth development, social-emotional learning, and character education studies revealed that evidence-based SEL programs had many significant positive effects, including improving students' achievement test scores by 11 to 17 percentile points (Payton et al., 2008). Further, three large rigorously conducted meta-analytic reviews revealed that students who received SEL programming in addition to the regular classroom curriculum showed improved academic outcomes compared with those who did not receive any SEL interventions in their classrooms (Durlak et al., 2011). These studies highlight the emergence of SEL as a substantive factor in education instead of a passing educational fad. Further, they provide the evidence needed to gain buy-in from policy-makers and school administrators looking to improve students' academic outcomes.

School Climate and SEL

School climate is a foundational part of the success of any schoolwide intervention. Safe, caring, participatory, and responsive school climates foster a greater attachment to school and provide the optimal foundation for social, emotional, and academic learning for middle school and high school students (Blum, McNeely, & Rinehart, 2002).

Teachers' beliefs about SEL can impact implementation quality. Research has shown that school climate enhances or minimizes teacher and staff emotional exhaustion, depersonalization, and feelings of low personal accomplishment (Grayson & Alvarez, 2008), and attrition (Miller, Brownell, & Smith, 1999). The process of teaching and learning is fundamentally relational. When teachers feel supported by both the principal and their peers, they are more committed to their profession (Singh & Billingsley, 1998). This commitment to the job ultimately influences students in positive ways.

VI. Conceptual Framework

Children are influenced by the varying components of their world, and the interaction with those components shapes the people they become. Different levels of influence from micro (school) to macro (the world) help determine how they develop. Linda Darling-Hammond and Chana Cook-Harvey's Framework for Whole Child Education guides this Capstone. Darling-Hammond and Cook-Harvey's research has taken the foundations of SEL and extended the application to include the "whole child" approach. While Chaminade seeks to address the social-emotional needs of students, attaining this goal involves attending to the larger goal of educating the whole child. Why should Chaminade focus on the whole child when they only want to address the problems of stress and readiness?

Building on the work of Bronfenbrenner, Darling-Hammond and Cook-Harvey (2018) connect traditional SEL components as well as academics. "All aspects of children's well-being are supported to ensure that learning happens in deep, meaningful, and lasting ways" (Darling-Hammond & Cook-Harvey, 2018). By connecting the work of researchers in the social-

emotional learning space with the research on social-ecological foundations, Darling-Hammond and Cook-Harvey implore educators to recognize the interwovenness of school climate and culture with social-emotional learning, to ultimately impact academic success. Without focusing on all aspects of children's learning and development, it's impossible to achieve the desired result of whole child education.

U.S. education policy focused primarily on raising test scores during the NCLB era of education, but at what cost? The student welfare, creativity, critical thinking, communication skills, and students' social-emotional development were deprioritized (Darling-Hammond & Cook-Harvey, 2018). Narrowing the focus to high-stakes academic testing was ineffective for academic performance and excluded children's significant needs beyond academic learning. Adolescence is a time of tremendous growth and change, and many of the important lessons students learn cannot be measured by a standardized test. With ESSA, the pendulum has swung back to include more attention to social, emotional, and academic learning. The Framework for Whole Child education provides direction for schools to implement practices that underscore all the necessary components that lead to student success. Indeed, schools do not influence every aspect of a child's development, but schools can impact many environmental factors that affect and inform it. Children's learning depends on "the combination of instructional, relational, and environmental factors the child experiences, along with the cognitive, social, and emotional processes that influence one another as they shape the child's growth and development" (Darling-Hammond & Cook-Harvey, 2018, p. 10).

The Framework for Whole Child Education builds on Bronfenbrenner's foundational work, further reinforcing the ideas that children's environment and the aspects of the environment can either enable or undermine learning (Fischer & Bidell, 2006). One of the core assumptions of the framework is that the brain is malleable and experience-dependent (Cantor et al., 2018). As children grow and their experiences broaden, their capacity expands. The implication for schools is that this dynamic development system is most optimal when all aspects of the educational environment support all developmental dimensions (Darling-Hammond et al., 2019).

Four areas comprise the Framework for Whole Child Education. Area one represents the supportive environmental conditions that result in strong relationships and a sense of community. Examples of this include positive, sustained relationships that foster attachment and emotional connection, a sense of identity, belonging and purpose. Area two concerns the productive instructional strategies which result in motivation, competence, and self-directed learning.



Figure 6: Framework for Whole Child Education

This area includes instructional scaffolding, ongoing formative assessments that support conceptual understanding, and challenge and support on engaging learning tasks. Area three encompasses social-emotional learning, which includes skills, habits, and mindsets which enable academic progress, efficacy, productive behavior, resilience, growth mindset, and executive functioning skills. Finally, area four involves a system of supports available to students to respond to their needs and address learning deficiencies or barriers. It includes a multi-tiered system of academic, health, and social supports which extend beyond the classroom and the school and seek to prevent trauma and adversity. These four areas are

weighted equally and cannot be categorized or considered separately. Instead, schools must attend to all four areas, which underscores the connection between schools, homes, and the community.

Finally, the Framework for Whole Child Education involves the *intentional* organization of the school whereby all policies and structures facilitate learning, support, and strategies tailored to the unique needs of every student.

The four sections of the Framework for Whole Child Education are represented by a specific color. “Supportive Environment” is notated in blue, “Productive Instructional Strategies” is green, “Social and Emotional Development” is yellow, and “System of Supports” is orange. Throughout my Capstone, I have used the same colors when aligning survey themes, interview questions, and findings to each of the four areas of the framework.

VII. Questions

Two research questions guided this project:

1. How does an independent middle school support the social, emotional, and academic needs of its students?
2. What are the perspectives of administrators, teachers, parents, and students regarding the school’s social, emotional, and academic supports?

VIII. Project Design

Data Collection

To answer my research questions, I utilized existing quantitative data from the Stanford Challenge Success survey distributed to Chaminade stakeholders in October 2020. I decided to use the Challenge Success data instead of creating my own survey for several reasons. First, because Stanford University Graduate School of Education (GSE) developed the survey and Stanford’s Administrative Panels for Protection of Human Subjects reviewed it, validity and reliability were ensured. Second, when I examined the list of Challenge Success questions, I noticed strong alignment to the Framework for Whole Child Education, including student, teacher, and parent perceptions of homework, school stress, health, academic engagement, support, and belonging at school. Finally, because Challenge Success requires parental consent and student assent, and Stanford adheres strictly to ethical best practices for conducting research, student risk is minimal.

Surveys

Students, parents, and staff were given three discrete surveys. They could opt out of the survey entirely or opt-out of any individual question they wished. The survey consisted of 70 questions which took approximately 30-40 minutes to complete. The student and parent surveys were distributed to the middle school only, while middle and high school staff responded to a combined survey. Survey data was housed in Qualtrics and could be isolated to include only middle school staff. The survey was administered online, and no names, birthdates, or identification numbers were used to track participants, so the survey responses for all three stakeholder groups were anonymous. The total number of respondents in each category is listed below.

Survey audience	Total respondents
Middle school students	597
Middle school parents	275
Middle school staff	48

The survey asked questions in each of the following broad categories: academic engagement, connection to the school community, physical health and well-being, technology use, family norms, online/remote learning, and how time is used outside school.

Mapping Survey Categories to Framework

<p>Framework Area 1: Supportive Environment (Environment)</p> <ul style="list-style-type: none"> • School climate • Remote learning • School initiatives that support student well-being • Support at school 	<p>Framework Area 2: Productive Instructional Strategies (Instruction)</p> <ul style="list-style-type: none"> • Student workload • Curriculum and assessment • Courses and grades • Academic engagement
<p>Framework Area 3: Social-Emotional Development (SEL)</p> <ul style="list-style-type: none"> • Faculty, staff, student stress • Teacher workload • Stress and worry • Sleep 	<p>Framework Area 4: System of Supports (Supports)</p> <ul style="list-style-type: none"> • Possible school changes • Homework habits • Family time and activities • Parent expectations, involvement, and values • Extracurriculars and free time

Qualitative Interviews

I examined the quantitative survey data while simultaneously conducting qualitative interviews with a purposive sample of teachers, students, and parents. The largest group of interview participants were teachers and staff, followed by students. To select potential interviewees, I met with the Principal at Chaminade and expressed my interest in obtaining a representative sample from each team and department at the school and the Board of Directors. Using the staff list from the website, I prepared a list of potential interviewees by category. The principal sent an initial email letting the staff know about the project and encouraging them to talk with me. Next, I emailed each person to schedule a mutually beneficial time to meet via Zoom and obtain consent. Most of the staff members I reached out to were responsive, and only one person on the list did not respond to multiple requests for an interview.

For the qualitative portion of my data collection, I mapped my interview questions to each of the four areas of the Framework for Whole Child Education (Darling-Hammond & Cook-Harvey, 2018). I selected a purposive sample of staff members to ensure representation of every department at least once. I also balanced the number of staff members that I knew from previously working at Chaminade with the number that I had never met at the outset of this project. Before beginning the interviews, I met with the principal and shared my interview protocols and questions with him for approval.

Staff Interview Questions

<p>Framework Area 1: Supportive Environment (Environment)</p> <ol style="list-style-type: none"> 1. How do you make connections with students? 2. How do you provide support to students through your role? 3. What are common themes you hear from students and parents about Chaminade? 	<p>Framework Area 2: Productive Instructional Strategies (Instruction)</p> <ol style="list-style-type: none"> 1. How do you challenge students? 2. How do you plan lessons for your class? 3. What are the procedures for lesson planning and teacher observation at Chaminade?
<p>Framework Area 3: Social-Emotional Development (SEL)</p> <ol style="list-style-type: none"> 1. How does Chaminade support the social-emotional needs of students? 	<p>Framework Area 4: System of Supports (Supports)</p> <ol style="list-style-type: none"> 1. What supports are in place when a child is struggling at Chaminade? 2. How do you help a child who is struggling to learn?

To select students to comprise my interview groups, I met with the head of the Counseling department, who spent time learning about what types of students I was looking to interview. I informed her that I wanted to interview a range of 6th-8th graders, both male, and female, while also capturing diverse and unique perspectives. For convenience, she recommended that we use her group of students from “Matthews-Rauser” house, a group of approximately 120 students in grades 6-8. Assignment to houses at Chaminade is random based on each student’s “X block” (study hall) teacher. By selecting a group of students from one house, I would already have access to a random sample of students. From there, the sample was purposive, including students who had specific challenges: health, academic, social, as well as students who were not having any noticeable academic, social, or emotional struggles. Most of my interactions with students were in groups of two to three. Also, I had the opportunity to observe several “mentor meetings” where small groups of 15-20 students, all of whom were members of “Matthews-Rauser” House, met with their advisor while I observed and asked questions.

Student Interview Questions

<p style="text-align: center;">Framework Area 1: Supportive Environment (Environment)</p> <ol style="list-style-type: none"> 1. Describe a time when you felt cared for at Chaminade? 2. What do you like most about Chaminade? Why? 3. What do you like least about Chaminade? Why? 	<p style="text-align: center;">Framework Area 2: Productive Instructional Strategies (Instruction)</p> <ol style="list-style-type: none"> 1. What is your favorite class? What about your favorite teacher? Why? 2. What is your least favorite class? What about your least favorite teacher? Why?
<p style="text-align: center;">Framework Area 3: Social-Emotional Development (SEL)</p> <ol style="list-style-type: none"> 1. When you need help with something at school, who do you go to? 2. Are you involved in any extracurricular activities at Chaminade? Tell me about those. 	<p style="text-align: center;">Framework Area 4: System of Supports (Supports)</p> <ol style="list-style-type: none"> 1. Do you feel like you are supported at Chaminade? Why or why not? 2. Do you think all students feel supported at Chaminade? 3. What do you do when you are struggling in a class?

The parent interviews were more challenging because the school did not have a readily available list of parent ambassadors to use as a starting point. Because I could not obtain a list of parent names, as I did with the staff list from the school website, I had to rely on the principal to provide a list to me. After explaining to the principal what I needed, he sent me a list of eight parents he knew personally and had already asked if they would be willing to speak with me. As I began to attempt to set up calls with these parents, I realized that several of them were parents of *former* Chaminade middle school students, which I did not think was relevant to this study. I did find two parents out of the initial list whose children currently attend

Chaminade school and interviewed them. After that, I decided the quantitative data from the Challenge Success parent survey would serve as the primary source of parent data for my Capstone.

Parent Interview Questions

<p>Framework Area 1: Supportive Environment (Environment)</p> <p>1. Do you feel that Chaminade cares for your child? How is that demonstrated?</p> <p>2. How would you describe the environment at Chaminade?</p>	<p>Framework Area 2: Productive Instructional Strategies (Instruction)</p> <p>1. How do you know how your child is doing academically?</p>
<p>Framework Area 3: Social-Emotional Development (SEL)</p> <p>1. How does Chaminade support the social-emotional needs of your child?</p>	<p>Framework Area 4: System of Supports (Supports)</p> <p>1. How does Chaminade support your child?</p> <p>2. What could Chaminade do to better support your child?</p>

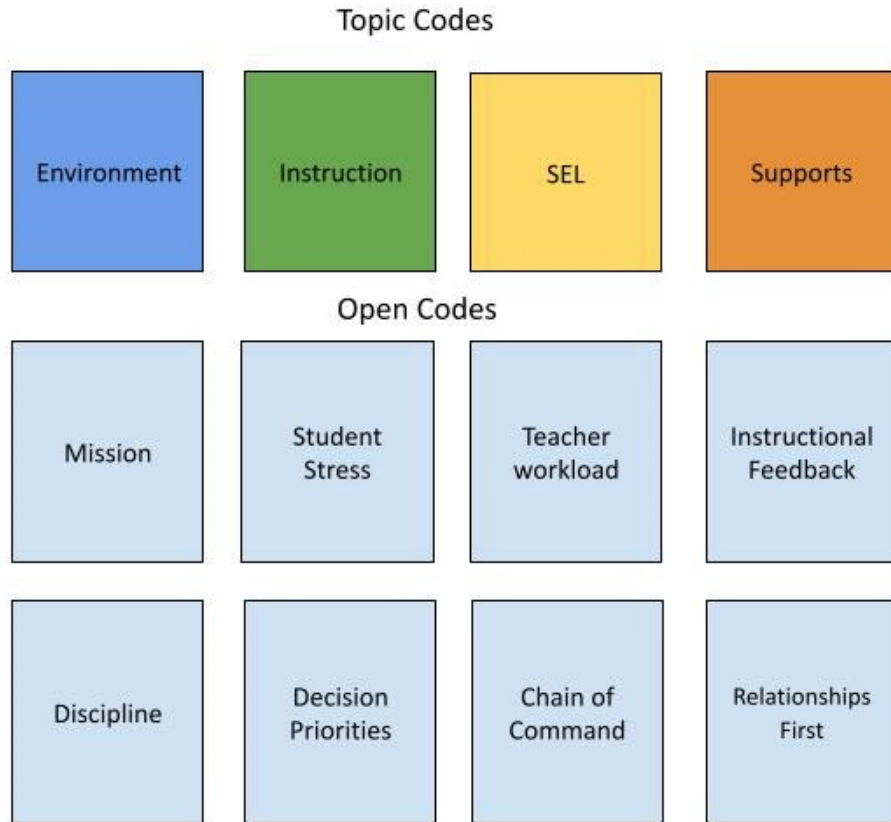
Qualitative Interview Participant Grid

Participant number	Staff	Student	Parent	Subject Area/Grade	Knew prior
1	x			English	x
2	x			Front office	
3				Board Member	
4	x			Social Studies	x
5	x			Electives	
6	x			Front office	
7	x			Math	
8	x		x	Religion	
9	x		x	Counseling	x

10	x			Campus Ministry	x
11	x			Dean	
12	x			Chaminade Hall	x
13	x			English	
14	x			Electives	x
15		x		7	
16		x		6	
17		x		7	
18		x		8	
19		x		6	
20		x		7	
21		x		8	
22		x		8	
23	x			Principal	x
24			x	8	
25		x		8	

IX. Data Analysis and Findings

Analysis of stakeholder interviews began with an a priori approach to coding the data in the interview transcripts. Before coding, I read all transcripts several times, creating memos and recording initial impressions of the data. Upon subsequent readings of each transcript, I connected the ideas between transcripts back to the data. Once I read all transcripts, I uploaded them into the qualitative software program, Dedoose™ and began coding them. I aligned my initial topic codes to the four areas of the Framework for Whole Child Education, which are color-coded at the top of the code list below. Next open codes emerged across the data, which I could triangulate, and then I was able to see the emergence of thematic codes across all the data sources and stakeholder groups.



Thematic codes: Systems, Accountability, Relationships

Next, I began to pull direct quotes from the interviews related to the topic codes and open codes. As I examined those quotes, patterns emerged that transcended the codes, which enabled me to construct several thematic codes. At that time, I reviewed the quantitative survey data and located statistics and graphs aligned to the thematic codes that had emerged. Another review of the qualitative data revealed additional areas where these three thematic codes, systems, accountability, and relationships, were prevalent. By synthesizing the quotes and survey findings aligned to the codes, I decided on appropriate recommendations in response to my research questions.

Findings

Research Question	Finding	Recommendation
1	1. Chaminade’s strong emphasis on extracurricular involvement is, at times, at	<ul style="list-style-type: none"> • Targeted professional development

	odds with the school's mission to support the social-emotional needs of all students.	<ul style="list-style-type: none"> • Re-imagine X block time for intentional help
1	2. Chaminade's house system serves as a school-within-a-school structure that encourages intentional interactions between students and staff and facilitates building relationships in small groups.	<ul style="list-style-type: none"> • Continue to prioritize resources to support the house system and structure
2	3. Chaminade teachers need help identifying appropriate interventions for struggling students.	<ul style="list-style-type: none"> • Redesign teacher evaluation system, consistently implement • Hire Chief Academic Officer
2	4. All three stakeholder groups find Chaminade to be a warm, welcoming, and caring place.	
N/A	5. A lack of systems slows down decision-making and sometimes impedes progress.	<ul style="list-style-type: none"> • Define administrative roles and responsibilities • Use decision-making matrix

RQ 1: How does an independent middle school support the social, emotional, and academic needs of its students?

Finding 1. Chaminade's strong emphasis on extracurricular involvement is, at times, at odds with the school's mission to support the social-emotional needs of all students.

Chaminade views student involvement as a critical piece of well-being and community building. The benefits of clubs and activities for students are supported by research. Extracurriculars can serve as “small learning communities within large buildings...which allows more students to be engaged in a variety of extracurriculars...[and] promotes greater confidence and agency” (Lee et al., 1993, p. 211). The emphasis on involvement at Chaminade has resounded with students and parents. 94% of students participate in a school-sponsored club or activity, and of those, 46% participate in a sport. Finally, 54% of students reported participating in sports outside of school. Regardless of the activity, this means that for most students, there are daily or weekly responsibilities that limit free time after school.

There were positives about the offerings, including one student who described Chaminade’s activities as “something for everyone.” An administrator characterized the many offerings for students as the school “casting a wide net,” and one parent referred to the array of Chaminade offerings as a “place for students to discover where they fit.”

Several pieces of data suggested there may be drawbacks to the heavy focus on extracurriculars. One teacher stated, “If our culture accepted students, for whatever they’re involved in, and did not put so much emphasis on leadership and being involved, I think we could all just breathe a little bit.” This sentiment highlights the challenge of balancing it all, a theme that was present across all types of data and for both students and teachers. Another interviewee stated, “What it means to be the ideal Chaminade student means you’re super involved in clubs and sports... but I don’t think that’s great for some student’s social-emotional health and well-being because they are overwhelmed.” Another teacher described the Chaminade student experience as “being on the hamster wheel,” which referred to the constant motion, engagement, and participation without rest. Finally, another staff member summed it up this way, “Instead of finding a passion, what about just being content being a kid.” Part of experiencing all the offerings is managing them and creating time for them while balancing after-school requirements such as homework.

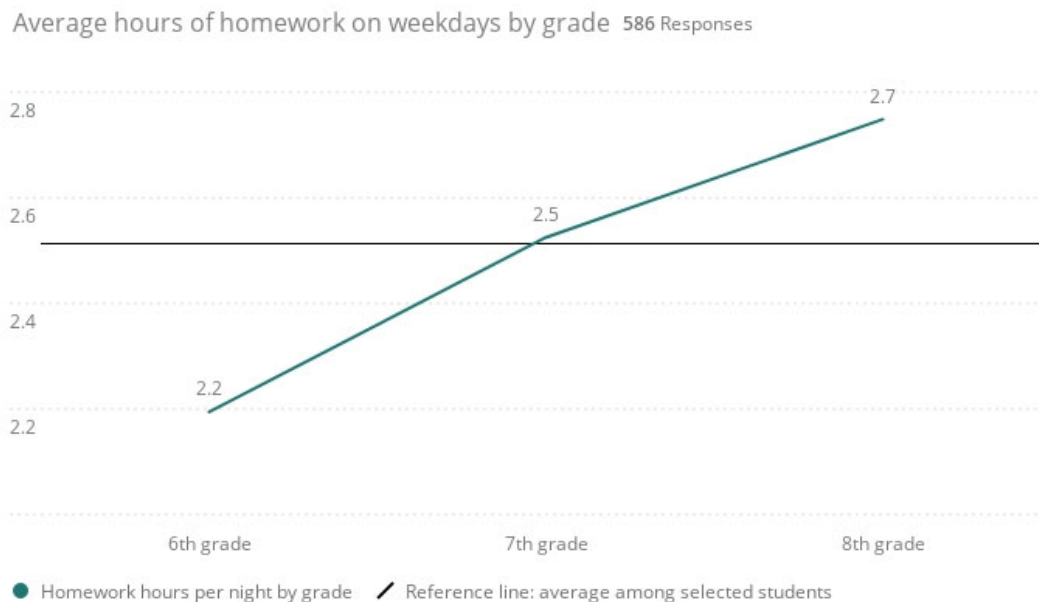


Figure 7: Average hours of homework on weekdays

To fully understand how these participation expectations affect students, it's important to consider other after-school activities which compete for students' limited time. One primary factor is nightly homework assigned to students.

Students at Chaminade are assigned an average of 2.5 hours of homework per night during the week, though some students reported spending 3.4 hours per night on homework

the week the survey was given. When considering the homework load, the time spent balancing extracurriculars and clubs adds to the responsibilities students have after school. These responsibilities and commitments result in less downtime. Challenge Success (2020) reports that the current expectation for adolescents is 10 hours of sleep per night; however, according to the quantitative survey data, only 8% of Chaminade students are currently getting the recommended number of hours of sleep.

The recommendations from Challenge Success echo the need to balance what is offered and expected of teachers and students. One of their recommendations was to conduct an audit of the master schedule of activities to eliminate duplicative or conflicting activities and possibly reduce the number of offerings, to prevent additional stress for students.

RQ 1: How does an independent middle school support the social, emotional, and academic needs of its students?

Finding 2. Chaminade's house system creates a school-within-a-school structure that encourages intentional interactions between students and staff and facilitates relationship building in small groups.

Small groups also allow staff to monitor student well-being and build relationships with students in different grades and subject areas.

Felner and colleagues (2007) found "small learning communities stimulate positive outcomes for students," and Darling-Hammond et al. (2020) assert that "smaller learning environments allow for stronger adult-child relationships, which improve attendance, attachment, achievement, and attainment" (p. 103). By creating a structure that maximizes personal relationships and creates a school within a school, Chaminade's commitment to prioritizing belonging for students is evident.

The house system was mentioned repeatedly during qualitative interviews. One staff member said, "I love that houses provide a sense of identity, and now when kids come back to visit after graduation, they say 'I was in [name] House.'" One student called the house system "the heart of Chaminade." A teacher stated, "I feel like [the house system] helps [students] feel a part of something because every kid is not an athlete, or even a member of a club, but every kid is a member of a house."

While the quantitative survey did not ask specifically about the house system, it did ask students to indicate if they had built relationships with adults on campus.

The graph at right shows the percentage of middle school students in each grade level who feel they have an adult at school they can go to when they have a personal problem. While seventh graders were the lowest of all three grades at 78.3%, the average for all three grade levels was 81%, suggesting most students on campus still feel they have at least one adult confidant at school.

Percentage of students who feel they have an adult at school they can go to when they have a personal problem by grade 594 Responses

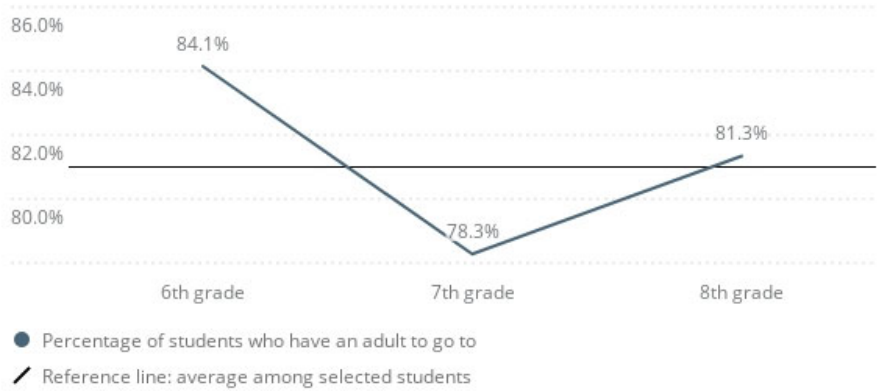


Figure 8: Students with an adult confidant

Survey data also showed that the adult that students and parents often feel most comfortable talking to is their school counselor. When asked which adult on campus they would go to with a problem, students and parents mentioned the counselors first.

During the qualitative interviews, students were quick to mention their counselors by name when I asked about a favorite teacher or staff member. One student proclaimed, “[Counselor’s name] even offered to drive my ukelele to my house during Covid”!

Quantitative data revealed that 47.6% of students would ask their counselor for help, followed by 30.1% of students who indicated they would ask a teacher. Of the students who stated they would not go to an adult for help, the most common reason was “I don’t feel comfortable talking to any adults at this school.” Just under 10% of students who responded to the survey were in that category.

Which adult students would go to for help first 481 Responses

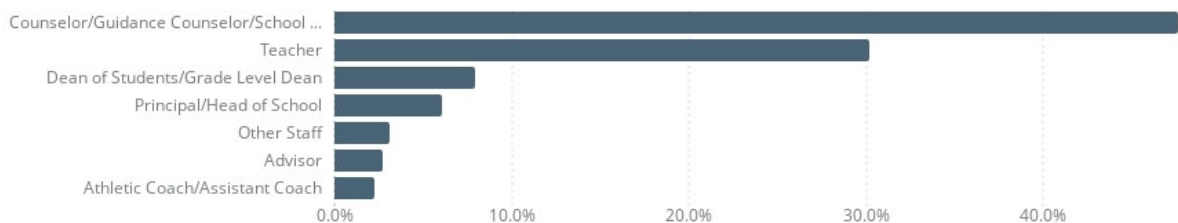


Figure 9: Which adult would students ask for help

This adult relationship is important because research indicates that “students are more likely to attend and graduate from school, attach to learning, and succeed academically when

they have strong, trusting supportive connections to adults, including one intensive relationship with a close advisor or mentor” (Bryk, & Smith, 1993).

Finally, this emphasis on small, supportive environments is summed up here by Darling-Hammond et al., 2020, p. 103, "Personalizing the educational setting so that students can be well-known by adults and their needs can be better met is a powerful lever that can change student outcomes."

RQ 2: What are the perspectives of administrators, teachers, parents, and students regarding the school’s social, emotional, and academic supports?

Finding 3. Chaminade teachers need help identifying appropriate interventions for struggling students.

While the private school setting is often synonymous with high levels of rigor, Chaminade's mission to help the whole child requires a different approach. Rigor can and should exist but not without differentiation and scaffolding for students. Teachers should "structure appropriately challenging activities that balance what a child already knows with what he wants and needs to learn while introducing other rich experiences to support ongoing learning" (Darling-Hammond et al., 2020, p. 111).

Chaminade students are not "tabula rasa" and should not be treated as such. But without a schoolwide system of productive instructional strategies, as well as a system of research-based individualized supports, teachers do not have a systematic way to identify why students are struggling and then employ tools to help them.

As part of the Framework for Whole Child Education, “multi-tiered systems of supports to address learning barriers" must exist to support struggling students (Darling-Hammond et al. 2020, p. 100). Chaminade has created the infrastructure in the school schedule for these supports to exist, but teachers are still in need of practical strategies to help struggling students during these times.

Current structures include homework lab during lunch, after-school time for extra help, as well as the “X block” study hall, all of which provide time for students to receive help. However, time is only part of what is needed to help students. The knowledge about what to do when a student is struggling is required to know what to do with the time. Further, an assessment of why a student is struggling is also important. Perhaps a child isn’t turning in their homework repeatedly, but the cause is organizational skills, as opposed to comprehension. A student-centered approach requires being able to diagnose the problem and then select from a system of strategies to help the student fix the problem.

During the qualitative interviews, teachers repeatedly mentioned that they felt that they could not always meet the needs of their students. They talked about academic struggles and not understanding how to address those most effectively. One teacher commented, "And teachers have been asking for that... like teachers have been saying like we need someone that's going to help us because we want to help our students." Another teacher stated, "I'm not trained in high needs students, so I don't know the tools and techniques to use for every student." Another said, "We have been asking for strategies to help our students. We want to help our students."

Also, some staff cited executive functioning problems, learning disabilities, ADD, and ADHD as issues for which they have no clear schoolwide plan to handle.

Currently, the Counseling department is responsible for intervening in these situations. But there was no systematic way to identify kids who need this help, nor is there a way to differentiate the cause of specific academic deficiencies. One current strategy is to recommend students stay after school for extra support. Another existing intervention for students who don't complete their homework is to attend "Homework Lab." The deans oversee this intervention, and because they also administer discipline on campus, the intervention has a punitive connotation. One interviewee reported a student coming into the homework lab and seeing the student had about "ten other crumpled homework lab slips in their backpack" that they had forgotten to return to their teacher. That teacher reported that it's not uncommon to see students who repeatedly are required to attend "Homework Lab," but the cause of them not submitting homework is organizational, not academic.

On wanting to be able to do more to help struggling students, one interviewee said, "we admitted [the student], we need to figure out how to help them," while another said, "we teachers have been saying we need expert help so we can help our students [better]."

While Chaminade offers some supports to students now, the onus is on the student to take advantage of additional help by staying after school, staying after class, attending homework lab during lunch, or receiving extra help in the form of tutoring which requires an additional expenditure. According to the quantitative survey, about 25% of students report receiving outside tutoring currently.

Students struggle academically for a variety of reasons, and teachers need assistance prioritizing ways to help them.

RQ 2: What are the perspectives of administrators, teachers, parents, and students regarding the school's social, emotional, and academic supports?

Finding 4. All three stakeholder groups find Chaminade to be a warm, welcoming, and caring place.

Area one of the Framework for Whole Child Education is a "supportive environment," which is defined as "strong attachments and relationships, a sense of safety, belonging, and relational trust" (Darling-Hammond et al., 2020, p. 98). While all four areas of the Whole Child Framework are equally important, the effects of the supportive environment create the structures which enable attention to student learning and developmental needs.

Qualitative data from the Challenge Success student survey showed that 44% of students used the words “caring” and “welcoming” when asked to select any three words to describe their school. Several staff members reported proudly that the school principal learns all 600 students’ names on campus each year to ensure students feel welcomed and a part of the community.

Students did not stop at characterizing Chaminade as a caring place but included specific ways they felt cared for. One student remarked, "I feel like my teachers are always asking me, not just about school, but about my life in general." Another student said, "I'm connected with a lot of the teachers, and they make you feel involved; you never feel unsafe [at Chaminade]."

Parents were also given the opportunity to use any three words to describe Chaminade, and 55% of them used the words "caring" and/or “welcoming.”

Further, I interviewed one parent who attended Chaminade Middle School herself as a student, and she stated that she had no plans to enroll her daughter because the school was too far away from their home. However, after taking an on-campus tour, they had a change of heart. “There's just something calming and safe when you're on that campus," she said as she recounted for me how she and her sixth-grade daughter ultimately decided to say yes to the 45-minute one-way daily drive to Chaminade after their tour. They will continue to commute when her daughter matriculates to Chaminade High School this Fall.

These findings extended to staff as well. 75% of middle school staff felt it was “quite true” or “completely true” that they were treated with respect at school. 64% of staff felt that it’s “quite true” or “completely true” that people at Chaminade care about them. Finally, 100% of middle school staff felt they have at least one adult they can go to at school if they have a professional problem.

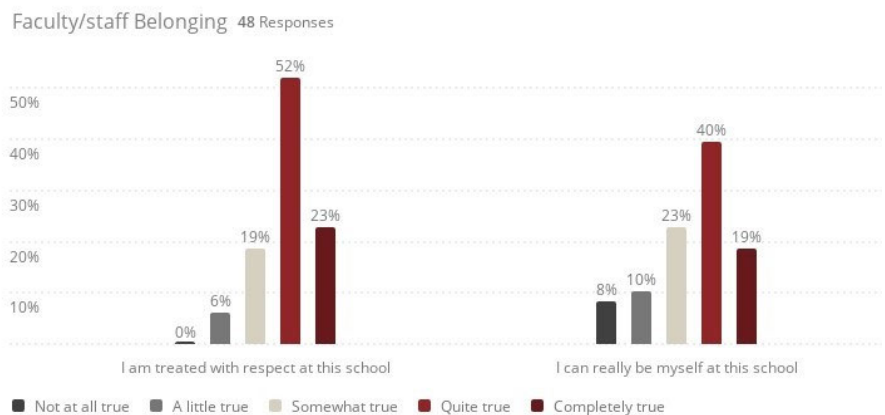


Figure 10: Faculty and Staff Belonging

In addition to the four findings above, I uncovered an additional finding not directly related to a specific research question.

Finding 5. A lack of systems slows down decision-making and sometimes impedes progress.

A natural tension exists between the idea that everyone is “welcome at the table of the Lord” and holding people accountable for their behavior. This tension was evident when examining how teachers are given feedback on areas of improvement, as well as how teachers are observed in their classrooms.

In the qualitative data, many examples exist of decision-making that protects relationships. The first place this finding surfaced was in the case of teacher classroom observation and feedback. When I asked about the teacher classroom observation process at Chaminade, I received different answers from everyone.

One staff member reported that receiving instructional feedback is the equivalent of "saying [I'm] a bad teacher if I have to change something." When I asked about the teacher evaluation process, one teacher said, "If [admin 1] is your person, you will get feedback [quickly], if [Admin 2 or 3], are your person, you'll get something in June."

During another interview, a staff member recounted a time they gave constructive feedback to a colleague. The colleague was upset and complained to the principal, who then told the staff member to soften her message.

The expectations for some veteran teachers and new teachers are inconsistent, again pointing to the finding of collegial relationships over accountability. One interviewee stated that some veteran teachers' lack of participation in the House system was "people just blowing off the system that is the heart of our school." Stated another way, in describing the many responsibilities that newer teachers have, "could you also lead a club, be a moderator, coach a sport ... it's just more and more, and nothing comes off the plate."

There was a subtle implication from some staff members who think that to protect the relationships with veteran teachers, administrators do not hold them accountable for non-participatory behaviors that no longer align with the school's mission.

The lack of systems finding emerged from trying to understand the teacher observation process. I was unable to obtain a classroom observation rubric from the principal. I also could not get access to an observation schedule or a list of administrators assigned to observe specific teachers. When I was finally provided a copy of the school's classroom observation form, the document was dated 2015. Further, when administrators do observe teachers, they are inconsistent in their post-conference practices. The school board chair, who is new in her role, indicated she was placing a priority on establishing clear roles and responsibilities for administrators "to help reduce confusion about who does what and when."

A lack of systems also was revealed when several interviewees talked about the DEI committee the school formed. One person stated, "They can't even approve our name,"

referring to the Executive Council, who rejected the initial name the DEI committee proposed for themselves. At the time of this writing, six months have passed, and the committee remains unnamed. Also, another staff member remarked that after George Floyd's murder, the school waited for several weeks to make a statement publicly on social media. Chaminade alumni drafted an open letter urging the school to speak publicly, and only after that did the school finally release a statement. According to one interviewee, the statement was very general, lackluster, and the DEI committee did not feel it was representative of the alumni and staff of color or the allies who support them.

Finally, there is an unclear chain of command and confusing processes for making decisions. One staff member stated it this way "no one can make a decision because they don't want to offend the other person." Another person who described the administrators' decision-making process in a meeting to avoid open conflict was to leave the meeting and "email me your thoughts." As an observer, it was hard for me to gain clarity on the chain of command and the various roles and responsibilities of those on campus.

X. Recommendations

Recommendation 1: Provide staff with professional development to increase academic and social-emotional support for students and better utilize the current "X block" time during the school day.

Teachers want to help struggling students but are looking for guidance on how to do so. This guidance can come in two forms. First, the administration can help redefine how to use "X block" time, elevating it from a traditional study hall to a time when students can visit adults on campus to receive help. This shift will require setting expectations for staff about behaviors during "X block" and might require administrators to shape and adjust the existing schedule and the expectations for students during "X block." Using the advisory model to implement a series of supports across campus for students would undoubtedly assist them in learning additional coping skills tailored to the type of help that is needed - academic, social-emotional, or behavioral.

Second, the administration must help teachers explore the social-emotional reasons students struggle and provide practical strategies to help them. A developmentally appropriate response to behavior management recognizes behaviors as "demonstrations of developmental need" and "as a set of skills to be taught and developed, not demanded" (Darling-Hammond et al., 2020). By taking a less punitive and coercive approach to academic infractions, stress levels will decrease, and social-emotional skills will increase. Students who learn in supportive environments have higher levels of "self-understanding, commitment, performance, and belongingness, and fewer discipline problems" (Sergiovanni, 1994).

Chaminade should utilize on-campus experts from the Counseling department and Dean's office to present professional development sessions. By creating a learning organization where on-campus experts become organizational leaders who present best practices, teachers can learn from their peers. Sample workshop topics include student's executive functioning skills, learning disabilities, social-emotional learning, and restorative justice, all of which would help to broaden the supports for teachers to help students who are struggling in all ways. Utilizing current experts allows staff members to present on topics they are knowledgeable and passionate about. Tying these professional development sessions back to the Strategic Plan will help staff to understand how these desired behaviors are connected to student outcomes. One of the hallmarks of effective SEL (Jones & Bouffard, 2012) is building adult social and emotional competence while integrating it with pedagogical skills. Teachers have asked for help identifying ways to support students more effectively, and research demonstrates that doing so will improve the overall SEL experience for students.

Recommendation 2: Design and implement a consistent system of teacher evaluation, including feedback on instruction.

According to Darling-Hammond et al. (2020), in multi-tiered systems of support, tier one is available to all students and includes "teaching strategies founded in universal design for learning....as well as positive behavioral support strategies that are culturally and linguistically competent" (p. 130).

Instructional feedback is a critical part of the educational process and a mechanism that allows teachers to grow and improve. Students are the beneficiaries of pedagogical improvement suggested by a school's instructional leader(s). At Chaminade, teachers have competing priorities in supporting the many extracurricular and on-campus activities, which may result in less time to focus on academics. A consistent system of teacher evaluation, with an instructional component, will help to bring academics back to the fore. Without feedback, teachers cannot understand how well they are addressing the school's academic priorities.

The current evaluation system needs to be re-imagined to help teachers know and understand what they are evaluated on, what excellence looks like, and the underlying purpose of the feedback. Right now, teachers view the evaluation process as inconsistent, and some are either not accustomed to getting any feedback, or if they are, they see the feedback as punitive. Re-imagining the evaluation system will involve a two-prong approach of establishing accountability for what is being measured at Chaminade, regardless of how long a teacher has worked there. Committing to a reasonable classroom observation schedule while being transparent about the connection between feedback and student learning will both be critical.

Further, hiring a Chief Academic Officer would benefit students on both campuses. Creating a position that reports directly to the President of the organization and can shape all the academic decisions made on each campus would improve student outcomes and promote

consistency on the two campuses while creating a true instructional leader to help teachers. The CAO can help the school develop what Bryk (2010) refers to as a "coherent instructional guidance system," one of five drivers for school improvement. In this system, teachers operate in a community of practice that supports their instructional routines and ensures coordinated efforts across the school to use resources and scaffold instruction.

Recommendation 3: Explicitly define roles and responsibilities for administrators and implement systems to ensure that more people in the organization can make decisions swiftly.

Decision-making at Chaminade is slow and, at times, not focused on efficient progress. A small group of decision-makers is working without clearly defined roles and responsibilities. By defining roles and using that knowledge to empower staff to act within their scope of responsibility, productivity will increase. The process can begin as a series of conversations, whereby the administrator sets out to identify, understand, and define the roles and responsibilities inherent in their unique position. Next, they should notate where current positions overlap and decide who will have the decision-making rights when that occurs. Finally, the team should commit to owning the tasks within their purview while not operating outside their own spheres of influence. This process will require re-learning and creating new habits, as well as reinforcing those new habits with staff. Instead of helping any staff member who approaches them, it may involve referring them to the person whose role it is to handle such matters.

There are currently many competing responsibilities for teachers: moderating clubs, organizing House events, coaching sports, participating in retreats, and other campus activities, which detract from the teacher's ability to focus on instruction. Often, teachers are assigned or encouraged to participate in new activities to create a variety of options for students. The most involved teachers on campus are typically new hires, which is likely to lead to burnout. The solution to this is to prioritize involvement expectations for all Chaminade staff. In this case, all truly means all. By making responsibilities clear and focusing priorities on a few key initiatives, teachers will be better able to prioritize their time and protect their own social-emotional well-being. Creating a teacher involvement sub-committee, with participation from members of the teaching staff, is an effective way to decide on what accountability will look like and how it will be measured. The administration should begin by defining the key priorities for staff members and how to measure them.

XI. Discussion and Conclusion

This Capstone aimed to explore the following problem of practice, shaped by Priority Four from Chaminade’s Strategic Plan: Improve student well-being, reduce student stress, and help students learn self-reliance skills, problem-solving, and adaptability to prepare Chaminade students for college and beyond. Through a partnership with Challenge Success, Chaminade began to explore how to solve these problems. Building upon the work of Linda Darling-Hammond and Chana Cook-Harvey from the Learning Policy Institute, I used the Framework for Whole Child Education to explore other implications in four areas: Supportive Environment, Productive Instructional Strategies, Social and Emotional Development, and Individualized Supports. By connecting the survey and interview questions to these four areas, I categorized my findings and recommendations in actionable ways to create better outcomes for Chaminade students.

There were several limitations during this study. The first was the Covid-19 pandemic, which rendered it impossible to visit the Chaminade campus in person as the school was closed from March 2020 to April 2021. The pandemic also influenced student’s responses to stress and challenged the school’s ability to respond. The second limitation was not being able to interview a member of the science department, despite repeated attempts to meet with a science teacher. Parent interviewees were limited as well due to my dependence upon the principal to provide me with an updated list of parent interviewees. Finally, I worked as a teacher at the school from 2001-2007, so I have background knowledge of the school and knew some faculty members before this Capstone. To balance that propensity for bias, I purposely selected some members of the staff I had not met before to ensure I heard diverse perspectives.

There’s no doubt that the 2020-2021 school year has been a year unlike any other in the last few decades. Despite the many challenges Covid-19 introduced, the entire Chaminade community persevered. Now that they can return to campus, I believe their focus on student well-being will be stronger than ever.

XII. References

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Appendix A: Challenge Success Survey Faculty Staff Dashboard

Appendix B: Challenge Success Survey Student Dashboard

Appendix C: Challenge Success Survey Parent Dashboard

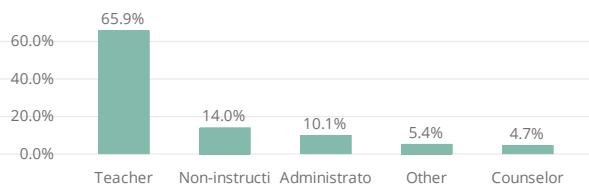


Welcome to your Challenge Success - Stanford Survey of School Experiences Dashboard

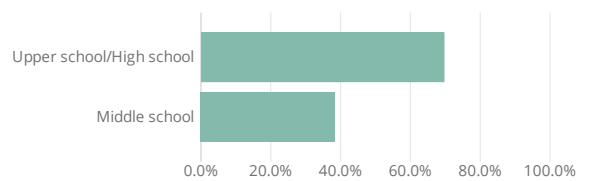
In this dashboard you will find data from the Caminade College Prep School Faculty/Staff Survey, taken in October of 2020.

Navigate the data in this dashboard using the tabs on the left. Demographic widgets are included. Clicking on those graphs will create a new filter for the page.

Staff role 129 Responses



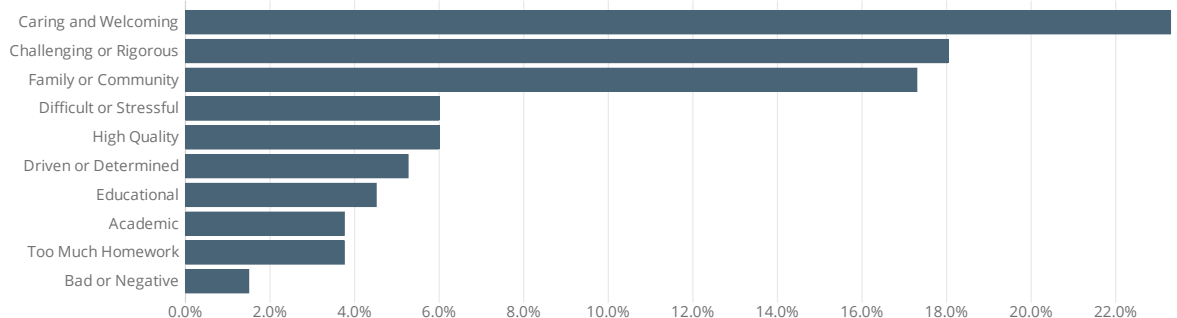
Division 125 Responses



According to staff, which three words best describe Caminade College Prep School? 160 Responses



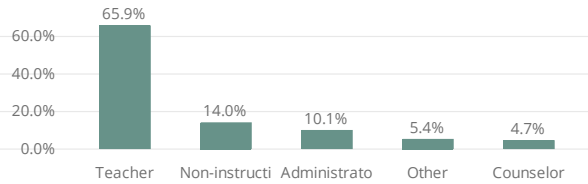
Most common categories of words describing Caminade College Prep School 119 Responses



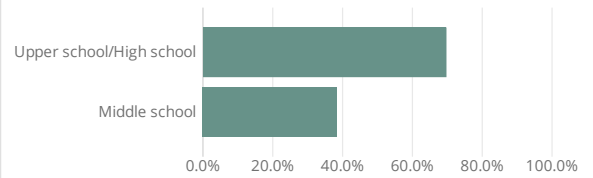
School Climate

Students' social emotional learning, student and staff well-being, and school climate

Faculty/staff role 129 Responses



Faculty/staff division 125 Responses



This school places a priority on helping students with their social, emotional, and behavioral well-being. 136 Responses



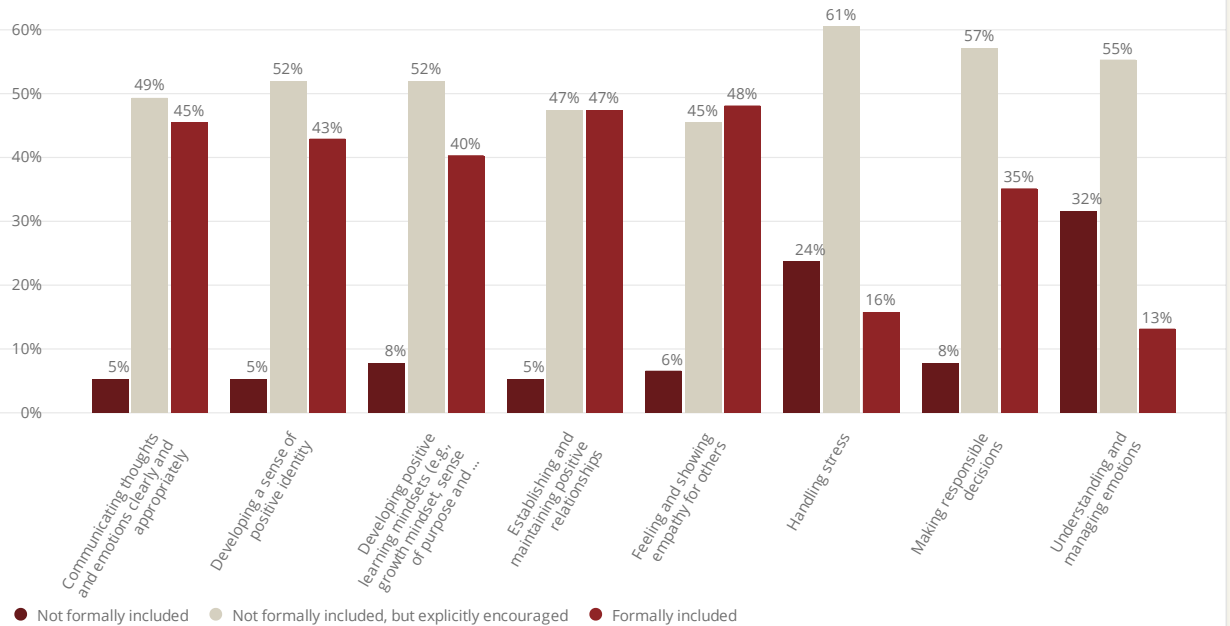
Legend: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

This school places a priority on teaching students strategies to manage their stress levels. 136 Responses



Legend: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

Please indicate which of the following are included in your classroom curriculum (skills you teach and/or assess): 77 Responses

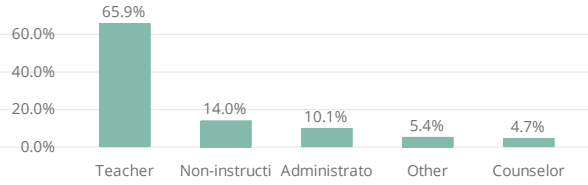


Legend: Not formally included, Not formally included, but explicitly encouraged, Formally included

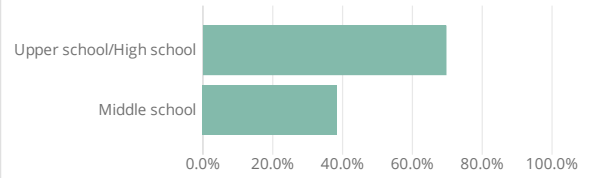
Engagement & Belonging

Faculty/staff perceptions of engagement and school belonging

Faculty/staff role 129 Responses



Faculty/staff division 125 Responses



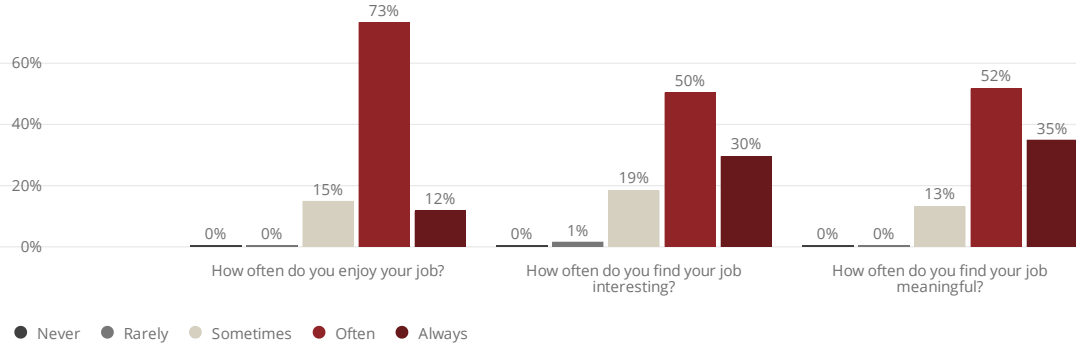
Percentage of faculty/staff who feel they have an adult at school they can go to if they have a professional problem 135 Responses

93.3%

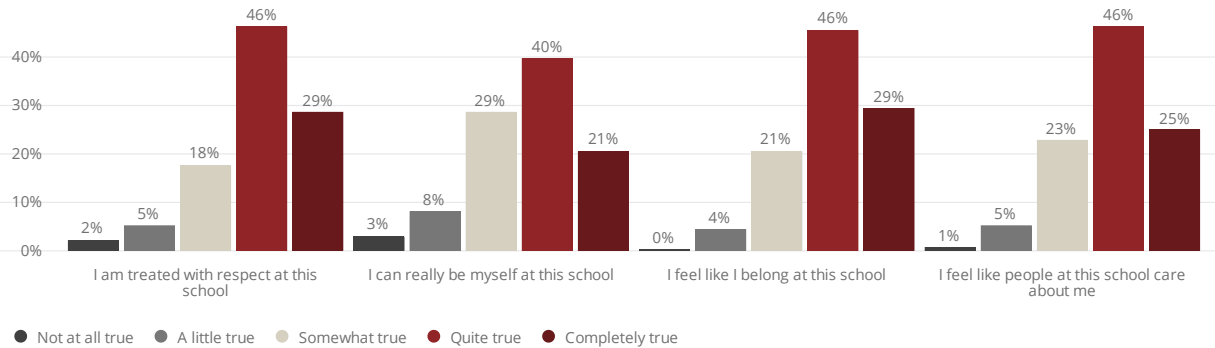
Percentage of faculty/staff who feel they have an adult at school they can go to if they have a personal problem 136 Responses

89.7%

Faculty/staff Engagement 135 Responses



Faculty/staff Belonging 136 Responses



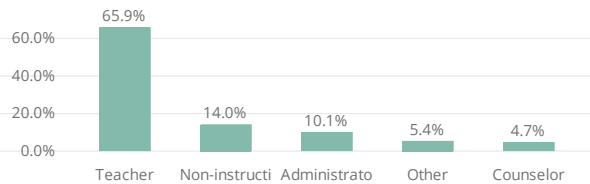
Faculty/staff perceptions around decisionmaking 123 Responses

Staff Decision	Not at all true	A little true	Somewhat true	Quite true	Completely true
Staff participate in school-level decisions about curriculum	4%	14%	20%	29%	8%
Staff participate in school-level decisions about school policies (e.g., dress code, discipline, grading)	5%	28%	22%	25%	8%
Students participate in school-level decisions about curriculum	58%	27%	4%	6%	1%
Students participate in school-level decisions about school policies (e.g., dress code, discipline, grading)	36%	29%	13%	11%	5%

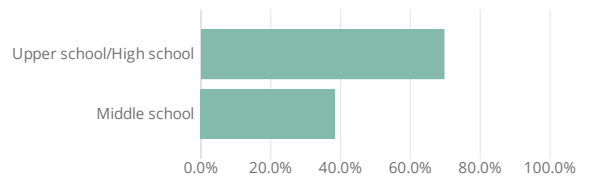
Staff & Student Stress

Sources of stress and stress-related health symptoms among staff and students

Faculty/staff role 129 Responses



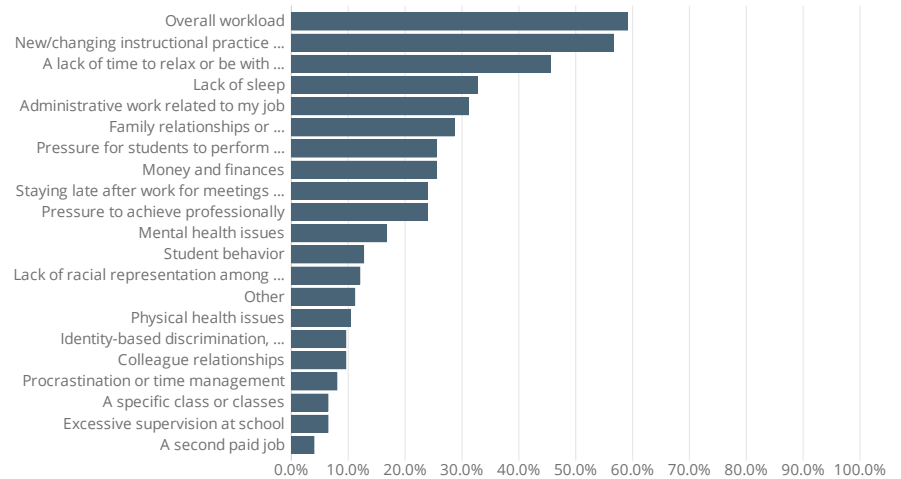
Faculty/staff division 125 Responses



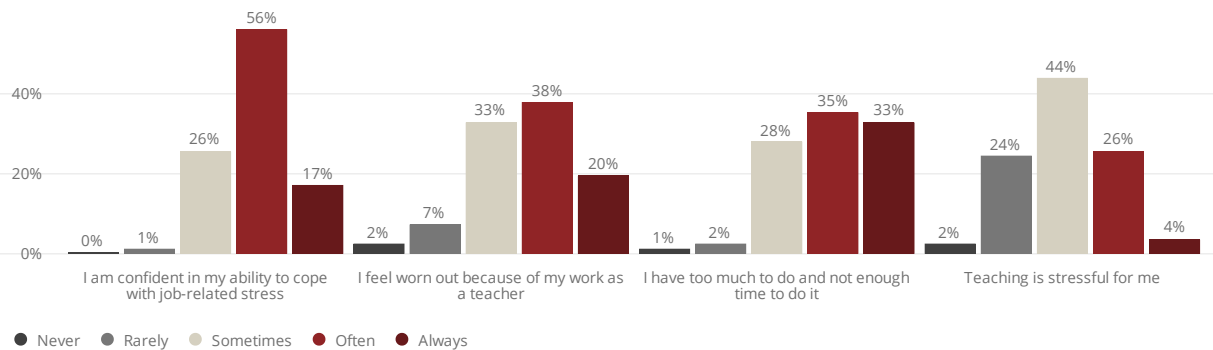
Percentage of faculty/staff who missed school/work in the last month for a health or emotional problem 160 Responses

7.5%

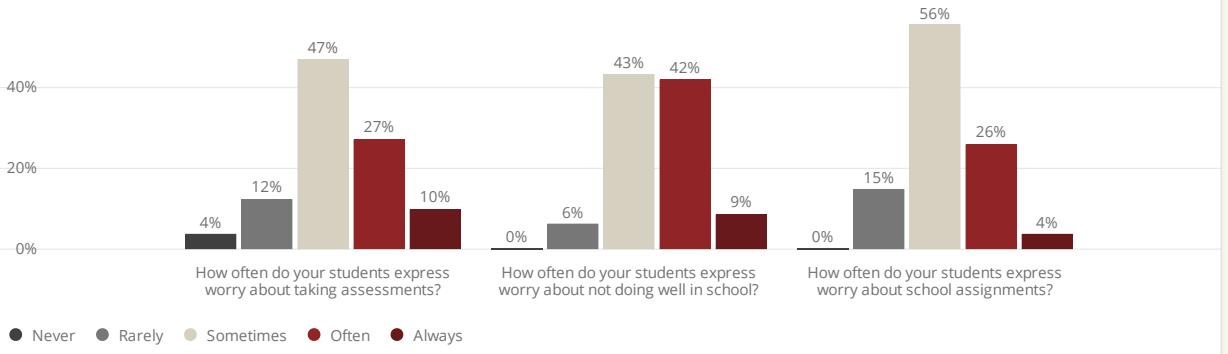
Major sources of stress for faculty/staff 125 Responses



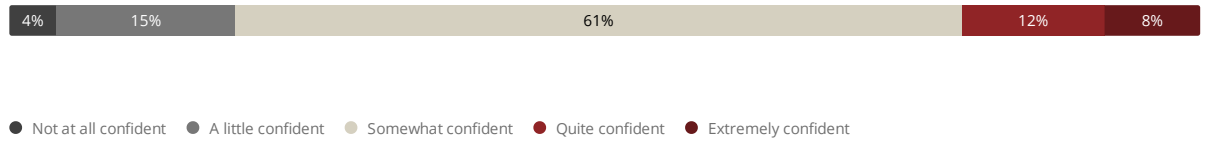
Teacher time and stress 82 Responses



Student worry ⓘ 81 Responses



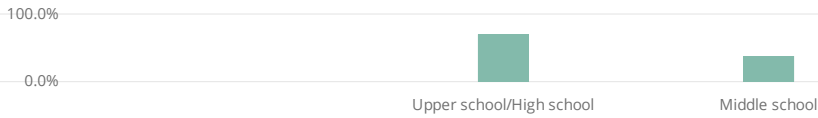
To what extent teachers are confident in the ability of students in the classes they currently teach to cope with stress? ⓘ



Workload

Teacher perceptions of their own workload

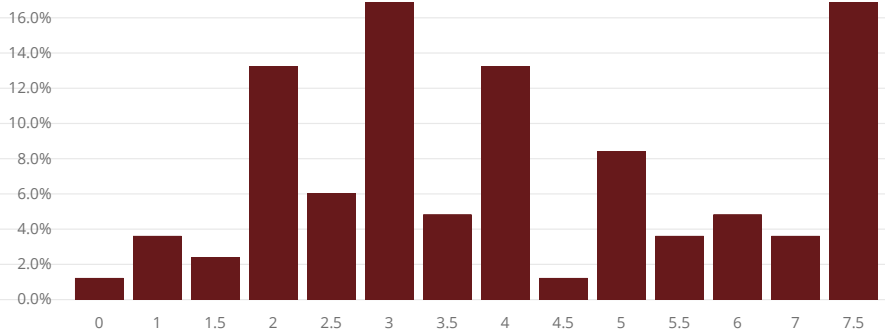
Faculty/staff division 125 Responses



Average hours of work on weekdays outside of school hours 83 Responses

4.2

Hours spent on work on a typical weekday outside of school hours 83 Responses



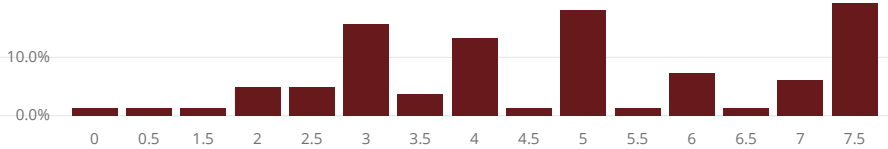
Average hours of work on a weekend outside of school hours 83 Responses

4.8

Average longest amount of time (in hours) spent doing work on a single night in the past week outside of school hours 83 Responses

4.8

Longest amount of time (in hours) spent doing work in a single night in the past week outside of school hours 83 Responses



How often does work keep teachers from having time for family, friends, or other activities? 83 Responses



● Rarely ● Sometimes ● Often ● Always

How often does the amount of work keep teachers from getting enough sleep? i

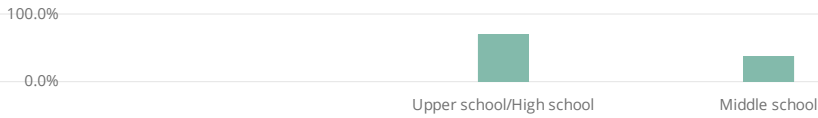


● Never ● Rarely ● Sometimes ● Often ● Always

Workload

Teacher perceptions of student workload

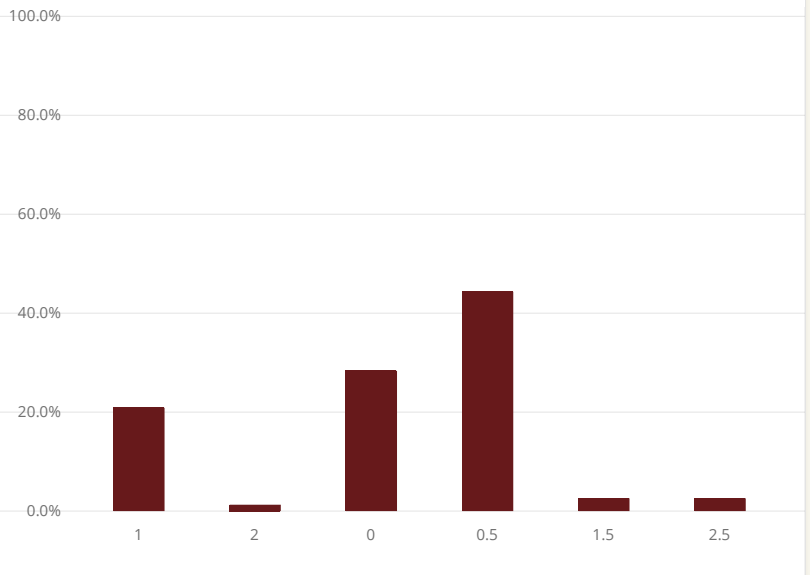
Faculty/staff division 125 Responses



Average amount of time teachers expect students to work on homework on a typical weekday **i**
81 Responses

0.6

Hours that teachers expect students to work on homework on a typical weekday **i** 81 Responses



Average amount of time teachers expect students to work on homework on a typical weekend **i**
81 Responses

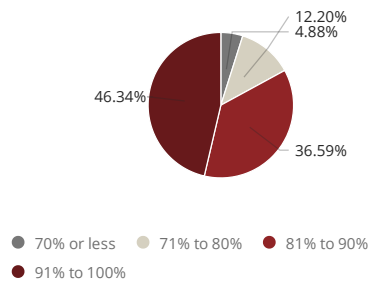
0.5

How often teachers assign homework in a typical week. **i**

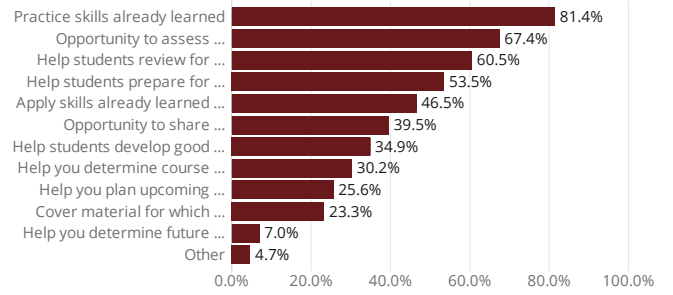


● Never ● 1 day a week ● 2 days a week ● 3 days a week ● 4 days a week ● 5 days a week

Percentage of students complete all their homework assignments during a typical school week **i**



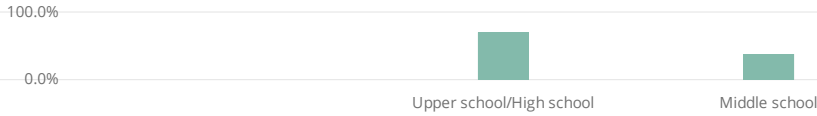
The purpose of homework you assign in their classes, according to teachers **i** 43 Responses



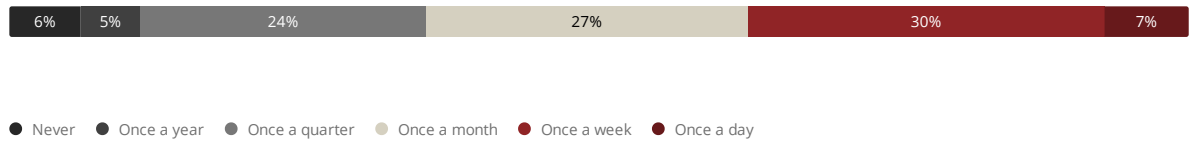
Curriculum & Assessment

Teacher perceptions of curriculum and assessment

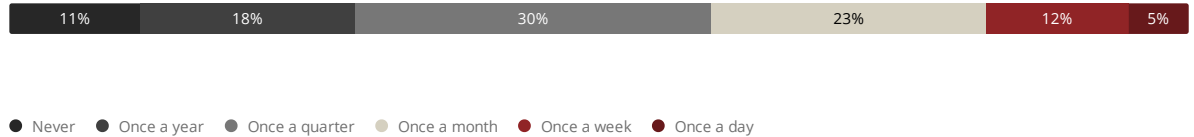
Faculty/staff division 125 Responses



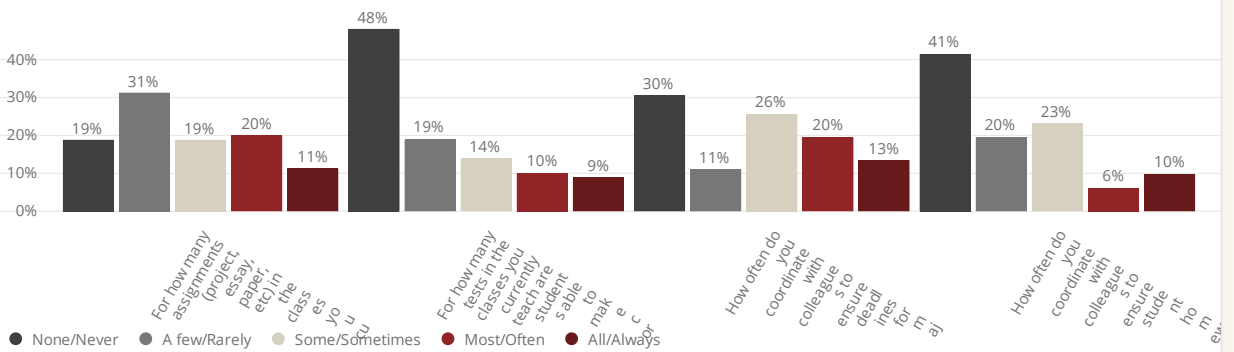
Teacher perceptions of approximately how often a typical student in their class asks about their grade? ⓘ



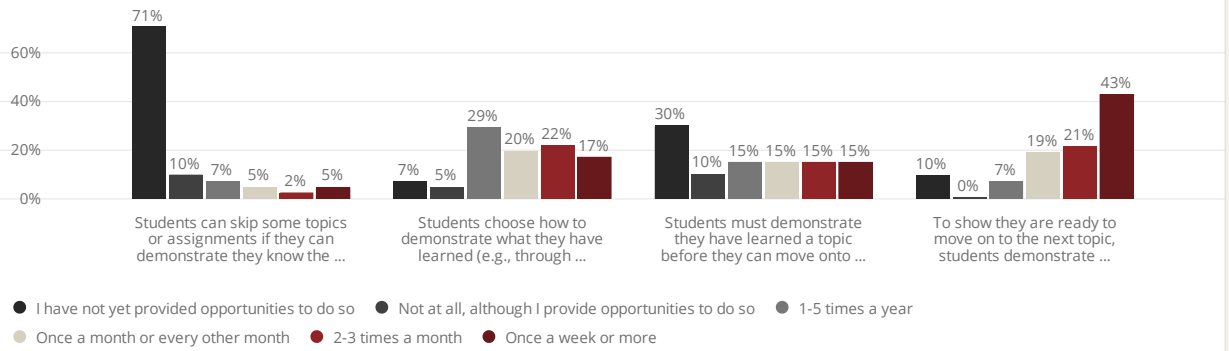
Teacher perceptions of approximately how often a typical parent of a student in their class asks about their grade? ⓘ



Teacher perceptions around assessments ⓘ 82 Responses

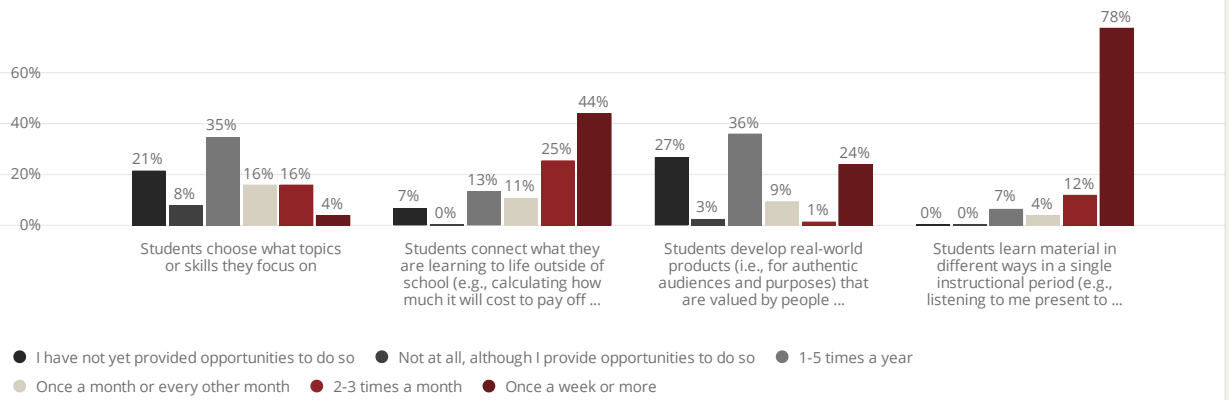


Teachers indication of how often the students in a typical class they teach engage in the following practices. **i** 42 Responses



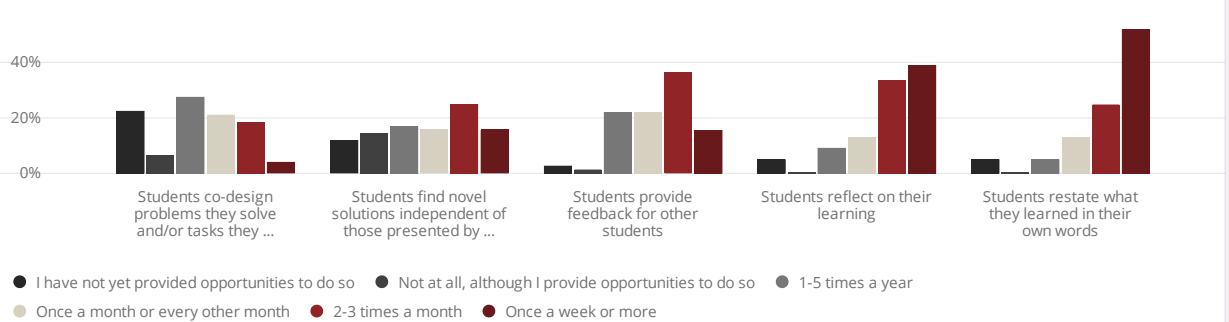
Teachers perception of how often the students in a typical class they teach engage in the following practices. **i** 76 Responses

Responses



Teachers perceptions of how often the students in a typical class they teach engage in the following practices. **i** 77 Responses

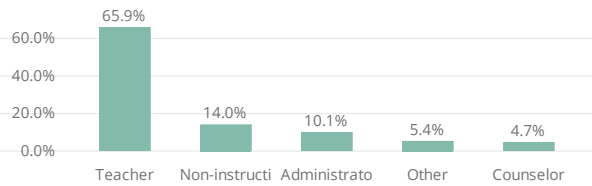
Responses



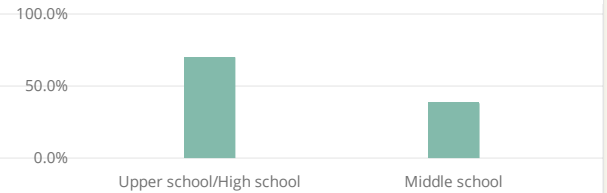
Possible School Changes

Perceived efficacy of various reforms the school might make

Faculty/staff role 129 Responses



Faculty/staff division 125 Responses



Faculty/staff perceptions of effectiveness of school changes for reducing stress and improving well-being. 128 Responses

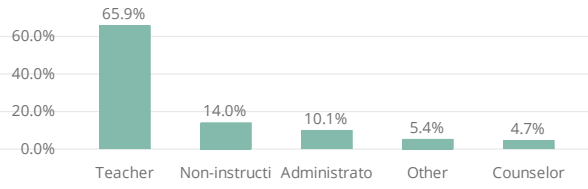
If your school were to engage in any of the following changes or activities, how effective would they be in improving students' well-being? If your school has already made this change, please select My school is already doing this.

	Already made this change	Not at all or a little effective	Somewhat effective	Quite or very effective
Open enrollment for AP classes	19.7%	53.0%	12.8%	14.5%
Have student-led diversity, equity, inclusion advisory board, task force or group	55.2%	15.2%	12.0%	17.6%
Revise the honor code or create new academic integrity policy	22.5%	30.8%	24.2%	22.5%
Have racial affinity groups	22.7%	28.6%	18.5%	30.3%
Change the exam schedule	14.0%	34.7%	19.8%	31.4%
Diversity, equity, and inclusion-related workshops, presentations, or assemblies	44.8%	10.4%	12.8%	32.0%
Create more opportunities for students to interact with teachers or receive academic support	45.6%	9.6%	12.0%	32.8%
Modify the grading system or grading policies	14.4%	30.5%	21.2%	33.9%
Implement advisory program that connects a small group of students to an adult for an academic year and meets regularly to discuss non-academic topics	25.4%	23.0%	17.2%	34.4%
Provide more de-stressing activities, space, techniques	18.5%	21.0%	25.0%	35.5%
Have teachers coordinate due dates for major projects and assessments	23.2%	20.8%	16.8%	39.2%
Create more time for students to work on homework/projects in school	20.3%	17.9%	20.3%	41.5%
No homework on weekends or over break	7.4%	28.7%	21.3%	42.6%
Add or enhance mental health resources for students	33.3%	8.9%	14.6%	43.1%
Anti-racism training and/or education	22.5%	17.5%	15.8%	44.2%
More consistent homework load (i.e. the same amount	10.7%	10.7%	22.1%	17.5%

Demographics

Includes distributions by role, ethnicity, division, and approximate number of years working at this school. This should be a familiar snapshot of your school.

Faculty/staff role 129 Responses

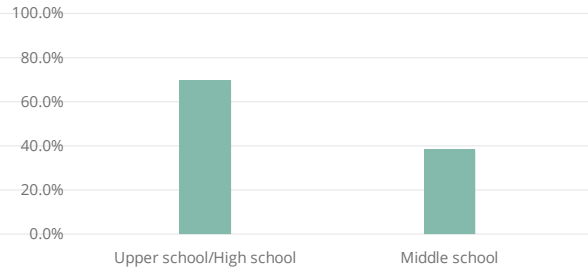


Distribution by race and ethnicity 121 Responses

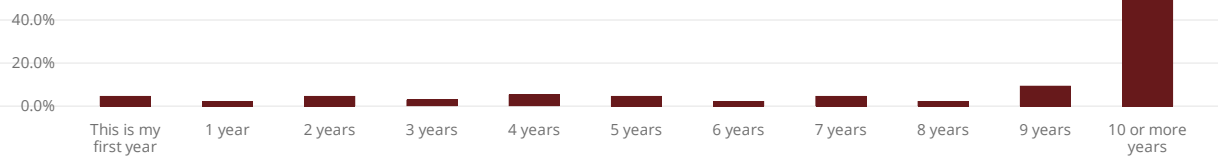
Q46 - What category best describes you? Count

Category	Count
White	61.2%
Not applicable, not sure, or decline to answer	11.6%
Hispanic or Latina/Latino/Latinx	8.3%
Multi-ethnic / Multi-racial	5.8%
Asian or Asian American	5.8%
Other	2.5%
Middle Eastern or Arab American	2.5%
Native Hawaiian or Other Pacific Islander	1.7%
American Indian or Alaska Native	0.8%

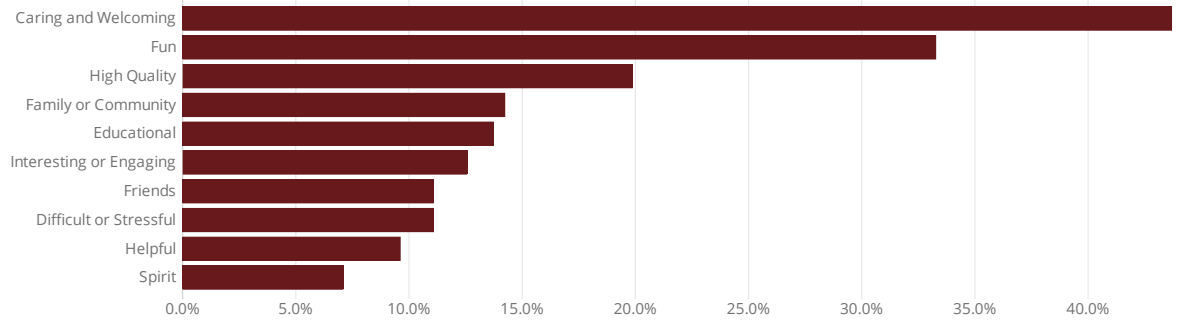
Division 125 Responses



Approximate number of years working at this school 128 Responses



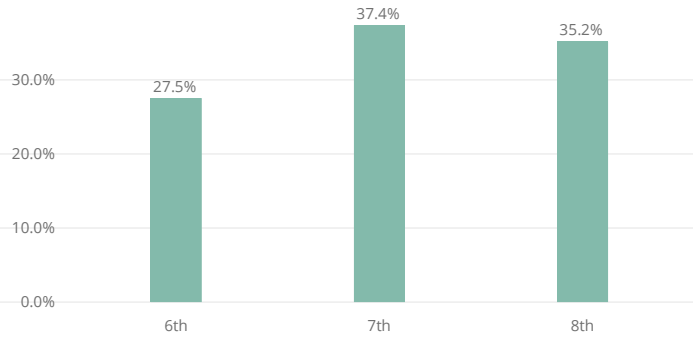
Most common categories of words describing Chaminade College Prep Middle School 565 Responses



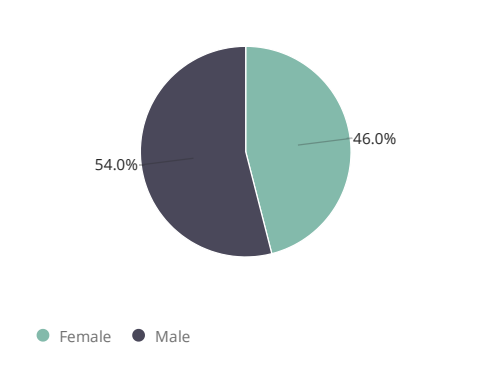
Health & Stress

Sources of stress, academic worry, and stress-related health symptoms among students.

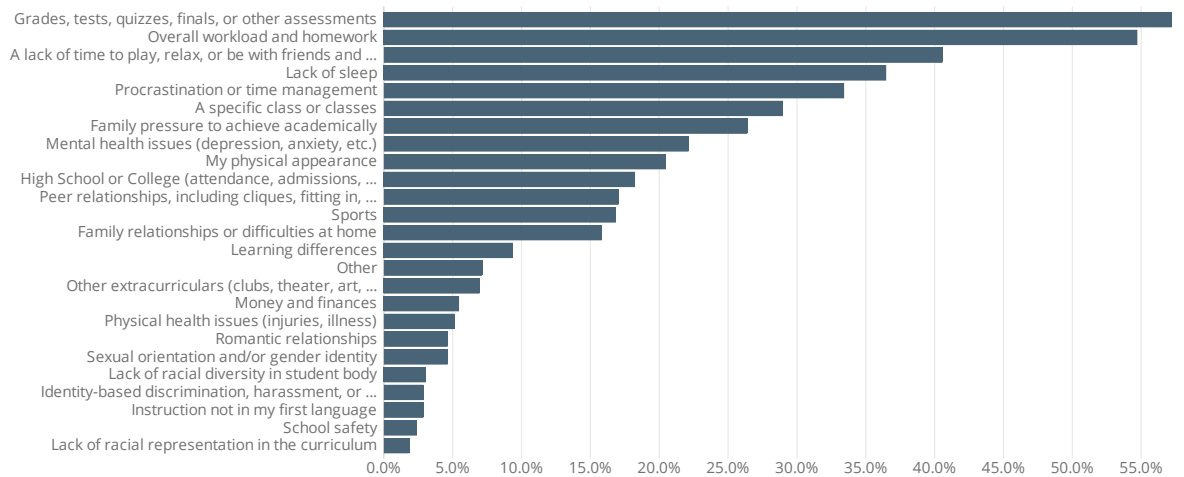
Grade distribution 597 Responses



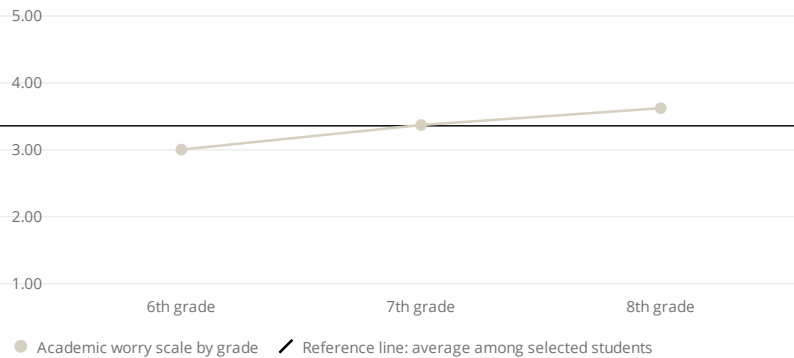
Gender identity 552 Responses



Major sources of stress for students 587 Responses



Academic worry scale by grade 590 Responses



Percentage of students who missed school in the last month for a health or emotional problem 613 Responses

22.8%

Academic worry scale average 590 Responses

3.36

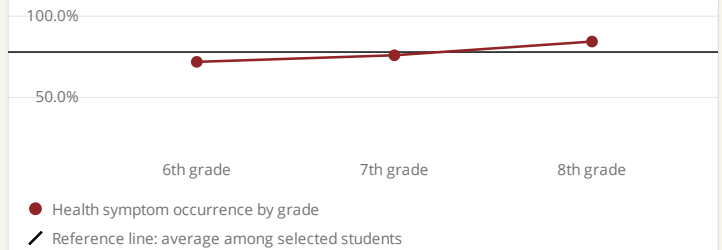
What do students worry about? **i** 590 Responses

Academic Worry	Never / None	Rarely / A little	Sometimes / Some	Often / Quite a bit	Always / A lot	Average
How much do you worry about getting into the college or university of your choice?	13.7%	15.4%	22.3%	18.4%	30.2%	3.4
How much do you worry about the possibility of not doing well in school?	3.6%	16.1%	13.9%	27.1%	39.3%	3.8
How much do you worry that if you do not do well in school, your friends will not accept you?	61.8%	14.9%	8.2%	5.7%	9.4%	1.9
How much do you worry that if you do not do well in school, your parents/guardians will be upset?	10.3%	18.9%	13.9%	16.6%	40.3%	3.6
How much pressure do you feel to do well in school?	2.0%	11.5%	23.2%	31.2%	32.0%	3.8
How often do you worry about school assignments?	4.8%	15.1%	22.2%	26.8%	31.1%	3.6

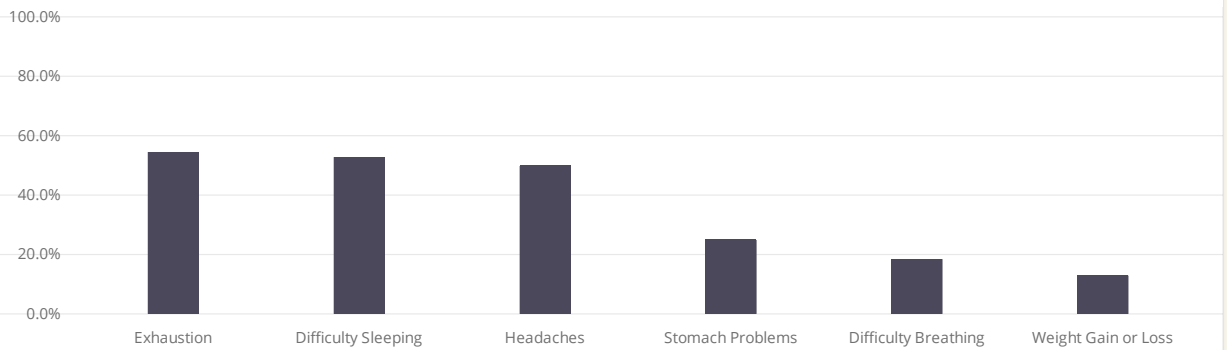
Percentage of students reporting at least one health symptom in the past month **i** 549 Responses

78.0%

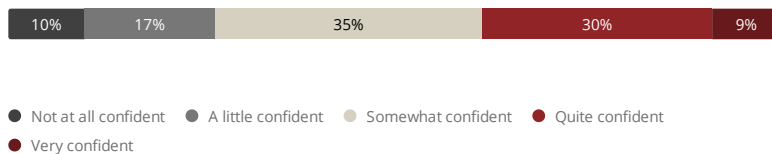
Percentage of students reporting a stress-related health symptom in the past month by grade **i** 549 Responses



Percentage of students reporting health symptoms in the past month because of stress **i** 557 Responses



How confident students are in their ability to cope with stress 558 Responses






Students who are "somewhat," "quite," or "very" confident in their ability to cope with stress 558 Responses



73%

Academic worry scale average by race and ethnicity 

558 Responses

Racial or Ethnic Background	Average (Academic Worry)
Asian or Asian American	3.5 
Black or African American	3.4
Hispanic or Latina/Latino/Latinx	3.5
Middle Eastern or Arab American	3.7 
Multi-ethnic / Multi-racial	3.3
Not applicable, not sure, or decline to answer	3.4
Other	3.1
South Asian or Indian	3.4
White	3.3 

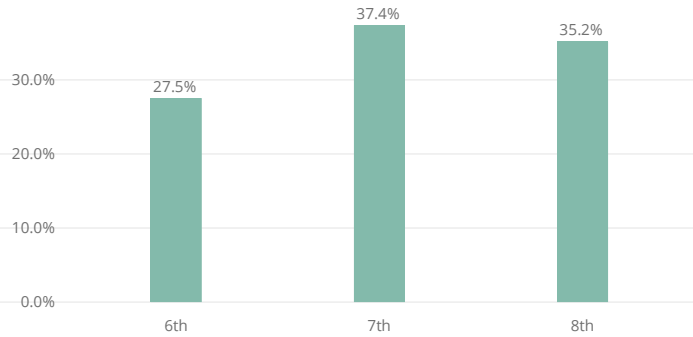
Academic worry scale average by gender 552 Responses

Gender Identity	Average (Academic Worry)
Female	3.5 
Male	3.2 

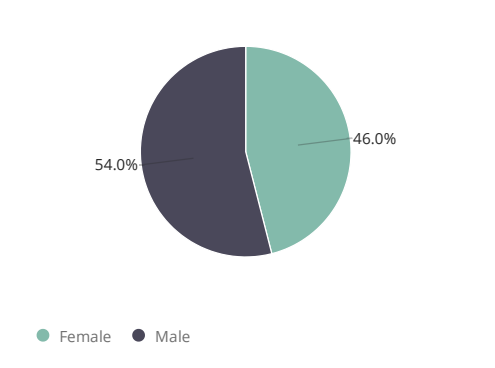
Sleep

Students were asked how much sleep they typically get, when they wake up and go to bed, and about the use of phone in their bedrooms.

Grade distribution 597 Responses



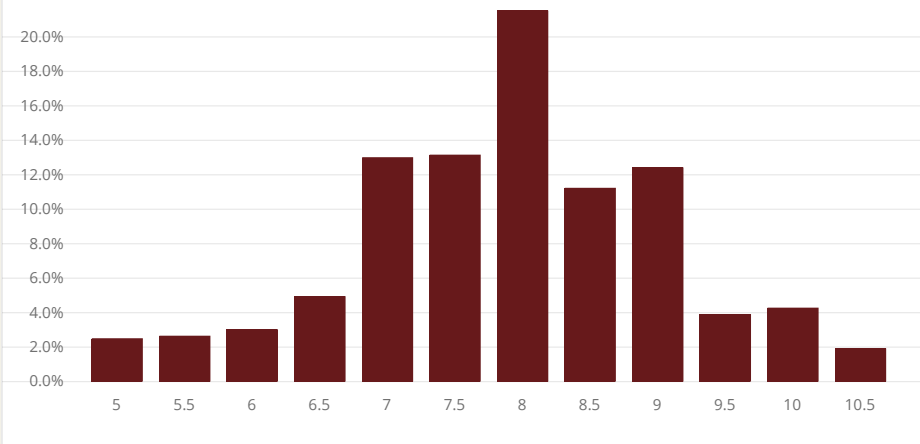
Gender identity 552 Responses



Average hours of sleep students usually get each school night 562 Responses

7.8

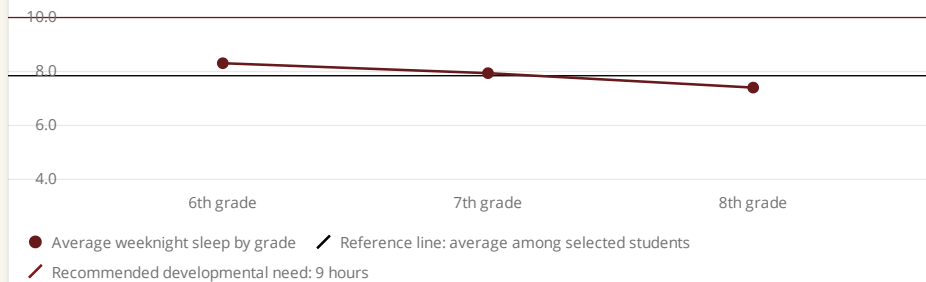
Hours of sleep students usually get each school night 562 Responses



Recommended sleep for early adolescents

10 Hours

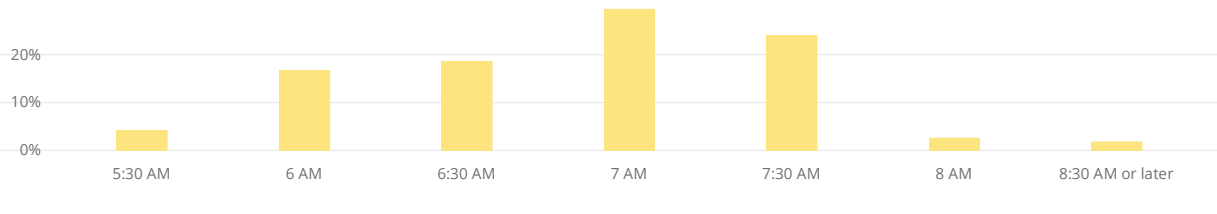
Average hours of sleep on school nights by grade 562 Responses



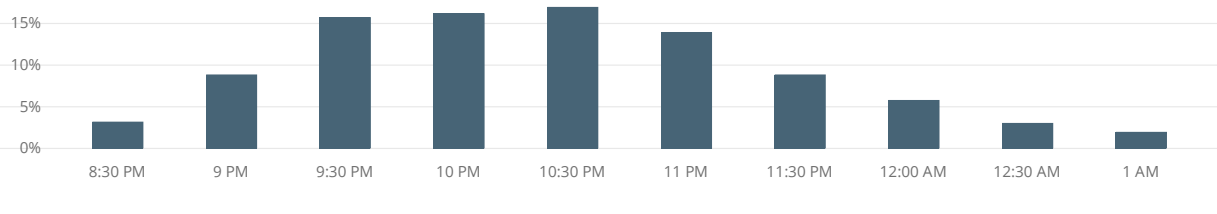
Students getting 10 hours or more of sleep 562 Responses

8.4%

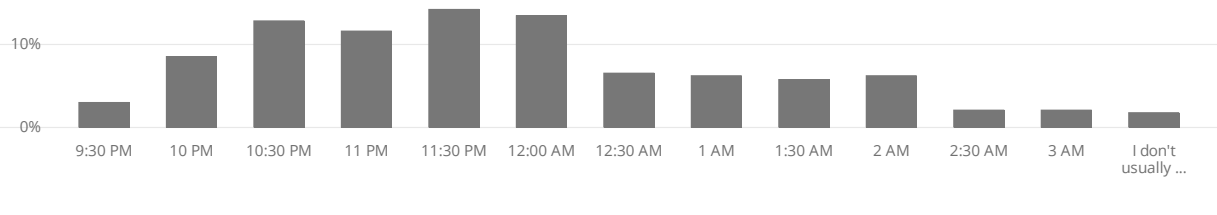
What time students wake up on weekdays 565 Responses



What time students go to bed on weeknights 565 Responses



What time students go to bed on Saturdays 560 Responses



Where do students keep their phone when they go to sleep at night? 574 Responses





How often do students use a phone as an alarm clock on school days? 573 Responses

Question	I don't have a phone	Never	Rarely	Sometimes	Often	Always
How often do you use your phone as an alarm clock?	9.2%	31.8%	8.6%	8.4%	8.0%	34.0%

Average hours of sleep on school nights by race and ethnicity 549 Responses

Racial or Ethnic Background	Average (Sleep Time)
Asian or Asian American	7.8
Black or African American	7.9
Hispanic or Latina/Latino/Latinx	7.9
Middle Eastern or Arab American	7.8
Multi-ethnic / Multi-racial	7.7
Not applicable, not sure, or decline to answer	8.0
Other	8.1
South Asian or Indian	8.0
White	7.8

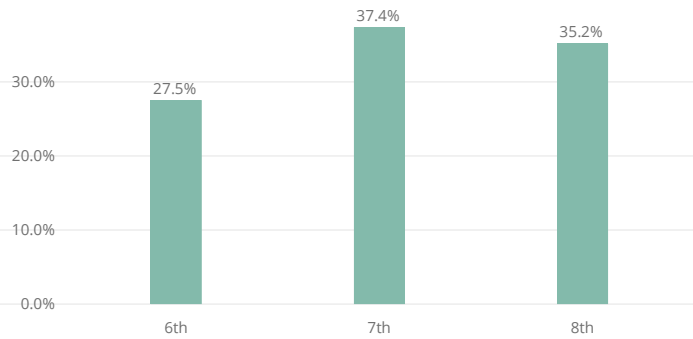
Average hours of sleep on school nights by gender 542 Responses

Gender Identity	Average (Sleep Time)
Female	7.6 
Male	8.1 

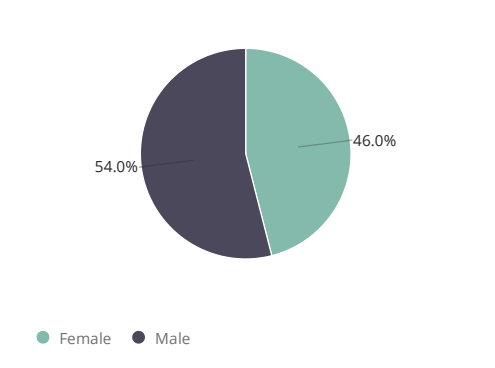
Academic Integrity

Frequency of academically dishonest behaviors.

Grade distribution 597 Responses



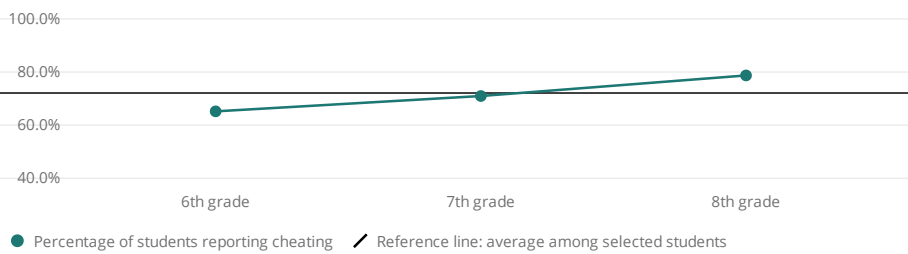
Gender identity 552 Responses



Percentage of students who report engaging in at least one academically dishonest behavior in the past month 577 Responses

72.1%

Percentage of students who report engaging in at least one academically dishonest behavior in the past month by grade 577 Responses



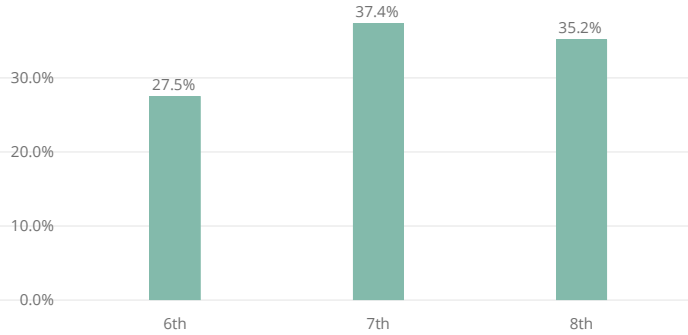
Student reports of frequency of academically dishonest behaviors in the last month. 591 Responses

Behavior	Never	One Time ▼	2-3 Times	Four or More Times
Turning in work done by someone else.	98.5%	1.2%	0.2%	0.2%
Copying from another student during an assessment without his or her knowledge.	96.1%	2.7%	0.5%	0.7%
Turning in a paper copied, at least in part, from another student's paper.	94.4%	4.2%	1.2%	0.2%
Copying from another student during an assessment with his or her knowledge.	91.0%	6.1%	2.2%	0.7%
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	92.0%	6.3%	1.4%	0.3%
Copying material, almost word for word, from any source and turning it in as your own work.	91.2%	7.0%	1.5%	0.3%
Helping someone else cheat on an assessment.	90.2%	7.3%	1.5%	1.0%
Using unpermitted cheat sheets during a test.	89.5%	7.6%	2.0%	0.8%
Copying someone else's homework.	85.4%	8.8%	4.4%	1.4%
Getting questions or answers from someone who has already taken the assessment.	81.6%	12.6%	3.9%	1.9%
Using an electronic/digital device as an unauthorized aid during a test or examination.	81.6%	12.9%	3.9%	1.5%

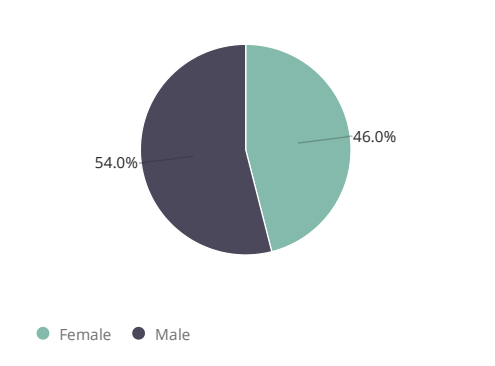
Support at School

Teacher care and support and student perceptions of school belonging.

Grade distribution 597 Responses



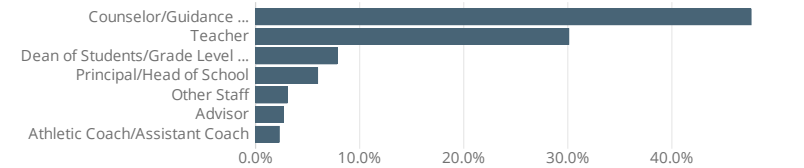
Gender identity 552 Responses



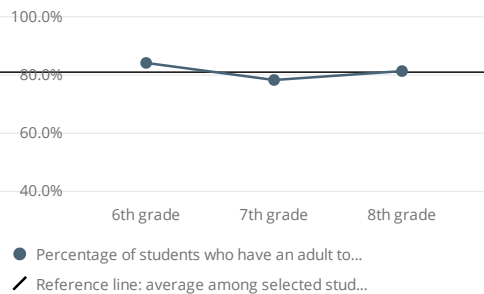
Percentage of students who feel they have an adult at school they can go to if they have a personal problem 594 Responses

81.0%

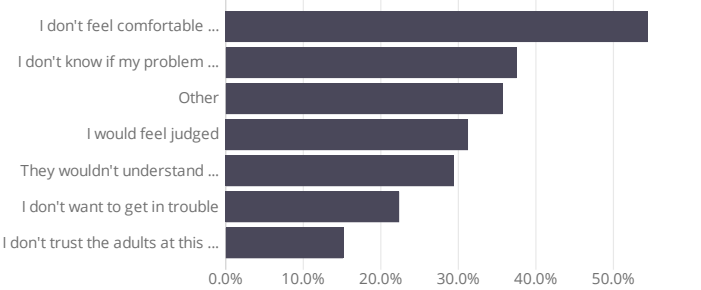
Which adult students would go to for help first 481 Responses



Percentage of students who feel they have an adult at school they can go to when they have a personal problem by grade 594 Responses



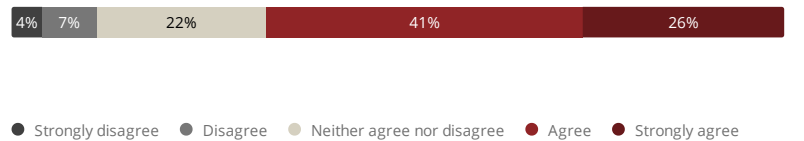
Why students who do not have an adult to go to at school feel that way 112 Responses



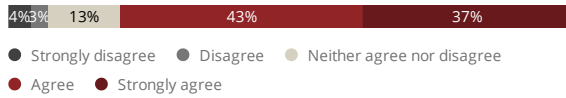
Percentage of students who feel they have one other student at school they can go to if they have a personal problem 575 Responses

85.7%

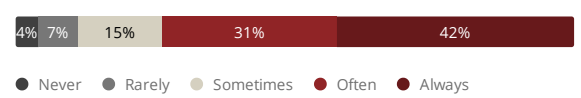
I feel like I can rely on other students in this school. 574 Responses



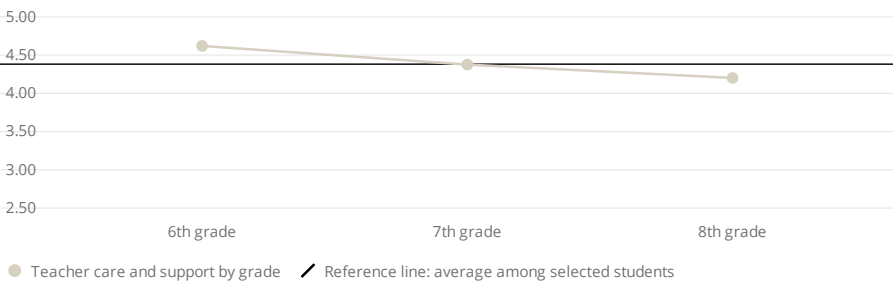
I feel like I can ask for help from other students in this school. 574 Responses



I talk or connect with other students at my school outside of class time. 574 Responses



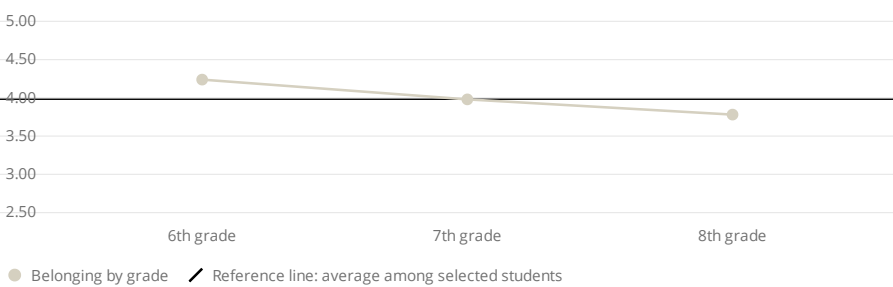
Student perceptions of teacher care and support by grade 591 Responses



Teacher care and support scale average 591 Responses

4.38

Student feelings of their belonging at school by grade 575 Responses



Belonging scale average 575 Responses

3.98

Student perceptions of teacher care and support 591 Responses

Teacher Care and Support	None	A Few	Some	A Lot	All	Average
Teachers are willing to help students with homework	0.0%	1.4%	8.8%	26.2%	63.6%	4.5
Teachers care whether or not you come to school	4.6%	2.9%	8.3%	19.8%	64.4%	4.4
Teachers have given up on some students	75.8%	15.3%	3.7%	1.9%	3.4%	1.4
Teachers only care about the smart students	67.8%	19.0%	8.5%	3.9%	0.8%	1.5
Teachers really care about students	5.3%	3.4%	8.2%	31.3%	51.8%	4.2
Teachers respect the opinions or beliefs of others even when different from their own	0.7%	4.6%	9.5%	27.1%	58.1%	4.4
Teachers think every student can be successful	1.4%	2.5%	7.4%	27.9%	60.7%	4.4
Teachers think mistakes are okay	1.7%	3.7%	13.5%	26.9%	54.2%	4.3
Teachers treat students with respect	0.2%	1.9%	7.9%	31.3%	58.8%	4.5
Teachers value and listen to students' ideas	0.0%	5.9%	17.8%	38.2%	38.0%	4.1

Student feelings of their belonging at school 575 Responses

Belonging Scale	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Average
I can really be myself at this school	6.1%	14.4%	21.7%	32.7%	25.0%	3.6
I feel accepted at this school	1.6%	5.6%	11.2%	31.2%	50.4%	4.2
I feel like a real part of this school	3.1%	9.9%	21.0%	38.1%	27.8%	3.8
I feel proud of belonging to this school	1.6%	5.9%	12.0%	30.4%	50.1%	4.2
I feel very different from most other students here	28.4%	28.2%	19.8%	15.8%	7.7%	2.5
I wish I were in a different school	73.8%	15.7%	5.9%	2.4%	2.1%	1.4
Other students here like me the way that I am	3.2%	7.7%	19.2%	34.7%	35.2%	3.9
Sometimes I feel I don't belong at this						

Student perceptions of adults in their school respecting diversity 591 Responses

Adults in my school...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Average
Respect people from different social classes (wealth or family income)	1.2%	1.0%	4.2%	23.6%	70.0%	4.6
Respect people from my racial or ethnic group(s)	1.0%	0.5%	4.9%	23.4%	70.2%	4.6
Respect people from my religious affiliation	1.2%	0.9%	5.5%	23.7%	68.8%	4.6
Respect people of my gender identity	1.4%	1.4%	7.8%	20.4%	69.0%	4.5
Respect people of my sexual orientation	1.5%	1.2%	10.1%	22.1%	65.0%	4.5

Teacher care and support scale average by race and ethnicity 555 Responses

Racial or Ethnic Background	Average (Teacher Care and Support Scale Average)
Asian or Asian American	4.4
Black or African American	4.6 ^
Hispanic or Latina/Latino/Latinx	4.3
Middle Eastern or Arab American	4.3
Multi-ethnic / Multi-racial	4.3
Not applicable, not sure, or decline to answer	4.4
Other	4.5 ^
South Asian or Indian	4.6 ^

Belonging scale average by race and ethnicity 555 Responses

Racial or Ethnic Background	Average (Belonging Scale Average)
Asian or Asian American	3.9
Black or African American	4.0
Hispanic or Latina/Latino/Latinx	3.9
Middle Eastern or Arab American	3.9
Multi-ethnic / Multi-racial	3.7 v
Not applicable, not sure, or decline to answer	3.9
Other	4.2 ^
South Asian or Indian	4.2 ^
White	4.0 ^

Teacher care and support scale average by gender 549

Responses

Gender Identity Average (Teacher Care and Support Scale Average)

Female 4.4

Male 4.4

Belonging scale average by gender 548 Responses

Gender Identity Average (Belonging Scale Average)

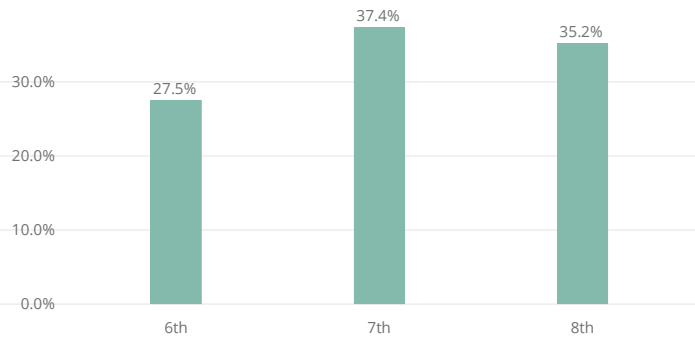
Female 4.0

Male 4.0

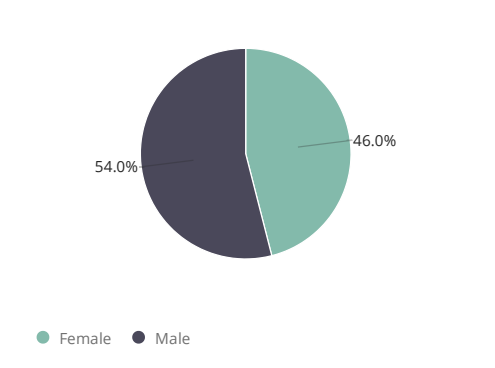
Engagement

A breakdown of student responses to questions about their engagement in school.

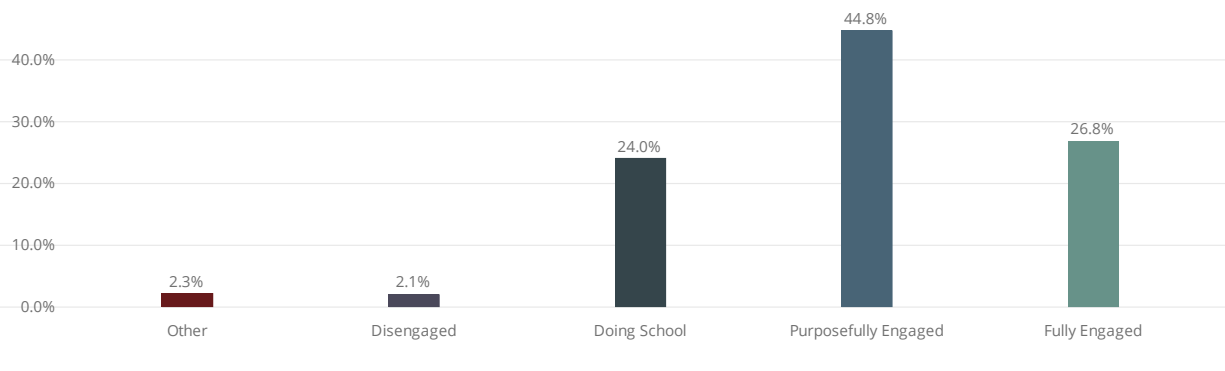
Grade distribution 597 Responses



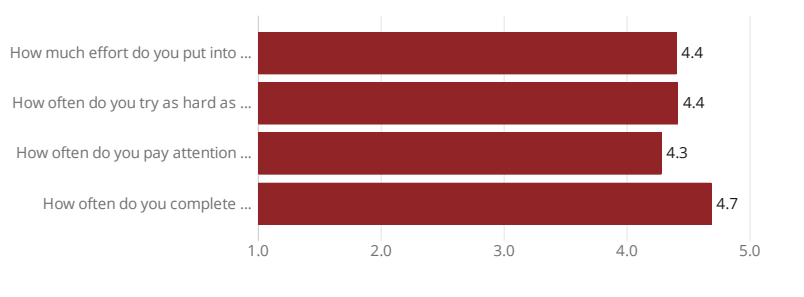
Gender identity 552 Responses



Engagement Categories 574 Responses



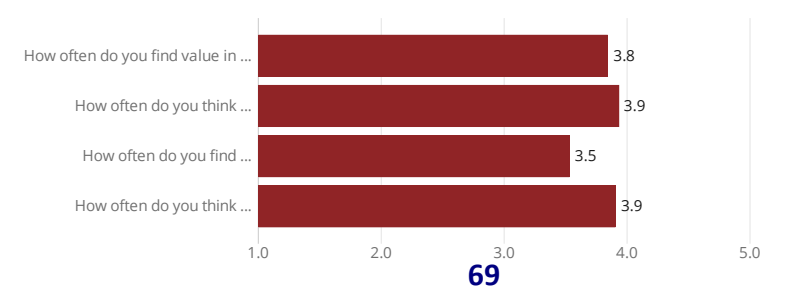
Behavioral Engagement 597 Responses



Average behavioral engagement (scale of 1 to 5) 597 Responses

4.45

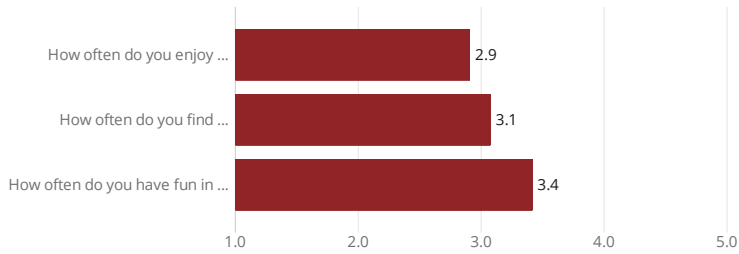
Cognitive Engagement 597 Responses



Average cognitive engagement (scale of 1 to 5) 597 Responses

3.81

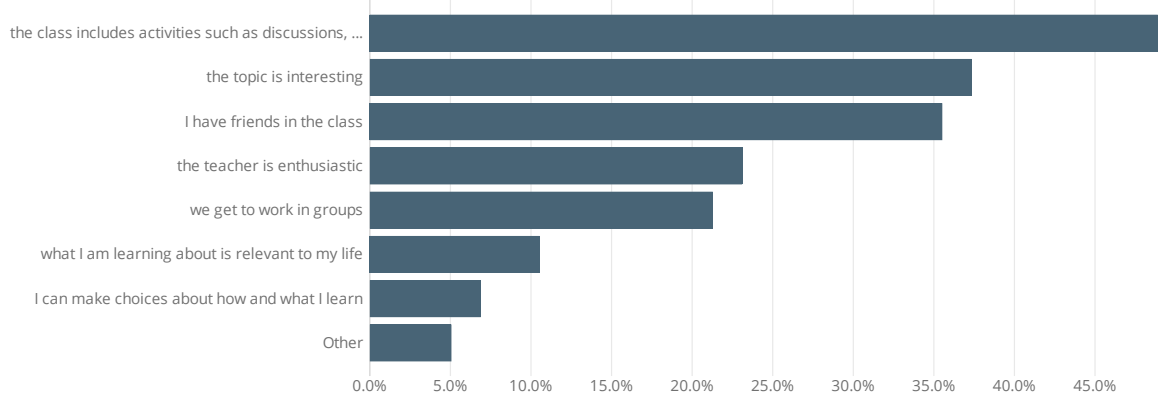
Affective Engagement i 597 Responses



Average affective engagement (scale of 1 to 5) i 597 Responses

3.13

What makes classes interesting? i 597 Responses



How often do students check their grades online? 580 Responses



Engagement categories by race and ethnicity 558 Responses

Racial or Ethnic Background	Disengaged	Doing School	Purposefully Engaged	Fully Engaged
Asian or Asian American	0%	17%	50%	30%
Black or African American	8% ^	24%	40%	28%
Hispanic or Latina/Latino/Latinx	4%	14%	39%	35%
Middle Eastern or Arab American	4%	25%	54%	14%
Multi-ethnic / Multi-racial	2%	30%	54%	14% v
Not applicable, not sure, or decline to answer	7%	23%	37%	27%
Other	0%	23%	32%	41%
South Asian or Indian	0%	13%	58%	29%
White	1%	28%	43%	27%

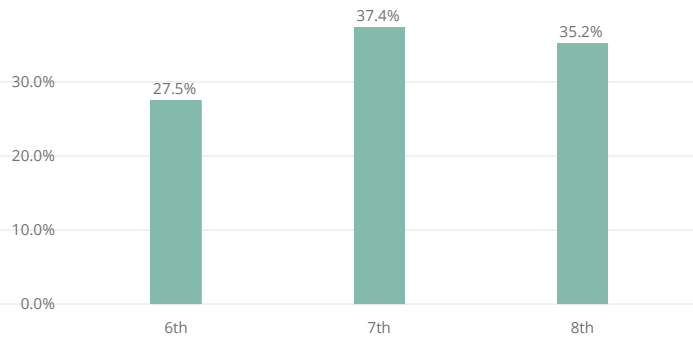
Engagement categories by gender 552 Responses

Gender Identity	Disengaged	Doing School	Purposefully Engaged	Fully Engaged
Female	1%	24%	44%	28%
Male	2%	25%	45%	25%

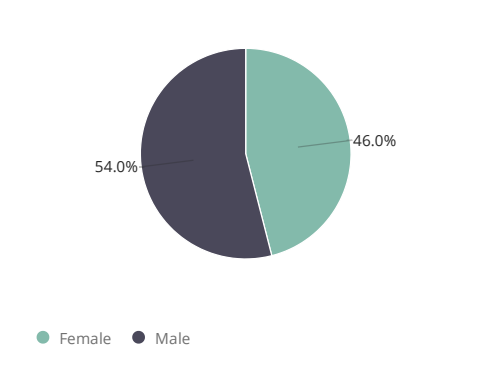
Homework Load & Habits

Student perceptions of homework, including time spent and belief in its usefulness.

Grade distribution 597 Responses



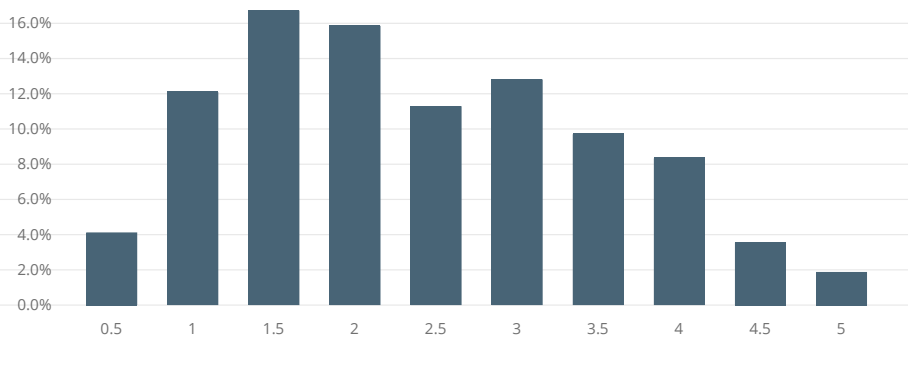
Gender identity 552 Responses



Average hours of homework on weekdays
586 Responses

2.5

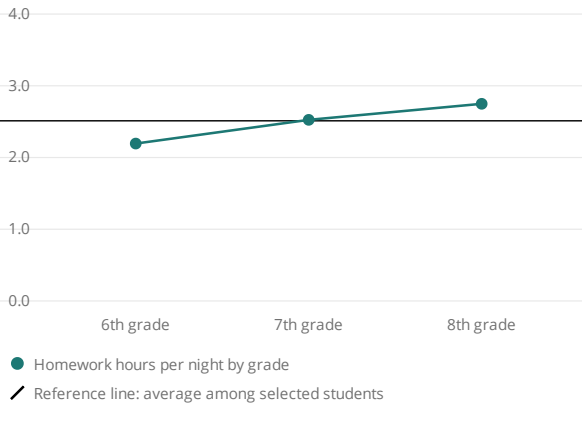
Hours spent on homework on a typical weekday 586 Responses



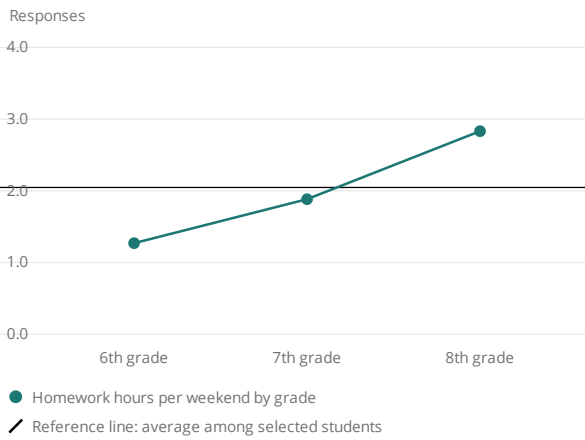
Average hours of homework on a weekend
585 Responses

2.0

Average hours of homework on weekdays by grade 586 Responses



Average hours of homework on a weekend by grade 585

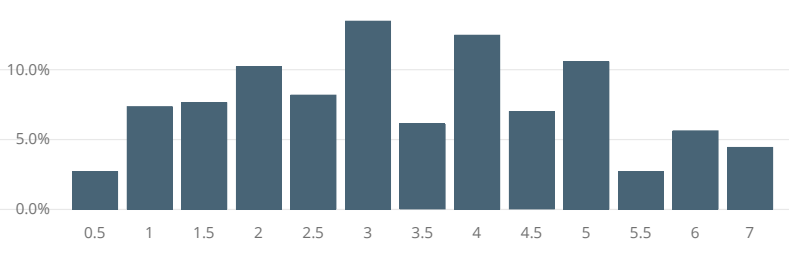


Average longest amount of time (in hours) spent doing homework on a single night in the past week 585

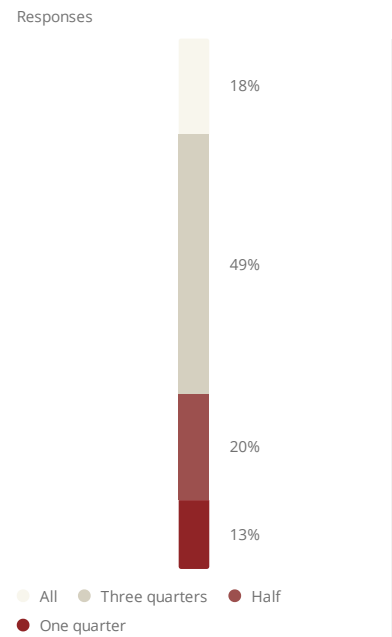
Responses

3.4

Longest amount of time (in hours) spent doing homework on a single night in the past week 585 Responses



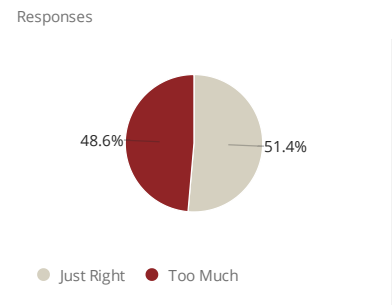
How much of their homework do students find useful? 584



Have students had to drop an activity they enjoy because of schoolwork? 589



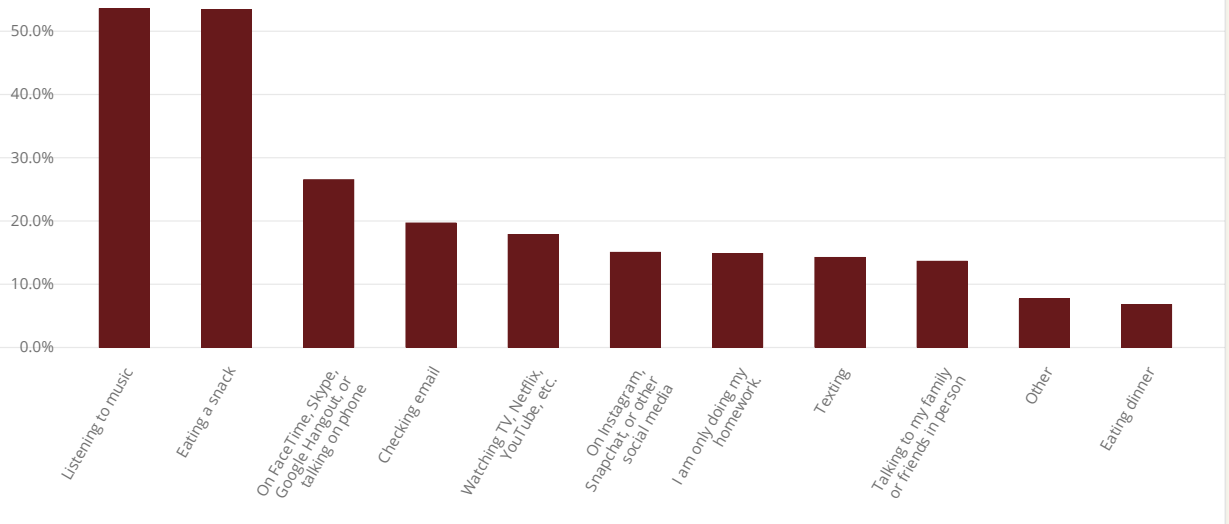
How much homework? 584



Percentage of students who find 3/4 to all homework useful

66%

What else are students doing while doing homework? ⓘ 580 Responses



Helpful homework or busywork? ⓘ 585 Responses

Homework Usefulness	None	A few	Some	Many	All	Average
How many of your classes assign meaningless homework (busywork)?	20.9%	37.7%	18.5%	19.7%	3.3%	2.5
In how many of your classes does the assigned homework help you learn the material?	2.6%	15.4%	25.5%	40.2%	16.3%	3.5

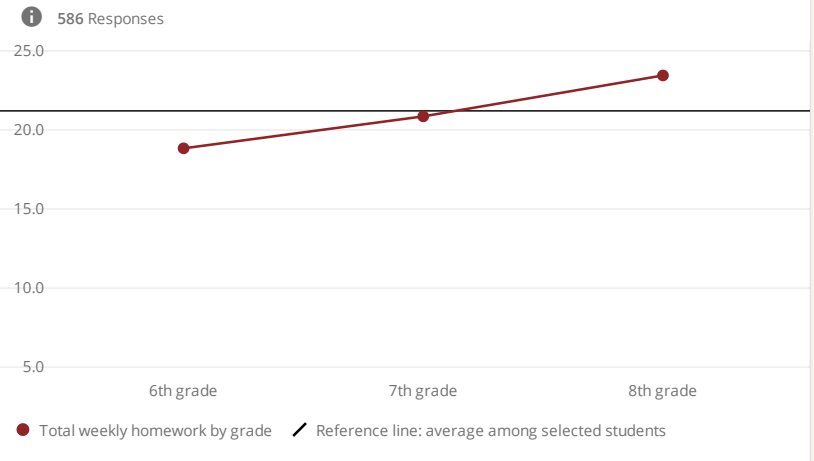
Stress and time constraints from homework ⓘ 590 Responses

Stress from Schoolwork	Never	Rarely	Sometimes	Often	Always	Average
How often do you feel stressed by your schoolwork?	3.6%	13.4%	29.2%	34.2%	19.7%	3.5
How often does the amount of schoolwork you have keep you from getting enough sleep?	16.2%	24.0%	24.0%	22.8%	13.1%	2.9
How often does your schoolwork keep you from having time for your family?	2.5%	17.7%	22.6%	22.8%	12.4%	2.4

Average total hours of weekly homework, both school and non-school ⓘ 586 Responses

21.2

Average hours of total weekly homework, both school and non-school, by grade ⓘ 586 Responses



Percentage of students reporting any non-school homework ⓘ 580 Responses

74.8%

Percentage of students who have received paid tutoring since the start of middle school ⓘ 585 Responses

25.8%

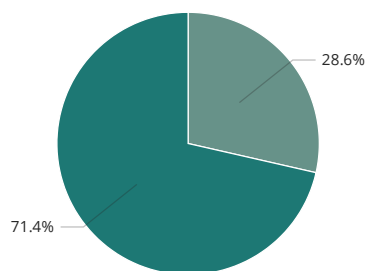
Average hours of non-school HW on weekdays among students who do non-school HW ▼ 1 418 Responses

1.5

Average hours of non-school HW on a weekend among students who do non-school HW ▼ 1 346 Responses

1.9

Who recommended tutoring? ⓘ 149 Responses



● I requested it. ● My parent(s)/guardian(s) recommended it.

Average hours of school homework on weekdays by gender 552 Responses

Gender Identity	Average (School Homework Weekday)
Female	2.7 ▲
Male	2.3 ▼

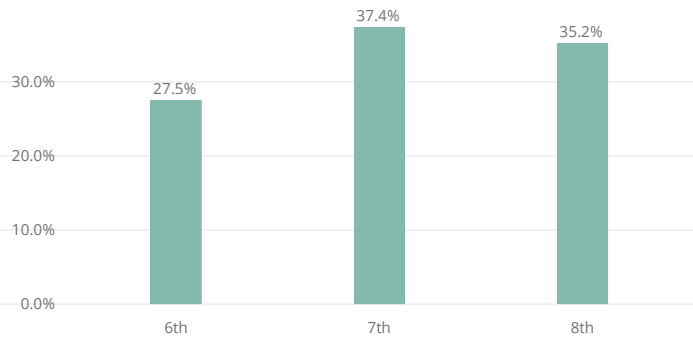
Average hours of school homework on weekdays by race and ethnicity 558 Responses

Racial or Ethnic Background	Average (School Homework Weekday)
Asian or Asian American	2.4
Black or African American	2.5
Hispanic or Latina/Latino/Latinx	2.5
Middle Eastern or Arab American	2.9
Multi-ethnic / Multi-racial	2.5
Not applicable, not sure, or decline to answer	2.8
Other	2.3
South Asian or Indian	2.4
White	2.5

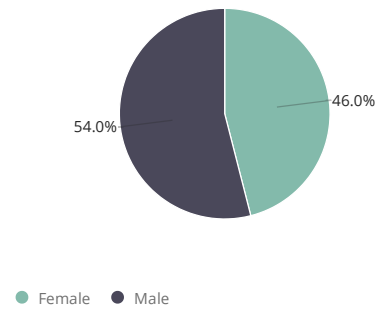
Extracurriculars & Free Time

Participation in extracurricular activities, including most common extracurriculars, reasons for participating, and time spent on them. This section also includes time spent on paid work and choice of free time activities.

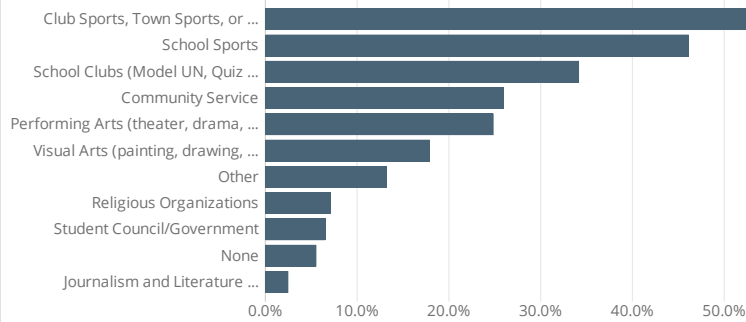
Grade distribution 597 Responses



Gender identity 552 Responses



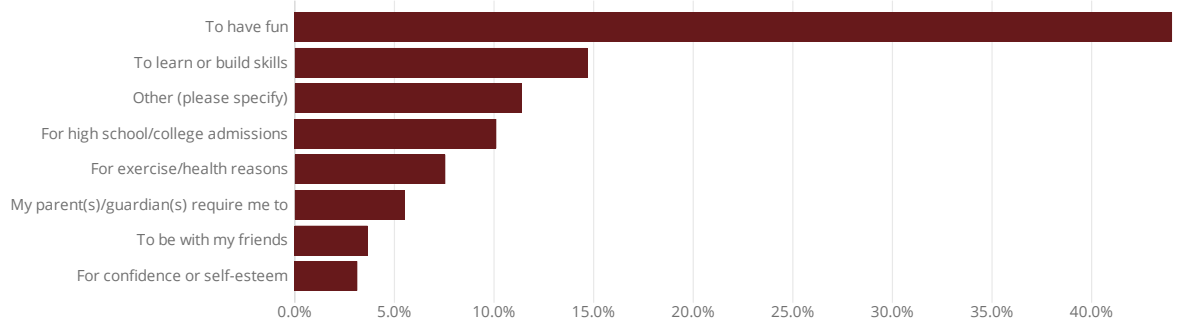
Extracurricular participation 576 Responses



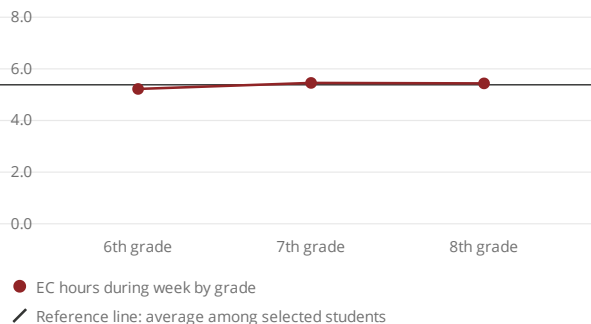
Percent of students participating in at least one extracurricular

95%

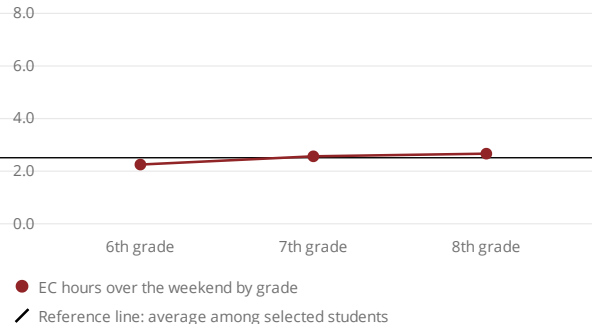
Primary reasons for doing extracurriculars 545 Responses



Average extracurricular hours during the week (Monday through Friday) by grade **i** 547 Responses



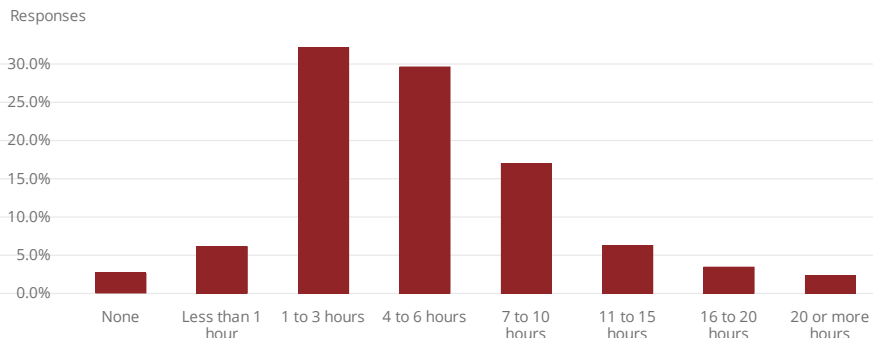
Average extracurricular hours over the weekend by grade **i** 543 Responses



Approximate average extracurricular hours during week (Monday through Friday) **i** 547 Responses

5.4

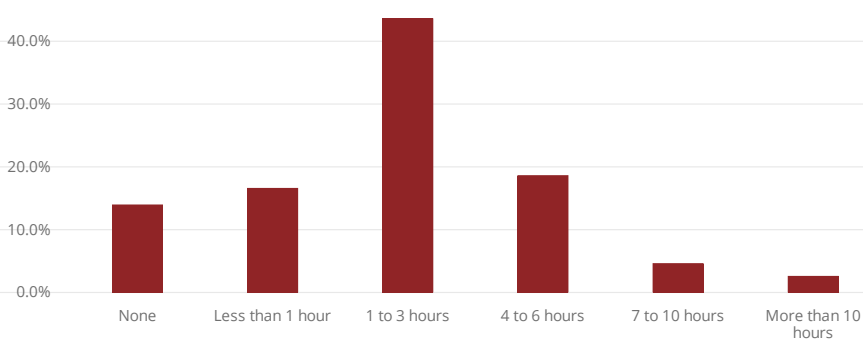
Hours spent on extracurriculars during a typical week (Monday through Friday) **i** 547 Responses



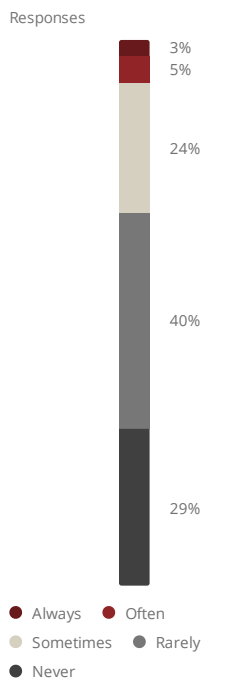
Approximate average extracurricular hours over the weekend **i** 543 Responses

2.5

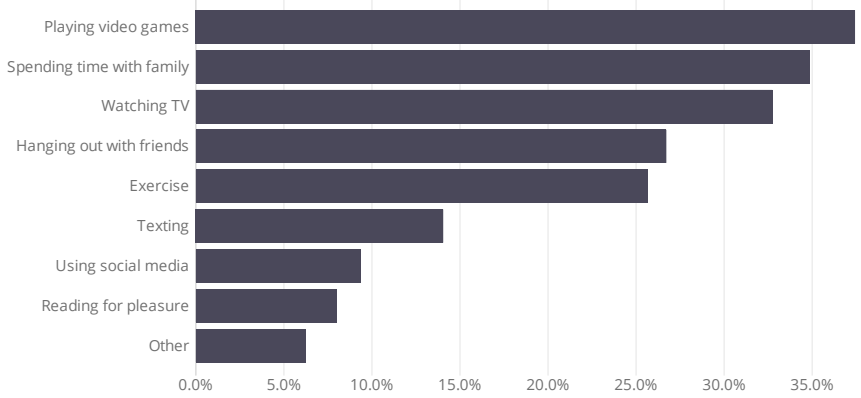
Hours spent on extracurriculars during a typical weekend **i** 543 Responses



How often students are stressed by their extracurriculars **i** 548 Responses



What do students do in their free time? **i** 577 Responses



Approximate average extracurricular hours during the week (Monday through Friday) by race and ethnicity **i** 524 Responses

Racial or Ethnic Background	Average (Extracurricular Hours Week)
Asian or Asian American	6.1
Black or African American	5.3
Hispanic or Latina/Latino/Latinx	5.7
Middle Eastern or Arab American	4.0
Multi-ethnic / Multi-racial	5.9
Not applicable, not sure, or decline to answer	3.6 ▼
Other	6.6
South Asian or Indian	6.6
White	5.2

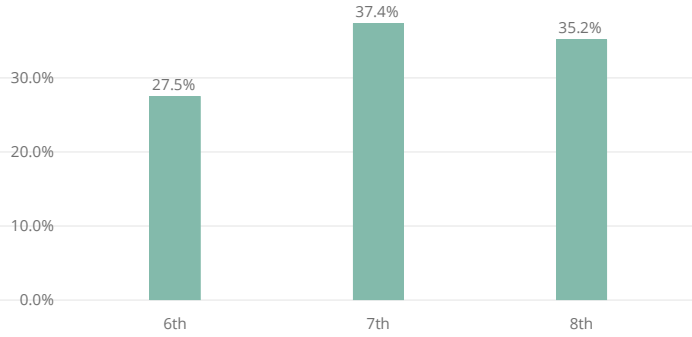
Approximate average extracurricular hours during the week (Monday through Friday) by gender **i** 518 Responses

Gender Identity	Average (Extracurricular Hours Week)
Female	5.4
Male	5.4

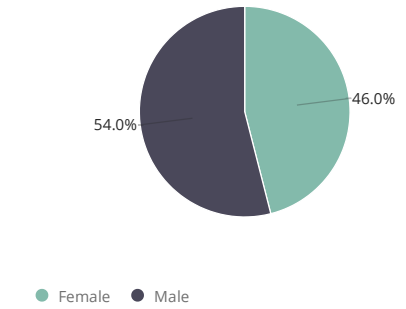
Parent Expectations

Student perceptions of their parents' expectations and their ability to meet those expectations.

Grade distribution 597 Responses



Gender identity 552 Responses



How often students feel they can meet parental expectations 582 Responses








Average student perceptions of parent expectations 587 Responses

3.28



Student perceptions of parents expectations

Parent Expectations	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Average
My parent(s)/guardian(s) expect excellence in school from me.	4.1%	7.7%	22.2%	34.4%	31.6%	3.8
Only outstanding performance in activities is good enough in my family.	21.8%	31.9%	27.6%	11.7%	7.0%	2.5
My parent(s)/guardian(s) set very high academic standards for me.	3.1%	7.8%	29.8%	32.7%	26.6%	3.7
My parent(s)/guardian(s) want me to be the best at everything.	10.5%	15.4%	30.0%	18.4%	25.7%	3.3
My parent(s)/guardian(s) have higher expectations	12.7%	20.5%	33.7%	16.4%	16.6%	3.0

Average student perceptions of parent expectation by race and ethnicity 557 Responses 

Racial or Ethnic Background	Average (Parent Expectations)
Asian or Asian American	3.4
Black or African American	3.8 
Hispanic or Latina/Latino/Latinx	3.5 
Middle Eastern or Arab American	3.7 
Multi-ethnic / Multi-racial	3.4
Not applicable, not sure, or decline to answer	3.4
Other	3.0 
South Asian or Indian	3.4
White	3.1 

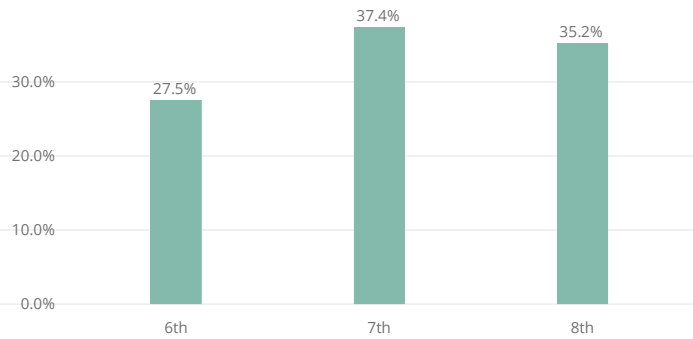
Average student perception of parent expectations by gender 551 Responses

Gender Identity	Average (Parent Expectations)
Female	3.2 
Male	3.3 

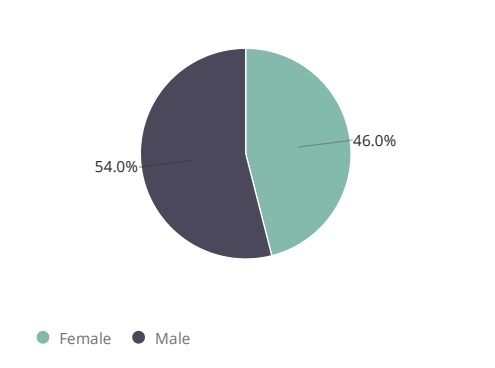
Remote Learning

How students access remote learning and students' challenges with remote learning.

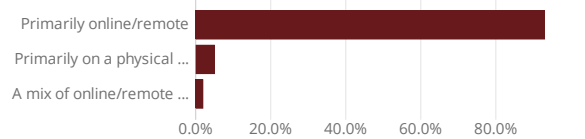
Grade distribution 597 Responses



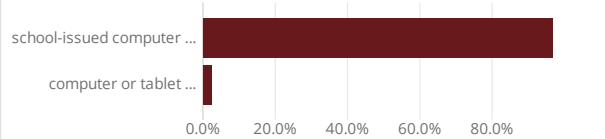
Gender identity 552 Responses



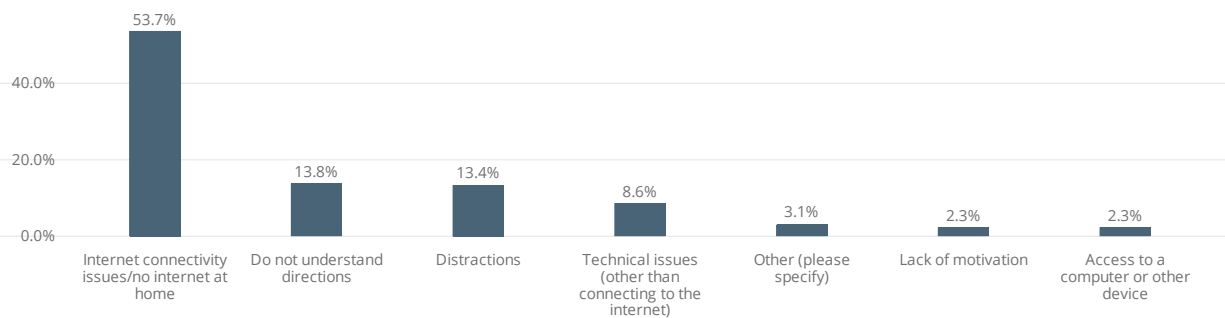
What best describes your current school experience? 561 Responses



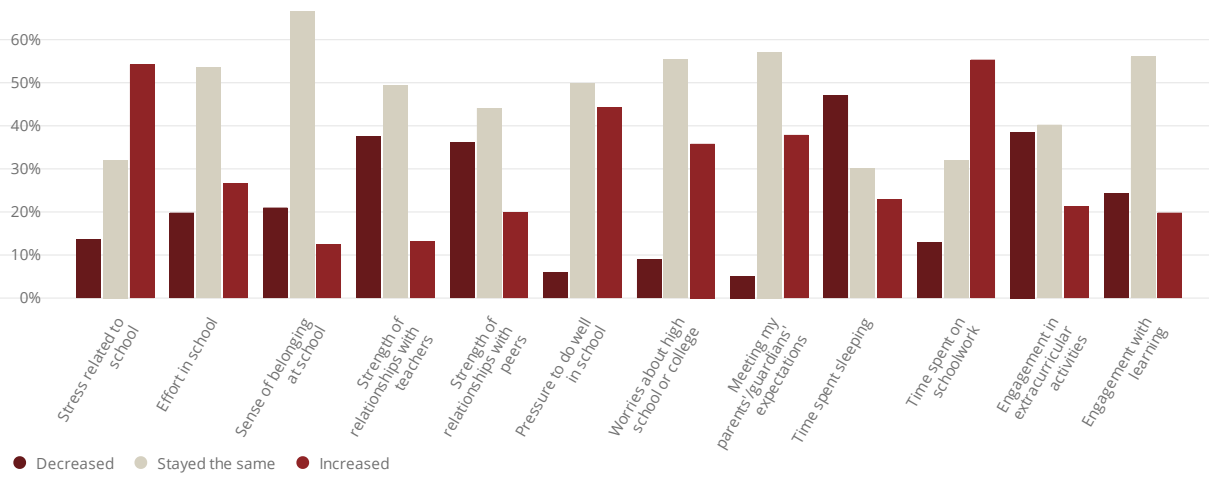
In the past week, what devices have you used to access schoolwork? 527 Responses



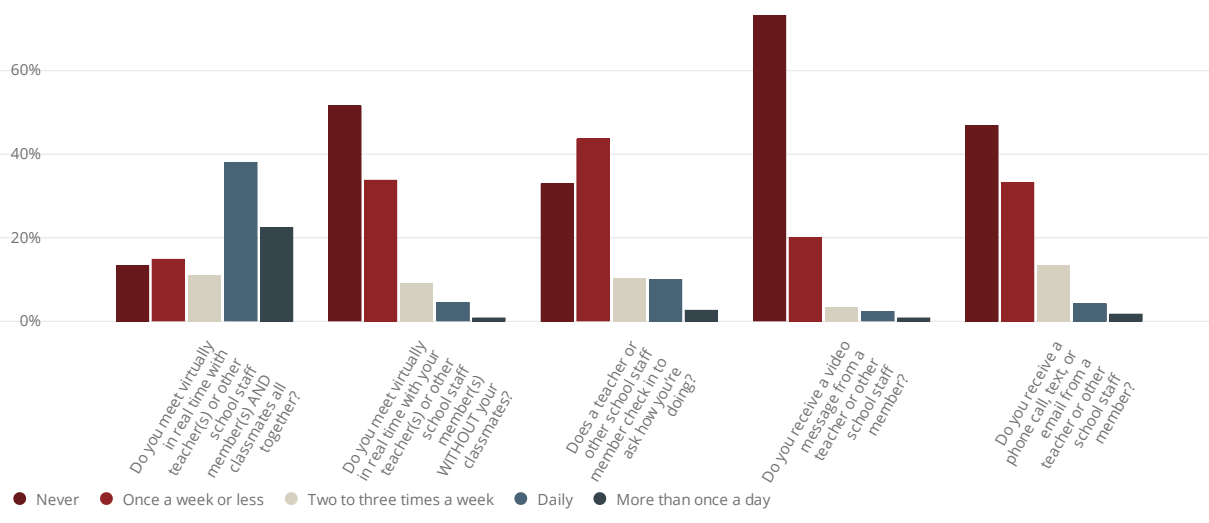
In the past week, what challenges have you experienced in completing your schoolwork? 514 Responses



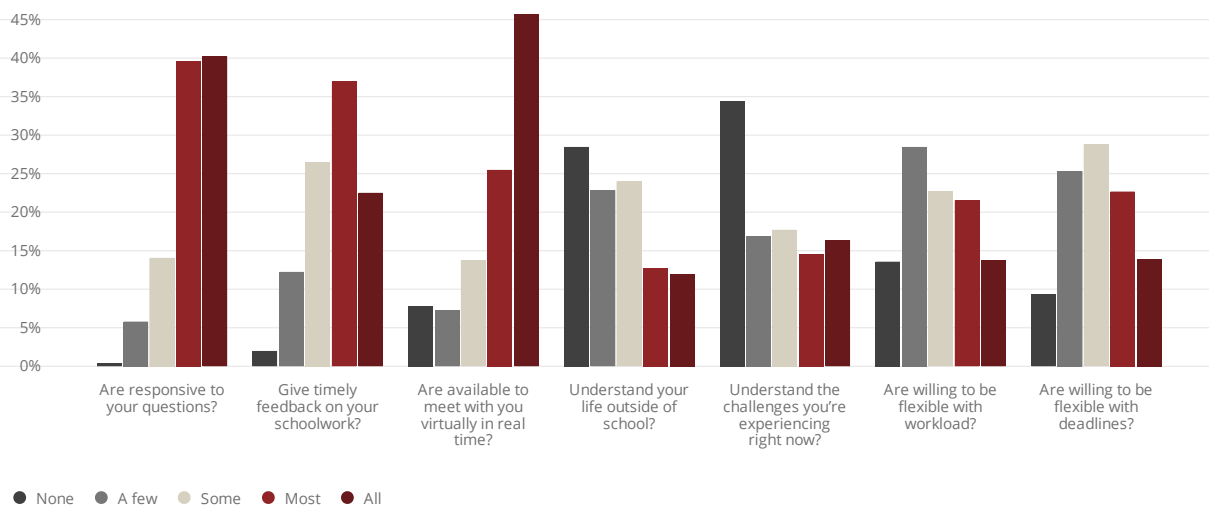
Compared to the time before the coronavirus impacted your community, to what extent have your experiences in the following areas changed? 509 Responses



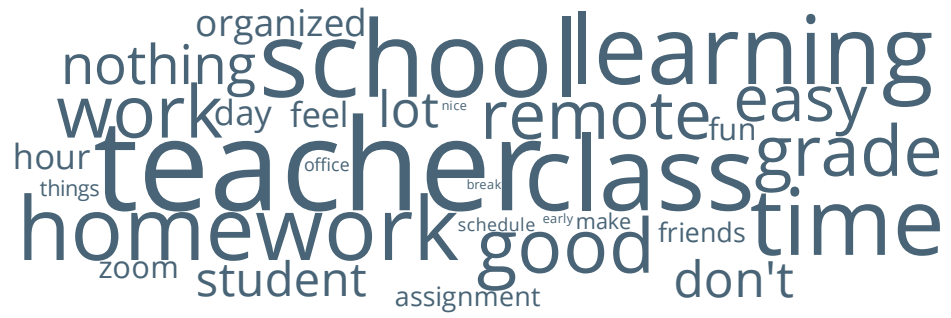
In your remote learning environment, how often... 516 Responses



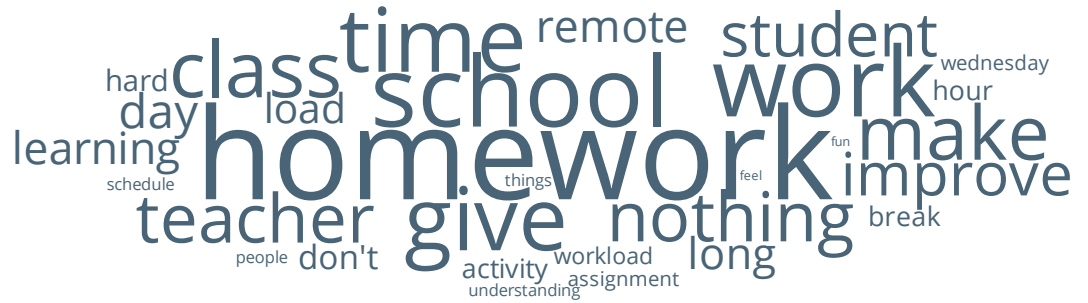
In your remote learning environment, how many of your teachers... 522 Responses



According to students, what's going well with remote learning at your school? **i** 613 Responses



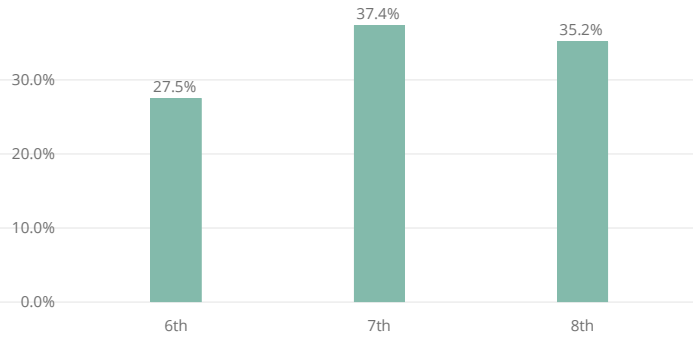
According to students, what could your school do to improve remote learning? **i** 613 Responses



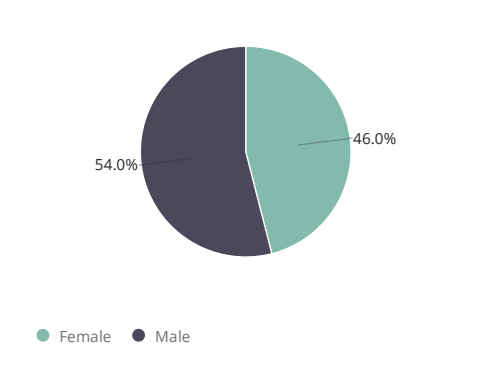
Possible School Changes

Students' perceived efficacy of various reforms the school might make.

Grade distribution 597 Responses



Gender identity 552 Responses



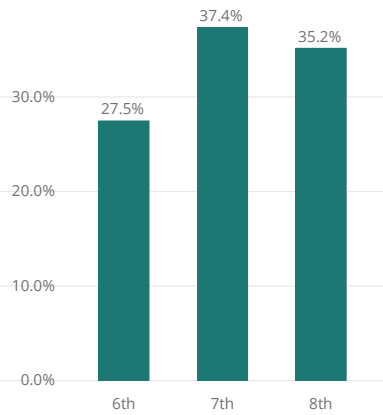
Students' perceptions of effectiveness of school changes for reducing stress and improving well-being. 565 Responses

Possible Changes	Already made this change	Not at all or a little effective	Somewhat effective	Quite or very effective ▼
Revise honor code or create new academic integrity policy	19.3%	39.5%	20.6%	14.9%
Hold student assemblies about student health and well-being	35.5%	31.3%	15.8%	15.6%
Implement or modify an advisory system	18.6%	36.9%	23.3%	16.1%
Change the exam schedule	8.3%	45.3%	22.2%	17.7%
Establish student-led diversity, equity, and inclusion advisory board, task force, or group	38.5%	24.7%	15.8%	21.0%
Modify the grading system or grading policies	16.4%	33.6%	19.8%	25.8%
Create opportunities for students to interact with teachers or receive academic support	47.9%	10.2%	15.3%	25.9%
Change in the class schedule	28.0%	27.5%	14.1%	28.0%
Incorporate diverse voices and perspectives in school curriculum	28.8%	23.2%	18.9%	29.0%
Provide de-stressing activities, spaces, or techniques	39.1%	17.3%	13.1%	29.2%
Implement racial affinity groups	16.3%	34.6%	19.5%	29.6%
Implement gender and sexuality alliance	13.5%	37.7%	17.9%	30.8%
Hold diversity, equity, and inclusion-related workshops, presentations, or assemblies (e.g., white privilege, gender identity)	26.0%	28.0%	14.6%	31.5%
Add more live interactions for connection and collaboration during online/remote learning	29.3%	22.4%	15.8%	32.5%
More consistent homework load (i.e., the same amount of homework each week)	11.3%	30.8%	19.4%	35.8%
Add or enhance mental health resources	23.8%	20.7%	19.2%	36.3%
Provide anti-racism training and/or education	18.6%	26.2%	18.6%	36.5%
Have teachers coordinate due dates for major projects and assessments	29.0%	15.8%	14.5%	39.5%
Start the school day later	2.4%	33.2%	13.8%	46.3%
Incorporate more free time into online/remote learning schedule	19.7%	16.8%	14.8%	48.7%
Create more time for students to work on homework/projects in school.	21.3%	11.2%	15.2%	50.9%
No homework on weekends/over breaks	9.1%	14.4%	11.5%	62.0%
Reduced homework load	5.4%	13.6%	17.0%	62.2%

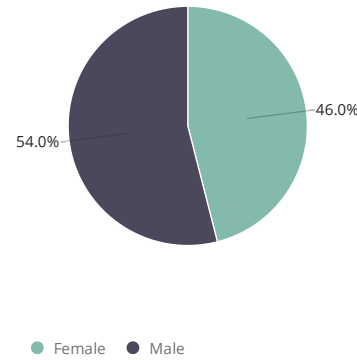
Demographics

Includes distributions by grade, ethnicity, and gender, as well as basic information on course taking patterns. This should be a familiar snapshot of your school!

Grade distribution 597 Responses



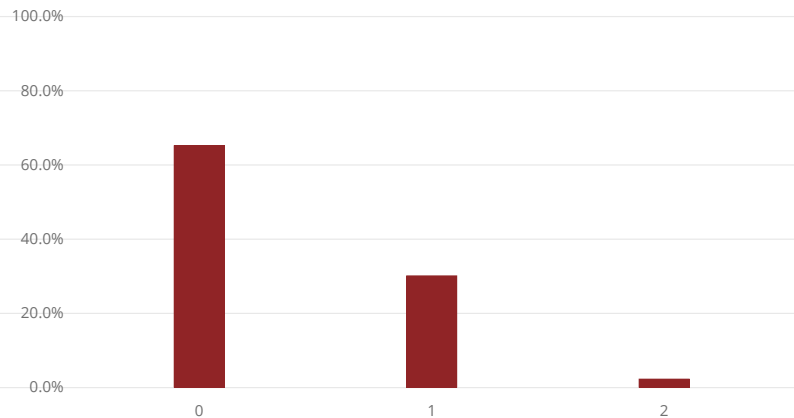
Gender identity 552 Responses



Distribution by race and ethnicity 558 Responses

Group	Count
White	49.6%
Multi-ethnic / Multi-racial	9.0%
Hispanic or Latina/Latino/Latinx	8.8%
Asian or Asian American	8.2%
Not applicable, not sure, or decline to answer	5.4%
Middle Eastern or Arab American	5.0%
Black or African American	4.5%
South Asian or Indian	4.3%
Other	3.9%

Honors courses 557 Responses



CHALLENGE SUCCESS

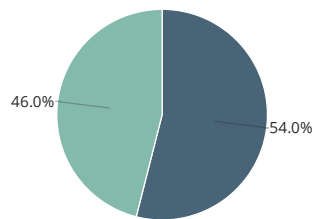


Welcome to your Challenge Success Parent Survey dashboard

In this dashboard you will find data from the survey parents took in October, 2020. Approximately 46% of parents took the survey. Please note that when we use the term "parent" in this dashboard we are referring to a child's primary caregiver who completed the survey which may be a parent or a guardian.

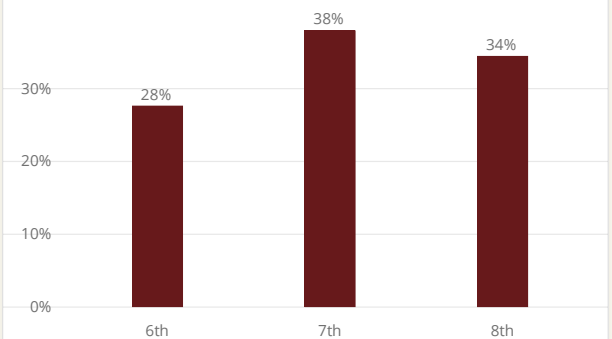
On the left side of the page you will see tabs taking you to the results from different sections of the survey. Filters are listed at the top of the page. Clicking on most graphs will create a new filter for the page.

Child's gender identity 278 Responses



Male Female

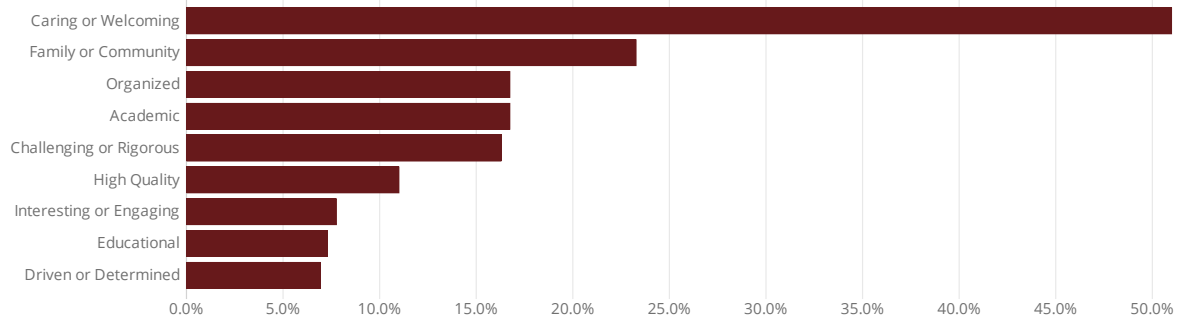
Grade distribution



According to parents, which three words best describe Chaminade College Prep Middle School? 309 Responses



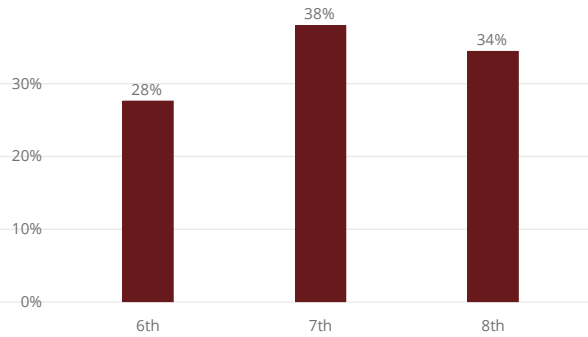
Most common categories of words describing Chaminade College Prep Middle School 228 Responses



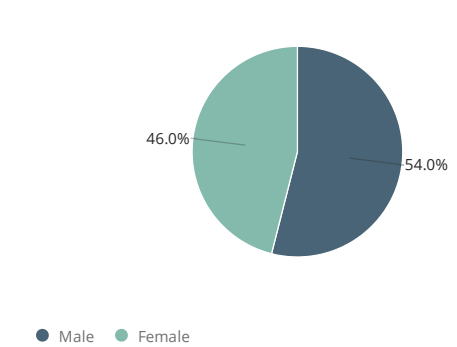
Stress & Worry

Parents were asked what they most worry about regarding their children and questions about the extent to which their children worry about their school performance.

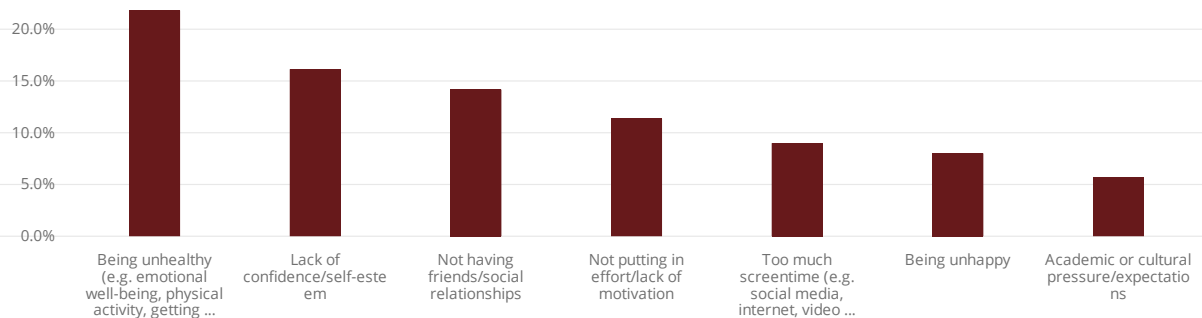
Grade distribution



Child's gender identity 278 Responses



What parents say they worry most about with regards to their child 204 Responses



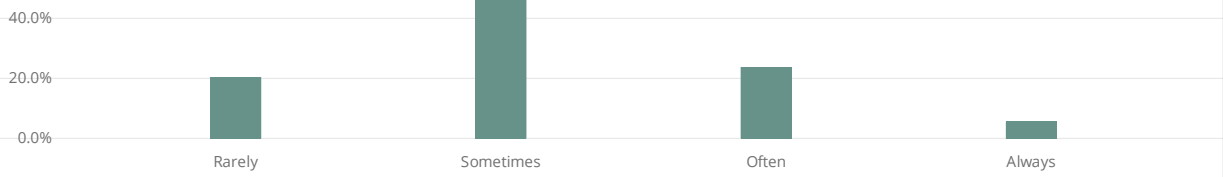
Frequency of child's worry about school 211 Responses

Often Child Worry About...	Never	Rarely	Sometimes	Often	Always	Average
Schoolwork keeps child from activities	25.7%	31.4%	23.3%	17.1%	2.4%	2.4
Schoolwork keeps child from sleep	34.9%	33.5%	20.6%	8.6%	2.4%	2.1
Worry about not doing well in school	6.2%	27.3%	29.7%	22.0%	14.8%	3.1
Worry you/partner will be upset if don't do well	12.6%	21.8%	33.0%	20.9%	11.7%	3.0

Average child's worry about school 211 Responses

2.6

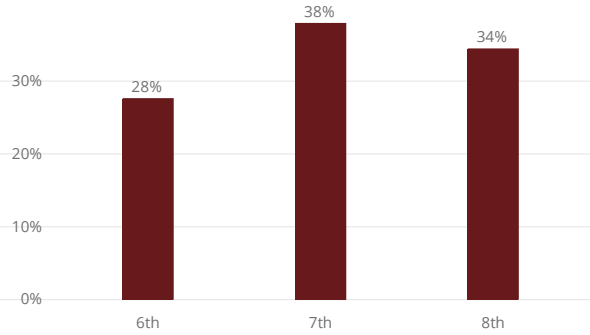
Frequency of child's stress about schoolwork or academic experience 210 Responses



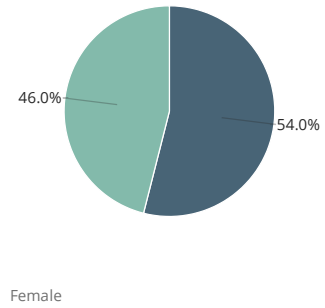
Child's Sleep

Parents were asked how much sleep their children typically get and how often technology interferes with their children's sleep

Grade distribution



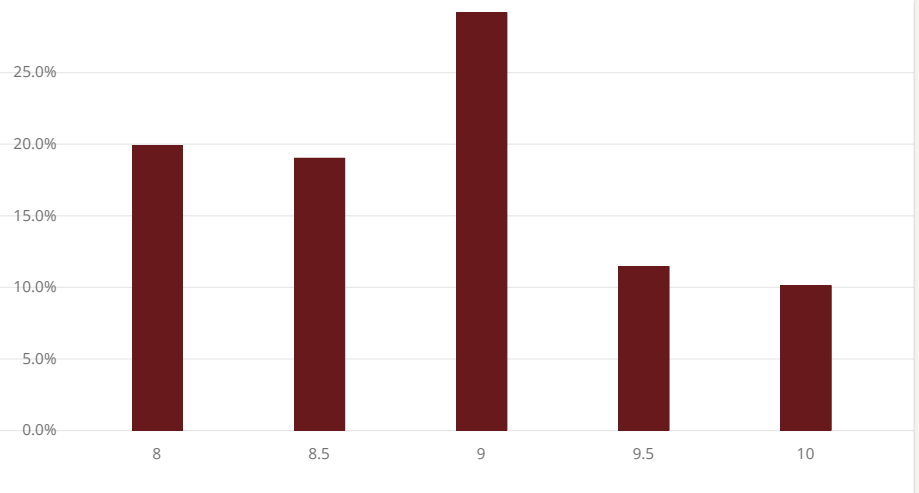
Child's gender identity 278 Responses



Child's avg. sleep on a typical school night 226 Responses

8.7

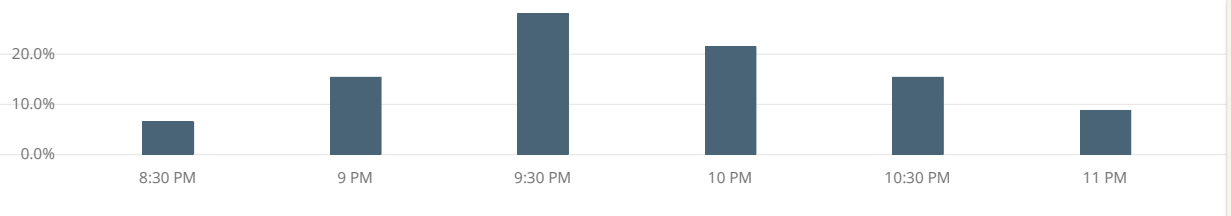
Approximately how much sleep does your child get on a typical weeknight during the school year? 226 Responses



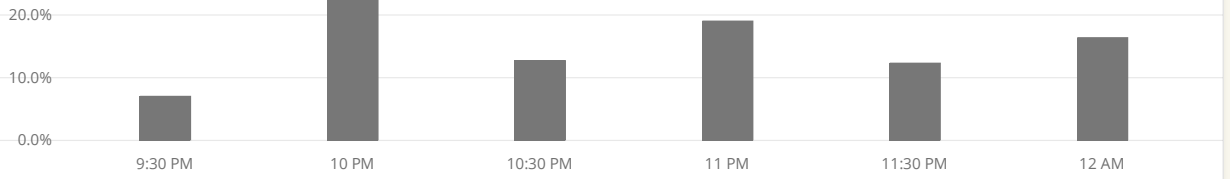
Recommended sleep for early adolescents

10 Hours

What time child goes to bed on weekdays 227 Responses



What time does child go to bed on Saturdays 226 Responses



Where does your child typically keep their phone when going to sleep? 225 Responses



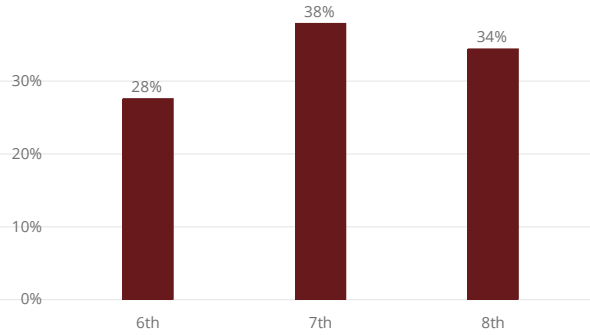
How often child uses phone as alarm clock 136 Responses

Frequency	Percentage
Don't know/Not sure	4.4%
Never	36.8%
Rarely	8.1%
Sometimes	9.6%
Often	5.9%
Always	35.3%

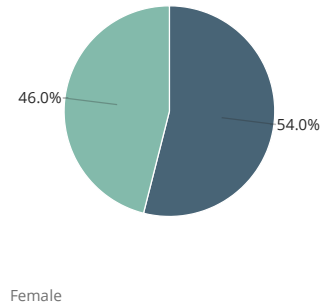
Homework Load

Parents perceptions of their children's homework load and what would be an ideal amount of homework.

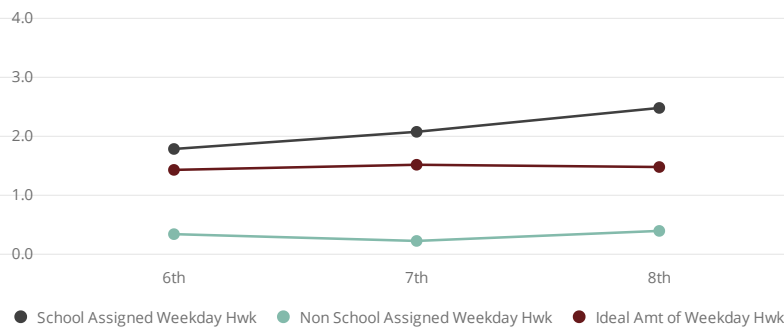
Grade distribution



Child's gender identity 278 Responses



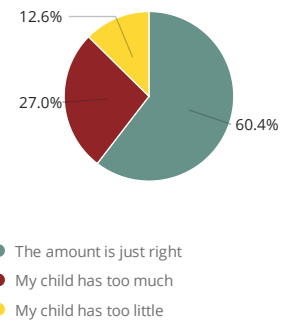
Average hours spent on homework on a typical weekday & parents' ideal amount of homework 231 Responses



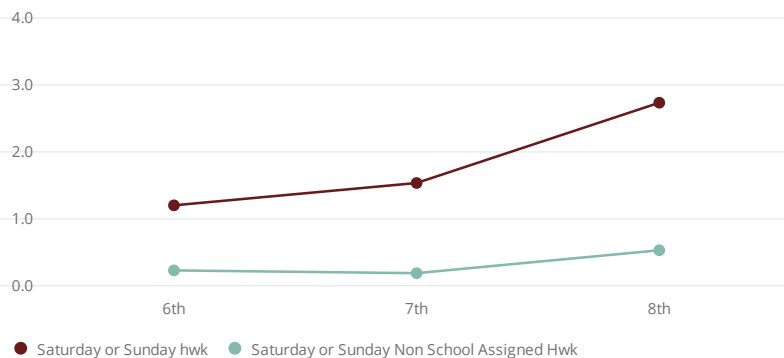
Average hours spent on school assigned weekday homework 229 Responses

2.1

How much homework? 230 Responses



Average time spent on homework on weekend 231 Responses



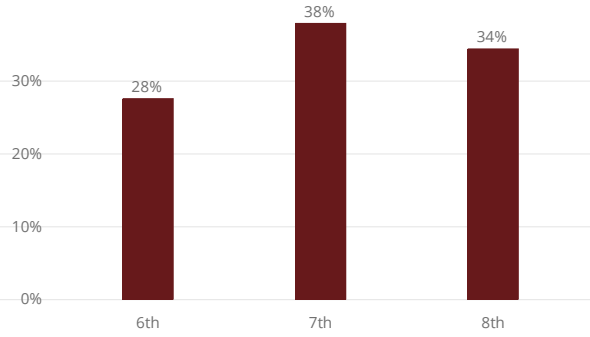
Average hours spent on school assigned weekend homework 228 Responses

1.9

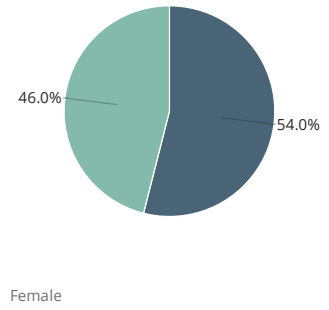
Child's Homework Habits

Parents were asked about their children's homework habits, including norms and parental involvement.

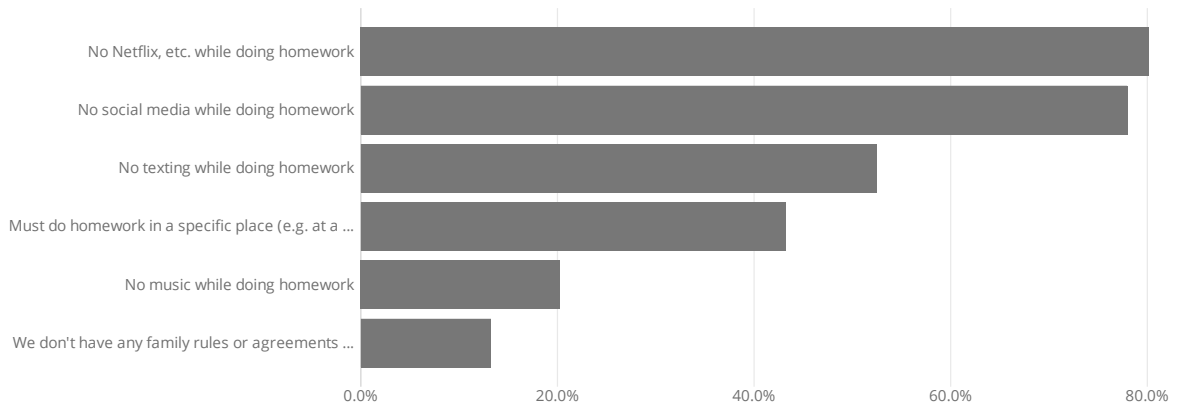
Grade distribution



Child's gender identity 278 Responses



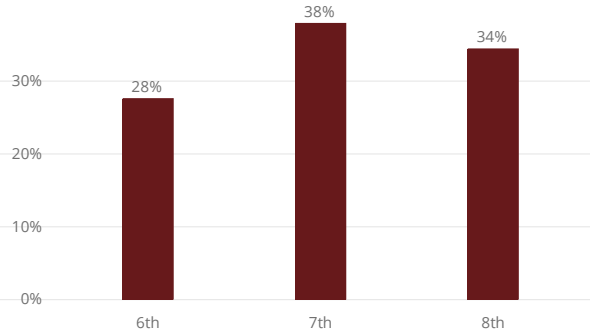
Homework family agreements 227 Responses



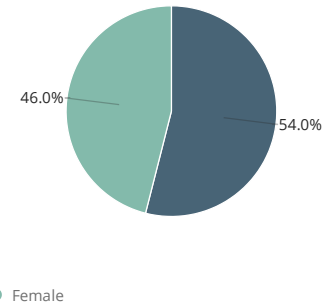
Courses & Grades

Parents were asked about checking grades on the portal and tutoring.

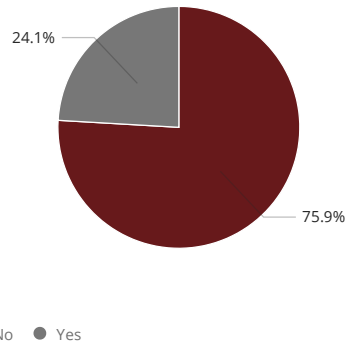
Grade distribution



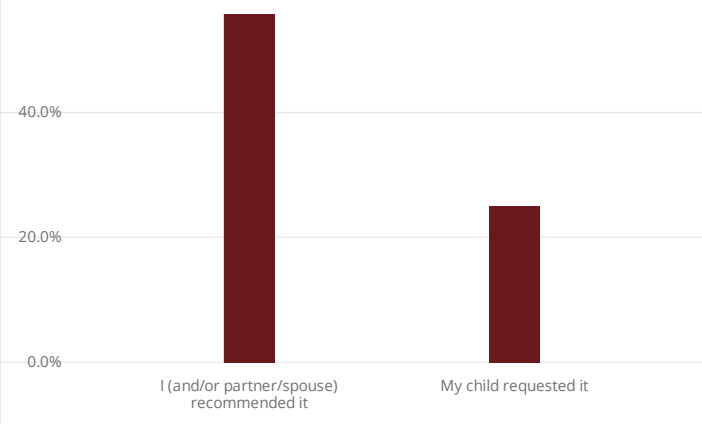
Child's gender identity 278 Responses



Percent children received paid tutoring for schoolwork since starting MS 216 Responses



Who recommended tutoring? 52 Responses



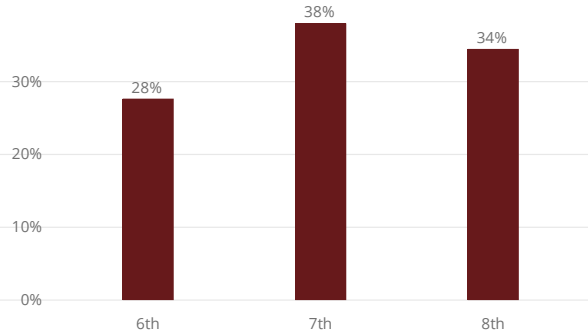
How often do you check your child's grades on the portal? 213 Responses



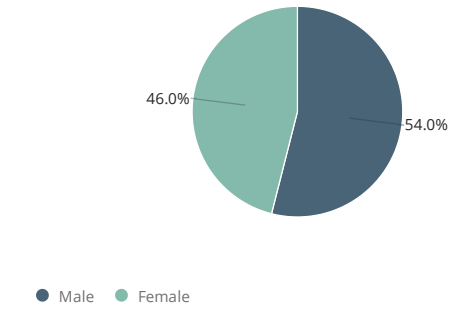
Family Time & Other Activities

Parents were asked questions about how often they spend time together as a family, their family norms around technology, and their children's reasons for participating in extracurriculars.

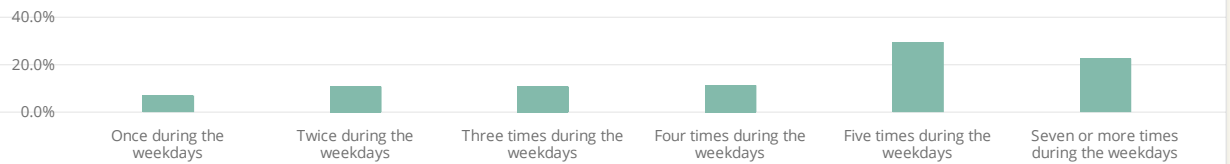
Grade distribution



Child's gender identity 278 Responses



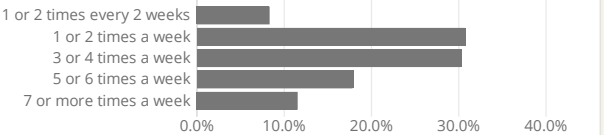
How many times do you eat a meal together as a family during the weekdays? 218 Responses



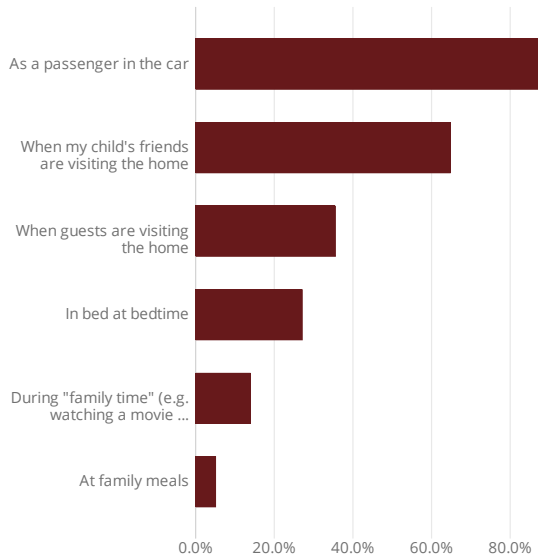
How many times do you eat a meal together as a family during weekends? 218 Responses



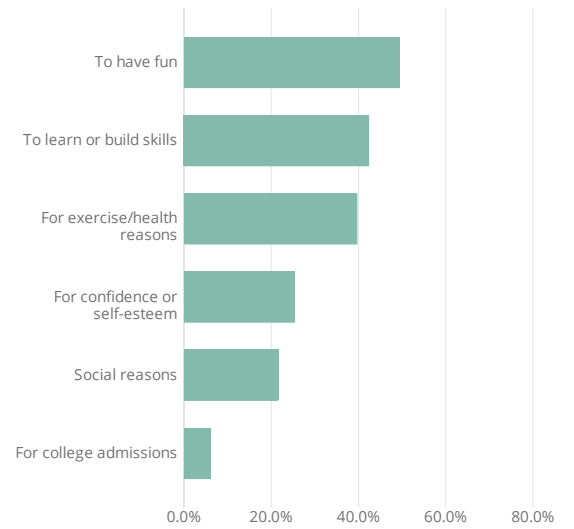
How often do you spend time together as a family (other than meal time)? 218 Responses



Where phone use is allowed 214 Responses



Which are the primary reasons your child participates in extracurriculars? 217 Responses



Tech family norms 231 Responses

Which of the following family norms do you have about technology? Please select all that apply...

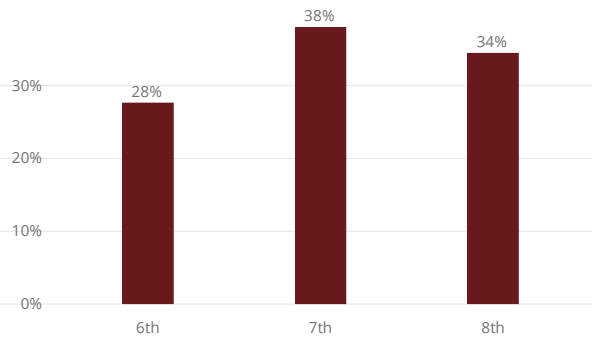
Count

A limit on the amount of screen time on weekdays (e.g. 1 hour watching Netflix on a weekday, 1 hour playing video games per day)	47.2%
My child has to get permission from a parent/guardian to buy a video game	92.2%
My child has to get permission from a parent/guardian to buy an app	92.6%
My child has to get permission from a parent/guardian to buy or rent a movie or television show	89.6%
No phones (tablets, laptops, etc.) allowed at family dinner time	83.5%
No phones (tablets, laptops, etc.) allowed to be used as a passenger in the car	10.8%
No phones allowed in the bedrooms at night when going to bed	52.4%
No phones allowed in the bedrooms during the day	13.9%
Other	7.8%
Phones (tablets, laptops, etc.) are turned off at a specific hour on weekdays	46.8%

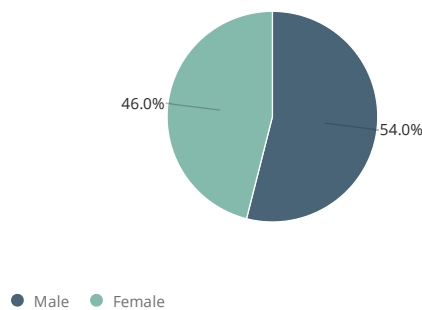
Parent Expectations & Involvement In Child's Life

Parents' expectations of their children's performance in school and for their child's future. Parents were also asked about their involvement in their children's lives.

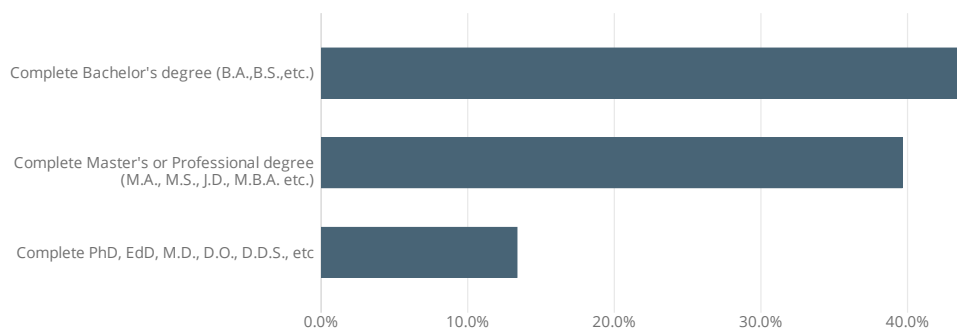
Grade distribution



Child's gender identity 278 Responses



What is the highest academic degree you expect your child will obtain? 217 Responses



Percentage of parents who expect their child will obtain at least a Bachelor's degree 217 Responses

96.8%

Parent's expectations of child 218 Responses

Parent Expectations	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree	Average
I expect excellence in school from my child	2.3%	8.7%	21.1%	45.0%	22.9%	3.8
I have higher expectations for my child's future than my child does	8.3%	26.7%	34.1%	21.2%	9.7%	3.0
I set very high academic standards for my child	5.0%	9.2%	17.4%	42.7%	25.7%	3.7
Only outstanding performance in extracurricular (outside of school) activities is good enough in our family	22.0%	45.9%	23.4%	6.9%	1.8%	2.2

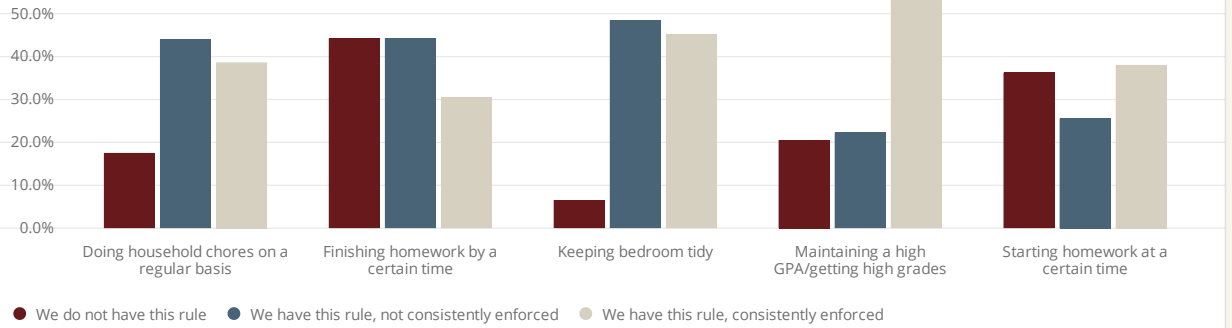
Average parent expectations of child 218 Responses

3.2

Family Rules & Agreements

This section asks parents to share the family rules or agreements they have about household chores as well as about homework and grades.

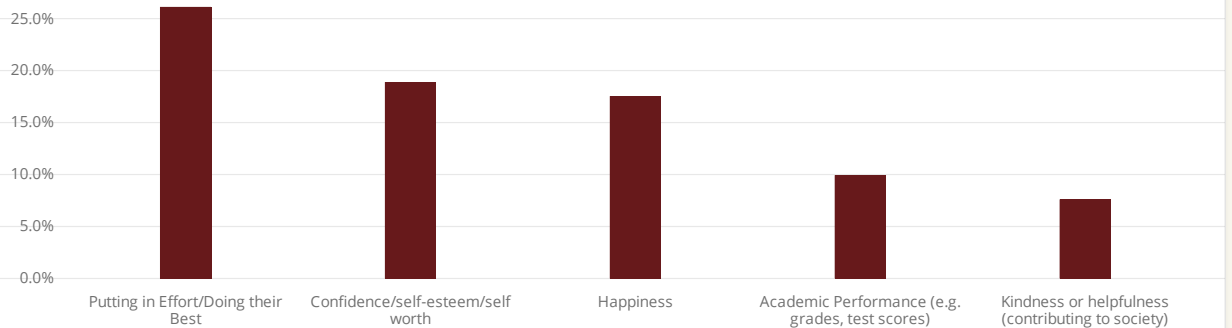
Family rules 220 Responses



Defining Success For Your Child

This section asks parents to rank the attributes that best describe what success would be for their children.

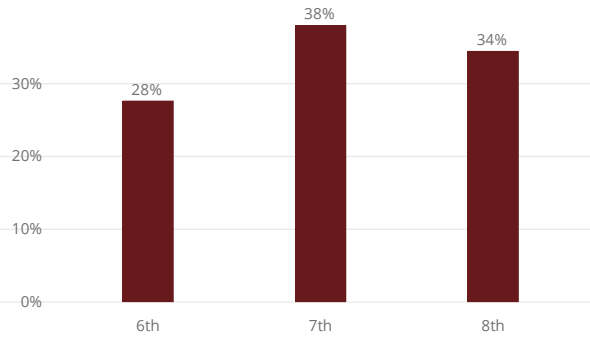
The three options most frequently chosen by parents describing how they define success for their child 213 Responses



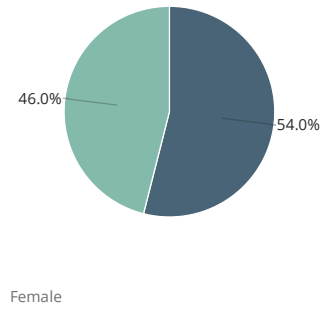
Remote Learning

How parents observe students access remote learning and students' challenges with remote learning.

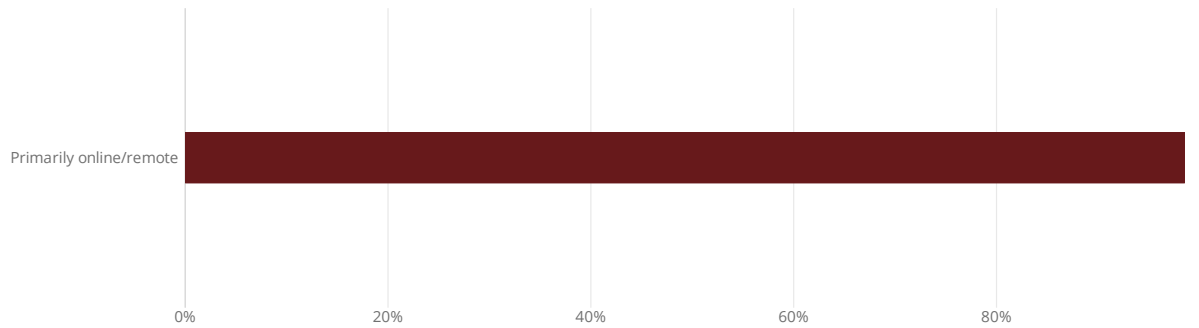
Grade distribution



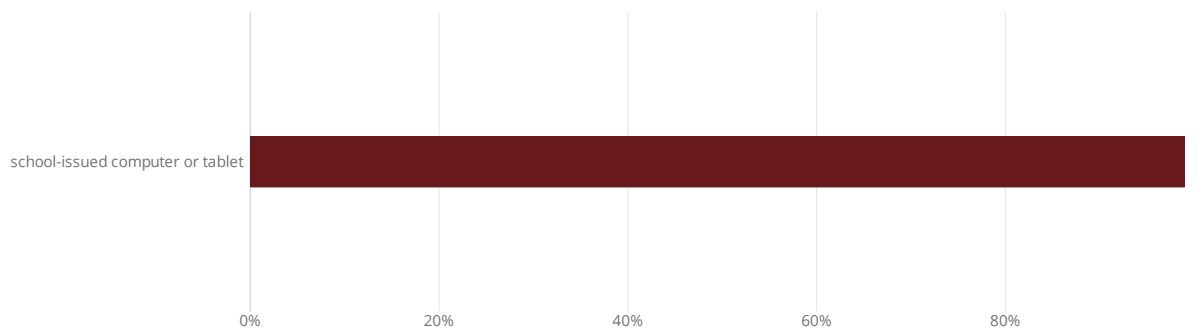
Child's gender identity 278 Responses



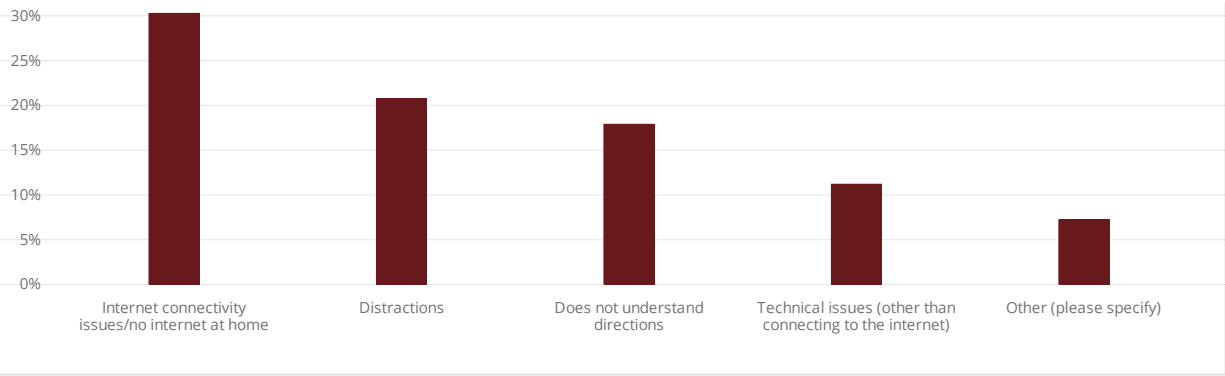
What best describes your current school experience?



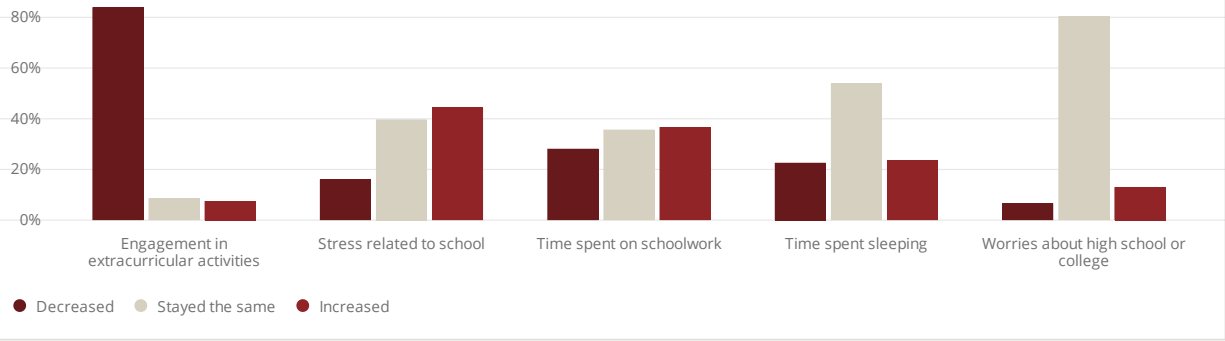
In the past week, what devices has your child used to access schoolwork? (select all that apply)



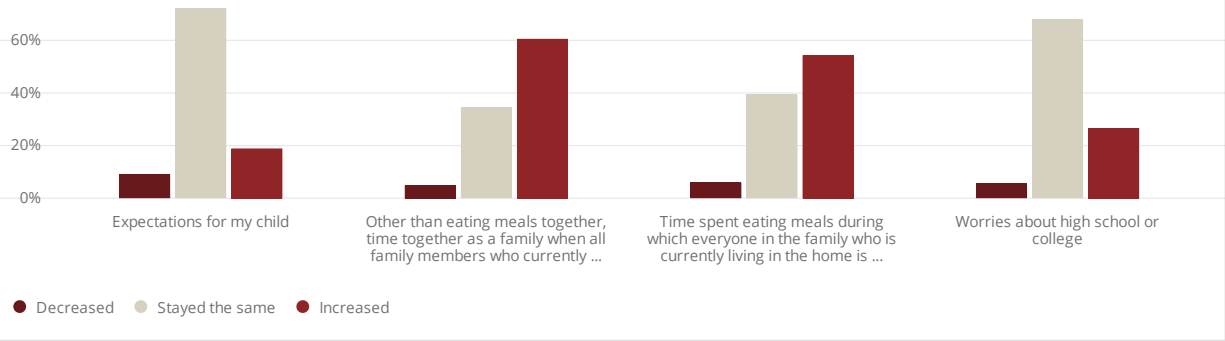
In the past week, what challenges has your child experienced in completing their schoolwork? (select all that apply)



Compared to the time before the coronavirus impacted your community, to what extent have your child's experiences in the following areas changed?



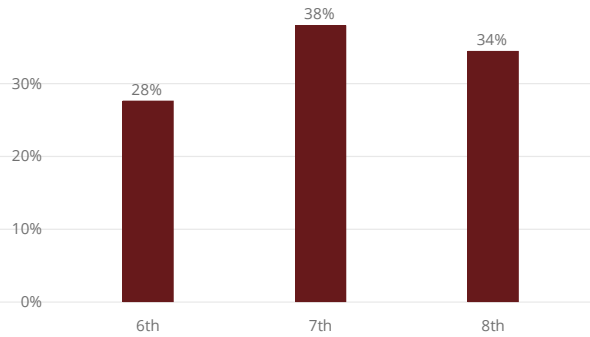
Compared to the time before the coronavirus impacted your community, to what extent have your own experiences in the following areas changed?



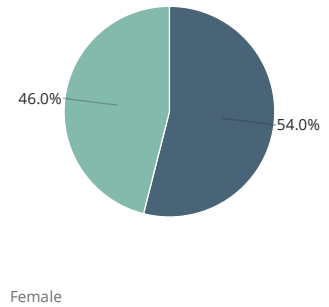
The College Process

Parents were asked about how often they talk about aspects of the college process with their children.

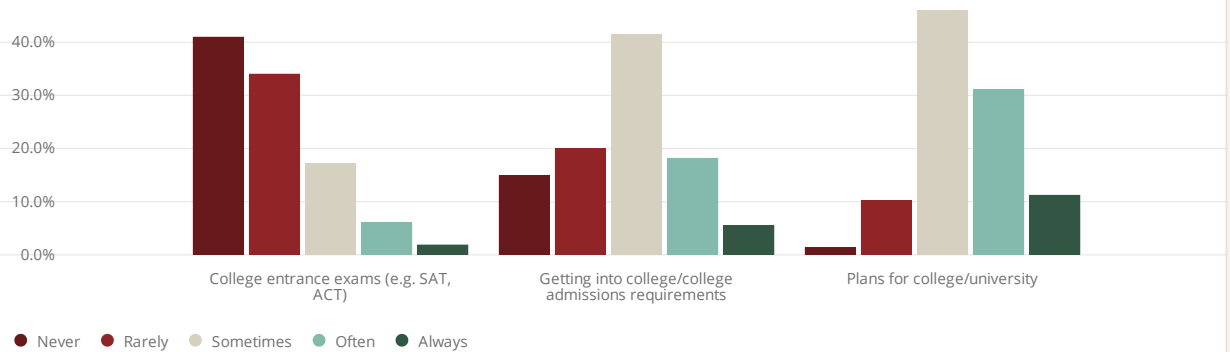
Grade distribution



Child's gender identity 278 Responses



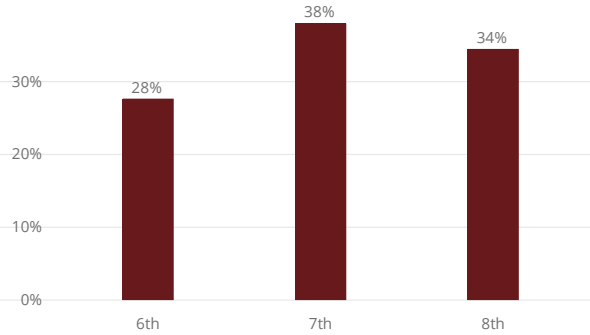
How often do you discuss the following with your child? 215 Responses



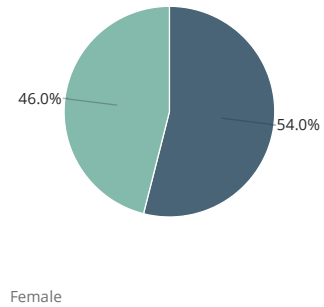
School Initiatives That Support Student Well-Being

Parents were asked if they are aware of school initiatives (programs, activities) that support student well-being and, if so, what are the initiatives.

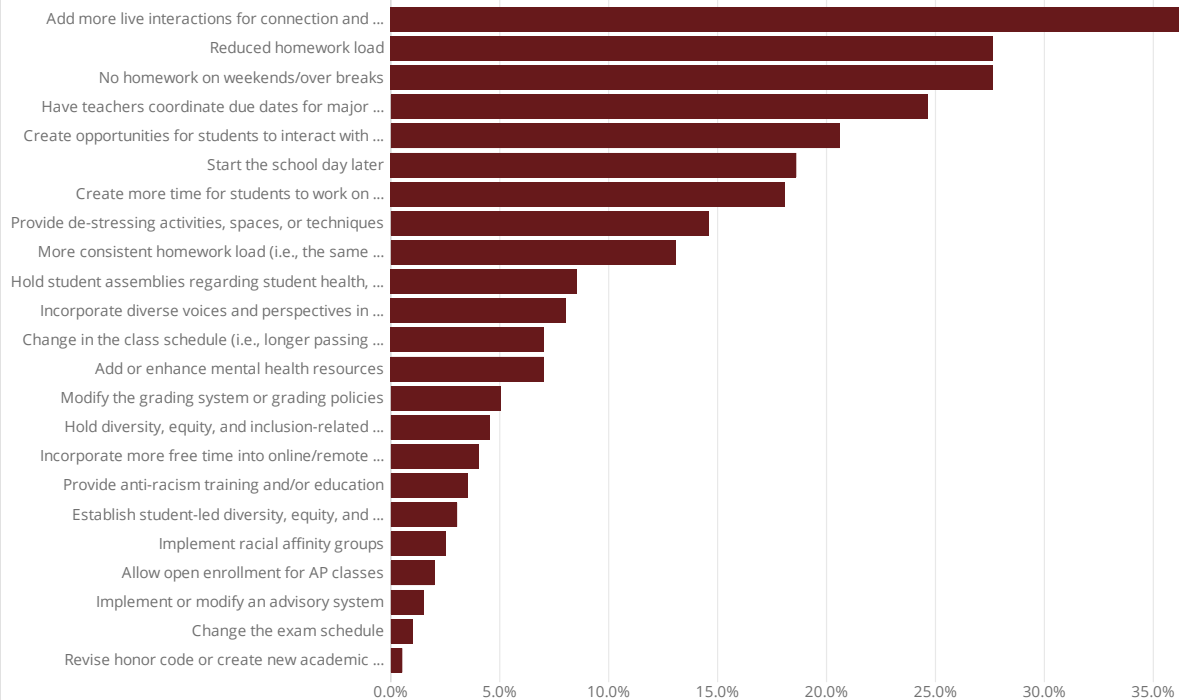
Grade distribution



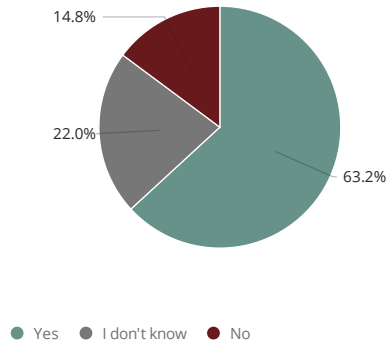
Child's gender identity 278 Responses



What could school do to relieve your child's stress? 199 Responses



Are you aware of any school initiatives to improve student well-being? 209 Responses



What are the school initiatives? 108 Responses

Q106: Please describe the initiative(s).

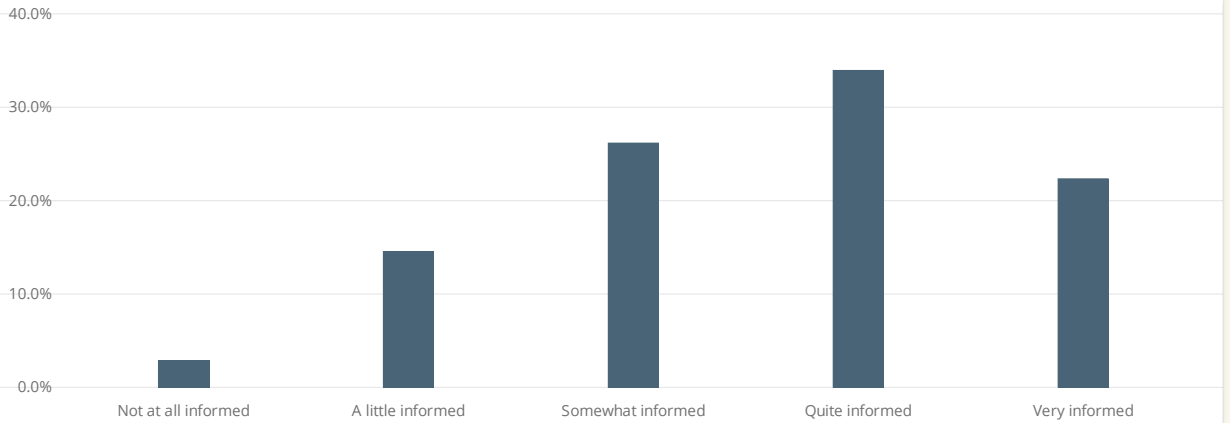
A destress room

Providing a virtual "Calming Room".

calming room

The school provided a calming online space if the kids needed it.

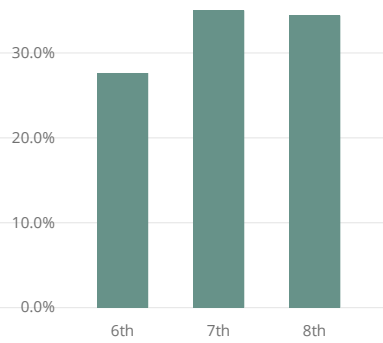
How informed do you feel about school initiatives to improve well-being? 206 Responses



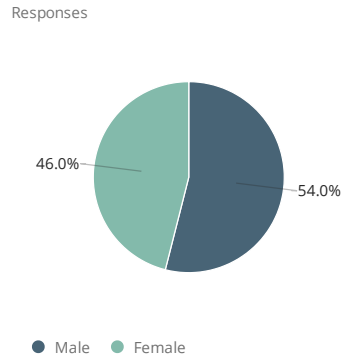
Demographics

Includes distributions by grade, ethnicity, and gender of child, as well as some of the same information about the survey participant

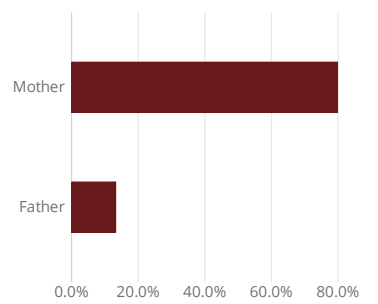
Child's grade 279 Responses



Child's gender identity 278 Responses



Survey participant's relationship to child 202 Responses



Child ethnic & racial background 202 Responses

Child Racial or Ethnic Background	Count
White	58.9%
Multi-ethnic / Multi-racial	16.3%
Not applicable, not sure, or decline to answer	5.0%
East Asian or Asian American	4.5%
Hispanic or Latino/Latina/Latinx	3.5%
South Asian or Indian	3.0%
Other	3.0%
Black or African American	3.0%
Native Hawaiian or Other Pacific Islander	1.5%
Middle Eastern or Arab American	1.5%

Parent ethnic & racial background 202 Responses

Parent Racial or Ethnic Background	Count
White	65.3%
Hispanic or Latino/Latina/Latinx	11.4%
East Asian or Asian American	5.9%
Not applicable, not sure, or decline to answer	4.5%
South Asian or Indian	3.0%
Black or African American	3.0%
Middle Eastern or Arab American	2.5%
Multi-ethnic / Multi-racial	2.0%
Native Hawaiian or Other Pacific Islander	1.5%
Other	1.0%