

SURVEY OVERVIEW

The Stanford Survey of Adolescent Experience was taken by 1,874 Westlake students in December 2015. This is an overview of the survey results. The complete results are also on the Healthy Chaps website.

The Challenge Success research indicates that, for a healthy, well-balanced life, students need playtime, downtime and family time every single day. Many of our students aren't able to make that happen. (Any statement beginning with "On average" was based on statistically significant results.)

- Overall, 45% of students reported having between 0 and 40 minutes of free time on a typical weekday, 32% of students reported having approximately 1 to 2 hours of free time, and 23% reported having more than 2 hours of free time on a typical weekday.
- On average students taking 1 or no Pre-AP courses reported having significantly more free time than students taking 2 or more Pre-AP courses.
- On average, students taking no AP courses reported having significantly more free time than students taking 2 or more AP courses.
- Students taking 3 or more AP courses reported spending significantly more time on school-assigned homework on weekdays than students taking 2 or fewer AP courses; and students taking 1 or 2 AP courses reported spending significantly more time on school-assigned homework on weekdays than students taking no AP courses.
- Students taking 2 or more Pre-AP courses reported spending significantly more time on school-assigned homework on weekends than students taking no Pre-AP courses.
- Students taking 3 or more AP courses reported spending significantly more time on school-assigned homework on weekends than students taking 2 or fewer AP courses; and students taking 1 or 2 AP courses reported spending significantly more time on school-assigned homework on weekends than students taking no AP courses.

One of the most significant results from the survey was the amount of sleep our students are getting -- an average of about 6 hours per night, far less than the recommended 8-10 hours.

- On average, 9th graders reported getting significantly more sleep per weeknight than 10th through 12th graders.
- On average, students taking 2 or fewer AP courses reported getting significantly more sleep than students taking 3 or more AP courses.
- There were no significant differences in the amount of sleep by the number of Pre-AP courses.

We have known for years that academic integrity is an issue for some of our students.

- On average, students taking 3 or more AP courses reported cheating significantly more often than students taking none or 1 AP course.

Most students feel pressure to sign up for advanced coursework, which may or may not be appropriate for them.

- 79% of students agree or strongly agree with this statement: I feel pressure to take upper level (Pre-AP or AP) courses.

A significant number of our students report that schoolwork influences them outside of the classroom.

- 85% of participants reported they were often or always stressed by schoolwork.
- 77% of participants reported that schoolwork often or always kept them from having time with family or friends.
- 79% of participants reported that schoolwork often or always kept them from getting enough sleep.
- 66% have felt forced to drop an activity because of the amount of schoolwork they have.

The Stanford Challenge Success team noted our levels of physical symptoms related to stress.

Table 8. Stress-Related Physical Symptoms by Grade Level

	Sweating	Exhaustion	Weight Gain	Difficulty Sleeping	Headaches	Weight Loss	Stomach Problems	Difficulty Breathing
9 th	38%	67%	16%	65%	62%	18%	32%	35%
10 th	39%	72%	20%	67%	62%	18%	36%	35%
11 th	43%	73%	19%	71%	70%	20%	38%	39%
12 th	39%	76%	22%	69%	67%	21%	39%	34%

- On average, students taking none or 1 Pre-AP course reported significantly more stress-related physical symptoms than students taking 3 or more Pre-AP courses.
- There were no significant differences in students stress symptoms by student grade level, ethnic background, or the number of AP courses.
 ***In our conversation debriefing the survey, the Stanford Challenge Success team saw this as indicative of a culture of unhealthy stress for many students driven by expectations that are unreasonable for all students. According to them, this indicates that even those who aren't taking many advanced courses feel like they don't measure up and are falling behind.

The data on physical symptoms indicates that our students don't feel well, but it also indicates that this takes a toll on school attendance and participation in other activities and events. In the month prior to the survey:

- 47% of students reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 53% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than once in the past month.
- Approximately 47% of students surveyed experienced exhaustion, headaches, *and* difficulty sleeping in the past month.

Academic worry is always present for many students at Westlake.

- On average, 9th through 11th graders reported significantly more academic worry than 12th graders.
- On average, students taking 2 Pre-AP courses reported significantly more academic worry than students taking no Pre-AP courses.
- There were no significant differences in academic worry by the number of AP courses.
 ***This academic worry is not isolated to the top 10%.

One part of the survey results relates to student perception of teacher care.

- 56% of respondents reported they have at least one adult in the school they can go to if they have problems, meaning that 44% of students do not have an adult on campus they would go to with a problem
- Of those students who reported that they have someone to go to on campus, the following adults were the most frequent and first sources of support:
 - Teacher 43%
 - Coach 21%
 - Student Support Counselor 18%
 - Academic Counselor 10%
 - Other staff (including Assistant Principal and Principal) 8%

Denise Pope of Challenge Success was clear: When the perception of teacher care is low and the academic load is heavy, students may struggle academically and emotionally.

RESPONSE TO SURVEY RESULTS

We're working on multiple fronts to raise awareness with faculty, parents and students about these issues. Specifically, we've

- Dedicated significant pre-service, early release and late arrival time to looking at student information and survey data and collecting information from teachers on their perceptions of the issues
- Hosted two teacher book groups on *Overloaded and Underprepared*
- Attended the Challenge Success fall conference and worked with our coach to identify the causes and effects of stress at WHS
- Started the Challenge Success Student Club
- Hosted a fishbowl discussion of former and current students for parents and faculty to learn about the student experience
- Shared survey results with the WHS PTO
- Shared current sleep research with faculty and all students via English classes
- Put announcements on the Chap Recap on how students deal with stress
- Shared articles and research across the faculty
- Arranged for Margaret Dunlap with Challenge Success to speak to a wide span of faculty and parents across the district when she comes in February
- Worked with the faculty to assist all teachers in developing surveys for their students to gain feedback on what engaged students academically
- Adjusted the content and formats of our freshman transition presentations as well as our sophomore conferences
- Created and implemented the Course Hours sheet and Time Management form