



*Parent Survey Data | Fall 2018

Challenge Success/HRS Survey history:

We conducted a student survey of grades 3-12 in the spring of 2016.

The parent survey included grades 4-12 in the Fall of 2018.

A second student survey is scheduled for Fall of 2019.

This presentation is organized in two parts:

- 1) UPPER (9th-12th grade parents)
- 2) LOWER & MIDDLE SCHOOL (4th-8th grade parents)

Challenges Success's Mission:

Challenge Success is a Stanford-based research organization that seeks to help schools and families develop alternative success models to align with research on healthy child development. Head-Royce has partnered with Challenge Success in an effort to commit to and sustain a culture of balance and well-being for adults and students in our community. We want all constituents to be explicitly taught strategies to promote emotional and physical well-being, as well as skills to cope with stress and worry. We seek to utilize time in ways that support our goals concerning wellness and expectations, and to advocate for the value of P.D.F. (play time, down time, family time) with all constituents. Mindfully addressing expectations and personal goals, we strive to broaden the definition of success by championing learning and mastery, while shifting emphasis away from grades and performance. We seek to reduce stress and worry while promoting deep understanding, engagement, and academic excellence.

** Please note that when we use the term "parent," we are referring to a child's primary caregiver who completed the survey; this person may be a parent or a guardian.*

What do Upper School parents say?

The parent survey was conducted over several weeks in the fall of 2018. Challenge Success researchers created the survey and analyzed the data as part of a pilot program to create a comprehensive measure that could be compared to the student survey data.

66% of Upper School parents took the survey.

The most responses came from parents of juniors; the least, from parents of seniors. Respondents' students identified ~3:2 female to male, and 75% of the respondents are mothers of students. 50% of the Upper School responses came from families whose students identify as white, which overrepresents white students in the survey compared to the overall demographics of the Upper School.

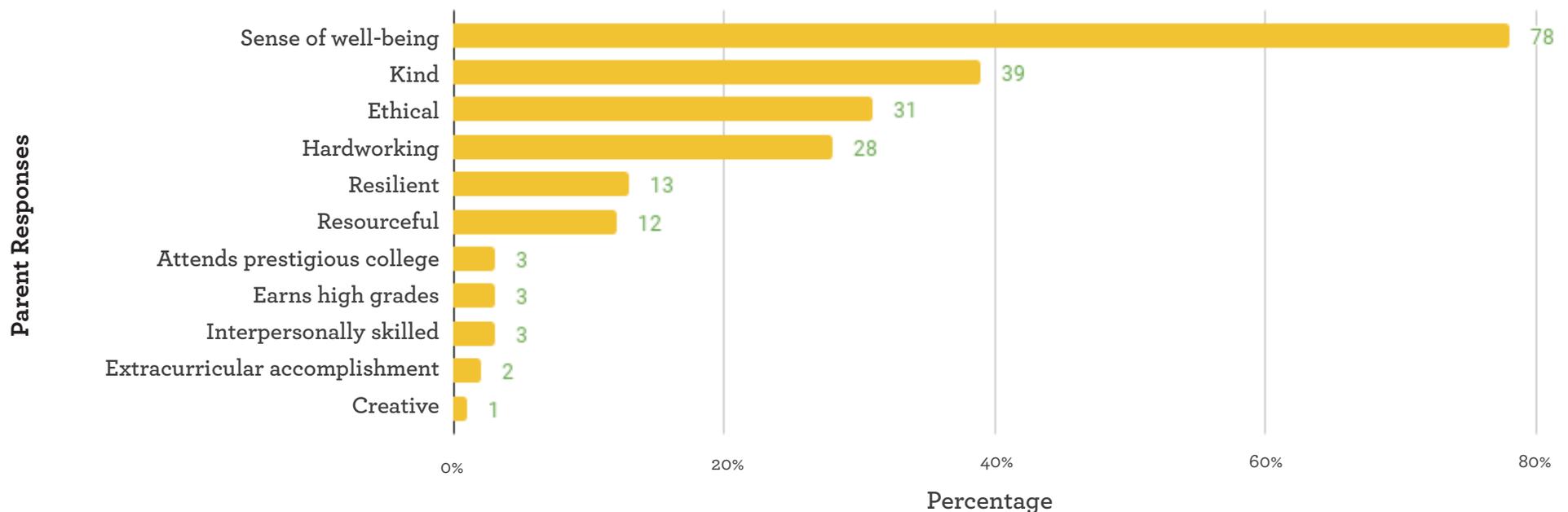
What does the parent community consider as a successful outcome for students?

Survey data shows that well-being and character (including hard work, resilience, resourcefulness) rank above performance attributes.

This suggests that as a community, parents want to keep character at the forefront as we nurture and cultivate student development.

PARENTS PRIORITIZE “WELL-BEING” AND CHARACTER AS SUCCESSFUL OUTCOMES FOR STUDENTS.

Frequency of #1 ranking of attributes of success

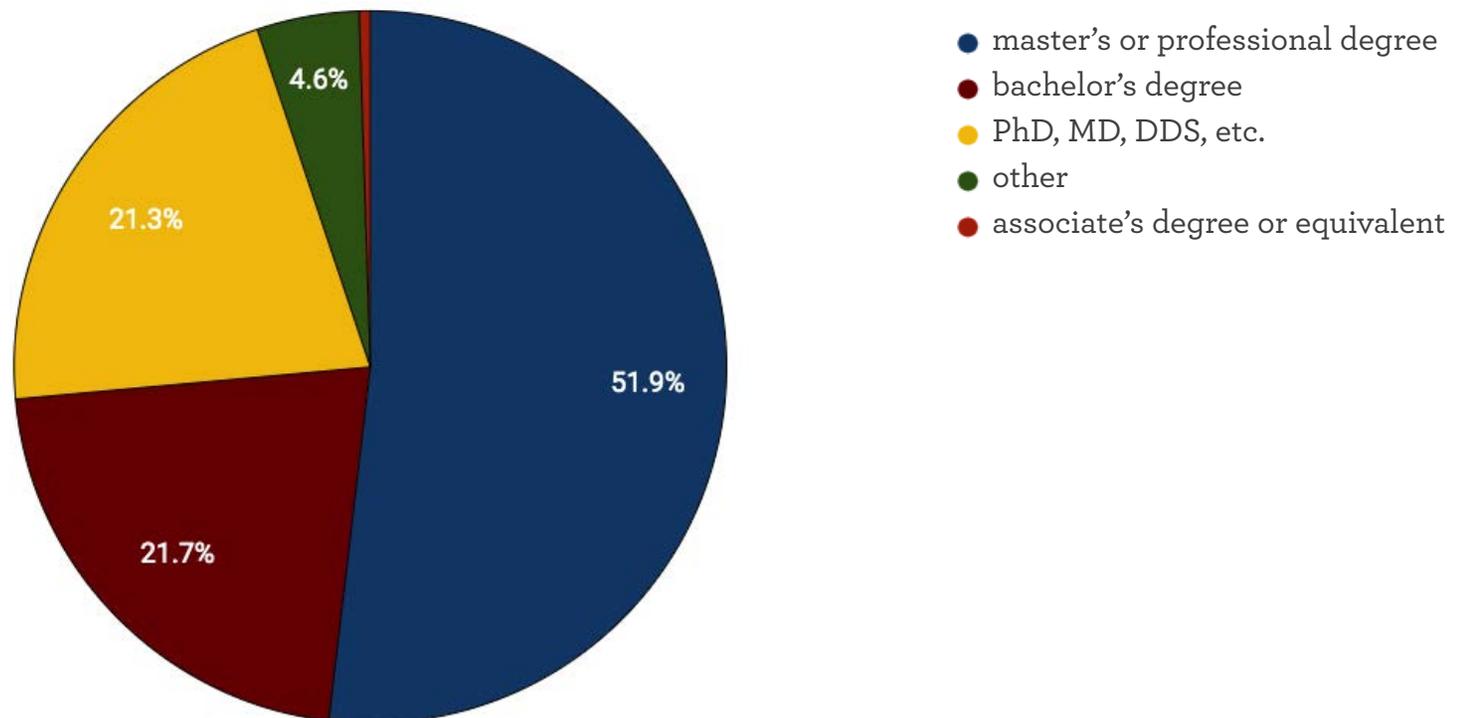


Parents also have high expectations for educational degrees:

73.2% of parents expect their student to earn an advanced degree. 62% of parents report that they “set very high expectations for my child” (12% even higher than their student’s own expectations) and 53% report that they “expect excellence in school.”

PARENTS ALSO HAVE HIGH ACADEMIC EXPECTATIONS FOR THEIR STUDENTS.

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



Upper School Parents report that our school is both strenuous and supportive:

“Challenging or “Rigorous” = 43%

“Caring and Welcoming” = 41%

The 2016 student survey also reported that students feel very connected to their teachers and know they are cared for. Teacher care and support was one of the differentiating elements of our community. Our numbers were notably higher than other peer schools.

UPPER SCHOOL PARENTS REPORT THAT OUR SCHOOL IS BOTH STRENUOUS AND SUPPORTIVE.



Upper School parents report a significant amount of stress and worry about their student's stress and worry, particularly anxiety.

PARENTS ARE MOST WORRIED ABOUT THE BALANCE AND WELL-BEING OF THEIR STUDENT IN RELATIONSHIP TO SCHOOL.



Parents report that students worry about school-related work “often” to “always” as follows:

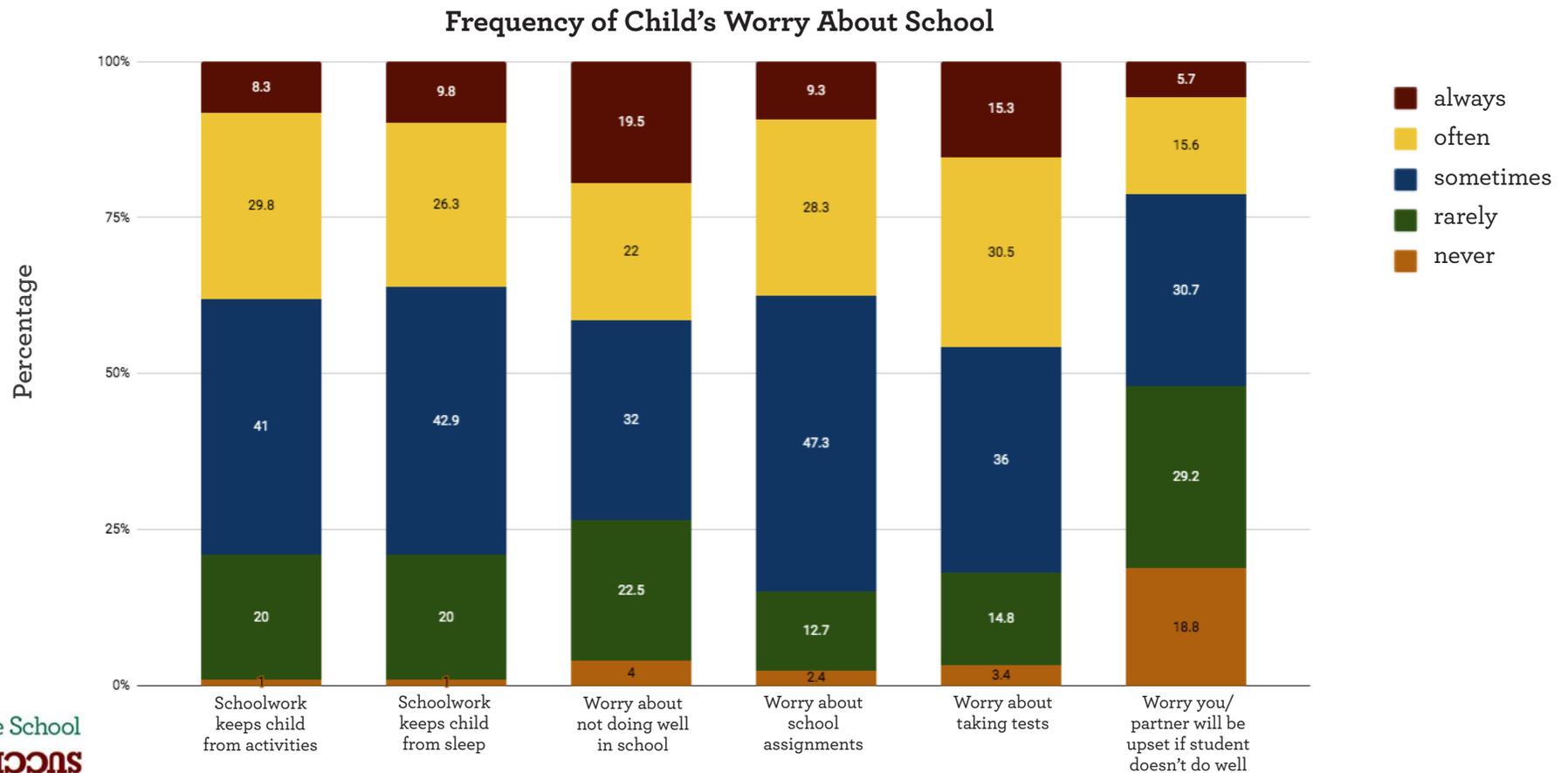
73.5% Say their student worries about doing well in school

85% Say their student worries about assignments

82% say their student worries about taking tests

In the student survey from the Spring 2016, 80% of students also report being “often” or “always” stressed by schoolwork.

PARENTS SEE THAT THEIR STUDENTS WORRY ABOUT SCHOOL.



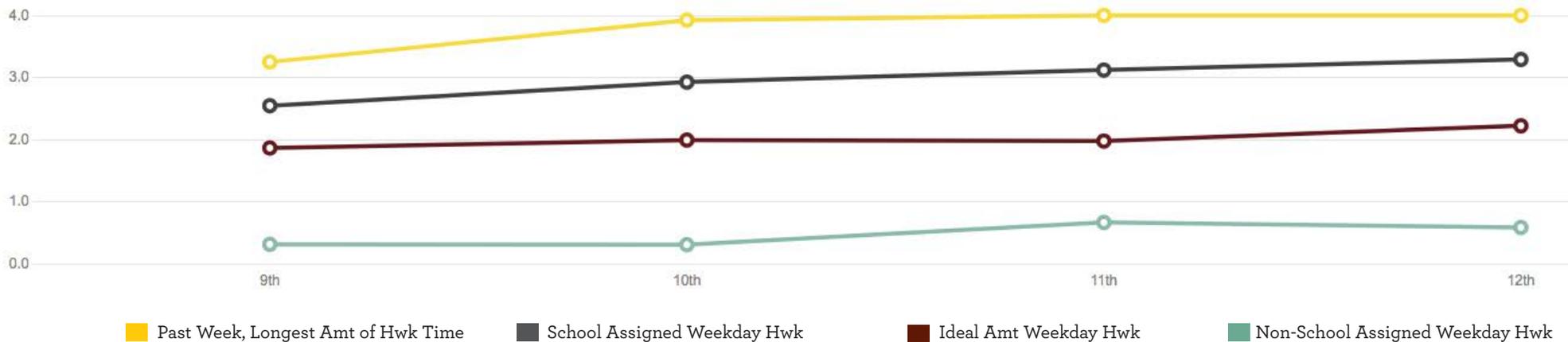
Students typically have three hours of homework a night, and that is about an hour over what parents estimate to be the ideal amount of homework (approx two hours).

This data aligns with what students reported in 2016. However, current Upper School students, with whom this data was reviewed, believe that three-four hours every night is an overestimation.

They note that the homework hours vary significantly by night/week/time of year...as well by the level of interest and efficiency of the student. Nevertheless, there is clearly a significant and steady amount of homework assigned. Teachers can scrutinize their assignments to make sure that homework encourages hard work, not busy work.

PARENTS REPORT A SIGNIFICANT AND STEADY AMOUNT OF HOMEWORK.

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



*Homework can tax both students and families.
Students in the Upper School are stressed about it, and so are their parents:*

44% of parents feel their students have too much homework
58% of students feel they have too much homework

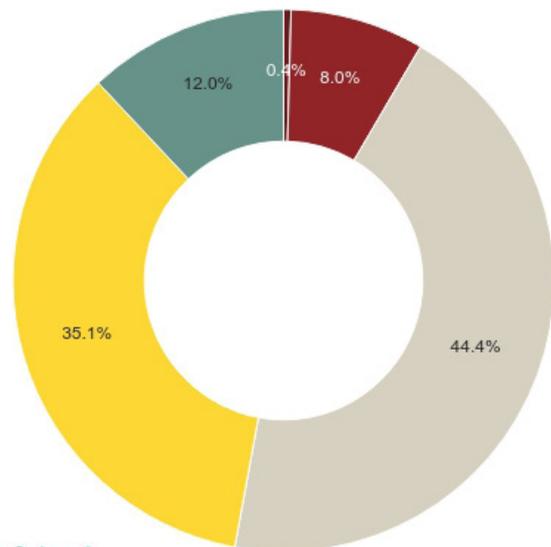
82% of parents report that their children multitask when working on homework
41% of parents report that their children received paid tutoring for schoolwork in the past year

Also interesting is the degree of involvement that Upper School parents report:

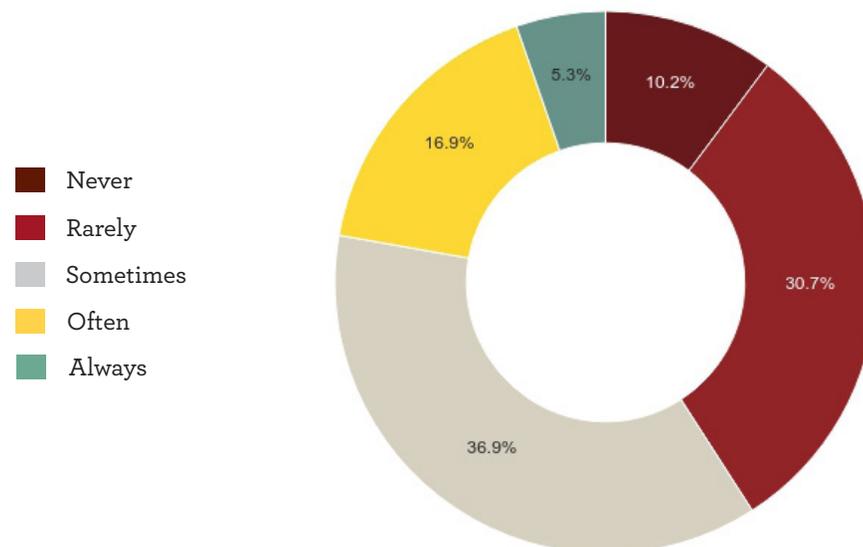
65% of parents report always checking for completeness
58% of parents report always checking for quality

HOMEWORK CAN BE STRESSFUL FOR BOTH STUDENTS AND PARENTS.

How often child stressed about homework?



How often parents stressed about homework?

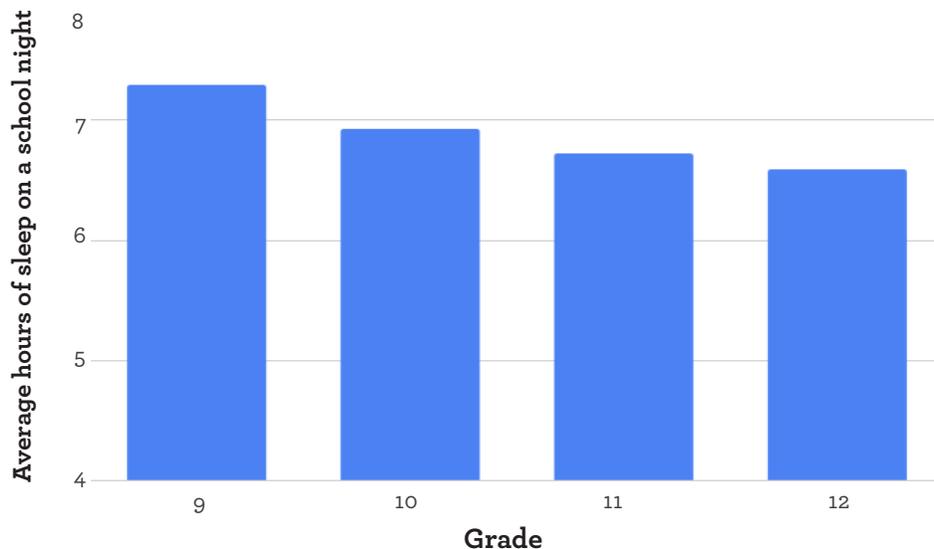


Parents overestimate their child's sleep by approximately 1 hour--at least when compared to student data reported in the spring of 2016.

One question is whether parents are actually aware of what time their student goes to sleep vs. goes to bed. For example, 61% of parents reported that students keep their phones in the bedroom at night. Technology use may be one factor behind the reporting discrepancy. In examining HRS parent data relative to the full data set of survey responses from parents in other peer schools, HRS parents report that our students are getting more sleep (7.9 vs 7.6 hours per night) and fewer HRS families allow students to keep phone in the bedroom at night (61% vs 67%). Note, however, that the sample size of peer schools in this survey pool is relatively small, as Challenge Success is piloting the survey with plans for a more extensive roll out in the future.

PARENTS OVERESTIMATE THEIR CHILD'S AMOUNT OF SLEEP BY ~ 1 HOUR.

In the spring 2016 student survey, students reported <7 hours of sleep on an average school night:



This fall, parents reported:

Child's average hours of sleep on a typical school night:

7.9

Recommended hours of sleep for adolescents:

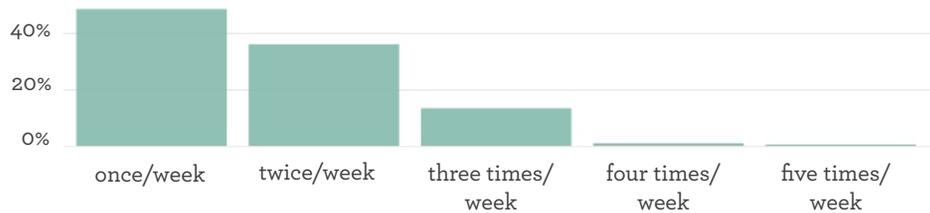
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Parents report that in addition to schoolwork, students are doing many hours of extracurriculars like sports, visual arts and service.

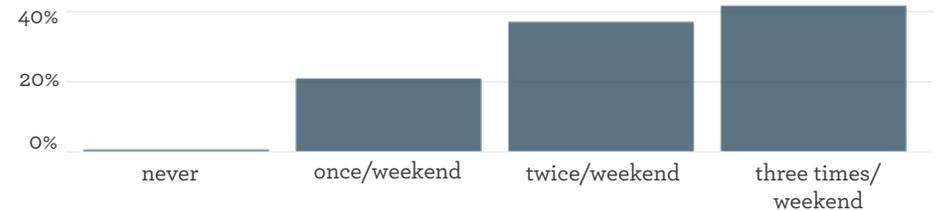
Everyone is busy and this is reflected in the data about family time:
15% of families eat a meal together three or more times during the week

FAMILIES ARE BUSY AND IT IS HARD TO CARVE OUT TOGETHER TIME.

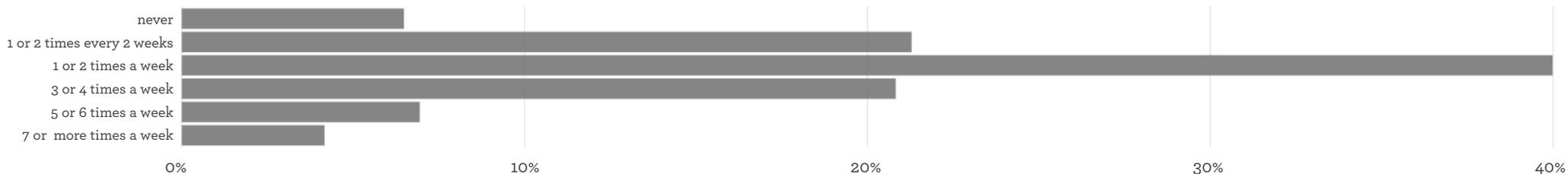
How many times do you eat a meal together as a family during the weekdays?



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



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



PARENTS MONITOR TECH PRODUCTS AND MEDIA CONSUMPTION MORE THAN TRAFFIC AND CONTENT.

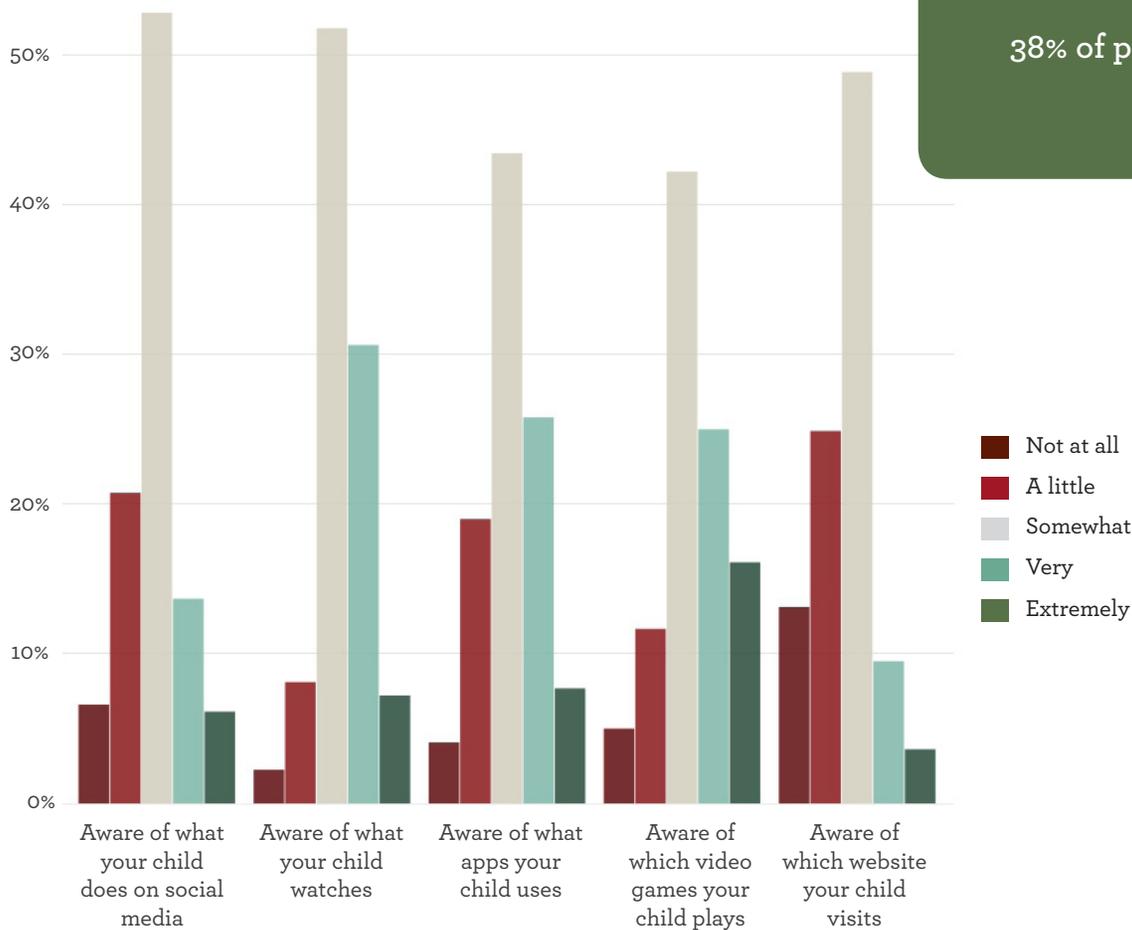
Parents believe that technology use should be normed:

- 96% of families have norms around technology use
- 82% of families do not permit technology at dinner
- 39% enforce a “no phone in the bedroom” policy when going to bed
- 60% of parents require students to get permission to buy media
- 28% of parents limit screen time on weekdays

It is less common for parents to track traffic the use of technology and media in terms of content:

- 27% of parents report being “not at all” or “a little aware” of what their child does on social media
- 38% of parents report being “not at all” or “a little aware” of what websites their child visits

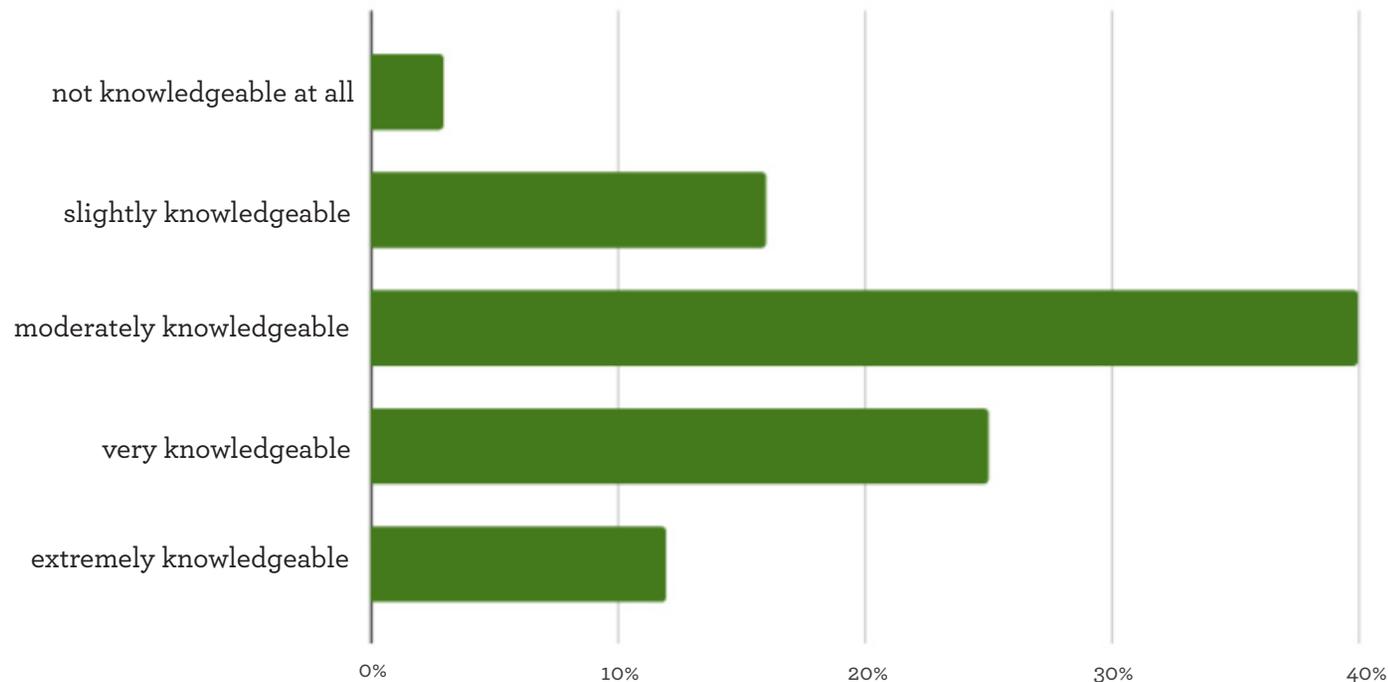
To what extent are parents aware of the following?



The conversation about college starts early, but the school's outreach and information is targeted to strategic topics at specific grade levels. 38% of parents feel "very" or "extremely" knowledgeable about the college process.

35% of 12th grade parents "often" or "always" discuss plans for college with their child while 14% of 9th grade parents "often" or "always" have the same discussions.

PARENTS FEEL FAIRLY KNOWLEDGEABLE ABOUT THE COLLEGE PROCESS.



College is a source of worry to parents, particularly their student's well-being in college:

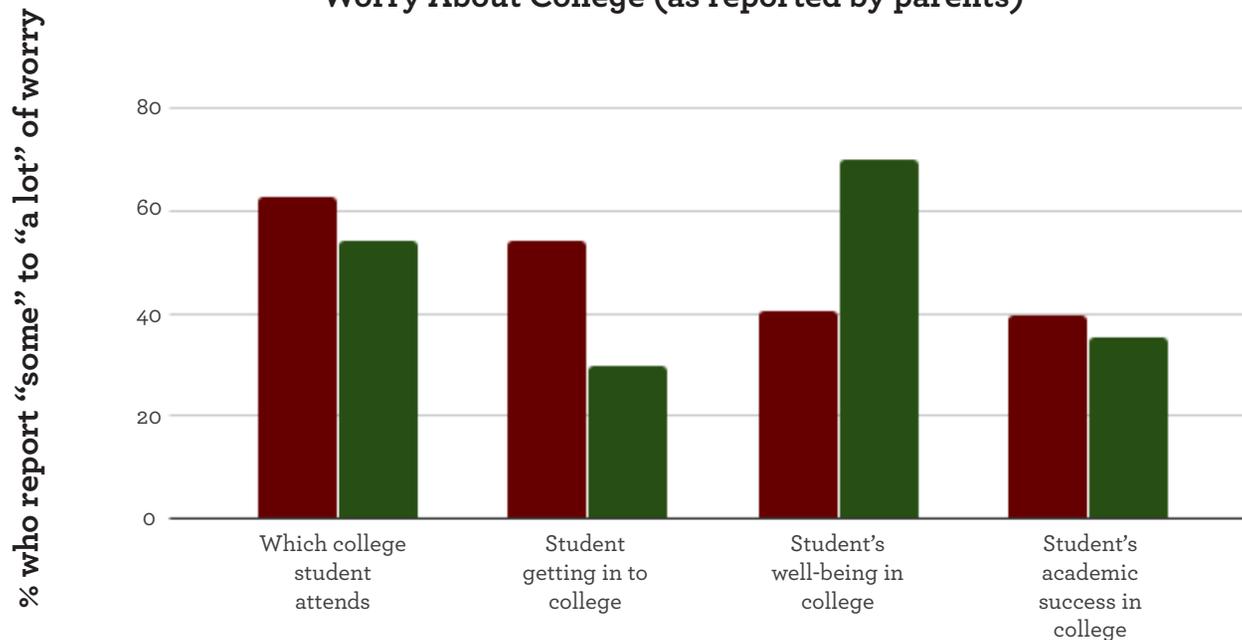
22% of parents worry "quite a bit" or "a lot" about which college their student attends

39% of parents worry about student's well-being "quite a bit" or "a lot" in college

While only 8.8% of parents worry "quite a bit" and 1.5% worry "a lot" about their student's academic success in college.

COLLEGE IS AN ADMITTED SOURCE OF WORRY.

Worry About College (as reported by parents)

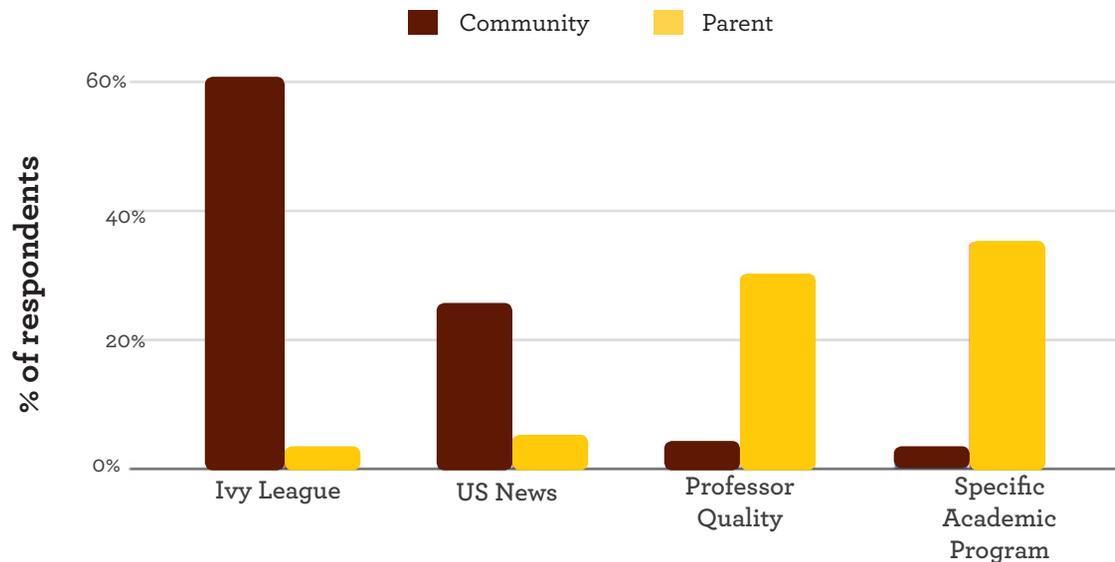


Parents report that they value professor quality and specific academic programs for their students in college, but also note that the community significantly values “Ivy League” and “rankings” above these and other attributes.

This suggests an opportunity to change culture: If the majority of individuals in this survey do not believe that “selectivity” is critically important, and individuals make up a community, then we can shift the conversation. It is important to combat the flawed logic that there are only a few colleges worth attending. Such a scarcity mindset underpins the toxic college admissions race and undermines student well-being and authentic engagement. (See slide deck from the 1/23 CCO/Challenge Success Fireside Chat: The Path To College--what really matters?)

The recently released report, *Turning the Tide II: How Parents and High Schools Can Cultivate Ethical Character and Reduce Distress in The College Admissions Process* identifies the following strategies in the college process: keeping the focus on your teen, utilizing the admissions process as an opportunity for ethical education, and advocating for elevating ethical character and reducing achievement-related distress. These recommendations are consistent with our CS Parent Survey Data that ranks “well-being” and character as the most important indicators of a successful outcome.

THERE IS DISCREPANCY BETWEEN WHAT PARENTS SAY THEY VALUE RE: COLLEGES AND WHAT THEY THINK OTHERS AROUND THEM VALUE.



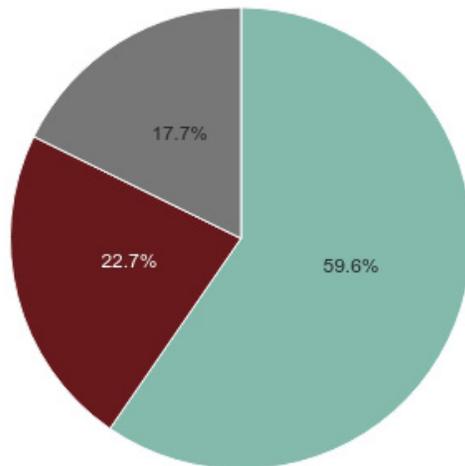
School initiatives around balance and well-being are not universally known.

There is an opportunity to share information and partner with parents on efforts to improve student well-being. In addition to what parents note as “work the school is doing,” the Head Royce Challenge Success website is a good source of information for research, presentations and program initiatives.

Visit: (<https://www.headroyce.org/community/challenge-success>)

WHAT ARE THE SCHOOL'S INITIATIVES TO IMPROVE STUDENT WELL-BEING?

Nearly 60% of parents are aware of what the school is doing to improve student well-being



Yes No Not sure

Parents also identified the following initiatives as work the school is doing to improve student well-being:

- Academic Advising to avoid overload
- H-Blocks and Free Periods
- College Counseling about “fit over rankings”
- Discussions about making HW more meaningful
- Challenge Success Student Club
- Parent Education events and discussions
- Strategic Plan goals specifically addressing Balance & Wellness

What do Lower & Middle School parents say?

65% of 4th-8th grade parents took the survey.

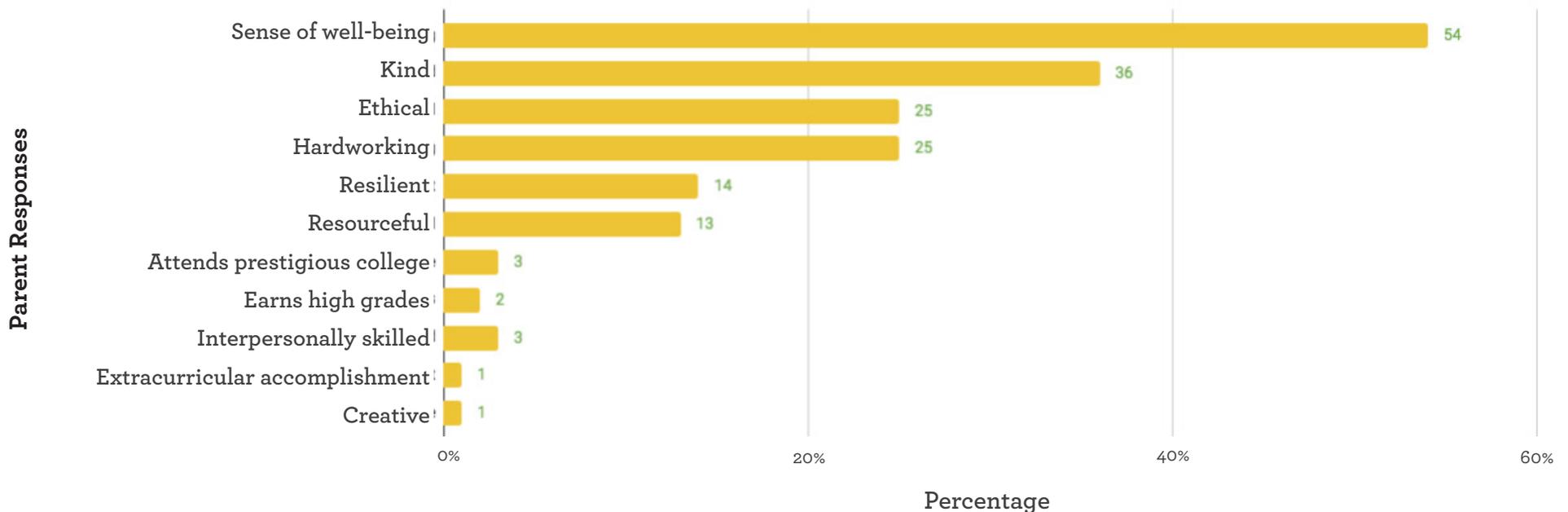
The most responses came from 7th grade parents (31% of the total); the least were 4th and 5th grade parents (each representing approximately 10% of responses). Responses represented nearly exactly half female and half male-identified students, and 75% of the respondents are mothers of students. 49% of the Upper School responses came from families whose students identify as white which slightly over-represents those students compared to the number of white students overall in grades 4th-8th.

What does the parent community consider as a successful outcome for students?

Survey data shows that well-being and character (including hard work, resilience, resourcefulness) rank above performance attributes. This suggests that as a community, parents want to keep character at the forefront as we nurture and cultivate student development. You may have noticed the Upper School parents gave the exact same order for their list.

LS/MS PARENTS PRIORITIZE “WELL-BEING” AND CHARACTER AS SUCCESSFUL OUTCOMES FOR STUDENTS.

Frequency of #1 ranking of attributes of success

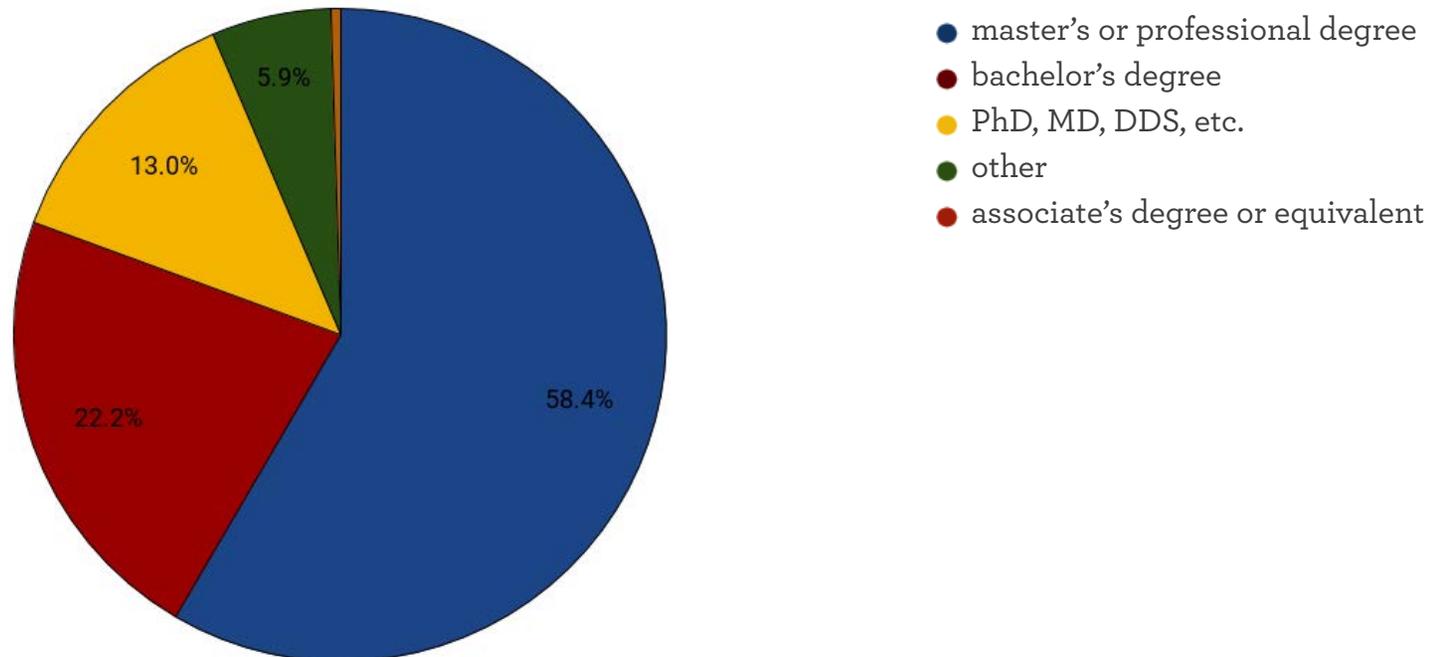


Parents also have high expectations for educational degrees:

71.4% of parents expect their student to earn an advanced degree. 61% of parents report that they “set very high expectations for my child” (21% even higher than their student’s own expectations) and 62% report that they “expect excellence in school.” Note these numbers are on par with, if not higher than, Upper School parent responses for this question. 15% of LS/MS parents report “often” or “always” discussion plans for college and 5% of parents “often” or “always” discuss getting into college.

MS/LS PARENTS HAVE HIGH ACADEMIC EXPECTATIONS FOR THEIR STUDENTS.

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



The American Pediatrics Association recommends 9-12 hours of sleep for 6-12 year olds and 8-10 hours per night for teenagers.

The average hours of sleep for an Upper School student on a typical school night is 7.9 hours.

**FOR THE MOST PART,
OUR STUDENTS ARE GETTING ENOUGH SLEEP.**

4th & 5th Grades

Child's average sleep on a typical school night:

9.7

Recommended Sleep for Adolescents

9

6th & 8th Grades

Child's average sleep on a typical school night:

8.8

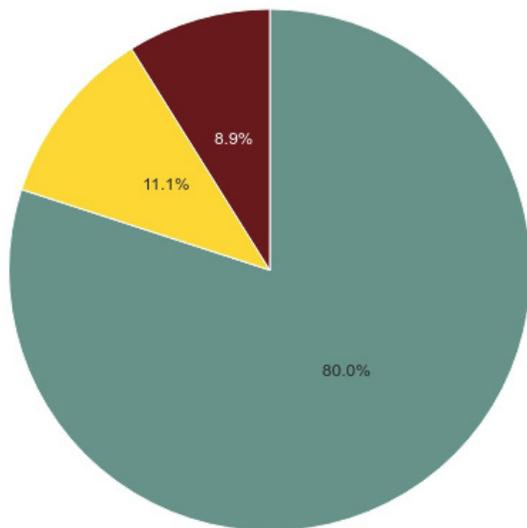
Recommended Sleep for Adolescents

9

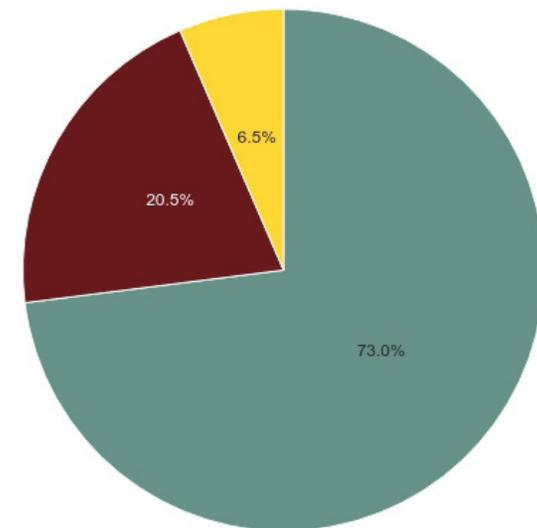
In recent years teachers have focused on keeping homework meaningful and purposeful while considering the overall load for a student.

PARENTS THINK THE HOMEWORK LOAD IS MOSTLY “JUST RIGHT.”

4th & 5th Grade
How much homework?



6th-8th Grade
How much homework?



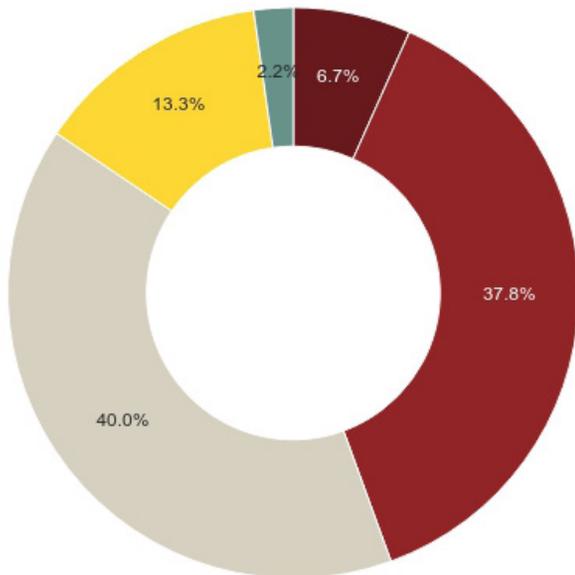
■ Too much
■ Too Little
■ Just right

Parents report that their children in grades 4-5 have 0.75 hours of homework per weeknight.

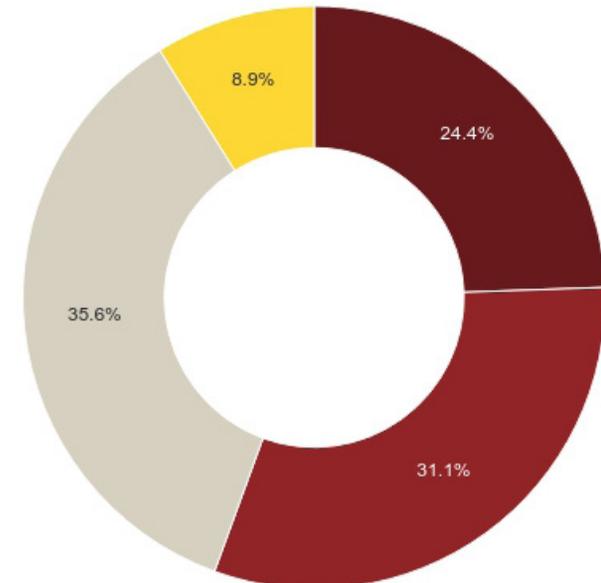
In 2016, students reported doing 0.92 hours and 16% of students in that survey reported that they felt they had too much homework. It is likely that since 2016, the homework load in grades 4-5 has been reduced because of the focus on inquiry and project based learning. Students have less nightly homework and more long-term projects to complete. Still, 21% of parents believe their student has too much homework and 58% report that their children multitask when working on homework. The most common forms of multitasking are eating a snack and listening to music.

78% OF 4TH/5TH GRADERS ARE SOMETIMES OR RARELY STRESSED ABOUT HOMEWORK.

How often child stressed about homework?



How often child stressed about homework?



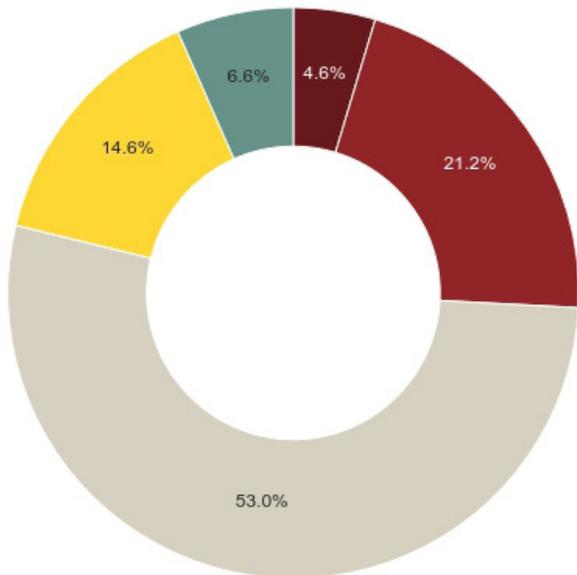
- Never
- Rarely
- Sometimes
- Often
- Always

Middle School parents report that their children do 1.5 hours of homework per weeknight.

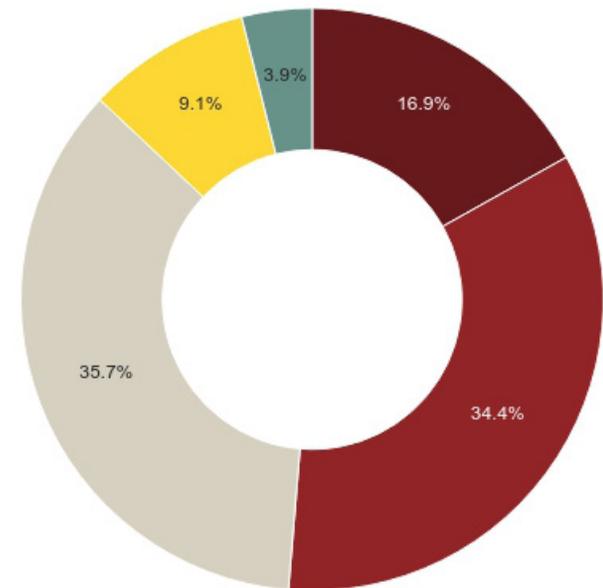
In the spring 2016 survey, MS students reported doing 2.06 hours of homework per weeknight, and 46% of MS students felt they had too much homework. The reduction in reported homework is likely due to no-homework Monday nights in the MS, as well as renewed focus on making homework effective and engaging, with an eye on total load.

A FEW MORE 6TH-8TH STUDENTS ARE “OFTEN” (15%) OR “ALWAYS” (7%) STRESSED ABOUT HOMEWORK.

How often child stressed about homework?



How often child stressed about homework?



- Never
- Rarely
- Sometimes
- Often
- Always

LS/MS PARENTS CAREFULLY MONITOR TECH USE AND MEDIA CONSUMPTION.

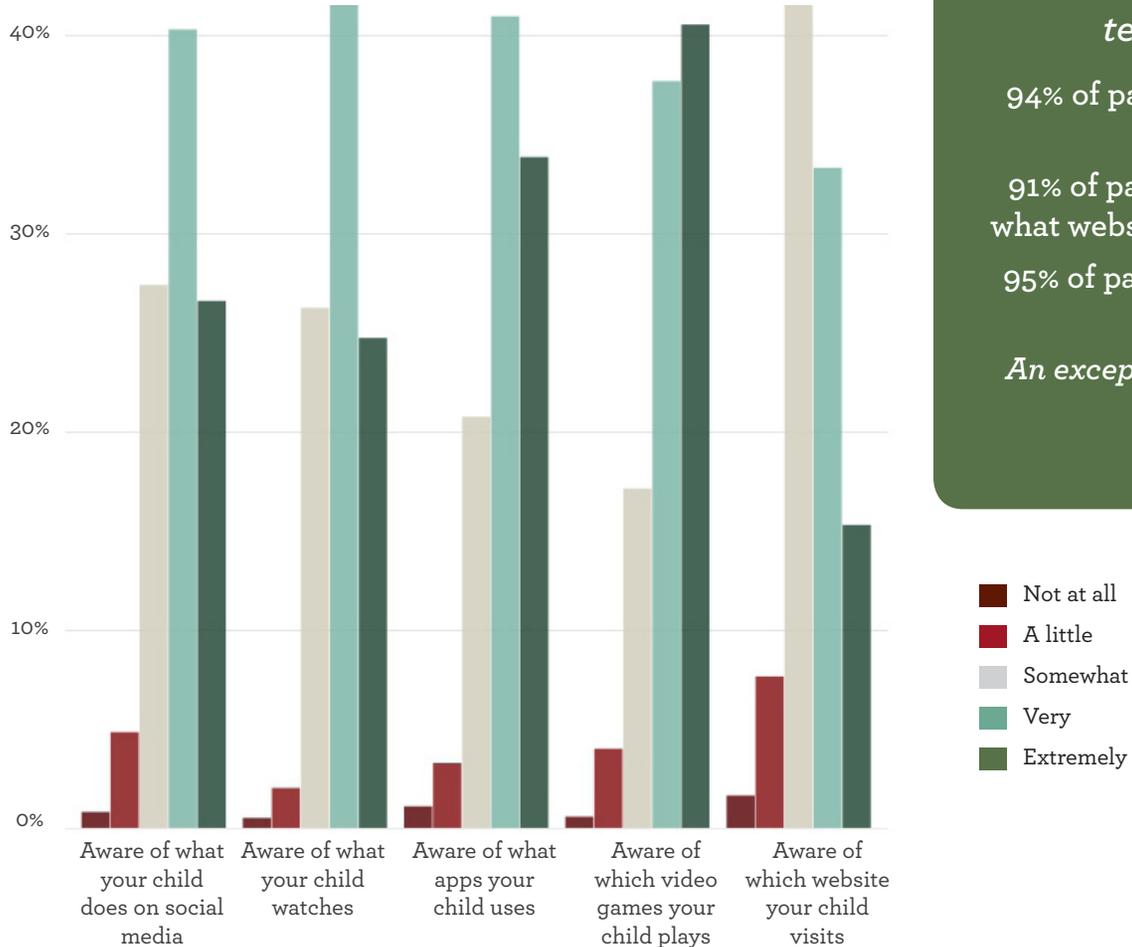
Parents believe that technology use should be normed:

- 98.5% of families have norms around technology use
- 81% of families do not permit technology at dinner
- 68% enforce a “no phone in the bedroom” policy when going to bed
- 34% enforce a “no phone in the bedroom” policy during the day
- 87% of parents require students to get permission to buy media
- 66% of parents limit screen time on weekdays

It is less common for parents to track the use of technology and media in terms of content:

- 94% of parents report being somewhat/very/extremely aware of what their child does on social media
- 91% of parents report being somewhat/very/extremely aware of what websites their child visits (compared to 34% in the Upper School)
- 95% of parents report being “very” or “extremely” aware of what video games their child plays
- An exception: 41% of parents report being “very” or “extremely” aware of what video games their child plays

To what extent are parents aware of the following?

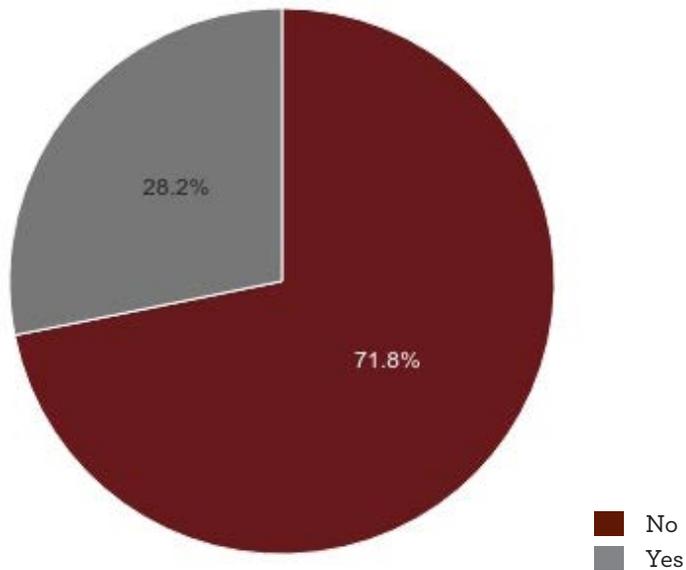


It is worth noting that the impetus comes more often from parent/child (77%) than from school (15.4%).

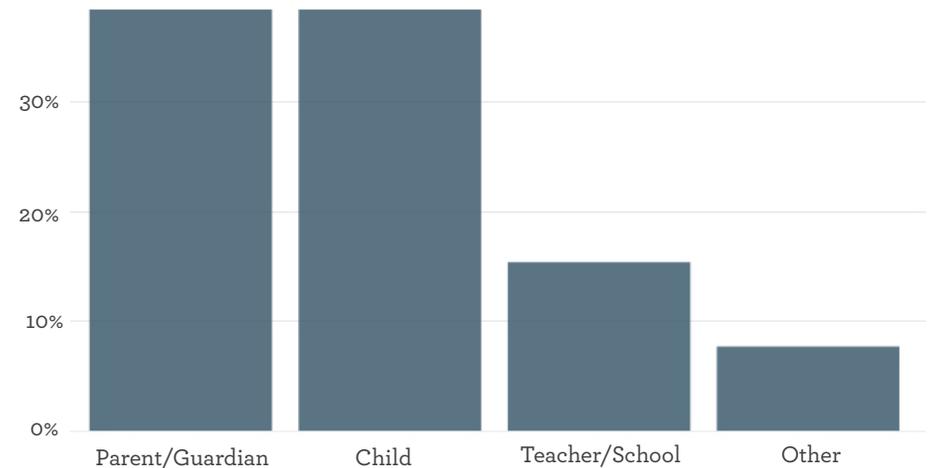
School may reflect some sanctioned tutoring designated in learning support plans. Note given the question (“...since starting MS”) we did not include LS data.

28% OF FAMILIES REPORT PAYING FOR OUTSIDE TUTORING SINCE STARTING MS.

Percent children received paid tutoring for schoolwork since starting MS



Who recommended tutoring?

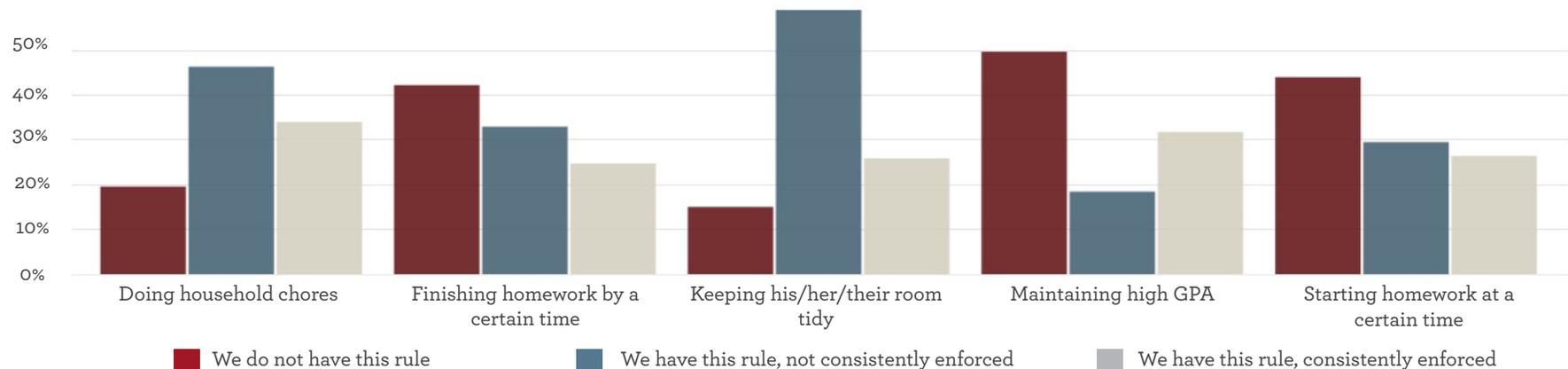


43% of parents report that their children “often” or “always” do chores around the house, while 23% of parents “often” or “always” excuse their child from doing chores because of schoolwork.

As can be expected, this last number is even higher in the Upper School (32%). A survey conducted by Braun Research found that 82% of adults reported doing chores as a child but only 28% were having their own children do household chores. Within the family system childhood chores have been shown to have a positive developmental impact on children of all ages. Survey data also shows that LS and MS families are busy. 14% of families eat a meal together 3 or more times during the week. 52% eat a meal together as a family 3 or more times on the weekend and 81% of parents do not allow phones at family dinners.

LS/MS FAMILIES COMMONLY SET HOUSE RULES AND AGREEMENTS, BUT REGULARLY BEND THEM BECAUSE OF SCHOOL WORK.

Family rules



How often does your child typically do chores around the house?



How often do you excuse your child from doing chores because of schoolwork?



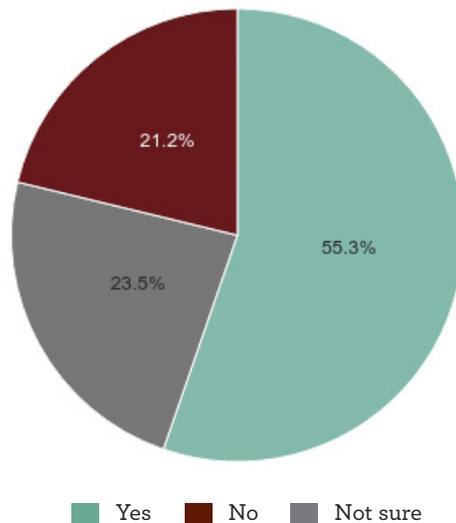
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WHAT ARE THE SCHOOL'S INITIATIVES TO IMPROVE STUDENT WELL-BEING?

Nearly 60% of LS/MS parents are aware of what the school is doing to improve student well-being



Parents also identified the following initiatives as work the school is doing to improve student well-being:

- Reduction in homework
- Health curriculum and social emotional toolkit
- Project-based learning
- Student advising and counseling
- Creation of Student Wellness and Support Dept
- Partnering with Challenge Success
- Parent education events and discussions
- Strategic Plan goals specifically addressing Balance & Wellness

OUR CALL TO ACTION: THE PARENT/SCHOOL PARTNERSHIP IS CRITICAL TO PROMOTING STUDENT ENGAGEMENT AND WELL-BEING.

The Strategic Plan's specific Balance and Wellness goals ensure that the school will sustain focus and look to make measurable progress in improving student well-being.

One key initiative is working closely with parents on this behalf.

In both the parent and student data --across divisions--Head Royce scored high on relationships.

Students feel they are known and cared for. Parents also characterize the school as “caring” as well as “challenging.” We have an opportunity to strike an even better balance between academic rigor and support, the two attributes that students and parent most associate with Head-Royce.

There is more work to be done to elevate character, encourage learning, and reduce achievement-related stress. Each division will be looking for targeted and developmentally appropriate ways to do so.

Finally, in the fall of 2019, Head Royce and Challenge Success will conduct another student survey so we can continue to track trends over time.