|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 1 | | | | | | | | | | |
| *Alpha Coefficients for Scaled Variables* | | | | | | | | | | |
|  | School 1 | | School 2 | | School 3 | | School 4 | | School 5 | |
|  | *n =* 330 | | *n =* 602 | | *n =* 849 | | *n =* 259 | | *n =* 156 | |
| Variables | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Depression | .78 | .81 | .85 | .81 | .80 | .84 | .85 | .84 | .83 | .88 |
| Anxiety | .79 | .83 | .84 | .86 | .86 | .84 | .92 | .86 | .85 | .83 |
| Concerns Heard | .87 | .77 | .89 | .86 | .86 | .85 | .90 | .85 | .85 | .86 |
| *Note. N* = 2,196 across all three schools included | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Supplementary Table 2a | | |
| *Coding Categories and Sample Items: Responses to “These days, what are you most worried about?”* | | |
| Category | Subcategory | Sample Item |
| **Academic**  **Workload** | Exams | * *Tests and quizzes because it is harder to prepare for an assessment when you can’t have a hands on experience with your teacher.* |
| Academic Performance | * *Being unsure of what my grades are and how I am being assessed.* |
| Assignments-Volume | * *- Overwhelming schoolwork. Especially in elective classes as I know I don't really have to take these classes.* |
| Assignments-General | * *Keeping on top of my work and keeping it up to the standards that I kept it at during regular schooling when my household is a high stress environment.* |
| Assignments-Timing | * *My teachers have really unrealistic due dates.* |
| School (Unspecified) | * *I'm not worried about too much, mostly just doing my day to day tasks at school.* |
| **Faculty**  **Flexibility** | Flexibility | * *Not meeting or understanding my teachers’ new expectations.* |
| Ethics / Cheating | * *I’m worried that other students are cheating on tests and it makes me look bad in comparison when I don’t.* |
| Grading Criteria | * *Motivating myself without grades.* |
| **Faculty**  **Support** | Communication | * *My teachers sending emails to my parents.* |
| Emotional Support | * *I am worried about maintaining my relationships with my friends and teachers.* |
| Academic Support | * *Not understanding something about online school and not knowing who to ask.* |
| **Family**  **Well-Being** | COVID-19 Health | * *I'm not really sure. I worry about my family because we all have very bad asthma, and most of my family lives in an area with a high rate of infection. I'm also worried about homeless people and people who only eat at school.* |
| Home Life / Family | * *Being in my house with my family. I don't normally spend a lot of time at home and being with my father in this environment has been very difficult for me. I am most worried about becoming an adult and developing bad habits.* |
| Financial Security | * *How my family is going to afford rent or when they will ever go back to work and my mental health.* |
| **Future /**  **College** | Future Uncertainty | * *Not getting back to normal in our daily lives soon. Falling behind in my athletics for university scholarships.* |
| College | * *Not being able to pay for college because my college fund is decreasing from the market crash.* |
| Economy | * *How the virus is gonna affect the economy and my life.* |
| **Peer Interactions** | | * *Not being able to see my friends. missing out on memories that I should be making with my friends.* |
| **Learning Efficacy** | | * *Classes seem so much more difficult now, and with all of this being online, I have no communication with others, the work is too difficult and it makes me even more anxious and depressed because I am not achieving what I want to.* |
| **Structure / Schedule** | | * *Trying to balance school with life so that I don't get overwhelmed. Trying to adapt how I work to this new environment.* |
| **Activities, Athletics, Events** | | * *The end of my senior year being cancelled and what the future will be like now.* |

|  |  |  |
| --- | --- | --- |
| Supplementary Table 2b | | |
| *Coding Categories and Sample Items: Responses to “In thinking about your school experience, what could your teachers/faculty be doing to improve things for you?”* | | |
| Category | Subcategory | Sample Item |
| **Academic**  **Workload** | Exams | * *Posting some sort of sheet with all of the items we will need to know for AP exams.* |
| Academic Performance | * *I wish some teachers would provide more chances to raise our grades during these weeks of online learning to counteract any dips that may have occurred during the stressful time before spring break or the first couple of weeks of adjusting.* |
| Assignments-Volume | * *Well, I think something obvious but controversial would be to cut back on our homework. I know that at first glance that sounds like I just want to be off doing other things like socializing and getting into trouble. However, socializing is important and I have found that oftentimes homework goes way beyond reaffirming learning and just functions as busywork.* |
| Assignments-General | * *Less major projects with online school, it's hard to work together on a project even with breakout rooms, etc.* |
| Assignments-Timing | * *Teachers could work on distributing the workload more evenly as well as being open to new questions and ideas from students.* |
| School (Unspecified) | * *End the school year.* |
| **Faculty**  **Flexibility** | Flexibility | * *Asking a little less of us. This is difficult anyway so not asking us to go out and get supplies (for art), or giving us more time to complete assignments, and maybe giving us a little more time to sign on to class because technology doesn’t always work.* |
| Ethics / Cheating | * *Have open note quizzes and test so that I don't fall behind from people that are cheating.* |
| Grading Criteria | * *Being more clear on how assignments are graded. Homework, quiz, test, just for completion, etc.* |
| **Faculty**  **Support** | Communication | * *Be more clear on how we're supposed to approach them.* |
| Emotional Support | * *Just support us, focus less on assigning things and more on just doing work in class, I should be helping my family through this tough time and not worrying about completing homework.* |
| Academic Support | * *More clear dates on assignments and a universal place to check and turn in all homework.* |
| **Family**  **Well-Being** | COVID-19 Health | * *Virtual learning for next school year so that we stay safe.* |
| Home Life / Family | * *I think the school experience has been fine, maybe less homework? Now that my family is all home, I'd like to spend time with them.* |
| Financial Security | * *Teach me how to do taxes and budgeting with a given salary.* |
| **Future /**  **College** | Future Uncertainty | * *Tell us what the plans are for next school year.* |
| College | * *The school needs to relax about all the college prep stuff they make us do. most of it is unimportant and just stresses us out.* |
| Economy | * n/a |
| **Peer Interactions** | | * *I think the teachers and faculty should let us do more class discussions and group work to make up for the social border to increase positivity and motivation in the students.* |
| **Learning Efficacy** | | * *To understand that we do not have all the available tools to perform the task that they might want to us to complete.* |
| **Structure / Schedule** | | * *Some classes don't follow the rules about class time and have multiple classes in a row that are an hour long.* |
| **Activities, Athletics, Events** | | * *I think it would be nice to have more contests to make everything feel more normal.* |

|  |  |  |
| --- | --- | --- |
| Supplementary Table 2c | | |
| *Coding Categories and Sample Items: Responses to: “What are things that your school is doing well to support your overall school experience and well-being?”* | | |
| Category | Subcategory | Sample Item |
| **Academic**  **Workload** | Exams | * *They removed Final Exams, classes are shorter and teacher assignment are explained better.* |
| Academic Performance | * *Teachers that are giving more opportunities to raise grades have been a huge help.* |
| Assignments -Volume | * *I think teachers have been able to lighten the workload and have made it easier for a lot of students.* |
| Assignments-General | * *I have fun projects assigned that distract me from what's going on right now.* |
| Assignments-Timing | * *They are very good at communicating assignments and due dates and allowing me and my classmates ample time to complete them.* |
| School (Unspecified) | * *The school has a nice campus that provides places for relaxation to clear my head.* |
| **Faculty**  **Flexibility** | Flexibility | * *I feel that most of my teachers have done a great job being very understanding and patient about the circumstances we are currently in.* |
| Ethics / Cheating | * *I really like that they switched to a pass fail system, it takes the pressure off a lot and also prevents cheating.* |
| Grading Criteria | * *Most of my teachers have gone out of their way or changed their grading system to accommodate for online school. My science class is now open note and my math teacher has moved to only giving quizzes.* |
| **Faculty**  **Support** | Communication | * *Communicating with the students as much as possible, doing anonymous surveys.* |
| Emotional Support | * *A lot of my teachers have taken an active interest in keeping their student's mental health and wellness up, so they check in often to see how people are doing and have provided links/resources to help people unwind/de-stress.* |
| Academic Support | * *I think that the teachers are always there to help if you don't understand certain material.* |
| **Family**  **Well-Being** | COVID-19 Health | * *I feel like my school is making me feel more comfortable and safe. Also, they provide fitness exercises.* |
| Home Life / Family | * *Flexibility regarding other household responsibilities like caring for siblings* |
| Financial Security | * *Refunding part of tuition.* |
| **Future /**  **College** | Future Uncertainty | * *Reassuring me that things will be okay, even when we do go back to school it won’t be overwhelming. There will be a process that we will be able to handle. We won’t be bombarded with work and we will glide back into a normal school schedule.* |
| College | * *Especially the college counselors are making it known that they are open to help, and my messages about receiving new contacts for students in college I can talk to are being addressed.* |
| Economy | * n/a |
| **Peer Interactions** | | * *Sometimes we go on the cameras and we can see the people that we would be in school with.* |
| **Learning Efficacy** | | * *Some teachers have been adapting their teaching style which has been very helpful. I enjoy that some teachers aren't having traditional assessments.* |
| **Structure / Schedule** | | * *I like the new schedule of how teachers are not supposed to give as much work in one sitting. I also think our school has maintained its normalcy in the fact we must go to school during certain hours. School helps me set a routine for myself and be more productive.* |
| **Activities, Athletics, Events** | | * *The school is trying to just postpone events like graduation so that we don't completely miss out on them, and that is nice of them.* |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 3 | | | | | | | | | | |
| *Correlations Among All Study Variables by Gender for School 1* | | | | | | | | | | |
| Measure | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. Depression | - | .61\*\* | -.13 | -.17\* | -.29\*\* | -.34\*\* | -.12 | -.31\*\* | .35\*\* | -.32\*\* |
| 2. Anxiety | .62\*\* | - | -.07 | -.15 | -.21\*\* | -.24\*\* | -.01 | -.14 | .26\*\* | -.24\*\* |
| 3. Learning Ability | -.18\* | -.08 | - | .41\*\* | .09 | .24\*\* | .10 | -.06 | .18\* | .28\*\* |
| 4. Learning Focus | -.20\* | -.10 | .32\*\* | - | .23\*\* | .19\* | .07 | .07 | .07 | .17\* |
| 5. Time for Fun | -.14 | -.07 | .25\*\* | .21\* | - | .17\* | .09 | .19\* | -.12 | .08 |
| 6. Sharing w/Adults | -.02 | -.03 | .19\* | .11 | .04 | - | .23\*\* | .16\* | -.13 | .43\*\* |
| 7. Sharing w/Friends | -.01 | -.07 | .04 | -.02 | -.04 | .31\*\* | - | .09 | -.05 | .21\*\* |
| 8. Parent Support | -.42\*\* | -.18\* | .16 | .22\*\* | .11 | .06 | 0 | - | -.61\*\* | .13 |
| 9. Parent Stress | .41\*\* | .28\*\* | -.15 | -.22\*\* | -.08 | -.05 | .07 | -.59\*\* | - | -.09 |
| 10. Concerns Heard | -.17\* | -.15 | .15 | .33\*\* | .08 | .29\*\* | .04 | .24\*\* | -.12 | - |
| *Note. n =* 143 for boys and 166 for girls. \**p* < .05, \*\**p* < .01 | | | | | | | | | | |
| *Boys = bottom left of diagonal; Girls = top right of diagonal.* Shaded boxes with matching borders represent pairs of correlations between | | | | | | | | | | |
| conceptually related constructs. | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 4 | | | | | | | | | | |
| *Correlations Among All Study Variables by Gender for School 2* | | | | | | | | | | |
| Measure | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. Depression | - | .60\*\* | -.20\*\* | -.24\*\* | -.22\*\* | -.14\* | -.22\*\* | -.38\*\* | .30\*\* | -.19\*\* |
| 2. Anxiety | .73\*\* | - | -.24\*\* | -.17\*\* | -.34\*\* | -.17\*\* | -.08 | -.30\*\* | .35\*\* | -.18\*\* |
| 3. Learning Ability | -.19\*\* | -.25\*\* | - | .53\*\* | .25\*\* | .18\*\* | 0.11 | .21\*\* | -.18\*\* | .31\*\* |
| 4. Learning Focus | -.24\*\* | -.30\*\* | .59\*\* | - | .15\* | .20\*\* | .01 | .22\*\* | -.09 | .34\*\* |
| 5. Time for Fun | -.23\*\* | -.28\*\* | .25\*\* | .27\*\* | - | .19\*\* | .14\* | .20\*\* | -.17\*\* | .19\*\* |
| 6. Sharing w/Adults | -.21\*\* | -.25\*\* | .30\*\* | .29\*\* | .23\*\* | - | .15\*\* | .14\* | -.16\*\* | .36\*\* |
| 7. Sharing w/Friends | -.24\*\* | -.22\*\* | .07 | .05 | .09 | .38\*\* | - | .08 | -.10 | .11 |
| 8. Parent Support | -.42\*\* | -.38\*\* | .20\*\* | .25\*\* | .20\*\* | .26\*\* | .21\*\* | - | -.58\*\* | .23\*\* |
| 9. Parent Stress | .46\*\* | .46\*\* | -.21\*\* | -.30\*\* | -.22\*\* | -.26\*\* | -.11 | -.56\*\* | - | -.25\*\* |
| 10. Concerns Heard | -.23\*\* | -.26\*\* | .39\*\* | .39\*\* | .19\*\* | .48\*\* | .24\*\* | .32\*\* | -.25\*\* | - |
| *Note. n =* 303 for boys and 286 for girls. \**p* < .05, \*\**p* < .01 | | | | | | | | | | |
| *Boys = bottom left of diagonal; Girls = top right of diagonal.* Shaded boxes with matching borders represent pairs of correlations between | | | | | | | | | | |
| conceptually related constructs. | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 5 | | | | | | | | | | |
| *Correlations Among All Study Variables by Gender for School 3* | | | | | | | | | | |
| Measure | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. Depression | - | .61\*\* | -.22\*\* | -.25\*\* | -.22\*\* | -.14\*\* | -.12\* | -.37\*\* | .42\*\* | -.14\*\* |
| 2. Anxiety | .65\*\* | - | -.23\*\* | -.20\*\* | -.16\*\* | -.13\*\* | -.04 | -.14\*\* | .29\*\* | -.18\*\* |
| 3. Learning Ability | -.16\*\* | .65\*\* | - | .45\*\* | .20\*\* | .22\*\* | .13\*\* | .15\*\* | -.12\* | .34\*\* |
| 4. Learning Focus | -.22\*\* | -.16\*\* | .60\*\* | - | .25\*\* | .07 | 0 | .19\*\* | -.25\*\* | .13\*\* |
| 5. Time for Fun | -.16\*\* | -.22\*\* | .14\*\* | .15\*\* | - | .11\* | .11\* | .23\*\* | -.18\*\* | .22\*\* |
| 6. Sharing w/Adults | -.07 | -.16\*\* | .15\*\* | .10 | .09 | - | .18\*\* | .14\*\* | -.07 | .23\*\* |
| 7. Sharing w/Friends | -.13\* | -.07 | .12\* | .07 | .18\*\* | .33\*\* | - | .07 | .02 | .06 |
| 8. Parent Support | -.33\*\* | -.13\* | .26\*\* | .31\*\* | .10 | .13\* | .05 | - | -.54\*\* | .19\*\* |
| 9. Parent Stress | .29\*\* | -.33\*\* | -.26\*\* | -.27\*\* | -.01 | -.18\*\* | 0 | -.55\*\* | - | -.22\*\* |
| 10. Concerns Heard | -.15\*\* | .29\*\* | .26\*\* | .29\*\* | .11\* | .33\*\* | .06 | .37\*\* | -.27\*\* | - |
| *Note. n =* 364 for boys and 426 for girls. \**p* < .05, \*\**p* < .01 | | | | | | | | | | |
| *Boys = bottom left of diagonal; Girls = top right of diagonal.* Shaded boxes with matching borders represent pairs of correlations between | | | | | | | | | | |
| conceptually related constructs. | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 6 | | | | | | | | | | |
| *Correlations Among All Study Variables by Gender for School 4* | | | | | | | | | | |
| Measure | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. Depression | - | .65\*\* | -.33\*\* | -.26\*\* | -.26\*\* | -.20\* | -.21\* | -.53\*\* | .53\*\* | -.37\*\* |
| 2. Anxiety | .73\*\* | - | -.27\*\* | -.12 | -.30\*\* | -.23\*\* | -.16 | -.37\*\* | .36\*\* | -.37\*\* |
| 3. Learning Ability | -.28\*\* | -.22\* | - | .58\*\* | .24\*\* | .40\*\* | .16 | .25\*\* | -.30\*\* | .42\*\* |
| 4. Learning Focus | -.30\*\* | -.26\*\* | .57\*\* | - | .14 | .26\*\* | .03 | .17 | -.27\*\* | .37\*\* |
| 5. Time for Fun | -.20\* | -.17 | .24\* | .16 | - | .11 | .15 | .24\*\* | -.21\* | .16 |
| 6. Sharing w/Adults | -.16 | -.20\* | .26\*\* | .21\* | .23\* | - | .20\* | .11 | -.22\* | .32\*\* |
| 7. Sharing w/Friends | -.27\*\* | -.24\* | .13 | .16 | .05 | .42\*\* | - | .21\* | -.16 | .29\*\* |
| 8. Parent Support | -.32\*\* | -.28\*\* | .22\* | .32\*\* | .30\*\* | .38\*\* | .25\* | - | -.62\*\* | .26\*\* |
| 9. Parent Stress | .25\* | .27\*\* | -.11 | -.14 | -.09 | -.12 | -.03 | -.43\*\* | - | -.30\*\* |
| 10. Concerns Heard | -.31\*\* | -.22\* | .32\*\* | .31\*\* | .37\*\* | .33\*\* | .33\*\* | .45\*\* | -.38\*\* | - |
| *Note. n =* 106 for boys and 130 for girls. \**p* < .05, \*\**p* < .01 | | | | | | | | | | |
| *Boys = bottom left of diagonal; Girls = top right of diagonal.* Shaded boxes with matching borders represent pairs of correlations between | | | | | | | | | | |
| conceptually related constructs. | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Table 7 | | | | | | | | | | |
| *Correlations Among All Study Variables by Gender for School 5* | | | | | | | | | | |
| Measure | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. Depression | - | .67\*\* | -.21 | -.31\*\* | -.27\* | -.21 | -.23 | -.43\*\* | .33\*\* | -.40\*\* |
| 2. Anxiety | .69\*\* | - | -.24 | -.27\* | -.36\*\* | -.25\* | -.15 | -.22 | .24 | -.41\*\* |
| 3. Learning Ability | -.20 | -.20 | - | .59\*\* | .25\* | .23 | .18 | .32\*\* | -.19 | .39\*\* |
| 4. Learning Focus | -.30\*\* | -.17 | .54\*\* | - | .10 | .20 | .19 | .28\* | -.19 | .35\*\* |
| 5. Time for Fun | -.01 | -.11 | .07 | .02 | - | .22 | .22 | .33\*\* | -.18 | .32\*\* |
| 6. Sharing w/Adults | -.29\*\* | -.19 | .33\*\* | .18 | .12 | - | .30\* | .35\*\* | -.09 | .34\*\* |
| 7. Sharing w/Friends | -.38\*\* | -.29\*\* | .26\* | .10 | .14 | .46\*\* | - | .38\*\* | -.25\* | .19 |
| 8. Parent Support | -.38\*\* | -.31\*\* | .13 | 0 | .05 | .45\*\* | .39\*\* | - | -.65\*\* | .32\*\* |
| 9. Parent Stress | .37\*\* | .20 | .05 | .02 | .04 | -.13 | -.14 | -.41\*\* | - | -.30\* |
| 10. Concerns Heard | 0 | -.08 | .43\*\* | .31\*\* | .13 | .42\*\* | .06 | .32\*\* | -.04 | - |
| *Note. n =* 85 for boys and 69 for girls. \**p* < .05, \*\**p* < .01 | | | | | | | | | | |
| *Boys = bottom left of diagonal; Girls = top right of diagonal.* Shaded boxes with matching borders represent pairs of correlations between | | | | | | | | | | |
| conceptually related constructs. | | | | | | | | | | |