



SAMPLE SCHOOL ASSESSMENT REPORT

GRADE: 11

INTRODUCTION

A key aspect of Hallways' work is assessing the potential strengths and risk factors influencing the particular group of students we will be working with. Hallways does this by conducting a multimodal assessment, which includes an anonymous student survey, interviews with faculty and/or staff, a student focus group, and classroom observations. This information helps us tailor our programming to the areas where students need the most support and provide a roadmap for targeted prevention and intervention strategies to be carried out by Hallways, school faculty and parents.

In January, Hallways conducted this assessment for the 11th grade, with 86 students completing the survey, and eight students participating in the focus group. Below, we present our analysis of the survey, interview, student focus group, and observation data as well as a summary of the findings.

SUMMARY OF ASSESSMENT FINDINGS

We have divided our summary into three sections: **Introduction, Internal Factors, Contextual and Environmental Factors, and Recommendations.**

- In the **Introduction**, we offer a brief summary of the main issues facing the students.
- In the **Internal Factors** section, we describe the strengths and challenges that students are experiencing individually, which generally are expressed through their feelings and behaviors.
- In the **Contextual/Environmental Factors** section, we discuss the ways in which students' school and home environments are supporting them, as well as where they may inadvertently be contributing to or reinforcing negative outcomes.
- Lastly, in the **Recommendations** section, we discuss what Hallways programming will best address the risk factors we've identified, as well as any additional programming we believe will be helpful in meeting the students' needs.

Hallways identifies these factors and outcomes using our multimodal data assessment. Any factor or outcome identified was drawn from data from at least two of the four sources collected (survey, interviews, focus group, and observations).

INTRODUCTION:

The 11th grade students have exhibited a number of strengths and protective factors, however, they are dealing with both internal and contextual/environmental risk factors (detailed below) that have contributed to **high levels of stress and anxiety.**



INTERNAL FACTORS:

The 11th grade students are invested in their academic success, and show a high level of confidence in their academic abilities. Along with their academic commitment, they have also developed a high level of academic and social perfectionism, and they lack the coping skills needed to manage the internal and external pressures they feel to be successful.

The students have developed a strong set of pro-social values, which supports their ability to have healthy and positive interactions with others. Importantly, while these values promote respect and cultural sensitivity, these students have difficulty putting them into practice in their interactions with peers, struggling to deal sensitively with issues of difference.

Lastly, the 11th grade students have developed strong personal boundaries and are generally able to monitor their own behavior and act appropriately across social settings.

INTERNAL STRENGTHS	
High Level of Academic Investment	<p>The 11th grade students believe it is important to perform well in school and are highly invested in their learning. As a result, they work hard and generally express confidence in their academic abilities.</p> <p><i>This investment in learning, along with academic confidence, helps increase students' ability to persevere through difficulties and maintain a healthy academic identity. Academic investment also promotes academic achievement.</i></p>
Strong Personal Boundaries	<p>The 11th grade students generally adhere to the expectations set for their behavior. They show a strong understanding of how to behave appropriately across settings, and for the most part can self-monitor, requiring very little management from adults.</p> <p><i>These strong personal boundaries contribute to their low levels of major problem behaviors.</i></p>
Pro-Social Values	<p>The students have developed many of the values that support healthy interactions with others, including respect, empathy, and sensitivity to cultural difference.</p> <p><i>These internal values promote positive interactions, which are important to students' overall wellbeing.</i></p>



INTERNAL RISK FACTORS	
<p>High Level of Academic Perfectionism</p>	<p>The majority of the 11th grade students strive for perfection and, as a result, feel overwhelmed and upset when they do not perform well or are unable to meet academic demands.</p> <p>The students feel a strong sense of competition with one another, and their desire to appear competent and competitive with their peers prevents them from seeking out academic and social support from adults. When students do not view themselves as being successful, they are likely to internalize their sense of disappointment rather than seek help.</p> <p><i>Perfectionistic thinking causes young people to tie their value to external achievements rather than internal self-worth, which puts them at increased risk for depression and can inhibit their academic growth.</i></p>
<p>Underdeveloped Coping Skills</p>	<p>The students lack the coping skills needed to successfully deal with the pressures they feel to be academically and socially successful. They are very sensitive to feelings of anxiety; they struggle to manage their time and their high levels of stress, as well as their own self-care. The students frequently deprive themselves of sleep and other non-academic pursuits that support their well-being in order to study or prepare for extra-curricular activities.</p> <p>Within the 11th grade, extreme workloads and study habits have been normalized, to the extent that many students take pride in their lack of sleep and lack of free time. The students have developed both a sense of group identity and competition around the difficulties they face in coping with their workloads.</p> <p><i>Young people who lack coping skills and/or have high levels of anxiety sensitivity have been found to be more likely than their peers to engage in negative coping behaviors, like substance use.</i></p>
<p>Difficulty Dealing with Difference</p>	<p>While these students highly value cultural sensitivity and empathy, they struggle to put those values into practice, often communicating with one another insensitively or without awareness of others' realities.</p> <p>Despite efforts by faculty to engage students on issues of identity and social class, these conversations mostly focus on how these issues manifest outside of the school community. Students lack the tools needed to recognize how these and other issues may affect their peers, and the broader school community.</p>



CONTEXTUAL/ENVIRONMENTAL FACTORS:

The school faculty and families of students provide a significant level of support to the 11th grade students, and the 11th grade class has formed a strong class identity and is extremely cohesive. However, the school has also fostered a competitive academic and social culture that helps drive the students' perfectionism. Additionally, while the school communicates clear and consistent expectations for the students' behavior, there are inconsistent consequences enforced when those expectations are violated.

CONTEXTUAL & ENVIRONMENTAL STRENGTHS	
Significant Environmental Supports	The students' relationships at school and at home are characterized by strong communication, and they generally feel supported by their families and by school staff.
Strong Class Cohesion and Identity	Despite the existence of some cliques, the 11th grade students largely make an effort to be kind and respectful to one another across friendship groups. They strongly identify with the school, and offer one another extensive academic and social support.

CONTEXTUAL & ENVIRONMENTAL RISK FACTORS	
Competitive Academic and Social Culture	<p>The students feel a great deal of pressure to be academically and socially successful. While some of this pressure is produced internally, some of it is also fostered by family and school environments that prize academic and social achievements.</p> <p>This competitive academic and social culture also likely contributes to the difficulties students experience relating to one another across difference, as students may focus on narrow definitions of success that are not inclusive of a diversity of experiences.</p>
Inconsistent Consequences	<p>The students generally feel that the expectations for their behavior are clear, but perceive a lack of transparency and consistency in how consequences are applied when those expectations aren't met.</p> <p>While the students and faculty are generally supportive of efforts to consider individual students' needs when determining a consequence, there is a lack of understanding of why certain behaviors engender more severe consequences (like expulsion) than others.</p> <p>This lack of transparency and consistency can lead to feelings that consequences are applied arbitrarily and can breed distrust, which may contribute to students' unwillingness to seek out adult support unprompted.</p>



RECOMMENDATIONS

Based on the results of the assessment, Hallways provides a set of robust recommendations for work with students, faculty, and parents.