

## Hyde Park Day School Transition Study 2022

### Background

Since 2004, Hyde Park Day School (HPDS) has conducted annual interviews with the parents of students who recently transitioned out of the school. This year, Justkul Inc. (Justkul) has been hired to provide this research. The team at Justkul specializes in providing research through surveys and interviews, and many members of the Justkul team have conducted Hyde Park Day School transition interviews and managed the project for over a decade, ensuring the continuity of these results.

As in the previous studies, the objective of this project was to assess parents' satisfaction with HPDS and with the transition process as well as articulate the outcomes for students attending Hyde Park Day School. This information is meant to provide useful information for prospective HPDS families, HPDS families engaging in the transition process as well as the general LD community. In the summer of 2022, over a period of two months, Justkul completed interviews with the parents of 25 of the 41 students (61.0%) who transitioned out of HPDS following the 2020-2021 academic year. This report will summarize their ratings and comments in the context of previous years' responses to the same questions. We are very grateful to the parents who took the time to share their insights and perspectives with us.

This report includes the following nine sections:

- Choice of Hyde Park Day School
- General Evaluation of Hyde Park Day School
- Learning at Hyde Park Day School
- Areas of Most Progress
- Transition
- Accommodations and Services
- Use of Assistive Technology
- Impact of the Learning Disability
- Success Attributes
- Impact of the COVID-19 Pandemic

Still need to do this once the report is complete.

### Choice of HPDS

Parents answered an open-ended question about why they decided their child needed a change and another about why they chose HPDS in particular. Both questions were coded in the analysis stage of the project, and the results of the two questions were merged to provide a picture of why students chose HPDS. (Parents could provide multiple reasons for their choices.)

Parents cited a wide variety of factors when discussing why they decided to remove their children from their original school and send them to Hyde Park Day School instead. The most frequently mentioned factors for making this change were that the prior school was insufficient (n=17, 68.0% of parents), that the student was struggling academically (n=7, 28.0%), and that the student had poor reading skills (n=6; 24.0%). Four respondents (16.0%) mentioned that their child had had a neuropsychological evaluation; three each (12.0% each) mentioned dyslexia and that the student needed guidance and two (8.0%) mentioned an older sibling's experience.

*"Because as much as her school said they had the resources, it didn't feel like they were well-equipped."*

*"Her older brother was identified as dyslexic and was essentially kicked out of school for it. This student and her twin brother were tested at that point because of their older brother, and she tested as dyslexic. We weren't going to keep them at the same school that had just kicked out their older sibling for having an LD."*

*"Her previous school was wonderful, but her needs were just too great for the services that they could provide."*

*"She was very bright and had a difficult time spelling and we had a private nurse psychological evaluation done that revealed dyslexia, but she was high functioning enough that the public school didn't want to do anything about it. When the pandemic hit and she was home alone in 3rd grade, she had no accommodations, and she wasn't reading verbatim. She was making up words. She had been working with a tutor already on Wilson-type remediation privately, and because I knew that the schools were going to be remote, and for a kid in public school with no IEP, the chances of her getting lost were significant."*

*"We were looking for targeted remediation in the area of specifically encoding (spelling and writing). We were looking for a Wilson or Orton-Gillingham-type systematic phonics instead of being a whole-language or guided-reading approach to reading and writing."*

*"Living in Connecticut we had a public high school with a fantastic special ed support system. When we moved to Chicago, we picked Lake Forest, and he was put into a special ed middle school. They just put him in a room and didn't do anything with him; he wasn't given any resource time, or instructions. Horrible experience: no assistive technology, nothing to do, and put with severely physically-disabled children that needed help with feeding."*

As for why HPDS was chosen in particular, 14 respondents (56%) indicated that HPDS had been recommended (either by an expert, the prior school, a friend, or another parent). An additional nine (36.0%) respondents indicated that it was the best solution or the solution that fit their specific needs, and four (16.0%) mentioned that it was their only option.

*"The obvious solution. It's 'the school' for kids with learning differences. We could have gone to the suburbs, but we were impressed that HPDS knew what was going on with dyslexia. They looked at the older boys' profiles and said, 'we know this.'"*

*"His older brother had been so successful there.... The tutor for the older son was a former instructor at HPDS and suggested he needed more than a weekly tutoring session and that maybe an intensive experience would help him - he was in 4th grade and didn't know how to read. HPDS taught him to read. We were very happy with the results and so sent him there as well."*

*"She has no behavioral problems, just a learning disability not coupled with ADD or anything like that... Many of the schools for kids with LDs also deal with kids who have behavioral problems, and such an environment would be disruptive for her. We found that HP was the best—it created a very calm, relaxing learning environment with no tolerance for behavioral issues combined with a strong focus on LDs."*

*"The only one of its kind. Chicago doesn't have any other. I learned about it from a random person in the supermarket."*

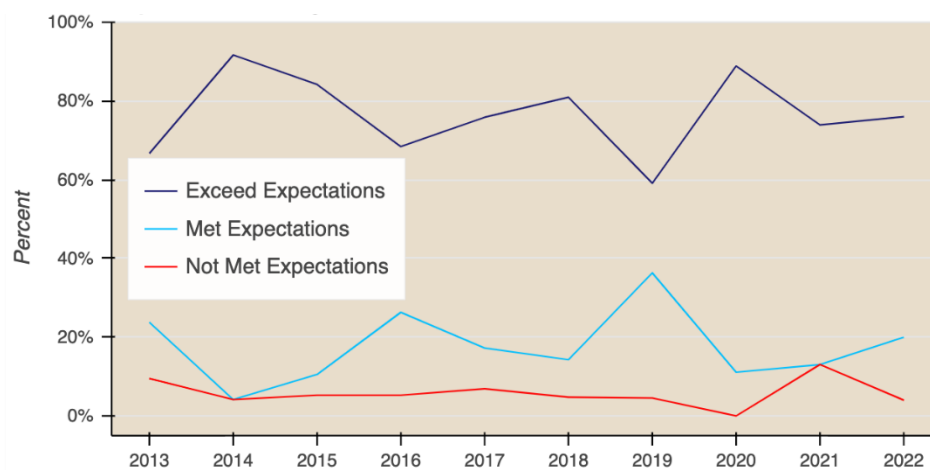
*"They were best-in-class. Then when she visited, she came out of the day visit saying, 'I love it here.'"*

*"It seemed as though they were going to have a much greater depth of ability to address her needs than any place else I could see, and the small class sizes and the small teacher-student ratio meant I thought she'd be seen and understood in a deeper way than she could in a public school."*

Other reasons mentioned included the school's reputation (n=3, 12.0%) and a subsidy (either from the previous private school or from the public district (n=2, 8.0%). One respondent (4.0%) mentioned that they had another child there and the small class size.

## General Evaluation of Hyde Park Day School

Parents were asked to rate how well Hyde Park Day School had met their expectations, using a five-point scale from "Far exceeded expectations" to "Failed to meet expectations." Twenty-four (96%) respondents said that HPDS met or exceeded their expectations with 76% (n=19) of parents reporting that HPDS had exceeded their expectations either slightly or by far, as seen in **Figure 1** below.



**Figure 1: Overall expectations, percentages, 2013-2022.**

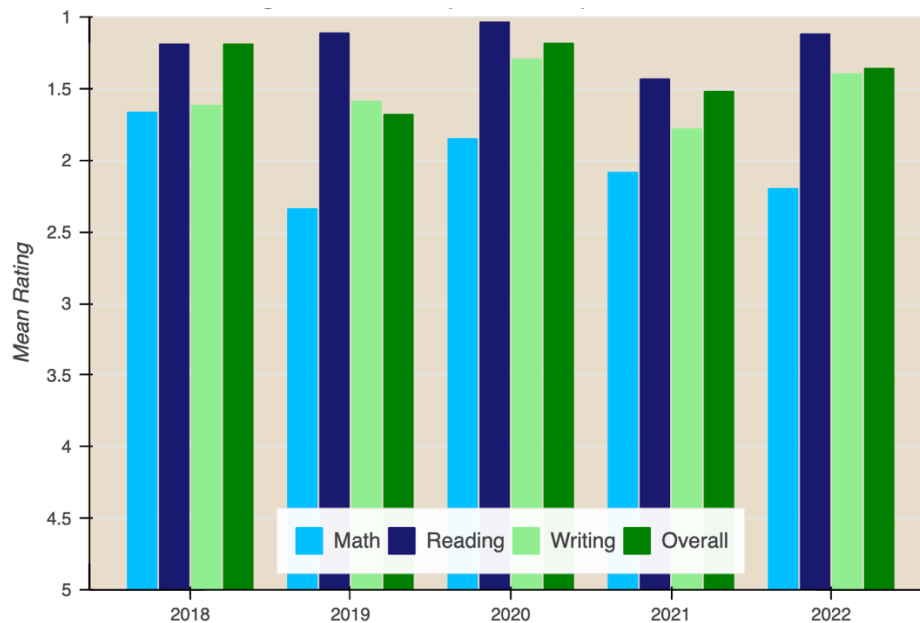
It is worth noting that "meeting expectations" relies, in part, on a prior understanding of the expected situation, which can temper future results. Thus, parents who had high expectations going into HPDS may provide lower ratings than parents who were surprised by their child's progress. Indeed, a parent who rated HPDS as only meeting expectations (a "3" on a 1 to 4 scale, with "1" being highest) explicitly indicated this:

*"They are experts in special education and supporting kids with differences. In that way, that was our expectation: that they'd evaluate and know our child and be able to make recommendations as she grew as a learner and that they'd give her the tools and support that she needed. They delivered on that and had great insight and tenacity and stuck with her."*

## Learning at Hyde Park Day School

Parents were asked to rate the different elements of Hyde Park Day School's academic program on a scale from "1 = Excellent" to "5 = Poor." They rated instruction in reading, writing, and math and were also asked to give an overall rating for the school's academic instruction.

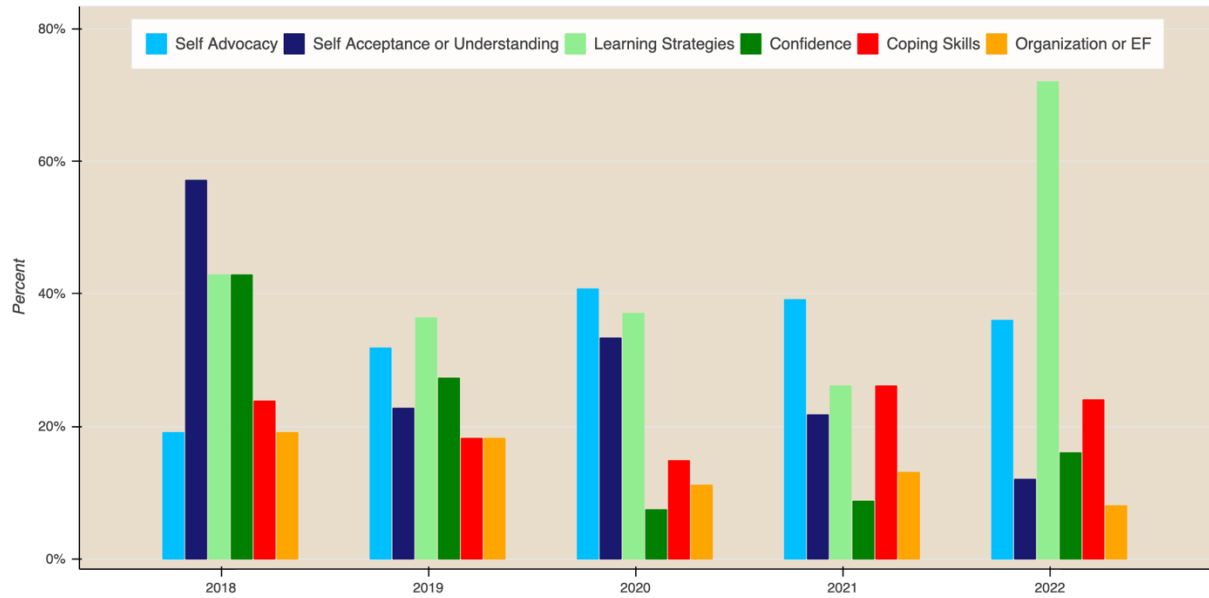
As in prior years, all academic programs were rated between above-average and excellent; see **Figure 2** below. (In the scale used for these questions, lower numbers indicate more positive scores.)



Similar to last year, parents gave their highest ratings to HPDS’ reading instruction (mean rating=1.12) and were least satisfied with math instruction (mean rating=2.20), with writing instruction being in the middle (mean rating=1.40). The overall instructional mean rating for 2022 was 1.36. In general, all scores showed an improvement over 2021 except math.

### Areas of Most Progress

An open-ended question asked parents to consider everything their child had learned at HPDS and to explain what had been most helpful. The responses were then coded and grouped into general themes in **Figure 3** below. (Each parent could cite multiple areas of progress, so the percentages given below will sum to more than 100%.)



Parents were likely (n=18, 72.0%) to mention learning strategies, an increase in this percentage over previous years. As they were last year, parents this year were also particularly likely to mention self-advocacy (n=9, 36.0%). They also mentioned coping skills (n=6, 24.0%), confidence (n=4, 16.0%), self-acceptance or understanding (n=3, 12.0%) and organization or executive functioning skills (n=2, 8.0%).

#### Learning strategies:

*"Learning how to use the assistive technology and how to get help when he needs it. He still needs pushing to do it, but he knows how to."*

*"Strategies for dealing with challenging schoolwork."*

*"How to use assistive technologies."*

#### Self-advocacy:

*"A lot was just the ability to succeed outside of HPDS: advocacy, tools."*

*"He knows how to ask for help."*

#### Coping skills:

*"Preparation for the real world, confidence, holistic approach so she's socially and emotionally sound."*

#### Awareness, self-acceptance and understanding:

*"Self-awareness, understanding his needs—his strengths and limitations."*

## **Transition**

### ***A. Transition Schools***

Of the 25 parents responding, nine (36.0%) sent their children to private school after they left HPDS, and 16 (64.0%) to public school. Hyde Park was the location that sent the highest percentage of students (within the pool of survey respondents) to private school, with 80.0% (n=8) of Hyde Park students going to private school and 20.0% (n=2) going to public school. In contrast, one Northfield student (7.1% of Northfield students within the pool of survey respondents) went to private school, with the remaining thirteen (92.9%) going to public school. Only one parent of a student who went to Lemont responded to our survey, and that student went to public school.

Multiple parents sent their children to Evanston Township High School and to Wolcott High School (n=4, 16.0% each).

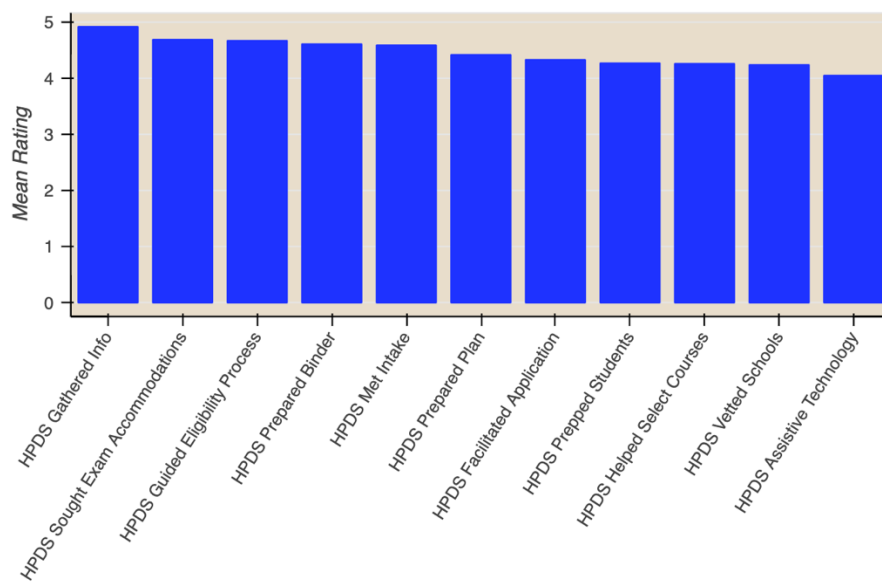
Two (8.0%) chose Glenbrook South High School, and the rest of the schools chosen were mentioned by only one respondent (4.0%) each. (See Appendix A below for the complete list of transition schools.)

### ***B. The Transition Process***

When the time comes for a student to leave, Hyde Park Day School provides a range of services designed to help parents select an appropriate transition school and to ensure that the transition school knows what will be needed in order to continue supporting the student academically. This is a comprehensive effort, and we are continuing to seek ways to improve our transition-related activities.

We asked three preliminary questions about the transition process: whether someone from HPDS had attended a child's IEP/staffing meeting, whether parents had found the transition plan helpful, and whether parents had shared the transition plan with the transition school. Of the 25 respondents, 22 (88.0%) indicated that HPDS had attended the child's staffing, 23 (92.0%) of respondents found the transition plan helpful, and 23 (92.0%) shared the transition plan with the school.

Respondents also scored the usefulness of 11 different transition components on a 1 to 5 scale, where "1" is least helpful, and "5" is most helpful. The results are summarized in **Figure 4** below.



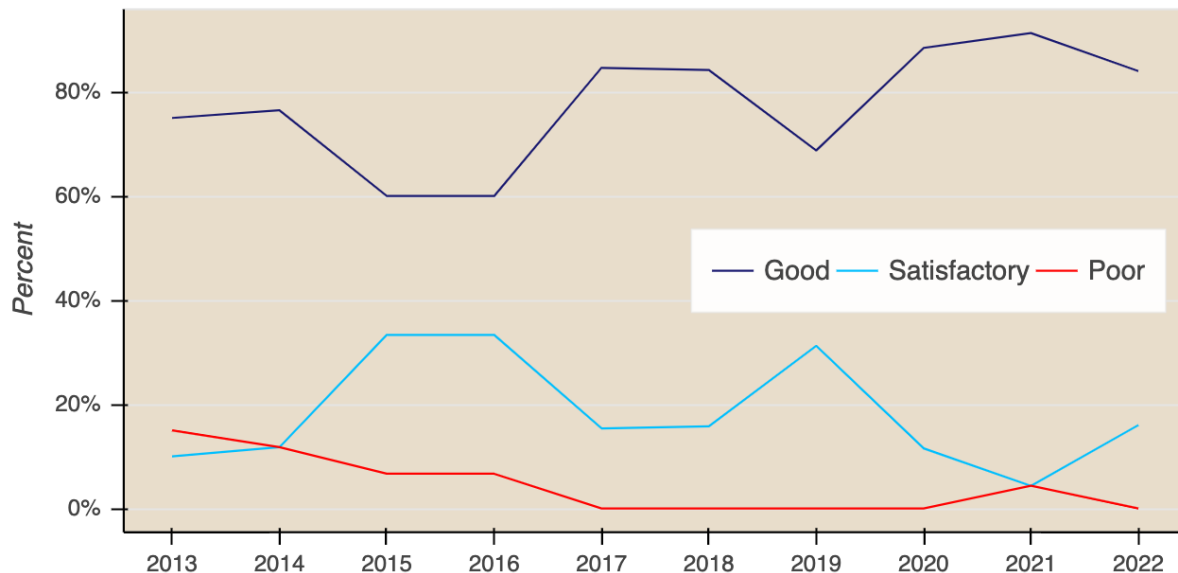
Five parents (41.7% of commenters) mentioned assistive technology:

*"HPDS did great helping my child use assistive technology, but the intake school didn't use it. There was a mismatch."*

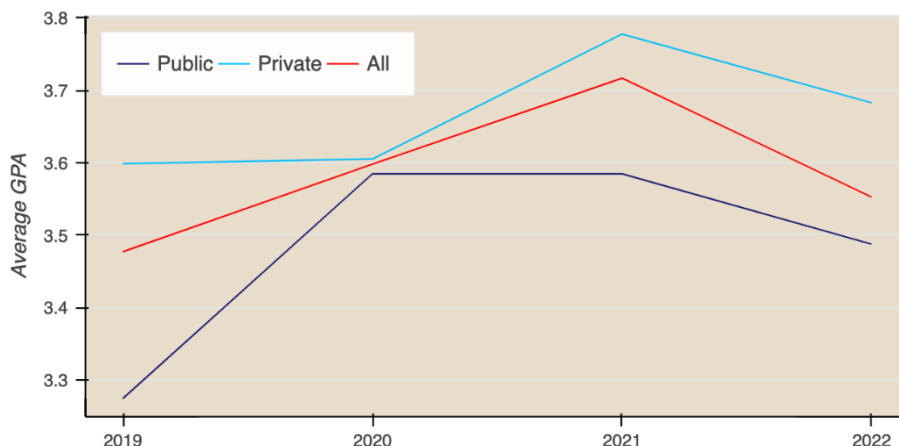
*"HPDS was super helpful in making the list of assistive technologies, and they made sure it was in the IEP."*

### C. Grades

We asked parents to describe their children's report cards, estimating what letter grades the children got, and in what subject(s). The results of grades over the last 10 years are shown in **Figure 5** below:



Using parents' detailed estimates of the number of As, Bs, Cs, Ds and Fs their child received and a 0.0 to 4.0 scale, it is possible to compute the approximate grade point average for each child by multiplying these values. The results are shown in **Figure 6**. The results show a general decrease in grades compared to the prior year, although the decrease was marginal.<sup>1</sup>



It is interesting to note how close the values of 2022 nearly matched the five-year average. Hence, although 2022 shows a decrease from 2021, the values also appear to be reverting to the mean.

## Accommodations and Services

Part of Hyde Park Day School's mission is to give students and parents an understanding of the tools, techniques, and supports that can foster the students' lifelong success. This knowledge can then be used, when working with a transition school, to construct the most appropriate educational program for the student.

As part of our study of the transition process, we attempt to document the amounts and kinds of professional assistance (inside and outside of schools) that former Hyde Park students are receiving. We also ask about the teaching strategies, accommodations, curriculum modifications, and assistance that schools use when designing curricula and classroom interventions. Responses to these items were considered as a group and re-coded as necessary, because parents are not always clear on the distinctions between these types of instructional adaptations. Some would, for example, name an accommodation when asked if their child received any curriculum modifications.

### A. Teaching Strategies

<sup>1</sup> These values are calculated differently year to year, as an attempt is made to code non-numerical responses based on the average number of grades reported by the average respondent, and this value changes from year to year. E.g. if a respondent indicated "All Bs", without specifying the individual number of classes, we used the sample average of 6 reported classes per respondent \* 3.0. Data before 2022 was re-coded using this methodology in order to facilitate comparisons.



One option schools have for assisting students is for teachers to develop individualized teaching strategies designed to address students' learning disabilities. The survey contains one question that addresses teaching strategies specifically, but parents also mentioned teaching strategies in other contexts. In addition, parents often mentioned modifications or accommodations, topics addressed in subsequent sections.

Three respondents (9.0%) indicated that their school applied some type of specific teaching strategy to help their child overcome a learning challenge. Specific strategies mentioned included:

- Flashcards for students who struggled with the physical act of writing.
- Have a student use art skills to make visual representations of things rather than verbal representations, such as using spaghetti to make a triangle or a string to represent changes along the Mexican-American border.
- Focusing more on culture than on vocabulary in a language course.
- Make learning a more experiential or multi-modal activity

Twenty-two (88.0%) parents did not mention any specific strategies. In general, however, of the four related categories of strategies, accommodations, curriculum modifications and assistance, strategy is the most difficult category for parents to understand, so additional strategies may have been used, especially in schools that have highly-individualized learning programs, like Wolcott.

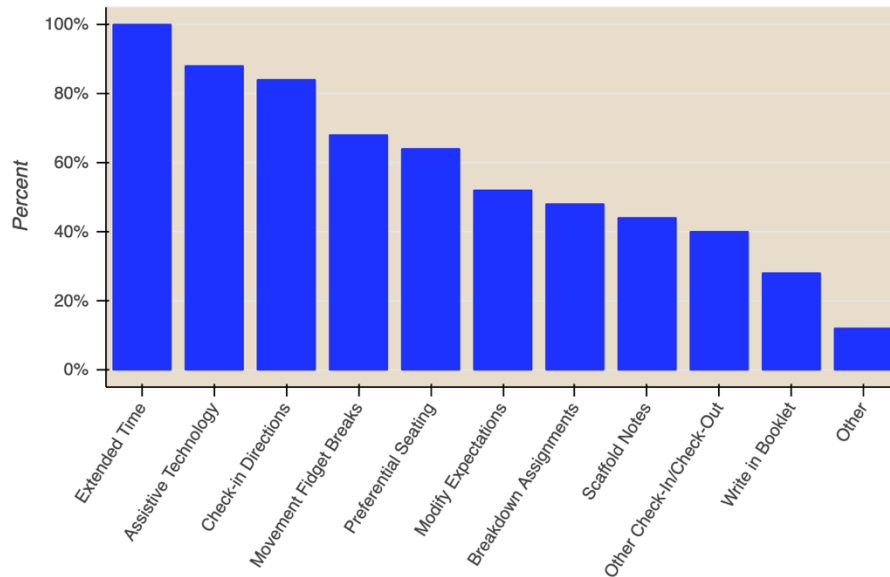
### ***B. Curriculum Modifications***

Modifications involve actual changes in the curriculum or in the academic expectations placed on students. Thirteen respondents, or 42.0%, mentioned some type of modification.

As in prior years, the main modification that was mentioned by a substantial number of parents was the waiving or postponement of a foreign-language requirement, which was cited by eight (32.0%) respondents. Other classes that were waived or postponed included biology and social studies, each cited by one respondent (4.0% each). Six respondents (24.0%) mentioned that their child was taking courses at a lower level than the rest of the class. One respondent stressed that the school was just like HPDS, with a highly-individualized curriculum, so there was no need for modifications.

### ***C. Accommodations***

We asked parents about 10 specific accommodations that students might have used after the transition. The top three accommodations mentioned this year were extended time, mentioned by all 25 respondents (100.0%), assistive technology (n=22, 88.0%) and check-in for directions (n=21, 84.0%). The accommodations are summarized in **Figure 7** below.



Overall, students took advantage of an average of 6.5 accommodations, with a range from 2 to 11, which is exactly the same as last year. Public-school students used more accommodations than private-school students (mean=6.9 and 5.7, respectively). In the “other” category, two respondents mentioned scribes, and the other mentioned tests were taken in both a separate time and place.

It is worth noting that the number of accommodations received by Wolcott School students may be higher than indicated here. This year, as in prior years, Wolcott parents described the school as very similar to HPDS, with small class sizes and accommodations for all students. Because these were standard for all children or applied "as needed," it can be difficult for parents of Wolcott School students to determine precisely how many "accommodations" their children received. Hence, actual values of strategies, curriculum modifications, accommodations and assistance may be marginally higher than those reported here.

#### ***D. Assistance In and Out of School***

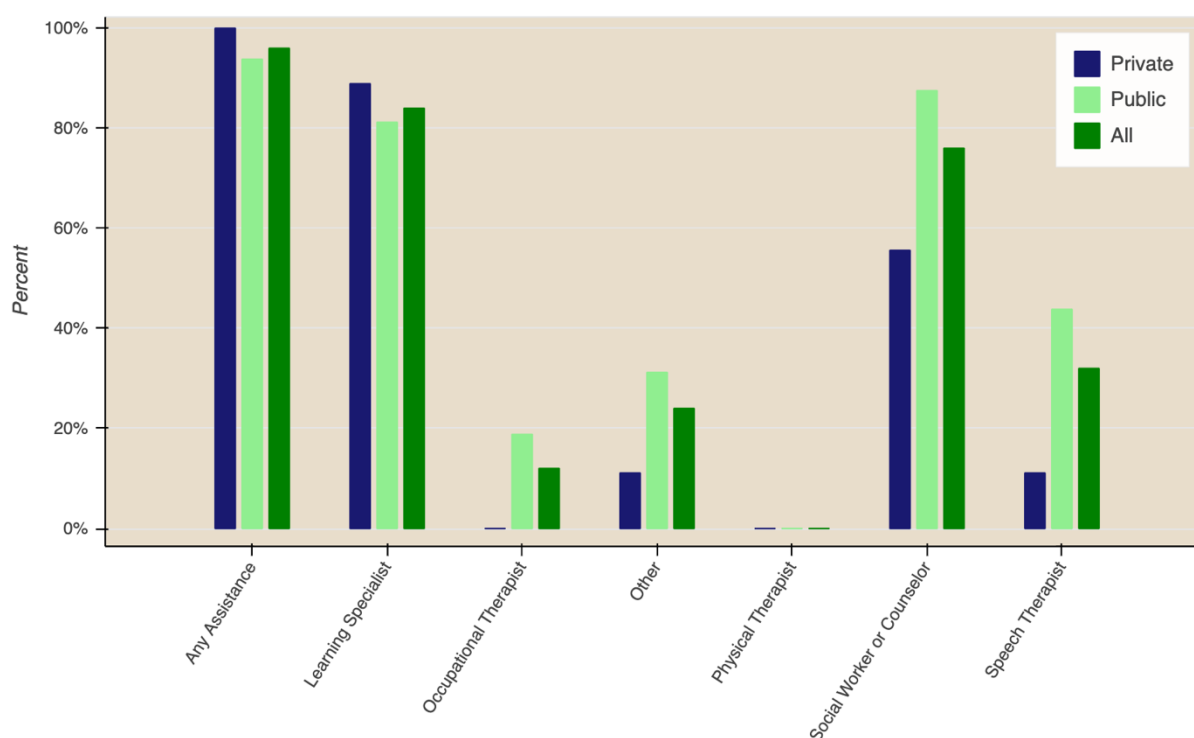
Twenty-four respondents (96.0%) reported that their child received some type of assistance, with 23 parents (92.0%) specifying in-school assistance, and 11 (44.0%) specifying outside-of-school assistance. Students received an average of 1.9 services in school and an average of 0.7 services outside of school, resulting in an overall average of 2.6 services in school and out of school.

We asked about five different types of assistance that might be offered to a student: access to a learning specialist, speech therapy, occupational therapy, physical therapy, and meetings with a social worker/counselor. Twenty-one students (84.0%) met with a learning specialist or tutor, with 18 (72.0%) receiving this assistance in school and nine students (36.0%) receiving this assistance outside of school. Turning to the type of assistance with the second highest counts, 19 students (76.0%) received assistance from a social worker or counselor, with 14 students (56.0%) receiving this assistance in school and seven (28.0%) outside of school. The next most-common service received was speech therapy, with eight students (32.0%) receiving this assistance, seven students (28.0%) receiving this in school and one student (4.0%) receiving this assistance outside of school. Three students (12.0%) received support from an occupational therapist, with three (12.0%) receiving it in-school and zero (0.0%) receiving it out of

school. According to parent accounts, no students (0.0%) received assistance from a physical therapist. Finally, six students (24.0%) received other types of support. In general, these “other” types of support were reduplicative of other categories already recorded, but were services that were used irregularly.

As for the frequency and duration of assistance, the values showed significant variation, running from a quarter hour a few times a year to one hour 7 times a week. These values are likely lower bounds, as there typically are a variety of other types of assistance that students receive that parents do not mention as they are unrelated to their child’s learning disability. In addition, some parents found it difficult to quantify assistance at schools like Wolcott, because of the individualized nature of the instruction.

As can be seen in **Figure 8** below, public and private schools tended to have very similar percentages of students using learning specialists, but public-school students received more help from the other four primary categories.



## Use of Assistive Technology

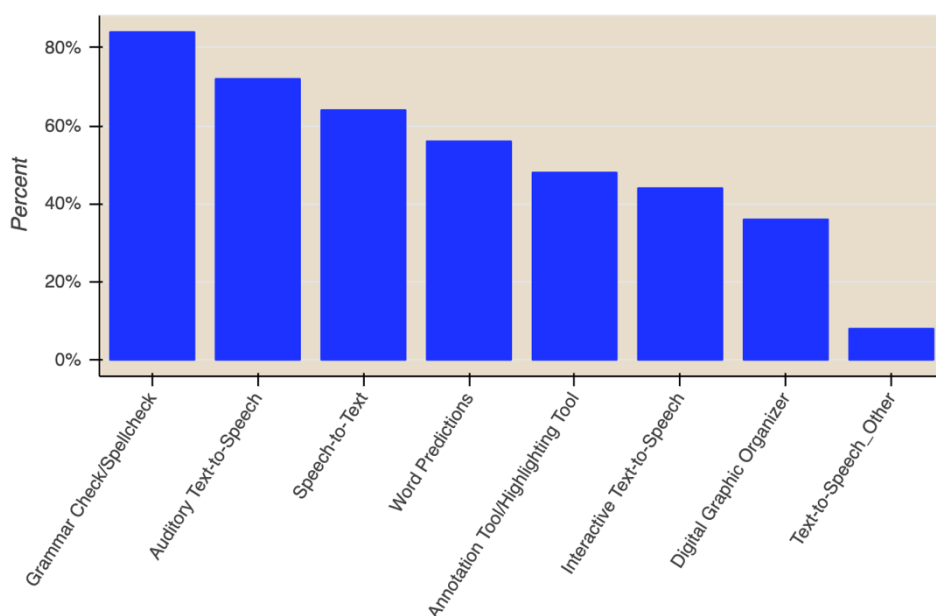
For many years, Hyde Park Day School has made a significant effort to fully integrate assistive technology into the instructional repertoire of the school. We have kept the contents of the Transitions Study coordinated with the suite of assistive technologies, learning programs, and electronic devices in current use at the school, and are therefore able to use it to track the continued use of these items by students after they leave HPDS.

“Assistive technology” refers to a set of functions and utilities that can help students access the curriculum and complete their schoolwork. We asked parents whether their child had used any of eight different types of assistive technology during the previous school year: text-to-speech text that the

student interacts with, text-to-speech auditory, speech-to-text, word predictions, digital graphic organizers, spelling/grammar check and annotation and highlighting tools.<sup>2</sup>

Of these, word prediction, speech-to-text and spelling/grammar check primarily assist with writing, and annotation and highlighting tools are mainly used for reading and studying, and text-to-speech tools can be utilized in both activities. Graphic organizers can provide procedural or conceptual scaffolding for both reading and writing. Several of these, such as spellcheck and word prediction, have emerged into general usage, while others, like graphic organizers, are used by smaller and more specific populations.

Usage of assistive technologies are shown in the following **Figure 9** below. Because parents are often less tech-savvy than students, and because parents may not have it within their power or desire to monitor the particular programs their children are using to do their schoolwork, and because some of these devices have entered into general usage, these percentages should be considered a lower bound for the likely levels of use among our transitioned students.



### Impact of the Learning Disability

Parents were asked two open-ended questions: one in which they were asked to describe “What impact, if any, does the diagnosis of a learning disability or receiving tutoring or remediation have on your child socially?”, and then the same question again, replacing "socially" with "emotionally."

Regarding social impact, 60.0% of respondents (n=15) reported that their child’s LD diagnosis had had little or no impact on them socially.

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<sup>2</sup> Note that this list is slightly different from the list used in prior years because auditory text-to-speech was separated from speech-to-text to remove a potential ambiguity, and annotating and highlighting tools were simplified into a single category.

Environment played a role (or a potential role) in the social impact of the LD diagnosis on the children. Six respondents (24.0%) mentioned that their child had found many other friends with learning disabilities at their school:

*“Most of her friends at that school all have learning disabilities. At a micro level, there’s not much of an impact. She has relationships. But at a macro level, those friends are selected from a pool of people like her, because of the school she goes to.”*

*“The impact comes in in terms of being in special education classes, and she doesn’t have as much exposure to the general education community as she would if she were in all general ed classes.”*

As for emotional impact, 44.0% (n=11) of respondents reported that their child’s LD diagnosis had had little or no impact on them emotionally.

Six respondents (24.0%) mentioned their children's frustration or lack of self-esteem or confidence. A few responses:

*“She’s hard on herself and doesn’t have a lot of confidence. She has some self-doubt because she’s used to feeling like she can’t get something right or it’s more of a struggle, so that has been difficult. But she’s also resilient and gravitates towards what makes her happy and has done a really great job with that this year.”*

*“Her whole family (except for her mother) has dyslexia, so she’s absolutely accepting. Sometimes it frustrates her.”*

Several respondents implied that their children were self-conscious due to the LD:

*“It used to bother him a little bit because it makes him feel a little different from other students, but over time that has become less important.”*

*“He doesn’t like being pulled out for any remediation. He feels like he’s fine in the general ed classroom. He just wants to be like one of the other kids.”*

## Success Attributes

As part of our assessment of students' current emotional well-being, we asked parents to rate their children on 29 items relating to the success attributes that are taught as part of HPDS's social work curriculum. Each item used a 5-point scale, with higher numbers indicating that the child possesses that attribute to a greater degree. The items are grouped into six different success attributes—self-awareness, use of support systems, goal setting, perseverance, proactivity, and emotional coping skills—with each item addressing a different aspect of a particular attribute.

The six figures and tables below summarize the results of these questions. As a prior report indicated that there might be differences between students who went to public versus private schools, we have segmented all the questions into these two categories.

It should be noted that, depending on the context, scoring highly on some factors could actually be understood as negative, such as if a student has an excessive awareness of her/his weaknesses.

A first general conclusion of these success attributes is that, as in prior years, they were overwhelmingly positive. For instance, if we define a positive mean value as anything that scores a 3 or above, all questions elicited positive responses on average except for one—developing plans—which was close to 3 at 2.92. It is true that 5 factors scored less than 3 for either public or private schools, but these were also very close to 3, except for the goal-setting attribute of developing plans in public schools, which scored a 2.56. In general, 94.3% (82 of 87) of the success attribute values we track across overall, public and private schools were positive values by this criterion.

A second general conclusion is that scores are generally down this year. 80.5% (70 of 87) of the success attribute averages we track across the three categories of overall, public and private schools were lower in 2022 than in 2021. Some of these are within rounding errors, and therefore not likely significant, but the extent of the overall trend does suggest that something has changed this year over last year.

- Awareness was higher on one overall score in 2022: 2022 school students scored higher on awareness of academic weaknesses (current year: 4.08 vs. prior year: 3.91). Private school students scored higher on awareness of strengths or challenges (current year: 4.33 vs. prior year: 3.93), awareness of academic strengths (current year: 3.89 vs. prior year: 3.79) and awareness of non-academic strengths (current year: 3.56 vs. prior year: 3.36). Public school students scored higher on awareness of academic weaknesses (current year: 4.31 vs. prior year: 4.00) and on acceptance of disability (current year: 3.81 vs. prior year: 3.75). The other 15 awareness scores were lower in 2022.
- Use of support systems did not score higher on any overall metrics in 2022. However, public school students scored higher on the use of strategies (current year: 3.81 vs. prior year: 3.75). The other 14 scores were lower in 2022.
- Goal-setting was not higher on any overall metric in 2022, although private school students scored higher on all three: realistic goals (current year: 3.78 vs. prior year: 3.64), develops plans (current year: 3.56 vs. prior year: 3.29) and tracks goals (current year: 3.56 vs. prior year: 3.21).
- Perseverance was not higher on any overall metric, although private school students scored higher on two of the three: persisting towards a purpose (current year: 4.33 vs. prior year: 4.07) and persisting through difficulties (current year: 4.44 vs. prior year: 4.00).
- Proactivity was higher on one overall metric in 2022: although “Participates in Classroom and Social Activities” was split into two different ratings in this year’s survey, both scored higher overall: (current year: 4.20 and 4.28 for classroom and social activities, respectively vs. prior year: 4.04). Private school students also scored higher on three others: taking responsibility for actions (current year: 4.33 vs. prior year: 4.14), feeling in charge of life (current year: 3.56 vs.

prior year: 3.50) and self-confidence (current year: 3.89 vs. prior year: 3.43). Not counting the changed metric, the other 12 proactive scores were lower.

- Emotional coping skills were lower on every single metric in 2022; this stands in stark contrast to last year, in which emotional coping skills were nearly all higher.

It is outside of the scope of this study to determine the reason why success attributes are down compared to the prior year. However, as will be discussed further in the section on pandemic responses, one possibility is this that is related to COVID-19 restrictions. As we will discuss in the later COVID section, parents seemed surprisingly optimistic about the long-term impact of COVID-19 on their child's success and resiliency in 2021, but this year it seems parents are less sanguine about this.

Thirdly, when we compare public schools to private schools in the 2022 study, private schools scored higher on 86.2% (25 of 29) more mean success factor values this year, which is the opposite of last year, when public schools scored higher on more mean values (18 of 28).<sup>3</sup> This year, public school students scored higher on only four factors:

- Awareness: public school students had higher scores for awareness of academic weaknesses (public: 4.31 vs. private: 3.67).
- Emotional Coping: Identifies stress triggers (public: 3.62 vs. private: 3.56)
- Emotional Coping: Recognizes onset of stress (public: 3.50 vs. private: 3.22)
- Emotional Coping: Uses strategies to reduce stress (public: 3.12 vs. private 2.89)

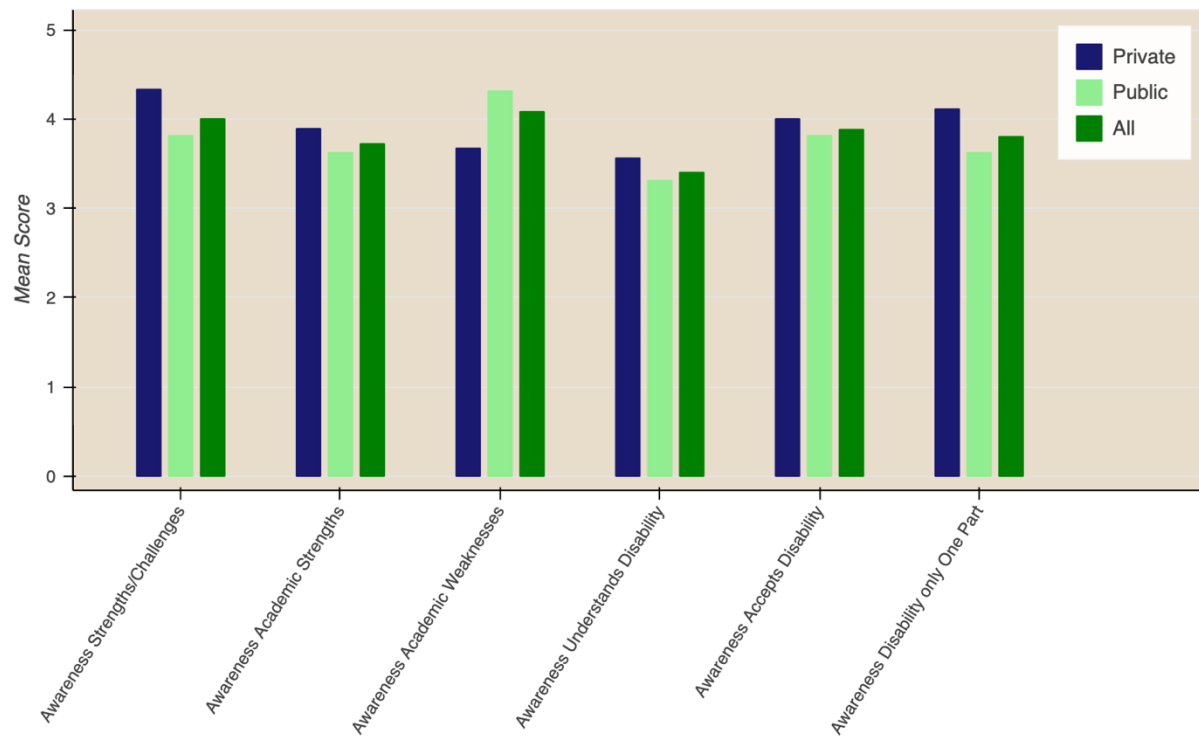
Again, there is insufficient data in this study to determine the causality underlying these differences between public and private schools. However, according to recent U.S. Department of Education results, private school teachers reported higher rates of real-time interactions (61%) with students than public school teachers (32%) in 2020. In addition, 76% of private school teachers reported having the resources they needed to be effective, which was higher than the 61% in public schools during that year.<sup>4</sup> These facts suggest that the pandemic might have had a greater impact on public school students than private school students, a fact that is also supported by this report's success metric scores.

The results are shown on the following charts and tables. In the tables that follow, values that are lower than 2021 are in red, values that are higher than 2021 are green, and neutral values or values that cannot be compared are in black.

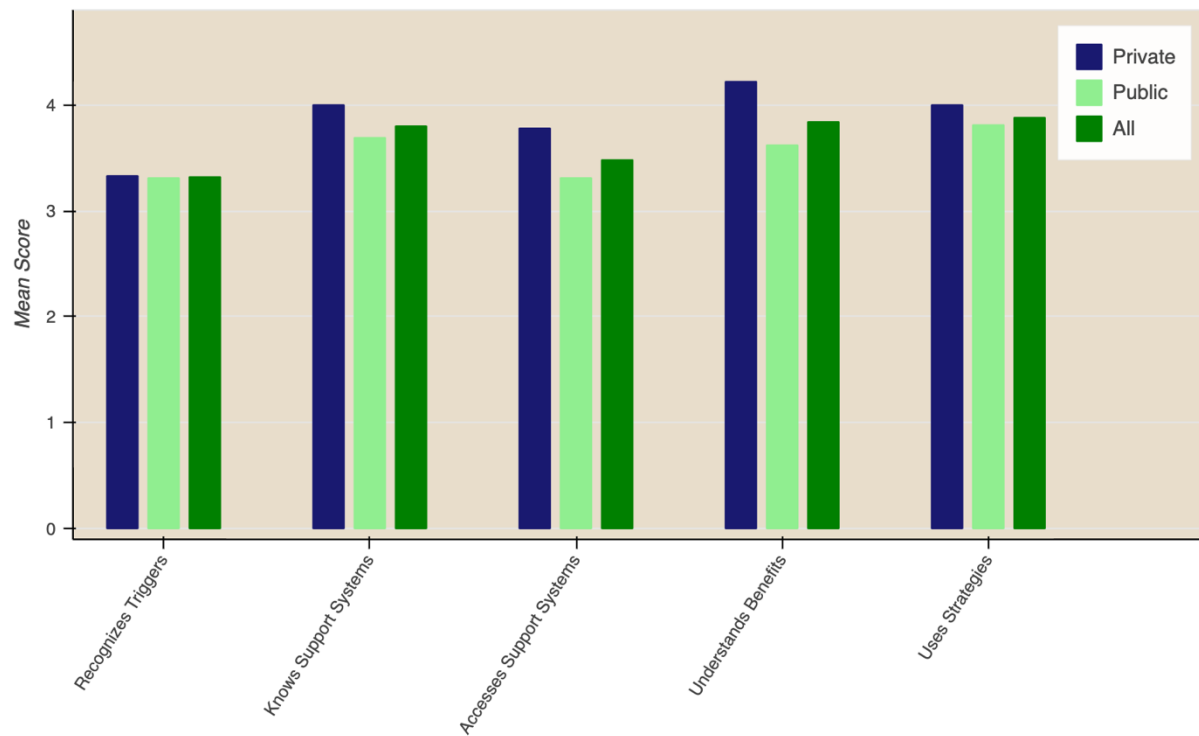
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<sup>3</sup> The questions concerning participation in classroom activities and social activities were separated this year, whereas they were combined in prior years.

<sup>4</sup> U.S. Department of Education, Institute of Education Sciences, *"Impact of the Coronavirus (COVID-19), Pandemic on Public and Private Elementary and Secondary Education in the United States (Preliminary Data): First Look; Results from the 2020-2021 National Teacher and Principal Survey (NTPS), February 2022.* Accessed online on October 12<sup>th</sup> at [https://nces.ed.gov/whatsnew/press\\_releases/2\\_22\\_2022.asp](https://nces.ed.gov/whatsnew/press_releases/2_22_2022.asp).

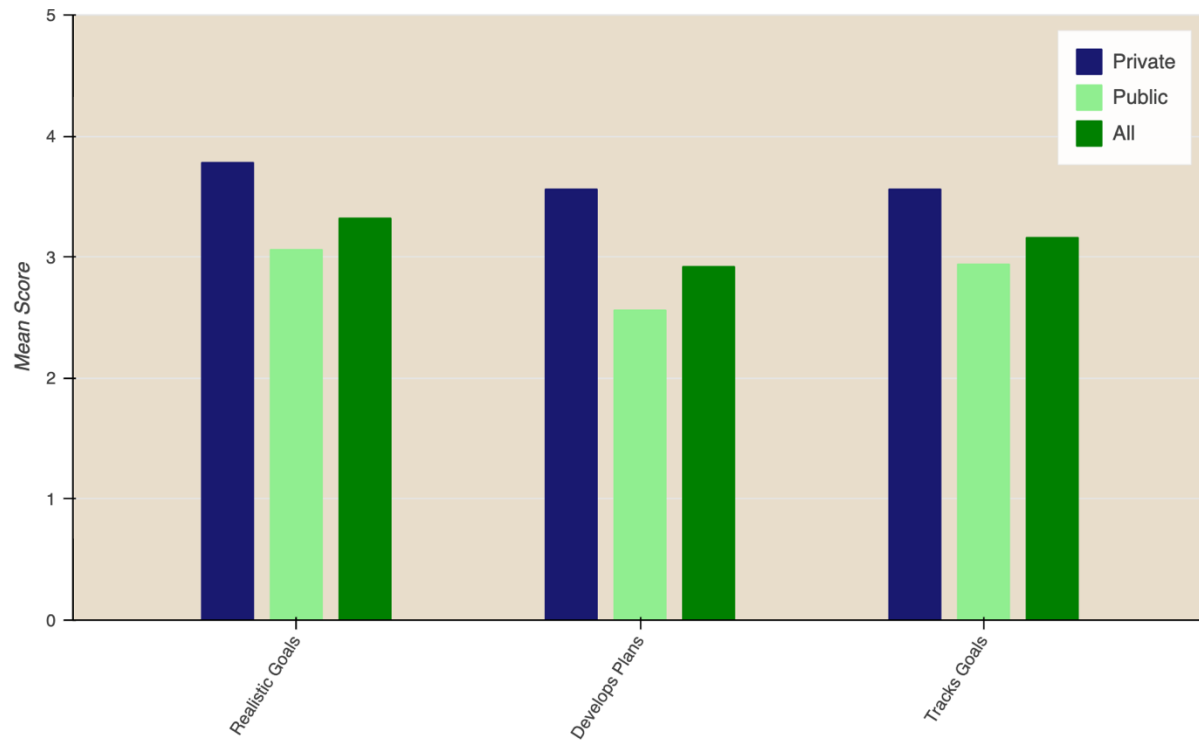


**Figure 15: Success factors: self-awareness, public and private schools, 2020.**  
(Higher values indicate higher scores.)

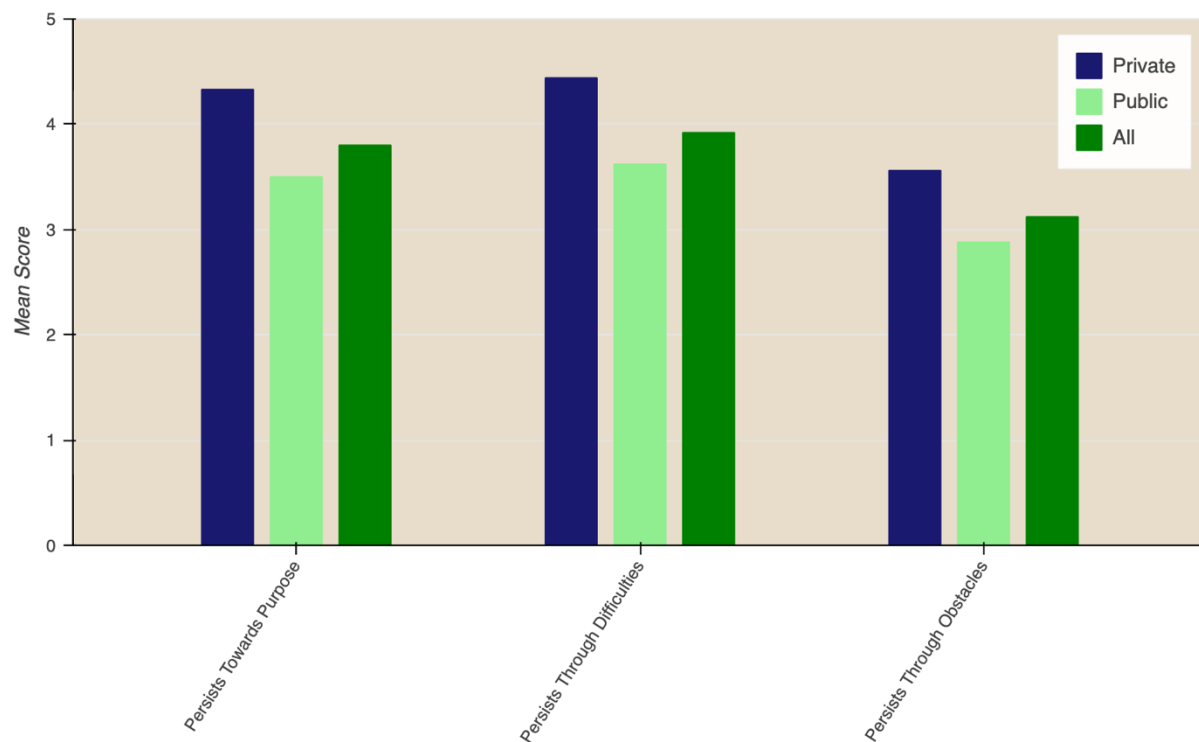




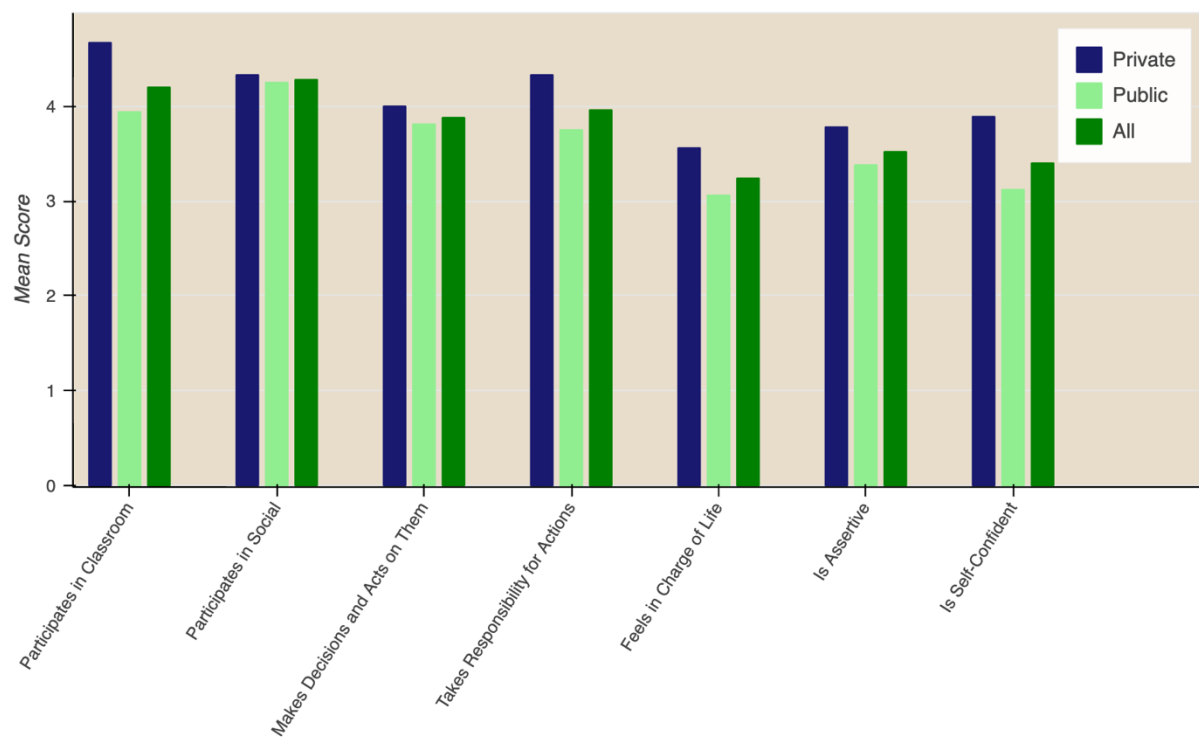
**Figure10: Success factors: use of support systems, public and private schools, 2022.**  
**(Higher values indicate higher scores.)**



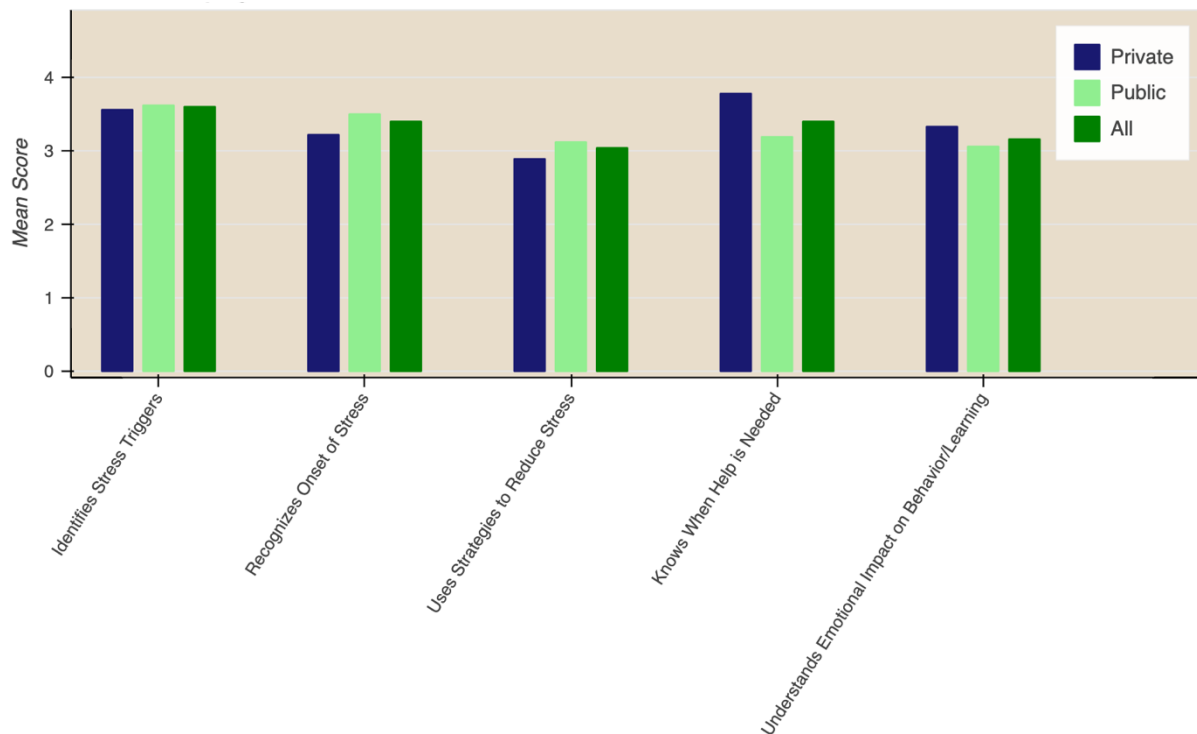
**Figure 11: Success factors: goals, public and private schools, 2022.**  
**(Higher values indicate higher scores.)**



**Figure 12: Success factors: perseverance, public and private schools, 2022.**



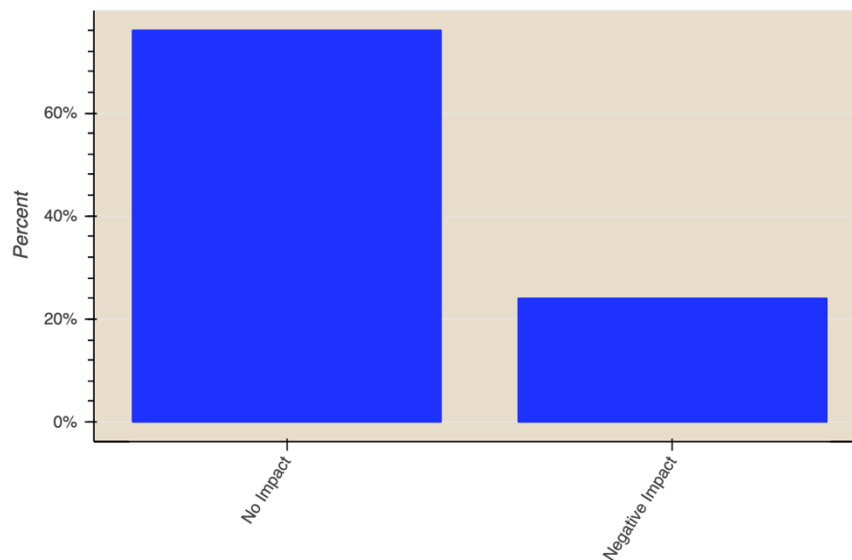
**Figure 13: Success factors: being proactive, public and private schools, 2022.  
(Higher values indicate higher scores.)**



**Figure 14: Success factors: emotional coping skills, public and private schools, 2022.**  
*(Higher values indicate higher scores.)*

## Impact of the COVID-19 Pandemic

For the second year in a row, two questions were asked related to the COVID-19 pandemic: "What impact has the COVID-19 pandemic had on your child's education this last year?" and "What impact do you think the experience of having gone through the COVID-19 pandemic will have on your child in future years?" Respondents were asked how the experience of going through the pandemic impacted their 2021-2022 school year. Out of 25 respondents, six (24.0%) indicated that the impact during the 2021-2022 school year was negative, less than half of the 52.2% reporting a negative impact during the 2020-2021 school year.



**Figure 15: Impact of COVID-19 on Education, 2022.**

Parents mentioned challenges of social impact:

*"Had to continue masking and had to have silent lunch, so there was a social impact, and they couldn't do field trips until the very end of the year.... The overall impact was a low impact, but it did exist. She would have interacted with other classes and had more social opportunities."*

*"The pandemic has caused a social/emotional delay."*

Parents mentioned academic impact:

*"Typically, they'd have more cross-class interaction—if doing well in math, a student could join a different grade, but they couldn't do that this year."*

*"The school was in some disarray. They had a hard time delivering on the special needs things, guidance, tutoring, counseling that we had expected. That is because they had staffing problems, some uproar in the faculty, and so at a school where they're worrying about the best and the brightest, his situation fell through the cracks. This was COVID. They're a very good school with the good ideas, but they had trouble implementing them."*

There were several mentions that the impacts were not as heavy as in the previous year:

*"There were restrictions that did impact, but compared to the depths of the pandemic, it was pretty good."*

*"Huge impact, although less than the previous year."*

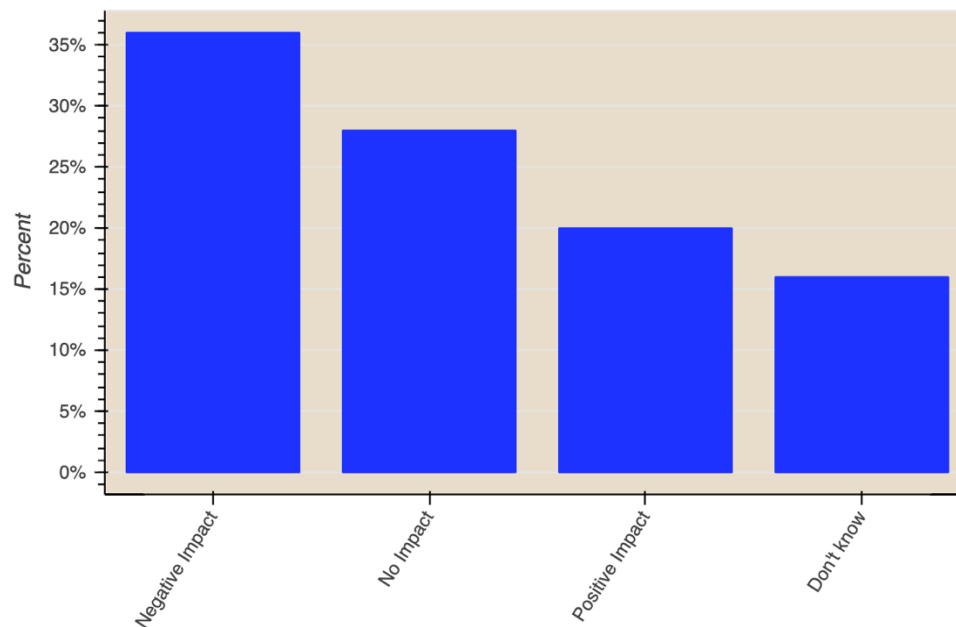
However, although some parents were disappointed with how their schools handled the pandemic, many took the opportunity to praise HPDS,

*"HP should be the model for other schools in their response."*

*"I was grateful that HPDS stayed open 5 days a week as much as they kid. This was very supportive of the children and their needs. The impact was minimized because the school did everything they could to keep kids safe and in class and learning."*

Nineteen (76.0%) responded that there had been no impact from the COVID-19 pandemic in the 2021-2022 school year, compared to 17.4% in the prior year. This suggests COVID is having less impact over time.

The situation is different when we turn to future impact. In 2021, twelve parents indicated the pandemic had positive impact and only four indicated negative impact. This year nine parents thought it had negative impact and only five thought it would have a positive impact, as seen in **Figure 22** and **Table 22**.



**Figure 16: Impact of COVID-19 in Future, 2022.**

Of the nine parents who predicted negative impact, four parents mentioned social impacts:

*"The impact on her is more social/emotional. She got a lot more cloistered and less out in the world, and we're still working on getting back out there in some ways. "*

*"I worry about these kids and their use of devices and social media. They use that as a means to feel that they have connection with other people. The isolation of the pandemic was a terrible thing for teenagers. I wonder if they'll be equipped with the interpersonal skills—I think they were stunted with those skills - and their ability to interact, connect, make eye contact. It's very important for kids at that age. Confidence is key at that age as well and they all struggle with it, but when you're isolated and receiving information through social media, that can be detrimental to their building and toughening their shell and confidence. With this generation, that social/emotional well-being will make them more sensitive to the world."*

One parent mentioned sustained anxiety:

*"There's anxiety that we're going to be wrestling with for a long time. Even when they were allowed to take off their mask, she volunteered to wear her mask. They're still scared, and it'll be a while."*

As was the case last year, several parents remarked about their child's increased resilience:

*"It will contribute to her resilience."*

*"It will make him more resilient. It shows him there is more than one way of learning. It also shows him how lucky he is that he goes to such amazing schools where they do everything to help them learn in person."*

The decrease in the number of parents indicating a long-term positive impact and the corresponding increase in the number of parents indicating a long-term negative impact suggests that parents' views of the long-term impact of the pandemic have become noticeably less sanguine in 2022. Earlier in this study we noted that 80.5% of the success attribute values we track were lower in 2022. Together, this suggests that students are indeed facing more challenges as they emerge from the pandemic.

### **VIII. Appendix A. Schools Attended After Hyde Park Day School**

Below are the schools that parents reported their child initially transitioning to for the 2021-2022 school year.

| <b>School</b>                            | <b>Reported Transition School Count</b> |
|--|---|
| <b>Wolcott College Preparatory</b>       | 4                                       |
| <b>Evanston Township High School</b>     | 4                                       |
| <b>Glenbrook South High School</b>       | 2                                       |
| <b>Highcrest Middle School</b>           | 1                                       |
| <b>Marie Murphy School</b>               | 1                                       |
| <b>Barrington High School</b>            | 1                                       |
| <b>Old Orchard Junior High</b>           | 1                                       |
| <b>Nichols Middle School in Evanston</b> | 1                                       |
| <b>Maine South High School</b>           | 1                                       |
| <b>University of Chicago Lab School</b>  | 1                                       |
| <b>Roycemore School, Evanston</b>        | 1                                       |
| <b>Pleasantdale Middle School</b>        | 1                                       |
| <b>Sacred Heart</b>                      | 1                                       |
| <b>Pleasant Ridge, Glenview</b>          | 1                                       |
| <b>DePaul College Prep</b>               | 1                                       |
| <b>Jones College Prep</b>                | 1                                       |
| <b>The British International School</b>  | 1                                       |
| <b>Maple School, Northbrook</b>          | 1                                       |

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