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. Since 2019, 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. In the summer and fall of 2023, over a period of five months, Justkul completed interviews with parents of 29 (67.4%) of the 43 students who transitioned out of HPDS following the 2021-2022 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 ten 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

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=15, 51.7% of parents), that the student was struggling academically (n=11, 37.9%) and that the student had poor reading skills (n=10; 34.5%). Seven respondents (24.1%) mentioned dyslexia, three each (10.4% each) mentioned that their child had had a neuropsychological evaluation; or mentioned ADD or ADHD, and two each (6.9% each) mentioned an older sibling's experience, bullying, dysgraphia, and a summer experience with HPDS (via summer school or summer camp). Some examples:

> *"It was awful at his previous school. We were told he wouldn't survive third grade. He was the worst reader in the class. He was getting kicked around a lot on the playground, requiring stitches. I had to pull him out of school early because he got a bloody nose and his anxiety was*

through the roof, in addition to his dyslexia and dysgraphia. He was getting bullied, and the school was counseling us out. We didn't want to take a chance of going to a different school. We thought he really needed a safe place to land, like Hyde Park.''

"We were testing him regularly, and his dyslexia wasn't improving. We had to go to different people, from a speech therapist to a decoding teacher all over the city. He needed a place where they understand what dyslexia was and to teach him to live with it and function, all in one place."

"He was falling behind at his current school. The classroom was too large. The help groups were also large groups, not individualized learning, and the group taught to the lowest level, and they just did not have any interest in helping him."

"What ended up happening is that we found out about another older child's dysgraphia, so then it was very easy to see it in the younger child. . . We moved him so he wouldn't have to deal with what the older child had experienced. He had just done kindergarten and first grade but was showing the same struggle understanding sounds to letters. Hence, the younger child had his self-esteem intact: we knew what was happening and caught it early. This is what we're doing now . . . we decided we either do this or our child will never go to college. Better now than later."

As for why HPDS was chosen in particular, 12 respondents (41.4%) indicated that HPDS had been recommended (either by an expert, the prior school, a friend, or another parent), nine respondents (31.0%) indicated that HPDS was their only option, and eight (27.6%) mentioned location. Four (13.8%) mentioned that HPDS was the best solution, three (10.3%) mentioned the school's reputation, and two (6.9%) indicated that it was solution met their specific needs. One (3.5%) mentioned receiving a subsidy to attend.

"There are a bunch of reasons, but mainly there are three: (1) we live in the neighborhood, (2) U of C subsidizes tuition for faculty, so we got a voucher, and (3) we heard amazing things from others about the school. That third reason was the most consequential. Even without the other two reasons, we would have found a way to make it happen based on the third."

"It was a safe place. He needed a lot of support rebuilding his confidence and with his dyslexia. We really liked it when we visited. It felt like a safe, warm place, and we couldn't take chances, because he'd already been in a really bad place. And he liked it. He was involved in the decision-making too. He liked some of the other schools we interviewed at, but he felt the best at Hyde Park."

"Her reading tutor also tutored another student who went to HPDS and told me about it and about how much growth the other girl had made, and I researched it, and it sounded great. We then sent her to summer grade between 5th and 6th grade, and after seeing the progress she made in the short time of summer school, we thought she has to go here."

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.
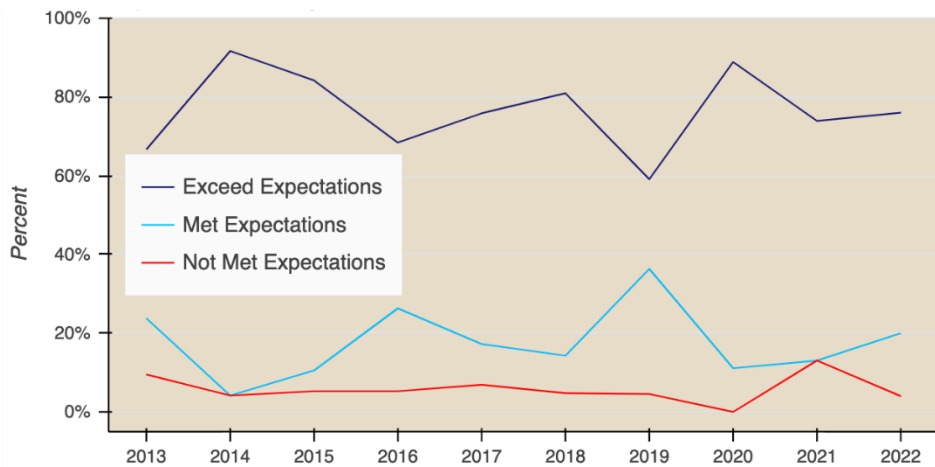
Hyde Park Day School Transition Study Report 2023

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.)
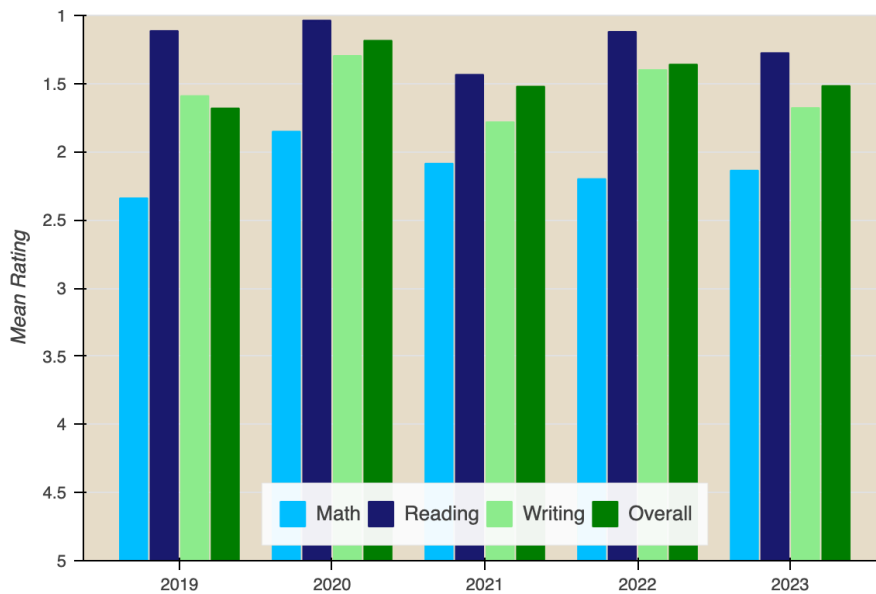
Figure 2: Average instruction ratings, 2019-2023.
(Lower values represent higher ratings.)

Similar to last year, parents gave their highest ratings to HPDS' reading instruction (mean rating=1.28) and were least satisfied with math instruction (mean rating=2.14), with writing instruction being in the middle (mean rating=1.68). The overall instructional mean rating for 2023 was 1.52. This year, math scores did show a slight improvement over 2022.

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%.)

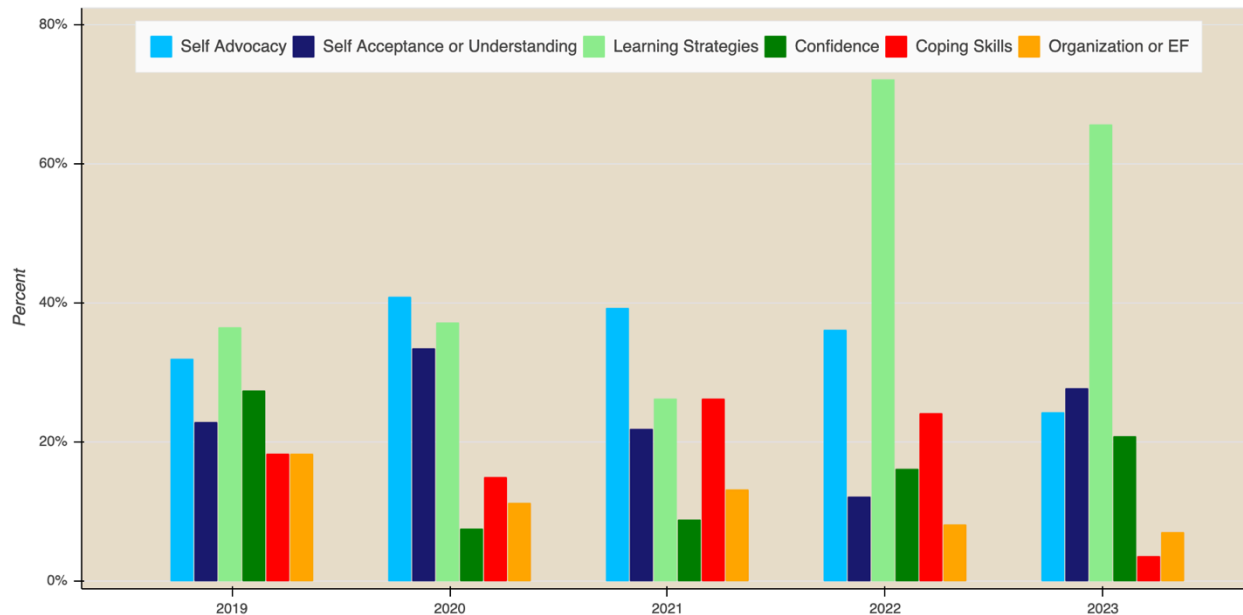Hyde Park Day School Transition Study Report 2023

Figure 3: Areas of most progress 2019-2023.

Parents were most likely (n=19, 65.5%) to mention learning strategies, a small decrease in this percentage over last year, although still high compared to previous years. To a smaller extent, parents this year were also likely to mention self-acceptance or understanding (n=8, 27.6%), self-advocacy (n=7, 24.1%) and confidence (n=6, 20.7%). It is interesting to note that self-confidence has steadily increased since 2020 after a peak in 2019. It seems plausible that the decrease in self-confidence from 2019 to 2020 was due to the onset of the COVID pandemic, and it has been steadily improving thereafter. Two parents also mentioned organization or executive functioning skills (6.9%), and, like last year, only one (3.5%) mentioned coping skills.

Learning strategies:

> *"He learned to use all of the assistive technology tools to help him on a daily basis. He learned to incorporate them into his daily living, and brought everything into his everyday life."*

> *"How to use the tools so that he could learn, interpret the data the way he needed to to learn it. And the decoding."*

> *"The adaptive tools and the expectations of her. It wasn't okay to produce poor work. Things were addressed, she was given access to tools that helped her write better, read better. They gave her tools and didn't just accommodate her."*

Self-advocacy:

> *"Learning to advocate for himself."'*

> *"To use resources and seek help. Advocate for herself."*

> *"He learned how to advocate for himself, what he needs to learn best, how he learns best, given his learning disability."*

Hyde Park Day School Transition Study Report 2023

Self-acceptance and understanding:

> *"Not to be embarrassed about his learning challenges. He can still learn and doesn't have to be embarrassed about it."*

> *"'That you are still normal, even with a different style of learning."*

Confidence:

> *"That he can do school."*

> *"Self-confidence, how to use accommodations."*

> *". . . His social skills improved so much because he got around a group of kids who were at the same level, and shared struggles together. Incredible, he did get a lot of social confidence, and was able to get somewhat of a junior high experience . . . "*

Organization and executive functioning skills:

> *"The coping strategies, and the organizational skills. How to organize things, how to use the tools she needed because she didn't use any tools. She learned how those could help her."*

Transition

A. Transition Schools

Of the 29 parents responding, 17 (58.6%) sent their children to private school after they left HPDS, and 12 (41.4%) to public school, a reverse of last year's nine (36.0%) and 16 (64.0%), respectively. As last year, Chicago was the location that sent the highest percentage of students (within the pool of survey respondents) to private school, with 85.7% (n=12) of Chicago students going to private school and 14.3% (n=2) going to public school. In contrast, three Northfield students (33.3% of Northfield students within the pool of survey respondents) went to private school, with the remaining six (66.7%) going to public school, and two Lemont students (33.3% of Lemont students within the pool of survey respondents) went to private school, with the remaining four (66.7%) going to public school, a similar breakdown between private and public.

Multiple parents sent their children to The Cove School and to Wolcott College Prep (n=3, 10.3% each). Two each (6.9% each) chose New Trier High School and Mount Carmel High School, and the rest of the schools chosen were mentioned by only one respondent (3.5%) each. (See Appendix A for the complete list of transition schools.)

This list changed considerably over last year; whereas Evanston Township High School was the transfer school for four of our respondents' children last year, it doesn't appear in this year's list once. Similarly, Glenbrook South High School, which appeared twice in last year's list, doesn't appear in this year's.

This year, the parents of three students told us their child had transferred to The Cove School, two mentioned New Trier High School, and two mentioned Mount Carmel High School, whereas no one mentioned any of those schools last year. Wolcott College Preparatory remains popular as a transfer school, mentioned by three respondents this year and by four last year.

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 Hyde Park Day School continues to seek ways to improve 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 29 respondents, 18 (62.1%) indicated that HPDS had attended the child's staffing, 26 (90.0%) of respondents found the transition plan helpful, and 25 (88.2%) 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.
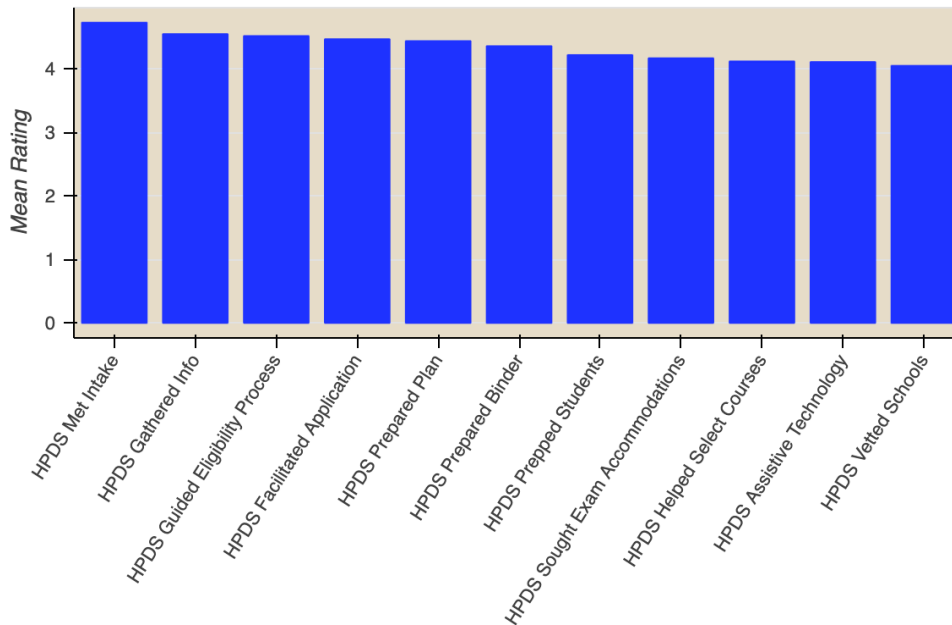
Figure 4: Average transitions component ratings, 2023.
(Higher values indicate higher ratings.)

As seen in *Figure 4* above, all components received a positive score (mean > 3.00), and all of the 11 components earned scores above 4.00, indicating that parents were generally found all components helpful. HPDS earned its highest scores in meeting the intake school (mean = 4.73), gathering information (mean = 4.55) and guiding the eligibility process (mean = 4.52). HPDS earned the lowest scores for vetting schools (mean = 4.05), facilitating assistive technology (mean = 4.11), helping to select courses (mean = 4.12) and seeking exam accommodations (mean = 4.17).

All factors except for seeking exam accommodations were seen as applicable to at least half of the respondents, with three of the 11 components being rated by over 90% of respondents (26 times or more). The three least commonly rated components were HPDS sought exam accommodations (n=12, 41.4%),

Hyde Park Day School Transition Study Report 2023

HPDS facilitated the application process (n=17, 58.6%) and HPDS prepped students for shadow days or interviews (n=18, 62.1%).

Three parents (37.5% of the eight commenters) mentioned that some of the work HPDS did didn't end up getting used by the new school:

> "HPDS made plans, but [the new school] didn't use them."

> "We stayed at HPDS for her to learn the assistive technology, but she wasn't learning a lot of it, and then HPDS wasn't able to get the public school to add it, so it was an area of weakness."

Two parents (25.0% of the eight commenters) mentioned difficulties with staff turnover at HPDS during their family's transition process:

> "The principal was retiring, so the binder got delayed / lost in the shuffle."

> "The lady who was the transitions specialist was brand new, the other had left.... Eligibility was bumpy: HPDS guided her in one direction, and I had to spearhead the whole thing to get them to change. It gets tricky...."

One parent indicated that course selection help was not necessary.

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:
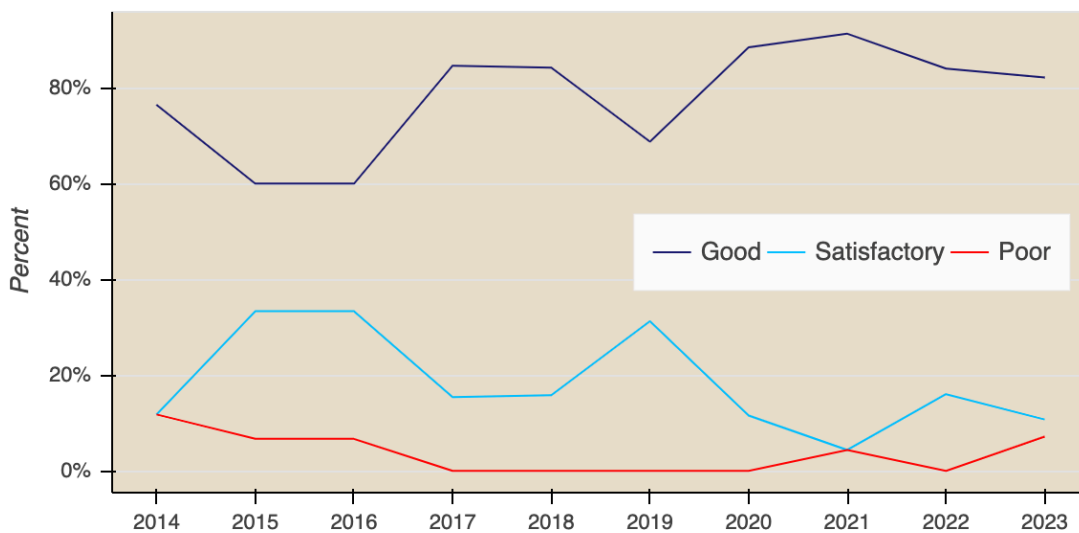

Figure 5: Grade classifications, percentages, 2014-2023.

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

Hyde Park Day School Transition Study Report 2023

these values. The results are shown in **Figure 6** *below*. The results show a slight decrease in grades compared to the prior year.[1]
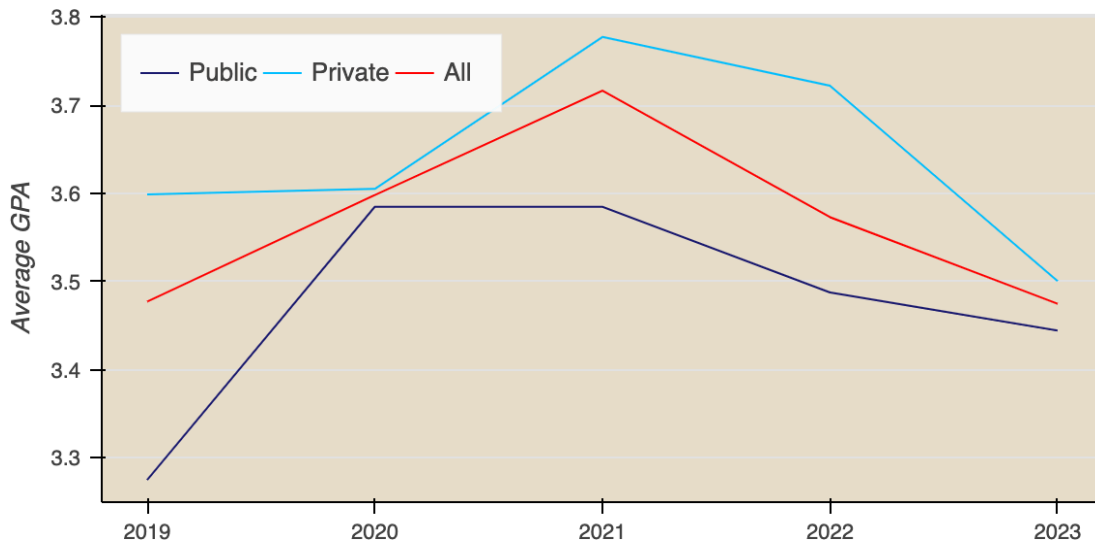

Figure 6: Change in average GPA, public and private schools, 2019-2023.

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

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

---

[1] 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 2023 was re-coded using this methodology in order to facilitate comparisons.

addition, parents often mentioned modifications or accommodations, topics addressed in subsequent sections.

Three respondents (10.3%) indicated that their school applied some type of specific teaching strategy to help their child overcome a learning challenge. Specific strategies mentioned included:

- Making learning a more experiential or multi-modal activity, such as building a hamster maze and caring for animals.
- Step-by-step outline of tasks.
- Demonstrating what needed to be done for a student who does well with visual learning.
- Ensuring the teacher's face was visible, for a student who is not able to follow when a teacher speaks from the back of the room.
- Color to illuminate different aspects of writing.
- Breaking things down into chunks, with frequent check-ins.

Twenty-six (89.7%) 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. Seventeen modifications were mentioned this year (note that one parent could mention more than one 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 11 (37.9%) respondents. Science was also mentioned as being waived or postponed by one respondent (3.5%). Two (6.9%) respondents mentioned that their child's teacher used leveling, and one each (3.5%) mentioned a resource class, a modified curriculum, and a study hall resource.

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 assistive technology, mentioned by 27 (93.1%) respondents, extended time (n=24, 82.8%) and check-in for directions (n=23, 79.3%). The accommodations are summarized in *Figure 7* below.
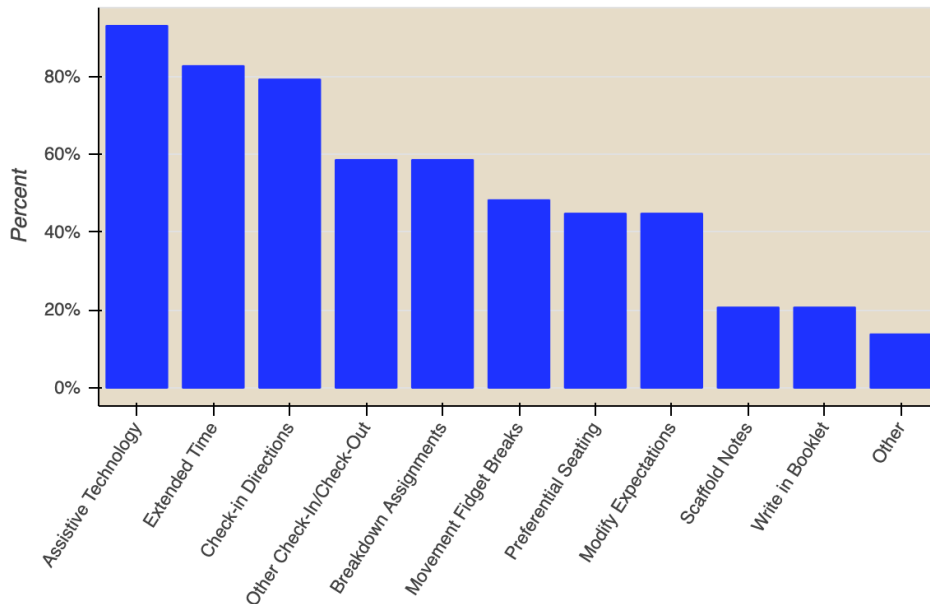
Figure 7: Use of accommodations, percentages, 2023.

Overall, students took advantage of an average of 5.7 accommodations, with a range from 1 to 9. Private-school students used more accommodations than public-school students (mean=5.8 and 5.5, respectively). In the "other" category, respondents mentioned "co-teachers looking out for him during class," "he could skip national testing," "all his exams were read" and "take tests in a separate room."

It is worth noting that the number of accommodations received by students at Wolcott School and The Cove may be higher than indicated here. One parent whose child was at Wolcott, for example, said that breakdown of long-term assignments "is just good teaching practice at this point. Everyone does this, not even as part of a special education." Another parent, whose child was at a mainstream private school, said "They do help him work through projects and get all the intermediate steps, but they do that for all the kids there." Because accommodations were standard for all children at specialized schools like Wolcott and The Cove or, at certain other schools, provided to children without learning differences, it can be difficult for parents 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

100% (n=29) of respondents reported that their child received some type of assistance, with 25 parents (86.2%) specifying in-school assistance, and 14 (48.3%) specifying outside-of-school assistance. Students received an average of 1.8 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-eight students (96.6%) met with a learning specialist or tutor, with 25 receiving this assistance in school and ten students receiving this assistance outside of school (note that a student may receive the same assistance both in and out of school).

Turning to the type of assistance with the second highest counts, 16 students (55.2%) received assistance from a social worker or counselor, with all 16 students receiving this assistance in school and five also receiving it outside of school. The next most-common service received was speech therapy, with eight students (27.6%) receiving this assistance, seven students receiving this in school and three receiving this assistance outside of school. Only one student (3.4%) received support from an occupational therapist, receiving it out of school, and one (3.4%) received physical therapy, receiving it in school. Finally, five students (20.7%) received other types of support: two mentioned a case manager, two mentioned co-taught classrooms and teachers who "push in" in a difficult class (ELA, math and science were mentioned), and one mentioned an executive functioning coach.. 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 intermittent help a few times a year to 16 hours 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 or The Cove School, 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, with public school students more often mentioning social worker/counselors and speech therapists, and more private school students mentioning occupational therapists and physical therapists (one private school parent mentioning each compared to zero public schools).
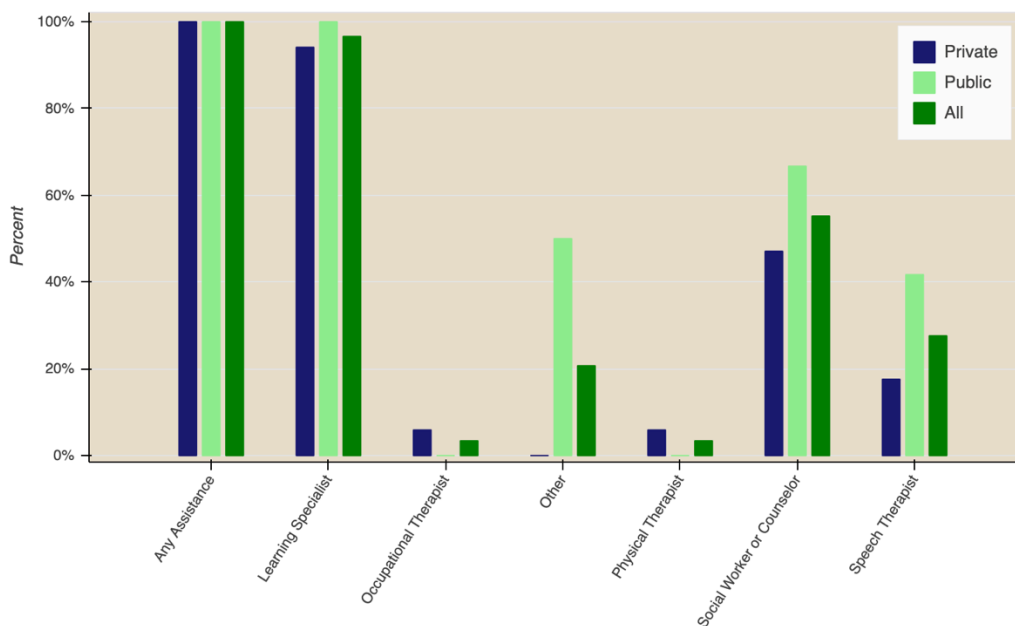

Figure 8: Assistance percentages, public and private schools, 2023.

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

Hyde Park Day School Transition Study Report 2023

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.[2]

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 lower bounds for the likely levels of use among our transitioned students.
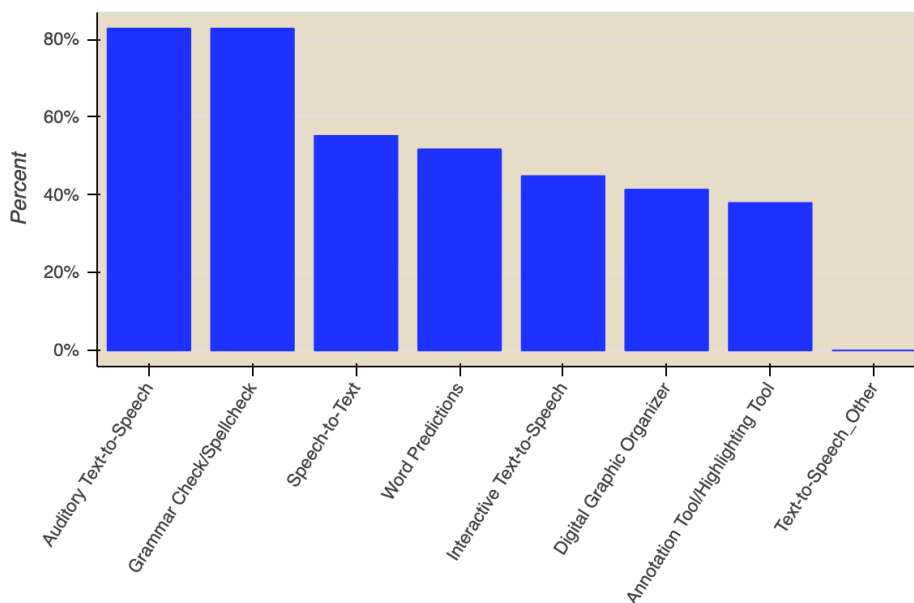

Figure 9: Technology used, percentages, 2023.

Both grammar/spellcheck and auditory text-to-speech were the most commonly used assistive technologies (n=24, 82.8% each), followed by speech-to-text (n=16, 55.2%) and word predictions (n=15, 51.7%). These were followed by interactive text-to-speech (n=13, 44.8%), digital graphic organizer (n=12, 41.4%), and annotation/highlighting tools (n=11, 37.9).

---

[2] Note that this list is slightly different from the list used before 2022 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.

Hyde Park Day School Transition Study Report 2023

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 with a focus on how it impacts them emotionally.

Regarding social impact, 41.4% of respondents (n=12) reported that their child's LD diagnosis had had little or no impact on them socially.

Environment played a role, both good and bad, in the social impact of the LD diagnoses, explicitly mentioned by eight parents (27.6% of all parents; 47.1% of the 17 parents who reported social impact):

Two mentioned positive impact, which both seemed based on the environment:

> *"It's helped her, more so, just being in the right environment."*

> *"His friends are all in his resource class. That has a big impact on him socially."*

Five mentioned negative impact:

> *"He definitely gets singled out in his peer group for going to TLC (what the school calls their learning disability program), and probably made fun of to a certain extent."*

> *"He is naturally drawn towards the really smart kids who are in the gifted program. There's a part of him that keeps pace in that world, and then there is a part of him that is humiliated and embarrassed in that world…. He doesn't want anyone to know he's so bad at those things. It causes him distress sometimes when the wheels start coming off for him and someone will find out."*

> *"The people in her academic classes are typically not her social peers, and so that has been a challenge. That was part of why we structured her schedule to give her two electives in which she would be in mainstream classes so that she would have more opportunities to meet typical students."*

One response was mixed: the parent reports no problem, although it is noted that the time involved is a negative:

> *"He has no problem with it, except for the fact that it pulls him away from his friends and it bothers him."*

To turn to emotional impact, 24.1% (n=7) of respondents reported that their child's LD diagnosis had had little or no impact on them emotionally, but the majority 75.9% (n=22) indicated the diagnosis did have an impact.

Two respondents (6.9% of all parents; 9.1% of the 22 parents reporting emotional impact) mentioned their children's lack of confidence:

> *"It's hard on him. It hurt his confidence."*

Hyde Park Day School Transition Study Report 2023

"I think there are times when she is frustrated. And that can spill over into self-confidence at times."

However, three respondents (10.4% of all parents; 13.6% of the 22 parents reporting emotional impact) mentioned an increase in their child's confidence:

"Very positive. We don't have the same tutoring or emotional struggles anymore. The resource teacher was very good with confidence and helping him get some help."

"Emotionally and socially for sure, once he got his self-confidence back he matriculated to a middle school, and just immediately made friends. Although he'd been gone for three years, he just reconnected and made a ton of new friends, once he got the confidence back. HPDS gave me my kid back."

"He had low self-esteem before HPDS, and HPDS built it back up. He's in a really good place emotionally."

Five respondents (17.2% of all parents; 22.7% of the 22 parents reporting emotional impact) mentioned their child's frustration or exhaustion:

"Some impact. He gets easily frustrated if he feels overwhelmed."

"When she faces unanticipated intellectual challenges, she gets frustrated, throws up her hands, and says she can't do it. Then she realizes it wasn't that bad, and overcomes it."

"She resents it. She resents the help and that things don't come easily. She definitely is exhausted by the energy she has to put into her school day and then do anything else. It's too much."

Success Attributes

As part of our assessment of students' current emotional well-being, we asked parents to rate their children on 30 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.

A first general conclusion of the success attribute responses 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, and this holds true even if we look at public schools and private schools separately. This means that 100% (90 of 90 — 30 private school, 30 public school and 30 overall) of the success attribute values we track across overall, public and private schools were positive values.

A second general conclusion is that scores are generally up this year. 68.9% (62 of 90) were higher this year than last. 30.0% (27 of 90) were down, and only one (1.1%) stayed the same. 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.

- ***Awareness Factors*** were higher on <u>all</u> overall scores in 2023.
    - Private school students scored lower on only one factor: awareness of strengths or challenges (4.24 this year vs. 4.33 last year). In all other awareness factors, private school students scored higher in 2023.
    - Public school students scored lower on only one factor: awareness of academic weaknesses (3.92 this year vs. 4.31 prior year). In all other awareness factors, public school students scored higher year over year.
- ***Use of Support Systems*** scores were higher on all factors overall except for using strategies (3.83 this year vs. 3.88 last year).
    - Private school students scored slightly higher on recognizing triggers (3.88 this year vs. 3.33 last year) and on knowing support systems (4.06 this year vs. 4.00 last year), and scored lower on every other support system metric.
    - Public school students scored slightly lower on those same two metrics, namely recognizing triggers (3.17 this year vs. 3.31 last year), and knowing support systems (3.58 vs. 3.9 last year).
- ***Goal-Setting*** was higher on all overall metrics in 2023 compared to 2022.
    - Public school students were also higher on all goal-setting attributes.
    - Private school students scored slightly lower on realistic goals (3.59 vs. 3.78 last year) and on developing plans (3.29 vs. 3.56 last year).
- ***Perseverance Factors*** were higher overall only on persisting through obstacles (3.55 vs. 3.12 last year).
    - Private school students scored lower on all three perseverance attributes, including persisting towards a purpose (3.76 this year vs. 4.33 last year), persisting through difficulties (3.82 vs. 4.44 last year) and persisting through obstacles (3.53 vs. 3.56 last year).
    - Public school students scored higher on all three, including persisting towards a purpose (3.58 this year vs. 3.50 last year), persisting through difficulties (3.92 vs. 3.62 last year) and persisting through obstacles (3.58 vs. 2.88 last year).
- ***Proactivity Factor*** scores were higher on all but two overall metrics in 2023: participating in social activities (4.00 this year vs. 4.28 last year) and taking responsibility for actions (3.79 this year vs. 3.96 last year).
    - Private school students scored higher on only two metrics: making decisions and acting on them (4.06 vs. 4.00 last year) and feeling in charge of life (3.82 this year vs. 3.56 last year).
    - Public school students scored lower on only one metric: participating in social activities (3.92 this year vs. 4.25 last year).
- ***Emotional coping skills*** scores were higher on every metric in 2023 except for one: Understanding the emotional impact on behavior and learning, which was 3.10 this year compared to 3.16 last year.
    - Private school students were lower on knowing when help is needed (3.41 this year vs. 3.78 last year) and on understanding the emotional impact on behavior and learning (3.12 vs. 3.33).
    - Public school students were higher or equal on all emotional coping skills metrics.

Thirdly, when we compare public schools to private schools in the 2023 study, private schools scored higher on 66.7% (20 of 30) of the mean success factors this year, which is lower than the 86.7% (26 of

30) in 2022. Interestingly, in 2021 the opposite was true: public schools scored higher on 65.5% of mean values (19 of 29).[3]

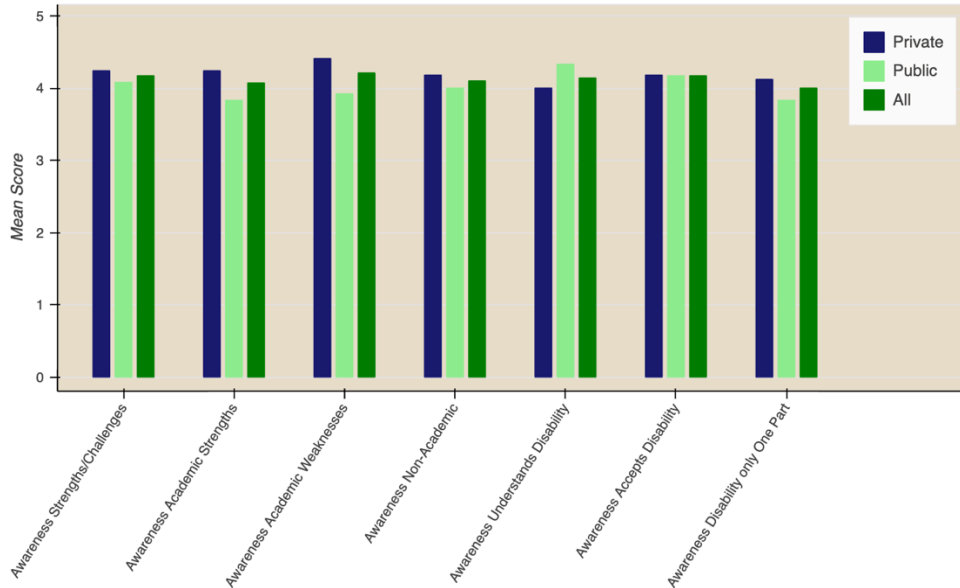The results are shown on the following tables.

Figure 10: Success factors: self-awareness, public and private schools, 2023.
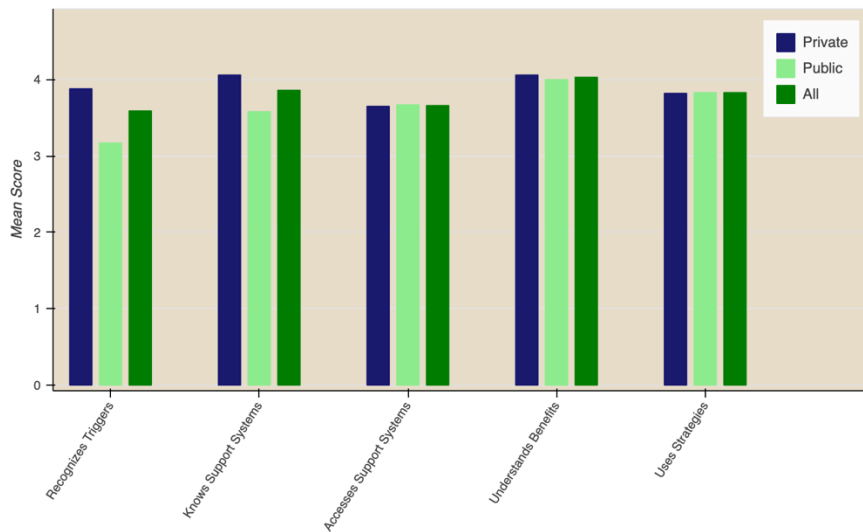*(Higher values indicate higher scores.)*

Figure 11: Success factors: use of support systems, public and private schools, 2023.
(Higher values indicate higher scores.)

---

[3] The questions concerning participation in classroom activities and social activities were separated in 2022, whereas they were combined in prior years.
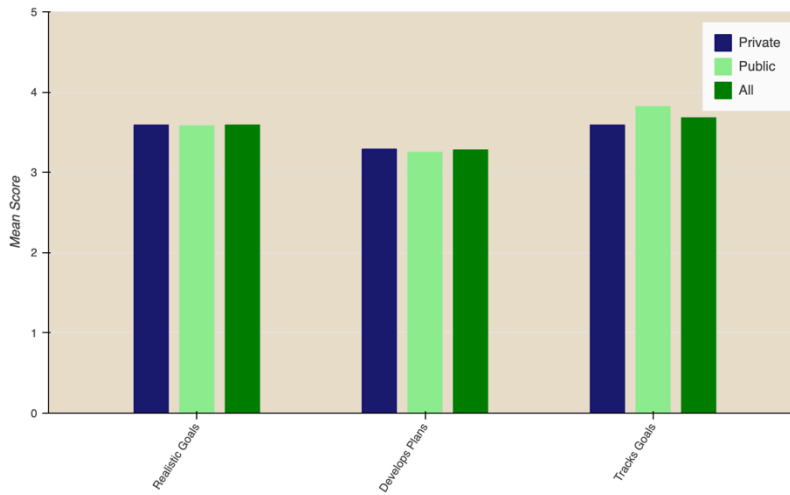
Hyde Park Day School Transition Study Report 2023

Figure 12: Success factors: goals, public and private schools, 2023.
(Higher values indicate higher scores.)
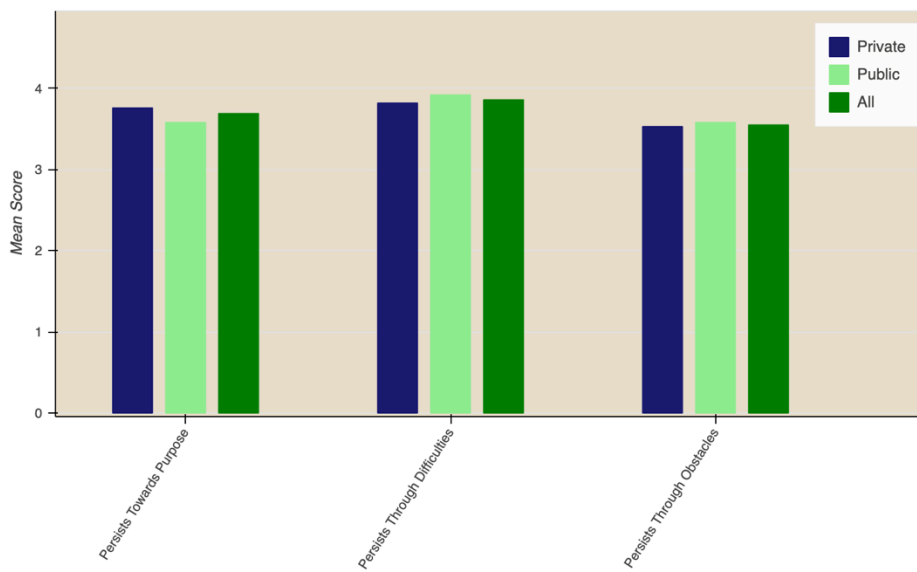
Figure 13: Success factors: perseverance, public and private schools, 2023.
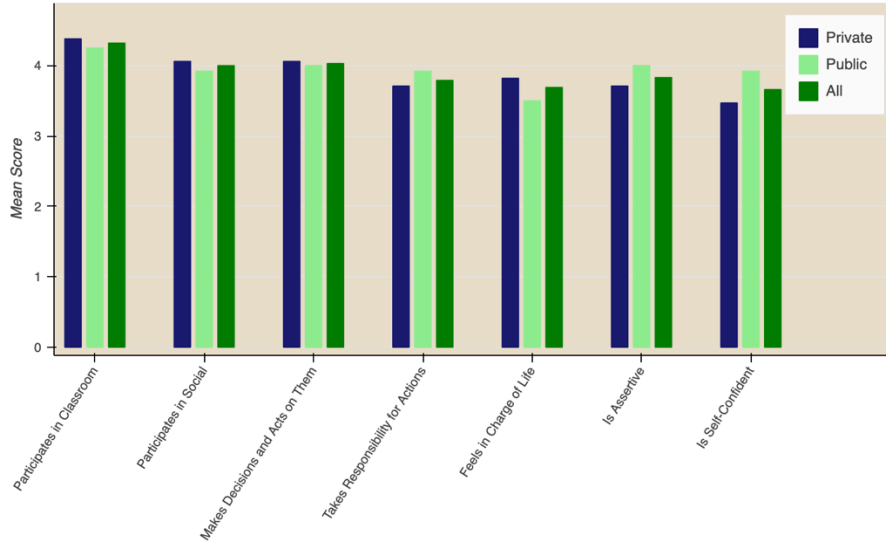
Hyde Park Day School Transition Study Report 2023

Figure 14: Success factors: being proactive, public and private schools, 2023.
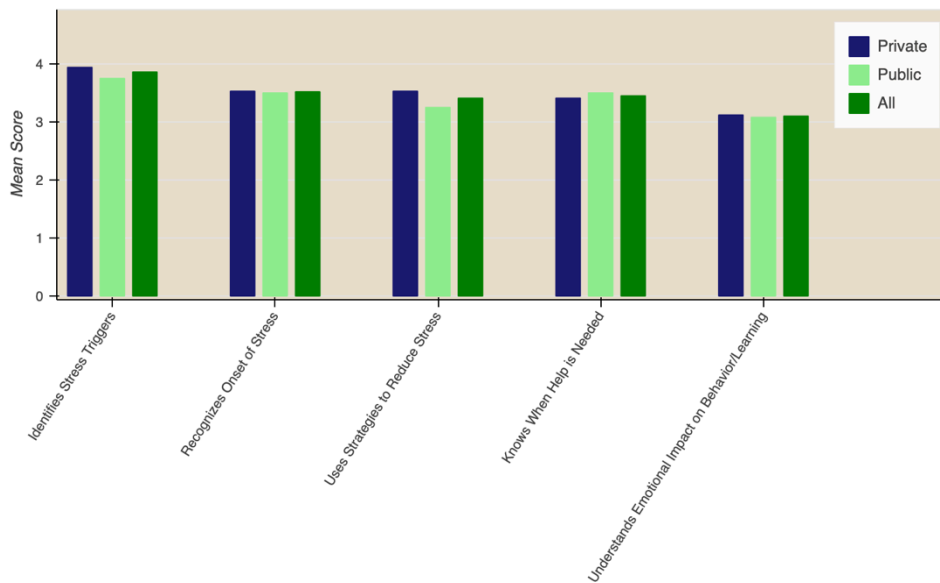*(Higher values indicate higher scores.)*

Figure 15: Success factors: emotional coping skills, public and private schools, 2023.
(Higher values indicate higher scores.)

Appendix: Schools Attended After Hyde Park Day School

Below are the schools that parents reported their child initially transitioning to for the 2022-2023 school year.

Hyde Park Day School Transition Study Report 2023

School	Reported Transition School Count
Wolcott College Preparatory	3
The Cove School	3
New Trier High School	2
Mount Carmel High School	2
Barrington High School	1
Barrington Middle School Prairie Campus	1
Bennett Day School	1
Deerfield High School	1
DePaul College Prep	1
District 103 Half Day	1
Francis Xavier Warde	1
GCE Lab School	1
Glen Bard West	1
Glencoe Central School	1
Hadley Junior High	1
Joseph Sears School (in Kenilworth)	1
Lab School	1
Lincoln Way East	1
O'Neill Junior High	1
Our Lady of Mount Carmel	1
Roycemore School, Evanston	1
Sacred Heart	1
St. James Apostle, Glen Ellyn	1

Hyde Park Day School Transition Study Report 2023