



# HYDE PARK DAY SCHOOL LONG-TERM OUTCOMES STUDY

## SUMMARY, 2015

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Hyde Park Day School (HPDS) provides students of average-to-superior intelligence who have learning disabilities an innovative and comprehensive educational experience that prepares them for successful transitions to public or private schools. Feedback from our parents and students about the organization is essential to the success of HPDS. To that end, for the last ten years we have commissioned Research Pros, Inc. (Chicago, IL), an independent research company, to interview families one year after their children transition from HPDS. This follow-up research has contributed to important changes in policies, the curriculum and the student transition program. In 2012, we initiated our first long-term outcomes study, seeking to gather information from former parents about their children's academic and non-academic experiences several years after attending HPDS.

The parents of 91 students who attended HPDS between January, 2000 and June, 2010 responded to our long-term outcomes survey. In this report, you will find a summary of the major findings and interpretations, as well as three appendices listing high schools, colleges, and universities in which former HPDS students enrolled. The companion comprehensive report provides very specific details about student experiences and parent comments. We hope that this report will be a helpful resource for parents and students as they plan for and make important educational decisions, and that it will assist HPDS and non-HPDS professionals in their work with children with learning disabilities.

## MAJOR FINDINGS

While parents expressed dissatisfaction with the schools their children attended prior to HPDS due to the lack of support services and individualized or specialized services, the main reason reported for choosing HPDS was to teach their child to learn to read.

When parents were asked what they believed their children learned or gained from attending HPDS, learning to read was the most frequent response. The next two most frequent outcomes that parents cited were their children's increased self-confidence and self-advocacy skills. For many of our students, gaining these skills is an academic turning point. Based on the comments, it appears that developing self-confidence and self-advocacy skills, along with gaining critical reading skills, may be the primary long-term benefits of having attended HPDS.

*I am not sure her reading improved as much as her learning how to advocate for herself.*

*I think one of the biggest things he learned at the HPDS was that he wasn't alone. He learned that there were others with the same problems.*

# Academic Success After HPDS

Parents were asked about their child’s academic plans after high school graduation and the vast majority of students (84.5%) were either attending or planning to attend a four-year college or university. See Appendix C for the full list of colleges and universities where former HPDS students have enrolled.

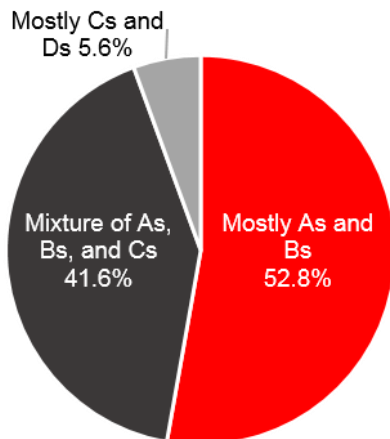
An integral component of the social work curriculum at HPDS has been the “Success Attributes.” These attributes of self-awareness, proactivity, goal setting, perseverance, emotional coping skills, and use of support systems are thought to contribute to success in life for individuals with learning impairments. The “Success Attributes” curriculum appears to have a positive impact on the outcomes of HPDS students as they learn to use these skills, although we cannot rule out the possibility that students had them before entering HPDS. If nothing else, these results reinforce the HPDS position that understanding and utilizing the skills outlined in the “Success Attributes” can contribute to better outcomes for students with learning disabilities.

## Sample of Colleges and Universities Where HPDS Alumni Have Enrolled

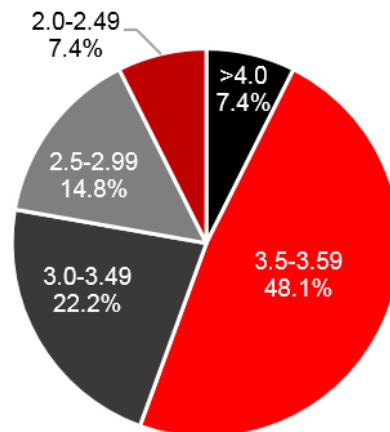
- American University
- Columbia College
- DePaul University
- IIT Technical Institute
- Lake Forest College
- Marquette University
- Mercy College
- Oakton Community College
- Purdue University
- St. Olaf College
- Tribeca Flashpoint Media Arts Academy
- University of Chicago
- University of Notre Dame
- West Virginia Wesleyan College
- Xavier University

Over 50% of the 89 parents who responded described their children as “Good Students” (mostly As & Bs) and over 40% described them as “Satisfactory Students” (As, Bs, & Cs). Almost 80% of the 27 who reported their children’s final high school GPAs reported that they were 3.0 or above. Girls tended to have higher grades than boys, with 61% of girls described as “Good Students” relative to 47% of boys. Over 50% of the students received academic honors, including being on high school honor rolls, receiving specific subject awards, and being inducted into the National Honor Society. A very positive outcome was that over 75% of parents indicated that their children’s grades improved over time. In addition to doing well academically, former HPDS students were active in sports and athletics, service and leadership, the fine arts, and performing arts.

Grades Post HPDS



Final High School GPA\*



\* Total percent does not equal 100 due to rounding.

## Fast Facts

Students came from 58 schools from across the entire Chicago metropolitan area and Indiana.

Of students who had additional disabilities (30%), 89% had either Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder.

Approximately 70% of the students were enrolled for 2 or 3 years, and the three most common grades in which students transitioned were 6th, 8th, and 7th (in that order).

Parents reported that technology use had the greatest impact in the academic areas of written language, reading, and math.

There were 79 parent suggestions for HPDS, with the most frequent being the need for up-to-date information. This includes case studies of successful children, technology updates, research updates, and information on how to search for colleges.

Despite students' academic success, many parents reported that their children's learning disabilities negatively affected them both socially and emotionally. Our findings point to the importance of providing counseling, psychological support, and/or psychotherapy for individuals with learning disabilities in conjunction with their academic programs. However, for several students, parents said that the learning disabilities had a positive social and emotional impact or none at all. This suggests that we need to have a better understanding of factors that led to these outcomes. Finally, we need to find ways to better coordinate academic support with support for social and emotional issues, particularly during stressful periods, such as standardized testing, final exams, major social events (e.g., sports events, proms), and transitions.

*[S]ocially he is successful, but I do feel he carries a level of shame from having a learning disability and has never told anyone....*

*Early on, he was treated as if he were stupid, and because of his ADD, he was not great at team sports. This caused issues with peers and his self-esteem suffered. As he matured, he was better able to understand his issues and self-advocate.*

*She is so "over it." As she said, "LDs are so yesterday!"*

*I believe the biggest impact on her has been the emotional one. Before HPDS, she just felt that she was stupid. HPDS helped her realize that was not the case, but I also believe that by the time she reached HPDS, she had experienced a lot of failure and didn't like the way it felt....*

*I think it has made her more resilient.*

At the end of the survey, parents were asked to offer any other information that they would like to add. All 57 of the comments provided insight into the HPDS program. The most frequent comment was to thank HPDS, while the second most frequent was about the positive effect of the campus climate, which was underscored with specific references to caring people. The third most frequent comment captured the child's growth and development as a result of attending HPDS. While parents were very positive about their children's experiences, their comments also provided valuable information about needed improvements in the curriculum and how services are provided.

## Academic Experiences After HPDS

Approximately 90% of parents reported that their children continued to receive educational and clinical assistance inside and/or outside of school. Approximately 50% of the students received curricular modifications and over 90% of the students received accommodations. The most common curricular modification was a modified program of study, such as having a course waived, and the most common accommodation was extra time, typically 1.5 or 50% more time.

The large number of students who had IEPs and the number and variety of services provided suggest that parents and their children were aware of their specific needs and legal rights, including support from learning disabilities specialists, and were able to advocate for appropriate curricular modifications and accommodations. HPDS's focus on educating both students and parents as to their rights and the importance of self-advocacy, as well as thoughtful selection of the schools attended after HPDS, may have contributed to this outcome.

Parents reported that the majority of students are able to successfully complete a foreign language requirement in high school. The HPDS Orton-Gillingham approach to teaching reading with its emphasis on understanding phonics, as well as gaining phonemic awareness, may have contributed to our students meeting this requirement.

Students generally spent one to three hours on homework, with 15% spending four or more hours on homework. Although not surprising, we found that parents were providing as much homework assistance as tutors. This raises the issue of helping students become more independent of their parents, and the importance of attending post-secondary schools with strong support services, particularly since the vast majority of our HPDS students are attending colleges and universities outside of Chicago.

*The testing accommodations have been consistent over time, and are revisited each year in the IEP meetings. Having co-teachers and time after school with the special ed teachers have been particularly important.*

*High school was more difficult because of social/peer [interactions]. He just didn't take advantage of what the school allowed.*

*As she got older, she was able to communicate with her teachers on what she needed to be successful. What she needed depended on the course or her teacher. She mainly used extended time on finals.*

### Foreign Languages Studied

Spanish  
Latin  
French  
German  
Chinese  
Hebrew  
American Sign Language  
Italian  
Japanese  
Zulu

# CONCLUSION

We believe this study demonstrates that, for some students with moderate-to-severe learning disabilities, there is a need for highly intensive, individualized programming that cannot be provided in mainstream classrooms. For students attending Hyde Park Day School, the typical enrollment was two-to-three years. During that time, the students had the opportunity to gain critical skills (i.e., learning to read), to develop strategies that help them compensate for their learning disabilities, and to acquire an understanding of curricular modifications and accommodations that will contribute to their academic success. Our comprehensive Transition Program helped students find the most appropriate mainstream schools to attend after HPDS, as well as helping them access the needed services in their new schools. While our results also suggest that the “Success Attributes” curriculum had a positive impact on the outcomes of HPDS students, the ongoing negative impact of having a learning disability both socially and emotionally indicates the need for greater support in these areas — both when students are enrolled in Hyde Park Day School and after they transition.

This is the first Hyde Park Day School longitudinal study. Our hope is to continue studies similar to this one. We believe that studying our former students’ academic and career outcomes can not only benefit Hyde Park Day School’s educational programs but all students with learning disabilities.



We are honored to dedicate the Hyde Park Day School Long-Term Outcomes Study to the memory of Brooke Whitted.

**APPENDIX A**  
**HPDS Graduates 2000-2014**  
**Direct Enrollment in High School**

**Chicago Public High Schools**

Chicago High School for the Arts  
 Jones College Prep High School (2)  
 Lane Technical College Prep High School (2)  
 Ralph Ellison Charter High School  
 Whitney Young High School  
 Urban Prep

**Chicago Private High Schools**

Chicago Academy for the Arts  
 Global Citizenship Experience  
 Wolcott High School (3)

**Chicago Parochial High Schools**

De La Salle-Lourdes Hall Campus  
 Maria High School  
 Marist High School  
 Mt. Carmel High School (9)  
 St. Gregory High School (4)  
 St. Patrick High School  
 St. Scholastica Academy (2)  
 Mother McAuley High School

**Suburban Public High Schools**

Deerfield High School (4)  
 York High School  
 Evanston Township High School (7)  
 Glenbrook South High School  
 Highland Park High School (2)  
 Lyons Township High School  
 Stevenson High School (3)  
 Niles West High School  
 Prospect High School  
 New Trier High School (8)

**Suburban Private High Schools**

Beacon Academy  
 Roycemore High School (3)  
 Seal  
 Cove High School (4)

**Suburban Parochial High Schools**

Montini High School  
 Notre Dame High School (10)  
 Loyola Academy

**Boarding Schools**

The Foreman School	Litchfield, CT
The Gow School	South Wales, NY
LaLumiere School	LaPorte, IN
Purnell School	Pottersville, NJ

**Outside of Illinois**

Summit High School	Colorado
St. Theresa	New York

\*This list represents all students who have graduated from HPDS between 2000-2014 and is not limited to those responding to the survey. If more than one student has enrolled in a school, the total number is listed in parentheses.

**APPENDIX B**  
**HPDS Alumni 2000-2014**  
**Enrollment in High School After Transition**

**Chicago Public High Schools**

Curie High School  
 Jones College Prep High School (4)  
 Lane Technical College Prep High School (2)  
 Lincoln Park High School  
 Northside College Prep High School  
 Westinghouse College Prep High School  
 Walter Payton College Prep High School (3)  
 Whitney Young High School

**Chicago Private High Schools**

Chicago Academy for the Arts (3)  
 Chicago Waldorf High School (2)  
 Global Citizenship Experience  
 Francis Parker School (4)  
 Morgan Park Academy  
 University of Chicago Laboratory Schools (4)  
 Wolcott High School (2)

**Chicago Parochial High Schools**

De La Salle-Lourdes Hall Campus  
 St. Benedict Preparatory High School (3)  
 Mt. Carmel High School (3)  
 St. Ignatius High School (4)  
 St. Patrick High School

**Suburban Public High Schools**

Deerfield High School (4)  
 Evanston Township High School (4)  
 Glenbrook North High School  
 Glenbrook South High School (3)  
 Highland Park High School (2)  
 Hinsdale Central High School  
 Homewood-Flossmoor High School (3)  
 Lake Forest High School  
 Lyon Township High School (3)  
 Maine South High School (3)  
 New Trier High School (16)  
 Oak Lawn High School  
 Oak Park-River Forest High School (2)  
 Plainfield North High School  
 Adlai E. Stevenson High School (2)  
 Vernon Hills High School

**Suburban Private High Schools**

Acacia  
 Roycemore High School (9)

**Suburban Parochial High Schools**

Chicagoland Jewish High School  
 Fenwick High School  
 Loyola Academy (6)  
 Notre Dame High School (2)  
 Woodlands Academy

**Boarding Schools**

Brewster Academy	Wolfeboro, NH
Eagle Hill School	Hardwick, MA
The Foreman School (3)	Litchfield, CT
The Gow School (8)	South Wales, NY
Holderness School	Plymouth, NH
Landmark High School	Prides Crossing, MA
Leelanau School (3)	Glen Arbor, MI

**Outside of Illinois**

Lab High School	Washington, D.C.
Orange Lutheran High School	Orange, CA
Scottsdale Christian Academy	Scottsdale, AZ

**Home School (3)**

\*This list represents all students who have transitioned from HPDS between 2000-2014 and is not limited to those responding to the survey. If more than one student has enrolled in a school, the total number is listed in parentheses.

**APPENDIX C**  
**HPDS Alumni 2000-2014**  
**Enrollment in Colleges and Universities**

**Two-Year Colleges**

College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
ITT Technical Institute	Oak Brook, IL
IVY Technical Community College	Bloomington, IN
McHenry County College	Crystal Lake, IL
Moraine Valley Community College (2)	Palos Hills, IL
Morton College	Cicero, IL
Oakton Community College (4)	Des Plaines, IL
South Suburban College	Holland, IL
Tribeca Flashpoint Media Arts Academy	Chicago, IL
Truman College	Chicago, IL
West Valley College	San Jose, CA
Wyoming Technical	Laramie, WY

**Four-Year Colleges**

Beacon College	Leesburg, FL
Beloit College	St. Beloit, WI
California College of the Arts	Oakland, CA
Calulmet College of St. Joseph	Whiting, IN
Coe College	Cedar Rapids, IA
Cornell College	Mt. Vernon, IA
College of Mount St. Joseph	Cincinnati, OH
Columbia College (2)	Chicago, IL
Cornish College of the Arts	Seattle, WA
Dickinson College	Carlisle, PA
Eckerd College	St. Petersburg, FL
Elmhurst College (2)	Elmhurst, IL
Johnson State College	Johnson, VT
Kansas City Art Institute	Kansas City, MO
Lake Forest College (2)	Lake Forest, IL
Lyndon State College	Lyndonville, VT
Manhattanville College	Purchase, NY
Mercy College	Dobbs Ferry, NY
Mount Holyoke	South Hadley, MA
North Central College	Naperville, IL
The Rhode Island School of Design	Providence, RI
Scripps College	Claremont, CA
St. Ambrose	Davenport, IA
St. Olaf College	Northfield, MN
West Virginia Wesleyan College	Buckhannon, WV

**Universities**

American University	Washington DC
Bradley University	Peoria, IL
Bowling Green State University	Bowling Green, OH
Colorado State	Fort Collins, CO
DePaul University	Chicago, IL
DePauw University	Greencastle, IN
Dominican University	River Forest, IL
Embry Riddle Aeronautical University	Daytona Beach, FL
Emory University	Atlanta, GA
George Washington University	Washington, D.C.
Indiana University	Bloomington, IN
Lindenwood University	St. Charles, MO
Lynn University (2)	Boca Raton, FL
Marquette University	Milwaukee, WI
Miami University	Oxford, OH
Mercyhurst University	Erie, PA
Michigan State University	East Lansing, MI
Purdue University (2)	West Lafayette, IN
Rensselaer Polytechnic Institute	Troy, NY
Southern University	Carbondale, IL
St. Lawrence University	Canton, NY
Syracuse University	Syracuse, NY
University of Arizona	Tucson, AZ
University of Chicago	Chicago, IL
University of Dayton	Dayton, OH
University of Denver (5)	Denver, CO
University of Dubuque	Dubuque, IA
University of Findlay	Findlay, OH
University of Illinois	Urbana-Champaign, IL
University of Iowa (2)	Iowa City, IA
University of Kansas (2)	Lawrence, KA
University of Michigan	Ann Arbor, MI
University of Minnesota	Minneapolis, MN
University of Missouri	Columbia, MO
University of Missouri	St. Louis, MO
University of Notre Dame (2)	Notre Dame, IN
University of Pennsylvania	Philadelphia, PA
University of Wisconsin	La Crosse, WI
Vincennes University	Vincennes, IN
Western Illinois University	Macomb, IL
Xavier University	Cincinnati, OH



**APPENDIX C**  
**HPDS Alumni 2000-2014**  
**Enrollment in Colleges and Universities (continued)**

**Armed Services**

Marines

**Transition Programs**

Orchard Academy                      Skokie, IL

**Gap Year**

Travel in Europe

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