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LOYOLA UNIVERSITY CHICAGO

O'SHAUGHNESSY PROGRAM REVIEW

A DOCTORAL RESEARCH PROJECT SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION
PROGRAM IN SCHOOL PSYCHOLOGY

BY

NATALYA SAGALOV

CHICAGO, ILLINOIS

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

LIST OF TABLES vi

LIST OF FIGURES vii

ABSTRACT viii

CHAPTER

I. INTRODUCTION 1

 Statement of Problem..... 1

 Purpose of Study 2

 Research Questions 3

 Significance 3

 Limitations..... 3

II. LITERATURE REVIEW..... 4

 Purpose of Literature Review 4

 College Readiness 4

 College Readiness at Loyola Academy..... 6

 High School Literacy Practices within the O’Shaughnessy Program..... 7

 Study Skills.....10

 Study Skills within the O’Shaughnessy Program12

 Catholic Education.....15

 Students with Learning Disabilities in Post Secondary Education.....19

 Students with Attention Deficit Hyperactivity Disorder in Post
 Secondary Education21

III. METHODOLOGY24

 Participants24

 Procedures25

 Instruments27

 Analysis28

IV. RESULTS AND REPRESENTATION OF DATA30

 Data Analysis Procedures.....30

 Data Analysis Results31

 All Students.....31

 Years in O’Shaughnessy.....33

 Students with Learning Disabilities, Reading.....36

 Students with Learning Disabilities, Math38

Students with Learning Disabilities, Writing.....	41
Students with Attention Deficit Hyperactivity Disorder	44
V. SUMMARY, RECOMMENDATIONS, IMPLICATIONS, AND	
CONCLUSIONS	47
Summary of Purpose	47
Research Questions	48
Summary of Procedures	48
Summary of Research Findings.....	49
Recommendations for Further Study	50
Implications for Practice	51
Conclusion	52
REFERENCE LIST	54
VITA.....	61

LIST OF TABLES

Table	Page
1. Years in the O'Shaughnessy Problem Distribution.....	34
2. Students with Learning Disabilities in Reading Distribution.....	37
3. Students with Learning Disabilities in Math Distribution	40
4. Students with Learning Disabilities in Writing Distribution	42
5. Students with ADHA Distribution	44

LIST OF FIGURES

Figure	Page
1. Mean High School Placement Test Cumulative Percentiles.....	32
2. Mean ACT Composite Scores.....	32
3. Mean Cumulative Grade Point Average.....	33
4. Years of Participation of O'Shaughnessy on College Entrance.....	36
5. Students with Reading Disabilities on College Entrance.....	39
6. Students with Math Disabilities on College Entrance.....	41
7. Students with Writing Disabilities on College Entrance.....	43
8. Students with ADHD on College Entrance.....	46

ABSTRACT

Loyola Academy, a Jesuit High School, seeks to create college-bound students through a rigorous curriculum that focuses on academics, faith, and physical fitness. Students who require additional academic support participate in the O’Shaughnessy program, a structured class that focuses on literacy and student skills. In 2015, the O’Shaughnessy program was changed from a four-year program to a two-year program to better prepare students for the independence of college. The purpose of this research is to evaluate the effectiveness of this change while focusing on best practices in secondary reading instruction and study skills in a college readiness framework. As Loyola accepts more students of varying levels of lower academic ability it is important to evaluate the equity of the academic supports to ensure that all students will remain college-bound. This is especially important since academic skills and achievement is the single greatest factor in improving a student’s likelihood of attending a four-year college (Engberg & Wolniak, 2010). This non-experimental quantitative study identified High School Placement Test (HSPT) scores, information related to ADHD or Specific Learning Disability identification, GPA, ACT scores, and College admission data for students who graduated from Loyola Academy in 2015, 2016, 2017, 2018, and 2019 and also participated in the O’Shaughnessy program. This study found that students who participated in the O’Shaughnessy program for one year or were identified as having Specific Learning Disability in reading, had better outcomes on the ACT than those who

participated in the program for two years or did not have a disability. Loyola completion rates were bolstered when students attended the program for two years or students who were identified as having ADHD. Recommendations were made to modify the second year O'Shaughnessy program to include community mentorship, add a check in/check out after students exit the program, and evaluate the impact of the program on a wider variety of student variables (i.e., race, scholarship, etc.).

CHAPTER I

INTRODUCTION

Statement of Problem

Loyola Academy, a Jesuit High School, seeks to create college-bound students through a rigorous curriculum that focuses on academics, faith, and physical fitness. Based on teacher recommendations, junior high-grade reports, and a High School Placement Test (HSPT) score below the 30th percentile, incoming freshman students are placed into the O'Shaughnessy program. Admission to Loyola is predicated on successfully completing a summer school course in English. Some incoming freshmen may also be required to complete Algebra 1 during the summer. Freshman year, students enrolled in the O'Shaughnessy Program attend a required academic support class in the Academic Resource Center four out of six days of the schedule. The support class provides instruction in organizational skills, study skills, and content along with focused literacy instruction and practice. The freshman program focuses on the literacy and executive functioning skills required to succeed in a college preparatory program. Students are not enrolled in a second language. The sophomore program focuses on higher level skills needed to succeed in a college preparatory program. Students enroll in a second language but do not typically take a history class.

In 2015, the O'Shaughnessy program was changed from a four-year program to a two-year program to better prepare students for the independence of college. The

purpose of this research is to evaluate the effectiveness of this change while focusing on best practices in secondary reading instruction and study skills in a college readiness framework.

The author of this paper is a practicing school psychologist at Loyola Academy within the Academic Resource Center. Primary roles include evaluating students for learning disabilities, leading professional development activities on students with disabilities, and collaborating with teachers on appropriate educational supports. Currently, there are 103 students enrolled in the O'Shaughnessy program; 69 freshman students and 34 sophomore students. Forty-two percent are identified as having a disability (17.48% Specific Learning Disability, 16.5% ADHD, 3.88% Language Disorder, 1.94% Depression, 1.94% Anxiety). As Loyola accepts more students of varying levels of lower academic ability it is important to evaluate the equity of the academic supports to ensure that all students will remain college-bound. This is especially important since academic skills and achievement is the single greatest factor in improving a student's likelihood of attending a four-year college (Engberg & Wolniak, 2010).

Purpose of Study

The purpose of this study is to identify the relationships of students who participated in the O'Shaughnessy program for up to two years, are identified with learning disabilities, and/or identified with ADHD, on college entrance exam scores, cumulative grade point averages and college admittance.

Research Questions

This study seeks to find:

1. What is the relationship between the O'Shaughnessy program and students' grade point average, college entrance exams scores, and college admittance?
2. What is the relationship between the O'Shaughnessy program and students identified with learning disabilities on students' grade point average, college entrance exams scores, and college admittance?
3. What is the relationship between the O'Shaughnessy program and students identified with ADHD on grade point average, college entrance exams scores, and college admittance?

Significance

This study will identify the relationships of students in the O'Shaughnessy program as measured by college readiness metrics to show how this program helps develop college ready students.

Limitations

This study cannot account for external factors that improve a student's performance, such as outside tutoring or intrinsic motivators or factors that detract from a student's performance, such as mental health needs, illness, or general life struggles.

CHAPTER II

LITERATURE

Purpose of Literature Review

The purpose of this literature review were as follows: (a) define college readiness, (b) describe high school literacy practices as they relate to college readiness, (c) describe study skills practices as they relate to college readiness, (d) provide a brief overview on Catholic Education for students with disabilities, (e) describe common themes of students with Specific Learning Disabilities in post-secondary education, and (f) describe common themes of students with Attention Deficit Hyperactivity Disorder in post-secondary education. The intent of this literature review is to describe common secondary practices of high school literacy and study skills as they relate to college readiness, with a specific focus on students with Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder.

College Readiness

One of Loyola Academy's goals is to create college-ready students. By 2020, 65% of all jobs will require some form of postsecondary education or training; 11% will require a master's degree or higher, 24% will require a bachelor's degree; 12% will require an associate's degree; and 18% will require some postsecondary training or industry credential (Carnevale, Smith, & Stroh, 2013). While more and more high school graduates pursue higher education, 29% of students at public four-year institutions are

required to take remedial courses (National Center for Education Statistics [NCES], 2016). This suggests that although students are college eligible, not all students are college ready (Conley, 2005, 2007, 2010). College readiness can be defined as any student who possesses

content knowledge, strategies, skills, and techniques necessary to be successful in any of a range of postsecondary setting [...], the ability to complete entry-level courses at a level of performance that is sufficient to enable students to continue to the next courses in their chosen field of study. (Conley, 2014)

As high school students progress through high school, all students, regardless of race, gender, and first-generation status see the importance of college readiness behaviors (Lombardi, Seburn, & Conley, 2011). As students need additional interventions to become college-ready, it is important to focus on what would be most impactful, especially for the more vulnerable populations.

Research has found that the use of any strategy aimed at improving student outcomes has a some positive impact on student learning (Hattie, 2015). Specifically, interventions for learning disabilities (.77) and study skills (.60) bolster moderate effect sizes. Hattie (2015) identified teacher expectations, response to intervention, collective teacher efficacy, feedback, and seeking formative evaluation as most impactful for students. A review of college ready programs identified a variety of positive strategies: the ability to earn college credit while in high school, smaller class sizes, a focus on academic content, teacher academic support skills (e.g., note-taking, test-taking, critical thinking), and involving families, and community/business partnerships (e.g., mentorships, internships) (Freeman-Green, Test, & Holzberg, 2018).

Further, the College and Career Readiness and Success Center at The American Institute for Research (2014) developed the College and Career Readiness and Success Organizer describing academic organization, supports, and enrichment and preparation as pathways to postsecondary success. They recommend a rigorous curriculum, instruction, and assessment with work/context-based learning experiences that allow students to make cross-disciplinary connections. Targeted and intensive recommendations are recommended for students who struggle to meet academic standards. Lastly, they recommend offering guidance on postsecondary transition and explore college and career options.

College Readiness at Loyola Academy

Loyola Academy's O'Shaughnessy program focuses on literacy and study skills to prepare students for a college preparatory environment. Entrance to the additional support of the O'Shaughnessy program is based on High School Placement Test results, standardized test scores from junior high school, junior high school grades, and teacher recommendations. Some students have been previously identified as having learning disabilities, attention deficit hyperactivity disorder or anxiety, but this is not an entrance requirement. At its conception, the O'Shaughnessy program was a four-year program providing students support throughout their high school years. Following an evaluation, the program was modified to a two-year program, with the purpose of fully integrating students into the academic environment for collegiate success. It is important to evaluate this change by looking at the long-term success students in the O'Shaughnessy program have found.

High School Literacy Practices within the O'Shaughnessy Program

The central tenet of the O'Shaughnessy program is bolstering student's literacy skills. Learning strategies have been found to improve student performance across a variety of settings and across ability levels (Boudah, 2014). The National Reading Panel has identified phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as the essential components of reading instruction (National Institute of Child Health and Human Development, 2000), but these skills are not typically taught at the high school level (NCEE, 2013). The National Center on Education and Economy (NCEE) identified four critical skills for students to be successful in English courses at the community college level:

The ability to read complex texts in unsupported environments; The capacity to process, retain and synthesize large amounts of new information; Significant reading experience in a wide range of content areas; and the ability to read and understand tables, charts, maps, lists and other documents that supplement the prose in many college texts. (NCEE, 2013)

They summarized that high school students struggle with literacy at the collegiate level because they are exposed to less complex text and struggle to comprehend in-depth subject matter (NCEE, 2013). For students to be successful in post-secondary courses, they must be able to “access, retrieve, integrate, interpret, reflect and evaluate” any number and variety of texts they read (OECD, 2010). It is important that these skills be taught in high school.

Literacy specialists' partner with O'Shaughnessy teachers to create close critical readers. They create a culture of reading by encouraging students to select books of

interest during sustained silent reading, a key part of the O'Shaughnessy program. Students participate in sustained silent reading for 25 minutes every cycle (every six days). Allowing students to choose books of high interest has been shown to help students increase student's engagement, especially with students who struggle with reading (Allington, 2012). Morgan and Wagner (2013) describe the experience of one high school teacher implementing a three-week reading choice in a high school English class. The teacher was able to teach the curriculum concepts as they related to the individual book and found increased student reading engagement.

There is also a strong focus on effective annotating, learning to summarize, finding the main idea, and using the text to decipher word meaning. To prepare students for college level classes high school teachers can provide students a variety of tools to be able to independently read complex text strategically by modeling how to annotate text, finding text evidence, and how to highlight key information (Springer, Wilson, & Dole, 2015). It is important to demonstrate, Close reading, the ability to extract text-based evidence, through multiple readings, by re-reading text and integrating background knowledge through extensive discussion (Fisher & Frey, 2014). Teachers must expect students to struggle for learning to occur (Fisher & Frey, 2014). Some researchers warn against focusing too heavily on pre-reading activities decreasing the amount of time spent with text (Fisher & Frey, 2014). Fisher and Frey conducted a focus group with 327 students and found that close reading was useful in helping students analyze text and students reported appreciating *the challenge and recognized the need for them to struggle with worthy texts*. To be successful, students need to be able to synthesize ideas across multiple text (Spring et al., 2015). Teachers can solidify these skills by providing

students with opportunities to explore a variety of text and identify opposing viewpoints (Spring et al., 2015).

O'Shaughnessy teachers spend time focusing on how to find the main idea in a text. The Main Idea Strategy delineates a step by step process where teachers show students how to (1) make the topic known (2) accent at least two essential details (3) ink out clarifying details (4) notice how essential details are related (5) infer the main idea to understand inferential main ideas (Boudah, 2014). This strategy is helpful for students to learn how to "read between the lines." Stevens, Park, and Vaughn (2019) conducted a meta-analysis of summarizing and main idea interventions from 1978-2016 for struggling readers from grade 3 to grade 12. They found a positive effect size of .97 for main idea and summarizing interventions on struggling readers reading comprehension, suggesting that students acquire proficiency in the skills they are taught, improving reading comprehension (identified on specific measures) but may not always be able to generalize the concepts. High school students benefited from these interventions regardless of group size or number of sessions. In fact, this intervention bolstered a larger effect size at the high school level than at the elementary level.

Recent research has also suggested the importance of reading fluency within a college ready framework, finding significant correlations between accuracy and automaticity with ACT reading and ACT composite scores (Rasinski et al., 2017). Rasinski and colleagues found that students who achieved a minimum ACT college ready score (21) obtained word recognition accuracy between 96% and 98% on grade-level narrative material and the average oral word recognition automaticity rate was in the

range of 146-154 words correct per minute, suggesting a minimum fluency level for college readiness.

Study Skills

Study skills are the second tenant of the O'Shaughnessy program. Students spend half of each O'Shaughnessy class period learning about the science behind study skills. This is presented as "brain facts." Students are specifically taught about multitasking, retrieval practice, testing effect, importance of sleep, memory palace, spaced learning, and detoxing from distractions.

Studies have found a significant relationship between college GPA and study skills (Proctor, Prevatt, Reaser, & Petscher, 2006). Study skills can be described as tools and activities necessary for independent learning (Al-Hilawani, 2016) and can be divided into three categories: (1) cognitive tasks, such as summarizing and paraphrasing notes, and learning vocabulary, (2) metacognition, self-questioning and reflecting on studying, and (3) dispositions and motivations, including setting goals and planning for study (Frey, 2018). These skills require intensive reading and thinking. For example, the information-processing model describes how a student must read information, then re-read via note-taking, highlighting, etc., then organize the information by schema and decide how it applies to a learning goal, while simultaneously planning, monitoring, and assessing (Gettinger & Seibert, 2002).

Verrell and McCabe (2015) surveyed 700 first-year students at a large university to find what skills they felt they needed, but did not have, when entering university to be successful. Students overwhelmingly identified time management, exam preparation, and study skills. Students who participate in structured study skills programs that promote

academic behaviors report feeling more confident in their ability to manage college coursework (Reid & Moore, 2008). Study skills courses are effective in helping underprepared students perform at the collegiate level, particularly when combined with improving student's self-confidence (Wernersbach, Crowley, Bates & Rosenthal, 2014).

Conversely, those with inadequate study skills can be considered at-risk *as they are unprepared or underprepared to start a successful college education* (Al-Hilawani, 2016). Researchers have identified the importance of learning how to study in different environments, especially online, to be successful (Richardson, Robnolt & Rhodes, 2010).

Dunlosky, Rawson, Marsh, Nathan, and Willingham (2013) explored the utility of 10 learning techniques most commonly used by students to impact learning. These 10 learning techniques were rated as low, medium, high utility, gauging the general usefulness of the technique based on generalizability. Highlighting (marking potentially important portions of to-be-learned materials while reading), keyword mnemonics (using keywords and mental imagery to associate verbal materials), rereading (restudying text material again after an initial reading), and using imagery for text learning (attempting to form mental images of text materials while reading or listening) were found to have low utility. Elaborative interrogation (generating an explanation for why an explicitly stated fact or concept is true), self-explanation (explaining how new information is related to known information, or explaining steps taken during problem solving) and interleaved practice (implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session) were found to have medium utility. Practice testing (self-testing or taking practice tests

over to-be-learned material) and distributive practice (implementing a schedule of practice that spreads out study activities over time) were found to have high utility.

As students tend to use a combination of different techniques, Bartoszewski and Gurgung (2015) studied the impact of these 10 major learning techniques on each other and exam scores. They found keyword mnemonics, using imagery, and practice testing correlated with higher exam scores. Additionally, elaborative interrogation was the only technique found to negatively predict test scores, when controlling for student factors (ACT & high school GPA). Most importantly, as lecture and professor ratings, were correlated with positive exam results, the role of the instructor is crucial in facilitating study techniques.

Study Skills within the O'Shaughnessy Program

The O'Shaughnessy study skills curriculum is heavily focused on the science behind studying, presented as "brain facts." As described previously, students are taught about multitasking, the importance of sleep, the necessity of retrieval practice, detox distracting, the testing effect, creating a memory palace, and engaging in spaced learning (distributive practice). There is no set curriculum, instead O'Shaughnessy teachers use this wide range of interventions to bolster student skills. Teachers worked collaboratively, attended conferences, and read books to identify these skills. The research base behind these skills is described below.

Judd (2013) describes multitasking behavior as switching between a primary task and a least one subordinate task multiple times, such as switching back and forth between school work, texting, and/or Facebook. Within the classroom, Wood, Zivcakova, Gentile, and Archer (2012) found that students who engage in multitasking during class

lectures perform poorer on multiple-choice tests than students who took paper-and-pencil notes. Rosen and colleagues (2011), in a simulated classroom setting, sent students text messages during a videotaped lecture. They found that students who sent and received the most text messages (16 or more within a 30-minute time span) performed 10.6% less on a test when compared to students who sent/received zero to seven messages. Overall, students who text during class, score 14.33% lower on assessments of lecture comprehension and retention (Gingerich & Lineweaver, 2014).

Many studies have noted the negative effects on multitasking on grade point average (GPA), specifically that Facebook and text message use in the classroom negatively impacts GPA (Junco & Cotton, 2012). Further, Junco and Cotton (2011) found that student self-reported multitasking as an interference on homework completion. Overall, Junco and Cotton (2012) identified a GPA decline for high school students (freshman, sophomore, and juniors) who used Facebook while completing school work and Karpinski and colleagues (2013) found that students who were active on social networks while studying maintained overall lower GPAs than students who did not engage in such multitasking. Patterson (2017) found that college students preparing for an exam juggle five different technologies, not including primary task materials, such as textbooks, switching tasks every six minutes. He found that despite multitasking, students did not alter the amount of time preparing for exams and performed significantly worse on exams than students who engaged less with technology (0-2 digital technologies). O'Shaughnessy students are taught the importance of a single focus while sitting in class and preparing for exams.

O'Shaughnessy students are taught the importance of a good night's rest on brain functioning. It is recommended that high school students receive 8-10 hours of sleep each night (Hirschkowitz et al., 2015). Restricting sleep can lead to incidences of depression and increased susceptibility to the common cold (Bryant & Gomez, 2015), decreased attention and student's ability to *encode or retain/consolidate* memories (Rasch & Born, 2013). Scullin (2019) asked college age students to sleep at least eight hours a night during final exams week by offering extra credit. Students who participated in this challenge significantly outperformed students on final exams than students who did not participate.

The testing effect is the idea that testing increases long-term retention when compared to studying or rereading notes (Karpicke & Blunt, 2011). While retrieval practice is the idea of generating information on a practice-test to aid in retention as opposed to rereading information (Cogliano, Kardash, & Bernacki, 2019). Retrieval practice has been found to aid in cued recall, free recall, and short answer questions (Dunlosky et al., 2013). Cogliano and colleagues (2019) demonstrated that college aged students who use retrieval practice show higher test performance, increased confidence judgments, and reduces overconfidence. O'Shaughnessy students are taught to create their own study guides and be active learners by creating practice tests from their notes. O'Shaughnessy teachers encourage students to detox from their phones, showing students how to view their "screen time," time spent engaging with certain applications or talking with friends. Clayton, Leshner, and Almond (2015) identified an increase in heart rate and blood pressure increased, self-reported feelings of anxiety and unpleasantness increased, and self-reported extended self and cognition decreased when people were

unable to answer their phone while Wilcockson, Osborne and Ellis (2019) identified craving feelings when people were away from their cell phones. An ability to disconnect and singularly focus is encouraged by classroom teachers.

The idea of a Memory Palace, clinically known as the Method of Loci, involves imagining to be remembered items along a well known route and then taking a mental walk to retrieve them (McCabe, 2015). This method has been found to increase attention, organization, and chunking of material (Bellezza, 1996). Students are taught to store information in their Memory Palace by creating picture notes as memory aids.

In spaced learning, students spread out their studying over time, as opposed to cramming, which benefits long-term retention (Dunlosky et al., 2013). Cepeda et al. (2006) after reviewing 254 studies, found that students recalled more after spaced study (47%) than after massed study (37%). Distributed practice has been described as easy to implement and helpful in mastering complex material (Dunlosky et al., 2013). This can be expanded by using textbook technology supplements, which complement textbooks, and can be used to increase practice testing and distributed practice (Bartoszewski & Gurung, 2015).

Catholic Education

The Catholic community has a long history of inclusion for those with disabilities. A brief history is described. In 1978, the American Bishops in their “Pastoral Statement of US Catholic Bishops on People with Disabilities” encouraged the community to build “a stronger and more integrated system of support” for all people. They further shared that “Catholic elementary and secondary school teachers could be provided in-service training in how best to integrate students with disabilities into programs of regular

education.” This suggests that all children should have a place in a Catholic school. In 1981, the Document of the Holy See for the International Year of the Disabled Persons established five principles of working with individuals with disabilities within Catholic Schools. Meeting these students’ needs was described as something that Catholic schools are “called to do.” Further requesting that Catholic schools find a place for all students. In 1982, the National Catholic Office of Persons with Disabilities was established.

In 1990 at the National Conference of Bishops, a commitment was made that all Catholic parents would be able to send their children to Catholic schools. Despite this call to action, Catholic schools do not have a formalized system for students with disabilities, as Catholic schools are not legally required to meet the needs of every child. In 1995, *Guidelines for the Celebration of the Sacraments with Person with Disabilities* was published reinforcing the commitment for inclusion. In 1998, *Welcome and Justice for Persons with Disabilities A Framework of Access and Inclusion, A Statement of the United States Catholic Bishops* was published reaffirming this commitment, which unequivocally opposed negative attitudes towards disability and encouraged a pastoral response to be *informed about disabilities and to offer ongoing support to the family and welcome to the child.*

In 2002, the United States Conference of Catholic Bishops, found that nationally, although Catholic schools enrolled 7% students with disabilities, compared to 11.4% of students with disabilities enrolled in public schools, Catholic schools enrolled a greater percentage of students with hearing impairment or deafness, developmental delay, speech/language, uncorrected vision impairment or blindness, traumatic brain injury, and other health impairments than public schools (USCCB, 2002). As a result, Catholic

school personnel *utilize innovative strategies for accommodating students with disabilities* (USCCB, 2002). Bello (2006) surveyed 300 Catholic High Schools and found that 89% were enrolling students with high incidence disabilities (i.e., learning disabilities) and most schools were supporting these students through classroom accommodations and consultative classroom teacher support. Catholic High schools reported struggling to find a curriculum that would address the needs of all students within a college prep framework and desired professional development on differentiation (Bello, 2006). Loyola Academy provides an additional layer of support for those who qualify.

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) were published in 2012 to guide Catholic Schools on researched-based school effectiveness criteria and Catholic mission and identity (NSBECS, 2012). The ultimate goal of these standards was to create highly effective Catholic Schools by creating benchmarks to determine how well a school is serving its stakeholders (students, parents, faculty, donors, etc.).

The defining characteristics of Catholic Schools are: *centered in the person of Jesus Christ, contributing to the evangelizing mission, distinguished by excellence committed to educate the whole child, steeped in a Catholic worldview, sustained by Gospel witness, shaped by communion and community, accessible to all students, and established by expressed authority of the Bishop* (NSBECS, 2012). This emphasis on religion has positive impacts on students. Jeynes (2010) conducted a meta-analysis examining the relationship between personal faith and the reduction of the achievement gap and found that religious faith had the highest effect size for reducing the achievement

gap (.38). He found that all religious variables (religious faith (.38), religious orientation (.22), religious factors (.22), religious schools (.10)) were associated with statistically significant reductions in the achievement gap (Jeynes, 2010).

Catholic schools decree three standards to address academic excellence; Standard 7: *clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction*; Standard 8: *uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices*; Standard 9: *provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life*.

The National Catholic Education Association (2017) published a white paper outlining an agenda for serving students with disabilities in Catholic Schools, stating that to expand services for students with disabilities, *there is a need for a systematic approach to developing comprehensive systems for inclusionary practices in Catholic school*. This includes professional developmental needs and supports that span from the classroom to national level (Boyle & Bernards, 2016). More specifically at the classroom level, this requires knowledge of disabilities, skills to identify learning targets, accommodations/modifications, and fostering dispositions in serving people with disabilities (Boyle & Bernards, 2016). At the school level, leaders must be knowledgeable of special education practices, lead change to develop MTSS frameworks, and hold a justice disposition (Boyle & Bernards, 2016).

Catholic schools have significant long-term impacts for students. Recent research has found that students who attended Catholic High School are more likely to attend four-year universities when compared to their public-school counterparts (Coughlin & Castilla, 2014). Catholic High School graduates are more likely to graduate from a four-year university, this is especially prevalent for students from minority, low-income families, urban areas, or for students with low ACT scores (Fleming, Lavertu & Crawford, 2018). Fleming and colleagues found that overall Catholic high school graduates earned higher college GPAs, had a higher graduation rate and were more likely to graduate within four years when compared to public school graduates. Additionally, Catholic High School graduates from a wide array of backgrounds (i.e. white, low income, high income, non-urban, low ACT scores) are more likely to earn Science, Technology, Engineering, or Math (STEM) degrees than their public-school counterparts (Fleming et al., 2018). These studies do not consider students with disabilities, a significant gap in the research.

Students with Learning Disabilities in Post Secondary Education

According to the Diagnostic and Statistical Manual for Mental Disorders-Fifth Edition (DSM-V), a specific learning disorder includes *persistent difficulties in reading, writing, arithmetic, or mathematical reasoning skills [... which] may include inaccurate or slow and effortful reading, poor written expression that lacks clarity, difficulties remembering number facts, or inaccurate mathematical reasoning* (APA, 2013).

Reading disorders are the most common learning disorder identified by college students (Kane, Walker, & Schmidt, 2011).

Of students with disabilities enrolled in post-secondary education, 67% are identified as having a learning disability (Newman & Madaus, 2015). Forty-one percent of these students finish their post-secondary program, compared to 52% of their nondisabled peers who complete their post-secondary program (Newman & Madaus, 2015). Joshi and Bouck (2017) determined that receiving core content area instruction in general education can lead to higher rates of postsecondary attendance among students with learning disabilities. Yu, Novak, Lavery, Vostal, and Matuga (2018) identified that students with disabilities who completed a college preparatory program were more likely to complete postsecondary education, regardless of gender, ethnicity, or household income level. Especially when the program fosters the development of content knowledge, study skills, and self-regulation skills.

Milsom and Hartley (2005) identified taking college preparatory curriculum in high school and successfully completing said curriculum as measured by the high school grade point average (GPA) as indicators of college readiness for nondisabled students. The American College Testing recommends that a core college preparatory curriculum consists of four years of English and three years each of math, science, and social studies (ACT, 2016). Every study at Loyola is on a college preparatory track. Loyola boasts a 99% college matriculation rate.

Researchers have identified high school GPA as a predictor of college GPA for students without disabilities (Komarraju, Ramsey & Rinella, 2013). DaDeppo (2009) found the same for students with learning disabilities but cautioned that relying solely on college preparation and high school achievement is overly simplistic when looking at college completion for students with learning disabilities. In fact, Yu et al. (2018) found

that higher high school GPA was not a good predictor of college completion for students with learning disabilities. Despite this fact, this is a common metric used to gauge college admission and is important to evaluate.

Yu et al. (2018) suggested that receiving accommodations in post-secondary education may increase college completion but only 28% of students who received special education services in high school reported them in college (Newman & Madaus, 2015). Denhart (2008) interviewed college students, who identified an overwhelming workload that is unrecognized and yields products incommensurate with the effort, indicating intra-personal struggles with requesting/using accommodations. Instead, students with learning disabilities tend to utilize school-wide supports (i.e., tutoring, writing lab, etc.) that do not require disclosing their disability (Cameto, Knokey, & Sanford, 2011), similar to the additional support provided within the O'Shaughnessy program. Yu et al. (2018) identified completing a college preparatory program, earning a high GPA, and accessing postsecondary academic support (PASS) dramatically increased college completion for students with learning disabilities. PASS supports were only considered impactful if students with learning disabilities already completed a high school college preparatory program.

Students with Attention Deficit Hyperactivity Disorder in Post Secondary Education

According to the Diagnostic and Statistical Manual for Mental Disorders-Fifth Edition (DSM-V), people with Attention Deficit Hyperactivity Disorder *show a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development* (APA, 2013). Attention Deficit Hyperactivity Disorder

(ADHD) has been identified as one of the most common psychiatric disorders among adults (Kessler, Adler, Barkley, & Biederman, 2006). According to the United States Government Accountability Office ([GAO], 2009), out of undergraduate students with identified disabilities, 19.1% reported having ADHD. This is a rise from 11.6% of students reported having ADHD in 2004. College students with ADHD often have lower GPA's, poorer academic coping skills, and lower graduation rates than students without ADHD (Weyandt & Dupaul, 2006).

Some researchers have identified that college students with ADHD perform better than in elementary and high school because they have developed sufficient compensatory skills (Frazier, Youngstrom, Glutting, & Watkins, 2007). Blase et al. (2009) found that freshman students with ADHD predicted lower GPA, academic concerns, alcohol use, and smoking initiation. Overall, students with ADHD, when compared to same-age peers, reported more academic concerns, depressive symptoms, social concerns, emotional instability, and substance use, but were also found to be making progress in these areas (Blase et al., 2009).

In a study of 103 adults with ADHD, most dropped out or were dismissed from college due to struggles with attendance, study skills, time management, and meeting deadlines (Brown, 2005). Stamp, Banerjee, and Brown (2014) interviewed 12 students who eventually left large universities for smaller universities designed for students with learning disabilities and ADHD. These students identified shame, avoidance to cope with distress, professors lack of understanding regarding ADHD and poor knowledge of available supports as reasons to why they were not successful in the large setting. This information is particularly relevant as the O'Shaughnessy program removes all additional

support after sophomore year. It is important to discern if students are closing the gap and finding the same level of success as students who did not participate in the O'Shaughnessy program.

CHAPTER III

METHODOLOGY

This study categorized students by identified disability and number of years in the O’Shaughnessy program. This quantitative study used non-random sampling. More specifically, purposive sampling, as a specific population of students (i.e., students in the O’Shaughnessy Program, students in the O’Shaughnessy Program who have LD, and students in the O’Shaughnessy Program who have ADHD) was assessed. A major weakness of purposive sampling is that it is difficult to generalize to the population as a whole. As this research is centered around a program review, this is not a significant concern. Based on available graduation information, College Admission Data will be available for approximately 400 students, thus the sample size will be approximately 400 students.

Participants

Loyola Academy, a Jesuit high school in the north suburbs of Chicago, draws students from over 125 elementary and junior high schools throughout Chicago (40%) and its suburbs (60%). The larger student body is comprised of 2000 students. Students with academic needs identified by the admissions committee via a review of junior high grades and high school placement results below the 30th%ile to enter into the O’Shaughnessy program.

Every year, the O’Shaughnessy program enrolls approximately 100 students. Typically, two-thirds of the O’Shaughnessy class are freshman students and one-third are

sophomore students. After the first semester of a student's freshman year, the Director of Academic Resource, Director of Literacy, O'Shaughnessy team of teachers, and Literacy Specialist, decide if a student should participate in the program for a second year, be dismissed from the program, or they need to wait until the end of the school year to decide. Decisions are based on grades, core teacher feedback (English, Math, Science, and Social Studies), growth measured on STAR Reading Test (Comprehensive examination that tests the range of students' knowledge of reading and language which include analyzing literary text, word skills and knowledge, analyzing argument and evaluating text, comprehension strategies and constructing meaning, and understanding author's craft developed by Renaissance Learning) reading scores, and a student's ability to be independent. There are no set cut scores. Approximately one-third of the freshman O'Shaughnessy are recommended to remain for a second year.

Procedures

This non-experimental quantitative study identified High School Placement Test (HSPT) scores, information related to ADHD or Specific Learning Disability identification, cumulative GPA, ACT scores, and College admission data for students who graduated from Loyola Academy in 2015, 2016, 2017, 2018, and 2019 and also participated in the O'Shaughnessy program. This information was available on separate documents but needed to be compiled. Nonexperimental research is ideal when an "independent variable is not manipulated and there is no random assignment to groups" (Johnson & Christensen, 2017). As students in the O'Shaughnessy program are already pre-determined it was unrealistic to randomly assign students to groups, and thus a non-experimental study was most appropriate for this program review.

The Director of Research and Technology compiled information related years in the O'Shaughnessy program, HSPT scores, cumulative grade point averages, and composite ACT scores. He tagged these students in Naviance (the college and career readiness software provider that partners with high schools and other K-12 institutions to provide students with college planning and career assessment tools) as one year in O'Shaughnessy or two years in O'Shaughnessy. Once students were tagged appropriately in Naviance, the College Counseling chair was able to pull information related to college enrollment. This examiner pulled information related to Specific Learning Disability and ADHD identification from electronically available files for the classes of 2017, 2018, and 2019. Identification information for students in the class of 2015 and 2016 was found in paper files.

Internal, external, construct, and statistical conclusion validity need to be addressed in all quantitative designs (Johnson & Christensen, 2017). Johnson and Christensen describe the greatest threat to internal validity in nonexperimental research is showing the temporal sequencing of events and ruling out confounding variables. It is important to consider the impact of outside tutoring, teacher differences, and student differences when evaluating the relationship of the O'Shaughnessy program. This study had poor external validity as it is designed to only look at the O'Shaughnessy program at this time.

Instruments

This non-experimental quantitative study identified High School Placement Test (HSPT) scores, information related to ADHD or Specific Learning Disability identification, GPA, ACT scores, and College admission data for students who graduated from Loyola Academy in 2015, 2016, 2017, 2018, and 2019 and also participated in the O'Shaughnessy program.

Existing data was collected for this study, specifically, official school documents related to student participation in the O'Shaughnessy program, college entrance exam scores, high school placement test scores, GPA and college admittance. All of this information was available on separate documents but needed to be compiled.

The Director of Research and Technology compiled information related to years in the O'Shaughnessy program, HSPT scores, cumulative grade point averages, and composite ACT scores. He tagged these students in Naviance (the college and career readiness software provider that partners with high schools and other K-12 institutions to provide students with college planning and career assessment tools) as one year in O'Shaughnessy or two years in O'Shaughnessy. This examiner pulled information related to Specific Learning Disability and ADHD identification from electronically available files for the classes of 2016, 2017, 2018, and 2019. Identification information for students in the class of 2015 was be found in paper files. Once students were tagged appropriately in Naviance, the College Counseling chair was able to pull information related to college enrollment. College Admission information was divided into the following categories:

1. Jesuit University: Boston College, Canisius College, College of the Holy Cross, Creighton University, Fairfield University, Fordham University, Georgetown University, Gonzaga University, John Carroll University, Le Moyne College, Loyola Marymount University, Loyola University Chicago, Loyola University Maryland, Loyola University New Orleans, Marquette University, Regis University, Rockhurst University, Saint Joseph's University, Saint Louis University, Saint Peter's University, Santa Clara University, Seattle University, Spring Hill College, University of Detroit Mercy, University of San Francisco, University of Scranton, and Xavier University).
2. Private Non Religious : Any four year university not operated by the government or with religious affiliation.
3. Public: Any four year university that is in state ownership or receives significant public funds through a national or subnational government.
4. Community College: Any two-year institution that offers general education requirements for students to be able to transfer to a four-year institution.
5. Did not attend.

Once data was collected and compiled, the students name was deleted and replaced with a string of six numbers to maintain confidentiality.

Analysis

After data was collected, the author entered the information into IBM SPSS Statistics Version 18. A grouped frequency distribution was be utilized to determine how ACT scores are grouped and which colleges students chose to attend by student's

entrance HSPT scores, GPA, and identified disability. Measures of central tendency were also be utilized to see if data was normally distributed among ACT scores. Exploratory analysis based on identified disability was conducted. In addition, measures of dispersion were collected to measure the standard deviation of each mean. By measuring the mean and standard deviation of each variable, the researcher was able to see if the data collected was normally distributed among all variables. Additionally, one way ANOVAS were used to identify the statistical significance of participation of the O'Shaughnessy program on ACT composite scores and cumulative grade point averages.

CHAPTER IV

RESULTS AND REPRESENTATION OF DATA

Data Analysis Procedures

The researcher used data collected by the Director of Research and Technology to identify the number of years students participated in the O'Shaughnessy program, graduation year, High School Placement Test percentiles, ACT composite scores, and college choice. The researcher determined which students were identified as having a Learning Disability in Reading, Writing, or Math, and/or were a student with Attention Deficit Hyperactivity Disorder. The researcher also categorized the student's college choice by (1) Jesuit, (2) Private Non Religious, (3) Public, (4) Community, and (5) Did Not attend. Identifiable data was removed and replaced with a string of six numbers to maintain confidentiality.

This data was entered into IBM SPSS Statistics Version 18. Measures of central tendency were utilized to see if the data was normally distributed among variables, ACT scores, disability categories, and years in O'Shaughnessy program. An analysis of variance based on years in O'Shaughnessy program, disability categories, and ACT scores also occurred. Measures of dispersion were collected to measure the standard deviation of each mean. By measuring the mean and standard deviation of each variable, the researcher was able to see if the data collected was normally distributed among all.

variables. A frequency distribution of college choice was found across variables related to years in O'Shaughnessy and disability categories

Data Analysis Results

All Students

Measures of central tendency were computed to summarize the data for all students who participated in the O'Shaughnessy program. Overall, 337 students enrolled in the O'Shaughnessy program over the past five years. Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 334$, $M= 37.11$, $SD= 15.89$), overall ACT composite scores ($N= 274$, $M= 23.31$, $SD= 2.82$), and cumulative GPAs ($N= 337$, $M= 85.85$, $SD= 4.07$) for all students.

A frequency distribution was calculated to classify where students enrolled in college, if any. Of students enrolled in the O'Shaughnessy program who graduated from Loyola Academy, ($N= 274$), 24.5% ($N= 67$) attended a Jesuit University, 32.1% ($N=88$) attended a private, non-religious school, 39.4% ($N= 108$) attended a public school, 1.8% ($N=5$) attended a community college, and 2.2% ($N=6$) did not enroll in college upon high school graduation.

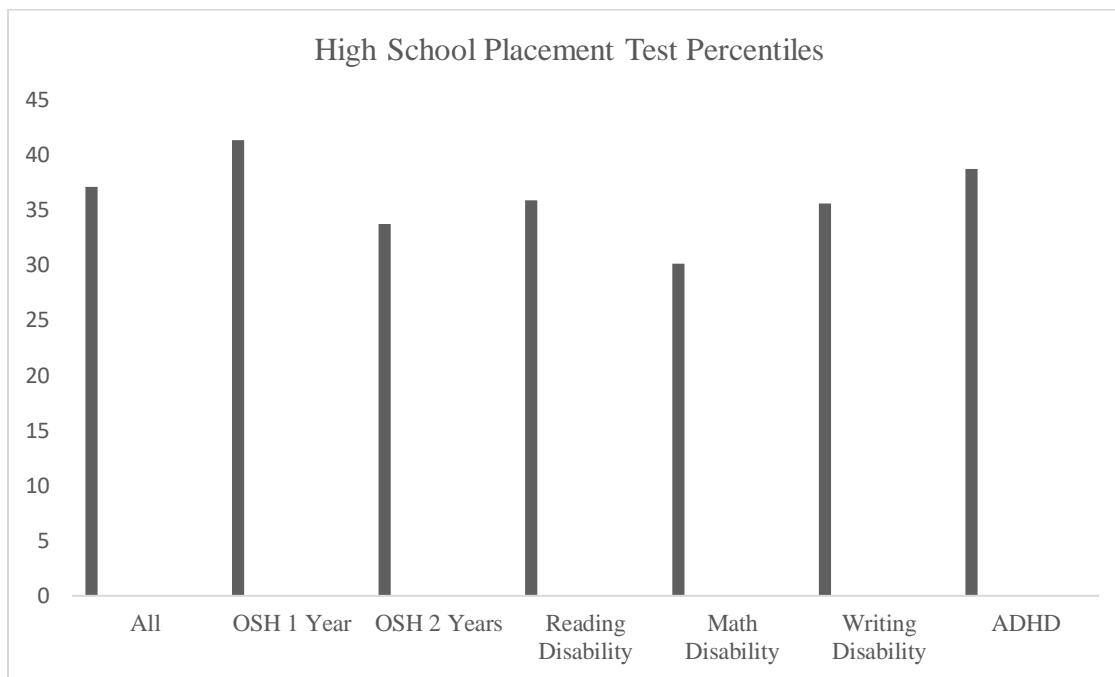


Figure 1. Mean High School Placement Test Cumulative Percentiles

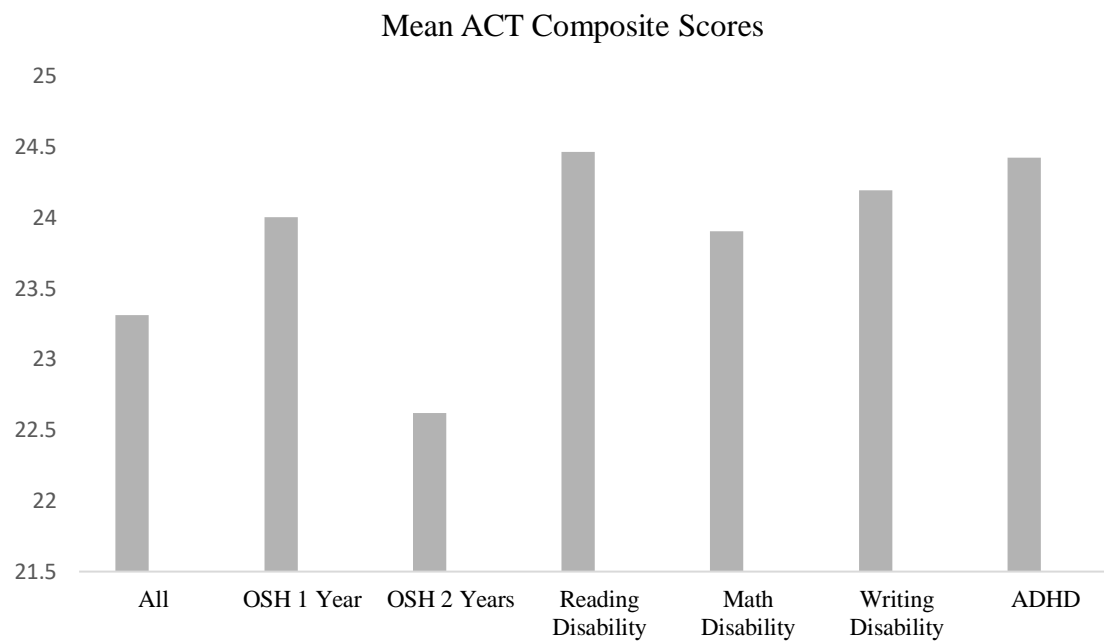


Figure 2. Mean ACT Composite Scores

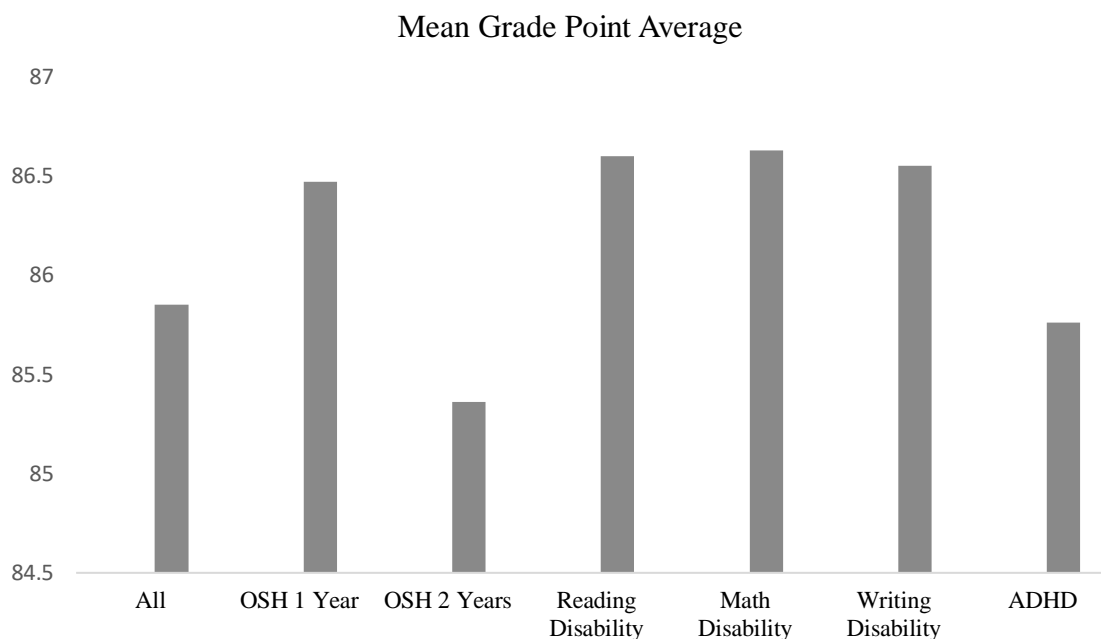


Figure 3. Mean Cumulative Grade Point Average

Years in O'Shaughnessy

Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 149$, $M= 41.33$, $SD= 16.50$), overall ACT composite scores ($N= 110$, $M= 24.00$, $SD= 2.63$), and cumulative GPAs ($N= 149$, $M= 86.47$, $SD= 5.04$) for students who participated in the O'Shaughnessy program for one year. Additionally, measures of central tendency for High School Placement Test percentiles ($N= 185$, $M= 33.72$, $SD= 14.56$), overall ACT composite scores ($N= 164$, $M= 22.62$, $SD= 2.74$), and cumulative GPAs ($N= 188$, $M= 85.36$, $SD= 3.01$) were computed for students who participated in the O'Shaughnessy program for two years.

Table 1

Years in the O'Shaughnessy Program Distribution

		N	Mean	Std. Deviation	Std. Error
Weighted Cum GPA	1	149	86.46	5.04	.41
	2	188	85.36	3.01	.22
	All	337	85.85	4.07	.22
Highest ACT	1	110	24.35	2.63	.25
	2	164	22.62	2.74	.214
	All	274	23.31	2.82	.171
High School Placement Test	1	148	22.01	15.01	1.23
	2	184	15.97	10.23	.75
	All	332	18.66	12.92	.71

A one-way between subjects ANOVA was conducted to compare the effect of students who participated in the O'Shaughnessy program for one or two years on ACT composite scores. There was a significant effect of years in the O'Shaughnessy program on ACT composite scores at the $p < .05$ level [$F(1, 272) = 26.847, p = .000$]. Students who participated in the O'Shaughnessy program for one year ($M = 24.35, SD = 2.6$) have higher ACT outcomes than students who participated in the O'Shaughnessy program for two years ($M = 22.62, SD = 2.7$).

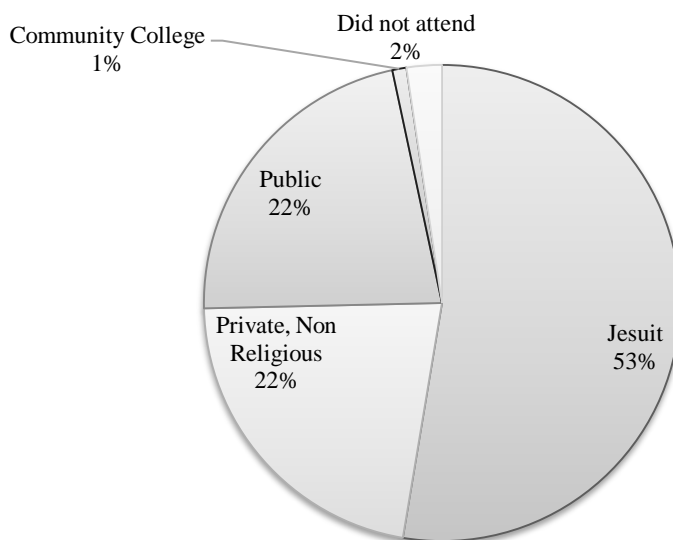
A one-way between subjects ANOVA was also conducted to compare the effect of students who participated in the O'Shaughnessy program for one or two years on GPAs. There was a significant effect of years in the O'Shaughnessy program on GPA scores at the $p < .05$ level [$F(1, 335) = 6.193, p = .013$]. Students who participated in the O'Shaughnessy program for one year ($M = 86.46, SD = 5.0$) have higher GPA outcomes

than students who participated in the O'Shaughnessy program for two years ($M= 85.36$, $SD= 3.0$).

A one-way between subjects ANOVA was conducted to compare the effect of students who participated in the O'Shaughnessy program for one or two years on Loyola Completion. There was a significant effect of students who participated in the program for two years on Loyola Completion at the $p<.05$ level [$F(1, 337)= 10.509$, $p=.001$]. Students who participated in the O'Shaughnessy program for one year ($M= .87$, $SD= .340$) have higher Loyola Completion rates than students who participated in the O'Shaughnessy program for two years ($M= .73$, $SD=.446$).

A frequency distribution was calculated to classify where students enrolled in college, if any. Of students who participated in the O'Shaughnessy program for one year and graduated from Loyola Academy ($N= 110$), 28.2% ($N= 31$) attended a Jesuit University, 27.3% ($N=30$) attended a private, non religious school, 41.8% ($N= 46$) attended a public school, 1.8% ($N=2$) attended a community college, and .9% ($N=1$) did not enroll in college upon high school graduation. The same distribution was calculated for students who participated in the O'Shaughnessy program for two years and graduated from Loyola Academy ($N=164$). Twenty two percent ($N= 36$) attended a Jesuit University, 35.4% ($N=58$) attended a private, non religious school, 37.8% ($N= 62$) attended a public school, 1.8% ($N=3$) attended a community college, and 3% ($N=5$) did not enroll in college upon high school graduation.

One Year participation in O'Shaughnessy on College Entrance



Two year participation in O'Shaughnessy on College Entrance

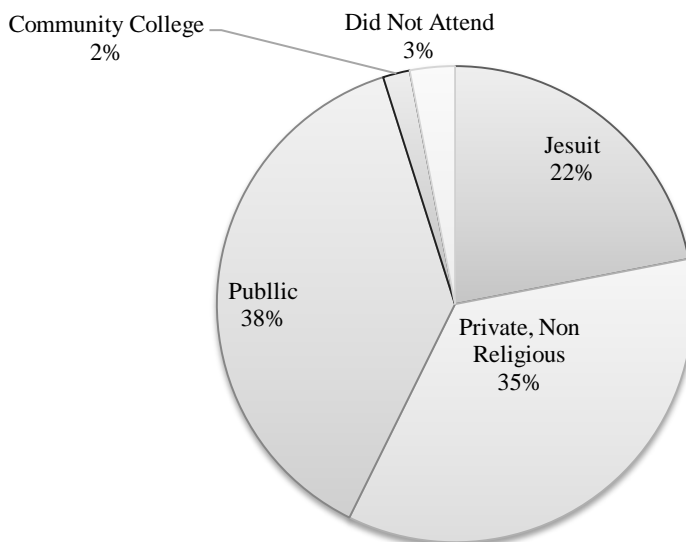


Figure 4. Years of Participation of O'Shaughnessy on College Entrance
Students with Learning Disabilities, Reading

Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 77$, $M= 35.88$, $SD= 16.10$), overall ACT composite scores

($N= 65$, $M= 24.46$, $SD= 2.51$), and cumulative GPAs ($N= 78$, $M= 86.60$, $SD= 4.32$) for students with identified learning disabilities in reading.

Table 2

Students with Learning Disabilities in Reading Distribution

		N	Mean	Std. Deviation	Std. Error
Weighted Cum GPA	0	259	85.62	3.97	.24
	1	78	86.60	4.32	.49
	All	337	85.85	4.07	.22
Highest ACT	0	209	22.96	2.83	.20
	1	65	24.46	2.51	.31
	All	274	23.31	2.82	.17
High School Placement Test	0	255	19.11	13.42	.84
	1	77	17.18	11.07	1.26
	All	332	18.66	12.92	.71

A one-way between subjects ANOVA was conducted to compare the effect of students with learning disabilities in reading on ACT composite scores. There was a significant effect of students with learning disabilities in reading on ACT composite scores at the $p<.05$ level [$F(1, 272)= 14.786$, $p=.000$]. Students with learning disabilities in reading ($M= 24.46$, $SD= 2.5$) have higher ACT outcomes than students without learning disabilities in reading ($M= 22.96$, $SD= 2.8$).

A one-way between subjects ANOVA was also conducted to compare the effect of students with learning disabilities in reading on GPAs. There was no significant effect of students with learning disabilities in reading on GPAs at the $p<.05$ level [$F(1, 335)= 3.470$, $p=.063$]. Students with learning disabilities in reading ($M= 86.60$, $SD= 4.3$) do not

have higher GPA outcomes than students without learning disabilities in reading ($M=85.63$, $SD=4.0$).

A one-way between subjects ANOVA was conducted to compare the effect of students with Learning Disabilities in Reading on Loyola Completion. There was no significant effect of students with reading disabilities on Loyola Completion at the $p<.05$ level [$F(1, 337)=.505$, $p=.478$]. Students with learning disabilities ($M=.83$, $SD=.375$) do not have higher Loyola Completion rates than students without learning disabilities in reading ($M=.80$, $SD=.403$).

A frequency distribution was calculated to classify where students enrolled in college, if any upon graduation. Of students with identified learning disabilities in reading who graded from Loyola Academy ($N=65$), 21.5% ($N=14$) attended a Jesuit University, 29.2% ($N=19$) attended a private, non religious school, 44.6% ($N=29$) attended a public school, 3.1% ($N=2$) attended a community college, and 1.5% ($N=1$) did not enroll in college upon high school graduation.

Student with Reading Disabilities on College Entrance

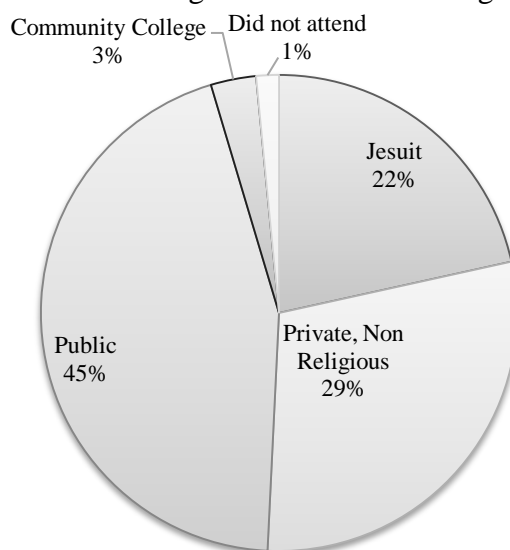


Figure 5. Students with Reading Disabilities on College Entrance

Students with Learning Disabilities, Math

Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 32$, $M= 30.13$, $SD= 11.66$), overall ACT composite scores ($N= 29$, $M= 23.90$, $SD= 2.65$), and cumulative GPAs ($N= 33$, $M= 86.63$, $SD= 4.12$) for students with identified learning disabilities in math.

A one-way between subjects ANOVA was conducted to compare the effect of students with learning disabilities in math on ACT composite scores. There was no significant effect of students with learning disabilities in math on ACT composite scores at the $p<.05$ level [$F(1, 272)= 1.383$, $p=.241$]. Students with learning disabilities in math ($M= 23.90$, $SD= 2.7$) do not have higher ACT outcomes than students without learning disabilities in math ($M= 23.24$, $SD= 2.8$).

Table 3

Students with Learning Disabilities in Math Distribution

		N	Mean	Std. Deviation	Std. Error
Weighted Cum GPA	0	304	85.77	4.06	.22
	1	33	86.63	4.12	.72
	All	337	85.85	4.07	.22
Highest ACT	0	209	23.24	2.84	.18
	1	65	23.90	2.65	.49
	All	274	23.31	2.82	.17
High School Placement Test	0	255	19.32	13.19	.76
	1	77	12.50	7.75	1.37
	All	332	18.66	12.92	.71

A one-way between subjects ANOVA was also conducted to compare the effect of students with learning disabilities in math on GPAs. There was no significant effect of students with learning disabilities in math on GPA scores at the $p < .05$ level [$F(1, 335) = 1.331, p = .250$]. Students with learning disabilities in math ($M = 86.62, SD = 4.1$) do not have higher GPA outcomes than students without learning disabilities in math ($M = 85.77, SD = 4.1$).

A one-way between subjects ANOVA was conducted to compare the effect of students with Learning Disabilities in Math on Loyola Completion. There was no significant effect of students with math disabilities on Loyola Completion at the $p < .05$ level [$F(1, 337) = 1.256, p = .263$]. Students with learning disabilities in math ($M = .88, SD = .331$) do not have higher Loyola Completion rates than students without learning disabilities in math ($M = .80, SD = .403$).

A frequency distribution was calculated to classify where students enrolled in college, if any. Of students with identified learning disabilities in math who graduated from Loyola Academy ($N= 29$), 31% ($N= 9$) attended a Jesuit University, 27.6% ($N=8$) attended a private, non religious school, 37.9% ($N= 11$) attended a public school, 0% ($N=0$) attended a community college, and 3.4% ($N=1$) did not enroll in college upon high school graduation.

Students with math disabilities on college entrance

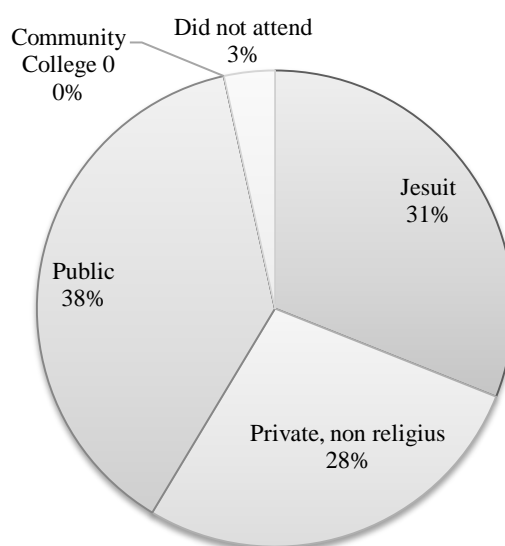


Figure 6. Students with Math Disabilities on College Entrance

Students with Learning Disabilities, Writing

Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 26$, $M= 35.58$, $SD= 18.02$), overall ACT composite scores ($N= 21$, $M= 24.19$, $SD= 2.16$), and cumulative GPAs ($N= 26$, $M= 86.55$, $SD= 4.10$) for students with identified learning disabilities in writing.

Table 4

Students with Learning Disabilities in Writing Distribution

		N	Mean	Std. Deviation	Std. Error
Weighted Cum GPA	0	311	85.79	4.07	.23
	1	26	86.55	4.11	.81
	All	337	85.85	4.07	.22
Highest ACT	0	253	23.24	2.86	.18
	1	21	24.19	2.16	.47
	All	274	23.31	2.82	.17
High School Placement Test	0	306	18.83	12.90	.74
	1	26	16.69	13.30	2.61
	All	332	18.66	12.92	.71

A one-way between subjects ANOVA was conducted to compare the effect of students with learning disabilities in writing on ACT composite scores. There was no significant effect of students with learning disabilities in writing on ACT composite scores at the $p < .05$ level [$F(1, 272) = 2.201, p = .139$]. Students with learning disabilities in writing ($M = 24.19, SD = 2.2$) do not have higher ACT outcomes than students without learning disabilities in writing ($M = 23.24, SD = 2.8$).

A one-way between subjects ANOVA was also conducted to compare the effect of students with learning disabilities in writing on GPA scores. There was no significant effect of students with learning disabilities in writing on GPA scores at the $p < .05$ level [$F(1, 335) = .826, p = .364$]. Students with learning disabilities in writing ($M = 86.55, SD = 4.1$) do not have higher GPA outcomes than students without learning disabilities in writing ($M = 85.79, SD = 4.0$).

A one-way between subjects ANOVA was conducted to compare the effect of students with Learning Disabilities in Writing on Loyola Completion. There was no significant effect of students with writing disabilities on Loyola Completion at the $p < .05$ level [$F(1, 337) = .001, p = .975$]. Students with learning disabilities in writing ($M = .81, SD = .402$) do not have higher Loyola Completion rates than students without learning disabilities in writing ($M = .81, SD = .397$).

A frequency distribution was calculated to classify where students enrolled in college, if any. Of students with identified learning disabilities in writing who graduated from Loyola Academy ($N = 21$), 23.8% ($N = 5$) attended a Jesuit University, 23.8% ($N = 5$) attended a private, non religious school, 42.9% ($N = 9$) attended a public school, 4.8% ($N = 1$) attended a community college, and 4.8% ($N = 1$) did not enroll in college upon high school graduation.

Students with writing disabilities on college entrance

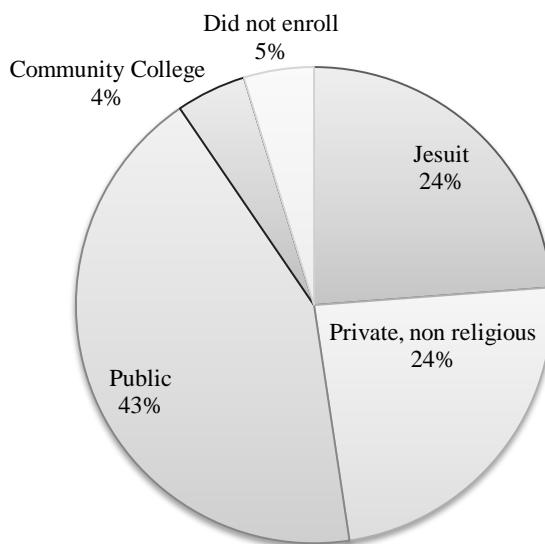


Figure 7. Students with Writing Disabilities on College Entrance

Students with Attention Deficit Hyperactivity Disorder

Measures of central tendency were computed to summarize High School Placement Test Percentiles ($N= 62, M= 38.74, SD= 18.80$), overall ACT composite scores ($N= 59, M= 24.42, SD= 2.51$), and cumulative GPAs ($N= 64, M= 85.76, SD= 3.35$) for students with Attention Deficit Hyperactivity Disorder.

Table 5

Students with ADHD Distribution

		N	Mean	Std. Deviation	Std. Error
Weighted Cum GPA	0	273	85.87	4.23	.26
	1	64	85.76	3.35	.42
	All	337	85.85	4.07	.22
Highest ACT	0	215	23.01	2.84	.19
	1	59	24.42	2.51	.33
	All	274	23.31	2.82	.17
High School Placement Test	0	271	18.44	12.68	.77
	1	61	19.64	13.99	1.79
	All	332	18.66	12.92	.71

A one-way between subjects ANOVA was conducted to compare the effect of students with Attention Deficit Hyperactivity Disorder on ACT composite scores. There was a significant effect of students with Attention Deficit Hyperactivity Disorder on ACT composite scores at the $p<.05$ level [$F(1, 272)= 12.086, p=.001$]. Students with Attention Deficit Hyperactivity Disorder ($M= 24.42, SD= 2.5$) have higher ACT outcomes than students without Attention Deficit Hyperactivity Disorder ($M= 23.01, SD= 2.8$).

A one-way between subjects ANOVA was also conducted to compare the effect of students with Attention Deficit Hyperactivity Disorder on GPAs. There was no

significant effect of students with Attention Deficit Hyperactivity Disorder on GPA scores at the $p < .05$ level [$F(1, 335) = .042, p = .838$]. Students with Attention Deficit Hyperactivity Disorder ($M = 85.76, SD = 3.3$) do not have higher GPA outcomes than students without Attention Deficit Hyperactivity Disorder ($M = 85.87, SD = 4.2$).

A one-way between subjects ANOVA was conducted to compare the effect of students with Attention Deficit Hyperactivity Disorder on Loyola Completion. There was a significant effect of students with ADHD on Loyola Completion at the $p < .05$ level [$F(1, 337) = 6.937, p = .009$]. Students with ADHD ($M = .92, SD = .270$) have higher Loyola Completion rates than students without ADHD ($M = .78, SD = .416$).

A frequency distribution was calculated to classify where students enrolled in college, if any. Of students with Attention Deficit Hyperactivity Disorder who graduated from Loyola Academy ($N = 59$), 20.3% ($N = 12$) attended a Jesuit University, 25.4% ($N = 15$) attended a private, non religious school, 50.8% ($N = 30$) attended a public school, 1.7% ($N = 1$) attended a community college, and 1.7% ($N = 1$) did not enroll in college upon high school graduation.

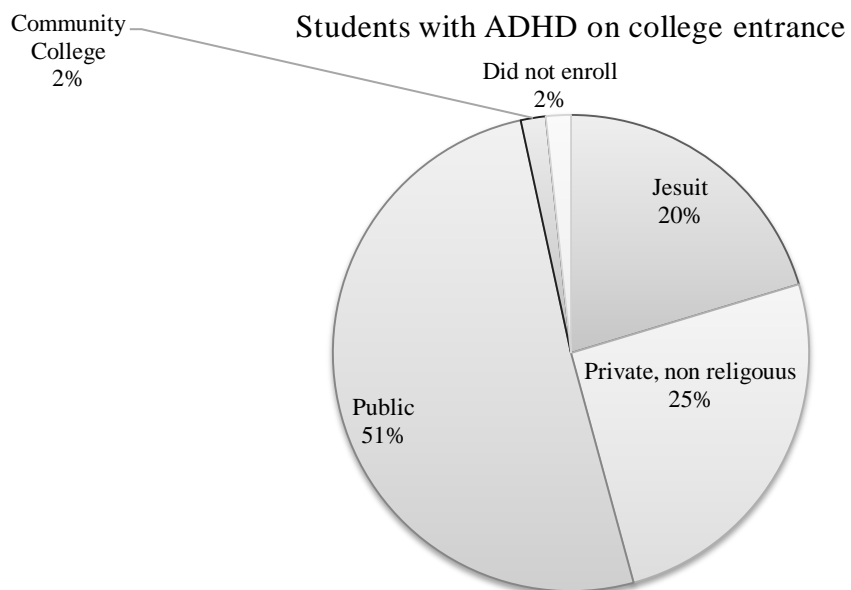


Figure 8. Students with ADHD on College Entrance

CHAPTER V

SUMMARY, RECOMMENDATIONS, IMPLICATIONS, AND CONCLUSIONS

Summary of Purpose

The purpose of this study is to identify the relationships of students in the O'Shaughnessy program who participated for one or two years, are identified with learning disabilities, and/or students identified with ADHD, on college entrance exam scores and college admittance. Loyola Academy, a Jesuit High School, seeks to create college-bound students through a rigorous curriculum that focuses on academics, faith, and physical fitness. Based on teacher recommendations, junior high-grade reports, and a High School Placement Test (HSPT) score below the 30th percentile, incoming freshman students are placed into the O'Shaughnessy program. The freshman program focuses on the literacy and executive functioning skills required to succeed in a college preparatory program. The sophomore program focuses on higher level skills needed to succeed in a college preparatory program. Students enroll in a second language but do not typically take a history class.

After the first semester of a student's freshman year, the Director of Academic Resource, Director of Literacy, O'Shaughnessy team of teachers, and Literacy Specialist, decide if a student should participate in the program for a second year, be dismissed from the program, or they need to wait until the end of the school year to decide. Decisions are based on grades, core teacher feedback (English, Math, Science, and Social Studies),

growth measured on STAR Reading Test (Comprehensive examination that tests the range of students' knowledge of reading and language which include analyzing literary text, word skills and knowledge, analyzing argument and evaluating text, comprehension strategies and constructing meaning, and understanding author's craft developed by Renaissance Learning) reading scores, and a student's ability to be independent. There are no set cut scores. Approximately one-third of the freshman O'Shaughnessy are recommended to remain for a second year. In 2015, the O'Shaughnessy program was changed from a four-year program to a two-year program to better prepare students for the independence of college. The purpose of this research was to evaluate the effectiveness of this change while focusing on best practice.

Research Questions

This research addressed the following questions:

1. What is the relationship between the O'Shaughnessy program and students' grade point average, college entrance exams scores, and college admittance?
2. What is the relationship between the O'Shaughnessy program and students identified with learning disabilities on students' grade point average, college entrance exams scores, and college admittance?
3. What is the relationship between the O'Shaughnessy program and students identified with ADHD on grade point average, college entrance exams scores, and college admittance?

Summary of Procedures

Per Chapter III, this non-experimental quantitative study used existing data to identify High School Placement Test (HSPT) scores, information related to ADHD or

Specific Learning Disability identification, cumulative GPA, ACT scores, and College admission data for students who graduated from Loyola Academy in 2015, 2016, 2017, 2018, and 2019 and also participated in the O’Shaughnessy program for either one or two years.

Summary of Research Findings

This study identified many interesting relationships for students within the O’Shaughnessy program. It identified the many successes of students with reading disabilities, ADHD, and one-year O’Shaughnessy participation. It also identified the second-year program as a protective factor for graduation. Most importantly, college matriculation rates are similar when compared to the school wide population.

Students who participated in the O’Shaughnessy program for one year have better outcomes on ACT scores and cumulative GPAs than students who participate in the O’Shaughnessy program for two years. This suggests that the second year O’Shaughnessy program is not as impactful as the first-year program. It is important to note that students who participate in the O’Shaughnessy program for two years are more likely to graduate from Loyola Academy, suggesting that the second-year program could be a protective factor of graduation. This may be attributed to the positive relationships that students make with their O’Shaughnessy teachers.

Second, in regard to students with identified disabilities, students with learning disabilities in reading have higher outcomes on ACT composite scores than students without learning disabilities but no significant outcome on cumulative GPAs. These results may be attributed to O’Shaughnessy school practices that target student needs or because students with identified disabilities may have been granted extended time

accommodations on the ACT. Lewandowski, Cohen, and Lovett (2013) found that students with learning disabilities are at a moderate advantage when provided with time and a half when compared to standard time when their nondisabled peers are provided with standard time. Similar results were identified for students with Attention Deficit Hyperactivity Disorder, in which they had higher outcomes on ACT composite scores but not cumulative GPAs when compared to students without Attention Deficit Hyperactivity Disorder. There was no significant effect on ACT scores or cumulative GPAs for students with students with learning disabilities in math or for students with specific learning disabilities in writing.

Lastly, 97.8% of O'Shaughnessy students, regardless of identified disability or years in the O'Shaughnessy program, enrolled in an institution of higher learning after high school graduation. The Loyola Academy class of 2019 boasted a 98% college matriculation (Loyola Academy, 2019). Despite the varied academic needs of students, the vast majority enroll in a university, suggesting overall that the O'Shaughnessy program helps create college bound students.

Recommendations for Further Study

With regards to recommendations for future research, it would be helpful to gather data for all students at Loyola Academy to compare different educational outcomes and better assess growth. It would be helpful to compare the different student outcomes to students not within the O'Shaughnessy program.

This researcher found that approximately 20% of students who enrolled in the O'Shaughnessy program did not graduate from Loyola Academy. It was found that students who attended the program for two years or were students with ADHD were more

likely to graduate from Loyola Academy. It is important to determine why students left Loyola Academy and if it is related to the academic supports provided or not provided at Loyola Academy. Future studies may also consider examining the effect of race and scholarships on student outcomes within the O'Shaughnessy program.

Implications for Practice

School implications of this study indicated that Loyola's second year O'Shaughnessy program is not as impactful as the first-year program. Loyola Academy may consider modifying its second-year program. Freeman-Green and colleagues (2018) identified *the ability to earn college credit while in high school, smaller class sizes, a focus on academic content, teacher academic support skills (e.g., note-taking, test-taking, critical thinking), and involving families, and community/business partnerships (e.g., mentorships, internships)* as key components of a college ready curriculum. Loyola's college preparatory program includes most of these components but does not guide community/business partnerships. Upon graduation, Loyola students have access to a vast alumni network to help establish college and career goals. Students must only take advantage by reaching out to the alumni network. It is recommended that these mentorships be integrated as part of the curriculum earlier, to allow students to build their network and engage with Loyola graduates. It may be particularly important to seek out the mentorship of former O'Shaughnessy students.

Additionally, recent research suggested the importance of reading fluency within a college ready framework, finding significant correlations between accuracy and automaticity with ACT reading and ACT composite scores (Rasinski et al., 2017). As

O'Shaughnessy does not currently focus on reading fluency, it may consider adding this component.

Although not as impactful as the first-year program, students who participated in the O'Shaughnessy program for two years had better graduation outcomes than students who only participated for one year, suggesting that the second year program was a protective factor of graduation, possibly related to positive student-teacher relationships. Adding a check-in check-out after students exit O'Shaughnessy may help continue to foster these relationships.

Lastly, Loyola should continue to evaluate the effectiveness of the support program for all students. This study was focused on students with disabilities, but it would be important to include a wider variety of student variables in the future.

Conclusion

Loyola Academy, a private Jesuit High school, prides itself on creating women and men for others. While more and more high school graduates pursue higher education, 29% of students at public four-year institutions are required to take remedial courses (National Center for Education Statistics [NCES], 2016) suggesting that although students are college eligible, not all students are college ready (Conley, 2005, 2007, 2010). In 1990 at the National Conference of Bishops a commitment was made that all Catholic parents would be able to send their children to Catholic schools. Recent research has found that students who attended Catholic High School are more likely to attend four-year universities when compared to their public-school counterparts (Coughlin & Castilla, 2014).

The O'Shaughnessy program seeks to close the academic gap by bolstering literacy abilities and focusing on study skills, as there is a significant relationship between college GPA and study skills (Proctor et al., 2006). This study sought to find the relationship of the O'Shaughnessy program and students who participated in the program for one year, two years, were identified with a Specific Learning Disability or identified with ADHD on grade point average, college entrance exams scores, and college admittance. This study found that students who participated in the O'Shaughnessy program for one year or were identified as having Specific Learning Disability in reading, had better outcomes on the ACT than those who participated in the program for two years or did not have a disability. It is possible that these outcomes are related to specific program structures or because these students could have been granted extended time on the ACT. Additionally, Loyola completion rates were bolstered when students attended the program for two years or students who were identified as having ADHD.

This study serves as a first step in evaluating the effectiveness of the O'Shaughnessy program for students with academic needs. It is important to compare the results of this study with students at Loyola as well as determine why 20% of the students enrolled in the O'Shaughnessy program over the last five years did not graduate from Loyola. Recommendations were made to modify the second year O'Shaughnessy program to include community mentorship, add a check in/check out after students exit the program, and evaluate the impact of the program on a wider variety of student variables (i.e., race, scholarship, etc.).

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