



# Proposed Project Sequence to Support District Priorities

Prepared for Oak Park Elementary School District 97

May 2020

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# INTRODUCTION

Oak Park Elementary School District 97 (District 97) has prioritized its Commitment to Equity, which the district formally implemented at the onset of the 2019-20 school year. Through this Commitment to Equity, District 97 has specifically detailed a set of priority areas to guide its progress; District 97 has specifically prioritized the following areas:<sup>1</sup>

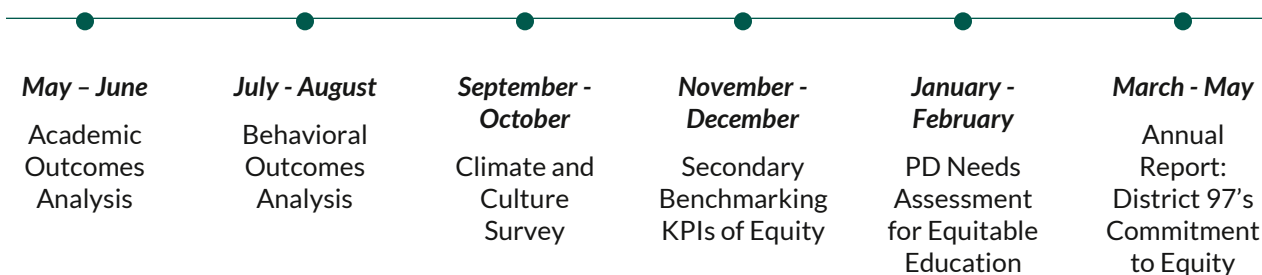
Equitable Access	Racial Equity
Eliminating Discipline Disproportionality	Stakeholder and Community Engagement
Workforce Equity	Professional Development
Welcome School Environments	Recognizing and Valuing Diversity

To support this effort, District 97 has partnered with Hanover Research (Hanover) to conduct a mixed-methods research approach toward identifying areas of strength and areas of focus regarding equity as it relates to a variety of district practices and priorities. In this document, Hanover proposes a series of research studies through qualitative, quantitative, survey, and secondary research methods to support District 97 in conducting a comprehensive approach to understanding the current state of equity throughout the district and supporting the ongoing progress monitoring toward measured success.

## PROPOSED PROJECT SEQUENCE

To support District 97 in conducting a mixed-methods approach toward researching the current state of equity throughout the district and in identifying areas of strength and focus, Hanover has developed the following project sequence, detailed in this section in both an abbreviated timeline and in a synthesized table on the following page. This recommended project sequence serves as a starting point to demonstrate the types of research capabilities District 97 could pursue in partnership with Hanover. Hanover recommends additional scoping conversations with District 97 to ensure that the methodological approaches and research questions best align with the district’s needs and priorities. To that end, the sequence of project work is completely flexible; Hanover can shift to alternative priorities, methodologies, and sequences of work depending on the needs that may arise throughout the course of the year. Additional research projects that address non-equity focused priorities will be included in a separate Research Action Plan, which District 97 can access on the [Hanover Digital Portal](#) under the “My Projects” tab following the May 13<sup>th</sup> Welcome Call.

The timeframes below are approximations and are dependent on the total time required for data transfer for quantitative projects, translation and administration for survey projects, and cadence of scheduled debrief and scoping conversations. Hanover typically estimates approximately eight weeks for total turnaround time for each project. Hanover proposes the following project sequence along the timeline outlined below:



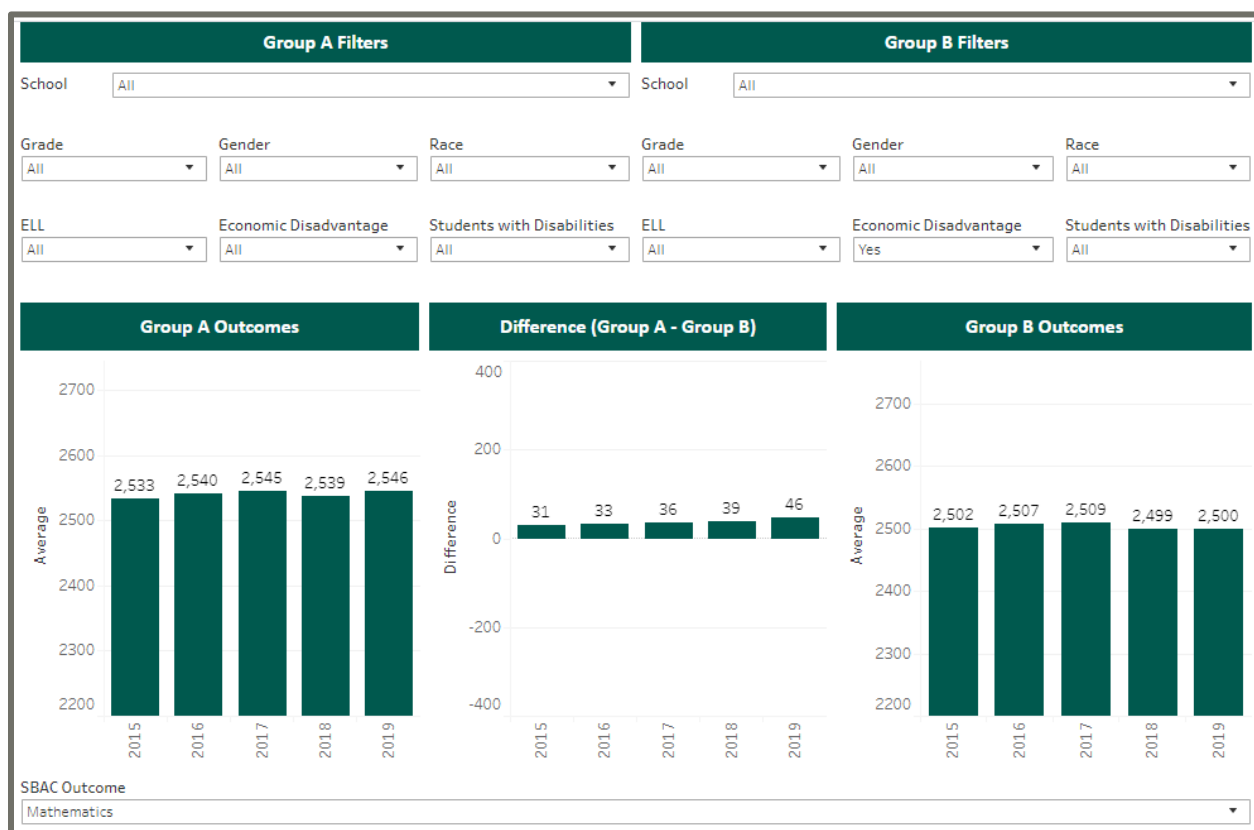
<sup>1</sup> List quoted verbatim with formatting modification from “District 97 Equity Policy – Executive Summary,” Oak Park Elementary School District 97. [https://campussuite-storage.s3.amazonaws.com/prod/735181/c9be791c-b8dc-11e6-bf0d-2200bd8490f/1910429/32097762-5659-11e9-9a3d-12b86ea52f58/file/EquityPolicyExecutiveSummary\\_April2019.pdf](https://campussuite-storage.s3.amazonaws.com/prod/735181/c9be791c-b8dc-11e6-bf0d-2200bd8490f/1910429/32097762-5659-11e9-9a3d-12b86ea52f58/file/EquityPolicyExecutiveSummary_April2019.pdf)

Project	Research Questions	Equity Focus
<b>Academic Outcomes Analysis</b>	<ul style="list-style-type: none"> <li>• What are trends in student academic outcomes across the district?</li> <li>• What differences, if any, exist among student academic outcomes across various student groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Equitable Access</li> <li>• Racial Equity</li> </ul>
<p>The results of this analysis will support District 97 in identifying disproportionalities in academic outcomes that have demonstrated persisting trends. Similarly, this analysis can support the district in determining any impacts that specific program participation has had on various student groups and their academic outcomes.</p>		
<b>Behavioral Outcomes Analysis</b>	<ul style="list-style-type: none"> <li>• What are trends in incident metrics across the district?</li> <li>• What are trends in resolution metrics across the district?</li> <li>• What differences, if any, exist among trends in incidents and resolutions across various student groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminating Discipline Disproportionality</li> <li>• Racial Equity</li> </ul>
<p>The results of this analysis will support District 97 in identifying any discipline disproportionalities that emerge from both referrals (i.e., incidents) and resolutions.</p>		
<b>Climate and Culture Survey</b>	<ul style="list-style-type: none"> <li>• What are stakeholders' perceptions of the current school climate in the district?</li> <li>• How do stakeholders' perceptions of the school climate differ across stakeholder groups? Across various demographic groups?</li> <li>• Among the four key constructs, for which constructs is District 97 performing well? Conversely, what are areas for improvement?</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome School Environments</li> <li>• Stakeholder and Community Engagement</li> <li>• Recognizing and Valuing Diversity</li> <li>• Workforce Equity</li> </ul>
<p>The results of this survey will support District 97 in identify stakeholders' perceptions of the overall school and district culture and climate as well as how perceptions may differ across groups.</p>		
<b>Secondary Benchmarking KPIs of Equity</b>	<ul style="list-style-type: none"> <li>• Which peer or aspirant peer districts across the country incorporate equity focused KPIs into their overall progress monitoring practices?</li> <li>• What KPIs, goals, and progress monitoring methods do these districts include that specifically align with District 97's overall commitment to equity?</li> </ul>	<p>(All Focus Areas)</p>
<p>The results of this study will support District 97 and Hanover in identifying KPIs on which to focus in monitoring progress toward the district's Commitment to Equity.</p>		
<b>PD Needs Assessment for Equitable Education</b>	<ul style="list-style-type: none"> <li>• What are staff's perceptions of District 97's current professional development related to equity?</li> <li>• What types of professional development do staff need to support students' needs and promote equity?</li> <li>• What are the additional resources desired by staff to better equip them in their work around equity?</li> <li>• What are staff's preferences for professional development delivery?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Stakeholder and Community Engagement</li> <li>• Welcome School Environments</li> <li>• Recognizing and Valuing Diversity</li> </ul>
<p>The results of this study will support District 97 in developing equity-centered PD that aligns both with the areas of strength and areas for improvement in addition to incorporating the staff-reported PD needs districtwide.</p>		
<b>Annual Report: District 97's Commitment to Equity</b>	<ul style="list-style-type: none"> <li>• Over the last five school years, what quantitative progress (i.e., academic outcomes, behavioral outcomes, workforce equity metrics) has District 97 made toward its Commitment to Equity?</li> <li>• Across each of the focus areas in the Commitment to Equity, which quantitative, qualitative, and survey data points demonstrate progress toward defined goals or KPIs? Which demonstrate areas for further prioritization?</li> </ul>	<p>(All Focus Areas)</p>
<p>This Annual Report will serve as an external-facing communication piece that presents District 97's progress toward each component in the Commitment to Equity as a summative report to be updated annually.</p>		

# DESCRIPTIONS OF PROPOSED PROJECTS

## Academic Outcomes Analysis

Hanover first recommends conducting a quantitative analysis to assess the academic outcomes of all students throughout the district. This analysis, presented in an interactive dashboard, will allow for the comparison of outcomes across various student groups (e.g., English learners, students receiving special education support, students of various races/ethnicities). Hanover recommends reviewing historical academic outcome data at the student level across all school sites going back five academic years to present trend data. This analysis will review academic outcome data at the student level, which may consist of state standardized assessment data, benchmark assessment data, end-of-term course grades, course enrollment, and specific student group data (e.g., ACCESS). This analysis, presented as an interactive Tableau dashboard, will segment results by student demographics (e.g., race/ethnicity, disability status, gifted/talented status, economically disadvantaged status, English learner status, etc.) and will demonstrate descriptive trends. Similarly, this dashboard will allow the end user to compare the difference in outcomes between student groups through a comparative display as demonstrated in the sample below.



To proceed with this analysis, Hanover will provide District 97 with a detailed data request of the required files, variables, and years (included in the Appendix of this document).

Hanover will use the following research questions to guide this study:

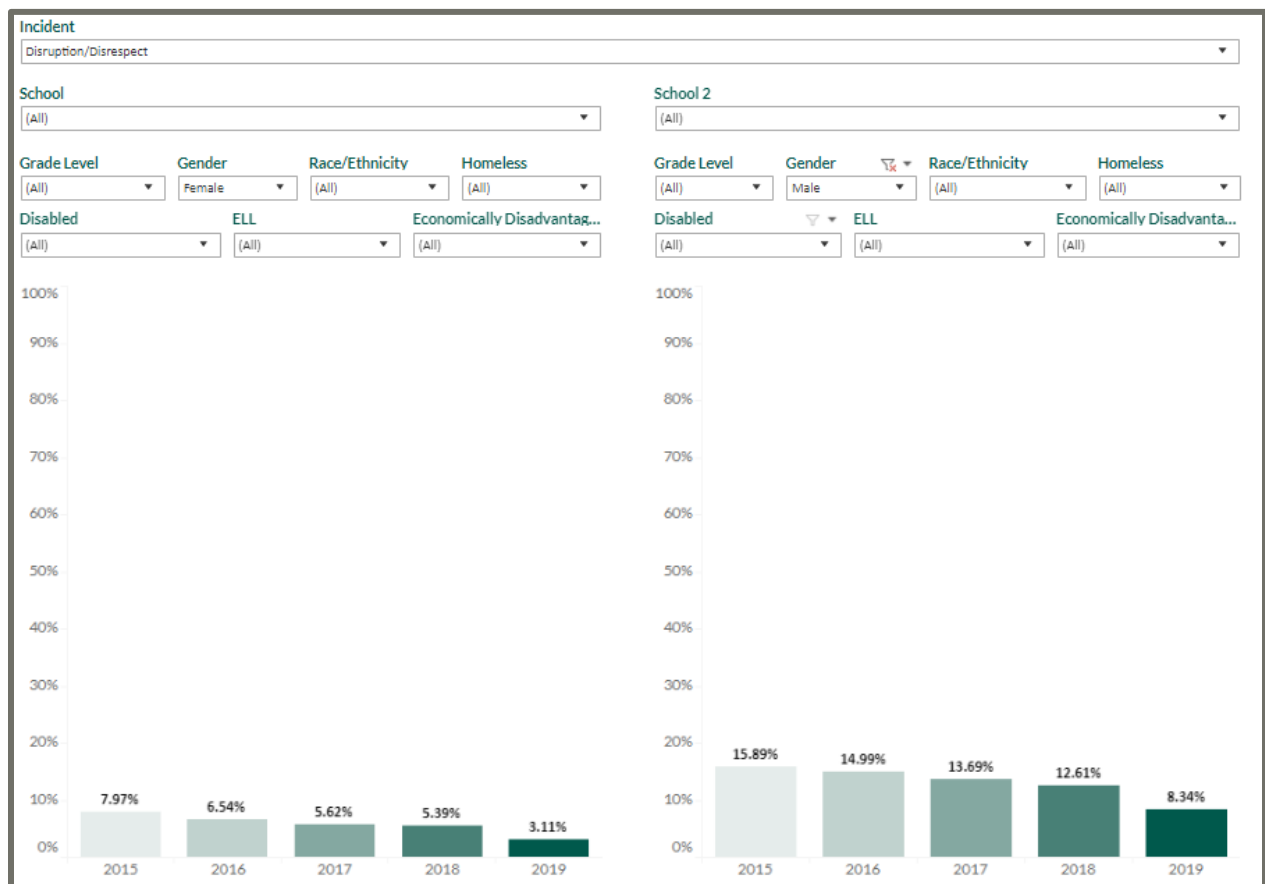
- What are trends in student academic outcomes across the district?
- What differences, if any, exist among student academic outcomes across various student groups?

## Note

To support District 97 in conducting effective program evaluations districtwide, this dashboard can also capture a program-specific component of academic outcome measurement by incorporating specific program participation as an additional filter. This dashboard can support District 97 in measuring the impact of specific programs on various student groups and among program participants versus non-participants.

## Behavioral Outcomes Analysis

Similar to the Academic Outcomes Analysis, Hanover will conduct a quantitative analysis to assess the behavioral outcomes across all students throughout the district. This analysis, presented in an interactive dashboard, will allow for the comparison of behavioral outcomes across various student groups. As such, Hanover recommends reviewing historical behavioral outcome data at the student level across all school sites going back five years. Specifically, Hanover will review the behavioral outcome data through a disproportionality and equity lens to identify incident metrics and resolution metrics, segmented by various student group (e.g., gender, race/ethnicity, disability status, English learner status, socioeconomically disadvantaged status, etc.). This dashboard will allow the end user to compare the difference in incidents and resolution metrics between student groups through a comparative display as demonstrated in the sample below.



To proceed with this analysis, Hanover will provide District 97 with a detailed data request of the required files, variables, and years (included in the Appendix of this document).

Hanover will use the following research questions to guide this study:

- What are trends in incident metrics across the district?
- What are trends in resolution metrics across the district?
- What differences, if any, exist among trends in incidents and resolutions across various student groups?

## Climate and Culture Survey

As the next school year commences in Fall 2020, Hanover recommends proceeding with a districtwide survey to solicit the perceptions of District 97 students (Grades 4 and older), staff, families, and community members on overall culture and climate of the district and of their respective school sites, if applicable. Specifically, this survey will aim to understand how these four stakeholder groups perceive the school/building environment, the academic environment, the social environment, and overall stakeholder inclusiveness. This survey can also be translated into other languages to support District 97 in soliciting perceptions across non-native English speakers.<sup>2</sup> Hanover can present the results of this survey in a dashboard with an accompanying data supplement to view and filter results by group, school, and demographic characteristic to identify overall perceptions and differences in perceptions based on respondent segment, as demonstrated through the sample below.



Hanover will use the following research questions to guide this study:

- What are stakeholders' perceptions of the current school climate in the district?
- How do stakeholders' perceptions of the school climate differ across stakeholder groups? Across various demographic groups?
- Among the four key constructs, for which constructs is District 97 performing well? Conversely, what are areas for improvement?

<sup>2</sup> Hanover's current climate survey is available in English, Spanish, Vietnamese, and Russian. For any additional language translations, Hanover may hire a professional translation company at cost to District 97. Alternatively, the district may use its own internal translation services for additional languages or additional custom survey questions.



## Note

Hanover recommends that District 97 administers this survey year-over-year to monitor changes or progress in results annually. Hanover can update the results in the dashboard each year to allow for longitudinal comparison.

## Secondary Benchmarking Key Performance Indicators of Equity

To support District 97 in identifying and aligning progress monitoring with exemplary practices, Hanover recommends conducting a secondary benchmarking study to identify exemplary key performance indicators (KPIs) that peer and aspirant peer districts across the country currently use to monitor progress toward equity. This study will specifically review objectives that align with those of District 97 (e.g., Racial Equity, Workforce Equity, Recognizing and Valuing Diversity, etc.) across peer and aspirant peer districts and incorporate a discussion of the specific KPIs they include, how they fit into broader equity or strategic plan initiatives, and the progress monitoring tools these districts use. The results of this study will support both District 97 and Hanover in focusing on a core set of equity-related KPIs in establishing short-term and long-term goals as well as in determining which data points in the research to prioritize and track on an ongoing basis. Hanover will present the results of this study in a synthesized narrative format with an accompanying Excel data supplement, as demonstrated through the abbreviated sample below:

School District	Goal Alignment	Objective	Source	KPI	Short-Term Goal	Long-Term Goal	Methods of progress monitoring	Frequency of progress monitoring
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Gifted Student Academic Achievement	Form A from GIFT	5% increase of students qualifying for the Gifted and Talented artistic program	180.8	188	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Gifted Student Academic Achievement	Form A from GIFT	5% increase of students qualifying for the Gifted and Talented academic program	43	45	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Academic Outcomes	Fountas & Pinnell assessment	70% of K5-2 grade students will independently read on grade level as measured by Fountas & Pinnell Assessment	58%	70%	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Graduation Rate	Graduation Rates	By 2023, the graduation rate will increase to 83%	81%	83%	Other Data Collection	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Academic Outcomes	MAP assessment in Math	75% of K5-2 grade students score at Level 2 or higher as measured by MAP assessment in Math by 2023	64%	75%	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Academic Outcomes	PALS	Maintain 85% or higher the number of pre-K students meeting the spring developmental range on Print and Word Awareness as measured by the Phonological	85%	85%	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Gifted Student Academic Achievement	SC ELA READY	95% of Gifted and Talented students will score level 3 or higher on ELA annually	91%	95%	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Academic Outcomes	SC ELA Ready	36.6% of Grade 3 to 8 will score Level 3 or higher in ELA as measured by state assessments by 2023	26%	37%	Standardized Test Scores	Annual
<a href="#">Clarendon 02 Public Schools</a>	Student Achievement	Academic Outcomes	SC Math READY	41.3% of Grade 3 to 8 will score Level 3 or higher in Mathematics as measured by state assessments by 2023	32%	41%	Standardized Test Scores	Annual

Hanover will use the following research questions to guide this study:

- Which peer or aspirant peer districts across the country incorporate equity focused KPIs into their overall progress monitoring practices?
- What KPIs, goals, and progress monitoring methods do these districts include that specifically align with District 97's overall commitment to equity?

## PD Needs Assessment for Equitable Education

Following the quantitative and survey analyses of equity-related strengths and development areas across District 97, Hanover will conduct a Professional Development (PD) Needs Assessment survey of staff throughout the district to gather their perceptions of the district's current professional development practices and identify additional needs and resources to support their equity-focused practices. Hanover will



use both strengths and development areas identified by the previous quantitative and survey studies to inform the core constructs of this PD Needs Assessment. This survey will identify their overall perceptions of equity throughout the district, to what extent they feel equipped to progress toward District 97's Commitment to Equity, and the areas in which they feel they have enough the resources and training to support students' needs and to promote equitable practices.

Hanover will use the following research questions to guide this study:

- What are staff's perceptions of District 97's current professional development related to equity?
- What types of professional development do staff need to support students' needs and promote equity?
- What are the additional resources desired by staff to better equip them in their work around equity?
- What are staff's preferences for professional development delivery?

## Annual Report: District 97's Commitment to Equity

At the end of the 2020-21 school year, Hanover will synthesize District 97's progress toward its Commitment to Equity in a summative Annual Report. Throughout the course of the year, Hanover will collaborate with District 97 to determine which KPIs to prioritize in this report across each of the areas of focus. Hanover will then rely on the quantitative and qualitative data garnered from the year's research studies to support a mixed-methods approach to monitoring and reporting progress toward the district's defined goals. To support a longitudinal approach to measuring progress, Hanover recommends reviewing five years of historical data, where available, for the quantitative components of this report. Hanover then will rely on the most recent year of qualitative or survey data to serve as a baseline (i.e., Year 1) for progress toward the Commitment to Equity moving forward. The final report will serve as an external communication document to share with district stakeholders and can be updated annually to report ongoing progress toward the Commitment to Equity.

For any data that Hanover recommends including in this report that has not already been gathered through any of the previous analyses, Hanover will provide District 97 with a comprehensive data request.

Hanover will use the following research questions to guide this study:

- Over the last five school years, what quantitative progress (i.e., academic outcomes, behavioral outcomes, workforce equity metrics) has District 97 made toward its Commitment to Equity?
- Across each of the focus areas in the Commitment to Equity, which quantitative, qualitative, and survey data points demonstrate progress toward defined goals or KPIs? Which demonstrate areas for further prioritization?

## RECOMMENDED ONSITE SUPPORT SERVICES

In addition to the proposed project sequence, District 97 can also proceed with one of the following recommended onsite support services, as is included in the Advisory Membership. The following services are examples; Hanover can provide alternative onsite support services, depending on District 97's requests and needs for custom support. Each of these can be conducted in tandem to ongoing project work.

Project Name and Stage	Project Description
<p><b>Focus Groups:</b> Perceptions of Equity Throughout District 97</p>	<p>Given the key findings and themes that emerge from the Climate and Culture Survey, particularly in reviewing the equity-focused findings, Hanover will design, administer, and analyze the results of an equity focus group among various adult stakeholders throughout the district. To support this project work, Hanover will first develop a Focus Group Facilitation guide designed to probe key equity areas of focus that warrant further exploration through an onsite focus group with parents, staff members, and community members. Hanover will collaborate with District 97 to develop a sample of focus group participants that constitute a representative cross-section of the district. Hanover will then facilitate the focus groups onsite at District 97, record and analyze transcripts of the discussion. The final analysis will present key findings and salient themes that emerge during the focus groups in a presentation-style report.</p>
<p><b>Onsite Workshop:</b> Program Evaluation</p>	<p>Hanover will conduct an onsite Program Evaluation Workshop with district leaders to support District 97's ongoing efforts to build internal capacity to evaluate programs, with a particular emphasis on equity and access to programming. The workshop will guide leaders to:</p> <ul style="list-style-type: none"> <li>▪ Review each phase of the program evaluation process;</li> <li>▪ Understand different types of program evaluation;</li> <li>▪ Prioritize and select programs for evaluation;</li> <li>▪ Develop logic models for each evaluation;</li> <li>▪ Plan evaluation sources and data collection methods; and</li> <li>▪ Interpret data to make informed decisions.</li> </ul> <p>This six-hour session will engage participants through practical application, reflection, and collaborative learning opportunities. Hanover will also equip participants with valuable tools and resources to program evaluation efforts.</p>
<p><b>Onsite Workshop:</b> Equity</p>	<p>Hanover will conduct an onsite Equity Workshop with district leaders to support District 97's prioritization of equity, particularly across the focus areas in the Commitment to Equity. Prior to facilitating this workshop, Hanover will administer an Equity Diagnostic Survey of workshop participants to assess the district's priorities and rate performance across the identified priorities to determine strategic goals for consideration. Hanover will also host a virtual kickoff session in advance to plan the customized workshop, discuss findings from the Equity Diagnostic, and review the core themes that have emerged across the series of equity-focused research. During the workshop, Hanover will support District 97 in developing a customized Equity Planning Framework and establishing a centralized equity strategy for leaders to embed districtwide.</p>

## APPENDIX: DATA REQUEST

To support the quantitative projects outlined above and to begin a regular data collection cadence with District 97, Hanover has developed the following data request with example files hyperlinked throughout. The variables included in the following chart represent those that typically demonstrate the most impactful components of quantitative analyses in reviewing student outcome data. Hanover recommends conducting an annual or semi-annual data pull to keep the data timely. The following data points may serve as a foundation for core project work; depending on District 97's project-related requests and Hanover's recommended approaches, Hanover may request additional data to support ongoing custom quantitative work. District 97 can upload any relevant data files to a SharePoint folder to ensure secure file transfer.

File	Description	Variables	Years
Student Enrollment and Demographics	<p>One row per student per year describing student characteristics and school of enrollment</p> <p>Click <a href="#">here</a> to read more on an example of this type of file</p>	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• School (code and name)</li> <li>• Grade</li> <li>• Gender</li> <li>• Race/ethnicity</li> <li>• Economically disadvantaged (i.e., free or reduced-price meal) status</li> <li>• English learner (EL) status</li> <li>• Special education (SPED) or disability status</li> <li>• Section 504 status</li> <li>• Gifted/talented (GT) status</li> <li>• Enrollment Start Date</li> <li>• Enrollment End Date</li> <li>• Days Enrolled</li> <li>• Exit reason (e.g., continuing, graduated, transferred, dropped)</li> <li>• GPA in school year (if applicable)</li> <li>• Number of failed courses               <ul style="list-style-type: none"> <li>• If this is not possible to receive at a student-level, we can also receive a file with all courses and calculate this ourselves.</li> </ul> </li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)
State Standardized Assessment	<p>One row per student per year</p> <p>Click <a href="#">here</a> to read more on an example of this type of file</p>	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• Test subject</li> <li>• Test date</li> <li>• Scale score</li> <li>• Performance level</li> </ul>	2014-15 to 2018-19
Benchmark Assessment(s)	<p>One row per student, year, and administration window</p>	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• Test name</li> <li>• Test subject</li> <li>• Administration window (fall, winter, spring)</li> <li>• Test date</li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)

File	Description	Variables	Years
	Click <a href="#">here</a> to read more on an example of this type of file	<ul style="list-style-type: none"> <li>• Scale score</li> <li>• Percentile (if available)</li> <li>• Subcomponent scores</li> </ul>	
Course Enrollment	<p>One row per student, year, and term describing course enrollment and assigned teacher</p> <p>Click <a href="#">here</a> to read more on an example of this type of file</p>	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• Term</li> <li>• Course (code and name)</li> <li>• Term score or grade</li> <li>• Final course score or grade</li> <li>• Honors status</li> <li>• AP/IB status</li> <li>• Dual enrollment status</li> <li>• CTE status (including indication of capstone course)</li> <li>• Teacher or employee ID (for assigned teacher)</li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)
Student Absenteeism	One row per student per year with absence data	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• Days absent, excused</li> <li>• Days absent, unexcused</li> <li>• Whether chronically absent (if available)</li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)
Student Discipline	<p>One row per student, year, and incident describing disciplinary referrals and consequences</p> <p>Click <a href="#">here</a> to read more information about this type of file</p>	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• Incident ID</li> <li>• Incident date</li> <li>• Incident code</li> <li>• Outcome/consequence code</li> <li>• Days suspended</li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)
Program Enrollment <sup>3</sup>	One row per student per year	<ul style="list-style-type: none"> <li>• Student ID</li> <li>• School year</li> <li>• School (code and name)</li> <li>• Pre-K or early childhood education</li> <li>• Bilingual/biliteracy education</li> <li>• Academic and/or behavior support services (start and end dates)</li> <li>• Accelerated course/program (e.g., math acceleration)</li> </ul>	2014-15 to 2018-19 (and 2019-20 if available)

<sup>3</sup> Prior to collecting program participation data, Hanover recommends that District 97 first identifies which programs are of the greatest priority. Hanover typically recommends collecting program enrollment data outlined in the bulleted list, however additional programs may be of greater priority. For program enrollment data collection and analysis to be meaningful, District 97 may also consider a Program Inventory project to conduct a districtwide Pareto analysis of perceived importance for evaluating the outcomes of specific programs throughout the district.

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS



### EXPERT

200+ analysts with multiple methodology research expertise



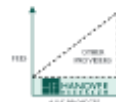
### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



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