



# BENCHMARKING EQUITY KPIS

Prepared for Mountain View Whisman School District

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# INTRODUCTION

Across the country, school districts work to ensure all students have equitable access to various learning opportunities. Like many districts, Mountain View Whisman School District (MVWSD) wants to ensure all students are achieving success regardless of their background or identification.

MVWSD partnered with Hanover Research (Hanover) in the next step of its equity planning process to identify districts’ equity focused plans and goals. In this report, Hanover presents a benchmarking analysis of peer districts’ strategic plans for equity focused key performance indicators (KPIs) and measures. This report contains two sections:

- **Section I: Peer Districts** reviews peer districts’ plans for equity-related strategies and KPIs.
- **Section II: Exemplar Districts** evaluates national districts with strategic plans dedicated to equity.

# METHODOLOGY AND DISTRICT OVERVIEW

Hanover identified MVWSD’s state, regional, and national peer school districts using Hanover’s Peer Generator tool, which cites data from the National Center for Education Statistics. After conducting primary research into state and national peer district plans for equity and finding few publicly available plans with KPIs, Hanover expanded its search. This new search included national school districts with similar enrollment numbers to MVWSD, including similar percentages of minority students. Hence, Hanover identified two national peers that include KPIs and measurable goals within their strategic plans, for a total of four districts.

To supply MVWSD with sufficient information regarding equity focused plans, Hanover conducted primary research into exemplar districts with strategic plans dedicated to equity or with equity as a central theme and identified four exemplar districts. Hanover focused its search on strategic plans because school districts typically embed equity strategies and KPIs within their strategic plans. Figure ES 1 displays the peer districts benchmarked in this report in alphabetical order, listing student demographic information such as enrollment, percentage of English Language Learners (ELL), percentage of Special Education students (SPED), and median household income (HHI). Figure ES 2 aligns each district’s goals by five common priority areas: student success; family and community engagement; inclusive workforce and professional development; finances and operations; and school climate and safety. Finally, Figure ES3 summarizes where equity-focused KPIs are within each district’s plan.

**Figure ES 1: District Overview**

DISTRICT	ENROLLMENT	% MINORITY	% ELL	% SPED	% CHILDREN IN POVERTY	MEDIAN HHI
Mountain View Whisman School District (CA)	5,132	69%	24%	10%	5%	\$125,737
<b>Peer Districts</b>						
<a href="#">Bernards Township Public Schools (NJ)</a>	5,450	39%	1%	15%	1%	\$148,483

DISTRICT	ENROLLMENT	% MINORITY	% ELL	% SPED	% CHILDREN IN POVERTY	MEDIAN HHI
<a href="#">Cambrian School District (CA)</a>	3,591	57%	14%	13%	4%	\$117,845
<a href="#">Danville Public Schools (VA)</a>	5,828	81%	4%	15%	31%	\$36,301
<a href="#">Evergreen Elementary School District (CA)</a>	11,385	94%	26%	10%	8%	\$128,405
<b>Exemplar Districts</b>						
<a href="#">Alexandria City Public Schools (VA)</a>	15,710	73%	33%	11%	17%	\$96,733
<a href="#">Arlington Public Schools (VA)</a>	26,975	55%	20%	15%	7%	\$117,374
<a href="#">Hayward Unified School District (CA)</a>	22,764	95%	28%	12%	11%	\$79,022
<a href="#">Prince George's County Public Schools (MD)</a>	132,317	96%	19%	11%	11%	\$81,969

Source: National Center for Education Statistics

**Figure ES 2: Peer and Exemplar District Priority Alignment**

DISTRICT	STUDENT SUCCESS	FAMILY AND COMMUNITY ENGAGEMENT	INCLUSIVE WORKFORCE AND PROFESSIONAL DEVELOPMENT	FINANCES AND OPERATIONS	SCHOOL CLIMATE AND SAFETY
<b>Peer Districts</b>					
Bernards Township Public Schools	Developing Student Competencies	Communication and Collaboration	Developing Staff Competencies and Empowerment	-	Safety and Security
Cambrian School District	Next Generation Student; Student Learning and Achievement; Extended Learning	Cambrian Community and Culture	-	Resources (Human and Capital)	Cambrian Community and Culture

DISTRICT	STUDENT SUCCESS	FAMILY AND COMMUNITY ENGAGEMENT	INCLUSIVE WORKFORCE AND PROFESSIONAL DEVELOPMENT	FINANCES AND OPERATIONS	SCHOOL CLIMATE AND SAFETY
Danville Public Schools	Student Achievement	Stakeholder Engagement and Communication	Staff Learning and Growth	Operations and Internal Processes	Culture and Climate
Evergreen School District	Student Success; Attract and Retain Students	-	High-Quality Workforce	Fiscal Sustainability	Culture, Climate, and Safety
<b>Exemplar Districts</b>					
Alexandria City Public Schools	Student Accessibility and Support	Family and Community Engagement	Instructional Excellence	Systemic Alignment; Strategic Resource Allocation	Systemic Alignment
Arlington Public Schools	Student Success	Partnerships	Engaged Workforce	Operational Excellence	-
Hayward Unified School District	Deeper Learning	Relationship-Centered Schools	Service Excellence	Operational Sustainability	Relationship-Centered Schools; Service Excellence
Prince George's County Public Schools	Educational Excellence	Excellence in Equity	Excellence in Equity; Workforce and Operational Excellence	Operational Excellence	Excellence in Equity; Mental Health & Wellness

Figure ES 3: Priority Areas with Equity KPIs

DISTRICT	STUDENT SUCCESS	FAMILY AND COMMUNITY ENGAGEMENT	INCLUSIVE WORKFORCE AND PROFESSIONAL DEVELOPMENT	FINANCES AND OPERATIONS	SCHOOL CLIMATE AND SAFETY
<b>Peer Districts</b>					
Bernards Township Public Schools	✓				
Cambrian School District	✓			✓	✓
Danville Public Schools	✓		✓	✓	✓

DISTRICT	STUDENT SUCCESS	FAMILY AND COMMUNITY ENGAGEMENT	INCLUSIVE WORKFORCE AND PROFESSIONAL DEVELOPMENT	FINANCES AND OPERATIONS	SCHOOL CLIMATE AND SAFETY
Evergreen School District	✓		✓	✓	✓
Exemplar Districts					
Alexandria City Public Schools	✓	✓	✓	✓	✓
Arlington Public Schools	✓	✓	✓		✓
Hayward Unified School District	✓	✓	✓	✓	✓
Prince George's County Public Schools	✓	✓	✓	✓	✓

Source: District Strategic Plans

# RECOMMENDATIONS

Based on our findings, Hanover suggests that MVWSD consider the following recommendations.



**Identify key priority areas to incorporate equity goals and KPIs into district-wide plans**, such as strategic plans, to create a cohesive equity-focused framework for the district. Most school districts embed equity-related themes and progress indicators into their strategic plans as an efficient way to track district priorities and how the district progresses toward more equitable outcomes for all students, staff, and the community. Hanover can support MVWSD in developing a toolkit that can provide strategies and best practices in creating a district-wide plan that integrates equity goals and KPIs. Additionally, Hanover can support MVWSD in creating an equity-minded strategic plan.



**Monitor data by student group to sufficiently observe equity and disproportionality trends and best understand how to address them.** Districts cannot get a full understanding of equity without analyzing student data by group, as they would be unable to adequately address opportunity and achievement gaps. Hanover can support MVWSD in conducting a longitudinal analysis by annually updating the Equity Dashboard that monitors outcome data by student groups.

# KEY FINDINGS



**MVWSD's peers do not integrate equity prominently within districtwide plans, including strategic plans.** Even when districts include equity related KPIs within their plans, they do not incorporate or prominently feature equity as a core value or central component of the district mission. Peers focus the majority of their equity KPIs in strategic goal areas focused on school climate and culture.



**When districts incorporate equity, such as with the exemplar districts, they typically embed equity-focused strategies and KPIs within strategic plans.** These districts also prioritize equitable themes throughout their planning processes and district culture to adequately address opportunity and achievement gaps across multiple sectors of district operations.



**Exemplar districts reference various student groups in their KPIs to ensure they are sufficiently monitoring progress toward closing achievement gaps.** For example, one way Alexandria City Public Schools seeks to close achievement gaps is by increasing underserved student participation in advanced courses. Whereas peer districts, such as Danville Public Schools, monitors the entire student body's graduation rate (instead of graduation rate by student group), and ACPS monitors student enrollment in advanced courses by student group to observe trends in student representation.



**All exemplar districts include equity indicators in all or nearly all areas of their strategic plans.** Common indicators for measuring equity include student and staff feedback through surveys, student intervention data regarding progress and results, discipline, and attendance data.

# SECTION I: PEER DISTRICTS

In this section, Hanover evaluates MVWSD’s peer districts with the most measurable equity-related indicators. Based on publicly available information, MVWSD’s peers do not seem to prioritize equity in their district plans. However, Hanover includes these districts to ensure MVWSD reviews how its peers formed their strategic plans and equity indicators.

## BERNARDS TOWNSHIP PUBLIC SCHOOLS (NJ)

Bernards Township Public Schools (BTPS) developed its strategic plan through a collaborative process involving the Board of Education, “neighbors, community members, friends, teachers, and school district administrators” and facilitated by the New Jersey School Boards Association.<sup>1</sup> BTPS’ strategic plan outlines strategic goal areas (i.e., strands) into goals, subgoals, opportunities for action, and measures.<sup>2</sup> **Strand One: Developing Student Competencies is the only main goal area with equity-focused measures, such as climate surveys and mental health trends.**<sup>3</sup> **Strand Two: Developing Staff Competencies and Empowerment** includes equity-related action items related to staff wellness and socio-emotional learning topics, but no equity-related measures.<sup>4</sup> **Strand Three: Safety and Security** and **Strand Four: Communication and Collaboration** maintain no equity-related measures.<sup>5</sup> Figure 1.1 lists the equity-focused measures from the first strand.

**Figure 1.1: Bernards Township Public Schools Goals and Equity Focused Measures**

STRAND	EQUITY-RELATED MEASURES
Strand 1: Developing Student Competencies	<ul style="list-style-type: none"> <li>▪ PRIDE survey and community surveys</li> <li>▪ Evaluate achievement and growth data for students across all levels</li> <li>▪ Culture &amp; Climate Survey</li> <li>▪ Measures of Mental Health Trends</li> <li>▪ Signs of Suicide Referrals to Counseling</li> </ul>

Source: Bernards Township Public Schools<sup>6</sup>

## CAMBRIAN SCHOOL DISTRICT (CA)

Cambrian School District (CSD) serves over 3,000 students in Grades Pre-Kindergarten<sup>7</sup>. At the center of CSD’s strategic plan is a focus on four C’s: critical thinking, communication, collaboration, and creativity.<sup>8</sup> With these themes serving as a guide, CSD ensures students “acquire the skills and mindsets necessary to pursue any academic or professional discipline and engage thoughtfully with their community.”<sup>9</sup>

**CSD’s strategic plan does not mention equity as a guiding principle.** While CSD’s strategic plan includes goals, desired outcomes, timelines, and metrics of success, it does not provide detailed information regarding

<sup>1</sup> “Strategic Plan/BT Connect.” Bernards Township School District.

[https://www.bernardsboe.com/district\\_information/strategic\\_plan\\_\\_b\\_t\\_connect](https://www.bernardsboe.com/district_information/strategic_plan__b_t_connect)

<sup>2</sup> “Bernards Township Public Schools Strategic Plan 2019-2024.” Bernards Township School District, April 2019.

<sup>3</sup> Ibid., pp. 8–14.

<sup>4</sup> Ibid., pp. 15–16.

<sup>5</sup> Ibid., pp. 17–18.

<sup>6</sup> Figure text taken verbatim with modifications from Ibid., pp. 8–14.

<sup>7</sup> “Cambrian School District Strategic Plan 2018-2023.” Cambrian School District. p. 4.

<https://www.cambriansd.org/cms/lib/CA01902282/Centricity/Domain/51/FINAL%20STRATEGIC%20PLAN%20FOR%20WEBSITE%201.19.pdf>

<sup>8</sup> Ibid., p. 5.

<sup>9</sup> Ibid.



how it will measure its KPIs (e.g., how often, specific metrics), other than measuring compliance with the Williams Act. The Williams Act is a California law that calls for the equitable distribution of and access to basic school needs (i.e., adequate instructional materials, standards-aligned curriculum, home and school access).<sup>10</sup> Few of its strategies and indicators of success mention or imply an equity-focused goal. Its fifth core goal, **Cambrian Culture and Community**, contains the most equity-related metrics of success.<sup>11</sup> Figure 1.2 lists those goals and KPIs that measure equity-related objectives.

**Figure 1.2: Cambrian School District Strategic Goals and Equity Indicators**

STRATEGIC GOALS	EQUITY-RELATED INDICATORS
<b>Next Generation Student:</b> We will provide rigorous, highly engaging learning opportunities that will prepare all students to be successful global learners, contributors, and leaders.	<ul style="list-style-type: none"> <li>▪ Reduction of referrals via SWIS data</li> <li>▪ School Climate Survey</li> </ul>
<b>Student Learning and Achievement:</b> Every student will achieve. We will provide and support engaging, high-quality instruction that promotes active learning and achievement for all students. Achievement gaps will be eliminated.	<ul style="list-style-type: none"> <li>▪ School Climate Survey</li> <li>▪ Williams Act (Quarterly)</li> </ul>
<b>Resources (Human and Capital):</b> We will develop and utilize our fiscal resources and people to foster student achievement and the goals of the District.	<ul style="list-style-type: none"> <li>▪ Attendance Rates Increase             <ul style="list-style-type: none"> <li>○ Chronic Absenteeism rate decrease</li> </ul> </li> </ul>
<b>Extended Learning:</b> We will develop and provide extended learning opportunities to foster achievement, intentional ways to close the achievement gap, and increase all student success.	<ul style="list-style-type: none"> <li>▪ N/A-</li> </ul>
<b>Cambrian Culture and Community:</b> We will promote a welcoming, transparent and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success.	<ul style="list-style-type: none"> <li>▪ School Climate Survey</li> <li>▪ District English Learner Advisory Committee (DELAC) Needs Assessment</li> <li>▪ Bi-Literacy Pathway</li> <li>▪ School site, staff, and/or community to define self/school</li> </ul>

Source: Cambrian School District<sup>12</sup>

## DANVILLE PUBLIC SCHOOLS (VA)

Danville Public Schools (DPS) envisions a district that “cultivates excellence for all” students in Grades K-12; to “inspire, educate, and develop students... to ensure students graduate college and/or career ready.”<sup>13</sup> The Superintendent’s central office collaborated with the Virginia School Boards Association, school board members, administrators, teachers, staff, students, parents, and various community stakeholders to create the district’s strategic plan and develop a “roadmap to success.”<sup>14</sup>

**DPS’ first belief statement mentions equity, stating, “We believe all students should have equitable access to learning, such that they enter Kindergarten ready to learn and graduate high school on time,” but equity is sparsely referred to within its five strategic goals.**<sup>15</sup> Goal One: **Student Achievement** contains few equity-related initiatives and indicators. One of the initiatives for Objective B of Student Achievement calls for more

<sup>10</sup> “Williams Act.” California Association of Science Educators. <https://cascience.org/ngss/instructional-materials/williams-act>

<sup>11</sup> “Cambrian School District Strategic Plan 2018-2023,” Op. cit., p. 22.

<sup>12</sup> Figure text taken verbatim with modifications from “Cambrian School District Strategic Plan 2018-2023,” Op. cit.

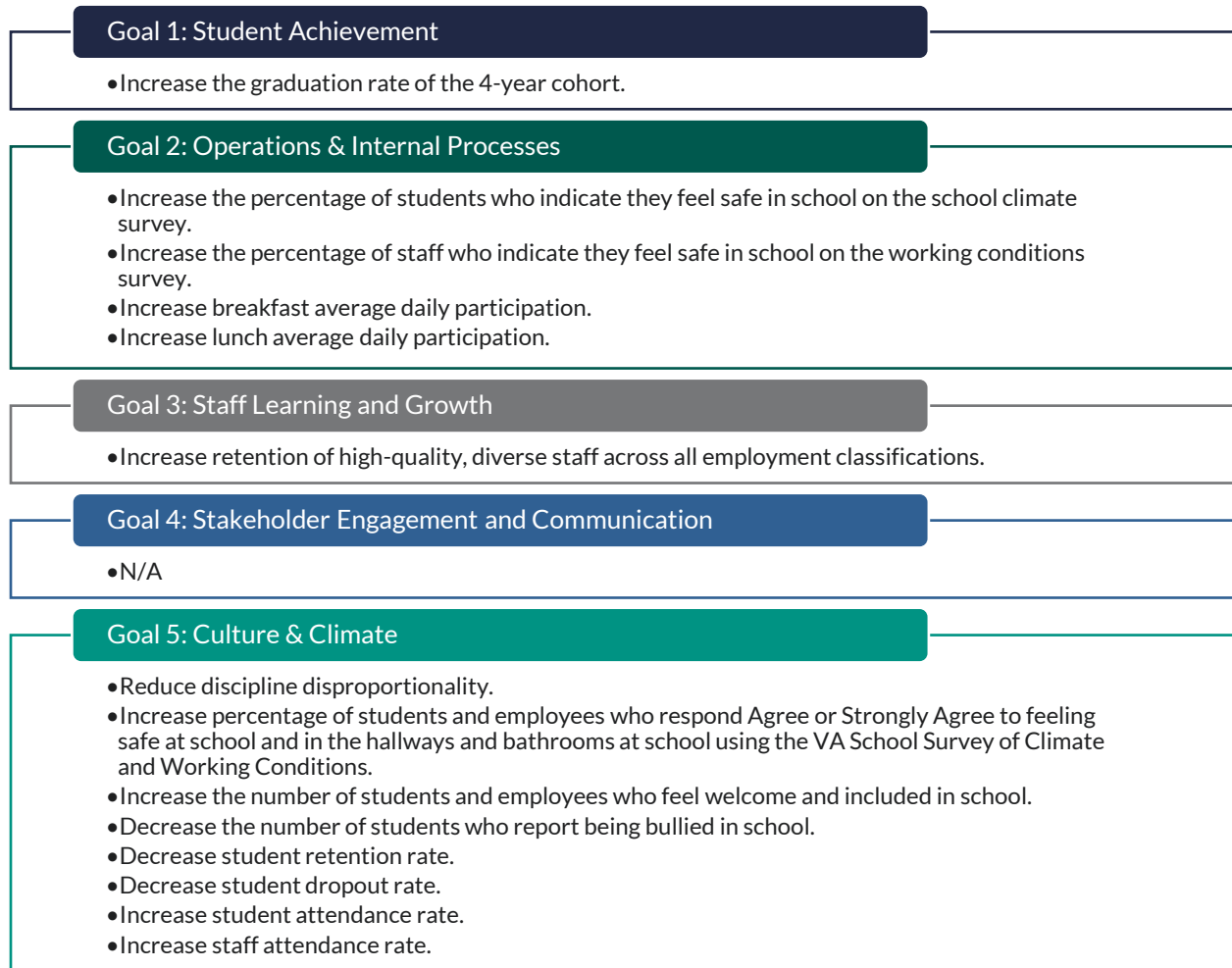
<sup>13</sup> “The Danville Public Schools: Strategic Plan 2021-2026.” Danville Public Schools. p. 4.

<sup>14</sup> Ibid., p. 3.

<sup>15</sup> Ibid., p. 4.

inclusive practices for students with disabilities and English Learners, but the only indicator for the objective involves the graduation rates for the entire four-year cohort.<sup>16</sup> Goal Two: **Operations and Internal Processes** maintains several equity-focused indicators of success, such as school climate surveys and improved access to breakfast and lunch for students.<sup>17</sup> Goal Three: **Staff Learning and Growth** has one equity-related indicator regarding the retention of diverse teachers, while Goal Four: **Stakeholder Engagement and Communication** lacks equity-focused KPIs.<sup>18</sup> DPS' final goal, **Culture and Climate**, retains the most equity-focused indicators of success, with plans to measure student feelings of safety and belonging, student discipline data, student dropout rates, and attendance.<sup>19</sup> Figure 1.3 lists the equity-related KPIs for each goal area.

**Figure 1.3: Danville Public Schools Strategic Goals and Equity-Related Indicators**



Source: Danville Public Schools<sup>20</sup>

<sup>16</sup> Ibid., p. 7.

<sup>17</sup> Ibid., pp. 9–10.

<sup>18</sup> Ibid., pp. 11–12.

<sup>19</sup> Ibid., pp. 13–16.

<sup>20</sup> Figure text taken verbatim with modifications from Ibid.

## EVERGREEN ELEMENTARY SCHOOL DISTRICT (CA)

Evergreen School District (ESD) serves over 11,000 students in Grades K-8 and ensures it can provide “all students with a high-quality education in a safe and nurturing environment” by updating its strategic plan every three years.<sup>21</sup> Its strategic plan contains five goals, each outlined with further objectives and measures of success for each objective.<sup>22</sup> **Like other peer districts, ESD does not explicitly mention equity as a guiding theme for its strategic planning process.** However, nearly every strategic goal contains equity-related objectives and KPIs except Goal Four: Attract and Retain Students.

The first goal, **Student Success**, includes strategies for implementing a Multi-Tiered System of Support (MTSS) across the district and an English Language Development (ELD) program at all school sites with English Learners.<sup>23</sup> Equity-focused indicators involve monitoring targeted interventions for struggling students to maximize their potential and the progress of English Learners after the implementation of ELD.<sup>24</sup> **Culture, Climate, and Safety** strategies call for the district to implement Positive Behavior Interventions and Supports (PBIS) for increased intervention support, with KPIs focused on student discipline data and student and parent climate surveys.<sup>25</sup> Goal Three, **High-Quality Workforce**, has strategies and KPIs dedicated to hiring and retaining more well-qualified dual language teachers and ensuring special education students have equitable access to resources and high-quality instruction.<sup>26</sup> The last strategic goal area, **Fiscal Sustainability**, includes indicators for measuring enrichment activity and attendance recovery program participation.<sup>27</sup> Figure 1.4 lists all equity-related objectives and indicators alongside their strategic goal areas.

**Figure 1.4: Evergreen School District Strategic Goals and Equity Indicators**

STRATEGIC GOALS	OBJECTIVES	EQUITY-RELATED INDICATORS
<b>Student Success:</b> Every student receives a high-quality education that is grounded in high expectations and is personalized to meet his or her learning needs. Teachers, administration, and support staff work together to maximize student learning and achievement.	All students receive high-quality instruction and access to challenging and appropriate instruction.	<ul style="list-style-type: none"> <li>Number of students participating in targeted interventions</li> <li>Increase in the number of enrichment opportunities offered to students</li> </ul>
	All students are provided the support(s) they need to ensure their academic success.	<ul style="list-style-type: none"> <li>Number of students completing cycles of interventions</li> <li>Number of students making progress as measured by intervention group assessments</li> <li>Number of English Learners making progress on the ELPAC</li> </ul>
<b>Culture, Climate, and Safety:</b> Provide for a safe, respectful, and welcoming school environment –staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.	All students are provided with the support they need to make good behavior choices.	<ul style="list-style-type: none"> <li>School PBIS plans</li> <li>Staff survey data from training on positive behavior support systems</li> </ul>

<sup>21</sup> “Strategic Plan - Evergreen School District.” Evergreen School District, October 2019. <https://www.eesd.org/district/strategic-plan>

<sup>22</sup> “Evergreen School District 2019-2022 Strategic Plan.” Evergreen School District, October 2019. <https://resources.finalsite.net/images/v1644377170/evergreen/d0mge4puhzgenyjtjpf/2019-2022-StrategicPlan.pdf>

<sup>23</sup> Ibid., pp. 1–2.

<sup>24</sup> Ibid., p. 2.

<sup>25</sup> Ibid., p. 3.

<sup>26</sup> Ibid., p. 4.

<sup>27</sup> Ibid., p. 7.

STRATEGIC GOALS	OBJECTIVES	EQUITY-RELATED INDICATORS
The safety of our students and staff is a top priority and we will ensure that we have a comprehensive safety plan in place at each school site and district facility.		<ul style="list-style-type: none"> <li>▪ Reduction in office referrals and suspensions</li> <li>▪ Results from student and parent climate survey</li> <li>▪ Results from the Healthy Child Survey</li> </ul>
<b>High-Quality Workforce:</b> Employees are at the heart of our students' success, and we will attract, support, and retain a high-quality workforce.	Recruit, hire, and retain well-trained, professional employees and provide resources and professional development to ensure instructional excellence.	<ul style="list-style-type: none"> <li>▪ The hiring of fully credentialed teachers, both for general education and special education</li> <li>▪ Hiring and retention of teachers and support staff who provide instruction and support to Special Needs students</li> <li>▪ Hiring and retention of high-quality credentialed dual language teachers</li> </ul>
<b>Attract and Retain Students:</b> Provide access to multiple learning programs and opportunities for students – we will expand learning opportunities and educational programs for all students, ensuring that ESD not only provides quality education but also offers engaging programs students can participate and engage in.	N/A	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
<b>Fiscal Sustainability:</b> Ensure the long-term economic health of the Evergreen School District – we will conduct a fiscal analysis and make fiscal sustainability recommendations to the Board. We will also seek revenue-making opportunities and increase financial resources.	Recapture lost ADA by implementing a Saturday Attendance Recovery Program.	<ul style="list-style-type: none"> <li>▪ Attendance recovery numbers will increase at each school site</li> <li>▪ Diverse enrichment opportunity offerings</li> <li>▪ Saturday Attendance Recovery Program survey results</li> </ul>

Source: Evergreen School District<sup>28</sup>

<sup>28</sup> Figure text taken verbatim with modifications from “Evergreen School District 2019-2022 Strategic Plan,” Op. cit.

## SECTION II: EXEMPLAR DISTRICTS

In this section, Hanover presents exemplar districts from around the country with detailed strategic plans dedicated to equity. Hanover reviewed publicly available data on district websites regarding equity plans, which usually involved equity-embedded district strategic plans.

### ALEXANDRIA CITY PUBLIC SCHOOLS (VA)

The Alexandria City Public Schools (ACPS) School Board approved its strategic plan, titled “Equity for All 2025,” in June 2020.<sup>29</sup> **Equity for All 2025’s five strategic goals strive to ensure “students are engaged in classroom instruction, have access to educational resources needed to enhance their learning, and participate while in safe, friendly, and welcoming environments.”**<sup>30</sup> For the first time, the School Board worked closely with various municipal departments and citywide organizations to align ACPS’s goals with those of the larger community.<sup>31</sup> ACPS puts racial equity at the heart of its plan because district leaders believe they have a duty to acknowledge and honor Alexandria’s complex history with race, socioeconomic status, and educational ability.<sup>32</sup>

ACPS provides KPIs that define the overall outcomes the district wants to achieve, as well as measures of success, strategies, and highlighted actions within each strategic area.<sup>33</sup> ACPS remains committed to closing opportunity and achievement gaps by monitoring its progress through:<sup>34</sup>

- Kindergarten readiness;
- Student growth and proficiency in reading;
- Student growth and proficiency in mathematics;
- Disproportionality rate of chronically absent students;
- Disproportionality rate of students identified with a disability;
- Percentage of Grade 9 students on target to graduate high school in four years;
- Disproportionality of underrepresented students in advanced courses; and
- Disproportionality rate of students with one or more out-of-school suspensions.

ACPS provides more specificity on how its objectives and metrics reflect equity than all peer districts. **For example, most peer districts include indicators related to student enrollment in advanced courses, but ACPS reports it will specifically measure the enrollment of *underrepresented* students in advanced courses,** showing a commitment to the targeted improvement of underrepresented student achievement within the context of all student outcomes.

**Each strategic goal reflects ACPS’s dedication to educational equity.** ACPS believes equity is “about knocking down barriers for all... not about taking from one group to give to another.”<sup>35</sup> The district defines educational equity within its strategic plan, stating<sup>36</sup>

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<sup>29</sup> “2025 Strategic Plan / ACPS 2025: Equity for All.” Alexandria City Public Schools, June 2020.

<https://www.acps.k12.va.us/http%3A%2F%2Fwww.acps.k12.va.us%2Fsite%2Fdefault.aspx%3FPageID%3D3141>

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> “Equity for All 2025: Alexandria City Public Schools Strategic Plan 2020-2025.” Alexandria City Public Schools, June 2020. p. 2.

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/1330/2025-strategic-plan.pdf>

<sup>33</sup> Ibid., p. 8.

<sup>34</sup> Bulleted text taken verbatim from Ibid.

<sup>35</sup> Ibid., p. 4.

<sup>36</sup> Quoted text taken verbatim with modifications from Ibid.

Educational disparities based on race, economics, and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.

**Systemic Alignment**, the first goal, focuses on instructional improvements, implementing strategies with fidelity, and ensuring district leaders have the support they need to be successful.<sup>37</sup> Goal Two, **Instructional Excellence**, aims to provide instruction that is rigorous, culturally relevant, and responsive to students' socioemotional and academic needs.<sup>38</sup> The **Student Accessibility and Support** goal focuses on acknowledging the needs of the whole child, engaging and inspiring students to take ownership in their learning, and enabling students to explore post-secondary pathways.<sup>39</sup> **Strategic Resource Allocation**, the fourth goal, ensures the district will use resources efficiently, support equitable outcomes for students, and improve staff retention rates in underserved schools.<sup>40</sup> ACPS's last strategic goal, **Family and Community Engagement**, strives to be more inclusive of community input during district decision-making processes and develop a coordinated communication system across partner organizations.<sup>41</sup> Figure 2.1 lists the KPIs for each strategic area with ACPS's strategic plan, including what ACPS will measure for each goal and how it will measure that goal (where available).

**Figure 2.1: Alexandria City Public Schools Strategic Goals and Equity Indicators**

STRATEGIC GOAL	WE ARE COMMITTED TO ELIMINATING OPPORTUNITY AND ACHIEVEMENT GAPS BY MONITORING OUR PROGRESS THROUGH:
<p><b>Systemic Alignment:</b> ACPS will build a culture of continuous improvement and design equitable systems for school and instructional improvement.</p>	<ul style="list-style-type: none"> <li>▪ Support of the Division's identified strategic areas of focus by ACPS staff, students, families, and the broader community (survey)</li> <li>▪ Input and support for the Division's approach to systemic alignment, and identified strategic areas of focus from ACPS staff (survey)</li> <li>▪ School staff report collaboration, monitoring, and support from Central Office (survey)</li> <li>▪ Level of implementation of strategic areas of focus by each school and Central Office departments (rubric)</li> </ul>
<p><b>Instructional Excellence:</b> ACPS will ensure that all students have access to and engagement with high-quality instruction.</p>	<ul style="list-style-type: none"> <li>▪ Percentage of teachers planning and implementing lessons utilizing the ACPS instructional framework (observation)</li> <li>▪ Percentage of classrooms in each school demonstrating use of high-impact (engaging, rigorous, culturally relevant) strategies (observation; rubric)</li> <li>▪ Percentage of teachers agreeing they feel well supported with high-quality instructional training and support (survey)</li> <li>▪ Percentage of students agreeing that they feel support socially, emotionally, and academically (Equity Audit)</li> <li>▪ Percentage of parents agreeing that their children are receiving a high-quality education (survey)</li> </ul>
<p><b>Student Accessibility and Support:</b> ACPS will ensure students have equitable access to and engagement with programs and supports</p>	<ul style="list-style-type: none"> <li>▪ Equity Audit</li> <li>▪ Disproportionality rate of students in Talented and Gifted (TAG) at the elementary level by school and student group</li> </ul>

<sup>37</sup> Ibid., p. 10.

<sup>38</sup> Ibid., p. 12.

<sup>39</sup> Ibid., p. 14.

<sup>40</sup> Ibid., p. 16.

<sup>41</sup> Ibid., p. 18.

STRATEGIC GOAL	WE ARE COMMITTED TO ELIMINATING OPPORTUNITY AND ACHIEVEMENT GAPS BY MONITORING OUR PROGRESS THROUGH:
that reduce barriers to learning.	<ul style="list-style-type: none"> <li>▪ Disproportionality rate of students in advanced coursework at the secondary level by school and student group</li> <li>▪ Percentage of students chronically absent by school and student group</li> <li>▪ Disproportionality rate of students referred to special education by school and race/ethnicity</li> <li>▪ Percentage of students who feel safe, valued, and engaged in their learning (survey)</li> <li>▪ Dropout rate by student group</li> <li>▪ Disproportionality rate of suspensions (out of school and in school) by school and student group</li> <li>▪ Number of students enrolled in the mixed delivery (state/federal funding) or ACPS Pre-K program</li> </ul>
<p><b>Strategic Resource Allocation:</b> ACPS will strategically provide differentiated resources and supports to schools and departments.</p>	<ul style="list-style-type: none"> <li>▪ Funding and staffing are equitably allocated to each school based on student population (resource allocation analysis)</li> <li>▪ Staff retention rates</li> <li>▪ Timeliness and safety of buses</li> <li>▪ Quality of Central Office facility and maintenance support for schools (principal survey)</li> </ul>
<p><b>Family and Community Engagement:</b> ACPS will ensure that all families and community members feel welcomed, respected, and valued.</p>	<ul style="list-style-type: none"> <li>▪ Percentage of families feeling welcomed, valued, and empowered as partners in their children’s success (survey)</li> <li>▪ Percentage of families who feel their voices are included and valued in ACPS decision-making processes (survey)</li> <li>▪ Percentage of volunteers feelings welcomed and empowered to support the delivery of education and services to students (survey)</li> </ul> <p><i>Note: All surveys need representative voice across groups.</i></p>

Source: Alexandria City Public Schools<sup>42</sup>

## ARLINGTON PUBLIC SCHOOLS (VA)

Arlington Public Schools (APS) serves over 26,000 students in Grades K-12 and developed a strategic plan that focuses on “eliminating excellence and opportunity gaps” for all students.<sup>43</sup> The APS School Board started the planning process in 2017 when it created a Strategic Planning Steering Committee of 23 members representing parents, community members, students, county government staff, and other stakeholders.<sup>44</sup> The district lists equity and inclusivity as some of its core values and incorporates these themes throughout its strategic plan.<sup>45</sup>

APS includes KPIs within each of its five strategic goals. APS’s first priority, **Student Success**, strives to provide multiple pathways for students to succeed academically by increasing access to school services for underrepresented groups and ensuring a more equitable learning experience for students with disabilities. **Student Well-Being** ensures the district fosters an environment that supports the whole child and nurtures

<sup>42</sup> Figure text taken verbatim with modifications from Ibid., pp. 10–18.

<sup>43</sup> “APS Strategic Plan 2018-2024: Inclusion Excellence Innovation.” Arlington Public Schools. p. 2. <https://www.apsva.us/wp-content/uploads/2019/02/StrategicPlanFINAL-Doc-10-26-18.pdf>

<sup>44</sup> Ibid.

<sup>45</sup> “APS Strategic Plan Main Elements.” Arlington Public Schools. p. 2. <https://www.apsva.us/wp-content/uploads/2019/02/StrategicPlanTri-foldFINAL-10-26-18-front-back-print-short-side-1.pdf>

students' physical, mental, and social-emotional growth. APS will measure progress in this area using student surveys and discipline data. **Engaged Workforce**, the third priority, aims to hire, retain, and support a diverse workforce and monitor progress through staff surveys and professional development training. The fourth priority, **Operational Excellence**, does not mention equity within its KPIs but lists the equitable management of resources as one of its strategies. The last priority, **Partnerships**, focuses on building community relationships that will support student success and build staff capacity and capabilities.<sup>46</sup> Figure 2.2 lists APS's equity-focused KPIs.

**Figure 2.2: Arlington Public Schools Strategic Plan Goals and Equity Indicators**

STRATEGIC PLAN GOAL	PERFORMANCE OBJECTIVES
<p><b>Student Success:</b> Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	<ul style="list-style-type: none"> <li>▪ Increased achievement for all groups on district and state assessments shows progress toward eliminating the opportunity gap.</li> <li>▪ Historically overrepresented and underrepresented groups accessing services will be proportionate to student needs and demographics.</li> <li>▪ At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.</li> </ul>
<p><b>Student Well-Being:</b> Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<ul style="list-style-type: none"> <li>▪ Key findings on student surveys, including the <i>Your Voice Matters</i> and <i>Youth Risk Behavior Surveys</i> will show a reduction in bullying, violence, sexual harassment, and substance use.</li> <li>▪ Key findings on student surveys, including the <i>Your Voice Matters</i> and <i>Youth Risk Behavior Surveys</i> will show an improvement in mental health measures and access to mental health resources.</li> <li>▪ Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments.</li> <li>▪ Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be reduced and overall suspensions will not increase.</li> </ul>
<p><b>Engaged Workforce:</b> Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.</p>	<ul style="list-style-type: none"> <li>▪ All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.</li> </ul>
<p><b>Operational Excellence:</b> Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.</p>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
<p><b>Partnerships:</b> Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.</p>	<ul style="list-style-type: none"> <li>▪ At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding), and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).</li> <li>▪ At least 95% of APS families will respond favorably on student and family engagement on the <i>Your Voice Matters</i> survey.</li> </ul>

Source: Arlington Public Schools<sup>47</sup>

<sup>46</sup> Ibid., p. 1.

<sup>47</sup> Figure text taken verbatim with modifications from Ibid.



## HAYWARD UNIFIED SCHOOL DISTRICT (CA)

Hayward Unified School District (HUSD) strives to equitably serve its diverse community to ensure all students graduate ready for life after high school.<sup>48</sup> After a series of meetings and data analyses, the District Advisory Committee (DAC) discovered opportunity gaps for African American, Latino, Special Education, English Learners, foster youth, and homeless students.<sup>49</sup> **The district lists equity as one of its core values and defines district work toward equity as developing “systems, policies, and practices that promote opportunity and success regardless of race, language, zip code, or any other factor.”<sup>50</sup>**

To support an equitable learning and working environment, HUSD’s four priority areas show a dedication to closing opportunity gaps and improving student academic, discipline, and socioemotional outcomes.<sup>51</sup> Area One: **Deeper Learning** aims to increase students’ deeper learning experiences and measure district growth through student surveys, staff surveys, and representative focus groups.<sup>52</sup> The second area, **Relationship-Centered Schools**, ensures the district will work collaboratively with the community and implement an MTSS framework to better support students and improve disciplinary rates.<sup>53</sup> **Service Excellence**, the third area, aims to create welcoming environments and recruit diverse staff members. **Operational Sustainability**, the final area, focuses on ensuring facility, safety, and technology plans are equitable and effective.<sup>54</sup> Figure 2.3 presents HUSD’s goals and equity-focused indicators.

**Figure 2.3: Hayward Unified School District Goals and Equity Indicators**

STRATEGIC PLAN GOAL	EVIDENCE OF PROGRESS
<p><b>Deeper Learning:</b> HUSD will increase students’ deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.</p>	<ul style="list-style-type: none"> <li>▪ Surveys of students to measure sense of connectedness, sense of belonging, sense of efficacy, etc.</li> <li>▪ Inclusive and representative focus groups to capture student and teacher voices around the deeper learning initiatives.</li> </ul>
<p><b>Relationship-Centered Schools:</b> HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.</p>	<ul style="list-style-type: none"> <li>▪ An MTSS framework is adopted and students can access appropriate academic and social-emotional supports as measured by Coordination of Services referral completion.</li> <li>▪ Decrease student dropout rate.</li> <li>▪ Decrease in suspensions and the disproportionality of suspensions.</li> <li>▪ Increase in students feeling more connected as reported through the California Healthy Kids Survey.</li> <li>▪ Increase in student attendance.</li> <li>▪ Increase in parents feeling more engaged and respected as reported in the district Parent Survey.</li> </ul>

<sup>48</sup> “Strategic Plan.” Hayward Unified School District. <https://www.husd.us/strategicplan>

<sup>49</sup> “Hayward Unified School District Three Year Strategic Plan.” Hayward Unified School District, June 2019. p. 4. <https://www.husd.us/strategicplan> Accessed via Hayward Unified School District

<sup>50</sup> “Strategic Plan,” Op. cit.

<sup>51</sup> “Hayward Unified School District Three Year Strategic Plan,” Op. cit.

<sup>52</sup> Ibid., p. 6.

<sup>53</sup> Ibid., p. 7.

<sup>54</sup> Ibid., p. 9.

STRATEGIC PLAN GOAL	EVIDENCE OF PROGRESS
<b>Service Excellence:</b> HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.	<ul style="list-style-type: none"> <li>Recruitment and retention data demonstrate an increase in the retention of all staff and a decrease in the number of open positions district-wide.</li> </ul>
<b>Operational Sustainability:</b> HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.	<ul style="list-style-type: none"> <li>Quarterly check-ins to communicate timelines associated with providing equitable facilities and technology plans.</li> </ul>

Source: Hayward Unified School District<sup>55</sup>

## PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS (MD)

The last exemplar district, Prince George’s County Public Schools (PGCPS) recently developed an equity-embedded strategic plan dedicated to transforming the district into one that embodies equity, strives for excellence, and models “cultural responsiveness in a just environment.”<sup>56</sup> Its vision and mission focus on creating a culturally responsive district that develops “distinguished learners, leaders, voices of social justice” and provides a “transformative educational experience anchored by excellence in equity.”<sup>57</sup>

PGCPS utilizes a three-tiered system of Critical Success Indicators (CSIs) to measure progress within each plan’s goal, providing detailed descriptions for Tier One CSIs and general information for Tiers Two and Three in the appendix.<sup>58</sup> The first outcome goal, **Educational Excellence**, strives to provide every PGCPS student with quality education and equitable opportunities to “build 21<sup>st</sup> century competencies.”<sup>59</sup> The second outcome goal, **Excellence in Equity**, calls on the district to demonstrate an “inclusive, authentic, and culturally responsive community” and contains the most equity-focused KPIs.<sup>60</sup> **Workforce and Operational Excellence** aims to strengthen the district’s power of organization through creativity, enriched collaboration, and operational efficiency.<sup>61</sup> The final outcome goal, **Mental Health and Wellness**, will increase mental health awareness and eliminate stigmas, increase access to supports, and decrease negative student outcomes.<sup>62</sup> Figure 2.4 lists the PGCPS’s outcome goals and equity-related Tier One indicators. For additional information on Tier Two and Tier Three CSIs, please visit the district’s strategic plan [here](#).

Figure 2.4: Prince George's County Public Schools Goals and Equity Indicators

OUTCOME GOAL	CRITICAL SUCCESS INDICATOR	DESCRIPTION
<b>Educational Excellence:</b> provide every PGCPS student	Equity-Based Curriculum Standards	<ul style="list-style-type: none"> <li>Percentage of core curriculum that reflects Hammond’s Ready for Rigor Framework for Culturally Responsive Teaching</li> </ul>

<sup>55</sup> Figure text taken verbatim with modifications from Ibid., pp. 6–9.

<sup>56</sup> “Transformation 2026: Equity and Excellence | Strategic Plan.” Prince George’s County Public Schools, 2021. p. 2. <https://www.pgcps.org/globalassets/offices/accountability/docs---accountability/sprm/2021-2026-equity-strategic-plan.pdf>

<sup>57</sup> Ibid., p. 4.

<sup>58</sup> Ibid., p. 20.

<sup>59</sup> Ibid., p. 15.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

OUTCOME GOAL	CRITICAL SUCCESS INDICATOR	DESCRIPTION
with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21 <sup>st</sup> century competencies.	ELA Proficiency Gaps	<ul style="list-style-type: none"> <li>▪ Differences in ELA proficiency rates across student groups based on gender, race/ethnicity, English learner status, disability status, and socioeconomic status</li> <li>▪ Students with Disabilities progress</li> </ul>
	Math Proficiency Gaps	<ul style="list-style-type: none"> <li>▪ Differences in math proficiency rates across student groups based on gender, race/ethnicity, English Learner status, disability status, and socioeconomic status</li> </ul>
<b>Excellence in Equity:</b> our learning and work environments demonstrate an inclusive, authentic, and culturally responsive community that attracts, supports, develops, retains, and celebrates a diverse masterpiece of students, families, and education professionals.	Equitable Talented and Gifted Identification	<ul style="list-style-type: none"> <li>▪ Percentage of students in a given group identified as Talented and Gifted compared with that group's share of enrollment</li> </ul>
	Equitable Advanced Course Enrollment	<ul style="list-style-type: none"> <li>▪ Percentage of students in a given group enrolled in at least one advanced course (e.g., honors, AP, etc.) compared with that group's share of enrollment</li> </ul>
	Attendance	<ul style="list-style-type: none"> <li>▪ Percentage of students in a given group who are chronically absent compared with that group's share of enrollment</li> </ul>
	Disciplinary Incidents	<ul style="list-style-type: none"> <li>▪ Percentage of students in a given group with at least one disciplinary incident compared with that group's share of enrollment</li> </ul>
	Suspensions	<ul style="list-style-type: none"> <li>▪ Percentage of students in a given group who receive at least one in-school or out-of-school suspension compared with that group's share of enrollment</li> </ul>
	Workforce Diversity	<ul style="list-style-type: none"> <li>▪ Percentage of instructional staff from diverse backgrounds (e.g., based on gender, race/ ethnicity) compared with the percentage of diverse students</li> <li>▪ Percentage of non-instructional staff from diverse backgrounds (e.g., based on gender, race/ethnicity) compared with the percentage of diverse students</li> </ul>
	Leadership Diversity	<ul style="list-style-type: none"> <li>▪ Percentage of administrators from diverse backgrounds (e.g., based on gender, race/ ethnicity) compared with the percentage of diverse students</li> <li>▪ Number of internationally trained and Latinx administrators/APs deployed to schools in which English learners and newcomers account for at least 15 percent of enrollment</li> </ul>
	Diverse Employee Retention	<ul style="list-style-type: none"> <li>▪ Percentage of diverse employees retained (or percentage of diverse employees lost due to attrition)</li> </ul>
	Equitable Climate	<ul style="list-style-type: none"> <li>▪ PGCPs Equity Index (to be determined pending statistical analysis)</li> </ul>
	Diverse Climate	<ul style="list-style-type: none"> <li>▪ Percentage of stakeholders agreeing that [their school/their child's school/district schools] support [students/family/staff] from diverse backgrounds</li> </ul>

OUTCOME GOAL	CRITICAL SUCCESS INDICATOR	DESCRIPTION
	Inclusive Climate	<ul style="list-style-type: none"> <li>Percentage of stakeholders agreeing that the district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds</li> </ul>
<b>Workforce and Operational Excellence:</b> harness the power of organizational learning for improved creativity, enriched collaboration, systemic knowledge sharing, and operational efficiency.	School Internet Access Equity	<ul style="list-style-type: none"> <li>Percentage of schools with sufficient Internet bandwidth (Five or fewer days that peak daily Internet usage reaches more than 75% of the standard available bandwidth for five minutes or longer)</li> </ul>
	Technology Device Equity	<ul style="list-style-type: none"> <li>Percentage of students with PGCPs-issued personal computing devices aged two years or newer</li> </ul>
<b>Mental Health &amp; Wellness:</b> increase awareness of mental health and wellness linkages to learning by eliminating stigmas, increased access to supports, and decreasing the number of avoidable adverse educational outcomes.	SEL-Informed Instructional Practices	<ul style="list-style-type: none"> <li>Percentage of instructional staff agreeing that they are confident in their ability to incorporate social-emotional learning strategies into classroom instruction</li> </ul>
	Trauma-Informed Instructional Practices	<ul style="list-style-type: none"> <li>Percentage of instructional staff agreeing that they are confident in their ability to deliver trauma-informed instruction</li> </ul>
	Attitudes about Mental Health and Wellness	<ul style="list-style-type: none"> <li>Percentage of stakeholders who report that the frequency by which stigmas are observed/experienced surrounding the use of mental health supports at school/work is “rare” or “never”</li> </ul>
	Usage (Student Supports)	<ul style="list-style-type: none"> <li>Percentage of students using supports for student mental health and wellness</li> </ul>
	Usage (Employee Supports)	<ul style="list-style-type: none"> <li>Percentage of employees using supports for staff mental health and wellness</li> </ul>
	Student Mental Health and Wellness	<ul style="list-style-type: none"> <li>Percentage of students who used one or more of the supports whose academic outcomes improved</li> <li>Percentage of students who used one or more of the supports whose behavioral outcomes (e.g., attendance, disciplinary incidents, suspension) improved</li> </ul>
	Employee Mental Health and Wellness	<ul style="list-style-type: none"> <li>Percentage of employees who used one or more of the supports agreeing that the support(s) improved their mental health and wellness (e.g., stress, coping skills)</li> </ul>
Safety	<ul style="list-style-type: none"> <li>Percentage of stakeholders agreeing that [they/their child] feels safe at school/work</li> </ul>	

Source: Prince George’s County Public Schools<sup>63</sup>

<sup>63</sup> Figure text taken verbatim with modifications from Ibid., pp. 20–23.

# ABOUT HANOVER RESEARCH

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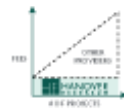
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