

# STUDENT CLIMATE AND MINDSET SURVEY ANALYSIS

Prepared for Kenai Peninsula Borough School District

April 2020



In the following report, Hanover Research analyzes results from a school climate survey to identify elements that promote a healthy school climate, identify areas of development, and establish an index for tracking progress on these items.

# TABLE OF CONTENTS

<b>Executive Summary.....</b>	<b>3</b>
INTRODUCTION .....	3
METHODOLOGY .....	3
Survey Sample.....	4
Survey Scales.....	4
RECOMMENDATIONS .....	5
KEY FINDINGS.....	6
Overall Community and Connectedness .....	6
Overall School Climate.....	6
Overall Social Emotional Learning .....	7
Overall Student Mindset.....	7
Overall Instructional Depth (Grades 6-12, only).....	8
<b>Section I: Grades 3-5 .....</b>	<b>9</b>
INDIVIDUAL ITEM SCORES.....	9
<b>Section II: Grades 6-12.....</b>	<b>11</b>
OVERALL SCALE SCORES .....	11
INDIVIDUAL ITEM SCORES.....	12

# EXECUTIVE SUMMARY

## INTRODUCTION

This report presents the results of a survey administered by Hanover Research (Hanover) on behalf of Kenai Peninsula Borough School District (KPBSD). Hanover administered the survey to students in Grades 3-12 throughout the district. The survey seeks to create an index for Grades 6-12 students measuring the district's student climate, culture, and mindset in specific topic areas by grouping batteries of related items together in a scale. These scales/topic areas are:

- Scale 1: Community and Connectedness
- Scale 2: School Climate
- Scale 3: Social-Emotional Learning
- Scale 4: Student Mindset
- Scale 5: Instructional Depth (Grades 6-12, only)

## METHODOLOGY

Within the report and data supplement, Hanover segments data by Grades 3-5 students and Grades 6-12 students. Data obtained from the 2018 and 2019 surveys are presented alongside 2020 data for grades 6-12. The data supplement includes additional segmentations by specific grade level, school, and year. Hanover uses statistical tests at the 95 percent confidence level to compare results between each segmentation.

For Grades 6-12 students, Hanover uses the mean score for individual items to analyze results. Additionally, Hanover presents the percentage of positive responses ('Top 3s') for individual items alongside mean scores within figures. Sample sizes may vary between mean scores and individual responses as mean scores were only calculated for respondents who answered all items within a scale battery.

### SURVEY SAMPLE

The current analysis (2020) includes responses from 3,627 students (1,302 in Grades 3-5; 2,325 in Grades 6-12; Figure ES.1). Distributions from previous surveys are also displayed.

**Figure ES.1: Grade Distribution**

GRADE	NUMBER OF RESPONDENTS 2018	NUMBER OF RESPONDENTS 2019	NUMBER OF RESPONDENTS 2020
Grade 3	454	496	432
Grade 4	479	514	424
Grade 5	454	496	446
Grade 6	439	486	436
Grade 7	388	483	464
Grade 8	398	422	448
Grade 9	346	424	257
Grade 10	270	345	280
Grade 11	264	338	257
Grade 12	188	225	183

### SURVEY SCALES

Items in each scale use a set of Likert response options to measure students’ opinions or how often they engage in certain practices. Grades 3-5 questions use 3-point response scales, while Grades 6-12 questions use a 7-point response scale (Figure ES.2 and ES.3). For Grades 6-12 students, each response option has a numeric value used to calculate mean scores.

**Figure ES.2: Grades 3-5 Survey Scales and Response Options**

AGREEMENT Scales 1, 2, and 4	CONFIDENCE Scale 3
1 = No, not at all	1 = No, I cannot do this easily.
2 = A little bit	2 = I have some confidence with this.
3 = Yes, very much	3 = Yes, I can do this easily.

**Figure ES.3: Grades 6-12 Survey Scales and Response Options<sup>1</sup>**

AGREEMENT Scales 1, 2, and 4	CONFIDENCE Scale 3	FREQUENCY Scale 5
1 = Strongly Disagree	1 = Very Unconfident	1 = Never
2 = Disagree	2 = Unconfident	2 = 1-2 Times
3 = Somewhat Disagree	3 = Somewhat Unconfident	3 = 3-4 Times
4 = Neither Disagree nor Agree	4 = Neither Confident nor Unconfident	4 = 5-6 Times
5 = Somewhat Agree	5 = Somewhat Confident	5 = 7-8 Times
6 = Agree	6 = Confident	6 = 9-10 Times
7 = Strongly Agree	7 = Very Confident	7 = More than 10 Times

<sup>1</sup> Select items in Scale 4 use an inverted scale (1 = Strongly Agree – 7 = Strongly Disagree) because they assume negative outcomes. All other survey items assume positive outcomes.

## RECOMMENDATIONS

Based on survey results, Hanover recommends KPBSD should:

- **Provide teachers with professional development on brain-based strategies for interacting with students individually as well as for supporting student interactions in groups.** Responses across grade levels and items suggest that students feel disconnected from their teachers and peers. For example, responses indicate that many students do not have an adult at school with whom they can discuss things that are bothering them and that students do not always help each other if they're not friends. Students also report that they do not always intervene when they see someone being bullied and that they have trouble advocating for themselves without putting others down. Training teachers on developmentally appropriate and brain-based strategies to build connections with and between students may not only improve student perceptions of adult-student and student-student relationships but may also help students feel safer at school overall.
- **Evaluate instructional depth throughout the district to determine if student perceptions are aligned with teacher practice.** Student responses indicate that teachers do not consistently engage students in cognitively challenging tasks. Through surveys or qualitative analysis such as interviews or focus groups, identify the practices teachers are not currently implementing, and provide professional development and monitoring to improve instructional quality.
- **Engage students in evidence-based conversations about growth mindset and metacognition.** Students demonstrate fixed mindsets as it relates to learning and intelligence, and the extent of fixedness increases as students progress through school. Additionally, students indicate they have trouble clearly describing their feelings, remaining calm under stress, and thinking about what may happen before making a decision. Design lessons or programming on brain science and the related concepts of growth mindset and metacognition, and collaborate with teachers to require students to incorporate these concepts into their academic work and routines.

## KEY FINDINGS

### OVERALL COMMUNITY AND CONNECTEDNESS

**Students consistently indicate that they care about their community and are encouraged to do their best, but they report low agreement on statements regarding communication and connectedness with adults and peers at their schools.**

- From 2018 to 2020, Grades 6-12 students continue to agree that they care about their community (86% to 83%) and that they are encouraged to do their best (82% to 79%). Nonetheless, only half of these Grades 6-12 students report they have an adult at school they can talk to when something is bothering them (approximately 50% across all three years), and even fewer students agree that their principal frequently asks students about their ideas (approximately 45% across all three years).
- Similarly, in 2020, students in Grades 3-5 report caring very much about their community (86%) and are very much encouraged to do their very best (82%), but only 37% very much agree that they can talk to an adult at school about something that is bothering them. Additionally, only 29% of students in Grades 3-5 very much agree that their principal frequently asks about their ideas.
- Additionally, in 2020, only 39% of students in Grades 3-5 and 53% (down from 55% in 2018 and 2019) of students in Grades 6-12 agree that students help each other, even when they are not friends.

### OVERALL SCHOOL CLIMATE

**Students consistently agree that their school is welcoming; however, they are becoming more hesitant or unwilling to get involved when they see someone getting picked on or bullied.**

- From 2018 to 2020, students in Grades 6-12 consistently agree that their school is welcoming to students and families (75% to 71%); however, there has been a significant decrease in agreement among students in Grades 6-12 that they step in when they see another student being picked on (55% to 48%).
- In 2020, students in Grades 3-5 provided similar responses, with most students (86%) indicating that their school is welcoming and only 43% indicating that if they see another student being bullied, they try to stop it. Furthermore, only 41% of students in Grades 3-5 say that other students treat them with respect, as compared to the slightly higher level of agreement with this statement for students in Grades 6-12 (59%) in 2020.
- Even though a majority of students across all grade levels feel safe at school (69% in Grades 3-5 in 2020; 72% in Grades 6-12 in 2020), more than a quarter of the student body does not agree that they feel safe at school.

## OVERALL SOCIAL EMOTIONAL LEARNING

**Students continue to believe they demonstrate greater strength in interacting with others than in engaging in personal reflection and regulation.**

- In 2020, only 29% of students in Grades 3-5 and 49% of students in Grades 6-12 report being able to clearly describe their feelings. Students in all grade levels also admit difficulty with self-regulatory abilities, such as remaining calm under stress (39% in Grades 3-5; 60% in Grades 6-12) and being able to stand up for themselves without putting others down (58% in Grades 3-5; 71% in Grades 6-12). For students in Grades 6-12, all responses are consistent longitudinally.
- In contrast, a majority of students in all grade levels in 2020 agree that they respect others' opinions, even if different from their own (70% in Grades 3-5; 81% in Grades 6-12) and that they get along with students who are different from them (65% in Grades 3-5; 78% in Grades 6-12). Year over year, students in Grades 6-12 are consistent in their responses to these questions as well.

## OVERALL STUDENT MINDSET

**Student mindset may be KPBSD's area of greatest strength, but responses indicate that students have a fixed mindset as it relates to learning and potential.**

- As compared to other scales for students in Grades 6-12, student mindset continues to have the highest mean (5.16 in 2020). In 2020, students agree that they know what they are good at (81%) and work hard to achieve their goals (78%), believing that they will graduate from high school (90%). The responses to these items remain consistent over time and generally align with 2020 responses for students in Grades 3-5: 81% of students in Grades 3-5 agree they know what they are good at, and 71% agree that they have a great future ahead of them.
- While students have positive perceptions of their futures, students across all grade levels agree that their intelligence and potential is fixed. In 2020, only slightly more than half of Grades 3-5 students agree that they can do well in subjects in which they are not naturally smart (56%), and the percentage increases for Grades 6-12 students (61%). Additionally, 24% of Grades 3-5 students agree that there are some things they are not capable of learning as compared to 43% of Grades 6-12 students, and 31% of Grades 3-5 students agree that their intelligence is not something they can change as compared to 51% of Grades 6-12 students.

### **OVERALL INSTRUCTIONAL DEPTH (GRADES 6-12, ONLY)**

**Instructional depth is KPBSD's area in greatest need of improvement, as students consistently, both across all items per year and across all items over time, indicate that teachers do not frequently ask them to engage in cognitively challenging tasks.**

- As compared to other scales for students in Grades 6-12, instructional depth continues to have the lowest mean (3.57 in 2020).
- Consistent from 2018 to 2020, students are more frequently asked to identify or define a problem than to seek out sources that go against their opinion or compare ways to solve a problem.

## SECTION I: GRADES 3-5

This section presents analyses related to the 2020 district results for Grades 3-5 students. It includes individual item scores in each category.

### INDIVIDUAL ITEM SCORES

**Figure 1.1: Overall Community and Connectedness Items (1-3 Agreement Scale)**

ITEM	NO, NOT AT ALL	A LITTLE BIT	YES, VERY MUCH
I care about my community.	2%	13%	86%
My teachers care about my health and well-being.	2%	12%	86%
I care about my school.	3%	14%	83%
At this school, students are encouraged to do their very best.	1%	17%	82%
I have at least one teacher who makes me excited about the future.	7%	21%	72%
I think it is important to participate in community service.	4%	28%	68%
I am actively involved in clubs, athletics, and school activities.	16%	41%	43%
I believe that I can personally make a difference in my community.	10%	48%	42%
It is easy to talk to adults outside of school about things that are bothering me.	18%	44%	39%
Students in this school help each other, even if they are not friends.	7%	54%	39%
It is easy to talk to adults at this school about things that are bothering me.	17%	46%	37%
The principal frequently asks students about their ideas.	18%	53%	29%

n=1,277-1,287

**Figure 1.2: Overall School Climate (1-3 Agreement Scale)**

ITEM	NO, NOT AT ALL	A LITTLE BIT	YES, VERY MUCH
The school is a welcoming place for students and families like mine.	2%	15%	83%
Adults at my school treat students with respect.	2%	16%	82%
My teachers are fair.	3%	23%	75%
I feel safe at school.	5%	26%	69%
I have fun at school.	6%	34%	61%
When students break rules, they are treated and disciplined fairly.	10%	38%	52%
When students see another student being picked on, they try to stop it.	8%	49%	43%
Students at my school treat me with respect.	6%	53%	41%

n=1,285-1,293

**Figure 1.3: Overall Social-Emotional Learning Items (1-3 Confidence Scale)**

*How confident are you in your ability to...*

ITEM	No, I CANNOT DO THIS EASILY.	I HAVE SOME CONFIDENCE WITH THIS.	YES, I CAN DO THIS EASILY
Respect other people's opinions, even if they are different from yours.	4%	26%	70%
Get along with students that are different than you.	5%	30%	65%
Recognize and compliment others' accomplishments.	4%	32%	64%
Work in a team with other students.	10%	31%	59%
Stand up for myself without putting other people down.	9%	33%	58%
Make ethical and constructive choices.	4%	40%	56%
Disagree without starting a fight or argument.	10%	39%	51%
Think about what may happen before making a decision.	9%	45%	46%
Remain calm even when under stress	17%	45%	39%
Clearly describe your feelings.	27%	43%	29%

n=1,279-1,289

**Figure 1.4: Overall Student Mindset Items (1-3 Agreement Scale)**

ITEM	NO, NOT AT ALL	A LITTLE BIT	YES, VERY MUCH
I know what I am good at.	3%	17%	81%
I have a great future ahead of me.	5%	24%	71%
I know what is hard for me to do.	3%	23%	74%
I can learn how to solve tough problems.	5%	32%	63%
I come to class prepared.	5%	35%	60%
I can finish tasks, even if they are tough.	5%	42%	53%
I believe I can excel in all my classes.	6%	35%	59%
If I am not naturally smart in a subject, I will never do well in it. ‡	56%	29%	15%
Challenging myself won't make me any smarter. ‡	55%	24%	21%
I meet the goals my teachers set for me.	4%	46%	50%
I can find many ways around problems.	6%	43%	51%
I can do well on tests, even if they are tough.	5%	40%	54%
There are some things I am not capable of learning. ‡	32%	44%	24%
My intelligence is something that I can't change very much. ‡	32%	36%	31%

n=1,267-1,280

‡Denotes items with inverted scales. That is, negative answers (*No, not at all*) are indicative of positive outcomes.

## SECTION II: GRADES 6-12

This section presents analyses related to the district results for Grades 6-12 students, including:

- Overall scale scores in Community and Connectedness, School Climate, Social-Emotional Learning, Student Mindset, and Instructional Depth.
- Individual item scores in each category.

For Scale 4 (i.e., Overall Student Mindset) percent *disagreement* is shown, and items have been recoded so that larger numbers indicate *better* outcomes.

### OVERALL SCALE SCORES

**Figure 2.1: Overall Results by Scale**

SCALE/TOPIC AREA	AVERAGE INDEX SCORE - 2018	AVERAGE INDEX SCORE - 2019	AVERAGE INDEX SCORE - 2020
Scale 1: Community and Connectedness	5.04	5.03	4.97
Scale 2: School Climate	4.98	4.93	4.85
Scale 3: Social-Emotional Learning	5.23	5.19	5.10
Scale 4: Student Mindset	5.30	5.23	5.16
Scale 5: Instructional Depth	3.52	3.62	3.57

n=2,136-2,227 (2018)

n=2,181-2,287 (2019)

n=2,292-2,321 (2020)

## INDIVIDUAL ITEM SCORES

**Figure 2.2: Overall Community and Connectedness Items (1-7 Agreement Scale)**

ITEM	PERCENT AGREE 2018	MEAN SCORE 2018	PERCENT AGREE 2019	MEAN SCORE 2019	PERCENT AGREE 2020	MEAN SCORE 2020
I care about my community.*	86%	5.78	85%	5.76	83%	5.68
At this school, students are encouraged to do their very best.	82%	5.58	81%	5.57	79%	5.49
I have at least one teacher who makes me excited about the future.*	81%	5.59	78%	5.55	78%	5.51
My teachers care about my health and well-being.	79%	5.47	78%	5.44	77%	5.42
I care about my school.*	78%	5.45	77%	5.40	74%	5.31
I think it is important to participate in community service.*	74%	5.27	74%	5.26	71%	5.17
I am actively involved in clubs, athletics, and school activities.	70%	5.14	70%	5.13	69%	5.10
I believe that I can personally make a difference in my community.*	65%	4.87	63%	4.85	60%	4.72
It is easy to talk to adults outside of school about things that are bothering me.	56%	4.56	56%	4.56	54%	4.50
Students in this school help each other, even if they are not friends.*	55%	4.38	55%	4.40	52%	4.31
It is easy to talk to adults at this school about things that are bothering me.	50%	4.29	51%	4.30	50%	4.27
The principal frequently asks students about their ideas.*	44%	4.12	47%	4.20	44%	4.14

n=2,275-2,287 (2018)

n=2,691-,2,702 (2019)

n=2,300-2,310 (2020)

\*Indicates a significant difference between either the percent agreement, mean scores, or both for 2018, 2019, or 2020 at the 95% confidence level ( $p < .05$ ). Please see the accompanying data supplement for specific differences.

**Figure 2.3: Overall School Climate Items (1-7 Agreement Scale)**

ITEM	PERCENT AGREE 2018	MEAN SCORE 2018	PERCENT AGREE 2019	MEAN SCORE 2019	PERCENT AGREE 2020	MEAN SCORE 2020
The school is a welcoming place for students and families like mine.*	75%	5.33	74%	5.31	71%	5.21
Adults at my school treat students with respect.*	75%	5.25	74%	5.24	71%	5.15
I feel safe at school.*	75%	5.35	74%	5.32	72%	5.23
My teachers are fair.*	70%	5.06	71%	5.08	68%	4.98
Students at my school treat me with respect.*	64%	4.80	64%	4.81	59%	4.64
I have fun at school.*	64%	4.83	61%	4.69	62%	4.70
When students break rules, they are treated and disciplined fairly.	60%	4.71	61%	4.70	58%	4.64
When students see another student being picked on, they try to stop it.*	55%	4.50	50%	4.34	48%	4.26

n=2,277-2,282 (2018)

n=2,688-2,702 (2019)

n=2,300-2,307 (2020)

\*Indicates a significant difference between either the percent agreement, mean scores, or both for 2018, 2019, or 2020 at the 95% confidence level ( $p < .05$ ). Please see the accompanying data supplement for specific differences.

**Figure 2.4: Overall Social-Emotional Learning Items (1-7 Confidence Scale)**

*How confident are you in your ability to...*

ITEM	PERCENT AGREE 2018	MEAN SCORE 2018	PERCENT AGREE 2019	MEAN SCORE 2019	PERCENT AGREE 2020	MEAN SCORE 2020
Respect other people's opinions, even if they are different from yours.*	83%	5.61	82%	5.59	81%	5.52
Recognize and compliment others' accomplishments.*	82%	5.55	82%	5.54	80%	5.46
Get along with students that are different than you.*	81%	5.57	81%	5.53	78%	5.40
Make ethical and constructive choices.*	78%	5.39	77%	5.37	75%	5.27
Work in a team with other students.*	76%	5.32	75%	5.25	74%	5.19
Think about what may happen before making a decision.*	75%	5.24	74%	5.18	70%	5.03
Stand up for myself without putting other people down.*	74%	5.31	73%	5.21	71%	5.14
Disagree without starting a fight or argument.	71%	5.16	72%	5.19	70%	5.12
Remain calm even when under stress.	63%	4.72	62%	4.73	60%	4.69
Clearly describe your feelings.*	52%	4.35	51%	4.30	49%	4.18

n=2,275-2,281 (2018)

n=2,683-2,693 (2019)

n=2,291-2,302 (2020)

\*Indicates a significant difference between either the percent agreement, mean scores, or both for 2018, 2019, or 2020 at the 95% confidence level ( $p < .05$ ). Please see the accompanying data supplement for specific differences.

**Figure 2.5: Overall Student Mindset Items (1-7 Agreement Scale)**

ITEM	PERCENT AGREE (DISAGREE) 2018	MEAN SCORE 2018	PERCENT AGREE (DISAGREE) 2019	MEAN SCORE 2019	PERCENT AGREE (DISAGREE) 2020	MEAN SCORE 2020
I believe I will graduate from high school.†	90%	6.37	93%	6.41	90%	6.23
I know what is hard for me to do.*	86%	5.72	84%	5.70	83%	5.63
I have goals for my future.*	85%	5.93	84%	5.82	81%	5.69
I know what I am good at.*	83%	5.68	82%	5.62	81%	5.55
I work hard to achieve my goals.*	83%	5.63	81%	5.53	78%	5.29
I can learn how to solve tough problems.*	82%	5.53	80%	5.47	79%	5.39
I can finish tasks, even if they are tough.*	79%	5.43	78%	5.39	77%	5.31
I can find many ways around problems.*	79%	5.40	78%	5.33	74%	5.23
I come to class prepared.*	81%	5.50	77%	5.38	75%	5.30
I have goals for this school year.*	79%	5.57	76%	5.45	73%	5.29
I have a great future ahead of me.*	75%	5.52	73%	5.42	70%	5.27
I believe I can excel in all my classes.*	75%	5.33	73%	5.30	72%	5.22
I meet the goals my teachers set for me.*	69%	5.03	67%	4.96	64%	4.85
I can do well on tests, even if they are tough.	67%	4.94	65%	4.91	65%	4.88
Challenging myself won't make me any smarter*‡	66%	5.13	62%	4.97	64%	5.06
If I am not naturally smart in a subject, I will never do well in it.‡	63%	5.03	61%	4.92	61%	4.94
My intelligence is something that I can't change very much. ‡	51%	4.53	50%	4.52	51%	4.50
There are some things I am not capable of learning. ‡	42%	4.12	42%	4.13	43%	4.21

n=187-2,274 (2018)

n=220-2,680 (2019)

n=180-2,292 (2020)

‡Denotes items with inverted scales. These items use percent *disagreement* instead. Answers are coded from 1 (Strongly Agree) to 7 (Strongly Disagree).

† Only Grade 12 students saw this survey item.

\*Indicates a significant difference between either the percent agreement, mean scores, or both for 2018, 2019, or 2020 at the 95% confidence level ( $p < .05$ ). Please see the accompanying data supplement for specific differences.

**Figure 2.6: Overall Instructional Depth Items (1-7 Frequency Scale)**

*Within the past two weeks, how many times have your teachers asked you to...*

ITEM	MEAN SCORE 2018	MEAN SCORE 2019	MEAN SCORE 2020
...identify or define a problem?	3.93	3.99	3.95
...support facts or opinions with credible resources?	3.89	3.94	3.87
...solve a new problem without help from your peers or teachers?*	3.57	3.75	3.68
...consider multiple sources of information before making your own opinion?	3.45	3.55	3.52
...develop multiple solutions to a problem?	3.48	3.54	3.50
...compare different ways of solving the same problem?	3.36	3.43	3.39
...seek out sources that go against your current knowledge or opinion?	3.06	3.18	3.12
...make connections between things you learned in different subjects or classes?*	3.50	3.62	3.48

n=2,259-2,265 (2018)

n=2,659-2,669 (2019)

n=2,255-2,277 (2020)

Note: Instructional Depth uses a frequency scale going from 1 (Never) to 7 (More than 10 times) rather than a negative to positive scale. Hanover excludes percentages since the scale is continuous rather than balanced (i.e., any cutoff point would be arbitrary).

\*Indicates a significant difference between mean scores for 2018, 2019, or 2020 at the 95% confidence level ( $p < .05$ ).

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

[www.hanoverresearch.com](http://www.hanoverresearch.com)