Utilizing Data Technology in Secondary Student Advisement:

Expanding Opportunities By Diversifying Participation

Evansville Vanderburgh School Corporation
Evansville, Indiana
EVSC Fast Facts

- Third largest school corporation in the state of Indiana
- Largest transportation system in Southwestern Indiana
- District size: 241 square miles
- District type: Urban, suburban, and rural
- Fourth largest employer in Southwestern Indiana
- 3,000+ employees
- 39 schools
**Problem Statement**
EVSC does not have enough students from underrepresented groups who are ready to take advanced coursework in high school.

### Prior Pathways to Honors Coursework in Middle School

<table>
<thead>
<tr>
<th>Pathway 1: High Ability Identification</th>
<th>Pathway 2: Testing Data and/or Teacher Recommendation (Need 2 out of the 3 below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted/Talented designation in Math or G/U</td>
<td>● 75th Percentile on NWEA</td>
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<tr>
<td></td>
<td>● Above Proficiency on ILEARN</td>
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<td></td>
<td>● Teacher Recommendation</td>
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</table>
Problem Statement
EVSC does not have enough students from underrepresented groups who are ready to take advanced coursework in high school.
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EVSC does not have enough students from underrepresented groups who are ready to take advanced coursework in high school.
Historically, access to honors courses has been limited to students who qualified as “High Ability” based on testing criteria, and those selected by school personnel to “backfill” class rosters. Of this group, the vast majority of the students were classified as **White** and socioeconomically fell into the **Paid Lunch** population.
Student Survey

- Extracurricular Activities
  - 3 questions

- Fixed vs. Growth Intelligence Theory
  - 2 questions

- Course Performance
  - 4 questions

- Focus/Self Control
  - 18 questions

- Honors Course Interests/Expectations
  - 4 questions
Student Selection Tool

Demographic Performance
- High Ability Status
- Free/Reduced Lunch Status
- Ethnic Status
  Range 0 - 3

Math Assessment Performance
- NWEA Fall or Winter Math Above Standard
- State Assessment Math Above Proficiency
  Range 0 - 1

Math Grade Performance
- A or B in Math Class
  Range 0 - 2

Survey Performance
- Extracurricular Activities
- Course Performance
- Honors Course Interests
- Fixed vs Growth Intelligence
- Focus/Self Control
  Range 0 - 5

ELA/Reading Assessment Performance
- NWEA Fall or Winter Reading Above Standard
- State Assessment ELA Above Proficiency
  Range 0 - 1

ELA Grade Performance
- A or B in ELA Class
  Range 0 - 2

Reading Grade Performance
- A or B in Reading Class
  Range 0 - 2
<table>
<thead>
<tr>
<th>Survey Performance</th>
<th>Demographic Category Performance</th>
<th>Math Assessment Performance</th>
<th>ELA/Reading Assessment Performance</th>
<th>ELA Grades Performance</th>
<th>Read Grades Performance</th>
<th>Math Grades Performance</th>
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<tbody>
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<th>ELA Honors Course</th>
<th>Math Honors Course</th>
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<td>Scheduled</td>
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Is your student going to take honors courses next year?

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**Survey Performance**
- Extracurricular Activities
- Course Performance
- Honors Course Interests
- Fixed vs Growth Intelligence
- Focus/Self Control Range 0 - 5
Next Steps

Ways to Support Teachers
- Summer Training
- Quarterly Follow Up Training
- Coaching Opportunities
- Common Assessments

Ways to Support Students
- After-School Tutoring Support
- Local Library Tutoring via Tutor.Com
- Rose-Hulman Institute of Technology's AskRose Homework Help

Fixed Mindset vs Growth Mindset

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<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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<tbody>
<tr>
<td>Avoids Challenges</td>
<td>View Challenges as Opportunities</td>
</tr>
<tr>
<td>Shy Away From Things You Don’t Know</td>
<td>Acknowledge and Embrace Your Weaknesses</td>
</tr>
<tr>
<td>Unable to Handle Criticism or Feedback</td>
<td>Learn to Give and Receive Constructive Criticism</td>
</tr>
<tr>
<td>Intelligence and Talent is Static and Does Not Develop Post Birth</td>
<td>Intelligence and Talent is Dynamic and Ever Improving</td>
</tr>
<tr>
<td>Do Not Carry Out Any Actions Without Seeking Approval</td>
<td>Prioritize Learning Over Seeking Approval</td>
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<tr>
<td>Focused On Proving Yourself</td>
<td>Focus on the Process Instead of the End Result</td>
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<tr>
<td>Threatened By The Success of Others</td>
<td>Be Inspired By The Success of Others</td>
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<tr>
<td>Effort Is Not Regarded Precious</td>
<td>Think of Learning as “Brain Training”</td>
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<tr>
<td>Understanding Failure As The Limit Of Ability</td>
<td>Understanding Failure As An Opportunity To Grow</td>
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<tr>
<td>Gives Up Easily</td>
<td>Persists In The Face Of Setbacks</td>
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