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IMSA's Equity and Excellence Plan: 3 Year Outcome report

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IMSA'S EQUITY AND EXCELLENCE PLAN

3 YEAR OUTCOME REPORT

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Equity and Excellence Overview

The Illinois Mathematics and Science Academy spent two years in transition, moving from the [2014 Board Approved Diversity Plan](#) to the development of its' next rendition, the Equity and Excellence Plan, as directed by the [2018 Board Approved Equity and Excellence Policy](#).

IMSA's Equity and Excellence Policy defined the long-term outcome as:

The Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both universally, and particularly, in STEM education and professions. These disparities also exist in the representation of the Academy's workforce. We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.

It further defined seven intermediate outcomes, as needed to help IMSA achieve the long-term outcome, as shared below:

- 1. Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.*
- 2. Implementing strategies to recruit, support, and retain Culturally, Linguistically and Economically Diverse groups as well as support and retain Marginalized groups.*
- 3. Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.*
- 4. Supporting research, scholarship and innovative expression of staff, including faculty as well as external partners that either address or promote the Equity and Excellence Model.*
- 5. Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.*
- 6. Addressing Culturally, Linguistically and Economically Diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.*
- 7. Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners*

In the spirit of inquiry and innovation and in an effort to embrace the inclusive nature of IMSA, the development of the Equity and Excellence Plan to operationalize the Policy was approved as an official research study by the Institutional Review Board. The purpose of the study was:

to develop an equity and excellence plan that is driven by the IMSA Board Approved Equity and Excellence Policy, rooted in Theory of Change, informed by data, and facilitated through an inclusive, equity-minded frame.



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Being that IMSA shifted from an approach of diversity and inclusion to include a focus on equity and from the mindset of this work being the responsibility of a few to it now being institutionalized; the Theory of Change was utilized to provide IMSA with a framework to guide that change and ultimately inform the development of the Equity and Excellence Plan.

A theory of change is a predictive assumption about the relationship between desired changes and the actions that may produce those changes. The most distinctive characteristic of Theory of Change in contrast to other methods is that it focuses first on outcomes, rather than interventions.

In addition, IMSA partnered with the Midwest and Plains Equity Assistance Center (MAP), utilizing the Equity Context Process Analysis, multiple data collection tools and analysis processes, to facilitate systemic examination of educational equity. Through climate surveys, classroom observations, faculty interviews, school building walk-through, course enrollment data, student involvement and student discipline data, the following occurred:

- *provided an assessment of the extent to which aspects of educational equity are evident in the academy;*
- *identified areas that may be opportunities for growth related to advancing educational equity; and*
- *supported equity-oriented strategic planning, as well as ongoing monitoring and assessment activities related to promoting educational equity.*

Thus, the development of the Equity and Excellence Plan was data-driven, student-centered, inclusive of an array of voices of the IMSA community, developed through an equity-minded frame, and aligned with the seven intermediate outcomes of the Policy. To advance these seven intermediate outcomes, sixteen strategies and an array of interventions were put in place. IMSA made progress in all seven intermediate outcomes and the sixteen respective strategies. Specifically, to measure the progress of IMSA's Equity and Excellence Plan overall, and ultimately the long term outcome, the Equity and Excellence Scorecard was created. This Scorecard was established through an intensive process which included the collection, organization, analysis, and interpretation of institutional data related to diversity, equity, and inclusion utilizing an array of assessments aligned with each intermediate outcome strategy identified within the Equity and Excellence Policy, with the exception of the outcome focused on the development of an Equity Lens, as that is not quantifiable, and Supporting Research, Scholarship, and Innovative Expression, which is captured in IMSA's Operational Dashboard.

The duration of this report will share highlights of the 3-year Equity and Excellence Plan, along with implemented strategies and interventions by Policy Outcome, the Equity and Excellence Scorecard results, and proposed interventions to continue advancing equity, still in draft form.



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3-Year Equity and Excellence Plan Highlights

- IMSA’s Equity and Excellence Lens developed to review policies, programs, practices, and decisions

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| Describe the program(s)/practice(s)/decision(s) used for this Equity Lens application, along with intent, desired outcomes, and connection to IMSA's Mission/Beliefs, Equity and Excellence Policy , and/or Strategic Initiatives | Describe the group(s) who will be positively affected/benefit the most and who will be concerned the most with/benefit the least from this policy, program(s), practice(s), or decision.? |
| How does this program(s)/practice(s)/decision(s) demonstrate an equity-minded frame and/or position equity as an institutional responsibility? | How does the policy/program/practice/decision expand opportunities to advance equity? |
| How does the policy/program/practice/decision expand opportunities to advance equity? | Describe any proposed actions/changes to the program(s)/practice(s)/decision(s). |

- Created E²: Equity and Excellence Framework, shared globally and nationally
 - This framework is a comprehensive, research-informed, equity-minded, inclusive pathway towards advancing educational equity that centers the voices of those with the most risk of experiencing inequities.

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|---------------------------------------|--|
| Educational Equity Impact Case | The Value of Equity and Excellence |
| Equity and Excellence Policy | The Outcome of Equity and Excellence |
| Equity-mindedness Capacity Building | The Embracing of Equity and Excellence |
| Equity-mindedness Data Collection | The Truth of Equity and Excellence |
| Equity-mindedness Data Meaning-Making | The Inclusiveness of Equity and Excellence |
| Equity and Excellence Plan | The Heart and Soul of Equity and Excellence |
| Equity and Excellence Scorecard | The Impact and Future of Equity and Excellence |

- Equity and Excellence Scorecard Development
 - The Office of Diversity, Equity, and Inclusion (ODEI), in collaboration with the Office of Institutional Research, developed the Equity and Excellence Scorecard. The Equity and Excellence Scorecard is a process to measure the progress of IMSA’s Equity and Excellence Policy and respective plan. This Scorecard was established through an intensive process which included the collection, organization, analysis, and interpretation of institutional data related to diversity, equity, and inclusion utilizing six assessments aligned with each outcome strategy identified within the Equity and Excellence Policy. IMSA received a score of 49.99 out of a possible 100.
- Cultural Competence e-Learning Course Implementation
 - IMSA staff engaged in a five module, 8-hour cultural competence e-learning course focused on cultural bias, organizational culture, communicating in a culturally responsive manner, advancing equity through culturally responsive pedagogy, and the State of Illinois Culturally Responsive Teaching and Learning Standards. As part of the experience, staff developed a department/role specific cultural competence action plan that will be incorporated into next year’s performance goals and evaluation process.



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- Equity/Mastery Grading Professional Learning and Pilot
 - IMSA faculty engaged in professional learning on equity/mastery grading. This included a cohort of faculty attending a virtual Mastery Grading conference and a common book read using Joe Feldman’s Grading for Equity. In addition, equity/mastery grading experts Mr. Matt Massey of Alabama School of Cyber Technology and Engineering and Dr. Tom Guskey of the University of Kentucky led professional learning sessions for all faculty. This led to the development of equity/mastery grading action teams and a pilot in Scientific Investigations - Chemistry, Statistics and Literary Explorations I/II.

- Racial Equity Task Force
 - IMSA convened a 22 member cross departmental/discipline Racial Equity Task Force (RETF), guided by the University of California Race and Equity Center, to work collaboratively with the IMSA community to openly discuss race, solve vexing racial problems, and enact strategies to engender and sustain racial equity at IMSA. The RETF engaged in six equity-focused professional learning and debrief sessions. Subgroups of the RETF focused on Black and Latino student safety, development of an access scorecard to be part of the Admissions Review Process, STEM equity related to SIR and IN2 internships, and diverse hiring.

- Gender Inclusivity Project
 - In response to the Student Diversity Climate survey findings of students feeling unsafe on campus due to gender and gender expression, along with being in compliance with new Title IX regulations that adds gender as a protected group, ODEI collaborated with the Office of Student Affairs to advance gender inclusion and equity by creating a gender support plan

- Created Safe Spaces for Culturally, Linguistically, and Economically Diverse (CLED) Students
 - Reimagined the HUB, creating a safe space for Culturally, Linguistically, and Economically Diverse Students. Specifically, the HUB functions as a safe space for Black and Latine students, with culturally representative art hung around the space, a study space stocked with resources like standardized test books and study tools, a lounging area, as well as a prayer/meditation room for people of all faiths. The grand opening was attended by 40 students and staff.
 - Created Pride Rock, a safe space for LGBTQIA+ students and their allies and a brave space for those who want to learn about the community.

- IMSA’s Digital Commons
 - IMSA’s Digital Commons, which reflects the scholarly, innovative, and pedagogical culture of the academy, Equity and Excellence publications had 4000 downloads by 364 institutions from 85 different countries, this academic year. There has been approximately a 25 percent increase in downloads over the past two years, from 7000 downloads by 572 institutions from 101 countries; to nearly 10,000 downloads by 781 institutions from 174 countries.

- D-STEM Equity Model
 - The D-STEM Equity Model: Diversifying STEM Education to Career Pathway was shared with 100 attendees of University of Chicago and YWCA’s 4th Annual Girls Education in a Digital World Conference and with 50 attendees of the National Consortium of Secondary STEM Schools Conference. In addition the D-STEM Equity Model had a total of 370 downloads by 58 institutions from 46 countries.



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Equity and Excellence Plan Policy Outcome #1

Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|--|---|--|
| 1.1 | <p><i>Build the capacity of IMSA staff, including faculty to be equity-minded and culturally competent by providing department/discipline specific professional learning opportunities.</i></p> <ul style="list-style-type: none"> - Community Day: Series of Professional Learnings on culturally responsive pedagogy, STEM equity, anti-racism, economic-rooted inequity, cultural responsiveness when working with gifted/talented students and LGBTQIA+ students. - Thrive App – 68% Engagement - Administered Intercultural Development Inventory | <p><i>Continue to build capacity of IMSA staff, including faculty focused on the practical application of equity-mindedness and cultural competence in teaching and learning.</i></p> <ul style="list-style-type: none"> - Cultural Competence (CC) e-Learning Course, completed by 135 staff - Bystander Intervention Training, 6 sessions, completed by 30 staff - Safe Zone: Gender and Sexuality Education, 3 sessions, completed by 20 staff - Common book read using Joe Feldman’s Grading for Equity, engaged in by a cohort of faculty - Equity/Mastery Grading professional learning sessions, engaged in by faculty | <p><i>Provide on-going coaching, mentoring and support to continue advancing to higher levels of understanding and intentional application of equity-mindedness and cultural competence in teaching and learning.</i></p> <ul style="list-style-type: none"> - Facilitated an Equity and Excellence Policy and Plan Professional Learning with 25 Residential Life Staff. - Facilitated 2 Bystander Intervention Trainings, attended by 19 staff. - Facilitated 2 SafeZone: Gender and Sexuality Education Trainings, attended by 21 staff. - Facilitated 2 Gender Support Plan Awareness Talks, attended by 20 staff. - Held Introduction to Equity and Excellence at IMSA session for new hires, attended by 9 staff. |
| 1.2 | <p><i>Use existing qualitative and quantitative evidence to demonstrate the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective teams in an anti-racist professional learning agenda.</i></p> <ul style="list-style-type: none"> - Common book read and discussion of Robin DiAngelo’s White Fragility - SLT common book read of Ibram X. Kendi’s Stamped From the Beginning: The Definitive History of Racist Ideas in America | <p><i>Communicate the expectation to and continue building the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective departments/disciplines in anti-racist professional learning. This includes an emphasis on engaging with identity-based literacy to reduce the extra "invisible tax" placed on People of Color to improve conditions.</i></p> <ul style="list-style-type: none"> - Participated in Virtual Courageous Conversations, The Experience race relations session, attended by Senior Leadership Team. - Completed common book read around Ibram X. Kendi’s Stamped from the Beginning: The Definitive History of Racist Ideas in American, engaged in by Senior Leadership Team. - Convened Racial Equity Task Force that included members of Senior Leadership Team and their department/discipline representatives, engaged in 6 racial equity professional learnings and debriefs facilitated by USC Race and Equity Center. | <p><i>Provide ongoing coaching, mentoring and support as departments/disciplines engage in anti-racist teaching and learning.</i></p> <ul style="list-style-type: none"> - Developed a Diversity, Equity, and Inclusion Train-the Trainer Curriculum for IMSA’s Residential Life staff and conducted 3 sessions with 25 Residential Counselors focused on understanding the curriculum and engaging in meaningful dialogue around challenging issues. - Worked with Principal’s Office and Teacher Coordinators to plan Equity and Excellence rooted Community Day in which all IMSA staff engaged in culturally responsive, identity-rooted, equity-minded professional learning. Faculty had conversations with discipline-specific experts on culturally responsive |



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| | | | <p>pedagogy. Other staff had the opportunity to learn about the culture and needs of Latino, neurodistinct, or LGBTQ+ students, attended by all staff.</p> <ul style="list-style-type: none"> - Hosted <i>The Reel Martin: How Media made Dr. Martin Luther King, Jr. the Leader of the Civil Rights Movement</i>, featuring the families of Andrew Joseph III, Oscar Grant, Mike Brown, and Emmett Till, along with alum Brandon Mathews '10. |
| 1.3 | <p><i>Provide professional learning to Center for Teaching and Learning and IN2 to build their capacity to develop and implement equity-centered professional learning opportunities for IMSA partners.</i></p> | <p><i>Continue building capacity, examine current and new professional learning offerings to external partners through an equity lens, and reimagine offerings through that lens.</i></p> | <p><i>Through Center for Teaching and Learning, provide equity-minded professional learning experiences for external partners.</i></p> |
| | <ul style="list-style-type: none"> - Provided STEM Equity and Culturally Responsive STEM Pedagogy training. | <ul style="list-style-type: none"> - Implemented Educational Equity and Excellence webinar series sponsored by ODEI, IRC, and principal's office, designed for educators and DEI officers, 3 sessions. | <ul style="list-style-type: none"> - 128 educators from across the State of Illinois with professional learning around STEM, equity, and cultural responsiveness. |



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Equity and Excellence Plan Policy Outcome #2

Implementing strategies to recruit support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|---|---|--|
| | <i>Recruitment: Examine and revamp the Admissions Recruitment Strategy through an equity lens and with representation goals.</i> | <i>Recruitment: Implement equity-minded and differentiated recruitment strategy, being intentional about equitable access.</i> | <i>Recruitment: Monitor and measure CLED recruitment progress through an equity lens.</i> |
| 2.1 | <ul style="list-style-type: none"> - Reimagined what a <i>Differentiated and Equitable</i> Admissions Processes looks like, based on best practices. - DEI Office provided training to Admissions on this <i>Differentiated and Equitable</i> Admissions Process. | <ul style="list-style-type: none"> - Provided training on implicit bias and STEM equity to Admissions Review Team - Convened Racial Equity Task Force Access Score group inclusive of Admissions, Office of Institutional Research, Math faculty, and ODEI, charged with the following initiatives: <ul style="list-style-type: none"> o Develop an Equity Access Scorecard to use during the admission process. o Provide equitable access to IMSA among students from CLED backgrounds. o Collect examples of Equity Scorecards used at institutions of higher education. o Examine bias/inequities within the current scoring system. | <ul style="list-style-type: none"> - Targeted specific geo regions further west and south through marketing efforts and working more closely with SSI to connect with more rural families - Tailored in person tours to be available in several languages so ESL families can experience IMSA in their preferred language. - increased our efforts and targeted our communication efforts to help CLED families and ESL families finish their files - Partnered with new CLED focused organizations like Waukegan to College, JCKF, and others to increase IMSA's brand awareness - Partnering with Chief Mission and Impact Officer, OIR, Admissions, and College and Academic Counselors to create a more equitable admissions process by utilizing the National Academy of Sciences, Engineering, and Mathematics, Indicators of Disparities in Access to Educational Opportunities to create school district equity profiles. |
| 2.2 | <p><i>Support: Create a comprehensive, equity-minded educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.</i></p> <ul style="list-style-type: none"> - Held two Black@ISMA Town Halls, led by Black Student Union, centering the voices of our Black Students. - IMSA sophomores, juniors and seniors participated in diversity education programs. | <p><i>Support: Implement equity-minded educational program for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.</i></p> <ul style="list-style-type: none"> - Implemented Spoken Word Social Justice Series, with a theme of Rebuking Racism. - Created Global History of Africa educational exhibit designed to educate students on the precolonial culture and history of Africa, as well as dispel myths. | <p><i>Support: Continue to implement equity-minded educational program and evaluate student growth.</i></p> <ul style="list-style-type: none"> - IMSA sophomores, juniors and seniors participated in diversity education programs. - Held Black/Latine Student Meet and Greet. Thirty students and 15 staff were in attendance. |



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| | | <ul style="list-style-type: none"> - IMSA sophomores, juniors and seniors participated in diversity education programs. - Conducted four Cultural Read-Ins, Latino Heritage Month, Native American Heritage Month, Black History Month, and National Disability Awareness Month. - Held Meetup and Retreat for Black and Latino students. - Held MLK Week educational events. - Held CLED focused Med Talk Panel - BAA celebrated Black student graduates. - Held Hispanic Heritage Month celebration - Held Multicultural Festival | <ul style="list-style-type: none"> - Held Black/Latine Retreat, The World Within Reach: Dialogues on Networking and Mentorship, attended by 50 students. - Held 2 Combined Cultural Shows. ISA partnered with BSU for Diwali x Harambee and Alma Latina partnered with ASIA for Casa de la Luna, attended by over 150 students, staff, parents, alumni, and community per show. - Council for Campus Equity partnered with Hall Diversity Coordinators in addressing Equity issues in the residence halls. - Conducted four Cultural Read-Ins. LGBTQ, Interfaith, Black History Month, Women’s History Month - Developed and implemented Black/Latine mentorship program through Med4Minorities that included educational sessions with alum in the medical field and one-on-one virtual mentoring, 12 mentor-mentee pairings. - Collaborated with IRC to sponsor Historically Colleges and Universities panel with IMSA alum and Dr. White, discussing why I chose my HBCU and how it helped prepare for my career, attended by 128 participants (50 in person, 78 virtual). - Developed and implemented Black/Latine mentorship program through Med4Minorities that included educational sessions and one-on-one virtual mentoring, 12 mentor-mentee pairings. |
| | <p><i>Retention: Reduce the number of CLED and other marginalized students who do not feel safe on campus by developing a plan to assist them in transitioning into and through IMSA.</i></p> | <p><i>Retention: Implement process to assist CLED and other marginalized students in transitioning into and through IMSA.</i></p> | <p><i>Retention: Monitor and evaluate process to assist CLED and other marginalized students in transitioning into and through IMSA.</i></p> |
| <p>2.3</p> | <ul style="list-style-type: none"> - Rejuvenated the PROMISE and EXCEL Extension Program (PEEPS) with assistance from IMSA’s Black Alumni Association. PEEP’s provides additional tutoring and mentoring support to CLED students. | <ul style="list-style-type: none"> - Convened Racial Equity Task Force Black and Latino student safety group inclusive of ODEI, Student Life, and Language Arts faculty, charged with implementing the following initiatives: <ul style="list-style-type: none"> o Equity-Minded/Social Justice Living o Diversifying Student Leadership Positions o Safe Space Hub | <ul style="list-style-type: none"> - Reimagined the HUB, creating a safe space for CLED Students. - Created Pride Rock, a safe space for LGBTQIA+ students and their allies and a brave space for those who want to learn about the community. - Implemented a Club Revamp Process to give more access to CLED students as student leaders |



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Equity and Excellence Plan Policy Outcome #3

Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|--|--|--|
| | <i>Apply learnings from professional development to begin revising current curriculum to be culturally responsive by framing the value of differentiation within the context of the achievement of educational equity.</i> | <i>Implement revised culturally responsive curriculum, including asset-based racial identity development and equitable grading that is framed by the value of differentiation within the context of the achievement of educational equity.</i> | <i>Provide on-going coaching, mentoring and support in the implementation of a culturally responsive curriculum, as well as assess the students experiences with said curriculum to inform its' evolution.</i> |
| 3.1 | <ul style="list-style-type: none"> - Reviewed and edited Learning Opportunities through a lens of equity and put forth recommendations for changes for the 2021-22 academic year; working with disciplines on revising current curriculum through lens of equity and creating plans for curriculum modifications for the 2021-22 academic year. - Implemented peer tutoring and study hall, diversified schedules and platforms of contact (i.e. FB messenger, Zoom, email, cell phone) to ensure equitable access during distance learning. | <ul style="list-style-type: none"> - Developed equity/mastery grading action teams and piloted in Scientific Investigations - Chemistry, Statistics and Literary Explorations I/II. | <ul style="list-style-type: none"> - Reviewed student performance (grades) data for CLED and non-CLED students. Met with faculty members who had significantly different averages to design a strategy to decrease gaps and provide support. - Reviewed Cultural Competence Action Plans, submitted by 201 staff. |
| | <i>Examine access to culturally responsive and differentiated academic, social-emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity.</i> | <i>Implement a plan to improve access to culturally responsive and differentiated academic, social-emotional, and assistive supports, with the goal of achieving equity.</i> | <i>Measure the level of institutionalization of a cultural responsive and differentiated academic, social-emotional, and assistive supports, through an equity-minded frame.</i> |
| 3.2 | <ul style="list-style-type: none"> - Convened Trauma Responsive Team and administered the Trauma Responsive School Implementation Assessment. - Conducted Social-Emotional Focus Groups to understand the needs of Black, Latinx, and LGBTQIA+ students. | <ul style="list-style-type: none"> - Conducted equity in the classroom assessment, examining course-level grade distribution data disaggregated by CLED and other social identity groups, as well as evaluating assessments through an equity lens. - Developed Gender Inclusivity Project with proposed actions of a gender support plan, development of a pronoun practice/policy, and creation of gender inclusive living. - Modified educational plan practices to be more equitable. | <ul style="list-style-type: none"> - Designed and implemented a new syllabi template for all faculty use during the spring semester including a DEI statement and more details about teacher, class curriculum and instruction. - Collaborated with Student Life, Residential Life and Illinois Safe Schools Alliance to understand best practices for launching a gender inclusive and equity-minded living-learning community. |



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| | <p><i>Access and Meaningful Participation: Improve access by creating a pathway for CLED students to meaningfully participate in higher level/advanced STEM courses, leadership positions, academic/social-emotional supports, etc.</i></p> | <p><i>Access and Meaningful Participation: Continue to strengthen pathway for CLED students and broaden the curriculum to include more courses that consider the diversity of cultures, ideas and perspectives that will contribute to meaningful participation in and center the voices of CLED and marginalized students in the curriculum.</i></p> | <p><i>Access and Meaningful Participation: Measure progress of CLED student pathway and continue to broaden the curriculum to include an international context and globalization.</i></p> |
| <p>3.3</p> | <ul style="list-style-type: none"> - Growth of EXCEL 2 - Summer enrichment program for rising IMSA juniors and seniors <ul style="list-style-type: none"> o Eliminated the need to double up on math courses o Ability to reach calculus o Desire to enroll in higher level math courses o Increased student confidence | <ul style="list-style-type: none"> - Convened Racial Equity Task Force STEM Equity group inclusive of ODEI, Principal’s Office, Science faculty, IN2, and CTL, charged with expanding students’ opportunity to conduct SIR/internships on days outside of I-days (i.e. weekends, summer, virtually). | <ul style="list-style-type: none"> - Implemented a three-week Summer SIR program for 16 CLED students with a CLED mentor. - Collaborated on Summer SIR Opportunity with Western Illinois University with a focus on CLED students. - Followed up with all participants for feedback about future plans in SIR/mentorship programs. - Provided financial support to CLED students for participation in external summer STEM programs. - Partnered with Calamos Investments to provide CLED students with an opportunity to learn about stocks and investing, as well as create a potential career pathway to being a Financial Analyst. 10 students are involved in this endeavor. - Partnered with the Aurora Financial Empowerment Center and Waubensee Money Matters to provide financial literacy sessions to CLED students - Provided the following culturally relevant service opportunities: <ul style="list-style-type: none"> o STEM Night al Estillo Latino, Waubensee Community College, 20 students volunteered o Latinx Heritage Month, Wabaunsee Community College, 20 students volunteered - Provided various supports of access to CLED students: <ul style="list-style-type: none"> o Prom support for students from lower socioeconomic backgrounds o Implemented STEP (Seniors Transition Education Program) for First generation student and their transition to college, in collaboration with the College and Academic Counselors. |



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Equity and Excellence Plan Policy Outcome #4

Supporting research, scholarship and innovative expression of staff, including faculty as well as external partners that either address or promote the Equity and Excellence Model.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|--|---|---|
| | <i>Develop and strengthen the resources and infrastructure to support the highest level of equitable and inclusive research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.</i> | <i>Provide on-going support for the creation and sharing of research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.</i> | <i>Increase IMSA's presence and leadership in national and international research, scholarship and innovative expression groups and publications.</i> |
| 4.1 | <ul style="list-style-type: none"> - Implemented 3-part STEM Equity Webinar Series - Convened Contributions to the Body of Knowledge Committee, tasked with creating guidelines for body of knowledge contributions rooted in equity and excellence. – 16 DEI Contributions - Focusing on innovative expression, held five cultural read-ins. | <ul style="list-style-type: none"> - Shared the E²: Equity and Excellence Framework, a pathway towards advancing educational equity at the Athens Institute of Education and Research Educational Conference. - Enhanced DEI contributions to Digital Commons. | <ul style="list-style-type: none"> - IMSA’s Digital Commons, which reflects the scholarly, innovative, and pedagogical culture of the academy, Equity and Excellence publications had 4000 downloads by 364 institutions from 85 different countries, this academic year. There has been approximately a 25 percent increase in downloads over the past two years, from 7000 downloads by 572 institutions from 101 countries; to nearly 10,000 downloads by 781 institutions from 174 countries. - Presented the E²: Equity and Excellence Framework at the National Consortium of Secondary STEM Schools, attended by 50 participants. - Published Article, <u>E²: Equity and Excellence Framework</u> in the Athens Journal of Education, and the article currently has 84 downloads. |
| | <i>Examine current IMSA research, scholarship, and innovative expression offerings (e.g. SIR, Internships, etc.) for students through an equity lens and reimagine accordingly.</i> | <i>Institutionalize research, scholarship, and innovative expression experiences, so that CLED and other marginalized students have access to said experiences.</i> | <i>Evaluate the experiences of CLED and other marginalized students while engaged in research, scholarship, and innovative expression.</i> |
| 4.2 | <ul style="list-style-type: none"> - No Progress | <ul style="list-style-type: none"> - Implemented a practice of inviting CLED students who write original pieces for the Cultural Read-Ins and Social Justice Spoken Word Series to record for Digital Commons. | <ul style="list-style-type: none"> - Collaborated with Brotherhood/Sister Circle and the IRC to create a pipeline of support and peer mentorship for publishing and portfolio development to showcase through Digital Commons. - Developed a student research to publication toolkit, implementing workshops to support CLED students on a research to publication pathway, incorporating concepts of research and scholarly publication into IMSA’s core curriculum and communicating opportunities. |



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Equity and Excellence Plan Policy Outcome #5

Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|--|---|--|
| | <i>Develop an equity lens to examine current and forthcoming policies, practices, curriculum, programs, services, and resources.</i> | <i>Communicate about and provide training on the equity lens with the expectation that all departments/disciplines examine their current and forthcoming policies, practices, curriculum, programs, services, and resources through that lens, to build educational and race equity. Then create, communicate and maintain robust accountability systems in the form of performance indicators.</i> | <i>Provide on-going support as departments/disciplines reimagine and design policies, practices, curriculum, programs, services, and resources to achieve equity and measure progress.</i> |
| 5.1 | - No Progress | - No Progress | <ul style="list-style-type: none"> - Developed IMSA’s Title IX process. - Piloted a draft version of IMSA’s equity lens, conducted review of Equity and Excellence Policy with 7 members of the Racial Equity Task Force. - Developed IMSA’s Equity Lens to review policies, programs, practices, and decisions. - Piloted application of IMSA’s Equity Lens, reviewing policies GDVLA: Domestic Violence Leave Of Absence, GBR: Pre-employment Background Investigation, GBDA: Discipline, and GBA: Equal Opportunity Employment - Held Equity Lens Policy Review Session with IMSA Board of Trustees, attended by approximately 10 Board Members. |
| | <i>Develop a process to collect, organize, analyze and make meaning of diversity, equity and inclusion related institutional data, including data from the equity lens examination of department/discipline specific policies, practices, programs, services, and resources.</i> | <i>Begin to collect and organize diversity, equity and inclusion related institutional data, including data from the equity lens examination of department/discipline specific policies, practices, programs, services, and resources.</i> | <i>On-going collection, organization, analysis and meaning making of data, with a specific focus on demonstration of progress and growth in achieving equity.</i> |
| 5.2 | - Developed Equity and Excellence Scorecard to measure achievement of <u>Policy Outcomes</u> , that included six assessments aligned with five of the seven intermediate outcomes. | <ul style="list-style-type: none"> - Completed the <u>Equity and Excellence Scorecard</u>. - Examined course specific grade distribution data, disaggregated by CLED and other identity groupings. | <ul style="list-style-type: none"> - Administered Equity and Excellence Scorecard post assessments including Intercultural Development Inventory, Student Diversity Climate Survey, Trauma Responsive School Implementation Assessment, STEM Education Equity Analysis Tool, STEM Equity Program Evaluation Rubric, and The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool. |



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Equity and Excellence Plan Policy Outcome #6

Addressing Culturally, Linguistically and Economically Diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|---|---|---|
| | <i>Examine the body of literature around racially and gender-based STEM inequities to create understanding and learn about best practices, including the D-STEM Equity Model to minimize the gap that will inform the revamping of current and development of new programs focused on achieving equity.</i> | <i>Implement STEM programs designed to achieve racial and gender STEM equity and continue to build upon D-STEM Equity Model by creating a racially based STEM potential identification protocol and a culturally responsive STEM curriculum.</i> | <i>Create STEM education to career pathway through partnerships to ultimately achieve racial and gender equity in STEM careers as well as pilot, package and share D-STEM equity model with related identification protocol and curriculum.</i> |
| 6.1 | <ul style="list-style-type: none"> - Convened a Strategic STEM Equity Pipeline Team to align IMSA’s current STEM offerings into a natural pathway into IMSA and/or STEM education/careers. | <ul style="list-style-type: none"> - Began connecting PROMISE programs with State-wide Student Initiatives (SSI), to be more inclusive of CLED students in IMSA summer programs. - Modified curriculum to increase and highlight diversity in STEM fields. - Implemented culturally responsive curriculum in the SEAMS PROMISE program. - Increased racial diversity of PROMISE and EXCEL faculty. - Added Equity Considerations to SSI Lesson Plans/Activity section. | <ul style="list-style-type: none"> - Developed Student Outreach Equity Philosophy Statement. - Established a dependable pathway which allows prospective CLED students to become aware of and access our SSI Outreach programs. - New Partnership established with Girls4Science. - PROMISE collaborated with Outreach to create a multidisciplinary curriculum across subjects. The curriculum was based on the book “Wonder” and lessons throughout math, science, and English all connected to material in the book. - New DEI-inspired PD session on Culturally-Responsive STEAM Teaching: Dreaming Up Dream Cities: Culturally-Responsive STEAM Curriculum in action through Inquiry-based Learning - Hosted three student presenters from the Council for Campus Equity who conducted a special session with ALLIES. - Collaborated with BP engineers to work on projects with participants and share more about their careers. - Utilizing the STEM Equity Program Evaluation Rubric, conducted an equity assessment of the National Association for the Advancement of Colored People STEAM camp. - Partnered with National Association for the Advancement of Colored People, North Central College, and Northwestern University to host a STEAM camp for CLED students. IMSA focused on providing educational session around developing a positive STEM identity with 30 students. - Served as a STEM Equity panelist for the University of Chicago and YWCA 4th Annual Girls Education Conference, Girls Education in a Digital World, attended by 100 external participants. - The D-STEM Equity Model had a total of 370 downloads by 58 institutions from 46 countries. |



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Equity and Excellence Plan Policy Outcome #7

Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners.

| | Year 1 Strategy/Interventions, 2020 - 2021 | Year 2 Strategy/Interventions, 2021 - 2022 | Year 3 Strategy/Interventions, 2022-2023 |
|------------|---|--|--|
| | <i>Recruitment: Develop and implement an equity-focused staff, including faculty recruitment plan, inclusive of representation goals.</i> | <i>Recruitment: Provide on-going professional learning for search committee members, for incorporating best practices (implicit bias, critical race theory, cultural competence) on diversity, equity and inclusion in the hiring and advancement of staff, including faculty.</i> | <i>Recruitment: Monitor and assess equity-focused staff, including faculty recruitment plan.</i> |
| 7.1 | <ul style="list-style-type: none"> - The Human Resources Office has included an Equity and Excellence Statement to be included on all job posts. - Still in draft form, created Equity and Excellence in Teacher Recruiting guidelines. | <ul style="list-style-type: none"> - Convened Racial Equity Task Force Diverse Hiring group inclusive of HR, Principal’s Office, Office of Public Affairs, and the Business Office, that participated in a professional learning session on <u>Recruiting and Strategically Diversifying the Teacher Workforce</u> with Dr. Allyson Watson of Florida Agricultural and Mechanical University. | <ul style="list-style-type: none"> - Identified adverse impact in hiring practice by calculating diverse applicants and recruitment figures to determine if there is an adverse impact in current hiring processes. - Conducted implicit bias training for all faculty search committee members - Began discussion on rejuvenation of Diverse Fellows Program. - Conducted audit to assess HR diverse hiring practices. Audit data informed the revision and improvement in the current HR Hiring process. - Implemented direct recruitment strategies to increase the diverse candidates' pipeline through platforms such as Nemnet and LinkedIn. - Increased diverse bench of applicants through in-person and virtual attendance of UIC, IASPA, and Teachers.org recruitment fairs. - Collaborated with OPA to create IMSA Faculty and RC landing page and linked page to platforms such as Instagram, Facebook, Twitter, LinkedIn, alumni webpages, like IAA and BAA, alumni newsletter (Alumni Connections), and the IMSA Minority Recruitment and Retention Interest page to expand recruitment potential. - Current HR hiring process has increased accountability measures for both Human Resources and Hiring Managers by ensuring: <ul style="list-style-type: none"> o The Rooney rule is implemented as part of the hiring process. |



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| | | | <ul style="list-style-type: none"> ○ Finalist recommendation form that requires documenting the diversity pool across each step of the selection and interview process. ○ Ensuring that hiring teams are diverse and are able to provide diverse faculty and staff perspectives. ○ Interview questions are developed with an equity lens to glean a candidate's cultural competency and DEI proficiency. |
| | <p><i>Support/Retention: Develop a process that assists staff, including faculty with transition into and through IMSA by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.</i></p> | <p><i>Support/Retention: Implement process that assists staff, including faculty with transition into IMSA, and retention, by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.</i></p> | <p><i>Support/Retention: Monitor and access process that assists individuals with transition into IMSA with the ultimate goals of development, advancement and retention.</i></p> |
| 7.2 | - No Progress | - Convened Racial Equity Task Force Diverse Hiring group inclusive of HR, Principal's Office, Office of Public Affairs, and the Business Office that analyzed and uses data from the Institutional Model for Faculty Diversity Self-Assessment Tool (IMFDSA) to inform strategy. | - Implemented IMSA's Mentorship Initiative, an opportunity for all employees to learn from their peers. |



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IMSA's Equity and Excellence Scorecard

IMSA developed its Equity and Excellence Scorecard, inclusive of six assessments that align with the five of the seven policy intermediate outcomes and measure their progress, as well as the progress of the long-term outcome. The Policy Outcome focused on the development of an Equity Lens is not quantifiable, and thus has no related assessment and the progress of the Policy Outcome focused on research, scholarship, and innovative expression is captured in IMSA's Operational Dashboard. The inquiry processes, and action-oriented data tools of the Equity and Excellence Scorecard aligned with Policy Outcomes focused on professional learning, differentiation, STEM equity gap, as well as student and staff recruitment, support, and retention, include the following:

- ***Intercultural Development Inventory® (IDI)***, assesses intercultural competence – the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.
- ***Trauma Responsive School Implementation Assessment***, an evidence-informed self-assessment tool that can be used to identify strong trauma responsive programming and policy domains, as well as domains that have greater room for improvement.
- ***Student Diversity Climate Survey***, collects information about students' experiences at IMSA related to discrimination, biased language, and availability and accessibility of supportive resources.
- ***STEM Education Equity Analysis Tool***, a self-assessment instrument that fosters an opportunity to critically reflect on current school policies and practices.
- ***STEM Equity Program Evaluation Rubric***, designed to help program administrators, designers, implementers, and funders identify the critical attributes of a STEM program to determine the degree to which it is inclusive and supports access and success for students who historically have not engaged in STEM.
- ***Institutional Model for Increasing Diversity and Self-Assessment Tool***, evaluates the actions taken to effectively hire, retain, and support the success of underrepresented faculty in STEM.

The Equity and Excellence Scorecard pre-assessments were administered during year 1, and post-assessments were administered during year 3 of the Equity and Excellence Plan. The Equity and Excellence Score is calculated by finding the arithmetic mean of the overall score of each of the six instruments. This means that each instrument is weighed equally in its contribution to the final score. Since the overall scores of the instruments come in different scales, they are first converted to have a uniform scale between 0 and 100. IMSA's Equity and Excellence Scorecard converted pre-score is 49.988/100 and the post-score is 58.7399/100. IMSA demonstrated approximately a 10-point improvement towards the achievement of the Equity and Equity Policy long-term outcome, as a result of the respective Plan implementation. This improvement is evident in four of the five Equity and Excellence Policy Intermediate Outcomes measured by the Scorecard. There was a significant increase in the Institutional Model for Increasing Diversity, moving from 21 to 46 out of 82. There were slight increases in the IDI (cultural competence), moving from 97.28 to 105.15 out of 145; the Student Diversity Climate Survey, moving from 61.2% to 64.7% /100% of students feeling safe; Trauma Responsiveness, moving from 2.04 to 2.24 out of 4.00; and STEM Equity Program, moving from 2.8 to 2.9 out of 4.00. There was no improvement in the STEM Education Equity score, remaining at 3.18 out of 4.00. This data suggests that there has been an overall improvement in advancing Equity and Excellence at IMSA.

Below is a snapshot of the Equity and Excellence Scorecard pre/post assessment scores and converted scores, aligned with the Equity and Excellence Intermediate Policy Outcomes, as well as IMSA's overall Equity and Excellence Score:



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| IMSA Equity and Excellence Policy Intermediate Outcomes | Assessment | Instrument's Scale | | Overall Pre-Assessment Score | Aspirational Score | Overall Post-Assessment Score | IMSA's Converted Pre-Scores (Out of 100) | IMSA's Converted Post Scores (Out of 100) |
|---|---|--------------------|-----|------------------------------|--------------------|-------------------------------|--|---|
| | | | | | | | | |
| Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners. | Intercultural Development Inventory | 55 | 145 | 97.28 minimization | 115 acceptance | 105.15 minimization | 46.978 | 55.7222 |
| Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners. | Student Diversity Climate Survey | 0 | 100 | 61.2% students safe | 75% students safe | 64.7% Students safe | 61.200 | 64.6943 |
| | Trauma Responsive School Implementation Assessment | 1 | 4 | 2.04 progressing | 3.00 mastery | 2.24 | 34.667 | 41.2574 |
| Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence. | STEM Education Equity Analysis Tool | 1 | 4 | 3.18 mature | 3.5 mature | 3.18 mature | 72.667 | 72.8136 |
| Addressing Culturally, Linguistically and Economically Diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline. | STEM Equity Program Evaluation Rubric | 1 | 4 | 2.8 established | 3.3 accomplished | 2.9 established | 60.000 | 61.8545 |
| Implementing strategies to recruit, support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups | The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool | 0 | 82 | 21 | 37 | 46 | 24.419 | 56.0976 |
| Equity and Excellence Score: | | | | | | | 49.99/100 | 58.74/100 |