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Secondary STEM Schools

PROFESSIONAL CONFERENCE
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E^2: Equity and Excellence Framework

A Pathway to Advancing Educational Equity and Excellence

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Educational Equity

Source: Great Lakes Equity Center

Access:
All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices, which are attentive to heritage and community practices.

Representation:
Providing and having adequate presence of all when decision and choice making as to examine patterns of underlying beliefs, practices, policies, structures, and norms that may marginalize specific groups and limit opportunity.

Meaningful Participation:
Agency and voice are afforded to all members of a community by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resources communities, differently-abled people, as well as with racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued.

High Outcome:
Efficacy of solutions benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community.

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Racial Educational Inequities

	4th math	8th math	12th math	4th reading	8th reading	12th reading	4th science	8th science	12th science
White	249	292	159	230	272	295	163	165	161
Black	224	260	128	204	244	263	130	133	125
Hispanic	231	268	138	209	252	274	138	141	136
Asian/Pacific Islander	260	310	173	237	281	299	166	167	164
American Indian/Alaskan Native	227	262	136	204	248	272	141	144	142
Two or More Races	244	286	157	226	267	295	159	159	156

Source: Nations Report Card, 2019 (math/reading scale, 0-500; science scale, 0 - 300)

Expanding access to quality education is key to making opportunity real for all. It is key to closing America's deepening divides, strengthening the middle class, and ensuring our nation's vitality. Yet at all levels of U.S. education, there are entrenched practices that reinforce inequities—and that lead to vastly different outcomes for low-income students and for students of color. We are failing the very students who must become our future leaders (AACU, 2015).

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Socioeconomic Educational Inequities

	4th math	8th math	12th math	4th read	8th read	12th read	4th science	8th science	12th science
National Student Lunch Program Eligible	229	266	136	207	250	271	137	140	135
National Student Lunch Program Not Eligible	253	296	160	235	275	294	266	166	160
Source: Nations Report Card, 2019 (math/reading scale, 0-500; science scale, 0 - 300)									

I have seen many students of color and those living in poverty survive and even thrive in our public schools. But I have seen far too many who did not survive our school systems and instead, fell onto pathways of limited- or under-employment, poverty and even more destructive lifestyles of drugs, crime and incarceration (ECCBN, 2016).
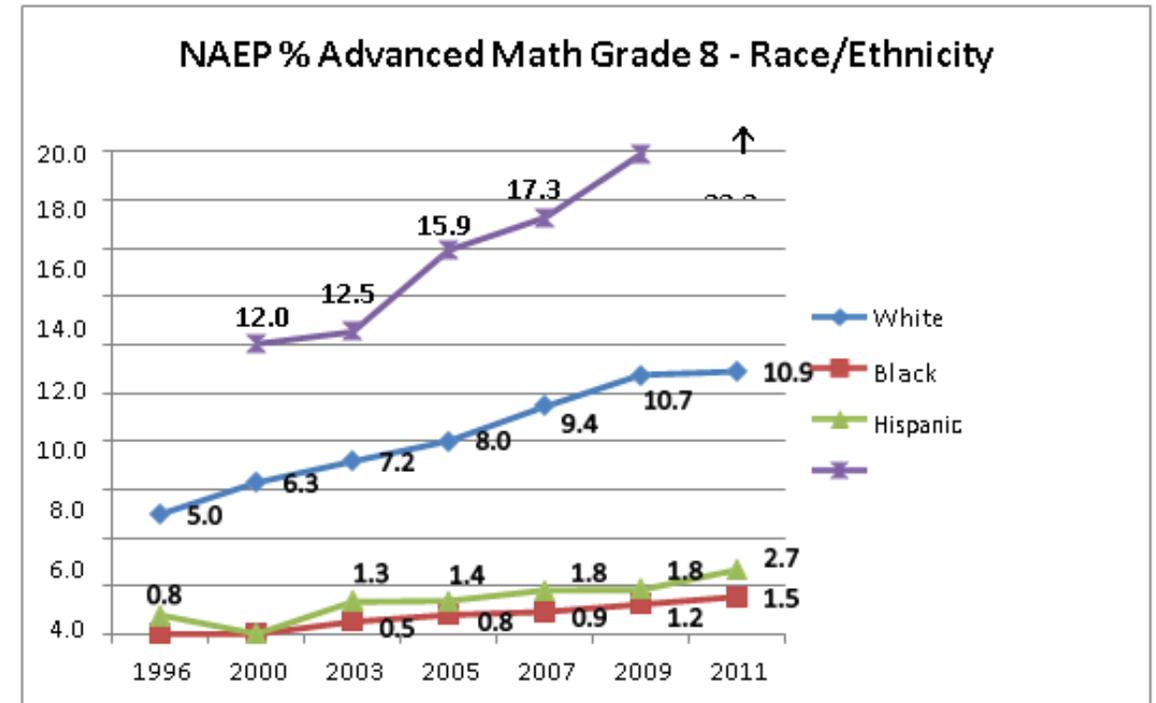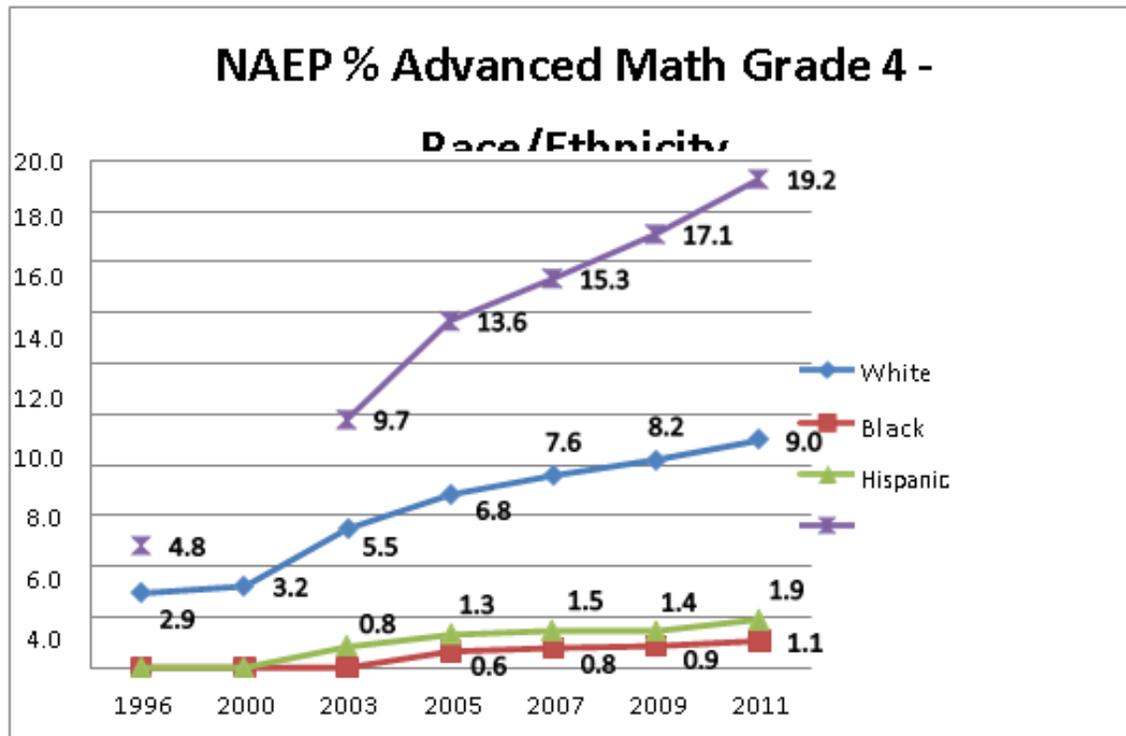
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# Racial Excellence Gap

NAEP % Advanced Math Grade 4 – Race/Ethnicity

NAEP % Advanced Math Grade 8 - Race/Ethnicity

Racial Excellence Gap

NAEP % Advanced Reading Grade 4 - Race/Ethnicity

NAEP % Advanced Reading Grade 8 - Race/Ethnicity

Economic-Rooted Excellence Gap

NAEP % Advanced Math Grade 4 - SES

Non-FARM: 3.1, 3.8, 6.1, 7.9, 8.7, 9.8, 11.4

FARM: 0.3, 0.3, 0.8, 1.3, 1.5, 1.5, 1.8

FARM — Non-FARM

NAEP % Advanced Math Grade 8 - SES

Non-FARM: 4.3, 6.7, 7.4, 8.5, 10.0, 11.6, 12.8

FARM: 1.0, 0.9, 1.2, 1.4, 1.7, 2.0, 2.5

FARM — Non-FARM

Economic-Rooted Excellence Gap

NAEP % Advanced Reading Grade 4 - SES
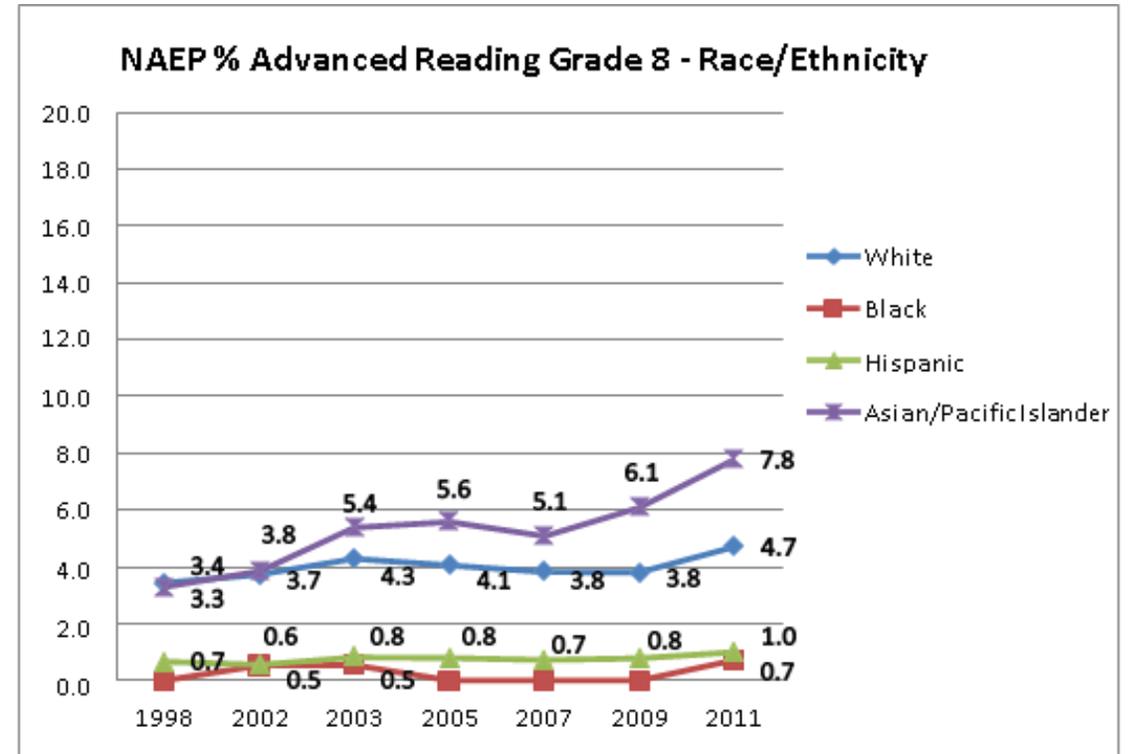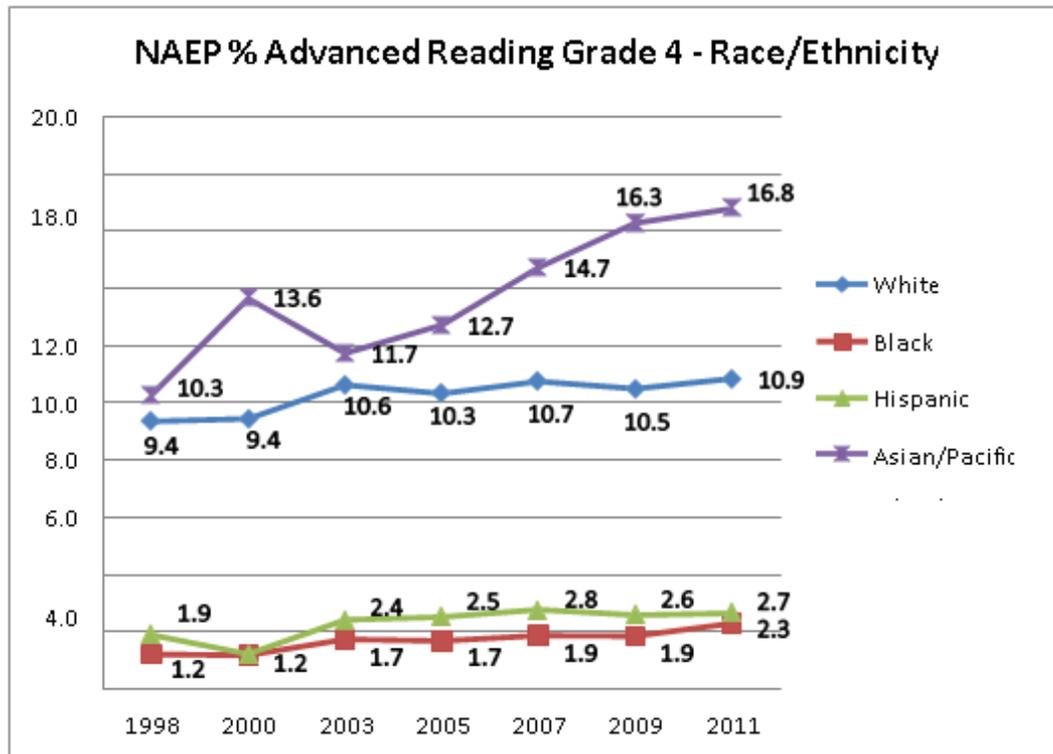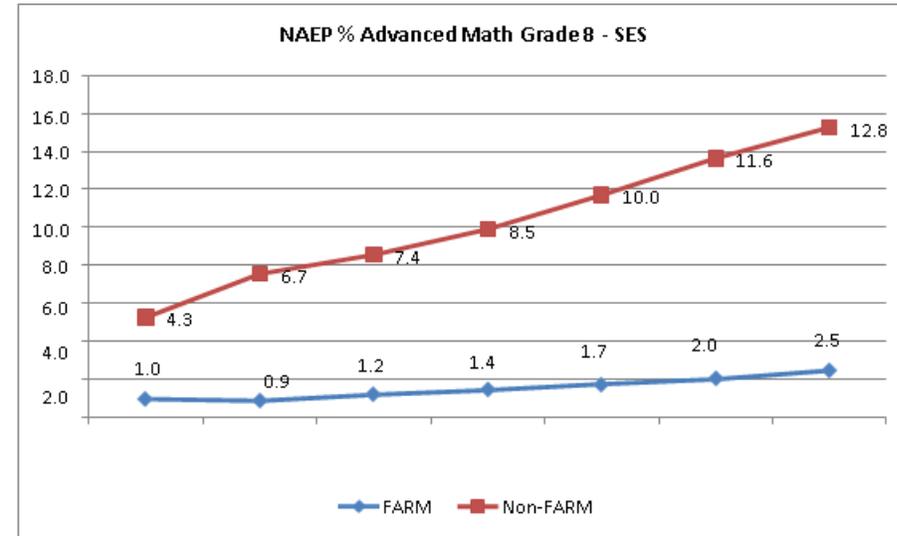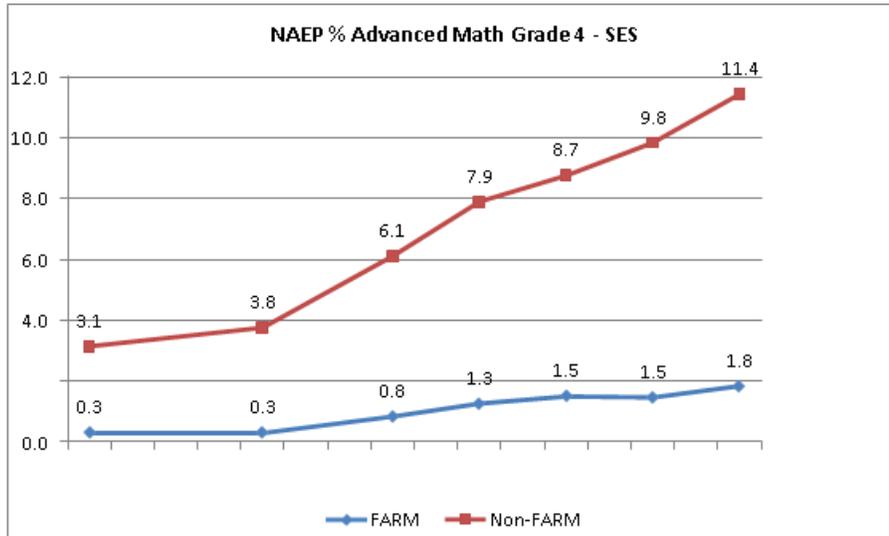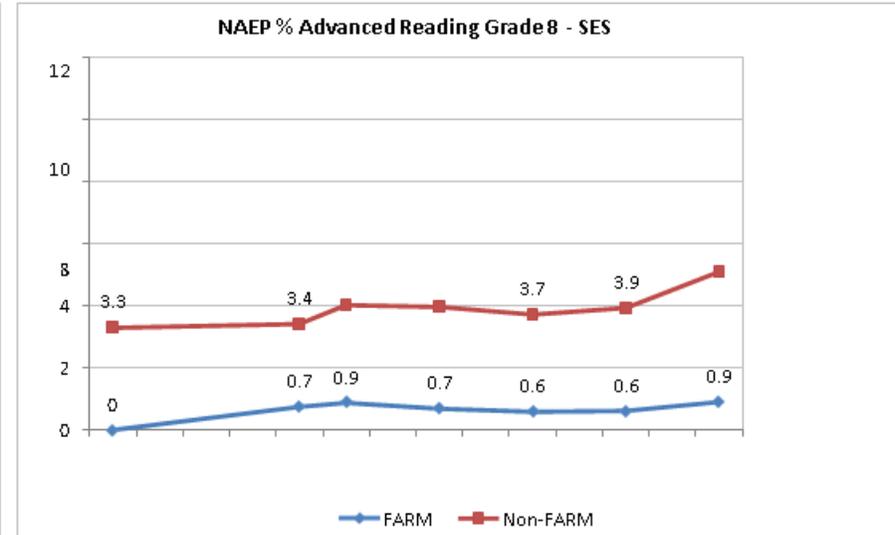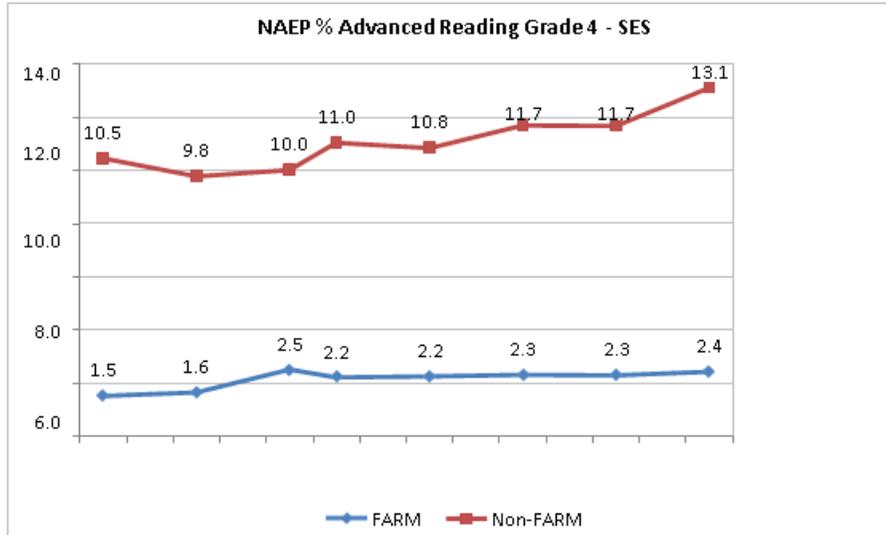
Why do these gaps occur?

- Discuss with a partner why outcomes in performance occur across race and socio-economic conditions.

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Why the Excellence Gap?

Inadequate training for educators who work with underperforming subgroups of students

The exclusive use of standardized tests, which reflect middle-class, majority values and do not reflect the exceptional abilities, experiences, cultural styles, and values of minority students

Systemic bias in the design and implementation of programs for advanced learners

Attitudes about high achievement potential

Lack of aggressive poverty reduction policies

Disparities in parents' awareness of and advocacy for access to advanced and gifted education services

Under-resourced schools that serve predominately lower income and disadvantaged culturally, linguistically and economically diverse students

Fewer environmental opportunities that enhance intellectual achievement

E²: Equity and Excellence Framework

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

Educational Equity Impact Case

The Value of Equity and Excellence

- Research and share concepts of equity and equity trends.
- Review and identify aspect of the organization's mission, vision, beliefs, strategic plan in which a focus on equity can strengthen the outcome.
- Based on the research, discuss the value of engaging in equity work in relation to the organization's mission, vision, beliefs, and strategic plan.
- Connect the value add of equity to improved teaching and learning.

Education Case for Equity and Excellence

NADOHE	United Nations - UNESCO	Danielson Framework	STEM
Over the past two decades, there have been national trends toward (a) diversification of students and faculty in colleges and universities throughout higher education (b) assessment and improvement of the campus climate for diversity (c) improvements in the representation and inclusion of diversity in the curriculum (d) development of intergroup dialogues in curricular and co-curricular student engagement and (e) integration of broad campus-wide diversity plans integrated into institutional strategic planning.	Sustainable Development Goal 4 calls for countries to *'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*.	This framework has diversity and equity at the heart of it, *"it is the primary common theme and describes the ultimate purpose of our work with students... in the classrooms of excellent teachers, the purpose of instruction is not the transmission of basic knowledge or student compliance but deep understanding, important learning, and active intellectual engagement so that each student can succeed in school and beyond."* If equity is the goal, *"it is important for students, all students to acquire deep and flexible understanding of complex content, to be able to formulate and test hypotheses, to analyze information, and to be able to relate one part of their learning to another."*	The nation has persistent inequities in access, participation, and success in STEM subjects that exist along racial lines, which threaten the nation's ability to close education and poverty gaps, meet the demands of a technology-driven economy, ensure national security, and maintain preeminence in scientific research and technological innovation.

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Equity and Excellence Policy

- Define equity within the context of the educational institution.
- Apply a model of Inclusive Excellence
  - o Define excellence
  - o Seek feedback from constituent groups throughout the process, centering the voices of individuals from historically marginalized groups.

The Outcome of Equity and Excellence - Apply the Theory of Change
  - o Considering the Educational Equity Impact Case, identify the long-term outcome of institutionalizing and prioritizing equity and excellence.
  - o Considering the Educational Equity Impact Case, identify 5 - 7 intermediate outcomes of institutionalizing and prioritizing equity and excellence.
- Define terms mentioned in the outcome statements for shared meaning.

Equity and Excellence

Equity

- Access for Culturally, Linguistically and Economically Diverse and Marginalized students to differentiated academic and social-emotional supports and interventions that create opportunity for them to participate in educational programs and co-curricular activities that are capable of closing the excellence gaps in student experiences, success and retention. Additionally, with respect to the Academy's workforce, Equity means differentiated strategies and resources to attract, retain and professionally develop Culturally, Linguistically and Economically Diverse and Marginalized applicants and employees.

Excellence

- The expectation and standard that whatever the Academy does in teaching and learning, research, innovation, student and workforce development, institutional functioning, and participation in local and global communities, is of the highest quality, is on the cutting edge, rigorous, nourishes critical and creative thinking, is responsive to stakeholders and advances equity.

IMSA's Equity and Excellence Policy Outcomes

Faculty/Staff
Recruitment,
Support,
Retention

Professional
Learning

Cultural
Competence/
Equity
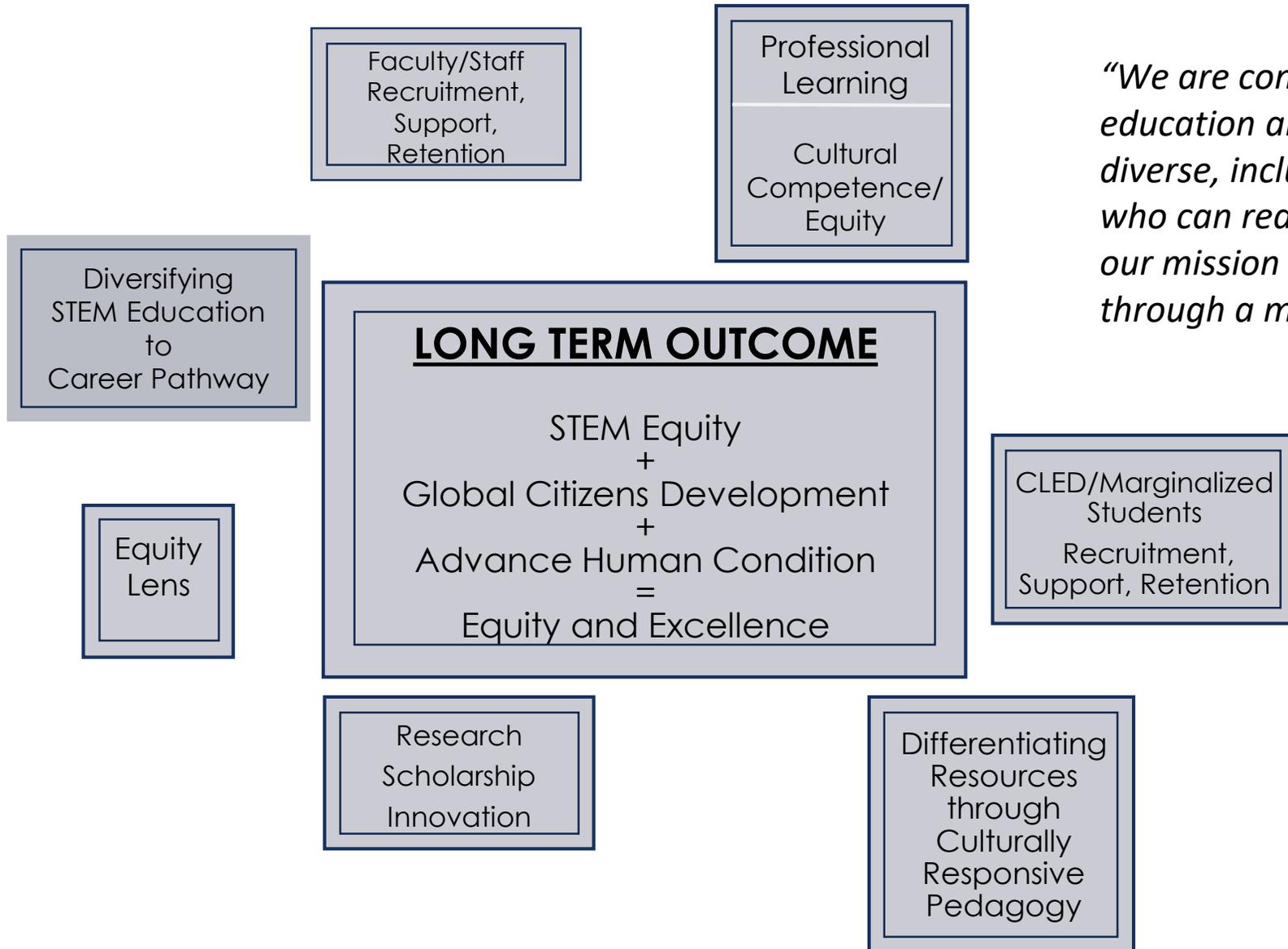
"We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence."

Diversifying
STEM Education
to
Career Pathway

LONG TERM OUTCOME

STEM Equity
+
Global Citizens Development
+
Advance Human Condition
=
Equity and Excellence

CLED/Marginalized
Students
Recruitment,
Support, Retention

Equity
Lens

Research
Scholarship
Innovation

Differentiating
Resources
through
Culturally
Responsive
Pedagogy

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Longstanding IMSA programs and practices to support CLED students

- PROMISE (middle grades pre-enrollment program)

- EXCEL (3-week summer bridge)

- Advocate mentoring

- Additional math support

- DEI education for students (DEI and PME)

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Equity-Mindedness Capacity Building

The Embracing of Equity and Excellence

- Identify and partner with an organization that provides equity-minded professional learning for educational institutions.
- Provide on-going equity-minded professional learning that develops knowledge and skills, as well as shares research-informed practices.
- Offer opportunities for leadership and discipline/department specific equity-minded professional learning.

Equity-Mindedness Capacity Building

- Critical Reflection to Critical Action: Leadership Practices for Advancing Educational Equity

- Critical Consciousness: Moving Beyond Critical Reflection to Critical Action

- Critical Reflection to Critical Action: Planning to Operationalize the IMSA Equity and Excellence Model & Policy

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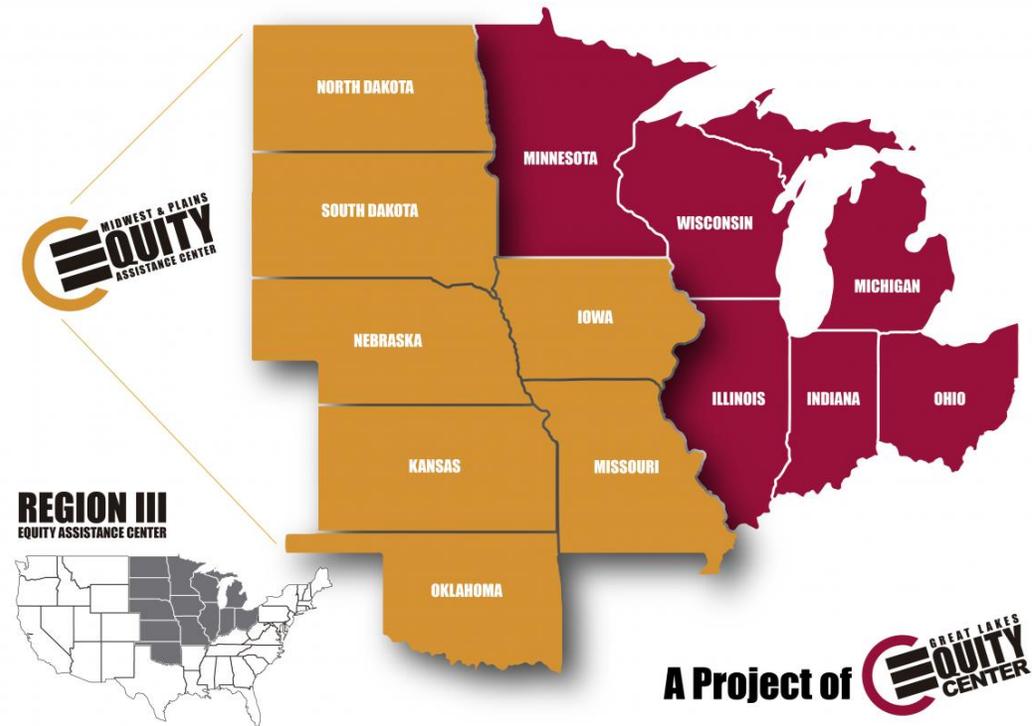
Equity-Minded Data Collection

The Truth of Equity and Excellence

- Conduct Theory of Change assessment, identifying assumptions, pre-conditions, and strategies for each intermediate outcome defined in the Equity and Excellence policy.
- Create equity and excellence data collection/meaning-making team that is inclusive of representatives from all internal constituent groups and the external community, intentionally including those from historically marginalized groups.
- Provide professional learning that builds the capacity of the team to engage in equity-minded data collection and meaning making processes.
- Implement Equity Context Analysis Process or similar process that includes:
  - Climate Surveys
  - Faculty interviews
  - Classroom observations
  - Building walk-throughs
  - Internal data such as academic performance, teacher credentials, enrollment in advanced and rigorous coursework, and discipline, desegregated by race, income, gender, sex, ability.

Understanding equity gaps in your school

- How do you know what types of equity gaps exist in your school? What data do you gather? Discuss with a partner.

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Equity-Minded Data Collection

Equity and Excellence Data	# of responses	
Theory of Change Survey – Phase 1	119	
Theory of Change Survey – Phase 2	114 respondents from 15 departments/3 teams & students	99
ECAP Parent Survey	131	
ECAP Administration Survey	8	
ECAP Faculty/Staff Survey	69	
ECAP Faculty Interviews	24	
ECAP Classroom Observations	43	
ECAP Building Walk-Through	24 individuals conducted 155 observations of 39 physical spaces (main building, residence halls, external areas)	
IMSA Fall 2019 Course Enrollment Data (by race, sex, socioeconomic status and geographic location)	21 Math and Science Courses	
IMSA Student Diversity Climate Survey	4 years of data, average response rate = 526	

Indicators of Inequities in Access to Educational Opportunities

Source: National Academies of Sciences, Engineering, and Mathematics

Domain	Indicators	Constructs to Measure
Extent of Racial, Ethnic, and Economic Segregation	**Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation**	✔ Concentration of poverty in schools ✔ Racial segregation within and across schools
Equitable Access to High-Quality Early Learning Programs	**Disparities in Access to and Participation in High-Quality Pre-K Programs**	✔ Availability of licensed pre-K programs ✔ Participation in licensed pre-K programs
Equitable Access to High-Quality Curricula and Instruction	**Disparities in Access to Effective Teaching**	✔ Teachers' years of experience ✔ Teachers' credentials, certification ✔ Racial and ethnic diversity of the teaching force ✔ Culturally Responsive Teaching and Learning
	Disparities in Access to and Enrollment in Rigorous Coursework	✔ Availability and enrollment in advanced, rigorous course work ✔ Availability and enrollment in Advanced Placement, International Baccalaureate, and dual enrollment programs ✔ Availability and enrollment in gifted and talented programs
	Disparities in Curricular Breadth	✔ Availability and enrollment in coursework in the arts, social sciences, sciences, technology, and mathematics
	Disparities in Access to High-Quality Academic Supports	✔ Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners
Equitable Access to Supportive School and Classroom Environments	**Disparities in School Climate**	✔ Perceptions of safety, academic support, academically focused culture, and teacher-student trust
	Disparities in Non-exclusionary Discipline Practices	✔ Out-of-school/in-school suspensions and expulsions
	Disparities in Nonacademic Supports for Student Success	✔ Supports for emotional, behavioral, mental, and physical health

Equity-Minded Data Meaning Making

The Inclusiveness of Equity and Excellence

- Summarize information collected during the Equity-Minded Data Collection Process
- Equity and Excellence team examines the data in an inclusive manner using triangulation and co-interpretation approaches
- Identify the most significant inequities that emerged from the data

Equity and Excellence Plan Development

The Heart and Soul of Equity and Excellence

- Determine the length of the plan, with a recommendation of a three or five year plan.
- Situate each policy immediate outcome within the organization's structure, i.e. operational dashboard, strategic plan, etc.
- Align each immediate outcome with the equity indicator.
- Develop a rationale for each immediate outcome, discussing the related inequities, which emerged in the data-collection process.
- For each immediate outcome, identify 3 – 5 strategies that respond to the data in the rationale.
- For each strategy, develop year one interventions. Additional interventions for the following years will be determined by progress made and informed by benchmark data that will emerge from the Equity and Excellence Scorecard.
- Identify assessments to measure progress for each of the immediate outcomes.
- Develop a system of accountability, identifying specific departments/teams that will be responsible for implementing strategies and related intervention.

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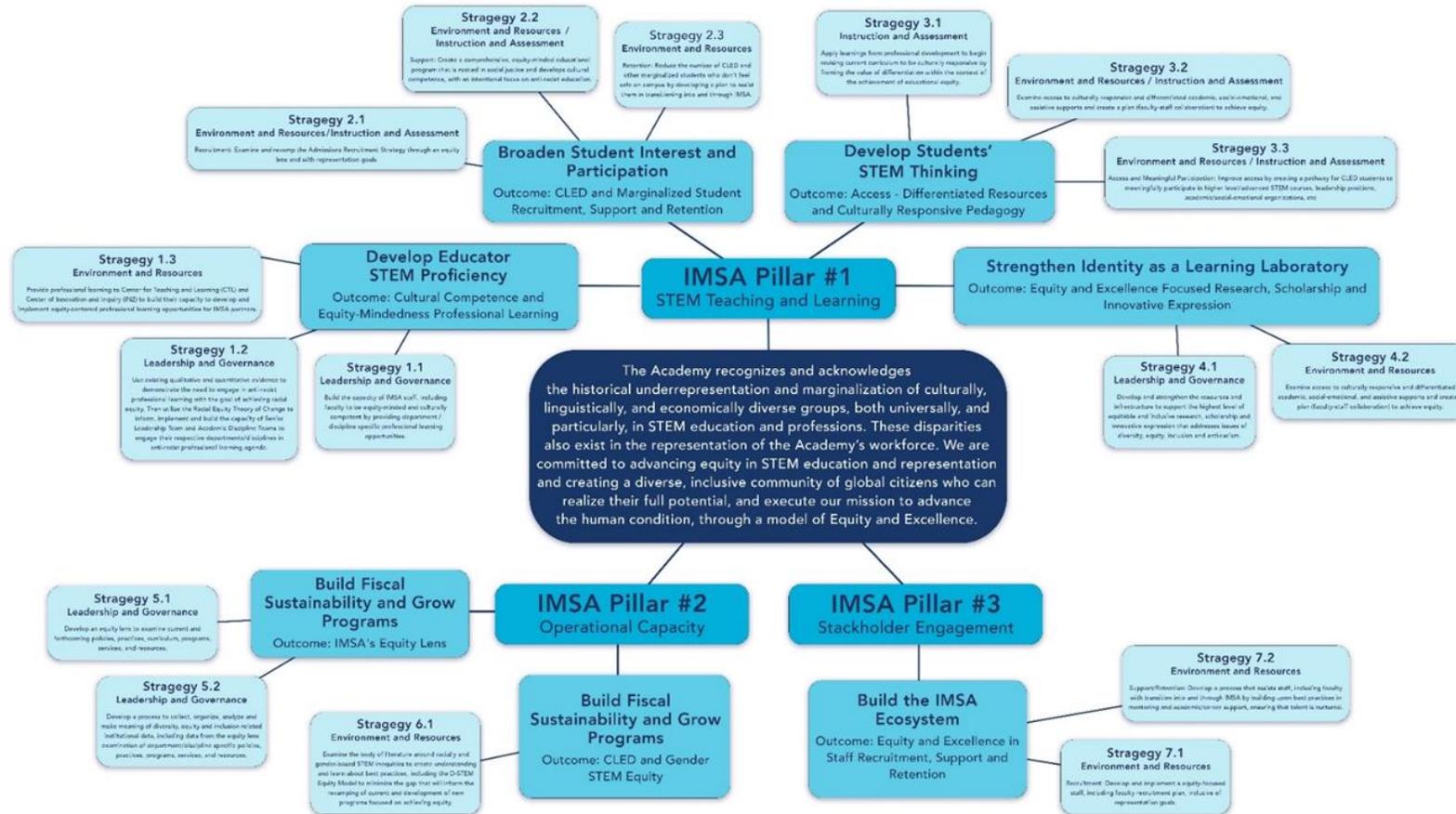
Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

The Equity Context Analysis Process yielded that culturally responsive teaching is not evident approximately 50% of the time (score = 344/696).

It was agreed upon by 50% of parents and observed during classroom interactions that 21% of the time instruction is not relevant to and representative of students' lived experiences and personal identities, and builds upon students' prior knowledge.

As observed, positive representations of diverse peoples (e.g., lived experiences, personal identities, and world views) are not present throughout IMSA in texts, displays, and materials, and experiences of historically marginalized groups are not represented accurately, evident 47% of the time during classroom interactions, 58% of the time during school building walk-through and agreed upon by 69% of parents.

It was further observed that sufficient structures are not in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community, observed 36% of time during school building walk-through and 14% of time during classroom observations.

Equity and Excellence Policy Outcome #3 - Rationale

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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.

Strategies		
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.	Examine access to culturally responsive and differentiated academic, social-emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity.	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.
Interventions		

As a STEM school for gifted students, no student should graduate from IMSA without having completed a semester or two of Calculus instruction or pre-calculus elective courses. If sophomore and junior (and in some cases, senior) years are required to complete or re-take core courses, little time remains for completion of this variety of electives that we offer.	✔ Convened Trauma Response Team
	✔ Administered the Trauma Responsive School Implementation Assessment
	✔ Pilot peer helper program
		✔ Growth of EXCEL 2 - Summer enrichment program for rising IMSA juniors and seniors
		  ○ Eliminates the need to double up on math courses
		  ○ Ability to reach calculus
		  ○ Desire to enroll in higher level math courses
		  ○ Increased student confidence

Equity and Excellence Policy Outcome #3

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Equity and Excellence Scorecard

The Impact and Future of Equity and Excellence

- Review assessments identified in the Equity and Excellence Plan development process to confirm they are the action-oriented instruments that obtain data from diverse perspectives, especially those from historically marginalized groups, to measure the immediate outcomes.
- Administer the assessments early on in year one of the Equity and Excellence Plan.
- Analyze data and establish baselines.
- Share the results with those accountable for implementing strategies for each immediate outcome in the Equity and Excellence Plan.
- Utilize the data to inform current interventions and develop future year interventions.
- Conduct informal pulse checks to get feedback on intervention effectiveness.
- Re-administer assessments during the final year of the Equity and Excellence Plan to measure progress and achievement of Equity and Excellence Policy immediate outcomes, and ultimately the long-term outcome.
- Utilize results to inform future renditions of the Equity and Excellence Policy and Plan.

Equity and Excellence Scorecard

IMSA Pillars	IMSA Priority Outcome	Equity and Excellence Plan Outcomes	Equity and Excellence Scorecard
STEM Teaching and Learning	Develop Educator STEM Proficiency	*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® (IDI®)**
	Broaden Student Interest and Participation	*Implementing strategies to recruit, support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.*	**Student Diversity Climate Survey Trauma Responsive School Implementation Assessment**
	Develop Students' STEM Thinking	*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**
Operational Capacity	Build Fiscal Sustainability and Grow Programs	*Addressing Culturally, Linguistically and Economically Diverse (CLED) 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**
Stakeholder Engagement	Build the IMSA Ecosystem	*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.*	**The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool**

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IMSA's Equity and Excellence Score = **49.988/100**

Linear Transformation of Instrument Scores

Assessment Name	Overall Score	Instrument's Scale		Recalculated Score (Out of 100)
		Minimum	Maximum	
Intercultural Development Inventory	97.28	55	145	46.978
Student Diversity Climate Survey	61.2	0	100	61.200
Trauma Responsive School Implementation Assessment	2.04	1	4	34.667
STEM Education Equity Analysis Tool	3.18	1	4	72.667
STEM Equity Program Evaluation Rubric	2.8	1	4	60.000
The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool	21	0	86	24.419

Sum of Scores	299.930
IMSA Equity and Excellence Score	49.988

Equity in STEM, and Accountability to IMSA's Mission

Strategic Improvement Plan

How do you hold yourself accountable to closing equity gaps?

- Discuss goals you have made and/or metrics you use to illustrate efforts to close equity gaps.

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Strategic Aspiration

- *We close equity gaps of excellence in STEM because DEI is a priority at IMSA. Our students from diverse backgrounds at IMSA are performing at high levels in their coursework and are leading advanced research and entrepreneur projects that inspire us and their future interest in STEM.*

Equity in STEM

Increase access and opportunity for CLED students to participate in SIR/internships/entrepreneurships

Identify best practices in pipeline and bridging programs to recruit and "fill in educational gaps" of CLED students

Initiate professional learning and a plan for a more inclusive and culturally responsive classroom and student life experience for CLED students

CLED student participation and performance in advanced academic coursework, STEM research and entrepreneurship matches the academy as a whole

CLED alumni express they feel they are prepared for STEM degrees and careers

Curriculum is adjusted with a set of diversity and equity principles in mind

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2022-2023 IMSA Operational Excellence Dashboard

Pillar	Priority Outcomes	Indicators	Actual 06/30/2022	Target 06/30/2023	Actual as of 11/2022
Equity in STEM, and accountability to our mission	Academic success in classroom	Proportion of students who are earning a C or higher in all of their academic courses	Overall - 87% CLED - 80%	Overall - 91% CLED - 87%	
	Igniting interest in STEM (current students)	Proportion of Junior and Senior students who enroll in SIR for the summer or the next school year	Overall - 41% CLED - 23%	Overall - 43% CLED - 28%	
	Igniting interest in STEM (current students)	Proportion of students who are "fully" or "purposefully" engaged in school	Overall - 56% Black - 30% Hispanic - 47%	Overall - 62% Black - 36% Hispanic - 53%	
	Igniting interest in STEM (prospective students)	Number of applicants to IMSA	Overall - 558 CLED - 180	Overall - 656 CLED - 200	
	Retention	Proportion of students who return to IMSA the following year	Sophomores (2024) - 86.1% Juniors (2023) - 94.4%	Sophomores (2025) - 90.4% Juniors (2024) - 96.8%	
	Socio- emotional health	Proportion of students who feel unsafe on campus due to one or more aspects of their identity	Overall - 42% Black - 42% Hispanic/Latino - 18% Non-heterosexual - 23% Non-cisgender - 49% Female - 20%	Overall - 37% Black - 32% Hispanic/Latino - 14% Non-heterosexual - 17% Non-cisgender - 37% Female - 15%	
	Socio- emotional health	Average score on equity and inclusion questions on end-of-course student survey of faculty	Teacher responsive to academic needs as a learner - 3.36 Teacher responsive to social/emotional needs as a person - 3.32	Learner - 3.71 Person - 3.69	
	Colleague cultural competency	Completion of cultural competency course	53.5%	100%	

Thank You!

Q&A

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