

Date and Time

# Success Gaps Meeting

# **Process Agenda 1**

Meeting Objectives:

* Team members will become familiar with all members of the team.
* Team members will develop an understanding of the background and rationale for addressing success gaps in districts and schools.
* Team members will have an understanding of the identified success gap [name of school or district] is addressing.

| Time | Activity | Process and Materials |
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| 0 – :15 minutes | Welcome and Introductions* All team members introduce themselves
* Meeting norms
* Quick overview of agenda
 | 1. Introduce yourself and welcome everyone to the success gaps meeting. You may state that some of them may be unclear of their role with this group, but that will become clearer as the meeting progresses; each of them was carefully selected for the perspective they can bring to the group for this important work.
2. Have each team member introduce him-/herself and his/her role. Consider an ice breaker with introductions and “one thing you are passionate about.”
3. Quickly share meeting norms and ask the group if they have any to add.
4. Make sure everyone has an agenda and quickly go over the main activities.

Materials: Name tents, room set up in a U or circular shape so everyone can see each other, copy of agenda for all, PowerPoint 1, meeting norms posted on a chart, markers. |
| :15 – :45 minutes | What Is a Success Gap?* Short introduction of success gaps materials
* Play video that provides the national picture and the background of the Success Gaps materials (Video 2: *Equity, Inclusion, and Opportunity: Getting Results by Addressing Success Gaps; Introduction to the Tool* in the resources)
* Team reaction to the information and materials
 | 1. Distribute white paper and rubric. Explain these were developed by a group of national TA center staff to help states, districts, and schools address challenges with equity in education. Remind the group that equity in education is a national priority in education and that it affects every state, district, and school. All students—regardless of race, color, national origin, or ZIP Code—deserve a high-quality education. All students need the opportunity to learn through inclusion in all aspects of high-quality education to achieve equity, thus *Equity, Inclusion and Opportunity: Addressing Success Gaps.*
2. Show Video 2: *Equity, Inclusion, and Opportunity:Getting Results by Addressing Success Gaps; Introduction to the Tool.* Debrief the video (and the pre-reading material if used) with discussion questions like these:
	* What did you learn?
	* What surprised you?
	* What confirmed information you already knew?
	* What more do you want to know?

Materials: Equity, Inclusion and Opportunity: Addressing Success Gaps white paper and rubric; link to Video 2, Presentation 1, screen, and projector. |
| :45 – 1:15 minutes | Our Data* Data for the district or school that set the stage for the success gap
* Team reaction to the data
* Consensus on the success gap
 | 1. Show a prepared set of data slides that tell the story of the district/school. Use data that show who is being successful in what as well as where success gaps are occurring. Data should be presented in simple, easy to interpret graphs and charts for all team members to understand. Team members may also need a print copy of each slide.
2. Facilitate discussion of the data once shared.
	* What surprises you about the data?
	* What confirms information or beliefs you already had?
	* What more do you want to know?
	* What additional data do you want to see?
3. Lead group to consensus on the success gap that the district or school will address (i.e., graduation rate for students with disabilities who are black, ELL students in mathematics, or black students who are suspended more than other subgroups).

Materials: Presentation 1 and print copies of selected data. |
| 1:15 – 1:45 | Getting Started With the Rubric* Explore the rubric
* A closer look at the sections of the rubric
* Team member reflection
 | 1. Have everyone open the rubric and just look through it. Have them describe the structure as they see it. They should note:
	* The five sections
	* The structure within each section: probing questions, indicator, four rating levels, evidence narratives
2. Provide instruction to work in groups of two or three to form five groups. Assign one of the five sections to each group and have them begin to complete the rubric based on what the team members know with the identified focus group in mind. Allow approximately 10 minutes.
3. Debrief the small group work; have small groups reflect on the process, the content, the challenge of completing; personal comfort in stating what they do or do not know.
	* What was difficult about this task?
	* How did you and your partner(s) reach consensus on a rating?
	* Describe the process you used to complete the section.
	* What was your comfort level during this activity?
4. After reflection, explain that was just a warm up. Moving forward, everyone will read and react on his/her own based on personal knowledge and then work with the team during the meetings until consensus is reached on each indicator.

Materials: Success Gaps Rubric. |
| 1:45 – 2:00 | Next Steps and Assignments* Series of meetings (list time, day, etc. for at least 3 meetings)
* Assignment:
	+ Read the white paper
	+ Complete selected sections of the rubric: [1-Data-based Decision Making, 2-Cultural Responsiveness, 3-Core Instructional Program, 4-Assessment-Universal Screening and Progress Monitoring, 5- Interventions and Supports]
* Meeting summary
* Meeting evaluation
 | 1. Explain the series of meetings have been set up to give this team adequate time to thoughtfully complete the rubric to identify root causes for the success gap and to develop the plan for addressing the problem. There will be work between meetings.
2. Explain that over the next several meetings, they will go through the rubric and complete the sections. There may be information they have to gather and bring back to the next meeting before a section can be completed. Ask each team member to complete the assigned sections on his/her own prior to the meeting and be prepared to discuss.
3. Assign the sections to complete before the next meeting, most likely sections 1-Data-based Decision Making and 2- Cultural Responsiveness.
4. Reinforce to the group that not everyone will know all the information in any one section; each person is a part of this team because of his/her own personal perspective, and that is the information that is critical. It is OK if individuals do not know everything. They will have differences of opinion, and that is part of the process.
5. Close the meeting by having all the participants reintroduce themselves and answer two quick questions now that they have a better understanding of the success gap [school/district] is addressing:
	* Why do you care about this issue?
	* Who else cares about this issue? Is there someone missing from this group to help address the issue?
6. Conduct a quick +/Δ (plus/delta) [plus/delta is usually conducted with chart paper divided into two parts (+/Δ ) to give participants the opportunity to talk about the process, what they liked (plus) and what they would change before the next meeting (delta)] to determine what worked well and what could be improved prior to next meeting.
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Note to meeting planner: Agenda 1 is customizable. The underlined sections should be customized for the meeting and the time added in each section. The corresponding Team Member Agenda should also be customized in the same manner.

<https://ideadata.org/successgapstoolkit>