

Edison School
SSC Minutes
October 19, 2021
[Zoom Link](#)

Members Present: *Mark with X*

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| | Glenn Aitkens (absent - appointment) | X | Carl Randecker |
| X | Misha Chellam | X | Greg Sahakian |
| X | Regina delRosario | | Tara Shelton |
| | Emily Grunt | X | Kim Weberg |
| X | Sarah Hinds | X | Amy Youngman |
| | | | Public: |

| AGENDA ITEMS | DETAILS | PERSON | TIME |
|----------------------------------|--|--------|------|
| Logistics PPT | <ul style="list-style-type: none"> • Call to Order / Roll Call / Guests • Introductions: Toolbox Icebreaker • Approve September Minutes <p>Interest in officer role:</p> <ul style="list-style-type: none"> • Secretary <p>Icebreaker -The one Toolbox Tool you used (or could have used) the most during the start of this school year.</p> <p>September Minutes motioned for approval (Amy), seconded (Sarah)</p> <p>Carl Randecker agreed to be Secretary, but had to leave today's meeting early</p> | Greg | 8 |
| Orienting to the Work | <p>Overall Purpose of the SSC & Focal Areas'</p> <p>Aligned Goals and Funding in SPSA and ELOG</p> <p>Team looked at the overall purpose of SSC and discussed potential focal areas (Early Literacy, English Language Development, Family Engagement). Family Engagement was area PTA was spending time on, so suggestion of</p> | Amy | 3 |

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| | <p>considering Early Literacy or English Language Development</p> <p>Amy shared how budgets developed last year align with consideration of Early Literacy and English Language Development as focus areas</p> | | |
| <p>Street Data - What it is, and what is means for guiding instruction</p> <p>From <u>Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation</u> (by Shane Safir and Jamila Dugan)</p> | <p>Street Data presentation (video) (2 excerpts, @ 10 minutes total)</p> <p>(12:15-15:45, 23:20-30:00)</p> <ul style="list-style-type: none"> • Assessment Data vs. Street Data - both inform teaching • Small group instruction is data rich! <p>Activity: In small groups, consider the video and the following question:</p> <ul style="list-style-type: none"> - How might the use of Street Data provide valuable information to consider in developing the SPSA? <p>Interested in digging deeper? Article: Street Data: A New Grammar for Educational Equity by Shane Safir</p> <p>Greg shared videos that gave overview of concept of “Street Data” - Data that is at the most detailed level for students (classroom work, artifacts), and how Street Data compares to “Satellite” data (State testing, graduation rates, for example) and “Map” data (curriculum assessments, Star Reading, Star Early Literacy and Star Math).</p> | Greg | 19 |
| <p>Analysis of beginning of year data related to the SPSA and ELOG Focus Areas</p> | <p>Identify areas of growth and celebration based current Satellite and Map Data</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. What street data exists for us to analyze during our Nov. 16th SSC? | Amy & Greg | 25 |

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| | <p>2. What additional street data would help us narrow our problem of practice?</p> <p>Team reviewed “Map Data”, including Star Reading, Star Early Literacy and Star Math for this fall, including subgroups in EL designation and Ethnicity. Using the data, discussion was held on which area to use as the focal area.</p> <p>Team decided on getting street data related to early literacy by interviewing teachers about their small group instruction. Greg and Amy to draft questions and group to review and finalize during Nov. 16th SSC meeting.</p> | | |
| Logistics and Reminders | <ul style="list-style-type: none"> Upcoming SSC Meetings (held on the 3rd Tuesday of the month) <ul style="list-style-type: none"> November 16th - Identify a Problem of Practice to interrogate, finalize data to collect. December 14th - January 18th - February 15th - March 15h - April 19th - May 17th - | Greg | 5 |
| Adjourn | <i>Feedback: What worked/what didn't?</i> | Amy | 2 |

Meeting Notes in blue

“**Street data** is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on the tenets of culturally responsive education by helping educators look for what’s *right* in our students, schools, and communities instead of seeking out what’s *wrong*.

Street data embodies both an ethos and a change methodology that will transform how we analyze, diagnose, and assess everything from student learning to district improvement to policy. It offers us a new way to think about, gather, and make meaning of data. It calls for what Paolo Freire deemed a pedagogy of liberation (Freire, 1970).”
--Shane Safir, *Street Data, A Next Generation Model for Equity, Pedagogy, and School*

Transformation