**Edison School**
**SSC Minutes**
**~~December 14, 2021~~ January 24, 2022**
Zoom Link

Members Present: *Mark with X*

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

| AGENDA ITEMS | DETAILS | PERSON | TIME |
|---|---|---|---|
| Logistics and Framing | • Call to Order / Roll Call / Guests<br>• Ice Breaker: What is your favorite long weekend activity?<br>• Approve November Minutes<br>November minutes approval motioned by Sarah Hinds and seconded by Misha Chellam<br><br>Today we WILL…<br>- Review Staff Survey results and make low-inference observations.<br>- Make interpretations from the data,<br>- Reflect on the data set overall.<br>- Resist the urge to jump into action based on the data! | Greg | 5 |
| Street Data Analysis - Connect and Observe<br>- Staff Survey Results | **Connect to the Data**<br>- ***Zoom Chat:*** What do you predict the data may reveal?<br><br>**Observe**: What are we hearing from Edison Staff?<br>- ***Read*** through the data looking for patterns (repeating words/phrases, similar narratives, etc.)<br>- ***Record*** 'low inference' observations at the bottom of the google sheet.<br>- ***Discuss***: What stands out from the data? | Amy & Greg | 25 |

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| | - Team shared insights and trends from the teacher survey data. Also clarified some terms and tools referenced in the feedback for team members unfamiliar.<br>- Amy supplemented insights shared within the bottom of the data sheet. | | |
| Street Data Analysis - Interpret and Reflect<br>- Jamboard Link | **Interpret**: What does the data reveal about the experiences of our most vulnerable learners?<br>- Use sticky notes on this Jamboard to name the patterns/themes in 3 words or less.<br>- Which theme/pattern feels most important? Why?<br>Theme/opportunity ideation through jamboard/posting followed by them discussion and potential action identification.<br><br>Suggestion to leverage October timeframe to make an early connection with targeted vulnerable to students to partner with and guide parents with resources and tools<br>**Reflect**: What feelings does this data evoke for you? | Greg | 25 |
| Logistics and Reminders | **SSC Meetings** (3rd Tuesday of month)<br>● **September 21st** - framing and purpose of SSC, review of grounding documents (site plan, ELOG funds, etc.)<br>● **October 19th** - Street Data, Satellite and Map Data analysis<br>● **November 16th** - Stamp focus for Street Data collection, finalize Street Data process and questions<br>● **December 14th** - Initial analysis of Teacher Survey<br>● **January 18th** - Secondary Analysis of qualitative reading data alongside teacher survey data. Reflect/Consider opportunities.<br>● **February 15th** -<br>● **March 15th** -<br>● **April 19th** - | Amy | 5 |

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| | • **May 17th** - | | |
| Adjourn | ***Feedback**: What worked/what didn't?* | 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*