

Module 6: Handout 1

From Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation, Shane Safir/Jamila Dugan, 2021

Satellite Data

Data that hover far above the classroom and tell an important but incomplete story of equity. Satellite data encompass broad-brush quantitative measures like test scores, attendance patterns, and graduation rates, as well as adult indicators like teacher retention, principal attrition, and parent participation.

Map Data

Data that hover closer to the ground, providing a GPS of social-emotional, cultural, and learning trends within a school community. Map data include literacy levels gathered through “running records” where teachers listen to and code students reading aloud, rubric scores on common assessments, and surveys that reveal student, parent, or staff perception and satisfaction levels.

Street Data

The qualitative, systematic, 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.

Summative assessments relate to satellite data. To get to map and street level data, we need to consider the connection to being culturally responsive.

