# Street Data Collection

## Street Data Reflection Questions to Consider

<table>
<thead>
<tr>
<th>Questions</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you collect “street data” about how your state systems educate</td>
<td>How do you collect “street data” about how your state systems educate</td>
</tr>
<tr>
<td>all children with individualized education programs (IEPs) and their</td>
<td>all children with individualized education programs (IEPs) and their</td>
</tr>
<tr>
<td>families?</td>
<td>families?</td>
</tr>
<tr>
<td>What “street data” could you collect about the lived experiences of all</td>
<td>What “street data” could you collect about the lived experiences of all</td>
</tr>
<tr>
<td>children with IEPs and their families?</td>
<td>children with IEPs and their families?</td>
</tr>
<tr>
<td>What do you wish you knew about the experiences of children with IEPs and</td>
<td>What do you wish you knew about the experiences of children with IEPs</td>
</tr>
<tr>
<td>their families?</td>
<td>and their families?</td>
</tr>
<tr>
<td>What are some ways you could collect that data?</td>
<td>What are some ways you could collect that data?</td>
</tr>
</tbody>
</table>

## Indicator 2. Dropout Applications

<table>
<thead>
<tr>
<th>Questions</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share a bright spot in your experience with dropout prevention in your</td>
<td>Share a bright spot in your experience with dropout prevention in your</td>
</tr>
<tr>
<td>district. What can we learn from that bright spot?</td>
<td>district. What can we learn from that bright spot?</td>
</tr>
<tr>
<td>Reflect on an experience that led you/your child to drop out or consider</td>
<td>Reflect on an experience that led you/your child to drop out or consider</td>
</tr>
<tr>
<td>dropping out. How did that experience affect you as a student/family?</td>
<td>dropping out. How did that experience affect you as a student/family?</td>
</tr>
<tr>
<td>Imagine that you could wave a magic wand to strengthen equity,</td>
<td>Imagine that you could wave a magic wand to strengthen equity,</td>
</tr>
<tr>
<td>relationships, and dropout prevention in your district. What would</td>
<td>relationships, and dropout prevention in your district. What would</td>
</tr>
<tr>
<td>change and why?</td>
<td>change and why?</td>
</tr>
<tr>
<td>What feedback do you have for me as a leader to support dropout</td>
<td>What feedback do you have for me as a leader to support dropout</td>
</tr>
<tr>
<td>prevention for students with IEPs?</td>
<td>prevention for students with IEPs?</td>
</tr>
</tbody>
</table>

## Participants

- Students, parents, family members, community members
- Administrators, general education teachers, special education teachers, English language learner teachers, paraprofessionals, counselors, school psychologists, other behavior support staff, office staff, other support personnel, janitors, cafeteria workers, after-school program staff, homeschool liaisons

## Data collection methods (How)

- Interviews
- Focus groups
- High-quality surveys on student and family belonging, connection, and agency
- Classroom observations
- Classroom/school artifacts
- Community walks
- Home/community visits

---

[www.ideadata.org](http://www.ideadata.org)

---

Session G Virtual_Handout
### Indicator 2. Dropout Applications (cont.)

<table>
<thead>
<tr>
<th>Data collectors (Who)</th>
<th>Data collectors (Who)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA special education leadership</td>
<td></td>
</tr>
<tr>
<td>LEA administrators—interviews/focus groups, surveys</td>
<td></td>
</tr>
<tr>
<td>School administrators—survey data, school gallery walks</td>
<td></td>
</tr>
<tr>
<td>School counselors—Early Warning System data</td>
<td></td>
</tr>
<tr>
<td>Teachers—observation data, interview/focus group data</td>
<td></td>
</tr>
<tr>
<td>School psychologists—interview/focus group data</td>
<td></td>
</tr>
<tr>
<td>Homeschool liaisons—interview/focus group data</td>
<td></td>
</tr>
</tbody>
</table>
Street Data Collection Template

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Data collection methods (How)</td>
</tr>
<tr>
<td>Data collectors (Who)</td>
</tr>
</tbody>
</table>