HOW TO INTERPRET

LEA SNAPSHOT REPORTS

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LEA Snapshot Reports

The LEA Data Drilldown Center allows you to create snapshot reports with your LEA data to dig deeper into your status on the California State Performance Plan indicators. This guide will help you read and interpret your reports.

1 Access the Data Tools through the Improvement Data Center (IDC) at **https://systemimprovement.org/data-improvement.**

2 Choose your Reporting level and Organization.

3 If you see the lock icon, click the "Request Access" button and follow the prompts to activate. For more information on this process, please see our handout on **How to Access The Drilldown Center.**

If you see an unlock icon, click "View Reports" button to enter into the LEA Data Drilldown Center.
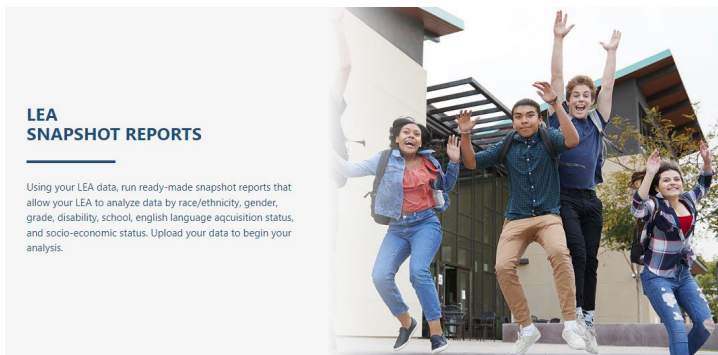
LEA Data Drilldown

Click to access in-depth data for your LEA.

View Reports 🔓

View the drilldown demo

View Demo 👁

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You will be directed to the LEA Data Drilldown Center landing page. Choose to run an LEA Snapshot report.

LEA SNAPSHOT REPORTS

Using your LEA data, run ready-made snapshot reports that allow your LEA to analyze data by race/ethnicity, gender, grade, disability, school, english language aqcuisition status, and socio-economic status. Upload your data to begin your analysis.

4 | Once you select the report you want to generate, click **Get Report**.

DISPROPORTIONALITY

Disproportionate representation of racial and ethnic groups in special education.

Aligns with indicator 9 & 10.

Get Report

LEAST RESTRICTIVE ENVIRONMENT

Students with disabilities (ages 6-22) educated in the Least Restrictive Environment (LRE).

Aligns with indicator 5.

Get Report

DISCIPLINE RATE

Discipline rate (suspension/expulsion greater than 10 days), by number of days suspended, and by specific offense type for students with disabilities.

Aligns with indicator 4.

Get Report

POST-SECONDARY TRANSITION GOALS

Students with disabilities (ages 16+) who have an IEP that includes appropriate, measurable post-secondary goals.

Aligns with indicator 13.

Get Report

PRESCHOOL LEAST RESTRICTIVE ENVIRONMENT

Preschool students with disabilities (ages 3-5) educated in the Least Restrictive Environment (LRE).

Aligns with indicator 6.

Get Report

TIMELY ELIGIBILITY

Students determined eligible for special education services within 60 days of receiving parental consent.

Aligns with indicator 11.

Get Report

PARENT INVOLVEMENT

Parents of students with disabilities who report that schools facilitated parent involvement to improve services and results for their students.

Aligns with indicator 8.

Get Report

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You will be prompted to upload the specific CALPADS data files.

Use the drop-down menus to select data files you've already uploaded into the system.

As you select your data files, remember to align your selected data by date and/ or school year.

Disproportionate Representation - System Improvement Unified - All
Disproportionate Representation

Use the drop-downs below to select the data for your report

Manage data

Required files:

Student SSID Enrollment (SENR): | Student Information (SINF): | Student Special Ed Program (SPED):

Choose File

Choose File | Choose File

Choose File

KN-12_SENR-R.txt
Uploaded: 5/11/2022 7:49 AM
School Year: 2021-2022
Records: 69122

KN-08_SENR-R.txt
Uploaded: 5/11/2022 7:48 AM
School Year: 2021-2022

Additional

Acquisition (SELA): | Student Program (SPRG):
. Status | Adds enhanced reporting of Socio-Economic Status

Choose File

☐ Include *District of Special Education Accountability* students only.

Generate Report

For more information on how to choose and upload CALPADS data files, visit the Resources and Support Section or head to Manage Data in the upper right hand corner of this screen.

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For the purpose of this handout, we will choose to interpret the Least Restrictive Environment (LRE) report.
Click Get Report.

DISPROPORTIONALITY

Disproportionate representation of racial and ethnic groups in special education.

Aligns with indicator 9 & 10.

Get Report

LEAST RESTRICTIVE ENVIRONMENT

Students with disabilities (ages 6-22) educated in the Least Restrictive Environment (LRE).

Aligns with indicator 5.

Get Report

DISCIPLINE RATE

Discipline rate (suspension and expulsion greater than 10 days) for students with disabilities overall and by race/ethnicity.

Aligns with indicator 4.

Get Report

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Select your data for the report.
Click **Generate Report**.

Least Restrictive Environment (LRE) - System Improvement Unified - All
Least Restrictive Environment (LRE)

Use the drop-downs below to select the data for your report

Manage data

Required files:

Student SSID Enrollment (SENR):	Student Information (SINF):	Student Special Ed Program (SPED):
Choose File	Choose File	Choose File

Additional report options:

Student English Language Acquisition (SELA): Adds enhanced reporting of ELA Status	Student Program (SPRG): Adds enhanced reporting of Socio-Economic Status
Choose File	Choose File

☐ Include *District of Special Education Accountability students only.*

Generate Report

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Your report will appear.

Overview
Disability
Race/Ethnicity
Gender
Grade Level
School
English Language Acquisition
Socio-Economic Status
Calculation Formulas

Least Restrictive Environment (LRE) - System Improvement Unified - All
Least Restrictive Environment (LRE)

Calculation methods changed in 2020-2021 to include Kindergarten (and Transitional-Kindergarten in California) students who are 5 years old in the LRE report. The table below shows the results of the calculation method prior to 2020, compared to results of the current calcuation method. You can view the SPED CALPADS calculation formulas on the last page of this report.

	Pre-2020 Calculation		Current Calculation	
	Percentage	Count	Percentage	Count
5a	53.30%	1923	53.46%	1956
5b	20.09%	725	20.28%	742
5c	1.86%	67	1.86%	68

Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
The chart below shows Indicator 5 which measures whether students with disabilities (ages 5-22 years) are educated in the least restrictive environment.

CA Target   District

5A: Percentage of students in a regular classroom 80% or more of the day (> 80%)

53.46 % (Aim to be higher than CA target)

5B: Percentage of students in a regular classroom less than 40% of the day (< 40%)

20.28 % (Aim to be lower than CA target)

5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School)

1.86 % (Aim to be lower than CA target)

Indicator targets may change. Check the current year target for Indicator 5 in your LEA's Annual Performance Report.

Note: These reports are based on CALPADS data your LEA has uploaded to our system. These snapshot reports are intended to provide information about your LEA's current performance, and therefore may not match the Annual Performance Report exactly.
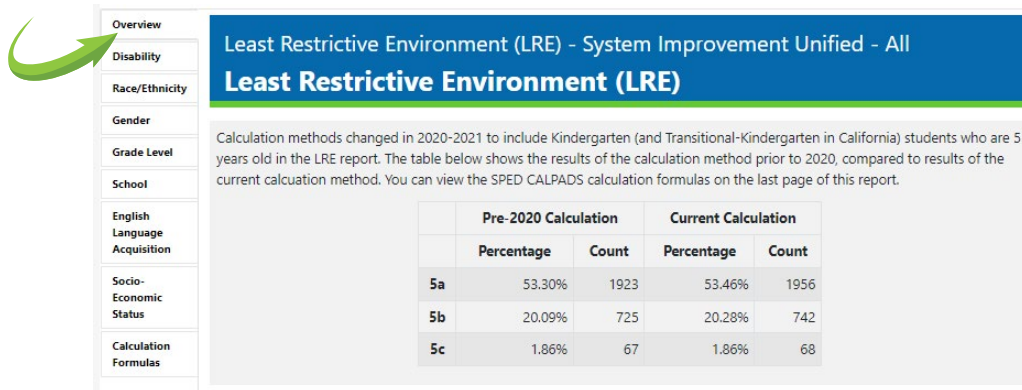
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On the first page, you will see the LEA name, report type, and report name in the top banner. It will also show whether the report is of all students or has been filtered to show District of Accountability students only.

Least Restrictive Environment (LRE) - System Improvement Unified - All
Least Restrictive Environment (LRE)

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On the left of the page is a list of tabs. You'll see these tabs in each report. Click on these to navigate to additional sections of the report.

Overview
Disability
Race/Ethnicity
Gender
Grade Level
School
English Language Acquisition
Socio-Economic Status
Calculation Formulas

Least Restrictive Environment (LRE) - System Improvement Unified - All
Least Restrictive Environment (LRE)

Calculation methods changed in 2020-2021 to include Kindergarten (and Transitional-Kindergarten in California) students who are 5 years old in the LRE report. The table below shows the results of the calculation method prior to 2020, compared to results of the current calcuation method. You can view the SPED CALPADS calculation formulas on the last page of this report.

	Pre-2020 Calculation		Current Calculation	
	Percentage	Count	Percentage	Count
5a	53.30%	1923	53.46%	1956
5b	20.09%	725	20.28%	742
5c	1.86%	67	1.86%	68

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Many reports include a bar chart like this, which compares populations to one another and to a target.

Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
Indicator 5 divided into three components, each of which measures whether students with disabilities' (ages 6-22 years) are educated in the least restrictive environment.

CA Target ■ District

5A: Percentage of students in a regular classroom 80% or more of the day (> 80%)
56 %
(Aim to be high than CA target)

5B: Percentage of students in a regular classroom less than 40% of the day (< 40%)
20 %
(Aim to be lower than CA target)

5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School)
2 %
(Aim to be lower than CA target)

0%   20%   40%   60%

In this example, the California target is being compared to the district.

There is also some language to help you understand if the district should aim to be higher or lower than state target.
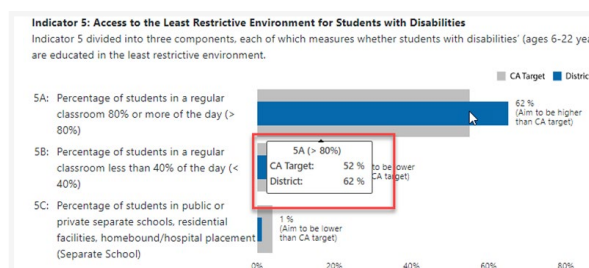
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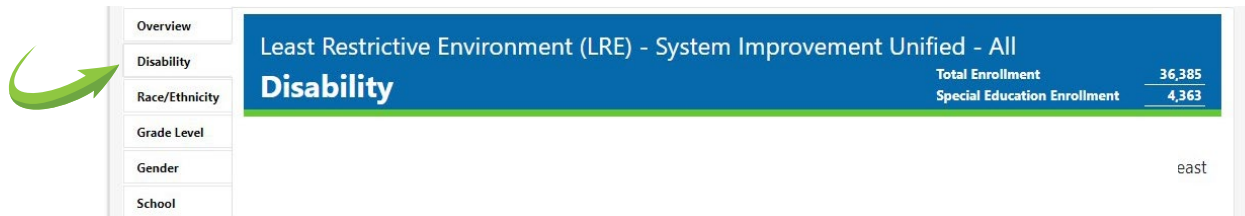In this example, the district has met the California targets for Least Restrictive Environment for all three components.
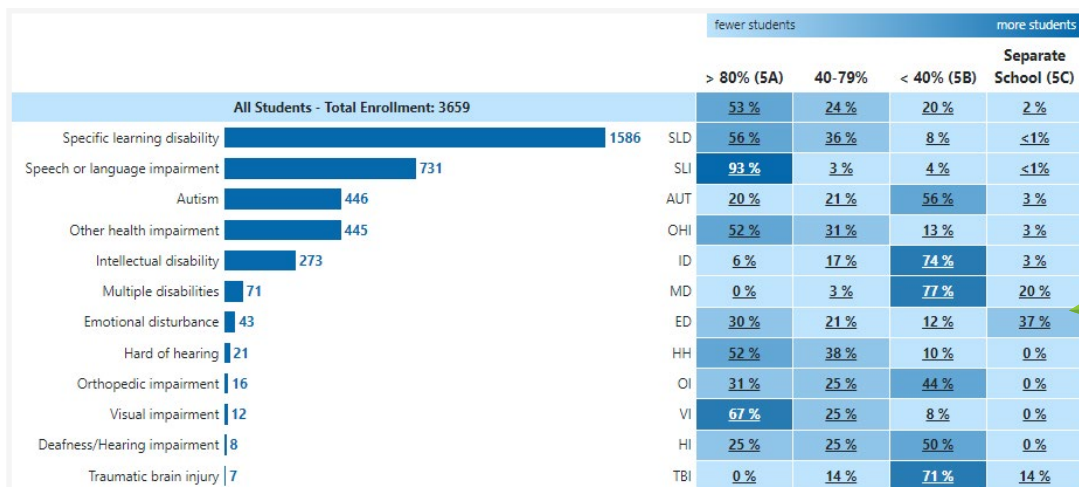
Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
Indicator 5 divided into three components, each of which measures whether students with disabilities' (ages 6-22 years) are educated in the least restrictive environment.

CA Target ■ District

5A: Percentage of students in a regular classroom 80% or more of the day (> 80%)
62 %
(Aim to be higher than CA target)
Met

5B: Percentage of students in a regular classroom less than 40% of the day (< 40%)
20 %
(Aim to be lower than CA target)
Met

5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School)
1 %
(Aim to be lower than CA target)
Met

0%   20%   40%   60%   80%

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If you hover over the bar, you will see the percentages that are represented in that category.

Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
Indicator 5 divided into three components, each of which measures whether students with disabilities' (ages 6-22 yea are educated in the least restrictive environment.

CA Target ■ District

5A: Percentage of students in a regular classroom 80% or more of the day (> 80%)
62 %
(Aim to be higher than CA target)

5B: Percentage of students in a regular classroom less than 40% of the day (< 40%)

5A (> 80%)
CA Target: 52 %
District: 62 %

5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School)
1 %
(Aim to be lower than CA target)

0%   20%   40%   60%   80%

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Let's explore another type of chart: a heat map. To do this, we will go to the Disability tab in the Least Restrictive Environment report for our sample district, System Improvement Unified.

| Overview |
| Disability |
| Race/Ethnicity |
| Grade Level |
| Gender |
| School |

Least Restrictive Environment (LRE) - System Improvement Unified - All

Disability

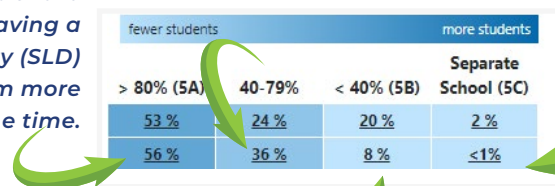| Total Enrollment | 36,385 |
| Special Education Enrollment | 4,363 |

east

This is a heat map. Darker cells indicate a higher percentage of students. This chart shows the relationship between disability and percentage of time educated in the least restrictive environment.

| | | fewer students | | | more students |
		> 80% (5A)	40-79%	< 40% (5B)	Separate School (5C)
All Students - Total Enrollment: 3659		53 %	24 %	20 %	2 %
Specific learning disability — 1586	SLD	56 %	36 %	8 %	<1%
Speech or language impairment — 731	SLI	93 %	3 %	4 %	<1%
Autism — 446	AUT	20 %	21 %	56 %	3 %
Other health impairment — 445	OHI	52 %	31 %	13 %	3 %
Intellectual disability — 273	ID	6 %	17 %	74 %	3 %
Multiple disabilities — 71	MD	0 %	3 %	77 %	20 %
Emotional disturbance — 43	ED	30 %	21 %	12 %	37 %
Hard of hearing — 21	HH	52 %	38 %	10 %	0 %
Orthopedic impairment — 16	OI	31 %	25 %	44 %	0 %
Visual impairment — 12	VI	67 %	25 %	8 %	0 %
Deafness/Hearing impairment — 8	HI	25 %	25 %	50 %	0 %
Traumatic brain injury — 7	TBI	0 %	14 %	71 %	14 %

Click on any percentage within the heat map to view a list of students within this category.

This column shows that 36% are in the regular classroom between 40% and 79% of the time.

In this example, 56% of the students identified as having a Specific Learning Disability (SLD) are in the regular classroom more than 80% of the time.

| | fewer students | | | more students |
	> 80% (5A)	40-79%	< 40% (5B)	Separate School (5C)
	53 %	24 %	20 %	2 %
	56 %	36 %	8 %	<1%

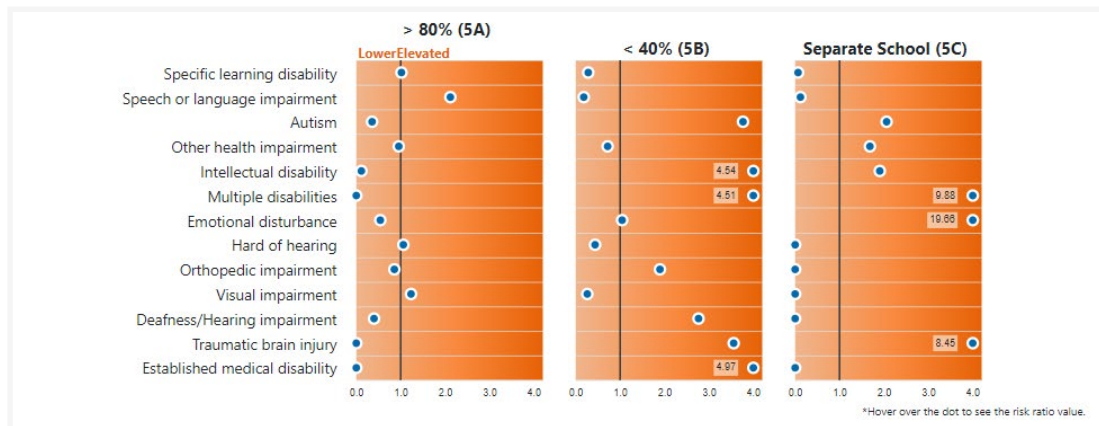*No students in this group are in a separate school.*

This column shows that 8% are in a regular classroom less than 40% of the time.

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15 Let's move to grade level now and look at a third type of chart: a risk ratio graph. Most reports include a risk ratio graph, which shows the relative risk of different student groups having certain outcomes.

This example graph tells us the likelihood of a student being placed in the Least Restrictive Environment by grade. The dot shows us the risk ratio value for each group. If a certain group's risk is no greater or less than others, the risk ratio is 1. A risk ratio higher than 1 means students from that group are more likely to be in that environment, and lower than 1 means they are less likely to be in that environment than students from other groups.

16 In this example, 12th grade students have a risk ratio of almost 3, which means these students are almost 3 times more likely than students in other grades to be placed in a separate school.

Risk Ratio graphs help us to recognize disproportionate representation based on race/ethnicity, gender, grade level and more.
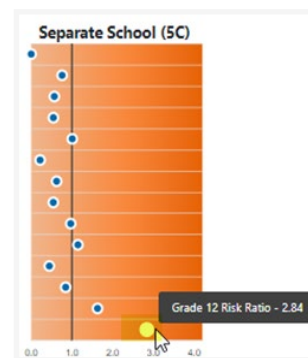
17

The reports also include sentence frames and guiding questions to support your team in describing, analyzing, and building a shared understanding of data.

Questions to consider:
Use the following to guide the analysis of your data: Students that are _____(disability) are _____(risk ratio #) times more likely to be in _____ (educational environment).

Question to consider:
Use the following to guide the analysis of your data: Students that are _____(race/ethnicity) are _____(risk ratio #) times more likely to be in _____ (educational environment).
What do you notice about the race and ethnicity of students with disabilities along the LRE continuum

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For more information on this tool and other data tools in the Improvement Data Center, click the **Resources and Support button**.

Data Tools Dashboard
On this page, you can access data and reports used to track California State Performance Plan Indicators for special education for your organization. *To get started, choose a reporting level and organization:*
Reporting Level: District: ▾   Organization: System Improvement Unified ▾

State Performance Plan Indicators
Click on each State Performance Plan Indicator to see more information.

School Year: 2019 - 2020 ▾

❌ 1 Graduation Rate
✅ 2 Dropout Rate
➖ 3 Statewide Assessment
➖ 4 Discipline Rate
❌ 5 Least Restrictive Environment
❌ 6 Preschool Least Restrictive Environment
❌ 7 Preschool Outcomes
✅ 8 Parent Involvement
✅ 9 Disproportionate Representation
❌ 10 Disproportionate Representation by Disability
❌ 11 Timely Eligibility Evaluation
❌ 12 Timely Part C to B Transition
❌ 13 Post-Secondary Transition Goals and Services
✅ 14 Post-Secondary Outcomes

Legend
✅ Target met   ❌ Target not met   ➖ Not applicable

Annual Performance Reports
Click the annual performance report you would like to view.
Report Year: 2020 - 2021
🚫 System Improvement Unified
Report Year: 2019 - 2020
🚫 System Improvement Unified
Report Year: 2018 - 2019
🚫 System Improvement Unified
Report Year: 2017 - 2018
🚫 System Improvement Unified
Report Year: 2016 - 2017
🚫 System Improvement Unified
Report Year: 2015 - 2016
🚫 System Improvement Unified

Click APR Search to browse all available APRs
APR Search 🔍

LEA Data Drilldown
Click to access in-depth data for your LEA.
View Reports 🔓
View the drilldown demo
View Demo 👁

Resources and Support
Educational Resource Data Links

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