HOW TO INTERPRET LEA SNAPSHOT REPORTS
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.
You will be directed to the LEA Data Drilldown Center landing page. Choose to run an LEA Snapshot report.

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

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

Click Get Report.

Select your data for the report. Click Generate Report.

Your report will appear.
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.

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

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.

In this example, the district has met the California targets for Least Restrictive Environment for all three components.

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

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.

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. 36% are in the regular classroom between 40% and 79% of the time. No students in this group are in a separate school.

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

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.
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?

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