HOW TO INTERPRET

SNAPSHOT REPORTS

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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 Snapshot 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 Click on LEA Data Drilldown Center (lower right corner).
Only districts and charters can access and upload data in the Drilldown Center.

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.**


LEA Data Drilldown

Click to access in-depth data for your LEA. If the button shows an unlocked icon, you can access the data. If it shows a locked icon, you don't yet have access. Click the button to set up your access.

Request Access 🔒

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4 You will be directed to the LEA Data Drilldown Center landing page. Choose to run an LEA or Student Snapshot report.
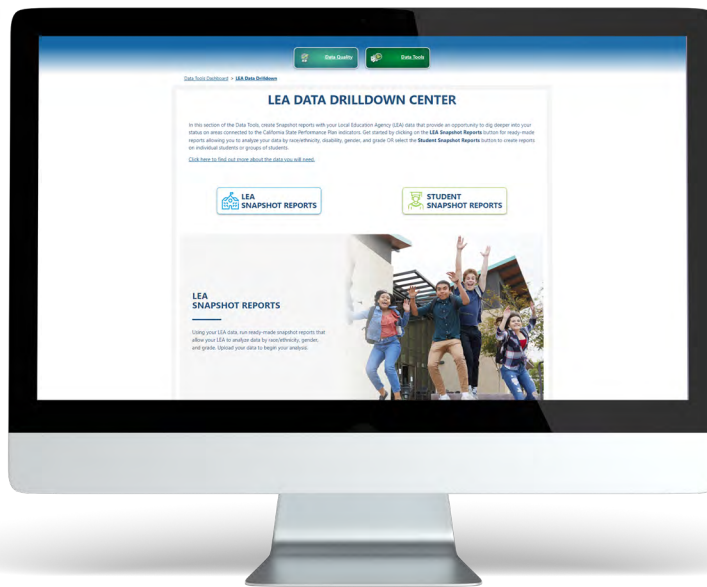
5 Once you select a report, you will be prompted to upload specified CALPADS data files.

6 For more information on how to choose and upload your CALPADS data files, visit the **Resources and Support Section**.

After you upload your data files, return to the **Drilldown Center home page**.

7 For the purpose of this handout, we will choose to interpret an LEA Snapshot Report.
Let's select the Least Restrictive Environment 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

8 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

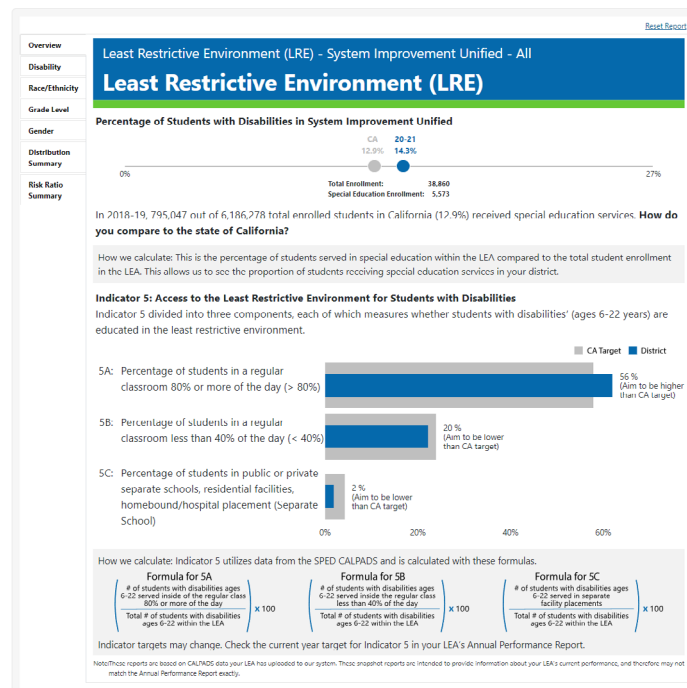Student SSID Enrollment (SENR):
Choose File

Student Information (SINF):
Choose File

Student Special Ed Program (SPED):
Choose File

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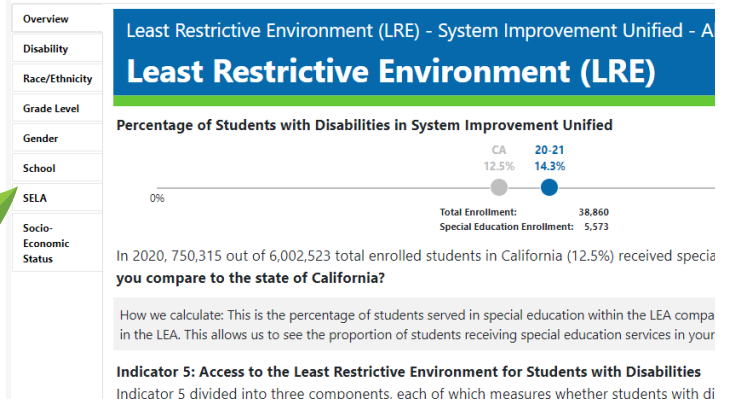
Generate Report

9 Your report will appear.

10

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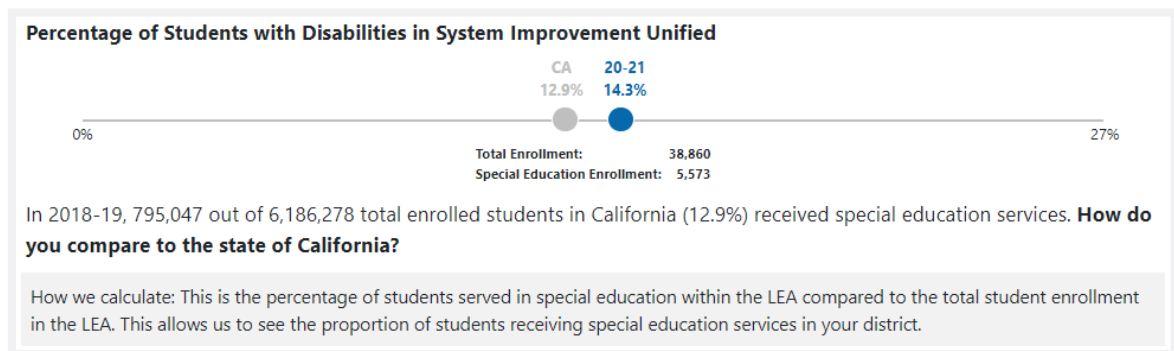
Least Restrictive Environment (LRE) - System Improvement Unified - All
Least Restrictive Environment (LRE)

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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
Grade Level
Gender
School
SELA
Socio-Economic Status

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

Percentage of Students with Disabilities in System Improvement Unified

CA 12.5%   20-21 14.3%

0%

Total Enrollment: 38,860
Special Education Enrollment: 5,573

In 2020, 750,315 out of 6,002,523 total enrolled students in California (12.5%) received specia **you compare to the state of California?**

How we calculate: This is the percentage of students served in special education within the LEA compa in the LEA. This allows us to see the proportion of students receiving special education services in your

Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
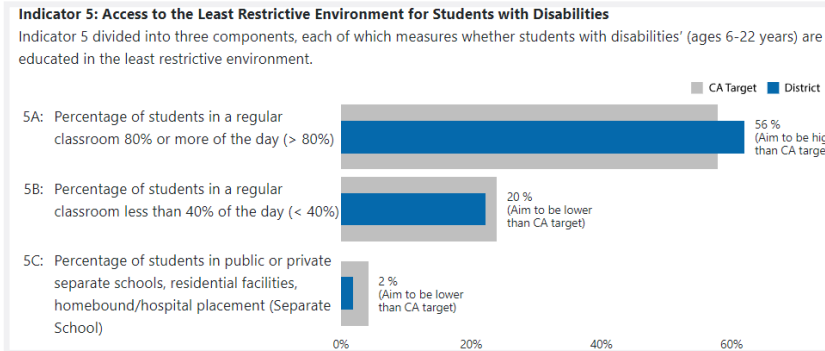Indicator 5 divided into three components, each of which measures whether students with di

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Just below the banner, you'll notice a comparison of the percentage of enrolled students in California receiving special education services and our sample district.

In this example, the LEA has a higher percentage of students receiving special education services than the state of California.
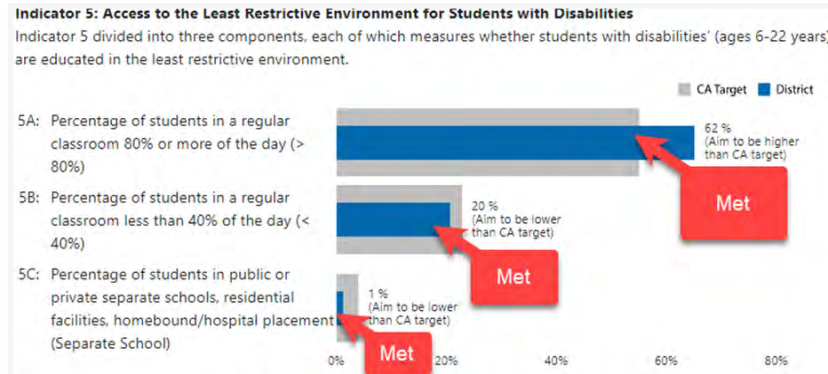
Percentage of Students with Disabilities in System Improvement Unified

CA 12.9%   20-21 14.3%

0%   27%

Total Enrollment: 38,860
Special Education Enrollment: 5,573

In 2018-19, 795,047 out of 6,186,278 total enrolled students in California (12.9%) received special education services. **How do you compare to the state of California?**

How we calculate: This is the percentage of students served in special education within the LEA compared to the total student enrollment in the LEA. This allows us to see the proportion of students receiving special education services in your district.

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13 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 higher 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)
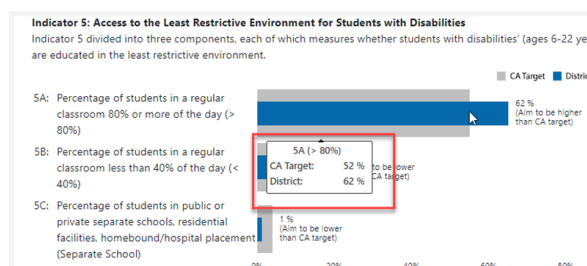
0%   20%   40%   60%

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.

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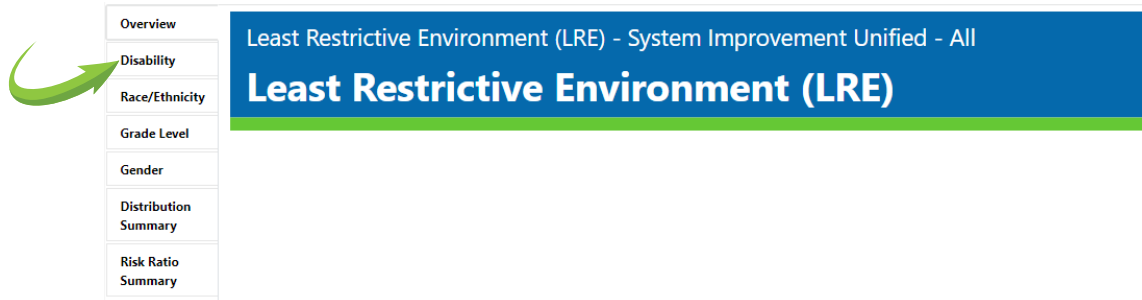
Indicator 5: Access to the Least Restrictive Environment for Students with Disabilities
Indicator 5 divided into three components, each of which measures whether students with disabilities' (ages 6-22 years) are educated in the least restrictive environment.

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%

15 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%

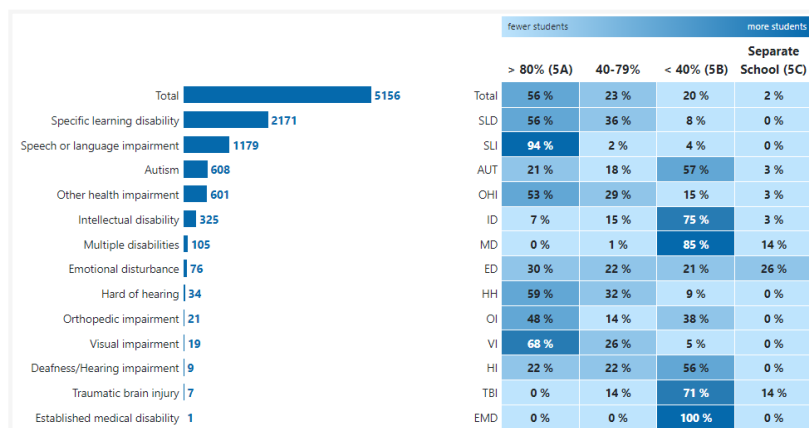**SYSTEM IMPROVEMENT LEADS**
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16 | Let's explore another type of chart: a heat map. To do this, we will go to the Disability tab in the Least Restrictive Environment report for our sample district, System Improvement Unified.
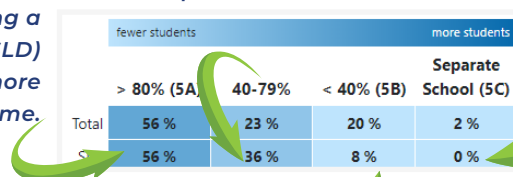
Overview
Disability
Race/Ethnicity
Grade Level
Gender
Distribution Summary
Risk Ratio Summary

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

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)
Total	Total 5156	56 %	23 %	20 %	2 %
Specific learning disability	SLD 2171	56 %	36 %	8 %	0 %
Speech or language impairment	SLI 1179	94 %	2 %	4 %	0 %
Autism	AUT 608	21 %	18 %	57 %	3 %
Other health impairment	OHI 601	53 %	29 %	15 %	3 %
Intellectual disability	ID 325	7 %	15 %	75 %	3 %
Multiple disabilities	MD 105	0 %	1 %	85 %	14 %
Emotional disturbance	ED 76	30 %	22 %	21 %	26 %
Hard of hearing	HH 34	59 %	32 %	9 %	0 %
Orthopedic impairment	OI 21	48 %	14 %	38 %	0 %
Visual impairment	VI 19	68 %	26 %	5 %	0 %
Deafness/Hearing impairment	HI 9	22 %	22 %	56 %	0 %
Traumatic brain injury	TBI 7	0 %	14 %	71 %	14 %
Established medical disability	EMD 1	0 %	0 %	100 %	0 %

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

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

No students in this group are in a separate school.

	fewer students			more students
	> 80% (5A)	40-79%	< 40% (5B)	Separate School (5C)
Total	56 %	23 %	20 %	2 %
S	56 %	36 %	8 %	0 %

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

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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.

Likelihood of Student Placement in the Least Restrictive Environment by Disability Type
These risk ratio graphs tell us if students in one group are at a lower or higher risk of being in a certain environment (5A, 5B, 5C). The **dot** shows the risk ratio value for each group. A value higher than 1.0 means students are more likely to be in that environment, and lower than 1.0 they are less likely to be in that environment.
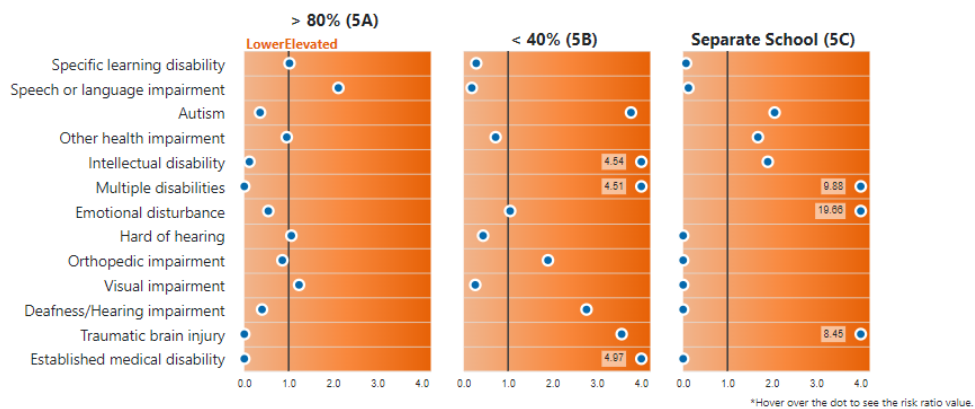
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In this example, 12th grade students have a risk ratio of almost 3, which means these students are almost 3 times more likely than students in other grades to be placed in a separate school.

Risk Ratio graphs help us to recognize disproportionate representation based on race/ethnicity, gender, grade level and more.
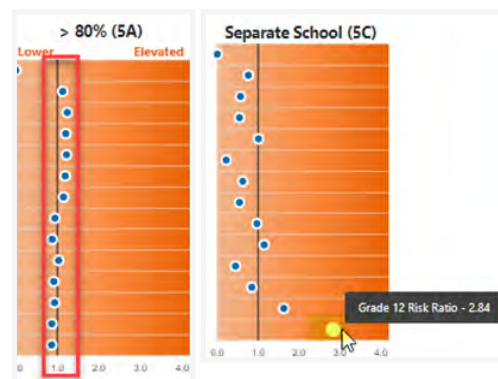
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The reports also include sentence frames and guiding questions to support your team in describing, analyzing, and building a shared understanding of data.

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**.