



2024 CIM for Sig Dis CASE STUDY INSTRUCTIONS

Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis)



The qualitative student file case study activity can be conducted with a variety of approaches and team participants. Identifying systemic issues that may have impacted the students' journeys through the educational system, is the primary responsibility of the review team.

Requirements:

- The LEA will select a minimum of 10 student files per indicator of significant disproportionality to review, or deemed reasonable to determine a trend within the district.

Instructions:

- Use the sample guiding questions provided to assist the review team in paying careful attention to specific areas as they review the files. These questions have been designed to obtain responses that may confirm or dismiss already suspected root causes of the LEA's significant disproportionality in the identified area(s). With the input of the review team, determine the questions to use as this will shape the focus of the process while encouraging individuals to note their general impressions of any observed patterns.
- The review team will represent a multidisciplinary group of participants from the LEA who typically contribute to student evaluation processes, and are responsible for determining services needed. The team should provide the perspectives from a variety of disciplines.
- As the review is conducted, be sure to identify the indicator and ethnic group that will be the focus of the file review.
- During the review, the team will assemble information about the students in order to obtain a complete picture of the students reviewed.
- Each file should be reviewed by a minimum team of two participants.
- Facilitate a follow-up discussion of the outcomes of the file review process with an end toward identifying any predictable patterns or possible root causes for student adjustment that emerge.

Important Considerations:

- **Allow Time:** A case study file review may take up to a half a day to yield satisfactory outcomes and allow discussion among the team.
- **Missing Data:** There may be some sources of information that may require additional effort to obtain (e.g., attendance data, discipline/counselors' folders, family responses to school contacts, etc.)

- **File Reviews for Ineligible Students:** Comparable files of students who were found to be ineligible for special education often are not available in the review process.
- **Coordinating a Multidisciplinary Team:** Participants that represent multiple roles and who can bring unique perspectives to the process, may require additional scheduling considerations.
- **Subjectivity:** The outcomes of the case study process are generally not quantifiable. The results will still provide valuable information to inform the root causes and to be compared with quantitative data that has been gathered. Both qualitative and quantitative data will yield information on systemic issues and contributing factors to the LEA's significant disproportionality.
- **Technical Assistance Facilitator (TAF) Support:** The LEA may decide to work with their TAF in conducting or reviewing this activity, and analyzing the results as they relate to determinations of root cause(s) of significant disproportionality.