**Maryland Comprehensive CCEIS Plan Review and Feedback**

**Local System:**

**Date:**

**MSDE Review Team:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Local System 611 CCEIS Plan Funds |  | Local System 619 CCEIS Plan Funds |  | Local CCEIS Plan Total 611 + 619 Funds\* |
| Enter text. | **and/or** | Enter text. | **=** | Enter text. |

\* Must equal the **State Calculated Total** above

## **Local System Team**

Did the local system establish a diverse stakeholder group inclusive of external and internal partners to develop an understanding of disproportionality and the conditions resulting in the local systems identification as significantly disproportionate.

**Reviewer(s) comments or questions:**

## **Categories of Analysis/ Significant Disproportionality**

**☐ Identification ☐ Placement ☐ Disciplinary Removal**

**Reviewer(s) comments or questions:**

## **Programmatic Self-Assessment and Root Cause Analysis**

The data analysis **examines the decision-making** **processes, procedures, and practices** for students ages 3 through 21 with an intentional focus on the impact of Identification, Placement, and Disciplinary Removals on local system **trends, patterns, and outcomes**. The goal of the analysis is to identify factors contributing to **disparate impacts** on different racial and ethnic groups.

☐Identifies the programmatic self-assessment tool(s) and/or data review process used. [Required]

☐ Summarizes the results of the programmatic self-assessment tool(s) and/or data review process used.

☐ Root cause analysis considers factors within the local system’s control or influence impacting significant disproportionality including inequities related to district and/or school resources; consistent implementation of system policies, procedures, and practices at the district, school, or classroom level; and environmental factors such as trauma, poverty, or access to health and human services.

☐ Responds to the provided guiding questions in order to complete a reflective analysis of local system challenges.

☐ Identifies individual schools and/or feed patterns contributing to patterns of disproportionality.

**Reviewer(s) comments or questions:**

**Planned Response Action(s) – (CCEIS)**

Each Planned Response Action(s) (PRA) describes the specific actions, intervening supports, and capacity-building activities needed to target the identified root cause(s) of significant disproportionality. Each PRA includes a projected budget for how the local system will expend the mandatory reserved 611 and 619 funds for CCEIS activities.

Each PRA includes strategies, supports, and/or activities addressing each focus area.

**PRA #**

### Alignment of Category of Analysis/Root Cause/ Response Action:

**Measurable Outcomes** establish the parameters of success, changes in behavior or condition, and define the fulfillment of purpose and /or program.

**Reviewer(s) comments or questions:**

## **Focus Areas:**

### Adjustments to Policies, Procedures, and/or Practices

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

### Academic or Behavior Intervention

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

### Professional Learning Activities

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

### Adjustments to Policies, Procedures, and/or Practices

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

### Academic or Behavior Intervention

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

### Professional Learning Activities

**Reviewer(s) comments or questions:**

### Budget Alignment

**Reviewer(s) comments or questions:**

**Action Steps/Follow-up:**

**Timeline for Completion of Actions:**