

Racial Equity Analysis Protocol 2021-2022 (SCHOOLS)

Date: _____

School Name: _____

Alignment to EMPT Domains:

- Domain 1: Curriculum, Instruction, and Assessment**
- Domain 2: Professional Development**
- Domain 3: School Culture and Climate**
- Domain 4: Programmatic Access**
- Domain 5: Staffing and Classroom Diversity**
- Other:** _____

Name of Policy/Plan: _____

Filtered by: _____

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	
4a. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	Check all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> African-American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic/Latinx <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> 2 or More Races/Ethnicities <input type="checkbox"/> Other: _____

4b. Follow up to 4a: Why might these racial or ethnic groups have the most concerns with this policy/practice/initiative?	
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	
7. What root causes may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice/initiative deepen these inequities or improve them?	
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	
Next Steps	Responses
9. After filtering the program, policy, or practice through the REAP, should Jefferson County Public Schools move forward with the program, policy, or practice? *	<input type="checkbox"/> Yes, no changes needed <input type="checkbox"/> Yes, with revisions <input type="checkbox"/> No
If yes with conditions, what changes need to be made in order to move forward?*	
Now that it is filtered, when does this program, policy, and practice come into effect?	
OPTIONAL	
Impact and Feedback	Responses
<p>Is this policy/practice impacting any of the following outcomes? Choose the ONE best metric that applies, if any. (optional)</p> <p>Curriculum, Instruction, and Assessment</p> <p><input type="checkbox"/> Students enrolled in courses specifically designed to consider other cultures' contributions and perspectives</p>	

- Number of courses offered that consider cultural contribution and perspectives
- Students of color who are transition ready
- Students of color who are proficient or distinguished on KPREP in Reading & Math

Culture and Climate

- Number of staff participating in culturally responsive/equity professional development
- Suspensions for students of color
- Restraints for students of color
- Sense of belonging for students of color
- Students of color who are chronically absent
- Trust/Relationship with the families of students of color

Staff and Classroom Diversity

- Contracts with Minority/Women-owned businesses
- Number/percent teachers of color
- Number/percent administrators of color
- Retention of teachers of color

Programmatic Access

- Students of color identified as Gifted & Talented
- Students of color applying to magnet program(s)
- Students of color enrolled in magnet program(s)
- Students of color who completed higher level courses (AP, IB, Cambridge, dual credit)
- Students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)
- Students of color participating in career pathways
- Students of color participating in summer/extended learning programs
- Number of college applications for students of color

Central Office Commitment

- Increase in funding to support students of color

<p>To what degree will this policy or practice impact the metric identified above? (optional)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Little <input type="checkbox"/> Moderately <input type="checkbox"/> High
<p>To what degree is the REAP tool helpful for improving racial equity in your school, on a scale from 1 to 5 (1 = not helpful to 5= very helpful)?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 = Not Helpful <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5= Very Helpful
<p>Please provide any feedback on the REAP tool.</p>	

(optional)	
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- *=reported to board via information item, work session, etc.
- Yes, with conditions that require the policy, practice, and initiative to be filtered through the REAP again.