The Racial Equity Analysis Protocol

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The Racial Equity Analysis Protocol

What is it?

An instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every school-based decision.

Who uses it?

This instrument is constructed to uncover exclusionary practices but requires multiple perspectives. For the best results, a diverse group of school-based stakeholders should always be included.

When is it used?

The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Teachers are also encouraged to utilize the REAP for classroom decisions.

The Eight Questions

To view the REAP in its entirety, please visit https://bit.ly/JCPS_REAP

How does this tool add to racial equity?

Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.

The Racial Equity Policy

(passed unanimously in 2018)

https://youtu.be/uykZEZLtX38

Clearly aligns with ⅔ pillars:

- Culture and Climate
- Racial Equity

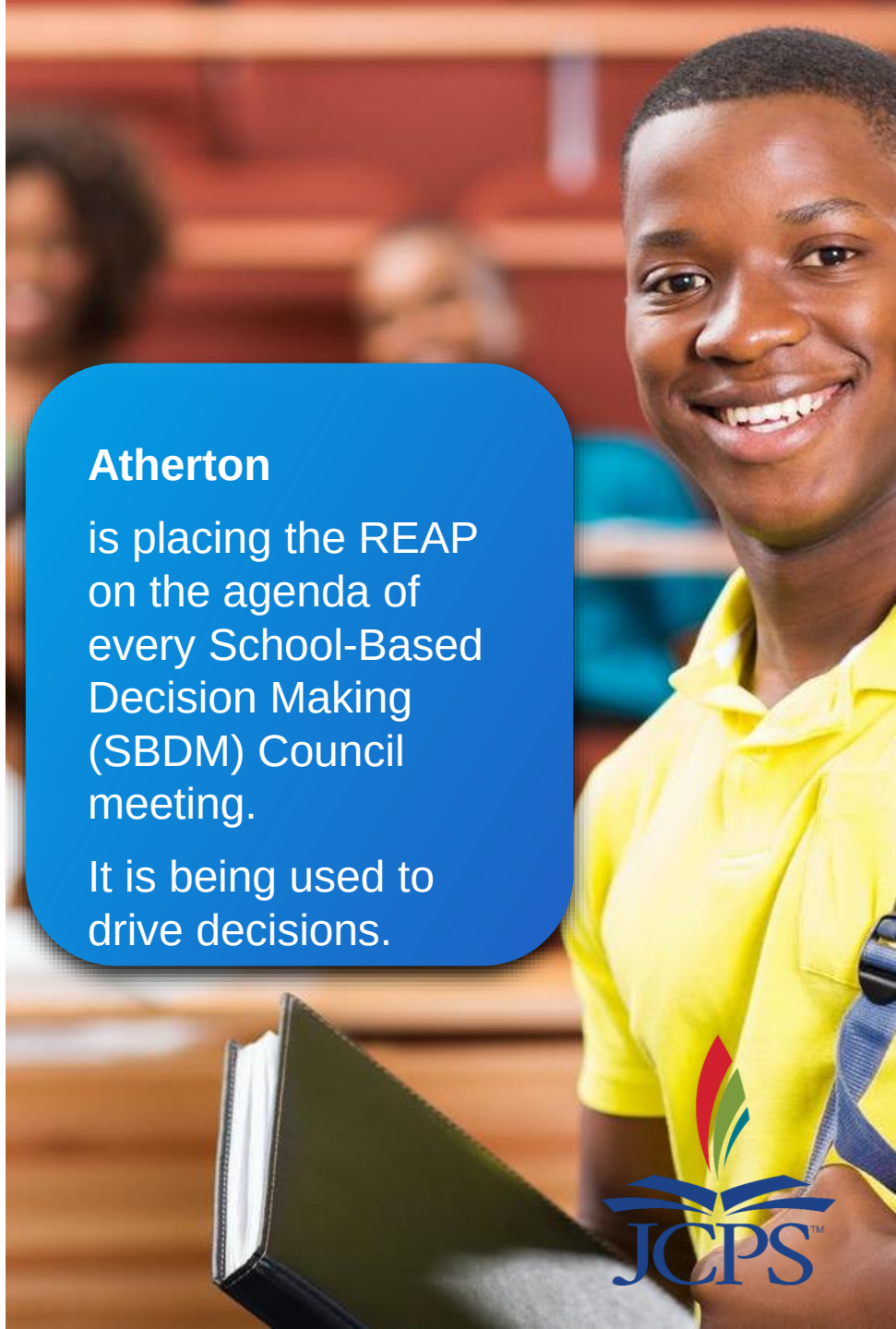
Calls for more equitable systemic practices and policies that address (in)equities.

Racial Equity Analysis

- **Promote racially inclusive collaboration**
- **Expand opportunities for students of color**
- **Impact systemic change**
- **Allows leadership to make informed decisions**
- **Change systems**

Make the Racial Equity Analysis Protocol (REAP) FIBROUS by dedicating time to use the tool.

It can also evoke needed CONVERSATIONS about RACE.



Examples of when to use the REAP

SBDM Meetings

https://youtu.be/7hlFUMioLic

Instructional Leadership Team Meetings

Whole- Staff Faculty Meetings

Racial Equity Analysis Protocol

Date:_____

Department:_____

Name of Policy/Plan:_____

Filtered by:_____

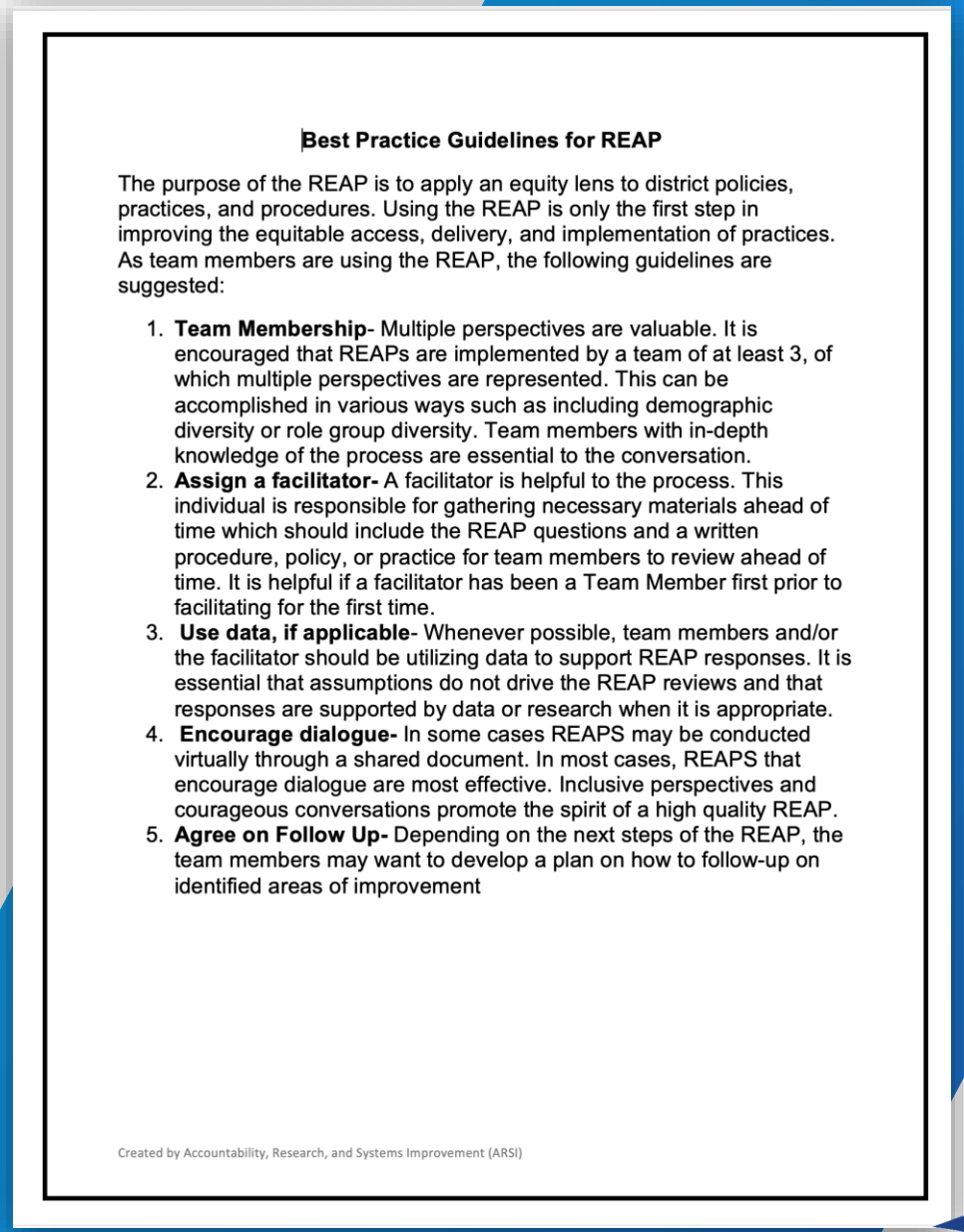
REAP Questions	**REAP Responses**
1. What is the overarching purpose of the proposal/initiative?	
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	
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 factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or 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	
After using the REAP for this program or practice, should it move forward?	
If yes, what changes will you make in moving forward that could be more inclusive?	
What is the deadline on the changes before moving forward?	

When filtering the policy/practice through the REAP:

- Answer all the questions.
- Explicitly state the race/ethnicity.
- Critically and thoughtfully answer the questions.
- Use your data and the Equity Scorecard to check for inequities.

Best Practice Guidelines for REAP

- ✓Team
- ✓Facilitator
- ✓Data
- ✓Dialogue
- ✓Follow Up



Best Practice Guidelines for REAP

The purpose of the REAP is to apply an equity lens to district policies, practices, and procedures. Using the REAP is only the first step in improving the equitable access, delivery, and implementation of practices. As team members are using the REAP, the following guidelines are suggested:

1. **Team Membership**- Multiple perspectives are valuable. It is encouraged that REAPs are implemented by a team of at least 3, of which multiple perspectives are represented. This can be accomplished in various ways such as including demographic diversity or role group diversity. Team members with in-depth knowledge of the process are essential to the conversation.
2. **Assign a facilitator-** A facilitator is helpful to the process. This individual is responsible for gathering necessary materials ahead of time which should include the REAP questions and a written procedure, policy, or practice for team members to review ahead of time. It is helpful if a facilitator has been a Team Member first prior to facilitating for the first time.
3. **Use data, if applicable**- Whenever possible, team members and/or the facilitator should be utilizing data to support REAP responses. It is essential that assumptions do not drive the REAP reviews and that responses are supported by data or research when it is appropriate.
4. **Encourage dialogue-** In some cases REAPS may be conducted virtually through a shared document. In most cases, REAPS that encourage dialogue are most effective. Inclusive perspectives and courageous conversations promote the spirit of a high quality REAP.
5. **Agree on Follow Up-** Depending on the next steps of the REAP, the team members may want to develop a plan on how to follow-up on identified areas of improvement

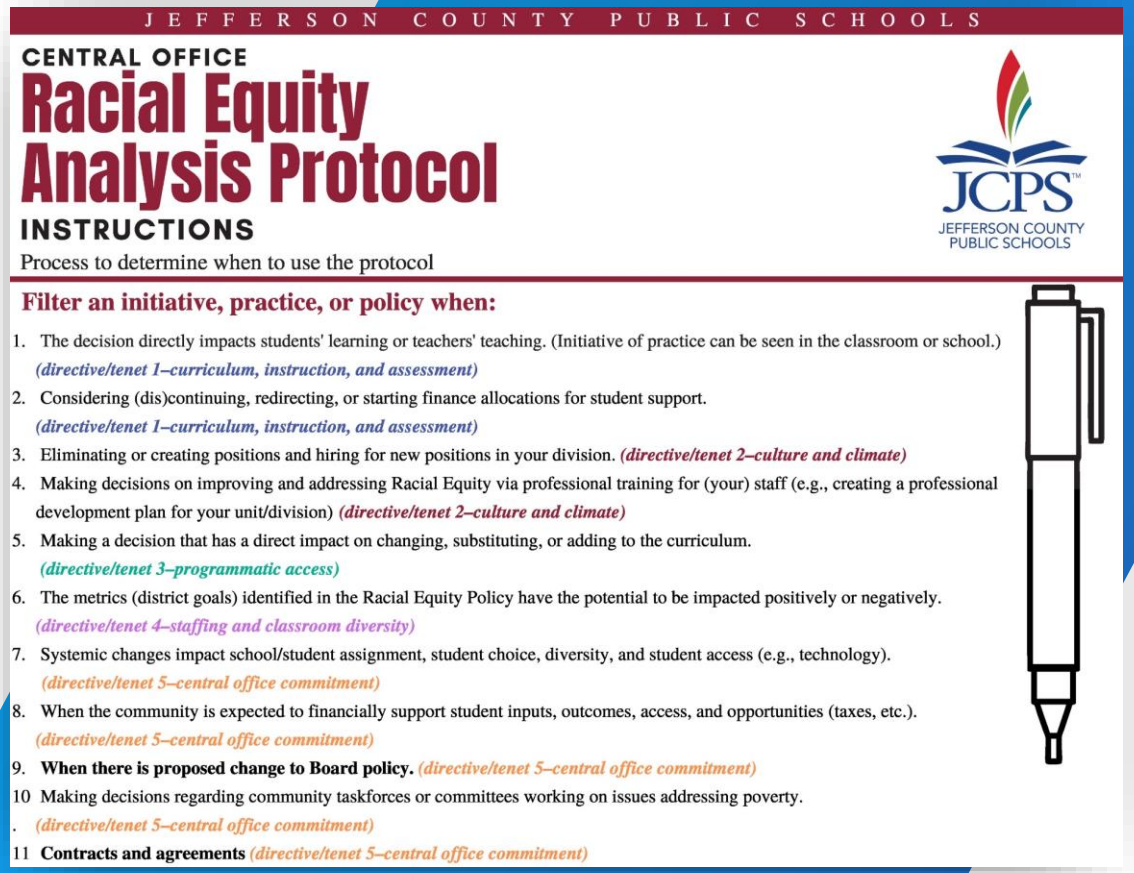
Created by Accountability, Research, and Systems Improvement (ARSI)

JCPS™

Central Office REAP Instructions

Directly connected to the tenets in the Racial Equity Policy

- Curriculum instruction and assessment
- Culture and climate
- Programmatic Access
- Staffing and classroom diversity
- Central Office commitment



JEFFERSON COUNTY PUBLIC SCHOOLS

CENTRAL OFFICE

Racial Equity Analysis Protocol

INSTRUCTIONS

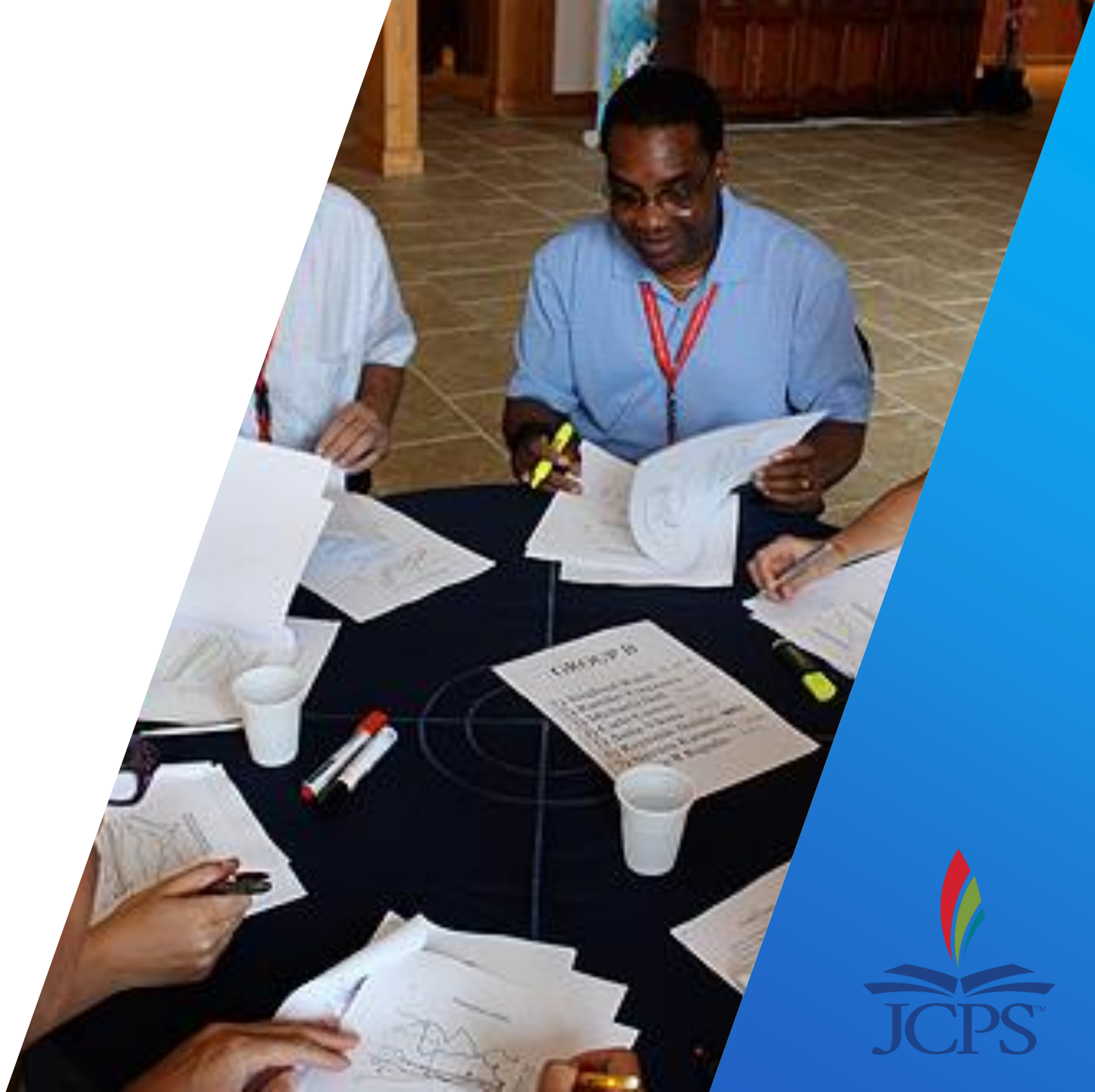
Process to determine when to use the protocol

Filter an initiative, practice, or policy when:

1. The decision directly impacts students' learning or teachers' teaching. (Initiative of practice can be seen in the classroom or school.) *(directive/tenet 1–curriculum, instruction, and assessment)*
2. Considering (dis)continuing, redirecting, or starting finance allocations for student support. *(directive/tenet 1–curriculum, instruction, and assessment)*
3. Eliminating or creating positions and hiring for new positions in your division. *(directive/tenet 2–culture and climate)*
4. Making decisions on improving and addressing Racial Equity via professional training for (your) staff (e.g., creating a professional development plan for your unit/division) *(directive/tenet 2–culture and climate)*
5. Making a decision that has a direct impact on changing, substituting, or adding to the curriculum. *(directive/tenet 3–programmatic access)*
6. The metrics (district goals) identified in the Racial Equity Policy have the potential to be impacted positively or negatively. *(directive/tenet 4–staffing and classroom diversity)*
7. Systemic changes impact school/student assignment, student choice, diversity, and student access (e.g., technology). *(directive/tenet 5–central office commitment)*
8. When the community is expected to financially support student inputs, outcomes, access, and opportunities (taxes, etc.). *(directive/tenet 5–central office commitment)*
9. **When there is proposed change to Board policy.** *(directive/tenet 5–central office commitment)*
10. Making decisions regarding community taskforces or committees working on issues addressing poverty. *(directive/tenet 5–central office commitment)*
11. **Contracts and agreements** *(directive/tenet 5–central office commitment)*

REAP Work

- **REAPs at the School Level**
  Google folder
- **Random School Examination**
  2019 5 policies
  2020 mascot
- **District REAP Committee**
  Meet once a month
  REAP Dashboard



REAP Resources:

Under SBDM page
https://www.jefferson.kyschools.us/department/diversity-equity-poverty-division/school-based-decision-making/council-member-resources

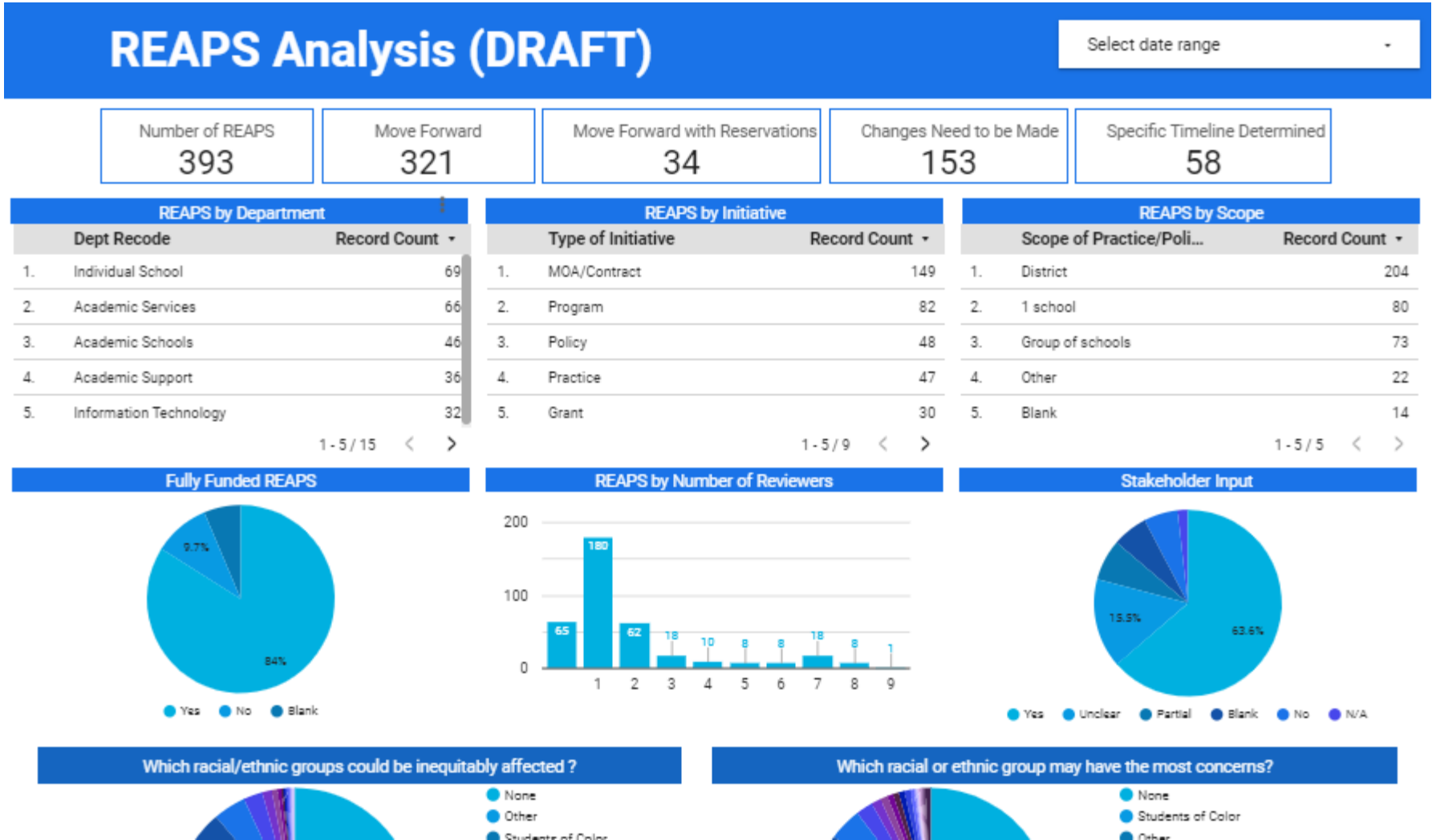
- REAP Example 1
- REAP Example 2
- REAP Example 3

On DEP's website (they are on the right-hand side of the page)
https://www.jefferson.kyschools.us/department/diversity-equity-and-poverty-programs-division

- REAP Template
- REAP Best Practice Guide
- REAP Instructions for Central Office

District REAP Dashboard

Purpose: To provide district leadership with an analysis of the REAPS conducted at the district level in or order to better understand alignment to the district equity policy and metrics.



District REAP Dashboard: Page 2

REAPS Analysis

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Share Edit

REAPS by Department

	Dept Recode	Record Count
1.	Individual School	69
2.	Academic Services	66
3.	Academic Schools	46
4.	Academic Support	36
5.	Information Technology	32

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REAPS by Initiative

	Type of Initiative	Record Count
1.	MOA/Contract	149
2.	Program	82
3.	Policy	48
4.	Practice	47
5.	Grant	30

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REAPS by Scope

	Scope of Practice/Poli...	Record Count
1.	District	204
2.	1 school	80
3.	Group of schools	73
4.	Other	22
5.	Blank	14

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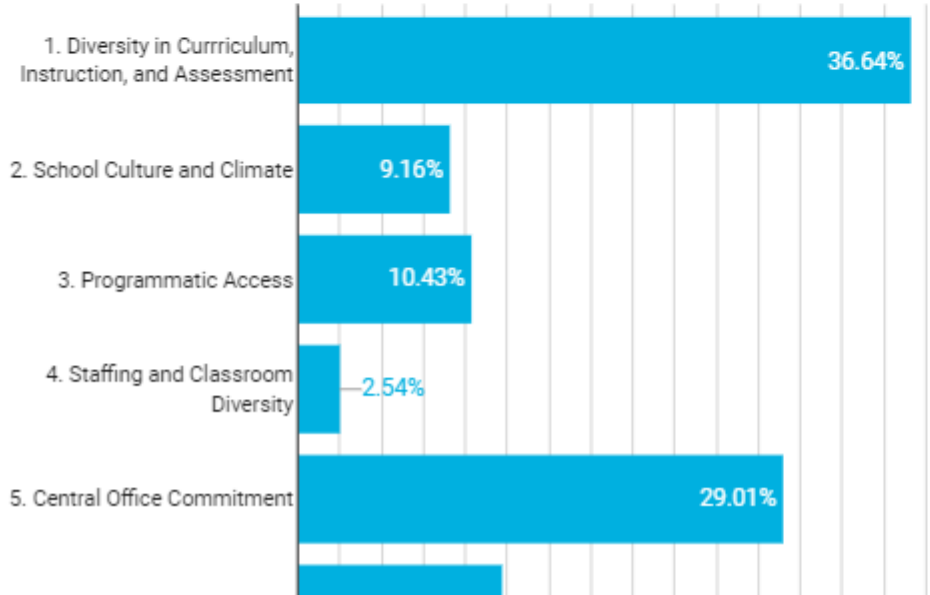
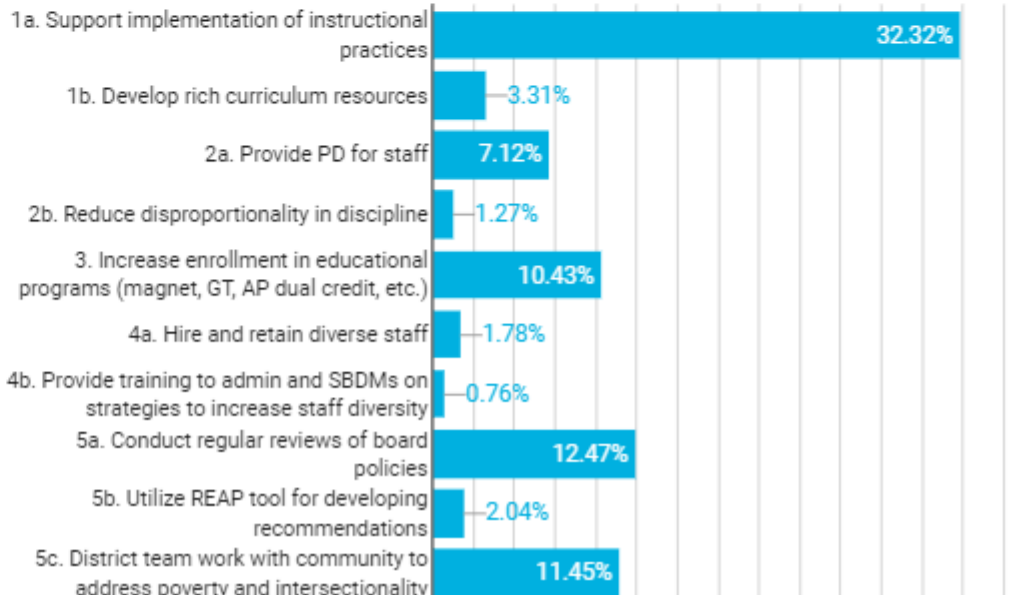
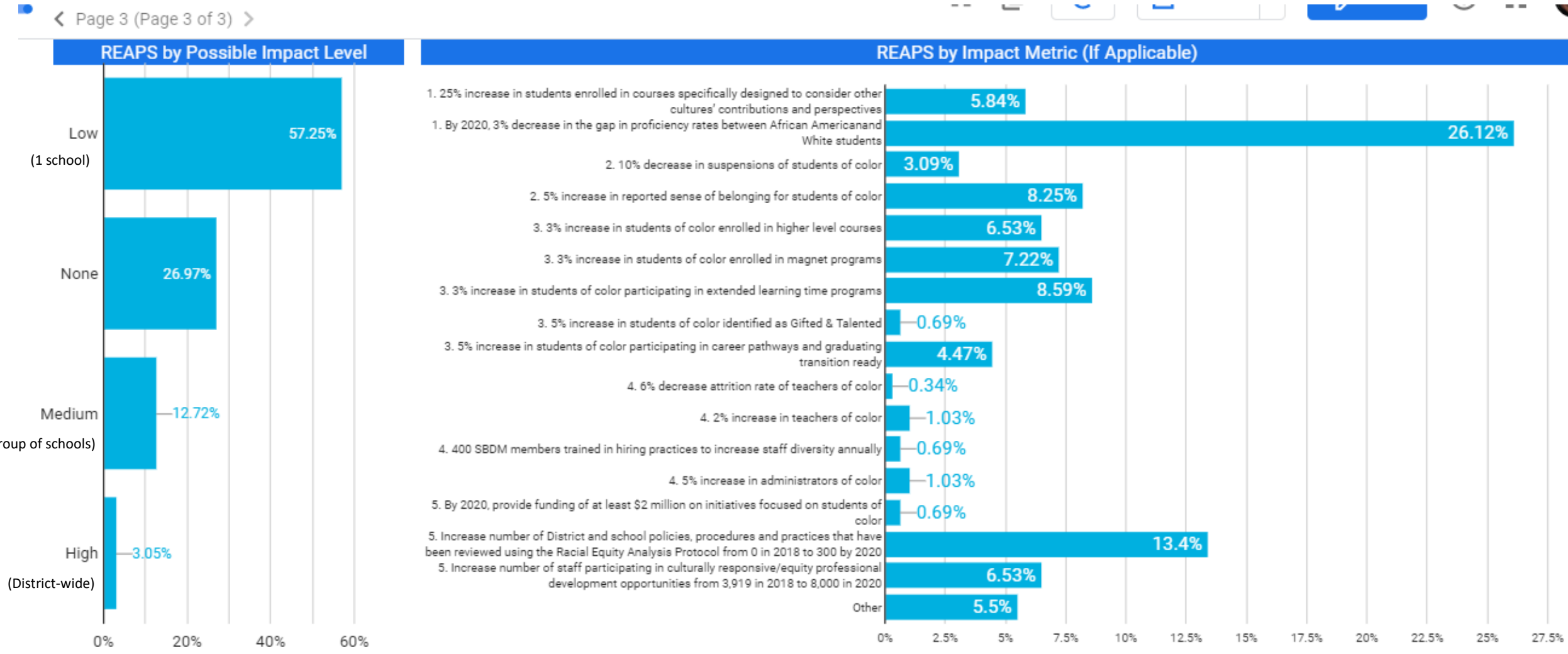
REAPS by Policy Directive Alignment



REAPS by Policy Directive Action Alignment



District REAP Dashboard: Page 3



Questions

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