

# Racial Equity Analysis Protocol (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?	Check all that apply: <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: _____
4a. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	Check all that apply: <input type="checkbox"/> African-American/Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian

	<input type="checkbox"/> <b>Hispanic/Latinx</b> <input type="checkbox"/> <b>Native Hawaiian/Pacific Islander</b> <input type="checkbox"/> <b>White</b> <input type="checkbox"/> <b>2 or More Races/Ethnicities</b> <input type="checkbox"/> <b>Other: _____</b>
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?	
<b>Next Steps</b>	<b>Responses</b>
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?	
<b>OPTIONAL</b>	

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><b>Curriculum, Instruction, and Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students enrolled in courses specifically designed to consider other cultures' contributions and perspectives</li> <li><input type="checkbox"/> Number of courses offered that consider cultural contribution and perspectives</li> <li><input type="checkbox"/> Students of color who are transition ready</li> <li><input type="checkbox"/> Students of color who are proficient or distinguished on KPREP in Reading &amp; Math</li> </ul> <p><b>Culture and Climate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Number of staff participating in culturally responsive/equity professional development</li> <li><input type="checkbox"/> Suspensions for students of color</li> <li><input type="checkbox"/> Restraints for students of color</li> <li><input type="checkbox"/> Sense of belonging for students of color</li> <li><input type="checkbox"/> Students of color who are chronically absent</li> <li><input type="checkbox"/> Trust/Relationship with the families of students of color</li> </ul> <p><b>Staff and Classroom Diversity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contracts with Minority/Women-owned businesses</li> <li><input type="checkbox"/> Number/percent teachers of color</li> <li><input type="checkbox"/> Number/percent administrators of color</li> <li><input type="checkbox"/> Retention of teachers of color</li> </ul> <p><b>Programmatic Access</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students of color identified as Gifted &amp; Talented</li> <li><input type="checkbox"/> Students of color applying to magnet program(s)</li> <li><input type="checkbox"/> Students of color enrolled in magnet program(s)</li> <li><input type="checkbox"/> Students of color who completed higher level courses (AP, IB, Cambridge, dual credit)</li> <li><input type="checkbox"/> Students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)</li> <li><input type="checkbox"/> Students of color participating in career pathways</li> <li><input type="checkbox"/> Students of color participating in summer/extended learning programs</li> <li><input type="checkbox"/> Number of college applications for students of color</li> </ul> <p><b>Central Office Commitment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase in funding to support students of color</li> </ul>	
<p>To what degree will this policy or practice impact the metric identified above? (optional)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little</li> <li><input type="checkbox"/> Moderately</li> <li><input type="checkbox"/> High</li> </ul>

<p><b>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)?</b></p>	<p><input type="checkbox"/> 1 = Not Helpful</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5= Very Helpful</p>
<p><b>Please provide any feedback on the REAP tool. (optional)</b></p>	

- \*=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.