

Determining and Outlining Strategies to Alleviate Gaps

INTRODUCTION

Now that you have determined the root-cause(s) of your equity gaps, it is time to determine and outline strategies to alleviate gaps. The goal is to identify one or two strategies that address your root-cause findings, adhere to SMART goals, and note the change in equity data that you hope to see.

MATERIALS NEEDED

- Stakeholder team
- Equity gap data
- Notes from root-cause analysis
- Local Equitable Access Strategies webpage

SELECTING STRATEGIES

You will need to identify and describe the strategy or strategies that you will use to address the systemic root-cause(s) to lessen or eliminate the identified gaps in equitable access. Make sure that your strategies are closely aligned with the root causes they address. For example, if you found that a root cause of equity gaps in a building was poor leadership, you do not want your strategy to focus on mentoring new teachers.

There are a number of possible strategies listed in Table 1 at the end of this document. Districts and schools can utilize resources and strategies at the state and local level. The list is not exhaustive and districts and schools should choose strategies that most fit their local context and address unique root cause findings. Districts and schools also may visit the [Local Equitable Access Strategies](#) webpage for more information on various strategies. Resources to attract, hire, and support excellent educators can be found at the [Human Capital Resource Center](#). Some districts and schools already may be implementing a strategy or strategies to improve equitable access to excellent educators and they can include those if aligned with the findings from their root-cause analysis.

Possible Strategies

State	Human Capital Toolkit
	Cultural Competency
	Teacher Leader Framework
LEA	Offer educator exit/stay survey
	Use web-based recruitment system
	Recruit dually licensed special educators
	ODE Regional Field Specialists

OUTLINING STRATEGY IMPLEMENTATION

Once district or school team members identify a strategy or strategies, they can describe the specific activities that will occur and the timeline for implementation.

SETTING PROGRESS MEASURES

Lastly, the district describes the monitoring process and intervals. It will be important to note the changes in data that will demonstrate progress on the particular equitable access gap(s) targeted and the date that the expected change in data will occur. Using SMART Goals will help to ensure realistic expectations and evidence for the progress.

Creating S.M.A.R.T. Goals

- S Specific
- M Measurable
- A Attainable
- R Realistic
- T Timely

Table 1. Possible Strategies and Related Gaps

Possible strategies local education agencies may use in Local Equitable Access Planning <i>(list is not exhaustive but provides possible strategies)</i>	Related Gap						
	Inexperienced Teacher	Out-of-Field Teacher	Highly Effective Teacher	Ineffective Teacher	Ineffective Principal	Inexperienced Principal	Highly Effective Principal
Review and evaluate teacher induction program for effectiveness and fidelity of implementation.	x	x	x	x			
Utilize qualified international teachers to teach foreign language courses.		x	x	x			
Recruit dually licensed special educators.		x	x	x			
Align professional development opportunities for educators to the updated Ohio Professional Development Standards.	x		x	x	x	x	x
Offer educator exit survey to understand exit patterns and reasons for attrition in order to improve retention within local education agency.	x	x	x	x	x	x	x
Engage teachers in teacher leadership opportunities to increase the retention of excellent educators. Example: Conduct a co-observation initiative to understand the potential opportunities for teacher leadership.	x	x	x	x			
Offer beginning principal mentoring to increase effectiveness and retention of principals.					x	x	x

Engage in targeted professional development that is based upon findings from OTEs and/or OPES. Example: Assessment Literacy	x	x	x	x	x	x	x
Review and utilize Educator Preparation Reports in Ohio that provide data on passing rates and the number and specialization of educators produced by each institution of higher education to make informed decisions regarding human capital management.	x	x	x	x	x	x	x
Encourage and examine opportunities to provide incentives for teachers to teach in high-needs fields/buildings.	x	x	x	x	x		
Partner with institutions of higher education in order to offer professional development for teachers in high-needs schools.	x	x	x	x	x	x	x