

## REGIONAL EDUCATOR NETWORK (REN) OUTCOME METRICS GUIDANCE

The EAC is responsible for advising the RENs on local and statewide outcome metrics to be reported to the EAC and the Legislature documenting progress and results as a partial measure of accountability for the Educator Advancement Fund. Clearly defined outcome metrics help organizations focus their resources on what's important and improve overall results.

### References to REN Outcome Metrics in Rules:

581-012-0019 Reporting

(1) Prior to the end of each fiscal year, a Regional Educator Network receiving funds from the Educator Advancement Fund must submit to the Educator Advancement Council:

(a) An expenditure report;

(b) Audited financial statements; and

(c) A report on progress toward goals and locally identified metrics in the regional plan and other metrics identified by the Educator Advancement Council.

### Useful Definitions:

**Outcomes**—Learning for Action defines “outcomes” as the changes in individuals, systems, or institutions you expect to result from your program, such as changes in knowledge, behavior, attitudes, etc. For example, a REN may invest resources into redesigning a system of designing and implementing highly effective professional learning. Changes might include educator engagement in developing and participating in professional learning.

**Outcome Metrics**—Outcome metrics are the specific data you collect to assess the extent to which expected outcomes (e.g. changes in behaviors, attitudes, or knowledge) have been achieved. In the example above, an outcome metric for investments in professional learning system redesign might be survey data from educators indicating levels of satisfaction with professional learning offerings.

### Strong Outcome Metrics are SMART:

- **Specific:** Have you **explicitly identified the changes** you expect to see, for whom, by when?
- **Measureable:** **Can the change be seen** (i.e., observed behavior), heard (i.e., participant interview), or read (i.e., client records)?
- **Achievable:** Is it **reasonable that you can collect and analyze data** on the metrics? Do you have the time, resources, and staff capacity to do so?
- **Relevant:** Are the metrics **directly related to the outcome**?
- **Timely:** Will your metrics help you understand progress in the **first third to half** of your program, as well as at the end of the program?

## I. LOCAL OUTCOME METRICS

The EAC is providing examples of potential local metrics and outcomes in Table 1. This list is meant to stimulate local, thoughtful identification of outcome metrics appropriate for the regional context and work being undertaken. RENs and Coordinating Bodies may find the list useful as a reference, recognizing the inherent relationship between specific areas of focus in each respective REN Plan with appropriate related outcome metrics. When applicable, RENs are encouraged to leverage existing outcome metrics being compiled for other local, state, or federal purposes.

RENs will be asked to reference anticipated outcome metrics in their REN Plans. Although some outcome metrics are longer term and may require significant implementation time to be effective indicators of change, RENs will be asked to provide a status report annually on identified outcome metrics.

Figure 1 Potential Outcome Metrics (to be determined locally)

1. System changes (Policies, and practices, system user interview and focus groups data (pre and post empathy data) related to:
  - Educator recruitment pathways;
  - Educator preparation;
  - Supports for novice educators;
  - Professional growth and development; and/or
  - Career advancement of educators.
2. Impacts on educator outcomes specific to local systems changes, e.g. increased teacher leadership roles, increased diversification in the educator workforce, culturally responsive practices and pedagogy, improved educator retention rates, etc.
3. Highly effective professional learning sponsored by the RENs
  - Participation rates in REN sponsored Culturally Relevant Professional Learning by Topic
  - Participant reviews of REN sponsored Culturally Relevant Professional Learning by Topic
4. Impacts on student outcomes with particular emphasis on changes within systems which historically have put students at risk for dropping out of school or underperforming.
5. Other

## II. OUTCOME METRICS EXPECTED OF ALL RENs

As the EAC launches a more comprehensive system approach to supporting educators, the Council and the Legislature are interested in a macro view of statewide implementation of the RENs. As such, a template will be provided to guide the data collection as well as potential tools enabling comparable data analysis across RENs. (An ad hoc group of the EAC will approve a final template and tools for use by RENs and provide technical assistance to all REN coordinators.)

Figure 2 Draft Outcome Metrics Expected of all RENs

1. REN Backbone Functions
  - Evidence of an inclusive, equity-driven, and functioning coordinating body

## REGIONAL EDUCATOR NETWORK (REN) PLAN TEMPLATE



**SUBMITTED BY REN** (REGION # /REGION NAME)

**Contact:** \_\_\_\_\_ / \_\_\_\_/20\_\_\_\_  
(name, title) (phone/email)

As Oregon embarks on system changes to transform how we support the public educator continuum, this document is designed to guide the development of a Regional Educator Network (REN) Plan as defined in to [SB182](#), [ORS 342.943\(3\) and \(4\)](#). The EAC also seeks assurances that each REN has appointed and convened the required membership; thoughtfully created operational structures to support REN activities; established means of shared leadership on the Coordinating Body; authentically listened/engaged relevant stakeholders; implemented processes and tools to understand local context, prioritize goals, and implement continuous improvement in furtherance of the SB182 goal of increased student achievement; led with equity; identified priority problems of practice to address; selected appropriate Outcome Metrics; and detailed an initial REN Plan to be approved by the EAC.

Considerations: Although this is a four-year plan, funding is available on a biennium basis. EAC staff intend to convene REN Coordinators and co-produce a FAQ document based on feedback to provide additional guidance as needed.

Please limit document length to **XX pages**.

### Preparation Stage

1. Describe the REN infrastructure design (REN coordinator/s, fiscal and reporting, communication and convening strategies, etc.):

enter narrative here

2. Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement:

enter narrative here

3. Detail the continuous improvement process used by the REN emphasizing equity and identified region priorities

enter narrative here

4. Describe REN Plan development process including outreach to schools/districts within the region, particularly detailing listening to and engaging with teachers and partners.

enter narrative here

### Phase I Understanding Local Context

5. Describe how local data were collected from applicable user groups including use of empathy data to determine how a system is working and not working for users. How did the process help the REN better understand needs in the region?

enter narrative here

### Phase 2 Prioritizing Goals

6. Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process.

enter narrative here

**Phase 3 Continuous Improvement**

7. List identified professional problems of practice for continuous improvement resulting from identified local needs; who will benefit; and related outcome metrics to examine impact:

#	Problems of Practice	Targeted Area/s of the Career Continuum	Educators likely impacted	School District/s	Outcome Metrics*
1	Special Education Teacher Attrition <i>SAMPLE</i>	Recruitment, Supports for Novice Educators, and Retention	Special Education teachers	Acme SD, Beta SD, etc.	Increases in the number of experienced SPED teachers retained

\*See Regional Educator Network Outcome Metrics Guidance document for examples

8. Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region; and planned stakeholder feedback loops.

*enter narrative here*

9. Leveraging existing and new partners is highly encouraged; list associated contributions (attach agreements):

Organization	Financial/Human Capital	In Kind
REN		office space, partial FTE, etc.

10. Technical Assistance – Discuss the anticipated technical assistance to be provided or required by the REN to accomplish the goals stated within the plan:

*enter narrative here*

11. Additional comments:

*enter narrative here*

12. Itemized Budget – (or is this an attachment? How much detail? Capacity and/or Formula?):

#	Item Description	YR 1		YR 2 \$	YR 3 \$	YR 4 \$	Notes
		Initial	Remainder				
	Seed funding – C.B. convening	\$45,000	\$25,000	\$50,000			
	Seed funding – infrastructure	\$20,000	\$10,000				
	Early learning alignment						
	TA – Coordinating Body <i>SAMPLE</i>						<input type="checkbox"/> EAC sponsored <input type="checkbox"/> REN sponsored
	TA – plan implementation						<input type="checkbox"/> EAC sponsored <input type="checkbox"/> REN sponsored

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system.

#### What is the equity lens?

The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocations, overall investments, hiring and professional learning.

- *Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?*
- *Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?*
- *How does the investment or resource allocation advance the 40/40/20 goal?*
- *What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)*
- *How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?*
- *How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?*
- *How are you collecting data on race, ethnicity, and native language?*
- *What resources are you allocating for training in cultural responsive instruction?*

#### **References to REN Plans in SB182:**

(3) Each educator network shall:

(a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;

#### **References to REN Plans in Rule:**

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

(a) Comply with the requirements of ORS 342.943(3) and (4);

(b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;

(c) Describe any technical assistance to be provided by the Regional Educator Network;

(d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;

(e) Identify leveraged resources and additional partner contributions;

(f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and

(g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

- Coordinating Body satisfaction surveys (tool to be provided from the EAC)
  - Participation of all school districts within the designed REN
  - Participation of local stakeholders including teachers, administrators, families, and community partners in REN activities
  - Regional satisfaction with access to EAF resources (tool to be provided from the EAC)
  - Leveraging of additional resources
  - Earned media
2. Participation of the REN in EAC recommended Technical Assistance and coaching;

### III. STATE-LEVEL OUTCOME METRICS

The EAC is also identifying examples of potential state-level outcome metrics in Figure 2. RENs and Coordinating Bodies may find these useful as references, recognizing potential alignment between specific areas of focus in each REN's respective Plan with state level outcome metrics. The EAC is preparing to share historical data by REN region related to the TELL survey results, educator demographics, retention rates, etc. RENs will have opportunities to validate and comment on any state-level data for their respective region and will be invited to provide additional qualitative data.

Figure 3 Potential State-Level Outcome Metrics

1. Teaching and Learning Conditions survey items related to:
  - a. Teacher leadership
  - b. Equity driven practices and Culturally Responsive Teaching Practices
  - c. Professional learning
  - d. Novice educator supports
  - e. School leadership
  - f. Management of Student Conduct
  - g. Use of time and resources
2. Educator data related to:
  - a. Demographics of the educator workforce (both teachers and administrators)
    - i. Racial/linguistic diversity
    - ii. Gender
  - b. Educator workforce supply and demand
    - i. Regional areas
    - ii. Content and specialization areas
  - c. Interest in the teaching profession (Enrollment & completion data for Oregon's educator preparation programs)
  - d. Retention rates (disaggregated by job title, school level, school title status, and racial identity)
    - i. Novice educators (teachers & administrators)
    - ii. Experienced educators (teachers and administrators)
3. Student outcomes (potentially correlated or attributable to REN investments and disaggregated by district and student demographics)
  - a. Student attendance
  - b. Student achievement
  - c. Graduation rates

d. Social and emotional factors

i. School culture

ii. Relationships (students and educators)