InformTN Technical User Guide

Component of the ePlan Suite

Tennessee Department of Education | September 2018

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Introduction

This document is intended to provide information regarding InformTN, a new component of the ePlan suite of tools for sharing data and guiding annual planning. The following document provides key information on the contents and functionality of the new component and technical guidance for navigating through the tool.

This document was last updated on December 28, 2018.

Accessing InformTN in the ePlan Suite

User Set-Up

In order to access and edit InformTN, users must have a Single Sign On (SSO) account **and** a planning-related role assigned in ePlan. If you have any challenges with SSO, please reach out to DT.Support@tn.gov. Users will need to ensure their district is sending a complete staff association record for all users via Ed-Fi. For all other inquiries, please reach out to ePlan.Help@tn.gov.

For district and school users, the planning-related ePlan roles include:

- LEA Plan Data Entry
- LEA Plan Reviewer
- LEA School Plan Reviewer
- LEA Authorized Representative (Directory of Schools)
- LEA Fiscal Representative
- LEA Consolidated Director
- School Plan Data Entry
- School Plan Reviewer

How to Access InformTN

InformTN can be accessed in two ways:

- Option 1:
    1. Navigate to https://tneducation.net/ and sign in through Orion Single Sign On (SSO).
        - For district and school users, your username will end in "@tneducation.net."
        - If you forget your password but have previously logged on to Orion Single Sign On, please select the "Forgot password" option and enter in your district or school email address. You should then receive an email with directions for resetting your password.
        - If you have never signed on, please first ensure your district is sending a complete staff association record for you via Ed-Fi. If you have any questions, contact your EIS administrator or email DT.Support@tn.gov for assistance with SSO.
    2. Select the ePlan icon.
    3. Navigate to your annual plan and update the "year" field to 2020.
    4. Click to open up your 2020 plan.
    5. InformTN should now launch on your screen.
    6. (District only) To navigate from your district plan to a specific school plan, select the school name from the list on the main page of InformTN.
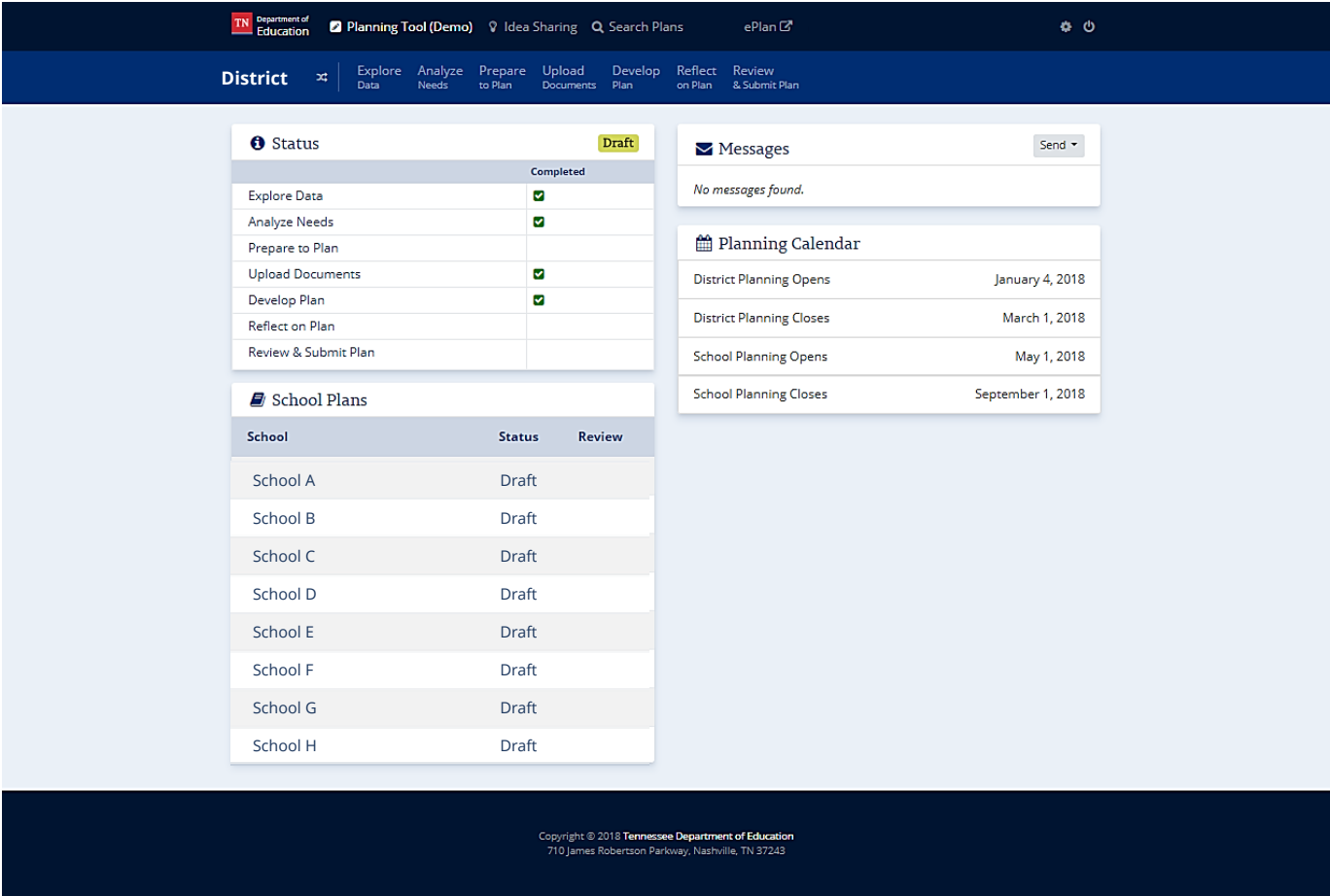
- Option 2:
    1. Navigate to https://edplan.tn.gov/.
    2. Select "Log in with TDOE Orion."
        - For district and school users, your username will end in "@tneducation.net."
        - If you forget your password but have previously logged on to Orion Single Sign On, please select the "Forgot password" option and enter in your district or school email address. You should then receive an email with directions for resetting your password.
        - If you have never signed on, please first ensure your district is sending a complete staff association record for you via Ed-Fi. If you have any questions, contact your EIS administrator or email DT.Support@tn.gov for assistance with SSO.
    3. InformTN should now launch on your screen.
    4. (District only) To navigate from your district plan to a specific school plan, select the school name from the list on the main page of InformTN.

Components of InformTN

District and School Landing Page

When district- and school-level leaders log in to InformTN, users will see a landing page similar to *Image 1* below. From the landing page, users can learn about the current status of their plan, receive messages regarding important updates, and view information regarding key dates. District-level users only will also be able to view a list of the schools in their districts to navigate to individual school plans.

Image 1 – District and School Landing Page

Status

In the Status section, district and school leaders can see the overall status of their plan in the upper right-hand corner of the status box. For example, in the image above (Image 1) the district's plan is in "draft" status. The options for overall status are:

- ***Draft*** – This status indicates that the district or school plan may have specific sections completed, but all of the required components of the plan have not been completed.

- **Ready** – This status indicates that all of the required components of the plan have been completed and the plan is ready to be submitted. Only the director of schools can submit district plans, and principals can submit school plans.
- **Submitted** – This status indicates that the plan has been submitted and is under review by the appropriate approver.
- **Changes Required** – This status indicates that the plan has been reviewed and that additional changes must be made before the plan can be approved.
- **Approved** – This status indicates that the plan has been reviewed and approved. At this point, the goals, strategies, and action steps for the plan become public.

The Status section also provides an indication, through the use of green checkmarks ( ), of which sections have been completed and which require additional information to be provided before the plan can be submitted. A blank under the "Completed" column indicates that additional information must be provided to complete the particular section, whereas the green checkmark indicates that the section is complete. The green checkmarks are not a qualitative review; they only indicate that all of the required fields have been completed. Additional information regarding missing components can be found on the "Review (& Submit)" page. Once all of the sections have been completed, the "Completed" column will have green checkmarks next to every component, and the overall status of the plan will update to "Ready." For more information on components required for plan submission, please see the "Review (& Submit) Plan" section below.

Messages

In the Messages section, district and school users have the ability to receive and send messages. All messages are also sent to district and school users' email addresses. District and school users should expect to receive information through the Message section including, but not limited to, updates to the data or important information regarding planning.

District and school leaders can also leverage the Messages section to send messages internally. District users can send messages to other district users in their district, all of their schools, individual schools, or schools who have specific overall statuses. For example, district users can send a message to all schools in their district who have an overall status of "Draft" indicating that additional information must be added before the plan can be submitted. School users can send messages to other school users in their school.

Planning Calendar

The planning calendar shows key dates regarding the planning windows for district and school plans.

School Plans (Districts Only)

In the School Plans section, district users can navigate to the plans for specific schools in their district. Specific school plans can be accessed by utilizing the search box at the top right of the section or by scrolling and selecting the school's name from the list. School plans can also be sorted based on the

overall status of the plan using the dropdown below the header for this section. For example, district users can filter based on plans that have an overall status of "Submitted" to see which schools have completed and submitted their plans for review.

Explore Data

The Explore Data page contains various types of data organized into four main domains with similar structures designed to support district and school leaders in digging into their data and identifying areas of success and areas for improvement. The Dashboard, Climate and Access, Educators, Academic Achievement and Growth, and College and Career Readiness tabs are district- and school-specific, whereas the District Explorer tab provides an opportunity for users to compare districts on similar metrics.

Navigating the Explore Data Page

There are several key functionality features of this section of the tool that support digging into the data, collaborating, and identifying needs. Key features include:

- **Select specific school** *(Highlighted in orange in Image 2aa and 2ab)* – By selecting the "Add filters" in the upper left corner and then selecting "Schools," district and school users can navigate to the data for a specific school.
- **Select year** *(Highlighted in teal in Image 2aa)* – Using the dropdown located at the top middle of the page, district and school users can select the year they would like to look at data for and easily toggle between multiple years. For the College and Career Readiness stack only, this year refers to the year that the cohort graduates (for future cohorts) or graduated (for previous cohorts) from high school.
- **Select benchmark** *(Highlighted in orange in Image 2aa and 2ab)* – By selecting the "Add filters" in the upper left corner and select "Benchmarks," district and school leaders can change the benchmark for all of the comparison on their dashboard and specific data pages. The benchmark is intended to give context and is represented in all of the tiles on the Dashboard and at the top of each data-specific page, as well as an orange dot on most visualizations. Available options to select as the benchmark are the state average, CORE regional average, the district's performance in the previous year, comparable districts (district only), district average (school only), and selected districts. For selected districts, district and school users can select between 3-5 districts to compare themselves to the average of for each metric.
- **Capture Insights** *(Highlighted in orange in Image 2ac)* – As district and school users are exploring their data and come across important information regarding an area of success or area for improvement, district and school users can save these areas by selecting the "Capture Insight" button. All insights that are captured then appear on the "Analyze Needs" for districts and schools to consider how various areas of success and areas for improvement relate and what areas they want to prioritize to work on in the next year.

- ***Data Discussions*** *(Highlighted in teal in Image 2ac)* – As district and school users are exploring data, users can highlight and launch discussions with other members of their district or school teams. These discussions are internal to the particular district or school (and cannot be viewed by the state or other districts or schools).
- ***Download images*** *(Highlighted in green Image 2ac)* – All graphs and visualizations on the Explore Data page can be downloaded. These images can then be used in presentations and shared with other stakeholders.

Image 2aa. Selecting a School, Year, or Benchmark
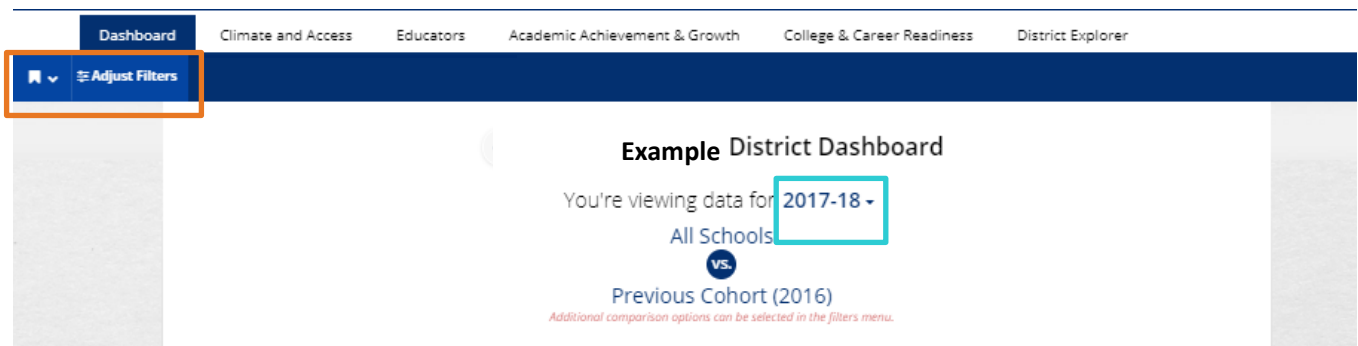
Image 2ab. Selecting a Benchmark
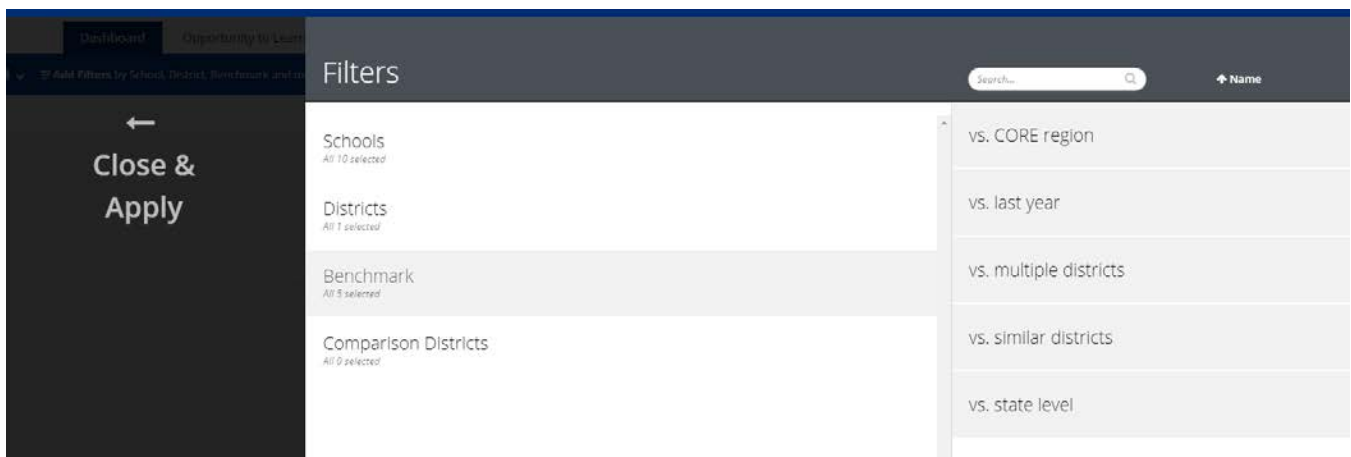
Image 2ac. Capturing Insights, Launching Data Discussions, and Downloading Images
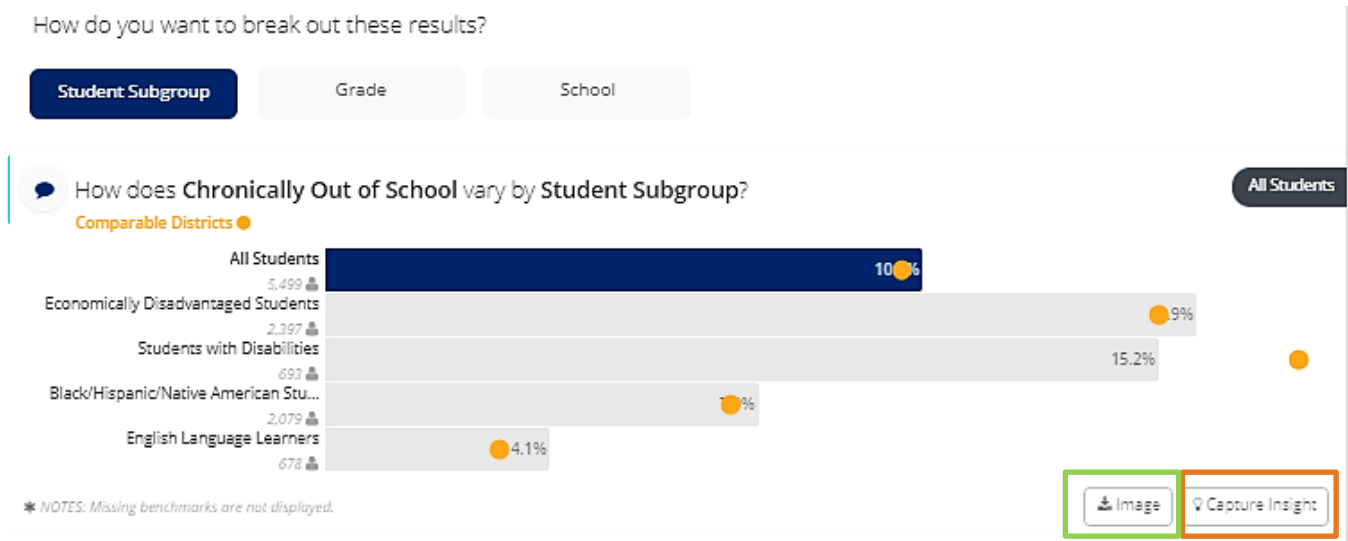
Included District-Specific Data

The data in the Explore Data section is organized into an overall Dashboard and four specific focus areas. Each of these tabs are described below with additional information regarding the data included on each page found in Appendix A.

- *Dashboard* – The Dashboard contains high-level information on key indicators across Climate and Access, Educators, Academic Achievement and Growth, and College and Career Readiness. This view is intended to provide an opportunity to look across multiple data sets at once. At the bottom of the Dashboard, district users can also see high-level information regarding the make-up of their districts as well as the identity and calculation for determining comparable districts. In addition, each data point included on the Dashboard is compared to a benchmark value in the banner at the bottom of each tile. The benchmark value options are highlighted in the *Navigating the Explore Data Page* above and can be changed by clicking on "Add filters" in the top left corner of the page. This banner appears red if the district or school is underperforming the benchmark, grey if the district or school is approximately equal to the benchmark, and green if the district or school is outperforming the benchmark.
- *Climate and Access* – The Climate and Access page includes datasets such as:
  - Chronically Out of School
  - Discipline (In-School Suspensions, Out-of-School Suspensions, Expulsions, Remands)
  - Health (District Only)

- o Special Education Program Data
- o English Language Learners Program Data

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding specific student groups, grade levels, and schools and trends over time as well as applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left hand corner.

- *Educators* – The Educators pages includes datasets such as:
  - o Staffing Characteristics
  - o Educator Evaluation
  - o Retention and Climate

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences across different schools and staff types as well as trends over time and applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left hand corner.

- *Academic Achievement and Growth* – The Academic Achievement and Growth page includes datasets such as:
  - o Academic Achievement (Accountability and Assessment Results)
  - o Student Academic Growth (TVAAS)

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences between schools, specific student groups, grade levels, and subjects as well as trends over time and applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left hand corner.

- *College and Career Readiness* – The College and Career Readiness page includes datasets such as:
  - o ACT (Percentage of Students who are College-Ready (21+))
  - o Early Postsecondary
  - o Career and Technical Education
  - o Graduation Rate and Ready Graduate
  - o Postsecondary Enrollment (and Completion)

For each data set, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences between schools, specific student groups, and cohorts as well as applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left hand corner.

District Explorer

The District Explorer tab allows users to examine district-level data from across the state and identify high performing and high growth districts for a variety of outcomes such as achievement, chronic absenteeism, and teacher retention. District and school users can choose the outcome they would like to compare on by making selections in box #1 and box #2 in image 2b below. Users are required to select category and metric in box #1 to populate the graph on the page, but can optionally choose to specify further by selecting a particular submetric or demographic in box #2.

Districts then can be filtered by the number of students, CORE region, and percentage of economically disadvantaged students as seen in image 2c. Based on the selections made in boxes #1 and #2 as well as the filters selected, the comparison graph will populate accordingly as seen in image 2c. The graph shows absolute comparison along the horizontal access and growth along the vertical access. Therefore, districts who are demonstrating strong growth and strong absolute performance will appear in the upper right area of the graph, highlighted in green, whereas weak growth and weak absolute performance will appear in the bottom left area of the graph, highlighted in red.

Users can view all of the data from the graphs in the table at the bottom of the page as seen in image 2d. Users can then also use this table to select and explore the annual plans of selected districts to identify interventions they may want to use in the own districts.

Image 2b. Selecting category, metric, submetric, and demographic for comparison

Image 2c. Selecting filters for comparison and viewing the comparison graph
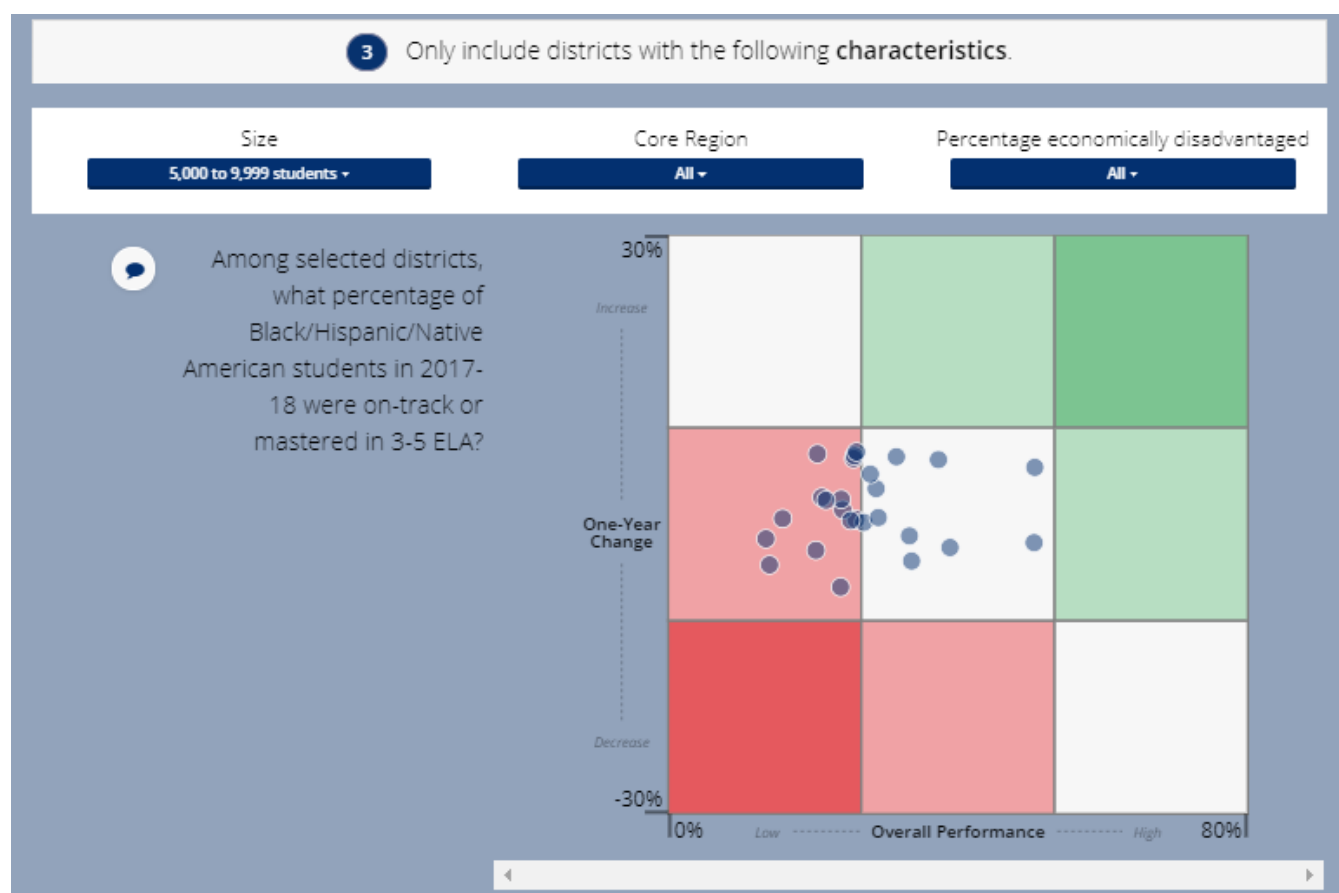
Image 2d. Table view of data and access to district plans

Navigating Between and Through the Explore Data Pages

Navigating between Explore Data page – When district and school leaders first enter the Explore Data section, users will land on the overall district or school's overall Dashboard. Each section of the Dashboard corresponds with a specific focus area page. In order to navigate to a specific focus area page, district and school users can select the specific tab along the top of the page. This is highlighted in teal in image 2e below.

Image 2e. Navigating between pages
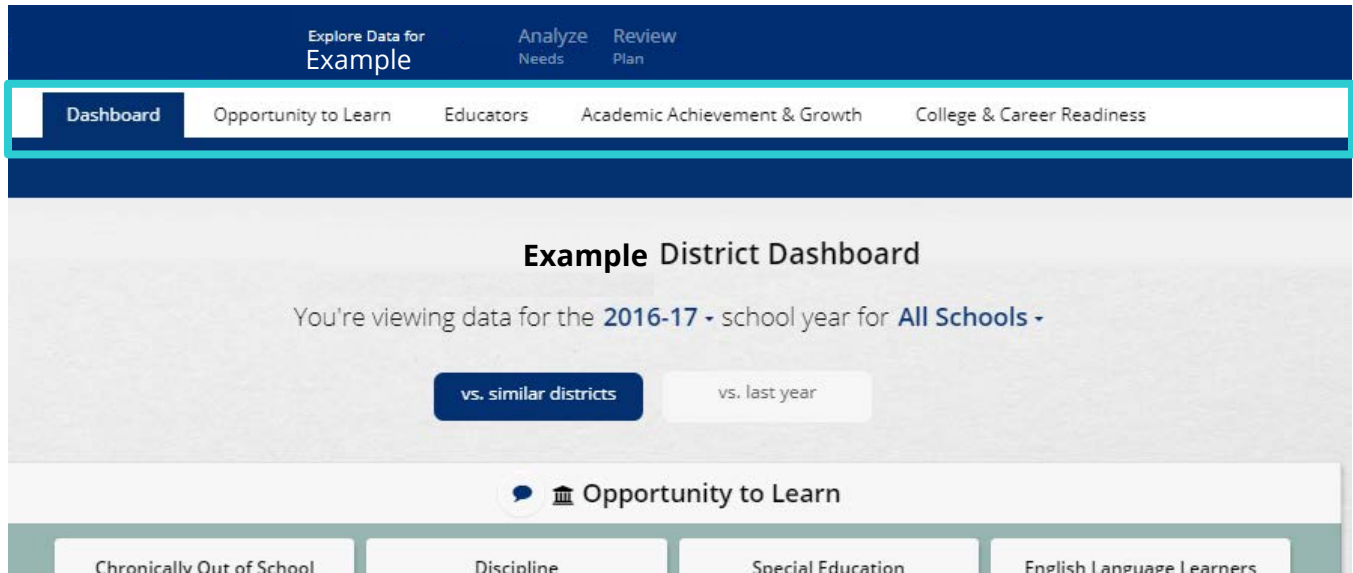
Navigating on Explore Data focus area pages – The four focus area pages are also set up with a similar structure in which district and school leaders can dig into their data further as they move down the page. District and school leaders are guided through a series of steps directly on the page. For example, on the "College and Career Readiness" page, district and school leaders are guided to

1. Select an indicator to explore.
   a. Users can select a particular user by clicking on the specific tile associated with the indicator they would like to explore.
   b. In Image 2f, the blue outline around the ACT tile highlights that this outcome has been chosen to analyze.
2. Select the metric they would like to dive into.
   a. Users can they select a particular metric below the indicator (previously selected) below to explore further. Users can select the particular metric by click on the corresponding graph.

b. In Image 2f, the user can choose to dig into the percentage of students who achieved a college-ready score of 21+ on the ACT Composite or dig into a specific subject such as ACT Math.
3. Dig deeper by exploring differences in the chosen metric across student groups and schools, for example, as well as over time and through distributions.
   a. In Image 2f, the user can view ACT Composite (or ACT Math) score differences across student groups and schools, view how many students are in specific ACT score bands, and view how the percentage of students who are college-ready has varied between cohorts.

Image 2f. Navigating on Explore Data focus area pages (College and Career Readiness)

Analyze Needs

In the Analyze Needs section, district and school users can see all of the areas of success and opportunities for growth (needs) that were identified by their teams. On this page, district and school users can then add additional needs based on local data; filter, edit, and sort the identified needs; group related needs together; and identify the needs or groups of need to set priorities for the upcoming school year (and those items that will not be prioritized).

Image 3a – Analyze Needs page
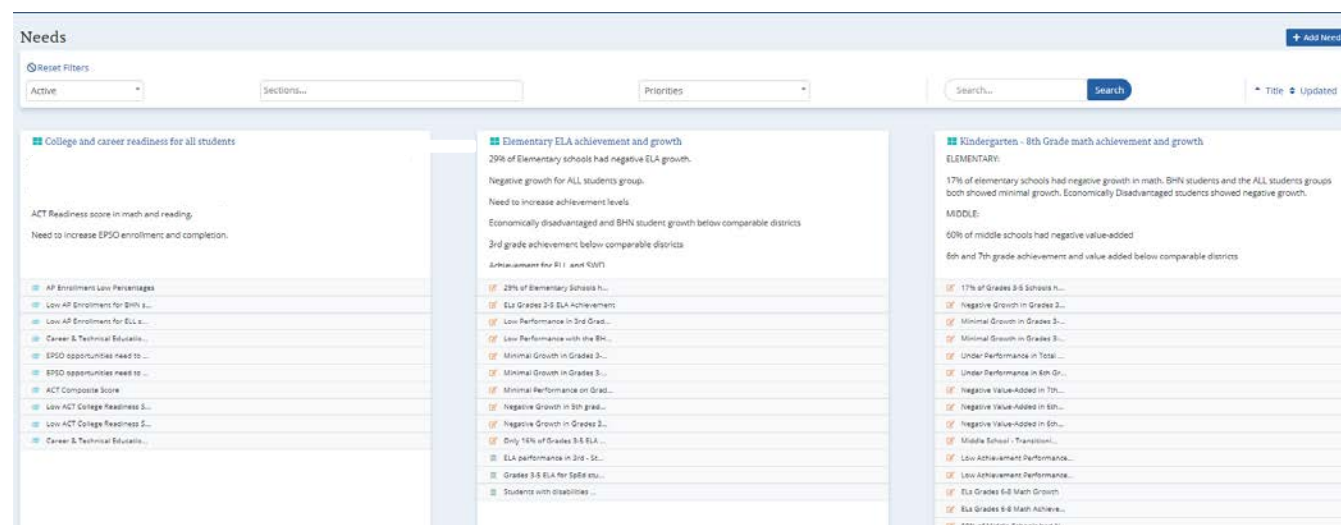
Adding Additional Needs Based on Local Data

On this page, district and school users can add additional needs based on local data by selecting "Add Need" in the upper left hand corner. This will open the window illustrated in image 3b in which the district or school user will be prompted to provide information regarding this need. As district and school users add additional needs, they can provide information regarding the data that is underlying that need in a few ways. District and school leaders can add graphs or images by selecting from the toolbar at the top (as highlighted in the teal box in image 3b) or by attaching support files by clicking browse and selecting the file (as highlighted in the orange box in image 3b). In this way, the Analyze Needs page can serve as a central repository for all areas of success and areas for improvement, both based on state-provided and locally sourced data.

Image 3b – Create an additional need

Filtering, Editing, Sorting, Copying, Archiving, and Deleting Identified Needs
Once district and school leaders identify all of their needs, both from the state-provided data as well as locally sourced data, district and school users can filter, edit, copy, and sort these needs. Users can use the filters section at the top of the page to filter needs by "Active" versus "Archived" needs, data section, prioritization, and key words as highlighted in teal in image 3c. For each need, district users can also choose to edit, copy, or archive the specific need as highlighted in orange in image 3c. Copying needs can be used to group a particular need into multiple groups. If a need is archived, it is removed

from the list of active needs and cannot be prioritized, but it can be brought back if a district users does decide this captured need is in fact important. In order to permanently delete a need, users can open up the need by clicking on the title of the need and then selecting the small trash can in the upper right hand corner

Image 3c. Filtering, editing, sorting, archiving, and deleted identified needs
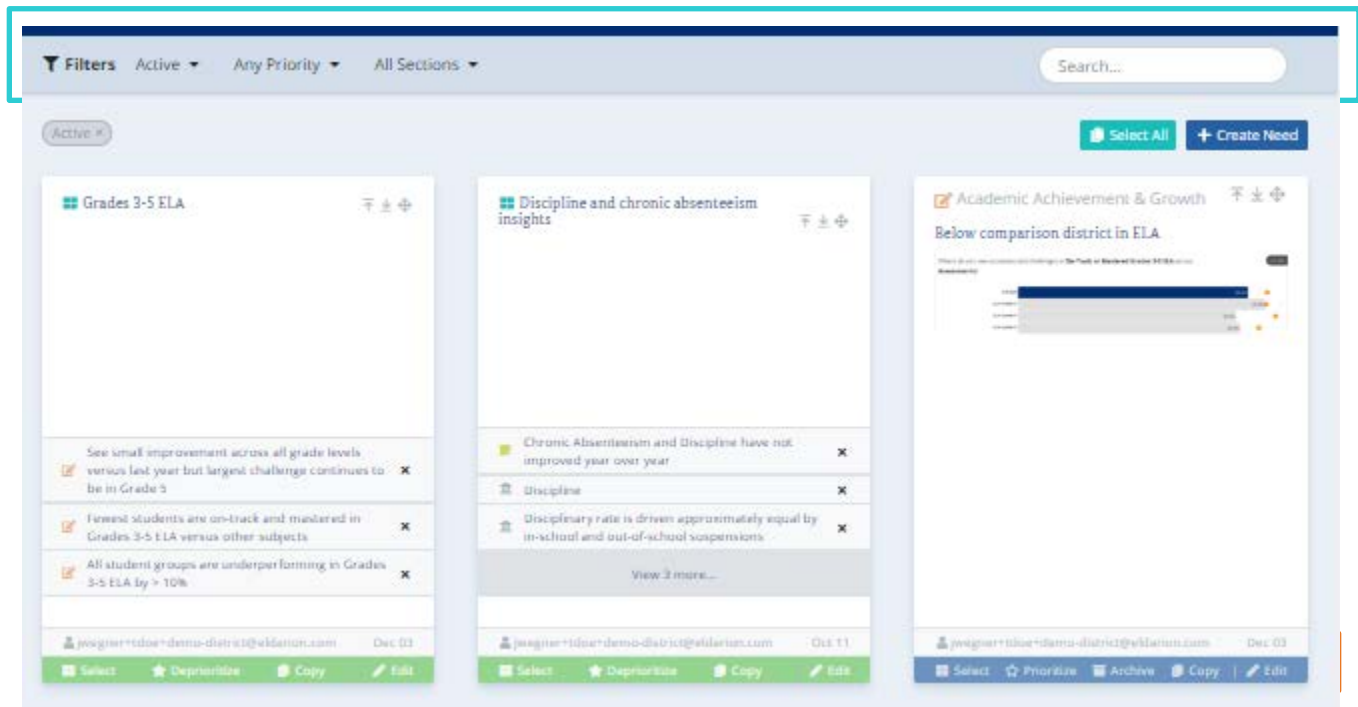
Grouping Needs

Often district and school users will capture multiple needs that are related. For example, a district or school leader may capture needs around Grade 3 Achievement and Grade 3 Growth (TVAAS), and they likely will set goals and strategies aimed at collectively improving both of these. In this case, a user can group these needs together by clicking "Select" in the bottom left hand corner of each need. A button at the bottom right corner of each of the selected needs titled "Group X Needs" where X is the number of needs selected. This can be seen in image 3d. If this is selected, the district users will be prompted to add a title and description for the group, and these needs will then appear as a group of needs as seen in image 3e.

Image 3d. Selecting and Grouping Needs
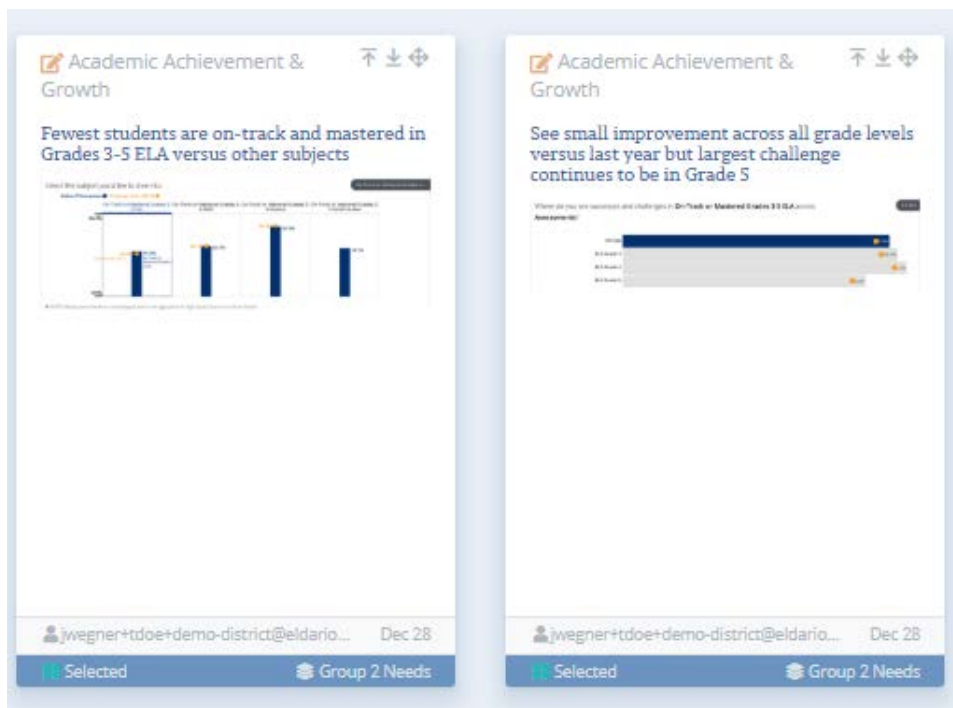
Image 3e. Example of Grouped Needs
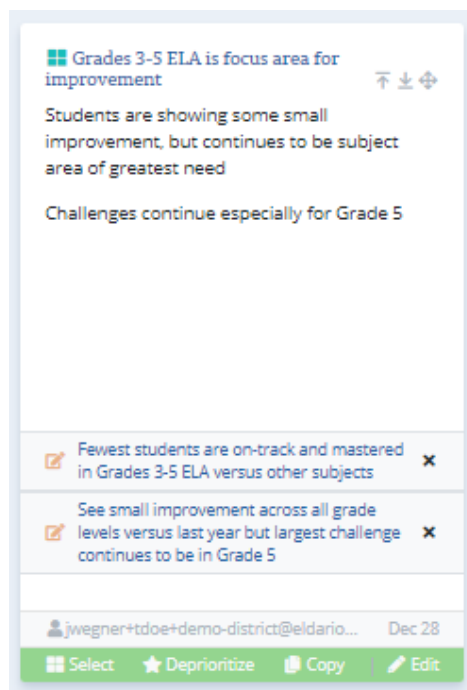
Reordering Needs or Groups of Needs

Once district and school users capture multiple needs or groups of needs, users may want to reorder the needs, for example, so that the district's highest priorities appear first. Needs and groups of needs can be reordered using the arrows in the top right corner of each need. The arrow pointing up will move the need to the first position in the top left corner of the Analyze Needs page. Conversely, the arrow pointing down will move the need to the last position in the bottom right corner of the Analyze Needs page. The multi-directional arrow will allow the user to select and move the need to any position on the page.

Image 3f. Reordering Needs
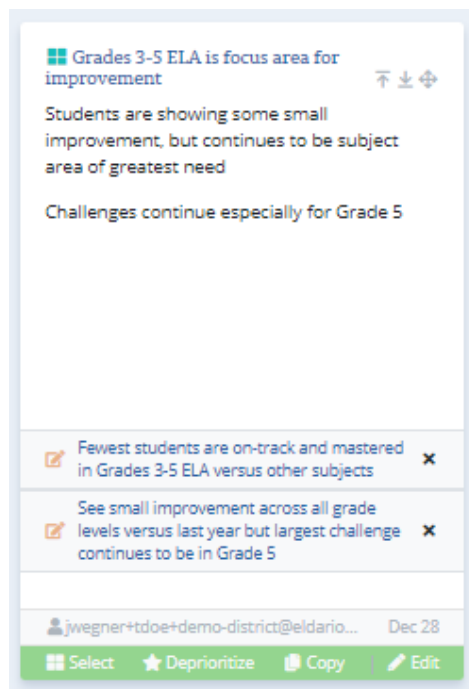
Prioritizing Needs or Groups of Needs

Once district and school users identify and then group together their needs, district and school users can then establish what their priorities will be. These priorities should drive the areas that the district or school decides to set goals, strategies, and action steps to address. District users can prioritize needs or groups of needs by selecting "Prioritize". This will turn the banner from blue (non-prioritized) to green (prioritized), thus indicating that this group of needs or individual need is a priority for the district. The group of needs in image 3g is an example of a prioritized group with a green banner at the bottom of the need.

Image 3g. Prioritizing Needs or Groups of Needs

Prepare to Plan

After district and school leaders explore their data and set priorities—but before they set goals, strategies, and action steps—leaders will first asked to describe their team and stakeholder outreach as well as the root causes underlying their prioritized needs.

Prepare to Plan – *Team and Stakeholder Outreach*

As seen in image 4a, district and school leaders will be asked to describe the team members involved with developing their annual plan. Districts and schools are also expected to describe how they are involving internal and external stakeholders in developing, implementing, and revising the district or school plan throughout the year.

Image 4a. Identifying Planning Team and Stakeholder Outreach

Prepare to Plan – *Prioritized Needs Root Cause Analysis*

District and school leaders will be expected to think deeply about the root causes underlying their prioritized needs. Specifically, for only their prioritized needs, district and school teams will be asked to reflect on prior strategies and identify root causes of observed outcomes. This is illustrated in image 4b. District and school teams can also choose to answer these questions directly in the needs on the Analyze Needs page. Users can do this by selecting the title of a specific *prioritized* group of needs or individual need, clicking on "Edit" button, then selecting "Root Cause Analysis" in the middle of the pop-

up as highlighted in image 4c below. This will open up the individual need or group of needs and allow users to provide an answer regarding the root causes underlying their data as seen in Image 4c.

Districts and schools can choose to use the "5 Whys" protocol as an optional support in digging into these root causes.

Image 4b. Answering root causes analysis on the Prioritized Needs page

Image 4c. Answering root causes analysis on the Analyze Needs page

Upload Documents

Districts and schools can choose to upload supporting documents in this section that they believe will strengthen their district plan. There are no documents that are required for districts to upload. Title I schools are expected to upload their Title I budgets here for school plans. When files are added, users are expected to provide a title and tag the "type" of document as seen in image 5b.

Image 5a. Uploading a document
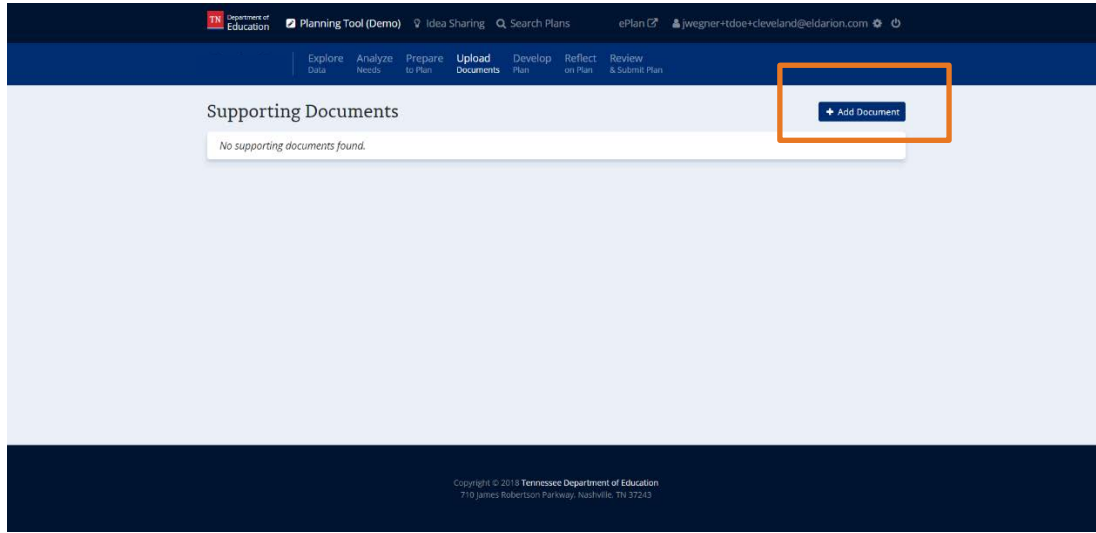
Image 5b. Providing information regarding and uploaded document
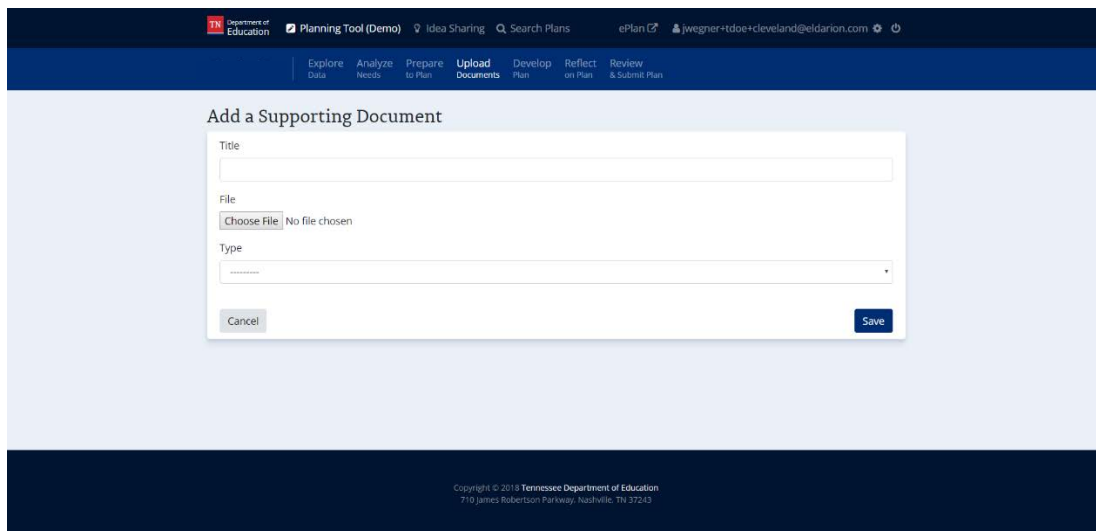
Develop Plan

Once district and school users have explored their data, identified priorities and root causes, and assembled their teams, they can set goals, strategies, and action steps on the Develop Plan page. On the main Develop Plan page, users can see their Prioritized Needs as a reminder on the right hand side of the screen. Additional information regarding expectations for goals, strategies, and action steps can be found on the district or school rubric, respectively.

Setting Goals

District users can add goals by selecting the "Add Goal" as highlighted in orange in Image 6a. If district teams select "Add Goal," they will be prompted to add a goal title, description, performance measure, and associated data section as seen in image 6b. District users only can also add goals by selecting "Import Goal" as highlighted in teal in Image 6a to import goals and strategies from previous years. If a district leader selects "Import Goal," the user will be prompted to select the goal and associated strategies to import per image 6c.

When school teams first open the Develop Plan page, they will find the goals and strategies rolled down from their district's overall plan. School leaders can choose to add to, edit, or delete goals inherited from the district plan, but note that these changes will be flagged for district leaders during the review process.

Once created, district and school leaders can edit or delete goals by clicking on the goal title from the main Develop Plan page and selecting the pencil icon in the top right corner of the goal to edit or the trash can to delete.

Image 6a. Adding and Importing (District-only) Goals
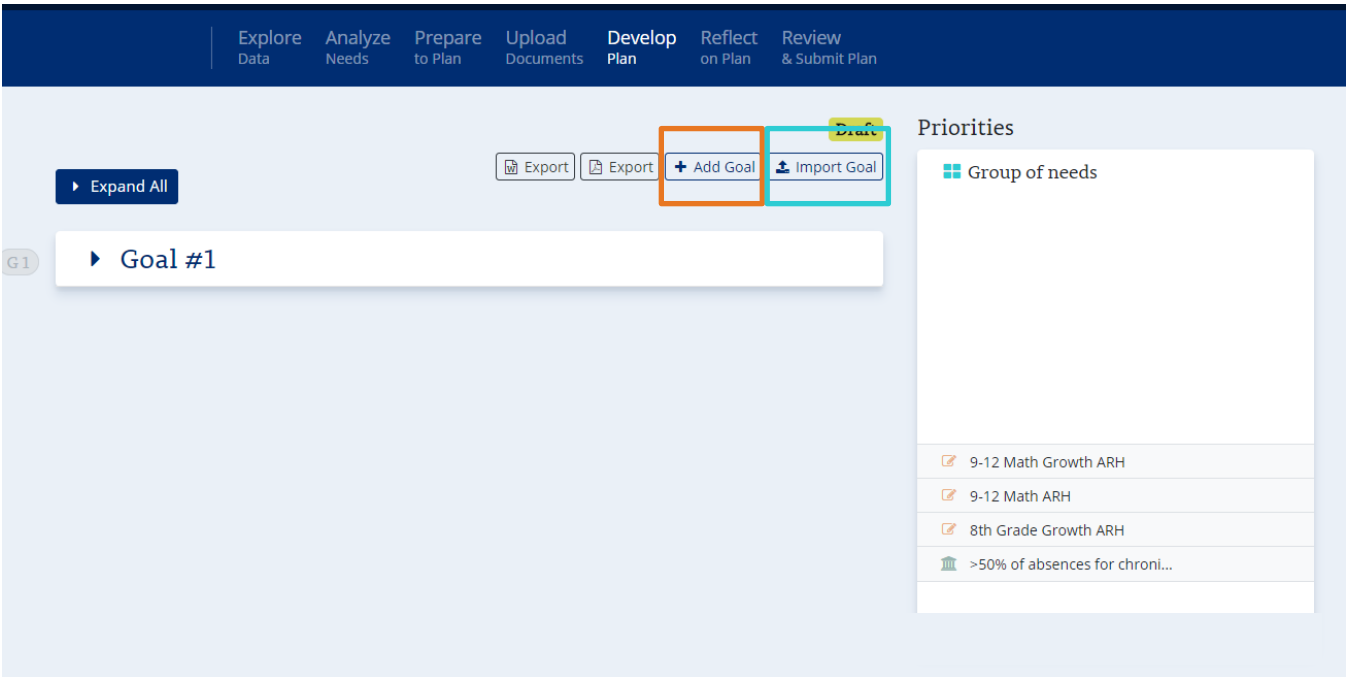
Image 6b. Creating new goals

Image 6c. Importing goals and strategies (District only)

Setting Strategies

Once district leaders create goals, district leaders can add strategies by adding a title, description, and benchmark indicator in the box highlighted in orange in image 6d.

Similarly to goals, school leaders will see strategies inherited from their district when they first open up the Develop Plan page. School leaders can choose to add to, edit, or delete strategies inherited from the district plan, but note that these changes will be flagged for district leaders during the review process. Each year school and district users will have to create new benchmark indicators for each strategy as these will not be rolled over or inherited.

Strategies that have been previously created can be edited or deleted by clicking on the goal title from the main Develop Plan page and selecting the pencil icon in the top right corner of the strategy to edit or the trash can to delete.

Image 6d. Creating strategies

Setting Action Steps

Once district and school teams have established their goals or strategies, users can add action steps by selecting the plus button as highlighted in orange in image 6e. Once district and school users select to add an action step, they will be prompted to provide a title, description, person responsible, and estimated completion date. It is optional to also provide a funding source. This is seen in image 6f. Action steps are not imported or inherited. Action steps that have been previously created can be edited or deleted by clicking on the goal title from the main Develop Plan page and selecting the pencil icon in the top right corner of the action step to edit or the trash can to delete.

Image 6e. Adding Action Steps
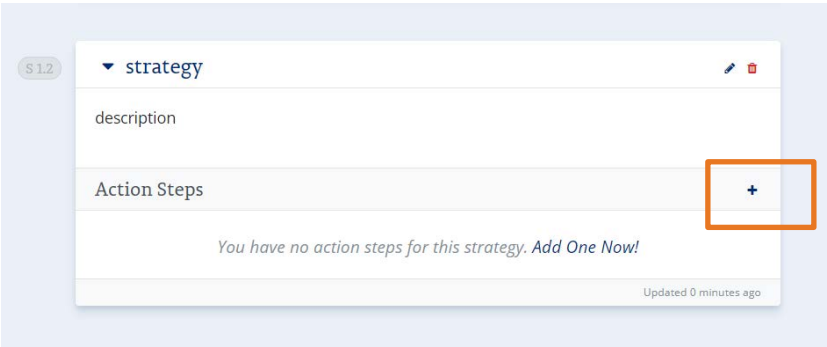
Image 6f. Creating Action Steps

Exporting Goals, Strategies, and Action Steps

At any point, district and school leaders can export the current version of the plan to share with internal or external stakeholders. The plan can be exported in Word or PDF format by selecting the corresponding button as highlighted in image 6g at the top of the page.

Image 6f. Exporting goals, strategies, and action steps

Demo District Annual Plan (2018 - 2019)
Export | Export | + Add Goal | Import Goal
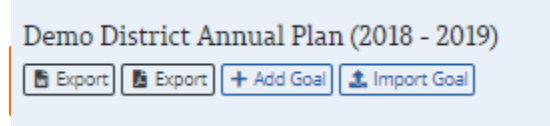
Reflect on Plan

The Reflect on Plan page contains a series of questions regarding how district and school users are addressing specific areas as seen in image 7a. District and school teams can provide answers by typing answers in the provided text box and/or tagging action steps included in that plan that illustrate how they are addressing a specific area of focus. Districts and schools are not required to tag action steps.

District and school users will also be expected to agree to specific assurances laid out in the Assurances section as seen in Image 7b. Users can agree to assurances by selecting the "I Accept" button. Only one user in the district needs to select this on behalf of the entire district and the user who does so will be noted once completed.

Depending on the performance of the district or school in specific areas, districts or schools may have one or more additional category of questions to address on this page. For example, if a district does not meet expectations for particular indicators on the annual IDEA Annual Performance Report (APR), the district will be expected to answer additional questions to address those indicators on this page. These questions will not appear if a district meets expectations on all indicators.

Image 7a. Answering question on Reflect on Plan page

Image 7b. Agreeing to Assurances on Reflect on Plan page

Review (& Submit) Plan

On the Review (& Submit) Plan page, district and school leaders can review in one place all of the components of their plan as well as investigate which sections are complete or not complete. Once the plan is complete, directors of schools can also submit district plans from this page while principals can submit school plans.

Reviewing Plan for Completion

On the left hand side of the screen, district and school teams can use the "Quick Nav" bar to see which sections of their plan have been completed and which require additional attention. This can be seen highlighted in orange in image 8a. Areas that are complete are accompanied by a green checkmark, whereas incomplete areas are accompanied by a gray warning signs. Additional information regarding what items must be added before the section is complete can be seen at the top of each component as seen highlighted in teal in image 8a. The plan is complete and ready for submission once all areas are accompanied by a green checkmark.

In order for a plan to be complete, the following must be included:

- Districts and schools must identify and prioritize at least one need as well as provide a root causes analysis.
- Districts and schools must answer all questions on the Prepare to Plan page.
- Districts and schools must create at least one goal with at least one strategy with at least one action step.
    - Goals must include a goal title, description, and performance measure.
    - Strategies must include a strategy title, description, and benchmark indicator.
    - Action Steps must include an action step title, description, person responsible, and estimated completion date.
- Districts and schools must answer all questions on the Reflect on Plan page.
- Title I schools only must submit their Title I Budget.

Image 8a. Reviewing the plan for completion
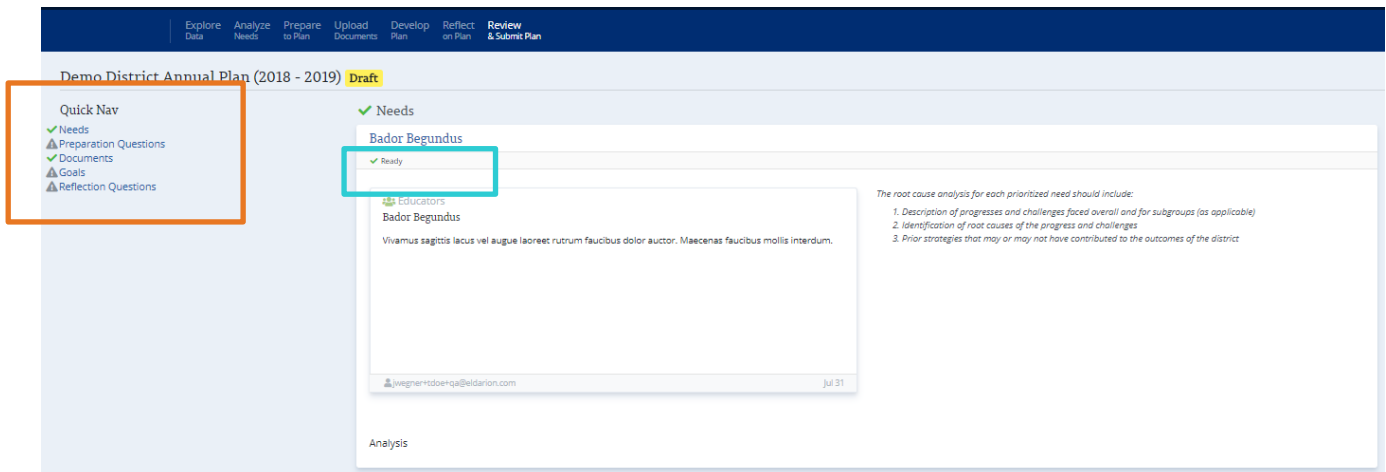
Submitting Plans

Once all areas are completed and accompanied by a green checkmark, the director of schools can submit district plans, and principals can submit school plans. A button will appear at the top of the page for only directors of schools and principals to submit the plans as seen in image 8b. Submitters will receive the confirmation and updated status as seen in Image 8c once the plan has been submitted.
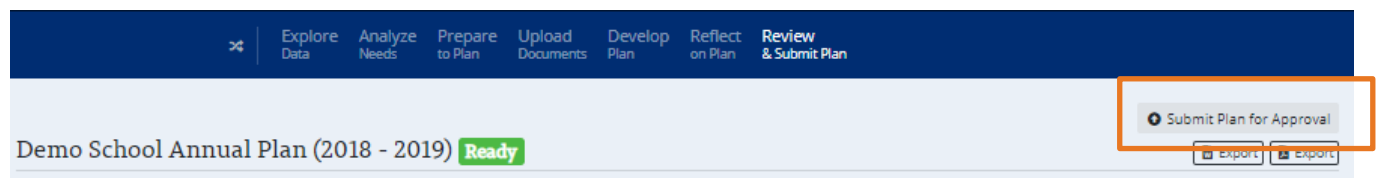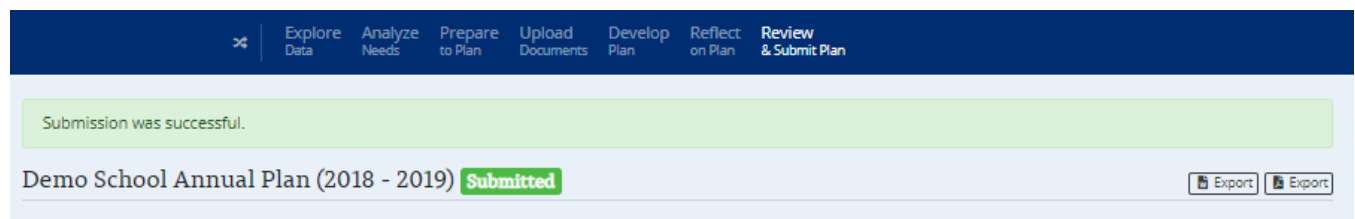
Image 8b. Submitting the Plan

Image 8c. Plan Submission Confirmation

Additional Components

District and School Plan Review

Launching or Continuing a Plan Review

Once district or school teams submit their annual plans, reviewers will be prompted to "Start Review" on the home page. CORE regional teams and district teams will be prompted to "Start Review" of district and school plans, respectively, by selecting "Start Review" next to the name of the particular district or school whose plan they would like to review. Image 9a highlights where a CORE or district team member would click in order to launch a review. If CORE or district team members start a review, they can choose to quit and resume at a later time. The user would resume by selecting "Continue Review" as seen in mage 9b.

Image 9a. Starting a plan review

Image 9b. Continuing a plan review

Conducting a Plan Review

As reviewers read and conduct their review of district or school plans, they have the option to add both positive a negative feedback on all components of the plan. As a reference, the reviewer can view the rubric created by the department near associated items. The rubric items can be seen by expanding the dropdown.

Feedback can be left by selecting the word bubble in the upper right hand corner of any of the sections, as highlighted in image 10b. Selecting the word bubble will open a comment box as seen on the right side of the screen in image 10c where reviewers can leave comments.

Accompanying all feedback, reviewers have the option to select "Changes required" as highlighted in the orange box in image 10c. This will flag for school or district leaders that their plan must be changed before it will be approved. Reviewers cannot approve a plan for which any section has been marked "Changes Required" until the reviewer confirms, in subsequent reviews, that the changes have been made.

Once the review has been completed, the reviewer can select "Complete Review" in the upper right hand corner of the screen as seen in image 10d. This will provide a summary page of all of the feedback that the reviewer provided, an opportunity to add overall feedback comments, and then the option to either "Approve" or "Request Changes" to the plan. This is seen in image 10e. Reviewers will not have the option to approve the plan if they selected "Changes required" on any piece of feedback. Once this has been completed, the review is complete until the district or school submits additional updates, as needed.

Upon subsequent reviews, any changes to the plan will be highlighted in a bulleted list at the top of the page as seen in image 10f. This section will also highlight if a school user has edited, deleted, or added to the goals and strategies that were inherited from the district plan.

Image 10a. Viewing the school and district plan rubric

Image 10b. Adding feedback

Image 10c. Providing feedback and requiring changes

Image 10d. Completing the review

Image 10e. Overall comments and approval

Image 10f. Highlighting changes
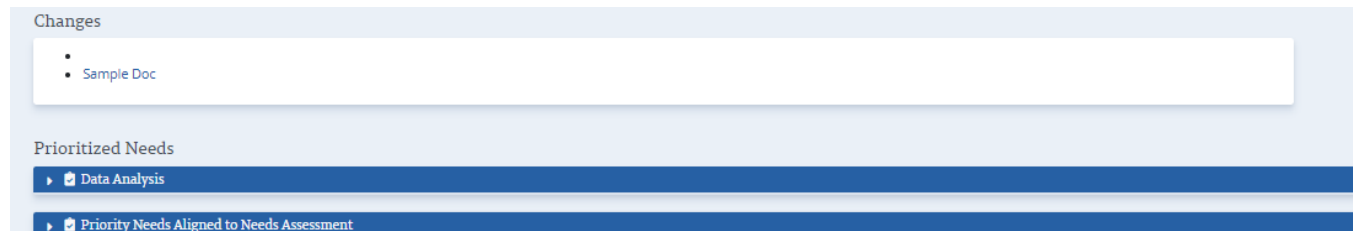
Search Plans

Once approved, all district and school plans become public and can be accessed through the "Search Plan" section accessed through the top banner as seen in image 9a. Plans can be accessed by selecting a year and using the search box to search the district or school name. Historic plans created before 2018-19 district and school plans (except for districts and schools who participated in the pilot in 2018-19) will continue to be housed in the traditional ePlan planning tool in which they were created.

Image 11a. Searching Public Plans

Appendices

Appendix A: Data Included in Explore Data

Domains	High-Level Outcomes	Metrics
Academic Achievement and Growth	Success Rates Overall Growth (TVAAS)	Schools • School success rate • School overall growth (TVAAS) District • Grades 3-5 success rate • Grades 6-8 success rate • Grades 9-12 success rate • Grades 3-5 overall growth (TVAAS) • Grades 6-8 overall growth (TVAAS) • Grades 9-12 overall growth (TVAAS)
College and Career Readiness	ACT Early Postsecondary Offerings CTE Concentrators Graduation Rate and Ready Graduate Postsecondary Enrollment	ACT • College ready by ACT composite (percentage of students who score 21+ on ACT composite) • College ready by ACT math (percentage of students who score 21+ on ACT math) • College ready by ACT English (percentage of students who score 21+ on ACT English) • College ready by ACT reading (percentage of students who score 21+ on ACT reading) • College ready by ACT science (percentage of students who score 21+ on ACT science) Early Postsecondary Offerings • Enrolled in any early postsecondary offering • Enrolled in two or more early postsecondary offerings • Enrolled in four or more early postsecondary offerings CTE Concentrators • Percentage of CTE concentrators

Domains	High-Level Outcomes	Metrics
		• Percentage of CTE concentrators in an aligned program of study Graduation Rate and Ready Graduate • Graduation Rate • Ready Graduate Postsecondary Enrollment • Enrollment in any postsecondary • Enrollment in 4-year institution • Enrollment in 2-year institution • Enrollment in TCAT
Climate and Access	Chronically Out of School Discipline Health (District-only) English Learners Special Education	Chronically Out of School • Percentage of students who are chronically absent • Percentage of students who are absent 10-20% of the year • Percentage of students who are absent 20%+ of the year Discipline • Any discipline • In-school suspensions • Out-of-school suspensions • Expulsions Health (District Only) • Percentage of nurse visits that result in return to class • Percentage of students who are obese or overweight • Percentage of students who have a chronic health condition • Percentage of schools who offer universal breakfast • Percentage of schools who are compliant with the physical activity law English Learners

Domains	High-Level Outcomes	Metrics
		• Percentage of English learners who reach growth standard on WIDA • Percentage of English learners who reach exit benchmark on WIDA Special Education • Academic achievement of students with disabilities • Graduation rate for students with disabilities • Placement in least restrictive environments for K-12 students • Placement in least restrictive environments for pre-K students
Educators	Staff Make-up Educator Evaluation Retention and Climate Funding and Equity	Staffing Characteristics • Educator staff assignments • Race and ethnicity of educators • Gender of educators • Percentage of educators who are novice • Percentage of educators who are out-of-field Educator Evaluation • Percentage of educators who are Level 3+ on level of effectiveness • Percentage of educators who are level 3+ on growth (TVAAS / portfolio) • Percentage of educators who are level 3+ on level of observation • Percentage of educators who are level 3+ on achievement • Perceptions of evaluation from the TN educator survey Retention and Climate • Retention of all educators • Retention of level 3+ educators • Retention of level 4+ educators

Domains	High-Level Outcomes	Metrics
		• Perceptions of climate on TN educator survey

Appendix B: Comparable Districts

Comparable districts are selected by choosing the districts that come the closest to yours across the combination of the following factors:

- Student enrollment
- Per pupil expenditure
- CORE region
- Grades offered
- Demographic make-up (percentage of students in the district classified as Black, Hispanic, or Native American, Economically Disadvantaged, Students with Disabilities, and English Learners)

The comparable districts for a specific district are listed at the bottom of the Dashboard in the Explore Data page.

Appendix C: Required Components for Plan Submission

In order for a plan to be complete and ready for submission, the following must be included:

- Districts and schools must identify and prioritize at least one need as well as provide a root causes analysis.
- Districts and schools must answer all questions on the Prepare to Plan page.
- Districts and schools must create at least one goal with at least one strategy with at least one action step.
    - Goals must include a goal title, description, and performance measure.
    - Strategies must include a strategy title, description, and benchmark indicator.
    - Action steps must include an action step title, description, person responsible, and estimated completion date.
- Districts and schools must answer all questions on the Reflect on Plan page.
- Title I schools only must submit their Title I Budget.

Appendix D: District and School Plan Rubric

The department has created district and school plan rubrics to guide the creation of annual plans. CORE reviewers will leverage the district plan rubric in reviewing district plans, whereas district leaders

can choose to use the school plan rubric in reviewing school plans, although this is not required. These rubrics can be accessed at https://www.tn.gov/education/finance-and-monitoring.html.