InformTN Technical User Guide

Component of the ePlan Suite

Tennessee Department of Education | March 2024

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Introduction

This document is intended to provide information regarding InformTN, a 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 planning component and technical guidance for navigating through the tool.

User Set-up and InformTN Help

In order to access InformTN, users must have a Single Sign On (SSO) account **and** a planning-related role assigned in ePlan. For district and school users, the planning-related ePlan roles include:

Role	What can this role do?	Who usually has this role?	Who can add this role for a user?
LEA Authorized Representative	Submit LEA plan	Director of Schools	ePlan help team
LEA Fiscal Representative	Edit LEA plan	District Financial Officer	ePlan help team
LEA User Access Administrator	Manage the LEA's user access roles- including adding new roles	LEA users assigned the role	ePlan help team
LEA Data View	View any ePlan component or planning tool, Upload to LEA Document Library	District users	LEA User Access Administrator
LEA Plan Data Entry	Edit LEA plan or school plans	District administrator	LEA User Access Administrator
LEA School Plan Reviewer	Edit school or LEA plans, and approve school plans	District administrator	LEA User Access Administrator
LEA Consolidated Director	Edit LEA plan	Federal Director	LEA User Access Administrator
School Plan Data Entry	Edit school plan	Assistant Principal	LEA User Access Administrator
School Plan Reviewer	Edit and approve school plan	Principal	LEA User Access Administrator

For additional information regarding roles please see the ePlan LEA User Access Administrator Manual.

To navigate to the *need help* section of InformTN click on the question mark in the upper right corner of InformTN. The *need help* area of InformTN has this guide and webinars to help answer questions. The chart below outlines who to reach out to for additional support with InformTN.

If you need help with...	Contact...
Logging into SSO (single sign on) or resetting your SSO	DT.Support@tn.gov
Setting up school-level roles in ePlan	District User Access Administrator (listed in the ePlan address book)
Setting up district-level roles in ePlan	District User Access Administrator (listed in the ePlan address book) or ePlan.help@tn.gov
Other technical support questions	inform-tn-help@sip.eldarion.com

How to Access InformTN

Steps to accessing Inform TN:

1. Navigate to https://edplan.tn.gov/.
2. Bookmark this website as the easiest and fastest way to access InformTN.
3. 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 email DT.Support@tn.gov to request access.

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. Only district-level users will also be able to view a list of the schools in their district to navigate to individual school plans.

Image 1 – District and school landing page
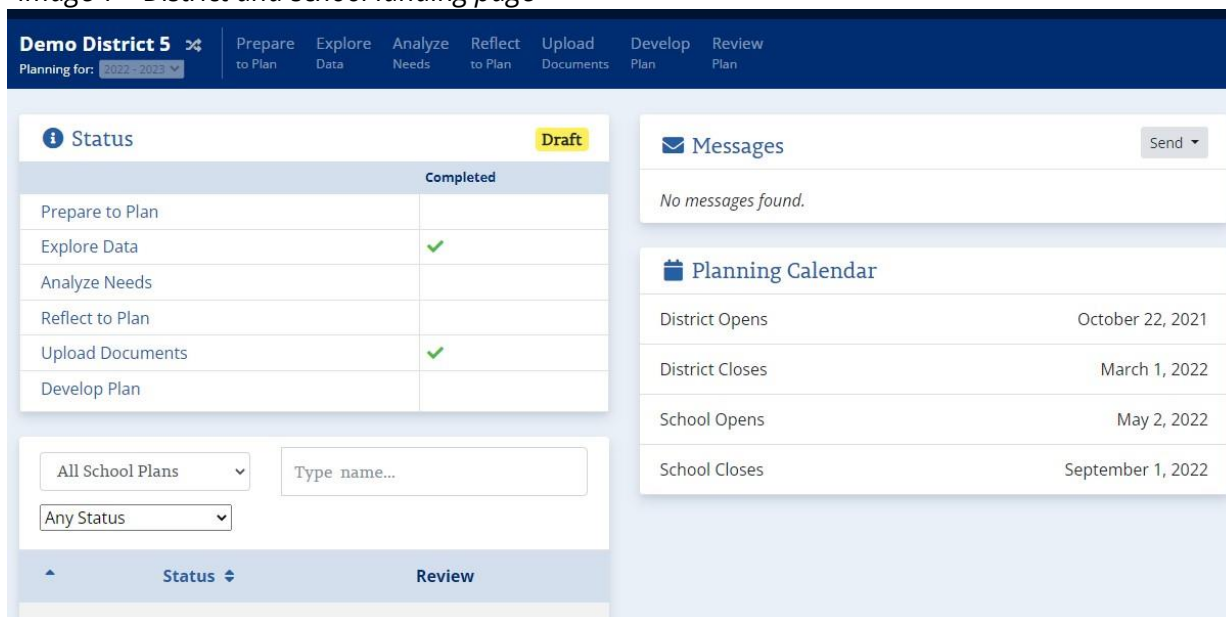
Status

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:

- o **Draft** – This status indicates that the district or school plan may have specific sections completed, but all required components of the plan have not been completed.
- o **Ready** – This status indicates that all 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.
- o **Submitted** – This status indicates that the plan has been submitted and will soon be under review by the appropriate approvers.
- o **Changes Required** – This status indicates that the plan has been reviewed and that additional changes must be made before the plan can be approved.
- o **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, using 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 required fields have been completed. Additional information regarding missing components can be found on the "Review (& Submit)" page.

Once all 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 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.

Prepare to Plan

The first step in quality planning is to identify the planning team that can offer different perspectives and support robust plan development. Leaders will first be asked to describe their team and stakeholder outreach as well as reflect on goal attainment from the prior year.

Prepare to Plan – Team and Stakeholder Outreach

As seen in image 2a, 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 2a. Identifying planning team and stakeholder outreach

Identify Team

Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs and special education programs), and other appropriate school personnel and with parents of students.

Answer

Click to add an answer

Stakeholder Involvement

Describe how the district actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the district plan throughout the year.

Answer

Click to add an answer

Prepare to Plan – Reflection on Attainment on Prior Year Goals

As part of strong planning, district and school leaders should reflect on the prior year's plan to determine if they met or partially met the established goals (see Image 3b) and which strategies led to the success they experienced. This reflection should guide planning as leaders begin to think about what to continue to implement, what to adapt, and what to abandon in the coming year.

Image 2a. Identifying planning team and stakeholder outreach

Goals established

How many goals were established in the district's 2020-21 plan?

Goals met

How many of the 2020-21 established goals were met?

Record using whole numbers based on the number of entire goals that were met.

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.

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:

- o ***Select specific school*** *(Highlighted in orange in Image 3a and 3b)* – By selecting the "Adjust filters" in the upper left corner and then selecting "Schools," district and school users can navigate to the data for a specific school.
- o ***Select year*** *(Highlighted in teal in Image 3a)* – 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.
- o ***Select benchmark*** *(Highlighted in orange in Image 3b)* – By selecting the "Add filters" in the upper left corner and select "Benchmarks," district and school leaders can change the benchmark for all the comparisons on their dashboard and specific data pages. The benchmark is intended to give context and is represented in all 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.
- o ***Capture Insights*** *(Highlighted in green in Image 3c)* – 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.
- o ***Data Discussions*** *(Highlighted in teal in Image 3c)* – 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 district or school (and cannot be viewed by the state or other districts or schools).
- o ***Download images*** *(Highlighted in orange in Image 3c)* – 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.
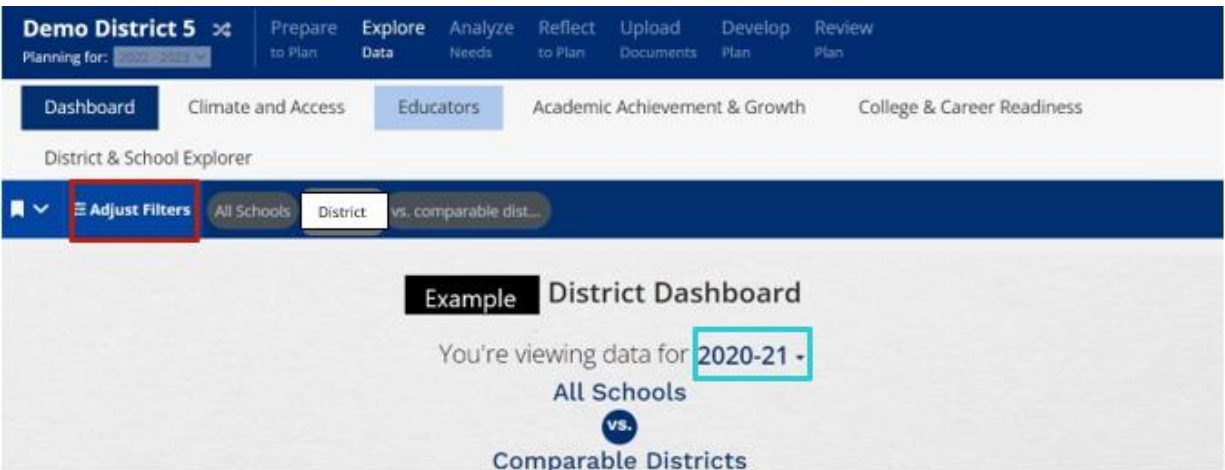
Image 3a. Selecting a school, year, or benchmark
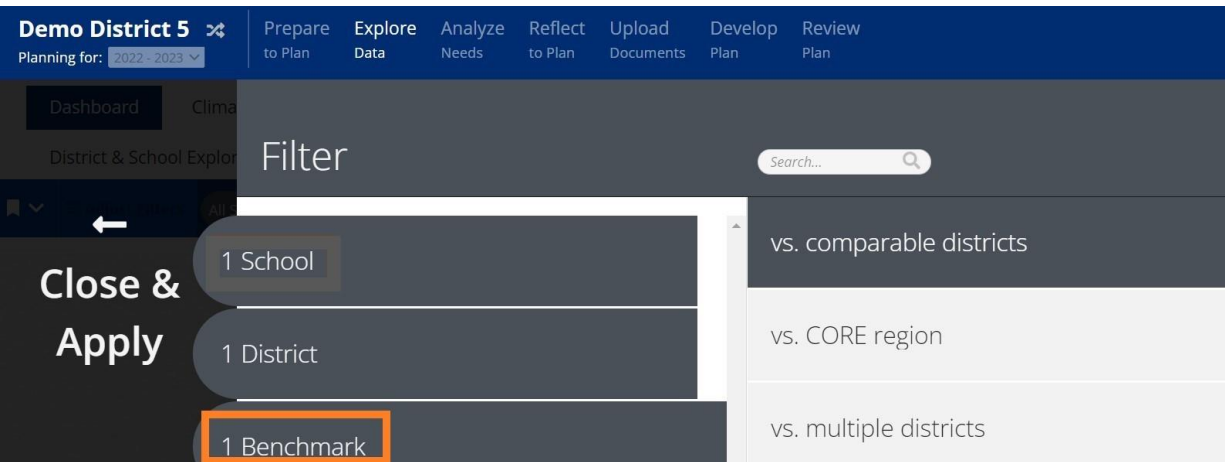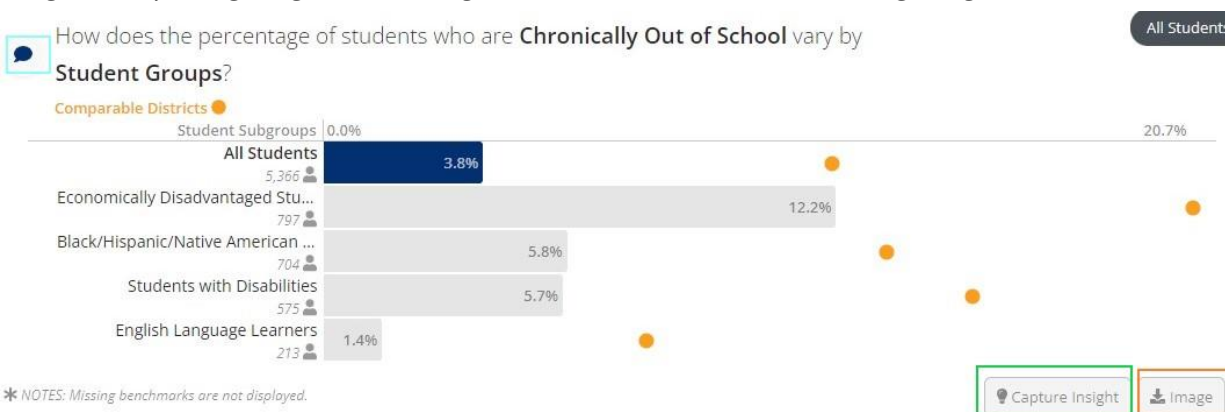

Image 3b. Selecting a benchmark

Image 3c. Capturing insights, launching data discussions, and downloading images

Included 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.

- o **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 "Adjust 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.
- o **Characteristics**
  - o Grades Served
  - o Number of Schools
  - o Number of Public Charter Schools
  - o Number of Teachers
  - o Number of Administrators
  - o Number of Enrolled Students
- o **Climate and Access** – The Climate and Access page includes datasets such as:
  - o Chronically Out of School
  - o Discipline (In-School Suspensions, Out-of-School Suspensions, Expulsions, Remands)
  - o English Language Learner (Growth Standard, Exit Benchmark)

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.

- o **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.

- o **Academic Achievement and Growth** – The Academic Achievement and Growth page

includes datasets such as:
- o   Academic Achievement Success Rate by grade band (Accountability and Assessment Results)
- o   Student Academic Growth by grade band (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.

- o   ***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   Postsecondary Enrollment
- o   Graduation Rate and Ready Graduate

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.

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. 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 with a teal box in image 3d below.

Image 3d. 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 3f, 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 select a particular metric below the indicator (previously selected) below to explore further. Users can select the metric by clicking on the corresponding graph.
   b. In Image 3f, 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 3f, 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 3f. Navigating on Explore Data focus area pages (College and Career Readiness)
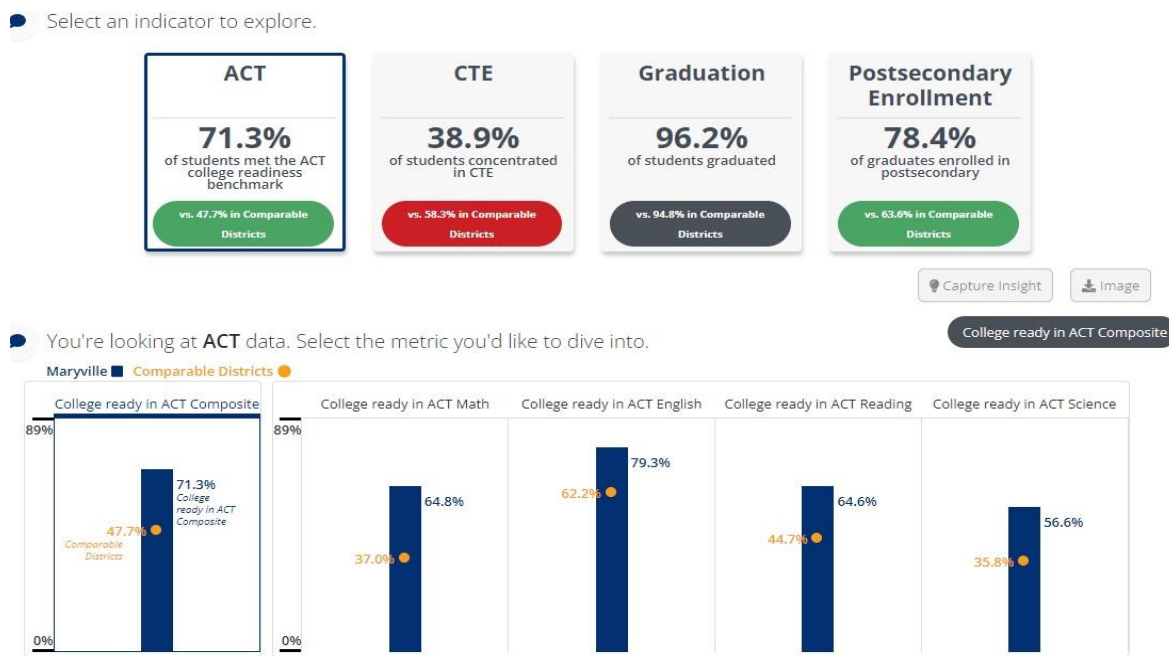
Analyze Needs

In the Analyze Needs section, district and school users can see all 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 4a – Analyze Needs page
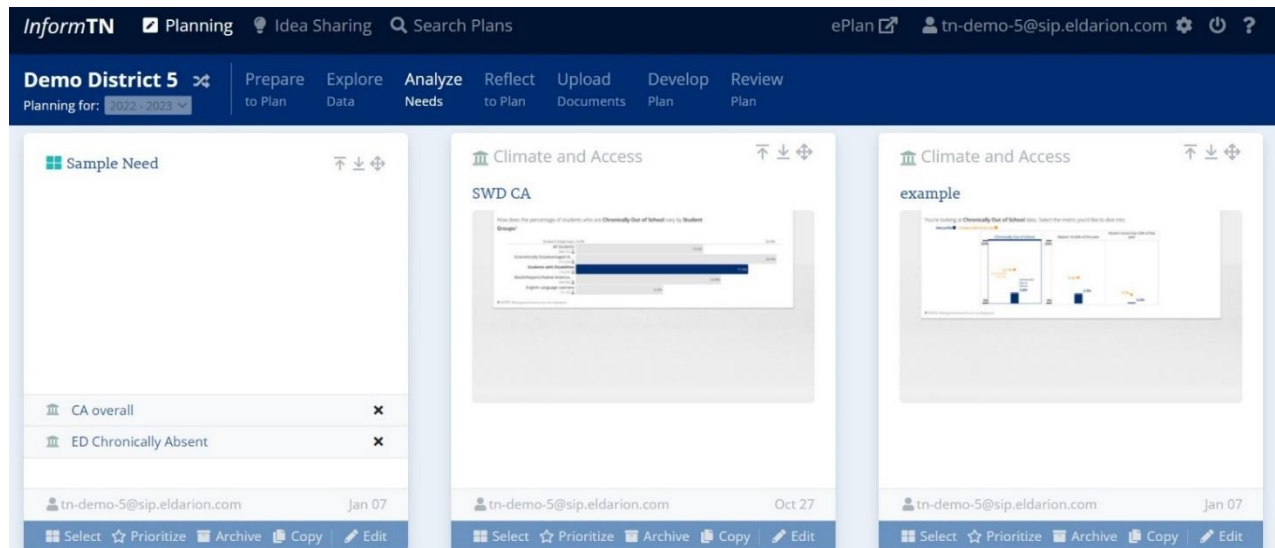
Adding Additional Needs Based on Local Data

On this page, district and school users can add additional needs based on local data by selecting "Create Need" in the upper right-hand corner. This will open the window illustrated in image 4b 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 title the need, select the data section, select whether it's a prioritized need or not, provide a description, and upload supporting files. 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 4b – Create additional need

Filtering, Editing, Sorting, and Archiving Identified Needs

Once district and school leaders identify all their needs, both from the state-provided data as well as locally sourced data, district and school users can filter, edit, and sort these needs. Users can use the filters section at the top of the page to filter needs by "Active" versus "Archived" needs, prioritization, data section, and keywords as highlighted in teal box in image 4c. For each need, district users can also choose to edit or archive the specific need as highlighted in orange in image 4c. 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 user decides this captured need is in fact important.

Image 4c. Filtering, editing, sorting, and archiving identified needs
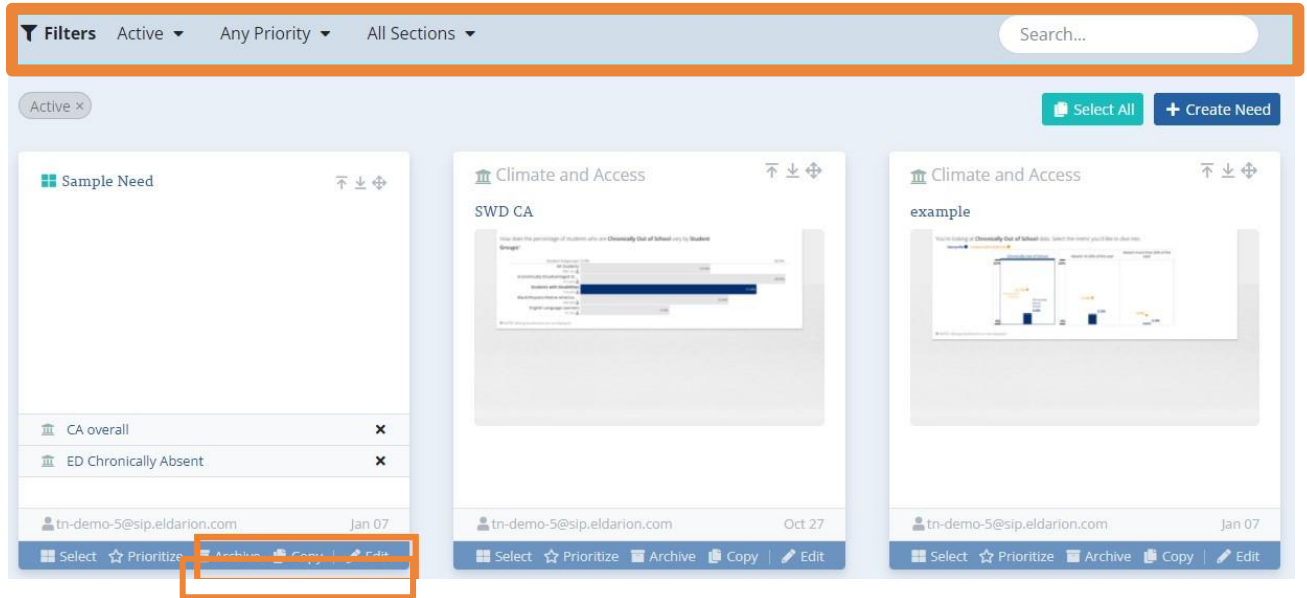
Grouping Needs

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. 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 left right corner of the selected needs will then appear titled "Group X Needs" where X is the number of needs selected. This can be seen in image 4d. 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 4e.

Image 4d. Selecting and grouping needs
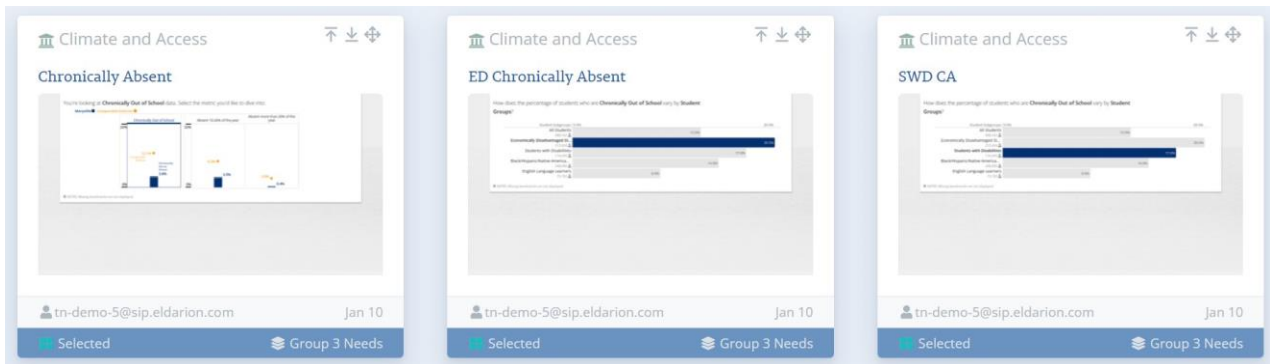
Image 4e. Example of grouped needs

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 4f is an example of a prioritized group with a green banner at the bottom of the need.

Image 4f. Prioritizing needs or groups of needs

Prioritizing Needs and 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 describe the progresses and challenges faced overall and for specific student groups, prior strategies that may or may not have contributed to those outcomes, and root causes of those outcomes. To do this the district user must click on the right side of the banner at the top of the page title "Analyze Prioritized Needs" as illustrated in image 4g. Once on this screen, scroll down to see the Root Cause Analysis prompt as illustrated in image 4h. Districts and schools can choose to use the "5 Whys" protocol as an optional support in digging into these root causes.

Image 4g. Answering root cause analysis on the Prioritized Needs page
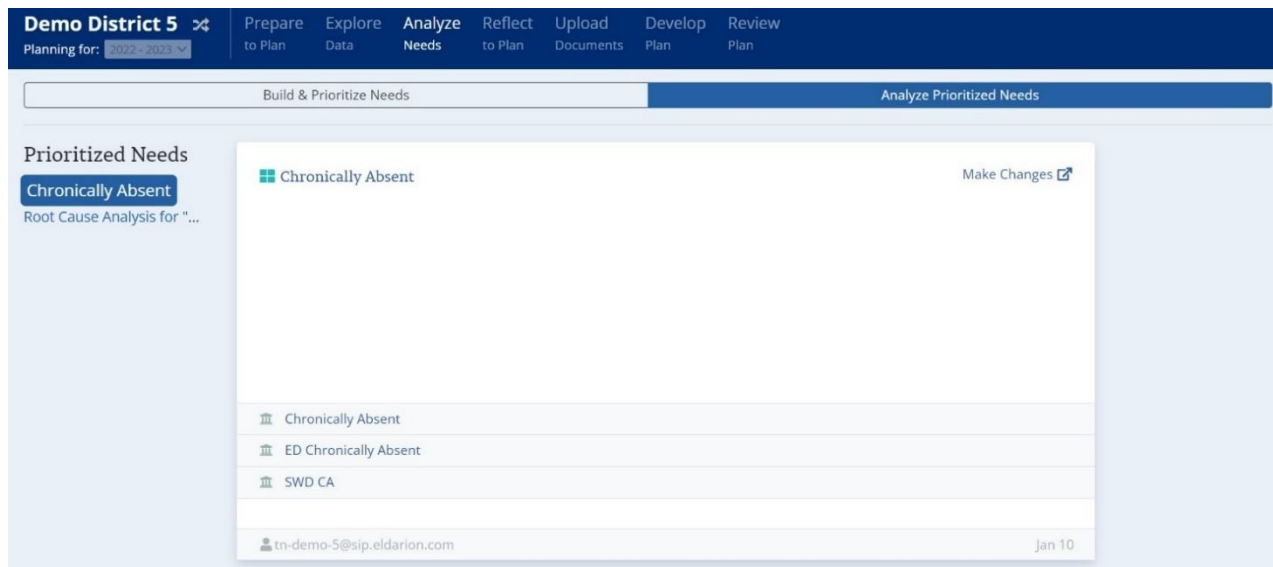
Image 4h. Answering root causes analysis on the Analyze Needs page
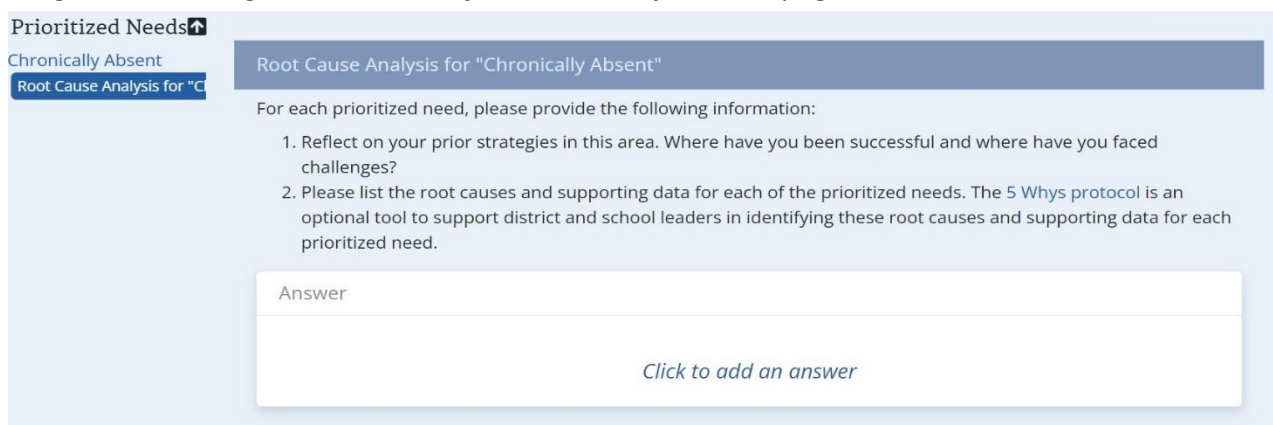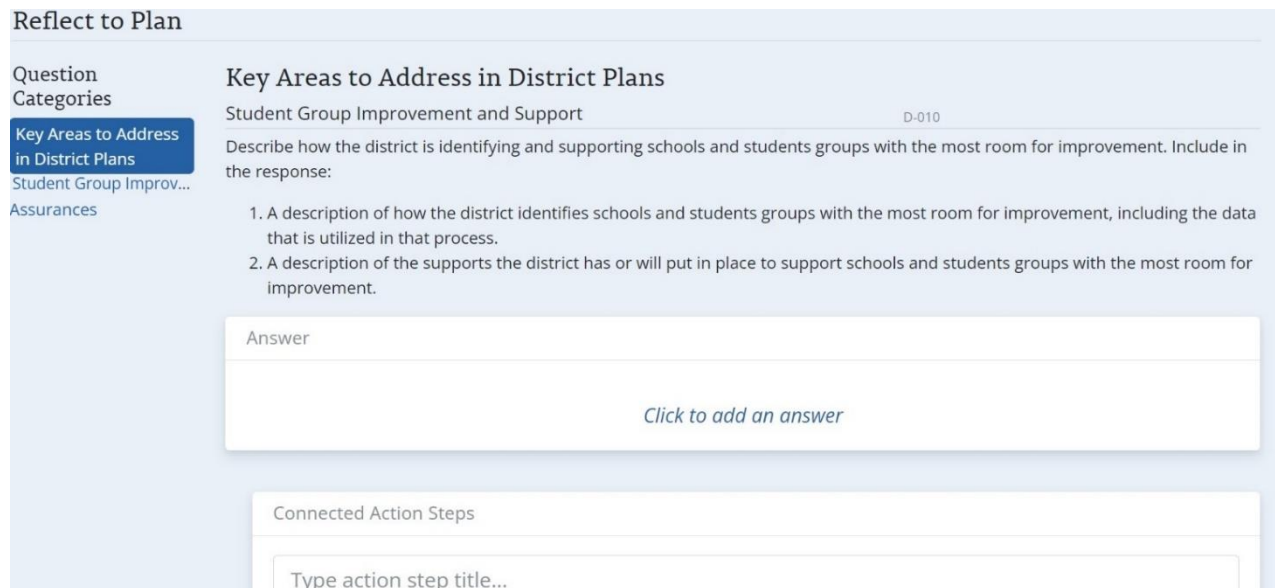
Reflect to Plan

The Reflect to Plan page contains a series of questions regarding how district and school users are addressing specific areas as seen in image 5a. District and school teams can provide answers by typing answers in the provided text box and 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.

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 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 5a. Answering question on Reflect to Plan 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. To upload a document, click on "Add Document" at the top right-hand corner of the page as illustrated with an orange box in image 6a. When files are added, users are expected to provide a title and tag the "type" of document as seen in image 6b.

Image 6a. Uploading a document
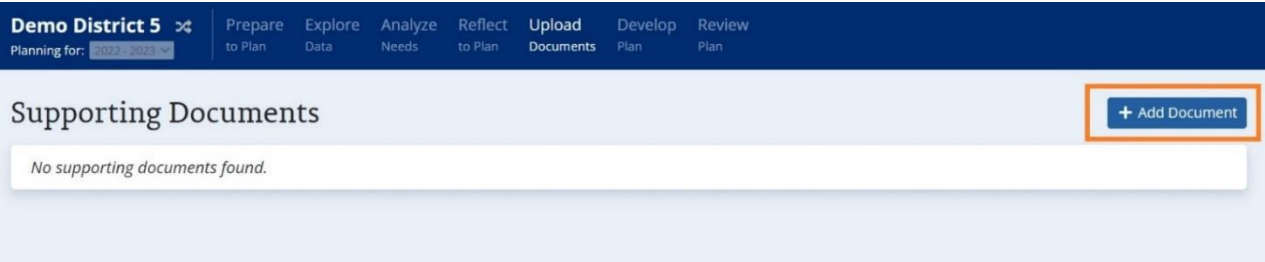
Image 6b. Providing information regarding an uploaded document
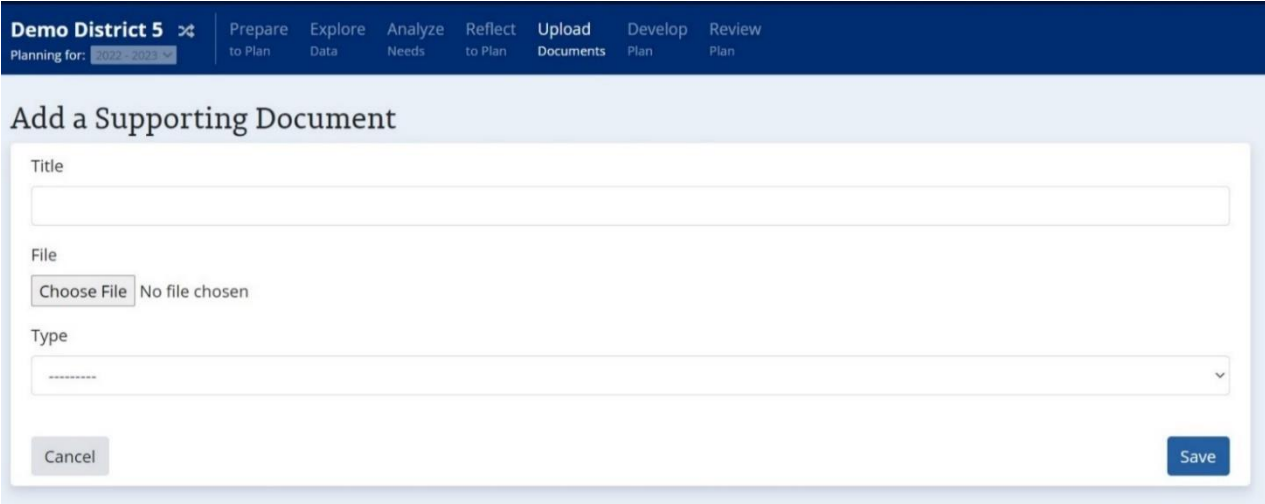
Develop Plan

Once district and school users have assembled their teams, reflected on prior goal attainment, explored their data, identified priorities and root causes, and reflected to plan 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.

Setting Goals

District users can add goals by selecting the "Add Goal" as highlighted in orange in Image 7a. 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 7b. District users only can also add goals by selecting "Import Goal" as highlighted in teal in Image 7a 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 7c.

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 7a. Adding and importing (district-only) goals
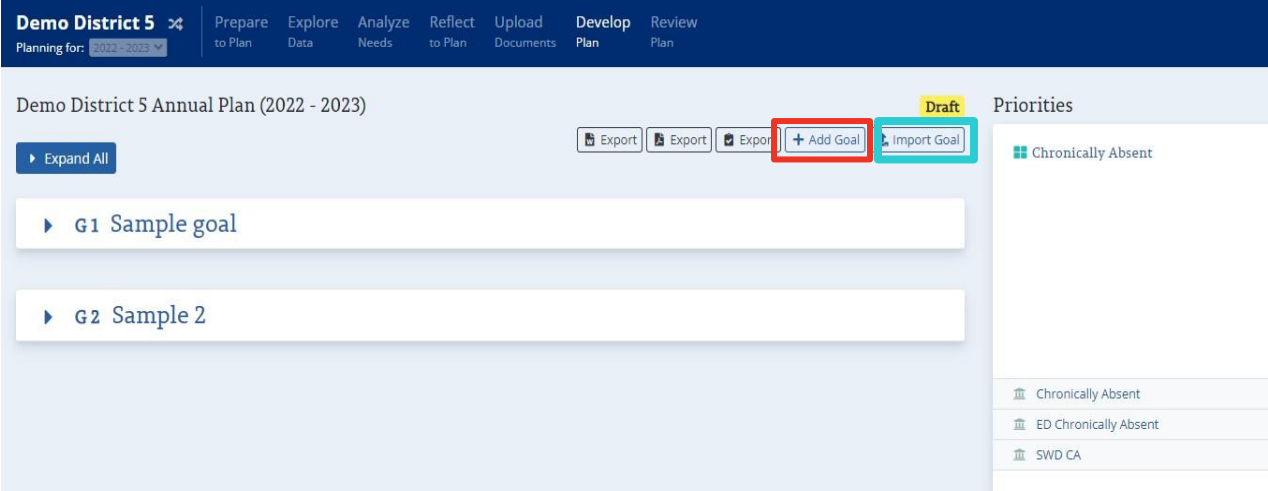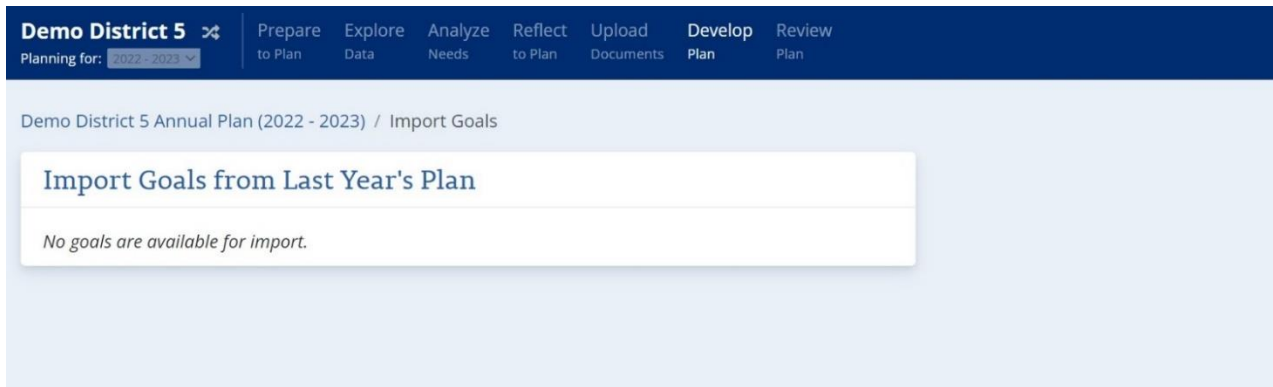

Image 7b. Creating new goals
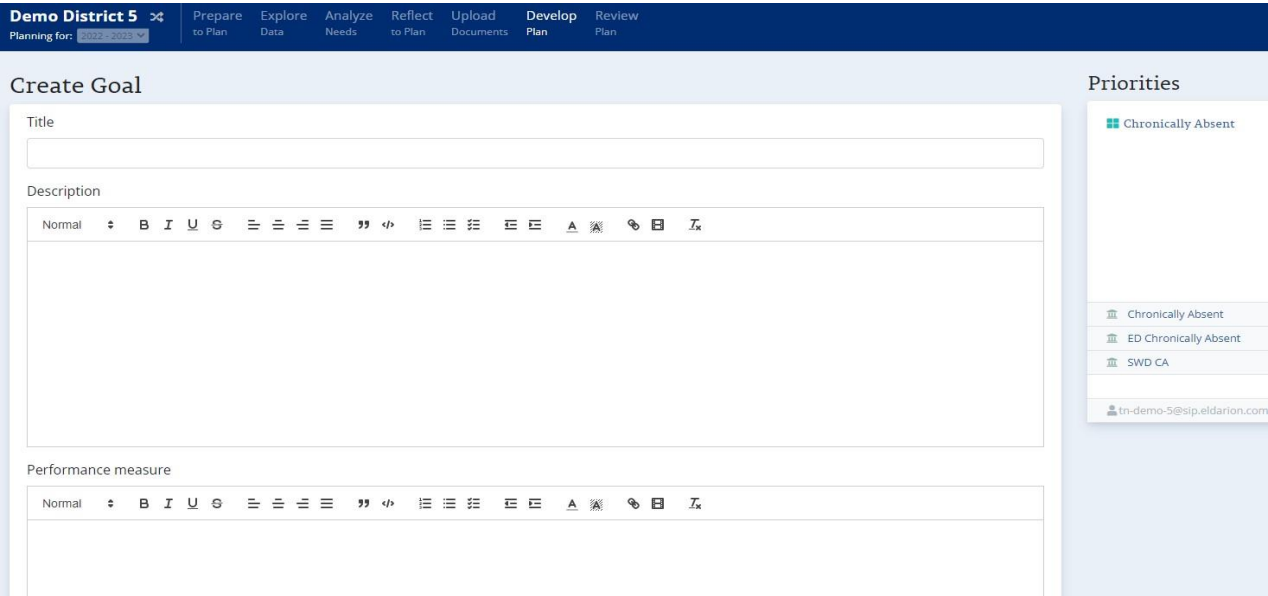
Image 7c. Importing goals and strategies (District only)

Setting Strategies

Once district leaders create goals, district leaders can add strategies by clicking on "Add Strategy" as highlighted in teal in image 7d. Leaders can then add a title and description as illustrated in image 7e. Once these steps are complete, leaders will add benchmark indicators.

Similar to goals, school leaders will see strategies inherited from their district when they first open up the Develop Plan section. 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.

7d. Adding strategies
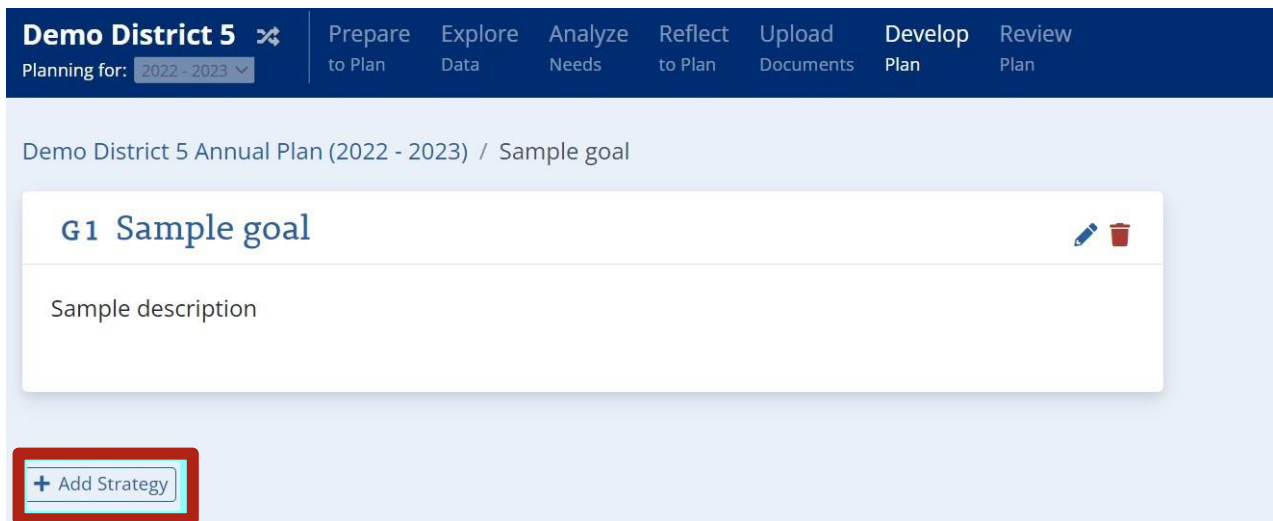
7e. Creating strategies

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 7f. 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 7g. 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 7f. Adding action steps

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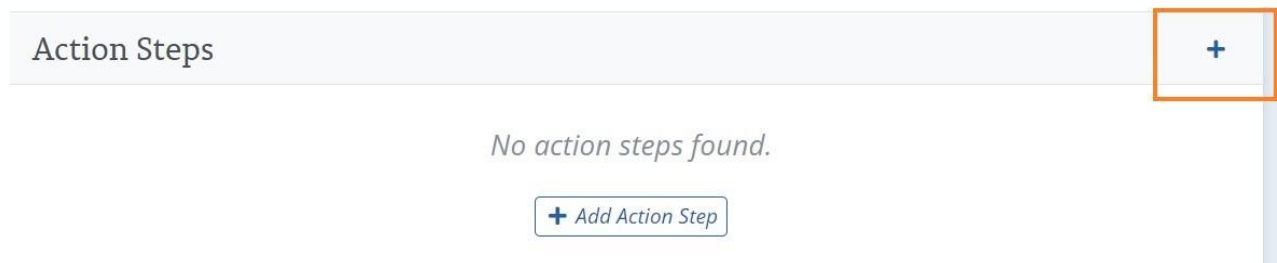
Image 7g. Creating action steps

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 teal image 7h.

Image 7h. Exporting goals, strategies, and action steps
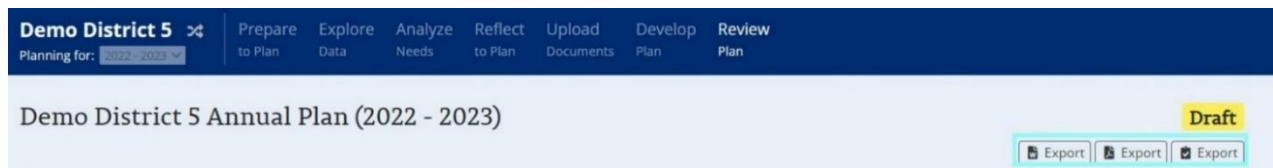
Review and Submit Plan

On the Review Plan page, district and school leaders can review in one place all 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.

Note: After a plan has been submitted, school and district leaders cannot make edits or upload additional documents.

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

Image 8a. Reviewing the plan for completion
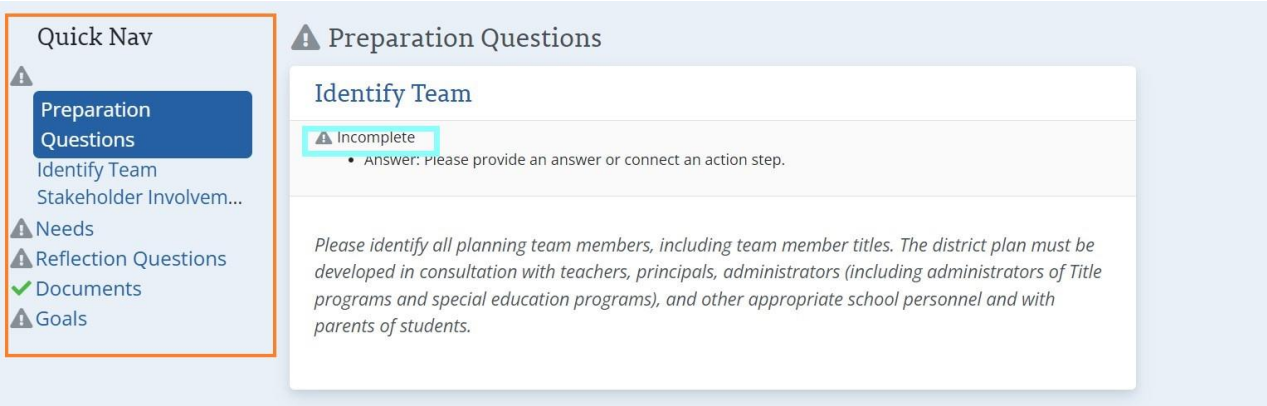
Submitting Plans

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 plan as seen in image 8b. Submitters receive the confirmation and updated status as seen in Image 8c once the plan has been submitted.
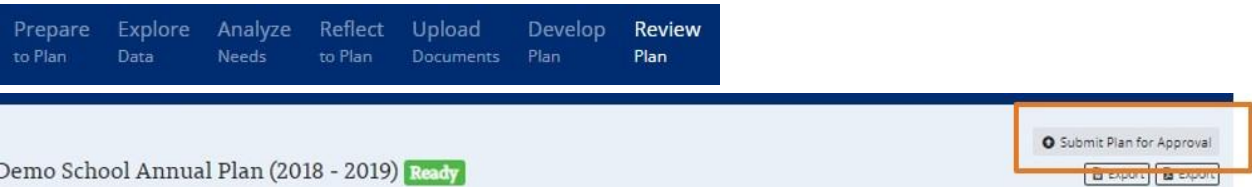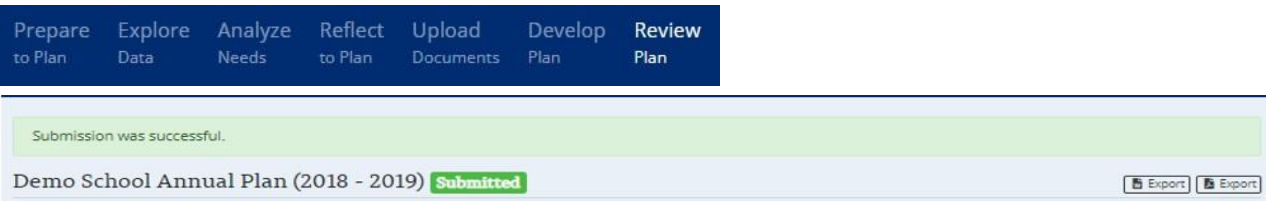
Image 8b. Submitting the plan

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. TDOE review team 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 district or school whose plan they would like to review. Image 9a highlights where a CORE or district team member would click to launch a review. If CORE or district team members start a review, they can choose to quit and resume later. The user would resume by selecting "Continue Review" as seen in image 9b.

Note: After a plan has been submitted, school and district leaders cannot make edits or upload additional documents.

Image 9a. Starting a plan review
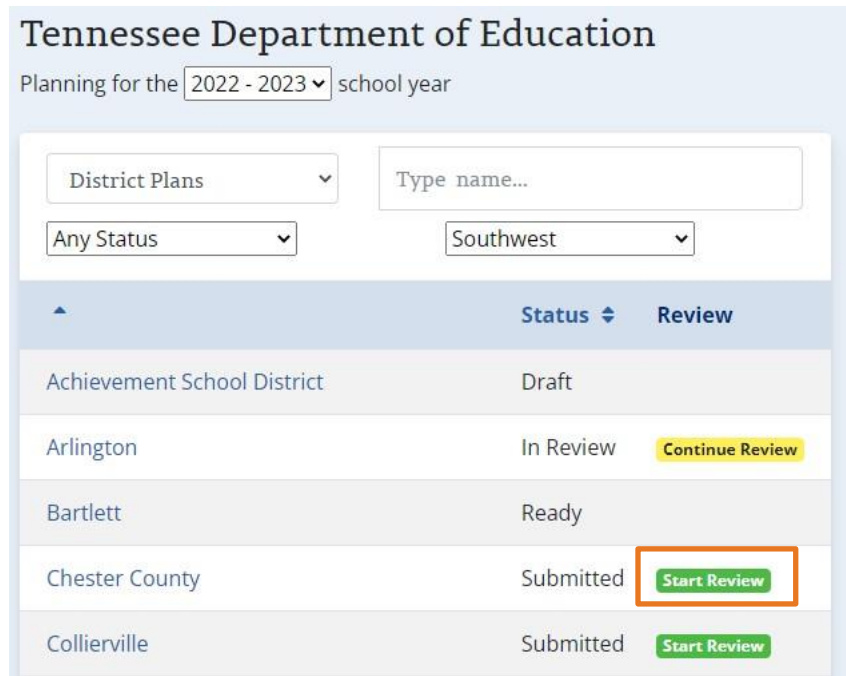
Image 9b. Continuing a plan review
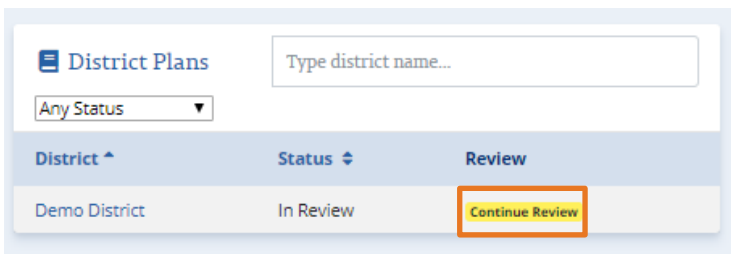
As reviewers read and conduct their review of district or school plans, they have the option to add both positive feedback and feedback for improvement on all components of the plan. As a reference, the reviewer can view the rubric (see Image 10a) created by the department near associated items. The 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 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.

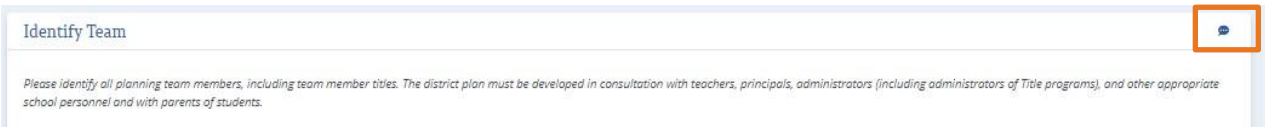*Image 10a. Rubric*

Image 10b. Adding feedback
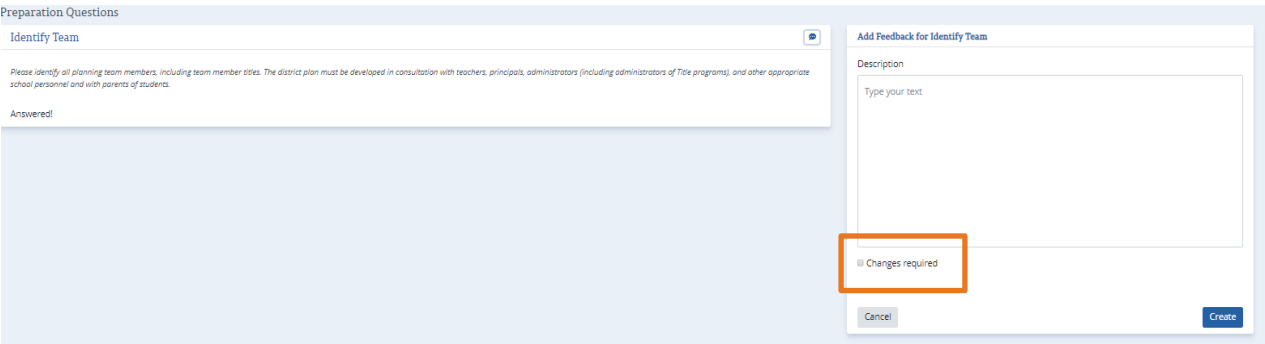

Image 10c. Providing feedback and requiring changes

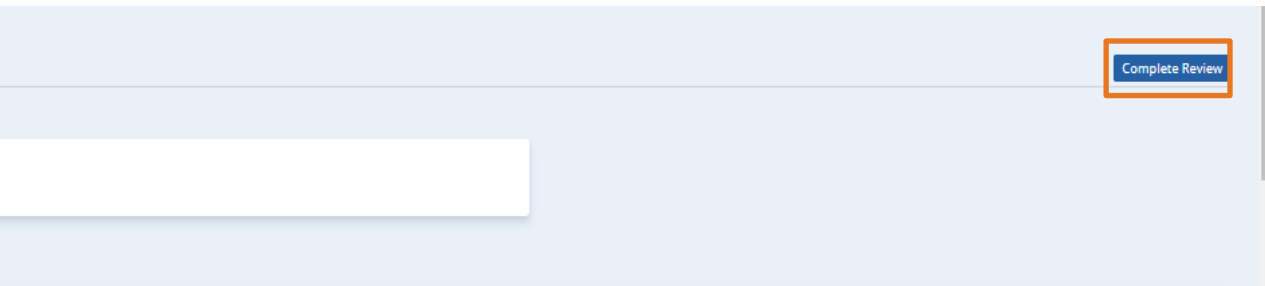*Image 10d. Completing the review*

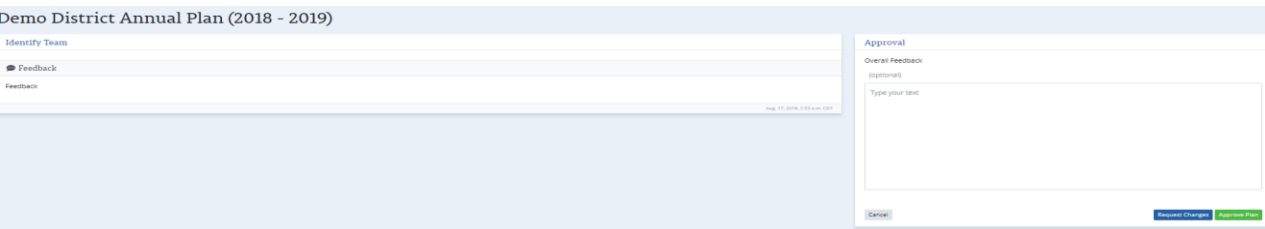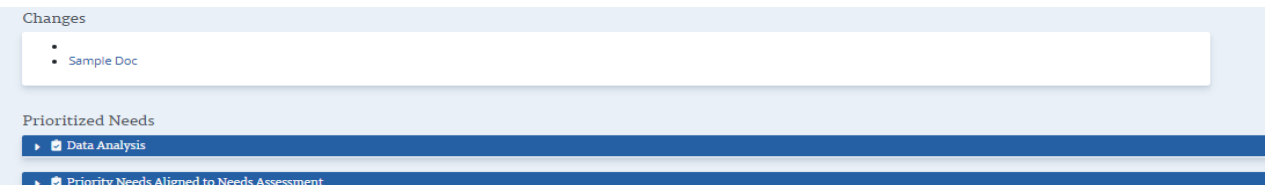*Image 10e. Overall comments and approval*

Image 10f. Highlighting changes

Resubmitting a Plan

Viewing feedback from reviewers

After reviewers have provided feedback, if a plan has not yet been approved, its status will be shown as "Changes Required." Users can view feedback provided by reviewers by going to the "Feedback and Required Changes" page. Once a plan has been reviewed, a tab titled "Address Feedback" appears on the plan dashboard as seen below in image 11a. This page allows users to see all feedback provided in the plan and click the hyperlinks to quickly navigate to the component in need of revision.

Image 11a. Address Feedback Tab

Required changes must be resolved for the plan to be resubmitted.

Image 11b. Changes Required

Use the hyperlinked component as seen below in image 11c to navigate to the section of the plan where feedback needs to be addressed.
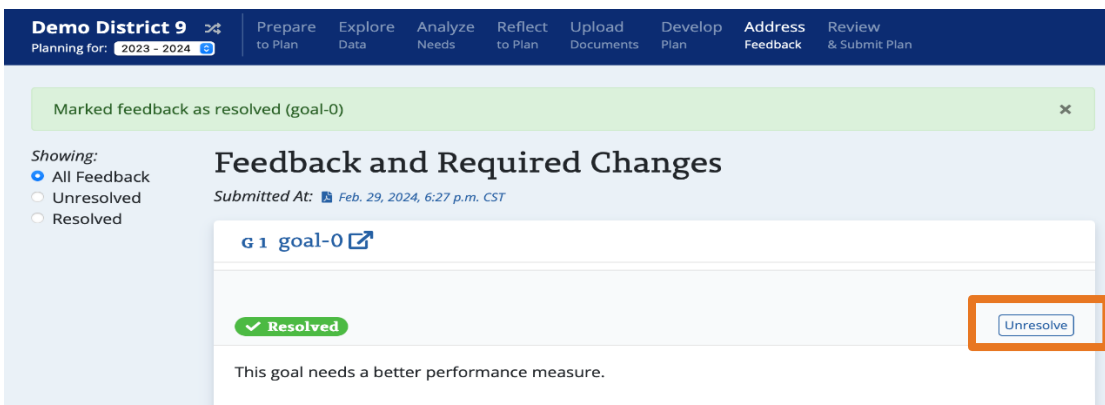
Image 11c. Resolve feedback
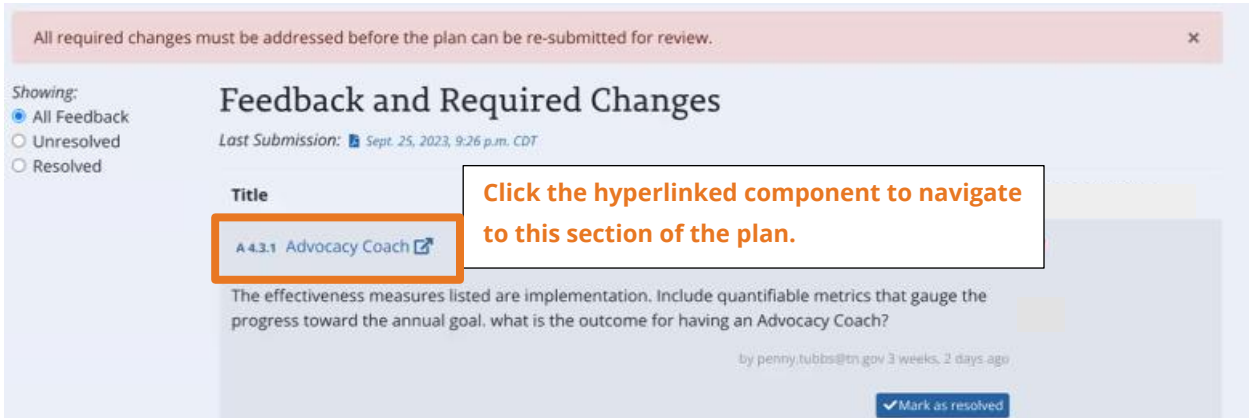
Once the feedback has been implemented, click "Mark as resolved" as seen below in image 11d. Required changes must be resolved for the plan to be resubmitted.

Image 11d. Mark as resolved

Planners can mark feedback as 'unresolved" as seen in image 11e if there are further changes needed.

Image 11e. Mark as unresolved

A version of the last submitted plan is available for reference if users are unsure if feedback that is marked as resolved was fully resolved. The last submission is available as a PDF and can be compared with the revised language in the platform.

Image 11f. Last submitted plan
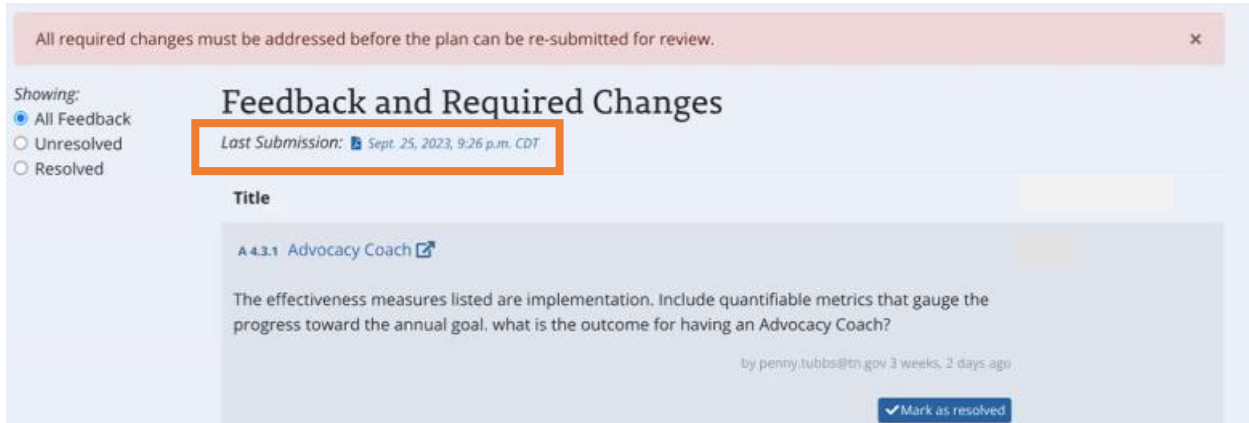
Users can also filter feedback. This feature may be useful in determining if a plan is ready for resubmission. If there is "Unresolved" feedback, the plan cannot be resubmitted for review. Filters include:

- All feedback – all feedback provided by reviewers
- Unresolved – feedback that has yet to be marked as resolved by the district or school
- Resolved – feedback that has been marked as resolved by the district or school

*Image 11g. Feedback filters*

Revising the Develop Plan section

If a goal, strategy, or action step needs revision, a yellow "Changes Required" flag will appear at the top of the Develop Plan section. Click "Expand All" to see what needs to be revised.
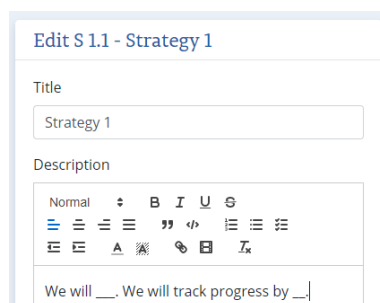
Image 1h. Changes required

Click the goal to expand it as seen in image 11h. and then click the edit icon that appears next to the goal or strategy as seen in images 11i and 11j.

Image 11i. & 1j. Expand goal or strategy
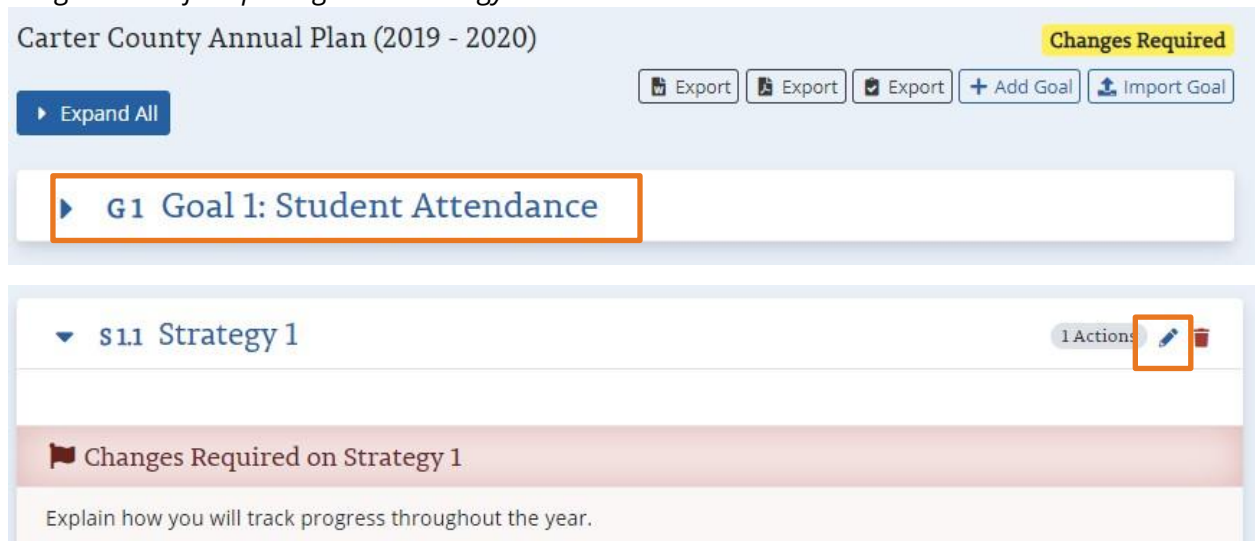
If revising a strategy, scroll up to view the box for making edits in the upper right corner as seen in image 11j.

Image 11k. Revising strategy

If revising an action step, click on the strategy to expand it so that you can view the action step you wish to revise, then click the edit icon next to the action step.

Revising Other Sections

To revise other sections of the plan (e.g. Prepare to Plan, Reflect to Plan), navigate to that section, then scroll down until you see the red "Changes Required" flag. Then, click the edit icon to make revisions.

Image 11l. Revising other sections

Resubmitting the Plan

To resubmit a plan, navigate to the "Review & Submit Plan" tab. Check the "Quick Nav" tool in the upper left to see if any sections of the plan still require changes. (These sections will be flagged with a grey exclamation mark.) If some changes are still pending, navigate to those sections and make revisions.

Image 11m. Resubmitting the plan

Once all required changes have been made, resubmit the plan by clicking "Submit Plan for Approval" in the upper right corner of the "Review & Submit Plan" tab.

Image 11n. Resubmit plan
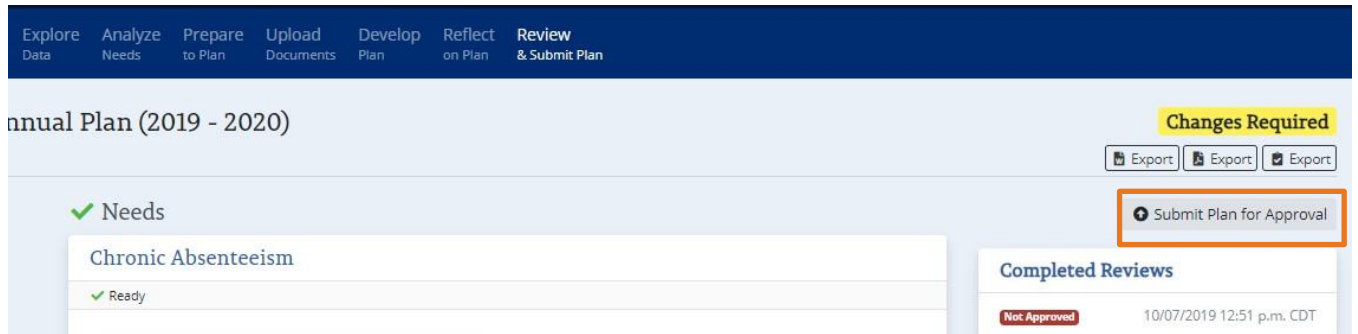
Reviewing a Resubmitted Plan

To view a plan that has been resubmitted, click the "Start Review" icon. (Do *not* click the name of the school or district; clicking there will not allow you to review the plan.)

Image 11o. Start re-review

If a reviewer has already begun to review the plan, you will see a "Continue Review" icon. Click this to continue reviewing. (Do *not* click the name of the school or district; this will not allow you to review.)

Image 11p. Continue re-review

Reviewing Changes Requested

To navigate to the district changes, click on the appropriate links in the Changes required box as highlighted in orange below.

Image 11q. Changes requested
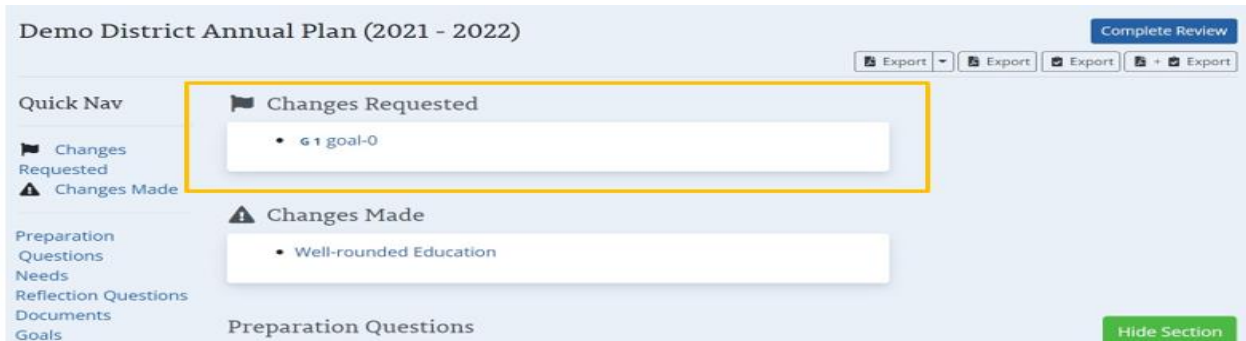
Approving a Resubmitted Plan

To approve a resubmitted plan:
1. Scroll down to view all "Changes Required" flags and confirm that feedback has been implemented. (You should see an "Updated since last review" flag for all sections that have been revised.) If the feedback has been adequately implemented, click the check mark icon to clear the flag. You will need to continue scrolling down to view all sections of the plan.

Image 11r. Approving resubmitted plan
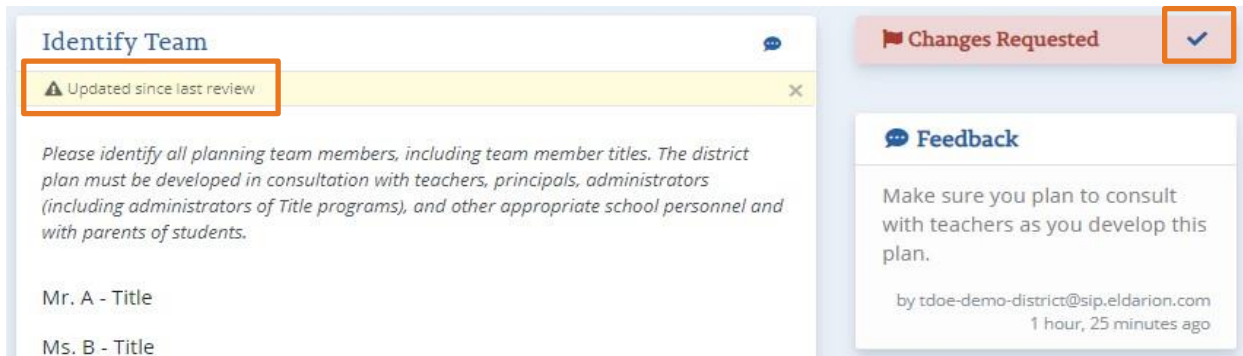
After clearing all "Changes Required" flags, click "Complete Review" in the upper right corner. If you do not see this icon, this most likely means there are additional "Changes Required" flags that need to be cleared; see the previous step for instructions on how to view and clear these flags.

Image 11r. Complete review

Image 11s. Approve plan
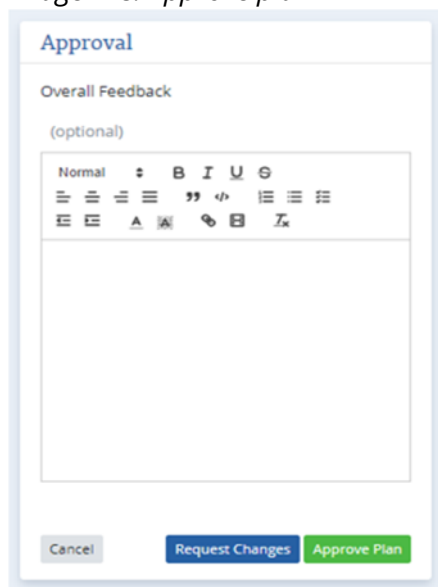
Search Plans

Once approved, all district and school plans become public and can be accessed through the following steps:
- Go to edplan.tn.gov
- Click Search Plan (located in the top, left corner)-illustrated in Image
- Select the year and enter the district name

"Search Plan" section can be accessed through the top banner as seen in image 12a and 12B. 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 12a. Searching Public Plans

Image 12b. Searching School Plans

Appendices

Appendix A: Data Included in Explore Data

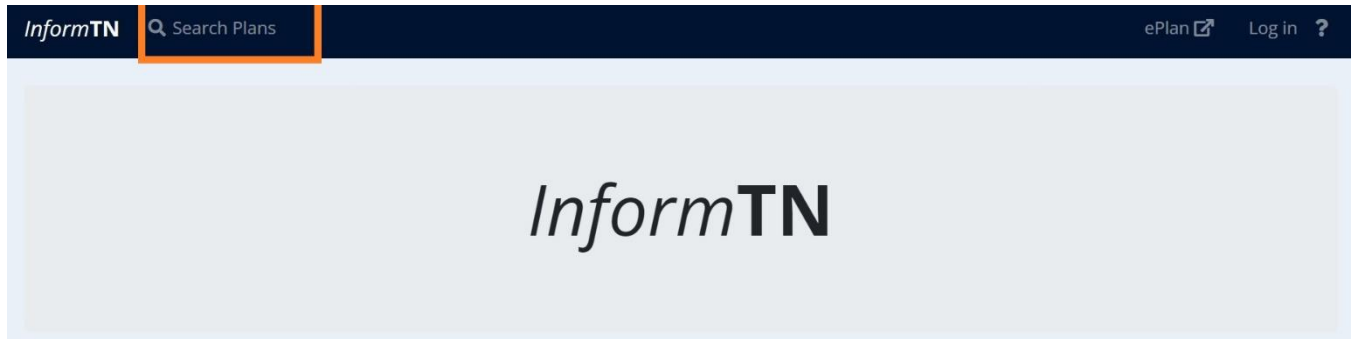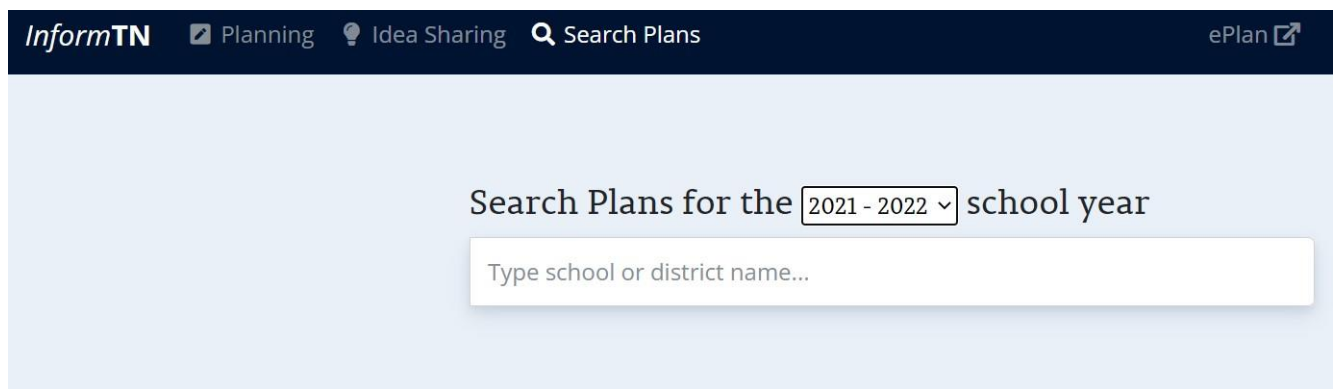| Domains	High-Level Outcomes	Metrics
Characteristics	Grades Served Number of Schools Number of Public Charter Schools Number of Teachers Number of Administrators Number of Enrolled Students	Grades Served Number of Schools • Number of Public Schools • Number of Public Charter Schools Number of Teachers Number of Administrators Number of Enrolled Students • By Student Subgroup • By Grade-level
Academic Achievement and Growth	Success Rates Overall Growth (TVAAS)	Schools • School success rate o Met or Exceeded Expectations ELA o Met or Exceeded Expectations Math o Met or Exceeded Expectations Science o Met or Exceeded Expectations Social Studies • School overall growth (TVAAS) o TVAAS Level School-Wide Overall o TVAAS Level School-Wide English o TVAAS Level School-Wide Math o TVAAS Level School-Wide Science o TVAAS Level School-Wide Social Studies District • Grades 3-5 success rate o Met or Exceeded Expectations 3-5 ELA o Met or Exceeded Expectations 3-5 Math o Met or Exceeded Expectations 3-5 Science o Met or Exceeded Expectations 3-5 Social Studies • Grades 6-8 success rate o Met or Exceeded Expectations 6-8 ELA o Met or Exceeded Expectations 6-8 Math o Met or Exceeded Expectations 6-8 Science

		o Met or Exceeded Expectations 6-8 Social Studies
		
		• Grades 9-12 success rate
		   o Met or Exceeded Expectations 9-12 ELA
		   o Met or Exceeded Expectations 9-12 Math
		   o Met or Exceeded Expectations 9-12 Science
		   o Met or Exceeded Expectations 9-12 Social Studies
		
		• Grades 3-5 overall growth (TVAAS)
		• Grades 6-8 overall growth (TVAAS)
		• Grades 9-12 overall growth (TVAAS)

College and Career Readiness	ACT Graduation Rate and Ready Graduate Postsecondary Enrollment	ACT • College ready in ACT composite (percentage of students who score 21+ on ACT Composite) • College ready in ACT math (percentage of students who score 22+ on ACT Math) • College ready in ACT English (percentage of students who score 18+ on ACT English) • College ready in ACT reading (percentage of students who score 22+ on ACT Reading) • College ready in ACT science (percentage of students who score 23+ on ACT science) Graduation Rate and Ready Graduate • Graduation Rate • Ready Graduate Postsecondary Enrollment • Enrolled in postsecondary (% of graduates) (percentage of graduates who enrolled in any type of postsecondary institution) • Enrolled in 4-year institution (% of graduates) (percentage of graduates who enrolled in 4-year institutions) • Enrolled in community college (% of graduates) (percentage of graduates who enrolled in community colleges) • Enrolled in technical college (% of graduates) (percentage of graduates who enrolled in technical colleges)
Climate and Access	Chronically Out of School Discipline	Chronically Out of School • Percentage of students who are chronically absent • Percentage of students who are absent 10-20% of the year

	English Learners	• Percentage of students who are absent 20%+ of year Discipline • Any discipline • In-school suspensions • Out-of-school suspensions • Expulsions • Remand English Learners • Percentage of English learners who reach growth standard on WIDA • Percentage of English learners who reach exit benchmark on WIDA
Educators	Staffing Characteristics Educator Evaluation Retention and Climate	Staffing Characteristics • Teacher (percentage of educators who are teachers) • Black, Hispanic, or Native American (percentage of educators who are Black, Hispanic, or Native Americans) • Male (percentage of male educators) • Out-of-Field (percentage of educators who have an active waiver/permit) • Student-Educator Ratio (number of students per educator) Educator Evaluation • Level 3 or Higher in LOE (Level of Effectiveness) • Level 3 or higher in Observation • Level 3 or higher in Growth • Level 3 or higher in Achievement Retention and Climate • Educators Retained • Level 4 or higher educators retained • Feel atmosphere of trust and respect (percentage of educators who responded "agree" or "strongly agree' to specific questions in the annual Tennessee Educator Survey) • Minority educators retained

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 cause 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 and 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 to 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/planning---monitoring.html.