



Introduction

The Interests and Opportunities Index is an accountability measure for K-12 schools that counts for 5% of their total School Performance Score (SPS). Louisiana’s ESSA plan proposed an Interest and Opportunities indicator to measure whether schools are providing students with access to well-rounded education that exposes them to diverse areas of learning in which they can develop their skills and talents. This work began in 2016 and morphed into the menu-based approach by 2021. The policy for the menu-based approach is included in Bulletin 111. Beginning with the 2022-2023 School Year, schools are annually required to select four indicators from two different domains to receive a score for the Interests and Opportunities Index. A failure to submit the indicators via Jotform on time will result in a 0 for the school for the Index.

All information included is specifically for the implementation of the menu based approach for the Interests and Opportunities Index for the 2022-2023 school year. If you have any outstanding questions or concerns, please contact accountability@la.gov.

Contents

Timeline for 2022-2023	2
Menu for 2022-2023	3
Selecting Indicators	8
Indicator Selection Rules	8
Indicator Selection Process	8
Indicator Calculations and Review	9
Documentation-Based Indicators	11
Data-Based Indicators	12
Course Requirements	13
The Arts	14
Extracurriculars	15
STEM	16
World Languages	17
Special Considerations for Alternative Schools	18
Jotform Support	19



Timeline for 2022-2023

Interests and Opportunities 2022-2023 Timeline	
Final Guidance Published	June 2022
Superintendent Verification of Minutes Required	August 1, 2022
Indicator Selection Survey Opens (Jotform)	August 15, 2022
Indicator Selection Survey Closes (Jotform)	November 4, 2022
Indicator Selection Validations Due (Jotform)	November 21, 2022
Interests and Opportunities Data Review Opens	March 1, 2023
Interests and Opportunities Data Review Closes	June 30, 2023



Menu for 2022-2023

The full version of the [2022-2023 Interests and Opportunities Menu](#) is available in the [Accountability Library](#) with the course codes for the data-based indicators.

Note: Indicators highlighted in white are based on data collected by the LDOE, indicators in blue are based on documentation (“doc”) submitted by sites

Ref Code	Domain	Indicator	Applicable Grade Bands	Scoring Structure	Category
TA1	The Arts	School offers arts courses taught by arts teachers certified in their area of instruction	K-12	0-100% of points possible	Data
TA2	The Arts	School offers college credit-earning (AP/IB/DE) art, music, theater, or dance course with students enrolled	9-12	No credit or full credit	Data
TA3	The Arts	School offers 45 or more minutes of arts instruction to students per week for the duration of the school year	K-5	0-100% of points possible	Data
TA4	The Arts	School offers Arts course to a percentage of students	6-12	0-100% of points possible	Data
TA5	The Arts	School offers multiple arts courses within a school year to a percentage of students (e.g. student takes visual and performing arts)	K-8	0-100% of points possible	Data
TA6	The Arts	School offers a sponsored student group that participates in competitive (national, statewide, or regional) Arts competition	K-12	No credit or full credit	Doc
TA7	The Arts	School offers extracurricular activity specific to the Arts with student participation	K-12	No credit or full credit	Doc

Interests and Opportunities Menu Based Approach Guidance
Updated September 2022



TA8	The Arts	School offers showcase of the Arts with student participation that happens as an enrichment opportunity outside of normal Arts curriculum and allocated class time	K-12	No credit or full credit	Doc
TA9	The Arts	School has an external partnership to provide programming or student support connected to The Arts	K-12	No credit or full credit	Doc
E1	Extracurricular	School offers physical education or health to a percentage of students taught by a certified teacher for that subject	K-8	0-100% of points possible	Data
E2	Extracurricular	School has students who earn the Community Service diploma endorsement	Graduates	No credit or full credit	Data
E3	Extracurricular	School offers a course that encourages specific skill development or career exploration to students (e.g. aquaponics, culinary arts, career exploration, etc.)	K-8	No credit or full credit	Data
E4	Extracurricular	School has students who participate in the Educators Rising program	K-12	No credit or full credit	Doc
E5	Extracurricular	School offers a sponsored student group that participates in a competitive (national or statewide) athletic tournament or participates in a recognized sports league including participation in Special Olympic opportunities. Approved sports are as follows: Volleyball, Cross Country, Swimming, Football, Wrestling, Indoor Track and Field, Soccer, Basketball, Powerlifting, Bowling, Golf, Tennis, Softball, Gymnastics, Golf, Outdoor Track and Field, Baseball, Bass Fishing, ESPORTS, Spirit	K-12	No credit or full credit	Doc
E6	Extracurricular	School has students who participate in state sponsored academic competitions. (e.g. LSEF State Fair, Regional/State Social Studies Fair, Louisiana High School rally, 4H Competition, FFA, etc.)	3-12	No credit or full credit	Doc
E7	Extracurricular	School offers nationally or regionally recognized programming with student participation not included in other domains (e.g. Service Learning clubs, Beta Club, National Honors Society, Boy Scouts of America, Girl Scouts of USA, etc.)	K-12	No credit or full credit	Doc

Interests and Opportunities Menu Based Approach Guidance
Updated September 2022



E8	Extracurricular	School offers student job opportunities or internships.	9-12	No credit or full credit	Doc
E9	Extracurricular	School submits annual documentation as a part of the alternative school application process	Alternative Schools Only	No credit or full credit	Data
S1	STEM	School has students enrolled in coursework specific to a High School STEM pathway	9-12*	No credit or full credit	Data
S2	STEM	School has students enrolled in computer science coursework	9-12*	No credit or full credit	Data
S3	STEM	School has students who receive Silver or Gold Diploma Endorsement	12	No credit or full credit	Data
S4	STEM	School has adopted a high-quality science curriculum.**	K-12	No credit or full credit	Data
S5	STEM	School participates in an interscholastic STEM competition	K-12	No credit or full credit	Doc
S6	STEM	School has a club or student organization associated with a national or international organization focused on STEM (e.g. Technology Student Association or National STEM Honor Society)	K-12	No credit or full credit	Doc
S7	STEM	School offers programming over an extended period of time sponsored by external STEM partner as part of the state's LaSTEM initiative or other programming offered through national or regional experts.	K-12	No credit or full credit	Doc
S8	STEM	School submits an application and receives a nationally-recognized award in STEM or submits an application (Submitting an application earns partial credit) (e.g. ITEEA STEM School of Merit/Excellence, Cognia STEM Certification, Green Ribbon)	K-12	100% - earns award or certification 50% - submits application	Doc
WL1	World Languages	School offers a minimum of three language courses in a series offered consecutively with student enrollment***	K-8	No credit or full credit	Data

Interests and Opportunities Menu Based Approach Guidance
Updated September 2022



WL2	World Languages	School has students who earn college-credit for World Languages courses (AP, IB, DE, CLEP, etc.)	9-12	No credit or full credit	Data
WL5	World Languages	School offers state certified world language immersion program	K-12	No credit or full credit	Data
WL6	World Languages	School has students who earn World Language Seal of Biliteracy	Graduates	No credit or full credit	Data
WL3	World Languages	School has percentage of Early World Language (EWL) students earning carnegie credit in world languages in middle school. This course must have an approved assessment given to measure proficiency. (Approved assessments must be nationally recognized. e.g. AAPPL, STAMP, DELF, or DELE)	6-8	No credit or full credit	Doc
WL4	World Languages	School has students earn proficiency on a nationally recognized language proficiency test (e.g. AAPPL, STAMP, DELF, DELE)	5-12	No credit or full credit	Doc
WL7	World Languages	School has external partnership connected to World Languages	K-12	No credit or full credit	Doc
WL8	World Languages	School earns state, national and/or international recognition for excellence in World Language education (e.g. academic excellence award in world language education from an international embassy or a national professional organization, i.e. Label FrancEducation)	K-12	No credit or full credit	Doc

Please note: Any indicator with a minimum enrollment or participation number or percentage will always be based on whichever number is higher.



***S1 & S2: Grade Availability**

This indicator is available for use in schools where this course is offered as a high school credit in grades 7-8.

****S4: K-2 Transition Policy**

Schools who serve Kindergarten through second grade will have the opportunity to opt-in to a transitional plan for implementation. Once this indicator is used and this transitional policy is selected, the school will be required to continue to select this indicator for a minimum of three years. The first year of the transitional policy will earn full points for implementing a high quality curriculum in at least one grade level from K-2. The second year of the transitional policy will earn full points for implementing a high quality curriculum in at least two grades from K-2. The third year will earn full points for implementing high quality curriculum in all grades K-2.

***** WL1: Transition Policy**

Schools interested in building out their world languages programs in K- 8 will have the opportunity to opt-in to a transitional plan for implementation. Once this indicator is used and this transitional policy is selected, the school will be required to select this indicator for a minimum of three years. The first year of the transitional policy will earn full points for implementing one level of a world language. The second year will earn full points for implementing two levels of a world language. The third year will earn full points for implementing all three levels of a world language. If the conditions of the transitional policy are not met, the school will earn 0 points for that indicator for that year.



Selecting Indicators

Indicator Selection Rules

Four indicators will be selected on an annual basis per school. Those submissions must represent a minimum of two domains and a maximum of one may be documentation-based. In addition, selections should represent all of the grades in a school. For example, a K-8 school should select at least one indicator that represents each grade level. They could select TA3, E1, S4, and WL4 because all of the grades in the school are represented in the indicators selected.

Audits will be conducted to ensure the validity of the indicators selected by each school. All documentation submitted will be audited by the Department. In addition, a sample of schools will receive data-based audits to ensure that course schedules submitted for students are followed with fidelity. Schools who have misreported or misrepresented their offerings will receive notice of this finding, which could affect accountability determinations.

How do indicators that cover multiple grade levels work?

If you are a K-8 school and select indicator TA3 which applies to K-5, you would be evaluated based on enrollment only in grades K-5. If you selected indicator E1 that is applicable for grades K-8, all of your grade levels (K-8) would be expected to be included in the calculation of the indicator.

I would like to select more than four indicators because I want to mix and match, is that possible?

No, it is not possible to mix/match indicators. You may select a maximum of four indicators annually.

Indicator Selection Process and Timeline

Indicators will be selected via Jotform for the 2022-2023 school year. Every principal and accountability contact received an email in August informing them that the survey had opened. A principal or school leader should submit their indicators via the Jotform using their unique submission code. Once they submit the survey, an email is sent to the superintendent or their designee (indicated in the email by the principal) to validate the responses. Both emails include the edit link to the survey and the principal can use the link to make edits prior to the survey closing. Each edit of the survey will inform both parties that edits have been made. If you are in need of technical assistance for the survey, please email accountability@la.gov.

All indicators must be validated by the school system superintendent or their designee. The Jotform to select indicators will close on November 4, 2022. The selections and validation must take place during this window. Failure to submit or validate the indicator selections for a school year will result in a 0 for the Interests and Opportunities Index in School Performance Scores for that year.



Indicator Calculations and Review

Indicator data will be loaded into the Interests and Opportunities Louisiana Data Review (LDR) Portal in the winter of each school year. Interests and Opportunities LDR will open for review and data submission in March each year and close at the end of June. Any documentation not submitted by the deadline will result in a 0 for that indicator.

Each site is required to submit a total of four indicators. Each indicator is scored individually and is worth a total of 37.5 points. The indicators are calculated separately, weighted equally and combined to create the total index score out of 150 points. To understand how each indicator is calculated separately, please refer to the scoring structure column on the [2022-2023 Interests and Opportunities Menu](#) and the following questions for additional calculation details.

To calculate your index score:

1. Identify your four indicators and the scoring structure for each.
2. Determine how many points each indicator will earn
 - a. Indicator 1= _____ out of a total of 37.5
 - b. Indicator 2= _____ out of a total of 37.5
 - c. Indicator 3= _____ out of a total of 37.5
 - d. Indicator 4= _____ out of a total of 37.5
3. Indicator 1+ Indicator 2+ Indicator 3+ Indicator 4= _____ out of a total of 150.

How do I know if a teacher is considered qualified to teach a certain subject?

Information about teacher certification and course code/content area is available on teachlouisiana.net. By following the link provided, you can search a course code or keyword to see which types of certificates are qualified to teach a course. Additionally, you can search a certification area or code to see which courses can be taught with that specific certification. If you have any additional questions about certification in general, please read [Bulletin 746](#). Teacher certification will be based on the October 1 data submissions.

In addition, there is a workforce dashboard in EdLink that confirms a course is taught by a certified teacher and will show if they are Out of Field (OOF). Schools can use this to verify their teachers are reported correctly.

What can I do for teachers who have arts field experience but are not certified?

Arts teachers who are artists or talented, but are not certified can follow the process outlined in Bulletin 746. There is an ancillary artist or talented artist certificate outlined in §539. Artist or Talented Certificate. In addition, you can view [the application](#) on Teach Louisiana. *At this time, this does not apply to PE or Health courses.*

What do the notes that say “minimum of 10 students or X% of average number of students in each grade” mean and how do I know which one is needed for full credit of an indicator?

Whenever you see a requirement for a minimum amount of students participating in a course or activity, the higher of the two options will always be used for a school to earn full credit for a category. For example, TA2 includes the following note: Minimum 10 students or 5% of average number of students in each grade level as of Oct 1 count. If the average amount of students per grade level is 100, then 5% of this average is 5 students. In this case, a minimum of 10 students would have to be enrolled in the courses available for TA2 to earn full credit. In the event 5% of the average grade level enrollment is higher than the number 10, then the school must have that number of students.



The indicator I want to select has a scoring structure of 0-100% of possible points. How does that work?

Indicators that have scoring structures that award 0-100% of possible points (one indicator is worth 37.5 points) are either based on teacher certification, student enrollment, or both.

Example: TA4- School offers Arts course to a percentage of students

1. Determine the number of students enrolled in courses at the school (based on the Arts course code tab)
2. Determine entire student enrollment for school in grades 6-8.
3. Divide the number of students enrolled from step 2 by the number of students enrolled in arts from step 1
 - a. Multiply the number from step 3 by 100. **This is the percent of students enrolled.**
 - b. Multiply the number from step 3 by 37.5. **This is the total indicator score.**

What does it mean when an indicator is no credit or full credit?

It means if you meet the minimum requirements for that indicator and submit the required data you earn all 37.5 points available. If you are missing components or do not have enough students enrolled to meet the minimum requirements, then you will earn 0 points.

Can our school use more than one course code listed for an indicator?

Yes, you can earn credit for any courses listed under the corresponding indicator you have selected. Calculations will be based on the number of unique students enrolled overall in any of the corresponding course codes listed for an indicator. The course codes are available on the additional tabs in the [2022-2023 Menu](#).



Documentation-Based Indicators and Data-Based Indicators

Documentation Submission for Documentation-Based Indicators

Documentation-based submissions are limited to one per school per school year. A cover sheet (example below) along with any necessary documentation will be submitted annually from March- June in the Data Review System. Training and login information for this system will be provided in the fall of 2022.

Example of a Documentation Cover Sheet

The Arts, TA5

Name of School System	
Name of School	
Name of Principal	
Domain/Indicator	The Arts/TA5
Name of Competition	
Teacher sponsor(s)	
Location of competition	
Number of Students (Note: Minimum of 10 students as of Oct 1 count)	
<i>Please include the detailed information listed below from the competition organizers as a part of your PDF submission.</i>	
<ol style="list-style-type: none"> 1. Entrance criteria 2. Results of competition 3. Name, Phone, And Email of Person in charge of event 	



Data-Based Indicators

Data-based indicators are calculated using data that the Department already collects. Data could come from the October 1 Edlink submission (formerly known as the Class submission), Student Transcript System (STS), or another data source. It is critical that you pay attention to the data used in columns E and F on the menu to understand where we will be pulling the data. In addition, column H provides additional details on the data we are reviewing and the minimum requirements for indicators that are no credit or full credit.

The October 1 Edlink (formerly Class) data submission is too early in the year for my students who take courses in the second semester. What should I do about this?

The October 1 submission has always collected an entire year's schedule for students. Prior to the submission deadline, you should work to make sure that your entire year's schedule is submitted for all students at your school.

Some data-based indicators for high school look at STS, but the indicator includes all grades in high school. How does that work?

You should submit all relevant transcript data for all students by the STS deadline annually to earn credit for those indicators.



Course Requirements

To better measure the interests nurtured and opportunities provided by our schools, the LDOE has identified minimum requirements for non-Carnegie credit courses to receive credit in the Interests & Opportunities index. This sets clear minimum expectations and ensures substantial exposure to these enriching experiences. For accountability scores, this course information will come from the different collections outlined in the Interests and Opportunities guidance published in June 2022. Starting in the 2022-2023 school year, all non-Carnegie credit courses will be required to meet the parameters set below.

- Meet the requirements for awarding a Carnegie Unit; or
- Meet the following requirements for non-Carnegie Unit bearing courses:
 - Be part of the normal school schedule and included on the master schedule, so instructional minutes are documented and preserved.
 - Courses should meet for at least 60 minutes* each week over the course of an entire school year.
 - Courses include graded course work and are content-rich in design.
 - Courses are well-articulated and demonstrate a natural progression of learning over the years studied (i.e. students should not learn the same material from year to year).

Schools and school systems should follow these requirements when reporting Arts, World Languages and STEM courses for the Interests and Opportunities Index.

How do I calculate how many minutes a class needs to meet for a quarterly or semester course?

Count the number of weeks that your school is convened and multiply it by the number of minutes required (60) to determine the number of minutes required for the year. The course should meet for the same amount of time in a quarter or semester.

Can we use S, N, or U as the grades for courses?

The graded coursework should be meaningful and measure student learning. We do not have any requirements about the type of grades.

*Courses as a part of the indicator TA3 must only meet for 45 minutes weekly for the duration of the school year.



The Arts

The Arts domain includes several indicators that are calculated differently than ever before. Read below for some additional information. If you have any outstanding questions, please email accountability@la.gov.

If my school offers multiple arts courses in a year because we offer a variety of arts opportunities, can we select an arts indicator more than once in a school year?

At this time, you may select an indicator once in a year. However, if you are interested in an indicator that would measure arts variety, please reach out to accountability@la.gov. We would love to discuss the future of an indicator like this and how we could make it rigorous, but attainable.

TA1: School offers arts courses taught by arts teachers certified in their area of instruction.

The Department will calculate this indicator by dividing the number of arts teachers total by the number of certified arts teachers. For more information about how certification is determined, please check [Indicator Calculations and Review](#).

TA4: School offers Arts course to a percentage of students

To calculate TA4 for grades 9-12, the Department will divide the total number of graduating seniors by the number of students graduating who had at least one arts course during the duration of high school. All graduating students will be included in this measure. Grades 6-8 will be calculated by using the same process under the heading [Indicator Calculations and Review](#).



Extracurricular

Please send any additional questions to accountability@la.gov.

Can E1 apply to 9-12?

No, E1 is written for K-8. Since it is a high school graduation requirement to complete health and PE, we will not offer this indicator to high schools. If you have an excellent health or PE program at your high school that you feel like could be a pilot or model for the state, please email accountability@la.gov to help develop an indicator for high schools in the future.

What kind of programs are acceptable for E3?

Any rigorous program that meets the course minute requirements and caters to developing specific skills or exploring career opportunities with students would be acceptable for this indicator. The programs that exist at the state and are excellent models for other schools include the Emril Lagasse culinary program that facilitates a cooking course, a STREAM (or other) aquaponics program that teaches students to grow their own foods, or a career exploration course that allows students to select different topics to explore and allows them to engage on a deeper level with relevant content. If you would like to be connected with some of these model schools or want to check if your program would be considered acceptable, please reach out to accountability@la.gov.

My school is not a part of LHSAA because we are not a high school. Can we still earn credit for indicator E5?

Yes, provided your athletic program meets the rest of the documentation requirements, you can earn credit for E5.

Should we submit multiple sports or athletic competitions for E5?

No, schools should only submit the documentation for one sport or athletic competition annually. Schools who submit documentation for multiple will be asked to resubmit with the documentation for just one. This means that a minimum of 10 students must play the sport or participate in the competition annually.

What does E9 mean and who is eligible to select it?

Only alternative *sites (not programs)* are eligible to select E9 as an indicator. In order to earn credit for this indicator, the site should submit all necessary documentation and information via the Jotform through the standard alternative school process. It is considered a data-based indicator.



STEM

You can view more information about STEM support on Louisiana Believes by checking the [STEM Initiative page](#). In addition, [K-12 Science Resources](#) is available for review. If you require additional support, please contact STEM@la.gov.

Do students have to be on a pathway or complete a pathway to earn credit for S1?

Students enrolled in coursework specific to a STEM pathway can take any of the courses listed below. There is not a requirement for which specific types of courses on the pathway are included. Students do not have to complete a pathway to earn credit for this indicator.

I offer courses on the course code list for S1 and S2 to students in 8th grade. Can I earn credit for these indicators?

Yes, this indicator can be used by schools if they offer these courses to students in grades 7 or 8. If you need further clarification, please email accountability@la.gov.

How do I know which curriculum is considered high quality for S4?

Information about what is considered a high-quality science curriculum, is available in this guide [High-Quality Science Curriculum](#). Additional information about planning for instruction is available in the [Planning Guide for Science Instruction](#).

**Grade 7 Amplify has been added for the 2022-2023 school year. Documents are in the process of being updated as of July 2022.*



World Languages

WL1: Three Consecutive Courses - Transitional Policy

In middle school, courses can be combined with the elementary code to facilitate a 3 year continuum. *For example: Grade 6 Elementary Spanish, Grade 7 Spanish 1, Grade 8 Spanish 2.* In addition, K-5 schools can continue to use the elementary codes and a continuum will be based on the school calendar and which grade levels the course code is offered.

Schools interested in building out their world languages programs in K- 8 will have the opportunity to opt-in to a transitional plan for implementation. Once this indicator is used and this transitional policy is selected, the school will be required to select this indicator for a minimum of three years. The first year of the transitional policy will earn full points for implementing one level of a world language. The second year will earn full points for implementing two levels of a world language. The third year will earn full points for implementing all three levels of a world language. If the conditions of the transitional policy are not met, the school will earn 0 points for that indicator for that year.

How will you ensure that there are three levels of a world language taught in elementary schools when the code is the same for all grade levels K-8?

We will look for the code and enrollment as well as which grade level is associated with the course used.

Do students have to be enrolled in specific courses to earn credit for WL4?

No, students do not have to be enrolled in certain courses to earn credit for this indicator if they earn proficiency on a nationally recognized language proficiency test (e.g. AAPL, STAMP, DELF, DELE). .

Does a school need to be a state recognized world immersion school to earn credit for WL5?

No, any school can select indicator WL5.

Additional Information

If you have any additional questions about any of these indicators, please email accountability@la.gov. Additionally, there are resources for implementing World Languages available in our [World Languages and Immersion Library](#), including the [Louisiana World Languages Compendium](#) which shares details and resources. For further information and support, please email language.acquisition@la.gov.

For more resources around World Language teachers, please view [INTERNATIONAL ASSOCIATE TEACHER PROGRAM](#) on LouisianaBelieves.com.



Special Considerations for Alternative Schools

What should we do if we are having a hard time finding the correct number of data-based indicators?

If you serve high school students, then you may have a hard time finding the data-based indicators that highlight the programs at your school. We are working hard to convert some of the documentation-based indicators data-based and working with some alternative schools to consider our offerings for alternative schools in general. The Department worked with several stakeholders to develop E9, which earns alternative schools credit for many of the rigorous programmatic offerings that are required as a part of the annual alternative school process. In addition, for the 2022-2023 school year **only**, alternative schools (not programs) can select E9 twice in the indicator selection process. This would satisfy two data-based indicators. If you have any ideas or questions about the menu offerings, please contact accountability@la.gov.

Some of our partnerships and offerings aren't listed in the examples for different indicators. What can we do?

Programs and partnerships do not have to be included in the examples of this guidance document for schools to earn credit. Provided that you can share the documentation required, you will earn credit for that indicator. For example, Youth Run NOLA participation would and could be used as an organization for indicator E5. If you want to share more information about a documentation based program or partnership for any additional clarity, please contact accountability@la.gov.



Jotform Support

How do unique access codes work?

In order to complete the first page of the survey, you must have your unique access code. Enter it into the box and then click "Auto Complete Fields" to fill in your site's information.

School Information

Please enter your unique access code here: *

School Type *

Automatically populates once you submit your unique access code

School System Code *

Automatically populates once you submit your unique access code

School System Name *

Automatically populates once you submit your unique access code

Site Code *

Automatically populates once you submit your unique access code

Site Name *

Automatically populates once you submit your unique access code

School Information

Please enter your unique access code here: *

School Type *

Automatically populates once you submit your unique access code

School System Code *

Automatically populates once you submit your unique access code

School System Name *

Automatically populates once you submit your unique access code

Site Code *

Automatically populates once you submit your unique access code

Site Name *

Automatically populates once you submit your unique access code

Why is the survey telling me that I need to select three data based indicators after I selected three?

If you continue to receive this error message, please refresh your page and try to make your selections again to clear out the warning message. If you are editing your survey, please set each indicator back to the top line of the drop down before selecting your new indicators. See example below.

The Arts *



Why is the form telling me that my email address is incorrect?

On the second page of the survey, there is a section for you to enter your own information and verify your email address. Please make sure you spell your email address correctly and enter it twice.

Principal or School Leader Email Address *

example@la.gov

example@la.gov

Please enter your email address twice to prevent any typos or errors. example@example.com

How does superintendent validation work?

On the final page of the survey, please enter the contact information for your Superintendent (or their designee). **Do not** fill out any other information on this page. Once you hit submit, the survey will be sent to this contact to validate your survey submission.

Superintendent Information

Superintendent or Designee Email *

example@example.com

Superintendent or Designee Name *

First Name

Last Name

Superintendent or Designee Phone Number *

Please enter a valid phone number.


Superintendent Validation


ONLY the superintendent or their designee should fill in the following information.

STOP here and click **REVIEW**. You must review before you submit and an email will be sent to your superintendent for their review and signature.

I certify that I, the Superintendent for my LEA or his/her designee, have reviewed and verified the information within this survey.

Superintendent or Designee Signature

Sign Here 



How will the superintendent or head of school validate the survey after the principal has submitted it?

The superintendent or head of school will receive an email indicating that a survey has been submitted and requires verification, including a copy of the survey submission. After reviewing the survey, the superintendent, head of school, or his or her designee, will click the link in the email, provide an electronic signature on the last page after verifying the information, and click submit. Additionally, a spreadsheet will list out all schools within a school system and their submission status along with a link to edit the survey (where applicable) will be available monthly during the submission window.



Can a principal or school leader change their indicator selection after submitting their original survey?

Yes, principals or school leaders can use the edit link to change any indicator selections until November 4. The edit submission link is included in the confirmation emails, on validation reports, and available upon request. Every time a survey is edited, both the school leader and the superintendent or their designee will be notified. Edits can be made by superintendents **only** until November 21, 2022. *After the survey closes on November 21, no edits will be accepted.*

Will the survey be scored?

Unlike previous years, the survey will be used to determine the indicators that the school will be scored on annually. After the final superintendent validation, selections cannot be changed.

How does a school system know which schools have submitted their surveys?

Through September and October, the Department will continue to upload validation reports to the FTP that includes each school in their system, a column showing whether or not they have submitted, and a column showing whether or not their survey has been validated. The report will include unique links for the sites who have submitted their survey.