



Wisconsin School Counseling Program Accountability Report 2016-2017

Rationale, Requirements, & Guidelines

Rationale

The Wisconsin School Counseling Program Accountability Report is a continuous improvement document that gives a school counseling program an opportunity to demonstrate a commitment to getting results. The Wisconsin School Counseling Program Accountability Report (WSCPARG) has been developed by an advisory group of Wisconsin school counselors for the Wisconsin School Counselor Association (WSCA).

We hope that you will find the WSCPARG useful in:

- presenting a self-evaluation of your school counseling program;
- preparing/analyzing results that guide programming for all students in their academic, personal/social, and career goals;
- promoting your program to your school administration, school board, community partners and businesses and parents/guardians;
- preparing reports for professional assessment, school accreditation, grants, awards or recognition; and
- implementing the American School Counselor Association (ASCA) Mindsets & Behavior for Student Success and National Model for School Counseling Programs and the Wisconsin Comprehensive School Counseling Program Model.

If you wish to submit a WSCPARG to the Wisconsin School Counselor Association WSCPARG committee for professional review and award recognition, please follow the directions and requirements delineated in this year's Wisconsin School Counseling Program Accountability Report Application Packet.

NEW DEADLINE for 2016 WSCPARGs!!!!

Deadline for Award consideration: October 15, 2016

NEW DEADLINE for 2016 WSCPARGs!!!!

Note: Data and information reflected on the 2016 WSCPARG should be from the 2015-16 school year.

Application Requirements

1. You must submit a completed scoring rubric with your WSCPAP. Your WSCPAP will not be considered for an award if you do not self-score your WSCPAP and submit one completed scoring rubric with your five (5) color copies of the WSCPAP, one cover letter, and one completed application.
2. Your entire WSCPAP must fit (back and front) on one 8 ½” x 11” OR one 8 ½” x 14”.
3. Only WSCPAP with size 10 or 12 fonts will be considered for an award. An 8 point font is acceptable for your graphs and standards. Please make sure that your text is legible for all graphs and narrative sections of the WSCPAP. We suggest that you use Arial or Times New Roman font.
4. Each acronym needs to be spelled out the first time it appears in the document.
5. The WSCPAP is a public document and should not have typographical, grammatical, or mechanical errors. In addition, WSCPAP documents are a formal document and should be written in third person, not first person (i.e., “The school counselor taught three lessons...” not “I taught three lessons...”). WSCPAPs with more than two errors will not be considered for formal award status.
6. See Scoring Rubric for required items in the WSCPAP header.
7. **The complete WSCPAP document (pdf), cover letter (pdf), self-scored rubric (pdf), and application (pdf) must be emailed to Marilyn Brink at brinkm82@gmail.com by:**

5 PM, October 15th

Mail (postmarked by October 15th) five (5) color copies of your WSCPAP, a self-scored rubric, and an application form with cover letter to:

**Todd Hadler
3309 Kimberly Circle
Manitowoc, WI 54220**

The cover letter should include an overview of the process engaged by your team to complete the WSCPAP and a distribution plan for your document.

We encourage you to find WSCPAP layout and editorial assistance from the following personnel:

- District office public relations department
- Yearbook advisor
- English department
- Graphics department
- Desktop publishing class
- Graduate interns

All school must meet the criteria listed within this document. WSCPAPs that do not follow submission guidelines, are in size 9 font or lower, or missing essential information such as graphs, signatures, or sections will not be reviewed for award consideration. WSCPAPs will not be returned for “re-writes” or corrections.

WSPAR 2016 Guidelines

This section provides additional information on WSPAR development and scoring.

Resources

For each section of the WSPAR, we have identified the following resources:

- Helpful Hints
- ASCA National Model (available at <http://www.schoolcounselor.org>) applications with page numbers from the National Model for School Counseling Programs, Third Edition.

In 2014, the WSPAR replaced the *Support Personnel Accountability Report Card for Wisconsin (SPARC-W)*. The two documents are very similar; however, WSCA has developed a new rubric for the WSPAR that is more specific to school counseling programs. You can find the award winning SPARC-W documents at www.wscaweb.org/index.php?module=cms&page=15 . You will also find many examples of award winning documents from California at www.sparconline.net/Home/ViewSparcs . When reviewing previous award winning SPARC-Ws, please remember that WSCA had developed a NEW SCORING RUBRIC in 2014 and there are *new requirements* for the 2015 Wisconsin School Counseling Program Accountability Report.

Operational Definitions

The following three definitions of data are taken from Evidence-Based School Counseling: Making a Difference with Data-Driven Practices by Carey Dimmitt, John Carey & Trish Hatch (2007):

- **Process Data-** provides evidence that an event occurred. It tells us who received services, activities, or lessons; when they received it; and for how long. Process data give us the who, what, when, where and how often information. (p. 41)
- **Perception Data-** tell us what a student learned. Perception data inform us what a student believes, knows, or can demonstrate as a result of a lesson or activity. When school counselors teach a guidance lesson or hold group counseling sessions, they are delivering (or aligning with delivery of) the ASCA National Standards and competencies (Campbell & Dahir, 1997). Standards-based education encourages educators to measure knowledge, attitudes, and skills (Darling-Hammon, 1998). The words *attitude*, *skills*, and *knowledge* form the acronym ASK, which reminds us to assess what students gained or learned from a lesson or activity (Hatch 2005). Perception data measure whether (a) students' *attitude* or beliefs changed or shifted as a result of an activity or intervention, (b) students learned the *skill* (attained the competency), or (c) students' *knowledge* increased. School counselors can collect ASK data about an activity or intervention to determine if it benefited students. (p.41-42)
- **Results Data-** are the “hard” data, the application data. Results are the proof that the activity or intervention either has or has not positively influenced the students' ability to use attitudes, skills, and knowledge to change their behavior. Behavior changes and their results may be measured with two types of data: achievement or achievement-related. (p. 42)

Graph & Chart Hints

Pie Graphs/Charts

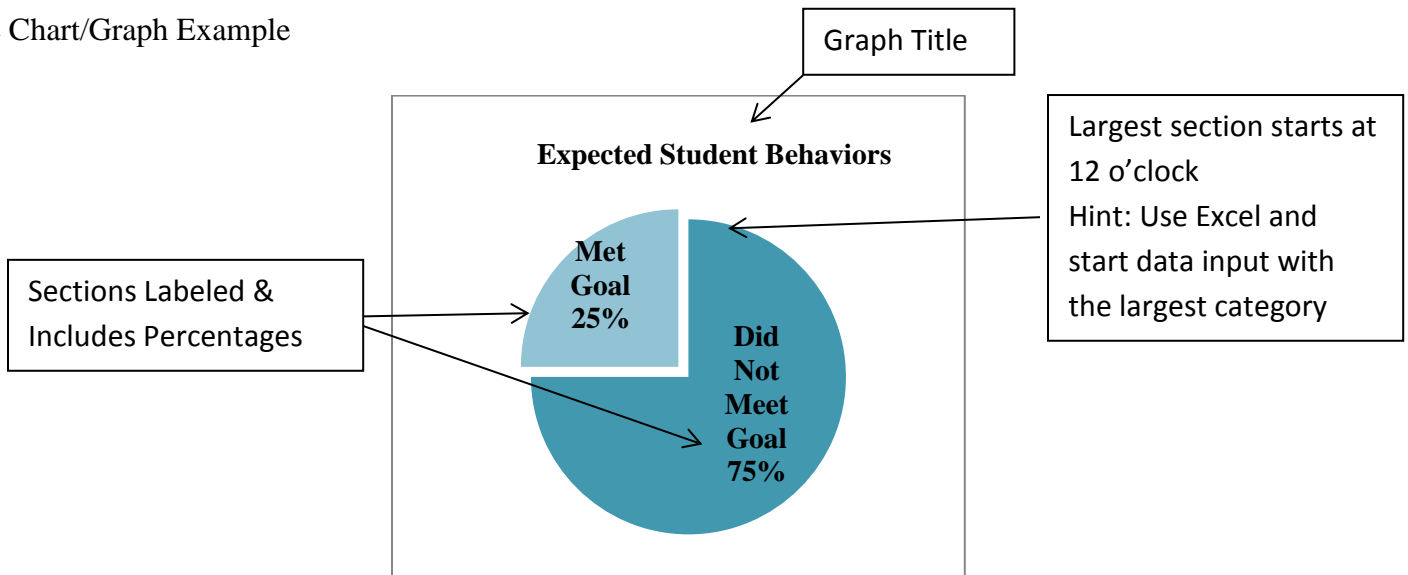
Pie graphs/charts “are useful in illustrating percentages and proportions in relation to each other and to the whole. We recommend that no more than five segments be shown in a single pie graph and that the largest segment (sometimes called a *slice*, *sector*, or *wedge*) start at 12 o’clock, with the remaining sections following clockwise” (Nicol & Pexman, 2010).

Effective Elements for Pie Graphs/Charts:

- ❑ Segment labels are all horizontal.
- ❑ Pie segments can easily be distinguished from one another (in color and grayscale).
- ❑ There are no more than five segments in a single pie graph.
- ❑ A legend is provided that identifies the segments or all segments are labeled.
- ❑ Negative numbers are not illustrated.
- ❑ Percentages total equal 100.

Nicol, A.A.M. & Pexman, P. M. (2010). *Displaying your findings: A practical guide for creating figures, posters, and presentations*, 6th edition. American Psychological Association: Washington, DC

Pie Chart/Graph Example

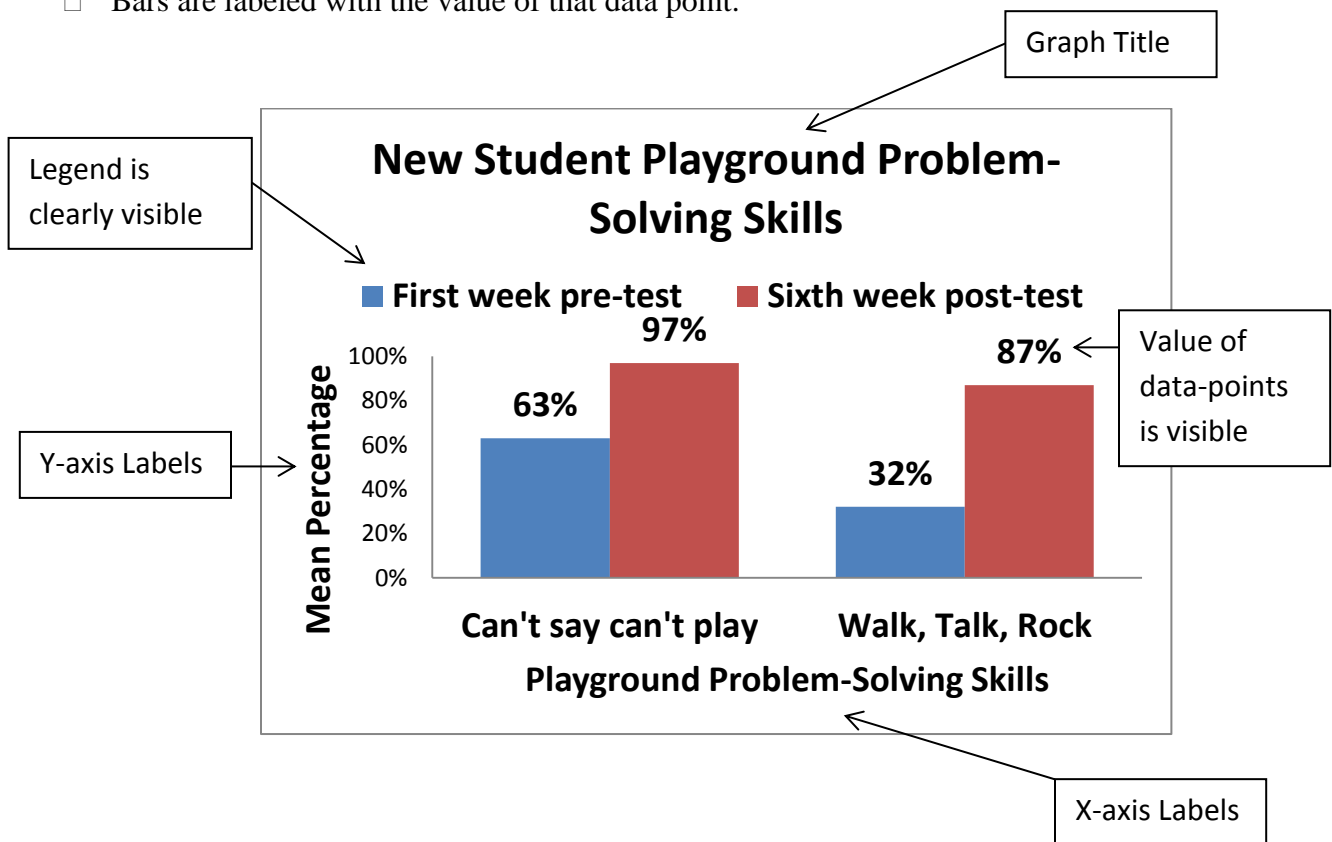


Bar/Column Graphs

Bar graphs are useful in presenting or comparing differences between groups or how groups differ over time (Nicol & Pexman, 2010).

Checklist of Effective Elements for Bar Graphs (Nicol & Pexman, 2010):

- Graph has a title.
- Both x and y axes are clearly labeled and are parallel to the axes (if possible).
- The dependent variable is on the vertical (y) axis (unless there is a reason to put it on the y-axis).
- The y-axis/x-axis length ratio is appropriate.
- The highest values on the x-axis and y-axis scales are larger than the highest data values.
- Bars representing different independent variables within the graph can be clearly differentiated from one another in color and gray-scale.
- Bars are the same width.
- Bars are labeled with the value of that data point.



Technical Assistance

If you have any questions or concerns with regard to the WSCPAR or the National or Wisconsin State Standards for School Counseling Programs, please feel free to contact the WSCPAR co-chairs: **Marilyn Brink** at brinkm82@gmail.com or (608)333-4240 OR **Todd Hadler** at hadlert@mpsd.k12.wi.us or (920)242-3183. Once you have submitted your WSCPAR, we will publish the name, phone number and email of the individual who was responsible for completing the application. This person is responsible for communicating and sharing with other schools that seek technical assistance in developing their WSCPAR. The WSCPAR process involves a network that is non-competitive; every school that meets the demands of the rubric will receive an award.

We encourage you to design your own template that reflects the program at your school and your graphics capabilities. There are plenty of examples from previous SPARC and/or WSCPAR award winners at www.wscaweb.org/index.php?module=cms&page=15 and www.sparconline.net/Home/ViewSparcs. Please refer to the current year WSCPAR Rubric for current requirements.

How and When We Score Your WSCPAR

Program of Promise (PoP) Awards will be awarded to schools with WSCPAR scores of 24 or higher with NO score in the “Does Not Meet Expectations” sections. While the difference between exceeds expectations, meets expectations and minimally meets expectations is subjective, we encourage you to use language that reflects a stronger commitment.

An email will be made to the "Individual Completing Application" acknowledging receipt of your WSCPAR application after both hard and electronic copies have been received. You will be notified by e-mail by **December 1st, 2016** as to the status of your WSCPAR application. No queries will be answered with regard to application status before December 1st, 2016.

The PoP Award winners will be acknowledged during a special ceremony at the 2017 WSCA conference.

Wisconsin School Counseling Program Accountability Report Components & Rubric

Document Header

The document header is the first item a potential reader’s eyes should focus on when one first views a Wisconsin School Counseling Program Accountability Report. Therefore, the document header should include important identifying information. Please refer to the list below and the scoring rubric.

In the document header the following items must be included:

- The title of the document “Wisconsin School Counseling Program Accountability Report”
- The year “2016”
- The following statement: “A continuous improvement document sponsored by the Wisconsin School Counselor Association”
- School Name*
- School Address*
- School Phone Number*
- School Website*
- Number of Students Enrolled at the School*
- Grade Levels i.e., K-5, 6-8, or 9 -12*
- Principal’s Name*
- Name(s) of the School Counselor(s)*

WSCPAP document representing the school counseling program provided by **one counselor at multiple schools/buildings, then all school information must be provided for each school/building.*

Document Header	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
ALL (11) required items are included in the document header	Document header includes all 11 required Items		Document header includes 5 to 10 of the additional items	Document header includes 4 or less of the required items

Principal’s Comments

This section should include comments from your building principal regarding the impact of the school counseling program on students – How are students different because of the school counseling program? There must be evidence that the goals and results were shared with your building principal. *WSCPAP document representing the school counseling program provided by **one** counselor at multiple schools/buildings, then the Principal’s Comments can represent one or more of the buildings served. For example, the two (2) specific examples indicating the impact of the school counseling program one could be from one building and the second from another building or both examples could be from one building.*

Principal's Comments	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
Statement of how students are positively impacted as a result of the school counseling program	Statement provides <u>two or more</u> specific examples, clearly indicating the <u>impact of the school counseling program on students</u>	Statement provides <u>at least one</u> example which indicates the impact of the school counseling program on students	Statement indicates that school counseling program has an impact on students, but provides <u>no example</u>	Statement makes no mention of how students are impacted by the presence of a school counseling program

Helpful Hint: In the narrative refer to the first example as example one and the second as example two. This will assist readers to quickly identify the two examples.

Questions for Thought Regarding the Principal's Comments Section:

- Is your building principal aware of how students are different because of the school counseling program?
- Can your building principal cite specific examples of how the school counseling program activities / initiatives have impacted students (academically, behaviorally, or career/educational choices)?
- Do you meet regularly with your building principal to discuss the school counseling program?
- Is your building principal aware of the National and Wisconsin State Standards for School Counseling?
- Is your own understanding of the school counseling standards strong enough to explain what they are and how your program uses them to your principal?
- Is your building principal aware of your goals for improvement from last year?
- Do you have results from your goals for improvement from last year that you can share with your principal? Have you shared your results?
- Do you have the kind of relationship with your building principal that you could draft some examples of what he/she could include in the Principal's Comments section? Or have a conversation to share some suggestions regarding examples you would like included in the Principal's Comments section?

School Climate and Safety

Your graphic representations should look similar in style to the graphs in the Results section. Data presented in the School Climate and Safety section may be either perception or results data (see operational definitions).

Some ideas for the category of school safety are:

- Programs and activities which increase student "connectedness" to school and improve the school climate,
- Programs that teach students conflict resolution and mediation techniques for solving conflicts,
- Programs and activities that reduce incidents of violence at the school site with an emphasis on prevention and early detection,
- Programs that provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention, and
- Prevention and response to acts of hate violence, bias-related incidents and discriminatory attitudes.

Helpful Hints: Keep your graphs simple to read – focus on one concept per graph. Think USA Today! Ensure that graphs are well labeled so readers can easily determine what information is depicted in the graph.

The relationship between the data presented and the school counseling program should be clearly stated.

Your work in this section may be enhanced by reviewing the following National Model application: Delivery System (p.39-44).

This section must include two (2) examples of school climate and safety. Data presented in the School Climate and Safety section may be either perception or results data (see operational definitions). *WSPAR document representing the school counseling program provided by one counselor at multiple schools/buildings may provide School Climate and Safety examples from any of the buildings served by that school counselor.*

School Climate and Safety	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
Provide a graph(s) of school climate and safety data	Graph utilizes student results data representing school climate and safety	Graph utilizes student perception data representing school climate and safety		Only process data presented OR Data presented is not related to school climate or safety
Graph clearly labeled, easy-to-read	Well-designed graphic representation of school climate or safety data that is easy-to-read, clearly labeled with the effective elements of a good graph	Labeled graphic representation of school climate or safety data	Graphic representation of school climate or safety data	No graphic representation of school climate or safety data
Written explanation connecting school counseling program activity to the results pictured in the graph	A clearly written explanation strongly connecting the school counseling program activity to the school climate or safety data in the graph	A clearly written explanation connecting the school counseling program activity to the data in the graph	A clearly written explanation minimally connecting the school counseling program activity to the data in the graph	No connection to the school counseling program OR no connection to school climate or safety

Questions for Thought Regarding the School Climate and Safety Section:

- Has your building used any data to identify areas of concern related to student safety?
- Are the teachers in the building being asked to use targeted instruction in the classroom to address attitudes of the students?
- Has the counseling department surveyed the building to discover any real or perceived attitudes by students or faculty regarding feeling unsafe during the school day?
- Does your school conduct a school climate and safety survey? Have you analyzed the results? Are there areas that the school counseling program could address to improve students' perception of school climate or safety?
- Have you examined your school discipline data? Are there specific areas of concerns – playground, bus, or classroom? Have you disaggregated the data to determine if there is a target group i.e., males, ethnicity/race?
- Attendance data – How many absences does your school have? Are there certain days of the week that absences most frequently occur? Are there specific students or groups of students that are often absent?
- Has your school implemented PBIS? What changes in school climate and safety data has your school observed?

Student Results

Results are the outcome of what students do, not what adults do. Results are not the number of students seen, the number of meetings, conferences, or classes held or attended, or the number of referrals to other agencies or programs. Only student outcome results that your school counseling program has demonstrably impacted will be considered for an award. Results should reflect the student performance in any domain or program, not just the numbers or percentage of students placed in those programs. (See operational definitions for clarification of different types of data.)

*WSCPARD document representing the school counseling program provided by **one** counselor at multiple schools/buildings may provide student results from any building served by that one school counselor.*

Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the National and State Standards for School Counseling Programs are essential components for this section. You can use Microsoft Excel to plug your data into a variety of graphs or charts. Three to five data sets including at least three graphic representations of data will make this section complete.

Helpful Hints:

- The relationship between the data presented and the school counseling program should be clearly stated.
- Does your business, math, computer applications departments or service organizations on campus want to crunch numbers for you? Do you have an intern doing a practicum or fieldwork hours at your school who would want to help with your WSCPARD?
- Keep your graphs simple to read – focus on one concept per graph. Think USA Today!
- See Chart & Graphs Hints

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Results Reports (p.59-62), Action Plans (p.55).

Questions for Thought Regarding the Student Results Section:

Academic

- Is there an identified academic achievement gap in your building? If so, what is it and who identified it?
- Has your department done any school counseling curriculum related to skills to help students succeed academically? What were the lessons?
- Have you gathered data related to the outcome of the lessons? Did students' grades improve? Was attendance impacted? Did referrals go down? What was the outcome?

Social/Emotional

- Do you run any groups for a target population of students who are struggling? How are these students identified, and do you have a way to follow up to see if they have shown improvement since being involved in the group (e.g. fewer referrals, attendance is improved, GPA has increased)?

Career

- Do your students create any artifacts (e.g. portfolio entries, career papers, etc.) that display their understanding of a career standard? Are all students expected to create this?
- Do you have lessons that expose students to career research technology that they can access and use on their own? Do you have a way to measure if they are using it on their own?

Student Results	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
List Competency / Core Performance Standard and benchmark/ indicator for activities in the Domain	Activity attached to both ASCA Mindsets & Behaviors for Student Success <u>and</u> WCSCM State Competency / Core Performance Standards and benchmarks/ indicator	Activity only attached to either state or national Competency / Core Performance Standards and benchmarks/ indicator, but not both	List only Competency / Core Performance standard or benchmark/ indicator, but not both	Activity not attached to standards or benchmarks
Provide a graph(s) of student results	Graph utilizes student results data	Graph utilizes perception data, but no results data	Graph utilizes process data, but no perception or results data	No graph, or graph unclear
Graph clearly labeled, easy-to-read	Well-designed graphic representation of students' academic results that is easy-to-read, clearly labeled	Labeled graphic representation of students' academic results	Graphic representation of students' academic results	No graphic representation of students' academic results OR results presented are not related to students' results
Written explanation connecting school counseling program activity to the results pictured in the graph	A clearly written explanation strongly connecting the school counseling program activity to students' results presented in the graph	A clearly written explanation connecting the school counseling program activity to the results in the graph	A clearly written explanation minimally connecting the school counseling program activity to the results in the graph	No connection to the school counseling program OR No connection to student results

Examples of Standards, Competency / Core Performance Standard and Benchmark/Indicators:

ASCA Mindsets & Behaviors for Student Success	
Mindset Standard (MS)	MS.2. Self-confidence in ability to succeed
Behavior Standards Learning Strategies (LS) Self-Management Skills (SMS) Social Skills (SS)	LS.4. Apply self-motivation and self-direction to learning SMS.3. Demonstrate ability to work independently SS.1. Use effective oral and written communication skills and listening skills

Additional information on ASCA's Mindsets & Behaviors for Student Success can be found on the ASCA website www.schoolcounselor.org.

Wisconsin Comprehensive School Counseling Model	
Standard	Academic Content Standard A: Students will acquire the attitudes, knowledge and skills that contribute to successful learning in school and across the life span.
Competency / Core Performance Standard	(Core Performance Standard) A.1. Demonstrate an understanding of and responsibility for self as a learner
Indicators/Benchmark	(Benchmark) A.4.1.1 Demonstrate competence and confidence as a learner

Rubric	Example:
Exceeds Expectations (3): Activity attached to both ASCA Mindsets & Behaviors for Student Success and WCSCM State Competency / Core Performance Standards and benchmarks/ indicator	ASCA MS.2 Self-confidence ability to succeed SMS.3 Demonstrate ability to work independently WCSCM A.1 Demonstrate an understanding of responsibility for self as a learner A.4.1.1 Demonstrate competence and confidence as a learner.
Meets Expectations (2): Activity only attached to either state or national Competency / Core Performance Standards and benchmarks/indicator, but not both	ASCA MS.2 Self-confidence ability to succeed SMS.3 Demonstrate ability to work independently OR WCSCM A.1 Demonstrate an understanding of responsibility for self as a learner A.4.1.1 Demonstrate competence and confidence as a learner
Minimally Meets Expectations (1): List only Competency/Core Performance Standard or benchmark/Indicator, but not both	MS.2 Self-confidence ability to succeed OR SMS.3 Demonstrate ability to work independently OR A:A1.1 articulate feelings of competence and confidence as learners OR A.4.1.1 Demonstrate competence and confidence as a learner

School Counseling Program Goals

This section should reflect some of the identified needs for Closing the Gap from surveys, assessment, community feedback and evaluation data collected. For example, does your 10th grade counseling program work for all students, or is there a group of students who need a different intervention? Has your school safety plan been updated to reflect current realities?

Some ideas for this section:

- Increase in successful access to post-secondary financial aid opportunities
- Increase in daily attendance of students with health problems
- Increase in grade point average of special education students
- Implementation of support services for students and families participating in the Gifted and Talented program

Guideline: Do you have a baseline for the focus area before you identify your commitment to improving performance?

Helpful Hints:

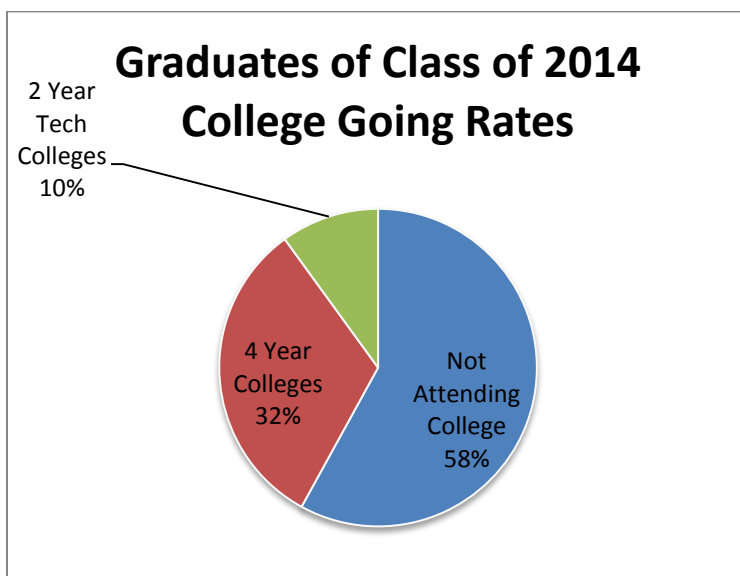
- Prioritize your goals based on data. Create a graph that represents the baseline data and possibly your target goal.
- Write your goals in a single sentence, using the SMART Goal format.
- Don't commit in writing to more than your team can deliver. There is a limit of two goals.
- Your Student Learning Objectives (SLOs) may translate into School Counseling Program Goals.
- Results from prior years' School Counseling Program Goals can be reported in the Student Results or School Climate and Safety sections of the WSCPAR document.

Your work in this section may be enhanced by reviewing the following National Model applications: Program Goals (p.25-28), Advisory Council (p.47), and School Counseling Program Assessment (p.42).

This section must include two (2) School Counseling Program Goals. Program goals must be written in a single sentence using the SMART Goal format. *WSCP* document representing the school counseling program provided by **one** counselor at multiple schools/buildings may provide two school counseling program goals from any building served by that one school counselor.

School Counseling Program Goals	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
Program goal is clearly defined using the SMART Goal format (single statement)	Program goals utilizing the SMART goal format	Goal utilizing the SMART goal format with 4 of the five components present	Goal utilizing the SMART goal format with 1-3 of the five components present	Goal does not utilize SMART goal format
Explanation of baseline Closing the Gap data for identification of program goal and prioritization of goal	Strong use of baseline Closing the Gap data to identify program goal and prioritization of goal exceeds expectations	Use of baseline Closing the Gap data to identify goal and prioritization of goal meets expectations	Use of data to identify areas of need and prioritization of goal minimally meets expectations (priorities implied)	No use of data to identify goals; no prioritization of goals or more than 2 goals listed
Graph included in section for each goal displays the baseline Closing the Gap data (see example)	Easy-to-read, clearly labeled graphic representation of the baseline data for the goal	Labeled graphic representation of the baseline data for the goal	A graphic representation of goal	No graphic representation of goal

Example of graph showing baseline data:



The data shown in this graph could easily attach to a goal about reducing the percentage of graduates who are not attending any form of post-secondary education.



ASCA National Model School Counseling Program SMART Goals Worksheet

<p>Specific Issue What is the specific issue based on our school's data?</p>	
<p>Measurable How will we measure the effectiveness of our interventions?</p>	
<p>Attainable What outcome would stretch us but is still attainable?</p>	
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?</p>	
<p>Time Bound When will our goal be accomplished?</p>	

Based on the information above, write a single goal statement sentence.

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

School Counseling Program Goals

- Does your department have goals set for this year? What are they?

- How will you measure if they have been satisfactorily accomplished?

- How did you decide on those goals? Did you use data from your building?

Content and Typos/Grammar

Content, Typos, and Grammar	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
Content	Content has a strong consistent voice and format is exceptionally clear, concise, and significant	Content has a consistent voice and format is clear, concise and significant	Content has a mostly consistent voice and format is partially clear, concise, and significant	Content with an inconsistent voice and format is awkward and lacking significance
Typos	No typos	1 typo	2 typos	3 or more typos
Grammar	No grammar problems	1 grammar problem	2 grammar problems	3 or more grammar problems
Mechanics i.e., capitalization, punctuation...	No mechanics problems	1 mechanics problem	2 mechanics problems	3 or more mechanics problems

8 pt Arial font – acceptable for graphs only 10 pt Arial font – acceptable 12 pt Arial font – acceptable	8 pt Times Roman font – acceptable for graph only 10 pt Times Roman font - acceptable 12 pt Times Roman font - acceptable
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FINAL SCORE	
<ul style="list-style-type: none"> Program of Promise Awards will be given to schools with scores of 24 or higher with NO score in the Does Not Meet Expectations sections. 	
GRAND TOTAL	
Additional Comments (Please print legibly):	