



# Excellence in School Psychological Services Recognition Program Level Definitions

A team of trained reviewers uses the [ESPS rubric](#) to generate a score, with five possible outcomes based on the final score. Different combinations of factors can result in a designation so it is likely that districts with the same designation may be in different stages of implementation on different components of the NASP Practice Model. Again, the designation level is determined arithmetically through interpretation of the rubric but general definitions are as follows

**No recognition:** Determined when the district's application did not contain sufficient evidence reflecting implementation of, or an actionable plan toward, a system-wide infrastructure that would enable school psychologists to provide services as articulated in the NASP Practice Model.



**Emerging:** Awarded to districts that provide evidence of the initiation of a foundation and infrastructure that would enable school psychologists to provide a comprehensive range of services through implementation of all six organizational principles as articulated in the NASP Practice Model.

Districts with this designation have a plan for meeting the recommended ratio in the future and provide evidence that school psychologists offer at least some services beyond special education compliance.



**Promising:** Awarded to districts that provide evidence of a solid foundation for growth in implementing a system-wide and sustainable infrastructure that enables school psychologists to provide a comprehensive range of services through implementation of all six organizational principles articulated in the NASP Practice Model. Districts with this

designation have an actionable plan for working toward the national recommended ratio and provide evidence that school psychologists offer a variety of services.



**Proficient:** Awarded to districts that provide evidence of a solid foundation and significant progress toward the implementation of a system-wide and sustainable infrastructure that enables school psychologists to provide a comprehensive range of services through implementation of all six organizational principles articulated in the NASP Practice Model. Districts with this designation show some improvement or have an actionable plan for meeting the national recommended ratio, and they provide evidence that school psychologists are offering a broad range of school psychological services.



**Exemplary:** Awarded to districts that provide evidence of a strong, system-wide, and sustainable foundation and infrastructure that enables school psychologists to provide a comprehensive range of services through implementation of all six organizational principles articulated in the NASP Practice Model. Districts with this designation have met the national recommended ratio, or are close to meeting the national recommended ratio and have an actionable plan for reaching it in the near future, and provide evidence that school psychologists are offering a broad range of school psychological services.

For more information, visit [www.nasponline.org/ESPS](http://www.nasponline.org/ESPS).

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