Community Based Accountability in College Station ISD
A&M Consolidated High School

Core Beliefs
- Each student can be a critical thinker, problem solver and possess the knowledge and skills to be a productive and responsible citizen in a global marketplace.
- The education of each student is the responsibility of the school district, the student, the family and community.
- Student success is dependent on the quality of the CSISD staff.

Commitments

1. CSISD will ...recruit, develop, and retain qualified and dedicated staff

Background: CSISD is committed to attracting the highest quality faculty and staff members, We are blessed to be in a community like College Station that attracts many good teachers and staff members from other areas of Texas and the nation. CSISD annually hires a higher percentage of teachers with successful experience. Teaching positions in CSISD attract a large number of applicants, and we have a lower teacher turnover rate than the state. The 2012-2013 Texas Academic Performance Record indicates that the state turnover rate for teachers was 15.3 percent and the CSISD rate was 13.1 percent.

Once teachers and staff members arrive in CSISD we have a system of professional development that builds upon their knowledge base and helps provide the skills for success in the classroom. New Teacher University (NTU) is a system of professional development in instructional strategies, relationship building and what it takes to be successful in College Station. Teachers new to CSISD have three days of intensive training in August, with two to four follow up days of training and support throughout their first year. CSISD also provides ongoing staff development in a variety of areas for over 900 teachers annually.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of CSISD teachers who meet NCLB highly qualified status	100% **X**	99% or Higher	98% or Higher	Less than 98%	Campuses use District Measure
Annual teacher turnover rate - District	Less than 12%	13-15% **X**	16-20%	20% or Higher	Campuses use District Measure
Average number of applications per number of teaching staff hired	15 to 1	10 to 1	5 to 1 **X**	Lower than 5 to 1	Campuses use data for grade levels linked

2. CSISD will…provide a challenging, relevant, engaging and aligned curriculum.

Background: The core business of any school district is teaching and learning. In order for students to learn at their highest levels and for teachers to be most effective, a guaranteed and viable curriculum must be in place. CSISD has worked to develop scope and sequences in several areas along with other supporting documents and materials.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A

Scope and Sequence documents: *English/Language Arts* (Scope and sequence K-6th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span X	Supporting resources are available to teachers	No documents	Campuses use District Measure
Scope and Sequence documents: *Mathematics* (Scope and sequence K-12th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span X	Supporting resources are available to teachers	No documents	Campuses use District Measure
Scope and Sequence documents: *Science* (Scope and sequence K-8th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span X	Supporting resources are available to teachers	No documents	Campuses use District Measure
Scope and Sequence documents: *Social Studies* (Supporting materials)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span X	Supporting resources are available to teachers	No documents	Campuses use District Measure

Background: Part of providing a relevant and engaging curriculum is providing students choice in their learning. At the elementary through middle school level, choice can be achieved through the workshop method of instruction.

At the high school level the district is actively increasing the types of instructional arrangements for various classes. More and more classes are being taught in a traditional manner and offered in a non-traditional style: Problem-based learning (PBL), Flipped Instruction, Online Instruction, or a blended model.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of Reading/ELA teachers using the workshop method consistently in grades K-8 based on self-report	K-4: 80% or more 5-8: 60% or more K-8: 70% or more	K-4: 70-79% 5-8: 40-59% K-8: 50-69%	K-4: 60-69% 5-8: 30-39% K-8: 35-49%	K-4: < 60% 5-8: < 30% K-8: < 35%	Baseline year **N/A**
Number of course offerings in grades 9-12 that offer nontraditional delivery methods (PBL, Flipped, Online)	District 15 or more offerings Campus 8 or more offerings	District 10 or more offerings Campus 5 or more offerings	District 2 or more offerings Campus 1 or more offering **X**	None	
Number of students registering for one or more non traditional classes in grades 9-12. Comparing 2013-14 to 2012-13	10% Increase **X**	5% Increase	Less than 5% increase in number of students	Decline in number of students	

Background: A challenging, relevant, engaging and aligned curriculum should help prepare students for success in the classroom. While success in all subjects is important, we have identified several key markers in literacy and mathematics that are crucial for future success.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of students reading at or above grade level at the end of 1st grade	100-90%	80-89%	70-79%	Less than 70%	**N/A** for 5-12 Campuses
Percentage of students passing 3rd grade reading STAAR	95% or Greater	90% to 95%	80% to 89%	Less than 80%	**N/A** for 5-12 Campuses
Percentage of students in 7th Grade scoring a combined 5 or higher on the STAAR Expository composition	70% or Greater	50% to 70%	35% to 50%	Less than 35%	**N/A** for K-4 and 9-12 Campuses
Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI-PM)	100-90%	80-89%	65-79%	Less than 65%	**N/A** for 5-12 Campuses

Percentage of students passing 5th grade Math STAAR	95% or Greater	85% to 94%	75% to 84%	Less than 75%	**N/A** for K-4 and 9-12 Campuses
Percentage of students passing Algebra I EOC	95% or Greater	90% to 95%	80% to 89% **X**	Less than 80%	N/A for K-6 campuses

Background: A challenging, relevant, engaging and aligned curriculum should help prepare students for success in college. We want our students to be prepared for college, persist in attending, and ultimately graduate.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Percentage of College Ready Graduates in both ELA and Math	80% or greater	65% to 79% **X**	55% to 64%	Lower than 55%	AMCHS & Timber only this year
Average SAT/ACT score - choose higher ranked test	ACT 23.0 or greater or SAT 1600 or greater **X**	ACT 21.5 to 22.9 or SAT 1500 to 1599	ACT 20.0 to 21.4 or SAT 1400 to 1499	ACT < 20 or SAT < 1400	N/A for PK-8
Number of graduating seniors earning scholarships	District 200 or more Campus 100 or more **X**	District 160 - 199 Campus 80-99	District 120 - 159 Campus 60 to 79	District < 120 Campus < 60	

Higher Ed persistence rate: students enrolled in Texas Higher Education completing one year without remediation	80% or greater X	70-79%	60-69%	Less than 60%	Comprehensive HS receive campus rating All others receive District Rating only
6-year college graduation rate for CSISD students					Baseline Year Report Only
Graduates Enrolled in TX Institution of Higher Education(IHE)	70% or greater X	65-69%	58-64%	Less than 58%	Comprehensive HS receive campus rating All others receive District Rating only

3. CSISD will ...provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.

Background: CSISD provides a number of services programs and other opportunities to meet the unique needs of students. House Bill 5 (83rd Texas Legislature) mandated assessment in some of these areas below. For each area, you will find a brief description of the program and what CSISD provides that exceeds state law or other districts.

Fine Arts (HB5): With the exception of the fine arts elective that is mandated under the graduation plans for our current high school students, fine arts are not mandated by the education code. Nevertheless, CSISD campuses provide many fine arts opportunities for students at all levels.

Elementary students rotate through art and music every week with teachers who are specialists in art and music, not simply classroom teachers. Intermediate students elective rotations include art, music and drama. Fifth graders have the option of orchestra, and sixth graders can choose orchestra, choir or band for the entire school year. Middle school students can choose electives in art, choir, band or orchestra. High school students have all of the other options plus theatre arts, and dance classes.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of elementary (PreK-4) students participating in a fine arts performance (e.g. music, classroom play, art show)	90-100%	76%-89%	50%-75%	Less than 49%	**N/A** for 5-12
Combined participation rate in Choir, Band and Orchestra at the 5th-8th Grade Level	Greater than 30% of the students take one of these classes	20%-29% of students take one of these classes	10%-19% of students take one of these classes	Less than 10% of the students take one of these classes	**N/A** for PK-4 and 9-12
UIL Team Performance Results in Choir, Band, Orchestra, and One Act Play	At least one state championship or Sweepstakes in more than one area **X**	At least one regional qualifier/ Sweepstakes in at least one area	At least one district champion/ Sweepstakes	No regional qualifier or Sweepstakes	N/A for PK-8

Wellness and PE (HB5): CSISD takes the wellness of each of our students seriously. Our School Health Advisory Committee (SHAC) provides guidance for child nutrition, health and physical education. Our elementary students go to PE daily, and have the opportunity for recess. Intermediate students have a daily class period of PE as well.

Nearly 20 years ago the CSISD community felt that wellness was so important, they mandated that every middle school student must have a full year wellness class that consists of classroom health instruction coupled with physical education activities three days a week. Students who choose to participate in athletics must take a one semester health class during their middle school career.

High school students who take PE have choices that rival many small colleges, including individual and team sports, body sculpting, weight training, step/pilates/pump, outdoor education, dance, even kick ball.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Anti-bullying, Cyber-bullying and Dating Violence awareness and education	Consistent/ on-going guidance activities and/or student leadership group to monitor and address issue	Several in-class guidance activities	Campus/Grade level activity **X**	Not addressed	
Number of minutes per week in physical activity K-6th grade (PE plus recess)	250 minutes or more	180 to 249 minutes	135 to 179 minutes	Less than 135 minutes	**N/A** for 7-12
Percentage of 7-12th grade students participating in one or more of the following extracurricular activities: sports, marching band, cheerleading and dance team	50% or more	40%-49%	30-39% **X**	Less than 30%	N/A for PK - 6

Second Language Acquisition (HB5): CSISD Students at all levels have the opportunity to participate in English as a Second Language (ESL), if they qualify. In grades K-6, the district's Spanish/English bilingual education program is two-way dual language immersion model including Spanish and English Speakers. Support for both groups, including higher level Spanish courses and at least one core subject taught in Spanish, continues into middle school.

CSISD high school students have the opportunity to pursue courses of study in French, German, Latin and Spanish. All four languages have courses through AP level IV. Spanish goes all the way to AP Spanish V.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Bilingual/Dual Language program	Two-way bilingual education model implemented X	Developmental (late-exit) bilingual model implemented	Early exit bilingual model implemented	No bilingual program implemented	Campuses Receive District Rating
Staff Certification in bilingual education and/or English as a Second Language no later than at the end of their first year of employment as a teacher in CSISD	All elementary and intermediate school core teachers and middle school ELA (including SPED) certified; all high school teachers trained in sheltered instruction	All elementary and intermediate school core teachers (including SPED) ESL certified; secondary core teachers trained in sheltered instruction	Certified bilingual/ ESL staff in ESL classes (including SPED) serving ESL/bilingual students	No bilingual/ESL certified staff	Baseline year Will gather information and RO
Language other than English (LOTE) options for students at the high	5 or more LOTE offered with possibility for AP credit in at least 4	At least 4 LOTE offered with possibility for AP credit in at least	2-3 LOTE offered in a sequence of 3 years	Only 1 LOTE offered	NA for PK - 8

school level	languages	one language X			
Percentage of students advancing at least one proficiency level (year over year) in TELPAS	K-2: 70% or better 3-12: 70% or better	K-2: 60-69% 3-12: 60-69%	K-2: 50-59% 3-12: 50-59% X	K-2: Below 50% 3-12: Below 50%	

Gifted and Talented (HB5): Students are nominated annually by parents and school staff for testing for G/T. Students who qualify for the program are eligible for pull out services from the enrichment specialist on their campus (K-6th Grade). All students (even those not identified as G/T) have the opportunity for enrichment projects and participation in groups with the specialist in their campus.

G/T students in middle school have the opportunity to take two course electives designed for G/T students: Robotics and Simulation. G/T students in high school are served through advanced placement courses.

G/T identification in CSISD is based on academic indicators only. CSISD teachers earn endorsements in G/T allowing them to differentiate instruction for these students in their classes.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
District performance based on the Texas Plan for the Education	Meeting all indicators in "In Compliance" and more than 50% of	Meeting all indicators of "In Compliance" and more than 50% of	Meeting all indicators of "In Compliance"	Not meeting all indicators "In Compliance"	

of Gifted/Talented Students	the indicators in "Exemplary" X	the indicators in "Recommended"			
Percentage of G/T students earning Level III Advanced on STAAR tests (grades 3-8)	Over 90%	75-89%	60-74%	Less than 60%	**N/A** for 9-12
Percentage of teachers trained in Gifted and Talented (Level 1 Training)	100% of all teachers in CSISD have level 1 GT training	100% of core content area teachers have level 1 GT training	100% of teachers responsible for GT services of GT students have level 1 training within their first year **X**	less than 100% of teachers responsible for GT students' GT instruction have level 1 training within their first year	

21st Century Workforce Development (HB5): CSISD believes that it is vitally important to prepare students for the workforce whether our graduates plan to go straight to work, or to college first. These workforce skills give our graduates the ability to earn money even while pursuing other education opportunities. Our career and technology education department offers numerous career training options in all five endorsement areas of House Bill 5. Many of these career pathways culminate in the opportunity for a certification that can lead right into gainful employment after high school.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
CTE pathways offered for high school students	20 or more **X**	16 to 19	13 to 15	12 or fewer	District Rating for all

Number of CTE courses that lead to certification or licensure	15 or more X	10 - 14	6-9	5 or fewer	
Percentage of CTE students taking a coherent sequence of CTE courses in high school	30% or more of CTE students district-wide are in a coherent sequence X	22-29%	15-21%	Less than 15%	
Number of certifications/ licenses earned by students annually	250 or more X	200-249	150-199	Fewer than 150	District Only
Passing rate on certification/ licensure exams	90% or greater X	80% to 89%	70% to 79%	Less than 70%	

Dropout Prevention (HB5): CSISD is committed to graduating all students no matter if they have been in our district since Kindergarten, moved in during middle school, or re-enrolled after dropping out earlier in their school career. We have number of processes in place to help kids stay in school. Campuses provide remediation in courses, accelerated instruction where students have struggled and credit recovery for students who have failed one or more classes at the semester.

Students behind on credits can participate in summer school, credit by exam and night school. Timber Academy was designed as school for students who are in danger of dropping out or have dropped out previously. Over 89% of Timber students were 17 years old or older on September 1st this year. This qualifies Timber as Dropout Recovery School by the Texas Education Agency.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Annual attendance rate for At-Risk students	96% or greater	94.5% to 95.9%	93.0% to 94.4% **X**	Less than 93%	Timber = RO
Annual Discretionary DAEP Placements (5-12)	District : 50 or fewer Campus : Less than 1% of population placed	District : 51-100 Campus : 1-1.75% of population placed	District: 101-150 Campus: 1.76 - 2.5% of population placed **X**	District : Greater than 150 Campus: Greater than 2.5% of population placed	Timber = RO
Timber Academy Annual Graduates (total number)	50 or more	40-49	30-39	Fewer than 30	Timber Only **N/A**
Five-year federal graduation rate	96% or higher	92.0% to 95.9% **X**	88.0% to 91.9%	Less than 88%	AMCHS Only

Digital Learning Environment (HB5): CSISD believes that our students must not only have access to technology, but must become fluent in a number of technologies to be successful in college or a career. To help accomplish this, each CSISD classroom has access to student computers, and all instructional spaces have a SMART device: SMART board or Sympodium.   We have a wireless overlay of our facilities that makes our Bring Your Own Device (BYOD) initiative possible. We don't ban smart phones, we encourage their use to aid instruction.

Unlike many districts, all elementary students rotate through technology classes throughout the year. Intermediate school students have the opportunity for computer coding clubs at both schools. Middle school students must take keyboarding and computer

literacy as a local requirement. High school students have the opportunity to participate in a number of high tech computer and CTE. Beginning a year ago, CSISD developed Success 24/7, a on line learning support portal. This site gives many high school students access to their teachers' lessons, supporting materials, videos, and assignments. Students in these classes get to access their learning anytime, anywhere (with a WiFi connection).

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Success 24/7 usage - average number of multiple logins by user per week	1000 students or more per week X	800-999 students per week	600-799 students per week	Fewer than 600 students	High School Only - Campuses Receive District Rating
Course ½ credits earned through Edgenuity - Baseline	500 or more X	450-499	400-449	Fewer than 400	
Ratio of CSISD students to district devices (including student computers, labs, mobile devices)	2:1 or less	4:1 or less X	6:1 or less	More than 6:1	Campuses Receive District Rating
Rating on STaR Chart System in 4 key areas: Teacher and Learning, Educator Preparation and Development, Leadership and	4 of 4 key areas rated Advanced Technology or higher X	3 of 4 key areas rated Advanced Technology or higher	2 of 4 key areas rated Advanced Technology or higher	1 or fewer areas rated Advanced Technology or higher	

Instructional Support, Infrastructure for Technology				

4. CSISD will … create classroom and campus cultures that involve each family.

Community and Parent Involvement (HB5):

Background: CSISD provides numerous opportunities for parents and community members to be involved at the district and campus levels. From our campus level VIPS (Volunteers in Public Schools) to PTOs, campus and district site based committees, public hearings, community groups and the CSISD Education Foundation, there are many ways to get involved.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Total increase in volunteering in schools	Greater than 115% of previous year's total	Between 106% and 115% of previous year's total	Between 91% and 105% of previous year's total	Less than 90% of previous year's total	2013-14 is a Baseline Year
Total number of day/programs/ opportunities for parents to be on campus/community outreach (e.g. Math night, parent conference day, singing at the bank)	Greater than 25 opportunities per campus **X**	Between 16 and 25 opportunities per campus	Between 6 and 15 Opportunities per campus	Fewer than 5 Opportunities per campus	
Number of sponsors or cooks for annual 50 Men	121 or more **X**	106 to 120	91 to 105	Fewer than 90	Campuses Receive District Rating

Who can Cook event - whichever is higher					
Increase in number or amount of Education Foundation Grants awarded	Greater than 120% of previous year's total (number of grants or total awards, whichever is higher) **X**	Between 110% and 119% of previous year's total (number of grants or total awards, whichever is higher)	Between 100% and 109% of previous year's total (number of grants or total awards, whichever is higher)	Less than 100% of previous year's total (number of grants or total awards, whichever is higher)	Campuses Receive District Rating
Number of communication strategies used for parents and community members (e.g. email, newsletter, School Messenger, Twitter)	10 or more **X**	8-9	5-7	Fewer than 5	

5. CSISD will … commit to the responsible use of taxpayer dollars.

Background: College Station ISD is a steward of the resources provided by the taxpayers. It is of the greatest importance for the district to be wise, fair, conservative and most of all legal in the use of public funds. It is also a goal to be efficient in the use of the funds where we can be. CSISD is audited annually by an outside accounting firm. We are also rated on a couple of different efficiency scales each year.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
CSISD's Annual Financial Audit	Received an Unqualified Opinion with no serious findings **X**	Received an Unqualified Opinion with one minor finding	Received an Unqualified Opinion with a few minor findings	Received a Qualified Opinion OR serious findings in material controls	Campuses Receive District Rating
Board Management Oversight work completed during the year	Completed two comprehensive Management Oversight Workshops	Completed one comprehensive Management Oversight Workshop	Received updates on previous Management Oversight Workshops **X**	No work in Board Management Oversight	Campuses Receive District Rating
FIRST rating system indicates quality of financial management	Superior Achievement **X**	Above Standard Achievement	Standard Achievement	Substandard Achievement	Campuses Receive District Rating
FAST rating indicates that our progress to spending ratio is cost-effective	4.5 or 5 Stars	3.5 or 4 Stars **X**	3 Stars	2.5 Stars or Fewer	Campuses Receive District Rating
Financial transparency ratings based on Texas Comptroller's Leadership Circle	Platinum **X**	Gold	Bronze or Silver	Not Rated	Campuses Receive District Rating

Fine Arts			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3	
Recognized	0	0	
Acceptable	0	0	
Unacceptable	0	0	
TOTALS	1	3	3.00

Qualified and Dedicated Staff			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3	
Recognized	1	2	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	3	6	2.00

Wellness and PE			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	0	0	
Recognized	0	0	
Acceptable	2	2	
Unacceptable	0	0	
TOTALS	2	2	1.00

Scope & Sequence			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	0	0	
Recognized	4	8	
Acceptable	0	0	
Unacceptable	0	0	
TOTALS	4	8	2.00

Community & Parent Involvement			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	4	12	
Recognized	0	0	
Acceptable	0	0	
Unacceptable	0	0	
TOTALS	4	12	3.00

Choice in Learning			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3	
Recognized	0	0	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	2	4	2.00

21st Century Workforce Development			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	5	15	
Recognized		0	
Acceptable		0	
Unacceptable		0	
TOTALS	5	15	3.00

Literacy & Math			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	0	0	
Recognized	0	0	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	1	1	1.00

Second Language Acquisition			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3	
Recognized	1	2	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	3	6	2.00

College Ready			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	4	12	
Recognized	1	2	
Acceptable	0	0	
Unacceptable	0	0	
TOTALS	5	14	2.80

Digital Learning Environment			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	3	9	
Recognized	1	2	
Acceptable	0	0	
Unacceptable	0	0	
TOTALS	4	11	2.75

Stewardship of Fiscal Resources			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	3	9	
Recognized	1	2	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	5	12	2.40

Dropout Prevention			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	0	0	
Recognized	1	2	
Acceptable	2	2	
Unacceptable	0	0	
TOTALS	3	4	1.33

Overall			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	24	72	
Recognized	10	20	
Acceptable	10	10	
Unacceptable	0	0	
TOTALS	44	102	2.32

Program for GT			
Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3	
Recognized	0	0	
Acceptable	1	1	
Unacceptable	0	0	
TOTALS	2	4	2.00

Key	
Rating	Range
Exemplary	2.5 or Greater
Recognized	1.75 to 2.49
Acceptable	1.0 to 1.74
Unacceptable	Less than 1.0