

Annual Performance Report Indicator: Applicant Acceptance Rate

Attribute	Definition of Attribute
Description	The percent of candidates who apply to an Educator Preparation Program (EPP) and are admitted.
Calculation	Divide the number of candidates who were admitted to the EPP by the number who applied during the reporting period. Round to the nearest whole number.
Population	All EPP applicants during the reporting period (9/1 to 8/31). Applicants include all individuals from whom the EPP received an application for initial certification in any class. Admitted candidates include those who accepted formal or contingent admission. Admission is reported by EPPs within 7 days of formal admission.
Exclusion rules	None
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results are disaggregated by gender and race/ethnicity.
Data Source	EPPs (Applied counts), Educator Certification Online System (ECOS)
Example calculation	95 of the 100 candidates who applied to the EPP were admitted. The acceptance rate is calculated as follows: $(95/100) \times 100 = 95\%$.
Document History	Updated on 02/17/2022

Annual Performance Report Indicator: Length of Probationary¹ Certification

Attribute	Definition of Attribute
Description	The average number of days elapsed between the issuance of an Educator Preparatory Program (EPP) candidate's first probationary or intern certificate and issuance of their standard certificate.
Calculation	Count the number of days between the issue date of each candidate's first probationary or intern certificate and the issue date of their initial standard certificate. Calculate the average of the number of days among all candidates who were awarded both types of certificates. Round to the nearest whole number.
Population	All EPP candidates who are awarded an initial standard certificate during the reporting year and were issued a probationary or intern certificate by the same EPP.
Exclusion rules	Candidates with greater than 4 years from the issue of their first intern or probationary certificate recommended by the EPP and the issue of an initial standard certificate recommended by the EPP are excluded.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity. To be included in this calculation, candidates must have received both a probationary or intern certificate and a standard certificate. If a candidate was issued an initial standard certificate from a different EPP as their intern or probationary certificate, the candidate is excluded from the calculations for the EPP.
Example calculation	Five candidates had the following numbers of days elapsed between issuance of their first probationary certificate and issuance of their standard certificate: 180 days, 150 days, 365 days, 252 days, and 185 days. The average length of probationary certification is calculated as follows: $(180 + 150 + 365 + 252 + 185)/5 = 226.4$ days, which rounds to 226 days.
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¹ Starting in 2017-2018, TEA uses intern and probationary certificates in this calculation

Annual Performance Report Indicator: Number and Percent Remaining in the Profession for 5 Years; Any Certified Role

Attribute	Definition of Attribute
Description	The number and percent of certified teachers who are employed in the Texas public school system 5 years after earning a standard certificate in any public education role collected in Public Education Information Management System (PEIMS).
Calculation	Count the number of teachers certified 6 years prior to the reporting period who were also employed as classroom teachers in the Texas public school system 5 years before the reporting period. Count the number of those teachers who were still employed in any role requiring certification on the PEIMS snapshot date of the reporting year. Divide (1) the count described in the previous sentence by (2) the number of newly certified teachers employed in the Texas public school system 5 years before the reporting period. Round to the nearest whole number.
Population	All teachers certified 6 years prior to the current academic year who were employed as classroom teachers during the academic year 5 years prior to the current academic year.
Exclusion rules	Individuals who were not employed as a classroom teacher in a public school in Texas in the year following their year of certification are excluded.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity. Employment includes any certified educator role in the Texas public school system.
Example calculation	38 teachers were certified during the academic year 6 years prior to the reporting period, 28 of whom were employed in the Texas public school system as classroom teachers in the first year after certification. During the current academic year, 21 of these 28 EPP completers were still employed in the Texas public school system as classroom teachers, and 2 of these completers were employed as assistant principals. The number of certified teachers remaining in the profession for 5 years is 23 and the percentage is calculated as follows: $(23/28) \times 100 = 82\%$.
Document History	Updated on 2/17/2022

Annual Performance Report Indicator: Number and Percent Remaining in the Profession for 5 Years; Classroom Teacher

Attribute	Definition of Attribute
Description	The number and percent of certified teachers who are employed in the Texas public school system 5 years after earning a standard certificate as a classroom teacher.
Calculation	Count the number of teachers certified 6 years prior to the current academic year who were also employed as classroom teachers in the Texas public school system 5 years before the current academic year. Count the number of those teachers who were employed as classroom teachers on the PEIMS snapshot date of the reporting year. Divide (1) the count described in the previous sentence by (2) the number of newly certified teachers employed in the Texas public school system 5 years before the reporting period. Round to the nearest whole number.
Population	All teachers certified 6 years prior to the academic year who were employed as classroom teachers during the academic year 5 years prior to the current academic year.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender, and race/ethnicity. Employment includes only classroom teaching positions in the Texas public school system.
Example calculation	38 teachers were certified during the academic year 6 years prior to the reporting period, 28 of whom were employed in the Texas public school system as classroom teachers in the first year after certification. During the reporting period, 21 of these 28 EPP completers were still employed in the Texas public school system as classroom teachers. The number of certified teachers remaining in the profession for 5 years is 21 and the percentage is calculated as follows: $(21/28) \times 100 = 75\%$.
Document History	Updated on 2/17/2022

Annual Performance Report Indicator: Number and Percent of Educator Preparation Program (EPP) Completers Employed Within 1 Year of Completion

Attribute	Definition of Attribute
Description	The number and percentage of teacher candidates identified as completers by their EPP who obtain a standard certificate and are employed as classroom teachers in the Texas public school system within 1 year of program completion.
Calculation	Count the number of EPP completers (teacher candidates only) during the academic year (9/1 to 8/31) 2 years before the reporting year (9/1 to 8/31) and were employed as regular classroom teachers in the Texas public school system on the last Friday of October (the Public Education Information Management System (PEIMS) snapshot date) during the reporting period. Divide this count by the total number of EPP completers during the academic year 2 years before the reporting period. Round to the nearest whole number.
Population	All teacher candidates who complete all EPP requirements during the academic year 2 years prior to the reporting period.
Exclusion rules	EPP completers who hold positions in the Texas public school system other than a regular classroom teacher are not counted as employed as classroom teachers.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity. For this indicator, employment includes classroom teaching positions in the Texas public school system. This calculation includes candidates who were not recommended for a standard certificate.
Example calculation	40 teacher candidates completed all EPP requirements 2 years prior to the current reporting period, 20 of whom were employed as regular classroom teachers in the Texas public school system on the last Friday of October during the reporting period. The number of EPP completers employed within 2 years is 20 and the percentage is calculated as follows: $(20/40) \times 100 = 50\%$. For an expanded example, see Appendix D.
Document History	Updated on 02/17/2022

Annual Performance Report Indicator: Number and Percent of Educator Preparation Program (EPP) Completers Fully Certified Within 1 Year of Program Completion¹

Attribute	Definition of Attribute
Description	The number and percentage of EPP candidates who are designated as completers by their EPP and obtain a standard certificate within 1 year of program completion.
Calculation	Count the number of EPP teacher completers during the academic year one year prior to the reporting period who earned a standard teaching certificate by the end of the reporting year (9/1 to 8/31). Divide this count by the total number of teacher completers during the academic year (9/1 to 8/31) one year prior to the reporting period. Round to the nearest whole number.
Population	All EPP teacher candidates who complete all EPP requirements during the academic year prior to the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity.
Example calculation	30 teacher candidates completed all EPP requirements one year prior to the current reporting period, 20 of whom earned standard certificates prior to the end of the current reporting period. The number of EPP completers fully certified within one year is 20. The percentage is calculated as follows: $(20/30) \times 100 = 67\%$. For an expanded example, see Appendix D.
Document History	Updated on 02/17/2022

¹ TEC 21.045(b)(3)(E) and 21.0452(b)(7)

Annual Performance Report Indicator: Number of Applicants

Attribute	Definition of Attribute
Description	The number of individuals from whom the Educator Preparation Program (EPP) received an application for initial certification in any class.
Calculation	Count the number of individuals who submitted an application for initial certification in any class during the reporting period.
Population	All EPP applicants during the reporting period. Applicants include all individuals from whom the EPP received an application for initial certification in any class.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity.
Example calculation	75 individuals submitted applications for initial certification across all certification classes.
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Annual Performance Report Indicator: Number of Candidates Admitted

Attribute	Definition of Attribute
Description	The number of all candidates formally admitted to the Educator Preparation Programs (EPP) in the academic year.
Calculation	Count the number of unique candidates who were formally admitted to the EPP during the reporting period as reported by the EPP in Educator Certification Online System (ECOS)
Population	All candidates admitted to the EPP during the reporting period. Admitted candidates include those who accepted formal or contingent admission.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity.
Example calculation	75 candidates were formally admitted and 20 received contingent admission. The number of candidates admitted is calculated as follows: $75 + 20 = 95$.
Document History	Updated on 02/17/2022

Annual Performance Report Indicator: Number of Candidates Retained

Attribute	Definition of Attribute
Description	The number of candidates admitted for initial certification in any class prior to or before the end of the reporting period who did not withdraw from the Educator Preparation Program (EPP) and did not complete all requirements before the end of the reporting period.
Calculation	Count the number of candidates who are enrolled in the EPP and have not been identified as completers at the end of the reporting period.
Population	All EPP candidates enrolled during the reporting period (9/1 to 8/31) who have not completed the program by the end of the reporting year. This includes candidates admitted during the reporting period and candidates admitted before the reporting period who have not completed, withdrawn from, or been removed from the program.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender, and race/ethnicity. Candidates working towards initial certification in all certification classes are included. Candidates taking a temporary leave of absence should be considered retained if they would not be required to be readmitted to continue their progress towards certification.
Example calculation	The EPP begins the year with five candidates. One has completed all requirements and four have not yet completed requirements. Among the four who have not completed requirements, one withdrew and three are enrolled (and were admitted to the EPP during different academic years). The number of candidates retained at the end of the reporting period includes the three who are enrolled.
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Annual Performance Report Indicator: Number of Program Completers

Attribute	Definition of Attribute
Description	The number of candidates who completed all Educator Preparation Programs (EPP) requirements in the reporting year.
Calculation	Count the number of candidates who complete all EPP requirements during the reporting period as designated by the EPP in Educator Certification Online System (ECOS).
Population	All EPP candidates who complete all EPP requirements during the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by gender and race/ethnicity. All completers are included whether or not they are recommended for or issued a standard certificate. A candidate may be admitted to the EPP and complete all EPP requirements during the same reporting year.
Example calculation	During the reporting year, the EPP has 50 enrolled candidates, 29 of whom completed all EPP requirements. The number of program completers is 29.
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Annual Performance Report Indicator: Ratio of Candidates to Field Supervisors

Attribute	Definition of Attribute
Description	The number of Educator Preparation Program (EPP) candidates who are observed divided by the number of field supervisors who conduct observations (reported separately for the fall and spring semesters).
Calculation	Count the number of EPP candidates observed and the number of field supervisors who conducted observations during the reporting period (8/31 to 9/1). Compute a ratio by dividing the number of unique candidates by the number of unique field supervisors. Round the first value to the nearest tenth.
Population	All EPP candidates involved in field experiences during the reporting period and the number of field supervisors who conducted observations in the reporting year
Exclusion rules	None
Acceptable values	Ratio over 1 (e.g., "10.5:1").
Methodological considerations	Each field supervisor and each candidate are counted only once.
Example calculation	Three field supervisors observed 16 candidates during the reporting period. The ratio of candidates to field supervisors is calculated as follows: $16/3 = 5.333$, which rounds to 5.3, and the ratio is 5.3 candidates to 1 supervisor or 5.3:1.
Document History	Updated on 02/17/2022

Consumer Information Indicator: Average GPA in Subject Area

Attribute	Definition of Attribute
Description	The average GPA in courses related to the certification subject area for candidates admitted to the Educator Preparation Program (EPP) for all candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' certification subject area GPA as reported on the institution's GPA spreadsheet by the total number of candidates admitted to the program during the reporting period (9/1 to 8/31) with valid GPA data. Round to the hundredths place.
Population	All EPP candidates admitted during the reporting period.
Exclusion rules	Reported values outside of 0-4 are excluded
Acceptable values	Positive number between 0 and 4, two decimal places.
Methodological considerations	<p>Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period. The GPA used for this indicator is calculated for all relevant coursework attempted at an accredited public or private institution of higher education by the candidate before admission to the EPP. The GPA calculation can be based on coursework at either the accredited institution of higher education where the applicant is enrolled, or the institution of higher education from which the most recent bachelor's or higher degree was conferred.</p> <p>Disaggregate by gender and race/ethnicity</p>
Example calculation	Five candidates were admitted to the EPP with the following certification subject area GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. The average overall GPA is computed as follows: $(4.00 + 2.50 + 3.75 + 3.25 + 3.50)/5 = 3.40$.
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Consumer Information Indicator: Candidates' Average ACT Score

Attribute	Definition of Attribute
Description	The average ACT Composite score for candidates admitted to the Educator Preparation Program (EPP).
Calculation	Divide the sum of all candidates' ACT Composite scores by the total number of candidates admitted to the program during the reporting period (9/1 to 8/31) with reported ACT scores. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period for whom ACT scores were used for admission, as reported by the EPP.
Exclusion rules	Reported scores outside of 1-36 are excluded.
Acceptable values	Positive whole numbers between 1 and 36.
Methodological considerations	ACT scores are reported only if the scores are required as part of candidate applications.
Example calculation	Four candidates were admitted to the EPP with the following ACT scores: 27, 35, 23, and 28. The average ACT Composite score is computed as follows: $(27 + 35 + 23 + 28)/4 = 28.25$, which rounds to 28.
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Consumer Information Indicator: Candidates' Average Graduate Record Exam (GRE) Score

Attribute	Definition of Attribute
Description	The average GRE score (sum of Verbal Reasoning and Quantitative Reasoning scores) for candidates admitted to the Educator Preparatory Program (EPP).
Calculation	Sum the GRE Verbal Reasoning and Quantitative Reasoning scores for each candidate. Divide the sum of all candidates' (summed) GRE Verbal Reasoning and Quantitative Reasoning scores by the total number of candidates admitted to the program during the reporting period with reported GRE scores. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period who provided GRE scores for admission.
Exclusion rules	Reported scores outside the acceptable GRE values are excluded
Acceptable values	Positive whole number between 260 and 1600. ¹
Methodological considerations	GRE scores are reported only if the scores are required as part of candidate applications.
Example calculation	Four candidates were admitted to the EPP with the following summed GRE Verbal Reasoning and Quantitative Reasoning scores: 300, 315, 280, and 277. The average GRE score ² is computed as follows: $(300 + 315 + 280 + 277)/4 = 293$.
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¹ GRE scores for tests taken prior to August 1, 2011 range from 200 to 800; scores for tests taken after August 1, 2011 range from 260 to 340. Average scores may include scores on both ranges.

² Calculations based on all GRE scores reported by EPPs.

Consumer Information Indicator: Candidates' Average SAT Score

Attribute	Definition of Attribute
Description	The average total SAT score (verbal and quantitative sections only) for candidates admitted to the Educator Preparation Program (EPP).
Calculation	Divide the sum of all candidates' SAT scores by the total number of candidates admitted to the program during the reporting period (9/1 to 8/31) with reported SAT scores. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period for whom SAT scores were used for admission, as reported by the EPP.
Exclusion rules	Reported scores outside of the acceptable values are excluded.
Acceptable values	Positive whole numbers between 200 and 1600. ¹
Methodological considerations	SAT scores are reported only if the scores are required as part of candidate applications.
Example calculation	Four candidates were admitted to the EPP with the following SAT scores: 680, 590, 510, and 760. The average total SAT score ² is computed as follows: $(680 + 590 + 510 + 760)/4 = 635$.
Document History	Updated on 02/17/2022

¹ SAT scores for tests taken between 2005 and March 2016 range from 1600 to 2400; scores for tests completed beginning in March 2016 range from 400 to 1600.

² Calculations based on all SAT scores reported by EPPs.

Consumer Information Indicator: Candidates' Overall GPA

Attribute	Definition of Attribute
Description	The average overall GPA for all candidates admitted to the Educator Preparation Program (EPP).
Calculation	Divide the sum of all candidates' overall GPA as reported on the institution's GPA spreadsheet by the total number of candidates admitted to the program during the reporting year (9/1 to 8/31) with valid GPA data. Round to the hundredths place.
Population	All EPP candidates admitted during the reporting period with a valid reported GPA
Exclusion rules	Reported values outside of 0-4 are excluded
Acceptable values	Positive number between 0 and 4, two decimal places.
Methodological considerations	Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period (9/1 to 8/31). The GPA used for this indicator is calculated using all coursework attempted by the candidate at an accredited public or private institution of higher education before admission to the EPP. The GPA calculation can be based on coursework at either the accredited institution of higher education where the applicant is enrolled or the institution of higher education from which the most recent bachelor's or higher degree was conferred.
Example calculation	Five candidates were admitted to the EPP with the following overall GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. The average overall GPA is computed as follows: $(4.00 + 2.55 + 3.75 + 3.25 + 3.50)/5 = 3.40$.
Document History	Updated on 02/17/2022

Consumer Information Indicator: Incoming Class GPA

Attribute	Definition of Attribute
Description	The GPA used by the Educator Preparation Program (EPP) to determine admission to the program for candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' GPA used to determine admission (either the overall GPA or GPA based on the last 60 hours of coursework, as reported by the EPP) by the total number of candidates admitted to the program during the reporting period (9/1 to 8/31). Round to the hundredths place.
Population	All EPP candidates admitted during the reporting period.
Exclusion rules	Reported values outside of 0-4 are excluded
Acceptable values	Positive number between 0 and 4, two decimal places.
Methodological considerations	Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period. The incoming class GPA can be based on coursework completed at either the accredited institution of higher education where the applicant is enrolled, or the institution of higher education from which the most recent bachelor's or higher degree was conferred. The EPP can choose to base admission on either: (1) all coursework attempted by the candidate prior to admission to the EPP, or (2) the last 60 hours of coursework completed by the candidate.
Example calculation	Five candidates were admitted to the EPP based on overall GPA with the following GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. Two candidates were admitted to the EPP based on the last 60 hours of coursework with the following GPAs: 3.80 and 3.60 The average overall GPA is computed as follows: $(4.00 + 2.50 + 3.75 + 3.25 + 3.50 + 3.80 + 3.60)/7 = 3.49$.
Document History	Updated on 02/17/2022

Consumer Information Indicator: Preparedness to Teach Emergent Bilingual Students

Attribute	Definition of Attribute
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to teach English language learners based on survey ratings by their principals. ¹
Calculation	Using data collected on items related to preparedness to teach Emergent Bilingual Students from Principal Surveys administered during the reporting year (9/1 to 8/31), calculate the average section score for the candidate. Count the number of teachers who met or exceeded the minimum acceptable score. ² Divide this number by the total number of first-year teachers for whom survey results on the teaching Emergent Bilingual Students section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on standard, intern, and probationary certificates are included.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, or taught for fewer than 5 months of the reporting period. Surveys that lack data on the Emergent Bilingual Students section of the Principal Survey are excluded.
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in Public Education Information Management System (PEIMS), the score applies only to the most recent Educator Preparation Programs (EPP).
Example calculation	An EPP has five candidates with the following scores on the Emergent Bilingual Students section of the Principal Survey (five items, 15 possible points): 10, 7, 13, 15, and 11. With a minimum acceptable score of 10 ($5 \times 2 = 10$), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as sufficiently well prepared. The calculation is as follows: $4/5 = .80 \times 100 = 80\%$ For an expanded example, see Appendix E.
Document History	Updated on 02/17/2022

¹ Principals rate teachers on five survey items using a 4-point scale where 0 = not at all prepared, 1 = not sufficiently prepared, 2 = sufficiently prepared, and 3 = well prepared.

² The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with "Sufficiently Prepared."

Consumer Information Indicator: Preparedness to Teach Students with Disabilities

Attribute	Definition of Attribute
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to teach students with disabilities based on survey ratings by their principals. ¹
Calculation	Using data collected on items related to preparedness to teach students with disabilities from Principal Surveys administered during the reporting year (9/1 to 8/31), calculate the average section score for the survey. Count the number of teachers who met or exceeded the minimum acceptable score. ² Divide this number by the total number of first-year teachers for whom survey results on the teaching students with disabilities section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on standard, intern, and probationary certificates are included.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, or taught for fewer than 5 months of the reporting period. Surveys who lack data on the students with disabilities section of the Principal Survey are excluded.
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, the score applies only to the most recent Educator Preparation Program (EPP). Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 or more months in the current reporting period are included in calculations as a first-year teacher.
Example calculation	An EPP has five candidates with the following scores on the students with disabilities section of the Principal Survey (7 items, 21 possible points): 14, 10, 20, 19, and 17. With a minimum acceptable score of 14 ($7 \times 2 = 14$), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as Sufficiently Prepared or Well Prepared. The calculation is as follows: $4/5 = .80$, $.80 \times 100 = 80\%$. For an expanded example, see Appendix E.
Document History	Updated on 02/17/2022

¹ Principals rate teachers on seven survey items using a 4-point scale where 0 = not at all prepared, 1 = not sufficiently prepared, 2 = sufficiently prepared, and 3 = well prepared.

² The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with “Sufficiently Prepared.”