2024

Annual EPP Teacher Preparation Performance Report

Mississippi Teacher Education Preparation Programs

Mississippi Department of Education

Division of Educator Preparation

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SECTION I. Introduction

Pursuant to Miss. Code Ann. § 37-101-29, each college or university with a teacher education program approved by the State Board of Education is required each year to prepare and submit to the State Board of Education (SBE) and to the Board of Trustees of State Institutions of Higher Learning (IHL) data that comprises the Annual Performance Report for the state's teacher preparation programs. This report is the result of a collaborative endeavor between the SBE, the Mississippi Association of Colleges of Teacher Education (MACTE), and Mississippi Institutions of Higher Learning (IHL).

The 2024 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2022-2023 academic year:

- teacher education enrollment data,
- professional education faculty data,
- characteristics of education program candidates, and
- percentage of candidates scoring at or above the proficiency level on the prescribed licensure exams.

Overview

Prior to 2018, only Mississippi's eight public EPPs were required to maintain national accreditation. Additionally, three private EPPs Millsaps College, Mississippi College, and William Carey University were nationally accredited. In 2022, Belhaven was nationally accredited. The remaining four private colleges were approved by the SBE using national standards. In 2017, the SBE approved a partnership with the Council for the Accreditation of Educator Preparation (CAEP) and additionally established State Board Policy Chapter 6, Rule 6.2 to require all EPPs to obtain national accreditation as recommended by the Licensure Commission.

The following are Mississippi's eight public EPPs:

- Alcorn State University
- Delta State University
- Jackson State University
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- University of Mississippi
- The University of Southern Mississippi

The following are Mississippi's six private EPPs:

- Belhaven University
- Blue Mountain College
- Mississippi College
- Rust College
- Tougaloo College
- William Carey University

The following are Mississippi's three alternate certification-based providers:

- American Board for Certification of Teacher Excellence (ABCTE)
- Teach for America (TFA)
- Teach Mississippi Institute - University of Mississippi (TMI)

The following graphs outline statewide admitted candidates, completer candidates, and trend data from Mississippi's eight public EPPs, six private EPPs, and three alternate certification-based providers.

Figure 1
2022-2023 Admitted Candidates

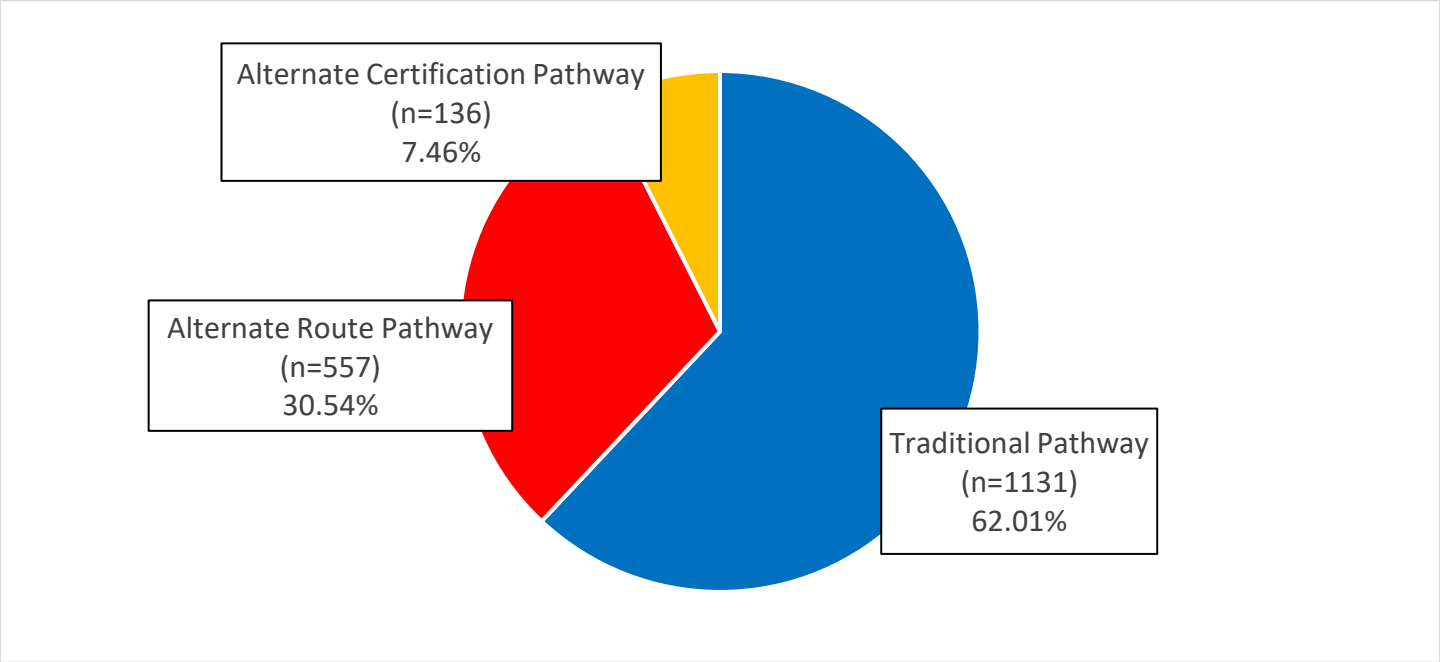


Figure 2
2022-2023 Completer Candidates

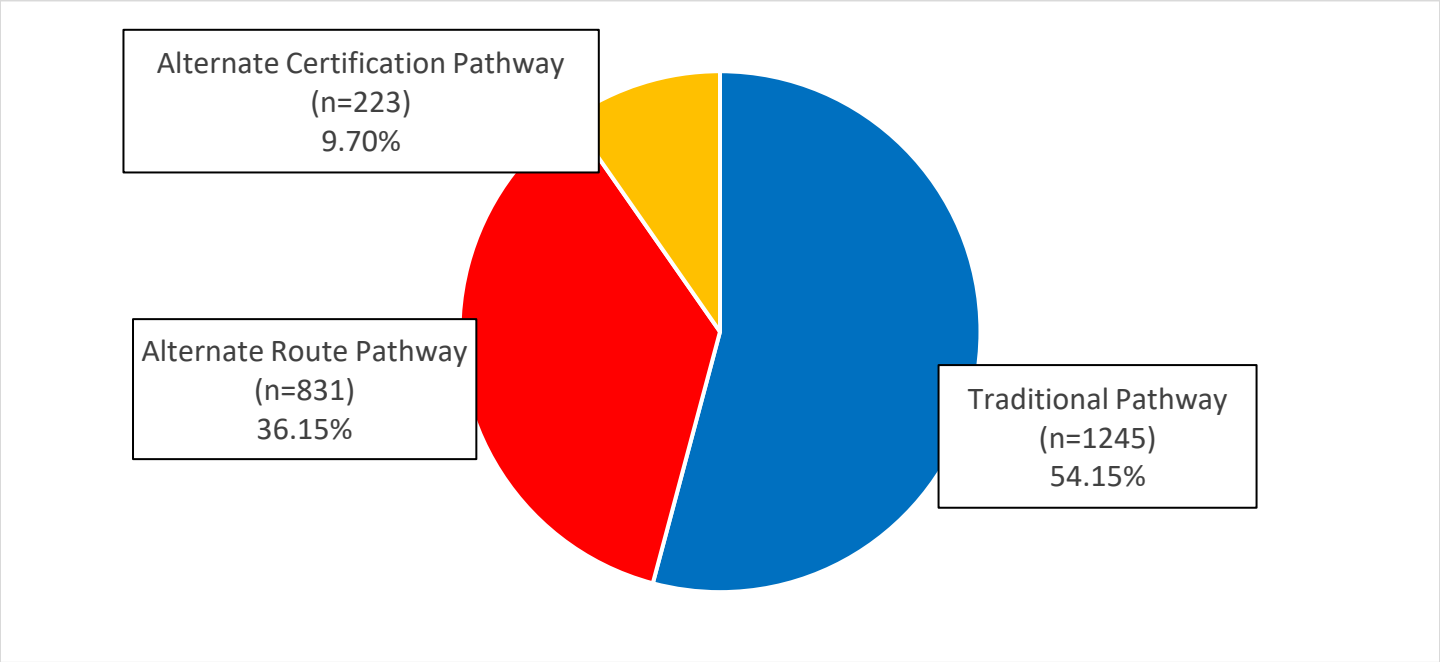


Figure 3

2022-2023 Admitted Candidates

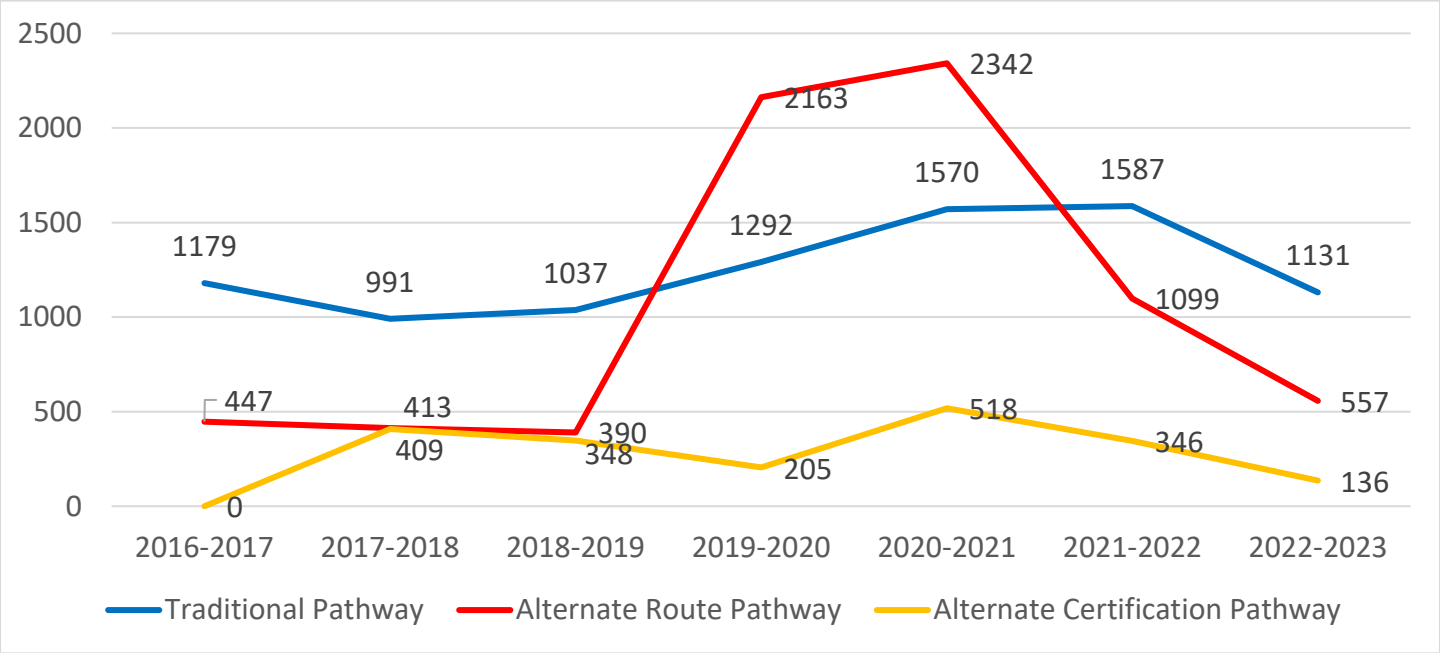


Figure 4

2022-2023 Completer Candidates

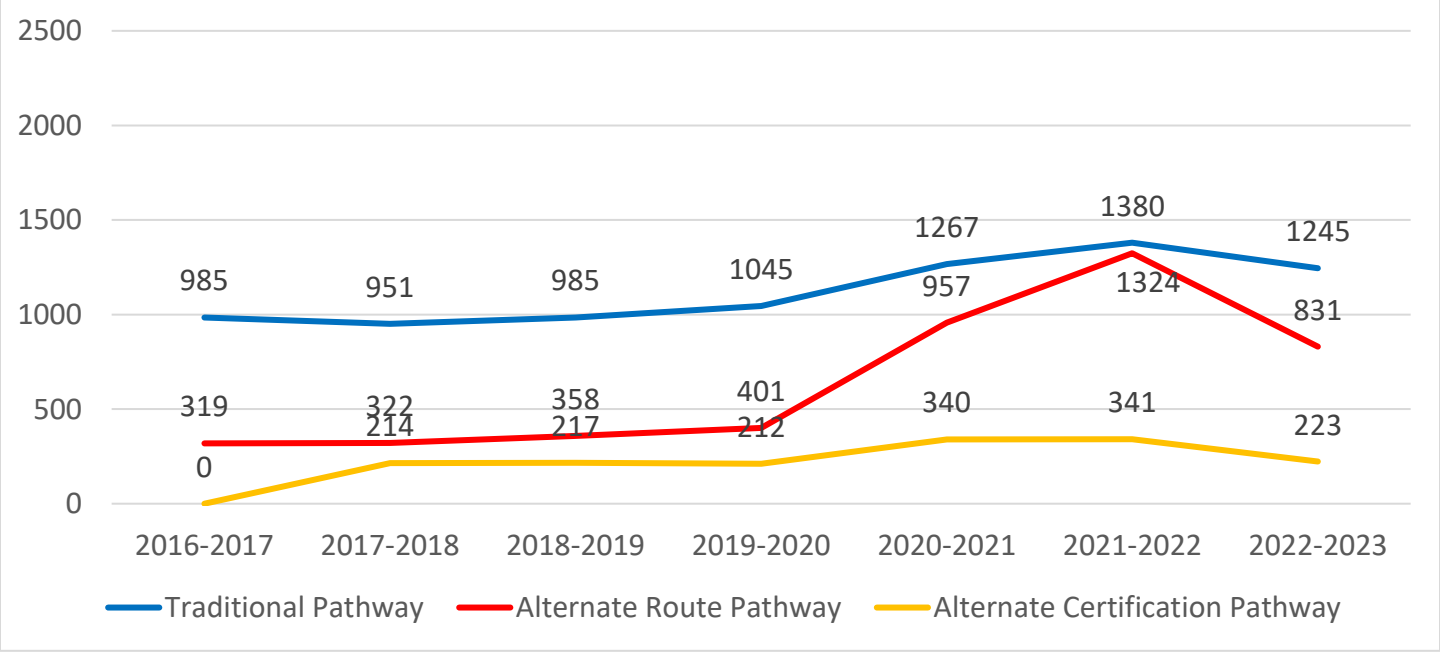


Figure 5

2022-2023 Leadership Completers

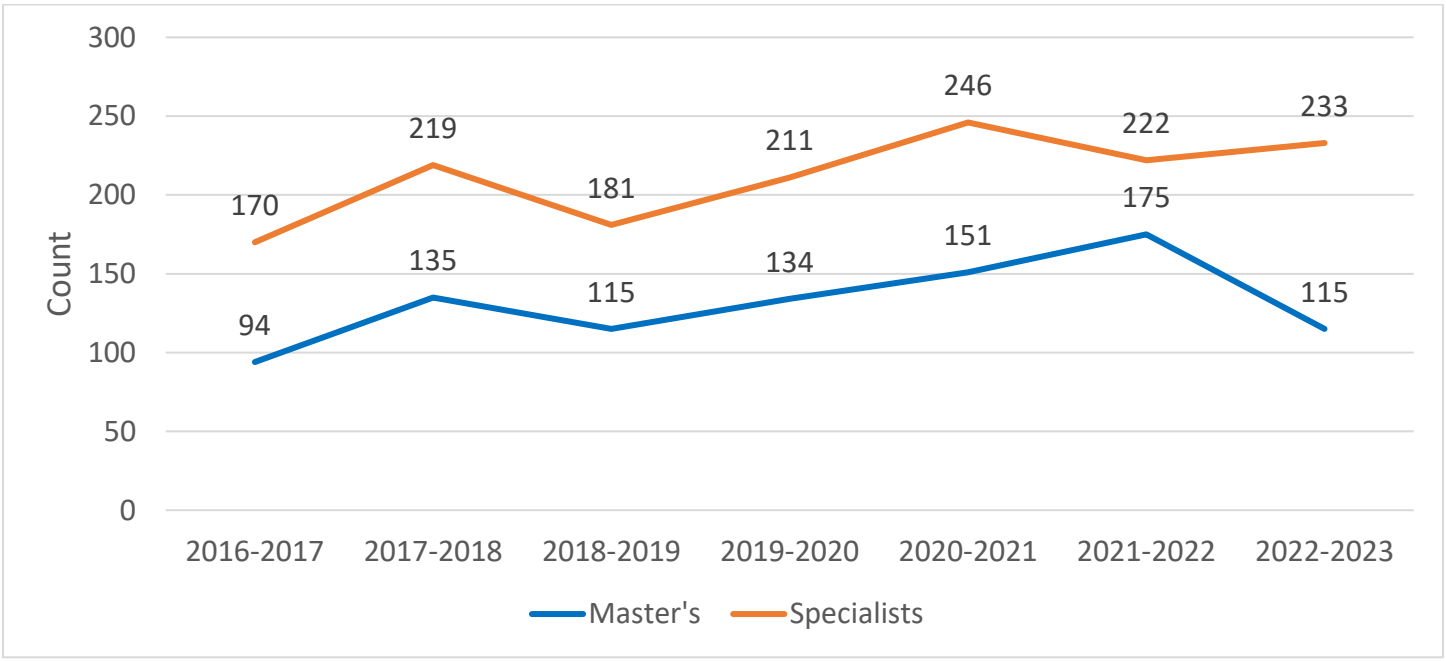
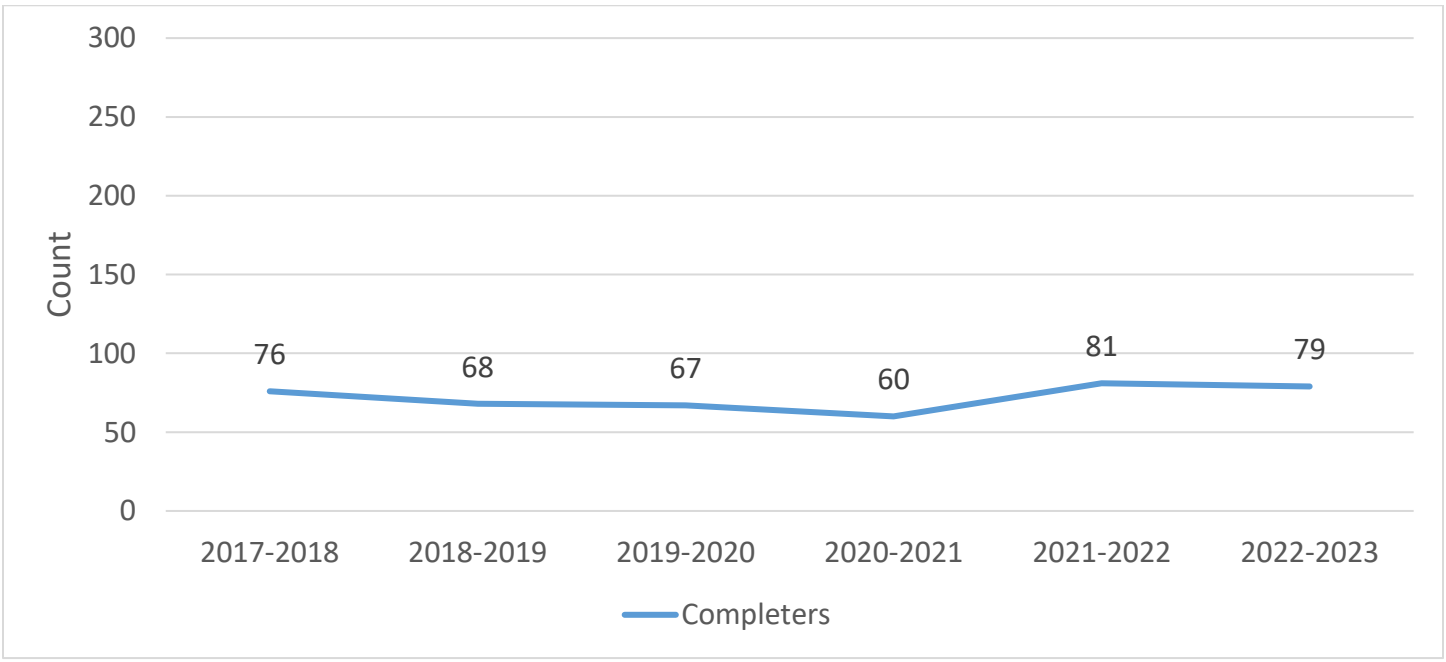


Figure 6

2022-2023 School Counselor Completers



SECTION II. Traditional and Alternate Route Preparation Admitted Data

The following data are reported for 2022-2023 admitted EPP candidates.

Traditional Route
Admitted into Teacher Education-Traditional Route
Total Enrolled-Traditional Route
Average Admittance Core Hours-Traditional Route
Average Admittance GPA-Traditional Route
Average Admittance ACT-Traditional Route
Average Admittance SAT-Traditional Route
Average Admittance Praxis CORE Reading (5713)-Traditional Route
Average Admittance Praxis CORE Writing (5723)-Traditional Route
Average Admittance Praxis CORE Math (5733)-Traditional Route
Alternate Route
Admitted into Teacher Education-Alternate Route
Total Enrolled-Alternate Route
Average Admittance Core Hours-Alternate Route
Average Admittance GPA-Alternate Route
Average Admittance ACT-Alternate Route
Average Admittance SAT-Alternate Route
Average Admittance Praxis CORE Reading (5713)-Alternate Route
Average Admittance Praxis CORE Writing (5723)-Alternate Route
Average Admittance Praxis CORE Math (5723)-Alternate Route

Table 1

2022-2023 Traditional Route Admitted Candidate Data by EPP

	ASU	BU	BMCU	DSU	JSU	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	11	4	39	29	30	38	304	34	0	4	5	223	316	94	1131
Total Enrolled	27	23	135	198	145	108	1007	67	69	44	6	425	825	452	3531
Percentage Admit by 3.0 GPA	54.55%	100%	58.97%	86.21%	93.33%	26.32%	50.66%	79.41%	NA	100%	100%	47.09%	53.16%	86.17%	56.59%
Average 3.0 GPA Admit Scale	3.33	■	3.36	3.46	3.39	3.44	3.43	3.50	NA	■	■	3.47	3.30	3.44	3.41
Percentage Admit by ACT	36.36%	0%	41.03%	13.79%	0%	71.05%	48.68%	17.65%	NA	0%	0%	47.98%	46.52%	12.77%	41.56%
Average ACT Admit Score	22.75	NA	23.88	22.75	NA	25.33	24.49	23.33	NA	NA	NA	26.08	24.32	25.00	24.79
Percentage Admit by SAT	0%	0%	0%	0%	6.67%	0%	0%	0%	NA	0%	0%	4.93%	0%	0%	1.15%
Average SAT Admit score	NA	NA	NA	NA	1080.00	NA	NA	NA	NA	NA	NA	1177.27	NA	NA	1162.31
Percentage Admit by Praxis CORE	9.09%	0%	0%	0%	0%	2.63%	0.66%	2.94%	NA	0%	0%	0%	0.32%	1.06%	0.71%
Average Praxis CORE Reading (5713) Admit Score	172.00	NA	NA	NA	NA	158.00	159.00	162.00	NA	NA	NA	NA	170.00	170.00	164.29
Average Praxis CORE Writing (5723) Admit Score	164.00	NA	NA	NA	NA	164.00	165.00	170.00	NA	NA	NA	NA	166.00	162.00	165.14
Average Praxis CORE Math (5733) Admit Score	168.00	NA	NA	NA	NA	144.00	160.00	162.00	NA	NA	NA	NA	140.00	146.00	154.29

NA = Not Applicable

Table 2

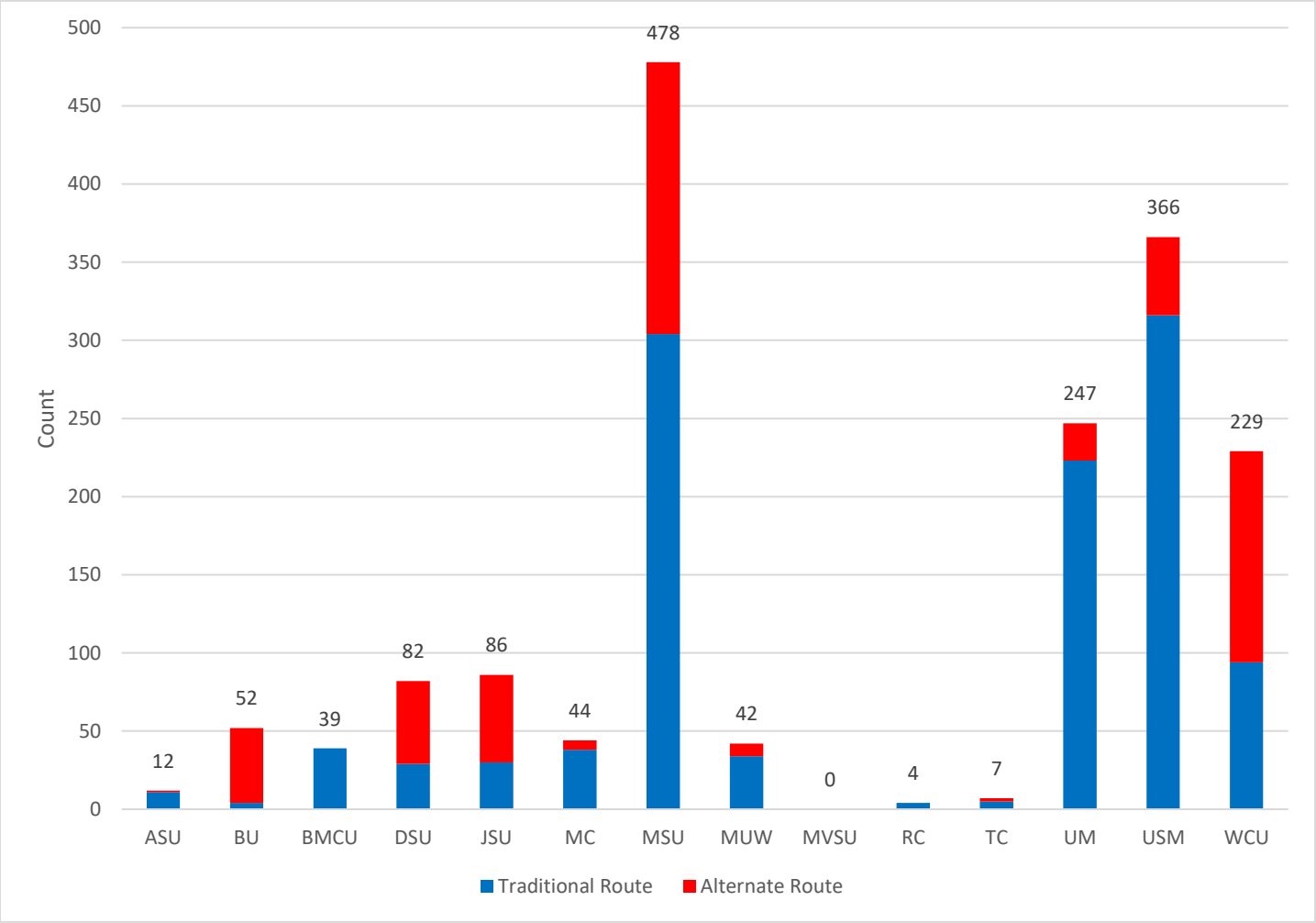
2022-2023 Alternate Route Admitted Candidate Data by EPP

	ASU	BU	BMCU	DSU	JSU	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	1	48	NA	53	56	6	174	8	0	NA	2	24	50	135	557
Total Enrolled	35	400	NA	104	343	65	370	39	91	NA	2	59	82	615	2205
Percentage Admit by 3.0 GPA	0%	60.42%	NA	92.45%	100%	83.33%	72.99%	87.50%	NA	NA	100%	91.67%	64.00%	71.11%	76.30%
Average 3.0 GPA Admit Scale	NA	3.51	NA	3.38	3.41	■	3.41	■	NA	NA	■	3.58	3.52	3.36	3.42
Percentage Admit by ACT	0%	22.92%	NA	7.55%	0%	16.67%	22.41%	0%	NA	NA	0%	4.17%	30.00%	16.30%	16.70%
Average ACT Admit Score	NA	24.45	NA	24.25	NA	■	23.90	NA	NA	NA	NA	23.00	24.27	24.23	24.17
Percentage Admit by SAT	0%	4.17%	NA	0%	0%	0%	0.57%	0%	NA	NA	0%	0%	0%	0%	0.54%
Average SAT Admit Score	NA	980.00	NA	NA	NA	NA	1220.00	NA	NA	NA	NA	NA	NA	NA	1060.00
Percentage Admit by Praxis CORE	100%	12.50%	NA	0%	0%	0%	4.02%	12.50%	NA	NA	0%	4.17%	6.00%	12.59%	6.46%
Average Praxis CORE Reading (5713) Admit Score	■	182.33	NA	NA	NA	NA	173.75	■	NA	NA	NA	156.00	181.33	178.59	177.78
Average Praxis CORE Writing (5723) Admit Score	■	167.33	NA	NA	NA	NA	166.57	■	NA	NA	NA	162.00	167.33	167.65	167.22
Average Praxis CORE Math (5723) Admit Score	■	163.33	NA	NA	NA	NA	165.75	■	NA	NA	NA	152.00	174.00	165.53	165.57

NA = Not Applicable

During the 2022-2023 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 1688. There were 1131 admitted to traditional preparation programs and 557 admitted to alternate route preparation programs.

Figure 7
2022-2023 Admitted Candidates by EPP



1131
Traditional Preparation Admitted

1688
Total Admitted Candidates

557
Alternate Route Preparation Admitted

During the 2022-2023 academic year, the total number of teacher candidates admitted into the 14 EPPs' programs statewide was 1688. There were 1131 admitted to traditional programs and 557 admitted to an alternate route program.

Table 3
2022-2023 Admitted Comparison of Preparation

EPP	Traditional	Alternate	Total
ASU	11	1	12
BU	4	48	52
BMCU	39	NA	39
DSU	29	53	82
JSU	30	56	86
MC	38	6	44
MSU	304	174	478
MUW	34	8	42
MVSU	0	0	0
RC	4	NA	4
TC	5	2	7
UM	223	24	247
USM	316	50	366
WCU	94	135	229
Total	1131	557	1688

NP = Not Applicable

Figure 8
2022-2023 Admitted Comparison of Preparation

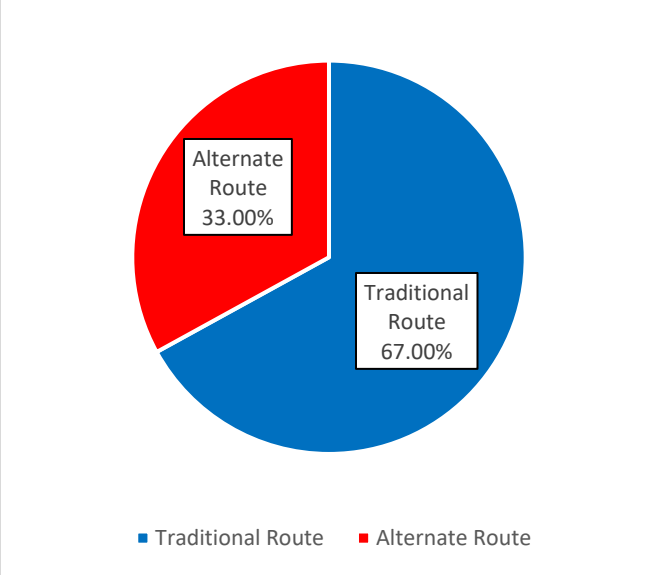
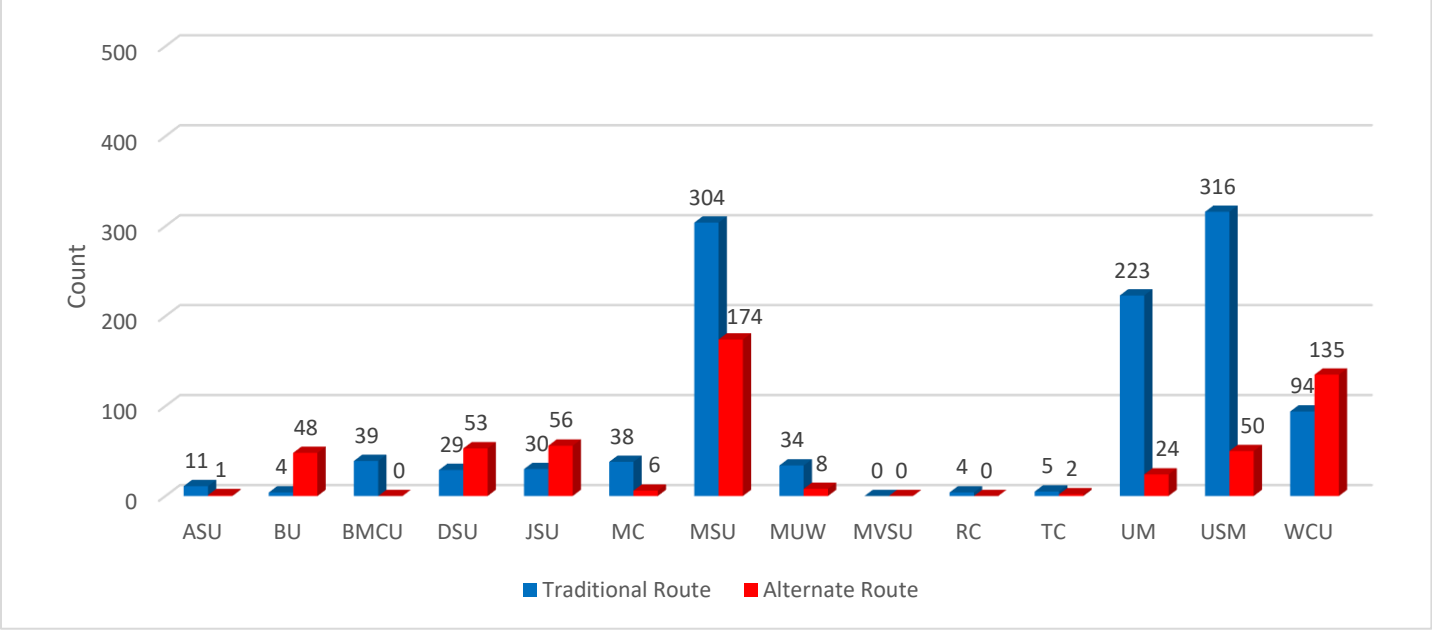


Figure 9
2022-2023 Admitted Comparison of Preparation



The following tables represent EPPs sorted by public and private institution, along with data displaying traditional versus alternate routes and the percentage of the EPP total admitted candidates in comparison to the total for all EPP admitted candidates. The eight public EPPs admitted 1313 candidates into their teacher education programs, which represented 77.78% of the total admitted into all Mississippi EPPs. The six private EPPs admitted 375 students which represented 22.22% percent of the total number admitted.

Table 4
2022-2023 Admitted Candidate - Public EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
ASU	11	1	12	0.71%
DSU	29	53	82	4.86%
JSU	30	56	86	5.09%
MSU	304	174	478	28.32%
MUW	34	8	42	2.49%
MVSU	0	0	0	0%
UM	223	24	247	14.63%
USM	316	50	366	21.68%
Total	947	366	1313	77.78%

78%
Public EPPs

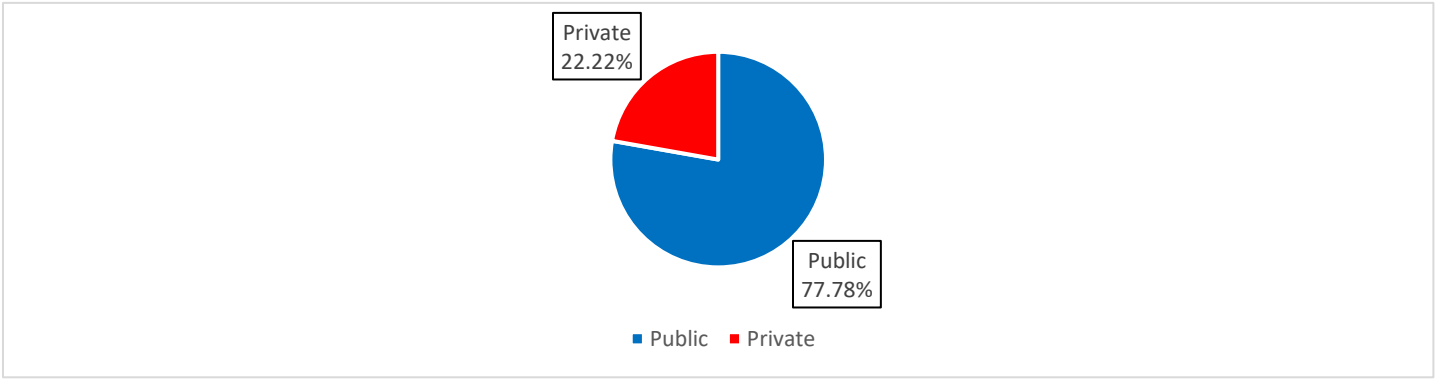
Table 5
2022-2023 Admitted Candidate - Private EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
BU	4	48	52	3.08%
BMCU	39	NA	39	2.31%
MC	38	6	44	2.61%
RC	4	NA	4	0.24%
TC	5	2	7	0.41%
WCU	94	135	229	13.57%
Total	184	191	375	22.22%

22%
Private EPPs

NA = Not Applicable

Figure 10
2022-2023 Admitted Candidates - Public and Private



Admitted Candidates by Gender

In 2022-2023, the 14 EPPs admitted a total of 1688 candidates. Male candidates represented 16.59% (n=280) of the total admitted, while female candidates represented the majority admitted at 83.41% (n=1408).

Table 6
2022-2023 Admitted Candidates by Gender

EPP	Female	Male	Total
ASU	9	3	12
BU	38	14	52
BMCU	32	7	39
DSU	75	7	82
JSU	70	16	86
MC	37	7	44
MSU	403	75	478
MUW	37	5	42
MVSU	0	0	0
RC	1	3	4
TC	6	1	7
UM	204	43	247
USM	308	58	366
WCU	188	41	229
Total	1408	280	1688
Percentage	83.41%	16.59%	100%

Figure 11
2022-2023 Admitted Candidates by Gender

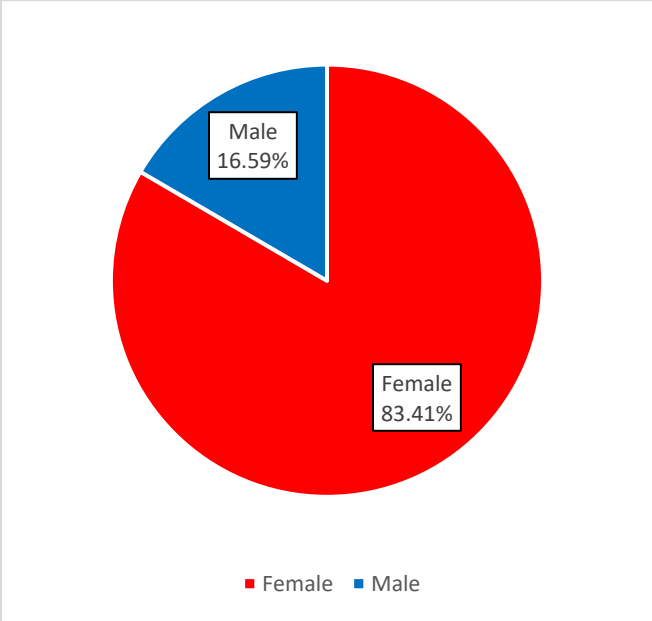


Figure 12
2022-2023 Admitted Candidates by Gender

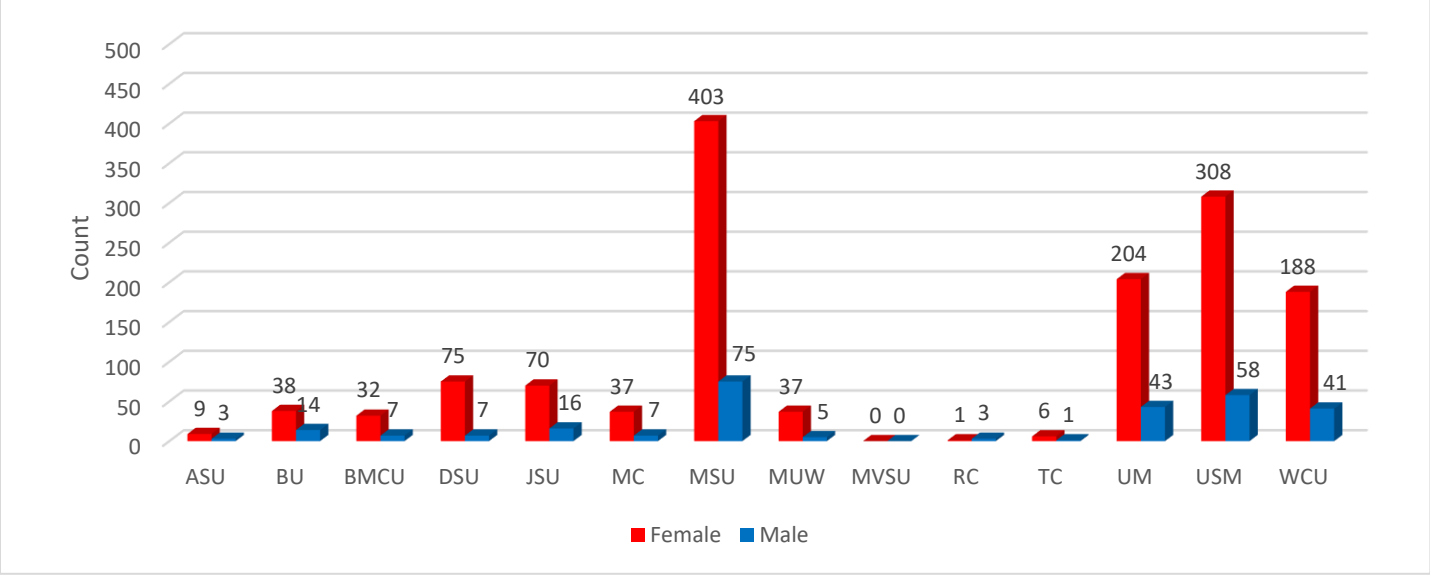


Table 7
2022-2023 Admitted Female Candidates

EPP	Traditional	Alternate	Total
ASU	9	0	9
BU	4	34	38
BMCU	32	NA	32
DSU	25	50	75
JSU	21	49	70
MC	32	5	37
MSU	262	141	403
MUW	33	4	37
MVSU	0	0	0
RC	1	NA	1
TC	4	2	6
UM	188	16	204
USM	269	39	308
WCU	84	104	188
Total	964	444	1408
Percentage	68.47%	31.53%	100%

NP = Not Applicable

Figure 13
2022-2023 Admitted Female Candidates

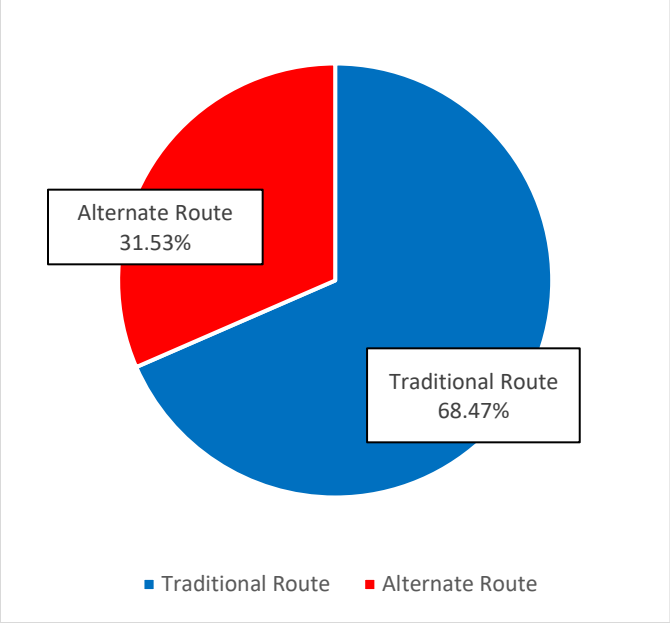


Figure 14
2022-2023 Admitted Female Candidates

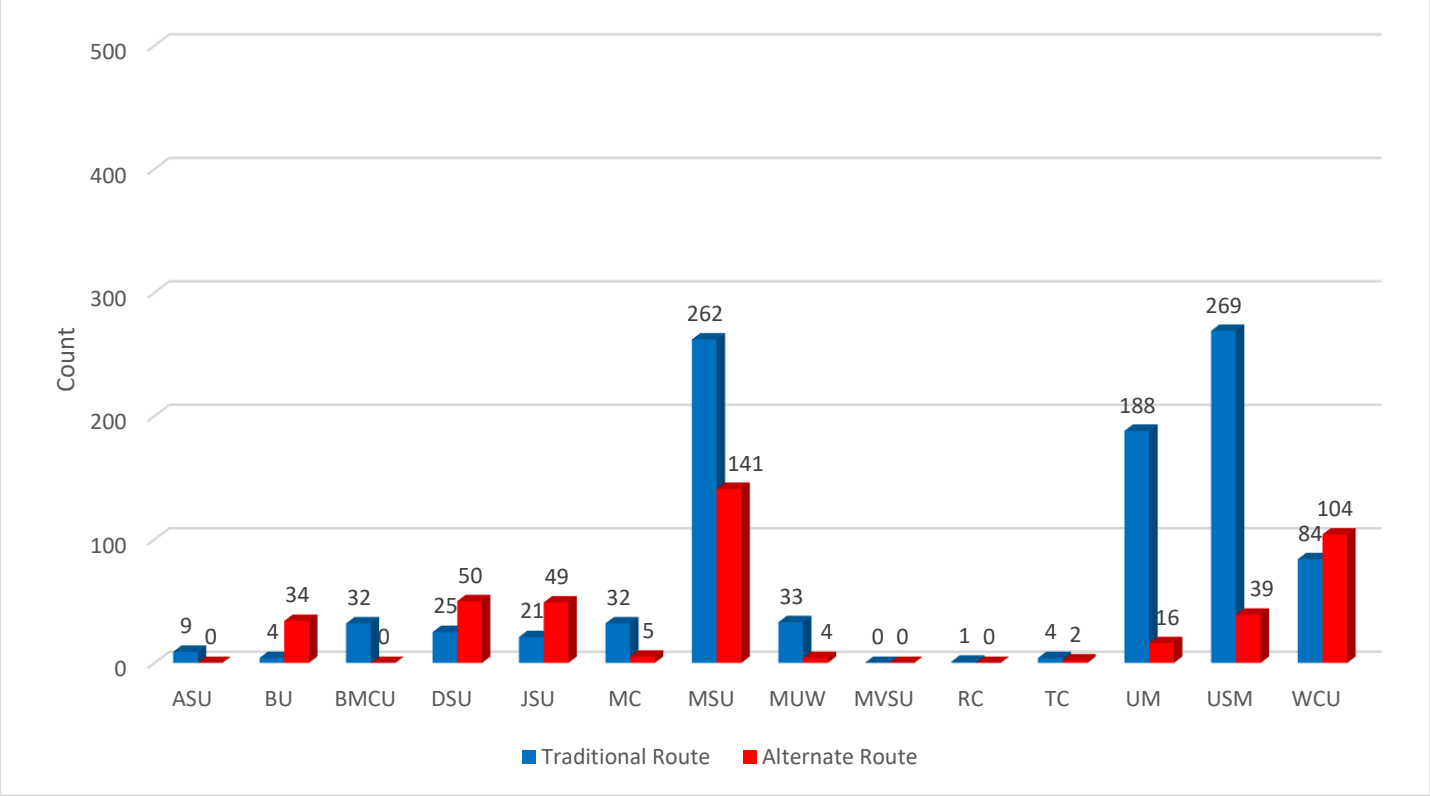


Table 8
2022-2023 Admitted Male Candidates

EPP	Traditional	Alternate	Total
ASU	2	1	3
BU	0	14	14
BMCU	7	NA	7
DSU	4	3	7
JSU	9	7	16
MC	6	1	7
MSU	42	33	75
MUW	1	4	5
MVSU	0	0	0
RC	3	NA	3
TC	1	0	1
UM	35	8	43
USM	47	11	58
WCU	10	31	41
Total	167	113	280
Percentage	59.64%	40.36%	100%

NP = Not Applicable

Figure 15
2022-2023 Admitted Male Candidates

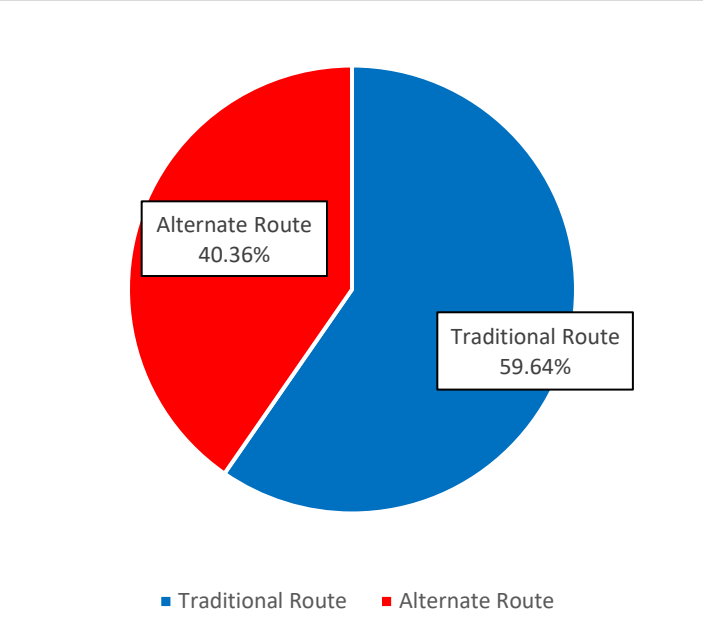
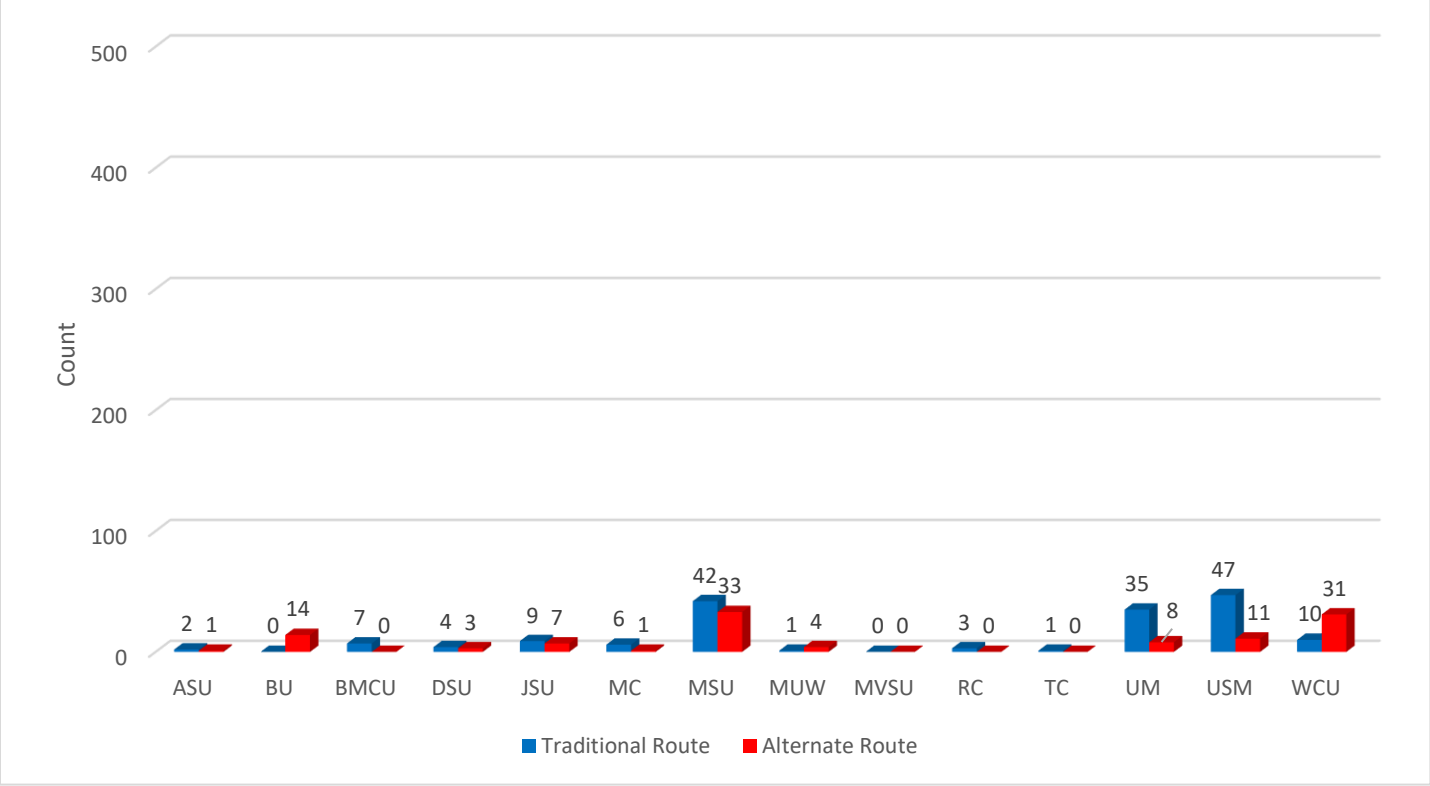


Figure 16
2022-2023 Admitted Male Candidates



Admitted Candidate Data by Ethnicity

In 2022-2023, the 14 EPPs admitted a total of 1688 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

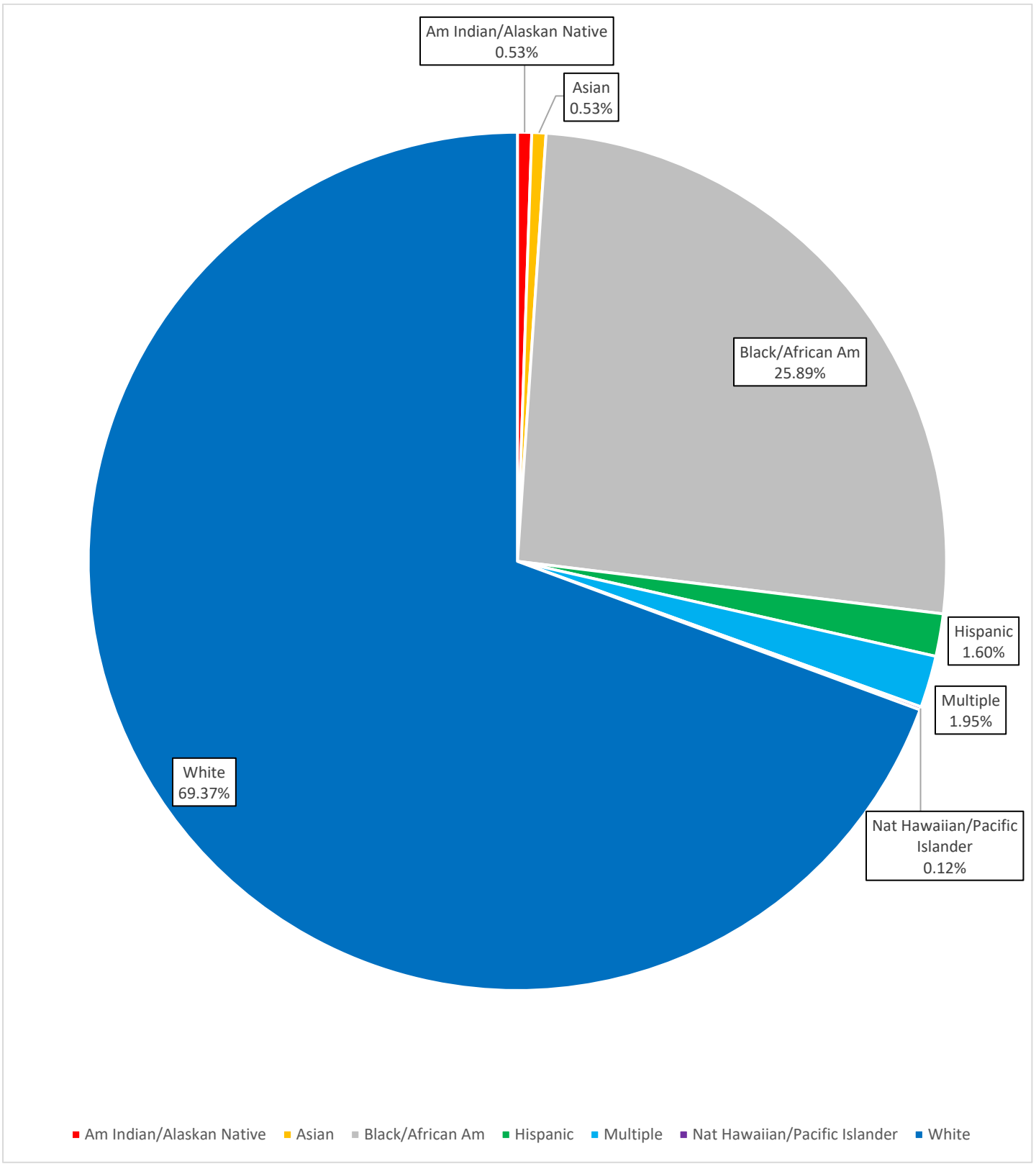
- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiple
- Native Hawaiian/Pacific Islander
- White

The following table represents data for the above listed ethnicity groups with percentages compared to the total admitted candidates. The ethnicity table below displays both traditional route and alternate route programs by EPP.

Table 9
2022-2023 Admitted Candidates by Ethnicity

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Total
ASU	0	0	11	0	0	0	1	12
BU	2	0	17	0	1	0	32	52
BMCU	0	0	4	0	1	0	34	39
DSU	0	0	28	2	1	0	51	82
JSU	0	0	84	1	0	0	1	86
MC	0	2	3	0	0	0	39	44
MSU	7	0	120	4	7	0	340	478
MUW	0	0	5	0	0	0	37	42
MVSU	0	0	0	0	0	0	0	0
RC	0	0	4	0	0	0	0	4
TC	0	0	7	0	0	0	0	7
UM	0	3	16	6	8	0	214	247
USM	0	3	67	9	15	1	271	366
WCU	0	1	71	5	0	1	151	229
Total	9	9	437	27	33	2	1171	1688
Percent	0.53%	0.53%	25.89%	1.60%	1.95%	0.12%	69.37%	100%

Figure 17
2022-2023 Admitted Candidates by Ethnicity



The following tables represent a comparison of traditional and alternate route admitted candidates by ethnicity.

Table 10
2022-2023 Admitted Candidates by Ethnicity-Traditional Route Preparation

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
ASU	0	0	10	0	0	0	1	11
BU	0	0	2	0	0	0	2	4
BMCU	0	0	4	0	1	0	34	39
DSU	0	0	3	1	1	0	24	29
JSU	0	0	29	1	0	0	0	30
MC	0	1	2	0	0	0	35	38
MSU	3	0	43	2	4	0	252	304
MUW	0	0	4	0	0	0	30	34
MVSU	0	0	0	0	0	0	0	0
RC	0	0	4	0	0	0	0	4
TC	0	0	5	0	0	0	0	5
UM	0	0	12	6	7	0	198	223
USM	0	2	49	6	13	1	245	316
WCU	0	1	15	1	0	0	77	94
Total	3	4	182	17	26	1	898	1131

Table 11
2022-2023 Admitted Candidate by Ethnicity-Alternate Route Preparation

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Total
ASU	0	0	1	0	0	0	0	1
BU	2	0	15	0	1	0	30	48
BMCU	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	0	25	1	0	0	27	53
JSU	0	0	55	0	0	0	1	56
MC	0	1	1	0	0	0	4	6
MSU	4	0	77	2	3	0	88	174
MUW	0	0	1	0	0	0	7	8
MVSU	0	0	0	0	0	0	0	0
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	2	0	0	0	0	2
UM	0	3	4	0	1	0	16	24
USM	0	1	18	3	2	0	26	50
WCU	0	0	56	4	0	1	74	135
Total	6	5	255	10	7	1	273	557

NA = Not Applicable

Admitted Candidates by Area of Licensure

The following tables and figures represent areas of licensure for admitted EPP candidates.

Table 12
2022-2023 Admitted Candidates by Area of Licensure - Public vs. Private

Area of Licensure	Public	Private	Total
Agriculture (7-12)	9	0	9
Art (K-12)	1	6	7
Biology (7-12)	26	14	40
Business Education (7-12)	3	3	6
Chemistry (7-12)	7	1	8
Child Development (PreK-K)	24	0	24
Dancing (K-12) Performing Arts	9	0	9
Drama (K-12) Performing Arts	1	0	1
Elementary Education (4-6)	2	23	25
Elementary Education (K-3)	13	0	13
Elementary Education (K-6)	761	178	939
English (7-12)	98	27	124
Family & Consumer Science (7-12)	1	0	1
Health Education (K-12)	14	12	26
Home Economics (7-12)	2	2	4
Library/Media (K-12)	1	0	1
Mathematics (7-12)	40	6	46
Mild/Moderate Disability (K-12)	36	2	38
Mild/Moderate Disability (7-12)	10	29	39
Music Ed. Instrumental (K-12)	57	9	66
Music Ed. Vocal (K-12)	13	5	18
Physical Education (K-12)	58	35	93
Physics (7-12)	2	0	2
Severe Disability (K-12)	14	0	14
Social Studies (7-12)	104	22	126
Spanish (K-12)	3	1	4
Speech Communication (7-12)	2	1	3
No License Identified	2	0	2
Total	1313	375	1688

Figure 18

2022-2023 Admitted Candidates by Area of Licensure - Public and Private

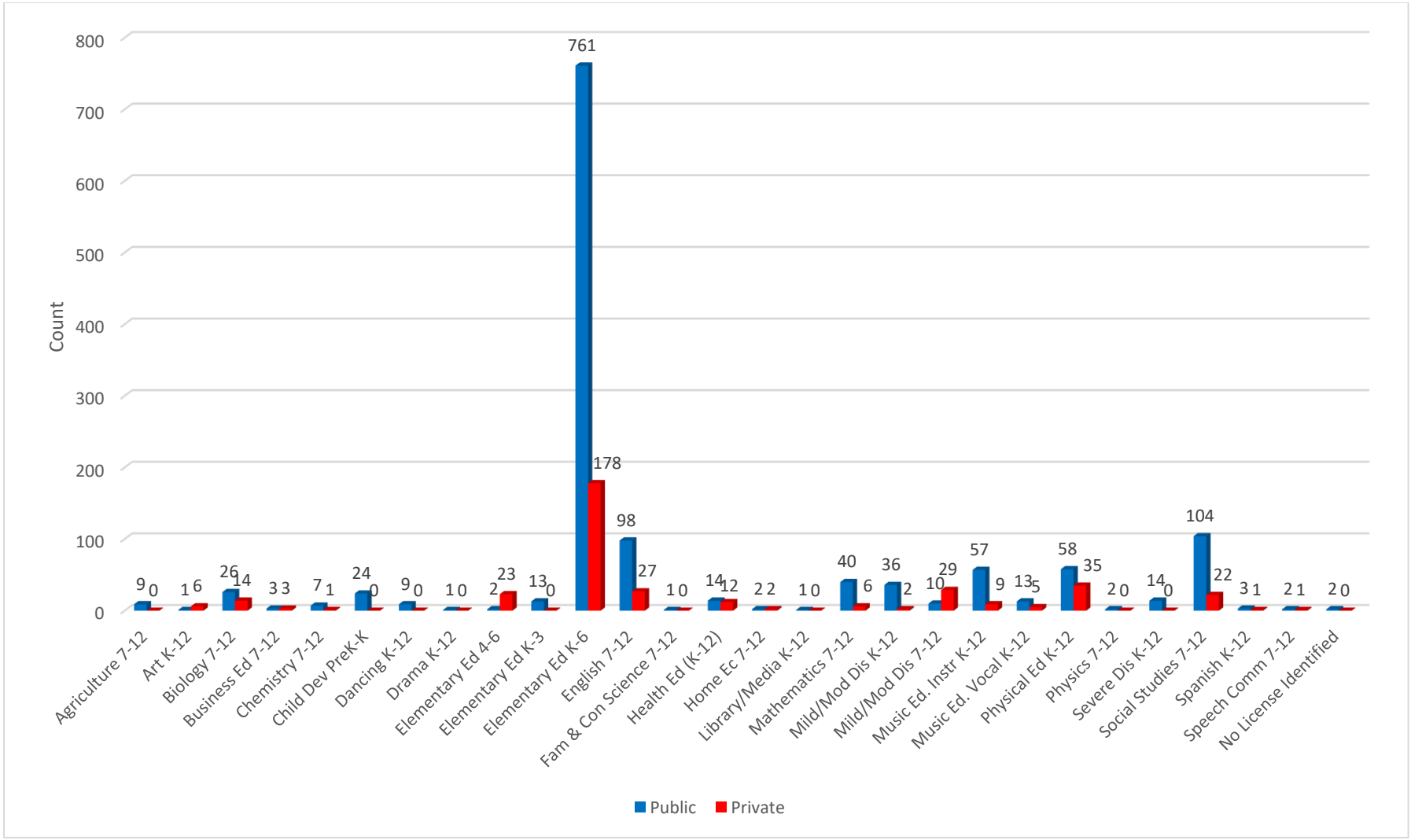
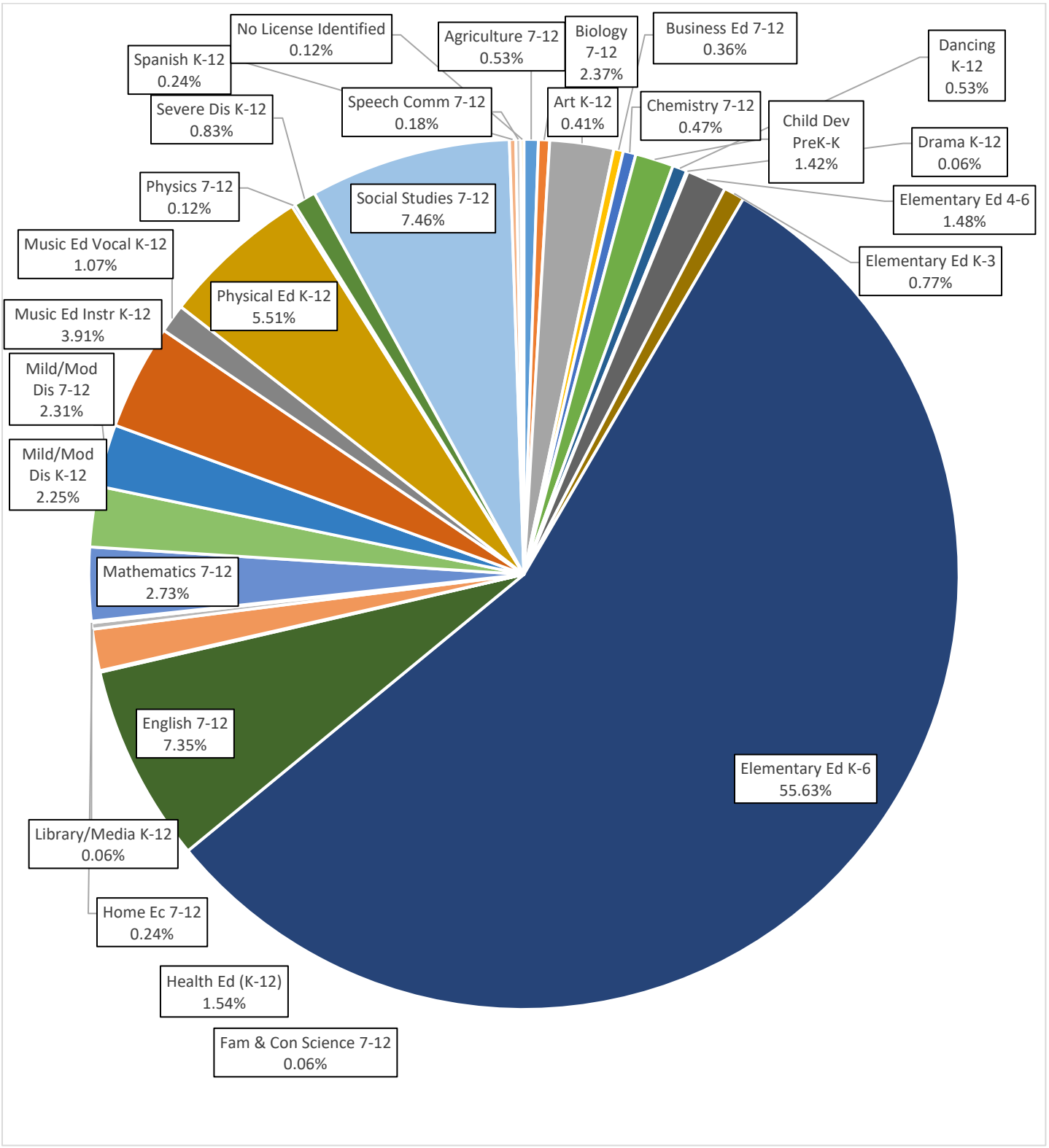


Figure 19

2022-2023 Admitted Candidates by Area of Licensure - Public and Private

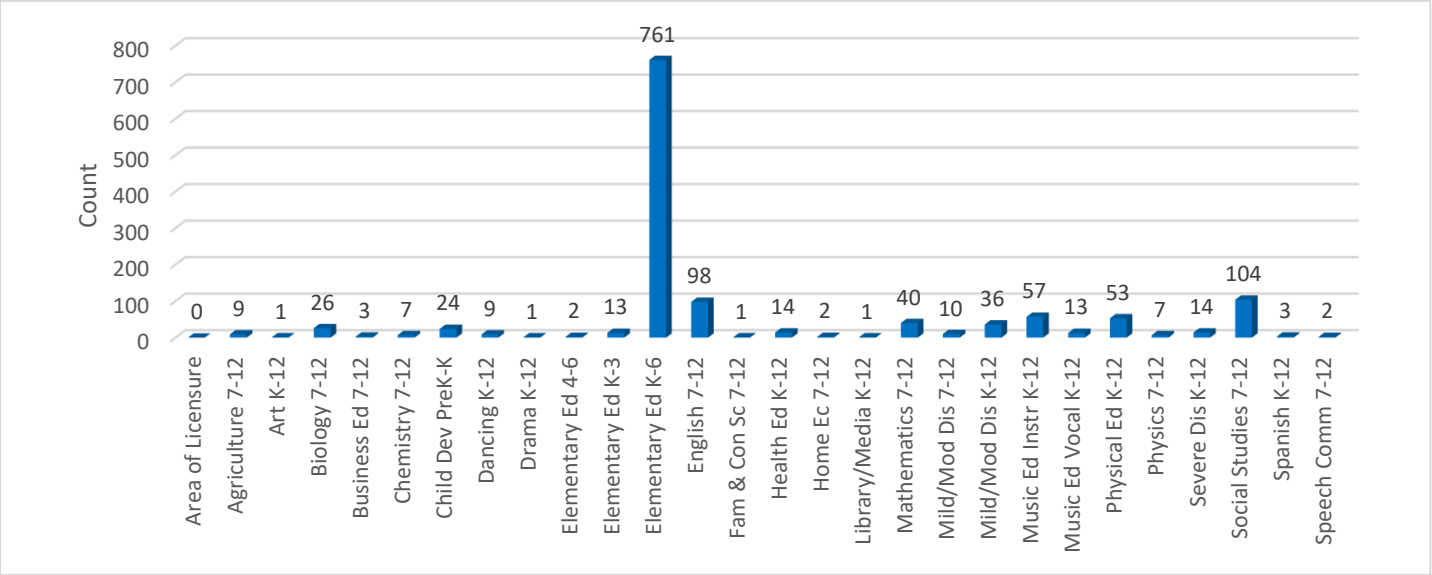


The table and the figure below represent the number of candidates admitted into public EPP programs. The largest program was Elementary Education K-6 (n=761) followed by Social Studies 7-12 (n=104).

Table 13
2022-2023 Admitted Candidates - Public EPPs by Area of Licensure

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Agriculture 7-12	0	0	0	9	0	0	0	0	9	0.69%
Art K-12	0	0	1	0	0	0	0	0	1	0.08%
Biology 7-12	0	2	1	15	1	0	4	3	26	1.98%
Business Education 7-12	0	0	3	0	0	0	0	0	3	0.23%
Chemistry 7-12	0	0	0	1	0	0	5	1	7	0.53%
Child Development PreK-K	0	0	1	20	0	0	3	0	24	1.83%
Dancing K-12 Performing	0	0	0	0	0	0	0	9	9	0.69%
Drama K-12 Performing	0	0	0	0	1	0	0	0	1	0.08%
Elementary Education 4-6	0	1	1	0	0	0	0	0	2	0.15%
Elementary Education K-3	0	0	2	11	0	0	0	0	13	0.99%
Elementary Education K-6	7	67	16	250	28	0	145	248	761	57.96%
English 7-12	0	2	5	33	3	0	30	25	98	7.46%
Family & Consumer Sc 7-12	0	0	0	1	0	0	0	0	1	0.08%
Health Education K-12	0	0	7	0	2	0	1	4	14	1.07%
Home Economics 7-12	0	0	2	0	0	0	0	0	2	0.15%
Library/Media K-12	0	0	0	0	0	0	1	0	1	0.08%
Mathematics 7-12	0	1	1	23	0	0	9	6	40	3.05%
Mild/Mod Disability 7-12	0	0	0	10	0	0	0	0	10	0.76%
Mild/Mod Disability K-12	0	0	3	27	0	0	0	6	36	2.74%
Music Ed. Instrumental K-12	3	3	7	15	0	0	8	21	57	4.34%
Music Ed. Vocal K-12	1	1	0	4	1	0	1	5	13	0.99%
Physical Education K-12	1	0	7	20	4	0	2	19	53	4.04%
Physics 7-12	0	5	0	2	0	0	0	0	7	0.53%
Severe Disability K-12	0	0	0	0	0	0	14	0	14	1.07%
Social Studies 7-12	0	0	25	37	2	0	24	16	104	7.92%
Spanish K-12	0	0	0	0	0	0	0	3	3	0.23%
Speech Communication 7-12	0	0	2	0	0	0	0	0	2	0.15%
Not identified	0	0	2	0	0	0	0	0	2	0.15%
Total	12	82	86	478	42	0	247	366	1313	100%

Figure 20
2022-2023 Admitted Candidates - Public EPPs by Area of Licensure



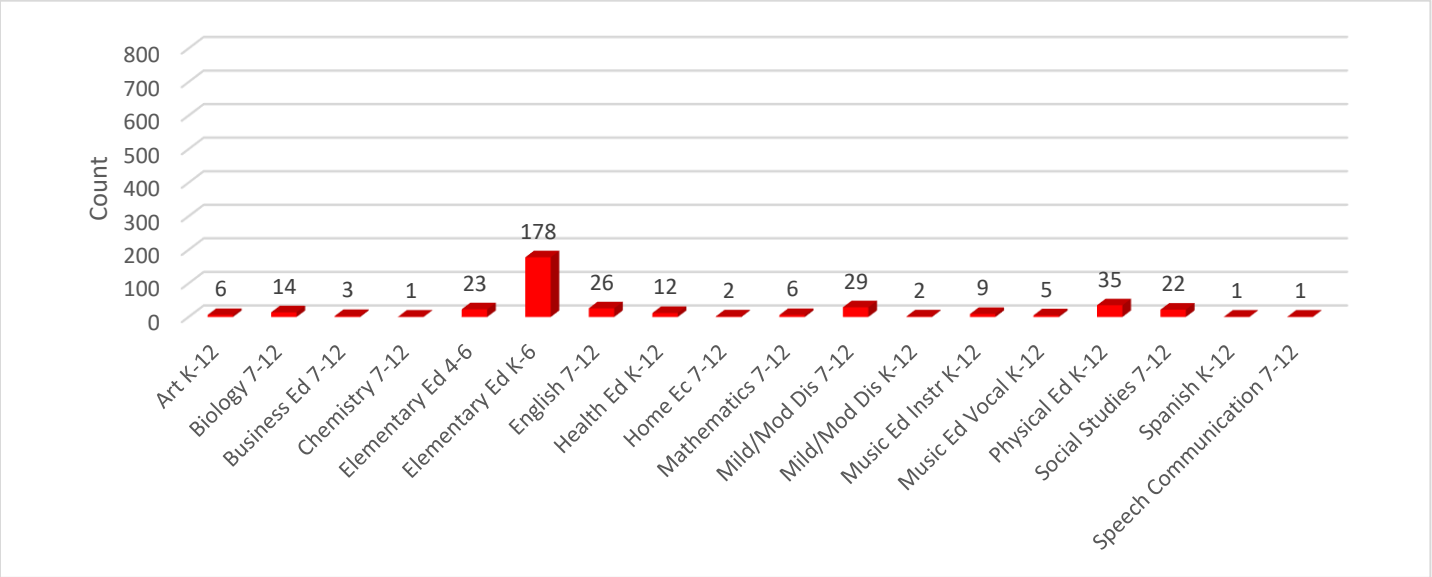
The table and the figure below represent the number of candidates admitted into private EPP programs. The largest program was Elementary Education K-6 (n=178) followed by Physical Education K-12 (n=35).

Table 14
2022-2023 Admitted Candidates - Private EPPs by Area of Licensure

Area of Licensure	BU	BMCU	MC	RC	TC	WCU	Total	%
Art K-12	1	0	4	0	0	1	6	1.60%
Biology 7-12	5	1	2	0	0	6	14	3.73%
Business Education 7-12	1	0	0	0	0	2	3	0.80%
Chemistry 7-12	0	0	0	0	0	1	1	0.27%
Elementary Education 4-6	8	0	2	0	0	13	23	6.13%
Elementary Education K-6	4	25	24	4	3	118	178	47.47%
English 7-12	8	3	6	0	0	9	26	6.93%
Health Education K-12	3	0	0	0	0	9	12	3.20%
Home Economics 7-12	2	0	0	0	0	0	2	0.53%
Mathematics 7-12	3	1	0	0	0	2	6	1.60%
Mild/Mod Disability 7-12	0	0	0	0	0	29	29	7.73%
Mild/Mod Disability K-12	0	0	0	0	0	2	2	0.53%
Music Ed. Instrumental K-12	0	1	0	0	0	8	9	2.40%
Music Ed. Vocal K-12	0	0	0	0	1	4	5	1.33%
Physical Education K-12	9	4	4	0	1	17	35	9.33%
Social Studies 7-12	7	4	2	0	2	7	22	5.87%
Spanish K-12	0	0	0	0	0	1	1	0.27%
Speech Communication 7-12	1	0	0	0	0	0	1	0.27%
Total	52	39	44	4	7	229	375	100%

Figure 21

2022-2023 Admitted Candidates - Private EPPs by Area of Licensure



The table and figure below represent a comparison of candidates admitted into traditional and alternate route programs. Elementary Education K-6 admitted the largest program traditional (n=746) and the largest alternate route (n=193) candidates.

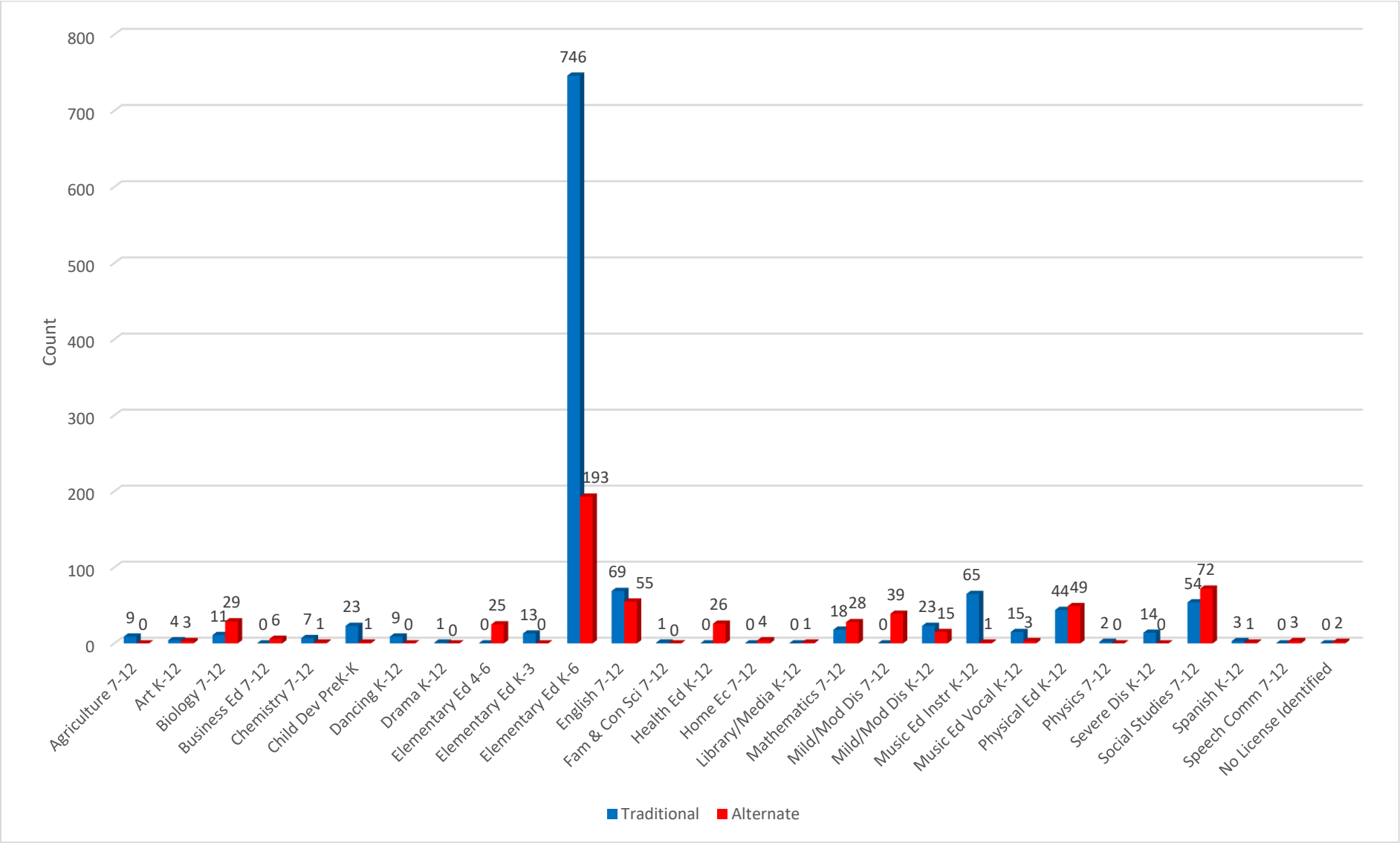
Table 15

2022-2023 Admitted Candidates by Area of Licensure - Traditional and Alternate Route

Area of Licensure	Traditional	Alternate	Total
Agriculture 7-12	9	0	9
Art K-12	4	3	7
Biology 7-12	11	29	40
Business Education 7-12	0	6	6
Chemistry 7-12	7	1	8
Child Development PreK-K	23	1	24
Dancing K-12 Performing	9	0	9
Drama K-12 Performing	1	0	1
Elementary Education 4-6	0	25	25
Elementary Education K-3	13	0	13
Elementary Education K-6	746	193	939
English 7-12	69	55	124
Family & Consumer Science 7-12	1	0	1
Health Education K-12	0	26	26
Home Economics 7-12	0	4	4
Library/Media K-12	0	1	1
Mathematics 7-12	18	28	46
Mild/Moderate Disability 7-12	0	39	39
Mild/Moderate Disability K-12	23	15	38
Music Ed. Instrumental K-12	65	1	66
Music Ed. Vocal K-12	15	3	18
Physical Education K-12	44	49	93
Physics 7-12	2	0	2
Severe Disability K-12	14	0	14
Social Studies 7-12	54	72	126
Spanish K-12	3	1	4
Speech Communication 7-12	0	3	3
No License Identified	0	2	2
Total	1131	557	1688

Figure 22

2022-2023 Admitted Candidates by Area of Licensure - Traditional and Alternate Route



Section III. Traditional and Alternate Route Preparation Completer Data

The following data are reported for 2022-2023 EPP completers.

Completer Candidates-Traditional Route
Completed Teacher Education-Traditional Route
Average Completer GPA-Traditional Route
Total Clinical Hrs. Completed (observation, practicum, & student teach)-Traditional Route
TIAI Average (US Summative) (0.00-3.00)-Traditional Route
Disposition Average (CT Summative) (0.00-3.00)-Traditional Route
Foundation of Reading Score (190)-Traditional Route
Average Number of times attempted Foundations of Reading-Traditional Route
Average Number of times attempted Praxis Content Knowledge-Traditional Route
Average Number of times attempted Praxis PLT-Traditional Route
Completed Alternate Route
Completed Teacher Education-Alternate Route
Average Completed GPA-Alternate Route
Total Clinical Hrs. Completed
TIAI Average (US Summative) (0.00-3.00)-Alternate Route
Disposition Average (CT Summative) (0.00-3.00)-Alternate Route
Foundation of Reading Score (190)-Alternate Route
Average Number of times attempted Foundations of Reading-Alternate Route
Average Number of times attempted Praxis Content Knowledge-Alternate Route
Average Number of times attempted Praxis PLT-Alternate Route

Program Completer Candidate Data

The number of EPP teacher candidate completers was 2076 during the 2022-2023 academic year. Of the total completers, 68.45% (n=1421) were from the eight public EPPs and 31.55% (n=655) were from the six private EPPs. As a result of the COVID-19 Pandemic, the Mississippi State Board of Education suspended licensure testing requirements beginning March 26, 2020, through December 31, 2021. Candidates had until December 31, 2023, to complete program requirements if entering under the COVID-19 test waiver. Test results reported during the 2022-2023 academic year reflect only those candidates who took a test and submitted scores to their EPP. Therefore, results are skewed due to the number of candidates who opted out of testing during the test suspension period.

For the purposes of this report, candidates are considered completers when all required coursework, student teaching or a yearlong internship, and have earned a 5-year renewable license have been met. Candidates completing the Master of Arts in Teaching (MAT) Degree are not included in this count.

Table 16

2022-2023 Traditional Route Completer Candidate Data by EPP

	ASU	BU	BMCU	DSU	JSU	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completers	16	1	39	53	44	44	369	26	18	4	5	211	292	123	1245
Completer GPA Average	3.31	■	3.48	3.38	3.38	3.72	3.45	3.46	3.54	■	■	3.59	3.54	3.47	3.50
Student Teaching Hours Average	622.50	560.00	670.77	666.11	480.00	519.27	639.10	524.65	566.22	520.00	480.00	552.00	536.05	480.00	570.30
TIAI Average (US Summative) (0-3 pt scale)	2.31	■	2.02	2.41	2.66	2.72	2.89	2.67	2.49	■	■	2.38	2.70	2.59	2.64
Impact on Student Learning Average (US Summative) (0-3 pt scale)	2.04	■	2.46	2.60	2.15	2.58	2.77	2.52	1.99	■	■	2.58	2.57	2.20	2.56
Disposition Average (CT Summative) (0-3 pt scale)	2.62	■	2.76	2.93	2.80	2.82	2.96	2.88	2.44	■	■	2.75	2.88	2.78	2.85
Foundation of Reading Score Average	213.00	■	DNT	267.50	118.00	259.23	239.75	245.82	DNT	DNT	DNT	245.06	251.38	227.50	243.45
Foundations of Reading Average number of attempts	1.00	■	DNT	1.00	1.00	1.08	1.57	2.18	DNT	DNT	DNT	1.06	1.15	■	1.40
Foundation of Reading Percentage Passed	16.67%	■	DNT	100%	0%	100%	69.75%	90.91%	DNT	DNT	DNT	87.50%	92.31%	■	78.41%
Praxis Content Knowledge Average number of attempts	1.00	■	1.00	1.00	1.00	1.06	1.34	1.07	1.00	■	■	1.05	1.30	1.31	1.18

■ = Less than 10 (*Revised 9/15/2025)*

	ASU	BU	BMCU	DSU	JSU	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Praxis Content Knowledge Percentage Passed	16.67%	■	100%	71.43%	40.00%	100%	82.26%	71.43%	100%	■	■	93.75%	93.33%	76.92%	84.52%
Praxis PLT Average number of attempts	1.00	■	1.00	1.00	1.00	1.07	1.19	1.15	DNT	■	DNT	1.00	1.09	1.22	1.10
Praxis PLT Percentage Passed	25.00%	■	50.00%	66.67%	50.00%	93.33%	87.50%	84.62%	DNT	■	DNT	97.33%	95.45%	88.89%	87.67%

DNT = Did not test

Table 17
2022-2023 Alternate Route Completer Candidate Data by EPP

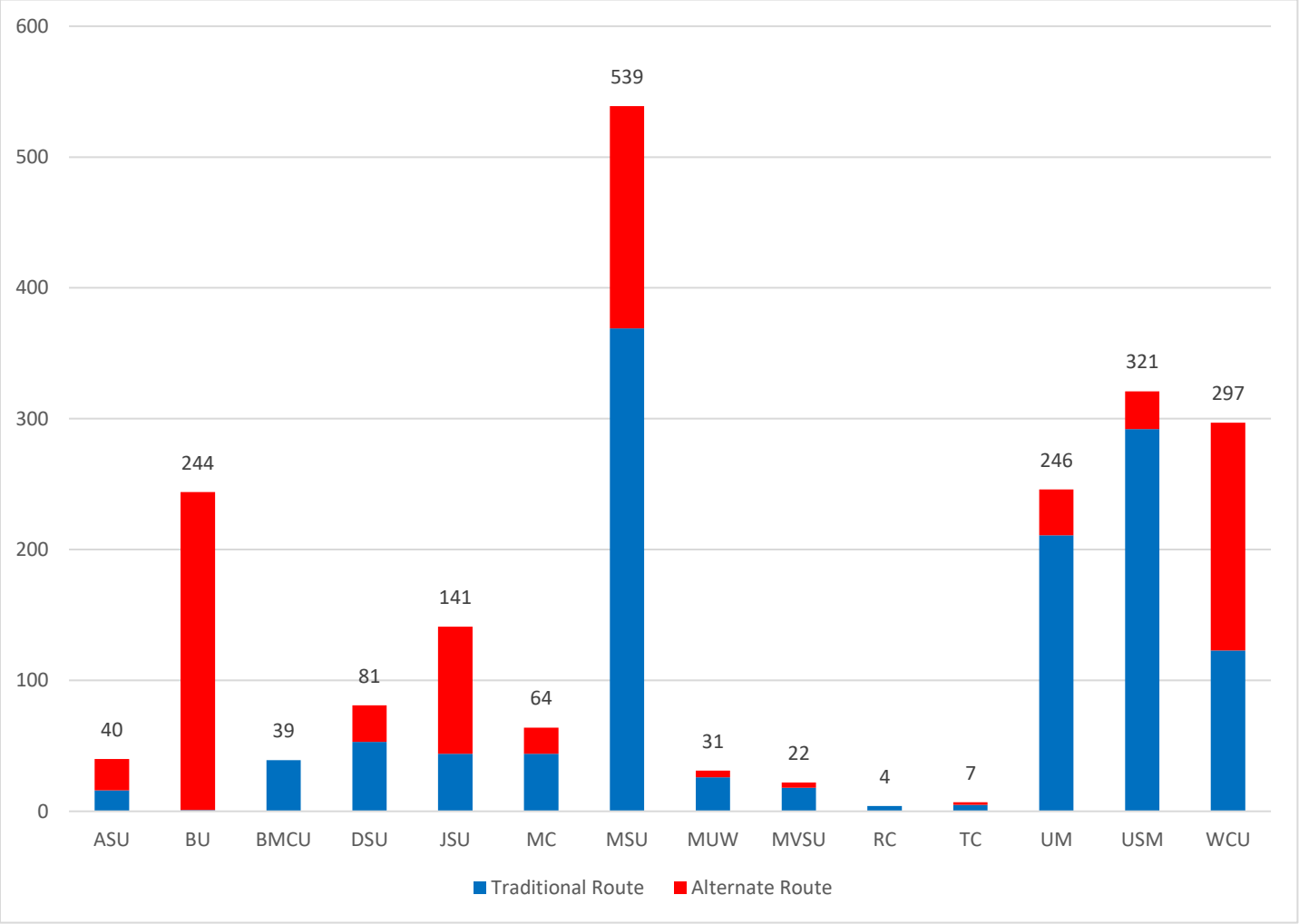
	ASU	BU	BMCU	DSU	JSU	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completed	24	243	NA	28	97	20	170	5	4	NA	2	35	29	174	831
Average Completed GPA	NR	NR	NA	NR	NR	NR	NR	NR	NR	NA	NR	NR	NR	NR	NR
Average Clinical Hrs. Completed (internship)	*Alternate route candidates complete their internship employed as the teacher of record in a school.*														
TIAI Average (US Summative) (0.00-3.00)	2.28	2.44	NA	2.48	2.52	2.68	2.78	■	■	NA	■	2.39	2.62	2.66	2.56
Impact on Student Learning Average (US Summative) (0-3 pt scale)	2.47	2.73	NA	2.51	2.10	2.51	2.67	■	■	NA	■	2.77	2.66	2.40	2.55
Disposition Average (US Summative) (0.00-3.00)	2.61	2.76	NA	2.79	2.61	2.71	2.93	■	■	NA	■	2.89	2.88	2.80	2.78
Foundation of Reading Score Average	250.00	243.40	NA	255.25	DNT	DNT	DNT	NA	DNT	NA	NA	NA	NA	243.75	248.24
Foundations of Reading Average # of times attempted	1.00	1.20	NA	1.25	DNT	DNT	DNT	NA	DNT	NA	NA	NA	NA	1.35	1.41
Foundation of Reading Score Percent Passed	100%	80.00%	NA	100%	DNT	DNT	DNT	NA	DNT	NA	NA	NA	NA	86.96%	94.12%
Praxis Content Test Average # of times attempted	*As a requirement for entrance, alternate route candidates must pass the Praxis Content Knowledge test.*														

NA = Not Applicable
NR = Not Reported
DNT = Did not test

Completer Candidates by EPP

During the 2022-2023 academic year, the total number of teacher candidates who completed an EPP program statewide was 2076. There were 1245 candidates completing a traditional preparation program and 831 completing an alternate route preparation program.

Figure 23
2022-2023 Completer Candidates by EPP



2076
Total Completer Candidates

Table 18
2022-2023 Completer Comparison of Preparation

EPP	Traditional Route	Alternate Route	Total
ASU	16	24	40
BU	1	243	244
BMCU	39	NA	39
DSU	53	28	81
JSU	44	97	141
MC	44	20	64
MSU	369	170	539
MUW	26	5	31
MVSU	18	4	22
RC	4	NA	4
TC	5	2	7
UM	211	35	246
USM	292	29	321
WCU	123	174	297
Total	1245	831	2076

Figure 24
2022-2023 Completer Comparison of Preparation

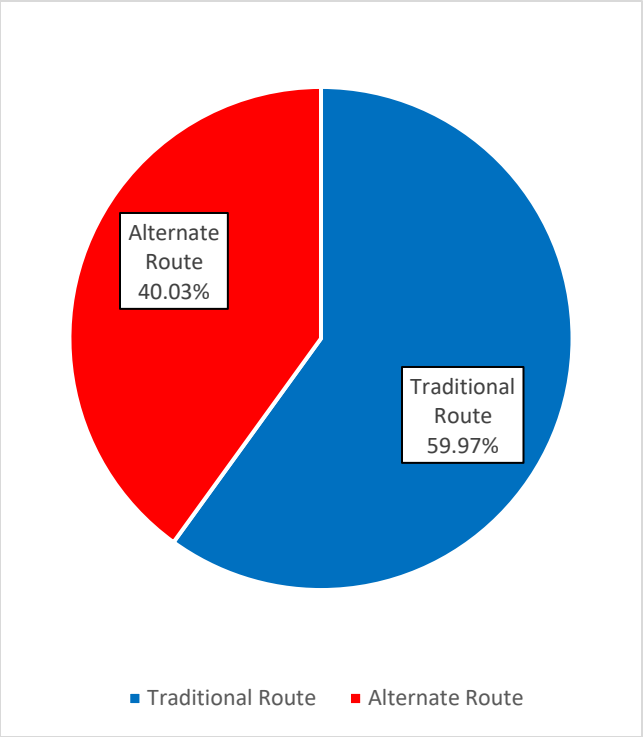
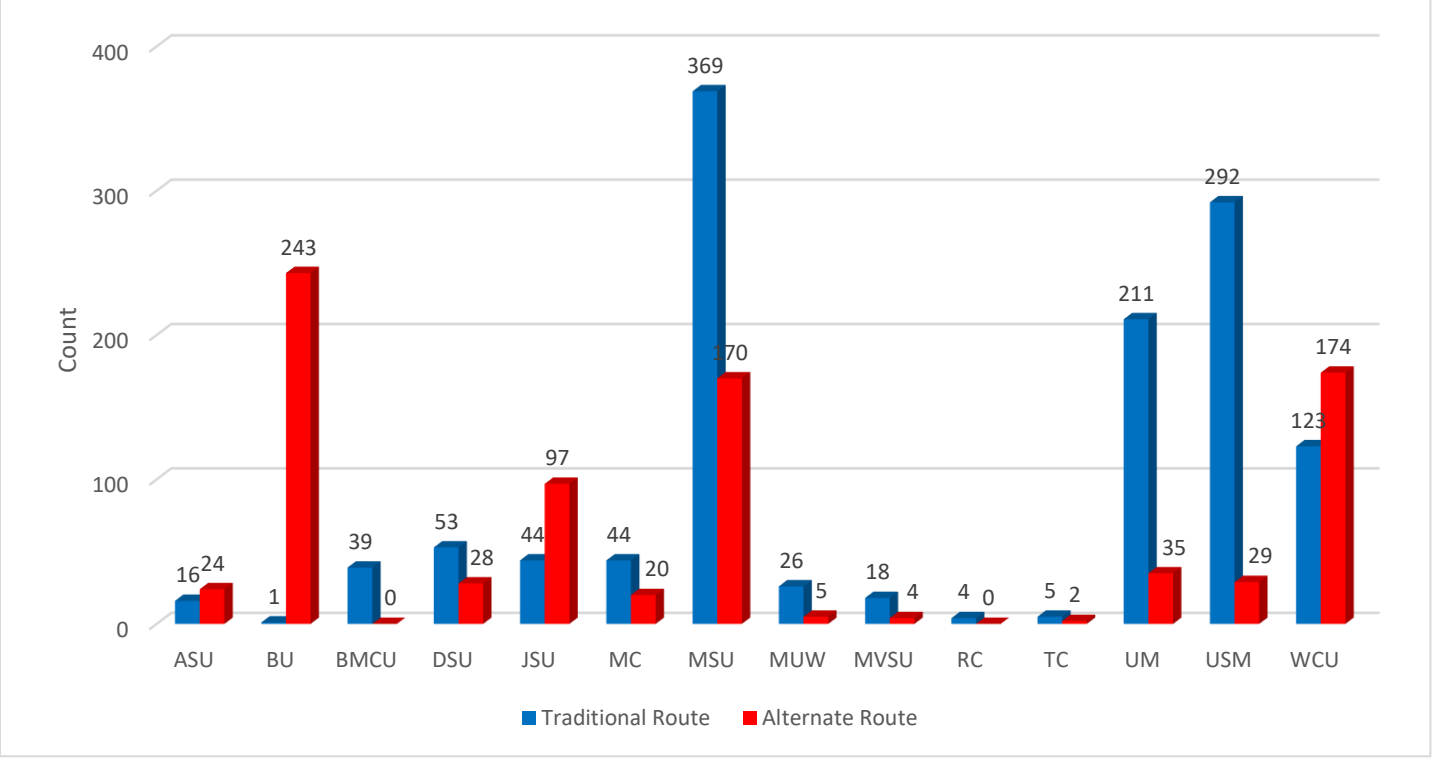


Figure 25
2022-2023 Completer Comparison of Preparation



The following tables represent EPPs sorted by public and private with comparing traditional preparation versus alternate route preparation and the EPPs' completer percentages compared to the percent for all EPP completers. The eight public EPPs had 1421 candidates complete a teacher education program which represented 68.45% of the total number of completers. The six private EPPs had 655 candidates complete a program which represented 31.55% of the total number of completers.

Table 19
2022-2023 Completer Candidates - Public EPPs

Public EPP	Traditional	Alternate	Total	% of all EPPs
ASU	16	24	40	1.93%
DSU	53	28	81	3.90%
JSU	44	97	141	6.79%
MSU	369	170	539	25.96%
MUW	26	5	31	1.49%
MVSU	18	4	22	1.06%
UM	211	35	246	11.85%
USM	292	29	321	15.46%
Total	1029	392	1421	68.45%

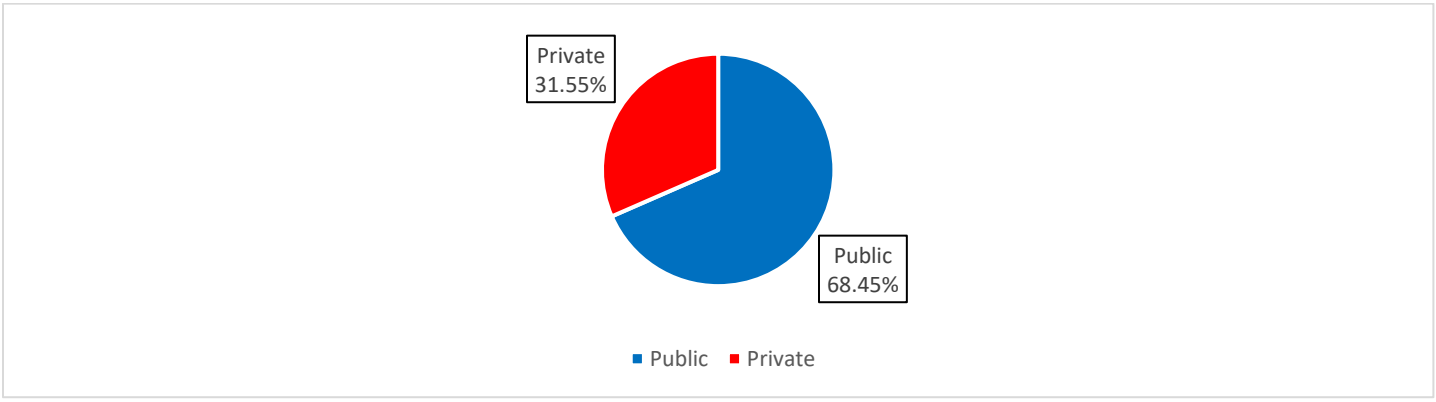
68%
Public EPPs

Table 20
2022-2023 Completer Candidates - Private EPPs

Private EPP	Traditional	Alternate	Total	% of all EPPs
BU	1	243	244	11.75%
BMCU	39	NA	39	1.88%
MC	44	20	64	3.08%
RC	4	NA	4	0.19%
TC	5	2	7	0.34%
WCU	123	174	297	14.31%
Total	216	416	655	31.55%

32%
Private EPPs

Figure 26
2022-2023 Completer Public and Private



Completer Candidate Data by Gender

In 2022-2023, the 14 EPPs had a total of 2076 completer candidates. Males represented 16.71% (n=347) of the total completers, while females represented 83.29% (n=1729) of the total completers.

Table 21
2022-2023 Completers by Gender

EPP	Female	Male	Total
ASU	31	9	40
BU	207	37	244
BMCU	25	14	39
DSU	67	14	81
JSU	115	26	141
MC	52	12	64
MSU	452	87	539
MUW	28	3	31
MVSU	18	4	22
RC	3	1	4
TC	6	1	7
UM	200	46	246
USM	265	56	321
WCU	260	37	297
Total	1729	347	2076

Figure 27
2022-2023 Completers by Gender

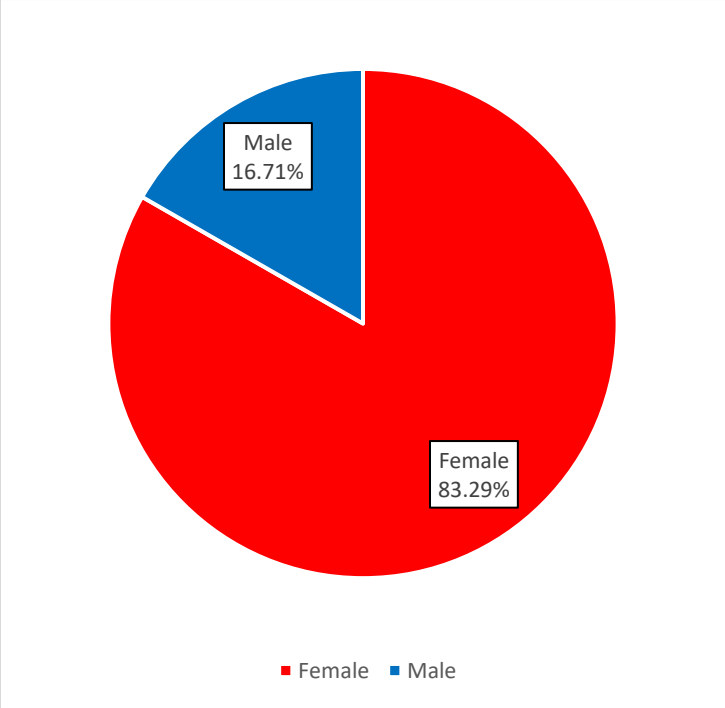
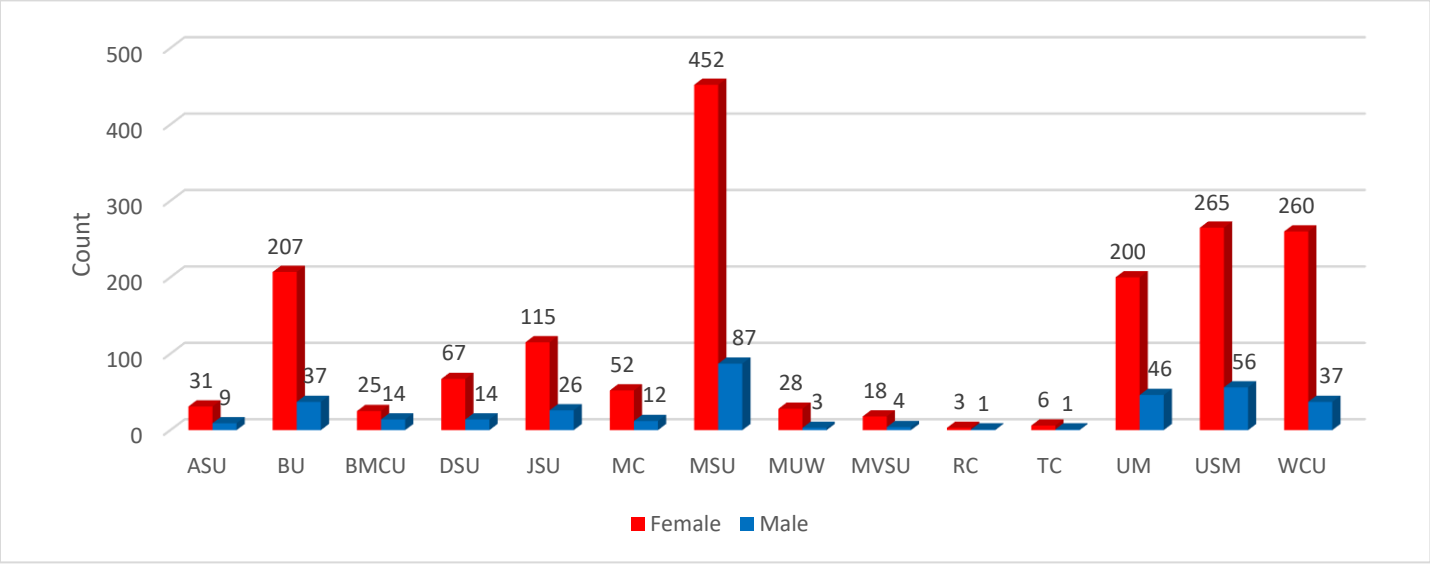


Figure 28
2022-2023 Completers by Gender



The following table and figures represent female completer candidates.

Table 22
2022-2023 Completer Female Candidates

EPP	Traditional Route	Alternate Route	Total
ASU	13	18	31
BU	1	206	207
BMCU	25	NA	25
DSU	46	21	67
JSU	30	85	115
MC	41	11	52
MSU	320	132	452
MUW	23	5	28
MVSU	14	4	18
RC	3	NA	3
TC	4	2	6
UM	178	22	200
USM	244	21	265
WCU	113	147	260
Total	1055	674	1729
%	61.02%	38.98%	100%

Figure 29
2022-2023 Completer Female Candidates

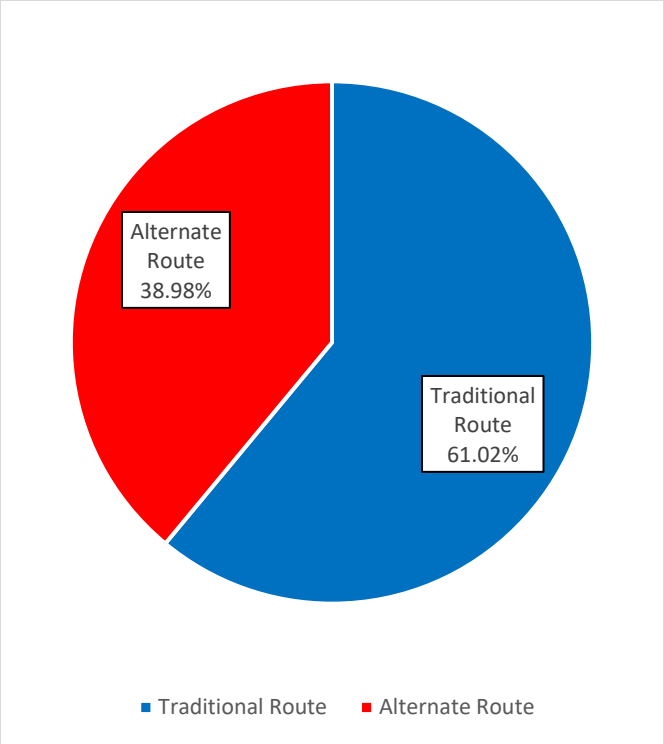
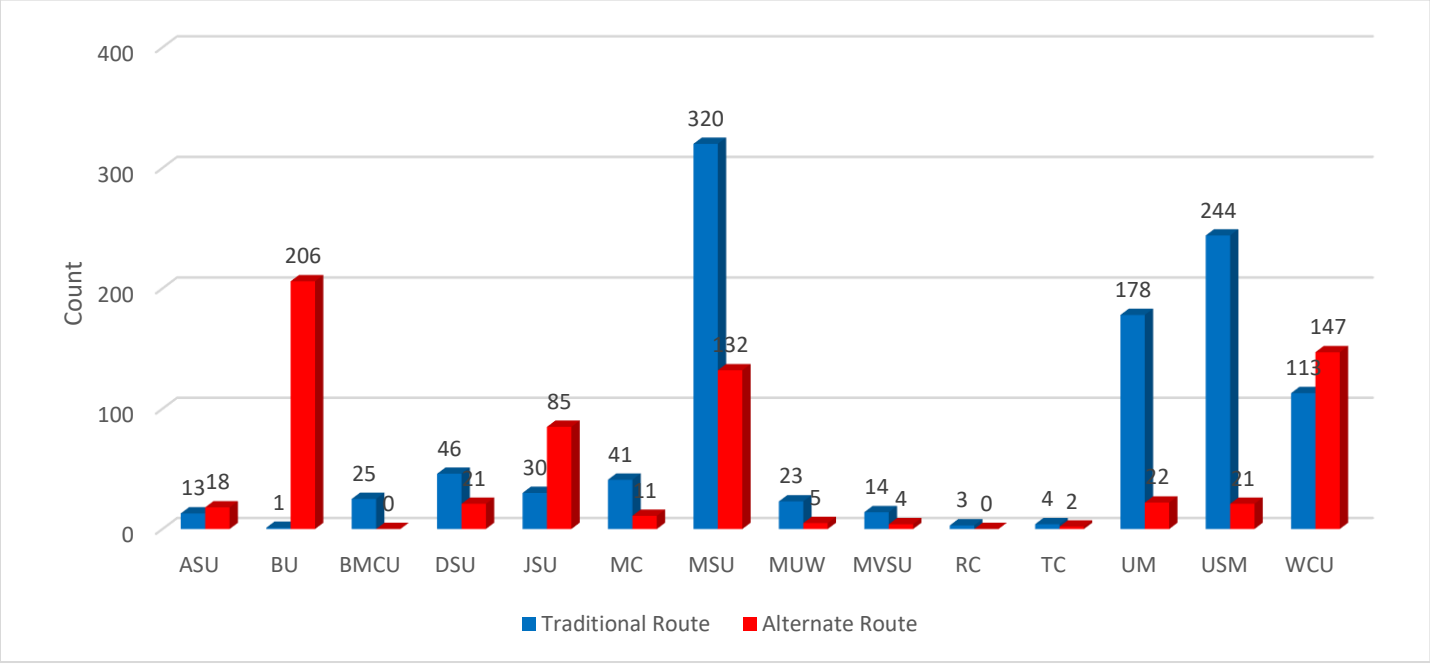


Figure 30
2022-2023 Completer Female Candidates



The following table and figures represent male completer candidates.

Table 23
2022-2023 Completer Male Candidates

EPP	Traditional Route	Alternate Route	Total
ASU	3	6	9
BU	0	37	37
BMCU	14	NA	14
DSU	7	7	14
JSU	14	12	26
MC	3	9	12
MSU	49	38	87
MUW	3	0	3
MVSU	4	0	4
RC	1	NA	1
TC	1	0	1
UM	33	13	46
USM	48	8	56
WCU	10	27	37
Total	190	157	347
%	54.76%	45.24%	100%

NA = Not Applicable

Figure 31
2022-2023 Completer Male Candidates

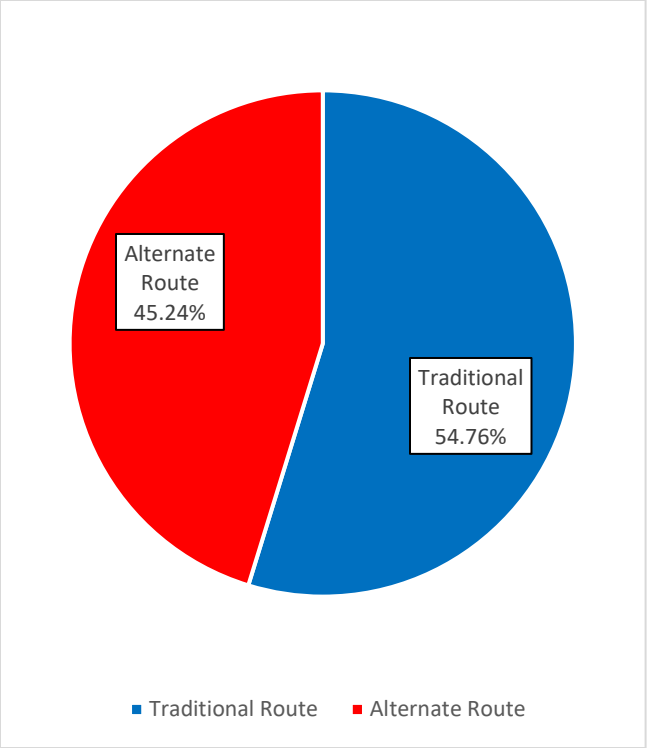
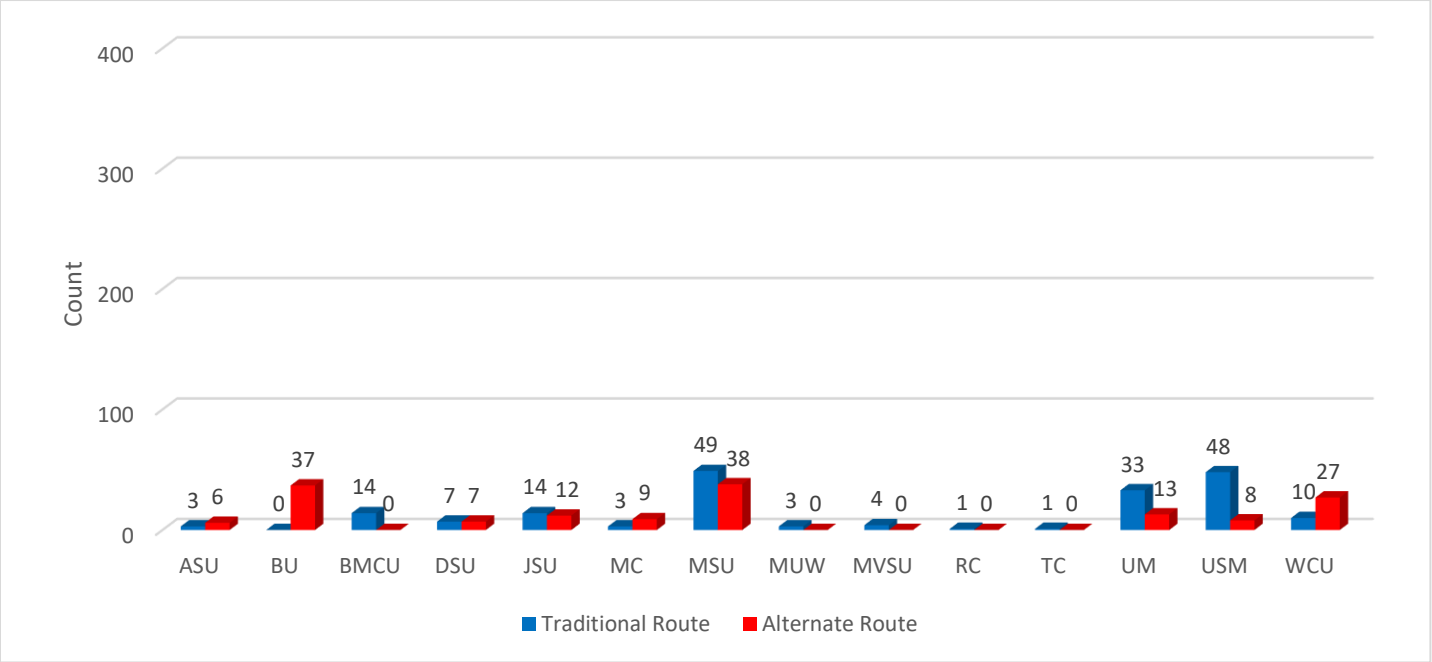


Figure 32
2022-2023 Completer Male Candidates



Completer Candidate Data by Ethnicity

In 2022-2023, the 14 EPPs had a total of 2076 program completers. The EPPs were asked to provide completer data for the following ethnic categories.

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiple
- Native Hawaiian/Pacific Islander
- White

The following table represents data for the above listed ethnicity groups with percentages compared to the total number of program completers. The table below displays both traditional and alternate route programs by EPP.

Table 24
2022-2023 Completer Candidates by Ethnicity

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Total
ASU	0	0	36	0	0	0	4	40
BU	0	0	213	1	0	0	30	244
BMCU	0	0	6	1	0	0	32	39
DSU	0	1	17	2	0	0	61	81
JSU	0	0	135	2	1	0	3	141
MC	0	0	10	0	0	0	54	64
MSU	1	1	117	13	10	0	397	539
MUW	0	0	8	0	0	0	23	31
MVSU	0	0	22	0	0	0	0	22
RC	0	0	4	0	0	0	0	4
TC	0	0	7	0	0	0	0	7
UM	0	2	24	8	5	0	207	246
USM	0	1	46	10	8	0	256	321
WCU	1	1	91	10	0	0	194	297
Total	2	6	736	47	24	0	1261	2076
%	0.10%	0.29%	35.45%	2.26%	1.16%	0%	60.74%	100%

Figure 33
2022-2023 Completer by Ethnicity

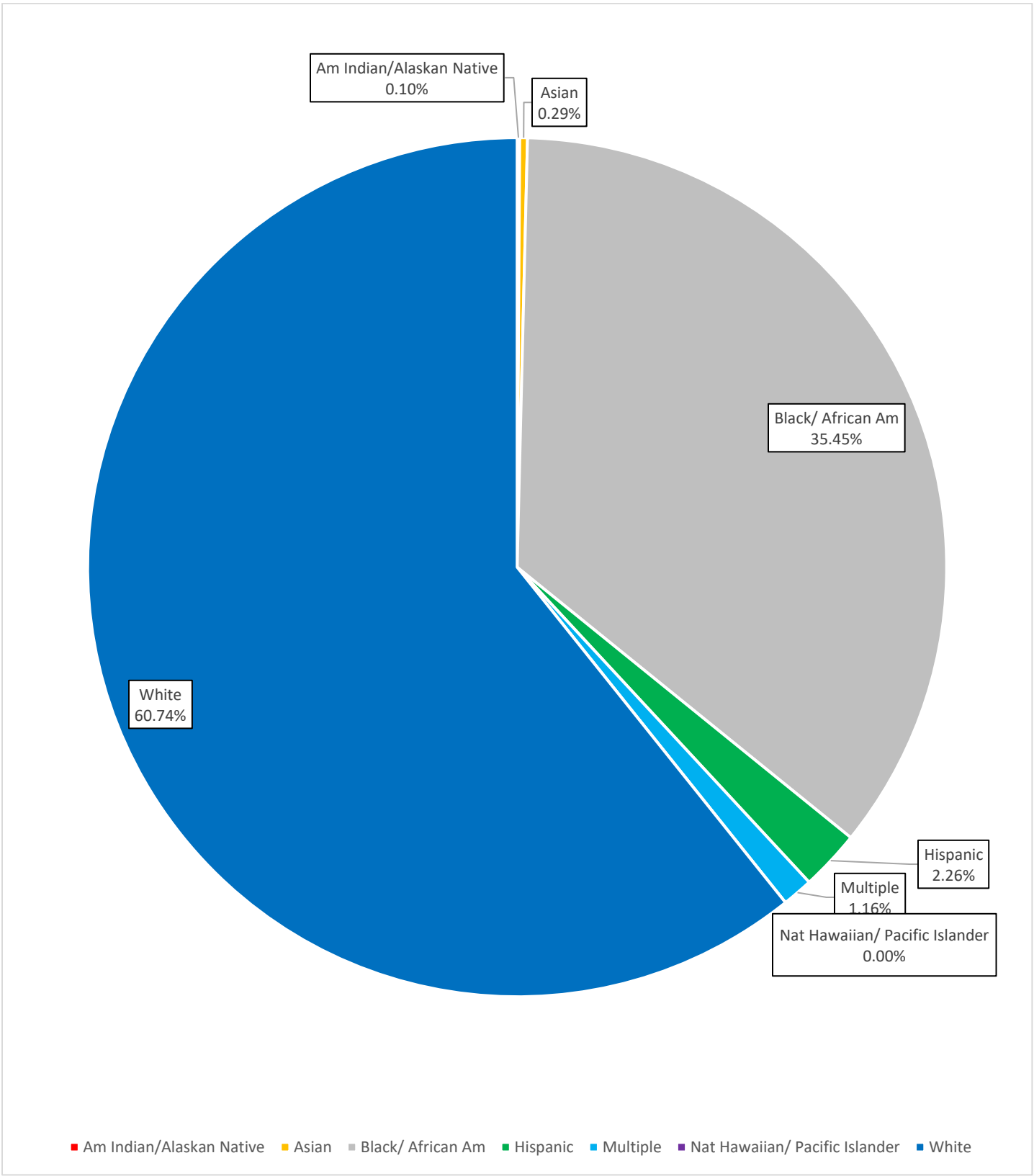


Table 25

2022-2023 Completers by Ethnicity - Traditional Route Preparation

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
ASU	0	0	13	0	0	0	3	16
BU	0	0	0	0	0	0	1	1
BMCU	0	0	6	1	0	0	32	39
DSU	0	0	4	1	0	0	48	53
JSU	0	0	42	2	0	0	0	44
MC	0	0	3	0	0	0	41	44
MSU	1	1	42	7	5	0	313	369
MUW	0	0	6	0	0	0	20	26
MVSU	0	0	18	0	0	0	0	18
RC	0	0	4	0	0	0	0	4
TC	0	0	5	0	0	0	0	5
UM	0	2	16	8	3	0	182	211
USM	0	1	38	9	8	0	236	292
WCU	0	1	13	4	0	0	105	123
Total	1	5	210	32	16	0	981	1245

Table 26

2022-2023 Completer Candidate by Ethnicity - Alternate Route Preparation

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Total
ASU	0	0	23	0	0	0	1	24
BU	0	0	213	1	0	0	29	243
BMCU	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	1	13	1	0	0	13	28
JSU	0	0	93	0	1	0	3	97
MC	0	0	7	0	0	0	13	20
MSU	0	0	75	6	5	0	84	170
MUW	0	0	2	0	0	0	3	5
MVSU	0	0	4	0	0	0	0	4
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	2	0	0	0	0	2
UM	0	0	8	0	2	0	25	35
USM	0	0	8	1	0	0	20	29
WCU	1	0	78	6	0	0	89	174
Total	1	1	526	15	8	0	280	831

NA = Not Applicable

Completer Candidate Data by Area of Licensure

The table below represents the number of all EPP completers by public and private for both the traditional preparation and alternate route preparation programs by area of licensure and compares each to the total percent prepared for all licensure areas.

Table 27
2022-2023 Completers by Area of Licensure - Public and Private

Area of Licensure	Public	Private	Total	Percent
Agriculture 7-12	10	0	10	0.48%
Art K-12	1	8	9	0.43%
Biology 7-12	53	45	98	4.72%
Business Education 7-12	11	25	36	1.73%
Chemistry 7-12	9	0	9	0.43%
Child Development PreK-K	21	0	21	1.01%
Dancing K-12 Performing	2	0	2	0.10%
Elementary Education 4-6	4	22	26	1.25%
Elementary Education K-3	20	0	20	0.96%
Elementary Education K-6	731	196	927	44.65%
English 7-12	130	76	206	9.92%
Family & Consumer Science 7-12	1	0	1	0.05%
Health Education K-12	5	9	14	0.67%
Home Economics 7-12	0	1	1	0.05%
Marketing 7-12	2	0	2	0.10%
Mathematics 7-12	38	18	56	2.70%
Mild/Moderate Disability 7-12	0	1	1	0.05%
Mild/Moderate Disability K-12	60	25	85	4.09%
Music Ed. Instrumental K-12	52	9	61	2.94%
Music Ed. Vocal K-12	19	7	26	1.25%
Music Ed. Performing K-12	0	1	1	0.05%
Physical Education K-12	79	59	138	6.65%
Severe Disability K-12	10	0	10	0.48%
Social Studies 7-12	160	144	304	14.64%
Spanish K-12	3	4	7	0.34%
Speech Communication 7-12	0	5	5	0.24%
Total	1421	655	2076	100%

Figure 34

2022-2023 Completers by Area of Licensure - Public and Private

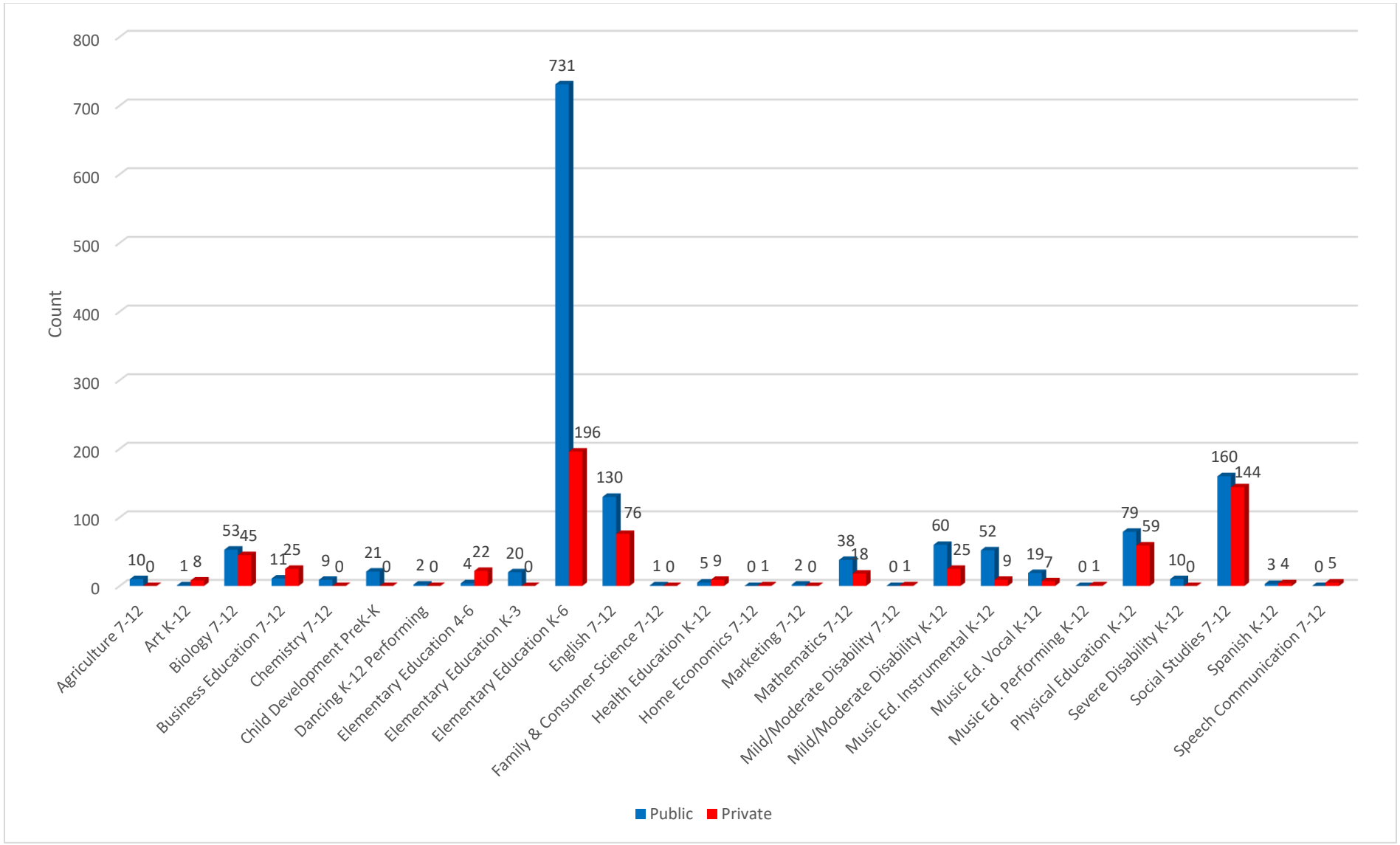
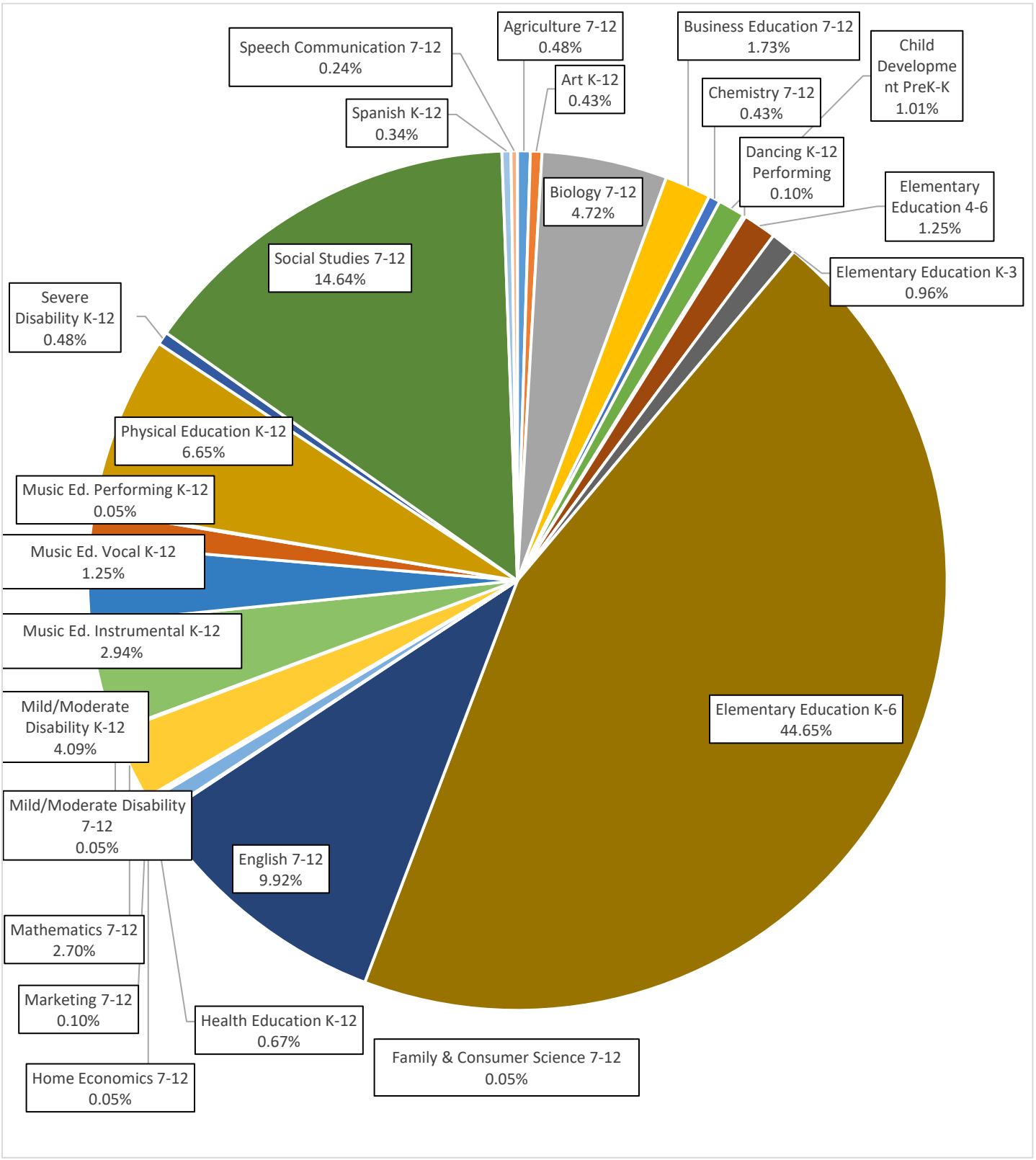


Figure 35

2022-2023 Completers by Area of Licensure - Public and Private



The following table and figures represent the areas of licensure for completers from the public EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=761) followed by Social Studies 7-12 (n=160).

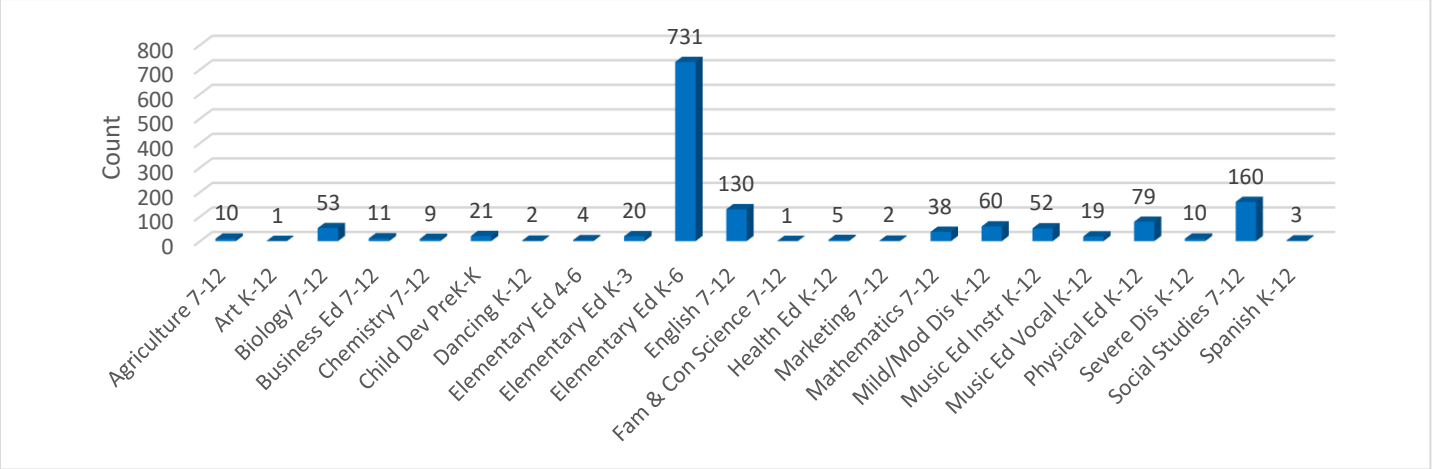
Table 28

2022-2023 Completer Candidates - Public EPPs by Area of Licensure

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Agriculture 7-12	1	0	0	9	0	0	0	0	10	0.70%
Art K-12	0	0	0	0	1	0	0	0	1	0.07%
Biology 7-12	7	2	6	21	1	1	10	5	53	3.73%
Business Education 7-12	0	3	8	0	0	0	0	0	11	0.77%
Chemistry 7-12	1	0	0	3	0	0	5	0	9	0.63%
Child Devel PreK-K	0	0	1	20	0	0	0	0	21	1.48%
Dancing K-12 Performing	0	0	0	0	0	0	0	2	2	0.14%
Elementary Education 4-6	1	3	0	0	0	0	0	0	4	0.28%
Elementary Education K-3	0	0	4	16	0	0	0	0	20	1.41%
Elementary Education K-6	13	41	34	244	21	10	148	220	731	51.44%
English 7-12	2	12	29	34	1	4	30	18	130	9.15%
Family & Con Sci 7-12	0	0	0	1	0	0	0	0	1	0.07%
Health Education K-12	0	0	4	0	0	0	0	1	5	0.35%
Marketing 7-12	0	0	2	0	0	0	0	0	2	0.14%
Mathematics 7-12	1	3	2	21	1	1	6	3	38	2.67%
Mild/Mod Disability K-12	0	0	0	49	0	0	0	11	60	4.22%
Music Ed Instr K-12	0	3	11	15	2	0	9	12	52	3.66%
Music Ed Vocal K-12	1	1	0	5	1	0	2	9	19	1.34%
Physical Education K-12	2	8	12	30	0	4	2	21	79	5.56%
Severe Disability K-12	0	0	0	0	0	0	10	0	10	0.70%
Social Studies 7-12	11	4	27	70	3	2	24	19	160	11.26%
Spanish K-12	0	1	1	1	0	0	0	0	3	0.21%
Total	40	81	141	539	31	22	246	321	1421	100%

Figure 36

2022-2023 Completer Candidates-Public EPPs by Area of Licensure



The following table and figures represent the areas of licensure for completers from the private EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=196) followed by Social Studies 7-12 (n=144).

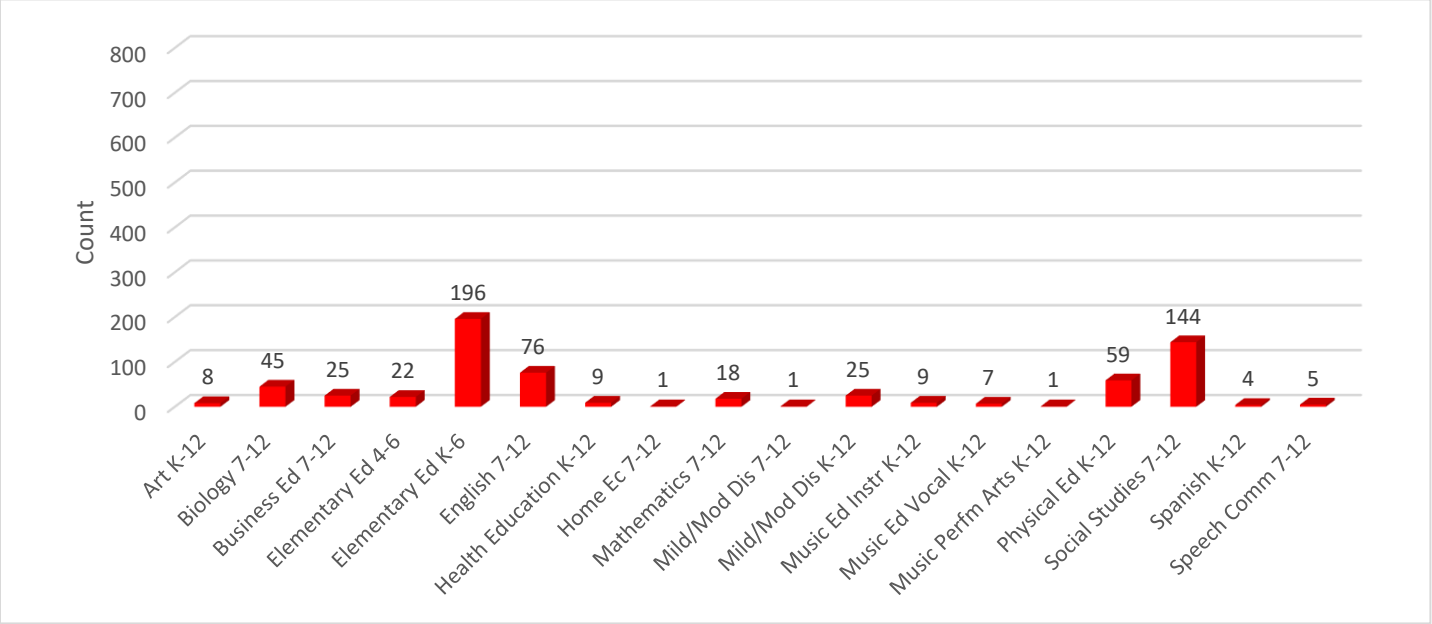
Table 29

2022-2023 Completer Candidates - Private EPPs by Area of Licensure

Area of Licensure	BU	BMCU	MC	RC	TC	WCU	Total	%
Art K-12	0	0	7	0	0	1	8	1.22%
Biology 7-12	28	2	5	0	0	10	45	6.87%
Business Education 7-12	20	0	0	0	0	5	25	3.82%
Elementary Education 4-6	13	0	0	0	0	9	22	3.36%
Elementary Education K-6	1	20	27	4	3	141	196	29.92%
English 7-12	38	3	7	0	0	28	76	11.60%
Health Education K-12	5	0	0	0	0	4	9	1.37%
Home Economics 7-12	0	0	0	0	0	1	1	0.15%
Mathematics 7-12	5	3	3	0	0	7	18	2.75%
Mild/Mod Disability 7-12	0	0	0	0	0	1	1	0.15%
Mild/Mod Disability K-12	0	0	1	0	0	24	25	3.82%
Music Ed Instrumental K-12	0	0	0	0	0	9	9	1.37%
Music Ed Vocal K-12	1	2	1	0	1	2	7	1.07%
Music Perf Arts K-12	0	0	0	0	0	1	1	0.15%
Physical Education K-12	34	4	4	0	1	16	59	9.01%
Social Studies 7-12	96	4	9	0	2	33	144	21.98%
Spanish K-12	1	1	0	0	0	2	4	0.61%
Speech Communication 7-12	2	0	0	0	0	3	5	0.76%
Total	244	39	64	4	7	297	655	100%

Figure 37

2022-2023 Completer Candidates - Private EPPs by Area of Licensure



The table below represents the number of all EPP completers by traditional preparation and alternate route preparation programs for each area of licensure and compares each to the total percent prepared for all licensure areas.

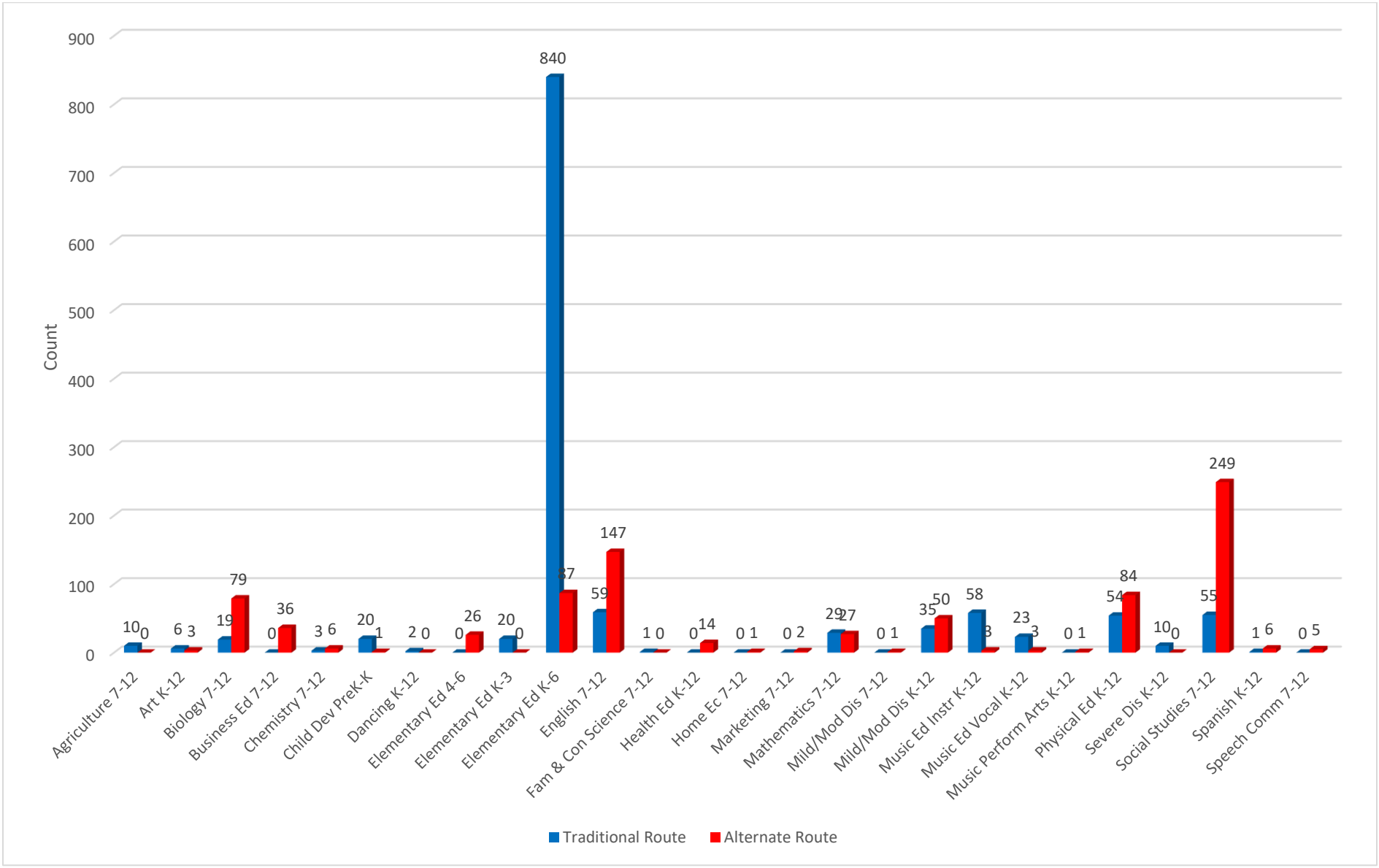
Table 30

2022-2023 Completer Candidates by Area of Licensure-Traditional and Alternate Route

Area of Licensure	Traditional Route	Alternate Route	Total	Percent
Agriculture 7-12	10	0	10	0.48%
Art K-12	6	3	9	0.43%
Biology 7-12	19	79	98	4.72%
Business Education 7-12	0	36	36	1.73%
Chemistry 7-12	3	6	9	0.43%
Child Development PreK-K	20	1	21	1.01%
Dancing K-12 Performing	2	0	2	0.10%
Elementary Education 4-6	0	26	26	1.25%
Elementary Education K-3	20	0	20	0.96%
Elementary Education K-6	840	87	927	44.65%
English 7-12	59	147	206	9.92%
Family & Consumer Science 7-12	1	0	1	0.05%
Health Education K-12	0	14	14	0.67%
Home Economics 7-12	0	1	1	0.05%
Marketing 7-12	0	2	2	0.10%
Mathematics 7-12	29	27	56	2.70%
Mild/Moderate Disability 7-12	0	1	1	0.05%
Mild/Moderate Disability K-12	35	50	85	4.09%
Music Ed. Instrumental K-12	58	3	61	2.94%
Music Ed. Vocal K-12	23	3	26	1.25%
Music Ed. Performing Arts K-12	0	1	1	0.05%
Physical Education K-12	54	84	138	6.65%
Severe Disability K-12	10	0	10	0.48%
Social Studies 7-12	55	249	304	14.64%
Spanish K-12	1	6	7	0.34%
Speech Communication 7-12	0	5	5	0.24%
Total	1245	752	2076	100%

Figure 38

2022-2023 Completer Candidates by Area of Licensure-Pathway



SECTION IV. Alternate Certification Program Data

On January 1, 2004, the Mississippi Legislature enacted the Teach Mississippi Institute (TMI) program for the preparation of nontraditional teachers to teach students in Grades 7 through 12 (Miss. Code Ann. § 37-3-2). The TMI was legislated and implemented as a pilot program which requires an eight-week clinical experience in education and preparation in effective teaching strategies, classroom management, state curriculum requirements, planning and instruction, instructional methods and pedagogy, use of test results to improve instruction, and a one-semester supervised internship to be completed while the teacher is employed as a full-time teacher of record. The statute states that the program is to be offered at up to four locations in the state. Of the four EPPs chosen, the TMI program at The University of Mississippi is the only non-credit certification program (no college credit is awarded for the course completion) currently being offered. The TMI program at the University of Mississippi is a 13-week online program and operates through the Division of Outreach and Continuing Education.

Beginning July 1, 2008, the Mississippi Legislature enacted the Teach for America Act (TFA) program to increase the number of highly accomplished recent college graduates teaching in school districts in geographical areas of the state which are economically challenged, and in which there exists a critical shortage of teachers. **(**Miss. Code Ann. §37-160-1 to 37-160-7)

During 2016, the Mississippi State Board of Education approved the American Board for Certification of Teacher Excellence (ABCTE) to offer an alternate route certification program that allows educators to earn a license to teach. The ABCTE program is a self-paced, competency-based program, which allows candidates to complete the course materials and required exams at their own pace. Once candidates pass their exams and background check, they receive certification from the American Board and are issued a one-year non-renewable license to begin internship with mentoring.

Table 31

2022-2023 Alternate Certification Program Admitted Candidate Data by EPP

Non-IHE Characteristics	ABCTE	TFA	TMI-UM
Admitted Candidates	5	7	124
Percentage Admit by 3.0 GPA	100%	100%	42.74%
Admittance GPA Average	■	■	3.50
Percentage Admit by ACT	0%	0%	44.35%
Admittance ACT Average	NA	NA	24.65
Percentage Admit by SAT	0%	0%	0.81%
Admittance SAT Average	NA	NA	1120.00
Percentage Admit by Praxis CORE	0%	0%	12.10%
Admittance Praxis CORE Reading Average	NA	NA	176.13
Admittance Praxis CORE Writing Average	NA	NA	170.67
Admittance Praxis CORE Math Average	NA	NA	161.47
Passed Content Knowledge Test	■	■	100%
Percent did not take Content Knowledge Test	60.00%	0%	0%

NA = Not Applicable

136

Admitted to Alternate Certification Programs

Admitted Candidate Data by Gender and Ethnicity

In 2022-2023, the number of admitted candidates totaled 136. Admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiple
- Native Hawaiian/Pacific Islander
- White

The following table and figures represent data provided for the above listed gender and ethnic groups.

Table 32
2022-2023 Admitted Ethnicity/Gender Data

Ethnicity	Female	Male
Am Indian/AK Native	0	0
Asian	0	0
Black/African Am	12	8
Hispanic	6	0
Multiple	1	0
Nat Hawaiian/Pac Islander	0	0
White	72	37
Total	91	45

Figure 39
2022-2023 Admitted Gender Data

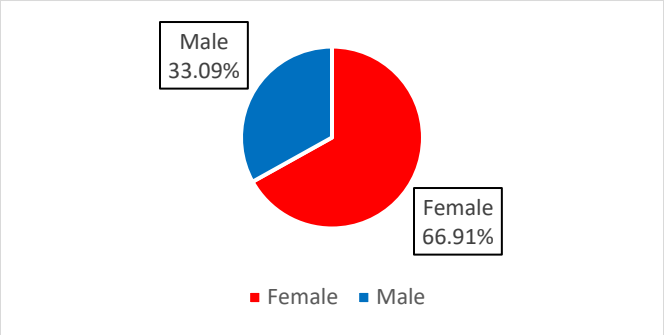
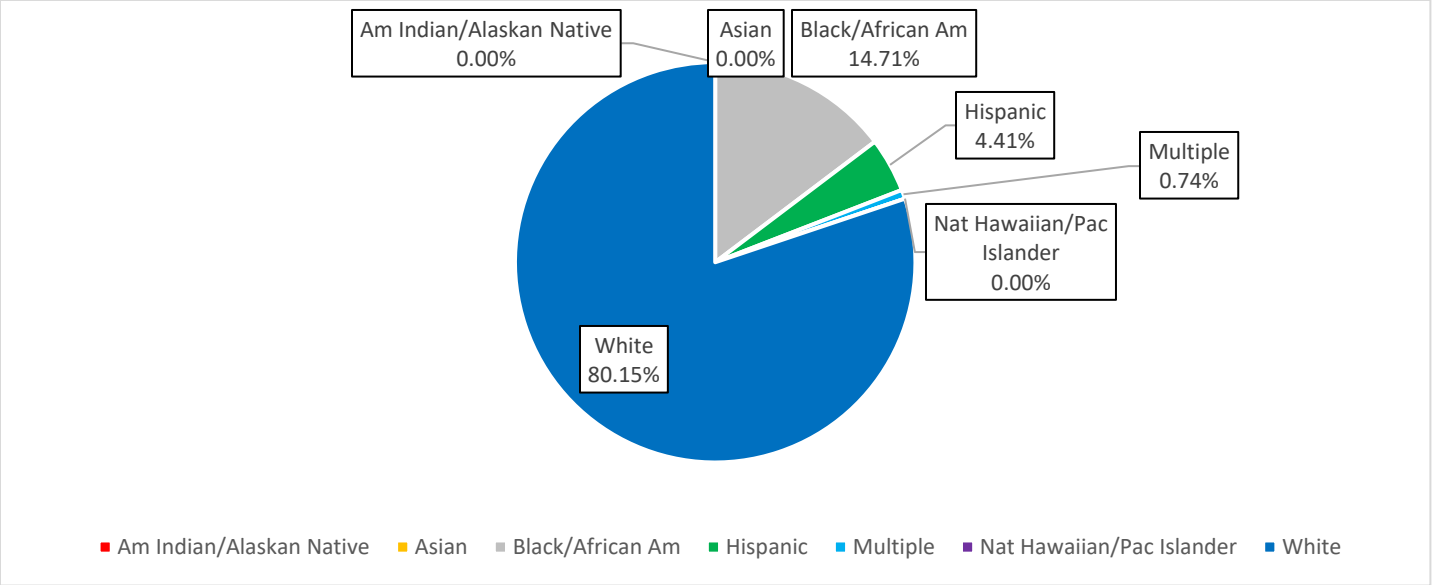


Figure 40
2022-2023 Admitted Ethnicity Data

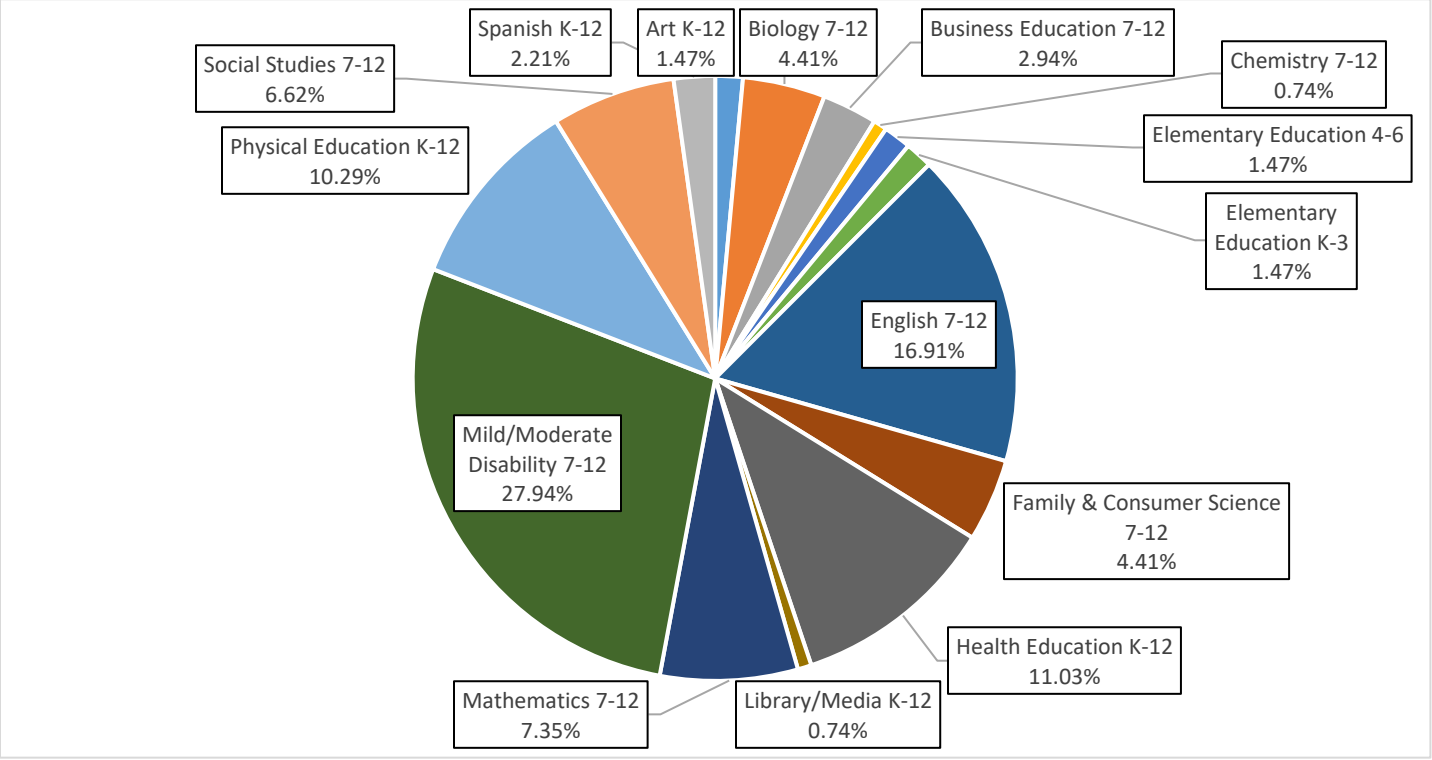


The following table and figure represent the areas of licensure for the admitted candidates in the non-IHE program. The largest licensure area was the Mild/Moderate Disability 7-12 program (n=38).

Table 33
2022-2023 Admitted Alternate Certification by Area of Licensure

Area of Licensure	Total
Art K-12	2
Biology 7-12	6
Business Education 7-12	4
Chemistry 7-12	1
Elementary Education 4-6	2
Elementary Education K-3	2
English 7-12	23
Family & Consumer Science 7-12	6
Health Education K-12	15
Library/Media K-12	1
Mathematics 7-12	10
Mild/Moderate Disability 7-12	38
Physical Education K-12	14
Social Studies 7-12	9
Spanish K-12	3
Total	136

Figure 41
2022-2023 Admitted Alternate Certification by Area of Licensure



Alternate Certification Completers

At the conclusion of internship, candidates must be recommended by their school district for the five-year renewable license. ABCTE completers must additionally complete ABCTE's assessments and one of the following: Mississippi e-Learning for Educators 8-week online course or 9 hours of MAT (Classroom Management, Data Analysis, and Special Education) graduate-level university courses. These hours can be applied towards a master's degree.

Table 34
2022-2023 Alternate Certification Program Completer Candidate Data by EPP

Non-IHE Characteristics	ABCTE	TFA	TMI
Completed Candidates	0	13	210
Completer GPA Average (non-credit hour)	NA	Pass	NA
TIAI Summative Evaluation Average	NA	NA	NA
Impact on Student Learning Average	NA	NA	NA
Professional Disposition Evaluation Average	NA	NA	NA

NA = Not Applicable

223
Non-IHE Completers

Completer Alternate Certification Candidate Data by Gender and Ethnicity

In 2022-2023, the number of completer candidates totaled 223. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiple
- Native Hawaiian/Pacific Islander
- White

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 35
2022-2023 Completer Ethnicity/Gender Data

Ethnicity	Female	Male
Am Indian/AK Native	0	0
Asian	0	0
Black/African American	61	18
Hispanic	6	3
Multiple	2	0
Nat Hawaiian/Pac Islander	0	0
White	86	47
Total	155	68

Figure 42
2022-2023 Completer Gender Data

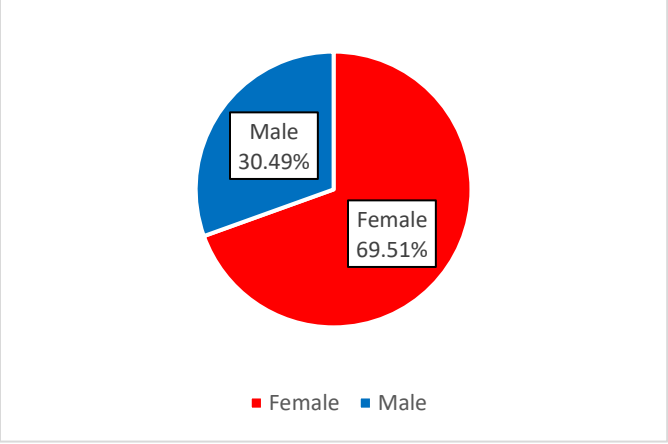
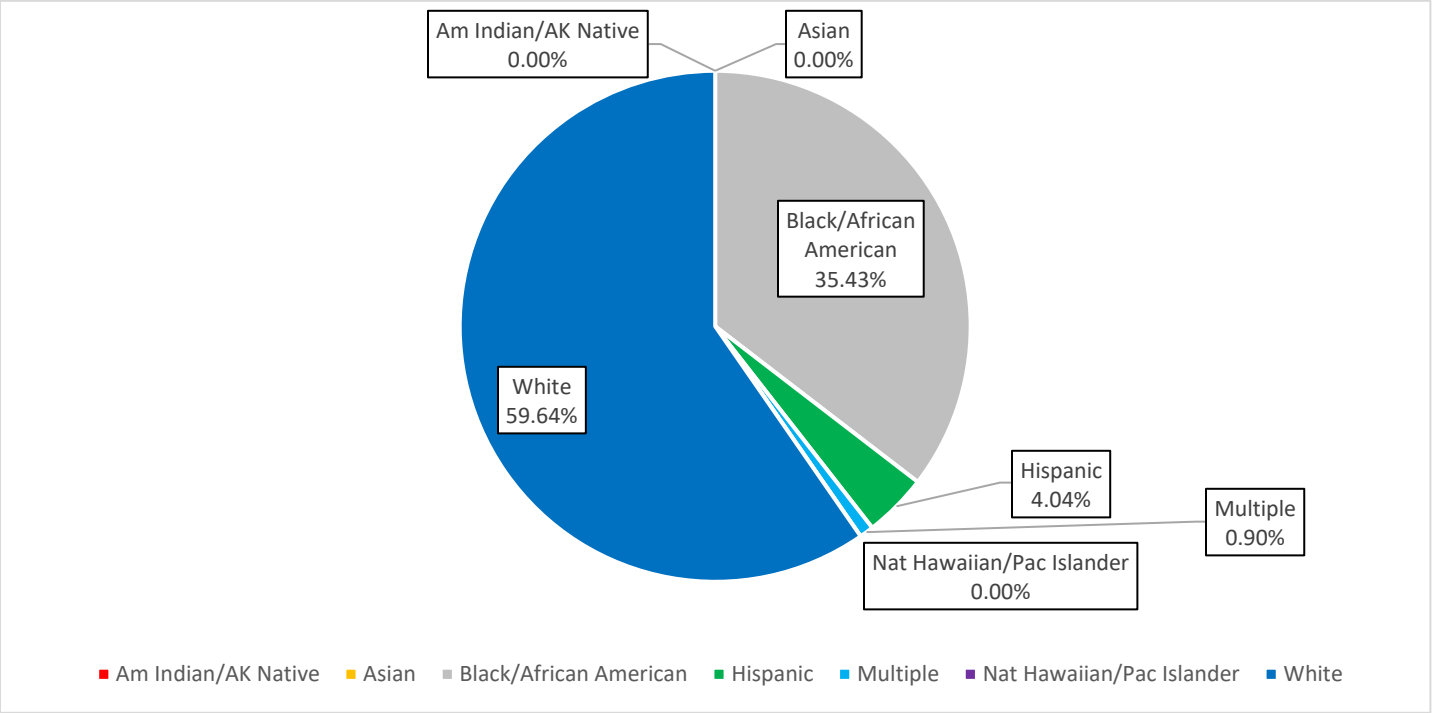


Figure 43
2022-2023 Completer Alternate Certificate Ethnicity Data



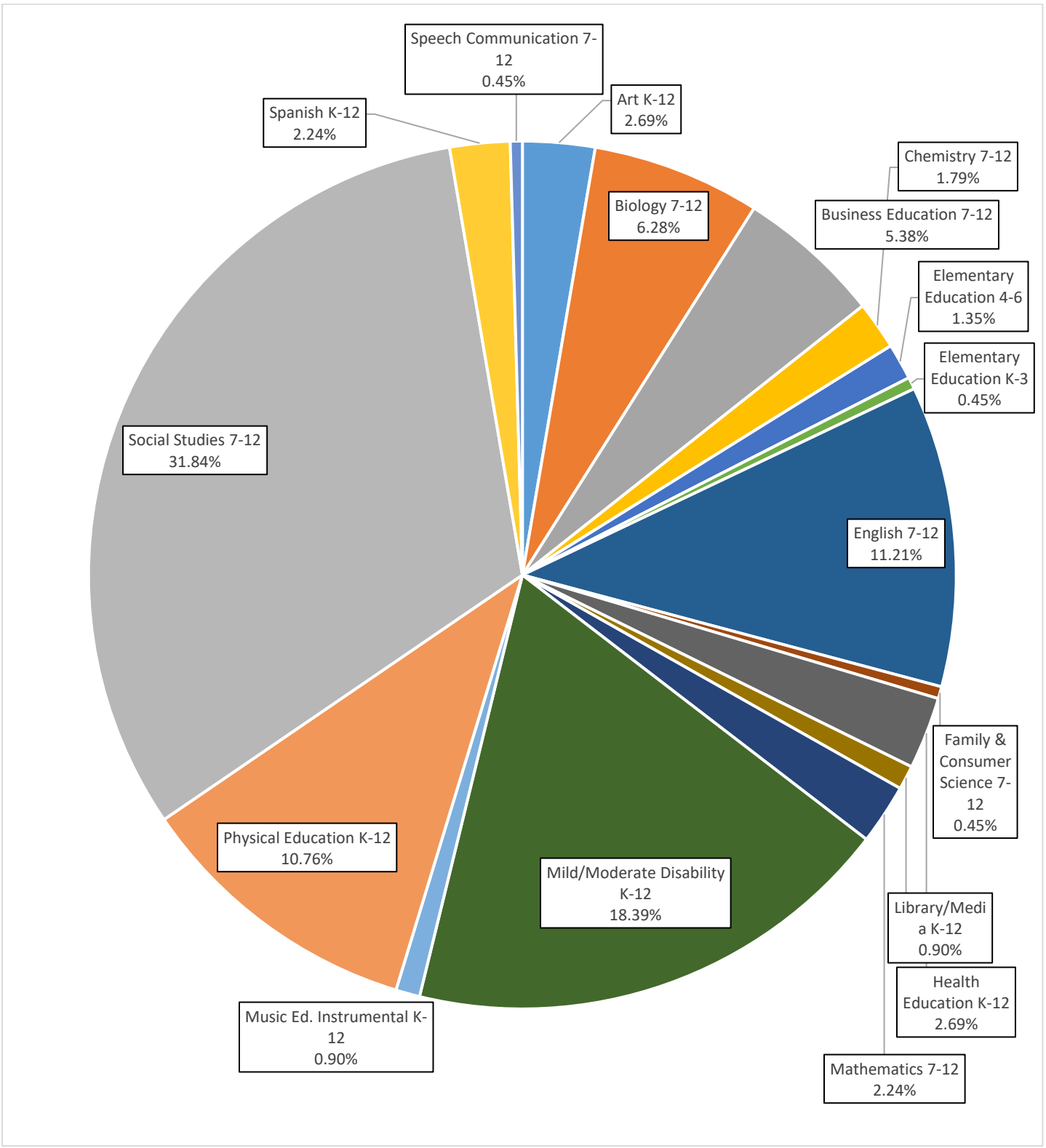
The following table and figure represent the licensure areas for the completer candidates in non-IHE programs. The largest licensure area was the Social Studies 7-12 (n=71).

Table 36
2022-2023 Completer Alternate Certification by Area of Licensure

Area of Licensure	Total
Art K-12	6
Biology 7-12	14
Business Education 7-12	12
Chemistry 7-12	4
Elementary Education 4-6	3
Elementary Education K-3	1
English 7-12	25
Family & Consumer Science 7-12	1
Health Education K-12	6
Library/Media K-12	2
Mathematics 7-12	5
Mild/Moderate Disability K-12	41
Music Ed. Instrumental K-12	2
Physical Education K-12	24
Social Studies 7-12	71
Spanish K-12	5
Speech Communication 7-12	1
Total	223

Figure 44

2022-2023 Completer Alternate Certification by Area of Licensure



To receive the three-year non-renewable Alternate Route license, candidates must complete 9 hours of coursework (Classroom Management, Data Analysis, and Introduction to Special Education) and admission requirements. The following data represent the number admitted and the count of three-year non-renewable licenses issued after taking the coursework prior to internship. ABCTE candidates earn the 1-year non-renewable license while TFA and TMI candidates earn the 3-year non-renewable license.

Table 37
2022-2023 Alternate Certification Three-Year Non-Renewable Licenses Issued

Alternate Route Program	Admitted	1- or 3-Year License Issued	% Issued	No License Issued	% Not Issued
ABCTE	5	1	20.00%	4	80.00%
TFA	7	5	71.43%	2	28.57%
TMI	124	121	97.58%	3	2.42%
Total	136	127	93.38%	9	6.62%

Upon completion of all coursework, assessment tests, and internship, candidates are eligible to receive a renewable 5-year license.

Table 38
2022-2023 Alternate Route Five-Year Renewable Licenses Issued

Alternate Route Program	Completed	5-Year License Issued	% Issued	No License Issued or 3-year Expired	% Not Issued or Expired
ABCTE	NA	0	0%	0	0%
TFA	13	13	100%	0	0%
TMI	210	210	100%	0	0%
Total	223	223	100%	0	0%

SECTION V. Trend Data

The following figures represent trend data at the initial licensure level. Declines in the 2017-2018 academic year may be a result of a tornado that passed through the Hattiesburg and Petal areas and severely damaged the campus of William Carey University on January 21, 2017. In addition, Legislative budget cuts markedly reduced state allocations to community colleges and universities in response to a stagnant economy and decreased revenue from taxation. Gains in admission during the 2019-2020 through 2022-2023 academic years are a result of COVID-19 Pandemic and the State Board of Education's licensure testing suspension policy.

Figure 45

Traditional Route Preparation Seven-Year Trend

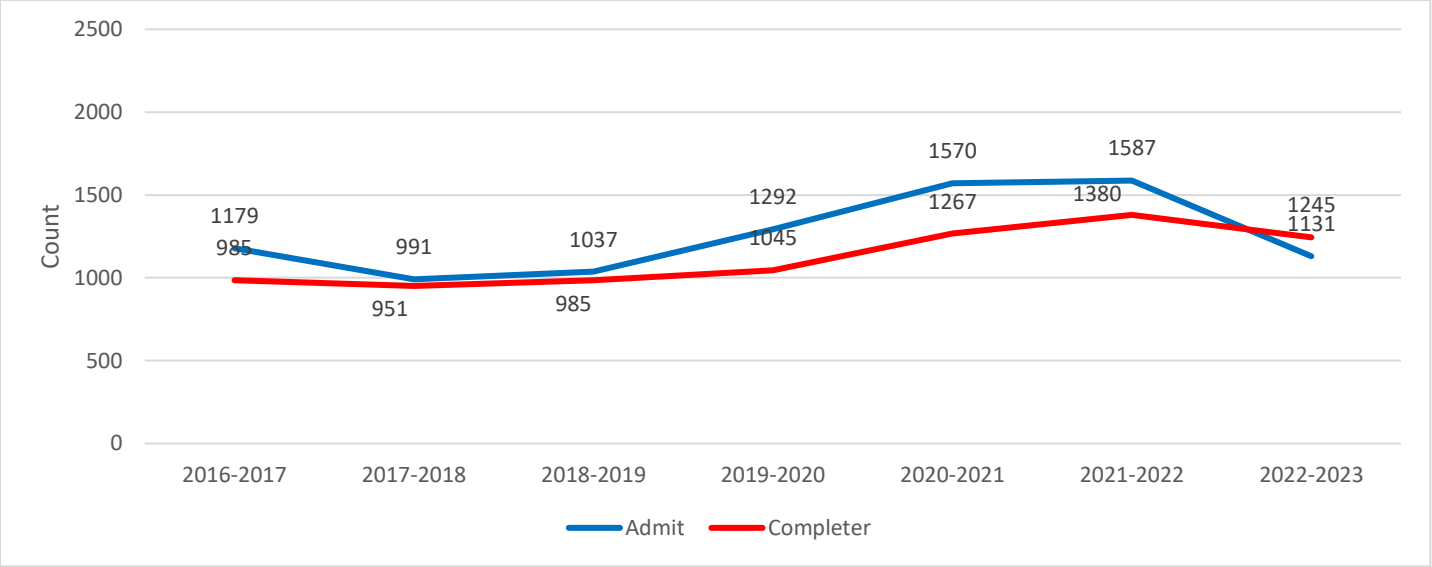


Figure 46

Alternate Route Preparation Seven-Year Trend

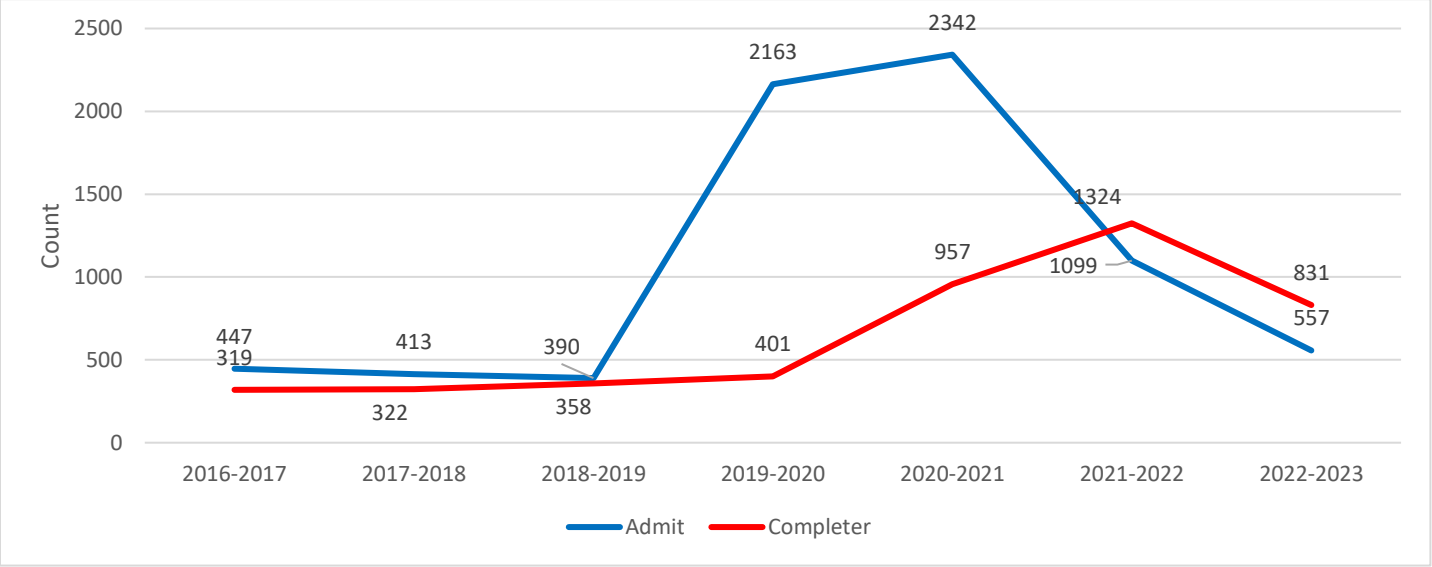
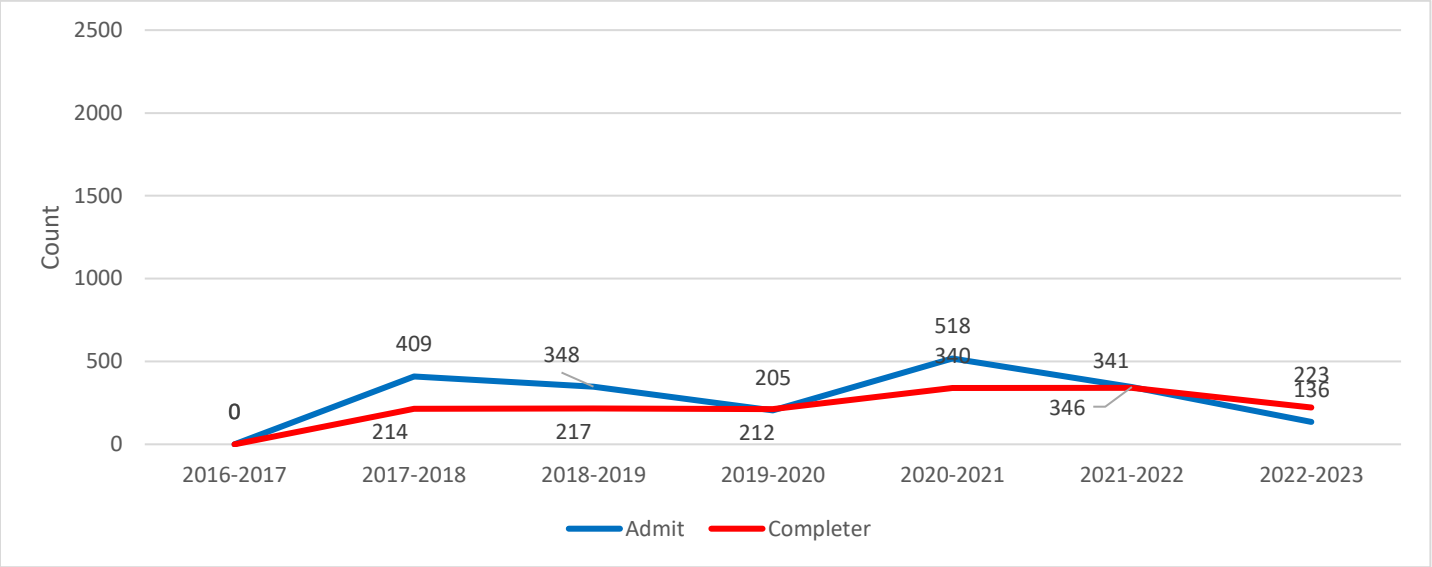


Figure 47
Alternate Certification Program



SECTION VI. Critical Shortage Data

Based upon the State Board of Education's approved critical shortage formula, the following subject areas were identified as critical shortage subjects.

- Math
- Science
- Special Education
- World Language

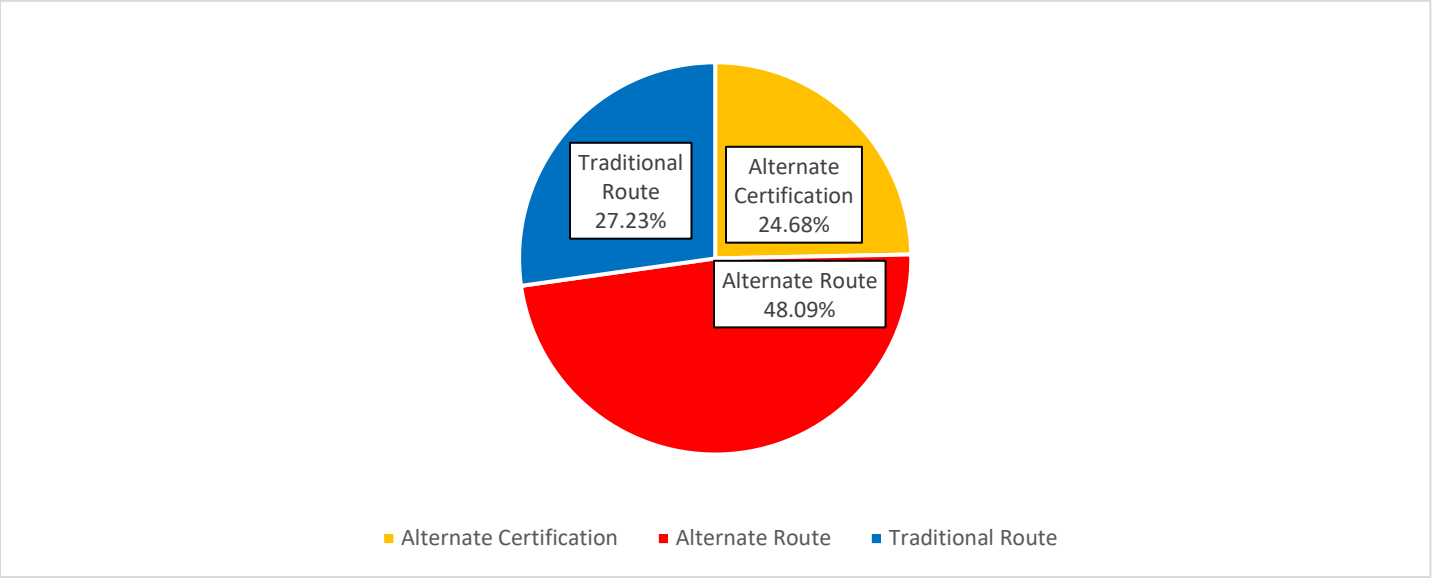
Admitted Candidates in Critical Shortage Subjects-Preparation Pathways

The following information represents the designated critical shortage subjects in comparison of preparation pathways and the candidates that were admitted into a traditional route, an alternate route, and an alternate certification program. (Traditional and Alternate Route programs are prepared by institutions of higher education. The Alternate Certification programs are program prepared outside of the Colleges of Education by an alternate provider.) The data from 2022-2023 show a total of 235 candidates were admitted into programs that were designated as critical shortage subjects. The percentage of candidates admitted into a traditional program were 27.23% (n=64), candidates admitted into an alternate route program were 48.09% (n=113), and candidates admitted into an alternate certification program were 24.68% (n=58). Of the critical shortage subjects that were designated, Mild/Moderate Disability (combined 7-12 and K-12) admitted the most candidates (n=115).

Table 39
2022-2023 Admitted Critical Shortage by Preparation

Area of Licensure	Traditional Route	Alternate Route	Alternate Certification	Total
Science				
Biology 7-12	11	29	6	46
Chemistry 7-12	7	1	1	9
Physics 7-12	2	0	0	2
Mathematics				
Mathematics 7-12	18	28	10	56
Special Education				
Mild/Moderate Dis 7-12	0	39	38	77
Mild/Moderate Dis K-12	23	15	0	38
World Languages				
French K-12	0	0	0	0
Spanish K-12	3	1	3	7
Total	64	113	58	235

Figure 48
2022-2023 Admitted Critical Shortage by Preparation



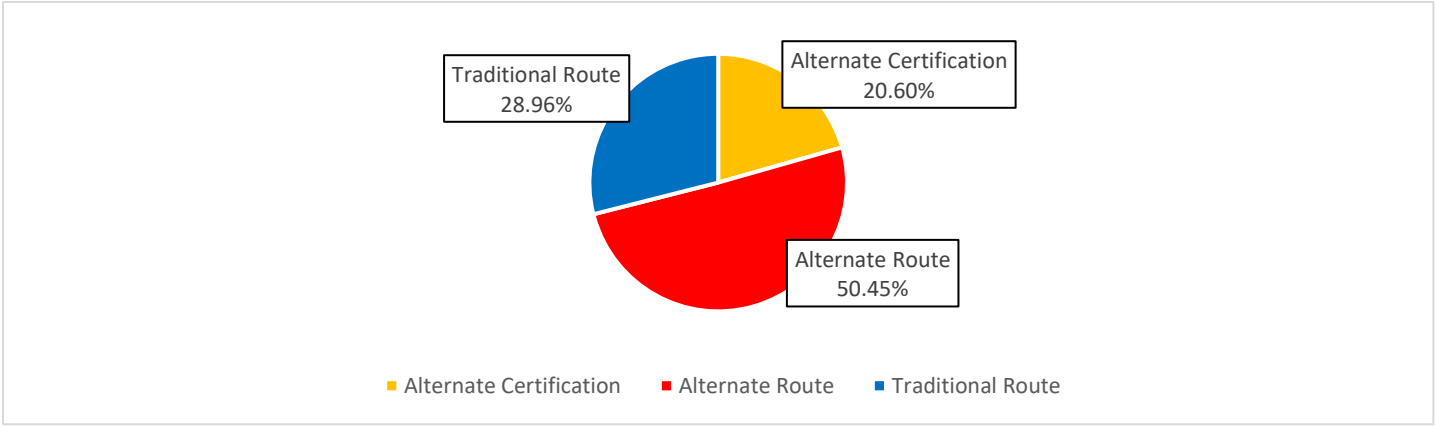
Completer Candidates in Critical Shortage Subjects-Preparation Pathways

The following information represents the designated critical shortage subjects in comparison of preparation pathways and the candidates that completed a traditional route, an alternate route, and an alternate certification program. (Traditional and Alternate Route programs are prepared by institutions of higher education. The Alternate Certification programs are program prepared outside of the Colleges of Education by an alternate provider.) The data from 2022-2023 show a total of 335 candidates completed programs that were designated as critical shortage subjects. The percentage of candidates completing a traditional program were 28.96% (n=97), candidates completing an alternate route program were 50.45% (n=169), and candidates completing an alternate certification program were 20.60% (n=69). Of the critical shortage subjects that were designated, Biology 7-12 had completed the most candidates (n=112).

Table 40
2022-2023 Completer Critical Shortage by Preparation

Area of Licensure	Traditional Route	Alternate Route	Alternate Certification	Total
Science				
Biology 7-12	19	79	14	112
Chemistry 7-12	3	6	4	13
Physics 7-12	0	0	0	0
Mathematics				
Mathematics 7-12	29	27	5	61
Special Education				
Mild/Moderate Dis 7-12	0	1	0	1
Mild/Moderate Dis K-12	35	50	41	126
Severe Disability K-12	10	0	0	10
World Languages				
French K-12	0	0	0	0
Spanish K-12	1	6	5	12
Total	97	169	69	335

Figure 49
2022-2023 Completer Critical Shortage Subjects by Preparation



SECTION VII: Individual EPP Data

Table 41
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	11	1
Total Enrollment	27	35
Percentage Admit by 3.0 GPA	54.55%	0%
Admittance GPA Average	3.33	NA
Percentage Admit by ACT	36.36%	0%
Admittance ACT Average	22.75	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	9.09%	100%
Admittance Praxis CORE Reading Average	172.00	■
Admittance Praxis CORE Writing Average	164.00	■
Admittance Praxis CORE Math Average	168.00	■
Completer Data		
Completed Teacher Education	16	24
Completer GPA Average	3.31	NR
Student Teaching Hours Average	622.50	NA
TIAI (Summative) (0.00-3.00) Average	2.31	2.28
Impact on Student Learning (Summative) (0.00-3.00) Average	2.04	2.47
Disposition (Summative) (0.00-3.00) Average	2.62	2.61
Foundation of Reading Score Average	213.00	250.00
Foundations of Reading Average Number of Attempts	1.00	1.00
Foundations of Reading Percentage Passed	16.67%	100%
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge Percentage Passed	16.67%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT Percentage Passed	25.00%	NA

NA = Not Applicable
NR = Not Reported

Table 42
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	9	2	11
Alternate	0	1	1
Completers			
Traditional	13	3	16
Alternate	18	6	24

Table 43
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	10	0	0	0	1	11
Alternate	0	0	1	0	0	0	0	1
Completers								
Traditional	0	0	13	0	0	0	3	16
Alternate	0	0	23	0	0	0	1	24

Table 44
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education K-6	7	0	7
Music Ed. Instrumental K-12	3	0	3
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	0	1	1
Completers			
Agriculture 7-12	1	0	1
Biology 7-12	0	7	7
Chemistry 7-12	0	1	1
Elementary Education K-6	13	0	13
Elementary Education 4-6	0	1	1
English 7-12	0	2	2
Mathematics 7-12	0	1	1
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	1	1	2
Social Studies 7-12	0	11	11

Table 45
2022-2023 Comparison of Preparation

	Alternate Certification
Admittance Data	
Admitted into Teacher Education	5
Total Enrollment	NR
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	■
Percentage Admit by ACT	0%
Admittance ACT Average	NA
Percentage Admit by SAT	0%
Admittance SAT Average	NA
Percentage Admit by Praxis CORE	0%
Admittance Praxis CORE Reading Average	NA
Admittance Praxis CORE Writing Average	NA
Admittance Praxis CORE Math Average	NA
Completer Data	
Completed Teacher Education	NA
Completer GPA Average	NA
Student Teaching Hours Average	NA
TIAI (Summative) (0.00-3.00) Average	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	NA
Disposition (Summative) (0.00-3.00) Average	NA
Foundation of Reading Score Average	NA
Foundations of Reading Average Number of Attempts	NA
Foundations of Reading Percentage Passed	NA
Praxis Content Knowledge Average Number of Attempts	■
Praxis Content Knowledge Percentage Passed	■
Praxis PLT Average Number of Attempts	NA
Praxis PLT Percentage Passed	NA

NA = Not Applicable
NR = Not Reported

Table 46
2022-2023 Gender

	Female	Male	Total
Admits			
Alternate Certification	3	2	5
Completers			
Alternate Certification	NA	NA	NA

Table 47
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Alternate	0	0	1	0	1	0	3	5
Completers								
Alternate Certification	NA	NA	NA	NA	NA	NA	NA	NA

Table 48
2022-2023 Area of Licensure

Area of Licensure	Alternate Certification
Admits	
Biology 7-12	2
Chemistry 7-12	1
English 7-12	2
Completers	
	NA

BELHAVEN UNIVERSITY

Table 49
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	4	48
Total Enrollment	23	400
Percentage Admit by 3.0 GPA	100%	60.42%
Admittance GPA Average	■	3.51
Percentage Admit by ACT	0%	22.92%
Admittance ACT Average	NA	24.45
Percentage Admit by SAT	0%	4.17%
Admittance SAT Average	NA	980.00
Percentage Admit by Praxis CORE	0%	12.50%
Admittance Praxis CORE Reading Average	NA	182.33
Admittance Praxis CORE Writing Average	NA	167.33
Admittance Praxis CORE Math Average	NA	163.33
Completer Data		
Completed Teacher Education	1	243
Completer GPA Average	■	NR
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	■	2.28
Impact on Student Learning (Summative) (0.00-3.00) Average	■	2.47
Disposition (Summative) (0.00-3.00) Average	■	2.61
Foundation of Reading Score Average	■	250.00
Foundations of Reading Average Number of Attempts	■	1.00
Foundations of Reading Percentage Passed	■	100%
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge Percentage Passed	■	NA
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT Percentage Passed	■	NA

NA = Not Applicable
NR = Not Reported

Table 50
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	4	0	4
Alternate	34	14	48
Completers			
Traditional	1	0	1
Alternate	206	37	243

NA = Not Applicable

Table 51
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	2	0	0	0	2	4
Alternate	2	0	15	0	1	0	30	48
Completers								
Traditional	0	0	0	0	0	0	1	1
Alternate	0	0	213	1	0	0	29	243

Table 52
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art K-12	0	1	1
Biology 7-12	0	5	5
Business Education 7-12	0	1	1
Elementary Education 4-6	0	8	8
Elementary Education K-6	4	0	4
English 7-12	0	8	8
Health Education K-12	0	3	3
Home Economics 7-12	0	2	2
Mathematics 7-12	0	3	3
Physical Education K-12	0	9	9
Social Studies 7-12	0	7	7
Speech Communication 7-12	0	1	1
Completers			
Biology 7-12	0	28	28
Business Education 7-12	0	20	20
Elementary Education 4-6	0	13	13
Elementary Education K-6	1	0	1
English 7-12	0	38	38
Health Education K-12	0	5	5
Mathematics 7-12	0	5	5
Music Ed. Vocal K-12	0	1	1
Physical Education K-12	0	34	34
Social Studies 7-12	0	96	96
Spanish K-12	0	1	1
Speech Communication 7-12	0	2	2

Table 53
2022-2023 Comparison of Preparation

	Traditional
Admittance Data	
Admitted into Teacher Education	39
Total Enrollment	135
Percentage Admit by 3.0 GPA	58.97%
Admittance GPA Average	3.36
Percentage Admit by ACT	41.03%
Admittance ACT Average	23.88
Percentage Admit by SAT	0%
Admittance SAT Average	NA
Percentage Admit by Praxis CORE	0%
Admittance Praxis CORE Reading Average	NA
Admittance Praxis CORE Writing Average	NA
Admittance Praxis CORE Math Average	NA
Completer Data	
Completed Teacher Education	39
Completer GPA Average	3.48
Student Teaching Hours Average	670.77
TIAI (Summative) (0.00-3.00) Average	2.02
Impact on Student Learning (Summative) (0.00-3.00) Average	2.46
Disposition (Summative) (0.00-3.00) Average	2.76
Foundation of Reading Score Average	DNT
Foundations of Reading Average Number of Attempts	DNT
Foundations of Reading Percentage Passed	DNT
Praxis Content Knowledge Average Number of Attempts	1.00
Praxis Content Knowledge Percentage Passed	100%
Praxis PLT Average Number of Attempts	1.00
Praxis PLT Percentage Passed	50.00%

DNT = Did not test
NA = Not Applicable

Table 54
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	32	7	39
Completers			
Traditional	25	14	39

Table 55
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	4	0	1	0	34	39
Completers								
Traditional	0	0	6	1	0	0	32	39

Table 56
2022-2023 Area of Licensure

Area of Licensure	Traditional
Admits	
Biology 7-12	1
Elementary Education K-6	25
English 7-12	3
Mathematics 7-12	1
Music Ed. Instrumental K-12	1
Physical Education K-12	4
Social Studies 7-12	4
Completers	
Biology 7-12	2
Elementary Education K-6	20
English 7-12	3
Mathematics 7-12	3
Music Ed. Vocal K-12	2
Physical Education K-12	4
Social Studies 7-12	4
Spanish K-12	1

DELTA STATE UNIVERSITY

Table 57
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	29	53
Total Enrollment	198	104
Percentage Admit by 3.0 GPA	86.21%	92.45%
Admittance GPA Average	3.46	3.38
Percentage Admit by ACT	13.79%	7.55%
Admittance ACT Average	22.75	24.25
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	0%	0%
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	53	28
Completer GPA Average	3.38	NR
Student Teaching Hours Average	666.11	NA
TIAI (Summative) (0.00-3.00) Average	2.41	2.48
Impact on Student Learning (Summative) (0.00-3.00) Average	2.60	2.51
Disposition (Summative) (0.00-3.00) Average	2.93	2.79
Foundation of Reading Score Average	267.50	255.25
Foundations of Reading Average Number of Attempts	1.00	1.25
Foundations of Reading Percentage Passed	100%	100%
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge Percentage Passed	71.43%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT Percentage Passed	66.67%	NA

NA = Not Applicable
NR = Not Reported

Table 58
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	25	4	29
Alternate	50	3	53
Completers			
Traditional	46	7	53
Alternate	21	7	28

Table 59
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	3	1	1	0	24	29
Alternate	0	0	25	1	0	0	27	53
Completers								
Traditional	0	0	4	1	0	0	48	53
Alternate	0	1	13	1	0	0	13	28

Table 60
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology 7-12	0	2	2
Elementary Education 4-6	0	1	1
Elementary Education K-6	20	47	67
English 7-12	1	1	2
Mathematics 7-12	1	0	1
Music Ed. Instrumental K-12	3	0	3
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	3	2	5
Completers			
Biology K-12	0	2	2
Business Education 7-12	0	3	3
Elementary Education 4-6	0	3	3
Elementary Education K-6	40	1	41
English 7-12	4	8	12
Mathematics 7-12	1	2	3
Music Ed. Instrumental K-12	3	0	3
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	3	5	8
Social Studies 7-12	1	3	4
Spanish K-12	0	1	1

Table 61
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	30	56
Total Enrollment	145	343
Percentage Admit by 3.0 GPA	93.33%	100%
Admittance GPA Average	3.39	3.41
Percentage Admit by ACT	0%	0%
Admittance ACT Average	NA	NA
Percentage Admit by SAT	6.67%	0%
Admittance SAT Average	1080.00	NA
Percentage Admit by Praxis CORE	0%	0%
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	44	97
Completer GPA Average	3.38	NR
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.66	2.52
Impact on Student Learning (Summative) (0.00-3.00) Average	2.15	2.10
Disposition (Summative) (0.00-3.00) Average	2.80	2.61
Foundation of Reading Score Average	118.00	228.40
Foundations of Reading Average Number of Attempts	1.00	1.00
Foundations of Reading Percentage Passed	0%	40.00%
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge Percentage Passed	40.00%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT Percentage Passed	50.00%	NA

NA = Not Applicable
NR = Not Reported

Table 62
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	21	9	30
Alternate	49	7	56
Completers			
Traditional	30	14	44
Alternate	85	12	97

Table 63
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	29	1	0	0	0	30
Alternate	0	0	55	0	0	0	1	56
Completers								
Traditional	0	0	42	2	0	0	0	44
Alternate	0	0	93	0	1	0	3	97

Table 64
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art K-12	0	1	1
Biology 7-12	0	1	1
Business Education 7-12	0	3	3
Child Development PreK-K	0	1	1
Elementary Education 4-6	0	1	1
Elementary Education K-3	2	0	2
Elementary Education K-6	14	2	16
English 7-12	0	5	5
Health Education K-12	0	7	7
Home Economics 7-12	0	2	2
Mathematics 7-12	1	0	1
Mild/Moderate Disability K-12	3	0	3
Music Ed. Instrumental K-12	7	0	7
Physical Education K-12	3	4	7
Social Studies 7-12	0	25	25
Speech Communication 7-12	0	2	2
Not identified	0	2	2
Completers			
Biology 7-12	0	6	6
Business Education 7-12	0	8	8
Child Development PreK-K	0	1	1
Elementary Education K-3	4	0	4
Elementary Education K-6	22	12	34
English 7-12	1	28	29
Health Education K-12	0	4	4
Marketing 7-12	0	2	2
Mathematics 7-12	0	2	2
Music Ed. Instrumental K-12	11	0	11
Physical Education K-12	5	7	12
Social Studies 7-12	1	26	27
Spanish K-12	0	1	1

Table 65
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	38	6
Total Enrollment	108	65
Percentage Admit by 3.0 GPA	26.32%	83.33%
Admittance GPA Average	3.44	■
Percentage Admit by ACT	71.05%	16.67%
Admittance ACT Average	25.33	■
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	2.63%	0%
Admittance Praxis CORE Reading Average	158.00	NA
Admittance Praxis CORE Writing Average	164.00	NA
Admittance Praxis CORE Math Average	144.00	NA
Completer Data		
Completed Teacher Education	44	20
Completer GPA Average	3.72	NR
Student Teaching Hours Average	519.27	NA
TIAI (Summative) (0.00-3.00) Average	2.72	2.68
Impact on Student Learning (Summative) (0.00-3.00) Average	2.58	2.51
Disposition (Summative) (0.00-3.00) Average	2.82	2.71
Foundation of Reading Score Average	259.23	DNT
Foundations of Reading Average Number of Attempts	1.08	DNT
Foundations of Reading Percentage Passed	100%	DNT
Praxis Content Knowledge Average Number of Attempts	1.06	NA
Praxis Content Knowledge Percentage Passed	100%	NA
Praxis PLT Average Number of Attempts	1.07	NA
Praxis PLT Percentage Passed	93.33%	NA

DNT = Did not test
NA = Not Applicable
NR = Not Reported

Table 66
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	32	6	38
Alternate	5	1	6
Completers			
Traditional	41	3	44
Alternate	11	9	20

Table 67
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Nat Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	1	2	0	0	0	35	38
Alternate	0	1	1	0	0	0	4	6
Completers								
Traditional	0	0	3	0	0	0	41	44
Alternate	0	0	7	0	0	0	13	20

Table 68
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art K-12	4	0	4
Biology 7-12	1	1	2
Elementary Education 4-6	0	2	2
Elementary Education K-6	24	0	24
English 7-12	6	0	6
Physical Education K-12	2	2	4
Social Studies 7-12	1	1	2
Completers			
Art K-12	6	1	7
Biology 7-12	2	3	5
Elementary Education K-6	27	0	27
English 7-12	3	4	7
Mathematics 7-12	2	1	3
Mild/Moderate Disability K-12	0	1	1
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	1	3	4
Social Studies 7-12	2	7	9

Table 69
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	304	174
Total Enrollment	1007	370
Percentage Admit by 3.0 GPA	50.66%	72.99%
Admittance GPA Average	3.43	3.41
Percentage Admit by ACT	48.68%	22.41%
Admittance ACT Average	24.49	23.90
Percentage Admit by SAT	0%	0.57%
Admittance SAT Average	NA	1220.00
Percentage Admit by Praxis CORE	0.66%	4.02%
Admittance Praxis CORE Reading Average	159.00	173.75
Admittance Praxis CORE Writing Average	165.00	166.57
Admittance Praxis CORE Math Average	160.00	165.75
Completer Data		
Completed Teacher Education	369	134
Completer GPA Average	3.45	NR
Student Teaching Hours Average	639.10	NA
TIAI (Summative) (0.00-3.00) Average	2.89	2.78
Impact on Student Learning (Summative) (0.00-3.00) Average	2.77	2.67
Disposition (Summative) (0.00-3.00) Average	2.96	2.93
Foundation of Reading Score Average	239.75	DNT
Foundations of Reading Average Number of Attempts	1.57	DNT
Foundations of Reading Percentage Passed	69.75%	DNT
Praxis Content Knowledge Average Number of Attempts	1.34	NA
Praxis Content Knowledge Percentage Passed	82.26%	NA
Praxis PLT Average Number of Attempts	1.19	NA
Praxis PLT Percentage Passed	87.50%	NA

DNT = Did not test
NA = Not Applicable
NR = Not Reported

Table 70
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	262	42	304
Alternate	141	33	174
Completers			
Traditional	320	49	369
Alternate	132	38	170

Table 71
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	3	0	43	2	4	0	252	304
Alternate	4	0	77	2	3	0	88	174
Completers								
Traditional	1	1	42	7	5	0	313	369
Alternate	0	0	75	6	5	0	84	170

Table 72
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Agriculture 7-12	9	0	9
Biology 7-12	5	10	15
Chemistry 7-12	1	0	1
Child Development PreK-K	20	0	20
Elementary Education K-3	11	0	11
Elementary Education K-6	176	74	250
English 7-12	12	21	33
Family & Consumer Sci 7-12	1	0	1
Mathematics 7-12	9	14	13
Mild/Moderate Disability 7-12	0	10	10
Mild/Moderate Disability K-12	14	13	27
Music Ed. Instrumental K-12	15	0	15
Music Ed. Vocal K-12	4	0	4
Physical Education K-12	11	9	20
Physics 7-12	2	0	2
Social Studies 7-12	14	23	37
Completers			
Agriculture 7-12	9	0	9
Biology 7-12	9	12	21
Chemistry 7-12	0	3	3
Child Development PreK-K	20	0	20
Elementary Education K-3	16	0	16
Elementary Education K-6	208	36	244
English 7-12	13	21	34
Family & Consumer Sci 7-12	1	0	1
Mathematics 7-12	12	9	21
Mild/Mod Disability K-12	24	25	49
Music Ed. Instrumental K-12	15	0	15
Music Ed. Vocal K-12	5	0	5
Physical Education K-12	15	15	30
Social Studies 7-12	22	48	70
Spanish K-12	0	1	1

NA = Not Applicable

Table 73
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	34	8
Total Enrollment	67	39
Percentage Admit by 3.0 GPA	79.41%	87.50%
Admittance GPA Average	3.50	■
Percentage Admit by ACT	17.65%	0%
Admittance ACT Average	23.33	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	2.94%	12.50%
Admittance Praxis CORE Reading Average	162.00	■
Admittance Praxis CORE Writing Average	170.00	■
Admittance Praxis CORE Math Average	162.00	■
Completer Data		
Completed Teacher Education	26	5
Completer GPA Average	3.46	NR
Student Teaching Hours Average	524.65	NA
TIAI (Summative) (0.00-3.00) Average	2.67	■
Impact on Student Learning (Summative) (0.00-3.00) Average	2.52	■
Disposition (Summative) (0.00-3.00) Average	2.88	■
Foundation of Reading Score Average	245.82	NA
Foundations of Reading Average Number of Attempts	2.18	NA
Foundations of Reading Percentage Passed	90.91%	NA
Praxis Content Knowledge Average Number of Attempts	1.07	NA
Praxis Content Knowledge Percentage Passed	71.43%	NA
Praxis PLT Average Number of Attempts	1.15	NA
Praxis PLT Percentage Passed	84.62%	NA

NA = Not Applicable
NR = Not Reported

Table 74
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	33	1	34
Alternate	4	4	8
Completers			
Traditional	23	3	26
Alternate	5	0	5

Table 75
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	4	0	0	0	30	34
Alternate	0	0	1	0	0	0	7	8
Completers								
Traditional	0	0	6	0	0	0	20	26
Alternate	0	0	2	0	0	0	3	5

Table 76
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology 7-12	1	0	1
Drama K-12	1	0	1
Elementary Education K-6	28	0	28
English 7-12	2	1	3
Health Education K-12	0	2	2
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	0	4	4
Social Studies 7-12	1	1	2
Completers			
Art K-12	0	1	1
Biology 7-12	0	1	1
Elementary Education K-6	21	0	21
English 7-12	0	1	1
Mathematics 7-12	1	0	1
Music Ed. Instrumental K-12	2	0	2
Music Ed. Vocal K-12	1	0	1
Social Studies 7-12	1	2	3

Table 77
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	0	0
Total Enrollment	69	91
Percentage Admit by 3.0 GPA	NA	NA
Admittance GPA Average	NA	NA
Percentage Admit by ACT	NA	NA
Admittance ACT Average	NA	NA
Percentage Admit by SAT	NA	NA
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	18	4
Completer GPA Average	3.54	NR
Student Teaching Hours Average	566.22	NA
TIAI (Summative) (0.00-3.00) Average	2.49	■
Impact on Student Learning (Summative) (0.00-3.00) Average	1.99	■
Disposition (Summative) (0.00-3.00) Average	2.44	DNT
Foundation of Reading Score Average	DNT	DNT
Foundations of Reading Average Number of Attempts	DNT	DNT
Foundations of Reading Percentage Passed	DNT	DNT
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge Percentage Passed	100%	NA
Praxis PLT Average Number of Attempts	DNT	NA
Praxis PLT Percentage Passed	DNT	NA

DNT = Did not test
NA = Not Applicable
NR = Not Reported

Table 78
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	0	0	0
Alternate	0	0	0
Completers			
Traditional	14	4	18
Alternate	4	0	4

Table 79
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	0	0	0	0	0	0
Alternate	0	0	0	0	0	0	0	0
Completers								
Traditional	0	0	18	0	0	0	0	18
Alternate	0	0	4	0	0	0	0	4

Table 80
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
	0	0	0
Completers			
Biology 7-12	1	0	1
Elementary Education K-6	10	0	10
English 7-12	3	1	4
Mathematics 7-12	1	0	1
Physical Education K-12	3	1	4
Social Studies K-12	0	2	2

Table 81
2022-2023 Comparison of Preparation

	Traditional
Admittance Data	
Admitted into Teacher Education	4
Total Enrollment	44
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	■
Percentage Admit by ACT	0%
Admittance ACT Average	NA
Percentage Admit by SAT	0%
Admittance SAT Average	NA
Percentage Admit by Praxis CORE	0%
Admittance Praxis CORE Reading Average	NA
Admittance Praxis CORE Writing Average	NA
Admittance Praxis CORE Math Average	NA
Completer Data	
Completed Teacher Education	4
Completer GPA Average	■
Student Teaching Hours Average	566.22
TIAI (Summative) (0.00-3.00) Average	■
Impact on Student Learning (Summative) (0.00-3.00) Average	■
Disposition (Summative) (0.00-3.00) Average	■
Foundation of Reading Score Average	DNT
Foundations of Reading Average Number of Attempts	DNT
Foundations of Reading Percentage Passed	DNT
Praxis Content Knowledge Average Number of Attempts	■
Praxis Content Knowledge Percentage Passed	■
Praxis PLT Average Number of Attempts	DNT
Praxis PLT Percentage Passed	DNT

DNT = Did not test
NA = Not Applicable

Table 82
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	1	3	4
Completers			
Traditional	3	1	4

Table 83
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	4	0	0	0	0	4
Completers								
Traditional	0	0	4	0	0	0	0	4

Table 84
2022-2023 Area of Licensure

Area of Licensure	Traditional
Admits	
Elementary Education K-6	4
Completers	
Elementary Education K-6	4

Table 85
2022-2023 Comparison of Preparation

	Alternate Certification
Admittance Data	
Admitted into Teacher Education	7
Total Enrollment	NR
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	■
Percentage Admit by ACT	0%
Admittance ACT Average	NA
Percentage Admit by SAT	0%
Admittance SAT Average	NA
Percentage Admit by Praxis CORE	0%
Admittance Praxis CORE Reading Average	NA
Admittance Praxis CORE Writing Average	NA
Admittance Praxis CORE Math Average	NA
Completer Data	
Completed Teacher Education	13
Completer GPA Average	Pass
Student Teaching Hours Average	NA
TIAI (Summative) (0.00-3.00) Average	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	NA
Disposition (Summative) (0.00-3.00) Average	NA
Foundation of Reading Score Average	NA
Foundations of Reading Average Number of Attempts	NA
Foundations of Reading Percentage Passed	NA
Praxis Content Knowledge Average Number of Attempts	1.57
Praxis Content Knowledge Percentage Passed	71.43%
Praxis PLT Average Number of Attempts	NA
Praxis PLT Percentage Passed	NA

NA = Not Applicable

Table 86
2022-2023 Gender

	Female	Male	Total
Admits			
Alternate Certification	6	1	7
Completers			
Alternate Certification	7	6	13

Table 87
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Alternate Certification	0	0	4	0	0	0	3	7
Completers								
Alternate Certification	0	0	4	1	1	0	7	13

Table 88
2022-2023 Area of Licensure

Area of Licensure	Alternate Certification
Admits	
Elementary Education 4-6	2
Elementary Education K-3	2
English 7-12	3
Completers	
Biology 7-12	1
Business Education 7-12	1
Chemistry 7-12	1
Elementary Education 4-6	3
Elementary Education K-3	1
English 7-12	4
Social Studies 7-12	2

Table 89
2022-2023 Comparison of Preparation

	Alternate Certification
Admittance Data	
Admitted into Teacher Education	124
Total Enrollment	NR
Percentage Admit by 3.0 GPA	42.74%
Admittance GPA Average	3.50
Percentage Admit by ACT	44.35%
Admittance ACT Average	24.65
Percentage Admit by SAT	0.81%
Admittance SAT Average	1120.00
Percentage Admit by Praxis CORE	12.10%
Admittance Praxis CORE Reading Average	176.13
Admittance Praxis CORE Writing Average	170.67
Admittance Praxis CORE Math Average	161.47
Completer Data	
Completed Teacher Education	210
Completer GPA Average	NA
Student Teaching Hours Average	NA
TIAI (Summative) (0.00-3.00) Average	NR
Impact on Student Learning (Summative) (0.00-3.00) Average	NR
Disposition (Summative) (0.00-3.00) Average	NR
Foundation of Reading Score Average	NA
Foundations of Reading Average Number of Attempts	NA
Foundations of Reading Percentage Passed	NA
Praxis Content Knowledge Average Number of Attempts	NA
Praxis Content Knowledge Percentage Passed	NA
Praxis PLT Average Number of Attempts	NA
Praxis PLT Percentage Passed	NA

NA = Not Applicable

Table 90
2022-2023 Gender

	Female	Male	Total
Admits			
Alternate Certification	82	42	124
Completers			
Alternate Certification	148	62	210

Table 91
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Alternate Certification	0	0	15	6	0	0	103	124
Completers								
Alternate Certification	0	0	75	8	1	0	126	210

Table 92
2022-2023 Area of Licensure

Area of Licensure	Alternate Certification
Admits	
Art K-12	2
Biology 7-12	4
Business Education 7-12	4
English 7-12	18
Family & Con Science 7-12	6
Health Education K-12	15
Library/Media K-12	1
Mathematics 7-12	10
Mild/Moderate Disability 7-12	38
Physical Education K-12	14
Social Studies 7-12	9
Spanish K-12	3
Completers	
Art K-12	6
Biology 7-12	13
Business Education 7-12	11
Chemistry 7-12	3
English 7-12	21
Family & Con Science 7-12	1
Health Education K-12	6
Library/Media K-12	2
Mathematics 7-12	5
Mild/Moderate Disability K-12	41
Music Education Inst K-12	2
Physical Education K-12	24
Social Studies 7-12	69
Spanish K-12	5
Speech Communication 7-12	1

Table 93
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	5	2
Total Enrollment	6	2
Percentage Admit by 3.0 GPA	100%	100%
Admittance GPA Average	■	■
Percentage Admit by ACT	0%	0%
Admittance ACT Average	NA	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	0%	0%
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	5	2
Completer GPA Average	■	NR
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	■	■
Impact on Student Learning (Summative) (0.00-3.00) Average	■	■
Disposition (Summative) (0.00-3.00) Average	■	■
Foundation of Reading Score Average	DNT	NA
Foundations of Reading Average Number of Attempts	DNT	NA
Foundations of Reading Percentage Passed	DNT	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge Percentage Passed	■	NA
Praxis PLT Average Number of Attempts	DNT	NA
Praxis PLT Percentage Passed	DNT	NA

DNT = Did not test
NA = Not Applicable
NR = Not Reported

Table 94
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	4	1	5
Alternate	2	0	2
Completers			
Traditional	4	1	5
Alternate	2	0	2

Table 95
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	5	0	0	0	0	5
Alternate	0	0	2	0	0	0	0	2
Completers								
Traditional	0	0	5	0	0	0	0	5
Alternate	0	0	2	0	0	0	0	2

Table 96
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education K-6	3	0	3
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	1	0	1
Social Studies 7-12	0	2	2
Completers			
Elementary Education K-6	3	0	3
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	1	0	1
Social Studies 7-12	0	2	2

Table 97
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	223	24
Total Enrollment	425	59
Percentage Admit by 3.0 GPA	47.09%	91.67%
Admittance GPA Average	3.47	3.58
Percentage Admit by ACT	47.98%	4.17%
Admittance ACT Average	26.08	23.00
Percentage Admit by SAT	4.93%	0%
Admittance SAT Average	1177.27	NA
Percentage Admit by Praxis CORE	0%	4.17%
Admittance Praxis CORE Reading Average	NA	156.00
Admittance Praxis CORE Writing Average	NA	162.00
Admittance Praxis CORE Math Average	NA	152.00
Completer Data		
Completed Teacher Education	211	35
Completer GPA Average	3.59	NR
Student Teaching Hours Average	552.00	NA
TIAI (Summative) (0.00-3.00) Average	2.38	2.39
Impact on Student Learning (Summative) (0.00-3.00) Average	2.58	2.77
Disposition (Summative) (0.00-3.00) Average	2.75	2.89
Foundation of Reading Score Average	245.06	NA
Foundations of Reading Average Number of Attempts	1.06	NA
Foundations of Reading Percentage Passed	87.50%	NA
Praxis Content Knowledge Average Number of Attempts	1.05	NA
Praxis Content Knowledge Percentage Passed	93.75%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT Percentage Passed	97.33%	NA

NA = Not Applicable
NR = Not Reported

Table 98
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	188	35	223
Alternate	16	8	24
Completers			
Traditional	178	33	211
Alternate	22	13	35

Table 99
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	0	12	6	7	0	198	223
Alternate	0	3	4	0	1	0	16	24
Completers								
Traditional	0	2	16	8	3	0	182	211
Alternate	0	0	8	0	2	0	25	35

Table 100
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology 7-12	1	3	4
Chemistry 7-12	5	0	5
Child Development PreK-K	3	0	3
Elementary Education K-6	145	0	145
English 7-12	22	8	30
Health Education K-12	0	1	1
Library/Media K-12	0	1	1
Mathematics 7-12	3	6	9
Music Ed. Instrumental K-12	8	0	8
Music Ed. Vocal K-12	1	0	1
Physics 7-12	2	0	2
Severe Disability K-12	14	0	14
Social Studies 7-12	19	5	24
Completers			
Biology 7-12	4	6	10
Chemistry 7-12	3	2	5
Elementary Education K-6	148	0	148
English 7-12	18	12	30
Mathematics 7-12	6	0	6
Music Ed. Instrumental K-12	8	1	9
Music Ed. Vocal K-12	1	1	2
Physical Education K-12	2	0	2
Severe Disability K-12	10	0	10
Social Studies 7-12	11	13	24

Table 101
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	316	50
Total Enrollment	825	82
Percentage Admit by 3.0 GPA	53.16%	64.00%
Admittance GPA Average	3.30	3.52
Percentage Admit by ACT	46.52%	30.00%
Admittance ACT Average	24.32	24.27
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	0.32%	6.00%
Admittance Praxis CORE Reading Average	170.00	181.33
Admittance Praxis CORE Writing Average	166.00	167.33
Admittance Praxis CORE Math Average	140.00	174.00
Completer Data		
Completed Teacher Education	292	29
Completer GPA Average	3.54	NR
Student Teaching Hours Average	536.05	NA
TIAI (Summative) (0.00-3.00) Average	2.70	2.62
Impact on Student Learning (Summative) (0.00-3.00) Average	2.57	2.66
Disposition (Summative) (0.00-3.00) Average	2.88	2.88
Foundation of Reading Score Average	251.38	235.75
Foundations of Reading Average Number of Attempts	1.15	1.00
Foundations of Reading Percentage Passed	92.31%	75%
Praxis Content Knowledge Average Number of Attempts	1.30	NA
Praxis Content Knowledge Percentage Passed	93.33%	NA
Praxis PLT Average Number of Attempts	1.09	NA
Praxis PLT Percentage Passed	95.45%	NA

NA = Not Applicable
NR = Not Reported

Table 102
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	269	47	316
Alternate	39	11	50
Completers			
Traditional	244	48	292
Alternate	21	8	29

Table 103
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	2	49	6	13	1	245	316
Alternate	0	1	18	3	2	0	26	50
Completers								
Traditional	0	1	38	9	8	0	236	292
Alternate	0	0	8	1	0	0	20	29

Table 104
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology 7-12	2	1	3
Chemistry 7-12	1	0	1
Dancing K-12 Performing	9	0	9
Elementary Education K-6	217	31	248
English 7-12	21	4	25
Health Education K-12	0	4	4
Mathematics 7-12	3	3	6
Mild/Mod Disability K-12	6	0	6
Music Ed. Instrumental K-12	21	0	21
Music Ed. Vocal K-12	5	0	5
Physical Education K-12	16	3	19
Social Studies 7-12	13	3	16
Spanish K-12	2	1	3
Completers			
Biology 7-12	1	4	5
Dancing K-12	2	0	2
Elementary Education K-6	212	8	220
English 7-12	14	4	18
Health K-12	0	1	1
Mathematics 7-12	1	2	3
Mild/Mod Disability K-12	11	0	11
Music Ed. Instrumental K-12	12	0	12
Music Ed. Vocal K-12	9	0	9
Physical Education K-12	18	3	21
Social Studies 7-12	12	7	19

Table 105
2022-2023 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Teacher Education	94	135
Total Enrollment	452	615
Percentage Admit by 3.0 GPA	86.17%	71.11%
Admittance GPA Average	3.44	3.36
Percentage Admit by ACT	12.77%	16.30%
Admittance ACT Average	25.00	24.23
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	1.06%	12.59%
Admittance Praxis CORE Reading Average	170.00	178.59
Admittance Praxis CORE Writing Average	162.00	167.65
Admittance Praxis CORE Math Average	146.00	165.53
Completer Data		
Completed Teacher Education	123	174
Completer GPA Average	3.47	NR
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.59	2.59
Impact on Student Learning (Summative) (0.00-3.00) Average	2.20	2.40
Disposition (Summative) (0.00-3.00) Average	2.78	2.80
Foundation of Reading Score Average	227.50	243.75
Foundations of Reading Average Number of Attempts	■	1.35
Foundations of Reading Percentage Passed	■	86.96%
Praxis Content Knowledge Average Number of Attempts	1.31	NA
Praxis Content Knowledge Percentage Passed	76.92%	NA
Praxis PLT Average Number of Attempts	1.22	NA
Praxis PLT Percentage Passed	88.89%	NA

NA = Not Applicable
NR = Not Reported
■ = Less than 10 (*Revised 9/15/2025)*

Table 106
2022-2023 Gender

	Female	Male	Total
Admits			
Traditional	84	10	94
Alternate	104	31	135
Completers			
Traditional	113	10	123
Alternate	147	27	174

Table 107
2022-2023 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Total
Admits								
Traditional	0	1	15	1	0	0	77	94
Alternate	0	0	56	4	0	1	74	135
Completers								
Traditional	0	1	13	4	0	0	105	123
Alternate	1	0	78	6	0	0	89	174

Table 108
2022-2023 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art K-12	0	1	1
Biology 7-12	0	6	6
Business Education 7-12	0	2	2
Chemistry 7-12	0	1	1
Elementary Education 4-6	0	13	13
Elementary Education K-6	79	39	118
English 7-12	2	7	9
Health Education K-12	0	9	9
Mathematics 7-12	0	2	2
Mild/Mod Disability 7-12	0	29	29
Mild/Mod Disability K-12	0	2	2
Music Ed. Instrumental K-12	7	1	8
Music Ed. Vocal K-12	1	3	4
Physical Education K-12	2	15	17
Social Studies 7-12	2	5	7
Spanish K-12	1	0	1
Completers			
Art K-12	0	1	1
Biology 7-12	0	10	10
Business Education 7-12	0	5	5
Elementary Education 4-6	0	9	9
Elementary Education K-6	111	30	141
English 7-12	0	28	28
Health Education K-12	0	4	4
Home Economics 7-12	0	1	1
Mathematics 7-12	2	5	7
Mild/Mod Disability 7-12	0	1	1
Mild/Mod Disability K-12	0	24	24
Music Ed. Instrumental K-12	7	2	9
Music Ed. Vocal K-12	1	1	2
Music Performing Arts K-12	0	1	1
Physical Education K-12	1	15	16
Social Studies 7-12	1	32	33
Spanish K-12	0	2	2
Speech Communication 7-12	0	3	3

SECTION VIII: Educational Leadership Program Data

The following data were provided by the eight EPPs that offer Educational Leadership programs for admitted and completer candidates. The following data points were requested:

Admitted
Total Number of Leadership Candidates Admitted
Average of All Candidate Admit GPAs
Total Number of Leadership Candidates Enrolled
Average Years of Teaching
Completed
Total Number of Leadership Completers
Average of Leadership Completer GPAs
Average Internship Clock Hours Completed
Average Credit Hours Earned
Average Number of Times Attempted SLLA

Private EPPs	**Public EPPs**
Belhaven University (BU)	Delta State University (DSU)
Mississippi College (MC)	Jackson State University (JSU)
William Carey University (WC)	Mississippi State University (MSU)
	University of Mississippi (UM)
	University of Southern Mississippi (USM)

Table 109
2022-2023 Admitted Leadership Program Candidates by EPP

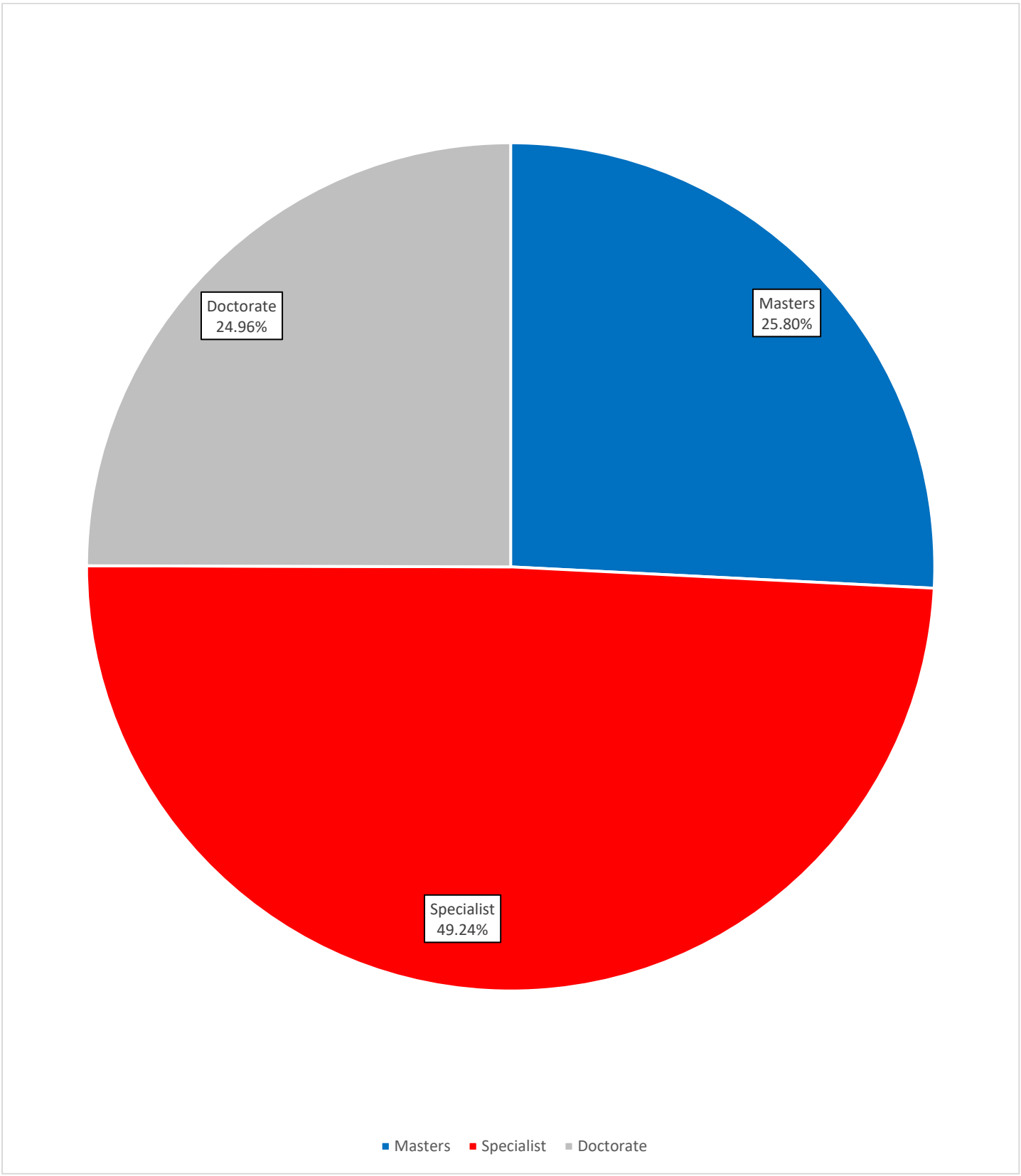
	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator admitted									
Masters	16	24	12	45	20	18	0	18	153
Specialists	32	44	37	65	20	31	4	59	292
Doctoral	28	0	7	17	0	0	63	33	148
Total number of Administrator enrolled	111	108	96	246	78	106	264	308	1317
Average Administrator admit GPAs									
Masters	3.29	3.31	3.36	3.28	3.27	3.49	NA	3.37	3.32
Specialists	3.48	3.71	3.53	3.72	3.68	3.63	■	3.68	3.65
Doctoral	3.69	NA	■	3.84	NA	NA	3.33	3.82	3.59
Average number of years teaching									
Masters	8.72	9.21	5.67	5.90	10.40	8.78	NA	6.83	7.73
Specialists	6.48	8.14	7.68	6.94	9.10	7.68	8.75	8.56	7.74
Doctoral	NR	NA	9.57	5.53	NA	NA	12.92	8.91	10.58

NA = Not Applicable
NR = Not reported

593

Candidates Admitted into Leadership Programs

Figure 50
2022-2023 Admitted Leadership Program Candidates



Admitted Leadership by Gender

In 2022-2023, the eight EPP leadership programs admitted a total of 593 candidates for all program levels. Females represented 77.91% (n=462) and male candidates represented 22.09% (n=131).

Table 110
2022-2023 *Admitted Leadership Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	65	58	40	103	22	42	51	81	462
Male	11	10	16	24	18	7	16	29	131
Total	76	68	56	127	40	49	67	110	593

Figure 51
2022-2023 Admitted Leadership Program Candidates by Gender

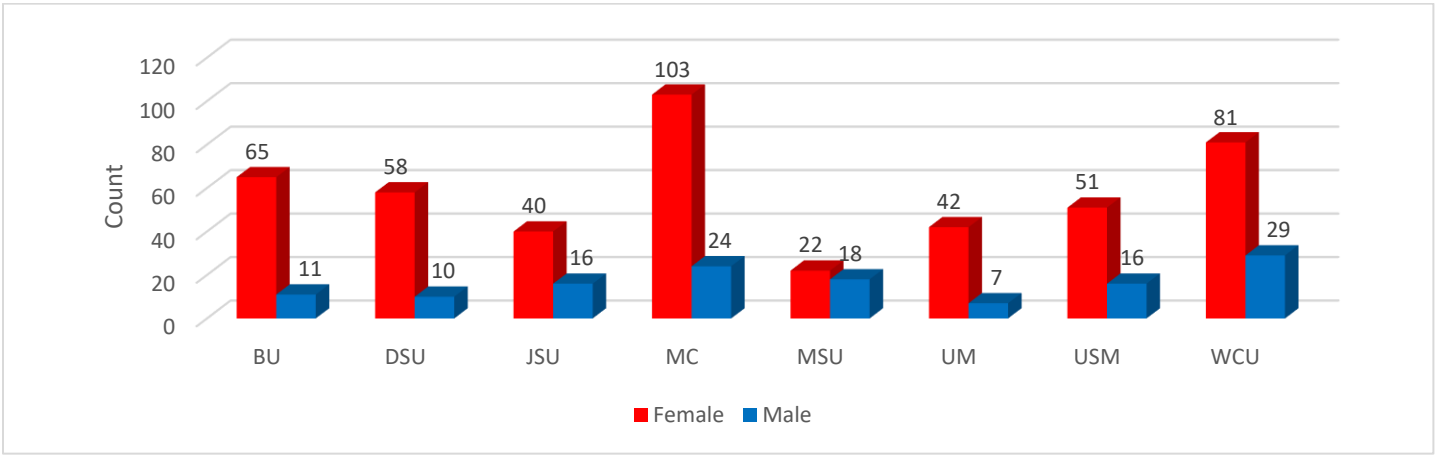
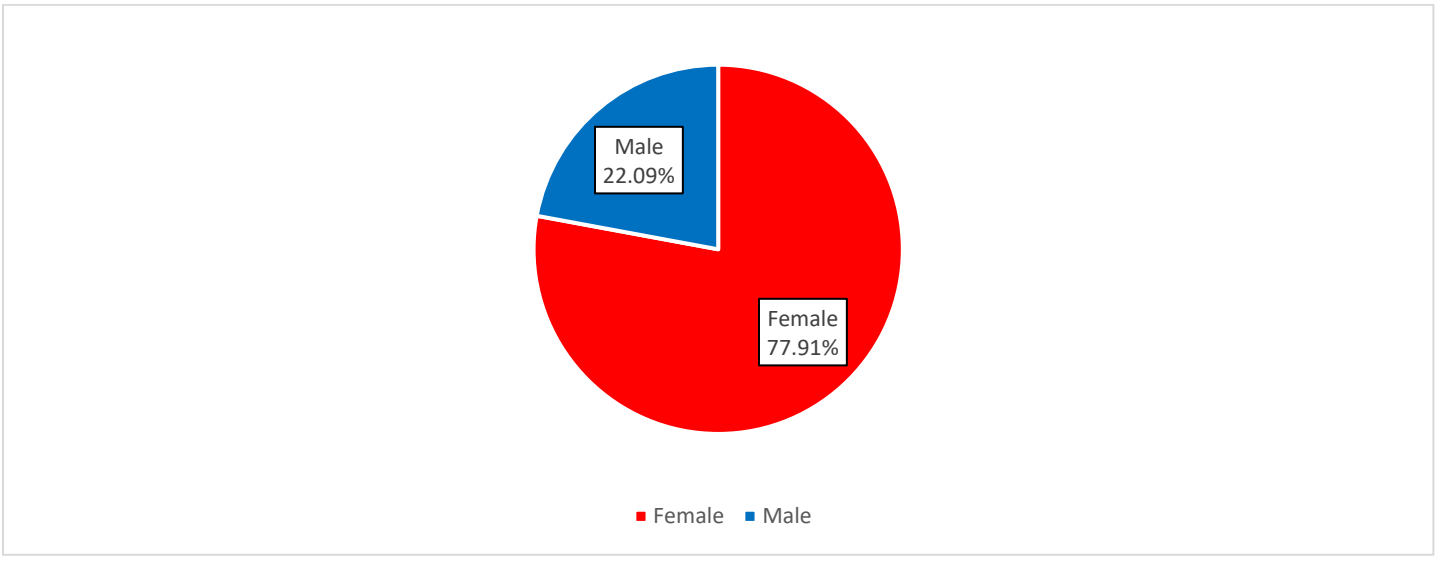


Figure 52
2022-2023 Admitted Leadership Program Candidates by Gender



Admitted Leadership Program Candidates by Ethnicity

In 2022-2023, the eight EPP leadership programs admitted a total of 593 candidates. The following data represent the ethnicity of all admitted candidates.

Table 111
2022-2023 Admitted Leadership Program Candidates by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/Alaskan Native	0	0	0	0	2	0	0	0	2
Asian	0	0	0	2	0	0	0	0	2
Black/African American	61	37	56	65	16	24	28	51	338
Hispanic	1	0	0	0	0	0	4	0	5
Multiple	1	0	0	0	2	0	2	0	5
Native Hawaiian/Pacific Islander	0	0	0	1	0	0	0	0	1
White	13	31	0	59	20	25	33	59	240
Total	76	68	56	127	40	49	67	110	593

Figure 53
2022-2023 Admitted Leadership Program Candidates by Ethnicity

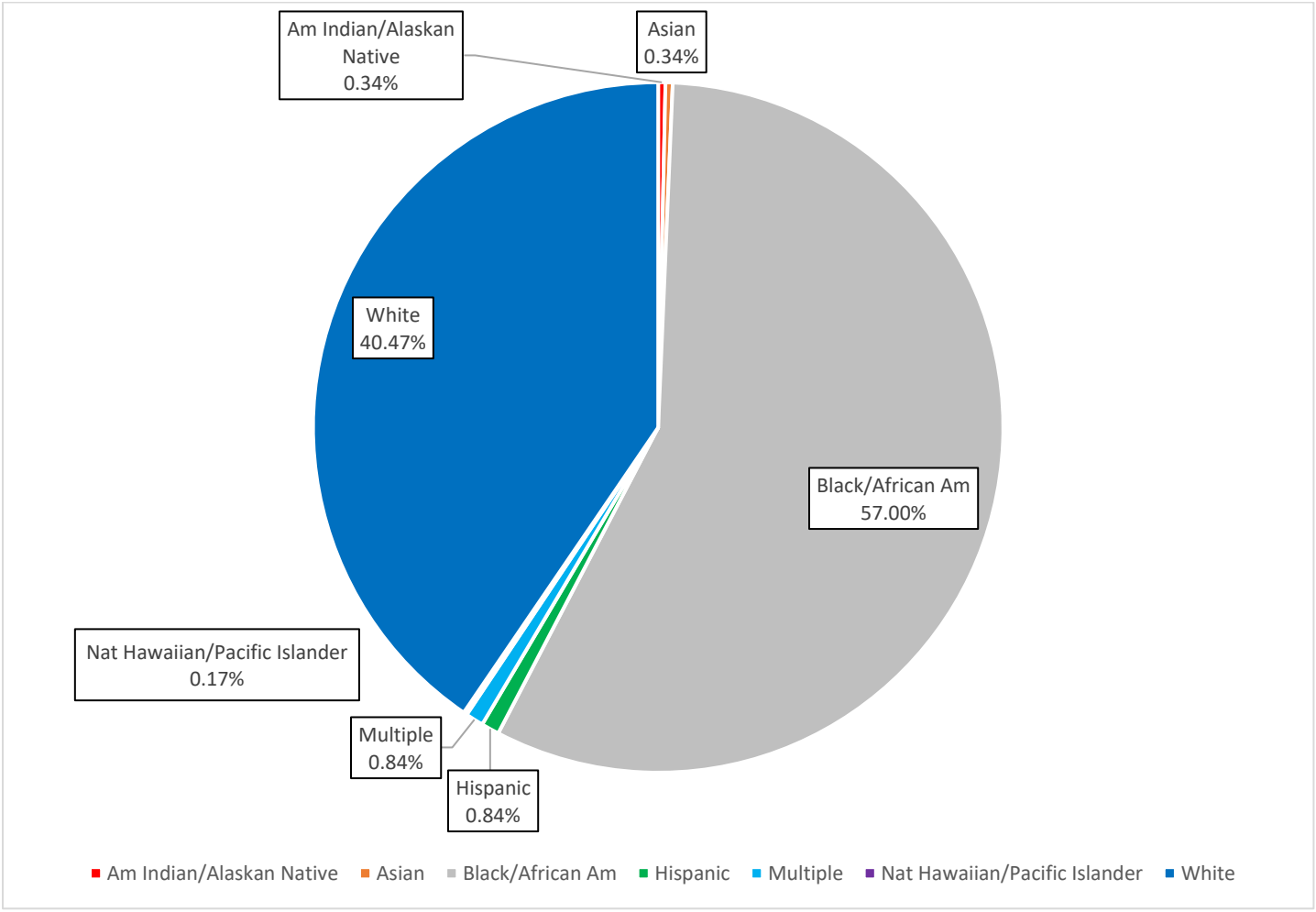


Table 112
2022-2023 Completer Leadership Program Candidates by EPP

	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator completers									
Masters	14	17	7	23	12	16	6	20	115
Specialists	22	22	22	34	14	41	11	67	233
Doctoral	5	0	2	11	0	0	78	5	101
Average of Administrator completer GPAs									
Masters	3.64	3.89	■	3.93	3.89	3.88	■	3.90	3.86
Specialists	3.55	3.91	3.67	3.77	3.84	3.82	3.95	3.87	3.80
Doctoral	■	NA	■	3.80	NA	NA	3.91	■	3.90
Average internship clock hours completed									
Masters	320.00	405.00	400.00	360.00	300.00	400.00	300.00	400.00	367.35
Specialists	320.00	405.00	400.00	300.00	300.00	400.00	300.00	400.00	367.60
Doctoral	NR	NA	400.00	NR	NA	NA	283.85	400.00	293.41
Average SLLA score									
Masters	155.00	157.43	DNT	162.88	160.17	162.50	DNT	165.50	160.59
Specialists	160.00	167.50	153.00	167.72	156.56	170.77	165.00	162.85	164.83
Doctoral	■	NA	■	165.25	NA	NA	169.07	■	169.56
Average number of times attempted SLLA									
Masters	1.00	1.00	DNT	1.00	1.00	1.00	DNT	1.00	1.00
Specialists	1.00	1.00	1.00	1.06	1.00	1.00	1.00	1.08	1.03
Doctoral	■	NA	■	2.00	NA	NA	1.00	■	1.19

DNT = Did not test
NA = Not Applicable
NR = Not Reported

449

Leadership Completers

Table 113

2022-2023 Completer Leadership Program Common Assessments by EPP

There are five common assessments administered to Master's and Specialist's candidates in the Educational Leadership programs: four assignment-based and one performance-based. The *Leadership for School Improvement* focuses on candidate's ability to analyze a complex data set on school improvement, the P*rofessional Growth System* focuses on candidate's ability to implement the statewide teacher evaluation system in Mississippi, the *School Safety* focuses on the candidate's ability to analyze a complex school safety incident within a hypothetical scenario, and the *Community Relations and Management* focuses on the candidate's ability in developing effective school-based management/resource systems and school-community partnerships. The Professional Dispositions Assessment is a performance-based assessment usually administered during internship. All assessments are evaluated on a 1.00 - 4.00 scale. The averages of the evaluations are reported below.

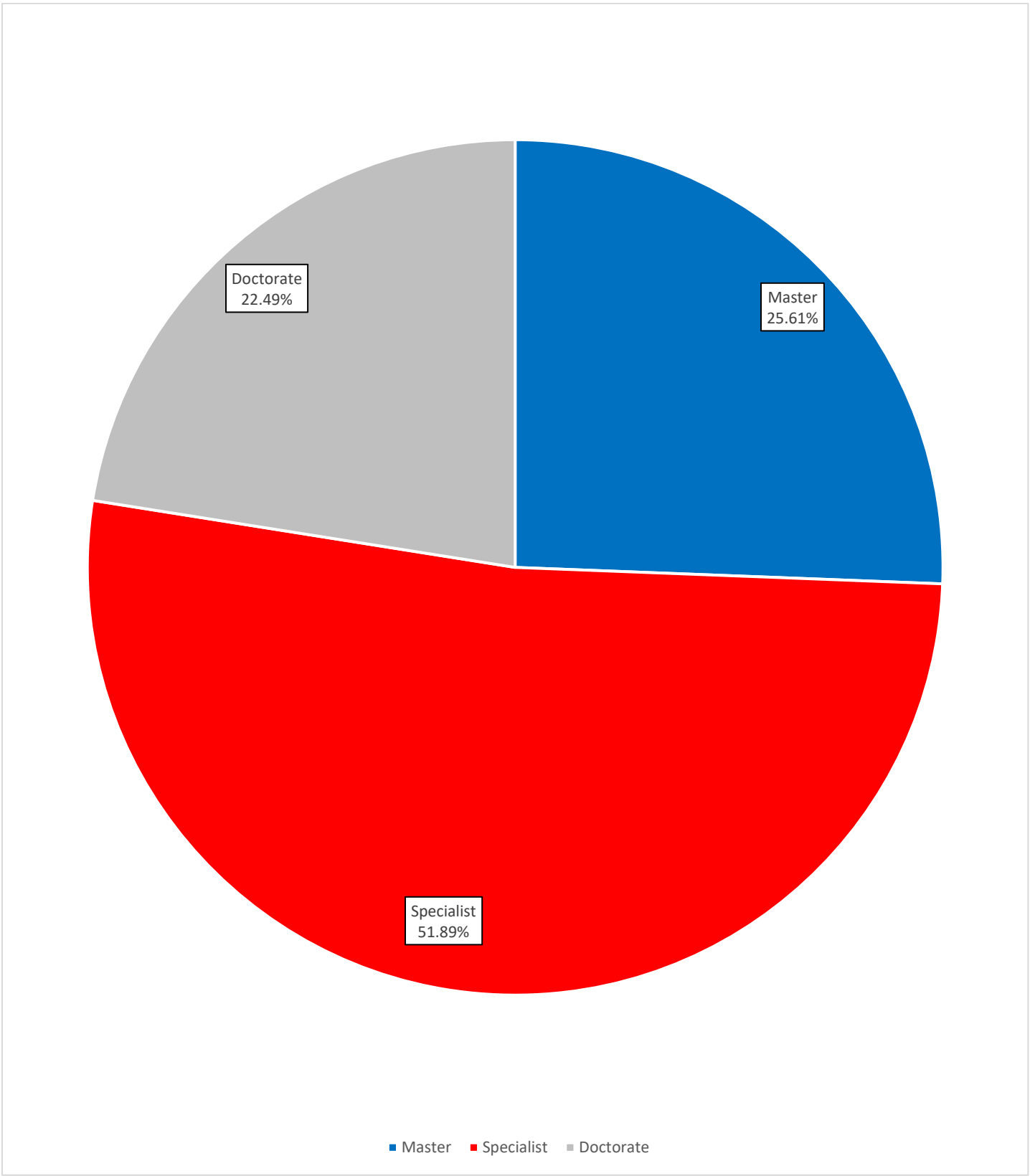
	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Average Leadership for School Improvement									
Masters	3.38	3.46	■	3.27	3.52	3.50	NR	3.89	3.48
Specialists	3.23	3.50	3.00	3.59	3.14	3.33	NR	3.90	3.51
Average Professional Growth System									
Masters	3.59	3.25	■	3.82	3.65	2.99	NR	3.70	3.50
Specialists	3.61	3.27	3.29	3.77	3.68	3.03	NR	3.78	3.51
Average School Safety									
Masters	3.52	3.59	■	3.54	3.86	3.44	NR	3.86	3.60
Specialists	3.51	3.30	3.43	3.17	3.50	3.48	NR	3.89	3.51
Average Community Relations & Management									
Masters	3.67	3.01	■	3.20	3.78	3.35	■	3.90	3.46
Specialists	3.65	2.98	3.32	3.49	3.81	3.29	3.34	3.87	3.53
Average Professional Dispositions									
Masters	3.66	3.69	■	2.89	3.92	NR	■	3.51	3.46
Specialists	3.67	3.62	3.00	3.21	3.93	NR	3.13	3.87	3.56

NA = Not Applicable

NR = Not Reported

Figure 54

2022-2023 Completer Leadership Program Candidates



Completer Leadership Program Candidates by Gender

In 2022-2023, 449 candidates completed an Educational Leadership program from eight EPPs. The percentage of female completers was 76.84% (n=345) and the percentage of males was 23.16% (n=104).

Table 114
2022-2023 Completer Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	33	32	19	54	20	42	70	75	345
Male	8	7	12	14	6	15	25	17	104
Total	41	39	31	68	26	57	95	92	449

Figure 55
2022-2023 Completer Leadership Program Candidates by Gender

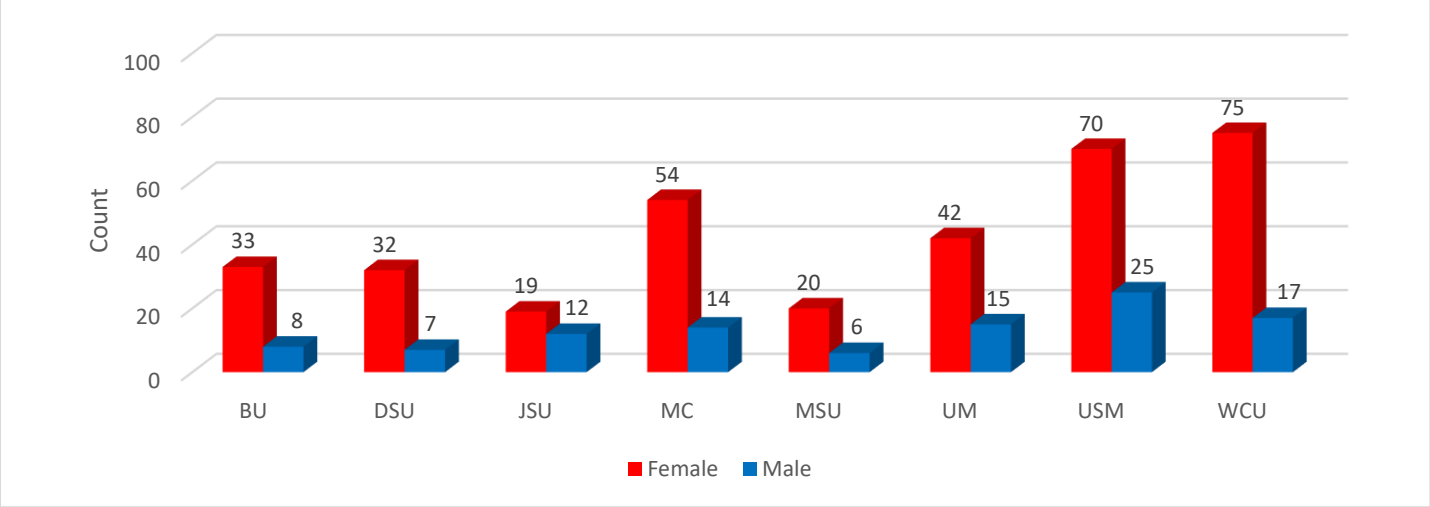
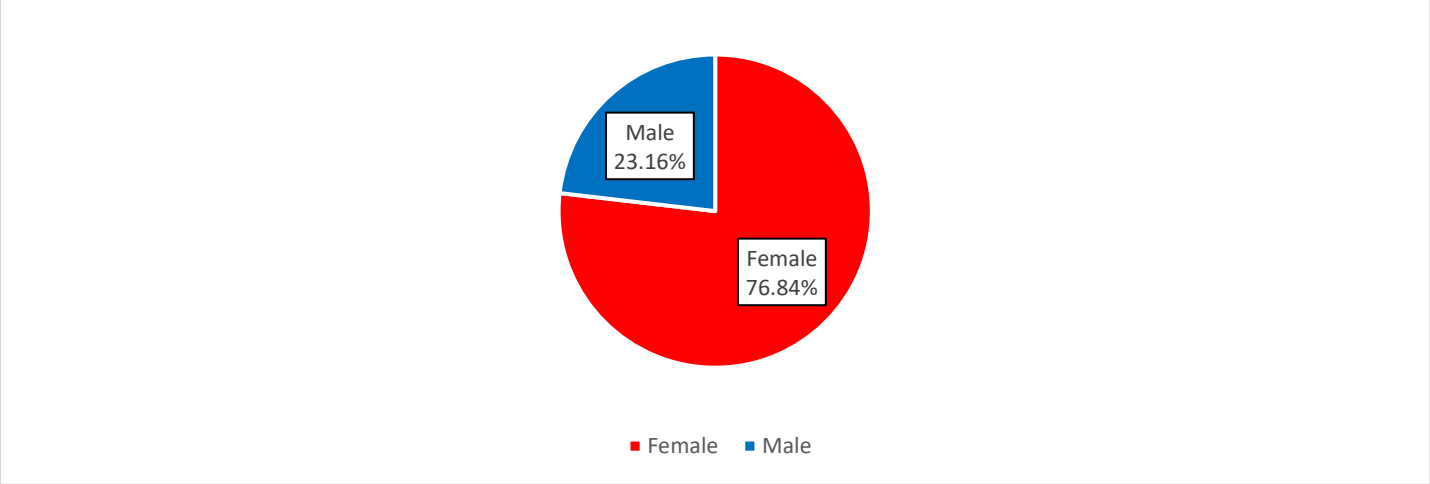


Figure 56
2022-2023 Completer Leadership Program Candidates by Gender



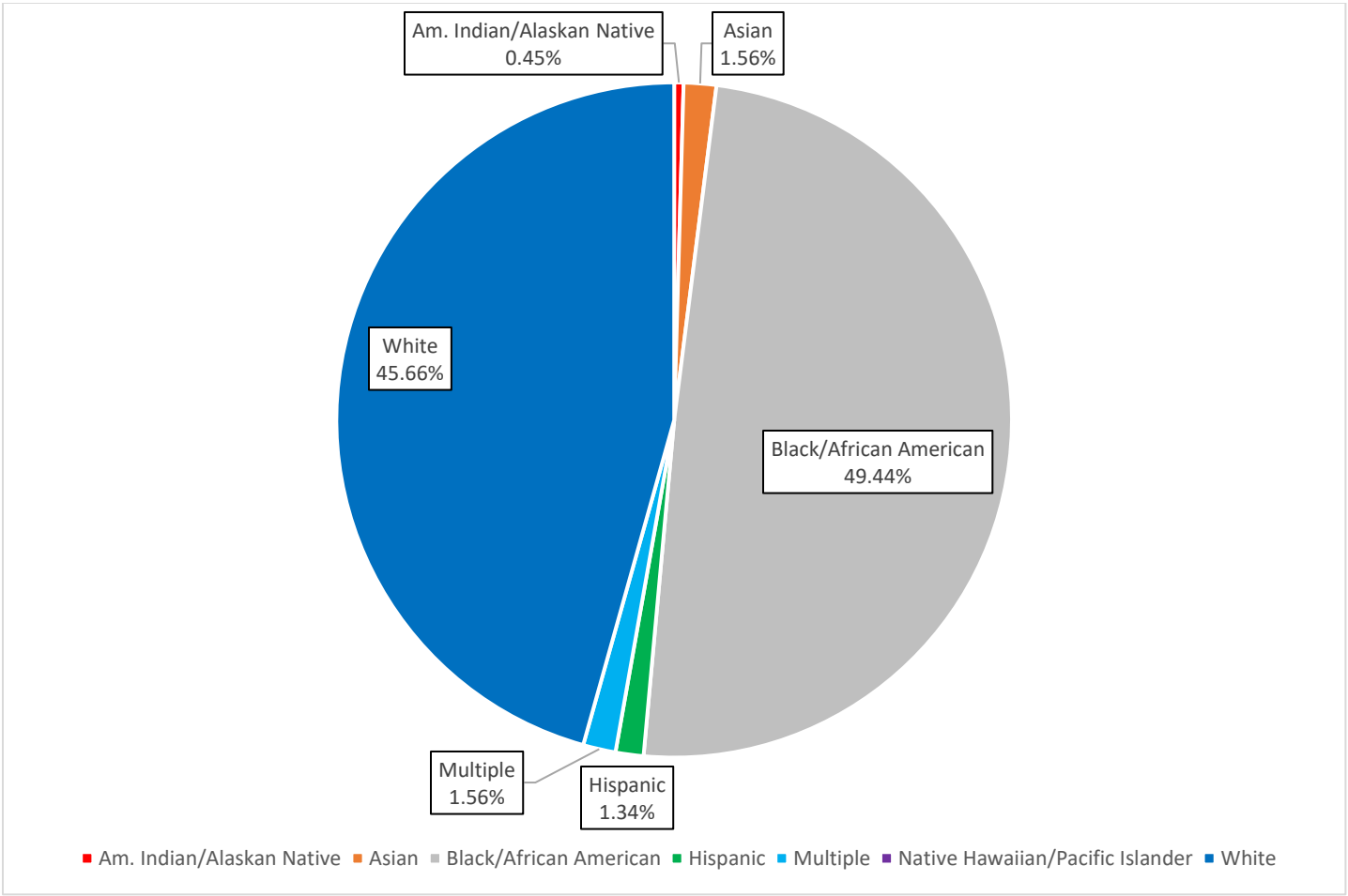
Completer Educational Leadership Programs by Ethnicity

In 2022-2023, 449 candidates completed leadership programs from the eight EPPs. The following data represent the ethnicity of all leadership program candidate completers.

Table 115
2022-2023 Completer Leadership Program by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/Alaskan Native	0	0	0	1	0	0	0	1	2
Asian	1	0	0	1	0	1	4	0	7
Black/African American	28	13	31	32	15	31	38	34	222
Hispanic	0	0	0	0	0	1	3	2	6
Multiple	0	0	0	0	0	0	7	0	7
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	12	26	0	34	11	24	43	55	205
Total	41	39	31	68	26	57	95	92	449

Figure 57
2022-2023 Completer Leadership Program by Ethnicity



SECTION IX: Advanced-Level Program Data

The following data were provided by the eight EPPs that offer advanced-level programs at the initial licensure level. Admitted and completer candidate data were provided for all program candidates.

Advanced-level programs are defined as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure designed to develop P-12 teachers who have already completed an initial-licensure program in another area for employment in P-12 schools/districts. Advanced programs included: Athletic Administration, Child Development, Dyslexia, Emotional Disability, Gifted, Library/Media, Mild/Moderate Disability, Psychometry, School Counseling, Speech Pathology, School Psychology, Severe Disability, SPED B-K, and STEM. The following data points were requested:

Admitted
Total Number of Advanced Program Candidates Admitted
Average of Advanced Program Admit GPAs
Total Number of Advanced Program Candidates Enrolled
Completed
Total Number of Advanced Degree Completers
Average of Advanced Degree Completer GPAs
Average Practicum/Internship Clock Hours Completed
Average Number of Times Attempted PRAXIS Content Knowledge

The following eight EPPs provided data for advanced-level programs.

Private EPPs	**Public EPPs**
Mississippi College (MC)	Alcorn State University (ASU)
William Carey University (WCU)	Delta State University (DSU)
	Jackson State University (JSU)
	Mississippi State University (MSU)
	University of Mississippi (UM)
	University of Southern Mississippi (USM)

Table 116
2022-2023 Admitted Advanced-Level Program Candidates by EPP

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level candidates admitted:	3	9	88	69	21	7	43	73	313
Athletic Admin (Masters & Specialist)	0	NA	NA	NA	NA	NA	NA	14	14
Dyslexia (Masters)	NA	NA	NA	51	NA	NA	17	18	86
Emotional Disability (Masters)	NA	NA	NA	NA	NA	NA	0	4	4
Gifted Education (Masters)	NA	NA	NA	NA	NA	NA	0	11	11
Library & Information Science (Masters)	NA	NA	NA	NA	NA	NA	14	NA	14
Mild/Moderate Disability (Masters)	NA	NA	NA	0	NA	NA	6	22	28
Psychometry (Masters & Specialist)	NA	NA	80	NA	NA	NA	NA	2	82
School Counselor (Masters and Specialist)	3	9	8	4	11	7	0	2	44
School Psychology (Doctorate)	NA	NA	NA	NA	NA	NA	6	NA	6
SPED B-K (Master)	NA	NA	NA	14	10	NA	NA	NA	24
Total number enrolled Advanced-Level	NR	76	205	192	33	14	133	107	760
Average of Advanced-Level admit GPAs:	■	■	3.53	3.40	3.71	■	3.54	3.33	3.47

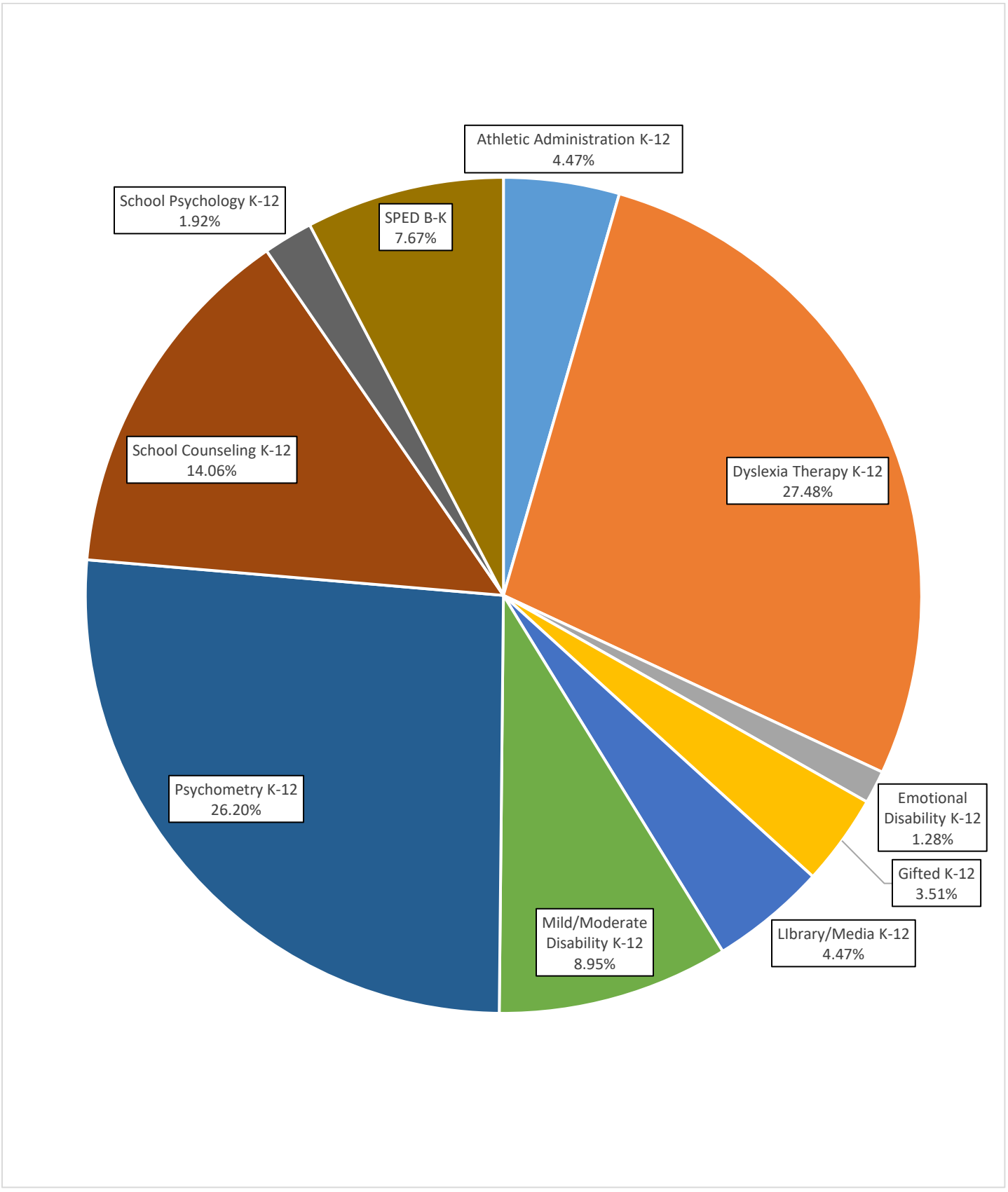
NA = Not Applicable
NR = Not Reported

313

Admitted into Advanced-Level Programs at the Initial Level

Figure 58

2022-2023 Admitted Advanced-Level Program Candidates



Admitted Advanced-Level Program Candidates by Gender

In 2022-2023, the eight EPPs' advanced-level degree programs admitted a total of 313 candidates. Females represented 94.57% (n=296) of admitted candidates into the programs and male candidates represented 5.43% (n=17).

Table 117
2022-2023 Admitted Advanced-Level Program Candidates by Gender

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	3	8	85	69	21	7	43	60	296
Male	0	1	3	0	0	0	0	13	17
Total	3	9	88	69	21	7	43	73	313

Figure 59
2022-2023 Admitted Advanced-Level Program Candidates by Gender

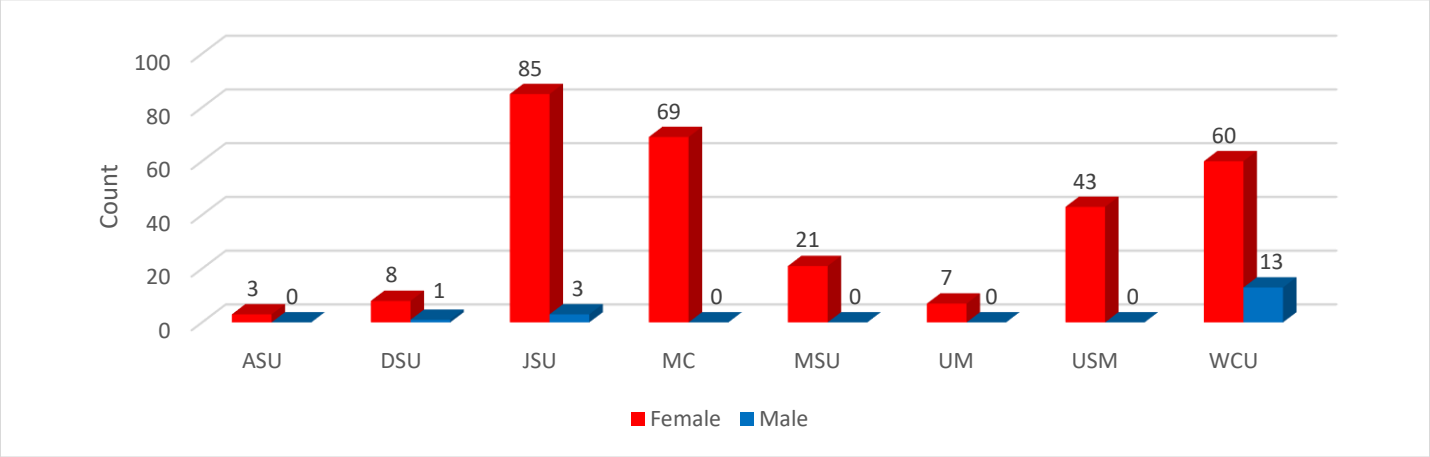
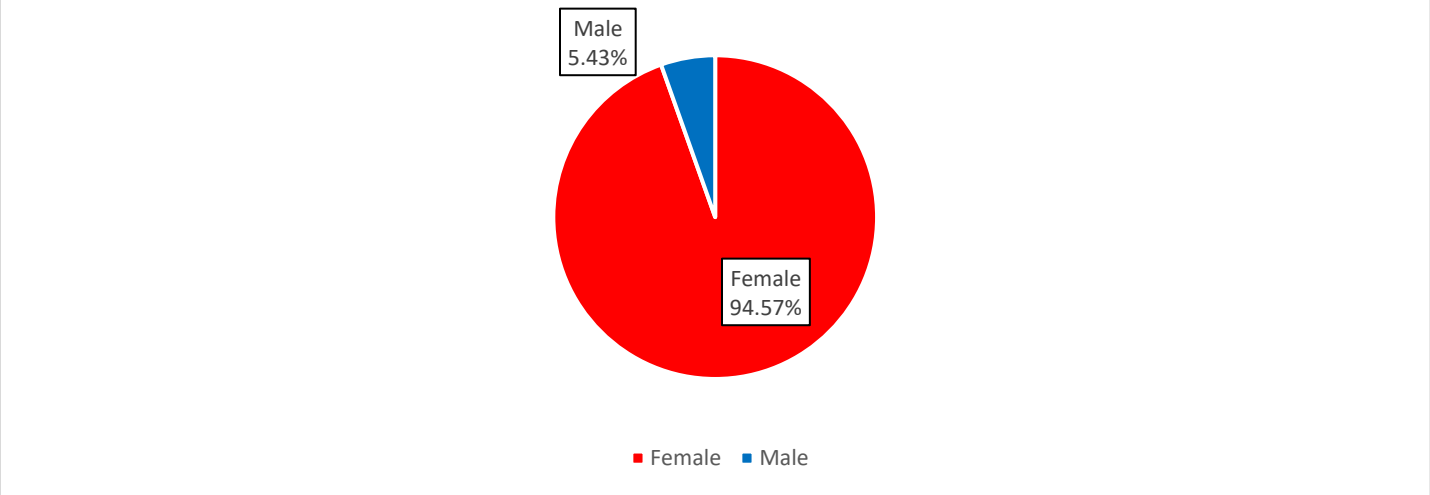


Figure 60
2022-2023 Admitted Advanced-Level Program Candidates by Gender



Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2022-2023, the eight EPPs' advanced-level degree programs admitted a total of 313 candidates. The following data represent the ethnicity of admitted candidates into the EPP advanced-level degree programs.

Table 118
2022-2023 Admitted Advanced-Level Program Candidates by Ethnicity

Ethnicity	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	0	0	0	1
Black/African American	3	5	84	12	2	1	7	19	133
Hispanic	0	0	0	0	0	1	1	2	4
Multiple	0	0	0	0	0	0	2	0	2
Nat Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	0	4	4	57	18	5	33	52	173
Total	3	9	88	69	21	7	43	73	313

Figure 61
2022-2023 Admitted Advanced-Level Program Candidates by Ethnicity

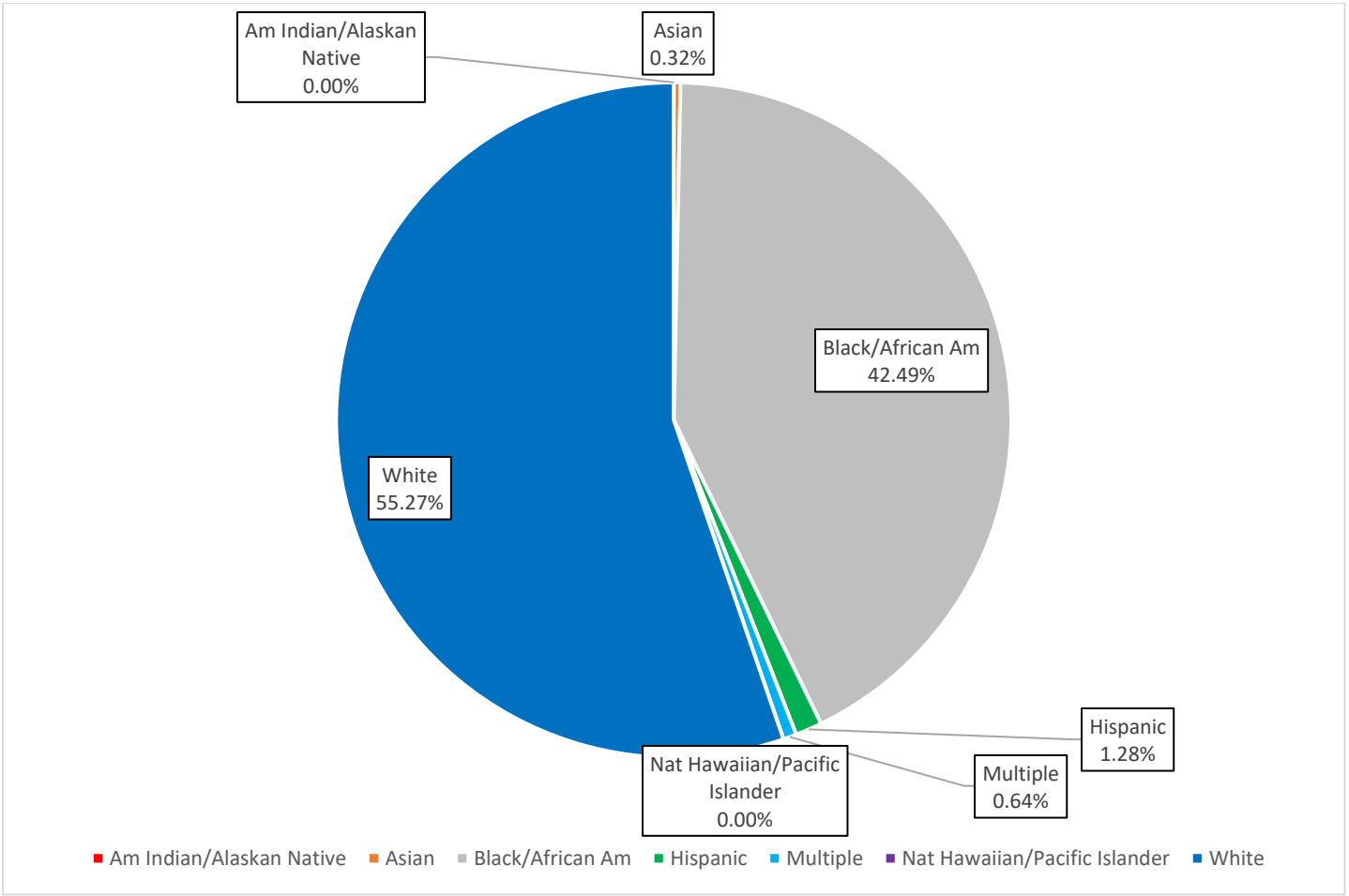


Table 119

2022-2023 Completer Advanced-Level Program Candidates by EPP

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level Degree completers	5	8	107	63	20	7	37	67	314
Athletic Admin (Masters & Specialist)	0	0	0	0	0	0	0	17	17
Dyslexia (Masters & Specialist)	0	0	0	42	0	0	3	11	56
Emotional Dis (Masters & Specialist)	0	0	0	0	0	0	3	12	15
Gifted (Masters)	0	0	0	0	0	0	0	11	11
Library/Media (Masters)	0	0	0	0	0	0	9	0	9
Mild/Moderate Disability (Masters)	0	0	0	0	0	0	4	6	10
Psychometry (Masters & Specialist)	0	0	86	0	0	0	0	2	88
School Counselor (Masters & Specialist)	5	8	21	7	10	7	13	8	79
School Psychology (Doctorate)	0	0	0	0	0	0	4	0	4
Severe Disability (Specialist)	0	0	0	0	0	0	1	0	1
SPED B-K (Masters)	0	0	0	14	10	0	0	0	24
Average of Adv-Level Completer GPA	■	■	3.65	3.79	3.74	■	3.86	3.83	3.76
Average Internship Clock Hours Completed									
Athletic Admin (Masters & Specialist)	NA	NA	NA	NA	NA	NA	NA	24.00	24.00
Dyslexia (Masters & Specialist)	NA	NA	NA	820.00	NA	NA	700.00	720.00	793.93
Emotional Dis (Masters & Specialist)	NA	NA	NA	NA	NA	NA	350.00	258.33	276.67
Gifted (Masters)	NA	NA	NA	NA	NA	NA	NA	24.00	24.00
Library/Media (Masters)	NA	NA	NA	NA	NA	NA	120.00	NA	120.00
Mild/Moderate Disability (Masters)	NA	NA	NA	NA	NA	NA	350.00	40.00	164.00
Psychometry (Masters & Specialist)	NA	NA	150.00	NA	NA	NA	NA	300.00	153.41
School Counselor (Masters & Specialist)	700.00	700.00	371.43	600.00	600.00	700.00	700.00	600.00	576.32
School Psychology (Doctorate)	NA	NA	NA	NA	NA	NA	1000.00	NA	1000.00
Severe Disability (Specialist)	NA	NA	NA	NA	NA	NA	350.00	NA	350.00
SPED B-K (Masters)	NA	NA	NA	100.00	300.00	NA	NA	NA	183.33

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Average Number of Times Attempted PRAXIS Content Knowledge									
Library/Media	NA	NA	NA	NA	NA	NA	■	NA	■
School Counseling	■	■	1.67	■	1.00	■	1.00	■	1.31
School Psychology	NA	NA	NA	NA	NA	NA	DNT	NA	DNT
Special Education	NA	NA	NA	1.25	NA	NA	■	■	1.10

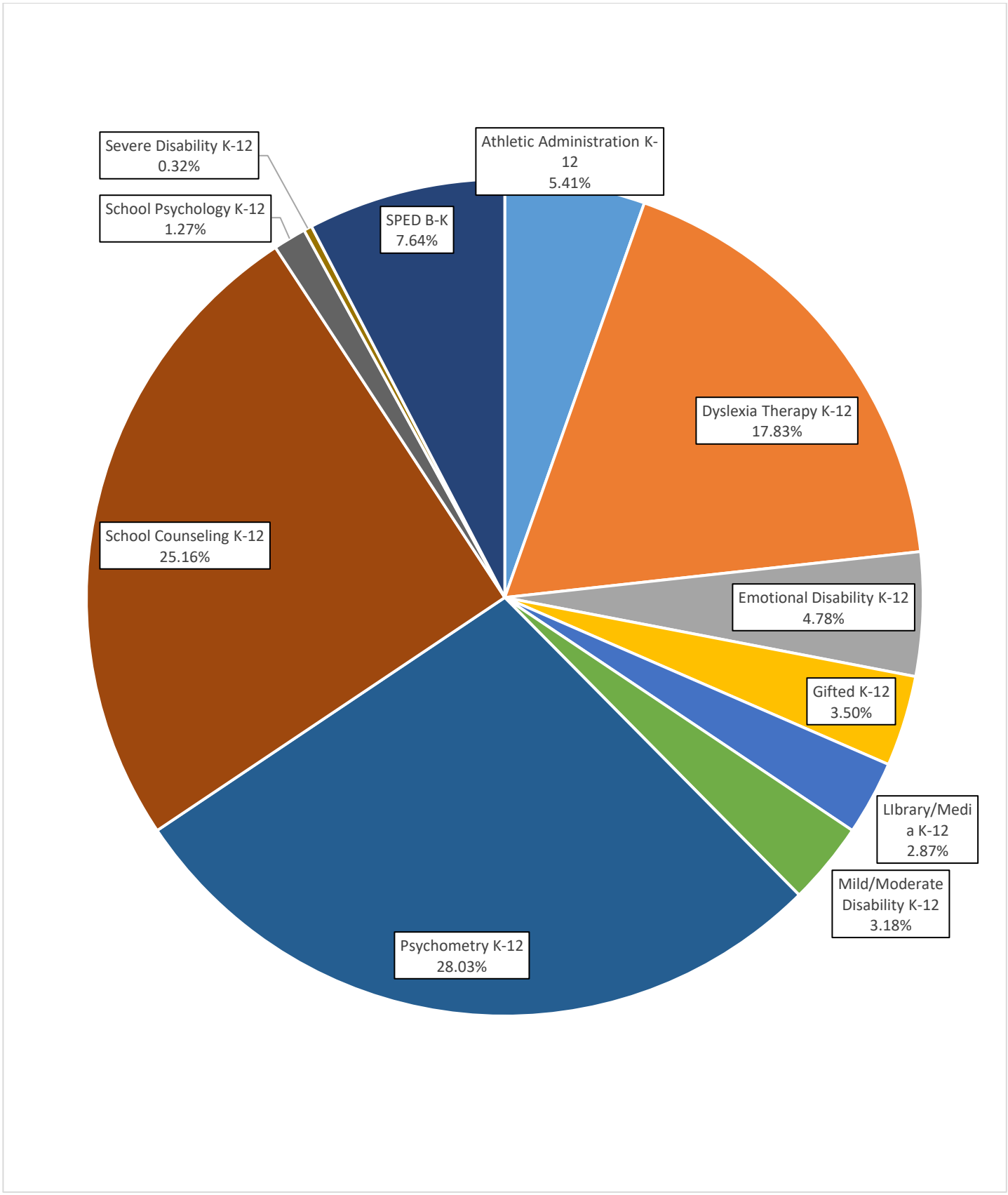
DNT = Did not test
NA = Not applicable

314

Advanced-Level Program Completers at the Initial Licensure Level

Figure 62

2022-2023 Completer Advanced-Level Program Candidates



Completer Advanced-Level Program Candidates by Gender

In 2022-2023, the eight EPPs' advanced-level degree programs had a total of 314 completer candidates. Female completers represented 91.08% (n=286) candidates and male completers represented 8.92% (n=28).

Table 120
2022-2023 Completer Advanced-Level Program Candidates by Gender

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	5	6	103	60	19	7	33	53	286
Male	0	2	4	3	1	0	4	14	28
Total	5	8	107	63	20	7	37	67	314

Figure 63
2022-2023 Completer Advanced-Level Program Candidates by Gender

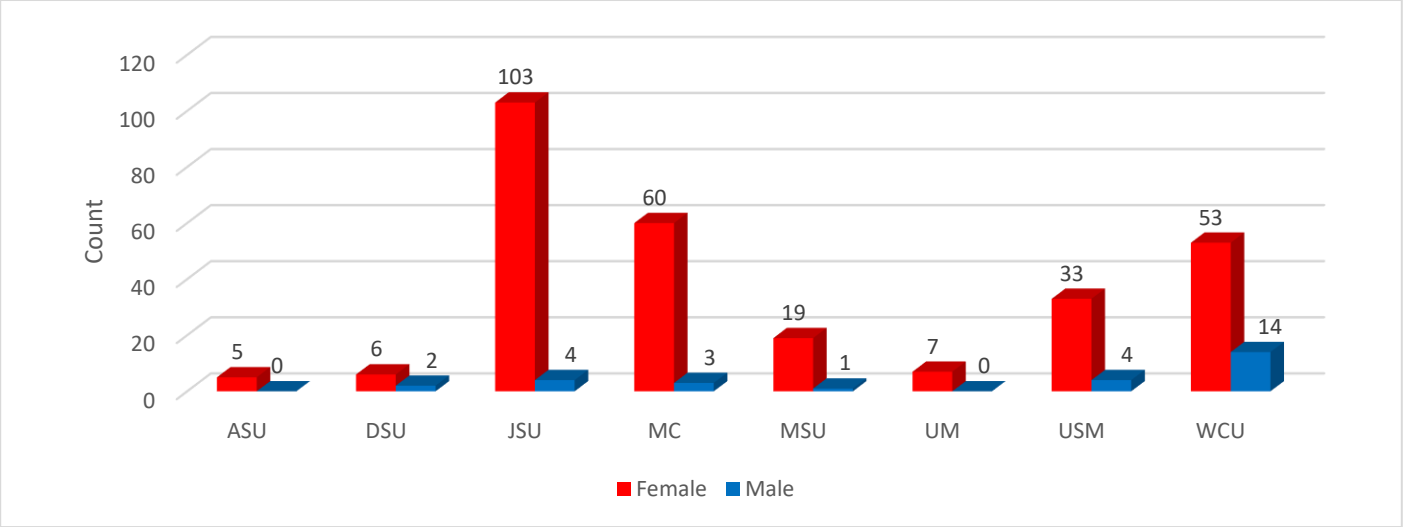
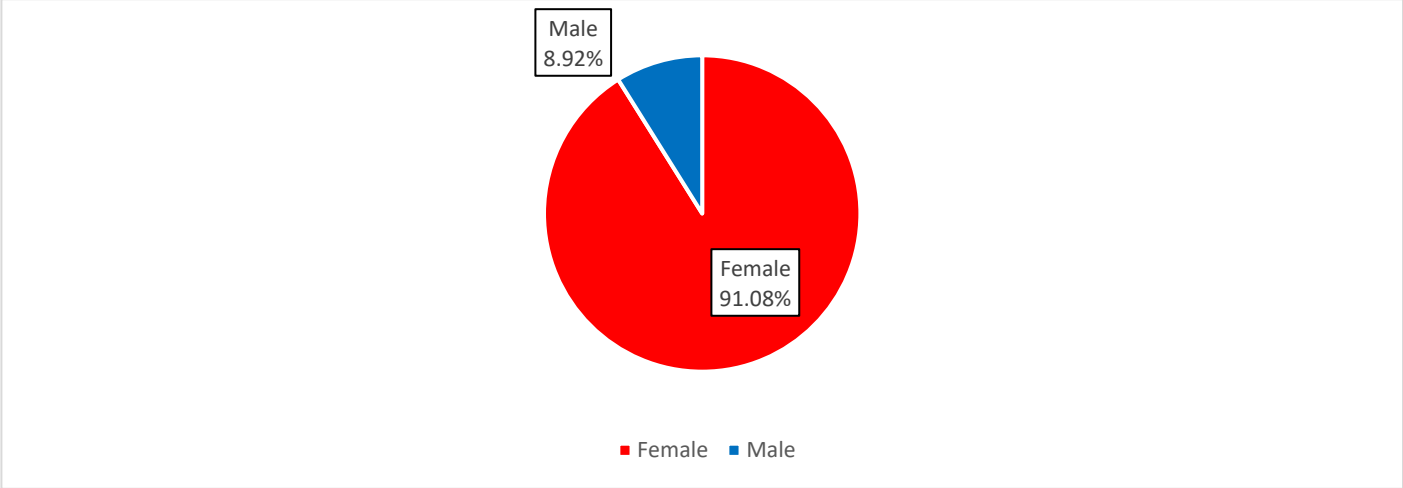


Figure 64
2022-2023 Completer Advanced-Level Program Candidates by Gender



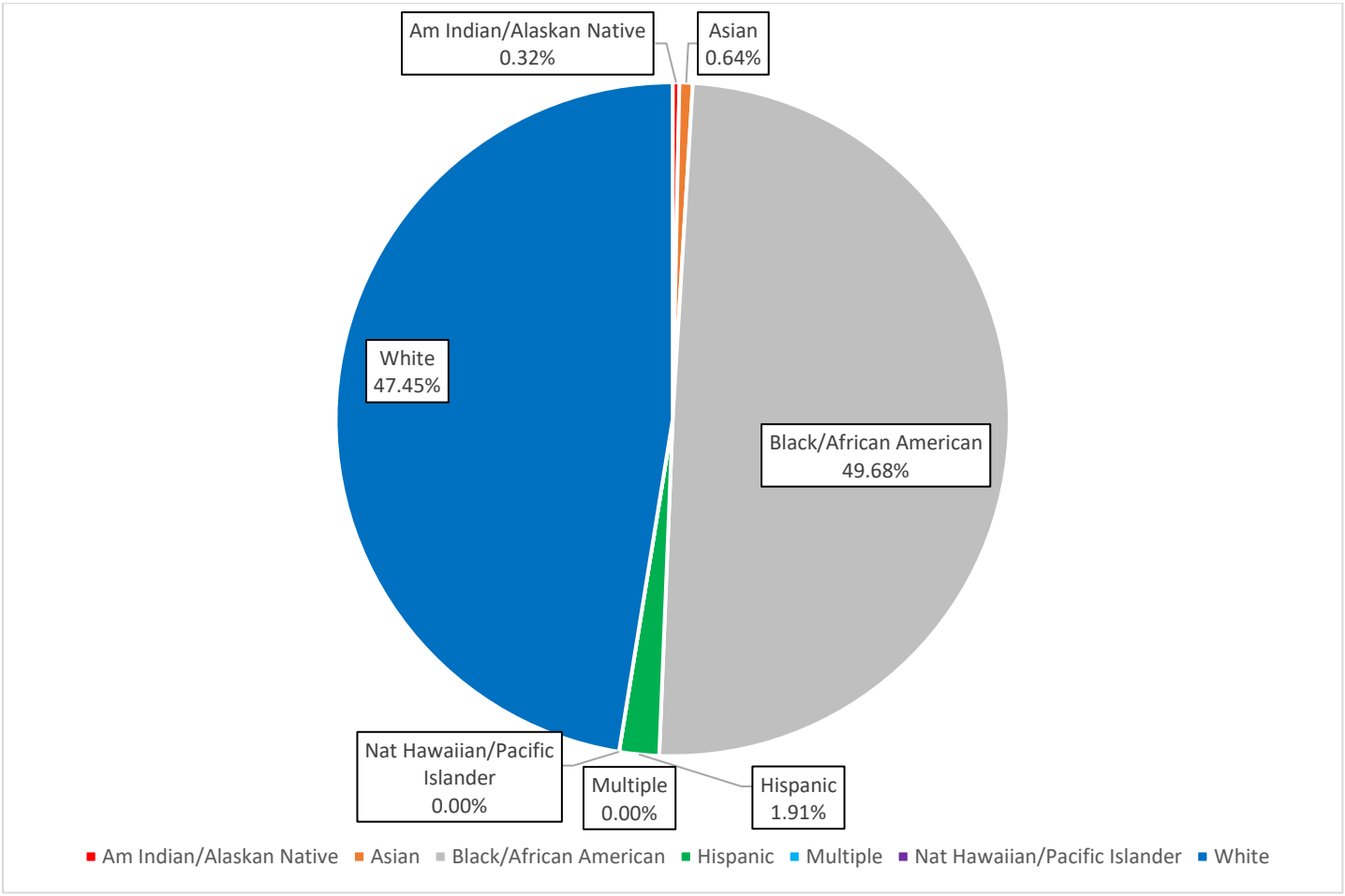
Completer Advanced-Level Program Candidates by Ethnicity

In 2022-2023, 305 candidates completed advanced-level degrees from eight EPPs. The following data represents the ethnicity of candidates who completed advanced degrees leading to initial licensure.

Table 121
2022-2023 Completer Advanced-Level Program Candidates by Ethnicity

Ethnicity	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am Indian/Alaskan Native	0	0	0	0	1	0	0	0	1
Asian	0	0	0	0	1	0	0	1	2
Black/African American	5	3	103	16	4	1	10	14	156
Hispanic	0	0	0	0	0	0	1	5	6
Multiple	0	0	0	0	0	0	0	0	0
Nat Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	0	5	4	47	14	6	26	47	149
Total	5	8	107	63	20	7	37	67	314

Figure 65
2022-2023 Advanced-Level Degree Completer Candidates by Ethnicity



SECTION X: Praxis Content Knowledge

The following data were provided by the EPPs on their candidates for the required Praxis Content Knowledge tests. Data provided represent traditional programs at completion, alternate route at admission, and teacher residency at completion.

Table 122

2022-2023 Praxis Content Knowledge by Traditional Route Public EPPs

Test	Qualifying Test Score	ASU (N=16)				DSU (N=53)				JSU (N=44)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	5	■	■	■	2	■	■	■	2	■	■	■
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	NA				0				NA			
5038 English Lang Arts	167	0				3	■	■	■	0			
5081 Social Studies	150	0				1	■	■	■	1	■	■	■
5091 Physical Education	145	0				2	■	■	■	2	■	■	■
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	1	■	■	■	3	■	■	■	0			
5122 Family & Cons Sci	153	NA				0				NA			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	0				0				0			
5195 Spanish	160	NA				NA				NA			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	0				0				NA			
5236 Biology	148	0				0				NA			
5245 Chemistry	151	NA				0				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	NA				NA				0			
5355 Mild/Mod Disability	139	NA				NA				0			
5551 Health Education	149	NA				NA				0			
Did not take test		10				42				39			

n = Count of test takers
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	MSU (N=369)				MUW (N=26)				MVSU (N=18)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	18	166.00	88.9%	88.9%	12	157.92	75.0%	75.0%	0			
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	3	■	■	■	NA				NA			
5038 English Lang Arts	167	9	■	■	■	0				0			
5081 Social Studies	150	2	■	■	■	1	■	■	■	0			
5091 Physical Education	145	3	■	■	■	0				0			
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	19	162.37	68.4%	52.6%	1	■	■	■	0			
5122 Family & Cons Sci	153	1	■	■	■	NA				NA			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	0				0				1	■	■	■
5195 Spanish	160	NA				NA				NA			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	1	■	■	■	0				0			
5236 Biology	148	0				0				0			
5245 Chemistry	151	0				NA				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	7	■	■	■	NA				NA			
5355 Mild/Mod Disability	139	0				NA				NA			
5551 Health Education	149	NA				NA				0			
Did not take test		306				12				17			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	UM (N=211)				USM (N=292)			
		n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	59	168.05	91.5%	88.1%	12	164.17	83.3%	75.0%
5018 Elementary Ed (4-6)	163	NA				NA			
5024 Edu of Young Child	160	0				NA			
5038 English Lang Arts	167	7	■	■	■	2	■	■	■
5081 Social Studies	150	3	■	■	■	0			
5091 Physical Education	145	0				1	■	■	■
5101 Business Education	153	NA				NA			
5113 Music Education	161	5	■	■	■	10	167.30	90.0%	70.0%
5122 Family & Cons Sci	153	NA				NA			
5134 Art	158	NA				NA			
5165 Mathematics	152	4	■	■	■	1	■	■	■
5195 Spanish	160	NA				0			
5221 Speech Comm	143	NA				NA			
5235 Biology	150	0				0			
5236 Biology	148	3	■	■	■	0			
5245 Chemistry	151	0				0			
5312 School Librarian	149	NA				NA			
5354 Mild/Mod Disability	152	5	■	■	■	3	■	■	■
5355 Mild/Mod Disability	139	0				0			
5551 Health Education	149	0				NA			
Did not take test		125				263			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Table 123

2022-2023 Praxis Content Knowledge by Traditional Route Private EPPs

Test	Qualifying Test Score	BMCU (N=39)				BU (N=1)				MC (N=44)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	1	■	■	■	1	■	■	■	9	■	■	■
5018 Elementary Ed (4-6)	163	NA				NA				0			
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	0				NA				0			
5081 Social Studies	150	0				NA				0			
5091 Physical Education	145	0				NA				0			
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	NA				NA				NA			
5134 Art	158	NA				NA				5	■	■	■
5165 Mathematics	152	0				NA				1	■	■	■
5195 Spanish	160	0				NA				NA			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	0				NA				1	■	■	■
5236 Biology	148	0				NA				0			
5245 Chemistry	151	NA				NA				0			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	NA				NA				NA			
5355 Mild/Mod Disability	139	NA				NA				NA			
5551 Health Education	149	NA				NA				NA			
Did not take test		38				0				28			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	RC (N=4)				TC (N=5)				WCU			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	2	■	■	■	0				4	■	■	■
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	0				0				0			
5081 Social Studies	150	0				0				1	■	■	■
5091 Physical Education	145	NA				1	■	■	■	0			
5101 Business Education	153	0				NA				NA			
5113 Music Education	161	NA				0				7	■	■	■
5122 Family & Cons Sci	153	NA				NA				0			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	0				0				1	■	■	■
5195 Spanish	160	NA				NA				0			
5221 Speech Comm	143	NA				NA				0			
5235 Biology	150	0				0				0			
5236 Biology	148	0				0				0			
5245 Chemistry	151	NA				0				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	NA				0				NA			
5355 Mild/Mod Disability	139	NA				0				NA			
5551 Health Education	149	NA				NA				NA			
Did not take test		2				4				110			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Table 124

2022-2023 Praxis Content Knowledge by Alternate Route Public EPPs

Test	Qualifying Test Score	ASU (N=1)				DSU (N=53)				JSU (N=56)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	NA				9	■	■	■	2	■	■	■
5018 Elementary Ed (4-6)	163	0				2	■	■	■	2	■	■	■
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	0				1	■	■	■	1	■	■	■
5081 Social Studies	150	0				0				0			
5091 Physical Education	145	0				2	■	■	■	1	■	■	■
5101 Business Education	153	0				0				0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	0				0				0			
5134 Art	158	0				0				1	■	■	■
5165 Mathematics	152	0				0				0			
5195 Spanish	160	0				0				0			
5221 Speech Comm	143	0				0				0			
5235 Biology	150	0				1	■	■	■	0			
5236 Biology	148	0				0				0			
5245 Chemistry	151	0				0				0			
5312 School Librarian	149	0				0				0			
5354 Mild/Mod Disability	152	NA				0				NA			
5355 Mild/Mod Disability	139	NA				0				NA			
5551 Health Education	149	1	■	■	■	0				7	■	■	■
Did not take test		0				38				54			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	MSU (N=174)				MUW (N=8)				UM (N=24)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	52	151.13	38.5%	38.5%	NA				NA			
5018 Elementary Ed (4-6)	163	5	■	■	■	NA				NA			
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	13	171.46	84.6%	53.9%	1	■	■	■	6	■	■	■
5081 Social Studies	150	15	154.27	73.3%	40.0%	1	■	■	■	5	■	■	■
5091 Physical Education	145	6	■	■	■	4	■	■	■	0			
5101 Business Education	153	0				0				0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	0				0				0			
5134 Art	158	0				0				0			
5165 Mathematics	152	10	162.30	90.0%	70.0%	0				6	■	■	■
5195 Spanish	160	0				0				0			
5221 Speech Comm	143	0				0				0			
5235 Biology	150	2	■	■	■	0				2	■	■	■
5236 Biology	148	3	■	■	■	0				1	■	■	■
5245 Chemistry	151	0				0				0			
5312 School Librarian	149	0				0				1	■	■	■
5354 Mild/Mod Disability	152	18	160.11	77.8%	77.8%	NA				NA			
5355 Mild/Mod Disability	139	2	■	■	■	NA				NA			
5551 Health Education	149	0				2	■	■	■	1	■	■	■
Did not take test		84				0				2			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	USM (N=50)			
		n	M	PPR	FA
5017 Elementary Ed (K-6)	153	3	■	■	■
5018 Elementary Ed (4-6)	163	1	■	■	■
5024 Edu of Young Child	160	NA			
5038 English Lang Arts	167	4	■	■	■
5081 Social Studies	150	3	■	■	■
5091 Physical Education	145	3	■	■	■
5101 Business Education	153	0			
5113 Music Education	161	0			
5122 Family & Cons Sci	153	0			
5134 Art	158	0			
5165 Mathematics	152	3	■	■	■
5195 Spanish	160	1	■	■	■
5221 Speech Comm	143	0			
5235 Biology	150	1	■	■	■
5236 Biology	148	0			
5245 Chemistry	151	0			
5312 School Librarian	149	0			
5354 Mild/Mod Disability	152	NA			
5355 Mild/Mod Disability	139	NA			
5551 Health Education	149	4	■	■	■
Did not take test		35			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Table 125

2022-2023 Praxis Content Knowledge by Alternate Route Private EPPs

Test	Qualifying Test Score	BU (N=48)				MC (N=6)				TC (N=2)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	0				1	■	■	■	NA			
5018 Elementary Ed (4-6)	163	8	■	■	■	1	■	■	■	0			
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	8	■	■	■	0				0			
5081 Social Studies	150	7	■	■	■	1	■	■	■	0			
5091 Physical Education	145	9	■	■	■	2	■	■	■	0			
5101 Business Education	153	1	■	■	■	0				0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	2	■	■	■	0				0			
5134 Art	158	1	■	■	■	0				0			
5165 Mathematics	152	3	■	■	■	0				0			
5195 Spanish	160	0				0				0			
5221 Speech Comm	143	1	■	■	■	0				0			
5235 Biology	150	0				1	■	■	■	0			
5236 Biology	148	5	■	■	■	0				0			
5245 Chemistry	151	0				0				0			
5312 School Librarian	149	0				0				0			
5354 Mild/Mod Disability	152	NA				NA				NA			
5355 Mild/Mod Disability	139	NA				NA				NA			
5551 Health Education	149	3	■	■	■	0				0			
Did not take test		0				0				2			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Test	Qualifying Test Score	WCU (N=135)			
		n	M	PPR	FA
5017 Elementary Ed (K-6)	153	6	■	■	■
5018 Elementary Ed (4-6)	163	10	172.20	100%	60.0%
5024 Edu of Young Child	160	NA			
5038 English Lang Arts	167	5	■	■	■
5081 Social Studies	150	1	■	■	■
5091 Physical Education	145	15	152.20	100%	73.3%
5101 Business Education	153	2	■	■	■
5113 Music Education	161	4	■	■	■
5122 Family & Cons Sci	153	0			
5134 Art	158	1	■	■	■
5165 Mathematics	152	2	■	■	■
5195 Spanish	160	0			
5221 Speech Comm	143	0			
5235 Biology	150	3	■	■	■
5236 Biology	148	2	■	■	■
5245 Chemistry	151	1	■	■	■
5312 School Librarian	149	0			
5354 Mild/Mod Disability	152	31	162.00	100%	83.9%
5355 Mild/Mod Disability	139	0			
5551 Health Education	149	7	■	■	■
Did not take test		68			

n = count
M = Mean
PPR = Percentage Pass rate
FA = Percentage passed on first attempt

Table 126
2022-2023 Initial Program Statewide Praxis Content Knowledge

Test	Qualifying Test Score	N=1881*			
		n	M	Pass Rate	% Pass on 1st Attempt
5017 Elementary Ed (K-6)	153	200	160.51	71.50%	68.00%
5018 Elementary Ed (4-6)	163	29	168.97	82.76%	65.52%
5024 Edu of Young Child	160	3	■	■	■
5038 English Lang Arts	167	60	177.28	95.00%	83.33%
5081 Social Studies	150	42	162.00	88.10%	76.19%
5091 Physical Education	145	51	149.73	90.20%	74.51%
5101 Business Education	153	3	■	■	■
5113 Music Education	161	50	163.76	76.00%	54.00%
5122 Family & Cons Sci	153	3	■	■	■
5134 Art	158	8	171.88	87.50%	75.00%
5165 Mathematics	152	32	169.63	96.88%	87.50%
5195 Spanish	160	1	■	■	■
5221 Speech Comm	143	1	■	■	■
5235 Biology	150	12	161.25	91.67%	91.67%
5236 Biology	148	14	156.43	85.71%	57.14%
5245 Chemistry	151	1	■	■	■
5312 School Librarian	149	1	■	■	■
5354 Mild/Mod Disability	152	102	160.40	86.27%	77.45%
5355 Mild/Mod Disability	139	6	■	■	■
5551 Health Education	149	25	157.36	92.00%	72.00%
Did not take test		1279			

n = count
M = mean

**Please note: The total count represents nonduplicative number of test takers taking their content tests. Mississippi Teacher Residency candidates are the only candidates required to take two content knowledge tests (Elementary Education and Mild/Moderate Disability) and are counted in both test categories.*

83%

Passed on 1st Attempt

Table 127
2022-2023 Advanced Program Completer Praxis Content Knowledge

Test	Qualifying Test Score	ASU (N=5)				BU (N=41)				DSU (N=47)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5311 School Librarian	143	NA				NA				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Moderate Dis	152	NA				NA				NA			
5355 Mild/Moderate Dis	139	NA				NA				NA			
5421 School Counselor	156	1	■	■	■	NA				3	■	■	■
5422 School Counselor	153	4	■	■	■	NA				2	■	■	■
6990 School Leader	151	NA				7	■	■	■	13	162.08	76.9%	76.9%
Did not take test		0				34				29			

Test	Qualifying Test Score	JSU (N=138)				MC (N=131)				MSU (N=46)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5311 School Librarian	143	NA				NA				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Moderate Dis	152	NA				8	■	■	■	0			
5355 Mild/Moderate Dis	139	NA				0				1	■	■	■
5421 School Counselor	156	1	■	■	■	4	■	■	■	0			
5422 School Counselor	153	5	■	■	■	1	■	■	■	2	■	■	■
6990 School Leader	151	4	■	■	■	30	166.10	93.3%	83.3%	15	158.00	73.3%	73.3%
Did not take test		128				88				28			

Test	Qualifying Test Score	UM (N=64)				USM (N=132)				WCU (N=159)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5311 School Librarian	143	NA				1	■	■	■	NA			
5312 School Librarian	149	NA				1	■	■	■	NA			
5354 Mild/Moderate Dis	152	NA				1	■	■	■	11	166.82	100%	100%
5355 Mild/Moderate Dis	139	NA				0				0			
5421 School Counselor	156	0				2	■	■	■	1	■	■	■
5422 School Counselor	153	4	■	■	■	0				2	■	■	■
6990 School Leader	151	17	168.82	100%	100%	16	168.81	87.5%	87.5%	19	163.84	94.7%	89.5%
Did not take test		43				111				126			

NA = Not Applicable

Table 128
2022-2023 Advanced Program Statewide Praxis Content Knowledge

Test	Qualifying Test Score	N=763			
		n	M	Pass Rate	% Pass on 1st Attempt
5311 School Librarian	143	1	■	■	■
5312 School Librarian	149	1	■	■	■
5354 Mild/Moderate Dis	152	20	166.50	95.00%	85.00%
5355 Mild/Moderate Dis	139	1	■	■	■
5421 School Counselor	156	12	169.25	100%	91.67%
5422 School Counselor	153	20	162.55	95.00%	70.00%
6990 School Leader	151	121	164.87	89.26%	85.12%
Did not take test		587			

n = count
M = mean

84%

Passed on 1st Attempt

SECTION XI. Student Teaching Data

The following data were provided by the fourteen (14) EPPs that prepare teacher education candidates at the initial licensure level. Placement information, professional development topics, cooperating teacher demographic information, university supervisor demographic information, and preparation satisfaction survey data were collected.

Student teaching is defined as extensive and substantive clinical practice in P-12 schools for candidates preparing to teach. Teacher candidates complete student teaching during the final semester of a traditional undergraduate or post-baccalaureate level leading to licensure and are required to complete a minimum of 12 weeks (60 full days) of student teaching in a MDE accredited school. Mississippi Code Ann. §§ 37-132-1 through 37-132-5 define student teaching, the responsibilities of the cooperating teacher, and the powers and duties of student teachers.

Placements
Number of Candidates Completing Student Teaching
Placement Types
Mode of Teaching
Number of Candidates Teaching in Critical Needs Districts
Professional Development
Cooperating Teacher
Number of Cooperating Teacher
Cooperating Teacher Characteristics
University Supervisor
Number of University Supervisors
University Supervisor Characteristics
Perception Survey
Teacher Candidate Survey
Cooperating Teacher Survey

Teacher Candidate Data

The number of teacher candidates participating in student teaching placements during the 2022-2023 academic year was 1276. Of the total, 82.13% (n=1048) were prepared at one of the eight public EPPs and 17.87% (n=228) were prepared at one of the six private EPPs.

Table 129
2022-2023 Teacher Candidates

EPP	F2022	Sp2023	Total
ASU	5	11	16
BU	0	1	1
BMCU	12	26	38
DSU	24	30	54
JSU	13	35	48
MC	14	30	44
MSU	90	249	339
MUW	14	13	27
MVSU	3	16	19
RC	0	6	6
TC	2	5	7
UM	2	212	214
USM	110	221	331
WCU	34	98	132
Totals	323	953	1276

Figure 66
2022-2023 Teacher Candidates

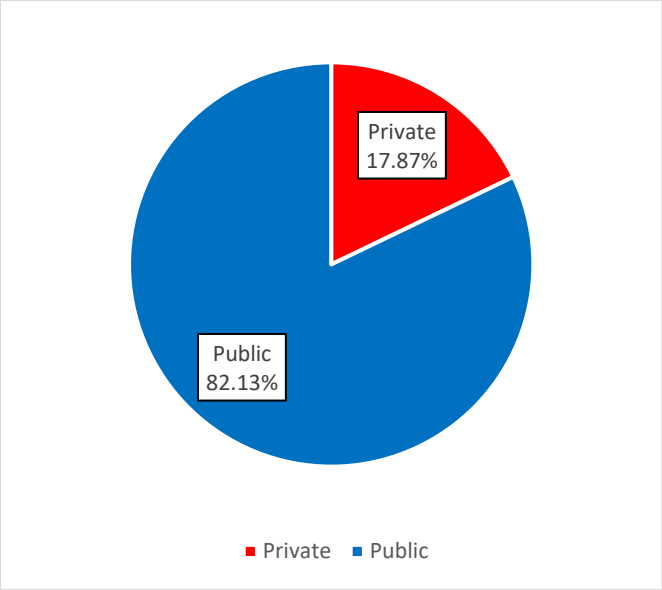
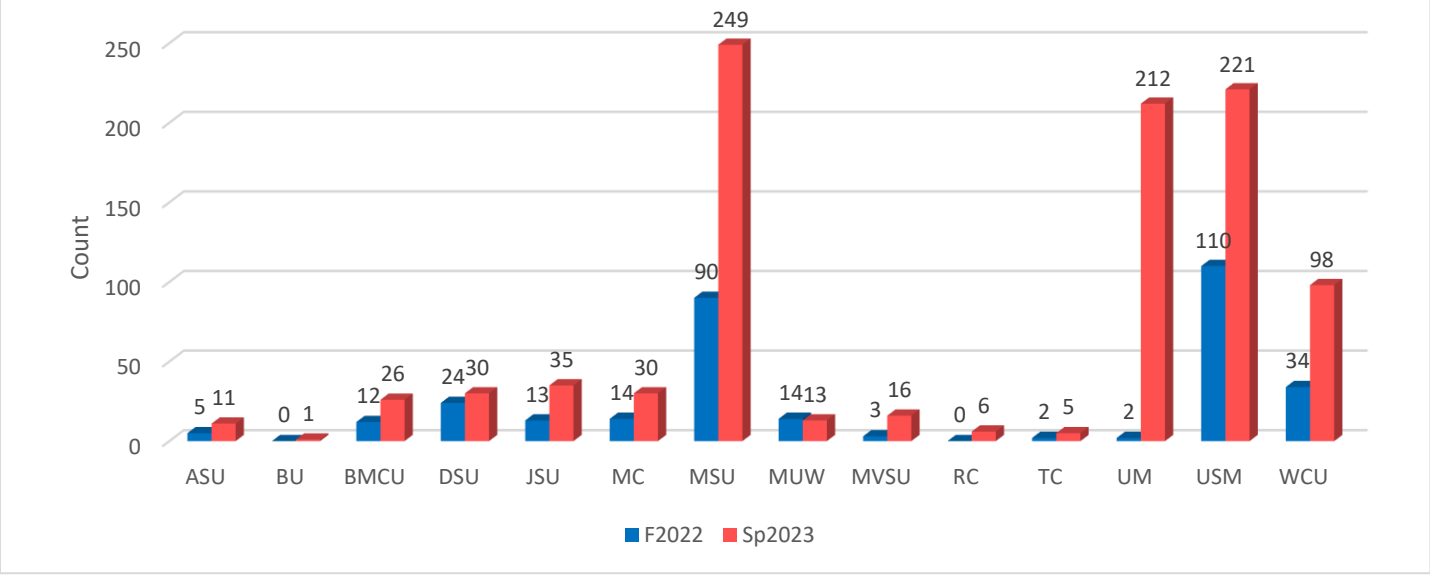


Figure 67
2022-2023 Teacher Candidates



During the semester, teacher candidates complete two types of placements depending on the license that they seek. Typically, Elementary Education majors stay in one placement during the semester, while others (Secondary and K-12) will complete two semester placements (ex., one lower grade and one upper grade).

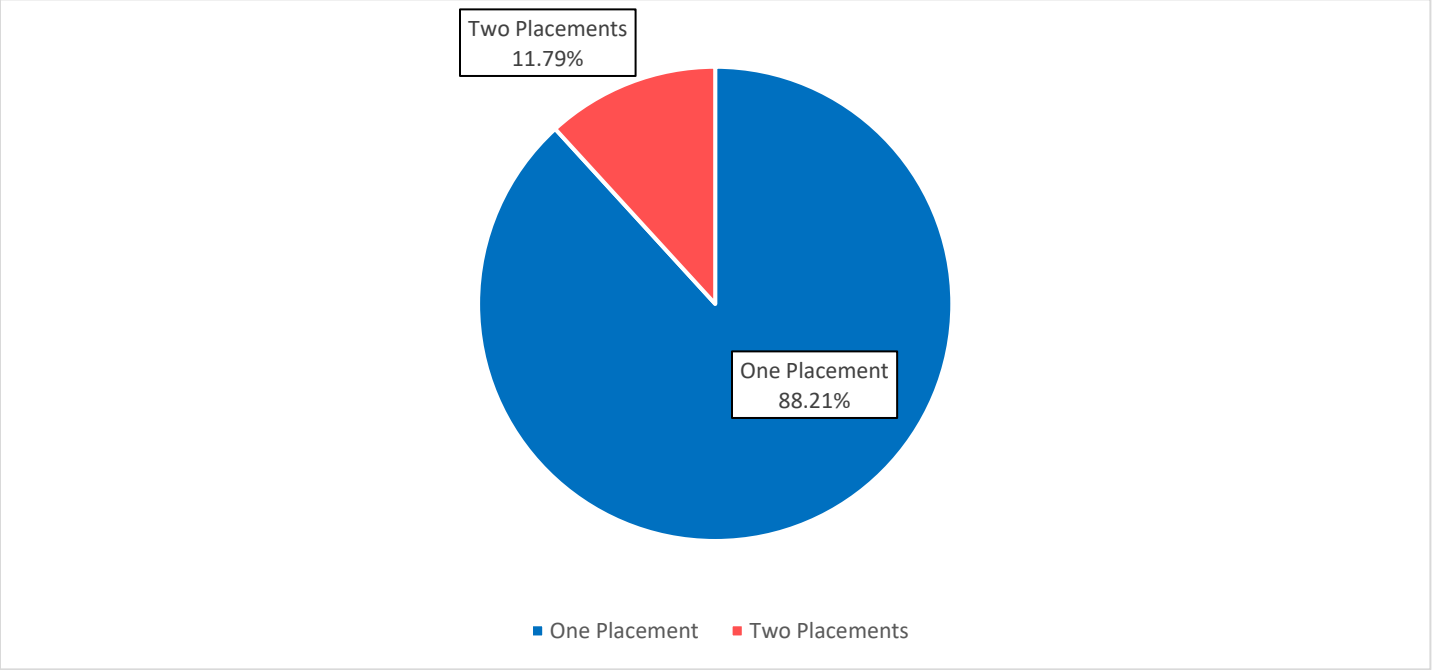
Table 130

2022-2023 Teacher Candidate Field Experience Placement Assignments

EPP	One Placement			Two Placements		
	F2022	Sp2023	Total	F2022	Sp2023	Total
ASU	0	0	0	5	11	16
BU	0	1	1	0	0	0
BMCU	10	20	30	2	6	8
DSU	24	30	54	0	0	0
JSU	13	35	48	0	0	0
MC	8	18	26	6	12	18
MSU	81	221	302	9	28	37
MUW	8	6	14	6	7	13
MVSU	3	16	19	0	0	0
RC	0	6	6	0	0	0
TC	2	5	7	0	0	0
UM	2	212	214	0	0	0
USM	84	163	247	26	29	55
WCU	34	98	132	0	0	0
Totals	269	831	1100	54	93	147

Figure 68

2022-2023 Teacher Candidate Placement Assignments



During the 2022-2023 academic year, the State Board of Education identified 104 geographical critical shortage areas in Mississippi. The percentage of teacher candidates placed for student teaching in a geographical critical shortage area for their student teaching semester was 62.30% (n=795).

Table 131

2022-2023 Critical Shortage Area Placements

	ASU n=16	BU n=1	BMCU n=38	DSU n=54	JSU n=48	MC n=44	MSU n=339	MUW n=27	MVSU n=19	RC n=6	TC n=7	UM n=214	USM n=331	WCU n=132
Aberdeen	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Alcorn	0	0	3	0	0	0	3	0	0	0	0	10	0	0
Attala Co	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Bay St. Louis-Waveland	0	0	0	0	0	0	0	0	0	0	0	0	5	1
Benton Co	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Booneville	0	0	0	0	0	0	0	0	0	0	0	7	0	0
Calhoun Co	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Canton Public	1	0	0	0	2	0	0	0	0	0	2	0	0	0
Chickasaw Co	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Choctaw Co	0	0	0	0	0	0	21	0	0	0	0	0	0	0
Claiborne Co	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarksdale	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Cleveland	0	0	0	20	0	0	0	0	0	0	0	0	0	0
Clinton Pub	0	0	0	0	0	29	1	0	0	0	2	0	0	0
Columbia	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Columbus	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Copiah Co	0	0	0	0	0	0	0	1	0	0	0	0	2	0
Covington Co	0	0	0	0	0	0	0	0	0	0	0	0	5	1
Desoto Co	0	0	1	2	0	0	3	0	0	1	0	27	10	0
E Tallahatchie	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Forest	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Forrest Co	0	0	0	0	0	0	0	0	0	0	0	0	8	1
Green Co	0	0	0	0	0	0	0	0	0	0	0	0	3	2
Greenville Pub	0	0	0	0	0	0	0	0	4	0	0	0	0	0

	ASU n=16	BU n=1	BMCU n=38	DSU n=54	JSU n=48	MC n=44	MSU n=339	MUW n=27	MVSU n=19	RC n=6	TC n=7	UM n=214	USM n=331	WCU n=132
Greenwood-Leflore	0	0	0	0	0	0	0	0	4	0	0	0	0	0
Grenada	0	0	0	5	0	0	2	0	0	0	0	10	0	0
Hattiesburg	0	0	0	0	0	0	0	0	0	0	0	0	25	4
Hazlehurst	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Hinds Co	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Holmes Co	0	0	0	0	0	0	0	0	7	0	0	0	0	0
Humphreys Co	0	0	0	1	0	0	2	0	0	0	0	0	0	0
Itawamba Co	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Jackson Co	0	0	0	0	0	0	1	0	0	0	0	0	7	8
Jackson Pub	0	0	0	0	41	2	0	0	0	0	1	0	0	0
Jefferson Co	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson-Davis	4	0	0	0	0	0	0	0	0	0	0	0	0	1
Kemper Co	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Kosciusko	0	0	0	0	0	0	4	0	0	0	0	0	0	0
Lafayette Co	0	0	1	0	0	0	0	0	0	0	0	97	0	0
Lauderdale Co	0	0	0	0	0	0	17	0	0	0	0	0	0	14
Laurel	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Lawrence Co	0	0	0	0	0	0	0	0	0	0	0	0	3	1
Leake Co	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Lee Co	0	0	3	0	0	0	5	0	0	0	0	0	0	0
Louisville	0	0	0	0	0	0	8	2	0	0	0	0	0	0
Marshall Co	0	0	2	0	0	0	0	0	0	0	0	0	0	0
McComb	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Meridian	0	0	0	0	0	0	8	0	0	0	0	0	0	0
Natchez-Adams	2	0	0	0	0	0	0	0	0	0	0	0	0	0
New Albany	0	0	8	0	0	0	0	0	0	0	0	10	1	0
Newton Co	0	0	0	0	0	0	2	0	0	0	0	0	3	0
Newton Mun	0	0	0	0	0	0	0	0	0	0	0	0	1	0
North Pike	0	0	0	0	0	0	0	0	0	0	0	0	7	0
North Tippah	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Pass Christian	0	0	0	0	0	0	0	0	0	0	0	0	3	2
Philadelphia	0	0	0	0	0	0	3	0	0	0	0	0	0	0

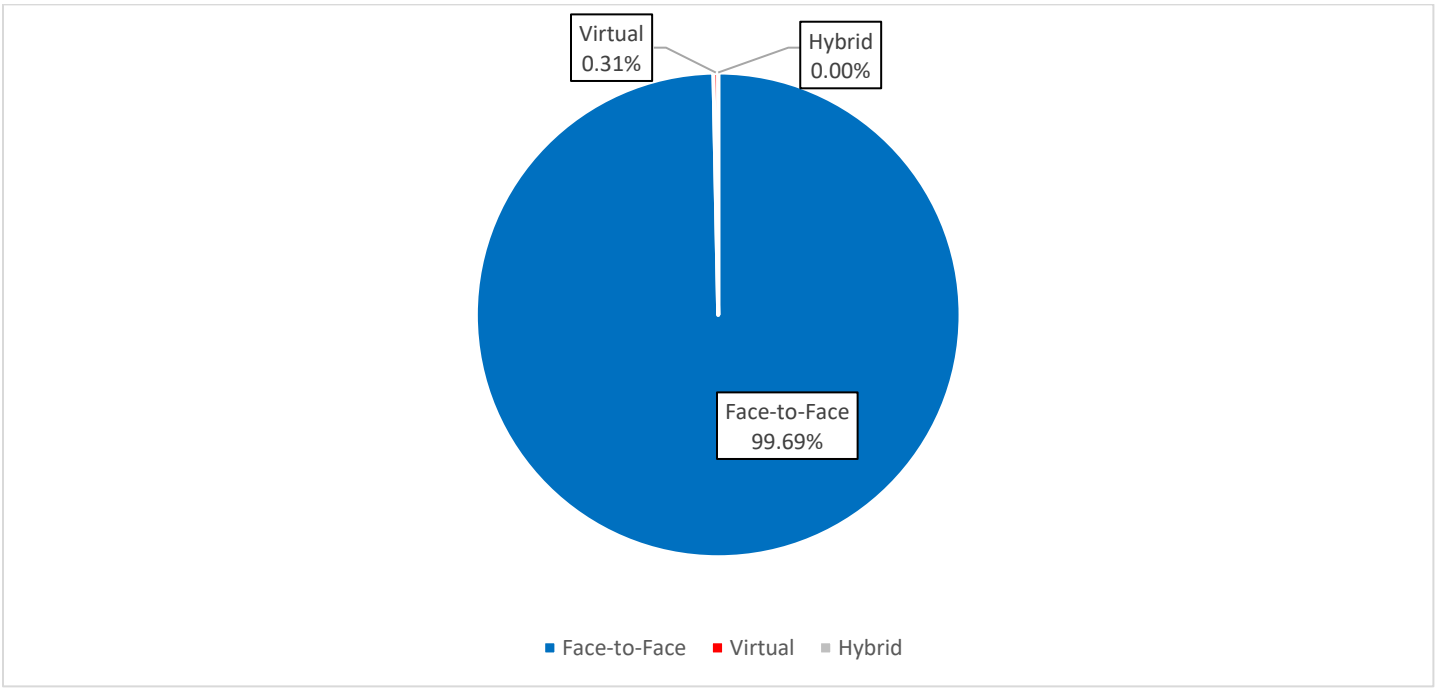
	ASU n=16	BU n=1	BMCU n=38	DSU n=54	JSU n=48	MC n=44	MSU n=339	MUW n=27	MVSU n=19	RC n=6	TC n=7	UM n=214	USM n=331	WCU n=132
Picayune	1	0	0	0	0	0	0	0	0	0	0	0	3	4
Pontotoc	0	0	0	0	0	0	1	0	0	0	0	20	0	0
Quitman Co	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Scott Co	0	0	0	0	0	0	9	0	0	0	0	0	1	0
Simpson Co	0	0	0	1	0	0	1	0	0	0	0	0	2	0
Smith Co	0	0	0	0	0	0	2	0	0	0	0	0	2	1
South Panola	0	0	0	1	0	0	0	0	0	0	0	3	0	1
South Tippah	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Starkville-Oktibbeha	0	0	10	1	0	0	84	1	0	0	0	0	0	0
Stone Co	0	0	0	0	0	0	0	0	0	0	0	0	3	5
Sunflower Co	0	0	0	0	1	0	0	0	3	0	0	0	0	0
Tishomingo Co	0	0	1	0	0	0	2	0	0	0	0	0	0	0
Union Public	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Vicksburg-Warren	0	0	0	3	0	0	1	0	0	0	0	0	1	0
Water Valley	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Wayne Co	0	0	0	0	0	0	2	0	0	0	0	0	3	1
Webster Co	0	0	0	0	0	0	33	1	0	0	0	0	0	0
West Point	0	0	0	0	0	0	19	1	0	0	0	0	0	0
W Tallahatchie	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Western Line	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Yazoo City	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Yazoo Co	0	0	0	2	0	2	1	0	0	0	0	0	0	0
Total	16	0	32	38	46	33	253	8	19	1	6	186	106	51

During the COVID-19 Pandemic, teacher candidates were given options for student teaching depending on the school where they were assigned: teaching face-to-face, virtual, or a combination of the two. Data show that teacher candidates are returning to pre-Covid instructional delivery.

Table 132
2022-2023 Teacher Candidate Instruction Delivery

EPP	Face-to-Face			Virtual			Hybrid		
	F2022	Sp2023	Total	F2022	Sp2023	Total	F2022	Sp2023	Total
ASU	5	11	16	0	0	0	0	0	0
BU	0	1	1	0	0	0	0	0	0
BMCU	12	26	38	0	0	0	0	0	0
DSU	24	30	54	0	0	0	0	0	0
JSU	13	35	48	0	0	0	0	0	0
MC	14	30	44	0	0	0	0	0	0
MSU	90	249	339	0	0	0	0	0	0
MUW	14	13	27	0	0	0	0	0	0
MVSU	3	16	19	0	0	0	0	0	0
RC	0	6	6	0	0	0	0	0	0
TC	2	5	7	0	0	0	0	0	0
UM	2	212	214	0	0	0	0	0	0
USM	110	221	331	0	0	0	0	0	0
WCU	34	94	128	0	4	4	0	0	0
Total	323	949	1272	0	4	4	0	0	0

Figure 69
2022-2023 Teacher Candidate Instruction Delivery



Professional Development

Throughout the student teaching semester, the EPPs held several types of professional development opportunities for their teacher candidates. Professional development topics included some of the following: orientation sessions, expectations, active shooter training, Mississippi Common Assessment Training, Professional Growth System, first year teacher, technology in education, legal issues, high quality instruction and materials, code of ethics, résumé, job interview skills, teacher recruitment fairs, culturally responsive teaching, high leverage practices, applying for a license, licensure updates, lesson planning, student data analysis, data driven decision making, classroom management, discipline, routines, liability insurance, professional organizations, parental engagement, collaboration, instructional strategies, reflection on internship, and portfolio design. Over 264 professional development seminars were given across the state.

Table 133

2022-2023 Count of Professional Development Seminar Topics

	F2021	Sp2022	Total
ASU	6	5	11
BU	0	7	7
BMCU	15	6	21
DSU	7	7	14
JSU	7	8	15
MC	11	11	22
MSU	11	14	25
MUW	3	3	6
MVSU	14	14	28
RC	0	16	16
TC	11	21	32
UM	1	4	5
USM	15	16	31
WCU	11	20	31
Total	112	152	264

264

Professional Development Seminar Topics

Cooperating Teachers

During the 2022-2023 academic year, teacher candidates were placed with 1368 experienced teachers during their student teaching semester of which 13.82% (n=189) were National Board Certified Teachers (NBCT). Minimum requirements for a cooperating teacher include three years of effective teaching experience, hold a standard teaching license, teach in his/her field of licensure, participate in the statewide training on the administration of the EPP Common Assessments, and a recommendation by the principal and/or district's Office of Human Resources.

Table 134
2022-2023 Count of Cooperating Teachers

	F2022	Sp2023	Total
ASU	10	20	30
BU	0	1	1
BMCU	14	30	44
DSU	24	29	53
JSU	15	33	48
MC	21	42	63
MSU	96	268	364
MUW	20	20	40
MVSU	3	16	19
RC	0	6	6
TC	2	5	7
UM	2	209	211
USM	134	216	350
WCU	34	98	132
Total	375	993	1368

Table 135
2022-2023 Count of NBCT Cooperating Teachers

	F2022	Sp2023	Total
ASU	0	0	0
BU	0	0	0
BMCU	3	3	6
DSU	4	2	6
JSU	1	12	13
MC	8	6	14
MSU	12	24	36
MUW	1	0	1
MVSU	1	1	2
RC	0	0	0
TC	0	0	0
UM	0	55	55
USM	14	24	38
WCU	6	12	18
Total	50	139	189

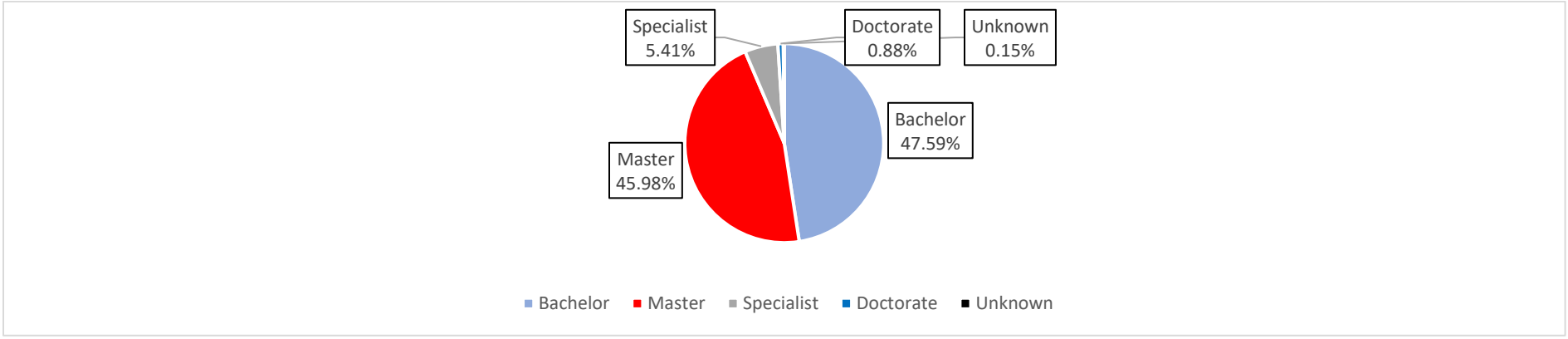
1368

Cooperating Teachers

Table 136
2022-2023 Cooperating Teachers' Highest Degree

	Fall 2021					Spring 2022				
	Bachelor	Master	Specialist	Doctorate	Unknown	Bachelor	Master	Specialist	Doctorate	Unknown
ASU	5	5	0	0	0	1	13	6	0	0
BU	0	1	0	0	0	0	1	0	0	0
BMCU	7	7	0	0	0	14	15	1	0	0
DSU	13	10	1	0	0	11	15	2	1	0
JSU	8	5	2	0	0	8	20	4	1	0
MC	9	12	0	0	0	18	23	1	0	0
MSU	47	37	12	0	0	117	134	15	2	0
MUW	9	11	0	0	0	11	8	0	0	1
MVSU	2	0	1	0	0	5	8	3	0	0
RC	0	0	0	0	0	2	3	0	0	1
TC	0	1	0	0	0	0	3	2	0	0
UM	2	0	0	0	0	154	51	2	2	0
USM	64	59	8	3	0	88	120	5	3	0
WCU	16	14	4	0	0	40	53	5	0	0
Total	182	162	28	3	0	469	467	46	9	2

Figure 70
2022-2023 Cooperating Teacher Highest Degree



University Supervisors

During the 2022-2023 academic year, teacher candidates were supervised by 281 fulltime and adjunct faculty during their student teaching semester. Minimum requirements for a university supervisor are three years of effective P-12 teaching experience, prefer to hold a standard teaching license, participate in the statewide training on the administration of the EPP Common Assessments, and make at least four face-to-face/virtual visits per assigned teacher candidate during the student teaching experience.

Table 137
2022-2023 Count of University Supervisors

	F2022	Sp2023	Total
ASU	6	8	14
BU	0	1	1
BMCU	2	4	6
DSU	8	9	17
JSU	6	7	13
MC	8	13	21
MSU	47	62	109
MUW	4	4	8
MVSU	1	5	6
RC	0	1	1
TC	1	1	2
UM	2	28	30
USM	14	20	34
WCU	6	13	19
Total	105	176	281

Table 138
2022-2023 University Supervisors Average Number of Years K-12 Teaching Experience

	F2022	Sp2023	Average
ASU	7.20	7.80	7.50
BU	NA	8.00	8.00
BMCU	19.50	24.30	21.90
DSU	18.70	20.20	19.45
JSU	12.30	8.10	10.20
MC	15.90	15.80	15.85
MSU	23.60	25.80	24.70
MUW	14.50	10.30	12.40
MVSU	15.00	26.20	20.60
RC	NA	11.00	11.00
TC	4.00	4.00	4.00
UM	15.00	14.70	14.85
USM	14.10	19.60	16.85
WCU	19.80	22.40	21.10
Average	14.97	15.59	15.28

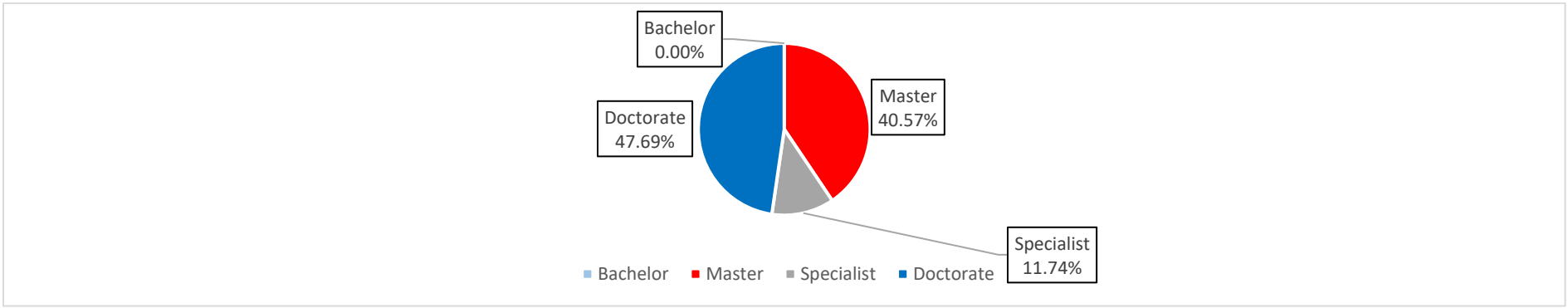
281

University Supervisors

Table 139
2022-2023 University Supervisors' Highest Degree

	Fall 2022				Spring 2023				US Total
	Bachelor	Master	Specialist	Doctorate	Bachelor	Master	Specialist	Doctorate	
ASU	0	0	0	6	0	1	1	6	14
BU	0	0	0	0	0	0	0	1	1
BMCU	0	0	0	2	0	1	0	3	6
DSU	0	3	1	4	0	4	1	4	17
JSU	0	1	1	4	0	0	1	6	13
MC	0	1	0	7	0	2	0	11	21
MSU	0	27	11	9	0	39	11	12	109
MUW	0	1	0	3	0	0	0	4	8
MVSU	0	0	0	1	0	0	2	3	6
RC	0	0	0	0	0	0	0	1	1
TC	0	0	0	1	0	0	0	1	2
UM	0	1	0	1	0	10	2	16	30
USM	0	6	0	8	0	8	2	10	34
WCU	0	2	0	4	0	7	0	6	19
Total	0	42	13	50	0	72	20	84	281

Figure 71
2022-2023 University Supervisors' Highest Degree



Teacher Candidate Exit Survey

At the conclusion of the fall and spring student teaching semesters, 1276 teacher candidates were sent invitations to complete a perception survey about their preparation. Of the 1276 teacher candidates, 43.89% (n=560) responded to the survey. Overall, 94.55% were satisfied with their preparation. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 140
2022-2023 Teacher Candidate Exit Survey Results

Preparation	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. I was prepared to teach the content/ subject area(s) of my degree. (InTASC 4)	560	n=12 2.14%	n=4 0.71%	n=190 33.93%	n=354 63.21%	3.58
2. I was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5)	560	n=10 1.79%	n=9 1.61%	n=201 35.89%	n=340 60.71%	3.56
3. I was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6)	560	n=11 1.96%	n=16 2.86%	n=179 31.96%	n=354 63.21%	3.56
4. I was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues. (InTASC 10)	560	n=13 2.32%	n=27 4.82%	n=184 32.86%	n=336 60.00%	3.51
5. My preparation helped me to interpret and understand the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). (InTASC 9)	560	n=12 2.14%	n=21 3.75%	n=198 35.36%	n=329 58.75%	3.51
6. I was prepared to vary my instructional strategy depending on my role in the instructional process (e.g., instructor, facilitator, coach, audience) in	560	n=11 1.96%	n=19 3.39%	n=183 32.68%	n=347 61.96%	3.55

relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8)						
7. I was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7)	560	n=13 2.32%	n=17 3.04%	n=195 34.82%	n=335 59.82%	3.52
8. I was prepared to design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1)	560	n=11 1.96%	n=17 3.04%	n=188 33.57%	n=344 61.43%	3.54
9. I was prepared to use high leverage practices (HLPs) and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2)	560	n=15 2.68%	n=40 7.14%	n=204 36.43%	n=301 53.75%	3.41
10. I was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)	560	n=10 1.79%	n=5 0.89%	n=172 30.71%	n=373 66.61%	3.62
11. I was prepared to adhere to the Mississippi Educator Code of Ethics. (InTASC 9)	560	n=11 1.96%	n=5 0.89%	n=124 22.14%	n=420 75.00%	3.70
12. I was prepared to plan lessons aligned with Mississippi College and Career Readiness Standards using high quality instructional materials. (InTASC 7)	560	n=11 1.96%	n=3 0.54%	n=148 26.43%	n=398 71.07%	3.67

Cooperating Teacher	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My cooperating/mentor teacher discussed my evaluations and offered suggestions and advice to improve my teaching effectiveness. (InTASC 6)	560	n=19 3.39%	n=23 4.11%	n=103 18.39%	n=415 74.11%	3.63
2. My cooperating/mentor teacher encouraged me to utilize technological skills in my teaching to enhance students' performance. (InTASC 8)	560	n=19 3.39%	n=21 3.75%	n=127 22.68%	n=393 70.18%	3.60
3. My cooperating/mentor teacher demonstrated a positive, collaborative partnership to support my development as an effective educator. (InTASC 10)	560	n=21 3.75%	n=8 1.43%	n=117 20.89%	n=414 73.93%	3.65
4. My cooperating/mentor teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. (InTASC 9)	560	n=21 3.75%	n=12 2.14%	n=100 17.86%	n=417 76.25%	3.67
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My university supervisor helped me to identify strengths and weaknesses and offer helpful suggestions to improve my teaching performance. (InTASC 6)	560	n=13 2.32%	n=20 3.57%	n=143 25.54%	n=384 68.57%	3.60
2. My university supervisor evaluated my lesson plans and provided timely feedback for improvement before I taught the lesson. (InTASC 6)	560	n=18 3.21%	n=35 6.25%	n=129 23.04%	n=378 67.50%	3.55
3. My university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	560	n=13 2.32%	n=14 2.50%	n=126 22.50%	n=407 72.68%	3.66

Table 141

2022-2023 Teacher Candidate Exit Survey Contextual Information

		Count	Percentage
Gender	Female	474	84.64%
	Male	79	14.11%
	Non-binary	4	0.71%
	Prefer not to answer	3	0.54%
Ethnicity	Am Indian/Alaskan Native	3	0.54%
	Asian/Pacific Islander	4	0.71%
	Black/African American	83	14.82%
	Hispanic	16	2.86%
	Native Hawaiian/Pacific Is	1	0.18%
	White	440	78.57%
	Multiple	5	0.89%
	Choose not to disclose	8	1.43%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	1	0.18%
	One	8	1.43%
	Two	74	13.21%
	Three	92	16.43%
	Four	257	45.89%
	Five	71	12.68%
	Six	19	3.39%
	Six Plus	29	5.18%
	No Response	9	1.61%
Would Recommend Cooperating Teacher to Mentor another Teacher Candidate	Yes	507	90.54%
	No	44	7.86%
	Blank	9	1.61%
Responses	Emailed	1276	
	Completed Responses	560	
	Response Rate		43.89%

Cooperating Teacher Survey

At the conclusion of the fall and spring student teaching semesters, 1359 cooperating teachers were sent invitations to complete a perception survey about their teacher candidate's preparation. Of the 1359 cooperating teachers, 65.56% (n=891) responded to the survey. Overall, 91.82% were satisfied with the preparation of the teacher candidate that they mentored. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 142
2022-2023 Cooperating Teacher Survey Results

Preparation	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My teacher candidate was prepared to teach the content/subject area(s) of his/her degree. (InTASC 4)	891	n=19 2.13%	n=35 3.93%	n=357 40.07%	n=480 53.87%	3.46
2. My teacher candidate was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5)	891	n=21 2.36%	n=49 5.50%	n=366 41.08%	n=455 51.07%	3.41
3. My teacher candidate was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6)	891	n=17 1.91%	n=53 5.95%	n=383 42.99%	n=438 49.16%	3.39
4. My teacher candidate was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues (InTASC 10)	891	n=17 1.91%	n=39 4.38%	n=335 37.60%	n=500 56.12%	3.48
5. My teacher candidate interpreted and understood the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). (InTASC 9)	891	n=11 1.23%	n=24 2.69%	n=363 40.74%	n=493 55.33%	3.50

6. My teacher candidate was prepared to vary instructional strategies depending on the role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8)	891	n=17 1.91%	n=49 5.50%	n=363 40.74%	n=462 51.85%	3.43
7. My teacher candidate was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7)	891	n=14 1.57%	n=58 6.51%	n=383 42.99%	n=436 48.93%	3.39
8. My teacher candidate was prepared to design and implement developmentally appropriate and challenging learning experience based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1)	891	n=18 2.02%	n=56 6.29%	n=377 42.31%	n=440 49.38%	3.39
9. My teacher candidate was prepared to use strategies and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2)	891	n=20 2.24%	n=68 7.63%	n=380 42.65%	n=423 47.47%	3.35
10. My teacher candidate was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)	891	n=14 1.57%	n=22 2.47%	n=336 37.71%	n=519 58.25%	3.53
11. My teacher candidate adhered to the Mississippi Educator Code of Ethics. (InTASC 9)	891	n=11 1.23%	n=4 0.45%	n=244 27.38%	n=632 70.93%	3.68

University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. The university supervisor and I worked as a team. (InTASC 10)	891	n=17 1.91%	n=35 3.93%	n=333 37.37%	n=506 56.79%	3.49
2. The university supervisor encouraged my teacher candidate. (InTASC 10)	891	n=9 1.01%	n=18 2.02%	n=305 34.23%	n=559 62.74%	3.59
3. The university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	891	n=20 2.24%	n=23 2.58%	n=306 34.34%	n=542 60.83%	3.54

EPP	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. Based on my work with the teacher candidate from this institution, I would supervise another candidate from the same institution. (InTASC 10)	891	n=16 1.80%	n=26 2.92%	n=0 0.00%	n=849 95.29%	3.89
2. I would recommend this institution to any individual who was interested in pursuing a teacher preparation program. (InTASC 9)	891	n=12 1.35%	n=22 2.47%	n=0 0.00%	n=857 96.18%	3.91
3. The institution provided me with training (both initial/ongoing and virtual/physical) for my role as a cooperating teacher. (InTASC 9)	891	n=12 1.35%	n=46 5.16%	n=0 0.00%	n=833 93.49%	3.86
4. Other than my role as the cooperating teacher, the institution involves me in other aspects of the teacher preparation program, including other clinical preparation processes, continuous improvement, and evaluation of the program. (InTASC 10)	891	n=35 3.93%	n=140 15.71%	n=0 0.00%	n=716 80.36%	3.57
5. I was involved with co-construction and co-selection of the clinical preparation of the institution's candidates. (InTASC 10)	891	n=67 7.52%	n=251 28.17%	n=0 0.00%	n=573 64.31%	3.21

Table 143

2022-2023 Cooperating Teacher Survey Contextual Information

		Count	Percentage
Gender	Female	794	89.21%
	Male	96	10.79%
	Non-binary	1	0.11%
	Prefer not to answer	0	0.00%
Ethnicity	Am Indian/Alaskan Native	4	0.45%
	Asian/Pacific Islander	4	0.45%
	Black/African American	137	15.38%
	Hispanic	5	0.45%
	Native Hawaiian/Pacific Is	2	0.22%
	White	718	80.58%
	Multiple	3	0.34%
	Choose not to disclose	18	2.02%
Years of Experience	0-5 years	90	10.10%
	6-10 years	186	20.88%
	11-15 years	182	20.43%
	16-20 years	177	19.87%
	More than 20 years	256	28.73%
Number of Teacher Candidates Supervised Prior to this Teacher Candidate	0	291	32.66%
	1-5	458	51.40%
	6-10	98	11.00%
	More than 10	44	4.94%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	10	1.12%
	One	40	4.49%
	Two	279	31.31%
	Three	214	24.02%
	Four	272	30.53%
	Five	44	4.94%
	Six	13	1.46%
	Six Plus	19	2.13%
	Blank	0	0.00%
Responses	Emailed	1359	
	Completed Responses	891	
	Response Rate		65.56%