

OFFICE OF THE CHIEF OF ACCOUNTABILITY
Summary of State Board of Education Agenda Item
Consent Agenda
December 18, 2025

DIVISION OF EDUCATOR PREPARATION

- L. Information: 2025 Annual Educator Preparation Provider Teacher Preparation Performance Report in accordance with Miss. Code Ann. § 37-101-29

Background Information: In accordance with Miss. Code Ann. § 37-101-29, each institution of higher learning with a teacher education program approved by the State Board of Education shall prepare and submit to the State Board of Education an annual performance report on the institution's teacher education program.

Information Only

Back-up material attached



2025

Annual EPP Teacher Preparation Performance Report

Mississippi Teacher Education Preparation Programs

Mississippi Department of Education

Division of Educator Preparation

TABLE OF CONTENTS

SECTION I. Introduction	1
Overview	
Suppressed Data	
Trend Data Charts	
SECTION II. Traditional and Non-Traditional Route Admitted Data.....	6
Admitted Candidate Data by EPP	
Admitted Candidate Data by Gender	
Admitted Candidate Data by Ethnicity	
Admitted Candidate Data by Area of Licensure	
SECTION III. Traditional and Non-Traditional Route Completer Data	19
Completer Candidate Data by EPP	
Completer Candidate Data by Gender	
Completer Candidate Data by Ethnicity	
Completer Candidate Data by Area of Licensure	
SECTION IV. Critical Shortage Data	31
Admitted Candidates in Critical Shortage Subjects by Route	
Completer Candidates in Critical Shortage Subjects by Route	
SECTION V. Educational Leadership Programs Data	34
Admitted Administration/Leadership by EPP	
Admitted Administration/Leadership by Gender	
Admitted Administration/Leadership by Ethnicity	
Completer Administration/Leadership by EPP	
Completer Administration/Leadership by Gender	
Completer Administration/Leadership by Ethnicity	
SECTION VI. Advanced-Level Program Data.....	44
Admitted Advanced-Level Programs by EPP	
Admitted Advanced-Level Programs by Gender	
Admitted Advanced-Level Programs by Ethnicity	
Completer Advanced-Level Programs by EPP	
Completer Advanced-Level Programs by Gender	
Completer Advanced-Level Programs by Ethnicity	
SECTION VII. Foundations of Reading Assessment	53
SECTION VIII. Praxis Principles of Learning and Teaching Assessment	55
SECTION IX. Praxis Content Knowledge Assessment.....	57
Initial Program Praxis Content Knowledge	
Advanced Program Praxis Content Knowledge	
Pass Rate by First Attempt	

SECTION X. Student Teaching Data	<u>72</u>
Teacher Candidates	
Field Placements	
Cooperating Teachers	
University Supervisors	
Teacher Candidate Exit Survey	
Cooperating Teacher Survey	
SECTION XI. Individual EPP Data	<u>91</u>
Comparison of Teacher Education Route	
Gender	
Ethnicity	
Area of Licensure	

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 2025 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2023-2024 academic year:

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

The following are Mississippi's fourteen EPPs with traditional routes:

- Alcorn State University (ASU)
- Belhaven University (BU)
- Blue Mountain Christian University (BMCU)
- Delta State University (DSU)
- Jackson State University (JSU)
- Mississippi College (MC)
- Mississippi State University (MSU)
- Mississippi University for Women (MUW)
- Mississippi Valley State University (MVSU)
- Rust College (RC)
- Tougaloo College (TC)
- University of Mississippi (UM)
- University of Southern Mississippi (USM)
- William Carey University (WCU)

The following are Mississippi's fifteen EPPs with non-traditional routes:

- Alcorn State University (ASU)
- American Board for Certification of Teacher Excellence (ABCTE)
- Belhaven University (BU)
- Delta State University (DSU)
- Jackson State University (JSU)
- Mississippi College (MC)
- Mississippi State University (MSU)
- Mississippi University for Women (MUW)
- Mississippi Valley State University (MVSU)
- Teach for America (TFA)
- Teach Mississippi Institute - University of Mississippi (TMI)
- Tougaloo College (TC)
- University of Mississippi (UM)

- University of Southern Mississippi (USM)
- William Carey University (WCU)

Suppressed Data

This report uses the aggregate data reporting standard, commonly used in contexts where small cell sizes need to be suppressed to protect individual privacy. When the number of preparation candidates in a particular reported category is very small, confidentiality can be challenged, making it easier for students to be identified. The current established minimum n-size of ten (10) will be suppressed so that the release of information will not suggest a student's identity. This will be denoted by "<10."

The following graphs outline statewide admitted candidates, completer candidates, and trend data from traditional and non-traditional routes.

Figure 1

2023-2024 Admitted Candidates

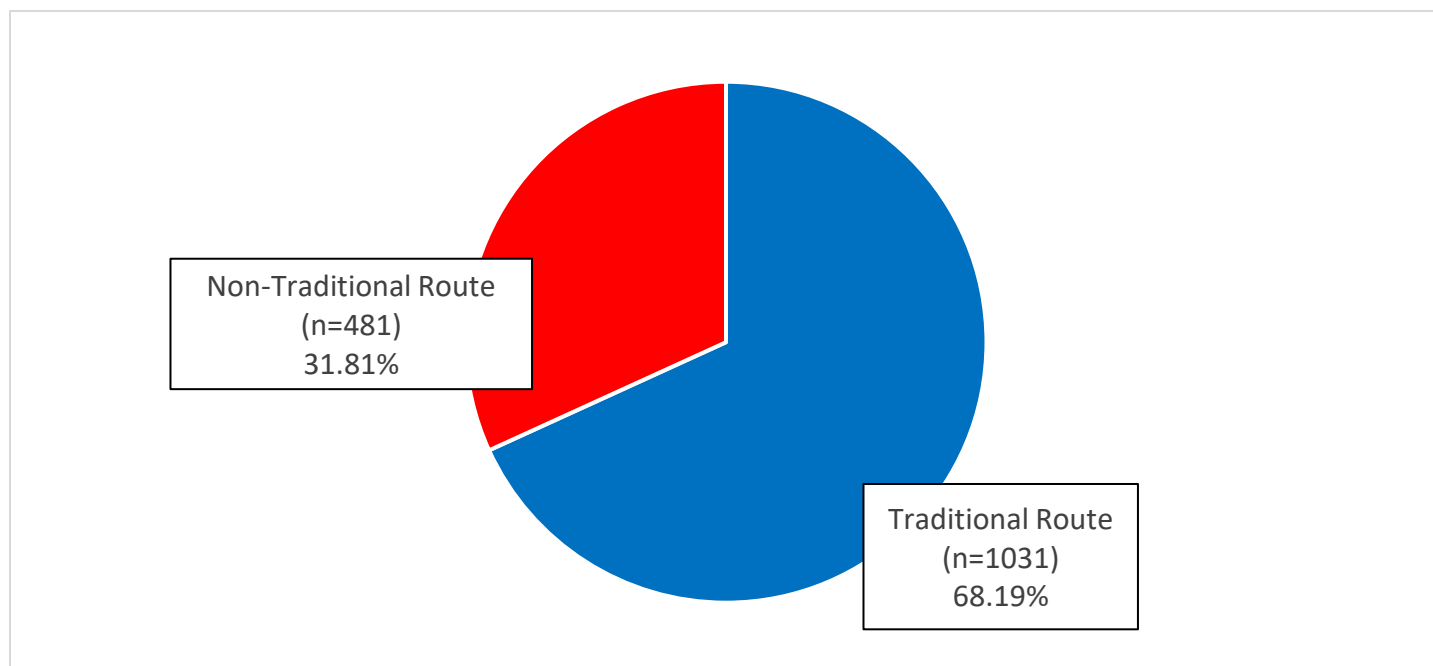


Figure 2

2023-2024 Completer Candidates

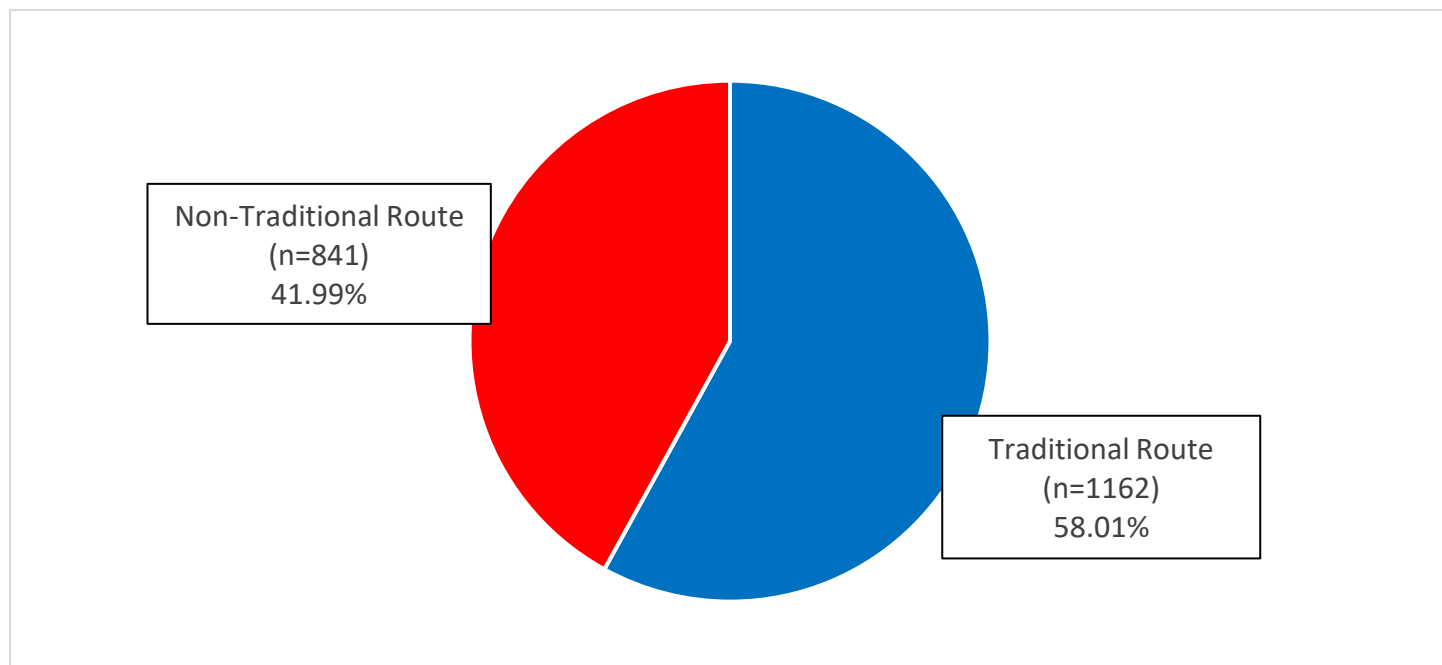


Figure 3
2017-2024 Traditional Admit/Completer Candidates

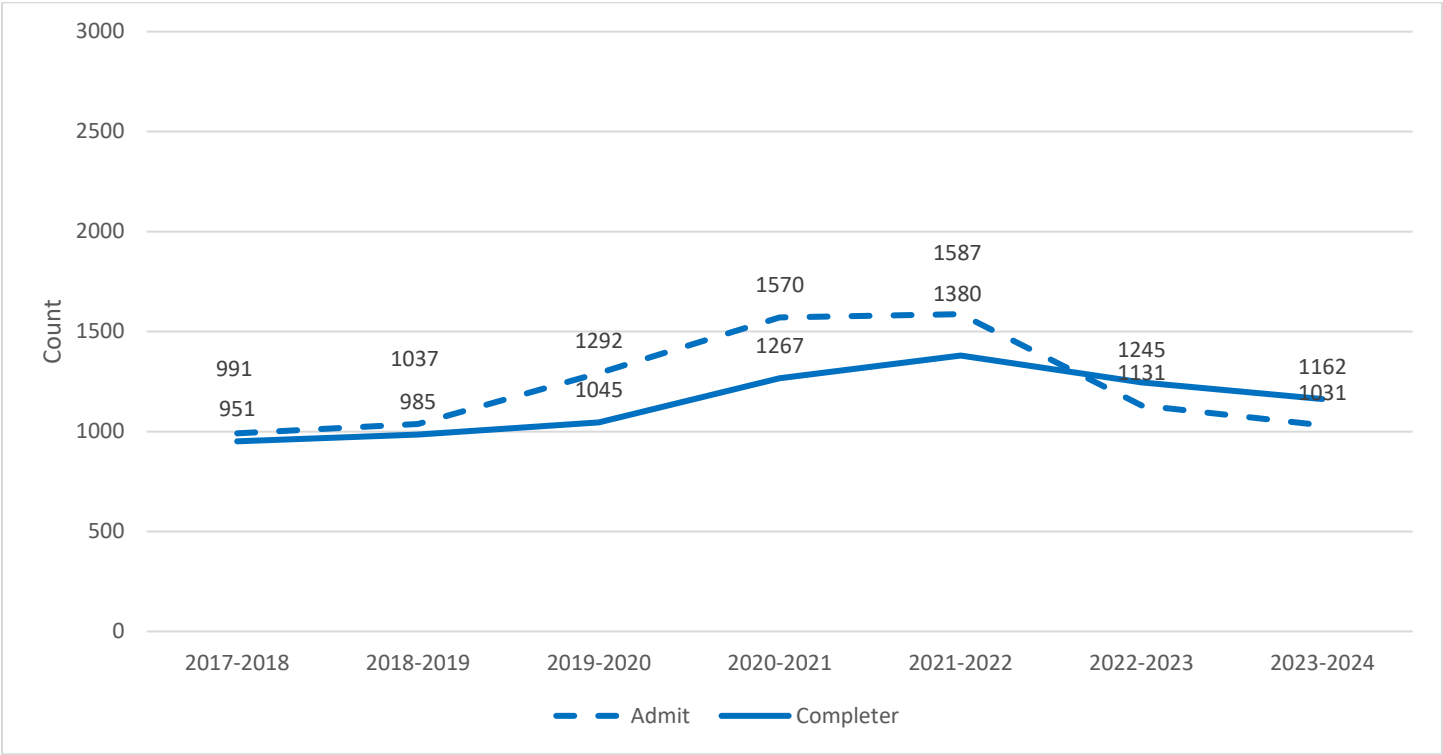


Figure 4
2017-2024 Non-Traditional Admit/Completer Candidates

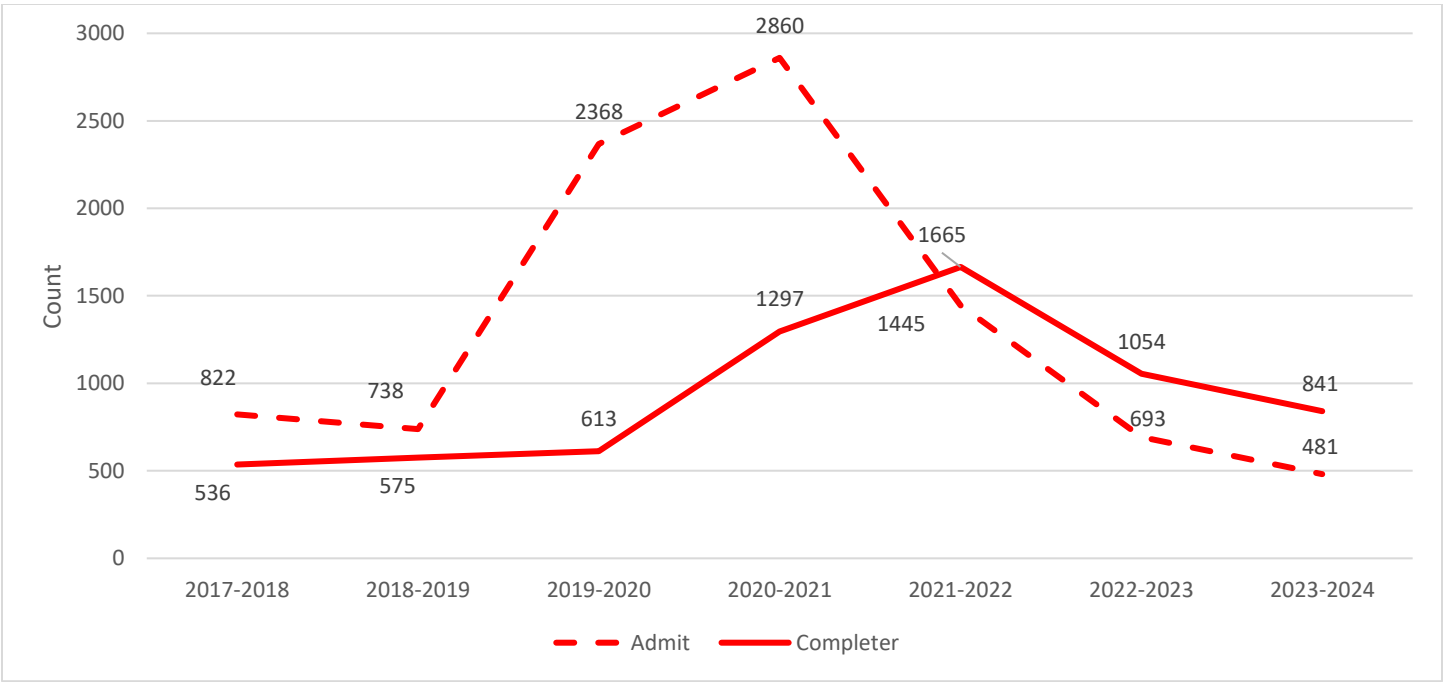


Figure 5
2017-2024 Leadership Admit/Completer Candidates

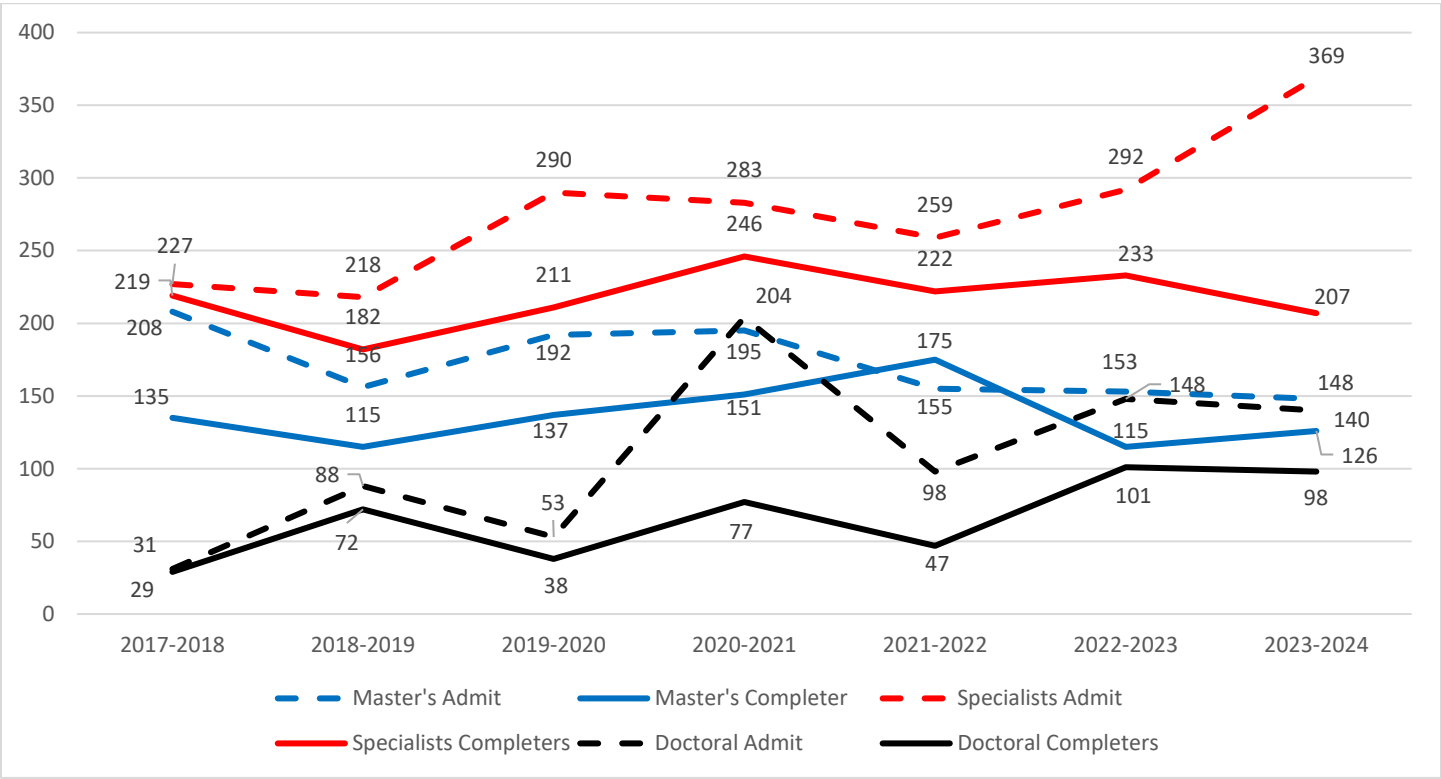
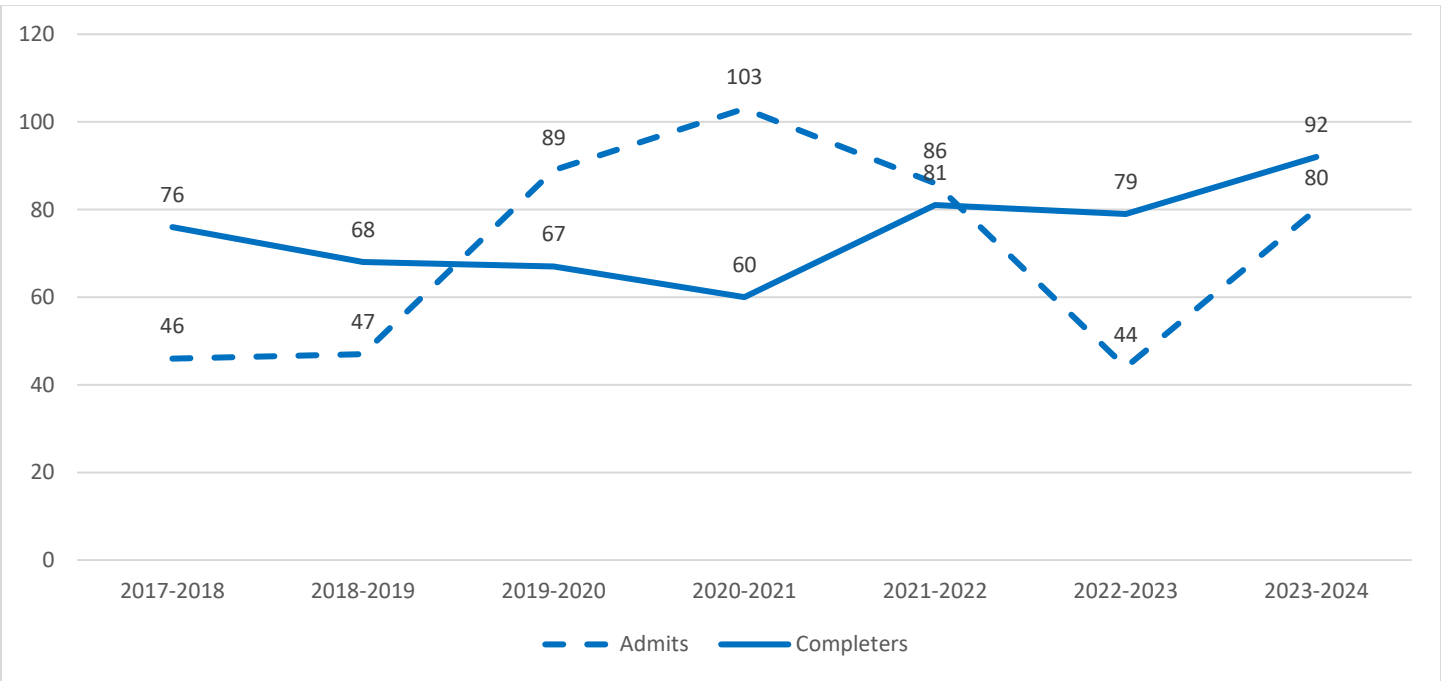


Figure 6
2017-2024 School Counselor Admit/Completers



SECTION II. Traditional and Non-Traditional Route Admitted Data

The following data are reported for 2023-2024 admitted EPP candidates.

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

Program Admit Candidate Data

The number of EPP teacher candidate admits was 1512 during the 2023-2024 academic year. Of the total completers, 68.19% (n=1031) were from traditional route programs and 31.81% (n=481) were from non-traditional route programs.

As outlined in Mississippi Code Annotated § 37-3-2, admission to an approved teacher education program requires:

1. An ACT score of twenty-one (21) (or SAT equivalent); or
2. Achieve a qualifying passing score on the Praxis Core Academic Skills for Educators examination as established by the State Board of Education; or
3. A minimum GPA of 3.0 on coursework prior to admission to an approved teacher education program.

Table 1
2023-2024 Traditional Route Admitted Candidate Data by EPP

EPP	Admitted	Total Enrolled	Percentage Admit by 3.0 GPA	Average 3.0 GPA Admit Scale	Percentage Admit by ACT	Average ACT Admit Score	Percentage Admit by SAT	Average SAT Admit score	Percentage Admit by Praxis CORE	Average Praxis CORE Reading (5713) Admit Score	Average Praxis CORE Writing (5723) Admit Score	Average Praxis CORE Math (5733) Admit Score
ASU	13	22	84.62%	3.37	15.38%	23.50	0%	NA	0%	NA	NA	NA
BU	5	17	100%	<10	0%	NA	0%	NA	0%	NA	NA	NA
BMCU	23	32	52.17%	3.31	47.83%	25.55	0%	NA	0%	NA	NA	NA
DSU	35	230	91.43%	3.48	5.71%	25.00	0%	NA	2.86%	<10	<10	<10
JSU	19	176	84.21%	3.31	5.26%	<10	5.26%	<10	5.26%	<10	162.00	162.00
MC	58	122	65.52%	3.50	34.48%	24.55	0%	NA	0%	NA	NA	NA
MSU	271	750	49.45%	3.37	49.45%	24.96	0%	NA	1.11%	<10	<10	<10
MUW	29	63	79.31%	3.63	17.24%	26.00	0%	NA	3.45%	<10	<10	<10
MVSU	9	114	77.78%	<10	22.22%	<10	0%	NA	0%	NA	NA	NA
RC	2	31	100%	<10	0%	NA	0%	NA	0%	NA	NA	NA
TC	13	13	100%	3.44	0%	NA	0%	NA	0%	NA	NA	NA
UM	201	409	57.21%	3.41	38.31%	24.74	3.48%	<10	0.87%	<10	<10	<10
USM	285	682	72.63%	3.44	26.32%	25.92	0.35%	<10	0.70%	<10	<10	<10
WCU	68	442	76.47%	3.37	22.06%	24.87	0%	NA	1.47%	<10	<10	<10
Total/Average	1031	3103	64.69%	3.44	33.37%	24.42	0.87%	1220.95	1.07%	170.29	163.71	158.00

NA = Not Applicable

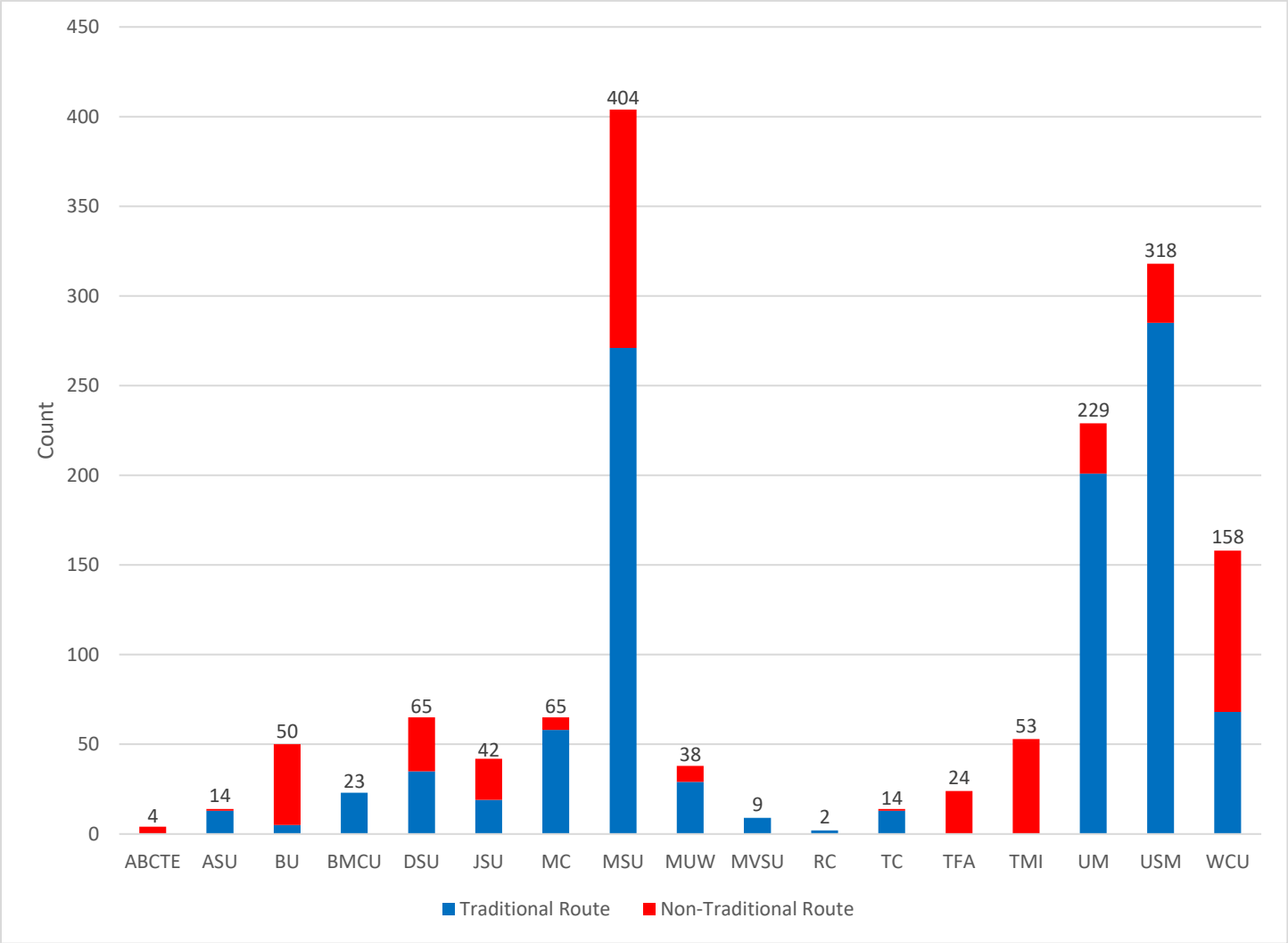
Table 2*2023-2024 Non-Traditional Admitted Candidate Data by EPP*

	Admitted	Total Enrolled	Percentage Admit by 3.0 GPA	Average 3.0 GPA Admit Scale	Percentage Admit by ACT	Average ACT Admit Score	Percentage Admit by SAT	Average SAT Admit score	Percentage Admit by Praxis CORE	Average Praxis CORE Reading (5713) Admit Score	Average Praxis CORE Writing (5723) Admit Score	Average Praxis CORE Math (5733) Admit Score
ABCTE	4	4	100%	<10	0%	NA	0%	NA	0%	NA	NA	NA
ASU	1	7	0%	NA	0%	NA	0%	NA	100%	<10	<10	<10
BU	45	262	77.78%	3.48	6.67%	26.00	2.22%	<10	13.33%	168.57	165.00	147.14
BMCU	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
DSU	30	141	93.33%	3.42	0%	NA	0%	NA	6.67%	177.00	169.00	162.00
JSU	23	284	100%	3.39	0%	NA	0%	NA	0%	NA	NA	NA
MC	7	19	85.71%	<10	14.29%	<10	0%	NA	0%	NA	NA	NA
MSU	133	336	71.43%	3.50	26.32%	25.83	0%	NA	2.26%	<10	<10	<10
MUW	9	26	100%	<10	0%	NA	0%	NA	0%	NA	NA	NA
MVSU	0	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RC	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TC	1	1	100%	<10	0%	NA	0%	NA	0%	NA	NA	NA
TFA	24	29	100%	3.36	0%	NA	0%	NA	0%	NA	NA	NA
TMI-UM	53	277	60.38%	3.41	28.30%	25.80	0%	NA	11.32%	181.33	168.33	162.67
UM	28	46	78.57%	3.48	21.43%	26.00	0%	NA	0%	NA	NA	NA
USM	33	82	57.58%	3.48	39.39%	24.92	3.03%	<10	0%	NA	NA	NA
WCU	90	413	63.33%	3.39	30.00%	24.26	0%	NA	6.67%	178.00	166.33	169.33
Total/ Average	481	1947	73.80%	3.45	20.79%	25.54	0.42%	1015	4.99%	173.15	167.11	160.64

NA = Not Applicable

During the 2023-2024 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 1512. There were 1031 admitted to traditional route programs, and 481 admitted to non-traditional route programs.

Figure 7
2023-2024 Admitted Candidates by EPP and Route



1031
Traditional
Route
Admitted

1512
Total Admitted
Candidates

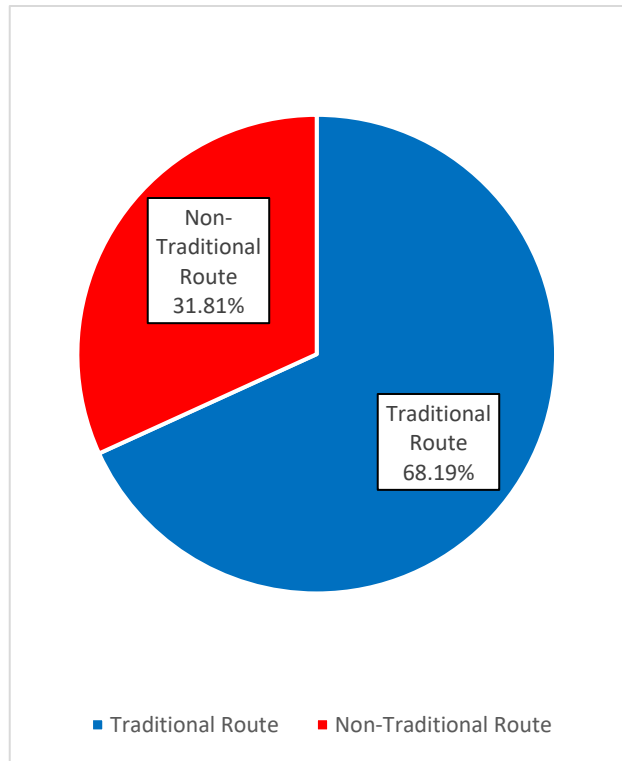
481
Non-Traditional
Route
Admitted

Table 3
2023-2024 Admitted Comparison of Route

EPP	Traditional	Non-Traditional
ABCTE	NA	4
ASU	13	1
BU	5	45
BMCU	23	NA
DSU	35	30
JSU	19	23
MC	58	7
MSU	271	133
MUW	29	9
MVSU	9	0
RC	2	NA
TC	13	1
TFA	NA	24
TMI-UM	NA	53
UM	201	28
USM	285	33
WCU	68	90
Total	1031	481

NA = Not Applicable

Figure 8
2023-2024 Admitted Comparison of Route



Admitted Candidates by Gender

In 2023-2024, Mississippi EPPs admitted a total of 1512 candidates. Male candidates represented 19.71% (n=298) of the total admitted, while female candidates represented the majority admitted at 80.22% (n=1213). One candidate (0.07%) was not identified by gender.

Table 4
2023-2024 Admitted Candidates by Gender

EPP	Female	Male	Not Reported
ABCTE	<10	<10	<10
ASU	<10	<10	0
BU	37	13	0
BMCU	19	<10	0
DSU	55	10	0
JSU	29	13	0
MC	46	19	0
MSU	320	84	0
MUW	30	<10	0
MVSU	<10	<10	0
RC	<10	0	0
TC	13	<10	0
TFA	23	<10	0
TMI-UM	34	19	0
UM	195	34	0
USM	270	48	0
WCU	126	32	0
Total	1213	298	<10

Figure 9
2023-2024 Admitted Candidates by Gender

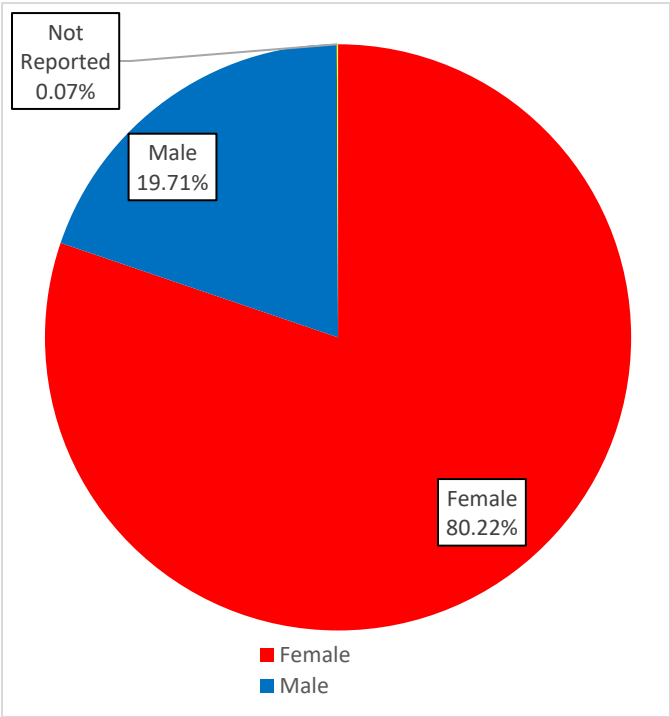


Figure 10
2023-2024 Admitted Female Candidates

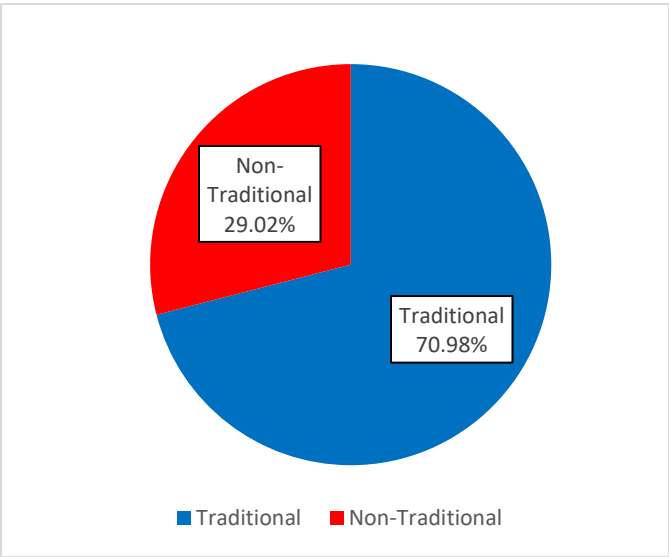
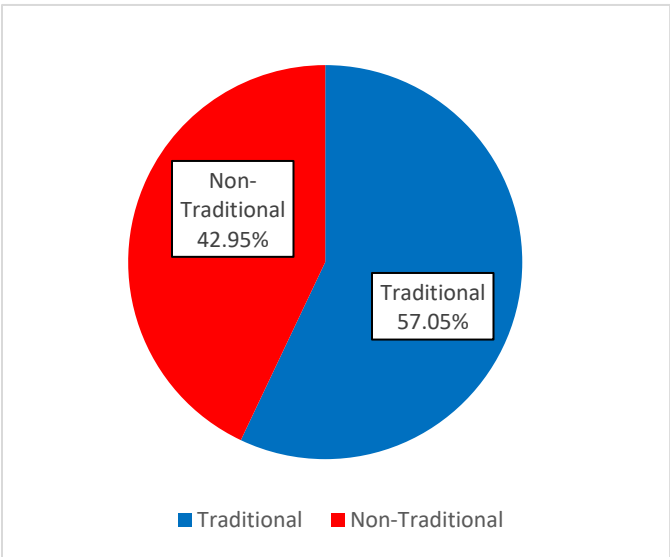


Figure 11
2023-2024 Admitted Male Candidates



Admitted Candidate Data by Ethnicity

In 2023-2024, the 17 EPPs admitted a total of 1512 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

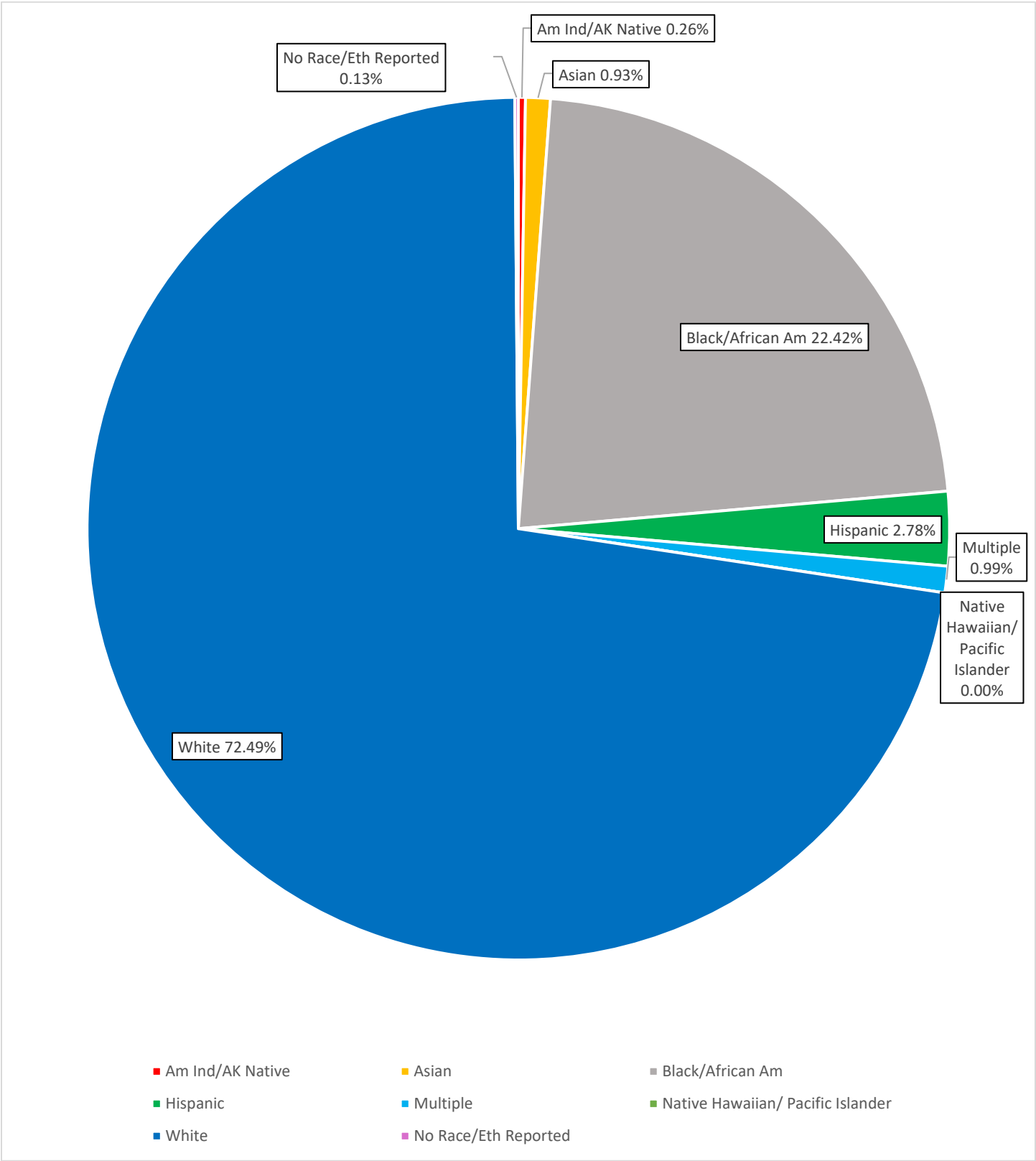
- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiple
- Native Hawaiian/Pacific Islander
- White

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 and non-traditional route programs by EPP.

Table 5
2023-2024 Admitted Candidates by Ethnicity

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	White	Not Reported
ABCTE	0	0	0	0	0	<10	<10
ASU	0	0	14	0	0	0	0
BU	0	0	24	<10	0	25	0
BMCU	0	0	<10	<10	<10	20	0
DSU	0	0	29	0	0	36	0
JSU	0	0	38	0	0	<10	0
MC	0	<10	<10	3	0	54	0
MSU	<10	<10	73	6	<10	312	<10
MUW	0	0	<10	0	0	34	0
MVSU	0	0	<10	0	0	0	0
RC	0	0	<10	0	0	0	0
TC	0	0	14	0	0	0	0
TFA	0	0	23	<10	0	0	0
TMI-UM	0	0	<10	0	0	48	0
UM	0	<10	18	<10	<10	196	0
USM	0	<10	52	17	<10	241	0
WCU	<10	<10	26	<10	<10	123	0
Total	<10	14	339	42	15	1096	<10

Figure 12
2023-2024 Admitted Candidates by Ethnicity



The following tables represent a comparison of traditional and non-traditional routes admitted candidates by ethnicity.

Table 6
2023-2024 Admitted Candidates by Ethnicity-Traditional Route

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	White	Not Reported
ASU	0	0	13	0	0	0	0
BU	0	0	0	0	0	<10	0
BMCU	0	0	<10	<10	<10	20	0
DSU	0	0	<10	0	0	27	0
JSU	0	0	18	0	0	<10	0
MC	0	<10	<10	<10	0	50	0
MSU	<10	<10	29	<10	<10	225	<10
MUW	0	0	<10	0	0	25	0
MVSU	0	0	<10	0	0	0	0
RC	0	0	<10	0	0	0	0
TC	0	0	13	0	0	0	0
UM	0	<10	14	<10	<10	177	0
USM	0	<10	38	16	<10	225	0
WCU	<10	<10	<10	<10	0	55	0
Total	<10	11	164	29	12	810	<10

Table 7*2023-2024 Admitted Candidate by Ethnicity - Non-Traditional Route*

Non-Traditional EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	White	Not Reported
ABCTE	0	0	0	0	0	<10	<10
ASU	0	0	<10	0	0	0	0
BU	0	0	24	<10	0	20	0
BMCU	NA	NA	NA	NA	NA	NA	0
DSU	0	0	21	0	0	<10	0
JSU	0	0	20	0	0	<10	0
MC	0	0	<10	<10	0	<10	0
MSU	0	0	44	<10	<10	87	0
MUW	0	0	0	0	0	<10	0
MVSU	0	0	0	0	0	0	0
RC	NA	NA	NA	NA	NA	NA	0
TC	0	0	<10	0	0	0	0
TFA	0	0	23	<10	0	0	0
TMI-UM	0	0	<10	0	0	48	0
UM	0	<10	<10	<10	0	19	0
USM	0	<10	14	<10	<10	16	0
WCU	0	<10	17	<10	<10	68	0
Total	0	<10	175	13	<10	286	<10

NA = Not Applicable

Admitted Candidates by Area of Licensure

The following table and figures represent areas of licensure for admitted EPP candidates admitted into traditional and non-traditional programs. The Elementary Education K-6 program admitted the highest number of candidates for the traditional route (n=685) and the non-traditional route (n=75).

Table 8

2023-2024 Admitted Candidates by Area of Licensure – Traditional vs. Non-Traditional Route

Area of Licensure	Traditional	Non-Traditional	Total
Agriculture (7-12)	4	0	4
Art (K-12)	4	4	8
Biology (7-12)	16	24	40
Business Education (7-12)	0	5	5
Chemistry (7-12)	2	2	4
Child Development (PreK-K)	15	0	15
Computer Science (7-12)	0	1	1
Dancing (K-12) Performing Arts	3	0	3
Elementary Education (4-6)	1	50	51
Elementary Education (K-3)	12	3	15
Elementary Education (K-6)	685	75	760
English (7-12)	62	72	134
Family & Consumer Science (7-12)	1	3	4
French (K-12)	0	1	1
Health Education (K-12)	2	40	42
Library/Media (K-12)	0	3	3
Mathematics (7-12)	29	26	55
Mild/Moderate Disability (K-12)	14	53	67
Mild/Moderate Disability (7-12)	0	1	1
Music Ed. Instrumental (K-12)	41	0	41
Music Ed. Vocal (K-12)	25	0	25
Physical Education (K-12)	56	55	111
Severe Disability (K-12)	12	0	12
Social Studies (7-12)	46	55	101
Spanish (K-12)	1	5	6
Speech Communication (7-12)	0	3	3
Total	1031	481	1512

Figure 13

2023-2024 Admitted Candidates by Area of Licensure – Traditional and Non-Traditional Route

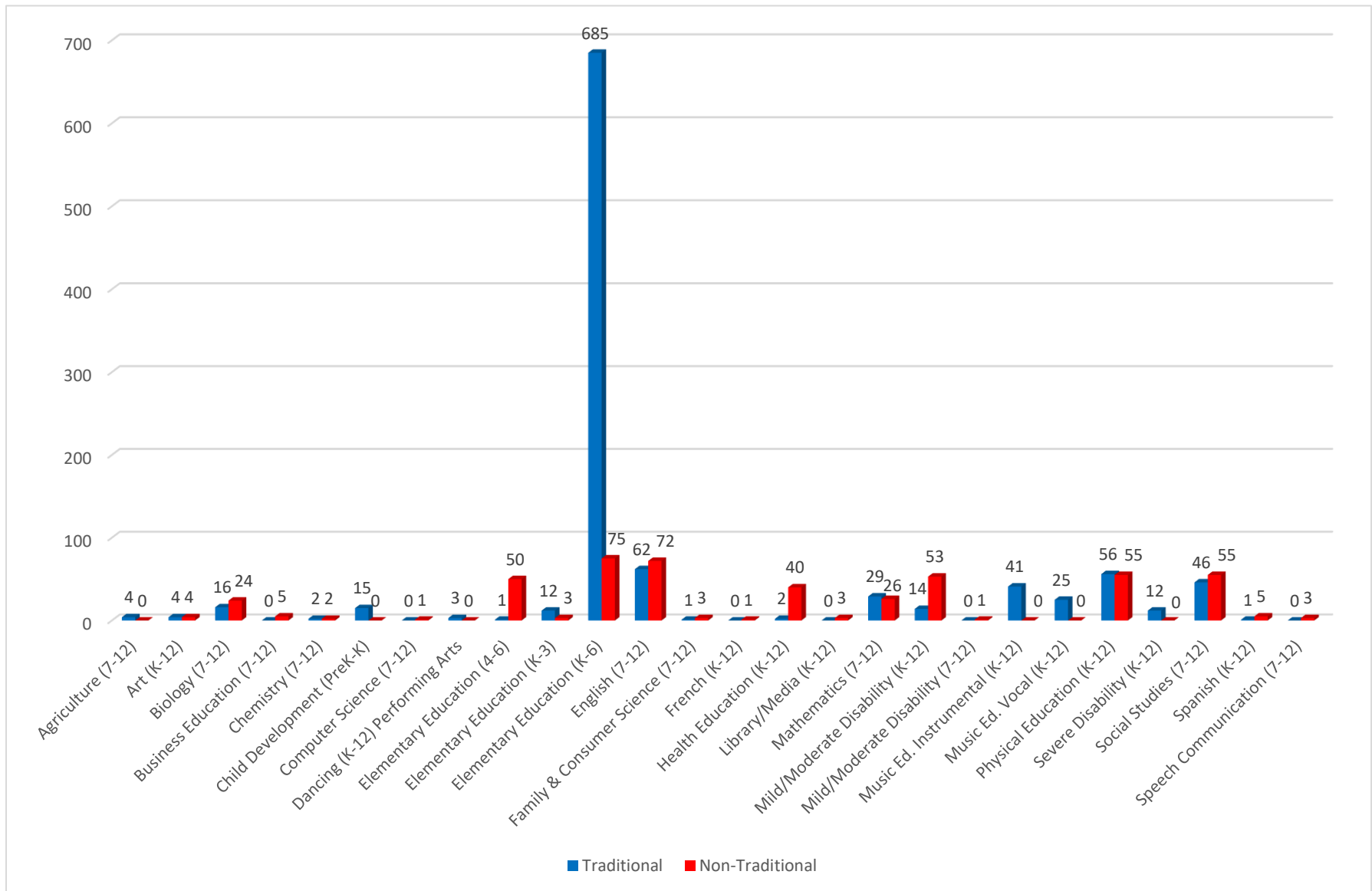
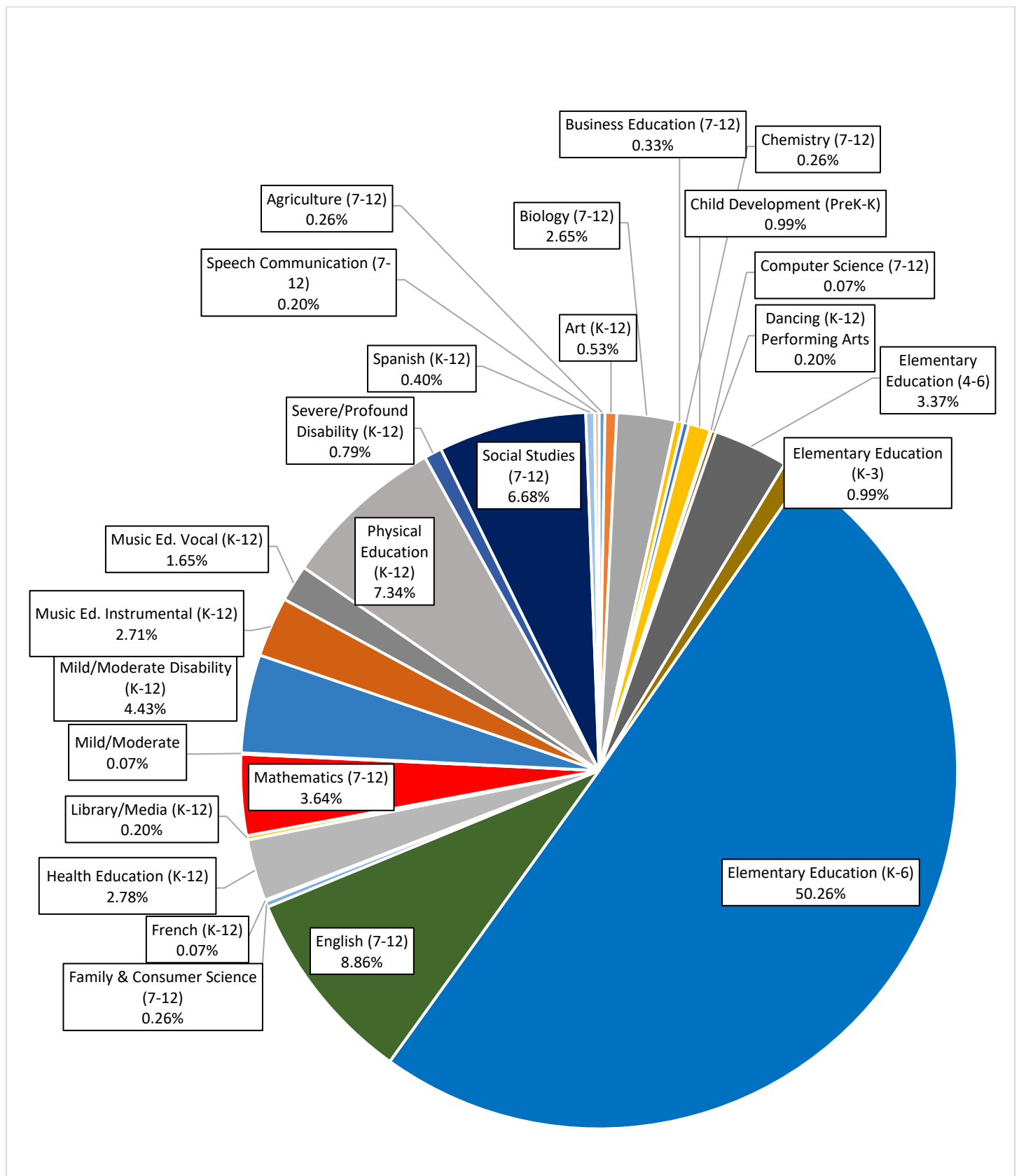


Figure 14

2023-2024 Admitted Candidates by Area of Licensure – Traditional and Non-Traditional Route



Section III. Traditional and Non-Traditional Route Completer Data

The following data are reported for 2023-2024 EPP completers.

Traditional Route
Completed Teacher Education
Average Completer GPA
Average Student Teaching Hours Completed
Statewide Assessment - TIAI Average (US Summative) (0.00- to 3.00-point scale)
Statewide Assessment - Impact on Student Learning (US Summative) (0.00- to 3.00-point scale)
Statewide Assessment - Disposition Average (CT Summative) (0.00- to 3.00-point scale)
Non-Traditional Route
Average Completed GPA
Average Internship Hours Completed
Statewide Assessment - TIAI Average (US Summative) (0.00- to 3.00-point scale)
Statewide Assessment - Impact on Student Learning (US Summative) (0.00- to 3.00-point scale)
Statewide Assessment - Disposition Average (CT Summative) (0.00- to 3.00-point scale)

Program Completer Candidate Data

The number of EPP teacher candidate completers was 2003 during the 2023-2024 academic year. Of the total completers, 58.01% (n=1162) were from traditional route programs and 41.99% (n=841) were from non-traditional route programs. 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 2023-2024 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 year-long internship requirement, and conditions for 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 9*2023-2024 Traditional Route Completer Candidate Data by EPP*

EPP	Completers	Completer GPA Average	Student Teaching Hours Average	TIAI Average (US Summative) (0- to 3-point scale)	Impact on Student Learning Average (US Summative) (0- to 3-point scale)	Disposition Average (CT Summative) (0- to 3-point scale)
ASU	9	<10	602.67	<10	<10	<10
BU	5	<10	600.00	<10	<10	<10
BMCU	32	3.46	565.00	2.55	2.28	2.40
DSU	53	3.49	676.38	2.35	2.61	2.81
JSU	52	3.36	483.08	2.29	2.10	2.47
MC	38	3.67	541.47	2.57	2.60	2.80
MSU	323	3.49	624.50	2.88	2.78	2.97
MUW	29	3.57	531.03	2.70	2.69	2.77
MVSU	22	3.31	626.18	2.47	2.00	2.73
RC	1	<10	504.00	<10	<10	<10
TC	11	3.56	487.27	NR	NR	NR
UM	222	3.61	485.80	2.46	2.55	2.76
USM	254	3.59	480.00	2.74	2.60	2.91
WCU	111	3.38	480.00	2.65	2.28	2.85
Total/Average	1162	3.52	539.14	2.66	2.57	2.84

NR=Not Reported

Table 10*2023-2024 Non-Traditional Route Completer Candidate Data by EPP*

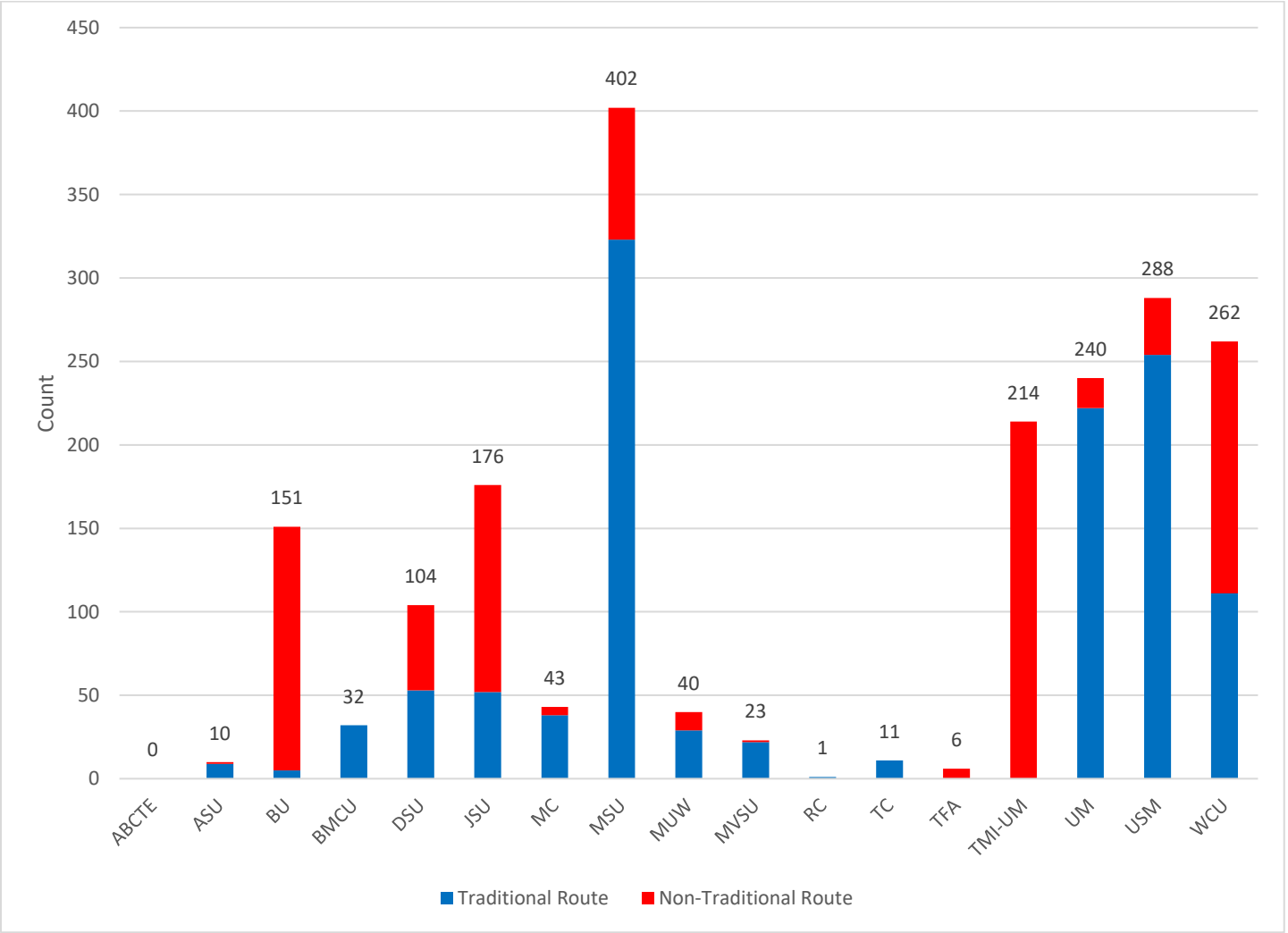
EPP	Completers	Completer GPA Average	Average Clinical Hours Completed	TIAI Average (US Summative) (0- to 3-point scale)	Impact on Student Learning Average (US Summative) (0- to 3-point scale)	Disposition Average (CT Summative) (0- to 3-point scale)
ABCTE	0	NA	Non- traditional route candidates complete their internship employed as the teacher of record in a school.	NA	NA	NA
ASU	1	NR		<10	<10	<10
BU	146	NR		2.43	2.36	2.68
BMCU	NA	NA		NA	NA	NA
DSU	51	NR		2.46	2.57	2.73
JSU	124	NR		2.37	2.26	2.78
MC	5	NR		<10	<10	<10
MSU	79	NR		2.83	2.85	2.96
MUW	11	NR		2.33	2.08	2.48
MVSU	1	NR		<10	<10	<10
RC	NA	NA		NA	NA	NA
TC	0	NR		NA	NA	NA
TFA	6	NR		<10	<10	<10
TMI-UM	214	NR		2.73	2.67	2.75
UM	18	NR		2.58	2.88	2.85
USM	34	NR		2.72	2.54	2.78
WCU	151	NR		2.58	2.40	2.73
Total/Average	841	NA		2.53	2.53	2.80

*NA = Not Applicable**NR = Not Reported*

Completer Candidates by EPP

During the 2023-2024 academic year, the total number of teacher candidates who completed an EPP program statewide was 2003. There were 1162 candidates completing a traditional route program and 841 completing a non-traditional route program.

Figure 15
2023-2024 Completer Candidates by EPP and Route



1162
Traditional
Route
Completers

2003
Total Completer
Candidates

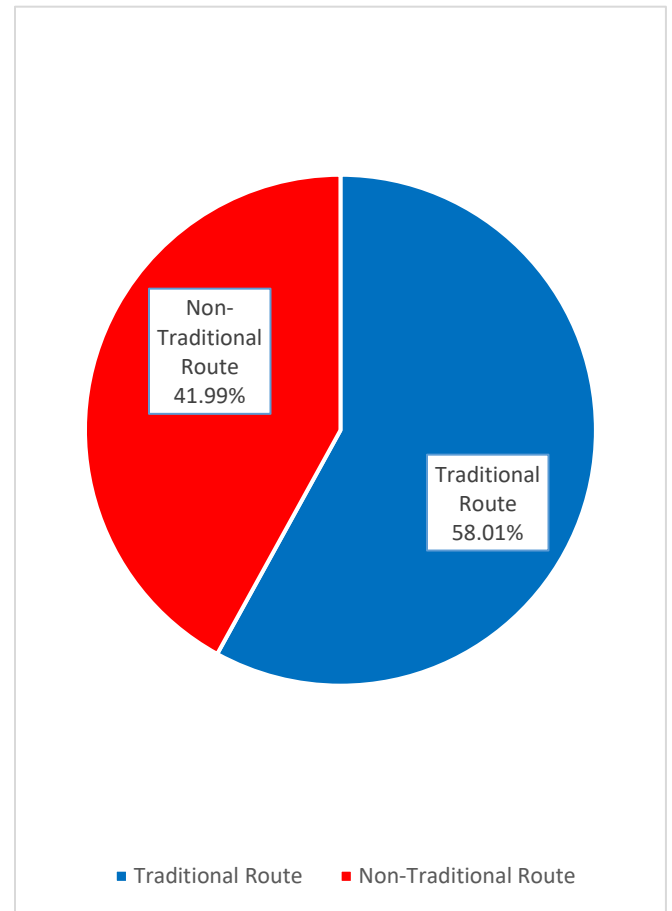
841
Non-Traditional
Route
Completers

Table 11
2023-2024 Completer Comparison of Route

EPP	Traditional Route	Non-Traditional Route
ABCTE	NA	0
ASU	<10	<10
BU	<10	146
BMCU	32	NA
DSU	53	51
JSU	52	124
MC	38	<10
MSU	323	79
MUW	29	11
MVSU	22	<10
RC	<10	NA
TC	11	0
TFA	NA	6
TMI-UM	NA	214
UM	222	18
USM	254	34
WCU	111	151
Total	1162	841

NA=Not Applicable

Figure 16
2023-2024 Completer Comparison of Route



Completer Candidate Data by Gender

In 2023-2024, the EPPs had a total of 2003 completer candidates. Males represented 19.87% (n=398) of the total completers, while females represented 80.13% (n=1605) of the total completers.

Table 12
2023-2024 Completers by Gender

EPP	Female	Male
ABCTE	0	0
ASU	<10	<10
BU	114	37
BMCU	29	<10
DSU	89	15
JSU	135	41
MC	40	<10
MSU	328	74
MUW	36	<10
MVSU	16	<10
RC	<10	0
TC	10	<10
TFA	<10	<10
TMI-UM	149	65
UM	197	43
USM	235	53
WCU	214	48
Total	1605	398

Figure 17
2023-2024 Completers by Gender

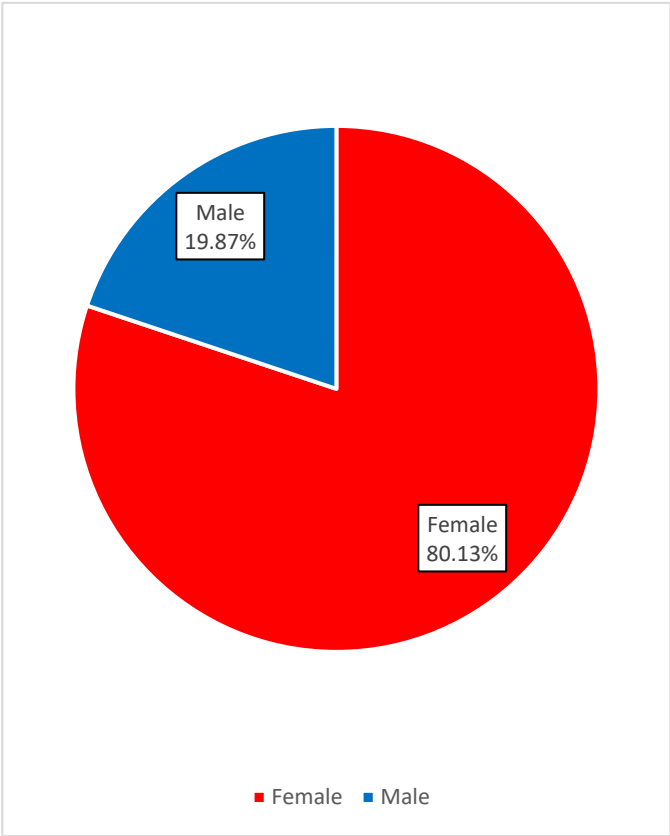


Figure 18
2023-2024 Completer Female Candidates

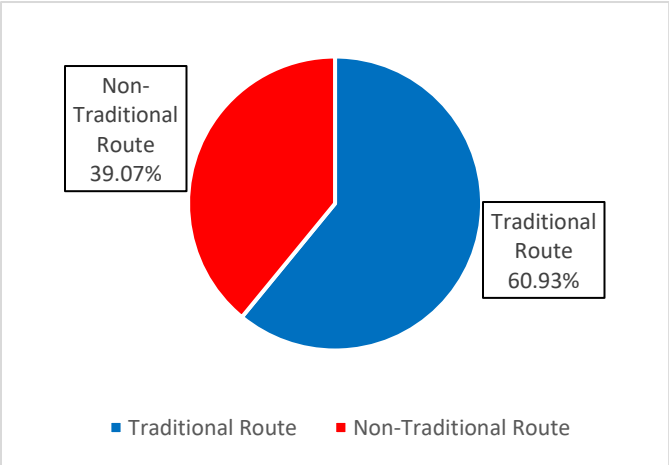
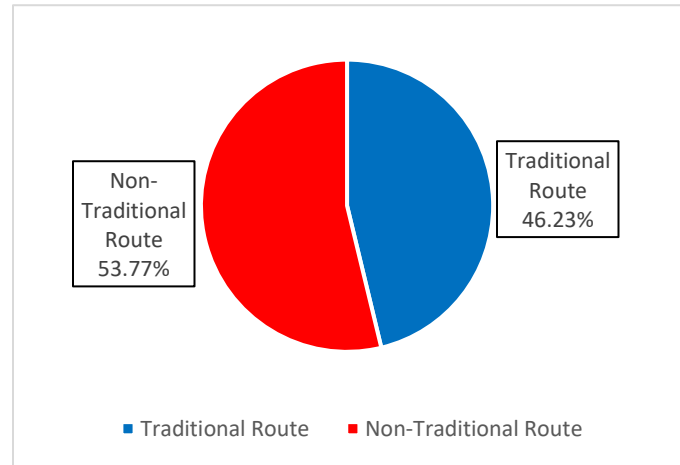


Figure 19
2023-2024 Completer Male Candidates



Completer Candidate Data by Ethnicity

In 2023-2024, the 17 EPPs had a total of 2003 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 non-traditional route programs by EPP.

Table 13
2023-2024 Completer Candidates by Ethnicity

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
ABCTE	0	0	0	0	0	0	0	0
ASU	0	0	<10	0	0	0	<10	0
BU	<10	<10	116	<10	0	0	30	0
BMCU	0	0	<10	<10	0	0	28	0
DSU	0	0	27	<10	<10	0	74	0
JSU	0	0	170	<10	0	0	<10	0
MC	0	0	<10	<10	0	0	35	0
MSU	<10	<10	57	<10	<10	0	331	<10
MUW	0	0	<10	<10	0	0	32	0
MVSU	0	<10	22	0	0	0	0	0
RC	0	0	<10	0	0	0	0	0
TC	0	0	11	0	0	0	0	0
TFA	0	0	<10	0	0	0	<10	0
TMI	<10	0	62	<10	0	<10	141	0
UM	<10	<10	22	10	<10	0	198	0
USM	0	<10	50	<10	12	0	217	0
WCU	0	<10	100	<10	0	0	157	0
Total	<10	10	667	39	28	<10	1251	<10

Figure 20
2023-2024 Completer by Ethnicity

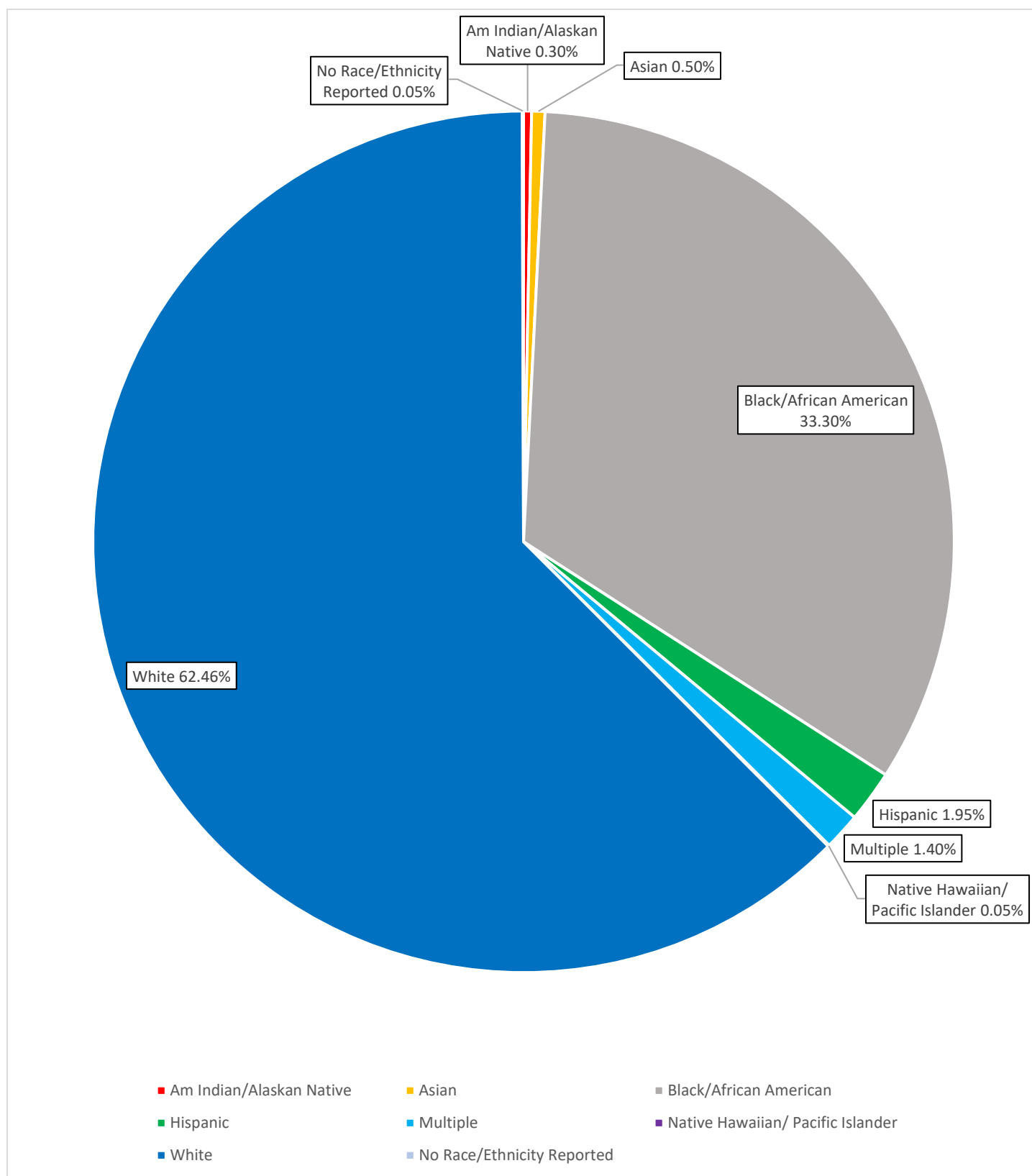


Table 14
2023-2024 Completers by Ethnicity - Traditional Route

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Not Reported
ASU	0	0	<10	0	0	0	<10	0
BU	0	0	<10	0	0	0	<10	0
BMCU	0	0	<10	<10	0	0	28	0
DSU	0	0	<10	0	<10	0	45	0
JSU	0	0	50	<10	0	0	<10	0
MC	0	0	<10	<10	0	0	31	0
MSU	<10	<10	35	<10	<10	0	278	<10
MUW	0	0	<10	<10	0	0	23	0
MVSU	0	<10	21	0	0	0	0	0
RC	0	0	<10	0	0	0	0	0
TC	0	0	11	0	0	0	0	0
UM	<10	<10	18	10	<10	0	186	0
USM	0	0	36	<10	11	0	201	0
WCU	0	<10	27	0	0	0	83	0
Total	<10	<10	229	22	24	0	880	<10

Table 15
2023-2024 Completer Candidate by Ethnicity – Non-Traditional Route

EPP	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian/ Pacific Islander	White	Not Reported
ABCTE	0	0	0	0	0	0	0	0
ASU	0	0	<10	0	0	0	0	0
BU	<10	<10	114	<10	0	0	27	0
BMCU	NA	NA	NA	NA	NA	NA	NA	0
DSU	0	0	20	<10	0	0	29	0
JSU	0	0	120	0	0	0	<10	0
MC	0	0	<10	0	0	0	<10	0
MSU	<10	0	22	<10	<10	0	53	<10
MUW	0	0	<10	0	0	0	<10	0
MVSU	0	0	<10	0	0	0	0	0
RC	NA	NA	NA	NA	NA	NA	NA	0
TC	0	0	0	0	0	0	0	0
TFA	0	0	<10	0	0	0	<10	0
TMI	<10	0	62	<10	0	<10	141	0
UM	0	<10	<10	0	<10	0	12	0
USM	0	<10	14	<10	<10	0	16	0
WCU	0	<10	73	<10	0	0	74	0
Total	<10	<10	438	17	<10	<10	371	<10

NA = Not Applicable

Completer Candidate Data by Area of Licensure

The table below represents the number of all EPP completers by traditional and non-traditional programs by area of licensure and compares each to the total percentage prepared for all licensure areas. The program with the largest number of candidate completers for the traditional route was Elementary Education K-6 (n=763) and the largest number of candidate completers for the non-traditional route was Social Studies 7-12 (n=185).

Table 16

2023-2024 Completers by Area of Licensure – Traditional and Non-Traditional Route

Area of Licensure	Traditional Route	Non-Traditional Route	Total
Agriculture 7-12	4	0	4
Art K-12	5	8	13
Biology 7-12	12	68	80
Business Education 7-12	0	42	42
Chemistry 7-12	2	3	5
Child Development PreK-K	14	0	14
Dancing K-12 Performing	5	0	5
Drama K-12 Performing	1	0	1
Economics 7-12	0	1	1
Elementary Education 4-6	0	54	54
Elementary Education K-3	19	0	19
Elementary Education K-6	763	91	854
English 7-12	63	124	187
Family & Consumer Science 7-12	1	5	6
French K-12	0	2	2
Health Education K-12	2	22	24
Library/Media K-12	0	3	3
Mathematics 7-12	27	38	65
Mild/Moderate Disability 7-12	0	72	72
Mild Moderate Disability K-12	28	19	47
Music Education Instrumental K-12	61	3	64
Music Education Vocal K-12	26	1	27
Physical Education K-12	65	91	156
Physics 7-12	0	2	2
Severe Disability K-12	13	0	13
Social Studies 7-12	50	185	235
Spanish K-12	1	5	6
Speech Communication K-12	0	2	2
Total	1162	841	2003

Figure 21

2023-2024 Completer Candidates by Area of Licensure – Traditional and Non-Traditional Route

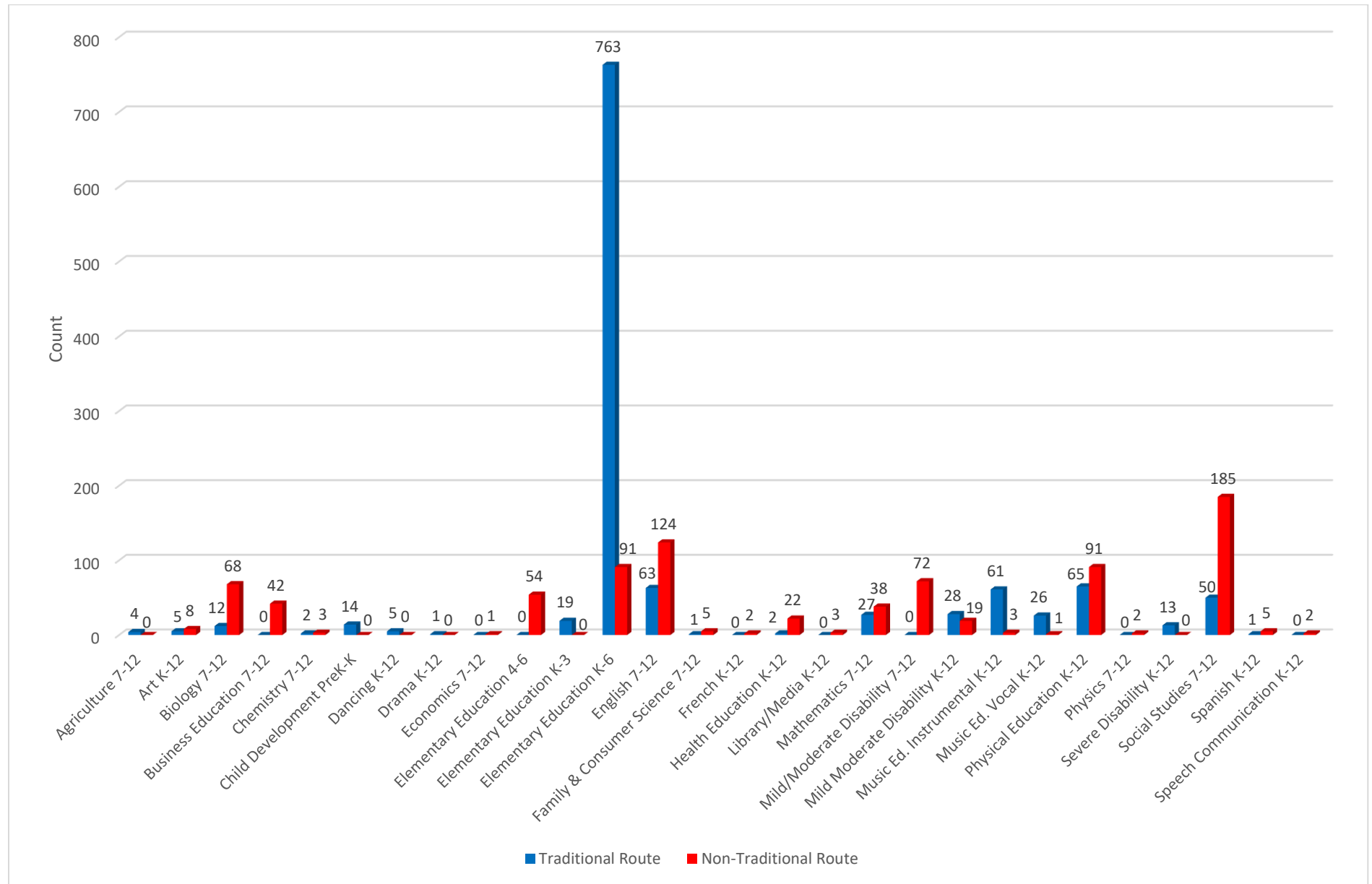
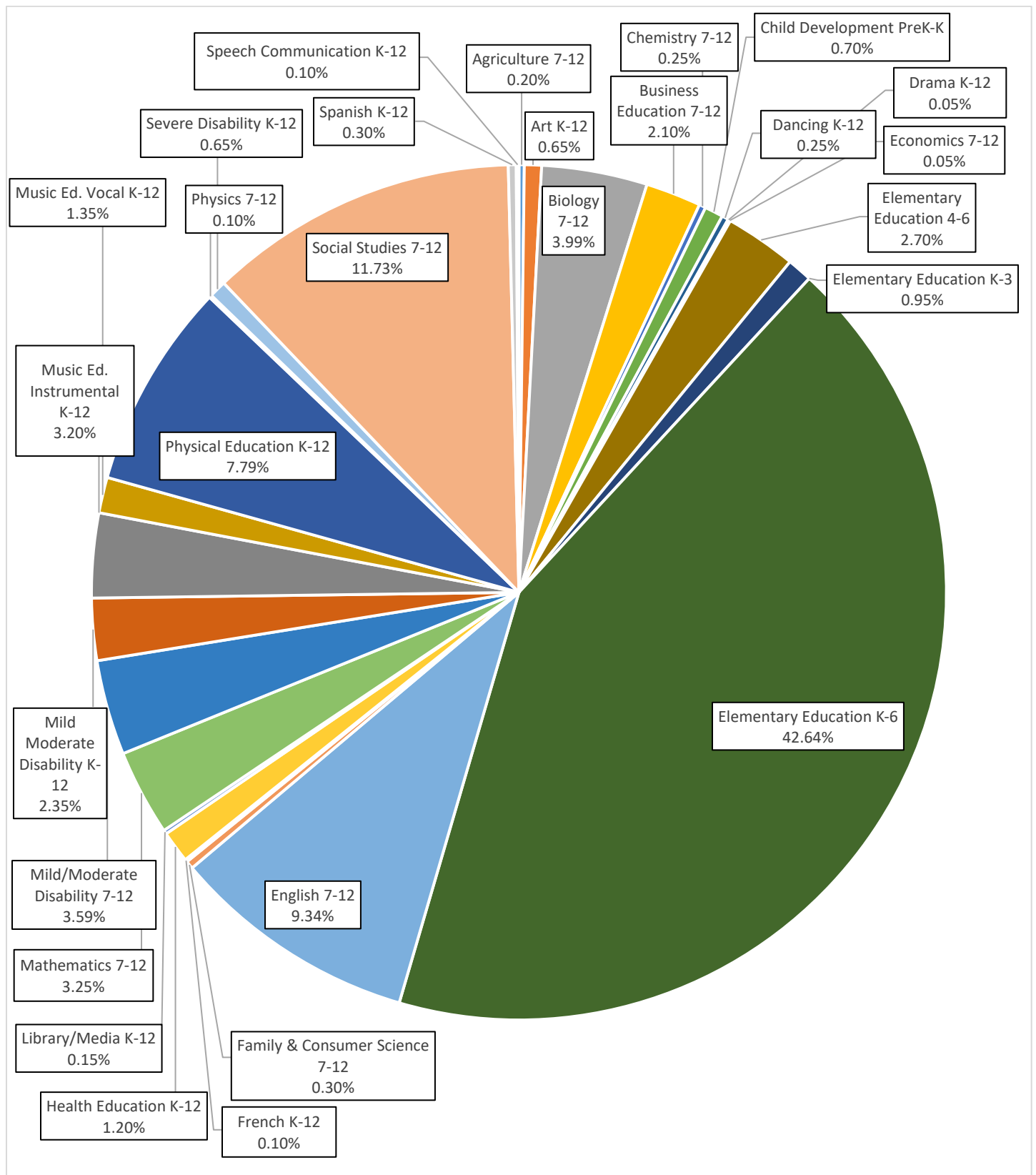


Figure 22

2023-2024 Completers by Area of Licensure – Traditional and Non-Traditional Route



SECTION IV. 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

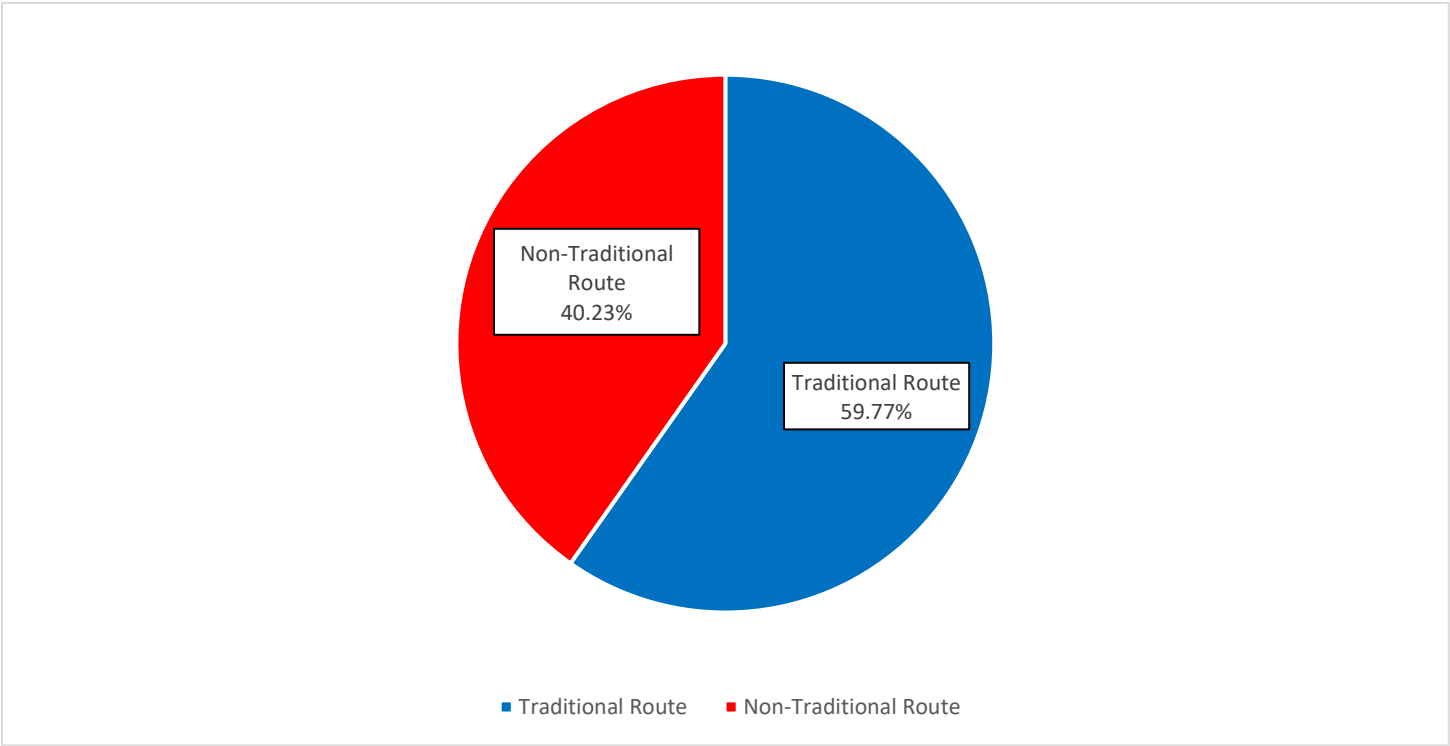
The following information represents the designated critical shortage subjects in comparison of preparation routes and the candidates that were admitted into a traditional and a non-traditional program. The data from 2023-2024 showed that out of 1512 admitted, a total of 174 candidates were admitted into programs that were designated as critical shortage subjects. The percentage of candidates admitted into a traditional program were 6.88 % (n=104) and candidates admitted into a non-traditional program were 4.63% (n=70). Of the critical shortage subjects that were designated, Mild/Moderate Disability (combined 7-12 and K-12) admitted the most candidates (n=68).

Table 17

2023-2024 Admitted Critical Shortage by Route

Area of Licensure	Traditional Route	Non-Traditional Route	Total
Science			
Biology 7-12	16	24	40
Chemistry 7-12	2	2	4
Physics 7-12	0	0	0
Mathematics			
Mathematics 7-12	26	29	55
Special Education			
Mild/Moderate Dis 7-12	1	0	1
Mild/Moderate Dis K-12	53	14	67
World Languages			
French K-12	1	0	1
Spanish K-12	5	1	6
Total	104	70	174

Figure 23
2023-2024 Admitted Critical Shortage by Route



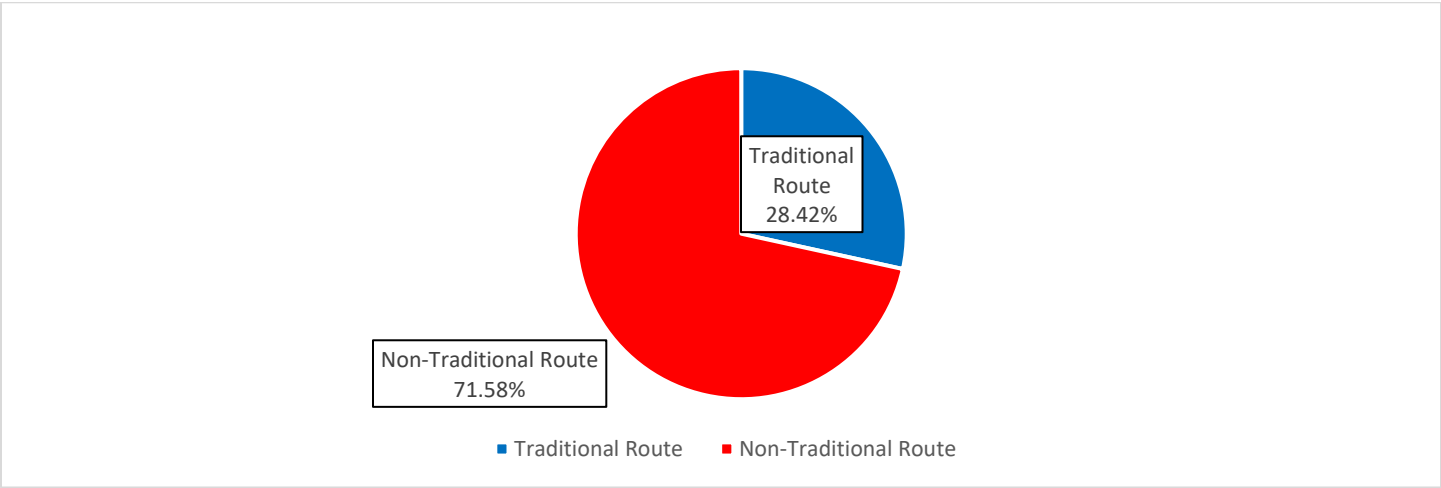
Completer Candidates in Critical Shortage Subjects

The following information represents the designated critical shortage subjects in comparison of preparation routes and the candidates that completed a traditional and a non-traditional program. The data from 2023-2024 showed out of 2003 completed, a total of 292 candidates completed programs that were designated as critical shortage subjects. The percentage of these candidates completing a traditional program was 28.42% (n=83) and candidates completing a non-traditional program were 71.58% (n=209). Of the critical shortage subjects that were designated, Biology 7-12 had completed the most candidates (n=80).

Table 18
2023-2024 Completer Critical Shortage by Route

Area of Licensure	Traditional Route	Non-Traditional Route	Total
Science			
Biology 7-12	12	68	80
Chemistry 7-12	2	3	5
Physics 7-12	0	2	2
Mathematics			
Mathematics 7-12	27	38	65
Special Education			
Mild/Moderate Dis 7-12	0	72	72
Mild/Moderate Dis K-12	28	19	47
Severe Disability K-12	13	0	13
World Languages			
French K-12	0	2	2
Spanish K-12	1	5	6
Total	83	209	292

Figure 24
2023-2024 Completer Critical Shortage Subjects by Route



SECTION V: 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 19*2023-2024 Admitted Leadership Program Candidates by EPP*

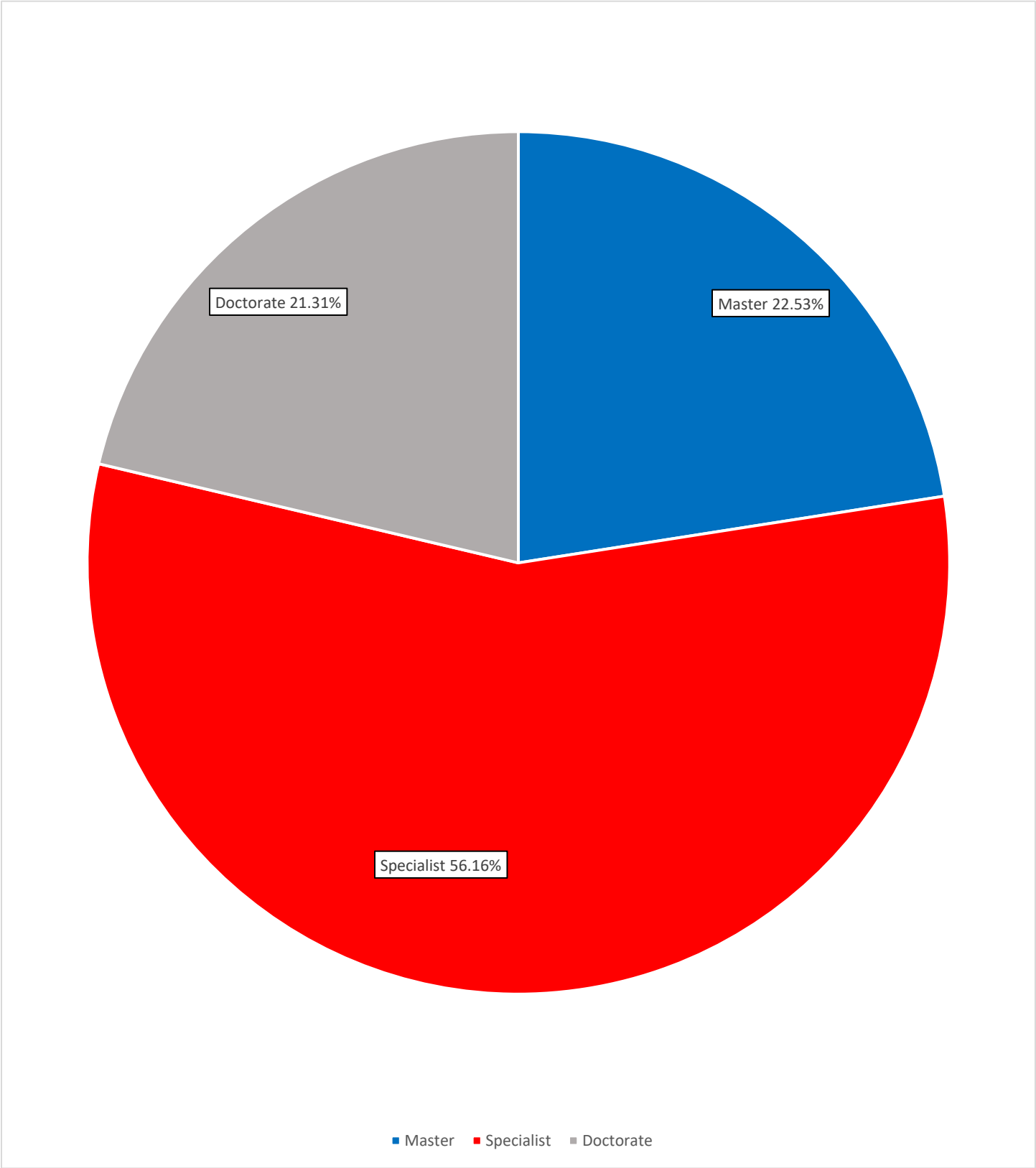
	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator admitted	78	65	59	139	38	48	63	168	657
Masters	10	23	11	49	15	20	0	21	148
Specialists	68	42	31	62	23	28	8	107	369
Doctoral	0	0	17	28	0	0	55	40	140
Total number of Administrator enrolled	157	113	110	338	80	88	214	284	1384
Average Administrator admit GPAs									
Masters	3.08	3.38	3.19	3.39	3.41	3.48	NA	3.32	3.36
Specialists	3.57	3.69	3.52	3.72	3.81	3.68	<10	3.68	3.66
Doctoral	NA	NA	3.68	3.77	NA	NA	3.54	3.85	3.69
Average number of years teaching									
Masters	5.85	9.17	5.00	6.78	6.90	8.65	NA	4.33	6.87
Specialists	5.19	10.60	5.42	6.72	7.24	6.96	11.88	6.34	6.82
Doctoral	NA	NA	9.88	7.32	NA	NA	NR	7.48	7.91

*NA = Not Applicable**NR = Not reported*

657

Candidates Admitted into Leadership Programs

Figure 25
2023-2024 Admitted Leadership Program Candidates



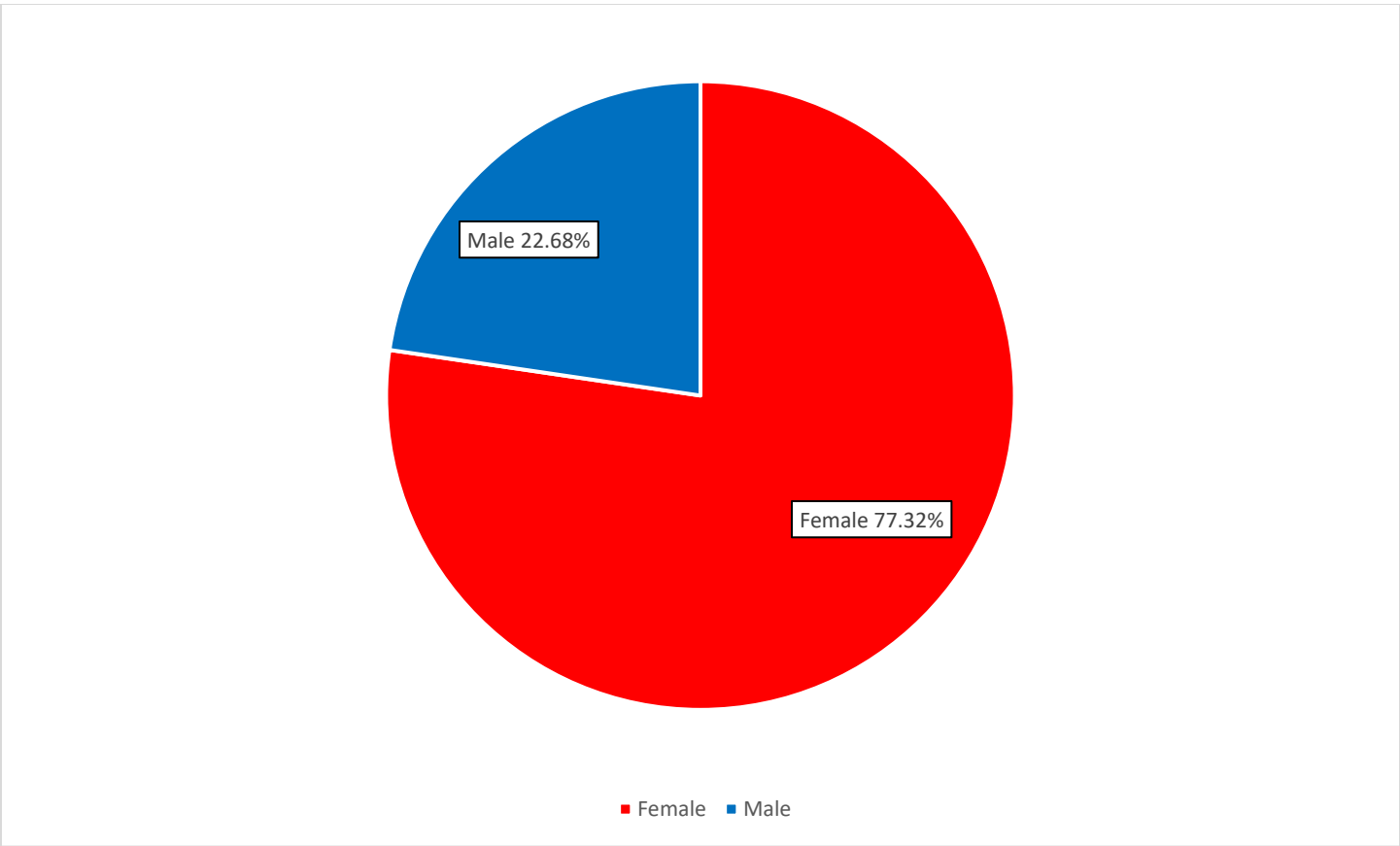
Admitted Leadership by Gender

In 2023-2024, the eight EPP leadership programs admitted a total of 657 candidates for all program levels. Females represented 77.32% (n=508) and male candidates represented 22.68% (n=149).

Table 20
2023-2024 Admitted Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	60	52	45	104	33	40	48	126	508
Male	18	13	14	35	<10	<10	15	42	149

Figure 26
2023-2024 Admitted Leadership Program Candidates by Gender



Admitted Leadership Program Candidates by Ethnicity

In 2023-2024, the eight EPP leadership programs admitted a total of 612 candidates. The following data represents the ethnicity of all admitted candidates.

Table 21
2023-2024 Admitted Leadership Program Candidates by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/Alaskan Native	0	0	0	<10	<10	<10	<10	0	<10
Asian	0	<10	0	<10	0	0	0	0	<10
Black/African American	64	31	59	65	16	18	29	79	361
Hispanic	<10	0	0	<10	0	<10	<10	<10	<10
Multiple	<10	0	0	0	0	0	<10	0	<10
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
No Race Reported	0	0	0	0	<10	0	<10	<10	<10
White	<10	33	0	70	20	28	29	85	272

Figure 27
2023-2024 Admitted Leadership Program Candidates by Ethnicity

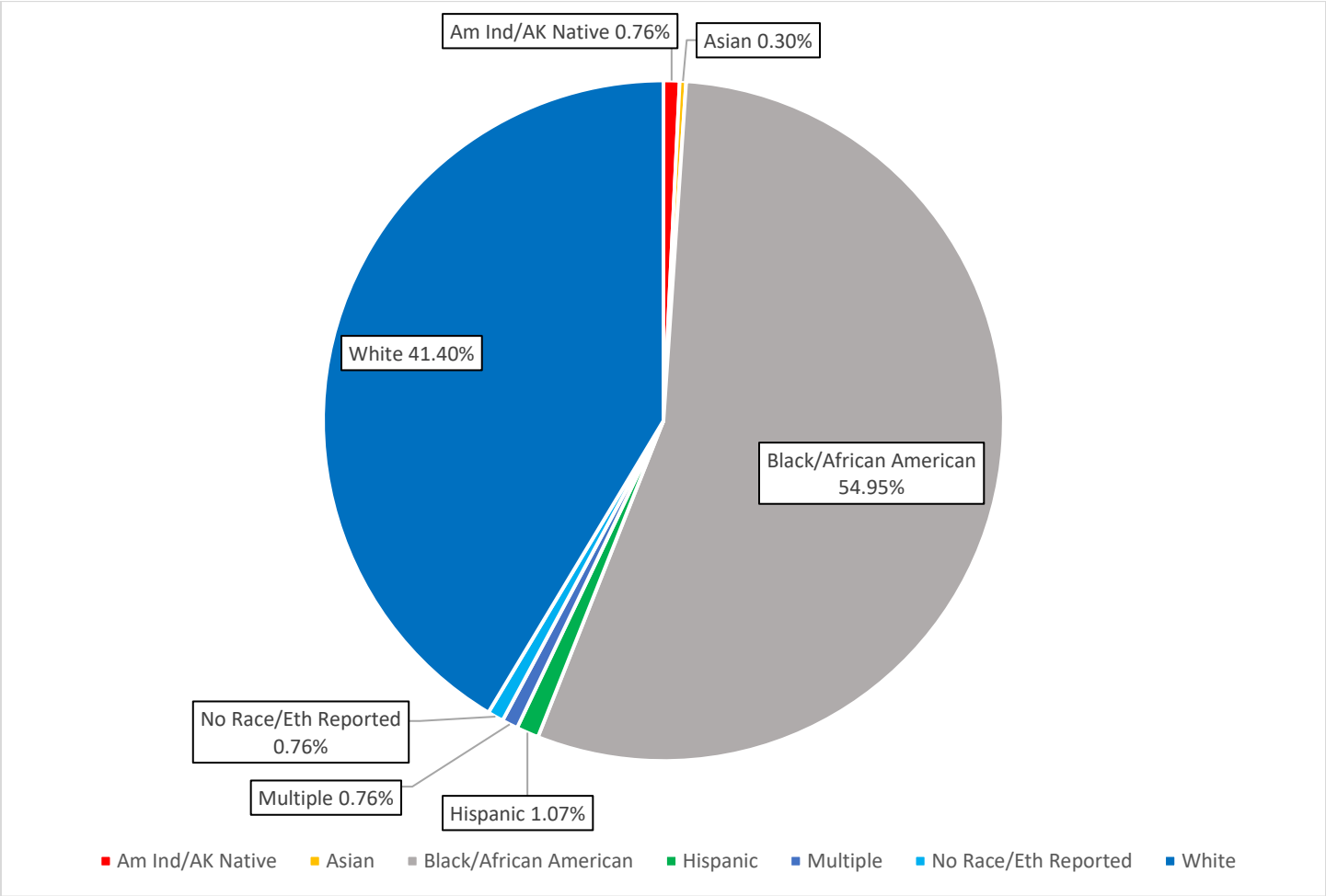


Table 22*2023-2024 Completer Leadership Program Candidates by EPP*

	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator completers									
Masters	6	14	7	49	15	14	1	19	125
Specialists	28	32	27	31	18	26	4	41	207
Doctoral	0	0	2	9	0	0	73	14	98
Average of Administrator completer GPAs									
Masters	<10	3.80	<10	3.92	3.92	3.85	<10	3.90	3.87
Specialists	3.51	3.81	3.66	3.83	3.94	3.74	<10	3.84	3.76
Doctoral	NA	NA	<10	<10	NA	NA	3.89	<10	3.89
Average internship clock hours completed									
Masters	320.00	405.00	400.00	320.00	300.00	400.00	300.00	300.00	337.20
Specialists	320.00	405.00	400.00	300.00	300.00	400.00	300.00	300.00	344.54
Doctoral	NA	NA	400.00	NR	NA	NA	293.42	300.00	296.85
Average SLLA score									
Masters	<10	160.42	<10	169.33	159.30	173.10	<10	161.80	165.99
Specialists	153.44	163.71	165.00	169.55	161.81	163.67	<10	158.57	162.92
Doctoral	NA	NA	<10	<10	NA	NA	168.12	<10	167.84
Percent SLLA passed									
Masters	<10	100%	<10	96.30%	<10	100%	<10	<10	94.37%
Specialists	<10	89.29%	<10	90.48%	68.75%	88.89%	<10	71.43%	83.05%
Doctoral	NA	NA	<10	<10	NA	NA	100%	<10	95.83%
Percent SLLA passed on first attempt									
Masters	<10	100%	<10	92.59%	<10	100%	<10	<10	88.73%
Specialists	<10	89.29%	<10	90.48%	68.75%	83.33%	<10	71.43%	79.66%
Doctoral	NA	NA	<10	<10	NA	NA	100%	<10	95.83%

*NA = Not Applicable**NR = Not Reported*

430

Leadership Completers

Table 23*2023-2024 Completer Leadership Program Common Assessments by EPP*

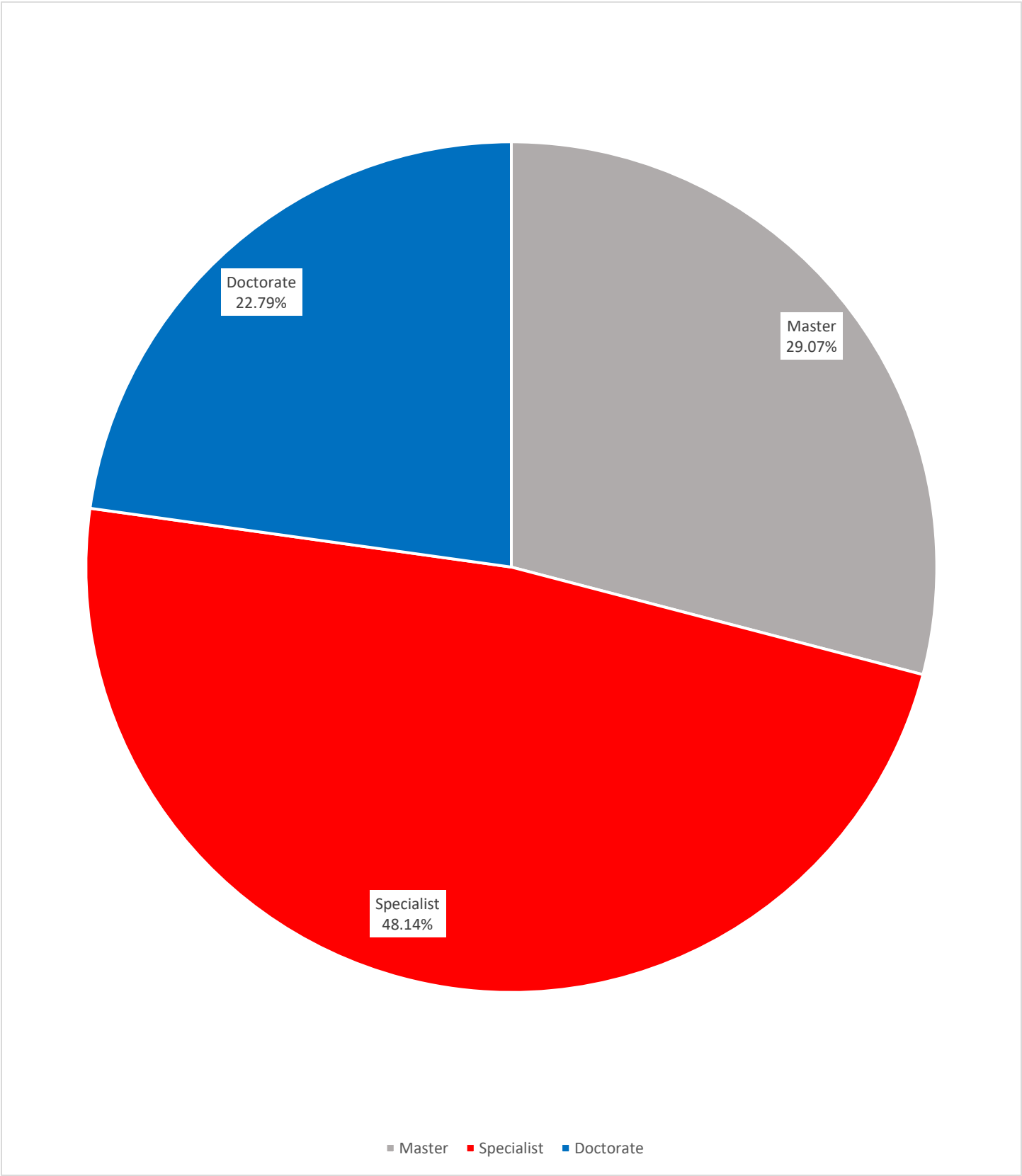
There are five common assessments administered to Master's and Specialist's candidates in the Educational Leadership programs: four assignment-based and one performance-based. The *Leadership for School Improvement* focuses on candidate's ability to analyze a complex data set on school improvement, the *Professional 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	Average
Average Leadership for School Improvement									
Masters	<10	3.45	<10	3.46	3.18	3.11	NR	3.67	3.39
Specialists	3.42	3.48	2.97	3.66	3.32	2.99	NR	3.51	3.34
Average Professional Growth System									
Masters	<10	3.20	<10	3.67	3.83	2.91	NR	3.70	3.50
Specialists	3.14	3.42	2.80	3.52	3.78	2.98	NR	3.58	3.30
Average School Safety									
Masters	<10	3.64	<10	3.55	3.85	3.48	NR	4.00	3.63
Specialists	3.25	3.57	3.33	3.55	3.57	3.63	NR	3.96	3.55
Average Community Relations & Management									
Masters	<10	3.53	<10	3.61	3.84	3.50	NR	3.95	3.64
Specialists	3.41	3.31	3.33	3.76	3.85	3.43	NR	3.70	3.52
Average Professional Dispositions									
Masters	NR	3.77	<10	3.65	3.99	4.00	NR	3.54	3.70
Specialists	NR	3.78	3.04	3.20	3.99	4.00	NR	3.66	3.59

NA = Not Applicable

NR = Not Reported

Figure 28
2023-2024 Completer Leadership Program Candidates



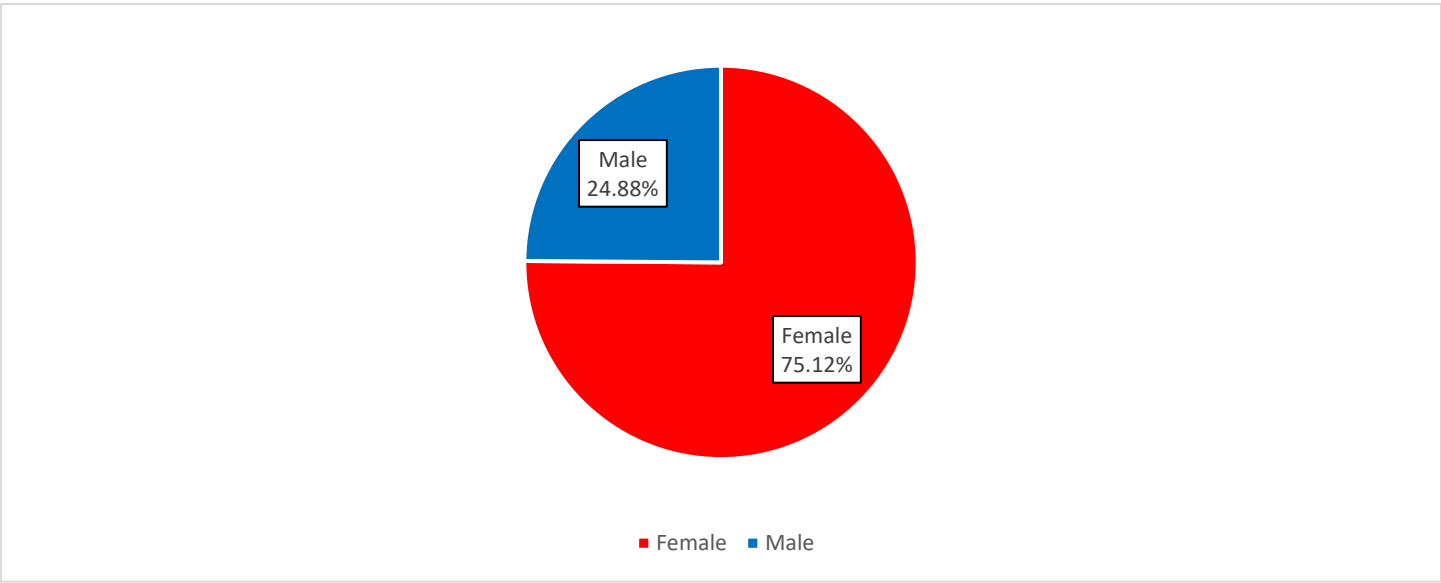
Completer Leadership Program Candidates by Gender

In 2023-2024, 430 candidates completed an Educational Leadership program from eight EPPs. The percentage of female completers was 75.12% (n=323) and the percentage of males was 24.88% (n=107).

Table 24
2023-2024 Completer Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	31	39	26	64	21	33	52	59	323
Male	<10	<10	10	25	12	<10	26	17	107

Figure 29
2023-2024 Completer Leadership Program Candidates by Gender



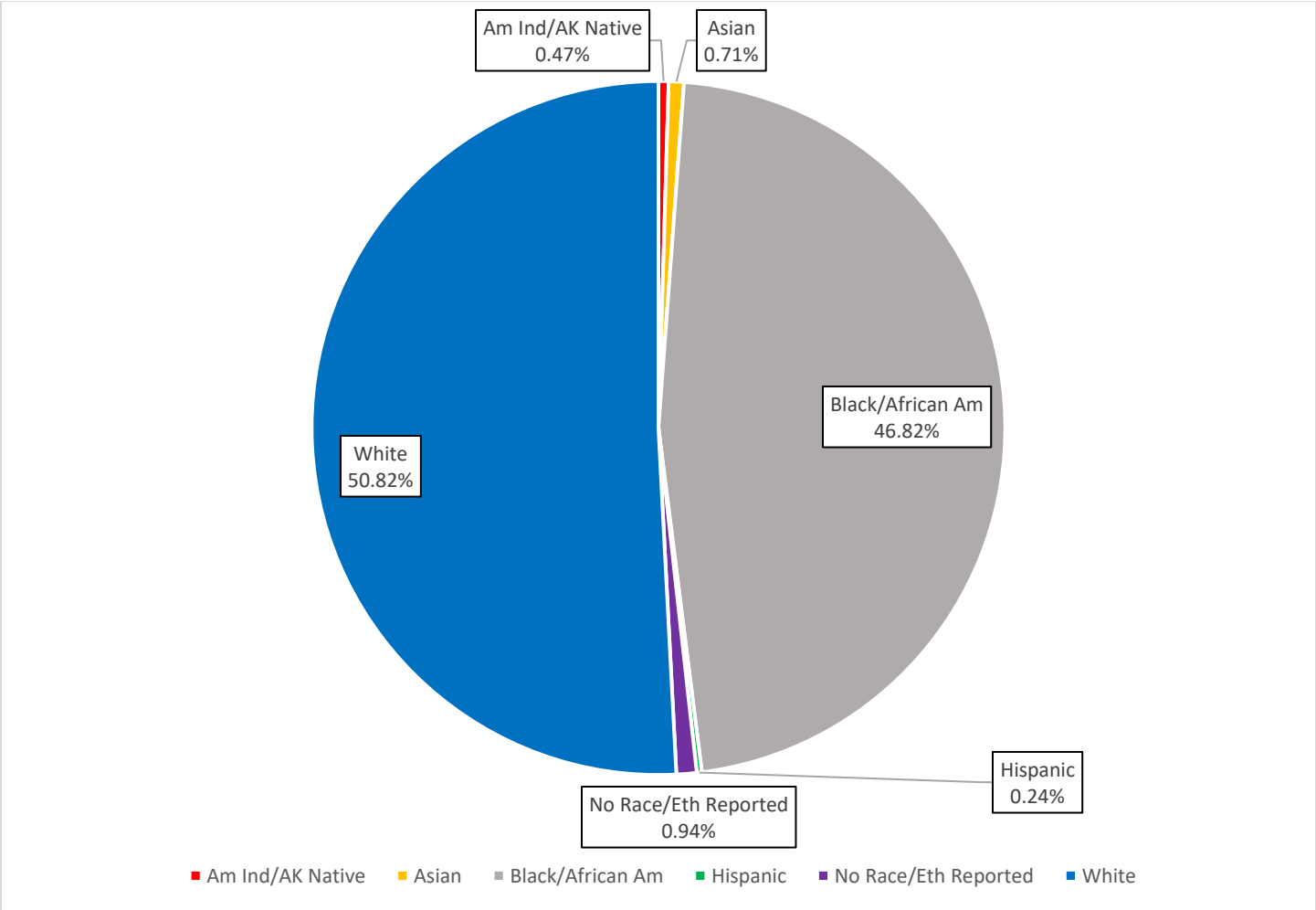
Completer Educational Leadership Programs by Ethnicity

In 2023-2024, 430 candidates completed leadership programs from the eight EPPs. The following data represent the ethnicity of all leadership program candidate completers.

Table 25
2023-2024 Completer Leadership Program by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/Alaskan Native	0	0	0	0	<10	0	0	0	<10
Asian	0	0	0	<10	0	0	<10	0	<10
Black/African American	25	19	35	30	10	18	26	36	199
Hispanic	<10	0	0	0	0	0	0	0	<10
Multiple	<10	0	0	0	<10	0	<10	0	<10
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	<10	27	<10	57	20	22	44	38	216
Not Reported	0	0	0	0	0	0	<10	0	<10

Figure 30
2023-2024 Completer Leadership Program by Ethnicity



SECTION VI: 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 26*2023-2024 Admitted Advanced-Level Program Candidates by EPP*

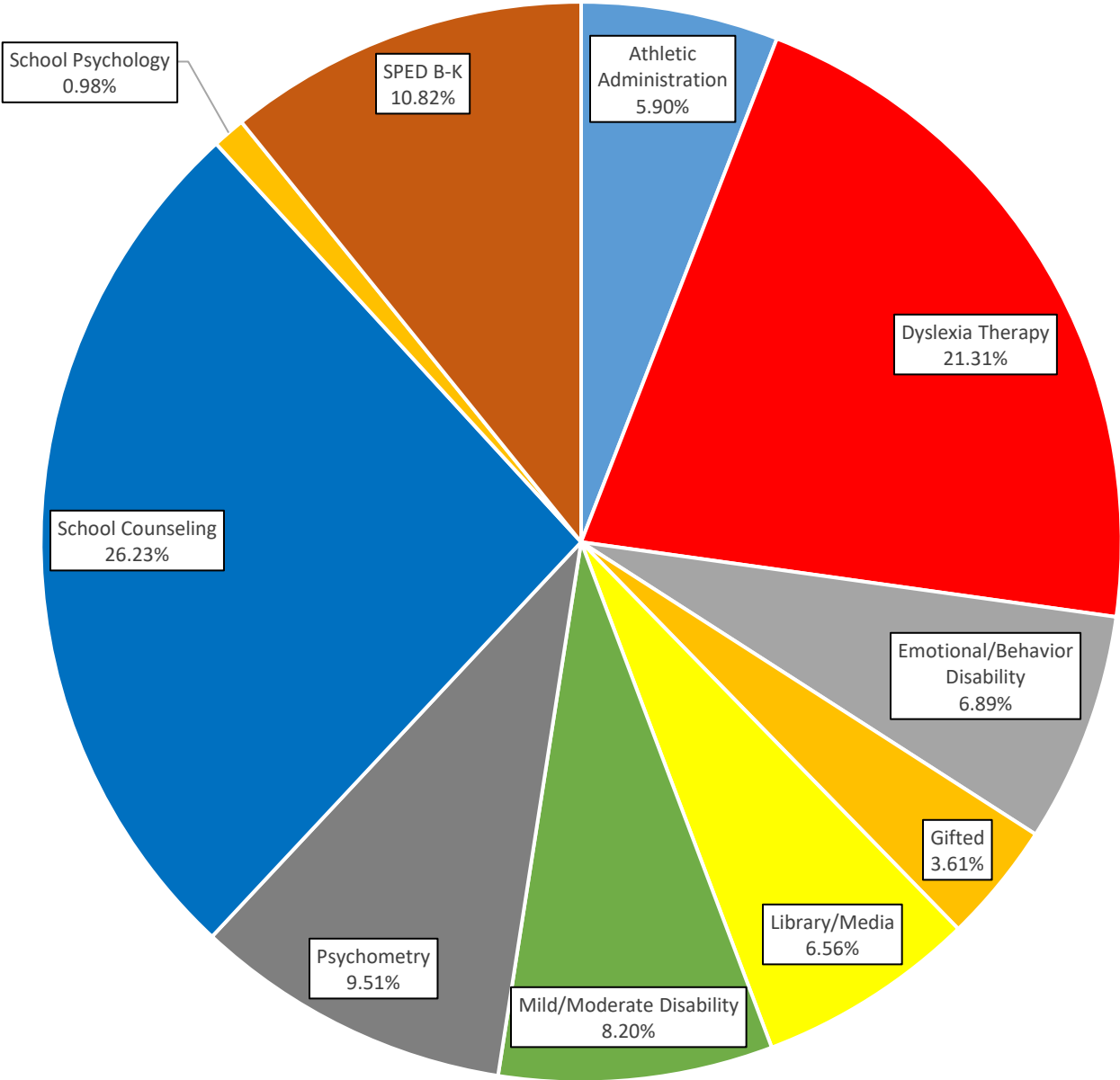
	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level candidates admitted:	3	3	80	71	15	3	40	90	305
Athletic Admin (Masters & Specialist)	NA	NA	NA	NA	NA	0	0	18	18
Dyslexia (Masters)	NA	NA	NA	33	NA	0	12	20	65
Emotional Disability (Masters)	NA	NA	NA	NA	NA	0	0	21	21
Gifted Education (Masters)	NA	NA	NA	NA	NA	0	0	11	11
Library & Information Science (Masters)	NA	NA	NA	NA	NA	0	20	0	20
Mild/Moderate Disability (Masters)	NA	NA	NA	0	NA	0	5	20	25
Psychometry (Masters & Specialist)	NA	NA	29	NA	0	0	0	0	29
School Counselor (Masters and Specialist)	3	3	51	5	15	3	0	0	80
School Psychology (Doctorate)	NA	NA	NA	NA	NA	0	3	0	3
SPED B-K (Master)	NA	NA	NA	33	0	0	0	0	33
Total number enrolled Advanced-Level	4	13	162	163	32	6	122	225	727
Average of Advanced-Level admit GPAs:	<10	<10	3.60	3.39	3.70	<10	3.63	3.52	3.54

NA = Not Applicable

305

**Admitted into Advanced-
Level Programs at the
Initial Level**

Figure 31
2023-2024 Admitted Advanced-Level Program Candidates



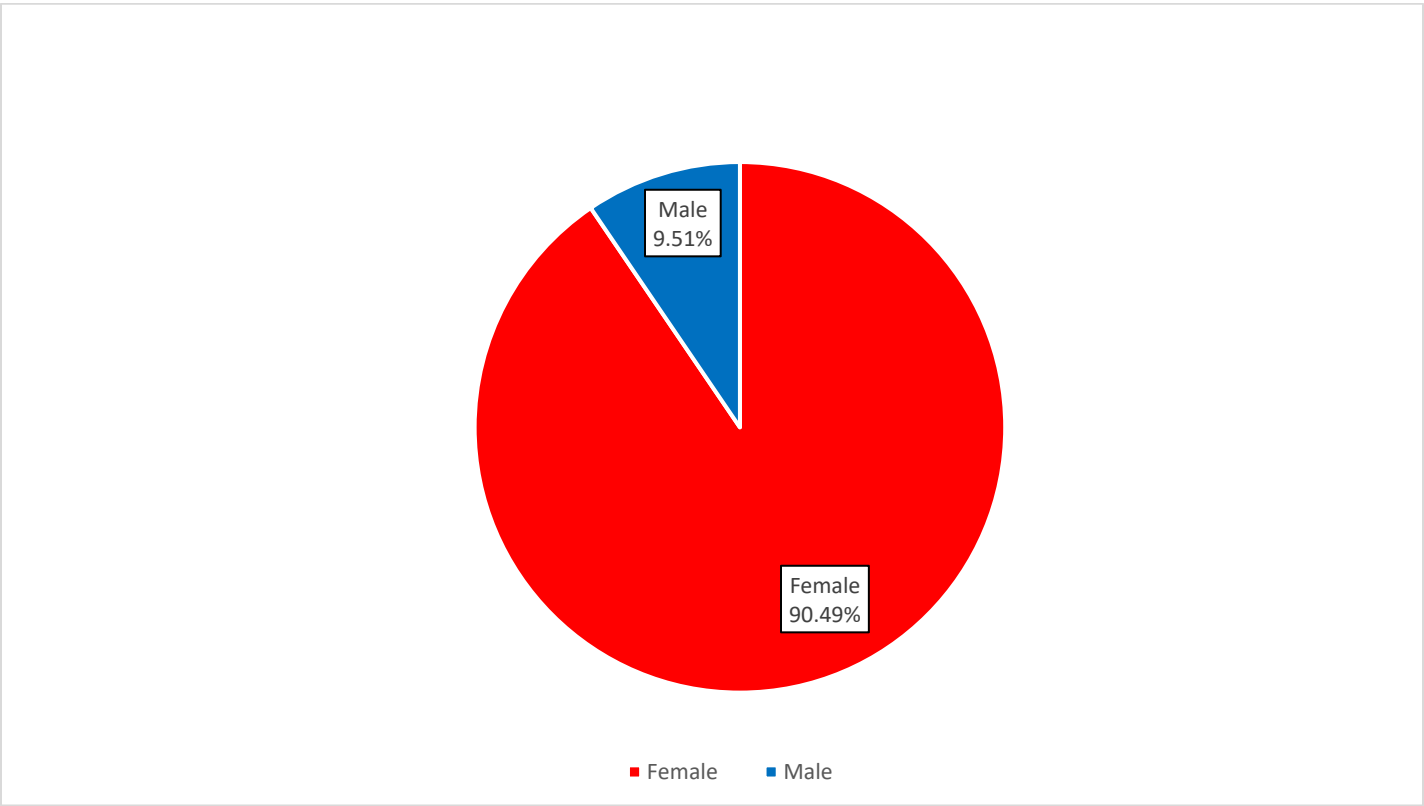
Admitted Advanced-Level Program Candidates by Gender

In 2023-2024, the eight EPPs’ advanced-level degree programs admitted a total of 305 candidates. Females represented 90.49 % (n=276) of admitted candidates into the programs and male candidates represented 9.51% (n=29).

Table 27
2023-2024 Admitted Advanced-Level Program Candidates by Gender

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	<10	<10	73	66	14	<10	39	76	276
Male	<10	0	<10	<10	<10	0	<10	14	29

Figure 32
2023-2024 Admitted Advanced-Level Program Candidates by Gender



Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2023-2024, the eight EPPs' advanced-level degree programs admitted a total of 305 candidates. The following data represent the ethnicity of admitted candidates into the EPP advanced-level degree programs.

Table 28

2023-2024 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	0	0	0	<10	<10
Black/African American	<10	0	80	28	<10	0	11	39	162
Hispanic	0	0	0	0	0	0	<10	<10	<10
Multiple	0	0	0	0	0	0	<10	0	<10
Nat Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	0	<10	0	43	14	<10	25	47	135

Figure 33

2023-2024 Admitted Advanced-Level Program Candidates by Ethnicity

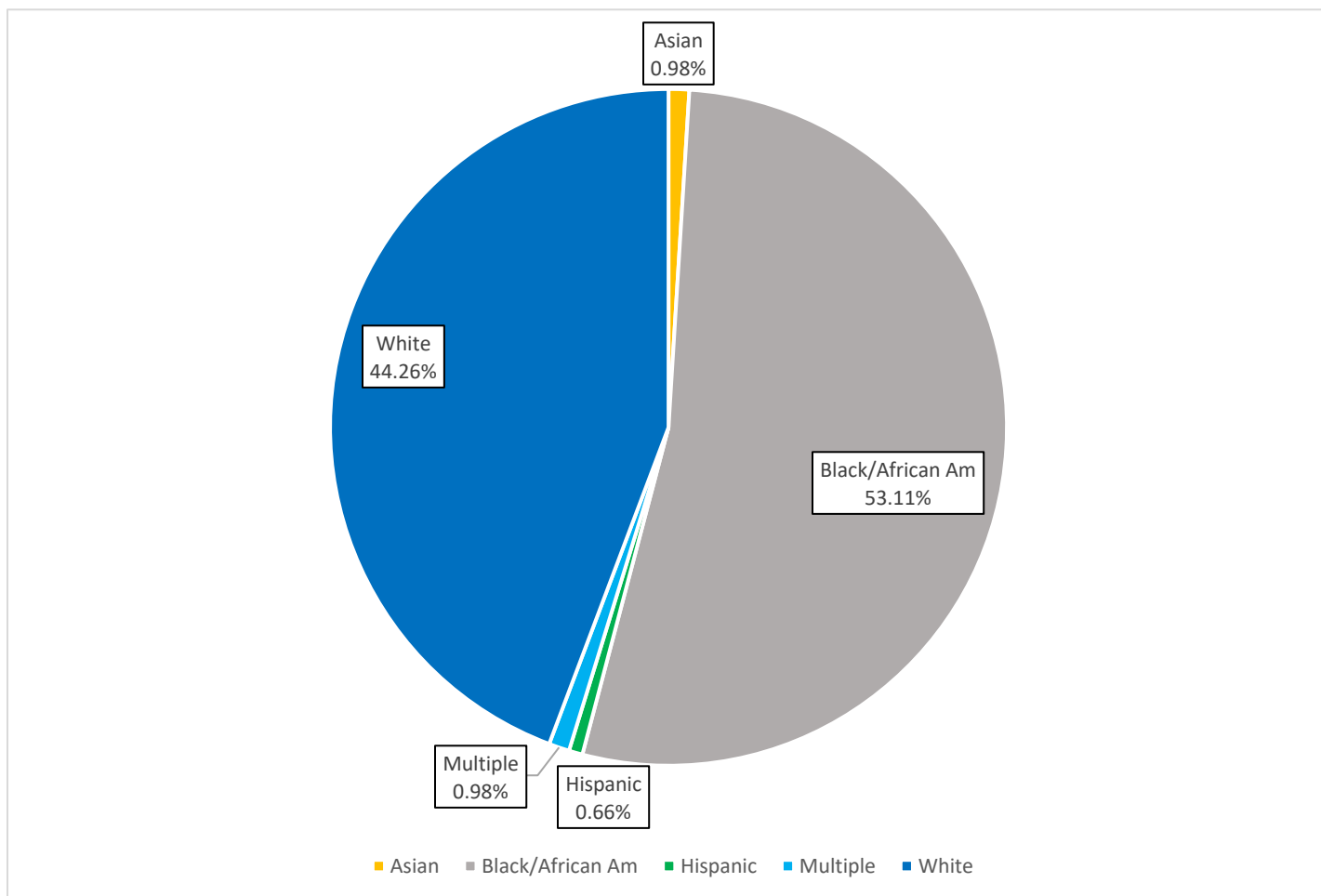
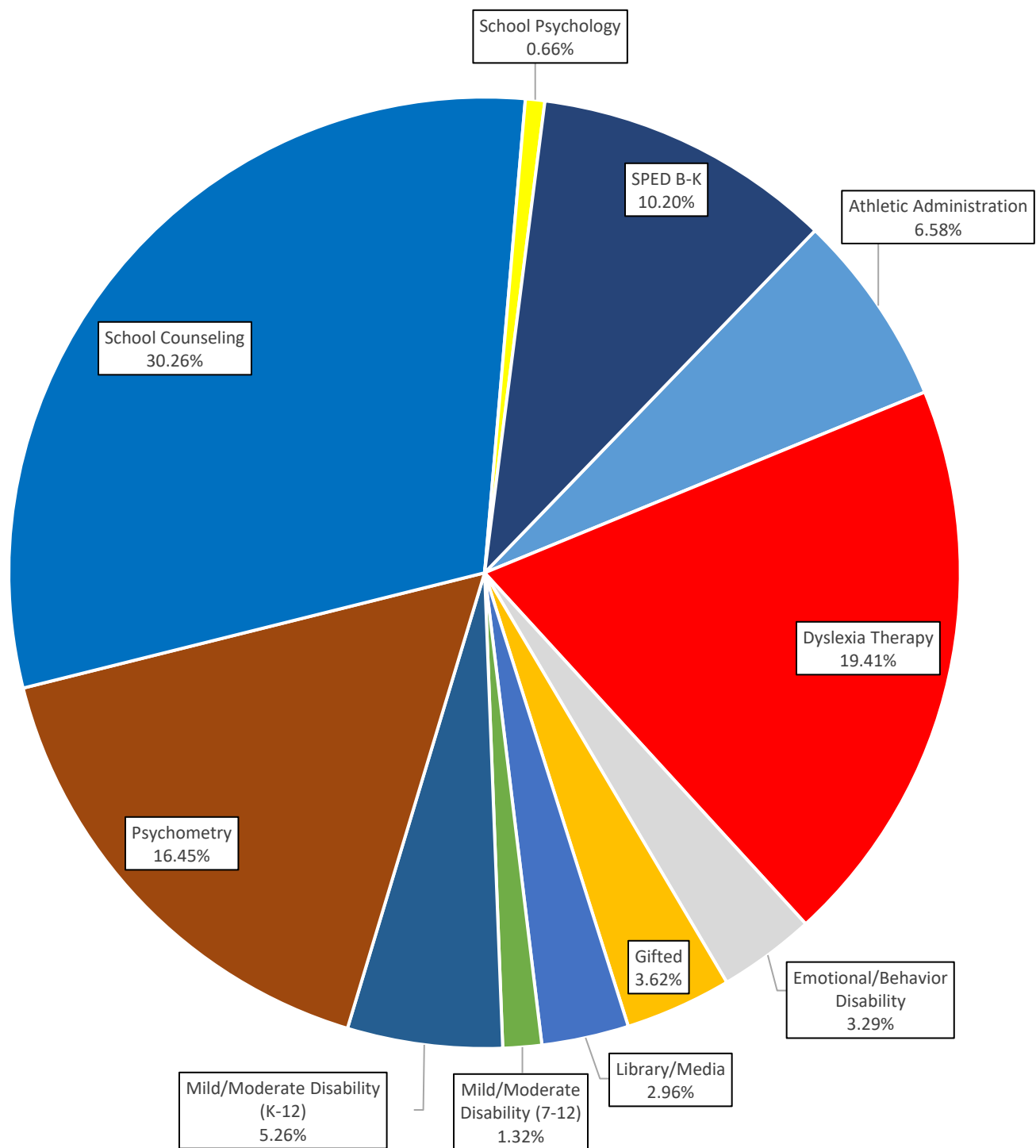


Table 29*2023-2024 Completer Advanced-Level Program Candidates by EPP*

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level Degree completers	0	10	104	49	17	3	24	97	304
Athletic Admin (Masters & Specialist)	0	0	0	0	0	0	0	20	20
Dyslexia (Masters & Specialist)	0	0	0	23	0	0	3	33	59
Emotional Dis (Masters & Specialist)	0	0	0	0	0	0	0	10	10
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	2	18	20
Psychometry (Masters & Specialist)	0	0	50	0	0	0	0	0	50
School Counselor (Masters & Specialist)	0	10	54	2	10	3	8	5	92
School Psychology (Doctorate)	0	0	0	0	0	0	2	0	2
Severe Disability (Specialist)	0	0	0	0	0	0	0	0	0
SPED B-K (Masters)	0	0	0	24	7	0	0	0	31
Average of Adv-Level Completer GPA	NA	3.79	3.59	3.84	3.76	<10	3.93	3.82	3.78
Average Internship Clock Hours Completed	NA	700.00	170.94	540.00	500.00	700.00	400.00	259.71	467.24
Athletic Admin (Masters & Specialist)	0	0	0	0	0	0	0	24.00	24.00
Dyslexia (Masters & Specialist)	0	0	0	820.00	0	0	700.00	720.00	757.97
Emotional Dis (Masters & Specialist)	0	0	0	0	0	0	0	270.00	270.00
Gifted (Masters)	0	0	0	0	0	0	0	24.00	24.00
Library/Media (Masters)	0	0	0	0	0	0	150.00	0	150.00
Mild/Moderate Disability (Masters)	0	0	0	0	0	0	350.00	40.00	71.00
Psychometry (Masters & Specialist)	0	0	153.00	0	0	0	0	0	153.00
School Counselor (Masters & Specialist)	0	700.00	188.89	700.00	700.00	700.00	700.00	700.00	400.00
School Psychology (Doctorate)	0	0	0	0	0	0	100.00	0	100.00
Severe Disability (Specialist)	0	0	0	0	0	0	0	0	0
SPED B-K (Masters)	0	0	0	100.00	300.00	0	0	0	145.16

304**Advanced-Level Program Completers at the Initial Licensure Level**

Figure 34
2023-2024 Completer Advanced-Level Program Candidates



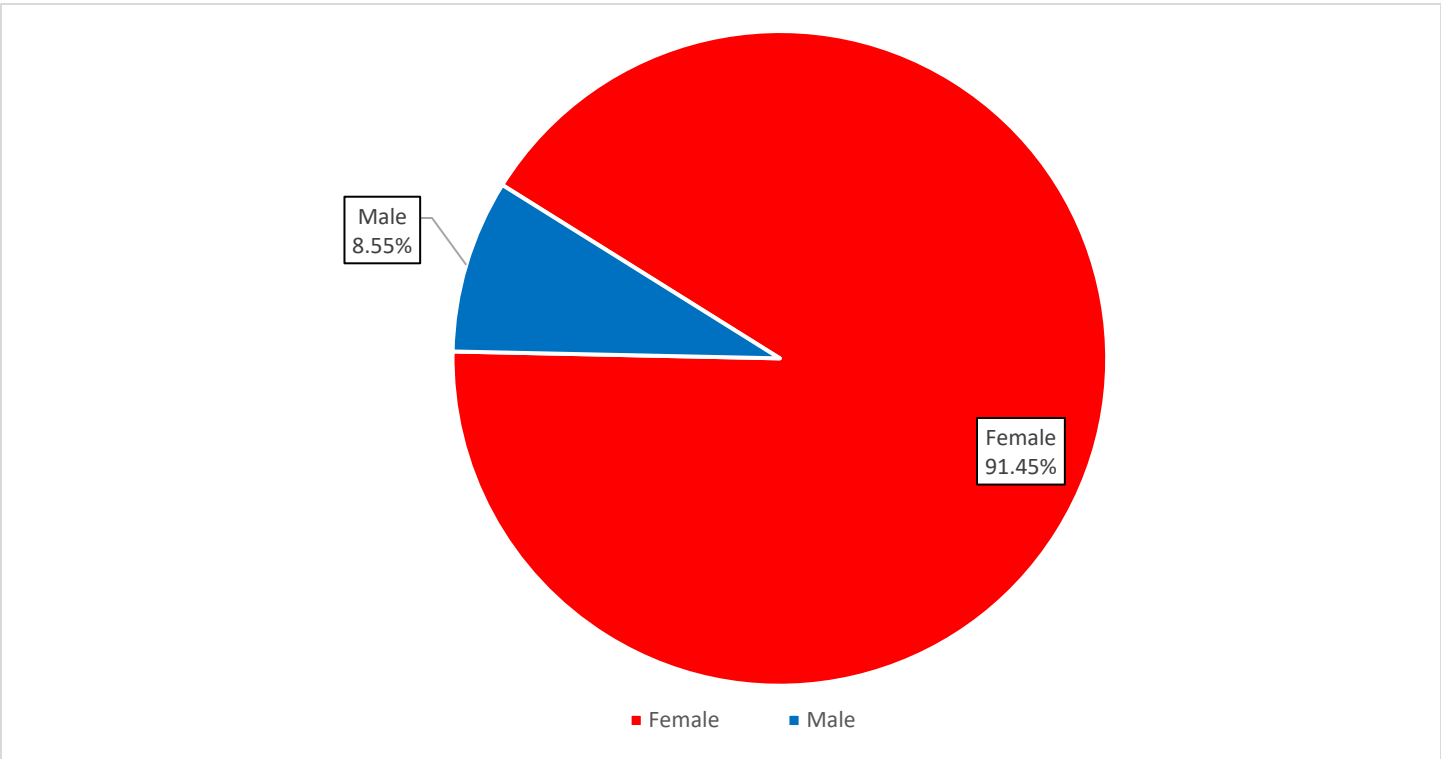
Completer Advanced-Level Program Candidates by Gender

In 2023-2024, the eight EPPs’ advanced-level degree programs had a total of 304 completer candidates. Female completers represented 91.45% (n=278) candidates and male completers represented 8.55% (n=26).

Table 30
2023-2024 Completer Advanced-Level Program Candidates by Gender

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	0	<10	96	47	17	<10	24	82	278
Male	0	<10	<10	<10	0	0	0	15	26

Figure 35
2023-2024 Completer Advanced-Level Program Candidates by Gender



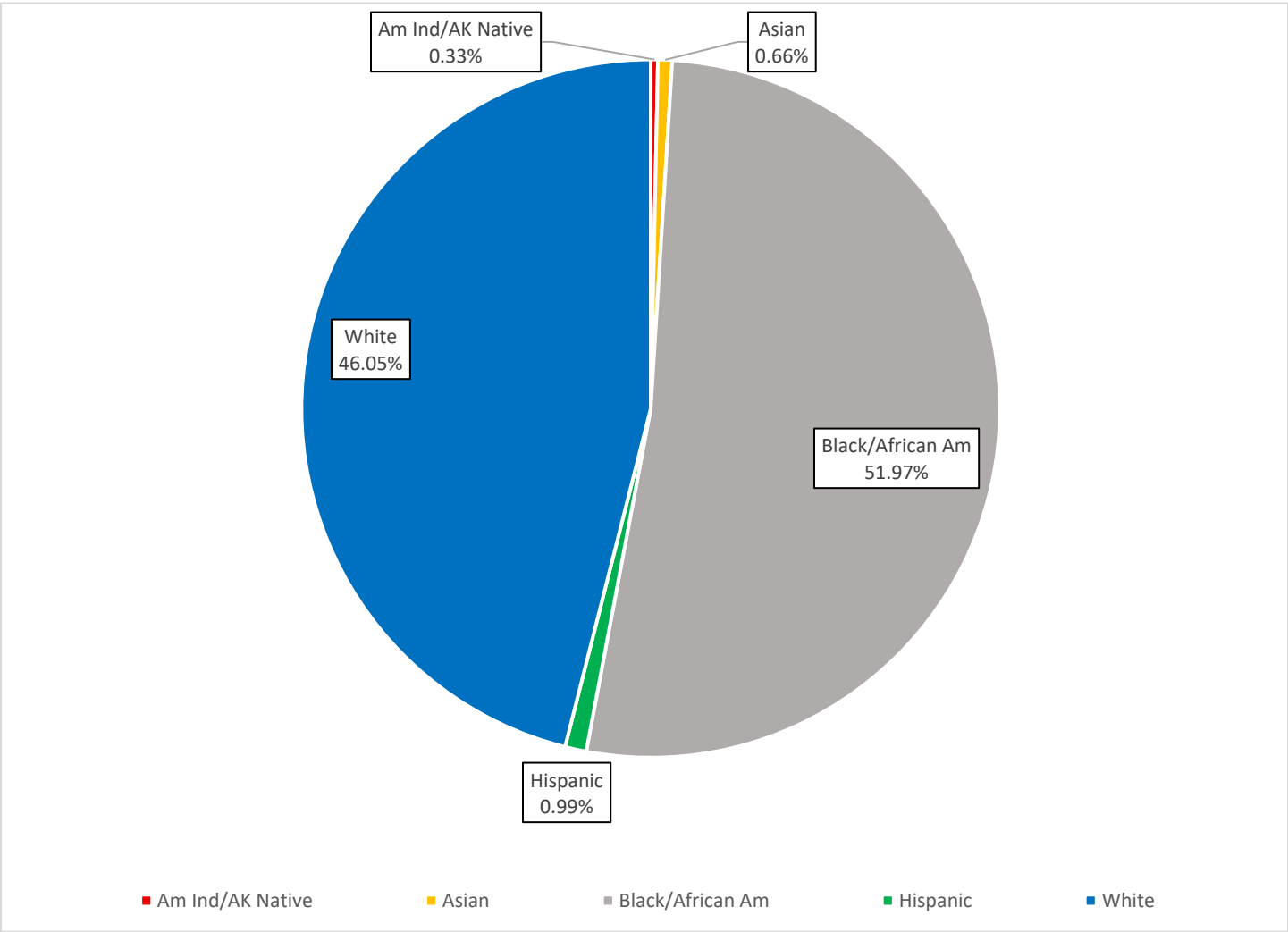
Completer Advanced-Level Program Candidates by Ethnicity

In 2023-2024, 304 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 31
2023-2024 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	<10	0	0	0	<10
Asian	0	0	0	0	0	0	0	<10	<10
Black/African American	0	<10	98	13	<10	0	<10	33	158
Hispanic	0	0	0	<10	0	0	<10	<10	<10
Nat Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0
White	0	<10	<10	35	11	<10	21	61	140

Figure 36
2023-2024 Advanced-Level Degree Completer Candidates by Ethnicity



SECTION VII: Foundations of Reading Assessment

The Foundations of Reading Assessment is required for the issuance of Elementary Education (K-3, K-6, and 4-6) and Special Education (K-12) for licensure in addition to all other testing requirements. The qualifying test score is 233. Of the 1051 traditional and non-traditional candidates in Elementary Education and Special Education, 75.36% (n=792) took the test. Overall, the pass rate for both traditional and non-traditional candidates was 82.83%, the percentage that passed on first attempt was 67.42%, and the mean score was 244.25.

The following data were provided by the EPPs on their candidates for the required Foundations of Reading Assessment. (Please note the total count represents a nonduplicative number of test takers and means is based on the highest score attained. Additionally, test waivers for completers were still in effect until December 31, 2023.)

Table 32

2023-2024 Foundations of Reading – Traditional Route

EPP	N=823						
	N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
ASU	7	7	<10	<10	<10	<10	<10
BU	4	4	<10	<10	<10	<10	<10
BMCU	24	16	240.19	15	93.75%	10	62.50%
DSU	34	33	245.97	30	90.91%	21	63.64%
JSU	29	12	223.00	<10	<10	<10	<10
MC	23	15	249.00	13	86.67%	11	73.33%
MSU	232	232	244.53	192	82.76%	152	65.52%
MUW	24	22	250.64	20	90.91%	18	81.82%
MVSU	14	0	NA	NA	NA	NA	NA
RC	1	0	NA	NA	NA	NA	NA
TC	8	3	<10	<10	<10	<10	<10
UM	158	134	250.48	124	92.54%	108	80.60%
USM	175	121	246.54	107	88.43%	88	72.73%
WCU	90	56	243.73	47	83.93%	33	58.93%
Total/Average	823	655	245.79	564	86.11%	454	69.31%

N=Total count Elementary Education and Special Education

n=Count that took the test

M=mean

Figure 37

2023-2024 Foundations of Reading – Traditional Route Pass/Fail

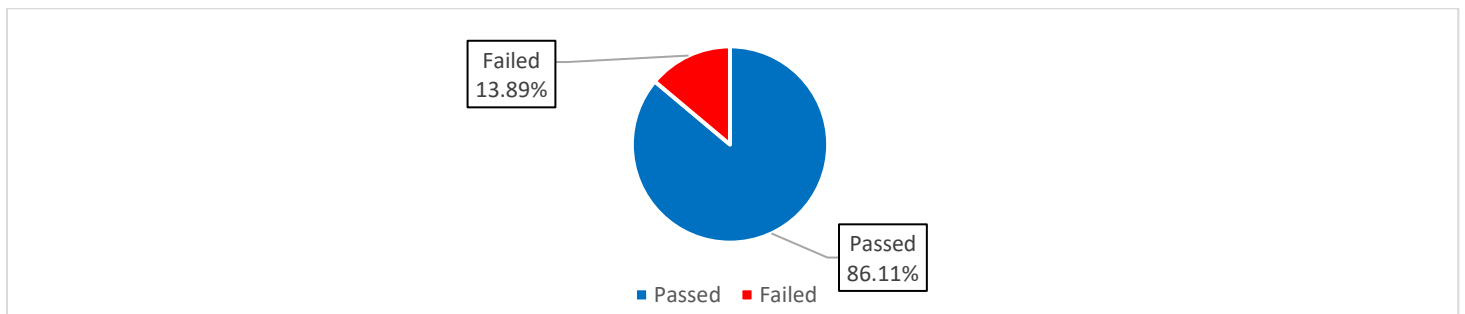


Table 33
2023-2024 Foundations of Reading – Non-Traditional Route

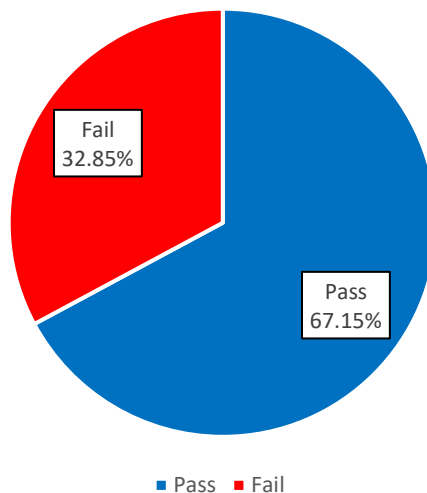
EPP	N=227						
	N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
ABCTE	NA	NA	NA	NA	NA	NA	NA
ASU	1	1	<10	<10	<10	<10	<10
BU	11	10	247.60	10	100%	<10	<10
BMCU	NA	NA	NA	NA	NA	NA	NA
DSU	50	31	247.71	25	80.65%	22	70.97%
JSU	26	18	214.00	<10	<10	<10	<10
MC	3	3	<10	<10	<10	<10	<10
MSU	29	13	251.08	12	92.31%	11	84.62%
MUW	NA	NA	NA	NA	NA	NA	NA
MVSU	NA	NA	NA	NA	NA	NA	NA
RC	NA	NA	NA	NA	NA	NA	NA
TC	NA	NA	NA	NA	NA	NA	NA
TFA	9	0	NA	NA	NA	NA	NA
TMI-UM	NA	NA	NA	NA	NA	NA	NA
UM	NA	NA	NA	NA	NA	NA	NA
USM	22	9	<10	<10	<10	<10	<10
WCU	76	52	233.73	32	61.54%	28	53.85%
Total/Average	227	137	236.90	92	67.15%	80	58.39%

N=Total count of all possible test takers

n=Count of Elementary and SPED candidates at the EPP

M=mean

Figure 38
2023-2024 Foundations of Reading – Non-Traditional Route Pass/Fail



SECTION VIII: Praxis Principles of Learning and Teaching Assessment

The Principles of Learning and Teaching Assessment is required for the issuance of all initial traditional route licensures in addition to all other testing requirements. The qualifying test score varies by grade band. Of the 1162 candidates, 77.02% (n=895) took the test. Overall, the pass rate of traditional candidates was 88.72%, the percentage that passed on first attempt was 78.99%, and the mean score was 170.30.

The following data were provided by the EPPs on their candidates for the required Praxis Principles of Learning and Teaching Assessment. Data provided represents traditional programs at completion. Programs identified as K-12 area have the option to take either the 5622 Grades K-6 or the 5624 Grades 7-12 test. Non-traditional candidates do not take the PLT.

Table 34
2023-2024 Principles of Learning and Teaching

Grade Bands	Qualifying Score	N=1162						
		N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
5621 Early Childhood	157	14	3	<10	<10	<10	<10	<10
5622 Grades K-6	160	833	662	170.76	588	88.82%	516	77.95%
5624 Grades 7-12	157	315	230	169.04	204	88.70%	189	82.17%
Total/Average		1162	895	170.30	794	88.72%	707	78.99%

Table 35
2023-2024 Principles of Learning and Teaching – Early Childhood

EPP	N=14						
	N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
ASU	0	NA	NA	NA	NA	NA	NA
BU	0	NA	NA	NA	NA	NA	NA
BMCU	0	NA	NA	NA	NA	NA	NA
DSU	0	NA	NA	NA	NA	NA	NA
JSU	0	NA	NA	NA	NA	NA	NA
MC	0	NA	NA	NA	NA	NA	NA
MSU	11	1	<10	<10	<10	<10	<10
MUW	0	NA	NA	NA	NA	NA	NA
MVSU	0	NA	NA	NA	NA	NA	NA
RC	0	NA	NA	NA	NA	NA	NA
TC	0	NA	NA	NA	NA	NA	NA
UM	3	2	<10	<10	<10	<10	<10
USM	0	NA	NA	NA	NA	NA	NA
WCU	0	NA	NA	NA	NA	NA	NA
Total/Average	14	3	<10	<10	<10	<10	<10

Table 36*2023-2024 Principles of Learning and Teaching – Grades K-6*

EPP	N=833						
	N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
ASU	7	7	<10	<10	<10	<10	<10
BU	5	5	<10	<10	<10	<10	<10
BMCU	24	15	169.13	14	95.45%	13	90.91%
DSU	36	35	172.51	32	91.43%	27	77.14%
JSU	27	18	156.83	<10	<10	<10	38.89%
MC	23	16	173.94	15	93.75%	14	87.50%
MSU	235	234	171.44	209	89.32%	183	78.21%
MUW	24	22	172.95	20	90.91%	19	86.36%
MVSU	14	1	<10	<10	<10	<10	<10
RC	1	1	<10	<10	<10	<10	<10
TC	8	2	<10	<10	<10	<10	<10
UM	152	124	173.77	121	97.58%	110	88.71%
USM	186	132	168.76	115	87.12%	100	75.76%
WCU	91	50	170.70	47	94.00%	39	78.00%
Total/Average	833	662	170.76	591	89.27%	520	78.55%

Table 37*2023-2024 Principles of Learning and Teaching – Grades 7-12*

EPP	N=315						
	N	n	M	# Passed	% Passed	# 1 st Attempt	% Passed on 1 st Attempt
ASU	2	2	<10	<10	<10	<10	<10
BU	0	0	NA	NA	NA	NA	NA
BMCU	8	7	<10	<10	<10	<10	<10
DSU	17	17	164.41	15	88.24%	13	76.47%
JSU	25	14	151.07	<10	<10	<10	<10
MC	15	14	173.50	13	92.86%	13	92.86%
MSU	77	76	169.29	69	90.79%	62	81.58%
MUW	5	3	<10	<10	<10	<10	<10
MVSU	8	0	NA	NA	NA	NA	NA
RC	0	0	NA	NA	NA	NA	NA
TC	3	0	NA	NA	NA	NA	NA
UM	67	38	175.53	38	100%	37	97.37%
USM	68	45	171.11	42	93.33%	38	84.44%
WCU	20	14	165.862	11	78.57%	10	71.43%
Total/Average	315	230	169.04	204	88.70%	189	82.17%

SECTION IX: Praxis Content Knowledge

The following data were provided by the EPPs on their candidates for the required Praxis Content Knowledge tests. Data provided represents traditional programs at completion and non-traditional programs at admission.

Table 38

2023-2024 Initial Program Statewide Praxis Content Knowledge - Traditional Route

Test	Qualifying Test Score	N=1162			
		n	M	Pass Rate	% Pass on 1 st Attempt
5017 Elementary Ed (K-6)	153	616	163.64	87.82%	75.16%
5018 Elementary Ed (4-6)	163	0			
5024 Edu of Young Child	160	3	<10	<10	<10
5038 English Lang Arts	167	53	177.98	96.23%	86.79%
5081 Social Studies	150	33	162.79	81.82%	72.73%
5091 Physical Education	145	49	147.67	73.47%	57.14%
5101 Business Education	153	0			
5113 Music Education	161	68	162.65	72.06%	48.53%
5122 Family & Cons Sci	153	1	<10	<10	<10
5134 Art	158	5	<10	<10	<10
5165 Mathematics	152	25	165.36	88.00%	68.00%
5174 French	153	0			
5195 Spanish	160	1	<10	<10	<10
5221 Speech Comm	143	0			
5235 Biology	150	0			
5236 Biology	148	9	<10	<10	<10
5245 Chemistry	151	0			
5246 Chemistry	140	2	<10	<10	<10
5312 School Librarian	149	0			
5354 Mild/Mod Disability	152	12	162.50	83.33%	83.33%
5355 Mild/Mod Disability	139	24	168.58	100%	100%
5551 Health Education	149	1	<10	<10	<10
Did not take test		250			
Not Required		10			

n = count

M = mean

**Please note: The total count represents nonduplicative number of test takers taking their content tests.*

73.17%
Passed on
1st Attempt

Table 39*2023-2024 Praxis Content Knowledge by Traditional Route and EPP*

Test	Qualifying Test Score	ASU (N=9)				BU (N=5)				BMCU (N=32)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	7	<10	<10	<10	4	<10	<10	<10	15	160.47	80.0%	73.3%
5018 Elementary Ed (4-6)	163	0				NA				NA			
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	0				NA				3	<10	<10	<10
5081 Social Studies	150	0				NA				2	<10	<10	<10
5091 Physical Education	145	0				NA				1	<10	<10	<10
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	2	<10	<10	<10	1	<10	<10	<10	0			
5122 Family & Cons Sci	153	NA				NA				NA			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	0				NA				0			
5195 Spanish	160	NA				NA				0			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	0				NA				0			
5236 Biology	148	0				NA				1	<10	<10	<10
5245 Chemistry	151	NA				NA				NA			
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		0				0				10			
Not required		0				0				0			

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

Test	Qualifying Test Score	DSU (N=53)				JSU (N=52)				MC (N=38)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	33	161.88	90.9%	66.7%	18	140.33	33.3%	33.3%	16	168.75	93.8%	87.5%
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	NA				0				NA			
5038 English Lang Arts	167	3	<10	<10	<10	0				4	<10	<10	<10
5081 Social Studies	150	3	<10	<10	<10	1	<10	<10	<10	1	<10	<10	<10
5091 Physical Education	145	7	<10	<10	<10	8	<10	<10	<10	1	<10	<10	<10
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	5	<10	<10	<10	5	<10	<10	<10	1	<10	<10	<10
5122 Family & Cons Sci	153	NA				NA				NA			
5134 Art	158	NA				NA				5	<10	<10	<10
5165 Mathematics	152	1	<10	<10	<10	2	<10	<10	<10	2	<10	<10	<10
5195 Spanish	160	NA				NA				NA			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	0				NA				0			
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				1	<10	<10	<10	NA			
5355 Mild/Mod Disability	139	NA				1	<10	<10	<10	NA			
5551 Health Education	149	NA				1	<10	<10	<10	NA			
Did not take test		1				15				8			
Not required		0				0				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	MSU (N=323)				MUW (N=29)				MVSU (N=22)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	210	164.87	90.0%	77.1%	22	164.27	90.9%	77.3%	1	<10	<10	<10
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	1	<10	<10	<10	0				NA			
5038 English Lang Arts	167	12	179.42	100%	91.7%	1	<10	<10	<10	0			
5081 Social Studies	150	10	159.70	80.0%	50.0%	0				0			
5091 Physical Education	145	15	146.27	80.0%	46.7%	NA				NA			
5101 Business Education	153	NA				NA				NA			
5113 Music Education	161	19	168.68	84.2%	42.1%	1	<10	<10	<10	0			
5122 Family & Cons Sci	153	1	<10	<10	<10	NA				NA			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	13	161.62	92.3%	76.9%	2	<10	<10	<10	0			
5195 Spanish	160	NA				0				NA			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	0				0				0			
5236 Biology	148	5	<10	<10	<10	0				0			
5245 Chemistry	151	1	<10	<10	<10	NA				NA			
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	11	164.00	90.9%	90.9%	NA				NA			
5355 Mild/Mod Disability	139	10	170.60	100%	100%	NA				NA			
5551 Health Education	149	NA				NA				0			
Did not take test		11	0			2				21			
Not required		4	0			1				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	RC (N=1)				TC (N=11)				UM (N=222)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	1	<10	<10	<10	3	<10	<10	<10	120	166.50	94.2%	85.0%
5018 Elementary Ed (4-6)	163	NA				NA				NA			
5024 Edu of Young Child	160	NA				0				2	<10	<10	<10
5038 English Lang Arts	167	0				NA				17	178.47	94.1%	87.5%
5081 Social Studies	150	0				0				9	<10	<10	<10
5091 Physical Education	145	NA				1	<10	<10	<10	2	<10	<10	<10
5101 Business Education	153	0				NA				NA			
5113 Music Education	161	NA				0				3	<10	<10	<10
5122 Family & Cons Sci	153	NA				NA				NA			
5134 Art	158	NA				NA				NA			
5165 Mathematics	152	0				NA				3	<10	<10	<10
5195 Spanish	160	NA				NA				0			
5221 Speech Comm	143	NA				NA				NA			
5235 Biology	150	NA				0				0			
5236 Biology	148	NA				0				3	<10	<10	<10
5245 Chemistry	151	NA				0				1	<10	<10	<10
5312 School Librarian	149	NA				NA				NA			
5354 Mild/Mod Disability	152	NA				NA				0			
5355 Mild/Mod Disability	139	NA				NA				10	168.60	100%	100%
5551 Health Education	149	NA				NA				NA			
Did not take test		0				7				52			
Not required		0				0				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	USM (N=254)				WCU (N=111)			
		n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	118	163.12	86.4%	69.5%	48	163.65	87.5%	77.1%
5018 Elementary Ed (4-6)	163	NA				NA			
5024 Edu of Young Child	160	0				NA			
5038 English Lang Arts	167	10	179.90	100%	100%	3	<10	<10	<10
5081 Social Studies	150	5	<10	<10	<10	2	<10	<10	<10
5091 Physical Education	145	14	151.93	85.7%	78.6%	NA			
5101 Business Education	153	NA				NA			
5113 Music Education	161	19	166.58	89.5%	68.4%	12	158.67	58.3%	50.0%
5122 Family & Cons Sci	153	NA				NA			
5134 Art	158	NA				NA			
5165 Mathematics	152	2	<10	<10	<10	0			
5195 Spanish	160	0				1	<10	<10	<10
5221 Speech Comm	143	NA				NA			
5235 Biology	150	0				NA			
5236 Biology	148	0				NA			
5245 Chemistry	151	0				NA			
5312 School Librarian	149	NA				NA			
5354 Mild/Mod Disability	152	0				NA			
5355 Mild/Mod Disability	139	3	<10	<10	<10	NA			
5551 Health Education	149	NA				NA			
Did not take test		78				45			
Not required		5				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Table 40

2023-2024 Initial Program Statewide Praxis Content Knowledge – Non-Traditional Route

Test	Qualifying Test Score	N=521			
		n	M	Pass Rate	% Pass on 1 st Attempt
5017 Elementary Ed (K-6)	153	45	159.91	75.56%	66.67%
5018 Elementary Ed (4-6)	163	67	160.15	67.16%	86.49%
5024 Edu of Young Child	160	NA			
5038 English Lang Arts	167	57	176.67	98.25%	87.72%
5081 Social Studies	150	43	162.40	86.05%	83.72%
5091 Physical Education	145	55	150.18	98.18%	78.18%
5101 Business Education	153	6	<10	<10	<10
5113 Music Education	161	0			
5122 Family & Cons Sci	153	3	<10	<10	<10
5134 Art	158	5	<10	<10	<10
5165 Mathematics	152	23	164.17	82.61%	52.17%
5174 French	153	1	<10	<10	<10
5195 Spanish	160	5	<10	<10	<10
5221 Speech Comm	143	3	<10	<10	<10
5235 Biology	150	4	<10	<10	<10
5236 Biology	148	18	160.78	88.89%	77.78%
5245 Chemistry	151	1	<10	<10	<10
5246 Chemistry	140	1	<10	<10	<10
5312 School Librarian	149	3	<10	<10	<10
5354 Mild/Mod Disability	152	18	163.22	100%	94.44%
5355 Mild/Mod Disability	139	33	158.09	90.91%	87.88%
5551 Health Education	149	39	157.18	97.44%	74.36%
Did not take test		91			
Not Required					

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.*

73.60%
Passed on
1st Attempt

Table 41*2023-2024 Praxis Content Knowledge by Non-Traditional Route and EPP*

Test	Qualifying Test Score	ABCTE (N=0)			ASU (N=1)			BU (N=45)					
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	NA				0				0			
5018 Elementary Ed (4-6)	163	NA				1	<10	<10	<10	11	174.64	100%	63.6%
5024 Edu of Young Child	160	NA				0				NA			
5038 English Lang Arts	167	NA				0				4	<10	<10	<10
5081 Social Studies	150	NA				0				3	<10	<10	<10
5091 Physical Education	145	NA				0				10	148.50	100%	60.0%
5101 Business Education	153	NA				0				1	<10	<10	<10
5113 Music Education	161	NA				0				0			
5122 Family & Cons Sci	153	NA				0				2	<10	<10	<10
5134 Art	158	NA				0				0			
5165 Mathematics	152	NA				0				1	<10	<10	<10
5175 French	153	NA				0				0			
5195 Spanish	160	NA				0				1	<10	<10	<10
5221 Speech Comm	143	NA				0				1	<10	<10	<10
5235 Biology	150	NA				0				2	<10	<10	<10
5236 Biology	148	NA				0				2	<10	<10	<10
5245 Chemistry	151	NA				0				0			
5246 Chemistry	140	NA				0				0			
5312 School Librarian	149	NA				0				0			
5354 Mild/Mod Disability	152	NA				NA				NA			
5355 Mild/Mod Disability	139	NA				NA				NA			
5551 Health Education	149	NA				0				7	<10	<10	<10
Did not take test													

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

Test	Qualifying Test Score	DSU (N=60)				JSU (N=43)				MC (N=7)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	31	156.45	67.7%	54.8%	0	0			0			
5018 Elementary Ed (4-6)	163	8	<10	<10	<10	15	135.86	6.7%	6.7%	3	<10	<10	<10
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	2	<10	<10	<10	0				1	<10	<10	<10
5081 Social Studies	150	1	<10	<10	<10	0				1	<10	<10	<10
5091 Physical Education	145	3	<10	<10	<10	4	<10	<10	<10	1	<10	<10	<10
5101 Business Education	153	1	<10	<10	<10	1	<10	<10	<10	0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	0				0				0			
5134 Art	158	0				0				1	<10	<10	<10
5165 Mathematics	152	0				0				0			
5175 French	153	0				0				0			
5195 Spanish	160	0				0				0			
5221 Speech Comm	143	0				0				0			
5235 Biology	150	2	<10	<10	<10	0				0			
5236 Biology	148	0				0				0			
5245 Chemistry	151	0				0				0			
5246 Chemistry	140	0				0				0			
5312 School Librarian	149	0				0				0			
5354 Mild/Mod Disability	152	0				NA				NA			
5355 Mild/Mod Disability	139	0				NA				NA			
5551 Health Education	149	0				18	157.06	94.4%	66.7%	0			
Did not take test		12				5				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	MSU (N=91)				MUW (N=9)				MVSU (N=0)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	5	<10	<10	<10	0				0			
5018 Elementary Ed (4-6)	163	0				0				0			
5024 Edu of Young Child	160	NA				NA				0			
5038 English Lang Arts	167	9	<10	<10	<10	2	<10	<10	<10	0			
5081 Social Studies	150	11	158.18	72.7%	63.6%	2	<10	<10	<10	0			
5091 Physical Education	145	9	<10	<10	<10	2	<10	<10	<10	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				1	<10	<10	<10	0			
5165 Mathematics	152	10	155.70	60.0%	30.0%	0				0			
5175 French	153	0				0				0			
5195 Spanish	160	1	<10	<10	<10	0				0			
5221 Speech Comm	143	0				0				0			
5235 Biology	150	0				0				0			
5236 Biology	148	3	<10	<10	<10	1	<10	<10	<10	0			
5245 Chemistry	151	0				0				0			
5246 Chemistry	140	0				0				0			
5312 School Librarian	149	0				0				0			
5354 Mild/Mod Disability	152	8	<10	<10	<10	0				0			
5355 Mild/Mod Disability	139	13	153.54	76.9%	69.2%	0				0			
5551 Health Education	149	0				1	<10			0			
Did not take test		22				0				0			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	TC (N=2)				TFA (N=24)				TMI (N=53)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	0				4	<10	<10	<10	NA			
5018 Elementary Ed (4-6)	163	0				4	<10	<10	<10	NA			
5024 Edu of Young Child	160	0				NA				NA			
5038 English Lang Arts	167	0				4	<10	<10	<10	10	178.00	100%	90.0%
5081 Social Studies	150	1	<10	<10	<10	2	<10	<10	<10	6	<10	<10	<10
5091 Physical Education	145	0				0				9	<10	<10	<10
5101 Business Education	153	0				2	<10	<10	<10	0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	0				0				1	<10	<10	<10
5134 Art	158	0				0				0			
5165 Mathematics	152	0				0				5	<10	<10	<10
5175 French	153	0				0				0			
5195 Spanish	160	0				0				2	<10	<10	<10
5221 Speech Comm	143	0				0				2	<10	<10	<10
5235 Biology	150	0				0				0			
5236 Biology	148	0				0				5	<10	<10	<10
5245 Chemistry	151	0				0				0			
5246 Chemistry	140	0				0				1	<10	<10	<10
5312 School Librarian	149	0				0				2	<10	<10	<10
5354 Mild/Mod Disability	152	0				0				NA			
5355 Mild/Mod Disability	139	0				1	<10	<10	<10	NA			
5551 Health Education	149	0				1	<10	<10	<10	9	<10	<10	<10
Did not take test		1				6				1			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

Test	Qualifying Test Score	UM (N=28)				USM (N=34)				WCU (N=120)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5017 Elementary Ed (K-6)	153	0				5	<10	<10	<10	0			
5018 Elementary Ed (4-6)	163	0				NA				25	164.36	80.0%	60.0%
5024 Edu of Young Child	160	NA				NA				NA			
5038 English Lang Arts	167	11	176.27	100%	100%	3	<10	<10	<10	11	177.91	100%	81.8%
5081 Social Studies	150	5	<10	<10	<10	4	<10	<10	<10	7	<10	<10	<10
5091 Physical Education	145	1	<10	<10	<10	2	<10	<10	<10	14	151.71	100%	78.6%
5101 Business Education	153	1	<10	<10	<10	0				0			
5113 Music Education	161	0				0				0			
5122 Family & Cons Sci	153	0				0				0			
5134 Art	158	0				0				3	<10	<10	<10
5165 Mathematics	152	2	<10	<10	<10	2	<10	<10	<10	3	<10	<10	<10
5175 French	153	1	<10	<10	<10	0				0			
5195 Spanish	160	0				0				1	<10	<10	<10
5221 Speech Comm	143	0				0				0			
5235 Biology	150	0				0				0			
5236 Biology	148	4	<10	<10	<10	1	<10	<10	<10	2	<10	<10	<10
5245 Chemistry	151	1	<10	<10	<10	0				0			
5312 School Librarian	149	0				0				1	<10	<10	<10
5354 Mild/Mod Disability	152	0				0				10	161.90	100%	100%
5355 Mild/Mod Disability	139	0				0				19	161.47	100%	100%
5551 Health Education	149	1	<10	<10	<10	0				2	<10	<10	<10
Did not take test		1				17				22			

n = count

M = Mean

PPR = Percentage Pass rate

FA = Percentage passed on first attempt

The following data were provided by the EPPs on their candidates for the required Praxis Content Knowledge tests at the completion of advanced level.

Table 42
2023-2024 Advanced Program Statewide Praxis Content Knowledge

Test	Qualifying Test Score	N=718			
		n	M	Pass Rate	% Pass on 1 st Attempt
5311 School Librarian	143	3	<10	<10	<10
5312 School Librarian	149	1	<10	<10	<10
5354 Mild/Moderate Dis	152	12	166.75	100%	100%
5355 Mild/Moderate Dis	139	0			
5421 School Counselor	156	4	<10	<10	<10
5422 School Counselor	153	37	159.57	86.49%	84.38%
6990 School Leader	151	214	164.36	87.85%	84.11%
Did not take test		283			
Not required		164			

n = count
M = mean

83.39%
Passed on
1st Attempt

Table 43*2023-2024 Advanced Program Completer Praxis Content Knowledge*

Test	Qualifying Test Score	ASU (N=0)				BU (N=34)				DSU (N=56)			
		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	0				NA				3	<10	<10	<10
5422 School Counselor	153	0				NA				5	<10	<10	<10
6990 School Leader	151	NA				11	154.55	81.8%	45.5%	40	162.73	90.0%	90.0%
Did not take test		0				23				8			
Not required		0				0				0			

Test	Qualifying Test Score	JSU (N=140)				MC (N=138)				MSU (N=43)			
		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				0				NA			
5355 Mild/Moderate Dis	139	NA				0				NA			
5421 School Counselor	156	1	<10	<10	<10	0				0			
5422 School Counselor	153	14	151.57	64.3%	37.5%	2	<10	<10	<10	9	<10	<10	<10
6990 School Leader	151	6	<10	<10	<10	50	169.54	94.0%	92.0%	26	160.85	73.1%	69.2%
Did not take test		69				39				8			
Not required		50				47				0			

NA = Not Applicable

Test	Qualifying Test Score	UM (N=43)				USM (N=102)				WCU (N=162)			
		n	M	PPR	FA	n	M	PPR	FA	n	M	PPR	FA
5311 School Librarian	143	NA				3	<10	<10	<10	NA			
5312 School Librarian	149	NA				1	<10	<10	<10	NA			
5354 Mild/Moderate Dis	152	NA				0				12	166.75	100%	100%
5355 Mild/Moderate Dis	139	NA				0				0			
5421 School Counselor	156	0				NA				0			
5422 School Counselor	153	3	<10	<10	<10	NA				4	<10	<10	<10
6990 School Leader	151	28	167.04	92.9%	89.3%	19	168.68	100%	100%	34	159.94	76.5%	73.5%
Did not take test		12				76				48			
Not required		0				3				64			

NA = Not Applicable

SECTION X. 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 2023-2024 academic year was 1152. There were 379 (32.90%) candidates that completed a student teaching placement in fall 2023 and 773 (67.10%) candidates that completed a student teaching placement in spring 2024.

Table 44
2023-2024 Teacher Candidates

EPP	F2023	Sp2024	Total
ASU	8	3	11
BU	0	4	4
BMCU	10	22	32
DSU	24	29	53
JSU	20	34	54
MC	13	27	40
MSU	123	187	310
MUW	9	18	27
MVSU	20	4	24
RC	1	2	3
TC	1	15	16
UM	10	214	224
USM	103	152	255
WCU	37	62	99
Totals	379	773	1152

Figure 39
2023-2024 Teacher Candidates

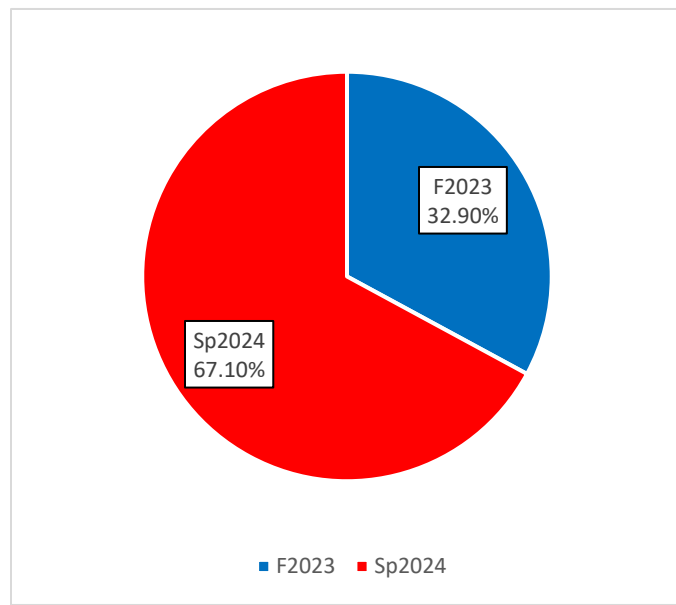
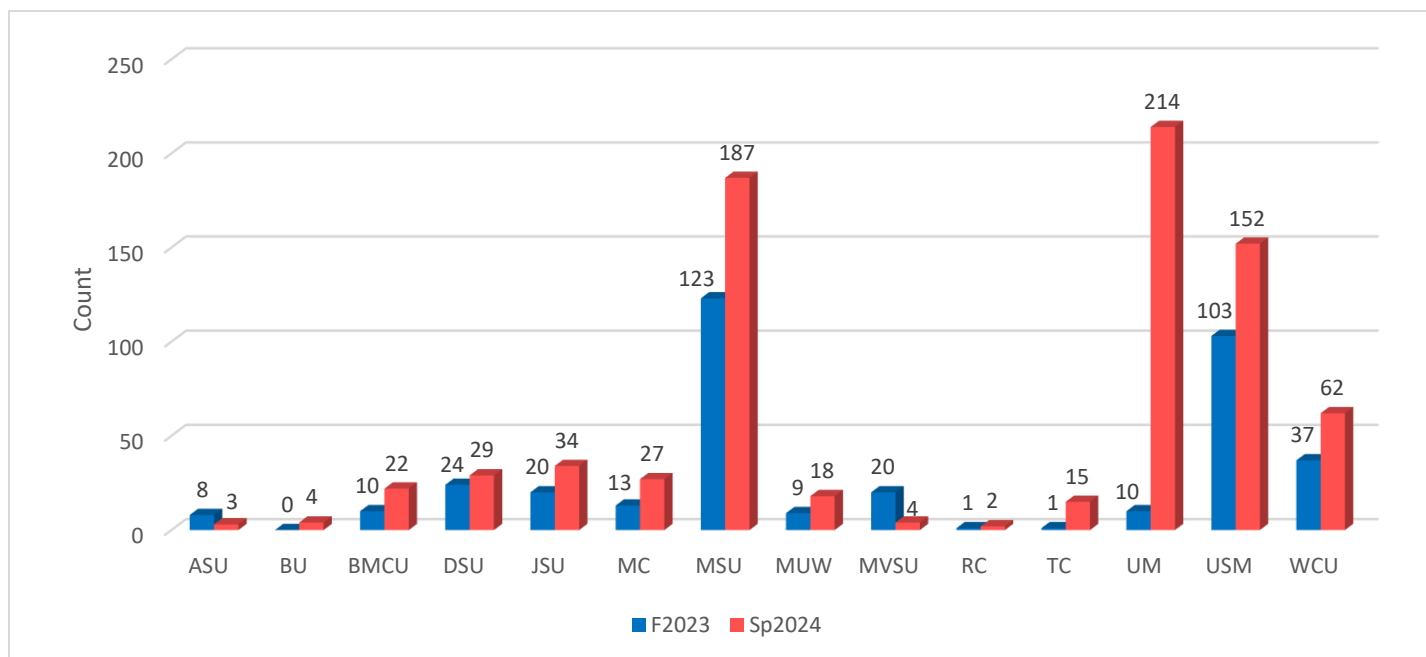


Figure 40
2023-2024 Teacher Candidates

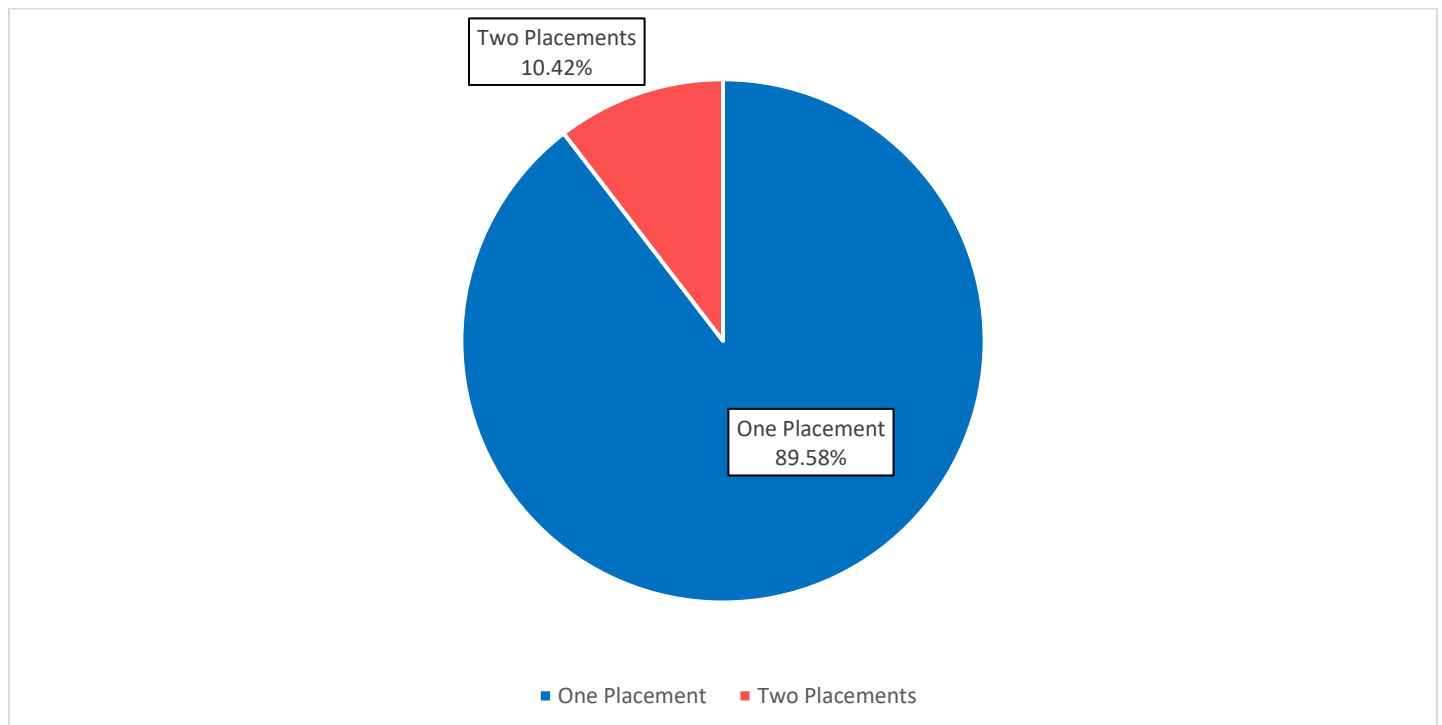


During the semester, teacher candidates complete two types of placements depending on the license that they seek. Typically, Elementary Education majors stay in one placement during the semester, while others (Secondary and K-12) will complete two semester placements (ex., one lower grade and one upper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

Table 45
2023-2024 Teacher Candidate Field Experience Placement Assignments

EPP	One Placement			Two Placements		
	F2023	Sp2024	Total	F2023	Sp2024	Total
ASU	0	0	0	8	3	11
BU	0	4	4	0	0	0
BMCU	8	19	27	2	3	5
DSU	24	29	53	0	0	0
JSU	20	34	54	0	0	0
MC	8	15	23	4	12	16
MSU	121	173	294	2	14	16
MUW	3	6	9	6	12	18
MVSU	20	4	24	0	0	0
RC	1	2	3	0	0	0
TC	1	13	14	0	2	2
UM	10	214	224	0	1	1
USM	80	124	204	23	28	51
WCU	37	62	99	0	0	0
Totals	333	699	1032	45	75	120

Figure 41
2023-2024 Teacher Candidate Placement Assignments



During the 2023-2024 academic year, the State Board of Education identified 103 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 59.81% (n=689).

Table 46
2023-2024 Critical Shortage Area Placements

Candidates	ASU n=11	BU n=4	BMCU n=32	DSU n=53	JSU n=54	MC n=40	MSU n=310	MUW n=27	MVSU n=24	RC n=3	TC n=16	UM n=224	USM n=255	WCU n=99
Aberdeen SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambition Prep	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amite Co	0	0	0	0	0	0	0	0	0	0	0	0	3	0
Attala Co	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Baldwyn SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bay St. Louis- Waveland	0	0	0	0	0	0	0	0	0	0	0	0	4	0
Benton Co	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Booneville	0	0	0	0	0	0	1	0	0	0	0	7	0	0
Calhoun Co	0	0	0	0	0	0	5	0	0	0	0	0	0	0
Canton Public	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Carroll County	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Chickasaw Co	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Choctaw Co	0	0	0	1	0	0	19	0	0	0	0	0	0	0
Claiborne Co	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarksdale Coll	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarksdale SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clinton SD	0	0	0	4	0	20	0	0	0	0	0	0	0	0
Coahoma Co	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Coffeeville	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Columbus	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Copiah Co	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Covington Co	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Desoto Co	0	0	0	4	0	0	7	2	0	1	0	24	11	0
East Jasper SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Tallahatchie	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Municipal	0	0	0	0	0	0	4	0	0	0	0	0	0	0
Forrest Co AHS	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Candidates	ASU n=11	BU n=4	BMCU n=32	DSU n=53	JSU n=54	MC n=40	MSU n=310	MUW n=27	MVSU n=24	RC n=3	TC n=16	UM n=224	USM n=255	WCU n=99
Forrest Co	0	0	0	0	0	0	0	0	0	0	0	0	2	4
Green Co	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Greenville SD	0	0	0	0	0	0	0	0	1	1	1	0	0	0
Greenwood- Leflore Con SD	0	0	0	0	0	0	0	0	7	0	1	0	0	0
Grenada SD	0	0	0	2	0	0	1	0	0	0	0	2	0	0
Harrison Co	0	0	0	0	0	0	0	0	0	0	0	0	15	7
Hattiesburg SD	0	0	0	0	0	0	0	0	0	0	0	0	25	4
Hazlehurst SD	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Hinds Co	2	0	0	1	2	0	0	0	1	0	0	0	0	0
Hollandale SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Holly Springs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Holmes Co Con	0	0	0	0	0	0	0	0	4	0	0	0	0	0
Humphreys Co	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Jackson Co	0	0	0	0	0	0	1	0	0	0	0	0	8	2
Jackson Public	0	0	0	0	42	4	1	0	1	0	6	0	2	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	2	0	0	0	0	0	1	0
Kosciusko SD	0	0	0	0	0	0	5	0	0	0	0	0	0	0
Lafayette Co	0	0	0	0	0	0	0	0	0	0	0	31	0	0
Lauderdale Co	0	0	0	0	0	0	14	0	0	0	0	0	1	0
Laurel SD	0	0	0	0	0	0	0	0	0	0	0	0	6	1
Lawrence Co	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Leake Co	0	0	0	2	0	0	1	0	0	0	0	0	0	0
Lee Co	0	0	0	0	0	0	3	0	0	0	0	14	2	0
Leflore Legacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Leland SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Louisville SD	0	0	0	0	0	0	10	0	0	0	0	0	0	0
Marshall Co	0	0	0	0	0	0	0	0	0	0	1	0	0	0
McComb SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Meridian SD	0	0	0	0	0	0	4	0	0	0	0	0	0	0
Midtown Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moss Point SD	0	0	0	0	0	0	0	0	0	0	0	0	0	2

Candidates	ASU n=11	BU n=4	BMCU n=32	DSU n=53	JSU n=54	MC n=40	MSU n=310	MUW n=27	MVSU n=24	RC n=3	TC n=16	UM n=224	USM n=255	WCU n=99
Natchez-Adams	4	0	0	0	0	0	0	0	0	0	0	0	2	0
New Albany	0	0	7	0	0	0	2	0	0	0	0	9	1	0
Newton MSD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Bolivar	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Panola	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Pike Con	0	0	0	0	0	0	1	0	0	0	0	0	3	0
North Tippah	0	0	5	0	0	0	1	0	0	0	0	0	0	0
Noxubee Co	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Okolona Sep SD	0	0	0	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	0
Pearl River Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Philadelphia SD	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Picayune SD	0	0	0	0	0	0	2	0	0	0	0	0	1	5
Pontotoc City	0	0	5	0	0	0	2	1	0	0	0	11	0	0
Quitman Co	0	0	0	0	0	0	3	0	0	0	0	0	1	0
Quitman SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Re-Imagine Prep	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Revive	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senatobia Mun	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Simpson Co	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Smilow Coll.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Smilow Prep	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Smith Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1
South Delta SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Panola SD	0	0	0	2	0	0	0	0	0	0	0	9	0	0
South Pike SD	0	0	0	0	0	0	0	0	0	0	0	0	0	1
South Tippah SD	0	0	9	0	0	0	0	0	0	0	0	0	0	0
Starkville- Oktibbeha Con	0	0	0	0	0	0	72	5	0	0	0	0	0	0
Sunflower Co	0	0	0	0	0	0	0	0	5	0	0	0	0	0
Tate Co	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Tishomingo Co	0	0	0	0	0	0	0	0	0	0	0	4	0	0
Tunica Co	0	0	0	0	0	0	0	0	2	0	0	0	0	0

Candidates	ASU n=11	BU n=4	BMCU n=32	DSU n=53	JSU n=54	MC n=40	MSU n=310	MUW n=27	MVSU n=24	RC n=3	TC n=16	UM n=224	USM n=255	WCU n=99
Union SD	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Vicksburg- Warren SD	2	0	0	1	0	1	1	0	0	0	1	0	2	0
Water Valley	0	0	0	0	0	0	0	0	0	0	0	11	1	0
Wayne Co	0	0	0	0	0	0	4	0	0	0	0	0	2	1
Webster Co	0	0	0	0	0	0	26	0	0	0	0	0	0	0
West Bolivar	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Tallahatchie Con	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western Line	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Wilkinson Co	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Yazoo City SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yazoo Co	0	0	0	1	0	2	0	0	0	0	0	0	0	0
Total Critical Area Placements	20	0	26	19	46	27	200	8	24	2	11	124	103	36

Cooperating Teachers

During the 2023-2024 academic year, teacher candidates were placed with 1240 experienced teachers during their student teaching semester of which 4.84% (n=60) 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 47

2023-2024 Count of Cooperating Teachers

	F2023	Sp2024	Total
ASU	13	6	19
BU	0	4	4
BMCU	12	23	35
DSU	24	28	52
JSU	20	34	54
MC	16	37	53
MSU	125	196	321
MUW	15	30	45
MVSU	18	4	22
RC	1	2	3
TC	1	12	13
UM	6	210	216
USM	127	177	304
WCU	37	62	99
Total	415	825	1240

Table 48

2023-2024 Count of NBCT Cooperating Teachers

	F2023	Sp2024	Total
ASU	1	NR	1
BU	0	NR	0
BMCU	7	NR	7
DSU	3	NR	3
JSU	1	NR	1
MC	4	5	9
MSU	15	NR	15
MUW	1	NR	1
MVSU	0	NR	0
RC	0	NR	0
TC	0	NR	0
UM	0	NR	0
USM	16	NR	16
WCU	7	NR	7
Total	55	5	60

NR = Not Reported

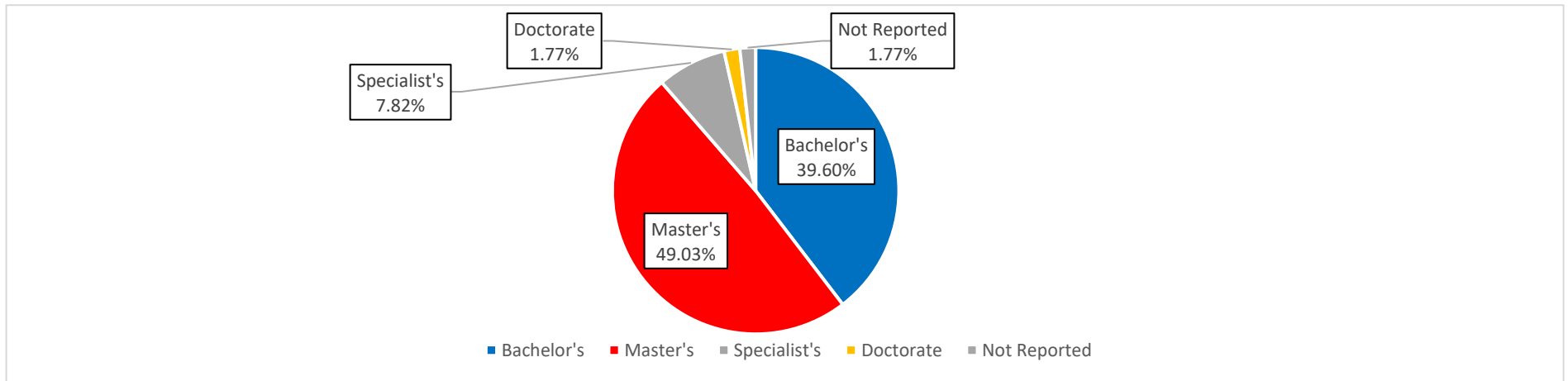
1240

Cooperating Teachers

Table 49
2023-2024 Cooperating Teachers' Highest Degree

	Fall 2023					Spring 2024				
	Bachelor	Master	Specialist	Doctorate	Unknown	Bachelor	Master	Specialist	Doctorate	Unknown
ASU	3	8	2	0	0	0	4	0	1	1
BU	0	0	0	0	0	0	3	1	0	0
BMCU	2	10	0	0	0	11	12	0	0	0
DSU	11	9	3	0	0	15	10	2	1	0
JSU	5	14	1	0	0	13	18	3	0	0
MC	8	8	0	0	0	12	21	3	1	0
MSU	56	55	12	2	0	78	91	19	1	7
MUW	5	10	0	0	0	10	17	1	0	2
MVSU	8	7	2	1	0	2	2	0	0	0
RC	0	0	0	1	0	0	0	2	0	0
TC	0	1	0	0	0	0	10	1	0	1
UM	0	0	3	3	0	85	104	12	7	3
USM	50	63	13	1	0	70	85	12	3	7
WCU	14	22	1	0	0	33	24	4	0	1
Total	162	207	37	8	0	329	401	60	14	22

Figure 42
2023-2024 Cooperating Teacher Highest Degree



University Supervisors

During the 2023-2024 academic year, teacher candidates were supervised by 280 full-time 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 50

2023-2024 Count of University Supervisors

	F2023	Sp2024	Total
ASU	3	2	5
BU	0	1	1
BMCU	2	2	4
DSU	9	11	20
JSU	13	11	24
MC	5	10	15
MSU	52	56	108
MUW	3	5	8
MVSU	5	3	8
RC	1	1	2
TC	1	3	4
UM	1	34	35
USM	12	18	30
WCU	6	10	16
Total	113	167	280

Table 51

2023-2024 University Supervisors Average Number of Years K-12 Teaching Experience

	F2023	Sp2024	Average
ASU	6.09	6.09	6.09
BU	NA	NR	NR
BMCU	17.33	NR	17.33
DSU	19.54	NR	19.54
JSU	12.85	NR	12.85
MC	16.50	7.38	11.94
MSU	26.76	NR	26.76
MUW	15.60	NR	15.60
MVSU	26.80	NR	26.80
RC	20.00	20.00	20.00
TC	24.00	NR	24.00
UM	10.00	NR	10.00
USM	15.26	NR	15.26
WCU	25.78	NR	25.78
Average	18.19	11.16	14.67

NR = Not Reported

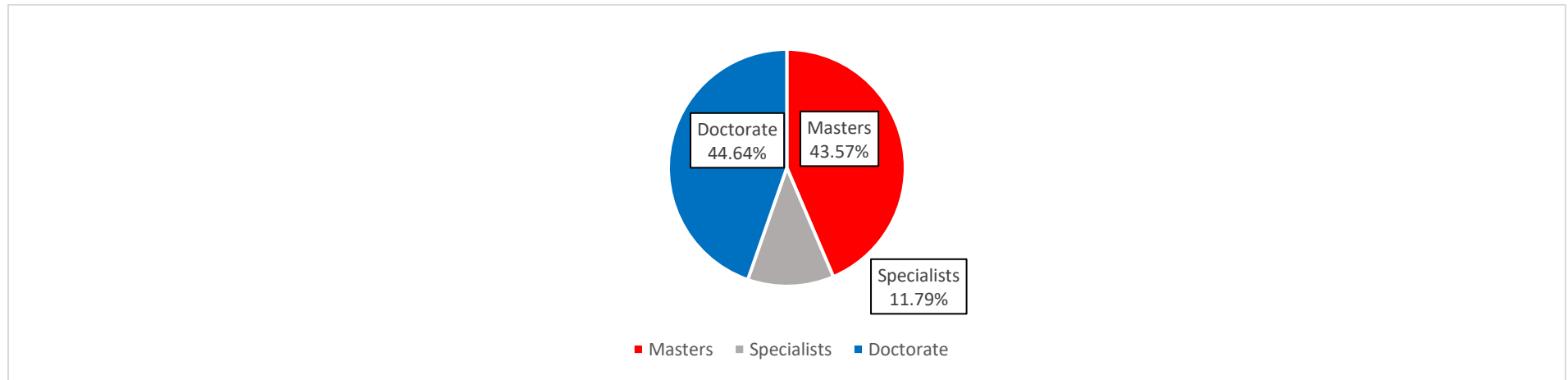
280

University Supervisors

Table 52
2023-2024 University Supervisors' Highest Degree

	Fall 2023				Spring 2024				US Total
	Bachelor	Master	Specialist	Doctorate	Bachelor	Master	Specialist	Doctorate	
ASU	0	0	0	3	0	0	0	2	5
BU	0	0	0	0	0	0	0	1	1
BMCU	0	0	0	2	0	1	0	1	4
DSU	0	3	3	3	0	3	3	5	20
JSU	0	1	1	11	0	1	2	8	24
MC	0	1	0	4	0	2	0	8	15
MSU	0	36	6	10	0	35	10	11	108
MUW	0	1	0	2	0	1	0	4	8
MVSU	0	1	1	3	0	0	0	3	8
RC	0	0	0	1	0	0	0	1	2
TC	0	0	0	1	0	1	0	2	4
UM	0	0	0	1	0	12	3	19	35
USM	0	6	0	6	0	10	1	7	30
WCU	0	3	1	2	0	4	2	4	16
Total	0	52	12	49	0	70	21	76	280

Figure 43
2023-2024 University Supervisors' Highest Degree



Teacher Candidate Exit Survey

At the conclusion of the fall and spring student teaching semesters, 1203 teacher candidates were sent invitations to complete a perception survey about their preparation. Of the 1203 teacher candidates, 43.47% (n=523) responded to the survey and 39.90% completed the survey. Overall, 95.83% 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 53
2023-2024 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)	485	6	4	153	322	3.63
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)	485	5	8	152	320	3.62
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)	485	5	13	149	318	3.61
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)	485	7	15	160	303	3.56
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)	485	7	16	165	297	3.55
6. I was prepared to vary my instructional strategy depending	485	7	9	151	318	3.61

on my 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)						
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)	485	5	14	158	308	3.59
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)	485	5	8	158	314	3.61
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)	485	11	33	164	277	3.46
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)	485	6	2	131	346	3.68
11. I was prepared to adhere to the Mississippi Educator Code of Ethics. (InTASC 9)	485	7	0	108	370	3.73
12. I was prepared to plan lessons aligned with Mississippi College and Career Readiness Standards using high quality instructional materials. (InTASC 7)	485	6	5	109	365	3.72

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)	482	8	14	96	364	3.69
2. My cooperating/mentor teacher encouraged me to utilize technological skills in my teaching to enhance students' performance. (InTASC 8)	482	5	16	114	347	3.67
3. My cooperating/mentor teacher demonstrated a positive, collaborative partnership to support my development as an effective educator. (InTASC 10)	482	5	15	74	388	3.75
4. My cooperating/mentor teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. (InTASC 9)	482	7	15	74	386	3.74
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My university supervisor helped me to identify strengths and weaknesses and offered helpful suggestions to improve my teaching performance. (InTASC 6)	480	10	25	108	337	3.61
2. My university supervisor evaluated my lesson plans and provided timely feedback for improvement before I taught the lesson. (InTASC 6)	480	15	31	105	329	3.56
3. My university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	480	6	7	109	358	3.71

Table 54*2023-2024 Teacher Candidate Exit Survey Contextual Information*

		Count	Percentage
Gender	Female	446	85.28%
	Male	73	13.96%
	Non-binary	3	0.57%
	Prefer not to answer	1	0.19%
Ethnicity	Am Indian/Alaskan Native	0	0.00%
	Asian/Pacific Islander	2	0.38%
	Black/African American	99	18.93%
	Hispanic	6	1.15%
	Native Hawaiian/Pacific Is	0	0%
	White	396	75.72%
	Multiple	11	2.10%
	Choose not to disclose	9	1.72%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	5	0.96%
	One	7	1.34%
	Two	51	9.75%
	Three	111	21.22%
	Four	206	39.39%
	Five	60	11.47%
	Six	13	2.49%
	Six Plus	26	4.97%
	No Response	44	8.41%
Would Recommend Cooperating Teacher to Mentor another Teacher Candidate	Yes	447	85.47%
	No	32	6.12%
	Blank	44	8.41%
Responses	Emailed	1,203	
	Completed Responses	480	
	Response Rate	39.90%	

Cooperating Teacher Survey

At the conclusion of the fall and spring student teaching semesters, 1258 cooperating teachers were sent invitations to complete a perception survey about their teacher candidate's preparation. Of the 1258 cooperating teachers, 66.85% (n=841) responded to the survey and 62.64% (n=788) completed the survey. Overall, 91.16% 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 55
2023-2024 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)	816	15	30	333	438	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)	816	15	40	354	407	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)	816	16	42	370	388	3.38
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)	816	14	31	329	442	3.47
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,	816	13	20	342	441	3.48

reporting in situations related to possible child abuse). (InTASC 9)						
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)	816	13	41	345	417	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)	816	17	49	370	380	3.36
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)	816	12	48	356	400	3.40
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)	816	16	69	352	379	3.34
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)	816	12	20	317	467	3.52
11. My teacher candidate adhered to the Mississippi Educator Code of Ethics. (InTASC 9)	816	11	6	211	588	3.69

University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. The university supervisor and I worked as a team. (InTASC 10)	810	16	42	309	443	3.46
2. The university supervisor encouraged my teacher candidate. (InTASC 10)	810	13	25	250	522	3.58
3. The university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	810	18	42	260	490	3.51
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)	789	8	22	273	486	3.57
2. I would recommend this institution to any individual who was interested in pursuing a teacher preparation program. (InTASC 9)	789	13	28	265	483	3.54
3. The institution provided me with training (both initial/ongoing and virtual/physical) for my role as a cooperating teacher. (InTASC 9)	789	13	51	304	421	3.44
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)	789	31	154	314	290	3.09
5. I was involved with co-construction and co-selection of the clinical preparation of the institution's candidates. (InTASC 10)	788	63	258	244	223	2.80

Table 56
2023-2024 Cooperating Teacher Survey Contextual Information

		Count	Percentage
Gender	Female	741	88.11%
	Male	97	11.53%
	Non-binary	0	0.00%
	Prefer not to answer	3	0.36%
Ethnicity	Am Indian/Alaskan Native	0	0.00%
	Asian/Pacific Islander	2	0.24%
	Black/African American	109	12.96%
	Hispanic	4	0.48%
	Native Hawaiian/Pacific Is	2	0.24%
	White	698	83.00%
	Multiple	11	1.31%
	Choose not to disclose	15	1.78%
Years of Experience	0-5 years	78	9.27%
	6-10 years	176	20.93%
	11-15 years	176	21.05%
	16-20 years	177	20.93%
	More than 20 years	234	27.82%
Number of Teacher Candidates Supervised Prior to this Teacher Candidate	0	226	26.87%
	1-5	444	52.79%
	6-10	110	13.08%
	More than 10	61	7.25%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	15	1.78%
	One	26	3.09%
	Two	263	31.27%
	Three	216	25.68%
	Four	216	25.68%
	Five	44	5.23%
	Six	12	1.43%
	Six Plus	18	2.14%
	Blank	31	3.69%
Responses	Emailed	1258	
	Completed Responses	788	
	Response Rate	62.64%	

SECTION XI: Individual EPP Data



Table 57
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	13	1
Total Enrollment	22	7
Percentage Admit by 3.0 GPA	84.62%	0%
Admittance GPA Average	3.37	NA
Percentage Admit by ACT	15.38%	0%
Admittance ACT Average	23.50	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	0%	100%
Admittance Praxis CORE Reading Average	NA	<10
Admittance Praxis CORE Writing Average	NA	<10
Admittance Praxis CORE Math Average	NA	<10
Completer Data		
Completed Teacher Education	9	1
Completer GPA Average	<10	NR
Student Teaching Hours Average	602.67	NA
TIAI (Summative) (0.00-3.00) Average	<10	<10
Impact on Student Learning (Summative) (0.00-3.00) Average	<10	<10
Disposition (Summative) (0.00-3.00) Average	<10	<10
Foundation of Reading Score Average	<10	<10
Foundations of Reading Percentage Passed	<10	<10
Foundations of Reading Percentage Passed on First Attempt	<10	<10
Praxis Content Knowledge Percentage Passed	<10	<10
Praxis Content Knowledge Percentage Passed on First Attempt	<10	<10
Praxis PLT Percentage Passed	<10	NA
Praxis PLT Percentage Passed on First Attempt	<10	NA

NA = Not Applicable

NR = Not Reported

Table 58
2023-2024 Gender

	Female	Male
Admits		
Traditional	<10	<10
Non-Traditional	<10	0
Completers		
Traditional	<10	<10
Non-Traditional	<10	0

Table 59
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	13	0	0	0	0	0
Non-Traditional	0	0	<10	0	0	0	0	0
Completers								
Traditional	0	0	<10	0	0	0	<10	0
Non-Traditional	0	0	<10	0	0	0	0	0

Table 60
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Elementary Education 4-6	0	1	1
Elementary Education K-6	9	0	9
Mathematics 7-12	1	0	1
Music Ed. Instrumental K-12	0	0	0
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	3	0	3
Completers	0	0	0
Agriculture 7-12	0	0	0
Biology 7-12	0	0	0
Chemistry 7-12	0	0	0
Elementary Education K-6	7	0	7
Elementary Education 4-6	0	0	0
English 7-12	0	0	0
Mathematics 7-12	0	0	0
Music Ed. Instrumental K-12	1	0	1
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	0	1	1
Social Studies 7-12	0	0	0

Table 61
2023-2024 Comparison of Teacher Education Routes

	Non- Traditional
Admittance Data	
Admitted into Teacher Education	4
Total Enrollment	4
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	<10
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	0
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 Percentage Passed	NA
Foundations of Reading Percentage Passed on First Attempt	NA
Praxis Content Knowledge Percentage Passed	NA
Praxis Content Knowledge Percentage Passed on First Attempt	NA
Praxis PLT Percentage Passed	NA
Praxis PLT Percentage Passed on First Attempt	NA

NA = Not Applicable

NR = Not Reported

Table 62
2023-2024 Gender

	Female	Male	Not Reported
Admits			
Non-Traditional	<10	<10	<10
Completers			
Non-Traditional	NA	NA	

Table 63
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Non-Traditional	0	0	0	0	0	0	<10	<10
Completers								
Non-Traditional	0	0	0	0	0	0	0	0

Table 64
2023-2024 Area of Licensure

Area of Licensure	Non-Traditional
Admits	
Biology 7-12	1
Chemistry 7-12	0
English 7-12	3
Completers	0

BELHAVEN UNIVERSITY

Table 65

2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	5	45
Total Enrollment	17	262
Percentage Admit by 3.0 GPA	100%	77.78%
Admittance GPA Average	<10	3.48
Percentage Admit by ACT	0%	6.67%
Admittance ACT Average	NA	26.00
Percentage Admit by SAT	0%	2.22%
Admittance SAT Average	NA	<10
Percentage Admit by Praxis CORE	0%	13.33%
Admittance Praxis CORE Reading Average	NA	168.57
Admittance Praxis CORE Writing Average	NA	165.00
Admittance Praxis CORE Math Average	NA	147.14
Completer Data		
Completed Teacher Education	5	146
Completer GPA Average	<10	NR
Student Teaching Hours Average	600.00	NA
TIAI (Summative) (0.00-3.00) Average	<10	2.43
Impact on Student Learning (Summative) (0.00-3.00) Average	<10	2.36
Disposition (Summative) (0.00-3.00) Average	<10	2.68
Foundation of Reading Score Average	<10	247.60
Foundations of Reading Percentage Passed	<10	100%
Foundations of Reading Percentage Passed on First Attempt	<10	80.00%
Praxis Content Knowledge Percentage Passed	<10	100%
Praxis Content Knowledge Percentage Passed on First Attempt	<10	73.33%
Praxis PLT Percentage Passed	<10	NA
Praxis PLT Percentage Passed on First Attempt	<10	NA

NA = Not Applicable

NR = Not Reported

Table 66
 2023-2024 Gender

	Female	Male
Admits		
Traditional	<10	0
Non-Traditional	32	13
Completers		
Traditional	<10	0
Non-Traditional	109	37

NA = Not Applicable

Table 67
 2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	0	0	0	0	<10	0
Non-Traditional	0	0	24	<10	0	0	20	0
Completers								
Traditional	0	0	<10	0	0	0	<10	0
Non-Traditional	<10	<10	114	<10	0	0	27	0

Table 68*2023-2024 Area of Licensure*

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Art K-12	0	0	0
Biology 7-12	0	4	4
Business Education 7-12	0	1	1
Chemistry 7-12	0	0	0
Elementary Education 4-6	0	10	10
Elementary Education K-6	5	0	5
English 7-12	0	5	5
Family & Consumer Sci. 7-12	0	2	2
Health Education K-12	0	7	7
Home Economics 7-12	0	0	0
Mathematics 7-12	0	1	1
Physical Education K-12	0	10	10
Social Studies 7-12	0	3	3
Spanish K-12	0	1	1
Speech Communication 7-12	0	1	1
Completers			
Art K-12	0	1	1
Biology 7-12	0	18	18
Business Education 7-12	0	11	11
Chemistry 7-12	0	1	1
Elementary Education 4-6	4	6	10
Elementary Education K-6	0	0	0
English 7-12	0	21	21
Health Education K-12	0	3	3
Mathematics 7-12	0	8	8
Music Ed. Instrumental K-12	1	1	2
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	0	17	17
Social Studies 7-12	0	57	57
Spanish K-12	0	1	1
Speech Communication 7-12	0	1	1



Table 69
2023-2024 Comparison of Teacher Education Routes

	Traditional
Admittance Data	
Admitted into Teacher Education	23
Total Enrollment	32
Percentage Admit by 3.0 GPA	52.17%
Admittance GPA Average	3.31
Percentage Admit by ACT	47.83%
Admittance ACT Average	25.55
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	32
Completer GPA Average	3.46
Student Teaching Hours Average	565.00
TIAI (Summative) (0.00-3.00) Average	2.55
Impact on Student Learning (Summative) (0.00-3.00) Average	2.28
Disposition (Summative) (0.00-3.00) Average	2.40
Foundation of Reading Score Average	240.19
Foundations of Reading Percentage Passed	93.75%
Foundations of Reading Percentage Passed on First Attempt	62.50%
Praxis Content Knowledge Percentage Passed	86.36%
Praxis Content Knowledge Percentage Passed on First Attempt	72.73%
Praxis PLT Percentage Passed	95.45%
Praxis PLT Percentage Passed on First Attempt	90.91%

NA = Not Applicable

Table 70
2023-2024 Gender

	Female	Male
Admits		
Traditional	19	<10
Completers		
Traditional	29	<10

Table 71
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	<10	<10	<10	0	20	0
Completers								
Traditional	0	0	<10	<10	0	0	28	0

Table 72
2023-2024 Area of Licensure

Area of Licensure	Traditional
Admits	
Biology 7-12	0
Elementary Education K-6	15
English 7-12	1
Mathematics 7-12	0
Music Ed. Instrumental K-12	1
Physical Education K-12	4
Social Studies 7-12	2
Completers	0
Biology 7-12	1
Elementary Education K-6	24
English 7-12	3
Mathematics 7-12	0
Music Ed. Instrumental K-12	1
Music Ed. Vocal K-12	0
Physical Education K-12	1
Social Studies 7-12	2
Spanish K-12	0

Table 73
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	35	30
Total Enrollment	230	141
Percentage Admit by 3.0 GPA	91.43%	93.33%
Admittance GPA Average	3.48	3.42
Percentage Admit by ACT	5.71%	0%
Admittance ACT Average	25.00	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	2.86%	6.67%
Admittance Praxis CORE Reading Average	<10	177.00
Admittance Praxis CORE Writing Average	<10	169.00
Admittance Praxis CORE Math Average	<10	162.00
Completer Data		
Completed Teacher Education	53	51
Completer GPA Average	3.49	NR
Student Teaching Hours Average	676.38	NA
TIAI (Summative) (0.00-3.00) Average	2.35	2.46
Impact on Student Learning (Summative) (0.00-3.00) Average	2.61	2.57
Disposition (Summative) (0.00-3.00) Average	2.81	2.73
Foundation of Reading Score Average	245.97	247.71
Foundations of Reading Percentage Passed	90.91%	80.65%
Foundations of Reading Percentage Passed on First Attempt	63.64%	70.97%
Praxis Content Knowledge Percentage Passed	86.54%	79.17%
Praxis Content Knowledge Percentage Passed on First Attempt	65.38%	62.50%
Praxis PLT Percentage Passed	90.38%	NA
Praxis PLT Percentage Passed on First Attempt	76.92%	NA

NA = Not Applicable

NR = Not Reported

Table 74
2023-2024 Gender

	Female	Male
Admits		
Traditional	31	<10
Non-Traditional	24	<10
Completers		
Traditional	42	11
Non-Traditional	47	<10

Table 75
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	<10	0	0	0	27	0
Non- Traditional	0	0	21	0	0	0	<10	0
Completers								
Traditional	0	0	<10	0	<10	0	45	0
Non- Traditional	0	0	20	<10	0	0	29	0

Table 76*2023-2024 Area of Licensure*

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Biology 7-12	0	2	2
Business Education 7-12	0	1	1
Elementary Education 4-6	0	18	18
Elementary Education K-6	28	2	30
English 7-12	1	3	4
Mathematics 7-12	0	0	0
Music Ed. Instrumental K-12	3	0	3
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	0	3	3
Social Studies 7-12	3	1	4
Completers	0	0	0
Biology K-12	0	2	2
Business Education 7-12	0	1	1
Elementary Education 4-6	0	1	1
Elementary Education K-6	34	43	77
English 7-12	3	0	3
Mathematics 7-12	1	1	2
Mild/Moderate Disability K-12	0	1	1
Music Ed. Instrumental K-12	4	0	4
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	7	2	9
Social Studies 7-12	3	0	3
Spanish K-12	0	0	0



Table 77
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	19	23
Total Enrollment	176	284
Percentage Admit by 3.0 GPA	84.21%	100%
Admittance GPA Average	3.31	3.39
Percentage Admit by ACT	5.26%	0%
Admittance ACT Average	<10	NA
Percentage Admit by SAT	5.26%	0%
Admittance SAT Average	<10	NA
Percentage Admit by Praxis CORE	5.26%	0%
Admittance Praxis CORE Reading Average	<10	NA
Admittance Praxis CORE Writing Average	<10	NA
Admittance Praxis CORE Math Average	<10	NA
Completer Data		
Completed Teacher Education	52	124
Completer GPA Average	3.36	NR
Student Teaching Hours Average	483.08	NA
TIAI (Summative) (0.00-3.00) Average	2.29	2.37
Impact on Student Learning (Summative) (0.00-3.00) Average	2.10	2.26
Disposition (Summative) (0.00-3.00) Average	2.47	2.78
Foundation of Reading Score Average	223.00	214.00
Foundations of Reading Percentage Passed	50.00%	16.67%
Foundations of Reading Percentage Passed on First Attempt	41.67%	11.11%
Praxis Content Knowledge Percentage Passed	32.43%	62.16%
Praxis Content Knowledge Percentage Passed on First Attempt	27.03%	40.54%
Praxis PLT Percentage Passed	43.75%	NA
Praxis PLT Percentage Passed on First Attempt	40.63%	NA

NA = Not Applicable

NR = Not Reported

Table 78
2023-2024 Gender

	Female	Male
Admits		
Traditional	<10	10
Non-Traditional	20	<10
Completers		
Traditional	34	18
Non-Traditional	101	23

Table 79
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	18	0	0	0	<10	0
Non- Traditional	0	0	20	0	0	0	<10	0
Completers								
Traditional	0	0	50	<10	0	0	<10	0
Non- Traditional	0	0	120	0	0	0	<10	0

Table 80
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Art K-12	0	0	0
Biology 7-12	0	0	0
Business Education 7-12	0	1	1
Child Development PreK-K	0	0	0
Elementary Education 4-6	1	0	1
Elementary Education K-3	4	0	4
Elementary Education K-6	0	0	0
English 7-12	0	0	0
Health Education K-12	2	18	20
Home Economics 7-12	0	0	0
Mathematics 7-12	2	0	2
Mild/Moderate Disability K-12	0	0	0
Music Ed. Instrumental K-12	3	0	3
Physical Education K-12	7	4	11
Social Studies 7-12	0	0	0
Speech Communication 7-12	0	0	0
Not identified	0	0	0
Completers			
Biology 7-12	0	14	14
Business Education 7-12	0	9	9
Chemistry 7-12	0	1	1
Child Development PreK-K	0	0	0
Economics 7-12	0	1	1
Elementary Education K-3	3	0	3
Elementary Education 4-6	0	4	4
Elementary Education K-6	21	20	41
English 7-12	0	32	32
Family & Consumer Sci. 7-12	0	2	2
Health Education K-12	2	2	4
Marketing 7-12	0	0	0
Mathematics 7-12	2	3	5
Mild/Moderate Disability K-12	4	0	4
Music Ed. Instrumental K-12	8	0	8
Physical Education K-12	11	16	27
Social Studies 7-12	1	20	21
Spanish K-12	0	0	0



Table 81
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	58	7
Total Enrollment	122	19
Percentage Admit by 3.0 GPA	65.52%	85.71%
Admittance GPA Average	3.50	<10
Percentage Admit by ACT	34.48%	14.29%
Admittance ACT Average	24.55	<10
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	38	5
Completer GPA Average	3.67	NR
Student Teaching Hours Average	541.47	NA
TIAI (Summative) (0.00-3.00) Average	2.57	<10
Impact on Student Learning (Summative) (0.00-3.00) Average	2.60	<10
Disposition (Summative) (0.00-3.00) Average	2.80	<10
Foundation of Reading Score Average	249.00	<10
Foundations of Reading Percentage Passed	86.67%	<10
Foundations of Reading Percentage Passed on First Attempt	73.33%	<10
Praxis Content Knowledge Percentage Passed	90.00%	<10
Praxis Content Knowledge Percentage Passed on First Attempt	83.33%	<10
Praxis PLT Percentage Passed	93.33%	NA
Praxis PLT Percentage Passed on First Attempt	90.00%	NA

NA = Not Applicable

NR = Not Reported

Table 82
2023-2024 Gender

	Female	Male
Admits		
Traditional	43	15
Non-Traditional	<10	<10
Completers		
Traditional	35	<10
Non-Traditional	<10	0

Table 83
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	<10	<10	<10	0	0	50	0
Non- Traditional	0	0	<10	<10	0	0	<10	0
Completers								
Traditional	0	0	<10	<10	0	0	31	0
Non- Traditional	0	0	<10	0	0	0	<10	0

Table 84*2023-2024 Area of Licensure*

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Art K-12	4	1	5
Biology 7-12	2	0	2
Elementary Education 4-6	0	2	2
Elementary Education K-6	30	1	31
English 7-12	8	0	8
Mathematics 7-12	2	0	2
Music Ed. Instrumental K-12	1	0	1
Music Ed. Vocal K-12	2	0	2
Physical Education K-12	6	0	6
Social Studies 7-12	3	3	6
Completers			
Art K-12	5	0	5
Biology 7-12	0	0	0
Elementary Education K-6	23	0	23
Elementary Education 4-6	0	1	1
English 7-12	4	0	4
Mathematics 7-12	2	1	3
Mild/Moderate Disability K-12	0	0	0
Music Ed. Instrumental K-12	1	0	1
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	2	1	3
Social Studies 7-12	1	2	3



Table 85
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	271	133
Total Enrollment	750	336
Percentage Admit by 3.0 GPA	49.45%	71.43%
Admittance GPA Average	3.37	3.50
Percentage Admit by ACT	49.45%	26.32%
Admittance ACT Average	24.96	25.83
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	1.11%	2.26%
Admittance Praxis CORE Reading Average	<10	<10
Admittance Praxis CORE Writing Average	<10	<10
Admittance Praxis CORE Math Average	<10	<10
Completer Data		
Completed Teacher Education	323	79
Completer GPA Average	3.49	NR
Student Teaching Hours Average	624.50	NA
TIAI (Summative) (0.00-3.00) Average	2.88	2.83
Impact on Student Learning (Summative) (0.00-3.00) Average	2.78	2.85
Disposition (Summative) (0.00-3.00) Average	2.97	2.96
Foundation of Reading Score Average	244.53	251.08
Foundations of Reading Percentage Passed	82.76%	92.31%
Foundations of Reading Percentage Passed on First Attempt	65.52%	84.62%
Praxis Content Knowledge Percentage Passed	89.61%	79.71%
Praxis Content Knowledge Percentage Passed on First Attempt	74.35%	69.57%
Praxis PLT Percentage Passed	89.39%	NA
Praxis PLT Percentage Passed on First Attempt	78.78%	NA

NA = Not Applicable

NR = Not Reported

Table 86
2023-2024 Gender

	Female	Male
Admits		
Traditional	221	50
Non-Traditional	99	34
Completers		
Traditional	278	45
Non-Traditional	50	29

Table 87
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	<10	<10	29	<10	<10	0	225	1
Non- Traditional	0	0	44	<10	<10	0	87	0
Completers								
Traditional	<10	<10	35	<10	<10	0	278	1
Non- Traditional	<10	0	22	<10	<10	0	53	0

Table 88
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Agriculture 7-12	4	0	4
Biology 7-12	7	3	10
Chemistry 7-12	0	0	0
Child Development PreK-K	11	0	11
Computer Science 7-12	0	1	1
Elementary Education K-3	12	0	12
Elementary Education K-6	154	47	201
English 7-12	12	18	30
Family & Consumer Sci 7-12	1	0	1
Mathematics 7-12	8	13	21
Mild/Moderate Disability 7-12	0	0	0
Mild/Moderate Disability K-12	12	24	36
Music Ed. Instrumental K-12	10	0	10
Music Ed. Vocal K-12	9	0	9
Physical Education K-12	12	10	22
Physics 7-12	0	0	0
Social Studies 7-12	19	16	35
Spanish K-12	0	1	1
Completers			
Agriculture 7-12	4	0	4
Biology 7-12	5	9	14
Chemistry 7-12	1	0	1
Child Development PreK-K	11	0	11
Elementary Education K-3	16	0	16
Elementary Education K-6	195	5	200
English 7-12	12	14	26
Family & Consumer Sci 7-12	1	0	1
Mathematics 7-12	13	6	19
Mild/Mod Disability K-12	21	18	39
Music Ed. Instrumental K-12	11	0	11
Music Ed. Vocal K-12	8	0	8
Physical Education K-12	15	9	26
Social Studies 7-12	10	18	28
Spanish K-12	0	0	0

NA = Not Applicable

Table 89
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	29	9
Total Enrollment	63	26
Percentage Admit by 3.0 GPA	79.31%	100%
Admittance GPA Average	3.63	<10
Percentage Admit by ACT	17.24%	0%
Admittance ACT Average	<10	NA
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	3.45%	0%
Admittance Praxis CORE Reading Average	<10	NA
Admittance Praxis CORE Writing Average	<10	NA
Admittance Praxis CORE Math Average	<10	NA
Completer Data		
Completed Teacher Education	29	11
Completer GPA Average	3.57	NR
Student Teaching Hours Average	531.03	NA
TIAI (Summative) (0.00-3.00) Average	2.70	2.33
Impact on Student Learning (Summative) (0.00-3.00) Average	2.69	2.08
Disposition (Summative) (0.00-3.00) Average	2.77	2.48
Foundation of Reading Score Average	250.64	NA
Foundations of Reading Percentage Passed	90.91%	NA
Foundations of Reading Percentage Passed on First Attempt	81.82%	NA
Praxis Content Knowledge Percentage Passed	84.62%	100%
Praxis Content Knowledge Percentage Passed on First Attempt	73.08%	77.78%
Praxis PLT Percentage Passed	92.00%	NA
Praxis PLT Percentage Passed on First Attempt	88.00%	NA

NA = Not Applicable

NR = Not Reported

Table 90
2023-2024 Gender

	Female	Male
Admits		
Traditional	26	<10
Non-Traditional	<10	<10
Completers		
Traditional	29	0
Non-Traditional	<10	<10

Table 91
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	<10	0	0	0	25	0
Non- Traditional	0	0	0	0	0	0	<10	0
Completers								
Traditional	0	0	<10	<10	0	0	23	0
Non- Traditional	0	0	<10	0	0	0	<10	0

Table 92*2023-2024 Area of Licensure*

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Biology 7-12	0	1	1
Drama K-12	0	0	0
Elementary Education K-6	24	0	24
English 7-12	2	2	4
Health Education K-12	0	1	1
Mathematics 7-12	1	0	1
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	0	2	2
Social Studies 7-12	1	3	4
Completers			
Art K-12	0	0	0
Biology 7-12	0	0	0
Business Education 7-12	0	1	1
Drama K-12 Perf. Arts	1	0	1
Elementary Education K-6	24	0	24
English 7-12	1	0	1
Health Education K-12	0	1	1
Mathematics 7-12	2	0	2
Music Ed. Instrumental K-12	1	0	1
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	0	4	4
Social Studies 7-12	0	5	5



Table 93
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	9	0
Total Enrollment	114	20
Percentage Admit by 3.0 GPA	77.78%	NA
Admittance GPA Average	<10	NA
Percentage Admit by ACT	22.22%	NA
Admittance ACT Average	<10	NA
Percentage Admit by SAT	0%	NA
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	0%	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	22	1
Completer GPA Average	3.31	NR
Student Teaching Hours Average	626.18	NA
TIAI (Summative) (0.00-3.00) Average	2.47	<10
Impact on Student Learning (Summative) (0.00-3.00) Average	2.00	<10
Disposition (Summative) (0.00-3.00) Average	2.73	<10
Foundation of Reading Score Average	NA	NA
Foundations of Reading Percentage Passed	NA	NA
Foundations of Reading Percentage Passed on First Attempt	NA	NA
Praxis Content Knowledge Percentage Passed	<10	NA
Praxis Content Knowledge Percentage Passed on First Attempt	<10	NA
Praxis PLT Percentage Passed	<10	NA
Praxis PLT Percentage Passed on First Attempt	<10	NA

NA = Not Applicable

NR = Not Reported

Table 94
2023-2024 Gender

	Female	Male
Admits		
Traditional	<10	<10
Non-Traditional	0	0
Completers		
Traditional	15	<10
Non-Traditional	<10	0

Table 95
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	<10	0	0	0	0	0
Non-Traditional	0	0	0	0	0	0	0	0
Completers								
Traditional	0	<10	21	0	0	0	0	0
Non-Traditional	0	0	<10	0	0	0	0	0

Table 96
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Biology 7-12	0	0	0
Elementary Education K-6	6	0	6
English 7-12	0	0	0
Mathematics 7-12	1	0	1
Physical Education K-12	2	0	2
Social Studies K-12	0	0	0
Completers			
Biology 7-12	2	0	2
Elementary Education K-6	14	0	14
English 7-12	0	0	0
Mathematics 7-12	1	0	1
Physical Education K-12	4	0	4
Social Studies K-12	1	1	2



Table 97
2023-2024 Comparison of Teacher Education Routes

	Traditional
Admittance Data	
Admitted into Teacher Education	2
Total Enrollment	31
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	<10
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	1
Completer GPA Average	<10
Student Teaching Hours Average	504.00
TIAI (Summative) (0.00-3.00) Average	<10
Impact on Student Learning (Summative) (0.00-3.00) Average	<10
Disposition (Summative) (0.00-3.00) Average	<10
Foundation of Reading Score Average	NA
Foundations of Reading Percentage Passed	NA
Foundations of Reading Percentage Passed on First Attempt	NA
Praxis Content Knowledge Percentage Passed	<10
Praxis Content Knowledge Percentage Passed on First Attempt	<10
Praxis PLT Percentage Passed	<10
Praxis PLT Percentage Passed on First Attempt	<10

NA = Not Applicable

Table 98
2023-2024 Gender

	Female	Male
Admits		
Traditional	<10	0
Completers		
Traditional	<10	0

Table 99
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	<10	0	0	0	0	0
Completers								
Traditional	0	0	<10	0	0	0	0	0

Table 100
2023-2024 Area of Licensure

Area of Licensure	Traditional
Admits	
Elementary Education K-6	2
Completers	
Elementary Education K-6	1



Table 101

2023-2024 Comparison of Teacher Education Routes

	Non-Traditional
Admittance Data	
Admitted into Teacher Education	24
Total Enrollment	29
Percentage Admit by 3.0 GPA	100%
Admittance GPA Average	3.36
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	6
Completer GPA Average	NR
Student Teaching Hours Average	NA
TIAI (Summative) (0.00-3.00) Average	<10
Impact on Student Learning (Summative) (0.00-3.00) Average	<10
Disposition (Summative) (0.00-3.00) Average	<10
Foundation of Reading Score Average	NA
Foundations of Reading Percentage Passed	NA
Foundations of Reading Percentage Passed on First Attempt	NA
Praxis Content Knowledge Percentage Passed	<10
Praxis Content Knowledge Percentage Passed on First Attempt	<10
Praxis PLT Percentage Passed	NA
Praxis PLT Percentage Passed on First Attempt	NA

NA = Not Applicable

Table 102
2024-2024 Gender

	Female	Male
Admits		
Non-Traditional	23	<10
Completers		
Non-Traditional	<10	<10

Table 103
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Non-Traditional	0	0	23	<10	0	0	0	0
Completers								
Non-Traditional	0	0	<10	0	0	0	<10	0

Table 104
2023-2024 Area of Licensure

Area of Licensure	Non-Traditional
Admits	
Biology 7-12	1
Business Education 7-12	1
Elementary Education 4-6	2
Elementary Education K-3	3
Elementary Education K-6	4
English 7-12	6
Health Education K-12	1
Mild/Moderate Disability 7-12	1
Social Studies 7-12	5
Completers	
Biology 7-12	0
Business Education 7-12	0
Chemistry 7-12	0
Elementary Education 4-6	2
Elementary Education K-3	0
Elementary Education K-6	1
English 7-12	2
Social Studies 7-12	1



University of Mississippi

Table 105

2023-2024 Comparison of Teacher Education Routes

	Non-Traditional
Admittance Data	
Admitted into Teacher Education	53
Total Enrollment	277
Percentage Admit by 3.0 GPA	60.38%
Admittance GPA Average	3.41
Percentage Admit by ACT	28.30%
Admittance ACT Average	25.80
Percentage Admit by SAT	0%
Admittance SAT Average	NA
Percentage Admit by Praxis CORE	11.32%
Admittance Praxis CORE Reading Average	181.33
Admittance Praxis CORE Writing Average	168.33
Admittance Praxis CORE Math Average	162.67
Completer Data	
Completed Teacher Education	214
Completer GPA Average	NR
Student Teaching Hours Average	NA
TIAI (Summative) (0.00-3.00) Average	2.73
Impact on Student Learning (Summative) (0.00-3.00) Average	2.67
Disposition (Summative) (0.00-3.00) Average	2.75
Foundation of Reading Score Average	NA
Foundations of Reading Percentage Passed	NA
Foundations of Reading Percentage Passed on First Attempt	NA
Praxis Content Knowledge Percentage Passed	100%
Praxis Content Knowledge Percentage Passed on First Attempt	88.46%
Praxis PLT Percentage Passed	NA
Praxis PLT Percentage Passed on First Attempt	NA

NA = Not Applicable

Table 106
2023-2024 Gender

	Female	Male
Admits		
Non-Traditional	34	19
Completers		
Non-Traditional	149	65

Table 107
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Non-Traditional	0	0	<10	0	0	0	48	0
Completers								
Non-Traditional	<10	0	62	<10	0	<10	141	0

Table 108
2023-2024 Area of Licensure

Area of Licensure	Non-Traditional
Admits	
Art K-12	0
Biology 7-12	5
Business Education 7-12	0
Chemistry 7-12	1
English 7-12	10
Family & Con Science 7-12	1
Health Education K-12	10
Library/Media K-12	2
Mathematics 7-12	5
Mild/Moderate Disability 7-12	0
Physical Education K-12	9
Social Studies 7-12	6
Spanish K-12	2
Speech Communication	2
Completers	
Art K-12	5
Biology 7-12	7
Business Education 7-12	14
Chemistry 7-12	0
English 7-12	27
Family & Con Science 7-12	2
French K-12	1
Health Education K-12	10
Library/Media K-12	2
Mathematics 7-12	10
Mild/Moderate Disability 7-12	59
Music Ed. Instrumental K-12	2
Physical Education K-12	24
Physics 7-12	1
Social Studies 7-12	47
Spanish K-12	3
Speech Communication 7-12	0



Table 109
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	13	1
Total Enrollment	13	1
Percentage Admit by 3.0 GPA	100%	100%
Admittance GPA Average	3.44	<10
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	11	0
Completer GPA Average	3.56	NR
Student Teaching Hours Average	487.27	NA
TIAI (Summative) (0.00-3.00) Average	NR	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	NR	NA
Disposition (Summative) (0.00-3.00) Average	NR	NA
Foundation of Reading Score Average	<10	NA
Foundations of Reading Percentage Passed	<10	NA
Foundations of Reading Percentage Passed on First Attempt	<10	NA
Praxis Content Knowledge Percentage Passed	<10	NA
Praxis Content Knowledge Percentage Passed on First Attempt	<10	NA
Praxis PLT Percentage Passed	<10	NA
Praxis PLT Percentage Passed on First Attempt	<10	NA

NA = Not Applicable

NR = Not Reported

Table 110
2023-2024 Gender

	Female	Male
Admits		
Traditional	12	<10
Non-Traditional	<10	0
Completers		
Traditional	10	<10
Non-Traditional	0	0

Table 111
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	0	13	0	0	0	0	0
Non-Traditional	0	0	<10	0	0	0	0	0
Completers								
Traditional	0	0	11	0	0	0	0	0
Non-Traditional	0	0	0	0	0	0	0	0

Table 112
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Elementary Education K-6	9	0	9
Mathematics 7-12	1	0	1
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	2	0	2
Social Studies 7-12	0	1	1
Completers			
Elementary Education K-6	8	0	8
Music Ed. Vocal K-12	1	0	1
Physical Education K-12	2	0	2
Social Studies 7-12	0	0	0



Table 113
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	201	28
Total Enrollment	409	46
Percentage Admit by 3.0 GPA	57.21%	78.57%
Admittance GPA Average	3.41	3.48
Percentage Admit by ACT	38.31%	21.43%
Admittance ACT Average	24.74	26.00
Percentage Admit by SAT	3.48%	0%
Admittance SAT Average	<10	NA
Percentage Admit by Praxis CORE	0.87%	0%
Admittance Praxis CORE Reading Average	<10	NA
Admittance Praxis CORE Writing Average	<10	NA
Admittance Praxis CORE Math Average	<10	NA
Completer Data		
Completed Teacher Education	222	18
Completer GPA Average	3.61	NR
Student Teaching Hours Average	485.80	NA
TIAI (Summative) (0.00-3.00) Average	2.46	2.58
Impact on Student Learning (Summative) (0.00-3.00) Average	2.55	2.88
Disposition (Summative) (0.00-3.00) Average	2.76	2.85
Foundation of Reading Score Average	250.48	NA
Foundations of Reading Percentage Passed	92.54%	NA
Foundations of Reading Percentage Passed on First Attempt	80.60%	NA
Praxis Content Knowledge Percentage Passed	94.12%	100%
Praxis Content Knowledge Percentage Passed on First Attempt	85.29%	96.30%
Praxis PLT Percentage Passed	98.17%	NA
Praxis PLT Percentage Passed on First Attempt	90.85%	NA

NA = Not Applicable

NR = Not Reported

Table 114
2023-2024 Gender

	Female	Male
Admits		
Traditional	174	27
Non-Traditional	21	<10
Completers		
Traditional	188	34
Non-Traditional	<10	<10

Table 115
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	<10	14	<10	<10	0	177	0
Non- Traditional	0	<10	<10	<10	0	0	19	0
Completers								
Traditional	<10	<10	18	10	<10	0	186	0
Non- Traditional	0	<10	<10	0	<10	0	12	0

Table 116
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Biology 7-12	3	4	7
Business Education 7-12	0	1	1
Chemistry 7-12	0	1	1
Child Development PreK-K	4	0	4
Elementary Education K-6	131	0	131
English 7-12	18	11	29
French K-12	0	1	1
Health Education K-12	0	1	1
Library/Media K-12	0	0	0
Mathematics 7-12	6	2	8
Music Ed. Instrumental K-12	11	0	11
Music Ed. Vocal K-12	3	0	3
Physical Education K-12	5	1	6
Physics 7-12	0	0	0
Severe Disability K-12	12	0	12
Social Studies 7-12	8	6	14
Completers			
Biology 7-12	4	2	6
Chemistry 7-12	1	0	1
Child Development PreK-K	3	0	3
Elementary Education K-6	145	7	152
English 7-12	20	0	20
Mathematics 7-12	3	2	5
Music Ed. Instrumental K-12	11	0	11
Music Ed. Vocal K-12	3	0	3
Physical Education K-12	2	0	2
Severe Disability K-12	13	0	13
Social Studies 7-12	17	7	24



Table 117
2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	285	33
Total Enrollment	682	82
Percentage Admit by 3.0 GPA	72.63%	57.58%
Admittance GPA Average	3.44	3.48
Percentage Admit by ACT	26.32%	39.39%
Admittance ACT Average	25.92	24.92
Percentage Admit by SAT	0.35%	3.03%
Admittance SAT Average	<10	<10
Percentage Admit by Praxis CORE	0.70%	0%
Admittance Praxis CORE Reading Average	<10	NA
Admittance Praxis CORE Writing Average	<10	NA
Admittance Praxis CORE Math Average	<10	NA
Completer Data		
Completed Teacher Education	254	34
Completer GPA Average	3.59	NR
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.74	2.72
Impact on Student Learning (Summative) (0.00-3.00) Average	2.60	2.54
Disposition (Summative) (0.00-3.00) Average	2.91	2.78
Foundation of Reading Score Average	246.54	<10
Foundations of Reading Percentage Passed	88.43%	<10
Foundations of Reading Percentage Passed on First Attempt	72.73%	<10
Praxis Content Knowledge Percentage Passed	87.72%	100%
Praxis Content Knowledge Percentage Passed on First Attempt	72.51%	88.24%
Praxis PLT Percentage Passed	88.70%	NA
Praxis PLT Percentage Passed on First Attempt	77.97%	NA

NA = Not Applicable

NR = Not Reported

Table 118
2023-2024 Gender

	Female	Male
Admits		
Traditional	244	41
Non-Traditional	26	<10
Completers		
Traditional	206	48
Non-Traditional	29	<10

Table 119
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	0	<10	38	16	<10	0	225	0
Non- Traditional	0	<10	14	<10	<10	0	16	0
Completers								
Traditional	0	0	36	<10	11	0	201	0
Non- Traditional	0	<10	14	<10	<10	0	16	0

Table 120
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Biology 7-12	3	1	4
Chemistry 7-12	2	0	2
Dancing K-12 Perf. Arts	3	0	3
Elementary Education K-6	210	21	231
English 7-12	17	3	20
Health Education K-12	0	0	0
Mathematics 7-12	1	2	3
Mild/Mod Disability K-12	2	0	2
Music Ed. Instrumental K-12	12	0	12
Music Ed. Vocal K-12	9	0	9
Physical Education K-12	15	2	17
Social Studies 7-12	10	4	14
Spanish K-12	1	0	1
Completers			
Biology 7-12	0	3	3
Dancing K-12 Perf. Arts	5	0	5
Elementary Education K-6	173	22	195
English 7-12	17	2	19
Health K-12	0	2	2
Library/Media K-12	0	1	1
Mathematics 7-12	3	2	5
Mild/Mod Disability K-12	3	0	3
Music Ed. Instrumental K-12	15	0	15
Music Ed. Vocal K-12	5	0	5
Physical Education K-12	20	1	21
Social Studies 7-12	13	1	14



Table 121

2023-2024 Comparison of Teacher Education Routes

	Traditional	Non-Traditional
Admittance Data		
Admitted into Teacher Education	68	90
Total Enrollment	442	413
Percentage Admit by 3.0 GPA	76.47%	63.33%
Admittance GPA Average	3.37	3.39
Percentage Admit by ACT	22.06%	30.00%
Admittance ACT Average	24.87	24.26
Percentage Admit by SAT	0%	0%
Admittance SAT Average	NA	NA
Percentage Admit by Praxis CORE	1.47%	6.67%
Admittance Praxis CORE Reading Average	<10	178.00
Admittance Praxis CORE Writing Average	<10	166.33
Admittance Praxis CORE Math Average	<10	169.33
Completer Data		
Completed Teacher Education	111	151
Completer GPA Average	3.38	NR
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.65	2.58
Impact on Student Learning (Summative) (0.00-3.00) Average	2.28	2.40
Disposition (Summative) (0.00-3.00) Average	2.85	2.73
Foundation of Reading Score Average	243.73	233.73
Foundations of Reading Percentage Passed	83.93%	61.54%
Foundations of Reading Percentage Passed on First Attempt	58.93%	53.85%
Praxis Content Knowledge Percentage Passed	81.82%	94.90%
Praxis Content Knowledge Percentage Passed on First Attempt	71.21%	81.63%
Praxis PLT Percentage Passed	90.63%	NA
Praxis PLT Percentage Passed on First Attempt	76.56%	NA

NA = Not Applicable

NR = Not Reported

Table 122
2023-2024 Gender

	Female	Male
Admits		
Traditional	63	<10
Non-Traditional	63	27
Completers		
Traditional	99	12
Non-Traditional	115	36

Table 123
2023-2024 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Multiple	Native Hawaiian /Pacific Islander	White	Not Reported
Admits								
Traditional	<10	<10	9	<10	0	0	55	0
Non-Traditional	0	<10	17	<10	<10	0	68	0
Completers								
Traditional	0	<10	27	0	0	0	83	0
Non-Traditional	0	<10	73	<10	0	0	74	0

Table 124
2023-2024 Area of Licensure

Area of Licensure	Traditional	Non-Traditional	Total
Admits			
Art K-12	0	3	3
Biology 7-12	1	2	3
Business Education 7-12	0	0	0
Chemistry 7-12	0	0	0
Elementary Education 4-6	0	17	17
Elementary Education K-6	58	0	58
English 7-12	3	11	14
Health Education K-12	0	2	2
Library/Media K-12	0	1	1
Mathematics 7-12	6	3	9
Mild/Mod Disability 7-12	0	0	0
Mild/Mod Disability K-12	0	29	29
Music Ed. Instrumental K-12	0	0	0
Music Ed. Vocal K-12	0	0	0
Physical Education K-12	0	14	14
Social Studies 7-12	0	7	7
Spanish K-12	0	1	1
Completers			
Art K-12	0	2	2
Biology 7-12	0	13	13
Business Education 7-12	0	6	6
Chemistry & 7-12	0	1	1
Elementary Education 4-6	0	40	40
Elementary Education K-6	90	0	90
English 7-12	3	19	22
Family & Consumer Sci. 7-12	0	1	1
French K-12	0	1	1
Health Education K-12	0	4	4
Home Economics 7-12	0	0	0
Mathematics 7-12	0	5	5
Mild/Mod Disability 7-12	0	13	13
Mild/Mod Disability K-12	0	0	0
Music Ed. Instrumental K-12	7	0	7
Music Ed. Vocal K-12	7	1	8
Music Performing Arts K-12	0	0	0
Physics 7-12	0	1	1
Physical Education K-12	1	16	17
Social Studies 7-12	2	26	28
Spanish K-12	1	1	2
Speech Communication 7-12	0	1	1