

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
Consent Agenda
December 21, 2023

DIVISION OF EDUCATOR PREPARATION

- N. Approval of University of Mississippi's initial-level preparation programs as a result of state standards-based educator preparation program reviews and national accreditation decisions

Background Information: In accordance with Miss. Code Ann. § 37-3-2 there is established within the Mississippi Department of Education (MDE) the Commission on Teacher and Administrator Education, Certification and Licensure and Development. It shall be the purpose and duty of the Commission to make recommendations to the Mississippi Board of Education regarding standards for the certification and licensure and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of Mississippi.

The Division of Educator Preparation is requesting approval of initial-level preparation programs for University of Mississippi based on the results of MDE's state-standards based educator preparation program reviews and the Council for the Accreditation of Educator Preparation (CAEP) national accreditation decisions. This recommendation is being presented to the State Board of Education for consideration as result of approval granted by the Commission on Teacher and Administrator Education, Certification and Licensure and Development on November 3, 2023.

Recommendation: Approval

Back-up material attached



DOCUMENTATION FOR EPP STATE APPROVAL

EPP: The University of Mississippi
Recipient of CAEP’s 2023 Frank Murray Leadership Recognition for Continuous Improvement

Date Presented to Licensure Commission: November 3, 2023

1.1 Nationally Accredited Programs (Accreditor Recognized by the Council of Higher Education Accreditation, CHEA)

PROGRAM	ACCREDITOR	ACCREDITED THROUGH
Music Education	National Association of Schools of Music (NASM)	2023
School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2024
Speech Language	American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence in Audiology (CCC-A)	2027

1.2 Nationally Recognized Programs

PROGRAM	SPECIALIZED PROFESSIONAL ASSO.	RECOGNIZED THROUGH
Educational Leadership	National Policy Board for Educational Administration (NELP)	2026

2.1 CAEP Accreditation Decision - Initial

- Accreditation
- Probation
- Accreditation with Stipulations

Date of On-site Visit: April 10-12, 2022

Comments: All standards met.

2.2 CAEP Accreditation Decision - Advanced

- Accreditation
- Probation
- Accreditation with Stipulations

NA

Date of On-site Visit: April 20, 2022

Comments: All standards met.

2.3 CAEP Annual Reports

Annual Reporting Measures displayed at <https://education.olemiss.edu/about/data.html>.

Annual Reporting Measures not displayed.

3.1 MDE Program Review Recommendation

Date: April 9, 2021

Comments: Initial review findings were sent to the EPP on December 2, 2020. Findings from the first review noted the music education syllabi were not submitted and the curriculum was missing a standalone Data Analysis and Evaluation course. Syllabi were submitted as evidence in the rejoinder. The EPP made a compelling argument that the content is covered in the program of study; however, the program was advised to require a standalone course to include practicing developmental performance rubrics, interpreting graphic data, understanding and interpreting descriptive statistics, analyzing state and national assessment data, and analyzing school-wide and content specific instructional plans to support student achievement throughout the school.

Initial findings from the Educational Leadership programs noted information was lacking on how the program prepares candidates for the SLLA test; how the MS Educator Code of Ethics is addressed and evaluated in the program; how the program prepares educators to meet the needs of shortage areas; how the program admits and supports candidates; how the program monitors candidate dispositions and the types of support provided to ensure candidate success.

The EPP submitted evidence in the rejoinders to address program deficiencies cited which resulted in all standards being met for all programs.

PROGRAMS REVIEWED	INITIAL REVIEW	FINAL REVIEW
Educational Leadership K-12	Met with Conditions	Met
Elementary Education K-6	Met	Met
English 7-12	Met	Met
Master of Arts in Teaching - Secondary	Met	Met
Mathematics 7-12	Met	Met
Music Education K-12	Met with Conditions	Met
School Counseling K-12	Met	Met
Science Education 7-12	Met	Met
Social Studies 7-12	Met	Met
Special Education M/M K-12	Met	Met
EPP S2 & 3	Met	Met

3.2 MDE Annual Reports

COHORT	PROGRAM TYPE	ADMIT	COMPLETERS
2021-2022	Traditional	241	248
	Alternate	36	48
	Educational Leadership	62	58
	Advanced	10	8
2020-2021	Traditional	238	217
	Alternate	44	34
	Educational Leadership	73	46
	Advanced	7	7
2019-2020	Traditional	248	267
	Alternate	41	42
	Educational Leadership	56	51
	Advanced	8	4

Traditional completers over the last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by
- Decrease by 3%

Alternate route completers over the last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by
- Decrease by 12%

3.3 Ability of Completers to Be Hired in Education Positions for Which They Have Been Prepared (during first year)

COHORT	N	EMPLOYED AS MS PUBLIC SCHOOL TEACHER		EMPLOYED AS MS PRIVATE SCHOOL	
		PERCENTAGE	PERCENTAGE	PERCENTAGE	PERCENTAGE
2019-2020	267	137	51%	0	0%
2018-2019	229	122	53%	0	0%
2017-2018	221	126	57%	1	0%

Data provided through the NSPARC Report

3.4 Test Pass Rates at Completion (Traditional Route)

COHORT	N PLT	%	N PRAXIS CONTENT		N FOUNDATIONS OF READING	
			PERCENTAGE	PERCENTAGE	PERCENTAGE	PERCENTAGE
2021-2022	68	87%	83	87%	36	81%
2020-2021	4	100%	9	78%	1	100%
2019-2020	157	96%	171	96%	138	86%

Data based on highest score for all attempts

4.1 Surveys

SURVEY	YEAR	RETURN RATE**	SATISFACTION RATING (4-point scale)
<i>MDE TC Exit Survey</i>	2022-2023	50%	3.51
	2021-2022	40%	3.48
	2020-2021	52%	3.57
<i>MDE CT Survey</i>	2022-2023	53%	3.41
	2021-2022	49%	3.36
	2020-2021	44%	3.24
<i>Statewide Initial Survey*</i>	2023	8%	3.25
	2022	10%	3.35
	2021	10%	3.08
<i>Statewide Initial Employer Survey*</i>	2023	11%	3.33
	2022	10%	2.96
	2021	9%	3.23
<i>Statewide Advanced Survey*</i>	2023	23%	3.51
	2022	21%	3.52
	2021	5%	3.23
<i>Statewide Advanced Employer Survey*</i>	2023	8%	3.07
	2022	8%	3.73
	2021	7%	3.80

NOTE: Initial Responses include traditional and Alternate Route completers

**Collected first and third year after completion of degree. Initial survey data are posted at <https://education.olemiss.edu/assessment/extras/epp/report.php> and advanced survey data are posted at https://education.olemiss.edu/assessment/extras/epp/report_ap.php.*

*** Email addresses of teachers are not collected through MSIS. Therefore, response rates may vary or be low. (Most institutions inactivate completers' email addresses after a year of inactivity.) If email addresses are not available, the EPP utilizes various techniques such as Facebook, LinkedIn, or other social media sites to locate program completers.*

Based upon the findings in this report, the Division of Educator Preparation recommends to the Commission on Teacher and Administrator Education, Certification and Licensure and Development full state approval through **March 15, 2027** with a full review of all programs to be conducted during the **2025-2026** academic year.