

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Item**  
**Consent Agenda**  
**April 18, 2024**

**DIVISION OF EDUCATOR PREPARATION**

- O. Information: 2023 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



# 2023

**Annual EPP Teacher Preparation  
Performance Report**  
Mississippi Teacher Education Preparation  
Programs

**Office of Teaching and Leading**  
Division of Educator Preparation



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## **SECTION I. Introduction**

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

The 2023 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2021-2022 academic year:

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

### **Overview**

Prior to 2018, only Mississippi's eight public EPPs were required to maintain national accreditation. Additionally, three private EPPs Millsaps College, Mississippi College, and William Carey University were nationally accredited. The remaining four private colleges were approved by the SBE using national standards.

In 2017, the SBE approved a partnership with the Council for the Accreditation of Educator Preparation (CAEP) and additionally established State Board Policy Chapter 6, Rule 6.2 to require all EPPs to obtain national accreditation as recommended by the Licensure Commission.

The following are Mississippi's eight public EPPs:

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

The following are Mississippi's seven private EPPs:

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

## SECTION II. Admitted Candidate Data

The following data are reported for 2021-2022 admitted EPP candidates.

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

**Table 1***2021-2022 Traditional Route Admitted Candidate Data by EPP*

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	14	1	57	124	69	0	56	396	29	91	5	4	241	376	124	1587
Total Enrolled	59	18	166	461	193	2	166	948	69	92	5	12	472	932	419	4014
Admitted via COVID Waiver*	1	0	13	16	11	0	2	25	3	34	1	1	33	51	40	231
Average Admittance Core Hours	44.14	■	70.67	38.43	60.00	NA	63.20	46.70	117.45	39.87	■	■	45.68	75.94	61.53	57.34
Average Admittance GPA	3.31	■	3.25	3.36	3.29	NA	3.54	3.39	3.34	3.14	■	■	3.44	3.32	3.24	3.35
Average Admittance ACT	NA	■	24.00	23.95	NA	NA	25.49	24.97	24.60	NA	■	■	26.58	24.55	23.87	24.98
Average Admittance SAT	NA	■	NA	1120.00	NA	NA	1105.00	NA	NA	NA	■	■	1186.67	NA	NA	1118.57
Average Admittance Praxis CORE Reading (5713)	NA	■	NA	NA	NA	NA	NA	181.33	NA	NA	■	■	NA	170.00	162.00	175.20
Average Admittance Praxis CORE Writing (5723)	NA	■	NA	NA	NA	NA	NA	167.33	NA	NA	■	■	NA	168.00	166.00	167.20
Average Admittance Praxis CORE Math (5733)	NA	■	NA	NA	NA	NA	NA	164.00	NA	NA	■	■	NA	142.00	144.00	155.60

*NA = Not Applicable**\*The number of candidates admitted through the COVID waiver is included in the Admitted count.*



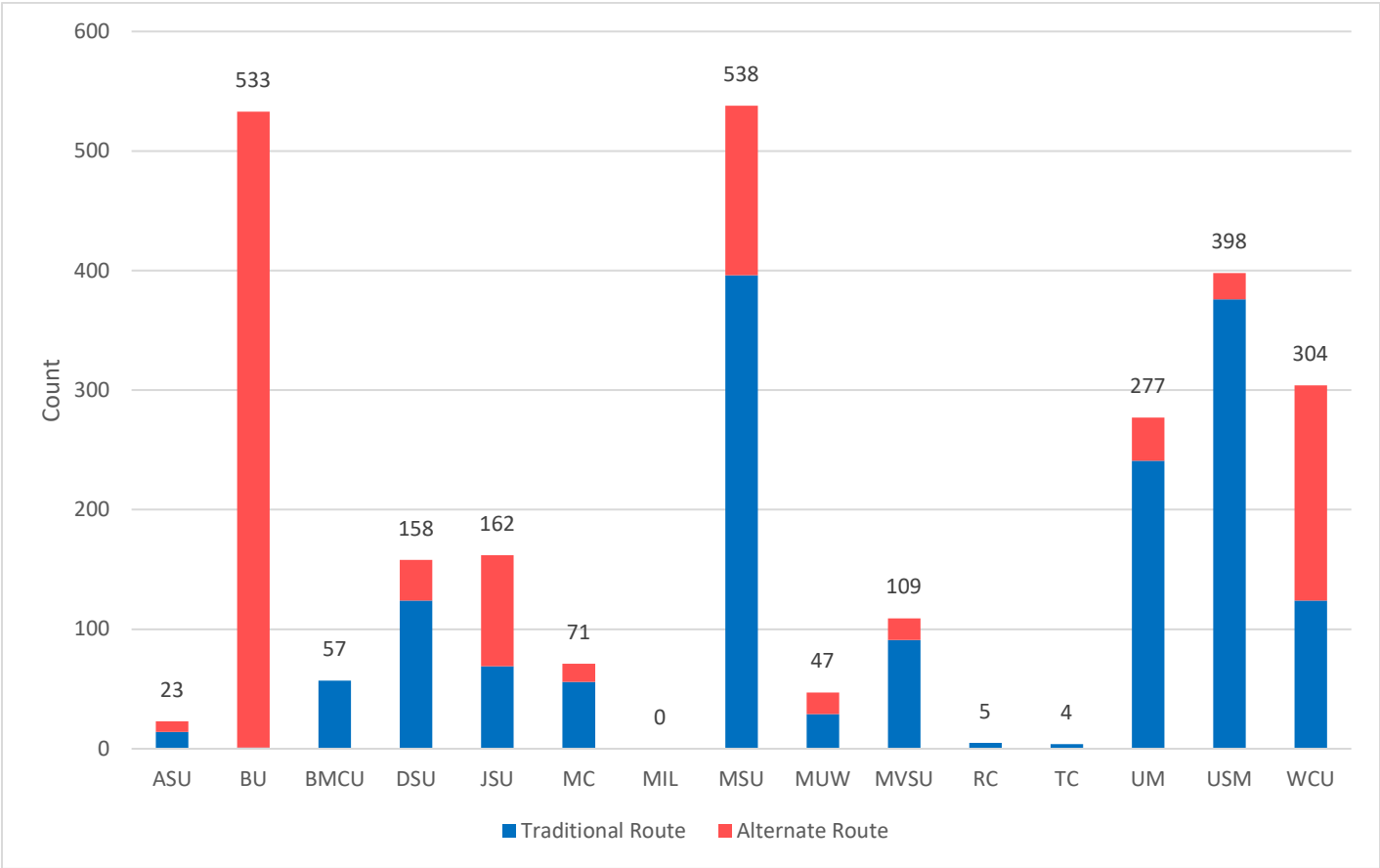
**Table 2***2021-2022 Alternate Route Admitted Candidate Data by EPP*

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	9	532	NA	34	93	NA	15	142	18	18	NA	0	36	22	180	1099
Total Enrolled	93	1510	NA	125	568	NA	41	420	58	124	NA	0	84	73	598	3694
Admitted via COVID Waiver*	8	491	NA	15	31	NA	10	101	2	18	NA	NA	1	2	109	788
Average Admittance GPA	3.35	3.18	NA	3.21	3.16	NA	3.39	3.25	3.35	3.06	NA	NA	3.44	3.36	3.33	3.23
Average Admittance ACT	NA	22.95	NA	23.17	NA	NA	26.67	23.80	NA	NA	NA	NA	23.67	25.20	25.57	24.26
Average Admittance SAT	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1333.33	NA	NA	1333.33
Average Admittance Praxis CORE Reading (5713)	192.00	175.30	NA	172.00	NA	NA	180.00	168.00	NA	NA	NA	NA	178.00	184.00	178.80	177.66
Average Admittance Praxis CORE Writing (5723)	174.00	165.40	NA	165.00	NA	NA	170.00	166.00	NA	NA	NA	NA	162.00	171.33	169.73	167.84
Average Admittance Praxis CORE Math (5723)	140.00	160.30	NA	140.00	NA	NA	153.00	140.00	NA	NA	NA	NA	164.00	170.00	165.47	159.71

*NA = Not Applicable**\*The number of candidates admitted through the COVID waiver is included in the Admitted count.*

During the 2021-2022 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 2686. There were 1587 admitted to traditional preparation programs and 1099 admitted to alternate route preparation programs.

**Figure 1**  
*2021-2022 Admitted Candidates by EPP*



The eight public EPPs admitted 1712 candidates into their teacher education programs, which represented 63.74% of the total admitted into all Mississippi EPPs. The seven private EPPs admitted 974 students which represented 36.26% percent of the total number admitted.

**2686**  
Total Admitted  
Candidates

**1587**  
Traditional  
Preparation  
Admitted

**1099**  
Alternate Route  
Preparation  
Admitted

The following table represents each EPP sorted by public and private institution, along with data displaying traditional versus alternate routes and the percentage of the EPP total admitted candidates in comparison to the total for all EPP admitted candidates.

**Table 3**

*2021-2022 Admitted Candidate-Public EPPs*

EPP	Traditional	Alternate	Total	% of All EPPs
ASU	14	9	23	0.86%
DSU	124	34	158	5.88%
JSU	69	93	162	6.03%
MSU	396	142	538	20.03%
MUW	29	18	47	1.75%
MVSU	91	18	109	4.06%
UM	241	36	277	10.31%
USM	376	22	398	14.82%
Total	1340	372	1712	63.74%

**64%**  
**Public  
EPPs**

**Table 4**

*2021-2022 Admitted Candidate-Private EPPs*

EPP	Traditional	Alternate	Total	% of All EPPs
BU	1	532	533	19.84%
BMCU	57	NA	57	2.12%
MIL	0	NA	0	0%
MC	56	15	71	2.64%
RC	5	NA	5	0.19%
TC	4	0	4	0.15%
WCU	124	180	304	11.32%
Total	247	727	974	36.26%

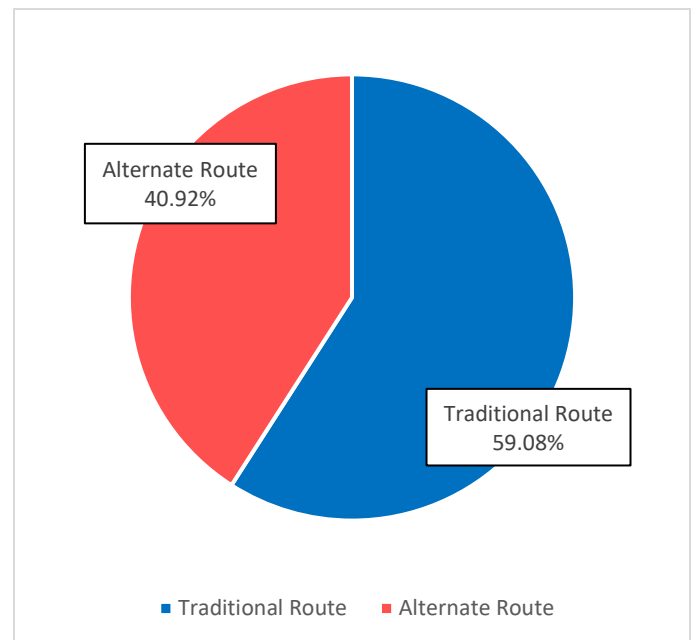
**36%**  
**Private  
EPPs**

During the 2021-2022 academic year, the total number of teacher candidates admitted into the 15 EPPs' programs statewide was 2686. There were 1587 admitted to traditional programs and 1099 admitted to an alternate route program.

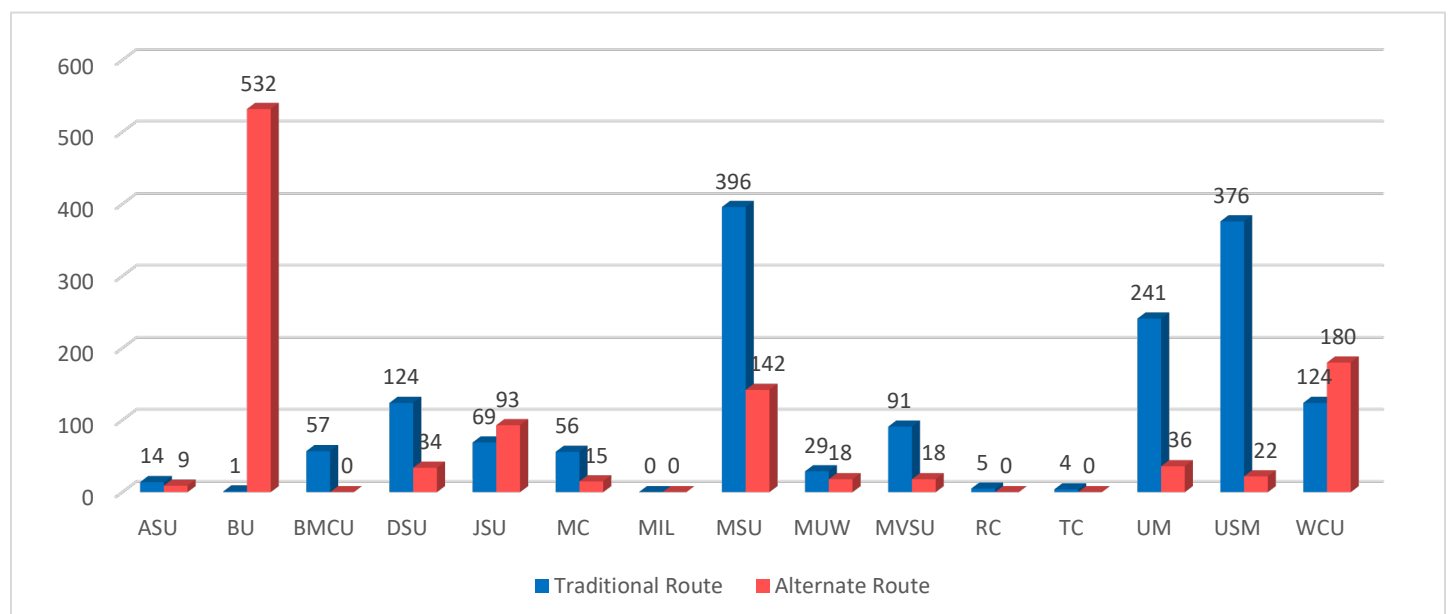
**Table 5**  
*2021-2022 Comparison of Preparation*

EPP	Traditional	Alternate	Total
ASU	14	9	23
BU	1	532	533
BMCU	57	NA	57
DSU	124	34	158
JSU	69	93	162
MIL	0	NA	0
MC	56	15	71
MSU	396	142	538
MUW	29	18	47
MVSU	91	18	109
RC	5	NA	5
TC	4	0	4
UM	241	36	277
USM	376	22	398
WCU	124	180	304
Total	1587	1099	2686

**Figure 2**  
*2021-2022 Comparison of Preparation*



**Figure 3**  
*2021-2022 Comparison of Preparation*



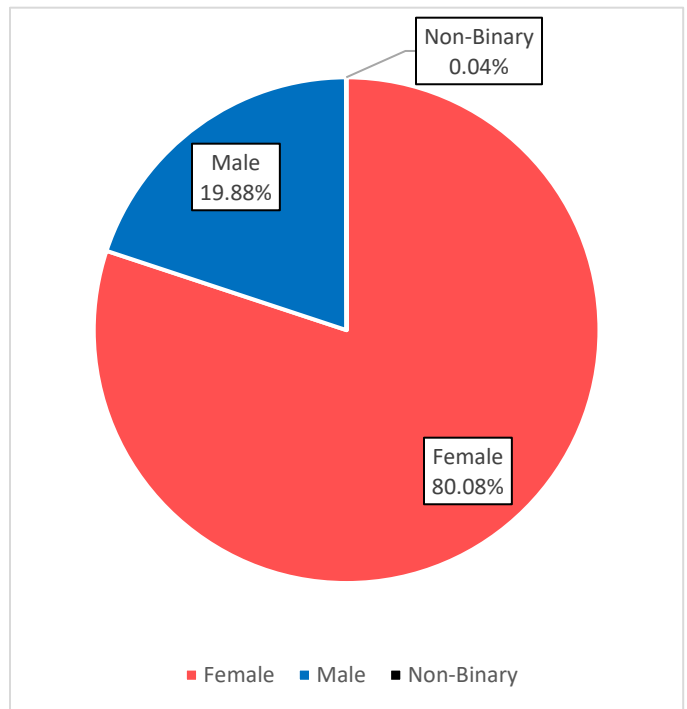
## Admitted Candidates by Gender

In 2021-2022, the 15 EPPs admitted a total of 2686 candidates. Male candidates represented 19.88% (n=534) of the total admitted, non-binary candidates represented 0.04% (n=1), while female candidates represented the majority admitted at 80.08% (n=2151).

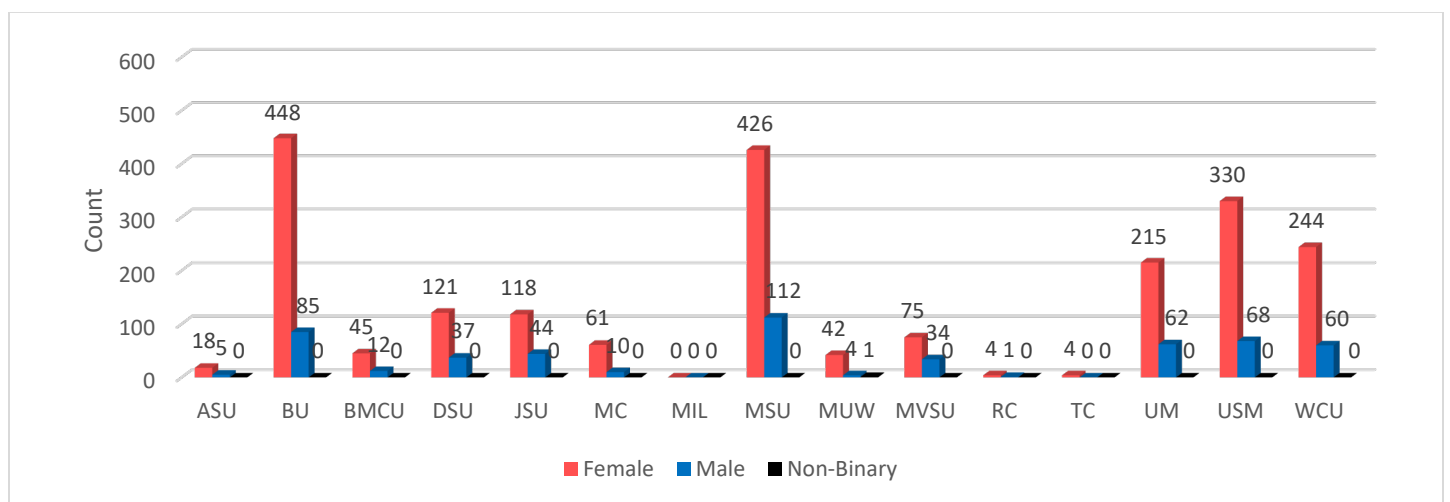
**Table 6**  
*2021-2022 Admitted Candidates by Gender*

EPP	Female	Male	Non-Binary	Total
ASU	18	5	0	23
BU	448	85	0	533
BMCU	45	12	0	57
DSU	121	37	0	158
JSU	118	44	0	162
MIL	0	0	0	0
MC	61	10	0	71
MSU	426	112	0	538
MUW	42	4	1	47
MVSU	75	34	0	109
RC	4	1	0	5
TC	4	0	0	4
UM	215	62	0	277
USM	330	68	0	398
WCU	244	60	0	304
Total	2151	534	1	2686
Percentage	80.08%	19.88%	0.04%	100%

**Figure 4**  
*2021-2022 Admitted Candidates by Gender*



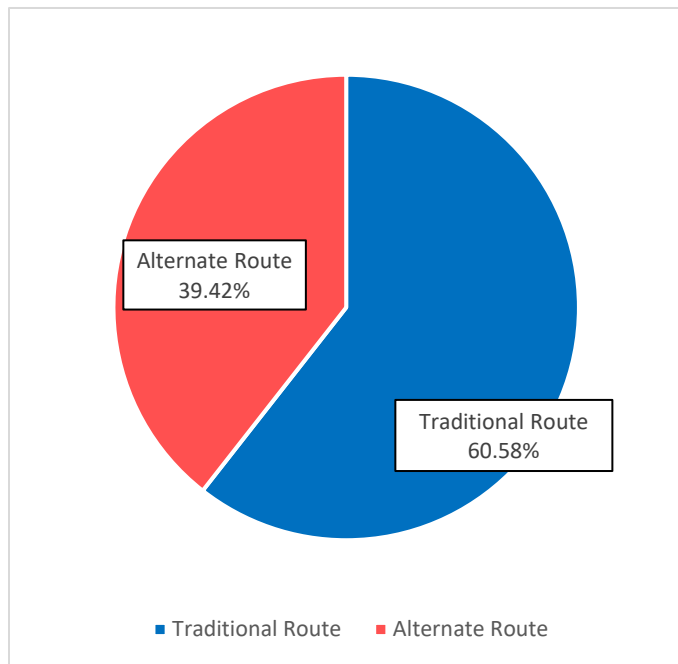
**Figure 5**  
*2021-2022 Admitted Candidates by Gender*



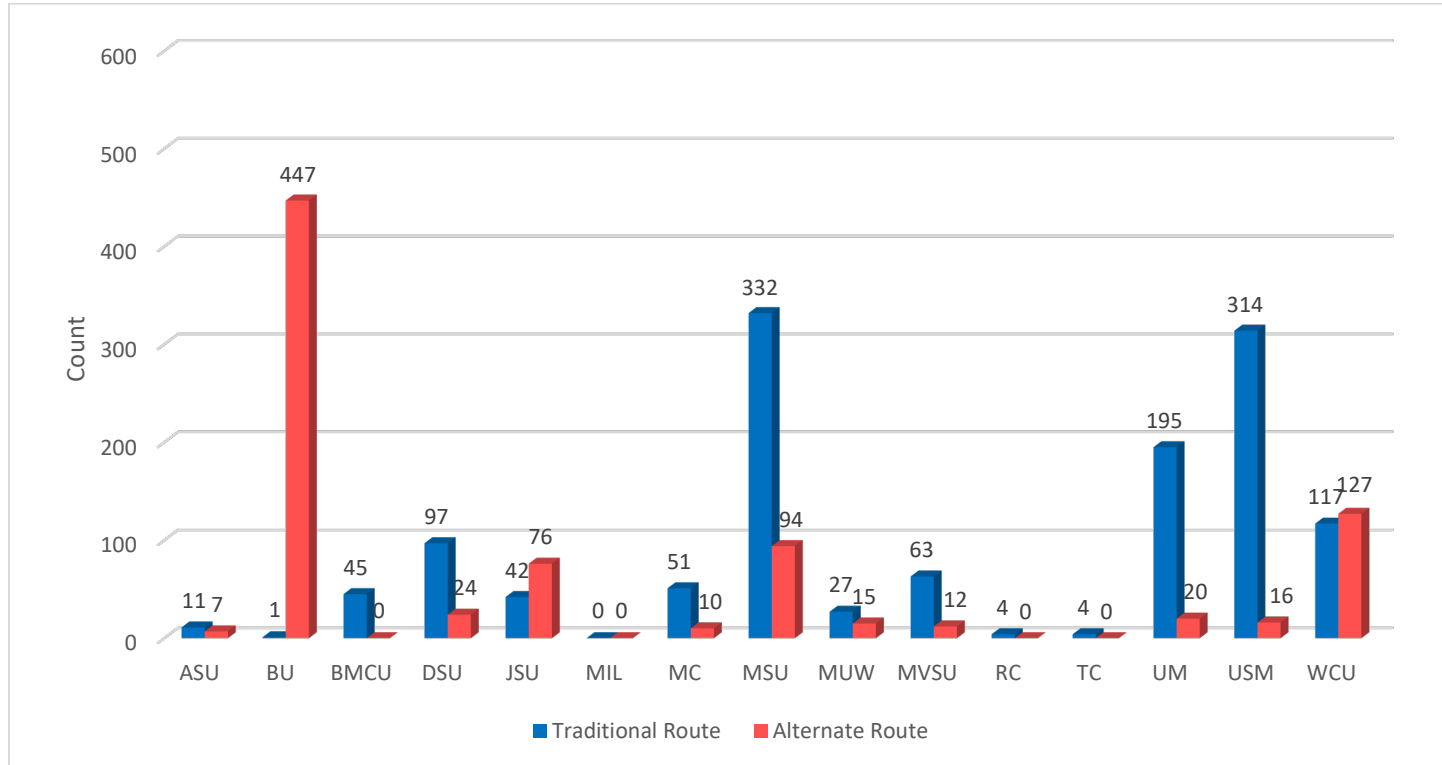
**Table 7**  
2021-2022 Admitted Female Candidates

EPP	Traditional	Alternate	Total
ASU	11	7	18
BU	1	447	448
BMCU	45	NA	45
DSU	97	24	121
JSU	42	76	118
MIL	0	NA	0
MC	51	10	61
MSU	332	94	426
MUW	27	15	42
MVSU	63	12	75
RC	4	NA	4
TC	4	0	4
UM	195	20	215
USM	314	16	330
WCU	117	127	244
Total	1303	848	2151
Percentage	60.58%	39.42%	100%

**Figure 6**  
2021-2022 Admitted Female Candidates



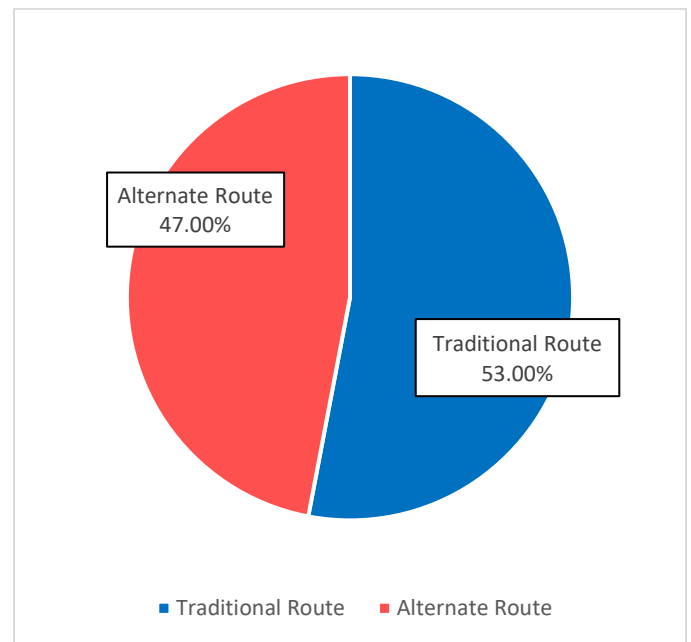
**Figure 7**  
2021-2022 Admitted Female Candidates



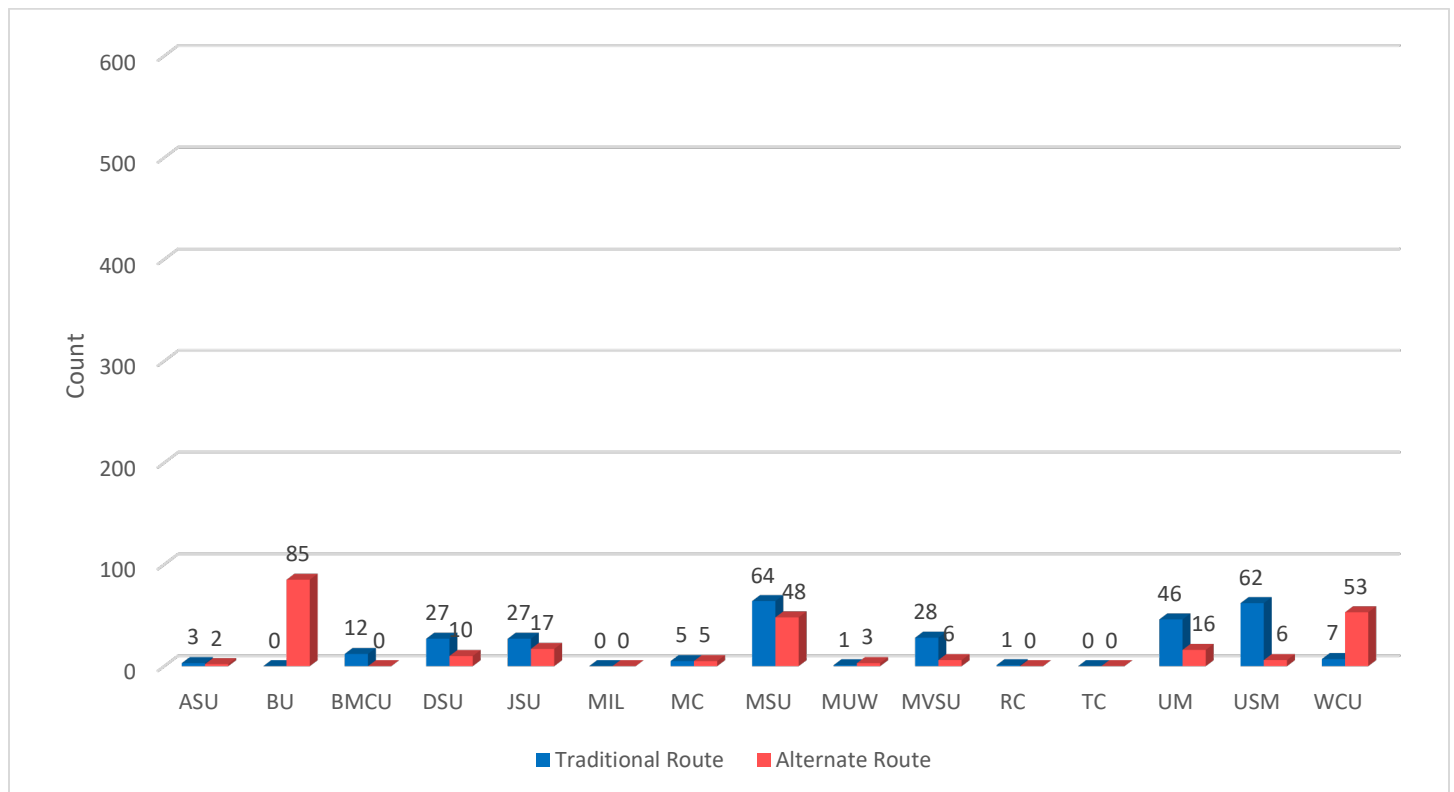
**Table 8**  
2021-2022 Admitted Male Candidates

EPP	Traditional	Alternate	Total
ASU	3	2	5
BU	0	85	85
BMCU	12	NA	12
DSU	27	10	37
JSU	27	17	44
MIL	0	0	0
MC	5	5	10
MSU	64	48	112
MUW	1	3	4
MVSU	28	6	34
RC	1	NA	1
TC	0	0	0
UM	46	16	62
USM	62	6	68
WCU	7	53	60
Total	283	251	534
Percentage	53.00%	47.00%	100%

**Figure 8**  
2021-2022 Admitted Male Candidates



**Figure 9**  
2021-2022 Admitted Male Candidates



## Admitted Candidate Data by Ethnicity

In 2021-2022, the 15 EPPs admitted a total of 2686 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

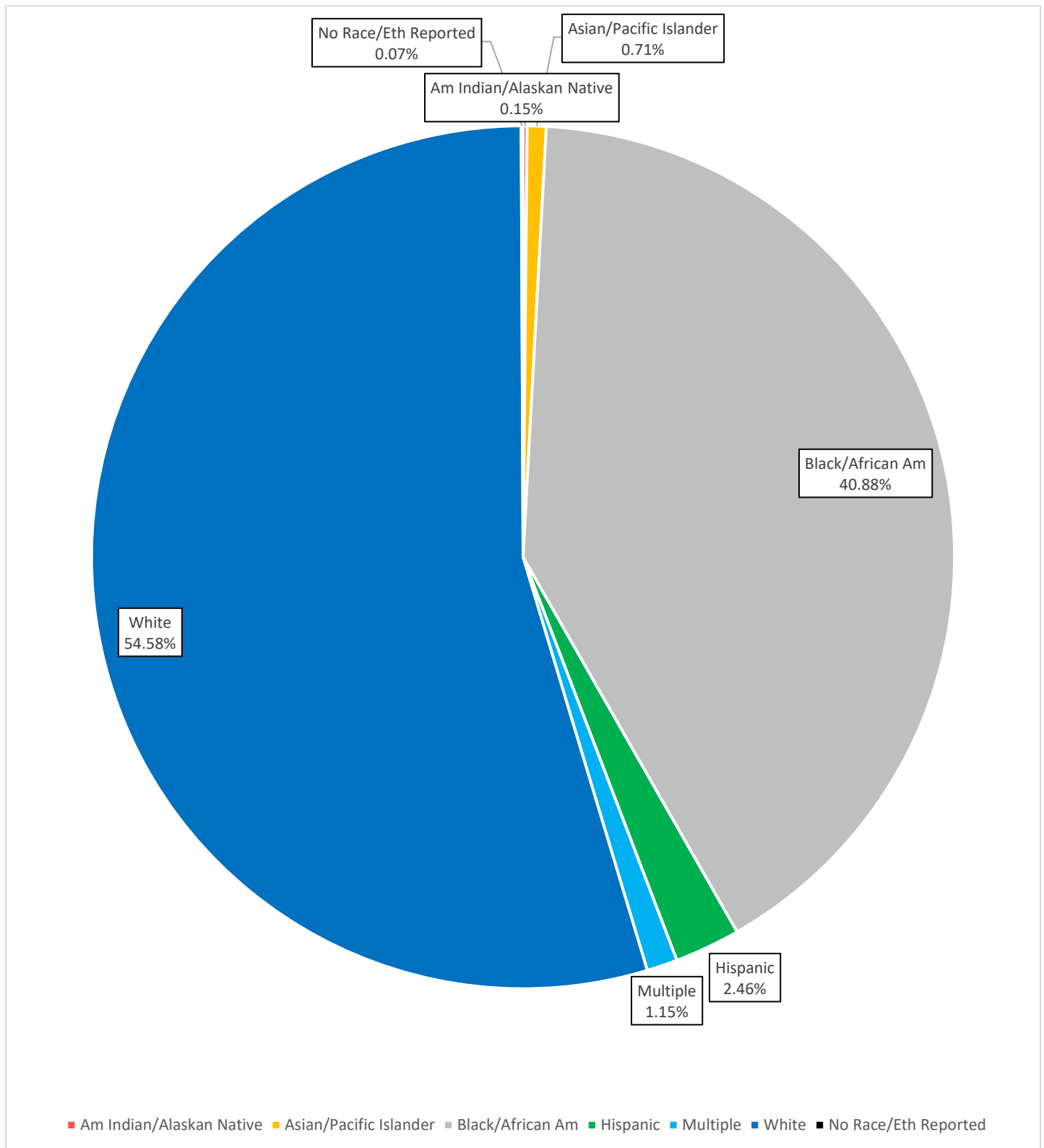
The following table represents data for the above listed ethnicity groups with percentages compared to the total admitted candidates. The ethnicity table below displays both traditional route and alternate route programs by EPP.

**Table 9**  
*2021-2022 Admitted Candidates by Ethnicity*

EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	22	0	0	1	0	23
BU	1	2	461	1	7	61	0	533
BMCU	0	0	8	3	0	46	0	57
DSU	0	1	43	4	0	110	0	158
JSU	0	0	157	1	1	3	0	162
MIL	0	0	0	0	0	0	0	0
MC	0	0	11	0	0	59	1	71
MSU	2	5	87	25	11	408	0	538
MUW	0	0	10	0	0	37	0	47
MVSU	0	1	106	1	0	1	0	109
RC	0	0	5	0	0	0	0	5
TC	0	0	4	0	0	0	0	4
UM	0	4	34	11	3	225	0	277
USM	1	3	50	13	7	324	0	398
WCU	0	3	100	7	2	191	1	304
Total	4	19	1098	66	31	1466	2	2686
Percent	0.15%	0.71%	40.88%	2.46%	1.15%	54.58%	0.07%	100%



**Figure 10**  
*2021-2022 Admitted Candidates by Ethnicity*



The following table represents a comparison of traditional and alternate route admitted candidates by ethnicity.

**Table 10**  
*2021-2022 Admitted Candidates by Ethnicity – Comparison of Preparation*

EPP	Am Indian/ Alaskan Native		Asian/ Pacific Islander		Black/ African American		Hispanic		Multiple		White		Not Reported		Total	
	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A
ASU	0	0	0	0	13	9	0	0	0	0	1	0	0	0	14	9
BU	0	1	0	2	0	461	0	1	0	7	1	60	0	0	1	532
BMCU	0	NP	0	NP	8	NP	3	NP	0	NP	46	NP	0	NP	57	NP
DSU	0	0	0	1	21	22	3	1	0	0	100	10	0	0	124	34
JSU	0	0	0	0	68	89	1	0	0	1	0	3	0	0	69	93
MIL	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP
MC	0	0	0	0	6	5	0	0	0	0	49	10	1	0	56	15
MSU	0	2	5	0	38	49	19	6	7	4	327	81	0	0	396	142
MUW	0	0	0	0	6	4	0	0	0	0	23	14	0	0	29	18
MVSU	0	0	1	0	89	17	0	1	0	0	1	0	0	0	91	18
RC	0	NP	0	NP	5	NP	0	NP	0	NP	0	NP	0	NP	5	NP
TC	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0
UM	0	0	3	1	25	9	11	0	3	0	199	26	0	0	241	36
USM	1	0	1	2	41	9	13	0	6	1	314	10	0	0	376	22
WCU	0	0	2	1	22	78	5	2	2	0	93	98	0	1	124	180
Total	1	3	12	7	346	752	55	11	18	13	1154	312	1	1	1587	1099

*T = Traditional Preparation*

*A = Alternate Route Preparation*

*NP = No program offered*

## Admitted Candidates by Area of Licensure

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

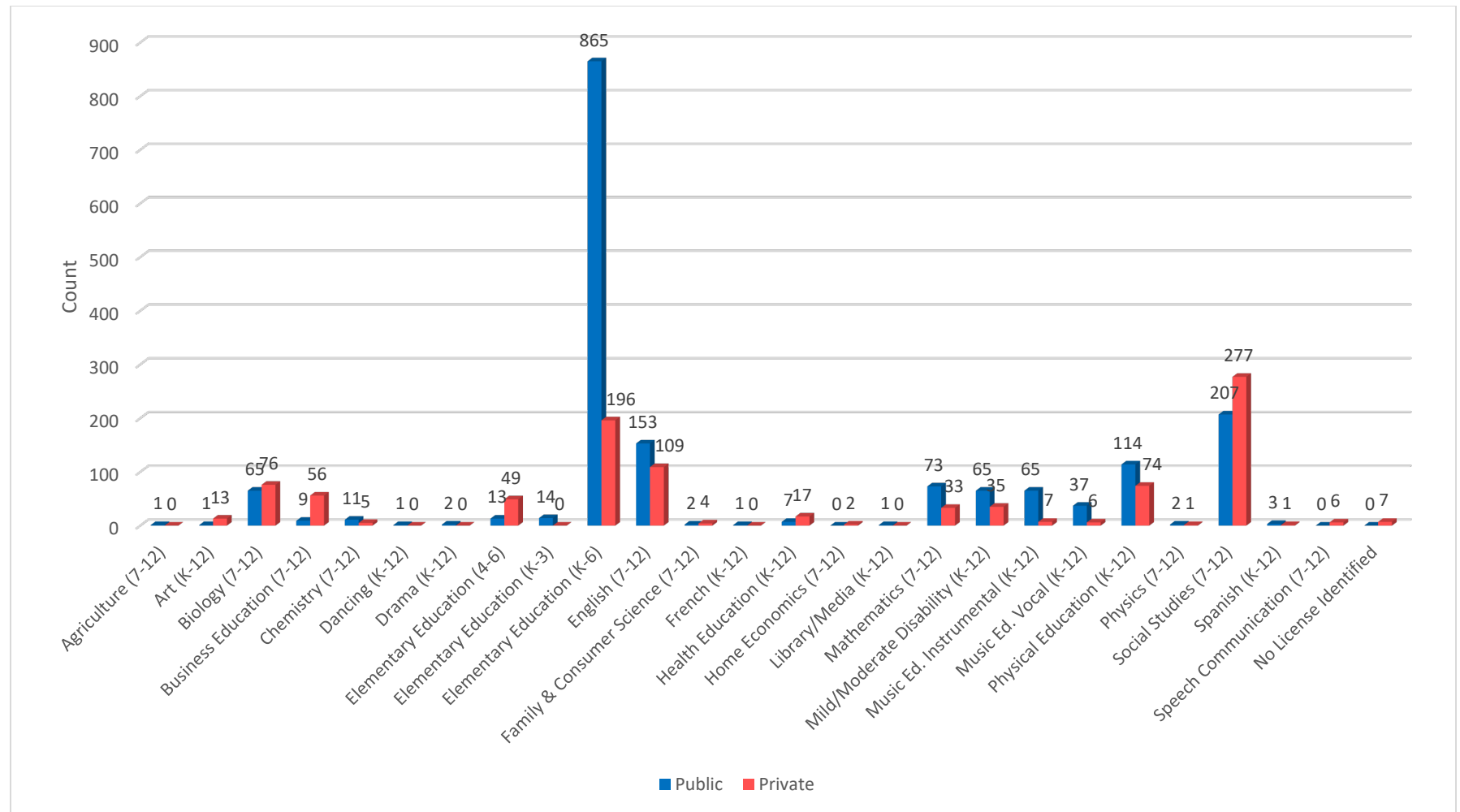
**Table 11**

*2021-2022 Admitted Candidates by Area of Licensure - Public and Private Comparisons*

Area of Licensure	Public	Private	Total
Agriculture (7-12)	1	0	1
Art (K-12)	1	13	14
Biology (7-12)	65	76	141
Business Education (7-12)	9	56	65
Chemistry (7-12)	11	5	16
Dancing (K-12) Performing Arts	1	0	1
Drama (K-12) Performing Arts	2	0	2
Elementary Education (4-6)	13	49	62
Elementary Education (K-3)	14	0	14
Elementary Education (K-6)	865	196	1061
English (7-12)	153	109	262
Family & Consumer Science (7-12)	2	4	6
French (K-12)	1	0	1
Health Education (K-12)	7	17	24
Home Economics (7-12)	0	2	2
Library/Media (K-12)	1	0	1
Mathematics (7-12)	73	33	105
Mild/Moderate Disability (K-12)	65	35	100
Music Ed. Instrumental (K-12)	65	7	72
Music Ed. Vocal (K-12)	37	6	43
Physical Education (K-12)	114	74	188
Physics (7-12)	2	1	3
Social Studies (7-12)	207	277	484
Spanish (K-12)	3	1	4
Speech Communication (7-12)	0	6	6
No License Identified	0	7	7
<b>Total</b>	<b>1712</b>	<b>974</b>	<b>2686</b>

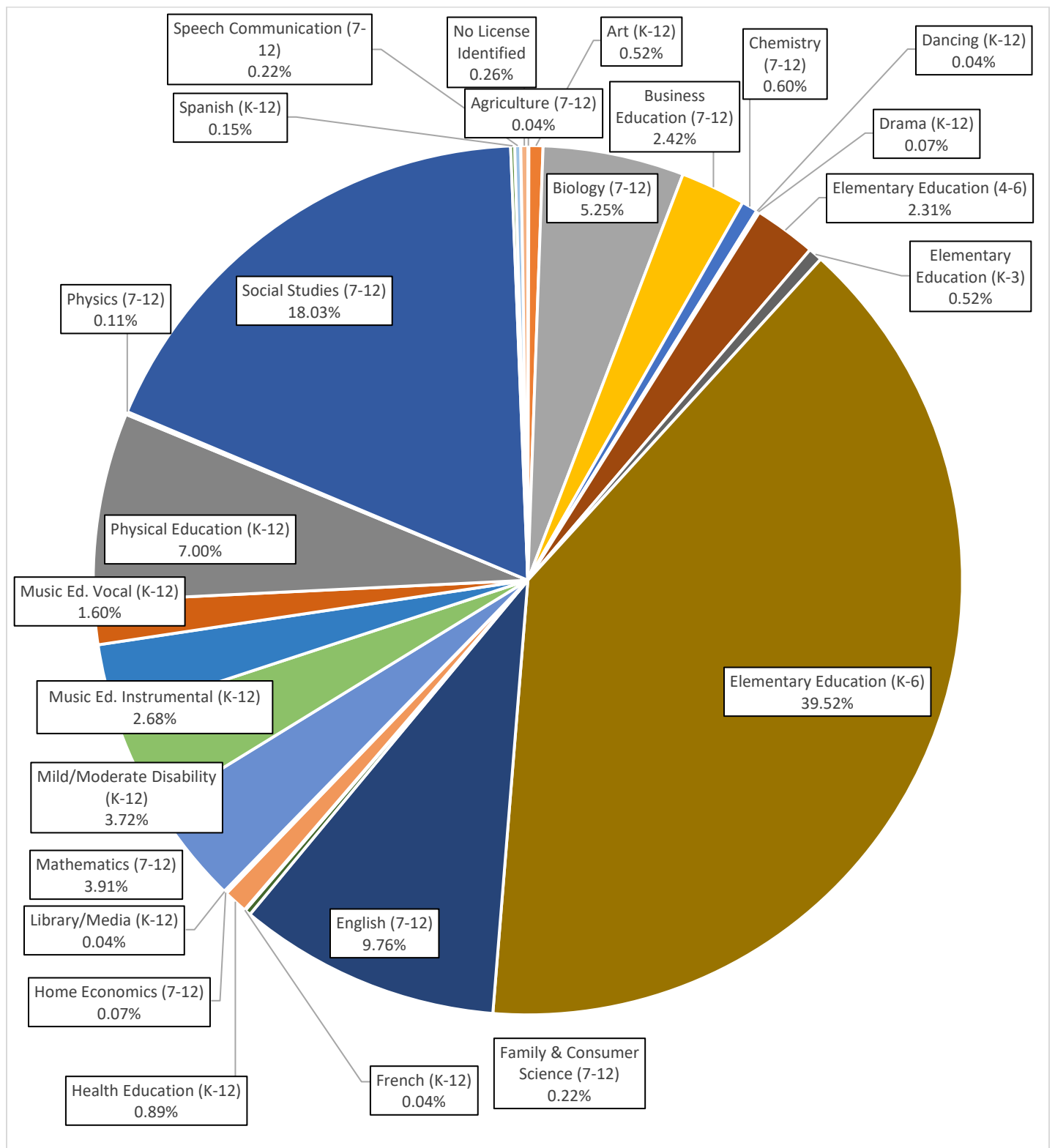
**Figure 11**

*2021-2022 Admitted Candidates by Area of Licensure - Public and Private Comparisons*



**Figure 12**

*2021-2022 Admitted Candidates by Area of Licensure - Public and Private*



The table and the figure below represent the number of candidates admitted into public EPP programs. The largest program was Elementary Education K-6 (n=865) followed by Social Studies 7-12 (n=207).

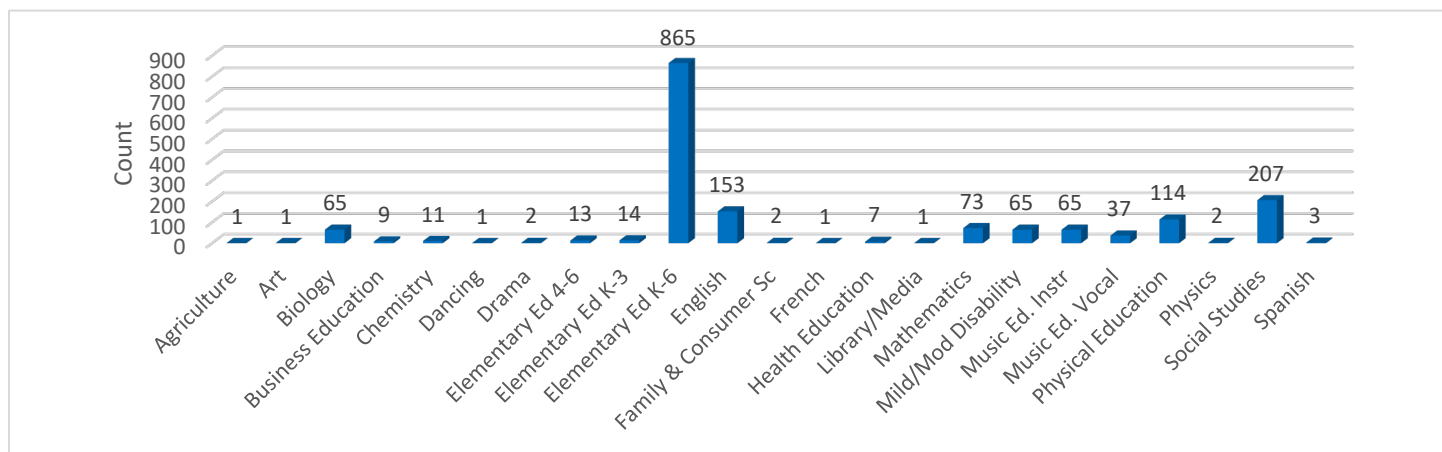
**Table 12**

*2021-2022 Admitted Candidates - Public EPPs by Area of Licensure*

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Agriculture 7-12	1	0	0	0	0	0	0	0	1	0.06%
Art K-12	0	1	0	0	0	0	0	0	1	0.06%
Biology 7-12	3	4	4	33	1	7	10	3	65	3.80%
Business Education 7-12	0	3	5	0	0	0	1	0	9	0.53%
Chemistry 7-12	1	2	1	3	1	0	3	0	11	0.64%
Dancing K-12 Performing	0	0	0	0	0	0	0	1	1	0.06%
Drama K-12 Performing	0	0	0	0	2	0	0	0	2	0.12%
Elementary Education 4-6	1	3	1	0	0	0	0	8	13	0.76%
Elementary Education K-3	0	0	14	0	0	0	0	0	14	0.82%
Elementary Education K-6	8	71	30	271	21	56	158	250	865	50.53%
English 7-12	1	18	28	30	1	6	35	34	153	8.94%
Family & Consumer Sc 7-12	0	0	1	0	1	0	0	0	2	0.12%
French K-12	0	0	0	0	0	0	0	1	1	0.06%
Health Education K-12	0	0	3	0	1	0	2	1	7	0.41%
Library/Media K-12	0	0	0	0	0	0	0	1	1	0.06%
Mathematics 7-12	0	6	7	31	5	3	15	6	73	4.26%
Mild/Mod Disability K-12	0	0	1	48	0	0	9	7	65	3.80%
Music Ed. Instrumental K-12	2	9	14	8	0	2	12	18	65	3.80%
Music Ed. Vocal K-12	3	4	1	6	0	0	6	17	37	2.16%
Physical Education K-12	0	22	13	36	0	22	0	21	114	6.66%
Physics 7-12	0	0	1	0	0	0	1	0	2	0.12%
Social Studies 7-12	3	14	38	71	14	13	25	29	207	12.09%
Spanish K-12	0	1	0	1	0	0	0	1	3	0.18%
Total	23	158	162	538	47	109	277	398	1712	100%

**Figure 13**

*2021-2022 Admitted Candidates - Public EPPs by Area of Licensure*



The table and the figure below represent the number of candidates admitted into private EPP programs. The largest program was Social Studies 7-12 (n=277) followed by Elementary Education K-6 (n=196).

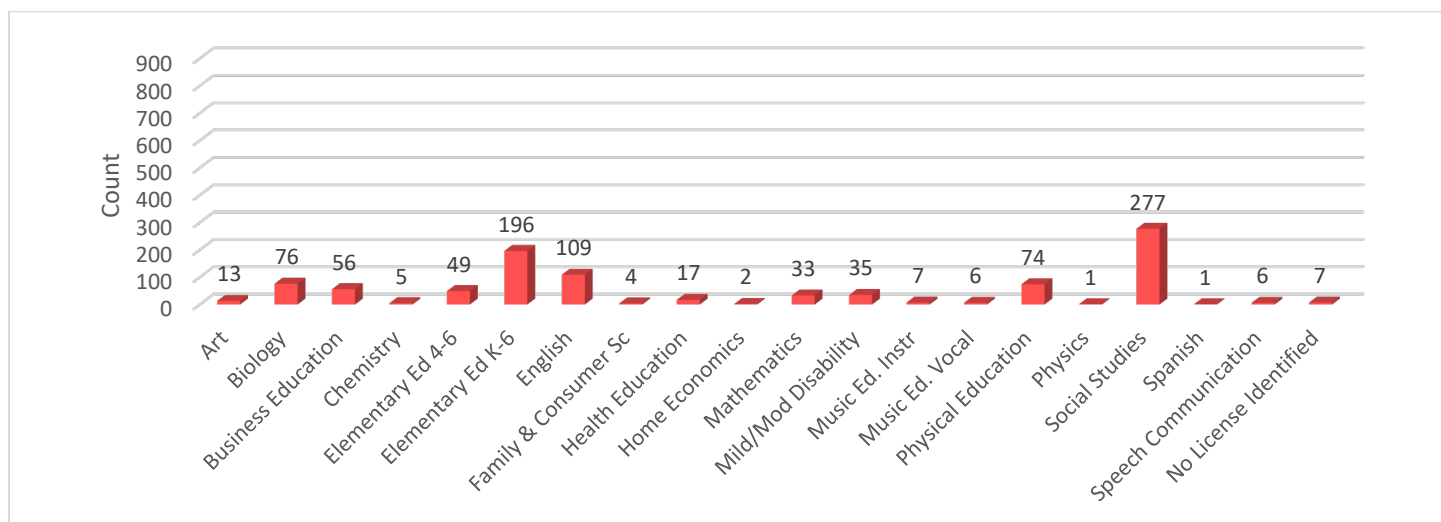
**Table 13**

*2021-2022 Admitted Candidates - Private EPPs by Area of Licensure*

Area of Licensure	BU	BMCU	MC	MIL	RC	TC	WCU	Total	%
Art K-12	1	0	7	0	0	0	5	13	1.33%
Biology 7-12	58	1	4	0	0	0	13	76	7.80%
Business Education 7-12	46	0	0	0	0	0	10	56	5.75%
Chemistry 7-12	2	0	1	0	0	0	2	5	0.51%
Elementary Education 4-6	28	0	1	0	0	0	20	49	5.03%
Elementary Education K-6	1	38	33	0	3	4	117	196	20.12%
English 7-12	78	4	3	0	0	0	24	109	11.19%
Family & Consumer Sc 7-12	0	0	0	0	0	0	4	4	0.41%
Health Education K-12	9	0	0	0	0	0	8	17	1.75%
Home Economics 7-12	2	0	0	0	0	0	0	2	0.21%
Mathematics 7-12	15	2	6	0	2	0	8	33	3.39%
Mild/Mod Disability K-12	0	0	0	0	0	0	35	35	3.59%
Music Ed. Instrumental K-12	2	4	1	0	0	0	0	7	0.72%
Music Ed. Vocal K-12	2	2	2	0	0	0	0	6	0.62%
Physical Education K-12	53	4	3	0	0	0	14	74	7.60%
Physics 7-12	0	0	0	0	0	0	1	1	0.10%
Social Studies 7-12	228	2	10	0	0	0	37	277	28.44%
Spanish K-12	0	0	0	0	0	0	1	1	0.10%
Speech Communication 7-12	6	0	0	0	0	0	0	6	0.62%
No License Identified	2	0	0	0	0	0	5	7	0.72%
Total	533	57	71	0	5	4	304	974	100%

**Figure 14**

*2021-2022 Admitted Candidates - Private EPPs by Area of Licensure*



The table and figure below represent a comparison of candidates admitted into traditional and alternate route programs. Elementary Education K-6 (n=1061) was the largest program for traditional preparation; Social Studies 7-12 (n=408) was the largest program for alternate route preparation.

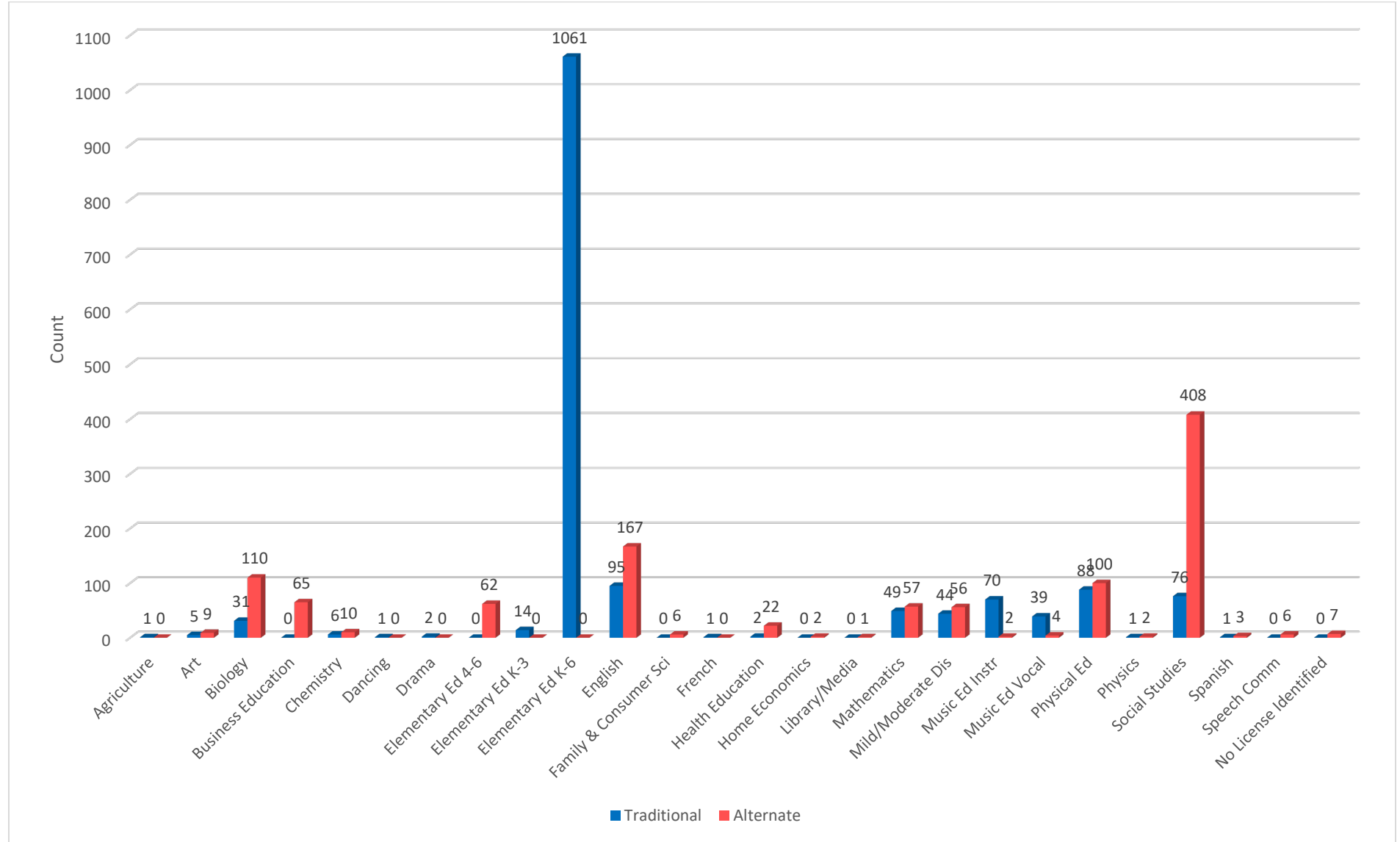
**Table 14**

*2021-2022 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)*

Area of Licensure	Traditional	Alternate	Total
Agriculture 7-12	1	0	1
Art K-12	5	9	14
Biology 7-12	31	110	141
Business Education 7-12	0	65	65
Chemistry 7-12	6	10	16
Dancing K-12 Performing	1	0	1
Drama K-12 Performing	2	0	2
Elementary Education 4-6	0	62	62
Elementary Education K-3	14	0	14
Elementary Education K-6	1061	0	1061
English 7-12	95	167	262
Family & Consumer Science 7-12	0	6	6
French K-12	1	0	1
Health Education K-12	2	22	24
Home Economics 7-12	0	2	2
Library/Media K-12	0	1	1
Mathematics 7-12	49	57	106
Mild/Moderate Disability K-12	44	56	100
Music Ed. Instrumental K-12	70	2	72
Music Ed. Vocal K-12	39	4	43
Physical Education K-12	88	100	188
Physics 7-12	1	2	3
Social Studies 7-12	76	408	484
Spanish K-12	1	3	4
Speech Communication 7-12	0	6	6
No License Identified	0	7	7
<b>Total</b>	<b>1587</b>	<b>1099</b>	<b>2686</b>



**Figure 15**  
*2021-2022 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)*



### Section III. Completer Candidate Data

The following data are reported for 2021-2022 EPP completers.

<b>Completer Candidates-Traditional Route</b>
Completed Teacher Education-Traditional Route
Average Completer GPA-Traditional Route
Total Clinical Hrs. Completed (observation, practicum, & student teach)-Traditional Route
TIAI Average (US Summative) (0.00-3.00)-Traditional Route
Disposition Average (CT Summative) (0.00-3.00)-Traditional Route
Foundation of Reading Score (090)-Traditional Route
Average Number of times attempted Foundations of Reading-Traditional Route
Average Number of times attempted Praxis Content Knowledge-Traditional Route
Average Number of times attempted Praxis PLT-Traditional Route
Completed Alternate Route
Completed Teacher Education-Alternate Route
Average Completed GPA-Alternate Route
Total Clinical Hrs. Completed (observation, practicum, & internship)-Alternate Route
TIAI Average (US Summative) (0.00-3.00)-Alternate Route
Disposition Average (CT Summative) (0.00-3.00)-Alternate Route
Foundation of Reading Score (090)-Alternate Route
Average Number of times attempted Foundations of Reading-Alternate Route
Average Number of times attempted Praxis Content Knowledge-Alternate Route
Average Number of times attempted Praxis PLT-Alternate Route

#### Program Completer Candidate Data

The number of EPP teacher candidate completers was 2704 during the 2021-2022 academic year. Of the total completers, 65.35% (n=1767) were from the eight public EPPs and 34.65% (n=937) were from the seven private EPPs. As a result of the COVID-19 Pandemic, the Mississippi State Board of Education suspended licensure testing requirements beginning March 26, 2020, through December 31, 2021. Test results reported during the 2021-2022 academic year reflect only those candidates who took a test and submitted scores to the 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, an Alternate Route completer is a candidate who has completed the Data, Analysis, and Evaluation course, Classroom Management course, Introduction to Special Education, and the yearlong internship (15-credit hours) earning a 5-year renewable license. A Master of Arts in Teaching (MAT) Degree is obtained by completing a minimum of 30-credit hours.

**Table 15**  
*2021-2022 Completer Data by EPP – Traditional Preparation*

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completers	33	4	42	68	83	2	57	321	36	18	5	12	248	299	152	1380
Average Completer GPA	3.43	■	3.38	3.40	3.31	■	3.62	3.45	3.46	3.26	■	3.26	3.54	3.52	3.38	3.46
Average Clinical Hours Completed	66.82	■	135.48	256.79	120.00	■	133.35	161.26	147.78	111.67	■	120.00	244.15	284.29	236.93	207.51
Average Student Teaching Hours	560.00	■	619.55	680.00	480.00	■	600.00	640.00	480.00	640.00	■	480.00	560.00	480.00	488.57	556.22
TIAI Average (US Summative) (0-3 pt scale)	2.31	■	2.62	2.50	2.67	■	2.76	2.85	2.85	2.00	■	2.95	2.46	2.73	2.54	2.63
Impact on Student Learning Average (US Summative) (0-3 pt scale)	2.16	■	2.28	2.67	2.14	■	2.68	2.70	2.64	2.00	■	2.92	2.31	2.48	2.08	2.44
Disposition Average (CT Summative) (0-3 pt scale)	2.54	■	2.88	2.80	2.84	■	2.86	2.96	2.96	2.00	■	3.00	2.74	2.88	2.74	2.79
Foundation of Reading (090) Score Average	200.50	■	NA	NA	NA	■	248.43	223.45	242.00	NA	■	NA	242.50	224.96	NA	225.16
Average # of times attempted Foundations of Reading (090)	1.00	■	NA	NA	NA	■	1.00	1.00	1.00	NA	■	NA	1.50	1.25	NA	1.05
Foundation of Reading (190) Score Average	227.18	■	NA	255.13	NA	■	NA	238.41	NA	NA	■	NA	248.71	229.64	222.33	239.06

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Average # of times attempted Foundations of Reading (190)	1.00	■	NA	1.00	NA	■	NA	1.00	NA	NA	■	NA	1.09	1.20	1.00	1.07
Percentage COVID-19 waiver FoRT*	53.33 %	■	100%	85.71 %	100%	■	82.86 %	57.58 %	93.75 %	100%	■	100%	82.42 %	87.25 %	100%	82.36 %
Average # of times attempted Praxis Content Knowledge	1.05	■	2.00	1.05	1.75	■	1.14	1.05	1.00	NA	■	1.00	1.08	1.09	1.00	1.07
Percentage COVID-19 waiver Praxis Content Knowledge*	78.79 %	■	97.62%	75.00 %	100%	■	94.74 %	42.99 %	94.44 %	100%	■	100%	70.97 %	84.95 %	94.74 %	75.14 %
Average # of times attempted Praxis PLT	1.00	■	1.00	1.04	1.00	■	1.00	1.06	1.00	NA	■	1.00	1.04	1.04	1.00	1.04
Percentage COVID-19 waiver Praxis PLT*	81.82 %	■	85.71%	77.94 %	97.59 %	■	92.98 %	44.24 %	97.22 %	100%	■	91.67 %	76.21 %	87.29 %	92.76 %	76.16 %

NA = Not Applicable

\*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

**Table 16**  
2021-2022 Alternate Route Preparation Completer Data by EPP

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completed	48	381	NA	30	243	NA	23	193	5	63	NA	0	48	31	259	1324
Average Completed GPA	NR	NR	NA	NR	NR	NA	NR	NR	NR	NR	NA	NA	NR	NR	NR	NR
Average Clinical Hrs. Completed (internship)	Alternate route candidates complete their internship employed as the teacher of record in a school.															
TIAI Average (US Summative) (0.00-3.00)	2.52	NR	NA	2.72	2.71	NA	2.61	2.78	■	2.00	NA	NA	2.39	2.35	2.52	2.58
Impact on Student Learning Average (US Summ) (0-3 pt scale)	2.45	NR	NA	2.36	NR	NA	2.37	2.66	■	2.00	NA	NA	2.56	2.33	NR	2.47
Disposition Average (US Summative) (0.00-3.00)	2.60	2.71	NA	2.94	2.86	NA	2.87	2.91	■	2.00	NA	NA	2.61	2.78	2.80	2.75
Foundation of Reading Score (090) Average	250.00	237.00	NA	250.00	NA	NA	NA	NA	■	NA	NA	NA	NA	NA	245.00	242.2 2
Average Number of times attempted Foundations of Reading (090)	1.00	1.20	NA	1.00	NA	NA	NA	NA	■	NA	NA	NA	NA	NA	3.00	1.33
Foundation of Reading Score (190) Average	NA	247.00	NA	261.00	235.00	NA	NA	NA	■	NA	NA	NA	NA	248.50	255.50	251.5 4
Average Number of times attempted Foundations of Reading (190)	NA	1.00	NA	1.00	1.00	NA	NA	NA	■	NA	NA	NA	NA	1.00	1.17	1.08

	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Percentage COVID-19 waiver FoRT*	0%	82.14 %	NA	0%	0%	NA	NA	NA	■	NA	NA	NA	NA	50.00 %	65.00 %	66.13 %
Average Number of times attempted Praxis Content Knowledge	<i>As a requirement for entrance, alternate route candidates must pass the Praxis Content Knowledge test.</i>															
Percentage COVID-19 waiver Praxis Content Knowledge*	88.89 %	91.35 %	NA	64.71 %	93.55 %	NA	66.67 %	72.54 %	■	100%	NA	NA	41.67 %	40.91 %	46.11 %	78.16 %

NA = not applicable

NR = not reported

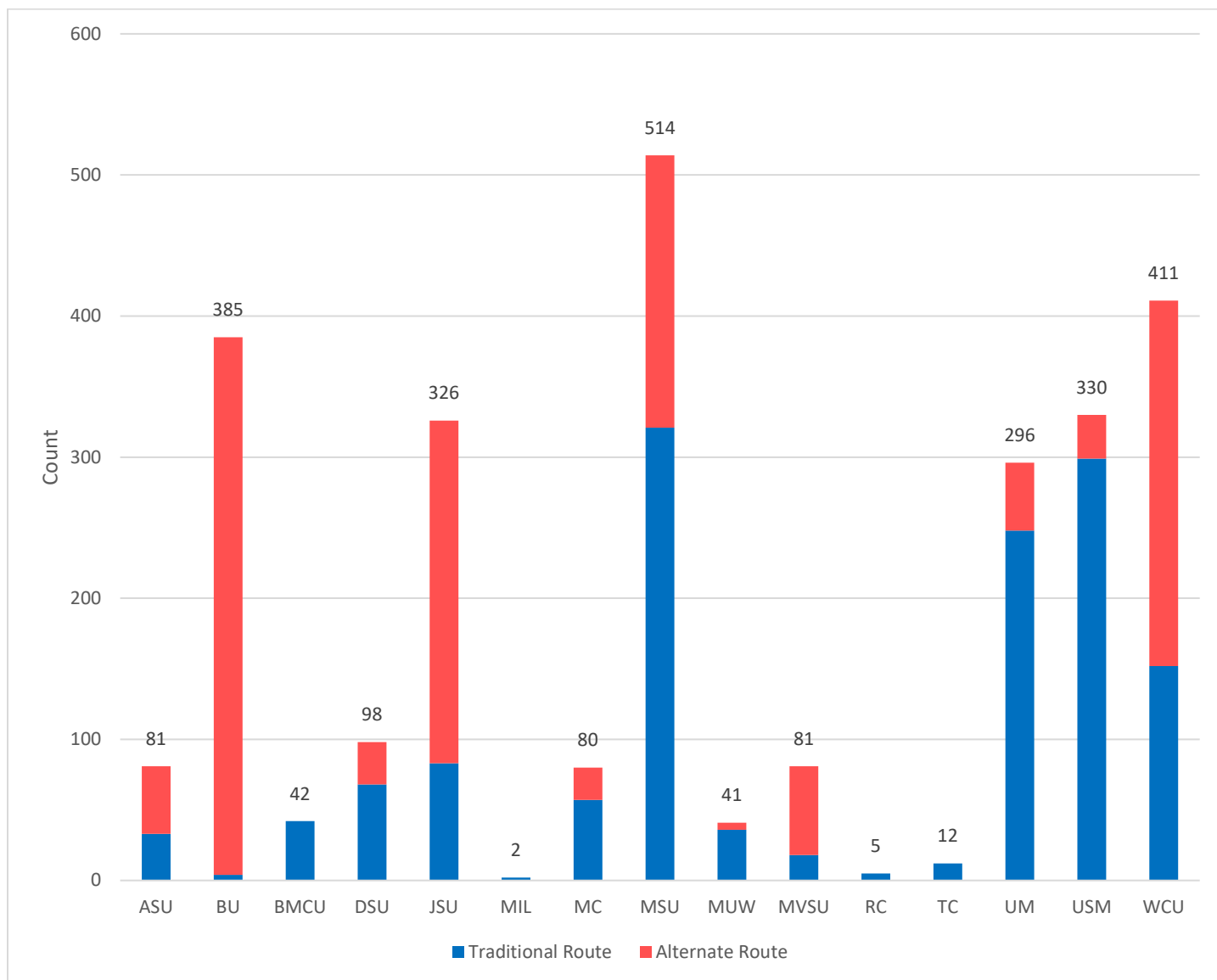
\*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

## Completer Candidates by EPP

During the 2021-2022 academic year, the total number of teacher candidates who completed an EPP program statewide was 2704. There were 1380 candidates who completed a traditional preparation program and 1324 who completed an alternate route preparation program.

**Figure 16**

*2021-2022 Completer Candidates by EPP*



The eight public EPPs had 1767 candidates complete a teacher education program which represented 65.35% of the total number of completers. The seven private EPPs had 937 candidates complete a program which represented 34.65% percent of the total number of completers.

The following tables represent EPPs by public or private with data comparing traditional preparation versus alternate route preparation and the EPPs' completer percentages compared to the percent for all EPP completers.

**Table 17**

*2021-2022 Completer Candidates-Public EPPs*

Public EPP	Traditional	Alternate	Total	% of all EPPs
ASU	33	48	81	3.00%
DSU	68	30	98	3.62%
JSU	83	243	326	12.06%
MSU	321	193	514	19.01%
MUW	36	5	41	1.52%
MVSU	18	63	81	3.00%
UM	248	48	296	10.95%
USM	299	31	330	12.20%
Total	1106	661	1767	65.35%

**65%**

**Public  
EPPs**

**Table 18**

*2021-2022 Completer Candidates-Private EPPs*

Private EPP	Traditional	Alternate	Total	% of all EPPs
BU	4	381	385	14.24%
BMCU	42	NA	42	1.55%
MIL	2	NA	2	0.07%
MC	57	23	80	2.96%
RC	5	NA	5	NA
TC	12	0	12	NA
WCU	152	259	411	15.20%
Total	274	663	937	34.65%

**35%**

**Private  
EPPs**

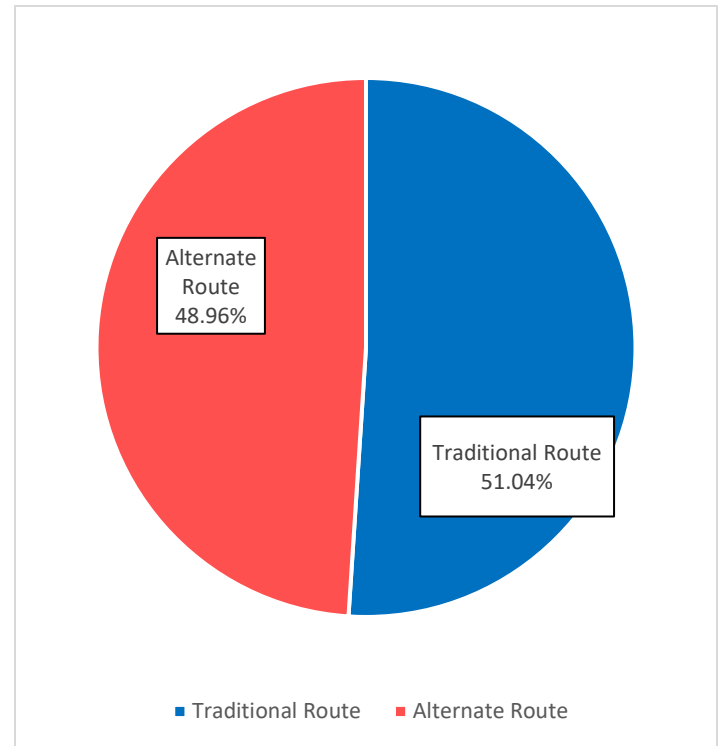


During the 2021-2022 academic year, the total number of teacher candidates who completed an EPP program statewide was 2704. There were 1380 candidates who completed a traditional preparation program and 1324 candidates who completed an alternate route preparation program.

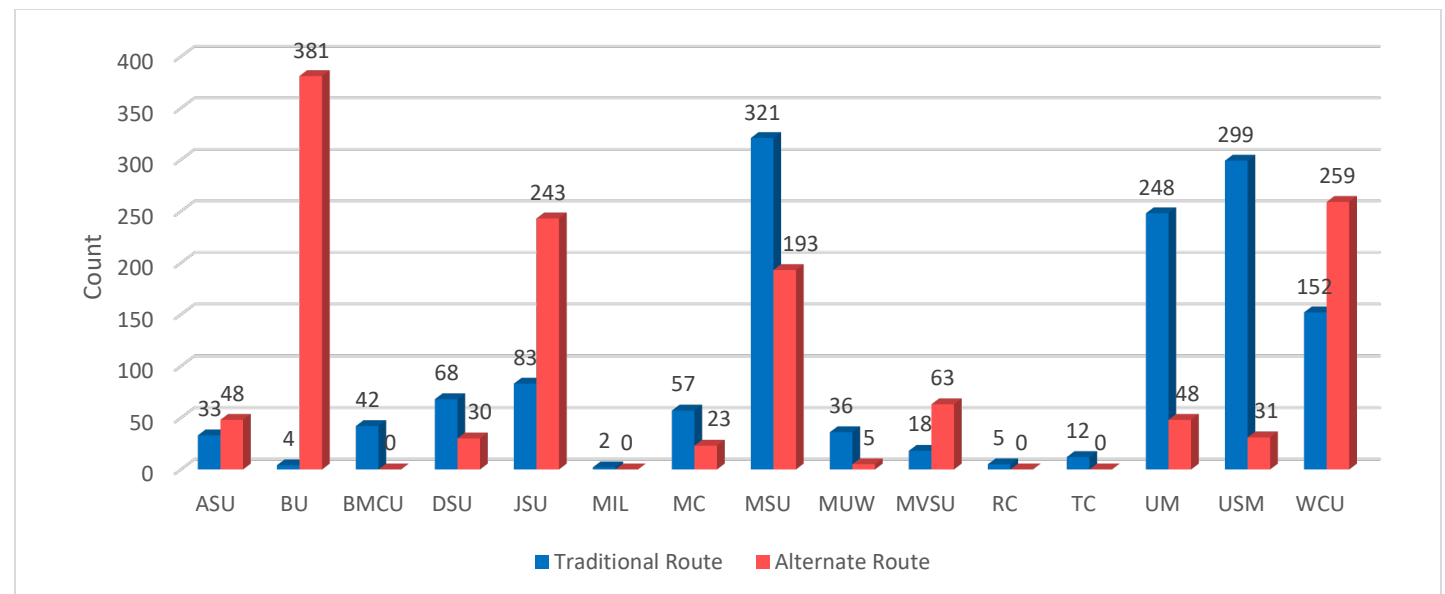
**Table 19**  
2021-2022 Completer Traditional v. Alternate Route

EPP	Traditional	Alternate	Total
ASU	33	48	81
BU	4	381	385
BMCU	42	NA	42
DSU	68	30	98
JSU	83	243	326
MIL	2	NA	2
MC	57	23	80
MSU	321	193	514
MUW	36	5	41
MVSU	18	63	81
RC	5	NA	5
TC	12	0	12
UM	248	48	296
USM	299	31	330
WCU	152	259	411
Total	1380	1324	2704

**Figure 17**  
2021-2022 Completer Traditional v. Alternate Route



**Figure 18**  
2021-2022 Completer Traditional v. Alternate Route



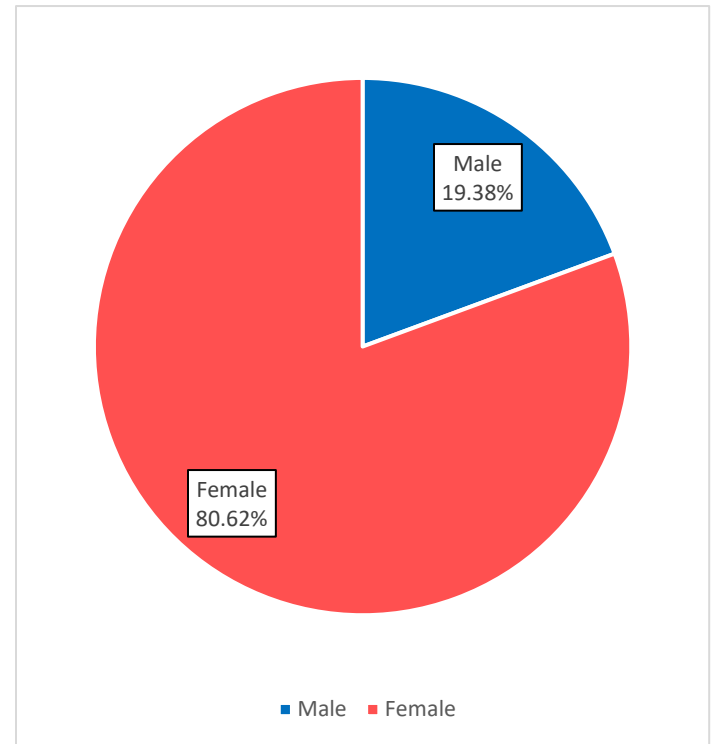
## Completer Candidate Data by Gender

In 2021-2022, the 15 EPPs had a total of 2704 completer candidates. Males represented 19.38% (n=524) of the total completers, while females represented 80.62% (n=2180) of the total completers.

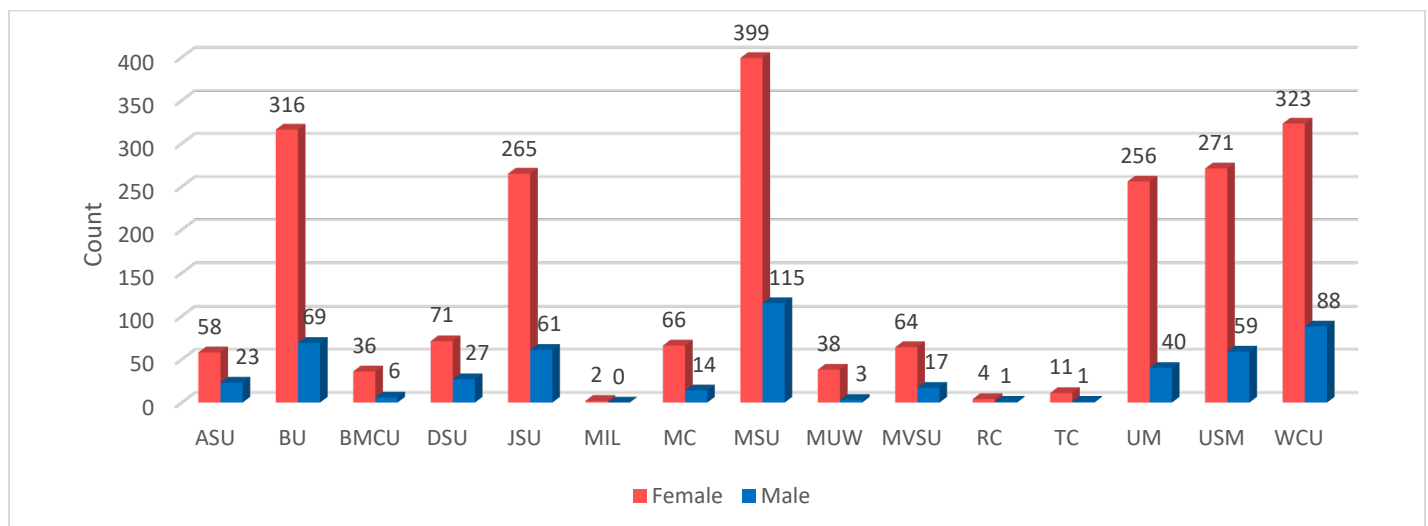
**Table 20**  
*2021-2022 Completers by Gender*

EPP	Female	Male	Total
ASU	58	23	81
BU	316	69	385
BMCU	36	6	42
DSU	71	27	98
JSU	265	61	326
MIL	2	0	2
MC	66	14	80
MSU	399	115	514
MUW	38	3	41
MVSU	64	17	81
RC	4	1	5
TC	11	1	12
UM	256	40	296
USM	271	59	330
WCU	323	88	411
Total	2180	524	2704

**Figure 19**  
*2021-2022 Completers by Gender*



**Figure 20**  
*2021-2022 Completers by Gender*

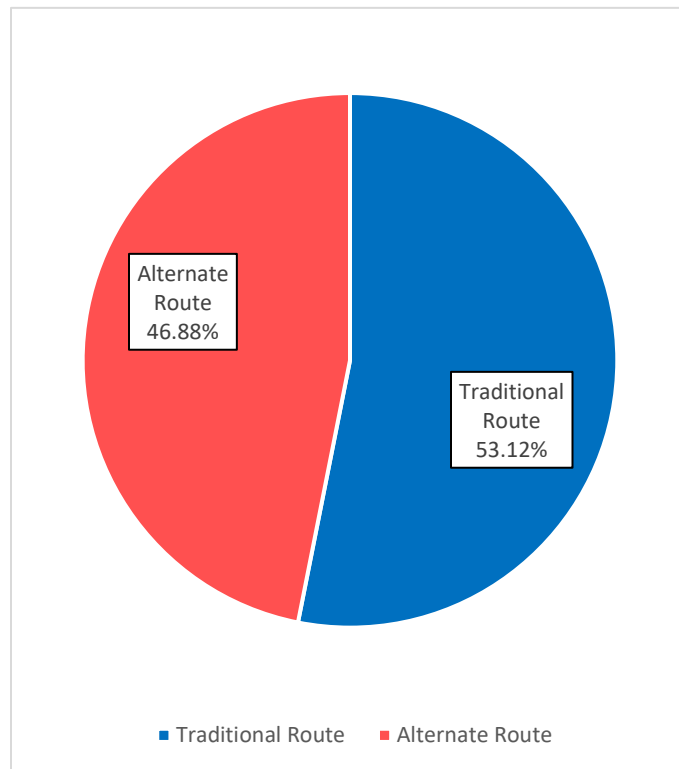


The following tables and figures represent female completer candidates.

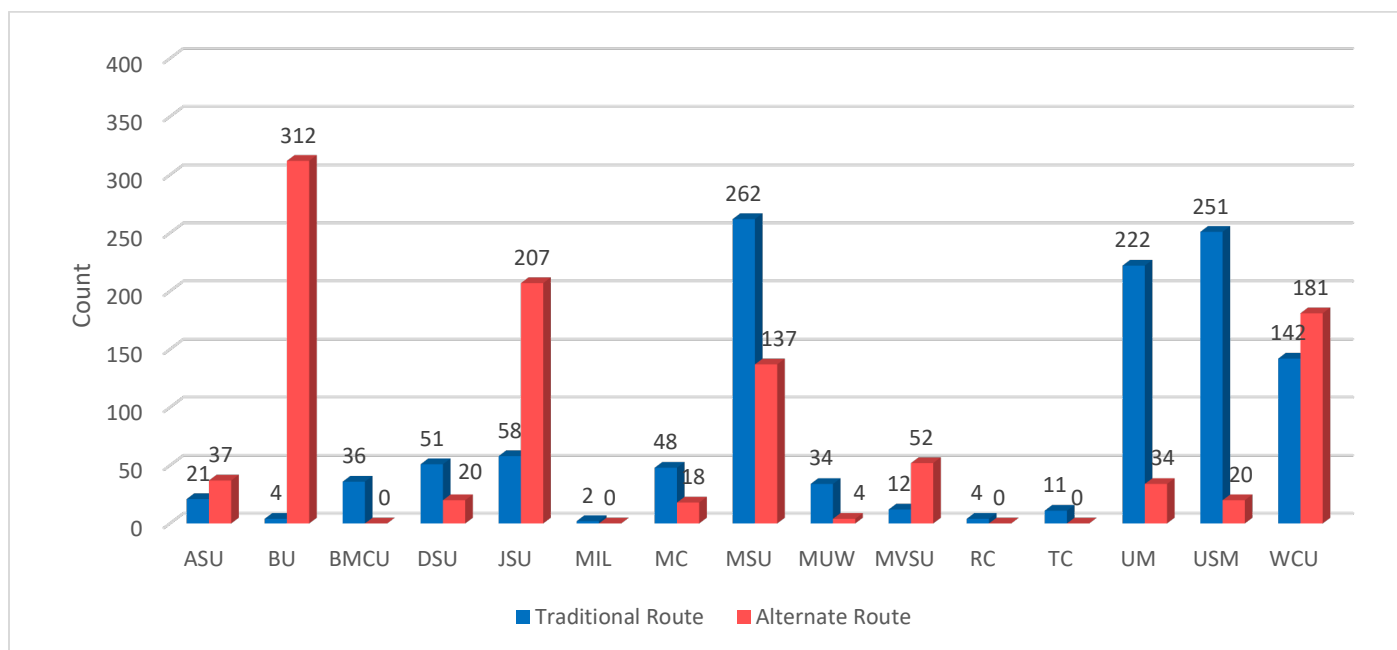
**Table 21**  
2021-2022 Female Completer Candidates

EPP	Traditional	Alternate	Total
ASU	21	37	58
BU	4	312	316
BMCU	36	NA	36
DSU	51	20	71
JSU	58	207	265
MIL	2	NA	2
MC	48	18	66
MSU	262	137	399
MUW	34	4	38
MVSU	12	52	64
RC	4	NA	4
TC	11	0	11
UM	222	34	256
USM	251	20	271
WCU	142	181	323
Total	1158	1022	2180
%	53.12%	46.88%	100%

**Figure 21**  
2021-2022 Female Completer Candidates



**Figure 22**  
2021-2022 Female Completer Candidates



The following tables and figures represent male completer candidates.

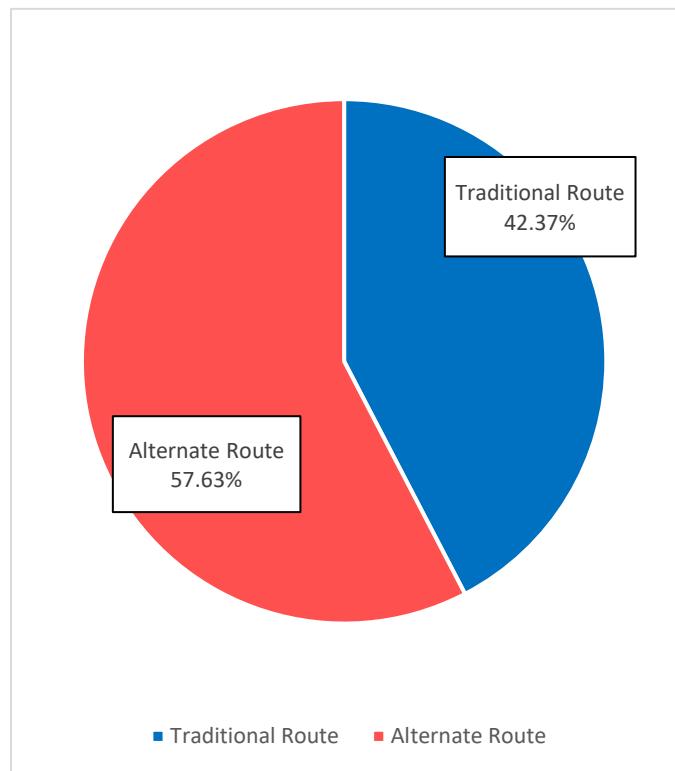
**Table 22**

*2021-2022 Male Completer Candidates*

EPP	Traditional	Alternate	Total
ASU	12	11	23
BU	0	69	69
BMCU	6	NA	6
DSU	17	10	27
JSU	25	36	61
MIL	0	NA	0
MC	9	5	14
MSU	59	56	115
MUW	2	1	3
MVSU	6	11	17
RC	1	NA	1
TC	1	0	1
UM	26	14	40
USM	48	11	59
WCU	10	78	88
Total	222	302	524
%	42.37%	57.63%	100%

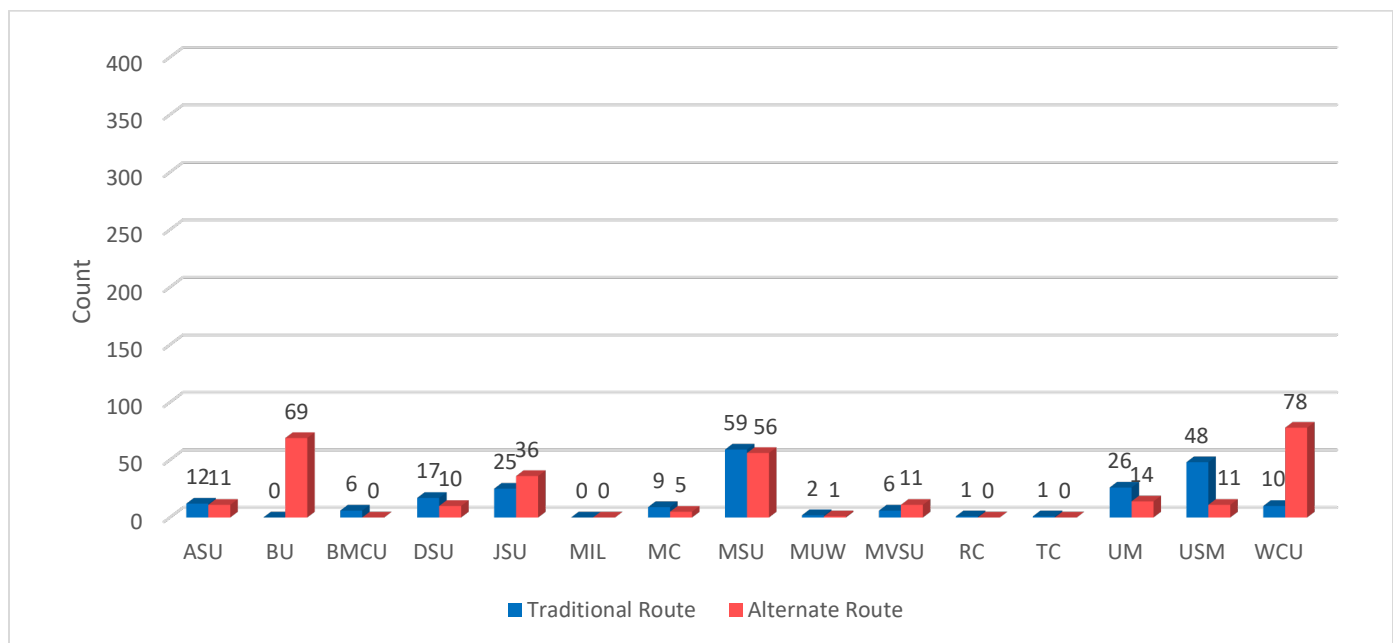
**Figure 23**

*2021-2022 Male Completer Candidates*



**Figure 24**

*2021-2022 Male Completer Candidates*



## Completer Candidate Data by Ethnicity

In 2021-2022, the 15 EPPs had a total of 2704 program completers. The EPPs were asked to provide completer data for the following ethnic categories.

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

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

**Table 23**  
*2021-2022 Completer Candidates by Ethnicity*

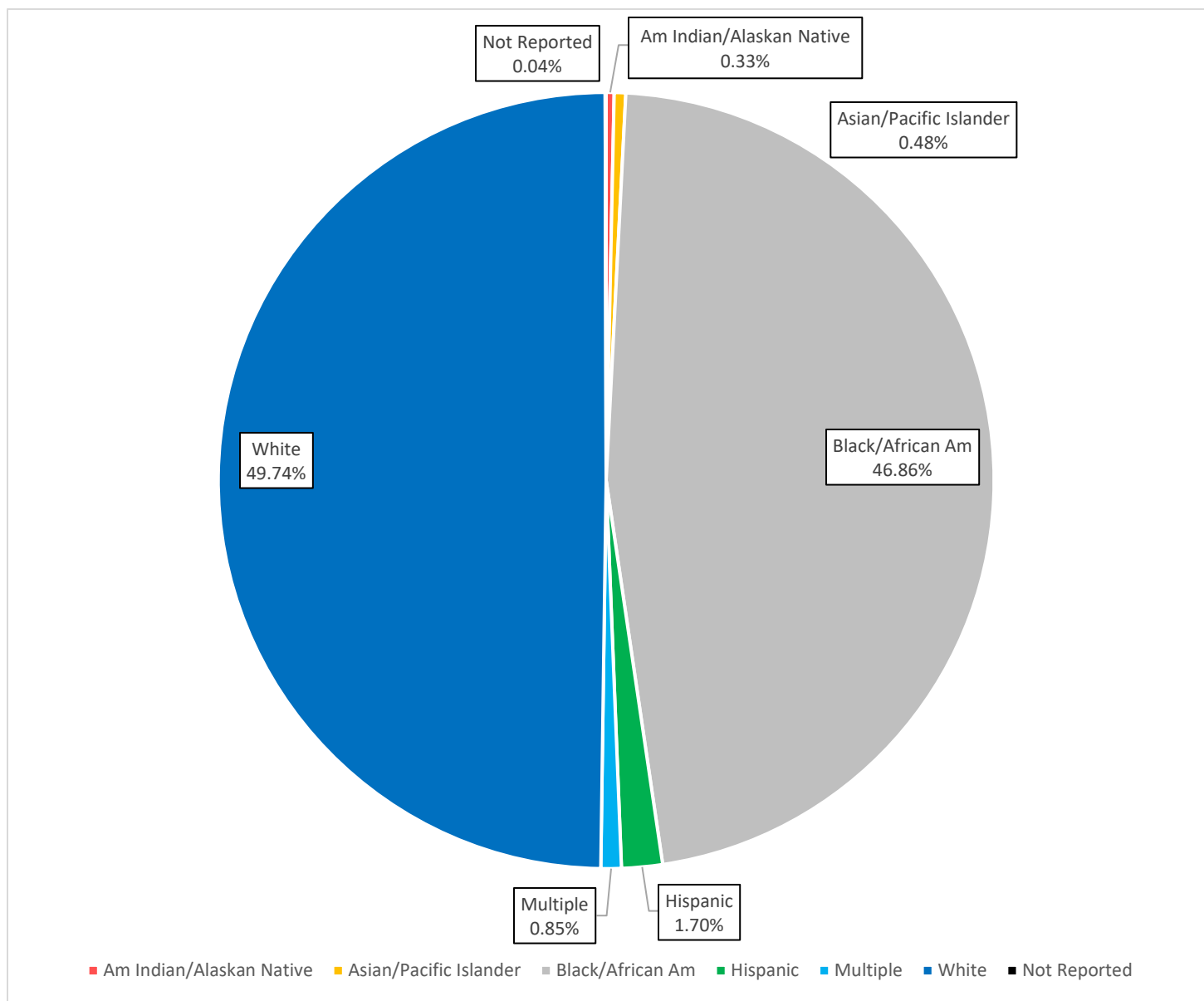
EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	76	0	0	5	0	81
BU	0	0	346	0	1	37	1	385
BMCU	0	0	6	2	0	34	0	42
DSU	0	2	33	2	0	61	0	98
JSU	0	1	323	1	0	1	0	326
MIL	0	0	1	0	0	1	0	2
MC	0	1	13	0	0	66	0	80
MSU	5	0	117	9	5	378	0	514
MUW	0	0	9	3	0	29	0	41
MVSU	0	1	79	0	0	1	0	81
RC	0	0	5	0	0	0	0	5
TC	0	0	12	0	0	0	0	12
UM	2	4	37	13	2	238	0	296
USM	1	1	48	6	13	261	0	330
WCU	1	3	162	10	2	233	0	411
Total	9	13	1267	46	23	1345	1	2704

The following table and figure represent all EPP program completers by ethnic group.

**Table 24**  
2021-2022 Completer by Ethnicity

Ethnicity	Am Indian/ Alaskan Native	Asian /Pacific Islander	Black/African American	Hispanic	Multiple	White	Not Reported	Total
Count	9	13	1267	46	23	1345	1	2704
Percentage	0.33%	0.48%	46.86%	1.71%	0.85%	49.74%	0.04%	100%

**Figure 25**  
2021-2022 Completer by Ethnicity



**Table 25**  
*2021-2022 Completers by Ethnicity-Traditional Preparation*

EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	30	0	0	3	0	33
BU	0	0	0	0	0	4	0	4
BMCU	0	0	6	2	0	34	0	42
DSU	0	1	10	2	0	55	0	68
JSU	0	0	82	1	0	0	0	83
MIL	0	0	1	0	0	1	0	2
MC	0	1	5	0	0	51	0	57
MSU	1	0	36	8	4	272	0	321
MUW	0	0	8	1	0	27	0	36
MVSU	0	0	18	0	0	0	0	18
RC	0	0	5	0	0	0	0	5
TC	0	0	12	0	0	0	0	12
UM	1	3	18	10	2	214	0	248
USM	1	1	43	6	12	236	0	299
WCU	1	1	25	3	1	121	0	152
Total	4	7	299	33	19	1018	0	1380

**Table 26**  
*2021-2022 Completer Candidate by Ethnicity-Alternate Route Preparation*

EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	46	0	0	2	0	48
BU	0	0	346	0	1	33	1	381
BMCU	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	1	23	0	0	6	0	30
JSU	0	1	241	0	0	1	0	243
MIL	NA	NA	NA	NA	NA	NA	NA	NA
MC	0	0	8	0	0	15	0	23
MSU	4	0	81	1	1	106	0	193
MUW	0	0	1	2	0	2	0	5
MVSU	0	1	61	0	0	1	0	63
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	0	0	0	0	0	0
UM	1	1	19	3	0	24	0	48
USM	0	0	5	0	1	25	0	31
WCU	0	2	137	7	1	112	0	259
Total	5	6	968	13	4	327	1	1324

## Completer Candidate Data by Area of Licensure

The following tables represent the areas of licensure for completers from the public EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=691) followed by Social Studies 7-12 (n=290).

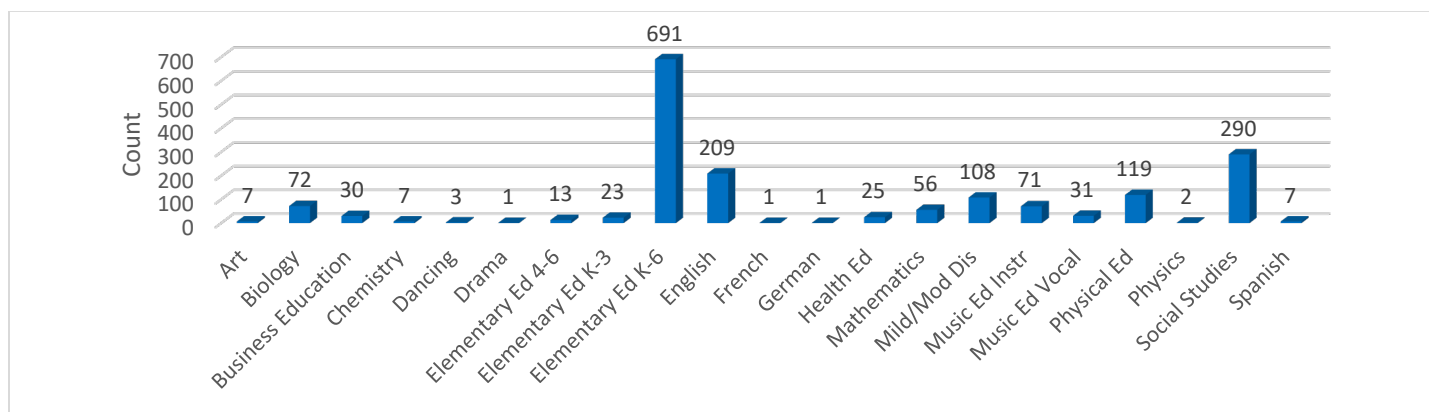
**Table 27**

*2021-2022 Completer Candidates-Public EPPs by Area of Licensure*

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Art K-12	0	1	1	1	1	0	0	3	7	0.40%
Biology 7-12	8	5	12	27	0	2	9	9	72	4.07%
Business Education 7-12	1	1	27	1	0	0	0	0	30	1.70%
Chemistry 7-12	1	1	0	2	0	0	2	1	7	0.40%
Dancing K-12 Performing	0	0	0	0	0	0	0	3	3	0.17%
Drama K-12 Performing	0	0	0	0	1	0	0	0	1	0.06%
Elementary Education 4-6	1	3	9	0	0	0	0	0	13	0.74%
Elementary Education K-3	0	0	4	19	0	0	0	0	23	1.30%
Elementary Education K-6	15	42	44	179	32	10	165	204	691	39.11%
English 7-12	8	3	87	48	1	5	35	22	209	11.83%
French K-12	0	0	1	0	0	0	0	0	1	0.06%
German K-12	0	0	0	0	0	0	1	0	1	0.06%
Health Education K-12	0	0	23	0	0	0	0	2	25	1.41%
Mathematics 7-12	4	4	8	20	0	0	16	4	56	3.17%
Mild/Mod Disability K-12	0	0	4	80	0	0	13	11	108	6.11%
Music Ed Instr K-12	6	4	19	10	1	1	12	18	71	4.02%
Music Ed Vocal K-12	4	4	1	8	0	0	5	9	31	1.75%
Physical Education K-12	14	20	18	31	0	20	0	16	119	6.73%
Physics 7-12	0	0	0	2	0	0	0	0	2	0.11%
Social Studies 7-12	19	10	68	86	4	43	36	24	290	16.41%
Spanish K-12	0	0	0	0	1	0	2	4	7	0.40%
Total	81	98	326	514	41	81	296	330	1767	100%

**Figure 26**

*2021-2022 Completer Candidates-Public EPPs by Area of Licensure*





The following tables represent the areas of licensure for completers from the private EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=210) and Social Studies 7-12 (n=210).

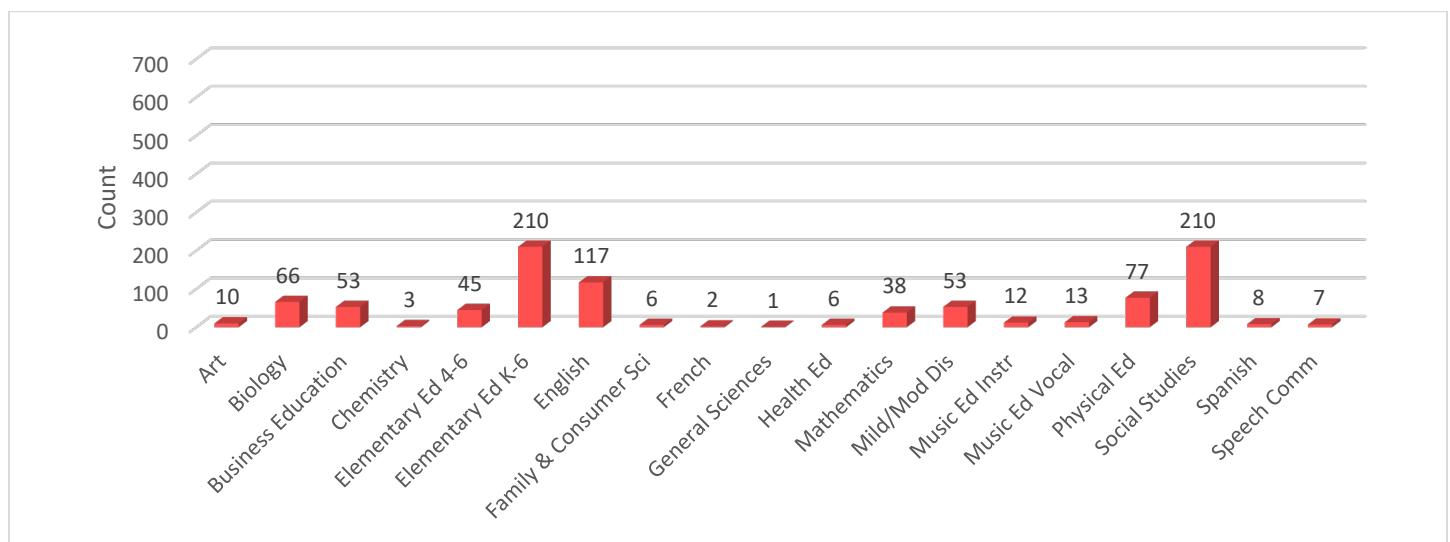
**Table 28**

*2021-2022 Completer Candidates-Private EPPs by Area of Licensure*

Area of Licensure	BU	BMCU	MC	MIL	RC	TC	WCU	Total	%
Art K-12	1	0	7	0	0	0	2	10	1.07%
Biology 7-12	42	1	3	0	0	0	20	66	7.04%
Business Education 7-12	35	0	1	0	0	0	17	53	5.66%
Chemistry 7-12	2	0	0	0	0	0	1	3	0.32%
Elementary Education 4-6	16	0	3	0	0	0	26	45	4.80%
Elementary Education K-6	3	31	35	1	3	12	125	210	22.41%
English 7-12	63	3	6	0	0	0	45	117	12.49%
Family & Consumer Sc 7-12	0	0	0	0	0	0	6	6	0.64%
French K-12	1	0	0	0	0	0	1	2	0.21%
General Sciences 7-12	1	0	0	0	0	0	0	1	0.11%
Health Education K-12	4	0	0	0	0	0	2	6	0.64%
Mathematics 7-12	15	0	0	0	2	0	21	38	4.06%
Mild/Mod Disability K-12	0	0	0	0	0	0	53	53	5.66%
Music Ed Instrumental K-12	1	0	1	0	0	0	10	12	1.28%
Music Ed Vocal K-12	3	0	3	0	0	0	7	13	1.39%
Physical Education K-12	40	2	10	0	0	0	25	77	8.22%
Social Studies 7-12	151	5	11	1	0	0	42	210	22.41%
Spanish K-12	2	0	0	0	0	0	6	8	0.85%
Speech Communication 7-12	5	0	0	0	0	0	2	7	0.75%
Total	385	42	80	2	5	12	411	937	100%

**Figure 27**

*2021-2022 Completer Candidates-Private EPPs by Area of Licensure*

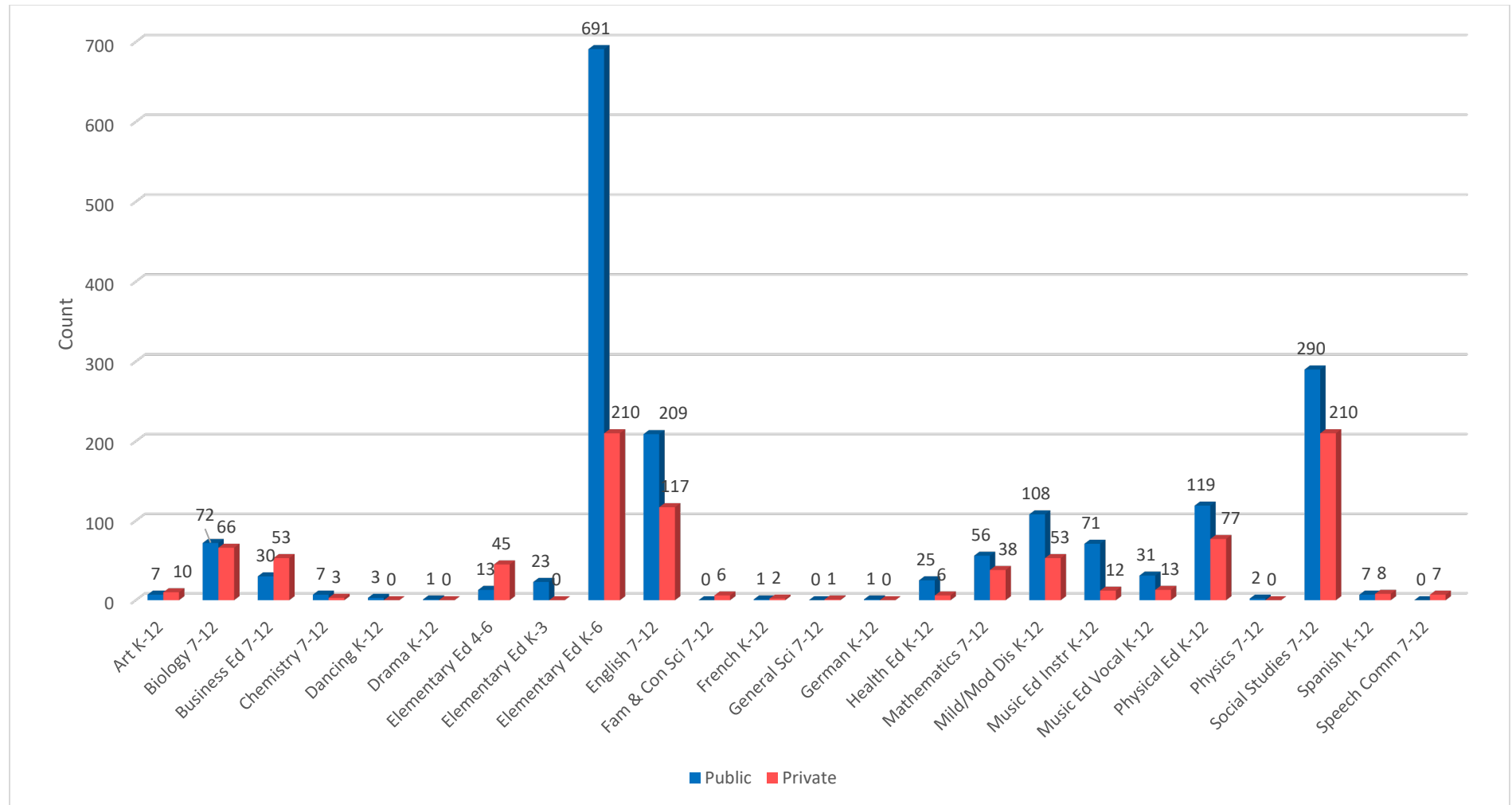


The table below represents the number of all EPP completers by public and private for both the traditional preparation and alternate route preparation programs by area of licensure and compares each to the total percent prepared for all licensure areas.

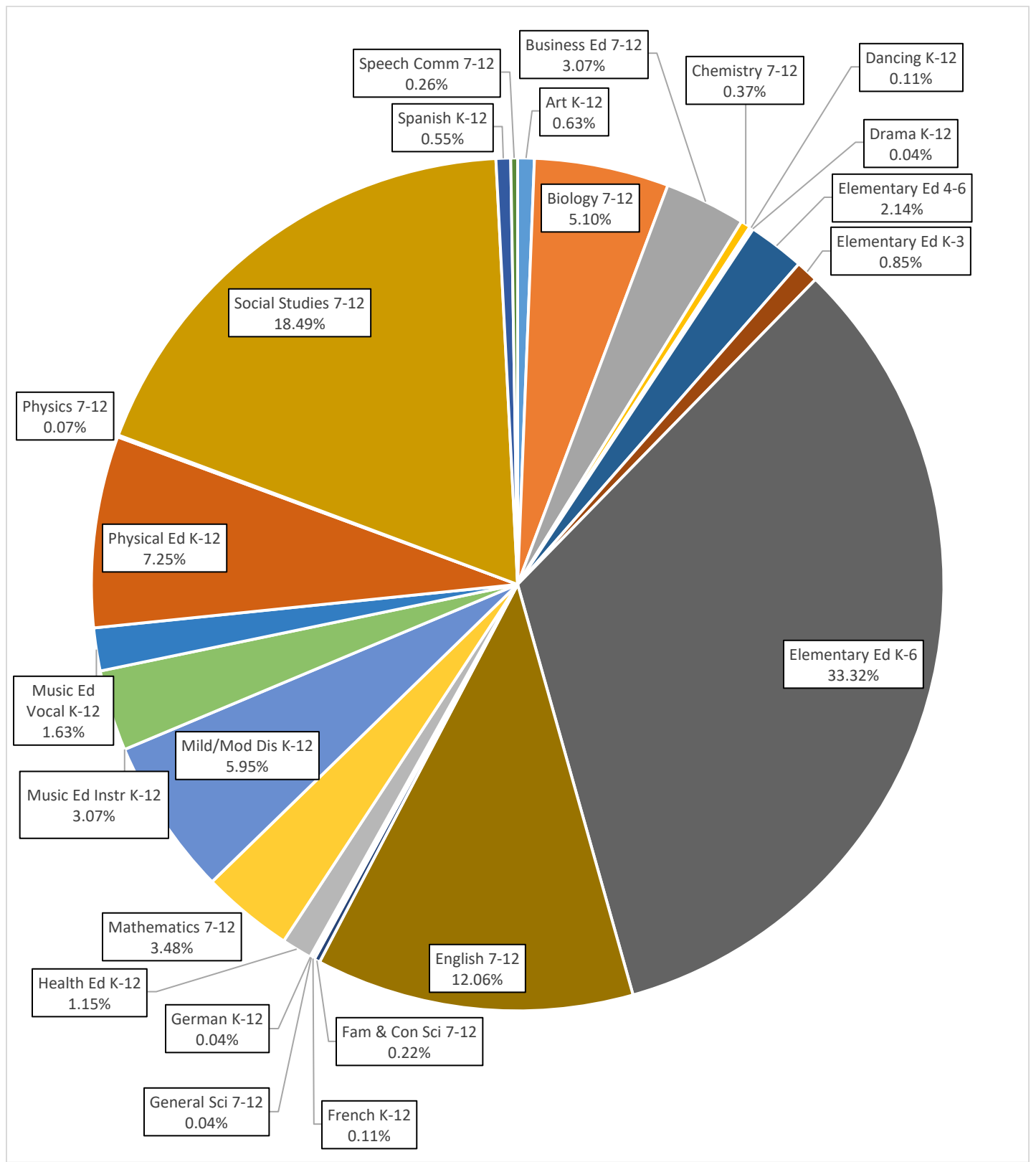
**Table 29**  
*2021-2022 Completers by Area of Licensure-Public v. Private*

Area of Licensure	Public	Private	Total	Percent
Art K-12	7	10	17	0.63%
Biology 7-12	72	66	138	5.10%
Business Education 7-12	30	53	83	3.07%
Chemistry 7-12	7	3	10	0.37%
Dancing K-12 Performing	3	0	3	0.11%
Drama K-12 Performing	1	0	1	0.04%
Elementary Education 4-6	13	45	58	2.14%
Elementary Education K-3	23	0	23	0.85%
Elementary Education K-6	691	210	901	33.32%
English 7-12	209	117	326	12.06%
Family & Consumer Science 7-12	0	6	6	0.55%
French K-12	1	2	3	0.11%
General Science 7-12	0	1	1	0.04%
German K-12	1	0	1	0.04%
Health Education K-12	25	6	31	1.15%
Mathematics 7-12	56	38	94	3.48%
Mild/Moderate Disability K-12	108	53	161	5.95%
Music Ed. Instrumental K-12	71	12	83	3.07%
Music Ed. Vocal K-12	31	13	44	1.63%
Physical Education K-12	119	77	196	7.25%
Physics 7-12	2	0	2	0.07%
Social Studies 7-12	290	210	500	18.49%
Spanish K-12	7	8	15	0.55%
Speech Communication 7-12	0	7	7	0.26%
Total	1767	937	2704	100%

**Figure 28**  
*2021-2022 Completers by Area of Licensure-Public v. Private*



**Figure 29**  
*2021-2022 Completers by Area of Licensure-Public and Private*



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

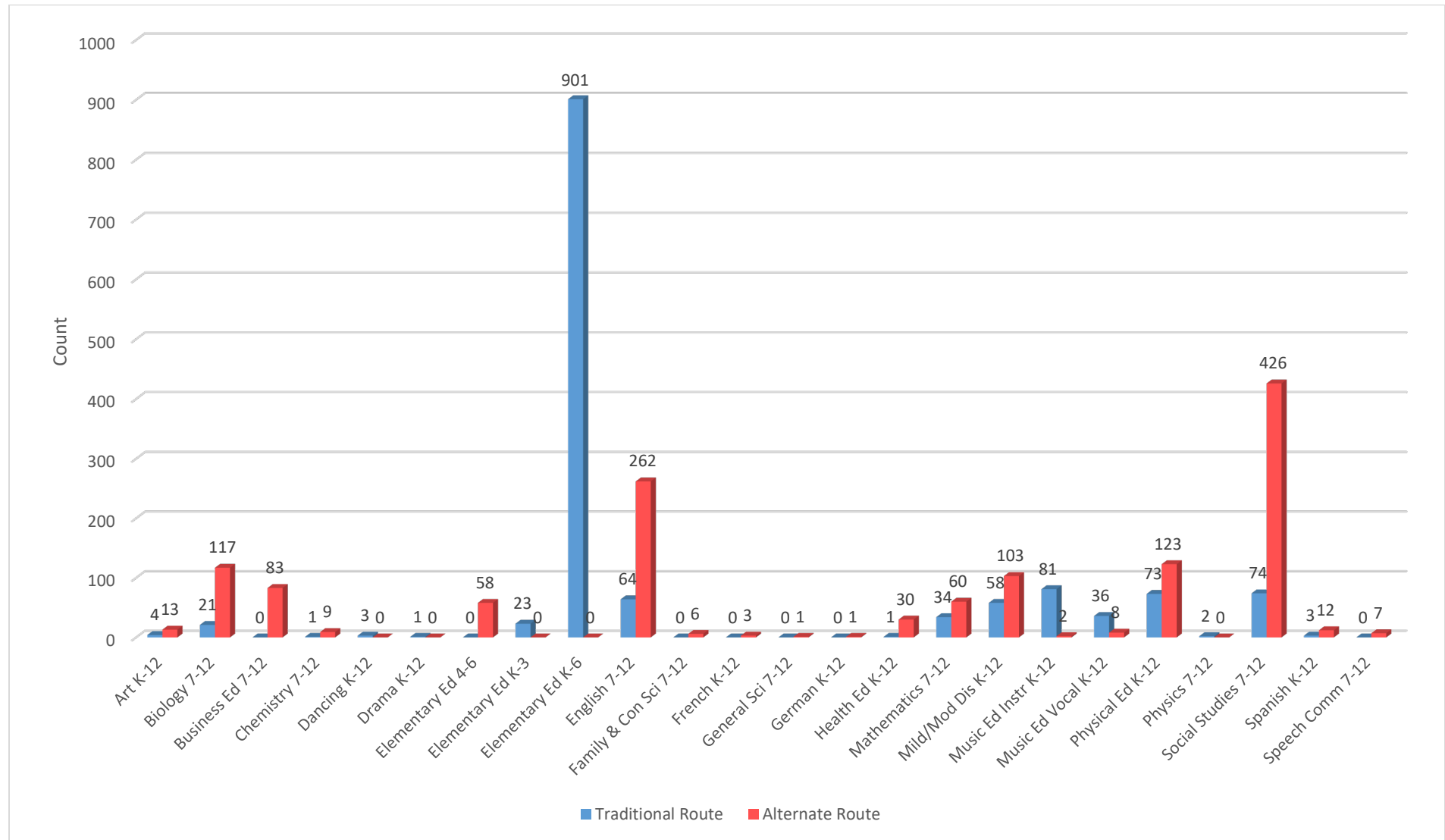
**Table 30**

*2021-2022 Completers by Area of Licensure-Traditional v. Alternate Route*

Area of Licensure	Traditional	Alternate Route	Total	Percent
Art K-12	4	13	17	0.63%
Biology 7-12	21	117	138	5.10%
Business Education 7-12	0	83	83	3.07%
Chemistry 7-12	1	9	10	0.37%
Dancing K-12 Performing	3	0	3	0.11%
Drama K-12 Performing	1	0	1	0.04%
Elementary Education 4-6	0	58	58	2.14%
Elementary Education K-3	23	0	23	0.85%
Elementary Education K-6	901	0	901	33.32%
English 7-12	64	262	326	12.06%
Family & Consumer Science 7-12	0	6	6	0.22%
French K-12	0	3	3	0.11%
General Science 7-12	0	1	1	0.04%
German K-12	0	1	1	0.04%
Health Education K-12	1	30	31	1.15%
Mathematics 7-12	34	60	94	3.48%
Mild/Moderate Disability K-12	58	103	161	5.95%
Music Ed. Instrumental K-12	81	2	83	3.07%
Music Ed. Vocal K-12	36	8	44	1.63%
Physical Education K-12	73	123	196	7.25%
Physics 7-12	2	0	2	0.07%
Social Studies 7-12	74	426	500	18.47%
Spanish K-12	3	12	15	0.55%
Speech Communication 7-12	0	7	7	0.26%
Total	1380	1324	2704	100%

**Figure 30**

*2021-2022 Completer by Area of Licensure-Traditional v. Alternate Route*



## SECTION IV. Masters of Arts in Teaching (MAT) Degree Data

The Masters of Arts in Teaching Degree is designed for candidates with a non-education undergraduate degree who wish to become licensed teachers. The degree which consists of a minimum of 30-credit hours is divided into three parts: certification, yearlong supervised internship, and additional coursework.

**Table 31**

*2021-2022 Completer MAT Characteristics*

Completer Candidates	Total/Average
Completed MAT degree	791
Completer GPA Average (non-credit hour)	3.68

**791**  
**MAT**  
**Completers**

### Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer MAT candidates totaled 791. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

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

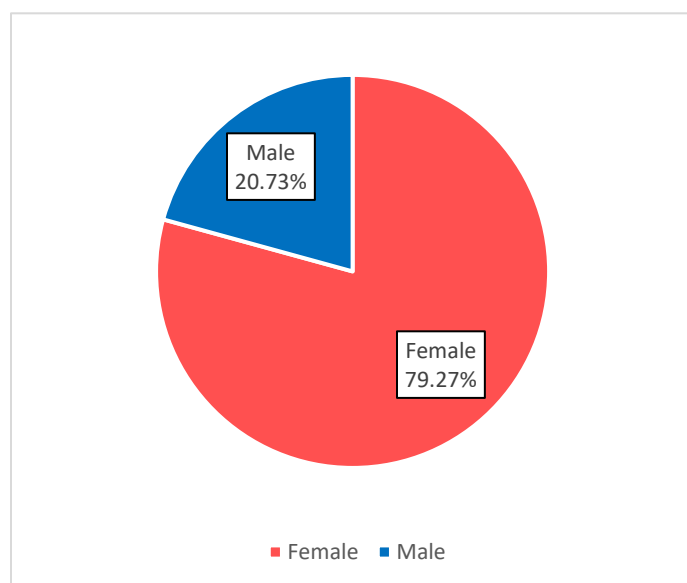
**Table 32**

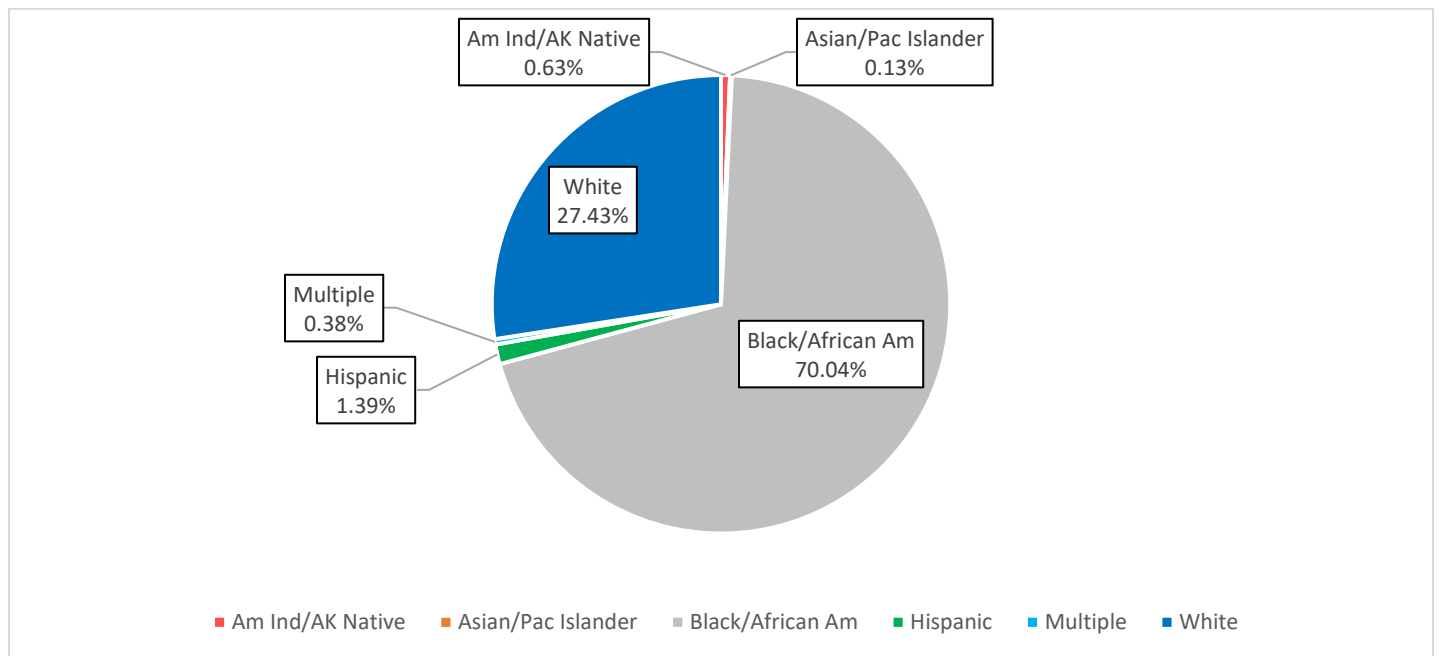
*2021-2022 MAT Completer Ethnicity / Gender Data*

MAT Ethnicity	Female	Male
Am Indian/AK Native	3	2
Asian/Pacific Islander	0	1
Black/African American	453	101
Hispanic	9	2
Multiple	1	2
White	161	56
Not Reported	0	0
Total	627	164

**Figure 31**

*2021-2022 Completer MAT Gender Data*



**Figure 32***2021-2022 MAT Completer Ethnicity Data*

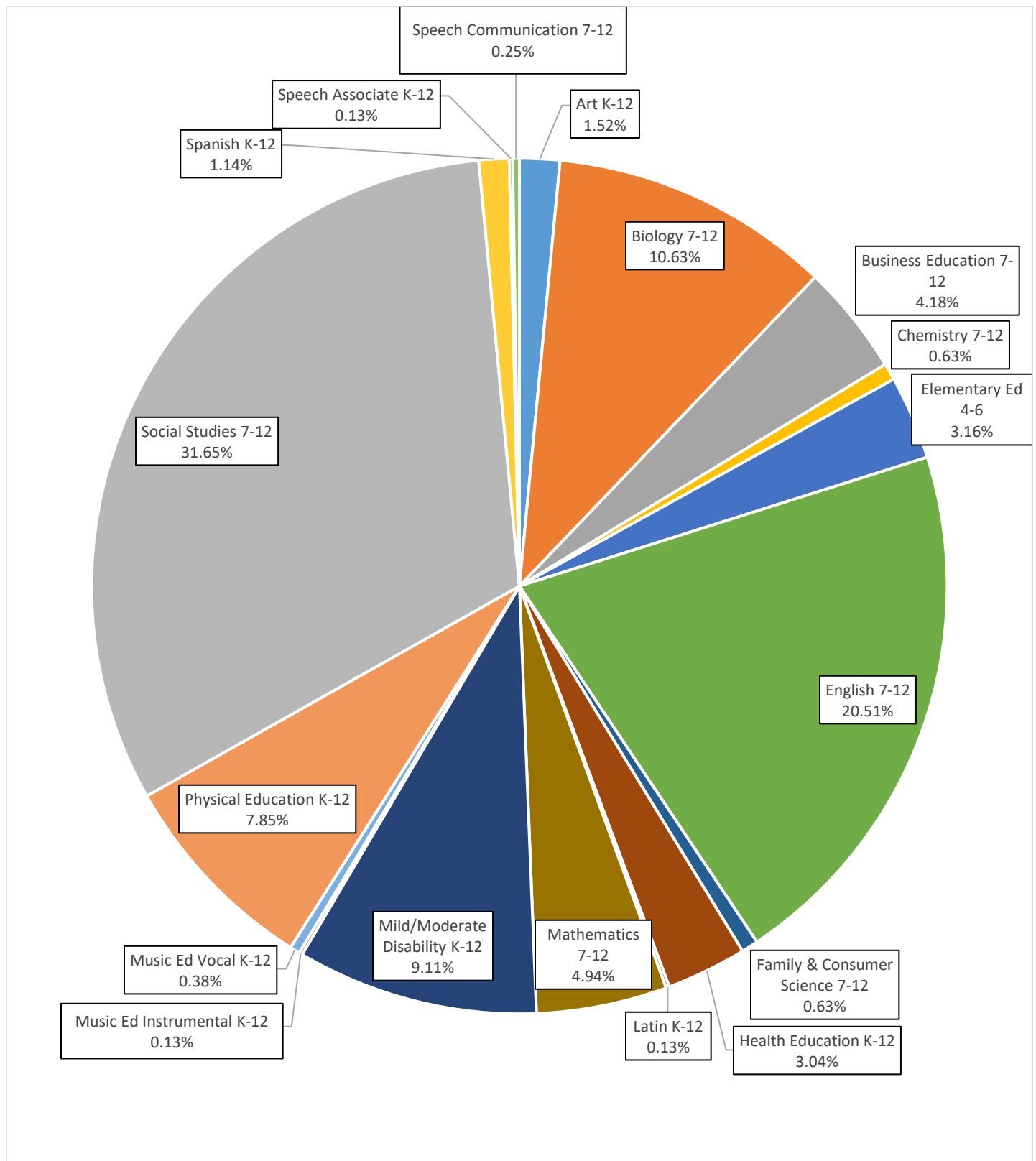
The following table represents the licensure area for the completer candidates in the MAT program. The largest licensure area was the Social Studies 7-12 program (n=250).

**Table 33***2021-2022 Completers by Area of Licensure*

Area of Licensure	Total
Art K-12	12
Biology 7-12	84
Business Education 7-12	33
Chemistry 7-12	5
Elementary Education (4-6)	25
English 7-12	162
Family & Consumer Science 7-12	5
Health Education K-12	24
Latin K-12	1
Mathematics 7-12	39
Mild/Moderate Disability K-12	72
Music Ed. Instrumental (K-12)	1
Music Ed. Vocal (K-12)	3
Physical Education K-12	62
Social Studies 7-12	250
Spanish K-12	9
Speech Associate K-12	1
Speech Communication (7-12)	2
<b>Total</b>	<b>791</b>



**Figure 33**  
*2021-2022 Completers by Area of Licensure*



## SECTION V. Data for Teach Mississippi Institute (TMI)

### The University of Mississippi's Division of Outreach and Continuing Education

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

**Table 34**

*2021-2022 Admitted TMI Characteristics*

TMI Characteristics	Count/Average
Admitted to TMI	327
Total Enrollment	Not Reported
Admittance GPA Average	3.19
Admittance ACT Average	24.33
Admittance SAT Average	990.00
Admittance Praxis CORE Reading Average	178.12
Admittance Praxis CORE Writing Average	168.71
Admittance Praxis CORE Math Average	167.00
Covid-19 Test Waivers Used for Admittance Percentage	74.01%
ACT Admit Percentage	21.71%
SAT Admit Percentage	0.31%
Praxis Core Percentage	3.98%
Passed Content Knowledge Test	33.33%
Did not take/pass Content Knowledge Test	66.67%

**327**  
**Admitted to**  
**TMI**

### Admitted Candidate Data by Gender and Ethnicity

In 2021-2022, the number of admitted candidates totaled 327. TMI admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

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

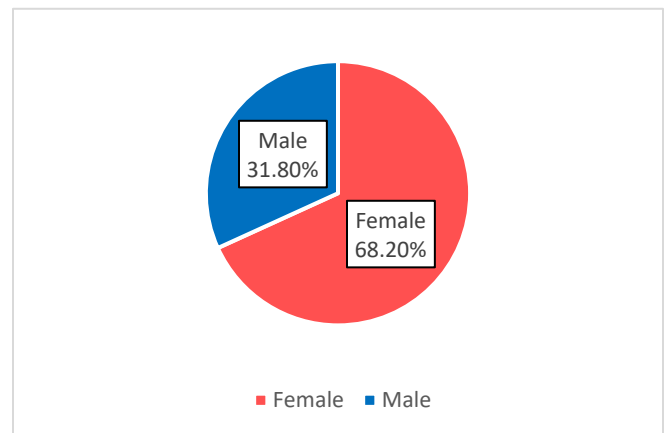
**Table 35**

*2021-2022 Admitted TMI Ethnicity / Gender Data*

TMI Ethnicity	Female	Male
Am Indian/AK Native	0	0
Asian/Pac Islander	0	0
Black/African Am	90	25
Hispanic	2	1
Multiple	3	1
White	127	76
No Race/Eth Reported	1	1
Total	223	104

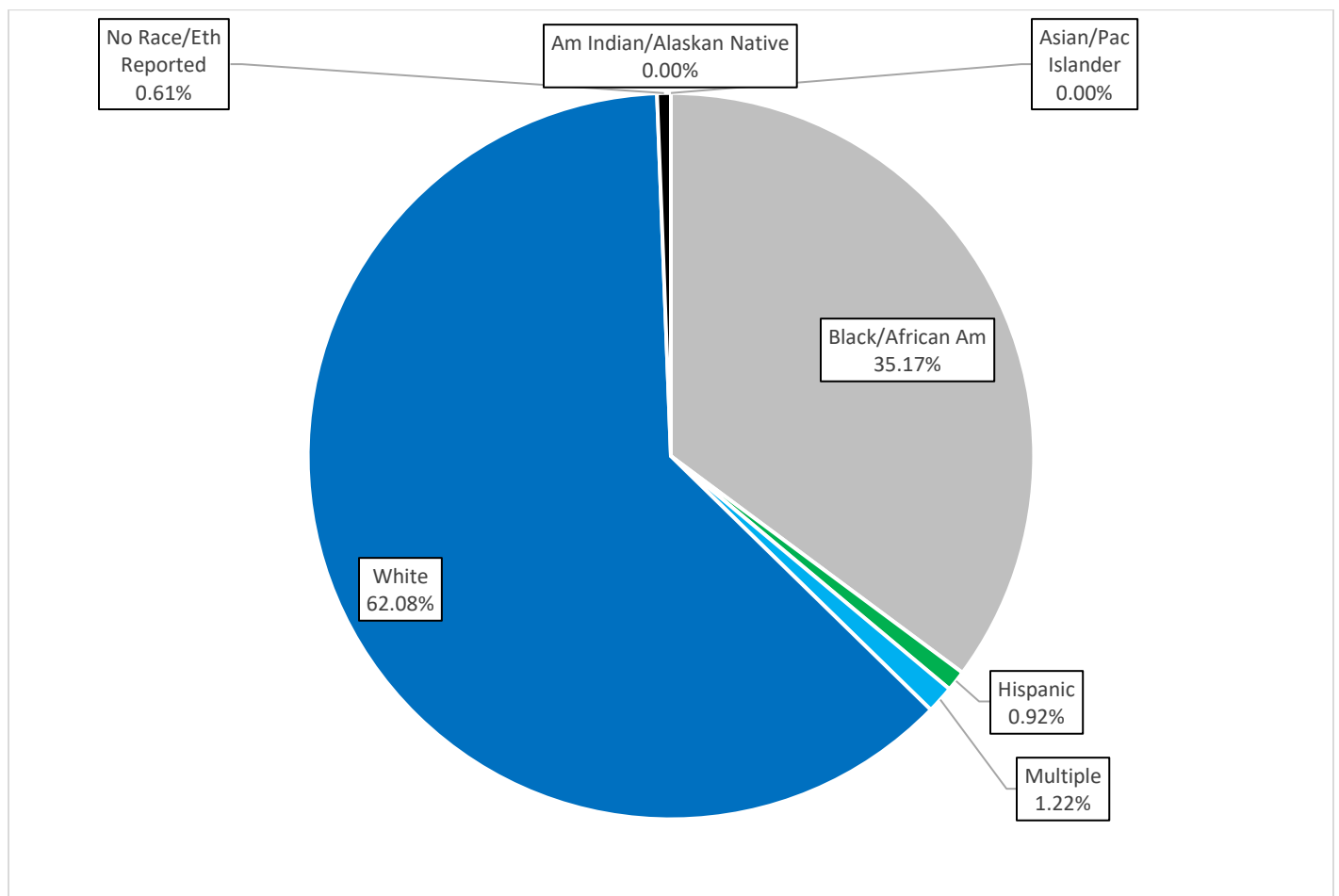
**Figure 34**

*2021-2022 Admitted TMI Gender Data*



**Figure 35**

*2021-2022 Admitted TMI Ethnicity Data*

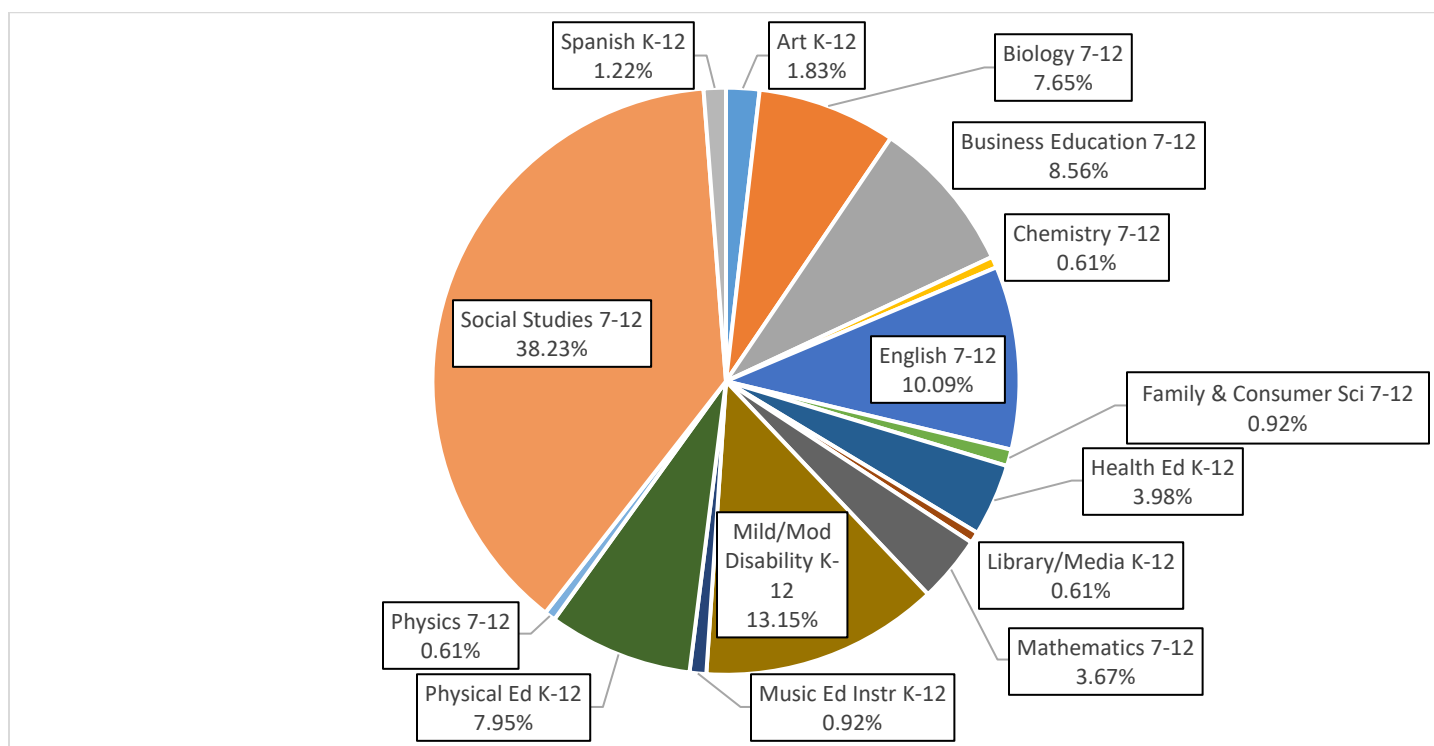


The following table represents the areas of licensure for the admitted candidates in the TMI program. The largest licensure area was the Social Studies 7-12 program (n=125).

**Table 36**  
*2021-2022 Admitted Area of Licensure*

Area of Licensure	Total
Art K-12	6
Biology 7-12	25
Business Education 7-12	28
Chemistry 7-12	2
English 7-12	33
Family & Consumer Science 7-12	3
Health Education K-12	13
Library/Media K-12	2
Mathematics 7-12	12
Mild/Moderate Disability K-12	43
Music Ed. Instrumental K-12	3
Physical Education K-12	26
Physics 7-12	2
Social Studies 7-12	125
Spanish K-12	4
Total	327

**Figure 36**  
*2021-2022 Admitted TMI Area of Licensure*



## TMI Completers

There are two phases to the TMI program. Phase I consists of coursework and passing the Praxis II Content Knowledge exam. Phase II consists of coursework and an internship which is the first year of teaching as the teacher of record. Phase II is completed at the end of a full year of teaching and completers earn a standard five-year renewable Mississippi teacher's license. During the 2021-2022 academic year, the total number of TMI completers was 316.

**Table 37**

*2021-2022 Completer TMI Characteristics*

TMI Characteristics	Total/Average
Completed TMI	316
Completer GPA Average (non-credit hour)	Pass
TIAI Summative Evaluation Average	Not Reported
Impact on Student Learning Average	Not Reported
Professional Disposition Evaluation Average	Not Reported

**316**  
TMI  
Completers

## Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer candidates totaled 316. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

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

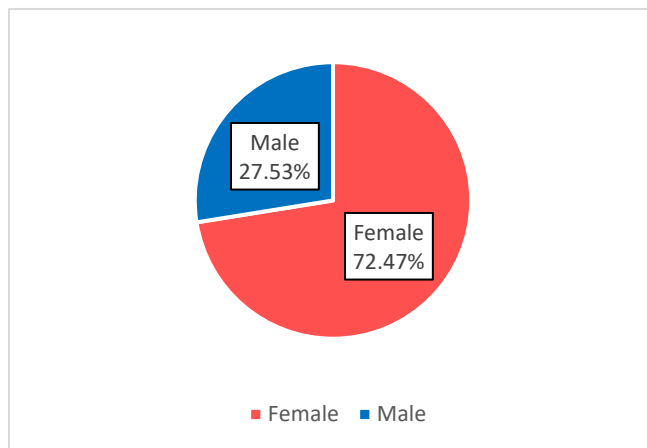
**Table 38**

*2021-2022 Completer TMI Ethnicity / Gender Data*

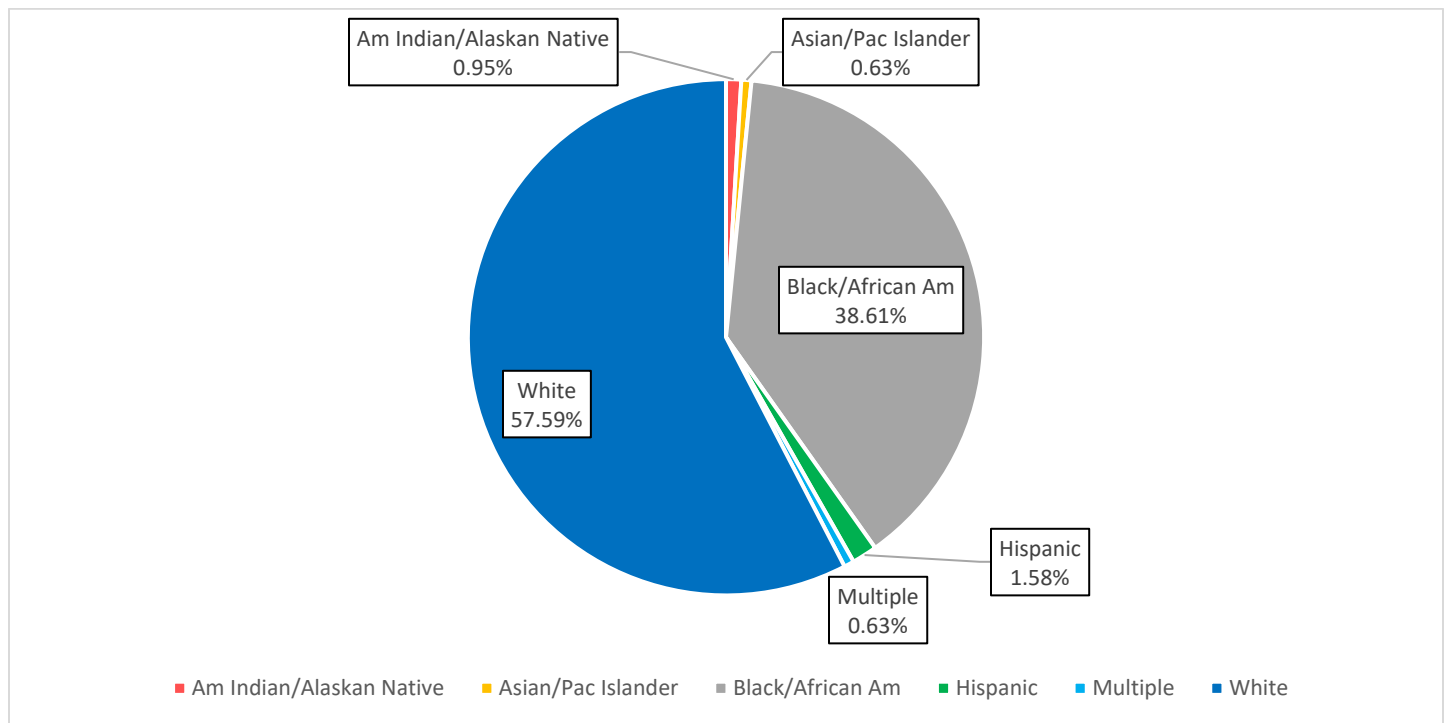
Ethnicity	Female	Male
Am Indian/AK Native	2	1
Asian/Pac Islander	2	0
Black/African Am	97	25
Hispanic	5	0
Multiple	2	0
White	121	61
Not Reported	0	0
Total	229	87

**Figure 37**

*2021-2022 Completer TMI Gender Data*



**Figure 38**  
2021-2022 Completer TMI Ethnicity Data

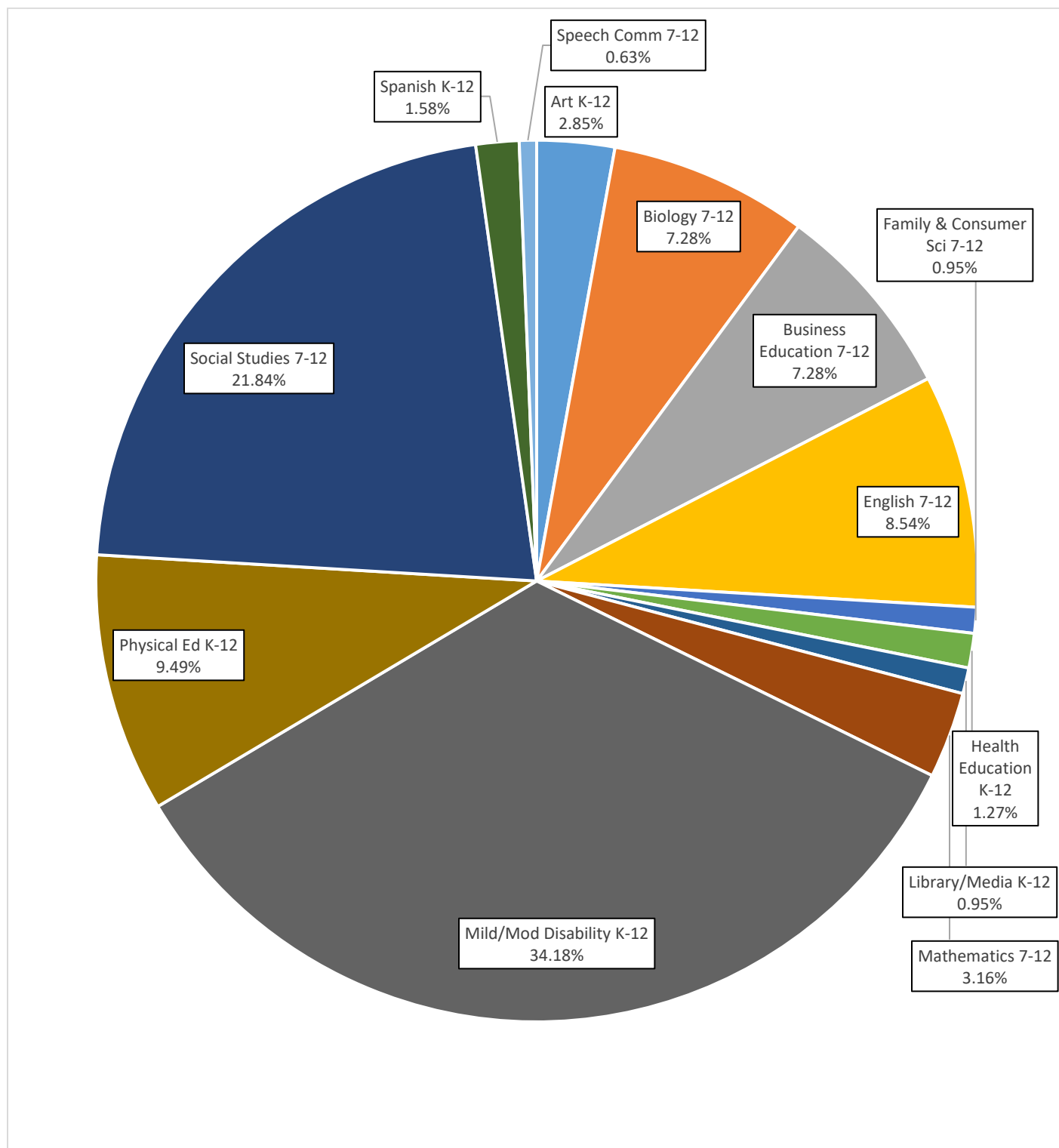


The following table represents the different areas of licensure for the completer candidates in the TMI program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 108 candidates.

**Table 39**  
2021-2022 Completers by Area of Licensure

Area of Licensure	Total
Art K-12	9
Biology 7-12	23
Business Education 7-12	23
English 7-12	27
Family & Consumer Science 7-12	3
Health Education K-12	4
Library/Media K-12	3
Mathematics 7-12	10
Mild/Moderate Disability K-12	108
Physical Education K-12	30
Social Studies 7-12	69
Spanish K-12	5
Speech Communication 7-12	2
Total	316

**Figure 39**  
*2021-2022 Completers by Area of Licensure*



## SECTION VI. Non-IHE Based Providers

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

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

**Table 40**

*2021-2022 Admitted Non-IHE Characteristics*

Non-IHE Characteristics	ABCTE	TFA
Admitted Candidates	2	17
Admittance GPA Average	3.56	3.43
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Covid-19 Test Waivers Used for Admittance Percentage	NA	11.76%
GPA Admit Percentage	100%	88.24%
ACT Admit Percentage	NA	NA
SAT Admit Percentage	NA	NA
Praxis Core Percentage	NA	NA
Passed Content Knowledge Test	100%	90.90%
Did not take/pass Content Knowledge Test	0%	41.18%

**19**  
**Admitted to**  
**Non-IHE**  
**Based**  
**Providers**

### Admitted Candidate Data by Gender and Ethnicity

In 2021-2022, the number of admitted candidates totaled 19. Admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported



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

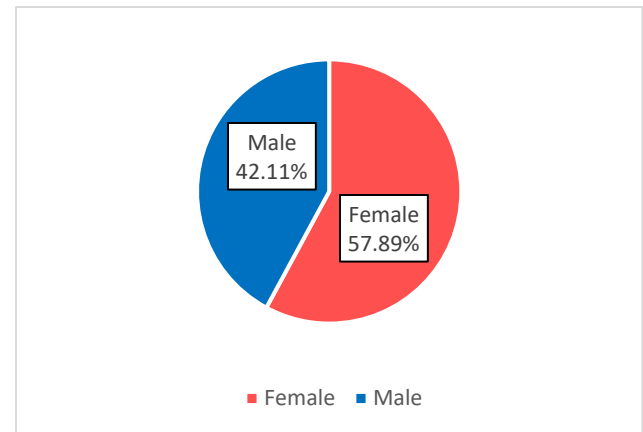
**Table 41**

*2021-2022 Admitted Non-IHE Ethnicity/Gender Data*

Ethnicity	Female	Male
Am Indian/AK Native	0	0
Asian/Pac Islander	0	0
Black/African Am	3	2
Hispanic	1	1
Multiple	2	0
White	5	5
No Race/Eth Reported	0	0
<b>Total</b>	<b>11</b>	<b>8</b>

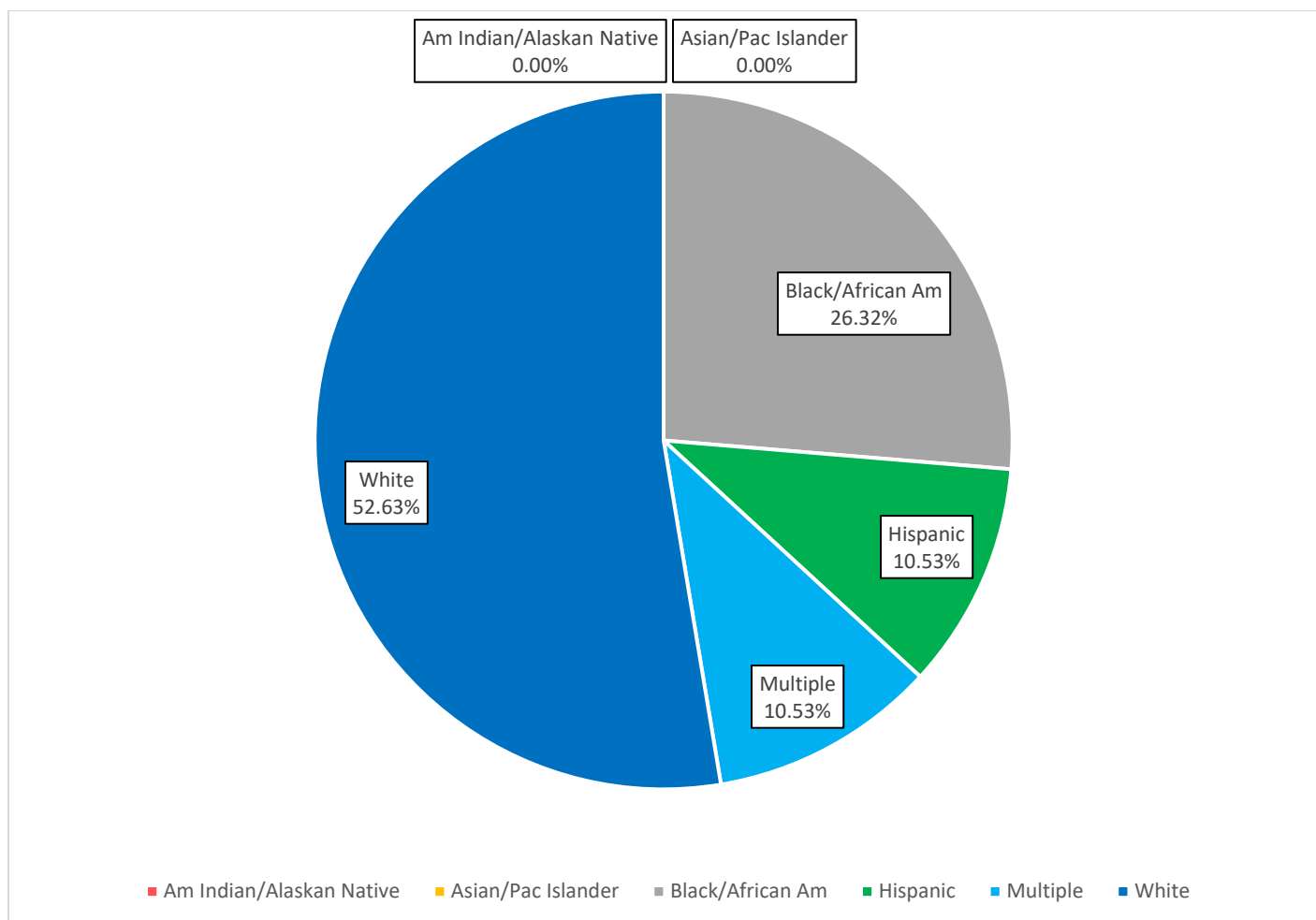
**Figure 40**

*2021-2022 Admitted Non-IHE Gender Data*



**Figure 41**

*2021-2022 Admitted Non-IHE Ethnicity Data*

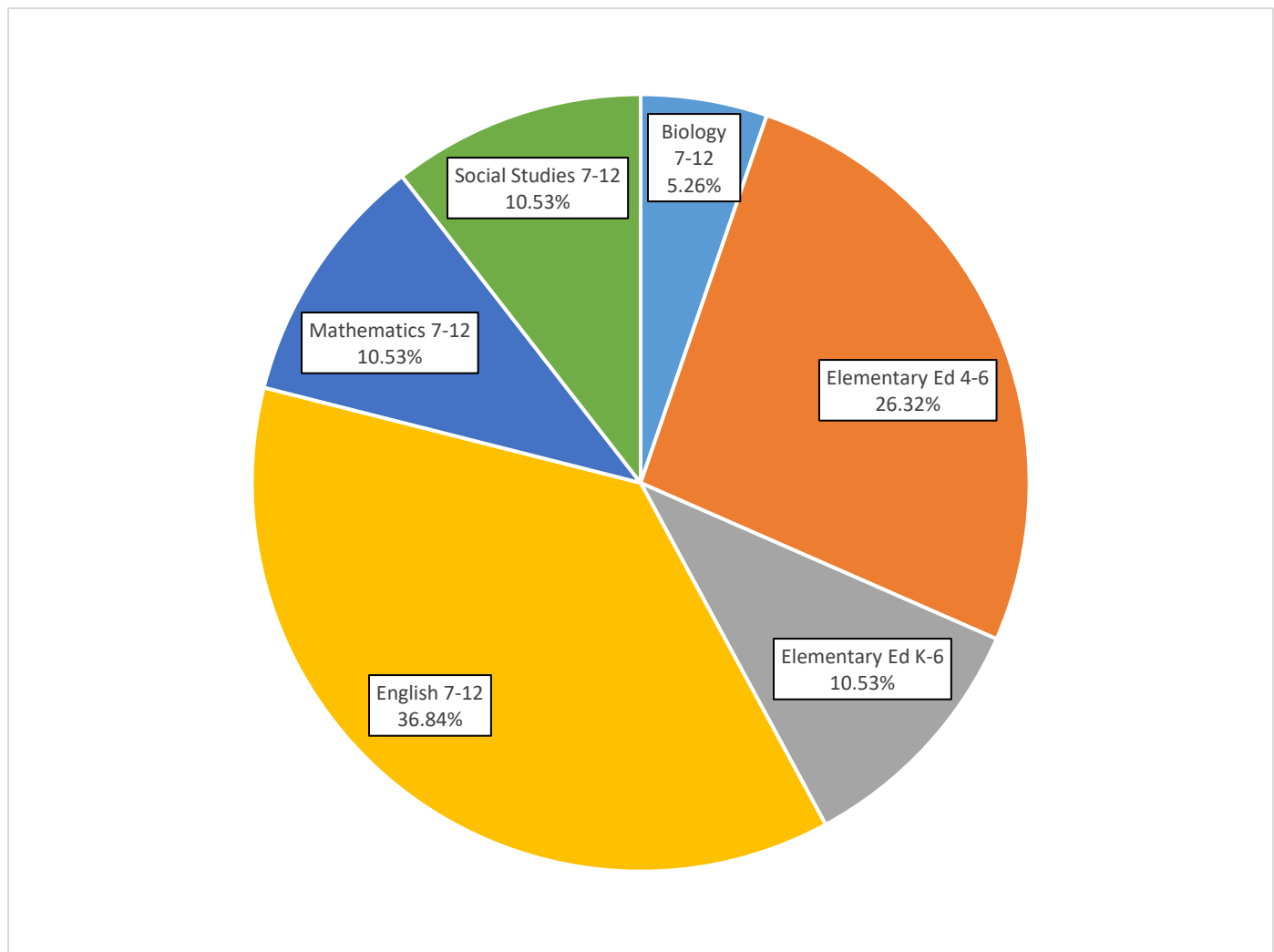


The following table represents the areas of licensure for the admitted candidates in the Non-IHE program. The largest licensure area was the English 7-12 program (n=7).

**Table 42**  
*2021-2022 Admitted Non-IHE Area of Licensure*

Area of Licensure	Total
Biology 7-12	1
Elementary Education 4-6	5
Elementary Education K-6	2
English 7-12	7
Mathematics 7-12	2
Social Studies 7-12	2
Total	19

**Figure 42**  
*2021-2022 Admitted Non-IHE Area of Licensure*



## Non-IHE Completers

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

**Table 43**

*2021-2022 Completer Non-IHE Characteristics*

Non-IHE Characteristics	ABCTE	TFA
Completed Candidates	0	25
Completer GPA Average (non-credit hour)	NA	Pass
TIAI Summative Evaluation Average	NA	NA
Impact on Student Learning Average	NA	NA
Professional Disposition Evaluation Average	NA	NA

**25**  
**Non-IHE**  
**Completers**

## Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer candidates totaled 25. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

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

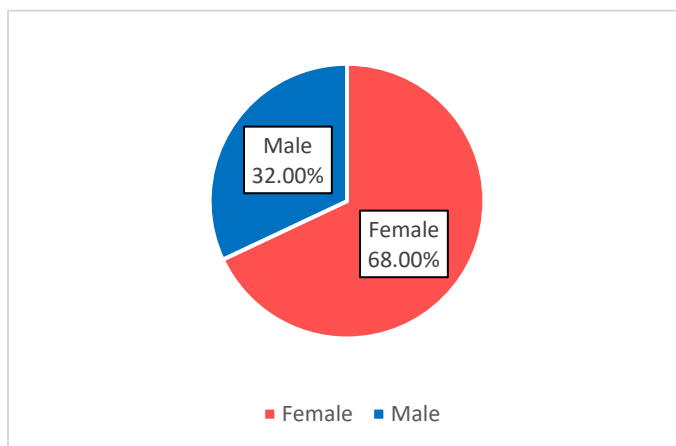
**Table 44**

*2021-2022 Completer Non-IHE Ethnicity / Gender Data*

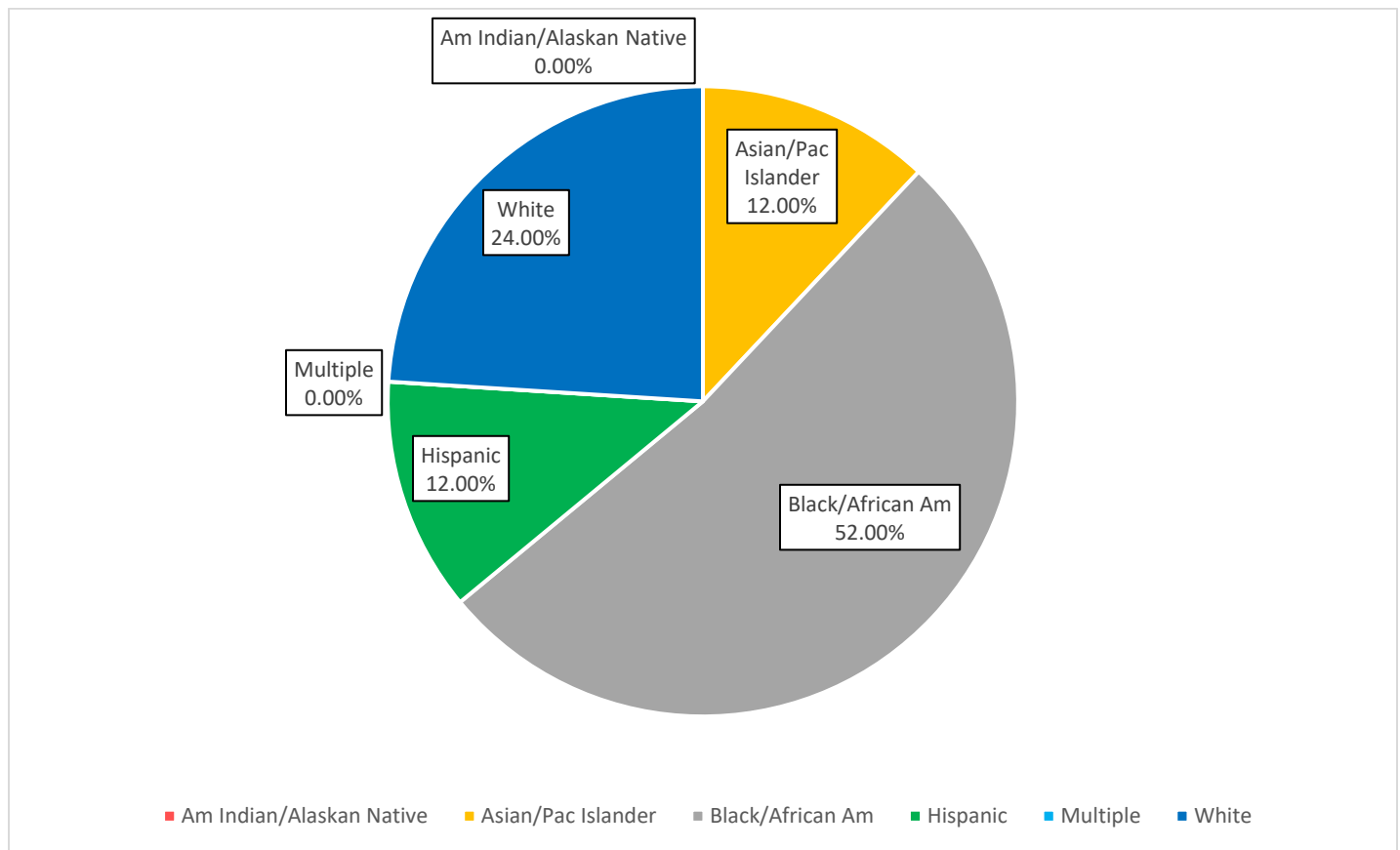
Ethnicity	Female	Male
Am Indian/AK Native	0	0
Asian/Pac Islander	2	1
Black/African American	9	4
Hispanic	1	2
Multiple	0	0
White	5	1
Not Reported	0	0
Total	17	8

**Figure 43**

*2021-2022 Completer Non-IHE Gender Data*



**Figure 44**  
2021-2022 Completer Non-IHE Ethnicity Data

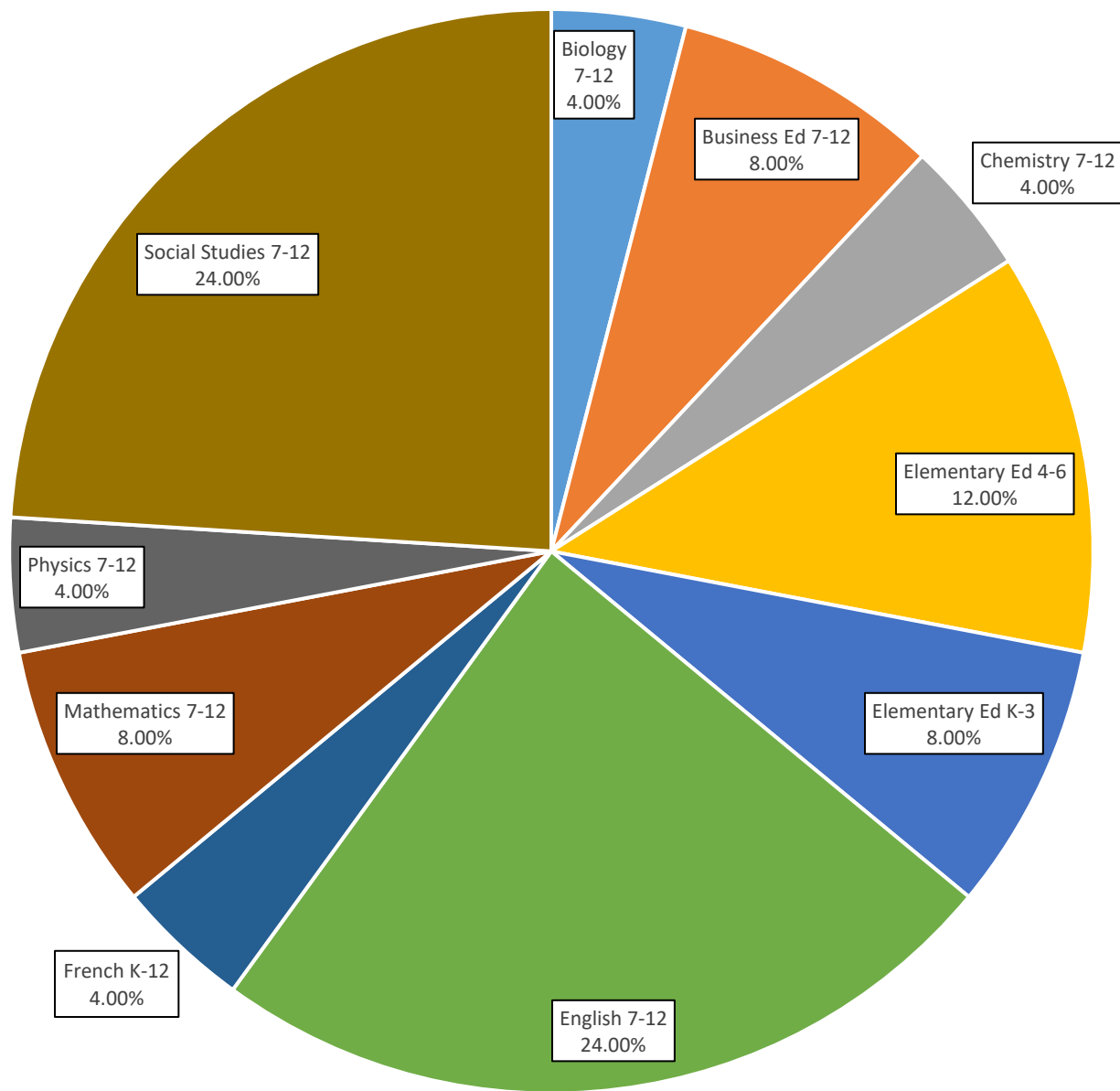


The following table represents the licensure areas for the completer candidates in Non-IHE programs. The largest licensure area was the English 7-12 and Social Studies 7-12 programs (n=6 each).

**Table 45**  
2021-2022 Completers by Area of Licensure

Area of Licensure	Total
Biology 7-12	1
Business Education 7-12	2
Chemistry 7-12	1
Elementary Education 4-6	2
Elementary Education K-3	1
Elementary Education K-6	2
English 7-12	6
French K-12	1
Mathematics 7-12	2
Physics 7-12	1
Social Studies 7-12	6
Total	25

**Figure 45**  
*2021-2022 Completers by Area of Licensure*



## SECTION VII. Alternate Certification Program Data

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

**Table 46**

*2021-2022 Alternate Route Non-Renewable Three-Year Licenses Issued*

Alternate Route Program	Admitted	1- or 3-Year License Issued	% Issued	No License Issued	% Not Issued
ABCTE	2	1	50.00%	1	50.00%
TFA	17	16	94.12%	1	5.88%
TMI	327	284	86.85%	43	13.15%
Total	346	301	86.99%	45	13.01%

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

**Table 47**

*2021-2022 Alternate Route Five-Year Licenses Issued*

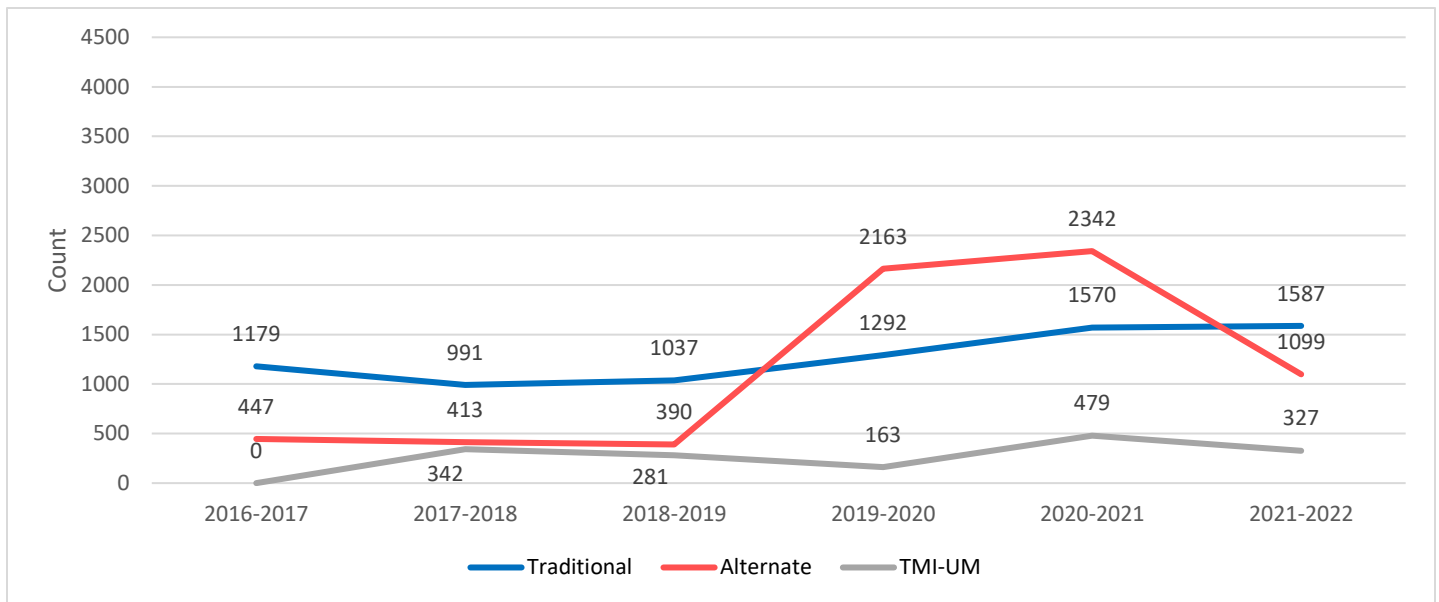
Alternate Route Program	Completed	5-Year License Issued	% Issued	No License Issued or 3-year Expired	% Not Issued or Expired
ABCTE	0	0	0%	0	0%
TFA	25	17	68.00%	8	32.00%
TMI	316	302	95.57%	14	4.43%
Total	341	319	93.55%	22	6.90%

## SECTION VIII. Trend Data

The following four figures represent the past six years of trend data at the initial licensure level. Declines in the 2017-2018 academic year may be a result of a tornado that passed through the Hattiesburg and Petal areas and severely damaged the campus of William Carey University on January 21, 2017. In addition, Legislative budget cuts markedly reduced state allocations to community colleges and universities in response to a stagnant economy and decreased revenue from taxation. Gains in admission during the 2019-2020 through 2021-2022 academic years are a result of COVID-19 Pandemic and the State Board of Education's licensure testing suspension policy.

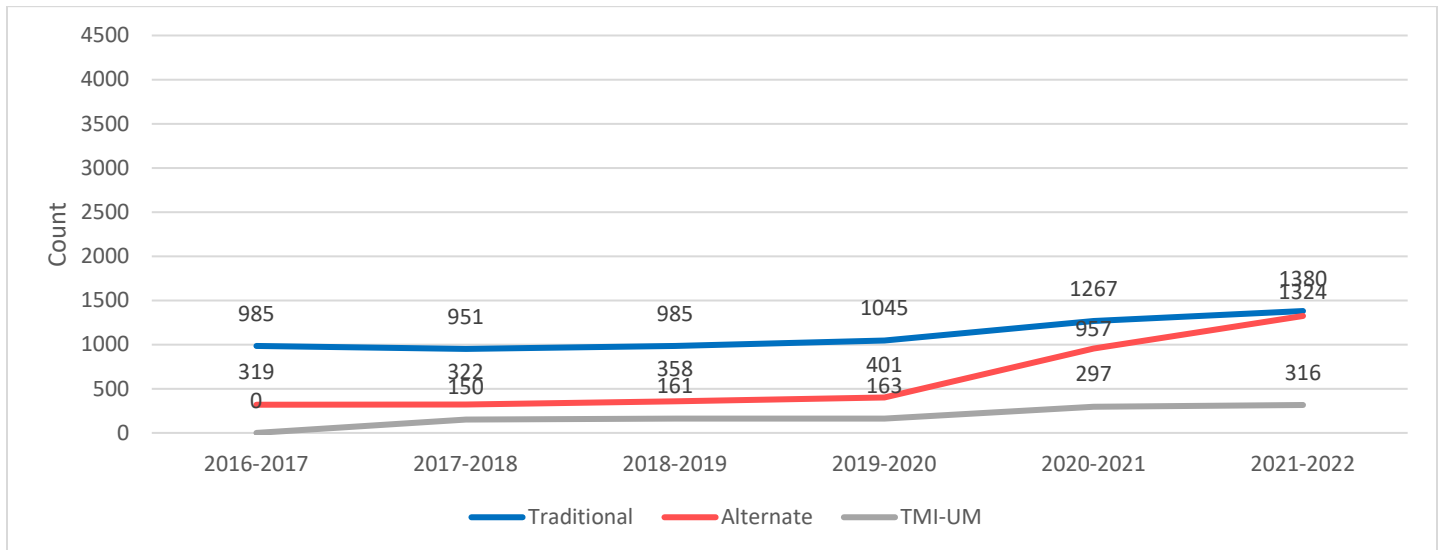
**Figure 46**

*Admit Five-Year Trend*



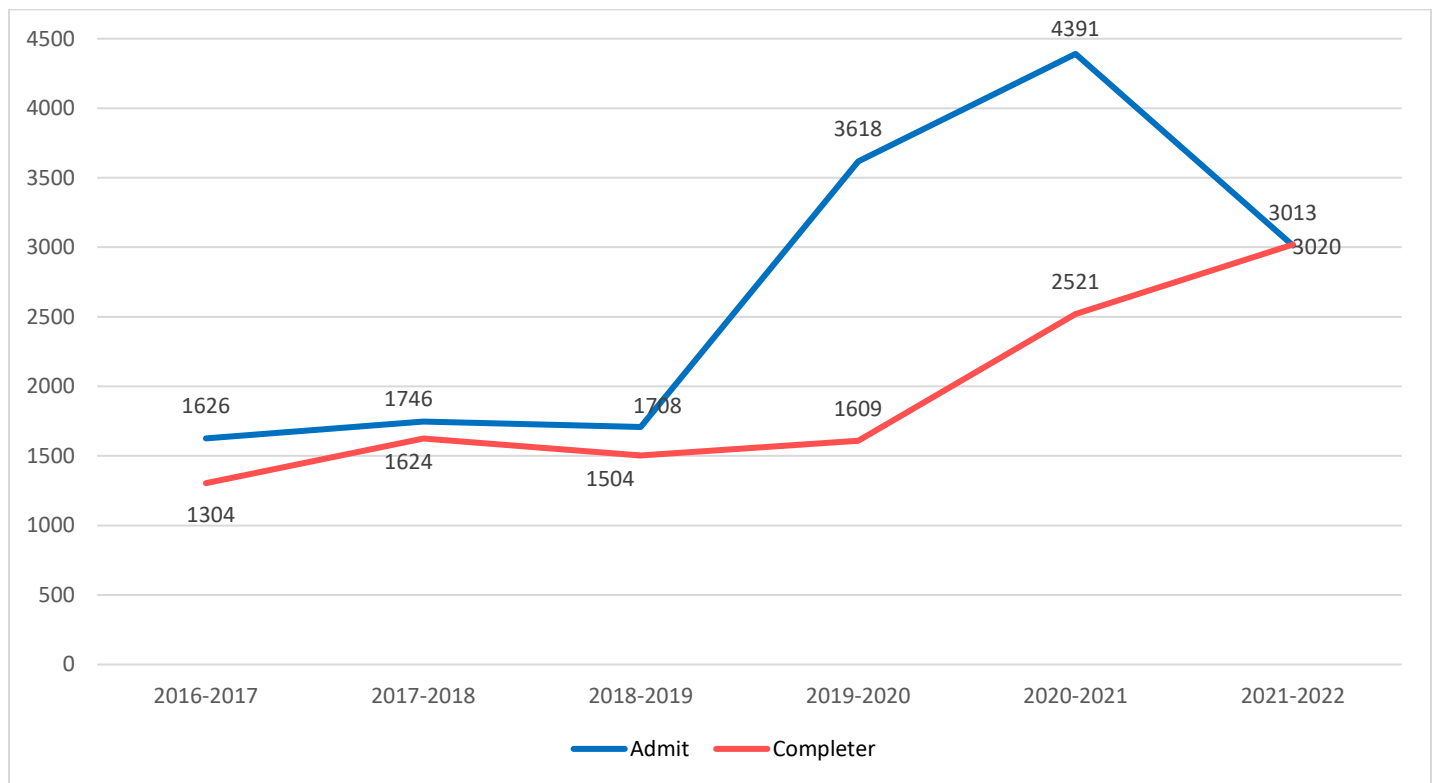
**Figure 47**

*Completer Five-Year Trend*

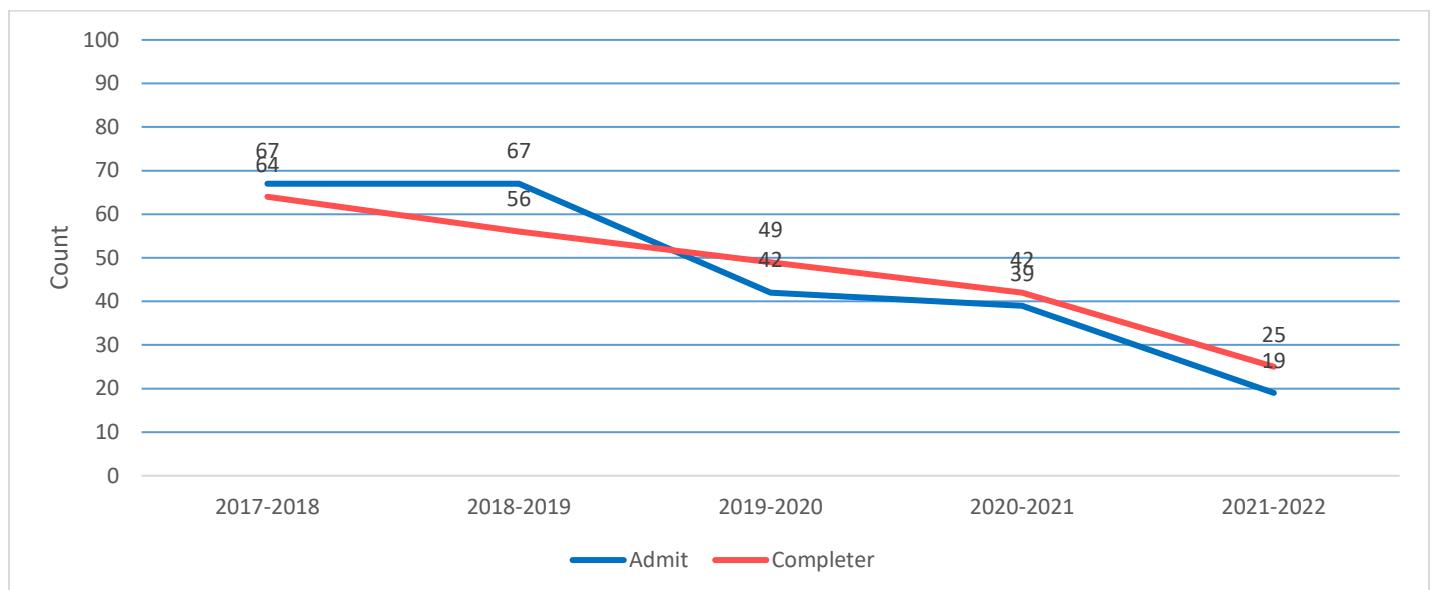


The figure below includes the TMI at UM in the admit and completer totals.

**Figure 48**  
*Admit/Completer Comparison*



**Figure 49**  
*Admit/Completer Comparison at Non-IHE Based Providers*





## SECTION IX. 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

The following information indicates the number and percentage of admitted candidates in critical shortage subject areas at public and private EPPs.

A total of 370 candidates were admitted into programs that were designated as critical shortage subjects, with 219 from public EPPs and 151 from private EPPs during 2021-2022.

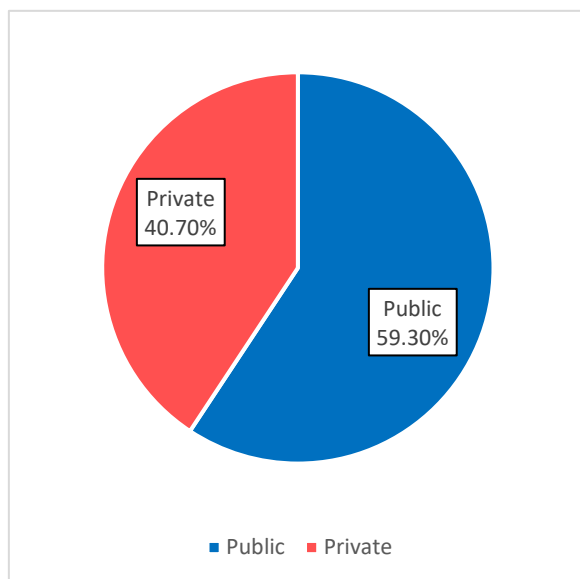
### Admitted Candidates in Critical Shortage Subjects-Public v. Private

The following information represents the designated critical shortage subjects in comparison of public and private EPPs and the candidates that were admitted into the program. The data show that 40.70% of admitted candidates were from private EPPs (n=151), while 59.30% were from public EPPs (n=220). Of the critical shortage subjects that were designated, Biology had the most admitted candidates (n=141).

**Table 48**  
*2021-2022 Admitted Critical Shortage*

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	65	76	141
Chemistry (7-12)	11	5	16
Physics (7-12)	2	1	3
Mathematics			
Mathematics (7-12)	73	33	106
Special Education			
Mild/Moderate Disability (K-12)	65	35	100
World Languages			
French (K-12)	1	0	1
Spanish (K-12)	3	1	4
<b>Total</b>	<b>220</b>	<b>151</b>	<b>371</b>

**Figure 50**  
*2021-2022 Admitted Critical Shortage*



## Admitted Candidates in Critical Shortage Subjects-Traditional v. Alternate Route

The following information represents a comparison of the designated critical shortage subjects by candidates admitted in both traditional preparation and alternate route preparation programs. The data show that 64.15% (n=238) of admitted candidates were enrolled in an alternate route program, while 35.85% (n=133) were admitted in a traditional program.

**Table 49**

2021-2022 Admitted Critical Shortage-Traditional v. Alternate Route

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	31	110	141
Chemistry (7-12)	6	10	16
Physics (7-12)	1	2	3
Mathematics			
Mathematics (7-12)	48	57	105
Special Education			
Mild/Moderate Disability (K-12)	44	56	100
World Languages			
French (K-12)	1	0	1
Spanish (K-12)	1	3	4
<b>Total</b>	<b>133</b>	<b>238</b>	<b>371</b>

**64%**

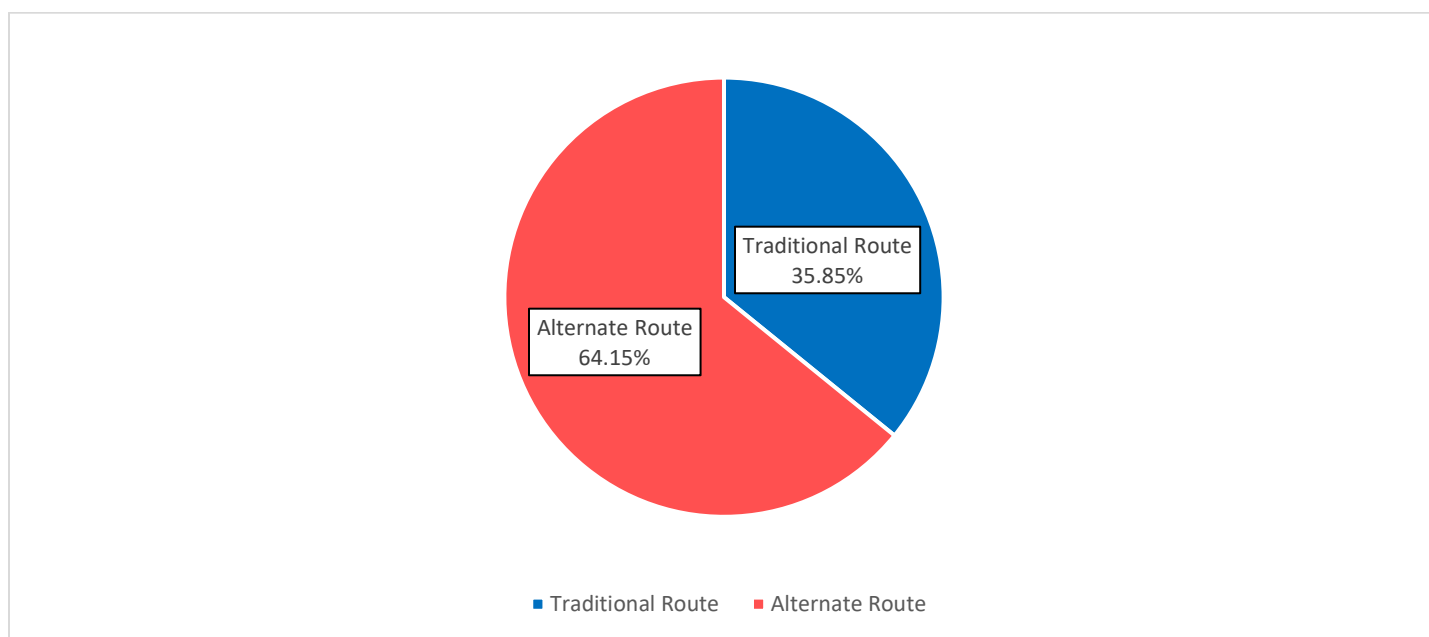
**Alternate  
Route  
Preparation**

**36%**

**Traditional  
Preparation**

**Figure 51**

2021-2022 Admitted Critical Shortage Subjects-Traditional v. Alternate Route



## Completer Candidates in Critical Shortage Subjects-Private v. Public

The following information represents the number and percentage of completers in critical shortage subject areas for public and private EPPs.

The MDE designated the following critical shortage subjects to be considered, as part of needed subject areas for the state.

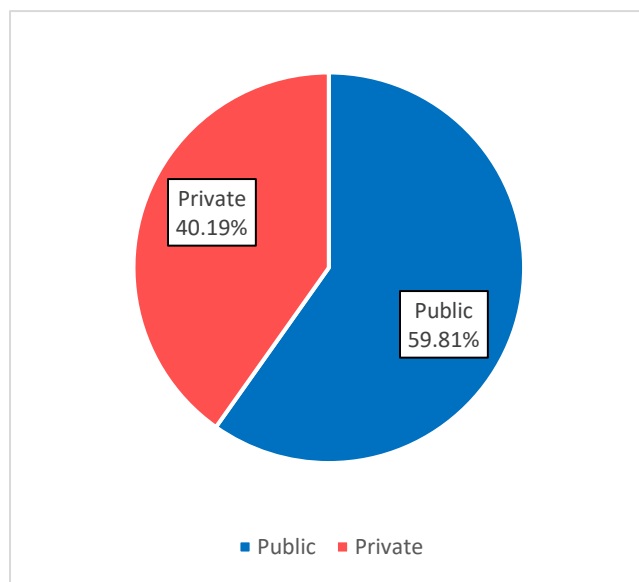
- Math
- Science
- Special Education
- World Language

The data represent that 40.19% of completer candidates were from private EPPs (n=170), while 59.81% were from public EPPs (n=253). Of the critical shortage subjects that were designated, Mild/Moderate Disability had the largest number of completer candidates (n=161).

**Table 50**  
2021-2022 Completer Critical Shortage-Private v. Public

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	72	66	138
Chemistry (7-12)	7	3	10
Physics (7-12)	2	0	2
Mathematics			
Mathematics (7-12)	56	38	94
Special Education			
Mild/Moderate Disability (K-12)	108	53	161
World Languages			
French (K-12)	1	2	3
Spanish (K-12)	7	8	15
<b>Total</b>	<b>253</b>	<b>170</b>	<b>423</b>

**Figure 52**  
2021-2022 Completer Critical Shortage-Private v. Public



## Completer Candidates in Critical Shortage Subjects-Traditional v. Alternate

The following information represents EPP completers in the designated critical shortage subjects and compares traditional route to alternate route program completers. The data show that 28.13% (n=119) of completer candidates were from a traditional program, while 71.87% (n=304) completer candidates were from an alternate route program.

**Table 51**

*2021-2022 Completer Critical Shortage-Traditional v. Alternate*

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	21	117	138
Chemistry (7-12)	1	9	10
Physics (7-12)	2	0	2
Mathematics			
Mathematics (7-12)	34	60	94
Special Education			
Mild/Moderate Disability (K-12)	58	103	161
World Languages			
French (K-12)	0	3	3
Spanish (K-12)	3	12	15
<b>Total</b>	<b>119</b>	<b>304</b>	<b>423</b>

**28%**

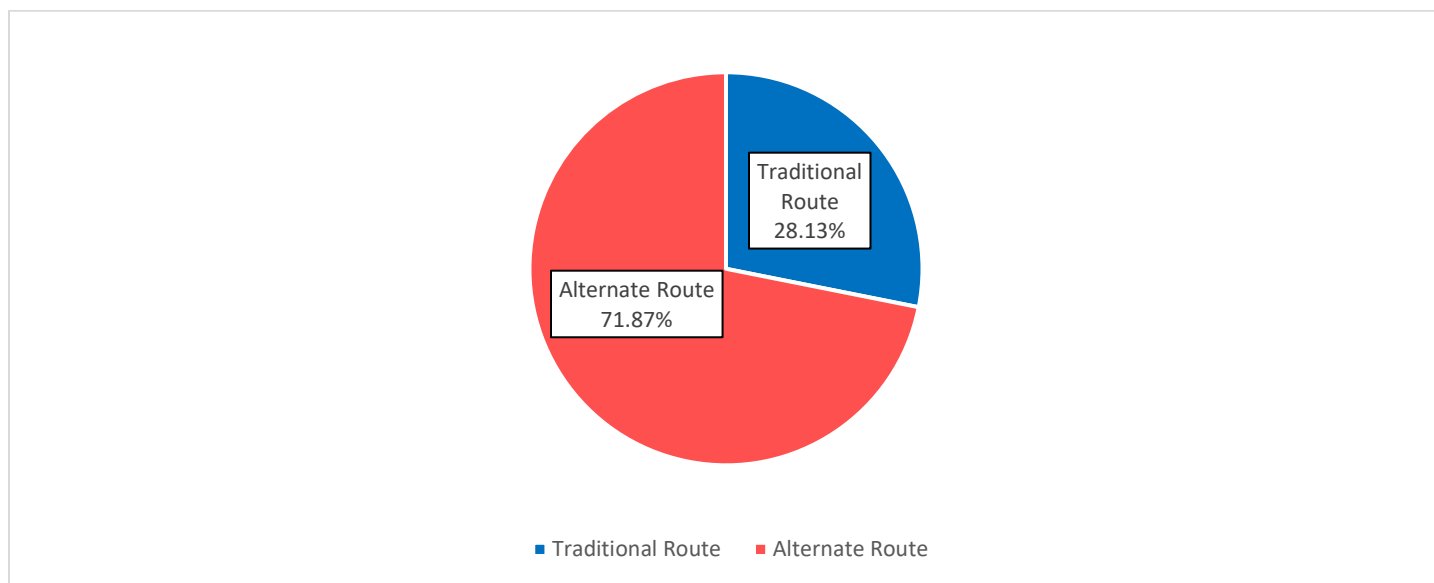
**Traditional  
Preparation**

**72%**

**Alternate  
Route  
Preparation**

**Figure 53**

*2021-2022 Completer Critical Shortage-Traditional v. Alternate*



## SECTION X: Individual EPP Data



**Table 52**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	14	9
Total Enrollment	59	93
Admitted by COVID Test Waiver	1	8
Admittance Core Hours Average	44.14	NA
Admittance GPA Average	3.31	3.35
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	192.00
Admittance Praxis CORE Writing Average	NA	174.00
Admittance Praxis CORE Math Average	NA	140.00
<b>Completer Data</b>		
Completed Teacher Education	33	48
Completer GPA Average	3.43	NR
Clinical Hrs. Completed (obv/pract) Average	66.82	NA
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.31	2.52
Impact on Student Learning (Summative) (0.00-3.00) Average	2.16	2.45
Disposition (Summative) (0.00-3.00) Average	2.54	2.60
Foundation of Reading (090) Score Average	200.50	250.00
Foundations of Reading (090) Average Number of Attempts	1.00	1.00
Foundation of Reading (190) Score Average	227.18	NA
Foundations of Reading (190) Average Number of Attempts	1.00	NA
Foundations of Reading COVID -19 Waiver Percentage	53.33%	0%
Praxis Content Knowledge Average Number of Attempts	1.05	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	78.79%	88.89%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	81.82%	NA

**Table 53***2021-2022 Gender*

	Female	Male	Total
Admits			
Traditional	11	3	14
Alternate	7	2	9
Completers			
Traditional	21	12	33
Alternate	37	11	48

**Table 54***2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	13	0	0	1	0	14
Alternate	0	0	9	0	0	0	0	9
Completers								
Traditional	0	0	30	0	0	3	0	33
Alternate	0	0	46	0	0	2	0	48

**Table 55***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Agriculture (7-12)	1	0	1
Biology (7-12)	0	3	3
Chemistry (7-12)	0	1	1
Elementary Education (K-6)	8	0	8
Elementary Education (4-6)	0	1	1
English (7-12)	0	1	1
Music Ed. Instrumental (K-12)	2	0	2
Music Ed. Vocal (K-12)	3	0	3
Social Studies (7-12)	0	3	3
<b>Completers</b>			
Biology (7-12)	1	7	8
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	1	1
Elementary Education (K-6)	15	0	15
Elementary Education (4-6)	0	1	1
English (7-12)	1	7	8
Mathematics (7-12)	1	3	4
Music Ed. Instrumental (K-12)	6	0	6
Music Ed. Vocal (K-12)	1	3	4
Physical Education (K-12)	6	8	14
Social Studies (7-12)	2	17	19

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**Table 56**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	1	532
Total Enrollment	18	1510
Admitted by COVID Test Waiver	0	491
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	3.18
Admittance ACT Average	■	22.95
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	175.30
Admittance Praxis CORE Writing Average	■	165.40
Admittance Praxis CORE Math Average	■	160.30
<b>Completer Data</b>		
Completed Teacher Education	4	381
Completer GPA Average	■	NR
Clinical Hrs. Completed (obv/pract) Average	228.00	NA
Student Teaching Hours Average	600.00	NA
TIAI (Summative) (0.00-3.00) Average	■	NR
Impact on Student Learning (Summative) (0.00-3.00) Average	■	NR
Disposition (Summative) (0.00-3.00) Average	■	2.71
Foundation of Reading (090) Score Average	■	237.00
Foundations of Reading (090) Average Number of Attempts	■	1.20
Foundation of Reading (190) Score Average	■	247.00
Foundations of Reading (190) Average Number of Attempts	■	1.00
Foundations of Reading COVID-19 Waiver Percentage	■	82.14%
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	91.35%
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA



**Table 57**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	1	0	1
Alternate	447	85	532
Completers			
Traditional	4	0	4
Alternate	312	69	381

**Table 58**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	0	1	0	1
Alternate	1	2	461	1	7	60	0	532
Completers								
Traditional	0	0	0	0	0	4	0	4
Alternate	0	0	346	0	1	33	1	381

**Table 59***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Art (K-12)	0	1	1
Biology (7-12)	0	58	58
Business Education (7-12)	0	46	46
Chemistry (7-12)	0	2	2
Elementary Education (4-6)	0	28	28
Elementary Education (K-6)	1	0	1
English (7-12)	0	78	78
Health Education (K-12)	0	9	9
Home Economics (7-12)	0	2	2
Mathematics (7-12)	0	15	15
Music Ed. Instrumental (K-12)	0	2	2
Music Ed. Vocal (K-12)	0	2	2
Physical Education (K-12)	0	53	53
Social Studies (7-12)	0	228	228
Speech Communication (7-12)	0	6	6
No License Identified	0	2	2
<b>Completers</b>			
Art (K-12)	0	1	1
Biology (7-12)	0	42	42
Business Education (7-12)	0	35	35
Chemistry (7-12)	0	2	2
Elementary Education (4-6)	0	16	16
Elementary Education (K-6)	3	0	3
English (7-12)	0	63	63
French (K-12)	0	1	1
General Sciences (7-12)	0	1	1
Health Education (K-12)	0	4	4
Mathematics (7-12)	0	15	15
Music Ed. Instrumental (K-12)	1	0	1
Music Ed. Vocal (K-12)	0	3	3
Physical Education (K-12)	0	40	40
Social Studies (7-12)	0	151	151
Spanish (K-12)	0	2	2
Speech Communication (7-12)	0	5	5



**Table 60**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	57	NA
Total Enrollment	166	NA
Admitted by COVID Test Waiver	13	NA
Admittance Core Hours Average	70.67	NA
Admittance GPA Average	3.25	NA
Admittance ACT Average	24.00	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
<b>Completer Data</b>		
Completed Teacher Education	42	NA
Completer GPA Average	3.38	NA
Clinical Hrs. Completed (obv/pract) Average	135.48	NA
Student Teaching Hours Average	619.55	NA
TIAI (Summative) (0.00-3.00) Average	2.62	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	2.28	NA
Disposition (Summative) (0.00-3.00) Average	2.88	NA
Foundation of Reading (090) Score Average	NA	NA
Foundations of Reading (090) Average Number of Attempts	NA	NA
Foundation of Reading (190) Score Average	NA	NA
Foundations of Reading (190) Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	2.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	97.62%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	85.71%	NA

**Table 61**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	45	12	57
Alternate	NA	NA	NA
Completers			
Traditional	36	6	42
Alternate	NA	NA	NA

**Table 62**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	8	3	0	46	0	57
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional								
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

**Table 63**  
2021-2022 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	38	NA	38
English (7-12)	4	NA	4
Mathematics (7-12)	2	NA	2
Music Ed. Instrumental (K-12)	4	NA	4
Music Ed. Vocal (K-12)	2	NA	2
Physical Education (K-12)	4	NA	4
Social Studies (7-12)	2	NA	2
Completers			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	31	NA	31
English (7-12)	3	NA	3
Physical Education (K-12)	2	NA	2
Social Studies (7-12)	5	NA	5

**Table 64**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	124	34
Total Enrollment	461	125
Admitted by COVID Test Waiver	16	15
Admittance Core Hours Average	38.43	NA
Admittance GPA Average	3.36	3.21
Admittance ACT Average	23.95	23.17
Admittance SAT Average	1120.00	NA
Admittance Praxis CORE Reading Average	NA	172.00
Admittance Praxis CORE Writing Average	NA	165.00
Admittance Praxis CORE Math Average	NA	140.00
<b>Completer Data</b>		
Completed Teacher Education	68	30
Completer GPA Average	3.40	NR
Clinical Hrs. Completed (obv/pract) Average	256.79	NA
Student Teaching Hours Average	680.00	NA
TIAI (Summative) (0.00-3.00) Average	2.50	2.72
Impact on Student Learning (Summative) (0.00-3.00) Average	2.67	2.36
Disposition (Summative) (0.00-3.00) Average	2.80	2.94
Foundation of Reading (090) Score Average	NA	250.00
Foundations of Reading (090) Average Number of Attempts	NA	1.00
Foundation of Reading (190) Score Average	255.13	261.00
Foundations of Reading (190) Average Number of Attempts	1.00	1.00
Foundations of Reading COVID-19 Waiver Percentage	85.71%	0%
Praxis Content Knowledge Average Number of Attempts	1.05	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	75.00%	64.71%
Praxis PLT Average Number of Attempts	1.04	NA
Praxis PLT COVID-19 Waiver Percentage	77.94%	NA

**Table 65**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	97	27	124
Alternate	24	10	34
Completers			
Traditional	51	17	68
Alternate	20	10	30

**Table 66**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	21	3	0	100	0	124
Alternate	0	1	22	1	0	10	0	34
Completers								
Traditional	0	1	10	2	0	55	0	68
Alternate	0	1	23	0	0	6	0	30

**Table 67**  
*2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Art (K-12)	0	1	1
Biology (7-12)	1	3	4
Business Education (7-12)	0	3	3
Chemistry (7-12)	1	1	2
Elementary Education (4-6)	0	3	3
Elementary Education (K-6)	71	0	71
English (7-12)	12	6	18
Mathematics (7-12)	5	1	6
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	4	0	4
Physical Education (K-12)	15	7	15
Social Studies (7-12)	6	8	14
Spanish (K-12)	0	1	1
<b>Completers</b>			
Art (K-12)	0	1	1
Biology (K-12)	1	4	5
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	3	3
Elementary Education (K-6)	42	0	42
English (7-12)	0	3	3
Mathematics (7-12)	3	1	4
Music Ed. Instrumental (K-12)	4	0	4
Music Ed. Vocal (K-12)	4	0	4
Physical Education (K-12)	12	8	20
Social Studies (7-12)	2	8	10



**Table 68**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	69	93
Total Enrollment	193	568
Admitted by COVID Test Waiver	11	31
Admittance Core Hours Average	60.00	NA
Admittance GPA Average	3.29	3.16
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
<b>Completer Data</b>		
Completed Teacher Education	83	243
Completer GPA Average	3.31	NR
Clinical Hrs. Completed (obv/pract) Average	120.00	NA
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.67	2.71
Impact on Student Learning (Summative) (0.00-3.00) Average	2.14	NR
Disposition (Summative) (0.00-3.00) Average	2.84	2.86
Foundation of Reading (090) Score Average	NA	NA
Foundations of Reading (090) Average Number of Attempts	NA	NA
Foundation of Reading (190) Score Average	NA	235.00
Foundations of Reading (190) Average Number of Attempts	NA	1.00
Foundations of Reading COVID-19 Waiver Percentage	100%	0%
Praxis Content Knowledge Average Number of Attempts	1.75	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	100%	93.55%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	97.59%	NA



**Table 69**  
*2021-2022 Gender*

	Female	Male	Total
Admits			
Traditional	42	27	69
Alternate	76	17	93
Completers			
Traditional	58	25	83
Alternate	207	36	243

**Table 70**  
*2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	68	1	0	0	0	69
Alternate	0	0	89	0	1	3	0	93
Completers								
Traditional	0	0	82	1	0	0	0	83
Alternate	0	1	241	0	0	1	0	243

**Table 71***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Biology (7-12)	0	4	4
Business Education (7-12)	0	5	5
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	1	1
Elementary Education (K-3)	14	0	14
Elementary Education (K-6)	30	0	30
English (7-12)	1	27	28
Family & Consumer Sci (7-12)	0	1	1
Health Education (K-12)	0	3	3
Mathematics (7-12)	1	6	7
Mild/Mod Disability (K-12)	1	0	1
Music Ed. Instrumental (K-12)	14	0	14
Music Ed. Vocal (K-12)	0	1	1
Physical Education (K-12)	8	5	5
Physics (7-12)	0	1	1
Social Studies (7-12)	0	38	38
<b>Completers</b>			
Art (K-12)	0	1	1
Biology (7-12)	0	12	12
Business Education (7-12)	0	27	27
Elementary Education (4-6)	0	9	9
Elementary Education (K-3)	4	0	4
Elementary Education (K-6)	44	0	44
English (7-12)	1	86	87
French (K-12)	0	1	1
Health Education (K-12)	1	22	23
Mathematics (7-12)	0	8	8
Mild/Mod Disability (K-12)	4	0	4
Music Ed. Instrumental (K-12)	19	0	19
Music Ed. Vocal (K-12)	0	1	1
Physical Education (K-12)	8	10	18
Social Studies (7-12)	2	66	68

# MILLSAPS COLLEGE

**Table 72**

*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	0	NA
Total Enrollment	2	NA
Admitted by COVID Test Waiver	0	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
<b>Completer Data</b>		
Completed Teacher Education	2	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract) Average	47.00	NA
Student Teaching Hours Average	480.00	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 (090) Score Average	■	NA
Foundations of Reading (090) Average Number of Attempts	■	NA
Foundation of Reading (190) Score Average	■	NA
Foundations of Reading (190) Average Number of Attempts	■	NA
Foundations of Reading COVID-19 Waiver Percentage	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	NA
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA

**Table 73**

*2021-2022 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	0	0	0
Alternate	NA	NA	NA
<b>Completers</b>			
Traditional	2	0	2
Alternate	NA	NA	NA

**Table 74***2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	0	0	0	0
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	1	0	0	1	0	2
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

**Table 75***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Business Education (7-12)	0	NA	0
Social Studies (7-12)	0	NA	0
Completers			
Elementary Education (K-6)	1	NA	0
Social Studies (7-12)	1	NA	0



**Table 76**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	56	15
Total Enrollment	166	41
Admitted by COVID Test Waiver	2	10
Admittance Core Hours Average	63.20	NA
Admittance GPA Average	3.54	3.39
Admittance ACT Average	25.49	26.67
Admittance SAT Average	1105.00	NA
Admittance Praxis CORE Reading Average	NA	180.00
Admittance Praxis CORE Writing Average	NA	170.00
Admittance Praxis CORE Math Average	NA	153.00
<b>Completer Data</b>		
Completed Teacher Education	57	23
Completer GPA Average	3.62	NR
Clinical Hrs. Completed (obv/pract) Average	133.35	NA
Student Teaching Hours Average	600.00	NA
TIAI (Summative) (0.00-3.00) Average	2.76	2.61
Impact on Student Learning (Summative) (0.00-3.00) Average	2.68	2.37
Disposition (Summative) (0.00-3.00) Average	2.86	2.87
Foundation of Reading (090) Score Average	248.43	NA
Foundations of Reading (090) Average Number of Attempts	1.00	NA
Foundation of Reading (190) Score Average	NA	NA
Foundations of Reading (190) Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	82.86%	NA
Praxis Content Knowledge Average Number of Attempts	1.14	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	94.74%	66.67%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	92.98%	NA

**Table 77**  
*2021-2022 Gender*

	Female	Male	Total
Admits			
Traditional	51	5	56
Alternate	10	5	15
Completers			
Traditional	48	9	57
Alternate	18	5	23

**Table 78**  
*2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	6	0	0	49	1	56
Alternate	0	0	5	0	0	10	0	15
Completers								
Traditional	0	1	5	0	0	51	0	57
Alternate	0	0	8	0	0	15	0	23

**Table 79***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Art (K-12)	5	2	7
Biology (7-12)	3	1	4
Chemistry (7-12)	1	0	1
Elementary Education (4-6)	0	1	1
Elementary Education (K-6)	33	0	33
English (7-12)	1	2	3
Mathematics (7-12)	5	1	6
Music Ed. Instrumental (K-12)	1	0	1
Music Ed. Vocal (K-12)	2	0	2
Physical Education (K-12)	1	2	3
Social Studies (7-12)	4	6	10
<b>Completers</b>			
Art (K-12)	4	3	7
Biology (7-12)	2	1	3
Business Education (7-12)	0	1	1
Elementary Education (4-6)	0	3	3
Elementary Education (K-6)	35	0	35
English (7-12)	2	4	6
Music Ed. Instrumental (K-12)	1	0	1
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	7	3	10
Social Studies (7-12)	3	8	11



**Table 80**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	396	142
Total Enrollment	948	420
Admitted by COVID Test Waiver	25	101
Admittance Core Hours Average	46.70	NA
Admittance GPA Average	3.39	3.25
Admittance ACT Average	24.97	23.80
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	181.33	168.00
Admittance Praxis CORE Writing Average	167.33	166.00
Admittance Praxis CORE Math Average	164.00	140.00
<b>Completer Data</b>		
Completed Teacher Education	321	193
Completer GPA Average	3.45	NR
Clinical Hrs. Completed (obv/pract) Average	161.26	NA
Student Teaching Hours Average	640.00	NA
TIAI (Summative) (0.00-3.00) Average	2.85	2.78
Impact on Student Learning (Summative) (0.00-3.00) Average	2.70	2.66
Disposition (Summative) (0.00-3.00) Average	2.96	2.91
Foundation of Reading (090) Score Average	223.45	NA
Foundations of Reading (090) Average Number of Attempts	1.00	NA
Foundation of Reading (190) Score Average	238.41	NA
Foundations of Reading (190) Average Number of Attempts	1.00	NA
Foundations of Reading COVID-19 Waiver Percentage	57.58%	NA
Praxis Content Knowledge Average Number of Attempts	1.05	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	42.99%	72.54%
Praxis PLT Average Number of Attempts	1.06	NA
Praxis PLT COVID-19 Waiver Percentage	44.24%	NA



**Table 81**  
*2021-2022 Gender*

	Female	Male	Total
Admits			
Traditional	332	64	396
Alternate	94	48	142
Completers			
Traditional	262	59	321
Alternate	137	56	193

**Table 82**  
*2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	5	38	19	7	327	0	396
Alternate	2	0	49	6	4	81	0	142
Completers								
Traditional	1	0	36	8	4	272	0	321
Alternate	4	0	81	1	1	106	0	193

**Table 83***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Biology (7-12)	12	21	33
Chemistry (7-12)	1	2	3
Elementary Education (K-6)	271	0	271
English (7-12)	14	16	30
Mathematics (7-12)	13	18	31
Mild/Mod Disability (K-12)	27	21	48
Music Ed. Instrumental (K-12)	8	0	8
Music Ed. Vocal (K-12)	6	0	6
Physical Education (K-12)	19	17	36
Social Studies (7-12)	25	46	71
Spanish (K-12)	0	1	1
<b>Completers</b>			
Art (K-12)	0	1	1
Biology (7-12)	10	17	27
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	2	2
Elementary Education (K-3)	19	0	19
Elementary Education (K-6)	179	0	179
English (7-12)	15	33	48
Mathematics (7-12)	10	10	20
Mild/Mod Disability (K-12)	30	50	80
Music Ed. Instrumental (K-12)	9	1	10
Music Ed. Vocal (K-12)	8	0	8
Physical Education (K-12)	16	15	31
Physics (7-12)	2	0	2
Social Studies (7-12)	23	63	86

**Table 84**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	29	18
Total Enrollment	69	58
Admitted by COVID Test Waiver	3	2
Admittance Core Hours Average	117.45	NA
Admittance GPA Average	3.34	3.35
Admittance ACT Average	24.60	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
<b>Completer Data</b>		
Completed Teacher Education	36	5
Completer GPA Average	3.46	■
Clinical Hrs. Completed (obv/pract) Average	147.78	NA
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.85	■
Impact on Student Learning (Summative) (0.00-3.00) Average	2.64	■
Disposition (Summative) (0.00-3.00) Average	2.96	■
Foundation of Reading (090) Score Average	242.00	NA
Foundations of Reading (090) Average Number of Attempts	1.00	NA
Foundation of Reading (190) Score Average	NA	NA
Foundations of Reading (190) Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	93.75%	NA
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	94.44%	■
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	97.22%	NA

**Table 85***2021-2022 Gender*

	Female	Male	Non-Binary	Total
Admits				
Traditional	27	1	1	28
Alternate	15	3	0	18
Completers				
Traditional	34	2	0	36
Alternate	4	1	0	5

**Table 86***2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	6	0	0	23	0	29
Alternate	0	0	4	0	0	14	0	18
Completers								
Traditional	0	0	8	1	0	27	0	36
Alternate	0	0	1	2	0	2	0	5

**Table 87***2021-2022 Area of Licensure*

<b>Area of Licensure</b>	<b>Traditional</b>	<b>Alternate</b>	<b>Total</b>
<b>Admits</b>			
Biology (7-12)	0	1	1
Chemistry (7-12)	0	1	1
Drama (K-12)	2	0	2
Elementary Education (K-6)	21	0	21
English (7-12)	1	0	1
Family & Consumer Sci (7-12)	0	1	1
Health Education (K-12)	0	1	1
Mathematics (7-12)	5	0	5
Social Studies (7-12)	0	14	14
<b>Completers</b>			
Art (K-12)	0	1	1
Drama (K-12) Performing	1	0	1
Elementary Education (K-6)	32	0	32
English (7-12)	1	0	1
Music Ed. Instrumental (K-12)	1	0	1
Social Studies (7-12)	1	3	4
Spanish (K-12)	0	1	1



**Table 88**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	91	18
Total Enrollment	92	124
Admitted by COVID Test Waiver	34	18
Admittance Core Hours Average	39.87	NA
Admittance GPA Average	3.14	3.06
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
<b>Completer Data</b>		
Completed Teacher Education	18	63
Completer GPA Average	3.26	NR
Clinical Hrs. Completed (obv/pract) Average	111.67	NA
Student Teaching Hours Average	640.00	NA
TIAI (Summative) (0.00-3.00) Average	2.00	2.00
Impact on Student Learning (Summative) (0.00-3.00) Average	2.00	2.00
Disposition (Summative) (0.00-3.00) Average	2.00	2.00
Foundation of Reading (090) Score Average	NA	NA
Foundations of Reading (090) Average Number of Attempts	NA	NA
Foundation of Reading (190) Score Average	NA	NA
Foundations of Reading (190) Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	NA	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	100%	100%
Praxis PLT Average Number of Attempts	NA	NA
Praxis PLT COVID-19 Waiver Percentage	100%	NA

**Table 89**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	63	28	91
Alternate	12	6	18
Completers			
Traditional	12	6	18
Alternate	52	11	63

**Table 90**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	89	0	0	1	0	91
Alternate	0	0	17	1	0	0	0	18
Completers								
Traditional	0	0	18	0	0	0	0	18
Alternate	0	1	61	0	0	1	0	63

**Table 91**  
2021-2022 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	6	1	7
Elementary Education (K-6)	56	0	56
English (7-12)	4	2	6
Mathematics (7-12)	2	1	3
Music Ed. Instrumental (K-12)	2	0	2
Physical Education (K-12)	20	2	22
Social Studies (7-12)	1	12	13
Completers			
Biology (7-12)	0	2	2
Elementary Education (K-6)	10	0	10
English (7-12)	1	4	5
Music Ed. Instrumental (K-12)	0	1	1
Physical Education (K-12)	7	13	20
Social Studies (K-12)	0	43	43



**Table 92**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	5	NA
Total Enrollment	5	NA
Admitted by COVID Test Waiver	■	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
<b>Completer Data</b>		
Completed Teacher Education	5	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract) Average	66.00	NA
Student Teaching Hours Average	556.80	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 (090) Score Average	■	NA
Foundations of Reading (090) Average Number of Attempts	■	NA
Foundation of Reading (190) Score Average	■	NA
Foundations of Reading (190) Average Number of Attempts	■	NA
Foundations of Reading COVID-19 Waiver Percentage	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	NA
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA



**Table 93**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	4	1	5
Alternate	NA	NA	NA
Completers			
Traditional	4	1	5
Alternate	NA	NA	NA

**Table 94**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	5	0	0	0	0	5
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	5	0	0	0	0	5
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

**Table 95**  
2021-2022 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education (K-6)	3	NA	3
Mathematics (7-12)	2	NA	2
Completers			
Elementary Education (K-6)	3	NA	3
Mathematics (7-12)	2	NA	2



**Table 96**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	4	0
Total Enrollment	12	0
Admitted by COVID Test Waiver	■	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
<b>Completer Data</b>		
Completed Teacher Education	12	0
Completer GPA Average	3.26	NA
Clinical Hrs. Completed (obv/pract) Average	120.00	NA
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.95	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	2.92	NA
Disposition (Summative) (0.00-3.00) Average	3.00	NA
Foundation of Reading (090) Score Average	NA	NA
Foundations of Reading (090) Average Number of Attempts	NA	NA
Foundation of Reading (190) Score Average	NA	NA
Foundations of Reading (190) Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	100%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	91.67%	NA

**Table 97**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	4	0	4
Alternate	0	0	0
Completers			
Traditional	11	1	12
Alternate	0	0	0

**Table 98**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	4	0	0	0	0	4
Alternate	0	0	0	0	0	0	0	0
Completers								
Traditional	0	0	12	0	0	0	0	12
Alternate	0	0	0	0	0	0	0	0

**Table 99**  
2021-2022 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education (K-6)	4	NA	4
Completers			
Elementary Education (K-6)	12	0	12



**Table 100**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	241	36
Total Enrollment	472	84
Admitted by COVID Test Waiver	33	1
Admittance Core Hours Average	45.68	NA
Admittance GPA Average	3.44	3.44
Admittance ACT Average	26.58	23.67
Admittance SAT Average	1186.67	1333.33
Admittance Praxis CORE Reading Average	NA	178.00
Admittance Praxis CORE Writing Average	NA	162.00
Admittance Praxis CORE Math Average	NA	164.00
<b>Completer Data</b>		
Completed Teacher Education	248	48
Completer GPA Average	3.54	NR
Clinical Hrs. Completed (obv/pract) Average	244.15	NA
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.46	2.39
Impact on Student Learning (Summative) (0.00-3.00) Average	2.31	2.56
Disposition (Summative) (0.00-3.00) Average	2.74	2.61
Foundation of Reading (090) Score Average	242.50	NA
Foundations of Reading (090) Average Number of Attempts	1.50	NA
Foundation of Reading (190) Score Average	248.71	NA
Foundations of Reading (190) Average Number of Attempts	1.09	NA
Foundations of Reading COVID-19 Waiver Percentage	82.42%	NA
Praxis Content Knowledge Average Number of Attempts	1.08	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	70.97%	41.67%
Praxis PLT Average Number of Attempts	1.04	NA
Praxis PLT COVID-19 Waiver Percentage	76.21%	NA

**Table 101**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	195	46	241
Alternate	20	16	36
Completers			
Traditional	222	26	248
Alternate	34	14	48

**Table 102**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	3	25	11	3	199	0	241
Alternate	0	1	9	0	0	26	0	36
Completers								
Traditional	1	3	18	10	2	214	0	248
Alternate	1	1	19	3	0	24	0	48

**Table 103***2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Biology (7-12)	7	3	10
Business Education (7-12)	0	1	1
Chemistry (7-12)	3	0	3
Elementary Education (K-6)	158	0	158
English (7-12)	22	13	35
Health Education (K-12)	2	0	2
Mathematics (7-12)	8	7	15
Mild/Mod Disability (K-12)	9	0	9
Music Ed. Instrumental (K-12)	12	0	12
Music Ed. Vocal (K-12)	5	1	6
Physics (7-12)	1	0	1
Social Studies (7-12)	14	11	25
<b>Completers</b>			
Biology (7-12)	3	6	9
Chemistry (7-12)	1	1	2
Elementary Education (K-6)	165	0	165
English (7-12)	22	13	35
German (K-12)	0	1	1
Mathematics (7-12)	12	4	16
Mild/Mod Disability (K-12)	13	0	13
Music Ed. Instrumental (K-12)	12	0	12
Music Ed. Vocal (K-12)	5	0	5
Social Studies (7-12)	15	21	36
Spanish (K-12)	0	2	2



**Table 104**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	376	22
Total Enrollment	932	73
Admitted by COVID Test Waiver	51	2
Admittance Core Hours Average	75.94	NA
Admittance GPA Average	3.32	3.36
Admittance ACT Average	24.55	25.20
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	170.00	184.00
Admittance Praxis CORE Writing Average	168.00	171.33
Admittance Praxis CORE Math Average	142.00	170.00
<b>Completer Data</b>		
Completed Teacher Education	299	31
Completer GPA Average	3.52	NR
Clinical Hrs. Completed (obv/pract) Average	284.29	NA
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.73	2.35
Impact on Student Learning (Summative) (0.00-3.00) Average	2.48	2.33
Disposition (Summative) (0.00-3.00) Average	2.88	2.78
Foundation of Reading (090) Score Average	224.96	NA
Foundations of Reading (090) Average Number of Attempts	1.25	NA
Foundation of Reading (190) Score Average	229.64	248.50
Foundations of Reading (190) Average Number of Attempts	1.20	1.00
Foundations of Reading COVID-19 Waiver Percentage	87.25%	50.00%
Praxis Content Knowledge Average Number of Attempts	1.09	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	84.95%	40.91%
Praxis PLT Average Number of Attempts	1.04	NA
Praxis PLT COVID-19 Waiver Percentage	87.29%	NA

**Table 105**  
2021-2022 Gender

	Female	Male	Total
Admits			
Traditional	314	62	376
Alternate	16	6	22
Completers			
Traditional	251	48	299
Alternate	20	11	31

**Table 106**  
2021-2022 Race/Ethnicity

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	1	1	41	13	6	314	0	376
Alternate	0	2	9	0	1	10	0	22
Completers								
Traditional	1	1	43	6	12	236	0	299
Alternate	0	0	5	0	1	25	0	31



**Table 107**  
*2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Biology (7-12)	1	2	3
Dancing (K-12) Performing	1	0	1
Elementary Education (K-6)	250	0	250
Elementary Education (4-6)	0	8	8
English (7-12)	31	3	34
French (K-12)	1	0	1
Health Education (K-12)	0	1	1
Library/Media (K-12)	0	1	1
Mathematics (7-12)	4	2	6
Mild/Mod Disability (K-12)	7	0	7
Music Ed. Instrumental (K-12)	18	0	18
Music Ed. Vocal (K-12)	17	0	17
Physical Education (K-12)	21	0	21
Social Studies (7-12)	24	5	29
Spanish (K-12)	1	0	1
<b>Completers</b>			
Art (K-12)	0	3	3
Biology (7-12)	3	6	9
Chemistry (7-12)	0	1	1
Dancing (K-12)	3	0	3
Elementary Education (K-6)	204	0	204
English (7-12)	12	10	22
Health (K-12)	0	2	2
Mathematics (7-12)	2	2	4
Mild/Mod Disability (K-12)	11	0	11
Music Ed. Instrumental (K-12)	18	0	18
Music Ed. Vocal (K-12)	9	0	9
Physical Education (K-12)	15	1	16
Social Studies (7-12)	19	5	24
Spanish (K-12)	3	1	4



**Table 108**  
*2021-2022 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	124	180
Total Enrollment	419	598
Admitted by COVID Test Waiver	40	109
Admittance Core Hours Average	61.53	NA
Admittance GPA Average	3.24	3.33
Admittance ACT Average	23.87	25.57
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	162.00	178.80
Admittance Praxis CORE Writing Average	166.00	169.73
Admittance Praxis CORE Math Average	144.00	165.47
<b>Completer Data</b>		
Completed Teacher Education	152	259
Completer GPA Average	3.38	NR
Clinical Hrs. Completed (obv/pract) Average	236.93	NA
Student Teaching Hours Average	488.57	NA
TIAI (Summative) (0.00-3.00) Average	2.54	2.52
Impact on Student Learning (Summative) (0.00-3.00) Average	2.08	NR
Disposition (Summative) (0.00-3.00) Average	2.74	2.80
Foundation of Reading (090) Score Average	NA	245.00
Foundations of Reading (090) Average Number of Attempts	NA	3.00
Foundation of Reading (190) Score Average	222.33	255.50
Foundations of Reading (190) Average Number of Attempts	1.00	1.17
Foundations of Reading COVID-19 Waiver Percentage	100%	65.00%
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	94.74%	46.11%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	92.76%	NA

**Table 109**  
*2021-2022 Gender*

	Female	Male	Total
Admits			
Traditional	117	7	124
Alternate	127	53	180
Completers			
Traditional	142	10	152
Alternate	181	78	259

**Table 110**  
*2021-2022 Race/Ethnicity*

	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	2	22	5	2	93	0	124
Alternate	0	1	78	2	0	98	1	180
Completers								
Traditional	1	1	25	3	1	121	0	152
Alternate	0	2	137	7	1	112	0	259

**Table 111**  
*2021-2022 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
<b>Admits</b>			
Art (K-12)	0	5	5
Biology (7-12)	0	13	13
Business Education (7-12)	0	10	10
Chemistry (7-12)	0	2	2
Elementary Education (4-6)	0	20	20
Elementary Education (K-6)	117	0	117
English (7-12)	5	19	24
Family & Consumer Sci (7-12)	0	4	4
Health Education (K-12)	0	8	8
Mathematics (7-12)	2	6	8
Mild/Mod Disability (K-12)	0	35	35
Physical Education (K-12)	0	14	14
Physics (7-12)	0	1	1
Social Studies (7-12)	0	37	37
Spanish (K-12)	0	1	1
No License Identified	0	5	5
<b>Completers</b>			
Art (K-12)	0	2	2
Biology (7-12)	0	20	20
Business Education (7-12)	0	17	17
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	26	26
Elementary Education (K-6)	125	0	125
English (7-12)	6	39	45
Family & Consumer Sci (7-12)	0	6	6
French (K-12)	0	1	1
Health Education (K-12)	0	2	2
Mathematics (7-12)	4	17	21
Mild/Mod Disability (K-12)	0	53	53
Music Ed. Instrumental (K-12)	10	0	10
Music Ed. Vocal (K-12)	6	1	7
Physical Education (K-12)	0	25	25
Social Studies (7-12)	1	41	42
Spanish (K-12)	0	6	6
Speech Communication (7-12)	0	2	2

## SECTION XI: 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:

<b>Admitted</b>
Total Number of Leadership Candidates Admitted
Average of All Candidate Admit GPAs
Total Number of Leadership Candidates Enrolled
Average Years of Teaching
<b>Completed</b>
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

<b>Private EPPs</b>	<b>Public EPPs</b>
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)

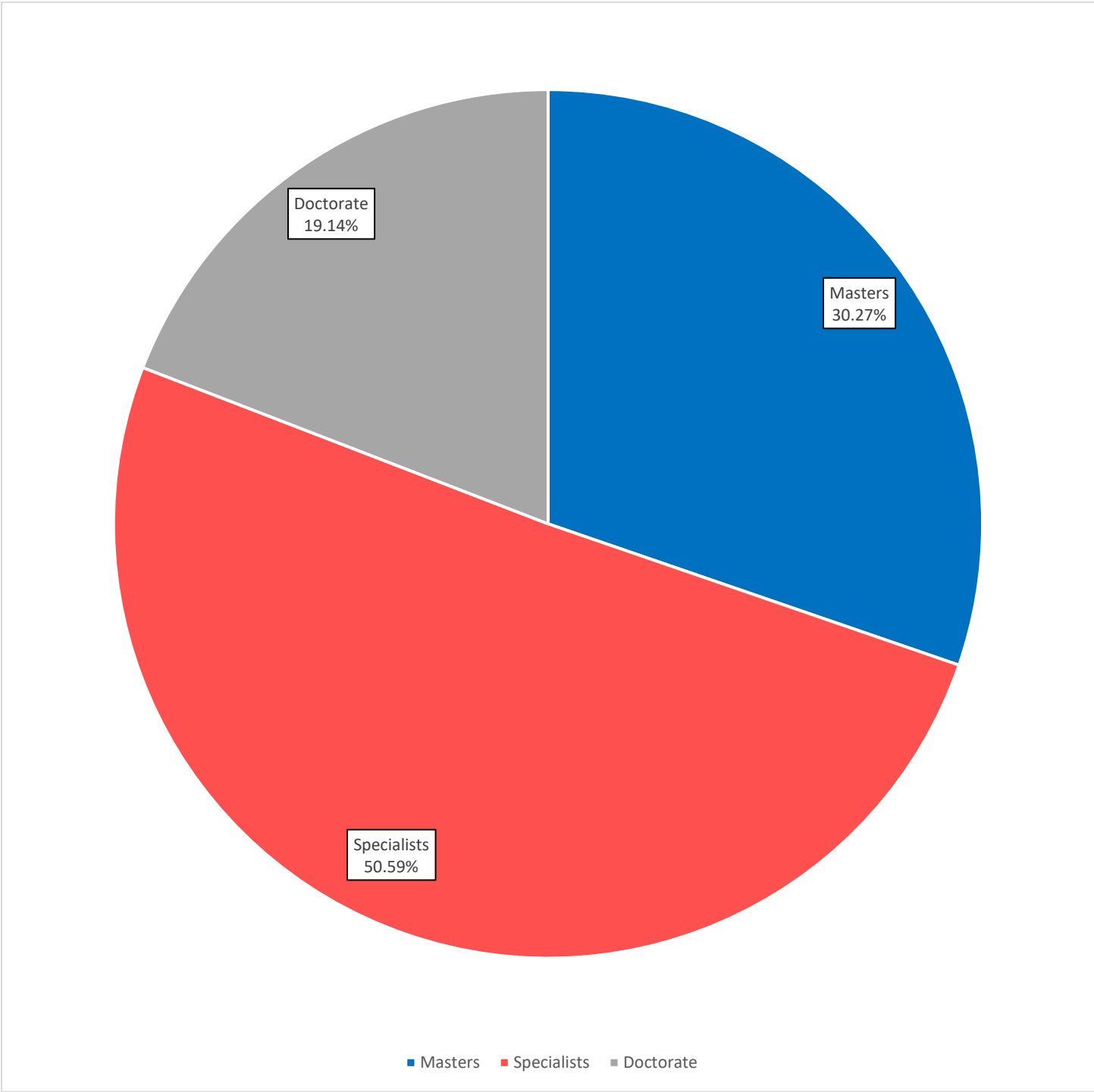
**Table 112***2021-2022 Admitted Leadership Candidates by EPP*

	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator admitted									
Masters	17	21	7	61	10	21	6	12	155
Specialists	34	35	27	39	16	41	6	61	259
Doctoral	0	0	9	0	0	0	88	1	98
Average Administrator admit GPAs									
Masters	3.08	3.35	3.52	3.41	3.53	3.51	3.66	3.35	3.40
Specialists	3.46	3.72	3.55	3.59	3.71	3.46	3.49	3.70	3.60
Doctoral	NA	NA	3.63	NA	NA	NA	3.74	3.80	3.73
Average number of years teaching									
Masters	8.82	9.29	5.29	7.64	7.70	9.14	8.33	7.92	8.14
Specialists	6.38	7.51	6.59	6.64	11.56	9.24	10.67	7.52	7.74
Doctoral	NA	NA	10.89	NA	NA	NA	13.73	2.00	13.35

# 512

## Admitted Candidates into Leadership Programs

**Figure 54**  
*2021-2022 Leadership Admitted Candidates*



## Admitted Leadership by Gender

In 2021-2022, the eight EPP leadership programs admitted a total of 512 candidates for all program levels. Females represented 71.48% (n=366) of admitted candidates and male candidates represented 28.52% (n=146).

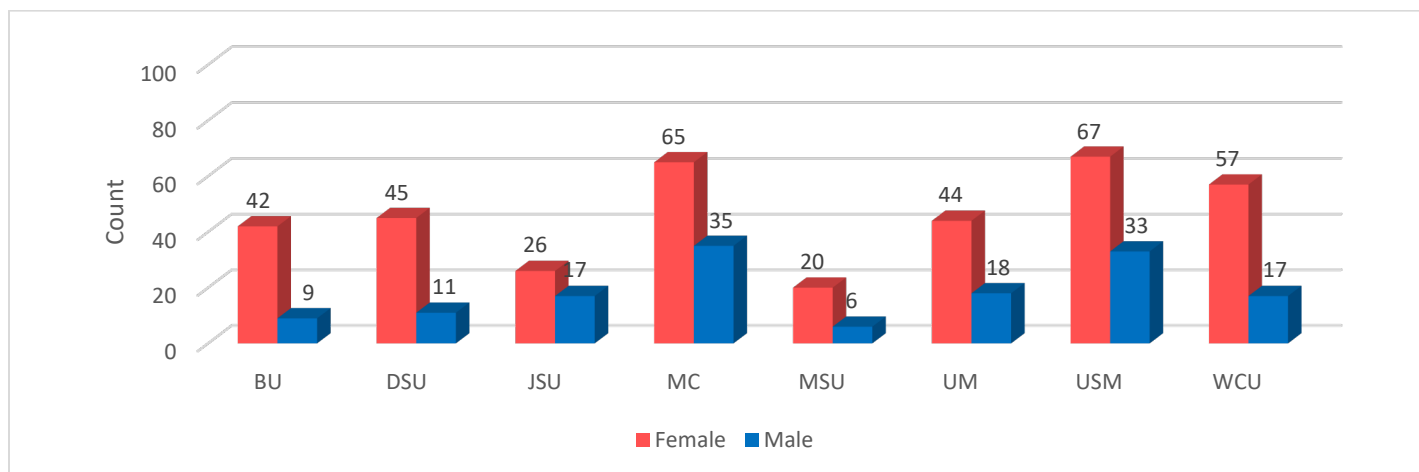
**Table 113**

*2021-2022 Admitted Leadership Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	42	45	26	65	20	44	67	57	366
Male	9	11	17	35	6	18	33	17	146
Total	51	56	43	100	26	62	100	74	512

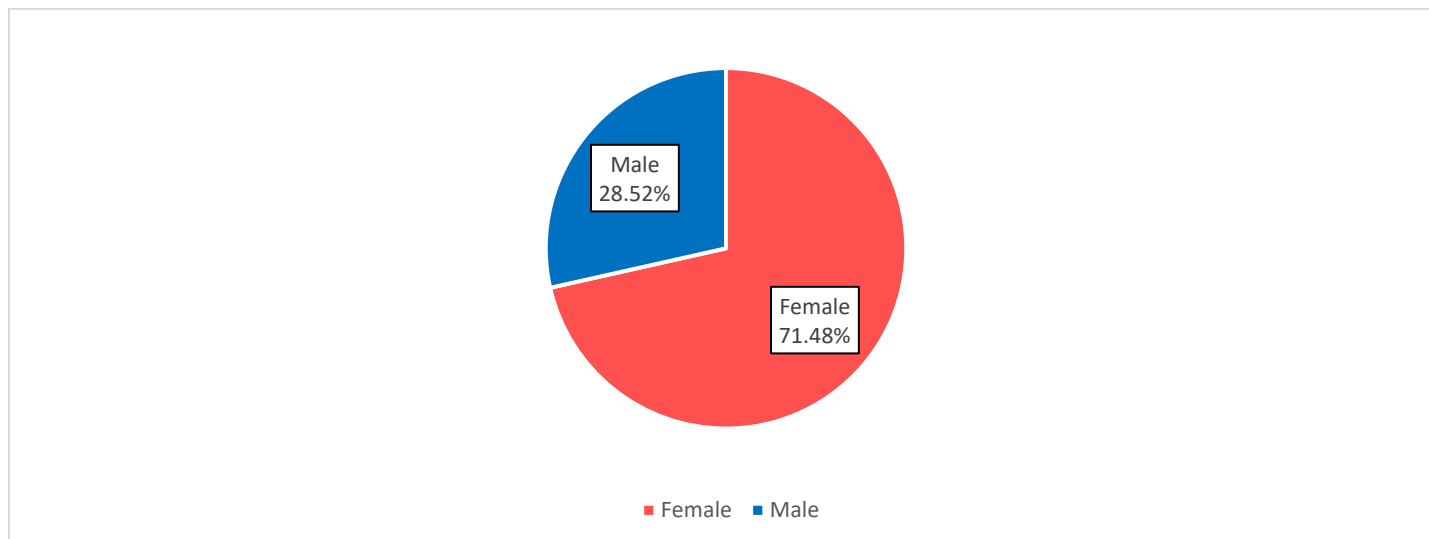
**Figure 55**

*2021-2022 Admitted Leadership Program Candidates by Gender*



**Figure 56**

*2021-2022 Admitted Leadership Program Candidates by Gender*





## Admitted Leadership Program Candidates by Ethnicity

In 2021-2022, the eight EPP leadership programs admitted a total of 512 candidates. The following data represent the ethnicity of all admitted candidates.

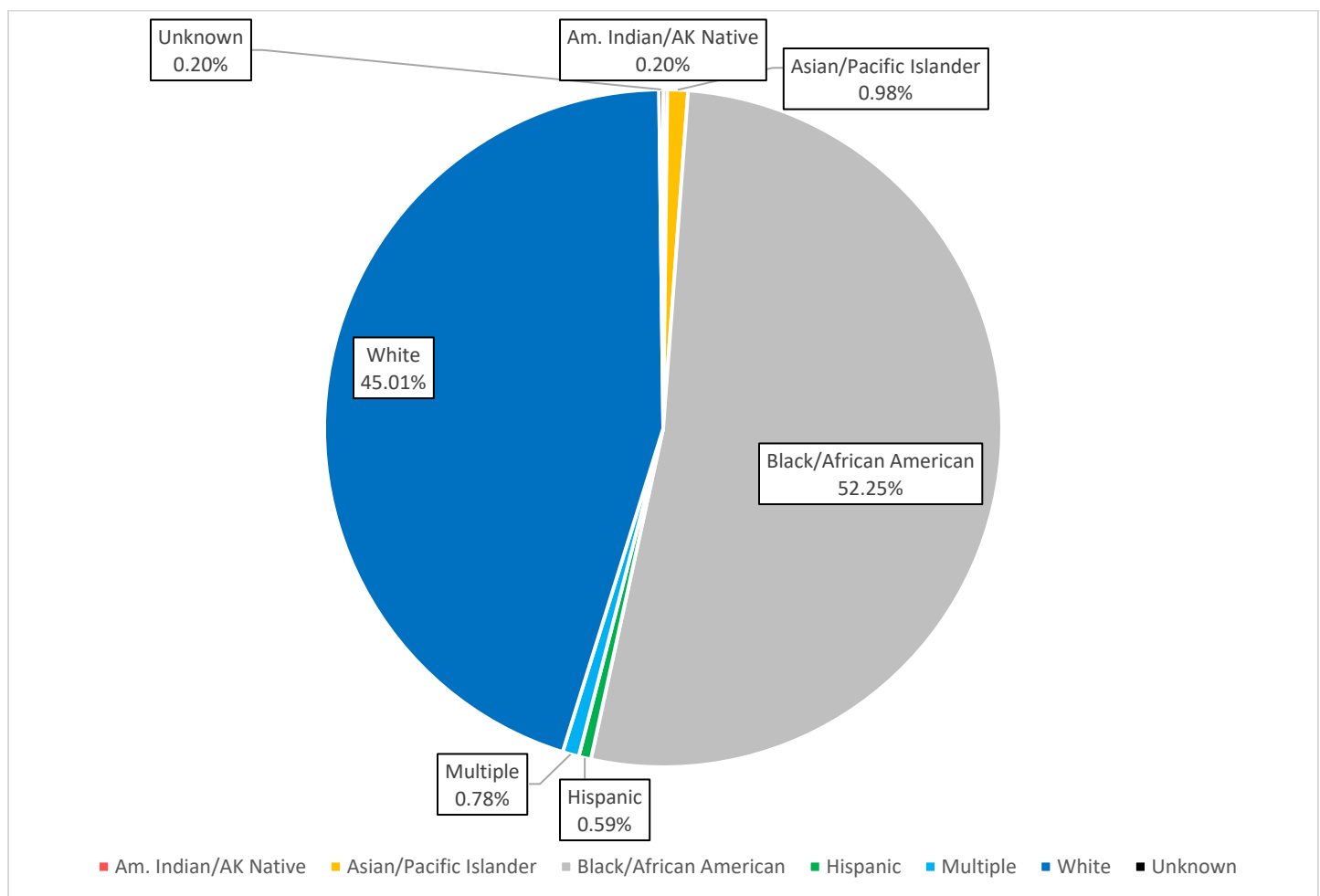
**Table 114**

*2021-2022 Admitted Leadership Program Candidates by Ethnicity*

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	0	0	0	0	1	1
Asian/Pacific Islander	0	2	0	1	0	1	2	0	5
Black/African American	41	26	43	34	15	36	40	32	267
Hispanic	0	0	0	0	0	1	1	1	3
Multiple	1	0	0	0	0	0	3	0	4
White	9	28	0	65	11	24	53	40	230
Unknown	0	0	0	0	0	0	1	0	1
Total	51	56	43	100	26	62	100	74	512

**Figure 57**

*2021-2022 Admitted Leadership Program Candidates by Ethnicity*



**Table 115***2021-2022 Completer Leadership Program Candidates by EPP*

	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/Avg
Total number of Administrator completers									
Masters	19	20	8	78	16	16	9	9	175
Specialists	16	40	7	35	18	42	6	58	222
Doctoral	0	0	3	10	0	0	32	2	47
Average of Administrator completer GPAs									
Masters	3.64	3.89	3.53	3.86	3.84	3.89	3.93	3.78	3.82
Specialists	3.64	3.89	3.68	3.71	3.87	3.85	3.93	3.97	3.85
Doctoral	NA	NA	3.83	3.79	NR	NR	3.93	3.95	3.90
Average internship clock hours completed									
Masters	320.00	405.00	400.00	510.00	300.00	400.00	510.00	400.00	437.43
Specialists	320.00	405.00	400.00	300.00	300.00	400.00	125.00	400.00	363.83
Doctoral	NA	NA	400.00	300.00	NR	NR	125.00	400.00	191.49
Average credit hours earned									
Masters	33.00	30.00	33.00	37.40	33.00	30.00	34.00	34.00	34.45
Specialists	33.00	30.00	33.00	41.00	40.00	30.00	37.50	33.57	33.99
Doctoral	NA	NA	78.67	49.20	NR	NR	57.25	48.50	56.53
Average number of times attempted SLLA									
Masters	1.00	NA	NA	1.00	3.00	1.00	NA	NA	1.13
Specialists	1.00	NA	NA	1.13	NA	1.00	NA	1.00	1.03
Doctoral	NA	NA	1.00	1.00	NR	NR	1.00	NA	1.00
Count of SLLA COVID-19 Test Waivers									
Masters	15	20	8	75	15	9	9	9	160
Specialists	15	40	7	28	18	21	4	57	190
Doctoral	NA	NA	1	0	NR	NR	0	0	1

*NA = Not Applicable**NR = Not Reported***444****Leadership Completers**

**Table 116***2021-2022 Completer Leadership Program Common Assessments by EPP*

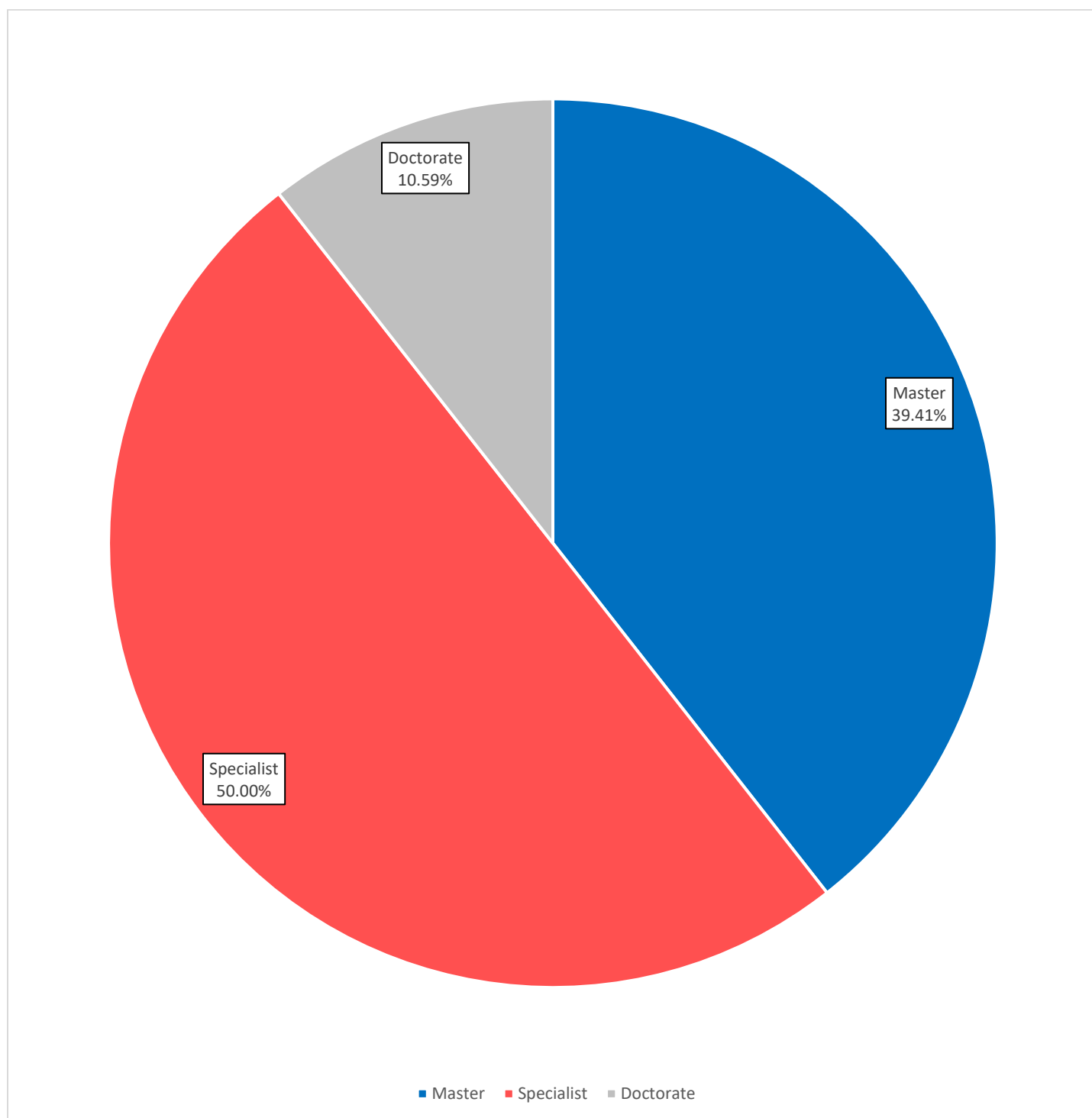
There are five common assessments administered to Master's and Specialist's candidates in the Educational Leadership programs: four assignment-based and one performance-based. The *Leadership for School Improvement* focuses on candidate's ability to analyze a complex data set, the *Professional Growth 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	Total/Avg
Average Leadership for School Improvement									
Masters	3.45	3.38	2.38	3.22	2.93	2.86	NR	NR	3.16
Specialists	3.49	3.24	3.00	3.56	2.93	3.14	NR	NR	3.27
Average Professional Growth System									
Masters	3.60	2.93	2.63	3.75	3.63	3.11	NR	NR	3.49
Specialists	3.92	3.38	2.83	3.82	3.50	3.14	NR	NR	3.43
Average School Safety									
Masters	3.57	3.77	3.00	3.63	4.00	3.48	NR	NR	3.63
Specialists	3.76	3.26	3.29	3.25	3.84	3.48	NR	NR	3.42
Average Community Relations & Management									
Masters	3.61	2.75	3.00	3.23	3.73	3.41	NR	NR	3.25
Specialists	3.58	2.65	3.00	3.19	3.52	3.29	NR	NR	3.13
Average Professional Dispositions									
Masters	2.91	3.42	2.75	3.11	3.78	NR	NR	2.65	3.15
Specialists	2.90	3.35	3.00	3.53	3.93	NR	NR	2.68	3.17

NA = Not Applicable

NR = Not Reported

**Figure 58**  
*2021-2022 Completer Leadership Program Candidates*



## Completer Leadership Program Candidates by Gender

In 2021-2022, 444 candidates completed Educational Leadership programs from eight EPPs. The percentage of female completers was 73.20% (n=325) and the percentage of males was 26.80% (n=119).

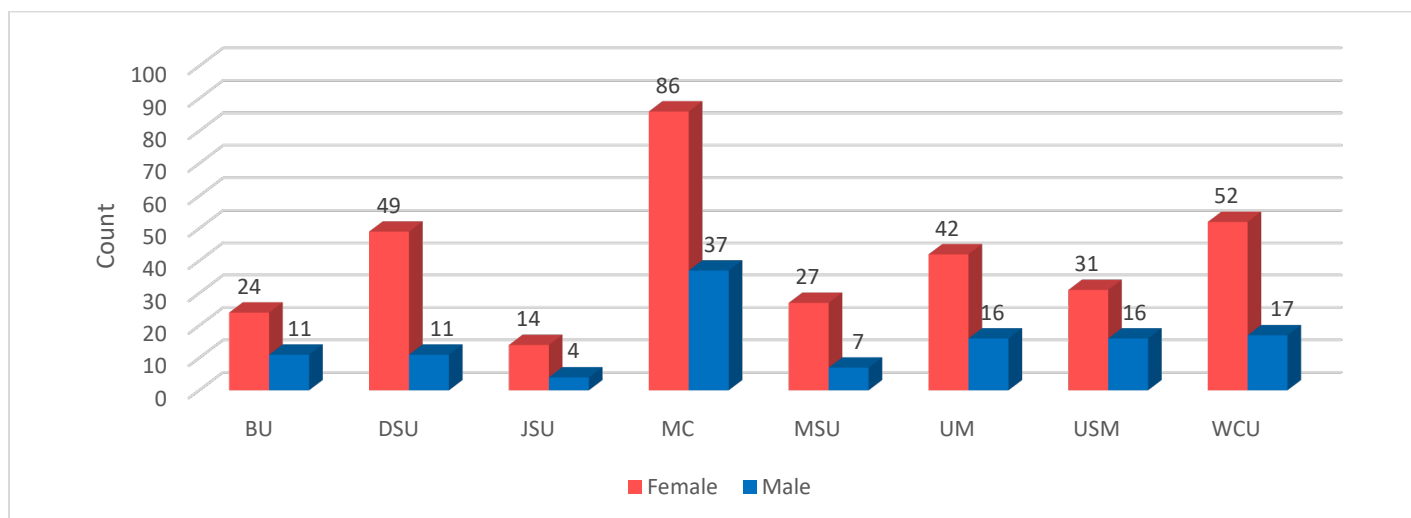
**Table 117**

*2021-2022 Completer Leadership Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	24	49	14	86	27	42	31	52	325
Male	11	11	4	37	7	16	16	17	119
Total	35	60	18	123	34	58	47	69	444

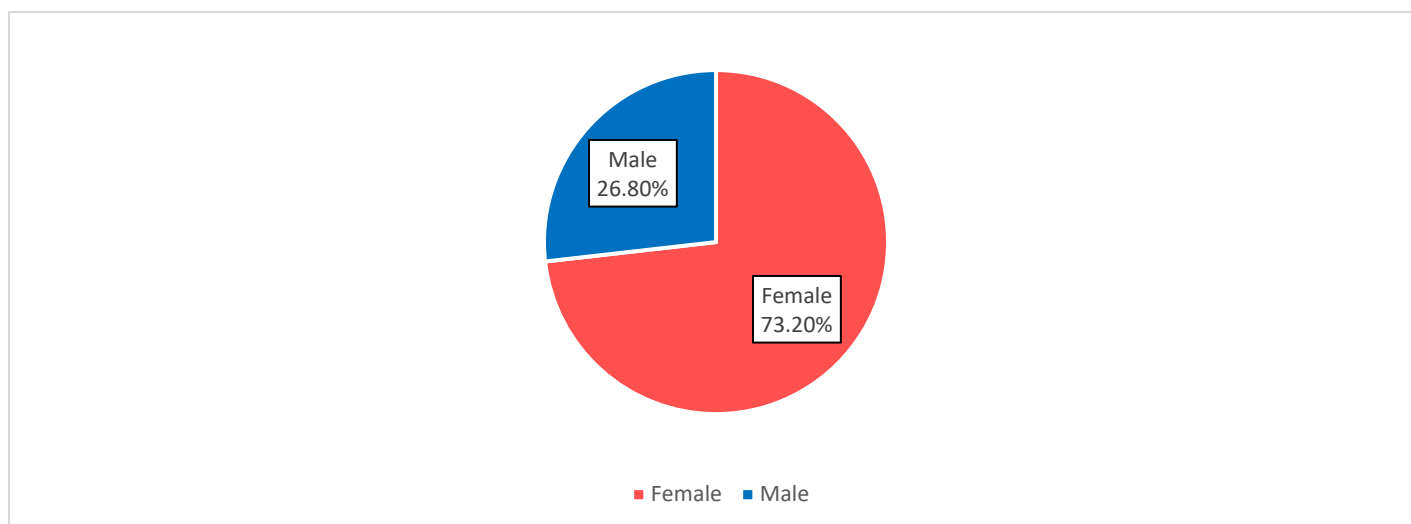
**Figure 59**

*2021-2022 Completer Leadership Program Candidates by Gender*



**Figure 60**

*2021-2022 Completer Leadership Program Candidates by Gender*



## Completer Educational Leadership Programs by Ethnicity

In 2021-2022, 444 candidates completed leadership programs from the eight EPPs. The following data represent the ethnicity of all leadership program candidate completers.

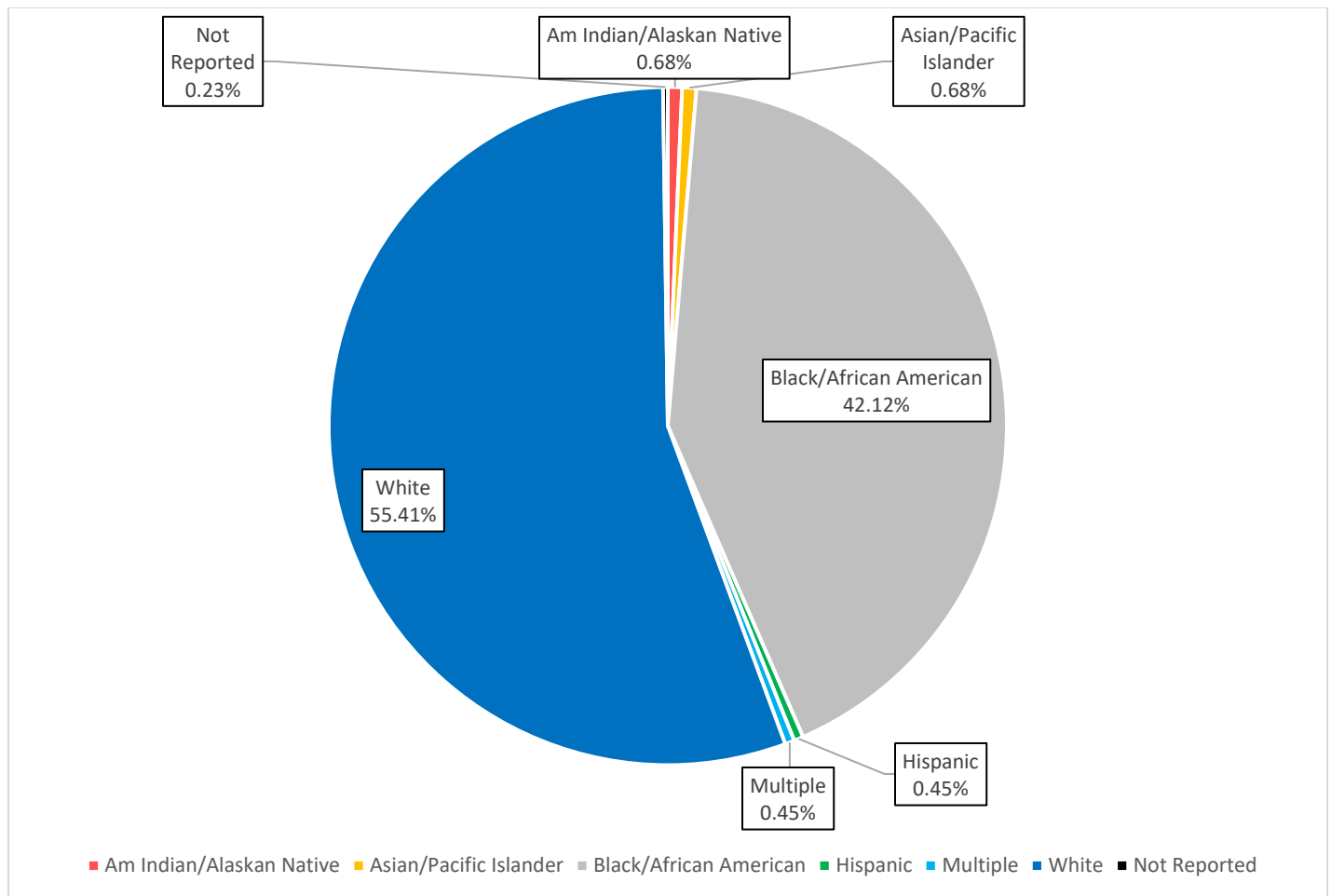
**Table 118**

*2021-2022 Completer Leadership Program by Ethnicity*

Ethnicity	BU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	1	0	1	1	0	3
Asian/Pacific Islander	1	1	0	1	0	0	0	0	3
Black/African American	20	27	17	53	17	25	15	13	187
Hispanic	0	0	0	0	0	0	2	0	2
Multiple	1	0	0	0	0	1	0	0	2
White	13	32	1	67	17	31	29	56	246
Not Reported	0	0	0	1	0	0	0	0	1
<b>Total</b>	<b>35</b>	<b>60</b>	<b>18</b>	<b>123</b>	<b>34</b>	<b>58</b>	<b>47</b>	<b>69</b>	<b>444</b>

**Figure 61**

*2021-2022 Completer Leadership Program by Ethnicity*



## SECTION XII: 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: Business Education, Child Development, Computer Application, Dyslexia, Gifted, Health, Instructional Technology, Psychometry, Reading, School Counseling, Speech Pathology, Special Education, and STEM. The following data points were requested:

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

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

<b>Private EPPs</b>	<b>Public EPPs</b>
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 119***2021-2022 Admitted Advanced-Level Program Candidates by EPP*

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of advanced-level program candidates admitted:									
Athletic Admin (Masters & Specialist)	0	0	0	0	0	0	0	9	9
Dyslexia (Masters)	0	0	0	33	0	0	4	30	67
Emotional Disability (Masters)	0	0	0	0	0	0	0	5	5
Gifted Education (Masters)	0	0	0	0	0	0	0	14	14
Library & Information Science (Masters)	0	0	0	0	0	0	17	0	17
Mild/Moderate Disability (Masters)	0	0	0	16	0	0	5	13	34
Psychometry (Masters & Specialists)	0	0	79	0	0	0	0	1	80
School Counselor (Masters and Specialists)	12	8	18	4	10	10	23	1	86
School Psychology (Doctorate)	0	0	0	0	0	0	4	0	4
Average of advanced-level Admit GPAs:	3.45	3.32	3.63	3.39	3.64	3.58	3.35	3.37	3.47
Average Years of Teaching Experience:	NR	NR	8.61	6.58	NR	NR	8.25	2.82	5.35
Total number of enrolled advanced-level program candidates:	NR	27	143	NR	NR	NR	127	133	

*NR = Not Reported*

# 316

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



## Admitted Advanced-Level Program Candidates by Gender

In 2021-2022, the eight EPPs' advanced-level degree programs admitted a total of 316 candidates. Females represented 92.09% (n=291) of admitted candidates into the programs and male candidates represented 7.91% (n=25).

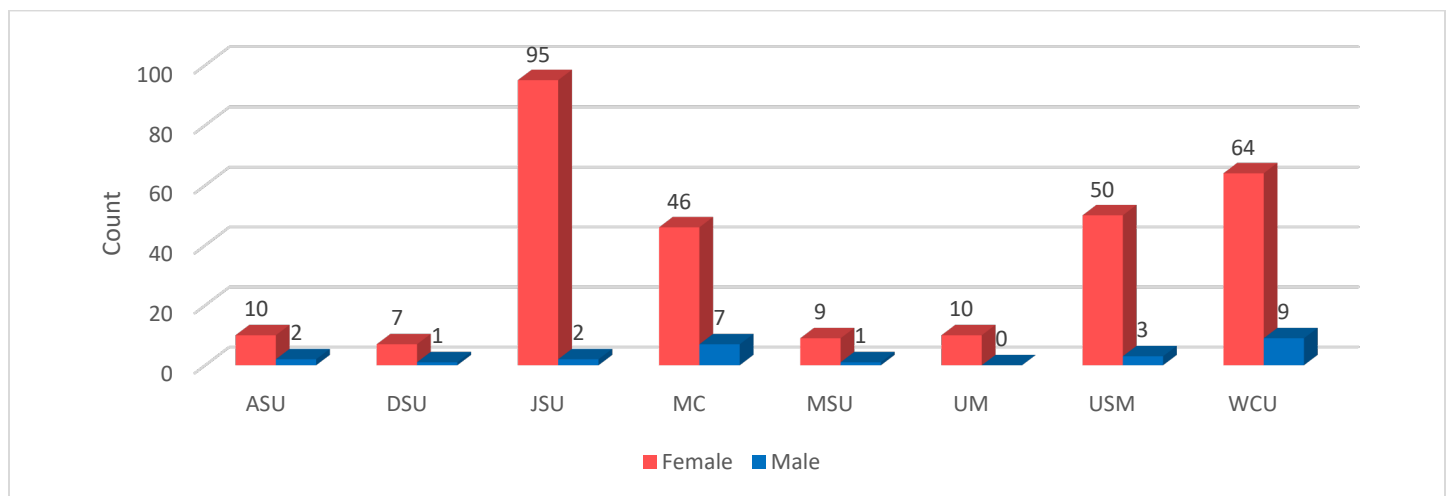
**Table 120**

*2021-2022 Admitted Advanced-Level Program Candidates by Gender*

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	10	7	95	46	9	10	50	64	291
Male	2	1	2	7	1	0	3	9	25
Total	12	8	97	53	10	10	53	73	316

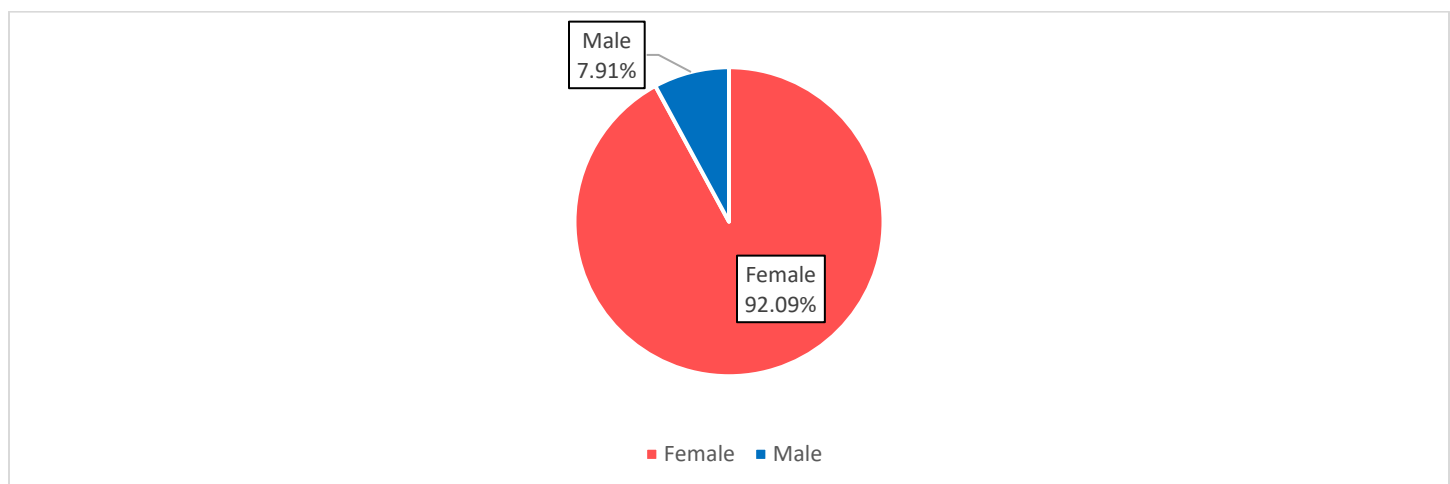
**Figure 62**

*2021-2022 Admitted Advanced-Level Program Candidates by Gender*



**Figure 63**

*2021-2022 Admitted Advanced-Level Program Candidates by Gender*



## Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2021-2022, the eight EPPs' advanced-level degree programs admitted a total of 316 candidates. The following data represent the ethnicity of all admitted candidates into the EPP advanced-level degree programs.

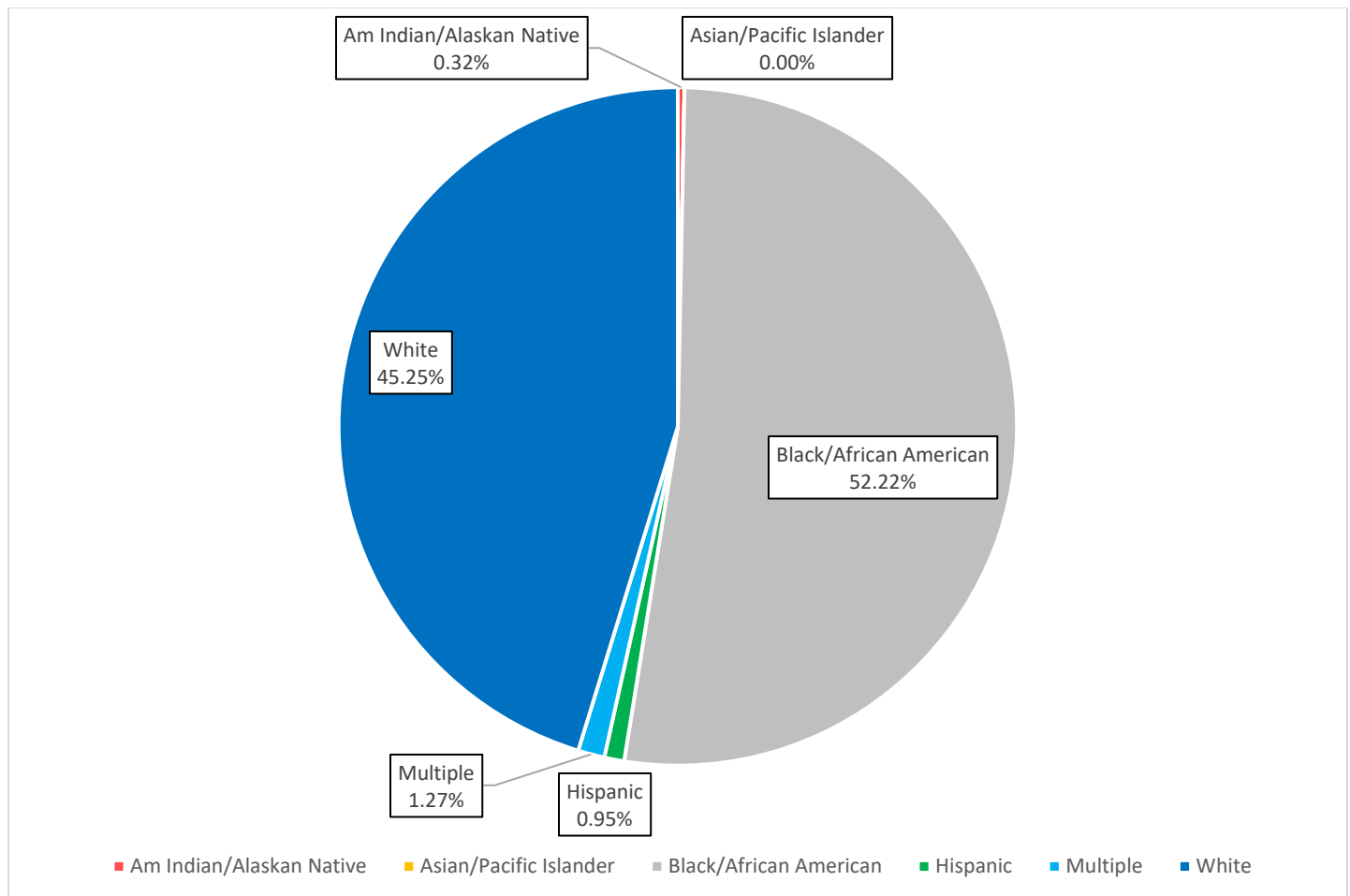
**Table 121**

*2021-2022 Admitted Advanced-Level Program Candidates by Ethnicity*

Ethnicity	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am In/Alaskan Native	0	0	0	0	1	0	0	0	1
Asian/Pac Islander	0	0	0	0	0	0	0	0	0
Black/African Am	12	5	95	16	2	1	14	20	165
Hispanic	0	0	0	1	0	0	2	0	3
Multiple	0	0	0	0	0	0	4	0	4
White	0	3	2	36	7	9	33	53	143
Unknown	0	0	0	0	0	0	0	0	0
Total	12	8	97	53	10	10	53	73	316

**Figure 64**

*2021-2022 Admitted Advanced-Level Program Candidates by Ethnicity*



**Table 122***2021-2022 Advanced-Level Degree Program Completers*

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level Degree completers	8	20	73	60	10	8	47	79	305
Athletic Admin (Masters & Specialist)	0	0	0	0	0	0	0	13	13
Dyslexia (Masters & Specialist)	0	0	0	32	0	0	0	13	45
Emotional Dis (Masters & Specialist)	0	0	0	0	0	0	2	17	19
Gifted (Masters)	0	0	0	0	0	0	0	16	16
Library/Media (Masters)	0	0	0	0	0	0	16	0	16
Mild/Mod Dis (Masters & Specialist)	0	11	0	19	0	0	6	14	50
Psychometry (Specialists)	0	0	56	0	0	0	0	0	56
School Counselor (Masters & Specialists)	8	9	17	9	10	8	14	6	81
School Psychology (Doctorate)	0	0	0	0	0	0	4	0	4
Severe Dis (Masters & Specialists)	0	0	0	0	0	0	5	0	5
Average of Adv-Level Completer GPA	3.12	3.86	3.54	3.89	3.76	3.76	3.88	3.84	3.77
Average Internship Clock Hours Completed									
Athletic Admin (Masters & Specialist)	NA	NA	NA	NA	NA	NA	NA	0	0
Dyslexia (Masters & Specialist)	NA	NA	NA	820.00	NA	NA	NA	796.31	813.16
Emotional Dis (Masters & Specialist)	NA	NA	NA	NA	NA	NA	350.00	0	350.00
Gifted (Masters)	NA	NA	NA	NA	NA	NA	NA	32.00	32.00
Library/Media (Masters)	NA	NA	NA	NA	NA	NA	120.00	NA	120.00
Mild/Mod Dis (Masters & Specialist)	NA	150.00	NA	35.00	NA	NA	350.00	0	122.64
Psychometry (Specialists)	NA	NA	179.46	NA	NA	NA	NA	NA	179.46
School Counselor (Masters & Specialists)	700.00	700.00	464.71	700.00	700.00	700.00	700.00	700.00	650.62
School Psychology (Doctorate)	NA	NA	NA	NA	NA	NA	1000.00	NA	1000.00
Severe Dis (Masters & Specialists)	NA	NA	NA	NA	NA	NA	350.00	NA	350.00

	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total/ Avg
Average Number of Times Attempted PRAXIS Content Knowledge									
Library/Media	NA	NA	NA	NA	NA	NA	1.00	NA	1.00
School Counseling	1.40	1.38	1.29	1.00	1.00	1.00	1.00	2.40	1.32
School Psychology	NA	NA	NA	NA	NA	NA	1.00	NA	1.00
Special Education	NA	1.00	NA	NA	NA	NA	1.00	1.14	1.08
Count of COVID-19 Test Waivers									
Library/Media	NA	NA	NA	NA	NA	NA	8	NA	8
School Counselor	7	1	10	3	9	3	8	2	41
School Psychology	NA	NA	NA	NA	NA	NA	3	NA	3
Special Education	NA	1	NA	19	NA	NA	9	9	28

# 305

## Advanced-Level Program Completers at the Initial Licensure Level

## Completer Candidates in Advanced-Level Degree Programs by Gender

In 2021-2022, the eight EPPs' advanced-level degree programs had a total of 305 completer candidates. Female completers represented 92.79% (n=283) candidates and male completers represented 7.21% (n=22).

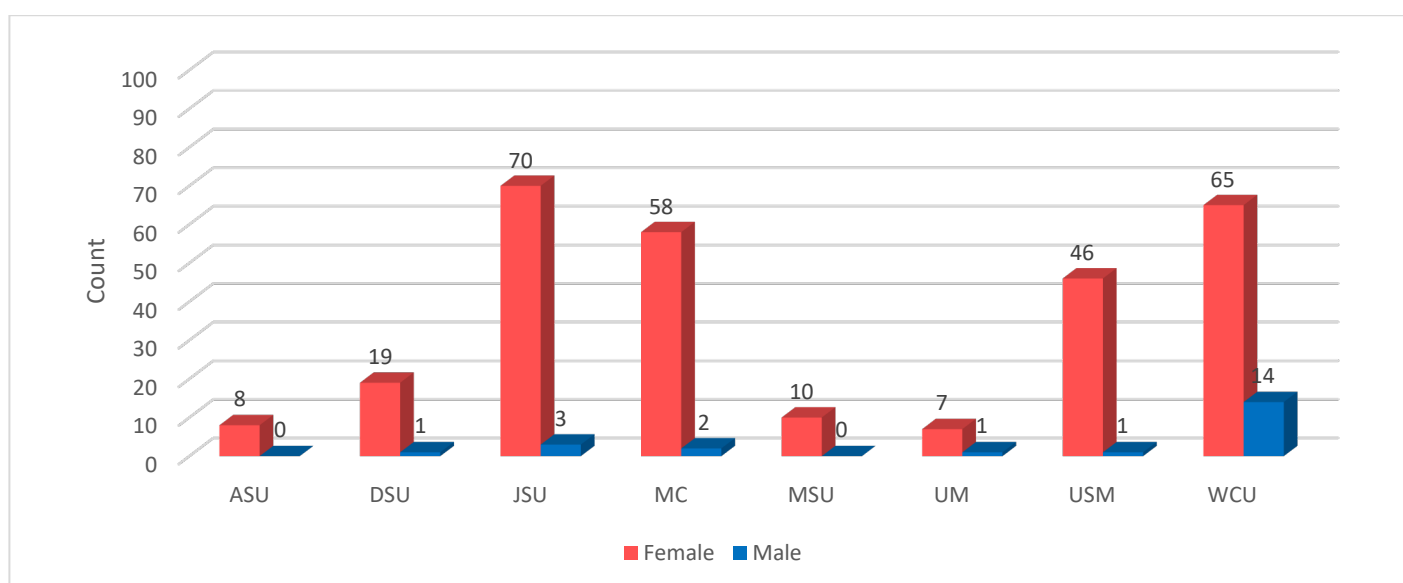
**Table 123**

*2021-2022 Advanced-Level Degree Program Completers by Gender*

Gender	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Female	8	19	70	58	10	7	46	65	283
Male	0	1	3	2	0	1	1	14	22
Total	8	20	73	60	10	8	47	79	305

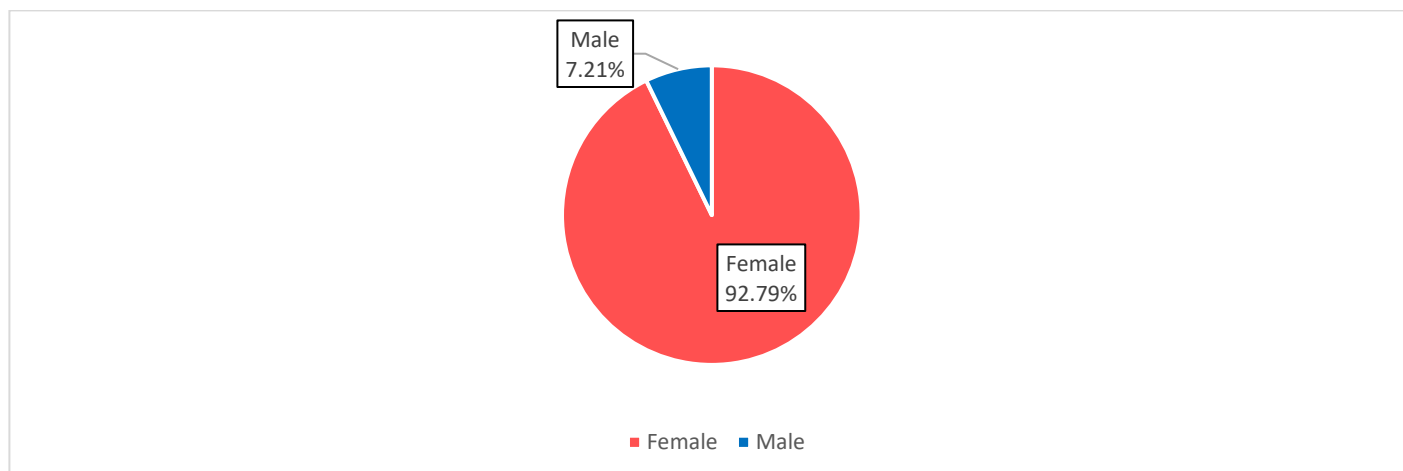
**Figure 65**

*2021-2022 Advanced-Level Degree Program Completers by Gender*



**Figure 66**

*2021-2022 Advanced-Level Degree Program Completers by Gender*



## Completer Candidates in Advanced-Level Degree Programs by Ethnicity

In 2021-2022, 305 candidates completed advanced-level degrees from eleven EPPs. The following data represents the ethnicity of candidates who completed advanced degrees leading to initial licensure.

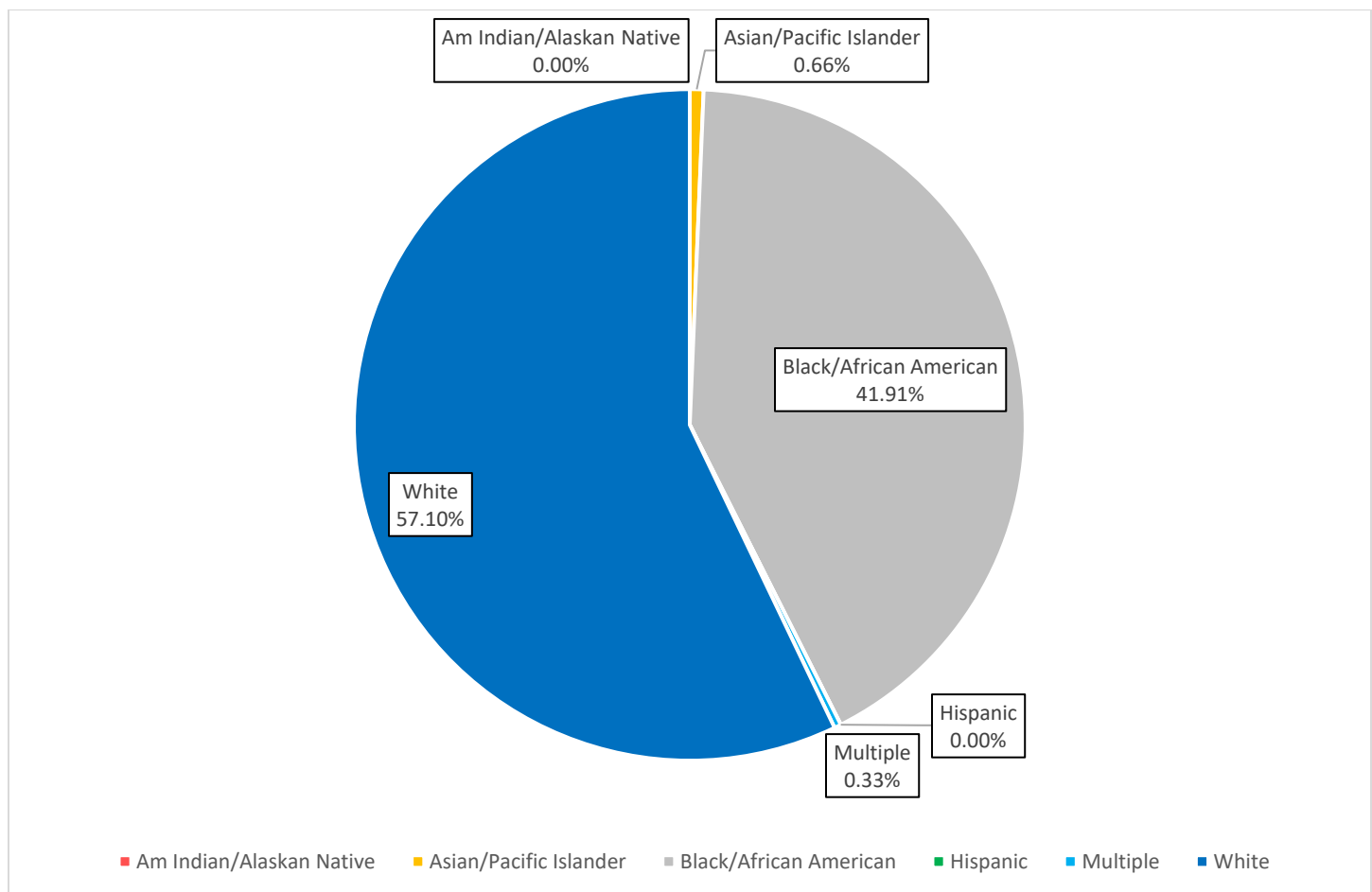
**Table 124**

*2021-2022 Advanced-Level Degree Completer Candidates by Ethnicity*

Ethnicity	ASU	DSU	JSU	MC	MSU	UM	USM	WCU	Total
Am In/Alaskan Native	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	1	0	0	0	1	2
Black/African Am	8	9	73	11	4	1	5	16	127
Hispanic	0	0	0	0	0	0	0	0	0
Multiple	0	0	0	0	0	0	1	0	1
White	0	11	0	47	6	7	41	61	173
Unknown	0	0	0	0	0	0	0	0	0
Total	8	20	73	60	10	8	47	79	305

**Figure 67**

*2021-2022 Advanced-Level Degree Completer Candidates by Ethnicity*



### SECTION XIII: Praxis Content Knowledge

The following data were provided by the EPPs for their program completers for the required Praxis Content Knowledge tests. Data for both traditional and alternate route programs are provided.

**Table 125**

*2021-2022 Initial Program Completer Praxis Content Knowledge*

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5017 Elementary Ed (K-6)	153	245	161.47	18	158.11	263	161.24
5018 Elementary Ed (4-8)	163	5	■	49	172.20	54	172.11
5038 English Lang Arts	167	60	174.03	27	167.00	87	171.85
5081 Social Studies	150	53	161.02	13	152.31	66	159.30
5091 Physical Education	145	34	145.21	20	143.35	54	144.52
5101 Business Education	153	0	NA	4	■	4	■
5113 Music Education	161	31	160.32	1	■	32	160.72
5122 Family & Consumer Science	153	0	NA	1	■	1	■
5134 Art	158	1	■	7	169.71	8	168.88
5161 Mathematics	152	10	136.50	3	■	13	137.92
5165 Mathematics	152	22	168.68	4	■	26	165.15
5195 Spanish	160	4	■	1	■	5	■
5235 Biology	150	22	155.09	9	153.00	31	154.48
5236 Biology	148	5	■	2	■	7	127.86
5245 Chemistry	151	1	■	1	■	2	■
5246 Chemistry	140	2	■	1	■	3	■
5265 Physics	140	2	■	0	NA	2	■
5311 Library	143	1	■	0	NA	1	■
5354 Mild/Mod Disability	152	53	164.21	36	164.19	89	164.20
5551 Health Education	149	4	■	9	160.56	13	161.08
Did not take test		923		795		1718	

**Table 126**

*2021-2022 Advanced Program Completer Praxis Content Knowledge*

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5311 Library/Media	143	8	163.13	0	NA	8	163.13
5354 Mild/Moderate Disability	152	15	168.67	22	168.86	37	168.78
5402 School Psychologist	148	1	■	0	NA	1	■
5421 School Counselor	156	31	164.58	13	163.85	44	164.6
5422 School Counselor	153	1	■	0	NA	1	■
6990 School Leader	151	33	168.59	18	167.50	51	168.14
Did not take test		238		239		477	

**Table 127**

*2021-2022 Praxis Content Knowledge Exam Pass Rates by Public EPPs (Traditional and Alternate Route)*  
*(Percentage Pass at Best Attempt)*

Test Code	ASU N=42	DSU N=102	JSU N=176	MSU N=463	MUW N=54	MVSU N=36	UM N=284	USM N=321
5017 Elem Ed	41.67%	84.62%	0%	78.91%	NT	NT	85.71%	59.52%
5018 Elem Ed	100%	100%	100%	NP	NP	NT	NP	NP
5038 English	0%	33.33%	50.00%	100%	100%	0%	85.19%	75.00%
5081 So Studies	25.00%	100%	NT	63.64%	100%	NT	100%	91.67%
5091 Physical Ed	0%	83.33%	0%	73.91%	NT	0%	NT	NT
5113 Music Ed	0%	75.00%	0%	66.67%	NT	NT	0%	50.00%
5134 Art	NT	100%	NT	NT	NT	NT	NT	NT
5161 Mathematics	100%	100%	0%	57.14%	NT	NT	NT	NT
5165 Mathematics	NT	NT	NT	62.50%	NT	NT	100%	100%
5195 Spanish	NT	NT	NT	100%	NT	NT	NT	33.33%
5235 Biology	0%	50.00%	100%	92.31%	NT	NT	100%	100%
5236 Biology	0%	NT	NT	50.00%	NT	NT	NT	NT
5246 Chemistry	0%	NT	NT	100%	NT	NT	100%	NT
5265 Physics	NT	NT	NT	50.00%	NT	NT	NT	NT
5311 Library/Med	NT	NT	NT	NT	NT	NT	NT	100%
5354 M/M Dis	NP	NP	0%	86.36%	NP	NP	100%	100%
5551 Health	NT	NT	100%	NT	NT	NT	NT	100%
No Test Reported*	31%	64.71%	92.05%	38.88%	96.30%	91.67%	63.03%	74.14%

*\*Includes those not testing/COVID-19 Waiver*

*NP = No program*

*NT = No test takers*



**Table 128**

*2021-2022 Praxis Exam Pass Rates by Private EPPs (Traditional and Alternate Route)*  
*(Number Tested/Percentage Pass at Best Attempt)*

Test Code	BU N=536	BMCU N=42	MIL N=2	MC N=72	RC N=5	TC N=12	WCU N=332
5017 Elem Ed	100%	NT	■	50%	100%	0%	80%
5018 Elem Ed	93.33%	NP	NP	NT	NP	NT	100%
5038 English	35.71%	50%	■	100%	NT	NT	88.89%
5081 So Studies	20.00%	NT	NP	0%	NT	NT	85.71%
5091 Physical Ed	33.33%	NT	NA	100%	NP	NT	100%
5101 Business Ed	66.67%	NP	NA	NT	NT	NT	100%
5113 Music Ed	100%	NT	NA	NT	NP	NT	NT
5122 Fam & Con	NP	NT	NA	NT	NP	NT	100%
5134 Art	NP	NT	NA	100%	NP	NT	100%
5161 Mathematics	33.33%	NT	NA	NT	NT	NT	NT
5165 Mathematics	NT	NT	NA	NT	NT	NT	75.00%
5195 Spanish	NT	NT	NA	NT	NP	NT	100%
5235 Biology	100%	NT	NA	33.33%	NT	NT	100%
5236 Biology	NT	NT	NA	NT	NT	NT	50.00%
5245 Chemistry	0%	NP	NA	NT	NP	NT	NT
5246 Chemistry	NT	NP	NA	NT	NP	NT	100%
5354 M/M Dis	NP	NP	NA	NP	NP	NP	100%
5551 Health	100%	NP	NA	NT	NP	NT	100%
No Test Reported*	85.82%	95.24%	0%	83.33%	80.00%	83.33%	66.57%

*\*Includes those not testing/COVID-19 Waiver*

*NP = No program*

*NT = No test takers*

**Table 129**

2021-2022 Praxis Content Knowledge Exam First Attempt (Traditional only based on those who opted to take the test)

EPP	N	N Test Takers	N Passed on 1 <sup>st</sup> Attempt	Percentage
ASU	33	21	7	33.33%
BU	4	3	3	100%
BMCU*	42	2	0	0%
DSU	68	21	17	80.95%
JSU*	83	4	0	0%
MIL	2	2	1	50.00%
MC	57	6	2	33.33%
MSU*	321	235	178	75.74%
MUW	36	2	2	100%
MVSU	18	0	0	NA
RC	5	1	1	100%
TC	12	2	0	0%
UM	248	83	68	81.93%
USM	299	69	42	60.87%
WCU	152	9	8	88.89%
Overall	1380	460	329	71.52%

\*Includes K-3 and K-6

**72%**  
Passed on  
1<sup>st</sup> Attempt

## SECTION XIV. Student Teaching Data

The following data were provided by the fifteen (15) 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.

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

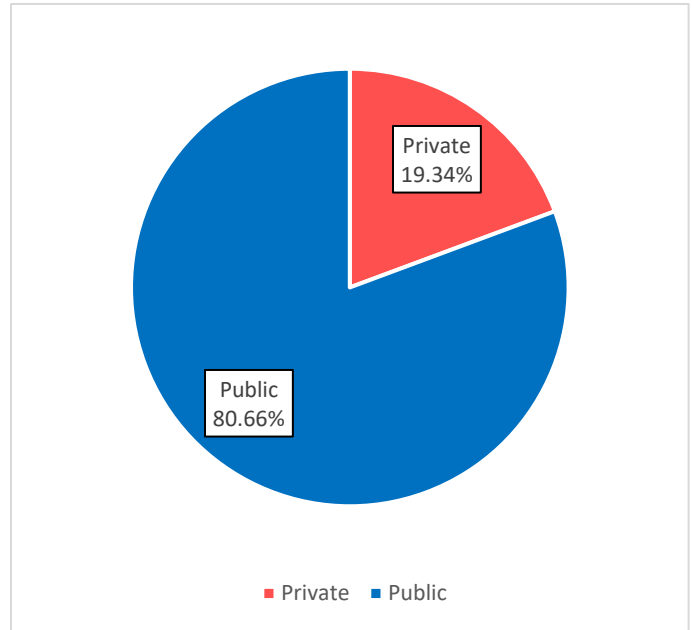
## Teacher Candidate Data

The number of teacher candidates participating in student teaching placements during the 2021-2022 academic year was 1386. Of the total, 80.66% (n=1118) were prepared at one of the eight public EPPs and 19.34% (n=268) were prepared at one of the seven private EPPs.

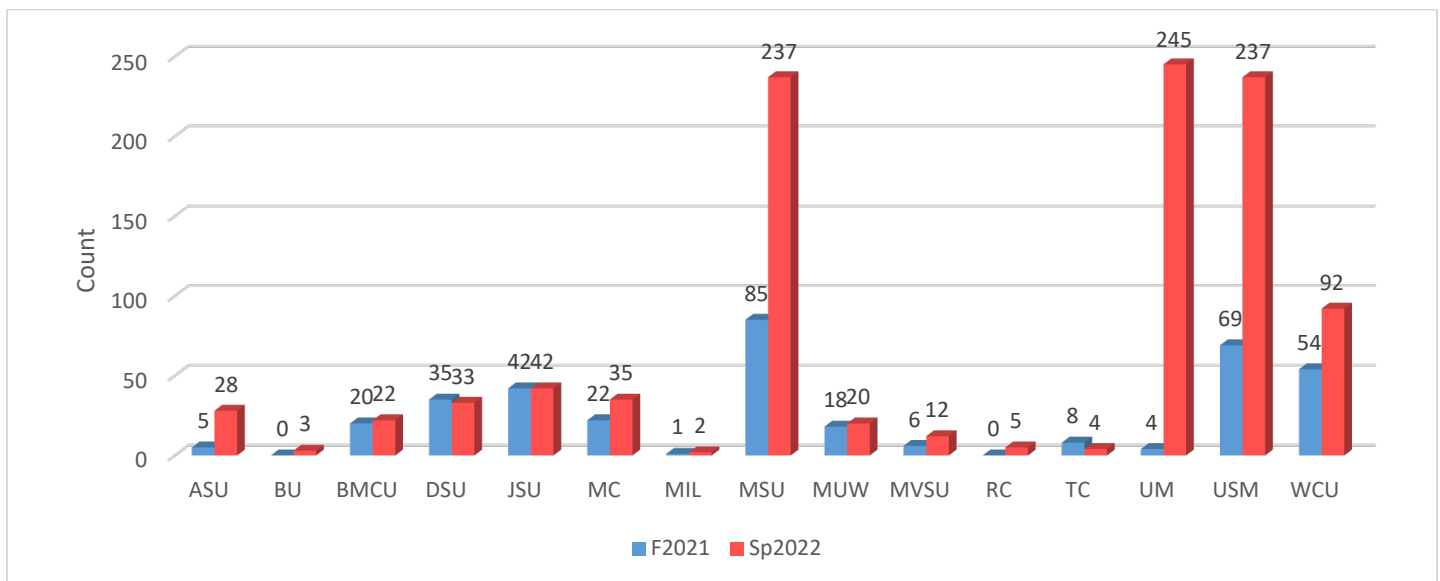
**Table 130**  
*2021-2022 Teacher Candidates*

EPP	F2021	Sp2022	Total
ASU	5	28	33
BU	0	3	3
BMCU	20	22	42
DSU	35	33	68
JSU	42	42	84
MC	22	35	57
MIL	1	2	3
MSU	85	237	322
MUW	18	20	38
MVSU	6	12	18
RC	0	5	5
TC	8	4	12
UM	4	245	249
USM	69	237	306
WCU	54	92	146
Totals	369	1017	1386

**Figure 68**  
*2021-2022 Teacher Candidates*



**Figure 69**  
*2021-2022 Teacher Candidates*

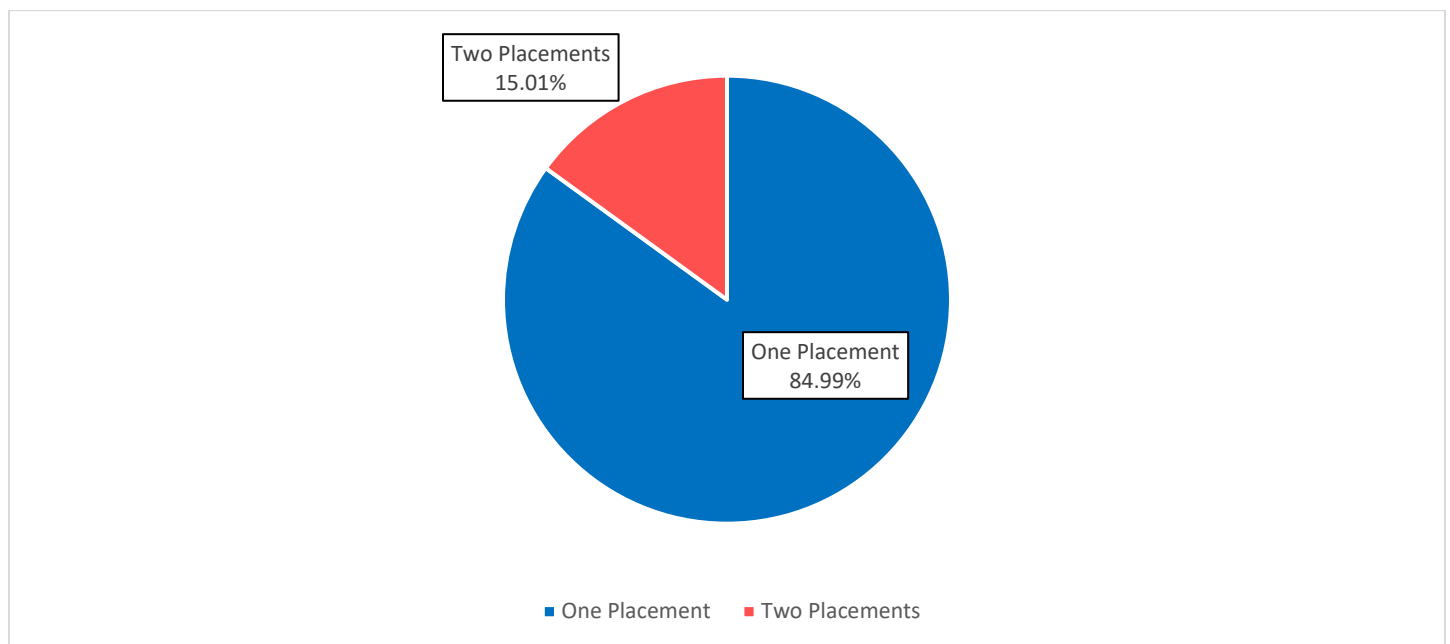


During the semester, teacher candidates complete two types of placements depending on the license that they seek. Typically, Elementary Education majors stay in one placement during the semester, while others (Secondary and K-12) will complete two semester placements (ex., one lower grade and one upper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

**Table 131**  
2021-2022 Teacher Candidate Field Experience Placement Assignments

EPP	One Placement			Two Placements		
	F2021	Sp2022	Total	F2021	Sp2022	Total
ASU	2	10	12	3	18	21
BU	0	3	3	0	0	0
BMCU	15	14	29	5	8	13
DSU	35	33	68	0	0	0
JSU	42	42	84	0	0	0
MC	13	22	35	9	13	22
MIL	1	2	3	0	0	0
MSU	72	201	273	13	36	49
MUW	4	8	12	14	12	26
MVSU	6	12	18	0	0	0
RC	0	5	5	0	0	0
TC	0	3	3	8	1	9
UM	4	245	249	0	0	0
USM	56	182	238	13	55	68
WCU	54	92	146	0	0	0
Totals	304	874	1178	65	143	208

**Figure 70**  
2021-2022 Teacher Candidate Placement Assignments



During the 2021-2022 academic year, the State Board of Education identified 98 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 55.41% (n=768).

**Table 132**

*2021-2022 Critical Shortage Area Placements*

	ASU n=33	BU n=3	BMCU n=42	DSU n=68	JSU n=84	MC n=57	MIL n=3	MSU n=322	MUW n=38	MVSU n=18	RC n=5	TC n=12	UM n=249	USM n=306	WCU n=146
Alcorn	0	0	3	0	0	0	0	3	0	0	0	0	7	0	0
Amite Co	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Attala Co	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Baldwyn Pub	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Booneville	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0
Canton Public	1	0	0	0	1	0	0	1	0	0	0	4	0	0	0
Choctaw Co	0	0	0	0	0	0	0	23	0	0	0	0	0	0	0
Claiborne Co	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarksdale	1	0	0	2	0	0	0	0	0	3	0	0	0	0	0
Cleveland	0	0	0	20	0	0	0	0	0	0	0	0	0	0	0
Clinton Pub	0	0	0	0	0	33	0	0	0	0	0	0	0	1	0
Columbus	0	0	0	0	0	0	0	6	8	0	0	0	0	0	0
Copiah Co	2	0	0	0	0	0	0	1	5	0	0	0	0	2	0
Corinth	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Covington Co	0	0	0	0	0	0	0	0	0	0	0	0	0	3	6
Desoto Co	0	0	1	8	0	0	0	9	0	0	0	0	33	4	0
E Tallahatchie	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Forest	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Forrest Co AHS	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Forrest Co	0	0	0	0	0	0	0	0	0	0	0	0	0	17	1
Green Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Greenville Pub	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
Greenwood- Leflore	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Grenada	0	0	0	2	0	0	0	0	0	0	0	0	6	0	0
Hattiesburg	0	0	0	0	0	0	0	0	0	0	0	0	0	24	3

	ASU n=33	BU n=3	BMCU n=42	DSU n=68	JSU n=84	MC n=57	MIL n=3	MSU n=322	MUW n=38	MVSU n=18	RC n=5	TC n=12	UM n=249	USM n=306	WCU n=146
Hinds Co	2	0	0	0	3	0	0	0	0	0	0	3	0	0	5
Holly Springs	0	0	1	0	0	0	0	0	0	0	4	0	0	0	0
Jackson Co	0	0	0	0	0	0	0	2	0	0	0	0	0	8	0
Jackson Pub	1	0	0	1	65	5	1	0	0	0	0	2	0	2	0
Jefferson Co	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kemper Co	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Kosciusko	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Lafayette Co	0	0	0	1	0	0	0	0	0	0	0	0	45	0	0
Lauderdale Co	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
Laurel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Lawrence Co	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Leake Co	0	0	0	0	0	0	0	5	0	0	0	1	0	0	0
Lee Co	0	0	3	0	0	0	0	1	0	0	0	0	8	0	0
Leland	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Louisville	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0
Meridian	0	0	0	0	0	0	0	5	0	0	0	0	0	0	1
Natchez-Adams	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Albany	0	0	5	0	0	0	0	2	0	0	0	0	9	0	0
Newton Co	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
North Pike	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1
North Tippah	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0
Pass Christian	0	0	0	0	0	0	0	2	0	0	0	0	0	3	1
Philadelphia	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Picayune	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Pontotoc	0	0	2	0	0	0	0	0	0	0	0	0	15	0	0
Quitman Co	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Scott Co	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0
Simpson Co	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Smith Co	0	0	0	0	0	0	0	2	0	0	0	0	0	3	3
South Tippah	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0
Starkville															
Oktibbeha	1	0	0	0	0	0	0	64	2	0	0	0	0	0	0
Sunflower	0	0	0	3	0	0	0	0	0	11	0	1	0	0	0

	ASU n=33	BU n=3	BMCU n=42	DSU n=68	JSU n=84	MC n=57	MIL n=3	MSU n=322	MUW n=38	MVSU n=18	RC n=5	TC n=12	UM n=249	USM n=306	WCU n=146
Tishomingo Co	0	0	0	0	0	0	0	1	0	0	0	0	8	0	0
Union Public	0	0	0	1	0	0	0	6	0	0	0	0	0	0	0
Vicksburg- Warren	6	0	0	2	0	2	0	2	0	0	0	0	0	0	0
Walthall Co	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Water Valley	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0
Wayne Co	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Webster Co	0	0	0	0	0	0	0	35	0	0	0	0	0	0	0
West Point	0	0	0	0	0	0	0	27	1	0	0	0	0	0	0
Western Line	0	0	0	3	0	0	0	0	0	0	0	0	0	1	0
Wilkinson Co	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Winona- Montgomery	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Yazoo City	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
Total	33	0	26	48	71	40	1	246	18	17	4	11	142	82	29

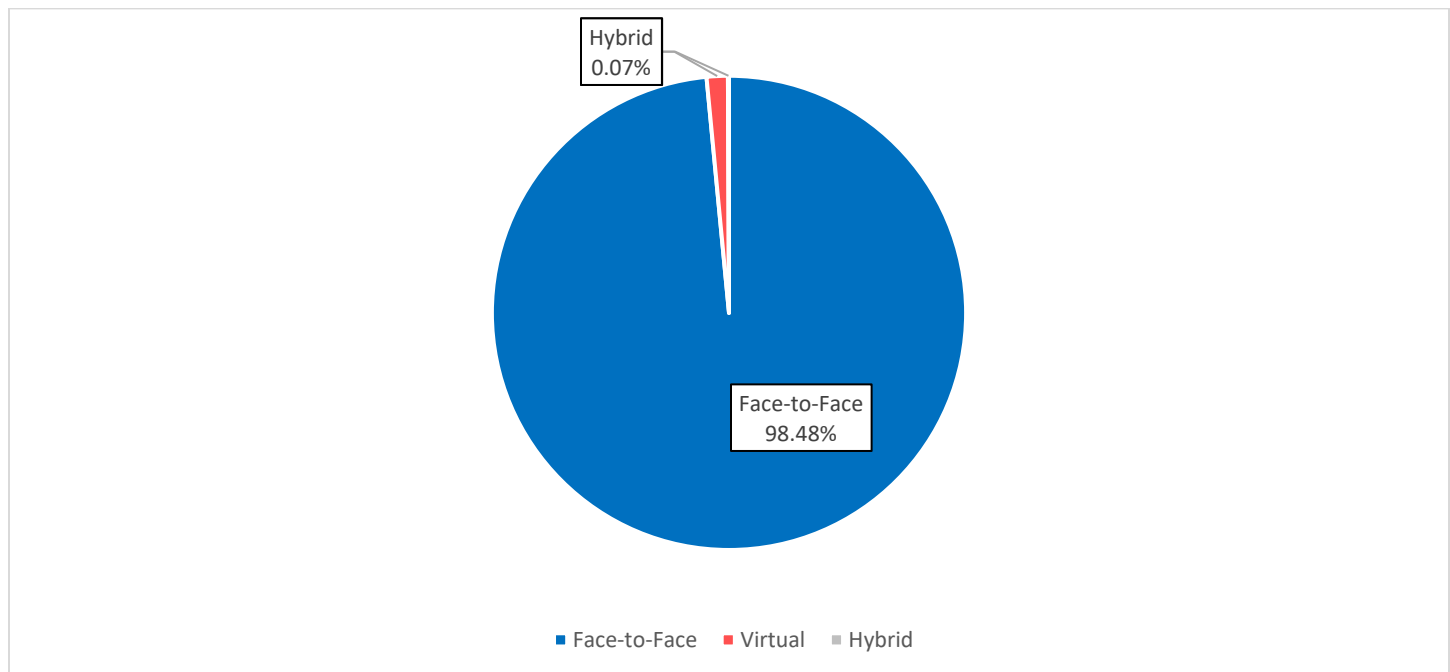


As a result of the COVID-19 Pandemic, teacher candidates were given options for student teaching depending on the school where they were assigned: teaching face-to-face, virtual, or a combination of the two.

**Table 133**  
*2021-2022 Teacher Candidate Instruction Delivery*

EPP	Face-to-Face			Virtual			Hybrid		
	F2021	Sp2022	Total	F2021	Sp2022	Total	F2021	Sp2022	Total
ASU	5	28	33	0	0	0	0	0	0
BU	0	3	3	0	0	0	0	0	0
BMCU	20	22	42	0	0	0	0	0	0
DSU	35	33	68	0	0	0	0	0	0
JSU	42	42	84	0	0	0	0	0	0
MC	22	35	57	0	0	0	0	0	0
MIL	1	2	3	0	0	0	0	0	0
MSU	85	237	322	0	0	0	0	0	0
MUW	18	20	38	0	0	0	0	0	0
MVSU	6	12	18	0	0	0	0	0	0
RC	0	5	5	0	0	0	0	0	0
TC	8	4	12	0	0	0	0	0	0
UM	4	245	249	0	0	0	0	0	0
USM	48	237	285	20	0	20	1	0	0
WCU	54	92	146	0	0	0	0	0	0
Total	348	1017	1365	20	0	20	1	0	1

**Figure 71**  
*2021-2022 Teacher Candidate Instruction Delivery*



## Professional Development

Throughout the student teaching semester, the EPPs held several types of professional development opportunities both virtually and in-person. Professional development topics included some of the following: orientation sessions, bullying, active shooter training, Mississippi Common Assessment Training, technology in education, CPR training, legal issues, financial obligations, panel discussions, differentiated instruction, code of ethics, résumé, job interview skills, culturally responsive teaching, high leverage practices, licensure updates, data & process monitoring students, classroom management, COVID-19 safety requirements, liability insurance, Professional Growth System, professional organizations, first year teaching, parental engagement, collaboration, instructional strategies, and portfolio design. Over 430 professional development seminars were given across the state.

**Table 134**  
*2021-2022 Count of Professional Development Seminar Topics*

	F2021	Sp2022	Total
ASU	6	8	14
BU	0	7	7
BMCU	6	16	22
DSU	6	7	13
JSU	10	10	20
MIL	3	3	6
MC	12	13	25
MSU	88	103	191
MUW	3	3	6
MVSU	25	14	39
RC	0	16	16
TC	13	15	28
UM	1	5	6
USM	12	10	22
WCU	3	12	15
Total	188	242	430

**430**  
**Professional  
Development  
Seminar Topics**

## Cooperating Teachers

During the 2021-2022 academic year, teacher candidates were placed with 1548 experienced teachers during their student teaching semester of which 12.27% (n=171) 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 135**

*2021-2022 Count of Cooperating Teachers*

	F2021	Sp2022	Total
ASU	7	44	51
BU	0	3	3
BMCU	25	30	55
DSU	34	31	65
JSU	39	38	77
MIL	1	2	3
MC	29	46	75
MSU	98	261	359
MUW	34	31	65
MVSU	6	13	19
RC	0	5	5
TC	8	5	13
UM	4	245	249
USM	79	283	362
WCU	54	93	147
Total	418	1130	1548

**Table 136**

*2021-2022 Count of NBCT Cooperating Teachers*

	F2021	Sp2022	Total
ASU	0	0	0
BU	0	1	1
BMCU	2	3	5
DSU	2	2	4
JSU	9	8	17
MIL	0	0	0
MC	4	10	14
MSU	6	16	22
MUW	3	2	5
MVSU	0	0	0
RC	0	0	0
TC	0	0	0
UM	3	54	57
USM	7	28	35
WCU	5	6	11
Total	41	130	171

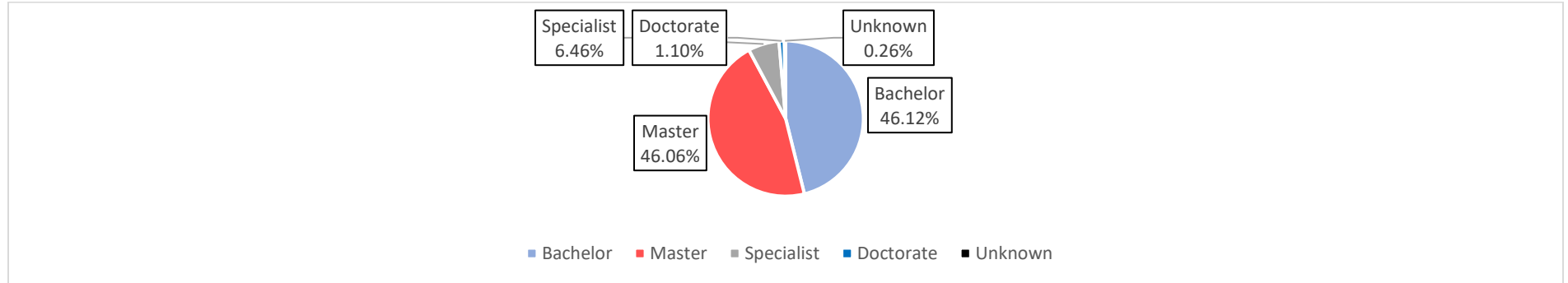
# 1548

## Cooperating Teachers

**Table 137**  
*2021-2022 Cooperating Teachers' Highest Degree*

	Fall 2021					Spring 2022				
	Bachelor	Master	Specialist	Doctorate	Unknown	Bachelor	Master	Specialist	Doctorate	Unknown
ASU	0	5	1	1	0	14	25	3	2	0
BU	0	0	0	0	0	2	0	1	0	0
BMCU	13	12	0	0	0	10	18	2	0	0
DSU	15	14	5	0	0	20	9	2	0	0
JSU	18	17	4	0	0	8	21	8	1	0
MIL	1	0	0	0	0	1	1	0	0	0
MC	17	8	3	1	0	21	21	4	0	0
MSU	47	46	4	1	0	131	106	23	1	0
MUW	24	9	1	0	0	19	10	0	1	1
MVSU	0	4	1	1	0	3	7	3	0	0
RC	0	0	0	0	0	2	1	0	0	2
TC	3	2	2	1	0	2	1	2	0	0
UM	0	3	1	0	0	114	123	5	3	0
USM	34	39	5	1	0	112	145	13	3	0
WCU	20	30	3	0	1	53	36	4	0	0
Total	192	189	30	6	1	522	524	70	11	3

**Figure 72**  
*2021-2022 Cooperating Teacher Highest Degree*



## University Supervisors

During the 2021-2022 academic year, teacher candidates were supervised by 300 fulltime and adjunct faculty during their student teaching semester. Minimum requirements for a university supervisor are three years of effective P-12 teaching experience, prefer to hold a standard teaching license, participate in the statewide training on the administration of the EPP Common Assessments, and make at least four face-to-face/virtual visits per assigned teacher candidate during the student teaching experience.

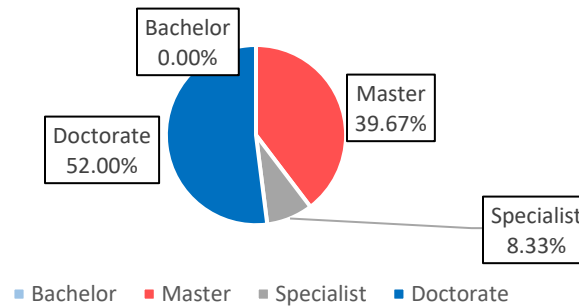
**Table 138**  
*2021-2022 Count of University Supervisors*

	F2021	Sp2022	Total
ASU	4	12	16
BU	0	1	1
BMCU	4	4	8
DSU	12	11	23
JSU	10	15	25
MIL	1	1	2
MC	10	10	20
MSU	35	64	99
MUW	3	5	8
MVSU	1	1	2
RC	0	1	1
TC	1	2	3
UM	3	31	34
USM	12	27	39
WCU	6	13	19
Total	102	198	300

**300**  
**University  
Supervisors**

**Table 139***2021-2022 University Supervisors' Highest Degree*

	Fall 2021				Spring 2022				US Total
	Bachelor	Master	Specialist	Doctorate	Bachelor	Master	Specialist	Doctorate	
ASU	0	0	0	4	0	2	0	10	16
BU	0	0	0	0	0	0	0	1	1
BMCU	0	2	0	2	0	1	0	3	8
DSU	0	3	2	7	0	3	1	7	23
JSU	0	1	1	8	0	2	1	12	25
MIL	0	0	0	1	0	0	0	1	2
MC	0	3	0	7	0	2	0	8	20
MSU	0	22	5	8	0	37	11	16	99
MUW	0	2	0	1	0	1	0	4	8
MVSU	0	1	0	0	0	0	0	1	2
RC	0	0	0	0	0	0	0	1	1
TC	0	0	0	1	0	0	0	2	3
UM	0	1	0	2	0	14	1	16	34
USM	0	4	1	7	0	12	2	13	39
WCU	0	2	0	4	0	4	0	9	19
Total	0	41	9	52	0	78	16	104	300

**Figure 73***2021-2022 University Supervisors' Degrees*

## Teacher Candidate Exit Survey

At the conclusion of the fall and spring student teaching semesters, 1330 teacher candidates were sent invitations to complete a perception survey about their preparation. Of the 1330 teacher candidates, 43.31% (n=576) responded to the survey and 42.56% (n=566) completed all questions. Overall, 92.57% were satisfied with their preparation. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

**Table 140**  
*2021-2022 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)	576	n=26 4.51%	n=9 1.56%	n=200 34.72%	n=341 59.20%	3.49
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)	576	n=26 4.51%	n=10 1.74%	n=198 34.38%	n=342 59.38%	3.49
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)	576	n=26 4.51%	n=17 2.95%	n=199 34.55%	n=334 57.99%	3.46
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)	576	n=29 5.03%	n=26 4.51%	n=191 33.16%	n=330 57.29%	3.43
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)	576	n=26 4.51%	n=23 3.99%	n=214 37.15%	n=313 54.34%	3.41

6. I was prepared to vary my instructional strategy depending 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)	576	n=26 4.51%	n=14 2.43%	n=194 33.68%	n=342 59.38%	3.48
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)	576	n=26 4.51%	n=31 5.38%	n=203 35.24%	n=316 54.86%	3.40
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)	576	n=27 4.69%	n=23 3.99%	n=207 35.94%	n=319 55.38%	3.42
9. I 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)	576	n=27 4.69%	n=37 6.42%	n=207 35.94%	n=305 52.95%	3.37
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)	576	n=28 4.86%	n=5 0.87%	n=179 31.08%	n=364 63.19%	3.53
11. I was prepared to adhere to the Mississippi Educator Code of Ethics. (InTASC 9)	576	n=26 4.51%	n=1 0.17%	n=135 23.44%	n=414 71.88%	3.63
12. I was prepared to plan lessons aligned with Mississippi College and Career Readiness Standards. (InTASC 7)	576	n=30 5.21%	n=2 0.35%	n=140 24.31%	n=404 70.14%	3.59
Cooperating Teacher	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My cooperating/mentor teacher discussed my evaluations and	569	n=25 4.39%	n=17 2.99%	n=119 20.91%	n=408 71.70%	3.60



offered suggestions and advice to improve my teaching effectiveness. (InTASC 6)						
2. My cooperating/mentor teacher encouraged me to utilize technological skills in my teaching to enhance students' performance. (InTASC 8)	569	n=22 3.87%	n=19 3.34%	n=138 24.25%	n=390 68.54%	3.57
3. My cooperating/mentor teacher demonstrated a positive, collaborative partnership to support my development as an effective educator. (InTASC 10)	569	n=26 4.57%	n=10 1.76%	n=113 19.86%	n=420 73.81%	3.63
4. My cooperating/mentor teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. (InTASC 9)	569	n=23 4.04%	n=11 1.93%	n=111 19.51%	n=424 74.52%	3.64
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My university supervisor helped me to identify strengths and weaknesses and offer helpful suggestions to improve my teaching performance. (InTASC 6)	566	n=19 3.36%	n=26 4.59%	n=133 23.50%	n=388 68.55%	3.57
2. My university supervisor evaluated my lesson plans and provided timely feedback for improvement before I taught the lesson. (InTASC 6)	566	n=27 4.77%	n=37 6.54%	n=125 22.08%	n=377 66.61%	3.51
3. My university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	566	n=19 3.36%	n=7 1.24%	n=128 22.61%	n=412 72.79%	3.65

**Table 141***2021-2022 Teacher Candidate Exit Survey Contextual Information*

		Count	Percentage
Gender	Female	491	85.24%
	Male	82	14.24%
	Non-binary	2	0.35%
	Prefer not to answer	1	0.17%
Ethnicity	Am Indian/Alaskan Native	2	0.35%
	Asian/Pacific Islander	3	0.52%
	Black/African American	119	20.66%
	Hispanic	13	2.26%
	White	417	72.40%
	Multiple	10	1.74%
	Choose not to disclose	12	2.08%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	3	0.52%
	One	3	0.52%
	Two	68	11.81%
	Three	149	25.87%
	Four	232	40.28%
	Five	66	11.46%
	Six	19	3.30%
	Six Plus	26	4.51%
	No Response	10	1.74%
Would Recommend Cooperating Teacher to Mentor another Teacher Candidate	Yes	529	91.84%
	No	36	6.25%
	Blank	11	1.91%
Responses	Emailed	1330	
	Completed Responses	566	
	Response Rate		42.56%

## Cooperating Teacher Survey

At the conclusion of the fall and spring student teaching semesters, 1546 cooperating teachers were sent invitations to complete a perception survey about their teacher candidate's preparation. Of the 1546 cooperating teachers, 57.31% (n=886) responded to the survey and 56.21% (n=869) completed all questions. Overall, 88.96% were satisfied with the preparation of their teacher candidate. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

**Table 142**  
*2021-2022 Cooperating Teacher Survey*

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)	886	n=29 3.27%	n=44 4.97%	n=329 37.13%	n=484 54.63%	3.43
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)	886	n=25 2.82%	n=60 6.77%	n=353 39.84%	n=448 50.56%	3.38
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)	885	n=22 2.49%	n=59 6.67%	n=363 41.02%	n=441 49.83%	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)	885	n=20 2.26%	n=39 4.41%	n=337 38.08%	n=489 55.25%	3.46
5. My TC 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,	885	n=21 2.37%	n=29 3.28%	n=341 38.53%	n=494 55.82%	3.48

reporting in situations related to possible child abuse). (InTASC 9)						
6. My TC 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)	885	n=22 2.49%	n=70 7.91%	n=352 39.77%	n=441 49.83%	3.37
7. My TC 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)	885	n=23 2.60%	n=71 8.02%	n=357 40.34%	n=434 49.04%	3.36
8. My TC 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)	885	n=24 2.71%	n=70 7.91%	n=364 41.13%	n=427 48.25%	3.35
9. My TC 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)	885	n=23 2.60%	n=86 9.72%	n=385 43.50%	n=391 44.18%	3.29
10. My TC 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)	885	n=17 1.92%	n=39 4.41%	n=322 36.38%	n=507 57.29%	3.49
11. My TC adhered to the Mississippi Educator Code of Ethics. (InTASC 9)	885	n=17 1.92%	n=12 1.36%	n=231 26.10%	n=625 70.62%	3.65
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. The US and I worked as a team. (InTASC 10)	881	n=38 4.31%	n=60 6.81%	n=347 39.39%	n=436 49.49%	3.34

2. The US encouraged my teacher candidate. (InTASC 10)	881	n=20 2.27%	n=37 4.20%	n=326 37.00%	n=498 56.53%	3.48
3. The US maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	881	n=40 4.54%	n=62 7.04%	n=291 33.03%	n=488 55.39%	3.39
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)	870	n=16 1.84%	n=40 4.60%	n=269 30.92%	n=545 62.64%	3.54
2. I would recommend this institution to any individual who was interested in pursuing a teacher preparation program. (InTASC 9)	870	n=14 1.61%	n=37 4.25%	n=281 32.30%	n=538 61.84%	3.54
3. The institution provided me with training (both initial/ongoing and virtual/physical) for my role as a cooperating teacher. (InTASC 9)	870	n=13 1.49%	n=48 5.52%	n=341 39.20%	n=468 53.79%	
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)	870	n=46 5.29%	n=178 20.46%	n=334 38.39%	n=312 35.86%	3.05
5. I was involved with co-construction and co-selection of the clinical preparation of the institution's candidates. (InTASC 10)	869	n=87 10.01%	n=284 32.68%	n=270 31.07%	n=228 26.24%	2.74

**Table 143**  
*2021-2022 Cooperating Teacher Survey Contextual Information*

		Count	Percentage
Gender	Female	779	87.92%
	Male	107	12.08%
	Non-binary	0	0%
	Prefer not to answer	0	0%
Ethnicity	Am Indian/Alaskan Native	0	0%
	Asian/Pacific Islander	4	0.45%
	Black/African American	145	16.37%
	Hispanic	5	0.56%
	Multiple	7	0.79%
	White	713	80.47%
	Choose not to disclose	12	1.35%
Years of Experience	0-5 years	79	8.92%
	6-10 years	204	23.02%
	11-15 years	198	22.35%
	16-20 years	186	20.99%
	More than 20 years	219	24.72%
Number of Teacher Candidates Supervised Prior to this Teacher Candidate	0	297	33.52%
	1-5	444	50.11%
	6-10	93	10.50%
	More than 10	52	5.87%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	35	3.95%
	One	40	4.51%
	Two	295	33.30%
	Three	234	26.41%
	Four	185	20.88%
	Five	50	5.64%
	Six	18	2.03%
	Six Plus	24	2.71%
	Blank	5	0.56%
Responses	Emailed	1546	
	Completed Responses	869	
	Response Rate		56.21%

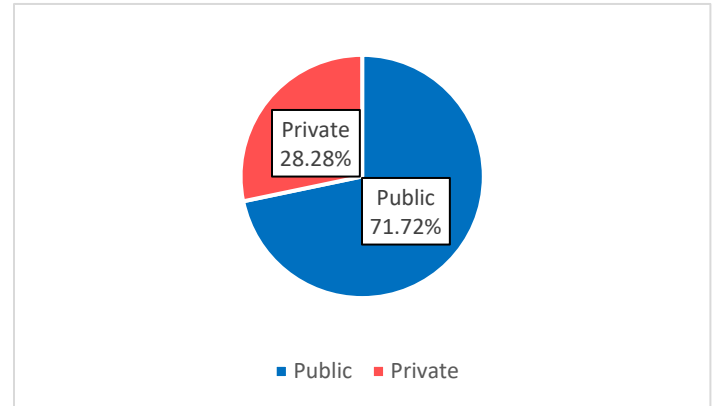
## SECTION XV. Educator Preparation Provider Faculty

Data were provided by each EPP for the total professional education faculty. The 15 EPPs reported 725 total faculty. Out of the 725 faculty members reported, 28.28% (n=205) represented private EPPs while 71.72% (n=520) represented public EPPs. Mississippi State University employed the largest number of faculty (n=168) from the public EPPs while both Mississippi College and William Carey University employed the largest number of faculty (n=57) from the private EPPs.

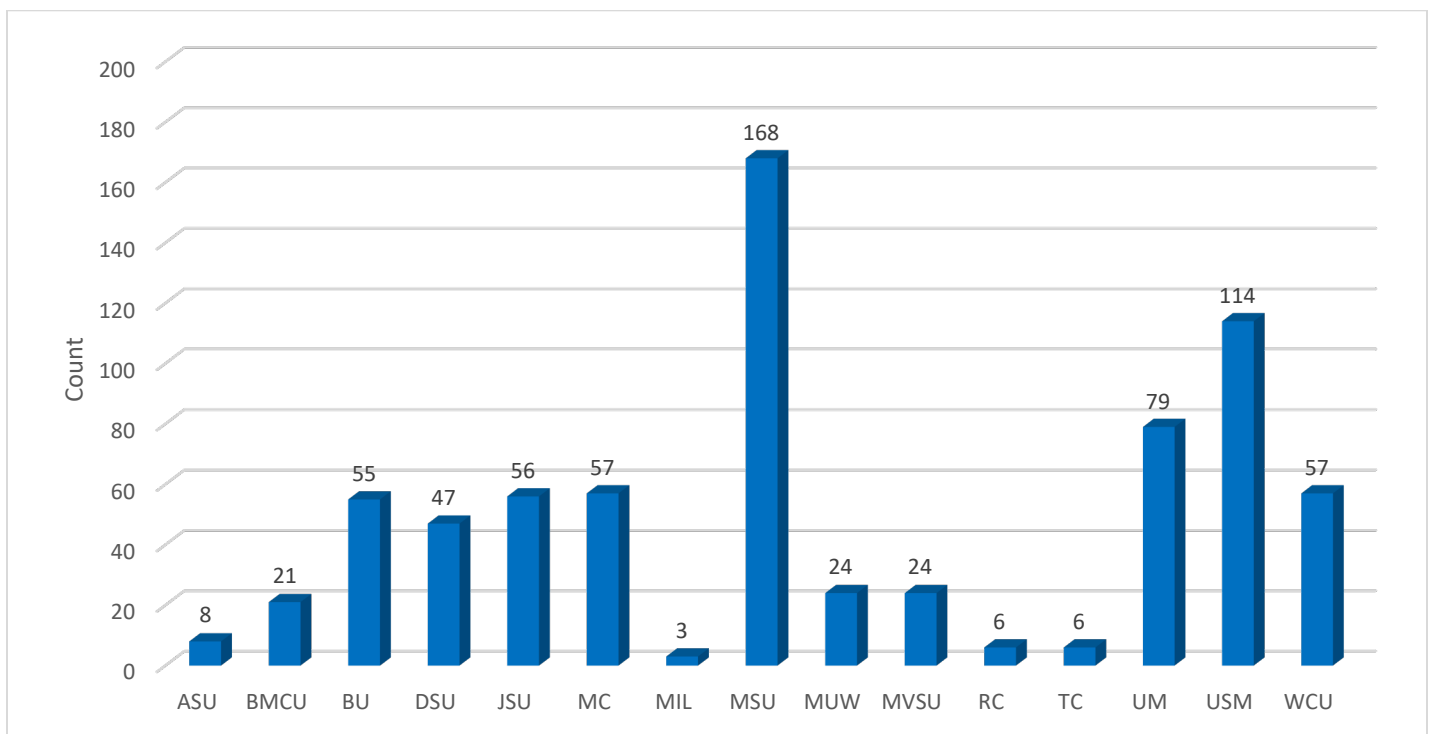
**Table 144**  
*2021-2022 Public and Private EPP Faculty*

Public EPP		Private EPP	
ASU	8	BMCU	21
DSU	47	BU	55
JSU	56	MIL	3
MSU	168	MC	57
MUW	24	RC	6
MVSU	24	TC	6
UM	79	WCU	57
USM	114		
Total	520	Total	205

**Figure 74**  
*2021-2022 Public and Private EPP Faculty*



**Figure 75**  
*2021-2022 EPP Faculty*



## EPP Faculty by Gender

In the 2021-2022 academic year, 725 professional education faculty were reported as 72.55% female (n=526), 27.31% males (n=198), and 0.14% non-binary (n=1). Of the 725 professional education faculty, there were 205 faculty employed at a private EPP of which 21.52% (n=156) were female and 6.76% (n=49) were male. The public EPPs employed 520 faculty of which 51.03% (n=370) were female, 20.55% (n=149) were male, and 0.14% (n=1) were non-binary.

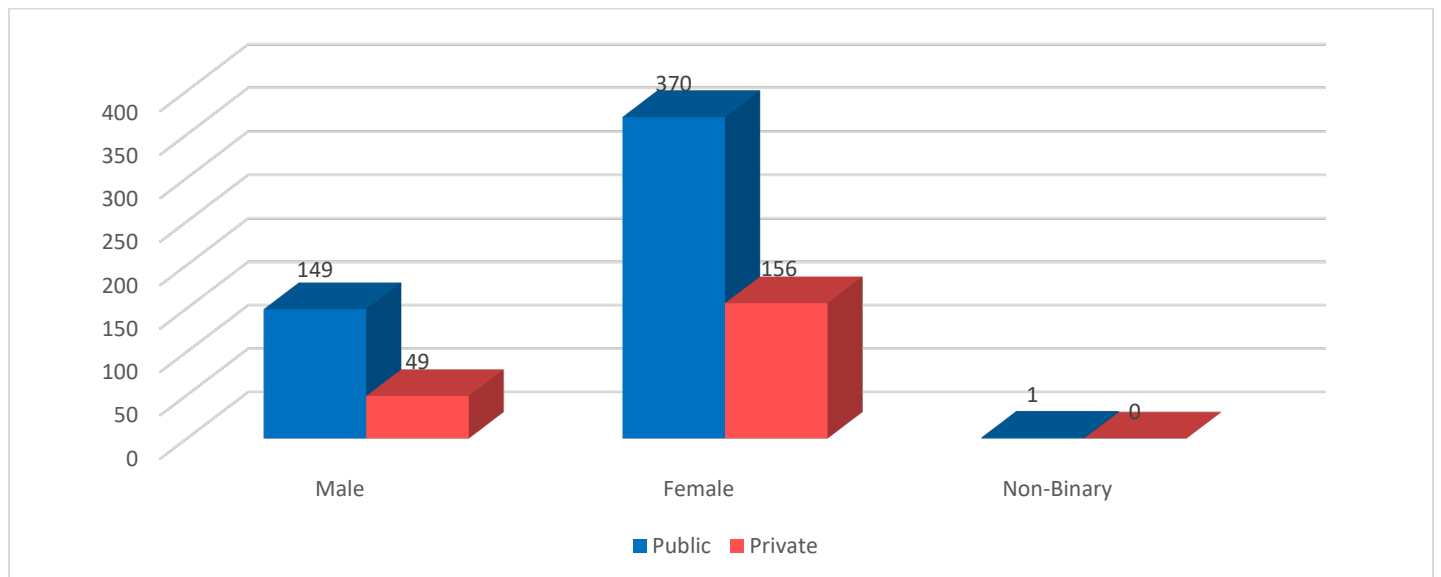
**Table 145**

*2021-2022 EPP Faculty by Gender-Public v. Private*

Public EPP				Private EPP			
	Female	Male	Non-binary		Female	Male	Non-binary
ASU	7	1	0	BU	46	9	0
DSU	39	8	0	BMCU	13	8	0
JSU	41	15	0	MIL	2	1	0
MSU	112	56	0	MC	46	11	0
MUW	21	3	0	RC	4	2	0
MVSU	16	8	0	TC	4	2	0
UM	49	30	0	WCU	41	16	0
USM	85	28	1				
Total	370	149	1	Total	156	49	0

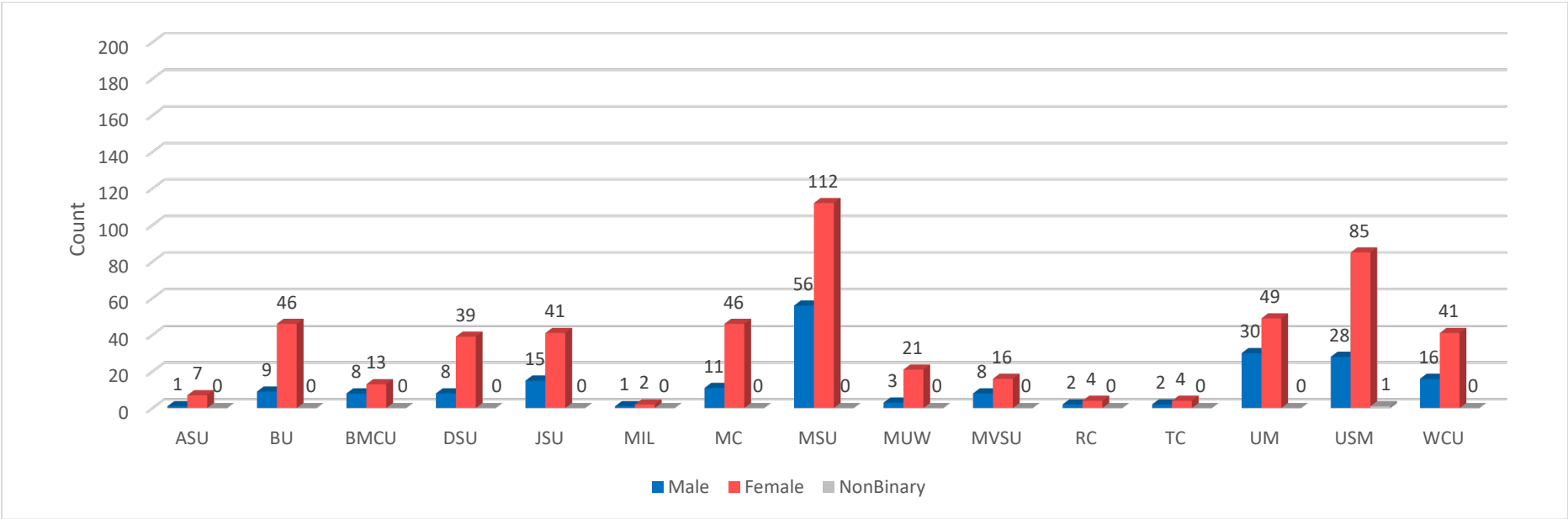
**Figure 76**

*2021-2022 EPP Faculty by Gender*





**Figure 77**  
*2021-2022 EPP Faculty by Gender*



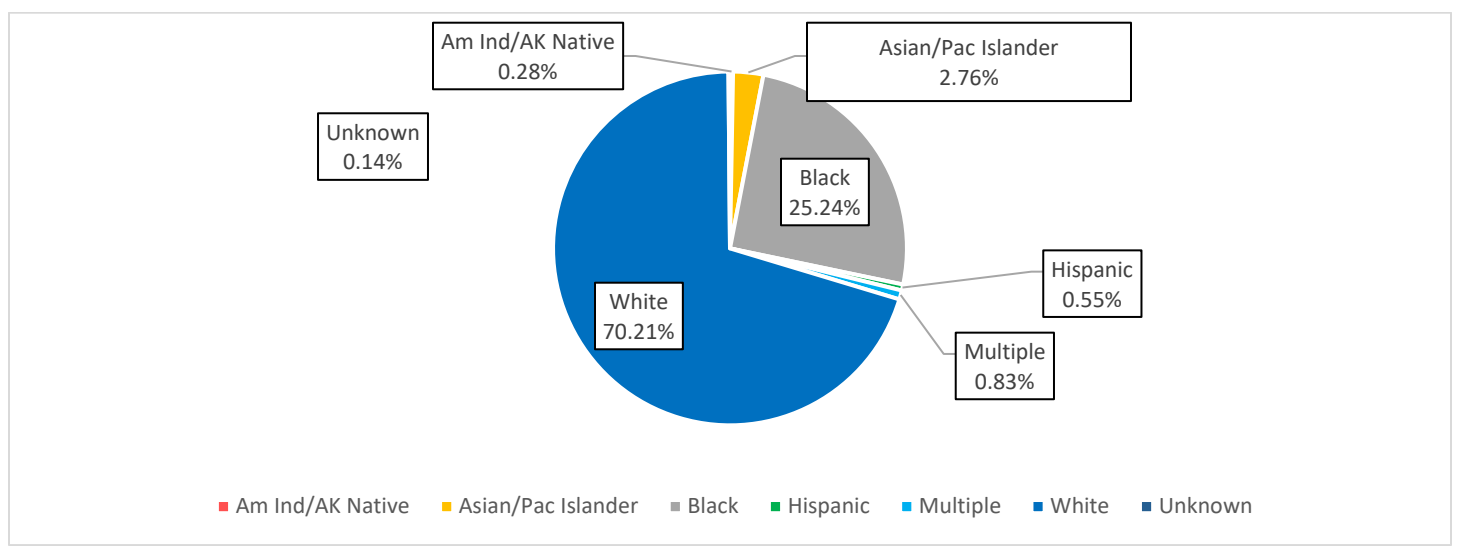
## Teacher Education Faculty by Ethnicity

During the 2021-2022 year, there were 725 professional education faculty teaching at the 15 EPPs with 70.21% (n=509) white ethnicity followed by 25.24% (n=183) Black/African American ethnicity.

**Table 146**  
*2021-2022 EPP Faculty by Ethnicity*

EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Unknown	Total
ASU	0	0	7	0	0	1	0	8
BU	0	0	25	0	0	30	0	55
BMCU	0	0	1	1	0	19	0	21
DSU	0	0	6	0	1	40	0	47
JSU	2	0	51	0	0	3	0	56
MIL	0	0	1	0	0	2	0	3
MC	0	0	11	0	0	46	0	57
MSU	0	11	23	2	1	130	1	168
MUW	0	0	2	0	1	21	0	24
MVSU	0	1	21	0	0	2	0	24
RC	0	0	6	0	0	0	0	6
TC	0	0	6	0	0	0	0	6
UM	0	1	7	0	0	71	0	79
USM	0	7	10	1	3	93	0	114
WCU	0	0	6	0	0	51	0	57
Total	2	20	183	4	6	509	1	725

**Figure 78**  
*2021-2022 EPP Faculty by Ethnicity*



The following table represents the comparison of ethnicity between the private and public EPPs.

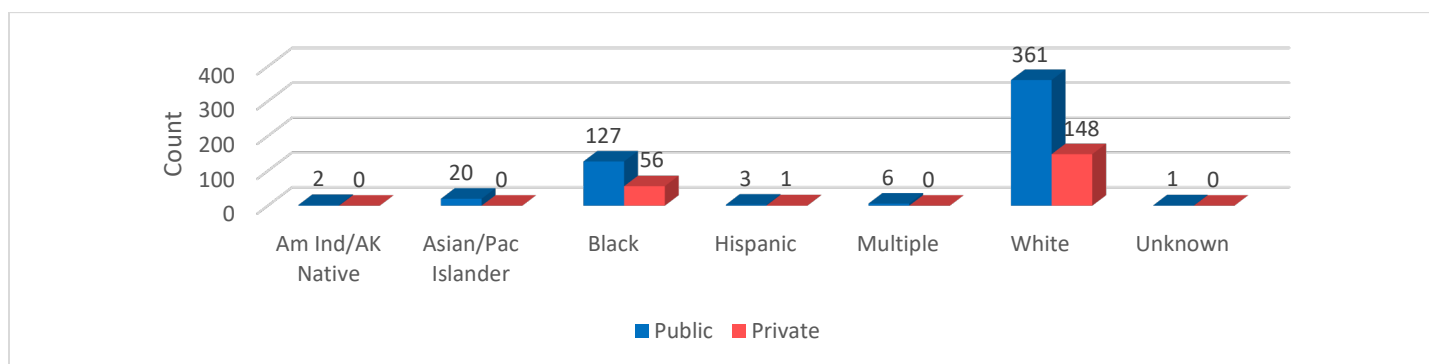
**Table 147**  
*2021-2022 EPP Faculty by Ethnicity-Public*

Public EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Unknown	Total
ASU	0	0	7	0	0	1	0	8
DSU	0	0	6	0	1	40	0	47
JSU	2	0	51	0	0	3	0	56
MSU	0	11	23	2	1	130	1	168
MUW	0	0	2	0	1	21	0	24
MVSU	0	1	21	0	0	2	0	24
UM	0	1	7	0	0	71	0	79
USM	0	7	10	1	3	93	0	114
Total	2	20	127	3	6	361	1	520

**Table 148**  
*2021-2022 EPP Faculty by Ethnicity-Private*

Private EPP	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic	Multiple	White	Unknown	Total
BU	0	0	25	0	0	30	0	55
BMCU	0	0	1	1	0	19	0	21
MIL	0	0	1	0	0	2	0	3
MC	0	0	11	0	0	46	0	57
RC	0	0	6	0	0	0	0	6
TC	0	0	6	0	0	0	0	6
WCU	0	0	6	0	0	51	0	57
Total	0	0	56	1	0	148	0	205

**Figure 79**  
*2021-2022 EPP Faculty by Ethnicity-Public v. Private*



## Professional Education Faculty by Degree Earned

The following table represents the degrees earned by EPP education faculty. Out of the 725 professional education faculty, 70.60% (n=505) hold doctorate degrees.

**Table 149**

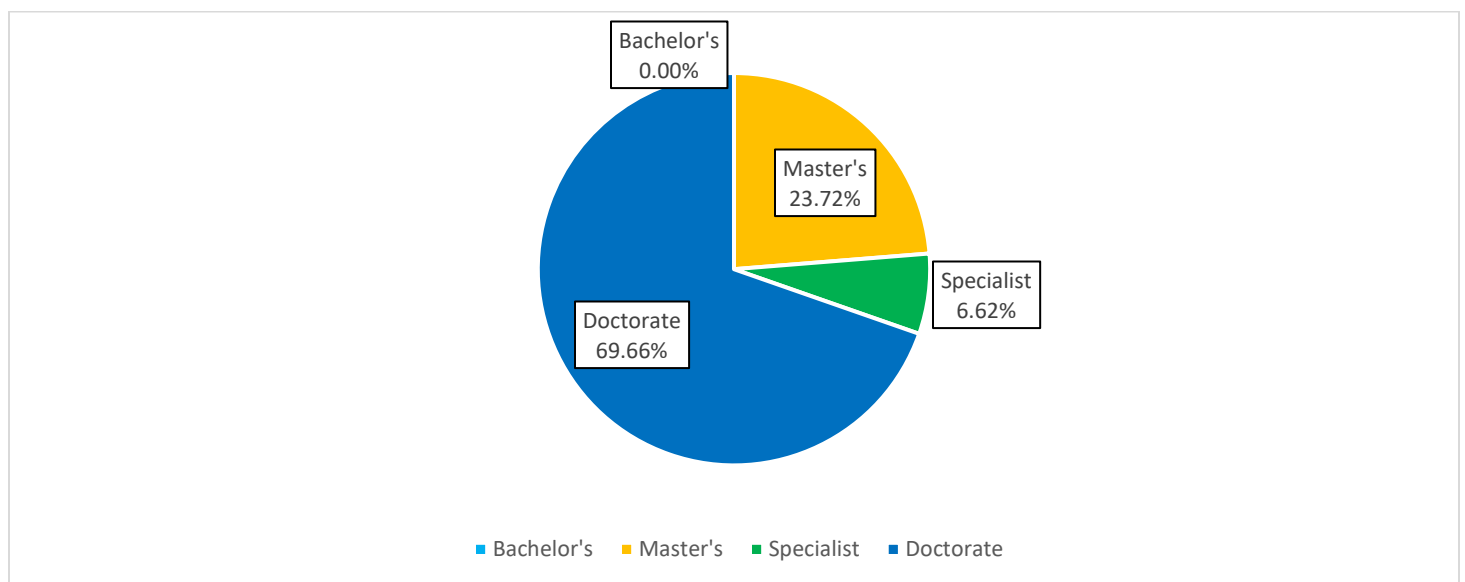
*2021-2022 EPP Faculty by Degree Earned*

EPP	Bachelor's	Master's	Specialist	Doctorate
ASU	0	0	1	7
BU	0	1	5	49
BMCU	0	8	1	12
DSU	0	11	9	27
JSU	0	2	2	52
MIL	0	1	1	1
MC	0	17	2	38
MSU	0	70	17	81
MUW	0	9	1	14
MVSU	0	4	1	19
RC	0	2	0	4
TC	0	1	0	5
UM	0	22	0	57
USM	0	21	2	91
WCU	0	3	6	48
Total	0	172	48	505

**70%**  
EPP Faculty  
Hold Doctorate  
Degrees

**Figure 80**

*2021-2022 EPP Faculty by Degree Earned*



The following table represents the field or area of specialty that were reported for each EPP professional education faculty member. Out of the 725 faculty members, the largest group by field and/or specialty areas was listed Administration with 147 faculty, followed closely by Elementary Education with 132, and Physical Education with 47.

**Table 150**  
*2021-2022 EPP Faculty Area of Specialty*

Field or Specialty Area	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
Administration (Ed Leadership)	2	18	2	6	26	1	15	32	1	2	0	0	13	8	21	147
Art	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Business	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Child Development	2	0	0	0	0	0	1	1	2	4	0	2	2	5	1	20
Curriculum Instruction	1	1	0	2	3	0	3	15	0	2	0	0	0	0	18	45
Dancing	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Drama/Theater	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Dyslexia	0	0	0	0	0	1	5	0	0	0	0	0	0	3	2	11
Education	0	24	0	0	0	0	0	17	0	1	2	1	0	0	0	45
Elementary Education	1	9	5	22	10	0	2	21	9	0	0	0	23	28	2	132
English	1	1	2	1	1	0	3	4	1	1	0	0	4	3	1	23
Gifted	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Instruct Sys & Workforce Development	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
Library/Media	0	0	0	0	0	0	1	0	0	0	0	0	0	13	0	14
Literacy/Reading	0	0	0	0	0	0	0	1	2	3	1	0	3	0	0	10
Marketing	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Mathematics	0	0	2	2	0	0	2	1	2	2	0	0	7	4	2	24
Music Education	0	0	2	2	1	0	2	12	1	1	0	1	5	10	0	37
Physical Education	0	0	2	2	3	0	4	21	0	4	0	2	2	3	4	47
Psychology (Education/School)	0	0	0	0	2	1	1	7	1	2	0	0	0	11	0	25

Field or Specialty Area	ASU	BU	BMCU	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
School Counseling	1	0	0	3	8	0	9	13	0	0	0	0	6	4	0	44
Science	0	0	3	1	0	0	1	1	1	0	0	0	2	5	0	14
Secondary Education	0	0	0	1	0	0	1	6	0	0	1	0	0	3	0	12
Social Studies/History	0	0	1	1	1	0	1	5	1	0	0	0	2	2	0	14
Special Education	0	2	0	4	0	0	0	9	0	2	1	0	10	8	5	41
Statistics	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2
Teaching and Learning	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
World Language	0	0	1	0	0	0	0	0	0	0	0	0	0	3	0	4
Total	8	55	21	47	56	3	57	168	24	24	6	6	79	114	57	725

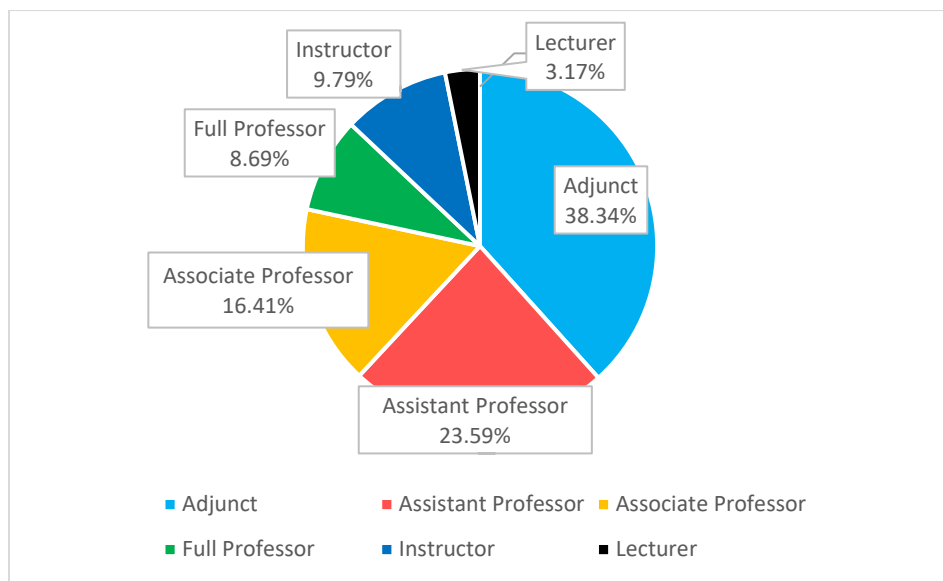
## EPP Professional Education Faculty by Faculty Role

The following table represents teacher education faculty rank within the EPP. Each EPP provided information on faculty and the assignments within the programs. The adjunct position represented the largest role at 38.34% (n=278) faculty members with assistant professor as the second largest position at 23.59% (n=171).

**Table 151**  
*2021-2022 EPP Faculty by Role*

EPP	Adjunct	Asst. Professor	Associate Professor	Full Professor	Instructor	Lecturer	Total
ASU	2	4	0	1	1	0	8
BU	45	3	4	3	0	0	55
BMCU	4	3	5	3	6	0	21
DSU	21	15	2	0	9	0	47
JSU	31	9	11	4	1	0	56
MIL	2	0	1	0	0	0	3
MC	22	17	10	6	2	0	57
MSU	64	13	28	21	22	20	168
MUW	7	4	3	1	9	0	24
MVSU	7	10	3	3	1	0	24
RC	2	3	0	1	0	0	6
TC	0	2	2	1	0	1	6
UM	28	20	25	4	2	0	79
USM	27	44	15	12	14	2	114
WCU	16	24	10	3	4	0	57
Total	278	171	119	63	71	23	725

**Figure 81**  
*2021-2022 EPP Faculty by Role*



**9%**  
**EPP Faculty**  
**Full Professor**

## EPP Professional Education Faculty by Current Teaching Assignment

The following table represents the current teaching assignment for the EPP faculty across the 15 EPPs. Out of the 725 faculty, 209 were teaching in the Early/Elementary Education programs.

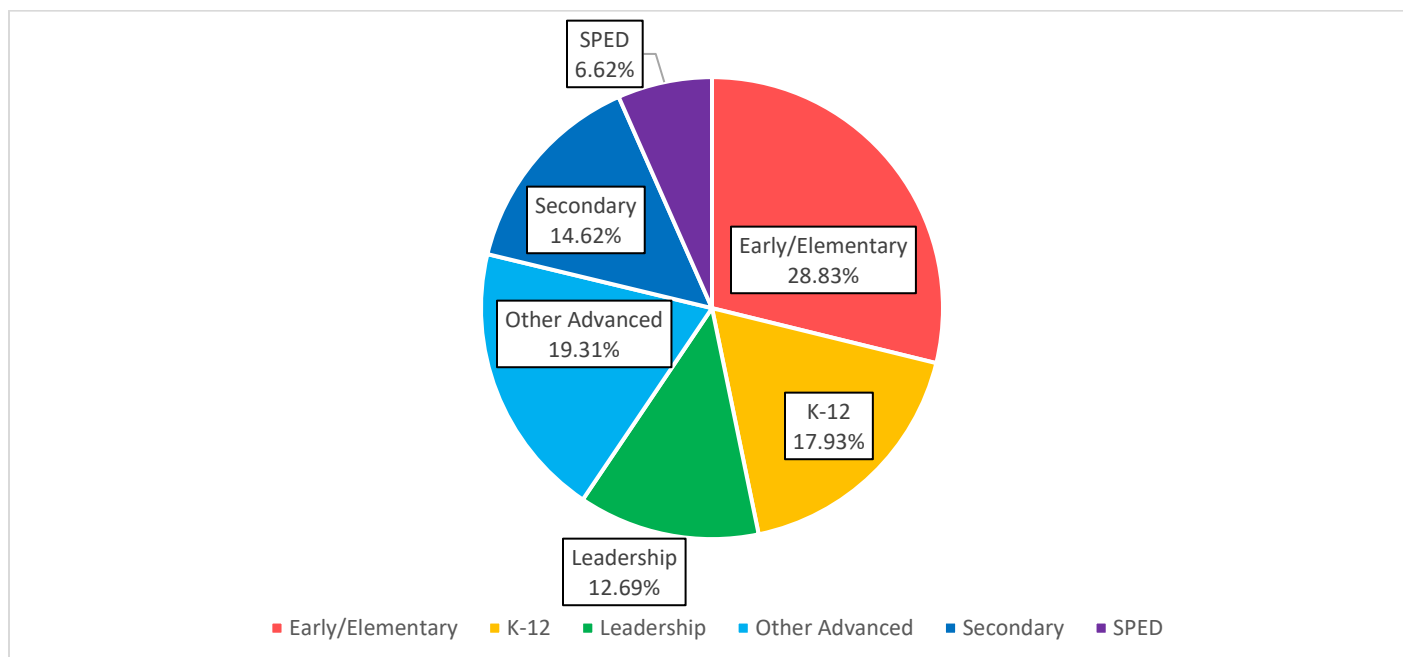
**Table 152**

*2021-2022 EPP Faculty by Current Teaching Assignment*

EPP	Early/ Elementary	K-12	Leadership	Other Advanced	Secondary	SPED	Total
ASU	0	7	0	1	0	0	8
BU	0	3	6	45	1	0	55
BMCU	8	1	0	1	11	0	21
DSU	22	0	6	4	11	4	47
JSU	11	20	12	7	6	0	56
MIL	1	1	0	0	0	1	3
MC	18	0	11	17	9	2	57
MSU	46	48	19	18	21	16	168
MUW	14	3	0	3	4	0	24
MVSU	13	0	0	1	8	2	24
RC	2	1	1	0	1	1	6
TC	2	4	0	0	0	0	6
UM	31	5	12	6	15	10	79
USM	34	17	7	31	17	8	114
WCU	7	20	18	6	2	4	57
Total	209	130	92	140	106	48	725

**Figure 82**

*2021-2022 EPP Faculty by Current Teaching Assignment*





## EPP Professional Education Faculty by Tenure Track

The following table represents the current tracks for the EPP education faculty.

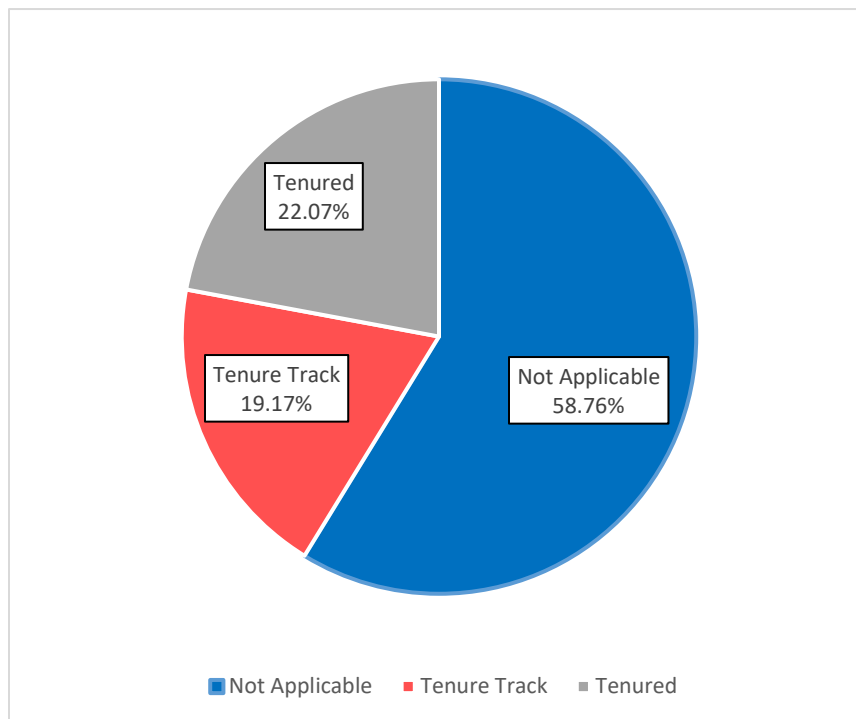
**Table 153**

*2021-2022 EPP Faculty by Tenure Track*

EPP	Not Applicable	Tenure Track	Tenured	Total
ASU	3	4	1	8
BU	45	5	5	55
BMCU	21	0	0	21
DSU	30	17	0	47
JSU	35	9	12	56
MIL	2	0	1	3
MC	25	5	27	57
MSU	112	10	46	168
MUW	15	5	4	24
MVSU	8	13	3	24
RC	5	0	1	6
TC	2	1	3	6
UM	40	7	32	79
USM	62	28	24	114
WCU	21	35	1	57
Total	426	139	160	725

**Figure 83**

*2021-2022 EPP Faculty by Tenure Track*



**22%**  
Faculty  
Members  
Tenured

## EPP Professional Education Faculty by Active Licensure

The following table represents the number of EPP education faculty across the 15 EPPs who hold licensure in the state. Out of the 725 faculty, 37.93% (n=275) faculty members do not have an active educator license and 62.07% (n=450) have an active educator license.

**Table 154**

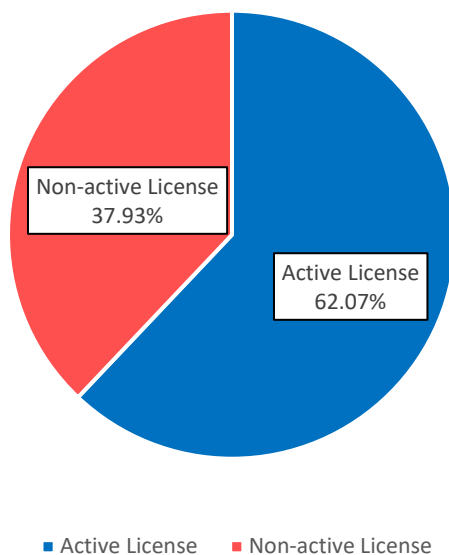
*2021-2022 EPP Faculty by Active Licensure*

EPP	No	Yes	Total
ASU	1	7	8
BU	13	42	55
BMCU	5	16	21
DSU	20	27	47
JSU	19	37	56
MIL	0	3	3
MC	7	50	57
MSU	101	67	168
MUW	10	14	24
MVSU	15	9	24
RC	3	3	6
TC	3	3	6
UM	31	48	79
USM	43	71	114
WCU	4	53	57
Total	275	450	725

*Active Licensure Certification is defined as currently holding Licensure within the state of Mississippi.*

**Figure 84**

*2021-2022 EPP Faculty by Active Licensure*



## EPP Education Faculty by Clinical Faculty

The following table represents the current clinical EPP faculty across the 15 EPPs. Out of the 725 faculty, 56.83% (n=412) faculty members were not identified as clinical faculty, and 43.17% (n=313) were identified as clinical faculty.

**Table 155**

*2021-2022 EPP Clinical Faculty*

EPP	Non-Clinical	Clinical	Total
ASU	1	7	8
BU	32	23	55
BMCU	17	4	21
DSU	15	32	47
JSU	44	12	56
MIL	2	1	3
MC	16	41	57
MSU	97	71	168
MUW	8	16	24
MVSU	15	9	24
RC	5	1	6
TC	4	2	6
UM	45	34	79
USM	81	33	114
WCU	30	27	57
Total	412	313	725

*Clinical Faculty is defined as EPP faculty member whose primary responsibilities are clinical supervision and/or clinical instruction.*

**Figure 85**

*2021-2022 EPP Clinical Faculty*

