

Measure 1: (Component R4.1) Completer Impact on P12 Learning and Development

Completer impact on P-12 learning and development is measured by analyzing the standardized testing results of students taught by Mississippi State University completers. The following results are provided in the 2026 State of Mississippi Education Preparation Provider Impact Report Card. The data show the results of students taught by 2022-2023 completers employed as Mississippi Public School Teachers in the 2023-2024 academic year.

Table: Traditional Route Completers – Standardized Testing Results

Assessment	Number of Program Completers	Number of Test Takers	Average Scale Score	Percent at Proficient or Advanced
Grade 03 MAAP English	18	442	366	58.6
Grade 04 MAAP English	18	581	468	59.04
Grade 05 MAAP English	12	574	563	49.65
Grade 06 MAAP English	21	1142	660	40.28
Grade 07 MAAP English	17	858	762	43.01
Grade 08 MAAP English	20	1030	864	46.31
Grade 03 MAAP Math	18	441	368	61.45
Grade 04 MAAP Math	18	581	469	60.24
Grade 05 MAAP Math	12	572	565	47.55
Grade 06 MAAP Math	21	1140	666	50.09
Grade 07 MAAP Math	17	857	771	61.14
Grade 08 MAAP Math	20	1028	871	61.38
Grade 05 MAAP Science	12	575	576	54.61
Grade 08 MAAP Science	20	1030	873	55.24
End of Course Algebra I	20	840	1074	72.74
End of Course US History	12	337	1069	55.49
End of Course Biology	21	953	1071	57.19
End of Course English II	18	429	1059	34.97

Analysis of Results

Across English Language Arts assessments administered in grades 3–8, students taught by MSU traditional route completers demonstrated moderate to strong levels of proficiency, with the percentage of students scoring at the proficient or advanced level generally ranging from the low-40s to upper-50s. Performance is strongest in the lower

elementary grades and shows expected variation across grade levels, consistent with statewide patterns of increasing rigor in upper grades.

In mathematics, student performance is notably strong in several grade levels, particularly in Grade 3, Grade 4, Grade 7, and Grade 8, where more than 60 percent of students taught by MSU completers scored at or above the proficient level. These results suggest effective preparation of completers to support student learning in mathematics instruction, particularly in foundational and middle-grades contexts.

Student outcomes on science assessments and end-of-course exams also demonstrate solid performance. Students taught by MSU completers achieved proficient or advanced rates above 50 percent on Grade 5 and Grade 8 science assessments. Strong outcomes are evident on end-of-course assessments such as Algebra I, where over 70% of the students reached proficiency. These results suggest that MSU completers are effectively supporting student learning across multiple content areas during their first year of teaching.

Overall, the results indicate that MSU College of Education traditional route completers positively contribute to P–12 student learning during their initial year of employment, with particularly strong outcomes in mathematics and select end-of-course subjects.

Table: Alternate Route Completers – Standardized Testing Results

Assessment	Number of Program Completers	Number of Test Takers	Average Scale Score	Percent at Proficient or Advanced
Grade 03 MAAP English	10	170	355	33.53
Grade 04 MAAP English	8	217	461	44.7
Grade 05 MAAP English	9	299	557	31.44
Grade 06 MAAP English	14	510	658	38.43
Grade 07 MAAP English	19	768	759	34.64
Grade 08 MAAP English	21	786	860	33.84
Grade 03 MAAP Math	10	169	354	30.18
Grade 04 MAAP Math	8	217	460	38.71
Grade 05 MAAP Math	9	299	559	31.77
Grade 06 MAAP Math	14	507	666	47.53
Grade 07 MAAP Math	19	769	768	56.31
Grade 08 MAAP Math	21	783	868	52.87
Grade 05 MAAP Science	9	299	569	50.84
Grade 08 MAAP Science	21	783	867	49.17

Assessment	Number of Program Completers	Number of Test Takers	Average Scale Score	Percent at Proficient or Advanced
End of Course Algebra I	27	966	1070	59.52
End of Course US History	20	622	1075	67.36
End of Course Biology	29	1039	1065	47.06
End of Course English II	30	542	1054	24.72

Analysis of Results

In English Language Arts, students taught by alternate route completers demonstrate lower proficiency rates overall compared to traditional route completers, particularly in elementary grades. Percentages of students scoring at proficient or advanced levels generally ranged from 30% to 40%, with some variation by grade level. These results are consistent with national and state trends showing that first-year teachers who enter through alternate routes may face additional challenges during their initial year of instruction.

Mathematics outcomes show a somewhat stronger pattern, especially in middle-grade assessments. In Grades 7 and 8 mathematics, proficiency rates exceed 50%, indicating that alternate route completers are demonstrating effectiveness in supporting student learning in certain grade levels and content areas early in their teaching careers.

Results on science assessments and end-of-course exams show mixed performance. While proficiency rates remain lower than those of traditional route completers in most content areas, outcomes on exams such as U.S. History and Algebra I reflect meaningful levels of student success, particularly when considering the small number of first-year completers represented in some subject areas.

Taken together, these data indicate that MSU alternate route completers are contributing to student learning during their first year of teaching, with stronger outcomes in selected middle-grade and end-of-course contexts. The results also highlight areas of emphasis for continued program support and professional development as completers progress beyond their first year.