

### **Measure 3: Candidate Competency at Program Completion (Component R3.3 – Initial, Alternate Route)**

Candidate Competency at Program Completion is determined by analyzing the single assessment pass rates reported through ETS Title II Reporting Services. The following data represent the results for Alternate Route completers in the 2024-2025 academic year.

**Table: Alternate Route Single Assessment Pass Rates (Data suppressed for tests with fewer than 10 test-takers)**

Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate %	Institutional Average Scaled Score	Assessment Cut Score
BIOLOGY (5236)	3	N < 10	N < 10	N < 10	148
COMPUTER SCIENCE (5652)	1	N < 10	N < 10	N < 10	149
CORE ACADEMIC SKILLS FOR EDUCATORS: MATH (5733)	6	N < 10	N < 10	N < 10	130
CORE ACADEMIC SKILLS FOR EDUCATORS: READING (5713)	5	N < 10	N < 10	N < 10	156
CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING (5723)	5	N < 10	N < 10	N < 10	162

ELEM ED CURR INSTRUC ASSESSMENT (5017)	9	N < 10	N < 10	N < 10	153
ENGLISH LANGUAGE ARTS: CK (5038)	6	N < 10	N < 10	N < 10	167
MATHEMATICS (5165)	6	N < 10	N < 10	N < 10	152
PHYSICAL ED CONTENT KNOWLEDGE (5091)	6	N < 10	N < 10	N < 10	145
SE CORE KNOWLEDGE & APPLICATIONS (5354)	5	N < 10	N < 10	N < 10	152
SOCIAL STUDIES CONTENT KNOWLEDGE (0081)	5	N < 10	N < 10	N < 10	150
SPANISH WORLD LANGUAGE (5195)	1	N < 10	N < 10	N < 10	160
SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE (5355)	8	N < 10	N < 10	N < 10	139
FOUNDATIONS OF READING (ESP0190)	17	16	94	244	233

## **Analysis of Results**

The Single Assessment Pass Rate data for all alternate route program completers in the 2024–2025 academic year indicate that Mississippi State University had relatively small numbers of test takers across many individual assessments. In most assessments included in this table, the number of completers taking the assessment was fewer than 10. As required by ETS Title II reporting guidelines, outcome measures such as the number passing, institutional pass rate, and average scaled score are not reported for these assessments to protect candidate identifiability.

Despite these suppressions, the data demonstrate that completers participated in a broad range of licensure assessments, spanning content knowledge, core academic skills, and specialized certification areas. The presence of reported takers across multiple assessments suggests program breadth and supports the preparation of candidates for diverse licensure areas, even where cohort sizes remain small.

The Foundations of Reading (ESP0190) assessment is the only assessment for which sufficient numbers of completers ( $n = 17$ ) allowed for full reporting of outcomes. For this assessment, 16 of 17 completers passed, resulting in an institutional pass rate of 94%. The average scaled score of 244 exceeded the established cut score of 233, indicating strong candidate performance on this required licensure exam.

Overall, the data reflect consistent participation and, where reportable, strong performance by Mississippi State University completers. The frequent occurrence of suppressed outcomes is attributable to small cohort sizes rather than to candidate performance and is consistent with ETS reporting rules designed to safeguard confidentiality.

## **Notes Affecting Interpretation of the Data**

- In cases where fewer than 10 students take an assessment or license/certificate, the number passing and pass rate are not reported.
- Candidates may be counted multiple times at the assessment level if they take more than one licensure assessment.