

Measure 3: Candidate Competency at Program Completion (Component R3.3 – Initial, Traditional 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 Traditional Route completers in the 2024-2025 academic year.

Table: Traditional 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)	1	N < 10	N < 10	N < 10	148
CHEMISTRY (5246)	11	10	91	164	140
CORE ACADEMIC SKILLS FOR EDUCATORS: MATH (5733)	7	N < 10	N < 10	N < 10	130
CORE ACADEMIC SKILLS FOR EDUCATORS: READING (5713)	8	N < 10	N < 10	N < 10	156
CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING (5723)	8	N < 10	N < 10	N < 10	162

Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate %	Institutional Average Scaled Score	Assessment Cut Score
EDUCATION OF YOUNG CHILDREN (5024)	4	N < 10	N < 10	N < 10	160
ELEM ED CURR INSTRUC ASSESSMENT (5017)	158	131	83	162	153
ENGLISH LANGUAGE ARTS: CK (5038)	12	12	100	176	167
MATHEMATICS (5165)	14	13	93	162	152
MUSIC CONTENT KNOWLEDGE (0113)	22	16	73	168	161
PHYSICAL ED CONTENT KNOWLEDGE (5091)	16	13	81	152	145
PHYSICS (5266)	1	N < 10	N < 10	N < 10	140
PRINC LEARNING AND TEACHING 7-12 (5624)	87	78	90	170	157

Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate %	Institutional Average Scaled Score	Assessment Cut Score
PRINC LEARNING AND TEACHING EARLY CHILD (5621)	4	N < 10	N < 10	N < 10	157
PRINC LEARNING AND TEACHING K-6 (5622)	173	152	88	171	160
SOCIAL STUDIES CONTENT KNOWLEDGE (0081)	12	8	67	157	150
SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE (5355)	16	16	100	170	139
FOUNDATIONS OF READING (ESP0190)	177	137	77	243	177

Analysis of Results

Institutional single-assessment results for the 2024–2025 traditional route completer cohort indicate that Mississippi State University completers performed well on required licensure assessments across both content and pedagogy areas. 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. For assessments with sufficient numbers of test takers to permit full reporting, institutional pass rates ranged from 67% to 100%, with average scaled scores exceeding the established cut scores required for licensure.

High-enrollment assessments, including Elementary Education: Curriculum and Instruction, Foundations of Reading, and Principles of Learning and Teaching (K–6 and 7–12), reflect strong institutional outcomes. In these areas, pass rates exceeded 80% in most cases, and average scaled scores were consistently above the corresponding cut scores, suggesting that completers demonstrated readiness in both content knowledge and instructional practice.

Several assessments reflect suppressed results due to small numbers of completers, as required by ETS Title II reporting guidelines. These instances occur primarily in specialized certification areas and reflect enrollment patterns rather than program effectiveness.

Overall, the single-assessment data for 2024–2025 support the effectiveness of Mississippi State University’s teacher preparation programs in preparing completers to meet state licensure requirements and enter the profession with the knowledge and skills necessary to support P–12 student learning.

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.