

WCU School of Education
Praxis Data-2017-2021
Undergraduate Programs

All analyses were completed by the program faculty. This information is shared in the Data Day and within TEC and Advisory Council meetings on a routine basis.

Undergraduate-Level Curriculum, Instruction, and Assessment (CIA-5017) Data

Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: Curriculum, Instruction, and Assessment (5017)								
Completers	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2017-18	N=54	153	170.26	168.50	165.50	159-173	88.89	91.49
2018-19	N=46		169.68	168.09	167.30	160-176	93.48	94.74
2019-20	N=30		165.27	166.68	158.13	149-166	66.67	64.00
2020-21	N=2		165.93	163.97	N<5	N<5	N<5	N<5
Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: Curriculum, Instruction, and Assessment (5017) Sub-scores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=46	I. Reading and Language Arts			31	72.59	73.54	72.86
		II. Mathematics			25-26	69.09	67.24	68.26
		III. Science			16	78.08	75.77	73.23
		IV. Social Studies			14	71.45	68.37	66.46
		V. Art, Music, and Physical Education			12-13	75.49	73.86	75.40
2019-20	N=30	I. Reading and Language Arts			31	70.27	71.47	66.88
		II. Mathematics			25-26	66.98	66.65	57.72
		III. Science			16	77.18	76.49	70.42
		IV. Social Studies			14	70.08	68.50	61.19
		V. Art, Music, and Physical Education			12-13	73.95	71.90	70.56
2020-21	N=2	I. Reading and Language Arts			N<5	N<5	N<5	N<5
		II. Mathematics			N<5	N<5	N<5	N<5
		III. Science			N<5	N<5	N<5	N<5
		IV. Social Studies			N<5	N<5	N<5	N<5
		V. Art, Music, and Physical Education			N<5	N<5	N<5	N<5

Data not provided by ETS/MDE for N<5; sub scores not available for 2017-18

Undergraduate-Level Curriculum, Instruction, and Assessment (CIA-5017) Data Analysis

Multiple cycles of CIA data were provided including 2017-18 (N=54), 2018-19 (N=46), 2019-20 (N=30), and 2020-21 (N=2). Due to N<5, 2020-21 (N=2) cycle is not included in the analysis. CIA data has a qualifying score of 153. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement (153) for passing the exam. However, these mean scores are below the national and state means for all cycles. EPP Teacher Candidates passing percentages reflect a high percent of candidates who took the exam within these three cycles passed. First attempt percentages reflect a high percent of students scored at or above the qualifying score on their first time taking the exam except for 2019-20 which could be related to the COVID impact. Subscore data overall data indicates that the EPP candidates scored above the national percentage of correct answers in 2018-19 for the "Science" category and above the

state percentage of correct answers for the “Reading and L Arts” category. In all other categories across the three cycles, the EPP scored below both national and state percentage of correct answers. Subscore data also shows that candidates in 2018-19, candidates scored the highest on the “Science” category and the lowest on the “Social Studies” category. Candidates in 2019-20 scored the highest on the “Science” category and the lowest on the “Mathematics” category. Subscore data was not available for 2017-18.

Undergraduate-Level CIA Data Disaggregated by Ethnicity and Gender

Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: Curriculum, Instruction, and Assessment (5017)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2017-18	N=5	153	Black	159.86	165.50	160.80	60.00
2017-18	N=53		White	169.46	165.50	165.50	91.30
2017-18	N=3		Male	N<5	N<5	N<5	N<5
2017-18	N=51		Female	168.84	165.50	166.14	90.20
2018-19	N=6		Black	160.50	167.30	160.50	83.33
2018-19	N=37		White	169.70	167.30	168.35	94.59
2018-19	N=2		Other	N<5	N<5	N<5	N<5
2018-19	N=2		Male	N<5	N<5	N<5	N<5
2018-19	N=44		Female	168.13	167.30	167.52	95.45
2019-20	N=4		Black	N<5	N<5	N<5	N<5
2019-20	N=23		White	168.11	158.13	159.83	69.57
2019-20	N=2		Other	N<5	N<5	N<5	N<5
2019-20	N=2		Male	N<5	N<5	N<5	N<5
2019-20	N=28		Female	166.89	158.13	159.07	71.43
2020-21	N=2		Female	N<5	N<5	N<5	N<5
2020-21	N=2		White	N<5	N<5	N<5	N<5

Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. All groups exceeded the qualifying score requirement. For 2017-18, 4 different groups were included in the analysis. Within Ethnicity group, largest group was White candidates. Of those, the group mean score was same as the overall EPP Mean while Black candidates mean were scores slightly below the overall EPP Mean. Black Candidates were slightly above the state mean for Black Candidates during this cycle while White Candidate mean score was below the state mean for that specific group. There was a high percent of passing the exam for White Candidates while Black Candidates passing percentage should be an area of additional focus for the program. For Gender, Females were the only reported group with mean scores slightly above the Overall EPP Mean and below the state mean for that specific group. There was a high percent of candidates passing the exam within that group. For 2018-19, 5 different groups were included in the analysis. Black Candidates mean score was same as the state mean but below the EPP overall mean. This group had a high percentage of candidates passing the exam. For White Candidates, mean score was below both the state mean and slightly above the EPP overall mean with a high percentage of candidates passing the exam. For gender, Female Candidates were the only reported group with mean scores slightly above the EPP overall mean but below the state mean for that group. The group had a very high

passing rate. For 2019-20, 5 different groups were included in the analysis. A majority of Candidates were White and Female and only reported groups. Within Ethnicity and Gender groups, White Candidates and Female Candidate mean scores were above EPP overall mean but below state mean for that group. White Candidates had a moderate passing percentage and Females were slightly higher. No reported information for 2020-21.

Programmatic changes as a result of this data include: As a result of the data provided above, a new course was designed to give students theory and practice in early childhood principles and research, EDU 409-Principles of Early Childhood Education. The field experience hours were reduced to fit into the K-2 placement trimester. To better prepare students for the licensure exams (Praxis II, PLT, FOR), the science course (EDU 346) and math course (EDU 413) were revised to introduce and reinforce the following standards for STEM programs; Next Generation Science Standards “Science and Engineering Practices” (NCSS), International Society for Technology in Education Standards (ISTE), and National Council of Teachers of Mathematical Processes Standards (NCTM). WCU received approval from MDE to offer a twelve-hour endorsement in STEM for undergraduate elementary and secondary education majors to help address the content in these areas.

Undergraduate-Level Praxis Principles of Learning & Teaching (PLT K-6) (5622) Data

Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: PLT K-6 (5622)								
Completers	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=50	160	175.44	173.37	170.76	164-177	90	89.47
2019-20	N=25		174.02	172.97	168.36	161-173	88	86.96
2020-21	N=7		173.91	167.96	170.71	162-179	100	100

Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: PLT K-6 (5622) Sub-scores						
Completers	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=50	I. Students as Learners	21	71.65	69.73	68.94
		II. Instructional Process	21	74.79	73.24	69.45
		III. Assessment	14	72.91	72.14	65.65
		IV. Prof Dev Lead & Comm	14	77.13	75.64	75.50
		V. Analysis of Instr Scenarios	4	75.6	73.58	71.13
2019-20	N=25	I. Students as Learners	21	70.52	66.98	62.46
		II. Instructional Process	21	74.14	72.32	69.33
		III. Assessment	14	71.17	71.43	67.47
		IV. Prof Dev Lead & Comm	14	81.73	77.50	76.73
		V. Analysis of Instr Scenarios	4	75.37	75.23	72.0
2020-21	N=7	I. Students as Learners	21	70	65.64	63.95
		II. Instructional Process	21	73.36	68.91	65.99
		III. Assessment	14	71.93	68.77	73.08
		IV. Prof Dev Lead & Comm	14	79.90	75.40	75.51
		V. Analysis of Instr Scenarios	4	76.62	71.01	79.46

Undergraduate-Level Praxis Principles of Learning & Teaching (PLT K-6) Analysis

Three cycles of Elementary Ed PLT K-6 data for 2018-19 (N=50), 2019-20 (N=25), and 2020-21 (N=7) have been provided as evidence in this response. Elementary Ed PLT K-6 data has qualifying score of 160 for the cycles presented. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement (160) for passing the exam. However, these mean scores are below the national and state means for these three cycles. EPP Teacher Candidates passing percentages reflect a high percent of candidates who took the exam within these three cycles passed. First attempt percentages reflect a high percent of students scored at or above the qualifying score on their first time taking the exam. Subscore data overall data indicates that the EPP candidates scored below both the national and state means in each of the five categories across the three cycles. Subscore data also shows that in 2018-19 candidates scored the highest on the “Professional Development, Leadership, and Community” category and the lowest on the “Assessment” category. Candidates in 2019-20 scored the highest on the “Professional Development, Leadership, and Community” category and the lowest on the “Students as Learners” category. Candidates in 2020-21 scored the highest on the Professional Development, Leadership, and Community” category and the lowest on the “Students as Learners” category.

Undergraduate-Level Praxis PLT K-6 Data Disaggregated by Ethnicity and Gender

Program: Elementary Education Campus: Hattiesburg and Tradition Test and Test Code: PLT K-6 (5622)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2017-18	N=8	160	Black	172.49	169.44	165.63	87.50
2017-18	N=59		White	172.49	169.44	169.56	89.83
2017-18	N=1		Native American	N<5	N<5	N<5	N<5
2017-18	N=2		2 or more Races	N<5	N<5	N<5	N<5
2017-18	N=10		Male	172.49	169.44	169.00	90.00
2017-18	N=61		Female	172.49	169.44	169.51	90.16
2018-19	N=2		Black	N<5	N<5	N<5	N<5
2018-19	N=45		White	173.37	170.76	171.36	91.11
2018-19	N=3		Male	N<5	N<5	N<5	N<5
2018-19	N=48		Female	173.37	170.76	171.04	91.67
2019-20	N=3		Black	N<5	N<5	N<5	N<5
2019-20	N=21		White	172.97	168.36	168.62	85.71
2019-20	N=2		Male	N<5	N<5	N<5	N<5
2019-20	N=23		Female	172.97	168.36	168.78	86.96
2020-21	N=1		Black	N<5	N<5	N<5	N<5
2020-21	N=5		White	167.96	170.71	172.20	100.00
2020-21	N=1		Male	N<5	N<5	N<5	N<5
2020-21	N=6		Female	167.96	170.71	170.17	100.00

PLT K-6 Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. All groups exceeded the qualifying score requirement. For 2017-18, 6 different groups were included in the analysis. Within Ethnicity group, largest group was White candidates. Of those, the group mean score was above the overall EPP Mean while Black candidates mean were scores slightly below the overall EPP Mean. Both groups mean scores were below the State Mean for their specific groups. However, there was a high percent of passing the exam. For Gender, Female mean score was slightly above the Overall EPP Mean while Male mean score was slightly below. Both groups mean scores were below the State Mean for their specific groups. However, there was a very high percent of candidates passing the exam within the groups. For 2018-19 and 2019-20, 4 different groups were included in the analysis. A majority of Candidates were White and Female. Within Ethnicity and Gender groups, White Candidates and Female Candidate mean scores were above EPP overall mean but below state mean for that group. Both groups had a high passing percentage (White and Female Candidates in 2020-21 scored above state mean score). Both groups had a high passing percentage as well. For 2020-21, both White and Female Candidates mean scores were above both the state and EPP overall means with 100% pass rate.

Programmatic changes as a result of this data include: To improve Teacher Candidates within all groups have a successful rate on the PLT exam, a review was done of the Study Companion Test at a Glance to identify courses in the program that address these categories. The document was distributed to faculty of all EDR and EDU courses to use for planning coursework. The link is provided to students via Canvas. SOE purchased licenses for using 240 Tutoring which allows students to access the resource as needed for test preparation.

Undergraduate-Level Principles of Learning & Teaching (PLT 7-12) Data

Program: All Secondary Campus: Both Hattiesburg and Tradition Test and Test Code: PLT 7-12 (5624)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=23	157	174.91	169.97	171.78	164-178	95.65	95.45
2019-20	N=10	157	173.68	171.26	167.30	156-176	80	77.78
2020-21	N=0							
Program: All Secondary Campus: Both Hattiesburg and Tradition Test and Test Code: PLT 7-12 (5624) Subscores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=23	I. Students as Learners			20-21	71.91	68.85	73.57
		II. Instructional Process			20-21	75.26	70.48	70.97
		III. Assessment			14	74.41	71.31	71.43
		IV. Professional Dev Leadership and Community			12-14	75.05	71.49	73.50
		V. Analysis of Inst. Scenarios			16	65.46	58.87	60.05
2019-20	N=10	I. Students as Learners			20-21	70.56	67.54	68.00
		II. Instructional Process			20-21	74.30	72.21	67.10
		III. Assessment			13-14	73.69	70.89	67.86
		IV. Professional Dev Leadership and Community			12-14	74.39	71.51	73.63
		V. Analysis of Inst. Scenarios			16	66.20	62.89	52.50
2020-21	N=0							

Undergraduate-Level Praxis Principles of Learning & Teaching (PLT 7-12) Analysis

Three cycles of PLT 7-12 data for 2018-19 (N=23), 2019-20 (N=10), and 2020-21 (N=0) have been provided as evidence in this response. The PLT 7-12 has qualifying score of 157 for the cycles presented. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement for passing the exam. However, these mean scores are below the national mean scores for the two cycles. Mean scores in 2018-19 were above the state mean and had very high passing percentage and first attempt passing percentage. EPP Teacher Candidates passing percentages reflect a high percent of candidates who took the exam within these cycles passed. First attempt percentages reflect a high percent of students scored at or above the qualifying score on their first time taking the exam. Subscore data for 2018-19 indicates that the EPP candidates scored above state means in all five categories. Candidates in this cycle had mean score above both the national and state means on “Students as Learner” category. For 2019-20, Candidates mean score was above the state means in two categories “Students as Learners” and “Professional Development, Leadership, and Community”. In 2018-19 and 2019-20, candidates scored the highest on the “Professional Development, Leadership, and Community” category and the lowest on the “Instructional Process” category.

Undergraduate-Level PLT 7-12 Data Disaggregated by Ethnicity and Gender

Program: All Secondary Campus: Both Hattiesburg and Tradition Test and Test Code: PLT 7-12 (5624) Subscores							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2017-18	N=13	157	White	172.49	167.31	167.31	84.62
2017-18	N=4		Male	N<5	N<5	N<5	N<5
2017-18	N=9		Female	172.49	167.31	169.33	88.89
2018-19	N=1		Mexican, Mexican American	N<5	N<5	N<5	N<5
2018-19	N=22		White	173.43	171.78	171.50	95.45
2018-19	N=7		Male	168.30	171.78	169.29	100
2018-19	N=16		Female	171.13	171.78	172.88	93.75
2019-20	N=10		White	172.43	167.30	167.30	80
2019-20	N=3		Male	N<5	N<5	N<5	N<5
2019-20	N=7		Female	173.94	167.30	172.14	100
2020-21	N=0		Black	N<5	N<5	N<5	N<5

PLT 7-12 Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. All groups exceeded the qualifying score requirement. For 2017-18, 3 different groups were included in the analysis. Within Ethnicity group, only group was White candidates. Of those, the group mean score was same as the overall EPP mean. This group’s mean score was below the State Mean for this specific group. However, there was a high percent of passing the exam. For Gender, Female were only group reported with mean score was slightly above the Overall EPP Mean but below the State Mean for this specific group. However, there was a high percent of candidates passing the exam. For 2018-19, 4 different

groups were included in the analysis. A majority of Candidates were White and Female. Within Ethnicity group, White Candidates were only reported data. White Candidate mean score were below both EPP overall mean and state mean for that group but had high passing percentage (over 95%). Within Gender, Male Candidates had a mean score above the state mean score for that specific group within the cycle year. Mean scores were below the EPP overall mean but group had a 100% passing rate. Female mean score was above both the EPP overall mean and the state mean score for that specific group. Female Candidates had a high percentage rate for passing the exam (above 90%). For 2019-20, 3 different groups were included in the analysis. A majority of Candidates were White and Female. Within Ethnicity group, White Candidates were only reported data. White Candidate mean score were below both EPP overall mean and state mean for that group but had high passing percentage (over 95%). Mean score was the same as the EPP overall score and below the state mean for that group. Percentage of candidates passing the exam was 80%. For Gender, only Female data has provided. Mean score was above the EPP overall mean but below the state mean for that group. Percentage of candidates passing the exam was 100%.

Programmatic changes as a result of this data include: To improve Teacher Candidates within all groups have a successful rate on the PLT exam, a review was done of the Study Companion Test at a Glance to identify courses in the program that address these categories. The document was distributed to faculty of all EDR and EDU courses to use for planning coursework. The link is provided to students via Canvas. SOE purchased licenses for using 240 Tutoring which allows students to access the resource as needed for test preparation.

Undergraduate Level Praxis Subject Content Knowledge Secondary Programs were N=5 and not reported

Graduate Programs

Graduate-Level Elementary Ed :Content Knowledge (5018) Data

Program: Elementary Education-Alternate Route Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: Content Knowledge (5018)								
Completers	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=42	163	166.31	152.59	163.93	154-180	57.14	75.86
2019-20	N=37		164.08	153.44	161.19	150-170	54.05	68.33
2020-21	N=37		165.53	153.40	157.70	144-167	45.95	68
Program: Elementary Education- Alternate Route Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: : Content Knowledge (5018) Sub-scores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=42	I. Reading and Language Arts			40-42	73.42	66.43	72.73
		II. Mathematics			36	72.03	63.44	69.51
		III. Social Studies			20-21	59.13	50.44	58.21
		IV. Science			21	68.26	57.79	68.37
2019-20	N=37	I. Reading and Language Arts			40-42	71.10	65.78	70.54
		II. Mathematics			36	70.87	61.11	66.59
		III. Social Studies			20-21	59.07	52	58.49
		IV. Science			21	66.56	58.62	64.48
2020-21	N=37	I. Reading and Language Arts			40-42	71.55	66.03	67.59
		II. Mathematics			36	70.38	59.03	63.74
		III. Social Studies			20-21	57.02	49.44	51.92
		IV. Science			21	67	59.14	61.65

Graduate-Level Elementary Ed :Content Knowledge (5018) Data Analysis

Three cycles of data were provided including 2018-19 (N=42), 2019-20 (N=37), and 2020-21 (N=37). This exam has a qualifying score of 163. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement in 2018-19 only. However, all three cycles had mean scores state mean scores. EPP Teacher Candidates passing percentages reflect a low percent of candidates who took the exam within these three cycles passed which needs further examination by the program on what is contributing to this. First attempt percentages reflect a moderate percent of candidates scored at or above the qualifying score on their first time taking the exam. Subscore data overall data indicates that the EPP candidates scored above the state percentage of correct answers in 2018-19 in all four categories while percentage of correct answers was slightly above the national percentage for the “Science” category. In 2019-20, EPP candidates scored above the state percentage of correct answers in 2018-19 in all four categories while percentage of correct answers was slightly above the national percentage for the “Science” category. In 2020-21, EPP candidates scored above the state percentage of correct answers in all four categories while percentage of correct answers. The EPP scored the highest on “Reading and L Arts” category for all cycles the lowest on “Social Studies” for all cycles.

Graduate-Level CIA (5018) Data Disaggregated by Ethnicity and Gender

Program: Elementary Education-Alternate Route Campus: Hattiesburg and Tradition Test and Test Code: Elementary Education: Curriculum, Instruction, and Assessment (5018)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=10	163	Black	144.53	163.93	153.30	10
2018-19	N=3		Asian	N<5	N<5	N<5	N<5
2018-19	N=3		Other	N<5	N<5	N<5	N<5
2018-19	N=27		White	164.83	163.93	166.70	74.07
2018-19	N=5		Male	160.29	163.93	180.00	100
2018-19	N=16		Female	151.74	163.93	161.76	51.35
2019-20	N=6		Black	143.26	161.19	154.50	33.33
2019-20	N=1		Asian	N<5	N<5	N<5	N<5
2019-20	N=29		White	142.17	161.19	163.41	74.07
2019-20	N=1		Other	N<5	N<5	N<5	N<5
2019-20	N=2		Male	N<5	N<5	N<5	N<5
2019-20	N=35		Female	153.70	161.19	161.97	57.14
2020-21	N=11		Black	145.11	157.70	150.64	18.18
2020-21	N=1		Asian	N<5	N<5	N<5	N<5
2020-21	N=1		SE Asian	N<5	N<5	N<5	N<5
2020-21	N=21		White	165.39	157.70	163.38	61.90
2020-21	N=1		Other	N<5	N<5	N<5	N<5
2020-21	N=3		Male	N<5	N<5	N<5	N<5
2020-21	N=34		Female	153.34	157.70	155.88	41.18

CIA (5018) Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. Several groups were below the qualifying score requirement. For 2018-19, 6 different groups were included in the analysis. Within four for the Ethnicity group, largest group was White candidates. No reported data for Asian and Other. For Black candidates, mean score was below the EPP overall mean but above the State Mean for this specific group. However, there was a very low (10%) percent of passing the exam. This will need further attention by the program to increase this capacity in Black candidates. For White candidates, mean score was above EPP overall mean and state mean for that group with a 74% passing percentage. For Gender, Males mean score was above EPP overall mean and state mean for that group with a 100% passing percentage. Females mean score was slightly above the State Mean for their specific group but below the Overall EPP Mean. Additionally, there was a low percent of candidates passing the exam (51%) within the group. For 2019-20, 6 different groups were included in the analysis. A majority of Candidates were White and Female. Within the four Ethnicity groups, Black candidates mean score was below the EPP mean scores but above the State Mean for their specific group. This group had a very low passing percentage of 33%. This will need further focus from the program as mentioned above. White Candidates' mean score was above EPP overall mean and the state mean for that group with a moderate passing percentage (74%). For Gender, Female Candidates' mean score was above EPP overall mean and state mean for that group with a low 57% passing percentage. This requires additional attention from the program as well. In 2020-21, seven different groups were included in the analysis. Black candidates' mean score was below the EPP overall mean score

but above state mean score for that group. Again, very low percentage of candidates passing the exam (18%). No other groups had data provided. White candidates' mean score was above the EPP overall means but below the state mean for that group with a low 61% pass rate. For Gender, Female mean score was below the EPP overall mean score but above state mean score for that group with a relatively low pass rate of 41%. Again the program will need to address, this could be related to the impact of COVID and the waiver of licensure exams could impact candidates are taking the exam. All groups show a low passing rate compared to previous data.

Programmatic Changes: As part of the program's efforts on Continuous Improvement:

Based on recent MAT Data, the following changes were made to improve our program and better prepare teacher candidates for the classroom experience upon the first half of our program:

- 1- A second textbook "The First Days of School" was added to EDU 536 with five assignments from the book so that the students did not have to wait until the internship begins to have this information.
- 2- Students in EDU 536 are given a lesson plan assignment to help them learn to create a lesson plan and give them feedback on the lesson plan.
- 3- The teachers for EDU 650 met to find current and relative information/research to use in the course instruction and align their curriculum.
- 4- More emphasis is being placed on "Blooms Taxonomy" during the class discussion to prepare the students for the observations in EDU 634.

Based on recent MAT Data, the following changes were made to improve the internship portion of the program (EDU 634 and EDU 635).

- 1- Current technology training was added to the first seminar.
- 2- More motivational speakers were brought in to speak to the interns during the seminars to promote positivity and morale as well as inspire the interns to remain in the teaching profession.
- 3- Interns were grouped together based on their subject area during the seminars to promote networking outside of their school districts.
- 4- Quizzes were given after the virtual seminars to ensure engagement from the interns.
- 5- A follow up professional development training seminar will be offered the summer AFTER the internship for ongoing support and training to the interns and to provide CEU's.

Based on recent MAT Data, the following changes WILL occur next year to improve the program:

- 1- Some of the reading assignments will be moved from EDU 634 to EDU 635 so that they can be addressed more thoroughly.
- 2- The seminars will focus more on the observations from the TIAI to help prepare the interns.
- 3- More grade value will be placed on the formative observation and interns will not progress to EDU 635 unless he/she scored an 80% or higher on the formative evaluation.
- 4- An intervention course will exist for students who do not score an 80% on the formative evaluation before he/she can progress to EDU 635.

5- An in-person seminar will be added back to EDU 634. (The seminars were virtual during Covid.)

5- The Code of Ethics will be discussed in the in-person seminar instead of the virtual seminar.

6- Mentor teachers will complete a professional development training prior to the TIAI evaluation.

7- Mentor teachers will input data from the TIAI evaluation directly to TK20 instead of allowing it to be submitted by the student.

8- Students in the special education track will have alter assignments on the weekly reflections and additional indicators added to the evaluations at the expertise of the WCU special education department.

Incorporation of Technology:

1- Students have the option of attending virtual classes or face-to-face classes to meet the demands of long-distance students across the state and outside the state.

2- During EDU 536, students must teach in a virtual setting, create slide shows, and access various virtual learning platforms (Canvas and Microsoft TEAMS).

3- During EDU 536, students must present a video in Flip Grid and link it to google classroom.

4- During EDU 634, students undergo approximately 10 hours of technology training by an IT Specialist during the first seminar.

5- Students attend virtual seminars in EDU 634 and EDU 635.

6- Students must write lesson plans in EDU 536, EDU 634 and EDU 635 that show how they are incorporating technology into their classrooms.

Graduate-Level Art :Content Knowledge (5134) Data

Program: Art Education K12-Alternate Route Campus: Both Hattiesburg and Tradition Test and Test Code: 5134 Art: Content and Knowledge (5134)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Median Score	% Passing	% Passing 1 st Attempt
2018-19	N=2	158			*No data provided by ETS for N<5			
2019-20	N=4				*No data provided by ETS for N<5			
2020-21	N=8		162.45	162.06	161.57	161.00	71.43	70.00

Graduate-Level Art :Content Knowledge (5134) Data Analysis

N<5 information not available by ETS. 2020-21 Candidates' mean score exceeded the qualifying score requirement. For 2020-21, EPP candidates scored slightly below the EPP mean score, the state mean, and the national mean. EPP candidates had a relatively moderate passing percentage (71%) and first attempt passing percentage of 70%. Due to low exam participation numbers, no specific programmatic changes were made as a result of this data.

Graduate-Level Art :Content Knowledge (5134) Data Disaggregated by Ethnicity and Gender

Program: Art Education K12-Alternate Route Campus: Both Hattiesburg and Tradition Test and Test Code: 5134 Art: Content and Knowledge (5134)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2020-21	N=1	158	Black	N<5	N<5	N<5	N<5
2020-21	N=1		Two or more races	N<5	N<5	N<5	N<5
2020-21	N=1		SE Asian	N<5	N<5	N<5	N<5
2020-21	N=6		White	163.16	161.57	162.00	80
2020-21	N=8		Female	162.82	161.57	161.57	71.53

Content Knowledge (5134) Data Analysis Disaggregated by Ethnicity and Gender

N<5 information not available by ETS. For 2020-21, five groups were included in the analysis. Only two groups had reported data to analyze. For Ethnicity, only White candidates had reported data. This group had a mean score above the EPP mean score but below the state mean for this specific group. White candidates had a high passing rate of 80%. For Gender, only Female had reported data. This group had a mean score same as the EPP overall mean but below the state mean for this group with a relatively moderate passing rate of 71%. Due to low Ns, no specific programmatic changes were made as a result of this data. However, data is shared with faculty as part of overall programmatic review on annual basis.

Graduate-Level Biology :Content Knowledge (5235) Data

Program: Biology-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5235/0235)							
Academic Year	# Tested	Qualifying Score	State Median	State Mean	EPP Mean	EPP Median	% Passing
2018-19	N=22	150	146.5	146.76	147.67	147.00	38.89
2019-20	N=9	150	146.5	147.16	148.00	145.00	33.33
2020-21	N=9	150	149	146.32	144	146.00	33.33

Graduate-Level Biology :Content Knowledge (5235) Data Analysis

All cycles were below the qualifying score requirement. For 2018-19, the EPP mean was above the state mean with a low 38% passing rate for the exam. This needs additional focus by the program to build capacity in candidates to successfully pass the exam on the first attempt. For 2019-20, the EPP mean was above the state mean with a low passing rate (33%) as well. For 20-21, EPP candidates scored slightly below the state mean score. EPP candidates had a low passing percentage (33%).

Programmatic changes: Faculty have focused on providing various forms of support to candidates who are preparing for the content knowledge exam. However, the program has had relatively low enrollment and limited faculty. Additional strategies are being considered to support future candidates in this area.

Graduate-Level Biology :Content Knowledge (5235) Data Disaggregated by Ethnicity and Gender

Program: Biology-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5235/0235)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=2	150	Black	N<5	N<5	N<5	N<5
2018-19	N=14		White	151.23	147.67	148.50	47
2018-19	N=4		Male	N<5	N<5	N<5	N<5
2018-19	N=14		Female	145.46	147.67	147.14	42.86
2019-20	N=1		Black	N<5	N<5	N<5	N<5
2019-20	N=8		White	152.70	148	149.88	37.50
2019-20	N=1		Male	N<5	N<5	N<5	N<5
2019-20	N=8		Female	146.38	148	149.88	37.50
2020-21	N=2		Black	N<5	N<5	N<5	N<5
2020-21	N=4		White	N<5	N<5	N<5	N<5
2020-21	N=4		Male	N<5	N<5	N<5	N<5
2020-21	N=2		Female	N<5	N<5	N<5	N<5

Biology Content Knowledge (5235) Data Analysis Disaggregated by Ethnicity and Gender

N<5 information not available by ETS. All groups' mean scores were below the qualifying score. For 2018-19, four groups were included in the analysis. Only two groups had reported data to analyze. For Ethnicity, only White candidates had reported data. This group had a mean score above the EPP mean score but below the state mean for this specific group with a relatively low passing rate of 47%. For Gender, only Female had reported data. This group had a mean score below the EPP overall mean but above the state mean for this group with a relatively low passing rate of 42%. For 2019-20, four groups were included in the analysis. Only two groups had reported data to analyze. For Ethnicity, only White candidates had reported data. This group had a mean score above the EPP mean score but below the state mean for this specific group with a relatively low passing rate of 37%. For Gender, only Female had reported data. This group had a mean score below the EPP overall mean but above the EPP overall mean and the state mean for this group with a relatively low passing rate of 37%. For 2020-21, no data was reported by ETS due to *N<5*.

Programmatic changes: Faculty have focused on providing various forms of support to candidates who are preparing for the content knowledge exam. However, the program has had relatively low enrollment and limited faculty. Additional strategies are being considered to support future candidates in this area.

Graduate-Level Praxis Subject-English Language Arts (5038)Data

Program: English 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: English Language Arts: Content Knowledge (5038/0038)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=35	167	173.98	172.06	175.68	172-184	87.10	75.86%
2019-20	N=20	167	174.64	172.74	174.28	169-183	83.33	77.78%
2020-21	N=19	167	176.19	167.57	166.82	162-175	52.63%	46.67%
Program: English 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: English Language Arts: Content Knowledge (5038/0038)								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=35	I. Reading			41	76.42	72.20	75.69
		II. Language Use & Vocabulary			28	76.68	74.64	76.38
		III. Writing Speaking/Listening			41	74.62	70.07	72.23
2019-20	N=20	I. Reading			41	76.45	72.57	75.47
		II. Language Use & Vocabulary			28	76.74	73.41	75.60
		III. Writing Speaking/Listening			41	74.98	71.99	70.87
2020-21	N=19	I. Reading			41	75.79	67.38	67.86
		II. Language Use & Vocabulary			28	75.92	71.10	69.75
		III. Writing Speaking/Listening			41	74.26	68.15	66.43

Graduate-Level Praxis Subject-English Language Arts (5038)Data Analysis

Three cycles of data were provided including 2018-19 (N=35), 2019-20 (N=20), and 2020-21 (N=19). This exam has a qualifying score of 167. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement in 2018-19 and 2019-20 only. These two cycles had mean scores above state mean score as well with 2018-19 having mean score above the national mean score. EPP Teacher Candidates passing percentages reflect a moderately high percent of candidates who took the exam and passed for both 2018-19 and 2019-20 while 2020-21 had a low passing rate of 52%. This could be the impact of COVID on test takers. However, this needs further examination by the program. First attempt percentages reflect a moderate percent of candidates scored at or above the qualifying score on their first time taking the exam for both 2018-19 and 2019-20. Candidates in 2020-21 had a low first attempt passing percentage of 46%. Subscore data indicates that the EPP candidates scored above the state percentage of correct answers in 2018-19 in all three categories. In 2019-20, EPP candidates scored above the state percentage of correct answers in “Reading” and “Language Use and Vocabulary” categories. For “Writing Speaking and Listening” candidates’ percentage of correct answers were below both the state and national percentages. For 2020-21, EPP candidates’ percentage of correct answers were above state percentages in the “Reading” category while the other categories were below both the state and national percentages. In all three cycles, EPP candidates had the highest percentage of correct answers “Language Use and Vocabulary” and the lowest in “Writing Speaking and Listening”.

**Graduate-Level Praxis Subject-English Language Arts (5038)Data
Disaggregated by Ethnicity and Gender**

Program: English 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: English Language Arts: Content Knowledge (5038/0038)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=3	167	Black	N<5	N<5	N<5	N<5
2018-19	N=1		Mexican	N<5	N<5	N<5	N<5
2018-19	N=27		White	175.84	175.68	176.07	88.89
2018-19	N=7		Male	177.67	175.68	180.43	100
2018-19	N=24		Female	170.42	175.68	174.29	83.33
2019-20	N=1		Black	N<5	N<5	N<5	N<5
2019-20	N=1		Asian	N<5	N<5	N<5	N<5
2019-20	N=16		White	176.56	174.28	177.25	87.50
2019-20	N=3		Male	N<5	N<5	N<5	N<5
2019-20	N=15		Female	173.58	174.28	173.13	80
2020-21	N=4		Black	N<5	N<5	N<5	N<5
2020-21	N=1		Native American	N<5	N<5	N<5	N<5
2020-21	N=13		White	173.06	169.29	168.85	61.54
2020-21	N=3		Male	N<5	N<5	N<5	N<5
2020-21	N=15		Female	166.65	169.29	164.20	53.33

English Language Arts (5038)Data Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. For 2018-19, five different groups were included in the analysis. Within three for the Ethnicity group, largest group was White candidates. No reported data for Black and Mexican candidates. For White candidates, mean score was above EPP overall mean and state mean for that group with a 89% passing percentage. For Gender, Males mean score was above EPP overall mean and state mean for that group with a 100% passing percentage. Females mean score was slightly above the State Mean for their specific group but below the Overall EPP Mean. Additionally, there was a high percent of candidates passing the exam (83%) within the group. For 2019-20, five different groups were included in the analysis. A majority of Candidates were White and Female. Within the three Ethnicity groups, No reported data for Black and Asian candidates. White Candidates' mean score was above EPP overall mean and the state mean for that group with a high passing percentage (87%). For Gender, Female Candidates' mean score was below the EPP overall mean and state mean for that group with a moderate 80% passing percentage. For 2020-21, five different groups were included in the analysis. A majority of Candidates were White and Female. Within the three Ethnicity groups, No reported data for Black and Native American candidates. White Candidates' mean score was below EPP overall mean and the state mean for that group with a low passing percentage (61%). For Gender, Female Candidates' mean score was below the EPP overall mean, state mean, and the qualifying score requirement for that group with a low 53% passing percentage. Again the program will need to address, this could be related to the impact of COVID and the waiver of licensure exams could impact candidates are taking the exam. All groups in 2020-21 show a low passing rate compared to previous cycles of data.

Graduate-Level Praxis Subject-Mathematics Content Knowledge (5161) Data

Program: MATH 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5161)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=25	152	153.53	139.60	130.92	118-139	11.11%	16
2019-20	N=8	152	153.39	139.19	135.38	123-133	7.69%	12.5
2020-21	N=12	152	148.46	129.90	128.83	119-146	18.75	25
Program: MATH 7-12 Campus: Hattiesburg Test and Test Code: Content Knowledge (5161) Subscores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=36	I. Number & Quantity, Algebra, Functions, Calculus			34	59.12	47.58	40.47
		II. Geometry, Probability, Statistics, Discrete Math			16	57.71	45.36	37.50
2019-20	N=13	I. Number & Quantity, Algebra, Functions, Calculus			34	59.00	47.06	46.32
		II. Geometry, Probability, Statistics, Discrete Math			16	57.58	45.66	36.72
2020-21	N=16	I. Number & Quantity, Algebra, Functions, Calculus			34	55.05	39.58	42.1
		II. Geometry, Probability, Statistics, Discrete Math			16	53.01	37.57	35.94

Graduate-Level Praxis Subject- Mathematics Content Knowledge (5161) Data Analysis

Three cycles of data were provided including 2018-19 (N=25), 2019-20 (N=8), and 2020-21 (N=12). This exam has a qualifying score of 152. The EPP mean for all three cycles indicate candidates scored below the qualifying score requirement. EPP Teacher Candidates passing percentages reflect an extremely low percent of candidates who took the exam and passed. This could be the impact of COVID on test takers. However, this needs further examination by the program. Previous cycles reflect much higher scores. First attempt percentages also reflect a very low percent of candidates scored at or above the qualifying score on their first time taking the exam. Subscore data indicates that the EPP candidates scored below the state and national percentage of correct answers in all three cycles in both categories.

Programmatic Changes: The mathematics faculty has made (and will continue to make) efforts to provide tutoring to candidates preparing for the exam by offering a seminar in which students work through the types of problems on the exam. To prepare candidates more adequately for these exams and improve test scores, practice test questions will be used throughout the course of study. Study companion material from ETS is made available to candidates and the candidates are encouraged to complete the checklist for each concept.

Graduate-Level Praxis Subject- Mathematics Content Knowledge (5161) Data Disaggregated by Ethnicity and Gender

Program: MATH 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5161)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=6	152	Black	131.74	130.92	129.17	0
2018-19	N=1		Mexican	N<5	N<5	N<5	N<5
2018-19	N=17		White	143.60	130.92	131.59	23.53
2018-19	N=7		Male	138.55	130.92	126.14	14.29
2018-19	N=18		Female	139.96	130.92	132.78	16.67
2019-20	N=4		Black	N<5	N<5	N<5	N<5
2019-20	N=4		White	N<5	N<5	N<5	N<5
2019-20	N=2		Male	N<5	N<5	N<5	N<5
2019-20	N=6		Female	139.23	135.38	138.17	16.67
2020-21	N=2		Black	N<5	N<5	N<5	N<5
2020-21	N=1		Mexican	N<5	N<5	N<5	N<5
2020-21	N=9		White	136.31	128.83	134.89	33.33
2020-21	N=4		Male	N<5	N<5	N<5	N<5
2020-21	N=8		Female	127.57	128.83	125.38	25

English Language Arts (5161) Data Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. For 2018-19, five different groups were included in the analysis. Within three for the Ethnicity group, largest group was White candidates. No reported data for Mexican candidates due to N<5. For Black candidates, no candidates are reported to have passed the exam (0%) with EPP mean score being below the qualifying score of 152 as well as the state mean for this specific group in the cycle. This is highly problematic and the program faculty and leadership have been working to address this. For White candidates, mean score was below EPP overall mean and state mean for that group with a 23% passing percentage. For Gender, Males mean score was below EPP overall mean and state mean for that group with a 14% passing percentage. Females mean score was below the State Mean for their specific group but slightly above the Overall EPP Mean. Additionally, there was a low percent of candidates passing the exam (16%) within the group. For 2019-20, four different groups were included in the analysis. A majority of Candidates were Female. Within the three Ethnicity groups, No reported data for any group of candidates due to N<5. For Gender, Female Candidates' mean score was only reported due to N<5. Mean score was above the EPP overall mean and below the state mean for that group with a low 16% passing percentage. For 2020-21, five different groups were included in the analysis. A majority of Candidates were White and Female. Within the three Ethnicity groups, No reported data for Black and Mexican candidates. White Candidates' mean score was above EPP overall mean and below the state mean for that group with a low passing percentage (33%). For Gender, Female Candidates' mean score was only data provided due to N<5. Mean score reflects below the EPP overall mean and state mean for that group with a low 25% passing percentage.

Programmatic Changes: The mathematics faculty has made (and will continue to make) efforts to provide tutoring to candidates preparing for the exam by offering a seminar in which

students work through the types of problems on the exam. To prepare candidates more adequately for these exams and improve test scores, practice test questions will be used throughout the course of study. Study companion material from ETS is made available to candidates and the candidates are encouraged to complete the checklist for each concept.

Graduate-Level Praxis Subject- Physical Education Content Knowledge (5091) Data

Program: Physical Education -Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5091)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=37	145	153.67	146.17	146.59	141-151	67.57	84.62
2019-20	N=21	145	153.78	144.69	147.48	145-150	76.19	76.47
2020-21	N=9	145	153.61	147.60	151.44	149-155	88.89	100
Program: Physical Education -Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5091) Subscores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=37	I. Content Knowledge, Student Growth & Development			30	64.12	56.47	55.77
		II. Mgmt; Motivation, Communication			25	78.04	71.57	71.89
		III. Planning, Instruction, St. Assessment			25	73.05	65.76	67.14
		IV. Collaboration, Reflection, Technology			20	68.74	58.89	59.73
2019-20	N=21	I. Content Knowledge, Student Growth & Development			30	64.15	55.37	58.89
		II. Mgmt; Motivation, Communication			25	78.05	70.48	75.05
		III. Planning, Instruction, St. Assessment			25	73.13	62.45	64.76
		IV. Collaboration, Reflection, Technology			20	59.33	58.88	58.81
2020-21	N=9	I. Content Knowledge, Student Growth & Development			30	63.65	59.06	63.33
		II. Mgmt; Motivation, Communication			25	78.38	71.23	75.56
		III. Planning, Instruction, St. Assessment			25	72.71	66.18	71.11
		IV. Collaboration, Reflection, Technology			20	69.19	62.46	63.89

Graduate-Level Praxis Subject- Physical Education Content Knowledge (5091) Data Analysis

Three cycles of data were provided including 2018-19 (N=37), 2019-20 (N=21), and 2020-21 (N=9). This exam has a qualifying score of 145. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement. All three cycles had mean scores above state mean score. EPP Teacher Candidates passing percentages reflect a moderately high percent of candidates who took the exam and passed for both 2020-21 while 2018-19 and 2019-20 had a low to moderate passing rate. First attempt percentages reflect a high percent of candidates scored at or above the qualifying score on their first time taking the exam for both 2018-19 and 2020-21 with a moderate percent (76%) in 2019-20. Subscore data indicates that the EPP candidates scored above the state percentage of correct answers in all but 2 categories over the three cycles. All three cycles EPP percentage of correct answers were below the national percentage. Candidates scored the highest in “Mgmt: Motivation and communication” in all three cycles.

Graduate-Level Praxis Subject- Physical Education Content Knowledge (5091) Data Disaggregated by Ethnicity and Gender

Program: Physical Education 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5091)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=10	145	Black	141.18	146.59	141.10	30
2018-19	N=24		White	150.71	146.59	148.79	83.33
2018-19	N=3		Other	N<5	N<5	N<5	N<5
2018-19	N=28		Male	145.86	146.59	146.75	71.43
2018-19	N=9		Female	146.86	146.59	146.11	55.56
2019-20	N=10		Black	138.43	147.48	141.10	30
2019-20	N=1		Hispanic,Latino	N<5	N<5	N<5	N<5
2019-20	N=15		White	148.91	147.48	148.60	80
2019-20	N=2		Other	N<5	N<5	N<5	N<5
2019-20	N=15		Male	144.97	147.48	147.53	73.33
2019-20	N=6		Female	143.90	147.48	147.33	83.33
2020-21	N=3		Black	N<5	N<5	N<5	N<5
2020-21	N=1		Other	N<5	151.44	N<5	N<5
2020-21	N=5		White	152.14	151.44	155.60	100
2020-21	N=5		Male	147.00	151.44	148.20	80
2020-21	N=4		Female	N<5	N<5	N<5	N<5

Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. For 2018-19, five different groups were included in the analysis. Within three for the Ethnicity group, largest group was White candidates. No reported data for Other candidates due to N<5. For Black candidates, mean score was below the qualifying score of 145 as well as the EPP overall mean and the state mean for this specific group in the cycle. Black candidates had a 30% passing rate in this cycle. This is highly problematic and the program faculty and leadership have been working to address this. For White candidates, mean score was above EPP overall mean and below state mean for that group with a 83% passing percentage. For Gender, Males mean score was above EPP overall mean and state mean for that group with a 71% passing percentage. Females mean score was below the EPP overall mean and the State Mean for their specific group with 55% percent of candidates passing the exam within the group. For 2019-20, six different groups were included in the analysis. A majority of Candidates were White and Male. Within the three Ethnicity groups, No reported data for any group of candidates due to N<5. For Black candidates, the mean score was below the EPP overall and above the state mean for that specific group. For White, mean score was above the EPP overall and the state mean for that specific group with a 80% passing rate. For Gender, Male candidates mean score was above the EPP overall mean and the state mean with a moderate passing rate of 73%. Female Candidates' mean score was above the state mean and below the EPP overall mean with a high 83% passing percentage. For 2020-21, five different groups were included in the analysis. A majority of Candidates were White and Male. Within the three Ethnicity groups, No reported data for Black and Other candidates. White Candidates' mean score was above EPP overall mean and the state mean for that group with a 100% passing percentage. For Gender, Male Candidates' mean score was only

data provided due to N<5. Mean score reflects below the EPP overall mean and above state mean for that group with a low 80% passing percentage.

No specific programmatic changes are noted as a result of this data. Specific attention is being provided on an individual basis to students who need support passing the exam. Faculty will continue to monitor candidate feedback and assessment information to see how to support candidates in the future.

Graduate-Level Praxis Subject- Special Education Core Knowledge & Application (5354) Data

Program: Special Education-Alternate Route Campus: Hattiesburg Test and Test Code: Core Knowledge & Application (5354)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=113	152	153.67	160.71	162.96	154-173	83.19	86.32
2019-20	N=92	152	153.78	162.18	161.85	155-171	81.52	85.53
2020-21	N=121	152	153.61	159.05	161.31	154-170	83.47	87
Program: Special Education-Alternate Route Campus: Hattiesburg Test and Test Code: Core Knowledge & Application (5354)) Subscores								
Completers	# Tested	Category			Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
2018-19	N=113	I.Development and Char. Of Learners			17-18	72.76	65.55	68.36
		II.Planning and the L. Environment			24-26	77.35	68.54	70.26
		III. Instruction			24-26	70.79	61.69	63.55
		IV. Assessment			19-20	72.39	64.51	65.76
		V.Foundations and Prof Responsibilities			20-23	75.72	66.06	67.97
2019-20	N=92	I.Development and Char. Of Learners			17-18	71.39	65.08	65.43
		II.Planning and the L. Environment			24-26	77.09	70.83	69.85
		III. Instruction			24-26	71.11	61.9	60.98
		IV. Assessment			19-20	72.43	64.73	64.85
		V.Foundations and Prof Responsibilities			20-23	76.68	68.62	68.84
2020-21	N=121	I.Development and Char. Of Learners			17-18	70.95	62.54	63.39
		II.Planning and the L. Environment			24-26	76.24	67.52	68.42
		III. Instruction			24-26	69.56	59.25	61.15
		IV. Assessment			19-20	72.27	62.99	65.37
		V.Foundations and Prof Responsibilities			20-23	75.97	66.04	68.16

Special Education Core Knowledge & Application (5354) Data Analysis

Three cycles of data were provided including 2018-19 (N=113), 2019-20 (N=92), and 2020-21 (N=121). This exam has a qualifying score of 152. The EPP mean for all three cycles indicate candidates scored above the qualifying score requirement. Both 2018-19 and 2020-21 cycles had mean scores above state mean score. EPP Teacher Candidates passing percentages reflect a moderately high percent of candidates who took the exam and passed. First attempt percentages reflect a high percent of candidates scored at or above the qualifying score on their first time taking the exam. Subscore data indicates that the EPP candidates scored above the state percentage of correct answers in all but 2 categories over the three cycles. All three cycles EPP percentage of correct answers were below the national percentage. Candidates scored the highest in “Planning and the Learning Environment” in all three cycles.

Graduate-Level Praxis Subject- Special Education Core Knowledge & Application (5354) Data Disaggregated by Ethnicity and Gender

Program: Special Education-Alternate Route Campus: Hattiesburg Test and Test Code: Core Knowledge & Application (5354)							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=31	152	Black	151.78	162.96	152.03	64.52
2018-19	N=1		Mexican	N<5	N<5	N<5	N<5
2018-19	N=73		White	167.42	162.96	168.30	90.41
2018-19	N=2		Two or more races	N<5	N<5	N<5	N<5
2018-19	N=5		Other	148.45	162.96	151.40	80
2018-19	N=1		Hispanic, Latino	N<5	N<5	N<5	N<5
2018-19	N=17		Male	157.17	162.96	154.47	64.71
2018-19	N=96		Female	161.29	162.96	164.47	86.46
2019-20	N=23		Black	155.02	161.85	158.22	69.57
2019-20	N=1		Asian	N<5	N<5	N<5	N<5
2019-20	N=1		Hispanic, Latino	N<5	161.85	N<5	N<5
2019-20	N=61		White	166.24	161.85	163.54	85.25
2019-20	N=2		Two or more races	N<5	161.85	N<5	N<5
2019-20	N=18		Male	158.74	161.85	157.78	72.22
2019-20	N=74		Female	162.73	161.85	162.84	83.78
2020-21	N=38		Black	153.13	162.86	154.71	68.42
2020-21	N=1		Hispanic, Latino	N<5	N<5	N<5	N<5
2020-21	N=72		White	165.02	162.86	165.22	91.67
2020-21	N=7		Other	149.17	162.86	154.57	71.43
2020-21	N=1		Native AM	N<5	N<5	N<5	N<5
2020-21	N=15		Male	157.08	162.86	153.87	66.67
2020-21	N=106		Female	159.33	162.86	162.37	85.85

(5354) Data Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. All groups exceeded the qualifying score requirement. For 2018-19, 8 different groups were included in the analysis. Within six for the Ethnicity group, largest group was White candidates. No reported data for some groups of candidates due to N<5. For Black candidates, mean score was above the qualifying score of 152 as well as the the state mean for this specific group in the cycle but slightly below the EPP overall mean. Black candidates had a 64% passing rate in this cycle. For White candidates, mean score was above the qualifying score of 152. Also mean score was above EPP overall mean and state mean for that group with a 90% passing percentage. For Other, mean score was above the qualifying score of 152. Also, above state mean score but below the EPP overall mean. 80% passing rate for this group. For Gender, Males mean score was below EPP overall mean and state mean for that group with a 64% passing percentage. Females mean score was above the EPP overall mean and the State Mean for their specific group with 86% percent of candidates passing the exam within the group. For 2019-20, seven different groups were included in the analysis. A majority of Candidates were White and Female. Within the 5 Ethnicity groups, No reported data for any group of candidates due to N<5. For Black candidates, the mean score was below the EPP overall and above the state mean for that specific group with 69% passing rate. For White, mean score was above the EPP overall and below the state mean for that specific group with a 85% passing rate. For Gender, Male candidates mean score was below the EPP overall mean and the state mean with a moderate passing rate of 72%. Female Candidates' mean score was above the state mean and the EPP overall mean with a high 83% passing percentage. For 2020-

21,7 different groups were included in the analysis. A majority of Candidates were White and Female. Within the 5 Ethnicity groups, No reported data for Hispanic and Native American candidates. Black candidates had mean score above the state mean and below the EPP overall mean with a 68% passing rate. White candidates' mean score was above EPP overall mean and the state mean for that group with a 91% passing percentage. For Gender, Male Candidates' mean score reflects below the EPP overall mean and state mean for that group with a low 66% passing percentage. For Female, mean score was above the state mean and below the EPP overall mean with a 85% passing rate.

Programmatic Changes: Various changes are being implemented as a result of the MDE mandatory changes. All will impact candidates within this program. More information will be forthcoming once the changes are fully implemented and data is collected.

Graduate-Level Praxis Subject- Social Students Content Knowledge (5081) Data

Program: Social Studies 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5081/0081)								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
2018-19	N=20	150	161.77	151.82	154.30	149-160	75	77.78
2019-20	N=13	150	161.87	153.26	158.54	153-165	92.31	91.67
2020-21	N=4	*	*	*	*	*	*	*
Program: Social Studies 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5081/0081 Subscores)								
Completers	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct		
2018-19	N=20	I. US History	22	62.54	53.32	53.86		
		II. World History	22	60.59	49.73	53.41		
		III. Government	23	55.68	42.35	41.67		
		IV. Geography	16	60.37	52.84	57.81		
		V. Economics	16	56.73	49.66	50.0		
		VI. Behavioral Science	11	63.75	54.09	59.55		
2019-20	N=13	I. US History	22	62.58	54.05	60.14		
		II. World History	22	60.60	51.09	55.94		
		III. Government	23	63.71	57.12	67.22		
		IV. Geography	16	60.60	52.13	55.29		
		V. Economics	16	56.83	51.45	49.52		
		VI. Behavioral Science	11	64.07	57.97	60.84		
2020-21	N=4	I. US History	*	*	*	*		
		II. World History	*	*	*	*		
		III. Government	*	*	*	*		
		IV. Geography	*	*	*	*		
		V. Economics	*	*	*	*		
		VI. Behavioral Science	*	*	*	*		

Social Students Content Knowledge (5081) Data Analysis

Two cycles of data were provided for the exam for 2018-19 and 2019-20. Both cycles reflect means above the qualifying score of 150. 2018-19 EPP mean score was above the State mean but below the national mean with a high passing percentage overall as well as first attempt passing percentage. The 2019-2020 EPP mean score was above the state and below national

mean with a high (92%) passing rate and a high first attempt passing percentage. No reported data for 2020-21 due to N<5. Subscore data reflect percentage of correct answers higher than the state percentage in all categories except 2 across the three cycles. In 2019-20, “Government” category percentage of correct answers is above the national and state percentages. No specific programmatic changes were made as a result of this data.

Graduate-Level Praxis Subject- Social Students Content Knowledge (5081) Data Disaggregated by Ethnicity and Gender

Program: Social Studies 7-12-Alternate Route Campus: Hattiesburg Test and Test Code: Content Knowledge (5081)/0081							
Completers	# Tested	Qualifying Score	Ethnicity	Disaggregated State Mean	EPP Overall Mean	Disaggregated Group EPP Mean	Disaggregated Group % Passing
2018-19	N=1	150	Black	N<5	N<5	N<5	N<5
2018-19	N=18		White	158.56	154.63	155.67	83.33
2018-19	N=3		Other	N<5	N<5	N<5	N<5
2018-19	N=13		Male	157.69	154.63	154.15	76.92
2018-19	N=6		Female	150.84	154.63	155.67	83.33
2019-20	N=1		Hispanic,Latino	N<5	N<5	N<5	N<5
2019-20	N=11		White	158.84	158.54	160.18	100
2019-20	N=1		Two or more races	N<5	N<5	N<5	N<5
2019-20	N=7		Male	158.10	158.54	159.57	100
2019-20	N=6		Female	152.16	158.54	157.33	83.33
2020-21	N=1		Black	N<5	N<5	N<5	N<5
2020-21	N=3		White	N<5	N<5	N<5	N<5
2020-21	N=2		Male	N<5	N<5	N<5	N<5
2020-21	N=2		Female	N<5	N<5	N<5	N<5

Content Knowledge (5081) Data Disaggregated by Ethnicity and Gender Analysis

N<5 information not available by ETS. All groups exceeded the qualifying score requirement. For 2018-19, five different groups were included in the analysis. Within the Ethnicity group, largest group was White candidates. No reported data for Black and Other candidates due to N<5. For White candidates, mean score was above the qualifying score of 150. Also mean score was above EPP overall mean and below state mean for that group with a 83% passing percentage. For Gender, Males mean score was below EPP overall mean and state mean for that group with a 76% passing percentage. Females mean score was above the EPP overall mean and the State Mean for their specific group with 83% percent of candidates passing the exam within the group. For 2019-20, five different groups were included in the analysis. A majority of Candidates were White and Male. Within the 5 Ethnicity groups, No reported data for any group of candidates with N<5. For White, mean score was above the EPP overall and the state mean for that specific group with a 100% passing rate. For Gender, Male candidates mean score was above the EPP overall mean and the state mean with a high passing rate of 100%. Female Candidates’ mean score was above the state mean and below the EPP overall mean with a high 83% passing percentage. For 2020-21, no data was reported due to all groups N<5.

Other Graduate Level Praxis Subject Secondary Programs’ data were N<5 and not reported

