

2005-2006 Annual Performance Report

Mississippi Teacher Preparation Programs

Introduction

Pursuant to the mandate of House Bill 609, Section 11 (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 which, taken together, comprises the Annual Performance Report for the state's teacher preparation programs. Mississippi has fifteen (15) approved teacher education programs (eight public and seven private). This report includes the following information:

1. Teacher education enrollment data
2. Professional education faculty data
3. Characteristics of students receiving initial licensure
4. Percentage of program completers scoring at or above the proficiency level on the prescribed teacher education exit tests
5. Satisfaction rate of employers and graduates
6. Follow-up profiles of graduates of the teacher education programs

This report is the result of a collaborative endeavor between the SBE, the Mississippi Association of Colleges of Teacher Education (MACTE), and the IHL which, in concert, developed a strategy for the preparation and

submission of the annual performance report which includes a survey of first-year teachers and their principals. The results of the 2005-2006 survey are summarized in this Annual Performance Report of Teacher Preparation Programs.

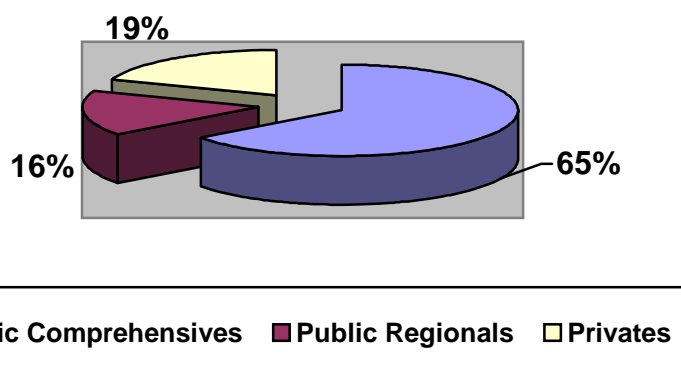
Background and Summary

The National Council for the Accreditation of Teacher Education (NCATE) accredits all eight public institutions and two private institutions, Millsaps College and Mississippi College. The remaining five private colleges are accredited by the State utilizing NCATE standards.

Among the eight public institutions, there are four comprehensive universities (Jackson State University, Mississippi State University, the University of Mississippi, and the University of Southern Mississippi) and four regional universities (Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University). During the academic year 2005-2006, the comprehensive universities admitted 1,037 candidates into their teacher education programs, relatively unchanged from 2004-2005 (1,036 candidates), while the four regional universities admitted 257 students into their teacher education programs, a 7.2% decrease from last year (277).

The seven private teacher preparation programs admitted 323 students, a 4.3% increase from last year (309). These private teacher education programs reside at Belhaven College, Blue Mountain College, Millsaps College, Mississippi College, Rust College, Tougaloo College, and William Carey College.

Program Admissions by IHL Sector



Follow-Up Data

Mississippi-approved teacher education programs graduated 1,424 candidates, 248 (17%) from private institutions, 200 (14%) from public regional, and 976 (69%) from public comprehensive universities. Of the graduate total, 221 (15.5%) are male, and 1,203 (84.5%) are female.

The racial composition was 77.5% white (1,103), 21.6% black (308), and 0.9% other (13). Compared to the previous year, graduation totals remained consistent with a less than 1% increase among black and white graduates.

Performance Standards

The performance standards (2) of the Mississippi Department of Education’s *Process and Performance Review Guide* require a minimum of 80% of all teacher education graduates at each institution, over a three-year period, to score at or above the proficiency level on the Praxis II (Principles of Learning and Teaching [PLT] and the Praxis II Specialty Area Tests). All institutions had passage rates at 96%+ on the PLT and 94%+ on the Specialty Area Tests. However, most institutions require passage of these exams prior to student teaching and, thus, have passage rates of 100%.

In addition, the state performance standards also require that queried first-year teachers and their principals agree that the twenty-five (25) competencies surveyed annually are in place for these teachers at a rate of 80% (of total returns) per program, averaged over the most recent three-year period. The 2005-2006 first-year teacher agreement rate was 97.6% while the principal agreement rate was 94.5%.

Teacher Education Faculty

The total teacher education faculty is 64.1% white, 28.4% black, and 9% other. Since 2002-03, there has been a 5.4% increase in the number of black faculty and 5.0% increase in the number of other race faculty. Greater statistical detail reflecting ethnicity, gender, and field of study as it relates to admissions, graduation, and unit faculty may be found in the program data section that follows.

First-Year Teacher Survey

First-year teachers and their principals were queried using twenty-five (25) competency-based affirmations wherein each teacher and principal could respond with one of four (4) options, “agree,” “strongly agree,” “disagree,” or “strongly disagree.” The affirmations are as follows:

1. Teaching assignment is in grade or subject area in which teacher is licensed.
2. Teacher knows the content for the subject area(s) assigned to teach.
3. The teacher knows how to plan units of instruction.
4. The teacher can accommodate the instructional needs of most of the students.
5. The teacher can use successful strategies for handling special learning situations (e.g. special needs, gifted, nonreader).
6. The teacher can integrate technology, including the internet, computers, and available software in instruction (or could have, if available).
7. The teacher can use effective strategies to teach beginning readers and/or to teach reading across the content areas.
8. The teacher can effectively manage student behavior in the classroom.
9. The teacher can create a productive learning environment in the classroom.
10. The teacher can effectively organize the classroom for instruction.
11. The teacher can solve most management and instructional problems encountered during the teaching day.
12. The teacher can be successful in motivating students to achieve at high levels through the use of critical thinking and problem-solving strategies.
13. The teacher is knowledgeable about state and federal regulations concerning instruction of students with special needs.
14. The teacher can complete administrative duties, paperwork, and classroom instruction with ease.
15. The teacher uses resources available to help do a better job of teaching students.
16. The teacher can make decisions related to covering instructional content in the time allocated.
17. The teacher bases instructional plans on state curriculum frameworks.
18. The teacher uses a variety of classroom assessment strategies to monitor and adjust instruction.
19. The teacher can use standardized test results to adjust instruction to meet the needs of the learner.
20. The teacher knows how to combine homework, quizzes, projects, etc., into a grade that reflects student performance.
21. The teacher can evaluate teaching and plan ways to improve effectiveness.
22. The teacher has established a professional, supportive relationship with the other teachers at school.
23. The teacher knows legal responsibilities as a teacher (e.g., documenting discipline problems, absentees, etc.).
24. The teacher can communicate learning progress to students and parents.
25. The teacher was ready for the classroom as a beginning teacher.

As cited on page two, the 2005-2006 first-year teacher agreement rate was 97.6% while the principal agreement rate was 94.5%. All programs exceeded the required 80% agreement threshold on each of the 25 affirmations.

Analysis of “Disagree” Responses

A compilation of “disagree” responses to queries appears below. The purpose of this compilation is to identify response “patterns” that underscore issues that teacher education as a whole might meaningfully address as it seeks to improve the adequacy of candidate preparation for the teaching task.

The matrix below is divided into three main sections representing the survey of (1) first-year traditionally prepared teachers and their principals (2) out-of-state prepared teachers and their principals, and (3) alternate route first-year teachers. The query columns Q1 through Q25 represent tabulation of “disagree” and “strongly disagree” responses on a program by program basis. The column labeled “Agree/Disagree%” is the relative percentage of “agree” to “disagree” responses per program. “No. of Responses” is the number of persons responding by program.

Traditionally Prepared Teachers

Questions	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
1	0	0	0	2	0	0	0	4	0	0	0	0	1	4	0	13
2	0	0	0	0	1	0	0	1	0	0	0	0	1	2	0	5
3	0	0	0	0	3	0	1	3	0	0	0	0	0	1	1	9
4	0	0	0	0	1	0	1	2	0	0	0	0	0	1	0	5
5	0	0	1	0	3	0	1	10	0	0	0	0	1	6	1	23
6	0	0	0	0	2	0	0	0	1	0	0	0	1	2	2	8
7	0	1	1	0	1	0	2	0	0	0	0	0	1	8	0	14
8	1	0	1	1	1	0	3	9	0	0	0	0	4	6	1	27
9	0	0	0	0	1	0	0	4	0	0	0	0	1	1	0	7
10	1	0	0	0	0	0	3	4	1	0	0	0	1	5	0	12
11	0	0	0	1	2	0	0	2	0	1	0	0	1	2	0	9
12	0	1	2	1	2	0	2	13	0	0	0	0	4	7	0	32
13	0	3	4	8	5	0	7	26	1	0	0	2	5	22	5	88
14	0	0	0	0	7	0	3	11	3	0	0	1	6	9	2	42

Questions	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
15	2	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
16	0	0	0	0	0	0	1	4	0	0	0	0	1	0	1	7
17	0	0	2	0	0	0	1	1	0	0	0	0	1	0	2	7
18	0	0	1	0	1	0	2	3	0	0	0	0	0	1	0	8
19	1	0	1	1	1	0	2	11	1	0	0	0	0	4	0	22
20	0	1	0	0	1	0	1	3	1	0	0	0	0	0	0	7
21	0	0	0	0	1	0	0	2	0	0	0	0	0	1	1	5
22	2	0	0	0	1	0	0	3	0	0	0	0	2	1	0	9
23	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	3
24	0	0	2	0	2	0	2	2	1	0	0	0	2	4	1	16
25	1	1	2	3	5	0	0	16	3	0	0	0	11	15	1	58
Agree/Disagree%	99/1	97/3	97/3	99/1	96/4	100/0	96/4	97/3	98/2	100/0	N/A	97/3	98/2	97/3	97/3	N/A
No. of Responses	23	10	24	60	47	3	30	157	20	15	0	4	82	140	27	642

Principals on Traditionally Prepared Teachers

Questions	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	1	1	2	0	0	3	0	0	0	0	0	1	0	8
3	1	0	0	1	2	0	0	5	0	0	0	0	3	2	1	15
4	2	0	0	3	3	0	0	7	0	2	0	0	6	4	0	27
5	1	0	1	5	3	0	0	8	1	2	0	0	9	4	0	34
6	1	0	1	1	2	2	0	1	0	1	0	1	4	1	1	16
7	1	0	1	1	4	0	0	8	1	4	0	0	7	3	0	30
8	1	0	3	4	7	0	1	9	2	1	0	0	9	8	1	46

Questions	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
9	1	0	1	2	4	0	1	5	0	1	0	0	6	5	1	27
10	1	0	2	4	2	0	2	4	0	1	0	0	7	3	1	27
11	1	0	2	3	4	1	0	6	0	0	0	0	8	5	1	31
12	1	0	2	3	5	0	1	8	1	1	0	0	8	7	0	37
13	3	0	2	3	3	1	3	9	2	1	0	0	14	5	1	47
14	2	0	1	1	3	0	1	2	0	0	0	0	4	1	2	17
15	2	0	2	1	1	0	0	4	0	0	0	0	3	3	0	16
16	0	0	1	1	1	0	0	3	0	1	0	0	3	2	0	12
17	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0	4
18	1	0	2	1	2	0	1	10	0	1	0	0	6	3	2	29
19	1	0	2	2	4	0	0	8	0	0	0	0	6	3	1	27
20	1	0	2	1	3	0	0	6	0	0	0	0	2	2	2	19
21	1	0	2	6	2	0	0	8	0	0	0	0	3	2	0	24
22	0	0	1	11	2	0	0	1	0	0	0	0	3	3	0	21
23	1	0	1	0	3	1	1	5	0	0	0	0	6	2	0	20
24	1	0	1	0	2	0	0	3	0	0	0	0	3	2	0	12
25	1	0	3	0	3	0	0	7	0	0	0	0	6	3	1	24
Agree/Disagree%	89/11	100/0	93/7	93/7	93/7	96/4	97/3	96/4	97/3	84/16	100/0	98/2	92/8	95/5	97/3	N/A
No. of Responses	9	5	19	27	40	5	15	77	11	4	1	2	62	54	20	351

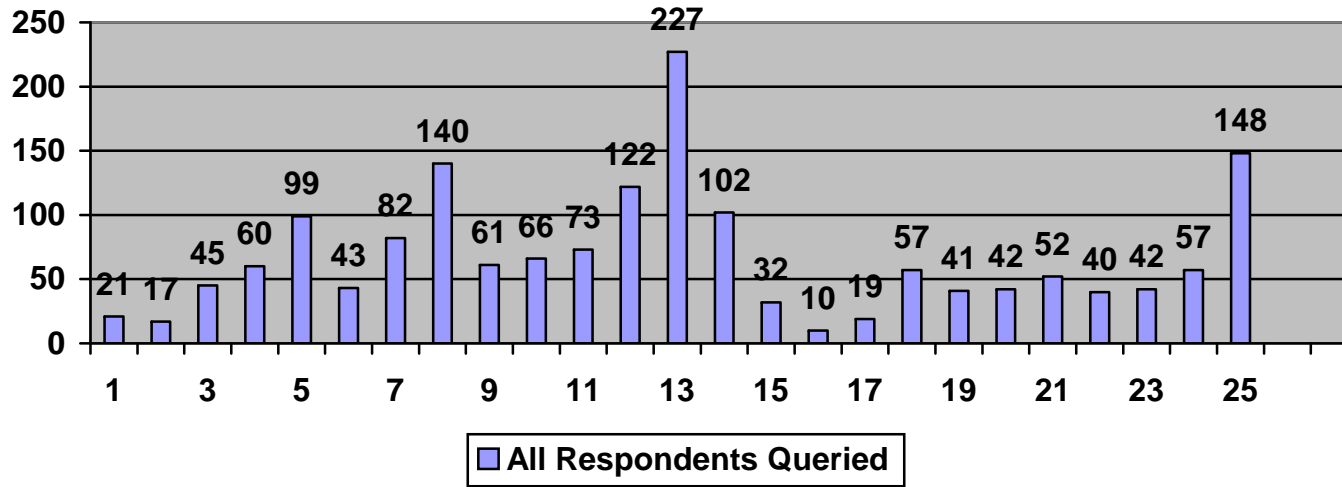
Alternate Route and Out-of-State Teachers

Questions	Alternate Route	Out-of-State	Totals
1	6	1	7
2	0	0	0
3	6	0	6
4	9	1	10
5	23	2	25
6	11	0	11
7	22	0	22
8	29	5	34
9	5	1	6
10	9	1	10
11	8	1	9
12	25	5	30
13	53	8	61
14	27	4	31
15	5	0	5
16	6	1	7
17	4	1	5
18	6	1	7
19	21	3	24
20	4	3	7
21	3	0	3
22	3	1	4
23	4	0	4
24	16	1	17
25	42	3	45
Agree/Disagree%	96/4	97/3	N/A
No. of Responses	332	54	390

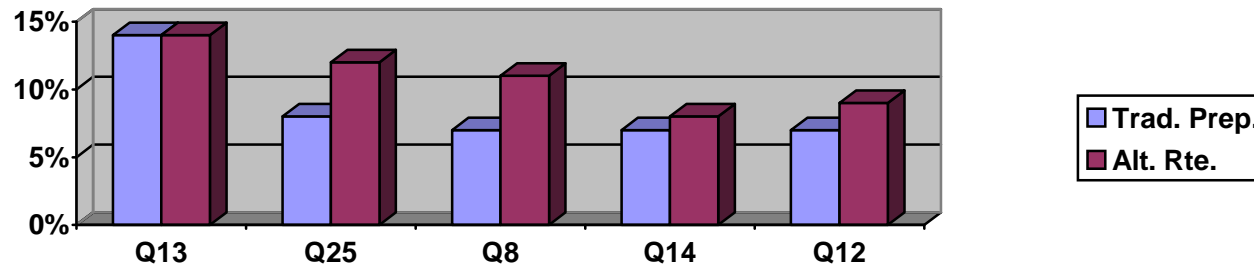
Principals on Alternate Route and Out-of-State Teachers

Questions	Alternate Route	Out-of-State	Totals
1	1	0	1
2	4	0	4
3	12	3	15
4	11	7	18
5	17	10	27
6	6	2	8
7	10	6	16
8	22	11	33
9	12	8	20
10	12	5	17
11	15	9	24
12	16	7	23
13	20	11	31
14	10	2	12
15	5	1	6
16	3	0	3
17	3	0	3
18	10	3	13
19	9	4	13
20	7	2	9
21	17	3	20
22	5	1	6
23	10	5	15
24	9	3	12
25	14	7	21
Agree/Disagree%	96/4	91/9	N/A
No. of Responses	113	47	370

"Disagree" Chart

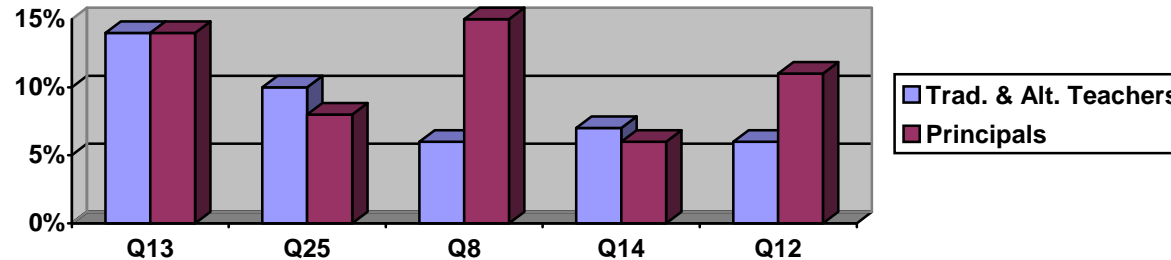


Comparison Chart
 Top 5 "Disagree" Responses
 (Among Traditional & Alternate Route Programs)



*Chart uses combined teacher and principal data for traditional & alternate.

Comparison Chart
(Traditional & Alternate Route Teachers and Their Principals)



*Chart uses combined traditional & alternate route data and combined principal data.

Observations

1. Across all categories of respondents, one competency stands out as producing the most “disagree” responses, **knowledge concerning state and federal regulations regarding instruction of students with special needs (# 13)**. This trend has remained consistent since the 2002-2003 academic year.
2. Among traditionally prepared teachers, one additional competency (added to #13) produced high rates* of “disagree” responses. It is **readiness for classroom (#25)**.
3. Among the principals of traditionally prepared teachers four additional competencies (added to #13) produced high rates* of “disagree” responses. In order, they are **effective management of student classroom behavior (#8)**, **motivating students through use of critical thinking & problem solving strategies (#12)**, **using special strategies for handling special learning situations (#5)**, and **solving management & instructional problems (#11)**.
4. Alternate route teachers and traditionally prepared teachers **shared the same top 5 areas** of “disagree” responses; # 13, #25, #14 (**administrative duties, paper work, and classroom instruction with ease**), #8, & #12. Alternate route teachers listed #8 as third highest, while traditionally prepared teachers more frequently cited #14 than #12 or #8.

*High rates is defined as above 8%

5. Principals of traditionally prepared & alternate route teachers share 4 of the top 5 competencies #13, #8, #12, & #5. Principals of alternate route teachers cite #8 as the highest number of “disagree” responses slightly above # 13, whereas principals of traditionally prepared teachers cite #13 as the highest. Principals of alternate route teachers also included **teaching and planning ways to improve effectiveness** (#21) in their top 5. They are the only group to list this competency so highly.
6. Overall (inclusive of all categories of respondents), the **top five** competencies producing the largest number of “disagrees” are as follows (in order):

Number 13: Knowledge concerning state and

federal regulations regarding instruction of students with special needs.

Number 25: Readiness for the classroom.

Number 8: Effective management of student classroom behavior.

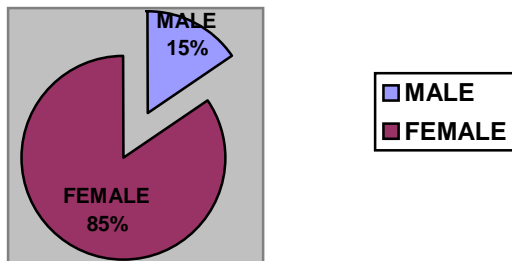
Number 12: Motivating students through use of critical thinking & problem solving strategies.

Number 14: Administrative, paperwork, & classroom instruction with ease

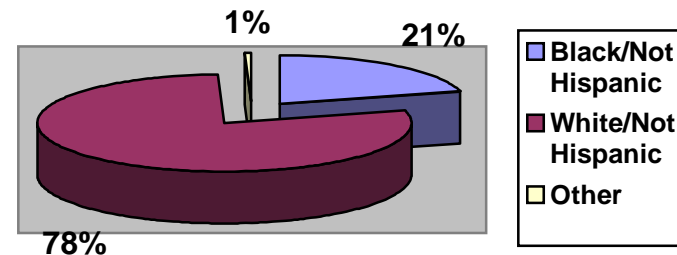
7. **Teaching reading** (#7) and **using standardized tests to adjust instruction** (# 19) have fallen from the top five “disagree” responses list since the 2002-2003 academic year.

Teacher Education Program	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	Univ. Of Southern Mississippi	William Carey College	Totals
Admissions Data																
Gender																
Males	12	1	1	24	18	4	14	78	6	6	0	0	33	45	8	250
Females	41	34	63	88	54	13	88	286	62	18	3	6	231	292	88	1367
Totals	53	35	64	112	72	17	102	364	68	24	3	6	264	337	96	1617
Racial/Ethnic Origin																
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	3	0	0	0	0	2	0	0	5
Black/Not Hispanic	44	4	1	35	66	5	4	48	15	22	3	6	30	47	8	338
Hispanic	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	4
White/Not Hispanic	9	30	63	77	5	11	97	312	53	2	0	0	231	290	88	1268
Other	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Totals	53	35	64	112	72	17	102	364	68	24	3	6	264	337	96	1617

Male/Female Ratio (Statewide Admissions)



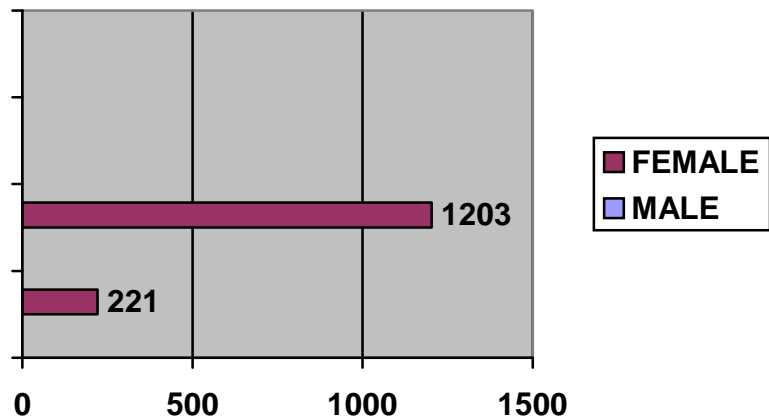
Male/Female Ratio (Statewide Admissions)



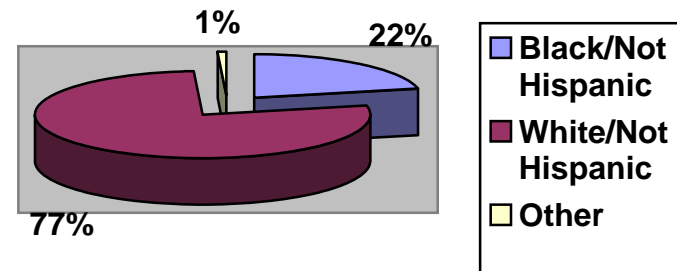
Admitted Candidates By Field of Study	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
Teaching																
Master of Secondary Ed.	0	0	0	0	16	0	0	0	0	0	0	0	0	0	0	16
Marketing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	1	1	3	3	1	0	7	18	2	0	0	0	12	11	1	60
Mildly/Mod. Hand. K-12	0	0	0	0	0	0	0	0	0	0	0	0	0	20	0	20
Mildly/Mod. Hand. K-8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music Ed. Choral K-12	0	0	0	0	0	0	5	0	3	0	0	1	0	0	1	10
Music Ed. Instrumental	0	0	0	0	11	0	1	0	0	0	0	0	0	0	0	12
Music	0	0	1	4	0	0	0	4	0	2	0	0	0	16	0	27
P.E. K-1	0	0	0	0	0	0	5	0	0	0	0	0	0	10	3	18
Physics	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Reading/Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Psy. Specialist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Severe/Profound	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	11
Social Studies/History	0	1	4	18	2	6	1	33	11	1	0	1	24	20	1	123
Spanish	0	0	1	0	0	1	4	2	1	0	0	0	3	1	0	13
Special Education	0	0	0	2	6	0	0	11	0	0	0	0	18	0	0	37
Speech Communication	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech Lang. Pathology	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	50
Technology Education	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Totals	53	65	64	112	104	18	102	364	68	24	3	6	364	337	96	1780

Completer Data	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
Gender																
Males	4	1	3	23	18	3	9	67	4	5	0	0	38	38	8	221
Females	28	19	43	80	66	16	62	239	41	15	2	3	244	266	79	1203
Totals	32	20	46	103	84	19	71	306	45	20	2	3	282	304	87	1424
Racial/Ethnic Origin																
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Asian/Pacific Islander	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2
Black/Not Hispanic	26	3	2	33	75	0	6	43	11	19	2	3	28	47	10	308
Hispanic	0	0	0	0	2	0	0	1	0	0	0	0	2	2	0	7
White/Not Hispanic	6	17	44	70	7	18	65	261	34	1	0	0	250	253	77	1103
Other	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	3
Totals	32	20	46	103	84	19	71	306	45	20	2	3	282	304	87	1424

Graduates by Gender



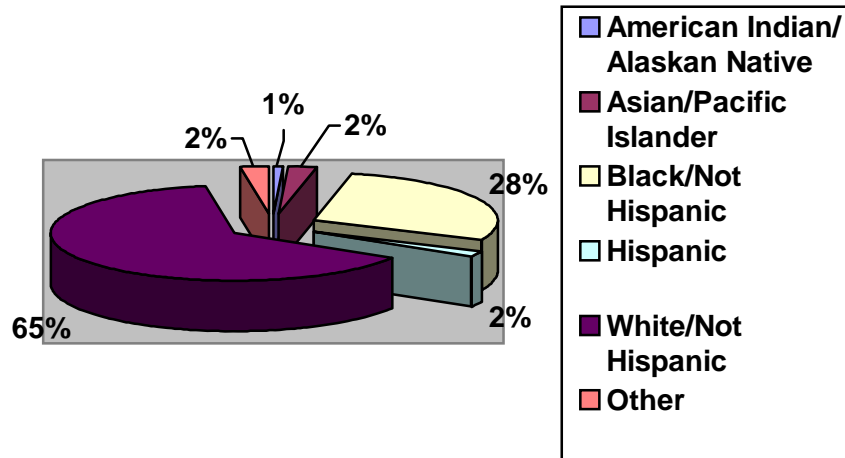
Graduates by Racial/Ethnic Origin



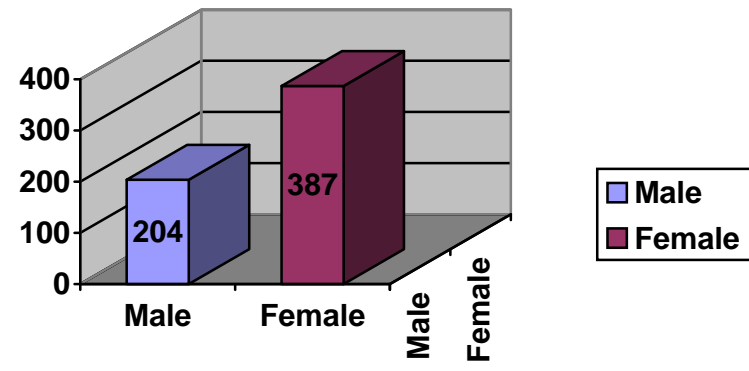
Praxis Pass Rates	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi*	U. Of Southern Mississippi*	William Carey College	Totals
Praxis II (PLT)																
Number Tested	32	20	43	103	84	25	65	297	45	20	2	3	227	230	87	1283
Number Passed	32	19	42	103	84	25	64	296	45	20	2	3	220	227	87	1269
% Passed	100.0	95.0	98.0	100.0	100.0	100.0	98.0	99.6	100.0	100.0	100.0	100.0	97.0	99.0	100.0	99.0
Praxis II (Specialty)																
Number Tested	32	19	43	103	84	25	65	295	45	20	2	3	224	216	87	1263
Number Passed	32	19	43	103	84	25	65	291	45	20	2	3	219	213	87	1251
% Passed	100.0	100.0	100.0	100.0	100.0	100.0	100.0	98.6	100.0	100.0	100.0	100.0	98.0	99.0	100.0	99.8
*Based upon latest available Praxis II (PLT) and Praxis I (Specialty) Test Scores for the institution																

Faculty Data	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	U. Of Southern Mississippi	William Carey College	Totals
Gender																
Males	7	0	0	8	43	1	9	29	4	9	1	2	15	70	6	204
Females	16	6	5	22	56	3	17	60	17	14	7	9	41	102	12	387
Totals	23	6	5	30	99	4	26	89	21	23	8	11	56	172	18	591
Racial/Ethnic Origin																
American Indian/Alaskan Native	1	0	0	0	0	0	0	1	0	0	0	0	1	2	0	5
Asian/Pacific Islander	2	0	0	0	0	0	1	4	0	1	0	0	0	6	0	14
Black/Not Hispanic	13	1	0	2	87	0	4	11	1	16	8	11	8	5	1	168
Hispanic	2	0	0	0	0	0	6	0	0	0	0	0	0	3	0	11
White/Not Hispanic	5	5	5	28	7	4	7	73	20	6	0	0	46	156	17	379
Other	0	0	0	0	5	0	8	0	0	0	0	0	1	0	0	14
Totals	23	6	5	30	99	4	26	89	21	23	8	11	56	172	18	591

Statewide Faculty Ethnicity



Faculty Male/Female Ratio



Teacher Education Rating Scale

Pursuant to the mandate of House Bill 1130, Section 5 (37-3-95), the State Department of Education and the board of Trustees of State Institutions of Higher Learning shall prepare jointly an annual report for the Legislature and Governor to be submitted before December 1 of each year beginning in 2006. The report shall be a compilation of existing data that may be used to create a rating system that measures the performance of the teacher education programs in the state.

Following a collaborative endeavor between the SBE, MACTE, and the IHL, it was agreed upon that a three-level rating system be established. The system is below:

1. Level One Marginal – Has not met State standards.
2. Level Two Successful – Has met State standards
3. Level Three Excellent – Has met State standards and achieved an 85% teacher and principal affirmation rate.

Applying this rating system to each of the fifteen teacher education programs in the state resulted as follows:

Teacher Education Program	Alcorn State University	Belhaven College	Blue Mountain College	Delta State University	Jackson State University	Millsaps College	Mississippi College	Mississippi State University	Mississippi Univ. For Women	Mississippi Valley State Univ.	Rust College	Tougaloo College	University Of Mississippi	Univ. Of Southern Mississippi	William Carey College
Teacher Rating Level	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
Has met State standards	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has achieved 85% teacher affirmation rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes
Has achieved 85% principal affirmation rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes