



## Advanced Program Employer Survey Responses AY 21-24

Based on the **Advanced Program Employer Survey Responses (AY 21–24, N=27)**, employer satisfaction remains high overall, with a few emerging concerns.

### Summary of Employer Satisfaction

- **Majority Satisfaction:** All categories received either "Strongly Satisfied" or "Satisfied" from at least **89% of respondents**.
- **No Strong Dissatisfaction:** Zero responses indicated “Strongly Dissatisfied” across all categories.
- **Minimal Dissatisfaction:** Only a small number (1–3 responses per item) selected “Dissatisfied,” suggesting isolated concerns.

### Program Strengths

- **Collaboration, technology use, ethical readiness, and career advancement** are standout areas.
- **No strong dissatisfaction** in any category reinforces a broadly positive reputation.

### Improvement Areas

- **Data literacy and research methodology:** Three categories (1, 2, 3) received **11% dissatisfaction** each—highlighting a need for enhanced preparation in data analysis, application, and research practices.
- **Instructional data use (item 8)** received the **lowest "Strongly Satisfied" score (19%)**, suggesting a potential refinement in integrating data into pedagogy.

---

### Conclusion

Overall, the advanced programs are performing well, with strong satisfaction in leadership, ethics, technology, and job preparation. The few areas of concern offer **actionable opportunities**—particularly around **data-driven practice** and **applied research skills**.

### Advanced Program Employer Survey Responses AY 21-24

<b>N=27</b>	<b>Strongly Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Strongly Dissatisfied</b>
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	8 (30%)	16 (59%)	3 (11%)	0 (0%)
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	7 (26%)	17 (63%)	3 (11%)	0 (0%)
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	7 (26%)	17 (63%)	3 (11%)	0 (0%)
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	14 (52%)	13 (48%)	0 (0%)	0 (0%)
5. Use appropriate applications of technology for my field of specialization. (CAEP A1.1)	12 (44%)	15 (56%)	0 (0%)	0 (0%)

N=27	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1)	10 (37%)	16 (59%)	1 (4%)	0 (0%)
7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	8 (30%)	17 (63%)	2 (7%)	0 (0%)
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	5 (19%)	19 (70%)	3 (11%)	0 (0%)
9. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	8 (30%)	19 (70%)	0 (0%)	0 (0%)
10. Overall Effectiveness of program preparation (CAEP A.4)	9 (33%)	16 (59%)	2 (7%)	0 (0%)
11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	10 (37%)	17 (63%)	0 (0%)	0 (0%)

N=27	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
(CAEP A 4.1)				

# 1. Employer Satisfaction

Across all three survey years (2021–2023), **JSU’s EPP completers consistently outperformed or matched the satisfaction levels** of statewide EPP completers in key areas. This trend is particularly significant given that **JSU completers are often placed in high-need schools**, where challenges related to resources, staffing, and student achievement can be more complex.

- In **2021**, JSU completers received **100% satisfaction (0% dissatisfied)** in 9 of 11 areas, while statewide results averaged **around 95–97% satisfaction**, with some “Dissatisfied” responses.
- In **2022**, data for JSU was not reported due to zero respondents, but statewide satisfaction remained strong (averaging 94%+).
- In **2023**, JSU returned to **100% satisfaction** in most areas, with particularly high ratings (e.g., 100% satisfied for data use, instructional practice, and research methodologies) compared to statewide peers, who showed small percentages of dissatisfaction (up to 5.88%).

Most notably, **JSU scored perfect satisfaction** in:

- Ability to apply data for school improvement
- Use of research methodologies
- Relevance of coursework
- Career advancement outcomes

These results suggest that JSU’s curriculum is **well-aligned with real-world expectations** and its completers are **effectively prepared to lead in high-pressure educational contexts**.

# 2. Employment Outcomes

Data from the employment tables (2020–2022) reveal that **JSU completers are consistently employed in Mississippi public schools**, primarily in **critical needs districts**:

- For the **2021–2022 cohort**, **100% of JSU-employed administrators** served in **critical needs districts**, compared to just **79% statewide** for master’s level completers.
- In contrast, **0% of education specialist completers from JSU** were employed, possibly due to low completion numbers or limited reporting.

These trends highlight **JSU’s commitment to equity**, placing leaders in districts where strong instructional leadership is urgently needed.

# Contextual Implications

It is particularly significant that **JSU completers demonstrate such high satisfaction rates despite being disproportionately placed in under-resourced schools**. These environments often come with greater leadership and instructional demands. That JSU graduates are still perceived so favorably suggests that their preparation is **highly responsive to the complex realities of Mississippi’s most challenged educational settings**.

Compared to **statewide all teachers**, JSU’s results (when available) are:

- Equal or better in employment in administrative roles
- Stronger in targeting high-need districts
- Equally strong or stronger in employer satisfaction

---

## Conclusion

Jackson State University’s Educational Leadership completers are highly regarded by employers and are making a measurable difference in critical shortage areas across Mississippi. Compared to both statewide EPP averages and all teachers, JSU graduates are **better positioned in critical districts**, and **equally or more favorably viewed in terms of their preparation, impact, and professional readiness**. This combination of high satisfaction and high-need placement underscores the **strategic importance of JSU’s role in workforce development for Mississippi schools**.

Item 1 (Impact on P-12 Learning) and Item 2 (Indicators of Teaching Effectiveness) are not applicable for Advanced Programs.

Item 3a. Satisfaction of Employers -- Educational Leadership (Masters) -- Jackson State University

2021 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2021 Survey Results <sup>2</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	23	0.00	4.35	34.78	60.87	0.00	5	0.00	0.00	40.00	60.00	0.00
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	23	0.00	4.35	43.48	52.17	0.00	5	0.00	0.00	60.00	40.00	0.00
	3. Employ data analysis and evidence to develop supportive school environments	23	0.00	4.35	39.13	56.52	0.00	5	0.00	0.00	40.00	60.00	0.00
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	23	0.00	0.00	26.09	73.91	0.00	5	0.00	0.00	0.00	100.00	0.00
	5. Use appropriate applications of technology for my field of specialization	23	0.00	4.35	21.74	73.91	0.00	5	0.00	0.00	20.00	80.00	0.00
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	23	0.00	0.00	30.43	69.57	0.00	5	0.00	0.00	40.00	60.00	0.00
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	23	0.00	4.35	34.78	60.87	0.00	5	0.00	0.00	40.00	60.00	0.00
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	23	0.00	4.35	43.48	52.17	0.00	5	0.00	0.00	40.00	60.00	0.00
	9. Relevancy of the coursework to the responsibilities confronted on the job	23	0.00	0.00	39.13	60.87	0.00	5	0.00	0.00	40.00	60.00	0.00
	10. Overall Effectiveness of program preparation	23	0.00	4.35	30.43	65.22	0.00	5	0.00	0.00	20.00	80.00	0.00
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	23	0.00	0.00	34.78	65.22	0.00	5	0.00	0.00	40.00	60.00	0.00

Item 3a. Satisfaction of Employers -- Educational Leadership (Masters) -- Jackson State University

2022 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2022 Survey Results <sup>3</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	18	0.00	5.56	27.78	66.67	0.00	0	0.00	0.00	0.00	0.00	0.00
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	18	0.00	5.56	33.33	61.11	0.00	0	0.00	0.00	0.00	0.00	0.00
	3. Employ data analysis and evidence to develop supportive school environments	18	0.00	5.56	38.89	55.56	0.00	0	0.00	0.00	0.00	0.00	0.00
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	18	0.00	5.56	33.33	61.11	0.00	0	0.00	0.00	0.00	0.00	0.00
	5. Use appropriate applications of technology for my field of specialization	18	0.00	0.00	22.22	77.78	0.00	0	0.00	0.00	0.00	0.00	0.00
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	18	0.00	5.56	33.33	61.11	0.00	0	0.00	0.00	0.00	0.00	0.00
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	18	0.00	5.56	33.33	61.11	0.00	0	0.00	0.00	0.00	0.00	0.00
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	18	0.00	5.56	27.78	66.67	0.00	0	0.00	0.00	0.00	0.00	0.00
	9. Relevancy of the coursework to the responsibilities confronted on the job	18	0.00	5.56	27.78	66.67	0.00	0	0.00	0.00	0.00	0.00	0.00
	10. Overall Effectiveness of program preparation	18	0.00	5.56	27.78	66.67	0.00	0	0.00	0.00	0.00	0.00	0.00
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	18	0.00	5.56	38.89	55.56	0.00	0	0.00	0.00	0.00	0.00	0.00

<sup>1</sup>Nine EPPs participated in the 2021 survey, nine EPPs participated in the 2022 survey, and nine EPPs participated in the 2023 survey.

<sup>2</sup>This consists of the 2019-2020 educational leadership (masters) completers and the 2017-2018 educational leadership (masters) completers.

<sup>3</sup>This consists of the 2020-2021 educational leadership (masters) completers and the 2018-2019 educational leadership (masters) completers.

<sup>4</sup>This consists of the 2021-2022 educational leadership (masters) completers and the 2019-2020 educational leadership (masters) completers.



Item 3a. Satisfaction of Employers -- Educational Leadership (Masters) -- Jackson State University

2023 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2023 Survey Results <sup>4</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	34	0.00	0.00	47.06	52.94	0.00	3	0.00	0.00	100.00	0.00	0.00
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	34	0.00	0.00	50.00	50.00	0.00	3	0.00	0.00	100.00	0.00	0.00
	3. Employ data analysis and evidence to develop supportive school environments	34	0.00	0.00	55.88	44.12	0.00	3	0.00	0.00	100.00	0.00	0.00
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	34	0.00	2.94	47.06	50.00	0.00	3	0.00	0.00	66.67	33.33	0.00
	5. Use appropriate applications of technology for my field of specialization	34	0.00	0.00	35.29	64.71	0.00	3	0.00	0.00	33.33	66.67	0.00
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	34	0.00	2.94	47.06	50.00	0.00	3	0.00	0.00	33.33	66.67	0.00
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	34	0.00	0.00	55.88	44.12	0.00	3	0.00	0.00	66.67	33.33	0.00
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	34	0.00	0.00	47.06	52.94	0.00	3	0.00	0.00	100.00	0.00	0.00
	9. Relevancy of the coursework to the responsibilities confronted on the job	34	0.00	0.00	47.06	52.94	0.00	3	0.00	0.00	66.67	33.33	0.00
	10. Overall Effectiveness of program preparation	34	0.00	0.00	52.94	47.06	0.00	3	0.00	0.00	66.67	33.33	0.00
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	34	0.00	2.94	44.12	52.94	0.00	3	0.00	0.00	66.67	33.33	0.00

<sup>1</sup>Nine EPPs participated in the 2021 survey, nine EPPs participated in the 2022 survey, and nine EPPs participated in the 2023 survey.

<sup>2</sup>This consists of the 2019-2020 educational leadership (masters) completers and the 2017-2018 educational leadership (masters) completers.

<sup>3</sup>This consists of the 2020-2021 educational leadership (masters) completers and the 2018-2019 educational leadership (masters) completers.

<sup>4</sup>This consists of the 2021-2022 educational leadership (masters) completers and the 2019-2020 educational leadership (masters) completers.

2021 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2021 Survey Results <sup>2</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	33	0.00	3.03	39.39	57.58	0.00	NA	NA	NA	NA	NA	NA
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	33	0.00	0.00	45.45	54.55	0.00	NA	NA	NA	NA	NA	NA
	3. Employ data analysis and evidence to develop supportive school environments	33	0.00	3.03	39.39	57.58	0.00	NA	NA	NA	NA	NA	NA
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	33	0.00	3.03	33.33	63.64	0.00	NA	NA	NA	NA	NA	NA
	5. Use appropriate applications of technology for my field of specialization	33	0.00	0.00	27.27	72.73	0.00	NA	NA	NA	NA	NA	NA
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	33	0.00	3.03	45.45	51.52	0.00	NA	NA	NA	NA	NA	NA
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	33	0.00	6.06	36.36	57.58	0.00	NA	NA	NA	NA	NA	NA
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	33	0.00	3.03	30.30	66.67	0.00	NA	NA	NA	NA	NA	NA
	9. Relevancy of the coursework to the responsibilities confronted on the job	33	0.00	0.00	42.42	57.58	0.00	NA	NA	NA	NA	NA	NA
	10. Overall Effectiveness of program preparation	33	0.00	3.03	36.36	60.61	0.00	NA	NA	NA	NA	NA	NA
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	33	0.00	0.00	42.42	57.58	0.00	NA	NA	NA	NA	NA	NA

<sup>1</sup>Seven EPPs participated in the 2021 survey, seven EPPs participated in the 2022 survey, and seven EPPs participated in the 2023 survey.

<sup>2</sup>This consists of the 2019-2020 educational leadership (specialist) completers and the 2017-2018 educational leadership (specialist) completers.

<sup>3</sup>This consists of the 2020-2021 educational leadership (specialist) completers and the 2018-2019 educational leadership (specialist) completers.

<sup>4</sup>This consists of the 2021-2022 educational leadership (specialist) completers and the 2019-2020 educational leadership (specialist) completers.

2022 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2022 Survey Results <sup>3</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	30	0.00	3.33	40.00	56.67	0.00	NA	NA	NA	NA	NA	NA
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	30	0.00	3.33	43.33	53.33	0.00	NA	NA	NA	NA	NA	NA
	3. Employ data analysis and evidence to develop supportive school environments	30	0.00	3.33	36.67	60.00	0.00	NA	NA	NA	NA	NA	NA
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	30	0.00	6.67	40.00	53.33	0.00	NA	NA	NA	NA	NA	NA
	5. Use appropriate applications of technology for my field of specialization	30	0.00	0.00	40.00	60.00	0.00	NA	NA	NA	NA	NA	NA
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	30	0.00	6.67	43.33	50.00	0.00	NA	NA	NA	NA	NA	NA
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	30	0.00	0.00	40.00	60.00	0.00	NA	NA	NA	NA	NA	NA
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	30	0.00	0.00	43.33	56.67	0.00	NA	NA	NA	NA	NA	NA
	9. Relevancy of the coursework to the responsibilities confronted on the job	30	0.00	3.33	40.00	56.67	0.00	NA	NA	NA	NA	NA	NA
	10. Overall Effectiveness of program preparation	30	0.00	3.33	43.33	53.33	0.00	NA	NA	NA	NA	NA	NA
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	30	0.00	3.33	53.33	43.33	0.00	NA	NA	NA	NA	NA	NA

<sup>1</sup>Seven EPPs participated in the 2021 survey, seven EPPs participated in the 2022 survey, and seven EPPs participated in the 2023 survey.

<sup>2</sup>This consists of the 2019-2020 educational leadership (specialist) completers and the 2017-2018 educational leadership (specialist) completers.

<sup>3</sup>This consists of the 2020-2021 educational leadership (specialist) completers and the 2018-2019 educational leadership (specialist) completers.

<sup>4</sup>This consists of the 2021-2022 educational leadership (specialist) completers and the 2019-2020 educational leadership (specialist) completers.

2023 Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
2023 Survey Results <sup>4</sup>	1. Collect, manage, evaluate, and apply data in a critical manner	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	3. Employ data analysis and evidence to develop supportive school environments	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents	17	0.00	0.00	17.65	82.35	0.00	NA	NA	NA	NA	NA	NA
	5. Use appropriate applications of technology for my field of specialization	17	0.00	0.00	11.76	88.24	0.00	NA	NA	NA	NA	NA	NA
	6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students	17	0.00	0.00	17.65	82.35	0.00	NA	NA	NA	NA	NA	NA
	9. Relevancy of the coursework to the responsibilities confronted on the job	17	5.88	0.00	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	10. Overall Effectiveness of program preparation	17	0.00	5.88	11.76	82.35	0.00	NA	NA	NA	NA	NA	NA
	11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached	17	0.00	0.00	17.65	82.35	0.00	NA	NA	NA	NA	NA	NA

<sup>1</sup>Seven EPPs participated in the 2021 survey, seven EPPs participated in the 2022 survey, and seven EPPs participated in the 2023 survey.

<sup>2</sup>This consists of the 2019-2020 educational leadership (specialist) completers and the 2017-2018 educational leadership (specialist) completers.

<sup>3</sup>This consists of the 2020-2021 educational leadership (specialist) completers and the 2018-2019 educational leadership (specialist) completers.

<sup>4</sup>This consists of the 2021-2022 educational leadership (specialist) completers and the 2019-2020 educational leadership (specialist) completers.

Item 6. School Leadership Licensure Scores (Licensure Exam Pass Rates) -- Data unavailable.

Item 7. Ability of Completers to Be Hired in Education Positions for Which They Have Prepared -- Jackson State University

2021-2022 Educational Leadership Completer Cohort	Employment in MS in the First Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	177	13	7.34	6	3.39	23	12.99	102	57.63	3	1.69	6	3.39	1	0.56	8	1	12.50	0	0.00	2	25.00	4	50.00	0	0.00	1	12.50	0	0.00
Specialist	222	27	12.16	9	4.05	48	21.62	110	49.55	1	0.45	6	2.70	4	1.80	7	0	0.00	0	0.00	0	0.00	5	71.43	0	0.00	1	14.29	0	0.00

2020-2021 Educational Leadership Completer Cohort	Employment in MS in the First Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	151	7	4.64	4	2.65	16	10.60	95	62.91	1	0.66	9	5.96	1	0.66	7	0	0.00	0	0.00	0	0.00	7	100.00	0	0.00	0	0.00	0	0.00
Specialist	245	19	7.76	6	2.45	64	26.12	128	52.24	1	0.41	10	4.08	2	0.82	6	0	0.00	0	0.00	0	0.00	6	100.00	0	0.00	0	0.00	0	0.00

2020-2021 Educational Leadership Completer Cohort	Employment in MS in the Second Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	151	21	13.91	5	3.31	16	10.60	75	49.67	4	2.65	9	5.96	2	1.32	7	1	14.29	0	0.00	1	14.29	4	57.14	0	0.00	1	14.29	0	0.00
Specialist	245	38	15.51	7	2.86	56	22.86	107	43.67	1	0.41	15	6.12	2	0.82	6	0	0.00	0	0.00	0	0.00	6	100.00	0	0.00	0	0.00	0	0.00

<sup>1</sup>Based on covered employment data from Mississippi Department of Employment Security (MDES).

Item 7. Ability of Completers to Be Hired in Education Positions for Which They Have Prepared -- Jackson State University

2019-2020 Educational Leadership Completer Cohort	Employment in MS in the First Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	137	9	6.57	15	10.95	5	3.65	74	54.01	1	0.73	12	8.76	1	0.73	2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	50.00
Specialist	210	16	7.62	18	8.57	29	13.81	103	49.05	2	0.95	19	9.05	8	3.81	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020 Educational Leadership Completer Cohort	Employment in MS in the Second Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	137	24	17.52	6	4.38	18	13.14	56	40.88	1	0.73	6	4.38	0	0.00	2	0	0.00	0	0.00	1	50.00	0	0.00	0	0.00	0	0.00	0	0.00
Specialist	210	33	15.71	12	5.71	38	18.10	78	37.14	3	1.43	15	7.14	9	4.29	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020 Educational Leadership Completer Cohort	Employment in MS in the Third Year after Graduation																													
	Statewide EPP Total														Institution EPP Total															
	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%	Number of Ed. Leadership Program Completers	Employed at MS Public School as Superintendents Principals or Assistant Superintendents Assistant Principals	%	Employed at MS Public School as Directors Instructional Coaches or Coordinators Supervisors	%	Employed at MS Public School in Non- Administrative Support Staff Role	%	Employed as MS Public School Teacher	%	Employed in MS Private School System	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non- Educational Job <sup>1</sup>	%
Master	137	29	21.17	8	5.84	21	15.33	44	32.12	4	2.92	4	2.92	0	0.00	2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	50.00	0	0.00
Specialist	210	40	19.05	10	4.76	36	17.14	71	33.81	3	1.43	10	4.76	9	4.29	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<sup>1</sup>Based on covered employment data from Mississippi Department of Employment Security (MDES).

Item 8. Leading in Critical Shortage Area -- Jackson State University

	Masters				Specialist			
	Statewide EPP Total		Institution EPP Total		Statewide EPP Total		Institution EPP Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Program Completer Cohort 2021-2022 Who Are Employed in a MS Public School as an Administrator <sup>1</sup> in AY 2022-2023	19	100.00	1	100.00	36	100.00	0	0.00
Critical Needs Districts (Unduplicated Total) <sup>2</sup>	15	78.95	1	100.00	20	55.56	0	0.00

<sup>1</sup>Administrator defined as Superintendents, Principals, Assistant Superintendents, Assistant Principals, Directors, Instructional Coaches, Coordinators or Supervisors.

<sup>2</sup>Critical Needs District and Critical Subject Areas defined by the Mississippi Department of Education ([https://www.mdek12.org/sites/default/files/documents/MBE/MBE-2022\(7\)/July%2021/tab\\_q.\\_ms\\_critical\\_teacher\\_shortage.pdf](https://www.mdek12.org/sites/default/files/documents/MBE/MBE-2022(7)/July%2021/tab_q._ms_critical_teacher_shortage.pdf)).