

Comparative Summary: Employment and Retention of Program Completers

An analysis of multiple cohorts of teacher preparation program completers reveals distinct differences between the performance of Jackson State University’s Educator Preparation Program (Institution EPP) and the aggregate performance of all state educator preparation programs (Statewide EPP), particularly regarding employment and retention outcomes.

Employment in Mississippi Public Schools (First Year Post-Graduation)

Across all cohorts, **Statewide EPPs exhibit higher first-year employment rates** in Mississippi public schools than Jackson State. This is especially evident among **traditional route completers**, where the gap between Jackson State and the statewide average ranges from 10 to 13 percentage points in recent years (e.g., 64.02% statewide vs. 51.28% institution in 2021–2022).

For **alternate route completers**, Jackson State performs more competitively, often closely trailing the statewide average. In some cohorts, such as 2019–2020, Jackson State alternate route completers posted a 73.53% first-year employment rate compared to the statewide average of 82.79%, a smaller differential.

These figures suggest that while alternate route graduates from Jackson State are integrating into the workforce at respectable rates, **traditional route graduates may face more significant barriers to immediate employment**, or larger percentages of traditional route teachers are leaving the state for employment. Either way, results indicate need to enhance job placement support and employer connections.

First-Year Retention in the Teaching Workforce

In terms of retention after the first year of employment, **Institution EPP consistently outperforms Statewide EPPs** across most cohorts and routes. For instance, in the 2019–2020 cohort, Jackson State retained **100% of its traditionally prepared completers** after their first year, surpassing the statewide average of 90.3%. Similarly, alternate route completers from Jackson State in the same cohort had a 96% retention rate, well above the 86.65% state average.

This strong showing in first-year retention suggests that when Jackson State graduates do enter the teaching workforce, **they are highly likely to remain through at least their first year**, indicating positive early-career support, placement, and preparation.

Longer-Term Retention (Second and Third Year Post-Graduation)

The advantage in first-year retention does not consistently extend into the second and third years. Jackson State’s **second-year retention rates tend to fall below statewide averages** for both traditional and alternate route completers. For example, among 2018–2019 alternate route completers, 70.59% were retained after two years compared to the statewide 87.76%. This trend is mirrored in the 2019–2020 cohort, where the second-year retention for traditional completers was 80% at Jackson State versus 88.38% statewide. By the third year, the retention patterns are mixed. While traditional completers from Jackson State in the 2018–2019 cohort had a higher third-year retention rate than their statewide peers (93.33% vs. 89.04%), alternate route completers lagged behind significantly (66.67% vs. 86.93%).

These data points suggest that **Jackson State EPP graduates are highly committed in the short term**, but there may be systemic or contextual challenges affecting their longer-term persistence in the profession. A possible area for improvement includes the development and/or extension of existing mentorship programs through the first three years of teaching.

In summary, Jackson State University’s Educator Preparation Program demonstrates strong performance in **retaining newly employed teachers through the first year**, particularly outperforming statewide averages in that timeframe. However, the **lower employment rates and reduced retention beyond the first year** indicate areas where the institution may focus on improving career support services, enhancing job placement pipelines, and providing sustained professional development to bolster long-term teacher retention.

Item 3b. Employment Milestones -- Jackson State University, Initial Teaching Degree Holders – Retention

2018-2019 Program Completer Cohort	Retained in MS Public School Teachers in AY 2020-2021								Retained in MS Public School Teachers in AY 2021-2022				Retained in MS Public School Teachers in AY 2022-2023			
	Statewide EPP Total				Institution EPP Total				Statewide EPP Total		Institution EPP Total		Statewide EPP Total		Institution EPP Total	
	Number of Program Completers	Number Employed in AY 2019-2020	Number Retained after 1st year	Percent Retained after 1st year	Number of Program Completers	Number Employed in AY 2019-2020	Number Retained after 1st year	Percent Retained after 1st year	Number Retained after 2nd year	Percent Retained after 2nd year	Number Retained after 2nd year	Percent Retained after 2nd year	Number Retained after 3rd year	Percent Retained after 3rd year	Number Retained after 3rd year	Percent Retained after 3rd year
Traditional Route	954	635	577	90.87	30	21	20	95.24	511	88.56	15	75.00	455	89.04	14	93.33
Alternate Route	701	575	523	90.96	24	18	17	94.44	459	87.76	12	70.59	399	86.93	8	66.67

2019-2020 Program Completer Cohort	Retained in MS Public School Teachers in AY 2021-2022								Retained in MS Public School Teachers in AY 2022-2023			
	Statewide EPP Total				Institution EPP Total				Statewide EPP Total		Institution EPP Total	
	Number of Program Completers	Number Employed in AY 2020-2021	Number Retained after 1st year	Percent Retained after 1st year	Number of Program Completers	Number Employed in AY 2020-2021	Number Retained after 1st year	Percent Retained after 1st year	Number Retained after 2nd year	Percent Retained after 2nd year	Number Retained after 2nd year	Percent Retained after 2nd year
Traditional Route	1,038	629	568	90.30	24	15	15	100.00	502	88.38	12	80.00
Alternate Route	552	457	396	86.65	34	25	24	96.00	328	82.83	19	79.17

2020-2021 Program Completer Cohort	Retained in MS Public School Teachers in AY 2022-2023							
	Statewide EPP Total				Institution EPP Total			
	Number of Program Completers	Number Employed in AY 2021-2022	Number Retained after 1st year	Percent Retained after 1st year	Number of Program Completers	Number Employed in AY 2021-2022	Number Retained after 1st year	Percent Retained after 1st year
Traditional Route	1,248	799	720	90.11	84	46	43	93.48
Alternate Route	1,371	1,097	987	89.97	96	76	64	84.21

2021-2022 Program Completer Cohort	Retained in MS Public School Teachers in AY 2022-2023							
	Statewide EPP Total				Institution EPP Total			
	Number of Program Completers	Number Employed in AY 2022-2023	Number Retained after 1st year	Percent Retained after 1st year	Number of Program Completers	Number Employed in AY 2022-2023	Number Retained after 1st year	Percent Retained after 1st year
Traditional Route	1,373	879	NA	NA	78	40	NA	NA
Alternate Route	1,310	1,034	NA	NA	240	183	NA	NA

Item 3b. Employment Milestones -- Jackson State University, Initial Teaching Degree Holders Who Obtained an Advanced Degree

2019-2020 Program Completer Cohort	Employed as MS Public School Teachers in AY 2020-2021 Who Obtained an Advanced Degree						Employed as MS Public School Teachers in AY 2021-2022 Who Obtained an Advanced Degree					
	Statewide EPP Total			Institution EPP Total			Statewide EPP Total			Institution EPP Total		
	Number of Initial Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2020-2021	Percent Employed in 2020-2021	Number of Initial Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2020-2021	Percent Employed in AY 2020-2021	Number of Initial Program Completers Who Obtained an Advanced Degree ¹	Number Employed in AY 2021-2022	Percent Employed in AY 2021-2022	Number of Initial Program Completers Who Obtained an Advanced Degree ¹	Number Employed in AY 2021-2022	Percent Employed in AY 2021-2022
	Traditional Route	41	28	68.29	5	5	100.00	81	42	51.85	1	0
Alternate Route	236	204	86.44	17	15	88.24	31	27	87.10	7	7	100.00

2019-2020 Program Completer Cohort	Employed as MS Public School Teachers in AY 2022-2023 Who Obtained an Advanced Degree									
	Statewide EPP Total			Institution EPP Total			Statewide EPP Total		Institution EPP Total	
	Number of Initial Program Completers Who Obtained an Advanced Degree ²	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023	Number of Initial Program Completers Who Obtained an Advanced Degree ²	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023	Total Number of Initial Program Completers With an Advanced Degree 3 years post graduation (unduplicated)	Total Percent of Initial Program Completers With an Advanced Degree 3 years post graduation	Total Number of Initial Program Completers With an Advanced Degree 3 years post graduation (unduplicated)	Total Percent of Initial Program Completers With an Advanced Degree 3 years post graduation
	Traditional Route	46	34	73.91	2	2	100.00	165	15.90	7
Alternate Route	16	10	62.50	1	1	100.00	277	50.18	25	73.53

¹Excludes those who received advanced degree in previous academic year.

²Excludes those who received advanced degree in previous two academic years.

Item 6. Title II (Initial Level) Licensure Exam Pass Rates -- Jackson State University¹

2020-2021 Program Completer Cohort	Employed as MS Public School Teachers in AY 2021-2022 Who Obtained an Advanced Degree						Employed as MS Public School Teachers in AY 2022-2023 Who Obtained an Advanced Degree						
	Statewide EPP Total			Institution EPP Total			Statewide EPP Total			Institution EPP Total			
	Number of Initial Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2021-2022	Percent Employed in AY 2021-2022	Number of Initial Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2021-2022	Percent Employed in AY 2021-2022	Number of Initial Program Completers Who Obtained an Advanced Degree ¹	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023	Number of Initial Program Completers Who Obtained an Advanced Degree ¹	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023	
	Traditional Route	23	7	30.43	NA	NA	NA	92	56	60.87	8	6	75.00
	Alternate Route	366	281	76.78	54	41	75.93	90	72	80.00	12	9	75.00

2021-2022 Program Completer Cohort	Employed as MS Public School Teachers in AY 2022-2023 Who Obtained an Advanced Degree					
	Statewide EPP Total			Institution EPP Total		
	Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023	Program Completers Who Obtained an Advanced Degree	Number Employed in AY 2022-2023	Percent Employed in AY 2022-2023
	Traditional Route	46	22	47.83	5	4
Alternate Route	457	345	75.49	132	101	76.52

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

2021-2022 Program Completer Cohort	Employment in MS in First Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,373	879	64.02	79	5.75	18	1.31	19	1.38	105	7.65	78	40	51.28	2	2.56	0	0.00	0	0.00	11	14.10
Alternate Route	1,310	1,034	78.93	134	10.23	13	0.99	8	0.61	33	2.52	240	183	76.25	32	13.33	0	0.00	1	0.42	7	2.92

2020-2021 Program Completer Cohort	Employment in MS in First Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,248	799	64.02	73	5.85	12	0.96	24	1.92	93	7.45	84	46	54.76	5	5.95	0	0.00	0	0.00	13	15.48
Alternate Route	1,371	1,097	80.01	151	11.01	13	0.95	18	1.31	26	1.90	96	76	79.17	9	9.38	1	1.04	0	0.00	4	4.17
2020-2021 Program Completer Cohort	Employment in MS in Second Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non-Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,248	776	62.18	81	6.49	11	0.88	21	1.68	73	5.85	84	46	54.76	6	7.14	0	0.00	1	1.19	4	4.76
Alternate Route	1,371	1,016	74.11	126	9.19	14	1.02	19	1.39	57	4.16	96	65	67.71	16	16.67	1	1.04	1	1.04	5	5.21

¹Based 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 Program Completer Cohort	Employment in MS in First Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,038	629	60.60	50	4.82	5	0.48	12	1.16	86	8.29	24	15	62.50	0	0.00	0	0.00	0	0.00	1	4.17
Alternate Route	552	457	82.79	44	7.97	2	0.36	4	0.72	12	2.17	34	25	73.53	4	11.76	0	0.00	1	2.94	3	8.82
2019-2020 Program Completer Cohort	Employment in MS in Second Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,038	637	61.37	58	5.59	5	0.48	15	1.45	57	5.49	24	15	62.50	0	0.00	0	0.00	1	4.17	0	0.00
Alternate Route	552	402	72.83	64	11.59	2	0.36	9	1.63	19	3.44	34	26	76.47	3	8.82	0	0.00	0	0.00	2	5.88
2019-2020 Program Completer Cohort	Employment in MS in Third Year after Graduation																					
	Statewide EPP Total											Institution EPP Total										
	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%	Number of Program Completers	Employed as MS Public School Teacher	%	Employed at MS Public School in Non- Teaching Role	%	Employed at MS Private School	%	Employed in MS in Other Educational Setting	%	Employed in MS in Non Educational Job ¹	%
Traditional Route	1,038	594	57.23	57	5.49	7	0.67	9	0.87	68	6.55	24	12	50.00	1	4.17	0	0.00	1	4.17	0	0.00
Alternate Route	552	347	62.86	57	10.33	6	1.09	8	1.45	29	5.25	34	22	64.71	4	11.76	2	5.88	0	0.00	2	5.88

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

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

	Traditional Route				Alternate Route			
	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 as a MS Public School Teacher in AY 2022-2023	879	100.00	40	100.00	1,034	100.00	183	100.00
Critical Needs Districts (Unduplicated Total) ¹	448	50.97	33	82.50	784	75.82	173	94.54
Critical Subject Areas (Unduplicated Total) ¹	541	61.55	23	57.50	400	38.68	83	45.36
Biology	9	1.02	0	0.00	43	4.16	7	3.83
Chemistry	2	0.23	0	0.00	7	0.68	1	0.55
Physics	4	0.46	0	0.00	12	1.16	1	0.55
Math	452	51.42	20	50.00	166	16.05	53	28.96
Foreign Language	2	0.23	0	0.00	17	1.64	2	1.09
Special Education	74	8.42	3	7.50	164	15.86	20	10.93
Duplicated Total	543	61.77	23	57.50	409	39.56	84	45.90

¹Critical 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))

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Comparative Summary: Employment and Retention of Program Completers

The analysis of the charts provides insight into employment outcomes for Jackson State University’s Educational Leadership completers across the 2019–2022 cohorts.

2021–2022 Cohort:

Jackson State had notably small completer cohorts compared to statewide figures (8 master's, 7 specialist completers). Employment data reveal that 50% of master's completers from Jackson State were employed as teachers, with 12.5% serving as principals or assistant principals, and another 25% as non-administrative support staff. For specialists, 71.43% were employed as teachers, but none were placed in administrator roles. Statewide, 7.34% of master’s and 12.16% of specialist completers held principal-level roles, and the majority (over 57%) of each group were employed as teachers.

2020–2021 Cohort:

Jackson State master's completers continued to see the majority (62.91%) employed as teachers, though fewer advanced to leadership roles—4.64% became principals, and 2.65% became instructional leaders. Specialist completers saw slightly more upward mobility, with 7.76% in principal roles and 2.45% in director-level positions, but most (52.24%) remained in teaching roles. This mirrors statewide trends, with a larger share of completers entering support or instructional roles than administrative leadership.

Longitudinal Progression for 2020–2021 Cohort (Second Year):

By their second year, both master’s and specialist completers showed an increase in placement into principal and leadership roles. Jackson State master’s completers showed an uptick in administrative employment—13.91% were in principal-level roles (up from 4.64% in year one). However, the majority were still in teaching positions (49.67%). Similarly, 15.51% of specialist completers moved into principal roles (up from 7.76%), and 43.67% were teaching.

2019–2020 Cohort (Three-Year Progression):

By the third year post-completion, Jackson State master’s completers had 21.17% in principal roles, 5.84% in instructional roles, and 32.12% still teaching. For specialists, 19.05% had advanced to principal roles, with 17.14% in support positions and 33.81% teaching. These figures indicate gradual mobility into leadership roles, though a significant proportion remained classroom-bound even after three years.

Critical Needs District Placement (2021–2022):

Among administrators from Jackson State, 100% of master’s-level completers were placed in critical needs districts. No specialist-level completers were placed in these districts, despite high placement rates statewide (78.95% for master’s, 55.56% for specialist completers).

Summary:

Advanced program completers from Jackson State University primarily enter the workforce as teachers, with gradual movement into leadership roles over time. Compared to statewide peers, Jackson State completers demonstrate slower but steady advancement into administrative positions. While a significant percentage contribute in critical needs districts, expanding pipelines for leadership placements—especially for specialist completers—may enhance the institution's impact and align outcomes with state priorities.

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

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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 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 ¹	%	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 ¹	%
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 ¹	%	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 ¹	%
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 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 Job¹	%	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 Job¹	%
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

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

Item 8. Teaching in Critical Shortage Area -- 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 ¹	%	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 ¹	%
	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
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 ¹	%	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 ¹	%
	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
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 ¹	%	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 ¹	%
	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
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

¹Based 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 ¹ in AY 2022-2023	19	100.00	1	100.00	36	100.00	0	0.00
Critical Needs Districts (Unduplicated Total) ²	15	78.95	1	100.00	20	55.56	0	0.00

¹Administrator defined as Superintendents, Principals, Assistant Superintendents, Assistant Principals, Directors, Instructional Coaches, Coordinators or Supervisors.

²Critical 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)).