



**BELHAVEN UNIVERSITY SCHOOL OF EDUCATION
EDUCATOR PREPARATION PROVIDER (EPP)**

CAEP ACCOUNTABILITY MEASURES

This report identifies the CAEP Accountability Measure Report across three (3) licensure program tiers.

Two programs fall under **Initial Teacher Licensure:**

- 1) **Traditional** Undergraduate Elementary Teacher Preparation Program
- 2) The Master of Arts in Teaching (MAT) Mississippi **Alternate Route** Initial Teacher Licensure Program.

The third report pertains to the **Advanced Program:**

- 3) The M.ED. and ED.S. **School Leadership and Administration** lead to administrator licensure.

THREE LICENSURE PROGRAMS

<input type="checkbox"/>	<u>INITIAL</u> TWO PROGRAMS: TRADITIONAL & ALTERNATE ROUTE	
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INITIAL TEACHER CERTIFICATION

TRADITIONAL TEACHER EDUCATOR PREPARATION PROGRAM AND MASTER OF ARTS IN TEACHING – MAT/ALTCERT DATA

INDICATORS OF CANDIDATE EFFECTIVENESS & IMPACT ON STUDENT LEARNING

The Belhaven University School of Education analyzes the performance of graduates from its Traditional Elementary and Master of Arts in Teaching Alternate Route programs who have started teaching in Mississippi public schools. This analysis involves matching these graduates with the results of the Mississippi Department of Education's 18 statewide assessments for Pre-K to 12th-grade students. Data from 14 other institutions in the Mississippi Education Preparation Providers group and statewide data from Mississippi's Public School System are also considered to provide context. This information is broken down by specific programs and presented in the Mississippi Impact Report Card.



[EXPLANATION OF THE MISSISSIPPI IMPACT REPORT CARD: TEACHER EDUCATION INITIAL AND ALTERNATE ROUTE PROGRAMS 2023](#)

1. MAAP Testing

The Mississippi Academic Assessment Program (MAAP) serves to gauge student achievement across various subjects. These statewide assessments cover English, Math, and Science for Grades 3 to 8, along with High School Course Exams in Algebra I, US History, Biology, and English II. The outcomes of these assessments provide significant data for enhancing student performance and identifying teacher impact on student learning. Measure 1: Table 1 and Table 5 illustrate the average performance of Belhaven EPP graduates, comparing them to state averages for teachers in their first, second, and third years. For more detailed information, please refer to the Mississippi Impact Report Card (accessible via the provided links in this report).

2. TIAI

The Teacher Intern Assessment Instrument (TIAI) is a standardized, common statewide assessment tool used in Mississippi to assess all clinical and intern teacher candidates completing licensure programs. It aligns with the Mississippi Statewide Teacher Growth Rubric (TGR) and the InTASC Standards for evaluating practicing teachers.

The purpose of TIAI is to provide a thorough assessment of the instructional practices of clinical intern teachers, both during their training and afterward. Scores of two (2) or three (3) on the rubric indicate *Satisfactory Performance*, while scores of one (1) or zero (0) signal areas *Needing Improvement*. Clinical interns receive guidance from their cooperating teacher and university supervisor to enhance their performance.

TIAI is administered four times during the clinical intern teaching semester—twice for formative assessment and twice for the summative evaluation. Cooperating teachers and

university supervisors evaluate candidate intern teachers using this instrument, providing feedback for improvement. The summarized data mainly represent the summative evaluations conducted by university supervisors. (Table 1)

3. **Dispositions**

The EPP Professional Dispositions tool evaluates program teacher candidates and clinical intern teachers. It aligns with the Mississippi Educator Code of Ethics and the InTASC Standards.

This evaluation ensures adherence to ethical standards and policies, supporting professional habits and behaviors in educators. Ratings of two (2) or three (3) indicate *Successful Teaching Practice*, while scores of one (1) or zero (0) signal *Areas for Improvement*. Candidates receive guidance from both cooperating teachers and EPP supervisors. (Table 1)

The EPP Professional Dispositions assessment is conducted by EPP faculty during pre-candidacy and four times during clinical internships with the EPP supervisor and cooperating teacher involved. Summarized data primarily reflect the cooperating teacher's evaluations as they interact more with the candidate during the clinical internship.

4. **Impact on Student Learning (IoSL)**

The Impact on Student Learning (IoSL) Assessment is a statewide tool developed by the Educator Preparation Provider Collaborative Committee (EPPCC) under the Mississippi Association of Teacher Educators (MACTE). Initially piloted by Belhaven Undergraduate EPP in Spring 2023 with one candidate, it was fully implemented by the EPP in the 2023-2024 academic year. This instrument evaluates teacher candidates' planning, instruction, and assessment skills and measures their impact on student learning during internships. Success is indicated by a performance level of two or higher on a scale of 0 to 3, as determined by the EPPCC. Data will be available for future reporting years.



**TRADITIONAL TEACHER PREPARATION
INITIAL CERTIFICATION**

ELEMENTARY TEACHER EDUCATOR PREPARATION

**MEASURE 1: IMPACT MEASURE TRADITIONAL INITIAL PROGRAM
COMPLETER EFFECTIVENESS & IMPACT ON PREK-12 LEARNING & DEVELOPMENT
CAEP R4.1**

TABLE 1 TRADITIONAL INITIAL TEACHER PREPARATION

MEASURE 1: COMPLETER EFFECTIVENESS AND IMPACT ON PREK-12 LEARNING AND DEVELOPMENT				
Indicators				
MISSISSIPPI IMPACT REPORT CARD MAAP K-12 STUDENT TESTING BELHAVEN % / STATE% AVERAGES INDICATES THE PERCENTAGE OF THE K-12 STUDENTS WHO MET TESTING AT THE PROFICIENT & ADVANCED LEVELS RESULTS FROM STATE REPORT CARD SEE THE WEB LINK BELOW FOR COMPLETE RESULTS.	1ST YEAR OF TEACHING			
	28% BU - 33% STATE*			
	2ND YEAR OF TEACHING			
				41% BU - 45% STATE*
				3RD YEAR OF TEACHING
				67% BU - 47% STATE*
	2019-2020	2020-2021	2021-2022	2022-2023
TIAI - % REPRESENTS AVERAGES AT THE SATISFACTORY PERFORMANCE LEVEL.	90.4%	89.5%	85.6%	97%
DISPOSITIONS -% REPRESENTS AVERAGES AT THE SUCCESSFUL TEACHING PRACTICE LEVEL.	91.6%	90.7%	91.0%	99%
*FORMER BU EPP IMPACT ON STUDENT LEARNING CLINICAL INTERN IMPACT ON STUDENT LEARNING EVALUATION INSTRUMENT AND RUBRIC	90.4%	89.5%	85.6%	*
IMPACT ON STUDENT LEARNING - IOSL	The first year of implementation 2023-24 data not yet available			

*The latest Mississippi Impact Report Card is from 2023 and reports on the 2020-2021 cohort data. The complete data set from the Mississippi Impact Report Card for the Belhaven EPP Initial Traditional Elementary Teacher Education Program is listed in the link below.

*The *BU EPP Clinical Intern Impact on Student Learning Evaluation Instrument and Rubric* has been replaced by a newly created common state assessment instrument, *Impact on Student Learning (IoSL)*, first implemented during the academic year 2023-2024. At the time of this report, data collection had not yet been completed.



[MISSISSIPPI IMPACT REPORT CARD: IMPACT ON P-12 LEARNING AND DEVELOPMENT – TRADITIONAL TEACHER ROUTE -3 YEARS](#)



[MISSISSIPPI IMPACT REPORT CARD: TIAI AND DISPOSITIONS -TRADITIONAL & ALTERNATE ROUTES](#)

MEASURE 2: IMPACT MEASURES TRADITIONAL INITIAL PROGRAM
SATISFACTION OF EMPLOYERS AND STAKEHOLDERS INVOLVEMENT
CAEP R4.2 & R5.3

TABLE 2 TRADITIONAL INITIAL TEACHER PREPARATION

MEASURE 2: SATISFACTION EMPLOYERS				
% indicates average percentages of those Agreeing or Strongly Agreeing				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
<ul style="list-style-type: none"> SATISFACTION OF EMPLOYERS 	86%	96%	95%	*
<ul style="list-style-type: none"> SATISFACTION OF COMPLETERS 	92%	80%	94%	*

*The latest Mississippi Impact Report Card is from 2023 and reports on the 2020-2021 cohort data. The complete data set from the Mississippi Impact Report Card for the Belhaven EPP Initial Traditional Elementary Teacher Education Program is listed in the link below.




[EMPLOYERS SATISFACTION - MISSISSIPPI IMPACT REPORT CARD: INITIAL TRADITIONAL & ALTERNATE ROUTE TEACHER - 3 YEARS](#)



[SATISFACTION OF - COMPLETERS MISSISSIPPI IMPACT REPORT CARD: INITIAL TRADITIONAL & ALTERNATE ROUTE TEACHER - 3 YEARS](#)

MEASURE 3: OUTCOME MEASURES TRADITIONAL INITIAL PROGRAM
CANDIDATE COMPETENCY AT PROGRAM COMPLETION
CAEP R3.3

TABLE 3 TRADITIONAL INITIAL TEACHER PREPARATION

MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
<ul style="list-style-type: none"> GRADUATION RATES (AFTER FOUR YEARS) 	57%	71%	70%	50%
<ul style="list-style-type: none"> ABILITY FOR COMPLETERS TO MEET LICENSING AND ANY OTHER ADDITIONAL REQUIREMENTS 	100% *	100% *	100% *	*
<ul style="list-style-type: none"> FOUNDATIONS OF READING TEST PASS RATES 	100% *	100% *	100% *	*
<p>*The 100% pass rate each year is because Elementary Teacher Candidates in the Belhaven University School of Education must fulfill all MDE state teacher licensure requirements before graduation. This includes passing all teacher exams and the Foundations of Reading Test before graduation and obtaining their degree, which is necessary for licensure recommendation. Hence, the 100% pass rates.</p>				
<ul style="list-style-type: none"> TITLE II REPORTS (SEE WEB LINK) 	 TITLE II REPORTS			

*The latest Mississippi Impact Report Card is from 2023 and reports on the 2020-2021 cohort data. The complete data set from the Mississippi Impact Report Card for the Belhaven EPP Initial Traditional Elementary Teacher Education Program is listed in the link below.

 [**GRADUATION RATES – TRADITIONAL AND ALTERNATE ROUTE**](#)



**ALTERNATE ROUTE
INITIAL TEACHER CERTIFICATION**

MASTER OF ARTS IN TEACHING – MAT/ALTCERT DATA

**MEASURE 1: IMPACT MEASURE ALTERNATE ROUTE INITIAL PROGRAM
COMPLETER EFFECTIVENESS & IMPACT ON PREK-12 LEARNING & DEVELOPMENT
CAEP R4.1**

TABLE 1 ALTERNATE ROUTE - INITIAL TEACHER PREPARATION

MEASURE 1: COMPLETER EFFECTIVENESS AND IMPACT ON PREK-12 LEARNING AND DEVELOPMENT				
	2019-2020	2020-2021	2021-2022	2022-2023*
INDICATORS				
<ul style="list-style-type: none"> MISSISSIPPI IMPACT REPORT CARD: ALTERNATE ROUTE TEACHER- STUDENT MAAP ASSESSMENT 	BELHAVEN% / STATE% AVERAGES INDICATES THE PERCENTAGE OF STUDENTS WHO MET TESTING AT THE <i>PROFICIENT & ADVANCED</i> LEVELS.			
1ST YEAR	COVID Test Waiver Year	20% / 32%	21% / 35%	*
2ND YEAR	COVID Test Waiver Year	30% / 35%	35% / 44%	*
3RD YEAR	COVID Test Waiver Year	29% /36%	53% / 46%	*
	*Indicates COVID Years: No State Student Testing			
<ul style="list-style-type: none"> TIAI 	N/A	95.2%	82.6%	*
<ul style="list-style-type: none"> DISPOSITIONS 	N/A	N/A	88.9%	*
The first year that the state common Disposition Evaluation Rubric was implemented in the BU-EPP Alternate Route Program – 2021-2022.				

*The complete data set from the Mississippi Impact Report Card for the Belhaven EPP Initial Traditional Elementary Teacher Education Program is listed in the link below. The latest Mississippi Impact Report Card is from 2023 and reports on the 2021-2022 cohort data.



[MISSISSIPPI IMPACT REPORT CARD: IMPACT ON P-12 LEARNING AND DEVELOPMENT – ALTERNATE ROUTE -3 YEARS](#)



[MISSISSIPPI IMPACT REPORT CARD: TIAI AND DISPOSITIONS](#)

MEASURE 2: IMPACT MEASURE **ALTERNATE ROUTE INITIAL PROGRAM**
SATISFACTION OF EMPLOYERS AND STAKEHOLDERS INVOLVEMENT
CAEP RA3.4

TABLE 2 **ALTERNATE ROUTE - INITIAL TEACHER PREPARATION**

MEASURE 2: SATISFACTION EMPLOYERS				
% indicates average percentages of those Agreeing or Strongly Agreeing				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
<ul style="list-style-type: none"> SATISFACTION OF EMPLOYERS 	86%	96%	95%	*
<ul style="list-style-type: none"> SATISFACTION OF COMPLETERS 	92%	80%	94%	*

*The complete data sets from the Mississippi Impact Report Card for the Belhaven EPP Traditional and Alternate Route Teacher Preparation Programs are listed in the links below. The latest Mississippi Impact Report Card is from 2023 and reports cohort data from the 2021-2022 academic year.




[**EMPLOYERS SATISFACTION - MISSISSIPPI IMPACT REPORT CARD: INITIAL TRADITIONAL & ALTERNATE ROUTE TEACHER - 3 YEARS**](#)



[**COMPLETERS SATISFACTION - MISSISSIPPI IMPACT REPORT CARD: INITIAL TRADITIONAL & ALTERNATE ROUTE TEACHER - 3 YEARS**](#)

MEASURE 3: OUTCOME MEASURES ALTERNATE ROUTE INITIAL PROGRAM
CANDIDATE COMPETENCY AT PROGRAM COMPLETION
CAEP R3.3

TABLE 3 ALTERNATE ROUTE- INITIAL TEACHER PREPARATION

MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
<ul style="list-style-type: none"> GRADUATION RATES – NUMBER OF ALTERNATE ROUTE CANDIDATES COMPLETING THE FULL MASTER OF ARTS IN TEACHING DEGREE 	27%	50%	54%	*
<ul style="list-style-type: none"> ABILITY FOR COMPLETERS TO MEET LICENSING AND ANY OTHER ADDITIONAL REQUIREMENTS 	100%*	100%*	100%*	100%*
<ul style="list-style-type: none"> FOUNDATIONS OF READING TEST PASS RATES 	100%*	COVID Test Wavier Year	COVID Test Wavier Year	100%*
<p>*MAT Alternate Route teacher candidates consistently meet licensing requirements with a 100% eligibility rate for licensure. This is attributed to their fulfillment of all MDE state teacher licensure prerequisites, including successful completion of coursework and teacher exams before being eligible for Mississippi licensure commendation. Additionally, Elementary Teacher Candidates within the Alternate Route program must pass the Foundations of Reading Test as a prerequisite for licensure recommendation. Thus, the 100% pass rate is ensured.</p>				
<ul style="list-style-type: none"> TITLE II REPORTS (SEE WEB LINK) 	 TITLE II REPORTS			

*The latest Mississippi Impact Report Card is from 2023 and reports on the 2020-2021 cohort data. The complete data set from the Mississippi Impact Report Card for the Belhaven EPP Initial Traditional Elementary Teacher Education Program is listed in the link below.

 [**GRADUATION RATES – TRADITIONAL AND ALTERNATE ROUTE**](#)

MEASURE 4: OUTCOME MEASURES ALTERNATE ROUTE INITIAL PROGRAM
ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS
FOR WHICH THEY HAVE BEEN PREPARED.

TABLE 4 ALTERNATE ROUTE - INITIAL TEACHER PREPARATION

Measure 4: Employment Milestones			
	2019-2020	2020-2021	2021-2022
INDICATORS			
<ul style="list-style-type: none"> ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN TRAINED 	80% in state 20% out of state	75% in state 25% out of state	60% in state 40% out of state
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOLS AFTER THE FIRST YEAR 	100%	100%	100%
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOLS AFTER THE SECOND YEAR 	50%	75%	N/A



[MISSISSIPPI IMPACT REPORT CARD: ABILITY TO BE HIRED EDUCATION POSITIONS IN MS PUBLIC SCHOOLS – TRADITIONAL AND ALTERNATE ROUTE](#)



[RETENTION RATES IN THE MS PUBLIC SCHOOLS – TRADITIONAL AND ALTERNATE ROUTE](#)



**ADVANCED PROGRAM
SCHOOL LEADERSHIP AND ADMINISTRATION**

**MASTER OF EDUCATION & EDUCATION SPECIALIST
SCHOOL LEADERSHIP AND ADMINISTRATION - M.ED./SLA & ED.S./SLA**

MEASURE 1: IMPACT MEASURE ADVANCED PROGRAM - SLA
COMPLETER EFFECTIVENESS
CAEP R4.1

The Belhaven University School of Education undergraduate teacher education program completers who began working as teachers in a Mississippi public school after graduation are matched to the results of the Mississippi Department of Education’s 18 statewide assessments for P-12 students to document completers’ impact on P-12 student learning. Fourteen institutions of higher learning that comprise the Mississippi Education Preparation Providers (Statewide EPP) provide data to produce comparison data and statewide data from the Mississippi Public School System. Data are then disaggregated by programs and reported in the Mississippi Impact Annual Report Card.



[EXPLANATIONS OF THE MISSISSIPPI IMPACT REPORT CARD: EDUCATIONAL LEADERSHIP
ADVANCED PROGRAMS 2023](#)

INDICATORS OF ADVANCED COMPLETER IMPACT ON STUDENT LEARNING

1. Mid-Term and Final Principal Evaluation

Midway through the candidate's program, the School-Based Supervisor evaluates the candidate's understanding of the NELP standards. Upon program completion, the School-Based Supervisor conducts a final rubric assessment to gauge the candidate's comprehension of the NELP standards. This assessment report is provided to the candidate to pinpoint areas of weakness, utilizing an assessment rubric for guidance: Advanced (4) – Proficient (3) – Basic (2) & Minimal (1).

2. Written Defense

Administrative candidates must prepare a written defense of their internship experiences. Over the course of seven weeks, candidates submit written summaries detailing their achievements and challenges related to each of the seven NELP standards. These standards align directly with the coursework and internship experience and are individually assessed. As part of their defense, candidates devise a plan of action to address any weaknesses identified, complete with a timeline for implementing necessary measures. Assessment is conducted using rubrics Advanced (4) – Proficient (3) – Basic (2) & Minimal (1), with scores converted to a final percentage pass score.

3. Oral Defense

During the final course of the administrative degree program, candidates undergo a face-to-face oral defense of their internship experiences. They present their achievements to a panel of experienced school administrators and professors from the program. Utilizing a

PowerPoint display, candidates showcase their strengths, weaknesses, and action plans for ongoing enhancement. Following the presentation, candidates engage in a question-and-answer session with the panel to ensure thorough coverage of each NELP standard for grading purposes. Subsequently, the panel individually rates each candidate using a rubric, Advanced (4) – Proficient (3) – Basic (2) & Minimal (1), evaluating their accomplishment of the NELP standards across various components, ranging from basic to advanced proficiency, to derive a final percentage passing score.

4. Common Assessments – Mississippi Impact Report Card: Educational Leadership
 The Mississippi Educational Leadership Faculty Association (MELFA) convened leaders from both public and private educational leadership programs across the state to develop four standardized assessments. These assessments are administered collectively to gather data aimed at enhancing the quality of programs offered by each university. The scores obtained are stored at Mississippi State University within the National Strategic Planning and Analysis Research Center (NSPARC). Annually, these scores are compiled and distributed to the Mississippi Department of Education and all participating universities. They serve as a basis for review, discussion, and decision-making regarding program improvements. Access to the scores is facilitated through a hyperlink provided in the **Mississippi Impact Report Card: Educational Leadership**.

5. School Leaders Licensure Assessment (SLLA)
 Candidates seeking licensure must meet several criteria before they can be recommended. These include achieving a passing score on the School Leaders Licensure Assessment (SLLA) exam, earning a grade of C or better in all courses (with no more than two grades of C), and maintaining an overall GPA of 3.0 or higher. However, between Spring 2020 and December 2021, the Mississippi Department of Education (MDE) waived the requirement for the SLLA test. During this period, candidates who successfully completed either the M.Ed. or Ed.S. Administration program were eligible for licensure recommendation without this test score.

TABLE 1 **ADVANCED SCHOOL LEADERSHIP AND ADMINISTRATION (SLA)**

MEASURE 1: COMPLETER EFFECTIVENESS				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
• WRITTEN DEFENSE*	3.42	3.42	3.44	3.50
• ORAL DEFENSE*	3.30	3.24	3.18	3.15
• COMMON STATE ASSESSMENT*	3.59	3.16	3.28	3.31
*Results indicate average rubric ratings of Sch Leadership Candidates: Advanced (4) – Proficient (3) – Basic (2) & Minimal (1)				
• SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA) PASS RATES	100%*	COVID Test Wavier Year	COVID Test Wavier Year	100%*
* All M.ED. or ED.S. School Leadership and Administration program graduates achieve a 100% average by meeting MDE licensure requirements and excelling in the SLLA test. They undergo rigorous training on the				

seven NELP Standards and defend them orally and in writing before degree conferral. Upon passing the SLLA test, they are recommended for Administrator Licensure.

MEASURE 2: IMPACT MEASURE ADVANCED PROGRAM - SLA
SATISFACTION OF EMPLOYERS AND STAKEHOLDERS INVOLVEMENT
CAEP RA.4.1

TABLE 2 ADVANCED SCHOOL LEADERSHIP AND ADMINISTRATION (SLA)

MEASURE 2: SATISFACTION EMPLOYERS				
% INDICATES AVERAGE PERCENTAGES OF THOSE AGREEING OR STRONGLY AGREEING				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
• SATISFACTION OF EMPLOYERS	M.ED. 100%	M.ED. 100%	M.ED. 100%	*
	ED.S. 100%	ED.S. 100%	ED.S. 100%	*
• SATISFACTION OF COMPLETERS	M.ED. 98%	M.ED. 100%	M.ED. 98%	*
	ED.S. 100%	ED.S. 100%	ED.S. 95%	*

*The complete data sets from the Mississippi Impact Report Card for the Belhaven EPP Advanced Educational School Leadership and Administration Program are listed in the links below. The latest Mississippi Impact Report Card is from 2023 and reports cohort data from the 2021-2022 academic year.



[MISSISSIPPI IMPACT REPORT CARD: ADVANCED – MASTERS SATISFACTION OF EMPLOYERS SURVEY 3 YEARS](#)



[MISSISSIPPI IMPACT REPORT CARD: - ADVANCED – SPECIALIST SATISFACTION OF EMPLOYERS SURVEY- 3 YEARS](#)



[MISSISSIPPI IMPACT REPORT CARD: ADVANCED – MASTERS SATISFACTION OF COMPLETERS SURVEY 3 YEARS](#)



[MISSISSIPPI IMPACT REPORT CARD: - ADVANCED – SPECIALIST SATISFACTION OF COMPLETERS SURVEY- 3 YEARS](#)

MEASURE 3: OUTCOME MEASURES ADVANCED PROGRAM - SLA
CANDIDATE COMPETENCY AT PROGRAM COMPLETION
CAEP RA3.4

TABLE 3 ADVANCED SCHOOL LEADERSHIP AND ADMINISTRATION (SLA)

MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION				
	2019-2020	2020-2021	2021-2022	2022-2023
INDICATORS				
<ul style="list-style-type: none"> GRADUATION RATES* 				
<ul style="list-style-type: none"> ABILITY FOR COMPLETERS TO MEET LICENSING AND ANY OTHER ADDITIONAL REQUIREMENTS 	100%*	100%*	100%*	100%*
<ul style="list-style-type: none"> SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA)PASS RATES 	100%*	COVID Test Wavier Year	COVID Test Wavier Year	100%*
<p>*All M.ED. or ED.S. School Leadership and Administration program graduates achieve a 100% average by meeting MDE licensure requirements and excelling in the SLLA test. They undergo rigorous training on the seven NELP Standards and defend them orally and in writing before degree conferral. Upon passing the SLLA test, they are recommended for Administrator Licensure.</p>				



MISSISSIPPI IMPACT REPORT CARD: ED LEADERSHIP GRADUATION RATES

MEASURE 4: OUTCOME MEASURES **ADVANCED PROGRAM - SLA**
ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED.
CAPE

TABLE 4 **ADVANCED SCHOOL LEADERSHIP AND ADMINISTRATION (SLA)**

Measure 4: Employment Milestones			
	2019-2020	2020-2021	2021-2022
INDICATORS			
<ul style="list-style-type: none"> ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN TRAINED 	80% in state 20% out of state	75% in state 25% out of state	60% in state 40% out of state
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOL SYSTEM AFTER THE FIRST YEAR 	100%	100%	100%
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOL SYSTEM AFTER THE SECOND YEAR 	50%	75%	85%



[MISSISSIPPI IMPACT REPORT CARD: ABILITY TO BE HIRED ADVANCED EDUCATIONAL LEADERSHIP](#)



[MISSISSIPPI IMPACT REPORT CARD: RETAINED IN MS SCHOOLS – ADVANCED EDUCATIONAL LEADERSHIP](#)