



**BELHAVEN UNIVERSITY SCHOOL OF EDUCATION
EDUCATOR PREPARATION PROVIDER (EPP)
ACCREDITATION AND ACCOUNTABILITY REPORT**

ACCREDITATION

SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS COMMISSION ON COLLEGES

Belhaven University, Jackson, Mississippi, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master, education specialist, and doctoral degrees. Questions about the accreditation of Belhaven University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

CAEP ACCREDITATION

TEACHER/EDUCATOR ACADEMIC PROGRAMS ACCREDITED

Belhaven University's School of Education holds accreditation from the Council for the Accreditation of Educator Preparation (CAEP) and is endorsed by the Mississippi Department of Education (MDE). The Belhaven University School of Education's CAEP accreditation extends seven years, from October 22, 2023, through December 31, 2030, enabling the School of Education to endorse candidates for Mississippi educator certification, both for teaching and administrative roles.

CAEP ACCOUNTABILITY MEASURES

The Council for Accreditation of Educator Preparation (CAEP) requires annual reporting of four accountability metrics by the Educator Preparation Provider (EPP-School of Education). These metrics showcase the accountability and performance of both the Initial Traditional Teacher Licensure and the Initial Master of Arts in Teaching Alternate Route Licensure programs, as well as the Advanced-Graduate School Leadership and Administration Licensure program.

CONCEPTUAL FRAMEWORK AND QUALITY ASSURANCE ASSESSMENT SYSTEM

The Belhaven University School of Education's Educator Preparation Provider (EPP) has developed a comprehensive Conceptual Framework integrated into both undergraduate and graduate educator preparation programs. This framework, created through collaboration among faculty, administration, partner schools, and the broader education community, is informed by current research, best practices, and state and national standards.

Aligned with the University's vision, mission, and the EPP's goals, the Conceptual Framework is rooted in six core values. These values form the foundation of our Quality Assurance Assessment System (QAAS) and undergo continuous evaluation by the EPP Undergraduate/Graduate Faculty Council to inform improvements.

The School of Education's Christian worldview is central to these core values, influencing and shaping the EPP's approach to education. The following are the six foundational core values of the EPP's Conceptual Framework:

1. **Knowledge of Content**
2. **Diverse Learning Environments**
3. **Instructional Methods**
4. **Assessment**
5. **Professional Growth**
6. **Professional Dispositions**

The core values of the EPP outline the essential knowledge and skills for teacher/educator candidates to positively impact student learning and the education community. These values, represented in the six Conceptual Framework concepts, form the basis of the EPP's Quality Assurance Assessment System (QAAS) and Key Assessments at both Initial and Advanced levels. The following questions guide the EPP's assessment:

1. How proficient are candidates in the required content knowledge for teaching or leadership roles?
2. Do candidates respect and understand diverse learners and their backgrounds?
3. Can candidates effectively use various instructional methods to enhance and impact student learning?
4. Do candidates understand and utilize assessment data for teaching and curriculum improvement?
5. Are candidates committed to continuous professional growth and learning?
6. Do candidates recognize the importance of professional dispositions and their impact on student learning? Can they reflect on their dispositions and understand how they affect student learning?

CAEP ACCOUNTABILITY MEASURES

This report identifies the CAEP Accountability Measure Report across three (3) licensure program tiers. Two (2) programs fall under **Initial Teacher Licensure: 1) Traditional Undergraduate Elementary Teacher Preparation Program** and **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 Program**, which leads to administrator licensure.

THREE REVIEWED PROGRAMS

<input type="checkbox"/>	<u>INITIAL TEACHER CERTIFICATION COMBINED OVERVIEW OF TRADITIONAL & ALTERNATE</u>	PAGE 3
1.	<u>INITIAL TRADITIONAL</u> ELEMENTARY TEACHER PREPARATION	PAGE 5
2.	<u>INITIAL ALTERNATE ROUTE</u> MASTER OF ARTS IN TEACHING - MAT	PAGE 9

ADVANCED PROGRAM

3.	<u>ADVANCED SCHOOL LEADERSHIP & ADMIN - SLA</u> – M.ED. & ED.S.	PAGE 13
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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. The 2024 Mississippi Impact Report Card is available by following the link below:

[MISSISSIPPI IMPACT REPORT CARD: TEACHER EDUCATION INITIAL AND ALTERNATE ROUTE PROGRAMS 2025](#)

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 <i>PROFICIENT & ADVANCED</i> LEVELS RESULTS FROM STATE REPORT CARD.	1ST YEAR OF TEACHING			
	41% BU - 42% STATE			
	2ND YEAR OF TEACHING			
37% BU - 44% STATE				
3RD YEAR OF TEACHING				
50% BU - 49% STATE				
	2020-2021	2021-2022	2022-2023	2023-2024
TIAI - % REPRESENTS AVERAGES AT THE SATISFACTORY PERFORMANCE LEVEL.	89.5%	85.6%	97%	89%
DISPOSITIONS -% REPRESENTS AVERAGES AT THE SUCCESSFUL TEACHING PRACTICE LEVEL.	90.7%	91.0%	99%	99%
*FORMER BU EPP IMPACT ON STUDENT LEARNING <i>CLINICAL INTERN IMPACT ON STUDENT LEARNING EVALUATION INSTRUMENT AND RUBRIC</i>	89.5%	85.6%	*	*
IMPACT ON STUDENT LEARNING - IOSL	*	*	*	2.85
Belhaven's first year of implementation was 2023-2024.				

*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.

* The Impact on Student Learning (IoSL) indicates candidate success by a performance level of two or higher, based on a scale of 0 – 3, as it aligns with MDE annual reporting.

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				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
• SATISFACTION OF EMPLOYERS	86%	96%	95%	94%
• SATISFACTION OF COMPLETERS	92%	80%	94%	92%

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				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
<ul style="list-style-type: none"> GRADUATION RATES (AFTER 4 YEARS) 	71%	70%	50%	80%
<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% *	100% *	100% *	100% *
<p>*The 100% pass rate each year is because Elementary Teacher Candidates in the Belhaven University School of Education are required to 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) 	<p style="text-align: center;">TITLE II REPORTS title-ii-pass-rate-summary-score.pdf</p>			

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

TABLE 4 TRADITIONAL INITIAL TEACHER PREPARATION

Measure 4: Employment Milestones			
	2020-2021	2021-2022	2022-2023
INDICATORS			
<ul style="list-style-type: none"> ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN TRAINED 	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%	*
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOL SYSTEM AFTER THE SECOND YEAR 	75%	N/A	*

*The latest Mississippi Impact Report Card is from 2024 and reports on the 2021-2022 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.



**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				
	2020-2021	2021-2022	2022-2023*	2023-2024*
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	20% / 32%	21% / 35%	36%/40%	*
2ND YEAR	30% / 35%	35% / 44%	41%/37%	*
3RD YEAR	29% /36%	53% / 46%	46%/50%	*
<ul style="list-style-type: none"> TIAI 	95.2%	82.6%	100%	*
<ul style="list-style-type: none"> DISPOSITIONS 	N/A	88.9%	100%	*
<ul style="list-style-type: none"> IOSL (IMPACT ON STUDENT LEARNING) 				2.43*
The first year that the state common Disposition Evaluation Rubric was implemented in the BU-EPP Alternate Route Program – 2021-2022.				

* The latest Mississippi Impact Report Card is from 2024 and reports on the 2022-2023 cohort data.

*The Impact on Student Learning (IoSL) indicates candidate success by a performance level of two or higher, based on a scale of 0 – 3, as it aligns with MDE annual reporting. 2023 – 2024 was the first year that BU TEPP implemented the IoSL assessment instrument.

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

TABLE 2 **TRADITIONAL INITIAL TEACHER PREPARATION**

MEASURE 2: SATISFACTION EMPLOYERS				
% indicates average percentages of those Agreeing or Strongly Agreeing				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
<ul style="list-style-type: none"> SATISFACTION OF EMPLOYERS 	96%	95%	95%	94%
<ul style="list-style-type: none"> SATISFACTION OF COMPLETERS 	80%	94%	94%	92%

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				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
<ul style="list-style-type: none"> GRADUATION RATES – NUMBER OF ALTERNATE ROUTE CANDIDATES COMPLETING THE FULL MASTER OF ARTS IN TEACHING DEGREE 	50%	54%	*	*
<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 	COVID Test Wavier Year	COVID Test Wavier Year	100%*	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 2024 and reports on the 2021-2022 cohort data.

**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			
	2020-2021	2021-2022	2022-2023
INDICATORS			
<ul style="list-style-type: none"> ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN TRAINED 	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%	*
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOLS AFTER THE SECOND YEAR 	75%	N/A	*

*The latest Mississippi Impact Report Card is from 2024 and reports on the 2021-2022 cohort data.



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. The Mississippi Impact Report Card is available by following the link below:

[MISSISSIPPI IMPACT REPORT CARD: EDUCATIONAL LEADERSHIP ADVANCED PROGRAMS 2025](#)

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				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
• WRITTEN DEFENSE**	3.42	3.44	3.50	3.14
• ORAL DEFENSE**	3.24	3.18	3.15	3.49
• COMMON STATE ASSESSMENT**	3.16	3.28	3.31	3.32
*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. 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.

*The advanced EPP review committee has become aware that candidate written defense papers have been declining in quality and is in the process of implementing methods to improve writing skills.

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				
	2020-2021	2021-2022	2022-2023	2023-2024
INDICATORS				
• SATISFACTION OF EMPLOYERS	M.ED. 100%	M.ED. 100%	*	*
	ED.S. 100%	ED.S. 100%	*	*
• SATISFACTION OF COMPLETERS	M.ED. 100%	M.ED. 98%	*	*
	ED.S. 100%	ED.S. 95%	*	*

* The latest Mississippi Impact Report Card is from 2024 and reports cohort data from the 2021-2022 academic year.

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				
	2020-2021	2021-2022	2022-2023	2023-2024
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 	COVID Test Wavier Year	COVID Test Wavier Year	100%*	86*
<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.</p> <p>* Graduates of the M.Ed. or Ed.S. School Leadership and Administration program must have completed the program with a B or higher letter grade. Administrator Candidates complete rigorous professional development on the seven NELP Standards and are required to demonstrate their proficiency through both a written and an oral defense before degree completion. Graduates of the program fulfill all MDE licensure requirements except for taking and passing the SLLA test. The SLLA test is not a requirement for program or degree completion. Upon passing the SLLA test, candidates are recommended by the TEPP for their Administrator Endorsement. However, a large percentage of the candidates, upon completing the School Leadership program, choose not to take the SLLA test. Out of 34 completers, only 6 took the test, with one retest in order to pass.</p>				

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			
	2020-2021	2021-2022	2022-2023
INDICATORS			
<ul style="list-style-type: none"> ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN TRAINED 	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%	*
<ul style="list-style-type: none"> RETAINED IN MS PUBLIC SCHOOL SYSTEM AFTER THE SECOND YEAR 	75%	85%	*

*The latest Mississippi Impact Report Card is from 2024 and reports on the 2021-2022 cohort data.