

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Advanced)

The ability of advanced completers to be hired in education positions for which they have been prepared is evaluated through data provided in the 2026 State of Mississippi Education Preparation Provider Impact Report Card. The results are based on employment data from the Mississippi Department of Employment Security.

Table: Educational Leadership completers in-state employment information for first year after graduating. (2022-2023 Cohort)

Program	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 ¹	%	Employed in MS in Other Educational Setting ¹	%	Employed in MS in Non-Educational Job ¹	%
Master	12	1	8.33	2	16.67	1	8.33	6	50.00	N<10	-	N<10	-	N<10	-
Specialist	14	0	0.00	0	0.00	6	42.86	5	35.71	N<10	-	N<10	-	N<10	-

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

Analysis of Results

Employment outcomes for Educational Leadership completers indicate that the majority of advanced program graduates secured positions in Mississippi public school systems during the first year following program completion. Among master’s-level completers,

the largest percentage were employees as Mississippi public school teachers (50.0%), while others obtained positions in administrative leadership roles or district-level instructional support positions. These outcomes suggest that graduates are successfully transitioning into positions aligned with their preparation, including both instructional and leadership pathways.

Specialist-level completers were most frequently employed in non-administrative support roles in Mississippi public schools in (42.9%), followed by teaching positions (35.7%). While fewer completers were employed directly in principal or superintendent roles during the first year after graduation, this outcome aligns with established leadership career trajectories, where individuals typically gain experiences in instructional or support roles prior to entering senior administrative positions.

Overall, the data indicate that completers of advanced Educational Leadership programs are employable in P–12 educational settings and are applying their preparation in roles that contribute to school operations, instructional improvement, and leadership development across Mississippi schools.