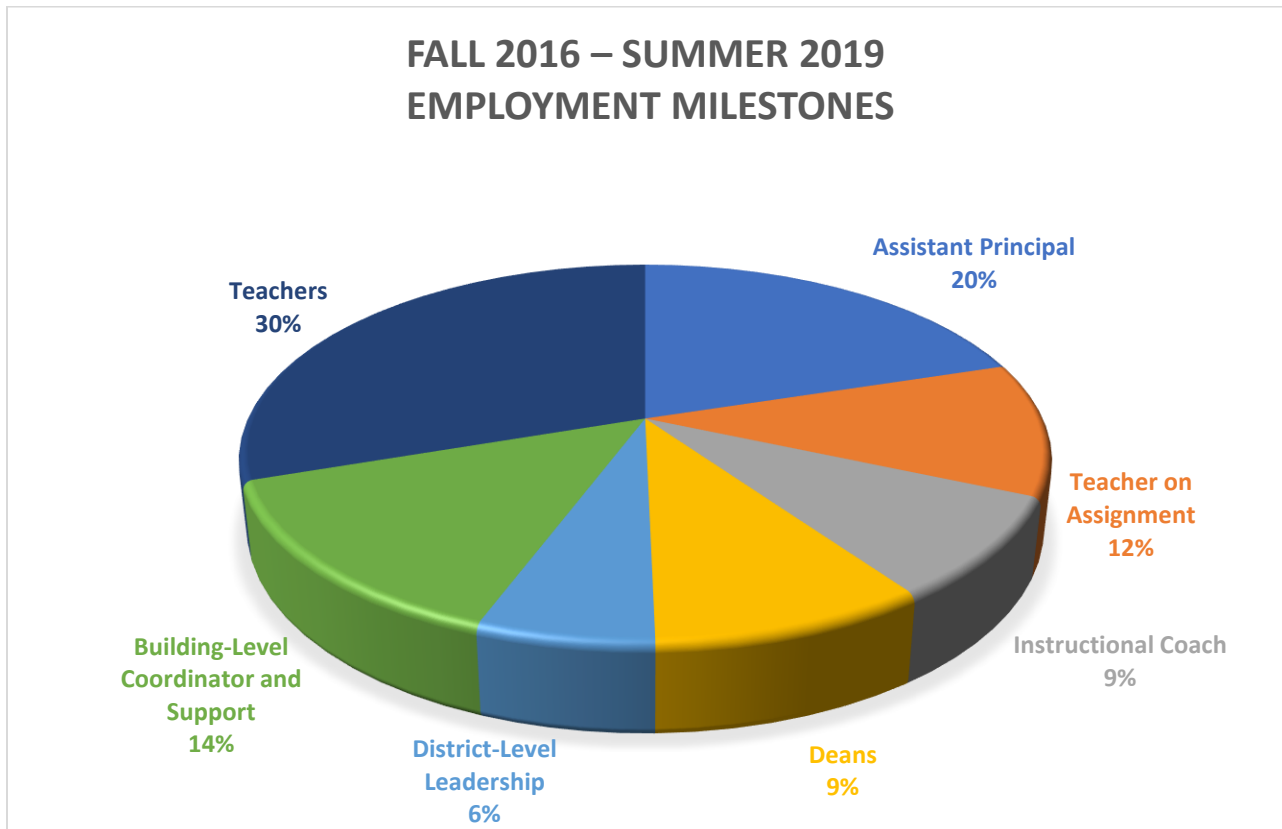


Masters in Educational Leadership Fall 2016 – Summer 2019 Employment Milestones

Of the 165 students, a total of 16 (9.7%) left K-12 education.

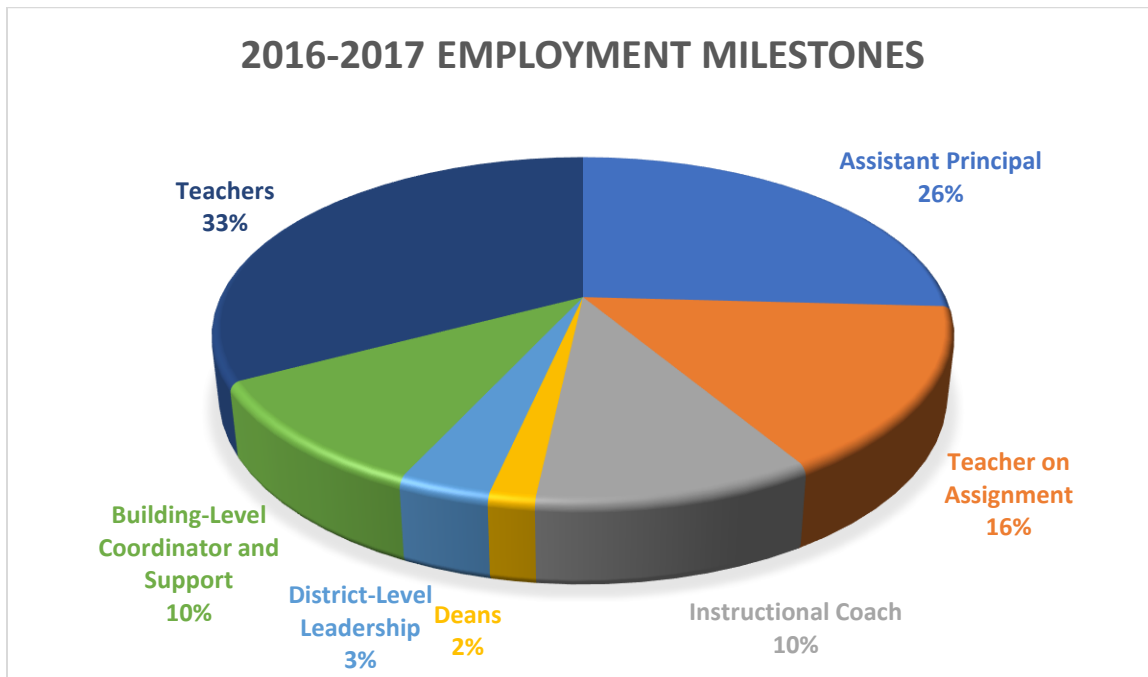


Role	Number
Assistant Principal	30
Teacher on Assignment	17
Instructional Coach	13
Deans	14
District-Level Leadership	9
Building-Level Coordinator or Support	21
Classroom Teachers	45

We are pleased with our overall results. As a whole, of our candidates who remained in K-12 education, **20%** of the candidates became assistant principals, which is considered to be the step before becoming a building principal. Additionally, **6%** of our candidates have become district-level leaders, which is another leadership pathway. We have **44%** of our candidates who are in leadership roles outside of the classroom at their buildings, either as coordinators, support leaders, deans, instructional coaches, or teachers on assignment. In these cases, all of these individuals could one day become school-based administrators. The remaining **30%** of our candidates remain in classroom teacher positions, but we feel confident that our program has enabled them to become even more effective classroom teachers from our leadership courses.

2016-2017 Employment Milestones

Of the 64 students, a total of 6 (9.4%) left K-12 education.

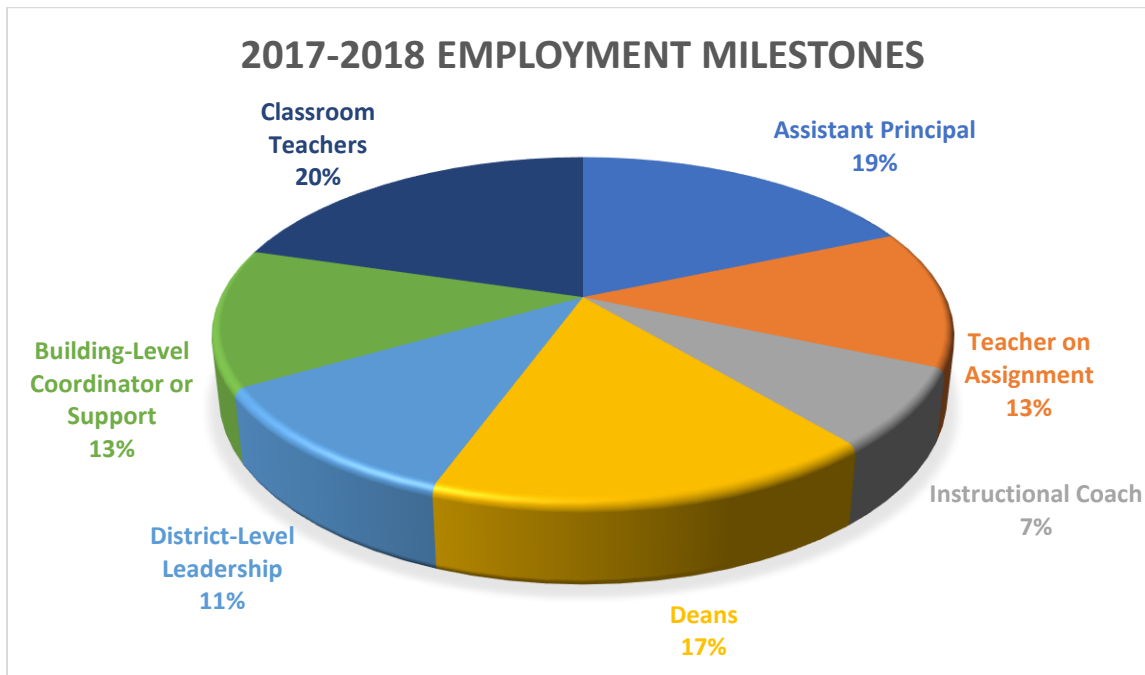


Role	Number
Assistant Principal	15
Teacher on Assignment	9
Instructional Coach	6
Deans	1
District-Level Leadership	2
Building-Level Coordinator or Support	6
Classroom Teachers	19

26% of the candidates became assistant principals, which is considered to be the step before becoming a building principal; this illustrates slightly more than 1 out of 4 candidates. We have **41%** of our candidates who are in leadership roles outside of the classroom at their buildings, either as coordinators, support leaders, deans, instructional coaches, or teachers on assignment. In these cases, all of these individuals could one day become school-based administrators. The remaining **33%** (one-third) of our candidates remain in classroom teacher positions, but we feel confident that our program has enabled them to become even more effective classroom teachers from our leadership courses.

2017-2018 Employment Milestones

Of the 62 students, a total of 8 (12.9%) left K-12 education.

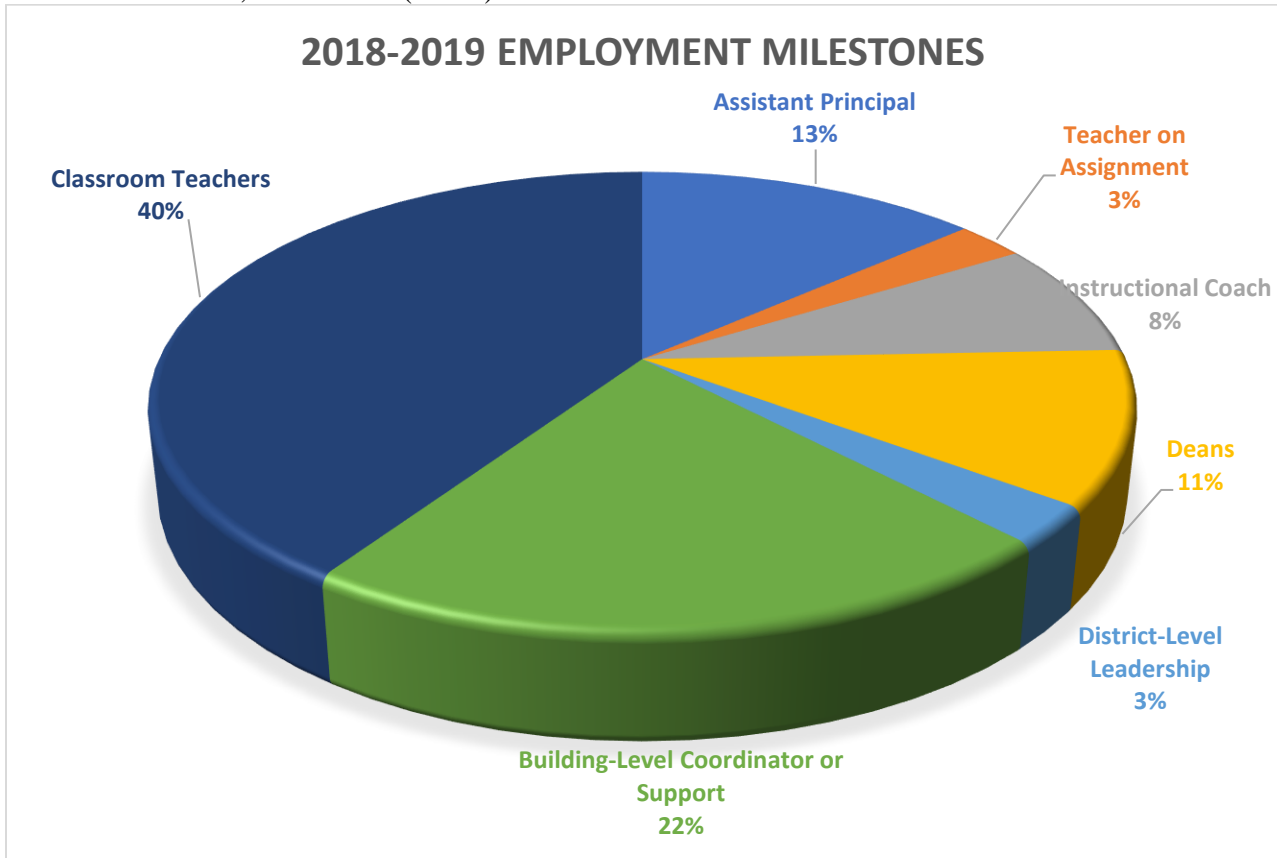


Role	Number
Assistant Principal	10
Teacher on Assignment	7
Instructional Coach	4
Deans	9
District-Level Leadership	6
Building-Level Coordinator or Support	7
Classroom Teachers	12

19% of the candidates became assistant principals, which is considered to be the step before becoming a building principal. We have **61%** of our candidates who are in leadership roles outside of the classroom at their buildings, either as coordinators, support leaders, deans, instructional coaches, or teachers on assignment. In these cases, all of these individuals could one day become school-based administrators. This is the largest amount of candidates that we have out of any year in quasi-leadership roles and positions. The remaining **20%** (one-fifth) of our candidates remain in classroom teacher positions, but we feel confident that our program has enabled them to become even more effective classroom teachers from our leadership courses.

2018-2019 Employment Milestones

Of the 39 students, a total of 2 (5.1%) left K-12 education.



Role	Number
Assistant Principal	5
Teacher on Assignment	1
Instructional Coach	3
Deans	4
District-Level Leadership	1
Building-Level Coordinator or Support	8
Classroom Teachers	15

The graduates of this cohort have been out of our program for 2-3 years, so this particular group is one that may not have necessarily moved into administrative roles yet, however, the amount of leaders that are moving into next-step positions such as deans and instructional coaches shows us that we have a pool of candidates that are likely to eventually move into administrative positions. **13%** of the candidates became assistant principals, which is considered to be the step before becoming a building principal. We expect this number to increase in the next few years. We have **47%** of our candidates who are in leadership roles outside of the classroom at their buildings, either as coordinators, support leaders, deans, instructional coaches, or teachers on assignment. In these cases, all of these individuals could one day become school-based administrators. This is the largest amount of candidates that we have out of any year in quasi-leadership roles and positions. The remaining **40%** (two-fifths) of our candidates remain in classroom teacher positions, however, some may still consider pursuing school administration in the future.