

Advanced Leadership Employment Data 2023-2025

Description:

This table provides a matrix of current employment categories for 2023-2025 completers of the advanced leadership programs: the Master of Arts in Educational Leadership (MAEL), Building-Level Administrator (BLA) licensure only, Educational Specialist (EdS), and Doctor of Education-Superintendent (EdD)

Building-Level Program (BLA/MAEL)	Cohort 14 (2025 Completers)	Cohort 13 (2024 Completers)	Cohort 12 (2023 Completers)
Total Number of Graduates	9	12	11
Licensed Administrative role	2	6	2
Supervisory/coaching role	1	2	3
Teaching/counseling role	6	4	6
Left education sector			
Unknown			

District-Level Program (EdS/EdD)	Cohort 3 (2025 Completers)	Cohort 2 (2024 Completers)	Cohort 1 (2023 Completers)
Total Number of Graduates	0	2	5
Licensed Administrative role		1	5
Supervisory/coaching role		1	
Teaching/counseling role			
Left education sector			
Unknown			

Analysis:

- All program graduates in the last three cohorts have retained employment in the K-12 educational sector.
- The number of completers has decreased over the last three cycles in both building-level and district-level leadership programs.
- 67% of completers from 2024 currently serve in an administrative or supervisory role (principal, assistant principal, dean, assistant director, team lead, etc.), whereas only 45% of 2023 completers and 33% of 2025 completers do.
- 100% of district-level completers are in administrative or supervisory roles.

Interpretation:

The retention of graduates in the educational sector indicates that the advanced program is helping educators develop leadership skills and the motivation necessary to remain in K-12

education despite the many challenges posed post-COVID and other factors. A significant number have already moved into the roles of school administrator, dean, or instructional coach – roles in which they must effectively exercise leadership.

A high percentage of completers in 2024 are already serving in leadership roles. This group entered during a year with a high number of district and school partnerships. It is possible that candidates entering that year were highly encouraged by school partners who had already identified them with strong leadership potential.

The number of completers has decreased over the last three years in district-level leadership programs. This is likely due to several factors. First, several charter school educators have elected to pursue the doctorate without licensure to be the superintendent of a public school corporation, as they never aspire to that role. Second, the completion of a rigorous, research-based dissertation-in-practice often delays program completion. For example, cohort 2 had one additional candidate who did not complete in the 2024 cycle and cohort 3 had one candidate who did not complete in the 2025 cycle, both due to research project delays.