



# 2025 CAEP Annual Accountability Measures Advanced Level Programs

September 1, 2023 – August 31, 2024

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## Measure 2. Satisfaction of Employers and Stakeholder Involvement Part 1

The following tables provide information on the ability of advanced level licensure program completers (MED & EDD) to be hired **and** retained within positions of school leadership (assistant principal, principal, district over time). This data is used to represent the satisfaction of employers. The data that is used is from graduate self-reported data that is tracked within the department. The data is explored by program completers across five years, (MED & EDD), gender, and ethnicity.

### Data Tables

The following tables provide information on the ability of advanced level licensure program completers (MED & EDD) to be hired and retained within positions of school leadership (intern, assistant principal, principal). The data tables show the completers that have been hired into a position of school/district leadership; and are currently employed in a position of school leadership. These data charts are used to demonstrate employer satisfaction.

### **Discussion**

In the MED and EDD program, for the current academic year, 2023 – 2024, 12 of the 25 (48%) completers were hired into positions of school leadership. Currently all 12 are still retained in those positions, Completion years 2023, 2022, 2021, and 2020 show the number and percentage of all completers hired into positions of school leadership upon, completion, within 1 – 2 years post completion, as well as 3 – 5 years post completion. This table also shows the number and percentage of completers that still remain in positions of school leadership. Of interest is the data showing that in three of the five years, the highest rates of hiring into school leadership comes during the program completion year. In two of the completion years, 2020, and 2023, years 1 – 2 following completion account for a similar number of hires into school leadership. This may be for a number of reasons, including position availability within districts during any given year. Prior to these data tables, it was expected that the hire rates in years 3 – 5 after completion would have a higher number or percentage that the data shows. Discussion on this issue indicated exploring additional support for program completers to maintain or renew leadership knowledge, skills, etc to help prepare to re-enter a competitive job market. Of the completers that did not retain their position in school leadership, 1 chose to return to the classroom after two years in school leadership, and the remaining number completed 1- 2 years of administrative internship and were not promoted to assistant or principal position. Discussion on this indicated a potential need for induction support for program completers active in administrative internships.

When looking at data by gender, rates of hire are very similar, differences between the two is noted in completion year rather than across five years. The retention rates for female completers is higher at 98% compared to 82% for males. Ethnic minority completers are hired at a higher rate upon completion as ethnic non minorities. The rate varies in year 1 – 2 considerably and in retention across five years (79EM % vs 98ENM %).

All data is shared with faculty; monthly and annually.



## Measure 2. Satisfaction of Employers and Stakeholder Involvement Part 2

Data represented below is from a **pilot** employer satisfaction survey administered in 2024-2025. The survey was piloted within one school district by principal supervisors and district leaders with knowledge of new school administrators' skills, knowledge, and dispositions. For this initial pilot survey, there was a 42% return rate for the survey. A limitations to the employer satisfaction survey may include a generalized perspective of all new school administrators nonspecific to EPP program.

The employer satisfaction survey included a four-point Likert scale ranging from not satisfied to very satisfied. There were a total of six questions, the survey was administered via online Qualtrics survey.

### Pilot Employer Satisfaction Survey

1. Response to administrator's ability to apply a professional disposition to stakeholder interactions	80% satisfied	20% very satisfied
2. Response to administrators' understanding of ethics, laws, and policies	20% somewhat satisfied	80% satisfied
3. Response to administrators' understanding and practice of professional standards	20% satisfied	80% very satisfied
4. Response to administrators' ability to use data to develop positive and supportive school environments	60% satisfied	40% very satisfied
5. Response to administrators' ability to perform the function of the job sufficiently	40% satisfied	60% very satisfied
6. Response to administrators' ability to work with diverse K12 students and families	80% satisfied	20% very satisfied

### Discussion

In all of the questions except one, the employer feedback response indicated 100% satisfaction rate for **satisfied** or **very satisfied**. However, this did leave room for differentiation between "satisfied" and "very satisfied" for areas of future improvement. The high indicators for **satisfied** were questions 1, 2, 4, and 6. Of interest, question 2, which indicated satisfaction with the administrators' knowledge of law and policies was the only question response on the survey that had a score lower than satisfied. The high indicators for **very satisfied** were questions 3 and 5. Overall, the survey response indicated **strong satisfaction** with new administrators' job performance for knowledge, skills, and dispositions.

Initial Pilot Survey will undergo revision in the 2025 - 2026 academic year to better target specific CAEP Standards and areas for continuous improvement within the EPP.

### Advisory Board

The EPP will institute a leadership preparation advisory board consisting of local school leaders at the school and district level, as well as Utah State Board of Education representatives to partner with the EPP to review program data and areas for ongoing program improvement. The first scheduled meeting will be held in September 2025.

## Measure 3. Candidate Competency at Completion

### Measure 3. Candidate Competency at Completion

The following tables provide information on the ability of advanced level licensure (MED and EDD) candidates to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. This data is shared across three years for all completers in the MED and EDD programs.

#### Data Tables

The following tables provide information on the ability of advanced level licensure (MED & EDD) completers to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. The table also includes an average overall Praxis 5412 score. In addition to meeting the minimum passing score for Praxis 5412, all candidates must complete all program requirements to receive licensure recommendation from the University of Utah, Educational Leadership and Policy Department to the Utah State Board of Education.

#### **Discussion**

In the MED and EDD program, 72 out of 73 completers reported a range of test scores from 150 – 187. The average scores by completer year are 170 for 2021 – 2022, 174 for 2022 – 2023, and 171 for 2023 – 2024. Over three years there is a slightly larger difference in average scores between male and female, with a 167 average for males and a 172 average for females. While the female overall average is the same as in 2023, the male average has decreased from a 170 in 2023 to a 167 in 2024. The gap between the overall test scores between ethnic non minorities (172) and ethnic minorities (170) decreased significantly. Of note, is that the completers from the ethnic minorities had a range of the lowest and the highest test scores overall. Of the total 73 completers over three years, 72 or 99% of completers took and passed the Praxis and were referred for licensure. As noted in the tables, one completers opted not to take the praxis, and/or seek school leadership licensure

Students self-report the test scores and provide the department with a copy of the ETS document. It is unknown if students take the test more than once to receive a passing score.

In comparison to data from the years 2021 – 2023, there are small differences in overall test scores. While the overall range of scores remained somewhat consistent, the low range remained the same and the high range increased. The average scores between genders increased with males scoring overall lower than females, while the average range across ethnicity decreased.

All data is shared with faculty; monthly and annually.



## Measure 4. Ability of Completers to be Hired in Positions for which they have been Prepared

### Measure 4. Ability of Completers to be hired in positions for which they have been prepared

The following tables provide information on the ability of advanced level licensure program completers (MED and EDD) to be hired into education positions for which they have been prepared. The data charts demonstrate the positions that completers were hired into a school leadership position: 1) internship upon completion, 2) assistant principal or principal upon completion, and 3) total (internship, assistant principal, principal) upon program completion. This data is specific to the current completer year (2023-2024) for the CAEP Annual report.

#### Data Tables

The following table provides information on the ability of advanced level licensure program completers (MED and EDD) to be hired into school leadership positions for which they have been prepared. The data charts represent program completers (MED and EDD) from the academic year 2023—2024 that have obtained a position in school leadership (internship; assistant principal or principal; and total number) upon graduation/completion. The data represented in these charts is specific to completer number counts and is not disaggregated by gender or ethnicity due to the >10.

#### **Discussion**

In the MED program, from the total number of 13 completers, 3 (23%) were hired directly into a school leadership internship position and an additional 2 (15%) were hired directly into a position of assistant principal or principal. The total number of school leadership positions that completers were hired into upon program graduation/completion are 5 (38%). In the EDD program, there were a total of twelve completers. Of those twelve completers, 2 (16%) were hired directly into the position of intern administrator upon graduation/program completion. And an additional 5 (42%) were hired directly into positions of assistant principal or principal. The total number of completers hired into positions of school leadership are 7 (58%).

The data from this year shows an interesting correlation between completers from the MED and EDD program. Although the completion numbers are similar (12 vs 13), the number of completers from the EDD cohort hired into positions of school leadership was higher (58% vs 38%). This may be attributed to overall years in education and positions held over time by those in the EDD program. Discussed also, was the prior year's comparison in which a substantially higher percentage of completers from the MED program were hired into school leadership positions. This leads to the question of leadership preparation and the unknown factors that might support increased placement levels across programs.

The overall percentage of those hired into school leadership positions upon program completion is slightly lower (48% vs 54%) from the prior year. This might reflect the overall number of positions that may be available annually in local area school districts. Currently, the state of Utah has considerably more applicants for school leadership positions than positions that are available. Data is also tracked by the EPP that supports an increasing number of completers hired over one – three years.

All data is shared with faculty; monthly and annually.

#### Measure 4. Ability of Completers to be hired in positions for which they have been prepared

The following tables provide information on the ability of advanced level licensure program completers (MED and EDD) to be hired into education positions for which they have been prepared. The data charts demonstrate the positions that completers were hired into a school leadership position: 1) internship upon completion, 2) assistant principal or principal upon completion, and 3) total (internship, assistant principal, principal) upon program completion. This data is specific to the current completer year (2023-2024) for the CAEP Annual report.

##### Advanced Level Program - by completion year 2024

<i>Completer Year</i>	Completers	Hired in a position of school leadership (internship position) upon graduation/completion		Hired in a position of school leadership (assistant principal or principal) upon graduation/completion		Total number of program completers hired into a position of school leadership (internship, assistant principal, principal) upon graduation/completion of program	
		Count	Count	%	Count	%	Count
<i>MED Fall 2023 – Summer 2024</i>	13	3	23%	2	15%	5	38%
<i>EDD Fall 2023 – Summer 2024</i>	12	2	17%	5	42%	7	58%
<i>Combined 2024</i>	25	5	20%	7	28%	12	48%