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AdvancED®
Engagement
Review Report
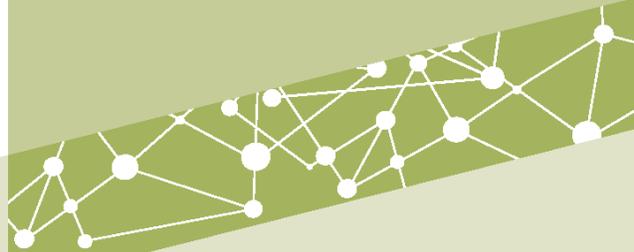
AdvancED®

AdvancED® Performance Accreditation

» **Results for:**

New Dimensions High School
4900 Old Pleasant Hill Road
Kissimmee, Florida 34759

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Member	1
Directors/Founders	2
Teachers	17
Support Staff	6
Students	22
Parents/Community	20
Total	**68**

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student

success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Exceeds Expectations

Continuous Improvement Journey Narrative

High performing schools sustain strengths while continuously adding/changing educational and operational initiatives, adding/changing facilities to meet the needs of attending students, and adapting services to meet the ever-changing social, emotional and physical needs of each student. For over 20 years, the founders/directors of New Dimensions High School in Kissimmee, Florida have implemented a successful project-based learning culture, continuously achieve an "A" grade, and boast of a 98% graduation rate. While being a small Title I school with essential staff, the founders/directors work tirelessly to set high standards, use resources focused on the school's purpose and improvement plan, train staff to reach capacity, and provide full support to each student so each one can achieve success. During interviews, it was stated that "this school runs like a well-oiled machine!"

To collect pertinent data, the school surveys stakeholders including parents, community, teachers, staff, and students. These data along with reliable and relevant student assessment data are collected regularly to inform all school decisions.

School climate data are reviewed to determine the satisfaction of customers and areas to consider improving. All results and actions to be taken are shared with the Charter Board, the school advisory committee, and staff at regularly scheduled meetings. This continuous improvement process includes a regular review of established objectives, updates or revisions as needed, and the addition of new objectives. The process is ongoing with multi-level communications between the founders, the Board, and all stakeholders.

Data involving identified needs to change facilities are planned to assure that available resources support the needs and that careful planning is done to assure the least interruption to students learning.

Vetting teachers to fill vacancies is critical to maintaining the established learning culture. New Dimensions High School offers the same salary scale as Osceola District Schools, a full benefit package, and supports individual professional development based on each teacher's needs.

Florida Department of Education, Florida State Curriculum Frameworks, Florida Standards Assessments, Florida Consortium of Public Schools, New Dimensions High School's Charter Application, Osceola District Schools, and Title I provide the majority of the policies and procedures that establish the operational and educational foundation for this honorable school. As changes occur from each of these entities, the founders/directors address them with precision and build all needed changes into their improvement process including communications regarding the changes to all stakeholders. The school deploys a systemic and systematic process that provides evidence of actions that demonstrate ongoing engagement in continuous improvement for student success.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Exceeds Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Exceeds Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that

monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations

Resource Capacity Standards		Rating
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Exceeds Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Exceeds Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**16**
Environments	**Rating**
Equitable Learning Environment	**2.73**
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.81
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.31
Learners are treated in a fair, clear and consistent manner	3.44
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.38
High Expectations Environment	**2.70**
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.81
Learners engage in activities and learning that are challenging but attainable	2.81
Learners demonstrate and/or are able to describe high quality work	2.25
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.81

eleot® Observations	
Total Number of eleot® Observations	**16**
Environments	**Rating**
Learners take responsibility for and are self-directed in their learning	2.81
Supportive Learning Environment	**3.06**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.12
Learners take risks in learning (without fear of negative feedback)	2.88
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.12
Learners demonstrate a congenial and supportive relationship with their teacher	3.12
Active Learning Environment	**2.78**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	2.38
Learners are actively engaged in the learning activities	3.06
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.69
Progress Monitoring and Feedback Environment	**2.39**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.81
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.94
Learners demonstrate and/or verbalize understanding of the lesson/content	3.06
Learners understand and/or are able to explain how their work is assessed	1.75
Well-Managed Learning Environment	**3.00**
Learners speak and interact respectfully with teacher(s) and each other	3.56
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.38
Learners transition smoothly and efficiently from one activity to another	2.00
Learners use class time purposefully with minimal wasted time or disruptions	3.06
Digital Learning Environment	**1.25**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.31
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.19
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.25

eleot® Narrative

Sixteen eleot® observations in various core and elective subjects revealed that learners have equal access to the learning and are treated in a fair and consistent manner. Most of the learning environments scored well. However, only some students observed were engaged in differentiated lessons as evidenced with an overall rating of 1.81.

Students were engaged in the lessons, activities and tasks assigned. They strived to meet high expectations by the level of their discussions, questions, answers, and feedback from teachers.

Within the majority of classrooms, students demonstrated a sense of community that is positive, cohesive, engaged and purposeful. It was evident that students are supported by their teachers, their peers and others to understand content and accomplish tasks. The students demonstrated a congenial and supportive relationship with their teacher and peers.

Engaged students followed clear and precise directions of assignments. Students carried out work in the classrooms acknowledging understanding of content. This was done primarily peer to peer or by the teacher questioning students. Monitoring of progress by "dip-sticking," feedback and student understanding of the assessment process was somewhat effective. This was determined primarily by the observer watching rather than questioning individual students.

Purposeful and respectful learning ranged from somewhat evident to very evident with the highest scores in respectful interaction. Most of the knowledge of rules and purpose was effective with smooth transitions being noted more often as not observed.

Students' use of digital devices was limited as evidenced with an overall rating of 1.25. The school adheres to the Technology Plan provided by Osceola District Schools and surveys their own school needs and desires to incorporate digital learning as relevant. At this time, most students observed were not using devices to enhance their learning.

Findings

The chart below provides an overview of the institution ratings across the three Domains.
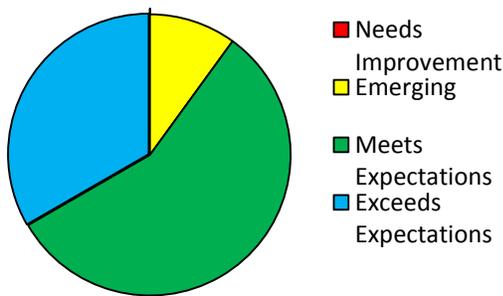
Rating	Number of Standards
Needs Improvement	0
Emerging	3
Meets Expectations	17
Exceeds Expectations	10

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
New Dimensions High School displays a purpose statement that was well developed at the writing of the original Charter Application, is reviewed regularly, and is supported with fidelity by all stakeholders – "it has withstood the test of time." (Standards 1.2, 1.8)

Primary Standard: 1.8

Evidence:
During interviews with stakeholders (teachers, staff, parents, community members, and founders/directors), there was evidence of strong support of the school's purpose and commitment to the diversity and individual needs of its students. Additional information to this regard was offered in the Continuous Improvement Presentation. The school's mission and vision are visible throughout the school and communicated daily during the morning announcements.

Powerful Practice #2
New Dimensions High School consistently produces evidence of highly effective learning and professional practice through its continuous achievement of an "A" school grade, maintaining high graduation rates (98%), striving to increase graduation rates (to 100%), and building on college and career readiness for all students.

Primary Standard: 1.3

Evidence:
Meeting minutes indicated that at preplanning staff review and commit to the school improvement plan objectives and timelines. During interviews and within the Continuous Improvement Presentation, it was revealed that all staff are dedicated to build a learning culture that supports increasing the school's graduation rate, increasing Memorandums of Understanding with other learning educational agencies, and increasing the Advance Placement test passing rates.

Powerful Practice #3
New Dimensions High School benefits from many strong, established governing authorities: Florida Department of Education, Florida Consortium of Public Charter Schools, Title I, Osceola District Schools, Title I, Charter Application, and Charter Board. (Standards 1.4, 1.5)

Primary Standard: 1.4

Evidence:
Leaders of all entities work in harmony to support the operation of a quality school. The founders/directors and stakeholders are focused on the school's mission "to provide learning that is participatory, involving hope, curiosity, and commitment so that action becomes a legitimate result of learning." Minutes from Board meetings verified policy review or change as needed. Evidence documented that the school gathers results from surveys collected from various stakeholders. Stakeholders interviewed verified that surveys are issued for various purposes, such as school climate, educational offerings, position on improvements, etc.

Powerful Practice #4
New Dimensions High School offers a unique mentoring program and Senior Success Initiative that supports each student's career planning and academic needs. (Standards 2.8, 2.9)

Primary Standard: 2.9

Evidence:
After interviewing a Mentor, it was evident how valuable the experience is for each student. Mentor opportunities are open to all students as described in a flyer available in the main office and as discussed in classrooms. The Senior Success Initiative is a scheduled course for all seniors. It is seen in the Master Schedule and was described in detail during the Continuous Improvement Presentation. Interviews with all stakeholders added information about the content and value to students.

Powerful Practice #5
New Dimensions High School dedicates all its resources to continuously improving student performance and organizational effectiveness. (Standards 3.6, 3.8)

Primary Standard: 3.8

Evidence:
During the Continuous Improvement Presentation, it was evident that the school's organizational effectives is a direct result of a dedicated focus on student growth, development and academic achievement for success at the next level. Interviews with stakeholders verified that dedication. Parents gave personal testimony of their child's experience. Observations of students engaged in learning also gave support to this dedication. Adding staff that provide student services and educational support were a result of dedicating resources to student success as well.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Develop and implement individualized lessons that differentiate instruction and that provide innovative, creative or technology use activity options. (Standards 2.1, 2.2, 3.5)

Primary Standard: 2.1

Evidence:
Interviews with founders/directors and teachers revealed that teachers received professional development on how to develop lessons to differentiate learning. During classroom observations, it was found that most students were engaged in teacher directed learning and completing like assignments. A few students were seen with individual work specific to their needs. Project-based learning is part of the Charter Application. Adding projects as part of the learning environment in more courses would offer innovation and creative experiences. While electronic devices were available, the majority of students were not expected to use them to enhance their group or individual work. Evidence provided included a technology plan.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	345.70

Conclusion Narrative

New Dimensions High School fully demonstrates the concept of continuous improvement from the moment they opened their doors August 1998 through the present. Student demographics changed; facilities expanded; social, emotional and physical needs of student services increased. And through all of these changes, the constant that remained was two very passionate and brilliant founders who are leading and running a wonderfully successful school. They personify the school's vision "to be an educational leader dedicated to excellence through commitment, collaboration, and community."

The school's purpose, vision, beliefs, and improvement plan objectives drive the use of resources. The current status of the school improvement plan was organized around five domains inspired by the 5 Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative

Teacher, and Ambitious Instruction and Learning. The school reviewed performance and early warning systems data to develop strategic goals and associated data targets (SMART goals). It then developed an implementation plan for its highest-priority goals, established targets to be reached, identified barriers, designed implementation and monitoring plans, and determined how to monitor progress. The comprehensive plan was established with student success as the priority.

Interviews with stakeholders confirmed that within New Dimensions High School exists a positive and safe learning culture. The school staff are dedicated to the student success. Tutoring is provided before, during and after school. Mentoring, both formal and informal, is provided to each child. Students emphasized that they feel respected and very safe while attending school. A plethora of after school sports, activities and clubs exist for expanding students' skills and interests.

All stakeholders interviewed confirmed their ability to provide both individual and general input though two-way communication and surveys. Parent organizations and school advisory committees expand their ability to offer leadership and opinions.

By increasing individualized lessons for students and adding innovation, creativity and technology to enhance activities within those lessons, New Dimensions High School will continue to improve its educational objectives and the success of each student.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Valerie Sommerville Lead Evaluator	Valerie Sommerville serves AdvancED as a Florida Trainer; as the current chair of the AdvancED Florida Council; as a Lead Evaluator, Associate Lead Evaluator or team member for system, school, corporate, ESA, digital, religious-based and early learning Engagement Reviews; and is a candidate to become a Lead Evaluator for system reviews. She conducts Readiness Visits for new applicant schools, systems, and corporations. She also has five years of experience providing training to Florida schools, systems and corporations on the AdvancED accreditation protocols including eleot® 2.0. Valerie serves as a team leader or member on the Council on Occupational Education's postsecondary school or college accreditation teams. Valerie holds a Master's in Education Degree from the University of Central Florida with nine additional credits qualifying for Vocational Director certification and a Bachelor's Degree in Home Economics with a minor in Mathematics from Montclair University, NJ. She has 44 years of educational experience teaching at an inner city middle school, a suburban high school, an adult special education program, and postsecondary continuing education. Her administrative positions with Orange County School District (FL) included serving as a district Senior Administrator and as an Assistant Director at two Orange Technical Colleges, Mid Florida Campus (Orlando) and Winter Garden Campus (Winter Garden).
Shannon Fusco	Shannon Fusco is the Assistant Principal of Curriculum for North Port High School in Sarasota County, Florida. She has worked in the Florida public school system for 29 years as a teacher, ESE staffing specialist, high school assistant principal and principal. Mrs. Fusco holds a BA in English, an MS in Specific Learning Disabilities, and a Specialist Degree in Educational Leadership. In her current role as APC she oversees data dissemination and designs and coordinates curriculum and professional development for North Port High School.
Seth Happel	Seth Happel is currently employed as an assistant principal at Baldwin Middle High School within the Duval County Public School System. In 2008, he graduated from Flagler College, St. Augustine, Florida with a Bachelor's Degree in Secondary Education. In 2015, Seth graduated from the University of West Florida, Pensacola, Florida with a Master's Degree in Educational Leadership and Administration.
Jacqueline Sera-Sirven	Jacqueline Sera-Sirven serves AdvancED as a Team Member. She has been conducting school visits for the past six years. Jacqueline holds a Bachelor's Degree in Criminal Justice from Florida International University, and before embarking in her career in education she was a Special Agent with the Florida Department of Law Enforcement for 11 years. She has a Master's Degree in Education from FIU and a Specialist Degree from Barry University in Educational Leadership. She has been a middle school ELA and Social Studies teacher for 12 years, and for the past 11 years she has been an assistant principal at Miami Community Charter School in Florida City, Florida.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.