



North Christian School

Parkersburg, West Virginia

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School Accreditation Engagement Review

104133

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia 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. Cognia 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.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia 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 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 Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia 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, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

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.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	1	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	2	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	1	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

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.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	1	EM:	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Improving
	EN:	4	IM:	4	RE:	3	SU:	1	EM:	2	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	3	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	4	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	2	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Initiating
	EN:	2	IM:	3	RE:	2	SU:	1	EM:	2	

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 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.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	
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.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	4	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	4	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
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.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	

Resource Capacity Standards										Rating
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.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	337.50	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its 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 its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified the following themes as part of North Christian School's continuous improvement journey. These areas of strength and opportunities for further action offer a guide as the school continues to refine its improvement journey. These themes emerged after team deliberation and analysis of a variety of evidence: the school's standards ratings in leadership, learning, and resource domains, artifacts provided by the school and on their website including teacher, parent, and student survey results, and interviews with leadership, students, parents, community members, support staff, and teachers.

The mission and vision of the school are deeply ingrained and supported throughout the day-to-day culture. The school's greatest strength lies in its commitment to its mission and vision. The mission statement states, "To develop strong Christ-like character and academic excellence in a safe Christian environment." All stakeholders demonstrate a deep commitment to the school, the core principles, and the statement of faith. In parent interviews and surveys, parents shared their belief that the leadership and teachers have created a school environment conducive to teaching the whole child. Parents wholeheartedly agree with the school's mission and vision. During the interview, parents shared the school's dedication to the mission and vision are the primary reasons for choosing the institution. By meeting the social, emotional, and spiritual needs of their children, parents are confident their children will be more successful as they navigate through their educational years. As this school only services children through fifth grade, parents felt the school would provide a strong foundation as they move on to middle school, which for most will be in a local public-school setting. The team suggests conducting a survey of those rising sixth-grade students and parents midway through their sixth-grade year. This survey could provide valuable feedback regarding student transition and academic preparedness.

From interviews and surveys, the team found complete buy-in of the staff, both teachers and support staff. Having such a small school community, the total commitment of the staff is instrumental in their success. Not only is the mission and vision the driving force of the staff, but the students are also well-versed and can recite the school's mission. Interviews with the students showcased their enthusiasm and genuine love for the school. They mentioned fun, family, and safe as ways to describe their school. When asked about something they would change, the only items mentioned were environmental like lighting and the need for additional cameras. Not known to the students, cameras were recently upgraded. Additional ones were added but are strategically located, so they are inconspicuous. The board members interviewed shared their support for the school's mission and vision as well. They are deeply committed to providing their expertise as liaisons between teachers,

parents, and administration. Three community members provided confirmation of the strong mission of the school. These stakeholders do not have students in the school, nor are they employed by the school. They are just involved and want to do all they can to support staff and students. It is the belief of the school that all stakeholders must be fully committed to making the experience at the institution the best it can possibly be.

The school's healthy culture and climate foster high levels of engagement from all stakeholders. During the review, it was evident to the team that a warm and welcoming school environment exists. This theme was supported by stakeholder interviews, surveys, the school's mission and vision statements, the school's website, and the student-initiated video tour of the school. School pride and dedication were evident in all stakeholder interviews. Parents are very involved in the life of the school. They shared that they have opportunities to volunteer in the classroom, with fundraising efforts, community service projects and events, chaperoning field trips, and donations of money and supplies. One mother shared she had never reached out to another parent and received a negative response. Being that she has had a child at the school for more than six years, she has requested assistance from quite a few parents. When asked if there was anything they could change, they only wished the school could continue past fifth grade. The parents indicated the comfort they experience, knowing their children are loved in a family atmosphere and being educated by fellow Christians, is greatly appreciated. When interviewing the community members, it became quickly apparent that these individuals are willing to do whatever is needed. One even offers to substitute for teachers if needed. These community members support the school by providing community service opportunities for the students. One gentleman, a retired chemist, visits the fourth- and fifth-grade classes and conducts science experiments on a regular basis. The teachers go above and beyond to provide the best educational experience possible. From the video tour, the team heard from teachers about their love for the school and students, as well as saw their inviting classrooms full of light, color, and excitement. When interviewing the students, they shared the multiple ways they are involved in their school. Each grade level completes a community service project each year. Most of these activities come from the students. They determine the need and a project to address the need. With their teacher, they devise and implement the plan. Some examples of their projects include helping at a local food kitchen, collecting shoes for at-risk children in the community, and raising money for supplies for a local maternity house. Students take turns leading chapel. There are also a variety of clubs and sports where students can get involved. Developing a student advisory council could be a great program addition to help students develop leadership skills. As the school continues to grow and evolve, the team suggests looking for additional avenues where all stakeholders can share their gifts to help spread their enthusiasm for the school and God. It will be important to continue to evaluate each program and activity to monitor their effectiveness and support of the school's mission and vision. The school is encouraged to use its stakeholders as cheerleaders in the community as they reach out to prospective parents, students, and volunteers.

The school provides supervision, evaluation, mentoring, and professional development opportunities that support and increase the staff's capacity to positively impact student learning. The summer before the school year begins, the administration analyzes survey results, standardized testing data, and grades to identify areas of need for the upcoming year. Professional development (PD) for the teacher workweek is planned. Each year, five to eight topics become the year's focus areas, some ongoing, some new. All teachers participate in all sessions upon returning to school. Following the PD and review of last year's student data, teachers develop their professional goals for the current year. In their plan, they choose three of the PD topics they feel should be their focus for the upcoming year. These plans include the why and how each of the topics will be incorporated into their instruction. Each teacher receives two observations each quarter. The evaluation looks at not only the school's required topics but specifically evaluates the teacher's

individual goals. This is a great way to personalize the observation/evaluation process for teachers. The school administrators are to be commended for providing very detailed feedback on observation forms, indicating a strong emphasis on improving classroom instruction and student achievement. Both formative and summative evaluations shared with the team were quite specific in providing commendations and recommendations for the teacher. Whenever an area of improvement was identified, the observer provided practical suggestions, resources the teacher should access to build capacity, and a timeline for follow-up observations.

New teachers are assigned a mentor to help ease the sometimes-overwhelming start of a new job. An extensive mentor checklist was shared with the team. This checklist provides guidance on topics to be covered with the new teacher. As new teachers, they are observed on a 30-60-90-day cycle. The team found this new teacher observation plan extremely beneficial to beginning teachers. Performing observations every 30 days for the first several months of school provides a wealth of feedback and support. New teachers and experienced teachers shared during interviews they often ask a peer to observe them if they are working on a new strategy or are experiencing difficulty. Being a small school, it was apparent teachers are comfortable and very supportive of each other. Moving forward, the team suggests formalizing and creating a digital observation form to provide easy access to results, thus producing longitudinal data to observe trends.

The curriculum currently implemented at the school is primarily dictated by textbook publishers rather than the desires and needs of the school and students. This dependency has resulted in numerous textbook changes over the past two to three years. The principal has developed a cycle for their curriculum review process. It is important to note that this process primarily focuses on the review of how the current textbook aligns with the West Virginia state standards. A recent addition to the staff was a curriculum and instruction specialist. Together with the principal, they have worked very hard to collect informal and formal data regarding the teachers' satisfaction of current textbooks. During the leadership interview, both the principal and curriculum specialist agreed the state standards are the minimum of what they want their students to accomplish. In the past three years, the school has switched math textbooks three times; first one publisher, then a second publisher, and finally back to the original publisher. When asked what data was used to make these changes, the answers ranged from "We did not care for the book" to "Test scores did not improve." While these are valid responses, the team was not shown any quantitative data to support these changes. From interviews and reviewed documents, the team concluded the school has the expertise and leadership to develop its own curriculum. This process could allow the staff to determine exactly what skills are needed to meet their vision and mission. Using their textbooks as a resource to meet their objectives could provide more flexibility while creating more opportunities to incorporate creativity, innovation, and problem-solving. The school currently has many community service projects, activities, and programs that could be additional resources with its curriculum.

Along with the current or newly developed curriculum, it will be important to develop metrics to assess the alignment of the curriculum to best practices, as well as metrics to check for effectiveness. Along with the metrics, it will be beneficial to create an in-depth data analysis plan to include quality academic data that drives the curriculum and supports the mission and vision. Professional development will be needed to obtain the necessary skills to be able to determine the impact of the curriculum and its alignment to best practices. The team suggests the school begin researching curriculums of similar schools and begin the process of creating a specialized curriculum. Having a unique curriculum could be the factor that sets the school apart from other local schools in the community.

While the school collects an abundance of informal and formal data, it lacks implementing effective analysis and longitudinal data. The school shared a wide variety of data with the team,

including stakeholder surveys, observations, standardized test data, teacher reflections, student work, and rubrics. While the team was able to infer many thoughts regarding the school's overall effectiveness, there were apparent gaps in the data and little evidence of how the data were used. In interviews, teachers shared that when they return to school in August, data were shared with them. They received data from past students and their incoming students. This information is used to develop student intervention plans for the upcoming year. Survey data from parents, teachers, and students do not appear to be discussed beyond the administrative team. The team learned from the school's overview presentation and interviews with members of the administrative team that the principal and curriculum specialist spend countless hours poring over the data. Professional development for the entire staff in the effective collection, analysis, and use of data could be very helpful and allow teachers the opportunity to be a part of the data analysis process. The team suggests using technology for surveys, observations, and grades to allow for quick consolidation of data. This process would then provide the longitudinal data the school is currently lacking. By performing a side-by-side comparison, trends could quickly be identified. Those trends could then lead to changes to enhance the current curriculum and programs. Anecdotal information will always be important and needed; however, a formal plan with specific processes for collection, analysis, and use of data will allow the school to provide concrete evidence of their effectiveness in educating the whole child.

The team would like to thank all stakeholders of North Christian School for their enthusiasm and engagement in the continuous improvement process. An abundance of evidence of the school's commitment and support of its mission and vision was evident. Stakeholders are dedicated and excited to provide an educational experience in a nurturing and safe environment while serving the community after the example of Jesus Christ. As a small school, it has relied heavily on informal processes in several instances and must now embark on a journey to apply the information found in this report and use the continuous improvement framework to develop formalized processes to ensure the sustainability and long-term effectiveness of its initiatives. It is evident that all stakeholders are well-equipped and excited to continue to grow as they educate the children in their care.

Next Steps

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 areas for improvement 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 the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Gail Crouse, Lead Evaluator	<p>Mrs. Gail Crouse is a graduate of Eastern Illinois University in 1984. Her teaching career began in Hanover County, Virginia, in 1985. Mrs. Crouse started her teaching career as a mathematics teacher at Stonewall Jackson Junior High School. After five years, Stonewall made the transition to a middle school. Being a part of the school's transition team was her catalyst for seeking other leadership responsibilities. During her time in the classroom, she served as team leader, mathematics department chair, school renewal/improvement coordinator, and cheerleading sponsor. In May of 1998, she received her master's degree from Virginia Commonwealth University. In the fall of 1998, she accepted the position of senior teacher, a position unique to Hanover County. Senior teachers teach two to three classes while performing administrative duties when not in the classroom. Once she retired in June of 2015, she began working with Cognia serving as a team member, Lead Evaluator on engagement review visits, as well as a report reviewer and content coach.</p>
Lori Byre	<p>Upper School Principal, Trinity Christian School of Fairfax</p>
Michael Dewey	<p>Head of School, Evergreen Christian School</p>

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