VISITING TEAM REPORT

Morrison Academy

Taichung, Taiwan

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March 07, 2021 - March 12, 2021

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School's Demographics

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	Information
School Name	Morrison Academy
Address 1	216 Si Ping Road
City	Taichung
Country	Taiwan ROC
Postal Code	40679
Phone	886-4-2297-3927 Ext. 101
Head of School	Mr. Tim McGill
Contact Information	mcgillt@mca.org.tw
Dual accreditation	WASC
School Website	mca.org.tw
Grades Accredited	K-12
Enrollment in accredited grades	982

Introduction to the Visiting Team Report

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. It requires a strong, pervasive, and continuous commitment as well as a demonstrated capacity to maintain quality expectations as defined by the established standards. Typically, accreditation stretches the organization and infuses change into it.

The process of accreditation involves three significant elements:

1. Intensive, program-wide, self-assessment, analysis, and improvement planning

2. External consultation, review, validation, and insights shared from a group of visiting colleagues

3. Ongoing accountability for improvement through annual reporting and reaccreditation

In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the standards of ACSI accreditation is required for the duration of the term of accreditation. A school is determined to be in compliance with a standard when all the critical indicators are shown to be met and the majority of other indicators are determined to be demonstrated at an acceptable level as well. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas (other than critical indicators) that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the continuous school improvement plan. Both the school's self-assessment and the visiting team's analysis are measured against the school's own mission, vision, and expected student outcomes as well as defined accreditation standards of the accrediting organizations by which the school has chosen to become accredited. In order to ensure consistency from one school to another, rubrics have been developed to describe what compliance looks like for each indicator of each standard. Commendations and recommendations are developed when aspects of the school are either above or below the expected level of compliance for each of the indicators. Both the school and the visiting team use the ratings on the rubrics in order to identify what commendations and recommendations are most appropriate.

Report Components

The visiting team describes the school by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, and other pertinent data in order to help the reader understand the context of the school during the time of the team's visit.

Also discussed are any significant changes that the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the visiting team assesses whether the major recommendations have been completed or should continue to be addressed in the current cycle of accreditation. If the school is in its initial accreditation, this section may be marked N/A.

In a REACH accreditation report, a number of indicators are identified as critical because they are considered of utmost importance. A visit should not occur unless all the critical indicators are met and the vast majority of other indicators are also in compliance. If a school finds that it cannot meet one of the critical indicators, the consultant and school may work together to request an exception. Upon completion of the visit, the visiting team briefly comments on the compliance of the school to the critical indicators, specifically mentioning any that were not fully met.

After the visiting team has completed its analysis, the most significant commendations and recommendations are selected as Major Commendations and Major Recommendations. **Major Commendations** are areas in which the school excels beyond other schools of similar size, resources, or make-up. These are areas which have likely contributed to increased student achievement or other identified expected student outcomes. **Major Recommendations** are areas which need to improve for the school to fully meet compliance in some area, based on the rubrics provided. These become priorities for the school to accomplish in a timely fashion. Progress on these recommendations will need to be addressed in the annual reports sent to the regional offices of ACSI. Major recommendations are expected to be incorporated into the school's improvement plan. These major recommendations may be a combination of several indicators or certain aspects of indicators. They may also come from only one aspect of an indicator when the indicator otherwise appears to be in compliance.

Recommendations and commendations that do not rise to the level of majors are important for the school to address during the period of accreditation. However, they are not considered as pressing as the majors. The school is encouraged to evaluate them and decide within each department which ones should receive attention, and in what order. There is no requirement to report on these in the annual reports or mid-term reports.

The REACH process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

WASC

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), a world-renowned accrediting association and one of the six regional accrediting agencies in the United States, works closely with the Office of Overseas Schools under the U.S. Department of State. ACS WASC provides assistance to schools worldwide, primarily in California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe.

The Accrediting Commission for Schools, WASC, extends its services to over 4,600 public, independent, church-related, and proprietary pre-K–12 and adult schools, works with 18 associations in joint accreditation processes, and collaborates with other organizations such as the California Department of Education (CDE). CDE has collaborated with ACS WASC in order to align the accreditation process with the planning process for California public schools required by state and federal statues in the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan; the *ACS WASC/CDE Focus on Learning (FOL) Joint Process Guide* is the collaborative process that helps schools identify and implement school improvement needs and supports accountability. Another example is the partnership with the University of California regarding the a-g course requirements.

The ACS WASC Commission is composed of 32 representatives from the educational organizations that it serves; this includes representatives from the Association of California School Administrators, California Department of Education, California School Boards Association, California Charter Schools, California Teachers Association, California Federation of Teachers, East Asia Regional Council of Schools, Hawaii State Department of Education, National Lutheran School Accreditation, Pacific Union Conference of Seventh-day Adventists, and the Western Catholic Educational Association.

The philosophy of the Accrediting Commission for Schools centers upon three beliefs: (1) a school's goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means *We Are Student-Centered*.

Self-Study Committees

Self-Study Committees

	Committee Name	Committee Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
Steering Committee	Steering	Tim McGill	Missy Basnett	Crista Blackhurst					
Committee #1	Standard 1	Jeff Sheppard	Ann Lo	Kristen Montgomery	Sunnie Gulliver	Kelli Dingus	Joshua Warren	James Taylor	Allen Messimer
Committee #2	Standard 2	Andrew Egeler	Susanna Myburgh	Brian VanderHaak	Scott Finch	Andy Wu	Matt Sawatzky	Julie Heinsman	Jason Gregg
Committee #3	Standard 3	Rachel Sawatzky	Paul Cablish	Grace Chiou	Terry McGill	Annie Huang	Yun-Ping Liu	Beth Eckstein	Morgan Everett
Committee #4	Standard 4	Jenny Griffin	Cameron Klump	Becca Cablish	Terri Payk	Alicia Edwards	Clive Hsu	Rhoni Yang	Keturah Nipper
Committee #5	Standard 5	Rebecca Owens	Alice Wang	Adrienne Reugg	Daniel Nipper	Darren Lu	Larry Dilley	Christina Stowers	Kate Shaffner
Committee #6	Standard 6	Ryan Jacobi	Darren Portell	Doug Bradburn	Michael Chan	Matt Newkirk	Bertina Lin	Laura Joubert	Kaylee Nipper
Committee #7	Standard 7	Michael Belch	Zac Sawyer	Nelson Leung	Jason Roloff	Darryl Owens	Shelly Fusca	Melonie Tam	Nathan Owen
Committee #8	Standard 8	Tim McGill	Missy Basnett	Crista Blackhurst					
Committee #9	Surveys/Assessment	Cathleen Lin	Nick Su	Peggy Wan	Lori Lawson	Jeff Jones	Sigrid Skaggs	Wade West	

ACSI REACH Standards

Standard 1 - PHILOSOPHY AND FOUNDATIONS The school has developed written statements of philosophy, vision, mission, core values, and schoolwide expected student outcomes, as well as a statement of faith. These statements are well defined, systematically reviewed and broadly implemented throughout the school. They outline the school's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

Standard 2 - GOVERNANCE AND EXECUTIVE LEADERSHIP The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

Standard 3 - HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

Standard 4 - PERSONNEL The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

Standard 5 - INSTRUCTIONAL PROGRAM AND RESOURCES The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to student, staff, and parents.

Standard 6 - STUDENT CARE Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular Crisis Planning drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

Standard 7 - CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

Standard 8 - SCHOOL IMPROVEMENT The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school's philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability. The CSIP should reflect major goals determined as priorities through the self-study process.

Introduction to the Visit

The accreditation team visit to Morrison Academy, Taiwan, was conducted March 7 - 12, 2021, by an eight-person team comprised of representatives of the Association of Christian Schools, International (ACSI) and the Western Association of Schools and Colleges (WASC). A representative of ACSI chaired the visit; one of the WASC team members served as co-chair. The visit was conducted remotely due to the coronavirus (COVID-19) pandemic and related travel restrictions. This adjustment was approved in advance by both ACSI and WASC.

During the visit, the team used information and evidence provided by the school through the self-study and accompanying documents, as well as interviews, observations, and other strategies to assess the school's compliance with accreditation standards, attainment of schoolwide learning results, alignment of program and services to the school's mission and philosophy, and commitment to continuous school improvement. School staff members used video cameras to take the team members remotely into classrooms for observations on all three campuses. This report will communicate the essential elements of the team's observations and conclusions.

Morrison Academy was first accredited by WASC in 1977 and added ACSI accreditation in the mid-1980s. The last full visit was in 2015, and a mid-term visit was conducted by representatives of ACSI and WASC in 2018. The Taiwan government's approval for the school requires that only students with a foreign (non-Taiwan) passport can attend the school. Morrison Academy offers boarding, and the boarding program is accredited with ACSI. The boarding accreditation is separate and not included in this visit.

Morrison Academy is owned and operated by Morrison Christian Association, which is registered as a non-profit corporation in New Jersey, USA, and Taiwan. Four missionary organizations (International Mission Board of the Southern Baptist Convention, One Mission Society, The Evangelical Alliance Mission, and WorldVenture) are members of the association.

Significant Changes

The school has added two high schools to its system since the last accreditation visit. In 2016, Morrison Academy Taipei (MAT) added tenth grade. Grade 11 was added in 2019, and MAT moved to a new campus in December of 2019 in order to be able to serve the full range of grades, K-12. The class of 2021 will be the first graduating class from the new Taipei campus. Morrison Academy Kaohsiung (MAK) added 12th grade in 2016. The expansion of grade levels has coincided with increased human resources and personnel to appropriately serve the students. Though there is boarding available at the Taichung campus, there has been diminished need due to the three campuses offering the full range of grades.

The long-serving superintendent will transition to retirement at the end of 2020-2021 school year. A two-year plan of succession has been ongoing, and the next superintendent is an internal promotion leading to enhanced continuity through the transition especially related to the continued emphasis on school improvement plan (SIP) priorities. The transition process continues the tradition and the school's self-identified strength of, "strong capable leaders at all campuses who are in touch with the needs of the constituents."

Coronavirus (COVID-19) has had a limited impact on Morrison Academy. From March of 2020, the school has had a total of only four weeks of online learning. Three years ago, the Board of Trustees adopted a readiness policy so the school would be prepared if there was ever a situation or crisis where classes could not continue on campus. As a result, the school was able to quickly transition to online learning. The policy requires an annual practice day, but this was cancelled for 2020-2021 due to the readiness of all campuses. Taiwan has strict protocols in place to contain the virus, especially related to entering and exiting the country.

Response to Major Recommendations (for reaccreditations)

1. That the administration and faculty of each campus explore how to enhance the connections between students and godly mentors, resulting in a more significant whole person impact on students.

The school reports that this is complete. The campus has explored ways to make the desired connections between students and godly mentors. The school has developed a framework for each student to be known by an adult through the advisory program. Moving forward, Morrison Academy has further goals to build on this work which will be addressed in this report. The visiting team believes, however, that the school has fulfilled the recommendation through the exploration work and implementation of advisory.

Team assessment: Complete.

2. That the administration and faculty create a climate of innovation that embeds service, experiential learning, and technology integration into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.

The school reports that this is complete. Evidence supports this, as service, experiential learning, and technology are integrated into the curriculum. The Taipei campus has added a makerspace, and the Creation Station serves the elementary and middle school students in the Taichung campus. The Kaohsiung campus' Creation Lab includes 3D printers and a laser. Students are able to screen print t-shirts, build robots, code, build circuits and more. The Kaohsiung campus also has a media lab and the Tinker Lab for elementary student projects.

Team assessment: Complete.

3. That the administration and faculty continue to strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.

The school reports that this is complete. The school has fully implemented standards-based grading practices. Professional learning has placed a heavy emphasis on standards-based education in order to support faculty in the transition to the standard-based approach. A grading handbook explains this practice to parents and others who are more accustomed to letter and/or numerical grades. Through Powerschool and MasteryConnect, students, parents, and other stakeholders can see real-time formative and summative assessment results.

Team assessment: Complete.

4. That the administration expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.

The school reports that this recommendation continues to be in progress. In the self-study, the school reports that teachers need to be better trained and equipped to analyze data, especially at the classroom level for monitoring of student progress. The visiting team has made a new major recommendation regarding analysis and use of data to inform learning goals and school improvement efforts.

Team assessment: In progress.

Summary Assessment of Compliance to Critical Indicators

The team identified three critical indicators that are partially compliant.

The visiting team identified concerns with indicators 5.1, 5.2, and 5.3, all related to curriculum guides. As the concerns relate to the curriculum guides, only **indicator 5.2** was rated at partial compliance, even though, without complete curriculum guides/maps, there are gaps in full compliance for indicators 5.1 and 5.3. Curriculum guides are inconsistent and do not have all of the required elements for all subjects. The visiting team located curriculum documents in multiple locations, suggesting the documents may not be readily accessible to all faculty. The visiting team was unable to verify that the instructional program is curriculum driven.

Though the school administers standardized tests and other measures, the visiting team was unable to verify analysis of survey, test and other data as listed in indicator **5.7**. The evidence provided to the team tallied counts and responses but did not demonstrate the next step of more complex analysis and decision-making to improve student learning and inform school improvement efforts. Further, the visiting team did not find evidence that all expected student outcomes (Vision for Our Learners), both academic and non-academic, are assessed by multiple measures over time, indicator **5.6**.

All other critical indicators are at the compliance level or higher.

School Profile Review

Historical Overview

Morrison Academy opened in Taichung in 1952, with five students as a direct result of missionaries needing an American school, based strongly on Christian values and principles. In the school's second year, the Taiwan Missionary Fellowship rented a mansion for the larger student body of 35 students which included boarding students. The school was named Morrison Academy in honor of Robert Morrison, the first "modern" missionary to China. The Taichung campus moved to a larger location in 1957 and moved again in 1972 to its present location.

In 1961, the Bethany Christian School (K-6) was established independently in Taipei by several mission organizations. It joined the Morrison system in 1967, taking the name Morrison Academy - Bethany Campus. Grades 7 - 9 were added later. In January 2020, a new Taipei campus was opened in Linkou in order to add grades 10-12. The first grade 12 class will graduate in 2021.

When the U.S. Department of Defense school closed in 1974, the Kaohsiung campus was established for grades K-8 on the outskirts of Kaohsiung. A new campus was built in 1976. In the fall of 2000, the school moved to a newly built state-of-the-art campus and added grade nine. By 2015, grades 10-12 were added. The first senior class graduated in June 2016.

Several satellite schools have been established by Morrison Academy over the years in order to meet the needs of missionary families in non-major cities. Satellite campuses have opened and closed in Taitung, Chiayi (reopened in 2018 for a third time, continues to the present), Hsinchu (1974), Chungli (1988) and Yang Mei (closed in 2002). Policy is that Morrison will consider establishing a satellite school upon written request from the missionary community if there are at least seven students, including four missionary kids, in grades K-8 in need of schooling. These small elementary schools have typically had two full-time teachers and about a dozen students. Satellite schools are closed after fulfilling the needs of the missionary community.

Morrison Academy first received WASC accreditation on June 24th, 1977. Morrison became an ACSI member in 1980 and was first accredited by ACSI in the mid-1980s. The satellite campuses have not been included in the school's accreditation because of their temporary nature. The current Chiayi satellite school is, therefore, not accredited, and is no longer listed on the school website.

Mission, Vision, and Future Goals

Jesus Christ, glorifying him, and fulfilling the Great Commission are at the core of why Morrison exists. The school's vision, mission and purpose clearly articulate the school's commitment to proclaim God's truth to the world while educating the whole person. Morrison's purpose, to glorify God by meeting the educational needs of the children of Christian missionaries throughout Taiwan, has historically been and currently is ensured through close partnership with the mission agencies.

Morrison's educational philosophy "is based on God's truth as revealed by the Holy Spirit in God's Word, the Bible, and in creation." To achieve this, Morrison's philosophy states that faculty must be born-again Christians who pursue a lifestyle based on biblical values. Biblical truth is woven throughout the curriculum and is embedded in instruction so that students learn Christlike character while developing academic understandings. Morrison Academy believes it is essential to partner with parents in the God-given responsibility of training their children; partnership with parents is one of the school's core values. The vision of Morrison Academy is that "every student will experience a quality, biblically-integrated education, so that each one will be equipped to impact the world dynamically for Christ."

Morrison Academy is well-poised to continue partnering with parents and mission agencies in providing a quality, biblically-integrated education. The school has experienced capable leadership, and finances are carefully stewarded. The school facilities are appropriate, and renovations and updates are scheduled for each campus on a cycle. The next planned renovation is the Taichung high school; plans are to construct new academic buildings and classrooms, and a fine arts auditorium. The visiting team believes that Morrison Academy leadership has the capacity and expertise to fulfill the future plans of the school, including the school's current plans as well as future goals such as those that may be a result of this visit.

Demographic Portrait

The campuses of Morrison Academy are on the island of Taiwan, located in East Asia off the southeastern coast of China. Taiwan is slightly smaller than the U.S. states of Maryland and Delaware combined, yet the total population is over 23 million people compared to these two states' combined populations of approximately 6.9 million. Taiwan is a well-developed, modern country, ranking highly in terms of political and civil liberties, education, health care, and overall development.

At the school's founding in 1952, the initial student body included five children of missionaries. Since then, Morrison Academy has grown to nearly 1,000 students on three campuses located in Taipei, Taichung, and Kaohsiung. Each campus offers kindergarten through grade twelve and has classrooms and offices, a library, auditorium/multi-purpose room, gym, music/art rooms, makerspaces, and soccer fields. The Taipei campus is new, having just opened to students in January 2020. This visit includes the substantial change visit for WASC relative to the new campus. The ACSI substantial change was completed previously.

Enrollment by Campus and Grade Level

As of Fall 2020	Taipei	Taichung	Kaohsiung	Totals
K-5	126	129	116	371
6-8	81	83	69	233
9-12	88	179	93	360
Total	295	391	278	**964**

As reported in the previous section, Morrison Academy's purpose is to meet the educational needs of the children of missionaries in Taiwan; about 20% of Morrison's students come from missionary homes. School ownership and governance reflects this commitment. Morrison Christian Association, a nonprofit organization of four mission agencies, owns and operates

Morrison Academy. However, the school does not limit enrollment to missionary students only; students who meet admissions requirements from various backgrounds may enroll. The one limitation comes from the Taiwan government, which allows only students with a foreign passport to be enrolled. Student enrollment by parent affiliation (2020/2021 data) is reported in the table below.

Student category by Parent Affiliation	Percentage	MKs by campus
Business	67%	
		Kaohsiung - 40 (14% of student body)
Missionary (MKs)	18%	**Taichung** - 72 (18% of student body)
		Taipei - 81 (27% of student body)
Christian Worker	2%	
Staff	13%	

The student body welcomes students of diverse national and ethnic backgrounds. Over 30 countries are represented in the student body. More than 60% of the students are United States' citizens. Percentages of students by ethnicity are summarized below:

Ethnicity	**Percentage** (due to rounding, total exceeds 100%)
Asian	75%
Caucasian	15%
Multiracial	10%
Other	Less than 1%

The Morrison Academy webpage describes the education offered as a "Christian-focused, Western style education". This aligns with the school's educational philosophy, vision, and core values, though "Western style" is not emphasized in the foundational statements. Almost all Morrison Academy graduates attend university in North America.

The educational program of Morrison Academy is supported by faculty, staff, and administration. Morrison is committed to hiring and retaining quality teaching staff who share Morrison's vision and mission. The faculty has an average of eight years of teaching experience. Their commitment to the ministry of Morrison Academy is evidenced by longevity: Forty-nine percent have been at Morrison Academy for five years or longer, and 25% have been at the school ten years or longer. Teachers teach within their area of certification, with the exception of some Bible teachers. More than half of the teachers (54%) have advanced degrees. Fifty-seven percent are females and forty-three percent are males. Morrison's student-to-staff ratio of 6.5:1 helps ensure the accessibility and availability of staff members to meet student needs.

Morrison Academy has intentionally identified and developed leaders within the school system. The team saw several examples of individuals who had been promoted from within or who were preparing to step into a new role, such as the principal-elect of the Taipei campus. In preparation for the retirement of the current superintendent at the end of the 2020/2021 academic year, the Board of Trustees was able to select one of these internal leaders to be the superintendent and announce that appointment two years prior to the transition. Mrs. Julie Heinsman, the principal of the Kaohsiung campus, will be the next superintendent of Morrison Academy. She has lived in Taiwan for nearly 40 years and has served in several roles over her tenure at the school. In its announcement of her appointment, the Board of Trustees highlighted her education, work experience, witness of her Christian character and charity, and "undeniable commitment" to Morrison's mission, vision, and core values.

In addition to the teaching faculty, each campus has staff positions including a general manager, administrative assistants, cashier, maintenance and custodial staff, gate/door security guards, and public relations (PR) manager. The Taichung campus has four boarding parents, a Director of Boarding, and food services staff to serve the boarding program.

Further, student services personnel support the educational mission and work directly with students. Positions at each campus include one or more guidance counselors, a part-time professional learning coach, learning specialists, English Language Learner (ELL) teacher(s), educational technology coordinator (ETC), a library/media specialist, and at least one library aide. All campuses have a part-time nurse on staff. The table below summarizes the number of students receiving special learning services by campus.

As of Fall 2020	Campus	# of Students	%
	Kaohsiung	24	13%
English language learners (ELL)	Taichung	19	9%
	Taipei	33	16%
	Kaohsiung	14	5%
Students with Specialized Learning Needs	Taichung	22	6%
	Taipei	10	3%

The school demographic information suggests that the school is positioned to achieve its goals and fulfill its purpose and vision.

Achievement of Academic Expected Student Outcomes

Morrison Academy reported on four externally-moderated standardized assessments that track student growth and development along with achievement of their academic Vision for Our Learners (VFOLs): effective communicator, critical and creative thinker, and lifelong learner.

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is an online assessment that is aligned to the Common Core standards. During 2016-2020, Morrison administered the MAP test to grades 1-10 students in reading, language usage, and mathematics. Externally, Morrison utilizes both US and East Asia Regional Council of Schools (EARCOS) MAP results as comparative standards. As is expected, the school results are significantly better than the US norms and exceed, or are comparable to, those of EARCOS schools. Internally, Morrison uses the MAP data to track overall academic growth of students with the expectation that MAP results each year will show a full year of growth in each cohort.

Scholastic Aptitude Test (SAT)

Examining the period from 2017 to 2020, Morrison students consistently achieve higher average point totals than US-based peers. The gap between these populations has increased from 180 points on average in 2017 to 237 points in 2019 (the last year for which scores were made available to the visiting team).

Advanced Placement (AP)

In all but one of the years between 2016-2019, 69-72% Morrison of students scored either a four or a five on the AP exams. The exceptional year, 2018, in which 59% of students scored either a four or a five is noted as having the fewest examination participants. During this period, at least 82% of students scored at a three or above. Excluding the outlier 2018 cohort increases this average to 92%. The team did not receive evidence of the population in AP subjects or of the ratio of examined to enrolled students in these classes.

Developmental Reading Assessment (DRA)

The DRA was administered at the beginning of the 2019-2020 school year to elementary students on all three campuses. The assessment showed that in all but one grade, at least 80% of Morrison students were reading at or above grade level. The exceptional cohort, grade three, identified 79% of students reading at or above grade level. At the beginning of the current school year, DRA results show a similar trend of overall strength with only cohort level exceptions in grade four at the Kaohsiung and Taipei campuses, and grade two at the Kaohsiung campus.

While Morrison's shared assessment data is evidence of a strong academic program, missing from the provided documentation was an indication of how these data are used to inform/improve instruction, pedagogy, or assessment. Additionally, the visiting team did not view evidence that demonstrated an explicit link between achievement in these areas and the school's expected student outcomes (VFOLs).

Achievement of Non-Academic Expected Student Outcomes

Morrison Academy has clearly articulated non-academic expected student outcomes in their Vision For Our Learners (VFOLs); these include Christ follower, moral and ethical citizen, and

wise and responsible steward. The school attempts to measure how well students are achieving these outcomes by conducting a number of surveys and assessments; data are collected and reviewed annually following the School-wide Appraisal Process.

Administered assessments include the Global Student Assessment (GSA), the fall survey, and the Campus Ethos survey. Twice each school year, students in grades 6 - 12 take the Global Student Assessment (GSA) which asks them to respond to a number of questions in four categories: worldview understanding, gospel understanding, integrated thinking, and gospel application. These data are analyzed by campus and across the Morrison system. The fall survey is given each year to students, staff, and parents, and includes several questions designed to assess how the school is doing in relation to the VFOLs. The Campus Ethos survey is completed annually by fifth, eighth and twelfth grade students.

Christ Follower

Morrison Academy utilizes the Global Student Assessment (GSA) as well as the fall survey and the Campus Ethos survey to collect data about student understandings, beliefs, and attitudes towards being a Christ follower.

Scores from the spring 2019 GSA administration indicate that 44% of students graduating in 2020 from the Taichung campus have a biblical worldview, which is higher than previous graduating classes. Additionally, there was a slight increase in the percentage of middle school students at the Taichung campus who display a biblical worldview. However, the scores for both the Kaohsiung and Taipei campuses show an overall decrease in the percentage of students with a biblical worldview. Across the Morrison system, the GSA indicates that fewer than 50% of students have a biblical worldview.

In the area of gospel understandings, all campuses have identified a disconnect between student understanding about what it means to be saved and what it means to profess belief and repentance. More students indicate they are saved than indicate they believe and have repented; they do not seem to understand these two items go hand-in-hand. Generally, a larger number of younger students identify themselves as believers but seem to question their salvation and beliefs as they get older.

Questions on the assessment also measure students' integrated thinking. While students across the Morrison system indicate they believe biblical claims and Christian teaching, the scores indicate they struggle to accept that truth exists.

Gospel application refers to a student's desire to be discipled and to make disciples. Though there does seem to be a general decrease in students' desire to be discipled and to make disciples, there are groups of students at both the Taichung and Kaohsiung campuses showing an increased desire in one or both of these areas. The scores on the Taipei campus in this area are low, but there is an increase in the number of students desiring to grow in the eighth and tenth grades.

The fall survey asks students to respond to a number of questions using a scale of one (needs significant improvement) to five (needs little or no improvement). Overall, when asked how well Morrison Academy helps them toward becoming a Christ follower, students gave the school a score of 3.74. Both teachers and parents rated the school higher in this area with the overall score from teachers at 3.88 and that of parents at 4.15. Forty-five per cent of students surveyed

indicated that the Morrison community and the experiences they have had at Morrison influenced their decision to be a Christ follower. Students identified activities and programs that most help them strengthen their faith. Middle school students at the Taipei and Kaohsiung campuses identified advisory as the most helpful while students at Taichung identified mission trips as the most helpful. High school students at Taichung and Kaohsiung identified mission trips as the most helpful while high school students at Taipei identified chapel as the most important in helping them grow spiritually.

2016-2021 Fall Survey Comparison:

I believe Jesus Christ is the Son of God and that He died to save me from my sins.

	2020-21	2019-20	2018-19	2017-18	2016-17
Yes	79%	76%	76%	75%	78%
No	8%	5%	6%	7%	5%
I'm not sure	13%	19%	18%	18%	16%

The Campus Ethos survey asks students in fifth, eighth and twelfth grade to indicate how much they agree or disagree with statements related to their beliefs and the influence of faith and scripture over their behaviors, attitudes, and thoughts. Seven questions are regularly tracked from year to year:

- I recognize who God is and the importance of the death and resurrection of Jesus Christ.
- I apply biblical principles and values to my life.
- I accept myself as a valued creation of God.
- I make ethical decisions based on the teachings of Jesus.
- I show respect for persons regardless of their differences (for example, age, race, culture, faith, and values).
- I demonstrate self-control in my attitude and behavior.
- I believe Jesus Christ is the Son of God and that He died to save me from my sins.

Moral and Ethical Citizens

Morrison uses the fall survey to measure how well students are meeting expectations for being moral and ethical citizens. Students rated Morrison's effectiveness in helping them grow into moral and ethical citizens at 3.96 out of 5.

Wise and Responsible Steward

Student growth in the area of being a wise and responsible steward is also assessed on the fall survey. Students rated the school's effectiveness in helping them become a wise and responsible steward at 3.81 out of five.

Other Assessments

The Senior Lifestyle survey is given to twelfth graders, which asks seniors questions related to their personal sleep, entertainment, health choices, and habits. In the past, students have

written reflections about their experiences and growth on mission trips. Recently, trips have been limited due to COVID-19. While Morrison conducts numerous assessments and surveys, the amount of data collected to track each of the school's VFOLs differs considerably. Multiple assessments and surveys with numerous questions are linked to the VFOL of Christ follower. However, minimal data were presented to the team as evidence of student progress towards being a moral and ethical citizen and a wise and responsible steward. This data collected is reviewed following the School-wide Appraisal Process and is made available to teachers and staff. Evidence of data showing the progress of elementary students on non-academic expected student outcomes (VFOLs) was not made available to the visiting team.

Standard 1 - Philosophy and Foundations

Indicator 1.1 (CI)

The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner. (C)

Compliance (C): The school has developed a statement of faith along with philosophy, mission, vision, core values, and schoolwide expected student outcome statements. The leadership of the school has developed a systematic review process for these statements, and feedback from stakeholders is considered when evaluating the statements.

Indicator 1.2

The school communicates its philosophy, mission, vision, and core values statements and schoolwide expected student outcomes to its constituents and community. (C)

Compliance (C): The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements regularly to its constituents and community for understanding and support. These foundational statements are communicated to each segment of its constituency through multiple means and methods.

Indicator 1.3 (CI)

The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum. (C)

Exceeds Compliance (EC): Stakeholders knowledgeably discuss the foundational documents and affirm the importance of the purpose of the school.

Indicator 1.4

The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

Exceeds Compliance (EC): All staff are committed to and consistently look for opportunities to advance the philosophy, mission, and vision of the school.

Indicator 1.5

From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

Compliance (C): The school demonstrates a commitment to the development of the whole child from a distinctly Christian perspective, focusing on the following: Spiritually - growth in Christ; Intellectually - instruction/learning - moving forward - for all the students; Physically - health, nutrition, and lifelong fitness; Socially/Emotionally - wholesome interactions.

Standard 1 Overview

Morrison Academy has a statement of faith (last updated 1964); statements of philosophy (2010), purpose (2019), and vision (2010); core values (2019); and expected student outcomes, called "Vision for Our Learners" (VFOL) (2017). The school reviews all but the statement of faith regularly and systematically according to an established schedule. The Board of Trustees and System Administrative Council (SAC) are responsible for this review, and constituent feedback is part of the review process. The statement of faith is delineated in the Articles of Incorporation, which specifies that the statement cannot be amended in any way. The members of Morrison Christian Association read and affirm the statement in their annual meeting.

The school's philosophy, mission, vision, core values and VFOL are communicated through various means including the school's comprehensive website, viewbook for prospective families, and campus signage. The website provides the foundational documents in English, Mandarin, and Korean. Many stakeholders evidence understanding and support of the school's mission, vision, philosophy, core values, and VFOL. The visiting team found that the foundational documents are consistently applied as integrative, coordinating, and examining devices throughout the school's programs, operations, and curriculum. Stakeholders are able to knowledgeably discuss the foundational documents and affirm the importance of the purpose of the school. Executive leadership, faculty, and staff are committed to advancing the philosophy, mission, and vision of the school, and all staff are committed to the school's vision, mission, and philosophy and seek to advance the mission, vision, and philosophy of the school.

The school demonstrates its commitment to the development of the whole person from a distinctly Christian perspective as they emphasize the spiritual, intellectual, physical, and emotional/social development of students. A broad range of activities promote learning in these areas. Assessments provide numerical results such as participation in service, student disciplinary referrals, and stakeholder perception of how well the VFOL is being fulfilled, though the visiting team was unable to verify effective analysis of the collected data for improving the effectiveness of the school's commitments.

Commendations

1. The statement of faith, mission, vision, philosophy, core values, and Vision for Our Learners (expected student outcomes) are communicated to school constituents and the community in three languages, which helps to ensure that parents and other stakeholders can understand and support the school's foundational commitments. (Indicators 1.2, 1.3)

The comprehensive school website clearly communicates the foundational information to parents, students, prospective families, and prospective employees. The foundational documents are provided on the school webpage in English, Chinese, and Korean. Campus signage including the lobby TVs further reinforce the school's values. Interviews with parents, students, and teachers' evidence that the stakeholders understand and support the school's values. (annual report; viewbook; website; interviews with faculty, parents, students)

Recommendations

1. Enhance assessment of the commitment to the development of the whole child from a distinctively Christian perspective to include analysis and interpretation of the raw data in order to develop the whole child from a distinctively Christian perspective. (Indicator 1.5)

The team confirmed that the school collects a large amount of data but was unable to verify that systematic analysis of the data is taking place. For example, evidence offered for Indicator 1.5 tracked impressive numbers of participants in service activities, though without context of whether it was required or voluntary. Principal referrals are one indicator of moral and ethical behavior, but they do not indicate positive moral and ethical behavior, only the absence of it. With the addition of analysis and interpretation to collection of data, the school will be able to discern the effectiveness of its programs and make data-informed decisions to improve, which will help Morrison Academy fulfil its commitment to the whole child. (VFOL campus data, interview with self-study Standard 1 team)

Adherence to the Standard

C (Compliant)

Standard 2 - Governance and Executive Leadership

Indicator 2.1

A governing body has been established, and its primary responsibilities include developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation and training. (C)

Compliance (C): The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers. The board regularly implements a systematic plan for self-evaluation and training.

Indicator 2.2 (CI)

The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

Compliance (C): The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership as evidenced in the signed statement of faith.

Indicator 2.3

The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)

Exceeds Compliance (EC): The annual written evaluation of the head of school is based on fulfillment of the job description, annual written objectives, compliance with the ongoing professional growth plan, and the value that the leader has brought to the organization. The head of school has provided input during the evaluation process, and the board meets personally with the head of school to review the evaluation. Evaluation is a positive experience, and it stimulates professional and organizational growth that is supported in the budget.

Indicator 2.4

Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency. (C)

Compliance (C): Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school. Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community. The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.

Indicator 2.5 (CI)

Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)

Exceeds Compliance (EC): The board and administrative staff regularly review and revise policies and procedures to reflect current needs and practice. Staff members refer to policies often to ensure consistency and to understand the application of the policies in the day-to-day life of the school.

Indicator 2.6 (CI)

Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

Compliance (C): An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

Indicator 2.7 (CI)

Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

Compliance (C): The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion

in financial decisions and operations. The school provides an annual financial report to its stakeholders.

Indicator 2.8

The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

Compliance (C): The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool. All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.

Indicator 2.9 (CI)

A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

Compliance (C): A review of finances is conducted in a timely fashion and at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Indicator 2.10

Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

Exceeds Compliance (EC): Just compensation packages for professional staff are sufficient to enable staff to remain in Christian school education as a career. Levels of just compensation are not a major factor in teacher retention.

Indicator 2.11 (CI)*

The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

Compliance (C): Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies including, but not limited to, the areas of employment practices, tax compliance, or other use of funding. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Standard 2 Overview

The board and executive leadership of Morrison Academy provide strong, Christ-centered leadership to the school that is founded upon and united by their alignment with the school's purpose, mission, and values. Additionally, in its governance capacity, the board works closely with the superintendent to ensure that the day-to-day operations of the school are conducted in alignment with well-established and documented policies and procedures. Morrison has an extensive, accessible, up-to-date, and mature online policy portal that demonstrates their commitment to implementing best practices in the schools. These policies are regularly reviewed and revised by the board and school leadership and are referenced often by the school staff and teachers in descriptions of practice and procedure.

Morrison's superintendent is annually evaluated by the entire board using a well-defined metric connected directly to the prerogatives and responsibilities of the role. This evaluation is conducted with input from the superintendent and leads to the development of annual goals, the achievement of which informs the result of the evaluation.

The school maintains a relationship in good standing with all required levels and departments of the government in Taiwan and overseas (as appropriate). These relationships include areas of employment, taxation, health and safety, and general finances. Evidence of compliance is available on the Morrison website.

Morrison's admissions policy ensures that the school only admits students whose educational and developmental needs can be effectively met. This policy mandates an evaluation during the admissions process, which identifies student needs. The data collected is used by academic staff to inform recommendations for admission. Morrison is aware of and communicates their limited capacity to support students with language and learning needs and works to meet these needs primarily for students directly in line with the school's mission and purpose (i.e. children of missionaries).

Morrison has the financial resources required to fulfil its mission, goals, and objectives. The school's finances are externally audited on an annual basis and managed with accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion. The yearly budget is complete, carefully constructed, and adheres to general accounting principles. The System Administrative Council (SAC), the Board of Trustees, and the Director of Finance all participate in budget construction, ensuring that it adequately supports educational and organizational goals and equips the school to make short- and long-term planning decisions.

Morrison has written, reviewed, and adequate compensation packages for both expatriate and national staff and teachers. While the salary ranges are, by the school's estimation, low-average relative to comparable positions in other Christian international schools, Morrison adds a robust benefits package (housing allowance, health benefits, travel allowance, tuition benefit, etc.) to the baseline salary to increase the overall remuneration.

Morrison indicates that they have established a "culture of relative transparency and open communication" and provide evidence of a robust policy and procedure framework that ensures integrity in decision making and limits potential conflicts of interest. Information is readily available on the website and provided to stakeholders via multiple means. However, the school also notes that this passive form of stakeholder communication needs improvement. School-

wide surveys of stakeholders and constituents at Morrison indicate that these groups are looking for increased opportunities to participate in determining the future directions of the school. Morrison has taken several steps since this need was identified to improve dialogic communication. These new strategies include open town hall meetings, Q&A sessions with school leadership groups, allocated time in weekly leadership meetings to hear and respond to concerns from staff, teachers, and/or parents.

Commendations

1. Morrison has a well-developed, regularly reviewed, and revised policy and procedures framework that ensures the programs it conducts are at a consistently high level across all campuses. (Indicators 2.1, 2.3, 2.5)

The school's comprehensive policy and procedure manual is available on the website for all constituents. This level of transparency assists in onboarding both new teachers and new families. It ensures that all stakeholders can play a role in maintaining the purpose and vision for the school. (self-study evidence; website; interviews with SAC, board, Director of Finance)

2. Morrison is financially stable and continues to invest in facilities and programs that promote the achievement of its purpose and VFOLs. (Indicator 2.7)

Morrison has a funding model that ensures expenses for the school are covered in full by the revenue generated through school fees. Effective stewardship of excess revenue has allowed them to invest in modern facilities and ongoing updates and enhancements to older buildings and campuses. Further, as a school focused on missionary students, the financial structure and HR expenses allow for generous fee reductions for families actively serving Taiwan's population. (self-study evidence; campus tours; board interview; Dir. of Finance interview)

Recommendations

1. **Develop, implement, and monitor a system of effective two-way communication between the leadership and the school employees and stakeholders to establish a beneficial culture of open and transparent dialogue. (Indicator 2.4)**

The SAC and Board of Directors have expressed a desire to respond to this identified area of weakness by increasing opportunities for open and transparent communication. While this process has already begun, a continued intentional development of a culture where this type of communication is normative will foster increased buy-in from stakeholders who represent the school and its mission in both the classrooms and the community. (self-study; interviews with SAC and board; survey data)

Adherence to the Standard

C (Compliant)

Standard 3 - Home and Community Relations and Student Services

Indicator 3.1 (CI)

Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, elementary, secondary). (C)

Exceeds Compliance (EC): Enrollment is more than sufficient to establish the viability of the school.

Indicator 3.2

The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C)

Compliance (C): The school conducts regular, comprehensive demographic assessments, and it has used some of its constituent responses in order to better fulfill its stated mission.

Indicator 3.3

The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)

Compliance (C): The length of the school day and year, including the number of instructional hours and days, complies with applicable laws.

Indicator 3.4

Regular, established, and effective two-way communication occurs between the school and its constituents. (C)

Exceeds Compliance (EC): A variety of regular, well-established, multidimensional, and effective means of communication using state-of-the-art technology occurs between the school and its constituents. Communications are designed to keep the community informed and to solicit input and feedback.

Indicator 3.5

The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

Compliance (C): The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation.

Indicator 3.6

The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (See Appendix E in the Standards Manual.) (C)

Compliance (C): The school systematically seeks input/feedback from parents, staff, and current and past students to provide information regarding the learning process. Surveys are distributed to constituents at least every three years. Results are analyzed for feedback regarding program satisfaction. EE programs systematically seek input/feedback from families, rather than current and past students, to provide information regarding the learning process using the survey and analysis process at least every three years.

Indicator 3.7 (CI)*

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

Exceeds Compliance (EC): The school intentionally goes beyond the statement to embrace the diversity of the school culture and make an impact for the kingdom of Christ.

Indicator 3.8

Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning. (E/S)

Compliance (C): Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course counseling along with college and career planning. The school has effective communication with families regarding all guidance services provided by the school.

Indicator 3.9

The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

Compliance (C): The process to identify and support students with learning differences is consistently applied. Needs are met in existing classrooms by most teachers. Some examples of differentiated lessons exist. Training in these areas is provided for teachers.

Indicator 3.10 (CI)

Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

Compliance (C): Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

Indicator 3.11

The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure. (C)

Compliance (C): The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure.

Standard 3 Overview

Morrison Academy continues a long-standing reputation in the community as a safe and nurturing place of strength in academics, relationships, and in the healthy development of the well-being of each student. Teachers care for students as their own children and ensure that learning is solid and secure. The students expressed an attitude of delight in learning and living together.

Guidance services are thorough in their deliberations in and out of classrooms and with all students. The teachers are highly rated as caring, kind, and helpful. The many changes in student issues are addressed and discussed in the middle school (MS) and high school (HS) advisory groups. A previous accreditation major recommendation to develop one to one mentoring resulted in the establishment of a task force in 2015/16. The task force determined that no mentoring program was needed in elementary classrooms as the homeroom teacher already fills this role. The word *mentoring* shifted to *advisory* and these effective groups, meeting weekly in MS and HS, became soundly established. HS guidance includes hours of college counseling and career planning as well as operating the monthly "café" for disseminating information on current topics for parents and students. More chaplains were

added to cover each elementary, middle school, and high school with the expansion at all campuses to include grade 12.

The learning support specialists over the three campuses carry heavy caseloads of students due to the current number of individualized learning plans (ILPs), plus the extra students that are monitored and may potentially have ILPs in the future. Teachers report scheduling problems across a wide range of grades, KG-12, with the more needy students requiring extra literacy and numeracy help. In keeping with the school policy that students with disabilities will be educated appropriately to meet the student's individual learning plan and overall educational needs, learning specialists expressed concern that their students may not be receiving equitable access to the learning help they individually need. Services by the learning specialist can vary from working with students directly in the regular classroom, pull-out services, and/or observing and consulting with the regular classroom teacher as set out in the ILP. A desire for professional learning training in differentiation is noted by some groups of teachers to better help their students at both ends of the learning continuum.

Student records are complete, organized, and current. They are stored at each campus. HS graduate records are transferred digitally to ACSI's international office. A written policy and plan are in place for the transfer of student records in the event of the closure of Morrison Academy. Sufficient students are maintained on the school roll to keep the campuses viable and sustainable in the immediate future. The percentages of missionary children are currently maintained to align with the stated purpose of the school. All required policies and laws for education are carefully followed, including USA instructional hours and days in the school year. The school culture of nondiscrimination is advocated and displayed at all levels and is evident in actions, relationships, meetings, events, and programs in the school. The intention is to go beyond the statement to raise awareness and to embrace cultural diversity while making an impact for the kingdom of Christ. Written policies including biblical principles are used for conflict resolution within the school community. The Peace Pursuit program has been completed by staff and is ready for parents and students.

Families expect a quality, comprehensive education, which the school delivers with rigor in a caring and loving environment. Communications between the school administration and parents include all-school notices and newsletters, which are regular, adequate, and written in the three major languages known by the parents. The school regularly seeks input from all the constituents of the community with many surveys. The Parent Advisory Council (PAC) has representatives from each grade and meets with the principals every month to discuss matters of concern to the parents. The representatives then pass on information to the other parents in the grade. On each campus, a broad range of physical and athletic opportunities are available to students, and these are often led or coached by physical education teachers and other staff volunteers. Students have access to many in-school clubs, sports, student councils, music, international schools sport and music exchanges, drama, worship team, Vida Nueva spiritual retreat weekends, mission trips, class activities, and events that are suitable for their age and ability. These reflect the spiritual, emotional, academic, and social needs of all students. Consistent with its stated philosophy, goals, and objectives, Morrison Academy provides a variety of athletic, social, cultural, and recreational activities for the healthy development of students. Families are also actively engaged in many of the diverse activities and events both within and outside the school campuses.

Commendations

1. School leadership values a strong activities program that provides diverse and varied opportunities by capable teachers to enable students to explore their giftings and skills. (Indicator 3.12)

Both students and staff look forward to the events and activities listed on the school calendar. Teachers are committed to see students grow in applying their skills in sporting activities in which they are interested. Teachers see their sponsorship of clubs as a grassroots way of expressing themselves and contributing to the school community. There is an expectation to help, and teachers like the freedom they have to invest in the lives of their students in many different ways. (school calendar; self-study; web page newsletters; interviews with parents, activities personnel, teachers, and students)

2. The school culture of nondiscrimination is displayed at all levels and is evident in actions, relationships, meetings, and programs in the school, allowing students to use their knowledge for inclusion of all. (Indicator 3.7)

Morrison Academy goes beyond the statement to embrace cultural diversity and make an impact for the Kingdom of Christ. Holidays, festivals, and different people groups are celebrated in school events. (school calendar; self-study; interviews with parents, staff, and students)

3. Important and regular communications between school and the community are provided in three languages promoting understanding, inclusivity, and parent involvement. (Indicator 3.4)

Parents appreciate that major school publications and newsletters are published in English, Mandarin, and Korean. The Parent Advisory Council functions as a place for parents to communicate with the principals and to discuss joys and difficulties. There is weekly media communication between administration and staff. Teacher and parent WhatsApp groups have frequent usage. (website; interviews with parents and staff)

Recommendations

1. Develop and implement a monitoring system for the management of the caseloads of the campus wide learning specialists in order for all students to receive equitable access to the curriculum. (Indicator 3.9)

The learning specialists are stretched by timetable constraints and the wide range of students with ILPs from KG to 12. Learning specialists express the concern that their students may not be receiving equitable access to the learning help they individually need. (interviews with learning specialists and parent; class observations)

2. Identify the needs for and provide appropriate professional learning in differentiation for classroom teachers in order to meet the learning needs of all students. (Indicator 3.9)

Groups of teachers identified the need for professional learning in differentiation to better help teachers help their students at both ends of the learning continuum. Appropriate professional

learning will enable teachers to support all students so that they can access the curriculum, reach their potential, and meet the expected student outcomes. (self-study; interviews with teachers and learning specialists; class observations)

Adherence to the Standard

C (Compliant)

Standard 4 - Personnel

Indicator 4.1 (CI)

Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (See *Guidelines for Outside Contracted Teachers or Instructors*.) (C)

Compliance (C): Every staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement.

Indicator 4.2 (CI)

The executive leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Examples include appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material. (C)

Compliance (C): Staff handbooks and staff training enable staff members to know and understand the ethical considerations of their respective positions.

Indicator 4.3 (CI)*

All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See the *EE Annual Staff Training Guidelines*.) (C)

Compliance (C): All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any staff have contact with students.

Indicator 4.4 (CI)

The K-12 head of school and all K-12 principal qualifications are demonstrated in one of the following ways:

1. The K-12 head of school and all K-12 principals hold ACSI administrative certification OR current state, national, or provincial administrative certification* plus Christian philosophy and Bible requirements (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.) Schools may

use a combination of ACSI certification and state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator.

OR

2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of the administration within that plan, with annual reporting to ACSI. See www.acsi.org/school_based_pd for more information. An approved SPD plan would enable the school to fulfill indicator 4.4 without submitting a Certification Spreadsheet. (E/S)

*Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.

Compliance (C): The head of school and all K-12 principals have current administrative certificates; OR the school has an approved SPD plan and is current on annual report of that plan.

Indicator 4.5 (CI)

All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions. (E/S)

Exceeds Compliance (EC): Many of the teaching staff hold advanced degrees, and they are encouraged and supported in their pursuit of graduate degrees.

Indicator 4.7

Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education. (E/S)

Compliance (C): Professional development for K-12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.

Indicator 4.8

Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

Compliance (C): There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

Indicator 4.9

Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)

Compliance (C): Executive leadership follows a clearly defined plan for ongoing evaluation of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by growth and professional development of the staff.

Indicator 4.10

The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)

Compliance (C): Instructional/Administration: Programs offered by the school are implemented smoothly. Sufficient staff members teaching within their area of preparation are present allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be completed in a timely fashion.

Indicator 4.11

Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)

Compliance (C): A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

Standard 4 Overview

Morrison Academy hires people who have made a personal commitment to follow Jesus Christ. Each new hire must endorse the school's statement of faith and the school's code of ethics/lifestyle statement. The staff at Morrison Academy provide a testimony of faith in their initial application and sign a statement of faith with every contract renewal. In the contract renewal process, staff members are asked to reflect on the mission and purpose of Morrison Academy in an all staff meeting with the superintendent before renewing and extending their

contract. Overall, the visiting team found that Morrison staff members have a passion for Christ, for students, and for Christ-centered education.

Morrison Academy has detailed policies and procedures regarding ethical considerations, including child safety, harassment, and child protection. Training on child protection for all staff takes place each August. New staff are trained using child safeguarding training during the new staff orientation week. As part of child protection training, this year the school focused on the proper use of social media. All employees, including volunteers and substitute teachers, are screened and receive background checks before their first day of employment or the first day as a volunteer. Further, the executive leadership is diligent to provide positive examples of student/teacher relationships and to make sure that policies are in place to respect copyrighted material.

Staff are appropriately credentialed, degreed, trained, and qualified for their assigned duties. The superintendent and principals at all three campuses have state or national certification, and four employees also have an ACSI administrative certificate. All faculty hold at least a bachelor's degree, 96 of the 180 teaching and support staff have master's degrees, two hold doctoral degrees, and an additional two are working on doctoral degrees. The executive leadership, instructional, and support staff are generally sufficient in number to provide for the effective delivery of quality education, though the team noted that caseloads for learning specialists are high (see Standard 3). As the Taipei campus recently moved to a new campus, the school made every effort to hire the correct number of custodial and support staff members. As the community settled into the new building, they discovered that more staff were needed, so additional personnel were hired.

Faculty and staff engage in ongoing professional development to improve instructional practices to support student learning and the development of the instructional program. There are structured professional learning (PL) plans on all campuses with continuity in some topics yearly. At the same time, there is flexibility to address campus-specific needs through professional learning as needed. The school places a heavy emphasis on biblical integration in PL sessions, as well as on providing biblical studies for employees. Teachers have established weekly meeting times to discuss teaching and learning improvements which are attended by administrators who wish to understand and give and receive input. Cross-Campus Collaboration is scheduled throughout the year for all teachers at all campuses to work together to share ideas, methods, and insights in order to improve the teaching and learning process. This time is also used for collaboration opportunities among teachers by and across divisions (elementary, middle, and high school), administrators, and other staff members. Morrison Academy provides pre-field orientation for most staff, and there is a required new staff training week at the beginning of the school year. Though required, there are times when some teaching staff miss the training at the beginning of the school year due to starting late or transferring from one school to another. Each staff member is assigned a mentor teacher.

Morrison Academy has policies and procedures that reflect ethical employment practices. All of these policies and procedures are regularly reviewed by the board on a schedule according to the policy set forth by the board. The school uses a transparent and effective cycle of annual observation, evaluation, and goal setting with links provided on its website to develop and enhance the performance of its employees.

Commendations

1. Morrison Academy has detailed, published, reviewed, and implemented policies and procedures for ethical employment practices, which creates an atmosphere of trust between employees and the administration. (Indicator 4.8)

The Morrison Academy administration and board have been intentional in developing policies that address personnel matters in detailed and specific ways and provide clarity. These policies and procedures are regularly reviewed by the board and administration, respectively. This level of detail and transparency has created an atmosphere of trust among faculty and staff at Morrison Academy. (interview with HR manager; interview with self-study team; review of policies)

2. Morrison Academy has a transparent and effective cycle of annual observation, evaluation, and goal setting in order to achieve desired student outcomes more effectively. (Indicator 4.9)

Administration has defined and implemented a transparent, clear plan for the ongoing evaluation and development of faculty and staff. The plan is collaboratively developed, provides feedback, is well documented, and is driven by the growth and professional development needs of the staff. The teacher observation and evaluation plan is posted on the school's website, and teachers are supported and strongly encouraged as they engage in the teaching and learning process. (interview with HR manager, review of materials, website, interview with teachers)

3. Morrison Academy provides initial and ongoing training in child safety for both new and returning faculty each school year to ensure the protection of both students and staff members in a safe and wholesome environment. (Indicator 4.3)

All staff members receive training in and orientation to child protection policies and procedures before beginning employment. The process is consistently followed and documented. The school is recognized in the region for its efforts in the area of child safety. This training is required for all staff members including outsourced employees in order to provide a safe and secure environment for its students. (interview with HR manager; interview with teachers; teacher orientation schedule; input from regional school administrators)

4. Morrison Academy ensures that staff know, understand, and follow the ethical considerations of their position, particularly regarding confidentiality of information and use of copyrighted materials which results in an environment of professionalism and excellence. (Indicator 4.2)

The school provides training in copyright expectations and diligently monitors use to ensure that use of copyrighted materials is legal and ethical. Access to student records is strictly controlled, so much so that there was a delay in providing some materials to the visiting team as staff members verified with supervisors that they could allow visiting team members to view certain confidential information. (visiting team observation; Policies and Procedures manual; interview with staff members)

Recommendations

1. Develop a process for appropriately orienting and training teachers who begin later in the year or who transfer from one school to another so that all faculty are appropriately oriented before beginning work with students. (Indicator 4.3)

Morrison Academy offers a robust and informative teacher orientation program for teaching staff prior to the start of each academic year, and the Human Resources department is dedicated to providing onboarding and transition services for all employees. However, teachers who start in the middle of the year, those who transfer from one campus to another, or substitute teachers who start later in the year do not benefit from this orientation and training. (human resources interview; self-study)

Adherence to the Standard

C (Compliant)

Standard 5 - Instructional Program and Resources

Indicator 5.1 (CI)

The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students. (See *Guidelines for Accepting Credits from Other Sources*.) (C)

Compliance (C): Curriculum guides/maps are comprehensive and provide a well-documented biblical basis for all courses consistent with developing a biblical worldview in students.

Indicator 5.2 (CI)

The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format.

The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (See Appendix H in the Standards Manual regarding initial vs. renewal visit expectations.) (E/S)

Partial Compliance (PC): The curriculum guides/ maps are somewhat developed, but several of the requirements are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven. A curriculum review process exists, but it is not consistently followed.

Indicator 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

Compliance (C): A Bible course is required for each student every term of attendance or, due to a varied school class schedule, its equivalent amount of time in a year. Instruction is built on a well-developed scope and sequence. Bible curriculum includes all the elements described in Indicator 5.2. Instructional strategies are consistent with other courses.

Indicator 5.4

The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

Compliance (C): A process is in place to effectively evaluate the school learning environment to ensure that it is conducive to the instruction and development of the whole child.

Indicator 5.5

Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

Compliance (C): Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills. Most students have an equal opportunity for meeting the learning outcomes.

Indicator 5.6 (CI)

There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (See Appendix F in the Standards Manual.) (E/S)

Partial Compliance (PC): The school utilizes limited assessment tools.

Indicator 5.7 (CI)

The school analyzes student performance data including: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

Partial Compliance (PC): The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis.

Indicator 5.8

The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

Partial Compliance (PC): The school occasionally uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

Indicator 5.9

The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

Compliance (C): The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide expected student outcomes.

Indicator 5.10

Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

Compliance (C): Resources are adequate and appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives. There is a formal process for the faculty members to provide input into the selection of information resources supporting the attainment of the schoolwide expected student outcomes.

Indicator 5.11

Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff. (C)

Exceeds Compliance (EC): Information resources in a variety of media formats are plentiful, scholarly, easily accessible by students and staff, and are clearly linked to the instructional program. Library/Media/Educ. Tech specialists are readily available to assist staff and students with their research and support needs. Training on how to integrate information resources into instruction is available from specialists. Professional development for specialists is well planned.

Indicator 5.12

Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

Compliance (C): Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for

students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

Indicator 5.13

The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)

Compliance (C): The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community.

Indicator 5.14

Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)

Compliance (C): The school has a written policy regarding student/ teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

Indicator 5.15

The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

Exceeds Compliance (EC): The school emphasizes and models the moral and ethical use of source material. It emphasizes the related character issues to staff and students.

Indicator 5.16

The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (C)

Exceeds Compliance (EC): The school solicits additional funding to augment or accelerate the procurement of appropriate technology and informational resources. The school is a pioneer in the development and/or application of technology to enhance school instructional objectives.

Standard 5 Narrative - Overview

Morrison Academy has curriculum guides for most subject areas; however, these guides vary slightly in content, and the team did not observe any guide that included all elements required for indicator 5.2. Procedures show that the curriculum guides are reviewed and updated on a six-year cycle by a task force that includes teacher representatives, and the resources are replaced at that time as well. Each of the curriculum guides available provide broad K-12 overviews for the subject area including a general scope and sequence and alignment with the Vision for Our Learners (VFOLs). The guides include a detailed biblical basis for instruction in the subject ensuring that, if followed, students' biblical Christian worldview will be addressed. The Bible curriculum guide describes the Bible courses that are required every term of attendance at Morrison. In these K-12 overviews, most, but not all components required in indicators 5.2 and 5.3 are included.

The school has a procedure for developing unit-based plans. The examples and template in evidence together include all components required by indicators 5.2 and 5.3 with the exception of instructional methods.

Morrison campuses have established plans and personnel, such as learning coaches, that promote best learning practices in classrooms. Teachers are, by policy, expected to use instructional strategies that engage students and ensure student learning. Professional learning records show evidence of development in effective teaching practices, and teacher evaluation is based on the rubrics of professional practice which include using a "variety of research-based instructional strategies," educational technology, differentiation, and scaffolding. The team's limited classroom observations provided inconsistent evidence of teachers using active engagement and research-based strategies; in some classrooms, there was high active engagement and research-based strategies, while other classroom sessions were more lecture-based and/or teacher-centered.

Morrison administers the MAP, PSAT, SAT, and AP exams, which can be compared to the US and/or East Asia Regional Council of Schools (EARCOS) cohorts. While the team observed minimal evidence of data analysis, the System Administrative Council (SAC) and board both reported that they regularly review and analyze performance data to inform school improvement. Disaggregation by gender, ethnicity, and other factors important to the school were not observed by the team other than the disaggregation by campus for select standardized assessments (MAP, DRA, AP, SAT, PSAT). Some training has been provided to teachers in the utilization of academic performance data, specifically for the MAP assessment. The school communicates school-wide trends in an annual report, which is published on its website.

The School-Wide Appraisal (SWA) process maps the assessment of academic and non-academic expected student outcomes (Vision for Our Learners - VFOLs). Data are collected and analyzed for academic VFOLs from MAP tests and the DRA. Average scores per campus are computed and compared in the fall and also in the spring. The team did not find evidence of further disaggregation of this data. Non-academic VFOLs are predominantly assessed through the collection of perception data; however, the school also uses measures of student participation and behavior to evaluate achievement of these desired outcomes.

The school has procedures to ensure that all assessments are proficiency-based and built upon the curriculum standards, and to ensure that teachers use the assessment cycle (pre-assess,

instruct, assess, feedback, reteach, reassess) to give students the opportunity to achieve mastery. Teachers noted that some school-wide instructional decisions are data-based, and teachers were observed using classroom assessment data as part of the teaching/assessment cycle to determine the next instructional and assessment step. The school information systems (Powerschool and MasteryConnect) provide real-time results of formative and summative assessments to students, parents, and administrators.

Resources are available in multiple formats and are appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives when possible. There is a formal process for the review of resources including a task force which seeks feedback from all teachers on potential new resources. Information resources through the library are plentiful, scholarly, easily accessible by students and staff, and are linked to the curriculum. Physical resources include approximately 63,000 titles across the Morrison Academy system, and digital information resources include nine different databases.

There are library classes at the elementary level; middle school classes visit the library weekly, with the teacher and librarian working collaboratively with students; and high school students are assisted as needed. Library media specialists offer training in several formats to staff and also to parents. Library media specialists and educational technology coordinators are available to assist staff and students with their research and technology support needs. Learning coaches train teachers to effectively integrate information resources into instruction.

Each teacher is responsible for writing and submitting their own classroom management policy in accordance with the school's philosophy of discipline. The team's observations showed that there were few classroom management issues. The school has a written policy regarding student/teacher ratios for each school division and for allocated instructional time.

Technology is accessible to Morrison students and staff and is used to enhance instruction, assessment, and practice. The team's limited classroom observations showed technology being used across the campuses at a variety of levels ranging from the replacement of traditional tools such as textbooks, to the introduction of transformational learning through instantaneous formative assessment feedback. Applicable technology for each grade level is routinely updated and evaluated based on developmental levels and instructional needs. All students have one to one access to a monitored device and each teacher is expected to use professional judgement on the appropriate integration strategy based on learning goals and grade level.

The technology plan and other procedures show that the school has planned for adequate acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration into the curriculum. Educational technology coordinators have the opportunity to share new technology resources during professional learning time. They publish newsletters, announce new technology in team meetings, work with teachers individually, and collaborate with teachers in the classroom for special projects in order to help them integrate new technology that makes the project innovative. The team found that the technology plan has been well-implemented. The school has solicited and received additional funding through the Alex Herring Instructional Grant to augment or accelerate the procurement of appropriate technology. Additionally, teachers are encouraged to use the school's well-equipped spaces and portable IT carts to enhance instruction and student engagement.

The school makes a special effort to ensure that acceptable use, ethical and moral use, and evaluation of source materials policies are followed. The specialists conduct training events and are transparent in modeling best practices for these policies and for copyright compliance, to the point that if written permission cannot be obtained for a performance to be recorded, for example, they will not record it. Digital materials on the library's inventory are monitored so that only what has been purchased can be borrowed, for a limited time, and ensuring that copyright compliance is maintained in all aspects of the law.

Commendations

1. Information resources are plentiful and accessible, specialists are readily available to assist staff and students with their research and support needs, and training is provided on the integration of resources into instruction; this multi-faceted approach promotes increased student engagement and for teachers' efficacy. (Indicator 5.11)

The school's procedures and library media curriculum guide provide structures for all expectations for the library media specialists, professional learning coaches, and educational technology coaches to perform their roles at Morrison Academy. Interviews reveal that these procedures are carried out with enthusiasm. Destiny library management software provides access to view the plethora of resources, hardcopy, and digital media. Interviews indicate that library media specialists work with teachers to integrate information resources into curriculum by working collaboratively with them in the classroom and the library, and that all specialists and coaches are available to assist staff and students. (self-study; procedures manual; library media curriculum guide; Destiny; interviews with library media specialists, professional learning coaches, educational technology coaches, and Standard 5 self-study team)

2. Morrison Academy emphasizes and models the moral and ethical use of source material, acceptable use policies for technology, and the related character issues to staff and students which provides a visualization and example for others to follow in applying these policies and procedures to their own circumstances. (Indicators 5.15, 5.16)

Policies, procedures, and copyright standards guide students and staff to follow moral and ethical use of source materials and acceptable use policies for teachers. Evidence in the form of presentations to students and teachers shows the school's emphasis and training on these matters. In addition, the interviews with specialists and coaches indicate that an intentional transparency is shown to students and teachers in modeling correct procedures. Especially impressive is the area of acceptable use of digital materials and performances. (Indicators 5.15 and 5.16; presentations to students and teachers; procedures; copyright standards; library media curriculum guide; interviews with Director of Learning, library media specialists, educational technology coaches, and professional learning coaches)

3. Morrison Academy has provided maker spaces on all campuses for the innovative application of technology which aids in meeting instructional objectives and provides enhanced opportunities for innovation in student learning. (Indicator 5.16)

While the policies and procedures set up a well-designed technology inventory, instructions, and integration into the community, the school goes beyond these essential expectations. The staff have solicited additional funding through the Alex Herring Instructional Grant to augment the already strong technology resource base, which has recently funded purchases of technology

that enable teachers to bring innovation into the classroom projects that would otherwise be unavailable. (self-study; tech integration website; procedures manual; curriculum guides; makerspace website; observations; interviews with Director of Learning, Director of Information Technology Services, educational technology coaches, professional learning coaches, and teachers)

4. Morrison Academy has successfully implemented a standards-based approach that includes assessment, recording and reporting practices that inform and support effective student learning. (Indicator 5.5)

This standards-based approach to learning is clearly in place and has been strengthened each year since initial implementation. Interviews show that this approach is growing in acceptance by the school community. The high school approach allows for traditional transcripts to be developed for college application purposes. Students are pleased to have the opportunity for reassessment or alternative ways to show understanding of the power standards. There has been a switch from intense focus on grades to a higher focus on learning. This represents a major shift for the school and the school community and is highly commendable. (2015-2021 CSIP; procedures manual; Grading Handbook; CCC goals; professional learning, formative, and summative assessments, and rubrics; PowerSchool and MasteryConnect grade books; self-study; observations; interviews with Director of Learning, principals, teachers, parents, and students)

Recommendations

1. Develop curriculum documents that contain all required elements of Indicator 5.2, consistent across the school for every course taught to ensure a consistent learning experience for all Morrison students. (Indicators 5.2, 5.3)

While the school has broad curriculum guides for each subject area, written curriculum requirements provided as evidence for each course are incomplete. Required elements are missing both in the curriculum guides and in the few more focused unit plans evidenced, which are partially written for many of the core subjects. Given such limited curriculum documents, assessment data to reflect on and modify curriculum cannot be done with fidelity. (curriculum guides, curriculum website, interview with Director of Learning)

2. Construct a data analysis and application protocol that includes full disaggregation of data by gender, ethnicity, and other important factors as well as teacher training in performance data utilization to inform instruction and drive school-wide improvement efforts. (Indicators 5.7, 5.8)

The current disaggregation of standardized assessment and DRA data is limited to disaggregation by campus and does not meet the requirements of indicator 5.7. A more robust analysis protocol will allow a more in-depth review of current practices to reveal areas of concern in student learning. In the self-study, the school reports that teachers need to be better trained and equipped to analyze data, especially at the classroom level for monitoring of student progress. Better monitoring of student progress will assist in differentiation efforts to support the learning of all students. (VFOL; MAP, AP, SAT, PSAT scores; annual reports, self-study)

3. Develop more effective ways, beyond perception, behavioral, and participation data, to assess, analyze, and make data-based decisions, and communicate results to stakeholders for non-academic expected student outcomes in order to enhance the ability to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements. (Indicators 5.6, 5.7, 5.8, 5.9)

The school has identified where the non-academic expected student outcomes, the VFOLs, are met. There is a procedure in place for assessment, analysis, and decision-making based on the non-academic VFOLs. The curriculum guides also indicate how the non-academic VFOLs are met in the subject areas. The current methods of assessing these are not robust, do not reveal authentic data, and are analyzed with little disaggregation, discussion of results, and communication to stakeholders. Effective assessments need to be identified and appropriately analyzed so data-based decisions can be made and communicated using data that are valid and reliable. (SWA Procedure 010; curriculum guides; annual report; interview with School Improvement Coordinator)

Adherence to the Standard

C (Compliant)

Standard 6 - Student Care

Indicator 6.1 (CI)*

A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

Compliance (C): The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/crisis situations.

Indicator 6.2

The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

Compliance (C): The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation.

Indicator 6.3

The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

Compliance (C): All local, state, and federal laws regarding safety and health issues are met.

Indicator 6.4

Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

Compliance (C): A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

Indicator 6.5 (CI)

Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

Compliance (C): Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.

Indicator 6.6 (CI)

Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers. (C)

Compliance (C): Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed, and incidences are addressed as they occur. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers.

Indicator 6.7 (CI)*

The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated. (C)

Compliance (C): The school has developed written policies that promote child safety. Policies are in alignment with all civil requirements regarding child abuse or neglect. Staff members and volunteers are trained in school expectations regarding conduct and in requirements related to reporting suspected child abuse or neglect.

Indicator 6.8

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students. (C)

Compliance (C): The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students.

Indicator 6.9

Meals and snacks offered by the school are based on sound nutritional standards. (C)

Partial Compliance (PC): Nutritional standards have been reviewed, but they are inconsistently applied.

Indicator 6.10 (CI)*

Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

Compliance (C): Policies and practices that reflect the required local, state, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

Indicator 6.11

The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

Compliance (C): Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

Indicator 6.12 (CI)

The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child. (C)

Compliance (C): Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Indicator 6.13 (CI)

The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

Compliance (C): Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

Indicator 6.14

Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)

Partial Compliance (PC): Limited facilities planning is occurring for future programs and staff, facility, and technology needs.

Indicator 6.15

Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

Compliance (C): Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Adequate liability, vehicle, and property insurance policies are in place, and regulations are followed. OR the EE program does not utilize vehicles to transport children.

Indicator 6.16

Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)

Compliance (C): Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed. OR the EE program does not utilize vehicles to transport children.

Standard 6 Overview

The school has a thorough collection of well-established and regularly reviewed policies and procedures dedicated to ensuring the wellbeing of the whole child. While overall facilities on the three campuses range in age from over 50 years to recent construction, the buildings and grounds are appropriate in size, furnishings, and space to meet the philosophy, mission, and vision for the number and age of students. Although each campus has a different and nuanced overall feel, all campuses provide a safe, healthy, and nurturing environment for teaching and learning. The Kaohsiung campus water supply is sufficient in the short-term, but management has long-term concerns regarding a safe and reliable water supply - especially during extended droughts. All stakeholders feel safe on campus, and safety procedures are not only documented but also executed and practiced to prevent all forms of abuse, bullying, or the presence of unwelcome guests.

A thorough crisis management plan is in place, and appropriate staff are regularly trained in plans, leading to a community well-prepared for emergency situations. Existing written security and crisis management plans are regularly reviewed and are known throughout all three campuses. Staff and students are trained in how to respond in emergency or crisis situations. Within the policies and procedures manuals are plans for communication with legal authorities, parents, media, and community members. Annual training is provided during staff orientation. A particular emphasis is placed on child safety and the prevention of abuse at all three campuses.

Personnel demonstrated thorough compliance with local and federal regulations regarding safety and health. The general managers and related staff members regularly meet with local government regulating agencies. While there is no common method for health records and storage for the three campuses, each individual campus has a plan in place for tracking and follow-up when students are admitted into the school, either through paper documents, PowerSchool, or Student Health Records Online (SNAP health portal). Emergency information

is current and maintained at least annually. Thorough written policies and procedures are in place for all health and safety services, and they are reviewed regularly according to Board of Trustee policies. Biblically-based plans and procedures are in place for the school community regarding harassment, intimidation, and bullying. They are consistently followed in a timely manner. Students and families are educated to demonstrate caring interaction and to resolve conflict with their peers. Child safety is clearly prioritized and promoted at the school. Clear definitions of conduct for staff and volunteers are available, and training for stakeholders is required before being involved in school-related activities. Plans and policies align and meet, if not exceed, civil requirements regarding child abuse or neglect.

The three campuses fall under the same regulations regarding food preparation, delivery, handling, and storage of food and each uniquely comply with the regulations, which are few. The campuses each have a suitable and hygienic eating space for the staff and students. The Taipei and Kaohsiung campuses outsource their food services to vendors that are government certified. Food is prepared on campus using an outsourced vendor at Taichung. Meals and snacks offered by the school appear to be based on sound developmentally appropriate nutritional standards; however, written policies and procedures are not available.

Overall, the recreation areas/playgrounds, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. At Kaohsiung, these facilities are at capacity during pollution days or rain days when outdoor recess and outdoor activities are canceled. The Taipei and Taichung campuses are particularly well-suited in these areas. Line-of-sight supervision is available in these areas with few exceptions.

The school has demonstrated commitment to facilities planning as evidenced by the completion of the new Taipei campus and renovations to the Taichung campus. Facilities in Kaohsiung might not fully meet the needs of the students on campus, especially during pollution or rain days. There is limited updated documentation and evidence to demonstrate strategic planning that takes into consideration potential growth or reduction in the areas of enrollment, staffing and/or technology needs, and capital improvements. Capital funding is not addressed in the annual budget. The school improvement plan does not address long-term capital improvement projects.

The school has written policies and procedures in place for school-owned vehicles that transport students for all school activities, and those policies and procedures adhere to government regulations. The campuses have regularly scheduled safety inspections and plans in place for service and repair of school-owned vehicles. The crisis management plan includes communication protocols for accidents; however, evidence was not provided to demonstrate school plans for vehicle-related accidents.

Commendations

1. School leadership values safety and security on campus, and the school has a comprehensive security and crisis management plan resulting in stakeholders feeling holistically safe on the campus. (Indicator 6.1)

Security and crisis management plans have been developed, are implemented, and are regularly reviewed. All staff are appropriately trained. The Board of Trustees established proactive policies and procedures related to campus closures which led to a smooth transition

during the pandemic to online school when it was necessary. Because students feel safe, they are comfortable taking risks through asking questions and communicating their needs for help and assistance with teachers and staff. Students are especially courageous in their learning. This type of safe environment stimulates learning and achievement. (crisis management plans; Procedures 454, 457, 465, and 5705; student and parent interviews)

2. Written policies and procedures are in place, and all staff are annually trained in conduct expectations and reporting responsibilities as well as in identifying child abuse or neglect, resulting in a safe environment for students. (Indicator 6.7)

A well-implemented child safety program adds an additional safeguard for students on campus and off. School employees know their roles and responsibilities in preventing and reporting child abuse and they are committed to vigilant child safety and protection. There has been a recent emphasis on conduct related to social media. (training documentation; interviews with students, teaches, and parents; documentation of volunteers; procedure 5705, 465-467; Morrison child-safety website; advisory program guide)

Recommendations

1. Develop, implement, and evaluate policies and procedures to ensure meals and snacks offered by the school are based on sound nutritional standards so families who elect to utilize on-campus food options verifiably know the meals and snacks are healthy, improving overall student health. (Indicator 6.9)

Taipei and Kaohsiung outsource their food services; Taichung utilizes a food service provider on campus. The school does not verify the nutritional value of meals beyond menu items from different food groups. The school does not post allergy warnings when serving food items that include peanuts, for example. (procedures manuals; facility tour; staff interviews; food menus)

2. Develop and implement policies and procedures for long-term facilities planning that includes an annual review of the strategic financial plan to ensure the school maintains sites that are safe, secure, and orderly. (Indicators 6.11, 6.14)

The Strategic Financial Plan was last reviewed in November 2018. The plan does not address the current needs of the school as major school improvement projects at the Taipei and Taichung campuses have been completed. There was no long-term planning in evidence related to Kaohsiung needs addressing the potential water shortages on campus or the development of facilities to support students during pollution or rain days (interviews with teachers and general managers; the Strategic Financial Plan; facility tours)

Standard 7 - Character, Values, and Spiritual Formation of Students

Indicator 7.1 (CI)

Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

Compliance (C): Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The outcomes are published in the school community.

Indicator 7.2

Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)

Exceeds Compliance (EC): Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: The school's assessment of the caring culture within the school community; An evident spirit of respect, compassion, and caring that is initiated and embraced by the students.

Indicator 7.3

Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation. (E/S)

Compliance (C): Students and teachers are trained in a mentoring and discipleship program focusing on spiritual formation, character development, and instilling Christian values. The school offers the following: Effective chapels and some small-group activities; Planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.

Indicator 7.4 (CI)

Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)

Compliance (C): Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them clearly demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

Indicator 7.5

All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)

Partial Compliance (PC): Application of a biblical worldview and Christlike character appears in the written curriculum but may not be consistently developed, and it may be correlation rather than integration at times. These concepts are taught throughout the grades but may lack a developmental approach in some areas. Training for staff is minimal.

Indicator 7.6

Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)

Compliance (C): There are multiple age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, and these are provided as a means of spiritual growth and formation. The school has a reputation and testimony of Christian service to others.

Indicator 7.7

Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)

Compliance (C): Active participation in a local Christian church community is required of the faculty and emphasized with students and parents.

Indicator 7.8

Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

Compliance (C): Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness. Assessment of schoolwide outcomes is organized and intentional.

Standard 7 Overview

Morrison Academy is committed to providing a school program centered on Christ in order to develop Christlike character and a biblical worldview in students. The Vision For Our Learners (VFOLs) expected student outcomes are woven throughout the school to varying degrees at each campus and are evident in the written curriculum. The school systematically assesses the VFOL Christ-follower and the spiritual development of students in 6th-12th grade through a fall survey and by administering the Global Student Assessment (GSA) in the second and fourth quarters. Other VFOLs are minimally assessed at the secondary level, and little or no evidence was made available to the team of intentional assessment at the elementary level of the non-academic VFOLs (Christ-follower, Moral and Ethical Citizen, and Wise and Responsible Steward). VFOL data is currently collected and reviewed following the School-wide Appraisal Process and is made available to teachers and staff.

Staff have a personal commitment to follow Christ which they live out in their daily interactions: respect, compassion and caring are demonstrated by school personnel as they interact with colleagues, students, and parents. Parents identify the caring staff and Christian environment as two of the top reasons they chose Morrison for their children. Teachers seek to foster character development and spiritual formation in their students. To do this, teachers and staff are expected to participate in an organized Protestant church. Morrison staff were asked to complete a survey indicating their church involvement; the visiting team understood that follow-up and support were provided to those struggling in the area of church attendance.

Morrison provides resources to support programs, activities, and experiences that focus on the character, values, and spiritual formation of its students. Each campus has a chaplain and an advisory coordinator for middle and high school. The chapel program is a part of the weekly school schedule while other activities such as youth groups and retreats are optional. The chaplains collaborate together to provide system-wide activities such as the spiritual emphasis day conducted on each campus this year. A major recommendation in the previous accreditation cycle was to "enhance Morrison's mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life." In response, Morrison has established an advisory program at the middle and high school levels. The advisory program connects staff with small groups of students, consists of regular group and individual meetings, and covers a number of topics pertaining to student social, emotional, academic, and spiritual growth. While the school desires to strengthen this program, especially in regard to training, students overwhelmingly expressed a love and appreciation for the advisory program, with many stating it was their favorite part of their week.

All aspects of the school and its instructional program clearly reflect Morrison's desire to integrate a biblical worldview throughout. Biblical worldview integration training is ongoing and tailored for each campus. Review of provided evidence reveals biblical worldview integration is incomplete in the written curriculum.

Christian service learning is one of the hallmarks of the Bible curriculum K-12, but it is during the middle school years when this strand is specifically targeted. Great thought has been put into developing the rationale, purpose, and framework of Christian service learning. A number of opportunities for student service are interwoven throughout the middle and high school curriculum, and students identify these trips as very impactful in their spiritual growth. Elementary students participate in appropriate forms of service such as raising funds to support local ministries.

Both the self-study and interviews with staff identified some concerns with the accuracy of the collected spiritual formation data and indicated there may be a discrepancy in what the collected data indicate in relation to what actually is. During the 2019-2020 school year, the Spiritual Formation Task Force was created. As a part of its work, the task force has defined spiritual formation, developed a spiritual formation framework, and discussed and explored a number of topics including spiritual formation support for elementary students, other data collection methods, and biblical integration throughout the whole school program. Though some individuals interviewed by the team are concerned about the spiritual climate of the school, they also report concerns that the solution will be another program rather than improving existing programs. During interviews, staff expressed that their greatest hope is for the lives of Morrison students to be transformed through faith in Jesus.

Commendations

1. Morrison faculty are caring and compassionate towards their students and colleagues, resulting in a nurturing learning environment where students feel safe, listened to, and respected. (Indicators 7.2, 7.3)

Parents and students consistently say what they like best about Morrison is the caring faculty. Students repeatedly state that their teachers are available for questions and are willing to support them. (fall survey 2020-21, interviews with faculty, parents, and students)

2. The advisory program connects students to a staff member and a small group of peers where they can learn about important life skills, be discipled, seek advice, and be encouraged in their academic studies. (Indicator 7.3)

Morrison has established an advisory program in middle and high school that provides a structure in which each student is known personally by at least one adult from whom they can seek guidance and support. Advisory is identified by a number of students as playing an important role in their spiritual development. (fall survey 2020-2021, parent and student interviews)

Recommendations

1. Provide biblical worldview integration training to support teachers toward more natural, unforced biblical worldview application and integration of Christ-like character in the curriculum and throughout all school activities. (Indicator 7.5)

While Morrison already provides some training in biblical integration, the self-study and interviews with teachers and staff indicate that there is need for further development in this area. Morrison's vision, mission, philosophy, and Christian heritage are a strong foundation on which it can build to provide ongoing training for teachers that equip them to establish classroom procedures, management plans, units/lessons, and extra-curricular activities that point students to Christ. (self-study; staff interviews)

2. Create and implement a thorough assessment and analysis plan that enhances current practices in order to measure student progress on the non-academic student expected

outcomes (VFOLs: Christ Follower, Moral and Ethical Citizen, and Wise and Responsible Stewards). (Indicator 7.1)

Some VFOL data are collected from fifth - twelfth grade students. An emphasis is placed on collecting data related to the VFOL Christ follower. The team found evidence of only a few data pieces collected for the other VFOLs and did not find evidence that VFOL assessment occurs in kindergarten through fourth grade. Strengthening and extending the assessment and data analysis plan for the non-academic VFOLs for grades five through 12 and for elementary students will provide the school with a more comprehensive picture of how students are progressing in these areas and can be used to strengthen the entire school program. (self-study; interviews with staff; School-Wide Appraisal Procedure; surveys)

Adherence to the Standard

C (Compliant)

Standard 8 - School Improvement

Indicator 8.1 (CI)

The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from all stakeholder groups. (C)

Compliance (C): The CSIP has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input.

Indicator 8.2

The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)

Compliance (C): The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the academic and non-academic achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

Indicator 8.3

The planning process is organizationally comprehensive and establishes goals and priorities for development. (C)

Exceeds Compliance (EC): The planning process is organizationally thorough and comprehensive. Specific goals that are measurable and achievable have been developed.

Indicator 8.4

Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)

Exceeds Compliance (EC): The CSIP action items address the fiscal, personnel, resources, and time implications for implementation. Each item is given a priority basis for use of resources, and progress is documented and available for review by the staff and stakeholders.

Indicator 8.5

The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

Compliance (C): The school evaluates and documents the effectiveness and impact of its CSIP. The plans and the progress are communicated to all stakeholders.

Standard 8 Overview

Morrison Academy's Continuous School Improvement Plan (CSIP) is developed through the use of data and input from all stakeholder groups. Discussions with the System Administrative Council (SAC) revealed this group meets twice a year to discuss School Improvement Plan (SIP) strategies. The SAC Summit held at the beginning of each academic year is a time for the senior leaders to design strategies for the upcoming school year. This group meets again at the end of each year to determine the extent to which each goal has been achieved. A SIP tracking sheet was examined by the visiting team and is made available on the school website. This tracking sheet revealed levels of achievement for annual objectives including a legend depicting items as completed, in progress, or postponed until the next academic year. While this chart provided a clear indication of the status of annual action items, the visiting team did not observe rationale or follow up of incomplete or in progress tasks, nor how the reviewed findings are used to modify school policies or procedures.

Morrison Academy has administrative procedures outlined in the schoolwide Policies and Procedures Manual for the School-Wide Appraisal Process, school improvement plan, and accreditation. These policies and procedures outline how the SIP is informed by the school's position statements, strategic plan and board annual goals, and in turn how the SIP informs SAC and staff goals.

Accreditation reports and certificates can be found directly on the school's website. Although data-driven planning is part of the procedures outlined in the Morrison Procedures Manual, the degree to which these data are analyzed to inform planning was not evidenced in materials available to the visiting team.

The visiting team learned that the SIP has been intentionally designed to meet the needs of all three campuses. The SIP reflects the philosophy, mission, and vision of the school as well as the academic and non-academic achievement of schoolwide expected student outcomes. Combined input from all three Morrison campuses was gathered through cross campus teams formed around each standard. These teams included representation from parents and students where appropriate. The purposeful cross campus subcommittees provided for a wider shared understanding of schoolwide strengths and areas for growth. While the priorities and progress may vary at the different campuses, the visiting team understood the SIP is an overriding plan for all three campuses that focuses on the common areas for overall school improvement. Town hall meetings at each campus were used to gather further input, and this was evidenced through various documents presented during the visit. As was confirmed through discussions of a select group of parents, the Parent Advisory Committee was engaged for feedback on future goals. Evidence of improved student achievement in academic and non-academic areas as a result of implementation of the CSIP was not evidenced.

Evidence for this standard revealed the work of the steering committee and SAC in drafting a SIP for 2021-2027. Three broad goals have been identified:

1. Foster a culture of Christ-centered instruction and spiritual formation that embraces God's ongoing work.
2. Strengthen opportunities for robust two-way communication among all stakeholders.
3. Analyze learning data to inform instruction and drive school improvement efforts.

Discussions with SAC and other stakeholder groups revealed the SIP planning process is organizationally thorough and comprehensive. Specific, measurable, and achievable goals have been developed; however, these are not always articulated in a way that defines the impact on student learning or the systems that support students. Review of the SIP for 2021-2027 revealed articulated actions for year 1 (2021-2022), but nothing beyond that. In addition, the evidence of progress for the established goals focused on tangible pieces of evidence such as documentation and survey data as opposed to measures of impact for each of the objectives for student achievement.

Morrison Academy has ample evidence related to the SIP, the majority of which is published directly on the school website. Review of the SIP for 2018-2021 as well as the draft for 2021-2027 clearly revealed action items that generally addressed fiscal, personnel, resource, and time implications. The majority of these items were listed in general terms such as "time," "opportunities," or "finances for PL." Lack of details in these areas made it difficult for the visiting team to verify concise planning, including the realization of the implications of each action item, and the priority for resources.

Commendations

1. The continuous school improvement plan is developed with wide stakeholder input, and comprehensively represents schoolwide goals that drive overall school improvement. (Indicator 8.3)

Discussions with various stakeholders throughout the visit confirmed wide stakeholder involvement across all three Morrison campuses. (interviews with steering committee, faculty, parents, students; feedback on 2021-2017 SIP goals; 2021-27 School Improvement Plan)

2. The continuous school improvement plan and annual follow-up are well communicated through the school website, allowing for transparency in the school's long-term and annual goals and the achievement of each strategy. (Indicator 8.5)

Review of the school's website revealed clearly organized information including the school improvement plan, accreditation annual reports, report archives, SIP goals, mid-term progress review, and the self-study report. There is transparent and deep information available for the whole school community and beyond. (website; interviews with faculty and parents)

Recommendations

1. Implement structures to ensure the School Improvement Plan (SIP) is data-based and focused on improved student achievement in all academic and non-academic areas in order to enhance the learning of all students. (Indicator 8.2)

While the visiting team reviewed ample amounts of data, the degree to which these data have been analyzed to inform the SIP was not clear nor evidenced. This is important to inform all areas of student learning and non-academic programming. (SIP 2015-2021, SIP 2021-2027)

2. Implement a robust system to review and report on annual strategies from the SIP in order to further engage stakeholders in the progress of the school in relation to each action step. (Indicator 8.5)

While the visiting team did observe indications of actions being completed, in progress, or postponed until next year, rationale for these determinations was not found. As well, there was no evidence of how or when in progress or postponed actions are addressed. (SIP, SIP 2015-2021 tracking chart)

Adherence to the Standard

C (Compliant)

Major Commendations

Major Commendation # 1

Morrison faculty are caring and compassionate towards their students and colleagues; they have created a nurturing environment where students feel safe, listened to, and respected. (Indicators 7.2, 7.3)

Parents and students consistently say what they like best about Morrison is the caring faculty. Students repeatedly state that their teachers are available for questions and willing to support them. (fall survey 2020-21; interviews with faculty, parents, and students).

Major Commendation # 2

A strong commitment to safety and security on campus is managed through comprehensive policies, procedures, training, and practices in security, crisis management, and child protection which ensures the safety and protection of all Morrison Academy students. (Indicators 4.3, 6.1, 6.7)

The school provides effective training for all staff members and outsourced employees on all campuses in order to provide a safe and secure environment for its students. These protections create an environment of safety and trust at the school. Stakeholders feel holistically safe on campus. The board of trustees established proactive policies and procedures related to campus closures which led to a smooth transition during the pandemic to online school when it was necessary. Because students feel safe, they are comfortable taking risks through asking questions and communicating their needs for help and assistance with teachers and staff. This is especially the case during advisory. Students are especially courageous in their learning. This type of safe environment stimulates learning and achievement. A well-implemented child safety program adds an additional safeguard for students. School employees know their roles and responsibilities in preventing and reporting child abuse and they are committed to vigilant child safety and protection. (training documentation; interviews with students, teachers, and parents; documentation of volunteers; procedures 454, 457, 465-467, and 5705; Morrison child-safety website; advisory program guide; crisis management plans)

Major Commendation # 3

Morrison is financially stable and continues to invest in facilities and programs that promote the achievement of its purpose and Vision for Our Learners (VFOLs). (Indicator 2.7)

Morrison has a funding model that ensures expenses for the school are covered in full by the revenue generated through school fees. Effective stewardship of excess revenue has allowed them to invest in modern facilities and ongoing updates and enhancements to older buildings and campuses. Further, as a school focused on missionary students, the financial structure and

HR expenses allow for generous fee reductions for families actively serving Taiwan's population. (self-study evidence; campus tours; board interview; Dir. of Finance interview)

Major Commendation # 4

Important communications, including the statement of faith, mission, vision, philosophy, core values, and Vision for Our Learners (schoolwide expected student outcomes) are communicated to school constituents and the community in three languages, which helps to ensure that parents and other stakeholders are well informed and can understand and support the school's foundational commitments. (Indicators 1.2, 1.3, 3.4)

The comprehensive school website clearly communicates the foundational information to parents, students, prospective families, and prospective employees. The foundational documents are provided on the school webpage in English, Mandarin, and Korean. The Parent Advisory Council functions as a place for parents to communicate with the Principals and to discuss joys and difficulties. There is weekly media communication between administration and staff. (annual report; viewbook; website; interviews with faculty, parents, and students).

Major Recommendations

Major Recommendation # 1

Develop curriculum documents that contain all required elements of Indicator 5.2, consistent across the school for every course taught, to ensure a consistent learning experience for all Morrison students. (Indicators 5.2, 5.3)

While the school has broad curriculum guides for each subject area, written curriculum requirements provided as evidence for each course are incomplete. Required elements are missing both in the curriculum guides and in the few more focused unit plans evidenced, which are partially written for many of the core subjects. Given such limited curriculum documents, assessment data to reflect on and modify curriculum cannot be done with fidelity. (curriculum guides; curriculum website; interview with Director of Learning)

Major Recommendation # 2

Implement schoolwide structures and procedures to disaggregate, analyze data, and communicate analyzed results in order to ensure decisions are data based, focused on improved student achievement and overall school improvement. This includes but is not limited to:

- **Professional learning on strategies and approaches for effective data analysis**
- **Analysis of all standardized assessment data on a regular basis**
- **Multiple means to assess and analyze non-academic expected student outcomes [VFOLs].**
- **Enhancing assessment and analysis of data related to the development of the whole child from a distinctively Christian perspective. (Indicators 1.5, 3.6, 5.6, 5.7, 5.8, 5.9, 7.1, 8.2)**

The team confirmed that the school collects a large amount of data but was unable to verify that systematic analysis of the data is taking place. There is a procedure in place for assessment, analysis, and decision-making based on data from standardized assessments, the DRA and other VFOL assessments. However, they are analyzed with little disaggregation, discussion of external testing results, and communication to stakeholders. A robust analysis protocol could allow for a more in-depth review of current practices to reveal areas of concern in the learning of all students. (SWA Procedure 010; curriculum guides; annual report; interview with School Improvement Coordinator)

Major Recommendation # 3

Develop and implement a monitoring system for the management of the caseloads of the campus wide learning specialists in order for all students to receive equitable access to the curriculum. (Indicator 3.9)

The learning specialists are stretched by timetable constraints and the wide range of students with individualized learning plans (ILPs) from KG to 12. Learning specialists expressed the concern that their students may not be receiving equitable access to the learning help they individually need. (interviews with learning specialists and parents; class observations)

Major Recommendation # 4

Develop, implement, and monitor a system of effective two-way communication between leadership and the school employees and stakeholders to establish a beneficial culture of open and transparent dialogue. (Indicator 2.4)

The System Administrative Council (SAC) and Board of Trustees have expressed a desire to respond to this identified area of weakness by increasing opportunities for open and transparent communication. While this process has already begun, a continued intentional development of a culture where this type of communication is normative will foster increased buy-in from stakeholders who represent the school, and its mission, in both the classrooms and the community. (self-study report; interviews with SAC and board; survey data)

Final Narratives

Summary of the Self-Study Process

The self-study was prepared by teams that included a variety of stakeholders, organized into groups to respond to the eight ACSI accreditation standards, largely during March 2020 (one year prior to the visit, as reported in the self-study). The visiting team found the self-study to be transparent. Level of detail varied among the standard reports and use of more of the allowable word count in the narratives might have provided the team with more complete information.

The visiting team's interviews and interactions with school personnel suggest that there were appropriate opportunities for all personnel to provide input which was considered in the writing of the reports. The school conducted surveys of stakeholders and made efforts to use data to support conclusions and make future plans. Evidence was organized according to the standards and made available to the team electronically prior to the visit. During the visit, school personnel were open and transparent in interviews and accommodating when asked for additional information.

Morrison Academy leadership, faculty, staff, and community appear to embrace the commitments of accreditation and continuous school improvement and worked diligently to prepare for the visit phase of the reaccreditation process. There is evidence that the school is committed to remain engaged in the ongoing and collaborative process of continuous school improvement.

Conclusion Summary

Morrison Christian Academy is in compliance with the eight ACSI accreditation standards. Most of the critical indicators were met at the compliance level or higher, though three were partially compliant, as detailed earlier in this report. The team made recommendations regarding all indicators that were found to be partially compliant.

The school is to be congratulated for exceeding compliance in four of the critical indicators, and in eight other indicators. As a truly international school with a diverse student body, the nondiscrimination statement is not only published but is clearly evident in the actions, relationships, and programs of the school. Staff members exemplify a passion for Christ, for students, and for Christ-centered education.

Morrison Academy is faithfully fulfilling its purpose "to glorify God by meeting the educational needs of children of Christian missionaries throughout Taiwan." Although the school serves many students beyond the children of Christian missionaries, the primary focus remains the children of missionaries. For this reason, the school opens satellite campuses that can serve students in grades 1 - 8 when needed by missionary families. These satellite campuses are not accredited by ACSI or ACS WASC. The satellite campuses function for a limited period of time (typically 10 - 15 years) and then are closed. Currently, there is a satellite campus in Chiayi.

The school's Christian commitments are clearly evident in their written materials and in their practice. Staff members communicate the desire to serve Christ as they engage in Christ-

centered Christian education. The expected student outcomes, called Vision for Our Learners (VFOL), include both academic and non-academic areas, and are understood and implemented in many areas of the school though the visiting team found understanding to vary among the three campuses. Students at all levels have opportunities for appropriate service and witness to others, both inside and outside the school.

Overall, the visiting team concluded that Morrison Academy is a mature Christian school that meets and, in some areas, exceeds the accreditation standards. It is led by a mission-focused, professional administrative team who are focused on the school's mission, vision, philosophy, and core values. Faculty, staff, and other stakeholders evidence their support for and commitment to the school and its mission.

Statement of Appreciation to the School

It was the team's pleasure to serve Morrison Academy, and visiting team members are grateful for the opportunity. As a team representing the Association of Christian Schools International (ACSI) and the Western Association of Schools and Colleges (WASC), we express our deep appreciation for Morrison Academy and the school community's commitment to Christian education with excellence. Morrison Academy is a school with impact and influence.

The visiting team was treated with friendliness, cooperation, transparency, and kind hospitality that extended to us in our various locations as we conducted the visit virtually, including sending a package to each team member in advance of the visit with gifts of a Morrison- branded mug, cookies, notebook, and tote bag. The school community did everything it could to facilitate this phase of the accreditation task. School personnel flexed with grace and kindness as we together navigated the unusual circumstances of this visit.

We trust that our report will be a service to Morrison Academy as the school continues its path of continuous school improvement to fulfill its purpose of glorifying God by meeting the educational needs of the children of Christian missionaries throughout Taiwan, and its vision that "every student will experience a quality, biblically-integrated education, so that each one will be equipped to impact the world dynamically for Christ."

Next Steps

The school will receive the visiting team's draft report of the visit. A copy will go to the appropriate regional office for consideration by the regional commission at their next regularly scheduled meeting. Those meetings happen twice a year. The commission may make changes in the report, if deemed necessary. They will determine the accreditation status and terms for the accreditation period.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. That association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations, and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.

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