

MID-CYCLE VISITING COMMITTEE REPORT

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL AND ACCREDITING
COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR

Morrison Academy

216 Si Ping Road, Taichung 40679, Taiwan ROC

Mid Cycle Visit: April 18-20, 2018

Prior Accreditation Team Visit: March 29 - April 3, 2015

Visiting Committee Members

ACSI Chair:

David Wilcox, Ph.D.,
Assistant Vice President - Global
ACSI, Colorado Springs, CO, USA

WASC Representative and Co-chair:

Mr. Jeff Auty
Head of Science & Service Learning
International Christian School, Hong Kong

System Services:

Morrison Academy, System Services 216 Si Ping Road, Taichung 40679, Taiwan ROC
Phone +886-4-2297-3927 Ext. 101; Fax +886-4-2292-1174

Tim McGill, Superintendent

Email: mcgillt@mca.org.tw

Campuses:

- Morrison Academy Bethany (MAB K-10); Principal Susanna Myburgh, myburghs1@mca.org.tw
- Morrison Academy Taichung Elementary/Middle School (MAC EMS K-8), Principal Seppie Myburgh, myburghs@mca.org.tw
- Morrison Academy Taichung High School (MAC HS 9-12), Principal Doug Bradburn, bradburnd@mca.org.tw
- Morrison Academy Kaohsiung (K-12), Principal Joe Torgerson, torgersonj@mca.org.tw

School's Purpose:

The purpose of Morrison Academy is to meet the educational needs of the children of missionaries throughout Taiwan.

Core Values:

Jesus Christ is central to Morrison Academy's values. These core values are:

- To know the Truth
- To fulfill the Great Commission
- To pursue excellence in student learning
- To partner with parents
- To educate the whole person
- To be a caring community

Vision:

The vision of Morrison Academy is that each student will experience a quality, Biblically-integrated education so that they will dynamically impact the world for Christ.

Introduction/Overview/History/Facilities/Outcomes

Morrison Academy is a K-12th grade Christian International School that follows an American curriculum and is accredited by the Association of Christian Schools International (ACSI) and Accrediting Commission for Schools – Western Association of Schools and Colleges (ACS-WASC). Its current accreditation cycle is for six years - July 2015 through June 30, 2021.

Morrison Academy was founded in 1952 as a non-denominational private Christian school system. Morrison Academy is also known as Morrison Christian Academy, but most commonly known as the former. The school in Taichung was founded in 1952 with six students in a bamboo hut. It was established to serve the missionary children in Taiwan. Since the start of the school it has admitted other expatriates on a space available basis.

The school moved to its current campus in 1972. In Taipei in 1961, Bethany Christian School was established separately. It joined Morrison Academy in 1967. Now Morrison Academy - Taipei, it added 10th grade and plans to add 11th grade in 2019. They will have their first graduating class in 2021.

The Kaohsiung campus of Morrison Academy was established as a K-8 school in 1974 and moved to its current purpose-built campus in 2000. The campus has expanded the grades offered since the last full visit in 2015, graduating its first seniors in 2016.

Accreditation Partners: Morrison is jointly accredited by WASC (Western Association of Schools and Colleges) and ACSI (Association of Christian Schools International) as one system of three campuses. Since 1977, Morrison's Taichung high school campus has been accredited by WASC and has also been an ACSI member school. All three campuses (located in Taipei, Taichung, and Kaohsiung) have been jointly accredited since 1998.

Morrison Academy is committed to long-term maintenance of school facilities as evidenced by adequate budgeting for maintenance, capital, and equipment. An annual audit of facilities and capital equipment is conducted on each campus to inform budgeting decisions for ongoing repairs and renovations.

All instructional and ancillary facilities meet legal standards for safety, fire protection, sanitation, and health and are approved for occupancy annually. Each campus works closely with local authorities to ensure that building codes and emergency drills meet the local requirements. The school's safety plan and physical plant are compliant with local regulations.

Faculty and Staff

Morrison Academy reports 102 full time faculty, twenty-six part time teachers and eight school administrators.

Student Achievement

Student achievement at Morrison remains well above USA norms. Morrison SAT scores have averaged over 100 points higher than USA averages since 2014. The New SAT scores for 2017 show Morrison students averaging 180 SAT points higher than the USA national average – 1240 compared to 1060. Of 233 AP tests given last year, 94% were scored 3 - 5. The Morrison average AP score was 3.98 compared to the USA national average of 2.86.

In the school's self-developed writing assessment instrument, the school has noted a drop in student scores in grades 1-5 on the areas measured within the Six Traits Writing system.

Governance and Administrative Structure

Ownership & Board: Morrison Academy (MA) operates under the direction of Morrison Christian Association, Inc., (MA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions:

- The Evangelical Alliance Mission (TEAM)
- One Mission Society (OMS)
- Conservative Baptist International (CBI)
- International Mission Board of the Southern Baptist Convention (IMB)

Each sponsoring mission generally supplies two Board of Trustee members, with four additional members from the alumni and Taiwan missions' communities. Morrison is also registered with the Chinese government as a not-for-profit foreign school and may only admit students holding foreign passports.

I. Preparation of Mid-term Report and use of the SIP for Program Assessment and Planning

The report was primarily prepared by Crista Blackhurst with input from Morrison's Administration. Morrison's System Administrative Council (SAC), which serves on Morrison's Follow-up Committee, has thoroughly reviewed MA's past three years' school improvement progress as related to the previous visiting committee's recommendations. Steps toward school improvement are evident in all major recommendations.

Morrison's school-improvement cycle calls for systemic data analysis and report summaries each spring and were included as attachments to this report. In May of each year, teachers and administrators from each campus meet to review and celebrate Morrison's accomplishments for that school year. Survey results, feedback, and other data regarding each year's progress and challenges are collected and examined by SAC. This data informs the following school-year's goals and School Improvement Plan.

II. Progress on Critical Areas for Follow-up/Major Recommendations: All Incorporated into the School's Schoolwide Action Plan

Since the 2015 full accreditation visit, Morrison Academy has utilized the SIP as a guiding plan for school improvement.

Major Recommendation #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. (Indicator 9.3, 9.6, and 9.7, Self-Study p. 75, subcommittee meetings, interviews, SAC meetings).

Note: This recommendation aligns with CSIP Goal 1.

School's Report on Progress:

2017-18

To intentionally connect each student to a godly mentor, Morrison has established an advisory program for grades 6-12. Each secondary student now has an official connection to an adult that is more than just a teacher, but an advisor on areas of life beyond the classroom. Also, there is time set aside for one-on-one mentoring within the advisory program. Beginning this school year all 3 campuses now have an advisory program for all secondary students (grades 6-12). Each campus has advisory coordinators, professional learning, detailed lesson plans and precise schedules for all advisors.

2016-17

The Middle School Advisory Coordinators on each campus worked collaboratively to plan and implement a MS Advisory program. This included a weekly curriculum given to advisors from each of the coordinators, a beginning of the year meeting and training, and subsequent meetings throughout the year for advisors. The coordinators from each campus have met twice this year to collaborate and refine the curriculum.

The High School Advisory Task Force met this year to determine the possibility for advisory in the HS program. The team determined that the advisory would help to support the goal of securing a connection for every student to a godly mentor, and would also serve to address key spiritual, moral, personal, academic and social topics and tasks needed in High School.

Therefore, the task force continued with creating a handbook for HS Advisory with a purpose, philosophy and other descriptors as well as continuing to work on a biblically integrated curriculum that fits Morrison's students and values. The plan is to go forward with HS Advisory at Morrison.

2015-16

During this school year, there was a Mentoring Task Force made up of teachers, counselors, administrators and a chaplain to help develop a philosophy and strategies to be purposeful about mentoring on all 3 campuses. By the end of this school year, there will be a staffing, topic guide and professional learning to implement an Advisory program on all three campuses in the middle school grades for next year. This task force will also look at models of an Advisory program for high school for future years as

well.

Mid Cycle Team Assessment:

The school's response has been thorough and extensive. With every student in grades 6 - 12 now having a mentor and being part of a system-wide program of mentorship, students have more than student/ teacher academic relationships. They have significant adults in their lives that have appropriate influence in spiritual, moral, personal, and social issues.

In order to keep all three campuses on the same page there is an excellent Advisory Journal that every student receives and works through at the Middle School Level. There is also a calendar so that all advisors can see the expectations and a weekly Power Point to resource these Advisory Sessions. The program has been in place longer at the middle school level than it has at the high school level. The school needs to continue reviewing the success of the program, analysing data drawn from the program for improvement, and connecting it intentionally to the VFOLs.

Student and teacher interviews confirm the positive feelings about the program, with students expressing great appreciation for having new relationships and an opportunity to discuss issues that are significant to them.

Based upon the evidence of the school's response to this recommendation the Mid-Cycle team considers this recommendation to be still in process.

Major Recommendation #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 (Indicator 5.5, Self-Study p. 58 and 82, interviews). Note: This recommendation aligns with CSIP Goal 2.

School's Report on Progress:

2017-18

The climate of innovation at Morrison continues to expand as teachers better understand and expand use of innovation. This expansion occurs as one-to-one devices are now available for all students in grades 3-12, Innovation Teams are being established on each campus, and teachers are becoming more and more mindful of ways in which their instruction and students' experiences can become more experiential and inquiry-based.

2016-17

Morrison Academy developed and refined a definition of innovation specifically for MA. This definition also included visual images to communicate to staff, parents, and community members. This message appeared in the March 2017 issue of The Torch (parent bilingual newsletter) as well as the staff email communication: Cross-Campus Call. Additionally, at the March system-wide professional learning day in Taipei, key innovative teachers were asked to showcase their classroom innovations at the first Innovation Showcase. These teachers were asked to set up a table in the gym to share their project, activity or process that might inspire other teachers. Lastly, the long-standing Herring Grant allows teachers to request money for innovative ideas they would like to try in the classroom. The Herring Grant was reworked to allow for a rolling deadline so teachers can request funds throughout the school year.

2015-16

In 2015 – 2016, the Innovation Task Force was made up of teachers and administrators to brainstorm and determine a philosophy, staffing, and programs that would help to create a climate of innovation that fits Morrison Academy. Some members of this task force visited another school to gain knowledge of ways that they have been innovative. By the end of this school year the task force created a job description for an experiential and capstone coordinator, course description for a Capstone course, learning and flexibility with teacher schedules and the innovation grant application process.

Mid Cycle Team Assessment:

The Major Recommendation of the 2015 Visiting Committee affirmed the school's goal to achieve the following desired student outcomes:

- Students engage in innovative teams using technology.
- Students engage in experiential learning, service learning, and internships.
- Seniors articulate their passions and gifting.
- Integrate experiential learning, service learning, and technology into curriculum units.
- Comprehensive capstone projects for students in eighth and twelfth grade

One of the most illustrative examples of this spirit of innovation was seen in the Taichung Campus Library where there is a Makerspace and what is called an innovation hub where the various coaches (Tech, Library Media and Learning Coaches) work together as a support hub to teachers.

The Christian Service Learning (CSL) and Week without Walls (known under various names in different campuses) focuses upon different themes. In Middle School it occurs within Taiwan following various themes that are able to be integrated throughout

the year. In the middle school, Grade 6 focuses on team building, in Grade 7 the emphasis is on Culture and Grade 8 on Leadership. A similar pattern is followed in High School. Grade 9 has a Biology trip, Grade 10 focuses outdoor pursuits, with Grade 11 going on overseas trips, and Grade 12 taking a leadership role. Students reflect on these experiences. The school has budgeted significant funds to enable all students to participate.

The recommendation was based upon Indicator 5.5 which reads: The school seeks to utilize instructional strategies and learning activities that focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills.

Based upon the evidence of the school's response to this recommendation the Mid-Cycle team considers this recommendation to be still in process.

Major Recommendation #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 (Indicator 5.2 and 5.5, Self-Study p. 57 and 83, Rubicon Atlas Standards Analysis). Note: This recommendation aligns with CSIP Goal 3.

School's Report on Progress:

2017-18

Morrison Academy has established a timeline to ensure the strengthening of the recording and reporting practices. For this year, that included the use of MasteryConnect as the primary recording and reporting tool for the elementary core classes. This tool allows teachers to record assessment grades by standard rather than assignment, thus reflecting the progress of each student by learning goal. This progress is then reported to parents in a visual and understandable way. Additionally, all teachers (K-12) put their course curriculum maps into MasteryConnect in order to naturally connect curriculum and assessment. Each campus has dedicated professional learning time for this as well as understanding the philosophy and purpose of a standards-based approach.

In middle school grades, teachers separated product and process grades in the middle school report card. This allows for the grades on the report card to reflect a student's progress toward learning goals, while also reporting their responsibility, respect and engagement separately.

2016-17

The Recording and Reporting Task Force met to develop a 3-year implementation timeline of K-12 standards based recording, reporting and assessment practices. One conclusion that the task force reached is that teachers need a helpful tool to better record and report in a more uniform way. Mastery Connect is a curriculum mapping, assessment creating, recording and reporting tool that will be used at Morrison Academy to meet that need. We are currently training for this at a leadership level. This task force is also developing a middle school report card that will report process (homework, behavior, responsibility) from product (tests, quizzes, projects), thus showing a more accurate reflection of learning. The task force will also continue to develop communication strategies starting with staff and then parents of middle school students as the new middle school report card will be implemented next school year.

2015-16

The Reporting and Recording Task Force is in a research and development stage to determine the best path of standards based reporting for Morrison Academy. The task force is made up of principals and a Professional Learning Coach who are reading and discussing research to then pass along to key groups of teachers on each campus to do the same the following school year. The plan is to have a firm understanding of the philosophy and purpose of standards based recording and reporting in order for it to better support student learning.

Mid Cycle Team Assessment:

MasteryConnect has been completely adopted at the Elementary Level on all three campuses. It is an excellent tool for connecting curriculum to standards-based assessment and reporting.

At the Middle school there has been a separation of process and product grades and some piloting by certain teachers of MasteryConnect. Migration of curriculum from Rubicon to MasteryConnect is complete. Grading and reporting is still done through Power School Learning.

At the High School level the implications of adopting a standards-based assessment and reporting model is being considered by all stakeholders. There is still work to be done on this, and Action Research groups are working through all the implications for student learning and reporting at a Secondary Level.

Based upon the evidence of the school's response to this recommendation, the Mid-Cycle team considers the school's implementation of this improvement to be in the early stages of development and is still in process.

Major Recommendation #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 (Indicator 5.7, 5.8, and 5.9, Self-Study p. 57-58, 77 interview with administration and faculty). Note: This recommendation aligns with CSIP Goal 3.

School's Report on Progress:

2017-18

Morrison Academy is in their 3rd year administering the Measures of Academic Progress (MAP) tests in grades 1-10. Teachers are using MAP data to track progress and determine areas of concern. Training using MAP test data is done at each campus in preparation for parent-teacher conferences and for classroom purposes. It was determined that next year's MAP testing will include NGSS science for grade 6-8 to be able to analyze the success of NGSS implementation in grades K-8. Additionally, the use of MasteryConnect at the elementary level this year has allowed for data analysis training.

2016-17

This was the first year Morrison used Measure of Academic Progress (MAP) as our outside assessment tool for grades 1-9. The MAP test gives an accurate picture of student learning and progress in reading, language and math and allows for multiple (up to 4) assessment times throughout the year to better track progress. Teachers are using this information to inform instruction and differentiation as well as inform parents in parent-teacher conferences. Additionally, Morrison leaders were given a day training workshop with an official trainer from NWEA on how to read and interpret MAP data. We will add grade 10 to the assessment so the grade 9 data is more useful for HS teachers.

2015-16

This school year we have made plans to implement the Measure of Academic Progress (MAP Test) for the following school 27 year in grade 1-9. This will include training for teachers to be able to use the data from these tests to make decisions about instruction. Some of this training will begin before the end of the school year as teachers prepare to administer the test and analyze data.

Mid Cycle Team Assessment:

Morrison Academy is to be commended on the amount of data they are collecting and amount of time being devoted to meetings about the data. MAP data are being

collected and collated and will be expanded to include Science Testing next year because of its alignment with the recently adopted NGSS science standards.

There does seem to be a sense of ‘survey saturation’ experienced by some of the stakeholders. Analysis of data could be an issue given the amount of data and time needed to process it for effective decision making. The administration is encouraged to continue making the data available to the teachers and giving them time and the tools required to make effective use of the data.

The school should plan for compliance with the REACH 2018 Accreditation protocol (Appendix F) that requires examples of data analysis that results in program improvement.

Based upon the evidence of the school’s response to this recommendation the Mid-Cycle team considers this recommendation to be still in process.

III. Mid Cycle Team Commendations and Recommendations

Morrison Academy is a healthy and vibrant school organization. No new major recommendations are offered at this time. Much can be commended: the quality of facilities, the plans for growth, financial planning to secure the financial strength of the school, the quality of faculty, administration and staff, and the board’s commitment to its own professional development and quality board governance.

Commendations: Morrison Academy is commended for:

1. The creation of ‘House Teams’ resulting in a greater sense of belonging.

Data from teachers and parent surveys shows that parents were pleased with these new developments in the middle school. Teachers and students responded very positively to a middle-of-the-year survey on the implementation and success of the advisory program.

2. The quality of collaboration between campuses is excellent.

The consistent and frequent communication between campuses by administration and faculty has resulted in an excellent level of collaboration in improvement planning and implementation.

Recommendations: (If any) It is recommended that Morrison Academy:

No additional recommendations are offered to the school. The current SIP is appropriately focusing on the major areas of needed improvement. The recommendations have been implemented at each campus, but to varying degrees and timing. There is no inconsistency between campuses on the relevance of the SIP components.

IV. Visiting Committee Summary Statement

During the time of the visit all three campuses of Morrison Academy were visited. These are spread over the island of Taiwan with a Central Support Services Office and the superintendent located in Taichung.

Morrison Academy does an excellent job of being one school on several campuses maintaining the integrity of having one system and the advantages of diversity. The team met with administration, staff, and students on all three campuses and with the Chairman of the Board. There was a strong coherence in the responses given by all stakeholders and a clear articulation of the school's mission and vision.

Morrison Academy is addressing all four major recommendations in a comprehensive manner. The recommendations cover the advisory and student mentorship program, innovation in the areas of technology, service learning, and experiential learning, a transition to standards-based assessment and reporting, and expansion of data collection and analysis.

The team highly commends Morrison Academy in their efforts and believes they are in a strong position to carry on implementing their school improvement efforts.

The school has much to celebrate. Parents can be assured of a quality education from Morrison Academy.

V. Mid-cycle Team Recommendation on Accreditation:

The Mid-Cycle Visiting Committee concludes that the *Mid-Cycle Progress Report* of the school is an accurate reflection of the current progress of all areas of the school and that progress has been achieved in the recommendations and the school shows a commitment to the follow up process.

1. All major recommendations have been addressed and progress is documented on each one. The Mid-Cycle team believes all the recommendations should continue to be components of school's SIP. We believe the school has

the capacity and commitment to fully address all major recommendations by the end of this accreditation cycle in 2021.

2. A School Improvement Plan has been developed and utilized as the guiding document for school improvement. The school is making good progress in implementing this plan with accountability through systematic monitoring.

3. The school is in compliance with the accreditation standards and accreditation criteria.

It is the opinion of the Mid-Cycle Visiting Committee after reading the Mid-Term Report and spending these days of interviews, reviewing evidence, and observing its operation, that Morrison Academy is making effective progress in meeting the recommendations of the 2015 ACSI/WASC Visiting Committee Report.

Morrison Academy continues to offer the type of program that qualified it for continuing a full accreditation term by ACSI and WASC.

Team Members:

Jeff Auty - WASC Representative

David Wilcox - ACSI Representative and Chairperson