



Midterm Visit Report

FOR

Morrison Academy Taiwan

Morrison Academy Taipei (MAT), K-12

Morrison Academy Taichung (MAC), K-12

Morrison Academy Kaohsiung (MAK), K-12

January 22-25, 2024

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I. Introduction

The midterm accreditation team visit to Morrison Academy, Taiwan, was conducted January 22 - 25, 2025, by a two-person team comprised of a representative of the Association of Christian Schools International (ACSI) and a representative of Western Association of Schools and Colleges (WASC). A representative of ACSI chaired the visit and the WASC representative served as co-chair.

During the visit, the team used information and evidence provided by the school through its midterm report and accompanying documents as well as interviews, observations, and other strategies to assess the school's progress on its maintenance of standards and its addressing major recommendations from the 2021 Visitation Team's Report. In addition, the team assessed the school's ongoing progress of the schoolwide learning results (VFOLs), alignment of program and services to the school's mission and philosophy, and their commitment to continuous school improvement. The visitation team visited classrooms for observations on all three campuses. This report will document and communicate the essential elements of the team's observations and conclusions.

Founded in 1952, Morrison Academy is a non-denominational, private Christian school system located on the island of Taiwan in East Asia, off the southeastern coast of China. Taiwan is a well-developed, modern nation, ranking highly in political and civil liberties, education, health care, and economic development. At the school's founding in 1952, the school began with five missionaries' children, and since then, the school has grown to an enrollment of nearly 1000 students on three campuses located in Taipei, Taichung, and Kaohsiung. Each campus offers K-12 programs and has classrooms, offices, library, multi-purpose room/ auditorium, gym, music/art rooms, makerspaces, and soccer fields. The Taipei campus opened to students in January 2020.

The school operates under the direction of Morrison Christian Association, Inc. (MA), a nonprofit corporation based in New Jersey, owned and operated by the following sponsoring missions:

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

Each sponsoring mission 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.

Purpose: Morrison Academy exists to glorify God by meeting the educational needs of the children of missionaries throughout Taiwan.

Core Values: Jesus Christ is central to Morrison Academy’s values, and these core values are:

- To follow Jesus Christ
- To educate the whole person
- To proclaim God’s Truth to the world
- To partner with parents
- To pursue excellence in student learning
- To cultivate a caring community

Vision: 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.

VFOLs (Vision For Our Learners or ESLRs):

A maturing Morrison student will be a:

- Christ Follower
- Lifelong Learner
- Effective Communicator
- Moral and Ethical Citizen
- Critical and Creative Thinker
- Wise and Responsible Steward

Student Enrollment: For the school year 2023-24, student ethnicity is broken down by 81% Asians, 9% Caucasian, 9% Multiracial, and 1% Others. Gender ratio is 48% male and 52% female. Total number of full time teaching staff across all three campuses is 138, part time teaching staff is 21, and 7 administrators.

Enrollment by Campus and Grade Level (As of Fall 2023)

Grades	MAT	MAC	MAK	Total
K-5	129	134	112	375
6-8	77	75	66	218
9-12	95	162	83	340
Total	301	371	261	933

Student Achievement Data: Morrison Academy continues to report out on three externally-moderated standardized assessments, the MAP, SAT, and the AP exams, that track student achievement, growth, and development along with achievement of their academic Vision For Our Learners (VFOLs): effective communicator, critical & creative thinker, and lifelong learner.

Measurement of Academic Progress (MAP)

During the school years 2020-2023, Morrison administered the MAP test to grades 1-10 students in reading, language usage, and mathematics. The school utilizes both US and East Asia Regional Council of Schools (EARCOS) MAP results as comparative norm standards. However, according to this midterm report, it does not appear that Morrison students' results were norm referenced using US or EARCOS comparisons. Morrison uses the MAP data to track overall academic growth of students with the expectation that annual MAP results will show a full year of growth in each cohort.

Scholastic Aptitude Test (SAT)

During the years 2019 to 2023, Morrison students consistently achieved higher average point totals than their US-based peers. The gap between these populations has increased from 197 points on average in 2019 (for class of 2020) to 210 points in 2023 (for class of 2024).

Advanced Placement (AP)

During the years of 2020-2023, an average of 85% of Morrison students scored either a three, a four, or a five on the AP exams. During the 2022-2023 school year, a record number of 448 AP exams were taken by Morrison students. The midterm visitation team did not receive evidence of the population in AP subjects or of the ratio of those who took the AP tests to those who did not and were just enrolled in these classes.

II. Changes Since the Last Visit

Since the full team visit in March 2021, Morrison Academy has undergone significant changes in the administrative structure, student enrollment, and facilities. In terms of the administrative structure, the most significant change is that Julie Heinsman was named as the new Superintendent of Schools, replacing the long-serving Head of School, Tim McGill.

Moreover, two additional changes have occurred that have influenced governance and academics. The first change is the expansion of the role of the System Diagnostician/Learning Needs (LN) Coordinator. The other change is the Taichung

campus transitioning to a K-12 environment. This has led to having just one campus principal who oversees the entire K-12 programming (as opposed to the previous structure with one elementary/middle school principal and another high school Principal). This change also means that the Taichung campus has one member on the System Administrative Council instead of two.

Another change for the Taichung campus is the reduction of high school enrollment from 185 during the 2021-2022 school year to the present enrollment of 162. This represents a 14% decrease in enrollment. This decrease was anticipated with the addition of high schools at the MAT and MAK campuses and purposeful by the Board lowering maximum enrollment numbers in the MAC high school classes. Although MAC high school enrollment had declined, the overall enrollment at all three Morrison campuses is only down 1.8%. The last significant change that is occurring relates to the new high school construction on the MAC campus. Groundbreaking occurred in September of 2023 with new facilities scheduled to open by May 2025.

III. Maintenance of Standards (Red = Critical Indicator)

- 1. Indicator 5.2:** 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)

2021 Visiting Team’s Response (PC): The curriculum guides/ maps are somewhat developed, but several of the requirements are not included. There is little or only anecdotal evidence of the curriculum addressing 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.

2024 Morrison’s Response (C): In the first year following the 2021 Visiting Team Report, the Director of Learning oversaw the redesign of the

organization and storage of Morrison's curriculum. All curriculum maps were moved from MasteryConnect and other containers to Google Drive Curriculum Folders shared with staff. Curriculum maps contain all elements of indicator 5.2 and are continuously being improved and revised by job-alike teacher teams. More detailed information is provided in the CSIP Goal 4 summary and evidence.

2024 Visiting Team's Response (C): Since the 2021 visit, the school has worked diligently on migrating its curriculum documents from both Atlas and MasteryConnect to Google Drive. The rationale for the move to Google Drive was that unlike learning management systems such as Atlas for example where one has to receive training and abide by a specific set of protocol, the Google Drive is a universal shared space just about anyone can collaboratively live and work in easily and expeditiously. The new curriculum guides/maps are comprehensive in its purpose, focus, and usage, and they include all the necessary components of a sound teaching and learning unit including schoolwide expected student outcomes, course goals and objectives, biblical integrations and concepts, school-selected standards, resources, time allotted for each unit, instructional methods, resources, as well as a scope & sequence chart. The new system is accessible to all faculty, and is clearly a learning management system that continues to be updated and refined on a collaborative basis. It aims to develop the whole child, and drives the instructional program.

- 2. Indicator 5.6:** 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)

2021 Visiting Team's Response (PC): The school utilizes limited assessment tools.

2024 Morrison's Response (C): Morrison's systematic assessment process has been reviewed and bolstered with the addition and planned addition of assessments. On the academic side, MAP Growth testing has been extended to include grade 9 in High School. This data is being used to help us review student readiness for transition from middle to high school. In elementary school, the addition of MAP Reading Fluency assessment is helping to provide data on literacy and phonics programs that is actionable for teachers and administrators. Developmental and non-academic assessments have also been refined to provide better information for school programs and Vision for Our Learner (VFOLs) statements. Chaplains have collaboratively worked on clarifying questions for Campus Ethos Survey instruments and Flourishing

Students Assessment, respectively. Gaps in needed information were identified and will be addressed with the addition of the Practicing Faith Survey and Developmental Assets Profile (DAP).

2024 Visiting Team's Response (C): The school has made progress from the 2021 report when limited assessment tools were employed. There is greater use of MAP testing for academic assessment, and the range of non-academic diagnostic surveys has been expanded.

- 3. Indicator 5.7:** 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)

2021 Visiting Team's Response (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.

2024 Morrison's Response (C): Teacher training in data use and analysis has become a key component in school-wide professional development in response to recommendations on indicator 5.7. Campus-based and school-wide professional developments have included time to build teachers' understanding of using data to inform instructional decisions. This year's system-wide October Professional Learning Days in-service featured training on the use of MAP Reading Fluency data in elementary and MAP Growth data in grades 6-9.

2024 Visiting Team's Response (C): Morrison has responded to the 2021 report by giving more consideration to PD and collaborative time in analyzing data and making instructional decisions with regard to individual students. The school now also uses benchmarking data that compares Morrison's MAP test scores with EARCOS and US norms.

- 4. 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.

2021 Visiting Team’s Response (PC): The school occasionally uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

2024 Morrison’s Response (C): Morrison is currently working on creating protocols to better document the ongoing data-informed decision process and stakeholder communication. While the analysis of data is used in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes, the documentation of that process is our focus over the coming years of the accreditation cycle.

2024 Visiting Team’s Response (PC): The school is giving greater consideration to MAP Test data to inform decisions about individual students both where learning needs are evident and where academic potential is in danger of frustration. The question of a systematic gathering of data for a well-defined purpose remains where the VFOLs are concerned, and trend analysis would be beneficial at a whole-school level in directing programmatic improvements. The visiting team recommends Morrison to determine a clearer purpose for collecting MAP Test data and other data, as well as a clearer plan for how the school will use that data at macro and micro levels, to drive instruction and improve student learning.

5. Indicator 6.9: Meals and snacks offered by the school are based on sound nutritional standards.

2021 Visiting Team’s Response (PC): Nutritional standards have been reviewed, but they are inconsistently applied.

2024 Morrison’s Response (C): Standards for meals have been addressed with the adoption of a modified version of Taiwan’s school-lunch nutritional standards for school lunches. Further, Morrison has identified meals with potential food allergies and identified them on their published school lunch menu.

2024 Visiting Team’s Response (C): Though the way meals and snacks consumed by students across the three campuses may not be standardized in terms of provision and delivery, the visiting team was able to verify that sound nutritional and health standards are adhered to by the outside vendors when such providers are used. When outside vendors are not used, students bring meals and snacks from home. The school was able to achieve a “Compliant (C)” rating on this critical indicator in this Midterm Reporting cycle.

- 6. 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.

2021 Visiting Team's Response (PC): Limited facilities planning is occurring for future programs and staff, facility, and technology needs.

2024 Morrison's Response (C): Morrison's board documents demonstrate a commitment to the future needs of Morrison and have been included in the evidence folder. Major construction projects have been completed or are underway on all the Morrison campuses preparing the school environment for students.

2024 Visiting Team's Response (C): Since the 2021 visit, the school has made intentional efforts to plan, intentionally document, and engage in significant facilities upgrade projects such as the Visual Performing Arts Center, Shared Academic Building, and the new High School Building on the MAC campus. For the MAK campus, a review of new Athletic Facilities, a review of its High School Section, as well as a review of its current Staff Housing Building are on the slate. For the MAT campus, a consideration for a new property purchase for Staff Housing is under review and to be determined. The school was able to achieve a "Compliant (C)" rating on this critical indicator in this Midterm Reporting cycle.

- 7. 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.

2021 Visiting Team's Response (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.

2024 Morrison's Response (C): Morrison has made some exciting improvements to ensure instructional programs reflect the developmentally appropriate application of a biblical worldview and Christlike character and values. One of the beneficial changes is the addition of the Elementary Chaplain position to focus on Kindergarten through 5th grade students. Bible teacher training was also designed for the staff as a whole and to address divisional needs for elementary, middle, and high school students.

2024 Visiting Team's Response (PC): The clear Gospel heart of Morrison shines through at every turn, and the school has clearly taken steps to address this indicator. The addition of structured support such as an Elementary School Chaplain has been accompanied by teacher training

delivered by teacher coaches in biblical integration. Faculty encountered were winsome and engaging witnesses for Christ, and the visiting team encountered a sensitivity to the differing demographics of different campuses. A consistent understanding encountered across the campuses was the goal of “education, not indoctrination.” With that said, there is room for improvement in this area in terms of focusing on integration as opposed to correlation, and consistent application and development across the three campuses. Therefore, the visiting team recommends targeted, in-depth K-12 professional development in biblical worldview integration.

IV. Progress on Implementation of the Continuous School Improvement Plan

- 1. CSIP #1:** Foster a culture of Christ-centered instruction and spiritual formation that embraces God's ongoing work.

2024 Morrison’s Response: A considerable amount of time has been dedicated to equipping teachers through Bible training during professional development. The 2021-22 Bible Curriculum Task Force created a series of Bible teacher trainings to help support teachers. These sessions were led by experienced Bible teachers and chaplains, who helped to translate the profound concepts of spiritual transformation into practical strategies for daily instruction and engagement with students. Training sessions at each of our campuses were done in both all-staff groups and divisional grade groups to deliver age-appropriate content. These trainings will continue in both system-wide professional learning times and campus professional learning events, meetings, and discussion groups.

To further this work, each campus invested time and resources to develop a consistent and holistic Christian philosophy of education (Procedure 130). Campuses engaged in book studies and discussions through half-day professional development days and cross-campus collaboration in grade or course-alike meetings. These discussions include opportunities to share integration into instructional strategies with colleagues. Teachers reflected on their Christian philosophy of education and Biblical integration with campus principals during their yearly Professional Practice Review meetings.

Guided by the analysis of spiritual formation and student data, Morrison also seeks to strengthen its programs and events that support the spiritual development of students, especially our missionary and Christian students. One focus has been supporting school-wide spiritual growth opportunities such as the Vida program and campus-based youth groups. Vida is a cross-campus, spiritual retreat for high-school students focused on getting closer to God. Small group activities, discussions, workshops, and worship

are designed to support believers and seekers. The strong attendance of the Vida program has required the addition of a second event each year.

God's ongoing work in the lives of students and staff at Morrison has a powerful impact when it is shared within the community. One of this year's CSIP strategies includes gathering and sharing stories of spiritual formation with staff across the campuses. This resulted in a powerful moment during our all-staff October PL Days meetings this year as chaplains led the sharing of God's ongoing work, which inspired us to see the great things He is doing at Morrison.

In conjunction with CSIP Data Goal 3, chaplains and the System Administrative Council (SAC) continue to analyze spiritual formation data and evaluate its implications and effectiveness in informing decisions. After chaplains reviewed spiritual formation questions across our survey instruments, SAC approved the addition of the Practicing Faith Assessment, DAP, and the revising of Campus Ethos Surveys to understand spiritual formation across the school better. These adjustments will help Morrison better support and track student progress toward expected outcomes.

2024 Visiting Team's Response: As demonstrated by the response to indicator 7.5, the visiting team concurs that Morrison has made good progress in implementing CISP #1. Evidence of the Christ-centered approach both in and out of the classroom was encountered consistently in classroom visits, in interviews with faculty and leadership, and by the clear ethos across all three campuses. The documentation in the curriculum guides is matched by a fragrance of Christ which pervades relationships, communication and the prevailing atmosphere of the school. The visiting team commends Morrison for faithfully standing for Gospel truth and sharing the love of Jesus with its students.

Evidence: Updated CSIP, Interviews with Constituents, Interviews with School Leaders, Classroom Visits, Appendix A

- 2. CSIP #2 & 2021 Major Recommendation #4:** Develop, implement, and monitor a system of effective two-way communication between leadership with 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)

2024 Morrison's Response: This goal centers on fostering an effective, two-way communication framework between school leadership, employees, and stakeholders to establish an open and transparent dialogue culture. Throughout the year, dedicated efforts were made to reinforce this objective through various initiatives and action steps outlined in the yearly CSIP strategies, with evidence highlighted in our Mid-Term Report Evidence document.

In the first year (2021-22), the superintendent prioritized regular campus visits, engaging in informal discussions and focus groups with staff and leadership. Additionally the Superintendent and Directors hosted Q&A sessions across campuses to facilitate direct interaction, address employee concerns, and share facilities plans for the future.

In the subsequent year (2022-23), the focus shifted towards collecting feedback from stakeholders through Asia Growth Solutions (AGS) survey for parents, the Best Christian Workplace Surveys for staff, and Morrison Student Survey. The leadership team began researching a communication platform for school administration to share updates and best practices with each campus and towards building deeper connections and trust. The superintendent led conversations on this strategy and settled on a quarterly newsletter that would launch in 2023. Q&A sessions continued on a semesterly basis, ensuring ongoing engagement. Notably, the superintendent attended Parent Advisory Committee (PAC) meetings on each campus. Progress was made in developing data-gathering methods to assess stakeholder satisfaction and improving communication with stakeholders.

This year, CSIP strategies encompass more structured communication strategies. Support Services introduced a quarterly newsletter, further enhancing communication channels. Regular face-to-face visits with leaders and staff have taken place throughout the first semester. These meetings have been successful in building connections with staff. This strategy will be complemented by Q&A or focus group sessions with Support Services on each campus during the second semester. Evaluation of campus communication with parents, staff, and stakeholders will be conducted again this year, emphasizing the importance of assessing effectiveness. Additionally, the superintendent will maintain involvement with parents by attending PAC meetings on each campus, ensuring continued dialogue and engagement. The work on this goal aims to solidify a culture of open dialogue and transparency within the school community, addressing the need for consistent

meeting schedules and reinforcing communication channels for sustained improvement.

2024 Visiting Team's Response: Since the 2021 visit, the school has taken several steps to ensure that a system of effective communication occurs between the school leadership and its constituents. Specifically, the superintendent conducts regular campus visits and engages in informal discussions and focus group meetings with staff and campus leadership. Additionally, Q&A sessions occur across campuses to facilitate direct interaction, address employee concerns, and share facilities plans for the future. The superintendent attends Parent Advisory Committee (PAC) meetings on each campus, and there is good progress in data-gathering to assess stakeholder satisfaction and improving communication.

Evidence: Updated CSIP, Surveys, Survey Results, Interviews with Constituents, Interviews with School Leaders, Appendix A

- 3. CSIP #3 & 2021 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 Plan Coordinator)

2024 Morrison's Response: Morrison is committed to improving student learning and holistic development by establishing and implementing a system of data-informed decision-making. The school recognized the pivotal role of data in shaping educational strategies and fostering an environment conducive to academic, spiritual, and social-emotional student growth.

In the initial year of this goal, a concerted effort was made to shift the school toward a culture of data analysis at the administrative level. System Administrative Council (SAC) and Board meetings became testing grounds for the documentation and analysis of data, laying the groundwork for data informed decision-making. The challenge seems to be more in the documentation of practices that are happening rather than with the use of data to inform decisions. Teachers engaged in campus-based training to empower them with the tools to harness MAP (Measures of Academic Progress) data for personalized instructional interventions at the classroom level. While training was helpful, teacher feedback made it clear that we still had additional work and training to do on using data in the classroom.

The Bible Task Force began to explore data that informed Morrison's Christ Follower VFOL; however, SAC decided to set this strategy aside for later work in the quarterly Chaplains meetings. The strategy of assigning a narrative writer to analyze VFOL-related SWA data was also set aside this year. This strategy was changed to shift the data analysis to the School Improvement Coordinator role during the 2022-23 school year.

As Morrison progressed into its second year, a more structured approach emerged. Professional Learning time, particularly the time focused on "Effective Teaching" was devoted to honing data analysis skills among faculty members. Teachers set Professional Practice Review (PPR) goals centered on data collection and analysis within their classrooms. Collaborative professional learning sessions became important opportunities for sharing and discussing data insights, fostering collective ownership of student success.

SAC and Board meetings continued the work of documenting data analysis, ensuring a consistent emphasis on the significance of using data. The School Improvement Coordinator assumed the responsibility of system-wide data collection, with a specific focus on Christ Follower outcomes, and connecting insights from gathered data to the school's decision-making process.

Entering this third year, Morrison seeks to refine the data that is being collected to ensure that data provides the information needed and answers the school's data questions. Chaplains, together with the SIP coordinator, took on a comprehensive analysis of Spiritual Formation and VFOL-related survey data collection and analysis. The results have created insightful recommendations for changes to the data collected and modifications to the

School-wide Appraisal tools. Teachers received additional support and training in leveraging both MAP Growth and Reading Fluency data to enhance student learning outcomes in the classroom. While all the CSIP strategies used this cycle did not turn out as we hoped, Morrison is excited about the shifts that have taken place from the administrative level to classroom practice.

2024 Visiting Team's Response: As demonstrated in the responses to indicators 5.6, 5.7 and 5.8, the visiting team believes Morrison has made progress in addressing this recommendation, although there is significant work yet to be done. The school may consider further collaborative work between board and senior leadership team to determine what the school's data questions are, perhaps by developing a set of KPIs related to VFOLs, MAP data and other significant measures.

Evidence: Updated CSIP, Interviews with Constituents, Interviews with School Leaders, Classroom Visits, Appendix A

- 4. CSIP #4 & 2021 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)

2024 Morrison's Response: Morrison has made significant progress in achieving the goal of developing comprehensive curriculum documents that ensure a consistent learning experience for all students. During the first year of this goal, efforts resulted in the creation of a new curriculum mapping system contained in Morrison's Google Shared Drive. Each grade or course has detailed curriculum maps with all elements of Indicator 5.2. The curriculum maps include links to documents, resources, and assessments within the Drive folders aimed at ensuring an accessible and consistent foundation of instructional units for teachers.

Although the primary framework is finished, ongoing refinements and enhancements are underway as teachers continue to improve unit resources during Cross-Campus Collaboration (CCC) team meetings. Regularly

scheduled CCC meetings provide opportunities for grade-level and job-alike teams to enhance course and unit plans further. Working closely with campus instructional coaches, the Director of Learning oversees these meetings and the ongoing improvement of unit maps.

Moving forward throughout this accreditation cycle, the Director of Learning will maintain oversight of the curriculum database, ensuring its continuous improvement, maintenance, and updates as Morrison's curricular standards and programs evolve.

Current curriculum maps are being audited, and further improvements made through the ongoing work of 2023-24 CCC groups. In December of 2023, Morrison installed an 8TB NAS (Network-attached storage) drive to backup all curriculum files. In January 2024, Curriculum Drives permissions will be revamped to ensure all instruction staff can assess curriculum across kindergarten to grade twelve classes. Further plans for the Curriculum Drives this year include clearer documentation of primary, supplemental, and subscription-based curriculum resources and organizational changes to improve navigation within the curriculum folders.

2024 Visiting Team's Response: The visiting committee concurs that the Morrison Academy has made significant progress in this area since 2021. The school has worked diligently on migrating its curriculum documents from both Atlas and MasteryConnect to Google Drive. The new guides/maps are comprehensive in that it includes schoolwide expected student outcomes, course goals and objectives, biblical integrations and concepts, school-selected standards, resources, time allotted for each unit, instructional methods, resources, as well as a scope & sequence chart. It is accessible to all faculty, and is clearly a learning management system that continues to be updated and refined on a collaborative basis. It aims to develop the whole child, and drives the instructional program. Although it is not complete by any means, the collaborative learning management system guides and documents all teaching and learning.

Evidence: Updated CSIP, Curriculum Guides, Interviews with Constituents, Interviews with School Leaders, Appendix A

- 5. CSIP #5 & 2021 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)

2024 Morrison's Response: The goal of creating a monitoring system for managing learning specialists' caseloads has been pivotal in ensuring equitable access to the curriculum for students receiving learning support through Morrison's Learning Needs program. Through collaborative efforts with principals, the Learning Needs Coordinator/Diagnostician has effectively overseen caseload distribution across the system (Caseload Summary), contributing significantly to resolving challenging situations. This was made possible by the expansion of the Diagnostician role found in job description 824 System Diagnostician / Learning Needs (LN) Coordinator. Managing the learning needs caseload is an ongoing process that will be further refined and enhanced in the upcoming years.

During the first year of this goal, research into contemporary learning support models led to the adoption of the Multi-Tiered System of Supports (MTSS) model as a more effective approach. This can be seen in the revamping of Procedure 283 Learning Needs Program. Morrison's Board of Trustees continues the work on the learning needs program as they examine and make decisions on the direction of this program during the 2023-34 school year.

While there continue to be challenges in the caseload of the learning needs program and the need for continuous monitoring, the benefits to student learning are felt, especially at our Taichung campus, where the caseload was the greatest. This year, Morrison will begin collecting feedback from parents and teachers to understand better the impact of the changes that have been made.

Further evaluation of Morrison's Learning Support program is currently taking place by a Morrison Board appointed taskforce with the goals of evaluating the effectiveness of the Learning Support program and assessing the need for Policy changes in regard to admissions, staffing, and funding of the program. We look forward to the development of a program that best supports the needs of Morrison students.

2024 Visiting Team's Response: Since the 2021 visit, the role of the Learning Needs Coordinator was expanded to include the System Diagnostician role as well so that accurately diagnosing students and their learning needs could be achieved in-house. A Multi-Tiered System of Supports (MTSS) was introduced to supplement the Response to Intervention (RTI) approach, and as a way to address the case overload issue, the school devised a point system where depending on the level (depth and breadth) of

each student's learning plan, corresponding points were assigned to their case, and depending on the total number of points, appropriate number learning support aides are hired on an annual basis. This is one way of dealing with the caseload issue, and optimally managing the learning needs caseloads continues to be an ongoing endeavor by the board and leadership.

Evidence: Updated CSIP, Interviews with Constituents, Interviews with School Leaders, Appendix A

V. Midterm Report Development Process

The 2023 Midterm Report was primarily prepared by Director of Learning, Scott Finch, with input from Morrison's System Administrative Council (SAC) and School Improvement Coordinator, Jeff Sheppard. SAC, which serves as Morrison's Follow-up Committee, thoroughly reviews Morrison Academy's work on the school improvement plan annually. SAC verifies that progress toward school improvement is evident and that CSIP goals move toward completion throughout the accreditation cycle. Case in point, the "System Administrative Council Responses to ACSI/WASC REACH 2019 Standards / Indicators Checklist" on page 8 of the Midterm Report, is a great self-reflecting and self-assessing tool to ensure that progress is ongoing, evident, and documented. Morrison plans to use this midterm report to make more informed decisions toward the CSIP goals to better serve the needs of its students.

VI. Commendations, Recommendations & Summary

Commendations:

1. Morrison Academy has a clear sense of purpose and mission, and is unwavering in its commitment to glorify God by meeting the educational needs of its students. No identity crisis exists here.
2. Morrison Academy exudes warmth, care, and dedication to the mission of sharing the love of Christ with its constituents. This was very evident throughout the community.
3. Morrison Academy has robust and forward-thinking facilities and capital improvement planning in place to address future programmatic, enrollment, and technology needs.

Recommendations:

1. Determine a clearer purpose for collecting MAP Test data and other data, as well as a clearer plan for how the school will use that data at macro and micro levels, to drive instruction and improve student learning. (Indicator 5.8)

2. Provide targeted and in-depth K-12 professional development in biblical worldview integration. (Indicator 7.5)

Summary:

The Visiting Committee greatly enjoyed visiting all three Morrison Academy campuses and interacting with stakeholders who were both welcoming and transparent. They are grateful for the warm reception and the gracious hospitality provided by the leadership and the entire school community.

The visiting committee commends the school leadership and the steering committee for their work and their recognition of the value of the accreditation process. Moving forward, it is critically important for the school to continuously work on the CSIP, and to consider this process as a regular fixture of student learning and school success. Moreover, additional guidance for the school is vital for achieving progress on the CSIP.