

**Accreditation  
Visiting Team  
Final Report for**

***Morrison Christian Academy  
Taiwan***

*Taichung Campus  
Taipei-Bethany Campus  
Kaohsiung Campus*

**Grades K-12**

***March 8 - 14, 2009***

Submitted to the Accreditation Commissions for

ACSI  
Association of Christian Schools International

WASC  
Western Association of Schools and Colleges

**Accreditation Visiting Team  
Final Report for *Morrison Christian Academy***

**Introduction**

**School Information**

School Name	Morrison Christian Academy		
Address	136-1 Shui Nan Road		
City, State, Zip	Taichung 406	Country	Taiwan, ROC
Administrator	Tim McGill		
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Grades Offered	K-12	Grades to be Accredited	K-12
Year Founded	1952	Enrollment	830

**Accreditation Team Information**

Chairman	Dale Phillips
Dates of Visit	March 8-14, 2009
Joint Accreditation	ACSI/WASC

The self-study used is the 2008 edition of the *Accreditation by School Progress: ACSI/WASC Version Manual*, published by ACSI. The appropriate subsections of the self-study were mailed to the committee members in advance of the visit. The school and its staff made available to the visiting committee all of the necessary information and documents. The following report represents the combined insights of the visiting committee. The committee wishes to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

**Accreditation Visiting Team**  
*Morrison Christian Academy in Taiwan*  
March 8-14, 2009

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## School Profile

Morrison Christian Academy is a well-established private Christian school. For over five-decades, Morrison's mission to meet the educational needs of missionary children in Taiwan has never wavered; nor has its quest for holistic excellence diminished – "Morrison seeks to provide a Christ-centered school culture where all students, from missionary and non-missionary families experience a Biblically integrated quality education" (Mission Statement). Morrison welcomes children of other expatriates on a space available basis, structuring learning so that students may develop the knowledge, discernment, and abilities to dynamically impact their world as Christians.

Morrison Christian Academy began in 1953 with 35 students and one teacher in a bamboo hut in Taichung. Morrison currently operates three campuses in Taiwan, serving a culturally diverse international student body of 830 students. The Taipei Campus serves about 220 students from kindergarten through grade nine. The Kaohsiung Campus also offers kindergarten through grade 9 and currently serves about 170 students. Many students on the Kaohsiung and Taipei Campuses transfer to the Taichung Campus for grades ten through twelve. The Taichung campus serves about 440 students, including 230 in high school. The racial makeup of the student body is approximately 60% Asian, 20% blended races, and 20% Caucasian. There are now seven administrative personnel, nine system-wide support personnel and ninety-two faculty members

Morrison Christian Academy provides a balance of co-curricular and extra-curricular activities. The junior high and high school student may participate in a wide variety of athletic and performing arts activities. At the elementary level, students engage in after school activities that are based on the interests of students on local campuses (i.e. Boy Scouts, karate, math club, Chess club, dance class, and fundamental sports teams).

Over 90% of Morrison graduates in the past four years have continued on to higher education with 86% attending four-year universities. Graduates currently attend over ninety different universities or colleges in the US and abroad.

Morrison Christian Association owns and operates Morrison Christian Academy. The association is registered as non-profit corporation in New Jersey and Taiwan. Four missionary organizations are members of this association. The board consists of twelve self-perpetuating board members. Each organization selects two representatives, and then the board selects up to three additional board members plus one alumnus.

Morrison Christian Academy's revenue for the 2007-2008 school year totaled US\$8.6 million. Tuition and school fees comprise 89% of the revenue. Morrison's tuition and fees are comparable to other international schools in Taiwan. A Building Fee was initiated in 2005 in preparation for this year's construction on the Taipei and Taichung Campuses. The donor program raised around \$100,000 through the Annual Fund this year.

Parents on the annual spring survey rated vision and mission and leadership as the greatest areas of strength within the Morrison Christian Academy's community. Each school campus has a School/Parent Advisory Committee, whose purpose is to advise the Principal and to facilitate communication.

Morrison has a curriculum plan based on biblical truth, sound educational practice, research and appropriate state or national standards which informs the instructional program for each age and grade level. Morrison's teachers have a strong respect for the ideas of others, which is evident in their teaching and through use of tools like Moodle.

Morrison Christian Academy's *Vision For Our Learners* is that a maturing Morrison student will be:

- ❖ a spiritual discerner
- ❖ an effective communicator
- ❖ a rational and critical thinker
- ❖ a life-long learner
- ❖ a moral and ethical citizen
- ❖ a steward of quality of life.

Morrison Christian Academy has a strong alumni program that is kept informed through a variety of activities and communication tools. Chris Su, alumnus and current sophomore at MIT, in an interview last year stated, Morrison is "A community built on love. A strong family atmosphere is evident to those who linger awhile at Morrison. It is created, in part, by committed, servant leaders – especially the faculty. "One of the greatest assets that Morrison possesses is the faculty...Morrison teachers seek to educate not only the mind, but also the heart. I never came across a door that was locked or a teacher that was too busy to listen to me."

### **School's Progress From the Last Visit**

Morrison Christian Academy has given serious consideration to the critical areas for follow-up contained in the previous accreditation report. The school administration took the lead as the entity responsible for carrying out the action plans. It has been demonstrated that all stakeholders were included in the follow up process resulting in a community characterized by: unity, cooperation, and support. Morrison is to be commended for the following areas of growth as a result of the school's action plan from the last visit.

- ❖ The *Vision For Our Learners* has been imbedded throughout the school curriculum, instructional program, and student learning; and is the centerpiece for school improvement. This has been accomplished through the development of assessment strategies across all curriculum areas.
- ❖ Morrison Christian Academy has taken the appropriate steps to ensure the orientation and training of new staff to instructional strategies adopted as a result of the school improvement project. A recent revision to Procedure 153 New Staff Expectations, requires new teachers to participate in a series of six core professional development training modules (*BWI, VFOL, benchmarks, instructional strategies, curriculum mapping and 6 Traits Writing*) developed by Morrison.
- ❖ The administration implemented a teacher to teacher mentoring project to share effective instructional practices among and between faculty members. A Curriculum Coordinator position was created on each campus to facilitate a mentoring program for new and returning staff. Along with this, at least forty-five minutes of each school week was allocated for team time, giving teachers a venue to discuss new teaching

strategies and maintain a professional learning community. Every new teacher is given a “veteran” at the beginning of the school year.

- ❖ Morrison Christian Academy has annually updated the Professional Development Plan to include professional development activities related to the school’s improvement plans. This is demonstrated by the variety of topics, speakers, and the allocated funding over the last five years. As a result of the annual updating of the School Improvement, Plan Morrison Christian Academy has completed several learning initiatives:
  - Collaborative team time for all teachers
  - Curriculum coordinators on each campus
  - Curriculum consensus unit plans
  - Integrated professional development, curriculum development and accreditation process
  - Standards-based development of the written curriculum
  - Learning Specialists to support struggling students on each campus
  - Strategic planning process
- ❖ The administration has developed a system-wide and campus specific decision making process that has clarified the implementation of curriculum projects to expedite school improvement. Both the Curriculum Development and Professional Development sections of the procedure manual have been expanded to clarify roles in the decision making process to ensure that curricular projects are supported by professional development resources. The schedule for curriculum task forces was lengthened to facilitate teacher input into the decision making process. Faculty from each campus and grade range is represented on each task force.
- ❖ The school has implemented the 6+1 Trait Writing program that is beneficial in enabling students to write effectively and purposefully. Rubrics were designed, and students are becoming effective writers. As a result of the program, faculty discovered that collaborative learning communities grow together professionally as student work is analyzed and evaluated for strengths, weakness, and next steps.

Morrison Christian Academy is dedicated to improving student learning through a collaborative learning community which promotes articulation, reflection, and assessment upon the curriculum, classroom instruction, and student learning.

### **Major Changes Since the Last Visit**

Morrison Christian Academy is undergoing a major building program at the Taichung campus, which consists of an elementary school, middle school, library for all grades, and cafeteria. They will move into the facilities in April. A nine story apartment complex is under construction, which will provide faculty housing and dorms for students. There have been major renovations at the Bethany campus in Taipei as well.

## Student Profile

### ITBS Running Total of System Battery Averages 2000 - 2008

GR	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	9 Yr Mean
9	82	82	79	83	81	84	79	78	82	81.1
8	84	76	85	81	82	84	83	82	81	82.0
7	77	82	81	81	78	82	81	82	84	80.9
6	85	83	84	79	82	85	78	78	78	81.3
5	80	81	76	73	77	76	81	78	78	77.8
4	81	73	74	80	73	77	85	75	74	76.9
3	66	60	75	64	66	73	77	70	69	68.9
2	73	87	81	77	83	80	79	70	68	77.6
1	90	75	75	78	78	79	69	64	67	75.0
<b>Avg</b>	80	78	79	77	78	80	79	75	76	77.9

<b>Total Math</b>						<b>Grades 1 – 9; 2004 through 2008</b>				
<i>Ten Spring of</i>	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	
2008 Percentile	71	61	77	83	86	81	88	86	86	
2008 Stanine	6	6	7	7	7	7	7	7	7	
2007	74	81	79	81	87	79	85	86	81	
2006	77	86	81	88	86	82	85	87	84	
2005	79	82	81	83	83	89	65	63	66	
2004	72	83	71	83	78	86	84	87	86	
<b>Total Reading</b>						<b>Grades 1 – 9; 2004 through 2008</b>				
<i>Test Given Spring of</i>	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	
2008 Percentile	64	64	62	61	66	71	75	75	74	
2008 Stanine	6	6	6	6	6	6	6	6	6	
2007	57	68	58	62	67	70	73	74	76	
2006	66	74	65	76	72	70	76	81	77	
2005	75	73	73	73	67	63	58	65	66	
2004	79	72	61	68	71	78	72	76	81	
<b>Total Integrated Language</b>						<b>Grades 1 – 9; 2004 through 2008</b>				
<i>Test Given Spring of</i>	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	
2008 Percentile	77	60	70	76	77	77	82	78	82	
2008 Stanine	7	6	6	6	7	7	7	7	7	
2007	66	65	73	78	76	80	82	79	77	
2006	69	76	82	84	79	79	77	76	76	
2005	84	88	89	87	87	77	78	66	65	
2004	88	82	84	83	78	86	84	87	86	

### Local Assessment

Data reported are the percent of students meeting or exceeding the school's standard.

Grade Level	Reading			Writing			Mathematics		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
K									
1									
2									

Grade Level	Reading			Writing			Mathematics		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
3				70%	62%	63%			
4				88%	95%	77%			
5				89%	77%	78%			
6				89%	95%	91%			
7				93%	92%	86%			
8				88%	95%	92%			
9	86%	88%	81%						
10	100%	100%	93%				86%	86%	87%
11	95%	96%	97%				97%	84%	41%
12	79%	98%	94%						

### Dropout Rate and Graduation Rate

Graduation comparison between entering freshmen and graduates reflects student movement, not drop-out rate. Rather high student mobility is common in international school settings. Drop-out issues due to grades, attendance or lack of motivation are nearly non-existent. At Morrison Christian Academy, overall the students are highly motivated, school is very important to them (DAP survey) and they have supportive families.

<b>Morrison Christian Academy High School</b> (not including MAB and MAK)			
Subject	Fall 2006	Fall 2007	Fall 2008
Enrollment (9-12)	271	278	275
Number of Dropouts	0	0	0
Dropout rate (1 year)	0	0	0
Graduation rate	100%	100%	100%

### Number of Entering Freshmen Compared to Exiting Seniors

Class of	Entering Freshman	Graduating Seniors	% of Original Class
2006	68	68	100%
2007	68	55	81%
2008	92	78	85%
2009	72	future	future

## Advance Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	07 Enrollment
English	English Literature/Composition	1	10
Mathematics	Calculus AB	3	29
Science	Chemistry, Biology	3	20
Social Science	US History	1	14

## Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

The graduation requirements meet the requirements of CSU admission with some slight variances. Each high school student meets twice annually with the Guidance Department for twenty minutes to review their four year plan. While Morrison graduation requirements do not require fine arts and certain science or math classes required to attend UC schools, students are made aware of the required classes they must take to enable them to attend the tertiary institutions of their choice.

## SAT Reasoning Tests – HS (usually taken Junior Year)

SAT 1 REASONING TEST	Class 2007 (Taken 05-06)	Class 2008 (Taken 06-07)	Class 2009 (Taken 07-08)
Grade 12 Enrollment (Yr. graduated)	55	79	60
# Students Who Took Test	49	73	57
Percent of Grade 12	89%	92.4%	95%
National Avg. (Math)	537	515	not available yet
<b>MA Class Avg. (Math)</b>	<b>616</b>	<b>630</b>	<b>602</b>
National Avg. (Writing)	516	494	not available yet
<b>MA Class Avg. (Writing)</b>	<b>563</b>	<b>587</b>	<b>541</b>
National Avg. (Critical Reading)	519	502	not available yet
<b>MA Class Avg. (Critical Reading)</b>	<b>561</b>	<b>572</b>	<b>558</b>
Total National Avg.	1572	1511	not available yet
<b>Total MA Class Avg.</b>	<b>1740</b>	<b>1789</b>	<b>1702</b>

## Class of 2008 Future Plans

2008 Student Outcomes	#	% of students	# Female	% Female	# Male	% Male
4 Yr College	55	70%	22	59.5%	33	80.5%
2 Yr College	4	5%	1	2.7%	3	7.3%
Non-U.S. College	11	14%	10	27.0%	1	2.4%
Total College Bound	70	89%	33	89.2%	37	90.2%
Military	1	1%	0	0.0%	1	2.4%
Employed	1	1%	0	0.0%	1	2.4%
Dropped-out	0	0%	0	0.0%	0	0.0%

2008 Student Outcomes	#	% of students	# Female	% Female	# Male	% Male
Gap Year	5	6%	4	10.8%	1	2.4%
Unknown	1	1%	0	0.0%	1	2.4%
<b>Total Students:</b>	<b>78</b>	<b>10.3%</b>	<b>37</b>	<b>10.8%</b>	<b>41</b>	<b>9.8%</b>

### **College Admission Test Preparation Course Program**

Morrison intentionally chooses not to provide SAT preparation courses in light of their VFOL shift of emphasis for their students to become better *Stewards of Quality of Life*. This is an example of how their VFOLs inform every facet of their decision making and influence institutional programs. In an environment where academic success often takes priority over other valuable facets of life, they deliberately shift the focus from standardized test preparation and encourage students to live balanced lives and pursue extra-curricular activities, personal athletic and fine art pursuits.

Morrison Christian Academy students are currently enrolled in top tier colleges and universities around the world. Morrison parents and students do an excellent job of independently preparing for these tests. In addition, the school is small enough to give individualized attention to students who have questions or needs regarding standardized testing.

### **Degree to Which Students are Prepared to Enter Workforce**

The majority of the students continue their education following graduation, further preparing them to enter the workforce. However, several students each year choose to take a gap year (or more) to be involved in the Morrison Mission - Christian ministry – a work they have been a part of their entire time at Morrison and well prepared to join.

## Major Commendations

<b>The team commends:</b>	
1.	<p><b>The administration for implementing and continually refining the school's <i>Vision For Our Learners</i> which results in faculty having a clear understanding of results that are expected so they can better monitor and assess student learning.</b></p> <p><i>School Report Chapter 3, pp 129-130; Faculty Interviews, Parent Conference, Student Conference; Observation</i></p>
2.	<p><b>The faculty for their commitment to the students as exhibited by their care, concern, and servant's attitude, enhancing the overall nurturing and supportive school environment.</b></p> <p><i>School Report p 153-155; Parent Conference, Student Conference; Observations</i></p>
3.	<p><b>The administrators and faculty for their creation and development of collaborative, standards-based curriculum documents for implementation in the classroom.</b></p> <p><i>School Report p. 161, 96, Faculty Interviews; Administrative Interviews</i></p>
4.	<p><b>The administration and faculty for their implementation of the writing assessment for grades 3-8 that utilizes the Six Traits Rubric and results in the analysis of assessment data to improve learning.</b></p> <p><i>School Report p. 50, Faculty Interviews; Parent Conference; Observation; Administrative Interview</i></p>
5.	<p><b>The school board and administration for investing significant resources into the development of high quality libraries and technology facilities which enhance the opportunities for learning by all students at Morrison.</b></p> <p><i>School Report pp, 172-173; Observation; Faculty Interview; Administrative Interview</i></p>
6.	<p><b>The board and administration for developing and maintaining spacious, light, attractive, clean and safe facilities of sufficient size for the current student body, thus encouraging self-esteem and positive attitudes to teaching and learning. Particularly to be commended are the renovations of Bethany Campus and the new buildings and staff housing under construction at Taichung, both are major achievements in the current financial climate.</b></p> <p><i>School Report p.189; PAC Meeting – 8<sup>th</sup> March 2009; Campus Observations; Parent Conference; Faculty Conference; Administration Interview; Student Conference</i></p>
7.	<p><b>The administration and staff for implementing professional development opportunities in the area of integrating a Biblical Worldview into instruction which has resulted in increased teacher comfort in the area of Biblical integration and a strong sense among students of what it means to be a spiritual discerner.</b></p> <p><i>School Report p. 110-111; 2.07&amp;08 Teacher Next Steps Survey; Grade 5 Bible Survey Data 06-08; Grade 8 Bible Survey Date 06-08; Grade 12 Bible Survey 07-08; Faculty Interview; Parent Conference; Student Conference; Administration Interview; VFOL</i></p>

8.	<p><b>The board and the Systems Administrative Council for their commitment to school-wide improvement and support for effective long-term planning with the needed resources.</b></p> <p><i>School Report p. 200, Strengths, Vision for Our Learners; Administration Interview; Board Conference</i></p>
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## Major Recommendations

<b>The team recommends:</b>	
1.	<p><b>That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:</b></p> <ul style="list-style-type: none"> <li>a. the development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.</li> <li>b. the emphasis upon K-12 subject review that includes vertical articulation.</li> <li>c. the consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.</li> <li>d. the establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.</li> <li>e. the establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.</li> </ul> <p><i>School Report p. 164, Section 5, Areas for Growth; p. 201, Goal 1: Assessment; Administrative Interview, Faculty Interview; Observation; ACSI Indicator 5.4; WASC Criteria: B Curriculum and Instruction</i></p>
2.	<p><b>That the faculty develop and implement a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.</b></p> <p><i>MCA School Characteristics Survey; 2008-2009 School Improvement Plan; Faculty Interview: VFOL; ACSI Indicator 9.6; WASC Criteria: C. Support for Student Personal and Academic Growth</i></p>
3.	<p><b>That the administration and faculty review the Mandarin curriculum as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies.</b></p> <p><i>School Report p 205, Faculty Conferences, Administration Interview; Student Interview; Parent Conference; Observation; VFOL; ACSI Indicator 5.2; WASC Criteria: B Curriculum and Instruction</i></p>
4.	<p><b>That the administration ensure that school vision and initiatives are clearly articulated to all Morrison community stakeholders in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level.</b></p> <p><i>Faculty Conference; Parent Conference; Student Conference; ACSI Indicator 1.2; WASC Criteria: A organization for Student Learning</i></p>

5.	<p><b>That the board review the enrollment policy in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision.</b></p> <p><i>School Report p. Board Conference, Parent Conference; Administrative Interview; ACSI Indicator 2.2; WASC Criteria: A. Organization for Student Learning</i></p>
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## Section 1: Philosophy & Foundations

Morrison Christian Academy remains firmly committed to its foundational mission. The regular review and publication of the school’s philosophy, mission, purpose and *Vision For Our Learners (VFOL)* assures that the stakeholders are “owners” of the philosophy and goals of the school. The school’s leadership recognizes the importance of assessing whether the students “buy in” to the philosophy through the use of the DAP survey. They have also surveyed parents, staff and students to assess their understanding of the school’s vision. There is a clear sense of community among all involved with Morrison. VFOL is clearly understood and supported by the school community, especially as noted at the Bethany Campus. The school board has remained stable through the years and possesses a definite institutional memory.

### The team commends:

- |    |   |
|----|---|
| 1. | The board and administration for committing themselves to review the foundational documents on a four-year rotation, resulting in an understanding by the leadership of exactly what the purpose of Morrison Christian Academy is.<br><i>School Report Chapter 3, pp 129-130; Superintendent Interview</i>  |
| 2. | <b>The administration for implementing and continually refining the school’s <i>Vision For Our Learners</i> which results in faculty having a clear understanding of results that are expected so they can better monitor and assess student learning.</b><br><i>School Report Chapter 3, pp 129-130; Faculty, Parent, Student Conferences</i>  |
| 3. | The administration for ensuring that all faculty sign the school statement of faith, resulting in the students receiving instruction from spiritually qualified men and women.<br><i>School Report Chapter 3, pp 129-130; Admin Interview; Policy Document; Faculty Interview</i>   |
| 4. | The administration and board for implementing, refining, and communicating the school’s <i>Vision for our Learners</i> , resulting in the faculty directly teaching and assessing the students’ knowledge and implementation of the <i>Vision for our Learners</i> (especially noted at the Bethany campus).<br><i>School Report Chapter 3, pp 129-130; Faculty Interview, Parent &amp; Student Conferences</i> |

### The team recommends:

- |    |   |
|----|---|
| 1. | That the administration continue its effort to dialog with parents to help them understand the concept of “holistic” education and what that might mean for a student’s future academic endeavor, resulting in better communication among stakeholders.<br><i>School Report, Chapter 3, pp 131-132; Parent Conference</i> |
| 2. | That the administration and faculty decide which programs can be expanded or “intentionally limited” in order to help students focus on what their gifts may be.<br><i>School Report, Chapter 3, pp 131-132; Faculty Conference</i>   |

## Section 2: School Organization

The Morrison Christian Association, a non-profit corporation in New Jersey and Taiwan, owns and operates Morrison Christian Academy, which consists of three campuses in Taiwan, one in Taipei, one in Kaohsiung, and one in Taichung. The Association is made up of four missionary organizations: World Venture, OMS International, The Evangelical Alliance Mission (TEAM), and the Southern Baptist (IMB).

The school system is governed by the Morrison Christian Academy Board of Trustees. The Association appoints one alumnus and up to eight trustees (two from each mission) as board members, who in turn appoint up to three additional trustees representing other missionary organizations served by the school. Although potentially 70% of the student constituency is comprised of students from the business/ professional community, this group is not represented on the Board of Trustees.

The Board is responsible for the over all management of Morrison Christian Academy by providing direction and policies to ensure the smooth operation of the school and to meet the needs of students and interests of the Association. The school superintendent is accountable to the Board, and the Board is accountable to the sponsoring missions and stakeholders. There are written specific and comprehensive polices and procedures to guide all aspects of the operation of the school. Board polices are reviewed on a four year cycle, and administrative procedures, based on these polices, are also periodically reviewed. The board also provides oversight in setting tuition and fees, providing appropriate educational facilities, and the articulation of long-range planning through input from members of the Morrison community.

The school has clearly established and articulated faith, philosophy, and mission statements, as well as global expected student learning outcomes called *Vision for Our Learners* (VFOL). The school administration is empowered by the Board to make day to day decisions regarding the implementation of the polices and programs of the organization. Each campus principal is considered the instructional leader of his or her school.

### **The team commends:**

- |    |  |
|----|--|
| 1. | The board and administration for developing and implementing appropriate and comprehensive policies and procedures that provide Christ-centered governance to the school.<br><i>School Report p.5; Board Conference; Parent Conference, Board Policy, Administrative Procedure Manual, Parent/Teacher Handbooks</i>              |
| 2. | The board and administration for fostering an environment of shared leadership that promotes a culture of collaboration among all Morrison Christian Academy community members (SAC, PAC, Campus Teams, CPT, SP, SLT, and STUCO).<br><i>School Report p. 135 Administrative Interview, Parents Conference; Faculty Interview</i> |

3.	The administration for developing the following programs to meet the needs of students: addition of special needs and curriculum coordinators on each campus, implementation of the DIBELS testing in grades K-2, development of collaborative teaching teams at all schools to discuss strategies to meet the needs of “struggling” students, and the implementation of the English Language Learner (ELL) program. <i>School Report p. 136, Special Needs’ Coordinators, Director Of Curriculum, &amp; Faculty Interview</i>
4.	The board, administration, and faculty for their dedication to the ministry of the Morrison Christian Academy, resulting in a caring, supportive and Christian learning environment that focuses on student learning in the context of a biblically based educational program. <i>School Report p. 139; Administration Interview; Parent Conference; Student Conference</i>
5.	The board for recognizing its role as providing direction and policies for Morrison Christian Academy, which allows the administration to focus on day to day decisions in relation to student learning. <i>School Report p.139; Board Conference, Board Policy Manual</i>
<b>The team recommends:</b>	
1.	That the admissions office establish procedures to gather information regarding the learning needs of students so that they can be appropriately supported by the school; and develop a screening of Kindergarten students to ensure they are developmentally ready for school. <i>School Report p.139, Faculty Interview; Learning Support Specialist Interview,</i>
2.	<b>That the board review the enrollment policy of the school in light of the declining enrollment of missionary children and changing demographics to ensure the school’s future viability – while maintaining the school’s vision.</b> <i>School Report pp. 7, 19,25; Board Conference, Parent Conference; Student Conference; Administrative Interview</i>
3.	That the administration establish learning support for students who are not ELL or special needs students and yet are falling behind in their classes. <i>School Report p.139, Faculty Interview</i>
4.	<b>That the administration ensure that school vision and initiatives are clearly articulated to all Morrison community stakeholders in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level.</b> <i>Faculty Conference; Parent Conference; Student Conference</i>

### **Section 3: Home and School Community Relations and Student Services**

In recent years Morrison has significantly increased the variety and scope of the demographic and community profile information it systematically generates. While finding time to assess the data has proven to be challenging, an abundance of meaningful demographic and perception (survey) data exists. Survey information is collected from alumni, students, parents and staff. The school compiles these data on a computer program (Chancery) and is striving to make it more readily available to those who need the data in the decision making process.

In an effort to communicate more effectively with its linguistically diverse parent community, the school has translated documents, publications and the parent survey into Chinese. At Taichung, where a larger Korean population exists, important notices are translated into Korean. Traditional parent conferences, various special information events for parents and the use of email facilitate communication between the school and parents. Given the distances between the three campuses, communication among staff members engaged in curriculum development or other important initiatives can prove to be challenging. Both the parent and student surveys confirm that these groups are generally satisfied with the effectiveness of communication with the school. The Parent Advisory Council (PAC) on each campus actively enhances opportunities available for students. The administration seeks input from the PAC, and the parents believe that their comments and suggestions are appreciated and acted upon.

With guidance counselors serving each of the three campuses and preparing students to transfer to Taichung for high school, appropriate resources exist to screen, assess and support students. A school psychologist visits the campus annually to support the school's teachers and counseling staff. Though the school does not intentionally enroll non-missionary students with learning differences, special needs teachers exist at each campus. Appropriate standardized testing confirms that students are progressing academically and serve to identify any student experiencing learning difficulties.

A variety of extracurricular activities exists at each of the schools and for all ages of students. These include a broad range of athletic, fine arts and other activities. These activities support the aspect of the school's Vision Statement related to each student becoming a steward of quality of life.

**The team commends:**

1.	The administration for establishing and regularly expanding a systematic means of collecting and storing a range of demographic and survey data to assist in making data based decisions. <i>School Report pp,30, 143; Faculty Interview; Administration Interview</i>
2.	The administration and faculty for enhancing communication with the parent community including support of the PAC and the translation of important documents into Chinese and Korean. <i>School Report pp. 144 – 145; Parent Conference; Observation</i>
3.	The Parent Advisory Council for its commitment to the school, support of student activities and willingness to share parental perspectives with the school administration. <i>Administration Interview; PAC Members Conferences</i>

<b>The team recommends:</b>	
1.	That the administration and board monitor the trend toward declining elementary school enrollment and develop procedures to reverse the trend or ensure the school's programmatic and financial stability should the trend continue. <i>School Report pp. 25, 149; Administration Interview</i>
2.	That the administration and faculty identify and implement additional means through which the unusually rich demographic and perception data can be accessed and utilized in making decisions with respect to curriculum and other programmatic activities. <i>School Report p. 30; Administration Interview; Faculty Interview</i>
3.	The administration and faculty provide guided opportunities for students to learn and experience compassion, generosity, and authentic Christian living outside the classroom to positively <i>Impact the World</i> . <i>School Report p. 207; Improvement Plan; Administration Interview; Student Conference; Parent Conference; Faculty Interview; VFOL; Mission Statement</i>
4.	The administration and faculty continue cultivating a collaborative learning community which builds understanding and increases commitment to the school's mission and vision. <i>School Report p. 203; Improvement Plan; Administration Interview; Student Conference; Parent Conference; Faculty Interview; VFOL; Mission Statement</i>

## Section 4: Personnel

The number of instructional staff and support staff at Morrison is sufficient for the scope of its educational program. There are seven administrative personnel, nine system-wide support personnel, ninety-two teachers, twenty-one student services personnel, and forty-five classified personnel.

Morrison works diligently at recruiting quality faculty who are committed to its vision and mission. The faculty shows its ownership of the vision and mission by staying involved in outreach ministry opportunities outside the school day in both school and community related activities.

Over the past few years Morrison has attempted to improve its professional development activities and the amount of benefits it offers employees. Morrison Christian Academy's Professional Development and Teacher Assessment Plan are designed to maximize student learning, making the improvement of the quality of teaching a priority to both the teacher and the supervisor. The process is continuous, using an approach that is systematic and objective. There are forty-five minutes a week for Collaborative Planning Time and forty-five minutes a week for Team Time Allocations. There was fifty-four hours of professional development on a variety of topics this year.

Exit interviews indicated that some of the best teachers were leaving to pursue a master's degree or live closer to relatives in their homeland. In response, Morrison substantially increased homeland travel benefits, offered a Master's program that can be completed in Asia, and for the past four years worked at bringing quality presenters for professional development days. Compensation has been given for personnel to take Chinese Language Study.

Morrison clearly outlines responsibilities and expectations for the faculty in its policies and procedures.

### **The team commends:**

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| 1. | The faculty for believing in and supporting the vision and mission of the school, which is evidenced by its involvement with student activities outside of school (i.e. outreaches, service projects, etc )and community activities.(i.e. discipleship groups, leading Bible studies, community service projects, 30 hour famine, etc.).<br><i>School Report p 158, Strengths ; VFOL: As a Steward of Quality of Life and As a Moral and Ethical Citizen; Alumnus Statement; Faculty Interview; Administration Interview</i> |
| 2. | The administration for implementing an effective organizational structure which has aligned the school improvement goals with professional development and collaborative planning time to improve student achievement.<br><i>School Report p 158, Strengths; p. 201-202, School Improvement Plans 1, &amp; 2; Administration Interview; Professional Development Report; Faculty Interview</i>   |

3.	The board and administration for their effort to retain good teachers by providing funds for faculty graduate programs, building new faculty housing facilities, and improving professional development. <i>School Report p 158, Strengths; Administration Interview; Faculty Interview</i>
4.	The administration for taking care to hire faculty and staff who are committed to the <i>Vision For Our Learners</i> and who are spiritually mature, thus providing and maintaining a thorough Christian environment in which students are encouraged and challenged in their spiritual walk. <i>School Report p 153-155; VFOL; Observation; Administration Interview, Faculty Interview; Parent Conference</i>
5.	<b>The faculty for their commitment to the students as exhibited by their care, concern, and servant's attitude, enhancing the overall nurturing and supportive school environment.</b> <i>School Report p 153-155; Parent Conference, Student Conference; Observation</i>
6.	The administration for their high level of commitment to the students, staff and families of MCA and servant leadership, which promote confidence and stability throughout the school community. <i>Faculty Interview, Parent Conference; Student Conference</i>
<b>The team recommends:</b>	
1.	That the administration monitors its plan to ensure that the few faculty members teaching in non-core subjects obtain a bachelor's degree to provide adequate classroom instruction in all classrooms. <i>School Report p. 156, Areas for Growth; Administration Interview; ACSI Indicator 4.6</i>
2.	That the administration further develop the teacher mentoring program which will support and train new and less experienced teachers and result in better classroom instruction. <i>Faculty Conference; Administration Interview</i>

## Section 5: Instructional Program

The ongoing curriculum work at Morrison Christian Academy Christian Academy has been directed by a single system-wide School Improvement Plan (SIP), with work informed by current research and best practices. Since the last 2004 ACSI/WASC Accreditation Visit to Morrison Christian Academy Christian Academy, a great deal of sustained effort has been directed toward the instructional program. The school plan incorporates system-wide development of the instructional program, together with individual site initiatives that respond to the specific needs of a campus. The system-wide initiatives includes: writing standards based curriculum, collaboratively developing curriculum unit plans, and providing collaborative job embedded team time for all teachers. Curriculum coordinators are in place at each campus and support faculty in this work. The instructional initiatives have resulted in the accomplishment of substantial work in the instructional program, led by the Superintendent and Directors (past and current) of Curriculum and Professional Development.

At Morrison Christian Academy there is an established process for the development of the instructional program. Beginning in 2004 Morrison Christian Academy administrators worked to structure the instructional program development process so that it was practical and meaningful for teachers and students. Teachers work together to design the curriculum. The work is supported through the provision of common planning time mostly provided during the school day that has been implemented across the three campuses for all teachers.

Morrison Christian Academy is developing curriculum guides in each subject area that include the: instructional philosophy, Vision For Our Learners (VFOL), sequence of courses taught, overview of courses and resources. To date, three curriculum guides have been completed in Language Arts, Mathematics and Social Studies. Currently Morrison Christian Academy has taskforces working on curriculum guides in Science, Physical Education, Chinese and Technology. These are expected to be completed during the 2008-9 school year. In the future, work is planned in the areas of: Bible, Spanish, Fine and Practical Arts.

Morrison Christian Academy is working towards the development of a documented, guaranteed curriculum that is standards and unit-based. Morrison Christian Academy has developed a uniform K-12 unit format. The unit planner incorporates the design features found in the *ACSI 5.2 rubric*. It includes the: learning goals to be accomplished by students, instructional methods that support learning, assessments methods used to assess the effectiveness of learning and resources that include the textbooks.

The completed collaboratively curriculum units are stored on Moodle so that teacher-teams in all schools can access the units. To date, significant progress has been made towards documenting the taught curriculum, though continued work is needed, as the full uploading of the curriculum onto Moodle is not yet complete. The clear and sustained focus on unit development has enhanced the coherence of the instructional program at Morrison Christian Academy.

Recent examination of the instructional program by Morrison Christian Academy has spotlighted the need to further strengthen the congruence between the written curriculum and instruction in the classroom through ongoing monitoring. Morrison Christian Academy recognizes that monitoring the instructional program through various strategies that include regular walk throughs and requiring curriculum documents from faculty will serve them

well. Morrison plans to regularly require the following documents: the unit sequence, the learning outcomes (which also align with the assessment) the common assessment(s) and the assessment analysis that informs instruction for monitoring the instructional program.

Morrison Christian Academy has established a K-12 curriculum review process to evaluate the curriculum. Curriculum review was completed in 2009 in Language Arts, Guidance, Mathematics and Social Studies. Currently work is being undertaken in Science, Physical Education, Chinese and Technology. The reviews are expected to be completed in 2009-10. Four subject areas remain in the initial stages of review. The school formally and collaboratively evaluates the instructional program in a systematic process that is designed to facilitate curriculum improvement and shared pedagogical understanding. The school evidences ongoing commitment to curriculum revision and recognizes the need to continue with this work.

Representative faculty from the three campuses meet together when undertaking a K-12 subject's review. The steps for subject review include an examination of exemplary practices and programs, a review of Morrison Christian Academy's foundational documents, and an articulation of 'hallmarks' in a subject area. Changes are recommended to the current program and implementation follows the planning stage. In the future, Morrison Christian Academy recognizes that continued emphasis upon K-12 subject articulation will strengthen vertical coherence across the grades and divisions. It will provide the opportunity to align the curriculum vertically and horizontally among grade levels, divisions and campuses. It is also anticipated that ongoing collaboration will improve curriculum design in areas such as consistency of delivery, instructional sequence, and common assessments

The school is committed to the integration of the biblical world view, which is documented through each subject's educational philosophy that provides a biblical basis for each course. Additionally, Morrison Christian Academy is working towards ensuring that documentation of the biblical worldview exists within each unit of instruction. The existing instructional program at Morrison Christian Academy develops within each student a Christian view of God, humanity and the world. In addition, teachers utilize teachable moments throughout the school day to connect learning with biblical understanding.

Within the classrooms, teachers at Morrison Christian Academy employ a range of instructional strategies and learning activities that engage students in learning. In the classrooms students debate, role-play, make presentations, research and work on projects. Students use a variety of strategies as they plan, draft and edit their writing, while in science they research and experiment. Teachers employ different grouping strategies that facilitate cooperative learning. Teachers also demonstrate a commitment to developing critical thinking, with students demonstrating a range of thinking skills. Classroom observations evidenced students describing, analyzing, problem solving and making meaningful applications. The school is aware of the need to continue focusing on the application of high yield instructional strategies and high level questioning that are reflective of sound educational practice. Morrison Christian Academy is planning to provide ongoing training and accountability to ensure the delivery of a strong instructional program to the students.

There is sustained emphasis upon the VFOL at Morrison Christian Academy. Identification and integration of the VFOL began system-wide in 2002 and significant work has been undertaken. At the Bethany campus students enthusiastically articulate the VFOL –

motivated by stickers, T shirts and other ‘reward’ systems. In the instructional program, the VFOL are integrated within each unit and applied within the classroom by both teachers and students.

On a yearly basis, four professional days are provided at Morrison Christian Academy with six half days at each campus. Professional development plans are related to the improvement plans of the school. Morrison Christian Academy’s professional development is structured through the setting of system-wide goals. Professional development is systematically planned by the school and has over the last four years included a focus on: developing collaborative units for each subject area in standards based classrooms, curriculum mapping, common assessments and biblical integration. The school has taken important steps to foster job embedded collaboration through common planning time that has been implemented across the three campuses for all teachers. At Morrison Christian Academy, new teachers are required to participate in a series of six core professional development training modules that include: benchmarks, instructional strategies, curriculum mapping, Six Traits VFOL and biblical world view integration.

The faculty is partially funded to attend regional conferences that include EARCOS and ICEC. Teachers can apply for a yearly \$1,000 and may apply it towards Masters programs or conferences. Within the school, the administration has worked towards meaningful job embedded professional development that supports both new and returning teachers. Morrison Christian Academy evidences a growth in the professional school culture and a deepening of teachers’ pedagogical understanding.

Assessment has been identified as an important focus for the school. External assessments have been implemented that measure students’ progress in learning. The external assessments include: Iowa Test of Basic Skills (ITBS), Scholastic Achievement Test (SAT) and Advanced Placement (AP) offered in English, Mathematics, Science and Social Science. Students take the SAT in grades eleven and twelve and tend to score stronger in math (average scores for 2005-6, 2006-7, 2009 are 616, 630, 602) rather than in Writing (average scores 563, 587, 541) and Critical Reading (average scores 561, 572, 558.) Reading achievement is assessed for grades K-2 through Dibbles In all areas Morrison Christian Academy scored higher than the national average. To date, standardized test scores are sent home to parents but there is no systematic analysis of these results. Morrison Christian Academy recognizes the need to increase both the number of students taking AP classes in the High School and the number of A.P. subject options in the High School which will enhance the instructional program.

The school is transitioning to the implementation of common classroom assessments. The design and implementation of common assessments across the grade levels and subject areas is a current focus. In October 2008, teams identified one common assessment for each quarter, with completion monitored by the principals and curriculum coordinators. The purposes of this work are to measure student achievement of the benchmarks and to enable teachers to analyze students’ results and to use these results to inform and improve student learning.

To date, the analysis of assessment data is not undertaken on a routine basis. However, on a yearly basis a spring writing assessment has been implemented for grades 3-8. They are scored collaboratively using the Six Traits Rubric. Morrison Christian Academy recognizes the need to further refine teachers’ use of assessment data – whether from external or

internal assessments. Morrison Christian Academy recognizes the need to put in place systems whereby, on a routine basis, teachers analyze student assessment data for the purpose of improving learning. From the ongoing common assessment data, teachers feed their insights back into improving learning and teaching.

The Self Study has provided Morrison Christian Academy with a clear indication of the next steps in the instructional program. The school has made firm progress and is extremely well placed to continue developing and refining the instructional program to enhance student learning.

**The team commends:**

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| 1. | The Superintendent and Directors of Curriculum and Professional Development for developing policies and procedures for curriculum development and K-12 subject review that enhance the instructional program and support student learning.<br><i>School Report p. 161, Faculty Interview</i>   |
| 2. | <b>The administrators and faculty for their creation and development of collaborative, standards-based curriculum documents for implementation in the classroom.</b><br><i>School Report p. 161, 96, Faculty Interview; Administrative Interview</i>   |
| 3. | <b>The administration and faculty for their implementation of the writing assessment for grades 3-8 that utilizes the Six Traits Rubric and results in the analysis of assessment data to improve learning.</b><br><i>School Report p. 50, Faculty Interview; Administrative Interview</i>     |
| 4. | The administration and faculty for their commitment to developing a collaborative learning community through the provision of time and training that enhances the instructional program.<br>School<br><i>School Report p.161, Faculty Interview; Administrative Interview</i>                  |
| 5. | The administration for putting in place a system-wide school plan that has resulted in substantial development of the instructional program and increased coherence across the campuses over a short period of time.<br><i>School Report p.72, Faculty Interview; Administrative Interview</i> |

**The team recommends:**

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| 1. | <p><b>That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:</b></p> <ul style="list-style-type: none"> <li><b>f. the development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessments and assessment data analysis that informs instruction.</b></li> <li><b>g. the emphasis upon K-12 subject review that includes vertical articulation.</b></li> <li><b>h. the consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.</b></li> </ul> |
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	<p><b>i. the establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.</b></p> <p><b>j. the establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.</b></p> <p><i>School Report p. 164, Section 5, Areas for Growth; p. 201, Goal 1: Assessment; Administrative Interview, Faculty Interview; Observation;</i></p>
2.	<p>That the administration and faculty investigate increasing both the number of students taking Advanced Placement classes and the number of Advanced Placement subject options that will result in the enhancement of the instructional program.</p> <p><i>School Report p. 42, Student Conference</i></p>
3.	<p><b>That the administration and faculty review the Mandarin curriculum as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies.</b></p> <p><i>School Report p 205, Faculty Interview; Administrative Interview</i></p>

## Section 6: Library/Technology Media Resources

The library, technology, and media services and resources at Morrison show a commitment by the school and its staff to these important aspects of a high quality education. The library facilities on all three campuses are centrally located and full of resources that make them hubs of learning for each school. The breadth and depth of the collections in each library is commendable and shows a commitment by the department to improve them each year. The libraries are well staffed with at least one full-time certified librarian and aide at each of the three locations.

The utilization of technology by the school is evident in many areas. The school has made a significant investment to use technology effectively in the classes by committing to install SmartBoards in each of the core classrooms. The technology department is very involved in providing professional development for the faculty and is having a positive impact through its support of the classroom teachers. The system-wide training of teachers in the use of moodle is commendable and shows a commitment by Morrison to use technology in effective ways.

### The team commends:

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| 1. | <p><b>The school board and administration for investing significant resources into the development of high quality libraries and technology facilities which enhance the opportunities for learning by all students at Morrison.</b><br/> <i>School Report pp, 172-173; Observation</i></p>       |
| 2. | <p>The library, technology, and media staff for making available numerous online resources that can be used by staff and students for research and other important educational endeavors.<br/> <i>School Report pp, 166, 169, 176; Faculty Interview; Observation</i></p>                         |
| 3. | <p>The technology department and staff for the system-wide training of teachers in the use of Moodle which has increased the collaboration of faculty and staff and enhanced the use of the Internet in the classroom.<br/> <i>School Report pp, 168, 175; Faculty Interview; Observation</i></p> |

### The team recommends:

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| 1. | <p>That the administration develop ways to provide consistent, ongoing, professional development for the library and media staff to help them stay current with trends in their areas of expertise and enhance their effectiveness in their roles at Morrison.<br/> <i>School Report pp, 167, 172; Faculty Interview</i></p>                         |
| 2. | <p>That the administration and technology staff investigate the use of Moodle to provide online classes that will increase the options in course scheduling and give students the opportunity to learn through a new and ever increasing medium.<br/> <i>School Report pp, 175; Faculty Interview</i></p>  |
| 3. | <p>That the administration further enhance the technology infrastructure by providing sufficient and effective technical support, appropriate professional development opportunities and when appropriate, increased funding to support the integration of technology throughout the curriculum. <i>Faculty Interview; Classroom Observation</i></p> |

4.	<p>That the administration and technology department further enhance the use of the classroom SmartBoards through systematic professional development and training that will encourage the teachers to use them to inspire higher level thinking from their students.</p> <p><i>Faculty Interview; Classroom Observation</i></p>
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**Section 7: Crisis Planning, Safety, Health, and Food Services/Nutrition**

Morrison faces several unique challenges in having multiple campuses. However, the school has established consistent medical procedures for each campus including accident reports and adherence to CDC immunization requirements throughout the school. Each campus also has its own earthquake, fire, and bombing raid drills and designated protocols for natural disasters or other emergencies.

Morrison offers four different food service programs to its students due to having three distinct campuses. The programs go from a full hot lunch offerings at MAK with outside vendors to having parents and helpers provide lunchtime assistance during three eating shifts at MAB. Overall, the school is sensitive to the needs of having a quality lunch/food service program and is seeking ways to make that happen within its current confines of space. The Taichung campus will have a new cafeteria in April which allow students to have a choice of Western or Asian foods. The boarding program provides meals for boarding students.

**The team commends:**

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| 1. | The administration for responding to the parents’ desire for more healthy lunch choices, resulting in a school climate of acceptance and open communication.<br><i>School Report p.181-182; Parent Conference</i>   |
| 2. | The administration for developing a detailed, well-organized crisis management plan to provide an environment where students and staff are not distracted from the educational mission by safety concerns.<br><i>School Report p. 180-182; Administration Interview; Crisis Management Plan</i> |
| 3. | The administration for establishing a system to communicate with parents (i.e. telephone tree, email, and radio) during a crisis, which enables parents to know what to do in an emergency situation.<br><i>School Report p. 180-182; Administration Interview; Crisis Management Plan</i>      |
| 4. | The administration for regularly training staff and students in how to respond to local emergencies and to raise the level of preparedness.<br><i>School Report p. 182; Administration Interview</i>  |
| 5. | The board and administration for providing a safe and secure environment which gives students a sense of peace and allows students to focus on learning.<br><i>School Report p. 182; Administration Interview, Faculty Interview; Parent Conference; Student Conference</i>                     |

**The team recommends:**

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| 1. | That the Bethany administration continue its pursuit of providing adequate lunch room space for its students which, will enhance the lunchroom experience.<br><i>School Report p. 181-182; Observation</i>  |
| 2. | That the administration consider ways to provide a parent orientation to communicate the school’s crisis plan, so parents will be adequately prepared in the event of a school crisis.<br><i>School Report p. 183, Continuous School Improvement Plan; Administration Interview</i> |

3.	<p>That the administration establish lunchroom standards that meet USDA standards to provide a nutritious meal in a healthy environment.  <i>School Report p. 183, Continuous School Improvement Plan; Administration Interview; Parent Interview; Faculty Interview</i></p>
4.	<p>That the administration and faculty evaluate if it is possible for the faculty to continue instruction online in case of pandemic crisis so the learning process is not interrupted.  <i>School Report p. 183, Continuous School Improvement Plan; Administration Interview</i></p>

## **Section 8: Facilities, Environment, and Transportation**

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

Morrison maintains safe and orderly campuses, facilities, services and equipment. Facility audits are carried out each year to assess the safety and compliance issues. Policies are in place for annual facility inspections. Funds are held for future building projects. Morrison campuses are all perceived as being safe. Drugs, alcohol, weapons, profanity, harassment and vandalism are not issues faced by the school except on rare occasions.

Bethany Campus has excellent facilities that ensure that learning can take place for students. Classrooms are large and well-lit. The school has two music rooms, a multi-purpose room, an art and art storage room and several other multi-use areas. The large gymnasium has shower and changing facilities and all students from 4<sup>th</sup> grade up are required to change for PE. There is also a fitness room fitted out with a range of exercise and weights machines, and a multi-purpose PE space which provides a useful additional PE and exercise area, as well as space for after-school activities such as ballet. Major school improvements have been carried out (summers of 2007 and 2008). All core classrooms moved upstairs into naturally lighted areas, with the primary and secondary sections of the school relocated to separate wings. Extra property has been leased and developed in B1 which has doubled the library/media center and includes a computer lab; it also provided space for a student and parent kitchen. On B2, the old music room was transformed into a modern multi-purpose room. Every core classroom has an interactive electronic whiteboard with a special carpeted space in front where students can sit for instruction. Further renovations are planned, including, the extension of the science laboratory to include more space and a prep room and possibly a language laboratory. Externally, there is a large, open and safe soft-surface playground area with a wide range of climbing and other activity equipment. There is also a netted ball area under cover and an open basketball court size play space.

Bethany drivers and vehicles comply with all local regulations. Procedures are in place to assure that student safety is not at risk. There is no school provision for student transportation before and after school, but sports and field trip transportation is arranged through the General Manager's office. He monitors the safety and security standards and ensures that the bus company follows Government regulations.

The Kaohsiung campus, which was purpose built in 2000, has been extremely well maintained. It is clean, and maintenance has clearly been exemplary. The bus service is contracted out – four buses run daily – as are the cleaning and meal services. There is good control of the services provided by the contractors, good process in getting bids for these services, and all function effectively. With the lunch and bus services, the parents pay the school for these services, and the school pays the contractors, giving the school control over the entire process. The transportation system works smoothly and efficiently.

In the school at Kaohsiung, each grade (elementary) and subject (secondary) has its own classroom. In addition, there is a full size gym, library, computer lab, science lab, two music rooms, Chinese room, guidance office, two ELL rooms, conference room, three large fields,

300m track, weight room, covered play area, and office area. There is central air-conditioning, and this year, ceiling fans were installed in all classrooms. Each classroom has a computer, projector, SmartBoard, and sound system. Landscaping has been tastefully done, and the initial appearance of the campus for a first time visitor would assuredly be a positive one. The school is located somewhat out of the city, which means that the students travel a bit longer on the buses than might have been ideal, but its location enables the school to service a wider area than would have been true had they been located in town. The Taichung campus is in the midst of a substantial site development program in which the following new facilities are being completed for student use in the fall of 2009:

- Elementary school
- Middle school
- Library center - K-12
- Cafeteria
- Dormitories
- Staff Housing

Several changes have been implemented at the Taichung campus to improve biking and driving safely on campus. Other recent improvements on the Taichung campus included the re-paving of the back parking lot the installation of A/C in the gym, the re-tiling of the swimming pool. At all sites, a monthly inspection is required for all school vehicles, the results of which are reported to the General Manager.

**The team commends:**

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| 1. | <p><b>The board and administration are to be commended for developing and maintaining spacious, light, attractive, clean and safe facilities of sufficient size for current student body, thus encouraging self-esteem and positive attitudes to teaching and learning. Particularly to be commended are the renovations of Bethany Campus and the new buildings and staff housing under construction at Taichung, both of which are a major achievement in the current financial climate.</b><br/> <i>School Report p.189; PAC Meeting – 8<sup>th</sup> March 2009; Campus Observations; Parent Conference; Faculty Conference; Administration Interview; Student Conference</i></p> |
| 2. | <p>The board for its comprehensive and effective strategy to evaluate future accommodation needs for Bethany Campus, which has resulted both in short term renovations to considerably improve the learning facilities and in longer term plans for lobbying for and building a new campus with improved sports facilities.<br/> <i>School Report pp. 70-7,186; Board Minutes 05/2007; PAC meeting - 8<sup>th</sup> March 09; Administrative Interview</i></p>  |

**The team recommends that:**

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| 1. | <p>That the board continue to lobby the Government for a new, larger Bethany campus and sports field site, in order to ensure that facilities continue to be suitable for the size of the school and its programs and enhance the quality instructional programs for the students. In addition, that the Board develops a financial plan that would enable this development to happen when the opportunity arises.<br/> <i>School Report p.188; Board Conference; Parent Conference; Student Conference; Administrative Interview</i></p> |
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## **Section 9: Character, Values, and Spiritual Development of Students**

Character, values and spiritual development are foundational to the education provided by Morrison Christian Academy. The mission, philosophy, and “Vision for Our Learners” statements clearly communicate Morrison’s dedication to fostering growth in each of these areas. It is the staff and faculty of Morrison who are most important in maintaining the school’s focus on fostering each student’s spiritual growth and development of character and values. They are strong believers who seek to model and teach students to live lives characterized by respect, compassion, and biblical morals through their actions and words in the classroom, on the athletic field, and in all interactions with students, parents and other faculty. Students recognize and appreciate the models of love and care their teachers provide. In addition, direct Bible instruction is provided by qualified staff through regular Bible classes and chapels each week at each grade level. Other opportunities such as meetings of student discipleship groups and an annual spiritual emphasis week are provided for students to gain deeper insight into the Word, greater understanding of biblical principles, and greater formation of personal character. The school is striving to integrate service into the curriculum better through a partnership with World Vision and the addition of required community service hours in Bible class.

### **The team commends:**

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| 1. | The school administration and staff for providing a consistent and clear model of Christian living for students and for ensuring that students have ample opportunity to be introduced to and grow in Christ through daily Bible classes, weekly chapels, and spiritual emphasis weeks which have resulted in numerous students accepting Christ as their savior and a student body with great character and spiritual strength.<br><i>08 Student Survey Analysis – Beliefs; MCA School Characteristics Survey: Students 08; DAP Summary 2007/2008; 2008 MCS Alumni Survey; Faculty Interview, Parent and Students Conferences</i> |
| 2. | <b>The administration and staff for implementing professional development opportunities in the area of integrating a Biblical Worldview into instruction, which has resulted in increased teacher comfort in the area of Biblical integration and a strong sense among students of what it means to be a spiritual discerner.</b><br><i>School Report p. 110-111; 2.07&amp;08 Teacher Next Steps Survey; Grade 5 Bible Survey Data 06-08; Grade 8 Bible Survey Date 06-08; Grade 12 Bible Survey 07-08; Faculty Interview; Parent Conference; Student Conference; Administration Interview; VFOL</i>                               |
| 3. | The administration, staff and students for creating and maintaining a school environment characterized by compassion and caring consistent with biblical teaching in which all students from various cultural and religious backgrounds feel safe and accepted.<br><i>DAP Summary 2007/2008; MC School Characteristics Survey: Students 08; MCA 2007 Staff Survey; Student and Parent Conference</i>   |

4.	<p>The Bethany administration and faculty for the effective programs that they have introduced which have raised the profile and awareness amongst students of the VFOL, so that they are now very aware of and responsive to the character development aspect of the school curriculum demonstrated by a student body that is notably polite, respectful, caring and supportive of each other.</p> <p><i>Student Council Meeting; Administration Interview; Observation, PAC meeting – 8<sup>th</sup> March 2009</i></p>
<p><b>The team recommends:</b></p>	
1.	<p><b>That the faculty develop and implement a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.</b></p> <p><i>MCA School Characteristics Survey; 2008-2009 School Improvement Plan; Faculty Interview</i></p>
2.	<p>That the faculty restructure the Bible program to include service learning and guidance classes in addition to direct Biblical instruction in order to better equip students for living lives of service.</p> <p><i>School Report p. 193; School Characteristics Survey; Faculty Interview</i></p>
3.	<p>The administration and faculty of all three campuses share good practice as to how student awareness and engagement with the VFOL can be raised, thus enabling students in all three locations to become specifically and intuitively aware of these aspects of their own character development.</p> <p><i>Student Conference, Observation</i></p>

## Section 10: Continuous School Improvement

Morrison Christian Academy is committed to the accomplishment of a school-wide action plan to address the school's identified areas of greatest need in support of high achievement for all students. Morrison Christian Academy's leadership facilitates school improvement which focuses on having

- a. plans of action that will enhance quality learning for all students,
- b. school community support and involvement,
- c. plans that effectively guide the work of the school, and
- d. accountability through monitoring of the school-wide action plans

As part of the self study process the school community worked collaboratively to formulate a plan for improvement and in fact initiated the first steps in accomplishing these goals. The plan was developed from a system-wide SWOT Analysis (Strength/Weaknesses/Opportunities/Threats), the accreditation self-study process, surveys, Developmental Asset Profile (DAP) results as conclusions drawn from *Vision for Our Learners*, and assessment results.

The school-wide action plan developed through the self study identified four growth areas which are as follows:

- Assessment: Build capacity in formative assessments for learning and enhance summative assessments of learning that will be used to drive decision making to improve student achievement.
- Collaboration: Continue cultivating a collaborative learning community.
- Mandarin Language: Equip students to communicate more effectively in a global society.
- Christian Service: Provide guided opportunities for students to learn and experience compassion, generosity, and authentic Christian living outside the classroom.

These growth areas were specifically integrated with the school's VFOLs (*Vision For Our Learners*). The necessary resources, along with appropriate personnel, were committed to the fulfillment of the school action plans.

The Visiting Committee confirmed that the growth areas identified by the school were truly integral to the school's continuous development and augmented the areas for growth with additional major recommendations drawn from the school's self study. The school's leadership acknowledges that the additional recommendations are substantive and is prepared to augment the original action plan to incorporate the additional areas for growth. When completed the revised action plan will be submitted to the ACSI and WASC offices.

The strong support evidenced by conferences with all the stakeholders reveals that Morrison Christian Academy has the leadership and the ability to implement and monitor the school-wide action plan.

<b>The team commends:</b>	
1.	The administration and faculty flexibility while implementing standards-based classrooms in aligning the written, taught and assessed curriculum to improve student learning. <i>School Report p. 200, Strengths; Administration Interview</i>
2.	The school community for purposefully in identifying and prioritizing their needs in a school wide improvement plan that supports high achievement of all students <i>School Report p. 200, Strengths; Administration Interview; Faculty Interview</i>
3.	<b>The board and the Systems Administrative Council for their commitment to school-wide improvement and support for effective long-term planning with the needed resources.</b> <i>School Report p. 200, Strengths, Vision for Our Learners; Administration Interview; Board Conference</i>
<b>The team recommends that:</b>	
1.	That the school community examines ways to use all the collected data to inform stakeholders and improve student learning. <i>School Report p. 200, Areas for Continuous School Improvement; Faculty Interview; Administration Interview</i>
2.	That the administration and faculty involve parents and students to a greater degree in the development of the School Improvement Plan which would encourage greater unity and support. <i>School Report p. 200, Areas for Continuous School Improvement</i>