



**Association of Christian Schools International  
&**



**Western Association of Schools and Colleges**

Visiting Team Report  
For

**Morrison Academy**

Taiwan, ROC

March 29 - April 3, 2015

**Table of Contents**

ACSI Visiting Team Members	3
School Information	3
Chapter 1: School/Community Profile	4
Chapter 2: Progress Report	7
Chapter 3: Self-Study Process	9
Chapter 4: Adherence to the Standards	11
Chapter 5: Team Summary and Next Steps	28

## VISITING TEAM MEMBERS

<p><b><u>ACSI Team Chair</u></b>  David K Wilcox  Assistant Vice President - Global , ACSI  731 Chapel Hills Dr.  Colorado Springs, CO 80920  david_wilcox@acsi.org</p>	<p><b><u>WASC Team Member</u></b>  Dr. Lee Duncan  Executive Vice President  The Master’s College  22751 Shadow Cliff Court  Santa Clarita, CA 91350  lduncan@masters.edu</p>
<p><b><u>ACSI Team Member</u></b>  Charity LaMertha  Elementary Principal/Curriculum Coordinator  Bandung Alliance Intercultural School  Jalan Bujangamanik Kav. 2  Kota Baru Parahyangan  Bandung, West Java 40553  Indonesia  charitylamertha@baisedu.org</p>	<p><b><u>WASC Team Member</u></b>  Debbie-Sue Blanks  Principal  Chengdu International School  68 Tong Gui Road  Jinjiang District  Chengdu, Sichuan 610066  P.R. of China  dsblanks@cdischina.com</p>
<p><b><u>ACSI Team Member</u></b>  Dr. Don McGavran  Mountainview Christian School  PO Box 142  Salatiga 50711 Jateng  Indonesia  superintendent@mtview.id</p>	<p><b><u>WASC Team Member</u></b>  Keith B. Welch  Upper Elementary Principal  International Christian School, Hong Kong  1 On Muk Lane, Shek Mun  Shatin, N.T., Hong Kong  welchk@ics.edu.hk</p>

## School Information

School Name	Christian School
Address	136-1 Shui Nan Road, Taichung 40679, TAIWAN
Phone; Fax	Taipei (Taipei) 02-2365-9691   Taichung 04-2292-1171   Kaohsiung 07-356-1190
School Website	<a href="http://www.mca.org.tw">www.mca.org.tw</a>
Director	Tim McGill
E-mail	mcgillt@mca.org.tw
Grades Offered	K-12 in Taichung, K-9 in Taipei; Kaohsiung K-11 (K-12 in 2015-2016)
Grades to be Accredited	K-12
Enrollment	Taipei: 201; Taichung 454; Kaohsiung 211
Year Founded	1952
Joint Accreditation	WASC and ACSI



## Chapter 1: School/Community Profile

### Historical Overview

Morrison Academy is also known as Morrison Christian Academy, but most commonly known as the former. The school in Taichung was founded in 1952 with 6 students in a bamboo hut. It was established to serve the missionary children in Taiwan, and that mission remains unchanged. Since the start of the school it has admitted other expatriates on a space available basis.

The school moved to its current campus in 1972. In Taipei in 1961, Bethany Christian School was established separately. It joined Morrison Academy in 1967. Morrison Academy - Taipei is looking for new property so that it can offer grades 10-12.

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

*(Adapted from internal school documents)*

### Demographic Portrait

#### Enrollment Information

Enrollment for school year 2014-2015:

Grade	Number of Students		Number of Students
	Taipei	Taichung	
K - 5	118	138	105
6-8	67	76	58
9-12	16	240	48
<b>TOTAL</b>	<b>201</b>	<b>454</b>	<b>211</b>

#### Composition of School Families:

Description	School Year 2014-2015
	Percentage
Business families	63
Missionary families	37

### Other pertinent data

Students who are children of missionaries constitute 188 of the student population of 866. Many students from Morrison Academy Taipei transfer to the Taichung campus upon completion of year nine. There are boarding facilities on the campus of the Taichung campus. Seventy-three students are English Language Learners on the three campuses. The ethnic mix is 68% Asian, 8% multiracial, and 18% Caucasian. All students have foreign passports.

Morrison Christian Association owns and operates Morrison Academy. It is incorporated in New Jersey, USA and in Taiwan. The four missionary sending agencies that are members of this association are TEAM, IMB, OMS, and WorldVenture.

Student enrollment system wide has been up 8 percent in the last three years. Sixty-one percent of students have USA passports. Eleven percent have Canadian passports, Six percent are Korean, Four percent are Filipino and the other 18 percent are from all other countries.

Although the school operates on three separate campuses, it is clearly one unified school. The entire staff of all three schools meet four times a year for training and encouragement. “Job-alike” meetings are held so that the staff on each campus can meet with the other campus counterparts and share ideas, best practices, and clarification of policies and procedures. Each campus has a unique personality, and all three campuses bring a richness to the school as a whole and provide for an effective education for all students.

### **Achievement Levels and Accomplishments:**

The level of learning at Morrison is well above average in standardized test scores. ITBS and SAT10 scores indicate that students in K-12 range from the 60th percentile to the 80th percentile in Total Battery scores. Among reading, language, and math scores, math is significantly above average and reflects an exceptional level of student learning. High school Scholastic Aptitude Tests (SAT) are well above USA norms. Over the last three years, students at Morrison have improved in all three aspects of the SAT. AP test scores reveal that Morrison students earn well above USA norms in regard to pass rates. In 2014, 95% of students who took AP tests passed with a score of 3 or above. In conclusion, the fact that 92% of the class of 2014 went on to college/university, it is clear that the levels of learning at Morrison are above average and highly effective.

In addition to academic measurements, the school uses a survey call the Developmental Assets Profile Group Assessment Survey for grades 6-12. This survey gives the school important information about the health and well-being of its students in such areas as positive values, social competencies, and commitment to learning. While all areas of the assessment showed Morrison Academy students to be above the normal range of health and well-being

for their age, it also pointed out areas where the school would want to carefully note for attention, such as positive identity and constructive use of time.

### **School's Analysis of Student Achievement Data:**

The faculty and administration at Morrison Academy analyze student learning data to determine learning effectiveness. The SWA (School-Wide Appraisal) gathers data from multiple sources to evaluate student performance levels. In the recent annual report to ACSI, the school reviewed SAT10 data, ITBS results, SAT scores, and AP results to see how students compare to USA levels of learning. The school effectively charted results and examined trends that help it determine areas of needed improvement. Teachers examine content clusters to determine how effective their own subject area test results compare to nationalized standards.

### **Significant findings revealed by the profile and/or pertinent items that were not included in the profile:**

The professional staff of Morrison Academy come from eight countries; seventy percent from the USA, 15% from Taiwan, 10% from Canada, and a few from the other five countries. Eighty-five percent of Morrison Academy's total staff of 167 are considered expatriates. The school is blessed to have significant measures of stability in both the teaching staff and the leadership. The System Administrative Council has been at Morrison Academy an average of just over 14 years. All teachers, with the exception of some Bible teachers, are teaching in their area of certification with a student to staff ratio of 6.5 to 1.

Parents are annually surveyed to evaluate all aspects of the Morrison Academy program. In the most recent survey parents were asked, "To what extent do you feel Morrison is fulfilling its following Core Values?" For each core value parents rated the school at the 4 level or higher on a 1-5 Likert scale.

The core values at Morrison Academy are as follows:

- Teaching students to know the Truth
- Pursuing excellence in student learning
- Educating the whole person
- Fulfilling the Great Commission
- Partnering with parents
- Being a caring community

## Chapter 2: Progress Report

The March 2009 Visiting Team Report provided Morrison Academy five major recommendations of which one was considered to have been fully addressed by the time of the midterm visit. Each of the other major recommendations had been vigorously addressed by the School Improvement Team; however, it was the view of the midterm visiting team that these improvement areas warranted continued focus. The school has comprehensively addressed each of the remaining four SIP action plans at all three campuses of the school.

Morrison Academy's Annual Reports since 2012 have recorded annual progress in each of the four remaining goals. Also included in the Annual Reports has been responses to other improvement areas, including the articulation of a well-integrated strategic technology plan, exploring the feasibility of providing more special needs services, and complying with the best practices developed by the Child Safety and Protection Network (CSPN).

The SIP goals have been regularly reviewed by the System Administrative Council (SAC). The SAC also has utilized their own School-Wide Appraisal process to analyze a variety of assessment data to improve student achievement and monitor alignment with the school's position statements.

It is the assessment of the school's SIP Steering Committee and the SAC that the four major recommendations remaining in the SIP since 2012 have all be thoroughly and sufficiently addressed by the system with procedures institutionalized to insure consistent administration. These major recommendations included: a strong standards-based instructional delivery system that is assessed and collaboratively analyzed to inform instruction and improve student learning; the implementation of a well-developed and sustainable service learning program, the strengthening of the Mandarin curricular program, and a review of enrollment policies in light of the declining enrollment of missionary children - while maintaining the school's vision.

The visiting committee affirms that the school has diligently endeavored to address these recommendations and has implemented procedures and strategies that demonstrate commitment to on-going improvement. The SIP has been kept current throughout the accreditation cycle, with new improvement priorities identified and addressed based upon student learning needs and schoolwide assessments. These added goals include the development of a well-integrated strategic technology plan, the exploration of providing additional services to students with special learning needs, and the commitment to comply with the Best Practices established by the CSPN.

Students expressed high regard for the variety and validity of service learning opportunities. Teachers have expressed that the professional learning opportunities have resulted in improved instruction. The evidence that over the last three years, students at Morrison have improved in all three aspects of the SAT and excelled in SWA measures supports the assessment that the school's follow-up on the recommendations of the last Visiting Team Report has resulted in increased student learning and increased attainment of the school's schoolwide expected learner outcomes (VFOL).

### Chapter 3: Self Study Process

Morrison Academy uses the terminology “Vision For Our Learners “(VFOL) to describe their schoolwide expected learner outcomes. “A maturing Morrison Academy student will be a:

- Spiritual Discerner
- Effective Communicator
- Critical & Creative Thinker
- Life-Long Learner
- Moral & Ethical Citizen
- Wise and Responsive Steward.” (Revised March 25, 2014 by the Board of Trustees)

These attributes are defined in detail and are assessed at different grade levels in a systematic method.

The school’s self-study process involved all stakeholder groups on all three campuses. Students, parents, trustees, professional support staff and teachers served on subcommittees to assess the extent to which Morrison is in compliance with the Standards of ACSI and the Evaluative Criteria of WASC.

The Director of Curriculum and Professional Learning worked with the School Improvement Coordinator to make sure there was a link between each indicator in the ACSI manual and key supporting documentation, primary stakeholders, and other key personnel involved in implementing or supervising the issues related to that indicator.

Subcommittees were formed in January of 2014 and commenced the data collection and assessment of standard compliance along with identifying strengths and areas of needed improvement. Analysis was based on data made available to them, their own analyses, focus group discussions, and observations.

The school is exemplary in terms of the degree to which there is clarity on what the school desires its graduates to know, understand, and be able to do as expressed in academic standards and the school’s schoolwide expected learner outcomes (VFOL). It is also exemplary in the consistent commitment to program improvement based upon their findings of student progress in attaining the school’s expected learner outcomes (VFOL).

The Visiting Team believes the process used by the school was inclusive and of sufficient depth to thoroughly assess the strengths and areas of needed improvement. Stakeholders from each campus contributed their assessment of the school’s compliance for each indicator and identified possible areas of improvement and areas of strength. The steering committee collected the proposed areas of needed improvement and areas of strengths, seeking the

committee members' prioritization of those items. The steering committee consolidated and synthesized the input from the committee members on the three campuses and determined what would be the final list of Strengths and Areas for Continuous Improvement, rather than the sub-committee members. The Strengths and Areas for Continuous Improvement might not be of equal relevance or acceptance at all three campuses, but the steering committee did attempt to identify items that were as broadly relevant as possible.

The head of school and steering committee did not censure committee commendations and recommendations. The Visiting Team encountered some subcommittee members that felt their campus' improvement needs or strengths were 'lost', or may not have fully represented their needs or hopes for improvement.

The culminating activity of the self-study resulted in the development of a new CSIP. With the broad input of all stakeholders, the Steering Committee and the SAC identified the key areas of growth. The result was the CSIP presented in chapter 5 of the Self Study. This CSIP was approved by the Board of Trustees in January 2015.

The Visiting Team believes the CSIP aligns with the needs of the school and will result in increased attainment of the school's Vision for Our Learners. The school has the commitment and capacity to implement and monitor the accomplishment of its plan.

The Summary chapter of this report includes the team's recommendations to the school as it progresses from the Team Visit stage of the accreditation cycle.

## Chapter 4: Adherence to the Standards

### STANDARD ONE—PHILOSOPHY AND FOUNDATIONS

Biblical principles support, influence and drive all aspects of Morrison's philosophy and foundations. This provides perspective for the past, gives context to the present, and establishes direction for the future of the school and its educational programs. Foundational statements include the statement of faith, the philosophy statement, the purpose statement, the vision statement, and the Vision for Our Learners (VFOL). These statements are all clearly developed, well-defined, publicized, and systematically reviewed by both the Board of Trustees and the SAC. These foundational statements drive planning and decision-making within policies and procedures.

Morrison communicates its foundational statements on a regular basis to its constituents. The school website, parent/student handbook, faculty handbook, The Bridge (a system-wide newsletter), and the Annual Report represent some of the many ways these statements are communicated. The school administration and staff continually and systematically identify and assess the effective implementation of goals and plans to advance the philosophy, purpose, and vision statements of the school.

Morrison has a clear statement of faith that identifies the beliefs to which it adheres. There is evidence of understanding and support from the school's constituents and community. Morrison's statement of faith is signed by all members of the Board of Trustees each year and is agreed to by all professional staff. Morrison's philosophy statement identifies core Christian values held by the school.

Morrison demonstrates a commitment to the development of the whole child - spiritually, intellectually, physically, emotionally, and socially - from a distinctly Christian perspective.

The Visiting Team Commends:

- 1. The Board of Trustees, Administration, Staff and Faculty for living out its philosophy, purpose and vision statements in community ministry (Interviews, observations, policies, Self -Study p. 38 & 39).**
2. The Administration for the communication of its philosophy, purpose and vision statements consistently and effectively using a variety of methods and media (VFOL posters, interviews with parents and administration, school website, school publications).

The Visiting Team Recommends:

1. That the Administration frequently communicate its vision and values to the broader expatriate and Taiwanese communities so as to improve understanding of the school's place in the community (Indicator 1.2, interviews, Self-Study p. 39).

**Standard Adherence:** The school is in full compliance with standard one.

## **STANDARD TWO—SCHOOL GOVERNANCE AND EXECUTIVE LEADERSHIP**

The governance and leadership of Morrison Academy has a history of stability, consistency, and effectiveness. The Board of Trustees functions as a policy board that establishes structures and identifies clear guidelines for school operations. The Board consists of 12 members from various mission agencies that send children to the school. The Board of Trustees fully subscribe to Morrison Academy's Statement of Faith.

The Board creates policies that guide the operations of the school, although they delegate the day-to-day operations on each campus to the Administration. The Board is responsible to create appropriate new policies and review existing policies on a regular basis (4-year cycle) to ensure that the school is effective and improving. The Board also approves the annual budget, receives regular financial reports, and accepts reports from the administration at each meeting. This reporting structure keeps the Board members fully abreast of progress, successes, as well as issues that arise. The Board also is responsible for the hiring of the School Superintendent and annually evaluating his effectiveness.

The Board of Trustees has a policy manual that clearly defines its role and describes the delegation of operations to the school leadership on each campus. The minutes of each meeting are kept by the Board, and the administration is responsible to add or change the school's policy manual after each meeting to reflect the actions of the Board. The Board meets five times each year and interacts with the faculty and staff on numerous occasions. The Board members serve for four year terms without any term limits. The normal turnover rate per year for the Board is approximately 20%, leading to the stable and experienced oversight of the school.

The annual budget is created in a collaborative manner, including input from SAC, the Finance Committee, and Department Heads. The Board also has established long-range strategic plans to ensure the future economic stability of the school. A financial review is

conducted each year by an outside agency to affirm that proper protocols are followed in all financial matters.

The SAC consists of the Superintendent, Director of Boarding, Director of Curriculum & Professional Learning, Director of Finance, and four site principals. The most important function of the SAC is to provide spiritual leadership to the faculty, staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school. It provides the day-to-day leadership of each school site, including the supervision of all staff members, oversight of the academic program, student discipline and support services, and effective communication to all stakeholders. It also oversees the admissions process to ensure that the policies of the school are carefully followed on all three campuses. SAC is also responsible for maintaining compliance with local, state, and federal laws, licensing requirements, and Taiwan documentation expectations.

It is noteworthy that of the 11 indicators in the school's Self-Study (Indicators 2.1 – 2.11), the school exceeds expectations in 9 of the 11 indicators. This reflects a competent board and administration that follows policies which lead to effective school operations. All administrative staff members are evaluated at least once a year. Parents also have the opportunity to give input to the administration through surveys and participation in the PAC (Parent Advisory Council). The school desires to increase the effectiveness of the PAC on each campus and bring greater connection to Morrison's leadership, resulting in increased engagement a deeper sense of ownership by the parents.

The Board reviews its own effectiveness and performs an annual self-evaluation to measure its progress on schoolwide initiatives. The Board takes its leadership seriously, and is highly engaged in the future and success of the school.

The Visiting Team Commends:

- 1. The Board of Trustees and the SAC for providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school's distinct mission and vision (Indicator 2.3, 2.4, Self-Study p. 10, conference with SAC and the Steering Committee, admissions policy 5200-5299, ministry partnership policy 3120).**
2. The Board of Trustees for the effective collaboration among various mission agencies in directing school operations through policy creation and review that results in effective institutional operations (Indicator 2.3, Self-Study p. 5, meeting with Board Chair).
- 3. The Board of Trustees for its intentional focus on reflection and professional development within the board, resulting in the use of quality best practices as a school governing body (Indicator 2.3, interview with the Board).**

The Visiting Team Recommends:

1. **That the Board of Trustees and Administration explore how to more effectively apply system-wide initiatives and expectations in a way that allows for campus-specific uniqueness to be supported and celebrated (Indicator 2.1, 2.2, 2.3, and 2.4, interviews with faculty, meetings with administration).**
2. That the Board of Trustees establish a formal process to mentor new Board members, resulting in both personal and professional growth (Indicator 2.2, 2.3, and 2.4, Self-Study p. 43, interview with SAC).
3. That the System Administrative Council further develop the Parent Advisory Council on all campuses to increase ownership and engagement with parents, resulting in greater school input and involvement (Indicator 2.10, interview with administration).

**Standard Adherence:** The school is in full compliance with standard two.

### **STANDARD THREE – HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES**

Morrison Academy conducts annual surveys of parents, staff, and students, and systematically seeks input from past students. The school seeks input on the teaching learning process and other relevant information to affirm that each campus is accomplishing its mission. The information is reviewed by school leadership and shared with the staff and the Board.

Student surveys are widely used on all three campuses to measure effectiveness. Other communication from the constituents comes through parent/teacher conferences, Student Council meetings, the Parent Advisory Council on each campus, and informal meetings and conversations.

The school has established normal and frequently used two-way communication systems with their constituents, including the website and PowerSchool, to keep parents and students informed of grades in the middle and high school, along with printed newsletters. The school provides translation for parent teacher conferences, and school notices are bilingual as well. The school celebrates the cultural diversity of its school family.

There is a well-developed guidance program provided on a weekly basis for all grade levels Kindergarten - Grade 8. Guidance personnel provide both individual and group counseling. Guidance personnel receive professional development through the professional learning (PL) days three times a school year, as well as in weekly PL meetings on specific topics.

Enrollment levels at each campus is sufficient. Growth is controlled through the policies created by the Board, with the ratio of missionary students in view. The school meets all requirements for local or provincial laws that are applicable. The school follows its non-discrimination statement that supports the school's mission and by-laws.

Several years ago, the Board received a request from mission agencies to add high schools in both Taipei and Kaohsiung in order to offer a choice for missionary families who have students entering high school. The Board made the decision to create smaller high schools at both campuses (100 students maximum) to support missionary families.

The Visiting Team Commends:

1. The guidance personnel and administration for incorporating guidance classes on a weekly basis at all grade levels K-8 (Indicator 3.7, Self-Study p. 48 and 49).
2. **The Administration for its concerted efforts to transparently articulate the school's vision and operations to all stakeholders through its multiple communication systems (Indicators 3.4 and 3.5, Self-Study p. 47 and 49).**

The Visiting Team Recommends:

1. That the Administration and the PR/Development office explore how to engage parents at a higher level for the purpose of developing a donor culture and volunteerism (Indicators 3.4, 3.5, and 3.10, Self-Study p. 49, interviews).
2. That the Administration and Board of Trustees evaluate efforts to communicate the reasons for the development of high school programs in Taipei and Kaohsiung to clarify and support the mission of the school (Indicator 3.5, interviews).

**Standard Adherence:** The school is in full compliance with standard three.

#### **STANDARD FOUR—PERSONNEL**

The faculty and staff members of Morrison Academy are committed Christians who wholeheartedly embrace the vision and core values of the school. Staff are dedicated to the spiritual development of their students and many staff, in addition to performing their normal school duties, are regularly involved in various ministry opportunities outside of school such as leading discipleship groups and Bible studies, mentoring students and participating in community service projects. Staff enjoy the close-knit community and the spiritually

supportive environment provided by Morrison Academy. This contributes to an exceptionally high staff retention rate that averages around 9 years.

To maintain a faculty that has a strong commitment to the mission, Morrison Academy conducts a thorough recruiting and screening process in which excellent staff are added to the Morrison community. Personnel are hired primarily through recruiting trips, recruiting fairs, and through various job placement listings with missions, Christian organizations, and on the Morrison web page. Staff member referrals continue to be one of the most effective methods of recruiting. Background checks are conducted on all personnel and screening procedures are firmly in place for all volunteers.

Morrison Academy requires Pre-Field Orientation (PFO) attendance for all full-time, expat head-of-household staff and their families to help them to adjust to cross-cultural living overseas. Morrison covers all costs related to this orientation including transportation, room and board, and program fees. Additional training is accomplished during new teacher orientation week where new staff members are introduced to the responsibilities that accompany their specific assignments at Morrison. All K-12 teachers hold at least a bachelor's degree from an institution recognized by ACSI.

#### The Visiting Team Commends:

1. The Administration for hiring committed staff who believe in and support the mission of the school to integrate biblical values into their work and to be positive Christian role models to their students (Indicator 4.1 and 4.3, Self-Study p. 52 and 53, interviews with students, parents, faculty and administration).
2. **The faculty for its consistent involvement in a variety of ministries outside of regular school activities that complement and enhance the vision of the school (Self-Study p. 52, interviews with students, faculty and administration).**
3. **The SAC and the faculty for their commitment to a comprehensive differentiated professional development program aimed at improving student learning (Indicator 4.8, PL Calendar, PL Focus, PL Days, Procedures 150-156).**
4. The Administration is commended for supporting an excellent orientation program that helps new staff to adjust to living cross-culturally and prepares them to succeed in the school environment (Self-Study p. 52, Procedures 530, interviews with faculty).

The Visiting Team Recommends:

1. That the SAC review the staffing needs of the developing high schools in order to provide for successful programs (Indicator 4.11, interviews, and observations).

**Standard Adherence:** At this time, the school is in partial compliance with the standard in regard to administrator certification (Indicator 4.5). From July 2015, all school administrators will be in full compliance with Standard 4.

### **STANDARD FIVE—INSTRUCTIONAL PROGRAM**

Morrison Academy has a strong curricular program that is guided by a Director of Curriculum and Professional Learning and supported by a part-time assistant to the Director of Curriculum and Professional Learning, as well as campus specific Professional Learning Coaches, Learning Specialists, and Educational Technology Coordinators. Through the use of curricular task forces, Morrison has created detailed curriculum guides and systems units for each subject that are taught in the school. These curriculum guides are standards-based documents that include a variety of components such as clear scope and sequences, connections to Morrison’s philosophy and Vision for Our Learners statements, and subject-specific biblical principles. Using these curricular guides, subject area teachers from each of the three campuses have worked collaboratively to develop comprehensive unit plans based on the Understanding by Design (UbD) model. Currently about 85% of the system unit plans have been created and are up-loaded to Rubicon Atlas.

Morrison Academy has a thorough 6-year curriculum review process that involves key stakeholders in the evaluation and implementation of each curricular program. During the curriculum review process, a curriculum task force made up of teachers and administration look at information like school data, current research trends, and teacher feedback to review and revise the school curriculum.

Morrison Academy has a systematic assessment program that includes external assessments such as the SAT and AP tests, common assessment in writing and reading, subject-specific unit tests, and on-going formative and summative assessments. Technology programs such as PowerSchool and Rubicon Atlas assist teachers in linking these assessments to the school’s goals and benchmarks. Morrison then collects and uses the data from these various assessments in conjunction with other types of perception and survey data to assist the teachers and the administration in making informed decisions regarding issues like staffing, money allocation, and academic strengths and weaknesses. Morrison Academy has

developed a Data Collection Pyramid to show when the various pieces of data are collected and what each piece of data are used for.

The Visiting Team Commends:

1. The Administration and Faculty for the development of comprehensive procedures for curriculum review, assessment, and data collection in order to make sound education decisions regarding students, teachers, and allocation of resources (Indicators 5.1, 5.2, 5.3, 5.7, 5.9, and 5.10/ Curriculum Guides, Procedure 010 – School-Wide Appraisal System, Procedure 110 – Curriculum Review Process, Procedure 120 – Assessments, Procedure 125 – Data Storage and Analysis).
2. **The Administration and Faculty for their initial development and implementation of curriculum guides and system unit plans based on the Understanding by Design format and state/national standards that inform the instructional program at each grade level (Indicator 5.1 and 5.2, Curriculum Guides, Morrison Academy – Rubicon Atlas).**
3. The Administration and Faculty for the development and use of a variety of assessments including common reading and writing assessments in order to make educationally sound decisions regarding student learning (Indicator 5.7, Indicator 5.8, 2013-2014 Reading Common Assessments, 2013-2014 Writing Common Assessments, Procedure 010- School-Wide Appraisal System, Procedure 125- Data Storage and Analysis).
4. **The Faculty and Administration for promoting the use of high-yield instructional strategies, particularly in the areas of biblical integration and technology integration, to support teacher training and student learning (Indicator 5.4, 5.5, Morrison System Units-Rubicon Atlas, PL- Calendar, PL-Days, PL-Focus, Teacher Lesson Plans)**

The Visiting Team Recommends:

1. **That the Administration and Faculty continue to strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning (Indicator 5.2 and 5.5, Self-Study p. 57 and 83, Rubicon Atlas Standards Analysis).**
2. **That the Administration and Faculty create a climate of innovation that embeds service, experiential learning, and technology integration into the curriculum, resulting in enhanced learning experiences that address the personalized**

**learning interests and aptitudes of the whole child (Indicator 5.5, Self-Study p. 58 and 82, interviews).**

- 3. That the Administration expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts (Indicator 5.7, 5.8, and 5.9, Self-Study p. 57-58, 77 interview with administration and faculty)**

**Adherence to the Standard:** The school is in full compliance with standard five.

## **STANDARD SIX—LIBRARY, MEDIA AND TECHNOLOGY SERVICES**

The media center facilities of Morrison Academy are overseen by fully qualified media specialists and educational technology coordinators who focus on keeping the center accessible, current, and student friendly. Each program uses the Follet Destiny electronic monitoring system for inventory, check out, and inter-library loans. Each media center has a growing collection of library materials that represent the distinct Christian perspective of Morrison Academy. Information resources exist in both printed and electronic forms along with the use of Internet information databases and online research tools. Depending on the individual campuses, there is a plan to increase the digital options for the library through increasing e-book and audio book selections.

Morrison Academy media specialists are aware of the cultural and ethnic needs of their student body. While student demographics show that student citizenship is mainly from the USA, Korea, or Canada, student ethnicity is primarily Chinese. Depending on each campus location, the various media specialists are intentional in adding materials that reflect the students' ethnicity and culture. This includes attending a Taipei Book Fair in order to purchase books that reflect Taiwanese culture and traditions.

Media Specialists on each of the three campuses maintain their professional learning in a variety of ways. This includes attending conferences such as the East Asia Regional Council of Schools (EARCOS) conference as well as participating in regional workshops, school-specific and system-wide professional learning opportunities, and professional book studies.

The Visiting Team Commends:

1. The Administration and library media specialists for their implementation and participation in ongoing professional growth for the library media personnel in order

to provide effective service in the area of library and media sciences (Indicator 6.4 and 6.5, School Report p. 61-63, Interview with Library personnel).

2. **The Administration and library media specialists for providing a strong, varied library collection and support, allowing both the faculty and students to have the resources needed for a successful academic program (Indicator 6.1 and 6.7, Procedure 205 Library Media, Policy 5366 Library Media Centers, Observation, Interviews).**
3. **The SAC for the transition to Education Technology Coordinators (ETCs) in order to better assist the faculty in teaching and training best practices using the tools of technology in the classroom (Indicator 6.4, 6.5, and 6.7, Self-Study p. 62, interview with SAC members and faculty, Procedure 135 Technology Integration, Procedure 887 Education Technology Coordinator).**

The Visiting Team Recommends:

1. That the Administration and library media specialists increase access to e-books and audio books so as to better support the learning objectives of the instructional program and various program divisions (Indicator 6.1 and 6.7, Self-study p. 63, Procedure 205 Library Media, Policy 5366 Library Media Centers, interview with Library personnel).
2. That the Administration and Staff further develop and implement Morrison's Technology Strategic Plan in order to equip students to use technology responsibly and productively (Indicator 6.8, Self-Study p. 58, interview with personnel).

**Standard Adherence:** The school is in full compliance with standard six.

## **STANDARD SEVEN—CRISIS PLANNING, SAFETY, HEALTH AND FOOD / NUTRITION SERVICES**

There is a written crisis management plan in place. Staff and students have been trained in how to respond and implement the plan in a crisis situation. Plans exist on all campuses for earthquake, fire, and military bombing scenarios and students are aware of their existence. Campuses practice drills on a regular basis. Training and plans are in place to continue to operate in case there is a school closure due to a pandemic. School evacuation plans/maps and responses are posted in every room in the school. All campuses have a system in place to communicate with staff, parents, and the media in case of an emergency.

Morrison complies with applicable local, state, and federal laws regarding safety and health issues and codes. Policies and procedures for dealing with injuries, accidents, and other

health needs of the students are in place. Morrison follows the immunization guidelines set by the Centers for Disease Control in the U.S. Student health records are maintained and secured. Records are stored in the school office or nursing office (varies by campus) and access is restricted to those with a need to know.

Morrison has recently upgraded child safety procedures by implementing the Child Safety and Protection Network (CSPN) best practice standards. Administrative procedures related to child safety were revised in April 2014. Administrative systems have been developed for acquiring background checks for volunteers, part-time employees, and national staff.

Taiwan does not have any governmental regulations for schools regarding food service except for the disinfection of the kitchen, equipment, and serving area. A food service rubric has been developed in order to establish and maintain best practices. Morrison allows each campus the flexibility to provide food services in a way that meets their specific needs.

Morrison-Taipei does not provide student food services due to facility limitations. It has heater boxes to keep students' food warm. There is an indoor and outdoor eating space, including a deck and a covered area with picnic tables.

Morrison-Taichung outsources its meal preparation to a catering company. The food service coordinator and catering company head chef strive to follow the guidelines set forth by the National School Lunch Program in the United States. The seating area can serve 250 people. Students can take their lunch and sit at picnic tables or planters around campus.

Morrison-Kaohsiung also outsources its lunch service to an independent caterer. This campus' multi-purpose room is used as a dining area for students in grades K-8 during lunch. High school students eat in a separate area.

#### The Visiting Team Commends:

1. The SAC for establishing and implementing appropriate emergency policies and procedures to respond to potential threats (observations, Self-Study p. 64 - 67, and numerous policies).
2. The Board of Trustees, SAC and staff for joining CSPN and updating policies to meet best practice standards (Self-study p. 66-67, policies # 1651, # 5705, interviews).

#### The Visiting Team Recommends:

1. That the Board and Administration continue to develop safety and supervision procedures on each campus and on buses, specifically after instructional hours, in order to ensure continuous student safety (Indicator 7.5, observations, interviews with support staff).

2. That the Administration ensure that school personnel are trained in campus specific safety protocols such as, but not limited, to CPR, first aide, and security (Indicator 7.1 and 7.5, Self- Study p. 67, interviews, and observations).

**Standard Adherence:** The school is in full compliance with standard seven.

## **STANDARD EIGHT – FACILITIES, ENVIRONMENT, AND TRANSPORTATION**

### **Site Maintenance, Facilities, Services**

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

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

The general managers of each campus are responsible for maintenance and facility improvements as well as managing all outsourced services. They regularly communicate with the supervisors of outsourcing services of cleaning, security and kitchen sanitation to review expectations and ensure the school's needs are being adequately met.

### **Facilities Planning**

Morrison Academy is blessed with excellent facilities that provide students with access to a wide range of programs. The usage of recreation areas such as the playgrounds, common areas, multi-purpose rooms, libraries, cafeteria, and athletic areas such as the gym, gymnastics room, fitness rooms, outdoor sports areas are maximized to enhance educational goals.

Each of the campus facilities is well designed to meet the current needs of the students and plans exist to address future needs. The Board of Trustees engages in scenario planning to set the direction for the system and campus facility planning. The SAC also engages in scenario planning to address future programs, enrollment changes, staff needs, facility and technical needs as well as various contingencies and their potential impact on school system facilities. Site planning is under the direction of the Board, Superintendent, SAC, and the local campus administrator. Each campus' general manager, directed by their campus administrator, is responsible to implement facility development and capital improvements on their site.

MAC is currently in the process of extensive site plan construction projects that include portions of the perimeter wall, soccer field, track, and swimming pool. New EMS, administrative offices, staff housing, cafeteria, and library were completed during the 2008-09 school year. At MAB, future plans for a new campus are in progress. This will allow for the development of a larger campus that includes high school facilities. At MAK, a new high school wing was completed this year.

### **Transportation/Vehicles**

Morrison has written procedures for the transportation of students during school-sponsored trips, which follow government safety and driving requirements. Contracts are issued with local bus providers for all off campus student/staff travel. Driver/vehicle records and certificates are kept on file. For campus vehicles, all staff drivers must be licensed in Taiwan and premium insurance is required by school policy. All school vehicles are licensed and in compliance with government safety inspections.

School vans are managed by an assigned staff member. This duty includes overseeing the online sign-out system, communicating safety and procedures to staff who use the vans, and ongoing repairs and service of the vehicles. Vehicle Use Procedures are listed online and include reservations, vehicle use, traffic regulations, and accidents.

MAK is the only Morrison campus that has a bus program. Currently this service is outsourced to a bus company that proves they have met all government-stipulated standards for business operations, maintenance of vehicles, as well as insurance coverage.

Morrison Academy exceeds the minimum government requirement for accident and personal injury insurance coverage and maintains adequate limits for liability insurance, vehicle insurance, and property insurance.

The Visiting Team Commends:

1. The general managers of each campus for developing a well-established network with local police, community, contract services, and professionals that enable them to maintain a safe and clean school environment (Self-Study p. 70-71).
2. **The Board of Trustees and SAC for long-term and ongoing site planning that has enabled Morrison Academy to build fully functional and program specific school facilities that enhance the learning opportunities for students (Indicator 8.5, Self-Study p. 70-71).**
3. The general managers and their staff of each campus for the ongoing maintenance of existing facilities that has allowed Morrison to extend the use of current buildings through each phase of the site plan building projects (Indicator 8.2, Self-Study p. 70-71, observation).

The Visiting Team Recommends:

1. That the Director of Finance, working with the Administration of each campus, develop ways to promote energy-saving programs to develop a culture of healthy financial and environmental stewardship practices (Indicator 8.2, 8.3, and 8.5, Self-Study p.71, interviews).
2. That the Board of Trustees and the Superintendent evaluate the facility needs of the MAK high school to meet the requirements of a complete academic program (Indicator 8.3, observations).

**Standard Adherence:** The school is in full compliance with standard eight.

## **STANDARD NINE – CHARACTER, VALUES, AND SPIRITUAL DEVELOPMENT OF STUDENTS**

Morrison Academy has identified student outcomes that include character development, acquisition of Christian values, and spiritual formation. The faculty and staff of the school integrate these goals into their own lives, thus providing an example to the students as they develop their character and grow spiritually. Respect, compassion, and service to others is reflected in the biblical instruction at the school and in school activities.

Small-group discipleship, large-group discipleship, and mentoring activities are aimed at assisting in the spiritual formation of all students. During these mentoring times, students are encouraged in their own character development, discipleship in Christ, and integrating biblical values into their lives. In addition to these group meetings, the basic disciplines of the Christian life (e.g. Bible reading, prayer, Bible study and memorization, and service) are taught in Bible classes and in chapel. The school has made significant progress in the last six years in the area of increasing service opportunities for students.

Morrison Academy has created a spiritual atmosphere on campus in line with its biblical foundations and identified mission. Spiritual and character outcomes are measured in an informal manner, with teachers and administration working with students both individually and in groups to encourage their personal growth. The school has identified its desire to touch every student spiritually through enhanced connections between students and godly mentors in order to more effectively prepare students for success in life as believers.

The Visiting Team Commends:

1. The SAC, Faculty, and Staff for their commitment to Christ, evident in their daily lives that exemplify the schoolwide goals of spiritual growth and character development (Indicators 9.5, 9.6, and 9.7, interviews, sub-committee meetings).
2. The SAC and Faculty for providing opportunities for students to put their faith into action, including mission trips, after-school outreach activities, and service projects, all resulting in the achievement of spiritual outcome goals (Indicator 9.7, Self-Study p. 74, teacher and student interviews).
3. The Faculty and Administration for their personal and deeply felt commitment to the students, caring about both their academic and spiritual growth, resulting in a positive learning and living environment on all three campuses (observations, interviews with teachers, students, and parents, Self-Study p. 53).

The Visiting Team Recommends:

1. **That the Administration and Faculty of each campus explore how to enhance the connections between students and godly mentors, resulting in a more significant spiritual impact on all students (Indicator 9.3, 9.6, and 9.7, Self-Study p. 75, subcommittee meetings, interviews, SAC meetings).**
2. That the Administration and Faculty gather evidence that reflects the progress of students toward reaching the spiritual goals of the school in order to analyze Morrison's spiritual effectiveness (Indicator 9.3, Self-Study p. 75, subcommittee meetings, interviews with students).

**Standard Adherence:** The school is in compliance with standard nine.

### STANDARD TEN—CONTINUOUS SCHOOL IMPROVEMENT

Morrison Academy's school improvement process is embedded in the culture of the school. The process includes input from all stakeholders across the 3 campuses that evaluate the school programs and processes using key learning and survey data to support their findings and recommendations. The Steering Committee and SAC reviews the Self-Study Committee work, as represented in the self-study, along with surveys and other related data. in preparation for the SAC planning and review meetings. The SAC produces an annual report updating efforts made toward identified areas for school improvement.

Each of the major goals for improvement identified by the SAC are taken directly from the areas for improvement in the Self-Study. Each area has clear links to student learning and/or the school's VFOL.

Clearly articulated learning standards are the foundation of a viable curriculum and sound learning program. Standards based grading allows the school to track progress on specific learning standards and provides a mechanism for effective feedback on learning. The use of an online system allows teachers to plan collaborative system units with multiple and varied assessments of individual standards. These practices can be directly linked to improved student learning.

Morrison Academy engages all stakeholders in the school improvement process. It is critical that all have a voice in the way the school addresses major recommendations for improvement. It is also true that the school uses assessment data to help them identify critical areas for future action. The fact that the school has responded aggressively to previously identified major recommendations proves that the school improvement process is active and strong.

Morrison Academy has a culture that supports school improvement, a well-defined school improvement process, and the capacity to achieve the goals stated in their self-study. The Board of Trustees demonstrates commitment to allocating resources necessary to support the learning program. The SAC has longevity and has demonstrated both commitment and ability to manage the school improvement process. Morrison's Professional Learning Communities are a vehicle for innovation and improving student learning based on student learning data. The school's plan anticipates the need for on-going professional learning and each objective includes specifics on time-frames and who will be responsible for each objective.

The school leadership and governing Board of Trustees have demonstrated commitment to the process of continuous school improvement. The Board of Trustees sets and uses survey data to evaluate its goals for school improvement. The SAC actively seeks evaluative feedback from its stake holders. The Board of Trustees is kept informed and engaged in the process by the Superintendent. The Board reviewed and approved the CSIP and used data to determine resource allocation for program innovation. The school has worked as a whole to achieve the goals of the previous accreditation's Self-Study.

Each of the three major goals identified by the Morrison administration in the CSIP have listed a direct benefit to students and are aligned to the school's vision for its learners. Specific outcomes for each goal have been identified and a matrix provided that shows necessary resources, timeline, and responsible personnel for the fulfillment of the school action plans.

#### The Visiting Team Commends:

1. The SAC, the Director of Curriculum, and School Improvement Coordinator for broad and ongoing stakeholder engagement in the self-study process to identify and prioritize goals deemed to be most important and necessary for the benefit of all stakeholders. (Indicator 10.1 and 10.5, Self-Study, p. 36 and 81, Employee Interviews, SAC Meeting Notes).
2. The Board of Trustees, SAC, Faculty and Staff for their use of a variety of school and learning data to evaluate the school program and identify areas for improvement (Indicator 10.2, Self-Study, p. 36 and 51, procedure interviews, data evidence [School Wide Appraisal]).
3. The SAC and the Steering Committee for identifying CSIP goals that have strong connection between the findings of their self-study and student learning (Indicator 10.3, Self-Study p. 62, 75, 79, 81-83, Interviews).

The Visiting Team Recommends:

1. That the SAC further develop clear and specific success criteria for each of the identified CSIP goals (Indicator 10.2 and 10.4, Self-Study p. 77, 81-83).

**Standard Adherence:** The school is in full compliance with standard ten.

## Chapter 5: Team Summary and Next Steps

Morrison Academy has identified the following three areas of continuous school improvement:

1. Develop an advisory program that connects secondary students with a godly adult and/or small group.
2. Create communities of innovation that provide opportunities for students to explore their passions and gifting.
3. Develop a concise, standards-based recording and reporting system to inform student learning for mastery.

Each of these improvement areas is connected to an anticipated student benefit and is directly tied to the school's Vision For Our Learners.

As the school moves into the next stage of the accreditation cycle, the Visiting Team encourages the school to celebrate each of the areas of strength the school subcommittees identified. Additionally, the Visiting Team identified the following items as exceptionally commendable and are considered Major Commendations:

### Major Strengths:

1. **The Board of Trustees, Administration, Staff and Faculty for living out its philosophy, purpose and vision statements in community ministry (Interviews, observations, policies, Self -Study p. 38 & 39).**
2. **The Board of Trustees and the SAC for providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school's distinct mission and vision (Indicator 2.3, 2.4, Self-Study p. 10, conference with SAC and the Steering Committee, admissions policy 5200-5299, ministry partnership policy 3120).**
3. **The Board of Trustees for its intentional focus on reflection and professional development within the board, resulting in the use of quality best practices as a school governing body (Indicator 2.3, interview with the Board).**
4. **The Administration for its concerted efforts to transparently articulate the school's vision and operations to all stakeholders through its multiple communication systems (Indicators 3.4 and 3.5, Self Study p. 47 and 49).**
5. **The faculty for its consistent involvement in a variety of ministries outside of regular school activities that complement and enhance the vision of the school (Self-Study p. 52, interviews with students, faculty and administration).**

- 6. The SAC and the Faculty for their commitment to a comprehensive differentiated professional development program aimed at improving student learning (Indicator 4.8, PL Calendar, PL Focus, PL Days, Procedures 150-156).**
- 7. The Administration and Faculty for their initial development and implementation of curriculum guides and system unit plans based on the Understanding by Design format and state/national standards that inform the instructional program at each grade level (Indicator 5.1 and 5.2, Curriculum Guides, Morrison Academy – Rubicon Atlas).**
- 8. The Faculty and Administration for promoting the use of high-yield instructional strategies, particularly in the areas of biblical integration and technology integration, to support teacher training and student learning (Indicator 5.4, 5.5, Morrison System Units-Rubicon Atlas, PL- Calendar, PL-Days, PL-Focus, Teacher Lesson Plans)**
- 9. The Administration and library media specialists for providing a strong, varied library collection and support, allowing both the faculty and students to have the resources needed for a successful academic program (Indicator 6.1 and 6.7, Procedure 205 Library Media, Policy 5366 Library Media Centers, Observation, Interviews).**
- 10. The SAC for the transition to Educational Technology Coordinators (ETCs) in order to better assist the faculty in teaching and training best practices using the tools of technology in the classroom (Indicator 6.4, 6.5, and 6.7, Self-Study p. 62, interview with SAC members and faculty, Procedure 135 Technology Integration, Procedure 887 Education Technology Coordinator).**
- 11. The Board of Trustees and SAC for long-term and ongoing site planning that has enabled Morrison Academy to build fully functional and program specific school facilities that enhance the learning opportunities for students (Indicator 8.5, Self-Study p. 70-71).**

The Visiting Team agreed with the three major goals identified by Morrison Academy in its Self-Study. The Visiting Team offered more explicit language to better express the Team's understanding of what each CSIP goal means and what outcomes are expected. For the school's #3 CSIP goal, the Visiting Team identified two major recommendations that relate. Below are the Visiting Team's expression of the three major recommendations left to Morrison Academy for them to address over the next six years, along with the addition of a fourth recommendation.

### **Major Areas for Continued Improvement:**

- 1. That the Administration and Faculty of each campus explore how to enhance the connections between students and godly mentors, resulting in a more significant whole person impact on students. (Indicator 9.3, 9.6, and 9.7, Self-Study p. 75, subcommittee meetings, interviews, SAC meetings).  
Note: This recommendation aligns with CSIP Goal 1.**
  
- 2. That the Administration and Faculty create a climate of innovation that embeds service, experiential learning, and technology integration into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child (Indicator 5.5, Self-Study p. 58 and 82, interviews).  
Note: This recommendation aligns with CSIP Goal 2.**
  
- 3. That the Administration and Faculty continue to strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning (Indicator 5.2 and 5.5, Self-Study p. 57 and 83, Rubicon Atlas Standards Analysis).  
Note: This recommendation aligns with CSIP Goal 3.**
  
- 4. That the Administration expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts (Indicator 5.7, 5.8, and 5.9, Self-Study p. 57-58, 77 interview with administration and faculty).  
Note: This recommendation aligns with CSIP Goal 3.**

### **Next Steps:**

The school has much to celebrate. Parents can be assured of a quality education from Morrison Academy. The Visiting Team does not make a final decision on the accreditation of the school. Rather, the committee provides a recommendation to the International Accreditation Commission of ACSI and to the Accrediting Commission for Schools, WASC. The next steps for the school to follow are:

1. Within 90 days, develop a revised Continuous School Improvement Plan which incorporates the Major Areas for Continuous Improvement identified by the Visiting Team.
2. After word has been received from the accreditation commissions, begin implementing the action plans according to the schedules developed by the school.
3. Annual Reports will be required from the school which are a report on the school's annual progress in accomplishing the revised CSIP.
4. The accreditation commissions may communicate additional or instructions to which the school would need to comply.

### **Statement of Appreciation to the School:**

The visiting team, representing the Association of Christian Schools International and the Western Association of Schools and Colleges, wishes to express our deep appreciation for Morrison Academy and its commitment to school improvement. It is evident that the school community is grateful for the work of the administration, faculty and staff. We, as the visiting team, want to thank Morrison Academy for its hospitality. The fine hotel accommodations, excellent areas, and food made our task much easier and allowed us the rest we needed to perform our responsibilities.

- We commend the school board, administration, faculty and staff for its commitment to seeking ACSI and WASC accreditation as a systematic structure for ongoing school improvement so as to provide a better education to its students.
- We commend the administration and steering committee for their skill and dedication in motivating the faculty and staff and leading them through the rigors of self-study and preparation for our visit.
- We commend the faculty and staff for the time that they have spent above and beyond their daily responsibilities to evaluate every aspect of the school and to develop a picture of what the school is today, in order to prepare it for its tomorrow.
- We commend the parents who have committed themselves to supporting Morrison Academy by entrusting it with their children.
- We commend the students for their participation in a process that has eternal implications.

It has been a personal and professional pleasure to have been a part of this experience in the life of Morrison Academy, and we are most grateful for the opportunity that you have provided for us to serve in this way. We trust that our report will be a blessing and service to the school as it pursues its preferred future.