

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES AND THE
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
MID-TERM VISITING COMMITTEE REPORT
MARCH 19-22, 2012**

**MORRISON CHRISTIAN ACADEMY
TAICHUNG, TAIWAN**

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Morrison Academy Mid-Term Accreditation Review

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I. Description of Morrison Academy

Morrison Academy was founded in 1952 as a private non-profit Christian coeducational day and boarding school to provide educational opportunities for the children of missionaries in Taiwan. In addition, the school also enrolls students from business, professional, and government families. Morrison Academy operates under the direction of the Morrison Christian Association, Inc., which is owned and operated by the following sponsoring missions: The Evangelical Alliance Mission (TEAM), One Mission Society (OMS), Conservative Baptist International (CBI), and the International Mission Board of the Southern Baptist Convention (IMB).

Currently, the school consists of three campuses, one in Taipei for children in Kindergarten through grade nine, one in Koashiung for children in Kindergarten through grade nine, and a campus located in Taichung for children from Kindergarten through grade twelve.

Morrison offers an American style curricular program. By virtue of its mission, the student body reflects a high percentage of western students, but is also comprised of a strong Asian component. The school offers five Advanced Placement classes with impressive results. The curriculum is systematically reviewed by administration and faculty for relevancy and effectiveness in relationship to student achievement, the mission of the school, and the needs of the program.

Morrison is jointly accredited by the Western Association of Schools and Colleges and the Association of Christian Schools International, having received its most recent accreditation in March 2009 for a term of six years. The Morrison Taichung high school campus has been accredited by WASC since 1977. All three campuses have been jointly accredited since 1998. Morrison is also a member of the East Asia Regional Council of Schools.

As of September, 2011, Morrison has 825 students across the three campuses. The school employs 7 administrators and 89 full-time and 19 part time faculty.

II. Significant Changes

Significant changes that have affected the school since the last visit include:

- No significant or major changes have occurred since the last accreditation visit.

III. Accomplishment of Schoolwide Major Recommendations

During the March 2009 WASC and ACSI accreditation visit, the review team provided Morrison Academy with five major recommendations. A mid-term review was conducted from March 19-22, 2012. In preparation for the mid-term visit, Morrison formed a review *Follow-up Committee* consisting of administrators, teachers, parents, and students. Various groups were created to review specific recommendations. Each group analyzed the data, summaries, strategies, and evidence of the goal to which they were assigned. Then, they evaluated the extent to which Morrison has addressed the 2009 WASC and ACSI visiting team recommendations. Following is a summary of the major recommendations along with the findings of the mid-term WASC and ACSI accreditation review team.

The 2009 WASC and ACSI accreditation review committee recommended:

1. 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:
 - 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.

Review Team Findings:

The school developed a written procedure establishing Morrison as a unit-based school in 09-10. *Procedure 150* defines the components which make up the Morrison unit based instructional program. Annually since the 09-10 school year, teachers create a scope and sequence chart at the beginning of the academic year indicating the units they will cover during the school year. All scope and sequences have been consolidated into a master table for vertical articulation purposes. Units are posted on Moodle and the school plans to have these

migrated to Rubicon Atlas by May 2011 and implemented during the 2012-13 school year. During curricular reviews, designated individuals are revising units and writing common unit assessments. Thus far, the school has completed units for ES and MS math, ES and MS language arts, most high school courses, and the visual and performing arts program.

Standards and benchmarks have been developed for each subject area constituting expected learning outcomes. Morrison has developed procedure 120 identifying expected assessment practices. These include both formative and summative assessment activities. Teachers share assessments during job-alike times as well as during fall and spring all-campus professional learning days.

Morrison has established a critical foundation for continued emphasis on developing common unit-based assessments and data analysis through the use of collaborative teaming practices, professional learning coaches, and the establishment of schoolwide expectations for these professional practices.

Continued work in this critical area is needed to ensure teachers intentionally develop quality units with common end-of-unit assessments across all curricular areas in order to provide a guaranteed curriculum that enhances student learning.

- b. The emphasis upon K-12 subject review that includes vertical articulation.

Review Team Findings:

The school revised *Procedure 110, Curriculum Development Process*, so that vertical articulation is reflected as a major component of the review process. The annual scope and sequence documents are used prior to subject reviews in order to identify gaps in the curriculum. Two professional learning days in the 10-11 school year were used for vertical articulation meetings in the areas of writing skills and research benchmarks. Teacher discussions regarding vertical articulation also focused on student behavioral and homework expectations.

Follow up to this recommendation should continue in order to ensure vertical articulation is consistently addressed during all curriculum reviews.

- 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.

Review Team Findings:

Procedure 170, Professional Practice Review was revised in the 09-10 school year to include the use of instructional strategies that reflect appropriate pedagogy. Also, faculty developed peer reviewed lessons which incorporated Marzano's instructional strategies. Teachers observed each other and provided reflection and feedback during professional learning times. The revised Teacher Professional Practice Rubric is used to provide a framework for establishing professional goals and collaborative conversations. Principals complete frequent walk-throughs noting teacher use of these instructional strategies. Professional learning coaches and/or department heads at each school level have discussions with teachers related to use of effective instructional strategies. Expected high yield instructional strategies have also been integrated into teacher evaluation documents.

Morrison is encouraged to continue intentional and professionally focused collaborative activities, which promote and facilitate use of appropriate effective instructional strategies that maximize student learning.

- d. The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.

Review Team Findings:

During the 09-10 school year, school administrators participated in an assessment workshop to build capacity and common understandings related to assessment practices in order to develop a Morrison philosophy of assessment. Two procedures were written to address assessment practices, *Procedure 120 Assessment* and *Procedure 125 Data Storage and Analysis*. Common assessments were designed for all middle school math units, which were aligned with the benchmarks and written curriculum. Unit assessments have also been written for ES and MS physical education, ES social studies, and ES science.

Morrison also developed a school-wide appraisal program which incorporates various assessment instruments in order to assess the school's mission, purpose, core values, and VFOLs (Vision for our Learners). This information is discussed with teachers during faculty meetings and also with the Parent Advisory Committees at each campus. The school reports that assessments in reading and

math are still in progress and that other areas will be modified and aligned as curricular changes are made.

Morrison is encouraged to continue the above practices and to also consider incorporating on-going analysis of students' assessment results in order to provide teachers with immediate feedback regarding the extent of student learning, which can be used to inform instructional planning.

- e. The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.

Review Team Findings:

In order to build capacity and understanding regarding collaboration and data analysis, the Morrison leadership team read *Using Data to Improve Learning for All* and created a data pyramid consisting of the various types of data collected by the school and their use. This pyramid was included in *Procedure 125 Data Storage and Analysis*. Administrators and professional learning coaches participated in the 2010 EARCOS Administrator's Conference, attending workshops related to assessment and teacher evaluation.

During the April, 2011 professional learning day, job-a-like teams analyzed data from a unit assessment, which they had all agreed to administer during the 2010-11 school year. These teams responded to a specific question protocol designed to guide discussion on how to improve student learning and instruction.

Teachers collaboratively reviewed and analyzed School-Wide-Appraisal (SWA) data in order to further build capacity for analyzing data during future professional learning times. Data included Stanford test, the Morrison writing assessment, various parent and student surveys, and teacher created assessments.

Morrison is encouraged to continue establishing a philosophical and procedural foundation to promote on-going teacher collaboration which focuses on analyzing student assessments that informs teacher planning and instruction and student learning.

- 2. That the faculty develops and implements a more systemic and sustainable service program to provide students with increased opportunities to serve outside the school walls.

Review Team Findings:

The Morrison Bible Task Force recommended the addition of service learning standards and benchmarks to the middle school bible curriculum. In order to implement these, middle school wide units and lessons were developed and presented in MS chapel times during the 10-11 school year. These were then embedded into the sixth grade bible curriculum. Currently, the school is following the same procedure in order to create benchmarks for grade seven and then, during the following year, the school plans to develop these for grade eight. Six half-days are allocated during the school year at the MS level to facilitate service learning activities. Training includes six service learning lessons and structured reflection time after each service project.

The school employed service learning liaisons to develop partnerships with non-profit organizations in Taipei, Taichung, and Koahsiung. Morrison's primary goal in providing service learning opportunities is to guide students in developing a life-style of service.

Service learning is also embedded in the bible curriculum at the high school level on the Taichung campus. Each eleventh and twelfth grade bible class is engaged in at least 20 hours of team service projects at local nursing homes, a blind school, and an orphanage. Also, the high school offers Missions and Christian Service Learning classes. The Missions class has organized outreach teams to the Philippines and other parts of Taiwan. The Christian Service Learning Class has addressed various social justice and advocacy issues including such areas as human trafficking and water scarcity. In addition to these, there is a Missions club at the high school level. Students have opportunities to volunteer in an English exchange program at a local middle school, serve in an afternoon bible club at a local community center every Wednesday, and lead a community youth group on Sunday nights in a community center. There are many other service oriented activities in which students participate on a regular basis. These are organized by student teams and supported and endorsed by Morrison Academy.

Each ES sponsors various projects to promote service learning. These include the annual Christmas project and participating in local community outreaches. During the 2010-11 school year, the Director of Development raised over \$23,000 (USD) from school donors, which was contributed to four charities supported by the Taichung middle school classes. The school hopes to replicate these kinds of contributions to charities supported by the Taipei and Koahsiung campuses in future years.

In order to continue articulating service learning schoolwide, the school is encouraged to consider further defining expected outcomes and ways in which the school can determine the success of the various service learning programs in order to identify the strengths and needs of these service learning initiatives and make adjustments accordingly.

The school has articulated a developmentally appropriate sequence to service learning beginning in the middle school. Additional consideration should be given to the gap between MS and grade 11 service opportunities as a part of the curriculum in light of the growing awareness by students of the benefits and value of cultivating a life of service, as well as the increased evidence of their desire to serve, which is established at the MS level. Also, the school is encouraged to consider expanding service learning at the ES level that is developmentally appropriate and relevant to the vision for service learning at Morrison.

3. That the Administration and faculty review the Mandarin curriculum as a 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.

Review Team Findings:

In order to address this recommendation, the school modified *Procedure 295* to include daily Chinese instruction at the elementary school level and established Chinese as a core academic subject. A new Chinese program was adopted with a focus on having teachers teach to specific goals using *Understanding by Design* based on the standards and benchmarks of the program. The various campus Mandarin teaching teams are revising standards and benchmarks, creating standardized based assessments and reporting, and developing rubrics for assessment. The program consists of two learning streams to better serve the needs of students. Morrison refers to the stream designed for learners with a non-Chinese background as *Discovery* and for students with a background in Chinese, the stream is called *Heritage*. Both streams can access the Advanced Placement Chinese Exam with the program designed for High School Chinese Level 4 students being prepared for the exam. There has been an increased use of technology in Mandarin classes especially related to learning to type characters.

Morrison is encouraged to continue revising and implementing changes to the Mandarin program to ensure students develop appropriate communicative competencies.

4. That the Administration ensures 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.

Review Team Findings:

In the 10-11 school year, Morrison hired a director of communications. This individual is responsible for periodically developing and disseminating information about Morrison to the school community which includes a focus on the vision of the school and the various initiatives taking place each year.

The school also conducts periodic meetings with campus Parent Advisory Committees (PACs), in which information about school programs are shared with parents. In addition, annual open houses are conducted on each campus at which time the vision, mission, and critical improvement initiatives are shared with parents. Opportunity is also provided for parents, students, and faculty to provide feedback to the Administration regarding initiatives, activities, and programs at the school in order to inform the continued development of school improvement efforts.

The visiting team believes this recommendation has been completed.

5. That the board review the enrollment policy in light of the declining 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.

Review Team Findings:

The Morrison Board reviewed policy 5205, *Admissions Limitations*, by creating a Mission Alignment Task Force to draft a new policy establishing systematic assessment tools to evaluate if Morrison is accomplishing its mission. The administration utilized various marketing strategies, such as Open Houses and referral incentives in order to attract the most qualified students for the primary grades at Morrison. The SAC revised procedure 240, *Admissions*, as well as the admission testing instruments used by the school.

In September 2010, the superintendent conducted interviews with the Parent Advisory Councils of each school and seven administrators. This process identified three sustainable factors: retaining Christian staff, communicating the school's distinctive characteristics to the broader community, and continuing to develop quality facilities. These factors have been communicated to the board and will be incorporated into the school improvement plan.

The Taichung principals report “long” waiting lists with a “healthy” MK/BK ratio in keeping with the Morrison Board admissions policy. Both the Taipei and Kaohsiung

campuses have streamlined their admissions process, providing a quicker response to parents regarding acceptance. The Kaohsiung campus provided a community BBQ for all staff and their family and friends, class “teas” at each grade level, three service trips to “Bethany Home”, and Christmas and spring concerts. In addition, the Kaohsiung administrators created a Chinese version to their website, adopted an official school logo, and have piloted different admissions tests to address identified gaps in the admission testing materials used with younger children.

The Board has addressed the issue of maintaining enrollment in accordance with the mission and purpose of the school, allowing for lower MK to BK ratios at the Taipei and Kaohsiung campuses. As a result of permitting lower ratios on these campuses, the board requires the school superintendent to report on the spiritual ethos of all campuses in order to gauge the spiritual tenor of the school and to ensure steps are taken to maintain the spiritual climate.

As enrollments at the Kindergarten and first grade are lower than previous years, the Board should continue to monitor this decline in relationship to the mission and purpose of the school. Also, the board is considering a focus on providing high school grades at the Taipei and Kaohsiung campuses, partnering with pre-schools and other Kindergartens, and developing ways to market the high academic standards of the school with a wider cross-section of the Taiwan community. These continued efforts may enhance how the Board is addressing this issue. To further address these initiatives, the Board and administration may consider clearly defining and articulating indicators of a healthy Christian school in order to monitor the impact changing enrollment and/or demographics may have on the spiritual environment.

Summary

Morrison Academy is successfully addressing the major recommendations from the 2009 WASC and ACSI accreditation visit and review. The Mandarin program has been modified, service learning has been implemented at the MS level, strategic communications are consistently happening, and the Board has addressed student enrollment policies. In addition, substantial policies, procedures, and expectations have been implemented to address an on-going focus on developing a standards-based curriculum, assessment of student learning, and using these to inform instruction. The school has also identified two additional school improvement initiatives in the areas of technology integration and special needs. At this point, the school has initially targeted these for further investigation and intends to fully develop school improvement tasks related to them within the next several years. The Morrison Board, administration,

teachers, parents, and students are commended for making progress in addressing the major recommendations and encouraged to continue addressing these.

Based on Morrison's written mid-term report, meetings with administrators, teachers, parents, and students, and observations, the WASC and ACSI mid-term accreditation review team affirms the major recommendations with the following modifications:

1. That the administration and faculty continue to complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:
 - a. The development of a unit-based, coherent, instructional program that includes: scope and sequence of learning, learning outcomes, end-of-unit assessments, and assessment analysis that informs instruction.
 - b. The continued emphasis upon K-12 subject review that includes vertical articulation.
 - c. The continued consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.
 - d. The establishment of collaborative learning focused systems that routinely examines units of work and analyzes end-of-unit assessment data to inform instruction and improve student learning.
2. That the faculty continues to develop and implement a systematic and sustainable service program that provides students K-12 with opportunities to serve within and outside the school walls and identifies indicators of success for the program.
3. That the administration and faculty continue to 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.
4. That the board continues to 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.

The WASC and ACSI Mid-Term Accreditation Review Team extend sincere appreciation to the Morrison Academy community for their warm hospitality and for making the review visit a success. Morrison administrators, teachers, parents, and students can celebrate many areas of accomplishment. A continued focus on the above recommendations will reinforce the positive direction the school has taken to address these school improvement initiatives.

