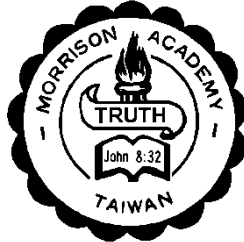

MORRISON ACADEMY



REACH Accreditation Annual Report August 2018 – May 2019

Morrison Academy Taipei (MAB), K-10
Morrison Academy Taichung (MAC), K-12
Morrison Academy Kaohsiung (MAK), K-12

Morrison Academy, System Services

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Tim McGill, Superintendent

Protocol: *Reaching for Excellence through Accreditation and Continuous improvement
For Higher achievement (REACH 2.0)*

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Acronyms / Abbreviations Used Throughout this Report

Campuses	Groups/Teams	Titles
MA – Morrison Academy MAB – Taipei campus MAK – Kaohsiung campus MAC – Taichung campus EMS – Elementary / Middle School HS – High School <p style="text-align: center;">Organizations</p> WASC – Western Association of Schools and Colleges ACSI – Association of Christian Schools International	P – parent PAC – Parent Advisory Council S – staff s – student SAC – System Administrative Council T – teacher	DL – Director of Learning DF – Director of Finance <p style="text-align: center;">Assessments & Terms</p> AP – Advanced Placement ITBS – Iowa Test of Basic Skills NPR – National percentile rank SAT 10 – Stanford Achievement Test Series, tenth edition SAT – Scholastic Aptitude Test Reasoning PL – Professional Learning PLC – Professional Learning Community PPR – Professional Practice Rubrics SBE – Standard Based Education BWI – Biblical Worldview Integration

Morrison's School Profile

General Data and Description

Morrison Academy

TIM MCGILL – SUPERINTENDENT

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216 Si Ping Rd.
Taichung, TAIWAN 40679

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Campuses:

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

Founded: 1952

Type: Non-denominational private Christian school system

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

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

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

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

Accreditation Term: Six years - July 2015 through June 30, 2021

Purpose: For the glory of God and the advancement of His kingdom, Morrison Academy exists to meet the educational needs of the children of Christian missionaries throughout Taiwan.

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

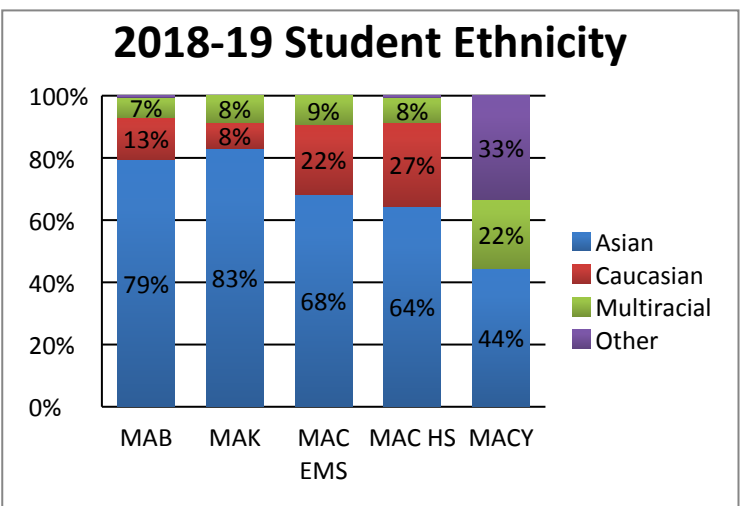
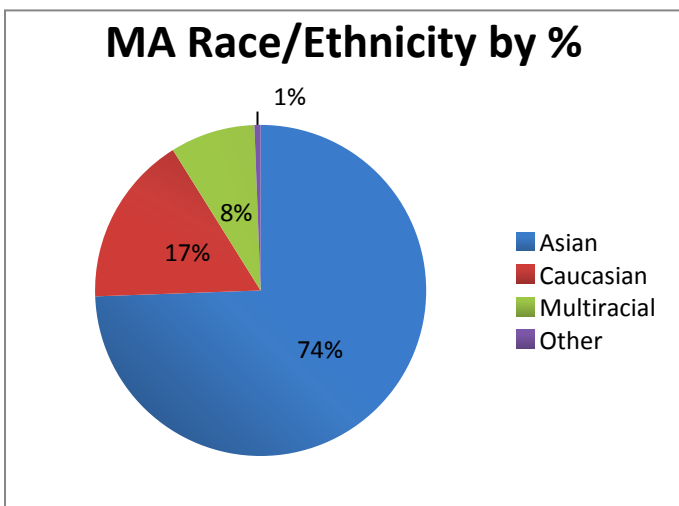
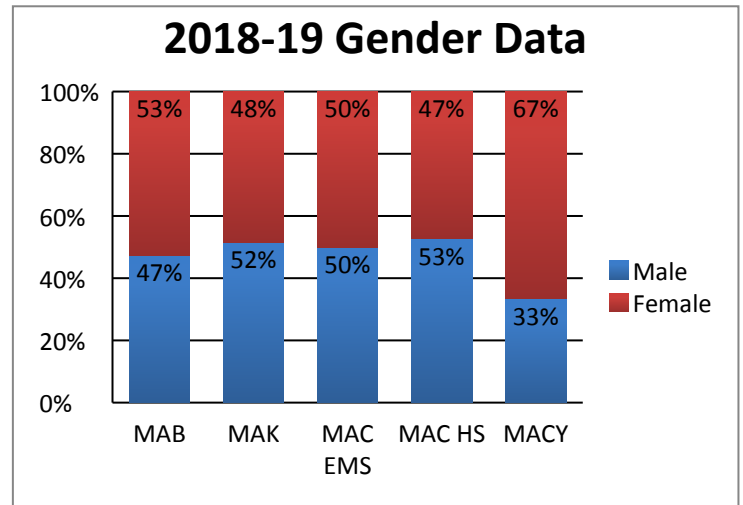
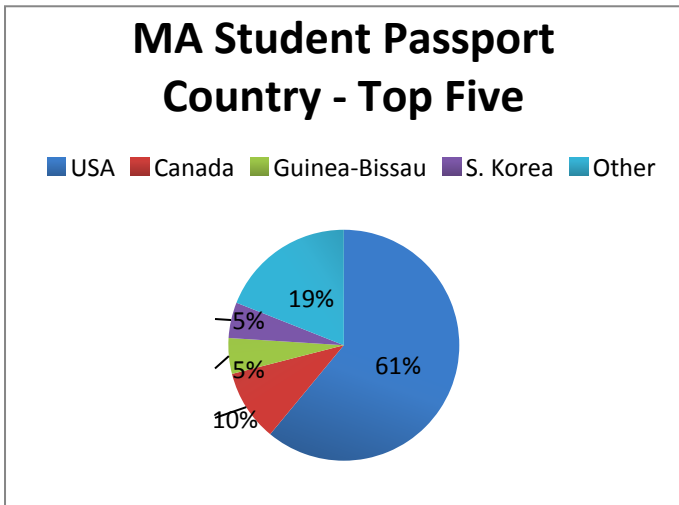
- To follow Jesus Christ
- To pursue excellence in student learning
- To educate the whole person
- To proclaim God's Truth to the world
- To partner with parents
- To cultivate a caring community

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

Campus Data

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 th - 12	ELL %	Ethnicity				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
						Asian/Caucasian/Multiracial/Other				
2018-19 MAB	231	119	73	39	14%	79%	13%	7%	0%	T: 26/ PT: 1/ SA: 1
2018-19 MAK	249	99	72	78	11%	83%	8%	8%	0%	T: 28/ PT: 8/ SA: 1
2018-19 MAC	439					66%	24%	9%	0%	T: 48/ PT: 8/ SA: 2
2018-19 MAC EMS	233	144	89		10%	68%	22%	9%	0%	SAC Admin: 1
2018-19 MAC HS	206			206	0%	64%	27%	8%	1%	SAC Admin: 1
2018-19 MACY	9	7	2		0%	44%	0%	22%	33%	SAC Admin: 1
2018-19 Systems Services	X	X	X	X	X	X				SAC Admin: 3
2018-19 MA Totals	928	369	236	323	9%	74%	17%	8%	1%	T: 102/ PT: 26/ SA: 8

Student Demographic Data



Student Academic Data

Standardized, Norm Referenced Assessments – Measure of Academic Progress Test

Measure of Academic Progress Test												
	Mathematics				Reading				Language Usage			
	Fall		Spring		Fall		Spring		Fall		Spring	
	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm
Grade 1	167	162	189	181	161	161	183	178	Test not given in Grade 1			
Grade 2	184	177	197	192	185	175	197	189	188	175	200	190
Grade 3	197	190	206	203	197	188	204	199	199	189	210	200
Grade 4	209	202	222	214	208	198	215	206	211	199	218	207
Grade 5	221	211	231	221	212	206	218	212	216	206	219	212
Grade 6	225	218	235	225	218	211	224	216	220	211	225	215
Grade 7	236	223	243	229	238	214	231	218	226	214	230	218
Grade 8	251	226	257	231	242	217	236	220	232	216	235	219
Grade 9	251	230	257	233	244	220	237	222	232	218	235	220

High School SAT Scores

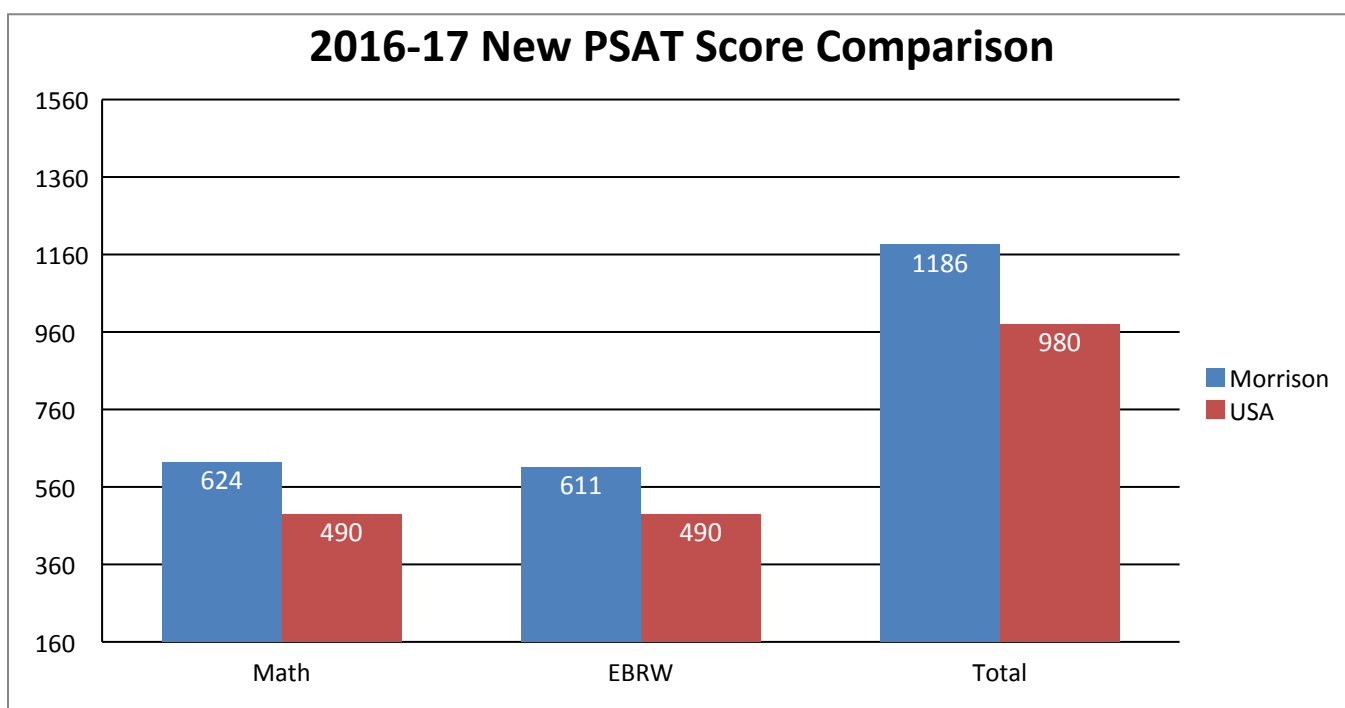
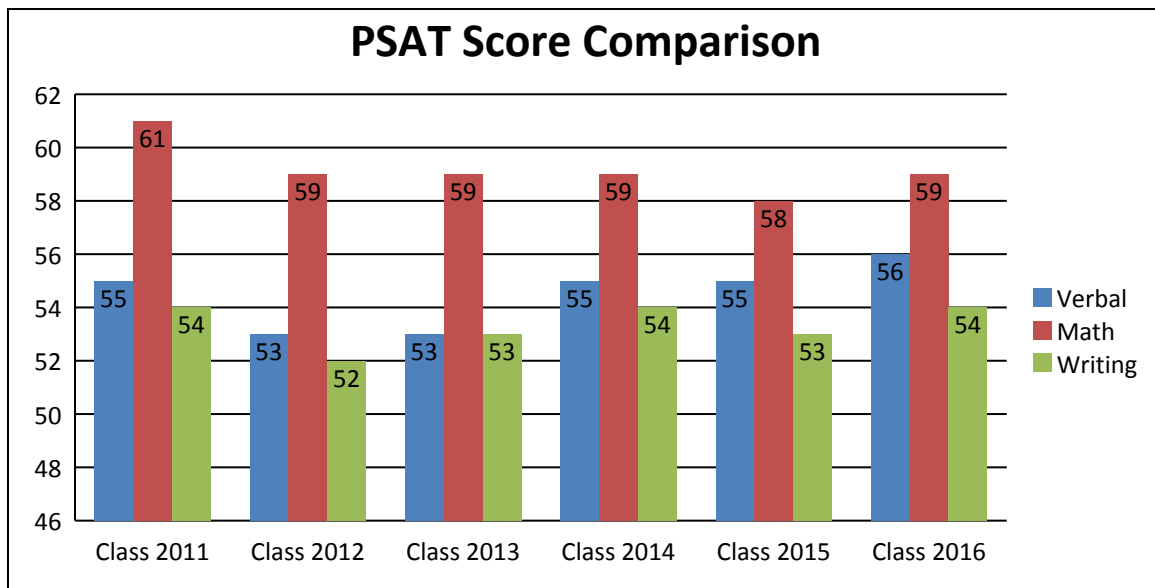
Old SAT Five-Year Comparison Data with USA								
Critical Reading	Morrison CR	USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
2013	561	496	2013	622	514	2013	563	488
2014	589	496	2014	617	514	2014	574	488
2015	581	495	2015	621	511	2015	559	484
2016	604	494	2016	623	508	2016	582	482
2017	594	-	2017	637	-	2017	598	-

New SAT Scores								
Math	Morrison Math	USA Math	EBRW*	Morrison EBRW*	USA EBRW*	Total	Morrison Total	USA Total
2017	616	-	2017	607	-	2017	1240	-

*Evidence-Based Reading and Writing

High School PSAT Scores

PSAT scores are generally taken by students in their junior year, although 9th-10th grade students may take the PSAT.

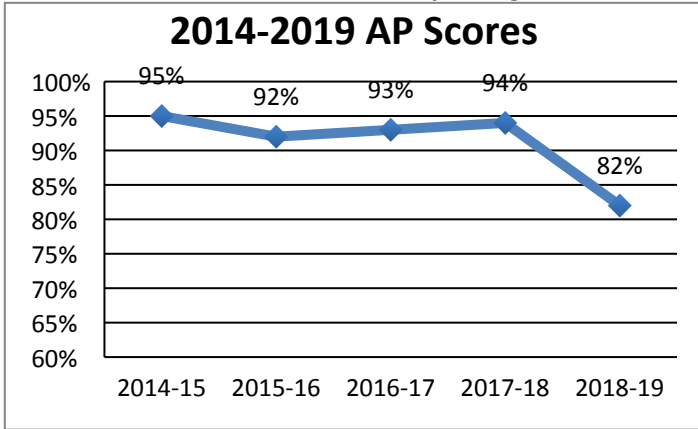


*EBRW = Evidence-Based Reading and Writing

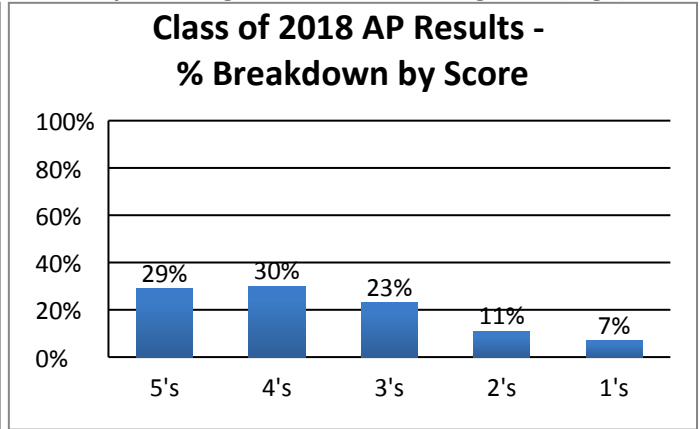
High School AP Results

AP Score	2013	2014	2015	2016	2017	2018
5	58%	51%	40%	41%	37%	29%
4	15%	30%	27%	31%	32%	30%
3	16%	14%	25%	21%	25%	23%
2	11%	5%	6%	7%	3%	11%
1	0%	0%	2%	1%	3%	7%
Total tests	110	86	168	269	233	222
Total % of scores at/above "3"	89%	95%	92%	93%	94%	82%
MA avg. on all exams	4.20	4.28	3.95	4.03	3.98	3.64
USA nat'l avg. on all exams	2.91	2.75	2.82	2.87	2.86	2.87

Students who scored at/above a passing score of 3



The percentage of students scoring 1 – 5 (high)



Local Assessments (Non-norm referenced)

Data reported is the percentage of students meeting or exceeding the school’s standard as documented in Morrison’s *Schoolwide Appraisal Guide*. Morrison staff is currently developing common assessments aligned with standards-based units.

G r	Reading (DRA2, HS Final Exam)					Writing (6-Traits Writing, Research Paper)					Math (HS Final Exam)				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
K	At/Above Gr Level	74%	78%	71%	77%										
1	97%	100%	93%	84%	69%	6 Traits	69%	66%	63%	60%					
2	77%	81%	78%	79%	86%	At/Above 3	66%	59%	46%	42%					
3	100%	95%	92%	97%	100%	77%	67%	51%	53%	53%					
4	80%	79%	90%	92%	92%	91%	66%	66%	60%	54%					
5	99%	93%	96%	95%	98%	93%	73%	84%	61%	56%					
6						91%	68%	61%	56%	73%					
7						80%	69%	58%	44%	52%					
8	English Assessment At/Above 70%					91%	66%	51%	54%	60%	Math Assessment At/Above 70%				
9	83%	96%	91%	92%	93%						95%	70%	78%	89%	75%
10	99%	91%	96%	96%	97%	Research Paper At/Above 3					88%	96%	95%	82%	90%
11	97%	94%	96%	97%	87%	72%	63%	62%	69%	52%	81%	65%	81%	81%	71%
12	81%	100%	94%	76%	92%										

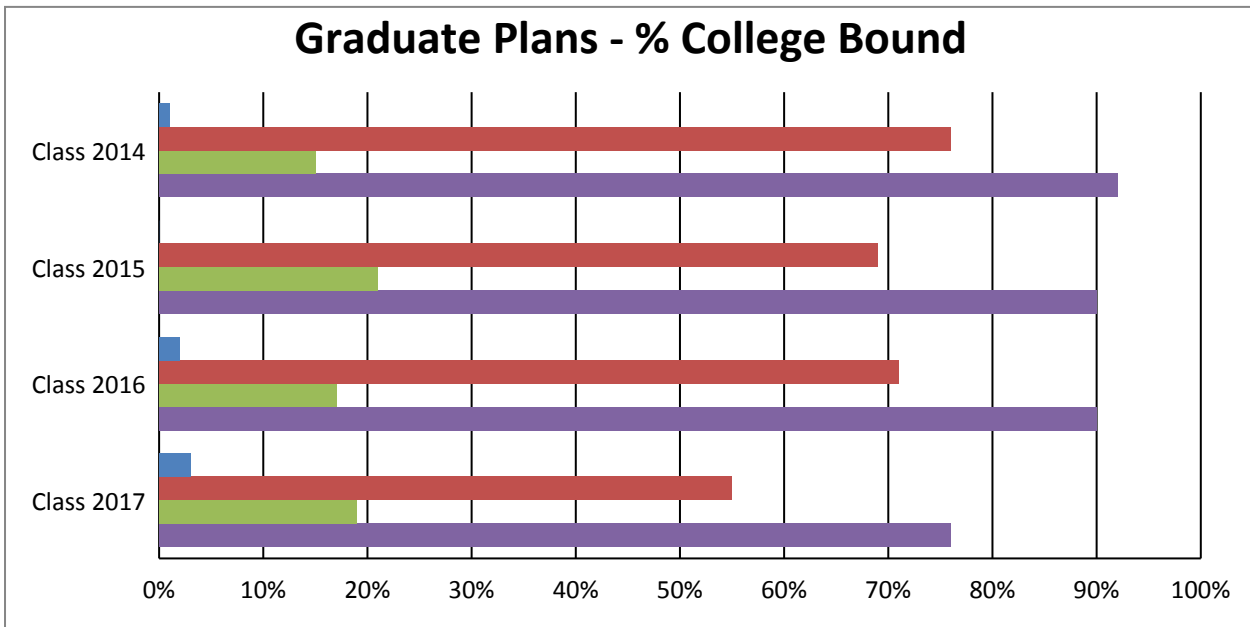
Graduate Data

Dropout Rate and Graduation Rate

Graduation comparison between entering freshmen and graduates reflects student movement rather than drop-out rate. Rather high student mobility is common in international school settings.

Graduate Data	Morrison Academy High School (MAC HS)				
	Fall 2014, Class '15	Fall 2015, Class '16	Fall 2016, Class '17	Fall 2017, Class '18	Fall 2018, Class '19
Enrollment (9-12)	310	312	324		
Number of Dropouts	0	0	0	0	0
Dropout rate (1 year)	0	0	0	0	0
Graduation rate	100%	100%	100%	100%	100%

Class of 2017 Future Plans



High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the students in the class of 2019, the highest GPA in the class is on a 4.0 scale (and a 5.0 scale for five AP courses).

- First quartile GPA
- Second quartile GPA
- Third quartile GPA

II. School Improvement Process

History

Morrison Academy's current School Improvement Plan (SIP) was initiated in the fall of 2015. All the recommendations in the March 2015 accreditation visiting committee report (next page), have been incorporated into the annual SIP.

There have been no major changes or conditions impacting the school improvement process since our accreditation visit by joint ASCI and WASC team in March 2015.

Current Process

Morrison's System Administrative Council (SAC) and our three campus-wide Committees, consisting of parents, staff, students, administrators and board members, reviewed the progress MA had made on its school improvement plan. However, this annual SIP Report is summarized and prepared by Morrison's SAC leadership. The report will be available online to all Morrison stakeholders.

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

III. School Improvement Plan (SIP) Progress Report

Purpose

The purpose of the Morrison Academy School Improvement Plan (SIP) is twofold. The first is to facilitate and document Morrison’s continuous school improvement through analyzing, evaluating, and synthesizing MA’s school-wide learning goals. The second purpose is to serve as a tracking and reporting tool for accreditation recommendations as well as other school-wide strategies and initiatives supporting student learning, thus providing a framework for the required annual interim progress report required by both ACSI and WASC.

The Annual Report includes a brief school profile and summaries of all campus improvement progress for the 2018-19 school year. The following appendices are included:

- **Appendix A** contains MA’s **School Improvement Plan tracking chart** which provides an overview of the strategies used to meet MA’s school improvement goals. Progress is shown on a continuum.
- **Appendix B** lists **follow-up evidence** for system and campus-specific progress, accessible in MA’s Google Drive folder.

Morrison’s 2018-19 SIP Report only shares progress on the current 2018-19 strategies and not previous years’ work.

March 2015 SIP Goals

Major Recommendations by Visiting Team	
1.	<p>That the administration and faculty enhance the connections between students and godly mentors, resulting in a more significant impact on all areas of students’ lives.</p> <p><i>School Self-Study Report p. 75, Chapter 5, Continuous School Improvement Plan p. 8; Administrative Interview, Interviews; Subcommittee Meetings; ACSI Indicator 9.3, 9.6, and 9.7</i></p>
2.	<p>That the administration and faculty create a climate of innovation that embeds service and experiential learning into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.</p> <p><i>School Self-Study Report p. 58, Chapter 5, Continuous School Improvement Plan p. 82; Interviews; ACSI Indicator 5.5</i></p>
3.	<p>That the administration and faculty strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.</p> <p><i>School Self-Study Report p. 57, Chapter 5, Continuous School Improvement Plan p. 83; Rubicon Atlas Standards Analysis; ACSI Indicator 5.2 and 5.5</i></p>
4.	<p>That the administration and faculty 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.</p> <p><i>School Self-Study Report p. 57-58; Interviews with administration and faculty; ACSI Indicator 5.7, 5.8, and 5.9</i></p>

Progress Report Summaries

1. Enhance the connections between students and godly mentors, resulting in a more significant impact on all areas of students' lives.

Progress Summary

2018-19 System Progress

2018-19 Campus Progress

2. Create a climate of innovation that embeds service, experiential learning, and technology into the curriculum.

Progress Summary

2018-19 System Progress

2018-19 Campus Progress

3. Strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.

Progress Summary

2018-19 System Progress

2018-19 Campus Progress

4. Expand training for teachers in how to more effectively analyze site-based learning data.

Progress Summary

2018-19 System Progress

2018-19 Campus Progress

○

Progress Report Summaries

Appendix A - MA School Improvement Plan Tracking Chart

2018-19 Progress Tracking Chart

*Based on March 2015 Visiting Committee Recommendations

Legend: ●Completed, ◐In progress, ○Postponed until next year

Strategies in bold indicate 2016-17 School-wide Action Plan emphasis

GOAL	STRATEGY	15-16	16-17	17-18
<p>Enhance Morrison's mentorship culture to intentionally <u>connect each student with a godly mentor</u> to impact key areas of their life.</p>	<p>2015-16</p> <ul style="list-style-type: none"> a. Research and development on what fosters a quality mentorship culture. b. Refine assessments of student character. c. Create an evaluative tool/method to identify the marginal students. d. Develop middle school advisory program that includes Biblically-based curriculum, schedule, staffing, etc. 	<ul style="list-style-type: none"> ● ◐ ◐ ● 		
	<p>2016-17</p> <ul style="list-style-type: none"> a. Introduce collaborative planning, and professional learning for entire MS staff for advisory. b. Research and develop HS advisory program that includes biblically integrated curriculum, schedule, staffing, purpose, etc. c. Communicate purpose of HS advisory to staff, students, parents. 	<ul style="list-style-type: none"> ● ● ◐ 		

GOAL	STRATEGY	15-16	16-17	17-18
<p>Create a <u>climate of innovation that integrates service, experiential learning, and technology</u> into the curriculum. This will result in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.</p>	<p>2015-16</p> <ul style="list-style-type: none"> a. Research and development on how to create a climate of innovation that embeds service, experiential learning and technology that addresses personalized learning interests and aptitudes of the whole child. b. Update timeline to complete this goal based on conclusions from the research and development. 	<ul style="list-style-type: none"> ● ◐ 		
	<p>2016-17</p> <ul style="list-style-type: none"> a. Identify, showcase, and support teams that design innovative unit/courses/learning experience b. Communicate the definition and purpose of innovation at Morrison to staff and parents. c. Revise the PPR process to reflect foundational changes that will cultivate a mindset (risk-taking, creativity, passion, etc.) conducive to innovative teaching and learning. 	<ul style="list-style-type: none"> ● ◐ ◐ 		

GOAL	STRATEGY	15-16	16-17	17-18
<p>Strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning.</p>	<p>2015-16</p> <ul style="list-style-type: none"> a. Audit of where MA is with its standards-based approach. b. Create draft of recommendations for strengthening assessment, recording, and reporting practices that inform and support student learning. <p>2016-17</p> <ul style="list-style-type: none"> a. Task force develop a comprehensive and clear 3 year implementation and professional learning plan for Standards Based Reporting. b. Develop communication strategies including a website that explains Morrison's standards-based reporting and recording c. Develop an adapted report card for reporting work habits separately from academics for middle school. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • • 	

GOAL	STRATEGY	15-16	16-17	17-18
<p>Expand training for teachers on all three campuses in how to more effectively <u>analyze site-based learning data</u>, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.</p>	<p>2015-16</p> <ul style="list-style-type: none"> a. Provide professional learning for PL coaches on effective data analysis within PLC's. b. Review procedure 154 Professional Learning and Team/Department Meetings to strengthen MA's professional learning community (PLC) efforts and plan appropriate professional learning. <p>2016-17</p> <ul style="list-style-type: none"> a. Train teachers at on campus meetings on how to read and share MAP data with parents at Parent Teacher Conferences. b. Use MAP Data (pre- and post-) to inform instructional goals in grades 1-9 for the following year. c. Taichung HS - Learning Coach assisting teachers in how to collect PLC data then how it can be used to improve learning in the classroom. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • • 	

Appendix B 2018-19 Follow-up Evidence

	GOAL	FOLLOW-UP EVIDENCE – This year’s strategies only
1.	That the administration and faculty enhance mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life.	MA System MA - Taipei K-10 MA - Taichung K-8 MA - Taichung 9-12 MA - Kaohsiung K-12
2.	That the administration and faculty create a climate of innovation that embeds service and experiential learning into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.	MA System MA - Taipei K-10 MA - Taichung K-8 MA - Taichung 9-12 MA - Kaohsiung K-12 •
3.	That the administration and faculty strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.	MA System MA - Taipei K-10 MA - Taichung K-8 MA - Taichung 9-12 MA - Kaohsiung K-12
4.	That the administration and faculty 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.	MA System MA - Taipei K-10 MA - Taichung K-8 MA - Taichung 9-12 MA - Kaohsiung K-12

Some of the evidence is in a google document that has privacy settings. Please contact blackhurst@mca.org.tw for specific evidence.



Morrison Academy

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