

THE AMERICAN SCHOOL OF DOHA

# ANNUAL REPORT



JUNE 2024





# TABLE OF CONTENTS

<b>Identity Statement, Mission, Vision, Values</b>	<b>2</b>
<b>A Message from Timmy Davis, U.S. Ambassador to Qatar</b>	<b>3</b>
<b>A Message from Natalie Baker, ASD Board of Directors Chair</b>	<b>4</b>
2023-2024 Board of Directors	5
<b>A Message from Steve Razidlo, ASD Director</b>	<b>6</b>
<b>ASD PILLAR 1: Learning Structure</b>	<b>8</b>
<b>ASD PILLAR 2: Organizational Structure</b>	<b>14</b>
<b>ASD PILLAR 3: Health, Safety &amp; Security</b>	<b>15</b>
<b>ASD PILLAR 4: Finance, Facilities &amp; Resources</b>	<b>17</b>
<b>ASD PILLAR 5: Ethical Practice</b>	<b>18</b>
<b>YEAR IN REVIEW</b>	
<b>Measure of Academic Progress (MAP) Test</b>	
MAP Math RIT Scores	20
MAP Math Comparison Spring 2024	20
MAP Reading RIT Scores	21
MAP Reading Comparison Spring 2024	21
<b>Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)</b>	
AP and IBDP Student Participation	22
Average IB Diploma Programme Points	22
Advanced Placement Pass Rate	23
<b>Class of 2024 University Acceptances</b>	<b>24</b>
<b>Acknowledgement of ASD Sponsors and Community Groups</b>	<b>26</b>
<b>Service Initiatives, Educational and Athletics Trips</b>	<b>27</b>
<b>Soon to Rise: Lower Elementary Playground</b>	<b>28</b>

1988  
2023



Years of  
**COMMUNITY**

## IDENTITY STATEMENT

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

## MISSION

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

## VISION

Empowering Learners to discover their passions, develop talents, and positively impact our world.

## VALUES

Honesty • Respect • Responsibility • Kindness

# A Message from the U.S. Ambassador to Qatar



TIMMY DAVIS

Dear ASD Community,

It is with great pleasure that I reflect on the remarkable success of the 2023-2024 school year. As we look back on the past year, we are filled with pride and gratitude for the collective efforts that have propelled ASD to new heights, solidifying it as the premier pre-K to 12 school in Qatar.

As Chair of the ASD Board of Trustees and as a parent at our school, I continue to be amazed with ASD’s fantastic set of educational and extra-curricular opportunities.

Just as in previous years, our values remained at the forefront of our endeavors, guiding us through challenges and opportunities. Building upon 35 years of success, ASD embraced the year with creativity, determination, and a steadfast commitment to our mission. Despite many global challenges, our community rose to the occasion, exemplifying the true ASD Dragon spirit.

One of my highlights of the past year was the annual Friendship Festival. The longstanding tradition continues to embrace its mission of bringing Doha together. Embracing our core values and showcasing the true multicultural nature of Qatar, the fun-filled day was truly a representation of ASD’s best asset – our community. The power of diversity and wholeheartedly embracing all members of the community has made ASD what it is today.

Furthermore, ASD’s community demonstrated remarkable agility. From facilitating student engagement in extracurricular activities throughout the region to fostering professional development opportunities for staff, we embraced every opportunity for growth and transformation. Through collaborative partnerships with the wider community, we inspired creativity, curiosity, and critical thinking skills among our students, preparing them to thrive in an ever-changing and complex world. The unique opportunity for students to intern at the Qatar Finance Center Regulatory Authority underscores the academic prowess of ASD students, while embracing innovative ways for ASD to support the U.S.-Qatar relationship.

ASD welcomed new faculty and staff who brought fresh perspectives and expertise to our community. Their contributions have enriched our learning environment and reinforced our commitment to excellence.

As we celebrate the achievements of the past year, on behalf of the Board of Trustees, I would like to extend our heartfelt gratitude to the dedicated teachers, staff, volunteers, and community partners who have contributed to our success. I would also like to offer a special thanks to our corporate sponsors ExxonMobil Qatar, Chevron Phillips, and ConocoPhillips. Together, we have reaffirmed ASD's position as a beacon of excellence in education, not only in Qatar but across the region.

Looking ahead, we remain committed to building upon the foundation of innovation and sustainability that defines ASD. As we embark on the next chapter of our journey, I am confident in our ability to seize opportunities and continue shaping the future of education for generations to come.

Best wishes,

**Timmy Davis**  
Ambassador of the United States of America to the State of Qatar  
Chair of American School of Doha Board of Trustees





## A Message from the ASD Board of Directors Chair

NATALIE BAKER

Dear ASD Community,

As the school year draws to a close, we look back on a year marked by challenges, opportunities, and tremendous success. While the political situation in the region presented hardship to so many, our ASD community rose up and displayed support for peace and unity. ASD leadership and faculty adapted to continue to meet our mission of providing our students with the highest possible standards of education and preparing them to be thoughtful global citizens. Where we saw strife in the region and around the globe, the ASD community offered support and allowed students the space to express themselves peacefully and responsibly. Our Friendship Festival was a beautiful display of ASD's diversity, as well as our resilience. Our strength is in our diversity. On the backdrop of regional conflict, our ASD Dragons continued to participate – and succeed – in academic, sports, and arts competitions and shined brightly among their student peers across the region and world. We are incredibly proud of the hard work and achievements of our student body. We should look back at this year with pride in our successes and in the accomplishments of our students and of ASD as an institution.

As Chair of the ASD Board of Directors, I am grateful for the commitment and dedication of my fellow Board members and our Board of Trustees. We worked closely over the last year with School Director Steve Razidlo and ASD leadership to develop plans for the future of ASD, including continuously strengthening our curriculum and course offerings, providing greater support to students with special learning needs, and reinvesting to improve our campus and grounds. We are expanding diversity, inclusivity, and accessibility, honoring values and a mission of excellence. In the coming year, we will continue to innovate and examine how we should grow and adapt to the needs of our community. As we develop a strategic vision for the future of our school, we commit to continuing to prioritize our students, to innovate, and to offer the best quality education, technology, and advanced resources to prepare them to be future leaders.

Both inside and outside the classroom, ASD strives to impart the lessons and requisite skills that will distinguish our students from their peers and set our children up for success. ASD is guided by the values of Honesty, Respect, Responsibility, and Compassion. Those are American values, Qatari values, and global values. We fully embrace those values as we support a world-class learning environment that is safe, secure, and which encourages our students to achieve their full potential. ASD is the finest school in Qatar, and arguably, the finest in the region.

I would like to share my special thanks to the senior leadership team for continuing to drive ASD towards higher levels of excellence, and to the teachers and faculty for their absolute commitment to ASD's excellence. I'd also like to thank our amazing parent volunteers, dedicated parent groups, and our corporate sponsors for pouring into our school and our students. Our incredible community is vital to maintaining ASD's quality, tradition, and excellence.

Similarly, I would like to thank the Board of Directors for their unwavering devotion to good governance at ASD and ensuring both a successful present and future for our beloved school. After three years on the Board, I will be transitioning out of my role next year. I've thoroughly enjoyed my work as a member of the Board of Directors and was honored this final year to serve as Chair. While it is bittersweet for me to step down from the Board, I look forward to continuing to support the school with my husband, Josh, as ASD parents of our two sons, Alexandre (a rising sophomore) and Nicholas (a rising 8th grader). I look forward to seeing you at Dragon baseball and basketball games.

The commitment of ASD to the future of both Qatar and the world, by producing good and educated citizens, is something that will never change. As we see families transition to new adventures in other places and we see our children mature, I have confidence that the promise we made to them, to prepare them for their future, is a promise we have fulfilled. Thank you for being a part of our ASD community.

Best wishes,

**Natalie Baker**

Deputy Chief of Mission (DCM), U.S. Embassy in Qatar  
Chair of American School of Doha Board of Directors

## ASD Board of Directors - School Year 2023-2024





## A Message from the ASD Director

STEVE RAZIDLO

Dear ASD Community,

American School of Doha took many important steps this year to meet our Mission and Vision as the premier educational leader in Qatar.

The 2023-2024 school year brought special emphasis to developing a more inclusive and effective learning structure, where the guarantees of a viable curriculum and supportive systems for students were strengthened and enhanced. We took serious steps to advance ASD Board and Ministry partnerships regarding the long-term financial health of ASD, and we began taking a professionally facilitated look at our campus facilities to guide future investment as we aim – always – to provide our students with the finest learning spaces available. Additionally, we have also attended to important transitions in ASD’s leadership team. Work on each of three Strategic Goals moved ahead this year, and will be shared importantly in the Annual Report.

August began with all faculty and staff training regarding Multi-Tiered Support Systems (MTSS) within the framework of our existing Professional Learning Community (teacher teaming) model. We worked to frame the entire school staff’s understanding of how our systems of screening, assessment, and intervention support individual learners to meet or exceed expectations in our PK-12 classrooms. What do we do, for example, when a student struggles to learn or to show their learning? How can we, as a school, better utilize our PACT time to focus with greater clarity and precision helping individual students succeed? Clarifying our expectations, reviewing student assessments in common, strategizing for how best to help learners who are not yet proficient (or who are already proficient and need more challenge), and working at these concerns within our teams is demanding work that will continue next year. Our DEIJ (Diversity, Equity, Inclusion, and Social Justice) work often ran parallel with true focus on belonging and inclusion (often dovetailing naturally with MTSS efforts).



ASD remains financially healthy, but we again asked for a tuition increase, noting we have not increased tuition in six years. As part of our on-going dialogue with the Ministry of Education and Higher Education (MOE), we formally advanced discussions inclusive of longer term (10+ years) financial models in the hope that together with Qatari officials we can assure that school finance is better understood when forecast over longer and more strategic horizons.

Partnerships also extended to facilities work, where one of the leaders in international school facilities design, Education Design International, has been contracted to begin development of an ASD Facilities Master Plan. While this work is only just beginning, the firm took important steps to visit ASD in February so that by September/October 2024 they will be able to share a plan which we hope the ASD Board and community will be able to utilize as an important anchor document over the next five to seven years.

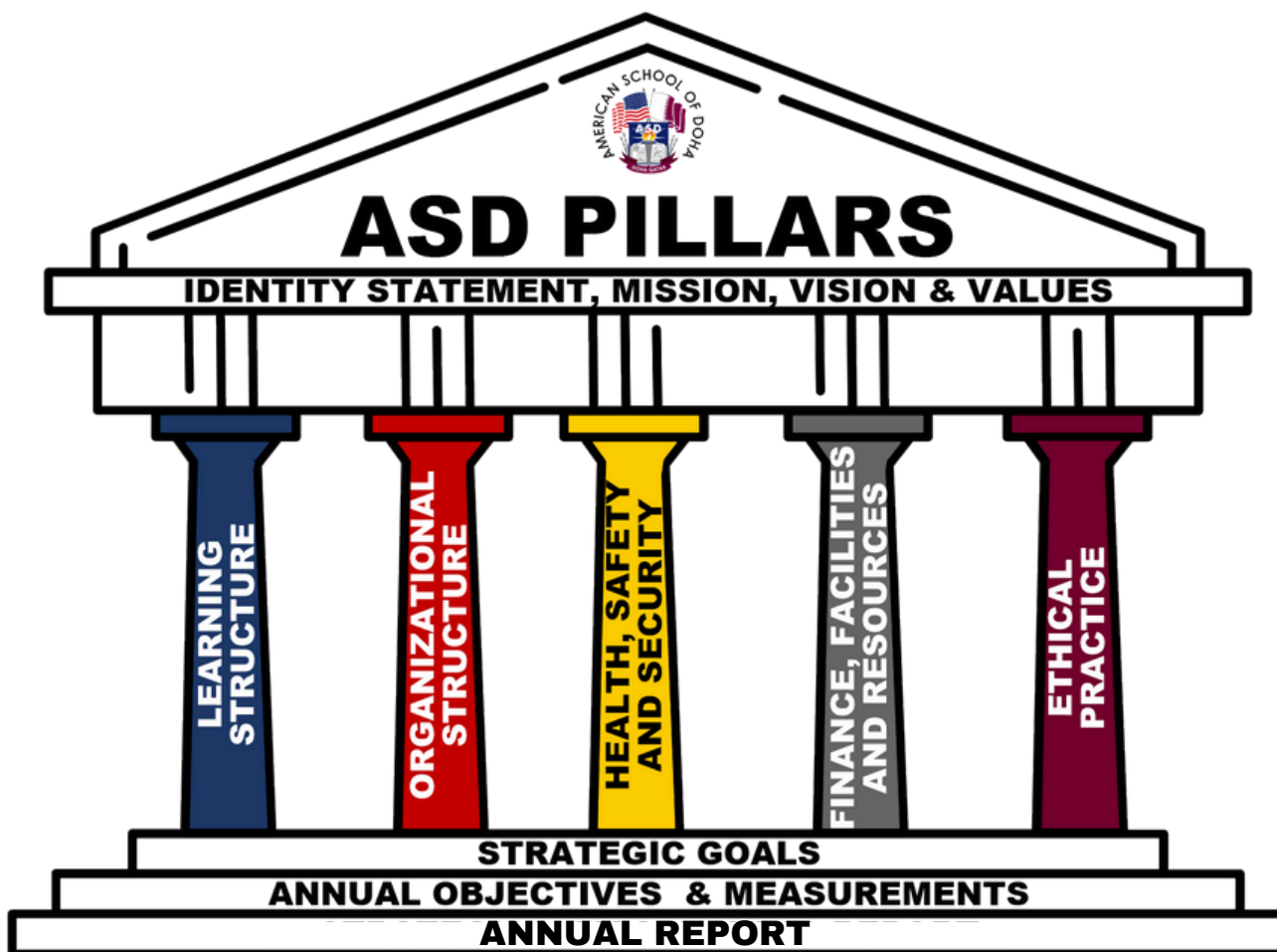
Leaders of long-tenure are departing at the end of the school year, and planning for transitions has included hiring replacements for Dave and Jan Farmer (Athletics and HS Assoc. Principal), Scott Barnwell (Admissions), Jimmy Leeper (Athletics and Activities), and Jeff Kersting (IT). Together this group has offered more than 80 years of service to ASD, and our thanks for their commitment and dedication is sincere; all are working actively to transition new leaders to follow and start in 2024-2025.

We thank all our parents and community for your care, your support, and your warmth. Please read the pages of our Annual Report; it is full of information and insight, and offered to increase your understanding of American School of Doha.

Best wishes,

**Steve Razidlo**

Director, American School of Doha



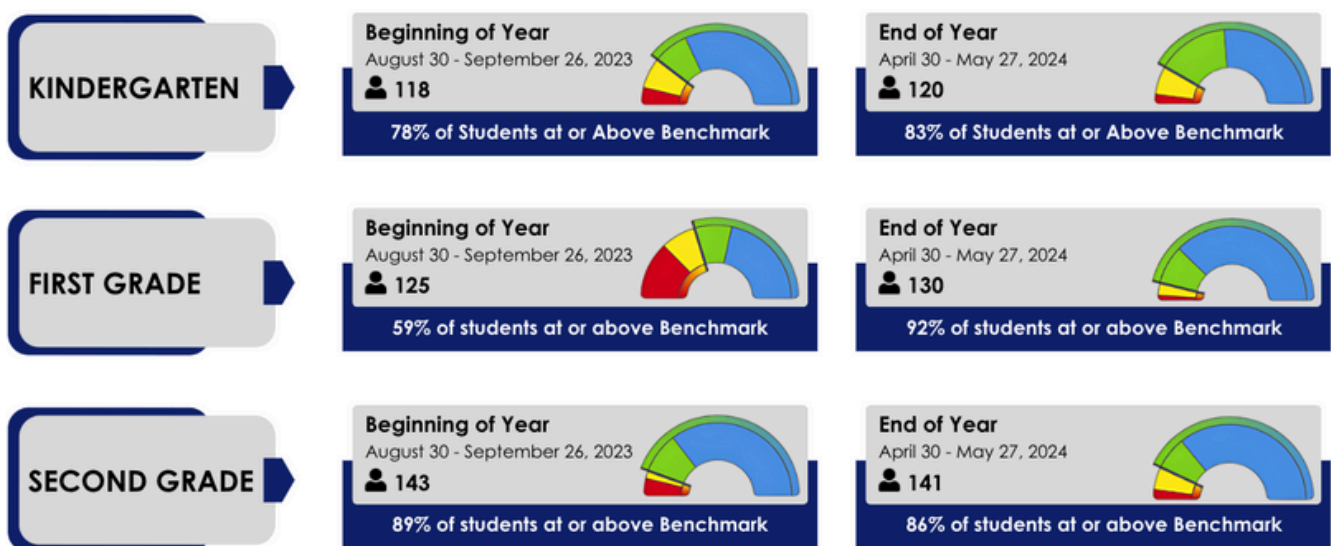
# **PILLAR 1** Learning Structure

*We will enhance the academic, intellectual and personal development of learners through a comprehensively articulated curriculum, evidence-based instruction, and reflective practices that support learner growth and development.*

## LOWER ELEMENTARY SCHOOL

In the Lower Elementary School we are excited to celebrate the extraordinary progress we have made in two major areas: the Early Childhood program and reading. The Early Childhood section completed the first year implementing a play-based, Reggio Inspired, child-centered approach to teaching and learning. All Early Childhood teachers participated in week-long training on best practices in Early Childhood, in the region of Reggio Emilia in Italy. This training served as a powerful opportunity for the Pre-K teachers to better understand the historical context and philosophy of the Reggio approach to Early Childhood Education while exploring its key principles: the image of the child, the role of the teacher, and the learning environment. The teachers returned with new ideas and perspectives on designing and organizing classroom spaces to inspire and support children's exploration and on planning and facilitating projects that emerge from children's curiosity and questions. All year long, teachers with the support of the instructional coach worked on shifting the curriculum from themes and standards to developmental learning areas and targets on a developmental continuum.

In regards to reading, we adopted a new Phonics program (UFLI) developed by the University of Florida based on the science of reading to support direct, explicit instruction in this area. Kindergarten, Grades 1 and 2 fully implemented UFLI learning, its scope and sequence and main instructional strategies. We are excited to see how the implementation of this new program along with the shift in instructional and assessment practices in reading, supported the LES reach its goal of having 80% of students in each grade level at or above benchmark in terms of the reading indicators assessed through the screener ACADIENCE. Grade 1 deserves a special mention on their growth, given this is the most crucial year for students to acquire skills to become proficient readers. Overall the results are very positive.



Our faculty also participated in professional learning development on the Multi Tiered System of Support (MTSS) and PLC's. Our grade level teams concentrated their efforts in enhancing their collective efficacy in looking at data, and reflecting and developing a guaranteed, viable curriculum for all learners. The focus on differentiated instruction and the increased collaboration between homeroom teachers and learning support teachers and EAL specialists have helped us move forward towards a more inclusive and equitable model of teaching and learning.

The Lower Elementary School navigated many changes this school year in instructional and collaborative practices. All positive and forward thinking moves aimed at improving our practices that will continue to empower our learners to discover their passions, develop talents, and positively impact our world.



### UPPER ELEMENTARY SCHOOL

The Upper Elementary School has worked collaboratively to implement the Multi Tier Systems of Support (MTSS) Model this school year. Through the use of internal and external assessments such as universal screeners, MAP Testing, and common writing prompts, teachers have gathered and analyzed student learning data to provide targeted interventions to students requiring additional support. Through these intervention cycles, student progress is monitored and interventions are then adjusted as necessary depending on student need. The MTSS model now serves as a guiding framework for how we organize teaching and learning as well as student data analysis. Student results using the MTSS model have been strong as students continue to make measurable gains in their Acadience Reading and MAP test results.

This year, to support our students in their mathematics learning, we implemented the Reflex Math program which assists students gain automatically in their basic math facts for addition, subtraction, multiplication, and division as well as conceptual understanding and computational fluency in fractions. These programs complement our standards based math curriculum, and the results have been outstanding as students have made huge gains in their mathematical performance as measured on MAP testing. Students will continue to consolidate these gains in mathematics next school year and build upon a strong foundation this year.



To further the character and citizenship of our students, an increased emphasis has been placed on specifically identifying the desired learning behaviors for our students. These rules, routines, and procedures were then modeled for students by their teachers and reinforced during morning meeting and throughout the school day. Morning meeting is a semi-structured time each day when students and educators meet to greet each other and do an activity. Holding morning meetings regularly helps build a positive classroom community where students build meaningful relationships with each other, build confidence, and problem-solve together. Our students have enjoyed learning focused environments, more engagement in their learning, and improved learning results. Our counseling program continues to serve students to further develop their social and emotional learning skills as part of our mission to develop the whole child. Through our commitment to making all students feel welcome and appreciated, we place a strong emphasis on students applying our ASD values of respect, responsibility, honesty, and kindness in their interactions with their classmates and teachers.



We are incredibly proud of our students' progress this year as it has been a year of significant growth for our students. Students are living our mission and vision, and we will continue to nurture and support their growth as learners. Whether it be in the classroom, the playing fields, or the stage, our students have demonstrated an ability to reason, think critically, and collaborate with their peers to meet our learning objectives. The future is bright for our children, and our staff feels very fortunate to accompany our ASD students in their learning journey at ASD.

## MIDDLE SCHOOL

### Academic and Intellectual Advancements

#### **Assessment of Student Performance**

Throughout the academic year, the Middle School conducted Measures of Academic Progress (MAP) testing in early September and mid-May. These assessments served as benchmarks to gauge students' academic progress against international standards. Notably, our students demonstrated outstanding performance, with percentile ranks in reading reaching record highs within our school. In mathematics, our percentile ranks were among the highest globally for a school of our size. Remarkably, our Grade 7 cohort achieved a percentile rank in the 91st percentile, an exceptional accomplishment rarely observed in middle schools of comparable size. Furthermore, our Grade 6 cohort exhibited remarkable growth, progressing from the 62nd percentile at the beginning of the year to the 82nd percentile by year-end. Similarly, our Grade 8 students consistently showcased excellence, achieving percentile ranks of 82nd in September and 84th by the conclusion of the academic year.



### **Data Management, Enrichment Initiatives, and Assessment Policies**

Throughout the year, our faculty collaborated to refine our formative and summative assessment policies, aligning them with the developmental needs of Middle School students while mirroring best practices observed in high school settings. Additionally, we implemented a sophisticated data collection system known as the Data Bank, integrated with PowerSchool, providing grade-level teams, counselors, and administrators with real-time insights into student performance. This proactive approach facilitated timely interventions and support, contributing to our unprecedented academic achievements in both end of semester grades and end of year MAP test scores (external measurement). Moreover, the Middle School revamped its enrichment blocks across all grade levels, leveraging the Data Bank to tailor support classes to address specific skill gaps. Investments in supplemental curricula, such as Delta Math and iReady Reading, empowered teachers within the enrichment blocks to provide targeted assistance to students.

### **Personal, Identity, and Social Development**

#### **Digital Literacy and Citizenship**

Throughout the academic year, our advisory classes prioritized lessons on various aspects of digital citizenship. Topics ranged from online privacy considerations to responsible integration of artificial intelligence into daily life, as well as guidelines for posting content on social media platforms. Recognizing the importance of digital literacy in today's world, these lessons remain central to our advisory curriculum, ensuring holistic development in the digital age.



#### **Inclusivity and Community Engagement**

During the second semester, the Middle School faculty undertook initiatives to enhance students' sense of acceptance and belonging within the American School of Doha (ASD) community. We conducted surveys to gauge students' perceptions of connection and belonging within the school environment, specifically focusing on their relationships with peers and teachers. Introducing weekly "Sunday Start-Up" activities facilitated meaningful interactions between teachers and students, fostering a sense of community and support. Subsequent surveys conducted in early April and late May revealed significant improvements, with more students expressing feelings of connectedness with their teachers and a heightened sense of belonging within the middle school at ASD.

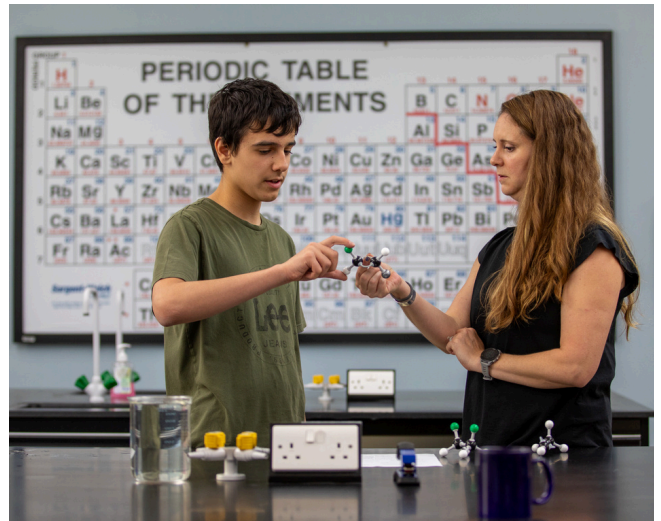
## HIGH SCHOOL

**Academic/ Intellectual Development****AP and IBDP Inclusion**

This year has seen further growth in student uptake in our AP and IBDP courses. For the past few years we have focused on increasing opportunities for students to access and succeed in our AP and IBDP offerings and this has paid handsome dividends with the current academic cohorts being the highest levels ASD has ever achieved.

**International Baccalaureate Organisation (IBO)**

This year saw our Five Year Review with the International Baccalaureate Organisation (IBO). This consisted of a rigorous week-long digital visit by a team of accreditors who assessed our IB Diploma programme and produced a report highlighting Commendation and Matters to Be Addressed. We were proud to receive a glowing report where there were no matters to be addressed and a list of commendations from our programme. The final line of the report was: 'The American School Doha is a continuously developing, thriving IB World School.' This is a great testament to the work done on our IBDP programme over the past few years.



### **Multi Tiered Support Services and Professional Learning Communities**

Finally, our work on MTTs and PLC has developed its effectiveness as the year has gone on. For the past three years, the division has used common formative assessments that are anchored to unit summative assessments. We also have a robust data analysis tool, which was used by teaching teams to shape student achievement targets. Over the course of this year, we have begun to systematize how PLC teams use this data to better support students who do not achieve as well as expected; do not reach minimum expectations with their courses, or would benefit from extension opportunities. This has been an ongoing process and one that we will continue next year.

### **Personal/Identity/Social Development**

#### **Counseling Services**

We have continued to develop our counseling services this year. Members of the High School community participated in a needs assessment to examine the Counselor's current practice and solicit feedback and suggestions for future practice. The data gathered will define our counseling program over the next few years. We also continued to build upon our strong relationships with colleges around the world with a significant increase to campus by college representatives.

#### **Diversity, Equity and Inclusion (DEI)**

Our Diversity, Equity and Inclusion (DEI) work has taken great strides this year with a new DEI Coordinator taking the reins. There have been a number of curricula developments with students in mathematics classes actively connecting calculus concepts with DEIJ-related issues and holding presentations and creating mathematical models and proposing solutions. Moreover, we have organized a range of guest speakers, including Peter Liljedahl, to work with our students to enhance equity and inclusion in learning and empower students to take ownership and showcase their thinking.

#### **Service Audit and Strategic Plan**

We employed a consultant to audit and assess our divisional service program in October. This audit has been of significant value in our three year strategic plan for refining and reinvigorating our Service program. We have already begun initial implementation of the strategic plan.



# PILLAR 2

ORGANIZATIONAL STRUCTURE

## Organizational Structure

*We will develop and enhance governance, leadership and management systems to promote transparent and accountable practices to best align with our school identity and achieve the mission, vision and values.*

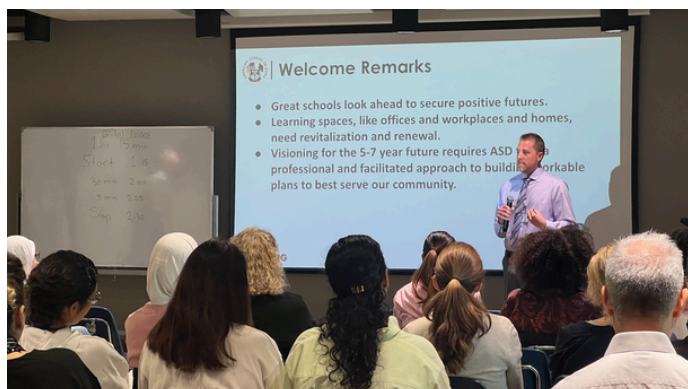
### ASD Board of Directors

This year's Board work has included significant orientation for six new school board members. Back in September, David Chojnacki, Board trainer for the last decade, began the year providing overview to the Board's newest members, where a mix of Governance concepts and practical lessons for Board leadership were offered to new and returning members of the school's governance team. ASD Board Chair Natalie Baker returns to Board training at each monthly ASD Board meeting by revisiting the NAIS Principles of Good Governance.

Shifts in committee leadership and committee membership affected each of the school's three standing subcommittees – Governance and Personnel, Strategy and Policy, and Finance and Facilities. Each of the three committees benefited greatly from preparation of annual calendars and outlines for their work; these provided helpful reference and timetable for each of the three committees' in a year when fully half of the ASD Board were new.

Improving systems closely linked to student learning – namely our systems of assessing, assisting, and monitoring the learning of each and all of our students – dominated the professional learning time afforded to leaders and to faculty and staff. Each division has achieved a greater sophistication gathering, displaying, and studying data related to the successes and challenges of our Learners. Divisional reports were offered throughout the year to the ASD Board, often closely mirroring the presentations offered at monthly Principal Coffees.

John Meyer, CFO/COO, began his first year leading Finance and Operations with a mandate to begin creating a vision and possible roadmap (multi-year) for improving and enhancing the campus facilities to keep ASD the premier educational leader in Qatar. School leaders have toured six world-renowned international schools to review their campus highlights as a precursor to contracting with a design firm, Education Design International. These architects and designers have begun to review our internal 'field notes' against their professional expertise. It is our commitment to bring a Facilities Master Plan forward to the ASD community in the fall of 2024. ASD Board and ASD leadership have begun to ask ourselves 'What must we prioritize for facilities investments to keep our campus on the leading edge for the next generation of ASD families?'



Transparency improvements in student grading and grade reporting continued this year. Middle School and High School continue to acknowledge and ensure students must all have multiple opportunities to experience formative assessment inclusive of timely, meaningful feedback before they experience summative or 'final' assessments.

# PILLAR 3

HEALTH, SAFETY AND SECURITY

## Health, Safety & Security

*We will employ effective policies, procedures and practices to foster an environment of physical and psychological safety ensuring the well-being of all learners.*

In our continuous efforts to foster a safe and supportive learning environment, we introduced two new mandatory professional learning programs for all employees this school year: Suicide Prevention and Awareness, and comprehensive Child Safeguarding and Protection training. Additionally, we're proud to highlight ASD's hosting of the International School Counselor Association (ISCA) conference, further demonstrating our commitment to the health, safety, and well-being of our students.

### **Suicide Prevention and Awareness Training**

This year, we made significant strides in fostering a safe and supportive learning environment by prioritizing the mental health and well-being of our students. In response to the growing concern about student mental health worldwide, we took proactive steps by implementing mandatory Suicide Prevention and Awareness training for all school employees. Our comprehensive training program, titled "Understanding Suicide Awareness and Prevention," was compiled by mental health professionals and experts in the field of suicide prevention. Over the course of this year, all 334 ASD employees successfully completed these training sessions, equipping them with the necessary knowledge and skills to identify warning signs and address complex mental health challenges students may face. By ensuring that our entire staff is trained in suicide prevention, we've built a network of care that extends beyond the confines of the classroom, including teachers, counselors, administrators, and support staff. Our staff is now equipped with the knowledge and tools necessary to effectively address and manage potential crises, engage in supportive conversations with students, and connect them with appropriate mental health resources.

### **Child Safeguarding Training Program**

In addition to mandatory Suicide Prevention and Awareness training for all employees, we implemented a new virtual child safeguarding training program developed by the International Centre for Missing & Exploited Children (ICMEC). This self-paced program, supported by the United States Department of State, Office of Overseas Schools, covers essential aspects of safeguarding tailored to the international school context including definitions and possible indicators of abuse, professional boundaries, managing allegations and more. We aim to create a culture of vigilance and care by equipping staff with the knowledge and skills necessary to recognize and respond to modern threats to child safety, including online exploitation, bullying, and various forms of abuse. During our January 25 Professional Learning Day, all 334 ASD employees completed this mandatory training, which is valid for two years. This strategic shift underscores our commitment to meeting global standards and ensuring the comprehensive preparedness of our staff in safeguarding the well-being of our students.



## ChildSafeguarding.com Recognition

As part of ASD's commitment to safeguarding, we continue to provide universal child protection training for all adults on our school campus, in line with the NEASC Child Protection Standards. ASD is in its third year of partnering with Child Safeguarding, a company that provides online child protection training for all of our contracted staff, including security guards, facilities staff, bus drivers, cleaners, food service workers, and gardeners. This training, developed with child protection experts and endorsed by accreditation agencies such as NEASC and CIS, ensures that all adults on campus have a consistent and thorough understanding of child protection.

Thanks to the sustained efforts of ASD's Safety and Security team in supporting this training, over 80% of our contracted staff have current training, earning ASD the distinction of a Recognized School with ChildSafeguarding.com. To achieve this recognition, schools must train their externally contracted staff in child abuse prevention and meet specific child protection standards. Our logo now appears on the [ChildSafeguarding.com website](https://www.childsafeguarding.com), and we have added a digital Badge of Recognition to the ASD website. ASD is one of only 54 organizations in 24 countries to receive this recognition. Being a Recognized School and displaying this information on our website underscores ASD's unwavering commitment to safeguarding our students.



## Hosting the International School Counselor Association Conference

On November 20-21, 2023, ASD hosted a two-day on-site professional learning opportunity led by renowned experts in international counseling, Cheryl Brown and Brooke Fezler, co-founders of the International School Counselor Association (ISCA). The event drew 55 participants from 23 international schools across nine countries. The objective of the training was to gain an in-depth understanding of the ISCA International Model Second Edition, a framework for building a comprehensive PK-12 counseling program. All twelve members of our Counseling Team, our Educational Psychologist, and the Director of Student Support Services attended this training and gained a deeper understanding of best practices in international school counseling. The conference provided a comprehensive exploration of the revised and updated ISCA International Model, with a special focus on the newly introduced Student Standards. Participants uncovered the Model's components and principles, equipping themselves to align their counseling practices with this framework. This event not only showcased our commitment to professional development but also reinforced our dedication to creating a robust support system for our students.



# PILLAR 4

FINANCE, FACILITIES AND RESOURCES

## Finance, Facilities & Resources

***We will advance a strategic allocation of school resources that will build sustainability and support learners to reach their highest potential.***

Supporting learners to reach their highest potential requires a solid operational foundation and infrastructure. The fourth pillar focusing on Finance, Facilities, and Resources emphasizes the implementation and ongoing development of the core systems, programs, and personnel that support the day-to-day stakeholder experience and long-term sustainability of the school.

School leaders worked strategically to ensure adequate resources were allocated to the initiatives and projects that would provide the most benefit across the school. The updates to the Admin lobby provide a refreshing welcome area for all new and existing parents /students. We were excited to once again host the MESAC Track and Field competitions, welcoming students from across the region, where ASD students broke many personal best and school records.. Student performances were elevated due to the enhancement of the new sound and microphones system in the theater.. We watched student collaboration flourish with the new furniture systems in the HS Social Studies wing. All the while, behind the scenes important work on infrastructure including lighting, flooring and air conditioning system improvements continued. We look forward to welcoming you back next year where you will experience significant changes in the outdoor pool and a new Lower Elementary playground that will enhance student learning and well being. While significant maintenance took place at our pools this school year, the HighSchool boys and girls locker rooms will be refurbished in support of our PE, Aquatics and other athletic programs.

Without a tuition increase in six years, and as one of the few not-for-profit schools in Doha, ASD continues to effectively and efficiently manage its budgets and ensure the quality of the student experience and programs; surplus funds are continuously reinvested into the school programming and facilities. Due to the great partnership and collaboration with the MOEHE, U.S. Embassy, and ASD Board of Directors, ASD received approval for a 6% tuition increase for the 2024-2025 school year.

This year the process for developing a 5-Year Master plan was kicked off to keep ASD's campus looking vibrant and fresh. This journey started by hiring Educational Design International (EDI) to support ASD throughout this process. EDI visited campus to gather input from all stakeholders using these visions as the foundation and guiding principles for the Master Plan. As we head into the next school year, ASD will continue to gather information from stakeholders on key areas of the Final Master Plan and begin turning these visions into reality ensuring that ASD remains the premier educational leader in Doha.



While we try to support our families, we also see the need to ensure that ASD is a fair and competitive employer where we can attract and retain the highest quality teachers and staff. This school year we have continued our strategic focus to recruit, develop and retain highly qualified, experienced and talented members of faculty/leadership whilst evolving school culture from a diversity, equity, inclusion and social justice (DEIJ) perspective. Our recruitment activities saw the hire of 30 new members of faculty. Additionally, we are excited to welcome 4 new members of leadership including a new Director of Athletics, Director of Admissions, Director of IT, and HS Assist. Principal in August. While it is always hard to say goodbye, we wish those departing ASD success in their new ventures.

# PILLAR 5

ETHICAL PRACTICE

## Ethical Practice

*We will build and refine policies, procedures and practices that promote belonging for all learners by engaging voices and honoring dignity.*

DEIJ work within this pillar included significant analysis of data gathered in 2022-2023 from Discovery Circles and a broad and inclusive community survey. Analysis of these data sets done by both the ASD Leadership Team and ASD's DEIJ Committee (20+ members of ASD faculty and staff) yielded important overarching areas of celebration and emphasis for continued work across three broad areas:

### Curriculum and Instruction

Celebrations within this category include strong consensus that academic units of study should have attention and responsiveness to diversity and multiculturalism. Additionally, 90+% of students reported that they have a trusted adult to whom they might confide if they have a problem or concern, and 80+% of Middle School students offered high marks to ASD regarding feeling a part of a caring community.

Challenges include that a majority of Middle School students have experienced some form of teasing, and only 59% of Middle School students reported they could be their 'true' selves. In contrast to the quite high percentage of students who feel they have at least one trusted adult at our school, half (52%) of High School respondents agreed or strongly agreed that their teachers were interested in them as people (their culture, language, ethnicity, etc.).

### Human Resources

Celebrations include that ASD faculty and staff (88%) believe teachers and leaders should represent a wide range of diversity and multiculturalism. 84% of leaders ask current and prospective teachers how they are responsive to student diversity and multiculturalism. 100% of surveyed staff referenced they have a trusted colleague with whom they can confide should they have problems or concerns.

Challenges include significant belief from faculty, leadership, and Board that ASD currently does not yet represent an acceptable level of diversity and multiculturalism throughout our employee groups.



## Community

Celebrations include 85+% of all survey participants feel proud to be part of our ASD community and believe that caring is a hallmark quality of the ASD experience.



Challenges include that a majority (63%) of surveyed adults believe there are not enough intentional opportunities to learn about and appreciate the adult identities, cultures and languages present within our school. Discovery Circle data expressed a similar desire for enhanced opportunity to learn about existing identities (adult and student) to better understand one another.

## Accomplishments/Major Initiatives

The data analysis shared above translated into actions on three fronts this year. First, parent outreach/sharing happened through two structured coffees in the autumn. Professional Learning for all staff was a second outcome, one in which ASD drafted help from a local expert (January PL Day) to focus on growing awareness of and strategies for confronting microaggressions. Last, leaders within our school also developed two important tools (Culturally Responsive Teaching checklist and DEI Curriculum Audit) for faculty to use while revising and improving instructional units based in great measure on the data we received from our community.

Forging new strategic directions from the work done this year will continue to inspire and challenge our community to become more aware and adept at promoting an ever deeper sense of belonging for all of our Learners, and for our larger community.

# YEAR IN REVIEW



School Year 2023-2024

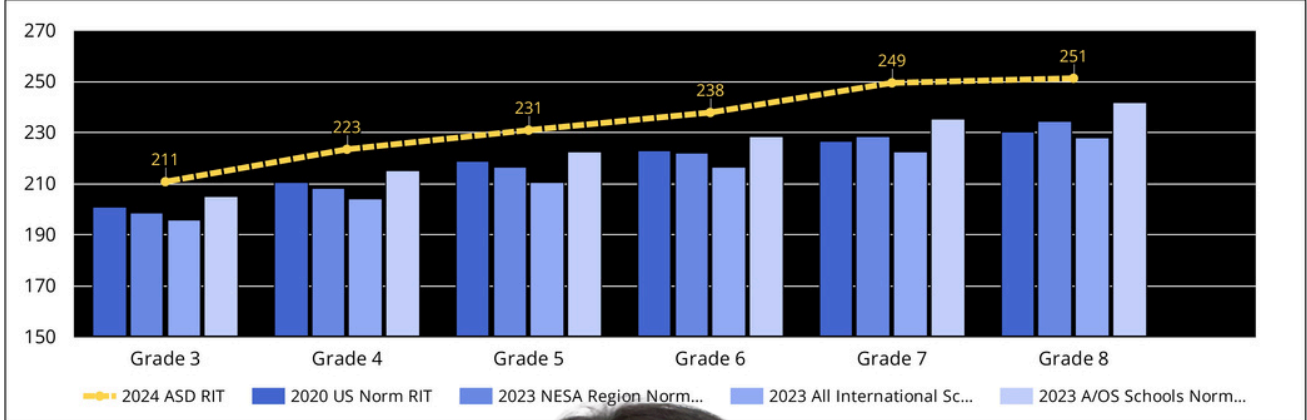
## Measure of Academic Progress (MAP) Test

### MAP Math RIT Scores

Grade	2024 ASD RIT	2020 US Norm RIT	2023 NESAs Region Norm RIT	2023 All International Schools Norm RIT	2023 A/OS Schools Norms RIT
Grade 3	211	201	199	196	205
Grade 4	223	211	208	204	215
Grade 5	231	219	216	211	223
Grade 6	238	223	222	217	229
Grade 7	249	227	228	223	235
Grade 8	251	230	234	228	242

This graph compares the Math Spring MAP RIT scores for Grade 3-8 against 2020 US current standard norms, 2023 NESAs region schools, International schools and American overseas schools average Spring RIT scores. An average sixth grade ASD student performs at roughly the same level or higher as an average Grade 8 US and International student.

### MAP Math Comparison Spring 2024



# YEAR IN REVIEW

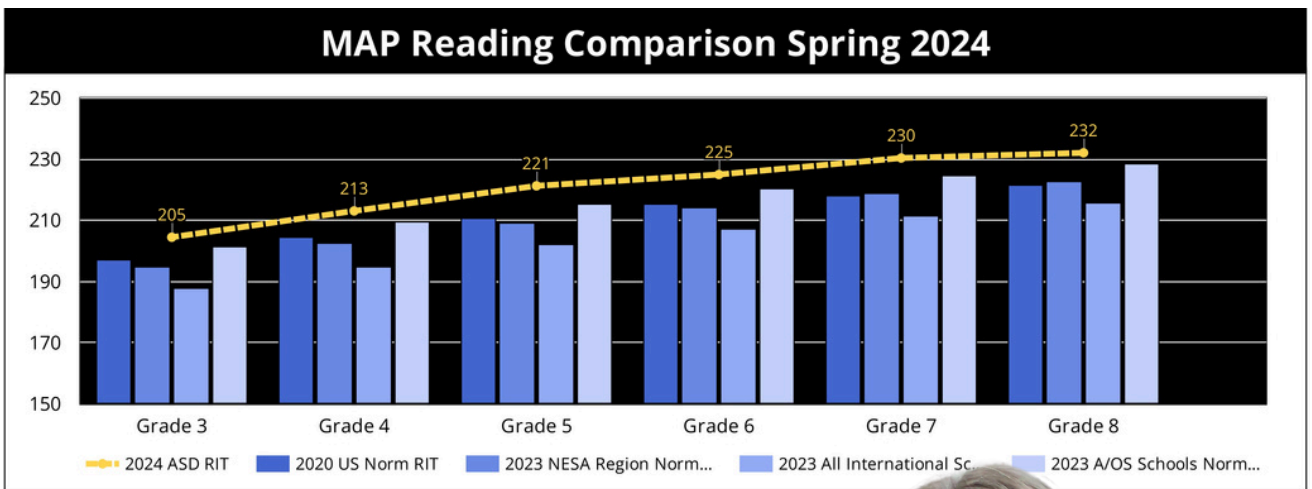


School Year 2023-2024

## Measure of Academic Progress (MAP) Test

MAP Reading RIT Scores					
Grade	2024 ASD RIT	2020 US Norm RIT	2023 NESAs Region Norm RIT	2023 All International Schools Norm RIT	2023 A/OS Schools Norms RIT
Grade 3	205	197	195	188	202
Grade 4	213	205	203	195	210
Grade 5	221	211	209	202	215
Grade 6	225	215	215	207	220
Grade 7	230	218	219	212	225
Grade 8	232	222	223	216	229

This graph compares the Reading Spring MAP RIT scores for Grades 3-8 against 2020 US current standard norms, 2023 NESAs region schools, International schools and American overseas schools average Spring RIT scores. An average sixth grade ASD student performs at a roughly the same level or higher as an average Grade 8 US student and Grade 8 international student.



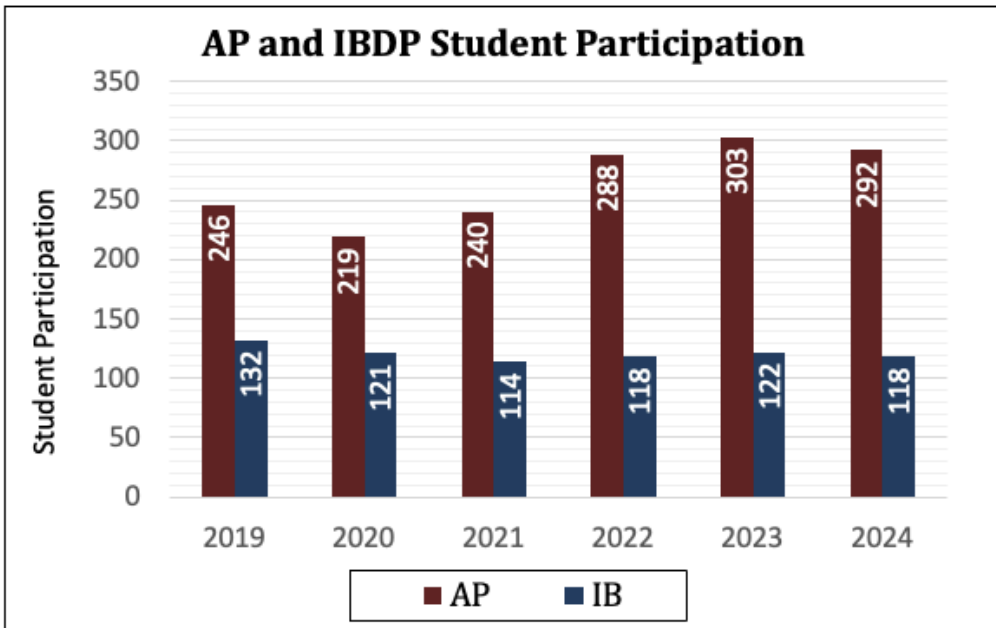
# YEAR IN REVIEW



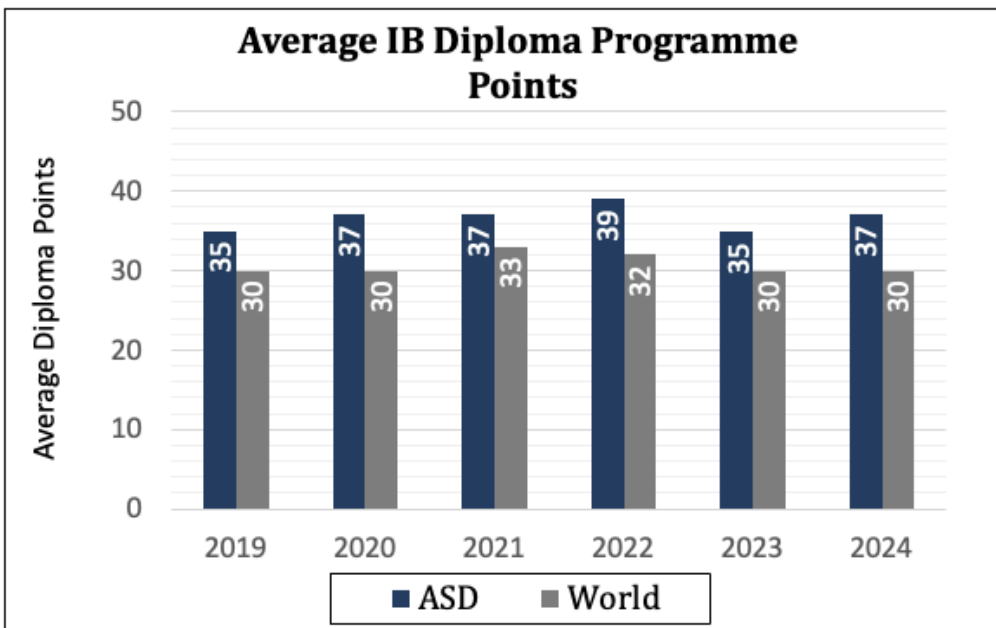
School Year 2023-2024

## Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)

The following graphs highlight a six-year view of ASD learners enrolled in AP and IBDP subjects as well as a six-year view of the total IB Diploma score earned by ASD students as compared to the global average.



	2019	2020	2021	2022	2023	2024
AP	246	219	240	288	303	292
IB	132	121	114	118	122	118



# YEAR IN REVIEW



School Year 2023-2024

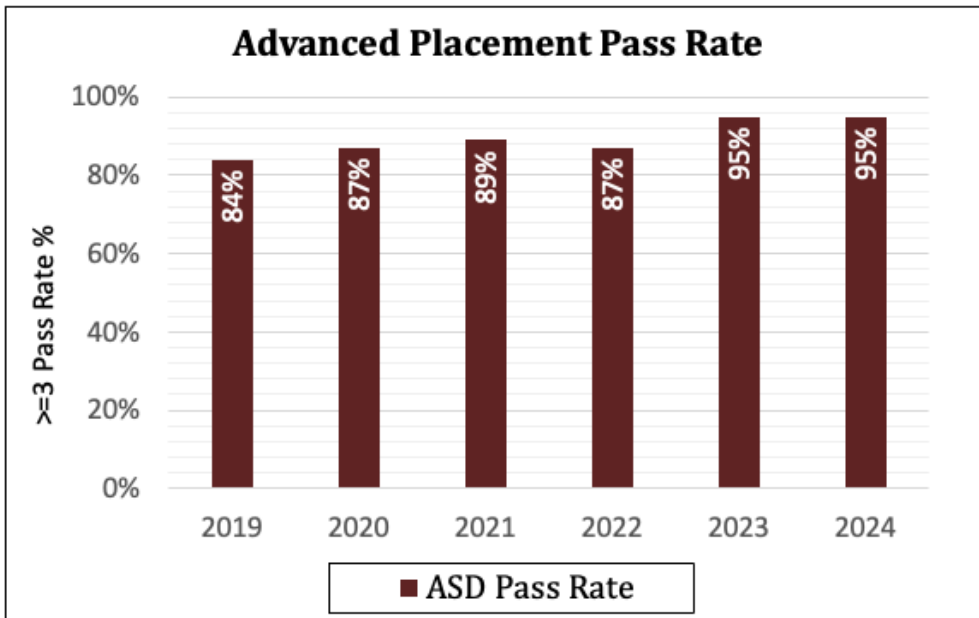
## Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)

For the fourth consecutive year, our students were able to achieve a phenomenal 100% pass rate. Our average diploma score of 37 points outstripped the world average which was 30 points.

Average IB Diploma Programme Points						
	2019	2020	2021	2022	2023	2024
<b>ASD</b>	35	37	37	39	35	37
<b>World</b>	30	30	33	32	30	30

The graph below presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination. The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score.

For the second consecutive year, ASD’s AP students achieved record highs with 95% of our students achieving a score of 3 or higher, and 73% achieving a score of 4 or 5.



AP $\geq$ 3-Pass Rate	
Year	ASD Pass Rate
2019	84%
2020	87%
2021	89%
2022	87%
2023	95%
2024	95%



# YEAR IN REVIEW



School Year 2023-2024

## Class of 2024 University Acceptances

Acadia University	Grinnell College
Agnes Scott College	Guilford College
American University	Gustavus Adolphus College
American University of Beirut	Huron University College At Western
American University of Sharjah	le University
Amsterdam University of Applied Sciences	le University - Madrid Campus
Arizona State University Campus Immersion	Imperial College London
Bangor University	Indiana University-Bloomington
Bard College	Jacksonville University
Baylor University	James Madison University
Bloomsburg University of Pennsylvania	Jefferson (philadelphia University + Thomas Jefferson
Boise State University	University)
Boston University	Karel de Grote Univerity College, Antwerp
Bridgewater College	King University
Brigham Young University	King's College London, University of London
Brigham Young University-Idaho	Knox College
Bristol, University of the West of England	La Trobe University
Brown University	Lewis & Clark College
California State University-Chico	Lewis University
California State University-Los Angeles	London School of Economics and Political Science,
California State University-Monterey Bay	University of London
California State University-Northridge	Loyola University Chicago
California State University-Sacramento	Loyola University New Orleans
California State University-San Marcos	Maastricht University
California State University-Stanislaus	Mcgill University
Cardiff University	Mcmaster University
Carleton College	Michigan State University
Carleton University	Middle Tennessee State University
Carnegie Mellon University Qatar	Morgan State University
Case Western Reserve University	Mount Holyoke College
Ceu San Pablo University	New York Institute of Technology
Chapman University	New York University
City, University of London	Newcastle University
Clark University	Northeastern University
Colorado State University-Fort Collins	Northwest Florida State College
Concordia University	Northwestern Qatar
Cornell University	Northwestern University
Cuny Brooklyn College	Ohio State University-Main Campus
Cuny City College	Oklahoma State University-Main Campus
Cuny Lehman College	Ontario Tech University
Dalhousie University	Oregon State University
Depaul University	Pace University
Dublin City University	Pennsylvania State University-Main Campus
East Carolina University	Portland State University
Embry-Riddle Aeronautical University-Daytona Beach	Pratt Institute-Main
Florence Institute of Design International (fidi)	Purdue University-Main Campus
Florida Polytechnic University	Queen's University
Florida State University - Panama City	Rice University
Fontys University of Applied Sciences	Ringling College of Art and Design
Fordham University	Roger Williams University
George Mason University	Roosevelt University
George Washington University	Rutgers University-New Brunswick
Georgetown University	Saint Louis University - Madrid
Georgetown University Qatar	Saint Mary's University
Georgia Institute of Technology-Main Campus	San Diego State University
Georgia State University	San Francisco State University
Goldsmiths, University of London	Sarah Lawrence College
Grant Macewan University	Seattle University

# YEAR IN REVIEW



## School Year 2023-2024

### Class of 2024 University Acceptances

Sonoma State University	University of Illinois Chicago
Southern Oregon University	University of Illinois Urbana-Champaign
St Olaf College	University of Lethbridge
St. Francis Xavier University	University of Lincoln
Stony Brook University	University of Liverpool
Suffolk University	University of Maine
Syracuse University	University of Manchester
Temple University	University of Maryland-College Park
Texas A & M University-College Station	University of Massachusetts-Amherst
Texas State University	University of Massachusetts-Boston
Texas Tech University	University of Miami
The American University of Paris	University of Michigan-Ann Arbor
The New School	University of New Brunswick
The University of British Columbia	University of North Carolina At Chapel Hill
The University of British Columbia - Okanagan	University of North Carolina At Greensboro
The University of Edinburgh	University of Notre Dame
The University of Tennessee-Knoxville	University of Oklahoma-Norman Campus
The University of Texas At Arlington	University of Ottawa
The University of Texas At Austin	University of Pennsylvania
The University of Texas At Dallas	University of Pittsburgh-Pittsburgh Campus
The University of Texas At San Antonio	University of Prince Edward Island
Thomas Jefferson University	University of Rhode Island
Toronto Metropolitan University	University of Richmond
Trinity College Dublin	University of Sheffield
Uc Leuven-Limburg	University of Southampton
Ucl (university College London)	University of St Andrews
Universidad Carlos III de Madrid	University of Toledo
Universidad de Navarra	University of Toronto
Universidad Francisco de Vitoria - Ufv Madrid	University of Utah
Universita Bocconi	University of Vermont
University At Buffalo	University of Victoria
University of Alberta	University of Virginia-Main Campus
University of Arizona	University of Washington-Seattle Campus
University of Bristol	University of Waterloo
University of Calgary	University of Windsor
University of California-Davis	University of Wisconsin-Madison
University of California-Irvine	University of York
University of California-Riverside	Utah State University
University of California-San Diego	Virginia Polytechnic Institute and State University
University of California-Santa Barbara	Virginia Commonwealth University Qatar
University of California-Santa Cruz	Weill Cornell Medical College Qatar
University of Charleston	Wentworth Institute of Technology
University of Chicago	West Virginia Wesleyan College
University of Cincinnati-Main Campus	Western University
University of Colorado Boulder	William & Mary
University of Colorado Denver	Worcester Polytechnic Institute
University of Connecticut	York St John University
University of Dayton	York University
University of Denver	
University of Dundee	
University of East Anglia Uea	
University of Exeter	
University of Florida	
University of Glasgow	
University of Greenwich	
University of Groningen	
University of Guelph	
University of Houston	

# YEAR IN REVIEW



School Year 2023-2024

Thank you to our major donors and ASD Community Groups whose contributions benefit various schoolwide programs to stay ahead of standard curriculum and allow ASD students to gain an advantage in learning through advanced technology.

## SPONSORS



مجموعة الفردان  
Alfardan Group



**ExxonMobil**

## COMMUNITY GROUPS



**Black  
Family  
Heritage  
Association**



Junior Senior  
**COMMITTEE**



# YEAR IN REVIEW

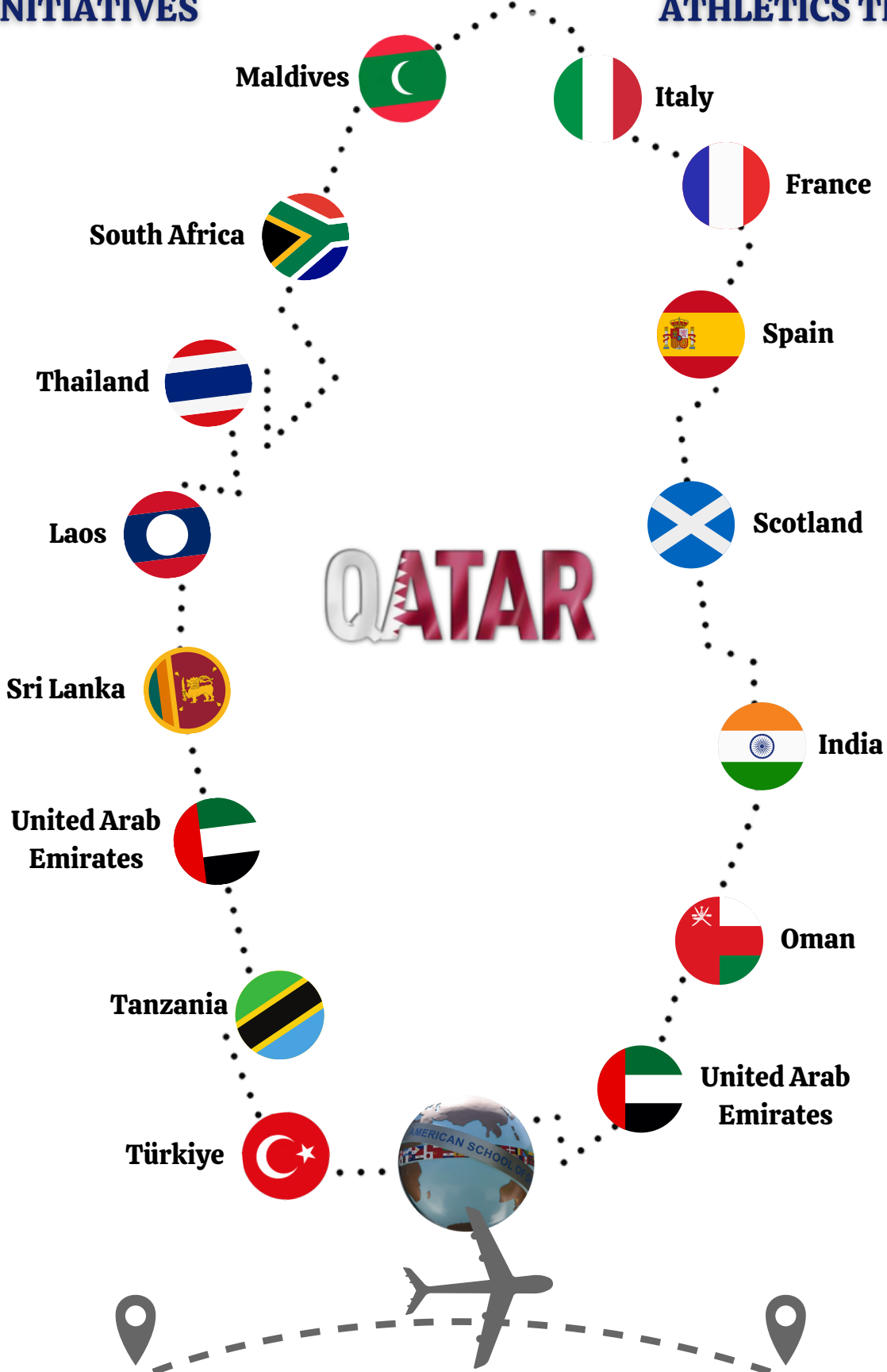


School Year 2023-2024

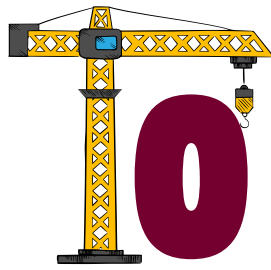
## Trips Around the World

### SERVICE INITIATIVES

### EDUCATIONAL & ATHLETICS TRIPS



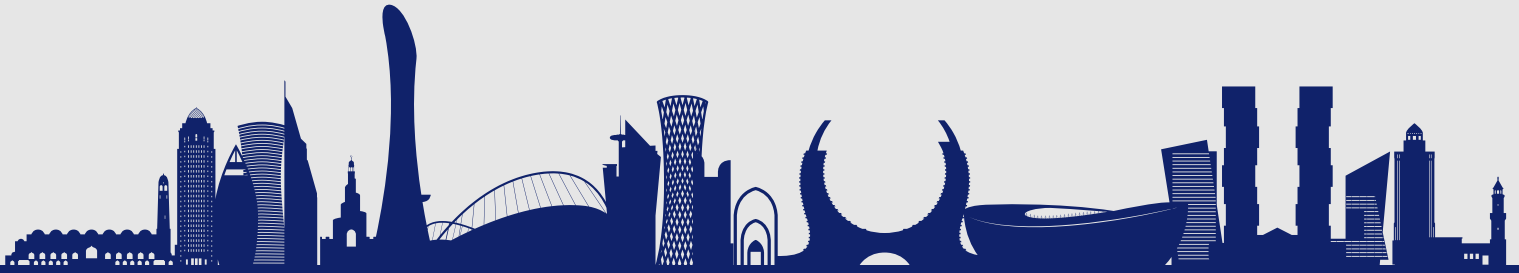
# SOON TO RISE



LOWER ELEMENTARY PLAYGROUND  
generously supported by Chevron Phillips







## CONNECT WITH US

[asd.sch.qa](http://asd.sch.qa)

+974 4459 1511

[#ASDoha](https://twitter.com/ASDoha)

