

# STRATEGICALLY SPEAKING

## ANNUAL REPORT OCTOBER 2020



HONESTY • RESPECT • RESPONSIBILITY • COMPASSION



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## IDENTITY STATEMENT

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

## MISSION

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

## VISION

ASD is a future-focused community where learning is...  
collaborative  
fun and engaging  
extended beyond walls  
creative to foster innovation  
sustained by responsible practices  
data-informed and evidence-based  
authentic, solving real-world problems  
encouraged in a technology-enhanced environment  
ASD is...where students are encouraged to extend their own learning

## OUR VALUES

HONESTY • RESPECT • RESPONSIBILITY • COMPASSION

# A MESSAGE FROM PHILLIP NELSON, CHARGÉ D'AFFAIRES - U.S. EMBASSY, DOHA



The 2019-2020 school year was like no other in our lifetime. With schools suddenly shuttered around the world, directors, administrators, faculty, and staff scrambled to implement remote learning. ASD was ready and it succeeded in delivering what it has consistently done throughout its 31 years of existence: quality education. ASD has demonstrated great fortitude and resilience during these unprecedented times under the COVID-19 pandemic. Thanks to the preparedness and forward thinking of your leadership, you have traversed these challenges and delved into the realm of virtual learning with great success.

To the graduating seniors and their families, this year certainly did not end as anticipated. There were canceled school trips, canceled year-end traditions and celebrations. Yet despite the unknowns and in spite of these disruptions, students weathered the storm with admirable resilience. Congratulations to all who put such hard work into the fabulous virtual graduation, but particularly to the graduating class of 2020 for your exemplary commitment, focus, and drive in finishing the year strong! It will serve you well as you move into the next stage of your lives.

For your untiring work to provide guidance in these turbulent times, but also for your untiring commitment year-around to serve the ASD community, I would like to thank the Board of Directors and its Chairman, Tom McHale. Your work on a multitude of pressing short-term challenges has not swayed you from the longer-term goal of ensuring that ASD remains a pillar of Qatar's educational system. Rest assured that the Board is intensively addressing the challenges and uncertainties of COVID-19, and looks forward to restarting on-campus learning in August.

I would like to particularly recognize Dr. Tom Hawkins who is departing ASD after having served as Director since 2015. Tom has provided outstanding leadership in

a period of modernization and growth for the school. His leadership has constantly been on display in both big and little ways. Most notably, Tom's vision and persistence drove the large-scale Campus Improvement Project, which greatly enhanced the school's facilities. Tom's resolve and guidance has been key, as we collectively work through the new normal of COVID-19. Tom, the entire ASD community will miss you and we wish you and Marcia the best in your future endeavors! I would also like to thank ASD senior leadership, faculty, and staff for your untiring commitment to ASD students.

ASD looks forward to the arrival of our new director, Stephen Razidlo, and his wife, Dawn, in August. Stephen has over 30 years of experience as an educator in pre-K to grade 12 environments both internationally and in the United States. He has been the Director of the American International School of Vienna in Austria since 2014.

I would like to thank ASD's corporate sponsors Exxon Mobil, Chevron Phillips, and ConocoPhillips, as well as families and friends of ASD who have contributed to the ASD Annual Fund.

Since ASD's inauguration in 1988, the U.S. Embassy has been an integral part of the school. We will continue to support ASD's evolution and growth. The safety and security of our children and staff at ASD is our first priority, and the U.S. Embassy financially supports campus security enhancements and secures local police support for events, as we do in many other countries.

I am honored to continue serving as the Ambassador's Representative on the Board of Directors. The U.S. Government is also represented at ASD by Air Force Brigadier General Dan Tully who has served on the Board of Trustees since September 2019. The U.S. Department of Defense enrolls children from U.S. military families based in Qatar for longer deployments.

In June 2017 Qatar received a shock when neighboring countries suddenly imposed a diplomatic, commercial, and travel embargo. The ensuing situation created many uncertainties, including for ASD. Nevertheless, Qatar and ASD quickly overcame these challenges and came through the crisis stronger. With this proven resilience, I have full confidence that the ASD community will emerge from the COVID-19 challenges as strong as ever with a bright future.

Thank you for being part of our ASD community.

Regards,

Phillip Nelson

Chargé d'Affaires, U.S. Embassy, Doha

# A MESSAGE FROM OUR BOARD OF DIRECTORS CHAIR TOM MC HALE



At the end of a uniquely challenging academic year, it is my pleasure to welcome you to the 2020 Strategically Speaking report on behalf of the ASD Board of Directors.

Our 2019-2020 school year began on a very positive note, as ASD celebrated impressive AP and IB results. Our 2019 AP students achieved an average score of 3.64, compared with the average score in the USA of 2.89 while our IB students achieved a 98% pass rate, earning an average of 35 points compared to the European average of 30 points.

In March 2020, ASD was able to quickly roll out a safe and robust distance learning environment for students and teachers with our online teaching facility, Teneen Virtual School (TVS). In the face of the unprecedented COVID-19 challenges, ASD was able to adapt and refine existing systems and protocols to ensure the uninterrupted education of our students to the highest possible standard, and to minimize the physical impact of the school closure.

Classes continued for all grades across elementary, middle, and high school, until the final day of school on May 21st. I am very proud of the exceptional efforts of ASD and our students to create quality innovative virtual celebrations that maintained our special year-end traditions, despite the pandemic restrictions.

This has been a period of learning for everyone, and as we look forward to our 2020-2021 academic year, I am pleased to report that our technology department has enhanced ASD's ability to continue with TVS if required; although our goal is to return to on-campus learning as soon as possible. In addition, the board, along with ASD senior administration, have used the experience gained during this unprecedented period to enhance our Business Continuity Plans by incorporating cutting-edge systems and innovative operating protocols.

ASD's priorities for the next academic year are to continue to provide the highest standard of education in a safe and learning-focused environment and to build on our reputation as a leading AP/IB diploma curriculum-based education provider in Qatar. In addition, ASD will complete the second stage of our current NEASC re-accreditation cycle. This world class accreditation system, which covers over 1,500 independent US and international schools, formally audits, and confirms that ASD has structures, policies, and systems in place to support high quality, effective learning community.

With the coming school year, we will also welcome our new American School of Doha Director. On behalf of the board, I would like to welcome Steve Razidlo as the incoming ASD Director. He brings a wealth of experience leading international schools and a strong track record of commitment to the American curriculum. Steve will be a tremendous asset to our ASD Community, and we look forward to working alongside him.



The Directors would like to recognize the dedication of Dr. Tom Hawkins who has served with distinction as ASD Director for the past five years. His leadership and vision have enhanced ASD's reputation as a leading educational institution in Qatar and his legacy will live on in the strength of our faculty, the quality of our education, and the very fabric of our exceptional campus. The Board of Directors thank him for his dedication and wish him and his family, every success in his next role.

I am also pleased to report that the school continues to be in a strong financial position with a resilient structure in place to sustain the vision, mission, and facilities of ASD and to provide real value for the investment made by our parents in their children's education.

As always, the Board of Directors greatly appreciates and values the continued support ASD receives from the State of Qatar and the Embassy of the United States. As a strictly non-profit making organization, we would also like to express our gratitude to our generous sponsors in supporting the school and in enabling enrichment programs for our students. And finally, the board would like to extend its appreciation to the many volunteer parent organizations (PTA, Booster Club, Junior Senior Committee, CAST, and AMA,) whose commitment and dedication to our students is truly outstanding. They each play a critical role in maintaining the cohesion of our diverse ASD community which is anchored in our core values.

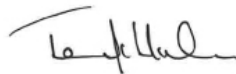
As we look forward the 2020-2021 school year, the Board of Directors remains committed to its role in maintaining clear and relevant ASD policies, appraising the school's performance, managing the annual budget, and ensuring the school meets its goals and objectives. We are confident that our new director, Steve Razidlo will lead the school with clarity and purpose, building on its strong academic record and

ensuring the social development of students in our world-class campus.

Each and every member of the ASD Board of Directors remain committed to supporting ASD as it continues to develop and enhance the learning experience and personal development of our students.

Please keep yourselves and your families safe and healthy

Regards,



Tom Mc Hale  
Chair  
ASD Board of Directors

## 2019-2020 Board of Directors

Tom Mc Hale (Chair)  
Dr. Shaikha Al-Jabir (Vice Chair)  
Bader Al-Mana  
Khalifa Al-Rayes  
David Albanese  
Dominic Genetti  
Nasser Marafih  
Janet Mundy  
Philip Nelson  
Hope Rodefer  
Tarek Saad

# A MESSAGE FROM OUR DIRECTOR

## THOMAS L. HAWKINS, ED.D.

Welcome to the 2020 version of Strategically Speaking, ASD's annual report card to the community. We are so proud to share with you the learning and accomplishments of our whole school community in this document.

This year, ASD has focused on its Legacy of Academic Excellence. Following the best year-end external examinations results in the 30 year history of the school, as outlined by the Board Chair in his Strategically Speaking article, ASD faculty, staff and leadership wanted to make sure and build on this momentum. To this end, school leadership and the Board set goals to ensure student growth as well as achievement, initiate a program called Professional Capital@ASD to enhance the expertise of all staff, and to successfully complete a self-study for re-accreditation with New England Association of Schools and Colleges (NEASC). These goals were mostly realized as the school continued on an excellent course with a new Director of Teaching & Learning, Dr. Heather Vlach, until March.

Early in 2020, the COVID-19 coronavirus emerged and the ensuing pandemic impacted all walks of life around the world for the final months of the year.



Doha schools were suspended from March 9th by decree of the Emir, and ASD was ready to pivot to virtual learning. ASD's preparation of the Teneen (Arabic for Dragon) platform provided the foundation for what has become known as Teneen Virtual School (TVS)@ASD. This platform, developed and promoted by our IT Director Jeff Kersting and the leadership and IT departments over the past years, provided a



single, simple, consistent platform for all students, staff and parents to access. Teneen provides access to communication, grades, academic calendars, class pages and links to enhance learning. Teachers and students had to learn how to work in relative isolation, communicate virtually, utilize new and different technology, and stay connected without the normal daily interaction at school. As expected, the ASD community of faculty, staff, students and parents rose to the challenge to make TVS@ASD the premier virtual school in Doha.

Despite the challenges and opportunities brought by



the global pandemic this year, across the school, the strategies developed and implemented from 2015 have come to fruition and laid the groundwork for the next era at ASD. In the subsequent pages, you will see how our commitment to global citizenship, intellectual and personal development of our students, community engagement, and a robust infrastructure to support our mission has provided the bedrock for success at ASD this year in particular.

The 2019-2020 school year is my last at ASD. My wife, Marcia Carlson, and I are proud parents now of 3 Dragon graduates: Joe (class of 2015), Sam (class of 2018), and Gabrielle (class of 2020). At this stage in our lives, Marcia and I will transition to a new chapter in Riga, Latvia where Marcia will teach high school English at International School of Latvia. I take up the role of Vice President for School Start-Ups and School Management for International School Services, a non-profit company supporting international schools for more than 60 year.

Our time here at ASD has been fantastic, and I leave the school in the highly capable hands of the incoming Director, Mr. Steve Razidlo. Steve and his wife, Dawn, will be joining you all from the American International School of Vienna and are most excited to be joining the ASD community.

Thank you for your support of me and my family and the school over the past five years. I hope you enjoy this edition of Strategically Speaking and I wish you well as you continue to build your legacy at ASD.

Sincerely,



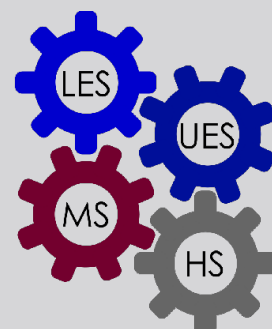
Tom Hawkins  
Director of the American School of Doha

## THE FIVE STRATEGIES

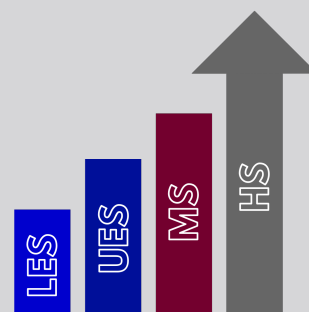
STRATEGY ONE:  
Positive, Active Global  
Citizens



STRATEGY TWO:  
Intellectual  
Development



STRATEGY THREE:  
Personal  
Development



STRATEGY FOUR:  
Community  
Engagement



STRATEGY FIVE:  
Supporting  
Infrastructure





# STRATEGY ONE

## POSITIVE, ACTIVE GLOBAL CITIZENS

We challenge our students to become positive, active global citizens who, inspired by their understanding of global issues, become agents of positive change to improve our world.

### Supporting Learning Service for All Students

Last year ASD initiated an all-school approach to learning service by forming the Global Citizenship Committee with representation across the divisions. This year, under the leadership of Global Citizenship Coordinator Mary May, the school made significant strides to ensure that all students learn what it means to be a positive, active global citizen. Using the guiding framework of the United Nations' Sustainable Development Goals, the Global Citizenship Committee developed a process to guide service learning projects across the school. This process makes sure students and their teacher advisors carefully consider the issue their project is trying to address, how their project aligns with the UN Sustainable Development Goals, and what course of action would be best to have a positive impact. In this way, all students, whether they are in elementary or high school, follow the same general learning progression to build a deep understanding of the global challenges that face our world and how acts of service can make a positive difference.



The EFFECT club is for students who have a desire to learn about and become advocates for environmental global goals including: #3 (Good Health and Well Being), #6 (Clean Water and Sanitation), #7 (Affordable and Clean Energy), #11 (Sustainable Cities and Communities), #12 (Responsible Consumption and Production), #13 (Climate Change), #14 (Life Below Water), and #15 (Life on Land). The IMPACT club is for students who have a desire to learn about and become advocates social issue global goals including: #1 (No Poverty) #2 (Zero Hunger), #4 (Quality Education), #5 (Gender Equality), #8 (Decent Work and Economic Growth), #10 (Reduced Inequalities), #16 (Peace, Justice, and Strong Institutions), and #17 (Partnerships for the Goals). To support teacher's professional development about how to guide learning service ASD also hosted a Global Gathering conference in December, which brought educators and experts from the local and international community together. Many teachers took advantage of this opportunity right on our own campus to learn more about the future of learning, strategies to guide learning with purpose, and also risk-management on service trips.



To help empower students to put their ideas into action, ASD has formed two learning service clubs dedicated to different aspects of the UN Sustainable Development Goals: The EFFECT club and the IMPACT club.

In an effort to guide and promote learning service at ASD, the Global Citizenship Committee launched an online portal that provides student and teacher

leaders with tools and resources to help plan a successful project. The portal also streamlines the approval and funding process for service projects, in an effort to better organize and manage the many service opportunities across our large campus. Despite our time on campus being cut short this year, 32 service projects were successfully planned and prepared using the online portal, addressing a wide variety of Sustainable Development Goals including Quality Education, Good Health and Wellbeing, and Life on Land. Next year we look forward to being able to further develop this process so that even more service projects can be planned, supported, and successfully completed.



Another significant step to support learning service was the reformation of the Global Citizenship Fund to financially support school service projects. Funding has been one of the major hurdles to service projects in the past, necessitating frequent fundraising activities like bake sales, which detracts from students' ability to participate in more direct forms of service. To address this challenge a grant process was incorporated into the new Learning Service Portal that allows students and teachers to apply for grant funding to help support their service project. A sub-committee of the Global Citizenship Committee reviews each of these requests and awards funding to projects that are well-aligned with the UN Sustainable Developmental Goals, and propose a feasible solution. Over the course of this school year the Global Citizenship Committee approved funding for seven different service projects across the school, including a 3rd grade classroom garden, a middle school service trip to PAWS Rescue Qatar, and a high school service project to provide books for students to read on school bus rides.

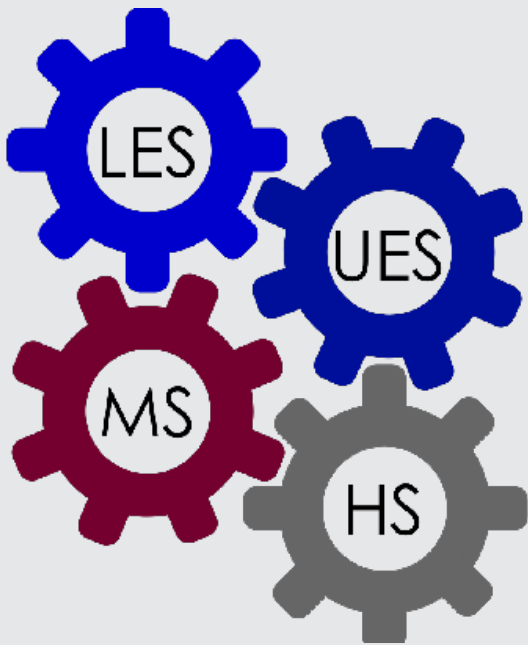
## Sustaining our School's Commitment to Sustainability

Building on last year's success of winning the Green Flag Award, the ASD Sustainability Committee continued pushing forward on its goals to increase awareness and improve our sustainable practices at school. Based on feedback from the Green Flag evaluation, we knew we had to do a better job at making students the driving force behind our efforts to become more sustainable. As a result, the year began with our students presenting, facilitating workshops and sharing best practices at Qatar's first Eco-Schools Conference. Thanks to the high school EFFECT Club, accomplishments were made to teach students more about the process of composting and expand our existing composting programs in the middle, and high school. These efforts have been so successful that we needed to purchase additional composters, and also began selling our very own "Dragon Dirt" made entirely of school compost! Even under quarantine, our students were still actively sharing what they have learned, by participating in an Eco-schools webinar about being sustainable at home.

To ensure our continued progress with sustainability we have now turned our attention to drafting school policies and guidelines for sustainability at ASD. Formalizing these practices will not only demonstrate the school's commitment to continuous improvement, but it will also help guide how we can continue to make more sustainable choices in the areas of purchasing, food services, facilities, landscaping, and infrastructure. Under the leadership of Sustainability Coordinator Marcia Jones, the Sustainability Committee looks forward to continuing to collaborate with our Director of Finance and Operations, our school service providers, and our parent groups to define these next steps forward.

## Exploring Issues of Equity and Diversity

An emerging area of interest for Strategy 1 is our goal to build a school community that understands and embraces our diversity and the unique contributions of each individual. ASD has always been fortunate to have a diverse community, and we celebrate the value of that diversity often with events like International Week, but in the past we have not had an all-school strategy and team dedicated to these issues. That changed this spring, when ASD formed its first Equity and Diversity Team who will develop a strategy and vision as well as recommend priorities and guidance with respect to equity and diversity at our school. We look forward to what this team will be able to accomplish at ASD in the coming year.



# STRATEGY TWO

## INTELLECTUAL DEVELOPMENT

We enhance the academic and intellectual development of our students and adults through challenging curricula, innovative approaches to deep learning, and creating optimal learning environments for student growth.

### Curriculum

The academic and intellectual development at ASD is facilitated by high-quality educators recruited and hired from around the world. The teachers and instructional leaders work collectively to ensure the development and delivery of a robust Pre-K to Grade 12 standards-based curriculum using American educational standards. The ASD curriculum program includes the International Baccalaureate (IB) Diploma Program as well as Advanced Placement (AP) courses in the High School (HS). Advisory and counseling programs are also implemented school-wide to cultivate developing the whole child.

School-wide standards are employed to anchor the instructional units of study from Pre-Kindergarten through Grade 12. The standards ASD employs are from the following organizations:

- American Education Reaches Out (AERO) English Language Art
- Common Core (CC) Math
- Next Generation Science Standards (NGSS)
- American Education Reaches Out (AERO) Social Studies Standards and Framework inspired by College, Career, and Civic Life (C3 Framework)
- American Education Reaches Out (AERO) World Language Standards
- Qatar National Curriculum Standards for Modern Standard Arabic (MSA)
- Society of Health and Physical Educators (SHAPE)
- National Core Arts Standards (NCAS)
- International School Counseling Association (ISCA) Model with the American School Counselor Association (ASCA) standards
- International Society for Technology in Education (ISTE)

Curriculum development and alignment are continuously worked on to ensure high quality and robust curriculum that challenges and inspires ASD learners. This 2019-20 school year solidified the following areas that previously underwent review:

#### **World Language**

The ASD Elementary School (ES) implemented the new AERO World Language Standards during the 2019-20 school year to anchor their units of study. To further support this transition, the ES also refined its reporting system for World Language to better align with the AERO World Language Standards. The Middle School (MS) and High School (HS) continued to realign their World Language units of study and assessments for the updated AERO World Language Standards. These new standards and aligned units will be fully implemented school-wide in the 2020-21 school year.

#### **Modern Standard Arabic**

The Arabic Coordinator, Ms. Sawsan Calfat, worked with the Modern Standard Arabic teachers all school year to realign their units of study and assessments for the updated Qatar National Curriculum Standards to be fully implemented school-wide in the 2020-21 school year. Along with the change of standards for 2020-21, the Modern Standard Arabic educators will also become their own department, separating from the World Language department. The purpose of this change is to better support Modern Standard Arabic's unique curriculum and the program alignment across the school.

#### **Social Studies**

The College, Career, and Civic Life (C3) Framework was adopted by ASD in 2016. This framework helped to provide guidance for teaching the skills and disciplinary tools necessary to prepare learners for college, career

and civic life. Within the C3 Framework is a required set of standards to anchor social studies content learning. This year, the PK-12 Social Studies teachers and team leaders determined AERO Social Studies Standards best support the content standard need. In the summer of 2019, AERO Social Studies solidified a merge with the C3 Framework creating the AERO Social Studies Standards & Framework. This merger blended the AERO content standards with practice standards that directly align with the C3 Framework, interlocking and reinforcing all dimensions of informed inquiry in social studies. With the AERO Social Studies Standards & Framework in place starting Fall 2020, the PK-12 Social Studies teachers and team leaders also determined an updated, aligning reporting system to be fully employed in the 2020-21 school year.

## Professional Learning

As a community of learners, ASD continues to promote and support teacher professional growth and development. The professional learning opportunities extended to teachers are parallel with the ASD curriculum and instruction goals which are aligned to the school's Mission, Vision and Values. The professional learning opportunities encompass internal site-based learning hosted by ASD as well as external opportunities. This school year a wide range of professional learning was embraced by ASD educators and leaders across the school. Over 50 different professional learning opportunities were engaged in. These opportunities were attended within the school, country, region, beyond the region, and digitally online. All of these professional learning opportunities were run through a new system for approving ASD teacher and leader Professional Learning (PL) that was completed in January 2020. The new PL system, developed for ASD teachers and by ASD teachers, promotes increased equity and opportunity for our ASD learning community. This new system will continue to be utilized and refined as needed for the future.

## Accreditation

This school year ASD began the process of re-accreditation through the New England Association of Schools and Colleges (NEASC). The New England Association of Schools and Colleges (NEASC) is the highly reputable and longest-running accreditation agency in the United States. The newer accreditation process, called ACE, is a fundamentally different approach from accreditation of the past. The ACE acronym is representative of 3 domains of an interdependent and inter-related "Learning Ecosystem": Learning Architecture, Learning Culture and Learning Ecology. The ACE protocol aims to transform schools by reshaping accreditation toward instilling lasting systemic change that prioritizes teaching and learning. The ACE approach additionally promotes a growth model mindset with the recognition that transformation is a journey of intentional experiences that guide and support forward movement.

The ASD accreditation journey began with the application process followed by the initial candidacy phase. This phase included a combined Foundational Standards and Learning Principles review by NEASC Accreditation Visitors. At the end of September 2019, ASD hosted two NEASC Accreditation Visitors who examined the Foundation Standards which serve as the building blocks to support the ACE Learning Principles. The Visitors also observed learning in practice, sought to identify potential deficiencies, and began to assess ASD's capacity toward the enhancement of a true learning community. The Visitors followed up with a Visitor's Report to summarize findings as well as recommendations for forwarding movement. In late November 2019, ASD received confirmation of passing this initial aspect of candidacy and invitation to move toward the Internal Reflection phase of the accreditation process. The Internal Reflection phase emphasizes bringing the learning community (leaders, teachers, staff, parents, students) together to not only construct an updated definition for learning at ASD but to also gather data to develop a clear sense of reality about where ASD is at in its capacity, commitment, conceptual understanding and competence to engage with the ACE Learning Principles. ASD began this process by developing an ACE Design Team made up of just over 20 teachers and leaders; sending out an ACE aligned survey to the ASD Leadership Team, Faculty and Staff, Parents and Students and; beginning the steps toward generating a collective definition of learning for ASD and; generating a means for gathering further data for the Internal Reflection phase. While the ASD community was actively involved in moving forward with Accreditation, the COVID-19 global pandemic put a halt on the process. NEASC has supported ASD with an extension of the originally intended timeline. ASD will begin Fall 2020 continuing the Internal Reflection phase. ASD anticipates engaging with teachers, students and parents during the summer months to complete the work started with constructing an ASD definition of learning.

## Teneen Virtual School (TVS)

It is impossible to think about the 2019-20 school year without acknowledging the birth of Teneen Virtual School (TVS). As the Coronavirus became increasingly prevalent across the globe, Qatar, alongside many countries, were forced to discontinue on-site learning and shift to virtual learning. Prior to this, ASD leaders watched the global trends and began preparing their teachers as early as January 2020 for the potential of this. On the afternoon of March 11, 2020, it was announced that all schools in Doha would shift to virtual learning. Teneen Virtual School (TVS) was fully ready to launch with quality by March 13, 2020. ASD teachers and learners engaged in 10 full weeks of TVS, ending the academic school year two weeks earlier than calendared on May 21, 2020.

While not the intended model for the ASD approach to teaching and learning, TVS was a tremendous success through the collaborative efforts and support from the entire ASD community: leaders, teachers, students, and parents. High-quality learning anchored to the ASD Mission, Vision, Values and academic standards remained fully intact during this 10-week TVS experience. The teaching and learning approach for TVS was a blend of asynchronous and synchronous, varying by grade level and division. Teachers and students became well-versed and increasingly creative with delivering and assessing learning with a variety of technology tools and resources stemming from one common platform, Powerschool Learning, also known as Teneen. The experience with TVS challenged and further grew our entire ASD community. While TVS was an extraordinary accomplishment, our ASD community collectively looks forward to reuniting on campus again!

Qatar schools, as well as schools similar to ASD. This is a celebration and acknowledgment of ASD's high standard of education.

## Measures of Academic Progress (MAP)

### Testing

ASD has been using the Measures of Academic Progress (MAP) assessment from the Northwest Evaluation Association (NWEA) since 2006. All students in Grades 2 through 8 are tested on math and reading and Grades 3 through 8 are additionally tested in language usage. ASD uses MAP to analyze the growth of students annually. This data supports teachers and leaders to set curriculum goals and inform instructional practices. The MAP assessments are adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance.

## Worldwide Standardized Testing

In 2018, ASD students participated in the Program for International Student Assessment (PISA) test. The PISA is part of a worldwide study by the Organization for Economic Co-operation and Development (OECD). The OECD evaluates educational systems by measuring 15-year-old school learners' academic performance in mathematics, science, and reading. This Spring 2020, ASD received the results of the 2018 PISA test. The data highlights ASD as outperforming, in all tested areas, the OECD standard,

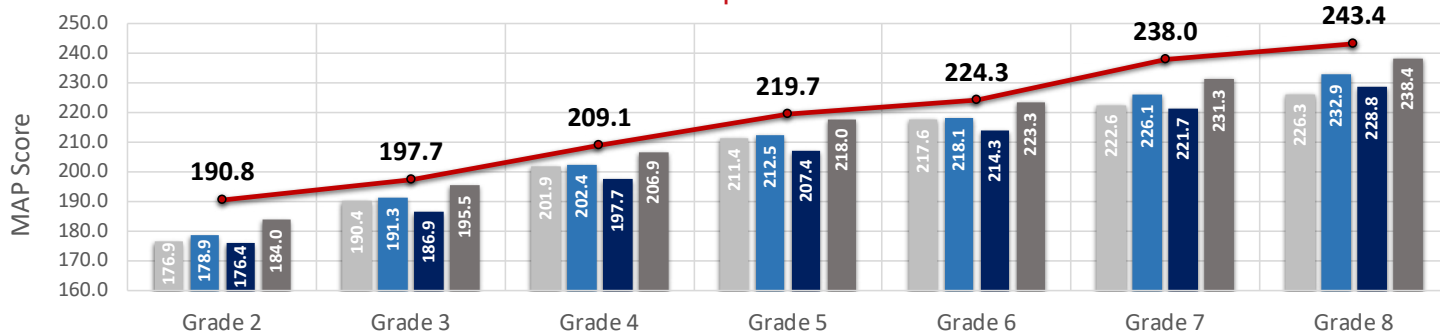
## MAP Comparison

Due to COVID-19 and Spring MAP testing not taking place, the following graphs compare the Fall MAP RIT scores for Grades 3-8 against the United States current standard norms, Near East South Asia (NESA) regional schools, international schools and American overseas schools average Fall RIT scores.

## MAP Math Comparison

This graph compares the Math Fall MAP RIT scores for Grade 2-8 against 2015 US current standard norms, NESA region schools, International schools and American overseas schools average Fall RIT scores. An average Grade 6 ASD student performs at roughly the same level as an average Grade 8 US student.

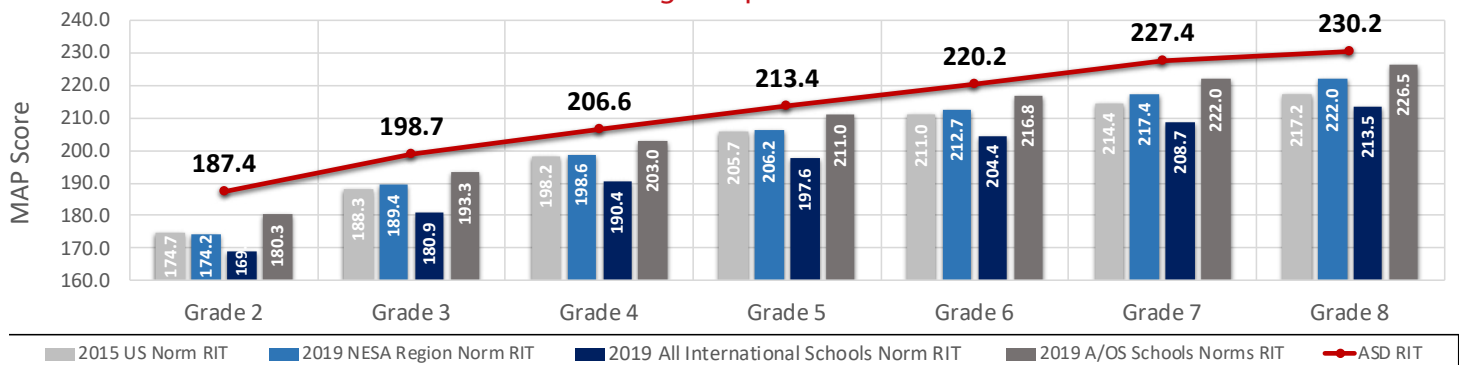
MAP Math Comparison Fall 2019



## MAP Reading Comparison

This graph compares the Reading Fall MAP RIT scores for Grades 2-8 against 2015 US current standard norms, NESAs region schools, International schools and American overseas schools average Fall RIT scores. An average fifth grade ASD student performs at a roughly the same level as an average eighth grade international student and seventh grade US student.

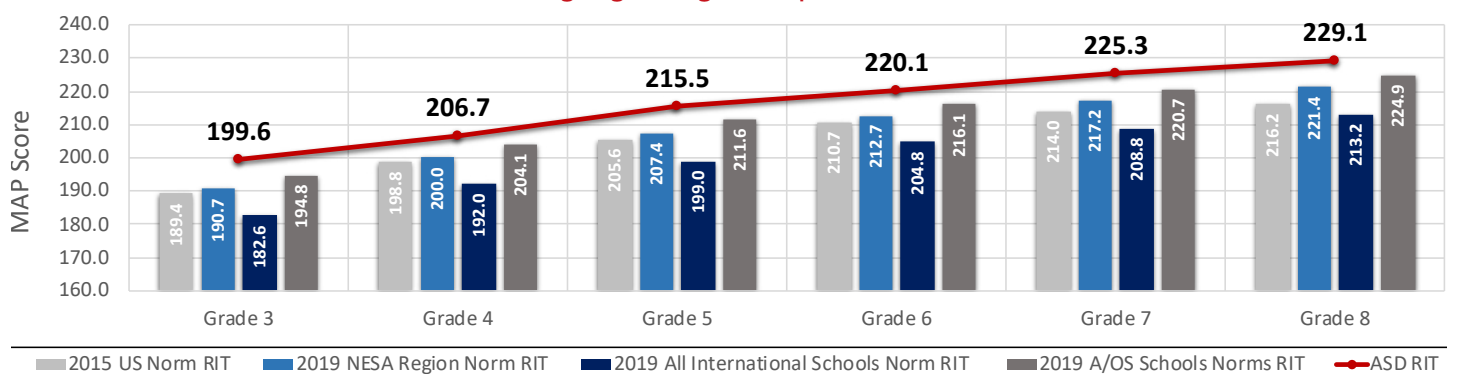
MAP Reading Comparison Fall 2019



## MAP Language Usage Comparison

This graph compares the Language Usage Fall MAP RIT scores for Grade 3-8 against 2015 US current standard norms, NESAs region schools, International schools and American overseas schools average Fall RIT scores. An average fifth grade ASD student performs at roughly the same level as an average eighth grade US student and higher than 8th grade international student.

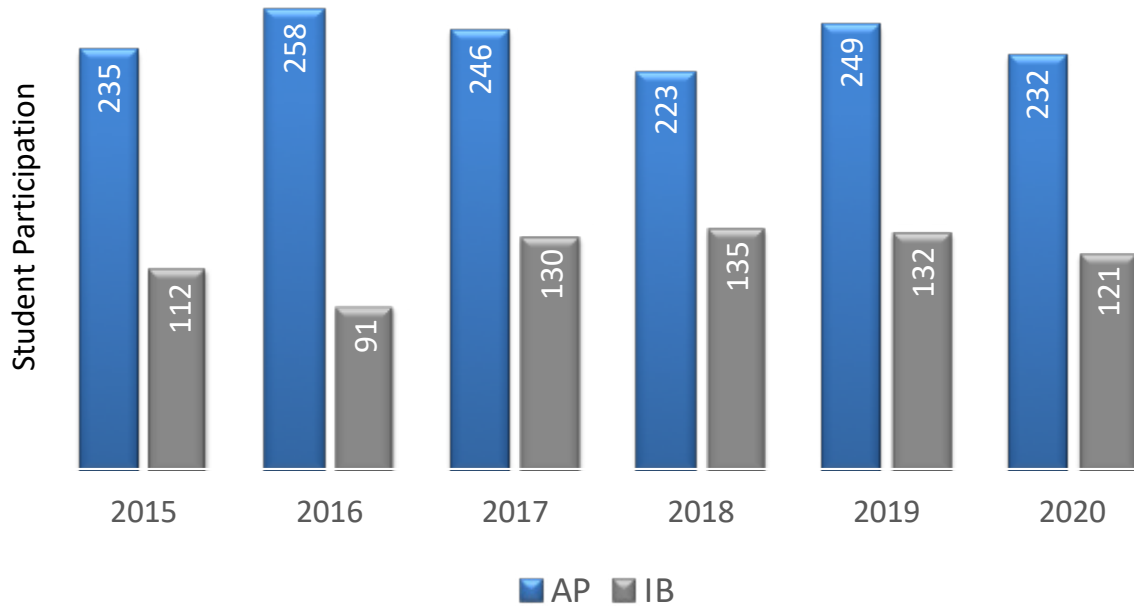
MAP Language Usage Comparison Fall 2019



# SUPPORT INTELLECTUAL DEVELOPMENT

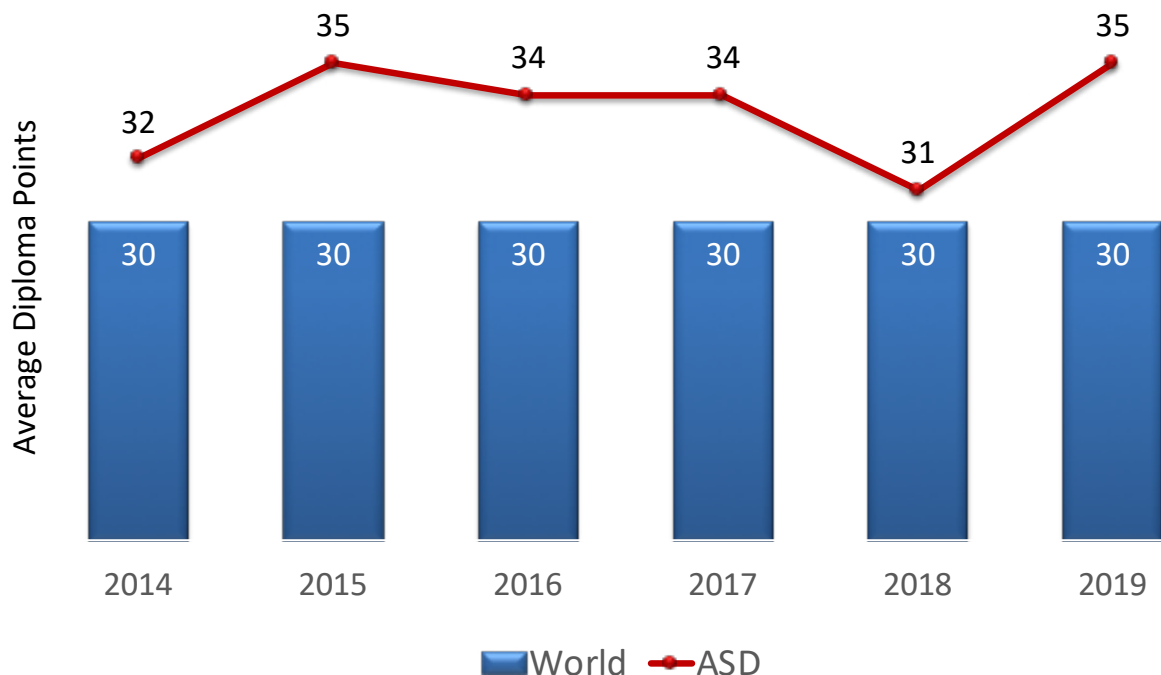
This shows a six year view of students enrolled in AP and IB subjects. \*The AP test number for 2020 is an approximate due to the unusual nature of the test this year, this number will be confirmed after the exceptional testing window". One hundred and twenty one Grade 12 students completed at least one IB examination in 2020.

## AP and IB Student Participation

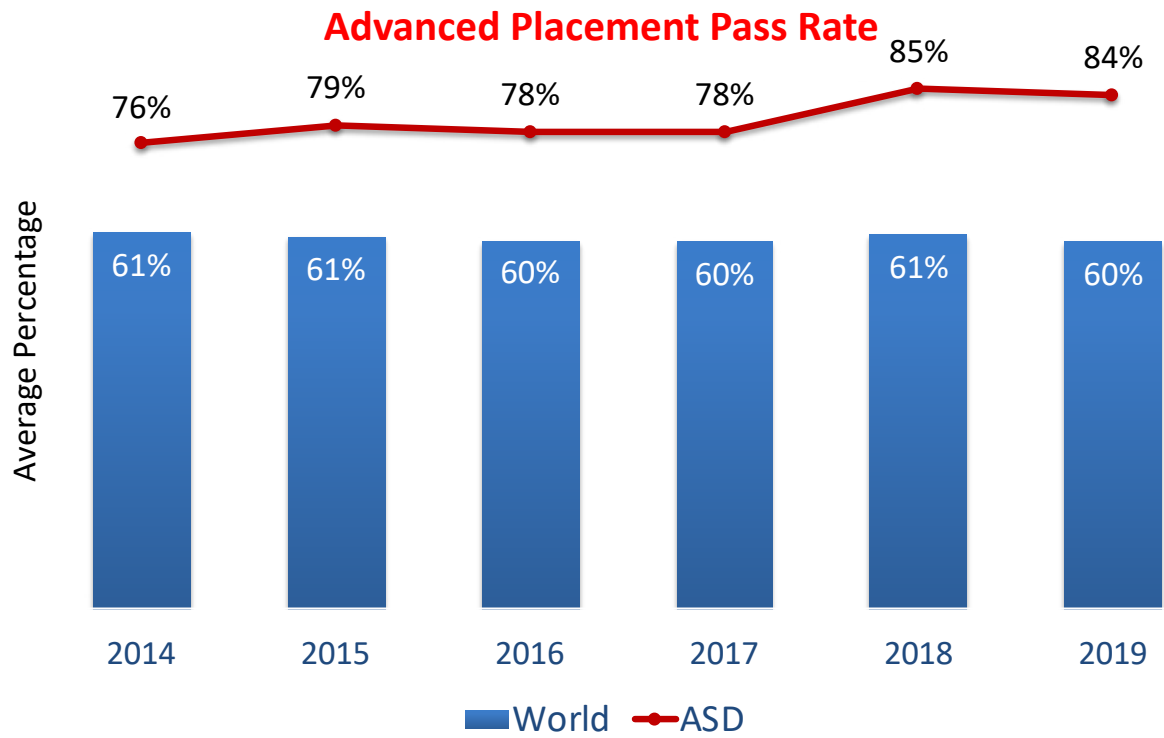


The graph above presents a six-year view of the total IB Diploma score earned by ASD students as compared to the global average. ASD DP candidates consistently earn total DP scores and per course scores above the global average.

## Average IB Diploma Program Points



The graph above presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination as compared to the global average. The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score. As the graph indicates, the ASD pass rate is consistently and significantly above the world average.



# CLASS OF 2020 COLLEGE ACCEPTANCES

## UNITED STATES



Adelphi University  
Agnes Scott College  
American University  
American Musical and Dramatic Academy  
Andrews University  
Arizona State University-Tempe  
Aston University, Birmingham  
Auburn University  
Azusa Pacific University  
Barry University  
Bates College  
Baylor University  
Belmont University  
Bentley University  
Berklee College of Music  
Binghamton University  
Blinn College  
Boston College  
Boston University  
Brandeis University  
Brigham Young University-Idaho  
Brigham Young University-Provo  
Brown University  
Bryn Mawr College  
Butler University  
California Institute of the Arts  
California Polytechnic State University-San Luis Obispo  
California State Polytechnic University-Pomona  
California State University-Long Beach  
California State University-Los Angeles  
California State University, Northridge  
California State University-Sacramento  
California State University-Stanislaus  
Carnegie Mellon University  
Central Michigan University  
Central Oregon Community College  
Champlain College  
Chapman University  
Clark Atlanta University  
Clark University  
Clemson University  
Colby College  
Colorado Christian University  
Colorado School of Mines  
Colorado State University-Fort Collins  
Colorado State University-Pueblo  
Columbia College Chicago

Cornell University  
Cuny City College  
Cuny Hunter College  
Daemen College  
DePaul University  
Drexel University  
Duquesne University  
East Carolina University  
Elon University  
Embry-Riddle Aeronautical University - Daytona Beach  
Embry-Riddle Aeronautical University-Prescott  
Emerson College  
Emory University  
Emory & Henry College  
Endicott College  
Fashion Institute of Technology  
Flagler College - St. Augustine  
Florida Agricultural and Mechanical University  
Florida Atlantic University  
Florida Institute of Technology  
Florida State University  
Fordham University  
Freed-Hardeman University  
George Mason University  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Georgia State University  
Grove City College  
Gustavus Adolphus College  
Hamilton College  
Hamline University  
Hardin-Simmons University  
Hofstra University  
Hollins University  
Howard Payne University  
Howard University  
Illinois Institute of Technology  
Illinois State University  
Indiana University at Bloomington  
Indiana University-Purdue University-Indianapolis  
Iowa State University  
Ithaca College  
Jacksonville University  
James Madison University  
Johns Hopkins University  
Kent State University At Kent  
Kenyon College  
Lake Forest College  
Lawrence University  
LeTourneau University  
Lewis & Clark College  
Lim University  
Lone Star College  
Long Island University,

Brooklyn  
Loyola Marymount University  
Loyola University Chicago  
Loyola University New Orleans  
Macalester College  
Manhattan College  
Massachusetts College of Art and Design  
McKendree University  
Miami University-Oxford  
Michigan State University  
Michigan Technological University  
Middle Tennessee State University  
Milwaukee School of Engineering  
Mississippi State University  
New College of Florida  
New York Institute of Technology  
New York University  
Newcastle University  
North Carolina Central University  
North Carolina State University At Raleigh  
Northeastern University  
Northern Arizona University  
Northern Illinois University  
Northern Virginia Community College  
Northumbria University, Newcastle  
Northwestern University  
Norwich University  
Nova Southeastern University  
Oakland University  
Occidental College  
Ohio State University-Main Campus  
Oklahoma State University  
Old Dominion University  
Otis College of Art and Design  
Pace University  
Pennsylvania State University  
Prairie View A&M University  
Pratt Institute  
Purdue University  
Radford University  
Reed College  
Rensselaer Polytechnic Institute  
Richland College  
Roanoke College  
Rochester Institute of Technology  
Rollins College  
Rose-Hulman Institute of

Technology  
Rowan University  
Rutgers University-New Brunswick  
Salisbury University  
San Diego State University  
San Francisco State University  
Savannah College of Art and Design  
Smith College  
Southern Illinois University-Edwardsville  
Southern Methodist University  
Southern Oregon University  
Southern Virginia University  
Spelman College  
St. Edward's University  
St. Francis Xavier University  
Stanford University  
Stetson University  
Stevens Institute of Technology  
Suffolk University  
Suny at Purchase College  
Suny College At Oswego  
Suny Cortland  
Swansea University  
Taylor University  
Temple University  
Texas A&M University  
Texas Tech University  
The College of Saint Rose  
The New School  
The University of Alabama  
The University of Findlay  
The University of Tampa  
The University of Texas, Arlington  
The University of Texas, Austin  
The University of Texas, Dallas  
The University of Texas At San Antonio  
The University of Texas, Tyler  
Towson University  
Trinity University  
Trinity Western University  
Truman State University  
Tulane University of Louisiana  
Union College  
University at Buffalo,  
University of Alaska Anchorage  
University of Alaska Fairbanks  
University of Arizona  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles

University of California, Merced  
University of California, Riverside  
University of California, San Diego  
University of California, Santa Barbara  
University of California, Santa Cruz  
University of Central Florida  
University of Colorado at Boulder  
University of Colorado Colorado Springs  
University of Connecticut  
University of Dallas  
University of Evansville  
University of Florida  
University of Georgia  
University of Hawaii at Manoa  
University of Houston  
University of Illinois at Chicago  
University of Illinois at Urbana-Champaign  
University of Kansas  
University of Kentucky  
University of La Verne  
University of Maine  
University of Maryland, College Park  
University of Massachusetts, Amherst  
University of Massachusetts, Boston  
University of Massachusetts, Lowell  
University of Michigan - Ann Arbor  
University of Michigan, Dearborn  
University of Minnesota, Twin Cities  
University of Missouri Columbia  
University of Missouri Kansas City  
University of North Carolina at Charlotte  
University of North Texas  
University of North Texas at Dallas  
University of Northern Colorado  
University of Oklahoma-Health Sciences Center  
University of Oregon  
University of Pennsylvania  
University of Pittsburgh-Pittsburgh Campus  
University of Reading  
University of Rochester  
University of San Francisco  
University of South Carolina -

Colombia  
University of South Carolina - Union  
University of South Florida, Main Campus  
University of Southern California  
University of St. Thomas  
University of Utah  
University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin, Madison  
Utah State University  
Virginia Commonwealth University  
Virginia Tech  
Wake Forest University  
Washington and Jefferson College  
Washington State University  
Wayne State University  
Wellesley College  
Western Oregon University  
Western Washington University  
Wheaton College  
Whitman College  
Whittier College  
Woodbury University  
Worcester Polytechnic Institute  
Wright State University-Main Campus  
Yale University

## CANADA

Acadia University  
Algoma University  
Brock University  
Carleton University  
Concordia University  
Dalhousie University  
Fanshawe College  
Laurentian University  
McGill University  
McMaster University  
Mount Allison University  
Queen's University  
Ryerson University  
Trent University  
University of Alberta  
University of British Columbia  
University of Calgary  
University of Guelph  
University of King's College  
University of Montreal  
University of Ontario Institute of Technology  
University of Ottawa

University of Toronto  
University of Victoria  
University of Waterloo  
University of Windsor  
Western University  
Wilfrid Laurier University  
York University

## UNITED KINGDOM

Cardiff University  
City of London College  
City, University of London  
Durham University  
Goldsmiths, University of London  
Imperial College London  
King's College London  
Kingston University  
Lancaster University  
Leeds Beckett University  
Middlesex University  
Nottingham Trent University  
Oxford Brookes University  
Queen Mary University of London  
Regent's University London  
Robert Gordon University  
Royal College of Surgeons  
St Mary's University  
The University of Edinburgh  
University College London  
University of Bath  
University of Birmingham  
University of Bradford  
University of Brighton  
University of Bristol  
University of Chester  
University of Derby  
University of Dundee  
University of Essex  
University of Exeter  
University of Glasgow  
University of Greenwich  
University of Hertfordshire  
University of Huddersfield  
University of Hull  
University of Kent  
University of Leeds  
University of Leicester  
University of Liverpool  
University of Manchester  
University of Nottingham  
University of Oxford  
University of Salford  
University of St Andrews  
University of Surrey  
University of Sussex  
University of the Arts London

## EUROPE

Carlos III University of Madrid  
Erasmus University Rotterdam  
ESADE Business School  
EU Business School Barcelona  
Geneva Business School  
IE University  
Katholieke Universiteit Leuven  
Leiden University College the Hague  
The American University of Paris  
University Ceu Cardenal Herrera  
Universidad Europea de Madrid  
Universiteit Maastricht  
Universiteit Twente  
Universiteit van Amsterdam  
University of Groningen  
University of Szeged  
University of Wollongong  
Vrije Universiteit Amsterdam  
Webster University (geneva Campus)

## QATAR

Carnegie Mellon University in Qatar  
Georgetown University Qatar  
Northwestern University in Qatar  
Texas A&M University at Qatar  
Virginia Commonwealth University Qatar  
Weill Cornell Medical College in Qatar

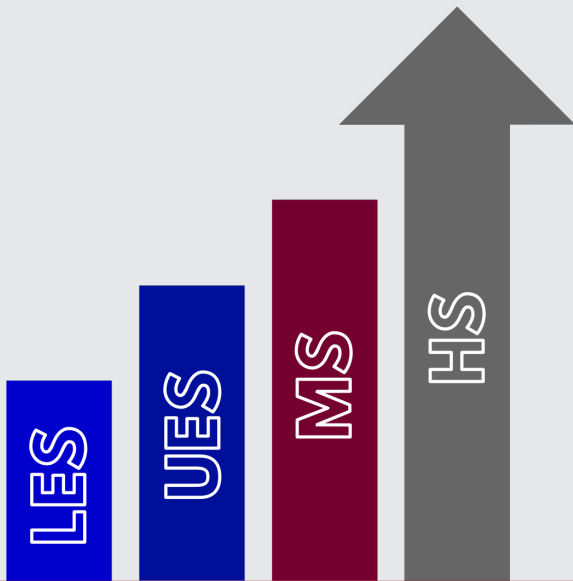
## WORLD

American University of Beirut  
American University of Sharjah  
Lebanese American University  
Stellenbosch University  
Tilburg University  
The American University in Cairo  
University of Bahrain  
University of Jordan  
University of Sydney  
Yale-NUS College

# STRATEGY THREE

## PERSONAL DEVELOPMENT

We foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live.



The second semester of the 2019-20 school year created new challenges for schools around the world. Beyond the academic, there were new challenges in regards to how we meet the social, emotional and physical needs of all our stakeholders. Many of these challenges will require ongoing consideration and action as we enter a new school year. However, great strides were made throughout the 2019-20 school year in these areas.

### Lower Elementary: Pre-K to Grade 2



First and foremost, divisional work to support the social, emotional and physical wellbeing of our students continued. In the Lower Elementary, areas of focus this year included mindfulness and child protection, while Wellbeing Awareness Week continued to offer LES students with interactive opportunities to learn more about their overall wellbeing. In order to support students' social and emotional wellbeing and to assist them to remain

socially connected to their peers during school closure, 'Class Connect' Zoom sessions, led by specialist teachers, were held on a weekly basis. These sessions aimed at providing students with the opportunity to interact with their class peers and to engage in an activity with them. Similarly, counselors and homeroom teachers held Zoom sessions and celebrations with students to allow for connectedness until the end of the school year.

### Upper Elementary: Grade 3 to Grade 5



In the Upper Elementary division, weekly "Thumbs Up" messages were instituted for faculty and staff to show gratitude and to highlight the actions of their colleagues. The division also participated in the Great Kindness Challenge for the fourth year in a row. During this challenge, Students were encouraged to engage in acts of kind and selfless acts toward others, keeping kindness at the forefront of their thinking. In light of the need to pivot and go virtual,

UES counselors, teachers, and administrators made extra efforts to support students, staff, and families with their emotional wellbeing during the COVID-19 crisis. Group, family, and individual phone and Zoom sessions were set up and executed for this purpose.



### Middle School

In the Middle School, much work this year was predicated on a desire to improve stress resilience in students through the addition of a social/emotional curriculum in advisory (i.e. Second Step Program), focused professional learning with faculty on restorative practices and building “affective” language, and work on their On Target Behavior system, which is a systematic way to work on addressing minor issues that arise. In addition, the Middle School will be adding a 3rd Counselor next year, which will enhance their programming and ability to address urgent student needs. Other areas of focus in the Middle School this year included vaping education through the Health curriculum, as well as in assemblies and advisories. As ASD moved into TVS, the Middle School also ensured regular counselor check-ins with students, and maintained school spirit virtually through weekly, virtual SWAT lunches and House Assemblies using Zoom.

### High School

This year in the High School, efforts to enhance and support students wellbeing began with the addition of a fifth counselor, which added capacity and expertise to an already-strong Counseling Department. This resulted in an improved counselor-to-student ratio, enabling counselors to focus even more on individual student needs in regards to their social and emotional wellbeing, as well as expanded university preparation. The Advisory program continued to

grow and flourish, and offered a venue for timely issues to be addressed and discussed in a setting that was comfortable for students. Student vaping was a primary issue of concern as the school year began, and was addressed proactively through a multi-pronged approach based on awareness, education, discipline, prevention, and support for those with addiction. This effort was aided by the installation of vape detectors in bathrooms, and resulted in a substantial decrease in vaping throughout the school year.



### School Wide

On a school-wide level, this year marked the inception of the ASD Wellbeing Committee. Made up of representative faculty from all divisions, this committee worked throughout the year to consolidate and streamline efforts that support the wellbeing of students and staff. Some of these efforts included faculty and staff wellbeing surveys to establish a baseline of their perceptions about wellbeing at ASD, and support for the WHATT (Wellbeing and Happiness Activities To Thrive) Program to support faculty and staff wellbeing. The Wellbeing Committee also sought to enhance the bridge between school and home by starting a Parent Workshop series this year. The first of these workshops were offered in February and March on the topic of “Student Wellbeing in the Digital Age.” Of course, student wellbeing is front-and-center to the Committee’s purpose, and as such several new programmatic efforts are under development and will come to fruition in the coming years as a result of the Committee’s remit and focus.

The wellbeing of both students and staff will always be a priority at ASD as we seek to “foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live.”

# STRATEGY FOUR

## COMMUNITY ENGAGEMENT

We develop and maintain strong partnerships with the Qatari and global community to ensure great opportunities for students and to support delivery of the ASD Mission.



### Growing ASD's Community Connection

This year's efforts to engage the community took us off campus to develop further partnerships and to better understand Doha's local offerings. This included faculty and staff visits to the Legacy pavilion in collaboration with the Supreme Committee of Legacy and delivery as well as internship programs that allowed our students to gain hands-on experience.

Our new partnership with the Supreme Committee included tours of the legacy pavilion for 60 faculty and staff to learn more about Qatar's plans for the World Cup 2022. First year IB students also received training and prepared to become interns as part of the new educational Tamreen online platform. This program included an opportunity to present to FIFA Ambassador Xavier Hernandez and provide model pavilion tours to the ASD community. In addition, the Supreme Committee's sports for education program Generation Amazing provided football for leadership programming to our elementary students during International week.

The ASD collaboration with the Equine Veterinary Medical Center was kicked off with six IB Diploma Candidates who are taking HL Biology. Three students worked there on a job shadowing basis from October to January and the remaining three from February to March on Tuesday afternoons. Dr. Tatiana Vinardell the Director of Research and Education -- who is also an ASD parent -- was central to moving this project forward.

ASD also hosted the first overseas Global Gathering for World Leadership School which is a training summit for Service and Holistic Education. Educators from Qatar

and as far away as Kenya participated in this two day in-service. Workshops included Risk Management/ Assessment, Mindfulness in the classroom, positive discipline and culture and Art in Service.

### Enhancing Existing Community Connections

This year in alignment with strategy one, existing partnerships were further developed with numerous groups and organizations to enhance our students' experiences and contribute positively to Doha's service and educational landscape.

The third annual Maker Faire included further collaboration with 10 local schools for the Robotics Rumble. New and existing partners such as Qatar Rail, the US Airforce Base, The Qatar National Library and Chevron Phillips Chemical Company made our programming and outreach a great success.



The 2019-2020 school year is ASD's second year at Step by Step where students have the opportunity to shadow teachers, speech pathologists and occupational and physio-therapists who work with students with Autism Spectrum Disorder.

ASD students continue to support the Challenger League on Friday mornings. This is a part of the Qatar Little League and ASD collaboration which support children with special needs and experience the joy of softball. This year, staff from Step by Step School for Special Needs also conducted lunch hour training for ASD students involved with Challenger league

The Rohingya Refugee Collaboration grew out of the ESL club and produces online and digital English instruction lessons for students at a school in a refugee camp in Cox Bazar, Bangladesh. This student-led and initiated group expanded its capacity in its second year. Initially providing online instruction through Zoom, the group has now produced a library of lessons that can be used on demand by multiple schools in Bangladesh.

The ASD collaboration with the Equine Veterinary Medical Center was kicked off with the inaugural visit to the Center in the fall. Six IB Diploma Candidates who are taking HL Biology participated in an internship from October to January and the remaining three worked from February to March on Tuesday afternoons. Dr. Tatiana Vinardell the Director of Research and Education has been central to moving this project forwards.



## Alumni Connections

This year, Alumni connections were enhanced with the introduction of the Alumni Roundup Newsletter, the relaunch of the ASD Alumni social media platforms and other enhanced partnerships to enhance the student experience. Alumni returned to campus to talk to Seniors for "Senior Step Up" as well as to participate in talks and workshops with students. In addition, collaborations with alumni were integral to launching student programming with the Maktaba Children's Library, the Supreme Committee and Generation Amazing.

## Partnering with Parents

The ASD parent volunteer groups (PTA, Booster, AMA, CAST and Jr./Sr. Committee) have all contributed to our Sustaining a Legacy of Academic Excellence. Amazingly, each of the volunteer groups contributed greatly to our students' experience while we were still on campus. Because of the strong and vibrant community and legacy of the groups, our students faculty and staff were able to have many fond memories of the school year. Those included the pumpkin patch, the faculty appreciation luncheon, 100 day celebration, season 1 and 2 awards nights, The PTA ball, The Friendship Festival and many more. We are grateful for these groups supporting the school, sports, activities, the arts, culture, and Jr./Sr. experiences for our students. Their contributions also included equipment, service scholarships, sponsorship of authors and artists, travel bags and travel expenses, support for travel costs of coaches/advisors, and so much more.



## Partnering with Corporate Sponsors

This year ConocoPhillips joined our five-year corporate sponsorship arrangement in addition to many of the previous sustainability programs they have supported. We are delighted to be partnering in a formal capacity, and look to expand that partnership with other companies in the years to come. In addition, support for community programming such as the Maker Faire and Friendship Festival was enhanced by the support of many of our sponsors such as ExxonMobil, Chevron Phillips, ConocoPhillips and many more.

These partnerships, and so many more have added immeasurably to the school with both financial and other types of support. Truly, ASD is a better place thanks to the partners who help engage our community.



# STRATEGY FIVE

## SUPPORTING INFRASTRUCTURE

We advance an effective and efficient infrastructure which supports student learning, facilitates professional staff growth, and encourages community involvement.

A solid operational foundation and infrastructure are necessary to ensure educational excellence. Strategy Five emphasizes the implementation and on-going development of the core systems that support the day to day stakeholder experience and long term sustainability of the school. During 2019-2020 the school experienced new challenges as we moved to a virtual platform with the outbreak of the COVID-19 virus. Never was the infrastructure and technology backbone more tested and proven than during these times. Throughout the pandemic, the school was able to deliver on its educational platform for students while at the same time continuing to operate its back offices processes including admissions, finance and human resources.

### Admissions and Development

In spite of the continued economic and pandemic challenges, ASD has maintained capacity enrollment throughout the 2019-2020 academic year. In doing so, the Office of Admissions has built upon established relationships with various nursery schools, relocation offices, and corporate partnerships throughout the State of Qatar. Additionally, in order to strategically attract and retain qualified students, the Office of Admissions has worked collaboratively with the Marketing and Communications Department, to implement a formalized application referral structure, as well as maintained our global presence through the use of social media and our school's website. In line with our school wide sustainability initiative, the Office of Admissions has also launched an improved web-based application,



assessment, and review platform which further streamlines the admissions process. The International Baccalaureate Diploma Programme (IBDP) continues to grow in our High School and the Office of Admissions has worked to develop a more integrated and transparent approach for all stakeholders involved. This process has included the

IBDP Coordinator in a newly formalized application referral structure, which also provides more specific information and individualized approach between potential new IB candidates and the IBDP Coordinator.

In addition, during 2020, ASD signed a third Corporate Sponsorship Agreements with a US company. Formalizing these partnerships ensures that companies can bring new families to Qatar with the confidence that their employees and families will receive the ASD experience. Concurrently, ASD continues to maintain relationships with Non-Sponsorship partners who are so important to our community and who support our school and programs.

### Facilities

2019-2020 was the third year of our Master Facilities Plan where we continue our move to sustainable practices with upgraded lighting, air conditioning and filtration, sound dampening and flooring.

In September and October 2019, The American School of Doha (ASD) hosted representatives from the NEASC (New England Association of Schools and Colleges) Accreditation team for the purpose of reviewing the Five School Foundations Standards, according to the ACE Protocol, that are essential for schools to demonstrate proficiency prior to being approved to move forward with the Re-Accreditation Process.

- The focus of those Foundations Standards are:
- Learning Structure
- Organizational Structure
- Health, Safety and Security
- Finance, Facilities and Resources
- Ethical Practices

Prior to and during the visit, ASD provided evidence supporting our progress against these Foundations. ASD presented key written policies covering many aspects of all of these Standards which satisfied the committee, however, under the Health, Safety, and Security standard,

the committee requested further evidence. The Visitors noted various positive practices including:

- The appointment of a new Head for Safety and Security
- Monthly fire drills
- Solid security protocols at school entry and exit points
- Green initiatives across the school,
- The installation of 236 cameras to monitor school perimeter and common grounds
- The school is audited yearly or bi-yearly by various national authorities to ensure a safe environment and student wellbeing.

Although the school has many commendable practices that fall under Health, Safety, and Security, the visiting team suggested areas for improvement all of which were addressed by the end of the school year including:

- Revisions to the School's Child Protection Policy
- Ensuring that access to laboratory chemicals, electrical utility rooms, and other storage areas is restricted
- Improved safety and security signage
- Expanding the Health and Safety Committee to include members who can provide multiple perspectives on Health and Safety practices and to promote better coordination amongst different school divisions
- Develop a culture of vigilance to ensure that policies and procedures are adhered to and to involve every member of the school community in seeing safety as a matter of priority and personal responsibility

The school submitted a Special Report back to NEASC giving evidence for these improvements which was commended for its thoroughness and care and the School has been approved to move forward with the Re-Accreditation process during the 2020-2021 School Year.

Additionally, in the wake of the COVID pandemic, ASD is preparing for on-campus learning and school operations for August 2020. ASD is investing in our facility to ensure the students, faculty and staff can return to campus in a safe and secure environment. Our community will follow strict health and safety protocols in line with local regulations and international best practices.

## Sustainable Finances

The School continues to effectively and efficiently manage its budget while ensuring the quality of the student experience and programs both while on campus and virtually. After announcing flat tuition and a 15% reduction in capital fees for this current school year, the school became debt free after paying down its debt financing.

## People

While physical improvements and financial health are necessary components of excellence, they are not sufficient

in creating a high-quality school. During the 2019-2020 school year, ASD adopted a strategy focused on professional capital. We are committed to supporting our faculty and staff by ensuring our compensation structures and other benefits are targeted at the right levels to attract and retain top tier talent to deliver our academic programs. However, it is also necessary to create an environment where teachers, staff and students are all working together with the right support and tools to lead to positive outcomes for all. In that vein, this year ASD evaluated its organisational structure and staffing levels that support the school mission and recognized the need to bolster our support services program creating a new leadership position, Director of Student Support Services in addition to increased Learning Support positions created in LES, UES and MS,

The school also undertook a review of its current hiring protocols and performance review processes to ensure that the school hires the best candidates and provides its faculty and staff with tools to gauge their success and progress. The school implemented a staged roll out of the Strong Hiring and Performance Evaluation Protocols focusing on evidence based evaluation with full roll out anticipated in the next 18 months.

Finally, in support of its Profession and Support Staff, ASD established a new Professional Learning program/policy combining internal and external training for support staff to support their growth and development.

Through investments in physical infrastructure, fiscally prudent policies and development of human resources, ASD's infrastructure not only remains strong but continues to develop and improve.

## Hydra Aquatics

2019 saw the launch of ASD's new Hydra Swim Club, an athlete-centered program focusing on long term athletic development. From the beginning, HYDRA established three priorities to ensure swimmers developed good technique through a proper progression based on the individual swimmer's developmental readiness:

1. A high-quality curriculum that is offered in a safe & engaging environment, is developmentally appropriate, challenging and fun.
2. The highest quality of coaches available to deliver the curriculum.
3. Group sizes are appropriate for the developmental level of the swimmer and the curriculum being delivered.

HYDRA's fresh approach to swimmer development became apparent in technical development and in results. 70% of the learn-to-swim members re-enrolled at least once in 2019-20 programming, regardless of whether they advanced to the next level or remained at the current level to continue their development. For the competitive groups, more than 90% of members re-enrolled in programming, and every swimmer improved their personal best times at least once over the course of the competitive year.

# 2019-20

## YEAR IN REVIEW

**ExxonMobil**



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 & ASD COMMUNITY GROUPS**



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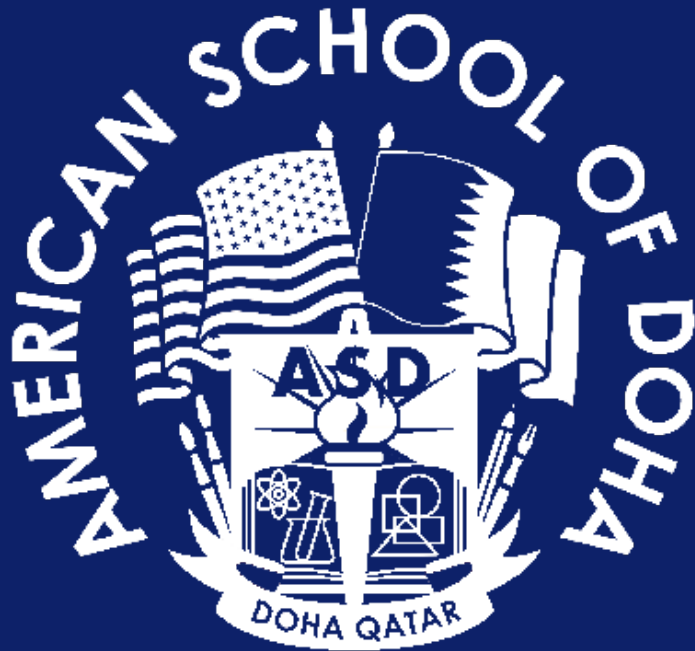


**CREATIVE ARTS SUPPORT TEAM**  
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**PARENTS**





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