

AMERICAN SCHOOL OF DOHA

ASD

DOHA QATAR

ANNUAL REPORT

JUNE 2026

At ASD, our strength lies in the diversity of our community. Representing a rich blend of cultures, backgrounds, and perspectives, we remain united by a shared commitment to supporting one another and fostering a sense of belonging for all.

In a world that continues to face challenges and change, our community stands together with resilience, respect, and purpose.

By embracing our differences and celebrating our common values, we continue to emerge stronger, united as One ASD Family.

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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 ASD Board of Trustees Chair



DR. FRANCIS PETERS

Dear ASD Community,

I am honored to serve as Chair of the Board of Trustees for the premier Pre-K through Grade 12 school in Qatar, representing ASD's legacy as a U.S.-supported Community School.

The 2025-2026 school year presented ASD with unprecedented challenges as geopolitical tensions forced the school to respond quickly to unexpected events. Those same challenges also demonstrated the excellence and character of ASD's leadership, Board of Directors, and the entire ASD community as we worked to balance various needs and requirements while maintaining our focus on fostering an exceptional educational environment.

The role of the Board of Trustees is to support and advance ASD's strategic priorities. We achieved a number of milestones this year, including enhancing campus facilities, investing in new equipment, supporting digital learning, and providing continuous support and development for our teachers. All those measures helped ensure that ASD remains a leading international school that incorporates the best educational practices.

Equally important, this year reaffirmed the strength of our community. Parents, educators, students, and staff came together to support one another, celebrate diverse perspectives, and create a sense of belonging that is the foundation of the ASD experience. Our school events and collaborative activities highlight the values that make this school truly exceptional. My personal favorite was the International Buffet presented by the PTA. Anyone who loves good food would find the event enjoyable, but it was especially fulfilling to see so many communities represented and to sense their pride in showcasing their cultures.

On behalf of the Board, I extend my deepest appreciation to our faculty, staff, parents, and students for your dedication, partnership, and spirit. I would also like to offer a special thanks to our corporate sponsors ExxonMobil Qatar, Chevron Phillips, and ConocoPhillips. We remain committed to stewarding ASD's mission with integrity.



Thank you for an outstanding year. We look forward to building on this momentum to promote a dynamic learning environment for every student.

Warmest regards,

Dr. Francis Peters
Commercial Counselor, Embassy of the United States - Doha, Qatar
Chair, American School of Doha Board of Trustees



A Message from the ASD Board of Directors Chair

TRACI HERNANDEZ

Dear ASD Community,

The 2025–2026 school year has been one that I will remember with great pride and sincere gratitude. This has been a year shaped by both meaningful achievement and the realities of a complex geopolitical landscape. During these challenging times, I have been continually inspired by the strength of our ASD community. I want to personally thank our parents, students, faculty, and staff for the resilience, flexibility, and care you demonstrated during uncertain times. The way our community came together truly embodied what it means to be One ASD Family.

I am especially grateful for the exceptional efforts of our entire community in pivoting between in-person and virtual learning, both within Qatar and abroad. I witnessed teachers reimagine their classrooms with care, creativity, and professionalism. I saw students remain engaged, curious, and committed, even when circumstances shifted around them. I saw parents step in as partners in learning, offering encouragement and stability at home. These transitions are never easy, yet they were met with patience, perseverance, and a shared belief that learning must and would continue. That collective effort was nothing short of remarkable.

Against this backdrop of resilience and adaptability, the year also marked an exciting new chapter for ASD with the arrival of our new Director, Dr. Victor Guthrie. His leadership has been thoughtful, steady, and grounded in a genuine commitment to people. His spirit in cultivating and championing the idea of One ASD Family has been both intentional and deeply felt, strengthening the sense of connection and belonging across our school. I am sincerely thankful to Dr. Guthrie and the Senior Leadership Team for their guidance, their care in decision-making, and their unwavering focus on what matters most—our students and staff.

This year also gave us many moments of celebration that reminded us of the joy and possibility within our school. Our High School students brought energy and talent to the stage in their production of Grease, while our Middle School students delightfully performed Aladdin Jr. Across the region, our student-athletes represented ASD in MESAC competitions, demonstrating teamwork, determination, and sportsmanship. The Middle School Week Without Walls trips provided powerful opportunities for growth beyond the classroom. Our Elementary School students showed enthusiasm and collaboration as they competed in their athletic competitions against other schools in Qatar. Through Fine and Performing Arts, we witnessed creativity flourish in every division. Events like the Annual Friendship Festival and International Week brought us together to celebrate the richness of our diversity and the shared identity that binds us.

We also reached an important milestone with the completion of the cafeteria renovation—one of the largest campus improvement projects in ASD's history. This new space is more than a facility; it is a place where students gather, connect, and build community each day. It reflects our ongoing commitment to enhancing the student experience and investing in our future.

To our students, thank you for striving each day to grow, learn, and lead. To our teachers and staff, thank you for your unwavering dedication to excellence and to the well-being of every student. To our parents and community groups, thank you for your partnership and for the countless ways you enrich our school. It is your collective commitment that makes ASD such a special place.

Throughout this year, the idea of One ASD Family has taken on even greater meaning. In moments of uncertainty, I have seen kindness, empathy, and respect guide our actions. This is the true heart of ASD—not only our programs or our campus, but the people who bring them to life each day.

I extend my sincere gratitude to my colleagues on the Board of Directors for their unwavering support and steadfast focus on the safety and well-being of our community and to our Board of Trustees for their invaluable partnership and guidance. I also want to express our deep appreciation to the American Embassy in Qatar for their ongoing support and efforts to help keep our community safe.

Finally, I extend heartfelt gratitude to the Government of Qatar and His Highness The Amir Sheikh Tamim bin Hamad Al Thani for their leadership and commitment to the safety and security of all who call Qatar home. It is because of this stability that our community can continue learning and growing, even in uncertain times.

As I look ahead, I do so with confidence and optimism. I remain deeply committed to ASD's mission — ensuring every student is supported, challenged, inspired, and feels a true sense of belonging. Thank you for your trust, your partnership, and for being such an essential part of our community.

With gratitude,

Traci Hernandez
Chair, American School of Doha Board of Directors



ASD Board of Directors - School Year 2025-2026

Mrs. Traci Hernandez *Chair*	**Dr. Shaikha Al Jabir** *Vice Chair*	**Mr. Craig Lamb** *Treasurer*

Mr. Bader Al Mana
Dr. Chinar Aphale
Mr. Joseph Hernandez
Mr. Bader Al Kuwari
Mr. Khalifa Al Rayes
Mr. Christiaan De Luigi
Dr. Tania Jaber
Mrs. Masha Kotkin



A Messsage from the ASD Director

DR. VICTOR GUTHRIE

Dear ASD Community,

What a year it has been. The 2025-2026 school year gave us plenty of opportunities to show what we are made of. While we faced moments that tested our resilience, the true measure of our year was how well we overcame adversity together. We didn't just maintain stability; we grew, we adapted, and we proved that the true heart of the American School of Doha is our collective resolve.



Our Culture of Belonging

With a community representing over 80 nationalities, our diversity is easily one of our greatest superpowers. This year, "One ASD Family" wasn't just a phrase we put on posters; it was a commitment we lived out together.

We focused heavily on creating intentional, inclusive spaces where every student, parent, and educator felt genuinely seen and heard. By leaning into our core values of Honesty, Respect, Responsibility, and Kindness, we've strengthened a culture where everyone belongs. This holds true whether it's your first week at ASD or your tenth year.

Elevating Academics

Throughout our four divisions, students have continued to grow in both their learning and personal development. We have remained committed to nurturing the whole child by balancing strong academics with a safe, supportive, and caring environment. Through our ongoing investment in our Professional Learning Communities (PLCs), our faculty has strengthened the connection between educational research and everyday classroom practice. This commitment ensures teaching and learning in every classroom remain relevant, engaging, and responsive in an ever-evolving international school setting. As our educators continue to learn and grow professionally, our students benefit from an enriching and high-quality educational experience.



Accreditation and Continuous Improvement

Our work on the New England Association of Schools and Colleges (NEASC) reaccreditation process was a major highlight of our year. This rigorous process is our benchmark to the world, affirming that an ASD diploma remains a globally recognized symbol of excellence.

Accreditation is an essential part of our commitment to continuous improvement. It provides external validation that our programs, operations, and student experiences meet the highest standards of quality. Accreditation affirms our strengths and challenges us to keep growing in ways that best serve our students.

Leadership Continuity and Vision

Strong leadership continuity has remained an important part of our organizational priorities, helping ensure stability and consistency for the school through times of transition. On behalf of the entire ASD Community, I would like to sincerely thank Dr. Heather Vlach, Director of Academic and Strategic Leadership, and Robin Young, Director of Human Resources, for their many years of dedicated service and the many meaningful contributions they have made to the school. We are also grateful to Craig Campbell and Abigail Kasky for their exceptional leadership of the Lower Elementary division during this year.

Looking ahead, we are excited to welcome Mary Kelly Bello as Director of Teaching and Learning, Erica Fursova as Director of Human Resources, and Tracey Reed as Lower Elementary Principal.

Data-Driven Growth

To truly understand our school's health, we have to look beyond standard metrics and listen to the actual human experiences of our community. Through our partnership with YellowCar, we have gathered valuable experiential feedback from our staff and parents. These honest and anonymous insights are helping inform our next steps with an approach that is both data-driven and grounded in the human experience. We look forward to sharing these findings very soon as we continue to evolve into a more connected and high-performing organization.

Carrying our Legacy Forward

Serving as the ASD Director this year has been a profound honor. Throughout this year, our community not only persevered but also prioritized and valued connection and pursued excellence at every turn.

Thank you for your trust, your stories, and your partnership. I look forward to the many successes we will share as we continue to unify around the highest standard of excellence.

Warm regards,

Dr. Victor Guthrie
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.

A Pre-K–12 education is not one-size-fits-all—it evolves as students grow and develop. The divisional reports below, prepared by each Principal, illustrate this natural progression across ASD. In Elementary School, students build strong foundations in literacy, numeracy, and a love of learning. Middle School emphasizes student-led inquiry, collaboration, and emotional resilience as learners gain confidence and independence. By High School, students are empowered to take ownership of their learning through advanced, specialized pathways that prepare them for success in university and beyond.

LOWER ELEMENTARY SCHOOL

This year in the Lower Elementary School (LES), our work has focused on strengthening the coherence, quality, and consistency of the learning experience for our youngest learners. Guided by the ASD Shared Understanding of High-Quality Learning and aligned with ASD's strategic goals, we have continued to move beyond simply implementing programs toward understanding the impact these systems are having on learners. Across the school, our focus has been on ensuring that learners experience meaningful challenge, responsive support, and a stronger sense of confidence, belonging, and identity.

In mathematics, the continued implementation of Amplify Desmos Math has supported a clear shift in how learners engage with mathematical thinking. Anchored in the National Council of Teachers of Mathematics' Mathematical Practices, teachers have increasingly supported learners in reasoning, explaining their thinking, using models, identifying patterns, and applying strategies in authentic ways. This has further shifted toward developing a deeper conceptual understanding. As a result, learners are more regularly engaging in meaningful tasks, collaborating with peers, explaining their reasoning, and seeing themselves as capable mathematicians. The alignment of curriculum, instructional routines, and common expectations has also supported greater consistency across classrooms and grade levels.



In literacy, our trial of Core Knowledge Language Arts (CKLA) has helped us examine the impact of a knowledge-based literacy resource across Kindergarten to Grade 5. CKLA is designed to build reading, writing, speaking, and listening skills while also developing learners' vocabulary and background knowledge through literature, history, geography, and science. This approach supports comprehension by helping learners connect new learning to a growing base of shared knowledge. For LES learners, we have noted that this has created

richer opportunities for oral language development, vocabulary growth, and content-based discussion. As we prepare for wider implementation next year, CKLA will support stronger alignment across elementary grades, a common language across grade levels, and a more coherent foundation of core knowledge for learners as they move through the school.



A key driver of improved learning has been the continued strengthening of our data-informed practices. Teachers are using multiple sources of evidence, including Amplify Desmos Math screener data, University of Florida Literacy Institute weekly phonics progress monitoring, Dynamic Indicators of Basic Early Literacy Skills screeners, classroom formative and summative assessments, and observations, to better understand learner needs.

These data points are regularly brought into grade-level Professional Learning Communities (PLC) conversations, where teams use the four PLC questions to identify what learners need to know, how we know they have learned it, what we do when they need additional support, and how we extend learning when they are ready. This has helped teams respond more intentionally and consistently to learner progress.

With a wide array of data collected across our curriculum, our Dragon Block, a dedicated 20-minute period designed to support intervention and extension, continues to strengthen. This Multi-Tiered Systems of Support (MTSS) structure gives teachers time within the school day to respond to learner needs across core curriculum areas. MTSS is a proactive, data-informed framework that provides increasingly targeted academic, behavioral, and social-emotional support to ensure every student has the opportunity to succeed. Dragon Block has strengthened differentiation by allowing teams to regroup learners, target specific gaps, provide additional practice, and offer appropriate extension. Most importantly, it ensures that support is not separate from the learning experience, but part of a coherent system designed around learner growth.

Alongside academic learning, we have continued to focus on the learning behaviors and social skills that help young learners thrive. The LES Learning Behavior Task Force has played an important role in this work by examining ways to strengthen consistency across the division. The task force has focused on three key areas: Responsive Classroom practices, documentation and consistency of behavior support, and the overall approaches that shape classroom climate. This work is helping us build more predictable, supportive, and developmentally appropriate environments for learners. It also aligns with our commitment to belonging, dignity, and learner well-being.

Across our LES, learners are becoming more confident, more engaged, and more able to access learning with the right balance of support and challenge. Our work with curriculum alignment, PLC structures, MTSS practices, multilingual learners, learning behaviors, and targeted support is contributing to a more coherent experience across classrooms and grade levels throughout the Elementary School. As we look ahead, our next steps will be to deepen implementation of CKLA, continue refining Dragon Block, and further develop the Learning Behavior Task Force's work so that all learners experience high-quality, inclusive, and responsive learning throughout the Lower Elementary School.

UPPER ELEMENTARY SCHOOL

A Commitment to Growth, Coherence, and Excellence

This academic year, the Upper Elementary School (UES) has continued to refine our instructional practices to ensure every student achieves a high-level of academic and social development.

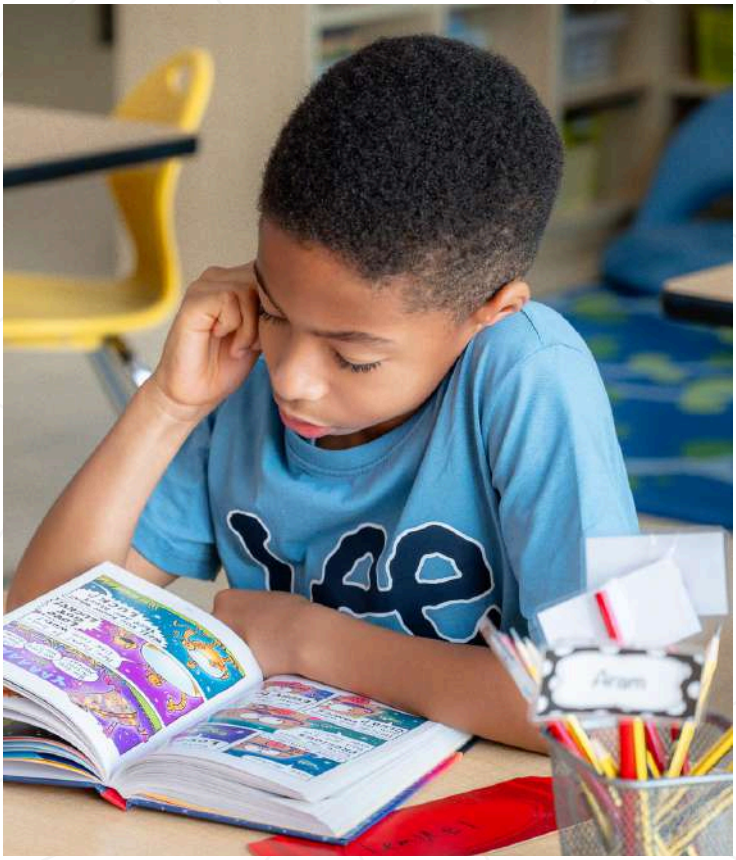
Multi-Tiered Systems of Support (MTSS)

By deepening our commitment to Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS), we have created a responsive environment where data-driven instruction and research-based interventions lead to measurable student success. This year, UES strengthened its MTSS framework by increasing flexibility and responsiveness in student support services while protecting uninterrupted core Literacy and Math instructional blocks. This instructional change will be fully represented in next year's academic schedule. This adjustment has allowed intervention services to become more strategic and student-centered without compromising essential classroom learning experiences. As a result, students will benefit from increased access to grade-level instruction while still developing foundational skills necessary for academic success. By preserving core instructional time while maintaining targeted interventions, UES continues to build a balanced MTSS model that prioritizes equity and high levels of academic achievement for all students.

Mathematics: Instructional Coherence K–8

Following last year's trial of new resources, we are proud to have fully implemented Amplify Desmos Math. This transition represents a significant step forward in our K–8 mathematics initiative, providing instructional coherence across grade levels and divisions that is already yielding positive results.

- **Evidence-Based Practices:** Our instruction remains rooted in the eight effective teaching practices defined by the National Council of Teachers of Mathematics (NCTM). With Amplify Desmos, our students engage in high-cognitive-demand tasks that challenge them to improve their problem-solving, communication, and reasoning skills.
- **A Unified Pathway:** The adoption of this program ensures that our students experience an aligned mathematical progress from Kindergarten through Middle School. This vertical alignment allows teachers to build directly upon the conceptual foundations laid in previous years, fostering greater confidence and mathematical fluency as students progress.



Language Arts: Aligning with the Science of Reading

In our pursuit of ensuring all students can read and comprehend grade-level text and build a culturally rich vocabulary base, we have continued to align our literacy program with the Science of Reading research.

- **The CKLA Pilot:** This year, the UES piloted the Core Knowledge Language Arts (CKLA) program. By incorporating rich content-area knowledge into the Language Arts block, CKLA develops the vocabulary and background knowledge essential for deep comprehension, critical thinking, and reasoning necessary for academic success in both the UES and beyond.
- **Systematic Instruction:** Building on our previous work with phonics and morphology, we have seen continued growth in students' word recognition and oral reading skills. We are excited to announce that CKLA will be adopted and fully implemented across Grades K–5 next year, providing a consistent, research-based framework for all elementary learners.

Social Emotional Growth

The UES Guiding Coalition focused on strengthening behavioral systems and identifying key learning behaviors where students require additional support. The team developed a social-emotional learning curriculum map to provide consistent, proactive support across the school environment. This work will create greater alignment between Morning Meetings, assemblies, SEL classes, and classroom instruction, ensuring that social-emotional competencies and positive learning behaviors are intentionally reinforced throughout the UES student experience.

Alongside their academic pursuits, our students have flourished socially and emotionally throughout the year. The core values of our school continue to be a visible and guiding force within the UES, as evidenced by the increasing independence and responsibility our students demonstrate in their daily interactions and decision-making. We are incredibly proud of the significant strides in maturity and personal achievement our students have made this year as they continue their ASD journey.

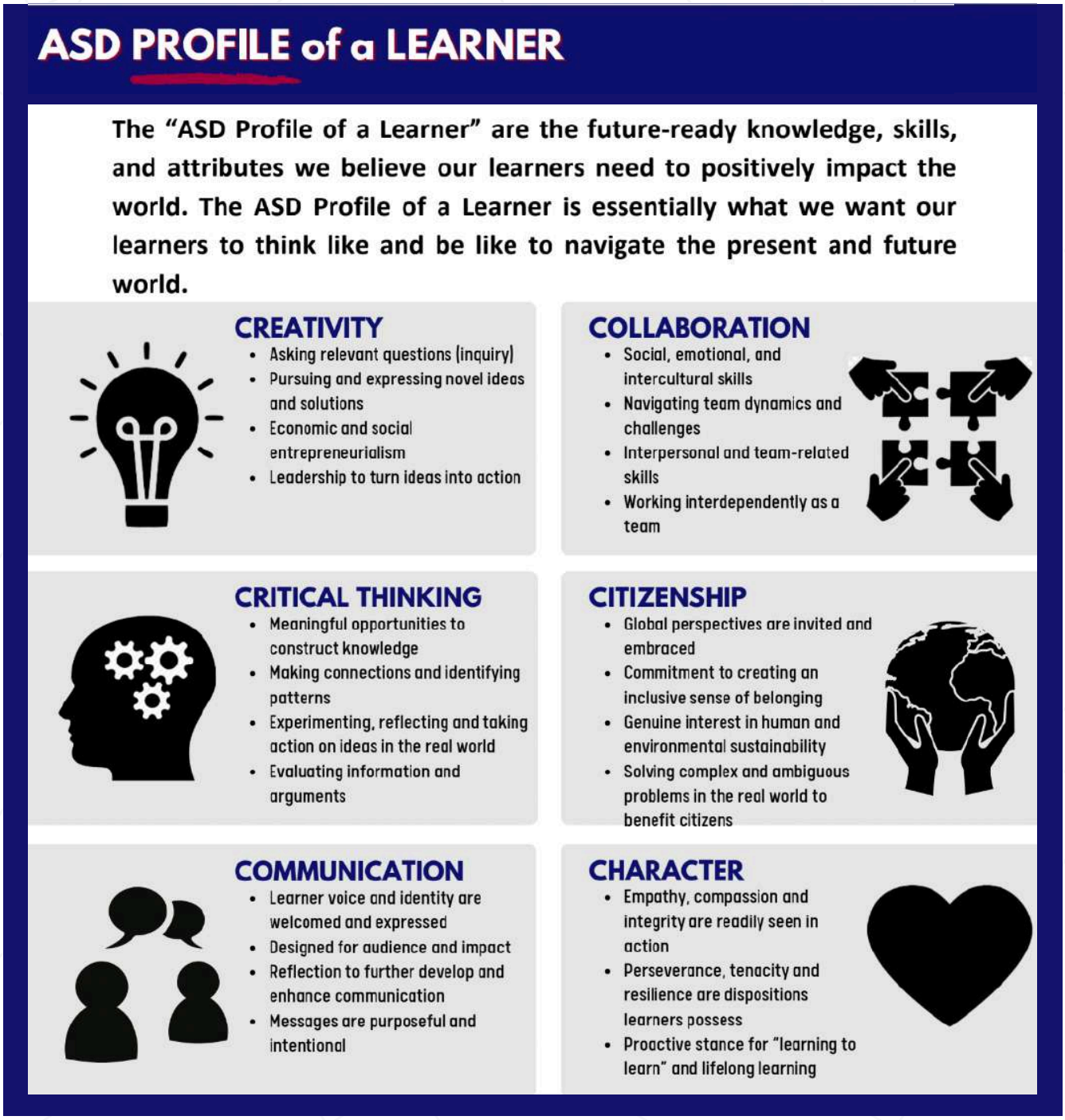


MIDDLE SCHOOL

The 2025-2026 academic year at ASD Middle School has been defined by a commitment to data-informed wellness and a fundamental reimagining of our instructional core. At the heart of our mission is the "Profile of a Learner," a vision that requires students to be both cognitively agile and emotionally resilient. This year, we moved beyond theoretical goals to implement concrete systems—ranging from the Strengths and Difficulties Questionnaire (SDQ) to the Amplify by Desmos mathematics curriculum—ensuring every student is seen, supported, and challenged.

Our most significant shift in the wellness domain was the introduction of the SDQ, making the Middle School the first division at ASD to pilot this evidence-based screening tool. This provided a transparent, data-driven window into the social-emotional health of our student body. Rather than relying on anecdotal feedback, the SDQ identified specific trends in anxiety, peer relations, and prosocial behavior. The true impact lay in the follow-up: our counseling team engaged in personalized outreach to every family whose data indicated a need for support. This proactive stance transformed our counseling model from a reactive service into a strategic partnership with parents, ensuring emotional hurdles were addressed before they became academic barriers.





Parallel to wellness was a transformative shift in mathematics. The implementation of Amplify by Desmos has altered the instructional landscape of Math 6 and 7. We have moved from "passive consumption" toward a social-collaborative environment where student thinking is the primary driver. The Desmos platform provides teachers with real-time snapshots of student work, allowing for immediate, high-impact feedback. This fosters a culture of inquiry where students are encouraged to iterate on ideas and engage in high-level discourse. These shifts ensure students build the conceptual depth required for future success in advanced IB and AP pathways.

Looking ahead, we are researching the Amplify Compacted Math pathway, slated for a 2027 rollout for Math 6. This move creates a sustainable "on-ramp" for accelerated learners, allowing them to navigate the curriculum at a pace that honors their readiness. By compacting foundational concepts early, we are widening the gate for students to reach First and Second Year Calculus by Grade 12.

Finally, our culture has been fortified by a refined approach to discipline. We diversified methods for managing low-level behaviors, prioritizing restorative conversations over punitive measures. This has yielded a noticeaBLE decline in high-level incidents. Central to this success is Positive Recognition. By celebrating students who embody our core values, we have flipped the narrative of middle school behavior, fostering belonging through reinforcement and shared community standards. Together, these efforts ensure the Middle School serves as a bridge to the complexities of High School and beyond.

HIGH SCHOOL

The work of the High School at ASD during the 2025-2026 academic year has been focused on four main areas:

Student Agency & Safety: MyVoice Implementation

To address key student feedback, the HS focused on increasing student agency, safeguarding, and well-being by introducing MyVoice—a digital communication channel that lowers the barrier to speaking up by allowing for anonymous safeguarding submissions. Rather than replacing trusted adult relationships, MyVoice complements them by providing an administrative avenue that feeds directly into ASD's existing response protocols. To build a proactive safety culture, the HS counseling team delivers a comprehensive, developmental personal safety curriculum. This includes Safeguarding Advisory lessons alongside tailored grade-level units in Counselor Course that focus on identifying safe versus unsafe situations, advocating for personal boundaries, and helping students identify situations when MyVoice could be used.



Poster for MyVoice Rollout

Instructional Excellence: PLC Course Teams

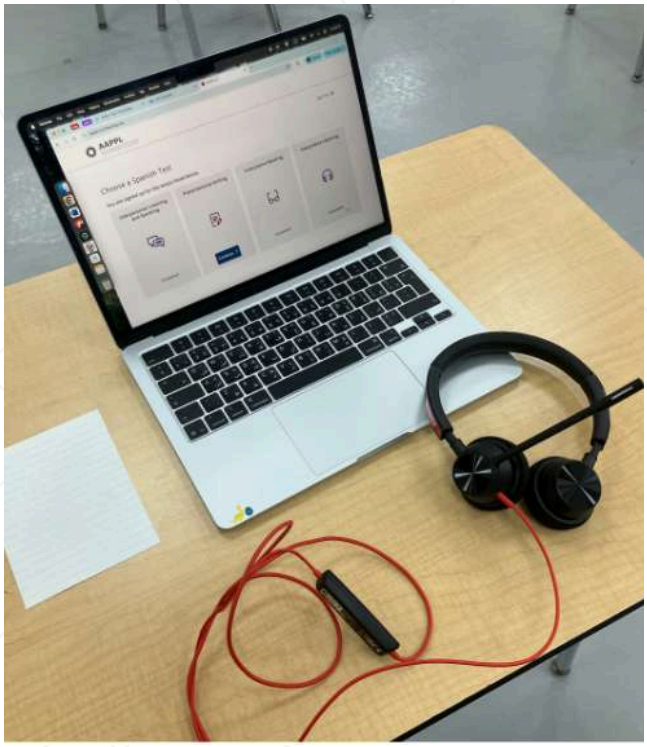
Instructional excellence is being systematically driven through Solution Tree's PLCs at Work model. The high school established a regular, ongoing process for collaborative goal-setting, culminating in a Semester 1 divisional celebration and share-out session. Utilizing a structured "PLC Carousel," course teams across all departments rotated as hosts and visitors to showcase their critical inquiry focus, present data insights, and highlight specific instructional strategies that directly impacted student achievement. This iterative process allows faculty to collaboratively identify barriers to learning and collectively determine next steps in their inquiry cycles. Moving forward, these PLC teams will continue to refine instruction, planning, and the use of student data to support each student through the Multi-Tiered System of Support.



Fine Arts PLC Carousel questions

Evidence-Based Growth:
MAP & AAPPL Administration

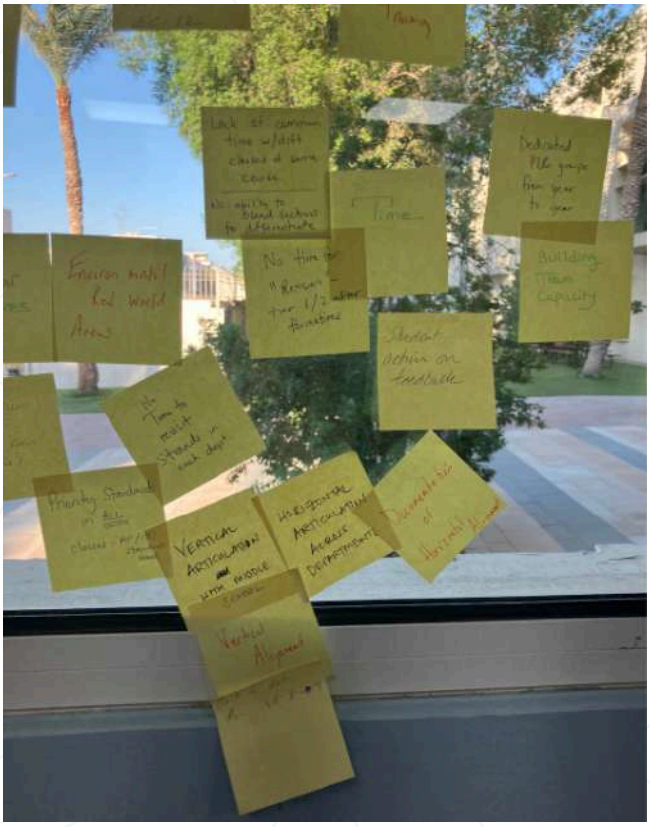
Shifting from subjective measures to an objective, external evidence-based growth model, the high school is optimizing its assessment infrastructure to align grades 3-10, including the implementation of AAPPL testing for Language placement and program review. Further, having piloted the MAP test in two 9th grade classes in the Fall, the HS will implement MAP testing in targeted academic areas: running Literacy assessments for all students in Grades 9 and 10, alongside Language Usage for EAL data, while tracking Mathematics across Algebra 1, Geometry, and Algebra 2. To ensure accuracy and minimize instructional disruption, testing is strategically embedded twice a year (Fall and Spring) within regular 80-minute course blocks. Moving forward, the high school is coordinating targeted training on interpreting MAP results to leverage this data effectively. This MAP and AAPPL data will be cross-analyzed to identify Tier 2 support needs and placement for incoming students and provide external data to guide program development.

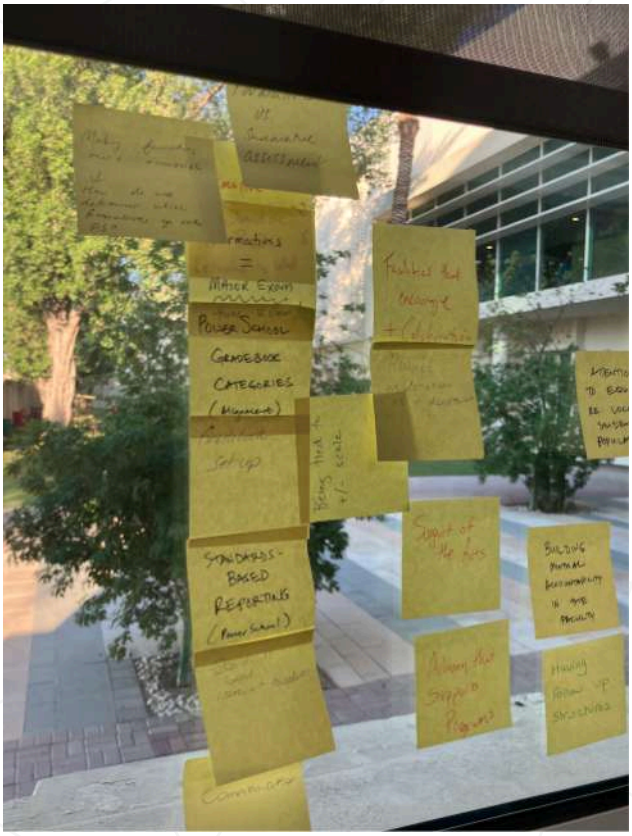


AAPPL Testing setup

Strategic Leadership: The Guiding Coalition

The High School Guiding Coalition (GC) has led an Action Research study aligned with Learning Principle 8 to transform learning behaviors across the division. Driven by a core research question—"How are students demonstrating consistent learning behaviors, and what evidence helps us articulate our collective beliefs?"—the GC established an Impact Statement focused on developing transferable skills for continuous student success. Following extensive faculty feedback from divisional sessions, the GC actively refined the project's purpose statement to ensure it is human-centric, instructional, and directly anchored in existing institutional Core Values. Operating under a "Freedom within Framework" philosophy, the GC is strategically structuring the minimum foundational expectations for teachers to foster sustainable, long-term cultural change, including addition to the high school report card.





Guiding Coalition first brainstorm session sticky notes



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.

At ASD, our organizational, governance, and leadership systems are uniquely and intentionally structured to deliver on our promise of high-quality learning. These administrative systems drive strategic direction, ensure institutional alignment, and maintain rigorous accountability.

ASD operates under a dual-board governance structure that provides both high-level strategic oversight and community-connected operational leadership. The Board of Trustees (BoT) is the highest legal authority for ASD and serves as the trustee of the school's property and assets. It serves as a liaison with the Government of the State of Qatar and acts as an advisory body to the Board of Directors. The BoT is the final authority for appointing a new School Director and for resolving matters that cannot be settled by the Board of Directors.

While the Trustees protect the "why," the Board of Directors (BoD) focuses on the "how" by managing school policy, assets, and the appraisal of institutional performance. This governance body utilizes a hybrid model of appointed and elected members, where appointed members are selected for their unique contributions, and elected members are elected by the ASD Community electorate.

The BoD is responsible for hiring and evaluating the School Director's performance, approving the annual budget, establishing strategic and operational policies, and monitoring organizational performance. The day-to-day administrative functions and implementation of Board policies are performed by the School Director and Leadership Team.

To remain aligned and responsive to good governance practices, the BoD engages in dedicated annual training and retreats. The BoD also conducts an annual comprehensive self-assessment. This reflective process evaluates board efficacy, committee performance, and adherence to the boundary between Governance (policy and strategy) and Operations (leadership execution), ensuring absolute clarity of roles.

The BoD ensures institutional excellence through the dedicated work of its standing committees. These groups focus on the intersections of policy, fiscal stability, and governance to ensure the school remains positioned for long-term success.

- The Strategy and Policy Committee is responsible for reviewing system-wide policies to ensure they remain relevant to the school's evolving needs and aligned with international standards. This year, the Committee performed a thorough audit and refinement of Board Policy Chapter 4 (Business Management) and Chapter 7 (Student). This Committee also chartered and participated in a year-long Educational Technology Taskforce that delivered a new EdTech Philosophy and Guiding Principles Policy.
- The Governance and Personnel Committee oversees the legal and structural integrity of the school's governing framework. This year, working closely with the school's legal counsel, the committee initiated a rigorous review and audit of the Board's By-Laws and Articles of Association. This process follows established best practices for high-performing international school boards and builds upon previous amendments from April 2022.
- The Finance and Facilities Committee focuses on the long-term sustainability of ASD's mission by overseeing financial reporting and capital planning. A primary focus this year was developing a new 5-year Long-Term Financial Plan, and working towards a 10-year campus redesign masterplan. These plans serve as a foundational guide for annual budgeting and campus improvements, ensuring alignment with the school's mission and supporting its strategic trajectory and fiscal stewardship.

Through this tightly aligned loop of structured governance and data-informed leadership, our organizational structure actively serves, protects, and elevates every student's learning experience.

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.

ASD continues to strengthen a coherent, preventative, and responsive system of care to ensure student physical and psychological safety. This year, efforts focused on increasing structural clarity and consistency across safeguarding, counseling, and social-emotional learning (SEL) frameworks.

K–12 Counseling and SEL Alignment

Partnering with the International School Counselor Association (ISCA), our counseling team conducted a program and curriculum review to map a comprehensive, ISCA-aligned PK–12 lesson scope and sequence, defining effective practice and consistent expectations across age groups.

This process culminated in selecting a vertically aligned SEL core program tailored to specific student needs. Preparation for this pilot is on track for full implementation in the 2026–27 academic year, establishing a unified, data-informed infrastructure that guarantees equitable access to high-quality care across all divisions.

Digital Reporting and Student Agency

Providing multiple reporting channels ensures the early identification of student needs and empowers student voice. Central to this effort was the February launch of the MyVoice digital reporting platform for High School students. Aligned with international safeguarding best practices and International Centre for Missing & Exploited Children guidance, MyVoice complements existing frameworks by reducing face-to-face reporting barriers and strengthening student agency.

Through a campus-wide QR code, students can anonymously report concerns directly from a device. The platform achieved immediate systemic impact: by removing disclosure barriers, High School MyConcern reporting increased significantly in comparison to last school year, reflecting a strengthening safeguarding culture and growing confidence across all reporting pathways. Moving forward, a phased expansion will extend this QR-code access to parents and visitors on campus to ensure a universal, secure avenue for reporting safeguarding concerns.



ASD counselors collaborate to strengthen and align student support across all divisions

Student Well-Being Screening in the Middle School

The Middle School division initiated the strategic pilot of the Strengths and Difficulties Questionnaire (SDQ). Much like universal screening tools for literacy and math identify academic skills, the SDQ is essential for understanding students' social, emotional, and behavioral needs, directly responding to escalating youth mental health trends identified in historical child protection data.

By deploying the SDQ, counselors obtained data to detect emerging internalizing and externalizing behaviors early. Moving forward, combining these insights with the newly adopted SEL curriculum will allow us to deliver strategic, targeted SEL lessons within the Middle School Advisory program. This enables counselors and advisors to systematically support students requiring additional care, shifting the division from a reactive crisis response to a preventative, data-informed model. Together, these findings validate the SDQ as an effective screen for emotional symptoms during adolescence, proving its efficacy during this pilot and paving the way for its potential expansion into the High School to secure a proactive, school-wide system of care.



ASD fire drill

Safety and Security

This year, safety and security measures have been significantly enhanced through the implementation of several new systems and initiatives. These include the introduction of a bus roll-call system that physically scans students on and off buses while also tracking vehicles throughout their routes, providing increased accountability and student safety during transportation.

In addition, the campus CCTV system has undergone a major upgrade in line with new government requirements. This enhancement includes the expansion of the system to a total of 880 cameras across the campus, greatly improving overall campus security coverage and monitoring capabilities.

A new traffic management system has also been implemented with the approval and support of the local government's Traffic Works Department, helping to improve traffic flow, safety, and efficiency during peak drop-off and pick-up times.

Policies and procedures have also been reviewed and updated in response to ongoing regional tensions to ensure the school remains prepared for any potential disruptions. Shelter-in-place drills have been conducted to strengthen preparedness and support business continuity planning.

In addition, the annual fire drills and lockdown drills have been successfully completed, assuring that students, faculty, and staff remain familiar with emergency procedures and response protocols.

PILLAR 4

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 our students means building a rock-solid operational foundation and infrastructure. This fourth pillar focuses on the everyday systems, facilities, and people that keep our campus running smoothly, enhance our community's daily experience, and secure ASD's long-term future.

This year, school leaders targeted resources toward key projects to ensure our spending directly improves daily campus life. We were thrilled to bring regional events back to campus, welcoming visitors for the MESAC Golf, Academic Games, and Senior Fine Arts competitions. We completed a major upgrade to the Middle/High School cafeteria—our largest capital investment in over a decade. Driven directly by community feedback during the Master Plan process, this project addresses overcrowding and provides students with a modern common space to connect and unwind. Behind the scenes, we also kept up with essential maintenance, upgrading our campus-wide lighting, flooring, and CCTV security networks.

To ensure our budget directly supports our mission and strategic priorities, we also built a long-term financial plan this year. By linking this plan to our new IT and Operations lifecycle schedules, we can handle technology updates, building maintenance, and equipment replacements proactively rather than reactively. This practical approach helps us manage financial risks, protect resources, and set aside funds for the upcoming campus Master Plan. Crucially, this strategy answers initial feedback from NEASC by keeping our multi-year financial planning independent of the Ministry of Education and Higher Education (MoEHE), keeping us fully aligned with the Board's goals for long-term stability.

To keep our campus modern and ready for evolving academic programs, we pushed forward with our multi-year Master Plan. We gathered extensive feedback from parents, staff, and students to map out both current campus needs and future design ideas. To keep things efficient, we intentionally tied this Master Plan work directly into our school accreditation process. This keeps our strategic conversations unified and avoids repeating separate discussions about learning environments and how we use our spaces.



Ultimately, exceptional facilities are only as strong as the people who bring them to life. While we focus heavily on supporting our families, we are committed to remaining a fair, competitive employer that attracts top-tier educators and leaders. This year, our recruitment efforts brought 27 new faculty members and three leadership team members to ASD. This August, we are excited to welcome three more key leaders: our new Elementary School Principal, a Director of Teaching and Learning, and a Human Resources Director. Taking care of our financial and human resources is exactly what provides the foundation our other academic pillars need to succeed.

PILLAR 5

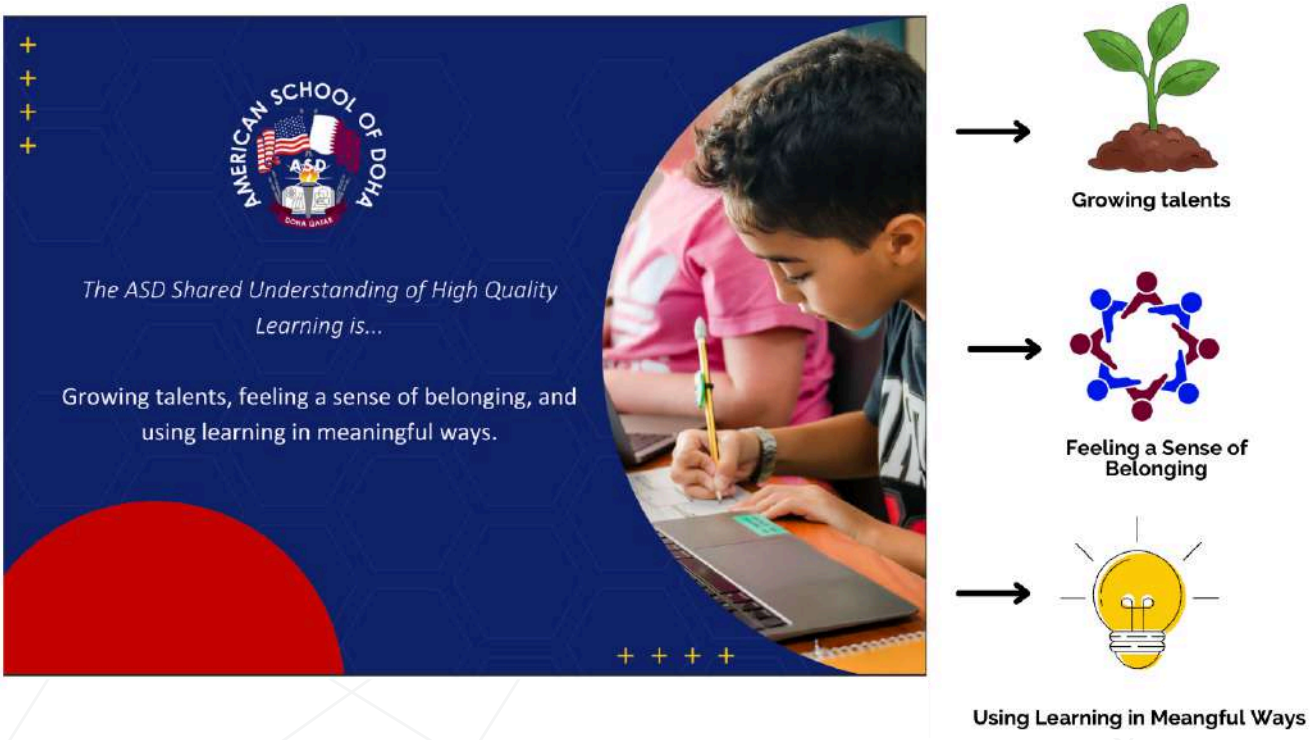
ETHICAL PRACTICE

Ethical Practice

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

At ASD, ethical practice is reflected in the way we live our mission, honor our values, and build a community where every individual experiences a genuine sense of belonging. This sense of belonging is foundational to how we operate as One ASD Family.

This year, ASD engaged in the Internal Reflection phase of our NEASC accreditation process, a self-study designed to examine how well our daily experiences align with our mission, values, and aspirations for learning. To launch this work, we gathered feedback from students, parents, faculty, and staff to develop a Shared Understanding of High Quality Learning (SUHQL), which serves as both a foundation for our self-study and a common vision for our community. Over the course of the year, we have been deepening our understanding of what it means for both student and adult learners to thrive at ASD. Our Shared Understanding of High-Quality Learning is grounded in three simple yet powerful ideas: developing talents, feeling a sense of belonging, and using learning in meaningful ways. Designed to be accessible and meaningful from our youngest learners at age three through adulthood, these ideas have provided a unifying lens for both instructional and community decision-making. To bring this vision to life alongside the research taking place through our self-study, we invited faculty, staff, parents, and students to document and celebrate examples of high-quality learning in action, highlighting how belonging and meaningful participation are central to the ASD experience.



One important area of growth this year has been the development of a more coherent, school-wide approach to Social-Emotional Learning (SEL). Through a partnership with the International School Counselor Association (ISCA), counselors and leaders began a structured review of our current practices to establish a common language, shared expectations, and a guiding philosophy for SEL. This work will continue next year with expanded teacher involvement, reinforcing that social-emotional learning is not the responsibility of a single department. Rather, it is a shared commitment across classrooms, extracurricular programs, counseling, and leadership. While this work is still in its early stages, it has already helped us better understand student learner needs, identify areas of strength, and build a more connected and responsive system of support.

Community partnerships remain central to our work. Director and divisional Coffee Mornings, parent workshops, and community-wide events such as International Week, Friendship Festival, and the many activities sponsored by our parent organizations, the Parent Teacher Association (PTA), Black Family Heritage Association (BFHA), Arab Mothers Association (AMA), Junior/Senior Committee, Booster Club, and Creative Arts Support Team (CAST), create meaningful opportunities for dialogue, celebration, and connection. These experiences strengthen trust and honor the diverse identities and perspectives that enrich ASD. They also reaffirm our belief that every family plays an essential role in the learning journey.



Ethical practice also requires a strong culture of professional responsibility. Through ongoing professional learning, reflective goal-setting, and collaborative inquiry, our faculty and staff continue to deepen practices aligned with ASD's mission, vision, and strategic priorities. Whether reviewing curriculum, refining SEL systems, or exploring the thoughtful use of educational technology, our approach emphasizes decisions grounded in data, research, collective efficacy, and the best interests of our learners.

As ASD concludes the Internal Reflection phase of accreditation, we look forward to using the insights and evidence gathered to shape the next iteration of our Strategic Plan. This process invites all stakeholders to reflect on what it means to learn and work in a community rooted in honesty, respect, responsibility, and kindness. More importantly, it serves as a launchpad for continued growth, ensuring that our policies, practices, relationships, and decisions are guided by our belief in One ASD Family and remain focused on helping every learner grow, belong, and thrive.



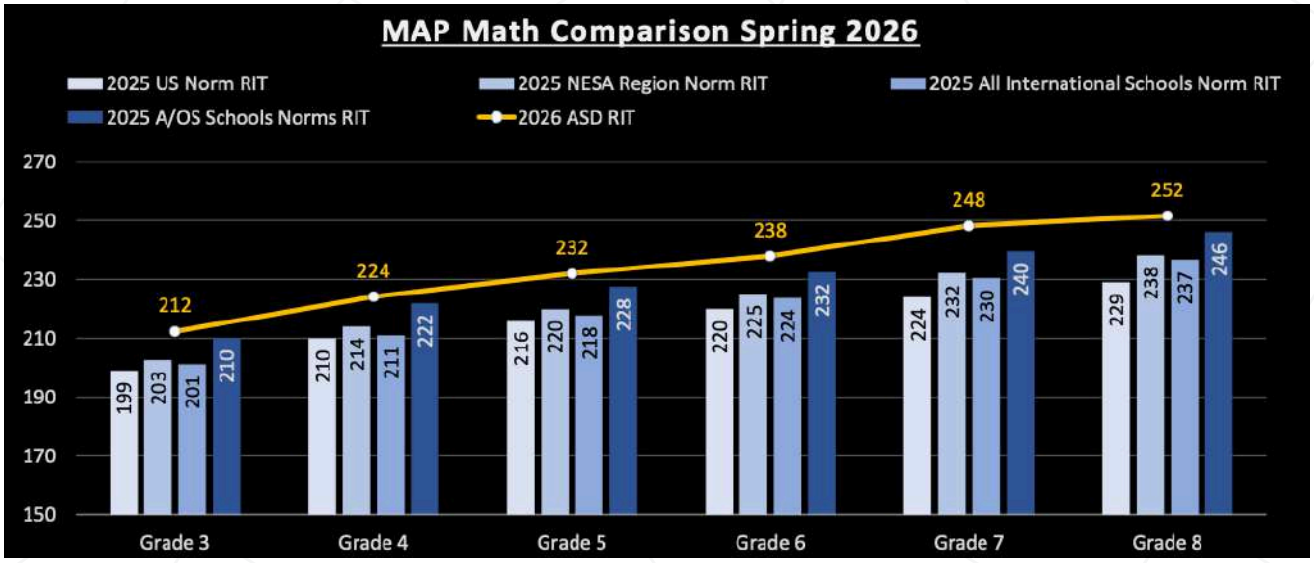
YEAR IN REVIEW

School Year 2025-2026

Measure of Academic Progress (MAP) Test

MATH					
Grade	2026 ASD RIT	2025 US Norm RIT	2025 NESA Region Norm RIT	2025 All International Schools Norm RIT	2025 A/OS Schools Norms RIT
Grade 3	212	199	203	201	210
Grade 4	224	210	214	211	222
Grade 5	232	216	220	218	228
Grade 6	238	220	225	224	232
Grade 7	248	224	232	230	240
Grade 8	252	229	238	237	246

Our Spring 2026 MAP Math scores show incredible growth across the board. In every grade from 3rd through 8th, ASD students surpassed the United States (US), the Near East and South Asia (NESA) region, and international and overseas school averages. We take pride in the fact that our 6th graders are already performing at or above the math level of an average 8th grader, both globally and in the US.





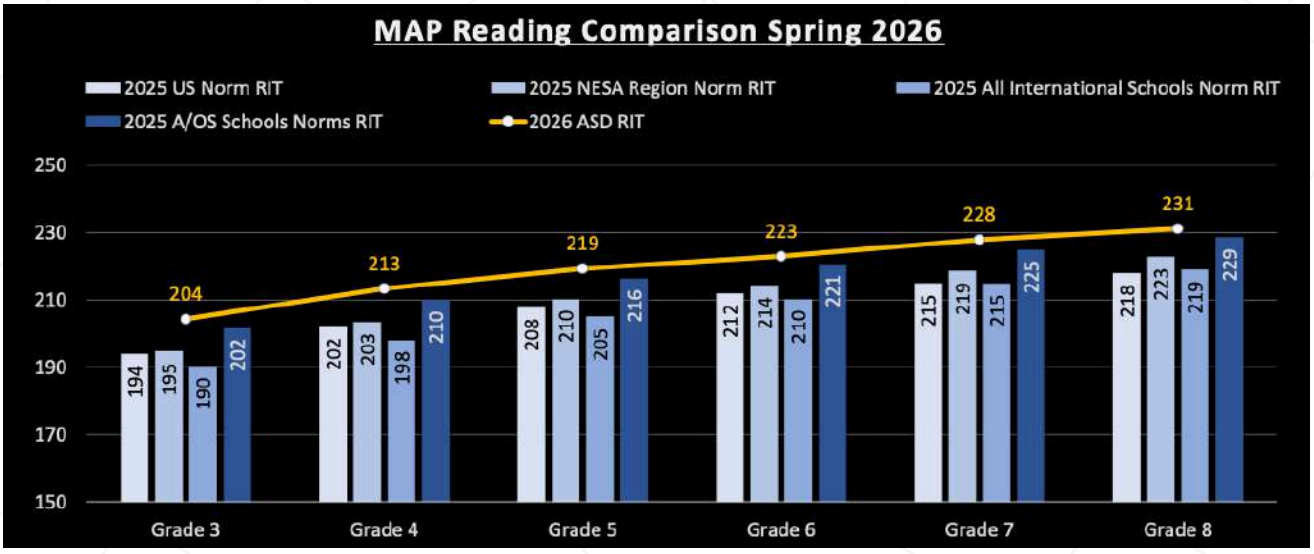
YEAR IN REVIEW

School Year 2025-2026

Measure of Academic Progress (MAP) Test

READING					
Grade	2026 ASD RIT	2025 US Norm RIT	2025 NESA Region Norm RIT	2025 All International Schools Norm RIT	2025 A/OS Schools Norms RIT
Grade 3	204	194	195	190	202
Grade 4	213	202	203	198	210
Grade 5	219	208	210	205	216
Grade 6	223	212	214	210	221
Grade 7	228	215	219	215	225
Grade 8	231	218	223	219	229

Our Spring 2026 MAP Reading data show that ASD students consistently outperform the United States (U.S.), regional, and international benchmarks from 3rd through 8th grade. The most striking takeaway is the pace of our elementary growth. With an average score of 219, our 5th graders are already reading at or above the level of an average 8th grader in both U.S. and international school systems.



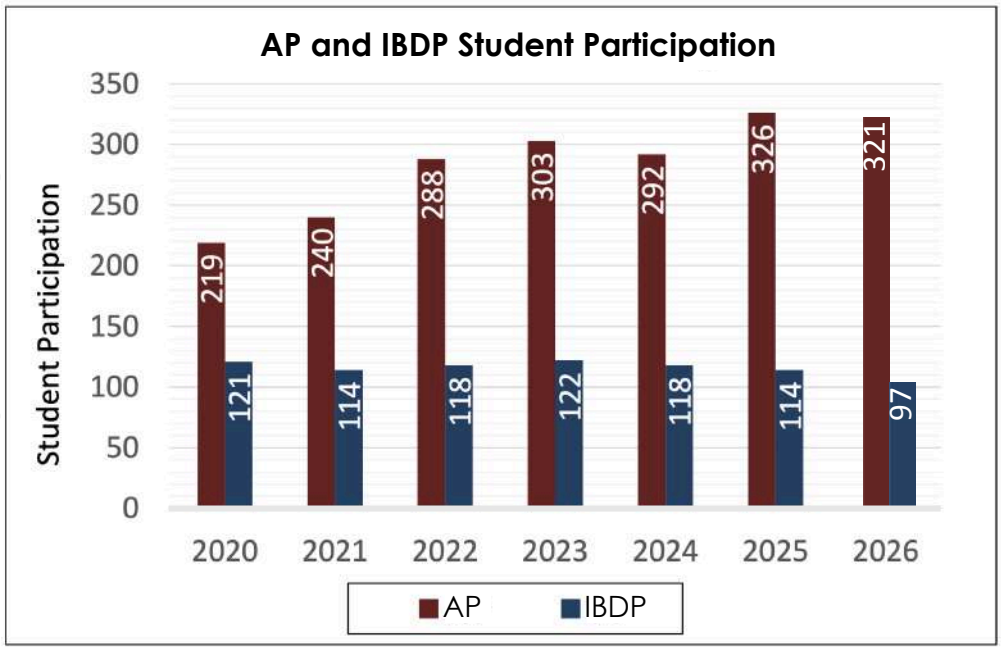


YEAR IN REVIEW

School Year 2025-2026

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

The graph below shows ASD students' participation in Advanced Placement (AP) courses and the IB Diploma Programme from 2020 to 2026. The number of students taking at least one AP course has increased steadily, supported by the addition of new AP courses, including AP Human Geography, Microeconomics, and Precalculus. In comparison, the number of students pursuing the full IBDP Diploma has remained relatively consistent over this period.



ASD AP / IBDP Student Participation							
	2020	2021	2022	2023	2024	2025	2026
AP	219	240	288	303	292	326	321
IBDP	121	114	118	122	118	114	97

CollegeBoard Advanced Placement Program

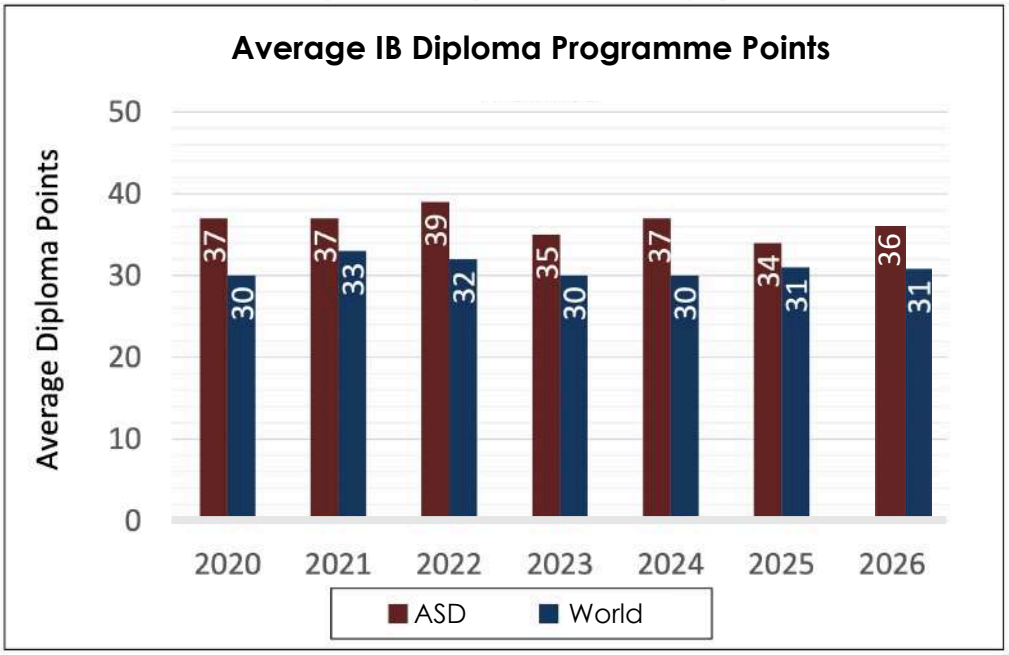
International Baccalaureate

YEAR IN REVIEW

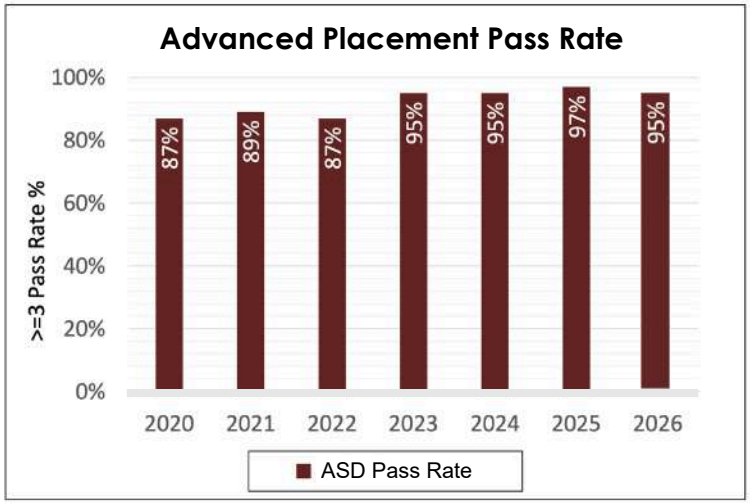
School Year 2025-2026

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

The graphs below highlight ASD students' AP examination pass rates and IBDP average points from 2020 to 2026. In 2026, ASD students achieved an outstanding 95% AP pass rate, with a score of 3 or higher considered passing, and 75% earning a score of 4 or higher. In the same year, the IBDP cohort achieved an average of 36 points, up from 34 in 2025, with 24.3% earning 40 or more points and 56.1% earning 35 or more points. Due to the disruption caused by the Middle East conflict, the IBO activated its Non-Examination Contingency Measures, with final IBDP results determined using students' internal assessments and ASD's final predicted grades rather than external examinations. These results demonstrate the continued strong academic achievement of ASD students across both programs.



Average IB Diploma Programme Points							
	2020	2021	2022	2023	2024	2025	2026
ASD	37	37	39	35	37	34	36
World	30	33	32	30	30	31	31



AP ≥ 3 Pass Rate	
Year	ASD Pass Rate
2020	87%
2021	89%
2022	87%
2023	95%
2024	95%
2025	97%
2026	95%

YEAR IN REVIEW

School Year 2025-2026

Class of 2026 University Acceptances

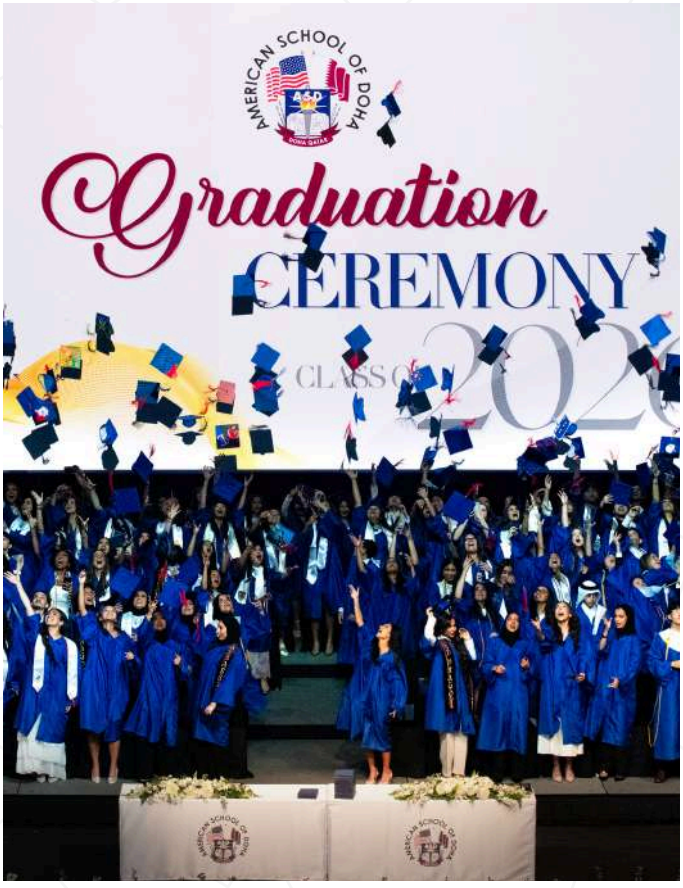
Acadia University
American University - District of Columbia
American University of Beirut
Arizona State University
Augustana College
Babson College
Ball State University
Bandung Institute of Technology
Barry University
Baylor University
Belmont University
Boston University
Brigham Young University-Idaho
Bristol, University of the West of England
Butler University
California State Polytechnic University-Pomona
California State University-San Marcos
Cardiff University
Carnegie Mellon University Qatar
CEU San Pablo University
Chapman University
Charles University, Prague
City St. George's, University of London
Clark University
Coastal Carolina University
College of Charleston
Columbia University in the City of New York
CUNEF Universidad
Dalhousie University
Dublin City University
Duke Kunshan University
Durham University
Eastern Washington University
EHL Hospitality Business School
Erasmus University College
Florida Atlantic University
Florida International University
Fordham University
Franklin University Switzerland
George Mason University
George Washington University
Georgetown University
Georgetown University Qatar
Georgia Institute of Technology-Main Campus
Hamad bin khalifa university
Hamilton College
HIM Business School
Hofstra University
Hult International Business School
IE University - Madrid Campus
IE University - Segovia Campus
IMC Krems
Indiana University-Bloomington
Iowa State University
James Madison University
Johns Hopkins University
Kansas State University
King's College London, University of London
Lancaster University
Leeds Trinity University
Leeds Trinity University
Lehigh University
Loughborough University
Loyola Marymount University
Loyola University Chicago
Loyola University Maryland
Lynn University
Massachusetts College of Pharmacy and Health Sciences
McGill University
McMaster University
Memorial University of Newfoundland
Michigan State University
Missouri State University-Springfield
New York University
North Carolina State University at Raleigh
Northeastern University
Northwestern Qatar
Nottingham Trent University
Oberlin College
Ohio State University-Main Campus
Ohio University-Main Campus
Oklahoma City University
Ontario Tech University
Oregon State University
Pace University
Portland State University
Purdue University-Main Campus
Queen Mary University of London
Queen's University
Quinnipiac University
Rice University
Rider University
Rowan University
Royal College of Surgeons
Royal College of Surgeons in Ireland - Medical University of Bahrain
Rutgers University-New Brunswick
Salisbury University
Sam Houston State University
San Diego State University
Santa Clara University
Sarah Lawrence College
Savannah College of Art and Design
Seton Hall University
Shenandoah University
Simon Fraser University
Skidmore College
Southern Virginia University
St George's, University of London
Stanford University
Swansea University
Syracuse University
Temple University
Texas A & M University-College Station
Texas State University
Texas Tech University
The American University of Paris
The American University of Rome
The Hong Kong Polytechnic University

YEAR IN REVIEW

School Year 2025-2026

Class of 2026 University Acceptances

The Hong Kong University of Science and Technology
The Pennsylvania State University-Main Campus
The University of British Columbia
The University of Edinburgh
The University of Hong Kong
The University of Tampa
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at San Antonio
Toronto Metropolitan University
Trinity College Dublin
UCL (University College London)
Universidad Carlos III de Madrid
Universidad Europea de Madrid
University College Dublin
University of Alberta
University of Arizona
University of Arkansas
University of Bath
University of Birmingham
University of Calgary
University of California-Berkeley
University of California-Davis
University of California-Los Angeles
University of California-Riverside
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
University of Colorado Boulder
University of Connecticut
University of Denver
University of Florida
University of Georgia
University of Glasgow
University of Groningen
University of Guelph
University of Hawaii at Manoa
University of Houston
University of Illinois Urbana-Champaign
University of Kent
University of Leeds
University of Maine
University of Manchester
University of Mary Washington
University of Maryland-Baltimore County
University of Massachusetts-Amherst
University of Maynooth
University of Miami
University of Michigan-Ann Arbor
University of Minnesota-Twin Cities
University of Missouri-Columbia
University of New Hampshire-Main Campus
University of North Carolina at Chapel Hill
University of North Texas
University of Nottingham
University of Oklahoma-Norman Campus
University of Oregon
University of Ottawa
University of Pittsburgh-Pittsburgh Campus
University of Reading
University of Salford
University of San Francisco
University of South Dakota
University of South Florida
University of Southern California
University of Strathclyde
University of Toledo
University of Toronto
University of Utah
University of Vermont
University of Victoria
University of Virginia-Main Campus
University of Warwick
University of Washington-Seattle Campus
University of Waterloo
University of Westminster, London
University of Windsor
University of Wisconsin-Madison
Virginia Commonwealth University
Virginia Commonwealth University Qatar
Washington University in St Louis
Wayne State University
Webster University
Weill Cornell Medical College Qatar
Western University
William & Mary
York St John University
York University



YEAR IN REVIEW

School Year 2025-2026

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.

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COMMUNITY GROUPS

PARENT TEACHER ASSOCIATION
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رابطة الأمّهات العربيّات
AMA
Arab Mothers Association
AMERICAN SCHOOL OF DOHA

ASD BOOSTER CLUB

Junior Senior
COMMITTEE

CAST
CREATIVE ARTS SUPPORT TEAM

Black Family Heritage Association

YEAR IN REVIEW

School Year 2025-2026

Our World of Experiences



At ASD, learning extends far beyond the walls of our classrooms. Every year, our students travel the world to engage in academic discovery, impactful service, and athletic competition. While regional travel restrictions and challenges had us cancel several planned itineraries this year, our commitment to global citizenship never wavered.

The map reflects not only the incredible journeys our students took, but also the resilient global community we continue to build.

EDUCATIONAL

CHINA | FRANCE | ITALY | SINGAPORE | UK

SERVICE

LAOS | SOUTH AFRICA | TANZANIA | THAILAND

ATHLETICS

INDIA | OMAN | SAUDI ARABIA | UAE

Note: Grayed-out destinations indicate trips that were canceled due to regional travel restrictions.

COMPLETED PROJECT

Middle School/High School Cafeteria Expansion Project









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