

CIS

**Council of
International Schools**

MSA

**Middle States Association
of Colleges and Schools**

**REPORT ON THE FIVE YEAR VISIT TO
THE AMERICAN SCHOOL OF PARIS
FRANCE**

NOVEMBER 2007

Five Year Visitors:

**MSA Visitor
Jacqueline L. Gilbert
Associate Director Northern Regions
Middle States Association**

**CIS Visitor
Ellen Deitsch Stern
Director
The American International School
Vienna**

INTRODUCTION

The American School of Paris (ASP) was founded in 1946 as the “American Community School” to provide a US-type education to children of American expatriates settling in France in the post-war period. Since then, it has expanded its community to include all international families and currently has over 60 nations represented in its student body. The model of education is primarily American, but exposes students to the wealth of cultural and artistic resources available in Paris to provide a truly international experience. It is unique in offering a superior American education in Paris. The mission statement states the goal “is to provide an American-model, high-quality education to an international community. We develop lifelong learners with an international focus who use their social, thinking and problem solving skills to contribute constructively to a changing global society.” The school is also committed to preparing students morally and socially to be able to effect the transition into colleges, universities, and other schools worldwide with the ability to adapt, apply their skills to make a better community and maintain a high sense of self-esteem.

ASP has attracted a highly qualified faculty that has tended to remain for long tenures, allowing for continuity and sustained professional development. Many are highly active in the European Council of International Schools and other professional organizations.

ASP recognizes the differing needs of its students, and strives to provide an optimal learning environment for all students. The EAL and Special Needs programs address a variety of needs and provide support to allow those students to achieve within the context of a rigorous college preparatory program.

A yearly turnover in enrolment of 30-40% has led to an atmosphere where new students are welcomed warmly and supported to ensure a smooth transition into their new surroundings. Parents are highly involved in establishing a community spirit by participating in and supporting school activities.

The last full CIS/MSA Team Visit occurred in November 2002, following which ASP was re-accredited by MSA and accredited for the first time by (E)CIS.

SECTION A PHILOSOPHY AND OBJECTIVES

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that it has completed the two recommendations made by the Visiting Team in 2002.

Recommendation #1

Following the accreditation process, and as part of the strategic planning cycle, that the philosophy and objectives and Mission statement be modified as recommended by the self study committee to include elaboration regarding the issues of curriculum, admissions and responsibilities of good citizenship.”

Visitors' Response

Ongoing strategic planning features the school's mission, core values, objectives, strategies for achieving the objectives and desired end results. The plan is reviewed periodically for ascertaining attainment of the end results and is open to revision. The mission and core beliefs are considered and reflected in the everyday operations of the school. For example, they have been amended just recently to include a statement on the environment that reflects actions the school will take to evaluate its commitment and respect for the environment.

Recommendation #2

The school, in keeping with the decision to regularly review its mission, philosophy and objectives should also schedule periodic review of the admissions policy”

Visitors' Response

The admissions policy is open to review and revision as opportunities or issues come to light.

(b) *Observations, including responses to significant developments*

The school continues to examine its policies on the Special Education and English as an Additional Language (EAL) services and programs it can offer to students. Admissions trends for the past five years indicate an opportunity for growing these programs. The Visitors support further investigation of the trends and feasibility of expansion in order to meet the current needs of the international community in Paris.

The Administration is commended for implementing strategic planning as the vehicle and framework for school improvement. Those who participated in the initial activities found strategic planning to be a worthwhile, gratifying process that has focused the school on its American identity while aiming to prepare students for successful participation in the larger global community.

The school may wish to consider further refinement in strategic planning by identifying priorities for growth in terms of measurable objectives and building focused, detailed action plans for the designated strategies. Additionally, the school may wish to consider establishing a planning committee of representative stakeholders who oversee the process.

(c) *Suggested Areas for Attention*

None

SECTION B ORGANISATION AND ADMINISTRATION

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The Board consider the creation of procedures to clarify implementation of school adopted policies.

Response at Two-Year Stage
Completed

Recommendation #2

The Head continue to work with the school leadership on teambuilding to make it more effective.

Response at Two-Year Stage
Completed

Recommendation #3

The Head anticipate upcoming staffing needs to seek creative ways to rebuild a staff which will be affected by impending retirements.

Response at Two-Year Stage
Completed

Visitors' Comment
In progress

Attracting and retaining highly qualified staff is becoming more and more difficult. The school is examining various options such as not restricting new hires to a maximum entry at step 6 and attempting to line up faculty salaries with other major western European schools. There is also the further issue of retirement planning as the school is required to fund the French retirement system that is not transferable, and, even if a teacher chooses to remain in France, the benefits do not compare favourably with other US or international plans.

Recommendation #4

The school improve and implement guidelines in the area of admissions, specifically with regards to students who require special services.

Response at Two-Year Stage
Completed

Visitors' comment
In progress

The procedures for the admission of Special Needs and EAL students are in place, but the school continues to develop the guidelines for determining who can thrive at ASP with the support services available.

(b) *Observations, including responses to significant developments*
See above

(c) *Suggested Areas for Attention*

The turnover in enrolment tends to lead to a high turnover of Board membership from year to year. This makes good Orientation, focused annual Board Training and Self Evaluation critical in order for the school to carry out its mission and guide progress toward the goals of the Strategic Plan.

If fundraising is to be an effective tool to advance the goals of the school, the Board should reflect on how their role as ambassadors of the school can increase community participation.

Examine the role of the Education committee to determine how it can best support the professional work of the school staff.

SECTION C SCHOOL STAFF

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that it has completed the seven recommendations made by the Visiting Team in 2002.

Recommendation #1

The administrative team establish a framework for the evaluation of all existing curriculum and determine a process and timeline for the creation of a vertically and horizontally articulated and integrated curriculum in all grade levels and content areas.”

Recommendation #2

The administrative team create and/or update job descriptions to reflect specific responsibilities for teachers, coordinators and/or administrators for curriculum development, curriculum implementation and curriculum assessment.”

Recommendation #3

The administrative team seeks to provide professional development for all staff in the process of curriculum development selected as the framework for the school’s curriculum writing and ongoing review and assessment.”

Recommendation #4

The Head and the division directors continue to work towards developing the protocols and purposes of the recently adopted teacher and administrative appraisals so that they can be more systematically applied in all divisions.”

Recommendation #5

The Head creates and/or revises administrative job descriptions to reflect specifically their responsibility for the supervision of staff and the focus on instructional improvement.”

Recommendation #6

The head and division directors provide for both teachers and administrators professional development in the process of teacher appraisal adopted or created to insure its effective implementation.”

Recommendation #7

The administrative team develop a comprehensive, needs based plan to address the school-wide priorities identified in this report as recommendations for improvement including but not limited to curriculum development, program assessment, teacher appraisal, technology, and special needs.

Visitors' Response

The two major areas highlighted in these recommendations have been addressed satisfactorily by the school.

Curriculum development is well underway within the framework of the whole school, K-12 continuum. All areas have adopted standards and are in various stages of developing benchmarks, determining essential questions and identifying assessments, all of which will be posted on Atlas Rubicon, the school's curriculum mapping program. Appropriate professional development has been provided to facilitate this process for faculty.

A system for appraisal of teacher and administrative performance has been implemented that promotes self-reflection and individual growth through peer and administrative feedback. Written job descriptions specify and clarify the roles and responsibilities of the various positions that are held by the administration, faculty and staff.

(a) *Observations, including responses to significant development*

It is important to note that a process for developing curriculum is in place; however, curriculum writing cannot really be deemed "completed", as an educational program responsive to student needs and global demands is continuously evolving. The documents produced are thus considered "living" and subject to continuous improvement.

The Visitors observe that the school has made great strides in its efforts to develop fully articulated curriculum on the K-12 continuum. The process has enabled dialogue among the three divisions as well as within the divisions themselves that will bring about consistency and coherence in the scope and sequence of programs. Improved student learning will be the ultimate benefit of the faculty's sustained efforts. The Visitors endorse the administration's approach to developing curriculum and recommend that it continue to provide the necessary support and professional development in order to advance the development of units and documentation of mapping.

(b) *Suggested Areas for Attention*

None

SECTION E, F, G 1 LANGUAGE ARTS

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1 and #2 are complete.

LOWER SCHOOL

Recommendation #1

The administration consider planning formal meeting times for grade level coordination.

Visitors' response

Scheduled common planning time continues to be a challenge that has not been met in the Lower School. Continued exploration of possible common meeting time is encouraged by the Visitors.

Recommendation #2

The administration consider alternative structuring of the ESOL program, looking more closely at ESOL staff's time, and student mainstreaming.

Visitors' Response

See section E, F, G, 9 on ESOL.

The school reports that Recommendations #3 and #4 are in progress.

Recommendation #3

The Lower School teachers explore ways to utilize technology to improve student learning.

Visitor's response

The enhancement of technology is ongoing at ASP. The technology teacher and technology mentors are available to staff for assistance in integrating technology into the program. Additionally, the Director of Technology and the Director of the Lower School have begun to discuss the technology that will most appropriately support learning in the lower grades.

Recommendation #4

The Language Arts coordinator develops a more comprehensive spelling program

Visitors' Response

Although rejected at the two year stage due to the school's integrated approach to teaching Language Arts, spelling and vocabulary as separate areas have been reintroduced. The effectiveness of the spelling workbook and homework will be reevaluated next year.

MIDDLE SCHOOL

The school reports that Recommendation #6 has been completed.

Recommendation #6

The staff review the Middle School schedule to optimize the use of students' time.

Visitors' Response

Although completed, the school might want to reopen this conversation in light of the Upper School's decision to move to block scheduling next year. A consistent scheduling model for the two schools will allow for shared faculty as well as provide the benefit of potentially enhanced instructional quality in the Middle School.

The school reports that Recommendation #5 is in progress.

Recommendation #5

The administration review ESOL support to address unsolved issues, such as in-class/mainstreaming support of students, and to improve support in other courses.

Visitors' response

See section E, F, G, 9 on ESOL.

UPPER SCHOOL

The school reports that Recommendations #7, #8 and #9 are in progress.

Recommendation #7

The department integrate IT more fully into English courses.

Visitors' Response

Increased use of technology includes teacher use of projectors, laptops, and PowerPoint to present information to students and student use of laptops for writing workshops and PowerPoint projects. The IT mentor is sought out as an "in house consultant" and serves as an example for employing Poodle to assist in the management of instruction. As in other curricular areas, the integration of technology is ongoing in the Upper School Language Arts Department.

Recommendation #8

The department consider student purchase of texts to develop student annotative skills

Visitors' Response

The teachers state that they strongly recommend that students purchase their texts.

Recommendation #9

The administration reconsider its assistance policy for ESOL students

Visitors' Response

See section E, F, G, 9 on ESOL.

(b) *Observations, including responses to significant developments*

The Visitors commend the Language Arts Program for its development of the K-8 continuum of benchmarks for writing and reading. Additionally, the Lower School writer's workshop program is recognized for developing common assessments and discussing student work.

With the adoption of the AERO standards department wide and the completed K-8 continuum based on the work of Bonnie Campbell Hill, the program appears to be well poised to engage further in effective curriculum mapping.

(c) *Suggested Areas for Attention*

See Section P on Assessment of Student Learning and Performance.

SECTION E, F, G 2 MODERN LANGUAGES

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1, #3 and #4 have been completed.

Recommendation #1

Administration and modern languages department work together to find opportunities for vertical articulation among the modern languages staff in the three schools.

Visitors' Response

Along with the other content areas, the department is developing curriculum on the K-12 continuum. Administration has successfully sought and provides meeting time for the Lower, Middle and Upper School Coordinators to meet.

Recommendation #3

Upper School Modern language teachers renew their efforts to incorporate interdisciplinary activities.

Visitors' Response

The Visitors concur that the Upper School program has incorporated some high interest, meaningful interdisciplinary projects into its curriculum. The teachers are encouraged to continue this effective approach to augmenting language and cognitive skills along with increasing cultural knowledge and understanding.

Recommendation #4

Administration consider dedicated classrooms for the Lower School modern languages teachers when implementing the new facilities project

Visitors' Response

Although Administration reviewed and reconfigured space for Lower School Modern Languages, the faculty expressed frustration due to the lack of appropriate, dedicated space conducive to an active, student-centered program. On the other hand, the teachers' equipment needs have improved since the Five Year Report was written.

The school reports that Recommendation #2 is in progress.

Recommendation #2

The Lower and Middle School modern languages staff investigate and implement developmentally appropriate, common communicative assessments at designated benchmark levels.

Visitors' Response

The development of benchmark assessments is an important component of the school wide initiative in curriculum. The Modern Languages program has adopted the Conseil d'Europe standards for modern languages as the basis for the teaching and learning of skills and content. The teachers will develop or adopt a continuum of oral proficiency correlated to the Conseil d'Europe standards. The Visitors would like to suggest that the program review the American Council on Teaching Foreign Languages K-12 Performance Guidelines as a possible guide for benchmarking oral and written proficiency.

The Lower School is seeking to enhance its multi-sensory, communicative approach to teaching languages. In an effort to ease the transition for students to the Middle School Modern Languages program the Lower School team has introduced components of the Accelerated Integrative Method (AIM), e.g., the gesture approach in order to promote greater proficiency. The Visitors endorse and validate the Lower School's initiative in responding to the demands of articulation.

(b) *Observations, including responses to significant developments*

The Visitors have observed that curriculum development has presented a challenge to the Modern Languages faculty. Nonetheless, teachers are moving forward in their efforts to engage in curriculum mapping on Atlas Rubicon. However, it is essential that the continuum of benchmarks aligned to the standards be adopted. Once proficiency levels and their indicators have been determined, corresponding assessments will follow.

(c) *Suggested Areas for Attention*

See Section P on Assessment of Student Learning and Performance.

SECTION E, F, G 3 MATHEMATICS

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1, #2, #3 and #4 have been completed.

Recommendation #1

The math coordinators in the three divisions review the math program together to define shared objectives and write curricula with a consistent philosophy, articulated education goals and assessment practices

Visitors' Response

Although the structure for addressing vertical articulation is in place, according to faculty, a consistent philosophy has not yet been established and a coherent continuum including assessments has not yet been developed, but is "a work in progress." Hence it is the Visitors' conclusion that this recommendation is not completed. It should be noted that curriculum is living and subject to evolution and modification; however, it is essential that the math coordinators continue to put their heads together to make decisions that reflect best practice as well as the beliefs of their departments.

Recommendation #2

The administration and math coordinators consider reducing the number of teachers in the department by consolidating teaching assignments into more full-time mathematics positions.

Visitors' Response

It is current thinking (particularly in the United States) that middle level educators as well as secondary should be "highly qualified" in the subject area(s) that they teach. Understanding there are varied definitions of "highly qualified", it is nonetheless important to consider the expertise of the teachers when making staffing decisions. It is also important to consider student results. However, scheduling and the budget are often the realities that drive staffing decisions. The Administration has considered this recommendation and has created a new 80% math position in the Middle School. This is clearly a step toward meeting the intent of the recommendation. The Visitors endorse the practice of as many dedicated, full time math teachers at the secondary level as possible, as it will promote cohesiveness of the program, foster collegiality, and ease the curriculum development process as well as student learning.

Recommendation #3

The administration and math coordinators consider strategies for meeting the needs of students whose math abilities are below average

Visitors' Response

In its efforts to address the needs of students with learning differences, the school has added two Learning Specialist/Special Needs teachers who give support to students with difficulties in math in all three divisions. Teachers report that the interventions provided by the special education teachers, either "pull out" or supplemental are effective. Teachers also report that non-documented low performing students would benefit from support from the special education teachers. The Visitors would like to recommend that all math teachers consider differentiated instruction within their own lessons. Understanding that it requires continued professional development and time, i.e., "practice" to implement effectively, differentiation is an additional way to support all students by providing learning experiences that best match their learning styles and level of development on the subject area continuum.

Recommendation #4

The administration increase integration of technology and access to hardware and software

Visitors' Response

The Visitors agree that the integration of technology has been significantly increased in all three divisions; however as technology is ever evolving, the school's use and integration of technology to enhance the educational program will continuously evolve. Teachers are encouraged to seek out technological advances as well as take advantage of what the school has already provided.

(b) *Observations, including responses to significant developments*

The Visitors have read and listened to math teachers' concerns about levelling students in Middle School for the purpose of acceleration. A placement test was administered last year that may provide the evidence needed to determine if students are truly prepared for advanced courses in 6th grade. The Visitors encourage teachers to be systematic in their approach to acceleration by tracking student results. Data rather than anecdotal evidence will provide the best basis for decision-making.

This area of concern might also be addressed more easily once the continuum of benchmarks associated with the National Council of Mathematics Teachers (NCTM) standards has been determined. Identifying competencies for each grade level /course and their prerequisites will provide clarity and common understanding of what students should know, understand and be able to do before entering a course. A coherent continuum will also provide a basis for clarifying common concepts and essential understandings for differentiation of lessons and when working with special needs students.

(c) *Suggested Areas for Attention*

Visitors' Response

See Section P - Assessment of Student Learning and Performance.

SECTION E, F, G 4 SCIENCE

(a) *Comments relating to the Recommendations of the Visiting Team.*

The school reports that Recommendation #1 is in progress.

Recommendation #1

Teachers review curriculum content pre K-12 with reference to creating a curriculum guide that is both vertical and horizontal.

Visitors response

With the help of a consultant in the Lower School, Rubicon Atlas and the adoption of the AERO standards, the school is moving toward a PK-12 curriculum. However, if the AERO standards do not match the curriculum in grades 9 and 10, the school should consider revising the curriculum or developing its own standards.

Recommendation #2

Upper School teachers further access local resources to support science instruction.

Visitors response

With the development of an outdoor two-day Group 4 project being planned, a major step has been taken to address this recommendation as well as the school's new goal of increasing environmental education.

(c) *Suggested Areas for Attention:*

There is a serious need for the three curriculum coordinators to meet to look at scope and sequence with particular attention to the transitions from Lower to Middle and Middle to the Upper School and to consider how to increase the integration of technology in the curriculum.

A review of the design and use of the labs should be made so that if there is no space for a Lower School laboratory, intermediate students could access Middle School labs when they are not in use.

The Lower School would benefit from the organization of resources and increased professional development in using a hands-on inquiry based approach to the sciences.

SECTION E, F, G 5 SOCIAL STUDIES

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations # 2 and #3 are completed.

Recommendation #2

The administration schedule meetings for vertical articulation of curriculum between Elementary and Middle School, and between Middle School and Upper School.

Recommendation #3

The administration schedule meetings for horizontal articulation based on approaches to learning and assessment within specific grade levels.

Visitors' Response

Through its articulation meetings (horizontal and vertical) the Social Studies program has adopted the AERO standards on the K-12 continuum. Upper School and Middle School teachers reported that horizontal articulation has been going very well due to department and team meetings. It was unknown how the Lower School teachers meet, as the coordinator is out on maternity leave. The three divisions are in various stages of determining assessments and uploading their curricular units on Atlas Rubicon. The teachers estimate that it will take approximately two years to complete current expectations for documenting their curriculum.

The school reports that Recommendation #1 is in progress.

Recommendation #1

The administration clarify admissions and ESOL policies so that teachers have more support with students who are struggling.

Visitors' Response

See Section E, F, G, 9 English as a Second Language

(b) *Observations, including responses to significant developments*

It was reported to the Visitors that Social Studies has made a shift in its curriculum (K-12) away from Europe to include a greater global perspective that is certainly in keeping with the mission of the school as well as current trends. Additionally, the Upper School enthusiastically endorses the proposed block schedule for the next school year.

(c) *Suggested Areas for Attention*

The Visitors caution the Social Studies Coordinators not to let the absence of the Lower School Coordinator or any other circumstances adversely affect the momentum of developing a well-articulated, documented curriculum.

See Section P - Assessment of Student Learning and Performance.

SECTION E, F, G 6 FINE AND PERFORMING ARTS

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1 and #2 have been completed.

Recommendation #1

Administration provide an alternate space to accommodate the instruction of drama and monitor more closely the utilization of the Performing Arts Center.

Visitors' Response

Drama has appropriate use of both classroom space and the Performing Arts Center as needed. Additionally, the PAC has been completely refurbished as the result of extensive damage received in a flash flood in spring 2006. It is a beautiful facility with excellent acoustics of which the school can be proud.

Recommendation #2

The Administration re-evaluate the Middle School schedule so that all students can participate in a balanced sequence of study in the Arts.

Visitors' Response

Although reevaluated in committee, discussed at a faculty meeting, and recommendations proposed to Administration, a viable solution has not been found for this "glitch" in the Middle School Fine Arts curriculum. Perhaps the curriculum development process that is currently underway will invite further re-examination of this issue. If instruction is going to be driven by a coherent continuum of benchmarks tied to the AERO standards, then it would seem that Art as it is currently structured might not align with the attainment of those standards. The Visitors suggest that serious attention be dedicated to the development of the continuum.

(b) *Observations, including responses to significant developments*

The three strands of the Fine and Performing Arts Program have adopted three sets of standards:

- Music - a hybrid of MENC and the state of Wisconsin
- Visual Arts – AERO
- Theatre Arts - a hybrid of Middle Years Programme

Teachers describe their progress in developing and documenting their curricula as in the beginning stages.

(c) *Suggested Areas for Attention*

The choral and instrumental music teachers reported the following facilities issues: lack of space for lesson and small group practice, inadequate storage space for instruments and music classes assigned outside the music area. The Visitors recommend that the Administration examine the area for any violations to the health and safety code, such as instruments stored in the hallway impeding egress work with the department to consider solutions to the "non-safety" concerns of the music teachers.

SECTION E, F, G 7 PHYSICAL EDUCATION

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The school explore scheduling alternatives that would allow the Middle and Upper School students extended periods for PE classes.

Visitors' response

While this was rejected in Year 2 and not commented on in Year 5, the new schedule planned for the High School with double periods will enable students to have a more extended active teaching time. If this works well, serious consideration should also be given to extending the four-day rotation to Middle School, and teachers trained to vary the activities in ways to meet the developmental needs of these students. This would strengthen the PE program and allow more flexible scheduling for the cross-over teachers in other subject areas.

Classes in grades 4 and 5 have benefited from 60-minute periods.

(c) *Suggested Areas for Attention*

With space still limited when students cannot go outdoors, there should be continued efforts to provide swim instruction to the Lower School students at nearby facilities. This is an important life skill and would ensure greater safety on the Middle School Outward Bound trips

SECTION E, F, G 8 INFORMATION TECHNOLOGY

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1, #2 and #4 have been completed.

Recommendation #1

The administrative team review and address concerns about response time to technical problems and audio-visual needs, technical supervision of the PAC, providing staff development, and process of preview and selection of software/hardware, and support for classroom teachers in the lab settings for integrating technology.

Visitors' Response

The Director of Technology, a member of the senior staff, oversees both the systems and educational sides of technology at ASP. His staff includes a network administrator, two technicians and a coordinator at the Lower School. Additionally, he is responsible for the Libraries and supervises their staffs. The staff is in place to support technology in the operations of the school and the educational program. The Director and his staff spearhead professional development or provide follow up as needed.

Recommendation #2

The Board consider sufficiently funding the expanded use of technology integration in the Upper School.

Response at Two-Year Stage

Completed

Visitors' Response

By all appearances the school in general is well equipped with hardware, e.g., laptops for all teachers, two additional wireless labs, projectors in classrooms and interactive white boards in the implementation stage. Software programs such as Rubicon Atlas and Moodle (Poodle) are also in use to support the organization while programs such as Geometer's Sketchpad and PowerPoint presentations delivered by teachers and students are specific examples of Upper School integration. Additionally, the school has a campus wide wireless network and a robust website. However, the Technology Department reports that the school needs to develop workable plans to promote further technology integration in the Middle and Upper Schools.

Recommendation #4

Administration and staff update and strengthen the goals of the curriculum guide.

Visitors' Response

The school has accomplished this and much more in the area of curriculum. Eight new technology courses have been added to the program and a K-12 continuum of information literacy has been developed. Upper School students demonstrate that they meet the IT requirement through a portfolio. The Lower School curriculum is skills based by grade level that is currently under review and will be revised in order to provide an embedded approach.

The school reports that Recommendation #3 is in progress.

Recommendation #3

Administration and staff implement the ICT Vision and Action Plan.

Visitors' Response

The ICT Vision and Action Plan written in 2002-03 has been admirably implemented. Among the objectives achieved are teacher support, i.e. the peer mentor program and dedicated technology staff members, who are readily available to teachers. Professional development both embedded and external is provided to ensure that school wide initiatives such as Atlas Rubicon and Power School are successfully deployed.

As this plan is completed, a new plan that includes the Libraries is under development for 2007-2010. Two major initiatives to be included in this plan are:

1. A revised curriculum featuring a K-12 continuum of cross curricular skills to be developed with input from teachers;
2. A 1:1 laptop program for students that will require a change in infrastructure. The school has formed a Technology Steering Committee whose principal charge is to craft a 2007-2010 Vision Plan that builds upon and extends the original goals of the 2002-2003. The Visitors concur that it will be important to have school- community buy in for these initiatives. The Visitors support the proposed plan for advancing technology integration and the planning process to be employed by the school.

(b) *Observations, including responses to significant developments*

See above

(c) *Suggested Areas for Attention*

None

SECTION E, F, G 9 ENGLISH AS A SECOND LANGUAGE

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that Recommendations #1, #2, #3 #4 and #6 have been completed

Recommendation #1

The school provide opportunities for the ESOL teachers to collaborate with regular classroom teachers in order to better meet the needs of ESOL students.

Recommendation #4

The ESOL staff meet regularly to plan units of study to enable their students to work in collaboration with other core subjects.

Visitors' Response

The Upper School and Middle School EAL /Immersion teachers have regular opportunities to meet with their colleagues for the purposes of planning, discussing the curriculum, student progress and appropriate strategies for EAL students. Due to the constraints of scheduling, the Lower School EAL teachers do not have built in meeting time with the regular classroom teachers. Nonetheless, they find ways to collaborate. Teachers meet during lunch and preparation times, before and after school in order to communicate with each other about students.

Recommendation #2

The ESOL staff design and implement a written curriculum to guide the development of language proficiency enabling students to meet expectations in the regular classroom.

Visitors Response

EAL and immersion students follow the regular curriculum in Social Studies and English that is modified or differentiated according to proficiency level by their teachers. The EAL/Immersion teachers are meeting together to determine proficiency levels and will propose using the Bonnie Campbell Hill continuum as a vehicle for identifying the language level of students, recommending appropriate modifications and determining the level at which students should exit the program.

Recommendation #3

The administration considers ways to provide a dedicated Middle School ESOL classroom.

Visitors' Response

Administration has been unable to provide a dedicated classroom for the Middle School EAL/Immersion program. The Visitors encourage administration to continue to consider this recommendation depending on whether a pull-out or push-in program is adopted.

Recommendation #6

The school consider plans to address the needs of limited English speaking students in the Upper School beyond what is currently offered.

Visitors' Response

The Upper School now has a 60% Immersion teacher who provides one to one contact in a "pull out" program for grade 9 and 10 students. Students who exit the program are also supported - as necessary - by their classroom teachers, as well as by the EAL/Immersion teacher.

The school reports that Recommendation #5 is in progress.

Recommendation #5

The administration and the ESOL teachers re-evaluate the support model offered, as well as the allocation of time for ESOL instruction.

Visitors' Response

The support model has evolved as an Immersion or EAL program according to the needs of the students who enrol in the school. The school seized the opportunity three years ago to work with Israeli students with limited English proficiency whose school had closed, thus implementing the Immersion program. The program will continue to evolve based on the numbers of EAL students who enrol in the school, language proficiency levels of those students, and the growing knowledge and expertise of the teachers.

(b) *Observations, including responses to significant development*

The Visitors applaud the school and EAL/Immersion teachers for developing and implementing a program that is meeting the needs of the EAL learners in each of the three divisions. In interviews with the Visitors, regular classroom teachers have commented with enthusiasm that the program prepares students for success in the mainstream. Additionally, EAL/Immersion teachers assist their colleagues to support EAL students. Meaningful professional development opportunities with recognized experts in the field are available for the EAL/Immersion staff as well as for classroom/subject area teachers. For example, EAL/Immersion teachers are re-examining their placement tests and exiting practices based on knowledge gained from recent professional development opportunities. Furthermore, teachers would like their colleagues to “turnkey” their knowledge and expertise for them in-house.

The grading of EAL student performance, in particular of those transitioning or in classes where support or differentiation is limited has been an area of concern. Although considered ready to meet the demands of the regular classroom, students with non-native proficiency may receive lower grades due to inaccuracies in their ability to express themselves or limited comprehension. The Visitors endorse the practice of assigning a trimester or final grade that is based on the students' most recent performance instead of documenting the average of the entire trimester or year. If students are developing proficiency in English on a continuum, the developmental implications should be given consideration in order to maintain positive student morale.

As it does for the Special Needs program, the school charges additional fees for EAL/Immersion services, which puts financial strain on some families and teachers in an uncomfortable position as they may be pressured to end services early.

(c) *Suggested Areas for Attention*

In order to enhance the success of the current program, the Visitors would like to recommend that the school:

- Continue to provide quality professional development opportunities featuring strategies for all teachers to use with EAL students, including differentiated instruction.
- As recommended for Special Needs, consider rolling the fee for EAL/Immersion services into tuition so that tuition is spread among all families.
- Reconsider staffing so that teacher assignments are dedicated to EAL/Immersion.

- Consider an inclusion or “push in” model of support for those students whose proficiency is appropriately developed, e.g., the second year of Immersion.

SECTION E, F, G 10 ADVANCED LEARNING PROGRAM SECONDARY CURRICULUM PROGRAM

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The school strives to ensure that all IB courses meet the minimum teaching time.

Visitors' response

At this time, the Group 3 IB courses still do not meet the recommended/required IB time allocation standards. Plans are in place to move to a four-day rotation with double block periods next year. This should resolve this problem.

Recommendation #3

The administration review the scheduling and teaching assignments for Theory of Knowledge.

Visitors' response

TOK is being taught as a one-year course with the assessment in February. It is a challenging course for most students and success demands the maturing ability to think about thinking. It is designed to be taught over two years. Beginning it in May of grade 11 will probably still not meet its goals. Consideration should be given to starting it in the autumn of grade 11. The school should also examine the possibility of having the TOK course taught by a team of teachers from different disciplines to enable students to understand how knowledge can differ in different areas.

(c) *Suggested areas for attention*

The Group 3 IB courses should be scheduled to meet the IB expected number of hours of instruction.

TOK should be taught over two years as designed.

An examination of the stress and impact on other courses should be studied to see if all IB SL courses should meet over two years as also designed instead of one.

SECTION H SPECIAL NEEDS EDUCATION

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that it has completed Recommendations #1 and #2.

Recommendation #1

The school expand its in-house services to students with special needs and/or limited English proficiency in terms of both staffing and program at all three divisions.

Recommendation #2

The school elaborate and make more specific its admissions policy and its program options to reflect a more inclusive philosophy towards special needs and limited English proficient students.

Visitors' Response

The school has implemented a program that supports students with a variety of "mild" documented learning disabilities. The model is primarily "pull out", as current scheduling and staffing do not allow an inclusion or "push in" model. Together, admissions, administration and special education faculty make acceptance decisions. Students in the program demonstrating difficulties who have not been previously identified are referred and provided services.

The following recommendation is in progress.

Recommendation # 3

The school provide professional development opportunities to better prepare staff to work with specially trained staff to provide appropriate service to special needs and limited English proficient students integrated into the classrooms."

Visitors' Response

The school continues to develop the skills of the faculty in order to best serve students with special needs.

(b) *Observations, including responses to significant developments.*

The Visitors find that the school has progressed in the area of special needs as specified by the recommendations; however, we believe that more work needs to be done to support the special needs students so that they move successfully through the three divisions of the school. It is now current practice to deny admittance to the Middle and Upper School programs to special needs students enrolled in the Lower School if the students are not considered likely to succeed in the IB program. Although communicated to parents at the outset, this practice creates great anxiety, as there are no other options in Paris for secondary students with special needs. The Visitors recommend the school reconsider this policy in order to meet the needs of the students and families it has accepted in its Lower School.

The Visitors learned that additional fees are charged to students for special services, which puts some families under financial duress. As a result, the special needs teachers feel uncomfortable, as some students and families feel pressure to exit students from the program as quickly as possible; perhaps before they are ready. Nonetheless, teachers exit students appropriately, with the prime consideration their ability to succeed in the mainstream.

(c) *Suggested Areas for Attention*

In order to further address the needs of students in the Special Education program, the Visitors recommend that the school:

- Broaden the initiative for differentiated instruction by providing additional and continued professional development for all teachers in order to sustain instructional and assessment practices that promote learning for a diverse student body.
- Consider expanding the program to provide students the services that will enable them to continue attending the school and participate successfully in the Middle and Upper School programs.
- Consider rolling special education fees into tuition in order to provide equal fees for all families.

- Reconsider staffing if enrolment warrants to include a dedicated teacher in each division.

SECTION I GUIDANCE SERVICES

Comments relating to the Recommendations of the Visiting Team

Recommendation #1

The guidance staff works to meet on a more regular basis.

Response at Two-Year Stage

Completed

Recommendation #2

The Administration and Counseling staff consider ways to meet the affective needs of their high school students by extending the advisory program to issues covered in health and wellness such as chemical dependency, eating disorders and bullying and also create a more informal setting.

Response at Two-Year Stage

Completed

Response at Five-Year Stage

Completed

Recommendation #3

The counselors consider organizing meetings between fifth and sixth grade teachers and between eighth and ninth grade teachers to promote articulation between the guidance components of the different sections.

Response at Two-Year Stage

Completed

Visitors' response

Significant attention is being given to the transitions between the Lower and Middle School and the Middle and Upper School. The counselors are preparing grade 5 students for the changes that Middle School life will bring and the homeroom teachers are sharing their knowledge about students. The transition into the Upper School has been made easier because of the addition of a counsellor dedicated to grades 9 and 10 and because the person holding the position was the former Middle School counselor. He continues to meet with the Middle School grade level teams as time permits so that he knows the continuing students. The early autumn Outward Bound trips also enable students and their teachers to get to know each other and develop trust and friendships.

The placement of students in Honors classes should continue to be examined to develop a system based on evidence understandable to both students and parents that will promote the best learning environment for success.

(b) Observations, including responses to significant developments

With the addition of a counselor for grade 11 as well as grades 9 and 10, and with the college counseling services, there has been a concerted effort to meet all the needs of the 9-12 students. Further, a one-semester course has been added in grade 11 to address health questions and concerns. The directors and counselors

hold grade level meetings with parents and PFA meetings on health issues to promote good communication and support for students.

Meetings with parents to advise and assist the college selection process start early in grade 11 and continue with small groups meeting with students and 1-1 student and family meetings. The grade 12 Retreat provides advice, direction and support for students at the beginning of a busy and stressful year.

Student support has also benefited by the formation of a Guidance Committee in the Upper School that brings together the director, counselors, dean of students and special services to discuss students. This complements the grade level meetings in the Middle School and the Child Study Team in the Lower School.

(c) *Suggested Areas for Attention*

The school should review the level of services in the Lower and Middle school to consider, in view of the number of students and the needs of internationally mobile families, whether each of these divisions should have a dedicated counselor and the support services should be handled separately.

SECTION J HEALTH SERVICES AND SAFETY

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The Science department, K-12, review all materials for use in science, in order to meet the needs of each grade level.

Response at Two-Year Stage

No action

We are not sure what the recommendation refers to. Lower and Middle School science classes do not use dangerous materials. In the Upper School, measures are in place to ensure that students do not have access to the science storage area and that they are supervised at all times in the classroom/laboratory areas.

Response at Five-Year Stage

Completed

Visitors' response

The entire stock of chemicals was inventoried this year and out of date supplies were disposed of. This effort was assisted by a doctor appointed by the state to sit on the school's Health committee who took an active role. A complete inventory is in place and will be reviewed regularly.

Recommendation #2

The school continue to focus on safety issues, power needs, and access for students with special physical needs in the building plan for the new facility spaces and reallocation of current space.

Response at Two-Year Stage

Completed

Recommendation #3

Evacuation plans be posted in every room of the school.

Response at Two-Year Stage
Completed

Visitors' response

The new facilities manager has been charged with ensuring that any missing plans are replaced.

Recommendation #4

The nurse's cell phone number be distributed to all instructional and non-instructional staff.

Response at Two-Year Stage

Completed – Plus on Infirmary door

(b) *Observations, including responses to significant developments*

Regular First Aid courses are offered to teachers and staff and are well attended.

Training of staff in the use of defibrillators is taking place, and, once accomplished, plans are in place to purchase three to set in strategic locations around the school.

Regular inspections for carcinogenics, including asbestos, are held, and water quality is tested regularly.

(c) *Suggested Areas for Attention*

With the current staff on a six months notice to improve the cleanliness of the premises, outsourcing services to ensure that the school environment is healthy and attractive should be considered to improve supervision, methodology and materials for cleaning.

Security should be reviewed at regular intervals with advice of the Embassy Regional Security Officer. Consideration should be given to placing cameras in strategic positions to cover the perimeter and key inside areas so that any problems can be identified early.

SECTION K STUDENT SERVICES

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The school consider alternative payment methods in order to expedite lines in the school cafeteria.

Response at Two-Year Stage

Completed

Recommendation #2

The maintenance department schedule routine meetings with the cleaning staff to ensure a consistently clean facility.

Response at Two- Year Stage

In progress.

Response at Five-Year Stage

In progress

Comment

ASP recognizes that this area needs improvement.

Visitors' Response

All avenues are being explored to improve the cleaning services. A new facilities manager has been hired. The cleaning staff has been given six months to improve services, and outsourcing possibilities are being reviewed a eye not only on cost but also on French Labour laws.

(c) *Suggested Areas for Attention*

While the swipe cards have alleviated the lines in the cafeteria, there are still long delays when students are adding money to their cards. The school should explore the possibility of installing machines that update the cards automatically when money is inserted.

As Power School is introduced and parents will have easier and potentially more frequent access to student grades and attendance, it is strongly advised to work with all constituencies, students, teachers and parents, to promote understanding of how to use it to increase communication, promote student achievement and responsibility and balance it with their increasing need for independence.

SECTION L STUDENT LIFE

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The school extend its advisory program to tenth, eleventh and twelfth grades:

Response at Two-Year Stage

Rejected.

Comment

Cost and time constraints. In its place, a health program (which will deal with advisory-type issues) has been opened for 11th and 12th graders.

Other Significant Developments

The major change that has taken place in response to recommendation number one has been to provide individual guidance services to each grade. The school felt it was important to increase staffing in the area of guidance.

Visitors' Response

See comments above under Guidance Services.

The school has a strong advisory program in the Middle School. It will be important to review whether the increase in counselors in the Upper School meets student needs as well as the smaller group teacher led advisories supported by trained counselors. As the teachers who have been in the school for many years and have nourished and supported this system retire, it will be important to draw new teachers into the system and provide training for those for whom these are new responsibilities.

Recommendation #2

Upper School strongly consider a community service requirement.

Response at Two-Year Stage

Rejected.

Comment

Unless ASP could offer more opportunities in the local community, we cannot require this since there are linguistic and legal barriers, it will be very difficult to have a community service requirement. Students do however have the opportunity to volunteer for Community Service opportunities and get written recognition for it.

Other Significant Developments

Given our commitment to student life, we feel the school is trying to modify the two above recommendations and to come up with creative ways to extend services to students in grades tenth, eleventh and twelfth. In addition, increase the opportunities to volunteer for Community Service within the school.

Visitors' response

A serious effort is underway to promote service learning within the framework of the CAS philosophy though out the Upper School. Opportunities for service are also encouraged in the other divisions. Much of the initiative is coming from the students themselves through individual effort and the student councils in the Middle and Lower Schools. A Green Team has been formed to address environmental issues such as recycling and to encourage the use of more environmentally friendly products. Opportunities to support people in need such as Habitat for Humanity and other trips, teaching English locally, instructing the elderly in the use of computers, peer tutoring, after school homework club and teacher support opportunities are all offered. Teachers in all divisions should continue to engage students and look for ways to support their concerns and interests.

(c) *Suggested Areas for Attention*

Part of Student Life is having a schedule that meets developmentally appropriate needs and classes are balanced with more active classes such as arts and PE interspersed with academics. Providing places for students to go in break times to exercise or relax is a challenge for the school. As the Lower School has its playground and the Upper School its Lounge, an effort to find a place for Middle School students should go merits attention.

SECTION M LIBRARY/MEDIA CENTRE

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that it has completed Recommendations #1, #2, and #3.

Recommendation #1

The school support the development of French and World Literature sections in la Bibliothèque.

Recommendation #2

The school support the addition of more computers to the Upper School Library, as space permits, until the new facility is built.

Recommendation #3

The school continue to support the librarians as they pursue greater access to technological resources.

Visitors' Response

La Bibliotheque was severely damaged in a flash flood in 2006. It has since been renovated and is in the process of replacing its collections, thus although previously met, recommendation #1 is still in process.

Overall, the school supports technology, provides up to date resources and is planning for future use of technology to enhance school operations and student learning.

The school reports that the following recommendation is in process.

Recommendation #4

The librarians organize systematic orientations and/or in-service for faculty.

Visitors' Response

The Librarians and Director of Technology are currently discussing and planning meaningful new teacher as well as "regular" teacher orientation and/or inservice for next year. Orientation is now conducted on an individual, as need basis.

(b) *Observations, including responses to significant developments*

The Visitors commend the school for its renovation of La Bibliotheque, which is welcoming, child friendly and attractive. The Visitors supports the efforts of the new Upper School's librarian who is eagerly seeking to reconfigure the library and meaningfully support teaching and learning.

(c) *Suggested Areas for Attention*

The Visitors would like to reinforce the IT Director and Librarians' plans for designing in-service workshops and/or orientation for faculty and staff based on input from them, and working with administration to schedule a program for 2007/2008.

SECTION N SCHOOL FACILITIES

(a) *Comments relating to the Recommendations of the Visiting Team*

Recommendation #1

The Board of Trustees establish and communicate a timeline and milestones for the completion of the space utilization plan.

Response at Two-Year Stage

In progress.

Response at Five-Year Stage

In progress.

Comments

The first phase of a multi-phase plan has been completed. However, the Board of Trustees has put the rest of the project on hold while it addresses two issues, an updated agreement with the French government for the use of the land and buildings, and more immediate maintenance needs. The land use agreement is expected to be signed by May 2007, and we are now in a third phase of a capitalized maintenance project to refurbish the existing buildings. The Board will be considering the possibility of building a new, purpose built facility in the future.

Visitors Response

The Board member who is a US embassy representative has taken this matter in his hands and involved the good services of the Ambassador. The school currently has had a renewable 15-year lease on its land that renews automatically unless questioned. The land has been recently assessed and the depreciation with years remaining under the current lease would be a financial burden. While there have been no problems, they are seeking a long term lease or other security measures before proceeding with further plans for building.

The matter is under consideration and there is nothing more for the school to pursue at this time.

Recommendation #2

The Board of Trustees continues to raise necessary funding for phase completion.

Response at Two-Year Stage

In progress.

Response at Five-Year Stage

In progress.

Comments

Fundraising is a major priority for ASP. The Annual Fund has met its goal of raising €100,000 (one hundred thousand Euro) per year for the past three years. The Development office been able to get corporate donations and will continue to work on getting major donors.

Visitors' Response

Under the dynamic leadership of the Director and the Admissions/Development officer, the school has exceeded its target of raising € 100,000 (one hundred thousand Euro) in each of the last three years. In fact, in 2006/2007, it was in the neighbourhood of € 150,000 (one hundred and fifty thousand Euro). At the same time, almost € 250,000 (two hundred and fifty thousand Euro) were raised for improvements to the PAC (Performing Arts Center) to augment the insurance when the school suffered a serious flood in 2006. ASP now has one of the leading fundraising efforts in Europe.

Please also see comment in the section on Organization and Administration in which the role of the Board is discussed.

Recommendation #3

During the construction process of phase one of the building project, administration and staff should continue to review space allocation to best utilize newly created and existing areas.

Response at Two-Year Stage

In progress.

Response at Five-Year Stage

In progress.

Comments

1. A standing committee for facilities was created by the Board and was joined to the Finance Committee as of the 2006/2007 school year. Its mission is to ensure that the space optimization project addresses the needs of the instructional program in the best manner possible.
2. The committee considers that the school currently complies with the CIS Standard for School Facilities.

Principal strengths of the school with respect to its facilities

- ASP is the only school of its kind in the Paris area to have a campus complete with fields and sufficient areas to support its educational programs.
- Classrooms and buildings look neat, clean, and cheerful.
- The cafeterias and kitchen areas are state of the art and provide a wonderful environment for other activities as well.
- The Upper School Gym and the weight room allow ASP to host students from other schools in tournaments and encourage physical activity.

Principal factors in need of strengthening

- The school is not a purpose built facility, and therefore many of the teaching spaces (art rooms, Upper School library) are not optimal.
- There is little flexibility within the facility to expand or modify programs.
- The buildings are getting older; it is too costly to refurbish some of them.

Proposal for improvement

The committee's proposal for improvement to address items in number two is to continue, as available funds are generated, to address space related issues and come up with alternatives that are both financially viable and that will meet with the restrictions to building permits conceded by Saint Cloud.

(b) Observations, including responses to significant developments

The new facilities are attractive, useful and a great asset to the school. The Theatre renovation has been finished and the school now has a light, bright facility with 400 seats and improved light, sound and safety. Students enjoy the openness of the facilities with their outside spaces and two gyms

(c) Suggested Areas for Attention

The areas in need of strengthening are well targeted.

There is a plan in place to refurbish the Upper School library to maximize the limited space. Many classrooms and studios are small so continued attention will need to be paid to possible changes, physical and scheduling.

A new look at long-range facilities planning under the experienced eye of professional architects could provide some new suggestions to maximize the limited space.

There is a need for a long-term maintenance plan to ensure that ongoing needed maintenance is scheduled and financial provisions are made for potential refurbishing and replacement of major equipment to preserve as well as improve the aging buildings.

Continued attention should be paid to available and financially feasible methods of preventing future flooding.

While fire alarms meet French requirements, linking the systems in the buildings together so that they do not have to be set off manually in adjacent buildings should be seriously considered.

SECTION O FINANCES AND FINANCIAL MANAGEMENT

(a) *Comments relating to the Recommendations of the Visiting Team*
None

(b) *Observations, including responses to significant developments*

The school under the leadership of the Director and Director of Finances and Human Resources have taken a series of steps to ensure good management, oversight and transparency. There have been clean audits for the last two years and the question of changing auditors will be addressed when the current auditors have served the school for six years as required by French law.

The staff has appreciated to proactive steps taken to explain the state of the finances of the school and answer all questions before the annual compensation negotiations take place.

A Holiday Bank has been set up to relieve the financial burden and the difficulty of using the paid holidays (*conges payes*) with the mutual consent of those involved.

An outside consultant has been hired to audit the pay slips to ensure their accuracy and compliance with changing regulations.

The difficulty of finding a satisfactory retirement plan for international teachers has been addressed elsewhere in our report.

A new early retirement plan is been studied and will be taken to the Board once it has been developed. This could affect between 15-20 employees and has implications for finances and staffing.

Changes in the current pay scale are under consideration to adjust the number years of credit an experienced teacher arriving in the school gets and to increase the number of steps so that teachers to not reach the top as quickly and have the potential for step increases in addition to the cost of living.

(c) *Suggested Areas for Attention*
None not already underway.

SECTION P ASSESSMENT OF STUDENT LEARNING AND PERFORMANCE

(a) *Comments relating to the Recommendations of the Visiting Team*

The school reports that the three recommendations are in progress.

Recommendation #1

The Lower School articulate and publish assessment policies.

Visitors' Response

The new Lower School Director has initiated a great deal of discussion about assessment including the Lower School report card. A committee has been formed to investigate possibilities for a new report card; however, standards and benchmarks needed to be established first. A revised handbook will be written and given to parents once the faculty has further developed the curriculum and associated assessment practices.

Recommendation #2

The administration use assessment results regularly to evaluate the effectiveness of the school's curriculum and to determine future curriculum development goals.

Visitors' Response

Historically, the Middle and Upper Schools have used ERB, IB and AP results to evaluate the curriculum in the areas tested. The Lower School has aligned its standardized testing program with the Middle School and has piloted a first administration of ERB's in grades 3, 4, and 5. The results will be used to make decisions about curriculum, instruction and assessment.

Recommendation # 3

The administration use assessment results regularly to evaluate the effectiveness of instructional practices and determine future professional development goals.

Visitors' response

The school offers many and a variety of opportunities for professional development including individual teacher choice. At this stage, internal assessments, i.e., teacher and/or department assessment has not been developed to the point where it can provide data upon which to make decisions about professional development focused on improving student learning.

(b) *Observations, including responses to significant developments*

Administration and faculty report that progress is being made in the area of assessment, e.g., teachers are developing rubrics, considering common assessments, exploring performance assessment as an alternative to pencil and paper tests, and looking at student work together.

(c) *Suggested Areas for Attention*

The school has made significant progress in assessment during the past five years. The Visitors would like to suggest that the momentum be maintained by consideration of the following recommendations:

- Continue alignment of assessment to standards and benchmarks until completed in all curricular areas
- Provide further professional development on assessment
- Promote development of common assessments and/or rubrics
- Continue to include and update curriculum mapping on Rubicon Atlas
- Provide opportunities for teachers to discuss student work
- Provide professional development on collection and analysis of data
- Create a process for the systematic review of student results

CONCLUSION

The Visitors were impressed with the developments the American School of Paris has made in the five years since the accreditation. They have met most of the recommendations and are well along in addressing the others. The enrolment continues to be strong, and the school is aware of the changes as the proportion of American students drops and the number of other countries continues to grow. Despite a serious flood or perhaps in part because of it, significant renovations have taken place that have enable improvements in the facilities especially in the cafeterias, the theatre and the physical education spaces. They have also added an attractive eye-catching wing to the school.

Under the leadership of Pilar Cabeza de Vaca, morale has improved, the finances are transparent, pro-active and well handled. The Development Office has become a model for schools in Europe.

Work continues to need to be done in areas of curriculum, assessment and strategic planning. The departments that have been created to support students with special needs and those who need English language learning support need not only to continue to evolve, but teachers throughout the school would benefit from professional development to help them take on their responsibility for the success of every student in their classes. In a school where families are so highly mobile, the Board would be well advised to address their self-evaluation and training seriously each year under the leadership of an outside facilitator.

It was a pleasure to be welcomed by this highly professional staff and to hold free and frank discussions with them. The Visitors have taken away an excellent impression of a school that knows its strengths and is actively working to improve the education of all its students.

We recommend the American School of Paris for continued accreditation and extend our wishes for successful years ahead.

Respectfully submitted to CIS and MSA

MSA Representative
Jacqueline L. Gilbert

CIS Representative
Ellen Deitsch Stern

Signature _____

Signature _____

Date _____

Date _____