

**MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTRUCTION-WIDE ACCREDITATION
FOR PK-12 SCHOOLS**

**REPORT OF THE
ACCREDITATION FOR GROWTH
MID-POINT REVIEWER**

**American International School of Jeddah (AISJ)
Jeddah, Saudi Arabia
April 22, 2007**

**Tim Hansen
Mid-Point Reviewer**

**Paul Pescatore
Superintendent**

I. Introduction

The *Accreditation for Growth (AFG)* process is a five to seven-year accreditation protocol available to the member schools of the Middle States Association of Colleges and Schools. Focusing on a preferred vision of the future, *AFG* utilizes a strategic planning model to ask schools to develop two to four measurable student performance objectives as the lynchpin of an assessment of growth in school improvement. The process requires schools to establish a planning ethic, develop a five to seven-year strategic plan, and meet established standards. Committing to *AFG*, American International School of Jeddah (AISJ) has agreed to the following:

- 1) It has committed to focusing on the end result—improved student performance—as the primary priority for school improvement efforts.
- 2) It has committed to operating from a vision of where it wants and needs to go with the mission and beliefs serving as a unifying force for change.
- 3) It has committed to including a varied spectrum of stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.
- 4) It has committed to a process where progress will be continuously reviewed.
- 5) It has agreed to participate in a peer review and external validation process by accepting outside visitors.

Developed by the Commission on Secondary Schools (CSS), *AFG* requires schools who have committed to *AFG* to be visited every seven years by a team of volunteer educators acting as critical friends to validate the school's plan and to assure that standards are being met. At the two and one half year mark in the seven-year cycle, a one person, one-day visit is arranged to review the school's progress. The Mid-Point Reviewer is specifically charged with examining:

- ◆ the continued wide-spread acceptance of the plan
- ◆ the culture of planning and review that indicates that the school has been critical and reflective about its progress
- ◆ The projected ability of the school to meet its accreditation obligations within the cycle

The Mid-Point Reviewer to American International School of Jeddah (AISJ) spent nine hours discussing the current status of the school's *AFG* plan with staff, administrators, and students. Although the visit was brief, the Reviewer interacted with over 25 individuals who were able to convey the commitment of the school to its strategic plan and the role it plays in the life of the school.

II. Context of the School

What a difference two years can make in the life of a school! In December 2004, I conducted a midpoint review for the American International School of Jeddah (AISJ) and observed a school that was being seriously challenged due to the loss of its longtime owner/sponsor, Saudia Airlines. However, during my most recent visit in April 2007, it was extremely encouraging to witness significant progress that is worthy of commendation and celebration. Well done, AISJ!

In May 2002, during the MSA validation team visit, the school was being operated by Saudia Airlines and was known as the Saudi Arabian International School – Saudia. In October 2003, the airlines announced that they would no longer require the services of the school and it would cease to be under their auspices effective in June 2004. On June 9, 2004, the school received a license from the Ministry of Education to legally operate as the American International School of Jeddah (AISJ). As a result of this radical and unanticipated change, the school community was forced into a mode of survival and focused its energy on day to day operations. AISJ stakeholders succeeded in preserving the school and their efforts have been rewarded with a school that is now “hitting its stride” in providing a high quality program uniquely positioned in the city of Jeddah to meet the needs of students and families desiring an American-based educational experience. I would like to commend the Board, administrators, faculty, staff, parents, students, and community for their incredible effort, perseverance, and tenacity to substantially upgrade the school’s operation and services during the past two years. Their efforts have truly made a positive difference in the lives of families who have children enrolled at AISJ.

AISJ is a community day school delivering early childhood, elementary, middle school, and high school programs, primarily for expatriate students; however, some Saudi students are also in attendance. The school is currently serving approximately 670 students with a faculty of approximately 82 teachers. During the 2004 midpoint visit, the student population was approximately 580 students with approximately 55 teachers. It appears that the school may reach 700 students in the 2007-08 school year. The school administration seeks to maintain a teacher – student ratio of approximately 1:20.

In the fall of 2004, the school was operating under its new name, AISJ, and was fully licensed by the Ministry of Foreign Education in Saudi Arabia as an American Community School. A Board of Trustees governs the school. Membership is comprised of the following:

1. Representative of the U.S. Consulate (voting member)
2. Representative of the American Businessmen of Jeddah (voting member)
3. Three elected Board members (voting members)
4. Representative of the corporation with the second largest student representation in the school (voting member)
5. 3 American signatories to the formation of AISJ (non-voting member)
6. Honorary membership to 2 individuals (non-voting member)

7. Legal advisor (non-voting)

The daily operation of the school has been delegated by the Board of Trustees to the Director of the School and the administrative staff.

During the Validation Team visit in 2002, AISJ was operating from two campuses. The school has since gone through a contraction and is now operating from a single campus which provides adequate facilities to support academics, athletics, the arts, food services, recreational activities, health care, media services, and technology. The campus, its facilities and location, while meeting the needs of students and staff are areas of stakeholder concern, and efforts are being made to look at future options involving either major renovations or the possibility of relocating to a new campus.

During the summers of 2005 and 2006, the Board embarked on an ambitious program to upgrade and improve the school facilities by painting the entire interior of the school, painting the exterior of the school, installing an early childhood playground, waterproofing buildings, soundproofing the band room, installing an irrigation system and a drinking water filtration system, upgrading the gym and computer labs, grassing the sports field, carpeting and tiling many sections of the school, providing covered shaded areas, installing an internet satellite connection, asphaltting play areas, and applying new roofs to certain buildings. These facility enhancements have contributed to the school's physical appearance and have made the campus more welcoming and functional for its students, staff, parents, and community members.

In addition to physical plant changes, AISJ began the 2005-06 with an entirely new administrative team which included the Superintendent, Curriculum Director, Elementary Principal, Middle School Principal, and High School Principal. The Board is to be commended for their recruiting efforts to identify, recruit, and employ a dedicated, energetic, hard-working, and professional team of administrators. As educational leaders, they have partnered with other stakeholders to build a stronger school community, replete with pride, esprit de corp, and loyalty. While all of the members of the current administrative team have accepted positions in different schools for the upcoming school year, the Board did express appreciation during my visit for their accomplishments, and is optimistic and excited about the new administrative team that they have recruited for 2007-08.

Issues related to safety and security have affected the school in several direct ways. Due to security issues, the recruitment and retention of staff have become more challenging. This concern is not unique to AISJ; rather, it is being experienced by other international schools in the region. Concomitantly, security issues within Saudi Arabia have resulted in a large number of multinational companies and various government offices to withdraw their dependents from school and relocate them in their countries of origin. In spite of some companies and organizations continuing to restrict families from relocating to Jeddah, the school has experienced incremental enrollment growth during the past two years.

The financial stability of AISJ has been a major factor in the school's operation since its separation from Saudia Airlines. To ensure the school's viability, there has been a considerable amount of effort committed to the generation of revenue, while simultaneously exercising tight controls on expenditures. During the mid-point visit in 2004, some activities related to AFG objectives and action plans had not been sufficiently addressed due to financial constraints. However, with improved financial stability, AISJ has been able to move forward with increased staffing and services, in both the ESL program and student support services program. The progress made in these two programs during the past two years has been cited by numerous people as substantial and dramatic. The school has also been able to improve the salary and benefits package for teachers, leading to increased opportunities for recruiting and retaining highly qualified faculty. Additionally, a revised technology plan has been crafted to ensure that technology will be upgraded to support student learning.

I would like to make special mention of the various individuals and groups that I met during my visit to AISJ. I was extremely impressed by the positive, constructive and professional attitudes of the faculty members that I interviewed. The parents that I met were deeply appreciative, caring and supportive of the school and proud to have their children enrolled in AISJ. The students that I interviewed were articulate, intelligent, and really "loved" their school and felt engaged in the AFG process. The administration was tremendously positive regarding their students and staff members. While they all admitted to long hours and demanding work, they didn't complain; rather they reveled in the success of the school and expressed genuine pride in the work that is being accomplished at AISJ. The Board demonstrated heartfelt concern for the continued existence of the school. It is clear that they have a passion for the success of the school and it brings them great joy and satisfaction to see the school moving forward.

AISJ is a school with a rich and proud history and has enjoyed a positive reputation for many decades. In spite of numerous challenges and obstacles, the school community has forged ahead with bold determination, energy, and commitment. It is obvious that they take great pride in their school and want the very best for their students. They are focused on student learning and have made observable progress in addressing the four objectives in their plan. It is reassuring and gratifying to see the progress being made by the school. It is no accident that the school is showing numerous signs of educational success; they have worked extremely hard and have exercised wisdom in making both short-term and long-term decisions to define and plan their preferred destiny. I am confident that they have even a brighter future given the foundation they have laid, and their enduring commitment to their students.

III. Mid-Point Review Checklist

The Mid-Point Reviewer examined evidence that:

COMPONENT	Limited / No Evidence	Sufficient / Some Evidence	Satisfactory Evidence	Exceptional Evidence
Planning				
A committee or team representative of the school's stakeholders continues to oversee, review, and make decisions about the strategic plan for school improvement.				X
Key individual(s) are in place to ensure the continuing nature of the process, and are successful in fostering that culture.			X?	
Documentation exists that illustrates how the plan has been reviewed at least annually.			X	
A general understanding of the planning process and plan is found among the members of the school community.			X	

COMPONENT	Limited / No Evidence	Sufficient / Some Evidence	Satisfactory Evidence	Exceptional Evidence
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SUMMARY:

Is there a viable internal monitoring process that has put an accountability system in place for monitoring the accomplishment of the action plans? YES. An AFG Planning Team, facilitated by the Director of Curriculum, has been assembled and meets regularly to monitor and assess progress on the school’s action plans and its four objectives. Four sub-committees from the AFG Planning Team have been organized with leadership provided by chairpersons to address the four objectives in the school’s plan. These four sub-committees use the actions plans to guide their work and are required to report their activities and progress to the AFG Planning Team on a monthly basis. The information shared and discussed by the AFG Planning Team is then communicated to faculty and staff through email or through the Director’s meetings which are held monthly. In addition, information from the AFG Planning Team can be communicated to faculty and staff through “Monday Meetings” which are organized to address a variety of curricular, instructional, assessment, professional development, etc. issues. The AFG process has become much more transparent and inclusive during the past two years. The Director of Curriculum is to be commended for her role in establishing a process to increase the internal monitoring of the actions plans and objectives to assess success and/or areas of concern. The action plan templates being used by the school captures the essential information to ensure accountability. The action plans that I reviewed were updated and it was easy to determine the status of the various supporting activities. When compared to the 2004 mid-point review, you will notice dramatic improvement in the school’s effort to implementing a transparent and inclusive process that values and expects accountability in the accomplishment of their action plans.

*You will notice a question mark regarding the criterion referring to, “*key individuals are in place to ensure the continuing nature of the process, and are successful in fostering that culture.*” The reason for my question mark is that the current AFG facilitator (Curriculum Director) is leaving to another school and I am uncertain whether the future facilitator will demonstrate the same success or commitment to the AFG process. While I am hoping and assuming this will be the case, it is cause for some concern since this is a critical position to maintain the present inertia. I fully anticipate that the AFG Planning Team will remain intact, which is absolutely necessary to maintain the school’s momentum.

Has the annual review process provided continuous evaluation and a dynamic process that shows flexibility in modifying action plans? YES. AISJ has instituted an evaluation process that reflects on the school’s progress and is viewed as a dynamic process that can accommodate change if necessary. It is evident that the school does not solely depend on an annual process for reflection and change; rather, through their monthly AFG Planning Team members they are making observations and assessments to determine what changes might need to be made to action plans to help them achieve their objectives.

COMPONENT	Limited / No Evidence	Sufficient / Some Evidence	Satisfactory Evidence	Exceptional Evidence
Content of Plan				
Growth in student performance as shown by the measurable student performance objectives is evident, or the school community can identify why growth did not occur and has adjusted the action plans to produce the desired growth in the latter half of the 5-year cycle.			X	
The objectives remain the primary focus for improvement in student performance with significant changes to the objectives occurring only after consultation with Middle States staff.			X	
Action plans have been updated to reflect more detail in the latter half of the 5-year cycle.				X
<p>SUMMARY:</p> <p>Are school improvement efforts aimed at student learning, student performance, and student results? YES. There is compelling evidence to suggest that AISJ is “spot on” in initiating efforts that are focused on student learning and student achievement. They have addressed student learning in a number of ways including, but not limited to: curriculum development, instructional programs, student activities, analysis of student assessment results, professional development, increased staffing in student support areas, and trying to increase parent involvement. In spite of their countless efforts, concerns do exist within the school that the “achievement targets” identified in several of their objectives may not be attainable. While this can be a bit disheartening, the AFG Planning Team is discussing the value of keeping these “stretch targets,” or possibly modifying them to be a bit more realistic. With improved financial stability, the school has been able to increase the number of faculty in student support services, and it is hoped this will have a positive impact on student learning. Based on a review of the AFG documents, school officials spend a considerable amount of time reviewing assessment data to identify areas of academic strength and areas for improvement. Subsequent to their review, various activities or new programs have been introduced around curricular alignment, instructional strategies, use of different assessments, introduction of additional AP courses, introduction of study skills courses, etc. It is believed that each of these changes will positively impact the learning experiences of AISJ students.</p> <p>Please note that the assessments identified in Objective #2 to measure ELL student progress may be changed in the near future. The school is looking for one assessment instrument (Idea Proficiency Test) that can be used for all students. As a result of this possible change, the action plan and identified achievement target percentages will need to be adjusted.</p>				

COMPONENT	Limited / No Evidence	Sufficient / Some Evidence	Satisfactory Evidence	Exceptional Evidence
Organizational Growth				
The school is using data to inform its decision making regarding its plan for school improvement.			X	
Appropriate changes to membership of committees have been made to reflect changes in school's structure, personnel, etc.			X	
The school has committed the resources (human, monetary, etc.) necessary for successful implementation of the plan.			X	
The planning process, as well as the plan, is evaluated each year.			X	
<p>SUMMARY:</p> <p>Is a culture of planning evident as shown by the development of long-term strategic action plans that integrate program, services, facilities, and support to address growth needs? YES. A culture of planning has emerged within the past two years to help build a stronger foundation for a coherent and coordinated integration of school programs, services, staffing, and facilities. The school's mission, vision, and graduate profile are valued documents within the school culture and provide support and direction for planning. Now that the school has emerged from a period in its history where it focused on survival, they are now able to set their sights on growth in areas of student support services, technology, and facilities. The Board and administration have worked hard to establish a planning process to ensure the future success of the school. Financial resources will continue to impact how much can be accomplished; however, through proper planning and an implementation timeline based on the school's priorities, there is strong evidence to suggest that they will be able to successfully manage their future growth and preserve the integrity of the school's current programs.</p> <p>Is there a climate of inclusiveness with evidence of continued involvement and collaboration of stakeholders in the planning process? YES. This is an area of significant change and growth during the past 2 years. During my visit, it was clear that the Board, parents, staff, faculty, administrators, and students were kept well-informed of the AFG process and were encouraged to be active participants in the process. I was particularly impressed by the students on the AFG Planning Team who were active participants in the process and spoke, in detail, of their involvement and contributions to the planning process. Similarly, it was clear that staff was well-informed of the AFG process and were viewed as important stakeholders in the continued success of implementing the plan. The structure of the AFG Planning Team and the sub-committees assigned to the four objectives is working and is ensuring involvement, contribution, and communication throughout the school.</p>				

III. Mid-Point Review Objectives Narrative Review

AFG OBJECTIVE #1

By the year 2009, all students who have been enrolled for a minimum of TWO years will demonstrate improved academic achievement as measured by SAT-1 and PSAT.

As you will notice from the following assessment data, AISJ has collected and analyzed a considerable amount of data to gauge its progress in attempting to achieve objective #1. Based on my interviews, AISJ has carefully examined its assessment scores and is committed to addressing issues related to student performance. They are making serious efforts to try and combat a downward trend in their standardized test scores through initiatives related to curriculum development, instructional practices, student activities, professional development, community involvement, and in the recruitment and retention of staff. They have carefully analyzed a number of reasons for their inability to currently achieve the assessment targets in objective #1 and are studying and implementing strategies to improve student learning. Below, you will see specific efforts that they have implemented in hopes of positively impacting student achievement. In particular, staffing increases in student support services will offer valuable help to students requiring assistance. Additionally, increased efforts to improve professional development for teachers will hopefully translate, in time, to improved student achievement.

AISJ is taking an aggressive and educationally sound approach to meeting the “targets” identified in objective #1. They are using a “multi-pronged” approach that includes, but not limited to curriculum mapping, expanded course offerings, extending the school day, increased AP courses, introducing study skill courses, establishing eligibility standards for extra-curricular participation, increased credits for students to graduate, increasing staff, etc., to impact student learning. There is ample evidence to support AISJ’s commitment to improved student performance and I am hopeful that their efforts will prove to be effective.

AFG Objective #2

By the year 2009, AISJ students requiring additional support in ELL (ESL) will demonstrate improved academic achievement as measured annually by specific increases in the Pre-Language assessment Scale and the Language Assessment Scale Tests.

With AISJ progressing toward financial stability during the past two years, it has been able to more effectively deliver on its ability to provide additional support services; this is especially true with their burgeoning ELL population. The school has demonstrated tangible efforts to address this objective through increased staffing, improved curricular materials, increased access to technology and other media, enhanced assessments, better

defined and enforced admission policies, improved communication with parents, a handbook detailing ELL philosophy, professional development activities, and improved communication between the three divisions of the school.

Based on my interviews and a review of their objectives, there is strong support for the ELL program. The ELL teachers, in cooperation with the mainstream teachers, are demonstrating a willingness to find the appropriate instructional approaches and materials that will optimize the learning experience for these students.

It seems reasonable that the school may continue to experience a need to increase staffing for their ELL program based on their future enrollment. Additionally, they will also benefit from further exploration of curriculum materials and technology that can support their instructional practices. The school has established clear guidelines for admission into the ELL program that have required uniform enforcement to ensure that students can be appropriately served by the program. Through clear guidelines, the school can more effectively plan and deliver services to eligible students.

Please note that the ELL department may be identifying another assessment instrument to assess all ELL students within the school. If it is decided to move in this direction, it will be necessary to change the benchmark metrics currently presented in this objective.

AFG Objective #3

By the year 2009, AISJ students requiring additional support in Learning Resource will demonstrate improved academic achievement as measured annually by the Woodcock Johnson Test: 75% of AISJ resource students will increase all subtest scores by 1 – year equivalency.

There is sufficient evidence to underscore the school's commitment to providing programs to students who require additional learning support. There is a coherent K-12 program that is recognized by stakeholders in the school, and it is clear that successful progress is being made by the faculty in their work with students who learn differently. Similar to the ELL program, with the financial stability of AISJ improving, human resources in all school divisions are being increased to better meet the learning needs of students. The faculty is enthusiastic and deeply committed to providing students with the necessary differentiated instruction to help them gain and apply knowledge. Additionally, increased technology support, enhanced curricular materials, better assessment instruments, improved facilities, expanded services to more grade levels, and increased professional development funds have all contributed to the AISJ's efforts to achieve this objective.

AISJ has developed and is enforcing an admissions policy which narrows the scope and range of services required in the learning resource program. Several years ago, when it

was important to increase enrollment, a more liberal admissions policy was in place increasing the needs for learning support services. In addition to well written admissions procedures, AISJ has also established “exiting procedures” to qualifying students.

In time, specialized support services to include a speech and language therapist and educational psychologist will be welcomed additions to the school community.

While progress in the development and implementation of the learning support program is clearly on a positive track, there is a commitment from AISJ to continue examining issues related to admission and exiting procedures, range of services offered, instructional techniques, identifying the “right” balance between pull-out and mainstream support, staffing arrangements, and cross division communication in order to optimize the services provided by the learning support staff. It is reassuring to see the school’s efforts to ensure that students who learn differently are being offered the instruction and support that will help them in their development.

AFG ACTION PLAN #4 TECHNOLOGY

Objective 4:

By the year 2009, 100% of AISJ students will demonstrate competence (75%) in technology as measured by meeting 100% of grade appropriate performance indicators as outlined by the NES-AERO Standards for Technology for students at the end of grades 2, 5, 8 and as measured after completion of technology courses required for graduation (Computer 1).

Following a review of the 2004 midpoint review and comparing it to the current technology status of AISJ, it is fair to say that significant progress has been achieved in the past 2 years. While the school recognizes the need for future technology improvements, it has shown commitment in this area to improve technology services to impact student learning. Technology improvements include an AP course in IT, increased hardware and software, added IT course in the high school, and a wireless system is being installed.

Objective 4 has been modified to reflect different performance indicators used to identify student progress and achievement. Initially, AISJ chose to use the National Educational Technology Standards as a source of measurement; however, it was decided to move toward using the NES-AERO Standards for Technology to better meet align with their student population.

During the visit, the AISJ Board provided a Five Year Technology Plan to upgrade the School’s IT infrastructure and performance (2005-10). This plan identifies upgrades in the areas of computers, servers, bandwidth and Internet, Website, LAN, software, science lab improvements, and media center. As is the case with many schools, IT improvements

come with a significant price tag, and it will be important for AISJ to revisit its technology plan on an annual basis to ensure its investment in IT is having the desired impact on student learning.

The sub-committee for objective #4 is “wrestling” with the targets in the objective and is wondering if they are appropriate, or if they need to be modified. While the committee has not reached consensus on whether to change the metrics, this issue is leading to substantive discussion by committee members on what needs to be provided in IT support to have the greatest impact on student learning. The sub-committee is also involved in establishing curriculum maps and technology benchmarks that will be helpful in guiding the direction and integration of technology and also useful in measuring its progress.

In support of technology, the Board has also established a Three Year Plan to upgrade the Audiovisual Department at AISJ. The plan identifies a number of items including lighting, projectors, TVs, VCRs, public address systems, etc., that will be used to enhance instruction through different media.

There is strong evidence that data collected by AISJ is being analyzed and used to help identify areas of strength and areas for improvement in the area of technology. As mentioned earlier, while significant progress is being made in technology, continuous efforts to upgrade the infrastructure, hardware/software, and additional courses will be helpful in providing students with the experiences they require to keep pace with ever-changing technological advances.

IV. Substantive Change: MSA Governance and Leadership Change

Similar to what was reported following the December 2004 visit, AISJ meets the MSA Governance and Leadership Standards. The AISJ Board of Trustees and the School Administration collaborated to write the new By-Laws which define the scope and purposes of the school and identifies the roles, responsibilities, governance, and amendment procedures to the By-Laws. Additionally, Articles of Association for AISJ have been written to identify the relationship between the Board and its Association members. The articles provide a sound foundation for the Board, Association, Members and the Administration to work in close cooperation in support of student learning. The By-Laws and the Articles of Association support policy development and oversight of leadership to ensure a productive work environment. AISJ is recognized by the Saudi Arabian Ministry of Education and enjoys an excellent reputation in the community. As mentioned in the 2004 report, it seems reasonable to envisage some additional tweaking of their current governance structure if the need arises; however, it appears that the current design is proving to be effective. The Board did hire a consultant from International School Services to provide Board Orientation. It is hoped that the orientation was successful in providing the Board with additional information to support and guide them in their governance role.

V. Concluding Comments

To further “echo” my opening statements in Section II of this report, AISJ has “come a long way” from the midpoint visit in December 2004, and they are to be applauded for their determination to seek and achieve improvements in numerous areas that directly affect student learning. It is heartwarming and exciting to see that the school community, through hard work, wisdom, resolve, and determination, has prevailed in ensuring that parents in the Jeddah community have the opportunity to enroll their children in a high quality school specializing in an American-based educational system. The Board, administrators, faculty, staff, parents, students, and community members can rightfully share in a well-deserved celebration for their progress and for the hope they inspire for the future of the school.

Areas of Strength that emerged during my visit:

- Commitment to the AFG process and a commitment to a continuous improvement process
- Commitment to a more transparent and inclusive planning process (stakeholders are well-informed)
- Acceptance by the faculty and staff toward acceptance of the school’s plan
- Commitment to the four objectives identified in the plan
- Commitment to using data in decision-making and the planning process
- Commitment by Board, Administration, Faculty, Staff, Parents, Students, and Community Members to make AISJ a high quality school
- Stakeholders are proud of their school and it shows
- Commitment to a changing student population and viewing this as an exciting opportunity
- Commitment to long-range planning that includes a strategic look at campus options when the current lease expires in July of 2009.

Areas of Concern:

- With a new Administration scheduled to resume leadership in August 2007, it will be incumbent upon the Board and other stakeholders to ensure the school’s continued commitment to the AFG process and continuous school improvement.
- The financial stability of the school, while dramatically improved, is an area that will continue to require close monitoring in order to ensure the school has the resources it requires to recruit and retain quality personnel, support facility requirements, fund technology upgrades, address curriculum and instructional needs, promote professional development, and realistically consider long-range plans for exploring campus options beyond July 2009. It is clear that the Board and Administration have worked hard in this area and must continue to be diligent to ensure that essential resources are available to maintain a high quality school.

In summary, AISJ has made significant progress in the last two years and is encouraged to maintain their momentum in addressing their four objectives, plus the recommendations that were identified during the Validation Team visit. I have complete confidence in their willingness and in their ability to effectively, efficiently, and successfully meet their goals as outlined in their AFG plan. As a school community, they have been through some tremendously challenging times, but have shown extraordinary determination, resolve, needed skills to transcend the challenges as they offer an educational program deeply committed to support student learning. I wish them continued success in their journey, and remain optimistic as they continue to provide educational experiences that will positively and significantly impact the lives of their students.