

**Mercer Island School District
Monitoring Indicators
Board Policy 1800 OE-1, Fundamental 4
May 12, 2022**

Fundamental 4:

“Engage students in analytical and critical thinking in order to identify and address global concerns.”

Quantitative Data

EES Survey Results:

Theme	Indicator	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 21-22
Theme: Critical & Analytical Thinking	% 4th-5th grade students who agree that “I am good at figuring out the best solution to problems I'm facing.”	78	83	83	81	46
	% secondary students who agree that “I am good at figuring out the best solution to problems I'm facing.”	76	74	75	78	75
	% 4th-5th grade students who agree that “I solve problems by first breaking them into smaller steps.”	57	64	65	63	31
	% secondary students who agree that “I solve problems by first breaking them into smaller steps.”	60	56	61	67	60
	% 4th-5th grade students who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”	86	88	86	88	55
	% secondary students who agree that “When my solution to a problem is not working, I try to figure out what went wrong.”	80	80	82	87	83
	% elementary staff who agree that “Students are provided	72	91	92	91	86

	tasks that require higher-level thinking skills.”					
	% secondary staff who agree that “Students are provided tasks that require higher-level thinking skills.”	59	86	87	84	91
	% of teachers rated proficient or distinguished in Danielson’s component 3c “Engaging Students in Learning”	93	88	95	N/A	**
Theme 2 – Creative & Cross Discipline Thinking	% 4th-5th grade students who agree “I think of more than one solution when I have a problem”	87	86	80	84	49
	% secondary students who agree “I think of more than one solution when I have a problem”	76	71	74	78	73
	% 4th-5th grade students who agree that “I am a creative person.”	89	91	91	88	**
	% secondary students who agree that “I am a creative person.”	77	77	79	81	**
	% 4th-5th grade students who agree that “I can come up with new ideas.”	89	90	90	91	**
	% secondary students who agree that “I can come up with new ideas.”	84	84	83	87	**
	% 4th-5th grade students who agree that “I like to imagine new ways to do things.”	84	88	89	82	62
	% secondary students who agree that “I like to imagine new ways to do things.”	74	75	75	78	74
	% of teachers rated proficient or distinguished in Danielson’s component 3e “Demonstrating Flexibility and Responsiveness”	93	93	93	N/A	**

Global Citizenship	% 4th-5th grade students who agree that “My teacher(s) help us learn in more ways than just talking in front of class.”	80	89	88	91	64
	% secondary students who agree that “My teacher(s) help us learn in more ways than just talking in front of class.”	63	68	70	75	64
	% 4th-5th grade students who agree “Students are involved in decisions about things that affect them in this school.”	N/R	57	57	59	**
	% of secondary students who agree “Students are involved in decisions about things that affect them in this school.”	N/R	38	44	52	**
	% 4th-5th grade students who agree “In class we often work with other students to solve a problem.”	N/R	64	69	70	41
	% of secondary students who agree “In class we often work with other students to solve a problem.”	N/R	63	66	74	66
	I am comfortable interacting with people from a different racial or ethnic background.	N/R	94	94	95	94
	I respect other points of view, even when I disagree.	N/R	85	85	89	**
	This school is doing a good job of preparing me to succeed in my life.	N/R	66	67	69	64

** Question not included in the 2021-22 EES Survey

Mercer Island High School (MIHS) Graduate Survey (Discontinued)

In 2016, the District began surveying graduating seniors and attempted to reach out to previous graduates. The goal was to gather perceptual information about the student experience and application to their lives beyond MIHS. The survey yielded very little information from former students and data collected from the current seniors offered very little in terms of actionable changes. The financial and human resource costs far outpaced the return.

Civic-Minded Graduate (CMG) Survey (Initiated)

The Superintendent proposed, and the Board accepted on April 22, 2021, the administration of a new survey which is supported by a body of research and is aligned with Fundamental 4, as well as Fundamentals 3 and 5. The CMG Scale survey is currently used in higher education and given to graduating students after completing a course of study (earning a diploma). The District has decided to use this survey with its graduating high school seniors. Depending on the year, this survey will be given in lieu of the EES, or in addition to the EES.

Global Citizenship Theme: CMG Scale Survey Results:

Indicator	SY: 20-21 Average Score (scale 1-6; disagree-agree) Sample Size- 117 Students			SY:21-22 Average Score (scale 1-6; disagree-agree) Sample Size: 98 Students		
	1-2	3-4	5-6	1-2	3-4	5-6
	1. My high school experiences have helped me know a lot about opportunities to become involved in the community.	4.3%	53.9%	41.9%	19.39%	53.06%
2. My experiences as a high school student have enabled me to plan or help implement an initiative that improves the community.	7.8%	58.6%	33.6%	25.51%	51.02%	23.47%
3. My high school education has helped me appreciate how my community is enriched by having some cultural or ethnic diversity.	21.5%	45.7%	32.8%	27.55%	47.96%	24.49%
4. My high school education has given me the professional knowledge and skills that I need to help address community issues.	7.7%	56.4%	35.9%	19.39%	50.0%	30.61%
5. Because of my high school experiences, I plan to stay current with the local and national news after I graduate.	6.9%	50.5%	42.8%	22.45%	46.94%	30.61%
6. When discussing controversial social issues in high school, I have often been able to persuade	18.4%	54.4%	27.2%	20.41%	55.10%	24.49%

others to agree with my point of view.						
7. Through my experiences in high school, I am very familiar with clubs and organizations that encourage and support community involvement for high school students.	8.5%	39.3%	52.1%	14.29%	41.84%	43.88%
8. My high school education has prepared me to listen to others and understand their perspective on controversial issues.	4.4%	38.6%	57.0%	12.24%	45.92%	41.84%
9. My high school education has increased my confidence that I can contribute to improving life in my community.	5.1%	45.7%	49.1%	15.31%	52.04%	32.65%
10. After being a high school student, I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society.	4.3%	53.0%	42.8%	26.53%	38.78%	34.69%
11. As a result of my high school experiences, I want to dedicate my career to improving society.	17.2%	47.4%	35.4%	25.51%	45.92%	28.57%
12. My high school experiences helped me to realize that I like to be involved in addressing community issues.	14.1%	54.3%	31.6%	24.49%	47.96%	27.55%
13. My high school education has motivated me to stay up to date on the current political issues in the community.	6.0%	48.3%	45.7%	15.31%	55.10%	29.59%
14. Based on my high school experiences, I would say that the main purpose of work is to improve society through my career.	15.5%	52.6%	31.9%	23.47%	51.02%	25.51%
15. Based on my experiences in high school, I would say that most	29.6%	46.1%	24.3%	32.65%	47.96%	19.39%

other students know less about community organizations and volunteer opportunities than I do.						
16. My experiences as a high school student have helped make me a good listener, even when peoples' opinions are different from mine.	5.2%	46.1%	48.7%	9.18%	46.94%	43.88%
17. My experiences in high school have increased my motivation to participate in advocacy or political action groups after I graduate.	14.9%	50.9%	34.2%	29.59%	48.98%	21.43%
18. My high school experiences have helped me develop my ability to respond to others with empathy, regardless of their backgrounds.	4.3%	43.4%	52.2%	10.20%	42.86%	46.94%
19. Because of my high school experiences, I intend to be involved in volunteer service after I graduate.	11.3%	53.9%	34.7%	24.49%	53.06%	22.45%
20. Because of the experiences I have had in my high school education, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.	12.2%	47.8%	40.0%	18.37%	54.08%	27.55%
21. My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue.	32.8%	42.2%	25.0%	53.06%	34.69%	12.24%
22. My high school education has made me aware of a number of community issues that need to be addressed.	18.1%	43.9%	37.9%	22.45%	46.94%	30.61%
23. My high school education has convinced me that social problems are not too complex for me to help solve.	13.0%	59.1%	27.8%	25.51%	53.06%	21.43%

24. As a result of my experiences in high school, other students who know me well would describe me as a person who can discuss controversial issues with civility and respect.	9.5%	41.7%	48.7%	10.20%	45.92%	43.88%
25. I believe that I have a responsibility to use the knowledge that I have gained through my high school education to serve others.	7.8%	45.3%	47.0%	12.24%	38.78%	48.98%
26. My experiences in high school have helped me to develop my sense of who I am, which now includes a sincere desire to be of service to others.	13.9%	47.0%	39.1%	20.41%	47.96%	31.63%
27. Because of my high school experience, I believe that having an impact on community problems is within my reach.	6.9%	56.0%	37.1%	19.39%	55.10%	25.51%
28. My experiences as a high school student have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus.	5.2%	50.5%	44.3%	15.31%	52.04%	32.65%
29. My high school experiences have helped me to realize that I prefer to work in a setting in which I interact with people who are different from me.	10.6%	46.5%	43.0%	15.31%	54.08%	30.61%
30. My experiences in high school have helped me realize that it is important for me to vote and be politically involved.	6.8%	25.9%	67.3%	7.14%	36.73%	56.12%

CMG Scale Narrative Reflection:

The first administration of the survey occurred in Spring 2021. Thus, this is the second administration of the survey.

To date, 98 seniors participated in the survey. The CMG was administered during Islander Hour on Wednesday, May 4, which was also an Advanced Placement testing day for many of our seniors. The survey will remain open for those who wish to complete it, and the results will be collected for further reflection by MIHS.

The CMG, similar to the EES, shows an overall regression in students' positive perception. In many of the questions the "strongly agree" end of the scale (5 or 6) shifted left toward what would be more neutral (3 or 4) and another shift also happened from neutral to more negative (1 and 2). The data is very new and will be a part of the reflection process as MIHS and our schools develop their future SIP goals.

The staff is going to give consideration to the idea of administering the CMG to students at the beginning of their junior year (or other time during high school) and again at the end of their senior year. This might provide more meaningful information than comparing one graduating class to the next.

Elementary Schools

Ridwell Plastics Drive: The district collaborated with Ridwell to do a plastic film collection in celebration of Earth Month. Each elementary school received a large barrel and encouraged students, families, and staff to contribute their plastic waste to this sustainable recycling program. In classrooms, students learned about and discussed the role and impact plastics play in our local and global environments.

Ukraine Refugee Fundraising Drive: Island Park students designated the month of March 2022 as Ukraine Refugee Awareness month. As such, students learned about refugees and the crisis in Ukraine. 5th grade students, in conjunction with the school's PTA, sold hot chocolate each Wednesday to raise funds for the U.N. Refugee Agency. The school raised over \$3,000.

Equity & Art: In art class, students used the power of visual imagery - including poster art - to communicate global issues such as climate change, gender identity acceptance, and women's rights.

Green Teams: Each elementary school has a Green Team student club advised by a teacher leader. This club identifies relevant environmental-impact projects within the school such as energy usage, recycling, and composting. This group learns about the local impact and worldwide implications.

Social Studies/Science Learning: Each grade at the elementary level further develops understanding of social studies and science concepts, starting with understanding of self and local environmental topics and branching out to regional, state, national, and global issues as students progress through 5th grade. A few science topics students explore in the primary grades include the water cycle, animal habitats, climate change, and endangered species. Students also begin by exploring self, family, and neighborhoods. In the intermediate grade levels, students dive deeper into complex ecosystems, climate change, and global pandemics. 3rd-5th graders expand their social studies learning from local to global contexts.

Class Dojo Conundrums: Students are presented with a real global conundrum. They select an argument and research evidence to support their stance. Students engage in academic discourse facilitated by the classroom teacher.

Middle School

IMS 7th grade Social Studies: Although the primary focus for 7th-grade social studies is specifically Washington State history, we are constantly engaging our students in critical thinking about how Washington State interacts within its global community. Students consider how they are connected to WA's history, its present, and especially its future. For example, during WA's Progressive Era unit, students examined the people, movements, and major issues that had an impact not only on that time period but also on today's world—the problems addressed plus reform's unforeseen consequences. A few examples of these connections are: one student was surprised to learn that the FDA which began in the Progressive Era approved her COVID-19 self-test, while another realized that although child labor had been reformed in the U.S., it had not been in other countries; he was grateful to be in school. Students examined issues like working conditions, city life, racial equity, use of natural resources, and women's rights and bring learning to an authentic level by connecting personally. They were then asked to analyze how these issues appear in today's world, and what kinds of solutions are being sought out for these contemporary global issues.

IMS 8th grade Social Studies: Fundamental 4 is implemented in the student curriculum by including all perspectives and the often untold stories within US history. By providing students with an opportunity to learn multiple viewpoints, we create an atmosphere of engagement and critical thinking through encouraging students to ask “why?” as students are discussing topics that they may never have heard before. This prepares students for a world that is diverse and for students to collaborate with people from many different backgrounds, both in educational settings and eventually in their lives beyond schooling. It also makes learning history a much more dynamic process, rather than just listening to a single, mythologized narrative. In US History, students grapple with how the country came to be, how at times some groups would benefit, but not all, and what it looks like for a society to positively and negatively impact many groups of people. We do this challenging work by analyzing primary sources, teaching students how to engage in written and verbal discussions, using technology to create videos and visuals that show their understanding of the causes and effects that shaped our nation's history, and through teaching students to always be asking why, whose voice is missing, how was this information shared initially and how has its presentation changed over time, why is this important, both to people living then and now in the current day? Throughout the year students also connect history with current issues. The past few years have definitely provided us with the opportunity to help students see the connections of the past to the present because they have already lived through some major historical events including a worldwide pandemic, a national racial reckoning and a war in Europe.

IMS 8th Grade Earth Science: We engage students in analytical and critical thinking in order to identify and address global concerns through our entire curriculum. Here is a list of some of the ways we accomplish this.

- We start the year by talking about different energy sources and students have the option to complete a final project where they analyze different renewable energy sources that are available in a country of their choice and offer a recommendation for future energy sources.

- In our weather and climate unit, students choose a location anywhere in the world and they analyze how various climate factors affect the current climate. Students take it a step further by critically thinking about how climate change will impact this area in the future and create a model to explain how this change will occur.
- In learning about plate tectonics, students analyze data to allow them to predict the likelihood that an earthquake will occur at various locations around the world. By comparing and contrasting how the plates interact, students are able to predict the likelihood of an earthquake and then recommend engineering techniques to strengthen buildings and bridges in the area.
- For the volcanoes unit, students use a computer program to learn how to program computer models that assess volcanic hazards for a specific volcano in Nicaragua. They evaluate data for an eruption scenario in another part of the world in order to make recommendations for the safety of the citizens.
- For the Geologic Time unit, students look at the 5 major mass extinctions and analyze data to determine if we are currently experiencing a 6th extinction.
- Natural Resources engages students in analyzing water resources around the world. Water shortages are a global concern as are increased flooding events. Students work through initial ideas to determine how increased global temperatures can cause both floods and droughts. By the end of the unit, students come back to our local community and make a recommendation for a climate resilience plan.

High School

English 10: In conjunction with reading *Kite Runner*, students studied history and current events about Afghanistan, especially in regards to the refugee experience. We welcomed a speaker from the International Rescue Committee to learn about the refugee and resettlement process, legislation, and local refugee population and needs. The class created a student-led service project to collect donations for "Welcome Baskets" for newly arrived refugee families from Afghanistan and Ukraine.

English 12: The culminating senior project in English 12 is a college-level Inquiry paper and presentation, synthesizing scholarly database articles, original research, and visual elements. The class theme of "When we know better, we can do better" prompted each individual to develop a topic and inquiry question of interest and importance to themselves, yet was connected to a local or global concern that their audience could engage with in some way. The objective was to affirm that every individual has a unique ability to use their skills and education to impact others' awareness and actions about critical issues in a positive way.

Horticulture: Horticulture Plant Sale. Students have had to work together and independently to solve problems through critical thinking such as how to advertise to the community for the sale, how to monitor and produce crops, pricing and inventory management. These all directly relate to global concerns as students have had to research where plants grow, what resources they need to thrive in our environment and how they can engage community members in this endeavor through marketing and communication.

Engineering Tech: Students design their own engineering projects. Students did research and brainstorming about real world issues that they can solve through an engineering project. In this project, there were many opportunities for critical thinking and analysis as students worked to prototype, test, revise and finalize their work. The projects went through many iterations and saw input from other classmates as well as family and friends to help guide potential changes. At the core, this project was built around telling a story of how their item solves a real world issue. Students were encouraged to utilize common frustrations and illicit emotions in these stories to help bring the product to life.

English 12: Film as Literature

Science Fiction Unit

Students engage in critical thinking through socratic seminar discussions and researched synthesis essay writing to examine how the genre of science fiction through cinema acts as the "self preventing prophecy," to warn the audience of humanity's potentially harmful relationship with technological/biological advancement if exploited for oppressive or harmful purposes. Understanding that science fiction often has more to do with informing the *present* day lives and conditions of human beings than it does with the speculative future is a key thematic idea explored.

For example:

In Alfonso Cuaron's 2006 film *Children of Men*, students examine the political power and potential of cinema, as the film depicts a near-future world in which capitalistic greed, the unchecked power of repressive neo-conservative regimes, environmental disaster, and human rights abuses lead to a decaying and bleak future. The film highlights the treatment of refugee populations attempting to border cross and seek asylum, only to be met with xenophobia and racism, with the film's central message illiciting audiences to foster empathy and question the sociopolitical causes of such crises--as well as our human obligation to care for other human beings, regardless of national origin. Students often engage in examination of real-world refugee crises including those in Syria, Afghanistan, Ukraine, Sudan, and the Mexico-US border. The film also elicits an examination of how media coverage impacts our understanding of these events (through Cuaron's innovative cinematography style). A key thematic idea that students explored this year came from Trevor Noah's quote: "Being a refugee isn't something you *are*, it's something that *happens* to you." Though Cuaron's post-apocalyptic depiction of the future is a work of speculative fiction, the comparison to the geopolitical realities of 2022 aren't a stretch of the imagination, allowing the film to serve as a "dire warning" story.

Accounting and Business Law: The class does a significant amount of "career talks" with industry professionals who teach students the essential global skills needed in every workplace. Students utilize these skills through interviewing a professional of their choice where they are responsible for every step of the process including: networking, setting up their interview through a formal correspondence, coming up with the questions they will ask, tying this all together in a written report and oral presentation and following up with a thank you and a reflection on what they learned and its relevance.

Students participate in a stock market game where they apply their fundamental accounting/finance understanding to real world stocks and investments.. They are competing against students around the state and analyze financial markets in order to identify the highest yielding stocks in order to grow their portfolio.

These critical thinking and collaborative skills apply to current events that are occurring in the global market. Students also utilize these skills by applying them to their own personal stock investments should they choose.

Deca's role-plays and case studies provide a student-centered activity that applies real world learning through problem based activities. These require students to come up with creative solutions with practical outcomes. Students demonstrate industry relevant knowledge and skills through performance indicators while also cultivating collaboration, communications and critical thinking.

Qualitative and Quantitative Course Monitoring

The District will monitor several exemplar high school courses of Fundamental 4 on a three-year rotating basis. Each course will undergo a qualitative and quantitative analysis to examine equitable access and student experience.

Selected Courses to Review Qualitatively:

- Year 1 (beginning 2021)
 - Advanced Algebra with Financial Applications- Global Citizenship
 - Horticulture- Cross Discipline Thinking
 - Civics- Global Citizenship
- Year 2 (beginning 2022)
 - Biotechnology.Research and Ethics- Global Citizenship and Cross Discipline Thinking
 - International Entrepreneurship- Cross Discipline Thinking and Global Citizenship
- Year 3 (beginning 2023)
 - Materials Science- Cross Discipline Thinking
 - Environmental Science-Cross Discipline Thinking
 - Computer Programming and Game Design- Cross Discipline Thinking

Quantitative Review- Equitable Access

	Number of Students Enrolled	Student Gender Demographics	Student Race and Ethnicity Demographics	Grade Level Representation
Biotechnology: Research and Ethics	39	F- 25 M- 14	Asian- 12 Two or More Races or a Race/Ethnicity that is not White or Asian- 3 White- 24	12th - 25 11th - 14
International Entrepreneurship	30	F-17 M-13	Two or More Races or a Race Ethnicity that is not White- 11 White- 19	12th - 30

Qualitative Data - 2021-22 Review

Biotechnology: Research and Ethics

Course Description

In this course, scientific research, biotechnical skills, and laboratory explorations are combined with the discussion of ethics. You will apply the scientific method in laboratory explorations, and you will use critical analysis to describe how science affects our society. In laboratory activities, you will design and implement your own experiments, learn and apply biotechnical skills, and critically analyze your data. Some of these biotechnical skills include: extracting DNA, gel electrophoresis, ELISA testing, and PCR. To discuss issues of scientific ethics, you will research relevant information, identify stakeholder perspectives, and explore various viewpoints and arguments for solutions to medical and technical problems. Depending on restrictions during the pandemic we are hoping that you will have the opportunity for field trips and/or shadowing experiences and will gain a background applicable in later study of law, government, or scientific research. You will be evaluated on your participation in discussions, analysis of scientific writing, experiments, essays and opinion papers, and presentations. In addition, you may be teamed with a research mentor and expected to complete a major project that demonstrates your knowledge on a biological topic.

Topics:

- Nature of Science and scientific research
- Introduction to Bioethics
- Biotechnical skills and molecular biology
- COVID-19 Testing and Vaccine research
- Cancer and Immunology
- Genetic Modification/Enhancement
- Forensic Science and Genetic Testing
- Biotechnology Careers Unit
- Bio Expo Project

Activities/Assignments done this year:

- Students did an activity where they had to piece together how scientific research goes through clinical trials to be approved for market (translational research) in a foldable. Here are the Teacher KEYS so you can see the information in the correct order:
 - [Card Set 1](#)
 - [Card Set 2](#)
 - [Card Set 3](#)
- [Ethical Decision Making Framework](#)--students practiced using this framework to make ethical decisions after reading these two articles ([Article 1](#) and [Article 2](#)) based on scientific research.
- [COVID-19 and Bioethics Slides](#)--Also watched videos on [Ethical Data Collection](#) and [Nuremberg Code](#)
- [Bioethics Vaccine Policy Activity](#) used along with [Bioethical Principles Handout](#)
- Option for Fall Semester Final Project: [Exploration of Race, Ethics, and Inequalities during the COVID-19 Pandemic](#)
- [Finding a Matched Donor for Hina](#)--data on ethnicities represented in the registry. We followed this up with a discussion on why this is the current representation in the registry and what we can do about it. (Leads to PSA activity below.)

The following are Activities/Assignments students are currently working on. Students will have these as options, so not all students will do all of these activities.

- [Clinical Trial Case Study](#)
- [Bioethics of Cord Blood](#)
- [Stem Cell PSA Project](#) (students could choose audience--local up to global)

International Entrepreneurship:

Course Description

This course focuses on the skills and knowledge useful for developing a global international trading business. It will motivate and encourage students to participate in entrepreneurial ventures, learning and experiencing all aspects of business, international trade while simultaneously focusing on profit, non-profit, social responsibility, environmental sustainability and civic engagement. This course combines lecture/discussion/outside class sessions with real-world entrepreneurial projects designed to integrate the various elements of the course. This course provides a holistic approach to entrepreneurship. It focuses on opportunities to initiate new ventures, how to develop a business plan, and how to grow and manage a small business in the global marketplace. Sources of capital funding and financial issues are discussed along with international opportunities and obstacles.

Course outcomes & objectives:

- Students will create their own international corporation and establish trading partners with countries like Ghana, United Arab Emirates, China and others (each year varies).
- Students will run a social enterprise business and social responsible business.
- Recognize the fundamental changes taking place in markets and marketing today and draw implications for companies of all types.
- Identify entrepreneurial opportunities from emerging trends occurring in marketing practices around the world.

- Analyze current trends in the global marketplace – Entrepreneurial opportunities.
- Partner with Seattle University and the UW Foster School of business – attend seminars and business plan competitions.
- Design creative approaches to marketing communications under conditions of severe resource limitations.
- Understand how entrepreneurs in different cultures and economies create, find, control and use resources to build a growth-oriented venture (SAGE models).
- Develop an understanding of personal entrepreneurship strategy.
- Travel opportunities available.
- Learn about and apply data analytics to basic business decisions.

Cross-Discipline Thinking

Because of the local, national, and international demands on our student run company, Mercer Trade Inc., it is vital that the students rely on their education in a cross discipline set of applications. This includes skills/knowledge/applications such as:

- Writing and expressing their thoughts in persuasive, compelling ways in emails, business plans, and other communications and business documents.
- Be aware of cultural history and other social studies content knowledge as they interact with vendors, academics, and trading partners.
- Have a solid working knowledge of mathematics as it relates to profit/loss, balance sheets, ROI, etc.
- Understand the organizational challenges of the supply chain.

In short, on a daily basis, our International Entrepreneurship students rely on their MISD education and their other course contents in order to successfully run their company.

Global Citizenship

As an international business, there is much discussion, guidance, and commitment to being a global trading partner that lives into solid business ethics as they relate to customers, vendors, production facilities, environment, and stakeholder best practices. All products are sourced to ensure their production provides a livable wages, ensures environmental responsibility, and is committed to solid, ethical business policies. This class focus went as far as having a student, when Mercer Trade Inc. imported coffee beans, travel to the coffee bean plantation in Costa Rica to source the beans and confirm that the vendor was following Fair Trade practices.

In a more subtle way, this commitment to global citizenship is reflected in much discussion and guidance of how to conduct business in other countries and honoring and respecting cultural practices. This is emphasized in the DECA International Business Plan where the students must research and present their country's specific cultural practices and how they, as future global business people, would respect their international business partners.

Every year the International Entrepreneurship class, with their student-run company Mercer Trade Inc., dives into different products and events based on their individual interests and goals but in every case, their responsibility to being a responsible, ethical, culturally respectful business person is emphasized. The

culminating project is an annual report. The 2021-2022 report is in the final stages of production, so the 2020-2021 report is available for review as evidence of their work.

[Mercer Trade Inc. Annual Report 2020-21](#)