

**Monitoring of Board Policy 1800 OE-1- Fundamental 6  
May 14, 2020**

*Fundamental 6: Cultivate global awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.*

This is the seventh full governance monitoring of Fundamental 6. The Board approved the Superintendent’s current Interpretation of Fundamental 6 on June 9, 2016, as modified to reflect the transfer of the diversity and equity monitoring areas from this fundamental to Fundamental 7.

The leadership team used the modified Superintendent’s Interpretation of Fundamental 6 to prepare the following monitoring report which is organized into the same themes as described in the Interpretation. The report prepared for the Board is a Level 1 presentation; therefore, the quantitative indicators have been updated and no report is provided on the qualitative descriptors.

**QUANTITATIVE INDICATORS**

Quantitative factors, reviewed each year by the Board, were considered to highlight implementation and progress toward Fundamental 6. The Instructional Leadership team compiled indicators primarily focused on enrollment in world languages and other courses with a global focus.

Theme	Indicator	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
<b>Theme 1 –</b> Cultivating global understanding	% 6 <sup>th</sup> grade students enrolled in Spanish				23.2	36.0
	% 7 <sup>th</sup> grade students enrolled in World Languages	69.7	72.6	63.2	54.0	42.6
	% 8 <sup>th</sup> grade students enrolled in World Languages	58.1	66.5	59.4	52.9	55.5
	% 9 <sup>th</sup> grade students enrolled in World Languages	84.2	88.3	89.6	88.4	84.0
	% 10 <sup>th</sup> grade students enrolled in World Languages	87.6	88.5	89.3	91.5	90.5
	% 11 <sup>th</sup> grade students enrolled in World Languages	70.6	71.3	69.8	65.6	61.5
	% 12 <sup>th</sup> grade students enrolled in World Languages	38.6	28.3	30.1	24.6	20.0
	% 12 <sup>th</sup> grade students who took 4 years of a World Language	32.8	34.4	23.6	36.8	42.4
	% of students who took at least one fourth year/fifth year/AP course in World Languages	14.8	12.9	12.8	14.3	12.5
<b>Theme 2 –</b> <i>Understanding of real-world problems, issues, concerns,</i>	% 9 <sup>th</sup> grade students enrolled in Global History and Global Studies	57.0	60.6	57.2	56.8	42.4
	% 12 <sup>th</sup> grade students enrolled in International Studies	19.8	22.3	20.3	22.2	27.3

<i>commonalities, differences and interdependence</i>	% 12 <sup>th</sup> grade students enrolled in AP Comparative Government and Politics	58.1	42.4	50.4	42.4	46.3
	% 12 <sup>th</sup> grade students enrolled in International Entrepreneur	4.6	9.2	9.0	7.3	7.7
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Microeconomics			3.6		4.0
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Macroeconomics		8.4		7.4	
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Environmental Science	14.5	13.9	14.6	13.7	13.5

#### Islander Middle School- World Language Access

- Incoming 6th graders are choosing to enroll in Spanish at an increasing rate. One might conclude that as students leave elementary school with more exposure to Spanish, the interest in continuing in middle school may either level out around 33% or continue to increase.
- 7th grade students have steadily chosen to opt out of world language (Spanish, French, or Chinese), but the numbers have held steady at 8th grade. The team is not entirely certain what might be factoring into this trend. One hypothesis is that students have more choices to pursue other interests through electives. Students enrolled in band or orchestra as one elective may wish to look at other options that may not be quite as academically focused.

#### Mercer Island High School

- The current world language graduation requirement (two years) and enhanced expectation by colleges and universities (three or four years) continues to drive enrollment in the world language offerings.
- The drop in enrollment between 10th and 11th grade is partially explained by the fact that some students earn one of their high school world language credits in middle school; therefore, when the student completes 10th grade they have completed three years of a world language.
- Data from the social studies and CCR departments remains fairly stable with two exceptions.
  - Percent of 9<sup>th</sup> grade students enrolled in Global History and Global Studies decreased. The 9th grade social studies credit is completely optional. This is an elective credit. Students are realizing the full impact of the 24 credit requirement for graduation and the impact of Civics, thus in order to free up space later or complete other requirements, students seem to be opting to not complete this course as an elective.
  - The percent of 12<sup>th</sup> grade students enrolled in International Studies is likely going to continue to rise for the next couple of years. Credit equivalencies are changing for the Contemporary World Issues and Civics requirements. Whereas students could earn either of these credits in other courses, this will no longer be as accessible for future graduating classes.

The COVID-19 pandemic has offered all students an opportunity to “Cultivate global awareness and understand real-world problems, issues, concerns, commonalities, differences and interdependence.” Though a qualitative narrative does not accompany this report in 2019-2020, staff would like the Board to know that prior to and during the school closures, teachers and students have engaged in learning that examines and evaluates at an age-appropriate level, the impact COVID-19 has had near and far.