

Monitoring of Board Policy 2020- Fundamental 6 May 23, 2019

Fundamental 6: Cultivate Global Awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.

This is the sixth full governance monitoring of Fundamental 6. The Board approved the applicable Superintendent's Interpretation of Fundamental 6 on June 9, 2016, when the Board's diversity and equity objectives became a separate fundamental, Fundamental 7.

Following the themes in the applicable Superintendent's Interpretation of Fundamental 6, the monitoring report reflects a Level 1 monitoring. . As such, only quantitative data was collected and updated.

QUANTITATIVE INDICATORS

The following quantitative factors are set forth below 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 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Theme 1 – Cultivating global understanding	% 6 th grade students enrolled in Spanish					23.2
	% 7 th grade students enrolled in World Languages	64.6	69.7	72.6	63.2	54.0
	% 8 th grade students enrolled in World Languages	50.9	58.1	66.5	59.4	52.9
	% 9 th grade students enrolled in World Languages	82.1	84.2	88.3	89.6	88.4
	% 10 th grade students enrolled in World Languages	82.9	87.6	88.5	89.3	91.5
	% 11 th grade students enrolled in World Languages	74.7	70.6	71.3	69.8	65.6
	% 12 th grade students enrolled in World Languages	28.3	38.6	28.3	30.1	24.6
	% 12 th grade students who took 4 years of a World Language	25.1	32.8	34.4	23.6	36.8
	% of students who took at least one fourth year/fifth year/AP course in World Languages	13.4	14.8	12.9	12.8	14.3

Theme 2 – <i>Understanding of real-world problems, issues, concerns, commonalities, differences and interdependence</i>	% 9 th grade students enrolled in Global History and Global Studies	62.0	57.0	60.6	57.2	56.8
	% 12 th grade students enrolled in International Studies	22.9	19.8	22.3	20.3	22.2
	% 12 th grade students enrolled in AP Comparative Government and Politics	48.6	58.1	42.4	50.4	42.4
	% 12 th grade students enrolled in International Entrepreneur	3.5	4.6	9.2	9.0	7.3
	% 11 th and 12 th grade students enrolled in AP Microeconomics				3.6	
	% 11 th and 12 th grade students enrolled in AP Macroeconomics	8.7		8.4	NA	7.4
	% 11 th and 12 th grade students enrolled in AP Environmental Science	14.2	14.5	13.9	14.6	13.7

These data show that students take advantage of opportunities in the area of global awareness, including participating in world languages, and accessing a variety of globally-focused course offerings at MIHS.

The percent of 6th grade students enrolled in a World Language course (6th grade) is a new metric and will be monitored over time. This particular cluster of students would have had Spanish in the elementary school for two years. It will be interesting to see how interest changes as students have more years of exposure.

The reason for the decline in World Language enrollment for 7th and 8th graders is not entirely understood. Islander Middle School has increased offerings in other areas, such as CTE and electives, which could explain this reduction.

At the high school level, graduation requirements for the class of 2019 and beyond requires two years of World Language (with a small number of students creating a personal pathway that won't include World Language). This means almost all students will experience a different language and culture in their high school years, an important component of global awareness. The relatively high numbers of 9th and 10th graders taking a World Language reflect the graduation requirement. However, like 7th and 8th grade, the MIHS and District staff are not sure why participation in 12th grade decreased 5.5%. Again, perhaps students are taking other electives, but this is an area of curiosity. Staff is pleased to see the increase in students taking four or more years of World Languages.