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*Ends Policy Number 3 ~ Annual Report*

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Purpose:   Ends Policy 3 ~ Contributing Citizens: Annual Report

☐ FYI
☒ Report
☐ Action Requested

**Introduction:**

Through Ends Policy 3, the board sets an expectation that the district ensure -

All UPSD students *demonstrate the individual character qualities, emotional strength and social skills to succeed*. They understand the importance of work and how *performance, effort, and decisions directly affect their future*. They contribute to the *betterment of those around them*. They *demonstrate knowledge and skills that reflect responsible citizenship in a democratic society*.

1. Individual. All UPSD students are individuals of good character.
2. School. All UPSD students demonstrate successful emotional and social skills within a school setting.
3. Community. All UPSD students demonstrate community service.
4. Society. All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society.

**Interpretations:** The overlapping nature of the policy statements means that character qualities, skills and behaviors are included in the interpretations and evidence reporting of only one category each. In real life, these qualities, skills and behaviors are necessary for success in every category. By categorizing character qualities, skills and behaviors according to policy language and interpretation statements, I hope to provide a more thorough report.
Individual Character Qualities

We interpret “individual character qualities” from the preamble and qualifying statement number 1 (above) to mean that UPSD students will demonstrate character qualities such as honesty, respect and caring.

Emotional Strength and Social Skills

We interpret “emotional strength and social skills” from the preamble and qualifying statement 2 (above) to mean that UPSD students will demonstrate skills and abilities such as: self-control, conflict resolution, cooperation, and resisting and reporting bullying or harassment.

Betterment of Those Around Them

We interpret “They contribute to the betterment of those around them” from the preamble to mean that UPSD students will demonstrate behaviors which strengthen their relationships and leadership roles within society, such as: encouraging others’ success, inclusivity, and leadership.

Work, Effort and Decisions

We interpret “understand the importance of work and how performance, effort, and decisions directly affect their future” from the preamble to mean that UPSD students will demonstrate effort and hard work, strive to succeed, and make good decisions. Further, that students will make the connection between these critical behaviors and success in life.

Community Service

We interpret “All UPSD students demonstrate community service” from qualifying statement 3 to mean that students will serve their community in safe ways.

Citizenship Knowledge

We interpret “All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society” to mean that students will demonstrate that they know how a democracy works and that they have a role in a democratic society.

Evidence:
Because of the nature of the desired ends, collecting and quantifying evidence for E3 has always been challenging. Being immersed in a society and system which is limited due to a pandemic exacerbates these data collecting challenges. As a result, I have amended our typical data sources, maintaining and modifying some, while adding new sources of student perception data. I have created a Google folder with the blank perception forms used to solicit student and staff feedback, and responses. The sources of evidence for this year’s report include -

- An electronic version of the historical student survey was provided for students in 4th, 7th, 10th (in health classes) grades and samples in 12th (ELA classes) grade. These surveys were posted by teachers as assignments during asynchronous days in February.

- A four-part survey was provided for students in 6th, 8th and 9th grade social studies. I focused the student perception surveys on the upper grades, because lower grade teachers and administrators were in the middle of returning to school and I wanted to avoid additional duties or stress during the return. This perception survey includes four parts: 1.) Character Traits/Qualities, which asks students about honesty, respect and caring; 2.) Social Skills, which asks students about self-control, conflict resolution, cooperation, and resisting and reporting bullying and harassment; 3.) Character Performance Traits, which asks students about effort and hard work, striving to succeed, and making good decisions; and 4.) Contributing Citizens, which asks about encouraging others’ success, inclusiveness, and leadership. In each of these four parts, students chose one area in which to report and then provided examples. This format allows us insight into what students feel is important, what they see most often and also some first hand accounts or evidence of our students’ qualities and skills as they relate to E3.

- A six-part survey was provided to all 12th grade Civics students. The first four parts are the same as the survey described above. The remaining two parts explore student perception related to a democratic society and community service. Part five asks students to share one or two examples of students who have demonstrated that they know how a democracy works and/or that they have a role in a democratic society. Part six asks students to share examples of students who have voluntarily served their community. This act of service could be large or small, virtual or in-person.

- Last year, we implemented a counselor survey which mirrors the historical E3 trait survey. This survey asks for the counselors’ perception of their students traits and skill sets. In addition, it asks counselors to rank the traits by providing two traits which they consider their students’ strengths and two which they would consider their students’ weakest areas. I will provide this information to building
administrators for their planning. These strengths and weaknesses are not included in this report but are available for you to read about.

- Each year, we have included the Cultural Assembly video as additional evidence for the E3 report. This year, the Black Student Union at the high school created a video for Black History Month. This student group, led by Jala Ward, Karrington Smith, Carson Harris, and Monique Evans has been a strong and consistent voice for their peers, sharing their experiences and desire for an ever-improving, anti-racist culture at CHS.
- The College and Career Readiness Center provides information on student volunteer service hours and students receiving a letter for community service. While these numbers are not comparable to other years because of the pandemic, they still provide a glimpse of some of our students’ community service efforts.

Individual Character Qualities

I sought to solicit student and staff perception data using the evidence sources bulleted below. The main character qualities asked about in each of these were: honesty, caring, and respect.

⇒ Historical Survey - We cannot directly compare responses from previous years to this year’s responses, because of the difference between paper-pencil and electronic vehicles for responding. In addition, this year’s responses came disproportionately from students sitting at home. Across the board, students rated their peers’ behaviors, attitudes and social skills higher than in previous years. For each character quality, I have provided a historic five year average and range to give what perspective is available. Graphs of the qualities/traits are attached as an appendix to this report.

- Honesty - This year, students rated their peers’ honesty at higher rates than in the past. This is especially true in grades 4 and 7 with 95.4% and 95% respectively rating their peers as honest. High school students rated their peers slightly lower at 82.5% and 84.4% positive in 10th and 12th grades.
- Caring - Like honesty, lower grade level students rated their peers higher with 4th grade at 92.8% and 7th grade at 95.4%.
- Respect - In all four measured grades, students rated their peers’ level of respect as high, greater than 90%.

⇒ Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students were given a choice to respond to one of the three character qualities in
this section. Students were asked to provide an example of when a student demonstrated this trait and how that trait/quality makes someone more successful as a student and in life. I will include a few quotes from each quality/trait and link the larger document for each section (for example Individual Character Qualities), within each section so that the Board may view all responses to get a glimpse of student thinking.

◆ Students chose caring as their preferred choice in grades six and twelve, with students in eighth and ninth grade choosing respect as their top choice. The student responses are revealing, and provide ample evidence of our students' progress toward developing such character qualities. The first portion of each student's response is their example of each trait/quality and the following portion of their response is their description of how developing these traits makes students more successful in school and life. These responses are left as written, including short hand and grammar errors. One element of their responses that is clear is the differences in understanding and the ability of students to write about these qualities between lower and higher grades. This is true in all of the following categories as well. As students progress through the system, they become increasingly more able to recognize, describe and generalize their understanding of the qualities that make up a contributing citizen.

- **Honesty:** Student response examples -
  - They got caught up with some bad kids and was about to get in trouble, but told the truth about what happened...They knew what was right even if it meant their friends getting in trouble, but they knew they should tell the truth from now on.
  - In class each student is very honest about their opinions. There is a general sense of trust and honesty within each class I am in...I think by the class in general being honest we are able to get more done. The teacher doesn’t have to worry if we are being transparent in our understanding or not.

- **Caring:** Student response examples -
  - This student took time out of their day to help someone with their homework. Even though they did not know the other student...They have people willing to stand up for them when they’re down. And someone to pick them up when they need to be picked up.
  - This student was kind while in a breakout room the other day. Even with no teacher present he showed caring
towards someone who was struggling with a problem. Without hesitation or making my classmate feel embarrassed, they helped her out...It has made them more successful because both students gain something from that. He took the time to stop his work to help her and they both learned something new.

- **Respect**: Student response examples -
  - When my teacher needed help with figuring out something, all of the students were patient and respectful, while she was solving the situation and even some students helped her figure it out...It helped us as students in life because once there is no more school for us and we are in the real world on our own, we know when someone needs help so we give it to them.
  - In class last year, a few students were getting vocal about their opinions. It was a friendly chat about their differences, and even though some of them did not agree with each other, they understood that and continued to be friends and respect each other...Being respectful to each other, no matter what they do or believe, helps you get along with people, and find that good people are everywhere and are all different.

→ Counselor Survey - Fourteen counselors responded to the survey, which was built around the same structure as the historic student survey, covering the same topics. Counselors rated students most similarly and highly in these three categories.
  - Honesty - Three counselors rated student honesty as a 3 out of 5, while eleven rated student honesty as 4 out of 5.
  - Caring - Four counselors rated students’ level of caring as 3 out of 5, nine rated as a 4 out of 5, and one rated as a 5 out of 5.
  - Respect - Identical to honesty, three counselors rated student respect as 3 out of 5, while eleven rated student respect as 4 out of 5.

**Emotional Strength and Social Skills**

The character qualities and skills described in each section overlap considerably. I could classify many pieces of evidence, or even whole traits, in one category or another. The historical qualities in this section include: cooperation, self-control, conflict resolution, and resisting and reporting bullying and harassment. These are all valuable skills and practices to be successful in school and life. The confluence of evidence in
the three data sources indicates that students are developing and practicing these skills and abilities as they progress through the schools.

➔ Historical Survey - For each of the four skills/abilities, students in lower grades rated their peers slightly higher than in grades 10 and 12. In all four cases, the student perception data is above the five year average in each grade and above or near the top of the five-year range of data.

◆ Self-Control - This year, students perceived their peers as having or exhibiting self-control at high rates: 89.2%, 94.9%, 85.2% and 80.3% in grades 4, 7, 10 and 12 respectively. The five year average for this category is 76.1%.
◆ Cooperation - Historically, students have rated cooperation near the top. This remains true for 4th and 7th grades at 90.5% and 96.4% respectively.
◆ Conflict Resolution - Student perception for this skill is above the previous five year range for ratings in all four grades. The highest ranking is 7th grade at 94.9% and the lowest is 12th grade at 80.3%.
◆ Resisting or Reporting Bullying and Harassment - Students rated their peers at a greater than typical rate in this skill/ability, compared to previous years, but at lower rates in 12th grade at 75.1%.

➔ Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students provided real-life examples for these four qualities/skills and also their perception of how these qualities/skills make them more successful through their surveys.

◆ The student examples detail an impressive range of understanding, which grows in complexity and knowledge as the students age.
  ● Cooperation: Student response examples -
    ○ When one of our teachers was having technical difficulties, they cooperated and waited for the teacher to figure it out instead of repeatedly telling them the problem...This made them more successful because now the teacher and the students respect the students more.
    ○ My friend cooperates with the whole team when doing a group project. She also does her share of the assignment...This will help her develop trustful relationships in the future and make others see that she is an honest person who we can trust to do her part.
  ● Self-Control: Student response examples -
    ○ The student decided to practice their instrument right after breakfast instead of going to their room and forgetting about it until their parents were already asleep as they normally would have...It made the student more prepared for their
private lesson and increased the probability that they would be able to move on to the next lesson in their book.

○ Practicing self control is healthy and being able to restrain yourself in situations when you want to lash out is key. In school drama tends to spread from one friend to another and become a mess. This person wasn’t necessarily involved in the drama but yet people wrapped them into it. People would say rude and hurtful things and act out, but this person was able to practice self control. They wanted to do the same back to the people that continued to hurt them but instead learned and grew from it...having self control can later help you in life because you meet many people that are going to try and tear you down and provoke you but being able to not stoop to their level is going to help you be more successful in life.

● **Conflict Resolution:** Student response examples -
  ○ Most of my peers know better than to start a fight, so we avoid conflict altogether. If conflict arises, someone else will always step in to stop it...We don’t have much conflict, so we have happier friendships.
  ○ There was an argument in the chat room about political parties. This person interrupted them, and politely asked to stop chatting and pay attention to the teacher. I think they apologized after in the chat and all was well...It gave them the maturity to break up conflicts. Though I guess it’s easier when it’s through a chat room, but still.

● **Resisting and Reporting Bullying and Harassment:** Student response examples -
  ○ They saw someone need help because of bullying so they took him and told an adult...this was very nice to the person and this was very heroic of them to do that.
  ○ There are a lot of people in school who bully ppl for no reason. There are a lot of racists, sexist, and homophobes. BUT there are also a lot of people who stop and expose them. Thankfully a lot of the popular people despite the stereotype are nice and aren’t racist, homophobic, and sexist...It’s helped people actually be able to stay safely and comfortably attend school.

➔ Counselor Survey - Counselors responded to four categories of student social and emotional skills:
◆ Self-Control - Six counselors rated self-control of students as 3 out of 5, while eight rated students' level as 4 out of 5.
◆ Cooperation - Three counselors rated students' cooperation skill and willingness as 3 out of 5, ten rated as 4 out of 5 and one rated as 5 out of 5.
◆ Conflict Resolution - Counselors rated students' abilities and skills identically to self-control.
◆ Resisting and Reporting Bullying and Harassment - This category is the most disparate in rating with two counselors rating students’ skills as 2 out of 5, five rating as 3 out of 5, five rating as 4 out of 5, and two rating as 5 out of 5.

Betterment of Those Around Them

The student character qualities and skills in this section include: Encouraging Others’ Success, Inclusiveness and Leadership. Encouraging Others’ Success is not on the historic student survey or counselors’ survey, so there is no data in those sections. The video from the Black Student Union for Black History Month could fit into numerous categories, as the goals of this group align closely with many of those in the Board’s policy. I have categorized it here as evidence in the leadership section. These young leaders are sharing and giving voice to their peers, as well as to the students who will come up behind them.

➔ Historical Survey - Leadership and inclusiveness have different patterns of peer rating, especially in seventh grade. These are reflected in the graphs and data below.
◆ Leadership - Fourth, tenth and twelfth grade peer ratings exceeded the historical average of 81.1%. Seventh grade ratings did not exceed the historical average, with a rating of 75.2%. This dip is not reflected in prior years’ data and may be reflective of the current learning environment.
◆ Inclusiveness - All four grade levels exceeded the five year average with fourth and seventh grade ratings exceeding the top of the five year range. Twelfth grade students rated their peers positively 79.8% of the time and tenth graders rated their peers positively 86.9% of the time.

➔ Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - Students provided real-life examples for these three qualities/skills and also their perception of how these qualities/skills make them more successful through their surveys. In sixth and eighth grades, students disproportionately chose to provide examples of encouraging others. In tenth and twelfth grades, students’ choices shifted toward leadership.
As in other categories, the student examples illustrate a growing understanding of these qualities as students age -

- **Leadership:** Student response examples -
  - There will always be a time in your life where you have to step forward and take the lead, I have done this in volleyball, class activities, and scary and stressful situations. If you can be a leader, you can be a voice for others who don't have the courage to be a leader. You can get far in life by proving to everyone how great a person and how calm you can stay in your head.
  - Many students at Curtis take the initiative to lead and guide other students. Students at Curtis are not afraid to let their voice be heard...Showing leadership allows students to be more successful in life because when something needs to be heard, they are not afraid to advocate for (against) injustices or anything that they believe is important.

- **Inclusiveness:** Student response examples -
  - This student invited another student over to hang out with us because the activity bus had left without her and she had been waiting for her mom alone for about ten minutes...Demonstrating this practice has made this student more successful because she has made friends just by talking to someone new, and including them.
  - When we have breakout rooms a student I know always makes sure everyone puts in their input and has a chance to express their opinion...They will know how to successfully work with people outside of school and it helped them to get a lot of points of view on their topic, which increased the quality of everyone’s work.

- **Encouraging Others’ Success:** Student response examples -
  - In one of my classes last semester everyday we had to list one accomplishment for that day or week and people in the chat would be very encouraging...It helps make the students feel better and have more confidence when they receive support from their peers.
  - The student demonstrated encouraging others’ success by helping out a friend run for leadership. This shows that they do not only care about their own success but they are willing to help those out who seek for success as well...By encouraging others’ success, the student is learning how to
care for things other than themselves and it strengthens their friendships.

➔ Counselor Survey - The counselor survey touches on only two categories in this section:
  ◆ Leadership - Ten counselors rated students' leadership ability as 3 out of 5, with four rating it as 4 out of 5.
  ◆ Inclusiveness - This category is the second-most varied. Two counselors rated students' behavior as 2 out of 3, seven as 3 out of 5, three as 4 out of 5 and one as 5 out of 5.

➔ Black Student Union and Video - In addition to the video, the students in this group have met with administrators on numerous occasions to share their experiences and expectations. Last week this group, along with an additional student, Sabien Adderly, met with a group of high school teachers and administrators to share first-hand experiences from Curtis and in school in general. This group of students has been inspiring in their thoughtfulness and leadership. In their video, they communicate an account of the past, present and future for race relations and racism in our society. Their vision is informative, providing people who may be lacking historical perspective a clear picture. In addition, it is an invitation to join them in the work, study and discussion they are leading. Please watch these inspiring Curtis students in this video.

Work, Effort and Decisions

As the title implies, this section contains evidence related to how Effort and Hard Work, Striving to Succeed, and Making Good Decisions leads to success. The evidence is clear that UPSD students understand the connection between these behaviors and success.

➔ Historical Survey - The historical student perception survey only includes one of these behaviors, effort.
  ◆ Effort - All four grade levels rated their peers high in effort, with rating of 91.9%, 96.5%, 93%, and 89.8% in 4th, 7th, 10th and 12th grades respectively.

➔ Four- and Six-Part Student Perception Surveys (Grades 6, 8, 9 and 12) - These surveys provide a glimpse of students' knowledge and experience in areas not highlighted by the historical student survey.
  ◆ Student responses in the survey provide a good picture of their understanding of these areas. It's clear that students, overall, hear a recitation of the advice to work hard and make good choices both at school and home.
    • Effort and Hard Work: Student response examples -
○ The student was falling behind, but they got caught up on all their missing assignments through effort and hard work...I think this student will be more successful because they know that even if they have, say a C, through effort and hard work they can change it to a B, and then an A.
○ I did not understand my math lesson so I reached out for help and studied...You can be more successful working hard because you should always turn in your best and if you don’t understand your work it will not be your best so work to find help.

- **Striving to Succeed**: Student response examples -
  ○ Where there’s a will there’s a way...Determination can lead anyone to success. With determination, you feel more motivated to do things and the hard-work doesn’t seem like work but more like steps that lead to your goal.
  ○ A girl in my last year’s history class was determined to retake and pass a test that she had failed...She had gotten a better grade on her second attempt.

- **Making Good Decisions**: Student response examples -
  ○ My friend was tempted to call with me once when I asked her about her homework, since I had some to do as well, and she was able to decide to do all of her homework before calling or texting me...She was able to do what was better for her first and in the end it reflected off of her to effect me, and I got my homework done as well.
  ○ Saying no to someone who was trying to pressure them into something that they did not want to do...Sometimes when you are growing up you see other people around you making decisions that you would not necessarily want to make yourself and it is good to be able to make good decisions yourself.

➔ Counselor Survey - Effort is the only item rated by counselors, for this section of the report.
  ◆ Effort - One counselor rated students’ effort as 2 out of 5, six rated as 3 out of 5 and seven as 4 out of 5.

Community Service
The pandemic certainly changed how students may safely interact within the community and the degree to which they can provide community service as they have previously done. Students, however, engaged in big and small ways to help their community during these unique times. Their examples and other evidence suggests that UPSD students value community service.

➔ Historical Survey
  ◆ Community Service - All four grade-level ratings exceeded the five year average and were above the range for the last five years. The grade levels ranged from 82.2% (12th grade), as a low, to 90% (7th grade) as a high.

➔ Six-Part Student Perception Surveys (Grade 12) - Students were asked to share short examples of how students have volunteered to serve their community. I will share four of their examples, but I urge you to read the linked document in more depth.
  ● Community Service: Student response examples -
    ○ I know a good number of students that volunteer at their church, homeless shelter or pet shops. This shows they care about people around them and want to spread positivity around.
    ○ I helped to clean up Colgate Park by picking up trash and clearing trails of debris. I worked with members of the neighborhood who wanted to make sure the park was healthy and safe for kids to run around the area. The goal was also to clean up litter (chip bags, soda cans, plastic bottles) that was negatively impacting the wildlife in the park.
    ○ This person always went to the food bank on weekends to help his community and learn new people. After listening to some people’s stories they became more interested in helping their community.
    ○ Although this year I have not kept track of all the work she has done because we’re in separate classes, she has made a big impact on the BLM stance at CHS. She is inspiring with how much work she puts into her passions. She serves to educate and inform which is awesome and I really look up to her service for the black community.

➔ Counselor Survey - There is a single question on the counselor survey about students’ level of community service.
  ◆ Community Service - Two counselors rated students’ ability or willingness to serve their community as 2 out of 5, nine as 3 out of 5, and three as 4 out of 5.
Career and Counseling Center Data - Each year, the CCRC keeps track of volunteer hours, students qualifying for a varsity letter in community service (145 hours) and the CHS Service Excellence Award (80 hours).

◆ Varsity Letter - In 2019/20, 30 students qualified for the varsity letter. This is an increase of nine students over 2018/19.

◆ CHS Service Excellence Award - in 2019/20, four students qualified for this award, compared to 26 students in 2018/19.

◆ Students have found creative ways to volunteer safely during the pandemic, in addition to typical methods. Specifically, students have volunteered creatively in the following ways: Send a Smile, creating cards for the holiday to send to nursing homes, mask making, food deliveries, and online support for Swedish Hospitals.

Citizenship Knowledge

This year has provided student citizens with ample opportunity to learn and participate in our democracy. The comments of twelfth grade students reflect these diverse opportunities.

Historical Survey - Two portions of the historical survey ask students to provide their perception of their peers' knowledge regarding citizenship.

◆ Rights and Responsibilities as a Citizen - All four grade levels rated their peers above the five year average. Seventh grade students rated their peers the highest at 98.5%. The other three grade levels were in the 80%-88% range.

◆ Representative Democracy - The results in this portion mirror those above, with 7th grade outpacing the other grades.

Six-Part Student Perception Surveys (Grade 12) - Seniors in Civics class were asked to provide examples of students they know who demonstrated that they know how a democracy works and/or that they have a role in a democratic society. Here are four sample responses. I encourage you to read more.

● Citizenship Knowledge: Student response examples -
  ○ One student protested for Black Lives Matter during the summer and was able to protest because democracy allows it. They also painted the school rock with names of victims with permission from the principal. This student was able to meet with Governor Inslee to discuss racial inequity in the system.
We vote each year for class leaders, we learn about government styles in history, AP Gov., and civics/current issues classes. A lot of students may even have been able to vote this year in the presidential election.

One of my friends was old enough to vote in the previous election, and he voted because he knew that his voice mattered. He knew that in order for democracy to work at its best, everyone must do their part to have their voice heard. That is why he voted in the last election and also why he isn’t afraid to have conversations with people that might have different opinions from his own.

One student, during civics, agreed that they were going to be voting in the 2020 election. They shared their insight on the voting process and how others can do the same. They also shared the reasons why they were voting.

Counselor Survey - The current counselor survey covers two categories related to citizenship knowledge.

- Representative Democracy - Two counselors rated students’ knowledge of democracy as 2 out of 5, ten rated it as 3 out of 5, and two rated it as 4 out of 5.
- Rights and Responsibilities as a Citizen - One counselor rated students’ knowledge in this area as 2 out of 2, five as 3 out of 5, seven as 4 out of 5, and one as 5 out of 5.

Conclusion:

The convergence of evidence from: electronic versions of historic student perception surveys, four- and six-part student perception surveys, counselor perception surveys, a video from the Black Student Union and the CCRC staff data indicate that students in UPSD are making progress toward becoming contributing citizens. Even during a pandemic, they have found ways to serve their community, participate in a democratic society, work hard and demonstrate a caring nature to their peers.