

Date: March 3, 2023

Ends Policy Number 3 - Annual Report

From: Lainey Mathews, Executive Director of Secondary Education

Purpose: Ends Policy 3 - Contributing Citizens: Annual Report

FYI

Report

Action Requested

Introduction:

The board sets an expectation through Ends Policy 3 that the district ensures students demonstrate various individual traits and skills for success in life both in and outside of the school setting. Additionally, this expectation includes that students have a broader understanding of their roles and responsibilities within the context of their school and their community. Ends Policy 3 is divided into four sections: individual, school, community service, and society.

E-3 Preamble:

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.

E-3 Sections 1-4:

1. Individual. All UPSD students are individuals of good character.

Interpretation Statement: We interpret this to mean that the individual behaviors and actions demonstrated by UPSD students will be consistently positive. The underlying traits we explore as part of good character include: honesty, respect, responsibility, caring, self-control and effort.

Evidence:

Historical Student Perception Surveys:

Students in Grades 4, 7, 10 and 12 were given the Historical Student Perception Survey as an assignment during the month of February. While we have collected this data for fourteen years, this report will focus on data from the past three years post pandemic. It is important to note that the first year of this data, 2021, represents a time when the structure of school was fully remote learning for the first part of the year and the remaining part of the year in a hybrid model. Additionally, the 2022 data was the first year that all students were back in person and mask mandates were in place for the first part of the school year. The survey format was electronic again this year and asked students to rate a variety of items based on their perception of their peers. For example, one of the questions under the honesty category asked students to rate the following statement: *Students at my school do not cheat: Always true, true for most/most of the time, true for some/some of the time, not true for most students/ most of the time, never true.* These scores are then reported based on the percentage of student respondents who selected a favorable answer to the question.

- Honesty: Grades four, seven and ten increased from the previous school year by an average of 3.2% with tenth grade showing the greatest increase of 5.8%. Twelfth grade remained relatively stable with a slight decline of 0.3% from the previous year. In general, student perception of their peers' honesty decreases as students age.
- Respect: Grades four and seven remained relatively stable from the previous year with 88% and 85.5% of students reporting favorably. In grades ten and twelve, there are three consistent years of modestly declining data with very similar percent favorable ratings of 84% and 84.3% respectively.
- Responsibility: Each grade level has a relatively similar overall rating with an average percent favorable rating of 80.0%. Both seventh and tenth grades showed an increasing trend over the past three years and twelfth grade showed a consistent decline
- Caring: While grades four and seven scores are up from the previous year, they are decreased from two years ago. Grade ten showed a consistent decline over the past three years and grade twelve remains relatively consistent. The average percent favorable rating for Caring across the four grade levels is 83.6%.
- Self Control: The most significant increase, 5%, for self control is in grade seven and the most significant decrease, 4.5%, is in grade ten. Grade four remains relatively unchanged from the previous year and grade twelve shows a slight decline of 1.4%.

- Effort: In all four grade levels, perception of effort increased between 1.0% and 5.7%. Additionally, all four grade levels have high favorable ratings nearing or over 90%. It is not common to see an increase in all grade bands in a category based on the historical data.

Narrative Student Perception Surveys:

Students in grades 6, 8, 9 and 12 were provided a survey that includes written responses to perception questions. This survey includes the following topics: Betterment of those Around Them, Citizenship Knowledge & Community Service, Emotional Strength and Social Skills, Individual Character Qualities, and Work Effort. This survey format provides more opportunity for student voice related to all components of E-3. In this section, students were asked to provide an example of a time a student demonstrated a particular trait and how that trait or quality is likely to make them more successful as a student and in life. Some of the examples selected were about the students themselves and some were about their peers. Due to smaller participation numbers, grades eight and nine are combined together. Selected quotes from each of the grade levels surveyed are included below and all responses are linked [here](#) so that the Board may review them. Please note that the responses are relatively unedited and may contain grammar or spelling issues. Specific information such as student names were removed for privacy reasons.

Honesty

- Grade 6: *When the student did something they knew they shouldn't and got caught they didn't lie about it. In my opinion, that helped people trust the student more.*
- Grade 8/9: *I saw this student get asked why she had so many cougar cash by an administrator and she came clean that she stole them from one of her teachers Because it was her coming clean with something that was no right and if she did not come clean she would be in more trouble than she was already in.*
- Grade 12: *The student was honest because they forgot to do their homework and instead of lying and saying they forgot it at home, they were honest and the teacher let them turn it in the next day. Because it shows that the student is honest with their mistakes and learns from their mistakes*

Caring

- Grade 6: *I saw a student support a kid that was sad by comforting them and talking to them to try to cheer them up. It made them more successful because more people wanted to be around them because other kids thought they were nice.*
- Grade 8/9: *I was having a hard day, but I tried not to show it. My friend came up to me and offered me a hug, without even knowing how I'd felt. It made me feel loved and cared about. Because of that character trait, this student easily gets along with others and makes connections. I think this will make her very successful in life.*
- Grade 12: *Me and a few of my friends helped a kid with special needs when working out steps for a cooking recipe. We helped him find all the materials, and took things slow when going step by step. It shows how they should act and how they should people with mental disabilities.*

Respect

- Grade 6: *When the sub came they respected the sub as if the sub was our own teacher. Being respectful can help in later life when getting a job.*
- Grade 8/9: *They give good advice and respect my opinion when I don't agree with the same thing. Treating people how they want to be treated.*
- Grade 12: *Students are caring when other students are confused or have questions and they help them without making them feel dumb or small. They often end up having better grades in their classes than other students that do not have these traits. Also, they go farther in life because they have a more positive attitude and can be molded for success.*

Effort

- Grade 6: *One time this school year I was about to do the pacer test and in the past I have given up because of how out of breath I was, but this year I kept going quite past what I thought my best was. This showed that when I give my all and more I can accomplish anything.*
- Grade 8/9: *A classmate I was paired with was having a hard time but after some talking, they put a lot of hard work into the assignment and got a good score on it. This will be helpful in life because if you put no hard work and effort you just did the bare minimum*

and that doesn't feel good at the need, but if you put all your effort into it and know you did the best you could you feel accomplished.

- *Grade 12: My friend was not doing well in his math class so he stayed after school many times to receive help from their teacher and to catch up on class. This shows a good mindset and the willingness to keep going but also the ability to ask for help instead of staying independent.*

Self-Control

- *Grade 6: When you are mad you can take a deep breath and calm yourself down. It can make a student successful by taking a deep breath when they are mad.*
- *Grade 8/9: Even while frustrated, the student managed to keep their cool and handle the situation appropriately. This will help the student in their professional life and help them to practice workplace skills.*
- *Grade 12: I have started to learn how to control my emotions and my anger, and not letting the extremely little things get to me. When I have a problem I will go tell a teacher or someone who is willing to help me to get out of the situation. This has made me more aware of how I am making other people feel.*

Counselor Perception Surveys:

We have implemented a counselor perception survey which aligns with the Historical E-3 Student Perception Survey for the past four years. This survey asks our counselors to rate their perceptions of their students' traits as well as various skill sets. Additionally, it also asks counselors to identify two traits they consider to be their students' strengths and two they consider to be their students' weakest areas. Fifteen counselors responded to the survey.

- **Honesty:** The average rating for counselors for the trait of honesty was 3.7 out of 5. This rating is consistent with the previous two years of data.
- **Caring:** The average rating for the trait of caring was 3.4 out of 5. This shows a slight decline from the previous year and a consistent decline over the past three years.
- **Respect:** Counselors gave an average rating of 3.7 for respect, which is an uptick from the previous year and in alignment with the ratings from 2021.

- Self Control: Counselors gave an average rating of 3.2 for self control. This is slightly up from the previous year and a decrease from 2021.
- Effort: Counselors gave an average rating of student effort and hard work of 3.3 is a decrease from the previous year.

Additionally, counselors commented related to Honesty and Effort. One reported the following: *I feel like the vast majority of students are pretty honest and truly try their best. We have high expectations for students and most students rise up to meet and even exceed them.*

Panorama Data:

Panorama is a new data source for this E-3 report. Panorama is a survey districts use across the nation to collect data related to Social Emotional Learning. UPSD is in the early stages of using and understanding this data having just implemented it for the first time in grades 1-12 during the 2021-2022 school year. At grades 1 and 2, teachers complete perception questions related to their students. At grades 3-12, students complete a survey with an SEL focus. At grades 5-12, students complete the SEL survey and an equity and inclusion survey. Panorama data is reported as the percent of students at that grade level who had a favorable rating on that topic or question. Most often, the top two choices are favorable in the Panorama survey. Panorama is a new data source we will continue to use and learn more about over time. It is important to note that we can also compare our students' scores to national averages. The national averages available for comparison in this report are from before the pandemic.

The Panorama survey is broken down into several categories, many of which will be addressed in various sections of the report below. For individual traits, self management and emotional regulation are the two areas of focus. Panorama defines self management as: how well students manage their emotions, thoughts, and behaviors in different situations. Additionally, emotional regulation is another category that fits under this umbrella of self control. Panorama defines emotional regulation as: how well students regulate their emotions.

Self Management

- Grades 1-2: Teachers rated students with a 55% and 52% favorable rating during the two Panorama test administrations last year. In the winter of 2022, this increased to 56%.

- Grades 3-5: 75% and 74% of students rated themselves highly for self management in these grades in the winter and spring of 2021. In the winter of 2022, this trend continued with a 74% favorable rating.
- Grades 6-12: 74% and 72% of students rated themselves highly in winter and spring of 2021. In the winter of 2022, this trend continued with a 73% favorable rating.

Emotional Regulation

- Grades 1-2: Teachers rated students highly with 79% and 77% favorable ratings in winter and spring of 2021. Additionally, this trend continued to increase with an 80% favorable rating in the winter of 2022.
- Grades 3-5: Students rated themselves slightly lower at these grade levels in 2021 with a 47% favorable rating in both test administrations. In the winter of 2022, this increased to 51%.
- Grades 6-12: Emotional regulation was consistent over the past three Panorama data points for these grade levels with ratings of 47% for winter 2021, 48% for spring 2022 and 48% for winter of 2022.

Summary of Individual Traits:

UPSD students continue to demonstrate individual traits and skills that are positive with all individual categories at 80.0% or above for their average ratings on the historical student perception survey. The trait of self control also supports that students have the emotional strength and skills to succeed. Students rated their peers with the highest average percent favorable rating in the category of Effort this year with an average of 89.0%. The two lowest categories were Self Control and Respect, with tenth grade scores the lowest at any particular grade level for 2022-23. Additionally, counselors also scored self control as the lowest in this category with an average score of 3.3 out of 5. The ratings in Panorama for self management were consistently favorable at all grade levels with the upper grade levels having the highest overall favorable ratings. However, emotion regulation had significantly higher ratings in grades 1-2 than in grades 3-12. We will need to continue to look for trends and connections over time with the historical survey, counselor survey and Panorama survey data.

2. *School. All UPSD students demonstrate successful emotional and social skills within a school setting.*

Interpretation Statement: We interpret this to mean that UPSD students will consistently demonstrate behaviors and skills to help them be successful in all school settings. Some of these social and emotional skills include: conflict resolution, cooperation, leadership, inclusiveness, and skills to reduce and report incidents of harassment, intimidation and bullying.

Evidence:

Historical Survey (Grades 4, 7, 10, 12):

- **Conflict Resolution:** The percentage of students reporting a positive or favorable score for conflict resolution increased in grades seven and ten by 4.2%. Additionally, grade four had a slight decrease of 1.7% from the previous year and grade twelve remains fairly steady with 80.3% of students reporting a positive score for last year.
- **Cooperation:** On average, scores increased by 4.4% with the most significant increase, 9.1%, at seventh grade.
- **Reporting and Resisting Bullying and Harassment:** Scores are relatively stable for all grade bands over the last two years. Tenth grade students have the lowest percent favorable reporting at 70.9% in 2022.
- **Leadership:** Scores increased from the previous year in all grade bands with the most significant increases in grades seven (8.3%) and ten (5.1%).
- **Inclusiveness:** There are slight increases in grades four and seven (0.3%) from the previous year and a significant increase at grade 10 (10.8%) from the previous year. The scores at the twelfth grade have fluctuated up and down over the past three years with no clear trend.

Narrative Student Perception Survey Evidence (Grades 6, 8, 9, 12):

Conflict Resolution

- *Grade 6: The student was arguing with a friend so they compromised with them so they both got some of what they wanted. This social skill can make the student more successful in compromising with people in jobs etc.*

- Grade 8/9: *When we were playing volleyball in P.E., there was a conflict over the scores or who won. She decided to just let it be and convinced us to be the bigger person and just move down a court. The student is good at keeping flames from igniting into fires and deescalating situations. This helps her get through life and not be held back by little things.*
- Grade 12: *This student went and resolved a conflict they were having in a respectful and kind way. They did not argue, they were able to talk and be kind to each other while also resolving the issue. The student has had less conflicts than most because they are able to resolve their conflicts in a respectful and kind manner.*

Cooperation

- Grade 6: *When the student was given a group task they didn't step aside and let all the others do the job for them, they actually help with the task to make it better. That made the student more successful because cooperation is a very important skill when working, both by yourself and with people; you don't get very far when you don't cooperate*
- Grade 8/9: *Worked together as a team in order to complete a project on time. By using cooperation in a group project the student was able to complete the task on time and make new friends.*
- Grade 12: *This weekend my fellow cheerleaders demonstrated cooperation as we all listened to each other and lead ourselves to victory. It has shown when we all work together as a team we reach the goals we strive for.*

Resisting and Reporting Bullying and Harassment

- Grade 6: *My friend was being bullied and me and her reported it together, and he stopped and now they are friends. She stands up for herself more often and nobody we know gets bullied anymore.*
- Grade 8/9: *This student saw that other students were bullying a special-needs person, but she did not take part in it and instead reported it to the teacher. This social skill has made this student more successful in life because they are more aware of when bullying is happening and is able to do what's necessary to stop it. This student has also grown in boldness, being a good friend, and good decision-making.*

- Grade 12: *I reported several acts of racism that occurred at high school volleyball games. I went to our athletic director and she handled the situation(s) right away. we now have a great relationship. I have been more comfortable with going to staff for help and now don't think that reporting a situation you feel uncomfortable in won't ALWAYS make it worse.*

Leadership

- Grade 6: *This student shows leadership by helping people who are in need or by taking charge in a difficult situation. In my opinion the ways demonstrating this characteristic trait made the student more successful life because she will always help someone in need and take charge in a difficult situation.*
- Grades 8/9: *They redirected the class when there was a substitute covering. Being a leader will inspire others and want to do the same.*
- Grade 12: *One student showed leadership once by taking initiative within the group project that we had by assigning everyone their own parts and making sure everyone was doing their part for the group. Having someone with good leadership skills within the workplace can help other people stay on track and will help everyone work better together as a whole.*

Inclusiveness

- Grade 6: *One of the kids in my class was being bullied (by the same kids) because he liked different things so me and my friends sat next to him at lunch and made him feel better. Teaching us to always try our best to include people that are different or don't have many friends*
- Grade 8/9: *The student noticed someone sitting alone at lunch and invited them over to their table. The student made a new friend.*
- Grade 12: *Including new kids that just transferred over to the school whether from a new state or from a different district. By being inclusive that means you work well with people and want to make people feel more welcome.*

Counselor Perception Survey:

- Conflict Resolution: The average rating from counselors for conflict resolution was 2.9 out of 5. This is a decrease from the previous year and the lowest average score of any character trait.
- Cooperation: The average score for cooperation increased slightly from the previous year to an average rating of 3.7.
- Resisting and Reporting Harassment and Bullying: This category increased slightly from the previous school year with an average rating by counselors of 3.5.
- Leadership: The rating for leadership remained unchanged from the previous year with an average rating of 3.1.
- Inclusiveness: Inclusivity decreased by 0.4 from the previous school year with an average rating of 3.1 by counselors.

Additionally, counselors selected caring and inclusiveness as the greatest strength of our students and reported the following statement: *In general Caring and Inclusive stood out to me just by seeing the way our students interact with each other. Many students show concern for others when something negative happens and just talking with students, they generally feel accepted by their peers.*

Panorama:

Social Awareness: How well students consider the perspectives of others and empathize with them. (Grades 1-12)

- Grades 1-2: In the 2021-22 school year, teachers reported 74% and 66% favorable in winter and spring Panorama administrations. The winter 2022 score increased back to 72%.
- Grades 3-5: Students reported 70% and 69% favorable in the winter and fall of last school year. This increased slightly in winter 2022 to a 72% favorable rating.
- Grades 6-12: Students reported an average of 62% favorable ratings for all three Panorama test administrations thus far.

Diversity and Inclusion: How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. (Grades 5-12)

- Grades 5-12: Of the respondents, 84% of students gave a favorable rating in the winter of 2022 related to diversity and inclusion at school. The questions ask students to rate how diverse, integrated and fair school is for students from different races, ethnicities, and cultures. Compared with other school districts nationally, our district is near the 90th percentile on this topic.

Sense of Belonging: How much students feel that they are valued members of the school community. (Grades 5-12)

- Grades 5-12: Students only had a 42% favorable rating for this category. While this is an increase from the previous two years, 39% and 38%, this is an area we will want to monitor closely over time. For sense of belonging, the district is near the 20th percentile as compared to other districts across the nation. Schools have been reviewing this data, including school counselors and school based equity teams. It is important to note that the nationally normed average that this data is compared to is from before the pandemic.

ASB Club Activities and Participation:

CHS offered thirty three different clubs and activities during the 22-23 school year.

Approximately 500 students participated in these clubs and activities, which is in alignment with the previous school year. Additionally, four different clubs hosted Club Virtual Assemblies this past year - Black Student Union (Black History Month), Cultures United (Cultural Assembly), and the Gay Straight Alliance Club (Pride Assembly). The BSU also made videos again this year of club members reading books aloud for younger students. These videos were distributed to primary teachers for Black History Month. Links to the various club assembly videos are included [here](#). The Asian Pacific Union is hosting a Luau this year instead of a virtual assembly.

In 2022-23 CJH increased to thirteen active clubs and approximately 200 students participating. This total doubles the number of students participating in clubs at CJH this year compared to last year. New clubs this year at CJH include the Chess Club, Debate Club, ROTC Club and Band Club. At both schools, these clubs provide leadership opportunities for students as student officers and members. Additionally, the BSU, the Leadership class, and MAC Scholars all

partnered together this year for the Black History Month Assembly, highlighting the contributions of Black Americans.

CHS Cultural Assembly:

This year's theme, *Feed the Love*, linked [here](#), provided an opportunity for CHS students to share about and learn about one another's culture, experience and impact. CHS had a video that was aired prior to the assembly that included information about the theme and student introductions in a variety of languages represented at CHS, linked [here](#). Students were asked to think about concrete ways they can *Feed the Love* to Curtis by considering the views of others and owning the impact of their own actions and words. This assembly was organized by students and leaders from the Culture's United Club. During the assembly, there were a variety of speeches and other performances by individual students and groups and a fashion show where students wore clothing representative of their culture and heritage.

Student Election Participation:

Students participate in the election of ASB Officers at all four secondary schools. At CJH last year, 49.2% of students voted for ASB officers. At CHS last year, 50.1% of students voted for ASB officers as well as an ASB delegate. Additionally, at the intermediate level, each homeroom votes for a class representative who is selected at the start of the school year. Sixth grade students vote in the spring for the ASB class officers for the following year. We plan to include data at the intermediate level related to their ASB elections for future reports to the board. This is the first year school election participation data has been included in E-3 and we plan to continue to monitor student participation in school elections at all four secondary schools for future reports.

Summary for School Setting Skills:

Students in UPSD rated their peers the highest in all grade levels in the skill of Cooperation with an average of 87.1% favorable responses in 2022-23. Seventh grade saw the highest gain in this category with an increase of 9.1% from the previous school year. Cooperation and Conflict Resolution are important social skills for students to succeed in the school setting and beyond. While resisting bullying and harassment scores were up in three of four grade levels, it is the

category with the lowest overall rating in the historical survey overall with an average 75.5% favorable rating. Only one of fifteen counselors selected resisting bullying and harassment as one of the greatest weaknesses for students. Additionally, the traits of leadership and inclusiveness are included in this section. Club participation, club activities, and student participation in school elections demonstrate that students are exhibiting behaviors and skills to help them be successful in a school setting. While the equity and inclusion data for Panorama was strong, students reporting a sense of belonging had significantly lower scores comparatively. This is an area that schools are monitoring closely, and making efforts to address, including by sharing school specific data with staff, discussing strategies to support sense of belonging, and counselors meeting individually with students with low scores related to adult relationships and sense of belonging. Finally, student participation in school elections at the secondary level will also be monitored in E-3 in the future with 2021-22 as the first year of baseline data.

3. *Community. All UPSD students demonstrate community service.*

Interpretation Statement: We interpret this to mean that UPSD Students will demonstrate service to others and service to the community in safe ways.

It is clear that students are more actively serving the community as we emerge from the pandemic. In surveys, we ask students if their peers take part in community service projects or service clubs. Additionally for students in grades nine through twelve, the College and Career Readiness Center at CHS provides information and opportunities for community service for students. This includes specific service opportunities in our geographic area as well as information related to earning a letter for community service.

Evidence:

Historical Student Survey:

- Community Service: All grade bands increased fairly significantly related to peers participating in community service projects and clubs. Fourth grade increased to 88%, seventh grade to 79.2%, tenth grade to 81.7%, and twelfth grade increased by 4.9% to 86.5%. Student ratings in grades four and twelve are the highest favorable ratings in the past three years.

Narrative Student Perception Survey: Students in this question were asked to share one or two examples of students they know who have voluntarily served their community. Below are examples from each of the grade bands:

- *Grade 6: My friend that I sit next to on the bus is or has helped at a food bank, if I'm remembering correctly. I'm sure there's more, but I can't think of any . . .*
- *Grade 8/9: My sister is in Key Club and not too long ago they made food baskets that will be passed around to people in our community.*
- *Grade 12: I know kids who go and help the homeless and kids who go and do toy/food drives with their churches or other local establishments.*

Counselor Perception Data on Community Service:

Counselors gave an average rating of 2.9 out of 5 for community service this year. This is an increase from the previous school year and in alignment with the general increase of community service reported by students. One counselor also reported that: *There is a pocket of CHS students who go above and beyond to serve our community. I would have rated this higher, however there is the other pocket of students who struggle to complete the minimum service hours.*

Community Service Hours from CHS Students:

CJH and CHS students have served thousands of hours during their ninth to twelfth grade years serving our community. The following are the community service hours performed and recorded through the 2021-2022 school year by each graduating class:

- Class of 2022: 24,840 hours
- Class of 2023: 19,227 hours
- Class of 2024: 13,443 hours
- Class of 2025: 6,705 hours

Additionally, during the 2021-22 school year, thirteen students were awarded the Varsity Letter for Community Service. This award requires at least 150 hours of service during the current school year. These students performed 2,459 hours during that school year alone. Six students

also received the CHS Community Service Award, which requires at least 80 hours during the school year. Six students received this award for a total of 664 hours. The top ten locations for service in the community reported by CJH and CHS students are: CJH and CHS, Families United Network, Curtis PTSA, Curran Apple Orchard, Primary PTA events, Humane Society, Pierce County Library, Tacoma Rescue Mission, and the YMCA.

Summary of Community Service:

Students in UPSD at all levels showed an increase in the perception of their peers serving their community. Every grade level surveyed had an increase from the previous year and grade twelve also had an increase over the last two years. Data collected for graduation requirement purposes also shows that students are making significant contributions to their community with over sixty four thousand hours logged by students currently in grades nine through twelve. Additionally, student perception data shared simple examples of how students serve their community and school by picking up garbage and volunteering at food banks. These service activities contribute to the betterment of those around them in the community in alignment with E-3 Policy.

4. Society. All UPSD students demonstrate citizenship knowledge and skills essential to a democratic society.

Interpretation Statement: We interpret this to mean that students will demonstrate that they know how a democracy works and that they play a role in living in and participating in a democratic society.

Evidence:

Historical Student Perception Survey:

- Rights and Responsibilities as A Citizen: Tenth grade students rated their peers the highest at 85.3%, while twelfth grade students rated their peers the lowest at 81.4%. Grades four and ten increased the most in this category while grades seven and twelve both decreased.
- Representative Democracy: There was very little change in grades seven, ten and twelve. Grade four showed the largest increase and highest overall favorable score of 92.4%.

Narrative Student Perception Survey: Responses were included this year for grades six, eight, nine, and twelve. Students were asked to share one to two short examples of students they know who have demonstrated that they know how a democracy works and/or that they have a role in a democratic society. Sample examples from each grade band are included below:

Representative Democracy

- Grade 6: *My A.S.B rep shows democracy every time he has us vote on a theme or something.*
They know they can vote later on, and they know that everyone is part of the decision making process in a democracy.
- Grade 8/9: *They know that they have a right to vote when they turn 18. Their voice matters and can use any social platform to spread it.*
- Grade 12: *My friends and I who were 18 in November voted in the elections. My friends who were 17 at the time shared their opinions and discussed the candidates with us. Almost every student in the school knows how democracy works as the school is "governed" by the student council and they did a very good job to guide us through everything*

Counselor Survey Responses:

- Rights and Responsibilities as a Citizen: Counselors rated students understanding of their rights and responsibilities as a citizen as an average of 3.1 out of 5. This includes all grade bands and is lower than the previous two years.
- Representative Democracy: The average score for representative democracy had a similar trend and decreased to an average of 2.8.

One primary counselor also reported that understanding representative democracy is an area of growth at that age band. They reported that, *Developmentally, students can understand that they belong to part of a school community but may not be able to generalize that to larger systems yet. Again, developmentally conflict resolution is a skill that students are learning and practicing every day.*

Students Registering to Vote:

At Curtis Senior High School, the Pierce County Auditor visited in October and helped to get over two hundred seniors registered to vote who had not already registered. The representative from the Auditor's office takes time to discuss the importance of civic engagement, how elections work, and provides an opportunity for students who are 17 or 18 years of age to register to vote. This year, we also provided time in class in January leading up to Temperance and Good Citizenship Day for current Juniors to register to vote so they can participate in primary elections in August before school starts. We don't have current data for the number of students who registered in US History this year but plan to track this for future reports.

Advanced Placement Government & Civics:

All twelfth graders are enrolled in either Advanced Placed Government or Civics. The content of these courses directly contributes to UPSD students' knowledge and skills regarding living in and participating in a democratic society and government. In the 2021-22 school year, 93.3% of twelfth graders passed their senior social studies course.

Summary of Representative Democracy:

UPSD students across all grade levels scored their peers with high favorable ratings in the categories of Representative Democracy and Right and Responsibilities as a Citizen. The student perception surveys do highlight that citizenship knowledge increases as you go up the grade bands which correlates to their learning particularly in their senior social studies courses displaying proficient knowledge and skills regarding living in and participating in a democratic society.

Conclusion:

Evidence from historic student perception surveys, narrative student perception surveys, counselor perception surveys, videos from clubs and assemblies, volunteer data, student election data, senior social studies passing rates, voter registration data and Panorama data indicate that UPSD students are making progress toward becoming contributing citizens. With only three years of "new" historic data, and one and a half years of Panorama data, it will be important to continue to monitor for trends over time.