

Populace Insights: Purpose of Education Index

Abstract

What it is:

A national private opinion quantitative survey that surfaces what, if given the opportunity, the American public would prioritize — and what they believe *most others* would prioritize — in the K-12 education system in America. It was conducted by the think tank Populace, powered by the research data company YouGov.

How it was conducted:

The primary survey component was a choice-based conjoint (CBC) instrument that distinguishes between personal priorities and perceived societal priorities (what respondents believe most other people prioritize). Rather than directly asking respondents what priorities they hold for the K-12 education system in America, this survey's CBC simulated real-world decision making by forcing respondents to make trade-offs. This not only reduces the ceiling effect, where respondents can claim everything is important, but also minimizes social desirability effects.

For more information about the CBC, see the [methodology section](#).

In addition to summarizing Americans' 2022 priorities for K-12 education, the report also examines changes in priorities over time. The *Purpose of Education Index* was deployed in each of the previous four years spanning 2019 to 2022, allowing for an investigation of the trends over time, especially as they relate to effects of the COVID-19 pandemic.

Survey conducted: 12 to 30 September 2022

About Populace:

Populace is a Massachusetts-based think tank dedicated to building a world where all people have the chance to live fulfilling lives in a thriving society. Populace's private opinion research offers new insights into what people actually believe, with polling methodologies that reduce the distorting effects of social influence commonly found in traditional public opinion research.

For more information, visit Populace.org.

Contents

Executive Summary	04
Introduction	06
Private Priorities	07
Collective Illusions	15
Achievement Scores	23
Methodology	27
Glossary	28

Appendices

Appendix A: Choice-Based Conjoint Results

- A1: Gen Pop Results (2019-2022)
- A2: Parent Results (2020-2022)
- A3: 2022 Results by IEP Status
- A4: 2022 Gen Pop Results by Gender
- A5: 2022 Gen Pop Results by Race
- A6: 2022 Gen Pop Results by Age
- A7: 2022 Gen Pop Results by Income
- A8: 2022 Gen Pop Results by Education

Appendix B: Achievement Score Results

- B1: Gen Pop Results (2019-2022)
- B2: Parent Results (2020-2022)
- B3: 2022 Results by IEP Status
- B4: 2022 Gen Pop Results by Gender
- B5: 2022 Gen Pop Results by Race
- B6: 2022 Gen Pop Results by Age
- B7: 2022 Gen Pop Results by Income
- B8: 2022 Gen Pop Results by Education

Executive Summary

The *Purpose of Education Index* represents the first of its kind private opinion study of the American people's priorities for the future of education in America. It uses tools and methodologies that minimize distortions found in many traditional public opinion polls to reveal not only what Americans want most — and least — from our K-12 education system, but also what they believe about other people's priorities. The results are consequential for educators, parents, policymakers, or anyone interested in the future of K-12 education in America.

01 College Should No Longer Be the End Goal of K-12 Education:

Conventional wisdom, and decades of social engineering, have told us that the point of K-12 education is to make students college-bound — often to the most prestigious one possible. Before COVID, respondents ranked being *prepared to enroll in a college or university* as their 10th highest priority for K-12 education. In post-COVID America, this is no longer the case. When given 57 priorities for children's K-12 education, Americans ranked it as #47. However they believe it is other people's third-highest priority, demonstrating a deep societal misunderstanding of one another.

02 Practical Skills & Outcomes Should Be the End Goal:

Americans want K-12 education to be focused on practical, tangible skills and outcomes. Respondents reported *students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)* as the #1 priority for education outcomes. *Demonstrates basic reading, writing, and arithmetic* (#4), *prepared for a career* (#6), *effectively plan, and prioritize to achieve a goal* (#11), and *have the skills to be competitive in the local job market* (#12) vastly outperformed less practical or short term goals such as *prepared for a paid internship or entry level job* (#40), *students learn social norms and appropriate behavior* (#52), and *students develop athletic talents* (#56). And while respondents do not want schools instructing students on *social norms* (#52), they firmly believe that a student *demonstrating character (e.g. honesty, kindness, integrity, and ethics)* should be a vital marker of a school's success (#3).

Continued on next page.

03 Individualized Education Is the Future, One-Size-Fits-All Is the Past:

One-size-fits-all approaches to K-12 education turn off the vast majority of Americans. Respondents believe students should *advance once they have demonstrated mastery of a subject* (#7) rather than when they pass an arbitrary test. In fact student success being *evaluated based on standardized tests* was ranked as a bottom 10 priority (#49). Students having *the time they need to learn at their own pace* is ranked 13th-highest priority. In the same vein, respondents believe that all students should receive *the unique support that they need* (#5) rather than all students receiving *the same level of support* (#34). Generally, Americans do not care if all students *study the same thing* (#54) compared to them getting to *choose courses based on their individual interests* (#9). Data clearly illustrates that individualized and tailored approaches that recognize students' unique needs are preferred.

04 Education Priorities Vary Immensely by Race:

While developing critical thinking and practical skills were common across racial groups, there are noticeable differences by group, further indicating that the current one-size-fits-all approach to education fails to address the needs and wants of students and parents. Being prepared to be *a productive member of society* is the fifth-highest priority for Hispanics compared to White (#48), Black (#39), and Asian (#30) respondents.

Black respondents were the only group to have a student being able to *leverage technology to accomplish complex needs* as a top five (#5) priority. The next highest was White respondents at #20. Black respondents ranked *students advance with a teacher's determination of readiness* as their third-highest priority compared to White (#55), Hispanic (#35), and Asian (#52) respondents. Similarly, *students advance if they meet minimum grade requirements* was the #1 priority among Hispanic respondents — the only racial group to prioritize that higher than #38.

Asian respondents are the only racial demographic to have *prepared to enroll in a college or university* as a top 10 priority (#9) — the only group staying near the pre-COVID priority level. Black (#4) and Asian (#3) respondents had *students understand and know how to participate in democracy* as a top four priority compared to White (#21) and Hispanic (#29) respondents.

05 “Better” Is No Longer the Goal — “Different” Is:

One of the most prevalent threads across the data illustrates that Americans are fed up with the current education system, beyond the point of wanting improvements to the existing structure. The vast majority of the general population believes *more things about the educational system should change than stay the same* (71%), including 21% who say *nearly everything should change*. Better is no longer the goal — something entirely different is. Whether it is wanting a greater focus on practical skills, individualized learning experiences, or reorienting the end goals, Americans' priorities for K-12 education are largely absent from the current system.

Introduction

The *Purpose of Education Index* is a first-of-its-kind, multi-year, nationally representative study designed to understand the American people's priorities for K-12 education today. Populace undertook this research as part of a broader commitment to ensuring that the public's voice is front and center in conversations about the purpose of public institutions.

To accomplish this, the *Purpose of Education Index* leverages private opinion methodologies over traditional public opinion approaches. The distinction between private and public opinion is important. While standard public opinion polling approaches continue to provide valuable insights about general public sentiment, they are inherently susceptible to the distorting effects of social influence. Private opinion research aims to overcome these limitations, in part by simulating real-world, complex trade-offs. This particular report is based on a combination of direct questions, along with a choice-based conjoint (CBC) component that distinguishes between personal opinion and perceived societal opinion — how respondents believe most people would answer. The result is a level of insight that is not possible through traditional public opinion polling alone.

In revealing what the American public wants most — and least — from K-12 education today, and identifying where the current system is doing well and where it is falling short, the *Purpose of Education Index* offers unique insights that are consequential for anyone interested in the future of the education system in America.

Private Priorities Revealed:

What Americans prioritize most — and least — in the K-12 education system

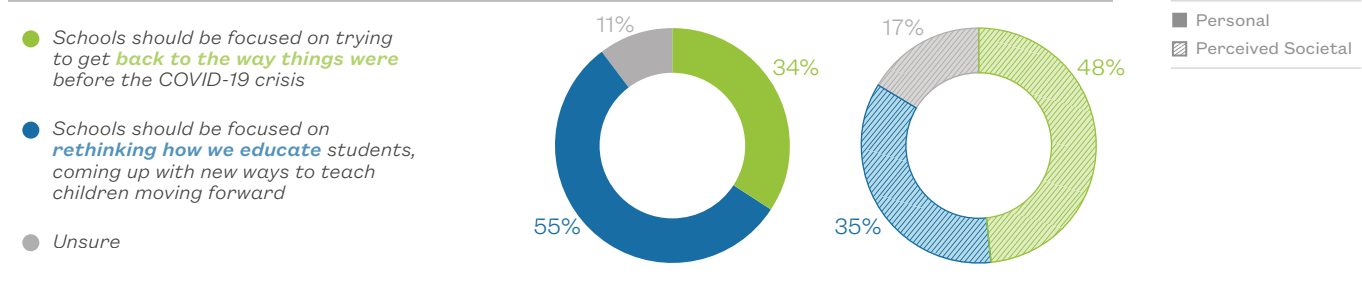
There is little doubt about the importance that education plays in living a successful life. What constitutes a successful education, however, continues to be a source of debate in America today. Questions about what should be taught, who should decide, and what the purpose of education should be are driving conversations throughout the country, revealing a widespread desire for change to this important institution.

These debates are not limited to policymakers or educators. Consider for example, that in the general public, when asked whether schools should be focused on *trying to get back to the way things were before COVID*, or whether schools should be focused on *rethinking how we educate students*, a majority of people wanted to rethink education (compared to just one third who think schools should get back to the way things were).

Figure 1.1:

Personal: Which of the statements is closer to your personal view?

Perceived societal: Which of the statements do you think is closer to the views of most people in society?



Recognizing that Americans want to see changes in the K-12 education system is only part of the story. Understanding what the public wants from the education system is of critical importance to identifying what those changes should be. That is the point of this research.

In surfacing what the general public personally wants most from the education system, and revealing the systematic misunderstandings that people hold about one another, the *Purpose of Education Index* offers a new lens through which to understand the future of education.

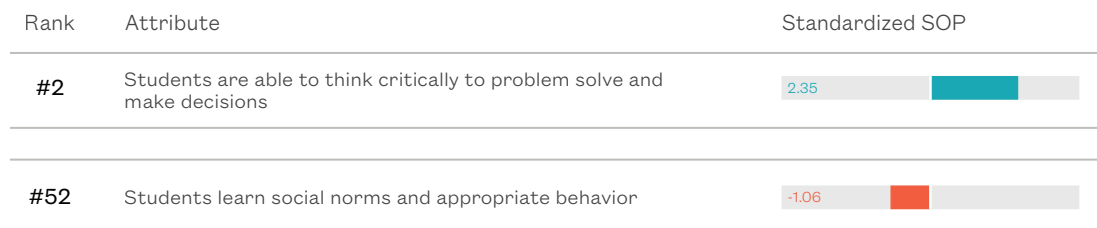
Leveraging private opinion methodologies, the *Purpose of Education Index* posed a trade-off experiment in which respondents were asked to choose which of two presented education scenarios was closer to what **they personally** want from the K-12 education system. They were then asked which of those same two presented scenarios was closer to what they believe **most people** want from the K-12 education system.

Qualitative research, including interviews and focus groups, identified a total of 57 discrete attributes, which were ranked into a hierarchy of preferences according to what individuals personally prioritize (personal preference) and what they believe most others in society prioritize (perceived societal preference), and then given a standardized share of preference (see [methodology](#) for more information).

(1) The one thing that everyone wants: students who can think for themselves.

While there are great differences among what Americans want from the education system, there is one attribute that is a top priority across every demographic: *students are able to think critically to problem solve and make decisions*. This is ranked #2 among the overall sample and is in the top 10 priorities across every single demographic subgroup, which, when contrasted with an attribute like *students learn social norms and appropriate behaviors* (#52), suggests a lack of desire for indoctrination of students into practices that stifle independent thought.

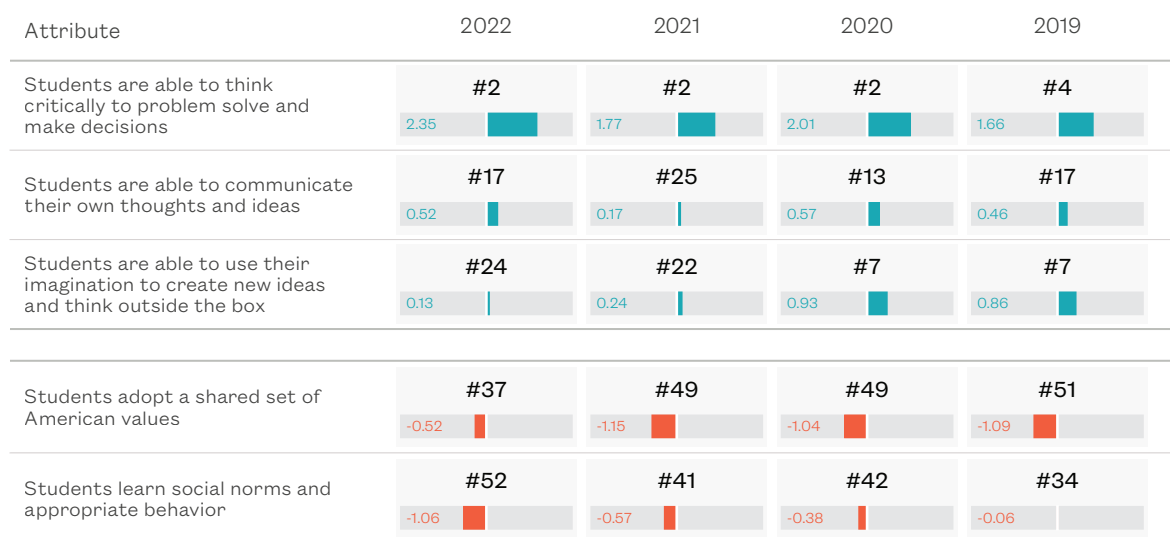
Figure 1.2: General population's personal prioritization of a students ability to 'think critically to problem solve and make decisions' vs. students learning 'social norms and appropriate behavior.'



This suggests a recognition that problem solving and making good decisions are learned skills; the American public at large wants schools to be a place where students are supported in developing those skills.

The notion that Americans prioritize independent thought isn't new; the general public has repeatedly prioritized an education system that teaches students *how* to think rather than *what* to think. Each of the past four years, *shared American values* and *learned social norms* rank among the bottom-half of Americans' priorities, while *the ability to communicate one's ideas* and *the ability to think outside the box* rank in the top-half.

Figure 1.3: General population's personal prioritization of attributes that teach students 'how' to think over 'what' to think from 2019 until 2022.

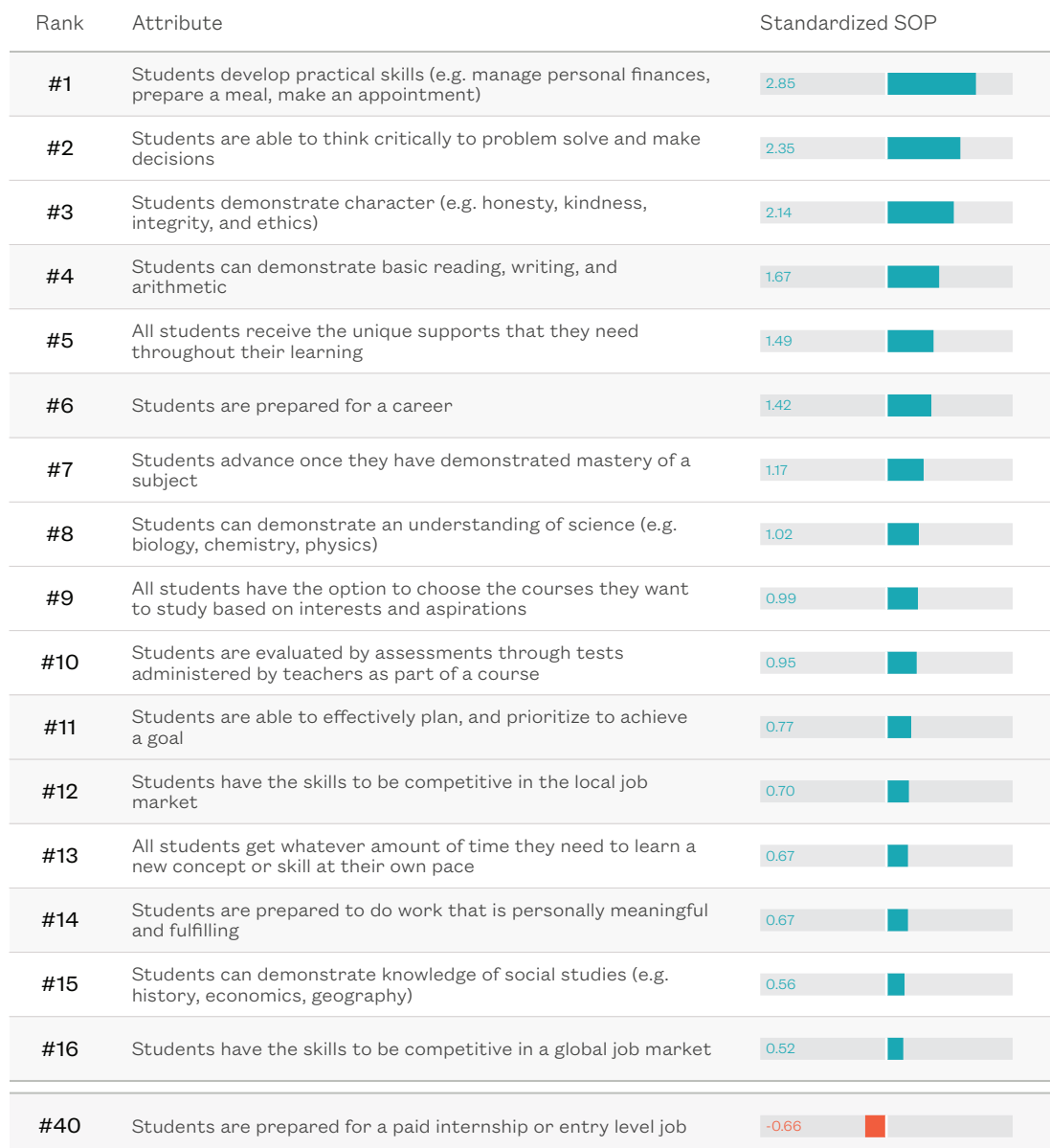


(2) Education should be *practical*.

Despite the recent emphasis placed on preparing students for competitive higher education programs, Americans believe the K-12 education system should redirect its focus on what it means to successfully prepare American students — equipping them with practical skills that prepare them for life.

Highly ranked priorities include *students develop practical skills* (#1), *reading, writing, and arithmetic* (#4), *being prepared for a career* (#6), *effectively planning and prioritizing to achieve a goal* (#11), *being prepared to do work that is personally meaningful and fulfilling* (#14), and *having the skills to be competitive in the local [and] global job market* (#12 and #16, respectively). When contrasted against *students are prepared for a paid internship or entry level job* (#40), this suggests that the American public wants an education system that prepares students not only with the basics, but with the skills that they need to live in the real world.

Figure 1.4: General population's top 16 personal priorities with attributes related to preparing students for life highlighted vs. attribute related to preparing students for paid internship or entry level job.



An education system that prepares students with practical skills for both life and career is among the top 15 priorities for the general population and most subgroups, but not all. Notably, the Black demographic does not want the K-12 education system to prioritize *the development of practical skills* (#37) or *preparing students for a career* (#54), but rather prioritizes other factors such as *students understand how to participate in a democracy* (#4), *leveraging technology to accomplish complex needs* (#5), and *demonstrating advanced mathematical skills* (#6). (See [the appendix](#) for full demographic breakdowns.)

The general prioritization of a practical education isn't a new trend; it echoes previous years' priorities. Since the *Purpose of Education Index* began tracking K-12 education priorities in 2019, *students developing practical skills* has been the year-over-year top priority. Americans have also prioritized *career preparation* and *basic reading, writing, and arithmetic skills* in their top 10 priorities for each of the past three years.

Figure 1.5: General population's top 16 personal priorities from 2022 shown year over year, with attributes related to preparing students for life highlighted vs. attribute related to preparing students for paid internship or entry level job.

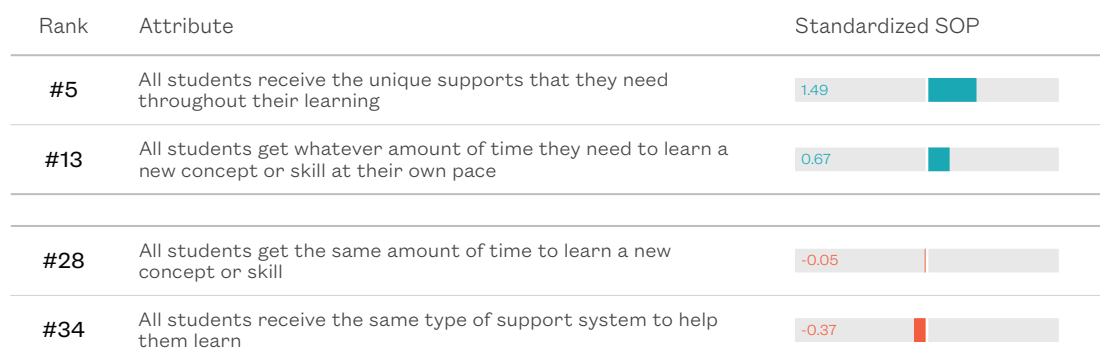
Attribute	2022	2021	2020	2019
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	#1 2.85	#1 3.24	#1 3.03	#1 3.53
Students are able to think critically to problem solve and make decisions	#2 2.35	#2 1.77	#2 2.01	#4 1.66
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	#3 2.14	#9 1.04	#4 1.23	#3 1.82
Students can demonstrate basic reading, writing, and arithmetic	#4 1.67	#4 1.52	#10 0.75	#14 0.54
All students receive the unique supports that they need throughout their learning	#5 1.49	#16 0.50	#19 0.46	#19 0.42
Students are prepared for a career	#6 1.42	#5 1.15	#3 1.29	#27 0.10
Students advance once they have demonstrated mastery of a subject	#7 1.17	#19 0.39	#21 0.28	#30 0.06
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	#8 1.02	#10 1.01	#8 0.93	#18 0.42
All students have the option to choose the courses they want to study based on interests and aspirations	#9 0.99	#11 0.82	#18 0.46	#2 1.94
Students are evaluated by assessments through tests administered by teachers as part of a course	#10 0.95	#43 -0.60	#44 -0.50	#36 -0.29
Students are able to effectively plan, and prioritize to achieve a goal	#11 0.77	#27 0.17	#12 0.57	#8 0.78
Students have the skills to be competitive in the local job market	#12 0.70	#8 1.04	#5 0.99	#15 0.54
All students get whatever amount of time they need to learn a new concept or skill at their own pace	#13 0.67	#23 0.24	#14 0.57	#11 0.58
Students are prepared to do work that is personally meaningful and fulfilling	#14 0.67	#24 0.24	#23 0.22	#5 1.10
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	#15 0.56	#7 1.08	#6 0.93	#21 0.38
Students have the skills to be competitive in a global job market	#16 0.52	#3 1.59	#9 0.75	#20 0.42
Students are prepared for a paid internship or entry level job	#40 -0.66	#18 0.42	#37 -0.14	#23 0.18

(3) Individualized education is a priority.

A common theme among the general population's top personal priorities is an emphasis on individualized education that tends to the needs and passions of individual students — especially when the alternative is a one-size-fits-all approach. This prevailing priority permeates several dimensions of the education system, from educational supports to autonomy and choice in one's own education.

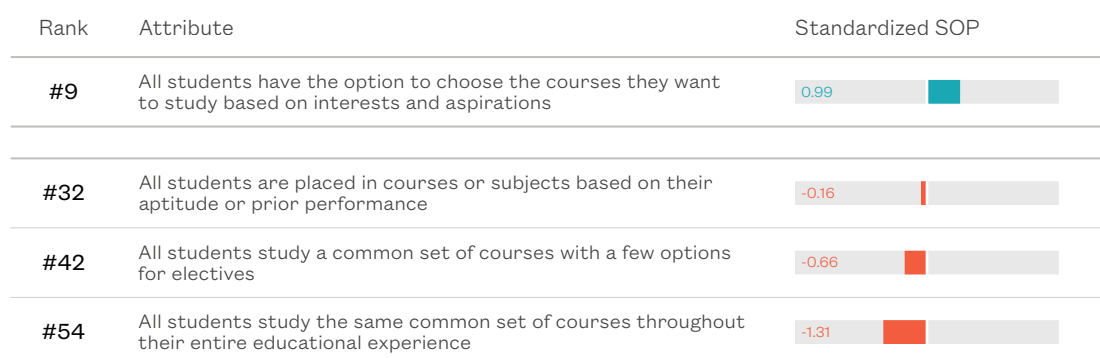
Take, for example, the support that schools offer students during their education. Americans prefer an education system where *all students receive the unique supports that they need throughout their learning* (#5) and *all students get whatever amount of time they need to learn a new concept or skill at their own pace* (#13). In other words, Americans prioritize an adaptive, individualized education that stands in stark contrast to an education system designed to offer *the same type of support system* (#34) and *the same amount of time to learn a new concept or skill* (#28).

Figure 1.6: General population's personal prioritization of attributes that demonstrate an individualized approach to education over a 'one-size-fits-all' approach.



With regard to autonomy, Americans want to grant more control to students themselves, prioritizing a K-12 education where *all students have the option to choose the courses they want to study based on interests and aspirations* (#9). On the other hand, *aptitude-determined curricula* are not a priority (#32), while *common sets of courses* are actively deprioritized regardless of whether students *have a few options for electives* (#42) or *the same set of courses throughout their education* (#54).

Figure 1.7: General population's personal prioritization of attributes that promote student autonomy over attributes that promote standardized approaches to education.



While attributes about individualized education ranked in the top 15 for most demographic subgroups, there were notable differences among racial demographic subgroups. For the Black demographic, *all students receiving the unique supports* was #21. For the Asian demographic, *students getting the amount of time they need to learn at their own pace* was #50. *Students having the option to choose courses based on interests and aspirations* was #52 for both the Hispanic demographic and the Black demographic.

Figure 1.8: Differences in the general population's personal prioritization of attributes that demonstrate an individualized approach to education across demographic subgroups.

Attribute	Overall	White	Black	Hispanic	Asian
All students receive the unique supports that they need throughout their learning	#5 1.49	#5 1.48	#21 0.45	#11 1.12	#4 1.37
All students get whatever amount of time they need to learn a new concept or skill at their own pace	#13 0.67	#13 0.66	#15 0.70	#13 0.93	#50 -0.84
All students have the option to choose the courses they want to study based on interests and aspirations	#9 0.99	#9 0.98	#52 -1.48	#52 -1.12	#1 3.38

Americans' propensity to prioritize individualized education is not new; for years, *providing unique supports* and *whatever amount of time needed to learn a new concept* to all students has been prioritized. Yet in 2022, as the fallout of remote learning is being fully realized, Americans' emphasis on flexibility is particularly noteworthy. Both attributes vaulted 10 or more rankings year-over-year from 2021.

Figure 1.9: General population's personal prioritization of attributes that demonstrate an individualized approach to education year over year.

Attribute	2022	2021	2020	2019
All students receive the unique supports that they need throughout their learning	#5 1.49	#16 0.50	#19 0.46	#19 0.42
All students get whatever amount of time they need to learn a new concept or skill at their own pace	#13 0.67	#23 0.24	#14 0.57	#11 0.58

Prior to the pandemic, students *having the option to choose their courses* was the second-most-prioritized attribute for K-12 education, but it receded to a less critical priority as schools grappled with school closures and remote learning. As the pandemic has subsided, autonomy has re-emerged as a top 10 priority.

Figure 1.10: General population's personal prioritization of attributes that demonstrate student autonomy year over year.

Attribute	2022	2021	2020	2019
All students have the option to choose the courses they want to study based on interests and aspirations	#9 0.99	#11 0.82	#18 0.46	#2 1.94

(4) Americans reject standardized tests.

When it comes to assessment, Americans are noticeably dissatisfied with a K-12 education mainstay: standardized tests. Out of 57 tested attributes, *students are evaluated by how they rank against other students on standardized test scores* ranked 49th. In stark contrast, the American public prioritizes evaluations that are practical and relevant to student learning, such as those based on *teacher-administered exams* (#10) and performance in *real-world applications* (#19) and *class-based projects* (#22). In other words, the objection isn't with exams, per se, but rather with standardized tests in particular.

Perhaps not surprisingly, there are again differences among subgroups in the prioritization of these forms of assessment. Whereas standardized tests are the absolute bottom priority for Black and Hispanic demographics (both #57), the Asian demographic highly prioritizes standardized tests (#2). Across all other demographic groups, non-comparative assessments were prioritized and standardized tests were actively deprioritized.

This focus on practical utility is not limited to assessments alone: it also extends to how the public believes educational progress should be determined. Rather than having students advance simply by *meeting grade-level requirements* (#39) or at the *determination of the teacher* (#55), the overall priority is for advancement to be based on *demonstration of subject mastery* (#7).

Figure 1.11: Differences in the general population's personal prioritization of attributes related to how students may be evaluated across racial demographics.

Attribute	Overall	White	Black	Hispanic	Asian
Students advance once they have demonstrated mastery of a subject	#7 1.17	#7 1.19	#2 1.98	#28 -0.13	#28 -0.16
Students are evaluated by assessments through tests administered by teachers as part of a course	#10 0.95	#10 0.94	#14 0.70	#9 1.17	#48 -0.78
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	#19 0.34	#19 0.34	#20 0.48	#30 -0.18	#18 0.36
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	#22 0.13	#23 0.13	#31 0.11	#6 1.27	#29 -0.22
Students advance if they meet minimum grade requirements	#39 -0.63	#38 -0.58	#56 -2.38	#1 2.45	#38 -0.49
Students are evaluated by how they rank against other students on standardized test scores	#49 -0.84	#49 -0.87	#57 -2.66	#57 -2.01	#2 2.92
Students advance with a teacher's determination of readiness	#55 -1.59	#55 -1.58	#3 1.36	#35 -0.44	#52 -1.07

The deprioritization of standardized assessments is not a new phenomenon or simply a response to COVID. *Evaluating students using standardized assessments* has ranked in the bottom 10 priorities for each of the last four years of this study.

Figure 1.12: General population's personal prioritization of 'standardized tests' year over year.

Attribute	2022	2021	2020	2019
Students are evaluated by how they rank against other students on standardized test scores	#49 -0.84	#54 -1.37	#56 -2.48	#56 -2.05

(5) Top priorities differ across racial groups.

Summarizing adults' top K-12 priorities masks an important nuance: there is no one-size-fits-all solution that will meet all Americans' demands of the K-12 education system. Take, for example, the large differences in priorities that exist among different racial subgroups.

Despite ranking in the top 10 priorities for White, Hispanic, and Asian adults, *students develop practical skills* is a bottom-half priority among a nationally representative sample of Black adults (#37). The difference is even more pronounced among Hispanic adults — their top priority (*students advance if they meet minimum grade requirements*) is a bottom-half priority for White and Asian adults (#38 for both) and nearly the lowest priority for Black adults (#56).

Figure 1.13: Differences in top 10 priorities from 2022 across racial demographics.

Attribute	Overall	White	Black	Hispanic	Asian
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	#1 2.85	#1 2.83	#37 -0.08	#3 1.89	#8 1.02
Students are able to think critically to problem solve and make decisions	#2 2.35	#2 2.36	#1 2.35	#4 1.87	#7 1.13
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	#3 2.14	#3 2.15	#24 0.33	#12 1.07	#16 0.51
Students can demonstrate basic reading, writing, and arithmetic	#4 1.67	#4 1.69	#18 0.55	#37 -0.49	#12 0.79
All students receive the unique supports that they need throughout their learning	#5 1.49	#5 1.48	#21 0.45	#11 1.12	#4 1.37
Students are prepared for a career	#6 1.42	#6 1.44	#54 -1.69	#7 1.19	#13 0.67
Students advance once they have demonstrated mastery of a subject	#7 1.17	#7 1.19	#2 1.98	#28 -0.13	#28 -0.16
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	#8 1.02	#8 1.02	#29 0.14	#24 0.01	#10 0.84
All students have the option to choose the courses they want to study based on interests and aspirations	#9 0.99	#9 0.98	#52 -1.48	#52 -1.12	#1 3.38
Students are evaluated by assessments through tests administered by teachers as part of a course	#10 0.95	#10 0.94	#14 0.70	#9 1.17	#48 -0.78

The diverse range of priorities for different groups of Americans suggests that an optimal K-12 education system is one built with the flexibility to respond to the unique needs and priorities of local communities — reinforcing the finding that a purposeful education is one that responds to the needs and ambitions of all students.

Collective Illusions in Education:

What we misjudge about others' priorities

Understanding private priorities about the purpose of the K-12 education system reveals what Americans genuinely want K-12 schools to be focused on when it comes to educating students. In contrast, understanding perceived societal priorities reveals what we believe most people desire from the K-12 education system — outcomes and priorities that are perceived to be important, but which may not in fact be supported by private views and priorities of individuals.

This section highlights some of the greatest gaps between personal priorities and perceived societal priorities — so-called *collective illusions* — related to K-12 education.

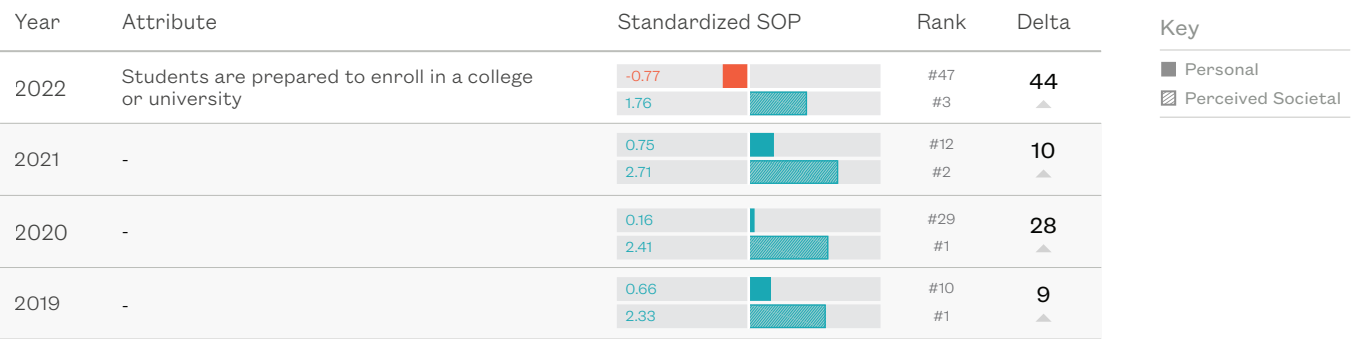
(6) Most Americans do not prioritize college, but they *think* most Americans do.

Private priorities can sometimes be shrouded by collective illusions — beliefs about what *other people in society think*. Much of the time, people's beliefs about what society wants are distorted by the media, popular culture, and a bias towards conformity. The most glaring collective illusion centers on the ultimate objective of a K-12 education system.

Despite overwhelming agreement that society prioritizes a K-12 education system that prepares students to *enroll in a college or university* (perceived rank #3), the current study found that the American public personally deprioritizes college preparation. When considering all 57 trade-off priorities for what people personally want from the education system, college preparation ranks in the near bottom, at 47th. Put another way, Americans think that *preparing students to enroll in college* is a high priority for most other people, but in private they actively deprioritize it.

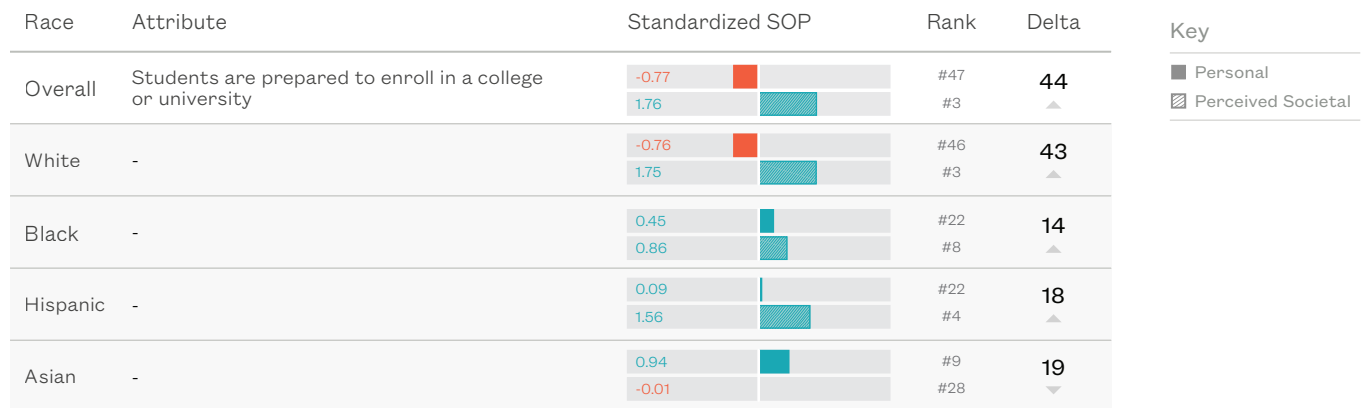
Americans' overestimation of the desire for college prep as a K-12 priority is not new: the general population has perceived it as a top societal priority for each of the past four years. Prior to the pandemic, college prep was perceived to be the #1 priority of the education system, while in private it was ranked in the top 10. However, in 2022, the misconception is starker than ever, with a 44-rank difference between what people personally want and what they believe most people want.

Figure 2.1: General population's personal and perceived societal prioritization of students being 'prepared to enroll in a college or university' year over year.



However, one subgroup of American adults does personally prioritize college preparation: Asian adults are far more likely than the rest of the American public, generally, and all other racial subgroups to prioritize a K-12 education system that is organized around preparing students to *enroll in college or university* (#9).

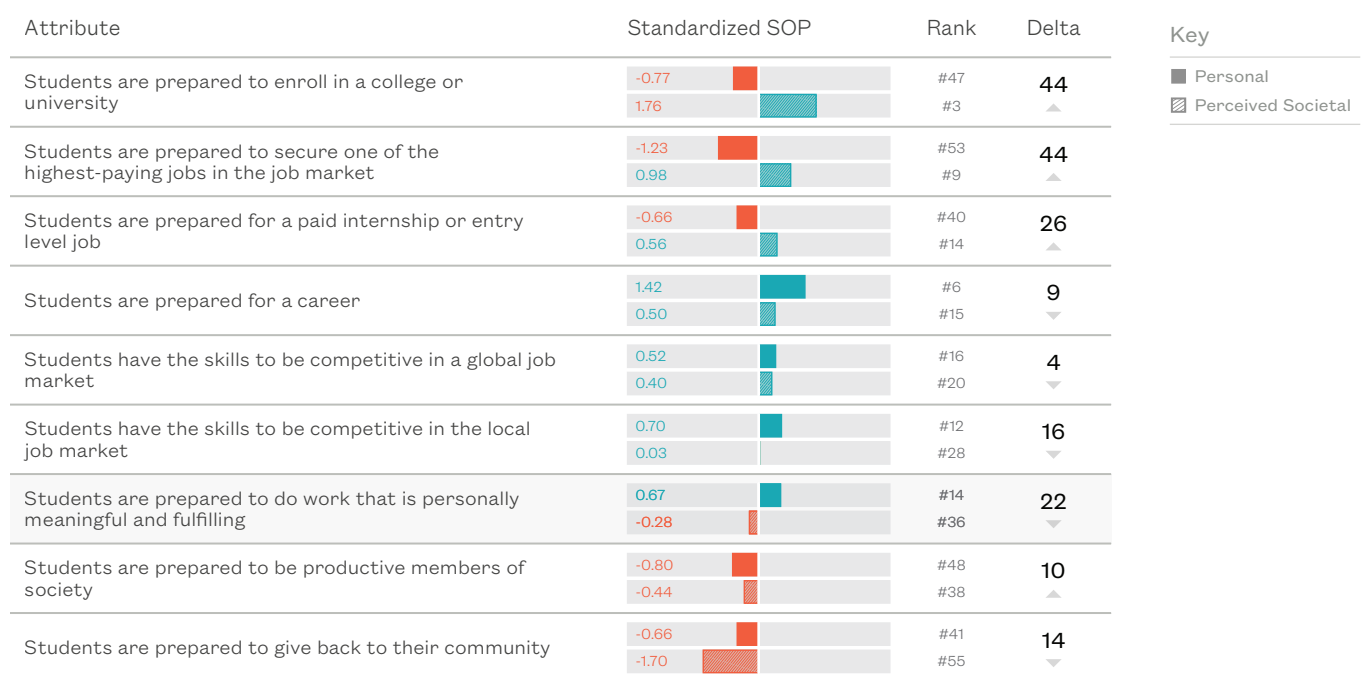
Figure 2.2: General population's personal and perceived societal prioritization of students being 'prepared to enroll in a college or university' across racial demographics.



(7) A hidden priority: meaningful and fulfilling work.

Even though Americans privately want an education system that prepares children to *do work that is personally meaningful and fulfilling* (#14), they believe it is among the bottom-half of society's priorities for the K-12 education system (#36). In other words, while Americans personally place value on an education system that prepares students for meaningful work, they believe the rest of society does not share their priority.

Figure 2.3: General population's personal and perceived societal prioritization of attributes related to potential K-12 education outcomes.



Further obscuring a consensus around the desire for students to be prepared for meaningful work are several collective illusions. In spite of their low personal prioritization, Americans believe society, writ large, prioritizes a K-12 education system that prepares students to *enroll in a college or university* (perceived societal rank #3, personal rank #47), *secure one of the highest-paying jobs* (perceived societal rank #9, personal rank #53), and obtain a *paid internship or entry level job* (perceived societal rank #14, personal rank #40). The general population believes most people do not agree on the merits of schools preparing students for career success, while privately preferring an educational system focused on personally fulfilling objectives.

Preparing students to do meaningful work has been a hidden priority for years. Considering all of the tested attributes concerning preparation, the general population consistently underestimates the importance that others place on *preparing students to do meaningful work*, relative to their personal priorities. The public's personal prioritization of *meaningful work* is ranked at least 15 places higher than they believe most other people believe it to be. The one exception was in 2020, when, in the midst of the pandemic, Americans believed others in society prioritized a K-12 education system designed to promote *meaningful work* more than they did individually.

Figure 2.4: General population's personal and perceived societal prioritization of students being 'prepared to do work that is personally meaningful and fulfilling' year over year.

Year	Attribute	Standardized SOP	Rank	Delta	Key
2022	Students are prepared to do work that is personally meaningful and fulfilling	0.67 -0.28	#14 #36	22 ▼	■ Personal ▨ Perceived Societal
2021	-	0.24 -0.65	#24 #42	18 ▼	
2020	-	0.22 0.44	#23 #14	9 ▲	
2019	-	1.10 -0.02	#5 #31	26 ▼	

(8) The desire for one-size-fits-all education is an illusion.

In the face of overwhelming demand for an individualized educational system, Americans think most people still prefer a one-size-fits-all approach — but this is a collective illusion. Privately, the general population revealed they prioritize an education system where *all students have the option to choose the courses they want to study based on interests and aspirations* (#9) and they *get whatever amount of time they need to learn a new concept or skill at their own pace* (#13). Yet it is generally believed that society rejects those educational elements, especially flexibility in learning pace (#52 perceived societal).

Figure 2.5: General population's personal and perceived societal prioritization of attributes demonstrating individualized approaches to education.

Attribute	Standardized SOP	Rank	Delta	Key
All students have the option to choose the courses they want to study based on interests and aspirations	0.99 -0.13	#9 #31	22 ▼	■ Personal ▨ Perceived Societal
All students get whatever amount of time they need to learn a new concept or skill at their own pace	0.67 -1.38	#13 #52	39 ▼	

Doubling down, the general population also overestimates society's preference for common standards. In other words, the general population not only thinks society rejects individualized education — they also think society actively prioritizes a standardized approach to education.

Despite ranking in the bottom-half of personal priorities, people believe an education system where *students are placed in courses or subjects based on their aptitude or prior performance* is one of society's highest priorities for K-12 education (#7 perceived societal, #32 personal). Americans also falsely assume others prioritize placing *all students in the same common set of courses throughout their entire educational experience* (#12 perceived societal) despite this being a bottom-10 private priority (#54 personal).

Figure 2.6: General population's personal and perceived societal prioritization of attributes demonstrating standardized approaches to education.

Attribute	Standardized SOP	Rank	Delta	Key
All students are placed in courses or subjects based on their aptitude or prior performance	-0.16	#32	25 ▲	■ Personal ▨ Perceived Societal
	1.03	#7		
All students study the same common set of courses throughout their entire educational experience	-1.31	#54	42 ▲	■ Personal ▨ Perceived Societal
	0.87	#12		

This collective illusion only intensifies when it comes to parents. Despite providing students with *the option to choose courses based on interests and aspirations* being the #1 personal priority for parents, they don't think other parents feel the same way, ranking it #15 as a perceived parental priority.

Figure 2.7: General population's and parents' personal and perceived prioritization of attributes demonstrating individualized approaches to education.

Audience	Attribute	Standardized SOP	Rank	Delta	Key
Gen Pop	All students have the option to choose the courses they want to study based on interests and aspirations	0.99	#9	22 ▼	■ Personal ▨ Perceived Societal
		-0.13	#31		
Parents	-	2.98	#1	14 ▼	■ Personal ▨ Perceived Societal
		0.57	#15		
Gen Pop	All students get whatever amount of time they need to learn a new concept or skill at their own pace	0.67	#13	39 ▼	■ Personal ▨ Perceived Societal
		-1.38	#52		
Parents	-	0.25	#21	24 ▼	■ Personal ▨ Perceived Societal
		-0.68	#45		

(Continued from previous page)

This collective illusion has existed since the inception of the *Purpose of Education Index* and continues to persist. In each of the last four years, personal prioritization of both autonomy in curricula and flexibility in learning pace have been concealed by a belief that society largely rejects those individualized aspects of a K-12 education system.

Figure 2.8: General population's personal and perceived societal prioritization of providing students with 'the option to choose courses based on interests and aspirations' year over year.

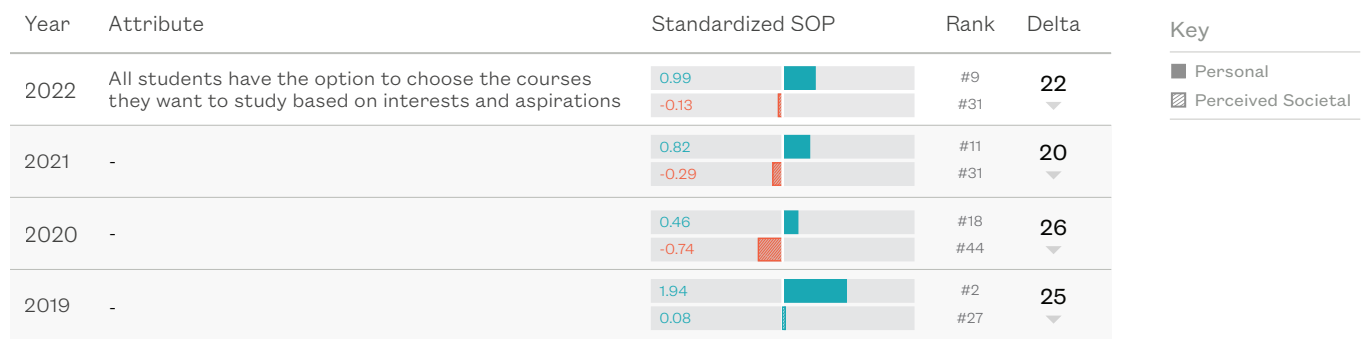
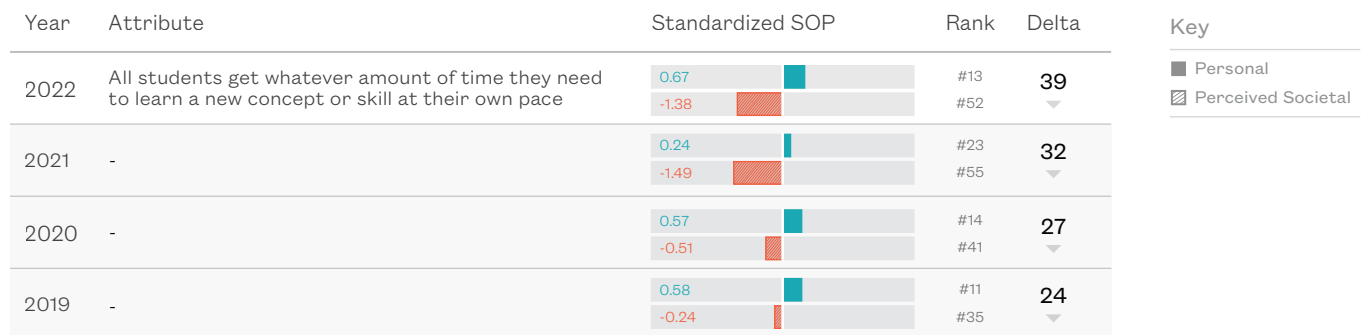


Figure 2.9: General population's personal and perceived societal prioritization of providing students with 'whatever amount of time they need to learn a new concept or skill at their own pace' year over year.



(9) The public's overlooked priority: demonstrating character.

One privately prioritized outcome of the education system is that *students demonstrate character* (e.g. *honesty, kindness, integrity, ethics*), not only among the general population (#3), but also among parents (#5), and most demographic subgroups. In spite of its aspirational status, it is one of the largest misconceptions about K-12 priorities among the general population.

Americans believe that *students demonstrating character* is only a moderate priority, ranking 26th out of 57 tested attributes. The general population has consistently underestimated the importance of student character to others in society. For the past four years, the *demonstration of character* has only been perceived as a middling priority for society at large, yet Americans have privately viewed it as a consistent, top 10 priority. The collective illusion fogs the general population's recognition that many around them also prioritize students *demonstrating character*.

Figure 2.10: General population's personal and perceived societal prioritization of 'students demonstrate character (e.g. honesty, kindness, integrity, & ethics)' year over year.

Year	Attribute	Standardized SOP	Rank	Delta	Key
2022	Students demonstrate character (e.g. honesty, kindness, integrity, & ethics)	2.14 0.14	#3 #26	23 ▼	■ Personal ▨ Perceived Societal
2021	-	1.04 0.29	#9 #21	12 ▼	
2020	-	1.23 0.68	#4 #13	9 ▼	
2019	-	1.82 -0.24	#3 #36	33 ▼	

In contrast to the general population, parents see the *demonstration of character* as a key priority for all students both in their own personal view (#5) and in their perception of society in general (#6).

Figure 2.11: General population's and parents' personal and perceived societal prioritization of 'students demonstrate character (e.g. honesty, kindness, integrity, & ethics).'

Audience	Attribute	Standardized SOP	Rank	Delta	Key
Gen Pop	Students demonstrate character (e.g. honesty, kindness, integrity, & ethics)	2.14 0.14	#3 #26	23 ▼	■ Personal ▨ Perceived Societal
Parents	-	1.57 1.46	#5 #6	1 ▼	

(10) Collective illusions are the rule, not the exception.

Collective illusions are not restricted to the top and bottom private priorities of American adults — the general population tends to drastically over- and underestimate society's priorities relative to their own personal priorities. For more than half of the 57 tested attributes, there's a gap of 10 or more between personal and perceived priority ranks, suggesting there's widespread misunderstanding of Americans' K-12 educational priorities.

Americans vastly underestimate the general appeal of their personal priorities for the K-12 education system — there is a gap of more than 20 ranks for four of the general population's top 15 private priorities. For example, there is a 39-point difference between the 13th-ranked private priority (*all students get whatever amount of time they need to learn a new concept or skill at their own pace*), and its perceived societal rank — the largest underestimated priority for any attribute.

Figure 2.12: Underestimated priorities; these attributes are personally prioritized at least ten ranks higher than they are perceived to be by society.

Attribute (Sorted by greatest delta)	Standardized SOP	Rank	Delta	Key
All students get whatever amount of time they need to learn a new concept or skill at their own pace	0.67 -1.38	#13 #52	39 ▼	■ Personal ▨ Perceived Societal
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	2.14 0.14	#3 #26	23 ▼	
All students have the option to choose the courses they want to study based on interests and aspirations	0.99 -0.13	#9 #31	22 ▼	
Students are prepared to do work that is personally meaningful and fulfilling	0.67 -0.28	#14 #36	22 ▼	
Students learn from exposure to different ideas and beliefs	-0.02 -0.96	#27 #49	22 ▼	
Students learn to care for their physical well-being	0.09 -0.70	#25 #43	18 ▼	
Students know how to learn new concepts that interest them	-0.34 -1.17	#33 #50	17 ▼	
Students can convince others to support an original idea of their own making	-0.48 -1.44	#36 #53	17 ▼	
Students have the skills to be competitive in the local job market	0.70 0.03	#12 #28	16 ▼	
Students develop a sense of purpose	0.16 -0.39	#21 #37	16 ▼	
Students demonstrate resilience in the face of stressful situations	-0.12 -0.81	#29 #45	16 ▼	
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	0.56 0.03	#15 #29	14 ▼	
Students are prepared to give back to their community	-0.66 -1.70	#41 #55	14 ▼	
Students can communicate in a foreign language	-0.70 -1.75	#43 #56	13 ▼	
Students are able to use their imagination to create new ideas and think outside the box	0.13 -0.23	#24 #34	10 ▼	
Students want to improve the well-being of their community	-0.59 -0.91	#38 #48	10 ▼	

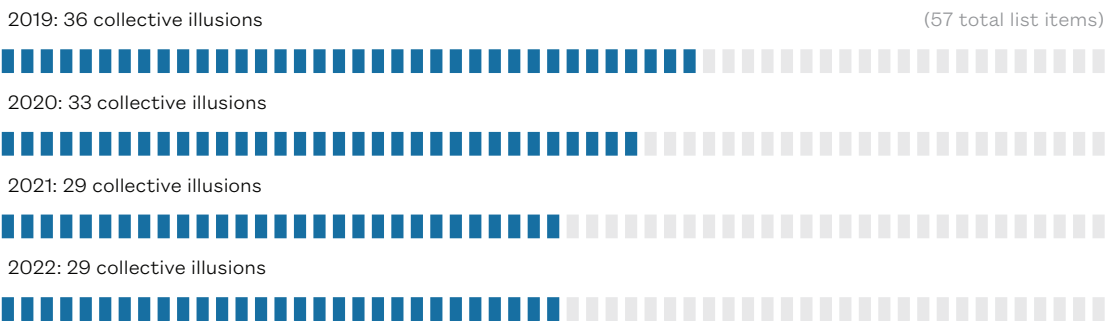
Conversely, Americans are also exceedingly likely to overestimate the priority of numerous attributes. Among the general population's top 15 perceived societal priorities, six are more than 20 rank positions removed from the private priorities. As previously discussed, the belief that K-12 education should be designed to *prepare students to enroll in college* and for *high-paying jobs* are top 10 perceived priorities yet are bottom 10 personal priorities — both illustrate 44-rank differences between personal and perceived societal importance.

Figure 2.13: Overestimated priorities; these attributes are personally prioritized at least ten ranks lower than they are perceived to be by society.

Attribute (Sorted by greatest delta)	Standardized SOP	Rank	Delta	Key
Students are prepared to enroll in a college or university	-0.77 1.76	#47 #3	44 ▲	■ Personal ▨ Perceived Societal
Students are prepared to secure one of the highest-paying jobs in the job market	-1.23 0.98	#53 #9	44 ▲	
All students study the same common set of courses throughout their entire educational experience	-1.31 0.87	#54 #12	42 ▲	
Students advance if they meet minimum grade requirements	-0.63 0.82	#39 #13	26 ▲	
Students are prepared for a paid internship or entry level job	-0.66 0.56	#40 #14	26 ▲	
All students are placed in courses or subjects based on their aptitude or prior performance	-0.16 1.03	#32 #7	25 ▲	
Students learn social norms and appropriate behavior	-1.06 -0.18	#52 #32	20 ▲	
All students study a common set of courses with a few options for electives	-0.66 0.24	#42 #23	19 ▲	
All students get the same amount of time to learn a new concept or skill	-0.05 0.87	#28 #11	17 ▲	
Students advance with a teacher's determination of readiness	-1.59 -0.44	#55 #39	16 ▲	
Students adopt a shared set of American values	-0.52 0.19	#37 #25	12 ▲	
Students develop athletic talents	-1.81 -0.75	#56 #44	12 ▲	
Students are prepared to be productive members of society	-0.80 -0.44	#48 #38	10 ▲	

Collective illusions are rampant in Americans’ K-12 education priorities. Regardless of year, collective illusions are everywhere. Over the past four years, most rankings have shown a gap of 10 or more spots between what people personally believe and what they think the rest of society believes. This prevalence of misconceptions indicates a high level of collective illusion surrounding educational goals.

Figure 2.14: The total number of collective illusions each year (from 2019 to 2022) that had a delta of 10 or greater between personal and perceived societal rankings.



Similarly, collective illusions are pervasive among different subgroups. Regardless of household income or education level of the respondents, Americans succumb to collective illusions about the K-12 education system. (See [the appendix](#) for full results, complete with demographic breakdowns.)

Measuring What Matters:

What the current K-12 system does well and where it falls short

An effective K-12 education system is one that delivers on what the American public wants it to do. Although the aim of this report is primarily focused on understanding what people privately want the K-12 education system to prioritize, it also aims to take stock of how K-12 schools are currently delivering on the values and priorities of the American public. In other words, is the education system achieving the priorities that matter?

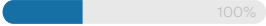
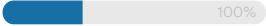
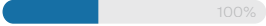
In addition to the CBC tasks, respondents reported whether or not they believe their local schools satisfactorily deliver on a given attribute, and whether they think most people in their community would also agree.

(11) The education system is failing where it matters the most.

Achievement scores for the top 10 priorities are critically low. Fewer than half of all Americans believe their local schools are satisfactorily delivering on eight out of the top 10 priorities. Most concerning, just one in four adults believe that their local schools satisfactorily help *students develop practical skills, like managing personal finances, preparing meals, and making appointments*.

Furthermore, despite being major priorities for Americans, only about one-third of adults believe their local schools satisfactorily develop students who *are able to think critically to problem solve* (33%), *demonstrate character* (33%), *receive unique supports they need throughout their learning* (30%), or *are prepared for a career* (30%).

Figure 3.1: Achievement scores for the top ten personal priorities from 2022.

Personal Rank	Attribute	Achievement Score
#1	Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	 100% 26%
#2	Students are able to think critically to problem solve and make decisions	 100% 33%
#3	Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	 100% 33%
#4	Students can demonstrate basic reading, writing, and arithmetic	 100% 52%
#5	All students receive the unique supports that they need throughout their learning	 100% 30%
#6	Students are prepared for a career	 100% 30%
#7	Students advance once they have demonstrated mastery of a subject	 100% 35%
#8	Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	 100% 49%
#9	All students have the option to choose the courses they want to study based on interests and aspirations	 100% 36%
#10	Students are evaluated by assessments through tests administered by teachers as part of a course	 100% 62%

On a positive note, a majority of American adults believe their local schools satisfactorily evaluate students using *assessments through tests administered by teachers as part of a course* (62%), and roughly half believe students from their local K-12 schools can demonstrate *basic reading, writing, and arithmetic* (52%) and *an understanding of science (e.g. biology, chemistry, physics)* (49%).

After the onset of the pandemic, there was a dramatic decrease in perceived achievement of local K-12 schools among the general population across the board. From 2019 to 2020, there was a 12% average decrease in the percentage of American adults who believed their local schools were achieving each of the tested attributes. Since the pandemic, the general population's perceptions about what their local schools are achieving haven't shifted much.

Figure 3.2: Achievement scores for the top ten personal priorities from 2022 shown year over year.

Attribute	2022	2021	2020	2019
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	24%	25%	44%
Students are able to think critically to problem solve and make decisions	33%	34%	31%	51%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	29%	32%	50%
Students can demonstrate basic reading, writing, and arithmetic	52%	56%	48%	66%
All students receive the unique supports that they need throughout their learning	30%	24%	33%	43%
Students are prepared for a career	30%	22%	26%	40%
Students advance once they have demonstrated mastery of a subject	35%	31%	32%	46%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	41%	37%	51%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	34%	33%	47%
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	62%	49%	59%

However, aggregate perceptions of achievement mask the differences Americans feel or witness in their local schools. For instance, compared to lower-income households, adults from high-income households are much more likely to believe their local schools achieve in science education (44% vs. 53%, respectively) and granting autonomy to students (28% vs. 43%, respectively).

Figure 3.3: Differences in 2022 achievement scores by income demographics.

Attribute	Rank	Less than \$50k	\$50k or more	Delta
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	#8	44%	53%	9%
All students have the option to choose the courses they want to study based on interests and aspirations	#9	28%	43%	15%

Meanwhile, those with a college degree are more likely to believe their local schools achieve in teaching students *basic reading, writing, and arithmetic* (58%) and *evaluating students using teacher-administered exams* (68%) compared to those without a college degree (49% and 59%, respectively).

Figure 3.4: Differences in 2022 achievement scores across education demographics.

Attribute	Rank	Less than college	College degree	Delta
Students can demonstrate basic reading, writing, and arithmetic	#4	49%	58%	9%
Students are evaluated by assessments through tests administered by teachers as part of a course	#6	59%	68%	9%

Conversely, Americans without a college degree are more likely to report they believe their local schools are teaching students *practical skills* (29%) and *providing unique supports to all students* (33%) compared to college degree holders (22% and 24%, respectively).

Figure 3.5: Differences in 2022 achievement scores across education demographics.

Attribute	Rank	Less than college	College degree	Delta
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	#1	29%	22%	7%
All students receive the unique supports that they need throughout their learning	#5	33%	24%	9%

(12) The education system is succeeding where it matters the least.

A majority of Americans do not believe their local K-12 education systems deliver on most of the tested attributes. Only six attributes are believed to be satisfactorily addressed by local schools by a majority of the general population. However, most of those achieved attributes are low priorities for the American public.

Figure 3.6: Attributes that yielded achievement scores of more than 50% in 2022.

Attribute	Personal Rank	Achievement Score
Students develop friendships	#50	62%
Students are evaluated by assessments through tests administered by teachers as part of a course	#10	62%
Students are evaluated by how they rank against other students on standardized test scores	#49	58%
All students study a common set of courses with a few options for electives	#42	56%
Students advance if they meet minimum grade requirements	#39	53%
Students can demonstrate basic reading, writing, and arithmetic	#4	52%

With the exception of *students can demonstrate basic reading, writing, and arithmetic* (#4) and *assessments through tests administered by teachers* (#10), the rest are priorities in the bottom-third of tested attributes. In two extreme examples, they are in the bottom 10 priorities for Americans.

Specifically, 62% of Americans believe their local schools achieve success in the attribute *students develop friendships*, and 58% believe they achieve success in *evaluating how students rank against other students on standardized test scores* — yet both are bottom 10 priorities. In other words, the current K-12 education system focuses on and delivers the wrong priorities.

As discussed earlier, after the onset of the COVID-19 pandemic, there was a dramatic decline in the percentage of Americans who believe their local schools are achieving most of the tested attributes. A majority of Americans believed their local schools were achieving 17 of the 57 attributes in 2019. That number shrank to just three in 2020, and in 2022 it rose to a mere six.

Figure 3.7: Number of attributes achieved (achievement score of more than 50%) year over year.



Only three attributes have consistently been deemed “achieved” by a majority of American adults. The general consensus is that local schools have consistently helped *students develop friendships*, *study a common set of courses with a few options for electives*, and *advance students if they meet minimum grade requirements*.

Figure 3.8: Only attributes consistently achieved (achievement score of more than 50%) year over year.

Attribute	2022	2021	2020	2019
Students develop friendships	62%	69%	63%	67%
All students study a common set of courses with a few options for electives	56%	59%	52%	51%
Students advance if they meet minimum grade requirements	53%	58%	54%	59%

Taken together, the results suggest that Americans do not believe their local K-12 schools resemble their purpose-built ideal of the education system in America. However, the *Purpose of Education Index* offers a rank-order list of demands for which citizens and educators can advocate, as well as a roadmap that policymakers can use to formulate and enact laws.

Methodology

Integrity Statement

Powered by YouGov and data analytics firm **Gradient Metrics**, this national private opinion survey was completed by a nationally representative sample of 1,010 American adults. In addition, we collected a nationally representative sample of 1,087 American parents to allow for separate examination of parent priorities (apart from the general population). Across both the general population and parent samples, we oversampled low-incidence groups across race to improve the precision of private opinion estimates across racial demographic subgroups.

General population sample information:

For the general population sample (n=1,010), respondents were recruited from YouGov’s panel and weighted according to gender, age, race/ethnicity, education, and geographical region based on U.S. Census data.

- MOE for the general population sample = 3.5%

Within the general population sample, the Purpose of Education Index was administered to 314 Asian, 305 Black, and 330 Hispanic adults. Low-incidence groups from the base sample were combined with oversamples and given a group weight according to the U.S. Census Bureau statistics.

- MOE for the general population Black oversample = 6.2%
- MOE for the general population Hispanic oversample = 6.5%
- MOE for the general population Asian oversample = 6.9%

Parent sample information:

For the parent sample (n=1,087), parents were collected by first recruiting a nationally representative sample of American adults. Non-qualified respondents were screened out, but their demographic data was used to compute weights representative of American parents. Eligible respondents were weighted according to gender, age, race/ethnicity, education, and geographical region.

- MOE for the general sample of American parents = 3.2%

Similar to the general population sample, oversamples for low-incidence racial subgroups were recruited, including 317 Asian, 325 Black, and 318 Hispanic parents.

- MOE for the oversample of Black parents = 6.2%
- MOE for the oversample of Hispanic parents = 6.5%
- MOE for the oversample of Asian parents = 7.0%

Separate Personal and Societal models were estimated for each sample, and model fit was assessed using a percent certainty score — calculated as a Root Likelihood (RLH) fit. The table below summarizes RLH by each estimated model.

Root Likelihood (RLH) Fit per Sample:	Personal RLH	Societal RLH
General population	71.97%	67.14%
Black adults oversample	86.73%	87.09%
Asian adults oversample	87.40%	88.83%
Hispanic adults oversample	82.92%	86.21%
Parents	70.52%	66.40%
Black parents oversample	88.96%	80.71%
Asian parents oversample	86.75%	86.70%
Hispanic parents oversample	88.74%	87.75%

All of the RLH values suggest exceptional model fit.

Dates in field: 12 to 30 September 2022

For questions or comments, contact research@populace.org.

Glossary

Choice-Based Conjoint Instrument:

Rather than directly asking respondents what purpose they think the K-12 education system should serve, this survey used a choice-based conjoint (CBC) instrument that forced respondents to make trade-offs in their priorities. Compelling respondents to choose between competing priorities reduces the ceiling effect, where respondents can claim everything is important (or unimportant).

For each choice task, respondents were prompted with the following:

Imagine that the K-12 education system in America would be built entirely from scratch based on the purpose of education as you define it. What do you think the purpose of the K-12 education system should be? What would it look like? What would you change? What would you keep the same?

For each question in the next section you will see two options that describe a different purpose for the K-12 education system. Using only the information provided in each option, select the option that is closer to what you — personally — think should be the purpose of the American K-12 education system.

They were then asked to select the profile which:

- 1. Comes closer to what you personally think should be the purpose of the K-12 education system in America
- 2. Comes closer to what most people think should be the purpose of the K-12 education system in America

The outcome of the CBC is the contribution of each level to setting the next K-12 education priorities according to an individual preference and that of perceived societal preference.

Example Choice Task
(Levels randomly populate across multiple choice tasks per respondent.)

Option A	Option B
Students are prepared to be productive members of society	Students are supported to learn a new concept or skill at their own pace
Students learn from exposure to different ideas and beliefs	Students advance with teacher's determination of readiness
Students are supported to learn a new concept or skill at their own pace	Students develop friendships
Students know how to learn new concepts that interest them	Promote equal treatment of all people
Students learn to care for their spiritual well being	Students can demonstrate basic reading, writing, and arithmetic
Students can leverage technology to accomplish complex needs	Students learn social norms and appropriate behavior
All students study a common set of courses with a few options for electives	Students are prepared to secure one of the highest-paying jobs in the job market

Achievement Score:

Achievement Scores estimate perceptions about school performance for the full list of 57 attributes. Personal Achievement Scores represent the percent of respondents who personally believe their local schools are delivering on a given attribute. Perceived Societal Achievement Scores are the percent of respondents who believe most people think their local schools currently deliver on a given attribute. Achievement scores can range from a minimum of 0%, everyone believes the attribute is not being achieved, to a maximum of 100%, everyone agrees the attribute is being achieved.

Conjoint Attribute:

This conjoint instrument comprised 57 possible attribute levels representing various facets of a hypothetical K-12 education system — from skills and abilities students develop, to subject matter knowledge and curriculum content, to what schools prepare students for after they graduate, to how they are evaluated and advanced through the system. Based on respondent selections, the results of the choice-based conjoint assign each attribute a Share of Preference (SOP).

Private Opinion Research:

One of the defining traits of Populace methodologies is to differentiate between personal opinion — the attitudes, preferences, and beliefs of individual respondents — and perceived societal opinion — that is, what individual respondents think best reflects the attitudes, preferences, and beliefs of the majority.

Collecting both personal and perceived societal opinion opens an entirely new evaluative lens, which contributes to a body of work called private opinion research.

Consider that, because of social pressure and our built-in desires to be aligned with our in-groups, individuals who perceive themselves to be in the minority are less likely to make their views public. In contrast, individuals who perceive themselves to be in the majority are more likely to be public with their views and to expect that their views are acted on collectively. The problem is that, for a myriad of reasons (e.g., looking-glass self, third-person effect, hostile media effect), individuals are not reliable estimators of what the majority opinion really is on any given topic.

Share of Preference (SOP):

The SOP reflects an attribute's relative prioritization. The SOP of each attribute is reflected as a percentage out of 100. (Together, all the attribute's SOPs sum to 100). The higher the SOP, the greater the priority of that attribute in characterizing what respondents prioritize — or think most people prioritize — in the K-12 education system in America.

Standardized SOP (Z-score):

Throughout the report, SOP scores are displayed as Z-scores, also known as standardized scores. Z-scores represent the relative distance each attribute's SOP is from the average SOP. Thus, a Z-score of 0 represents the average SOP, and a Z-score of 1 means an attribute's SOP is one standard deviation above the average SOP. Positive Z-scores represent above-average priorities, while negative values represent below-average priorities. All Z-scores are calculated within the given year of data collection, so identical SOP scores across years will not necessarily have identical Z-scores.

Appendix A: Choice-Based Conjoint Results

This appendix contains the complete results of our 57 item choice-based conjoint study. Results are sorted by 2022 personal priority, from highest to lowest. Appendix A1 summarizes year-over-year results for the General Population from 2019 — when we first launched the *Purpose of Education Index* — through 2022. Appendix A2 summarizes year-over-year results for a nationally representative sample of Parents starting in 2020, when we first started collecting data for parents. Appendices A3 through A8 summarize 2022 results broken down by different subgroups — specifically, by IEP Status, Gender, Age, Race, Income, and Education.

A1: Gen Pop Results (2019-2022)

	2022				2021				2020				2019			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	1	2.55	2.85	8	1.95	1.03	1	2.64	3.24	3	2.06	1.60	1	2.26	3.03	8
Students are able to think critically to problem solve and make decisions	2	2.41	2.35	1	2.34	3.07	2	2.24	1.77	15	1.90	0.76	2	2.09	2.01	22
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	3	2.35	2.14	26	1.78	0.14	9	2.04	1.04	21	1.81	0.29	4	1.96	1.23	13
Students can demonstrate basic reading, writing, and arithmetic	4	2.22	1.67	2	2.10	1.81	4	2.17	1.52	1	2.29	2.81	10	1.88	0.75	2
All students receive the unique supports that they need throughout their learning	5	2.17	1.49	5	2.05	1.55	16	1.89	0.50	10	1.94	0.97	19	1.83	0.46	29
Students are prepared for a career	6	2.15	1.42	15	1.85	0.50	5	2.07	1.15	12	1.93	0.92	3	1.97	1.29	3
Students advance once they have demonstrated mastery of a subject	7	2.08	1.17	10	1.93	0.92	19	1.86	0.39	36	1.66	-0.50	21	1.80	0.28	25
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	8	2.04	1.02	6	1.99	1.24	10	2.03	1.01	20	1.81	0.29	8	1.91	0.93	11
All students have the option to choose the courses they want to study based on interests and aspirations	9	2.03	0.99	31	1.73	-0.13	11	1.98	0.82	31	1.70	-0.29	18	1.83	0.46	44
Students are evaluated by assessments through tests administered by teachers as part of a course	10	2.02	0.95	4	2.08	1.71	43	1.59	-0.60	6	1.99	1.24	44	1.67	-0.50	27

(Table 2/6) (Sorted by 2022 Personal Rank)	2022				2021				2020				2019			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	27	1.80	0.17	23	1.78	0.13	12	1.85	0.57	33
Students have the skills to be competitive in the local job market	12	1.95	0.70	28	1.76	0.03	8	2.04	1.04	16	1.90	0.76	5	1.92	0.99	4
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	23	1.82	0.24	55	1.47	-1.49	14	1.85	0.57	41
Students are prepared to do work that is personally meaningful and fulfilling	14	1.94	0.67	36	1.70	-0.28	24	1.82	0.24	42	1.63	-0.65	23	1.79	0.22	14
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	7	2.05	1.08	7	1.96	1.08	6	1.91	0.93	21
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	3	2.19	1.59	5	2.01	1.34	9	1.88	0.75	5
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	25	1.80	0.17	41	1.64	-0.60	13	1.85	0.57	42
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	13	1.95	0.71	45	1.60	-0.81	26	1.79	0.22	19
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	14	1.94	0.68	22	1.79	0.19	16	1.84	0.52	9
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	28	1.79	0.13	28	1.73	-0.13	34	1.75	-0.02	34

(Table 3/6) (Sorted by 2022 Personal Rank)		2022				2021				2020				2019										
		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal								
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z						
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	30	1.76	0.02	44	1.61	-0.76	24	1.79	0.22	46	1.66	-0.74	35	1.73	-0.09	43	1.62	-0.72
	22	1.79	0.13	18	1.83	0.40	20	1.85	0.35	9	1.95	1.03	27	1.79	0.22	12	1.85	0.75	24	1.80	0.18	22	1.80	0.24
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	34	1.69	-0.24	35	1.66	-0.50	22	1.79	0.22	38	1.71	-0.35	26	1.79	0.14	19	1.84	0.46
	24	1.79	0.13	34	1.71	-0.23	22	1.82	0.24	47	1.59	-0.86	7	1.91	0.93	51	1.62	-1.06	7	1.97	0.86	44	1.61	-0.77
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	39	1.65	-0.38	34	1.67	-0.44	38	1.73	-0.14	35	1.72	-0.27	32	1.75	-0.02	48	1.59	-0.88
	26	1.77	0.06	21	1.81	0.29	17	1.89	0.50	13	1.93	0.92	31	1.77	0.10	7	1.93	1.38	41	1.64	-0.45	4	2.00	1.31
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	26	1.80	0.17	40	1.64	-0.60	11	1.85	0.57	37	1.72	-0.27	9	1.95	0.78	37	1.70	-0.29
	28	1.74	-0.05	11	1.92	0.87	56	1.32	-1.59	32	1.70	-0.29	53	1.54	-1.28	32	1.73	-0.19	47	1.54	-0.85	10	1.93	0.94
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.60	-0.81	42	1.60	-0.57	39	1.66	-0.50	33	1.77	0.10	54	1.58	-1.38	25	1.79	0.14	32	1.73	-0.13
	30	1.71	-0.16	35	1.70	-0.28	46	1.55	-0.75	51	1.56	-1.02	48	1.60	-0.92	48	1.64	-0.90	38	1.66	-0.37	56	1.44	-1.68

	2022				2021				2020				2019			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.73	-0.13	33	1.71	-0.16	26	1.76	0.03	28	1.78	0.16	24
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	7	1.95	1.03	15	1.91	0.57	11	1.94	0.97	15	1.84	0.52	23
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	21	1.83	0.28	24	1.78	0.13	32	1.77	0.10	52
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	47	1.52	-0.86	14	1.91	0.82	35	1.75	-0.02	15
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	31	1.75	-0.02	37	1.66	-0.50	39	1.72	-0.20	53
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	44	1.57	-0.67	52	1.54	-1.13	50	1.57	-1.10	49
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	49	1.44	-1.15	4	2.03	1.45	49	1.58	-1.04	10
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	36	1.66	-0.35	54	1.52	-1.23	40	1.72	-0.20	26
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	45	1.56	-0.71	27	1.75	-0.02	46	1.65	-0.62	6
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	18	1.87	0.42	25	1.77	0.08	37	1.73	-0.14	17

	2022				2021				2020				2019			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP Z	#	SOP Z	#	SOP Z	#	SOP Z	#	SOP Z	#	SOP Z	#	SOP Z	#	SOP Z
Students are prepared to give back to their community	41	1.57 -0.66	55	1.43 -1.70	37	1.66 -0.35	30	1.71 -0.23	30	1.77 0.10	47	1.65 -0.82	40	1.64 -0.45	45	1.60 -0.82
All students study a common set of courses with a few options for electives	42	1.57 -0.66	23	1.80 0.24	48	1.51 -0.89	33	1.68 -0.39	45	1.67 -0.50	20	1.79 0.28	49	1.50 -1.01	25	1.79 0.19
Students can communicate in a foreign language	43	1.56 -0.70	56	1.42 -1.75	50	1.44 -1.15	46	1.60 -0.81	55	1.45 -1.82	57	1.45 -2.40	54	1.38 -1.49	55	1.44 -1.68
Students can effect change where they see a need	44	1.55 -0.73	42	1.63 -0.65	35	1.66 -0.35	29	1.73 -0.13	47	1.65 -0.62	50	1.63 -0.98	43	1.62 -0.53	50	1.55 -1.09
Students are able to understand and manage their emotions	45	1.54 -0.77	41	1.65 -0.54	40	1.61 -0.53	56	1.42 -1.76	25	1.79 0.22	55	1.57 -1.45	44	1.60 -0.61	52	1.50 -1.36
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54 -0.77	51	1.50 -1.33	32	1.71 -0.16	50	1.57 -0.97	20	1.80 0.28	36	1.72 -0.27	28	1.78 0.10	49	1.59 -0.88
Students are prepared to enroll in a college or university	47	1.54 -0.77	3	2.09 1.76	12	1.96 0.75	2	2.27 2.71	29	1.78 0.16	1	2.06 2.41	10	1.92 0.66	1	2.19 2.33
Students are prepared to be productive members of society	48	1.53 -0.80	38	1.67 -0.44	6	2.05 1.08	17	1.86 0.55	17	1.84 0.52	18	1.79 0.28	13	1.90 0.58	16	1.86 0.56
Students are evaluated by how they rank against other students on standardized test scores	49	1.52 -0.84	46	1.60 -0.81	54	1.38 -1.37	8	1.95 1.03	56	1.34 -2.48	31	1.73 -0.19	56	1.24 -2.05	2	2.18 2.27
Students develop friendships	50	1.52 -0.84	47	1.58 -0.91	38	1.65 -0.38	48	1.58 -0.92	43	1.68 -0.44	30	1.74 -0.11	48	1.52 -0.93	51	1.52 -1.25

(Table 6/6) (Sorted by 2022 Personal Rank)	2022						2021						2020						2019					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.40	-1.85	29	1.78	0.09	49	1.58	-0.92	36	1.74	-0.08	45	1.66	-0.74	42	1.62	-0.53	54	1.47	-1.52
	52	1.46	-1.06	32	1.72	-0.18	41	1.60	-0.57	38	1.66	-0.50	42	1.69	-0.38	39	1.71	-0.35	34	1.74	-0.06	26	1.78	0.14
	53	1.41	-1.23	9	1.94	0.98	53	1.38	-1.37	19	1.82	0.34	54	1.47	-1.70	28	1.75	-0.03	55	1.37	-1.53	8	1.99	1.26
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87	52	1.38	-1.37	18	1.83	0.40	51	1.54	-1.28	16	1.80	0.36	52	1.43	-1.29	12	1.89	0.72
	55	1.31	-1.59	39	1.67	-0.44	51	1.39	-1.33	43	1.61	-0.76	41	1.71	-0.26	40	1.70	-0.43	45	1.59	-0.65	20	1.82	0.35
	56	1.25	-1.81	44	1.61	-0.75	57	1.02	-2.69	53	1.53	-1.18	57	1.24	-3.08	43	1.67	-0.67	57	1.13	-2.48	39	1.68	-0.40
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49	55	1.37	-1.41	57	1.38	-1.97	52	1.54	-1.28	56	1.48	-2.16	53	1.41	-1.37	57	1.28	-2.53

A2: Parent Results (2020-2022)

	2022						2021						2020					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 1/6) (Sorted by 2022 Personal Rank)	1	2.54	2.98	15	1.85	0.57	12	1.94	0.78	51	1.58	-1.16	26	1.77	0.16	4	1.92	1.91
	All students have the option to choose the courses they want to study based on interests and aspirations																	
	2	2.32	2.14	4	2.01	1.52	3	2.13	1.57	26	1.75	-0.03	4	1.92	1.71	39	1.72	-0.38
	Students are able to think critically to problem solve and make decisions																	
	3	2.31	2.10	9	1.96	1.22	1	2.53	3.24	1	2.17	2.75	2	1.97	2.23	6	1.89	1.57
	Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)																	
	4	2.19	1.65	12	1.87	0.69	34	1.73	-0.10	22	1.80	0.30	15	1.80	0.47	15	1.80	0.53
	Students are evaluated by how they demonstrate an understanding of a subject through class-based projects																	
	5	2.17	1.57	6	2.00	1.46	2	2.25	2.07	12	1.89	0.90	3	1.95	2.02	16	1.80	0.53
	Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)																	
	6	2.16	1.54	27	1.77	0.09	21	1.84	0.36	6	1.96	1.36	23	1.78	0.27	7	1.87	1.34
	All students are placed in courses or subjects based on their aptitude or prior performance																	
	7	2.11	1.35	18	1.83	0.45	6	1.98	0.94	28	1.75	-0.03	20	1.78	0.27	5	1.91	1.80
	Students are able to use their imagination to create new ideas and think outside the box																	
	8	2.11	1.35	8	1.96	1.22	7	1.98	0.94	29	1.74	-0.10	5	1.91	1.61	32	1.73	-0.27
	Students are able to effectively plan, and prioritize to achieve a goal																	
	9	2.09	1.27	5	2.00	1.46	11	1.94	0.78	8	1.93	1.16	38	1.71	-0.45	38	1.72	-0.38
	Students have the skills to be competitive in the local job market																	
	10	2.01	0.97	23	1.79	0.21	8	1.96	0.86	18	1.84	0.57	13	1.80	0.47	54	1.63	-1.42
	Students are prepared to do work that is personally meaningful and fulfilling																	

	2022				2021				2020			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 2/6) (Sorted by 2022 Personal Rank)												
	11	1.99	0.89	10	1.89	0.80	15	1.86	0.70	18	1.79	0.37
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)										29	1.74	-0.16
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	12	1.98	0.85	16	1.84	0.51	37	1.67	-0.56	31	1.76	0.06
										28	1.74	-0.16
Students can demonstrate basic reading, writing, and arithmetic	13	1.89	0.51	24	1.78	0.15	11	1.90	0.96	32	1.76	0.06
										20	1.78	0.30
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	14	1.87	0.44	1	2.16	2.41	5	1.99	1.56	14	1.80	0.47
										2	1.94	2.14
Students are prepared for a career	15	1.87	0.44	2	2.13	2.23	10	1.91	1.03	25	1.78	0.27
										42	1.71	-0.50
Students are prepared for a paid internship or entry level job	16	1.86	0.40	42	1.67	-0.50	42	1.66	-0.63	9	1.84	0.89
										26	1.75	-0.04
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	17	1.85	0.36	33	1.72	-0.20	27	1.75	-0.03	10	1.83	0.78
										48	1.66	-1.07
Students have the skills to be competitive in a global job market	18	1.85	0.36	11	1.88	0.75	17	1.84	0.57	12	1.81	0.58
										10	1.85	1.11
Students learn to care for their mental wellness	19	1.83	0.29	20	1.81	0.33	47	1.61	-0.96	11	1.81	0.58
										43	1.69	-0.73
Students are prepared to be productive members of society	20	1.82	0.25	38	1.68	-0.44	14	1.92	0.69	8	1.84	0.89
										12	1.82	0.76

	2022				2021				2020			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
	21	1.82	0.25	45	1.64	-0.68	15	1.91	0.65	30	1.73	-0.16
All students get whatever amount of time they need to learn a new concept or skill at their own pace										6	1.88	1.30
	22	1.80	0.17	51	1.54	-1.27	27	1.79	0.15	49	1.61	-0.96
Students are able to understand and manage their emotions										19	1.79	0.37
	23	1.76	0.02	3	2.08	1.93	16	1.90	0.61	2	2.07	2.09
Students are prepared to enroll in a college or university										16	1.80	0.47
	24	1.75	-0.02	21	1.80	0.27	17	1.90	0.61	43	1.65	-0.69
Students demonstrate resilience in the face of stressful situations										47	1.68	-0.76
	25	1.73	-0.09	29	1.76	0.03	32	1.74	-0.06	20	1.81	0.37
Students can leverage technology to accomplish complex needs										17	1.80	0.47
	26	1.72	-0.13	25	1.77	0.09	40	1.64	-0.48	3	2.01	1.69
Students advance if they meet minimum grade requirements										28	1.77	0.16
	27	1.72	-0.13	57	1.44	-1.87	30	1.75	-0.02	50	1.58	-1.16
Students are able to pursue their curiosity										21	1.78	0.27
	28	1.71	-0.17	32	1.72	-0.20	31	1.74	-0.06	53	1.57	-1.22
Students advance once they have demonstrated mastery of a subject										41	1.69	-0.66
	29	1.70	-0.21	55	1.46	-1.75	50	1.47	-1.19	38	1.67	-0.56
Students can effect change where they see a need										35	1.75	-0.04
	30	1.69	-0.24	35	1.69	-0.38	19	1.90	0.61	44	1.64	-0.76
Students are able to collaborate effectively with others										37	1.71	-0.45

	2022						2021						2020					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students learn to treat all people equally	31	1.69	-0.24	28	1.76	0.03	22	1.84	0.36	40	1.66	-0.63	1	1.99	2.43	17	1.80	0.53
	32	1.69	-0.24	7	1.99	1.40	4	2.04	1.19	31	1.73	-0.16	24	1.78	0.27	45	1.68	-0.84
Students learn from exposure to different ideas and beliefs	33	1.68	-0.28	49	1.58	-1.04	18	1.90	0.61	35	1.68	-0.49	44	1.69	-0.66	41	1.71	-0.50
Students learn to care for their physical well-being	34	1.68	-0.28	36	1.69	-0.38	49	1.49	-1.11	34	1.69	-0.43	34	1.75	-0.04	18	1.78	0.30
Students are able to communicate their own thoughts and ideas	35	1.68	-0.28	31	1.74	-0.09	5	1.99	0.98	41	1.66	-0.63	30	1.76	0.06	30	1.74	-0.16
Students want to improve the well-being of their community	36	1.67	-0.32	37	1.69	-0.38	33	1.74	-0.06	24	1.77	0.10	22	1.78	0.27	21	1.77	0.19
Students know how to learn new concepts that interest them	37	1.66	-0.36	52	1.53	-1.33	28	1.78	0.11	33	1.69	-0.43	7	1.84	0.89	34	1.73	-0.27
Students can demonstrate artistic skills (e.g. art, music, theatre)	38	1.65	-0.40	41	1.67	-0.50	38	1.68	-0.31	56	1.53	-1.49	51	1.66	-0.97	13	1.81	0.65
Students advance with a teacher's determination of readiness	39	1.62	-0.51	30	1.75	-0.03	44	1.58	-0.73	39	1.66	-0.63	29	1.77	0.16	27	1.75	-0.04
Students develop a sense of purpose	40	1.61	-0.55	46	1.63	-0.74	25	1.83	0.32	54	1.57	-1.22	54	1.63	-1.28	53	1.63	-1.42

	2022				2021				2020			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students develop relationships with adult mentors to get exposure to life outside of school	41	1.59	-0.62	54	1.48	-1.63	41	1.63	-0.52	45	1.62	-0.89
										33	1.75	-0.04
Students can convince others to support an original idea of their own making	42	1.58	-0.66	48	1.59	-0.98	53	1.40	-1.48	55	1.54	-1.42
										36	1.72	-0.35
Students understand and know how to participate in democracy	43	1.57	-0.70	14	1.87	0.69	36	1.69	-0.27	32	1.72	-0.23
										43	1.69	-0.66
Students learn to care for their spiritual well-being	44	1.56	-0.74	44	1.65	-0.62	48	1.49	-1.11	57	1.44	-2.08
										39	1.71	-0.45
Students are prepared to give back to their community	45	1.56	-0.74	47	1.59	-0.98	39	1.64	-0.48	36	1.67	-0.56
										27	1.77	0.16
Students develop friendships	46	1.55	-0.77	50	1.56	-1.15	20	1.89	0.57	46	1.62	-0.89
										52	1.65	-1.07
Students learn social norms and appropriate behavior	47	1.55	-0.77	22	1.79	0.21	46	1.56	-0.81	13	1.88	0.83
										49	1.66	-0.97
Students adopt a shared set of American values	48	1.50	-0.96	17	1.83	0.45	55	1.33	-1.78	14	1.87	0.76
										42	1.69	-0.66
Students are evaluated by how they rank against other students on standardized test scores	49	1.46	-1.12	19	1.82	0.39	56	1.29	-1.94	21	1.81	0.37
										55	1.55	-2.10
Students are evaluated by assessments through tests administered by teachers as part of a course	50	1.45	-1.15	56	1.46	-1.75	37	1.68	-0.31	4	1.99	1.56
										46	1.69	-0.66

(Table 6/6) (Sorted by 2022 Personal Rank)	2022						2021						2020					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students are prepared to secure one of the highest-paying jobs in the job market	51	1.44	-1.19	26	1.77	0.09	43	1.58	-0.73	9	1.91	1.03	45	1.69	-0.66	14	1.81	0.65
	52	1.44	-1.19	53	1.49	-1.57	52	1.42	-1.40	52	1.57	-1.22	40	1.70	-0.56	50	1.66	-1.07
All students study a common set of courses with a few options for electives	53	1.42	-1.27	34	1.70	-0.32	42	1.63	-0.52	7	1.94	1.23	57	1.52	-2.41	19	1.78	0.30
	54	1.41	-1.30	39	1.67	-0.50	54	1.39	-1.52	23	1.79	0.23	48	1.67	-0.87	22	1.77	0.19
All students study the same common set of courses throughout their entire educational experience	55	1.39	-1.38	40	1.67	-0.50	51	1.46	-1.23	16	1.85	0.63	53	1.63	-1.28	24	1.76	0.07
	56	1.35	-1.53	13	1.87	0.69	57	1.26	-2.07	48	1.61	-0.96	56	1.52	-2.41	31	1.73	-0.27
All students receive the same type of support system to help them learn	57	1.33	-1.61	43	1.66	-0.56	45	1.57	-0.77	25	1.77	0.10	50	1.66	-0.97	33	1.73	-0.27

A3: 2022 Results by Individualized Education Plan Status

	Gen Pop Overall				Parents with IEPs				Parents without IEPs			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 1/6) (Sorted by 2022 Gen Pop Overall Personal Rank)												
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	1	2.55	2.85	8	1.95	1.03	3	2.29	2.05	9	1.96	1.21
Students are able to think critically to problem solve and make decisions	2	2.41	2.35	1	2.34	3.07	2	2.29	2.05	4	2.01	1.51
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	3	2.35	2.14	26	1.78	0.14	5	2.16	1.56	5	2.00	1.45
Students can demonstrate basic reading, writing, and arithmetic	4	2.22	1.67	2	2.10	1.81	13	1.92	0.64	25	1.78	0.15
All students receive the unique supports that they need throughout their learning	5	2.17	1.49	5	2.05	1.55	31	1.69	-0.24	6	1.99	1.39
Students are prepared for a career	6	2.15	1.42	15	1.85	0.50	14	1.88	0.48	1	2.17	2.45
Students advance once they have demonstrated mastery of a subject	7	2.08	1.17	10	1.93	0.92	28	1.70	-0.21	34	1.71	-0.26
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	8	2.04	1.02	6	1.99	1.24	11	1.98	0.87	10	1.89	0.80
All students have the option to choose the courses they want to study based on interests and aspirations	9	2.03	0.99	31	1.73	-0.13	1	2.55	3.05	15	1.85	0.57
Students are evaluated by assessments through tests administered by teachers as part of a course	10	2.02	0.95	4	2.08	1.71	49	1.45	-1.16	55	1.46	-1.73

	Gen Pop Overall						Parents with IEPs						Parents without IEPs					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 2/6) (Sorted by 2022 Gen Pop Overall Personal Rank)																		
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	8	2.10	1.33	8	1.96	1.21	7	2.11	1.34	8	1.96	1.22
Students have the skills to be competitive in the local job market	12	1.95	0.70	28	1.76	0.03	9	2.08	1.25	7	1.99	1.39	9	2.09	1.27	5	2.01	1.51
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	21	1.82	0.25	44	1.64	-0.67	21	1.82	0.25	45	1.64	-0.68
Students are prepared to do work that is personally meaningful and fulfilling	14	1.94	0.67	36	1.70	-0.28	10	2.00	0.94	23	1.79	0.21	10	2.01	0.97	23	1.79	0.21
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	12	1.98	0.87	16	1.85	0.57	12	1.98	0.85	16	1.84	0.51
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	19	1.83	0.29	11	1.88	0.74	18	1.85	0.36	11	1.88	0.74
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	35	1.67	-0.32	31	1.73	-0.14	35	1.68	-0.28	31	1.74	-0.09
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	34	1.68	-0.28	29	1.75	-0.02	32	1.69	-0.24	29	1.76	0.03
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	16	1.86	0.41	32	1.72	-0.20	17	1.85	0.36	32	1.72	-0.20
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	25	1.74	-0.05	28	1.76	0.04	25	1.73	-0.09	28	1.76	0.03

	Gen Pop Overall				Parents with IEPs				Parents without IEPs			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 3/6) (Sorted by 2022 Gen Pop Overall Personal Rank)												
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	40	1.62	-0.51	45	1.64	-0.67
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	22	1.79	0.13	18	1.83	0.40	4	2.16	1.56	14	1.86	0.62
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	43	1.56	-0.74	12	1.88	0.74
Students are able to use their imagination to create new ideas and think outside the box	24	1.79	0.13	34	1.71	-0.23	7	2.14	1.48	17	1.82	0.39
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	33	1.69	-0.24	42	1.67	-0.50
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	26	1.77	0.06	21	1.81	0.29	17	1.85	0.37	2	2.15	2.34
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	32	1.69	-0.24	49	1.58	-1.03
All students get the same amount of time to learn a new concept or skill	28	1.74	-0.05	11	1.92	0.87	53	1.42	-1.28	37	1.68	-0.44
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.60	-0.81	24	1.76	0.02	24	1.79	0.21
Students can demonstrate artistic skills (e.g. art, music, theatre)	30	1.71	-0.16	35	1.70	-0.28	36	1.67	-0.32	41	1.67	-0.50

	Gen Pop Overall						Parents with IEPs						Parents without IEPs					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 4/6) (Sorted by 2022 Gen Pop Overall Personal Rank)																		
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.73	-0.13	29	1.70	-0.21	36	1.69	-0.38	30	1.69	-0.24	37	1.69	-0.38
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	7	1.95	1.03	6	2.14	1.48	22	1.79	0.21	6	2.17	1.57	27	1.76	0.03
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	37	1.67	-0.32	52	1.53	-1.32	37	1.66	-0.35	52	1.53	-1.33
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	57	1.33	-1.62	43	1.65	-0.61	57	1.33	-1.60	43	1.66	-0.56
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	20	1.83	0.29	20	1.81	0.33	20	1.82	0.25	20	1.81	0.33
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	42	1.58	-0.67	47	1.59	-0.97	42	1.58	-0.65	47	1.59	-0.97
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	48	1.50	-0.97	19	1.81	0.33	48	1.49	-0.99	17	1.84	0.51
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	38	1.67	-0.32	35	1.70	-0.32	36	1.67	-0.32	36	1.69	-0.38
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	26	1.72	-0.13	26	1.77	0.09	26	1.73	-0.09	25	1.78	0.15
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	15	1.87	0.44	38	1.68	-0.44	16	1.85	0.36	42	1.66	-0.56

	Gen Pop Overall				Parents with IEPs				Parents without IEPs									
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal							
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z						
(Table 5/6) (Sorted by 2022 Gen Pop Overall Personal Rank)																		
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	44	1.55	-0.78	48	1.58	-1.03	44	1.56	-0.73	48	1.59	-0.97
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.80	0.24	54	1.42	-1.28	33	1.71	-0.26	53	1.42	-1.26	34	1.70	-0.32
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	51	1.45	-1.16	53	1.50	-1.50	52	1.43	-1.22	53	1.48	-1.63
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	27	1.71	-0.17	56	1.46	-1.73	29	1.70	-0.20	56	1.46	-1.74
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	22	1.80	0.18	51	1.54	-1.26	22	1.80	0.17	51	1.54	-1.27
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.50	-1.33	41	1.61	-0.55	54	1.47	-1.68	41	1.59	-0.62	54	1.48	-1.63
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	23	1.77	0.06	3	2.08	1.92	23	1.75	-0.01	3	2.08	1.93
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	18	1.83	0.29	40	1.67	-0.50	19	1.82	0.25	38	1.68	-0.44
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.60	-0.81	50	1.45	-1.16	21	1.80	0.27	49	1.47	-1.07	18	1.84	0.51
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	45	1.55	-0.78	50	1.57	-1.09	47	1.55	-0.77	50	1.56	-1.15

	Gen Pop Overall						Parents with IEPs						Parents without IEPs					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 6/6) (Sorted by 2022 Gen Pop Overall Personal Rank)																		
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.40	-1.85	30	1.70	-0.21	57	1.44	-1.85	27	1.72	-0.13	57	1.44	-1.86
Students learn social norms and appropriate behavior	52	1.46	-1.06	32	1.72	-0.18	47	1.54	-0.82	18	1.82	0.39	46	1.56	-0.73	22	1.79	0.21
Students are prepared to secure one of the highest-paying jobs in the job market	53	1.41	-1.23	9	1.94	0.98	52	1.43	-1.24	27	1.77	0.09	51	1.44	-1.18	26	1.77	0.09
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87	55	1.40	-1.36	39	1.67	-0.50	55	1.38	-1.41	40	1.67	-0.50
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44	39	1.62	-0.51	30	1.74	-0.08	39	1.61	-0.54	30	1.75	-0.03
Students develop athletic talents	56	1.25	-1.81	44	1.61	-0.75	56	1.35	-1.55	13	1.87	0.68	56	1.34	-1.56	12	1.88	0.74
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49	46	1.55	-0.78	46	1.64	-0.67	45	1.56	-0.73	44	1.65	-0.62

A4: 2022 Gen Pop Results by Gender

	Overall				Male				Female						
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal				
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
(Table 1/6) (Sorted by Overall Personal Rank)															
	1	2.55	2.85	8	1.95	1.03	9	1.94	0.98	1	2.56	2.86	7	1.96	1.07
	2	2.41	2.35	1	2.34	3.07	1	2.34	3.08	2	2.41	2.33	1	2.33	3.01
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	3	2.35	2.14	26	1.78	0.14	26	1.78	0.14	3	2.36	2.15	26	1.78	0.13
Students can demonstrate basic reading, writing, and arithmetic	4	2.22	1.67	2	2.10	1.81	3	2.09	1.77	4	2.23	1.69	3	2.10	1.81
All students receive the unique supports that they need throughout their learning	5	2.17	1.49	5	2.05	1.55	4	2.07	1.66	5	2.16	1.44	5	2.03	1.44
Students are prepared for a career	6	2.15	1.42	15	1.85	0.50	14	1.86	0.56	6	2.15	1.41	15	1.85	0.50
Students advance once they have demonstrated mastery of a subject	7	2.08	1.17	10	1.93	0.92	10	1.93	0.93	7	2.08	1.16	9	1.93	0.92
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	8	2.04	1.02	6	1.99	1.24	6	2.00	1.29	8	2.03	0.98	6	1.98	1.18
All students have the option to choose the courses they want to study based on interests and aspirations	9	2.03	0.99	31	1.73	-0.13	33	1.72	-0.18	9	2.03	0.98	31	1.73	-0.13
Students are evaluated by assessments through tests administered by teachers as part of a course	10	2.02	0.95	4	2.08	1.71	2	2.09	1.77	10	2.00	0.87	4	2.07	1.65

	Overall				Male				Female						
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal				
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
(Table 2/6) (Sorted by Overall Personal Rank)															
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	18	1.83	0.40	11	1.98	0.80	19	1.83	0.39
Students have the skills to be competitive in the local job market	12	1.95	0.70	28	1.76	0.03	29	1.76	0.03	13	1.94	0.66	28	1.76	0.03
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	52	1.49	-1.39	14	1.94	0.66	52	1.49	-1.38
Students are prepared to do work that is personally meaningful and fulfilling	14	1.94	0.67	36	1.70	-0.28	35	1.70	-0.28	15	1.96	0.73	36	1.70	-0.28
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	27	1.77	0.08	15	1.91	0.55	29	1.75	-0.02
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	19	1.83	0.40	16	1.91	0.55	20	1.83	0.39
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	15	1.85	0.50	18	1.89	0.48	17	1.83	0.39
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	20	1.83	0.40	17	1.91	0.55	16	1.85	0.50
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	21	1.81	0.29	19	1.85	0.34	21	1.81	0.29
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	25	1.78	0.14	20	1.83	0.27	24	1.80	0.24

	Overall				Male				Female									
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal							
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z						
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	22	1.79	0.13	38	1.68	-0.39	21	1.81	0.20	37	1.68	-0.39
	22	1.79	0.13	18	1.83	0.40	21	1.79	0.13	17	1.84	0.45	22	1.80	0.16	18	1.83	0.39
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects																		
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	23	1.79	0.13	28	1.77	0.08	25	1.79	0.13	27	1.77	0.08
	24	1.79	0.13	34	1.71	-0.23	24	1.78	0.09	34	1.71	-0.23	23	1.80	0.16	33	1.71	-0.23
Students are able to use their imagination to create new ideas and think outside the box																		
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	26	1.76	0.02	42	1.63	-0.65	24	1.80	0.16	43	1.60	-0.81
	26	1.77	0.06	21	1.81	0.29	25	1.77	0.06	22	1.81	0.29	26	1.76	0.02	22	1.81	0.29
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)																		
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	27	1.75	-0.02	48	1.57	-0.97	27	1.74	-0.05	49	1.57	-0.96
	28	1.74	-0.05	11	1.92	0.87	28	1.74	-0.05	11	1.92	0.87	28	1.73	-0.08	10	1.93	0.92
All students get the same amount of time to learn a new concept or skill																		
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.60	-0.81	29	1.72	-0.12	45	1.60	-0.81	29	1.71	-0.16	45	1.60	-0.81
	30	1.71	-0.16	35	1.70	-0.28	32	1.71	-0.16	36	1.70	-0.28	32	1.71	-0.16	34	1.71	-0.23
Students can demonstrate artistic skills (e.g. art, music, theatre)																		

	Overall				Male				Female			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	Z	#	Z	#	Z	#	Z	#	Z	#	Z
(Table 4/6) (Sorted by Overall Personal Rank)												
Students are able to collaborate effectively with others	31	1.71 -0.16	30	1.73 -0.13	31	1.71 -0.16	30	1.73 -0.13	31	1.71 -0.16	30	1.73 -0.13
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71 -0.16	7	1.95 1.03	30	1.71 -0.16	7	1.96 1.08	30	1.71 -0.16	8	1.95 1.02
Students know how to learn new concepts that interest them	33	1.66 -0.34	50	1.53 -1.17	33	1.66 -0.34	50	1.53 -1.18	33	1.66 -0.33	50	1.53 -1.17
All students receive the same type of support system to help them learn	34	1.65 -0.37	40	1.67 -0.44	34	1.65 -0.38	37	1.69 -0.34	34	1.65 -0.37	40	1.65 -0.55
Students learn to care for their mental wellness	35	1.62 -0.48	33	1.71 -0.23	36	1.62 -0.49	32	1.73 -0.13	35	1.62 -0.48	35	1.70 -0.28
Students can convince others to support an original idea of their own making	36	1.62 -0.48	53	1.48 -1.44	37	1.61 -0.52	53	1.47 -1.49	36	1.62 -0.48	53	1.48 -1.43
Students adopt a shared set of American values	37	1.61 -0.52	25	1.79 0.19	35	1.62 -0.49	24	1.79 0.19	37	1.60 -0.55	25	1.79 0.19
Students want to improve the well-being of their community	38	1.59 -0.59	48	1.58 -0.91	39	1.58 -0.63	49	1.57 -0.97	38	1.60 -0.55	47	1.59 -0.86
Students advance if they meet minimum grade requirements	39	1.58 -0.63	13	1.91 0.82	38	1.60 -0.56	13	1.91 0.82	40	1.57 -0.65	13	1.92 0.87
Students are prepared for a paid internship or entry level job	40	1.57 -0.66	14	1.86 0.56	41	1.56 -0.70	16	1.85 0.50	39	1.58 -0.62	14	1.87 0.60

	Overall				Male				Female									
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal							
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z						
(Table 5/6) (Sorted by Overall Personal Rank)																		
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	42	1.56	-0.70	55	1.43	-1.70	41	1.57	-0.65	55	1.43	-1.69
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.80	0.24	40	1.57	-0.67	23	1.80	0.24	43	1.56	-0.69	23	1.81	0.29
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	43	1.56	-0.70	56	1.42	-1.76	42	1.57	-0.65	56	1.42	-1.75
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	45	1.55	-0.74	43	1.62	-0.70	44	1.55	-0.72	42	1.64	-0.60
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	46	1.54	-0.78	41	1.66	-0.49	45	1.55	-0.72	41	1.65	-0.55
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.50	-1.33	48	1.54	-0.78	51	1.50	-1.34	47	1.54	-0.76	51	1.51	-1.28
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	47	1.54	-0.78	5	2.03	1.45	46	1.54	-0.76	2	2.15	2.07
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	49	1.52	-0.85	40	1.67	-0.44	48	1.54	-0.76	38	1.68	-0.39
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.60	-0.81	44	1.55	-0.74	46	1.59	-0.86	50	1.49	-0.94	46	1.60	-0.81
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	50	1.51	-0.88	47	1.58	-0.92	49	1.52	-0.83	48	1.58	-0.91

	Overall				Male				Female			
	Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal	
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 6/6) (Sorted by Overall Personal Rank)												
	51	1.49	-0.95	57	1.40	-1.85	57	1.40	-1.86	51	1.49	-0.94
Students are able to pursue their curiosity										57	1.40	-1.85
Students learn social norms and appropriate behavior	52	1.46	-1.06	32	1.72	-0.18	31	1.73	-0.13	52	1.46	-1.04
Students are prepared to secure one of the highest-paying jobs in the job market	53	1.41	-1.23	9	1.94	0.98	8	1.95	1.03	53	1.38	-1.33
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87	12	1.91	0.82	54	1.37	-1.36
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44	39	1.67	-0.44	55	1.31	-1.58
Students develop athletic talents	56	1.25	-1.81	44	1.61	-0.75	44	1.62	-0.70	56	1.24	-1.82
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49	54	1.47	-1.49	57	1.19	-2.00
										54	1.48	-1.43

A5: 2022 Gen Pop Results by Race

	Overall			White			Black			Hispanic			Asian																	
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal															
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z												
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	1	2.55	2.85	8	1.95	1.03	1	2.55	2.83	7	1.96	1.07	37	1.73	-0.08	6	2.16	1.42	3	2.54	1.89	20	1.83	0.22	8	2.28	1.02	3	2.43	1.61
	2	2.41	2.35	1	2.34	3.07	2	2.42	2.36	1	2.36	3.15	1	2.51	2.35	42	1.60	-0.54	4	2.53	1.87	13	2.05	0.86	7	2.34	1.13	10	2.21	1.09
	3	2.35	2.14	26	1.78	0.14	3	2.36	2.15	26	1.78	0.13	24	1.86	0.33	11	1.96	0.72	12	2.20	1.07	7	2.23	1.39	16	2.02	0.51	34	1.67	-0.20
Students can demonstrate basic reading, writing, and arithmetic	4	2.22	1.67	2	2.1	1.81	4	2.23	1.69	2	2.1	1.80	18	1.93	0.55	1	2.68	3.25	37	1.55	-0.49	16	1.94	0.54	12	2.16	0.79	9	2.21	1.09
	5	2.17	1.49	5	2.05	1.55	5	2.17	1.48	5	2.05	1.54	21	1.90	0.45	14	1.92	0.58	11	2.22	1.12	35	1.64	-0.33	4	2.46	1.37	21	1.87	0.28
	6	2.15	1.42	15	1.85	0.50	6	2.16	1.44	15	1.86	0.55	54	1.21	-1.69	25	1.80	0.16	7	2.25	1.19	15	1.97	0.63	13	2.10	0.67	15	1.93	0.42
Students advance once they have demonstrated mastery of a subject	7	2.08	1.17	10	1.93	0.92	7	2.09	1.19	9	1.93	0.91	2	2.39	1.98	26	1.79	0.12	28	1.70	-0.13	34	1.65	-0.30	28	1.67	-0.16	55	1.12	-1.51
	8	2.04	1.02	6	1.99	1.24	8	2.04	1.02	6	1.99	1.23	29	1.80	0.14	27	1.78	0.09	24	1.76	0.01	2	2.48	2.12	10	2.19	0.84	1	3.06	3.11
	9	2.03	0.99	31	1.73	-0.13	9	2.03	0.98	32	1.72	-0.18	52	1.28	-1.48	7	2.03	0.97	52	1.29	-1.12	17	1.93	0.51	1	3.50	3.38	4	2.43	1.61
Students are evaluated by assessments through tests administered by teachers as part of a course	10	2.02	0.95	4	2.08	1.71	10	2.02	0.94	4	2.08	1.69	14	1.98	0.70	3	2.29	1.88	9	2.24	1.17	27	1.76	0.02	48	1.35	-0.78	25	1.78	0.06

	Overall			White			Black			Hispanic			Asian																	
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal															
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z												
(Table 2/6) (Sorted by Overall Personal Rank)																														
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	11	1.98	0.80	18	1.83	0.39	26	1.84	0.27	17	1.89	0.47	15	2.03	0.66	28	1.75	-0.01	19	1.92	0.32	13	1.99	0.56
	12	1.95	0.70	28	1.76	0.03	12	1.95	0.70	29	1.76	0.03	51	1.29	-1.45	34	1.68	-0.26	33	1.61	-0.35	40	1.52	-0.68	15	2.03	0.53	8	2.26	1.21
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	13	1.94	0.66	52	1.49	-1.37	15	1.98	0.70	21	1.84	0.30	13	2.14	0.93	22	1.80	0.13	50	1.32	-0.84	41	1.49	-0.63
	14	1.94	0.67	36	1.7	-0.28	14	1.92	0.59	36	1.7	-0.28	19	1.91	0.48	18	1.86	0.37	48	1.37	-0.93	54	1.30	-1.33	17	1.97	0.42	16	1.93	0.42
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	15	1.91	0.55	28	1.76	0.03	27	1.83	0.24	48	1.50	-0.89	18	1.84	0.21	8	2.20	1.30	11	2.17	0.81	40	1.53	-0.53
	16	1.90	0.52	20	1.83	0.40	16	1.91	0.55	20	1.83	0.39	17	1.95	0.61	12	1.94	0.65	14	2.07	0.76	19	1.88	0.37	21	1.90	0.28	7	2.28	1.25
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	17	1.9	0.52	16	1.84	0.45	35	1.74	-0.04	52	1.40	-1.25	39	1.53	-0.54	42	1.50	-0.74	20	1.92	0.32	23	1.85	0.23
	18	1.89	0.49	17	1.84	0.45	18	1.9	0.52	17	1.84	0.45	12	2.00	0.76	31	1.71	-0.16	8	2.24	1.17	5	2.28	1.53	6	2.40	1.25	2	2.76	2.40
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	19	1.85	0.34	21	1.81	0.29	20	1.91	0.48	4	2.27	1.81	30	1.68	-0.18	49	1.43	-0.95	18	1.94	0.36	37	1.59	-0.39
	20	1.83	0.27	24	1.79	0.19	20	1.83	0.27	24	1.8	0.24	5	2.12	1.14	41	1.63	-0.44	27	1.71	-0.11	26	1.77	0.05	39	1.50	-0.49	14	1.95	0.47

	Overall			White			Black			Hispanic			Asian																	
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal															
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z															
(Table 3/6) (Sorted by Overall Personal Rank)																														
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	24	1.79	0.13	38	1.68	-0.39	45	1.54	-0.67	53	1.32	-1.53	31	1.65	-0.25	57	1.06	-2.03	14	2.04	0.55	27	1.76	0.02
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	22	1.79	0.13	18	1.83	0.40	23	1.79	0.13	19	1.83	0.39	31	1.79	0.11	19	1.85	0.33	6	2.28	1.27	11	2.06	0.89	29	1.64	-0.22	51	1.27	-1.15
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	21	1.8	0.16	27	1.77	0.08	4	2.13	1.17	29	1.75	-0.02	29	1.69	-0.16	25	1.77	0.05	3	2.65	1.73	29	1.75	-0.01
Students are able to use their imagination to create new ideas and think outside the box	24	1.79	0.13	34	1.71	-0.23	22	1.79	0.13	34	1.71	-0.23	10	2.02	0.83	49	1.48	-0.96	2	2.76	2.42	12	2.06	0.89	24	1.74	-0.03	48	1.31	-1.06
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	25	1.79	0.13	44	1.61	-0.75	41	1.57	-0.57	50	1.44	-1.10	44	1.47	-0.69	51	1.38	-1.09	43	1.44	-0.61	46	1.36	-0.94
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	26	1.77	0.06	21	1.81	0.29	26	1.75	-0.01	22	1.81	0.29	6	2.09	1.04	32	1.70	-0.19	23	1.78	0.06	14	2.00	0.72	23	1.75	-0.01	30	1.73	-0.06
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	27	1.75	-0.01	49	1.57	-0.96	8	2.05	0.92	40	1.63	-0.44	17	1.85	0.23	32	1.66	-0.28	25	1.74	-0.03	39	1.56	-0.46
All students get the same amount of time to learn a new concept or skill	28	1.74	-0.05	11	1.92	0.87	28	1.73	-0.09	11	1.92	0.86	32	1.78	0.08	10	1.98	0.79	53	1.29	-1.12	30	1.67	-0.25	57	0.77	-1.91	57	1.02	-1.75
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.6	-0.81	32	1.71	-0.16	45	1.6	-0.80	28	1.82	0.20	13	1.93	0.62	26	1.72	-0.08	18	1.88	0.37	5	2.45	1.35	36	1.61	-0.34
Students can demonstrate artistic skills (e.g. art, music, theatre)	30	1.71	-0.16	35	1.7	-0.28	31	1.71	-0.16	35	1.71	-0.23	34	1.74	-0.04	33	1.70	-0.19	34	1.61	-0.35	39	1.60	-0.45	40	1.49	-0.51	18	1.91	0.37

	Overall			White			Black			Hispanic			Asian		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 4/6) (Sorted by Overall Personal Rank)															
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.71	-0.16	30	1.73	-0.13	11	2.00	0.76	46	1.53	-0.79
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	29	1.71	-0.16	8	1.95	1.02	16	1.97	0.67	43	1.58	-0.61
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	50	1.53	-1.17	7	2.08	1.01	47	1.52	-0.82
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	41	1.65	-0.54	9	2.05	0.92	35	1.66	-0.33
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	31	1.73	-0.13	38	1.64	-0.36	44	1.58	-0.61
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	35	1.47	-1.48	47	1.50	-0.79	56	1.24	-1.81
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	37	1.61	-0.51	43	1.56	-0.61	22	1.83	0.26
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	39	1.59	-0.58	48	1.58	-0.91	54	1.29	-1.63
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	38	1.59	-0.58	12	1.91	0.81	23	1.81	0.19
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	41	1.57	-0.65	14	1.87	0.60	15	1.91	0.54

	Overall						White						Black						Hispanic						Asian					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal		
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 5/6) (Sorted by Overall Personal Rank)																														
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	42	1.57	-0.65	55	1.43	-1.69	49	1.43	-1.01	57	1.21	-1.91	32	1.64	-0.28	37	1.62	-0.39	49	1.32	-0.84	35	1.63	-0.29
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.8	0.24	40	1.57	-0.65	23	1.8	0.24	53	1.25	-1.57	30	1.74	-0.05	40	1.52	-0.57	41	1.52	-0.68	47	1.38	-0.73	32	1.70	-0.13
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	44	1.55	-0.72	56	1.42	-1.74	48	1.45	-0.95	39	1.63	-0.44	36	1.55	-0.49	53	1.32	-1.27	46	1.40	-0.69	54	1.16	-1.41
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	45	1.55	-0.72	42	1.63	-0.65	23	1.86	0.33	38	1.63	-0.44	20	1.83	0.18	48	1.43	-0.95	35	1.53	-0.43	44	1.40	-0.84
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	43	1.55	-0.72	40	1.66	-0.49	13	1.99	0.73	45	1.58	-0.61	43	1.49	-0.64	47	1.46	-0.86	34	1.53	-0.43	22	1.85	0.23
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.5	-1.33	47	1.54	-0.76	51	1.5	-1.32	50	1.39	-1.13	37	1.65	-0.37	16	1.96	0.50	10	2.07	0.92	36	1.53	-0.43	17	1.92	0.40
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	46	1.54	-0.76	3	2.09	1.75	22	1.90	0.45	8	2.00	0.86	22	1.79	0.09	4	2.29	1.56	9	2.24	0.94	28	1.75	-0.01
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	48	1.53	-0.80	37	1.68	-0.39	39	1.63	-0.39	2	2.31	1.95	5	2.47	1.72	6	2.27	1.51	30	1.64	-0.22	50	1.29	-1.10
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.6	-0.81	49	1.51	-0.87	46	1.59	-0.85	57	0.90	-2.66	9	1.98	0.79	57	0.92	-2.01	21	1.80	0.13	2	3.26	2.92	6	2.32	1.35
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	50	1.51	-0.87	47	1.58	-0.91	40	1.59	-0.51	20	1.84	0.30	19	1.84	0.21	38	1.61	-0.42	51	1.26	-0.96	52	1.26	-1.18

	Overall						White						Black						Hispanic						Asian						
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	
(Table 6/6) (Sorted by Overall Personal Rank)																															
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.4	-1.85		51	1.49	-0.94	57	1.4	-1.84	44	1.55	-0.64	24	1.80	0.16	55	1.19	-1.36	45	1.47	-0.83	27	1.68	-0.14	49	1.31	-1.06
Students learn social norms and appropriate behavior	52	1.46	-1.06	32	1.72	-0.18		52	1.46	-1.04	33	1.72	-0.18	36	1.73	-0.08	5	2.19	1.53	38	1.54	-0.52	23	1.78	0.07	33	1.56	-0.38	24	1.80	0.11
Students are prepared to secure one of the highest-paying jobs in the job market	53	1.41	-1.23	9	1.94	0.98		54	1.38	-1.33	10	1.93	0.91	25	1.85	0.30	28	1.75	-0.02	41	1.51	-0.59	3	2.32	1.65	56	0.91	-1.64	11	2.05	0.71
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87		53	1.39	-1.29	13	1.9	0.76	42	1.56	-0.61	16	1.89	0.47	56	1.13	-1.51	46	1.46	-0.86	45	1.40	-0.69	20	1.88	0.30
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44		55	1.31	-1.58	39	1.67	-0.44	3	2.19	1.36	55	1.27	-1.70	35	1.57	-0.44	50	1.40	-1.03	52	1.20	-1.07	53	1.24	-1.22
Students develop athletic talents	56	1.25	-1.81	44	1.61	-0.75		56	1.25	-1.79	43	1.61	-0.75	55	1.19	-1.76	36	1.65	-0.37	54	1.23	-1.26	56	1.23	-1.53	54	1.04	-1.38	45	1.39	-0.87
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49		57	1.19	-2.00	54	1.47	-1.48	46	1.51	-0.76	51	1.44	-1.10	51	1.29	-1.12	52	1.35	-1.18	55	1.04	-1.38	43	1.43	-0.77

A6: 2022 Gen Pop Results by Age

	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 1/6) (Sorted by Overall Personal Rank)	1	2.55	2.85	8	1.95	1.03	1	2.56	2.94	9	1.95	1.02	1	2.55	2.85	8	1.94	0.97
	Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)																	
	2	2.41	2.35	1	2.34	3.07	2	2.41	2.39	1	2.33	3.01	2	2.41	2.35	1	2.36	3.16
	Students are able to think critically to problem solve and make decisions																	
	3	2.35	2.14	26	1.78	0.14	3	2.32	2.06	27	1.77	0.08	3	2.36	2.17	26	1.78	0.14
	Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)																	
	4	2.22	1.67	2	2.10	1.81	5	2.21	1.66	4	2.08	1.70	4	2.18	1.53	3	2.09	1.75
	Students can demonstrate basic reading, writing, and arithmetic																	
	5	2.17	1.49	5	2.05	1.55	4	2.21	1.66	2	2.12	1.91	6	2.15	1.42	5	2.05	1.54
	All students receive the unique supports that they need throughout their learning																	
	6	2.15	1.42	15	1.85	0.50	6	2.11	1.30	14	1.86	0.55	5	2.17	1.49	14	1.85	0.50
	Students are prepared for a career																	
	7	2.08	1.17	10	1.93	0.92	7	2.08	1.19	10	1.93	0.92	7	2.07	1.13	10	1.93	0.92
	Students advance once they have demonstrated mastery of a subject																	
	8	2.04	1.02	6	1.99	1.24	9	2.03	1.00	6	2.00	1.28	9	2.04	1.02	6	2.00	1.28
	Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)																	
	9	2.03	0.99	31	1.73	-0.13	8	2.05	1.08	31	1.73	-0.13	10	2.02	0.95	32	1.71	-0.23
	All students have the option to choose the courses they want to study based on interests and aspirations																	
	10	2.02	0.95	4	2.08	1.71	14	1.93	0.64	5	2.07	1.65	8	2.05	1.06	2	2.10	1.81
	Students are evaluated by assessments through tests administered by teachers as part of a course																	

	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 2/6) (Sorted by Overall Personal Rank)																		
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	10	1.99	0.86	17	1.83	0.39	11	1.97	0.77	16	1.84	0.45
Students have the skills to be competitive in the local job market	12	1.95	0.70	28	1.76	0.03	13	1.94	0.68	28	1.76	0.03	13	1.94	0.67	29	1.76	0.03
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	12	1.95	0.71	52	1.49	-1.38	14	1.93	0.63	52	1.50	-1.33
Students are prepared to do work that is personally meaningful and fulfilling	14	1.94	0.67	36	1.70	-0.28	11	1.99	0.86	35	1.70	-0.29	12	1.95	0.70	34	1.71	-0.23
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	15	1.91	0.57	26	1.77	0.08	16	1.91	0.56	28	1.76	0.03
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	16	1.90	0.53	19	1.82	0.34	18	1.90	0.52	19	1.82	0.34
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	17	1.89	0.49	15	1.85	0.50	15	1.92	0.59	15	1.84	0.45
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	18	1.88	0.46	16	1.85	0.50	17	1.91	0.56	22	1.80	0.24
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	19	1.82	0.24	21	1.81	0.29	19	1.84	0.31	20	1.82	0.34
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	20	1.81	0.20	25	1.78	0.13	20	1.84	0.31	24	1.80	0.24

(Table 3/6) (Sorted by Overall Personal Rank)	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	21	1.80	0.17	40	1.68	-0.39	24	1.77	0.06	39	1.67	-0.44
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	22	1.79	0.13	18	1.83	0.40	22	1.79	0.13	18	1.83	0.39	22	1.79	0.13	17	1.84	0.45
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	23	1.79	0.13	30	1.76	0.03	25	1.77	0.06	27	1.77	0.08
Students are able to use their imagination to create new ideas and think outside the box	24	1.79	0.13	34	1.71	-0.23	24	1.77	0.06	34	1.71	-0.23	23	1.79	0.13	33	1.71	-0.23
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	27	1.73	-0.09	42	1.63	-0.65	21	1.84	0.31	43	1.61	-0.75
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	26	1.77	0.06	21	1.81	0.29	32	1.70	-0.20	24	1.79	0.18	27	1.75	-0.02	21	1.81	0.29
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	25	1.75	-0.02	48	1.58	-0.91	28	1.74	-0.05	49	1.57	-0.96
All students get the same amount of time to learn a new concept or skill	28	1.74	-0.05	11	1.92	0.87	26	1.74	-0.05	11	1.92	0.86	26	1.76	0.02	11	1.93	0.92
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.60	-0.81	30	1.72	-0.12	46	1.60	-0.81	30	1.72	-0.12	45	1.61	-0.75
Students can demonstrate artistic skills (e.g. art, music, theatre)	30	1.71	-0.16	35	1.70	-0.28	29	1.72	-0.12	39	1.68	-0.39	29	1.72	-0.12	35	1.71	-0.23

	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 4/6) (Sorted by Overall Personal Rank)																		
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.73	-0.13	31	1.70	-0.20	32	1.72	-0.18	31	1.72	-0.12	30	1.73	-0.13
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	7	1.95	1.03	28	1.72	-0.12	7	1.95	1.02	32	1.71	-0.16	7	1.96	1.07
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	34	1.65	-0.38	50	1.53	-1.18	33	1.67	-0.30	50	1.54	-1.12
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	33	1.67	-0.31	37	1.68	-0.39	34	1.65	-0.37	37	1.68	-0.39
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	35	1.65	-0.38	29	1.76	0.03	36	1.61	-0.52	36	1.70	-0.28
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	36	1.63	-0.45	53	1.48	-1.44	35	1.62	-0.48	53	1.48	-1.43
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	45	1.56	-0.71	23	1.79	0.18	38	1.60	-0.55	25	1.79	0.19
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	38	1.59	-0.60	49	1.57	-0.97	39	1.59	-0.59	47	1.58	-0.91
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	41	1.57	-0.67	12	1.92	0.86	37	1.60	-0.55	9	1.94	0.97
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	42	1.57	-0.67	22	1.81	0.29	41	1.57	-0.66	18	1.84	0.45

	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 5/6) (Sorted by Overall Personal Rank)																		
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	40	1.58	-0.63	55	1.43	-1.70	44	1.55	-0.73	55	1.43	-1.69
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.80	0.24	39	1.58	-0.63	20	1.81	0.29	40	1.58	-0.63	23	1.80	0.24
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	37	1.61	-0.53	56	1.42	-1.75	42	1.57	-0.66	56	1.42	-1.74
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	46	1.56	-0.71	44	1.62	-0.71	43	1.56	-0.70	42	1.64	-0.60
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	48	1.54	-0.78	41	1.65	-0.55	45	1.55	-0.73	41	1.65	-0.54
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.50	-1.33	47	1.55	-0.74	51	1.51	-1.28	46	1.54	-0.77	51	1.50	-1.33
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	43	1.57	-0.67	3	2.10	1.80	47	1.51	-0.88	4	2.08	1.70
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	49	1.54	-0.78	38	1.68	-0.39	49	1.51	-0.88	40	1.65	-0.54
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.60	-0.81	50	1.53	-0.82	43	1.62	-0.71	50	1.49	-0.95	48	1.57	-0.96
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	44	1.57	-0.67	47	1.58	-0.91	48	1.51	-0.88	46	1.58	-0.91

(Table 6/6) (Sorted by Overall Personal Rank)	Overall			18-29			30-44			45-54			55-64			65+		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.40	-1.85	51	1.51	-0.89	57	1.39	-1.91	51	1.49	-0.95	57	1.48	-0.99
Students learn social norms and appropriate behavior	52	1.46	-1.06	32	1.72	-0.18	52	1.46	-1.07	33	1.72	-0.18	52	1.49	-0.95	32	1.72	-0.18
Students are prepared to secure one of the highest-paying jobs in the job market	53	1.41	-1.23	9	1.94	0.98	53	1.42	-1.22	8	1.95	1.02	53	1.38	-1.34	54	1.38	-1.31
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87	54	1.38	-1.36	13	1.89	0.71	54	1.39	-1.31	53	1.36	-1.38
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44	55	1.34	-1.51	36	1.69	-0.34	55	1.30	-1.63	55	1.31	-1.55
Students develop athletic talents	56	1.25	-1.81	44	1.61	-0.75	56	1.26	-1.80	45	1.61	-0.76	56	1.25	-1.81	56	1.24	-1.80
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49	57	1.18	-2.09	54	1.47	-1.49	57	1.20	-1.99	57	1.18	-2.01

A7: 2022 Gen Pop Results by Income

(Table 1/6) (Sorted by Overall Personal Rank)		Overall			Less than \$25K			\$25K - less than \$50K			\$50K - less than \$100K			\$100K or more			
		Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	
#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
1	2.55	2.85	8	1.95	1.03	1	2.54	2.91	9	1.95	1.04	1	2.55	2.83	8	1.95	1.01
2	2.41	2.35	1	2.34	3.07	2	2.40	2.39	1	2.34	3.10	2	2.41	2.33	1	2.36	3.14
3	2.35	2.14	26	1.78	0.14	3	2.35	2.21	25	1.78	0.14	3	2.35	2.12	26	1.77	0.08
4	2.22	1.67	2	2.10	1.81	5	2.16	1.50	2	2.09	1.78	4	2.24	1.73	4	2.09	1.74
5	2.17	1.49	5	2.05	1.55	4	2.18	1.58	5	2.06	1.62	5	2.15	1.41	5	2.07	1.64
6	2.15	1.42	15	1.85	0.50	6	2.15	1.46	15	1.84	0.45	6	2.10	1.23	16	1.84	0.45
7	2.08	1.17	10	1.93	0.92	7	2.07	1.17	12	1.92	0.88	7	2.08	1.16	9	1.94	0.96
8	2.04	1.02	6	1.99	1.24	9	2.03	1.02	6	1.98	1.20	9	2.03	0.98	6	1.98	1.17
9	2.03	0.99	31	1.73	-0.13	8	2.04	1.06	29	1.74	-0.08	8	2.03	0.98	30	1.73	-0.12
10	2.02	0.95	4	2.08	1.71	11	1.96	0.76	4	2.07	1.67	10	2.02	0.94	2	2.11	1.84

(Table 2/6) (Sorted by Overall Personal Rank)		Overall			Less than \$25K			\$25K - less than \$50K			\$50K - less than \$100K			\$100K or more																
		Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal																	
		#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z														
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	10	1.98	0.84	17	1.83	0.34	12	1.98	0.80	19	1.82	0.34	11	1.96	0.73	18	1.84	0.44	11	1.98	0.79	17	1.83	0.40
Students have the skills to be competitive in the local job market	12	1.95	0.70	28	1.76	0.03	12	1.95	0.72	28	1.76	0.03	15	1.94	0.66	28	1.76	0.03	12	1.95	0.69	28	1.76	0.03	12	1.95	0.69	29	1.77	0.08
All students get whatever amount of time they need to learn a new concept or skill at their own pace	13	1.94	0.67	52	1.49	-1.38	13	1.94	0.69	52	1.49	-1.40	14	1.95	0.69	52	1.50	-1.32	14	1.95	0.62	13	1.93	0.62	52	1.92	0.58	52	1.50	-1.34
Students are prepared to do work that is personally meaningful and fulfilling	14	1.94	0.67	36	1.70	-0.28	14	1.93	0.65	36	1.70	-0.29	11	2.01	0.91	36	1.70	-0.28	11	2.01	0.91	18	1.89	0.48	34	1.93	0.62	35	1.71	-0.24
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	15	1.91	0.58	30	1.74	-0.08	17	1.90	0.52	27	1.77	0.08	17	1.90	0.52	14	1.92	0.59	29	1.92	0.58	28	1.78	0.13
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	16	1.90	0.54	19	1.83	0.40	16	1.92	0.59	17	1.83	0.39	16	1.92	0.55	15	1.91	0.55	20	1.83	0.48	19	1.83	0.40
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	17	1.89	0.50	16	1.83	0.40	18	1.90	0.52	18	1.82	0.34	18	1.90	0.52	16	1.91	0.55	17	1.91	0.55	13	1.88	0.66
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	26	1.78	0.09	14	1.86	0.56	13	1.96	0.73	15	1.86	0.55	13	1.96	0.73	17	1.91	0.55	16	1.94	0.65	25	1.79	0.19
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	19	1.83	0.28	23	1.80	0.24	19	1.84	0.30	22	1.81	0.29	19	1.84	0.30	19	1.85	0.34	21	1.82	0.41	22	1.81	0.29
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	18	1.84	0.32	26	1.77	0.08	20	1.82	0.23	24	1.80	0.24	20	1.82	0.23	20	1.82	0.23	24	1.84	0.30	24	1.80	0.24

(Table 3/6) (Sorted by Overall Personal Rank)			Overall			Less than \$25K			\$25K - less than \$50K			\$50K - less than \$100K			\$100K or more															
			Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal																
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z												
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	21	1.80	0.17	40	1.68	-0.39	21	1.80	0.16	38	1.67	-0.44	24	1.78	0.09	37	1.68	-0.39						
	22	1.79	0.13	18	1.83	0.40	22	1.79	0.13	18	1.83	0.40	24	1.77	0.05	20	1.82	0.34	24	1.79	0.13	19	1.84	0.44	21	1.82	0.23	18	1.83	0.40
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects																														
	23	1.79	0.13	27	1.77	0.08	20	1.81	0.21	27	1.77	0.08	23	1.79	0.12	29	1.75	-0.02	23	1.79	0.13	27	1.77	0.08	23	1.78	0.09	26	1.79	0.19
Students understand and know how to participate in democracy																														
	24	1.79	0.13	34	1.71	-0.23	23	1.78	0.09	34	1.72	-0.18	22	1.80	0.16	35	1.70	-0.28	25	1.79	0.13	33	1.71	-0.23	22	1.79	0.12	33	1.72	-0.18
Students are able to use their imagination to create new ideas and think outside the box																														
	25	1.78	0.09	43	1.62	-0.70	25	1.78	0.09	44	1.60	-0.82	26	1.77	0.05	43	1.63	-0.64	22	1.80	0.16	43	1.62	-0.70	25	1.78	0.09	43	1.61	-0.76
Students learn to care for their physical well-being																														
	26	1.77	0.06	21	1.81	0.29	24	1.78	0.09	20	1.81	0.30	25	1.77	0.05	21	1.81	0.29	26	1.76	0.02	22	1.81	0.29	26	1.76	0.02	20	1.81	0.29
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)																														
	27	1.75	-0.02	49	1.57	-0.96	27	1.75	-0.02	48	1.58	-0.92	27	1.74	-0.05	49	1.57	-0.95	27	1.74	-0.05	49	1.57	-0.96	27	1.75	-0.02	48	1.57	-0.97
Students learn from exposure to different ideas and beliefs																														
	28	1.74	-0.05	11	1.92	0.87	28	1.74	-0.05	11	1.92	0.88	28	1.74	-0.05	10	1.92	0.86	28	1.74	-0.05	11	1.93	0.91	28	1.72	-0.12	11	1.93	0.92
All students get the same amount of time to learn a new concept or skill																														
	29	1.72	-0.12	45	1.60	-0.81	32	1.70	-0.20	46	1.59	-0.87	30	1.72	-0.12	45	1.60	-0.80	30	1.72	-0.12	46	1.60	-0.80	31	1.72	-0.12	44	1.61	-0.76
Students demonstrate resilience in the face of stressful situations																														
	30	1.71	-0.16	35	1.70	-0.28	30	1.71	-0.17	37	1.70	-0.29	31	1.71	-0.16	33	1.72	-0.18	29	1.73	-0.09	35	1.70	-0.28	32	1.69	-0.23	36	1.71	-0.24

(Table 4/6) (Sorted by Overall Personal Rank)		Overall				Less than \$25K				\$25K - less than \$50K				\$50K - less than \$100K				\$100K or more									
		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal							
#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z				
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.73	-0.13	29	1.71	-0.17	31	1.73	-0.13	29	1.72	-0.12	31	1.71	-0.16	30	1.73	-0.13	29	1.72	-0.12	30	1.73	-0.13
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	7	1.95	1.03	31	1.70	-0.20	8	1.95	1.04	32	1.71	-0.16	7	1.95	1.01	8	1.95	1.02	30	1.72	-0.12	8	1.96	1.08
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	34	1.66	-0.35	50	1.53	-1.19	34	1.66	-0.34	50	1.66	-0.34	50	1.53	-1.17	33	1.67	-0.30	50	1.53	-1.18
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	33	1.66	-0.35	38	1.68	-0.39	33	1.66	-0.34	37	1.68	-0.38	34	1.66	-0.49	34	1.66	-0.33	40	1.66	-0.55
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	36	1.63	-0.46	33	1.73	-0.13	35	1.65	-0.37	32	1.72	-0.18	36	1.60	-0.55	36	1.61	-0.51	34	1.71	-0.24
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	37	1.61	-0.54	53	1.48	-1.45	36	1.62	-0.48	53	1.47	-1.47	35	1.62	-0.43	35	1.62	-0.47	53	1.47	-1.50
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	35	1.65	-0.39	22	1.80	0.24	37	1.60	-0.55	25	1.79	0.19	37	1.59	-0.58	25	1.78	0.13	23	1.80	0.24
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	38	1.60	-0.57	49	1.58	-0.92	38	1.60	-0.55	48	1.59	-0.85	38	1.59	-0.58	48	1.58	-0.62	49	1.57	-0.97
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	41	1.58	-0.65	13	1.90	0.77	40	1.58	-0.62	14	1.89	0.70	39	1.58	-0.62	13	1.92	0.86	9	1.95	1.03
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	44	1.56	-0.72	24	1.80	0.24	42	1.57	-0.66	11	1.92	0.86	42	1.56	-0.69	15	1.85	0.50	16	1.87	0.61

(Table 5/6) (Sorted by Overall Personal Rank)		Overall				Less than \$25K				\$25K - less than \$50K				\$50K - less than \$100K				\$100K or more						
		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal		Personal		Perceived Societal				
#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	42	1.57	-0.68	55	1.43	-1.72	39	1.60	-0.55	55	1.43	-1.68	41	1.57	-0.65	55	1.43	-1.71
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.80	0.24	39	1.59	-0.61	21	1.80	0.24	41	1.57	-0.66	23	1.80	0.24	44	1.55	-0.73	21	1.81	0.29
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	43	1.57	-0.68	56	1.43	-1.72	44	1.54	-0.77	56	1.42	-1.73	40	1.58	-0.62	56	1.43	-1.71
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	45	1.56	-0.72	42	1.65	-0.55	43	1.55	-0.73	42	1.63	-0.64	46	1.54	-0.76	42	1.63	-0.66
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	46	1.54	-0.79	41	1.65	-0.55	45	1.54	-0.77	41	1.64	-0.59	47	1.54	-0.76	41	1.66	-0.49
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.50	-1.33	48	1.54	-0.79	51	1.51	-1.29	47	1.54	-0.77	51	1.50	-1.32	48	1.54	-0.76	51	1.50	-1.34
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	40	1.59	-0.61	3	2.08	1.73	49	1.51	-0.87	3	2.10	1.79	45	1.54	-0.76	3	2.10	1.80
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	47	1.54	-0.79	35	1.70	-0.29	46	1.54	-0.77	39	1.67	-0.44	49	1.52	-0.83	37	1.68	-0.39
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.60	-0.81	50	1.52	-0.87	45	1.59	-0.87	50	1.49	-0.94	44	1.60	-0.80	43	1.56	-0.69	45	1.61	-0.75
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	49	1.53	-0.83	47	1.58	-0.92	48	1.54	-0.77	47	1.59	-0.85	50	1.50	-0.90	47	1.58	-0.91

(Table 6/6) (Sorted by Overall Personal Rank)	Overall			Less than \$25K			\$25K - less than \$50K			\$50K - less than \$100K			\$100K or more					
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal			
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.40	-1.85	51	1.49	-0.98	57	1.40	-1.88	51	1.49	-0.93	57	1.39	-1.92
Students learn social norms and appropriate behavior	52	1.46	-1.06	32	1.72	-0.18	52	1.48	-1.02	32	1.73	-0.13	52	1.49	-0.94	32	1.72	-0.18
Students are prepared to secure one of the highest-paying jobs in the job market	53	1.41	-1.23	9	1.94	0.98	53	1.46	-1.09	10	1.94	0.98	53	1.39	-1.28	10	1.93	0.92
All students study the same common set of courses throughout their entire educational experience	54	1.39	-1.31	12	1.92	0.87	54	1.41	-1.28	7	1.96	1.09	54	1.40	-1.26	10	1.93	0.91
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44	55	1.32	-1.61	39	1.68	-0.39	55	1.31	-1.58	40	1.66	-0.49
Students develop athletic talents	56	1.25	-1.81	44	1.61	-0.75	56	1.26	-1.83	43	1.62	-0.71	56	1.24	-1.82	44	1.61	-0.75
Students learn to care for their spiritual well-being	57	1.19	-2.02	54	1.47	-1.49	57	1.21	-2.02	54	1.48	-1.45	57	1.18	-2.04	54	1.47	-1.48

A8: 2022 Gen Pop Results by Education

	Overall			High school or less			Some college			College grad			Postgrad		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	1	2.55	2.85	8	1.95	1.03	10	1.93	0.93	1	2.58	2.94	8	1.95	1.02
Students are able to think critically to problem solve and make decisions	2	2.41	2.35	1	2.34	3.07	1	2.37	3.25	2	2.41	2.34	1	2.34	3.04
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	3	2.35	2.14	26	1.78	0.14	3	2.35	2.19	25	1.79	0.19	3	2.35	2.12
Students can demonstrate basic reading, writing, and arithmetic	4	2.22	1.67	2	2.10	1.81	4	2.17	1.53	2	2.09	1.77	4	2.24	1.73
All students receive the unique supports that they need throughout their learning	5	2.17	1.49	5	2.05	1.55	6	2.14	1.42	5	2.03	1.45	5	2.19	1.55
Students are prepared for a career	6	2.15	1.42	15	1.85	0.50	5	2.15	1.45	15	1.85	0.50	6	2.13	1.34
Students advance once they have demonstrated mastery of a subject	7	2.08	1.17	10	1.93	0.92	7	2.08	1.20	9	1.93	0.93	7	2.07	1.12
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	8	2.04	1.02	6	1.99	1.24	8	2.04	1.05	6	1.98	1.19	8	2.04	1.02
All students have the option to choose the courses they want to study based on interests and aspirations	9	2.03	0.99	31	1.73	-0.13	9	2.03	1.01	30	1.73	-0.13	9	2.03	0.98
Students are evaluated by assessments through tests administered by teachers as part of a course	10	2.02	0.95	4	2.08	1.71	10	2.01	0.94	3	2.08	1.72	10	1.99	0.84

(Table 2/6) (Sorted by Overall Personal Rank)																														
	Overall						High school or less						Some college						College grad						Postgrad					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Personal			Perceived Societal					
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
Students are able to effectively plan, and prioritize to achieve a goal	11	1.97	0.77	19	1.83	0.40	11	1.97	0.79	18	1.83	0.40	11	1.98	0.80	19	1.83	0.39	11	1.98	0.79	16	1.84	0.45	11	1.97	0.76	18	1.83	0.40
	12	1.95	0.70	28	1.76	0.03	12	1.95	0.72	28	1.76	0.03	12	1.94	0.66	29	1.76	0.03	13	1.95	0.69	28	1.76	0.03	12	1.95	0.69	29	1.76	0.03
	13	1.94	0.67	52	1.49	-1.38	13	1.94	0.68	51	1.50	-1.34	13	1.94	0.66	51	1.50	-1.32	14	1.92	0.58	52	1.48	-1.42	13	1.94	0.65	52	1.48	-1.45
	14	1.94	0.67	36	1.70	-0.28	14	1.92	0.61	37	1.70	-0.29	14	1.93	0.63	36	1.69	-0.34	12	1.96	0.72	35	1.71	-0.23	14	1.93	0.62	36	1.70	-0.29
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	15	1.91	0.56	29	1.76	0.03	16	1.91	0.57	27	1.76	0.03	15	1.91	0.55	27	1.77	0.08	15	1.91	0.54	29	1.75	-0.02	16	1.92	0.58	28	1.77	0.08
Students have the skills to be competitive in a global job market	16	1.90	0.52	20	1.83	0.40	17	1.90	0.54	19	1.83	0.40	16	1.91	0.55	20	1.83	0.39	16	1.90	0.51	17	1.84	0.45	17	1.90	0.51	17	1.84	0.45
Students are able to communicate their own thoughts and ideas	17	1.90	0.52	16	1.84	0.45	15	1.91	0.57	17	1.84	0.45	18	1.90	0.52	18	1.83	0.39	18	1.88	0.44	15	1.84	0.45	15	1.93	0.62	15	1.88	0.66
Students learn to treat all people equally	18	1.89	0.49	17	1.84	0.45	18	1.88	0.46	16	1.85	0.50	17	1.91	0.55	16	1.85	0.50	17	1.90	0.51	19	1.83	0.40	18	1.90	0.51	21	1.81	0.29
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	19	1.85	0.34	22	1.81	0.29	19	1.83	0.28	21	1.81	0.29	19	1.84	0.31	22	1.80	0.24	19	1.86	0.37	22	1.81	0.29	19	1.88	0.44	20	1.82	0.35
Students can leverage technology to accomplish complex needs	20	1.83	0.27	24	1.79	0.19	20	1.83	0.28	26	1.78	0.14	21	1.80	0.16	26	1.78	0.13	21	1.84	0.30	24	1.81	0.29	20	1.87	0.41	23	1.80	0.24

	Overall			High school or less			Some college			College grad			Postgrad																	
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal															
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z															
(Table 3/6) (Sorted by Overall Personal Rank)																														
Students develop a sense of purpose	21	1.80	0.16	37	1.68	-0.39	23	1.79	0.13	38	1.68	-0.39	20	1.81	0.20	38	1.68	-0.38	24	1.79	0.12	38	1.68	-0.39						
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	22	1.79	0.13	18	1.83	0.40	22	1.79	0.13	20	1.82	0.35	22	1.80	0.16	17	1.84	0.44	22	1.79	0.12	18	1.84	0.45	21	1.80	0.16	19	1.83	0.40
Students understand and know how to participate in democracy	23	1.79	0.13	27	1.77	0.08	24	1.79	0.13	29	1.76	0.03	23	1.79	0.13	28	1.77	0.08	24	1.79	0.12	26	1.78	0.14	22	1.80	0.16	26	1.78	0.14
Students are able to use their imagination to create new ideas and think outside the box	24	1.79	0.13	34	1.71	-0.23	25	1.78	0.10	33	1.72	-0.18	24	1.79	0.13	34	1.70	-0.28	25	1.79	0.12	32	1.72	-0.18	25	1.79	0.12	33	1.71	-0.23
Students learn to care for their physical well-being	25	1.78	0.09	43	1.62	-0.70	26	1.77	0.06	45	1.61	-0.76	25	1.79	0.13	43	1.63	-0.65	21	1.84	0.30	45	1.60	-0.80	27	1.72	-0.12	43	1.61	-0.76
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	26	1.77	0.06	21	1.81	0.29	21	1.81	0.21	22	1.81	0.29	28	1.72	-0.12	21	1.82	0.34	26	1.75	-0.02	20	1.82	0.34	23	1.79	0.12	24	1.79	0.19
Students learn from exposure to different ideas and beliefs	27	1.75	-0.02	49	1.57	-0.96	28	1.75	-0.01	48	1.58	-0.92	27	1.74	-0.05	49	1.56	-1.01	27	1.74	-0.05	48	1.58	-0.90	26	1.75	-0.02	49	1.56	-1.02
All students get the same amount of time to learn a new concept or skill	28	1.74	-0.05	11	1.92	0.87	27	1.75	-0.01	11	1.92	0.87	26	1.75	-0.01	12	1.92	0.86	28	1.71	-0.16	9	1.93	0.91	32	1.70	-0.19	11	1.92	0.87
Students demonstrate resilience in the face of stressful situations	29	1.72	-0.12	45	1.60	-0.81	32	1.71	-0.16	46	1.59	-0.87	30	1.72	-0.12	44	1.61	-0.75	30	1.71	-0.16	44	1.61	-0.75	31	1.71	-0.16	45	1.59	-0.87
Students can demonstrate artistic skills (e.g. art, music, theatre)	30	1.71	-0.16	35	1.70	-0.28	31	1.71	-0.16	34	1.72	-0.18	29	1.72	-0.12	37	1.68	-0.39	32	1.70	-0.19	36	1.70	-0.28	30	1.71	-0.16	34	1.71	-0.23

	Overall			High school or less			Some college			College grad			Postgrad		
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z
(Table 4/6) (Sorted by Overall Personal Rank)															
Students are able to collaborate effectively with others	31	1.71	-0.16	30	1.71	-0.16	31	1.73	-0.13	32	1.71	-0.16	30	1.73	-0.13
All students are placed in courses or subjects based on their aptitude or prior performance	32	1.71	-0.16	7	1.95	1.03	29	1.71	-0.16	31	1.70	-0.19	8	1.96	1.07
Students know how to learn new concepts that interest them	33	1.66	-0.34	50	1.53	-1.17	33	1.66	-0.34	50	1.53	-1.17	33	1.66	-0.33
All students receive the same type of support system to help them learn	34	1.65	-0.37	40	1.67	-0.44	34	1.66	-0.34	40	1.65	-0.37	35	1.70	-0.28
Students learn to care for their mental wellness	35	1.62	-0.48	33	1.71	-0.23	36	1.62	-0.49	32	1.73	-0.13	35	1.62	-0.48
Students can convince others to support an original idea of their own making	36	1.62	-0.48	53	1.48	-1.44	37	1.61	-0.53	54	1.47	-1.48	37	1.62	-0.47
Students adopt a shared set of American values	37	1.61	-0.52	25	1.79	0.19	35	1.64	-0.42	24	1.79	0.19	40	1.58	-0.61
Students want to improve the well-being of their community	38	1.59	-0.59	48	1.58	-0.91	38	1.59	-0.58	49	1.58	-0.92	38	1.59	-0.58
Students advance if they meet minimum grade requirements	39	1.58	-0.63	13	1.91	0.82	40	1.57	-0.67	13	1.90	0.77	39	1.59	-0.58
Students are prepared for a paid internship or entry level job	40	1.57	-0.66	14	1.86	0.56	41	1.57	-0.67	14	1.87	0.61	42	1.56	-0.68

	Overall			High school or less			Some college			College grad			Postgrad					
	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal	Personal		Perceived Societal			
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
(Table 5/6) (Sorted by Overall Personal Rank)																		
Students are prepared to give back to their community	41	1.57	-0.66	55	1.43	-1.70	42	1.56	-0.71	55	1.43	-1.71	43	1.57	-0.66	55	1.43	-1.71
All students study a common set of courses with a few options for electives	42	1.57	-0.66	23	1.80	0.24	39	1.57	-0.67	23	1.80	0.24	41	1.56	-0.68	23	1.81	0.29
Students can communicate in a foreign language	43	1.56	-0.70	56	1.42	-1.75	44	1.55	-0.75	56	1.42	-1.76	40	1.58	-0.62	56	1.42	-1.76
Students can effect change where they see a need	44	1.55	-0.73	42	1.63	-0.65	45	1.55	-0.75	42	1.65	-0.55	44	1.55	-0.73	42	1.62	-0.70
Students are able to understand and manage their emotions	45	1.54	-0.77	41	1.65	-0.54	46	1.54	-0.78	41	1.65	-0.55	45	1.54	-0.76	41	1.65	-0.54
Students develop relationships with adult mentors to get exposure to life outside of school	46	1.54	-0.77	51	1.50	-1.33	48	1.54	-0.78	52	1.50	-1.34	46	1.54	-0.78	52	1.50	-1.32
Students are prepared to enroll in a college or university	47	1.54	-0.77	3	2.09	1.76	49	1.53	-0.82	4	2.08	1.72	48	1.53	-0.80	2	2.11	1.85
Students are prepared to be productive members of society	48	1.53	-0.80	38	1.67	-0.44	47	1.54	-0.78	36	1.70	-0.29	50	1.52	-0.83	39	1.67	-0.44
Students are evaluated by how they rank against other students on standardized test scores	49	1.52	-0.84	46	1.60	-0.81	43	1.55	-0.75	43	1.61	-0.76	49	1.52	-0.83	45	1.60	-0.80
Students develop friendships	50	1.52	-0.84	47	1.58	-0.91	50	1.51	-0.89	47	1.58	-0.92	47	1.54	-0.76	47	1.58	-0.91

(Table 6/6) (Sorted by Overall Personal Rank)																														
	Overall						High school or less						Some college						College grad						Postgrad					
	Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal			Perceived Societal			Personal					
	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z	#	SOP	Z			
Students are able to pursue their curiosity	51	1.49	-0.95	57	1.40	-1.85	51	1.50	-0.93	57	1.41	-1.82	51	1.49	-0.94	57	1.39	-1.89	51	1.49	-0.93	57	1.40	-1.84	51	1.48	-0.97	57	1.39	-1.92
	52	1.46	-1.06	32	1.72	-0.18	52	1.46	-1.08	35	1.71	-0.23	52	1.47	-1.01	31	1.73	-0.13	52	1.46	-1.03	33	1.72	-0.18	52	1.46	-1.04	32	1.72	-0.18
Students learn social norms and appropriate behavior	53	1.41	-1.23	9	1.94	0.98	53	1.42	-1.22	12	1.92	0.87	53	1.40	-1.26	9	1.94	0.96	53	1.42	-1.17	10	1.93	0.91	53	1.39	-1.29	7	1.98	1.19
	54	1.39	-1.31	12	1.92	0.87	54	1.41	-1.26	8	1.93	0.93	54	1.38	-1.33	11	1.92	0.86	54	1.38	-1.31	13	1.90	0.76	54	1.38	-1.32	14	1.90	0.77
Students advance with a teacher's determination of readiness	55	1.31	-1.59	39	1.67	-0.44	55	1.31	-1.63	39	1.67	-0.45	55	1.33	-1.51	40	1.67	-0.44	55	1.31	-1.56	39	1.66	-0.49	55	1.30	-1.61	39	1.68	-0.39
	56	1.25	-1.81	44	1.61	-0.75	56	1.27	-1.77	44	1.61	-0.76	56	1.24	-1.83	46	1.59	-0.86	56	1.24	-1.80	43	1.61	-0.75	56	1.26	-1.75	42	1.61	-0.76
Students develop athletic talents	57	1.19	-2.02	54	1.47	-1.49	57	1.20	-2.03	53	1.48	-1.45	57	1.18	-2.05	53	1.47	-1.48	57	1.19	-1.98	54	1.47	-1.47	57	1.19	-2.00	54	1.47	-1.50
Students learn to care for their spiritual well-being																														

Appendix B: Achievement Score Results

This appendix contains personal and perceived societal Achievement Scores for all 57 attributes. Personal Achievement Scores represent the percent of respondents who believe their local schools are delivering on a given attribute, and Perceived Societal Achievement Scores are the percent of respondents who believe most people think their local schools currently deliver on a given attribute. Results are sorted by 2022 Personal Achievement Score, from most to least achieved. Appendix B1 displays the year-over-year results for the General Population from 2019 — when we first launched the *Purpose of Education Index* — through 2022. Appendix B2 summarizes year-over-year results for a nationally representative sample of Parents starting in 2020, when we first started collecting data for parents. Appendices B3 through B8 summarize 2022 results broken down by different subgroups — specifically, by IEP Status, Gender, Age, Race, Income, and Education

B1: Gen Pop Results (2019-2022)

	2022		2021		2020		2019	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by 2022 Personal Score)								
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	62%	64%	49%	52%	59%	63%
Students develop friendships	62%	67%	69%	68%	63%	48%	67%	58%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	57%	65%	46%	53%	54%	62%
All students study a common set of courses with a few options for electives	56%	55%	59%	60%	52%	53%	51%	58%
Students advance if they meet minimum grade requirements	53%	65%	58%	68%	54%	47%	59%	63%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	56%	65%	48%	44%	66%	63%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	41%	58%	37%	53%	51%	56%
Students develop athletic talents	49%	57%	46%	65%	40%	46%	41%	56%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	43%	58%	40%	40%	53%	46%
All students study the same common set of courses throughout their entire educational experience	47%	58%	48%	58%	49%	44%	47%	57%
Students can leverage technology to accomplish complex needs	47%	50%	44%	55%	39%	48%	49%	50%
Students are able to communicate their own thoughts and ideas	46%	51%	38%	58%	37%	46%	53%	46%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	53%	57%	40%	52%	53%	52%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	43%	55%	44%	56%	55%	58%
Students learn from exposure to different ideas and beliefs	43%	43%	39%	46%	35%	44%	54%	41%

	2022		2021		2020		2019	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by 2022 Personal Score)								
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	38%	51%	40%	40%	48%	50%
Students are prepared to enroll in a college or university	41%	57%	36%	63%	35%	52%	45%	59%
Students advance with a teacher's determination of readiness	39%	53%	39%	54%	37%	46%	49%	53%
Students are able to collaborate effectively with others	39%	57%	41%	57%	42%	46%	52%	47%
Students know how to learn new concepts that interest them	39%	49%	32%	46%	34%	41%	51%	42%
Students are able to pursue their curiosity	38%	44%	32%	39%	29%	46%	49%	40%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	34%	51%	36%	48%	51%	38%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	38%	59%	38%	46%	45%	50%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	34%	43%	33%	38%	47%	42%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	29%	51%	36%	52%	46%	43%
Students advance once they have demonstrated mastery of a subject	35%	51%	31%	50%	32%	48%	46%	49%
Students learn social norms and appropriate behavior	35%	50%	37%	50%	35%	39%	51%	50%
Students learn to care for their physical well-being	35%	40%	30%	47%	36%	48%	48%	43%
All students get the same amount of time to learn a new concept or skill	34%	49%	40%	57%	39%	46%	44%	54%
All students receive the same type of support system to help them learn	33%	49%	32%	50%	35%	41%	41%	54%

	2022		2021		2020		2019	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by 2022 Personal Score)								
Students are able to think critically to problem solve and make decisions	33%	50%	34%	56%	31%	48%	51%	46%
Students are prepared to be productive members of society	33%	50%	31%	46%	31%	46%	44%	51%
Students can convince others to support an original idea of their own making	33%	39%	26%	38%	24%	47%	43%	40%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	29%	41%	32%	43%	50%	43%
Students learn to treat all people equally	33%	44%	24%	42%	31%	40%	47%	42%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	20%	32%	26%	41%	42%	38%
Students have the skills to be competitive in the local job market	31%	44%	26%	45%	26%	42%	44%	52%
All students receive the unique supports that they need throughout their learning	30%	41%	24%	41%	33%	41%	43%	44%
Students are prepared for a career	30%	42%	22%	42%	26%	43%	40%	51%
Students are prepared for a paid internship or entry level job	30%	40%	27%	46%	27%	32%	38%	48%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	26%	34%	33%	40%	45%	41%
Students are prepared to give back to their community	30%	28%	22%	39%	29%	44%	42%	42%
Students demonstrate resilience in the face of stressful situations	30%	36%	19%	34%	27%	35%	42%	37%
Students develop a sense of purpose	30%	43%	24%	39%	28%	39%	47%	40%
Students want to improve the well-being of their community	30%	42%	25%	43%	26%	36%	42%	39%

	2022		2021		2020		2019	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by 2022 Personal Score)								
Students adopt a shared set of American values	29%	44%	26%	45%	26%	46%	41%	50%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	25%	41%	33%	39%	43%	43%
Students have the skills to be competitive in a global job market	28%	45%	24%	43%	28%	35%	38%	48%
Students understand and know how to participate in democracy	28%	43%	23%	42%	39%	34%	40%	49%
Students can communicate in a foreign language	27%	34%	21%	39%	25%	34%	35%	45%
Students can effect change where they see a need	27%	38%	23%	37%	25%	35%	44%	37%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	24%	30%	25%	32%	44%	43%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	18%	37%	28%	38%	37%	39%
Students are able to understand and manage their emotions	23%	32%	20%	32%	24%	32%	39%	39%
Students learn to care for their mental wellness	21%	29%	18%	30%	26%	33%	40%	34%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	15%	25%	23%	32%	27%	45%
Students learn to care for their spiritual well-being	19%	26%	11%	21%	15%	27%	37%	33%

B2: Parent Results (2020-2022)

	2022		2021		2020	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by 2022 Personal Score)						
Students develop friendships	65%	63%	71%	59%	54%	45%
Students are evaluated by assessments through tests administered by teachers as part of a course	64%	62%	71%	58%	52%	47%
All students study a common set of courses with a few options for electives	61%	54%	61%	61%	49%	48%
Students can demonstrate basic reading, writing, and arithmetic	61%	63%	66%	62%	60%	43%
Students advance if they meet minimum grade requirements	60%	62%	67%	61%	47%	48%
Students are evaluated by how they rank against other students on standardized test scores	57%	63%	66%	63%	47%	49%
Students can demonstrate artistic skills (e.g. art, music, theatre)	55%	53%	54%	61%	44%	49%
Students are able to collaborate effectively with others	53%	55%	52%	58%	41%	43%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	53%	58%	55%	62%	44%	54%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	53%	57%	57%	60%	46%	49%
Students can leverage technology to accomplish complex needs	52%	53%	59%	57%	47%	43%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	51%	47%	42%	56%	42%	39%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	50%	58%	53%	65%	48%	54%
All students study the same common set of courses throughout their entire educational experience	48%	57%	60%	62%	50%	48%
All students are placed in courses or subjects based on their aptitude or prior performance	47%	50%	43%	54%	35%	52%

	2022		2021		2020	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by 2022 Personal Score)						
Students are able to communicate their own thoughts and ideas	47%	50%	45%	55%	49%	46%
Students are able to think critically to problem solve and make decisions	47%	50%	49%	53%	44%	46%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	47%	49%	52%	57%	43%	51%
Students develop athletic talents	46%	58%	45%	58%	44%	47%
Students learn from exposure to different ideas and beliefs	46%	47%	43%	48%	35%	34%
Students know how to learn new concepts that interest them	45%	47%	43%	51%	44%	45%
Students learn social norms and appropriate behavior	45%	53%	43%	59%	38%	47%
Students advance with a teacher's determination of readiness	44%	53%	50%	57%	41%	52%
Students are able to use their imagination to create new ideas and think outside the box	44%	47%	43%	46%	48%	44%
Students are prepared to enroll in a college or university	44%	59%	45%	61%	36%	49%
Students learn to care for their physical well-being	44%	49%	36%	52%	38%	45%
Students are able to effectively plan, and prioritize to achieve a goal	43%	47%	42%	55%	37%	51%
Students are prepared to be productive members of society	43%	45%	34%	54%	34%	49%
Students learn to treat all people equally	43%	45%	37%	49%	39%	42%
All students get the same amount of time to learn a new concept or skill	41%	52%	45%	55%	47%	50%

	2022		2021		2020	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by 2022 Personal Score)						
Students advance once they have demonstrated mastery of a subject	41%	51%	45%	50%	39%	46%
Students are able to pursue their curiosity	41%	46%	38%	45%	35%	40%
All students have the option to choose the courses they want to study based on interests and aspirations	39%	46%	28%	43%	36%	42%
Students have the skills to be competitive in the local job market	39%	46%	34%	55%	33%	43%
Students develop a sense of purpose	38%	42%	38%	50%	37%	41%
All students receive the unique supports that they need throughout their learning	37%	46%	35%	49%	38%	41%
Students adopt a shared set of American values	37%	44%	35%	49%	35%	48%
Students are prepared to do work that is personally meaningful and fulfilling	37%	40%	34%	45%	37%	38%
Students can convince others to support an original idea of their own making	37%	41%	32%	41%	37%	43%
Students demonstrate resilience in the face of stressful situations	37%	38%	30%	42%	34%	37%
All students receive the same type of support system to help them learn	36%	48%	38%	51%	38%	48%
Students are prepared to give back to their community	36%	35%	36%	42%	37%	39%
Students can effect change where they see a need	36%	39%	35%	43%	32%	41%
Students want to improve the well-being of their community	36%	45%	37%	49%	35%	35%
Students are able to understand and manage their emotions	35%	38%	29%	46%	34%	42%

	2022		2021		2020	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by 2022 Personal Score)						
Students are prepared for a career	34%	44%	26%	49%	27%	42%
Students are prepared for a paid internship or entry level job	34%	41%	26%	49%	30%	41%
Students can communicate in a foreign language	34%	42%	27%	43%	30%	47%
Students have the skills to be competitive in a global job market	34%	40%	28%	47%	32%	41%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	33%	40%	31%	46%	36%	42%
Students understand and know how to participate in democracy	33%	46%	33%	47%	35%	44%
Students develop relationships with adult mentors to get exposure to life outside of school	32%	38%	33%	37%	31%	55%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	31%	37%	26%	36%	31%	41%
Students learn to care for their mental wellness	31%	33%	30%	32%	31%	38%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	30%	34%	31%	39%	37%	41%
Students are prepared to secure one of the highest-paying jobs in the job market	26%	42%	21%	32%	35%	37%
Students learn to care for their spiritual well-being	25%	25%	22%	31%	28%	32%

B3: 2022 Results by Individualized Education Plan Status

	Gen Pop Overall		Parents with IEPs		Parents without IEPs	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by 2022 Gen Pop Overall Personal Score)						
Students develop friendships	62%	67%	58%	52%	69%	68%
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	60%	58%	67%	64%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	50%	60%	61%	65%
All students study a common set of courses with a few options for electives	56%	55%	60%	40%	62%	59%
Students advance if they meet minimum grade requirements	53%	65%	59%	53%	63%	66%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	64%	54%	62%	68%
Students develop athletic talents	49%	57%	45%	51%	47%	64%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	51%	58%	55%	59%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	58%	49%	56%	55%
Students can leverage technology to accomplish complex needs	47%	50%	50%	48%	54%	57%
All students study the same common set of courses throughout their entire educational experience	47%	58%	48%	58%	48%	58%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	50%	55%	54%	60%
Students are able to communicate their own thoughts and ideas	46%	51%	50%	42%	47%	54%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	51%	60%	51%	58%
Students learn from exposure to different ideas and beliefs	43%	43%	54%	44%	44%	48%

	Gen Pop Overall		Parents with IEPs		Parents without IEPs	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by 2022 Gen Pop Overall Personal Score)						
Students are prepared to enroll in a college or university	41%	57%	40%	55%	46%	61%
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	52%	42%	46%	52%
Students advance with a teacher's determination of readiness	39%	53%	45%	42%	44%	58%
Students are able to collaborate effectively with others	39%	57%	52%	49%	55%	59%
Students know how to learn new concepts that interest them	39%	49%	52%	42%	42%	48%
Students are able to pursue their curiosity	38%	44%	41%	42%	42%	48%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	47%	49%	44%	46%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	45%	47%	49%	49%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	51%	43%	41%	51%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	40%	43%	40%	47%
Students advance once they have demonstrated mastery of a subject	35%	51%	37%	51%	43%	52%
Students learn social norms and appropriate behavior	35%	50%	46%	52%	45%	53%
Students learn to care for their physical well-being	35%	40%	43%	48%	45%	51%
All students get the same amount of time to learn a new concept or skill	34%	49%	39%	50%	41%	55%
All students receive the same type of support system to help them learn	33%	49%	37%	47%	37%	48%

	Gen Pop Overall		Parents with IEPs		Parents without IEPs	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by 2022 Gen Pop Overall Personal Score)						
Students can convince others to support an original idea of their own making	33%	39%	38%	42%	37%	41%
Students are able to think critically to problem solve and make decisions	33%	50%	49%	52%	48%	51%
Students are prepared to be productive members of society	33%	50%	46%	43%	41%	46%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	50%	43%	51%	49%
Students learn to treat all people equally	33%	44%	44%	39%	43%	48%
Students have the skills to be competitive in the local job market	31%	44%	39%	40%	40%	50%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	38%	38%	30%	38%
All students receive the unique supports that they need throughout their learning	30%	41%	39%	49%	36%	45%
Students demonstrate resilience in the face of stressful situations	30%	36%	39%	41%	37%	36%
Students want to improve the well-being of their community	30%	42%	39%	50%	35%	43%
Students are prepared for a paid internship or entry level job	30%	40%	40%	37%	33%	43%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	38%	34%	35%	42%
Students develop a sense of purpose	30%	43%	41%	39%	37%	42%
Students are prepared for a career	30%	42%	37%	42%	34%	45%
Students are prepared to give back to their community	30%	28%	39%	32%	35%	36%

	Gen Pop Overall		Parents with IEPs		Parents without IEPs	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by 2022 Gen Pop Overall Personal Score)						
Students adopt a shared set of American values	29%	44%	41%	44%	36%	45%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	40%	38%	30%	40%
Students have the skills to be competitive in a global job market	28%	45%	44%	39%	31%	41%
Students understand and know how to participate in democracy	28%	43%	32%	50%	34%	44%
Students can effect change where they see a need	27%	38%	44%	38%	33%	40%
Students can communicate in a foreign language	27%	34%	35%	45%	33%	42%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	36%	37%	29%	32%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	38%	38%	29%	36%
Students are able to understand and manage their emotions	23%	32%	42%	41%	33%	37%
Students learn to care for their mental wellness	21%	29%	46%	26%	25%	36%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	33%	44%	23%	41%
Students learn to care for their spiritual well-being	19%	26%	35%	21%	22%	26%

B4: 2022 Gen Pop Results by Gender

	Overall		Male		Female	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by Overall Personal Score)						
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	62%	61%	62%	67%
Students develop friendships	62%	67%	59%	67%	66%	67%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	59%	68%	58%	60%
All students study a common set of courses with a few options for electives	56%	55%	51%	52%	61%	57%
Students advance if they meet minimum grade requirements	53%	65%	52%	63%	53%	68%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	50%	54%	55%	63%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	47%	50%	50%	59%
Students develop athletic talents	49%	57%	52%	55%	46%	59%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	48%	52%	48%	52%
All students study the same common set of courses throughout their entire educational experience	47%	58%	44%	57%	49%	59%
Students can leverage technology to accomplish complex needs	47%	50%	45%	51%	49%	50%
Students are able to communicate their own thoughts and ideas	46%	51%	46%	52%	46%	50%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	40%	56%	53%	54%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	41%	53%	46%	52%
Students learn from exposure to different ideas and beliefs	43%	43%	44%	42%	43%	45%

	Overall		Male		Female	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by Overall Personal Score)						
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	37%	57%	44%	48%
Students are prepared to enroll in a college or university	41%	57%	40%	56%	42%	58%
Students advance with a teacher's determination of readiness	39%	53%	36%	51%	43%	55%
Students are able to collaborate effectively with others	39%	57%	33%	57%	44%	58%
Students know how to learn new concepts that interest them	39%	49%	39%	50%	38%	48%
Students are able to pursue their curiosity	38%	44%	41%	38%	34%	50%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	36%	43%	38%	42%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	40%	47%	35%	51%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	37%	44%	34%	49%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	36%	49%	35%	50%
Students advance once they have demonstrated mastery of a subject	35%	51%	40%	49%	31%	52%
Students learn social norms and appropriate behavior	35%	50%	32%	49%	38%	51%
Students learn to care for their physical well-being	35%	40%	41%	37%	30%	44%
All students get the same amount of time to learn a new concept or skill	34%	49%	28%	51%	40%	47%
All students receive the same type of support system to help them learn	33%	49%	32%	56%	35%	43%

	Overall		Male		Female	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by Overall Personal Score)						
Students are able to think critically to problem solve and make decisions	33%	50%	34%	51%	33%	49%
Students are prepared to be productive members of society	33%	50%	37%	49%	30%	50%
Students can convince others to support an original idea of their own making	33%	39%	39%	36%	29%	41%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	30%	47%	36%	43%
Students learn to treat all people equally	33%	44%	32%	52%	34%	38%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	31%	31%	30%	35%
Students have the skills to be competitive in the local job market	31%	44%	35%	42%	29%	46%
All students receive the unique supports that they need throughout their learning	30%	41%	37%	42%	25%	40%
Students are prepared for a career	30%	42%	31%	40%	29%	44%
Students are prepared for a paid internship or entry level job	30%	40%	36%	37%	25%	44%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	34%	43%	27%	45%
Students are prepared to give back to their community	30%	28%	31%	29%	28%	27%
Students demonstrate resilience in the face of stressful situations	30%	36%	32%	37%	29%	36%
Students develop a sense of purpose	30%	43%	29%	47%	32%	41%
Students want to improve the well-being of their community	30%	42%	31%	42%	31%	42%

	Overall		Male		Female	
	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by Overall Personal Score)						
Students adopt a shared set of American values	29%	44%	33%	41%	26%	48%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	32%	38%	27%	41%
Students have the skills to be competitive in a global job market	28%	45%	32%	45%	24%	44%
Students understand and know how to participate in democracy	28%	43%	30%	46%	26%	40%
Students can communicate in a foreign language	27%	34%	30%	34%	25%	33%
Students can effect change where they see a need	27%	38%	32%	37%	22%	38%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	27%	38%	26%	33%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	24%	36%	24%	26%
Students are able to understand and manage their emotions	23%	32%	25%	37%	21%	28%
Students learn to care for their mental wellness	21%	29%	22%	30%	19%	29%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	20%	38%	18%	40%
Students learn to care for their spiritual well-being	19%	26%	21%	26%	17%	25%

B5: 2022 Gen Pop Results by Race

	Overall		White		Black		Hispanic		Asian	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by Overall Personal Score)										
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	65%	70%	58%	59%	61%	57%	59%	67%
Students develop friendships	62%	67%	64%	71%	62%	47%	62%	60%	56%	70%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	58%	69%	47%	54%	50%	52%	50%	59%
All students study a common set of courses with a few options for electives	56%	55%	58%	59%	46%	59%	51%	56%	51%	61%
Students advance if they meet minimum grade requirements	53%	65%	55%	67%	55%	53%	56%	58%	53%	64%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	54%	61%	59%	46%	56%	56%	49%	62%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	49%	58%	42%	52%	39%	56%	44%	60%
Students develop athletic talents	49%	57%	46%	63%	50%	52%	51%	57%	38%	59%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	49%	54%	54%	46%	43%	52%	39%	58%
All students study the same common set of courses throughout their entire educational experience	47%	58%	46%	60%	43%	46%	38%	50%	45%	57%
Students can leverage technology to accomplish complex needs	47%	50%	45%	53%	43%	50%	43%	53%	49%	55%
Students are able to communicate their own thoughts and ideas	46%	51%	44%	53%	42%	49%	46%	48%	44%	58%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	45%	58%	41%	53%	49%	53%	49%	55%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	44%	54%	37%	53%	36%	53%	49%	63%
Students learn from exposure to different ideas and beliefs	43%	43%	41%	44%	48%	43%	38%	53%	45%	50%

	Overall		White		Black		Hispanic		Asian	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by Overall Personal Score)										
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	40%	54%	44%	49%	39%	51%	39%	57%
Students are prepared to enroll in a college or university	41%	57%	40%	63%	37%	59%	36%	61%	42%	47%
Students advance with a teacher's determination of readiness	39%	53%	37%	55%	44%	45%	34%	56%	37%	50%
Students are able to collaborate effectively with others	39%	57%	39%	59%	46%	49%	42%	54%	46%	46%
Students know how to learn new concepts that interest them	39%	49%	38%	50%	36%	49%	42%	48%	38%	47%
Students are able to pursue their curiosity	38%	44%	38%	46%	27%	43%	38%	46%	36%	39%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	36%	46%	42%	48%	34%	54%	32%	39%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	34%	52%	39%	48%	43%	54%	41%	53%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	34%	50%	39%	42%	35%	52%	48%	54%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	32%	53%	44%	40%	37%	52%	29%	47%
Students advance once they have demonstrated mastery of a subject	35%	51%	32%	55%	44%	53%	36%	48%	41%	49%
Students learn social norms and appropriate behavior	35%	50%	34%	54%	39%	48%	44%	51%	46%	58%
Students learn to care for their physical well-being	35%	40%	32%	44%	40%	47%	36%	58%	33%	46%
All students get the same amount of time to learn a new concept or skill	34%	49%	35%	51%	29%	44%	38%	46%	42%	43%
All students receive the same type of support system to help them learn	33%	49%	35%	52%	35%	49%	30%	53%	32%	45%

	Overall		White		Black		Hispanic		Asian	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by Overall Personal Score)										
Students are able to think critically to problem solve and make decisions	33%	50%	33%	51%	35%	46%	36%	51%	41%	49%
Students are prepared to be productive members of society	33%	50%	30%	54%	42%	44%	38%	58%	33%	54%
Students can convince others to support an original idea of their own making	33%	39%	29%	41%	33%	34%	31%	41%	25%	35%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	33%	47%	34%	53%	35%	48%	40%	38%
Students learn to treat all people equally	33%	44%	32%	45%	35%	40%	41%	45%	31%	43%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	29%	32%	31%	38%	28%	40%	31%	44%
Students have the skills to be competitive in the local job market	31%	44%	29%	44%	36%	41%	28%	48%	30%	49%
All students receive the unique supports that they need throughout their learning	30%	41%	27%	42%	30%	46%	31%	43%	24%	41%
Students are prepared for a career	30%	42%	27%	43%	33%	48%	24%	44%	23%	43%
Students are prepared for a paid internship or entry level job	30%	40%	28%	41%	39%	41%	23%	39%	31%	42%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	29%	45%	35%	51%	34%	43%	30%	41%
Students are prepared to give back to their community	30%	28%	25%	26%	28%	33%	35%	39%	25%	33%
Students demonstrate resilience in the face of stressful situations	30%	36%	28%	36%	37%	39%	31%	43%	28%	31%
Students develop a sense of purpose	30%	43%	28%	47%	38%	42%	29%	43%	32%	41%
Students want to improve the well-being of their community	30%	42%	29%	44%	34%	43%	31%	45%	36%	39%

	Overall		White		Black		Hispanic		Asian	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by Overall Personal Score)										
Students adopt a shared set of American values	29%	44%	28%	43%	30%	47%	27%	54%	31%	37%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	27%	41%	40%	33%	30%	42%	31%	36%
Students have the skills to be competitive in a global job market	28%	45%	27%	43%	24%	48%	27%	46%	28%	41%
Students understand and know how to participate in democracy	28%	43%	25%	43%	36%	47%	28%	46%	36%	48%
Students can communicate in a foreign language	27%	34%	25%	35%	36%	34%	35%	40%	22%	39%
Students can effect change where they see a need	27%	38%	24%	37%	35%	36%	33%	40%	28%	28%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	25%	38%	28%	45%	31%	41%	23%	26%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	20%	32%	27%	28%	27%	35%	33%	33%
Students are able to understand and manage their emotions	23%	32%	23%	34%	29%	41%	26%	35%	32%	36%
Students learn to care for their mental wellness	21%	29%	20%	29%	30%	26%	32%	42%	24%	28%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	18%	40%	26%	42%	16%	47%	21%	40%
Students learn to care for their spiritual well-being	19%	26%	15%	27%	27%	23%	21%	28%	23%	32%

B6: 2022 Results by Age

	Overall		18-29		30-44		45-54		55-64		65+	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by Overall Personal Score)												
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	63%	56%	60%	57%	59%	64%	70%	70%	59%	74%
Students develop friendships	62%	67%	62%	57%	63%	63%	61%	69%	57%	66%	65%	80%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	57%	59%	58%	56%	62%	62%	55%	61%	58%	77%
All students study a common set of courses with a few options for electives	56%	55%	60%	49%	55%	56%	52%	51%	50%	54%	59%	63%
Students advance if they meet minimum grade requirements	53%	65%	52%	64%	52%	59%	42%	74%	54%	66%	60%	67%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	56%	40%	50%	63%	49%	62%	51%	55%	53%	71%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	59%	50%	54%	50%	38%	59%	41%	53%	47%	62%
Students develop athletic talents	49%	57%	53%	60%	53%	53%	44%	46%	49%	59%	45%	66%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	51%	45%	47%	52%	42%	45%	45%	55%	53%	64%
All students study the same common set of courses throughout their entire educational experience	47%	58%	46%	62%	59%	54%	42%	52%	47%	59%	39%	62%
Students can leverage technology to accomplish complex needs	47%	50%	45%	42%	55%	53%	46%	47%	42%	59%	45%	49%
Students are able to communicate their own thoughts and ideas	46%	51%	51%	44%	50%	40%	35%	55%	38%	50%	48%	67%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	52%	49%	45%	50%	38%	63%	44%	49%	51%	67%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	51%	46%	44%	57%	41%	53%	45%	51%	35%	55%
Students learn from exposure to different ideas and beliefs	43%	43%	44%	43%	47%	35%	39%	42%	41%	39%	44%	57%

	Overall		18-29		30-44		45-54		55-64		65+	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by Overall Personal Score)												
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	45%	48%	41%	56%	37%	51%	33%	46%	44%	60%
Students are prepared to enroll in a college or university	41%	57%	39%	61%	46%	52%	33%	52%	39%	57%	44%	62%
Students advance with a teacher's determination of readiness	39%	53%	40%	47%	40%	53%	38%	49%	34%	51%	42%	64%
Students are able to collaborate effectively with others	39%	57%	48%	53%	35%	57%	35%	54%	33%	63%	43%	61%
Students know how to learn new concepts that interest them	39%	49%	46%	38%	42%	43%	46%	57%	31%	51%	29%	56%
Students are able to pursue their curiosity	38%	44%	41%	47%	39%	38%	32%	43%	36%	40%	39%	53%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	43%	38%	39%	43%	32%	39%	33%	41%	36%	50%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	40%	50%	45%	44%	37%	53%	29%	51%	32%	51%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	36%	40%	33%	42%	36%	51%	24%	45%	45%	55%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	37%	51%	43%	49%	35%	48%	26%	44%	36%	52%
Students advance once they have demonstrated mastery of a subject	35%	51%	39%	45%	41%	43%	24%	47%	32%	58%	37%	62%
Students learn social norms and appropriate behavior	35%	50%	38%	53%	42%	47%	31%	47%	32%	52%	28%	52%
Students learn to care for their physical well-being	35%	40%	44%	42%	41%	45%	27%	35%	28%	32%	33%	44%
All students get the same amount of time to learn a new concept or skill	34%	49%	40%	43%	33%	49%	34%	51%	35%	53%	29%	50%
All students receive the same type of support system to help them learn	33%	49%	42%	48%	30%	53%	33%	47%	36%	48%	27%	50%

	Overall		18-29		30-44		45-54		55-64		65+	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by Overall Personal Score)												
Students are able to think critically to problem solve and make decisions	33%	50%	37%	52%	37%	43%	29%	42%	29%	47%	33%	62%
Students are prepared to be productive members of society	33%	50%	33%	51%	37%	46%	30%	50%	29%	44%	35%	58%
Students can convince others to support an original idea of their own making	33%	39%	44%	37%	37%	38%	28%	42%	27%	29%	28%	48%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	41%	49%	36%	48%	26%	38%	22%	34%	40%	54%
Students learn to treat all people equally	33%	44%	36%	46%	34%	38%	36%	43%	24%	43%	33%	50%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	42%	31%	36%	30%	28%	32%	19%	33%	23%	37%
Students have the skills to be competitive in the local job market	31%	44%	35%	28%	26%	48%	26%	39%	37%	47%	33%	54%
All students receive the unique supports that they need throughout their learning	30%	41%	37%	38%	31%	39%	27%	38%	25%	40%	29%	47%
Students are prepared for a career	30%	42%	33%	49%	35%	36%	25%	40%	22%	42%	31%	45%
Students are prepared for a paid internship or entry level job	30%	40%	38%	38%	37%	34%	23%	40%	22%	50%	27%	42%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	37%	32%	34%	46%	25%	46%	20%	40%	30%	55%
Students are prepared to give back to their community	30%	28%	40%	36%	39%	24%	20%	27%	18%	31%	26%	22%
Students demonstrate resilience in the face of stressful situations	30%	36%	36%	30%	38%	42%	23%	36%	21%	35%	29%	36%
Students develop a sense of purpose	30%	43%	37%	39%	33%	47%	17%	43%	21%	40%	37%	48%
Students want to improve the well-being of their community	30%	42%	27%	41%	36%	43%	20%	37%	28%	35%	35%	50%

	Overall		18-29		30-44		45-54		55-64		65+	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by Overall Personal Score)												
Students adopt a shared set of American values	29%	44%	27%	54%	34%	46%	23%	38%	26%	39%	34%	37%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	42%	27%	26%	39%	22%	47%	25%	37%	28%	49%
Students have the skills to be competitive in a global job market	28%	45%	35%	43%	31%	41%	23%	45%	19%	45%	30%	49%
Students understand and know how to participate in democracy	28%	43%	25%	40%	28%	51%	24%	42%	26%	37%	33%	43%
Students can communicate in a foreign language	27%	34%	36%	37%	34%	32%	20%	43%	19%	31%	22%	29%
Students can effect change where they see a need	27%	38%	37%	35%	32%	49%	16%	34%	25%	32%	24%	36%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	26%	40%	30%	39%	19%	26%	19%	31%	33%	37%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	28%	32%	28%	35%	23%	21%	24%	32%	18%	30%
Students are able to understand and manage their emotions	23%	32%	31%	33%	30%	38%	15%	28%	15%	26%	19%	34%
Students learn to care for their mental wellness	21%	29%	23%	35%	27%	30%	21%	22%	14%	29%	17%	29%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	29%	32%	19%	37%	19%	50%	17%	32%	12%	44%
Students learn to care for their spiritual well-being	19%	26%	26%	31%	24%	33%	18%	25%	12%	16%	11%	20%

B7: 2022 Results by Income

	Overall		Less than \$25K		\$25K - less than \$50K		\$50K - less than \$100K		\$100K or more	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by Overall Personal Score)										
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	48%	64%	66%	61%	66%	59%	65%	72%
Students develop friendships	62%	67%	60%	50%	54%	73%	64%	70%	72%	80%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	48%	52%	57%	68%	61%	66%	67%	67%
All students study a common set of courses with a few options for electives	56%	55%	45%	47%	63%	58%	61%	59%	52%	55%
Students advance if they meet minimum grade requirements	53%	65%	43%	52%	57%	72%	55%	65%	54%	75%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	46%	47%	56%	59%	51%	67%	56%	59%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	36%	55%	51%	55%	57%	54%	48%	55%
Students develop athletic talents	49%	57%	41%	52%	54%	58%	51%	59%	52%	61%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	44%	44%	55%	53%	49%	54%	44%	57%
All students study the same common set of courses throughout their entire educational experience	47%	58%	38%	52%	44%	57%	53%	61%	51%	62%
Students can leverage technology to accomplish complex needs	47%	50%	42%	46%	49%	47%	48%	57%	51%	50%
Students are able to communicate their own thoughts and ideas	46%	51%	43%	49%	44%	53%	50%	50%	45%	50%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	33%	53%	50%	52%	52%	60%	50%	56%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	42%	51%	40%	56%	45%	47%	44%	58%
Students learn from exposure to different ideas and beliefs	43%	43%	40%	40%	50%	39%	39%	49%	44%	43%

(Table 2/4) (Sorted by Overall Personal Score)		Overall		Less than \$25K		\$25K - less than \$50K		\$50K - less than \$100K		\$100K or more	
		Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
All students are placed in courses or subjects based on their aptitude or prior performance											
		41%	53%	43%	47%	43%	48%	39%	56%	39%	59%
Students are prepared to enroll in a college or university											
		41%	57%	32%	49%	47%	56%	41%	61%	45%	62%
Students advance with a teacher's determination of readiness											
		39%	53%	35%	48%	41%	57%	40%	53%	38%	52%
Students are able to collaborate effectively with others											
		39%	57%	33%	51%	36%	55%	39%	64%	48%	57%
Students know how to learn new concepts that interest them											
		39%	49%	35%	48%	43%	51%	39%	48%	36%	49%
Students are able to pursue their curiosity											
		38%	44%	33%	48%	37%	51%	40%	42%	40%	35%
Students are able to use their imagination to create new ideas and think outside the box											
		37%	43%	35%	43%	40%	40%	40%	47%	32%	39%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)											
		37%	49%	30%	41%	39%	56%	43%	56%	34%	40%
All students have the option to choose the courses they want to study based on interests and aspirations											
		36%	47%	28%	44%	27%	46%	43%	49%	42%	47%
Students are able to effectively plan, and prioritize to achieve a goal											
		36%	49%	31%	54%	35%	51%	40%	45%	36%	49%
Students advance once they have demonstrated mastery of a subject											
		35%	51%	35%	53%	44%	51%	31%	48%	32%	50%
Students learn social norms and appropriate behavior											
		35%	50%	30%	45%	40%	50%	30%	50%	42%	56%
Students learn to care for their physical well-being											
		35%	40%	34%	45%	29%	42%	41%	36%	35%	38%
All students get the same amount of time to learn a new concept or skill											
		34%	49%	28%	47%	35%	55%	35%	47%	38%	46%
All students receive the same type of support system to help them learn											
		33%	49%	34%	48%	30%	48%	35%	53%	35%	46%

(Table 3/4) (Sorted by Overall Personal Score)		Overall		Less than \$25K		\$25K - less than \$50K		\$50K - less than \$100K		\$100K or more	
		Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
Students are able to think critically to problem solve and make decisions		33%	50%	35%	45%	35%	54%	31%	53%	32%	46%
	Students are prepared to be productive members of society	33%	50%	30%	40%	28%	60%	34%	50%	40%	47%
	Students can convince others to support an original idea of their own making	33%	39%	34%	26%	33%	45%	31%	41%	38%	40%
	Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	28%	45%	33%	44%	33%	42%	40%	49%
	Students learn to treat all people equally	33%	44%	30%	40%	33%	42%	28%	48%	44%	46%
Students develop relationships with adult mentors to get exposure to life outside of school		31%	33%	28%	37%	29%	34%	35%	33%	28%	24%
Students have the skills to be competitive in the local job market		31%	44%	23%	41%	33%	43%	34%	43%	36%	50%
All students receive the unique supports that they need throughout their learning		30%	41%	27%	46%	28%	44%	37%	39%	26%	34%
Students are prepared for a career		30%	42%	27%	38%	37%	47%	32%	48%	23%	35%
Students are prepared for a paid internship or entry level job		30%	40%	22%	39%	25%	45%	31%	33%	41%	45%
Students are prepared to do work that is personally meaningful and fulfilling		30%	44%	24%	50%	29%	45%	33%	40%	34%	41%
Students are prepared to give back to their community		30%	28%	23%	33%	32%	32%	30%	22%	33%	26%
Students demonstrate resilience in the face of stressful situations		30%	36%	27%	32%	31%	38%	33%	37%	30%	37%
Students develop a sense of purpose		30%	43%	26%	43%	32%	44%	28%	46%	36%	40%
Students want to improve the well-being of their community		30%	42%	23%	44%	29%	41%	34%	38%	33%	48%

Table 4/4 (Sorted by Overall Personal Score)	Overall		Less than \$25K		\$25K - less than \$50K		\$50K - less than \$100K		\$100K or more	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
	29%	44%	24%	51%	29%	49%	35%	40%	27%	37%
	29%	39%	17%	42%	36%	36%	31%	40%	32%	39%
	28%	45%	31%	51%	26%	44%	24%	47%	33%	35%
	28%	43%	24%	40%	27%	47%	28%	43%	33%	42%
	27%	34%	20%	38%	26%	41%	35%	30%	23%	28%
	27%	38%	25%	40%	29%	38%	27%	37%	28%	35%
	26%	35%	25%	38%	32%	38%	27%	36%	21%	30%
	24%	31%	26%	31%	33%	33%	19%	30%	20%	28%
	23%	32%	19%	31%	28%	30%	24%	36%	19%	31%
	21%	29%	21%	23%	25%	33%	23%	31%	14%	30%
	19%	39%	17%	41%	22%	43%	18%	37%	21%	33%
	19%	26%	21%	19%	23%	33%	16%	31%	16%	18%

B8: 2022 Results by Education

	Overall		High school or less		Some college		College grad		Postgrad	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 1/4) (Sorted by Overall Personal Score)										
Students are evaluated by assessments through tests administered by teachers as part of a course	62%	64%	59%	59%	59%	61%	64%	70%	74%	73%
Students develop friendships	62%	67%	57%	60%	57%	69%	73%	71%	66%	79%
Students are evaluated by how they rank against other students on standardized test scores	58%	63%	57%	58%	50%	68%	63%	61%	71%	71%
All students study a common set of courses with a few options for electives	56%	55%	52%	47%	60%	62%	54%	59%	60%	52%
Students advance if they meet minimum grade requirements	53%	65%	50%	57%	52%	69%	60%	72%	53%	72%
Students can demonstrate basic reading, writing, and arithmetic	52%	59%	49%	56%	48%	52%	55%	65%	63%	70%
Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)	49%	55%	53%	55%	46%	53%	45%	56%	48%	56%
Students develop athletic talents	49%	57%	51%	50%	52%	55%	40%	68%	51%	66%
Students can demonstrate artistic skills (e.g. art, music, theatre)	48%	52%	54%	47%	47%	56%	43%	52%	42%	58%
All students study the same common set of courses throughout their entire educational experience	47%	58%	42%	54%	46%	59%	55%	61%	50%	61%
Students can leverage technology to accomplish complex needs	47%	50%	42%	47%	48%	52%	56%	55%	46%	48%
Students are able to communicate their own thoughts and ideas	46%	51%	51%	49%	42%	53%	44%	42%	45%	63%
Students are evaluated by how they demonstrate an understanding of a subject through class-based projects	46%	56%	44%	53%	45%	56%	49%	58%	51%	56%
Students can demonstrate knowledge of social studies (e.g. history, economics, geography)	43%	53%	46%	51%	41%	50%	47%	58%	34%	56%
Students learn from exposure to different ideas and beliefs	43%	43%	43%	44%	45%	41%	43%	40%	40%	48%

	Overall		High school or less		Some college		College grad		Postgrad	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 2/4) (Sorted by Overall Personal Score)										
All students are placed in courses or subjects based on their aptitude or prior performance	41%	53%	47%	47%	37%	56%	36%	56%	41%	56%
Students are prepared to enroll in a college or university	41%	57%	42%	48%	38%	62%	44%	66%	40%	59%
Students advance with a teacher's determination of readiness	39%	53%	44%	55%	33%	52%	42%	47%	34%	58%
Students are able to collaborate effectively with others	39%	57%	40%	58%	31%	57%	45%	59%	44%	53%
Students know how to learn new concepts that interest them	39%	49%	37%	54%	35%	46%	41%	45%	46%	47%
Students are able to pursue their curiosity	38%	44%	38%	47%	37%	39%	34%	45%	43%	48%
Students are able to use their imagination to create new ideas and think outside the box	37%	43%	44%	45%	32%	45%	38%	39%	26%	38%
Students can demonstrate advanced mathematics skills (e.g. algebra, calculus)	37%	49%	43%	55%	31%	48%	36%	46%	37%	45%
All students have the option to choose the courses they want to study based on interests and aspirations	36%	47%	39%	48%	33%	41%	37%	49%	32%	55%
Students are able to effectively plan, and prioritize to achieve a goal	36%	49%	38%	49%	35%	50%	32%	48%	37%	51%
Students advance once they have demonstrated mastery of a subject	35%	51%	40%	50%	33%	48%	33%	55%	34%	51%
Students learn social norms and appropriate behavior	35%	50%	30%	47%	35%	47%	41%	55%	41%	59%
Students learn to care for their physical well-being	35%	40%	39%	41%	35%	36%	35%	45%	26%	39%
All students get the same amount of time to learn a new concept or skill	34%	49%	30%	46%	38%	52%	33%	50%	38%	47%
All students receive the same type of support system to help them learn	33%	49%	34%	51%	35%	55%	32%	42%	32%	45%

	Overall		High school or less		Some college		College grad		Postgrad	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 3/4) (Sorted by Overall Personal Score)										
Students are able to think critically to problem solve and make decisions	33%	50%	39%	50%	28%	55%	33%	40%	32%	52%
Students are prepared to be productive members of society	33%	50%	35%	53%	26%	45%	34%	46%	42%	58%
Students can convince others to support an original idea of their own making	33%	39%	31%	41%	33%	35%	32%	40%	41%	36%
Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)	33%	45%	36%	47%	27%	43%	33%	47%	41%	41%
Students learn to treat all people equally	33%	44%	30%	47%	32%	42%	32%	44%	45%	45%
Students develop relationships with adult mentors to get exposure to life outside of school	31%	33%	34%	37%	28%	35%	30%	22%	25%	34%
Students have the skills to be competitive in the local job market	31%	44%	31%	43%	32%	44%	30%	38%	36%	53%
All students receive the unique supports that they need throughout their learning	30%	41%	39%	45%	27%	39%	25%	31%	22%	48%
Students are prepared for a career	30%	42%	33%	41%	29%	43%	28%	44%	26%	41%
Students are prepared for a paid internship or entry level job	30%	40%	27%	37%	34%	43%	28%	36%	33%	49%
Students are prepared to do work that is personally meaningful and fulfilling	30%	44%	30%	58%	31%	35%	26%	42%	34%	35%
Students are prepared to give back to their community	30%	28%	33%	30%	27%	24%	28%	27%	31%	29%
Students demonstrate resilience in the face of stressful situations	30%	36%	33%	39%	29%	35%	33%	30%	22%	41%
Students develop a sense of purpose	30%	43%	36%	52%	23%	39%	23%	34%	40%	44%
Students want to improve the well-being of their community	30%	42%	35%	40%	24%	41%	30%	42%	33%	51%

	Overall		High school or less		Some college		College grad		Postgrad	
	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived	Personal	Perceived
(Table 4/4) (Sorted by Overall Personal Score)										
Students adopt a shared set of American values	29%	44%	31%	42%	30%	46%	25%	44%	29%	42%
Students are evaluated by how they demonstrate understanding of a subject in real-world applications	29%	39%	30%	44%	33%	33%	24%	37%	30%	47%
Students have the skills to be competitive in a global job market	28%	45%	32%	53%	23%	44%	27%	33%	31%	40%
Students understand and know how to participate in democracy	28%	43%	31%	45%	23%	41%	26%	39%	34%	50%
Students can communicate in a foreign language	27%	34%	27%	37%	30%	31%	25%	33%	24%	31%
Students can effect change where they see a need	27%	38%	28%	39%	24%	39%	25%	36%	37%	36%
Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)	26%	35%	35%	37%	21%	34%	19%	34%	26%	36%
All students get whatever amount of time they need to learn a new concept or skill at their own pace	24%	31%	31%	35%	23%	30%	16%	27%	24%	27%
Students are able to understand and manage their emotions	23%	32%	29%	39%	16%	32%	26%	26%	18%	27%
Students learn to care for their mental wellness	21%	29%	26%	32%	19%	31%	18%	23%	16%	29%
Students are prepared to secure one of the highest-paying jobs in the job market	19%	39%	20%	44%	21%	33%	18%	35%	16%	45%
Students learn to care for their spiritual well-being	19%	26%	20%	25%	14%	31%	23%	23%	18%	21%

Populace