

Center for Economic and Social Research



**Understanding America Study Education Project
Center for Applied Research in Education**

**Coronavirus Tracking Survey
Methodology and Topline Results**

UAS 502

December 7, 2022-January 15, 2023

July 26, 2023 Release

Methodology

On April 1, 2020, USC's Center for Economic and Social Research (CESR) invited all active members of CESR's Understanding America Study (UAS) probability-based internet panel to participate in an ongoing coronavirus tracking survey. The panel includes participants with and without household members in K-12 or higher education. This document describes the methodology used to identify households with members who were eligible to receive questions for this wave of the UAS.

This methodology and topline is associated with participants of a UAS survey administered from December 7, 2022 to January 15, 2023. Given a recent expansion of the UAS panel, we invited all households new to the panel and all households whose existing UAS MyHousehold survey data indicated they might have at least one K-12 child in the household, resulting in 3990 total households invited. Of those, 3001 (75%) responded to at least one item and 2989 (99% of starters) completed the survey. Of those who responded to the survey, 1012 informed us that they did not have school-aged children in their household, yielding a sample of 1989 respondents with school-aged children in UAS502.

Sample Information

A total of 1989 adult US residents with household members (usually their children) in K-12 participated in this wave and are included in the final UAS502 data file. This sample is larger than those from previous administrations of the education portion of the UAS (see Table 1) due to the recruitment of new households into the UAS panel over time.

The margin of sampling error for the full sample is +/- 2 percentage points. For questions with smaller sample sizes than the full sample, margins of sampling error are wider. We provide all margins of sampling error by question in the topline and crosstab results.

Note we only report topline and crosstab results for items with at least 100 responses. If certain items are missing (especially for particular subgroups) from the crosstab document, it is likely that there were fewer than 100 responses to that item from that group in UAS502.

Table 1. Education Sample Size Across Waves (unduplicated where applicable)

Wave	Dates in the field	Sample size (Households with school-aged children)
UAS235	April 1 – April 28, 2020	1296
UAS240	April 15 – May 12, 2020	1505
UAS242	April 29 – May 26, 2020	1533
UAS250	June 24 – July 21, 2020	1411
UAS264	September 30 – October 27, 2020	1334
UAS270	November 11 – December 8, 2020	1432
UAS272	November 25 – December 22, 2020	1404
UAS274	December 9, 2020 – January 5, 2021	1449
UAS276	December 23, 2020 – January 19, 2021	1475
UAS278	January 6 – February 2, 2021	1510
UAS280	January 20 – February 16, 2021	1526
UAS282	February 3 – March 2, 2021	1556
UAS340	February 17 – March 30, 2021	1542
UAS342	March 17 – April 27, 2021	1507
UAS344	April 14 – May 25, 2021	1510
UAS346	May 12 - June 22, 2021	1473

UAS348	June 9 - July 19, 2021	1448
UAS414	September 30 - November 7, 2021	1582
UAS436	December 17, 2021 – February 6, 2022	1668
UAS351	February 1 – March 30, 2022	1696
UAS461	April 13– May 12, 2022	1572
UAS475	July 21 – August 28, 2022	1527
UAS479	August 15 – September 12, 2022	1653 (Plus 2098 additional respondents with no school-aged children in the HH)
UAS502	December 7, 2022 – January 15, 2023	1719
UAS559	May 24 – July 9, 2023	2043

Multiple Responses within a Household

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. In UAS502, 270 households (16%) in the sample of respondents with school-aged children had multiple respondents within a household. While the UAS is designed to capture information about American households, for the education modules, we are primarily interested in the characteristics and experiences of individual students, and duplication within households will overrepresent the responses of households with multiple respondents. To eliminate this over-representation, we unduplicate households with the goal of maintaining respondent sample continuity across waves. The method is described in more detail below:

1. Most households already have a flag in the main UAS dataset identifying the “primary respondent.” When the primary respondent flag exists, we defer to that designation by selecting that individual. For more information about the primary respondent flag, see <https://uasdata.usc.edu/index.php> (“default survey variables”).
2. For households in which the flag doesn’t already exist, we randomly designated one respondent per household as that household’s “primary respondent” in the first UAS administration of education questions (UAS235) and retained those responses for the unduplicated sample.
3. If the “primary respondent” gives a response in any subsequent wave, we retain that response for that wave’s unduplicated sample.
4. If that primary respondent is not available in a given wave, we randomly select another respondent from that household to retain for the unduplicated sample.

The unduplicating process yielded an unduplicated household count of 1719 households with school-aged children (Table 1). Similar proportions of responses (available on request) were dropped in other waves.

Randomly-selected child

Responses to questions asked of parents of preK-12th grade children who have more than one child might differ by child. For questions for which parents may have differing responses by child, starting with uas240 we programmed the survey instrument to randomly select a single child and asked the respondent to respond for that child only. We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally.

For survey administrations that fall at the beginning of a new school year (UAS264, UAS414, UAS502), we added a question asking whether the previous randomly selected child was still enrolled in K-12 education. If yes, we retained the same randomly-selected child. If no, we randomly selected a different child from that household to be part of the school-aged sample, if applicable. If a household had no randomly-selected child in our system (for example, because their only school-aged child had just started kindergarten this year), then we randomly selected a child beginning in that wave. Overall, 93% of respondents (n=1348) in UAS502 (school year 2022-2023) were responding about the same randomly selected child as in the previous school year. We recommend using survey question sl055 to restrict the sample for longitudinal analyses.

Tracking Survey Design

From the onset of the survey through Summer 2021, each panel member was randomized to respond on a pre-assigned day of the week, distributed so that our full sample is invited to participate over a 14-day period. Respondents had until their next assigned wave day (or 14 days) to complete the survey but receive an extra \$1 incentive for completing the survey on their assigned day.

From Summer 2021 through the present, panel members were not randomized to respond on a pre-assigned day of the week, but rather had the entire fielding period to complete the survey. There were no additional incentives offered to respondents to complete the survey on any particular day.

Survey questionnaires, toplines, microdata files, and a press room specific to the UAS education samples are available on our UAS Covid19 data site at uasdata.usc.edu/page/education.

Questionnaire

Survey wording and question text are provided in this topline release, but for full wording including context, please refer to the associated codebook and questionnaire here <http://uasdata.usc.edu/education>. For most questions, we randomized the order of response options, and/or questions to minimize potential bias introduced by question order effects. Respondents participated via computer, mobile device or tablet, at any time of day or night during the field period. When households selected as UAS panel members through Address-Based-Sampling did not have a tablet and/or internet access we provided them. We conducted the survey in the respondents' choice of English or Spanish. A few survey questions experienced slight changes or have naming or other abnormalities across UAS administration waves, summarized in Table 2.

Table 2. Changes to Questions Across Waves

Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: “[NAME]’s institution does not plan for in-person enrollment in the fall.”
sl012, sl014	UAS250	New answer option added: “A national service program (e.g., Americorps, City Year)”
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and recommendations for how to proceed are below)
ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250 and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)

sl076, sl077	UAS264	“Other” is not an answer option for these, but was an answer option for the analogous questions in school year 2019- 2020, sl012 and sl014.
cl005	UAS264	“Unsure” answer option is new as of UAS264.
sl111	UAS436, UAS461	In UAS436, when this question was first asked, “prefer not to say” was coded as 8 but in UAS461, “prefer not to say” was coded as 9. We recommend recoding “prefer not to say” to 8 in all waves because starting in UAS475, “don’t know or nor applicable” (a new response option in that wave) is coded as 9.
sl111, sl112	UAS436, UAS461	In UAS436, sl112 contains the information that sl111 contains in UAS461 and onward, a parent estimate of selected child’s current overall grades. We recommend moving the data contained in sl111 in UAS436 (parent estimate of selected child’s pre-covid grades) to a new variable named sl111_pre, then moving the data in sl112 in UAS436 to sl111. This leaves sl112-sl115 to denote subject-specific grades, starting in UAS475.

sl120, sc026	UAS475	Prior to UAS475, sl120 indicated the respondent's relationship to the randomly-selected child. Starting in UAS475, sl120 indicates academic areas the selected child was identified for extra support and sc026 indicates the respondent's relationship to the selected child. We recommend moving the data from sl120 prior to UAS475 to sc026, so sc026 denotes respondent's relationship to selected child and sl120 denotes academic areas for additional support.
cv001	UAS479	The items named cv001a, cv001b, cv001c, and cv001d in UAS479 were also asked in UAS250, but were named cv001d, cv001e, cv001f, and cv001g, respectively. We suggest moving the data from cv001a-d in UAS479 into cv001d-g to support comparison over time.

Weights

The method for creating sample weights for the tracking survey follows the general procedure for UAS surveys described in CESR's [online methodology documentation](#). Sample weights are constructed in two steps. First, we calculate a base weight that corrects for unequal probabilities of selection of different households into the UAS. Second, we generate poststratification weights, which align sample distributions of key demographics, namely gender, race/ethnicity, age, education, and geographic location, with their population counterparts. Population benchmarks are derived from the Basic Monthly Current Population Survey (CPS). The sample weights bring the sample in line with the U.S. adult population (see Table 3). Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education.

Table 3: UAS sample respondent characteristics (n=1719), December 7, 2022 – January 15, 2023

	Unweighted (%)	Weighted (%)
Female	67	55
Male	33	45
Age 18-34	18	21
Age 35-54	70	55
Age 55-64	8	12
Age 65+	5	11
Education (HS degree or less)	22	36
Education (some college)	34	25
Education (BA or more)	44	39
HH income (\$24,999 or less)	18	20
HH income (\$25,000-\$49,999)	17	18
HH income (\$50,000-\$74,999)	16	17
HH income (\$75,000-\$149,999)	31	28
HH income (\$150,000 or more)	17	16
Non-Hispanic White	54	60
Non-Hispanic Black	10	12
Non-Hispanic Asian	6	5
Non-Hispanic Other	6	4
Hispanic/Latino	24	19

About the UAS Internet Panel

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

For more information about the UAS panel, including weighting details; panel sampling procedures; recruitment protocols, survey and recruitment response rates; panel attrition rates; panel management protocols; and microdata files (including nonresponse and paradata), please visit the Understanding America Study panel website at <https://uasdata.usc.edu/index.php>.

About CESR

The Center for Economic and Social Research (CESR), part of the USC Dornsife College of Letters, Arts and Sciences, conducts basic and applied research in economics, psychology, demography, education, and sociology. The center's name signifies the breadth of the research, which encompasses numerous disciplines, topics and methodologies. The Center's multi-disciplinary philosophy fosters a productive and innovative research environment focused on understanding and informing important societal issues.

Survey Team

Arie Kapteyn Ph.D., is Professor of Economics and the Executive Director of the USC Dornsife College of Letters Arts and Sciences Center for Economic and Social Research (CESR).

Jill E Darling, MSHS, is Survey Director for the Understanding America Study at CESR.

Marshall Garland MA, is a CESR Research Scientist.

Michael Fienberg, MA, is a PhD student at the USC Rossier School of Education

Morgan Polikoff, Ph.D., is an Associate Professor at the USC California Rossier School of Education.

Amie Rapaport, Ph.D., is a CESR Research Scientist.

Anna Saavedra, Ed.D., is a CESR Research Scientist.

Daniel Silver, Ph.D., is a CESR postdoctoral researcher.

For questions about this survey, please contact uas-l@usc.edu

CESR is a proud member of the American Association for Public Opinion Research's Transparency Initiative. The National Science Foundation grant No. 2214168, and Hewlett Foundation funded this survey.

Education Survey Items: Toplines

sc026: What is your relationship to ((selectedchild))?

	1 Parent	2 Grandparent	3 Sibling	4 Other family member (e.g., aunt, uncle, cousin)	5 Non-family member (e.g., friend, child-care provider)	6 Other, please specify: sc026_other	Obs	MOSE
sc026: relationship to selected child	75.1	15.2	2.8	2.8	0.8	3.4	1707	+/- 2

sc027: Are you the legal guardian of ((selectedchild))?

	1 Yes	2 No	Obs	MOSE
sc027: guardian to selected child	77.5	22.5	1707	+/- 2

sc028: [if sc026 = no or sc027 = no] Are you knowledgeable enough about ((selectedchild))'s school experiences to answer these types of questions?

	1 Yes	2 Not sure but Ill try	3 No	Obs	MOSE
sc028: willing to answer if not parent or guardian	66.9	28.7	4.4	303	+/- 6

sl056: What grade is ((selectedchild)) in this year (the 2022-2023 school year)?

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Obs	MOSE
sl056: grade of selected child past school year	4.2	5.3	8.0	8.5	8.3	7.5	9.5	8.2	6.4	7.4	7.9	8.8	9.9	1689	+/- 2

sl057a: Is ((selectedchild)) enrolled in a public, private, charter or virtual school for the 2020-21 school year (even if currently attending school from home), or are they homeschooled, or does some other situation apply?

	Enrolled in School	Homeschooling	Neither enrolled nor homeschooling	Other	Obs	MOSE
sl057a: homeschooled or enrolled in any type of school	95.7	3.2	0.3	0.8	1690	+/- 2

sl058a: [if sl057a = yes] What kind of school is ((selectedchild)) enrolled in?

	1 Public school	2 Private school	3 Charter school	4 Virtual School	5 Other	6 Unsure	Obs	MOSE
sl058a: kind of school enrolled in past school year	85.0	6.7	5.7	1.7	0.4	0.4	1626	+/- 2

sd001: How old is ((selectedchild)) (in years)?

	Mean	Obs	MOSE
sd001: age selected child	11.8	1690	+/- 2

edu_sd001_range: [if missing sd001] Would you mind telling us ((selectedchild))'s age range?

	1 3 years or younger	2 4 to 10 years old	3 11 to 18 years old	4 19 years or older	Obs	MOSE
edu_sd001_range: age range selected child	0.3	38.7	60.4	0.6	1692	+/- 2

sd002: What is ((selectedchild))'s gender?

	1 Male	2 Female	3 Other/non-binary	Obs	MOSE
sd002: gender selected child	50.5	48.9	0.6	1692	+/- 2

sl111: Which best describes the overall grades ((selectedchild)) has earned in the fall 2022 semester?

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds or lower	8	Obs	MOSE
sl111: child overall grades past school year	29.8	37.4	7.5	12.9	2.7	4.0	1.0	4.8	.	+/- 2

sl112: Which best describes the overall grades ((selectedchild)) has earned in math in the fall 2022 semester?

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds or lower	8	Obs	MOSE
sl112: child math grades past school year	35.6	28.3	10.2	8.4	5.2	3.3	2.9	6.1	.	+/- 2

sl113: Which best describes the overall grades ((selectedchild)) has earned in reading/writing in the fall 2022 semester?

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds or lower	8	Obs	MOSE
sl113: child reading/writing grades past school year	35.2	29.3	12.4	7.8	5.3	3.1	1.4	5.6	.	+/- 2

sl114: Which best describes the overall grades ((selectedchild)) has earned in science in the fall 2022 semester?

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds or lower	8	Obs	MOSE
sl114: child science grades past school year	38.4	27.5	10.1	7.0	3.9	2.9	1.3	8.9	.	+/- 2

sl115: Which best describes the overall grades ((selectedchild)) has earned in social studies in the fall 2022 semester?

	1 Mostly As	2 Mostly As and Bs	3 Mostly Bs	4 Mostly Bs and Cs	5 Mostly Cs	6 Mostly Cs and Ds	7 Mostly Ds or lower	8	Obs	MOSE
sl115: child social studies grades	36.1	26.8	11.8	7.6	3.5	3.0	1.1	.	.	+/- 2

past school year	10.0
------------------	------

sl119: Was ((selectedchild)) identified by his/her teacher(s) or school as needing additional help or support in any subject area?

	1 Yes	2 No	3 I dont know	Obs	MOSE
sl119: child identified to need additional support	22.9	72.5	4.5	1633	+/- 2

sl120: In what subject area(s) was ((selectedchild)) identified by his/her teacher(s) or school as needing additional help or support?

	1 Yes	2 No	3 Dont know or not applicable	Obs	MOSE
sl120a: Math need support	57.0	37.2	5.8	361	+/- 5
sl120b: Reading/writing need support	68.7	25.8	5.5	361	+/- 5
sl120c: Science need support	27.4	59.2	13.5	361	+/- 5
sl120d: Social Studies need support	28.2	54.8	17.1	361	+/- 5

se010: For each of the following, did ((selectedchild))'s school offer the activity in fall 2022?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se010e: Mental health supports	43.3	35.0	21.7	1633	+/- 2
se010g: Tutoring	47.1	34.1	18.8	1633	+/- 2
se010h: Other supports for COVID recovery offered during school	11.1	48.8	40.1	1633	+/- 2

se011: [if se010 = yes] Did ((selectedchild)) participate in these activities in fall 2022?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se011e: participating mental health supports	33.0	65.8	1.2	733	+/- 4
se011g: participating tutoring	32.1	66.5	1.4	805	+/- 3
se011h: participating other supports for COVID recovery offered during school	19.4	79.3	1.3	221	+/- 7

edu_se010g_1s: [if se011g = yes] The tutoring was delivered (select all that apply):

	1 Yes	2 No	Obs	MOSE
edu_se010g_1s1: Online	12.3	87.7	257	+/- 6
edu_se010g_1s2: In-person	90.1	9.9	257	+/- 6
edu_se010g_1s3: I dont know	1.1	98.9	257	+/- 6

edu_se010g_2s: [if se011g = yes] What was the size of the tutoring group? (select more than one response if applicable)

	1 Yes	2 No	Obs	MOSE
edu_se010g_2s1: One-on-one	42.7	57.3	258	+/- 6
edu_se010g_2s2: In a small group (4 or fewer students to 1 instructor)	44.4	55.6	258	+/- 6
edu_se010g_2s3: In a large group (5 or more students to one instructor)	16.7	83.3	258	+/- 6

edu_se010g_2s4: I dont know	10.7	89.3	258	+/- 6
-----------------------------	------	------	-----	-------

edu_se010g_3s: [if se011g = yes] Was the tutoring during school, before school, or after school? (select more than one response if applicable)

	1 Yes	2 No	Obs	MOSE
edu_se010g_3s1: During school	47.9	52.1	258	+/- 6
edu_se010g_3s2: Before school	13.5	86.5	258	+/- 6
edu_se010g_3s3: After school	56.4	43.6	258	+/- 6

edu_se010g_4: [if se011g = yes] How frequent was the tutoring typically?

	1 Once a week or less	2 Twice a week	3 3+ times a week	4 As needed (not regularly/formally scheduled)	5 I dont know	Obs	MOSE
edu_se010g_4: tutoring frequency	29.2	30.4	24.8	12.3	3.3	260	+/- 6

edu_se010g_5s: [if se011g = yes] How long were the tutoring sessions typically?

	1 Yes	2 No	Obs	MOSE
edu_se010g_5s1: Less than 30 minutes per session	25.3	74.7	260	+/- 6
edu_se010g_5s2: 30 minutes or more per session	63.5	36.5	260	+/- 6
edu_se010g_5s3: I dont know	12.4	87.6	260	+/- 6

se012: [if se010 = no] Would you have signed up ((selectedchild)) for fall 2022 participation for these activities if offered?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se012e: sign up mental health supports	18.8	62.4	18.7	900	+/- 3
se012g: sign up tutoring	22.4	60.8	16.8	828	+/- 3

se013: [if se010 = yes and se011 = no or not sure] Were you interested in enrolling ((selectedchild)) in fall 2022 for these activities?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se013e: were interested mental health supports	8.1	85.4	6.5	508	+/- 4
se013g: were interested tutoring	11.9	85.7	2.4	545	+/- 4
se013h: were interested other supports for COVID recovery offered during school	3.1	94.0	2.8	169	+/- 8

se007: How concerned or unconcerned are you about each of the following now, in fall 2022?

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
se007a: child psychological well-being	57.9	29.2	8.9	3.9	1686	+/- 2
se007k: child progress in reading/language arts	65.2	21.8	8.2	4.8	1686	+/- 2
se007j: child progress in science	70.4	18.5	7.1	4.0	1686	+/- 2

se007i: child progress in math	65.5	20.8	8.8	5.0	1685	+/- 2
se007g: child doing socially	63.7	23.4	9.4	3.6	1684	+/- 2
se007f: child how engaged	65.1	21.4	8.8	4.8	1684	+/- 2
se007e: child amount learning	65.9	20.3	9.7	4.0	1686	+/- 2

sd003: For each item, please mark the box for Not True, Somewhat True or Certainly True. Please give your answers on the basis of ((selectedchild))'s behavior over the last six months or this school year.

	1 Not true	2 Somewhat true	3 Certainly true	Obs	MOSE
sd003a: Considerate of other peoples feelings	3.1	32.7	64.2	1672	+/- 2
sd003b: Restless, overactive, cannot stay still for long	53.9	34.0	12.2	1671	+/- 2
sd003c: Often complains of headaches, stomach-aches or sickness	73.0	20.4	6.7	1671	+/- 2
sd003d: Shares readily with other youth, for example books, games, food	7.9	38.5	53.7	1672	+/- 2
sd003e: Often loses temper	61.7	31.2	7.1	1672	+/- 2
sd003f: Would rather be alone	59.3	33.3	7.4	1672	+/- 2
sd003g: Generally well behaved, usually does what adults request	3.6	31.0	65.4	1671	+/- 2
sd003h: Many worries or often seems worried	61.0	32.5	6.5	1671	+/- 2
sd003i: Helpful if someone is hurt, upset or feeling ill	5.0	28.9	66.2	1671	+/- 2
sd003j: Constantly fidgeting or squirming	58.3	29.0	12.8	1671	+/- 2
sd003k: Has at least one good friend	3.0	22.6	74.4	1672	+/- 2
sd003l: Often fights with others or bullies them	88.9	9.0	2.0	1672	+/- 2
sd003m: Often unhappy, depressed or tearful	81.5	15.1	3.4	1667	+/- 2
sd003n: Generally liked by others	2.7	24.8	72.5	1670	+/- 2
sd003o: Easily distracted, concentration wanders	44.5	38.5	17.0	1671	+/- 2
sd003p: Nervous in new situations, easily loses confidence	51.4	36.8	11.8	1671	+/- 2
sd003q: Kind to younger children	2.7	21.7	75.6	1672	+/- 2
sd003r: Often lies or cheats	79.1	16.6	4.3	1672	+/- 2
sd003s: Picked on or bullied by others	78.2	18.1	3.7	1666	+/- 2
sd003t: Often offers to help others (parents, teachers, children)	7.1	40.2	52.7	1666	+/- 2
sd003u: Thinks things out before acting	17.2	58.4	24.5	1669	+/- 2
sd003v: Steals from home, school or elsewhere	92.5	6.5	1.0	1668	+/- 2
sd003w: Gets along better with adults than with others	52.1	37.3	10.6	1668	+/- 2
sd003y: Many fears, easily scared	68.2	26.2	5.6	1669	+/- 2
sd003z: Good attention span, sees work through to the end	17.1	47.7	35.2	1669	+/- 2

sl122: Did ((selectedchild)) take any state standardized tests last school year (2021-2022)?

	1 Yes	2 No	3 I dont know	Obs	MOSE
sl122: selected child take any standardized test 2021-2022	63.3	22.7	14.0	1683	+/- 2

sl123: [if sl122 = no] Why not?

	1 There were no standardized tests in selectednames[selectedchild]s grade level	2 I did not want selectednames[selectedchild] to take the standardized test	3 selectednames[selectedchild] was out sick or absent for another reason	4 selectednames[selectedchild]s school does not have standardized tests	5 Some other reason, please specify: sl123_othe r	Obs	MOS E
sl123: why not selected child take any standardized test	72.0	8.8	3.2	7.4	8.7	157	+/- 8

sl124: [if sl122 = yes] Have you received ((selectedchild))'s results?

	1 Yes	2 No	3 I dont know	Obs	MOSE
sl124: selected child received results standardized test	75.5	13.8	10.7	1150	+/- 3

sl131s: [if sl124 = no] Why have you not received ((selectedchild))'s results? (select all that apply)

	1 Yes	2 No	Obs	MOSE
sl131s1: They are not yet available	24.3	75.7	171	+/- 7
sl131s2: I cant retrieve them (need or forgot password or some other technology barrier)	15.5	84.5	171	+/- 7
sl131s3: I dont know how to receive them or where I would get them	19.1	80.9	171	+/- 7
sl131s4: Im not interested in results from standardized tests	9.0	91.0	171	+/- 7
sl131s5: No one communicates with me about them	17.8	82.2	171	+/- 7
sl131s6: Something else, please specify: sl131_other	10.7	89.3	171	+/- 7
sl131s7: I dont know	11.0	89.0	171	+/- 7

sl126: [if sl124 = yes] Have you read or looked over the results (with or without ((selectedchild)))?

	1 Yes	2 No	Obs	MOSE
sl126: selected child read results standardized test	91.3	8.7	367	+/- 5

sl132: [if sl126 = yes] How easy or hard were the score reports to understand?

	1 Very hard to understand	2 Sort of hard to understand	3 Sort of easy to understand	4 Very easy to understand	Obs	MOSE
sl132: understand test results	2.8	27.0	34.3	35.9	344	+/- 5

sl125s: [if sl126 = yes] In which subject areas did you receive results (please check all that apply)?

	1 Yes	2 No	Obs	MOSE
sl125s1: Math	90.4	9.6	344	+/- 5
sl125s2: Reading/Writing	90.2	9.8	344	+/- 5
sl125s3: Science	49.1	50.9	344	+/- 5
sl125s4: Social Studies	34.7	65.3	344	+/- 5
sl125s5: I dont know	4.5	95.5	344	+/- 5

sl127: [if sl125 = yes] In math, was ((selectedchild)):

	1 On or above grade level	2 Not on grade level / below grade level.	Obs	MOSE
sl127: selected child math results standardized test	86.8	13.2	319	+/- 5

sl128: [if sl125 = yes] In reading/writing, was ((selectedchild)):

	1 On or above grade level	2 Not on grade level / below grade level.	3 I dont know	Obs	MOSE
sl128: selected child reading/writing results standardized test	86.4	13.6	0.0	310	+/- 6

sl129: [if sl125 = yes] In science, was ((selectedchild)):

	1 On or above grade level	2 Not on grade level / below grade level.	3 I dont know	Obs	MOSE
sl129: selected child science results standardized test	94.3	3.6	2.1	161	+/- 8

sl130: [if sl125 = yes] In social studies, was ((selectedchild)):

	1 On or above grade level	2 Not on grade level / below grade level.	3 I dont know	Obs	MOSE
sl130: selected child social studies results standardized test	93.8	3.3	2.9	120	+/- 9