

**Methodology Report for the 1994
Texas School Survey of Drug and Alcohol Use**

For the Texas Commission on Alcohol and Drug Abuse

Prepared by

James A. Dyer, Ph.D.
Radmila Prislin, Ph.D.
Larry Ringer, Ph.D.
Clay Hanks

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Public Policy Research Institute
Texas A&M University

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Introduction

In 1994, the Public Policy Research Institute (PPRI), in conjunction with the Texas Commission on Alcohol and Drug Abuse (TCADA), conducted the fourth statewide survey of drug and alcohol use among Texas secondary students. The first such survey was conducted in 1988. Originally implemented as a component of a larger survey assessing substance use among the state's general population, the school survey has since become an independent and ongoing project. Local district surveys are offered every year and a statewide is conducted every two years. The 1994 effort provides follow-up data showing changes over the past six years in grades four through twelve.

The Texas School Survey project, funded under a US Department of Education Drug Free Schools and Communities grant, has two primary objectives. First, it serves to inform state and local policymakers about the extent and nature of the substance use problem in Texas schools. Secondly, the statewide survey provides a standard of comparison for districts conducting local assessments of drug and alcohol use. The findings of the 1994 statewide survey are available in a report published by TCADA.¹

The purpose of this document is to describe the methodology used to administer the 1994 Texas School Survey of Drug and Alcohol Use. After an introduction to the survey instrument, attention is then focused on the sample selection and survey administration procedures. Methods for data processing and quality control are described and the report concludes with a review of standard error estimations.

Survey Instrument

Two versions of the 1994 Texas School Survey of Drug and Alcohol Use questionnaire were developed. The first was a six-page questionnaire designed for students in grades seven through twelve. The second was a simplified three-page instrument created for

¹ Texas Commission on alcohol and Drug Abuse (1994). 1994 Texas School Survey of Substance Abuse, Austin, Texas.

students in grades four through six. The elementary survey differed from the secondary survey in that it was shorter, the language was simplified, and some complex questions were omitted. Elementary students were asked about only four types of substances including tobacco (cigarettes, snuff, and chewing tobacco), alcohol (beer, wine, wine coolers, and liquor), inhalants, and marijuana. Secondary students were asked about the same substances as well as a broader range of illicit drugs including cocaine, crack, hallucinogens, uppers, downers, steroids, and ecstasy. Other sets of questions on both the elementary and secondary instruments were designed to assess behavioral correlates of substance use and students' perceptions of available support to help them cope with substance-related problems.

While the 1994 Texas School Survey of Drug and Alcohol Use questionnaire content remained essentially the same as that used in previous surveys, one modification to the survey instrument was made. The indicator of socioeconomic status question was changed from the type of home respondents lived in to whether they qualified for a free school lunch. The questionnaire was an optically scanned form similar to that used for achievement and other types of testing. It was designed for confidential self-administration by students with the aid of a staff member to pass out the survey, read a common set of instructions, monitor the class during survey administration, and collect the instruments after they are completed. The survey instruments are included in Appendix A.

Sample

The 1994 Texas School Survey of Drug and Alcohol Use was based on a random sample of school districts from throughout the state. Seventy-one non-volunteer districts were selected at random and recruited to participate in the project.

Selection of Districts. A multistage cluster approach was used to select school districts for the state sample. The clusters were identified at various stages of selection as districts, schools within the sampled districts, and classes within the sampled schools. The primary

analytic cluster was the school district since the approval needed to administer the survey had to be obtained at that level. Districts were stratified based on four metropolitan area size classifications. The number of districts selected in each metro size class was roughly proportional to the total student enrollment in each (see Table 1). As a result, the probability of a district's selection for participation was a function of its size.

PPS
-Ae 4
Metropolitan
AAAS?

TABLE 1. Distribution of Selected Districts by Metro Class Size

Stratum	Group
1-A	Large Metro Counties-larger districts
1-B	Large Metro Counties-smaller districts
1-C	Large Metro Counties-probability one districts
2-A	Medium Metro Counties-larger districts
2-B	Medium Metro Counties-smaller districts
2-C	Medium Metro Counties-probability one districts
3-A	Small Metro Counties-larger districts
3-B	Small Metro Counties-smaller districts
4-A	Non-Metro Counties-larger districts
4-B	Non-Metro Counties-smaller districts

A statewide survey sample was developed entirely independently of the districts volunteering for local surveys. Districts were selected for the state sample in the following manner:

1. The selected districts were listed separately for each of the four metropolitan-size classes (1,2,3, and 4).
2. Within each metro class, districts were stratified according to total district enrollment.
3. Within each stratum, the list gave a) the number, n_h of districts to select; and b) a list of candidate districts. These candidate districts were selected at random from the list of all districts in the stratum of interest. More districts were listed than needed for each stratum so that there was a ready supply of replacement districts available in case there were refusal problems.

4. For each stratum, the first n_h districts on the list were selected. If a district refused to participate in the survey and all conversion strategies failed, it was replaced with the next available district in that list of metro class and size stratum.

Obtaining cooperation from those districts that were randomly selected for the state sample but that did not plan to do local surveys was sometimes a problem. Yet, it was critical to get data from as many of the originally selected districts as possible. Some state sample districts that were initially hesitant were induced to cooperate by the use of incentives. The specific arrangements varied depending on the needs and wishes of the districts. The use of incentives was limited to a few districts. The various incentives used included waiving participation and sampling fees, offering to discount the fees for participating next year, paying all shipping costs, and discounting campus level analyses fees. Most districts that refused to participate did so because of TAAS testing and were not influenced by monetary incentives offered to them.

Forty-six of the original 84 districts participated in the study. Twenty-five were replaced because they refused to participate, again most often because of TAAS testing, bringing the total number of participating districts to 71.

The cooperation rate of 55 percent is lower than desirable, however the cooperation rate among larger districts is better than for smaller districts. Thus the percentage of the student population in the refusing districts is smaller than the percentage of districts that refuse. A total of 70 percent of the students in districts sampled were in the final sampling frame.

We also explored the effect of the substitutions on the percentage of students in the sample who were economically disadvantaged. Comparing TEA data on the percent of economically disadvantaged for the schools that were originally selected compared with the final sample, we find that there is little difference between the samples. A total of 49.4

percent economically disadvantaged in the schools original sampled and 47.2 percent in the final sample.

STATE SAMPLE BY STRATA

ORIGINAL STATE SAMPLE

ACTUAL STATE SAMPLE

STRATA 1A N=10

Plano
 Pasadena (replaced with)
 Arlington
 Carrollton-Farmer's Branch
 Aldine (replaced with)
 Spring Branch
 Hurst-Euless-Bedford
 Conroe
 Lewisville (No replacement)
 Alief (No replacement)

STRATA 1A N=8

Plano
 Irving
 Arlington
 Carrollton-Farmer's Branch
 Mesquite
 Spring Branch
 Hurst-Euless-Bedford
 Conroe

STRATA 1B N=10

Edgewood
 North Forest (replaced with)
 South San Antonio
 Judson
 Grapevine-Colleyville
 Deer Park (replaced with)
 Grand Prairie
 Mansfield (replace with)
 Denton
 Galena Park (No replacement)

STRATA 1B N=9

Edgewood *Bexar (015905)*
 Burleson
 South San Antonio *Bexar (015908)*
 Judson *Bexar (015916)*
 Grapevine-Colleyville
 Garland
 Grand Prairie
 Crowley
 Denton

STRATA 1P1 N=5

Dallas
 Fort Worth
 Northside
 Houston
 San Antonio (No replacement)

STRATA 1P1 N=4

Dallas
 Fort Worth
 Northside *Bexar (015915)*
 Houston

STRATA 2A N=5

Round Rock
McAllen
Port Arthur
Beaumont
Corpus Christi (No replacement)

STRATA 2B N=5

La Joya (replaced with)
Mission
Donna (replaced with)
Robstown (No replacement)
Pflugerville (No replacement)

STRATA 2P1 N=3

El Paso
Austin
Ysleta

STRATA 3A N=6

Amarillo
Ector County
Killeen (replaced with)
Tyler (replaced with)
Lubbock
Laredo

STRATA 3B N=10

Galveston
Temple (replace with)
Canyon
San Benito (replaced with)
Texas City (replaced with)
Bryan
Brazosport (replaced with)
Alvin
United (replaced with)
Texarkana

STRATA 2A N=4

Round Rock
McAllen
Port Arthur
Beaumont

STRATA 2B N=3

Mercedes
Mission
Sharyland

STRATA 2P1 N=3

El Paso
Austin
Ysleta

STRATA 3A N=6

Amarillo
Ector County
Abilene
Midland
Lubbock
Laredo

STRATA 3B N=10

Galveston
College Station
Canyon
Columbia-Brazoria
Frenship
Bryan
Kilgore
Alvin
Los Fresnos
Texarkana

STRATA 4A N=15

Eagle Pass	(replaced with)
Victoria	(replaced with)
Waco	(replaced with)
Lufkin	
Alice	(replaced with)
Midway	(replaced with)
Plainview	(replaced with)
Roma	
Sherman	
Paris	
Hereford	
Mount Pleasant	
Kingsville (No replacement)	
San Angelo (No replacement)	
Huntsville (No replacement)	

STRATA 4B N=15

Bellville	(replaced with)
Bowie	(replaced with)
Bridgeport	
Madisonville	(replaced with)
LaGrange	
Marlin	(replaced with)
Fairfield	
Hillsboro	(replaced with)
Columbus	
Sanford	
Buna	
Brooks	
Westwood (No replacement)	
Edna (No replacement)	
Van (No replacement)	

STRATA 4A N=12

Levelland
Lockhart
Monahans-Wickett-Pyote
Lufkin
Navasota
Pecos-Barstow-Toyah
San Felipe-Del Rio
Roma
Sherman
Paris
Hereford
Mount Pleasant

STRATA 4B N=12

Clyde Consolidated
Devine
Bridgeport
Giddings
LaGrange
Huntington
Fairfield
Tulia
Columbus
Sanford
Buna
Brooks

Allocation of Surveys among Metro Classes. The state survey sample was designed to collect data from about 5,555 students per grade. The survey instruments were allocated among the Metro Classes in approximate proportion to the total number of students in each. When selected districts opted to survey their entire district, or to participate at a higher level than needed for the State Survey, all respondents from the district were included in the sample. Thus, although we had estimated that the state sample would include approximately 50,000 students, it actually included 66,674 elementary students and 107,093 high school students.

	Total Scanned	Number of Useable	Number of Unused	Percent Unused
Secondary	125,659	107,093	18,566	14.77%
Elementary	<u>70,233</u>	<u>66,674</u>	<u>3,559</u>	<u>5.07%</u>
Total	195,892	173,767	22,125	11.29%

Some extremely small districts received somewhat more than a strict proportional allocation, because, while the data was technically only needed from one or two students per grade, the survey was administered to entire classroom units. Similarly, in a few extremely large districts, fewer students were surveyed than would result from a true proportional allocation. In these instances, weights in the final estimation were adjusted prior to conducting analyses.

Allocation of Surveys among Classrooms and Campuses. Once the number of surveys to be administered in each district was established, the next step was to determine the number of classrooms to be surveyed per grade. This was achieved by dividing the number of questionnaires per grade (ascertained for each district using proportional population calculations) by the average number of students per class--20 for grades 4 through 6, 22 for grades 7-12. The result of this computation indicated the total number of classes to be surveyed. These classes were selected so that as many different campuses as possible would be in the final sample. Ideally, the classrooms surveyed were evenly distributed across all campuses in the district. If there were more campuses containing a given grade than classrooms needed, then a simple random selection procedure was used to determine which campuses would be sampled. In general, once a campus was selected, all relevant grades at that campus were surveyed. Therefore, campus selection was not independent between grades.

Selection of Classrooms within Campuses. After the total number of classrooms to be surveyed in each grade at each campus was determined, it was necessary to identify specific classrooms. This selection procedure was performed by campus personnel based on a set of guidelines provided by PPRI (illustrated in Appendix C). Campus staff were asked to make a list by grade (according to teacher's last name or some other convenient method) of all classes held during a selected class period. They were then instructed to use a random number table to select the exact classes to survey in each grade.

Administration Procedure

Districts selected for inclusion in the state sample were notified about the project via letter and were sent a descriptive brochure, illustrated in Appendix B. State sample districts that planned to administer a local drug and alcohol survey had virtually no procedural changes resulting from their involvement in the statewide project. In those districts that surveyed grades four through twelve, sufficient data was collected from all relevant campuses to meet the data collection needs of the statewide survey. These districts benefited from their inclusion in the state survey project because they were not charged for the surveys that became part of the state database. The larger number of surveys from these districts were weighted down so that their contribution to the final sample was in the correct proportion.

In instances where state sample districts were collecting local data for an incomplete combination of grades or where they were not conducting local surveys at all, the campus and classroom selection procedures described above were applied. Arrangements for giving the survey were established on an individual basis with these districts. Since those not doing local surveys did not stand to gain directly from having the survey administered in their district, an effort was made to be as accommodating as possible. We were able to arrange to have the survey administered in the selected schools and classes by school personnel.

Relevant personnel in the selected districts and campuses were provided with complete instructions and materials necessary to administer the survey (see Appendix D). Classrooms were selected randomly by PPRI based on information from a computer printout from the district or a Campus ID Form. Teachers in selected classrooms were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to complete a "Classroom Information Form" that provided data on the number of students that should have taken the survey but were absent, and the number that were present but failed to complete the survey. This information was useful for computing error estimates. After the surveys were administered in each classroom, they were sealed in an envelope along with the Classroom Information Form. The envelopes from all participating classrooms were collected and returned to PPRI.

Data Entry and Analyses

As noted earlier, the survey instruments were optically scanned forms. Upon their receipt at PPRI, they were logged in, coded and scanned by a staff of trained personnel.

Handling of Exaggerators. Because the Texas School Survey data is based entirely upon respondents' description of their own behavior, it is inevitable that some students will under-or over-report their use of drugs or alcohol, and to the extent possible we attempted to identify and eliminate data from those respondents. Two checks were incorporated into the data analysis program to identify exaggerators. First, students were asked about their use of a false drug call "OZZ". Data for students claiming to have used this substance was considered suspect and dropped from the analyses.

Second, checks were run to identify any students claiming impossibly high levels of drug or alcohol use. Unbelievable high substance use for secondary surveys was defined based on the following criteria: (1) students reported that they had five or more drinks of two or more beverages every day; (2) students reported that they used 3 or more alcoholic beverages every day; or (3) students reported that they used 4 or more drugs (other than

cigarettes, alcohol, or steroids) 11 or more times in the past 30 days. These cases were also dropped from the analyses.

Surveys In Which No Grade Level Was Reported. When students failed to report their grade level, it was impossible to determine unequivocally in which grade these students' data should be analyzed. Where grade level was missing, students' data was retained in the sample and an estimate of grade was made based on his or her age. Students that were at age level for beginning a grade were included with that grade. If both grade and age were missing, the data was dropped from the analyses. Grade assignments were made as follows:

<u>Age</u>	<u>Grade level</u>	<u>Age</u>	<u>Grade Level</u>
9	4th grade	12	7th grade
10	5th grade	13	8th grade
11	6th grade	14	9th grade
		15	10th grade
		16	11th grade
		17+	12th grade

Quality Control Measures

To ensure the quality of the statewide survey data, a number of internal checks were put into place to guide survey processing. First, a quality control analyst oversaw the implementation of all pre- and post-analysis quality control procedures. As the following paragraphs describe, many aspects of our plan for quality control were embedded in automated procedures. However, there is no replacement for human oversight. The quality control analyst monitored and tracked the processing of each district's surveys from the initial mailing through the production of the final state report. Responsibilities included ensuring that surveys were properly coded and scanned, and checking for anomalies in the final table of results.

In addition to the safeguards resulting from careful project oversight, there were also a number of procedural checks against error. For example, there was a possibility, however remote, that after the bindings of a set of survey instruments were cut, the instruments could be dropped or otherwise placed out of order. If that occurred, it is conceivable that some pages of data could have been read into the incorrect computer record. To resolve this problem, each instrument used in the 1994 survey was printed with a 5-digit "litho-code" number. With this coding process every page of a given instrument is printed with the same scannable number, but a unique number is assigned to every instrument. By using the litho-code, when each page of an instrument is scanned it will automatically be read into the correct computer record. In this way, even if the pages from different instruments were shuffled together and read randomly, all data derived from the same instrument would automatically be read to the same data record.

Litho-coding also enabled PPRI to confirm that data from every survey instrument read was associated with the correct district. Survey instruments were mailed to participating districts in consecutive order. By recording the beginning and ending instrument numbers going to each district, we were able to check the litho-codes scanned for a given district against the range of acceptable code numbers for the district. In this way, any stacks of data that could potentially have been inadvertently mislabeled could be easily identified.

Programming checks were also incorporated into the data analysis programs by cross-analysis. That is, the same data was run in several different ways using existing programs. Program outputs were then compared for consistency. Confidence is high that these quality control features will ensure valid and reliable survey findings.

Validity Analyses

PPRI analyzed the 1994 drug data set for the following threats to validity: 1) inconsistencies in responding, 2) presumable lying as indicated by answers such as "have never heard of

cigarettes/beer/wine/liquor and inconsistencies in using these responses, 3) missing data, 4) exaggerators, and 5) random response error (patterns of responses that indicate a respondent used a certain strategy of answering questions regardless of what questions were actually asked).

Inconsistencies in Responding. Response consistency for the questionnaire was tested by comparing the lifetime use of each substance with a) the past month use, b) use during the school year, c) age of the first use, d) frequency of use, and e) when a person normally uses a drug. Inconsistency is indicated by discrepant reports on the lifetime use of a substance and the use within each of the mentioned categories. All five comparisons for all the substances revealed that the percentage of inconsistent responses was below 1%. Thus, the comparison of the lifetime use with the past month use of substances resulted in the median value of .15% of inconsistent answers. The median percentage of inconsistent responses to the questions about the lifetime use and the school year use was .22%, and to the questions about the lifetime use and the age of the first use .56%. The comparison of answers about the lifetime use of substances and answers about frequencies of use revealed the median value of .41% of inconsistent responses. Finally, the comparison of the lifetime use and the answers to the question when one normally uses the substances resulted in the median of .46% of inconsistent responses.²

We also compared consistency in responding across different grade levels and different racial/ethnic groups. There was a tendency for the students in lower grades to be somewhat more inconsistent in answering the questions about social drug use (cigarettes, smokeless tobacco, beer, wine coolers, wine, liquor) than students in higher grades. For example, the ratio between the percentage of inconsistent responses in 12th grade and those in 7th grade was 1:3.1. Whites were more consistent in answering the questions about social drug use than other racial/ethnic groups. Although minorities are less consistent than Whites in regards to social drug use, consistency is still relatively high.

² Because distributions of inconsistency results are positively skewed, the median was computed as a measure of central tendency.

The ratio between the percentage of inconsistent responses for Whites and the percentage for other groups (Mexican Americans, African Americans, Others) was 1: 4.2. All groups were equally highly consistent in their responses to the questions about illicit drugs.

“Never Heard Of” Responses. Respondents who answered that they had never heard of cigarettes/ beer/ wine coolers/ wine either misunderstood the question or intentionally distorted their answers. A high percentage of respondents in this category would make one question their sincerity in answering the questionnaire and/or the design of the instrument. Consequently, we have analyzed this threat to the data validity. It appears that there is a tendency to interchange the use of the “never heard of” and “never use” but no serious indication of deliberate distortion.

The percentage of students who responded that during their life time they had never heard of the above mentioned substances varied from .88% (beer) to 1.45% (liquor), with the median equal to 1.28%. Similar results were obtained in the analysis of the “never heard of” answers to the question about the use of substances during the school year (Median = 1.56%). The percentages of students who chose the “never heard of” category in answering the questions about the past month use of substances, their friends’ use of substances, availability of substances, and when they normally use the substances were higher. Thus, the median percentage of the “never heard of” category for the past month substance use was 5.95%, for friends’ use 1.33%, for the availability 5.27%, and for the time when one normally uses the substances 3.97%. In all cases, younger students used the “never heard of” category more often than did the older students. On average, 7th graders were three times more likely to use this response than were 12th graders. Also, there was a tendency for minority students (Mexican Americans and African-Americans) to use this answer category more often than Whites and students belonging to other racial/ethnic groups. More specifically, Mexican Americans and African Americans were twice as likely as Whites to respond with “never heard of”.

We also checked how consistently the respondent used the “never heard of” answers by comparing answers to the questions about the lifetime use, the past month use, and use during the school year. There were few “true inconsistencies”, that is, cases where a respondent used the “never heard of” category in answering to one question but indicated that she/he used a substance a number of times in a response to another question. The comparison of the lifetime use and the use during the school year revealed the median percentage of inconsistencies = .03 (range 0% - .13%). The lifetime use versus the past month use yielded the median = .11% of inconsistent answers (range 0% - 1.17%). Thus, the percentage of respondent who were truly inconsistent in using the “never heard of” category is negligible. The majority of the inconsistencies were caused by students who responded that during their lifetime they had never used a substance but who, in response to the questions about the past month use and the school year use, chose “never heard of” option. These findings suggest that inconsistencies in using the “never heard of” response category are more likely to be a result of misunderstanding rather than intentional distortion. We surmise that the majority of seemingly inconsistent respondents interpreted the “never heard of” response category as “never used a substance”.

Missing Data. Across all the 235 questions in the survey there was an average of 12.10% of missing data (i.e. respondents who failed to give an answer). The standard deviation was 9.06 and the range of missing data varied from .38% to the question about a respondent’s sex to 30% to the question about quantity of liquor usually drunk at one time.

It is possible that the respondent became tired and/or bored because of the length of the questionnaire and repeated series of questions about a number of different drugs. If so then the position of a question within the questionnaire should be associated with the percentage of missing data on the question. Rank order correlation between the position of a question in the instrument and the percentage of missing data was .54 indicating a moderate association between the two variables.

Three questions on the instrument ask about frequency of drug use within different periods of time: lifetime use, use during the school year, and in the past 30 days. For each of these questions we noticed that the percentage of missing data increased for the drugs that occurred later in the list. Thus, the ratio between the percentage of missing data to the first question about the lifetime use of cigarettes (1.15%) and the last question about the lifetime use of ecstasy (5.35%) was 1:3.5. The identical ratio was obtained between missing data to the question about the school year use of cigarettes (3.38%) and the school year use of ecstasy (11.97%). The ratio between the percentage of missing data to the question about the past month use of cigarettes (7.74%) and the past month use of ecstasy (15.12%) was 1:2. One might argue that the increase in missing data for the questions occurring later in the series is a result of evaluation apprehension because these questions refer to the use of illicit drugs. In support of the hypothesis that evaluation apprehension might cause failure to answer a question, we noticed a difference in missing data for questions about the use of the same drug but at different periods of time: the percentage is greater for more recent periods that may be expected to trigger greater evaluation apprehension. For example, the ratio between the percentage of missing data for the question about the lifetime use of cigarettes and the past month use of cigarettes is 1: 5.1. However, fear of social reaction is not the only explanation for this finding. We have noticed the same trend (i.e., an increase in the percentage of missing data for the questions occurring later in a series) for questions that are not assumed to elicit social desirability effect. For example, 6.2% of the students did not respond to the question about their participation in athletics. The percentage increased to 17.42 for the next to the last question about participation in VOE/DE/Work study (ratio 1:2.8). Therefore, the observed increase in the percentage of missing data for questions occurring later in the sequence is probably a combined effect of evaluation apprehension and order effect.

We have also analyzed missing data in relation to the respondents' grade and racial/ethnic origin. A tendency to avoid answering questions was stronger among students in lower grades than among those in higher grades. Across all questions, the percentage of missing

data for 7th graders was 2.5 times higher than the corresponding percentage for the 12th graders. This might suggest that younger students in comparison to older students are more saturated/bored with the questionnaire and/or take the task less seriously.

The analyses of missing data for different racial/ethnic groups revealed a tendency for students from minority groups to avoid answering questions almost twice as often as students belonging to the majority group. Minority students are more visible and therefore easier to identify. Somewhat higher percentages of missing data among them might indicate that they were more concerned about being identified and evaluated. However, there are alternative explanations such as differences in understanding questions, social norms, etc.

Exaggerators. Two criteria were used to classify respondents as exaggerators: reported use of the nonexistent drug OZZ and reported use of 12 or more drinks at one time. Few elementary school students reported using OZZ (1.79%) and .33% reported having had 12 or more drinks at a time. In contrast, 4.21% of secondary school students reported using OZZ and 1.79% reported having had 12 or more drinks at a time.

Students from higher grades were more likely to exaggerate than were students from lower grades. For example, 12th graders were 3.1 times more likely to report using OZZ and 2.7 times more likely to report having had 12 or more drinks at a time than were 6th graders. The comparison of exaggerators across racial/ethnic groups indicated that Whites were 2.4 time more likely to report using OZZ and 2.1 times more likely to report having had 12 or more drinks at a time than were students from other racial/ethnic groups. It should be pointed out that all exaggerators and OZZ users were eliminated from the data prior to producing state or district results.

Random Responses. We have visually checked for random responses (i.e., patterns of responses that indicate a student used a certain strategy of responding to questions regardless of what questions actually asked). We found no wide-spread random responses

among 7th and 10th graders. In a cross section of four districts representing 258 10th graders and eight districts representing 695 10th graders we identified only three students with random response patterns.

Weights and Standard Errors

Weights were applied to each case based on the strata (i.e., Metro Class I through IV and volunteer), district, and campus. The weights were applied so that the aggregation of students in each campus, district, and strata reflected their proportions in the actual district, campus, and strata populations. The formulae used to determine these weights are presented in Appendix E.

Standard errors were estimated for each grade and the aggregation. The formulae used are presented in Appendix F. The table of standard errors for use of substances by grade are presented in Appendix G.

Conclusion

The Texas School Survey has become a valuable policy tool for both state and local educators and policymakers. The survey, performed every two years, provides timely and relevant information about current drug and alcohol use patterns among young people enrolled in the Texas' schools. Furthermore, longitudinal analysis can provide insight into changes in drug and alcohol prevalence over time. As was noted in the introduction, every state survey culminates in TCADA publication providing an overview of findings to date. Data is also available for independent analysis by policymakers and academicians.

Appendix A

Survey Instruments

TEXAS SCHOOL SURVEY OF SUBSTANCE USE

SECONDARY SURVEY INSTRUMENT

INTRODUCTION

This drug and alcohol survey is designed to measure drug and alcohol use in your school district. We DO NOT want to know about individual students. DO NOT write your name anywhere on this booklet. All information in this survey will be confidential. No one but you will know how you answer the questions. You should just answer each question by telling the truth.

Your participation in this survey is completely voluntary. If you do not feel comfortable answering any question, or if you do not feel you can answer it honestly, leave it blank. If you do not wish to take the survey at all, please work quietly at your seat while it is completed by other students.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. **Do not count a taste or sip you may have had of someone else's drink, or wine used in a religious service.** A drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, a shot of liquor (like whiskey, vodka, or gin) or a mixed drink.

DIRECTIONS

- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.

FOR OFFICE USE ONLY									
0	0	0	0	0	0				
1	1	1	1	1	1				
2	2	2	2	2	2				
3	3	3	3	3	3				
4	4	4	4	4	4				
5	5	5	5	5	5				
6	6	6	6	6	6				
7	7	7	7	7	7				
8	8	8	8	8	8				
9	9	9	9	9	9				

EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:	Never heard of it	Not used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Smokeless Tobacco	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CORRECT MARK



INCORRECT MARKS



PLEASE DO NOT WRITE IN THIS AREA

1064156

1. Are you:

Male

Female

2. What grade are you in?

6

7

8

9

10

11

12

3. Do you live with both of your parents?

Yes

No

4. How old are you?

11 or
younger

12

13

14

15

16

17

18

19+

5. Are you:

White

Black

Mexican-
American

Other

6. On average what grades do you get?

Mostly
A's

Mostly
B's

Mostly
C's

Mostly
D's

Mostly
F's

7. How long have you attended school in this

1
year or less

2-3
years

4 or
more years

8. Do you have a job?

Yes

No

9. Do you get an allowance?

Yes

No

10. Did either of your parents graduate from college?

Yes

No

11. During the current school year, do you qualify for a free or reduced price school lunch?

Yes

No

Don't Know

25. When you drink alcoholic beverages, how many drinks do you usually have AT ONE TIME, on average?

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

	Never drink this beverage	12 or more drinks	9-11 drinks	5-8 drinks	3-4 drinks	2 drinks	1 drink	Less than 1 drink
a. Beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Wine Cooler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. During the past year (12 months), how often have you 5 or more drinks AT ONE TIME?

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

	Never drink this beverage	Never drink 5 or more drinks at a time	Every day	Several times a week	Several times a month	About once a month	Less than once a month but at least once a year
a. Beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Wine Cooler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How often do you get alcoholic beverages from the following sources?

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

	Do Not Drink	Never	Seldom	Most of the time	Always
a. At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. From friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. From a store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How dangerous do you think it is for kids your age to

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Very Dangerous	Somewhat Dangerous	Not Very Dangerous	Not Dangerous At All	Don't know
a. Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Inhalants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Cocaine (not crack)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Crack?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ecstasy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. SINCE SCHOOL BEGAN IN THE FALL, on how many DAYS have you . . .

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	None	1 day	2-3 days	4-9 days	10+ days
a. missed a whole day of school because you "skipped" or "cut"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. missed a whole day of school because you were ill?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. missed a whole day of school for some other reason?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. had someone from your home be called to school because of your conduct or attitude?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. gotten into trouble with your teachers because of your drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. gotten into trouble with your teachers because of your drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. IN THE PAST MONTH, on how many DAYS have you . . .

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

	None	1 day	2-3 days	4-9 days	10+ days
a. missed a whole day of school because you "skipped" or "cut"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. missed a whole day of school because you were ill?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. missed a whole day of school for some other reason?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. had someone from your home be called to school because of your conduct or attitude?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUPPLEMENTAL SURVEY QUESTIONS

S-1 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-2 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-3 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-4 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-5 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-6 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-7 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-8 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-9 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-10 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
S-11 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-12 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-13 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-14 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-15 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-16 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-17 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-18 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-19 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-20 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
S-21 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-22 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-23 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-24 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-25 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-26 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-27 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-28 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-29 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-30 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)

THANK YOU FOR BEING PART OF THIS
IMPORTANT PROJECT



PLEASE DO NOT WRITE IN THIS AREA

1064156

TEXAS SCHOOL SURVEY OF SUBSTANCE USE

ELEMENTARY SURVEY INSTRUMENT

INTRODUCTION

This is NOT A TEST. There are no right or wrong answers. You should just answer each question by telling the truth.

No one but you will know how you answer the questions.

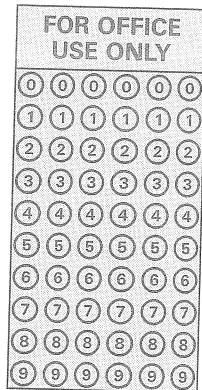
You DO NOT have to take this survey. If you do not want to answer the questions, work quietly at your desk.

Follow your teacher's instructions carefully.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. **Do not count a taste or sip you may have had of someone else's drink, or wine used in a religious service.** A drink means a can or bottle of beer or wine cooler, a glass of wine, a shot of liquor (like whiskey, vodka, or gin) or a mixed drink.

DIRECTIONS

- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.



EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:

	Never heard of it	Not used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Snuff or Chewing Tobacco	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CORRECT MARK



INCORRECT MARKS



PLEASE DO NOT WRITE IN THIS AREA

979129

1. Are you a:

Boy Girl

2. What grade are you in?

4 5 6

3. Do you live with:

(MARK ALL THAT APPLY)

Mother or Stepmother Father or Stepfather

4. How old are you?

8 or younger 9 10 11 12 13 or older

5. Are you:

White Black Mexican-American Other

6. What grades do you usually get?

(ONLY CHOOSE ONE)

Mostly A's Mostly B's Mostly C's Mostly D's Mostly F's

7. Have you lived in this town for more than 3 years?

Yes No Don't Know

8. Did either of your parents graduate from college?

Yes No Don't Know

9. During the current school year, do you qualify for a free or reduced price school lunch?

Yes No Don't Know

Below is a list of things some people sniff to get high. These are called inhalants.

10. Have you EVER sniffed any of the following inhalants to get high?

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Not Used	Used
a. Gasoline to get high	<input type="radio"/>	<input type="radio"/>
b. Paint thinner to get high	<input type="radio"/>	<input type="radio"/>
c. Glue to get high	<input type="radio"/>	<input type="radio"/>
d. Whiteout or Liquid Paper to get high	<input type="radio"/>	<input type="radio"/>
e. Other inhalants to get high	<input type="radio"/>	<input type="radio"/>

The following questions ask about drugs people use to get high.

11. How many times have you used any of these drugs?

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Never used it	1-2 times	3-10 times	11 or more times
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. SINCE SCHOOL BEGAN IN THE FALL, how many times have you used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Times used since school began in the Fall.				
	Never heard of it	Not used it	1-2 times	3-10 times	11 or more times
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. About how many of your close friends your age use:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	None	Some	Most
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How old were you when you first used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Never used it	7 or younger	8 years	9 years	10 years	11 years	12 years or older
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Has anyone ever tried to give you:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Yes	No
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE GO ON TO THE NEXT PAGE

16. When you drink alcohol (beer, wine, wine coolers or liquor), where do you get it?

(DARKEN ONE BUBBLE FOR EACH LINE)

	Don't Drink	Yes	No
a. Get it from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Get it from friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Get it from somewhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How dangerous do you think it is for kids your age to use:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Very dangerous	Dangerous	Not dangerous at all	Don't know
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. SINCE SCHOOL BEGAN IN THE FALL, have you learned about drugs or alcohol from:

(DARKEN ONE BUBBLE FOR EACH LINE)

	Yes	No
a. Your teacher?	<input type="radio"/>	<input type="radio"/>
b. A visitor to your class?	<input type="radio"/>	<input type="radio"/>
c. An assembly program?	<input type="radio"/>	<input type="radio"/>
d. A school counselor?	<input type="radio"/>	<input type="radio"/>
e. Someone else at school?	<input type="radio"/>	<input type="radio"/>

19. During the past year (12 months), how many times have you had two or more glasses or bottles of these drinks in a row?

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never	1 time	2 times	3 or more times
a. Beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Wine Cooler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Since school began in the Fall, have you skipped school when your parents didn't know?

Yes No

21. Since school began in the Fall, have you been sent to anyone like the principal because you did something against the rules?

Yes No

22. How do your parents feel about kids your age drinking beer?

They don't like it.

They don't care.

They think it's O.K.

I don't know.

23. How do your parents feel about kids your age using marijuana?

They don't like it.

They don't care.

They think it's O.K.

I don't know.

THANK YOU
for being part of this
important project.

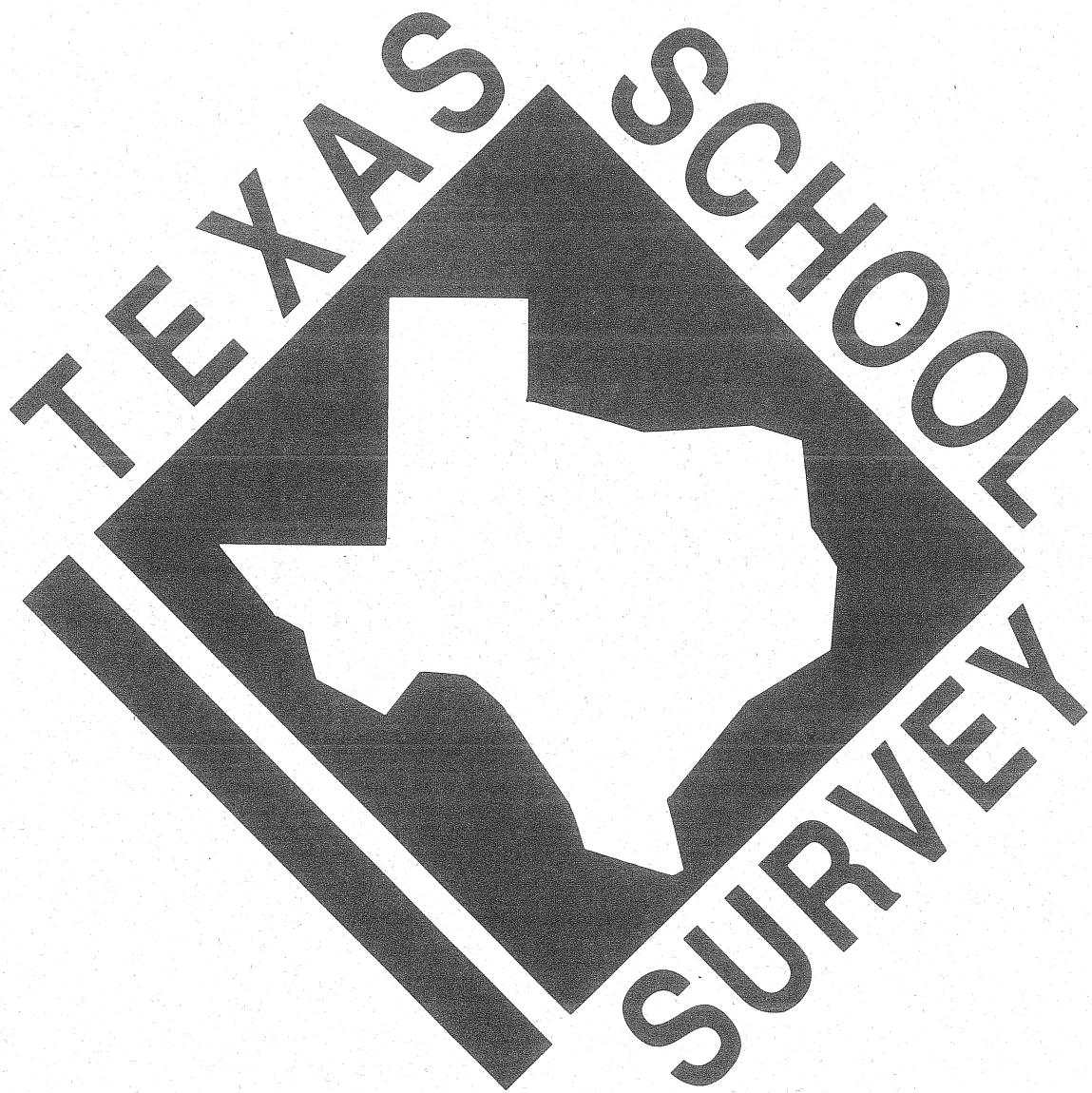


PLEASE DO NOT WRITE IN THIS AREA

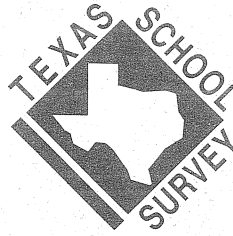
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Appendix B

Descriptive Brochure



**Texas School Survey
of Drug and Alcohol Use**

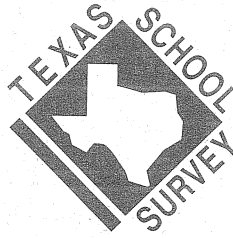


The Texas School Survey of Drug and Alcohol Use has been conducted in Texas school districts since 1988. The survey is partially supported by the Texas Commission on Alcohol and Drug Abuse (TCADA) with the remaining costs covered by the districts. It is conducted by the Public Policy Research Institute (PPRI) at Texas A&M University.

Local administrations of the Texas School Survey are part of an ongoing effort to provide information to school districts about students' drug and alcohol use. A corresponding statewide survey using identical survey instruments is conducted every two years. These statewide assessments generate current data to inform state level policy-making. In addition, they provide a standard of comparison for districts conducting local surveys. Over the past six years, the Texas School Survey has been used in four statewide surveys and in over 300 local survey administrations conducted by school districts across the state.

Why give the Texas School Survey?

- The Texas School Survey provides school districts with an accurate estimate of the extent and nature of drug and alcohol use at the local level. It produces factual information to replace speculation and sensationalism.
- At the community level, the survey helps estimate the extent to which student substance use is primarily a "school problem." Some research indicates that much drug and alcohol use is centered not in the schools, but instead takes place after school hours and away from school grounds.
- The survey not only quantifies local drug and alcohol use, but it also provides guidance on the best means to address the problem. Questions assess where students get most of their information on drug and alcohol use and where they say they would turn for help with a substance problem. These data help identify which sectors of the community can most effectively unite to combat student substance use.
- Administered over an extended period of time, the survey is an effective tool to evaluate the impact of special substance abuse prevention and education programs.
- The Texas School Survey was designed to be responsive to questions of specific interest to Texas' educators, policymakers, parents, and community groups.



What do you get when you use the Texas School Survey?

Survey Administration Materials. All materials including survey instruments and administration instructions will be mailed to your district.

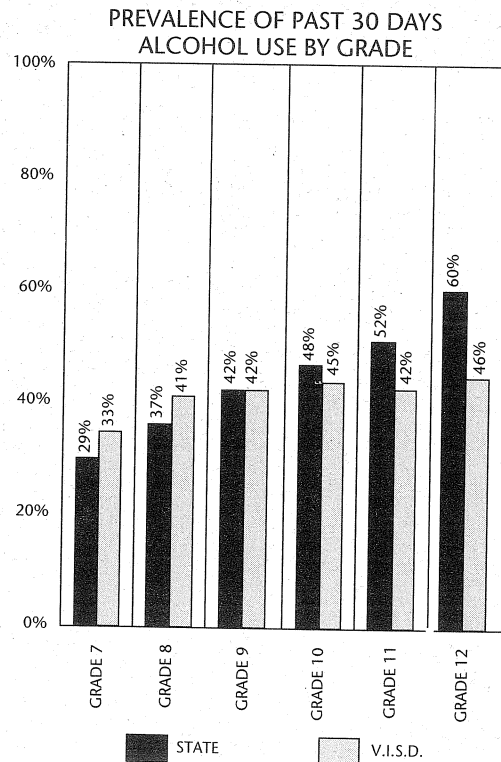
Data Analysis. Participating districts receive the most detailed analysis of results currently available. (See Example Survey Results.) The analyses for secondary grades contain:

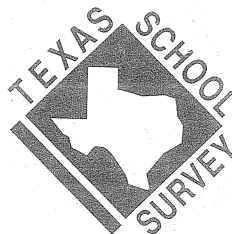
- Figures comparing state and local survey results. These can easily be converted into overheads for use in presentations.
- Over 50 General Substance Tables.
- Alcohol Tables that break down alcohol usage into individual substance usage (beer, wine, wine coolers, and liquor.)
- 14 Prevalence Tables comparing drug and alcohol use by sex, ethnicity, academic performance, and other student characteristics.
- A distribution for each survey item illustrating the percentage of students who gave that response.

State Comparison Data. Up-to-date comparison data are available for every table, figure, and graph showing survey findings for the State of Texas in the same format as your local report.

Executive Summary of Results. A brief Executive Summary is provided for both elementary and secondary grades (see Example Survey Results). This concise overview of the survey findings is useful for press releases or presentation to school boards or community groups.

Conference on the Interpretation of Results. All participating districts will be invited to attend a one-day conference to help districts make full and appropriate use of survey results.





What optional services are available?

The following special services are available for a fee. Costs are shown in the enclosed Enrollment Packet.

Customized Survey Questions. Additional items can be added to the survey to address questions of specific interest to individual school districts. These additional questions can be cross-analyzed with existing survey items. Costs for this service will be based upon the extent of supplemental analysis desired.

Special Analyses. The standard report provides data describing the district as a whole. Other types of analyses such as campus-level reports or regional reports combining several districts are also available.

Sample Design. School districts with at least 1,000 students per grade can survey a sample of students. *We do not advise smaller districts to sample, and we do not advise any district to sample without first consulting PPRI.*

Special Presentations of Results. PPRI staff members are available to present survey results for participating districts. Cost to districts for this service will be based upon the preparation time required and travel/per diem costs.

Data Sets. For districts wishing to conduct independent analyses of the survey findings, the original data are available on computer tape or disk.

What grades can take the Texas School Survey?

One version of the Texas School Survey is designed for junior high and high school students in grades 7 through 12. The other is a simplified instrument for use by elementary students in grades 4, 5, and 6.

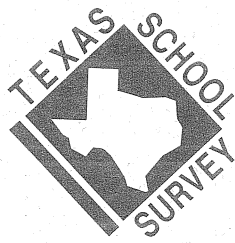
If your district wants to receive state-level comparison data, you *must* select from the following sets of grades:

Elementary	Secondary
4 through 5	7 through 12
4 through 6	9 through 12
	8, 10, and 12

You may survey elementary students only, secondary students only, or any combination of the sets illustrated above. Other combinations of grades may be surveyed, but we cannot provide comparable state results.

How long does the survey take?

The survey takes about 30 minutes to complete. An additional 10 to 15 minutes should be allowed for handing out and taking up the instruments and for reviewing instructions. It can easily be completed in a single class period.



What kinds of questions does the Texas School Survey answer?

The Texas School Survey begins by asking for demographic information such as age, gender, race, grade, and so forth. The remaining questions address three basic issues.

Drug and alcohol use patterns:

- What types of drugs and alcohol are students using?
- How much do they typically consume, and how often?
- How old are students when they first use drugs and alcohol?
- How easy is it to get drugs and alcohol?
- Where do students usually get alcoholic beverages?
- How much drug use actually occurs at school?
- What substances do students say their close friends use?

Behaviors that go along with drug and alcohol use:

- How often do students drive after using drugs or alcohol?
- How often are drugs and alcohol used at parties?
- How often do students attend class high?
- How often do students report "skipping" or "cutting" school?
- Do students who use drugs and alcohol report more difficulties with school authorities and police?

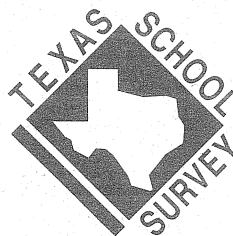
Students' perceptions of support to help them cope with drug and alcohol-related problems:

- Where do student get most of their information about drugs and alcohol?
- Who would students turn to if they needed help?
- How many students in your district have actually sought help for a substance use problem?
- What do parents think about their children drinking beer or using marijuana?

PREVALENCE AND REGENCY OF USE OF SELECTED SUBSTANCES BY GRADE, ALL STUDENTS

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE OR CRACK	5.2%	1.4%	2.0%	1.8%	94.8%
Grade 7	1.8%	0.8%	0.6%	*%	98.2%
Grade 8	3.9%	1.5%	1.3%	1.2%	96.1%
Grade 9	6.2%	1.5%	2.8%	1.9%	93.8%
Grade 10	6.1%	1.4%	2.5%	2.2%	93.9%
Grade 11	7.8%	1.6%	2.8%	3.4%	92.2%
Grade 12	10.2%	2.9%	3.2%	4.1%	89.8%

(This portion of a table shows the kind of data provided. Other portions of this table cover tobacco and alcohol as well as a number of illegal substances. Other tables show use of the same substances by sex, race, academic rank, family situation, and willingness to seek adult help for substance abuse problems.)



When will survey results be available?

Survey results are processed immediately upon their arrival at PPRI, and the basic report is returned to districts as quickly as possible—usually within eight weeks. Executive Summaries and any optional reports requested will be sent after the basic report.

How much will the survey cost?

Each district administering the Texas School Survey will be charged a \$50 basic participation fee plus 70 cents per participating student. The minimum total charge for any participating district will be \$100. You may calculate your costs according to the following formula:

Base fee	\$ 50
# of surveys x \$0.70/ea.	_____
Total Cost	<input type="text"/> OR \$100 (Whichever is greater.)

Cost information for additional optional services is included on the price list illustrated on the Enrollment Form.

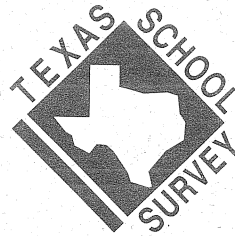
How do I enroll in the Texas School Survey?

To enroll in the Texas School Survey, complete the Enrollment Form provided in this brochure. It contains current cost information for all services. Select those of interest to your district.

Where should I direct further questions?

If you have questions or need further information, please feel free to contact PPRI directly. You may direct inquiries to:

Clay D. Hanks
Texas Schools Survey Coordinator
Public Policy Research Institute
314 H.C. Dulie Bell Building
Texas A&M University
College Station, Texas 77843-4476
(409) 845-6758
FAX (409) 845-0249



Who is responsible for the Texas School Survey?

The Texas School Survey is an example of what can be accomplished by integrating public policy objectives with academic research. It was originally designed to provide information for the Texas legislature and state agencies about drug and alcohol use among students statewide. Since 1988, over 300 districts have also used the survey to measure drug and alcohol use among their own students.

James Dyer, Ph.D., the director of the Survey Research Program at PPRI and an associate professor at Texas A&M University, has significant methodological expertise and years of experience conducting survey research. He has supervised survey research projects of state and national scope. In addition to numerous published research articles, he is co-author of a book on research methods. Dr. Dyer has been responsible for the school survey project since its inception in 1988. Other substance abuse research projects he has directed include TCADA-funded drug and alcohol surveys among the general population and among special populations such as prison inmates and youthful offenders.

Clay D. Hanks, MPA, coordinator of the Texas Schools Survey, has a background in social science research. He is currently completing his Doctoral dissertation in Political Science from Texas A&M University. Mr. Hanks started working with the Texas Schools Survey in February 1993 and is responsible for planning, organizing, and directing the various tasks necessary to produce the district and state data and reports. In addition, he provides technical expertise to school districts during all phases of the survey process.

Laurie D. Kirts, B.A., assistant survey coordinator of the Texas Schools Survey, has a background in English/secondary education and is a certified teacher. Ms. Kirts started working with Texas School Survey in May 1993 after teaching four years in the Texas public school system. She is responsible for scanning raw data, producing executive summaries, and compiling reports.

Appendix C

Campus Data Forms

THE CAMPUS DATA FORM

Your district is planning to administer the 1994 *Texas School Survey of Drug and Alcohol Use* to a sample of students in grades 4-12. In order to survey the classrooms in which the survey should be administered, we need some specific information from each campus.

Please complete the attached "Campus Data Form" following the instructions provided below. Be sure the information provided will be accurate for the **Spring Semester** when the survey is to be given.

INSTRUCTIONS

- 1) Record the name of your campus and ISD.
- 2) Column A: List the grades being surveyed at this campus.

Column B: Indicate the total current campus enrollment for each grade listed.
- 3) Select the class period other than first period in which the largest number of students in the grades being surveyed are in class. Record the time that period begins in the space provided.
- 4) Looking at all classes between grades 4 and 12 that are conducted during the selected period, provide the information requested for each class in the spaces indicated:

Classroom Identifier: A code by which you can identify each classroom. You may use whatever identifier is most convenient for you. This may be the course name, teacher's name or ID number, classroom number, or some combination of these (It is simply a way for you to know which class has been selected).

Grade Level: The predominant grade level in the classroom (i.e., grade composition of at least 50% of the class).

Current Enrollment: The total number of students currently enrolled.

Is class leveled?: Circle yes or no to indicate whether the class is leveled.

If yes, what level?: If the class is leveled, circle the appropriate response to indicate what leveled.

Thank you for your assistance. Please return completed forms as promptly as possible.

Campus Sampling Data Form

1. Campus Name: _____ ISD: _____

2. Grades Being Surveyed

	Total Campus Enrollment for Grade

3

3. Class Period Beginning Time: _____ o'clock

4.

Classroom Identifier	Grade Level	Current Enrollment	Is class leveled? <small>[circle one]</small>	If yes, what level? <small>[circle one]</small>
1.			yes / no	above avg. / avg. / below avg.
2.			yes / no	above avg. / avg. / below avg.
3.			yes / no	above avg. / avg. / below avg.
4.			yes / no	above avg. / avg. / below avg.
5.			yes / no	above avg. / avg. / below avg.
6.			yes / no	above avg. / avg. / below avg.
7.			yes / no	above avg. / avg. / below avg.
8.			yes / no	above avg. / avg. / below avg.

Campus Sampling Data Form (contd.)

Classroom Identifier	Grade Level	Current Enrollment	Is class leveled? [circle one]	If yes, what level? [circle one]
9.			yes / no	above avg. / avg. / below avg.
10.			yes / no	above avg. / avg. / below avg.
11.			yes / no	above avg. / avg. / below avg.
12.			yes / no	above avg. / avg. / below avg.
13.			yes / no	above avg. / avg. / below avg.
14.			yes / no	above avg. / avg. / below avg.
15.			yes / no	above avg. / avg. / below avg.
16.			yes / no	above avg. / avg. / below avg.
17.			yes / no	above avg. / avg. / below avg.
18.			yes / no	above avg. / avg. / below avg.
19.			yes / no	above avg. / avg. / below avg.
20.			yes / no	above avg. / avg. / below avg.
21.			yes / no	above avg. / avg. / below avg.
22.			yes / no	above avg. / avg. / below avg.
23.			yes / no	above avg. / avg. / below avg.
24.			yes / no	above avg. / avg. / below avg.
25.			yes / no	above avg. / avg. / below avg.
26.			yes / no	above avg. / avg. / below avg.
27.			yes / no	above avg. / avg. / below avg.
28.			yes / no	above avg. / avg. / below avg.

Appendix D

Guide to Survey Administration

TEXAS SCHOOL SURVEY OF DRUG AND ALCOHOL USE

GUIDE TO SURVEY ADMINISTRATION

Your school district has elected to participate in the *Texas School Survey of Drug and Alcohol Use*. The survey is sponsored by the Texas Commission on Alcohol and Drug Abuse (TCADA) and is designed and implemented by the Public Policy Research Institute (PPRI) at Texas A&M University. The district needs your assistance in administering the survey.

To ensure that survey administration goes as smoothly as possible, PPRI has prepared this *Guide to Survey Administration*. Survey administrators should read this manual prior to giving the survey. It provides information and instructions for conducting the survey project. We begin with a section on issues associated with survey administration such as confidentiality issues and the administrator's demeanor. The next section reviews appropriate responses for some questions students are likely to ask. Finally, we provide step-by-step procedures for administering the survey, including a script for giving standardized instructions to students.

Issues Associated with Survey Administration

There are a number of important issues which should be considered by administrators of the *Texas School Survey*.

Confidentiality Issues -- It is crucial to the success of the survey that students be assured of complete anonymity. *The Texas School Survey* asks students to give a detailed account of their use of illegal substances. They are then asked to turn this highly sensitive information over to school officials who they most likely know and with whom they will continue to interact long after the survey is over. Under these circumstances, students will not be motivated to give honest responses unless they feel absolutely sure that their answers will remain confidential.

There are a number of mechanisms built into the survey administration procedure, described later, which help ensure that students feel free to give honest responses. It is extremely important that you follow those procedures precisely. As an additional precaution, we recommend that no teacher administer the survey in his or her own class. It is preferable to have teachers swap classrooms to enhance students' sense of anonymity.

Survey Administrator's Demeanor -- As the survey administrator and an authority figure, your behavior during the survey can affect the way students respond. Your attitude -- whether you take the survey seriously or treat it offhandedly -- can give students cues as to how they should view the project. If you treat the survey as an important activity worthy of thoughtful responses, students will be more likely to think of it that way as well.

In addition, your physical position in the classroom may influence the way students answer the questions. If you walk up and down the aisles or move about the room, students might feel that you are interested in seeing their answers, even if that is not true. Although it is customary for teachers to verify that students are completing test forms correctly, such observation should not take place during this survey. Our concern for confidentiality is greater than the need for students to complete the form correctly. While students are completing the survey instruments, you should sit quietly in a part of the room that is as far away as possible from the nearest student.

Classroom Atmosphere -- How the class is allowed to behave during the alcohol and drug survey can also affect students' responses. If students are allowed to talk aloud about the contents of the survey or their particular experiences, peer influence could cause other students to either inflate or under-report their own alcohol and drug habits. As the survey administrator you should try to keep students as quiet as possible throughout the survey administration.

Answering Questions

Students may have questions or express concern about some aspects of the survey. The way you respond to their questions could lead students to answer the survey in a particular way. Therefore, it is critical that you follow the structured responses illustrated below. Also, remember that the survey may be administered at different class periods within the same campus. Because students are likely to talk to classmates after completing the survey, do not expound on specific questions, types of substances, or other issues after the survey is completed unless otherwise noted below.

Q: Who is this survey for?

A: The Public Policy Research Institute at Texas A&M University.

Q: What will be done with the survey results?

A: They will be used for planning new substance abuse programs for our school district.

Q: What will happen to the questionnaires?

A: The forms will be sealed in an envelope and returned to Texas A&M where the data will be entered into a computer. There will be no way to identify individual students' survey responses.

Q: What is (any particular) substance? or What does (any particular) question mean?

A: I cannot answer specific questions. If you are not familiar with a substance, show that on the survey by marking the category "Never heard of it" or "Never used it." If you don't understand a question, answer it the best you can or skip it entirely.

Q: Do I have to participate in the survey?

A: No. If you do not want to complete the survey, work quietly at your desk until the rest of the class is finished.

Q: Do I have to answer all the questions?

A: No. If you do not feel comfortable answering a question or do not feel you can answer it honestly, leave it blank.

Q: What kinds of drugs or alcohol have you used?

A: The survey relates to drug and alcohol use among Texas students. It is not appropriate for me to discuss my personal attitudes.

Survey Administration Procedure

1. Handing Out the Surveys

- a) Do not distribute surveys to students who already took it in an earlier class. These students should be instructed to work quietly at their desk while others complete the survey.
- b) Read survey instructions from the Elementary Survey Script (beginning on page 7) or from the Secondary Survey Script (beginning on page 11), depending on the version of the survey being given.
- c) Be prepared to distribute #2 lead pencils to those students who do not have them available during survey administration.

2. Completing the Classroom Information Form

- a) Attached to the envelope containing surveys will be a small sheet of paper requesting some basic information about each classroom (illustrated below).

ISD: _____

Survey Administrators:

Please provide the following information for the class you are monitoring:

Number of Students Enrolled: Male _____

Female _____

Number of Students Present: Male _____

Female _____

Number of Surveys Handed Out: _____

Number of Surveys Taken Up: _____

Campus Name: _____

After the students turn in their completed surveys, place this form on top of the stack and seal it inside the envelope with the surveys.

Thank you for your assistance.

Complete this form, indicating the total number of male and female students enrolled and the number present during the survey. Also, please count the surveys handed out and taken up. Record these numbers in the space provided. The completed form should be sealed in the envelope with the survey instruments at the end of the administration.

3. Answering Questions

- a) If students ask questions, use the sample responses provided as a guide (see page 3). Remember that it is important not to give answers that might affect a student's response to survey questions.

4. Monitoring the Survey

- a) DO NOT walk around the room while students are taking the survey. Sit as far away from students as possible -- preferably at least 6 to 8 feet away from the nearest students.

5. Collecting the Surveys

- a) After students have completed the survey, read aloud the portion of the script instructing students to place their surveys inside the envelope.
- b) Pass the envelope down each row, counting the surveys you observe students placing into the envelope. Record the total number of surveys taken up in the space provided on the classroom information form (described above.)
- d) DO NOT at any time handle the completed survey forms directly.

Seal the surveys and the Classroom Information Form inside the envelope. Be certain to do this IN FULL VIEW OF THE STUDENTS in order to once again stress the confidentiality of the survey.

DO NOT SEAL BLANK SURVEYS INSIDE THE ENVELOPE.

6. Turning in the Surveys

- a) Be sure all the information requested in the Classroom Information Form is completed.
- b) Unless you have been instructed differently, someone from your school's administrative office will come around to collect the sealed envelope of survey instruments.

Script for Elementary Students

I am going to pass out a survey. It will ask you questions about the kinds of drugs or alcohol you have used. The survey is not about the kind of drugs your doctor gives you when you are sick. Instead, it is about the kind of drugs people sometimes use just to get high. Do not turn the pages or begin answering questions until we have gone over the instructions. I will tell you when to start. [PASS OUT SURVEYS.]

First, look at the front of your survey form. Let's read the instructions on the top half of the page. [READ "INTRODUCTION" SECTION OUT LOUD]:

- **This is NOT A TEST. There are no right or wrong answers. You should just answer each question by telling the truth.**
- **No one will know how you answer the questions.**
- **You do NOT have to take this survey. If you do not want to answer the questions, work quietly at your desk.**
- **Follow your teacher's instructions carefully.**

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. Do not count a taste or sip you may have had of someone else's drink or wine used in a religious service. A drink means a can or bottle of beer or wine, a 4 ounce glass of wine, an ounce of liquor (whiskey, vodka, or gin) or a mixed drink.

It is important for you to understand that you do not have to take the survey at all if you don't want to. If you do decide to take the survey, you can skip any questions you don't want to answer. If you do not think you can tell the truth about a question, just leave it blank. The answers you give will be completely secret. No one besides you will know what you write down.

Now let's look at the second half of the page where it says "DIRECTIONS."

- Do not write your name anywhere on the booklet.
- Use a Number 2 pencil only.
- Fill in only one bubble for each part of a question.
- Be sure to read each question carefully.

The directions say that when writing on the survey form, you should only use a number 2 pencil. If you do not have one, raise your hand. [PASS OUT #2 PENCILS.]

Do you have any questions so far? [ANSWER QUESTIONS AS NEEDED.]

Now, let's look at the EXAMPLE QUESTION. This survey is not like most tests you have taken so you should read each question very carefully. Each question begins with an incomplete sentence. Then the rest of the question is finished on a row by itself.

Looking at the first part of the example question, the incomplete sentence reads "IN THE PAST WEEK, on how many DAYS have you used:" We have to finish the sentence by looking at the next line which says "cigarettes." When you read them together, the question asks: "IN THE PAST WEEK, on how many DAYS have you used cigarettes?" The next question asks: "IN THE PAST WEEK, on how many DAYS have you used snuff or chewing tobacco?" Does everyone see that?

Can anyone tell me what the last question in the example asks? [LET STUDENT(S) RESPOND.]

You should show your answer to each question by marking on the same row the question ends on. Let's look at the first question again. The question is "IN THE PAST WEEK, on how many DAYS have you used cigarettes?" The person who marked the example question has smoked cigarettes between 5 and 7 days. I can tell because the mark is under the column heading that says "5 to 7 days." If she had only used cigarettes 1 day that week, she would have marked the circle under 1-2 days.

Look at the next question: "IN THE PAST WEEK, on how many DAYS have you used snuff or chewing tobacco?" Can anyone tell me how many days the person who marked the example question has used snuff or chewing tobacco? [LET STUDENT(S) RESPOND.]

What should she have marked if she had used snuff or chewing tobacco on six days? [LET STUDENT(S) RESPOND.]

Now let's look at the last question: "IN THE PAST WEEK, on how many DAYS have you used beer?" The person who marked the example question has never heard of beer, so she filled in the bubble in the column that reads "Never heard of it." If the survey asks about any drugs you have never heard of, you should do the same thing. Mark the column that reads "Never heard of it."

Now, do you have any questions?

Be sure to read each question very carefully before answering. Also, be sure to color in each answer bubble all the way. When you are finished, place the form face down on your desk. Do not write on the back of the form or fold the pages. Sit at your desk quietly until everyone is finished.

You may begin.

TEACHERS

- **DO NOT SEAL BLANK SURVEYS IN THE ENVELOPE. RETURN BLANKS TO THE SURVEY COORDINATOR AT YOUR CAMPUS.**
- **PLEASE PROVIDE THE CLASSROOM INFORMATION REQUESTED ON THE CAMPUS DATA FORM STAPLED TO THE ENVELOPE.**
- **AFTER YOU HAVE FILLED OUT THE CAMPUS DATA FORM, PLACE IT INSIDE THE ENVELOPE ALONG WITH THE COMPLETED SURVEYS.**

[AFTER EVERYONE IS DONE:]

It is time to take up the surveys. I am going to pass this envelope down each row. When it comes to you, put your survey into the envelope. After the envelope has gone all the way around the room and everyone has put their surveys into it, I will seal the envelope and send it straight to Texas A&M. [REMEMBER TO ENCLOSE THE CLASSROOM DATA FORM INSIDE]. Thank you for helping us gather this important information.

Script for Secondary Students

I am going to pass out a survey. It will ask you questions about the kinds of drugs or alcohol you have used. Do not turn the pages or begin answering questions until we have gone over the instructions. I will tell you when to start [PASS OUT SURVEYS.]

First, look at the front of your survey form. Let's read the Instructions on the top half of the page. [READ "INTRODUCTION" SECTION OUT LOUD].

So, there are several important things to remember. First, you do not have to take the survey at all if you don't want to. If you do decide to take the survey, you can skip any questions you don't want to answer. If you do not think you can tell the truth about a question, just leave it blank.

Second, your survey responses are absolutely confidential. Completed surveys will be immediately sealed into an envelope and sent directly to Texas A&M. There they will be entered into a computer. Neither I nor any other school official will be able to identify how you answered the questions.

You should not talk or discuss any aspect of the survey with those around you. While completing the survey, use #2 pencils only. If you do not have a #2 pencil, raise your hand. [PASS OUT #2 PENCILS.]

Do not make any marks on the survey other than darkening the answer bubbles. Do not write your name anywhere on the survey instrument. Do you have any questions so far?

Let's do an example question.

This survey is not like most tests you have taken, so you should read each question very carefully. Each question begins with an incomplete sentence. Then the rest of the question is finished on a row by itself.

Looking at the first part of the example question, the incomplete sentence reads "IN THE PAST WEEK, on how many DAYS have you used:" You then have to finish the sentence by looking at the next line which says "cigarettes." Thus, the question asks, "IN THE PAST WEEK, on how many DAYS have you used cigarettes?"

The second question asks, "IN THE PAST WEEK, on how many DAYS have you used smokeless tobacco?" The final question asks, "IN THE PAST WEEK, on how many DAYS have you used beer?" Does everyone see that?

You should show your answer to each question by marking on the same row the question ends on. Looking at the first question again, the person in the example claims to have used cigarettes on 5 to 7 days in the past week. I can tell because the mark is under the column heading that says "5 to 7 days." He used smokeless tobacco from 1 to 2 days and has never used beer.

If the survey asks about drugs you are not familiar with, you should mark the column that reads "Never heard of it."

Are there any further questions about how to read the questions?

Be sure to read each question very carefully before answering. Also, be sure to color in each answer bubble all the way. Your participation in this project is greatly appreciated. You may begin.

TEACHERS:

- **DO NOT SEAL BLANK SURVEYS IN THE ENVELOPE. RETURN BLANKS TO THE SURVEY COORDINATOR AT YOUR CAMPUS.**
- **PLEASE PROVIDE THE CLASSROOM INFORMATION REQUESTED ON THE CAMPUS DATA FORM STAPLED TO THE ENVELOPE.**
- **AFTER YOU HAVE FILLED OUT THE CAMPUS DATA FORM, PLACE IT INSIDE THE ENVELOPE ALONG WITH THE COMPLETED SURVEYS.**

[AFTER EVERYONE IS DONE:]

It is time to take up the surveys. I am going to pass this envelope down each row. When it comes to you, put your survey into the envelope. After the envelope has gone all the way around the room and everyone has put their surveys into it, I will seal the envelope and send it straight to Texas A&M. Thank you for helping us gather this important information.

Appendix E

Computation of Sample Weights

Computation of Sample Weights

The sample must be weighted to reflect the actual student population in the state. The weight within grade is calculated as follows:

$$\text{Weight}_{hij} = \frac{1}{\sum_{k=1}^{n_{hij}} m_{hijk}} \cdot M_{hij} \cdot \frac{N_{hi}}{n_h M_{hi}} \cdot \frac{1}{M_L}$$

Where:

n_{hij} = # of classrooms interviewed in campus j , district i , strata h .

m_{hijk} = # of positive responses to a given question in classroom k , campus j , district i , strata h .

M_{hij} = Total # of students in campus j , district i , strata h .

N_{hi} = Total # of (relevant) campuses in district i , strata h .

n_{hi} = # of selected campuses in district i , strata h .

n_h = # of districts sampled in strata h .

M_{hi} = Total # of students in strata h , district i .

M_h = Total # of students in strata h .

h = strata;

i = district;

j = campus;

k = classroom;

L = total # of L^{th} grade students in Texas.

The above weight provides appropriate adjustments within grade, but not necessarily across grades. The above final weight is multiplied by ratio of the proportion in the grade in the student population to the proportion in the grade in the sample as weighted with the above weight.

Appendix F

Standard Error Formula

Variance Estimation

A. There were ten strata:

Stratum	Group
1-A	Large Metro Counties-larger districts
1-B	Large Metro Counties-smaller districts
1-C	Large Metro Counties-probability one districts
2-A	Medium Metro Counties-larger districts
2-B	Medium Metro Counties-smaller districts
2-C	Medium Metro Counties-probability one districts
3-A	Small Metro Counties-larger districts
3-B	Small Metro Counties-smaller districts
4-A	Non-Metro Counties-larger districts
4-B	Non-Metro Counties-smaller districts

B. Point Estimates:

1) For the i^{th} observed district in stratum h , let:

y_{hi} = # of "Yes"es in a given group (e.g., estimated total # of ninth graders in Houston who have used alcohol in the past 30 days). Note: This is the estimated total weighted # of "Yes".

x_{hi} = Estimated # of relevant students in district i (e.g., estimated total # of Houston ninth graders).

2) For probability one strata (large districts, e.g., Dallas):

a)
$$Var(\hat{Y}_{h.wr}) = \sum_{i=1}^{N_{hi}} Var(\hat{y}_{hi}).$$

b) Within a given district (and a given grade level) selection of campuses was made by simple random selection (SRS), so compute:

$$\hat{V}ar(\hat{y}_{hi}) = (N_{hi} - n_{hi})N_{hi} \left(\frac{1}{n_{hi}} \right) \left(\frac{1}{N_{hi} - 1} \right) \sum_{j=1}^{n_{hi}} (y_{hij} - \bar{y}_{hi})^2$$

where:

y_{hij} = Total observed in campus j , district (h, i) ;

\bar{y}_{hi} = Mean total

N_{hi} = Total # of relevant campuses in strata h , district i .

Then,

$$\hat{R} = \frac{\sum_{h=1}^5 \hat{Y}_h}{\sum_{h=1}^5 \hat{X}_h} = \text{Estimated proportion of "Yes"es in the relevant grade for the question.}$$

C. Variance estimates for each grade:

1) For strata rest of strata, define:

$$\hat{V}(\hat{Y}_h) = \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left(\frac{y_{hi}}{p_{hi}} - \hat{Y}_h \right)^2$$

$$\hat{V}(\hat{X}_h) = \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left(\frac{x_{hi}}{p_{hi}} - \hat{X}_h \right)^2$$

$$C\hat{O}v(\hat{Y}_h, \hat{X}_h) = \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left(\frac{y_{hi}}{p_{hi}} - \hat{Y}_h \right) \left(\frac{x_{hi}}{p_{hi}} - \hat{X}_h \right)$$

2) For Houston, which selects a simple random sample of m_{5i} out of M_{5i} relevant students:

$$y_{5,Hou} = \left(\frac{M_{5i}}{m_{5i}} \right) \sum_{j=1}^{m_{5i}} y_{5ij}$$

$$x_{5,Hou} = M_{5i}$$

$$\hat{V}(x_{5,Hou}) = 0 \quad C\hat{O}v(y_{5,Hou}, x_{5,Hou}) = 0$$

$$\hat{V}(y_{5,Hou}) = (M_{5i} - m_{5i}) M_{5i} \left(\frac{p_{Hou} q_{Hou}}{m_{5i} - 1} \right)$$

4) Estimate the total variance for each grade:

$$\hat{V}(\hat{R}) = \left(\frac{1}{\hat{X}} \right)^2 \sum_{h=1}^5 \left[\hat{V}(\hat{Y}_h) \hat{R}^2 \hat{V}(\hat{X}_h) - 2 \hat{R} C\hat{O}v(\hat{Y}_h, \hat{X}_h) \right]$$

D. To combine the variance estimates for each grade into an variance estimate for the combined grades:

$$\hat{V}(\hat{R}) = \sum_{G=7}^{12} w_G^2 \hat{V}_G(\hat{R}_G)$$

Where :

$$w_G = \frac{N_G}{\sum_{G=7}^{12} N_G}$$

Calculation for Asymmetrical Confidence Intervals

Where,

p = the estimated proportion;

$\text{Var}(p)$ = the variance of p , calculated from a complex survey design;

$q = 1-p$;

L = the log odds of: $p = \log\left(\frac{p}{q}\right)$.

Then the variance of L is $\text{Var}(L) = \frac{\text{Var}(p)}{(pq)^2}$, approximated via a Taylor series expansion.

An approximate 95% confidence interval (C.I.) for L is as follows:

$$.95\text{C.I.} = L \pm 1.96 \left(\frac{\sqrt{\text{Var}(p)}}{pq} \right) = (A, B)$$

Applying the inverse logistic transformation to A and B yields a 95% C.I. for P as follows:

$$.95\text{C.I.} = \left(\frac{1}{1 + \exp(-A)}, \frac{1}{1 + \exp(-B)} \right) = (P_{\text{lower}}, P_{\text{upper}})$$

which expands as follows:

$$.95\text{C.I.} = \left[\frac{1}{1 + \exp\left(-\left(\log\left(\frac{p}{q}\right) - 1.96 \frac{\sqrt{\text{Var}(p)}}{pq}\right)\right)}, \frac{1}{1 + \exp\left(-\left(\log\left(\frac{p}{q}\right) + 1.96 \frac{\sqrt{\text{Var}(p)}}{pq}\right)\right)} \right]$$

Appendix G

Standard Error Tables

**CONFIDENCE INTERVALS:
GRADE SCHOOL**

OVERALL				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
INHALANTS	9.8%	9.4%	10.2%	0.0000036
MARIJUANA	5.6%	5.2%	6.0%	0.0000048
ALCOHOL	32.7%	31.9%	33.6%	0.0000187
TOBACCO	18.9%	18.1%	19.8%	0.0000188

FOURTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
INHALANTS	8.4% 84.0%	8.3% 83.6%	8.4% 84.4%	0.0000033
MARIJUANA	3.5%	3.3%	3.7%	0.0000012
ALCOHOL	25.1%	24.4%	25.8%	0.0000129
TOBACCO	11.1%	10.7%	11.5%	0.0000046

FIFTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
INHALANTS	9.19%	8.3%	10.2%	0.0000255
MARIJUANA	6.27%	5.1%	7.6%	0.0000398
ALCOHOL	31.48%	29.2%	33.9%	0.0001407
TOBACCO	18.90%	16.6%	21.5%	0.0001563

SIXTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
INHALANTS	13.0%	12.0%	14.0%	0.0000255
MARIJUANA	8.8%	7.6%	10.1%	0.0000398
ALCOHOL	42.5%	40.2%	44.8%	0.0001407
TOBACCO	27.9%	25.5%	30.4%	0.0001563

**CONFIDENCE INTERVALS:
HIGH SCHOOL**

OVERALL				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	54.5%	53.3%	55.7%	0.00003851016
ALCOHOL	74.2%	73.0%	75.4%	0.00003698585
INHALANTS	18.7%	17.7%	19.8%	0.00002715718
ANY ILLICIT DRUG	27.8%	26.5%	29.1%	0.00004386938
MARIJUANA	25.4%	24.2%	26.7%	0.00004020190
MARIJUANA ONLY	14.8%	13.7%	16.0%	0.00003354894
COCAINE OR CRACK	5.6%	5.1%	6.2%	0.00000800521
COCAINE	5.2%	4.7%	5.8%	0.00000762971
CRACK	1.9%	1.6%	2.1%	0.00000171032
HALLUCINOGENS	5.9%	5.5%	6.4%	0.00000549303
UPPERS	7.0%	6.6%	7.5%	0.00000570796
DOWNERS	4.5%	4.2%	4.9%	0.00000360422
STEROIDS	1.8%	1.6%	2.1%	0.00000208347
ECTASY	2.5%	2.2%	2.8%	0.00000280671

**CONFIDENCE INTERVALS:
HIGH SCHOOL**

SEVENTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	40.1%	36.6%	43.7%	0.00032300000
ALCOHOL	57.6%	53.9%	61.3%	0.00035200000
INHALANTS	20.2%	17.0%	23.7%	0.00029300000
ANY ILLICIT DRUG	14.6%	11.3%	18.6%	0.00034200000
MARIJUANA	12.7%	9.6%	16.8%	0.00033500000
MARIJUANA ONLY	8.4%	5.7%	12.2%	0.00026900000
COCAINE OR CRACK	2.8%	1.7%	4.5%	0.00004620000
COCAINE	2.3%	1.3%	4.0%	0.00004240000
CRACK	1.5%	0.9%	2.3%	0.00001200000
HALLUCINOGENS	2.3%	1.6%	3.4%	0.00001980000
UPPERS	2.5%	1.7%	3.7%	0.00002490000
DOWNERS	2.1%	1.3%	3.3%	0.00002280000
STEROIDS	1.7%	1.0%	2.8%	0.00001880000
ECTASY	1.2%	0.6%	2.3%	0.00001700000

3.6%
4.6%
4.1%

EIGHTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	51.9%	48.0%	55.7%	0.00038600000
ALCOHOL	69.3%	65.0%	73.3%	0.00045700000
INHALANTS	23.8%	20.8%	27.2%	0.00026600000
ANY ILLICIT DRUG	23.5%	19.4%	28.2%	0.00050900000
MARIJUANA	21.2%	17.5%	25.4%	0.00040300000
MARIJUANA ONLY	12.7%	9.4%	17.0%	0.00037300000
COCAINE OR CRACK	4.7%	3.7%	6.0%	0.00003640000
COCAINE	4.3%	3.3%	5.6%	0.00003480000
CRACK	1.8%	1.1%	2.8%	0.00001770000
HALLUCINOGENS	4.3%	3.4%	5.4%	0.00002610000
UPPERS	5.5%	4.6%	6.6%	0.00002580000
DOWNERS	4.0%	3.1%	5.3%	0.00003090000
STEROIDS	2.0%	1.3%	2.9%	0.00001660000
ECTASY	1.7%	1.0%	3.0%	0.00002480000

4.3%
4.7%
4.2%
4.3%

CONFIDENCE INTERVALS:
HIGH SCHOOL

NINTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	57.2%	55.3%	59.0%	0.00009210000
ALCOHOL	76.2%	74.1%	78.1%	0.00010200000
INHALANTS	19.4%	17.8%	21.1%	0.00007230000
ANY ILLICIT DRUG	30.2%	28.1%	32.4%	0.00011700000
MARIJUANA	27.8%	25.8%	30.0%	0.00011600000
MARIJUANA ONLY	16.9%	15.2%	18.7%	0.00007740000
COCAINE OR CRACK	5.9%	4.8%	7.2%	0.00003620000
COCAINE	5.5%	4.5%	6.8%	0.00003460000
CRACK	2.1%	1.6%	2.8%	0.00000974000
HALLUCINOGENS	5.7%	4.7%	6.8%	0.00002920000
UPPERS	7.6%	6.4%	8.9%	0.00004220000
DOWNERS	5.1%	4.2%	6.0%	0.00002000000
STEROIDS	1.9%	1.3%	2.6%	0.00001040000
ECTASY	2.3%	1.7%	3.1%	0.00001240000

2.2%

TENTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	59.6%	57.4%	61.7%	0.00011700000
ALCOHOL	81.1%	79.5%	82.5%	0.00005970000
INHALANTS	17.4%	16.3%	18.6%	0.00003540000
ANY ILLICIT DRUG	32.7%	31.0%	34.5%	0.00008160000
MARIJUANA	30.0%	28.1%	31.9%	0.00009100000
MARIJUANA ONLY	17.0%	15.3%	18.8%	0.00007640000
COCAINE OR CRACK	6.5%	5.6%	7.5%	0.00002250000
COCAINE	5.9%	5.1%	6.9%	0.00002100000
CRACK	2.1%	1.9%	2.4%	0.00000153000
HALLUCINOGENS	7.8%	6.9%	8.9%	0.00002590000
UPPERS	9.2%	8.4%	10.1%	0.00001970000
DOWNERS	5.6%	5.1%	6.1%	0.00000722000
STEROIDS	1.8%	1.5%	2.2%	0.00000345000
ECTASY	3.4%	2.8%	4.1%	0.00001060000

1.8%
1.9%

**CONFIDENCE INTERVALS:
HIGH SCHOOL**

ELEVENTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	60.7%	58.0%	63.3%	0.0001850000
ALCOHOL	82.9%	81.1%	84.5%	0.00007260000
INHALANTS	14.0%	12.1%	16.2%	0.00011000000
ANY ILLIICIT DRUG	35.0%	32.3%	37.8%	0.00019400000
MARIJUANA	32.0%	29.4%	34.8%	0.00018800000
MARIJUANA ONLY	18.1%	16.5%	19.8%	0.00007290000
COCAINE OR CRACK	6.9%	5.1%	9.2%	0.00011000000
COCAINE	6.6%	4.9%	9.0%	0.00010800000
CRACK	1.6%	1.2%	2.2%	0.00000609000
HALLUCINOGENS	8.0%	6.9%	9.3%	0.00003680000
UPPERS	9.6%	8.8%	10.5%	0.00001880000
DOWNERS	5.4%	4.8%	6.1%	0.00001160000
STEROIDS	1.7%	1.3%	2.1%	0.00000338000
ECTASY	3.4%	2.7%	4.2%	0.00001420000

2.8%

TWELTH GRADE				
CATEGORY	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	62.7%	59.8%	65.5%	0.00021000000
ALCOHOL	85.5%	83.6%	87.1%	0.00008040000
INHALANTS	14.5%	12.8%	16.3%	0.00008140000
ANY ILLIICIT DRUG	36.3%	33.4%	39.2%	0.00021800000
MARIJUANA	34.0%	31.1%	37.0%	0.00022600000
MARIJUANA ONLY	18.3%	15.1%	21.9%	0.00029700000
COCAINE OR CRACK	8.3%	6.9%	9.9%	0.00005860000
COCAINE	8.2%	6.8%	9.7%	0.00005610000
CRACK	2.1%	1.6%	2.6%	0.00000634000
HALLUCINOGENS	9.8%	8.1%	11.8%	0.00008810000
UPPERS	10.0%	8.3%	11.9%	0.00008630000
DOWNERS	6.0%	5.0%	7.2%	0.00003110000
STEROIDS	2.2%	1.5%	3.1%	0.00001560000
ECTASY	4.0%	3.2%	4.9%	0.00001850000

2.9%
3%