

**Texas School Survey of Drug and Alcohol Use
Methodology Report
2022**

For the Texas Health and Human Services Commission

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Introduction

The Bush School – Public Service & Administration (PSAA) at Texas A&M University (TAMU), in conjunction with the Texas Health and Human Services Commission (HHSC) conducted the eighteenth statewide survey of drug and alcohol use among Texas public school students in the spring of 2022. Originally implemented in 1988 as a component of a larger survey assessing substance use among the state’s general population, the school survey has since become an ongoing, independent project. District surveys are offered every year with a statewide survey conducted every two years. The 2022 effort provides follow-up data reflecting changes over the past thirty-two years in grades seven through twelve.

The *Texas School Survey* project has two primary objectives. First, it serves to inform state and local policy-makers about the extent and nature of youth substance use in Texas public schools. Second, the statewide survey provides a standard of comparison for districts conducting local assessments of drug and alcohol use.

The purpose of this document is to describe the methodology used to administer the *2022 Texas School Survey of Drug and Alcohol Use*. Following a brief introduction to the survey instrument itself, attention is focused on sample selection and survey administration procedures. Lastly, methods for data processing and quality control are described.

Survey Instrument

Since its inception in 1988, the *Texas School Survey of Drug and Alcohol Use* has received slight revisions throughout the years for purposes of incorporating new substances or other relevant topics to measure alcohol and drug use trends among youth. However, major revisions rarely occur and typically result from the need to reduce survey administration time in schools. A major revision occurred in 1998 where similar questions assessing substance use prevalence rates were grouped together in a matrix format to reduce survey administration time. Again, in the fall of 2012, TAMU and DSHS proposed several changes to improve the quality of survey results while maintaining compatibility with previous survey data.

Up until the 2014 survey administration year, two versions of the *Texas School Survey of Drug and Alcohol Use* were administered. The elementary version of the survey was a simplified three-page instrument created for students in grades four through six. 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. The secondary instrument was a six-page questionnaire designed for students in grades seven through twelve. Secondary students were asked about the same substances as elementary students, as well as a broader range of illicit drugs including powdered cocaine, crack, hallucinogens, steroids, ecstasy, Rohypnol, DXM, methamphetamine, and heroin. Other sets of questions on both the elementary and secondary instruments were designed to assess behavioral correlates of substance use and students' perceptions of support available to help them cope with substance-related problems. Rather than maintain these two separate forms, in 2014 TAMU developed one survey form for grades 6 through 12. The decision to migrate to one form was made based on increased concerns from parents and school districts about surveying students as young as 4th and 5th grade as well as the need to streamline administration procedures for schools.

In 2016, TAMU and HHSC made the decision to eliminate grade 6 from the survey population. Many school districts have been restructuring to having grades 5 and 6 together on one campus and 7 and 8 on another campus. Eliminating grade 6 would reduce the number of campuses in the sample. Further, feedback from focus groups conducted across the state indicated that many districts believed that students in grade 6 were not mature enough for the survey materials. For these reasons, the decision was made to conduct the survey with grades 7-12.

Survey Content

Beginning with the project's inception in 1988, TAMU has administered a paper-pencil version of the *Texas School Survey of Drug and Alcohol Use*. Since 2012, schools have had the option of choosing between a web-based version of the survey or the traditional paper-pencil version. The web survey is programmed in LimeSurvey, a widely used software application for internet surveys, and hosted on a secure server. The paper-pencil questionnaire is in a format that can be scanned optically, similar to that used for standardized testing. Both versions are designed for anonymous self-administration by students with the aid of a staff member to pass out the survey or web survey tokens, read a common set of instructions, monitor the class during survey administration, and collect the instruments or web survey tokens after the survey is completed. The survey instrument is included in Appendix A.

Survey Sample

In recent years, recruiting school districts has become increasingly challenging where greater numbers of school districts, particularly large school districts, refuse to participate in the survey. Decreases in participation rates can significantly impact the ability to generalize survey results to the Texas youth population. For this reason, we slightly increased the number of schools to be sampled as described in the methods below.

Selection of Campuses

The sample of students for the 2022 survey was designed to be a stratified, weighted, random sample of all public school students between the seventh and twelfth grades in the state. In order to make administration practical, students were selected using a multi-stage stratified sampling procedure. This involved sampling schools, and then classrooms within schools.

Schools were the primary sampling units (PSU) and were sampled with probability of selection proportionate to size¹. This means that a school with 200 students is twice as likely to be sampled as a school with 100 students. The probability of selection were increased for groups that would ordinarily be underrepresented in a standard PPS selection method. For instance, many rural campuses have enrollment numbers that are smaller than their urban counterparts – if a standard PPS sample were drawn, the proportion of rural students in the sample would be smaller than the actual proportion in the state. For this reason, a system of automatic adjustments are put into place to give these sorts of campuses a higher probability of selection in the sample. Also, border schools are oversampled to provide sufficient numbers of schools in the border area to allow for separate Border/Non-Border reports. For each grade level in a sample school, six classrooms were randomly selected. In schools with fewer than six classrooms in a grade, all classrooms were surveyed. All students in a sampled classroom were asked to participate in the survey.

A total of 711 schools were sampled. This number was selected to exceed the estimated sample size needed to report with statistical confidence on the drug and alcohol related behavior of youth in the public schools statewide. It was large enough to report separately for subgroups defined by characteristics such as gender and ethnicity. In addition, it was designed to be large enough to provide reliable estimates for subgroups for the eleven designated Public Health Regions in Texas. It also provided enough oversampling to compensate for the expectation that some schools would not participate.

As detailed in the section “Weights, Standard Errors, and Confidence Intervals” below, the sample of completed surveys was weighted for the probability of selection as well as the populations of the grades and regions. The weighted sample can be considered a representative sample of public school students in Texas between the 7th and 12th grades.

¹ For discussion of weighting with probability proportionate to size see William Cochran, *Sampling Techniques*, Third Edition. New York: John Wiley and Sons, pp 250-258.

Soliciting Campus Participation

In preparation for recruiting schools, TAMU survey coordinator, Shannon Pearison reviewed the list of sampled schools to determine whether TAMU had a contact at the district level from previous survey administration years. If TAMU worked with the school district in the past, they were contacted directly. In schools where no previous contacts had been established, survey coordinators initiated contact with the district superintendent first. After this initial contact attempt, TAMU then attempted subsequent contact with district testing coordinator, health specialist, or any other individual that seemed like they would be involved with student health/substance use surveys. Applications were submitted to districts requiring approval from their Research and Accountability Boards.

TAMU started calling each randomly sampled school in October after the initial letters were sent to discuss survey administration procedures and answer any questions. TAMU completed a minimum of five calls to each school. For non-responsive campuses, TAMU contacted the superintendent or other district staff to request approval for conducting the survey at a particular campus. Schools interested in participating in the 2022 survey were instructed to complete a basic participation form via the project's website (<http://texasschoolsurvey.org>). Two-hundred-thirty-two of the original 711 selected campuses signed up to participate in the study. After accounting for drop-outs, a total of 164 campuses participated in the study and returned completed survey materials. Most campuses declined due to the lack of time and resources involved in survey administration.

Recruitment methods for the state survey were similar to past survey administration years where school contacts were sent a packet of information including a recruitment letter, letter of support from DSHS, information brochure, copy of the survey instrument, and frequently asked question guide. When sending the initial recruitment letters, TAMU offered a \$500 monetary incentive to the state sampled campuses as an incentive to increase participation rates and reduce the burden of survey administration on schools. The purpose of payment was to help schools defray costs associated with implementing this survey, such as costs associated with the distribution of parental notification forms and other administrative costs. A new incentive added for 2016 was the offer of a Campus Level Report at no additional cost. This incentive was so effective, that is now offered every statewide year. Schools were informed that if they wanted the Campus Report, it may necessitate the sampling of additional classrooms in order to create a reliable report.

District level reports were offered to both districts with state sampled campuses as well as districts with no state sampled campuses for an additional cost. When districts requested this, additional data were collected for district level reports. Those with state sampled campuses received the additional surveys and district level report at a discounted rate. Additional data collected from non-state campuses to produce the district level reports were not included in the state data analysis.

Selection of Classrooms within Campuses

The selection of classrooms was performed by campus personnel based on a set of guidelines provided by TAMU (illustrated in Appendix B). Members of 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 or subject area. TAMU randomly selected classes from this list until the target numbers per grade level were reached.

TABLE 1. Number of Surveys Included in State Sample

	Total Non-Blank Surveys	Usable Surveys	Number rejected	Percent rejected
Total	43,010	42,199	811	1.89%

*Surveys were rejected because the responses indicated exaggeration or the survey could not be matched to a sampled school and grade.

TABLE 2. Survey Distribution by Grade

Grade	Number of Usable Surveys	Percentage
Grade 7	10,759	25.5
Grade 8	11,056	26.2
Grade 9	5,345	12.7
Grade 10	5,268	12.5
Grade 11	4,948	11.8
Grade 12	4,823	11.4
Total	42,199	100%

Survey Administration Procedures

Each participating school had the ability to administer either an online version of the survey via a secure website, or the traditional paper-pencil version. Schools selected which method of administration they preferred when signing up for the survey. Out of the 164 participating state schools, 133 administered the online version of the survey and 31 administered the paper-pencil version.

An Information Sheet regarding the survey was provided for required dissemination to parents/guardians a minimum of two weeks prior to survey administration. The Information Sheet explained the voluntary nature of the survey and that students may choose to opt out of participation at any time. It also provided a mechanism for parents to let the school know if they did not want their child to participate. This form also emphasized that participation is completely anonymous.

Relevant personnel in the selected campuses were provided with complete instructions and materials necessary to administer the survey (see Appendix C). Classrooms were selected randomly by TAMU based on information from an Excel spreadsheet from the campus. Teachers in selected classrooms were given a script to read so that all students would receive a standardized set of instructions. The scripts were provided to the campuses at least a week before survey administration in order to allow teachers sufficient time to familiarize themselves with the survey procedures. Teachers were also asked to complete a Classroom Identification Form that provided data on the number of students that are currently enrolled in the class. This information was useful for computing error estimates.

Survey administration for the paper-pencil version followed standard *Texas School Survey* procedures. Students received a computer-scannable questionnaire booklet to record their answers to survey questions by filling in corresponding ovals with a number two pencil. Students were instructed to place the questionnaire in a large manila envelope once the survey was completed. Teachers were instructed to place any blank or unused surveys back in the manila envelope to be returned to TAMU.

Survey administration for the web version followed the standard *Texas School Survey* procedures with slight modifications due to the variation in mode. Students completed the web survey either in their regular classroom using portable laptop computers or tablets, or by taking the survey in the school computer lab. Instead of receiving paper copies of the survey instrument, students in sampled classrooms were provided with unique, randomly generated six digit alpha-numeric codes, referred to as survey tokens. These survey tokens could only be used once and provided access to the online survey via a secure website. To ensure only sampled classrooms completed the online survey, all unused and used survey tokens were collected by the survey administrator when surveys were completed. Additionally, TAMU limited access to the online survey during the district's scheduled survey administration period.

The envelopes containing either the survey tokens or survey instruments from all participating classrooms were collected and returned to TAMU.

Data Entry and Analyses

As noted earlier, the format of the paper-pencil survey instruments enabled them to be scanned optically. Upon receipt at TAMU, the paper-pencil surveys were logged in, coded and scanned by staff or trained personnel.

Exaggerated Responses

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 TAMU 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 called "Blamaril". Data from students claiming to have used this substance were considered suspect and dropped from the analyses.

Second, checks were run to identify any students claiming dubiously high rates of use of the following hard drugs – cocaine, crack, ecstasy, heroin, methamphetamine, and synthetic marijuana. Students were defined as exaggerators if they reported using three or of any of those substances daily or if they reported using four or more of them eleven or more times in the past month. As in those cases where students reported using the fake drug "Blamaril," data from students reporting exaggerated use were also dropped from the analyses.

An additional criteria was used to identify and remove questionable surveys. In any instance, if a students claimed to have begun using any substance at an age that was higher than the one they claimed, they would also be dropped from analysis.

Unreported Grade Levels

When students failed to report their grade level, it was impossible to determine unequivocally in which grade these students' data should be analyzed. When a grade level was missing, an estimate of the grade was made based on the students' age and the data were retained. Table 3 identifies the range of students' ages and the corresponding grade levels that were assigned. If both grade and age were missing, the data were dropped from the analyses.

TABLE 3. Age-Based Grade Assignments.

Age	Grade
12 or younger	7 th Grade
13	8 th Grade
14	9 th Grade
15	10 th Grade
16	11 th Grade
17 or older	12 th Grade

Prevalence and Recency Values

Prior to 2016, the reported values for prevalence and recency of use were based solely on students' answers to the questions that directly asked how recently, if ever, they had used each substance (Q14-18 on the current survey). Beginning in 2016, the students' answers to other questions on the survey are also taken into account, such that if they indicated more recent usage for a substance on any other question, their reported prevalence and recency of use values for that substance are updated to reflect the most recent usage. For example, if a student responded on Q16a that the most

recently they had used marijuana was “since school began in the fall”, but also reported on Q19d that they had used marijuana “1-2 times” in the past 30 days, in prevalence and recency tables they would be classified as having used marijuana in the past month. Only tables found in the first two sections of the reports are affected, as the margin tables, found at the end of the reports, retain the original responses for all questions on the survey – including those for Q14-18. These changes, along with the introduction of electronic vapor products as a form of tobacco in the 2016 survey, may lead to increases in the reported prevalence and recency of use for numerous substances over what had been reported in previous years. These changes provide a more accurate representation of substance use among students covered by this report; however, they also limit the direct comparability of prevalence and recency values found in the 2016 and 2018 reports to those from previous years.

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 TAMU's 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 campus' 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 this occurred, it is conceivable that some pages of data could have been read into the incorrect computer record. To resolve this problem, each instrument was printed with a seven-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 errors with pages from different students having been shuffled together can be detected. In this way, if the pages from different instruments were shuffled together and read randomly, they would be tagged as problematic and removed from the master dataset, giving the individuals responsible for quality control the opportunity to investigate the error, and rescan survey instruments to correct such problems. Additional quality control measures were conducted on approximately ten percent of the surveys processed and included counting the number of surveys in a stack after it was read by the optical scanner to make sure the number of surveys inserted corresponded to the number of surveys read by the scanner and comparing the physical survey responses to the output generated by the scanner software.

Weights, Standard Errors, and Confidence Intervals

Weights were applied to each case based on the region, district, campus, grade and race/ethnicity. The weights were applied so that the aggregation of students in each campus, district, region, grade and race/ethnicity reflected their proportions in the actual campus, district, and region populations. The formula used to determine these weights are presented in Appendix D. The factors used in weighting included region, grade, and ethnicity.

Even when random sampling is performed, responses do not perfectly match the population. This can occur for a variety of reasons including random oversampling of one region or non-response. Weighting allows for the data that are collected to be adjusted to better approximate the true population parameters by reducing the weight given to those “oversampled” and increasing the weight given to those “undersampled.”

Standard errors and confidence intervals for past month and lifetime usage of all substances were estimated for each grade within the major subgroups identified in the state report. These values can be found in the separate “Confidence Interval & Standard Error Report” document, which also contains a more detailed discussion of the techniques used for variance estimation that account for the survey’s multistage clustered sample design.

Conclusion

As discussed earlier, the number of classrooms sampled was slightly increased in response to the problem of non-participation from school districts. For a variety of reasons, willingness to participate has been declining. Overall participation rates were better than in 2020, but not as good as we had hoped. Schools have indicated a reluctance to give up class time due to perceived pressures regarding required standardized testing. Further, many individuals have reported that they are “surveyed-out” due to the increased requests by researchers to collect data in their schools. Many have made the decision to not allow further surveys.

Moving forward, exploring new options to improve participation is crucial. We have already made the survey available online, offered flexible implementation dates, provided monetary incentives, offered Campus Level Reports, and targeted the schools directly. Still, there are likely other avenues that would pay dividends. There is precedence in other states for a state mandate for schools to participate in the survey. This option is outside of our control; however, it would likely lead to a dramatic increase in participation. Finally, TAMU is in ongoing communication with individuals across the state including school personnel as well as HHSC staff to explore avenues to increase participation. While the new approach did not yield high response rates, the research team is confident that in the absence of the changes the response rate would have been lower.

The *Texas School Survey* has become a valuable policy tool for both state and local educators and policy-makers. The statewide survey, administered every two years, provides timely and relevant information about current drug and alcohol use patterns among young people enrolled in Texas’ public schools. Various regional breakdowns including border, non-border and regional analyses provide the ability to compare various diverse areas of Texas with the state as a whole. These results can yield important information on the unique needs of different regions in Texas, thus informing policy makers for purposes of program design and resource allocation for substance abuse prevention among youth in Texas. 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 a Texas Health and Human Services Commission (formerly, Texas Department of State Health Services) publication providing an overview of findings to date.

Appendix A

Survey Instrument

1. Are you:

Male

☐

Female

☐

2. What grade are you in?

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+

☐

5a. Are you Hispanic or Latino?

Yes

☐

No

☐

5b. What is your race? (DARKEN ONE BUBBLE ONLY)

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

☐ Some other race

☐ More than one race

6. On average, what grades do you get?

(DARKEN ONE BUBBLE ONLY)

Mostly
A's

☐

Mostly
B's

☐

Mostly
C's

☐

Mostly
D's

☐

Mostly
F's

☐

7. Do you have a job?

Yes

☐

No

☐

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

☐ Yes

☐ No

☐ Don't Know

9. Do you regularly participate in any of the following extra-curricular activities? (DARKEN ONE BUBBLE FOR EACH LINE: a-i.)

Yes

No

a.

☐☐

School athletics (UIL, Varsity, Junior Varsity)

b.

☐☐

School band/orchestra

c.

☐☐

School choir

d.

☐☐

Drill team or cheerleading squad

e.

☐☐

Student government, newspaper, or yearbook

f.

☐☐

Academic clubs, societies, or competition groups (UIL, Language Club, Math Club, etc.)

g.

☐☐

Other school clubs or student groups

h.

☐☐

Athletic teams OUTSIDE of school

i.

☐☐

Other clubs or groups OUTSIDE of school

10. How safe do you feel when you are:

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

Very
Safe

Somewhat
Safe

Not Very
Safe

Not Safe
At All

Don't
Know

a. in your home?

☐☐☐☐☐

b. out in your neighborhood?

☐☐☐☐☐

c. at school?

☐☐☐☐☐

The next two questions ask about your parents. If you were raised by a foster parent, step-parent, grandparent, or someone else - please answer for those who have been the most involved in raising you.

11. What is the highest level of schooling completed by...
(DARKEN ONE BUBBLE FOR EACH LINE: a-b.)

Completed
grade
school or
less

Some high
school

Completed
high school

Some college

Completed
college

Graduate or
professional
school after
college

Don't
know or
doesn't
apply

a. ...your FATHER?

☐☐☐☐☐☐☐

b. ...your MOTHER?

☐☐☐☐☐☐☐

12. Do one or both of your parents usually attend school-sponsored open houses or PTA meetings? ☐ Yes ☐ No

13. How many of your FRIENDS would you say: (DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

	None	A Few	Some	Most	All
a. Feel close to their parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Care about making good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wish they could drop out of school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sometimes carry weapons like a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Belong to a gang or are interested in becoming a gang member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of things some people sniff to get high. They are called INHALANTS.

14. How recently, if ever, have you sniffed, huffed, or inhaled the following INHALANTS for “kicks” or to get “high”: (DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Never heard of/Never used it	Used at least once in the Past Month	Used at least once Since School Began in the Fall	Used at least once In Your Lifetime
a. Spray paint to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Whiteout, correction fluid, magic markers to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Computer dusting sprays to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helium, butane, propane, whippets (nitrous oxide), refrigerants/Freon gas to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Glue to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Toluene/tolly, paint thinner, other solvents to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Gasoline, octane booster, carburetor cleaner to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other aerosols/sprays (deodorant spray, Pam, hair spray, room spray, etc.) to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How recently, if ever, have you used the following TOBACCO, ALCOHOL, and INHALANT products even one time: (DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Never heard of/ Never used it	Used at least once In the Past Month	Used at least once Since School Began in the Fall	Used at least once In Your Lifetime
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Smokeless 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 Coolers (hard lemonade, hard sodas, hard cider, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (vodka, rum, whiskey, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Inhalants (Whiteout, spray paint, glue, gas, etc.) to get high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Electronic Vapor Products (E-Cigarettes, E-Cigars, Vaping pens, Vape pipes, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How recently, if ever, have you used the following DRUGS even one time: (DARKEN ONE BUBBLE FOR EACH LINE: a-l.)

	Never heard of/ Never used it	Used at least once In the Past Month	Used at least once Since School Began in the Fall	Used at least once In Your Lifetime
a. Marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Cocaine (not crack)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Crack?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Blamaryl?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hallucinogens (LSD, Mushrooms, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Synthetic Cathinones (Bath Salts, MDPV, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ecstasy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Heroin (black tar, cheese, chiva, brown heroin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Methamphetamine (speed, crystal meth, ice, or crank)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Synthetic Marijuana (spice, K2)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Delta 8 (diet weed)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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[illegible]

○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○



24. 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.)

[illegible][illegible]

a. Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Never had 5 or more drinks in a two-hour period	Zero days	1 day	2 days	3 to 5 days	6 to 9 days	10 or more days

26. How often do you get alcoholic beverages from the following sources?
(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

[illegible]

	<i>Do Not Drink</i>	<i>Never</i>	<i>Seldom</i>	<i>Most of the time</i>	<i>Always</i>
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"/>

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

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 (Whiteout, spray paint, glue, gas, etc.)?	<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. Blamaryl?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ecstasy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Heroin (black tar, cheese, chiva, brown heroin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Methamphetamine (speed, crystal meth, ice, or crank)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Synthetic Marijuana (spice, K2)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Delta 8 (diet weed)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Any prescription drug not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Electronic Vapor Products (E-Cigarettes, E-Cigars, Vaping pens, Vape pipes, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)				
	None	1-3 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"/>
b. missed a whole day of school because you were ill?	<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"/>
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"/>
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"/>

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

DURING THE PAST 12 MONTHS, how many TIMES (if any) have you. . . (DARKEN ONE BUBBLE FOR EACH LINE: a-d.)	None	1-3 times	4-9 times	10+ times
a. gotten into difficulties of any kind with your friends because of your drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. driven a car when you've had a good bit to drink?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. gotten into difficulties of any kind with your friends because of your drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. driven a car when you've felt high from drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	1-3 days	4-9 days	10+ days
a. beer, wine coolers (hard lemonade, hard sodas, hard cider), wine, or hard liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. marijuana?	<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"/>
d. some other drug(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

[illegible]

<p>32. SINCE SCHOOL BEGAN IN THE FALL, have you sought help, other than from family or friends, for problems in any way connected with your use (if any) of alcohol, marijuana, or other drugs?</p> <p style="text-align: right;">Yes No <input type="radio"/> <input type="radio"/></p>																																																										
<p>33. If you had a drug or alcohol problem and needed help, who would you go to? (DARKEN ONE BUBBLE FOR EACH LINE: a-i.)</p> <table style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. A counselor or program in school?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. A school nurse?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>c. Another adult in school (such as a teacher or coach)?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>d. Your parents?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>e. A medical doctor?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>f. Your friends?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>g. Another adult (such as a relative, clergyman, or other family friend)?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>h. A counselor or program outside of school?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>i. I wouldn't go to anyone.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. A counselor or program in school?	<input type="radio"/>	<input type="radio"/>	b. A school nurse?	<input type="radio"/>	<input type="radio"/>	c. Another adult in school (such as a teacher or coach)?	<input type="radio"/>	<input type="radio"/>	d. Your parents?	<input type="radio"/>	<input type="radio"/>	e. A medical doctor?	<input type="radio"/>	<input type="radio"/>	f. Your friends?	<input type="radio"/>	<input type="radio"/>	g. Another adult (such as a relative, clergyman, or other family friend)?	<input type="radio"/>	<input type="radio"/>	h. A counselor or program outside of school?	<input type="radio"/>	<input type="radio"/>	i. I wouldn't go to anyone.	<input type="radio"/>	<input type="radio"/>	<p>34. SINCE SCHOOL BEGAN IN THE FALL, have you gotten any information on drugs or alcohol from the following SCHOOL sources? (DARKEN ONE BUBBLE FOR EACH LINE: a-h.)</p> <table style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. A school health class?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. An assembly program at school?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>c. A school guidance counselor?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>d. A school nurse?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>e. A science or social studies class?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>f. A student group or club meeting at school?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>g. An invited school guest?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>h. Another source at school?</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. A school health class?	<input type="radio"/>	<input type="radio"/>	b. An assembly program at school?	<input type="radio"/>	<input type="radio"/>	c. A school guidance counselor?	<input type="radio"/>	<input type="radio"/>	d. A school nurse?	<input type="radio"/>	<input type="radio"/>	e. A science or social studies class?	<input type="radio"/>	<input type="radio"/>	f. A student group or club meeting at school?	<input type="radio"/>	<input type="radio"/>	g. An invited school guest?	<input type="radio"/>	<input type="radio"/>	h. Another source at school?	<input type="radio"/>	<input type="radio"/>
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Appendix B

Classroom Selection Guidelines

Texas School Survey of Drug and Alcohol Use

Sampling Guide for Survey Administration

For the Texas School Survey to be administered in your school/district, PPRI will need to randomly select classes for participation in the study. The random selection process will allow us to generate survey results that are representative of the student population within your school/district. Detailed instructions for completing this master list are noted below.

- **If you are surveying students at an **individual school only**, you will need to provide a master list of classes for the specific grade levels contained at your school (only grades 7-12 are eligible to participate).
- **If you are surveying students at the **district level**, you will need to provide a master list of classes at each district campus with grades 7-12.

Instructions:

The Survey Coordinator will receive this guide (*Sampling Guide for Survey Administration*) and a Microsoft Excel spreadsheet titled *Sampling Template*. Please use this guide (*Sampling Guide for Survey Administration*) when completing the *Sampling Template*. **Please only use the attached *Sampling Template*; do not create a new document or file.**

- Please choose *either* a **class period** (i.e. 1st, 3rd) in which *all* students are present *or* a **subject** (i.e. English, Science) in which all students must be enrolled;
- For schools conducting the survey online, please make sure there will be enough computers during the time of survey administration.

The Excel spreadsheet titled *Sampling Template*, has column and row titles to indicate where to insert the necessary information. Using the Excel spreadsheet, please complete the following steps:

1. List *all* teachers for that class period or that subject in the first column;
2. List the class period, regardless of whether class period or subject was selected.(each class period should be listed in a separate row)
3. List the number of students *per grade level* in each of those classes.

Please submit the Excel spreadsheet electronically to: TexasSchoolSurvey@hhsc.state.tx.us.

PPRI will randomly pick entire classes until we reach the target numbers per grade level for the sample. Then, we'll send you the Master List of those classes randomly selected to be surveyed in order for the Parental Notification Letters to be sent home to the parents of students in the selected classes.

Appendix C
School Survey Administration
Survey Coordinator's Responsibilities
Campus Coordinators' Responsibilities
Teachers' Guide

Survey Administration Guide

Your school has elected to participate in the *Texas School Survey of Drug and Alcohol Use*. The survey is sponsored and designed by the Texas Health and Human Services Commission (HHSC) and is facilitated by the Public Policy Research Institute (PPRI) at Texas A&M University. You will be administering the survey in one or more classrooms at your campus. PPRI has prepared this Survey Administration Guide to provide information and instructions for conducting the survey.

- Each classroom envelope should have a sufficient number of surveys to accommodate survey administration in the designated classes. If necessary, additional surveys should be requested from the survey coordinator at your campus. Please only administer the survey to the class listed on the label; as these are the classes that received parental notification.
- Please review the Classroom Identification label on the front of your envelope. It is very important that you write the **campus name** (if it is not already written on the label), **the number of students enrolled in your class, and the number of students absent on the day of the survey** on this label.
- Please read all instructions carefully before administering the survey. It is important that these procedures are followed so that administration of the survey is uniform throughout each school. Please stress to the students that their responses are **entirely anonymous**.
- Your attitude towards this survey is extremely important. If students sense the importance of this information, they will take the survey more seriously.
- In addition, your physical position in the classroom may influence the way students answer questions. While students are taking the survey, do not walk around the room. Please sit or stand in a part of the room away from students.
- Try to keep students as quiet as possible throughout survey administration. If students are allowed to talk about the contents of the survey or their own experiences, peer influence could cause students to either inflate or under-report their own drug and alcohol habits.
- The survey should take approximately 30-45 minutes to administer.
- To maintain student confidentiality, **do not view completed survey instruments**.
- Students must use a #2 pencil. Be prepared to provide pencils to students who may not have one. Surveys completed in pen or marker cannot be processed.

Thank you very much for your assistance with this important research project.



Survey Administration Procedure

1.) **Before handing out surveys**, please tell students the following:

“This survey is for the Texas Health and Human Services Commission (HHSC). Survey results will be used for evaluating and planning substance abuse programs for students in grades 7 through 12. No student is required to participate in this survey. This survey will ask questions about your experiences with drugs and alcohol. Do not turn the pages or begin answering questions until we have gone over the survey instructions.”

2.) Make sure all students have a #2 pencil to complete the survey. Hand out the surveys and please tell students the following:

“I cannot answer questions about specific substances or tell you what questions mean. If you are not familiar with a substance listed on the survey, mark the category ‘Never heard of it.’”

3.) Go over the instructions listed on the front of the survey booklet. Be sure to read aloud the **Introduction, Directions, and Example Question**.

4.) Please emphasize the following points to the students:

- This survey is completely voluntary.
- No one will know how individual students answer questions.
- If you do not feel comfortable answering a question or feel you cannot answer a question honestly, leave it blank.
- A drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, a shot of liquor, or a mixed drink.

5.) If students refuse to take the survey, have them work quietly at their seat or send them to an area designated by the Survey Coordinator at your campus/district.

6.) Collect all completed surveys and place in the envelope. Please do not view completed surveys. **Verify the completion of the Classroom Identification label** on the front of your classroom envelope. It is very important that the **campus name, number of students enrolled in your class, and number of students absent** is written on this label. PLEASE DO NOT PUT UNUSED SURVEYS IN THE ENVELOPE. Seal the envelope.

7.) Return classroom envelope and unused surveys as instructed by the Survey Coordinator at your campus/district.

Thank you very much for your assistance with this important research project.

Online Survey Administration Guide

Your school has elected to participate in the *Texas School Survey of Drug and Alcohol Use*. The survey is sponsored and designed by the Texas Health and Human Services Commission (HHSC) and is facilitated by the Public Policy Research Institute (PPRI) at Texas A&M University. You will be administering the survey in one or more classrooms at your campus. PPRI has prepared this Survey Administration Guide to provide information and instructions for conducting the survey.

- Each classroom envelope should contain a small piece of paper for each student with a number, which is an online survey token. If necessary, additional online survey tokens should be requested from the survey coordinator at your campus. Please only administer the survey to the class listed on the label; as these are the classes that received parental notification.
- Please read all instructions carefully before administering the survey. It is important that these procedures are followed so that administration of the survey is uniform throughout each school. Please stress to the students that their responses are **entirely anonymous**. The tokens are completely random and there is no way to know which student responded to a particular survey.
- Your attitude towards this survey is extremely important. If students sense the importance of this information, they will take the survey more seriously.
- Survey responses must be kept private; therefore students should be reminded to not look at the computer screens of other students.
- In addition, your physical position in the room may influence the way students answer questions. While students are taking the survey, do not walk around the room. Please sit or stand in a part of the room away from students.
- Try to keep students as quiet as possible throughout survey administration. If students are allowed to talk about the contents of the survey or their own experiences, peer influence could cause students to either inflate or under-report their own substance use habits.
- The survey should take approximately 40 minutes to administer.

Thank you very much for your assistance with this important research project.



Online Survey Administration Procedure

- 1.) Have all participating students enter the following address into their web browser:
<http://txss.tamu.edu>
- 2.) **Before handing out the online survey tokens, please tell students the following:** “This survey is for the Texas Health and Human Services Commission. Survey results will be used for evaluating and planning substance abuse programs for students in grades 7 through 12. No student is required to participate in this survey. This survey will ask questions about your experiences with drugs and alcohol. Please do not begin answering questions until we have gone over the survey instructions.”
- 3.) Hand out the online survey tokens and please tell students the following:
 - This is a survey that measures tobacco, drug, and alcohol use and other information relating to tobacco, alcohol, inhalant, and drug use;
 - This survey is being given to as many as 200,000 students in the state of Texas;
 - There is no way for anyone to know how you respond to the questions; please answer honestly;
 - You can skip any questions or not take the survey at all if you do not want to. There is no penalty if you skip questions or leave the survey blank;
 - On the survey, a drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, a shot of liquor, or a mixed drink;
 - I cannot answer questions about specific substances or tell you what questions mean;
 - If you are not familiar with a substance listed, mark the category “Never heard of it.”
 - **At the end of the survey, please make sure you click the ‘Submit’ button**

If you feel you need to talk with someone about problems with tobacco, inhalants, alcohol, or drugs, please call, toll free,: 1-877-9-NO-DRUG (1-877-966-3784) for immediate and confidential help, 24 hours a day, seven days a week. This study has been reviewed and approved by the Institutional Review Board - Human Subjects in Research, Texas A&M University. For research-related questions regarding subjects' rights, the Institutional Review Board may be contacted at (979) 458-4067 or irb@tamu.edu.

- 6.) Tell the students to type the number on their paper in the token box and click ‘ENTER’. The students will then need to read the instructions and click ‘NEXT’ to proceed to survey questions.
- 7.) If students refuse to take the survey, have them work quietly at their seat or send them to an area designated by your campus coordinator.
- 8.) Collect all papers with the online survey tokens and place in envelope.
- 9.) Return classroom envelope and online survey tokens as instructed by the Survey Coordinator at your campus/district.

Thank you very much for your assistance with this important research project.

Survey Coordinator's Responsibilities

1. Distribution of the Survey Administration Guide

The *Survey Administration Guide* enclosed in this mailing is designed to instruct the individuals who will administer the *Texas School Survey*. Each individual involved in survey administration should receive a copy approximately one week prior to the scheduled administration date so everyone will have adequate time to read through the information and resolve any questions.

2. Distribution of Survey Instruments and Classroom Envelopes

Enclosed is a set of envelopes and survey instruments. There should be one envelope per participating class with a sufficient number of survey forms. If class information was provided, the campus name, teacher name, and classroom enrollment numbers will be listed on the label that is applied to the front of the envelope. If pre-packaged materials were not requested, classroom envelopes will contain 30 blank survey instruments and a copy of the *Survey Administration Guide*.

If the materials are **not** already pre-packaged, Survey Coordinators should follow these steps:

- a) Place a sufficient number of surveys in a classroom envelope for the appropriate number of students in each participating class;
- b) Ensure each classroom envelope contains a copy of the *Survey Administration Guide*; and
- c) Label each classroom envelope with **the campus name** along with classroom information.

Do **not** seal the envelopes.

In case of mass administration, one envelope per 30 students should be used

Envelopes with the correct number of survey instruments and a copy of the *Survey Administration Guide* should be distributed to each survey administrator on the day the survey is to be given. All survey administrators should have reviewed the *Survey Administration Guide* (described above) prior to this point and should be aware of their responsibilities.

3. Packaging the Completed Surveys for Delivery to PPRI

After the survey has been administered, teachers will be instructed to seal the completed survey forms in the envelopes. Unused blank forms should be kept together **outside the envelope**. Teachers should not leave the room with the sealed envelopes. Rather, someone who did not participate in the actual survey administration should collect the envelopes.

As the Survey Coordinator, you should clearly designate a central location where the envelopes and surveys should be sent. Completed surveys should remain in the sealed envelopes, and the envelopes should be grouped together and **clearly labeled** with the campus name. **Blank surveys should be returned** to PPRI along with the classroom envelopes. All survey materials should be boxed, and the boxes should be labeled sequentially (i.e., one of three, two of three, etc.). Materials should be sent in a single mailing. Ship to:

Texas School Survey
PPRI / Texas A&M University
TAMU Heaton Hall, Suite 112
College Station, TX 77843-4476



Online Survey Coordinator's Responsibilities

1. Distribution of the Survey Administration Guide (*one week before administration*)

The *Online Survey Administration Guide* enclosed in this mailing is designed to instruct the individuals who will administer the survey. Please distribute the Guide to all survey administrators (i.e. teachers). Check for understanding and make sure all questions are answered.

2. Distribution of Online Survey Tokens and Classroom Envelopes

If the materials are not pre-packaged:

- a) Count out a set of online survey tokens for the appropriate number of students in each participating class;
- b) Place each set of online survey tokens in a classroom envelope;
- c) Label each classroom envelope to indicate which class it is along with **the campus name**. Do **not** seal the envelopes;
- d) Ensure each classroom envelope contains a copy of the *Online Survey Administration Guide*.

On day of survey administration:

Distribute envelopes filled with the correct number of online survey tokens and a copy of the *Online Survey Administration Guide* to each survey administrator.

3. After Survey Administration

Collect all used and unused survey tokens and destroy them.

Thank you for your support of the Texas School Survey of Drug and Alcohol Use!



Appendix D

Computation of Sample Weights

Weighting the Texas School Survey of Drug and Alcohol Use

The weights for the state sample of the Texas Schools Survey of Drug and Alcohol Use are calculated in a multistage process. The steps below describe this process and are executed individually for each HHSC region. Once all of the region weights are produced using the steps below, the individual R# weights are appended together into the final weight variable used for statewide analysis - wt2.

- Campus Weight
 - Probability of each school being sampled
 - A =Total number of “adjusted” students in school (over/under-sampled)²
 - B =total “adjusted” population in region
 - D =total number of schools sampled
 - School’s probability $X=(A*D)/B$
 - Raw weight
 - $H= 1/X$
- Student Weight
 - Probability of each Student sampled in school
 - G =Number of students in grade
 - C = Number of students sampled in grade
 - Student Weight $Y=G/C$
 - If $Y<1$, then replace $Y=1$
 - Extreme outliers are trimmed for Y to reduce their impact
 - Weight
 - Weight $W=Y*H$
- Post Hoc Weight
 - Adjustment for grade & ethnicity distribution
 - S = Region ethnicity in grade population
 - T = Region ethnicity in grade population after applying weight W
 - Final region weight $R\# = W*(S/T)$
 - Extreme outliers are trimmed for $R\#$ to reduce their impact

² “(over/under-sampled)” refers to the increased probability attached to students in certain schools such as border schools and junior high campuses as discussed in the “Selection of Campuses” section of the report.