



2009–10 School Survey on Crime and Safety (SSOCS) Survey Documentation

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1. Introduction

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. SSOCS collects extensive crime and safety data from principals and administrators of public schools in the United States. Data from this collection can be used to study the relationship between school characteristics and violent and serious violent crimes in American schools and examine what programs, practices, and policies are used by schools in their efforts to prevent crime. SSOCS has been conducted five times: in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 (referred to as SSOCS:2000, SSOCS:2004, SSOCS:2006, SSOCS:2008, and SSOCS:2010, respectively). The next administration will be in school year 2011–12.

SSOCS:2010 was developed by NCES and conducted by the U.S. Census Bureau. Funding for the survey was provided by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. Out of 3,476 primary, middle, high, and combined public schools sampled for SSOCS:2010, a total of 2,648 schools submitted usable questionnaires, for a weighted response rate¹ of 80.8 percent. Data were collected from February 24, 2010, through June 11, 2010. Follow-up activities, in which the U.S. Census Bureau contacted nonrespondents in order to complete the remaining questionnaires, ended July 21, 2010.

This survey documentation offers information about the purpose, data collection instrument, sample design, data collection methods, and data processing procedures of the SSOCS:2010 data collection. Information specific to the SSOCS:2010 restricted-use data file can be found in the *2009–10 School Survey on Crime and Safety (SSOCS) Restricted-Use Data File User's Manual* (Neiman et al. 2011). Information specific to the SSOCS:2010 public-use file will be included in a public-use data file user's manual that will accompany the release of the public-use data file. Examples of topics that are discussed in the user's manuals but are not discussed in this survey documentation are computing and approximating standard errors, reviewing and coding text items, and design effects. The SSOCS user's manuals also contain data file codebooks, ASCII file layouts, and sample syntax for various statistical software programs.

1.1 Background of the Study

A safe school environment is necessary for educating the nation's youth. Students who engage in criminal behavior at school or who are victims of crime at school may not meet their potential in the classroom or at home. While school crime has always been a major concern for educators, researchers, and policymakers, it has gained national attention in the aftermath of several school shootings since 1999. Although the federal government had collected crime and safety data for several decades, these events highlighted a need for a survey that would build upon prior school crime and safety surveys² while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was

¹ The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases / (total sample – known ineligible). The base sampling rates are calculated as the inverse of the probability of selection. For more information see section 2.5 for details.

² The surveys on school crime and safety sponsored by the Department of Education prior to 1999 are the Safe Schools Study, conducted by the National Institute of Education in 1978; the Teacher, Principal, and Public School District Surveys on Safe, Disciplined, and Drug-Free Schools, conducted by NCES through the Fast Response Survey System (FRSS) in 1991; and the Principal/School Disciplinarian Survey on School Violence, conducted by NCES through the FRSS in 1997.

established by NCES in response to this need, specifically addressing safety in and around American public schools.

To date, SSOCS is the only periodic survey that collects detailed national information on crime and safety from the perspective of schools. The national estimates of school crime and safety that SSOCS provides assist the U.S. Department of Education in fulfilling objective 4 of its Strategic Goals and Objectives: to promote safe, disciplined, and drug-free learning environments.³

1.2 Questionnaire Development

The SSOCS:2010 questionnaire is the result of extensive research and development on issues of school crime and has evolved over each SSOCS collection since its introduction during the 1999–2000 school year. The development of the SSOCS:2000 instrument was an iterative process, with regular internal reviews and updates, external reviews by a Technical Review Panel (TRP)⁴ and governmental units, pretesting of the questionnaire with 14 schools, and review for clearance by the Office of Management and Budget and the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers. The SSOCS:2004 questionnaire was updated for content, flow, and clarity based on input from the TRP, seven site visits, and eight debriefing interviews.

While the main topics in the SSOCS questionnaire have remained substantially the same since SSOCS:2004, some items have been modified.⁵ The SSOCS:2010 questionnaire is shown in appendix A, and differences between the 2008 and 2010 questionnaire items are detailed below:⁶

Definitions (SSOCS:2008 and SSOCS:2010)

Sexual harassment. The definition of sexual harassment (page 2 of the SSOCS questionnaire) was revised. In the SSOCS:2008 questionnaire, sexual harassment was defined as “*unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.*” In the SSOCS:2010 questionnaire, sexual harassment was defined as “*conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.*”

Rape. The definition of rape was modified to emphasize that both male and female students can be victims of rape. In the SSOCS:2008 questionnaire, rape was defined as “*forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object.*” In the SSOCS:2010 questionnaire, rape was defined as “*forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape.*”

³ See <http://www2.ed.gov/about/reports/strat/plan2007-12/2007-plan.pdf>.

⁴ The TRP consisted of researchers on school crime, educators, policymakers, and representatives of relevant education-related organizations.

⁵ For further information on the development of the SSOCS instrument over previous iterations, please refer to the 1990–2000, 2003–04, 2005–06, and 2007–08 SSOCS user’s manuals, which can be found at <http://nces.ed.gov/surveys/ssocs>. A complete archive of SSOCS questionnaires, data, and publications, as well as answers to frequently asked questions, can also be found at this website.

⁶ The “C” numbers following some questions in the questionnaire refer to the source codes assigned by the U.S. Census Bureau to each item. The C numbers do not change from one administration to the other, even though the question number might change on the survey instrument.

Sexual battery. The definition of sexual battery was modified to emphasize that both male and female students can be victims of sexual battery. In the SSOCS:2008 questionnaire, sexual battery was defined as “*an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).*” In the SSOCS:2010 questionnaire, sexual battery was defined as “*an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).*”

Item 1 (SSOCS:2008 and SSOCS:2010)

Item 1w in SSOCS:2008 (*Prohibit all tobacco use on school grounds, C0152*) was deleted from SSOCS:2010. In addition, two new items were added in SSOCS:2010: item 1w (*Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers, C0151*) and item 1x (*Prohibit use of cell phones and text messaging devices during school hours, C0153*).

Item 3 (SSOCS:2008 and SSOCS:2010)

Item 3h in SSOCS:2008 (*Hotline/tipline for students to report problems, C0188*) was deleted from SSOCS:2010. In addition, item 3d in SSOCS:2008 (*Individual attention/mentoring/tutoring/coaching of students by students or adults, C0180*) was divided into two separate items (3d and 3e) in SSOCS:2010 (*Individual attention/mentoring/tutoring/coaching of students by students, C0180*; and *Individual attention/mentoring/tutoring/coaching of students by adults, C0181*).

Item 8 (SSOCS:2008 and SSOCS:2010)

Item 8e in SSOCS:2008 (*Other – Please specify, C0230 and C0231*) was deleted from SSOCS:2010.

Item 9 (SSOCS:2008 and SSOCS:2010)

In SSOCS:2008, items 9a–c had two columns (full time and part time). In SSOCS:2010, they have been combined into one column that reads “number at your school.”

Item 10 (SSOCS:2008 and SSOCS:2010)

Item 10a in SSOCS:2008 (*Wear uniforms or other identifiable clothing, C0244*) was deleted from SSOCS:2010.

Item 12 (SSOCS:2008 and SSOCS:2010)

Item 12b in SSOCS:2008 (*Training in school-wide discipline policies and practices related to violence, alcohol, and/or drug use, C0268*) was divided into items 12b and 12c in SSOCS:2010 (*Training in school-wide discipline policies and practices related to violence, C0268*; and *Training in schoolwide discipline policies and practices related to alcohol and/or drug use, C0269*). For item 12d in SSOCS:2010 (item 12c in the SSOCS:2008 questionnaire) (*Training in safety procedures, C0270*), an example was added for clarification (e.g., *how to handle emergencies*). Item 12h (*Training in crisis prevention and intervention, C0277*) was added to SSOCS:2010.

Item 16 (SSOCS:2008 and SSOCS:2010)

Item 16j (*Inappropriate distribution, possession, or use of prescription drugs*), which includes both the total number of recorded incidents (C0355) and the number of incidents reported to police or other law enforcement (C0357), was added to SSOCS:2010. A note was added to the end of the instructions for the question that reads as follows: (*NOTE: The number in column 1 should be greater than or equal to the number in column 2*). In addition, column headers “column 1” and “column 2” have been added for clarity.

Item 17 (SSOCS:2008 and SSOCS:2010)

Items 17a and 17b were appended with the phrase “*excludes gang-related hate crime*” in parentheses in SSOCS:2010.

Item 20 (SSOCS:2008 and SSOCS:2010)

Item 20d (*Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning), C0379*) was added to SSOCS:2010.

Item 21 (SSOCS:2010)

A new item about cyberbullying (item 21) was added to SSOCS:2010 (thus moving SSOCS:2008 item 21 to item 22 in SSOCS:2010). Following the response choices of item 20 (happens daily, happens at least once a week, happens at least once a month, happens on occasion, never happens), item 21 asks for three evaluations of cyberbullying at school and away from school (*Cyberbullying among students who attend your school, C0389*; *School environment is affected by cyberbullying, C0391*; and *Staff resources are used to deal with cyberbullying, C0393*).

Item 21 (SSOCS:2008) / Item 22 (SSOCS:2010)

Items 21e and 21f from SSOCS:2008 (*Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided, C0406*; and *Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided, C0410*) were renumbered as items 22e_i and 22e_ii in SSOCS:2010. Similarly, items 21g and 21h from SSOCS:2008 (*In-school suspension for less than the remainder of the school year with no curriculum/services provided, C0414*; and *In-school suspension for less than the remainder of the school year with curriculum/services provided, C0418*) were renumbered as items 22f_i and 22f_ii in SSOCS:2010.

Item 22 (SSOCS:2008) / Item 23 (SSOCS:2010)

The instructions preceding item 22 in SSOCS:2008 (item 23 in SSOCS:2010) were modified in 2010. In 2008, the third (final) bullet read:

- *If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken. If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.*

In 2010, these instructions were separated into two bullets:

- *If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken.*
- *If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.*

Item 22f in SSOCS:2008 (*Insubordination, C0508, C0510, C0512, C0514, C0516*) was deleted from SSOCS:2010.

Item 28 (SSOCS:2008)

Item 28 in SSOCS:2008 (*Number of Paid Staff, C0540, C0542, C0544, C0546, C0548, C0550, C0552, C0554, C0556, C0558*) was deleted from SSOCS:2010.

Item 33 (SSOCS:2008 and SSOCS:2010)

A note was added to the end of the instructions for the question that reads as follows:
(*NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 24b*).

Item 35 (SSOCS:2008)

Item 35 in SSOCS:2008 (*C0580, the number of minutes it took the respondent to complete the questionnaire, not counting interruptions*) was deleted from SSOCS:2010.

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of the SSOCS:2010 instrument, “School Practices and Programs,” addresses current school practices and programs relating to crime and discipline. Respondents are asked about numerous procedures through which schools attempt to prevent and reduce crime, disorder, and violence, as well as procedures used to ensure the most effective response to a myriad of potential on-campus crises. Although these items are not intended to be used to evaluate the state of national school practices, they present a foundation from which policymakers and researchers can begin to understand environments in which crime occurs and may be used as a catalyst for achieving safer schools.

1.3.2 Parent and Community Involvement at School

The second section, “Parent and Community Involvement at School,” collects information about efforts to involve parents in maintaining school discipline and responding to students’ problem behaviors. In addition, it addresses the level of parent or guardian participation in school-related activities. This section also seeks to inform the extent to which community groups and related organizations and agencies—including juvenile justice agencies, social service agencies, and religious organizations—are involved in schools’ efforts to promote safe schools.

1.3.3 School Security Staff

The third section, “School Security Staff,” asks respondents about the presence of security guards, security personnel, and sworn law enforcement officers at their schools. These questions seek to collect data that can examine the relationship between the presence of these personnel and reports of school crime. This section asks respondents about the presence of security employees during various times throughout the school day and after school hours, the number of full- and part-time security employees, whether they were armed, and their participation in particular school activities, such as mentoring students or training teachers in school safety.

1.3.4 Staff Training

The fourth section, “Staff Training,” asks respondents about training provided by the school or school district for classroom teachers or aides. Topics addressed include classroom management, schoolwide discipline policies and practices related to violence, schoolwide discipline policies and practices related to alcohol and/or drug use, safety procedures, the identification of potentially violent students, and the identification of students using illegal substances. This section also inquires about training for positive behavioral intervention strategies and training in crisis prevention and intervention.

1.3.5 Limitations on Crime Prevention

The fifth section, “Limitations on Crime Prevention,” asks respondents whether their efforts to reduce or prevent crime have been constrained by any factors related to teachers, parents, students, or administrative policies. Such limitations include inadequate teacher training or lack of teacher support for school policies, the likelihood of complaints from parents, fear of student retaliation, and federal, state, or district policies on discipline and safety. The data from this section can be used to determine whether these limitations are indeed correlated with school crime.

1.3.6 Frequency of Crime and Violence at School

The sixth section, “Frequency of Crime and Violence at School,” focuses on the incidence of homicides and shootings that occur at school. Fortunately, incidents of this type are rare; therefore, estimates based on these measures are not always reported in SSOCS publications.

1.3.7 Number of Incidents

The seventh section, “Number of Incidents,” asks respondents about the frequency of a range of recorded incidents at their schools. It is important to note that this section refers to specific incidents, not the number of victims or offenders, and respondents were asked to include recorded incidents committed by both students and nonstudents. In addition to the total number of recorded incidents, respondents were asked to report how many of the recorded incidents were reported to the police. The incidents this section discusses include rape; sexual battery; robbery; physical attack; theft; possession of a weapon; distribution, possession, or use of alcohol or illegal drugs; inappropriate distribution, possession, or use of prescription drugs; and vandalism. It also asks for the number of hate- and gang-related crimes, as well as the number of disruptions, such as death or bomb threats, and chemical, biological, or radiological threats.

1.3.8 Disciplinary Problems and Actions

The eighth section, “Disciplinary Problems and Actions,” asks about the degree to which schools face certain disciplinary problems as well as what actions they take in response to some offenses. School administrators were asked whether the school uses disciplinary actions such as removals from school, transfers, and out-of-school suspensions and whether these actions were used during the 2009–10 school year. Since research has shown that a school’s inability to control minor infractions may be indicative of a crime-prone school environment (Miller 2004), the data provided by this section will be helpful in assessing the impact of schools’ control of lesser violations, and will provide another measure of the disciplinary measures used in U.S. schools.

1.3.9 School Characteristics

The ninth section, “School Characteristics,” asks respondents about features of the school and of the student body. Variables for which data are collected include total enrollment; the percentage of students eligible for free or reduced-price lunch; the percentage of students with limited English proficiency (LEP); the percentage of students enrolled in special education; the percentage of male students; the number of daily classroom changes; the number of student transfers after the start of the school year; average daily attendance; and type of school (regular public, charter, magnet). Correlating these characteristics with the incidence of crime and safety practices will assist in developing targeted efforts to address the specific needs of schools.

2. Sample Design and Implementation

2.1 Sampling Frame

The sampling frame for SSOCS:2010 was constructed from the 2007–08 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. The CCD is an annual NCES collection of fiscal and nonfiscal data that covers all public schools, public school districts, and state education agencies in the United States. The data are supplied by state education agency officials and include descriptive information about schools and school districts, including their name, address, and phone number; descriptive information about students and staff, including demographic characteristics; and fiscal data, including revenues and current expenditures. Certain types of schools are removed from the CCD file in order to create the SSOCS sampling frame, including schools in the U.S. outlying areas⁷ and Puerto Rico, overseas Department of Defense schools, newly closed schools, Bureau of Indian Education schools, special education schools, vocational schools, alternative schools, ungraded schools, and schools with a high grade of kindergarten or lower. Regular schools, charter schools, and schools that have partial or total magnet programs are included in the SSOCS frame.

2.2 Sample Design

The same general sample design used for the selection of schools in SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008 was adopted for SSOCS:2010. As in the prior collections, the objective of the 2009–10 sample design was twofold: to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and to develop precise estimates of change in various characteristics relating to crime between the SSOCS administrations. To attain these objectives, a stratified sample of 3,476 regular public schools was drawn for SSOCS:2010. For sample allocation and sample selection purposes, strata were defined by crossing school level, locale, and enrollment size. These three explicit stratification variables have been shown to be related to school crime (Langbein and Bess 2002; Miller 2004; Chen and Weikart 2008) and thus create meaningful strata for this survey. In addition, region and percent White enrollment were used as implicit stratification variables by sorting schools by these variables within each stratum before sample selection.

The same design was used to allocate the sample across strata for all administrations of SSOCS, however the manner in which the total number of sampled cases needed was calculated differed across administrations. Without the experience of prior administrations of the survey, stratum response rates had to be estimated for SSOCS:2000 to determine the number of sample cases needed within each stratum. In contrast, SSOCS:2004, SSOCS:2006, SSOCS:2008, and SSOCS:2010 took advantage of the lessons learned from previous administrations of the survey. The SSOCS:2008 stratum response rates were used to determine the proper size of the initial sample for SSOCS:2010. NCES required a minimum of 2,550 completed interviews for SSOCS:2010, and these completed interviews were allocated to the strata. In order to determine the number of cases that should be sampled within each stratum, these counts were inflated to account for the nonresponse experienced during SSOCS:2008 (for a more detailed explanation of the inflation for nonresponse, see section 2.4).

⁷ The U.S. outlying areas include American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

2.3 Sample Size

The initial goal of SSOCS:2010 was to collect data from at least 2,550 schools, taking nonresponse into account. One possible method of allocating schools to the different sampling strata would have been to allocate them proportionally to the U.S. public school population. However, while the majority of U.S. public schools are primary schools, the majority of school violence is reported in middle and high schools. Therefore, a larger proportion of the desired sample of 2,550 schools was allocated to middle and high schools. The desired sample was allocated to the four school levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools. Schools in SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008 were allocated to school levels in a similar manner.

2.4 Stratification, Sample Selection, and Final Sample

“Stratification” refers to the process of subdividing, or grouping, the population frame into mutually exclusive subsets called strata, from which samples are selected. Stratification has two main goals: (1) to ensure that selected subgroups of interest are adequately represented in the sample for analysis purposes; and (2) to improve sampling precision by permitting a more optimal allocation of the sample to the strata. For a fixed sample size, the optimum allocation (i.e., the allocation that produces the smallest sampling error) is a function of the number of schools in the stratum and the underlying within-stratum variance of the statistic of interest.

As indicated earlier, the same variables and categories used in SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008 were used to stratify the SSOCS:2010 population of schools; namely, school level, locale, and enrollment size. SSOCS:2008 and SSOCS:2010 varied from past administrations of SSOCS in that the four-category definition of locale was derived from the 12-level place-based code currently assigned in the CCD rather than the 8-level metropolitan-based code previously assigned in the CCD. Within each school level, the sample of schools was allocated among the 16 cells formed by the cross-classification of enrollment size⁸ and locale.⁹ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of size” (MOS) in order to obtain a reasonable size sample of lower enrollment schools while giving a higher probability of selection to higher enrollment schools. The MOS was calculated by first finding the square root of each school’s enrollment and then aggregating over the schools in the stratum.

The formula is given as

$$MOS(h) = \sum_{i=1}^{N_h} \sqrt{E_{hi}}$$

where E_{hi} is the enrollment of school i in stratum h , and N_h is the total number of schools in stratum h .

⁸ The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁹ The four categories of locale are city, suburb, town, and rural.

The total measure of size for a school level— MOS_{TOT} —was found by summing the MOS_h values for the 16 strata at that level. The ratio MOS_h / MOS_{TOT} determined the number of schools allocated to that stratum. For example, the MOS for the stratum of suburban primary schools with 500–999 students was 180,178, and the total across all 16 strata within the primary school level was 1,037,639. The ratio of this stratum to the overall school level is $180,178/1,037,639 = .17364$. Roughly 17.4 percent of the 640 primary school sample cases were therefore allocated to this stratum (specifically, $640 \times .17364=111.13$), or 111 schools. Note that some strata were rounded up and some were rounded down to the nearest whole number.

The effective sample sizes for each of the strata were then inflated to account for nonresponse by dividing the target stratum sample size by the expected stratum response rate. For example, the target sample size for suburban primary schools with 500–999 students was calculated above as 111 schools. Based on prior experience,¹⁰ the response rate for this stratum was expected to be 73.3 percent, so the number of schools to be sampled from this stratum was increased to 151 ($111/.733 = 151$). Sample sizes were inflated by an additional 1.5 percent to account for out-of-scope schools, for a total of 154 in the example.

Once the final sample sizes were determined for each of the 64 strata, the schools within each stratum were sorted by region¹¹ and percent White enrollment,¹² which has a similar effect as stratification. Within each stratum, a simple random systematic sample was drawn. The sampling interval k was calculated as the ratio of the number of schools in the frame to the nonresponse-adjusted sample size. A random start r was selected between 0 and k , and schools r , $r + k$, $r + 2k$, $r + 3k$, etc., were selected (rounding up to the nearest whole number). Continuing the example of suburban primary schools with 500–999 students, there were 7,034 schools of this type in the frame. Because 154 schools were needed from this stratum, the sampling interval k was 45.7 ($7,034/154 = 45.68$). A random start between 0 and 45.68 was then chosen to select the first school, and 45.68 was successively added to the random start to select each of the remaining 153 schools in the sample (rounding up each time to get the number of the school in the sorted list).

Table 1 shows the characteristics of the initial selected sample of 3,476 schools (which yielded 2,648 responding schools, 779 nonresponding schools, and 49 ineligible schools). Some categories of schools were more likely than others to respond (e.g., schools in rural areas or towns, lower enrollment schools, combined schools, and schools with a high percentage of White student enrollment).

¹⁰ The actual response rates achieved in 2008 were used as the foundation for determining the number of schools that needed to be contacted in each stratum in 2010 to obtain the allocated number of completed surveys in each stratum.

¹¹ “Region” is used here and throughout the remainder of the report to refer to the variable CENREGN, which represents Census regions.

¹² “Percent White enrollment” is used here and throughout the remainder of the report to refer to the variable PERCWHT, which is the percentage of White, non-Hispanic students enrolled in the school.

Table 1. Response status and unweighted and weighted unit response rates, by selected school characteristics, SSOCS:2010

School characteristic	Initial sample	Completed survey ¹	Non-respondents ²	Ineligible ³	Unweighted response rate (percent) ⁴	Weighted response rate (percent) ⁵
Total	3,476	2,648	779	49	77.3	80.8
Level ⁶						
Primary	863	684	168	11	80.3	81.4
Middle	1,208	909	280	19	76.5	78.0
High school	1,273	948	314	11	75.1	78.1
Combined	132	107	17	8	86.3	87.6
Enrollment size						
Less than 300	372	304	48	20	86.4	85.8
300–499	673	526	136	11	79.5	81.4
500–999	1,310	1,009	287	14	77.9	79.4
1,000 or more	1,121	809	308	4	72.4	73.0
Urbanicity						
City	1,031	703	303	25	69.9	73.0
Suburb	1,185	881	290	14	75.2	76.7
Town	455	391	59	5	86.9	87.2
Rural	805	673	127	5	84.1	88.1
Percent White enrollment						
More than 95 percent	373	336	36	1	90.3	88.4
More than 80 to 95 percent	868	715	145	8	83.1	86.3
More than 50 to 80 percent	914	703	198	13	78.0	81.9
50 percent or less	1,321	894	400	27	69.1	72.9
Region						
Northeast	595	444	149	2	74.9	78.3
Midwest	822	646	163	13	79.9	81.3
South	1,282	965	296	21	76.5	82.1
West	777	593	171	13	77.6	79.9

¹In SSOCS:2010, a minimum of 60 percent of the 231 subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items) were required to be answered for the survey to be considered complete. Of the 231 subitems eligible for recontact, this includes a minimum of 80 percent of the 89 critical subitems (72 out of 89 total), 60 percent of item 16 subitems (18 out of 30 total), 93 percent of item 23 subitems in columns 2, 3, and 4 (14 out of 15 total), and 60 percent of item 23 subitems in columns 1 and 5 (6 out of 10 total).

²Nonrespondents include 80 schools whose districts denied permission to NCES, 643 schools that did not respond, and 56 eligible schools that responded but did not answer the minimum number of items required for the survey to be considered complete.

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or did not provide any classroom instruction (for example, an office overseeing a certain type of program or offering tutoring or other services only).

⁴The unweighted response rate is calculated as the following ratio: completed cases / (total sample - known ineligible).

⁵The weighted response rate is calculated by applying the inverse of the probability of selection to the unweighted response rate.

⁶Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

2.5 Weighting and Sampling Error

Sample weights allow inferences to be made about the population from which the sample units are drawn. Because of the complex nature of the SSOCS:2010 sample design, these weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS sampling weights are described below.

An initial (base) weight was first determined within each stratum by calculating the ratio of the number of schools available in the sampling frame to the number of schools selected. Due to nonresponse, the responding schools did not necessarily constitute a random sample from the schools in the stratum. In order to reduce the potential of bias due to nonresponse, weighting classes were determined by using the statistical algorithm CHAID (chi-square automatic interaction detection) to partition the sample such that schools within a weighting class were homogeneous with respect to their probability of responding. The predictor variables used for the SSOCS:2010 CHAID analysis were school level, school enrollment size, locale, percent White enrollment, student-to-full-time-equivalent (FTE) teaching staff ratio, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region. When the number of responding schools in a class was sufficiently small, the weighting class was combined with another to avoid the possibility of large weights. The base weights were adjusted so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted weights were then poststratified to calibrate the sample to known population totals. Two-dimension margins were set up for the poststratification: (1) school level and school enrollment size, and (2) school level and locale. An iterative process known as the raking ratio adjustment brought the weights into agreement with known control totals. Poststratification works well when the population not covered by the survey is similar to the covered population within each poststratum. Thus, to be effective, the variables that define the poststrata must be correlated with the variables of interest, they must be well measured in the survey, and control totals must be available for the population as a whole. All three requirements were satisfied by the aforementioned poststratification margins.¹³

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population has been surveyed. In surveys with complex sampling designs, such as SSOCS, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. Two commonly used methods for estimating sampling errors account for complex sampling designs: (1) replication and (2) the Taylor series linearization procedure (TSP). Standard errors computed using the replication method and TSP are nearly always very similar, but not identical. For more detailed information on computing standard errors, please refer to the SSOCS:2009–10 Restricted-Use or Public-Use User's Manual.

¹³ School level, school enrollment, and locale have been shown to be correlated with crime (Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004).

3. Data Collection Methods and Response Rates

The following sections discuss the procedures used in the data collection of SSOCS:2010.

3.1 Data Collection Procedures

SSOCS:2010 was conducted as a mail survey with telephone follow-up. A description of data collection activities can be found in table 2. NCES began working with the school districts of sampled schools that required district approval to participate in the survey 4 months prior to data collection to allow sufficient time to gain authorization. Approximately 1 week prior to mailing the questionnaires, an advance letter was sent to the principals of sampled schools, along with a brochure providing additional information about the survey. The questionnaires¹⁴ were sent via FedEx¹⁵ directly to the principals of the sampled schools along with a cover letter describing the importance of the survey, a promotional SSOCS pen, and a preaddressed, postage-paid return envelope. Schools located within districts in which approval was granted also received inserts informing the principals that their districts had approved participation in SSOCS. Please see appendixes B and C for a copy of the advance and covers letters, respectively, and appendix A for a copy of the questionnaire.

Following the mailing of the advance letter to schools, letters were mailed to chief state school officers (CSSOs) and district superintendents to inform them that schools within their states and districts, respectively, had been selected for SSOCS:2010 (see appendixes D and E for a copy of the CSSO and district superintendent cover letters, respectively). The letters were not designed to ask for permission for the schools' participation in the survey, but rather as a vehicle to enhance participation.

Three weeks after the initial mailout, a reminder telephone operation, which was comprised of two phases, began. Phase 1 of the reminder telephone operation consisted of a follow-up call with the principal or school contact to determine the status of the questionnaire. Two weeks later phase 2 commenced where a follow-up call to principals or school contacts was repeated for schools that had still not returned a questionnaire. The two-week break between the two phases of the reminder operation was to allow time to send replacement questionnaires to schools that did not receive them or had misplaced them, and to give principals time to complete and return the questionnaire. During the reminder operation the interviewer could complete the SSOCS interview over the phone at the respondent's request. Questionnaires were resent via FedEx to schools that had not received them or that were not reached in either reminder operation.

The nonresponse follow-up operation began a little over 2 weeks after the reminder operations ended. During this 4-week operation, interviewers collected data over the telephone and by fax submission. Data collection was originally scheduled to end on May 28, 2010, but was extended until June 11, 2010, to allow additional time to reach nonresponding schools. Follow-up

¹⁴ The total SSOCS:2010 sample consisted of 3,476 public schools. The districts of 70 schools did not give NCES permission to contact their schools about participating in the survey; the districts of 10 additional schools refused after the initial mailout. It was determined prior to the initial mailout that 7 sampled schools were closed and 1 sampled school was out-of-scope. An additional 62 school packages were mailed late due to the school districts' requirements and 9 school packages were held because the district required the principal's written permission prior to sending the questionnaire.

¹⁵ The majority of the questionnaires were sent via FedEx; however, 31 questionnaires were sent via USPS Priority Mail because a physical address was not available for the school.

activities, in which the U.S. Census Bureau contacted respondents in order to complete remaining questionnaires, ended July 21, 2010. There were 101 requests for replacement questionnaires during the nonresponse follow-up operation. Replacement questionnaires were sent via FedEx on a flow basis.

Table 2. Schedule of data collection activities, SSOCS:2010

Activity	Description	Date
LEA contacts	NCES began contacting school districts of sampled schools that require prior district approval to participate in surveys.	November 2009
E-mail look-up operation	The data collection contractor gathers principal e-mail addresses of sampled schools in order to make direct contact with sample schools via e-mail.	December 2009
Mail advance letter to principals of sampled schools	Advance letters are mailed to principals of sampled schools describing the survey.	February 16–17, 2010
Mail advance letter to chief state school officers and superintendents	Letters are sent to superintendents and chief state school officers to inform them that schools within their districts or states were selected for SSOCS:2010.	February 17–18, 2010
Advance e-mail to principals	Alerted principals to expect the questionnaire within the next week.	February 24, 2010
Questionnaire mailout	SSOCS:2010 questionnaire was sent by FedEx to the school principal/administrator of sampled schools.	February 24–25, 2010
Follow-up e-mail to principals and other appropriate school staff	Principals or other staff of sampled schools were contacted by e-mail to encourage them to complete the questionnaire.	March 15, 2010
Re-mail to schools that request a replacement questionnaire	Requests accepted via e-mail and phone calls (incoming and outgoing). Replacement questionnaires sent on flow basis by FedEx.	March–June 2010
Reminder operation phase 1	Sampled schools that had not returned a completed questionnaire were contacted to verify that the questionnaire was received and to remind them to complete it as soon as possible. Data were collected over the phone if requested.	March 17–31, 2010
E-mail reminder	Sampled schools that had not returned a completed questionnaire were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	March 24, 2010
Thank you e-mail to responding schools	Sampled schools that returned a completed questionnaire were sent a thank you e-mail.	April 7, 2010
E-mail reminder	Sampled schools that had not returned a completed questionnaire were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	April 7, 2010
Second mailout	Questionnaires were re-mailed to sampled schools that were reached during phase 1 of the reminder operation but had not returned a completed questionnaire.	April 16, 2010
Reminder operation phase 2	Sampled schools that had not returned a completed questionnaire were contacted to verify that the questionnaire was received and to remind them to complete it as soon as possible. Data were collected over the phone if requested.	April 19–23, 2010
E-mail reminder	Sampled schools that had not returned a completed questionnaire were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	April 30, 2010
Nonresponse follow up operation	Sampled schools that had not returned a completed questionnaire were contacted to attempt to complete the questionnaire over the phone or by fax submission.	May 10–28, 2010
Data Retrieval Operation	For cases in which critical subitems were left blank or responses were illogical, respondents were contacted to resolve issues related to the missing data.	May 3–June 11, 2010
E-mail reminder	Sampled schools that had not returned a completed questionnaire were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	May 19, 2010
E-mail reminder	Sampled schools that had not returned a completed questionnaire were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	June 2, 2010

3.2 Interviewer Training

Interviewers working on SSOCS:2010 were employees of the U.S. Census Bureau's Jeffersonville Telephone Center in Jeffersonville, Indiana. All interviewers received 10 hours of computer-assisted telephone interviewing (CATI) training—on topics such as what makes a good interviewer, how to interview, voice, and diction—before attending survey-specific training sessions.

Interviewer training on the content and data collection procedures of SSOCS:2010 was conducted from February through May 2010. One 2-hour training session was conducted on February 17, 2010, for 8 interviewers so that they would be prepared for incoming phone calls. A 6-hour training session was conducted on March 16, 2010, for the reminder and nonresponse follow-up operations. Thirteen interviewers were trained for the reminder and nonresponse follow-up operations.

3.2.1 *Training on Basic Interviewer Skills*

Prior to the first SSOCS telephone operation, interviewers were given an “Interviewer Self-Study Guide” to read at the beginning of the classroom training session. This guide covered all of the information necessary to be successful in making and answering phone calls to and from schools. The self-study guide described the purpose, design, and sample size of the survey and provided an overview of all of the telephone operations. It described the challenges the interviewers might face when collecting data from schools and offered advice on how to work with the office staff. See appendix F for a copy of the interviewer self-study guide.

3.2.2 *Training on Questionnaire Follow-up*

A training session was conducted prior to the beginning of the reminder operation. The session included a review of the calling procedures, the frequently asked questions, and the forms relevant for the operation. A large portion of the training session was devoted to completing paired practices using the relevant forms. During these practices, interviewers alternated the role of interviewer and respondent in order to become proficient with the skip patterns and text of the paper script and the SSOCS questionnaire. The paper script provided the interviewers with the wording to use to introduce themselves, ask for the appropriate staff member, and inquire about the status of the SSOCS questionnaire. Interviewers were given a brief training memo prior to the second phase of the reminder operation and the nonresponse follow-up operations. The training memos highlighted key points for the specific operation that was about to be conducted. See appendix G for a copy of the reminder and non-response follow up operation interviewer self-study guide.

3.2.3 *Training on Refusal Conversion*

All interviewers working on SSOCS:2010 were trained in both refusal aversion and conversion. The training distinguished between aversion and conversion and described keys to success, including strong communication skills, project knowledge, knowledge of the case history, and the ability to think on one's feet. Interviewers were instructed to respond to the issues the respondent raised, to remember that the respondent is always right, and to know when the interview is over. They were urged to be persuasive as well as calm and understanding, to probe

for the reason the respondent was refusing, to be prepared to listen, and to use active listening techniques. They were also asked to vary their tone of voice, to use the resources available to them (e.g., frequently asked questions), and to leave good comments for the next interviewer working on the case. First refusal cases were referred to experienced interviewers for a refusal conversion attempt.

3.2.4 *Training on Data Retrieval*

The training on data retrieval was conducted on May 3, 2010. The 6-hour training session was attended by 14 interviewers. The training was similar to the training for other telephone operations in that it included a self-study guide and paired practices. See appendix H for a copy of the failed edit follow-up operation interviewer self-study guide. More time was devoted to paired practice exercises than in the other training sessions due to the complex nature of the operation. The data retrieval form included a list of items for follow-up and their respective page numbers. The list of items was ordered by importance to the survey so that the most critical items were completed first in case the respondent could not complete the interview. Since one of the criteria for flagging an item was the ratio of an item's value to the school's enrollment, some items that were flagged for follow-up due to extreme values would no longer require follow up if the new enrollment value caused the ratio to fall within an acceptable range. The following instruction was included for these cases: "If the new enrollment exceeds (*number*) then do not ask items from q16 and q23 that are range violations." Items that were range violations had the term "range violation" in parentheses next to the page and item number.

3.3 **Data Retrieval**

The data were passed through an initial editing program that searched for inconsistencies in the data, blanked or flagged inconsistencies where necessary, and imputed blank items based on responses to other items in the questionnaire. Following this, a program was used to assess whether a questionnaire could be considered complete. To reduce unit nonresponse, for any returned surveys that did not meet the minimum completion criteria, schools were recontacted for data retrieval. A school was recontacted if any of the following criteria were met:

- three or more rapes were reported in subitem 16a;
- less than 60 percent of the total subitems eligible for recontact were filled in (at least 139 of the 231 total subitems needed to be complete);
- less than 60 percent of question 16 subitems were filled in (at least 18 of the 30 subitems needed to be complete);
- less than 93 percent of question 23 subitems for columns 2, 3, and 4 were filled in (at least 14 of the 15 subitems needed to be complete);
- less than 60 percent of question 23 subitems for columns 1 and 5 were filled in (at least 6 of the 10 subitems needed to be complete);
- less than 80 percent of the critical subitems were filled in (at least 72 of the 89 critical subitems needed to be complete); or
- there were five or more soft-range violations.

The critical items in SSOCS:2010 were questions 7, 8, 14, 15, 16, 17, 20, 23, 24, 25, 26, 27, 31, 32, and 33. Soft-range violations occurred if an answer was unusually high or low, given the school's enrollment.

In the 2009–10 SSOCS, 202 partially complete questionnaires were received by mail. Of the 202 cases, 153 were successfully resolved, 1 was determined to be out-of-scope for the survey, and 48 did not meet the criteria to be considered a completed interview. An additional 15 cases that were completed over the telephone with survey respondents did not meet the criteria for a complete interview. Telephone interviews were not eligible for data retrieval because an interviewer had already attempted to complete the questionnaire with the respondent; however, Census headquarters staff was able to contact the respondents for 7 of these schools to obtain additional information so that the questionnaire was sufficiently complete.

3.4 Efforts to Increase Response Rates

Several steps were taken to maximize survey response rates during data collection. All questionnaires were sent via FedEx (with the exception of cases where a physical address was not available, in which case USPS was used) to ensure their prompt receipt and to give the survey a greater sense of importance to the respondents. A preaddressed, postage-paid reply envelope was included in the mailing for respondents to use when returning their completed questionnaire. In addition, a toll-free number and an e-mail address were provided for respondents to contact with inquiries regarding the survey.

Multiple follow-up contacts were made via telephone and e-mail throughout the data collection period to encourage and promote participation, as were targeted reminder mailings. Beginning about 3 weeks after the initial mailout of the questionnaire, interviewers called nonrespondents to ensure that the questionnaire had been received and to follow up on its status. The questionnaire was resent via FedEx to schools that had not received it and to schools that were not reached during the reminder operations. Approximately 2 weeks after the schools were initially called, interviewers called nonrespondents to ensure that the school still had the questionnaire and to prompt individuals to complete it. The questionnaire was resent via FedEx to schools that requested a new questionnaire. Interviewers contacted nonrespondents by telephone the following month to attempt to complete the questionnaire over the phone or via fax submission.

Several unique e-mail messages from NCES were used as prompts and reminders (see appendix I for a copy of the reminder e-mails). The first e-mail message, sent to school principals on February 24, 2010, was used to alert them that the SSOCS questionnaire would be delivered within a week. A reminder e-mail was sent to school principals and other appropriate school staff members on March 15, 2010, to remind them to complete and return their questionnaire. A second reminder e-mail was sent on March 24, 2010; a third reminder e-mail was sent on April 7, 2010; and a fourth reminder e-mail was sent on April 28, 2010, to those who had not returned completed questionnaires. A targeted e-mail reminder was sent to school principals and other appropriate staff members of city and suburban schools on May 14, 2010. A fifth reminder e-mail was sent on May 19, 2010, to school principals and other appropriate staff members of town and rural schools. A final e-mail reminder was sent on June 2, 2010.

School packages contained informational materials about SSOCS and a promotional SSOCS pen. The advance mailing included a brochure that provided details about the issues addressed in the study, the importance of the data, and information regarding the SSOCS website. All correspondence to schools was personalized with the principal’s name if it was available on the school’s or district’s website.

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. Refusals coded by interviewers as “firm” were reviewed by supervisors to determine whether another attempt should be made. A case was coded as a final refusal if interviewers received two refusals from any school contact (e.g., a secretary or assistant principal) during the reminder and nonresponse follow-up operations. If a school district refused, schools within that district were coded as final refusals as well.

3.5 Unit Response Rate

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. In some surveys, this calculation can be rather complicated because it is difficult to distinguish eligible and ineligible units. For school surveys, however, the U.S. Department of Education updates its list of known schools on a fairly regular basis, so estimating eligibility among nonrespondents is relatively straightforward.

SSOCS:2010 used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the weighted unit response rate.¹⁶ Table 3 shows the dispositions of the 3,476 cases initially selected for participation in SSOCS:2010.

Table 3. Number of public schools, by interview status, SSOCS:2010

Interview status	Number of public schools
Total sample	3,476
Schools whose districts refused on their behalf	80
Completed survey returned ¹	2,648
Partially completed survey returned	56
Ineligible schools ²	49
Other nonresponding schools	643

¹ In SSOCS:2010, a minimum of 60 percent of the 231 subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items) were required to be answered for the survey to be considered complete. Of the 231 subitems eligible for recontact, this includes a minimum of 80 percent of the 89 critical subitems (72 out of 89 total), 60 percent of item 16 subitems (18 out of 30 total), 93 percent of item 23 subitems in columns 2, 3, and 4 (14 out of 15 total), and 60 percent of item 23 subitems in columns 1 and 5 (6 out of 10 total).

² Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or do not provide any classroom instruction (for example, an office overseeing a certain type of program or offering tutoring or other services only).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

The completion rate is defined as the number of completed surveys (*C*) divided by the total sample size (*T*):

$$C / T = 2,648 / 3,476 = 76.2 \text{ percent.}$$

¹⁶ The weighted response rate is calculated by applying the inverse of the probability of selection to the unweighted response rate.

While this figure represents the quality of the SSOCS:2010 data collection operations, it does not necessarily represent the quality of the data. To determine this, all schools selected for the study must be considered. A conservative measure, the unweighted response rate, divides the number of completed surveys (C) by the total initial sample size (T), subtracting known ineligible schools from the denominator (I).

For SSOCS:2010, this calculation yields an unweighted unit response rate of

$$C / (T - I) = 2,648 / (3,476 - 49) = 77.3 \text{ percent.}$$

While unweighted unit response rates generally measure the proportion of the sample that produced usable information for analysis, weighted unit response rates can be used to estimate the proportion of the survey population covered by the units that responded. These two rates can differ if certain subpopulations are sampled with different selection probabilities, such as in SSOCS:2010. The weighted unit response rate is calculated by applying the base sampling weights and substituting the result in the equation above. For SSOCS:2010, the weighted response rate was calculated by dividing the weighted number of completed surveys (C_w) by the weighted total initial sample size (T_w), subtracting the weighted number of known ineligible schools from the denominator (I_w).

$$C_w / (T_w - I_w) = 66,918.65 / (84,614.67 - 1,761.06) = 80.8 \text{ percent.}$$

Weighted and unweighted unit response rates by subgroup are shown in table 1.

3.6 Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than 85 percent (U.S. Department of Education 2003), a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2010. Comparisons of the sample and target population, respondents and nonrespondents, and relative response probability across frame variable categories were examined to identify potential sources of bias using school level, locale, region, enrollment size, percent White enrollment, student-to-FTE teaching staff ratio, percentage of students eligible for free- or reduced-price lunch, and number of FTE teaching staff as predictor variables. A CHAID analysis was also conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on this analysis, the base weights were adjusted for potential bias in school level, locale, enrollment size, percent White enrollment, and the number of FTE teaching staff. See appendix J for detailed information on the SSOCS:2010 unit-level nonresponse bias analysis.

3.7 Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2010 survey request, those that did respond occasionally did not answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sampled schools responding to an item by the number

of schools asked to respond to the item. Weighted item-level response rates¹⁷ in SSOCS:2010 were generally high, ranging from 81 to 100 percent. Of the 231 subitems in the SSOCS questionnaire (i.e., all subitems except those associated with the 23 introductory items), most (213) had response rates greater than 95 percent, 15 had response rates between 85 and 95 percent, and 3 had response rates less than 85 percent. The 3 subitems with response rates less than 85 percent are listed below. A detailed list of base-weighted item response rates for SSOCS:2010 questionnaire items is available in appendix K.

- C0326–Number of physical attacks or fights with a weapon (84.01 percent)
- C0330–Number of physical attacks or fights without a weapon (83.30 percent)
- C0332–Number of physical attacks or fights without a weapon reported to police (81.15 percent)

3.8 Analysis of Item Nonresponse Bias

For each of the items with response rates below 85 percent, an item-level bias analysis was performed to determine the susceptibility to bias within each item by imposing extreme “low” and extreme “high” values on nonrespondents to examine whether there is any effect on the estimates. Of those items deemed to be susceptible, an analysis was conducted to determine the extent to which schools that did not answer the item differed from schools that did answer the item. This analysis was done because differences between the schools that did and did not respond to an item can lead to bias in estimates.

The magnitude of item nonresponse bias is determined by factors including the level of item response, differences between item respondents and item nonrespondents on a survey item, and the distribution of item responses across categories of auxiliary variables. One of the three survey items with a response rate less than 85 percent (C0326) was not considered to be susceptible to bias based on the analysis of the impact of extreme values and, therefore, no additional analysis was deemed necessary. Because the values of the other two items with response rates below 85 percent (C0330 and C0332) are not known for item nonrespondents, the distributions of eight sampling frame variables¹⁸ were compared between the nonrespondents and respondents to these items. Each of the three items examined (C0326, C0330, and C0332) was identified as having little potential for nonresponse bias. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in appendix L.

¹⁷ Base weights (calculated as the inverse of the probability of selection) were used to calculate weighted item response rates.

¹⁸ The eight 2007–08 CCD frame variables used in this analysis were school level, enrollment size, locale, percent White enrollment, region, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch.

4. Data Preparation

4.1 Analysis of Disclosure Risk

Central to the mission of NCES is a commitment to protecting the identity of respondents to its various data collections. Thus, the SSOCS:2010 response data have been subjected to an extensive disclosure risk analysis and modified based on the results of that analysis to prevent positive identification of individual schools. Tests on the modified data were performed to ensure that the data remain accurate and useful. The penalty for unlawful disclosure of any individually identifiable information is a fine of not more than \$250,000.00 (under 18 U.S.C. 3559 and 3571), or imprisonment for not more than 5 years, or both.

4.2 Editing Specifications

After the data were key-entered, they were run through a series of editing programs. As described in section 3.3, computer programs were used to determine whether a returned questionnaire could be considered complete. Additional editing programs subsequently checked data for consistency, valid data value ranges, and skip patterns. Detailed information on editing procedures is provided in appendix M.

4.2.1 Range Specifications

The frequencies for all survey items were reviewed to ensure that recorded values were acceptable. For the categorical variables, these values were predetermined by precoded response options available on the questionnaire. For numeric variables, the initial data were reviewed to determine whether the ranges met hard and soft boundary criteria for acceptable responses. Ranges from the SSOCS:2008 data were used as a basis of comparison. Out-of-range responses were flagged, and the value was verified if the school was contacted again during data retrieval. If the respondent was not contacted again during data retrieval, the out-of-range value was deleted and a new value was imputed.

Range checks included both soft- and hard-range edits. A soft range is one that represents the reasonable expected range of values, but does not include all possible values. For critical items¹⁹, responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not a critical item, the response was accepted as is. Hard ranges are those that have a finite set of parameters for an item. For example, a respondent may have given a date of February 1, 2010, as the date he or she completed the questionnaire. This value is out of range because the questionnaire was not mailed to the respondent until February 24–25, 2010. Similarly, on questions 26 and 27, responses greater than 100 percent were not accepted. For critical items with responses outside a hard range, respondents were called so that the question could be asked again; if a respondent insisted that a response was correct, or if the respondent could not be reached, the response was not accepted. If the item was not a key item, a response outside a hard range was not accepted.

¹⁹ The critical items in SSOCS:2010 were questions 7, 8, 14, 15, 16, 17, 20, 23, 24, 25, 26, 27, 31, 32, and 33.

4.2.2 Consistency Checks (Logic Edits)

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 16 asks for the incidence of various crimes, and column 2 asks for the number of crimes reported to police. Logically, column 1 should be equal to or greater than column 2. If an illogical relationship was found between two numeric items, a response was deleted during editing and later imputed.²⁰

Illogical relationships can also exist between two categorical items. For example, in item 2, column 1 asks whether the school has a crisis plan and column 2 asks whether the school has drilled students on the implementation of that plan. Logically, if column 2 was answered “yes,” column 1 should be answered “yes” as well. In this case, the data were “backward cleaned,” and if the column 1 response was “no,” it was logically edited to a “yes” response. A detailed list of consistency checks and rectification procedures is provided in appendix M. All inconsistencies were flagged, reviewed, and rectified.

4.3 Review and Coding of Text Items

There are two “other – please specify” text subitems in the SSOCS:2010 questionnaire: respondent title (C0015) and item 31(5) (other type of school, C0565). For these subitems, a respondent is asked to record an original response if the supplied response options do not capture his or her experiences. The provided responses were reviewed to determine whether they could be coded into one of the response options supplied on the questionnaire (i.e., back-coded), and those responses that could not be were reviewed to determine which were used frequently.

On the restricted-use file, three new response categories were added to C0015 (which became C0015_R because of this addition). These new responses are shown in table 4. C0015_R is not included on the public-use file because of concerns about disclosure risk. The public-use file contains a variable, C0014_R, which contains only the most frequently reported responses to C0015.

Table 4. Created text item: SSOCS:2010

Created text item	Response categories
Respondent title, other – please specify (C0015_R)	(3) Security staff (4) Other school-level staff (5) Superintendent or district staff

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Open-ended responses to C0565 were either back-coded as response options to item C0564 (school type) or, if it was determined that the responses could not readily be grouped into categories, left in the “other” category. C0565 was dropped from the public-use file.

4.4 Imputation

Files containing missing data can be problematic because, depending on how the missing data are treated, analysis of incomplete datasets may cause different users to arrive at different

²⁰ If a school required data retrieval, these inconsistencies were addressed during the data retrieval process.

conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to skip survey items, creating bias in the survey estimates. Imputing the missing data aims to reduce these problems.

Completed SSOCS:2010 surveys contained some level of item nonresponse after the conclusion of the data retrieval phase.²¹ As in prior SSOCS administrations, imputation procedures were used to create values for all questionnaire items with missing information. Appendix K presents the base-weighted response rate for each survey item eligible for recontact, after data editing and cleaning, and the type of imputation used for each item. For each questionnaire item in the data file there is an accompanying imputation flag variable to indicate the imputation method used. For details regarding imputation flags, refer to Neiman et al. (2011).

The base-weighted item response rates for SSOCS:2010 were generally high. After data cleaning and editing, base-weighted item response rates ranged from 81 to 100 percent. Of the 231 questionnaire items reviewed, the mean weighted item response rate was about 98 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (99 percent) had weighted response rates of over 85 percent.

4.4.1 *Imputation Methods*

The imputation methods used in SSOCS:2010 were tailored to the nature of each survey item. Three methods were used: aggregate proportions, best match, and clerical. Each method is described briefly below. A detailed discussion of SSOCS imputation methods can be found in appendix N.

Aggregate proportions. Because many of the items in SSOCS:2010 were counts of incidents or disciplinary actions, it was important to maintain relationships between survey items and school characteristics. Therefore, rather than imputing counts from a single donor or a mean count from a group of donors, proportions were imputed using two methods. The imputed proportions were derived for most items from aggregate proportions found by summing across all donor schools within an imputation class, defined by school level and enrollment size category, and dividing by the sum of the number of enrolled students within that donor class. For a select number of items, donors were formed by selecting five donor schools with the identical instructional level and enrollment size category as the recipients.²² Regardless of how the donors were selected, the donor proportion was assigned to recipient schools in that imputation class, and the proportion was multiplied by a known value for the recipient school, such as number of students. Unlike mean imputation, this method maintains variability. Since the proportion is based on multiple donors, the result is also more stable than if it had been based on a single donor. By using more stable, aggregate proportions, imputation of outlier values is also minimized.

Best match. For categorical variables and several of the continuous variables in the survey, a best-match imputation was used. Donor classes were defined by school level, enrollment size

²¹ The initial editing program was run again after data retrieval. If a survey still failed to reach 60 percent of total subitems eligible for recontact (i.e., all subitems in the questionnaire except the seven introductory questions) including a minimum of 80 percent of the 89 critical subitems (72 out of 89 total), 60 percent of item 16 subitems (18 out of 30 total), 93 percent of item 23 subitems in columns 2, 3, and 4 (14 out of 15 total), and 60 percent of item 23 subitems in columns 1 and 5 (6 out of 10 total), it was considered incomplete and the data were not included in the final dataset.

²² All subitems in questions 9, 16, and 17 utilized this five-donor approach.

category, locale (urbanicity), and the three categorical survey variables that were most strongly correlated with the variable to be imputed. Whenever possible, a recipient received data from a “perfect” donor that matched on all of the variables that were used to define the imputation class. If more than one perfect donor was available, the donor was randomly assigned. If a perfect donor was not available, the least correlated questionnaire variable was dropped, and another search was conducted in order to identify a suitable donor. The process of first dropping the least correlated questionnaire variables and then dropping imputation class variables continued until a suitable donor was determined. Imputation flags indicate whether a perfect donor was available or whether criteria had to be relaxed to find a suitable donor.

Clerical. In some instances, missing data were available from the CCD frame. For example, the sampling frame was used to impute values for those schools missing student enrollment data (item 25). Frame data were also available for school type (item 31) and the percentage of students eligible for free or reduced-price lunch (item 26a). In other instances, research was done on school administrative records to estimate logical values for missing data.

4.4.2 *Imputation Order*

The interrelationships between the items in the SSOCS survey necessitated that a specific imputation order be followed. Because item 25 (student enrollment) is used in imputation for other variables, this item was imputed first. Because item 23 is closely linked to several survey items, including items 16, 22, 24, and 33, the components of this item were imputed next. After the imputation of the item 23 matrix was complete, items 16 and 22 were imputed. This imputation sequence was chosen because some item 22 values and some item 16 values are limited by the item 23 values. After these three items were imputed, items 16 and 22 were imputed. Similarly, this imputation sequence was chosen because the item 24 values are limited by the item 23 values, and item 33 values are limited by the item 24 values. Other items that used aggregate proportion imputation were then imputed.

5. References

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Appendix A:

School Survey on Crime and Safety Questionnaire

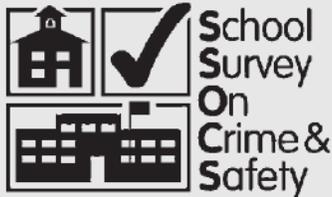
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2009-10 SCHOOL YEAR



[Large empty box for address and contact information]

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- | | |
|--|---|
| American Association of School Administrators | National Association of Secondary School Principals |
| American Federation of Teachers | National Association of State Boards of Education |
| American School Counselors Association | National Education Association |
| Association of American Educators | National Middle School Association |
| Center for the Prevention of School Violence | National PTA |
| Council of Chief State School Officers | National School Boards Association |
| Criminal Justice Institute, Safe Schools Initiative Division | National School Safety Center |
| National Association of Elementary School Principals | Northwest Regional Educational Laboratory |
| National Association of School Resource Officers | Police Executive Research Forum |
| National Association of School Safety and Law Enforcement Officers | School Safety Advocacy Council |



Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183*] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY: [Redacted box]

FORM **SSOCS-1**
(1-22-2010)



110106

Definitions

The following words are bolded and marked by an asterisk (*) wherever they appear in the questionnaire. Please use these definitions as you respond.

At school/at your school – activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

Cult or extremist group – a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device – any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang – an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime – a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Physical attack or fight – an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape.

Robbery (taking things by force) – the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery.

Sexual battery – an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.

Special education student – a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

Specialized school – a school that is specifically for students who were referred for disciplinary reasons, although the school may also have students who were referred for other reasons. The school may be at the same location as your school.

Theft/larceny (taking things worth over \$10 without personal confrontation) – the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

Vandalism – the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. This includes damage caused by computer hacking.

Violence – actual, attempted, or threatened fight or assault.

Weapon – any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.



SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- For questions that ask for counts or percents, please place an "X" in the None box, rather than leaving the item blank.
- It is not necessary to consult any records for items 5 and 27. Please provide estimates for these questions.
- Definitions are available for many terms on page 2. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2009–10 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.
- Please keep a copy of the completed questionnaire for your records.

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:

U.S. CENSUS BUREAU
ATTN: SPB/DSPU 64C
1201 E 10TH STREET
JEFFERSONVILLE, IN 47132-0001

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: **1-888-595-1332** or at dse.education.surveys@census.gov.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. Public reporting burden for this collection of information is estimated to average 45 minutes, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: School Survey on Crime and Safety, National Center for Education Statistics, 1990 K Street, N.W., Room 9027, Washington, D.C. 20006.



Please provide the following information:

Name of person completing form

010

Telephone number

Area code Number

012 - -

Title/position

Check one response.

- 014 1 Principal
2 Vice-principal or disciplinarian
3 Other - *Please specify*

015

Number of years at this school

016

Best days and times to reach you (in case we have further questions)

018

E-mail address

020

Is the correct grade range for this school?

022 1 Yes → **GO TO Question 1 on page 5.**

2 No → Which of the following grades are offered in this school?

Check all that apply.

- 024 1 Prekindergarten
026 1 Kindergarten
028 1 1st
030 1 2nd
032 1 3rd
034 1 4th
036 1 5th
038 1 6th
040 1 7th
042 1 8th
044 1 9th
046 1 10th
048 1 11th
050 1 12th
052 1 Ungraded

GO TO QUESTION 1 ON PAGE 5.



School Practices and Programs

1. During the 2009–10 school year, was it a practice of your school to do the following?
 ● If your school changed its practices during the school year, please answer regarding your most recent practice.

● Check "Yes" or "No" on each line.

		YES	NO
a.	Require visitors to sign or check in	110	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	Control access to school buildings during school hours (e.g., locked or monitored doors)	112	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	114	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Require students to pass through metal detectors each day	116	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Perform one or more random metal detector checks on students	120	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Close the campus for most or all students during lunch	122	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	Use one or more random dog sniffs to check for drugs	124	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs	126	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	Require drug testing for athletes	128	1 <input type="checkbox"/> 2 <input type="checkbox"/>
j.	Require drug testing for students in extra-curricular activities other than athletics	130	1 <input type="checkbox"/> 2 <input type="checkbox"/>
k.	Require drug testing for any other students	132	1 <input type="checkbox"/> 2 <input type="checkbox"/>
l.	Require students to wear uniforms	134	1 <input type="checkbox"/> 2 <input type="checkbox"/>
m.	Enforce a strict dress code	136	1 <input type="checkbox"/> 2 <input type="checkbox"/>
n.	Provide school lockers to students	138	1 <input type="checkbox"/> 2 <input type="checkbox"/>
o.	Require clear book bags or ban book bags on school grounds	140	1 <input type="checkbox"/> 2 <input type="checkbox"/>
p.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	141	1 <input type="checkbox"/> 2 <input type="checkbox"/>
q.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	143	1 <input type="checkbox"/> 2 <input type="checkbox"/>
r.	Require students to wear badges or picture IDs	142	1 <input type="checkbox"/> 2 <input type="checkbox"/>
s.	Require faculty and staff to wear badges or picture IDs	144	1 <input type="checkbox"/> 2 <input type="checkbox"/>
t.	Use one or more security cameras to monitor the school	146	1 <input type="checkbox"/> 2 <input type="checkbox"/>
u.	Provide telephones in most classrooms	148	1 <input type="checkbox"/> 2 <input type="checkbox"/>
v.	Provide two-way radios to any staff	150	1 <input type="checkbox"/> 2 <input type="checkbox"/>
w.	Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	151	1 <input type="checkbox"/> 2 <input type="checkbox"/>
x.	Prohibit <u>use</u> of cell phones and text messaging devices during school hours	153	1 <input type="checkbox"/> 2 <input type="checkbox"/>

*Please use the definition on page 2.



2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan during the 2009–10 school year?

	Have a written plan?		If "Yes," has your school drilled students on the plan during the 2009–10 school year?	
	YES	NO	YES	NO
a. Shootings	154 1 <input type="checkbox"/>	2 <input type="checkbox"/>	156 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Natural disasters (e.g., earthquakes or tornadoes)	158 1 <input type="checkbox"/>	2 <input type="checkbox"/>	160 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hostages	162 1 <input type="checkbox"/>	2 <input type="checkbox"/>	164 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Bomb threats or incidents	166 1 <input type="checkbox"/>	2 <input type="checkbox"/>	168 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	172 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Suicide threat or incident	169 1 <input type="checkbox"/>	2 <input type="checkbox"/>		
g. The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security	171 1 <input type="checkbox"/>	2 <input type="checkbox"/>		
h. Pandemic flu	173 1 <input type="checkbox"/>	2 <input type="checkbox"/>		

3. During the 2009–10 school year, did your school have any formal programs intended to prevent or reduce **violence*** that included the following components for students?

☛ If a program has multiple components, answer "Yes" for each that applies.

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	174	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Behavioral or behavior modification intervention for students	176	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Counseling, social work, psychological, or therapeutic activity for students	178	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual attention/mentoring/tutoring/coaching of students by students	180	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Individual attention/mentoring/tutoring/coaching of students by adults	181	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Recreational, enrichment, or leisure activities for students	182	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	184	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Programs to promote sense of community/social integration among students	186	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



Parent and Community Involvement at School

4. Which of the following does your school do to involve or help parents?

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Have a formal process to obtain parental input on policies related to school crime and discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Provide training or technical assistance to parents in dealing with students' problem behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Have a program that involves parents at school* helping to maintain school discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2009–10 school year?

☛ Check one response on each line.

		0–25%	26–50%	51–75%	76–100%	School does not offer
a.	Open house or back-to-school night	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	Regularly scheduled parent-teacher conferences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Special subject-area events (e.g., science fair, concerts)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d.	Volunteered at school* or served on a committee	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

6. Were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Parent groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Social service agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Juvenile justice agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Law enforcement agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Mental health agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Civic organizations/service clubs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Private corporations/businesses	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Religious organizations	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



School Security Staff

7. During the 2009–10 school year, did you have any security guards, security personnel, or sworn law enforcement officers present **at your school*** at least once a week?

220 1 Yes
 2 No → GO TO Question 12 on page 9.

8. Were these security guards, security personnel, or sworn law enforcement officers used at least once a week in or around your school at the following times?

☛ Check "Yes" or "No" on each line.

			YES	NO
a.	At any time during school hours	222	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	While students were arriving or leaving	224	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	At selected school activities (e.g., athletic and social events, open houses, science fairs)	226	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	When school/school activities were not occurring	228	1 <input type="checkbox"/>	2 <input type="checkbox"/>

9. How many of the following were present in your school at least once a week?

☛ If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.

☛ If none, please place an "X" in the None box.

			Number at your school*		
a.	Security guards or security personnel (not law enforcement)				
	i. Full-time	232	[][]	0 <input type="checkbox"/>	None
	ii. Part-time	234	[][]	0 <input type="checkbox"/>	None
b.	School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)				
	i. Full-time	236	[][]	0 <input type="checkbox"/>	None
	ii. Part-time	238	[][]	0 <input type="checkbox"/>	None
c.	Sworn law enforcement officers who are not School Resource Officers				
	i. Full-time	240	[][]	0 <input type="checkbox"/>	None
	ii. Part-time	242	[][]	0 <input type="checkbox"/>	None

*Please use the definition on page 2.



10. Did any of the security guards, security personnel, or sworn law enforcement officers **at your school*** routinely:

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Carry a stun gun (e.g., Taser gun)	246	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Carry chemical aerosol sprays (e.g., Mace, pepper spray)	248	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Carry a firearm*	250	1 <input type="checkbox"/>	2 <input type="checkbox"/>

11. Did these security guards, security personnel, or sworn law enforcement officers participate in the following activities **at your school*?**

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Security enforcement and patrol	252	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Maintaining school discipline	254	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Coordinating with local police and emergency team(s)	256	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Identifying problems in the school and proactively seeking solutions to those problems	258	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Training teachers and staff in school safety or crime prevention	260	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Mentoring students	262	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)	264	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Staff Training

12. During the 2009–10 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Training in classroom management for teachers	266	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Training in school-wide discipline policies and practices related to violence*	268	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Training in school-wide discipline policies and practices related to alcohol and/or drug use	269	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Training in safety procedures (e.g., how to handle emergencies)	270	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Training in recognizing early warning signs of students likely to exhibit violent behavior	272	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Training in positive behavioral intervention strategies	276	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Training in crisis prevention and intervention	277	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



Limitations on Crime Prevention

13. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

☛ Check one response on each line.

		Limits in major way	Limits in minor way	Does not limit	
a.	Lack of or inadequate teacher training in classroom management	280	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b.	Lack of or inadequate alternative placement/programs for disruptive students	282	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c.	Likelihood of complaints from parents	284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d.	Lack of teacher support for school policies	286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e.	Lack of parental support for school policies	288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f.	Teachers' fear of student retaliation	290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g.	Fear of litigation	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h.	Inadequate funds	294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i.	Inconsistent application of school policies by faculty or staff	296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j.	Fear of district or state reprisal	298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k.	Federal, state, or district policies on disciplining special education students*	300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l.	Federal policies on discipline and safety other than those for special education students*	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m.	State or district policies on discipline and safety other than those for special education students*	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Frequency of Crime and Violence at School

14. During the 2009–10 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

- 306 1 Yes
2 No

15. During the 2009–10 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

- 308 1 Yes
2 No

*Please use the definition on page 2.



111007

FORM SS0CS-1 (1-22-2010)

Number of Incidents

16. Please record the number of incidents that occurred **at school*** during the 2009–10 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

☛ If none, please place an "X" in the None box.

Please provide information on:

- ☛ The number of incidents, not the number of victims or offenders.
- ☛ Recorded incidents, regardless of whether any disciplinary action was taken.
- ☛ Recorded incidents, regardless of whether students or non-students were involved.
- ☛ Incidents occurring before, during, or after normal school hours.

	Column 1 Total number of recorded incidents	Column 2 Number reported to police or other law enforcement
a. Rape* or attempted rape*	310 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	312 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Sexual battery* other than rape* (include threatened rape*)	314 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	316 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Robbery* (taking things by force)		
i. With a weapon*	318 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	320 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	322 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	324 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Physical attack or fight*		
i. With a weapon*	326 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	328 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	330 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	332 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Threats of physical attack*		
i. With a weapon*	334 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	336 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	338 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	340 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
f. Theft/larceny* (taking things worth over \$10 without personal confrontation)	342 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	344 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
g. Possession of a firearm or explosive device*	346 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	348 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
h. Possession of a knife or sharp object	350 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	352 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
i. Distribution, possession, or use of illegal drugs	354 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	356 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
j. Inappropriate distribution, possession, or use of prescription drugs	355 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	357 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
k. Distribution, possession, or use of alcohol	358 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	360 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
l. Vandalism*	362 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	364 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

*Please use the definition on page 2.



17. During the 2009–10 school year, how many of the following incidents occurred **at your school***?

☛ If none, please place an "X" in the None box.

	Total number
a. Hate crime* (excludes gang-related hate crime)	366 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> o <input type="checkbox"/> None
b. Gang-related* crime (excludes gang-related hate crime)	368 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> o <input type="checkbox"/> None
c. Gang-related* hate crime*	369 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> o <input type="checkbox"/> None

18. How many times during the 2009–10 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?

☛ Do not include fire alarms due to actual emergencies.

☛ If none, please place an "X" in the None box.

370 Number of unplanned fire alarms
o None

19. Excluding planned and unplanned fire alarms, how many times during the 2009–10 school year were activities disrupted by other actions such as death threats, bomb threats, or chemical, biological, or radiological threats?

☛ If none, please place an "X" in the None box.

372 Number of disruptions
o None

*Please use the definition on page 2.



Disciplinary Problems and Actions

20. To the best of your knowledge, how often do the following types of problems occur **at your school***?

☛ Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens	
a.	Student racial/ethnic tensions	374	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	Student bullying	376	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Student sexual harassment* of other students	378	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d.	Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	379	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e.	Widespread disorder in classrooms	382	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f.	Student verbal abuse of teachers	380	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g.	Student acts of disrespect for teachers other than verbal abuse	384	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h.	Gang* activities	386	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i.	Cult or extremist group* activities	388	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

21. Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often do the following occur?

☛ Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens	
a.	Cyberbullying among students who attend your school	389	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	School environment is affected by cyberbullying	391	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Staff resources are used to deal with cyberbullying	393	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

*Please use the definition on page 2.



22. During the 2009–10 school year, did your school allow for the use of the following disciplinary actions? If yes, were the actions used this school year?

	Does your school allow for use of the following?		If "Yes," was the action used this school year?	
	YES	NO	YES	NO
a. Removal with no continuing school services for at least the remainder of the school year	390 1 <input type="checkbox"/>	2 <input type="checkbox"/>	392 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Removal with school-provided tutoring/at-home instruction for at least the remainder of the school year	394 1 <input type="checkbox"/>	2 <input type="checkbox"/>	396 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Transfer to a specialized school* for disciplinary reasons	398 1 <input type="checkbox"/>	2 <input type="checkbox"/>	400 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Transfer to another regular school for disciplinary reasons	402 1 <input type="checkbox"/>	2 <input type="checkbox"/>	404 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Out-of-school suspension or removal for less than the remainder of the school year				
i. With no curriculum/services provided	406 1 <input type="checkbox"/>	2 <input type="checkbox"/>	408 1 <input type="checkbox"/>	2 <input type="checkbox"/>
ii. With curriculum/services provided	410 1 <input type="checkbox"/>	2 <input type="checkbox"/>	412 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. In-school suspension for less than the remainder of the school year				
i. With no curriculum/services provided	414 1 <input type="checkbox"/>	2 <input type="checkbox"/>	416 1 <input type="checkbox"/>	2 <input type="checkbox"/>
ii. With curriculum/services provided	418 1 <input type="checkbox"/>	2 <input type="checkbox"/>	420 1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Referral to a school counselor	422 1 <input type="checkbox"/>	2 <input type="checkbox"/>	424 1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Assignment to a program (during school hours) designed to reduce disciplinary problems	426 1 <input type="checkbox"/>	2 <input type="checkbox"/>	428 1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems	430 1 <input type="checkbox"/>	2 <input type="checkbox"/>	432 1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Loss of school bus privileges due to misbehavior	434 1 <input type="checkbox"/>	2 <input type="checkbox"/>	436 1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Corporal punishment	438 1 <input type="checkbox"/>	2 <input type="checkbox"/>	440 1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Placement on school probation with consequences if another incident occurs	442 1 <input type="checkbox"/>	2 <input type="checkbox"/>	444 1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Detention and/or Saturday school	446 1 <input type="checkbox"/>	2 <input type="checkbox"/>	448 1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. Loss of student privileges	450 1 <input type="checkbox"/>	2 <input type="checkbox"/>	452 1 <input type="checkbox"/>	2 <input type="checkbox"/>
o. Requirement of participation in community service	454 1 <input type="checkbox"/>	2 <input type="checkbox"/>	456 1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



23. During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?
 ● If none, please place an "X" in the None box.

Please follow these guidelines when determining the number of offenses and disciplinary actions:

- If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.
- If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).
- If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), **count only the most severe disciplinary action that was taken.**
- If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.

		Column number				
		1	2	3	4	5
		Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to specialized schools*	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a.	Use/possession of a firearm/explosive device*	458 o <input type="checkbox"/> None	460 o <input type="checkbox"/> None	462 o <input type="checkbox"/> None	464 o <input type="checkbox"/> None	466 o <input type="checkbox"/> None
b.	Use/possession of a weapon* other than a firearm/explosive device*	468 o <input type="checkbox"/> None	470 o <input type="checkbox"/> None	472 o <input type="checkbox"/> None	474 o <input type="checkbox"/> None	476 o <input type="checkbox"/> None
c.	Distribution, possession, or use of illegal drugs	478 o <input type="checkbox"/> None	480 o <input type="checkbox"/> None	482 o <input type="checkbox"/> None	484 o <input type="checkbox"/> None	486 o <input type="checkbox"/> None
d.	Distribution, possession, or use of alcohol	488 o <input type="checkbox"/> None	490 o <input type="checkbox"/> None	492 o <input type="checkbox"/> None	494 o <input type="checkbox"/> None	496 o <input type="checkbox"/> None
e.	Physical attacks or fights*	498 o <input type="checkbox"/> None	500 o <input type="checkbox"/> None	502 o <input type="checkbox"/> None	504 o <input type="checkbox"/> None	506 o <input type="checkbox"/> None

24. During the 2009–10 school year, how many of the following occurred?
 ● If none, please place an "X" in the None box.

		Total number
a.	Students were removed from your school without continuing services for at least the remainder of the school year <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 23, column 2).	518 o <input type="checkbox"/> None
b.	Students were transferred to specialized schools* <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 23, column 3).	520 o <input type="checkbox"/> None

*Please use the definition on page 2.



School Characteristics: 2009–10 School Year

25. As of October 1, 2009, what was your school's total enrollment?

522 Students

26. What percentage of your current students fit the following criteria?

• If none, please place an "X" in the None box.

	Percent of students
a. Eligible for free or reduced-price lunch	524 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None
b. Limited English Proficient (LEP)	526 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None
c. Special education students*	528 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None
d. Male	530 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None

27. What is your best estimate of the percentage of your current students who meet the following criteria?

• If none, please place an "X" in the None box.

	Percent of students
a. Below the 15 th percentile on standardized tests	532 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None
b. Likely to go to college after high school	534 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None
c. Consider academic achievement to be very important	536 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> % o <input type="text"/> None

28. How many classroom changes do most students make in a typical day?

• Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.

• If none, please place an "X" in the None box.

538 Typical number of classroom changes
o None

*Please use the definition on page 2.



29. How would you describe the crime level in the area(s) in which your students live?

☛ Check one response.

- 560 1 High level of crime
 2 Moderate level of crime
 3 Low level of crime
 4 Students come from areas with very different levels of crime

30. How would you describe the crime level in the area where your school is located?

☛ Check one response.

- 562 1 High level of crime
 2 Moderate level of crime
 3 Low level of crime

31. Which of the following best describes your school?

☛ Check one response.

- 564 1 Regular public school
 2 Charter school
 3 Has a magnet program for part of the school
 4 Exclusively a magnet school
 5 Other – *Please specify* ↴

565

32. What is your school's average daily attendance?

Percent of students present

568	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	%
o	<input type="checkbox"/> None				

33. During the 2009–10 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 24b).

- ☛ If a student transferred more than once in the school year, count each transfer separately.
 ☛ If none, please place an "X" in the None box.

Total number of transfers

a. Transferred to the school

570	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o	<input type="checkbox"/> None				

b. Transferred from the school

572	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o	<input type="checkbox"/> None				



34. Please provide the following dates:

		Month	Day	
a. Start date for your school's 2009–10 academic year	574	<input type="text"/>	<input type="text"/>	/2009
b. End date for your school's 2009–10 academic year	576	<input type="text"/>	<input type="text"/>	/2010
c. Date you completed the questionnaire	578	<input type="text"/>	<input type="text"/>	/2010



Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: SPB/DSPU 64C
1201 E 10th Street
Jeffersonville, IN 47132-0001

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-888-595-1332 or by e-mail at: dsd.education.surveys@census.gov

To learn more about this survey and to access reports from earlier collections, see the School Survey on Crime and Safety (SSOCS) website at:

<http://nces.ed.gov/surveys/ssocs>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from the NCES website at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:

<http://www.fedstats.gov>



Appendix B:
Advance Letter to Principals



**SSOCS-12(L)
(12-2009)**

**U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES**

NATIONAL CENTER FOR EDUCATION STATISTICS



Dear

I am writing to invite you to participate in the 2010 School Survey on Crime and Safety (SSOCS) by providing information about your school. This survey is conducted by the U.S. Census Bureau on behalf of the National Center for Education Statistics of the U.S. Department of Education. The SSOCS is a biennial survey that focuses on the frequency of crime and violence in public schools and the programs and practices schools have developed to provide a safe school environment. It provides a unique opportunity to collect national data on crime and safety from the school's perspective. **The SSOCS is the only survey of its kind.**

The SSOCS is endorsed by:

- American Association of School Administrators
- American Federation of Teachers
- American School Counselors Association
- Association of American Educators
- Center for the Prevention of School Violence
- Council of Chief State School Officers
- Criminal Justice Institute, Safe Schools Initiative Division
- National Association of Elementary School Principals
- National Association of School Resource Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council

Your response is critical to the success of this study because your school is one of only a small number invited to participate in the SSOCS. Your school represents hundreds of similar schools nationwide. Your involvement will only require the completion of a brief questionnaire.

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107-279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

The U.S. Census Bureau will be sending the SSOCS survey to your school via FedEx next week. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-888-595-1332. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dsd.education.surveys@census.gov.

Thank you for giving this matter your attention. We look forward to your school's participation in this important data collection effort.

Sincerely,

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Enclosures

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Sponsored by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION
STATISTICS

Appendix C:
Principal Cover Letter



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

SSOCS-13(L)
(12-2009)



Dear

Last week, I wrote to request your participation in the School Survey on Crime and Safety (SSOCS), an important national study that collects information about crime and safety in public schools. The survey is conducted by the U.S. Census Bureau on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

The SSOCS is endorsed by:

- American Association of School Administrators
- American Federation of Teachers
- American School Counselors Association
- Association of American Educators
- Center for the Prevention of School Violence
- Council of Chief State School Officers
- Criminal Justice Institute, Safe Schools Initiative Division
- National Association of Elementary School Principals
- National Association of School Resource Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council

As we mentioned in our previous letter, the SSOCS provides a unique opportunity to collect national data on crime and safety from the school's perspective. We are confident that, with your participation, we can provide data to state and federal agencies about various types of crime and discipline that exist in schools today. Although the SSOCS may ask some questions that appear similar to those on other surveys, this survey is not connected to any other state or federal data collection system. **The SSOCS is unique in that it provides national estimates of school crime and safety using common definitions across all states.**

We realize that data on school crime are highly sensitive, so we want to remind you that your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107-279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

While your participation in this survey is voluntary and your decision will not affect any benefits or funding you receive from the U.S. Department of Education, we do hope that you will participate in this important national survey.

We would appreciate the return of the questionnaire by March 17, 2010. A postage-paid return envelope has been enclosed for your convenience. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-888-595-1332. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dsd.education.surveys@census.gov.

Sincerely,

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Conducted by:

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Sponsored by:

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION
STATISTICS

Enclosures

Appendix D:
Chief State School Officer Letter



**SSOCS-11(L)
(1-2010)**

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS



The SSOCS is endorsed by:

- American Association of School Administrators
- American Federation of Teachers
- American School Counselors Association
- Association of American Educators
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- Council of Chief State School Officers
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- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council

Conducted by:

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Sponsored by:

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION
STATISTICS

Dear

The U.S. Census Bureau, on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education, is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000, 2003–04, 2005–06, and 2007–08 school years.

At least one school in your state has been selected to participate in the SSOCS. For your information, we are enclosing the materials that are being sent to the school(s), including the letter asking them to participate, the questionnaire, and a brochure describing the survey.

We recognize that some schools may not want to share information related to school crime for fear of receiving negative attention. Please be assured that by federal mandate we are required to protect the identity of all schools included in our survey from public disclosure. The data we collect may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107–279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff.

Individual responses will be combined with those from other participants to produce summary statistics and reports.

Though participation in the survey is voluntary, the success of any survey depends on the willingness of those selected to participate. The greater the level of participation, the better our survey data can provide a current picture of the full diversity of situations found across the nation’s schools. **We hope that you will encourage the schools in your state to participate.**

Thank you for your assistance. If you have any general questions about the study, please contact the U.S. Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dsd.education.surveys@census.gov.

Sincerely,

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Enclosures

Appendix E:
Superintendent Letter



**SSOCS-11(L)
(1-2010)**

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS



Dear

The U.S. Census Bureau, on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education, is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000, 2003–04, 2005–06, and 2007–08 school years.

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Sincerely,

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Enclosures

The SSOCS is endorsed by:

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- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council

Conducted by:

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Economics and Statistics Administration
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NATIONAL CENTER FOR EDUCATION
STATISTICS

Appendix F:
Interviewer Self-Study Guide

**SCHOOL SURVEY ON CRIME AND SAFETY
(SSOCS) INCOMING CALLS OPERATION**

INTERVIEWER SELF STUDY GUIDE



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I. INTRODUCTION

Purpose of the School Survey on Crime & Safety (SSOCS)

The SSOCS is the U.S. Department of Education, National Center for Education Statistics' (NCES) primary source of school-level data on crime and safety. It provides estimates of school crime, discipline, disorder, programs, and policies. The SSOCS questionnaire asks principals to report on a variety of topics related to crime and safety, including the following:

- Characteristics of school policies and procedures;
- School violence prevention programs and practices;
- Use of law enforcement or security services;
- Frequency of criminal incidents at schools;
- Frequency of incidents reported to police or law enforcement;
- Frequency of hate-related and gang-related incidents;
- Disciplinary problems and disciplinary actions; and
- Other school characteristics related to school crime.

Survey Design and Sample Size

The SSOCS is a nationally representative cross-sectional survey of about 3,500 public elementary and secondary schools. The SSOCS sample is large enough to provide national estimates of all public schools, while taking into account the level of instruction, type of location, and size of the student enrollment.

The SSOCS is a self-administered survey. Paper questionnaires are mailed to school principals and a follow-up of non-respondents is conducted by telephone. The SSOCS is administered towards the end of the school year to allow principals to report the most complete information possible.

For the 2010 SSOCS, an advance e-mail, as well as several e-mail reminders, will be sent to school principals. Therefore, you may receive incoming calls in response to e-mails as well as in response to mailings.

SSOCS Telephone Operations

Incoming calls

Principals or other school staff may call in response to receiving the advance letter or the initial questionnaire package. A new feature of the 2010 SSOCS data collection is the use of e-mail addresses prior to mailout and telephone follow-up; therefore, principals may call in response to receiving the advance or the reminder e-mail.

Reminder

- Phase 1: The purpose is to remind schools to return their completed SSOCS questionnaire.
- Phase 2: The purpose is still to remind schools to return their completed SSOCS questionnaire; however, you may complete the questionnaire over the phone at the respondent's request.

Non-response Follow-up

The purpose of Non-response Follow-up (NRFU) is to complete the questionnaire over the phone with the respondent.

Failed Edit Follow-up

The purpose of Failed Edit Follow-up (FEFU) is to call schools that have returned the SSOCS questionnaire to verify that their answers to critical questions are correct. This is done when the answer provided falls outside of the expected range or is inconsistent with other answers. During these callbacks, you may also be asking the respondent questions that he/she left blank.

II. CONCEPTS

Challenges Collecting Data from Schools

- Principals have many responsibilities and are pressed for time to take surveys.
- Schools are a heavily studied population – this survey may be one of several that the principal has on his or her desk.
- Schools in many areas have faced budget cuts and have had to reduce personnel. Therefore, school staff members may have more responsibilities than they used to and less time to complete “extra” tasks.
- Media coverage of No Child Left Behind (NCLB) legislation has been negative. Some principals may link the SSOCS to the NCLB provision regarding “persistently dangerous schools.” See Section III and Frequently Asked Question O.
- Information may be perceived as sensitive, since some respondents may think it reflects negatively on the school.
- Principals often have office staff to screen their calls.

Special Permission Districts

Some school districts must approve the research project before data can be collected at their school(s). Some “special permission” districts were already identified and

research applications were completed in the fall of 2009; however, some additional schools you talk to may notify you that they require “special permission.”

If a school staff member calls to tell you that their Local Education Agency (LEA) or School District requires that permission be received to complete the SSOCS, ask who should be contacted at the school district to apply to conduct the SSOCS. Probe for as much information as possible, including contact name, contact phone number, and the type of approval process (e.g., written or verbal application).

Late Mail Returns (LMRs)

Once questionnaires begin to be received, your supervisor will receive a list of completed questionnaires daily. Although you will not be calling schools during this time, and therefore do not need to “pull” LMRs from the workload, respondents may want to verify that their completed questionnaire was received. Use the list of completed questionnaires to verify that their questionnaire was received. If it was not received, let the respondent know that sometimes it takes longer than expected to receive a questionnaire and that we should receive it soon. Some respondents may wish to be alerted when their questionnaire is received. Take their information so that you or another interviewer can contact them when the questionnaire is received. Be sure to thank the respondent for completing and returning the questionnaire.

III. NO CHILD LEFT BEHIND

You may be asked how the SSOCS relates to the NCLB policy. Information is provided on NCLB so that you are better prepared to answer the respondent’s questions.

Background and History of NCLB

The Elementary and Secondary Education Act (ESEA) renamed "No Child Left Behind" (NCLB) in 2001, established commendable goals -- high standards, accountability for all, and the belief that all children can learn, regardless of their background or ability.

No Child Left Behind was introduced in 2001 as the cornerstone of the Bush Administration’s efforts to overhaul the U.S. education system. The program was designed to make schools accountable to the federal government by requiring set standards for educational attainment. The program has been rather controversial because teachers and education groups believe the NCLB is under-funded, bureaucratic, and favors standardized testing rather than teacher-led, classroom-

focused solutions. NCLB continues to be a work in progress as individual states and the federal government compromise on the terms of the Act.

A pervasive concern for schools in the SSOCS sample is that the SSOCS is linked to NCLB. The Act has several components, and it applies to all Title I schools. It requires states to implement statewide accountability systems covering all public schools and students. These systems are based on state standards in reading and mathematics, requiring annual testing for all students in grades 3-8. Their ultimate goal is that all students reach “proficiency” by the time they graduate from high school.

The test results and state progress objectives are examined by poverty, race, ethnicity, disability, and English proficiency levels. School districts and/or schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to corrective action and/or restructuring measures aimed at getting them back on course to meet state standards. School districts and/or schools that meet or exceed AYP objectives or close achievement gaps, on the other hand, are eligible for financial rewards.

NCLB and Disparity

There are real consequences for schools that fail to meet the standards of NCLB. In compliance with the Act, states must allow students who were victims of violent criminal offenses or students attending schools classified as “persistently dangerous” the opportunity to attend safe public schools. Local education agencies (LEAs/districts) must provide supplemental educational services from a public or private sector provider as selected by the students and their parents. States must certify that LEAs are in compliance with this provision to receive funding under NCLB.

Under NCLB, state education agencies are responsible for defining what constitutes a “persistently dangerous” school. The Unsafe School Choice Option, a component of NCLB, encourages states to consider the number of violent incidents (and not the number of disciplinary actions taken) when determining whether a school is persistently dangerous because this approach is believed to be a more accurate measure of safety in public schools.

There is some disparity in what constitutes a “persistently dangerous” school because individual states determine their own standards, which results in considerable variation across jurisdictions. For example, North Carolina defines “persistently dangerous” schools as schools reporting 5 or more violent criminal offenses per 1,000 students per year for two consecutive years. In contrast, the District of Columbia defines a “persistently dangerous” school as a school reporting double the number (10 or more) of violent crimes per 1,000 students per year for two consecutive years. The results of NCLB are further complicated by allegations of underreporting and unjustified

transfers by schools seeking to escape the “persistently dangerous” label. The Department of Education continues to work to fine-tune the criteria by making it more difficult for schools to minimize the number of violent incidents.

SSOCS and NCLB

The SSOCS survey asks principals about topics of crime and safety. These questions can and have been mistakenly construed as being related to NCLB because 1) the SSOCS is also sponsored by the U.S. Department of Education, and 2) some of the items on the SSOCS are also required to be reported to states by NCLB. The SSOCS is not related to NCLB in any way. Furthermore, the division of the Department of Education that deals with NCLB is not involved in the development or implementation of the SSOCS. Since one of the cornerstones of NCLB is accountability, reporting under NCLB is mandatory while participating in the SSOCS is voluntary because we do not want to add to the response burden of sampled schools.

The SSOCS was previously administered in 2000, 2004, 2006, and 2008. We anticipate a collection every two years. Information gathered in the SSOCS is confidential and is reported in aggregate to protect the identity of participating schools. Responses will not be reported or shared with the division of the Department of Education that oversees NCLB. In addition, schools were not selected to participate in the SSOCS because they were deemed “persistently dangerous” under NCLB. Furthermore, the results of the SSOCS 2010 will not flag participating schools as being “persistently dangerous” as determined by NCLB.

Participating principals may object to filling out the survey because they feel as though they are repeating data reported under NCLB. While we are sympathetic to their frustration, the fact remains that we are not privy to the data reported under NCLB. It is important to stress to responding principals that not only is the SSOCS an important survey, it is the only national survey of its kind. Rather than relying on states to define certain crimes, the SSOCS uses common definitions across states to produce national estimates of school crime. Principals participating in 2000, 2004, 2006, and 2008 reported that they found the survey to be helpful because it allowed them to reflect upon incidents of crime and safety and direct policies and programs designed to prevent them. We realize that principals may see our survey as another nuisance in this era of standards and evaluation, but we believe good research can drive good policy. The SSOCS is therefore in the best interest of participating schools because it allows their particular experiences to be recorded, in aggregate, for researchers and policy-makers who will determine the next generation of education legislation.

IV. REFUSAL AVERSION AND

CONVERSION Aversion vs. Conversion

Refusal Aversion is the process by which the general interviewing staff AVOIDS refusals with a respondent by practicing good interviewing skills and exhibiting a high degree of professionalism.

Refusal Conversion involves contacting cases we have already had contact with, who have refused to participate in the study. When we contact these cases, we will be attempting to complete interviews with them and “convert” their refusal through persuasion, active listening techniques, or addressing concerns they may have about participation in the study.

Studies have shown that the longer an interviewer can keep a respondent on the phone, the higher the chances of obtaining a complete interview.

Keys to Success

There are many reasons that a respondent may refuse to participate. They may not understand what we are doing or how important the survey is, we may have caught them at a ‘bad time’ when they are unable or unwilling to speak, or maybe they are simply exercising their right to refuse. If you can determine why they are reluctant to participate you will increase your chance at conversion.

- **The first key to success is strong communication skills.** Pretend you’re having a conversation with the respondent. Maintain a tone of confidence in your work and good will towards the person. Watch your delivery and avoid sounding mechanical at all costs. Listen carefully for the respondent’s tone, mood, and disposition, and try to vary your tone accordingly. If the person sounds abrupt and cold, use a calm but business-like tone. If the person sounds timid and unsure, use a relaxed, friendly, warm tone. If he/she sounds rushed, speed up a little. If he/she sounds like he/she is used to taking his/her time, slow down. **Refusal converters who can vary their tone to match the demeanor of the respondent obtain a higher number of completes and fewer refusals.** Without the ability to think quickly and respond with a well thought out, professional response that is warm and courteous, you will not convince the respondent to participate. Have confidence! Be sincere! Listen! You cannot fake these skills. Believe in your ability to convert and you will be surprised at your success rate.
- **The second key to success is project knowledge.** Possession of thorough and complete knowledge of the study’s goals and objectives is vital. Without it, you will be ill prepared to alleviate your respondent’s fears and answer their questions.
- **The third key to success is knowledge of the case history.** Prior to calling a case, develop a strategy based upon the information contained in the Call

Record and Comments Section (pertains to the Reminder and NRFU operations). If appropriate, acknowledge that we've called before with, "Recently we called you about this study. . ." If the comments indicate a specific reason for the refusal, be prepared to address this issue before you dial the case. If the respondent was concerned about solicitations, say "We are not selling anything." in the introduction. If necessary, review the Frequently Asked Questions (FAQs) and Refusal Responses to determine which answers you are likely to need to convert the case.

- **The fourth key to success is the ability to 'think on your feet'.** Averting a respondent's refusal during the initial call is more effective than attempting to convert the respondent later. During refusal conversion, respondents may feel pressured because we are calling back to try to gain their cooperation. Because of this, they may throw out comments and questions from all directions, and you have to gracefully field every one, while staying relaxed and confident. Stay focused and be prepared to think quickly and clearly of the most important thing to say to that respondent on the issues they have raised. Avoid the habit of saying the same thing to every respondent.
- **Respond only to issues the respondent has raised.** This is a very easy rule to remember, but often difficult to follow. If you respond to issues that have not been raised, you are giving your respondent additional ammunition. For example, if the respondent states that they do not have time, it will not help to explain that answers will be kept in confidence.
 - Sometimes, however, it is helpful to be proactive in sharing information with a respondent. If you sense that they are getting bored, it may be helpful to assure them that the survey is almost done. If the respondent sounds hesitant, tell them a little more about why they are important. A few words of encouragement will go a long way.
 - Either way, immediately return to reading the survey questions after answering a respondent's question or giving a rebuttal. YOU are in control of the interview and it is more effective to assertively move forward than to passively wait for an indication that it is okay to continue.
- **As with customer service, the respondent is always right.** Do not argue with a respondent or lose your composure. Know when to accept a refusal. Never hang up on respondents, even if they are being abusive, without first thanking them for their time. Always conduct yourself in a professional, courteous manner regardless of how the respondent is treating you. There are no exceptions to this rule.
- **Know when it's over.** If the respondent understands the reason for the call and insists that they do not want to participate and you have given your best

effort at a strong conversion attempt, let it go. Do not force the issue and anger the respondent. Always remember that participation is voluntary. Refusal converters do not make respondents feel coerced into providing information. Every respondent has a right to refuse to participate in the study or to refuse to answer any question in the study.

- **Persuasion is a must.** Remind yourself on every call to focus on what each respondent may need to know about the study in order to feel good about participating. Conversion is most effective when you believe you can persuade the respondent to participate. Make conversion a conversation as often as possible—you and the respondent discussing a worthwhile goal you can only accomplish if you work together.
 - You need to convince the respondent that they want to do the survey. Don't tell them that it is an important study; you should already be conveying this in your tone and demeanor. Tell them why the study is important and what they will gain from participating (see FAQ H and T). Tell them what the problem is that the study is addressing and how they will be part of the solution. Tell them many people find the survey interesting and enjoy doing it.
 - Pay attention to which bits of information are most effective at converting respondents. With practice you will find what works best for you, but don't be afraid to try a new tactic.
- **Countering refusals requires calm and understanding.** As you listen to your respondent, be aware of not only the words, but also the intensity of voice, pace of words, and tonal expression. Rather than jumping in with your rebuttal and appearing aggressive or rude, take it slowly and calmly. Let respondents say what they have to say without interrupting them, then retreat with a positive tone, recognizing the respondent's objections. Warmth and courtesy go a very long way!
- **Be ready to probe for the reason they refused.** The most difficult refusal is the respondent who 'just doesn't want to.' Perhaps this person cannot think of a good reason to decline, or maybe the respondent understands that participation is voluntary and is exercising the right to refuse. It is nearly impossible to counter a 'no reason' with a reasonable reply. Don't be afraid to speak to your respondent conversationally. They are only human and the worst that can happen is they will say no. Talk to them and find out why they do not want to participate.
- **Be prepared to listen.** Good listening skills are important for conducting good interviews. It is doubly important that these skills are used when gaining respondent cooperation. Actively listen to what the respondent is saying in

words and in tone. Active listening means that you hear and remember what the respondent said in such detail you could write it down or repeat it back if necessary. Listen carefully to everything the respondent has to say, acknowledge that the respondent raised many issues, then start with the one that seems most important.

To let the respondent know you are sincerely listening, an effective measure is to rephrase and repeat back what you heard:

- “I understand that you are busy; we could call you back at another time when it is more convenient for you, or we can start the interview now. I’ll move through the questions as quickly as possible.”
 - “I understand that you are concerned about confidentiality, however, I can assure you that confidentiality is mandated by law.”
- **Vary your tone to match the demeanor of the respondent.** Listen carefully for the respondent’s tone, mood, and disposition, and try to vary your tone accordingly.
 - If the person sounds abrupt and cold, use a calm but business like tone.
 - If the person sounds timid and unsure, use a relaxed, friendly, warm tone.
 - If the person sounds rushed, speed up a little.
 - If the person sounds like they are taking their time, slow down a little.

You will have fewer refusals and more completes if you can work with the respondent.

- **Use the resources available to you.** We have numerous ways in which a respondent can verify that the study is legitimate and an important survey, for example, the respondent may call headquarters at 1-800-221-1204 or visit the survey website at <http://nces.ed.gov/surveys/ssocs/>. A respondent who is reluctant to participate may change their mind when they can confirm legitimacy and call us. Sometimes, just offering all the sources of legitimacy is enough to convince them that we are!
- **Leave good comments.** Writing detailed, accurate comments on each call informs and prepares other interviewers who may deal with that case next and it properly documents what happened when you called.

V. MATERIALS

- Copies of the correspondence sent to schools (SSOCS-10(L), SSOCS-11(L),

SSOCS-12(L)/SSOCS-12(L)S, SSOCS-13(L), and SSOCS-13(I)) are also included in your training packet.

- Pencils
- Frequently Asked Questions and Refusal Responses (see Section VI; this will also be provided as a Job Aid).
- Call Log: You will receive a call log for recording information about each incoming call.

VI. FREQUENTLY ASKED QUESTIONS & REFUSAL RESPONSES

A. Why did our school get selected?

From all the public schools in the United States, we selected a random stratified sample of about 3,500 schools that represent the nation for the 2010 School Survey on Crime and Safety. Your school happened to be one of those selected. Your responses will represent schools with similar demographics that were not selected for the survey.

B. What kinds of questions does the School Survey on Crime & Safety ask?

- Frequency and types of crimes at schools, including homicide, rape, sexual battery, attacks with or without weapons, robbery, theft, and vandalism;
- Frequency and types of disciplinary actions such as expulsions, transfers, and suspensions for selected offenses;
- Perceptions of other disciplinary problems such as bullying, verbal abuse, and disorder in the classroom;
- Description of school policies and programs concerning crime and safety;
- Description of the pervasiveness of student and teacher involvement in efforts that are intended to prevent or reduce school violence; and
- General school characteristics.

C. What is the purpose of this survey?

The SSOCS is the primary source of school-level data on crime and safety for the U.S. Department of Education. This study collects information on school crime and safety from school principals in elementary and secondary schools across the United States. As an ongoing survey, the SSOCS measures changes over time on key issues.

Gathering this information will help schools compare their policies and programs to schools nationwide. It will also help researchers and policymakers identify

trends in crime and safety issues across time and identify emerging problems or issues.

D. Why should I participate in this survey?

Although this is a voluntary survey, your cooperation is essential to make the results of this survey comprehensive, accurate, and timely. Policymakers and educational leaders rely on data from this survey to inform their decisions concerning school programs and policies to reduce crime. Since it is a sample

survey, your responses represent the responses of many schools that serve similar student populations. Higher response rates give us confidence that the findings are accurate.

E. Who is conducting this survey?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES). The NCES, Institute of Education Sciences, sponsors the survey under the authority of Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002. Participation is voluntary. The U.S. Census Bureau performs the work under the authority of Title 15, United States Code, Section 1525.

As part of the Department of Education, the National Center for Education Statistics fulfills a Congressional mandate to:

- Collect, collate, analyze and report complete statistics on the condition of American education;
- Conduct and publish reports; and
- Review and report on education activities internationally.

F. Will my responses be kept confidential?

I can assure you that no identifying information will be used by anyone besides those working on the School Survey on Crime and Safety project. The results from the survey will only be reported as combined totals across the thousands of schools who answer the survey, never as individual results.

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107- 279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff.

Individual responses will be combined with those from other participants to produce summary statistics and reports.

G. How will my information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that links your name, address, or telephone number will be included in the statistical reports.

H. How will these data be used?

These data are being collected for the U.S. Department of Education, National Center for Education Statistics (NCES).

Results from the study will be used to increase knowledge of policies and programs schools use to address school crime and safety. Results will also show comparisons on crime and safety data across time from the 2000, 2004, 2006, and 2008 surveys.

Summary data from the study will be placed into a public-use dataset for researchers and policy makers. The dataset is rigorously tested prior to release to ensure no individual schools can be identified.

Reports will be published based on the SSOCS data. You will be able to compare your school's problems and policies with those of schools that are similar to yours.

I. How often is the SSOCS administered?

The SSOCS was administered in the spring of the 1999-2000, 2003-04, 2005-06, and 2007-08 school years. The SSOCS will now be administered every two years.

J. Where can I see the results of the SSOCS?

Downloadable reports from the 1999-2000, 2003-04, 2005-06, and 2007-08 collection of the SSOCS such as Crime and Safety in America's Public Schools: Selected Findings from the School Survey on Crime and Safety are available at <http://nces.ed.gov/surveys/ssocs>. Also included on the website is a table library with hundreds of tables that provide estimates on school crime and violence by selected school and student characteristics.

K. How do I know this survey is legitimate?

I understand your concern. I am conducting this survey on behalf of the National Center for Education Statistics (NCES).

Did you receive a letter from the NCES? An advance letter and the questionnaire were sent to explain the survey. We can send you another questionnaire package if you didn't receive it.

You can verify the legitimacy of our survey or to find out more information on the survey's website at www.nces.ed.gov/surveys/ssocs.

L. Has the survey been endorsed by any professional organizations?

Yes! The School Survey on Crime and Safety has been endorsed by:

- The National Education Association
- The National PTA
- The Council of Chief State School Officers
- The National Association of School Resource Officers

As well as:

- The American Association of School Administrators
- The American Federation of Teachers
- The American School Counselors Association
- The Association of American Educators
- The Center for the Prevention of School Violence
- The Criminal Justice Institute, Safe Schools Initiative Division
- The National Association of Elementary School Principals
- The National Association of School Safety and Law Enforcement Officers
- The National Association of Secondary School Principals
- The National Association of State Boards of Education
- The National Middle School Association
- The National School Boards Association
- The National School Safety Center
- The Northwest Regional Educational Laboratory
- The Police Executive Research Forum
- The School Safety Advocacy Council

M. How long will the survey take to complete?

The length of the survey will depend on the characteristics of your school, but for most people it will take about 45 minutes to complete. That time includes time spent filling out the survey itself, as well as referring to additional information sources for the information requested.

N. What information was sent to us?

- On February 16th, your school was mailed an advance letter describing the study.
- On February 24th, the questionnaire was sent via FedEx, addressed to the Principal.
- A packet of information about the study was mailed to your District Superintendent and the Chief State School Officer.

O. What is the relationship between the SSOCS and No Child Left Behind (NCLB)?

The School Survey on Crime and Safety (SSOCS) is NOT related to No Child Left Behind (NCLB). The data for both are reported to the U.S. Department of Education, so you may see similar types of questions, but they are not the same questions.

Each state decides how information will be organized for NCLB and states may define terms differently. Therefore, it would be impossible to compare these data at a national level. SSOCS, on the other hand, uses standard definitions across states to create national estimates of school crime and the programs aimed at reducing school crime.

The information your school reports will NOT be given to your school district or your state board of education.

P. Can I complete the questionnaire over the phone?

Prior to Reminder Phase 1: We will be conducting interviews over the phone beginning March 17th. We'll be happy to call you then to conduct the interview with you. Is there a day and time when it would be convenient for us to call you?

During Reminder: Yes, we can complete the interview now.

Interviewer: Record respondent name, and the appointment day and time; continue to answer respondent's questions. Refer the case to your supervisor after call.

Q. I don't want to buy anything.

I assure you we are not trying to sell anything. We are conducting a survey to help the National Center for Education Statistics gather information about school crime and safety across the United States. No information that identifies you or your school will ever be given to any company that is trying to sell products or services to you.

In fact, no information about you will be given to anyone besides the National Center for Education Statistics.

R. This is not a good time!

I apologize for the inconvenience. We can schedule a better time to call you back. When would be a more convenient day and time for us to reach you?

Is there a direct line I can reach you at?

S. I'm not interested / I'm too busy. / We do not want to participate we are too busy/we take part in so many other studies!

We understand how overloaded schools are and that you probably get a lot of surveys in the mail. However, this is the fifth round of a national study to collect data on school crime and safety. The data from this study will help us in developing a national understanding of crime and safety issues, which rank among the most critical issues faced by U.S. schools.

Because providing a safe, disciplined environment is a key responsibility of our school systems, researchers and policymakers need an accurate picture of crime and safety issues at public schools across the country.

I understand that your time is limited. However, the data you provide represents other schools in the nation that serve similar student populations and your participation ensures we get an accurate picture for schools like yours across the country.

T. I don't see the importance of this survey!

Measuring the extent of school crime is important for many reasons. The safety of students and teachers is a primary concern, but the nature and frequency of school crime have other important implications, as well. Safety and discipline are necessary for effective education. In order to learn, students need a secure environment where they can concentrate on their studies. Dealing with school crime requires school resources. Gathering this information should help researchers and policymakers devise strategies to address these problems in our schools.

U. We're an elementary school, none of these crimes happen here. Why do we need to fill this out?

Even if your school has little to no crime, your responses are important. They aid us in creating an accurate picture of the incidences of school crime in all levels of instruction across the nation. Without your responses, the crime level will appear greater than it actually is. We need to describe the policies and practices of ALL kinds of schools, rather than just large secondary schools where these types of crimes may occur.

Appendix G:

**Reminder And Non-Response Follow-Up Operation Interviewer Self-Study
Guide**

**SCHOOL SURVEY ON CRIME AND SAFETY (SSOCS)
REMINDER AND NON-RESPONSE FOLLOW-UP
OPERATION**

INTERVIEWER SELF STUDY GUIDE



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NOTE: If you worked on the SSOCS Incoming Calls Operation, you do not need to thoroughly read sections I through IV as this information was covered in the SSOCS Incoming Calls Operation Self Study Guide. Instead, you should skim this information to refresh your memory. You may also need to refer to these sections when completing the Final Review Exercises.

I. INTRODUCTION

Purpose of the School Survey on Crime & Safety (SSOCS)

The SSOCS is the U.S. Department of Education, National Center for Education Statistics' (NCES) primary source of school-level data on crime and safety. It provides estimates of school crime, discipline, disorder, programs, and policies. The SSOCS questionnaire asks principals to report on a variety of topics related to crime and safety, including the following:

- Characteristics of school policies and procedures;
- School violence prevention programs and practices;
- Use of law enforcement or security services;
- Frequency of criminal incidents at schools;
- Frequency of incidents reported to police or law enforcement;
- Frequency of hate-related and gang-related incidents;
- Disciplinary problems and disciplinary actions; and
- Other school characteristics related to school crime.

Survey Design and Sample Size

The SSOCS is a nationally representative cross-sectional survey of about 3,500 public primary, middle, high, and combined schools. The SSOCS sample is large enough to provide national estimates of all public schools, while taking into account the level of instruction, type of location, and size of the student enrollment.

The SSOCS is a self-administered survey. Paper questionnaires are mailed to school principals and a follow-up of non-respondents is conducted by telephone. The SSOCS is administered towards the end of the school year to allow principals to report the most complete information possible.

For the 2010 SSOCS, an advance e-mail, as well as several e-mail reminders, will be sent to school principals. Therefore, respondents may call in response to e-mails or may mention them when you call as part of the Reminder and Non-response Follow-up Operations.

SSOCS Telephone Operations

Incoming calls

Principals or other school staff may call in response to receiving the advance letter or the initial questionnaire package. A new feature of the 2010 SSOCS data collection is the

use of e-mail addresses prior to mailout and telephone follow-up; therefore, principals may call in response to receiving the advance or the reminder e-mail.

Reminder

The purpose is to remind schools to return their completed SSOCS questionnaire. You may complete the questionnaire over the phone at the respondent's request. Do not offer this option. We would prefer that the respondent complete and return the questionnaire by mail.

Non-response Follow-up

The purpose of Non-response Follow-up (NRFU) is to complete the questionnaire over the phone with the respondent.

Failed Edit Follow-up

The purpose of Failed Edit Follow-up (FEFU) is to call schools that have returned the SSOCS questionnaire to verify that their answers to critical questions are correct. This is done when the answer provided falls outside of the expected range or is inconsistent with other answers. During these callbacks, you may also be asking the respondent questions that he/she left blank.

Data collection schedule

Data collection activity	Date
Mail advance letter to school principals	2/18
Send advance e-mail to principals	2/24
Fedex initial package containing a letter, questionnaire, brochure, and pen to schools	2/24 - 2/25
Follow-up e-mail to all principals	3/10
Reminder operation phase 1	3/17- 3/31
E-mail reminder	3/24
E-mail reminder	4/7
Second mailout to nonresponding schools not reached during phase 1 of the Reminder	4/16
Reminder operation phase 2	4/19 - 4/23
E-mail reminder	4/28
Failed edit follow-up	5/3 - 6/11
Non-response follow-up	5/10 - 5/28
E-mail reminder	5/19
E-mail reminder	6/2

II. CONCEPTS

Challenges Collecting Data from Schools

- Principals have many responsibilities and are pressed for time to take surveys.
- Schools are a heavily studied population – this survey may be one of several that the principal has on his or her desk.
- Schools in many areas have faced budget cuts and have had to reduce personnel. Therefore, school staff members may have more responsibilities than they used to and less time to complete “extra” tasks.
- Media coverage of No Child Left Behind (NCLB) legislation has been negative. Some principals may link the SSOCS to the NCLB provision regarding “persistently dangerous schools.” See Section III and Frequently Asked Question O for more information on NCLB.
- Information may be perceived as sensitive, since some respondents may think it reflects negatively on the school.
- Principals often have office staff to screen their calls.

Special Permission Districts

Some school districts must approve the research project before data can be collected at their school(s). Some “special permission” districts were already identified and research applications were completed in the fall of 2009; however, some additional schools you talk to may notify you that they require “special permission.”

If a school staff member tells you that their Local Education Agency (LEA) or School District requires that permission be received to complete the SSOCS, ask who should be contacted at the school district to apply to conduct the SSOCS. Probe for as much information as possible, including contact name, contact phone number, and the type of approval process (e.g., written or verbal application). Note that if we are already aware that this school is part of a special district, that information will be provided on the cover page of the SSOCS-26 form.

Late Mail Returns (LMRs)

Your supervisor will receive a list of completed questionnaires daily. SSOCS-26 forms for schools that have returned a completed questionnaire will be pulled from the workload. You may still receive incoming calls from respondents who wish to verify that their completed questionnaire was received. Use the list of completed questionnaires to verify that their questionnaire was received. If it was not received, let the respondent know that sometimes it takes longer than expected to receive a questionnaire and that we should receive it soon. Some respondents may wish to be alerted when their questionnaire is received. Take their information so that you or another interviewer can contact them when the questionnaire is received. Be sure to thank the respondent for completing and returning the questionnaire.

III. NO CHILD LEFT BEHIND

You may be asked how the SSOCS relates to the NCLB policy. Information is provided on NCLB so that you are better prepared to answer the respondent's questions.

Background and History of NCLB

The Elementary and Secondary Education Act (ESEA) renamed "No Child Left Behind" (NCLB) in 2001, established commendable goals -- high standards, accountability for all, and the belief that all children can learn, regardless of their background or ability.

No Child Left Behind was introduced in 2001 as the cornerstone of the Bush Administration's efforts to overhaul the U.S. education system. The program was designed to make schools accountable to the federal government by requiring set standards for educational attainment. The program has been rather controversial because teachers and education groups believe the NCLB is under-funded, bureaucratic, and favors standardized testing rather than teacher-led, classroom-focused solutions. NCLB continues to be a work in progress as individual states and the federal government compromise on the terms of the Act.

A pervasive concern for schools in the SSOCS sample is that the SSOCS is linked to NCLB. The Act has several components, and it applies to all Title I schools. It requires states to implement statewide accountability systems covering all public schools and students. These systems are based on state standards in reading and mathematics, requiring annual testing for all students in grades 3-8. Their ultimate goal is that all students reach "proficiency" by the time they graduate from high school.

The test results and state progress objectives are examined by poverty, race, ethnicity, disability, and English proficiency levels. School districts and/or schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to corrective action and/or restructuring measures aimed at getting them back on course to meet state standards. School districts and/or schools that meet or exceed AYP objectives or close achievement gaps, on the other hand, are eligible for financial rewards.

NCLB and Disparity

There are real consequences for schools that fail to meet the standards of NCLB. In compliance with the Act, states must allow students who were victims of violent criminal offenses or students attending schools classified as "persistently dangerous" the opportunity to attend safe public schools. Local education agencies (LEAs/districts) must provide supplemental educational services from a public or private sector provider as selected by the students and their parents. States must certify that LEAs are in compliance with this provision to receive funding under NCLB.

Under NCLB, state education agencies are responsible for defining what constitutes a “persistently dangerous” school. The Unsafe School Choice Option, a component of NCLB, encourages states to consider the number of violent incidents (and not the number of disciplinary actions taken) when determining whether a school is persistently dangerous because this approach is believed to be a more accurate measure of safety in public schools.

There is some disparity in what constitutes a “persistently dangerous” school because individual states determine their own standards, which results in considerable variation across jurisdictions. For example, North Carolina defines “persistently dangerous” schools as schools reporting 5 or more violent criminal offenses per 1,000 students per year for two consecutive years. In contrast, the District of Columbia defines a “persistently dangerous” school as a school reporting double the number (10 or more) of violent crimes per 1,000 students per year for two consecutive years. The results of NCLB are further complicated by allegations of underreporting and unjustified transfers by schools seeking to escape the “persistently dangerous” label. The Department of Education continues to work to fine-tune the criteria by making it more difficult for schools to minimize the number of violent incidents.

SSOCS and NCLB

The SSOCS survey asks principals about topics of crime and safety. These questions can and have been mistakenly construed as being related to NCLB because 1) the SSOCS is also sponsored by the U.S. Department of Education, and 2) some of the items on the SSOCS are also required to be reported to states by NCLB. The SSOCS is not related to NCLB in any way. Furthermore, the division of the Department of Education that deals with NCLB is not involved in the development or implementation of the SSOCS. Since one of the cornerstones of NCLB is accountability, reporting under NCLB is mandatory while participating in the SSOCS is voluntary because we do not want to add to the response burden of sampled schools.

The SSOCS was previously administered in 2000, 2004, 2006, and 2008. We anticipate a collection every two years. Information gathered in the SSOCS is confidential and is reported in aggregate to protect the identity of participating schools. Responses will not be reported or shared with the division of the Department of Education that oversees NCLB. In addition, schools were not selected to participate in the SSOCS because they were deemed “persistently dangerous” under NCLB. Furthermore, the results of the SSOCS 2010 will not flag participating schools as being “persistently dangerous” as determined by NCLB.

Participating principals may object to filling out the survey because they feel as though they are repeating data reported under NCLB. While we are sympathetic to their frustration, the fact remains that we are not privy to the data reported under NCLB. It is important to stress to responding principals that not only is the SSOCS an important survey, it is the only national survey of its kind. Rather than relying on states to define certain crimes, the SSOCS uses common definitions across states to produce national

estimates of school crime. Principals participating in 2000, 2004, 2006, and 2008 reported that they found the survey to be helpful because it allowed them to reflect upon incidents of crime and safety and direct policies and programs designed to prevent them. We realize that principals may see our survey as another nuisance in this era of standards and evaluation, but we believe good research can drive good policy. The SSOCS is therefore in the best interest of participating schools because it allows their particular experiences to be recorded, in aggregate, for researchers and policy-makers who will determine the next generation of education legislation.

IV. REFUSAL AVERSION AND

CONVERSION Aversion vs.

Conversion

Refusal Aversion is the process by which the general interviewing staff AVOIDS refusals with a respondent by practicing good interviewing skills and exhibiting a high degree of professionalism.

Refusal Conversion involves contacting cases we have already had contact with who have refused to participate in the study. When we contact these cases, we will be attempting to complete interviews with them and “convert” their refusal through persuasion, active listening techniques, or addressing concerns they may have about participation in the study.

Studies have shown that the longer an interviewer can keep a respondent on the phone, the higher the chances of obtaining a complete interview.

Keys to Success

There are many reasons that a respondent may refuse to participate. They may not understand what we are doing or how important the survey is, we may have caught them at a ‘bad time’ when they are unable or unwilling to speak, or maybe they are simply exercising their right to refuse. If you can determine why they are reluctant to participate you will increase your chance at conversion.

- **The first key to success is strong communication skills.** Pretend you’re having a conversation with the respondent. Maintain a tone of confidence in your work and good will towards the person. Watch your delivery and avoid sounding mechanical at all costs. Listen carefully for the respondent’s tone, mood, and disposition, and try to vary your tone accordingly. If the person sounds abrupt and cold, use a calm but business-like tone. If the person sounds timid and unsure, use a relaxed, friendly, warm tone. If he/she sounds rushed, speed up a little. If he/she sounds like he/she is used to taking his/her time, slow down.

Refusal converters who can vary their tone to match the demeanor of the respondent obtain a higher number of completes and fewer refusals.

Without the ability to think quickly and respond with a well thought out, professional response that is warm and courteous, you will not convince the respondent to

participate. Have confidence! Be sincere! Listen! You cannot fake these skills. Believe in your ability to convert and you will be surprised at your success rate.

- **The second key to success is project knowledge.** Possession of thorough and complete knowledge of the study's goals and objectives is vital. Without it, you will be ill prepared to alleviate your respondent's fears and answer their questions.
- **The third key to success is knowledge of the case history.** Prior to calling a case, develop a strategy based upon the information contained in the Call Record and Comments Section. If appropriate, acknowledge that we've called before with, "Recently we called you about this study. . ." If the comments indicate a specific reason for the refusal, be prepared to address this issue before you dial the case. If the respondent was concerned about solicitations, say "We are not selling anything." in the introduction. If necessary, review the Frequently Asked Questions and Refusal Responses to determine which answers you are likely to need to convert the case.
- **The fourth key to success is the ability to 'think on your feet'.** Averting a respondent's refusal during the initial call is more effective than attempting to convert the respondent later. During refusal conversion, respondents may feel pressured because we are calling back to try to gain their cooperation. Because of this, they may throw out comments and questions from all directions, and you have to gracefully field every one, while staying relaxed and confident. Stay focused and be prepared to think quickly and clearly of the most important thing to say to that respondent on the issues they have raised. Avoid the habit of saying the same thing to every respondent.
- **Respond only to issues the respondent has raised.** This is a very easy rule to remember, but often difficult to follow. If you respond to issues that have not been raised, you are giving your respondent additional ammunition. For example, if the respondent states that they do not have time, it will not help to explain that answers will be kept in confidence.
 - Sometimes, however, it is helpful to be proactive in sharing information with a respondent. If you sense that they are getting bored, it may be helpful to assure them that the survey is almost done. If the respondent sounds hesitant, tell them a little more about why they are important. A few words of encouragement will go a long way.
 - Either way, immediately return to reading the survey questions after answering a respondent's question or giving a rebuttal. YOU are in

control of the interview and it is more effective to assertively move forward than to passively wait for an indication that it is okay to continue.

- **As with customer service, the respondent is always right.** Do not argue with a respondent or lose your composure. Know when to accept a refusal. Never hang up on respondents, even if they are being abusive, without first thanking them for their time. Always conduct yourself in a professional, courteous manner regardless of how the respondent is treating you. There are no exceptions to this rule.
- **Know when it's over.** If the respondent understands the reason for the call and insists that they do not want to participate and you have given your best effort at a strong conversion attempt, let it go. Do not force the issue and anger the respondent. Always remember that participation is voluntary. Refusal converters do not make respondents feel coerced into providing information. Every respondent has a right to refuse to participate in the study or to refuse to answer any question in the study.
- **Persuasion is a must.** Remind yourself on every call to focus on what each respondent may need to know about the study in order to feel good about participating. Conversion is most effective when you believe you can persuade the respondent to participate. Make conversion a conversation as often as possible—you and the respondent discussing a worthwhile goal you can only accomplish if you work together.
 - You need to convince the respondent that they want to do the survey. Don't tell them that it is an important study; you should already be conveying this in your tone and demeanor. Tell them why the study is important and what they will gain from participating (see FAQ H and T). Tell them what the problem is that the study is addressing and how they will be part of the solution. Tell them many people find the survey interesting and enjoy doing it.
 - Pay attention to which bits of information are most effective at converting respondents. With practice you will find what works best for you, but don't be afraid to try a new tactic.
- **Countering refusals requires calm and understanding.** As you listen to your respondent, be aware of not only the words, but also the intensity of voice, pace of words, and tonal expression. Rather than jumping in with your rebuttal and appearing aggressive or rude, take it slowly and calmly. Let respondents say what they have to say without interrupting them, then retreat with a positive tone, recognizing the respondent's objections. Warmth and courtesy go a very long way!
- **Be ready to probe for the reason they refused.** The most difficult refusal is the respondent who 'just doesn't want to.' Perhaps this person cannot think of a

good reason to decline, or maybe the respondent understands that participation is voluntary and is exercising the right to refuse. It is nearly impossible to counter a ‘no reason’ with a reasonable reply. Don’t be afraid to speak to your respondent conversationally. They are only human and the worst that can happen is they will say no. Talk to them and find out why they do not want to participate.

- **Be prepared to listen.** Good listening skills are important for conducting good interviews. It is doubly important that these skills are used when gaining respondent cooperation. Actively listen to what the respondent is saying in words and in tone. Active listening means that you hear and remember what the respondent said in such detail you could write it down or repeat it back if necessary. Listen carefully to everything the respondent has to say, acknowledge that the respondent raised many issues, then start with the one that seems most important.

To let the respondent know you are sincerely listening, an effective measure is to rephrase and repeat back what you heard:

- “I understand that you are busy; we could call you back at another time when it is more convenient for you, or we can start the interview now. I’ll move through the questions as quickly as possible.”
 - “I understand that you are concerned about confidentiality, however, I can assure you that confidentiality is mandated by law.”
- **Vary your tone to match the demeanor of the respondent.** Listen carefully for the respondent’s tone, mood, and disposition, and try to vary your tone accordingly.
 - If the person sounds abrupt and cold, use a calm but business like tone.
 - If the person sounds timid and unsure, use a relaxed, friendly, warm tone.
 - If the person sounds rushed, speed up a little.
 - If the person sounds like they are taking their time, slow down a little.

You will have fewer refusals and more completes if you can work with the respondent.

- **Use the resources available to you.** We have numerous ways in which a respondent can verify that the study is legitimate and an important survey; for example, the respondent may call headquarters at 1-800-221-1204 or visit the survey website at <http://nces.ed.gov/surveys/ssocs/>. A respondent who is reluctant to participate may change their mind when they can confirm legitimacy and call us. Sometimes, just offering all the sources of legitimacy is enough to convince them that we are!
- **Leave good comments.** Writing detailed, accurate comments on each call informs and prepares other interviewers who may deal with that case next and it properly documents what happened when you called.

V. COMPLETING THE

SSOCS-26 Materials

- SSOCS-26 Form
 - You will receive a preprinted SSOCS-26 form for each school. To make the form easier to use, the school name, principal name (if available), and address information are printed within the text of the questions. Each form provides the script and GO TO instructions you will need for contacting the school, interviewing a knowledgeable respondent, and documenting the call outcome.
 - A copy of the SSOCS-26 is included in your training packet.
- Copies of the correspondence sent to schools (SSOCS-10(L), SSOCS-11(L), SSOCS-12(L)/SSOCS-12(L)S, SSOCS-13(L), and SSOCS-13(I)) were provided as part of the training package for the Incoming Call Operation. Request copies of the correspondence if you do not have copies. The text that was used in the advance e-mail, as well as dates and planned text of the follow-up e-mails that will be sent to nonrespondents, will be provided for your reference.
- Pencils
- Frequently Asked Questions and Refusal Responses (see Section IX, beginning on page 19; this will also be provided as a Job Aid)
- Call Outcome Codes (see Section VIII, beginning on page 17; this will also be provided as a Job Aid)
- Call Log from the Incoming Calls Operation – a call log may be attached to some of the SSOCS-26 forms OR notes may have been copied from the Call Log to the notes section of the SSOCS-26.

Form Overview

The SSOCS-26 form will be used for the Reminder and Non-response Follow-up (NRFU) operations. This will enable you to always have the most up-to-date information for the case.

During the first phase of the Reminder operation, you will complete section A and either section B, C, or D. You may also complete section H or section I if the respondent refuses or tells you that they need their school district's/local education agency's (LEA) approval prior to completing the survey.

- In section A, you will verify you have reached the correct school, verify the school's physical address, and introduce the survey. If we do NOT have the principal's name and e-mail address, you will ask for this information.

You will also verify that the school received the questionnaire (questionnaires were FedExed on 2/24/10 and 2/25/10). If the principal tells you he/she has the questionnaire, probe for the status of the questionnaire. We requested the completed form by March 17th. The status of the questionnaire determines the path you will take in the form.

- If the respondent isn't sure whether they received the questionnaire, but offers to check with other staff members, you will go to item A12, and tell the respondent you will call him/her the next day to follow-up.
- If the respondent tells you that he/she (or the principal) completed and mailed the questionnaire, you will go to section B. In section B, you will ask when the questionnaire was mailed and thank the respondent for their participation.
- If the respondent tells you that he/she (or the principal) is working on the questionnaire or received it, but hasn't started working on it yet, you will go to section C. In section C, you will encourage the respondent to participate and ask for an estimated mailing date.
- If the respondent did not receive the questionnaire, or if it was received but later misplaced, you will go to section D. In section D, you will let the respondent know that we will send them a replacement questionnaire, find out to whose attention we should address the replacement questionnaire, and ask for an estimated mailing date (based on receiving the questionnaire the following week).
- If the respondent refuses to participate in the survey, you will go to section H and attempt to convince the respondent to participate.
- If at any point in the interview the respondent says that their district requires approval prior to their completing the questionnaire, you will go to section I and follow the appropriate path for their district's approval status. The district approval status is printed on the cover of the SSOCS-26 form.

During phase 2 of the Reminder operation, you will use the outcome of phase 1 of the Reminder operation to determine which section of the SSOCS-26 to use (section E, F, or G). You may also use sections D, H, or I if the respondent needs a replacement questionnaire, refuses, or tells you that they need their district's/LEA's approval.

- If you completed section *B. Completed and Mailed* during phase 1 of the Reminder operation, you will go to section E in phase 2. In section E, you will ask whether the respondent has a copy of the form he/she mailed. If he/she does, you will try to collect the survey information via phone or fax. If he/she does not,

we will allow a little more time for the questionnaire to be received prior to attempting to complete it with the respondent.

- If you completed section *C. Working on Questionnaire* during phase 1, you will go to section F during the Reminder operation. In section F, you will determine whether the questionnaire was mailed, and when it was or will be mailed.
- If you completed section *D. Needs New Questionnaire* during phase 1, you will go to section G during the Reminder operation. In section G, you will verify that the questionnaire was received and determine when it was or will be mailed.

During the NRFU operation, you will use section J.

Call Guidelines

- Acceptable calling times are Monday through Friday from 8:00 a.m. to 5:00 p.m. (respondent time), unless the respondent requests an appointment before 8:00 a.m. or after 5:00 p.m. Be sure to notify your supervisor of the request so he/she can assign it to another interviewer if necessary. Please note that it may be difficult to reach people at the schools after 3:00 p.m.
- If you or a previous interviewer left an answering machine message, wait one day before contacting the school again.
- Do not make more than two call attempts to a school per day.
- Do not make more than 10 attempts to contact a school during phase 1 of the Reminder. Do not make more than 5 attempts to contact a school during phase 2 of the Reminder. Do not make more than 10 attempts to contact a school during NRFU.
- If you get a Busy Signal, FAX Signal, Number Could Not Be Completed As Dialed, No Signal, Bad Connection, or Temporarily Not In Service, retry the number 15 minutes later. If it is still unavailable, then code the case as such (see section VIII for Outcome Codes and Descriptions). It is considered one attempt after the retry has been made.

Making the Call

- **Read and become very familiar with the SSOCS-26 before calling any school.**
- Review the preprinted label and Call Record information on the cover page before contacting the school. If the principal's name or e-mail address are not printed on the cover page, or are printed but crossed-out, you will need to ask for this information during the call (items A9 and A10).

- If you or a previous interviewer has reached the school before, look through the form before you begin so that you know the contact history. This is especially important for phase 2 of the Reminder operation as your path in the SSOCS-26 is determined by the outcome of the previous call.
- Enter the date, call start time, and your Interviewer ID in the Call Record (begin with line “1”). If you are retrying the case because you originally got a Busy, FAX, etc., then erase the start time and record the retry start time in its place.
- Make sure you mark (X) all applicable boxes and write legibly as the information will be used for future mailings and follow-up phone calls. Verify the spelling of any new address information, the respondent’s name, and the principal’s name and e-mail address (if appropriate).
- If it is a Busy, FAX, etc. after the retry, enter the time you hung up the phone in the End time and enter the appropriate Outcome Code and abbreviated description in the Outcome Code and Outcome Notes columns.
- If you reach a recording with a new phone number or area code (Outcome Code 91), record the new number in the space provided next to “Corrected telephone number” on the cover page of the SSOCS-26. For all future contact, use the corrected number.
- If someone answers, continue with item A1. “Hello, this is...” on page 3 and follow the appropriate GO TO instructions. If no GO TO instruction is present, you should continue with the next item.
- If the school name is different than what is printed in item A1, record the new name on the line beneath item A2. If the new name is not similar to what is printed, you will need to confirm with the respondent that the name changed (i.e., respondent says the school name used to be what is printed on the form but changed to a new name) so that we know we have contacted the correct school. If the name change is not confirmed, continue with the call; refer the case to your supervisor when the call is complete.
- If you need to make any corrections to the address mark (X) “No” for item A3 - “Is your school located at:” and write the correct address on the lines next to the preprinted address.
- Please try to speak with the **principal**, or with the person whom the principal designated to complete the questionnaire (possibly a Vice Principal or Disciplinarian). In some cases, you may only be able to reach the secretary or the principal’s secretary. If the secretary confirms that the principal mailed the questionnaire, or is working on the questionnaire and will mail it, you may accept this. However, in cases where the school is refusing to participate, you should try to speak with the principal so that you can attempt to convert the refusal.

- After you record the principal or other respondent’s e-mail address, read it back to the respondent to ensure that it is spelled correctly and includes the correct punctuation/special characters, for example, dot (.), “@” symbol, and possibly slash (/) or backslash (\). It is CRUCIAL that you verify the e-mail address, as it will be used for additional follow-up efforts. Many school staff member’s e-mail addresses follow a general format of [name@district.k12.stateabbreviation.us](#); for example, if you are interviewing Bob Roe in the Citizen School District in MD, his e-mail address may be similar to: [broe@citizen.k12.md.us](#).
- If you are making an appointment with the respondent, be sure to enter the Outcome Code in the Outcome Code column and the date and time of the appointment in the Outcome Notes column. If you have an appointment with someone other than the person with whom you spoke with, enter the name of the person you have an appointment with in the Outcome Notes column. The person in the Contact Name column is not necessarily the person the appointment is with. In some cases, you may have spoken with the school secretary, and he/she may have made an appointment for you to call the principal.

For example:

Call	Date	Start Time	End Time	Int. ID	Contact Name	Outcome Code	Outcome Notes
1	3/19	9:02	9:07	Doe00001	Ms. Zoe	30	APPT for 3/24/10 @ 1:15 PM with Principal Sean Citizen

- Refusal – If a respondent refuses to participate in the SSOCS, go to item H. Mark the reason that the respondent is refusing. Use the refusal aversion response provided in items H1 – H4 along with all your knowledge of the SSOCS survey and your interviewing skills to try to convince the respondent to participate – for additional help, see the Refusal Conversion Training in section IV beginning on page 11. If the respondent still refuses, code the case as a refusal and record any additional information about the case in Item H5 or the notes section on the cover page of the SSOCS-26.
- Please note that items H1 and H2 in the SSOCS-26 are similar and only one should be read. If the respondent requests more information, or you think more information will be helpful in converting the respondent, refer to the Frequently Asked Questions and Refusal Responses job aid.
- After you have completed your call, be sure to enter the end time and the call outcome in the Call Record section on page 2 the SSOCS-26.
- Mark any applicable boxes in the table on the cover page (correct school not reached, school closed, different school name, district approval necessary, refusal, re-mail requested).

- If you collected the principal's name and/or e-mail address, or another school staff member's e-mail address, write it in the row labeled e-mail address on the cover page.

VI. THE SSOCS-1(T) INTERVIEW

- **It is critical that you ask each question exactly as it is written in the questionnaire.** Asking the question using different wording could change the way the respondent interprets it and may cause bias in the data.
- If you complete a questionnaire over the phone with the respondent, it is CRUCIAL that AT LEAST questions 7, 8, 14, 15, 16, 17, 20, 23, 24, 25, 26, 27, 31, 32, and 33 are completed. These items will be circled in the SSOCS-1(T) questionnaire. **Although these items are the critical items, do not resort to completing only these items. It is important that the entire questionnaire be completed.** If any of these items are not completed during the initial interview, you should call the respondent back and attempt to complete the remainder of the critical items.
- In addition to the critical items listed above, at least **50 other subitems** (e.g., items 1a, 1b, 1c) must be answered for an interview to be considered complete.
- Use pencil when making any entries on the SSOCS-1 or SSOCS-1(T) questionnaire.
- Never lead the respondent.
- Copy the school control number, case ID, and school name from the SSOCS-26 form to the label area on the cover of the SSOCS questionnaire. Paperclip the SSOCS-26 form to the completed SSOCS-1 or SSOCS-1(T) questionnaire.
- On page 4, you will verify the school's grade range. The grade range is printed in the top right corner of the SSOCS-26 label.

VII. SETTING OUTCOME CODES

Many of the Outcome Codes are standard; however, there are a few that require explanation.

- 1 – LMR Received:** A completed questionnaire was checked-in at NPC for the school.
- 2 – SSOCS-1(T) completed over the phone:** Use this outcome if you completed the SSOCS questionnaire over the phone.
- 4 – Hard Refusal:** Use this outcome after attempting refusal aversion or conversion on a case where the PRINCIPAL ADAMANTLY REFUSED (even if it was the first refusal) with your supervisor's permission.

5 – School Closed: Use this outcome if you marked the box for “School Closed” in item A1 on page 3. This only applies to schools that are permanently closed or temporarily closed (for an extended period due to unusual circumstances, e.g., natural disaster, no enrollment, etc.) This does not apply to schools that are closed for holidays, scheduled breaks, or inclement weather.

6 – Not a School: If you reach an institution that does not seem to be a school, refer the case to your supervisor. Your supervisor will refer the case to HQ and it will be researched. Only use this outcome after HQ has researched the case to ensure that the school does not exist.

7 – Out of Scope – School Wrongly Classified: Use this outcome if the school reports that they are any of the following types of school:

- “Private”
- “Home School”
- “Department of Defense”
- “Bureau of Indian Affairs”
- “Special Education”
- “Juvenile Justice”
- “Alternative”
- “Other”

8 – Requires LEA Approval – Refer to Supervisor: Look at the cover page next to “Special district approval.” If “School district approval was received,” do not assign an outcome code of 08; assign an outcome code based on the status of the questionnaire.

VIII. CALL OUTCOMES

CODE	DESCRIPTION
Completed Resolved	
01	LMR Received
02	SSOCS-1(T) completed over the phone
03	SSOCS-1 Received via FAX
Other Resolved	
04	Hard Refusal
05	Out-of-scope, School Permanently Closed or Closed for the Remainder of the School Year – Refer to Supervisor
06	Out-of-scope, Not a School – Refer to Supervisor
07	Out of Scope, School Wrongly Classified – Refer to Supervisor
10	Second Refusal, Second Hostile Breakoff, or Third Immediate Hang-up.
11	Unconvertible Language or Hearing Barrier after attempting to reach other staff and maximum number of call attempts have been made
12	Only Available Number(s) Incorrect for School after research (<i>such as: Wrong Number Reached – verified number and No Listing of New Telephone Number</i>)
13	Could not reach school after maximum number of callback attempts (set at closeout)

14	Other Non-interview (<i>describe the situation in problem/notes section of the SSOCS-26</i>)
Reminded – Case on hold until Phase 2/NRFU	
08	Requires LEA Approval – Refer to Supervisor
15	Principal/Designated Respondent Reminded – Have Mailed Questionnaire – No Remail Necessary
16	Principal/Designated Respondent Reminded – Will Mail Questionnaire – No Remail Necessary
17	Principal/Designated Respondent Reminded – Need New Questionnaire – Remail Questionnaire
ACTIVE CASES	
20	Refer to Supervisor
25	Send to Research
30	Appointment Set
35	Respondent will FAX copy of their completed SSOCS-1
40	First Refusal, First Hostile Break-off, or Second Immediate Hang-up
50	Bilingual Interview Required
60	Answering Machine, Message Left (AMML) (<i>After a message has been left, wait a day before calling the case again.</i>)
70	FAX Machine Reached (FAX) – <i>after retry attempt</i> – send to research after 2 Fax (with retry) attempts
80	Ring No Answer (RNA) – <i>after retry attempt</i> – send to research after 4 RNA (w/retry) attempt.
81	Normal Busy Signal/Circuits Busy (BUSY) - <i>after retry attempt</i>
82	Fast or WATTS/FTS Busy – not a regular busy signal (FBUSY) - <i>after retry attempt</i> – send to research after 2 FBUSY (w/retry) attempts.
83	Number Could Not be Completed as Dialed (NCD)– <i>after retry attempt</i> – send to research after 2 NCD (w/retry) attempts.
84	No Signal or Funny Signal (NS/FS)– <i>after retry attempt</i> – send to research after 2 NS/FS (w/retry) attempts.
85	Bad Connection (Bad C)– <i>after retry attempt</i> – send to research after 2 Bad C (w/retry) attempts.
86	Temporarily Not In Service (TNIS)– <i>after retry attempt</i> – send to research after 2 TNIS (w/retry) attempts.
91	New Number/New Area Code From Recording
92	Number Not In Service – <i>after retry attempt</i> – send to research
93	Circuits Busy – <i>after retry attempt</i> – send to research after 4 Circuits Busy (w/retry) attempts.

IX. FREQUENTLY ASKED QUESTIONS & REFUSAL RESPONSES

A. Why did our school get selected?

From all the public schools in the United States, we selected a random stratified sample of about 3,500 schools that represent the nation for the 2010 School Survey on Crime and Safety. Your school happened to be one of those selected. Your responses will represent schools with similar demographics that were not selected for the survey.

B. What kinds of questions does the School Survey on Crime & Safety ask?

- Frequency and types of crimes at schools, including homicide, rape, sexual battery, attacks with or without weapons, robbery, theft, and vandalism;
- Frequency and types of disciplinary actions such as removals, transfers, and suspensions for selected offenses;
- Perceptions of other disciplinary problems such as bullying, verbal abuse of teachers, and widespread disorder in the classroom;
- Description of school policies and programs concerning crime and safety;
- Description of the pervasiveness of student and teacher involvement in efforts that are intended to prevent or reduce school violence; and
- General school characteristics.

C. What is the purpose of this survey?

The SSOCS is the primary source of school-level data on crime and safety for the U.S. Department of Education. This study collects information on school crime and safety from school principals in primary, middle, high, and combined schools across the United States. As an ongoing survey, the SSOCS measures changes over time on key issues.

Gathering this information will help schools compare their policies and programs to schools nationwide. It will also help researchers and policymakers identify trends in crime and safety issues across time and identify emerging problems or issues.

D. Why should I participate in this survey?

Although this is a voluntary survey, your cooperation is essential to make the results of this survey comprehensive, accurate, and timely. Policymakers and educational leaders rely on data from this survey to inform their decisions concerning school programs and policies to reduce crime. Since it is a sample survey, your responses represent the responses of many schools that serve similar student populations.

Higher response rates give us confidence that the findings are accurate.

E. Who is conducting this survey?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES). The NCES, Institute of Education Sciences, sponsors the survey under the authority of Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002. Participation is voluntary. The U.S. Census Bureau performs the work under the authority of Title 15, United States Code, Section 1525.

As part of the Department of Education, the National Center for Education Statistics fulfills a Congressional mandate to:

- Collect, collate, analyze and report complete statistics on the condition of American education;
- Conduct and publish reports; and
- Review and report on education activities internationally.

F. Will my responses be kept confidential?

I can assure you that no identifying information will be used by anyone besides those working on the School Survey on Crime and Safety project. The results from the survey will only be reported as combined totals across the thousands of schools who answer the survey, never as individual results.

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107-279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

G. How will my information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that links your name, address, or telephone number will be included in the statistical reports.

H. How will these data be used?

These data are being collected for the U.S. Department of Education, National Center for Education Statistics (NCES).

Results from the study will be used to increase knowledge of policies and programs schools use to address school crime and safety. Results will also show comparisons on crime and safety data across time from the 2000, 2004, 2006, and 2008 surveys.

Summary data from the study will be placed into a public-use dataset for researchers and policy makers. The dataset is rigorously tested prior to release to ensure no individual schools can be identified.

Reports will be published based on the SSOCS data. You will be able to compare your school's problems and policies with those of schools that are similar to yours.

I. How often is the SSOCS administered?

The SSOCS was administered in the spring of the 1999-2000, 2003-04, 2005-06, and 2007-08 school years. The SSOCS will now be administered every two years.

J. Where can I see the results of the SSOCS?

Downloadable reports from the 1999-2000, 2003-04, 2005-06, and 2007-08 collections of the SSOCS such as Crime and Safety in America's Public Schools: Selected Findings from the School Survey on Crime and Safety are available at <http://nces.ed.gov/surveys/ssocs>. Also included on the website is a table library with hundreds of tables that provide estimates on school crime and violence by selected school and student characteristics.

K. How do I know this survey is legitimate?

I understand your concern. I am conducting this survey on behalf of the National Center for Education Statistics (NCES).

Did you receive a letter from the NCES? An advance letter and the questionnaire were sent to explain the survey. We can send you another questionnaire package if you didn't receive it.

You can verify the legitimacy of our survey or to find out more information on the survey's website at www.nces.ed.gov/surveys/ssocs.

L. Has the survey been endorsed by any professional organizations?

Yes! The School Survey on Crime and Safety has been endorsed by:

- The National Education Association
- The National PTA
- The Council of Chief State School Officers
- The National Association of School Resource Officers

As well as:

- The American Association of School Administrators
- The American Federation of Teachers
- The American School Counselors Association
- The Association of American Educators
- The Center for the Prevention of School Violence
- The Criminal Justice Institute, Safe Schools Initiative Division
- The National Association of Elementary School Principals
- The National Association of School Safety and Law Enforcement Officers
- The National Association of Secondary School Principals
- The National Association of State Boards of Education
- The National Middle School Association
- The National School Boards Association
- The National School Safety Center
- The Northwest Regional Educational Laboratory
- The Police Executive Research Forum
- The School Safety Advocacy Council

M. How long will the survey take to complete?

The length of the survey will depend on the characteristics of your school, but for most people it will take about 45 minutes to complete. That time includes time spent filling out the survey itself, as well as referring to additional information sources for the information requested.

N. What information was sent to us?

- On February 16th, your school was mailed an advance letter describing the study.
- On February 24th, the questionnaire was sent via FedEx, addressed to the Principal.
- A packet of information about the study was mailed to your District Superintendent and the Chief State School Officer.

O. What is the relationship between the SSOCS and No Child Left Behind (NCLB)?

The School Survey on Crime and Safety (SSOCS) is NOT related to No Child Left Behind (NCLB). The data for both are reported to the U.S. Department of Education, so you may see similar types of questions, but they are not the same questions.

Each state decides how information will be organized for NCLB and states may define terms differently. Therefore, it would be impossible to compare these data at a national level. SSOCS, on the other hand, uses standard definitions across states to create national estimates of school crime and the programs aimed at reducing school crime.

The information your school reports will NOT be given to your school district or your state board of education.

P. Can I complete the questionnaire over the phone?

Yes, we can complete the interview now.

Q. I don't want to buy anything.

I assure you we are not trying to sell anything. We are conducting a survey to help the National Center for Education Statistics gather information about school crime and safety across the United States. No information that identifies you or your school will ever be given to any company that is trying to sell products or services to you.

In fact, no information about you will be given to anyone besides the National Center for Education Statistics.

R. This is not a good time!

I apologize for the inconvenience. We can schedule a better time to call you back. When would be a more convenient day and time for us to reach you?

Is there a direct line I can reach you at?

S. I'm not interested / I'm too busy. / We do not want to participate we are too busy/we take part in so many other studies!

We understand how overloaded schools are and that you probably get a lot of surveys in the mail. However, this is the fifth round of a national study to collect data on school crime and safety. The data from this study will help us in developing a national understanding of crime and safety issues, which rank among the most critical issues faced by U.S. schools.

Because providing a safe, disciplined environment is a key responsibility of our school systems, researchers and policymakers need an accurate picture of crime and safety issues at public schools across the country.

I understand that your time is limited. However, the data you provide represents other schools in the nation that serve similar student populations and your participation ensures we get an accurate picture for schools like yours across the country.

T. I don't see the importance of this survey!

Measuring the extent of school crime is important for many reasons. The safety of students and teachers is a primary concern, but the nature and frequency of school crime have other important implications, as well. Safety and discipline are necessary for effective education. In order to learn, students need a secure environment where they can concentrate on their studies. Dealing with school crime requires school resources. Gathering this information should help researchers and policymakers devise strategies to address these problems in our schools.

U. We're an elementary school, none of these crimes happen here. Why do we need to fill this out?

Even if your school has little to no crime, your responses are important. They aid us in creating an accurate picture of the incidences of school crime in all levels of instruction across the nation. Without your responses, the crime level will appear greater than it actually is. We need to describe the policies and practices of ALL kinds of schools, rather than just large secondary schools where these types of crimes may occur.

W. We received a letter (from Westat) about funding being cut for a survey. Is this related to SSOCs?

The School Survey on Crime and Safety is not related to any correspondence you may have received from any outside surveying agency and it is not linked to any benefits or funding you receive from the U.S. Department of Education.

X. FINAL REVIEW EXERCISES

Question 1: What is the purpose of the School Survey on Crime and Safety?

Question 2: What are some of the challenges you will face when trying to collect data from schools?

Question 3: What should you do if the principal/school staff member says that he/she needs the school district's approval to participate in the study?

Question 4: How does the SSOCS relate to No Child Left Behind (NCLB)?

Question 5: What is the difference between refusal aversion and refusal conversion?

Question 6: What are 4 keys to success for averting and converting refusals?

Question 7: What do you need to do before calling any school?

Question 8: Whom do you need to speak with during the Reminder and NRFU operations?

Question 9: If, during the first phase of the Reminder operation, the respondent told the interviewer that he/she (or the principal) completed and mailed the questionnaire, where should you begin in the SSOCS-26 for the second phase of the Reminder operation?

Question 10: If, during the first phase of the Reminder operation, the respondent told the interviewer that he/she (or the principal) was working on the questionnaire, or received it but hadn't started working on it yet, where should you begin in the SSOCS-26 for the second phase of the Reminder operation?

Question 11: If, during the first phase of the Reminder operation, the respondent requested a replacement questionnaire, where should you begin in the SSOCS-26 for the second phase of the Reminder operation?

Question 12: What should you do if a respondent refuses to participate in the SSOCS?

Question 13: Why is it critical that you ask each question exactly as it is written in the SSOCS questionnaire?

Question 14: What items **MUST** be completed in the SSOCS-1(T)? How are they differentiated from the other items?

Question 15: Is this survey mandatory or voluntary?

Appendix H:

Failed Edit Follow-Up Operation Interviewer Self-Study Guide

School Survey on Crime and Safety (SSOCS)



Failed Edit Follow-up Operation Using Form SSOCS-27 and SSOCS-1

Interviewer Self Study Guide

Project 8042000

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You may charge up to 1 hour to read this guide, review the SSOCS-27 and SSOCS-1 forms, and complete the Final Review Exercise. Charge to Project 8042000. Your supervisor will give you the task code.

Introduction to Failed Edit Follow-up

The purpose of Failed Edit Follow-up (FEFU) is to call respondents for schools that have returned the SSOCS questionnaire to verify that the answers given for critical items are correct. The answer provided may have been outside of the expected range or may be inconsistent with other answers. During the callback, you may also ask the respondent questions that were left blank on the form.

Participation in this survey is voluntary. There are no penalties for not answering questions. However, it is very important to have the respondent's cooperation to ensure the quality of the data.

Completing the SSOCS-27

A. Materials

- SSOCS-27
 - You will receive a preprinted SSOCS-27 for each school. Each form provides the script and GO TO instructions you will need for contacting the school, interviewing a knowledgeable respondent, and documenting the call outcome.
 - A copy of the SSOCS-27 is included in your training packet.
- SSOCS-1
 - You will receive the SSOCS-1 questionnaire that the principal or other staff for the school completed and returned.
- GREEN pencils for use on the SSOCS-1 questionnaire.
- Regular pencils for use on the SSOCS-27 form.
- Call Outcome Codes (see page 8-9; this will also be provided as a Job Aid).
- Post-it flags.

B. Form Overview

- The SSOCS-27 FEFU form has 2 parts.
 - 1) The numbered items 1-8 include the introduction and the appropriate GO TO instructions.

- 2) The List of Items on page 4 contains the question number and the page number of each question that you will need to ask the respondent in the SSOCS-1 questionnaire.

C. Calling Strategy

- You may be calling for a variety of reasons:
 - Response(s) to item(s) did not fall within the expected range.
 - Illogical relationships between items (e.g., item 24a. should be greater than or equal to the sum of entries in item 23, column 2 – if the answers don't meet that criteria, the item will be listed for FEFU.)
 - Too many critical items or total items were left blank.
- There is 1 item that is critical during follow-up. If item 25 is on the List of Items, use all of your interviewing skills to try to convince the respondent to provide an answer. If the respondent is reluctant, try to convince him/her to answer at least item 25 (if applicable). After item 25 is answered, continue with the remainder of the items on the list if the respondent seems willing to cooperate.
- Although the items are not listed in numerical order, **they are listed in the order that they should be asked!** Do not deviate from the order of the items on the list.

D. Call Guidelines

- Acceptable calling times are Monday through Friday, 8:00 a.m. to 5:00 p.m. (respondent time), unless the respondent requests an appointment before 8:00 a.m. or after 5:00 p.m. Be sure to notify your supervisor of the request so he/she can assign it to another interviewer if necessary. Please note that it may be difficult to reach people at the schools after 3:00 p.m.
- If you or a previous interviewer left an answering machine message, wait one day before contacting the school again.
- Do not make more than two call attempts to a school per day.
- Do not make more than 8 attempts to contact a school.
- If you get a Busy Signal, FAX Signal, Number Could Not Be Completed As Dialed, No Signal, Bad Connection, or Temporarily Not In Service, retry the number 15 minutes later. If it is still unavailable, then code the case as such (see

the Outcome Codes and Descriptions on pages 8-9). It is considered one attempt after the retry has been made.

E. Making the Call

- **Read and become very familiar with the SSOCS-27 and SSOCS-1 before calling any school.**
- Review the preprinted label, Call Record, and notes section on the cover page of the SSOCS-27 **before** contacting the school.
- Review the List of Items (page 4 of the SSOCS-27) along with the relevant questions in the SSOCS-1 questionnaire **before** contacting the school.
- **Mark the pages of the SSOCS-1 questionnaire that you need to turn to during the interview with post-it flags.**
- If either you or a previous interviewer has reached the school before, look through the SSOCS-27 and the SSOCS-1 before you begin so that you know the contact history and what questions may have been completed.
- The contact information printed on the label of the SSOCS-27 form is the contact information provided by the person who completed the SSOCS-1 questionnaire.
- Enter the date, call start time, and your Interviewer ID in the Call Record (begin with line “1”) on the cover of the SSOCS-27. If you are retrying the case because you originally got a Busy, FAX, etc., then erase the start time and record the retry start time in its place.
- If it is a Busy, FAX, etc. after the retry, enter the time you hung up the phone in the End time and enter the appropriate Outcome Code and abbreviated description in the Outcome Code and Outcome Notes columns in the Call Record.
- If the telephone number on the label of the SSOCS-27 is not a good number (Outcomes 70, 80 – 86, 92, 93), try calling the number printed on page 4 of the SSOCS-1. If after the required attempts, you are still unable to reach the school (multiple Outcomes of 70, 80-86, and 93 or one Outcome of 92 - Not In Service), enter the Outcome Code 70, 80-86, 92, or 93 in the Outcome Code column of the Call Record, but also enter as last an Outcome Code 25. For example: 92/25. Researchers will attempt to find another number for the school.

- If the researcher is:
 - Unable to locate a new telephone number, he/she will code the case Outcome Code 12 in the next Call Outcome line.
 - Able to locate a new number, he/she will line through (e.g., ~~cross-out~~) the existing telephone number and enter the new number in the Telephone Number field on the cover of the SSOCS-27 and enter the Outcome Code 91 next to Outcome Code 25. For example: 82/25/91.
- If someone answers, continue with item 1. “Hello, this is...” on page 2 and follow the appropriate GO TO instructions. If no GO TO instruction is present, you should continue with the next item.
- Make sure you mark (X) all applicable boxes and write legibly.
- If you are making an appointment with the respondent, be sure to enter the outcome code in the Outcome Code column and the date and time of the appointment in the Outcome Notes column on the SSOCS-27. Enter the name of the person you have an appointment with in the Outcome Notes column; this should be the person whose name is printed on the SSOCS-27. However, there may be cases where you will need to speak with someone else (e.g., the SSOCS-1 was filled out by more than 1 person, the person who completed it no longer works at the school, etc.)

For example:

Call	Date	Start time	End time	Interviewer ID	Contact Name	Outcome Code	Outcome Notes
1	5/14/10	9:00	9:07	Doe00001	Ms. Citizen	30	APPT for 5/17/10 @ 1:15 PM w/Bob Coe

- If the respondent does not have a copy of his/her completed SSOCS-1 form, you will offer to fax a blank questionnaire so that the respondent can follow along in the interview. Provide your supervisor or a control clerk with the school case ID, the respondent’s name, and the fax number. The supervisor or control clerk will complete a fax cover sheet and fax the questionnaire to the respondent.
- In some cases, you will not need to ask all of the items on the List of Items (page 4 of the SSOCS-27). Instructions for which items to ask are included on the List of Items.

Some items are on the list because they were higher than expected given the size of the school. If q 25 (enrollment) is on the List of Items, it will include instructions for the other items that depend on the new response to question 25.

Ex. “If q 25 enrollment exceeds 900, then don’t ask q 16 range violations.”

Look next to the items for q16 on the List of Items. If the item says “(range violation),” you DO NOT need to ask the respondent that item.

- Some of the question numbers on the List of Items are complex. You will need to understand what each component stands for in order to have a successful interview.

In all cases, the parts of the question number go from general to specific.

Open your copy of the SSOCS-1 questionnaire to question 16 on page 11 to look at the following example.

Ex. q16c1_1 page 11

- “q16” is the question number.
- Since question 16 is broken down into items 16a – 16l, the “c” in the example indicates that you need to ask the “Robbery” item in question 16.
- Since q16c is broken down into “i. With a weapon” and “ii. Without a weapon,” the first number after “c” tells which part of 16c you need to ask. The “i” and “ii” are lowercase Roman numerals. On the SSOCS-27 list of items, i = 1 and ii = 2. Since the example above is q16c1, you will ask about “Robbery, with a weapon.”
- For items that have multiple columns, the number after the underscore indicates which column you need to ask about. In the example above, you need to ask about the first column “Total number of recorded incidents.”
- For items that are not broken down into a “i.” and “ii.,” the number after the question number and letter indicates which column you should ask (e.g., q22n2 – You will ask if the school used “Loss of student privileges” as a disciplinary action during the 2009-10 school year).
- For questions with multiple columns, it is acceptable to ask the respondent about the item in the first column before asking about the second item (e.g., q22n2 – You may ask if the school allows for use of the disciplinary action before you ask if they used it during the school year).

- If item q16a1 page 11 is on the list of items, you will need to ask a follow-up question if the new answer provided is greater than 0. The follow-up question will be printed next to the item number on the list of items. Example:

Q16a1 page 11 How many of the victims were male?

Write the number of male victims next to the question in green pencil. If none of the victims were male, write “0.” If the respondent doesn’t know, write “DK.”

If the respondent refuses, write “RF.” Example:

Q16a1 page 11 How many of the victims were male? *1*

Q16a1 page 11 How many of the victims were male? *0*

Q16a1 page 11 How many of the victims were male? *DK*

Q16a1 page 11 How many of the victims were male? *RF*

Background information: we are asking this follow-up question because the definition of rape was changed to specify that both male and female students can be victims of rape. If the estimates of incidents of rape are higher than in previous administrations of the SSOCS, NCES is interested in whether it is because of an increase in the number of rapes or if it is because of the new explicit inclusion of males in the definition of rape.

- After you have completed your call, be sure to enter the end time and the call outcome in the Call Record section on the SSOCS-27.

The SSOCS-1 Interview

- **It is critical that you ask each question exactly as it is written in the questionnaire.** Asking the question using different wording could change the way the respondent interprets it and may cause bias in the data.
- Use green pencil when making any entries on the SSOCS-1 questionnaire.
- DO NOT prompt the respondent to give the same answer as provided on the form. For example: when asking item 25, you should **not** say, “**As of October 1, 2009, what was your school’s total enrollment? You answered 652 students – is that correct?**” Ask the question as worded and record his/her response. Never lead the respondent.
- If the question was blank, record the answer in the space provided.
- For questions where the respondent is instructed to mark a box: mark the box of the response given to you in green pencil, even if the respondent gave the same response in the original questionnaire. The green pencil will distinguish the new

response from the original response and indicate that the question was asked during FEFU.

- For questions where the respondent was instructed to write in the response:
 - If the respondent DID NOT answer the question in the original questionnaire, write the response in the space provided.
 - If the respondent DID answer the question in the original questionnaire, write the new response as close to the original response as possible.

Call Outcomes

OUTCOME CODE	DESCRIPTION
COMPLETED Resolved	
01	FEFU Interview Complete – all items answered
02	FEFU Interview Partially Complete – at least 1 item answered
OTHER Resolved	
05	School Closed
10	First Refusal, First Hostile Breakoff, or Second Immediate Hang-up
11	Unconvertible Language or Hearing Barrier after attempting to reach other staff 8 times
12	Only Available Number(s) Incorrect for School After Research or at Closeout
13	Could not reach school after 8 Callback attempts (set at closeout)
14	Other Non-interview (<i>describe the situation in problem/notes section of the SSOCS-27</i>) (set at closeout)
ACTIVE CASES	
20	Refer to Supervisor
25	Send to Research
30	Appointment Set
50	Bilingual Interview Required
60	Answering Machine, Message Left (AMML) (<i>After a message has been left, wait a day before calling the case again.</i>)
65	Faxed questionnaire to respondent; respondent will call back.
70	FAX Machine Reached (FAX) – <i>after retry attempt</i> – send to research after 2 Fax (with retry) attempts
80	Ring No Answer (RNA) – <i>after retry attempt</i> – send to research after 4 RNA (w/retry) attempt.
81	Normal Busy Signal/Circuits Busy (BUSY) – <i>after retry attempt</i>
82	Fast or WATTS/FTS Busy – not a regular busy signal (FBUSY) – <i>after retry attempt</i> – send to research after 2 FBUSY (w/retry) attempts.

83	Number Could Not be Completed as Dialed (NCD) – <i>after retry attempt</i> – send to research after 2 NCD (w/retry) attempts.
84	No Signal or Funny Signal (NS/FS) – <i>after retry attempt</i> – send to research after 2 NS/FS (w/retry) attempts.
85	Bad Connection (Bad C) – <i>after retry attempt</i> – send to research after 2 Bad C (w/retry) attempts.
86	Temporarily Not In Service (TNIS) – <i>after retry attempt</i> – send to research after 2 TNIS (w/retry) attempts.
91	New Number/New Area Code From Recording
92	Number Not In Service – <i>after retry attempt</i> – send to research
93	Circuits Busy – <i>after retry attempt</i> – send to research after 4 Circuits Busy (w/retry) attempts.

Final Review Exercise

Question 1: What writing utensil should you use when completing the SSOCS-1 questionnaire? What writing utensil should you use when completing the SSOCS-27 form?

Question 2: What are the three reasons you may need to contact the respondent during Failed Edit Follow-up?

Question 3: What do you need to do before calling any school?

Question 4: Which item is critical during Failed Edit Follow-up?

Question 5: In what cases will you not need to ask all of the items on the List of Items?

Question 6: What item requires a follow-up question if it is on the list of items? What is the follow-up question and why is it being asked? Where should you record the answer to the follow-up question?

Question 4: Which item is critical during Failed Edit Follow-up?

Question 8: Where should you record answers on the SSOCS-1 questionnaire?

Question 9: Is this survey mandatory or voluntary?

Appendix I:

Reminder E-Mails to Principals

Advance e-mail 2/24/2010

Subject line: The School Survey on Crime and Safety will arrive soon!

Dear (name):

I am writing to invite you to participate in the 2010 School Survey on Crime and Safety (SSOCS) by providing information about your school in a brief questionnaire. This survey is conducted by the U.S. Census Bureau on behalf of the National Center for Education Statistics of the U.S. Department of Education. The SSOCS is a biennial survey that focuses on the frequency of crime and violence in public schools and the programs and practices schools have developed to provide a safe school environment. It provides a unique opportunity to collect national data on crime and safety from the school's perspective. **The SSOCS is the only survey of its kind!**

Please expect to receive the SSOCS questionnaire via FedEx within the next week.

If you have any general questions about the study, please contact the U.S. Census Bureau at 1-888-595-1332. Staff will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dse.education.surveys@census.gov.

Thank you in advance for your participation in this important survey!

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

Follow-up e-mail 3/10/2010

Subject line: Friendly Reminder – School Survey on Crime and Safety

Dear (name):

Recently, we sent you the 2010 School Survey on Crime and Safety (SSOCS) questionnaire. If you have already completed the SSOCS, thank you!

If not, please complete and return your questionnaire as soon as possible. If you have not received the questionnaire, please contact the U.S. Census Bureau to request a replacement copy by sending an e-mail to dsd.education.surveys@census.gov or by calling 1-888-595-1332 between the hours of 8:00 a.m. and 8:00 p.m. (Eastern Time). We appreciate your participation in this valuable survey!

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

E-mail reminder 3/24/2010

Subject line: School Survey on Crime and Safety

Dear (name):

Did you know that during the 2007–08 school year, the rate of violent incidents (rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon) per 1,000 students was higher in middle schools than in primary schools or high schools?

We need your help to gather statistics on the frequency of both violent and nonviolent incidents that occur in schools today, along with the policies and practices educators have instituted to provide a safer environment for students.

The School Survey on Crime and Safety (SSOCS) collects these valuable data. If you have already completed and returned your questionnaire, thank you very much for your participation. If not, I encourage you to take the time to do so. Your participation is critical to the success of our survey because your school was selected to represent hundreds of similar schools.

Please contact me if there is anything I can do to help you complete the questionnaire.

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

E-mail reminder 4/7/2010

Subject line: School Survey on Crime and Safety – We Need Your Help!

Dear (name):

We know that you are very busy, but we need your help!

The School Survey on Crime and Safety (SSOCS) collects valuable information on the frequency of crime and violence in public schools and the programs and practices schools have developed to provide a safe school environment.

The greater the level of participation, the better our survey data can provide a current picture of our nation's schools. The data you provide are combined with the information provided by others in statistical reports to present estimates of school crime, discipline, disorder, programs, and policies for schools nationwide.

If you have already completed and returned your questionnaire, thank you! If not, please complete and return your questionnaire as soon as possible.

If you have any general questions about the study, please contact the U.S. Census Bureau at 1-888-595-1332. Staff will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dse.education.surveys@census.gov.

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

E-mail reminder 4/28/2010

Subject line: Selected findings from the 2007–08 SSOCS!

Dear (name):

The School Survey on Crime and Safety produces valuable data on crime and safety in public schools. Findings from the 2007–08 survey included:

- A greater percentage of schools reported at least one student threat of physical attack without a weapon than with a weapon.
- A higher percentage of city schools reported that student acts of disrespect for teachers (other than verbal abuse) happen daily or at least once a week than suburban, town, or rural schools.
- A higher percentage of middle schools reported drilling students on a written plan describing the procedures to be performed during a shooting than high schools or primary schools.

Your completed questionnaire will help us to produce statistics for the 2009–10 school year! If you have already completed the survey, thank you for your assistance and please disregard this e-mail. If you haven't had the opportunity to complete and return the survey yet, we encourage you to do so. You can also complete the survey over the phone by calling 1-888-595-1332 between the hours of 8:00 a.m. and 8:00 p.m. (Eastern Time).

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

E-mail reminder 5/19/2010

Subject Line: Time is running out to participate in the SSOCS!

Dear (name):

Time is running out for your school to participate in the School Survey on Crime and Safety (SSOCS)!

If you have already completed and returned your questionnaire, thank you! If not, please complete and return it as soon as possible. You may also complete the survey over the phone by calling 1-888-595-1332. An interviewer will be available to assist you between the hours of 8:00 a.m. and 8:00 p.m. (Eastern Time).

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

E-mail reminder 6/2/2010

Subject line: Last chance to participate in the SSOCS!

Dear (name):

We need your help! Data collection for the School Survey on Crime and Safety (SSOCS) is coming to a close! Don't miss your opportunity to contribute to data that are used for making and changing policies! If you have not already done so, please complete and return your SSOCS questionnaire! We appreciate your help in this important data collection effort!

If you have any general questions about the study, please contact the U.S. Census Bureau at 1-888-595-1332. Staff will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dsd.education.surveys@census.gov.

Sincerely,

Monica R. Hill, Project Officer
National Center for Education Statistics
U.S. Department of Education

Appendix J:
Analysis of Unit Nonresponse Bias

In its Statistical Standards, the National Center for Education Statistics (NCES) requires that any survey stage of data collection with a base-weighted (weighted) unit response rate of less than 85 percent be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample. It can also produce bias if the nonrespondents have characteristics of interest that are different from those of the respondents (Statistics Canada 2003). There are two types of nonresponse: unit and item nonresponse. Unit nonresponse refers to sampled units—schools, in this instance—that do not have completed interviews. The SSOCS:2010 sample consists of 3,476 schools, of which 49 were ineligible for the survey and 2,649 completed the survey. Item nonresponse refers to survey questions with missing responses for interviewed schools. The analysis of item nonresponse bias is presented in appendix L.

In this appendix, unit response rates are presented by different school characteristics, followed by a comparison of the distributions of the SSOCS sample and the target population across eight school-level variables¹ and a comparison of respondent and nonrespondent distributions on these eight school-level characteristic variables. For the school characteristics with different distributions between respondents and nonrespondents, further examination of the differences in response propensity is conducted using chi-square automatic interaction detection (CHAID), which identifies the school characteristics that are the best predictors of response. Finally, the full sample (using base weights) and respondents (using final weights adjusted for nonresponse) are compared.

Comparison of the Sample and Population

Before examining nonresponse to the SSOCS survey, the appropriateness of the SSOCS sample design in representing the target population is examined. This is done by comparing distributions across the selected school characteristic variables in the SSOCS sample to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2010 was derived from the 2007–08 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. The SSOCS sample was chosen by stratifying the subset of schools from the CCD population by enrollment size, school level, and type of locale. Within each stratum, the schools were first sorted by percent White enrollment and region, and a simple random systematic sample was drawn.²

Table J-1 displays the distributions of the SSOCS:2010 sample (excluding the ineligible schools) and compares it to the target population (a subset of the CCD that includes all U.S. public schools that are eligible for the SSOCS sample) across the selected eight school characteristic variables. A chi-square likelihood ratio test, which tests for independence between two

¹ Five variables were used in the sampling design (enrollment size, school level, locale, percent White enrollment, and region), and the other three variables were derived from continuous variables available in the sampling frame (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch).

² See chapter 2 for a more detailed explanation of the sampling process.

distributions, was used to examine whether there were any differences between the distribution of the selected sample and the target population based on the school characteristic variable examined. Independence of the row and column variables implies that the distributions across row variable subgroups will be the same across the SSOCS sample and target population columns. For example, when examining school level, the SSOCS sample and target population distributions were compared to see if they were independent of school level. If they were, it could be argued that the distribution of the sample is the same as the target population across the categories of school level. The larger the chi-square statistic, the less likely the two distributions are independent of the key statistic examined.

The results show, with 95 percent confidence, that the SSOCS sample and the target population are independent across the eight frame variables examined (i.e., p values are greater than .05). This means that for all frame variables examined, the sample has the same distribution as the target population, and there is no potential selection bias in the sample selection design.

Table J-1. Comparison of eligible sample and target population, by school characteristics, SSOCS:2010

Item description	Eligible sample (percent)	Target population (percent)	Likelihood ratio	<i>p</i> value
Enrollment size				
Less than 300	22.90	24.42		
300–499	30.38	30.02		
500–999	35.96	35.07		
1,000 or more	10.76	10.48	0.56	0.6447
School level				
Primary	59.10	59.15		
Middle	18.46	18.44		
High school	14.77	14.69		
Combined	7.67	7.72	0.01	0.9991
Type of locale				
City	25.98	26.13		
Suburb	28.80	28.72		
Town	14.55	14.21		
Rural	30.67	30.94	0.06	0.9798
Percent White enrollment				
95 to 100 percent	14.55	14.43		
80 to less than 95 percent	25.49	25.34		
More than 50 to less than 80 percent	24.05	24.12		
50 percent or less	35.91	36.11	0.02	0.9966
Student-to-FTE teaching staff ratio				
Less than 12	12.55	13.65		
12 through 16	45.33	42.89		
More than 16 to less than 20	30.96	31.70		
20 or more	11.16	11.77	1.47	0.2197
Number of FTE teaching staff				
Less than 29	45.76	46.74		
29 to less than 45	30.21	29.37		
45 to less than 70	15.66	15.62		
70 or more	8.37	8.26	0.25	0.8631
Percent of students eligible for free or reduced-price lunch				
Less than 10 percent	10.41	10.33		
10 through 20 percent	9.36	10.80		
21 through 50 percent	38.03	35.84		
More than 50 percent	42.20	43.02	2.06	0.1030
Region				
Northeast	16.73	16.70		
Midwest	26.28	26.30		
South	34.71	34.37		
West	22.28	22.64	0.05	0.9838

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Response Rate

The first component of nonresponse bias is the response rate, which measures the percentage of responding units out of the total units sampled in each study. Unit response rates can be either unweighted or base weighted. The unweighted rate, computed by dividing the raw number of respondents by the eligible sample size, provides a useful description of the success of the operational aspects of the survey. The base-weighted response rate, which is the inverse of the selection probability, is computed by summing the base weights for the respondents and dividing by the sum of base weights for all eligible sample schools. The base weights give a better description of the success of the survey with respect to the population sampled because they allow for inference of the sample data, including response status, to the population level. For the SSOCS:2010 unit nonresponse bias analysis, the base weight was used.

The magnitude of unit nonresponse bias is determined by the level of response and is reflected in the differences between respondents and nonrespondents on key survey variables. As with most surveys, the values of key survey variables are not known for the nonrespondents. However, the SSOCS sampling frame has eight school-level characteristic variables for responding and nonresponding schools. Five variables (enrollment size, school level, locale, percent White enrollment, and region) were used in the sampling design, and the other three variables (number of full-time-equivalent (FTE) teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available in the sampling frame. For SSOCS:2010, the continuous variables student-to-FTE teaching staff ratio and percentage of students eligible for free or reduced-price lunch were collapsed into the categories in which they are typically presented in NCES tables. Since there were no corresponding table categories for the number of FTE teaching staff, the categorical definitions were kept consistent with those used for the SSOCS:2006 and SSOCS:2008 nonresponse bias analyses.

The overall base-weighted response rate for SSOCS:2010 was 80.8 percent, and the overall unweighted response rate was 77.3 percent. Table J-2 provides descriptive statistics on the base-weighted and unweighted response rates for the school-level characteristic variables used in the unit-level bias analysis. In general, larger schools, city schools, schools with 50 percent or less White enrollment, schools with larger FTE teaching staffs, and schools in the Northeast were less likely to respond to the SSOCS:2010 survey. Whether these differing response rates are statistically significant is examined in the next section.

Table J-2. Response rates by school characteristics, SSOCS:2010

Item description	Response rate (percent)	
	Weighted	Unweighted
Overall	80.8	77.3
Enrollment size		
Less than 300	85.8	86.4
300–499	81.5	79.6
500–999	79.4	77.9
1,000 or more	73.0	72.4
School level		
Primary	81.4	80.3
Middle	78.0	76.5
High school	78.3	75.2
Combined	87.6	86.3
Type of locale		
City	73.0	69.9
Suburb	76.8	75.3
Town	87.2	86.9
Rural	88.1	84.1
Percent White enrollment		
95 to 100 percent	88.4	90.3
80 to less than 95 percent	86.4	83.3
More than 50 to less than 80 percent	81.9	78.0
50 percent or less	72.9	69.1
Student-to-FTE teaching staff ratio		
Less than 12	81.0	77.0
12 through 16	81.9	78.0
More than 16 to less than 20	79.8	77.1
20 or more	78.8	76.2
Number of FTE teaching staff		
Less than 29	82.8	81.8
29 to less than 45	82.8	80.5
45 to less than 70	75.5	76.4
70 or more	72.5	70.6
Percent of students eligible for free or reduced-price lunch		
Missing	82.4	78.2
Less than 10 percent	78.2	77.0
10 through 20 percent	78.8	77.6
21 through 50 percent	84.6	80.5
More than 50 percent	78.1	73.7
Region		
Northeast	78.5	75.0
Midwest	81.3	79.9
South	82.1	76.5
West	79.9	77.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Comparison of Respondents and Nonrespondents

The second component of nonresponse bias relates to the differences between respondents and nonrespondents on survey characteristics. Table J-3 compares respondents and nonrespondents on the eight school characteristic variables for which data are available from the sampling frame. Base-weighted distributions and the differences in the distributions between respondents and nonrespondents are shown.

The largest differences in distributions were found for city schools (-13.0 percent), rural schools (14.5 percent), schools with 50 percent or less White enrollment (-18.2 percent), schools with 80 to less than 95 percent White enrollment (9.3 percent), and schools with 21 through 50 percent of students eligible for free or reduced-price lunch (8.6 percent).³ The likelihood-ratio test statistic for independence in each two-way table is shown in table J-3, along with its p value. The null hypothesis that the response propensity is independent of the school characteristic is rejected for enrollment size, school level, locale, percent White enrollment, number of FTE teaching staff, and percentage of students eligible for free or reduced-price lunch. Therefore, there is a statistically significant relationship between each of these six school characteristic variables and the likelihood of responding to the SSOCS:2010 survey.

³ These differences represent only some of the statistically significant relationships (those with absolute values greater than 8) that resulted from this analysis. Refer to table J-3 for a complete list of the significant coefficients.

Table J-3. Comparison of base weighted distribution of respondents and nonrespondents, by school characteristics, SSOCS:2010

Item description	Respondents (percent)	Nonrespondents (percent)	Difference (percent)	Likelihood ratio	<i>p</i> value
Enrollment size					
Less than 300	24.3	16.9	7.4		
300–499	30.6	29.3	1.3		
500–999	35.3	38.6	-3.3		
1,000 or more	9.7	15.1	-5.4	8.36	0.0000 *
School level					
Primary	59.6	57.2	2.4		
Middle	17.8	21.2	-3.3		
High school	14.3	16.7	-2.4		
Combined	8.3	4.9	3.4	2.76	0.0408 *
Type of locale					
City	23.5	36.5	-13.0		
Suburb	27.4	34.8	-7.4		
Town	15.7	9.7	6.0		
Rural	33.5	19.0	14.5	15.75	0.0000 *
Percent White enrollment					
95 to 100 percent	15.9	8.8	7.2		
80 to less than 95 percent	27.3	18.0	9.3		
More than 50 to less than 80 percent	24.4	22.6	1.8		
50 percent or less	32.4	50.6	-18.2	14.84	0.0000 *
Student-to-FTE teaching staff ratio					
Less than 12	12.6	12.4	0.2		
12 through 16	46.0	42.7	3.3		
More than 16 to less than 20	30.6	32.6	-2.0		
20 or more	10.9	12.3	-1.4	0.59	0.6219
Number of FTE teaching staff					
Less than 29	46.9	41.1	5.8		
29 to less than 45	31.0	27.0	4.0		
45 to less than 70	14.6	20.0	-5.4		
70 or more	7.5	12.0	-4.5	10.41	0.0000 *
Percent of students eligible for free or - reduced price lunch					
Missing	7.9	7.1	0.8		
Less than 10 percent	9.3	10.9	-1.6		
10 through 20 percent	8.4	9.5	-1.1		
21 through 50 percent	36.7	28.2	8.6		
More than 50 percent	37.7	44.3	-6.7	2.78	0.0256 *
Region					
Northeast	16.2	18.8	-2.5		
Midwest	26.5	25.5	0.9		
South	35.3	32.4	2.8		
West	22.0	23.3	-1.2	0.75	0.5195

* *p* < .05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Comparison of Response Rates

In order to compare response rates between different subpopulations for enrollment size, school level, locale, percent White enrollment, number of FTE teaching staff, and percentage of students eligible for free or reduced-price lunch, a logistic model was used to identify the categories within each school characteristic variable where significant differences in response propensity exist. PROC RLOGIST in SUDAAN (Research Triangle Institute 2001) was used to perform a logistic regression of the odds of responding to the SSOCS:2010 survey given a school's characteristic. For this analysis, the dependent variable was defined as whether the school responded to the survey (yes/no). The first category of each school-level characteristic variable was taken as the reference group.

In table J-4, a school's odds of responding, given a particular school-level characteristic, are reported. For example, the odds ratio estimate for *town* schools is 2.5, which means that, relative to a city school (the reference category), town schools have 2.5 times the odds of responding. An odds ratio of 1.0 indicates that there is no difference in response propensities between the school characteristic variable category being examined and the reference category for that school characteristic. An odds ratio of less than 1.0 indicates that schools within the characteristic category of interest are less likely to respond than schools in the reference category. To determine if a coefficient is significantly different from the reference category, the lower and upper 95 percent confidence limits of the odds ratio were examined and are also reported in table J-4. At the significance level of .05, when the value 1.0 falls between these two limits, the response rate of the school characteristic category is not significantly different from that of the reference category.

The results of the RLOGIST analysis confirm and elaborate on the relationships observed in the prior section. Schools with less than 300 students have a statistically significant higher response rate than schools with 500 or more students, and the likelihood of responding appears to decrease as school size increases. No significant differences were found in the response propensity of schools with 300–499 students compared to schools with less than 300 students; however, schools with 500–999 students and schools with 1,000 or more students are significantly less likely to respond than schools with less than 300 students. No significant difference in response propensity was found between primary schools and middle, high, and combined schools. No significant differences were found in the response propensity of suburban schools compared to city schools; however, town and rural schools are significantly more likely to respond than city schools. Additionally, schools with more than 50 to less than 85 percent White enrollment and schools with 50 percent or less White enrollment were significantly less likely to respond than schools with 95 to 100 percent White enrollment, while schools with 80 to less than 95 percent White enrollment showed no difference in response propensity compared to schools with 95 to 100 percent White enrollment. No difference was found between schools with less than 29 FTE teaching staff and schools with 29 to less than 45 FTE teaching staff; however, schools with 45 to less than 70, and 70 or more FTE teaching staff were significantly less likely to respond than schools with less than 29 FTE teaching staff, the reference category. No differences in response propensity were found between schools with missing values for the percentage of students eligible for free or reduced-price lunch and any of the other categories of the percentage of students eligible for free or reduced-price lunch. No significant differences were found between response rates of student-to-FTE teaching staff ratio and region.

Table J-4. Comparison of relative response rates, by school characteristics, SSOCS:2010

Item description	Odds ratio	Lower 95% confidence limit of odds ratio	Upper 95% confidence limit of odds ratio
Enrollment size			
Less than 300	<i>Reference group</i>		
300–499	0.73	0.48	1.11
500–999	0.64	0.43	0.95*
1,000 or more	0.45	0.30	0.66*
School level			
Primary	<i>Reference group</i>		
Middle	0.81	0.64	1.01
High school	0.82	0.65	1.03
Combined	1.62	0.88	3.00
Type of locale			
City	<i>Reference group</i>		
Suburb	1.22	0.94	1.59
Town	2.51	1.67	3.78*
Rural	2.74	1.96	3.82*
Percent White enrollment			
95 to 100 percent	<i>Reference group</i>		
80 to less than 95 percent	0.83	0.50	1.40
More than 50 to less than 80 percent	0.59	0.36	0.99*
50 percent or less	0.35	0.22	0.57*
Student-to-FTE teaching staff ratio			
Less than 12	<i>Reference group</i>		
12 through 16	1.06	0.71	1.59
More than 16 to less than 20	0.92	0.61	1.39
20 or more	0.87	0.54	1.40
Number of FTE teaching staff			
Less than 29	<i>Reference group</i>		
29 to less than 45	1.01	0.75	1.35
45 to less than 70	0.64	0.48	0.86*
70 or more	0.55	0.42	0.72*
Percent of students eligible for free or reduced-price lunch			
Missing	<i>Reference group</i>		
Less than 10 percent	0.77	0.44	1.33
10 through 20 percent	0.80	0.46	1.38
21 through 50 percent	1.17	0.74	1.87
More than 50 percent	0.76	0.49	1.20
Region			
Northeast	<i>Reference group</i>		
Midwest	1.20	0.84	1.71
South	1.26	0.91	1.73
West	1.09	0.76	1.56

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Unit Response Propensity

Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using CHAID analysis.⁴ Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response until a tree is formed with all of the response predictors that were identified at each step. The final result is a division of the entire dataset into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the dataset into groups within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible. These cells are called nonresponse adjustment cells.

In earlier sections of the report, several school-level characteristics were found to be related to a school's propensity to respond to the SSOCS:2010 survey. These include school level, enrollment size, locale, percent White enrollment, number of FTE teaching staff, and percentage of students eligible for free or reduced-price lunch. These were selected as the auxiliary variables for the CHAID analysis.

In the CHAID analysis, the multiple combinations of the auxiliary variables were grouped into 12 nonresponse adjustment cells, which minimize the variance in response rates within a cell and maximize the variance in response rates between cells. The results indicate that the percentage of students eligible for free or reduced-price lunch is unimportant in determining the most efficient adjustment cells. In other words, although significant differences were found for this variable when comparing respondents and nonrespondents, the results of the CHAID analysis indicate that it is not a significant predictor of response propensity when controlling for the other variables in the model.

The response rates for these cells, as well as the sample sizes, are shown in table J-5. The weighted unit response rates vary among adjustment cells from 51.6 to 90.8 percent, and the unweighted response rates vary from 51.2 to 92.4 percent. The resulting cell definitions from the CHAID analysis were used to create the adjustment cells that the U.S. Census Bureau used to produce the SSOCS:2010 nonresponse-adjusted weights, which are the weights given in the SSOCS data file and that should be used in data analysis.

⁴ See the tree-CHAID PDF located at <http://support.spss.com/ProductsExt/SPSS/Documentation/Statistics/algorithms/> for detailed information on CHAID analysis.

Table J-5. Nonresponse adjustment cells, weighted and unweighted response rates of cells, and the number of respondents, SSOCS:2010

Cell	Response rate (percent)		Number of respondents
	Weighted	Unweighted	
1	86.4	83.3	716
2	90.8	92.4	280
3	71.7	81.2	56
4	70.4	69.0	189
5	88.3	88.0	220
6	79.5	78.0	294
7	81.1	80.2	89
8	73.5	73.4	256
9	80.4	80.3	53
10	51.6	51.2	44
11	69.4	69.4	225
12	63.7	63.4	227

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Comparison of Eligible Sample (With Base Weights) and Respondents (With Final Weights Adjusted for Nonresponse)

In order to evaluate the effect of the Census adjustment, a comparison analysis was conducted of the eligible sample (3,427 cases with sample selection base weights) and the respondents (2,648 completed questionnaires with the final Census weight adjusted for nonresponse) to look for differences between these two groups. The weighting adjustment should minimize any differences originally found between the eligible sample and the respondents. Table J-6 displays the distributions of the full sample and the respondents across the eight school characteristic variables, the chi-square likelihood ratio tests, and their corresponding p values. The results suggest that the null hypothesis that the nonresponse-adjusted respondent sample has the same distributions as the full sample is accepted across all eight school characteristic variables examined ($p > .05$). This suggests that, when using the final adjusted weights, the respondent sample is representative of the eligible sample when examining the eight school characteristics.

Table J-6. Comparison of sample (with base weight) and respondents (with final weight), SSOCS:2010

Item description	Eligible sample with base weights (percent)	Respondents with final weights (percent)	Likelihood ratio	p value
Enrollment size				
Less than 300	22.90	22.78		
300–499	30.38	30.40		
500–999	35.96	36.02		
1,000 or more	10.76	10.79	0.00	0.9999
School level				
Primary	59.10	59.09		
Middle	18.46	18.45		
High school	14.77	14.79		
Combined	7.67	7.67	0.00	1.0000
Type of locale				
City	25.98	25.99		
Suburb	28.80	28.81		
Town	14.55	14.58		
Rural	30.67	30.62	0.00	1.0000
Percent White enrollment				
95 to 100 percent	14.55	14.19		
80 to less than 95 percent	25.49	25.29		
More than 50 to less than 80 percent	24.05	24.12		
50 percent or less	35.91	36.40	0.04	0.9885
Student-to-FTE teaching staff ratio				
Less than 12	12.55	12.10		
12 through 16	45.33	45.88		
More than 16 to less than 20	30.96	30.88		
20 or more	11.16	11.14	0.05	0.9851
Number of FTE teaching staff				
Less than 29	45.76	45.25		
29 to less than 45	30.21	31.24		
45 to less than 70	15.66	15.04		
70 or more	8.37	8.47	0.24	0.8693
Percent of students eligible for free or - reduced price lunch				
Less than 10 percent	10.41	9.70		
10 through 20 percent	9.36	8.94		
21 through 50 percent	38.03	38.57		
More than 50 percent	42.20	42.79	0.23	0.8790
Region				
Northeast	16.73	16.18		
Midwest	26.28	25.27		
South	34.71	35.78		
West	22.28	22.77	0.26	0.8513

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Quantification of Bias

In the analysis above, distributions of respondents and nonrespondents before the nonresponse weighting adjustment were examined, as were the distributions of respondents and the eligible sample once weights were adjusted for nonresponse. The results indicate that the weighting adjustment minimized the differences previously found in the distributions. In order to assess the amount of bias across categories of the school characteristic variables before nonresponse adjustments, the distributions of the respondents and the eligible sample were compared using base weights. Within each category, the percentage of the distribution of respondents that fell into a school characteristic variable category of interest (e.g., primary schools) was compared against the same percentage in the distribution of the eligible sample. A measure of relative bias was calculated by taking the absolute value of the percentage of respondents in that category, minus the percentage of the full sample in that category, divided by the percentage of respondents in that category. The average relative bias among the eight school characteristic variables was 0.04. Once the weights were adjusted for nonresponse, the same calculations were performed using final weights in order to assess the reduction of bias and any remaining bias after the nonresponse weighting adjustments were applied. The average relative bias among the eight school characteristic variables with nonresponse weighting adjustments was 0.02, demonstrating the effectiveness of the nonresponse adjustments.

Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2010. When first comparing the sample to the target population, similar distributions were found across all eight school characteristic variables and, therefore, no selection bias was found in the survey sample design. Next, the differences between the SSOCS:2010 nonrespondents and respondents were examined across the categories of the eight school characteristic variables. The largest differences in distributions were found for city schools (-13.0 percent), rural schools (14.5 percent), schools with 50 percent or less White enrollment (-18.2 percent), schools with 80 to less than 95 percent White enrollment (9.3 percent), and schools with 21 through 50 percent of students eligible for free or reduced-price lunch (8.6 percent). An examination of the odds of responding among the categories of the eight school characteristic variables yielded similar results: as school size increased, response rates decreased; town and rural schools were more likely to respond than city schools; as the percentage of White enrollment decreased, the odds of responding declined; and schools with 70 or more FTE teaching staff had lower response rates than schools with less than 29 FTE teaching staff. Finally, the full sample (with base weights) was compared to the respondents (with the final weights) in order to evaluate the effectiveness of the nonresponse weight adjustment. The results indicate that the eligible sample is no different than the responding sample after adjusting for nonresponse. The average relative bias across the eight sampling frame variables was 0.04. When these comparisons were drawn after the nonresponse weight adjustments were applied, the average relative bias across these variables was reduced to 0.02, which reflects the effectiveness of the weighting adjustment.

Appendix K:
Detailed Base-Weighted Item Response Rates

Table K-1. Detailed base-weighted item response rates: School year 2009–10

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0110	School practice require visitor check in	2,648	99.97	Best Match
C0112	Access controlled locked/monitored doors	2,648	99.84	Best Match
C0114	Grounds have locked/monitored gates	2,648	99.82	Best Match
C0116	Students pass through metal detectors	2,648	99.99	Best Match
C0120	Have random metal detector checks on students	2,648	99.90	Best Match
C0122	Practice to close campus for lunch	2,648	99.10	Best Match
C0124	Practice random dog sniffs for drugs	2,648	99.82	Best Match
C0126	Random sweeps for contraband, not including dog sniffs	2,648	99.92	Best Match
C0128	Require drug testing for athletes	2,648	99.54	Best Match
C0130	Require drug testing for students in extra-curricular activities	2,648	99.82	Best Match
C0132	Require drug testing for any students	2,648	99.66	Best Match
C0134	Require students to wear uniforms	2,648	99.96	Best Match
C0136	Practice to enforce a strict dress code	2,648	99.27	Best Match
C0138	Provide school lockers to students	2,648	99.58	Best Match
C0140	Require clear book bags or ban book bags	2,648	99.94	Best Match
C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	2,648	99.91	Best Match
C0142	Require students to wear badge or photo ID	2,648	99.91	Best Match
C0143	Provide a structured anonymous threat reporting system	2,648	98.29	Best Match
C0144	Require faculty/staff to wear badge or photo ID	2,648	99.70	Best Match
C0146	Security camera(s) monitor the school	2,648	99.81	Best Match
C0148	Provide telephones in most classrooms	2,648	99.94	Best Match
C0150	Provide two-way radios to any staff	2,648	99.72	Best Match
C0151	Limit access to social networking sites	2,648	99.81	Best Match
C0153	Prohibit use of cell phones and text messaging devices	2,648	99.96	Best Match
C0154	School has written plan for shootings	2,648	98.48	Best Match
C0156	Drilled students on plan for shootings	2,331	93.96	Best Match
C0158	Written plan for natural disasters	2,648	99.45	Best Match
C0160	Drilled students on plan for natural disasters	2,525	94.84	Best Match
C0162	Written crisis plan for hostages	2,648	97.72	Best Match
C0164	Drilled students on plan for hostages	2,031	91.48	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0166	Written plan for bomb threats	2,648	99.25	Best Match
C0168	Drilled students on plan for bomb threats	2,530	93.47	Best Match
C0169	Written plan for suicide threat or incident	2,648	98.91	Best Match
C0170	Written plan for chemical, biological, or radiological threats	2,648	98.71	Best Match
C0171	Written plan for the U.S. national threat level is changed to Red	2,648	97.50	Best Match
C0172	Drilled students on plan for chemical, biological, or radiological threats	1,989	90.70	Best Match
C0173	Written plan for pandemic flu	2,648	98.22	Best Match
C0174	Prevention curriculum/instruction/training for students	2,648	99.14	Best Match
C0176	Behavioral modification for students	2,648	99.09	Best Match
C0178	Student counseling/social work	2,648	99.57	Best Match
C0180	Individual mentoring/tutoring of students by students	2,648	99.09	Best Match
C0181	Violence reducing mentoring by adults	2,648	99.29	Best Match
C0182	Recreation/enrichment student activities	2,648	99.27	Best Match
C0184	Student involvement in resolving problems	2,648	99.33	Best Match
C0186	Promote sense of community/integration	2,648	99.44	Best Match
C0190	Formal process to obtain parental input	2,648	98.82	Best Match
C0192	Provide training/assistance to parents	2,648	99.30	Best Match
C0194	Program involves parents at school	2,648	99.38	Best Match
C0196	Parent participates in open house or back-to-school night	2,648	99.52	Best Match
C0198	Parent participates in parent-teacher conference	2,648	99.52	Best Match
C0200	Parent participates in subject-area events	2,648	99.39	Best Match
C0202	Parent volunteers at school	2,648	99.53	Best Match
C0204	Community involvement - parent groups	2,648	99.55	Best Match
C0206	Community involvement - social services	2,648	99.17	Best Match
C0208	Community involvement - juvenile justice	2,648	99.27	Best Match
C0210	Community involvement - law enforcement	2,648	99.69	Best Match
C0212	Community involvement - mental health	2,648	99.04	Best Match
C0214	Community involvement - civic organizations	2,648	99.10	Best Match
C0216	Community involvement - business	2,648	99.19	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0218	Community involvement - religious organizations	2,648	99.50	Best Match
C0220	Security guard, security personnel, or sworn law enforcement officer	2,648	98.87	Best Match
C0222	Security used during school hours	1,686	95.05	Best Match
C0224	Security while students arrive/leave	1,686	94.04	Best Match
C0226	Security at selected school activities	1,686	93.79	Best Match
C0228	Security when school not occurring	1,686	93.17	Best Match
C0232	Number of full-time security guards	1,686	90.45	Proportional
C0234	Number of part-time security guards	1,686	88.56	Proportional
C0236	Number of full-time school resource officers	1,686	86.93	Proportional
C0238	Number of part-time school resource officers	1,686	87.86	Proportional
C0240	Number of full-time sworn law enforcement officers - not school resource officers	1,686	90.58	Proportional
C0242	Number of part-time sworn law enforcement officers - not school resource officers	1,686	91.66	Proportional
C0246	Guards carry a stun gun	1,686	96.57	Best Match
C0248	Guards carry chemical aerosol sprays	1,686	96.15	Best Match
C0250	Guards armed with firearms	1,686	96.56	Best Match
C0252	Security enforcement and patrol	1,686	96.54	Best Match
C0254	Maintain school discipline	1,686	96.94	Best Match
C0256	Coordinated with local police	1,686	96.28	Best Match
C0258	Identify problems and seek solutions	1,686	96.76	Best Match
C0260	Train teachers in school safety	1,686	96.89	Best Match
C0262	Mentor students	1,686	96.49	Best Match
C0264	Teach or train students (e.g., drug-related education)	1,686	96.52	Best Match
C0266	Teacher training - classroom management	2,648	99.22	Best Match
C0268	Teacher training - discipline policies and practices related to violence	2,648	99.40	Best Match
C0269	Teacher training - discipline policies and practices related to alcohol/drug use	2,648	99.38	Best Match
C0270	Teacher training - safety procedures	2,648	99.60	Best Match
C0272	Teacher training - early warning signs for violent behavior	2,648	99.20	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0274	Teacher training - student alcohol/drug abuse	2,648	99.16	Best Match
C0276	Teacher training - positive behavioral intervention	2,648	99.43	Best Match
C0277	Teacher training - Crisis prevention and intervention	2,648	99.25	Best Match
C0280	Efforts limited by inadequate/lack of teacher training	2,648	98.66	Best Match
C0282	Efforts limited by inadequate/lack of alternative placement	2,648	98.74	Best Match
C0284	Efforts limited by parental complaints	2,648	98.79	Best Match
C0286	Efforts limited by inadequate/lack of teacher support	2,648	98.75	Best Match
C0288	Efforts limited by inadequate/lack of parent support	2,648	98.78	Best Match
C0290	Efforts limited by fear of student retaliation	2,648	99.04	Best Match
C0292	Efforts limited by fear of litigation	2,648	98.96	Best Match
C0294	Efforts limited by inadequate funds	2,648	98.96	Best Match
C0296	Efforts limited by inconsistent application of policies	2,648	98.98	Best Match
C0298	Efforts limited by fear of district or state reprisal	2,648	98.82	Best Match
C0300	Efforts limited by federal policies/special ed	2,648	98.64	Best Match
C0302	Efforts limited by other federal policies - not special ed	2,648	98.66	Best Match
C0304	Efforts limited by other state/district policies - not special ed	2,648	98.52	Best Match
C0306	Any school deaths from homicides	2,648	99.64	Best Match
C0308	School shooting incidents	2,648	99.15	Best Match
C0310	Number of rapes/attempted rapes - total	2,648	99.90	Proportional
C0312	Number of rapes reported to police	2,648	99.89	Proportional
C0314	Number of sexual batteries other than rape - total	2,648	98.96	Proportional
C0316	Number of sexual batteries other than rape reported to police	2,648	98.98	Proportional
C0318	Number of robberies with weapon - total	2,648	99.93	Proportional
C0320	Number of robberies with weapon reported to police	2,648	99.93	Proportional
C0322	Number of robberies without weapon - total	2,648	96.85	Proportional
C0324	Number of robberies without weapon reported to police	2,648	96.52	Proportional
C0326	Number of attacks with weapon - total	2,648	84.01	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0328	Number of attacks with weapon reported to police	2,648	92.83	Proportional
C0330	Number of attacks without weapon - total	2,648	83.30	Proportional
C0332	Number of attacks without weapon reported to police	2,648	81.15	Proportional
C0334	Number of threats of attack with weapon - total	2,648	98.71	Proportional
C0336	Number of threats of attack with weapon reported to police	2,648	98.42	Proportional
C0338	Number of threats of attack without weapon - total	2,648	96.33	Proportional
C0340	Number of threats of attack without weapon reported to police	2,648	93.79	Proportional
C0342	Number of incidents of theft/larceny - total	2,648	98.46	Proportional
C0344	Number of incidents of theft/larceny reported to police	2,648	96.91	Proportional
C0346	Number of possession of firearms - total	2,648	98.47	Proportional
C0348	Number of possession of firearms reported to police	2,648	99.26	Proportional
C0350	Number of possession of knife/sharp object - total	2,648	96.78	Proportional
C0352	Number of possession of knife/sharp object reported to police	2,648	94.87	Proportional
C0354	Number of distribution, possession, or use of drugs - total	2,648	97.37	Proportional
C0355	Number of inappropriate distribution, possession, or use of prescription drugs - total	2,648	99.36	Proportional
C0356	Number of distribution, possession, or use of drugs reported to police	2,648	98.58	Proportional
C0357	Number of inappropriate distribution, possession, or use of prescription drugs reported to police	2,648	98.90	Proportional
C0358	Number of distribution, possession, or use of alcohol - total	2,648	98.74	Proportional
C0360	Number of distribution, possession, or use of alcohol reported to police	2,648	99.07	Proportional
C0362	Number of incidents of vandalism - total	2,648	98.60	Proportional
C0364	Number of incidents of vandalism reported to police	2,648	97.39	Proportional
C0366	Number of hate crimes	2,648	99.64	Proportional
C0368	Number of gang-related crimes	2,648	99.80	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0369	Number of gang-related hate crimes	2,648	99.91	Best Match
C0370	Number of times school disrupted due to unplanned fire alarms	2,648	99.47	Best Match
C0372	Number of times school disrupted (e.g., bomb, chemical, radiological, death threats)	2,648	99.44	Best Match
C0374	How often student racial/ethnic tensions occur	2,648	99.55	Best Match
C0376	How often student bullying occurs	2,648	99.75	Best Match
C0378	How often student sexual harassment of students occurs	2,648	99.59	Best Match
C0379	How often student gender harassment occurs	2,648	99.80	Best Match
C0380	How often student verbal abuse of teachers occurs	2,648	99.62	Best Match
C0382	How often widespread disorder in classrooms occurs	2,648	99.58	Best Match
C0384	How often student acts of disrespect for teachers (other than verbal abuse) occur	2,648	99.32	Best Match
C0386	How often student gang activities occur	2,648	99.66	Best Match
C0388	How often student cult or extremist activities occur	2,648	99.63	Best Match
C0389	How often student cyberbullying occurs	2,648	99.14	Best Match
C0390	Removal with no services available	2,648	98.54	Best Match
C0391	How often school environment is affected by cyberbullying	2,648	99.57	Best Match
C0392	Removal with no services - action used	1,319	99.90	Best Match
C0393	How often staff resources are used to deal with cyberbullying	2,648	99.55	Best Match
C0394	Removal with tutoring/at-home instruction available	2,648	98.01	Best Match
C0396	Removal with tutoring/at-home instruction - action used	1,580	96.19	Best Match
C0398	Transfer to specialized school available	2,648	98.53	Best Match
C0400	Transfer to specialized school available - action used	1,919	99.95	Best Match
C0402	Transfer to regular school available	2,648	98.62	Best Match
C0404	Transfer to regular school available - action used	996	95.96	Best Match
C0406	Outside suspension/no services available	2,648	94.55	Best Match
C0408	Outside suspension/no services available - action used	1,481	86.92	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0410	Outside suspension with services available	2,648	95.54	Best Match
C0412	Outside suspension with services available - action used	2,168	88.64	Best Match
C0414	In-school suspension/no services available	2,648	96.27	Best Match
C0416	In-school suspension/no services available - action used	529	91.72	Best Match
C0418	In-school suspension with services available	2,648	98.13	Best Match
C0420	In-school suspension with services available - action used	2,135	93.84	Best Match
C0422	Referral to school counselor available	2,648	99.19	Best Match
C0424	Referral to school counselor available - action used	2,550	94.32	Best Match
C0426	In-school disciplinary plan available	2,648	98.39	Best Match
C0428	In-school disciplinary plan available - action used	1,575	94.40	Best Match
C0430	Outside school disciplinary plan available	2,648	98.95	Best Match
C0432	Outside school disciplinary plan available - action used	1,043	94.46	Best Match
C0434	Keep off bus for misbehavior available	2,648	98.87	Best Match
C0436	Keep off bus for misbehavior available - action used	2,274	95.44	Best Match
C0438	Corporal punishment available	2,648	98.71	Best Match
C0440	Corporal punishment available - action used	288	98.38	Best Match
C0442	School probation available	2,648	98.37	Best Match
C0444	School probation available - action used	1,738	95.00	Best Match
C0446	Detention/Saturday school available	2,648	99.04	Best Match
C0448	Detention/Saturday school available - action used	2,136	96.83	Best Match
C0450	Loss of student privileges available	2,648	99.05	Best Match
C0452	Loss of student privileges available - action used	2,543	95.24	Best Match
C0454	Require community service available	2,648	99.03	Best Match
C0456	Require community service available - action used	1,016	94.50	Best Match
C0458	Student use/possession firearm/explosive device - total	2,648	100.00	Proportional
C0460	Number of removals for firearm use/possession	2,648	100.00	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0462	Number of transfers for firearm use/possession	2,648	99.99	Proportional
C0464	Number of suspensions for firearm use/possession	2,648	100.00	Proportional
C0466	Number of other actions for firearm use/possession	2,648	100.00	Proportional
C0468	Student use/possession weapon (other than firearm/explosive device) - total	2,648	99.62	Proportional
C0470	Number of removals for weapon use	2,648	100.00	Proportional
C0472	Number of transfers for weapon use	2,648	99.93	Proportional
C0474	Number of suspensions for weapon use	2,648	99.51	Proportional
C0476	Number of other actions for weapon use	2,648	99.21	Proportional
C0478	Number of distribution/possession/use illegal drugs - total	2,648	99.82	Proportional
C0480	Number of removals for distribution/possession/use - illegal drugs	2,648	100.00	Proportional
C0482	Number of transfers for distribution/possession/use - illegal drugs	2,648	99.97	Proportional
C0484	Number of suspensions for distribution/possession/use - illegal drugs	2,648	99.54	Proportional
C0486	Number of other actions for distribution/possession/use - illegal drugs	2,648	99.15	Proportional
C0488	Number of distribution/possession/use alcohol - total	2,648	99.91	Proportional
C0490	Number of removals for distribution/possession/use - alcohol	2,648	100.00	Proportional
C0492	Number of transfers for distribution/possession/use - alcohol	2,648	100.00	Proportional
C0494	Number of suspensions for distribution/possession/use - alcohol	2,648	99.91	Proportional
C0496	Number of other actions for distribution/possession/use - alcohol	2,648	99.78	Proportional
C0498	Attacks/fights - total	2,648	98.68	Proportional
C0500	Number of removals for attacks/fights	2,648	99.95	Proportional
C0502	Number of transfers for attacks/fights	2,648	99.77	Proportional
C0504	Number of suspensions for attacks/fights	2,648	96.84	Proportional
C0506	Number of other actions for attacks/fights	2,648	96.08	Proportional
C0518	Number of removals with no service - total	2,648	98.07	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: SSOCS:2010—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0520	Number of transfers to specialized schools - total	2,648	92.49	Proportional
C0522	Total students	2,648	98.34	From Frame
C0524	Percentage students eligible for free or reduced-price lunch	2,648	98.51	Best Match
C0526	Percentage students limited English proficient	2,648	98.14	Best Match
C0528	Percentage special education students	2,648	96.91	Best Match
C0530	Percentage male students	2,648	95.05	Best Match
C0532	Percentage students below 15th percentile standardized tests	2,648	94.06	Best Match
C0534	Percentage students likely to go to college	2,648	97.50	Best Match
C0536	Percentage students who consider academic achievement very important	2,648	97.75	Best Match
C0538	Typical number of classroom changes	2,648	97.69	Best Match
C0560	Crime where students live	2,648	99.35	Best Match
C0562	Crime where school located	2,648	99.37	Best Match
C0564	School type	2,648	99.81	From Frame
C0565	Verbatim responses	49	100.00	—
C0568	Average percentage daily attendance	2,648	97.95	Best Match
C0570	Number of students transferred to school	2,648	95.39	Proportional
C0572	Number of students transferred from school	2,648	94.23	Proportional

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Appendix L:
Analysis of Item Nonresponse Bias

In its Statistical Standards, the National Center for Education Statistics (NCES) requires that any survey item with a base-weighted¹ (weighted) item response rate of less than 85 percent be evaluated for potential nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). This appendix serves to supplement the unit-level nonresponse bias analysis for the 2009–10 School Survey on Crime and Safety (SSOCS:2010) (presented in appendix J of this report) by summarizing the results of the item-level nonresponse bias analysis.

The SSOCS:2010 sample consists of 3,476 schools, of which 49 were ineligible for the survey and 2,648 completed the survey (80.8 percent weighted response rate; 77.3 percent unweighted response rate). Analysis of the unit-level nonresponse found that adjustments to the weights of the respondent sample yielded distributions statistically similar to the eligible sample. As in most surveys, responses to some items in the SSOCS:2010 questionnaire were not obtained for all interviewed respondents, which can lead to nonresponse bias at the item level. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies among interrelated items are discovered after the interview. In such circumstances, these item values must be set to missing and then imputed.

The majority of items in SSOCS:2010 had high response rates. The mean item response rate for SSOCS:2010 was 98 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. However, for the items with weighted response rates lower than 85 percent, the potential for nonresponse bias must be examined. There were three such items in SSOCS:2010. This appendix first describes the three items that were included in the nonresponse bias analysis and then examines the sensitivity of the items to potential bias by imposing extreme assumptions on the item nonrespondents. For those determined to be sensitive to potential bias, further analysis was performed by comparing the distributions of item respondents and nonrespondents across school characteristic variables available from the sampling frame to determine whether cases are missing at random. The potential for item nonresponse bias was deemed negligible if the nonrespondents were not statistically different from the respondents.

Survey Items in the Item-Level Nonresponse Bias Analysis

Since the mean item response rate for SSOCS:2010 survey items was 98 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be negligible for most items. Per NCES standards, only items with a response rate of less than 85 percent were considered for this analysis.

Over 200 variables in the SSOCS:2010 restricted-use file were examined, and three had a weighted item response rate lower than 85 percent. Table L-1 contains the name and description of the variables included in the bias analysis, the number of eligible respondents for each variable, and their weighted and unweighted response rates. Weighted results are shown with final weights and base weights adjusted for unit nonresponse. Base-weighted item-level response rates range from 81.2 percent for item C0332 to 84.0 percent for item C0326. Final weights,

¹A base weight is calculated as the inverse of a school's sampling probability.

rather than base weights, were used for the analyses in this appendix to more accurately reflect the item responses of respondents.

Table L-1. Items details for items with response rates less than 85 percent, SSOCS:2010

Variable name	Variable description	Eligible respondents	Item-level response rates (percent)		
			Weighted with final weights	Weighted with base weights	Unweighted
C0326	Number of attacks with a weapon	2,648	84.1	84.0	86.1
C0330	Number of attacks without a weapon	2,648	83.4	83.3	85.6
C0332	Number of attacks without a weapon reported to police	2,648	81.3	81.2	82.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Using Extreme Assumptions to Assess the Potential for Item Nonresponse Bias

In order to assess possible nonresponse bias, sets of imputed values were generated by imposing extreme assumptions on the item nonrespondents. Two new sets of imputed values, one based on a “low” assumption and one based on a “high” assumption, were created for each variable. A “low” imputed value variable was created by resetting imputed values to the value at the 5th percentile of the original distribution, and a “high” imputed value variable was created by resetting imputed values to the value at the 95th percentile of the original distribution. Both the “low” imputed value variable distributions and the “high” imputed value variable distributions were compared to the original distributions (table L-2).

No measurable differences were found in the comparisons of the low and original distribution estimates and the comparisons of the high and original distribution estimates of item C0326 at significance level .05 (see table L-1 for variable description). The potential for bias for item C0326 was therefore deemed to be negligible and no further testing was necessary. For items C0330 and C0332, the potential for bias exists for both low and high imputed values. In other words, if the missing responses tend to be low values for these items, then the SSOCS:2010 item estimate will be biased upward, whereas if the missing responses tend to be high values for these items, then the SSOCS:2010 item estimate will be biased downward.

Table L-2. Comparison of original and extreme imputed value item estimates for items with low and high extreme imputed value estimates, SSOCS:2010

Variable	Low imputed value estimate	s.e. ¹	Original estimate	s.e. ¹	High imputed value estimate	s.e. ¹
C0326	0.10	0.034	0.12	0.040	0.10	0.034
C0330	7.45*	0.336	8.94	0.396	13.26*	0.404
C0332	1.91*	0.144	2.35	0.177	3.97*	0.168

* $p < .05$.

¹ Standard deviation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Item Nonresponse Bias

Comparison of Item Respondents and Item Nonrespondents Across Known Frame Variables.

Measuring the magnitude of nonresponse bias at an item level can be problematic, since it is not known how item nonrespondents' answers differ from item respondents' answers. It is possible, however, to examine how the level of item response differs across specific survey variables, which indicates whether item respondents differ from item nonrespondents. The SSOCS sampling frame has data available for eight school-level characteristic variables for the entire sample. Five categorical variables (enrollment size, school level, locale, percent White enrollment, and region) were used directly in the sampling design, while the remaining three variables (number of full-time-equivalent (FTE) teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available in the sampling frame. For SSOCS:2010, the continuous variables student-to-FTE teaching staff ratio and percentage of students eligible for free or reduced-price lunch variables were collapsed into the categories used in NCES table stubs. Since there were no corresponding NCES table stubs for the number of FTE teaching staff, the categorical definitions were kept consistent with those used for the SSOCS:2006 and SSOCS:2008 nonresponse bias analyses.

Number of attacks without a weapon (C0330)

As discussed above, potential item nonresponse bias could be reflected in the differences between respondents and nonrespondents on survey characteristics. Item respondents and nonrespondents to item C0330 were compared on the eight school-level characteristic variables for which data are available: size, level, locale, percent White enrollment, number of FTE teaching staff, student-to-FTE teaching staff ratio, percentage of students eligible for free or reduced-price lunch, and region (table L-3).

Table L-3. Comparison of Item respondents and nonrespondents for the variable number of attacks without a weapon (C0330), SSOCS:2010

Item description	Percent			Likelihood ratio	p value
	Respondents n = 2,267	Nonrespondents n = 381	Difference		
Enrollment size					
Less than 300	22.5	24.0	-1.4		
300–499	30.2	31.3	-1.1		
500–999	35.8	37.3	-1.6		
1,000 or more	11.5	7.4	4.1	2.22	0.10
School level					
Primary	57.5	67.2	-9.7		
Middle	18.6	17.9	0.7		
High school	15.7	10.0	5.7		
Combined	8.2	4.9	3.3	4.09	0.01*
Type of locale					
City	25.6	27.8	-2.2		
Suburb	28.6	29.7	-1.1		
Town	14.4	15.5	-1.1		
Rural	31.3	27.0	4.3	0.72	0.55
Percent White enrollment					
95 to 100 percent	14.7	11.7	3.0		
80 to less than 95 percent	25.6	23.5	2.1		
More than 50 to less than 80 percent	24.2	23.9	0.3		
50 percent or less	35.5	40.8	-5.3	1.37	0.26
Student-to-FTE teaching staff ratio					
Less than 12	11.8	13.9	-2.1		
12 through 16	46.0	45.2	0.8		
More than 16 to less than 20	30.9	30.6	0.3		
20 or more	11.3	10.4	0.9	0.33	0.80
Number of FTE teaching staff					
Less than 29	45.6	43.5	2.1		
29 to less than 45	30.2	36.3	-6.0		
45 to less than 70	15.2	14.2	1.1		
70 or more	8.9	6.1	2.8	3.58	0.02*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	9.9	8.8	1.1		
10 through 20 percent	8.9	9.2	-0.3		
21 through 50 percent	39.9	31.7	8.2		
More than 50 percent	41.3	50.3	-9.0	2.31	0.09
Region					
Northeast	16.2	15.9	0.4		
Midwest	25.6	23.5	2.1		
South	35.1	39.2	-4.1		
West	23.0	21.4	1.7	0.41	0.75

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

The results of the likelihood-ratio chi-square test for independence in table L-3 indicate that for item C0330 (number of attacks without a weapon), the propensity to respond is not independent of school level and number of FTE teaching staff. Primary schools and schools with 29 to less than 45 FTE teaching staff were less likely to respond to item C0330. The likelihood-ratio chi-square test statistics for independence, based on each two-way comparison in the table, indicate that the missing cases for variable C0330 are random because respondents and nonrespondents have similar distributions for nearly all of the variables considered (six out of eight variables). Therefore, it can be concluded that the potential item nonresponse bias is negligible for this variable. In addition, this item has highly skewed responses. About 29.5 percent responses are zero, and over 75 percent of the responses are below 10. If there is no discernable difference in the way schools are responding to item C0330 across the school-level characteristic variables, then there is no reason to suspect bias in SSOCS:2010 estimates for item C0330.

Number of attacks without a weapon reported to police (C0332)

Next, for item C0332 (number of attacks without a weapon reported to police), item respondents and nonrespondents were compared on the eight school-level characteristic variables for which data are available: enrollment size, school level, locale, percent White enrollment, number of FTE teaching staff, student-to-FTE teaching staff ratio, percentage of students eligible for free or reduced-price lunch, and region (table L-4). Schools with 29 to less than 45 FTE teaching staff were less likely to respond to item C0332. The likelihood-ratio chi-square test statistics for independence, based on each two-way comparison in the table, indicate that the missing cases for variable C0332 are random because respondents and nonrespondents have similar distributions for nearly all of the variables considered (seven out of eight variables). Therefore, it can be concluded that the potential item nonresponse bias is negligible for this variable. In addition, this item has highly skewed responses. Over 77 percent of the responses are either zero or one. If there are no discernable differences in the way schools are responding to item C0332 across the school-level characteristic variables, then there is no reason to suspect bias in the responses.

Table L-4. Comparison of Item respondents and nonrespondents for the variable number of attacks without a weapon reported to police (C0332), SSOCS:2010

Item description	Percent			Likelihood ratio	p value
	Respondents n = 2,187	Nonrespondents n = 461	Difference		
Enrollment size					
Less than 300	22.8	22.8	0.0		
300–499	30.1	31.5	-1.4		
500–999	35.6	37.6	-2.0		
1,000 or more	11.4	8.0	3.4	2.05	0.12
School level					
Primary	58.0	63.8	-5.8		
Middle	18.3	18.9	-0.5		
High school	15.4	11.9	3.5		
Combined	8.2	5.4	2.8	2.13	0.11
Type of locale					
City	25.8	26.8	-1.0		
Suburb	28.3	31.1	-2.8		
Town	14.0	16.9	-2.8		
Rural	31.9	25.3	6.6	1.93	0.14
Percent White enrollment					
95 to 100 percent	14.9	11.1	3.7		
80 to less than 95 percent	25.7	23.5	2.2		
More than 50 to less than 80 percent	23.8	25.3	-1.5		
50 percent or less	35.6	40.0	-4.4	1.90	0.14
Student-to-FTE teaching staff ratio					
Less than 12	11.9	12.9	-1.0		
12 through 16	45.8	46.1	-0.2		
More than 16 to less than 20	31.2	29.5	1.7		
20 or more	11.0	11.5	-0.5	0.09	0.97
Number of FTE teaching staff					
Less than 29	45.7	43.3	2.4		
29 to less than 45	30.0	36.5	-6.5		
45 to less than 70	15.4	13.6	1.8		
70 or more	8.9	6.6	2.3	3.61	0.02*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	10.0	8.5	1.4		
10 through 20 percent	9.0	8.9	0.1		
21 through 50 percent	39.5	34.6	4.9		
More than 50 percent	41.6	48.0	-6.4	1.40	0.25
Region					
Northeast	16.1	16.6	-0.5		
Midwest	25.4	24.9	0.5		
South	35.4	37.3	-1.9		
West	23.1	21.2	1.9	0.18	0.91

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Summary

The mean item response rate for SSOCS:2010 was about 98 percent. Three survey items, out of more than 200 items examined in this analysis, had a weighted item response rate lower than 85 percent. These items were further examined for potential bias per NCES standards. Among these variables, only two (C0330 and C0332) were sensitive to the potential effects of nonresponse bias. The likelihood-ratio chi-square test statistics for independence suggest that the missing cases for variables C0330 and C0332 are random because respondents and nonrespondents have similar distributions for nearly all of the school characteristic variables considered. Analyses also showed that distributions for these variables were highly skewed, leading to the conclusion that if there are no discernable differences in the way schools are responding to these items across the school-level characteristic variables, then there is no reason to suspect bias in responses. The combination of these analyses led to the determination that the potential for bias was not enough to warrant the exclusion of these items from the data file.

Appendix M:
Editing Procedures

Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Consistency edit	Rectification procedure
2	A respondent indicating that his/her school's students have been drilled on a specified crisis in the past year (item 2(a-e) column 2=1) should have also indicated that the school has a written plan for that specified crisis (item 2(a-e) column 1=1).	If the respondent indicated that his/her school had drilled students on written plans for a specified crisis despite not formally having a written plan, the "no" response to having a written plan for the specified crisis was edited to "yes."
7	All schools with no sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7=2) should have skipped all subsequent questions regarding the number and characteristics of school security personnel. All components of items 8 through 11 must equal "-1," which is the code for "legitimate skip."	If the respondent indicated "yes" to any of the categorical components of items 8 through 11, or placed a nonzero value in any component of item 9, the "no" response to having sworn law enforcement officers, security guards, or security personnel present on a regular basis in item 7 was edited to "yes."
8	All schools with sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7=1) should have answered at least one question regarding when security was used.	If the respondent indicated that there were security guards, security personnel, or sworn law enforcement officers present at the school at least once a week in item 7 and all components of item 8 were "no," then a random number was generated. One of the components (a-d) of item 8 was changed to "yes" based on the value of the random number and known proportions from prior iterations of SSOCS.

Survey item #	Consistency edit	Rectification procedure
9	All schools with sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7=1) should have at least one nonzero value regarding the number of security personnel.	If the respondent indicated that there were security guards, security personnel, or sworn law enforcement officers present at the school at least once a week in item 7 and all components of item 9 were zero, then a random number was generated. One of the components (ai-cii) of item 9 was changed to a value of “1” based on the value of the random number and known proportions from prior iterations of SSOCS.
16	The number of recorded incidents of specified offenses in item 16 column 1 must be greater than or equal to the number of specified incidents reported to police or other law enforcement in item 16 column 2.	If the number of incidents reported to police or other law enforcement of a specific offense was larger than the number of specific offenses recorded, the number of specific offenses recorded (item 16 column 1) was deleted and imputed.
16	If the number of recorded incidents of specified offenses is equal to zero, then the number of incidents reported to police must also be equal to zero.	If the number of recorded incidents of specified offenses is equal to zero and the number of specified incidents reported to police was left blank, the blank response was edited to zero.
16	If the total number of students recorded as being involved in physical attacks or fights (subitem 23e column 1) is greater than zero, the total number of physical attacks or fights recorded (subitem 16d1 or subitem 16d2 column 1) must also be greater than zero.	If the respondent indicated that students at school were recorded as being involved in physical attacks or fights (subitem 23e column 1), and also indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (subitem 16d1 column 1=0 and subitem 16d2 column 1=0), both subitem 16d1 column 1 and subitem 16d2 column 1 were deleted and a value was imputed.

Survey item #	Consistency edit	Rectification procedure
16	If the total number of students recorded as being involved in the use/possession of a firearm/explosive device is greater than zero (subitem 23a column 1), the total number of recorded incidents of possession of a firearm/explosive device (subitem 16g column 1) must also be greater than zero.	If the respondent indicated that students at school were recorded as being involved in firearm use/possession (subitem 23a column 1), and also indicated that there were no recorded incidents of possession of a firearm/explosive device (subitem 16g column 1=0), subitem 16g column 1 was deleted and imputed.
16	If the respondent indicated that there was at least once incident involving a shooting at the school (item 15=1) but said there were not any possessions of a firearm or explosive device (subitem 16g), then one item was misreported.	If the respondent indicated that there was at least once incident involving a shooting at the school (item 15=1) but said there were not any possessions of a firearm or explosive device (subitem 16g), then subitem 16g was deleted and imputed at a later stage.
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 23c column 1), then the number of recorded incidents of the distribution, possession, or use of illegal drugs (subitem 16i column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 23c column 1), and that the number of recorded incidents of the distribution, possession, or use of illegal drugs (subitem 16i column 1) was zero, then subitem 16i column 1 was deleted and imputed.
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of alcohol (subitem 23d column 1), then the number of recorded incidents of the distribution, possession, or use of alcohol (subitem 16k column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of alcohol (subitem 23d column 1), and that the number of recorded incidents of the distribution, possession, or use of alcohol (subitem 16k column 1) was zero, then subitem 16k column 1 was deleted and imputed.

Survey item #	Consistency edit	Rectification procedure
17	If the respondent indicated that gang activities never happen (subitem 20h=5), then the total number of gang-related crimes (item 17b) and the total number of gang-related hate crimes (item 17c) must be equal to zero.	If the respondent indicated that gang activities never happen (subitem 20h=5), and the total number of gang-related crimes (item 17b) and the total number of gang-related hate crimes (item 17c) are missing, then subitems 17b and 17c are edited to zero.
20	If the respondent indicated that the number of gang-related crimes (item 17b) or the number of gang-related hate crimes (item 17c) is greater than zero, then gang activities would happen at least on occasion (subitem 20h=4).	If the respondent indicated that the number of gang-related crimes (item 17b) or the number of gang-related hate crimes (item 17c) is greater than zero, but also indicated that gang activities never happen (subitem 20h=5), then the “never happens” response was changed to “happens on occasion” (20h=4).
22	A respondent indicating that his/her school has used specified disciplinary actions this year (22(a-o) column 2=1) should have also indicated that the school allows for the use of the specified disciplinary action (item 22(a-o) column 1=1).	If the respondent indicated that his/her school had used a specified disciplinary action this year but also indicated that the school does not allow for the use of the specified disciplinary action or this item was left blank, the “no” or missing response to allowing for the use of the specified disciplinary action was edited to a “yes.”

Survey item #	Consistency edit	Rectification procedure
22	If the respondent indicated that the total number of removals with no continuing service for at least the remainder of the school year for selected offenses (item 23 column 2) was greater than or equal to 1, then the school must have (1) allowed for removals with no continuing school services for at least the remainder of the school year (subitem 22a column 1=1) and (2) used this action during this school year (subitem 22a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 23 column 2) but also indicated that either “no,” the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (subitem 22a column 1=2) or that “no,” the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year in this school year (subitem 22a column 2=2), or the item was left blank (subitem 22a), the “no” or missing values in subitem 22a were changed to “yes.”
22	If the respondent indicated that the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (subitem 24a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (subitem 22a column 1=1) and (2) used this action during this school year (subitem 22a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (subitem 24a) but also indicated that the school does not allow for the use of removals with no continuing services for at least the remainder of the school year (subitem 22a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year this year (subitem 22a column 2=2) or the item was left blank (subitem 22a), then the “no” or missing values in subitem 22a were changed to “yes.”

Survey item #	Consistency edit	Rectification procedure
22	If the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 24a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 23 column 2) is missing or equal to zero, then this action was not used in this school year (subitem 22a column 2).	If the respondent indicated that the number of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 24a) is zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 23 column 2) is missing or equal to zero, then this action was not used in this school year and subitem 22a column 2 was edited to “no.”
22	If the sum of transfers to specialized schools for selected offenses (item 23 column 3) is greater than or equal to 1, the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (subitem 22c column 1=1) and (2) must have used this action in the past year (subitem 22c column 2=1).	If the respondent indicated that students were transferred to specialized schools for selected offenses (item 23 column 3) and also indicated that either “no,” the school does not allow for the use of transfers to a specialized school for disciplinary reasons (subitem 22c column 1=2) or that the school has not used the disciplinary action of transfers to a specialized school for disciplinary reasons this school year (subitem 22c column 2=2), or the item was left blank (subitem 22c), then the values in subitem 22c were changed to “yes.”
22	If the respondent indicated that the total number of transfers to specialized schools for disciplinary reasons was greater than zero (subitem 24b), the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (subitem 22c column 1=1) and (2) must have used this action during this school year (subitem 22c column 2=1).	If the respondent indicated that students were transferred to specialized schools for disciplinary reasons (subitem 24b) and also indicated that the school does not allow for the use of transfers to specialized schools (subitem 22c column 1=2) or the school has not used the disciplinary action of transferring students to specialized schools this school year (subitem 22c column 2=2), or the item was left blank (subitem 22c), the “no” or missing values in subitem 22c were changed to “yes.”

Survey item #	Consistency edit	Rectification procedure
22	If the total number of students that transferred to specialized schools for disciplinary reasons (subitem 24b) is zero and the number of transfers to specialized schools for selected offenses (item 23 column 3) is missing or equal to zero, then this action was not used in this school year (subitem 22c column 2).	If the respondent indicated that the number of students that transferred to specialized schools for disciplinary reasons (subitem 24b) is zero and the number of transfers to specialized schools for each selected offense (item 23 column 3) is missing or equal to zero, then this action was not used in this school year and subitem 22c column 2 was changed to “no.”
22	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 23 column 4) is greater than zero, the school must both (1) allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided (subitem 22ei column 1=1 or subitem 22eii column 1=1) and (2) have used this action during this school year (subitem 22ei column 2=1 or subitem 22eii column 2=1).	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 23 column 4) is greater than zero, and out-of-school suspensions with no curriculum/services provided were either reported to be not allowed or not used during this school year (subitem 22ei column 1 = 2 or 22ei column 2 = 2) or out-of-school suspensions with curriculum/services provided were reported to be not allowed or not used during this school year (subitem 22eii column 1 = 2 or 22eii column 2 = 2), then any values in item 22e(1-2) that were marked “no” were deleted and imputed.
22	If the total number of transfers from the school during the 2009–10 school year (subitem 33b) is zero, then the use of transfers to a specialized school for disciplinary reasons (subitem 22c column 2) or transfers to any other regular school for disciplinary reasons (subitem 22d column 2) must be “no.”	If the total number of transfers from the school in the 2009–10 school year (subitem 33b) is zero but the use of transfers to a specialized school for disciplinary reasons (subitem 22c column 2) or transfers to any other regular school for disciplinary reasons (subitem 22d column 2) was “yes” or was left blank, the “yes” is edited to “no.”

Survey item #	Consistency edit	Rectification procedure
23	If the sum of disciplinary actions used for a specified offense is greater than zero (item 23(a-e) columns 2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 23(a-e) columns 2-5), and the respondent reported the total number of students as zero, then the total number of students involved (item 23 column 1) was blanked and imputed.
23	If the sum of disciplinary actions used for a specified offense is greater than zero (item 23(a-e) columns 2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 23(a-e) columns 2-5), each item in columns 2-5 has an entry, and the respondent left the total number of students involved (item 23(a-e) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2-5).
23	If the total number of students involved in a specified offense (item 23(a-e) column 1) is zero and the sum of disciplinary actions taken (item 23(a-e) columns 2-5) is missing or equal to zero, then any missing data in columns 2-5 will also be zero.	If zero students are recorded as being involved in a specified offense (item 23(a-e) column 1) and the sum of disciplinary actions taken for the specified offense (item 23(a-e) columns 2-5) is less than or equal to zero, then for any items in columns 2-5 that do not have a value, a zero was entered.
23	The total number of students involved in a specified offense (item 23(a-e) column 1) must be greater than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 23 (a-e) column 2) and the number of transfers to specialized schools (item 23 (a-e) column 3).	If the respondent indicated that the total number of students involved in a specified offense (item 23(a-e) column 1) is less than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 23 (a-e) column 2) and the number of transfers to specialized schools (item 23 (a-e) column 3), then the number of removals with no continuing school services for at least the remainder of the school year (item 23 (a-e) column 2) is edited to zero.

Survey item #	Consistency edit	Rectification procedure
23	If the total number students involved in a specified offense (item 23(a-e) column 1) is given and this number equals the sum of disciplinary actions taken for the offense (item 23(a-e) columns 2-5), then any missing data from columns 2-5 will also be zero.	If the total number students involved in a specified offense (item 23(a-e) column 1) is given and the number equals the sum of disciplinary actions taken for the offense (item 23(a-e) columns 2-5), then for any items in columns 2-5 that do not have a value, a value of zero was entered.
23	If a respondent marked “no” to subitem 22a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “no,” the action was not used in this school year (subitem 22a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 23 column 2) is missing or equal to zero, then any missing data from column 2 will also be zero.	If a respondent marked “no” to subitem 22a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “no,” the action was not used in this school year (subitem 22a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 23 column 2) is missing or equal to zero, and any data are missing from column 2, the data were changed to zero.
23	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (subitem 16g) and the number of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (subitem 23a), then any missing data in item 23a would also be zero.	If the total number of recorded incidents of possession of a firearm/explosive device (subitem 16g) is zero and the sum of disciplinary actions for use/possession of a firearm or explosive device and the number of students involved is missing or equal to zero (subitem 23a), then for any items in subitem 23a that do not have a value, a value of zero was entered.

Survey item #	Consistency edit	Rectification procedure
23	If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 23 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (subitem 24a), then any missing data from column 2 will also be zero.	If the respondent indicated that the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 23 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (subitem 24a) and the respondent left some data missing in item 23 column 2, then a zero was entered in the missing fields.
23	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (subitem 24a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 23 column 2) is missing or equal to zero, then any missing data from column 2 will also be zero.	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (subitem 24a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 23 column 2) is less than or equal to zero, and if any data are missing from column 2, they were replaced with a zero.
23	If the respondent indicated that zero students were transferred to specialized schools for disciplinary reasons (subitem 24b), and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is missing or equal to zero, any missing items in column 3 are zero.	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 24b) is zero and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is missing or equal to zero and column 3 had missing data, the missing values were replaced with zero.

Survey item #	Consistency edit	Rectification procedure
23	If the respondent indicated that transfers to specialized schools for disciplinary reasons are either not allowed (subitem 22c column 1) or not used (subitem 22c column 2) and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is missing or equal to zero, then any missing items in column 3 of item 23 should also be zero.	If the respondent indicated that “no,” transfers to specialized schools for disciplinary reasons are not allowed (subitem 22c column 1) or the respondent indicated that “no,” the action was not used this school year (subitem 22c column 2) and the sum of transfers to specialized schools for specified offenses is missing or equal to zero (item 23 column 3), any items in column 3 of item 23 that do not have a value were filled with a zero.
23	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 24b) equals the sum of transfers to specialized schools for specified offenses (item 23 column 3), then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred to specialized schools for disciplinary reasons (subitem 24b) equals the sum of transfers to specialized schools for specified offenses (item 23 column 3) and some items in column 3 were left blank, then the missing items were replaced with zero.
23	If the total number of students transferred from the school (subitem 33b) is zero and the total number of students transferred for disciplinary reasons (item 24b) is missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 23 column 3) is missing or equal to zero, then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred from the school (subitem 33b) is zero and the total number of students transferred for disciplinary reasons (item 24b) is missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 23 column 3) is missing or equal to zero but some items in column 3 were left blank, then the missing items were set to zero.

Survey item #	Consistency edit	Rectification procedure
23	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 22(ei-eii) column 1) or not used (item 22(ei-eii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 23 column 4) is missing or equal to zero, then any missing items in column 4 of item 23 would also be zero.	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 22(ei-eii) column 1) or not used (item 22(ei-eii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 23 column 4) is missing or equal to zero, then any missing items in column 4 of item 23 were also set to zero.
23	If the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 23a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total number of students involved (subitem 23a column 1), then disciplinary actions need to be removed until the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 23a columns 2-5) equals the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total number of students involved. Each component must be greater than zero (subitem 16g, subitem 23a column 1, sum of subitem 23a columns 2-5).	If the respondent indicates that the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 23a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total number of students involved (subitem 23a column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 23a columns 2-5) equaled the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total number of students involved. Each component must be greater than zero (subitem 16g, subitem 23a column 1, sum of subitem 23a columns 2-5).

Survey item #	Consistency edit	Rectification procedure
23	If there were no recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is less than or equal to zero (subitem 23c columns 2-5), then any missing data from row c were edited to zero.	If the respondent did not record any incidents of distribution, possession, or use of illegal drugs (subitem 16i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is less than or equal to zero (subitem 23c columns 2-5), then any missing values from row c were edited to zero.
23	If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 23c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved (subitem 23c column 1), then disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 23c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved. Each component must be greater than zero (subitem 16i, subitem 23c column 1, sum of subitem 23c columns 2-5).	If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 23c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved (subitem 23c column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 23c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved. Each component must be greater than zero (subitem 16i, subitem 23c column 1, sum of subitem 23c columns 2-5).
23	If there were no recorded incidents of distribution, possession, or use of alcohol (subitem 16k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol is missing or equal to zero (subitem 23d columns 2-5), then any missing data from item 23 row d will also be zero.	If there were no recorded incidents of distribution, possession, or use of alcohol (subitem 16k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol is missing or equal to zero (subitem 23d columns 2-5), any missing values from item 23 row d were changed to zero.

Survey item #	Consistency edit	Rectification procedure
23	<p>If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 23d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16k column 1) times the total number of students involved (subitem 23d column 1), then disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 23d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16k column 1) times the total number of students involved. Each component must be greater than zero (subitem 16k, subitem 23d column 1, sum of subitem 23d columns 2-5).</p>	<p>If the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 23d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16k column 1) times the total number of students involved (subitem 23d column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 23d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16k column 1) times the total number of students involved. Each component must be greater than zero (subitem 16k, subitem 23d column 1, sum of subitem 23d columns 2-5).</p>
23	<p>If there were no recorded incidents of physical attacks or fights with/without a weapon (subitem 16d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is missing or equal to zero (subitem 23e(2-5)), then any missing data from item 23 row e should also be zero.</p>	<p>If the respondent did not record any incidents of physical attacks or fights with/without a weapon (subitem 16d(i-ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is missing or equal to zero (subitem 23e(2-5)), then any missing data from item 23 row e were changed to a value of zero.</p>

Survey item #	Consistency edit	Rectification procedure
23	<p>If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (subitem 23e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (subitem 16d1 column 1) or without a weapon (subitem 16d2 column 1) times the total number of students involved (subitem 23e column 1), then disciplinary actions need to be removed so that the sum of disciplinary actions for physical attacks or fights (subitem 23e columns 2-5) equals the number of recorded incidents for physical attacks or fights (subitem 16d column 1) times the total number of students involved. Each component must be greater than zero (subitem 16d1, subitem 16d2, subitem 22e column 1, sum of subitem 23e columns 2-5).</p>	<p>If the sum of disciplinary actions for physical attacks or fights (subitem 23e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (subitem 16d1 column 1) or without a weapon (subitem 16d2 column 1) times the total number of students involved (subitem 23e column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for physical attacks or fights (subitem 23e columns 2-5) equals the number of recorded incidents of physical attacks or fights (subitem 16d column 1) times the total number of students involved. Each component must be greater than zero (subitem 16d1, subitem 16d2, subitem 23e column 1, sum of subitem 23e columns 2-5).</p>
24	<p>If removals with no continuing school services for at least the remainder of the school year were either not allowed (subitem 22a column 1) or were not used in this school year (subitem 22a column 2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 23 column 2) is missing or equal to zero, then the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons (subitem 24a) should also be zero.</p>	<p>If the respondent indicated that “no,” the school does not allow for removals with no continuing school services for at least the remainder of the school year (subitem 22a column 1=2) or “no,” this action was not used in this school year (subitem 22a column 2=2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 23 column 2) is less than or equal to zero, and the total number of students removed for disciplinary reasons is missing (subitem 24a), then subitem 24a (the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons) was changed to zero.</p>

Survey item #	Consistency edit	Rectification procedure
24	If the respondent indicated that transfers to specialized schools were either not allowed (subitem 22c column 1) or were not used in this school year (subitem 22c column 2) and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is missing or equal to zero, then the number of students who were transferred to specialized schools for disciplinary actions (subitem 24b) should also be zero.	If the respondent indicated that “no,” the school does not allow transfers to specialized schools (subitem 22c column 1=2) or “no,” this action was not used in this school year (subitem 22c column 2=2) and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is missing or equal to zero, and the total number of students transferred for disciplinary reasons is missing (subitem 24b), then subitem 24b (the number of students who were transferred to specialized schools for disciplinary reasons) was changed to zero.
24	The total number of removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 24a) must be greater than or equal to the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 23 column 2).	If the respondent indicated that the total number of removals with no continuing services for the remainder of the school year for all disciplinary reasons (subitem 24a) was less than the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 23 column 2), the value for subitem 24a was deleted and imputed.
24	The total number of transfers to specialized schools for all disciplinary reasons (subitem 24b) must be greater than or equal to the sum of transfers to specialized schools for specified offenses (item 23 column 3).	If the respondent indicated that the total number of transfers to specialized schools for all disciplinary reasons (subitem 24b) was less than the sum of transfers to specialized schools for specified offenses (item 23 column 3), the value for subitem 24b was deleted and imputed.
24	The school’s enrollment (item 25) must be greater than the total number of removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 24a).	If the total number of removals with no continuing services for all disciplinary reasons (subitem 24a) was greater than or equal to the school’s enrollment (item 25), subitem 24a was deleted and imputed.

Survey item #	Consistency edit	Rectification procedure
24	The school's enrollment (item 25) must be greater than the total number of transfers to specialized schools for all disciplinary reasons (subitem 24b).	If the total number of transfers to specialized schools for all disciplinary reasons (subitem 24b) was greater than the school's enrollment (item 25), subitem 24b was deleted and imputed.
24	If the respondent indicated that the number of students that transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is also zero, then no students should have been transferred to specialized schools for disciplinary reasons (subitem 24b).	If the number of students that transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for specified offenses (item 23 column 3) is also zero, then in cases where subitem 24b is missing, a value of zero was entered. If a nonzero value for 24b was given, the value was edited to zero.
28	If the number of classroom changes in a day exceeds 20 (item 28), then the number is deleted and a new value is imputed.	If a respondent indicated that there are more than 20 classroom changes in a day (item 28), then the value was deleted and imputed.
31	If the respondent did not select one of the school types listed (item 31) but supplied a response in the specify item (item 31e, "other - specify"), then the school type of "Other" should have been selected.	If none of the school types listed (item 31) was checked by the respondent but the specify item (item 31e, "other - specify") is not blank, then the missing value for school type (item 31) was edited to "Other" (item 31=5).
33	The number of students who transferred from the school for all reasons (subitem 33b) must be greater than or equal to the total number of transfers to specialized schools for disciplinary reasons (subitem 24b).	If the total number of students who transferred from the school for all reasons (subitem 33b) was less than the number of students who transferred to specialized schools for disciplinary reasons (subitem 24b), subitem 33b was deleted and imputed.
33	The number of students who transferred from the school for all reasons (subitem 33b) must be greater than or equal to the sum of transfers to specialized schools for specified offenses (item 23 column 3).	If the total number of students who transferred from the school for all reasons (subitem 33b) was less than the sum of transfers to specialized schools for specified offenses (item 23 column 3), subitem 33b was deleted and imputed.

Appendix N:
Imputation Procedures

Imputation Procedures

Item 1: Components of item 1 have values imputed using a best-match approach. A donor is chosen by matching on the basis of two of the 2007–08 Common Core of Data (CCD) frame variables (school level (FR_LVL) and school locale (FR_LOC12)), a categorized survey variable (Q25SIZE), and the three “wildcard” categorical survey variables that were most strongly associated with item 1.¹ If a recipient was missing values for one or more of the three categorical survey variables, a “best match” was found if a donor existed with identical values on the remaining survey variables and the CCD frame variables. A “relaxed-criteria match” occurred when no matching donors could be found with matching values on both the frame and survey variables. During the criteria-relaxing process, the correlated categorical survey variables were dropped in order from least correlated to most correlated, and, if needed, the frame variables were dropped. Donors were randomly assigned when more than one donor was available within the imputation class.

Item 2: A best-match approach similar to that described for item 1 was used for the item 2 imputation. In each row of item 2, a value for the first column was imputed before a value was imputed for the second column. If, for example, item 2a was completely blank, and a value of “2,” indicating that “no written plan existed for shootings,” was imputed for column 1, a value of “-1” would automatically be imputed for column 2 of row 2a to indicate a valid skip. If a value of “1,” indicating that “yes, a written plan existed for shootings,” was imputed for column 1 of subitem 2a, donors for column 2 of subitem 2a would *only* include those schools with a value of “1” in column 1 of subitem 2a.

Item 3: The components of item 3 were imputed using a best-match technique identical to the technique described for item 1.

Item 4: The components of item 4 were imputed using a best-match technique identical to the technique described for item 1.

Item 5: The components of item 5 were imputed using a best-match technique identical to the technique described for item 1.

Item 6: The components of item 6 were imputed using a best-match technique identical to the technique described for item 1.

Item 7: The imputation technique used for item 7 was similar to that described for item 1. However, imputation for item 7 was only performed if the respondent had *not* answered “yes” to any of the categorical components of items 8 through 11 and had *not* placed a nonzero value in any component of item 9. When searching for the three categorical survey variables with the strongest association to item 7, the components of items 8, 10, and 11 were excluded from the search.

Item 8: A best-match imputation similar to that described for item 1 was performed on the components of item 8 if the respondent had indicated that the school regularly used security guards, or security personnel, or sworn law enforcement officers in item 7 (C0220=“yes”) *or* if a

¹ Items 18, 19, 26, 27, 28, and 32 were converted into categorical variables and included in the best-match imputation.

“yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 8, item 7 was omitted from the search.

Item 9: A five-donor aggregate proportion imputation technique was used to impute values in the components of item 9 if (1) the value was missing and (2) the respondent indicated that the school regularly used security guards, or security personnel, or sworn law enforcement officers in item 7 (C0220=“yes”) or if a “yes” value was imputed for item 7. Before the aggregate proportion imputation could be performed on the item 9 components (9a, 9b and 9c), zeroes were imputed to mimic the proportion of nonimputed zeroes existing for each component of item 9 in the recipient’s imputation class (as defined by school level and school enrollment size categories). Each component of item 9 were treated independently and divided into five main recipient groups: (1) row 1 of the item 9 component was missing and row 2 was a zero, (2) row 2 of the item 9 component was missing and row 1 was a zero, (3) row 1 of the item 9 component was missing and row 2 was a nonzero, (4) row 2 of the item 9 component was missing and row 1 was a nonzero, and (5) both rows 1 and 2 of the item 9 component were missing.

To impute zeroes, four percentages for each of the five recipient groups were first calculated. These percentages were obtained from the donor schools in each of the imputation classes and are illustrated below:

- P_{00} – percentage of schools with values of zero in rows 1 and 2 of an item 9 component;
- P_{10} – percentage of schools with a nonzero in row 1 and a zero in row 2 of an item 9 component;
- P_{11} – percentage of schools with nonzero values in rows 1 and 2 of an item 9 component; and
- P_{01} – percentage of schools with a nonzero in row 2 and a zero in row 1 of an item 9 component.

Step 1: For Recipient Group 1, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school’s imputation class. This proportion of zero values was then randomly assigned to recipients in row 1 of the item 9 component.

Step 2: After zeroes were imputed for schools in Recipient Group 1, nonzeros were imputed using a five-donor aggregate proportion imputation technique. If, for example, subitem 9a_{ii} contained a zero value, a nonzero value would be imputed for subitem 9a_i using Equation 1 below. Five donors from the recipient’s imputation class with (1) nonzero values at subitem 9a_i (V_i) and (2) values of zero at subitem 9a_{ii} were chosen randomly. For these five schools, the ratio of the sum of subitem 9a_i values to the sum of enrollment in item 25 ($Q25_i$) was calculated. This ratio was then multiplied by the recipient school’s enrollment in item 25 ($Q25_R$).

Equation 1:

$$\left(\frac{\sum_{i=1}^5 V_i}{\sum_{i=1}^5 Q25_i} \right) * Q25_R$$

where V_i is the row 1 value of donor school i , and $Q25_i$ is the item 25 enrollment value of donor school i .

Step 3: For Recipient Group 2, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in row 2 of the item 9 component.

Step 4: After zeroes were imputed for Recipient Group 2, nonzero values were imputed using a technique identical to that described in *Step 2*.

Step 5: For Recipient Group 3, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in row 1 of the item 9 component.

Step 6: After zeroes were imputed for the schools in Recipient Group 3, nonzeros were imputed using a five-donor aggregate proportion technique similar to that in *Step 2*. If, for example, a nonzero value for subitem 9a_i were to be imputed for a school in Recipient Group 3, the ratio of the sum of the five donor subitem 9a_i values (V_i) to the sum of the five donor subitem 9a_ii values (Y_i) would be found. As illustrated in equation 2, this ratio would be multiplied by the recipient's subitem 9a_ii (Y_{NR}) value in order to calculate the imputed subitem 9a_i value.

Equation 2:

$$\left(\frac{\sum_{i=1}^5 V_i}{\sum_{i=1}^5 Y_i} \right) * Y_{NR}$$

where V_i is the row 1 value of donor school i , Y_i is the row 2 value of donor school i , and Y_{NR} is the nonrespondent value for row 2.

Step 7: For Recipient Group 4, where row 2 of an item 9 component was missing and row 1 of an item 9 component was a nonzero, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in row 2 of the item 9 component.

Step 8: After zeroes were imputed for Recipient Group 4, nonzero values were imputed using a technique identical to that described in *Step 6*.

Step 9: For Recipient Group 5, zeroes were imputed by calculating the P_{10} , P_{01} , P_{11} , and P_{00} values for each of the donor classes. Of all respondents in a specific imputation class who left a component completely blank, P_{10} schools would be randomly assigned a zero value at subitem 9a_ii and a nonzero value at subitem 9a_i. Similarly, P_{01} schools would be randomly assigned a zero value at subitem 9a_i and a nonzero value at subitem 9a_ii. P_{11} schools would be randomly assigned nonzero values for both subitem 9a_i and subitem 9a_ii, and P_{00} schools would be randomly assigned zero values for both subitem 9a_i and subitem 9a_ii. Equation 1 was used to impute nonzero values.

Item 10: A best-match imputation similar to that described for item 1 was performed on the components of item 10 if the respondent had indicated that the school regularly used security guards, or security personnel, or sworn law enforcement officers in item 7 (C0220=“yes”) *or* if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 10, item 7 was omitted.

Item 11: A best-match imputation similar to that described for item 1 was performed on the components of item 11 if the respondent had indicated that the school regularly used security guards, or security personnel, or sworn law enforcement officers in item 7 (C0220=“yes”) *or* if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 11, item 7 was omitted.

Item 12: The components of item 12 were imputed using a best-match technique identical to the technique described for item 1.

Item 13: The components of item 13 were imputed using a best-match technique identical to the technique described for item 1.

Item 14: Item 14 was imputed using a best-match technique identical to the technique described for item 1.

Item 15: Item 15 was imputed using a best-match technique identical to the technique described for item 1.

Item 16: Imputation on the item 16 components was performed using an aggregate proportion imputation technique similar to that used for item 9. Item 16 contains two columns: the total number of recorded incidents for the specified offense and the number of specified offenses reported to police. For each offense, the number of recorded incidents must be greater than or equal to the number of incidents reported to police. For each row in item 16, four recipient groups were formed: (1) recipients with missing data in both columns 1 and 2, (2) recipients with missing data in column 1 and nonimputed zeroes in column 2, (3) recipients with missing data in column 1 and nonimputed nonzeros in column 2, and (4) recipients with missing data in column 2 and nonzero values in column 1.

For item 16 components related to item 23, special donor and recipient categories were formed based on Q23 responses. For example, prior to imputing values for Q16g (number of incidents of possession of a firearm or explosive device and number reported to police), donor categories were created based on whether Q23a_1 (number of students involved in the use or possession of a firearm or explosive device) contained a zero or nonzero value in addition to the criteria noted above. Similar methods were used before the imputation of items Q16d, Q16i, and Q16k.

To impute zeroes, three percentages for each of the four recipient groups were first calculated. These percentages were obtained from the donor schools in each of the imputation classes and are illustrated below:

- P_{00} – percentage of schools with values of zero in columns 1 and 2 of an item 16 row;
- P_{10} – percentage of schools with a nonzero in column 1 and a zero in column 2 of an item 16 row; and

- P_{11} – percentage of schools with nonzero values in columns 1 and 2 of an item 16 row.

After these percentages were calculated, the steps outlined below were followed:

Step 1: Sixteen imputation (donor) classes were formed based on the enrollment size and school level categories. Because of the relationships between specific item 23 components and specific item 16 components, however, the donor classes for several of the item 16 components needed to be refined. For example, if the recipient had indicated that students were involved in physical attacks or fights (subitem 23e1), and both subitem 16d1_1 (number of physical attacks or fights with a weapon) and subitem 16d2_1 (number of physical attacks or fights without a weapon) were blank, the donors for the imputation of item 16 must have also indicated that students were involved in physical attacks or fights in item 23.

Step 2: For the first recipient group, zeroes in columns 1 and 2 were randomly imputed to reflect the proportions P_{10} and P_{00} , respectively.

Step 3: After zeroes were imputed for Recipient Group 1, nonzero values were imputed. Equation 1 above illustrates the mechanics behind imputing nonzero values for schools in this recipient class. If a value for subitem 16g1 was being imputed, for example, five donors with nonzero values at subitem 16g1 would be randomly selected from the recipient school's imputation class. A proportion of the sum of the five donors' subitem 16g1 values (V_n) to the sum of the five donor enrollments ($Q25_{Dn}$) would subsequently be created. A value at subitem 16g1 was then imputed by multiplying this ratio by the recipient school's enrollment ($Q25_R$).

Step 4: For Recipient Group 2, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 1 of the item 16 row.

Step 5: After zeroes were imputed for schools in Recipient Group 2, nonzero values were imputed. Nonzero values were imputed by the same method illustrated in *Step 3*.

Step 6: For the schools in Recipient Group 3, nonzeros were imputed using a five-donor aggregate proportion technique similar to that used in *Step 3*. Equation 2 above illustrates the technique used for imputing a nonzero value in column 1 of this item 16 row. If, for example, a nonzero value for subitem 16g1 was imputed for a school in Recipient Group 3, the ratio of the

sum of the five donor subitem 16g1 values ($\sum_{i=1}^5 V_i$) to the sum of the five donor subitem 16g2

values ($\sum_{i=1}^5 Y_i$) would be found. As illustrated in equation 2, this ratio would be multiplied by the recipient's subitem 16g2 value in order to calculate the imputed subitem 16g1 value.

Step 7: For Recipient Group 4, where column 2 of an item 16 row was missing and column 1 of that item 16 row was a nonzero, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 2 of the item 16 row.

Step 8: The same procedures outlined in *Step 6* were used to impute nonzero values for Recipient Group 4.

Item 17: The imputation technique used for subitems 17a and 17b was identical to the technique used for item 9. Donor classes were formed on the basis of school level and enrollment size categories and were further partitioned depending on whether (1) the recipient had a nonzero value for subitem 17a and a missing value for subitem 17b, (2) the recipient had a nonzero value for 17b and a missing value for subitem 17a, (3) the recipient had a zero value for subitem 17a and a missing value for subitem 17b, (4) the recipient had a zero value for subitem 17b and a missing value for subitem 17a, or (5) the recipient was missing both subitems 17a and 17b. Zeroes were first imputed in a manner similar to that described for item 9. After the imputation of zeroes, an aggregate proportion imputation technique was used to impute counts. Five donors were selected at random from the donor pool, and the ratio of the sum of donor subitem 17a or aggregate subitem 17b values to the sum of donor enrollments was used if both items were missing or if one of the items had a value of zero (equation 1). If either subitem 17a or 17b was a nonzero value, the five-donor ratio of aggregate subitem 17a to aggregate subitem 17b was used to impute a value for the missing item (equation 2).

In order to impute values for subitem 17c, a best-match technique identical to the technique described for item 1 was used. Although subitem 17c was converted into a categorical variable to serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for subitem 17c was the donor’s noncategorized subitem 17c value.

Item 18: In order to impute values for item 18, a best-match imputation technique similar to the one described for item 1 was used. Although item 18 was converted into a categorical variable to serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for item 18 was the donor’s noncategorized item 18 value.

Item 19: In order to impute values for item 19, a best-match imputation technique similar to the one described for item 1 was used. Although item 19 was converted into a categorical variable to serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for item 19 was the donor’s noncategorized item 19 value.

Item 20: The components of item 20 were imputed using a best-match technique identical to the technique described for item 1.

Item 21: The components of item 21 were imputed using a best-match technique identical to the technique described for item 1.

Item 22: In general, a best-match approach similar to that described for item 1 was used for the item 22 imputation. In each row of item 22, a value for the first column was imputed before a value was imputed for the second column. If, for example, subitem 22b was completely blank, and a value of “1” was imputed for column 1, indicating that “removals with school-provided tutoring/at home instruction for at least the remainder of the school year were allowed,” a value of “1” or “2” would be imputed for column 2 of row 22b.

Certain item 22 data are directly related to data in items 23 and 24; therefore, item 22 rows a, c, and e were imputed using data from item 23. Column 2 of item 23 indicates the number of

removals with no continuing services for at least the remainder of the school year for specific offenses. If a respondent indicated a nonzero value for the total removals with no continuing services in subitem 24a, columns 1 and 2 of item 22 row a were both edited to “yes,” indicating that the school both allows for and utilized removal with no continuing school services for at least the remainder of the school year. If the value at item 24a was greater than zero, and the respondent indicated that the school did not allow for the use of removals with no continuing services for at least the remainder of the school year in item 22a1 (C0390=2) or that this action was not used during this school year in item 22a2 (C0392=2), these “no” values were deleted and “yes” values were imputed. If no removals were reported in item 23 column 2, a best-match approach similar to the technique described above for item 22 was used; however, in each item 22 row, the value of column 2 was imputed prior to the value of column 1. Similar imputation procedures were performed to ensure that item 23 column 3 and subitem 24b were consistent with item 22 row c and that item 23 column 4 was consistent with item 22 row e.

Item 23: Imputation for item 23 was performed using an aggregate proportion technique. Donor classes were composed of schools with nonimputed item 23 values in the row of interest that shared the same school level and enrollment size categories as the recipient. Values were imputed on a row-by-row basis so that the total number of students involved in the specific offense (column 1) was greater than or equal to the number of disciplinary actions that were handed out for the specific offense (sum of columns 2–5). Although a student could theoretically be disciplined for the same offense several times, it was unlikely that there would be multiple disciplinary actions assigned for a single offense.

Within each row, three scenarios were determined, each warranting its own imputation approach:

Scenario 1: The first scenario occurred when the total number of students involved in a specific offense (column 1) was greater than zero and the items indicating the number of disciplinary actions taken for the specific offense (columns 2–5) were either blank or a mixture of blanks and nonzero values. An example of this scenario would be a respondent indicating that out of 30 students involved in the use/possession of a firearm/explosive device in subitem 23a1 (C0458), four students were removed from the school in item sub23a2 (C0460), but failing to provide responses to subitems 23a3 (C0462), 23a4 (C0464), and 23a5 (C0466).

To impute values for subitems 23a3, 23a4, and 23a5, the ratio of the sum of all disciplinary actions taken for the specific offense (e.g., use/possession of a firearm/explosive device) to the sum of students involved in a specific offense within the school’s donor class was calculated. This ratio (R_a) is illustrated by equation 3 below using the subitem 23a example. This ratio was then multiplied by the recipient’s item 23 column 1 value (30, in the example) to predict a total number of disciplinary actions for the specific offense. Continuing the example with subitem 23a, if within the recipient’s donor class, the sum of the various disciplinary actions in subitems 23a2–23a5 (C0460–C0466) equals 200 and the sum of the total students involved in the offenses in item 23a1 (C0458) equals 600, the ratio (R_a) would be 1/3. The ratio, R_a , was then multiplied by the recipient’s item 23 column 1 value for the particular offense (30) to predict the total disciplinary actions for the particular offense ($1/3 \times 30 = 10$, in our example = the predicted sum of disciplinary actions for use/possession of a firearm/explosive device).

Equation 3:

$$\left(\frac{\sum_{m=2}^5 \sum_{i=1}^n Q23a_{mi}}{\sum_{i=1}^n Q23a_{1i}} \right) = R_a$$

where $Q23a_{mi}$ is the subitem 23a value of donor school i in column m , $Q23a_{1i}$ is the subitem 23a1 value of donor school i , and n is the number of schools in the recipient's donor class.

The recipient's nonimputed disciplinary actions for the specific offense were then subtracted from the total disciplinary actions to determine the total number of disciplinary actions that must be distributed among the columns with missing values in each row (e.g., 10 total disciplinary actions – 4 known disciplinary actions = 6 disciplinary actions to be distributed among subitems 23a3, 23a4, and 23a5). The distribution of the remaining disciplinary actions was determined by calculating within the recipient's donor class the ratios (R_m) of the sum of the disciplinary actions to the sum of total offenses for each disciplinary action missing a value (e.g., subitems 23a3, 23a4, and 23a5). If it was determined in the example that the disciplinary actions were distributed equally among donors across subitems 23a3, 23a4, and 23a5, a value of 2 would be imputed for each of the three missing column values.

Scenario 2: The second scenario occurred when the number of students involved in a particular offense (column 1) was unknown and the respondent indicated that at least one disciplinary action was taken for the offense (i.e., there was at least one nonzero value within columns 2–5). For each disciplinary action within the row, a ratio (R_m) of the sum of that disciplinary action for the specific offense among donors to the sum of all disciplinary actions for the specific offense among donors was calculated. For example, assume that the donor class disciplinary actions for the use/possession of a firearm/explosive device are divided equally among removals in subitem 23a2 (C0460), transfers to specialized schools in subitem 23a3 (C0462), out-of-school suspensions lasting 5 or more days in subitem 23a4 (C0464), and other disciplinary actions in subitem 23a5 (C0466) and that the respondent indicated that there were two removals for the use/possession of a firearm/explosive device. The R_m values for subitems 23a2, 23a3, 23a4, and 23a5 would be determined to all be 0.25. Because the disciplinary actions for the use/possession of a firearm/explosive device are distributed equally among donor class schools, the values that would be imputed for subitems 23a3, 23a4, and 23a5 are identical to the nonimputed subitem 23a2 value. In this example, values of 2 would be imputed for subitems 23a3, 23a4, and 23a5. If, among donor class schools, the subitem 23a2 R_m value was determined to be 0.40, while the R_m values for subitems 23a3, 23a4, and 23a5 are 0.20, values of 1 would be imputed for subitems 23a3, 23a4, and 23a5. To impute a value for subitem 23a1, the donor ratio of the total number of students involved in the use/possession of a firearm/explosive device to the total number of all disciplinary actions taken for the use/possession of a firearm/explosive device (I/R_a) would first be calculated (see equation 3 above). This ratio was then multiplied by the recipient sum of disciplinary actions for the use/possession of a firearm/explosive device, *after any necessary imputations in columns 2–5 were performed*, to obtain the imputed subitem 23a1 value (equation 4).

Equation 4:

$$\left(\frac{\sum_{i=1}^n Q23a1_i}{\sum_{m=2}^5 \sum_{i=1}^n Q23a_{mi}} \right) * \sum_{m=2}^5 Q23a_{m(R)} = Q23a1$$

where $Q23a_{mi}$ is the subitem 23a value of donor school i in column m , $Q23a1_i$ is the subitem 23a1 value of donor school i , $Q23a_{m(R)}$ is the subitem 23a recipient value for column m , and n is the number of schools in the recipient's donor class.

Scenario 3: The final scenario is one in which an entire row in item 23 was blank or a mixture of blanks and zeros. First, a value for column 1 of the item 23 row was imputed by calculating the mean number of students involved in the specific offense among all schools in the recipient's donor class. The donor ratio of the sum of all disciplinary actions taken for the specific offense (use/possession of a firearm/explosive device, in this example) within the recipient's donor class to the sum of students involved in a specific offense (R_a) was then calculated (see equation 3). Among donors, the percentage distribution of disciplinary actions was calculated. For example, if eight disciplinary actions were determined to be distributed among subitems 23a2, 23a3, 23a4, and 23a5, and the disciplinary actions for the use/possession of a firearm/explosive device were distributed equally among the donor schools, values of 2 for each of these items would be imputed. If the respondent had placed values of zero in subitem 23a2 and subitem 23a3, the imputed values would be 4 for subitem 23a4 and subitem 23a5. Subitem 23a1 would be calculated using equation 4.

Item 24: Subitems 24a and 24b were imputed using an aggregate proportion imputation technique. Donors were matched with the recipients on school level and enrollment size, and the item 23 column 2 values for all subitem 24a donors were nonimputed. The item 23 column 3 values for all subitem 24b donors were also nonimputed.

Subitem 24a was imputed by first calculating the ratio (sum of donor subitem 24a values) / (sum of donor subitem 23 column 2 values) within the recipient's donor class. This ratio was multiplied by the recipient's item 23 column 2 sum (after any necessary item 23 imputations), and the resulting number was the imputed subitem 24a value.

An identical imputation procedure was used for subitem 24b, with item 23 column 3 being used in place of item 23 column 2.

Item 25: For some schools, the percentage of total student membership was available in the 2007–08 CCD frame. Rather than having values imputed using a best-match approach, values for these schools were taken directly from the 2007–08 CCD frame.

Item 26: In order to impute values for item 26 components, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for each item 26 component was the donor's noncategorized item 26 value.

Item 27: In order to impute values for item 27 components, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for each item 27 component was the donor’s noncategorized item 27 value.

Item 28: The imputation procedure used for item 28 was identical to the procedure used for item 27.

Item 29: Item 29 was imputed using a best-match technique identical to the technique described for item 1.

Item 30: Item 30 was imputed using a best-match technique identical to the technique described for item 1.

Item 31: Item 31 was imputed from data in the 2007–08 CCD frame indicating whether a school was a magnet or a charter school. If the school was identified as neither a magnet nor a charter school in the 2007–2008 CCD frame, the school was imputed as “a regular public school.”

Item 32: In order to impute a value for item 32, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for item 32 was the donor’s noncategorized item 32 value.

Item 33: The imputation for subitems 33a and 33b used the aggregate proportion imputation technique. However, the imputation for item 33 is unique because one component (subitem 33a) is independent of other data in the survey, and the other component (subitem 33b) must be greater than or equal to the subitem 24b value.

Subitem 33a was imputed first, and donor classes for subitem 33a were formed on the basis of school level and enrollment size categories. Values of zero were imputed for subitem 33a by calculating the percentage of schools with values of zero in the donor class and randomly choosing recipients to receive imputed zeroes, such that the percentage of recipients with imputed zeroes in subitem 33a mimics the percentage of donors with values of zero in subitem 33a.

Counts were subsequently imputed for subitem 33a using two methods. If subitem 33b was either missing or zero, five donors were chosen and the ratio of aggregate subitem 33a to aggregate enrollment (item 25) was calculated. A subitem 33a value was imputed by multiplying this ratio by the recipient’s enrollment. If the recipient’s subitem 33b value was greater than zero, five donors were chosen and a ratio of the aggregate subitem 33a to the aggregate subitem 33b was calculated. A subitem 33a value was imputed by multiplying this ratio by the recipient’s subitem 33b value.

Because the subitem 33b values were directly related to the subitem 24b values, the item 33b values were imputed using aggregate proportions of donor class subitem 33b to donor class subitem 24b. Donor classes were formed by searching for schools with identical school level and enrollment size categories as the recipient. Donor classes were further refined by separation on

the basis of subitem 24b values. Not surprisingly, schools reporting fewer transfers for all disciplinary reasons (subitem 24b) tended to be associated with larger ratios of subitem 33b to subitem 24b; therefore, donor separation based on subitem 24b values helped to ensure that unrealistically large subitem 33b values were not imputed. Subitem 33b values were imputed by finding the ratio of the aggregate subitem 33b values to the aggregate subitem 24b values for the entire donor class and multiplying this ratio by the recipient's subitem 24b value (after any necessary subitem 24b imputation).

Specifications for Best-Match Imputation Procedures

As described in section 4.3.1, the best-match imputation procedure determined values for missing items based on donor school responses. A perfect match was found when a donor was located with identical attribute variables (enrollment size, school level, locale type) and identical values, if available from the recipient, for the three survey variables most highly correlated with the missing item. For this procedure, certain continuous variables were collapsed into categorical variables so that correlations could be made between donors and recipients using the best-match imputation procedures. The categories are as follows:

Item 18 was collapsed into

- 0=0 schoolwide disruptions.
- 1=1 or more schoolwide disruptions.

Subitem 26a was collapsed into

- 1=20 percent or less of students are eligible for free or reduced-price lunch.
- 2=21 to 50 percent of students are eligible for free or reduced-price lunch.
- 3=50 percent or more of students are eligible for free or reduced-price lunch.

Subitem 26b was collapsed into

- 0=0 percent of students are limited English proficient.
- 1=1 percent of students are limited English proficient.
- 2=2–8 percent of students are limited English proficient.
- 3=9 percent or more of students are limited English proficient.

Subitem 26c was collapsed into

- 1=Less than 10 percent of students are special education students.
- 2=10–14 percent of students are special education students.
- 3=15–19 percent of students are special education students.
- 4=20 percent or more of students are special education students.

Subitem 26d was collapsed into

- 1=Less than 48 percent of students are male.
- 2=48–52 percent of students are male.
- 3=More than 52 percent of students are male.

Subitem 27a was collapsed into

- 1=5 percent or less of students score below the 15th percentile on standardized tests.
- 2=6 through 15 percent of students score below the 15th percentile on standardized tests.
- 3=16 percent or more of students score below the 15th percentile on standardized tests.

Subitem 27b was collapsed into

- 1=Less than 36 percent of students are likely to go to college after high school.
- 2=36–60 percent of students are likely to go to college after high school.
- 3=More than 60 percent of students are likely to go to college after high school.

Subitem 27c was collapsed into

1=50 percent or less of students consider academic achievement very important.

2=51–75 percent of students consider academic achievement very important.

3=More than 75 percent of students consider academic achievement very important.

Item 28 was collapsed into

1=1 to 3 classroom changes.

2=4 to 6 classroom changes.

3=7 or more classroom changes.

Item 32 was collapsed into

1=90 percent or less of students are present on a daily basis.

2=91–95 percent of students are present on a daily basis.

3=More than 95 percent of students are present on a daily basis.

Donor schools had to have nonmissing, nonimputed data for all frame and available “wildcard” variables plus a nonmissing value for the item being imputed for the recipient school. If this match did not exist, the criteria were relaxed. Best matches are assigned as follows:

Mv1=the attribute (i.e., Q25SIZE, FR_LEVEL, FR_LOC12) variable with the largest correlation coefficient (of the three).

Mv2=the attribute variable that had the second largest correlation coefficient (of the three).

Mv3=the attribute variable that had the smallest correlation coefficient (of the three).

Mv4=the wildcard variable that had the largest correlation coefficient (of all the survey variables).

Mv5=the wildcard variable that had the second largest correlation coefficient (of all the survey variables).

Mv6=the wildcard variable that had the third largest correlation coefficient (of all the survey variables).

If there was a tie, a variable was selected at random among all the tied variables.

If a recipient is missing mv6, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv5, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv4, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv6 and mv5, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv5 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6, mv5, and mv4, they are ignored for the best-match imputation (only three variables are used to define the best match).

The six variables used for the best-match imputation procedures are outlined below in tables N-1 and N-2. Since these variables were embedded in skip patterns, one additional requirement was necessary for donor schools to be considered a match for the items listed in table N-2. These variables were embedded in skip patterns. Donor schools had to have a value for the first skip item that would *not* exclude them from answering the items within the skip pattern. For example, a donor school for item 9, “How many of the following were present in your school at least once a week?” would have had to respond “yes” to item 7, “Did you have any security guards, security personnel, or sworn law enforcement officers present at your school at least once a week?” in order to be a donor for schools missing values in item 9.

Table N-1. Order of donor variables used for best-match imputation, by imputed variable, SSOCS:2010

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0110	Q25SIZE	FR_LEVEL	FR_LOC12	c0112	c0564	c0270
C0112	FR_LEVEL	Q25SIZE	FR_LOC12	c0114	c0110	c0144
C0114	FR_LOC12	Q25SIZE	FR_LEVEL	c0134	c0526cat4	c0138
C0116	FR_LOC12	FR_LEVEL	Q25SIZE	c0120	c0232	c0562
C0120	FR_LOC12	FR_LEVEL	Q25SIZE	c0126	c0116	c0134
C0122	FR_LEVEL	Q25SIZE	FR_LOC12	c0136	c0389	c0446
C0124	FR_LEVEL	FR_LOC12	Q25SIZE	c0138	c0126	c0250
C0126	FR_LEVEL	Q25SIZE	FR_LOC12	c0120	c0124	c0404
C0128	FR_LEVEL	FR_LOC12	Q25SIZE	c0130	c0438	c0124
C0130	FR_LEVEL	FR_LOC12	Q25SIZE	c0128	c0438	c0132
C0132	FR_LEVEL	Q25SIZE	FR_LOC12	c0130	c0128	c0389
C0134	FR_LOC12	FR_LEVEL	Q25SIZE	c0562	c0524cat3	c0136
C0136	FR_LEVEL	Q25SIZE	FR_LOC12	c0134	c0400	c0404
C0138	FR_LEVEL	Q25SIZE	FR_LOC12	c0538cat3	c0124	c0389
C0140	FR_LEVEL	FR_LOC12	Q25SIZE	c0198	c0134	c0440
C0141	Q25SIZE	FR_LEVEL	FR_LOC12	c0524cat3	c0143	c0144
C0142	Q25SIZE	FR_LEVEL	FR_LOC12	c0144	c0522	c0220
C0143	Q25SIZE	FR_LEVEL	FR_LOC12	c0522	c0274	c0220
C0144	Q25SIZE	FR_LEVEL	FR_LOC12	c0142	c0440	c0250
C0146	FR_LEVEL	Q25SIZE	FR_LOC12	c0138	c0220	c0124
C0148	Q25SIZE	FR_LOC12	FR_LEVEL	c0438	c0440	c0524cat3
C0150	Q25SIZE	FR_LEVEL	FR_LOC12	c0144	c0276	c0141
C0151	FR_LEVEL	Q25SIZE	FR_LOC12	c0153	c0432	c0143
C0153	FR_LEVEL	Q25SIZE	FR_LOC12	c0478	c0354	c0484
C0154	FR_LEVEL	Q25SIZE	FR_LOC12	c0162	c0166	c0170
C0158	FR_LOC12	Q25SIZE	FR_LEVEL	c0170	c0166	c0162
c0162	Q25SIZE	FR_LEVEL	FR_LOC12	c0154	c0170	c0166
c0166	Q25SIZE	FR_LEVEL	FR_LOC12	c0154	c0162	c0169
c0170	Q25SIZE	FR_LEVEL	FR_LOC12	c0162	c0154	c0169
c0169	FR_LEVEL	Q25SIZE	FR_LOC12	c0162	c0166	c0170
c0171	FR_LOC12	Q25SIZE	FR_LEVEL	c0173	c0170	c0162
c0173	FR_LEVEL	Q25SIZE	FR_LOC12	c0171	c0169	c0170
C0174	FR_LEVEL	FR_LOC12	Q25SIZE	c0176	c0186	c0178
C0176	FR_LEVEL	FR_LOC12	Q25SIZE	c0174	c0178	c0181
C0178	Q25SIZE	FR_LOC12	FR_LEVEL	c0176	c0181	c0182
C0180	Q25SIZE	FR_LOC12	FR_LEVEL	c0184	c0186	c0181
C0181	FR_LOC12	Q25SIZE	FR_LEVEL	c0178	c0182	c0176
C0182	FR_LOC12	FR_LEVEL	Q25SIZE	c0186	c0181	c0178
C0184	Q25SIZE	FR_LOC12	FR_LEVEL	c0180	c0186	c0174
C0186	FR_LOC12	Q25SIZE	FR_LEVEL	c0182	c0174	c0176
C0190	FR_LOC12	Q25SIZE	FR_LEVEL	c0204	c0192	c0194
C0192	FR_LOC12	FR_LEVEL	Q25SIZE	c0204	c0277	c0186

See notes at end of table.

**Table N-1. Order of donor variables used for best-match imputation, by imputed variable, SSOCS:2010—
Continued**

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0194	FR_LOC12	FR_LEVEL	Q25SIZE	c0192	c0190	c0268
C0196	FR_LEVEL	Q25SIZE	FR_LOC12	c0198	c0200	c0202
C0198	FR_LEVEL	Q25SIZE	FR_LOC12	c0196	c0200	c0202
C0200	FR_LEVEL	Q25SIZE	FR_LOC12	c0196	c0198	c0202
C0202	FR_LEVEL	Q25SIZE	FR_LOC12	c0200	c0196	c0198
C0204	Q25SIZE	FR_LOC12	FR_LEVEL	c0214	c0216	c0190
C0206	FR_LEVEL	Q25SIZE	FR_LOC12	c0212	c0208	c0214
C0208	FR_LEVEL	Q25SIZE	FR_LOC12	c0206	c0212	c0210
C0210	FR_LEVEL	Q25SIZE	FR_LOC12	c0208	c0206	c0212
C0212	FR_LEVEL	Q25SIZE	FR_LOC12	c0206	c0208	c0210
C0214	FR_LEVEL	Q25SIZE	FR_LOC12	c0216	c0206	c0212
C0216	FR_LOC12	Q25SIZE	FR_LEVEL	c0214	c0218	c0206
C0218	FR_LEVEL	Q25SIZE	FR_LOC12	c0216	c0214	c0208
C0220	Q25SIZE	FR_LEVEL	FR_LOC12	c0522	c0404	c0412
C0266	FR_LOC12	FR_LEVEL	Q25SIZE	c0276	c0268	c0277
C0268	Q25SIZE	FR_LOC12	FR_LEVEL	c0269	c0272	c0277
C0269	FR_LEVEL	Q25SIZE	FR_LOC12	c0274	c0268	c0272
C0270	Q25SIZE	FR_LOC12	FR_LEVEL	c0277	c0268	c0266
C0272	FR_LOC12	Q25SIZE	FR_LEVEL	c0274	c0269	c0277
C0274	FR_LEVEL	Q25SIZE	FR_LOC12	c0269	c0272	c0277
C0276	FR_LEVEL	FR_LOC12	Q25SIZE	c0277	c0266	c0268
C0277	Q25SIZE	FR_LOC12	FR_LEVEL	c0276	c0272	c0274
C0280	FR_LEVEL	FR_LOC12	Q25SIZE	c0296	c0286	c0282
C0282	FR_LOC12	FR_LEVEL	Q25SIZE	c0294	c0280	c0300
C0284	FR_LEVEL	FR_LOC12	Q25SIZE	c0288	c0292	c0286
C0286	FR_LEVEL	Q25SIZE	FR_LOC12	c0288	c0296	c0290
C0288	FR_LOC12	FR_LEVEL	Q25SIZE	c0286	c0284	c0296
C0290	FR_LEVEL	FR_LOC12	Q25SIZE	c0286	c0292	c0298
C0292	FR_LEVEL	Q25SIZE	FR_LOC12	c0290	c0298	c0284
C0294	FR_LEVEL	FR_LOC12	Q25SIZE	c0282	c0296	c0280
C0296	FR_LEVEL	FR_LOC12	Q25SIZE	c0286	c0280	c0288
C0298	FR_LEVEL	FR_LOC12	Q25SIZE	c0292	c0302	c0304
C0300	Q25SIZE	FR_LEVEL	FR_LOC12	c0304	c0302	c0282
C0302	FR_LOC12	FR_LEVEL	Q25SIZE	c0304	c0300	c0298
C0304	FR_LOC12	FR_LEVEL	Q25SIZE	c0302	c0300	c0298
C0306	FR_LEVEL	Q25SIZE	FR_LOC12	c0308	c0240	c0374
C0308	FR_LEVEL	FR_LOC12	Q25SIZE	c0346	c0318	c0388
c0369	Q25SIZE	FR_LEVEL	FR_LOC12	c0368	c0366	c0348
C0370	Q25SIZE	FR_LOC12	FR_LEVEL	c0364	c0522	c0362
C0372	Q25SIZE	FR_LEVEL	FR_LOC12	c0357	c0354	c0478
C0374	Q25SIZE	FR_LEVEL	FR_LOC12	c0378	c0379	c0376
C0376	Q25SIZE	FR_LOC12	FR_LEVEL	c0378	c0389	c0379
C0378	FR_LEVEL	Q25SIZE	FR_LOC12	c0379	c0376	c0374
C0379	FR_LEVEL	Q25SIZE	FR_LOC12	c0378	c0389	c0374

See notes at end of table.

**Table N-1. Order of donor variables used for best-match imputation, by imputed variable, SSOCS:2010—
Continued**

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0380	FR_LEVEL	Q25SIZE	FR_LOC12	c0384	c0382	c0386
C0382	FR_LOC12	Q25SIZE	FR_LEVEL	c0380	c0384	c0386
C0384	Q25SIZE	FR_LEVEL	FR_LOC12	c0380	c0382	c0376
C0386	Q25SIZE	FR_LEVEL	FR_LOC12	c0380	c0368	c0354
C0388	Q25SIZE	FR_LEVEL	FR_LOC12	c0386	c0374	c0356
c0389	FR_LEVEL	Q25SIZE	FR_LOC12	c0391	c0393	c0376
C0390	FR_LEVEL	FR_LOC12	Q25SIZE	c0394	c0406	c0518
c0391	FR_LEVEL	Q25SIZE	FR_LOC12	c0389	c0393	c0379
c0393	FR_LEVEL	Q25SIZE	FR_LOC12	c0391	c0389	c0379
C0394	FR_LEVEL	FR_LOC12	Q25SIZE	c0390	c0410	c0404
C0398	Q25SIZE	FR_LEVEL	FR_LOC12	c0402	c0522	c0520
C0402	FR_LOC12	Q25SIZE	FR_LEVEL	c0398	c0430	c0442
C0406	FR_LOC12	FR_LEVEL	Q25SIZE	c0414	c0390	c0412
C0410	FR_LEVEL	Q25SIZE	FR_LOC12	c0394	c0442	c0416
C0414	Q25SIZE	FR_LEVEL	FR_LOC12	c0406	c0432	c0412
C0418	FR_LOC12	FR_LEVEL	Q25SIZE	c0410	c0414	c0434
C0422	Q25SIZE	FR_LEVEL	FR_LOC12	c0178	c0434	c0146
C0426	Q25SIZE	FR_LEVEL	FR_LOC12	c0430	c0398	c0454
C0430	FR_LEVEL	Q25SIZE	FR_LOC12	c0426	c0398	c0454
C0434	FR_LOC12	Q25SIZE	FR_LEVEL	c0232	c0394	c0398
C0438	FR_LOC12	Q25SIZE	FR_LEVEL	c0148	c0130	c0128
C0442	FR_LEVEL	Q25SIZE	FR_LOC12	c0454	c0398	c0390
C0446	FR_LEVEL	Q25SIZE	FR_LOC12	c0138	c0538cat3	c0389
C0450	FR_LEVEL	Q25SIZE	FR_LOC12	c0446	c0442	c0434
C0454	FR_LEVEL	Q25SIZE	FR_LOC12	c0442	c0430	c0426
C0524	Q25SIZE	FR_LOC12	FR_LEVEL	c0562	c0534cat3	c0134
C0526	FR_LOC12	FR_LEVEL	Q25SIZE	c0524cat3	c0562	c0560
C0528	Q25SIZE	FR_LEVEL	FR_LOC12	c0568cat3	c0532cat3	c0380
C0530	Q25SIZE	FR_LOC12	FR_LEVEL	c0440	c0526cat4	c0464
C0532	FR_LOC12	FR_LEVEL	Q25SIZE	c0524cat3	c0562	c0560
C0534	Q25SIZE	FR_LEVEL	FR_LOC12	c0536cat3	c0524cat3	c0532cat3
C0536	Q25SIZE	FR_LEVEL	FR_LOC12	c0534cat3	c0524cat3	c0532cat3
C0538	FR_LEVEL	Q25SIZE	FR_LOC12	c0138	c0389	c0391
C0560	FR_LOC12	FR_LEVEL	Q25SIZE	c0562	c0524cat3	c0534cat3
C0562	FR_LOC12	FR_LEVEL	Q25SIZE	c0560	c0524cat3	c0134
C0568	FR_LEVEL	FR_LOC12	Q25SIZE	c0232	c0116	c0532cat3

NOTE: Q25SIZE was created in the same way that FR_SIZE was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Table N-2. Order of donor variables used for best-match imputation, by imputed variable embedded in a skip pattern, SSOCS:2010

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0156	Q25SIZE	FR_LOC12	FR_LEVEL	c0164	c0168	c0172
C0160	FR_LEVEL	Q25SIZE	FR_LOC12	c0164	c0172	c0168
C0164	FR_LOC12	Q25SIZE	FR_LEVEL	c0156	c0168	c0172
C0168	Q25SIZE	FR_LOC12	FR_LEVEL	c0164	c0172	c0156
C0172	FR_LOC12	Q25SIZE	FR_LEVEL	c0164	c0168	c0156
C0222	Q25SIZE	FR_LEVEL	FR_LOC12	c0224	c0252	c0258
C0224	Q25SIZE	FR_LEVEL	FR_LOC12	c0222	c0252	c0258
C0226	FR_LEVEL	Q25SIZE	FR_LOC12	c0252	c0224	c0258
C0228	FR_LEVEL	Q25SIZE	FR_LOC12	c0226	c0258	c0224
C0246	FR_LEVEL	Q25SIZE	FR_LOC12	c0248	c0250	c0124
C0248	FR_LEVEL	Q25SIZE	FR_LOC12	c0250	c0246	c0256
C0250	FR_LEVEL	Q25SIZE	FR_LOC12	c0248	c0246	c0256
C0252	Q25SIZE	FR_LEVEL	FR_LOC12	c0224	c0258	c0256
C0254	Q25SIZE	FR_LEVEL	FR_LOC12	c0258	c0252	c0222
C0256	FR_LEVEL	Q25SIZE	FR_LOC12	c0258	c0252	c0250
C0258	FR_LEVEL	Q25SIZE	FR_LOC12	c0256	c0252	c0222
C0260	FR_LEVEL	Q25SIZE	FR_LOC12	c0264	c0262	c0256
C0262	FR_LEVEL	Q25SIZE	FR_LOC12	c0260	c0258	c0264
C0264	FR_LOC12	Q25SIZE	FR_LEVEL	c0260	c0250	c0262
C0392	FR_LEVEL	Q25SIZE	FR_LOC12	c0518	c0396	c0404
C0396	FR_LEVEL	Q25SIZE	FR_LOC12	c0392	c0404	c0412
C0400	Q25SIZE	FR_LEVEL	FR_LOC12	c0404	c0416	c0520
C0404	Q25SIZE	FR_LEVEL	FR_LOC12	c0396	c0400	c0392
C0408	Q25SIZE	FR_LEVEL	FR_LOC12	c0416	c0420	c0444
C0412	Q25SIZE	FR_LEVEL	FR_LOC12	c0420	c0432	c0396
C0416	Q25SIZE	FR_LEVEL	FR_LOC12	c0408	c0432	c0412
C0420	Q25SIZE	FR_LEVEL	FR_LOC12	c0412	c0416	c0408
C0424	Q25SIZE	FR_LEVEL	FR_LOC12	c0428	c0420	c0448
C0428	Q25SIZE	FR_LEVEL	FR_LOC12	c0432	c0444	c0416
C0432	Q25SIZE	FR_LEVEL	FR_LOC12	c0428	c0456	c0412
C0436	Q25SIZE	FR_LOC12	FR_LEVEL	c0444	c0416	c0432
C0440	FR_LOC12	FR_LEVEL	Q25SIZE	c0416	c0456	c0200
C0444	FR_LEVEL	Q25SIZE	FR_LOC12	c0432	c0412	c0404
C0448	FR_LEVEL	Q25SIZE	FR_LOC12	c0456	c0444	c0432
C0452	Q25SIZE	FR_LOC12	FR_LEVEL	c0444	c0448	c0420
C0456	Q25SIZE	FR_LEVEL	FR_LOC12	c0432	c0416	c0444

NOTE: Q25SIZE was created in the same way that FR_SIZE was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).