Fragile Families
School Supplemental
Measures
Restricted-Use Data Appendage

Year 9 and Year 15 Follow-Up Waves

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DATA APPENDAGE OVERVIEW

The Fragile Families Supplemental School Measures Restricted-Use Data Appendage (ff_sch_g1y9y15_pub1.dta) contains school-level data that correspond the PCG and/or youth interview at Year 15 and Year 9. Data collected during those two waves of data collection included the school the focal child attended at the time of the interview. In addition, at Year 9, the PCG was asked which school the focal child attended at grade 1. As a result, information on the focal child's grade 1 school is included in this data appendage. Variables consist of aggregate demographic and economic characteristics within schools, reported at each wave. Grade 1 data corresponds with the school attended during grade 1, as reported by the PCG during the Year 9 interview period. Year 9 data corresponds with the school and school year attended during the Year 9 interview period, as reported by the PCG or teacher; Year 15 data corresponds to the school and school year reported during the Year 15 interview period.

FILE LAYOUT

The file contains 4,898 observations (one per family) and is sorted by *idnum.*

VARIABLE NAMING CONVENTION

School variable names are up to 26 characters long. The first 3 characters contain the variable prefix. Characters 4-7 correspond to the administrative data source from which data was appended. Characters 9-12 contain the school year the data represent. The 14th character and up are an abbreviated description of the data. The variable names are constructed as follows:

Position	Character	Indicates
1	r	Restricted data
2	s	School measure
3	4	Grade 1
	5	Fifth wave (Year 9)
	6	Sixth wave (Year 15)
4-7	nces	National Center for Education Statistics (NCES) data
9-12	**** (e.g., 0809)	School year represented in data
14-26	e.g. pctother	Variable description

For example, variable **rs6nces_1314_lowgrade**: the prefix (position 1-3) **rs6** refers to a restricted-use school measure at the sixth follow-up interview (Year 15); the numeric (**1314**) refers to the school year (2013-2014), and the suffix (**lowgrade**) refers to the lowest grade available at school.

GEOGRAPHY

NCES school code identification process

The focal child's school is reported by the PCG or child/youth at Year 15. At Year 9, the focal child's school is reported by the PCG or teacher. At Year 15 and Year 9, our survey subcontractor, Westat, provided CRCW staff with a set of school addresses and NCESSCH and PPIN numbers derived from school names and addresses provided by families during the PCG interviews, and – at Year 9 – when interviewers obtained permission to contact teachers by a mailed survey.

The focal child's grade 1 school is reported by the PCG during the Year 9 interview. At Year 9, the PCG was initially asked whether their child attended the same school in grade 1 as they were currently attending at Year 9. If the PCG reported the focal child attended the same school at grade 1 and Year 9, the focal child was assigned the school they attended at Year 9 at grade 1. In 20 cases, the focal child's Year 9 school and grade 1 school do not correspond to each other, despite the PCG reporting the school as same (flagged in variable rs4nces_y9g1status as 'recoded no'). This is due to the school from Year 9 corresponding to the school reported by the teacher, when the teacher was also surveyed. The teacher at Year 9 was surveyed *after* the PCG Year 9 interview, in those 20 cases the child had switched schools by the time of the teacher survey. Consequently, the Year 9 school was updated to the address provided by the teacher, while the Grade 1 school remained equivalent to the school reported by the PCG. In cases where the focal child attended a different school in grade 1 than at Year 9, the PCG reported-school for Grade 1 was assessed and assigned the appropriate school ID number to be merged to NCES school data files.

Downloaded NCES school data files were merged to school ID numbers using the NCESSCH number for public schools and PPIN for private schools. In cases where a merge did not work or both NCESSCH and PPIN were missing, we entered or corrected school codes by manual searches for schools through the school search tools available on the NCES survey websites. Some schools' codes did not merge to the data, either because they were not operational during any NCES survey period or because they elected not to complete the survey, and this information on these schools is missing in the final file. Through a one-to-many merge the school identifiers were merged to a crosswalk including a family IDNUM and school NCES number. All school identifiers, such as name, address, district, and NCES code, were removed from the file.

Pseudo school identifiers

To protect the privacy of respondents, the actual NCES school codes are not included in the current data appendage. However, it includes pseudo school identifiers variables (rs*ncessch_p).

DATA SOURCE

National Center for Education Statistics (NCES)

The source files for are the Common Core of Data's Public Elementary/Secondary School Universe Survey Data for school years 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2013-14, 2014-15, 2015-16 and 2016-2017. Public school data (http://nces.ed.gov/ccd/pubschuniv.asp#rev) and Private school data (http://nces.ed.gov/surveys/pss/pssdata.asp) were accessed through the NCES website. Private school data were administered every other school, as a result source data added include school years 2005-06, 2007-08, 2009-10, 2011-12, 2013-14 and 2015-16.

Constructed Variables

Additional variables were constructed for the school supplemental data. The variables s*_schyr was computed to determine the school year the child most likely attended school. At Year 9, the date of the teacher survey was used. If there was no date or no teacher survey, the date of the home visit or PCG interview was used. If the dates of those interviews was 10/2007 or earlier, the school year considered was 2006-07; between 11/2007 and 10/2008, 2007-08; between 11/2008 and 10/2009 was 2008-09 school year; between 11/2009 and 10/2010 was 2009-10 school year. For Year 15, the date of PCG interview was used. If the date of those interviews was 10/2014 or earlier, the school year considered was 2013-2014; between 11/2014 and 10/2015 was 2014-15 school year; between 11/2015 and 10/2016 was 2015-16 school year; between 11/2016 and 10/2017 was 2016-17 school year. The variable rs5nces_schyrsource indicates which type of interview (PCG, teacher or home-visit) date was utilized to compute rs5nces_schyr. The type of school the child attended – public, private, or homeschooled – is indicated by s*_schooltype. The school type variable also notes if an indicated school (public or private) does not have corresponding information in the NCES surveys.

Notes

2016-2017 Data Format

Unlike data for previous, the 2016-2017 school year data was released in a "long" instead of "wide" format. As described in the 2016-17 Common Core of Data (CCD) Universal Files documentation (Chapter 4, Section B.), metrics from 2016-17 were released as such:

> *The "long" file format includes multiple records for each entity, each providing a separate data value, each with a set of qualifiers. Each of these individual records may be detail count or a subtotal. For example, in the long file format, the detail SEA-level record for the number of third-grade Hispanic girls in Oregon would comprise the student count plus the required qualifiers (e.g., state ID, grade, race/ethnicity and sex). The membership file also includes subtotals by race/ethnicity and sex and totals for the reporting unit.*

Whereas in previous years, data from the NCES was minimally formatted and merged to the Fragile Families sample, in 2016-17 counts were summed to fit the data appendage "wide" format. Documentation on the 2016-17 change in NCES data structure can be found at: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019052

2016-2017 Pupil to teacher variable
In previous years, the number of full time equivalent (FTE) teachers was a count of individual number of teachers working full time. Thus, the pupil to teacher variable with suffix *pup2teach was the ratio of individual students to individual teachers hired full-time. In 2016-17, teacher full time equivalency was no longer based on the count of individual teacher but count of hours spent teaching, where 1 is full-time. The rs6nces_1617_pup2teach is still calculated the same manner as in previous years but should be used with caution. Staff documentation (C059, Section 2.4.1) provided by the NCES:

> *An individual staff member's total FTE can exceed 1.0 if that individual regularly works overtime. For example, if FTE is defined as a 40-hour week, and a teacher teaches 40 hours at one school each week and an additional 4 hours teaching elementary/secondary classes at another school, that teacher's total FTE would be 1.1 (44 hours / 40 hours) and the teacher would be counted as 1.0 FTE at the first school and 0.1 FTE at the second school.*

This documentation can be found at https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html/

Highest Grade 2014-2015, 2015-16 and 2016-17
Unlike the data for previous school years, the 2014-2015 school year data onward include the possibility of 13 as a highest grade at a school. The following explanation comes from the Membership documentation (C052, Section 2.5) provided by the NCES:

> *This grade label is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12. All students reported under grade 13 must have completed grade 12. "Completed grade 12" in this context means that the student is on track in his/her particular program although he/she may not yet have fulfilled all graduation requirements.*

There are cases in this data appendage with 13 selected as the highest grade available. Because the NCES includes 13 as a grade option, these cases were not recoded. This documentation can be found at https://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html.

Lowest/Highest Grades
Variables for lowest and highest grades through all years of data are coded as strings instead of as a numeric variable. The decision to do so is based on the manner in which the raw data was coded with "UG" representing ungraded, "PK" pre-kindergarten and "KG" kindergarten.

Membership variable 2004-2005 – 2009-2010
In years reported between 2004-2005 and 2009-2010, the membership variable (a count of the enrolled students at the school) in a few cases (less than ten) had no students in enrolled. As

described in a footnote of the 2005-06 Common Core of Data (CCD) Universal Files documentation (page 3), membership variables were released with zero enrollments in cases where students were enrolled in multiple schools:

> *Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.*

This documentation can be found at https://nces.ed.gov/ccd/pdf/psu051agen.pdf

MISSING VALUES
All missing values for supplemental school variables are coded using similar conventions found in other FFCWS data files. More specifically, the following four missing codes are used:

-9 Not in wave	The respondent did not participate in interview/assessment.
-7 N/A	Child is homeschooled or not attending school.
-8 Out of range	School-reported value was not within feasible range.
-6 Skip	Public school attendees for private school specific variables and private school attendees for public school specific variables. Or Schools did not complete the NCES surveys that specific year
-3 Missing	Schools with NCES survey had missing data for any question.

DATA DICTIONARY

Note: Variable names listed in the data dictionary exclude the prefixes. Please refer to the *Variable Naming Convention* section for more information about variable prefixes.

Variable	Variable Description
ncessch_p	Encoded school identifier
schyr	Year child attended school
schyrsource	Source used to compute schyr
schooltype	Type of school attended
lowgrade	Lowest grade available at school
highgrade	Highest grade available at school
member	Total number of students
pup2teach	Pupil to teacher ratio
ct5tint	Teacher interviewed at 9-year follow-up
pctwhite	Percent of student body that is white
pctblack	Percent of student body that is black
pcthisp	Percent of student body that is Hispanic
pctother	Percent of student body that is another racial group
titlei	School is eligible for Title I funding
schtitlei	School-wide Title I funding
magnet	School is a magnet school
charter	School is a charter school
pctfreelch	Percent of student body that receives free lunch
pctredlch	Percent of student body that received reduced price lunch
coed	Is school coeducational (Private schools only)
privtype	Type of private school
pubtype	Type of public school
religious	School is religious (Private schools only)
pctcollege	Percent of students attending 4-year college (Private schools only)