Incomplete or inaccurate names will likely be matched. Examples of an incomplete or inaccurate name include an apostrophe in the name, two last names, and a hyphenated name.<sup>4</sup> Although one of these inaccuracies may not cause a failed match, any combination of these inaccuracies increases the likelihood of a false

## Table 1. Timing of Relevant PEIMS Submissions to Texas Education Agency

Submission

PEIMS record

Exit- ; or ; or ; or

Out scores that determine college readiness were prescribed by the TEA. Data for college readiness outcomes were limited to valid records (i.e., records in which data were not missing).

The 4-point scale grade point average (GPA) was retrieved from student information systems (from the table known internally as TEAMSBI; variable name: Student\_GPA\_Value). GPAs were ranked into quartiles, based on unweighted 4-point GPA values, using the quartile syntax procedure in SAS-EG. After quartile rankings were computed, a new, dichotomized GPA variable was computed (GPA\_QrtI), where 0 = not top quartile GPA and 1=top quartile GPA. The procedure used all graduates as the denominator, and ranked GPAs such that 25% of all records fell into a single quartile.

Attendance during senior year was taken from TEAMS\_Attendance. A new variable for attendance was created via SAS-EG syntax, wherein the total number of days absent (InstDaysAbsent) was subtracted from the total number of days enrolled (InstDaysENR). The new variable was named Days\_Enrolled. All graduates were ranked into quartiles, based on their number of days enrolled. The procedure used all graduates as the denominator, and ranked attendance such that 25% of all records fell into a single quartile. Note that attendance was not used in final reporting because it was not a statistically significant predictor of enrollment when modeled with Class of 2013 data.

Student characteristics used to determine other

predictors of postsecondary enrollment were drawn from student self-report data in the High School Exit Survey (HSES). These characteristics were

the graduate thought about college (Think\_About\_College), and completing at least four college applications (Four\_Apps\_College).

Data on Free Application for Federal Student Aid (FAFSA) (Completed\_Final) application submissions were also included. Student FAFSA completion data were accessed through the federal FAFSA Pilot Project and through the Texas Higher Education Coordinating Board (THECB).

Student characteristics retrieved from the HSES were transformed into dichotomous variables through SAS-EG syntax, and coded as follows:

Mom\_Educ: 0= less than college, 1= college or above Think\_About\_College: 0 = during high school, 1= before high school Intend\_Enroll: 0 = did not intend to enroll, 1= intended to enroll Four\_Apps\_College: 0 = less than 4 college applications 1= greater than or equal to four college applications Applied\_Coll\_ANY: 0 = less than 1 college application, 1= greater than or equal to 1 college application **Technical Documentation** 

follows:

missing = 0 (never enrolled) between 15Aug2012 and 14Aug2013 = 1 (Year 1 ONLY) between 15Aug2012 and 14Aug2013 = 1000 (Year 2 ONLY)

Columns and rows were transposed so that Persistence values could be summed per record. A new variable, named Persistence\_Outcome, was created by summing Persistence values. Finally, a new variable, named Persistence\_Recoded, was created that recoded the summed Persistence values as never enrolled, year 1, year 2, or persistence. Persistence\_Recoded was coded as follows:

0 = never enrolled 1-17 = year one only 1000, 2000, 3 all other values = persisted

After overall persistence rates were computed, students whose Persistence\_Recoded variable equaled

on initial enrollment (fall) only. AISD reports include fall and spring enrollment. Results also may differ due to differences in data-cleaning practices.

The THEOB prepares annual reports, referred to as\_

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