UNIVERSITY OF CALIFORNIA Transcript Evaluation Service

TES Overview

Transcript Evaluation Service is a web-based tool that applies UC and CSU admissions policies, including repeat and validation rules, to student transcripts to provide a snapshot of student progress toward completion of the universities' "a-g" requirements. Reports generated by the tool provide high schools, districts, students and parents timely, specific information that enables them to make data-driven decisions designed to keep students on the path to a higher education.

Benefits

TES frees up high school counselors' time for targeted advising. TES automates transcript analysis for every student in a school, relieving counselors of that onerous task and allowing them more time for one-on-one advising to students and their parents or guardians.

TES gives high schools and districts accurate data to inform school improvement initiatives. With this information, schools and districts can:

- Identify gaps in "a-g" completion by race and ethnicity, gender and grade, even across schools in a district, facilitating the development of strategies to close those gaps
- Adjust the school's master course schedule to ensure that ample "a-g" courses are offered to help students become UC/CSU eligible
- Align courses in the school's information system to its UC-approved A-G Course List, making it easier for students to apply and ensuring they get the proper credit for approved courses
- Recognize student progress and achievement to promote a college-going culture
- Inform district and state accountability reporting

TES provides high school students and their parents and guardians a clear map to college readiness. TES reports show what "a-g" courses a student has taken (including those completed outside the district), as well as any course and grade deficiencies, giving a detailed picture of a student's progress toward meeting UC and CSU admission requirements.

Training

Webinars are available for those who want a more detailed overview of TES, an explanation of reports, best practices from TES users around the state or assistance integrating TES improvement strategies with school and district initiatives around "a-g" completion goals. In-person trainings can be arranged in the San Francisco/Oakland/San Jose Bay Area.

TES Lifecycle



There are four phases to the TES lifecycle, beginning in April each year.

1. ***Contracting***

   Timeline: April 1 – June 30

   Two documents must be signed by each partner school or district in order to enroll in TES:

Required TES Contract Agreements	Scope of Agreement	Authorized Signatories
• Terms of Service • Statement of Work	Individual school	1. Principal 2. Assistant Principal
	District with multiple schools	1. Superintendent 2. Assistant Superintendent 3. Director Level Personnel

2. ***Onboarding***

   Timeline: Two to four weeks after contract is signed

   Once the TES contract agreements are signed, the onboarding process begins.

   Step 1: Partner completes the online onboarding form, which collects contact information for counselors, administrators, data leads/managers and personnel responsible for updating the school's A-G Course List through the UC Course Management Portal.

   Step 2: TES creates user accounts, which grant authorized school and district users access to TES reports and resources.

3. ***Transmitting***

   Timeline: Two to three business days from receipt of school files

   Upon receipt of the online onboarding form, TES initiates contact with the school or district data lead/manager to discuss the TES file format.

   The data lead/manager initiates the transfer of transcript data.

The accuracy of TES reports is entirely dependent on the quality of the data contained in the transcript file. TES works with the data lead/manager to address any file errors that occur until the transcript data file loads into the TES system successfully.

4. ***Reporting***

TES generates two rounds of reports, which are available for download at: https://www.transcriptevaluationservice.com/.

Preliminary Reports

Timeline: Immediately upon processing of data file

TES's automated system matches courses on each school's transcripts to those on its A-G Course List and issues preliminary, unverified reports for students and schools or districts.

In addition to these reports, TES generates a downloadable report of all courses that do not match their school's A-G Course List in CMP (Course Management Portal). Schools and districts use these reports as a starting point for updating their transcript abbreviations in CMP to match the A-G Course List.

After the preliminary review of the transcript data file, a TES quality assurance evaluator reviews the file to complete the following tasks:

- Matching all schools contained in the transcript data file to their corresponding A-G Course List whenever possible
- Matching all courses in the transcript data file that have not been automatically matched to the correct courses on the correct A-G Course List to ensure that students receive correct "a-g" credit

Final Reports

Timeline: Five to seven business days for online reports; two to three weeks for printable PDFs

Once the evaluator has signed off on the review, final reports bearing the "UC Evaluated" stamp are available online. Printable PDF reports are available upon request.

TES generates three categories of reports:

1) School Reports

School site administrators typically use the School Report to identify trends in overall "a-g" completion and barriers to progress by grade level and subgroups to improve course offerings. The School Report includes the following:

- Student Report Roster, a customized spreadsheet showing how students meet benchmark criteria by grade level, subject area and eligibility status
- School Course and GPA Benchmarks Report, which displays the percentages of students in a school who are meeting individual subject area and GPA eligibility requirements by grade level

2) District Reports

   District Reports, which aggregate data from all participating schools in a district, are used by district personnel to see trends and isolate barriers to progress that may be systemic throughout the district, and to fulfill part of their reporting requirements related to LCAP.

3) Student Reports

   Counselors use the individual student reports to identify students who are close to meeting the UC and/or CSU admissions requirements and to ensure those students are enrolled in the necessary courses to keep them on track. Available in English and Spanish, these reports can be shared with students, parents and guardians.