TES Informational Expansion Webinar

April 20th, 2014
10:00 a.m. – 11:00 a.m.
TES Overview

An online tool used to improve access to college

Provides programs, schools and districts with an accurate view of course completion patterns to facilitate school improvement and course planning efforts

Provides policymakers and researchers with quality information about student achievement measured against college-going benchmarks
TES Features

Individualized transcript evaluations

Courses completed and needed to meet college preparatory benchmarks for each student grades 9-12

Rosters and reports

“a-g” course enrollment patterns for students at every grade level to aid school planning

Training and support

Help for schools to make the most of TES as an advising tool and to develop action plans for access
## 10 years of service, lessons learned, and outcomes

<table>
<thead>
<tr>
<th>TES scope</th>
<th>Over 3 million transcripts, 165 schools and 50 districts since 2004</th>
</tr>
</thead>
</table>
| TES effect on CSU and UC eligibility | Eligibility rates improved substantially (up to 30%)  
More improvements at schools with a high level of implementation (over 50%) |
| TES effect on UC applications and admissions | On average 10-30% increase over 2-4 years |
Transcript Evaluation Service

Redesigned and Redefined

• **Broader availability:** Available to more schools/districts

• **Faster data connections:** Accessing data directly from Student Information Systems (SIS)

• **More user friendly:** Enhanced of TES results website and reports

• **More support:** Additional resources for how and when to use TES

• **Ripple effects:** More information about SIS data quality and opportunities to improve
Though still in development…

You’re getting a sneak peak!!!
District Overview Report

(Design Draft)

District ABC College Eligibility Status

Eligibility Status
- Meeting Requirements
- Close to meeting requirements
- Not meeting requirements

Filters
1. College Requirement
   - Basic A-G
   - CSU
   - UC

2. Demographic
   - (None)
   - Gender
   - Race/Ethnicity
   - Grade Level
   - Economic disadvantage

3. Select from List

Overall On-Track Status

<table>
<thead>
<tr>
<th>% of Students</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

All On-Track Status by School by (None)

<table>
<thead>
<tr>
<th>School</th>
<th>On-Track Status</th>
<th>% of Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>64% (172 students)</td>
<td>28% (75 students)</td>
</tr>
<tr>
<td>School B</td>
<td>84% (201 students)</td>
<td></td>
</tr>
<tr>
<td>School C</td>
<td>66% (1,054 students)</td>
<td>26% (495 students)</td>
</tr>
<tr>
<td>School D</td>
<td>56% (1,101 students)</td>
<td>38% (678 students)</td>
</tr>
<tr>
<td>School E</td>
<td>73% (1,195 students)</td>
<td></td>
</tr>
</tbody>
</table>
### District Overview Report

*(Design Draft)*

#### District ABC College Eligibility Status

**Eligibility Status**
- Meeting Requirements
- Close to meeting requirements
- Not meeting requirements

#### Filters

1. **College Requirement**
   - Basic A-G
   - CSU
   - UC

2. **Demographic**
   - (None)
   - Gender
   - Race/Ethnicity
   - Grade Level
   - Economic disadvantage

3. **Select from List**
   - Female
   - Male

#### Overall On-Track Status

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>74%</td>
<td>22%</td>
</tr>
</tbody>
</table>

#### All On-Track Status by School by Gender

<table>
<thead>
<tr>
<th>School</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>57% (77 students)</td>
<td>33% (45 students)</td>
<td>72% (95 students)</td>
<td>23% (30 students)</td>
</tr>
<tr>
<td>B</td>
<td>60% (74 students)</td>
<td>66% (127 students)</td>
<td>88% (150 students)</td>
<td>9% (17 students)</td>
</tr>
<tr>
<td>C</td>
<td>59% (45 students)</td>
<td>41% (39 students)</td>
<td>88% (50 students)</td>
<td>35% (37 students)</td>
</tr>
<tr>
<td>D</td>
<td>53% (306 students)</td>
<td>41% (391 students)</td>
<td>65% (595 students)</td>
<td>21% (267 students)</td>
</tr>
<tr>
<td>E</td>
<td>68% (528 students)</td>
<td>29% (228 students)</td>
<td>89% (670 students)</td>
<td>6% (43 students)</td>
</tr>
</tbody>
</table>

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School Overview Report
(Design Draft)
School Overview Report
(Design Draft)
Individual Student Report
(Design Draft)
Individual Student Report

(Design Draft)

**School D 10**

**HAEEAN YREESA**

### Coursetaking Progress as of Grade 10

<table>
<thead>
<tr>
<th>A-G Category</th>
<th>Total Courses Required for CSU/UC</th>
<th>Courses Completed by Report Date</th>
<th>Current Courses</th>
<th>Courses Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science (a)</td>
<td>2.0</td>
<td>1.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>English (b)</td>
<td>4.0</td>
<td>1.5</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Math (c)</td>
<td>3.0</td>
<td>1.0</td>
<td>0.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Lab Science (d)</td>
<td>2.0</td>
<td>1.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Language Other Than English (e)</td>
<td>2.0</td>
<td>1.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Visual and Performing Arts (f)</td>
<td>1.0</td>
<td>2.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>College Prep Elective (g)</td>
<td>1.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Grand Total</td>
<td>15.0</td>
<td>7.5</td>
<td>0.0</td>
<td>8.5</td>
</tr>
</tbody>
</table>

**Transcript Details**

<table>
<thead>
<tr>
<th>A-G Category</th>
<th>Grad. Course Name</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science (a)</td>
<td>World History</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>English (b)</td>
<td>English 1</td>
<td>C</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>English 2</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Math (c)</td>
<td>Algebra</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Geometry P</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Geometry P</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Lab Science (d)</td>
<td>Biology</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Language Other Than E. (f)</td>
<td>SPANISH 1</td>
<td>C+</td>
<td>B</td>
</tr>
<tr>
<td>Visual and Performing Arts (g)</td>
<td>Band Jazz</td>
<td>B+</td>
<td>A-</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>B</td>
<td>B+</td>
</tr>
</tbody>
</table>

**Letter Grade Legend**
- Complete
- Fail / Incomplete
Be part of the process:
Enhance access
Engage students and families
Expand to more schools
TES – Coming to a school near you

Development is underway. Upload your school’s data in spring 2015

August to December 2014: Redevelopment of the TES system

January 2015: TES evaluation enrollment period opens

February 2015: 2014-15 spring data upload begins
Official TES rollout begins this fall!

School Marketing Materials

Delivery date to schools August 29th: Counselor and Administrator Flyers
Fall 2014 Counselor Conferences – TES Presentations

September 8: UC Santa Barbara
September 9: UC Irvine
September 10: UC Riverside
September 12: San Jose Convention Center
September 13: UC Merced
September 15: Sacramento Convention Center
Regional Engagement Sessions

October 20: San Jose USD Office  
October 27: UC San Diego  
October 29: UC Riverside  
October 31: UC Center Fresno  
November 5: UC Center Sacramento

In these sessions participants will:

• Have hands-on experience with the new TES system  
• Review and give feedback on the TES reports and features  
• Learn how to effectively use TES within your communities

We encourage you to please spread the word about these engagement sessions!
Questions?
Thank you!

Please remember to:

Reach out if you have any questions about TES

Spread the word about upcoming UC Counselor Conferences and the TES Regional Engagement Sessions

Email: tes@ucop.edu