



College Readiness Indicator Systems Resource Series (CRIS)

A Robust Tool for Districts

College-readiness indicator systems can be an important tool for districts working to ensure high school students graduate prepared for college. The CRIS Resource Series is a suite of products designed to help districts develop and build effective college-readiness indicator systems.

A Strategic Guide and Content-Rich Resources

The CRIS Resource Series consists of an online framework and accompanying resources in PDF format. The online framework guides districts through the stages of developing an indicator system, helps them conceptualize what is necessary at each step, and connects them to the most relevant resources in the CRIS series. The resources provide in-depth information on each stage of the indicator system development process and are designed so readers may review the whole series or select only those resources that apply to their particular role or interests.

- 1 Beyond College Eligibility: A New Framework for Promoting College Readiness
- 2 Menu of College Readiness Indicators and Supports
- 3 Selecting Effective Indicators
- 4 A Technical Guide to College Readiness Indicators
- 5 District Self-Assessment Tool
- 6 Essential Elements in Implementation

College-readiness indicator systems that identify high school students in need of support are an integral piece of the college-readiness puzzle. The CRIS initiative takes an innovative tri-level approach which provides data at the student, school, and district levels, enabling districts to take a more comprehensive approach to supporting college readiness.

Visit the sites below for more information and to access the CRIS Resource Series.

School communities across the country are working hard to comply with new state and federal college readiness policies. Data on students and schools are more accessible than ever – but more and better data alone are not enough to address the troubling opportunity and achievement gaps that keep many students from reaching their goals after high school. Schools need a range of appropriate indicators, supports tied to those indicators, reliable data infrastructure, and the systemwide capacity to use data to inform action.

The College Readiness Indicator Systems (CRIS) initiative, funded by the Bill & Melinda Gates Foundation, brought together three research partners – the Annenberg Institute for School Reform at Brown University, the John W. Gardner Center for Youth and Their Communities at Stanford University, and the University of Chicago Consortium on Chicago School Research – and five urban sites – Dallas Independent School District, New Visions for Public Schools in New York City, Pittsburgh Public Schools, School District of Philadelphia, and San Jose Unified School District – to develop tools and resources providing early diagnostic indications of what students need to become college ready.

THE CRIS RESEARCH PARTNERS



Annenberg Institute for School Reform at Brown University (AISR) is a national policy-research and reform support organization that focuses on improving conditions and outcomes for all students in urban public schools, especially those attended by traditionally underserved children. AISR conducts research; works with a variety of partners to build capacity in school districts and communities; and shares its work through print and web publications. <http://annenberginstitute.org>

john w. gardner center for youth and their communities

The John W. Gardner Center for Youth and Their Communities at the Stanford University Graduate School of Education (Gardner Center) is a center for rigorous research, deeply rooted in the principles of community youth development. Its inter-disciplinary team focuses on questions raised by its community partners about issues that matter to youth, and its collaborative approach is supported by three broad research strategies: the cross-sector Youth Data Archive, implementation and evaluation research, and community engagement and policy research. <http://jgc.stanford.edu>

UCHICAGOCCSR

University of Chicago Consortium on Chicago School Research (UChicago CCSR) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. CCSR seeks to expand communication among researchers, policymakers, and practitioners as we support the search for solutions to the problems of school reform. <http://ccsr.uchicago.edu>