Table 1. College Readiness Dimensions and Constructs

Dimension	Level	Construct
Academic Preparedness	Individual	**Academic knowledge and skills** necessary to succeed in college level courses
	Setting	School provides access to curriculum and instruction that support **academic knowledge and skills** necessary to succeed in college level courses.
	System	District/state allocates sufficient resources and supports to provide access to **academic knowledge and skills** necessary to succeed in college level courses.
	Individual	Key **cognitive strategies** necessary to succeed in college level courses
	Setting	School provides opportunities to develop key **cognitive strategies** necessary to succeed in college level courses.
	System	District/state allocates sufficient resources and supports to develop key **cognitive strategies** necessary to succeed in college level courses.
Academic Tenacity	Individual	**Beliefs, attitudes, and values** that prioritize success in school and drive student engagement and work
	Setting	School provides opportunities to develop **beliefs, attitudes, and values** that prioritize success in school and drive student engagement and work.
	System	District/state allocates sufficient resources and supports to develop **beliefs, attitudes, and values** that prioritize success in school and drive student engagement and work.
	Individual	**Behaviors of active participation and perseverance** through adversity
	Setting	School provides opportunities to develop **behaviors of active participation and perseverance** through adversity.
	System	District/state allocates sufficient resources and supports to develop **behaviors of active participation and perseverance** through adversity.
College Knowledge	Individual	**Knowledge, skills, and behaviors** apart from academic content that allow students to successfully **access college**
	Setting	School provides opportunities to develop **knowledge, skills, and behaviors** apart from academic content that allow students to successfully **access college**.
	System	District/state allocates sufficient resources and supports to develop knowledge, skills, and behaviors apart from academic content that allow students to successfully **access college**.
	Individual	**Knowledge, skills, and behaviors** apart from academic content that allow students to **succeed once in college**
	Setting	School provides opportunities to develop **knowledge, skills, and behaviors** apart from academic content that allow students to **succeed once in college**.
	System	District/state allocates sufficient resources and supports to develop **knowledge, skills, and behaviors** apart from academic content that allow students to **succeed once in college**.

Table 2a. Individual-Level Indicators

	Dimension	Construct	Individual-Level Indicator	How Measured?
1	AP	Academic knowledge and skills necessary to succeed in college level courses	Participation in college-level coursework/ College Prep Curriculum (AP, IB, Honors, etc.)	School record
2	AP	Knowledge, skills, and behaviors apart from academic content that allow students to succeed once in college/Key cognitive strategies necessary to succeed in college level courses	SAT/ACT score	School record (compare to benchmarks that ACT & others have already developed across content areas)
3	AP	Academic knowledge and skills necessary to succeed in college level courses	Performance on HS exit and benchmark exams	School record
4	AP	Academic knowledge and skills necessary to succeed in college level courses	GPA	School record
5	AP	Academic knowledge and skills necessary to succeed in college level courses/Behaviors of active participation and perseverance through adversity	No failures in core subjects	School record
6	AP	Academic knowledge and skills necessary to succeed in college level courses/Behaviors of active participation and perseverance through adversity	Maintaining level of achievement in transition years	School record
7	AP	Academic knowledge and skills necessary to succeed in college level courses; Key cognitive strategies necessary to succeed in college level courses	Completion of X-level math and science courses	School record
8	AT	Beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; Behaviors of active participation and perseverance through adversity	Attendance	School Record
9	AT	Behaviors of active participation and perseverance through adversity	Self-discipline	Survey
10	AT	Behaviors of active participation and perseverance through adversity	Disciplinary infractions	School record

AP = Academic Preparedness
CK = College Knowledge
AT = Academic Tenacity

Table 2a. Individual-Level Indicators

	Dimension	Construct	Individual-Level Indicator	How Measured?
11	AT	Beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; Behaviors of active participation and perseverance through adversity	Mastery Orientation	Survey; School record
12	CK	Knowledge, skills, and behaviors apart from academic content that allow students to successfully access college	SAT/ACT participation	School record (compare to benchmarks that ACT & others have already developed across content areas)
13	CK	Knowledge, skills, and behaviors apart from academic content that allow students to successfully access college	Knowledge of admission criteria, application process, and financial requirements for college	Survey
14	CK	Knowledge, skills, and behaviors apart from academic content that allow students to successfully access college	Completion and submission of application to college(s)	Survey; School records (collected by homeroom teachers)
15	CK	Knowledge, skills, and behaviors apart from academic content that allow students to succeed once in college	Independent study skills (e.g., note taking and effective time management)	Survey
16	CK	Knowledge, skills, and behaviors apart from academic content that allow students to successfully access college	Meeting with college adviser and/or having post-graduation plan	Survey; School Records (collected by college advising staff)

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Table 2b. Setting-Level Indicators

	Dimension	Construct	Setting-Level Indicator	How Measured?
17	AP	School provides access to curriculum and instruction that support academic knowledge and skills necessary to succeed in college level courses	Availability of college-level coursework/ College Prep Curriculum (AP, IB, Honors, etc.)	School record
18	AP	School provides access to curriculum and instruction that support academic knowledge and skills necessary to succeed in college level courses	Teacher effectiveness/quality	School record; school climate survey; testing agencies
19	AP	School provides access to curriculum and instruction that support academic knowledge and skills necessary to succeed in college level courses/School provides opportunities to develop beliefs, attitudes, and values that	Trends in individual level indicators of AP.	School records
20	AP	School provides access to curriculum and instruction that support academic knowledge and skills necessary to succeed in college level courses/School provides opportunities to develop behaviors of active participation and perseverance through adversity	Dropout rates (or high school completion rates)	School record
21	AP	School provides access to curriculum and instruction that support academic knowledge and skills necessary to succeed in college level courses	Consistent grading policy	Teacher reports
22	AT	School provides opportunities to develop beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; School provides opportunities to develop behaviors of active participation and perseverance through adversity	Consistent attendance policy	School records
23	AT	School provides opportunities to develop beliefs, attitudes, and values that prioritize success in school and drive student engagement and work	Perceived safety of school	School climate survey
24	AT	School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Trends in individual-level indicators of AT.	School record; school climate survey

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CK = College Knowledge
AT = Academic Tenacity

Table 2b. Setting-Level Indicators

	Dimension	Construct	Setting-Level Indicator	How Measured?
25	AT	School provides opportunities to develop beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Dropout rates (or high school completion rates)	School record
26	AT	School provides opportunities to develop beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Consistent attendance policy	Teacher reports
27	AT	School provides opportunities to develop beliefs, attitudes, and values that prioritize success in school and drive student engagement and work; School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Consistent disciplinary policy	Teacher reports
28	AT	School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Instructional scaffolding	Teacher reports; climate survey
29	AT	School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Academic press	Teacher reports; climate survey
30	AT	School provides opportunities to develop behaviors of active participation and perseverance through adversity.	Support for Autonomy	Teacher reports; climate survey
31	CK	School provides opportunities to develop knowledge, skills, and behaviors apart from academic content that allow students to successfully access college	Trends in individual level indicators of CK.	School record
32	CK	School provides opportunities to develop knowledge, skills, and behaviors apart from academic content that allow students to succeed once in college	College-going culture: adult expectations of students applying to/attending college	School climate survey; Policy documents

AP = Academic Preparedness
CK = College Knowledge
AT = Academic Tenacity

Table 2c. System-Level Indicators

	Dimension	Construct	System-Level Indicator	How Measured?
33	AP	District/state allocates sufficient resources and supports to provide access to academic knowledge and skills necessary to succeed in college level courses	Level of district/state curricular requirements	Policy Documents
34	CK	District/state allocates sufficient resources and supports to develop knowledge, skills, and behaviors apart from academic content that allow students to succeed once in college	Alignment of high school graduation reqs and college entry reqs	Policy Documents
35	CK	District/state allocates sufficient resources and supports to develop knowledge, skills, and behaviors apart from academic content that allow students to succeed once in college	Policies that target the development of early college awareness and the skills to navigate the college and financial aid application process	Policy Documents
36	AP/AT/CK	All system-level constructs.	Resources allocated to efforts at promoting college readiness	Policy Documents
37	AP/AT/CK	All system-level constructs.	Monitoring system for schools' college attendance rates	Policy Documents
38	AP/AT/CK	All system-level constructs.	Communication between district office and school personnel regarding college readiness	Policy Documents

AP = Academic Prepareness
AT = Academic Tenacity
CK = College Knowledge

Table 3. College Readiness Supports

Dimension(s)	Levels	Supports
Academic Preparedness	All Levels: Individual, Setting and System	After-school academic programs
		In-school tutoring
		Curricular supports
		Instructional strategies that foster critical thinking and contextual skills: e.g., project-based learning, differentiated instruction, heterogeneous grouping, and academic vocabulary building
		AP prep programs
		SAT/ACT prep programs
		Basic/remediation courses
		Multiple pathways approach: e.g., applied learning and academic-technical integration
		Bridge and dual enrollment programs
		Weekend/Summer school
		Financial incentives for students to enroll in AP and other college prep classes
Academic Tenacity & College Knowledge	All Levels: Individual, Setting and System	College Advisement
		Begin college planning in middle school
		Financial aid application assistance programs
		Parental/family involvement and outreach programs
		External partnerships with community and colleges/universities
		Offer extracurricular programs on-site
		College visits
		Mentoring programs and relationship building
		Effective communication among school personnel and parents/students regarding students' progress towards college readiness
Academic Preparedness, Academic Tenacity, College Knowledge	Setting and System	Create district/statewide graduation standards that are explicitly linked to college entry courses
		Data systems to track student progress
		Link data to targeted interventions/supports for students
		Link data to developing and utilizing assessments that gauge students' college readiness
		Professional development and capacity building around data use and college readiness
		Examining data with students and parents in order to create actionable steps
		Restructuring into small learning communities to increase capacity to provide students more individualized attention
		Resources allocated to efforts to promote college readiness
		Teacher training
		PBIS (positive behavior supports system)
		Anti-gang programs

Table 4. Contextual Factors

	Contextual Factors: Individual Level	How Measured?
1	SES	School record
2	Race / Ethnicity	School record
3	Gender	School record
4	ELL status	School record
5	Immigrant Status	School record
6	First-generation to attend college; Parents' educational attainment level	School record; Survey
7	Documented learning disabilities	School record
8	Documented behavioral issues	School record
9	Juvenile justice infractions	School record
10	Student mobility	District reports
11	Parental savings for college	Surveys
12	Geography (urban, rural, suburban)	School Record
	Contextual Factors: Setting Level	**How Measured**
13	Teacher turnover rate	School record
14	Annual Yearly Progress (AYP) score	District reports
15	Title I eligibility	District reports
16	Teacher to student ratio	District reports
17	Staff to student ratio	District reports
18	School size	District reports
19	High-Achieving Peers	School record; Survey
20	Grades offered	District reports
21	Teacher experience	School record
22	Teacher training/certification	School record
	Contextual Factors: Setting Level	**How Measured?**
23	Per pupil spending	District reports
24	Governance system: level of decentralization	District reports
25	Resource allocation system	District reports
26	# of assessment systems in place	District reports
27	Types of assessment systems	District reports