The College Readiness Indicator Systems (CRIS) framework articulates the interrelated components that make up an effective college readiness indicator system.

The CRIS initiative, sponsored by the Bill & Melinda Gates Foundation, aimed to develop and study the implementation of a system of signals and supports designed to increase the number of students who graduate from high school ready to succeed in college. Three research organizations - 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 - partnered with four urban school districts and one school support network to conduct the initiative.

Please see the six-part CRIS Resource Series for a more detailed account of our research.

CONTINUE ›

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

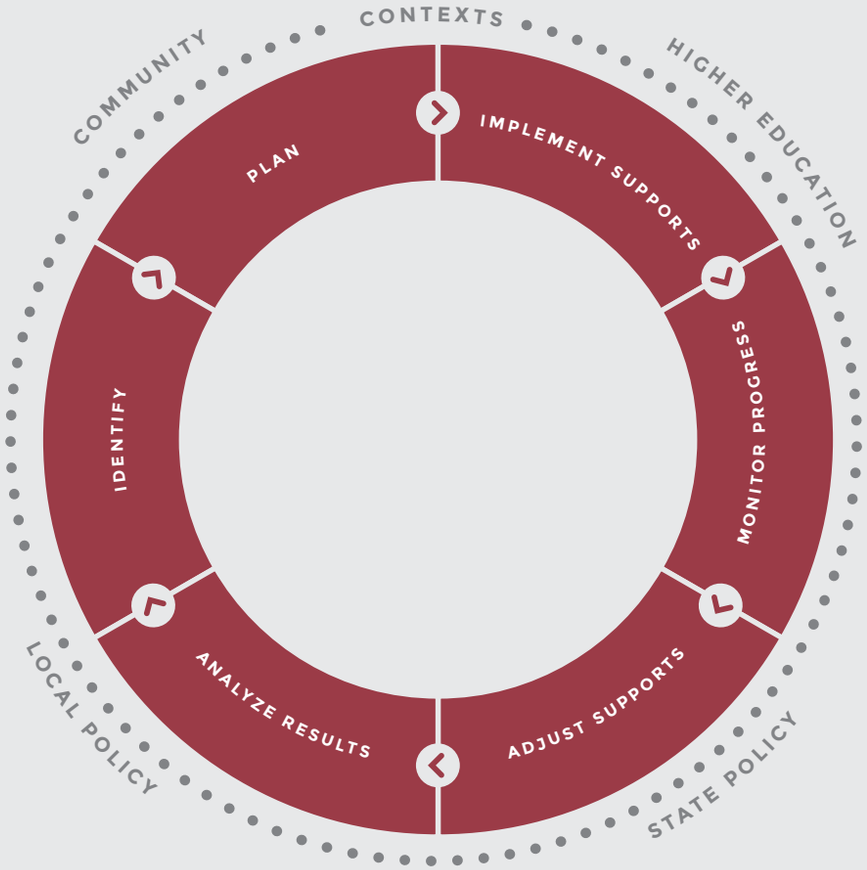
DIMENSIONS

- ACADEMIC PREPAREDNESS
- ACADEMIC TENACITY
- COLLEGE KNOWLEDGE

LEVELS

- INDIVIDUAL (STUDENT)
- SETTING (SCHOOL)
- SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY



COLLEGE READINESS

OVERVIEW OF CRIS FRAMEWORK

The CRIS framework features:

· Indicators to target three distinct yet interdependent college readiness dimensions: **Academic Preparedness**, **College Knowledge**, and **Academic Tenacity**;

· A tri-level approach premised on the idea that an effective set of indicators generates data that reflect activities, processes, and outcomes at the **individual (student)**, **setting (school)**, and **system (district and partners) levels**; and

· A **Cycle of Inquiry** that connects indicators for each dimension and at each level with the appropriate supports.

See the CRIS Framework Narrative for more information.

GET STARTED ›

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

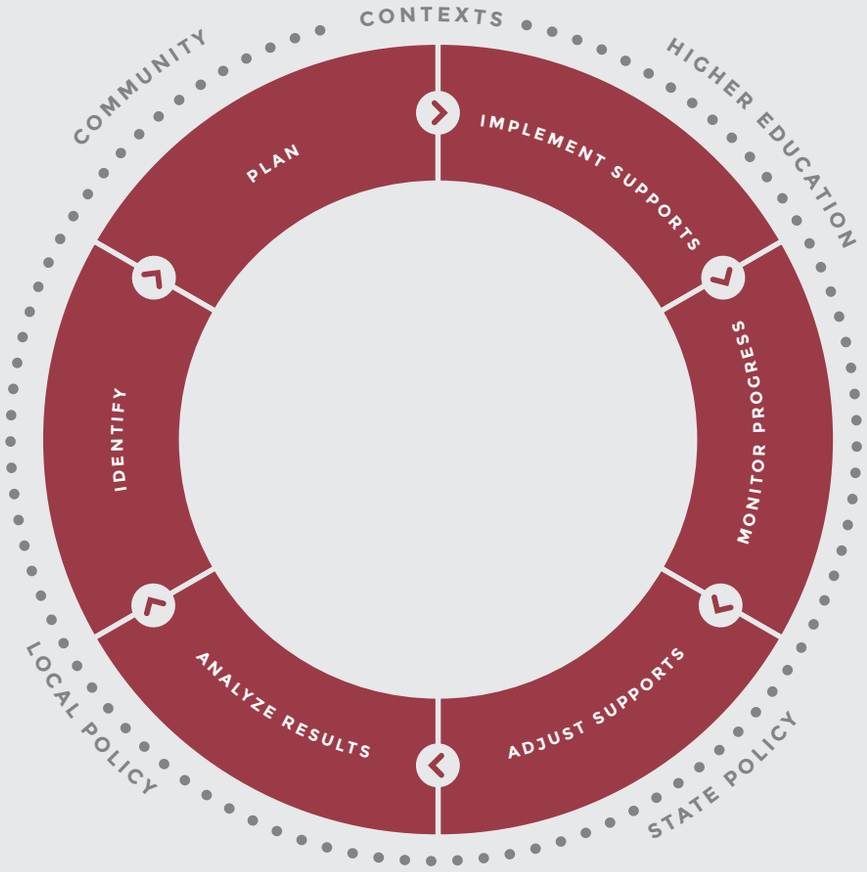
DIMENSIONS

- ACADEMIC PREPAREDNESS
- ACADEMIC TENACITY
- COLLEGE KNOWLEDGE

LEVELS

- INDIVIDUAL (STUDENT)
- SETTING (SCHOOL)
- SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY

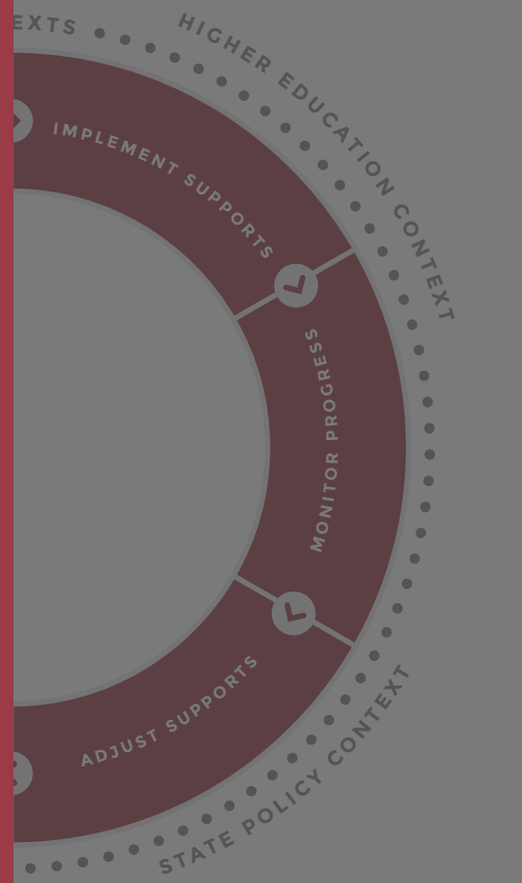


COLLEGE READINESS

TAKE STOCK & PRIORITIZE

Prior to the selection of indicators, the district identifies its college readiness goals and how they might differ for different groups of students (e.g., by achievement level). It takes stock of its available resources, challenges, and needs and prioritizes actions to take. A parallel process occurs at the school level, where each school takes stock of the demographics and achievement of their current and prior population of students and related needs and prioritizes actions. With this information, the district or school can proceed with the selection of indicators in each college readiness dimension and at each level. The CRIS District Self-Assessment Tool provides guidance to districts engaging in this process.

NEXT STEP



SELECT INDICATORS

Schools and districts next select indicators in each college readiness dimension and at each level. Three CRIS products can help with this step; see the Menu of College Readiness Indicators, and Supports, Selecting Effective Indicators, and A Technical Guide to College Readiness Indicators for more information.

NEXT STEP ›

COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

ACADEMIC PREPAREDNESS

ACADEMIC TENACITY

COLLEGE KNOWLEDGE

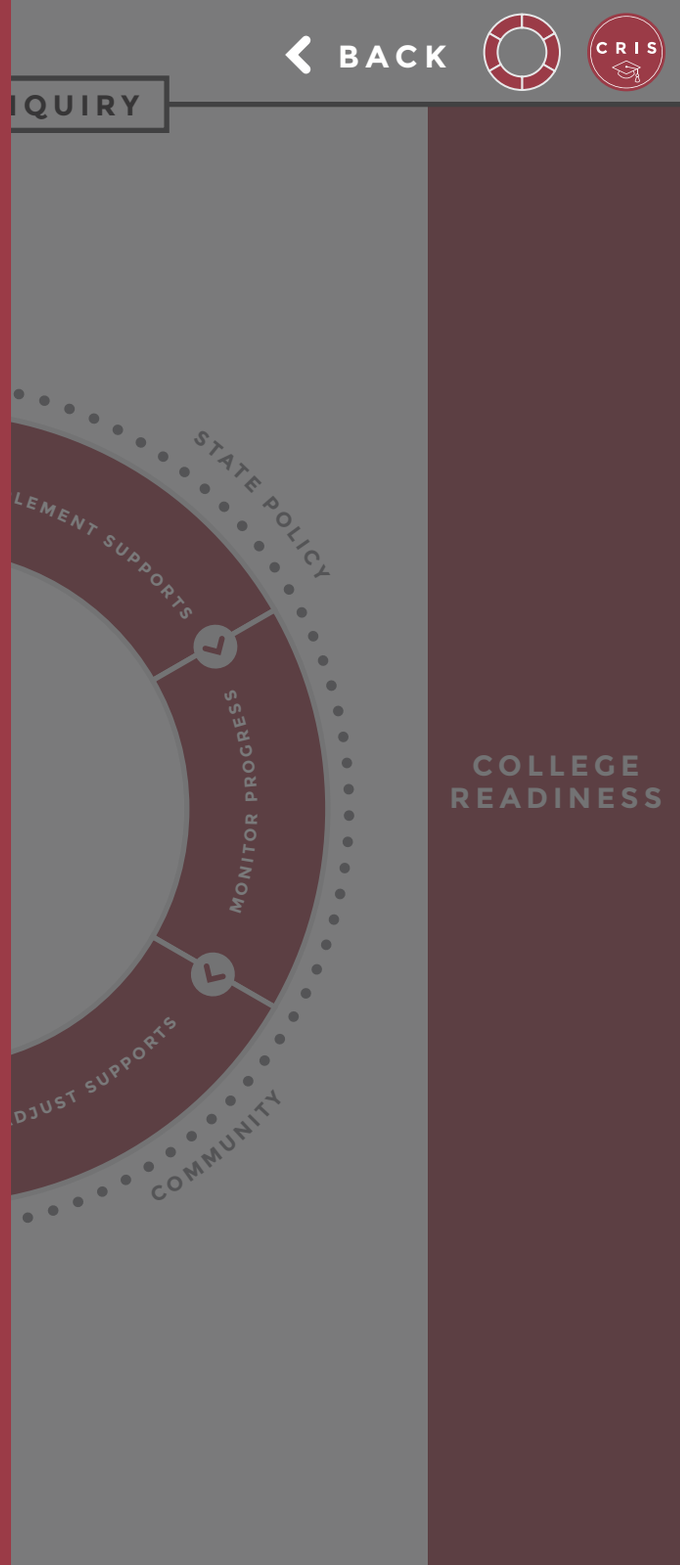
LEVELS

INDIVIDUAL (STUDENT)

SETTING (SCHOOL)

SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY



TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS | LEVELS

ACADEMIC PREPAREDNESS

The key academic content knowledge and cognitive strategies needed to succeed in doing college-level work.

INDIVIDUAL (STUDENT)

At the individual level, indicators measure students' personal progress toward college readiness.

VIEW EXAMPLES

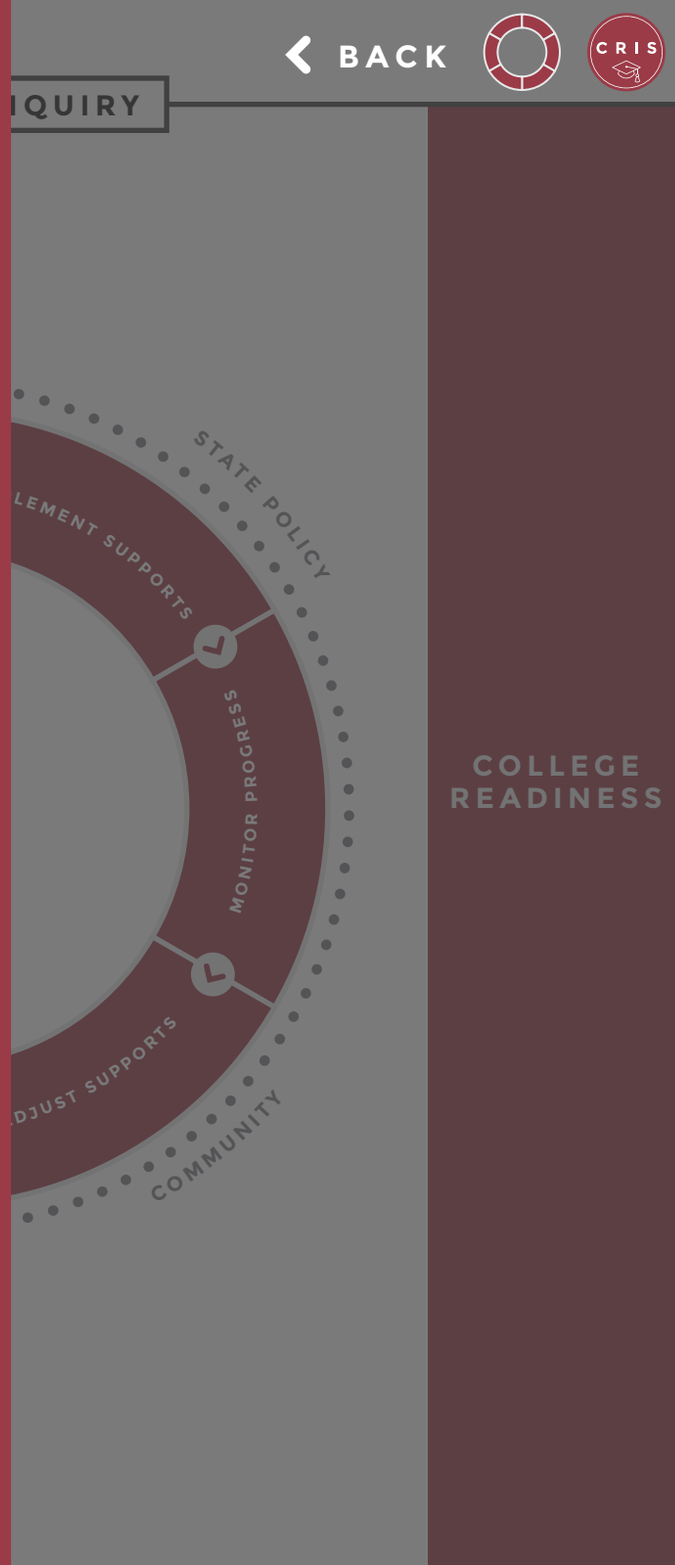
ACADEMIC TENACITY

SETTING (SCHOOL)

COLLEGE KNOWLEDGE

SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY



TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

The key academic content knowledge and cognitive strategies needed to succeed in doing college-level work.

INDIVIDUAL (STUDENT)

preparedness include:

- GPA & credits/courses
- Benchmark exams

See the Menu of College Readiness Indicators for more information

ACADEMIC TENACITY

SETTING (SCHOOL)

COLLEGE KNOWLEDGE

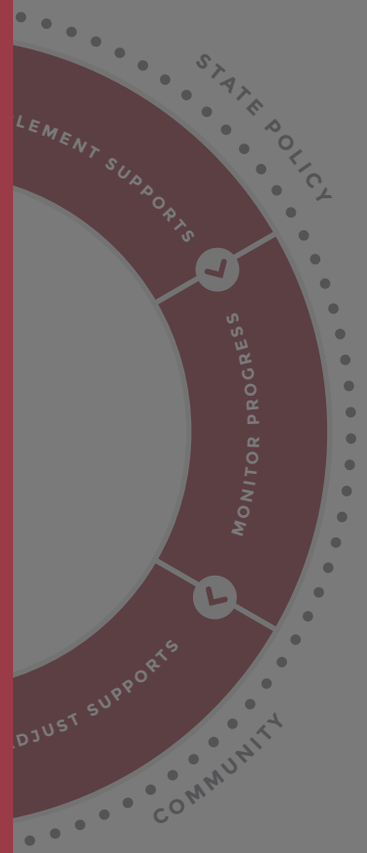
SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY

BACK

CRIS

IQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

The key academic content knowledge and cognitive strategies needed to succeed in doing college-level work.

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

SETTING (SCHOOL)

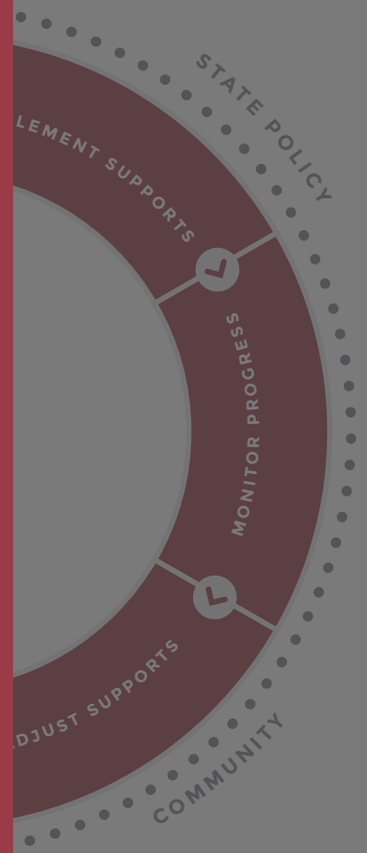
At the individual level, indicators measure students' personal progress toward college readiness.

VIEW EXAMPLES

COLLEGE KNOWLEDGE

SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

ENGAGE IN CYCLE OF INQUIRY

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

The key academic content knowledge and cognitive strategies needed to succeed in doing college-level work.

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

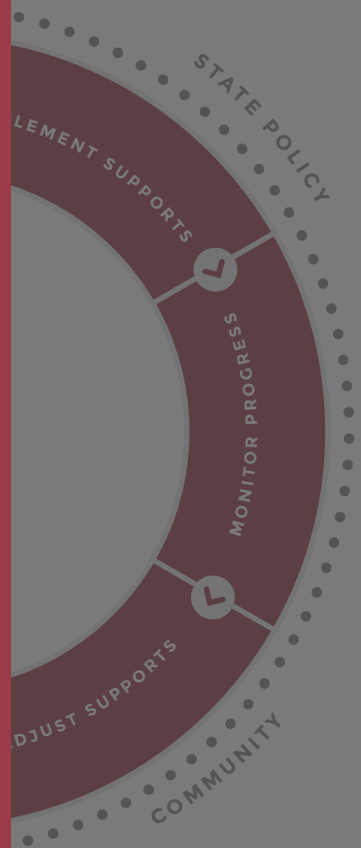
SETTING (SCHOOL)

COLLEGE KNOWLEDGE

SYSTEM (DISTRICT & PARTNERS)

At the system level, the focus of the indicators is on district policy, funding infrastructure, and partnerships that affect the availability of college readiness supports.

VIEW EXAMPLES



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

At the individual level, indicators measure students' personal progress toward college readiness.

VIEW EXAMPLES

ACADEMIC TENACITY

The underlying beliefs and attitudes that drive student achievement.

SETTING (SCHOOL)

COLLEGE KNOWLEDGE

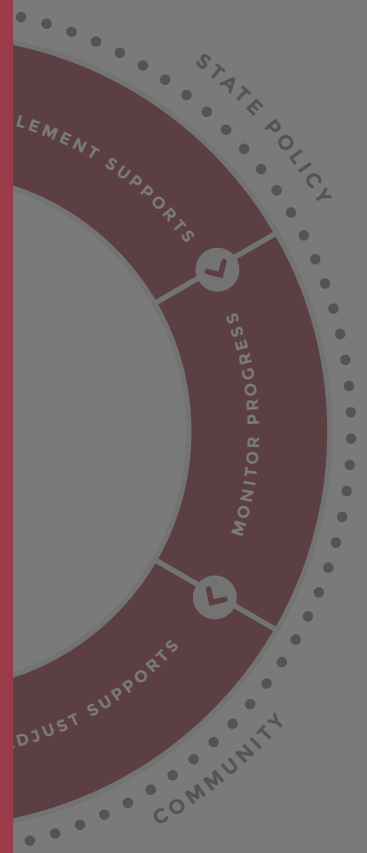
SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY

BACK

CRIS

INQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

The underlying beliefs and attitudes that drive student achievement.

SETTING (SCHOOL)

At the setting level, indicators track the resources and opportunities for students provided by their school.

VIEW EXAMPLES

COLLEGE KNOWLEDGE

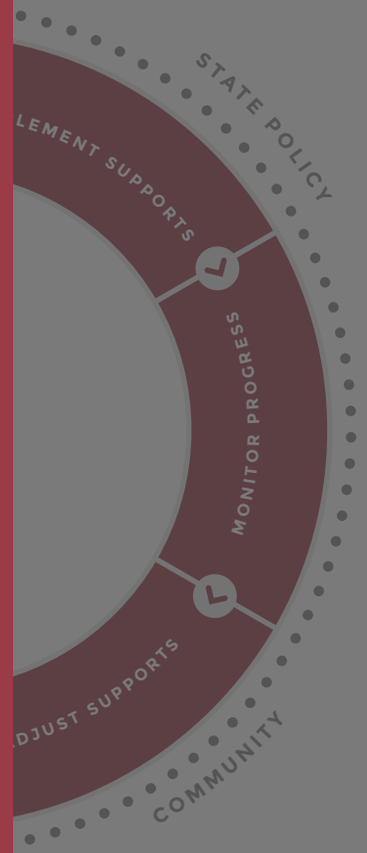
SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY

BACK

CRIS

IQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

The underlying beliefs and attitudes that drive student achievement.

SETTING (SCHOOL)

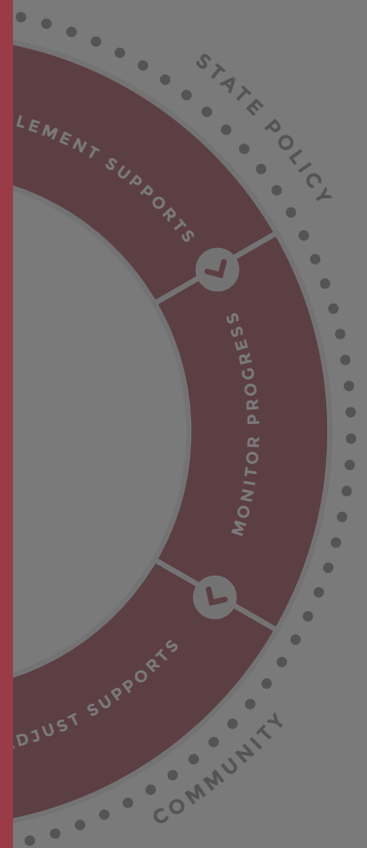
COLLEGE KNOWLEDGE

SYSTEM (DISTRICT & PARTNERS)

At the system level, the focus of the indicators is on district policy, funding infrastructure, and partnerships that affect the availability of college readiness supports.

VIEW EXAMPLES

ENGAGE IN CYCLE OF INQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

At the individual level, indicators measure students' personal progress toward college readiness.

VIEW EXAMPLES

ACADEMIC TENACITY

SETTING (SCHOOL)

COLLEGE KNOWLEDGE

The knowledge base and contextual skills that enable students to successfully access and navigate college.

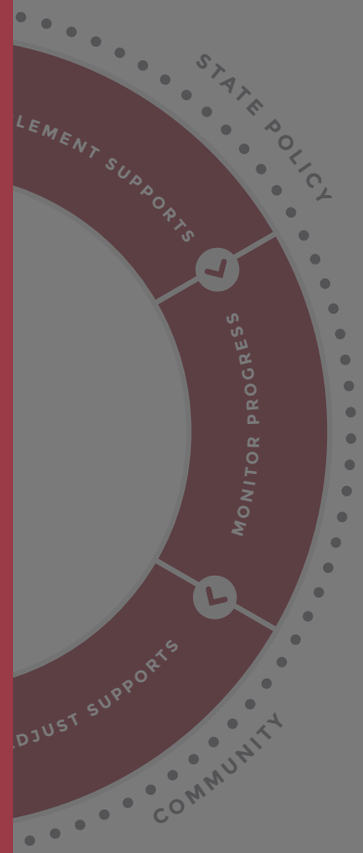
SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY

BACK

CRIS

IQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

SETTING (SCHOOL)

At the setting level, indicators track the resources and opportunities for students provided by their school.

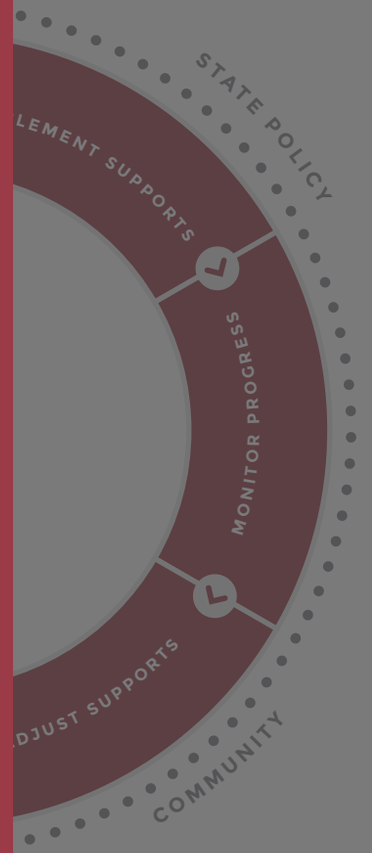
VIEW EXAMPLES

COLLEGE KNOWLEDGE

The knowledge base and contextual skills that enable students to successfully access and navigate college.

SYSTEM (DISTRICT & PARTNERS)

ENGAGE IN CYCLE OF INQUIRY



COLLEGE READINESS

TAKE STOCK & PRIORITIZE

SELECT INDICATORS

DIMENSIONS

LEVELS

ACADEMIC PREPAREDNESS

INDIVIDUAL (STUDENT)

ACADEMIC TENACITY

SETTING (SCHOOL)

COLLEGE KNOWLEDGE

The knowledge base and contextual skills that enable students to successfully access and navigate college.

SYSTEM (DISTRICT & PARTNERS)

At the system level, the focus of the indicators is on district policy, funding infrastructure, and partnerships that affect the availability of college readiness supports.

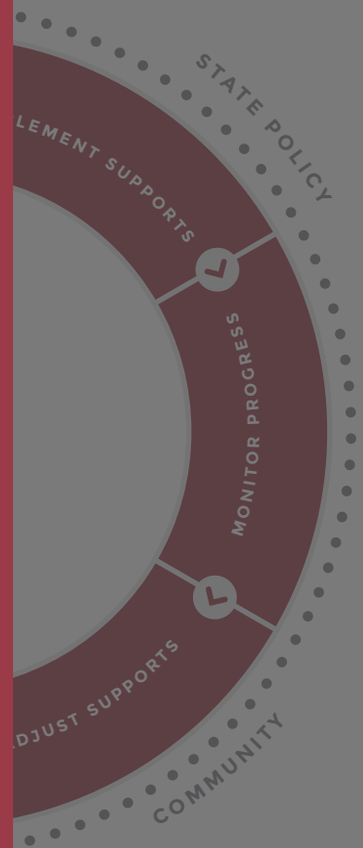
VIEW EXAMPLES

ENGAGE IN CYCLE OF INQUIRY

BACK

CRIS

IQUIRY

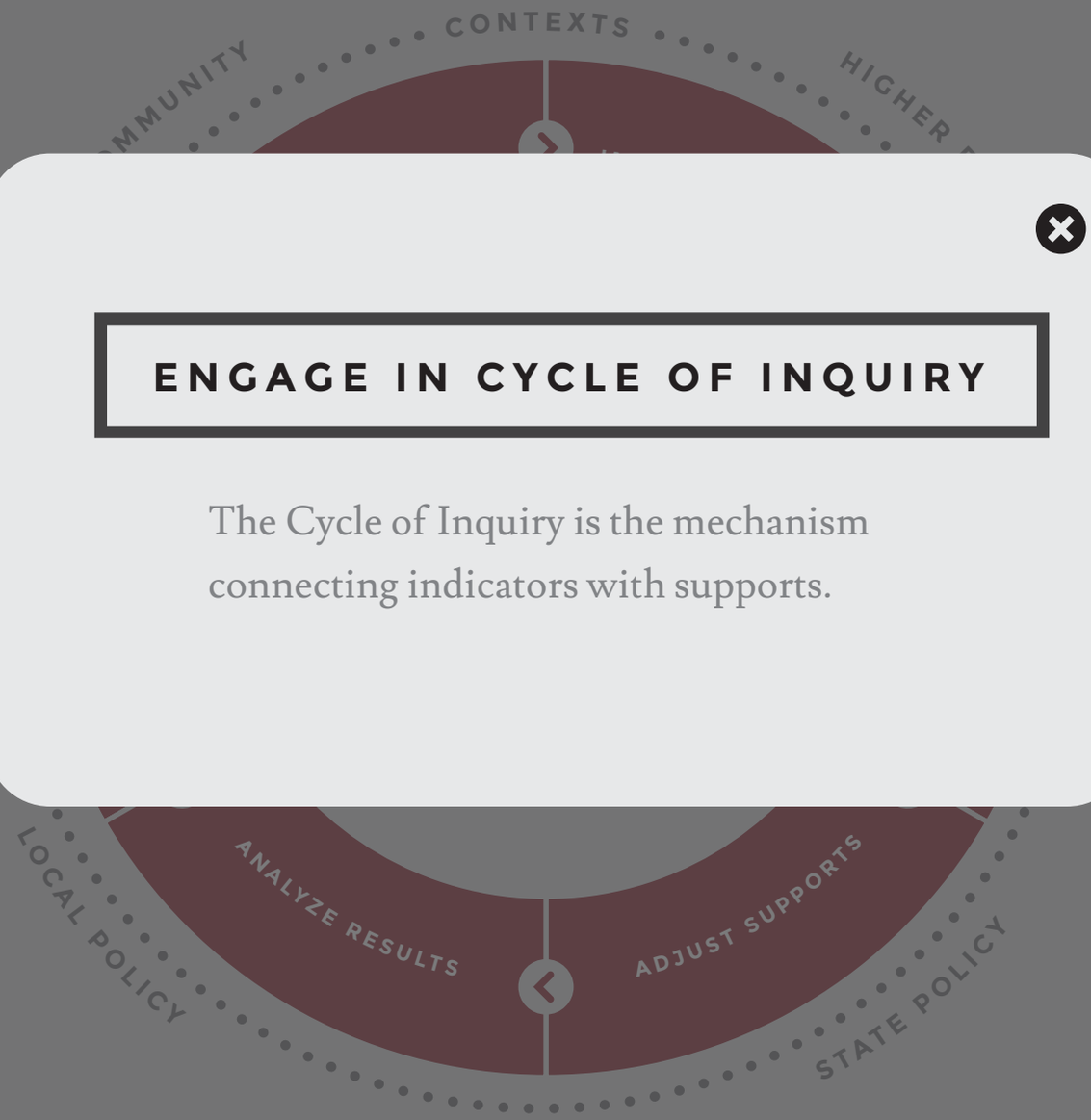


COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

TAKE STOCK & PRIORITIZE

SELECT INDICATOR

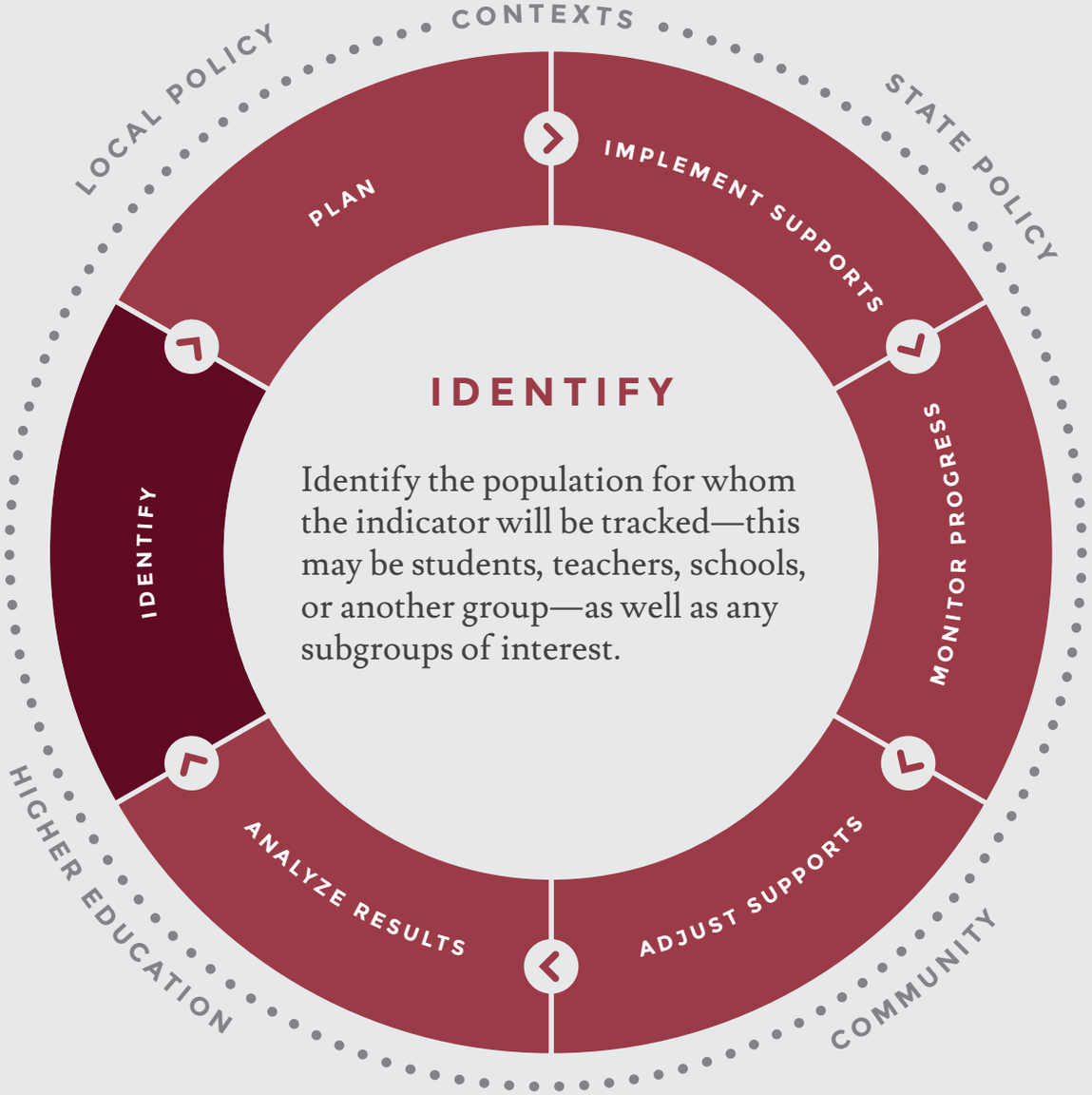


COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

The Cycle of Inquiry is the mechanism connecting indicators with supports.

ENGAGE IN CYCLE OF INQUIRY



IDENTIFY

Identify the population for whom the indicator will be tracked—this may be students, teachers, schools, or another group—as well as any subgroups of interest.

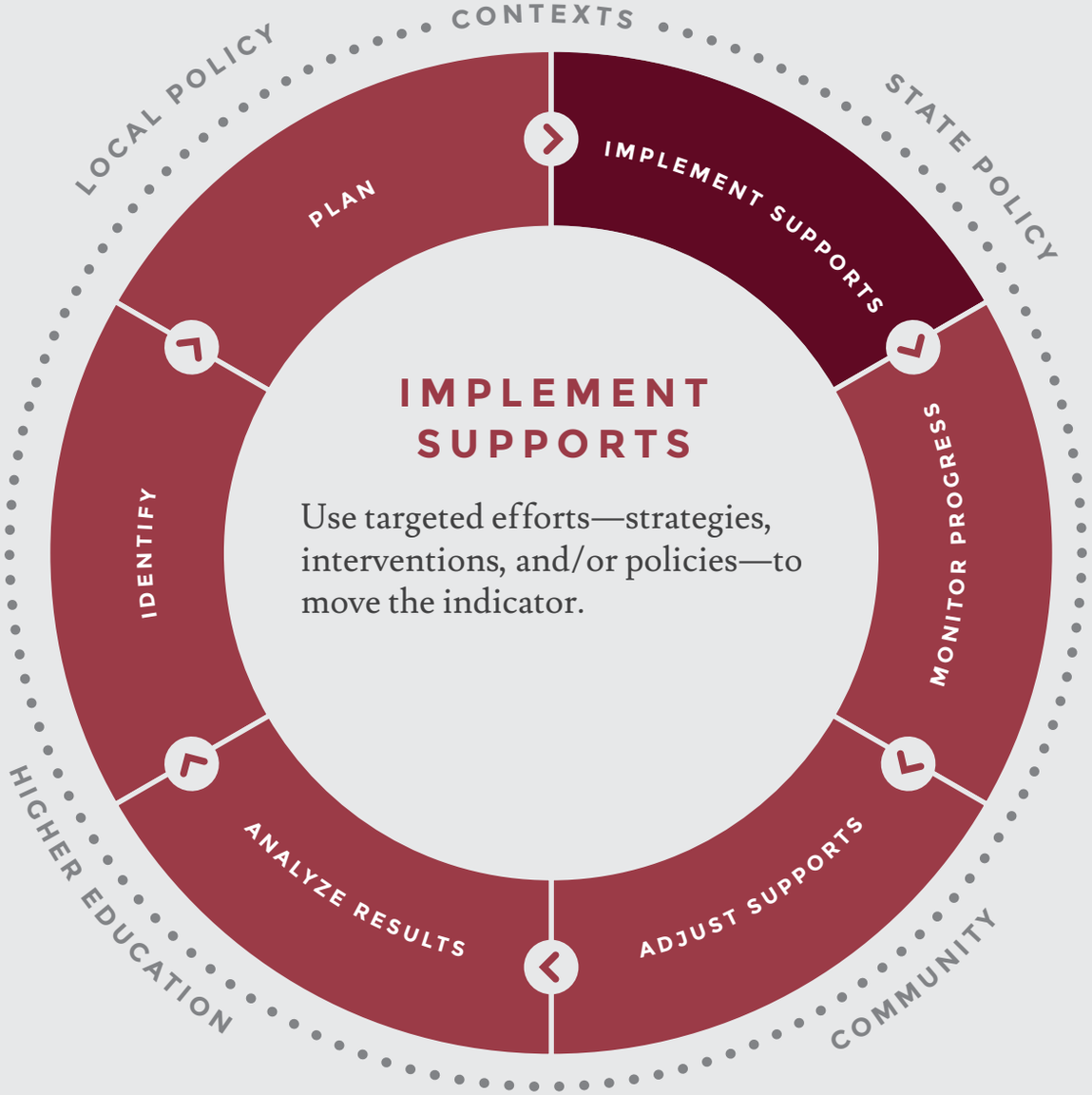
ENGAGE IN CYCLE OF INQUIRY

PLAN

Determine what resources are available and what barriers may exist to developing and carrying out a plan for providing additional resources or guidance.

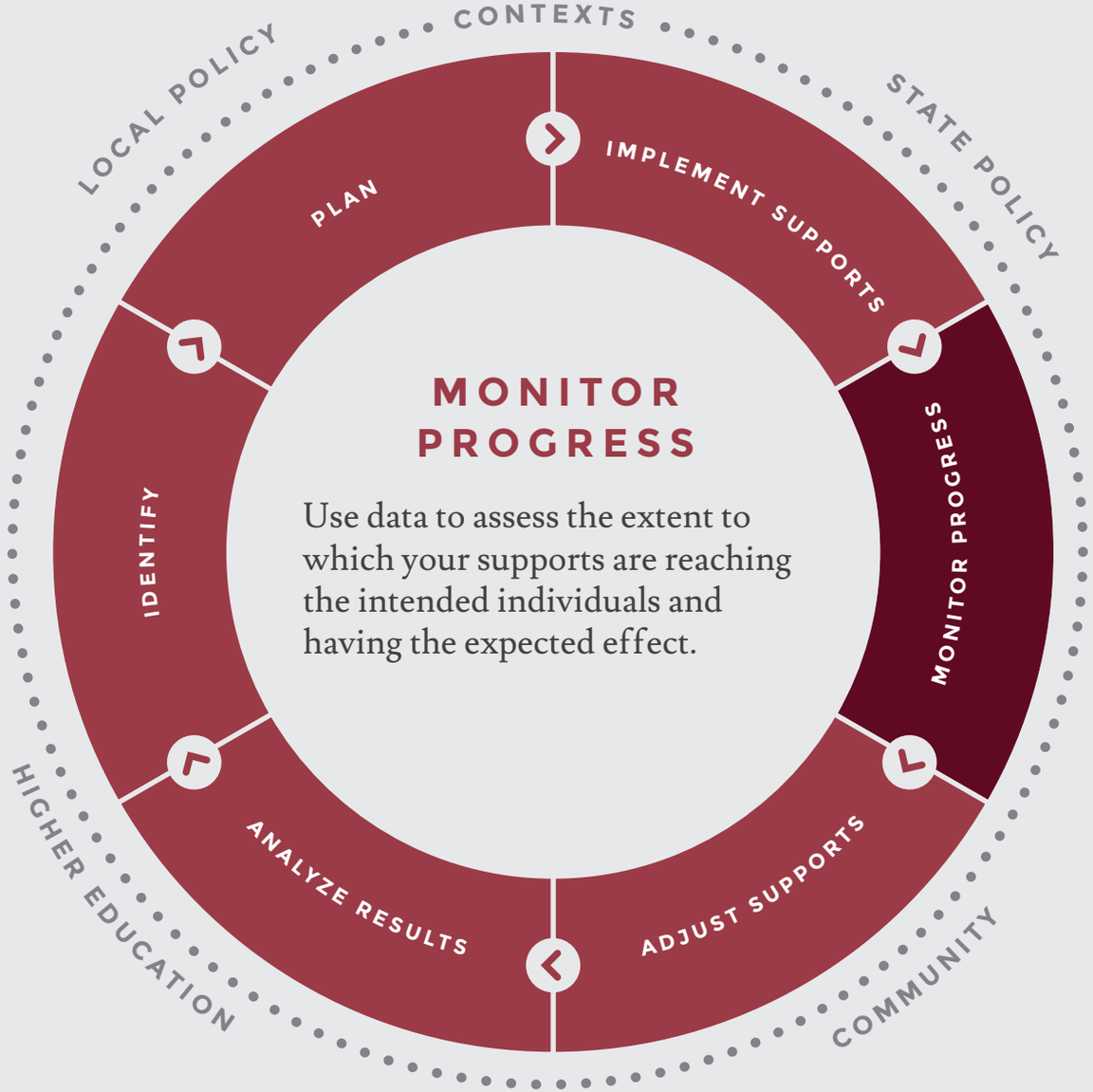
COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY



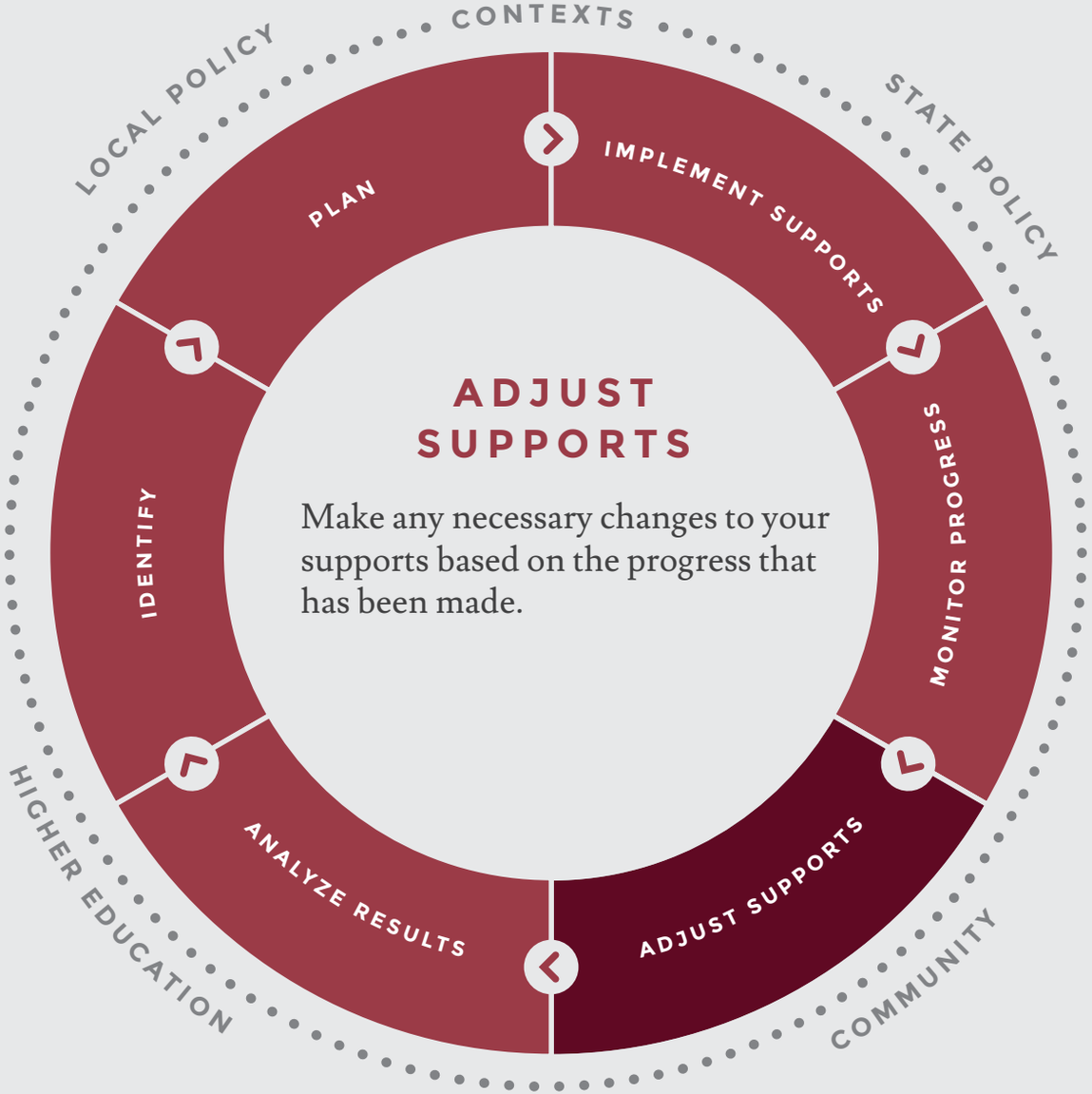
COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY



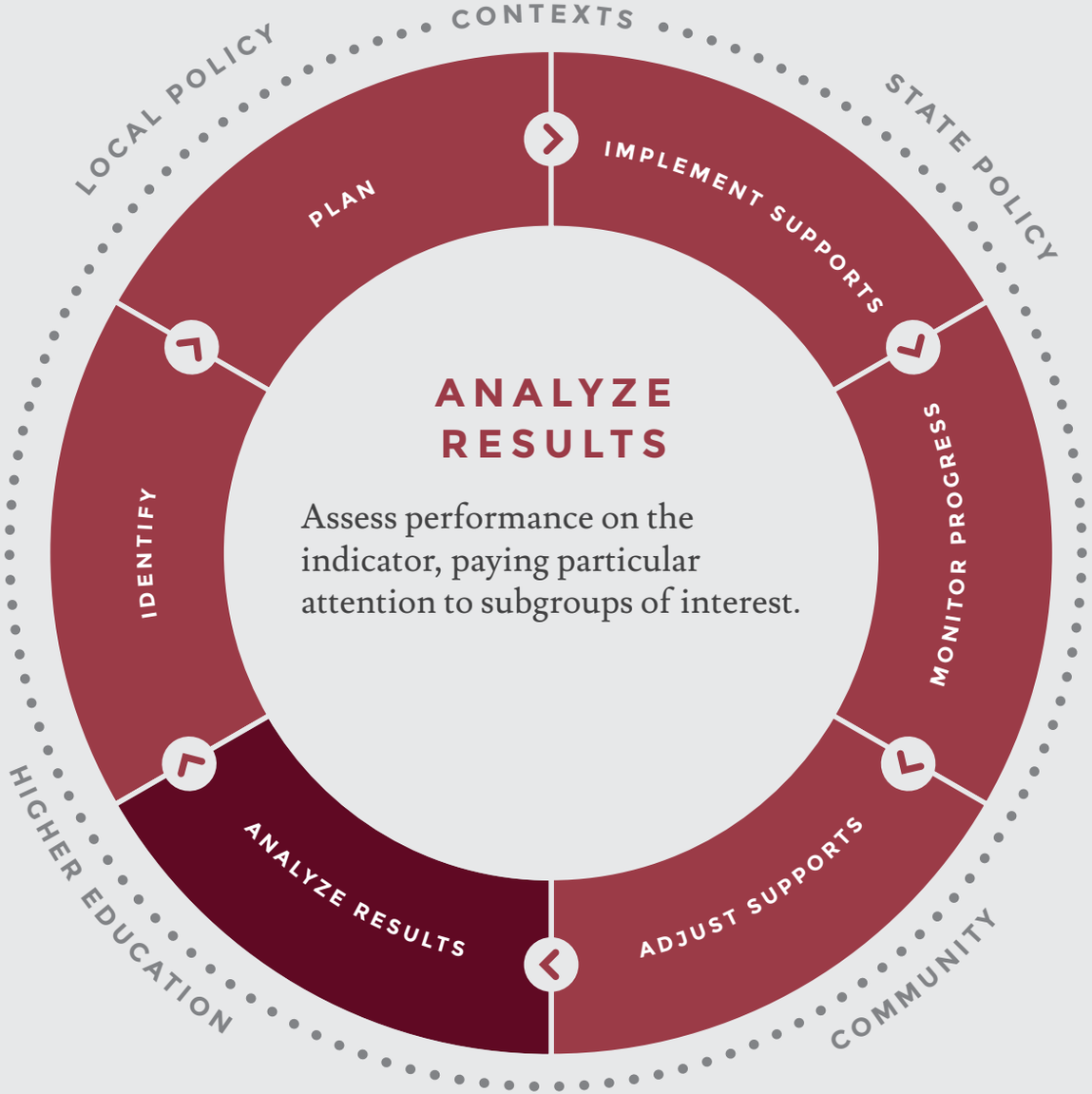
COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY



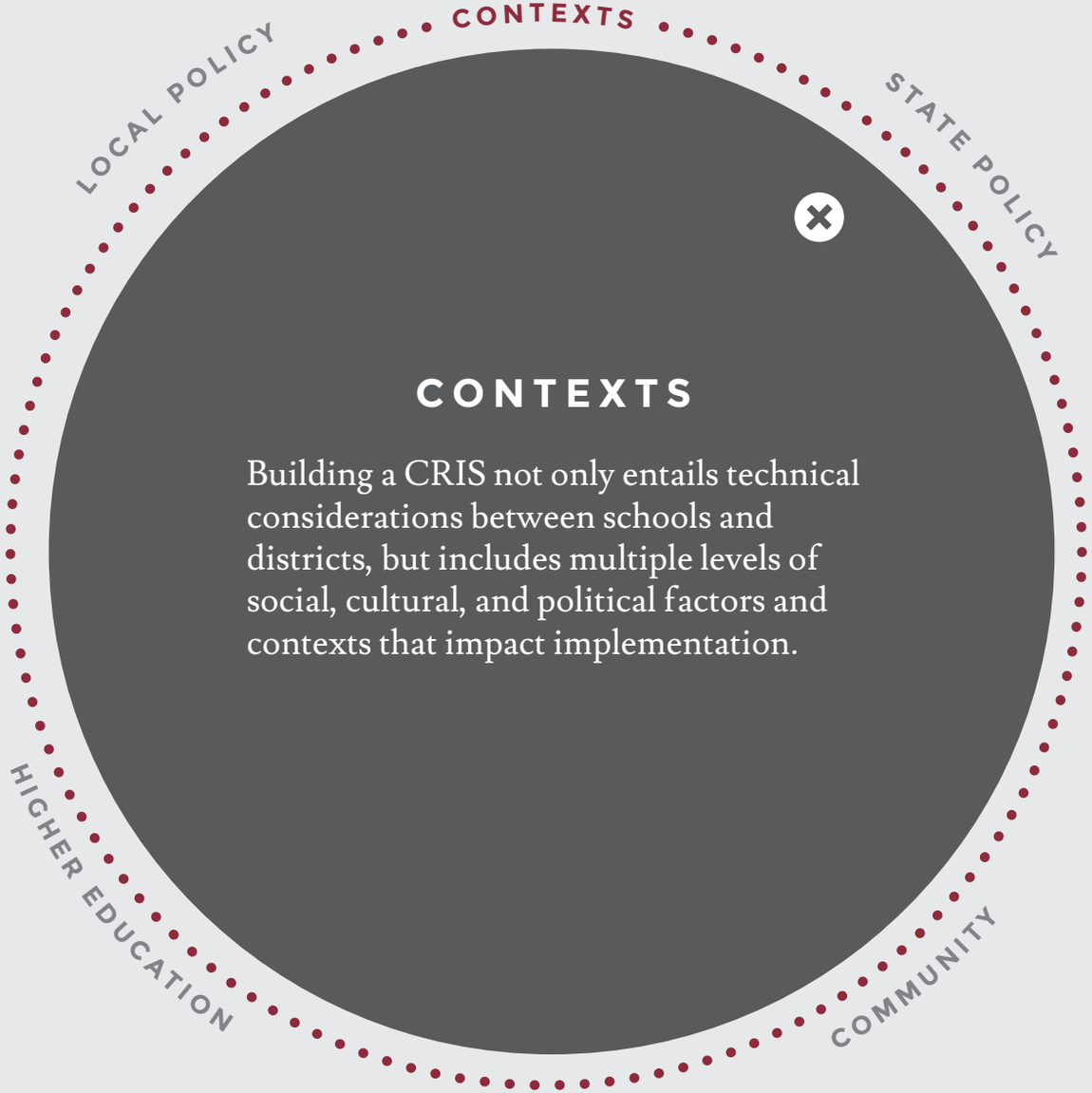
COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY



COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY



CONTEXTS

Building a CRIS not only entails technical considerations between schools and districts, but includes multiple levels of social, cultural, and political factors and contexts that impact implementation.

COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

LOCAL POLICY

In thinking about the local policy context, consider the:

- Prominence of CRIS in district strategic plan and priorities
- Alignment of CRIS with other district/school data-driven efforts
- Inclusion of college readiness indicators in district school accountability measures.
- Municipal education policy and priorities around college readiness and attainment.

COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

STATE POLICY

In thinking about the state policy context, consider the:

- Role of college readiness indicators in state graduation requirements.
- Coordination of CRIS with state longitudinal data systems.
- Presence of or potential for significant increases or decreases in state education funding that can affect CRIS capacity.

COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

COMMUNITY

Consider the community's priorities, resources, and culture around college readiness, especially the:

- Capacity of college access and success providers.
- Existence of robust citywide cross-sector partnerships.
- Level of trust and mutual accountability across system stakeholders.

COLLEGE READINESS

ENGAGE IN CYCLE OF INQUIRY

HIGHER EDUCATION

In thinking about the higher education policy context, consider the:

- Alignment of CRIS with state college entrance requirements.
- Existence of district-higher education college readiness partnerships and data sharing agreements.
- Availability of higher education institutions to co-develop a CRIS research agenda.

COLLEGE READINESS

COLLEGE READINESS

College ready students have the skills, knowledge and beliefs necessary to succeed in college. College ready schools and districts provide the resources and opportunities for students to graduate high school ready for college.

You can learn more about implementing a CRIS through the CRIS Resource Series:

- CRIS Framework Narrative
- Menu of College Readiness Indicators and Supports
- Selecting Effective Indicators
- A Technical Guide to College Readiness Indicators
- District Self-Assessment Tool
- Essential Elements in Implementation