Increasing the number of students who graduate from high school ready for college requires a systemic approach that includes a range of appropriate indicators that go beyond academics alone (including the social and emotional domains of learning), supports tied to those indicators, and attention to change at the individual (student/teacher), school and district levels. In this session, researchers at Stanford University’s John W. Gardner Center for Youth and Their Communities and school practitioners from New Visions for Public Schools in New York and San Jose Unified School District join to present findings from the College Readiness Indicator Systems (CRIS) initiative. Over three years, Gardner Center staff and two additional institutional partners at the University of Chicago and Brown University, developed and studied the implementation of a CRIS in five urban school districts across the country. Additionally, the panel will discuss the importance of university-based researchers and practitioners working together on a set of problems of practice. The discussion will help to illustrate how relevance to practice, and iterative work with practitioners, strengthens both the research enterprise, and builds the capacity of practitioners to engage in, and become more savvy consumers of research for continuous improvement.