# Article information:

College Readiness Versus College Worthiness: Examining the Role of Principal Beliefs on College Readiness Initiatives in an Urban U.S. High School | SpringerLink  
<https://link-springer-com.ezproxy1.library.arizona.edu/article/10.1007/s11256-017-0429-6>

# Article summary:

1. A postsecondary degree is crucial for economic security in a knowledge-based economy, but only a small percentage of minority groups have completed a baccalaureate or higher degree.

2. Different definitions of college readiness make it difficult to develop equitable and effective initiatives to prepare all students for college.

3. A comprehensive, college-going culture approach that includes parents and home environments is more effective in promoting universal college readiness than prescriptive and isolated initiatives that often fail to include parent involvement, especially for students from minority backgrounds.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "College Readiness Versus College Worthiness: Examining the Role of Principal Beliefs on College Readiness Initiatives in an Urban U.S. High School" discusses the challenges of developing equitable and effective initiatives to prepare all students for college. The authors argue that different definitions of college readiness make it difficult to develop a comprehensive approach, and that many initiatives rely on criteria associated with individual student achievement, which can be influenced by external social conditions, structures, and deficit beliefs.

One potential bias in the article is its focus on the role of principals in promoting college readiness. While principals are certainly important leaders in schools, they are not the only ones who influence student outcomes. Teachers, parents, and community members also play critical roles in creating a college-going culture.

Another potential bias is the authors' emphasis on the importance of including parents and home environments in efforts to promote college readiness. While this is certainly an important factor, it may not be sufficient on its own to address systemic inequalities that affect students from minority backgrounds.

The article also makes some unsupported claims about the impact of neoliberal ideologies on college readiness initiatives. While it is true that some initiatives may prioritize job market competitiveness over equity and social justice, it is not clear that this is always the case or that such priorities are inherently incompatible.

Overall, while the article raises important questions about how best to promote college readiness for all students, it could benefit from a more nuanced analysis of the complex factors that contribute to student success.

# Topics for further research:

* Factors influencing student success beyond principal beliefs
* Role of teachers in promoting college readiness
* Community involvement in college-going culture
* Addressing systemic inequalities in college readiness initiatives
* Critiques of neoliberal ideologies in education
* Comprehensive approaches to promoting college readiness for all students

# Report location:

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