

It is often extremely easy to become bogged down in the minutiae of daily activities within a school district. Occasionally, we lose focus on what our desired outcomes may be for students. The term "readiness" is often compromised for fear of setting a bar too high, or for trying to quantify and create some number that indicates that potential has been met or it has not. The delicate balance to avoid dehumanizing children and moving too quickly to some factory model of education is real, but it may come at a cost because of the public perception that grows that schools are not doing the job in preparing students for their futures.

While we can debate that we are preparing students for a future for which we cannot clearly see, the current lens, often political, views schools as failing at their job because we are afraid of high stakes testing and other punitive accountability measures. Later in this board meeting, a discussion related to the "Every Student Succeeds Act" references national accountability, but what can we do about accountability locally and in the present tense.

Since February 2016 a national movement has pervaded conversation about how to redefine *college* and *career* readiness, and the American Association of School Administrators also discusses *life* readiness (CCLR), (which is even more difficult to quantify). Here is a brief description of each of those 3 readiness components.

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Students are **College Ready** if they meet either the academic or standardized testing benchmarks listed below.

GPA 2.8 out of 4.0 and **one** or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)
- College Readiness Placement Assessment*

College, Career and Life Readiness
Board of Education, Geneseo CUSD 228
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***Standardized Test benchmarks (minimum score)**

SAT Exam: Math (530) | Reading and Writing (480)

ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II



Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two** or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities



Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation's high schools provide social and emotional support and experiences to equip students with the life skills they will need for success in their future.



So what do we need here in District 228 to assist us moving forward:

- a. While LearningLEAF will help us identify key desired topics to be included, we need to be certain that for at least some prescribed increment of time, we know that the high school graduation course requirements, and other required high school experiences provide us with confidence that the high school program is meeting the expectations for college, career and life readiness.
- b. Once we have confidence in the high school CCLR expectations and plans, then we should develop clearly defined benchmark year readiness standards. For example, clear exit outcomes for 8th grade should align with those CCLR standards for successful departure from Geneseo High School. Perhaps, 5th grade becomes the next natural exit outcome position.
- c. Instructional techniques, assessments, and curriculum that evolves moving forward should utilize these CCLR and other benchmark year expectations for professional development and some of the inservice time.