



Northwest Educational Council for Student Success

A partnership committed to college and career readiness

Dashboard Context FY19

What is NECSS?

The Northwest Educational Council for Student Success, or NECSS, is a collective impact organization serving 23 communities in the northwest suburbs of Chicago. We prepare students for success after high school. Our four partners are three school districts – D211, D214 and D220 – and a comprehensive community college, William Rainey Harper College.

Why does the work of NECSS matter?

- Our collective efforts save students time and money in working toward their college and career goals.
- Our collective efforts save parents money.
- Our collective efforts save taxpayers money.

What if NECSS didn't exist?

Many students would be left behind.

There is a national discussion about how high school and college have made necessary changes to prepare students for postsecondary readiness. Our work at NECSS is at the forefront of this conversation both in Illinois and across the nation. By having access to the programs that NECSS partners provide, local residents and their children and grandchildren receive the best of the best – not just from their local schools, but from collaborative efforts within our region as well.

What does NECSS offer?

Possibilities for a future yet unimagined. We partner to bring our best efforts together to ensure that young people in our communities are well prepared for success after high school.

In times past, high schools did their part and then handed students off to colleges or to the workplace. We now have a very different understanding for a very different world, and we are working together, along with industry and community partners, to prepare our students for what they will need to be equipped with throughout a lifetime.

The difference is significant. The NECSS partnership has reduced the number of students taking developmental classes at the college level, saving time and money for taxpayers and families and has increased the number of students taking college classes while in high school. It is offering multiple paths to a bright future for students in our region.

What does NECSS do better than anyone else?

We innovate. We plan for the future for our region's students when there is often no trail to follow.

How do you know NECSS is successful?

Launched in 2010, NECSS has shared data collection, measurement and analysis tracking continuing improvements among its partner organizations. These measurements are combined in the new NECSS Dashboard, which provides the community with regional data on our students' college and career readiness and success. Here are our results in the Student Dashboard:

www.necsspartnership.com/necss-student-data-dashboard/

Dashboard Descriptions

Metric #1: College and Career Readiness: Percentage of high school seniors who are college and career ready

College and Career Ready (2017): 61%

- **College Ready (2017): 66%**
- **Career Ready (2017): 88%**

Nationwide, colleges and universities have aligned themselves with the goal of ensuring that more Americans earn postsecondary credentials. This is described in depth by the Lumina Foundation as [the 60 x 25 goal](#): to increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by the year 2025. While we see that we have work ahead to ensure that more of our students are college ready if that is their objective, our region has already met the national standard in our accomplishments in this area.

Historically, college and career readiness have been very distinct considerations. In a contemporary context, we understand that all students must be prepared for productive work lives. This preparation no longer waits until after college or high school, nor is it limited to areas that were traditionally deemed "vocational" in nature. As educators, we now understand that all students benefit from exposure to career preparation activities such as alignment with a career cluster area, earning an industry credential, attaining a work-based learning experience, developing strong habits of attendance and participating in community service and clubs, athletics and other school activities. This goal also measures these activities.

Metric #2: Power of 15: Percentage of students earning at least 15 college credits while enrolled in high school

Power of 15 (2017): 29%

For this measure, we are concerned with all of the ways in which students in our region earn college credits before graduating high school: dual credit, credit by exam or Advanced Placement (AP). In a few short years, we have gone from a very small group of elite students receiving advanced college credit to nearly 30% of graduating seniors in our community earning college credit while in high school.

Per the [College Board](#), students who take college classes in high school enjoy a variety of benefits including:

- Being introduced to new academic passions and the excitement of exploring interesting subjects in depth.
- Learning time-management skills, study skills and discipline required for college.
- Improving chances of getting into their college of choice.
- Improving chances of qualifying for scholarships.
- Freeing enough time in college to take part in programs such as study abroad or to double major.
- Graduating from college on time or early, which will save money.

Per the Northern Illinois Regional P-20 Network, Harper College has the highest percentage of high school students enrolled in coursework in a community college in the state of Illinois (55.3%), which includes the highest percentage of students enrolled in Advanced Placement coursework (44.6%) and the highest percentage of students enrolled in dual-credit coursework (22.2%).

Nationally, schools are increasingly offering such opportunities for high school students. In our region, we invite students to *strategically* enroll in postsecondary experiences while in high school. We look forward to seeing this number grow. Why? A National Research Center for Career and Technical Educational study found that dual-credit classes increase the likelihood of students enrolling in a four-year institution, staying in college longer and having higher grade-point averages.

Metric #3: Postsecondary Matriculation: Percentage of students who participate in postsecondary education or military in our region

Postsecondary Matriculation (2015): 83%

This is the percentage of students in our region who participate in postsecondary education (Harper College or other) or in the military one to two years after graduating high school. This

metric is unique in that it measures postsecondary matriculation across sectors. While others look only at postsecondary matriculation to two- or four-year institutions, this metric takes military participation into account as well.

Metric #4: Postsecondary Credential Attainment: Percentage of students who earn a postsecondary credential

Postsecondary Credential Attainment (2011): 57%

This percentage represents those high school students from our region who graduate with a postsecondary credential – degree or certificate – from Harper or another postsecondary institution over a six-year period. Per the Snapshot report of the [National Student Clearinghouse Research Center](#), by the end of Year 6, 63.1% of students who began college in fall 2011 had completed a postsecondary credential. It is important to know that this metric breaks important ground. Again, typically, comparable metrics do not cross sector boundaries – in other words, secondary and postsecondary students are viewed and tracked separately. With the NECSS Dashboard, we are capturing the movement of students from 9th grade through college graduation.

Metric #5: Harper Promise: Percentage of Harper scholars who earn a postsecondary credential

No data yet available

As students move into and through our Harper Promise program, beginning with the Class of 2019, we will be able to provide data on the percentage of Harper scholars – those who committed to a Harper Promise scholarship and satisfied all eligibility criteria – who continue on to earn a postsecondary credential (degree or certificate). It is currently too soon in the program’s development to do so. Eligibility indicators include attendance, grades, community service, persistence and rigor/quality.

We look forward to continued work together, to measuring our progress and to public accountability on our efforts.

Questions?

For more information, please contact Dr. Kenya F. Ayers, Vice President and Chair of the Board, at the NECSS Office, 847-718-6800.