



Northwest Educational Council for Student Success

*A partnership committed to college and career readiness*

## Dashboard Context FY19

### **What is NECSS?**

NECSS is a collective impact organization serving 23 communities in the NW suburbs of Chicago. We prepare students for success after high school. NECSS is a collective impact organization. Our four partners include 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 taxpayers money.
- Our collective efforts save parents money.
- Our collective efforts save students time in working towards their college and career goals.

### **What if NECSS didn't exist?**

*Business as usual. Status quo. Being left behind.*

There is a national discussion about how high school and college have necessarily changed to prepare students for post-secondary readiness. Our work at NECSS is at the forefront of this conversation both in IL and across the nation. By living here, by having access to the programs that NECSS partners provide, local residents, their children and grandchildren receive the best of the best...not just from their local school but from collaborative efforts within our region.

**What does NECSS offer?** Possibilities for a future yet unimagined. We partner so that we can 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 to do their part. Students then either went to college or they went to work. 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 throughout a lifetime. The difference is significant. The NECSS partnership has led us to reduce the number of students taking developmental classes at the college level (saving time and money to taxpayers and families), has increased the number of students taking college classes while in high school and has helped offer multiple paths for a bright tomorrow for students in our region.

**What NECSS do better than anyone?** We innovate. We plan for an unknown future for our region's students when there is often no trail before us.

**How do you know NECSS is Successful?** Since 2010, NECSS has served as a collective impact organization for these combined efforts aimed at continuous improvement. To monitor our progress, we have agreed to shared data collection, measurement and analysis. These efforts are realized in the release of our NECSS dashboard wherein we provide the community with regional data on our students' college and career readiness and success.

Here are our results in the form of a Student Dashboard:

<http://www.necsspartnership.com/necss-student-data-dashboard/>

## Dashboard Descriptions

**Metric #1: College and 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 goal 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.*

*<https://www.luminafoundation.org/lumina-goal>. 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 after 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, participating in community service and clubs, athletics and other school activities. This goal also measures these activities.*

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**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 went from a very small group of elite students receiving advanced college credit to nearly 30% of graduating seniors in our community earning college credit before they graduate 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 in college.*
- *Improving chances of getting into the college of choice.*
- *Improving chances of qualifying for scholarships.*
- *Freeing enough time in college to take part in programs like study abroad or to double major.*
- *Graduating from college on time or early, which will save money.*

<https://bigfuture.collegeboard.org/pay-for-college/college-costs/getting-college-credit-before-college>

Per the Northern Illinois Regional P-20 Network, Harper College has the highest percentage of any 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 Dual Credit Coursework (22.2%). Nationally, schools are increasingly offering such opportunities for high school students. In our region, we invite high school students to *strategically* enroll in post-secondary experiences while in high school. We look forward to seeing this number increase. Why? Through a National Research Center for Career and Technical Educational study, 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.

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**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 who participate in postsecondary education (Harper College or other) or military in our region 1 to 2 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 year or four year institutions, this metric also takes military participation into account as well.*

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

**Postsecondary Credential Attainment (2011): 57%**

*This percentage represents those students from our region by high school cohort who graduate with a postsecondary credential from Harper or some other postsecondary institution over a 6-year period. Per the Snapshot report of the National Student Clearinghouse Research Center - <https://nscresearchcenter.org/> - by the end of year six, 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.*

**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 and) who continue on to earn a postsecondary credential. 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 the NECSS Office: 847-718-6800;  
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