

--- Kane County Chronicle ---

St. Charles School District 303 committee reviewing findings of equity audit

Oct. 25, 2022

By Eric Schelkopf



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A superintendent's committee headed by Christine Igoe, the district's assistant superintendent of educational services, will develop an action plan based on the audit findings. During the Oct. 11 St. Charles School Board meeting, Igoe updated board members on the committee's efforts.

The committee had its first meeting Sept. 28. As Igoe related to school board members, the committee is taking a deep dive into the audit "so that we could understand what is in that

equity audit, what are the strengths that came out through that audit and what are the some of the opportunities that were identified.”

The committee also is reviewing the equity plans of three school districts – **Elgin Area School District U46**, Naperville Community Unit School District 203 and Wheeling Community Consolidated School District 21. Igoe said committee members will be talking about what they liked and didn’t like about each plan.

Beginning with the 2022-23 school year, each school district in Illinois is responsible for publicly posting its progress toward equity on its school report card using an Illinois State Board of Education developed continuum.

To read the full article, click [here](#)

--- Kane County Connects -- Public Invited to School District **U-46 50th Anniversary Celebration of Bilingual Program**

Oct. 26, 2022

By Kane County Connect Staff

School District **U-46** will celebrate the 50th anniversary of its award-winning bilingual program on Saturday, Oct. 29, with a panel discussion, musical performances and more. The event is free and open to the public.

The event is being hosted by the **U-46** Multilingual and Multicultural Education Department, formerly known as the English Language Learners Department.



The celebration will start at 11:30 a.m. with a panel discussion featuring current and former U-46 staff members who will speak about the evolution of bilingual education in the District, areas of success and challenges. Participants will address why bilingual programs are critical for students' success.

After the panel discussion concludes at 12:30 p.m., there will be a performance by Mariachi Joya Dorada de U-46, the District's student mariachi band. Refreshments will be served, and those in attendance will have time to connect, reminisce and celebrate.

Virtual Option: The first part of the celebration will be streamed live on the District's YouTube channel at youtube.com/SchoolDistrictU46

WHO: Current and former U-46 families, staff members, and alumni, plus a performance by Mariachi Joya Dorada de U-46, the District's student mariachi band. Panelists will include Dr. Annette Acevedo, U-46 Executive Director of Middle Schools; Celia Banks, Director of Curriculum and Instruction; Jack Fields, former U-46 Bilingual Director; Dr. Rodney Fitzgerald, former U-46 teacher; and Jaime Garcia, former Executive Director of Centro de Información and a former U-46 principal.

WHAT: U-46 Bilingual Program 50th Anniversary Celebration

WHEN: Saturday, Oct. 29 from 11:30 a.m. to 1:30 p.m.

WHERE: Tefft Middle School, 1100 Shirley Ave., Streamwood

SOURCE: S.D. U-46 media release.

--- The Daily Herald ---

'Doing the work that's necessary': Fox Valley schools show promising signs of growth

Oct. 27, 2022

By Alicia Fabbre



Heather Carlson teaches a math enrichment class Tuesday at Richmond Intermediate School in St. Charles. Each elementary and middle school in District 303 had a full-time math specialist during the 2021-22 school year. Math scores are not yet at pre-pandemic levels but did increase from the 2020-21 school year. Brian Hill | Staff Photographer

Fox Valley students demonstrated resilience after two years of learning disruption due to the COVID-19 pandemic, with schools showing signs of improvement and movement back toward pre-pandemic performance levels, according to the [2022 Illinois School Report Card](#).

Algonquin-based Community Unit District 300 recorded its highest graduation rate in more than 10 years, St. Charles Community Unit District 303 saw math scores increase, and **Elgin Area School District U-46** saw many of its schools in the 50th percentile for growth in language arts and mathematics.

Even with the gains, school districts are careful to note that recovery from two years of disrupted learning will take time, and state report cards show student performance is not yet at pre-pandemic levels.

In fact, both District 300 and **U-46** have one school each listed in the comprehensive category, meaning the school performed in the bottom 5% statewide and must begin a four-year cycle of

improvement. Neither district had a school designated as comprehensive on the 2019 school report card.

"We're doing the work that's necessary and I think we're moving in the right direction," said **U-46 Superintendent Tony Sanders**. "But it's going to take a lot more than one or two years to make up for the loss that these students experienced."

The state's second-largest school district, which is a diverse mix of socioeconomic and ethnic backgrounds, also had 12 schools listed under the state's "targeted" designation, meaning they had one or more student groups performing at or below the comprehensive level. Targeted schools also must comply with a four-year improvement plan for targeted areas.

Forty of the district's schools, however, were in the commendable designation.

As students returned to the first full year of in-person learning, educators worked to identify areas of need and address them while keeping a focus on grade-level standards rather than try to make up for a year of disrupted instructional time.

Like many other districts, District 303 focused on assessing where a student was at the start of the 2021-22 school year and what bench marks they need to reach to get to grade level.

"That allowed teachers to individualize and support students from where they were ... and we saw significant growth," said Christine Igoe, assistant superintendent of educational services for District 303.

The district also placed a full-time math specialist in each of its schools during the 2021-22 school year. Though students are not yet at pre-pandemic proficiency levels, the intervention helped bring student math scores up from 2020-21 levels.

Summer intervention programs also helped keep the focus on learning.

District 300, for example, offered a summer learning option to address learning standards for students in kindergarten through eighth grade. The district also hired a director of academic multi tiered systems of support to track the student response to intervention programs, the district said in an emailed response.

"This school year, the district has begun analyzing our report card data at the district and individual school level and are developing comprehensive action plans to support all District 300 students," the district said.

In **U-46**, officials focused on the **U-46 Rising program**, which aims to improve classroom instruction through student academic teaming. This year, the program expanded from five

elementary schools to include seven more elementary schools, one middle school and one pre kindergarten site.

The program shifts from using a model where the teacher delivers knowledge to one where students work in collaborative environments and the teacher serves more as a coach, Sanders said.

The five pilot schools saw an increase in students meeting or exceeding proficiency standards ranging from 2% to nearly 8% in 2022 when compared to the previous school year. For example, at Creekside Elementary School, 5.6% of students achieved proficiency in English language arts and 8.5% in math in 2021. Those percentages increased to 11.5% in English and 8.7% in math in 2022, state report card data show.

In 2019, student proficiency levels at the same school were at 12.1% for English and 9.7% for math.

The district has commissioned a review of the program by a University of Illinois-Chicago professor who will analyze the test results for the five schools in comparison with other schools. Sanders hopes to present that information to school board members next month.

"Early indications are that, yes, those schools grew at a rate higher than their peers," Sanders said.

Their efforts helped. Though student proficiency rates are not where they were in 2019, overall the state saw student growth in the 54th percentile for English language arts and in the 52nd percentile for mathematics, according to the [2022 Illinois School Report Card](#).

In 2019, student growth levels were in the 50th percentile for both subjects, and in 2021 they were in the 38th percentile.

Growth measures how much a student progresses in a year in comparison with other students at the same level in the same grade. Proficiency measures whether or not a student met a grade-level state standard for learning.

"This accelerated growth rate tells us we are on the right track," State Superintendent of Education Carmen Ayala said.

Proficiency levels in math, science and language arts saw slight improvements, but for the most part they have not returned to pre-pandemic levels. Ayala and other educators identified these as areas for improvement but warned that closing COVID learning gaps will take time.

"Students experienced a once-in-a-lifetime global pandemic that no other generation has seen since 1918," said Tony Sanders, superintendent of Elgin Area School District U-46, the state's second-largest district educating more than 35,000 students. "You can't dig your way out of this overnight. It's going to take time for us to make up for the lost learning and make up for the lost social-emotional learning that our kids experienced."

Other school officials echoed Sanders' sentiment, noting Illinois schools are not alone as they continue on the road to academic recovery.

"Schools across the country continue to see an impact on test scores from the spring as students recovered from learning loss due to the pandemic," said Stephanie Kim, communications coordinator for Northwest Suburban High School District 214. "It's going to take time for standardized assessments to reflect a full recovery."

With the daunting task of making up for two years of disrupted learning, educators across the suburbs approached the first year back to fully in-person classes with a focus on figuring out where students had fallen behind and helping them attain the skills needed to work toward grade-level standards.

For many districts that meant expanding tutoring programs, hiring reading or math specialists, pushing summer enrichment programs, and bringing in more counselors or social workers to help meet students' social and emotional learning needs.

Many expect to use the latest data from the state report card to help identify areas of need and develop plans for the coming year as they work to address learning gaps.

Measuring equity

This year's report card also features the equity journey continuum, a new tool that helps school districts analyze student growth and equity. The continuum helps identify gaps in achievement and opportunities for students and teachers of color.

Many districts in the suburbs already have undergone equity audits and developed, or are in the process of developing, comprehensive plans focused on academic equity.

Lake County's Woodland Elementary District 50, for example, offers a Latino literacy project through which parents are provided with tools to support literacy at home. Parents are given books and materials to work on with their children over the course of several weeks.

To address underrepresentation of some student groups in the district's gifted and talented program, officials will work with a team from Northwestern University to audit advanced

academic programs and review recommendations to help diversify them, said Steve Thomas, associate superintendent of teaching and learning with equity.

--- The Daily Herald ---

'It's going to take time': Suburban schools see modest gains in achievement scores

Oct. 27, 2022

By Alicia Fabbre



Heather Carlson teaches a math enrichment class at Richmond Intermediate School in St. Charles. Suburban school districts are using intervention methods like hiring reading or math specialists to help students get back to pre-pandemic levels. Brian Hill | Staff Photographer

As students returned fully to in-person learning during the 2021-22 school year, districts across the state worked to figure out how to make up for lost time and close the COVID learning gap.

That left many schools scaling up summer academic programs, tutoring, and employing reading and math specialists. Districts hired additional teachers to help better meet students at their level, and they brought in more counselors and social workers to address social-emotional learning needs.

Their efforts helped. Though student proficiency rates are not where they were in 2019, overall the state saw student growth in the 54th percentile for English language arts and in the 52nd percentile for mathematics, according to the [2022 Illinois School Report Card](#).

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Graduation rates

While the state saw modest increases in proficiency rates in the lower grades, it hit a 12-year high with an 87.3% high school graduation rate statewide. Gains in graduation rates among Black and Latino students over the last four years contributed to the increase, state officials said.

The percentage of ninth-graders on track to graduate in four years increased to pre-pandemic levels in 2022, with 86.6% of all ninth-graders on target to graduate in four years, state data show.

"Our graduation rate has not dipped during the pandemic, and that wasn't by accident," said Patrick McGill, executive director for teaching, learning, curriculum and pathways at Glenbard High School District 87, which saw some of the highest graduation rates in the state.

The district "doubled down" on efforts to keep students on track to graduate, McGill said. In addition to free SAT college entrance prep courses for juniors and an "AP Cafe" for students in Advanced Placement courses, district leaders focused on virtual and in-person tutoring, as well as increased summer school offerings and other supports.

Algonquin-based Community Unit District 300 saw its highest graduation rate in more than 10 years -- 95.9% districtwide. The district also had record-high participation in its Advanced Placement program, with 15.6% of all ninth-graders last year enrolled in an AP course and more than 2,600 AP exams completed.

Teacher retention

While some states saw teacher shortages, Illinois added 2,500 new full-time teachers, including 500 Black and Latino teachers, last year. Teacher retention reached a nine-year high, with more than 87% of teachers returning to the same school.

Ayala attributed the growth to the state's efforts in increasing teachers' starting salaries. Suburban school districts also have started "grow your own" programs, introducing high school students to teaching, in the hopes of minimizing or staving off teacher shortages in future years.

"The state of Illinois has focused intently on strengthening our teacher pipeline, and all these efforts have paid off," Ayala said.

Absenteeism

Ayala identified student absenteeism as one area of focus for the state. The state report card shows 30% of students statewide as chronically absent -- meaning they missed 17 or more days of school last year.

Absentee rates were higher across the state for students of color, low-income students and English language learners. Ayala noted states across the country saw similar absentee rates.

The Illinois State Board of Education has earmarked \$12 million to help combat chronic absenteeism. Each of the state's Regional Offices of Education received from \$180,000 to \$1.2 million this fall to address absenteeism through truancy intervention services, including counseling, home visits, transportation and mentoring.

"This school year we have an opportunity and obligation to work toward addressing those challenges," Ayala said.

--- Chicago Tribune --

Illinois student test scores remain far below pre-pandemic levels in reading and math

Oct. 27 2022
By Susie An | WBEZ

Students in all racial and ethnic groups saw their scores drop since 2019, exacerbating historic achievement gaps between white and Asian students and other students of color.



Only 20% of elementary students in Chicago Public Schools scored at grade level in English language arts on average this year. Students are feeling the continued effects of the pandemic, which shut this school and others down for in-person learning for more than a year. Ashlee Rezin/Sun-Times

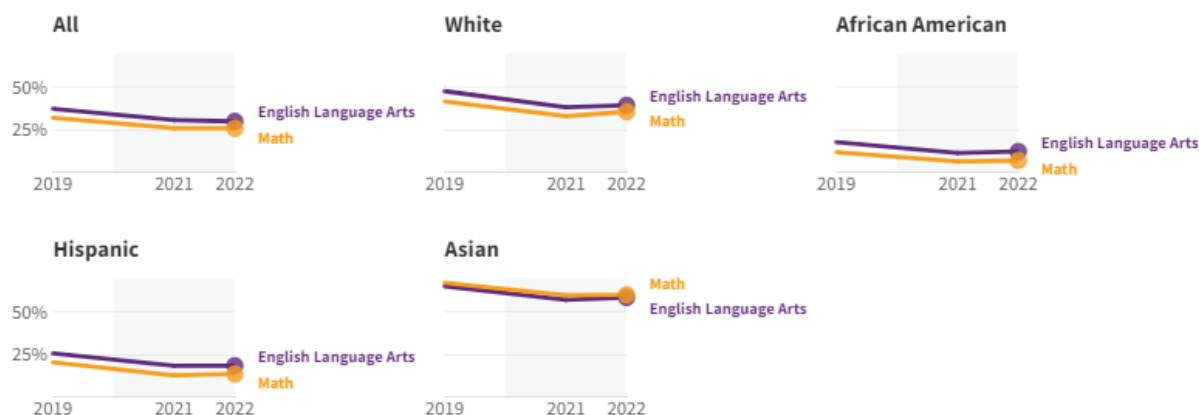
Illinois students continue to perform far below pre-pandemic levels on state reading and math exams for a second year, test results released Thursday show, offering another sign of the ongoing toll of COVID-19 and remote learning. Students performed at roughly the same level as last year, which is well below the last round of testing before the pandemic in 2019.

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Illinois student test scores remain far below pre-pandemic levels

Percent of third through 11th grade students performing at grade level on state exams in **English Language Arts** and **Math** in 2019, 2021 and 2022



Source: Illinois State Board of Education

Note: ISBE says low participation in 2021 undermined the accuracy of the data. It says the pass rates are likely inflated because of overrepresentation of white students and underrepresentation of students of color.

Visualization: Charmaine Runes/WBEZ.

Proficiency rates for Illinois elementary students followed the trend of results on a national test known as the [Nation's Report Card](#) released earlier this week. Statewide, about 20% fewer students met standards in English compared to 2019, and 2% fewer than 2021. About 19% fewer students met math standards compared to 2019, but remained level with 2021. There was no federally-mandated testing in 2020 at the start of the pandemic.

State education officials believe 2021 performance is actually worse than the official results show, which would suggest some improvement this year. That's because of lower participation rates than normal and an overrepresentation of white students and an underrepresentation of students of color, they said.

Scores for students in Chicago Public Schools, the state's largest district, mirror statewide trends, with proficiency rates far below 2019 levels. English pass rates for third grade, a crucial year for reading proficiency, only reached 17% on the Illinois Assessment of Readiness (IAR) test given to Illinois third to eighth graders.

In reacting to the scores, state education leaders downplayed a focus on achievement or proficiency levels and focused instead on student academic growth.

"The student could have started the school year multiple years behind grade level or already been on grade level. Proficiency doesn't factor in that information," State Superintendent Carmen Ayala said about the latest scores.

State data shows encouraging news when it comes to growth — students improved at an accelerated rate last school year. Students on average grew more this year, as measured by how they progressed on state tests, than comparable students did in the year before the pandemic.

“Unlike proficiency rates, which correlate strongly to family income and education levels, growth is highly responsive to factors like quality teaching, evidence-based interventions and school improvement efforts,” Ayala told reporters in a briefing this week. “This accelerated growth reflects the investments schools, districts and the state have made to get students back on track.”

Still, student growth statewide in 2022 lagged in seventh and eighth grade English and in eighth grade math. The state doesn’t know the reason behind the slowdown, but notes this could have been a time for transition for middle school students. Coming into a new building after remote learning could have been disruptive enough for some to slow growth.

Amid the difficult news, which includes elevated rates of absenteeism, state officials highlighted areas to celebrate. These include a 87% high school graduation rate, the highest in 12 years, as well as a strong 88% annual teacher retention rate.

The state’s average SAT total score of 960 was 34 points lower than in 2019.

What the pandemic wrought

In **School District U-46**, which covers Elgin and surrounding communities, **Supt. Tony Sanders** said everyone is aware of the effects of the pandemic on student learning and well-being.

“We certainly are continuing to see the ramifications and the implications of more than two years of a pandemic and the impact that has had not just on **U-46**, but the state,” Sanders said.

The percentage of students meeting state standards in math and English remained below 2019 levels for **U-46** students, but student growth on tests climbed back up close to pre-pandemic levels. But rather than compare scores from 2021, Sanders considers last school year a baseline when students first returned to in-person learning. There were still challenges with students and teachers regularly having to quarantine because of the spread of COVID-19. Still, he said recovery efforts gained momentum.

“We have teachers who have been trained on how to let students lead their own learning, using collaborative processes rather than the teacher standing and delivering the whole day,” he said of the district’s efforts. “We’re really pleased to see the results that that is starting to have. But early on, when the pandemic struck, our board of education said, ‘If our schools look the same as they did coming out of this pandemic as they did as we entered, then we’ve done something wrong.’ And we took that to heart.”

Chicago Public Schools

Test scores remained stubbornly low for Chicago Public Schools students. For example, 44% of third graders ranked in the lowest proficiency category on the state's English exam. That's up from 26% in 2019. Overall, 20% of CPS third through eighth graders scored at grade level in English language arts, down from 27% three years ago.

Existing achievement or opportunity gaps also widened.

"The ones that had less ... lost even more," CPS CEO Pedro Martinez said at Wednesday's Chicago Board of Education meeting.

Martinez said the data was "very sobering" and that it was a reflection of the lasting challenges from the pandemic.

"It is not a reflection of our students' ability. It is not a reflection of our staff's hard work, but it is the challenges that our families faced during the pandemic," he said.

But Martinez remains optimistic and said the district is strongly positioned for this year, one he's dubbed a "recovery year." He and other CPS leaders highlighted investments in core areas, including curriculum, instructional practices and student engagement.

"We know that parents and students are looking to us for supports and for finding solutions," Chief Education officer Bogdana Chkoumbova said.

Investments include a tutoring corps of 660 tutors for individual or small group work in more than 232 schools and instructional coaches, particularly on the South and West sides. They also highlighted a district-wide curriculum, Skyline, available to all schools, new support for teachers, and expanded arts, athletic and social and emotional programming.

"The resources are there," Martinez told board members. "This work is long-term work."

Chronic absenteeism skyrocketed

The state report card also shows a drop in student attendance across demographic groups statewide. Black and Hispanic students were most impacted, with 48% of Black students and 36% of Hispanic students marked chronically absent. That's when a student misses 10% of the academic year with or without a valid excuse. That's 17 days or more.

It was even worse for CPS students. Just over 54% of Black students and about 44% of Hispanic students were chronically absent compared to 26% of white students in the district.

Missing so many days of school can be disruptive to learning, especially if it was a student's first year back to in-person learning. Supt. Ayala said there could be several factors driving the truancy, including students at home with COVID-19 or taking a mental health day. The issues

in Illinois mirror a national trend. She said the state has allocated \$12 million to address the problem.

“Each of our 38 regional offices of education and intermediate service centers, including Chicago Public Schools, received between \$180,000 and \$1.2 million to fund truancy intervention services such as counseling, tutoring, credit recovery, home visits, mentoring and transportation,” she said.

Teacher attendance also was affected last year. While the state was able to grow the teaching workforce and increase teacher retention, bucking national trends, one-third of teachers missed 10 or more days.

“Factors could have included COVID quarantine and isolation and having to take care of children in quarantine or isolation as well as other factors,” Ayala said.

School districts across the state, including U-46, found themselves in a bind without enough substitutes. Sanders said he even had to fill in for a few classes.

“Every member of my team would substitute teach several days a week,” he said. “We had teaching coaches that were stepping in subbing. This year has gotten a little bit better because our illness rates are down a little bit.”

Still, the state is making efforts to increase the pool of subs by changing licensing requirements, including receiving licensure for free and being able to teach in the same classroom for longer periods of time.

‘On the right track’

While the harsh realities of the pandemic loom large on the 2022 state report card, Ayala noted upward trends to suggest recovery is in motion. She highlighted the increased graduation rate for Black and Hispanic students.

“Like most schools across the country, Illinois schools have historically graduated Black and Hispanic students at lower rates than their white and Asian peers,” she said. “But in Illinois, the graduation rates for Black and Hispanic students have grown every year since 2018, jumping a total of 6% for Black students and 5.3% for Hispanic students.”

Looking ahead, the State Board of Education is keeping its focus on the student academic growth it saw 2022.

“We have much work to do, but this is an important indication that our students are on track,” Ayala said.

In Lincolnwood School District 74 in the northern suburbs, students made major gains from 2021 to 2022, and saw a big boost in student academic growth on exams that topped its 2019 rate. Supt. David Russo said the district is still trying to improve proficiency levels, but says recovery efforts are going well. He said it helped that the district was able to offer an early in-person option starting in the fall of 2020.

“We were getting back to a normal set of activities in the last third of last school year,” he said. “That was kind of our transitional period. And now with the start of this new school year, we’re back to a full schedule of normal activities, from our athletics to our fine arts to our community events.”

Russo said the district used federal COVID-19 relief money on tutoring programs to target the most challenging areas, like larger gaps in math. They also bought additional curricular materials to help students.

“[Student] performance and their growth is certainly much more than their score on an assessment,” Russo said. “There’s so much growth that takes place, in terms of skills like perseverance, skills like adaptability, that don’t necessarily show up on an assessment report card.”

Susie An covers education for WBEZ.

--- Elgin Courier-News ---

U-46 enrollment drops another 2.1%, with annual decline expected to continue for next several years

Oct. 27 2022

By Mike Danahey



Student enrollment at School District U-46 this year is 35,338, down about 2% from a year ago and School District U-46 student enrollment was 35,338 as of Sept. 30, down about 2.1% from a year ago, officials said.

The drop was not a surprise, and decreases are expected to continue annually until things level off at between 30,000 and 32,000 in the coming years, **Chief of Staff Brian Lindholm** told the school board this week.

U-46 topped out at 40,487 students in 2014 before the decline began — going to 38,014 in 2019, 36,623 in 2020 and 36,107 in 2021.

Falling birth rates and a greater number of students being homeschooled are contributing factors in the slide, **Lindholm** said.

“(The latter) is difficult to verify as Illinois does not require homeschool families to register with the state or their local district,” he said.

Numbers show that private school enrollments have not increased by any significant amount, **Lindholm** said, so they aren’t seen as having any big effect on public school numbers.

However, one thing that can be cited is the Elgin Math and Science Academy Charter School, which draws its students from within U-46 boundaries, he said. Currently, it has 415 students enrolled in its kindergarten through 7th grade program and that will increase to 468 when they add 8th grade in the 2023-24 academic year.

Board member John Devereux asked Lindholm if bottoming out between 30,000 and 32,000 was a just a forecast or a true bottom.

“The chart — I could have shown it going forward a little further — but it does show that our class sizes typically will start to stabilize ... and that even accounts for the declining birth rates,” he said.

“(Our demographer went) forward like 15 years and they show that’s essentially what the new normal that we should expect, unless there’s something else or some sort of a rebound that drives the numbers either up or down.”

Mike Danahey is a freelance reporter for The Courier-News.

--- The Daily Herald ---

ECC's Black Lives Matter series explores racial inequities in the educational system

Oct. 27, 2022

Submitted By Elgin Community College



MAGIC: Black Lives Matter Series *Courtesy of Elgin Community College*

Elgin Community College's Multicultural and Global Initiatives Committee (MAGIC) presents Part XI of the "Black Lives Matter" series on Tuesday, Nov. 1. The discussion, "Why Are Some

Students Being Left Behind? What Can We Do About It?," will begin at 2 p.m. via Zoom. To join, go to bit.ly/3Srsgux. The event is open to the public.

"A quality of education is vital for communities and their citizens to thrive," shares Clark Hallpike, MBA, professor of business and MAGIC co-chair. The program will begin with a historical perspective to understand why some students are being left behind, why there are few faculty and administrators of color, and why those we do have are often excluded.

The panelists will share their insights into what their institutions are doing to combat inequalities.

They include:

- David Castro, Ph.D., director of partnership sustainability, Grow Your Own Teachers, Illinois;
- Norma De La Rosa, manager of recruitment and scholar support, Golden Apple Scholars Program;
- Vernese Edghill-Walden, Ph.D., vice president for diversity, equity, and inclusion, and chief diversity officer, Northern Illinois University;
- Teresa Lance, Ed.D., assistant superintendent of equity and innovation, Elgin aRea School District U-46;
- Anthony Ramos, Ed.D., executive director of equity, diversity, and inclusion, ECC;
- Parul Raval, Ed.D., professor of education, ECC;
- Lt. Jim Roscher, community engagement, Elgin Police Department;
- April Wells, gifted coordinator, U-46, and CEO and founder of Well Suited Solutions, an educational equity firm; and
- Charles Wells, MSW, social worker, U-46, and co-founder of Well Suited Solutions.

"Since I have served in almost every position at educational institutions (student, graduate student, faculty, staff, and administrator), I know that many have been in this equity struggle for a long time," said Susan Timm, Ed.D., professor of business and MAGIC co-chair. "We are

excited to see a renewed interest in assuring that sustainable systemic changes are made for the betterment of all."

MAGIC is asking participants to simply listen out of respect for the voices of those who will be sharing.

Throughout the event, comments and questions can be made in the virtual chat room. At the end of the program, some of the questions from the chat will be answered.

After that point, there will be opportunities for those who want to share their experiences.

The MAGIC Black Lives Matters series is presented in partnership with BEST (Black Employee Support Team), ECC Police Department, ECC Renner Academic Library, Student Life, and TIDE (Teaching/Learning Inclusivity, Diversity, and Equity), along with the Elgin Police Department and Gail Borden Public Library.

The session will be recorded and made available to the public afterward.

ECC's Multicultural and Global Initiatives Committee aims to prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences at Elgin Community College and within District 509 with the ultimate goal of creating an inclusive environment at the college.

For additional information, contact Dr. Susan Timm at (847) 214-7916 or stimm@elgin.edu or Clark Hallpike at (847) 214-7542 or challpike@elgin.edu.

--- The Daily Herald ---

Boys Soccer: Late overtime goal lifts **Larkin past Jacobs 2-1**

Oct. 26, 2022

By Michael Dwojak



Patrick Kunzer/For Shaw Local News Network Jacobs' Carter Roper, right, battles **Larkin's** Atla Gutierrez in Class 3A boys soccer sectional semifinal action at Hampshire on Wednesday.

HAMPSHIRE -- Atla Gutierrez and **Larkin** felt pressure.

The Royals had given up their one-goal lead against on Wednesday in their Class 3A Hampshire Sectional semifinal and they couldn't win in regulation despite Jacobs being down a man.

Larkin kept firing at the net heading into overtime, and when Gutierrez saw an opportunity to score, he took it and gave his team a 2-1 win.

"It was such a relief," Gutierrez said. "It took the weight off our shoulders."

With the match tied at 1 in the first overtime session, Gutierrez drove through traffic in the Jacobs box and shot the ball through traffic with 3:46 left.

Jacobs (9-9-4) applied pressure for the rest of the match, but couldn't connect to send it into penalty kicks.

"This win is very important," Gutierrez said. "We all worked together and believed in each other as a team and we went 120% every minute."

The Royals (16-8) couldn't have asked for a better start to the match. **Larkin** kept control of the ball and took an early lead when Anthony Cordova headed in a ball backward that went through Jacobs goalkeeper Adan Farias' arms with 33:12 left in the first half.

Both teams continued to create chances but neither could score until Jacobs earned a free kick roughly 40 yards away from the goal and LZ McIntosh headed in the goal to tie the match.

Jacobs went down a man with 21 minutes left in the match when Carter Roper earned his second yellow card of the night.

Golden Eagles coach Colin Brice thought his team came out slow to start the match but was proud of the way his team regrouped to force overtime.

"For these boys, the fight in them is relentless," Brice said. "That's why I love coaching this team, because they never quit."

Larkin will play **Elgin** for the sectional title on Friday. After defeating Huntley for a regional title and Jacobs on Wednesday despite losing to both teams during the regular season, the Royals are ready to make it three straight against **Elgin** after losing to the **Maroons** in the regular season.

"I'm excited for the matchup," **Larkin** coach Michael Huizar said. "I know the boys are super excited."

--- The Daily Herald ---

Boys Soccer: **Elgin moves a step closer to goal with 2-0 over Dundee-Crown**

Oct. 27, 2022

By Michael Dwojak



Patrick Kunzer/For Shaw Local News Network Dundee-Crown's Miguel Pena, left, pursues **Elgin's** Julian Orozco in Class 3A boys soccer sectional semifinal action at Hampshire on Wednesday.

Elgin is one win closer to redeeming last season's ending.

The **Maroons** worked all offseason and are looking for redemption after losing in the sectional final last season. **Elgin** is one step closer after taking down Dundee-Crown 2-0 on Wednesday.

"We knew the talent that we had on the team we were going to be able to create, we just needed to put the pieces together," **Elgin** senior Omar Saldana said. "Now we're seeing the success."

Saldana gave his team a 1-0 lead with 12:06 left in the first half after he dribbled through traffic and shot it at the net, just sneaking it through. The **Maroons** kept applying pressure and controlled the ball for much of the match, making it 2-0 when Eduardo Nava scored with 35:29 left.

Dundee-Crown coach Rey Vargas knew his team was in for a tough test against an **Elgin** team that hasn't lost a match all season.

"I'm proud of my boys for battling all the way through," Vargas said. "They never gave up. It's hard to play against a team of that caliber and they've had some nice wins."

Elgin will take on crosstown rival **Larkin** for the sectional title. With one more win standing in the way of redemption, **Elgin** won't need much motivation heading into the final.

"We just want to win," Saldana said. "We don't want to feel what we felt last year. A lot of the guys want to make history."

