



Lovington Municipal Schools

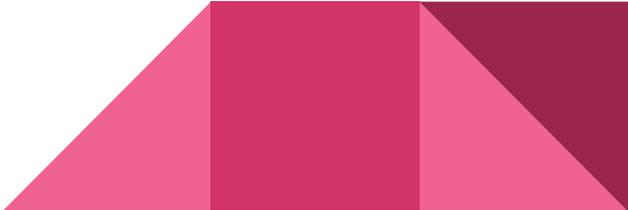
LESC Strategic Initiatives Report

June 23, 2021

Lovington Schools Overview

- K-12 Enrollment
 - 2020 - 3621
 - 2021 - 3389
 - Percent change 2020 vs. 2021 -6.4%
- Demographics
 - Provision II district-wide (Free breakfast and lunch for all students)
 - Ethnicity
 - Hispanic 79.8%
 - Caucasian 17.8%
 - African-American 1.6%
 - Asian 0.5%
 - American Indian 0.1%
 - Pacific Islander 0.1%
- 240 Teachers
 - 68 Teachers eligible for retirement
 - 60 Level I teachers
 - 15 Alternative Licensure teachers

Learning Recovery Initiatives

- Extended Learning Time Program (ELTP)
 - 10 Additional Instructional Days
 - 80 Hours Professional Development
 - After School Program K-5 - Enrichment and Academic Acceleration
 - Exploring 6-8 Enrichment and Academic Acceleration
 - Instructional Coaches
 - Intervention Teachers
 - Instructional Materials and Resources
 - Supplemental Digital Resources
 - Improved Broadband Access for All Students
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Teacher Shortage

- LMS teaching positions currently unfilled
 - 7 elementary
 - 2 special education
- The number of graduates in education from NM colleges is not sufficient to fill current teaching positions in New Mexico
- College students are not entering the field of education



Recommendations

- Support “Grow Your Own Teacher” Programs
- Explore alternatives for testing requirements for educator licensing
 - Portfolios
 - School district sponsorship of teacher candidates
- Consider innovative approaches to business and professional partnerships for CTE, mentorships and internships for NM students



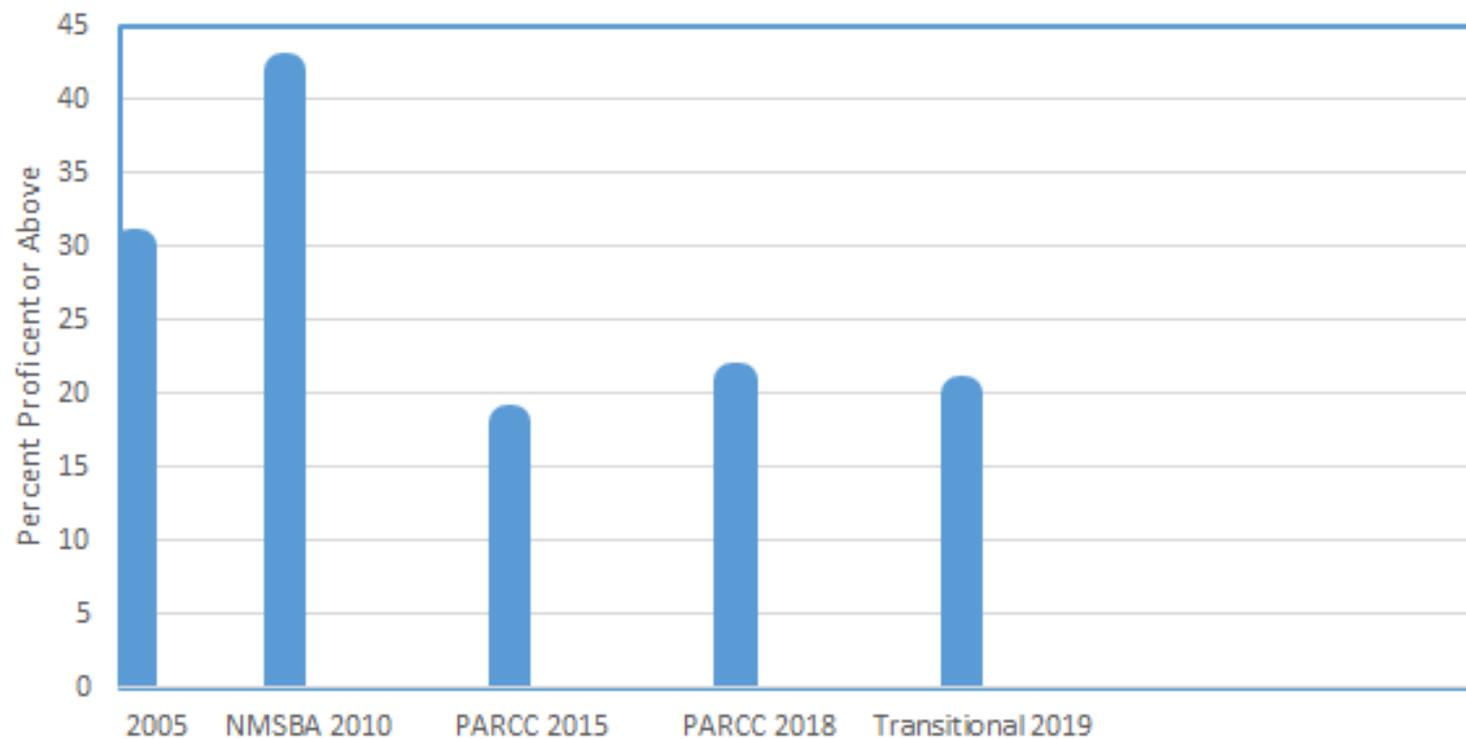
The Case for Professional Learning in Mathematics

Multiple data sources show that New Mexico students are significantly behind in the area of mathematics

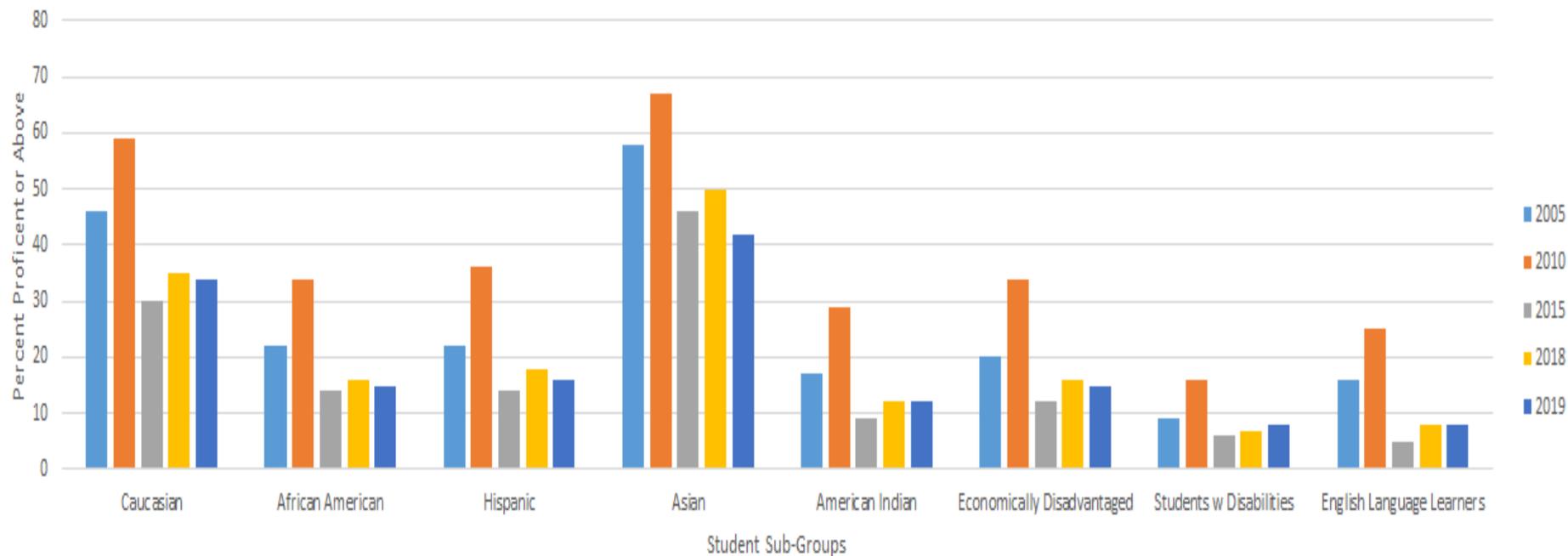
Data clearly calls for action in systematically working to achieve high educational performance for all New Mexico students

- Of the fastest growing industries, all involve a need for a proficient or advanced level of mathematics.
- Teacher preparation programs for elementary education majors do not focus on how to teach mathematics
- Elementary teachers are generally not math specialists
- Professional development currently and historically has a heavy focus on reading

NM Summative Mathematics Data



NM Summative Mathematics Data by Sub-group



The Nation's Report Card 2019 Mathematics

Percentage of Students Performing At or Above the NAEP Proficiency Level		
	New Mexico	United States
Grade 4	29%	41%
Grade 8	21%	34%

Source:
https://www.nationsreportcard.gov/profiles/stateprofile/overview/NM?cti=PgTab_OT&chort=1&sub=MAT&sj=NM&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&sfj=NP

Recommendations

- Provide robust Math Academies for all NM elementary teachers who teach mathematics in the areas of math content, pedagogy and developmental brain research focused on acquisition of the conceptual knowledge of mathematics
 - Establish NMPED Elementary Mathematics Endorsement
 - Establish long-term professional learning opportunities statewide to strengthen practitioner confidence and effectiveness in the teaching of mathematics in the elementary grades (K-5) to ensure learning continuum from teacher preparation through continued job-embedded professional development and ongoing coaching
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Recommendations, cont.

- Provide professional learning opportunities that develop teacher's specialized content knowledge for teaching mathematics within their grade band, while providing monetary support during non-contractual time
 - Support school district leadership to provide teachers with collaborative time, structure and resources necessary to implement effective mathematics instruction
 - Support Higher Education Department (HED) in redesigning teacher preparation programs coursework to provide early exposure to teaching experiences
 - Encourage NMPED-HED partnerships to align teacher preparation programs with high quality classroom practice
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Statewide Consideration

Create a statewide, systemic plan for improvement by examining and redesigning teacher preparation and providing ongoing classroom coaching and support to effectively deliver mathematics instruction for all students.

