

Lakeview 2021

Minnesota Comprehensive Assessments (MCA)



Lakeview School Board Meeting, September 20, 2021 Presented by: Susanne Lee

District Demographics

Race/Ethnicity

Count/%

Hispanic or Latin

33/5.3%

American Indian or Alaska Native

3/0.5%

Asian

6/1.0%

Black or African-American

2/0.3%

Native Hawaiian or other Pacific Islander

0/0.0%

White

559/90.6%

Two or more races

14/2.3%

2021 Enrollment by other Criteria

English learner

10/1.6%

Special education

107/17.3%

Free/Red.Price meals

168/27.2%

Homeless

8/1.3%

Source: MN Report Card

Reading



2021 District Overview

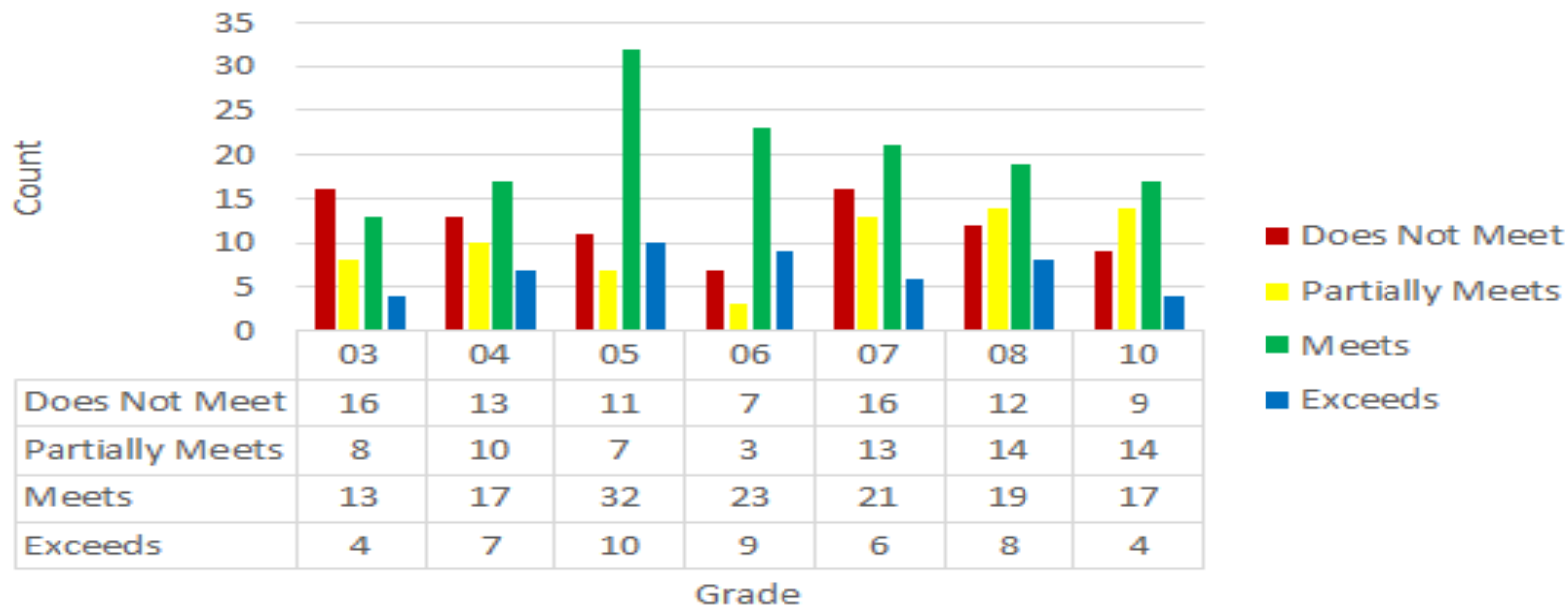
Reading Academic Achievement

MCA III District Trend Data Reading

Year	Statewide	District
2017	60.2%	59.3%
2018	59.9%	62.3%
2019	59.2%	64.9%
2020		
2021	52.5%	55.4%

2021 Reading Achievement by Grade Level

**2021 III Reading Achievement Level by Grade Level
(counts)**



Math



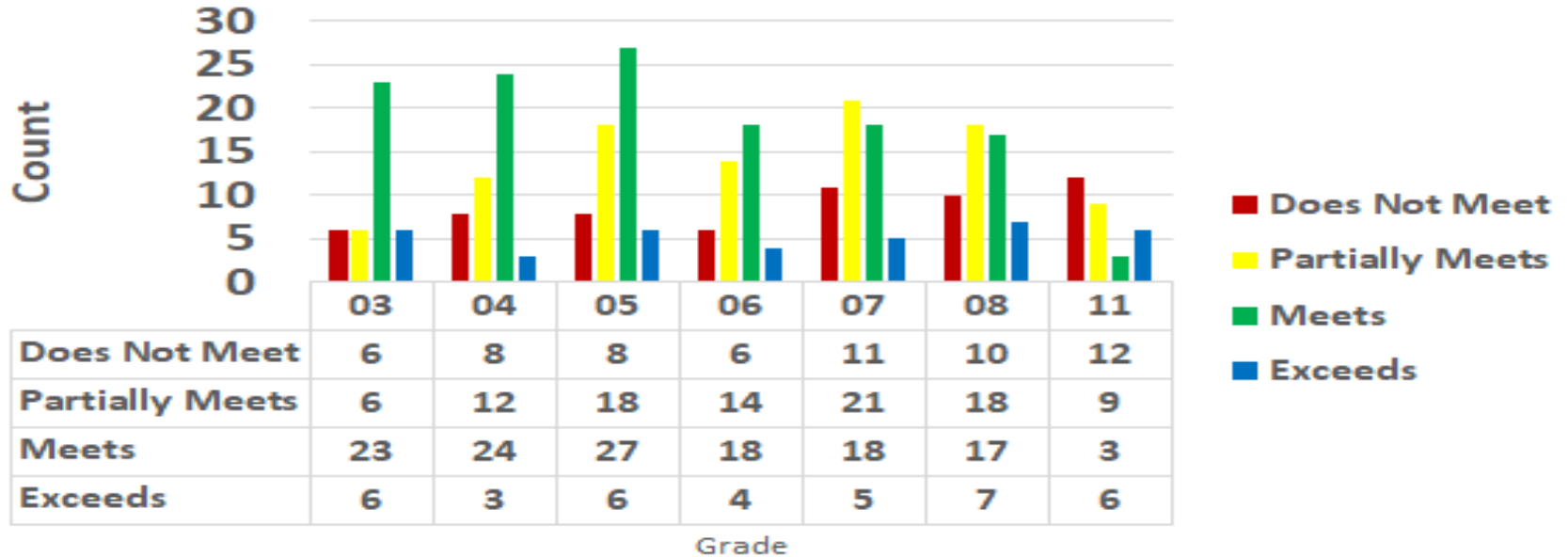
2021 District Overview

Math Academic Achievement

		MCA III District Math Trend Data			
Year	District	Statewide			
2017	60.7%	58.7%			
2018	63.7%	57.2%			
2019	58.0%	55.0%			
2020					
2021	51.2%	44.2%			

2021 Math Achievement by Grade Level

2021 III Math Achievement Level by Grade Level
(counts)



Assessment for Learning

Standards aligned

learning goals are established along with deep understanding of the knowledge, skills, and behaviors required of students to demonstrate mastery of the Minnesota Academic Standards.



Success Criteria

is clearly communicated to students and aligned to benchmarks from the Minnesota Academic Standards. This establishes clear expectations, and clarifies what mastery of the standards looks like.



Assessments

are purposefully designed to elicit learning. All tasks and activities that students engage in produce evidence of student learning and are connected to the learning goals.



Equitable

assessments are implemented. Appropriate modifications are made based on student need, but do not compromise the rigor of the task. A variety of assessment types are used throughout the school year, with emphasis on daily formative assessments.



Analyze results

of assessments to accurately determine what students know and can do in relation to the learning targets. Look for patterns among groups of students that could indicate learning gaps between groups.



Communicate

results of assessment promptly to students, and tailor feedback beyond just a letter grade or MCA score. Feedback should be personalized and aligned to student learning targets, so students can reflect and drive the learning process forward.



Adjust

instruction based on results and needs of the students. What misconceptions need to be addressed? Can it be retaught in a different way or incorporate more practice?



Collaborate

with colleagues, parents, administrators and community to identify learning gaps that could be best addressed through systematic change.

