

LVJUSD Math Placement Process

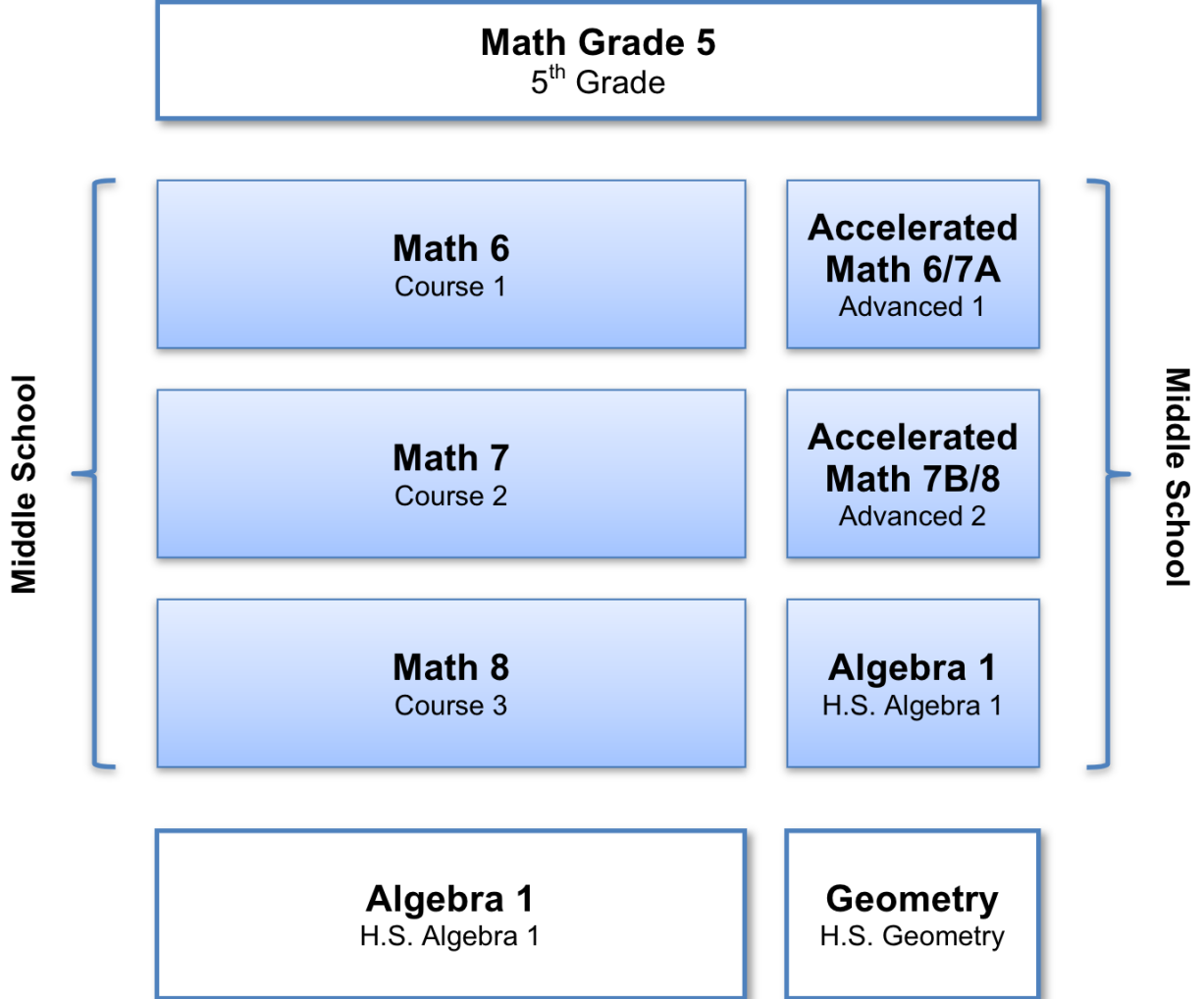
Background:

On October 5, 2015 California Governor, Jerry Brown, approved the passage of Senate Bill (SB) No. 359 (Mitchell). This Senate bill created the California Mathematics Placement Act of 2015. SB 359 requires governing boards of local educational agencies that serve 9th grade students to regularly report at a public meeting their “fair, objective, and transparent” math placement policies. This report focuses on incoming 9th grade students and should include: 1) the multiple measures used to assess the placement of students; 2) the process for reevaluation of placement once the school year begins; 3) the annual review of aggregate placement data; and 4) the appeal process for students and their families.

Math Course Pathway:

The Livermore Valley Joint Unified School District (LVJUSD) developed a mathematics course flowchart that shows the course pathways for students as they exit 5th grade until they enter 9th grade. The majority of students will progress using the standard pathway of 6th grade math, 7th grade math, and 8th grade math courses. In addition, our District offers accelerated pathways available for students who are exceptionally advanced in mathematics.

Livermore Valley Joint Unified School District
2021-2022 Mathematics Course Offerings
Elementary to Middle to High School Sequences



Math Placement Process:

Livermore Valley Joint Unified School District						
Middle/HS School Math Placement Matrix						
Performance Value #1		Average Math Grade T1 & T2				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math		T	P		M
8	Math 8 Algebra I	F	D	C	B	A
		Then the student receives:				
		0	1	2	3	4
1/3 of Placement Score						
Performance Value #2		Placement Test Scores (MDTP)				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math					
8	Math 8 Algebra I	0-59%	60-74%	75-89%	90-100%	
		Then the student receives:				
		1	2	3	4	
1/3 of Placement Score						
Performance Value #3		CAASPP Score (2019)				
Students in grade	Students Currently enrolled in:	If the student receives:				
5	5th grade math					
8	Math 8 Algebra I	Standards Not Met	Standards Nearly Met	Standards Met	Standards Exceeded	
		Then the student receives:				
		1	2	3	4	
1/3 of Placement Score						
<p>A Student's Placement Score is the combination of the three Performance Values and is used along with teacher recommendation to determine next year's math class.</p>						Grade 6- 10 points- cutoff for accelerated.

The Math Placement Act requires school districts to develop a placement process that uses multiple student data sources to assist in determining the math placement for our incoming 9th grade students. Our District uses the LVJUSD Math Placement Matrix which consists of a collection of State testing data (previous two years of the California Assessment of Student Performance and Progress (CAASPP), student math grades (first two trimester marks), and the Mathematics Diagnostic Testing Project (MDTP) exam results. If additional student data is needed, we will also review this year's CAASPP results and a student's third trimester math grade. In May, parents were notified of their child's math course placement for the upcoming school year.

Looking ahead, we will need to continue to modify the Math Placement Matrix as future student data will have a gap in math in 2019-20 CAASPP scores, due to the Covid-19 pandemic. In addition, we have mapped out a process to administer the MDTP exam to students remotely (if/as necessary).

Math Placement Appeal Process:

Livermore has established a clear appeal process for parents/guardians who feel the recommended math course for their child should be changed. Within ten days of receiving placement notification, a parent/guardian may appeal the math placement decision. The parent/guardian would complete the form [posted online](#) (see below) and submit the form to the principal of the child's school. Most often, these matters are handled at the school level. In the event of a disagreement at the school level, the form is sent to the Director of Secondary Education and an appeal meeting is held. After the parent/guardian, Principal, and Director meet and review the student's data, a final decision is made for the fall math placement.



Livermore Valley Joint Unified School District Mathematics Placement Appeal Form

Date _____

Student's Name: _____ Grade _____

School: _____ Math Teacher: _____

Current Math Course: _____

I am requesting that my child be placed in _____

(Name of Math Class)

Please describe the reasons why your child should be placed in the class you are requesting.

***Please submit this form to the principal of the LVJUSD
school your student will be attending in the fall.***

Math Placement Reassessment Process:

Generally, during the summer, the Math Placement Matrix would be supplemented with additional student data including: trimester three math grades, math final exam score, and the current year's CAASPP math results.

Once the school year began, all new students were assessed using the MDTP assessment. Over the summer, we worked to enable administration of the MDTP exam remotely, which allowed for immediate score results. In addition, within the first 30 days of the start of the school year, teachers re-evaluated any student who may have been inappropriately placed. Students found to be in this circumstance were promptly moved into the appropriate course.

Math Course Distribution:

All incoming 9th grade students should be on a pathway, ready to successfully take and master *Algebra 1* or a higher-level math class. In reviewing the 9th grade course placement data, we compared the overall percentage of each ethnic group as a percentage of students in each course offering. In comparing the number of students placed in the broad categories of Algebra, Geometry, Algebra 2, Pre-Calculus, and Calculus between this year and last year, the percentages remained fairly stable. Students placed in the Math Academy class saw an increase from 2.5% (2019) to 4.0% (2020) to 7.2% (2021). There is a significantly higher percentage of Hispanic/Latino students enrolled in the Math Academy course. Furthermore, as a result, there is a significantly lower percentage of Hispanic/Latino students enrolled in Geometry when compared to the total number of students enrolled. This indicates a need to re-examine traditional math preparation and placement practices through an equity lens, in the primary, elementary, and middle school grades.

	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	F	M	Total Male and Female
Math Academy	1	9	2	35	2	24	31	42	73
Alg I MYP	1	1	1	3		7	6	7	13
Algebra 1w/Computing & Robotics		6	1	4		15	5	21	26
Algebra I 2 trimester	4	58	9	98	4	132	175	130	305
Algebra I 3 trimester	5	20	2	68	6	91	78	114	192
Intro to Alg. (1 tri) + Algebra I (2 tri)		14	4	40	3	35	44	52	96
Geometry 2 trimester	2	46	4	27		69	60	87	148
Geometry 2 trimester MYP		5		4		10	9	10	19
Geometry 3 trimester	1	2		9		25	18	19	37
Algebra II 2 trimester		20	1			12	18	15	33
Algebra II 3 trimester		3		1			2	2	4
Precalculus 2 trimester		2					1	1	2
Precalculus 3 trimester		1						1	1
AP Calculus BC		1					1		1

SDC Math Course	1	8	2	20		9	10	30	40
Place by HS		2					1	1	2
Place by IEP		1	2	5		7	8	7	15
Transferred				1		2	1	2	3
(blank)						1	1		1
Total	15	199	28	315	15	439	469	541	1011

Adjustments to Math Courses:

The Algebra Task Force met to discuss changes to both instructional offerings and instructional delivery. As a result, both comprehensive high schools began to place an emphasis on returning to two-trimester Algebra as the standard math pathway course. The three-trimester Algebra course will be designated for students who were identified as needing additional support in order to master the algebraic concepts. Additionally, both high schools are in the process of revamping the Math Academy course with an emphasis on increasing the quantity and depth of mathematical discourse. The overall goal is to improve the first time pass rate for Algebra students.