

MVP Parent FAQ

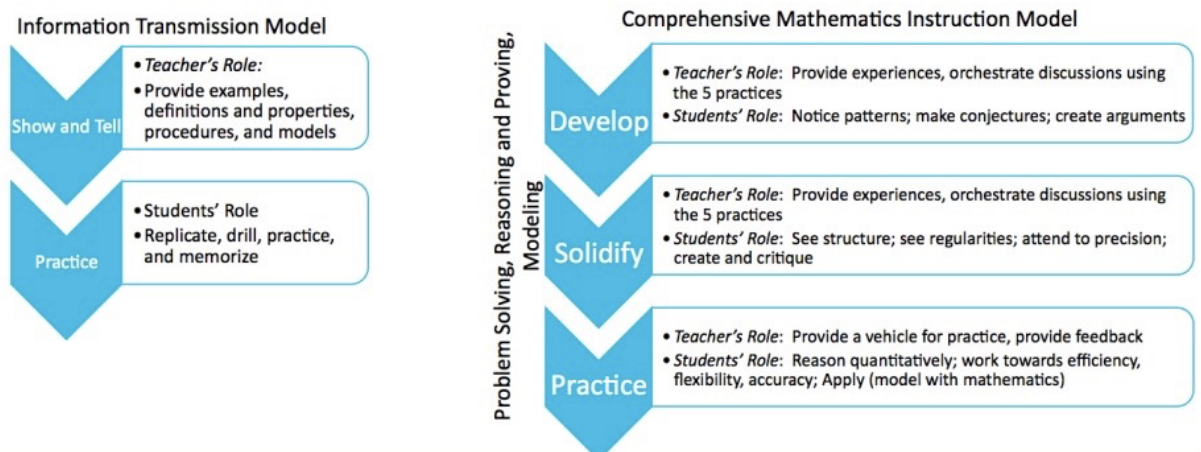
1. Q: What is MVP math?

A: [Mathematics Vision Project](#) is an alternative way of learning math where students discover math upon discussing applications in groups of peer students. Teachers facilitate and ask more questions versus direct teaching and providing answers. Traditional and proven methods of learning math foundations, memorization, and practicing are replaced with a focus on application. Students must learn the foundations of math from other students, the internet, or from a tutor. WCPSS asserts that struggling through this process is good for students.

Per MVP organization, they describe it as this: “In the MVP classroom the teacher launches a rich task and then through ‘teacher moves’ encourages students to explore, question, ponder, discuss their ideas and listen to the ideas of their classmates.”

This graphic is from MVP training materials and encapsulates the transformation best. Net: “Information Transmission Model” - BAD “Comprehensive Mathematics Instruction Model” - GOOD.

How does the experience of the learner change throughout the learning cycle?



2. Q: Where is MVP used in WCPSS?

A: WCPSS required MVP implementation for Math 1 in the 2017-18 school year, and Math 2 in the 2018-19 year. Math 3 MVP was optional for 2018-19 but was adopted by 50% of schools, according to WCPSS. Math 3 will be required in 2019-20 school year and we understand NC is working on a Math 4 class, but don't know its MVP status.

3. Q: Is it true that MVP Parents want to go back to the “old way” when math was just memorization and practice with no application?

A: No. This is a misrepresentation by some in WCPSS leadership. Parents believe mathematics education requires BOTH procedural fluency and conceptual understanding. WCPSS swapped procedural learning in favor of conceptual learning when it purchased MVP. Or, at a minimum, they sequenced conceptual learning to occur before, and at the expense of, procedural learning. Now parents are organizing and tasking WCPSS to reintroduce our students' right to a complete mathematics education that includes BOTH procedural fluency and conceptual learning.

4. Q: Is it true parents are only upset because their students are not getting A's in MVP math?

A: No. Parents are upset because they see their students not learning math. They are coming home from school without the benefit of having a math lesson taught to them in class, and are having to resort to internet or tutoring to make up for this deficiency. Subsequently, quiz, test, and course grades are suffering, which is turning many A/B students into C/D/F students.

5. Q: Didn't WCPSS just provide an extensive FAQ addressing all parents' concerns?

A: No. On February 20, 2019, Green Hope High School conducted an MVP information session which was well attended by Green Hope and other high school parents. Over 280 questions were collected via Post-it notes at the meeting and in the days that followed via an online form made available at the meeting. On March 1, a [25 page FAQ document was released](#). To give credit to WCPSS, to our knowledge, they did share all the questions submitted. This took up about 14 pages of the document. The 11 pages of other content was informational (explaining MVP) and contained about 30 questions selected for answers. It contained very little in the way of new information or action to be taken. The document did very little to explain how improvements or changes will be made, other than they are going to work on it, and certainly nothing on the in-class grade decline we parents are seeing. We know that many of the questions were variations of one another so we didn't expect 282 unique answers. However, scores of questions

remained unanswered, and frankly, those were the hard questions that WCPSS is trying to avoid.

Section	Questions Asked	FAQ Count	Answer to Question Ratio
Instructional Model & Practices	53	7	13.2%
Resources & Student Support	24	4	16.7%
Grading Practices	22	1	4.5%
Grades	22	3	13.6%
Data	62	8	12.9%
Professional Development & Teacher Support	13	2	15.4%
Placement	7	1	14.3%
Block Schedule	7	1	14.3%
College	4	1	25.0%
Standards	4	1	25.0%
Additional	64	1	1.6%
	282	30	10.6%

6. Q: Is there data in WCPSS which shows that MVP is working or not working?

A: WCPSS will not release averages or grade distributions of Math 1 & 2 quizzes, tests, or final exams, claiming confidentiality. We have challenged them on that confidentiality claim since no privacy information would be divulged, and are prepared to use Freedom Of Information Act provisions to get this data.

7. Q: WCPSS claimed they saw improved scores after year 1 implementation of MVP. Is this true?

A. Yes they claimed it and No, it's not true. WCPSS and MVP [retweeted](#) a few data points claiming "student proficiency is already increasing!" showing an improvement of 2 data points (+1.5% and +1.9%) related to Math 1 EOC results after one year of MVP implementation. This data is out of context and misleading because it does not explain:

- Whether this change is statistically significant and a part of normal ebb and flow
- What affect the irregular implementation of MVP influenced these scores

Requests for clarification about these contextual issues have yet to be answered by WCPSS. Therefore, we believe these numbers are misleading and not reflective of the true impact of MVP on students' math proficiency.

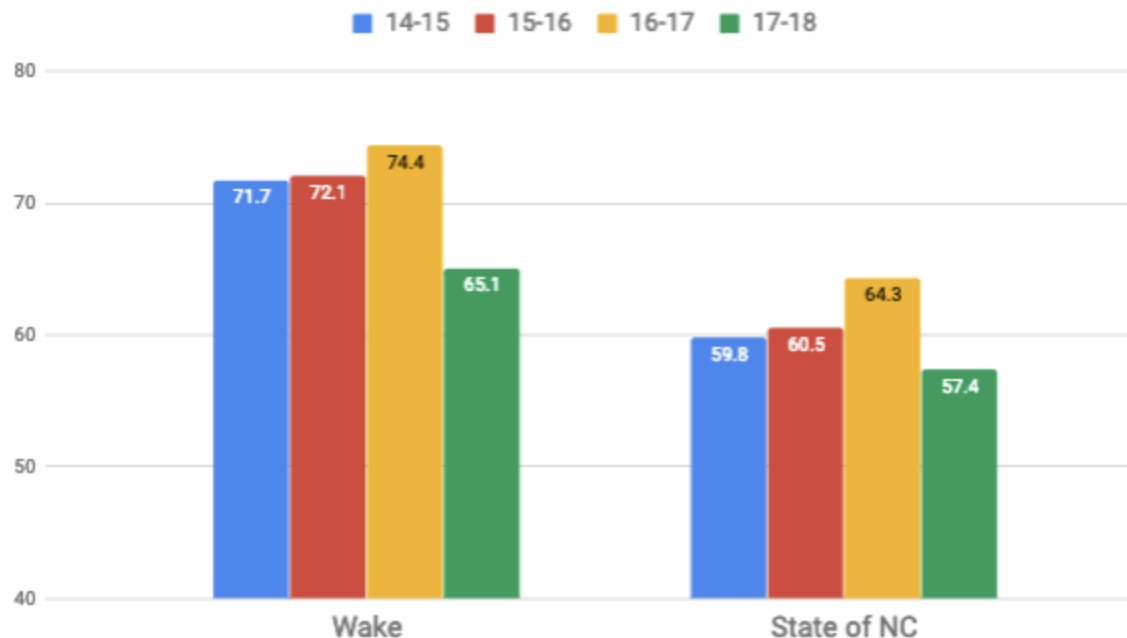
Furthermore, we performed an analysis using data from the Department of Public Instruction, and that is shown [here](#). While we are skeptical about the implementation integrity of Math 1 in 2017-18, the data shows a decline in performance, if anything, and certainly the gap between WCPSS and the state clearly narrowed in 2017-2018. So

either the state got better or...

For Grade Level Proficiency (GLP):

1. WCPSS overall went up 0.4% in 2015-16 (Y2), 2.3% in 2016-17 (Y3), and down 9.3% in 2017-18 (Y4)... NOT UP BY 1.5% in Y4 as claimed by WCPSS.
2. Allowing for the note above that Y4 data may be inconsistent from the prior 3 years, if we compare WCPSS vs NC, WCPSS is ahead of NC by 11.9, 11.6, 10.1, then 7.7. The gap between WCPSS and NC closed by 2.4% in Y4.
3. Even if we assume the Y4 data we have (from the DPI website) is wrong and accept the 1.5% at face value, the prior year delta of 2.3% is MORE than the Y4 increase allegedly due to MVP.

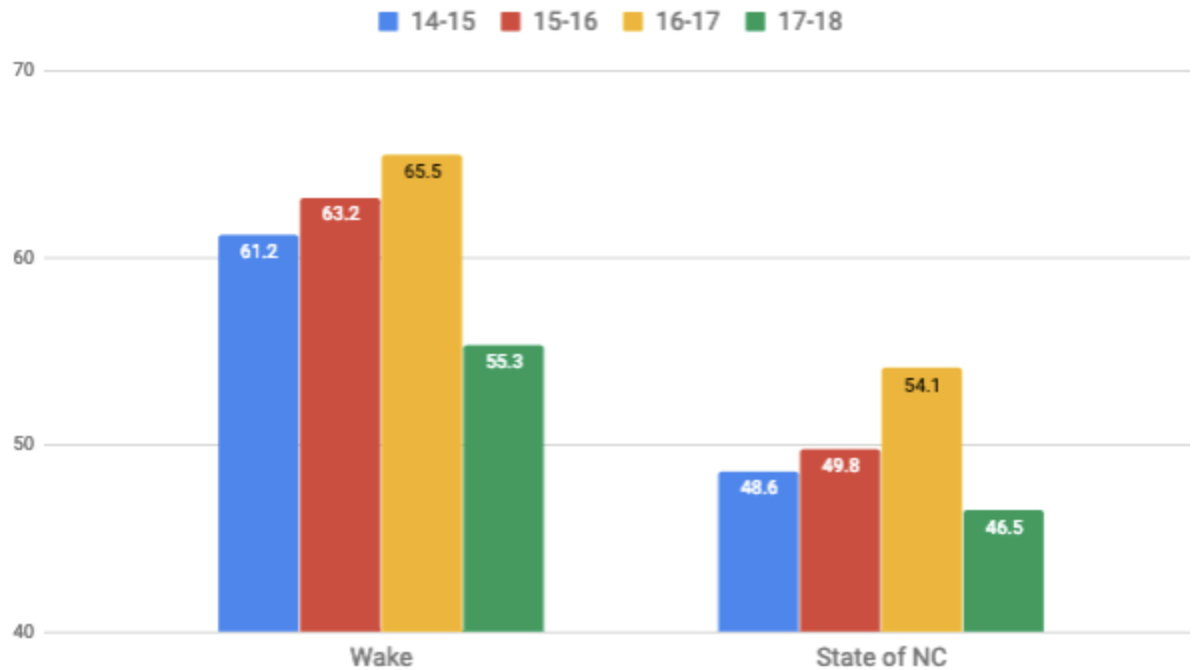
Math 1 EOC - Grade Level Proficient (GLP)



For College Level Readiness (CLR):

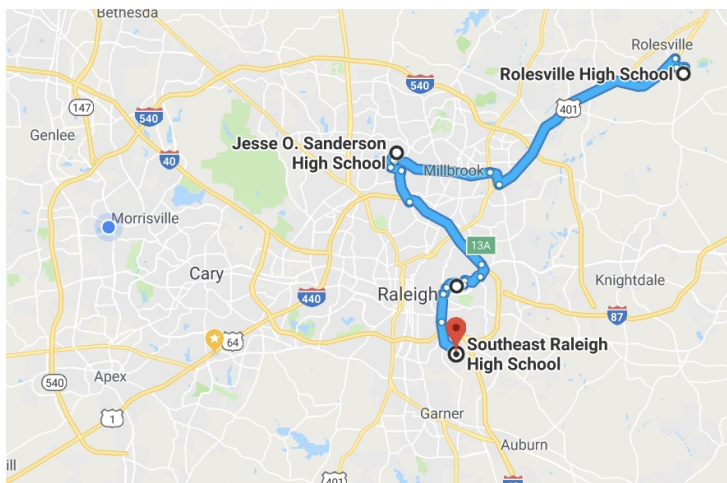
1. WCPSS overall went up 2% in Y2, 2.3% in Y3, and down 10.2% in Y4... NOT UP BY 1.9% in Y4
2. Allowing for the note above that Y4 data may be inconsistent from the prior 3 years, if we compare WCPSS vs NC, WCPSS is ahead of NC by 12.6, 13.4, 11.4, then 8.8. The gap between WCPSS and NC closed by 2.6% in Y4.
3. Even if we assume the Y4 data I have is wrong (from the DPI website) and accept the 1.9% at face value, the prior years' deltas of 2% and 2.3% are MORE than the Y4 increase allegedly due to MVP.

Math 1 EOC - Career/College Readiness (CCR)



8. Q: Did WCPSS get input from parents and community before choosing MVP?

A: Yes and No. WCPSS conducted community input sessions in February 2017 at only 4 schools, Sanderson, Rolesville, Enloe and SE Raleigh, all of which are on the north/east side of the county. We suspect that WCPSS chose these schools because they thought parent turnout (and hence, objection) would be minimized. And in fact, that is what happened.



9. **Q: Doesn't MVP have references around the country that demonstrate the program's success?**

A. No. WCPSS likes to cite the great year over year results from Chapel Hill - Carrboro schools, but that data has been debunked and proven false, perhaps even intentionally fabricated. Parents are being duped by MVP! Details provided in this blog post.

<https://wakemvp.blogspot.com/2019/03/chapel-hill-carrboro-mvp-claims-debunked.html>

If you go to the MVP website you will find two citations for references. One is a 2016 graphic showing 38 states in which MVP is being used by at least one user.

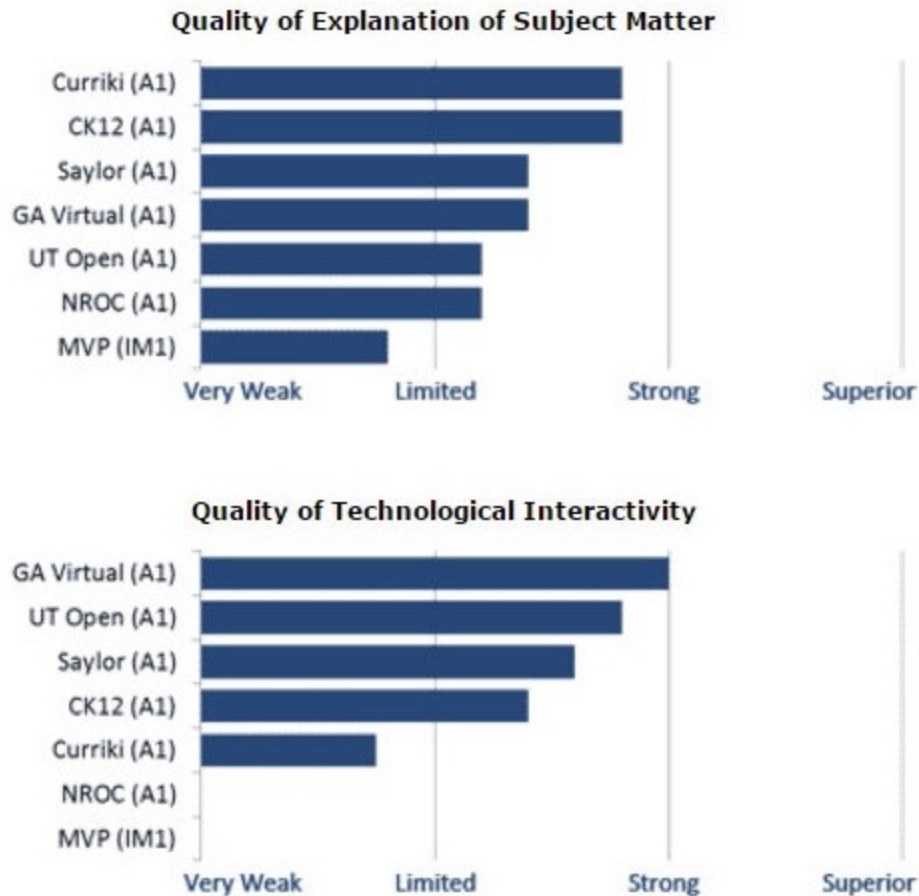
<https://www.mathematicsvisionproject.org/map-of-mvp-users.html>

Having attained one user in 38 states is a pretty low bar of accomplishment to warrant rollout to a school system as large as WCPSS.

Additionally, there is another reference to the State of Washington's 2013 materials, a review where 5 people in a committee ranked MVP highest against some other curricula being analyzed. <https://www.mathematicsvisionproject.org/mvp-materials-review.html>

What they failed to include were comments that went along with these ratings. For example, the five reviewers answered the question, "I would use this in my classroom," with Strongly Agree (1), Agree (3) and Disagree (1). The biggest advocate (Strongly Agreed) included the following comments, *"Much is required from the teacher to ensure that the attention to focus, coherence, and rigor result in achievement. There is much expected of the learner as well. The learner must internalize and exhibit many of the mathematical practices in order to productively engage in the work. Additionally, the course assumes that students enter the course with necessary prerequisite understanding and skills. Direction is given to teachers throughout the course to support students with conceptual deficits but aside from the first few units (modules) there are few supports provided students with procedural deficits...Led by a proficient teacher, and with additional assessments and practice exercises, this course could be outstanding. In its current state, in the hands of a basic teacher, it could flop."*

What they also failed to include was 2 additional graphs where MVP scored LAST, one of which was "Quality of Explanation of Subject Matter." Pretty important and exactly the core of the problems we're seeing in WCPSS.



The full report about Washington state's analysis is [here](#).

10. Q: Is it true that MVP is violating WCPSS policies regarding homework?

A: Yes. Classes following MVP strictly result in situations where students will ask a direct question, such as, "How do I solve this problem?" only to be redirected with pointers to the workbook and other Socratic methods short of directly answering the question by showing the student how to solve the problem. Students cannot get straight answers from teachers. As such, these students are leaving MVP classes many days unable to solve homework problems. This is in violation of [WCPSS Policy](#) Regulation Code: 3135-R&P Homework, Section II. Assignments "B. Homework assignments shall be specific, within the student's ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified." and Section III. Evaluation "B. To evaluate the effectiveness of a homework assignment, the following questions might be applied: 1. Does the student possess the skills needed to complete the assignment?"

11. Q: Are there other schools which have had similar issues with MVP?

A: Yes. [Berkeley \(California\) High School](#) is one. That is a single public school in a small school system which implemented MVP a few years ago. They have had the same exact problems as WCPSS which rolled out MVP to scores of schools simultaneously, such as over 25% of students receiving D/F in their classes. Similar problems to WCPSS: Lack of math instruction in class, decline in learning and grades, moving math education to an after-school activity, student interest and confidence in math declining, school system refusing to share data, etc.

12. Q: As a parent of an MVP student, what can I do to help?

A: There is strength in numbers. While our Facebook group "Parents of MVP Students of WCPSS" has over 400 members, we need you all to be vocal about your impressions and experiences with MVP. You should address student specific issues with the teacher, but after that, your voice needs to be heard at the WCPSS level. A [NC education org chart](#) has been provided for your convenience.

In addition to posting and commenting in the Facebook group, you need to write letters. We have created an org chart that explains who the main role players are in the Wake and NC education system. The "system" does not recognize this as a systematic problem (other than Green Hope) unless they hear from YOU.

We suggest to letter writers:

TO: your principal, your area superintendent, denise tillery, sonia dupree, michelle tucker, drew cook, cathy moore, your wake school board member, amy white, mark johnson, lisa ashe, joseph reaper

CC: us (wakemvpparent@gmail.com), anyone else you feel like adding

Please copy us if you don't mind so that the next time we hear that the complaints are limited to 2-3 parents at GHHS, we can prove otherwise.

The linked PDF should have hot links to many of these people. You may have to look up some. We know this takes time, but it's FOR THE CHILDREN. Don't sit silent. Let your voices be heard.