

CONCERNS PARENTS HAVE ABOUT WCPSS

The documentation above was mostly a chronology from my point of view. This section will enumerate several issues I and other parents have discovered related to WCPSS's handling of the "MVP issue" from initial selection to handling of communications with parents.

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Breaking silence

In an April 7 email from MVP Travis Lemon to WCPSS Sonia Dupree, Lemon forwarded an email from Karen Carter and states, "I think we will have to break our silence as an MVP team if they continue to make contact with our associates seeking to do damage." So what sort of damage was Karen trying to do? She saw an April 5th tweet on MVP's Twitter account which quoted Dr. Ted Coe as stating, "Math Vision Project actually has the quality stuff that we should be looking for."

Karen simply wrote Dr. Coe and asked him what he was basing that on and asking a few other reasonable questions. She copied the MVP gmail account on the note. ([Karen's email and Lemon's forwarded email](#))

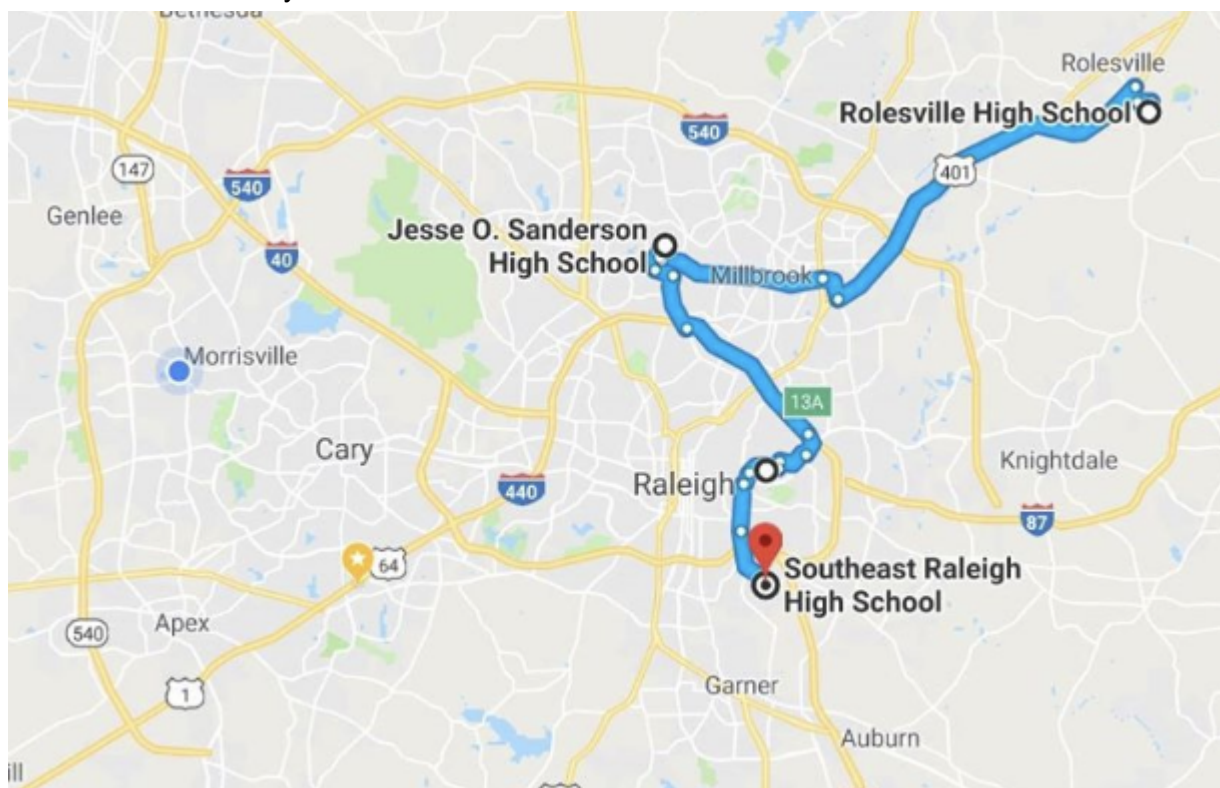
Why is this important? This seems to imply or possibly prove 2 things. One, there was an intentional coordinated



effort between WCPSS and MVP to carefully control communications with parents. And it seems that the strategy was for MVP to remain silent, while WCPSS handled communications. The only problem was that WCPSS's communication methods were vague and seemed misleading, as they told individual complaining parents they were the only ones with issues, and that the (seemingly cherry picked) scores in year 1 were evidence of success. That approach just does not work in the age of social media, when parents from around the county - AND COUNTRY - can collaborate real-time about what we're being told. Two, in every communication we have internal to MVP or WCPSS, to my knowledge, parents complaints are considered as nefarious and irritating. Like, "How dare these parents question our authority and try to undermine it!" Never do we find evidence where MVP or WCPSS treats a parent complaint as legitimate and seeks to understand the validity or magnitude of the issue.

Location of special parent input sessions

When MVP was being considered by WCPSS, the school system held 4 parent information sessions. Wonder why no info sessions on the west or southwest sides of the county? One of the questions in the FAQ was about how MVP was selected. "The district then proceeded with four evening Community Input sessions (February 20, 2017 at Rolesville High School, February 21, 2017 at Sanderson High School, February 22, 2017 at Southeast Raleigh High School, and February 23, 2017 at Enloe High School)," Here's a map showing a route between those 4 schools - all on the north or east side of the county.



And no disrespect meant to those 4 schools but all 4 are in the lower half in the system for School Performance Grade (based on 2016-17 data which is when the program was being selected). Some of the largest and best performing schools, with very involved parents, are on the west and southwest

side of this map.

Why is this important? This seems to be an effort, perhaps accidental, to avoid parent input (and likely, scrutiny).

Location and content of special teacher input sessions

As the spring 2019 semester unfolded, and parent complaints were increasing, WCPSS believed that teacher training / information was the solution. Subsequently, eight separate one-hour "High School Math Information Sessions" were held from April 30 through May 16 for teachers. The purpose listed on the registration information sheet stated the sessions would involve collaboration and an opportunity to provide feedback and get questions answered about MVP. **According to two separate witnesses, the sessions were one-directional and not a forum for feedback.** Like the parent input sessions, perhaps coincidentally, or perhaps on purpose, all eight of the sessions were **nowhere near the west side of the county**, specifically where MVP ground-zero Green Hope is located.

I received comments from two teachers about this.

One said they spent a lot of time talking about the math practices and pedagogy concepts instead of focusing on issues specifically about mvp.

Another teacher said they were asked to attend a "mvp information" meeting very recently. Her impression was that it was an opportunity to voice what teachers like and dislike about the program...and share stories and best practices. She said that it was not an open forum..at all..but was clearly a speech to "get the teachers to drink the koolaid". (Her words). She was disappointed that the meeting did not turn out to be what she thought it was. And was a waste of her time and preparation.

Now, I will admit that both of these

High School Math Information Sessions

Purpose

- Collaborate with district staff about pedagogy in mathematics
- Explore the instructional practices outlined by NCTM
- Have an opportunity to provide feedback, get questions answered, and share successes/challenges with the MVP implementation

Audience

We encourage all middle and high school teachers using the MVP curriculum in their Math 1, 2 or 3 classrooms to attend.

Registration Information

Each session below will be conducted from 3:30-4:30. Although locations have been regionally selected, teachers may attend ANY of the sessions below. Please register in eSchools using the SRNs listed in the table below.

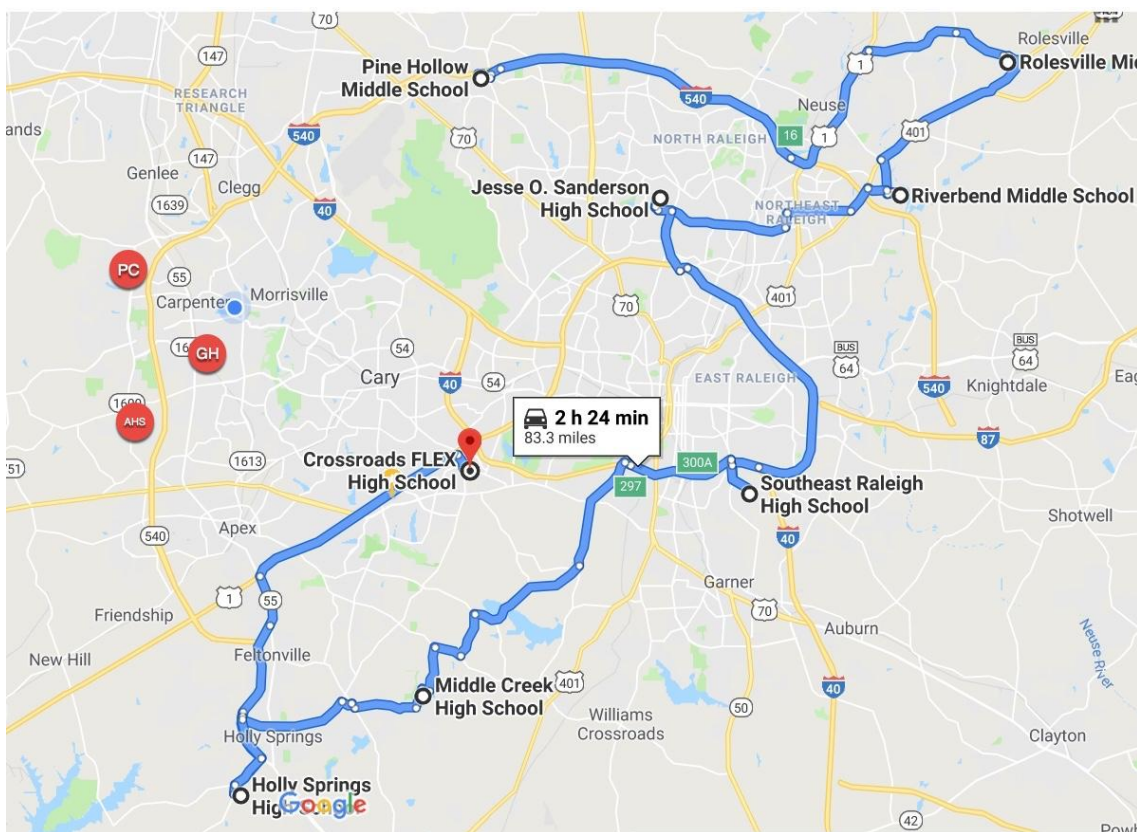
Date	Area	Location	SRN
4/30/19	Central	SE Raleigh HS	195786001
5/7/19	Eastern	Rolesville MS	195786002
5/6/19	Northeastern	River Bend MS	195786003
5/8/19	Northern	Sanderson HS	195786004
5/8/19	Southwestern	Middle Creek HS	195786005
5/14/19	Northwestern	Pine Hollow MS	195786006
5/15/19	Southern	Holly Springs HS	195786007
5/16/19	Western	Score Academy at Crossroads Flex	195786008

**If unable to attend any of the above sessions and you have specific feedback to provide, please contact Michelle Tucker, Director of K-12 Mathematics at mtucker@wcpss.net or 919-533-7020.



statements are hearsay. I am not giving you names as I do not want to get anyone fired. However, if you truly want to know what happened at these sessions, please ask some teachers who attended. Did teachers “collaborate with district staff about pedagogy in mathematics?” Did teachers have “an opportunity to provide feedback, get questions answered, and share successes/challenges with the MVP implementation?” Given that the sessions were only one hour long, I’m guessing the comments I received are most likely representative of what happened.

As noted, the location of these meetings seems to purposefully avoid the Green Hope, Panther Creek, and Apex High Schools area. Green Hope and Panther Creek are the two largest high schools in the system. Crossroads Flex is the closest location for these teachers. While attending a session at 3:30 on the complete other side of Cary may be possible for teachers on the far west side, it is far from convenient.



Why is this important? Again, this seems to be an effort, perhaps accidental, to avoid teacher input from teachers who may have the most input to give.

Curriculum Review Committee

The Curriculum Review Committee formed to review parent complaints was a farce, in the opinion of me and several other parents. WCPSS seems to have stacked the committee and the rubric such that there was NO WAY a decision would have been made in favor of the parents. Additionally, they

did not include any dissenting point of view on the committee, and the committee worked independently - so how is that a committee? See [Reasons Why Appeal Should be Heard](#), [Additional Information to Consider During Appeal](#), and [Remedies](#). One of the most telling examples of malfeasance is the appearance that the MVP materials themselves were not provided to the members of the CRC! See Exhibit E in [Reasons Why Appeal Should be Heard](#). Additionally, a key testimony was retracted after what appeared to be communication from an MVP official with the witnesses supervisor, prompting that witness to radically reverse his testimony. See [Public Records Account of How a Testimony about MVP was Obtained and Later Retracted](#).

Why is this important? Parents documented legitimate complaints, the most basic of which was that students can't do their homework, which is an intentional byproduct of MVP's style of "teaching" in which they pride themselves. According to [WCPSS policy 3135](#), **"The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment."** Instead of taking those complaints seriously and actually possibly conceding a few points and making some much needed changes, WCPSS sought to defeat the parents at all costs.

Grade fluffing and denials about it

In March, Green Hope proved to parents this document: [Instructional Updates for Math 1, 2, and 3 Courses at Green Hope High School](#). One of the key grading changes was: "In Math 2 and 3 courses, quiz grades for units 1-3 will be replaced with higher test scores for the respective unit if a student performed better on the unit test. If test corrections have been utilized already for these unit tests, replacement quiz grades would be based upon initial test score earned."

The effect of this policy was significant. Some Green Hope parents, while initially pleased with improved grades, were concerned that the change resulted in a reward without having to do anything. Additionally, the better grade may not reflect learning or the true efficacy of the program.

This parent wrote to Dr. Tillery and others:

Sent: Wed, Mar 6, 2019 at 3:16 PM

Subject: Math Education Crisis Leads to Revision of Grading Policies at a WCPSS High School

Good afternoon all,

I realize most of you may want to delete my email as I have sent multiple over the last month in regards to a math education crisis occur at multiple WCPSS school implementing MVP.

Please take the time to read this email as I have some startling updates. My daughter's high school, Green Hope, effective 3/5/2019, began implementing some new instructional policies. Some sound promising. On the other hand, the fact that some of these are having to be written down are quite alarming. I have attached the new policies.

My daughter's grades, along with others, have been significantly fluffed to much higher grades due to these new policies. Please note her first quiz grade was a 30. Now it's a 76. Her second quiz was a 71.67. Now it's a 76.67. Her third quiz was a 60. Now it's an 86.25!

Yes, you are reading that correctly.

How might you ask? Did she have to show mastery of the quiz questions she missed? NO. Teachers were directed via these new policies to bump quiz grades up to match test grades (if tests grades were higher). Her overall class grade went up almost 4 points by her doing absolutely nothing. I know of other students going up over 5 points.

Don't you think it's time to say...wait...what in the world is happening in these classes? Is MVP really working??

As of 5/10/19, no response to this email has been received by this parent.

The same parent above provided this notation from PowerSchool:

Assignment	Quiz 2.1
Category	Quiz
Score Comment	
Original Score: 71.67 Adjusted grade due to Justin W. Carrington's instructional update policy.	

A different parent wrote this:

From: [REDACTED]

Sent: Saturday, March 23, 2019 8:45 PM

To: Bill Fletcher _ Staff – Superintendent; 'cgmoore'; Christine Kushner _ Staff – Superintendent; 'Claudia Rupcich'; 'dan. forest@dpi. nc. gov'; Drew Cook _ Staff – Academics; Denise Tillery _ Staff – CurriculumInst; Edward McFarland _ Staff – AcademicAdvancement; Heather Scott _ Staff – Superintendent; Chris Heagarty _ Staff – Superintendent; James Martin _ Staff – Superintendent; Justin Carrington _ Staff – GreenHopeHS; khui@newsobserver.com; Keith Sutton _ Staff – Superintendent; Lindsay Mahaffey _ Staff – Superintendent; 'mark. johnson'; Monika Johnson Hostler _ Staff – Superintendent; Michelle Tucker _ Staff – CurriculumInst; Roxie Cash _ Staff – Superintendent; Sonia Dupree _ Staff – CurriculumInst; Terry Stoops; Tammie Sexton _ Staff – WesternWakeCo; Brian Pittman _ Staff – HighSchoolEducation

Cc: [REDACTED]

Subject: RE: MVP, Math Vision project at Green Hope High School, within Wake County, and nationally

Dr. Tillery,

We are ending the quarter next week and the tweaks to the MVP program are not working. The issues are the same. The facilitating, quizzes, and testing are not yielding proof that the students are learning. There are too many gaps within these MVP books and skipping around modules just exasperates trying to learn math. MVP is destructive and does not provide the students with the skills for a sound math education. You may be saving money with the MVP program, but MVP is making quite the run at ruining the students love of math. WCPSS needs to take immediate, viable, and substantial action to teach within these math classrooms. The hope is, in doing that, some of this semester can be salvaged. On a larger scale students will also learn math and will also learn how to apply math to the world that surrounds them.

My son has regressed, or at best, remained stagnant. He is currently in MVP Math 2 Honors. Next year he will move backwards and take Math 2 Academic and then Math 3 Academic after that. MVP has been a waste and caused undue stress and anxiety to many students and families. Many math lovers are now math haters. We all know there are more than just a few struggling to keep their head above water with this program.

All the mastery and grade curving is not the solution. This grade fluffing may drive your statistics up to make MVP look like it is making positive gains, but we both know that is manipulating the data. This ridiculous curving song and dance may appease some parents/students that are in it for the grade. For those of us that actually want our kids to learn, this grade massaging is not sufficient. There were some kids that jumped from a D to a B grade with this grade fluffing.

GHHS just had a math MVP teacher quit. No notice. Maybe you would like to come and teach the class for the rest of the semester. I am not being sarcastic, and feel it would be the best education for you. You are not going to see the true shortfall of MVP unless you are in the trenches and living this travesty first hand. Coming into classrooms and taking

In this case there was a response:

From: Denise Tillery _ Staff – CurriculumInst <dtillery@wcpss.net>

Sent: Tuesday, March 26, 2019 2:02 PM

To: cynwyt@nc.rr.com

Subject: Re: MVP, Math Vision project at Green Hope High School, within Wake County, and nationally

Ms. White,

I have received your email and aware that Drew Cook, Assistant Superintendent for Academics, has reached out to schedule a time to meet. If our schedules coincide I will plan to be at that meeting, as well.

Have a nice day!

Dr. Denise Tillery, Ed.D.

Sr. Director of Curriculum Development

Wake County Public School System

During the April 8, 2019 meeting at WCPSS, which included Dr. Tillery, the subject of Green Hope grade adjustments were discussed. We were told that the school sets policy on grades. Additionally, as noted in item 7 above, question 3, "How is the WCPSS approved grade fluffing implemented at GHHS fair to other schools in Wake County?" we had a follow-up question about the policies and how that is fair to other schools.

At the May 7, 2019, Board of Education meeting, a non-Green Hope parent heard about the grading policy at Green Hope.

She wrote to ask Dr. Tillery about it:

From: [REDACTED]
Sent: Tuesday, May 7, 2019 11:45 AM
To: Denise Tillery _ Staff - CurriculumInst
Subject: GHHS Math concessions

Dr Tillery,

Will other schools be given the same concessions that GHHS math students have been given? Seems unfair that they have adjustments and accommodations made that will likely be positive influence on their grades and not to do that across the board for all schools moving forward with MVP.

I look forward to your response. I don't know how exactly [REDACTED] and other WCPSS students can have the same treatment this late in the semester, but I only recently found out about GHHS and how they are making changes to alleviate some of the problems with the rollout of MVP.

Sincerely,
[REDACTED]

The response:

On May 8, 2019, at 4:02 PM, Denise Tillery _ Staff - CurriculumInst <dtillery@wcpss.net> wrote:

[REDACTED]

At this time I am not aware of any concessions or accommodations made for students at GHHS. The Math PLT has worked diligently to create a consistent grading policy across the PLT which was communicated to parents.

I hope this addresses your concern.

Dr. Denise Tillery, Ed.D.
Sr. Director of Curriculum Development
Wake County Public School System
5625 Dillard Drive
Cary, NC 27518

This parent then located a copy of the GHHS Instructional Updates and sent them to Dr. Tillery, further explaining the context of the parent's question.

From: [REDACTED]
Subject: GHHS
Date: May 8, 2019 at 5:21:18 PM EDT
To: Denise Tillery _ Staff - CurriculumInst <dtillery@wcpss.net>
Cc: [REDACTED]

This is what I am referring to, specifically any grade adjustments being allowed for Math Honors 3. If this is the policy now at GHHS, shouldn't this be across the board for schools in Wake County? How can one school be allowed to raise grades with corrections and adjustments, but not all? I think the parts referring to student feedback should be an integral part already when rolling out a new program.

As far as I know, and my child, there are no adjustments or corrections allowed to raise grades, as there are at GHHS.

This would be just a small concession in this situation, considering the bigger picture and the possible long term harm done to these students. I really do hope, as requested at the board meeting last night, WCPSS presents some REAL data showing how this MVP method is so wonderful.

Thank you,
[REDACTED]

1 attachment: GHHS Math Instructional Updates.pdf 186 KB

Save | v

The response below from Dr., Tillery is correct:

From: Denise Tillery _ Staff - CurriculumInst <dtillery@wcpss.net>
Date: May 9, 2019 at 11:24:31 AM EDT
To: [REDACTED]
Cc: Patty Edwards _ Staff - WakeForestHS <pedwards@wcpss.net>
Subject: Re: GHHS

[REDACTED]

Policy states that each school is to develop a school based grading plan that is used consistently across grade levels, course teams and/or PLTs. The document you reference is another schools communication that they were monitoring their plan.

Thank you for your inquiry.

Dr. Denise Tillery, Ed.D.
Sr. Director of Curriculum Development
Wake County Public School System
5625 Dillard Drive
Cary, NC 27518

Round 3:

From: [REDACTED]
Sent: Thursday, May 9, 2019 4:30:50 PM
To: Denise Tillery _ Staff - CurriculumInst
Cc: [REDACTED]
Subject: Re: GHHS

Dr Tillery,

So, I believe what you are saying is that this matter needs to be discussed with [REDACTED], is that correct next step for me?

And, on your first response, you said that you were unaware of any accommodations made for GHHS students. What would you call the grade adjustments, if not accommodations? I want to be sure I am using correct terminology as I move forward on this subject. Or did you mean you were not at all aware of what changes GHHS had put together to address the Math grades? Please let me know.

Thank you,
[REDACTED]

And the response:

From: Denise Tillery _ Staff - CurriculumInst <dtillery@wcpss.net>
Subject: Re: GHHS
Date: May 9, 2019 at 5:29:19 PM EDT
To: [REDACTED]
Cc: [REDACTED]

I would advise that you look on your chil's web page for their grade policy. If you are unable to locate it I am sure [REDACTED] can share it with you. Additionally, to my knowledge there have not been any grade adjustments at GHHS.

Dr. Tillery

Denise Tillery, Ed. D.
Curriculum Development
5625 Dillard Drive
Cary NC 27518

So, despite receiving at least 2 emails about the grade adjustments from parents and a copy of the Green Hope Instructional updates in March, acknowledging one such email, then being a part of a face-to-face conversation on April 8 which included the topic, and having received an additional question from that meeting, and then receiving the file again from this last parent, a WCPSS leader outright denied being aware of grade adjustments at Green Hope.

Side note: I included this information in a separate one-off complaint to WCPSS. WCPSS wrote back and denied any wrongdoing, but Dr. Tillery was reassigned to a principal role over the summer.

Why is this important? Regardless of Dr. Tillery's role in this, the matter is informative due to the nature of grade fluffing that has been required to maintain some level of status quo for students and parents, which I believe serves to tamp diffuse dissent.

Teacher's feedback stifled

It seems that an unhealthy workplace environment of persecution has been either established or perpetuated as key program stakeholders responsible for delivering MVP curriculum to students (ie. teachers) have been pressured to contain their internal constructive feedback about the program, further hampering the possibility that the program could be implemented with success.

An independent and anonymous parent-initiated survey of teachers was conducted by me in late March 2019. Summaries of that survey response are available here: [Independent Surveys of WCPSS Teachers Shed Light on What Parents are Seeing \(Part 1\)](#) and here: [Independent Surveys of WCPSS Teachers Shed Light on What Parents are Seeing \(Part 2\)](#).

As noted in the two reports, teachers are under pressure to maintain an appearance of support. This would be understandable if constructive feedback and questions were considered from teachers during professional development and then addressed with reasonable answers. But that didn't happen. Instead of addressing issues head on during professional development, WCPSS employed intimidation to force compliance.

Some of the comments I received demonstrating this include:

- The trainers (the authors of the MVP materials) would get defensive anytime we brought up our frustrations with the curriculum. They wouldn't help us problem solve through our frustrations.
- One teacher questioned the MVP trainers as to what they recommend if we find that a particular lesson or task is just not working in our classroom. The trainer actually laughed and said that they all work, and she knows that because she helped write them. She essentially implied that if a lesson did not work, it was because we as the teachers were not implementing them correctly.
- The professional development training for it was a joke! I saw multiple times when the writers couldn't figure out what a paragraph meant or was asking.
- I am a WCPSS Math 3 teacher, and I attended part of the MVP Math 3 training. My high school did not implement MVP for Math 3 this year. By the end of the training, I was so happy we did not.
- They (MVP trainers) never explained what the purpose of MVP is.
- Half of the time I feel like they are trying to sell me on it. We are given time to work the tasks and act like the students and we all come up with different styles so the leaders can show how we would bring up students based on a variety of work in the classroom, however unless I guided my students they rarely had this variety of methods for me to use as examples.
- I wrote an email to one of my superiors about how our PLT was implementing MVP several months ago. I got no response from my superior or my department chair about my email.
- MVP treats us like students in the training. It's such a waste of time!
- MVP training is useless.
- The MVP representatives came across as being mostly dismissive of our concerns.

- It's sad that we have to choose between doing what is best for our kids and doing what is told by the county
- Basically "do this or else". I have teachers saying that they'll only do this to pay their mortgage
- We were given a script to say at meet the teacher night in support of this. If we do not comply with supporting this, even if we are only acting in support of, we could easily be fired on the spot for insubordination. Which now a days is the only way to get fired.
- Teachers can't speak out about this, even if you tell us it is confidential and/or anonymous. Most of us have to pay the bills so we cannot afford to lose our jobs- especially the young and single teachers.
- "We have to be on board, especially to parents", or it's our job.
- I am a single teacher and need my job- which I love when I get to do it.
- You all will not probably get very many responses and/or honest for fear of their job
- We were literally told we "will support and by-in to the mvp program."
- Teachers were told point blank, you will use this or you will be put on an action plan
- They (WCPSS) monitor teachers like crazy. Like big brother in Wake County.

Another teacher provided some detailed input [documented here](#).

Claims about limited complaints from parents

Many parents, including I, will tell you that if and when they spoke with anyone in leadership about MVP, they were told there hadn't been many other complaints, and that their complaint was one of the few. I was told this in a conversation with Sonia Dupree on 1/8/19, who specifically told me she had not heard of any other complaints about MVP. Yet, public records received from WCPSS later revealed that WCPSS knew full well that this was becoming an issue as the Apex/Cary Moms FB group post was cited within 3 hours as a problem as indicated in an [email from Green Hope principal Karen Summers to Drew Cook](#), who forwarded around the info to other staff members. She attached a [PDF file in her email which showed numerous parent complaints](#) in a short period.

Over the course of several months, during interactions with parents, MVP issues have been miscategorized as being isolated to only a few students at only one school. While this point of view has softened in some venues as the truth has been revealed, there was a willing attempt to publicly minimize the breadth of the MVP issues in Wake County. For example, in a public records request to Wake County it was [revealed in an email from Dr. Tillery to a teacher Utah](#) that Dr. Tillery considers Blain Dillard an "isolated experience" related to MVP, again perpetuating the minimal problem issue.

Why is this important? Admitting there are issues is the first step in solving problems. Downplaying the depth and breadth of problems causes parents to lose trust in WCPSS right away. It gives the appearance that message control is more important than actually facing problems head on. But a larger problem is related to misrepresenting the situation to MVP in Utah. By portraying to MVP that WCPSS problems were a minimum, MVP developed a false notion that everything was OK and that one parent in particular, who they chose to sue, was a one-off case.

Loss of textbook funds?

WCPSS stated at the GHHS Information night in February that there were no textbook funds from the state. Drew Cook doubled down on this story in a [recent Carolina Parent article](#).

Part 1: Implementation of MVP

Jump to:

[How MVP Defines Its Curriculum](#) • [How WCPSS Defines MVP](#) • [The Cost of MVP](#)

Back in 2008, the economic recession impacting the U.S. resulted in what WCPSS Assistant Superintendent for Academics Drew Cook describes as “significant cuts” across school systems throughout the country. Locally, Cook says WCPSS experienced reductions in and, in some cases, elimination of funding for resources such as textbooks.*

Fast-forward to 2016. WCPSS recognized, “that we were long overdue for and needed additional resources,” Cook says. “So to verify that we actually conducted an external curriculum audit for K-12 across content areas, including mathematics.”

However, [public records received indicate that WCPSS has received over \\$50M in textbook funds in the last 10 years](#). Instead of spending on textbooks, WCPSS spent on other priorities which they have been unable to provide to parents requesting the information.

Why is this important? This is another example of a breach of trust as WCPSS tried to convince parents it had no choice in deciding to choose a supposed “free” OER resource like MVP.

Failure to take parents seriously or think independently, but to believe MVP instead

In this May 23 blog article, [MVP Ground-Zero Math Performance Data Exposed, and it Ain't Pretty: An Analysis of American Fork Junior & Senior High Math Trends](#), I explained that American Fork Junior High is ground zero for MVP because this is where the MVP founder and one of its authors is a math teacher. Certainly, there can be no other school in our solar system which has a better MVP situation:

- Worldwide subject matter & thought leader about MVP as a practitioner of the MVP "craft"
- The 9th grade math teachers love the program and buy-in to it, according to one teacher there ("the materials are excellent")
- When in doubt, any teacher certainly can obtain on-demand professional development by merely asking the founder for some pointers. (Whereas the rest of us poor schmucks have to pay tax dollars to fly the MVP founder

I backed up that story with plenty of data and a convincing argument that the failing math scores at the high school are possible the result of MVP alumni being fed from the junior high school.

WCPSS Sonia Dupree forwarded the article to Janet Sutorius at MVP, who wrote back this:

From: Janet Sutorius <sutoriusjm@gmail.com>
Sent: Friday, May 24, 2019 3:50 PM
To: Sonia Dupree _ Staff - CurriculumInst
Cc: Travis Lemon; Joleigh Honey; Barbara Kuehl; Scott Hendrickson
Subject: Re: Fw: NEW INFO - MVP Fails at Ground Zero in UTAH and other feedback

CAUTION: This email originated from outside of the organization! Proceed with caution!

You need to know that American Fork High School doesn't use MVP. They never have. So all of the data and work Blain has done is meaningless. Alpine School District and specifically American Fork HS and Jr High are NOT the birth place of MVP. Travis works there. The only data that would mean anything would. be Travis's class data.

Carry on!
Janet

So, you see, they call my work and data MEANINGLESS. What they should have called it is inconvenient! Because my data and argument is solid. Then, Sonia forwarded that to Tucker and Tillery:

From: Sonia Dupree _ Staff - CurriculumInst
Sent: Wednesday, May 29, 2019 3:17 PM
To: Michelle Tucker _ Staff - CurriculumInst; Denise Tillery _ Staff - CurriculumInst
Subject: Fw: Fw: NEW INFO - MVP Fails at Ground Zero in UTAH and other feedback

FYI

Sonia K. Dupree
Senior Administrator for High School Mathematics
Wake County Public School System
5625 Dillard Drive
Cary, NC 27518
919.533.7193 sdupree@wcpss.net

Who, in turn, forwarded it on to Drew Cook and Ed McFarland.

Subject: Fw: Fw: NEW INFO - MVP Fails at Ground Zero in UTAH and other feedback
Date: Wednesday, May 29, 2019 at 3:42:09 PM Eastern Daylight Time
From: Michelle Tucker _ Staff - CurriculumInst
To: Drew Cook _ Staff - Academics, Edward McFarland _ Staff - AcademicAdvancement

FYI

Thanks,
~Michelle

Michelle Tucker
Director K-12 Mathematics
Wake County Public Schools
mtucker@wcpss.net
(919) 533-7020

So just like that, the concerns and valid data and argument from a parent were discarded.

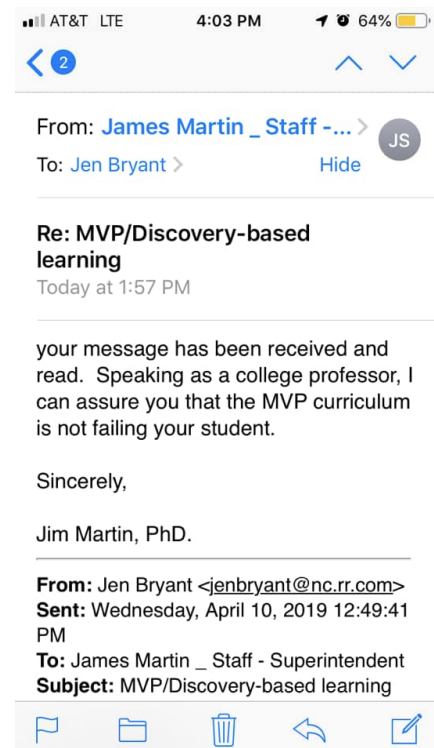
Why is this important? It demonstrates the lack of independent thinking WCPSS has to have not asked an original question or follow-up question to its vendor or to one another about the data I presented, and to ostensibly accept at face value the weak response that Sutorius sent back.

School board speaks with authority and certainty

In several cases, parents have copied school board members on MVP complaints. In some cases, some members confidently write back with flippant responses which demonstrate more tone-deafness than concern or knowledge. One such case was this response from Board chair Jim Martin. This was April 10. He and I traded emails around February 18, when he told me, “I actually do not know enough about the curriculum to have a clear opinion because as a Board we do not have authority over curricula. That said, we have heard enough issues raised that we do need to be briefed on what is going on.”

So from Feb 18 to April 10, he went from “not knowing enough about the curriculum” to assuring a parent with a failing child that it is “not the MVP curriculum failing your student”??

Another example of this was in October, when board member Bill



Fletcher responded to 2 parents with the same response, encouraging a parent to “hang in there” followed by the MVP talking points.

Thank you for your note. Perhaps you did not see the curriculum audit in 2015...that said our students are performing well on what was being taught, BUT what was being taught was not consistent with state math standards. The District would be derelict in its duties if it allowed the old math practices to persist.

In the past students had depended too much on memorized formulas and rote learning. Hang in there with us as we deliver math instruction based on the NC Standards and challenge students to become critical thinkers and problem solvers.

Bill Fletcher
WCPSS Board District 9

And the response:

Thank you for your note. Perhaps you did not see the curriculum audit in 2015...that said our students are performing well on what was being taught, BUT what was being taught was not consistent with state math standards. The District would be derelict in its duties if it allowed the old math practices to persist.

In the past students had depended too much on memorized formulas and rote learning. Hang in there with us as we deliver math instruction based on the NC Standards and challenge students to become critical thinkers and problem solvers.

Bill Fletcher
WCPSS Board District 9

Why is this important? I believe it shows a lack of respect and genuine concern for legitimate issues parents are raising.

WCPSS betrays trust of parents and citizens

There are at least 3 cases where I believe WCPSS officials betrayed parents.

The first is the case is Board member Bill Fletcher intervening to express his displeasure about a town hall that Dr. Tillery was in the process of planning. This was in February and parents had already collected signatures on a petition in order to request that a town hall be held. ELECTED DISTRICT 9 SCHOOL BOARD MEMBER Bill Fletcher was "very concerned about the concept of a town hall," even when presented with an email about "MVP Concerns." Seems like I've heard the BoE claim they have nothing to do with curriculum, and have pretty much stayed hands off in response to parent complaints... except when their hand is forced by a complaint appeal... and except when weighing in to assure parents they believe are naive that everything is fine... and except when it comes to influencing a public information town hall requested by constituents. That's fair game for elected board members.

Message control. Damage control. That's what we get from those in power in Wake County.

From: Bill Fletcher _ Staff - Superintendent <bfletcher@wcpss.net>
Date: Thursday, February 7, 2019 at 11:13 AM
To: Cathy Moore _ Staff - Superintendent <cqmoore@wcpss.net>
Cc: Denise Tillery _ Staff - CurriculumInst <dtillery@wcpss.net>
Subject: Fw: MVP Concerns

Cathy, this is getting out of hand. Very concerned about Dr. Tillery's agreement with the concept of a town hall.

Bill Fletcher

WCPSS Board District 9

Personal phone 919-880-5301

The second example is when Sonia Dupree shared confidential parent information with MVP. In May, parents had just submitted additional information as part of the formal complaint process. This

Subject: Fw: NEW INFO - MVP Fails at Ground Zero in UTAH and other feedback
Date: Friday, May 24, 2019 at 1:25:10 PM Eastern Daylight Time
From: Sonia Dupree _ Staff - CurriculumInst
To: Travis Lemon, Joleigh Honey, Barbara Kuehl, Scott Hendrickson, Janet Sutorius
Attachments: Wake MVP Parent_ MVP Ground-Zero Math Performance Data Exposed, and it Ain't Pretty_ An Analysis of American Fork Junior & Senior High Math Trends.pdf, FB 181003 Carpenter Village - SWB.pdf, FB 181119 Apex Cary Moms - MK.pdf, FB 181206 Apex Cary Moms - JM.pdf, FB 190222 - SBH.pdf, FB 190314 - NS.pdf, FB 190422 - JW.pdf, FB 190506 - AKB.pdf, FB 190509

included many PDF files containing conversations on Facebook between parents. This was intended for WCPSS eyes only as did all of the input for the complaints. But Sonia just forwarded this entire set of files right along to the entire MVP staff as an FYI.

- JAB.pdf, FB 190510 - HE.pdf, FB 190515 - JRD.pdf

FYI

Sonia K. Dupree
Senior Administrator for High School Mathematics
Wake County Public School System
5625 Dillard Drive
Cary, NC 27518
919.533.7193 sdupree@wcpss.net

From: Blain A. Dillard <wakemvpparent@gmail.com>
Sent: Friday, May 24, 2019 9:56 AM
To: Tlucas@ncdoj.gov; Jstein@ncdoj.gov; Rodney Trice _ Staff - EquityAffairs; Heather Scott _ Staff - Superintendent; Monika Johnson Hostler _ Staff - Superintendent; Roxie Cash _ Staff - Superintendent; Keith Sutton _ Staff - Superintendent; James Martin _ Staff - Superintendent; Christine Kushner _ Staff - Superintendent; Chris Hazzerty _ Staff - Superintendent; Lindsey Mahaffay _ Staff - Superintendent; Bill

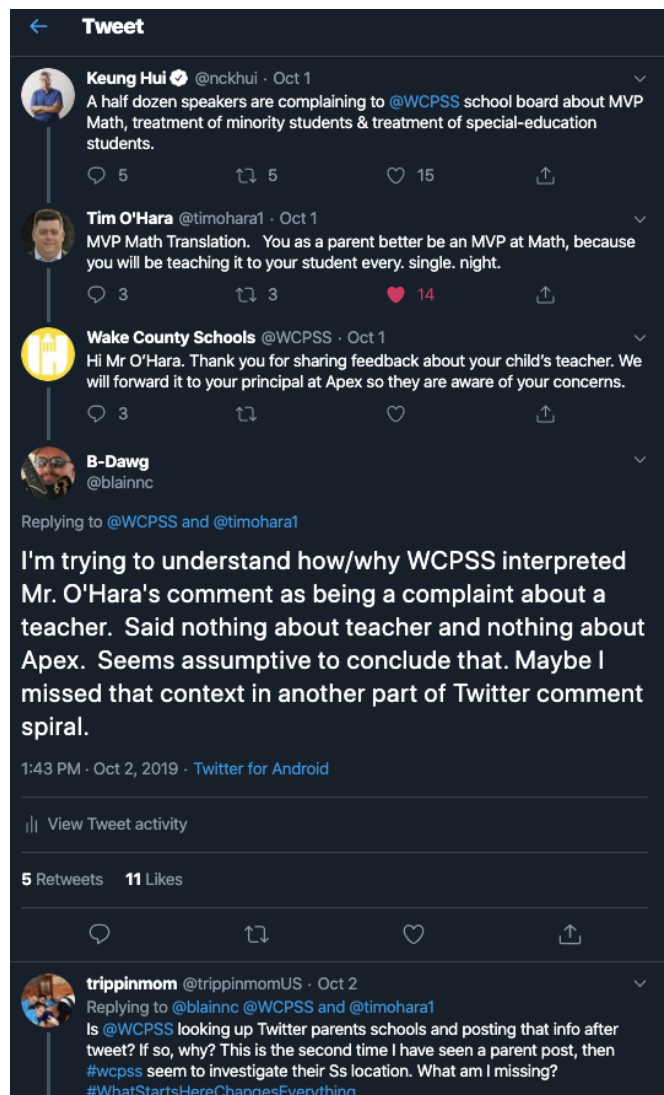
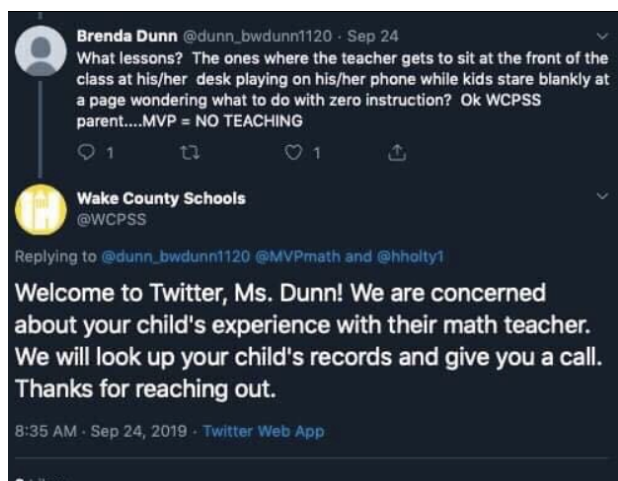
A third case involves a recent trend where WCPSS is calling out parents by name and school on Twitter. A parent posts a comment, and WCPSS will look up that parent and identify their name and school. Then contact the principal at the school and teacher involved. (see below for screen shot)

Why is this important? The first one shows loyalty to school system, at the expense of parents/voters.

The second one shows the level of transparency between MVP and WCPSS, yet there is little transparency from WCPSS in dealing with parents.

The third one shows that WCPSS will be transparent with teachers, because that's who they blame for MVP problems, but if the parent does not fault the teacher, then contacting the teacher with the parent complaint betrays a trust, because some parents fear retribution against their child if their teacher is called out.

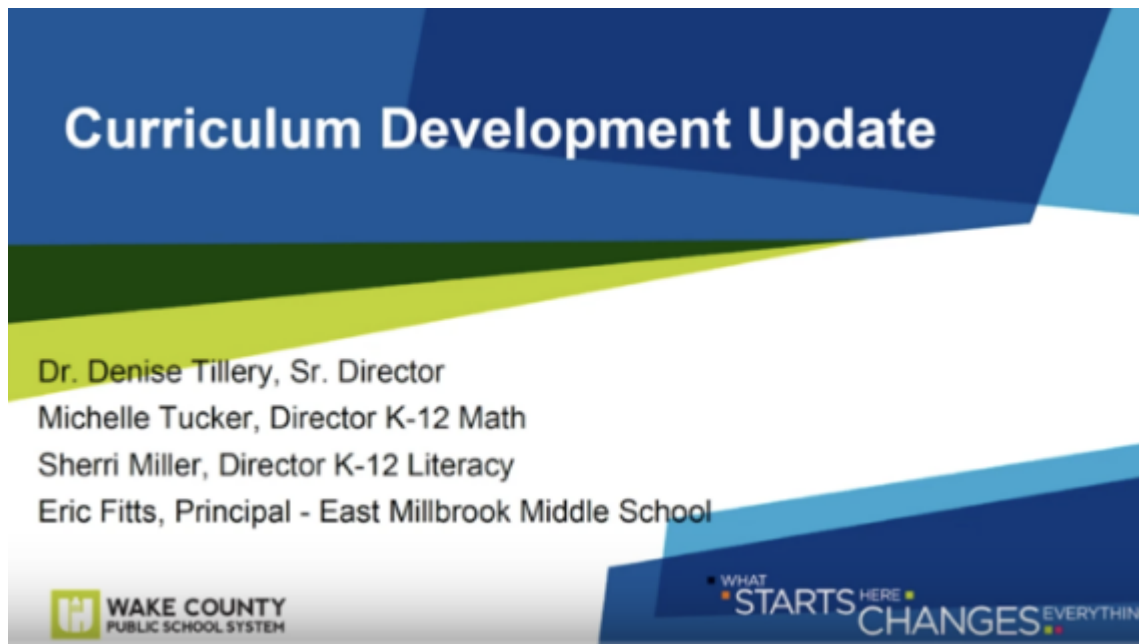
Both WCPSS tweets single out parents/their students rather than asking each parent how MVP could be improved or what could be done to complement MVP. Each tweet by WCPSS appears to be intimidating the parents, especially since they came after the lawsuit was out. Both tweets fail to acknowledge parents aren't critical of the teachers - they're critical of the MVP curriculum.



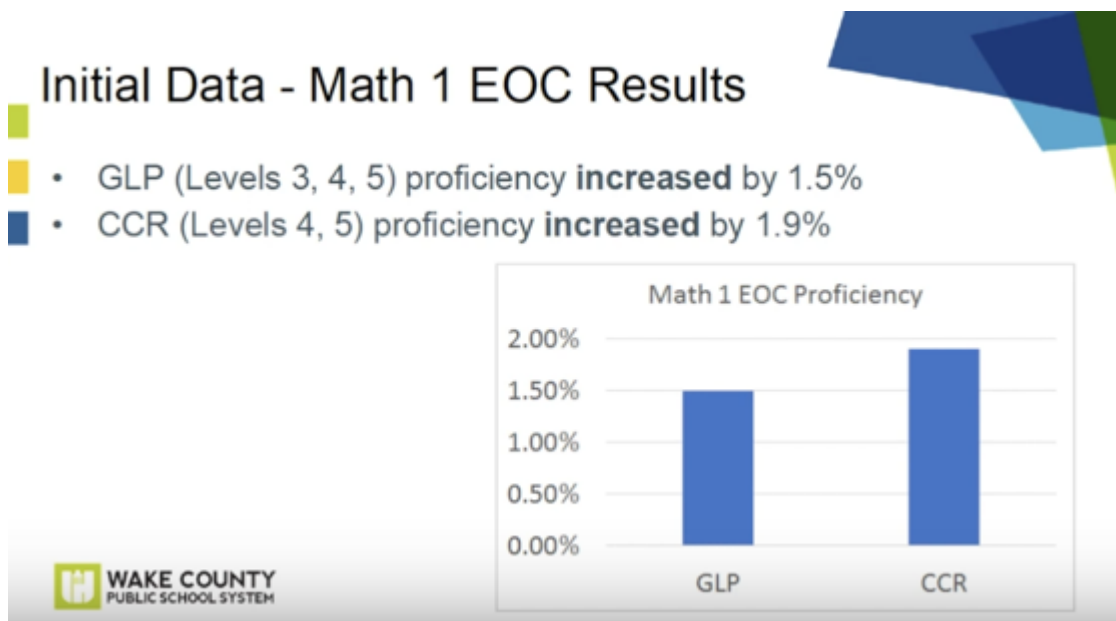
WCPSS chooses a questionable data set population upon which to base their year 1 results

I have sent the following in a 10/31/19 email to Michelle Tucker and cc to Tim Simmons:

At the Nov 2018 SAC meeting, your name was listed on this set of charts.

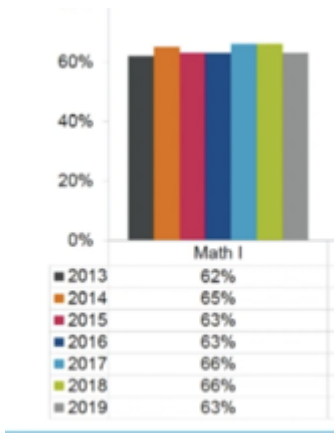


... where this chart was presented...



Since this chart had very little in the way of explanation, I submitted a public records request to understand more about it. When that response was received from Dr. Tillery in late March, I learned and the numbers used to calculate the 2 figures, and that this data represents **high school only**.

Recently, Brad McMillen presented this data to the BoE:



And he explained this was GLP for middle **and** high schools.

I have since received some additional information which gives this MS+HS data for CCR, and to one decimal place for the GLP.

The resulting table for both data sets is this:

		2017	2018	Year 1 Delta
HS Only	GLP	40.5%	42.0%	1.5%
	CCR	26.4%	28.3%	1.9%
MS+HS	GLP	65.6%	66.4%	0.8%
	CCR	55.6%	56.6%	1.0%

As you are well aware, the 1.5% and 1.9% improvement numbers were cited repeatedly by WCPSS (and indirectly by MVP) when talking about the first year of MVP "success" in WCPSS. While there is not a big difference in the numbers 1.5, 1.9, 0.8 and 1.0, the observation I have is that the HS-only numbers (1.5 and 1.9) were indeed better than the MS+HS numbers (0.8 and 1.0).

My question to you is: Since your name was on that November 2018 presentation, do you know why WCPSS chose high school data for a "Year 1 MVP" readout instead of the more comprehensive MS+HS view?

Why is this important? Because WCPSS selected a subset of a larger population with slightly better results than the larger population, parents are suspicious as to why this was chosen. It doesn't

seem like a big deal, but it is, because these claims of success were widely used by WCPSS and MVP:

- Published by WCPSS in November 2018 SAC meeting, showing grade level proficiency (GLP) and college/career readiness (CCR) gains from 2016-2017 to 2017-2018 (year 1 of MVP in WCPSS)
- Internally calculated by WCPSS
- Tweeted by MVP in Nov 2018 (Tweet removed by MVP upon request of WCPSS, upon request of Dillard & other parents)
- Quoted verbally and in emails to parents complaining about MVP
- Cited in the FAQ provided to Green Hope
- Cited in the response to 16 parents whose MVP complaints were denied
- Cited indirectly by MVP in lawsuit against WCPSS parent Blain Dillard
- Cited indirectly by MVP in public statement about Dillard and lawsuit
- Cited indirectly by N&O repeating WCPSS success claims
- Possibly seen by other NC counties choosing MVP
- NOT updated or referenced in 9/17/19 Accountability update, except that the 2018 and 2019 GLP numbers were given on a separate chart (page 15).

My blog has covered more details about this data as information as learned in the spring. For more info see: [Why My MVP Golf Score Improved, and other Exaggerations](#)