WCPSS Math Curriculum

2022-2023 FAQs

Last updated 10/26/22

Dates:			
October 24, 2022 Questions:			

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Questions:	Responses:
How does WCPSS identify a student that is struggling academically in your secondary mathematics courses?	*Though there are multiple variables that can be difficult to control for, student performance can generally be measured through quarterly grades and standardized assessment data (EOGs, EOCs, CTE Post Assessments). Due to the COVID pandemic, we have not been able to accurately measure and analyze these data points to draw any correlations to curriculum implementation for the 2019-2020 and 2020-2021 school years. Essentially there is no way to measure the impact of any district-wide strategy, curriculum, or intervention from the past couple of years because of the scarcity of achievement data and, even if better achievement data were available, it still wouldn't be possible to separate the effect of any district wide initiative from the effect of the pandemic.* • *As referenced in the above response, we in fact cannot know this for the past two school years. In previous years, we have periodically examined quarterly grades and assessment data. For example, as part of the*

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	internal curriculum review process, data was publically shared in June 2019 that showed there was no detectable drop in student performance as a result of MVP curriculum implementation. *Within OUR and MVP, we have Pre-Unit Assessments, Mid-Unit Assessment or Quizzes, Exit Tickets or Cool Downs, and End of Unit Assessments that help teachers identify who may need extra scaffolds and supports. Teachers use formative assessments to identify students who may be struggling and need additional support.*
If the majority of math learning content for students is in the form of instructional videos…then how do students take organized notes and/or create an organized "body of mathematical work" to look back on for reference throughout the course?	*The content is delivered utilizing the instructional resources found in the teacher's guide as well as in the student workbook. Explicit lessons have also been developed and provided digitally to teachers. The units are intentionally structured to build skills and background knowledge within and across the units. The expectation is that all middle school math and high school math teachers in the district use the district provided curriculum. Open Up and MVP lesson plans are not a prescribed script. The directions, questions, and times provided in the lesson plans are recommendations that may be modified according to the particular needs of a student or class. We recognize that teachers are the professionals in the classroom, and as such, should use their professional judgment to implement the lessons, activities, and structures with integrity to the curriculum. Math 6-8 contains Lesson Summaries at the end of each lesson along with "My Reflections" that students can use to check their understanding of the learning target(s). Here are the course guides for OUR and MVP. Videos are provided as additional support resources for OUR and MVP and should not be used as the only means of instruction.*

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How are students (and parents) supposed to understand the learning expectations and understand relevant math skills that need to be mastered in core math classes when they are weaving together math instruction from hundreds of fragmented "moving pictures"?	*Students understand the learning expectations for a days lesson by the explicit attention to the day's learning targets. Learning Targets are listed on the K-12 Math Website for each lesson of OUR and MVP. The Curriculum has a scope and sequence (OUR and MVP Course Guides) to provide coherence over time. The units are intentionally structured to build skills and background knowledge within and across the units. OUR for 6-8 contains Overview Summaries and Homework Resources (for families) at the front of each workbook that informs students and families about what will be covered during a unit. At the end of each lesson, students have a "My Reflections" section to review the learning expectation for the day.*
What specific math content is provided to students by Wake County Public Schools? (The workbook covers the questions…so what else is there to learn from?)	*Math content is provided to all students K-12 through the teacher resources. Teachers have detailed Teacher Editions to help them outline and plan lessons. The student workbooks are provided to support the content provided through the MVP or OUR lessons. Canvas Blueprint Courses have been built to house content for all OUR and MVP courses for students to access at home or at school. Depending upon the need(s) of each student from formative assessments, teachers will determine the need for more support. Support documents have been created for teachers to use as a resource for those students who need additional support on particular standards and/or skills. Here is a link to the Course Guides for OUR and MVP that include the Scope and Sequences.*
Are most of the math resources available to students in the form of videos?	*No, there are a variety of resources available to students. They have access to the student workbook, Canvas Blueprint Courses, the WCPSS K-12 Math website, and their individual teacher as additional resources.*

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Is that method of learning conducive to all learning styles?	*There are a variety of resources available to students. They have access to the student workbook, Canvas Blueprint Courses, the WCPSS K-12 Math website, and their individual teacher as additional resources. Over the course of the year, teachers get to know how their students learn and can then appropriately select formats to meet their students needs.*
Are there any useful (printable) math content learning resources for students that need a more organized way of learning math by examples and step by step instructions?	*Each lesson of OUR includes a Lesson Synthesis section that assists the teacher with ways to help students incorporate new insights gained during the activities into their big-picture understanding. Teachers can use this time in any number of ways, including posing questions verbally and calling on volunteers to respond, asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to word wall. For MVP, the lesson summary section provides the teacher with a summary of the main mathematical points of a lesson, in student-friendly language. The "takeaways" are the big ideas that emerge from the lesson. The teacher can support clarity as needed by offering additional insights to formalize an idea or strategy and to state it with appropriate vocabulary and notation. Takeaways may be added throughout the discussion as student work illustrates a point, or at the end of the discussion to synthesize the learning and to emphasize important points of the lesson.* *Each lesson in OUR includes a set of practice problems. The set includes a few problems from that day's lesson along with a mix of topics from previous lessons. Distributed practice (revisiting the same content over time) is more effective than massed practice (a large amount of practice on one topic, but all at once). For MVP, each lesson has a*

	set of independent practice problems called the Ready, Set, Go. The Ready, Set, Go problems focus on practicing procedural skills, refining understanding, and building fluency and agility. The Ready, Set, and Go combined are the distributed practice problems for students to use to reinforce their math understanding and skills. *Ready problems activate specific background skills that may be helpful in making sense of new material in an upcoming lesson in the current unit. Reviewing prior learning and skills before they are needed in an upcoming lesson allows students to focus on new learning, rather than being hindered by a lack of prerequisite skills.* *Set problems place emphasis on the mathematics addressed in the classroom lesson that day, giving students an opportunity to practice with a variety of representations. Go problems are a reminder of, and a reengagement in, previously learned mathematics. The mathematics can be from earlier in the unit, from the current course, or even from previous math courses.* *Therefore, the Go problems may not connect directly to the lesson or the unit, but rather represent the essential skills and concepts that recur frequently in mathematical work. Problem sets are meant to support the learning and thinking that takes place during and after classroom instruction.*
Is the math learning content for students *really* comprehensive in nature?	*The units are intentionally structured to build skills and background knowledge within and across the units. The expectation is that all middle school math and high school math teachers in the district use the district provided curriculum. Open Up and MVP lesson plans are not a prescribed script. The*

	directions, questions, and times provided in the lesson plans are recommendations that may be modified according to the particular needs of a student or class. We recognize that teachers are the professionals in the classroom, and as such, should use their professional judgment to implement the lessons, activities, and structures with integrity to the curriculum. Here is a link to the scope and sequence of OUR and MVP. Scope and Sequence for OUR 6-8 and MVP.
How does a student look back on prior math content and skills if they are lost?	*Students have access to workbooks and notes from class activities and discussions. Each lesson of OUR includes a Lesson Synthesis section that assists the teacher with ways to help students incorporate new insights gained during the activities into their big-picture understanding. Teachers can use this time in any number of ways, including posing questions verbally and calling on volunteers to respond, asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to word wall. For MVP, the lesson summary section provides the class with a summary of the main mathematical points of a lesson, in student-friendly language. The "takeaways" are the big ideas to emerge from the lesson. The teacher can support clarity as needed by offering additional insights to formalize an idea or strategy and to state it with appropriate vocabulary and notation. Takeaways may be added throughout the discussion as student work illustrates a point, or at the end of the discussion to synthesize the learning and to emphasize important points of the lesson.*
How does a student look forward to challenging themselves?	*Both OUR and MVP have an Are you Ready for More? Section. These problems are included for students at the end of each lesson. The mathematics of the*

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	"Ready for More" questions is intended to deepen or extend the mathematics of the lesson.
Does a WCPSS student even produce an organized "body of math work" that can be utilized as a study guide?	*Yes, this is done within the class period as they work through the activities in a lesson.*
Has WCPSS sent out any grade specific teachers surveys on MVP and Open up Resources since its implementation survey and 6 month check in?	*Surveys have been deployed to teachers with some questions about the use of curriculum. Data Research and Accountability will share more at the November Student Achievement meeting.*
What other measures has WCPSS done to collect ongoing anecdotal data on the effectiveness of these separate curriculums?	*Data research and Accountability has collected data on the effectiveness of the curricula. The reports are being finalized and will be shared at the November Student Achievement Meeting.*
Does WCPSS plan to ask all the "learners" …How they are "learning" in these math courses with these task-based curricula?	*No, surveying students is not currently a part of the curriculum implementation review process.*
When might we expect a student and family (county-wide) math survey?	*Surveying students is not currently a part of the curriculum implementation review process.*
What are the STAR math assessments?	*The STAR Math assessment is given to students in grades 3-8 as a universal screener. STAR math provides both universal screening and diagnostic information for all students and is administered 3 times a year. NCDPI defines a universal screening system as administering measures or collecting data to allow broad generalizations to be made regarding the future performance and outcomes of all students at the individual and group level. Universal screening assessments, in addition to other data, is utilized by teams to inform instructional planning.* *A key area of focus is a PreK-12 Comprehensive*

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	Balanced Assessment System that is designed to allow effective problem solving across the tiers and all student groups in order to design responsive instruction for all students. A comprehensive assessment system combines tools to assess standards and skills – what students must know and be able to demonstrate. Each assessment type has an important role to play. The STAR math assessment is just one component of this balanced assessment system.
How much does WCPSS pay for these assessments throughout the year?	*The STAR Math Assessment contract is for grades 3-8 and is $473,565.81 for a year.*
Is data collected from these quarterly mini-EOG's- Then how does the district utilize that data to gauge and predict student comprehension and achievement?	*The STAR Math assessment is not a mini-EOG, it is a Universal Screener and part of the Balanced Assessment system. They do not measure the same thing. The EOG measures standards and the STAR math assessment is based on overall skills. All students 3-8 take the screener three times a year. It is used to identify students at risk and evaluate program effectiveness and growth throughout a school year. The data from the STAR Math Screener is used to inform instruction and help determine what skills students might need to focus on.*
Do parents even know their students are taking these assessments? Or when they are taking them?	*Information about these assessments can be found on this page, on the WCPSS website.*
Are the results of these STAR Assessments made known to parents and students so they can use this information to inform their own decisions about their own education?	*Parents are welcome to the information learned from the STAR Math assessment. The focus of this information is to inform instruction.*
How do you track student Achievement? • Course Grades?	*Student performance can generally be measured through quarterly grades and standardized assessment data (EOGs, EOCs, CTE Post Assessments).*

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End of year exams?	*We do not wait to gauge comprehension once the course is over, this is why we provide a variety of assessments in the balanced assessment system to assist in mid-course correction. This document identifies the WCPSS Balanced assessment system.*
Does WCPSS have any data on Student achievement regarding course grades in middle and high school?	*Please see response in first question in this FAQ and the link to the publicly shared data.*
What did the 2021-2022 EOG math scores tell you?	*This information will be shared at the Student Achievement Committee Meeting on October 24, 2022. While our math proficiency rates rebounded from 2020-2021 and exceed state averages, we are by no means satisfied as there is clearly much room for growth and improvement (as is also the case in other content areas).*
HAVE YOU *REALLY* BEEN MONITORING THE IMPLEMENTATION OF OPEN UP RESOURCES AND MVP?	*The district has reviewed and reported on a variety of topics and initiatives, both formally and informally. This is a link to report results provided. These formal evaluations are in addition to periodic updates to the Board via work sessions and/or committee meetings. There will be a specific report added to include an OUR and MVP evaluation, which will be reviewed at the November Student Achievement Meeting.*
How many students have to engage in grade recovery efforts in mandated core math classes? (Due to poor math comprehension the last time they took a math class)	*Student grade recovery is an ongoing process within the context of a course and occurs for a variety of reasons as students may not have mastered the content of standards within the course.*

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What is the data on students that are taking "Fundamentals of Math" courses? • Has it risen?	*Math 1, 2 and 3 are all required courses for graduation in the state of NC. What path and course progressions that are chosen for students is based upon a variety of factors, primarily individual student needs. The ultimate goal is that all students graduate from high school having met state requirements in all content areas.*
Is WCPSS effectively able to remediate "lost" and "struggling" math students in secondary courses? (With these elective math courses)	*As mentioned in the response above, enrollment in WCPSS courses are dependent upon a variety of factors that may include but are not limited to: prior course success, parent/student choice, teacher recommendation, etc. In the MTSS structure, students who need additional support for learning are able to access those supports in a variety of ways based upon the systems and structures at their individual school, irrespective of what course they are enrolled in.*
Does WCPSS have a hard time filling middle and high school math teacher positions?	*From Principal Reporting on 10/14/2022:* • *Middle School - 11 vacancies* • *High School - 17 vacancies* • *TOTAL: 28 Principal reported Math vacancies* • *Overall Teaching Vacancies reported: 380* *National shortages indicate challenges with filling positions, and specifically in math. This article speaks to these challenges. There are many other articles for reference if you desire.*
Are these task-based math curriculums even a feasible learning instrument for long term substitutes in a middle and high school math course?	*Yes, teachers will create sub plans as they have in the past for students. Students also have access to their individual workbooks as well as the entire course built in a Blueprint Course" in Canvas.*
After you "professionally develop" secondary math teachers…are you retaining them? Or are they	*Professional learning is an ongoing and continuous process and as is the case across the*

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leaving WCPSS?	*country, we have not been able to provide consistent face to face professional learning for any educators related to curriculum since 2020, due to the Pandemic. Out of necessity, most professional learning was focused on, COVID 19 protocols, digital learning and digital resources during this time.*
Is tutoring required?	*No, tutoring is not required. Students may work with their school/teacher for additional support or help with mathematics or any other subject if needed.*
My main question and concerns are about the perception among parents that MVP is somehow illusionary or confusing. I would like to know staff perceptions of our current math curriculum, beyond one teacher. Is there a way to measure/reflect on that?	*We have not completed a recent staff survey on perceptions of the math curriculum. Data, Research, and Accountability will be presenting their curriculum review at the November Student Achievement Committee Meeting, which will include some staff feedback from as recently as 2021 in the midst of the pandemic.*
Are teachers allowed to spend time explaining/modeling concepts/definitions prior to students being assigned tasks to work in groups to figure out the concept/definition?	*The units are intentionally structured to build skills and background knowledge within and across the units. The expectation is that all middle school math and high school math teachers in the district use the district provided curriculum. Open Up and MVP lesson plans are not a prescribed script. The directions, questions, and times provided in the lesson plans are recommendations that may be modified according to the particular needs of a student or class.* *We recognize that teachers are the professionals in the classroom, and as such, should use their professional judgment to implement the lessons, activities, and structures with integrity to the curriculum. In the Teacher Editions for OUR and MVP, a "Launch" is provided at the beginning of each activity or task. During the launch, the teacher*

	makes sure that students understand the context and what the problem is asking them to do. This is not the same as making sure the students know how to do the problem. Oftentimes, teachers may need to adjust/modify the launch or one of the activities depending on the needs of their students. After students complete each activity or task there is an activity synthesis. During the activity synthesis, the teacher orchestrates some time for students to synthesize what they have learned. This time is used to ensure that all students have an opportunity to understand the mathematics of the activity and situate the new learning within students' previous understanding.
I see on slide 26, there are digital resources (links provided in the workbook), is there work being done to provide more physical resources (written, can be held) to students and families at the MS and HS level? If so, please specify the physical resources available at the MS and HS level.	*Yes, within the OUR and MVP workbooks, students have access to the Unit Overview Summary and the Unit Vocabulary. In the OUR workbooks, students also have access to "Homework Resources for Families" which provides an overview of the Big Ideas of the Unit and practice problems for students to try. We also have "Explicit Instruction" resources for certain lessons in a unit. These resources provide an additional way to learn a concept, along with a few practice problems. The resources can be used in the classroom as a teacher resource or as a student resource, depending on the needs of the class or student. It is up to the individual school, if needed, to print any of the digital resources for their students.*
Can the unit summary overview and unit vocabulary be added to the workbooks with links provided on the pages in the workbook that contain that information versus the current format (links only)?	*The Unit Overview Summary page and Unit Vocabulary page are already located in the front of each OUR and MVP workbook. Links to these resources can also be found on the "Resources and Links" page at the front of the books. In the OUR workbooks, the vocabulary terms and definitions can also be found with the lessons, after the "Lesson Summary".*

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Are teachers allowed to supplement with materials not from OUR or MVP as they deem necessary based on their students' needs?	*Yes, if a teacher finds that after looking at formative assessment data (from the day's OUR or MVP lesson) that a student needs additional support, they may need to supplement to meet an individual student's needs. We will continue to reinforce the understanding among teachers and school staff.*
Based on the presentation and what I have heard from families, the implementation of OUR and MVP has morphed quite a bit since first coming to WCPSS several years ago. Please explain the lessons learned since the implementation of OUR and MVP. Specifically, what was learned about the impact on student learning, the supports teachers needed, the changes needed to ensure more students have positive, learning experiences in their math classes, and the changes needed to allow teachers more flexibility to do what they deem necessary based on their students' needs?	*There are several lessons we have learned as we have implemented curricula in WCPSS, including in mathematics. As was publicly shared in the 12/16/2019 MGT Presentation to the Board, some of those lessons include the need for strengthened communication when supplementing the curriculum, also that there are needs for additional resources and materials to support diverse learners. We also recognize the need to allow adequate time for planning and preparation for a large-scale curriculum rollout and to ensure that all stakeholders are involved in all stages of the process. We will speak more specifically to this as part of the November SAC presentation.* *With the implementation of any new curriculum, teachers need ongoing professional development. Over the last two years, professional learning to support continuing implementation of OUR and MVP necessarily took a backseat to teachers receiving training on virtual learning, Canvas, and other digital resources in order to effectively teach students during the pandemic. Within professional development it is important for teachers to understand the structure and reason behind the design of the curriculum. Once teachers are familiar with the curriculum, they will be able to adapt and adjust based on their student's needs. We are offering all MS Math teachers and all HS Math 1 teachers training in the fall and the spring.*

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Do we know if there are examples the evolution of MVP in flying teaching first then allowing students to process what they have learned can include how or when they implement group work? Are there examples or knowledge of how teachers are handling students who don't do well or like group work (how do they process, explore,etc)? Do we and if not can we create a handout for parents (and students) on what is Dreambox, Desmo, etc)?	*Some students having issues with working in collaborative groups is not unique to the math classroom. However, industry has communicated clearly that the ability to collaborate is extremely important in the workplace. Teachers apply their expertise to determine which grouping structures work best for their students. In addition, there are suggestions within the Teacher Editions about how to group students for various activities.* *Yes, we have several resources about DreamBox for parents and students. These are located on the K-12 Math Website. On the DreamBox Learning page of the site, there are "Welcome to DreamBox Learning" Videos, Parent and Learning Guardian Resources, DreamBox at Home Video Resources, and a one-pager about "What is DreamBox Learning?". Yes, we also have a one-pager on "What is Desmos?" for parents and students. This is located on the K-12 Math Website as well.*
I am more concerned with (forgive the strong language) tone deafness the system has shown. MVP has a lot of pedagogy that is good. But reference materials are hap hazard. Sending kids to videos, which we know happens may teach getting answers but doesn't facilitate learning. Online materials are not effectively edited. All the check-ins are pretty remedial, checking for some baseline level, rather a foundation for deeper learning. And most evaluation is falling back to performance based assessment, most of what is done with online assessment like the Athens teacher talked about. While the Bley's have multiple issues, they are in part correct. I don't understand why the system can't acknowledge that part. I'm not sure there are questions to ask to get to the bottom of the challenge... They are not simple things to answer,	*We have several reference materials for students and parents for OUR and MVP. First we have the K-12 Math Website that provides parents and students with Unit Overview Summaries and Videos, Unit Vocabulary, and Extra Practice Problems. The site also includes resources from DPI, including unpacking documents which outline the standards and provide sample assessment items. There are also links to Lesson Videos and additional Support Resources for MVP and Homework Resources for Families in the OUR section. In addition, we created Canvas Blueprint Courses to house OUR and MVP content for all classes. These allow students to access the workbook materials and resources from school or at home.* *In the meantime, as was shared and publicly*

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and are going to have to get into the complexity of learning over performance. Sorry if this sounds too frustrated, though I am quite frustrated by the system's narrative so far.	*communicated via the December 2019 MGT Report presentation just prior to the onset of the pandemic, we have acknowledged that there were (and are) several identified areas for growth and improvement moving forward. The reality is, our district narrative on mathematics curriculum was to a large degree interrupted and impeded by the urgent priorities associated with the pandemic. That's NOT to say the work didn't continue, only that by necessity our collective focus and attention was often directed elsewhere for 2+ years. That said, your point is well taken, and we will work to be more explicit about those areas for growth and what we are/have been doing about them in the November SAC curriculum evaluation presentation.*
I was not in town for this presentation. I have not had an opportunity to listen to the discussion and will likely not have the chance prior to Monday. I reviewed the slides several times. There is a lot of information in the presentation. It may be available for me to see or when I listen to the meeting live, but I do not see the availability of hard copy resources for parents that need them. Links on an online resource do not qualify for me as hard copy. Let me know. This has been a question of mine and others for over a year, so I am sure it is addressed in the presentation, and I have missed it.	*Yes, within the OUR and MVP workbooks, students have access to the Unit Overview Summary and the Unit Vocabulary. In the OUR workbooks, students also have access to "Homework Resources for Families" which provides an overview of the Big Ideas of the Unit and practice problems for students to try. We also have "Explicit Instruction" resources for certain lessons in a unit. These resources provide an additional way to learn a concept, along with a few practice problems. The resources can be used in the classroom as a teacher resource or as a student resource, depending on the needs of the class or student. It is up to the individual school, if needed, to print any of the digital resources for their students.*