

About the WP (Working Paper) series on the Math Stagnation Nations (& what MMU1 can do about this quickly)

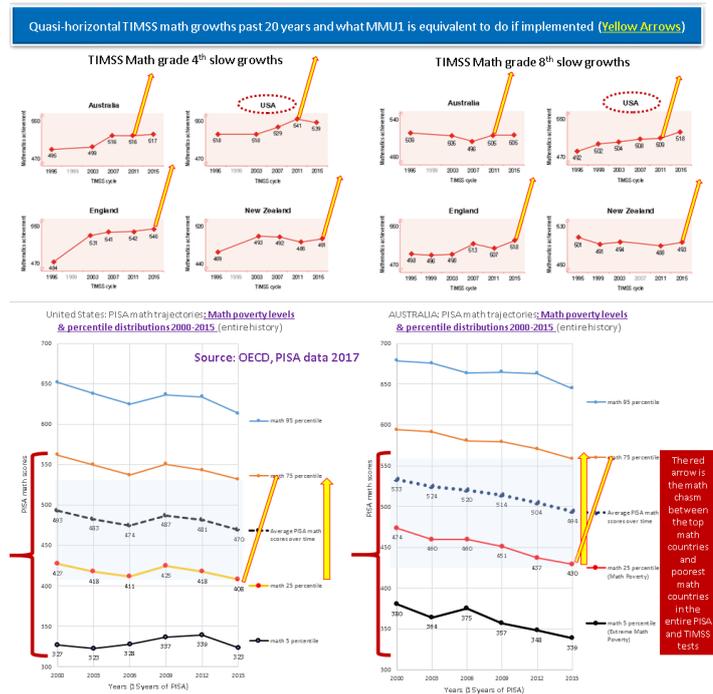
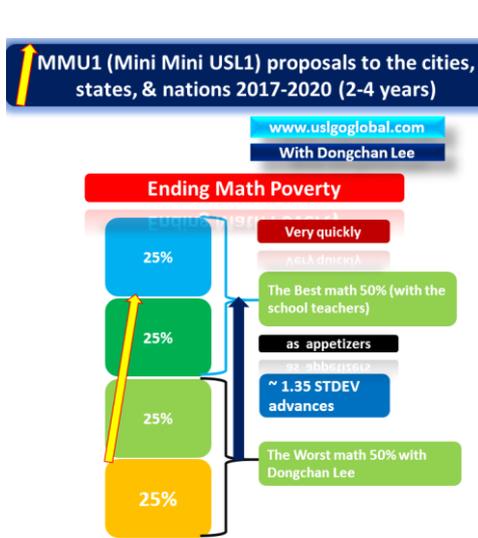
By Dongchan Lee

This paper is a part of the WP (Working Paper) series by Dongchan Lee about the math stagnations in the OECD, all the developed English-speaking or the majority of the Latin American countries.

In the WP series on the math stagnation nation series, for the USA, we observed and analyzed the following in part 1-5 in the USA series:

- 1) the math stagnations of the OECD countries, including the USA internationally (from the PISA 2000-2015, TIMSS 1995-2015);
- 2) the math stagnations of the 50 USA states;
- 3) the math stagnations of at least 85-90% of the big cities (or school districts) that have participated in the TUDA program of NAEP;
- 4) the math stagnations vs. the Common Core math for the NAEP math dips in 2015. Regardless of the Common Core math, the math stagnations are here to stay.
- 5) They key summaries of this series and beyond.

NOTE: throughout the math stagnation nations series, we use the yellow arrows for the MMU1 impacts to easy visual comparisons to the traditional quasi-flat growth over 10-20 years.



To boost the math poverty (math poorest 25 percentile) to the math prosperity (math richest 25 percentile)

Math saturations of all English-speaking countries

Lee's online repository to get updates about the WP series on "Math Stagnation Nations"
<http://uslglobal.com/wp-math-stagnation/>

WP series: Mathematics Stagnation Nation series for the USA (Part 2)

Math (Grade 4 & 8) stagnations of the 50 states of the United States: national, states, and cities & Their past growth compared to the projected MMU1 impacts on math as upheavals

By Dongchan Lee (Date: February 8, 2017, draft 2)

Abstract

In this visual timeline-driven observational report and analysis based on the math grades 4 and 8 of the NAEP (the National Report Card) of the USA 1992-2015 (during 23 years), we demonstrate that the following 7 key points: 1) for the 50 USA states, the math stagnations are real, not something to wisp away as the stagnations kicked in around 2003-2007 to the majority of the USA states for the math grade 4; 3) the math stagnations seemed to kick in a bit of time lag for the math grade 8 some years after the math stagnations kicking in for the math grade 4; 4) we observed this for the entire 50 states against the national (public) average timelines; 5) the math stagnations even for the fastest math growing states out of the 50 states; 6) outside the 50 USA states, DC and DoDEA haven't had full-blown math stagnations yet, but their growths have slowed down significantly around 2013-2015; 7) all their timeline math growths plotted against the expect MMU1 impacts if implemented in short 3-4 years for each state or 2-3 years for cities or DC, DoDEA. To distinguish the expected impacts of the MMU1 over the traditional USA math education reforms, the yellow arrow was estimated to be roughly equivalent to about NAEP math 40 points. For the math grade 4, we added the timelines of 75 percentile – 25 percentile table and chart in Appendix. For the math grade 8, it is about the same and we shared in other paper by the author. The readers need to observe that the size of the yellow arrows (MMU1 size) are roughly 50-90% larger than the difference between the math best states vs. the math worst states of the grades 4 and 8 by 2011-2015: for the math grade 4, almost twice as large, for the math grade 8, about 50% larger than the gamut between the math best vs. the worst state math averages of the entire 50 USA states.

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Lee's other Working Papers will be released at ☺

Key words: Math stagnations, math crisis, USL, MMU1, math education innovation. Education reforms



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Critical Note: Throughout in this observational report with timelines from the NAEP math scores, all the data were gathered from NAEP’s The National Report Card data. As such, all the data 1990-1996 had “Accommodations Not Permitted” while the data from 2000 on, I used the data with the Accommodations Permitted.

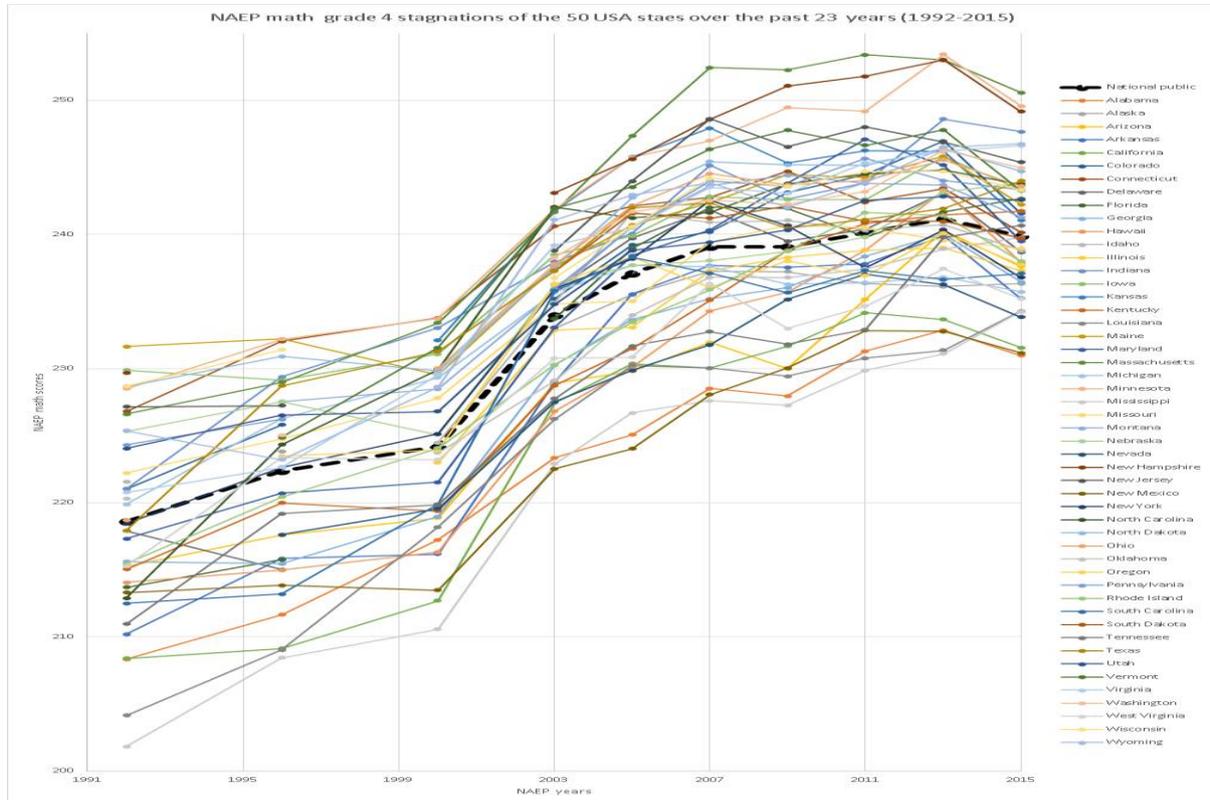
Introduction

In the previous WP papers by the author (Dongchan Lee), we demonstrated that math stagnations in the vast majority of the OECD nations, especially in all English-speaking developed nations as well as most of the PISA-TIMSS participating Latin American countries’ are real and not something that we wish to go away. In the Math Stagnation Nations for the USA Part 1, we demonstrated¹ that according to the 15-20 years of timelines of the PISA and TIMSS math, the USA math saturations have arrived already. In this Part 2, we will focus on the individual timelines of the USA. In the part 3, we will focus on the 20-22 big cities (or districts) of the USA. The overall conclusion is that the USA is officially a Math Stagnation Nation internationally, nationally, in at least 85 plus % of the states, and in most of the big cities of the USA.

¹ You can refer to our Part 1 of the Math Stagnation nation series for the USA part 1.

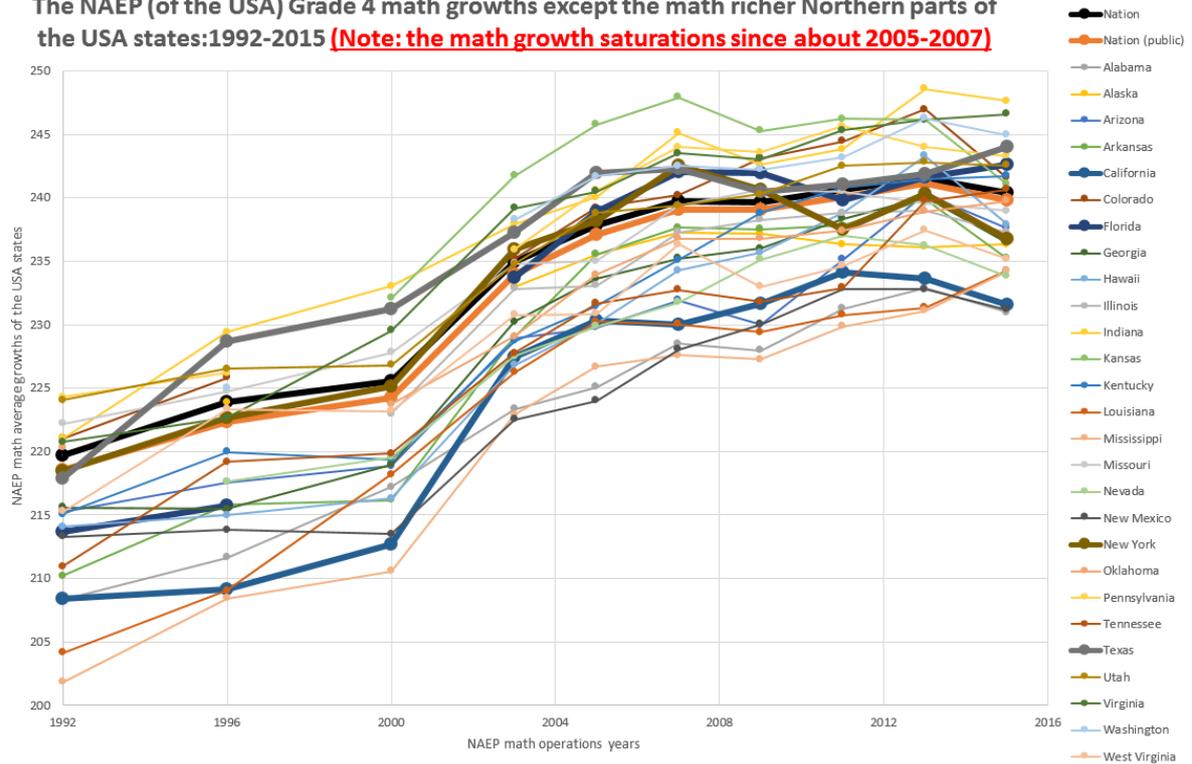
Grade 4 Math timeline

Showing the math saturations after around 2005-2007



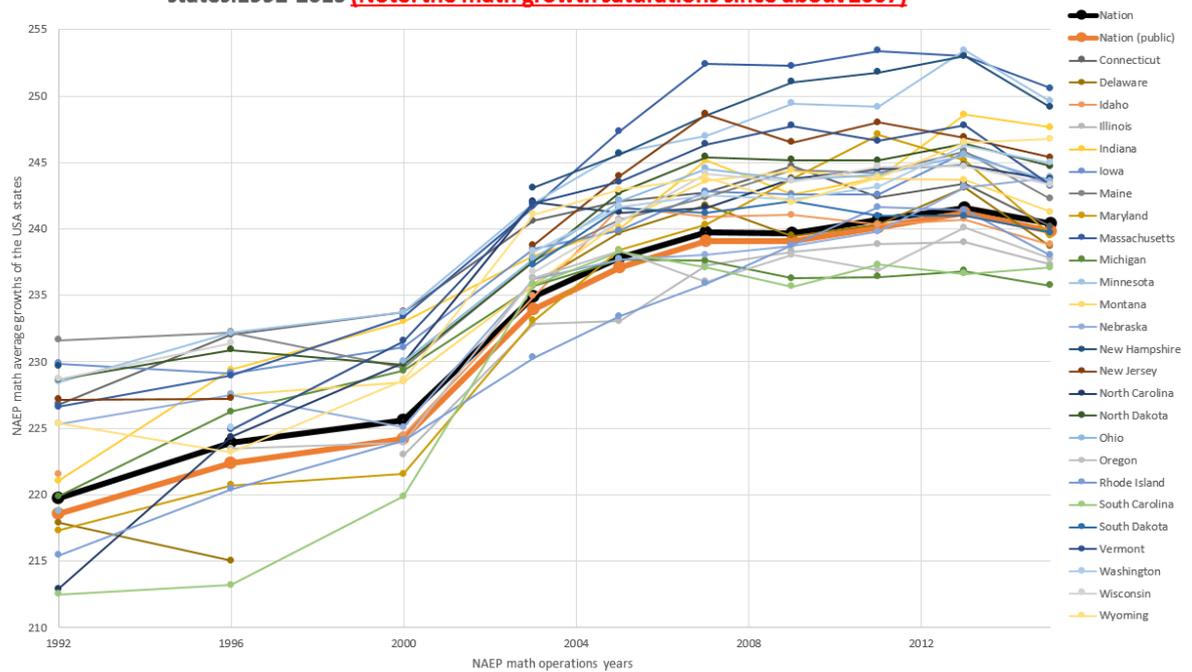
Except the math richer Northern USA states

The NAEP (of the USA) Grade 4 math growths except the math richer Northern parts of the USA states:1992-2015 **(Note: the math growth saturations since about 2005-2007)**



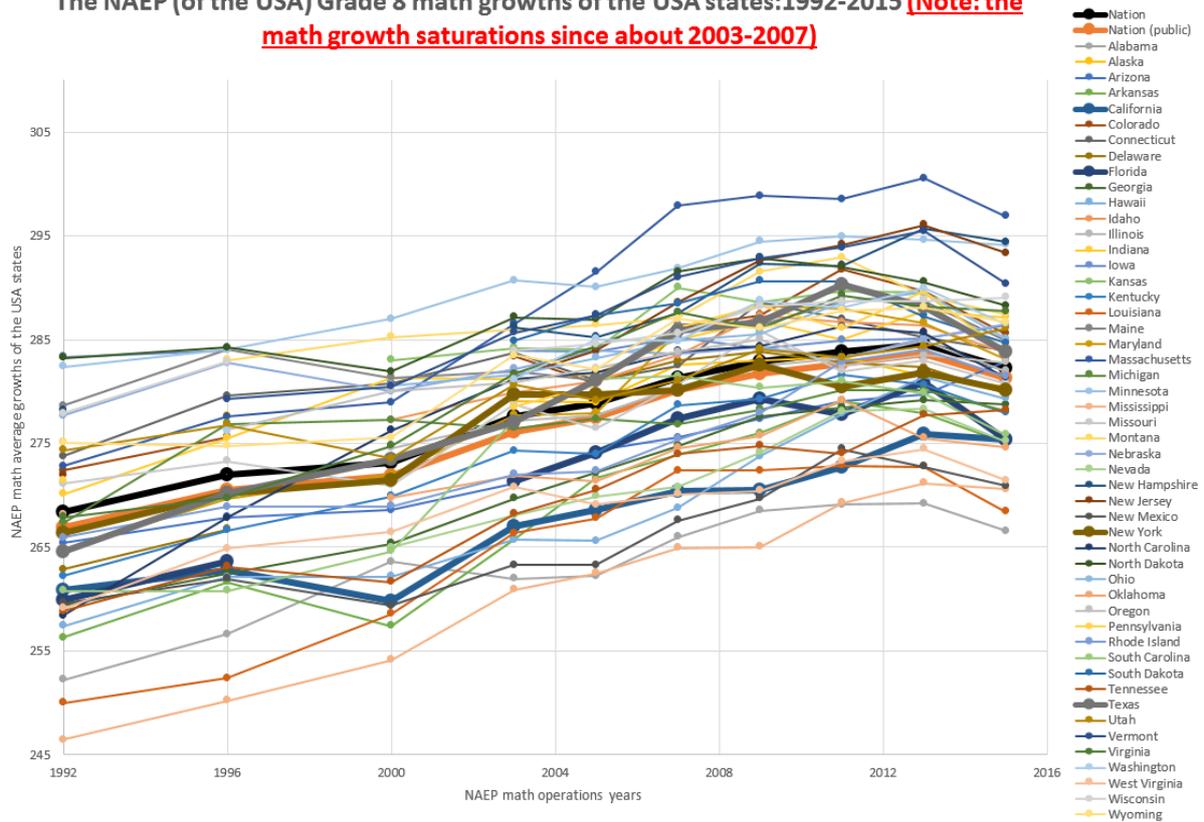
Primarily for the math-richer Northern USA states

The NAEP (of the USA) Grade 4 math growths of the math richer Northern parts of the USA states:1992-2015 **(Note: the math growth saturations since about 2007)**



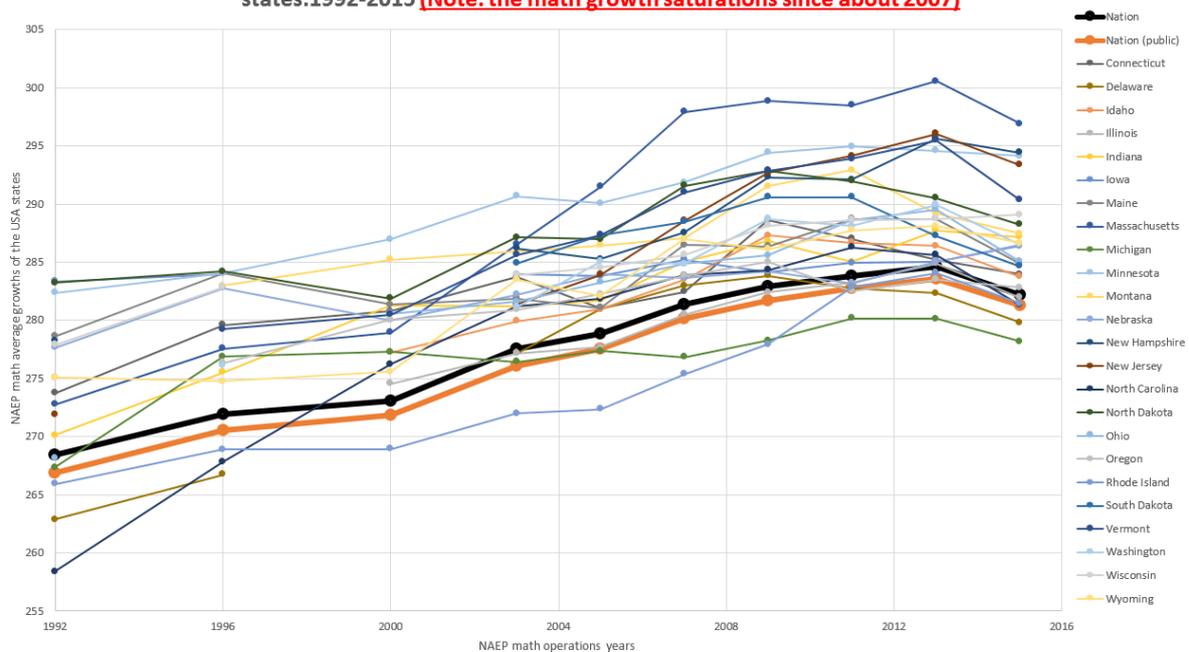
NAEP Grade 8 math

The NAEP (of the USA) Grade 8 math growths of the USA states:1992-2015 (Note: the **math growth saturations since about 2003-2007**)

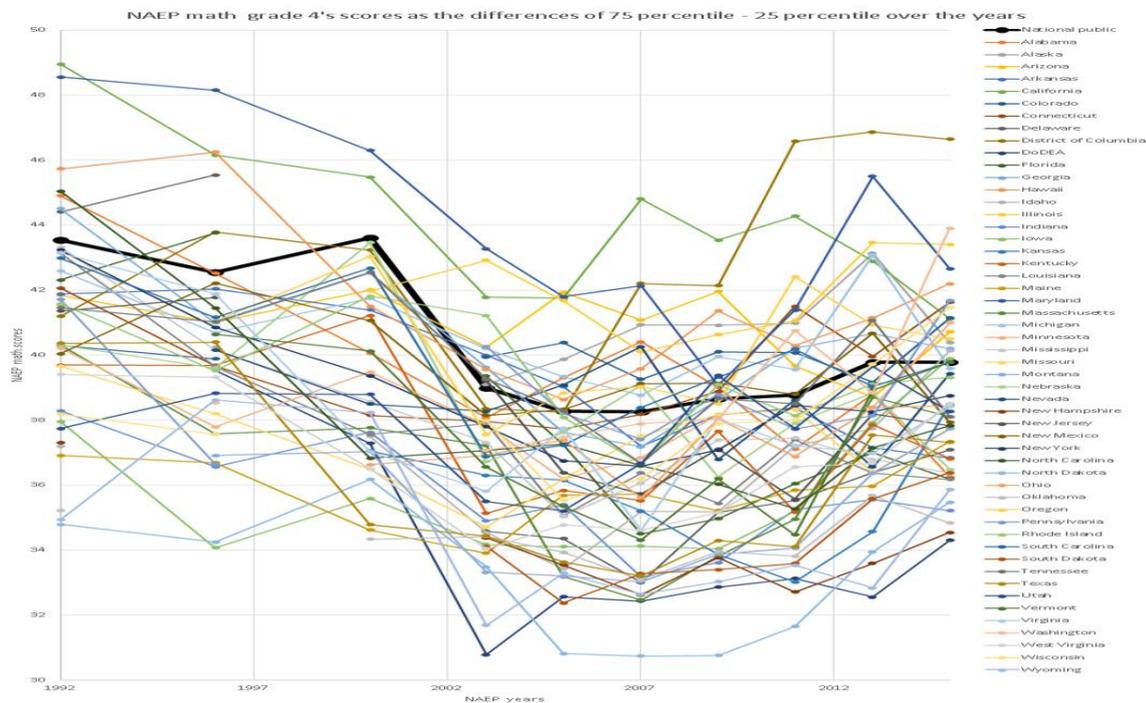


Math-richer northern USA states

The NAEP (of the USA) Grade 8 math growths of the math richer Northern parts of the USA states:1992-2015 (Note: the **math growth saturations since about 2007**)



Timeline of the math grade 4's differences between the 75th percentile – 25th percentile (which is the expected math poverty reduction or math worst half to the math best half equivalently)



The source data of the 25th and 75th percentile timelines for the NAEP math grade 4 is given in Appendix.

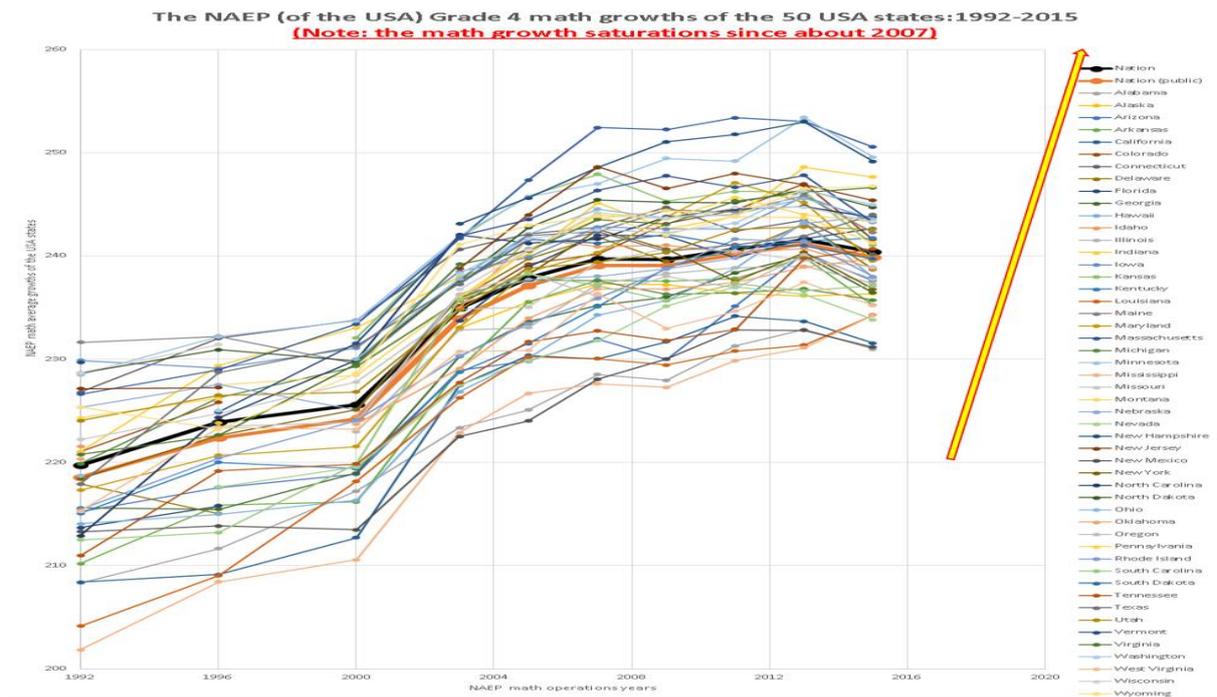
The math grade 4 & 8 timelines of NAEP math (Nation's Report Card) of the USA till 2015 vs. the expected math growth magnitude if the MMU1 is fully implemented for each state for 3-4 years of reform timelines (indicated by the yellow arrows)

I use the convention of the MMU1 implementations for each city to complete in 2-3 years or for each state in 3-4 years generally. So the time range for the yellow arrows (roughly boosting the 25th percentile to the 75th Percentile) will be adjusted as such.

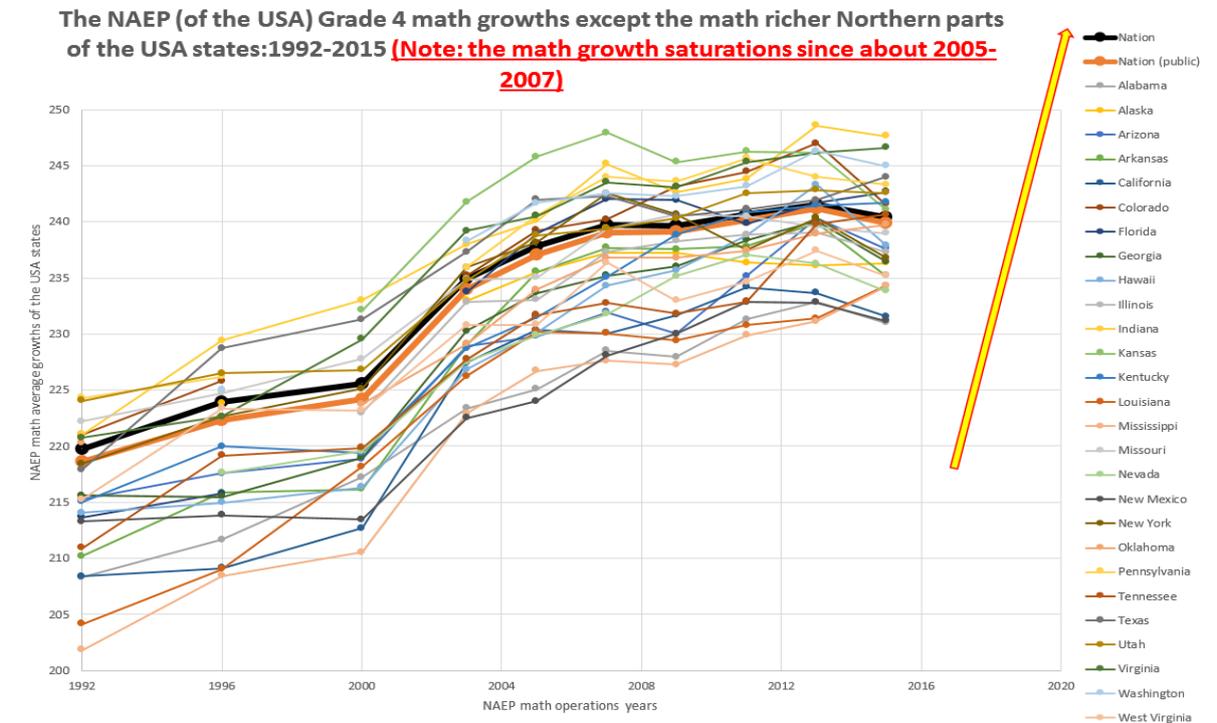


The readers need to observe that the size of the yellow arrows (MMU1 size) are roughly 50-90% larger than the difference between the math best states vs. the math worst states of the grades 4 and 8 by 2011-2015: for the math grade 4, almost twice as large, for the math grade 8, about 50% larger than the gamut between the math best vs. the worst state math averages of the entire 50 USA states.

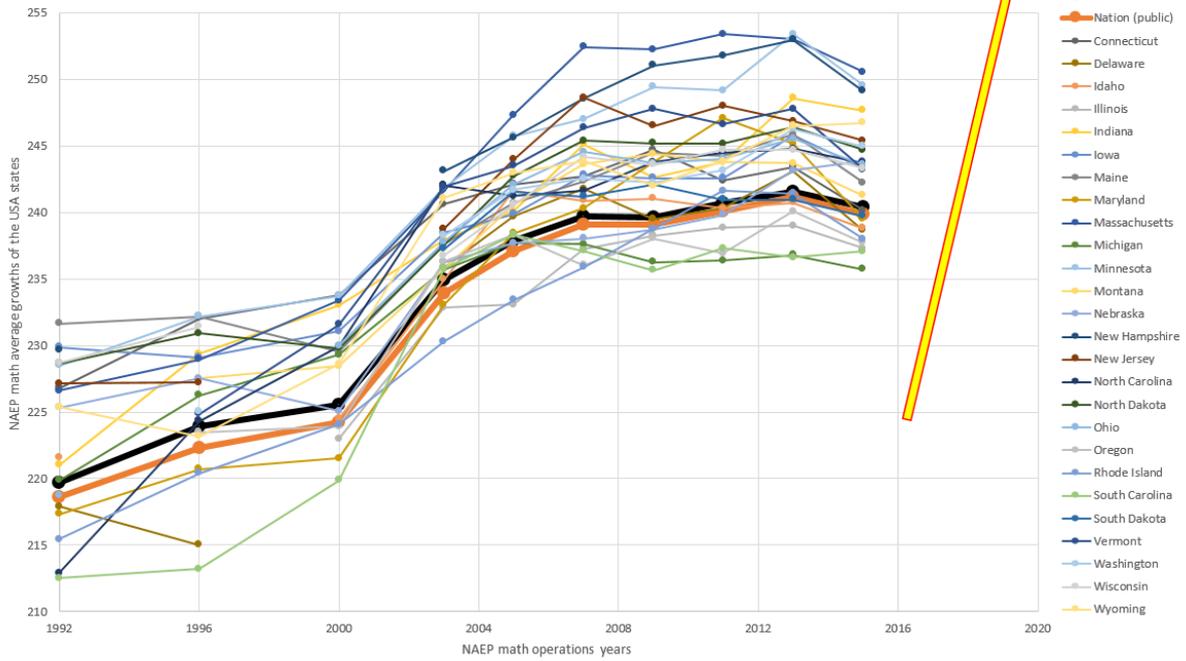
Grade 4 math



In the following, you may notice that the math richer states had saturated a bit earlier than the math poorer states (usually outside the northern states).

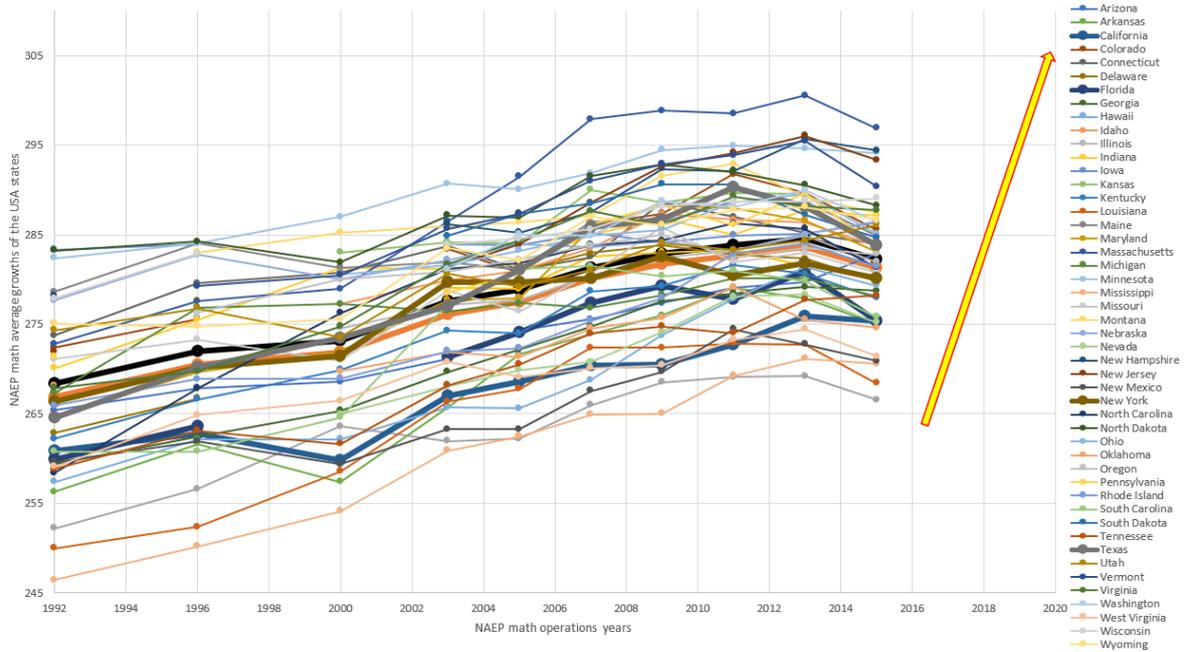


The NAEP (of the USA) Grade 4 math growths of the math richer Northern parts of the USA states:1992-2015 (Note: the math growth saturations since about 2007)



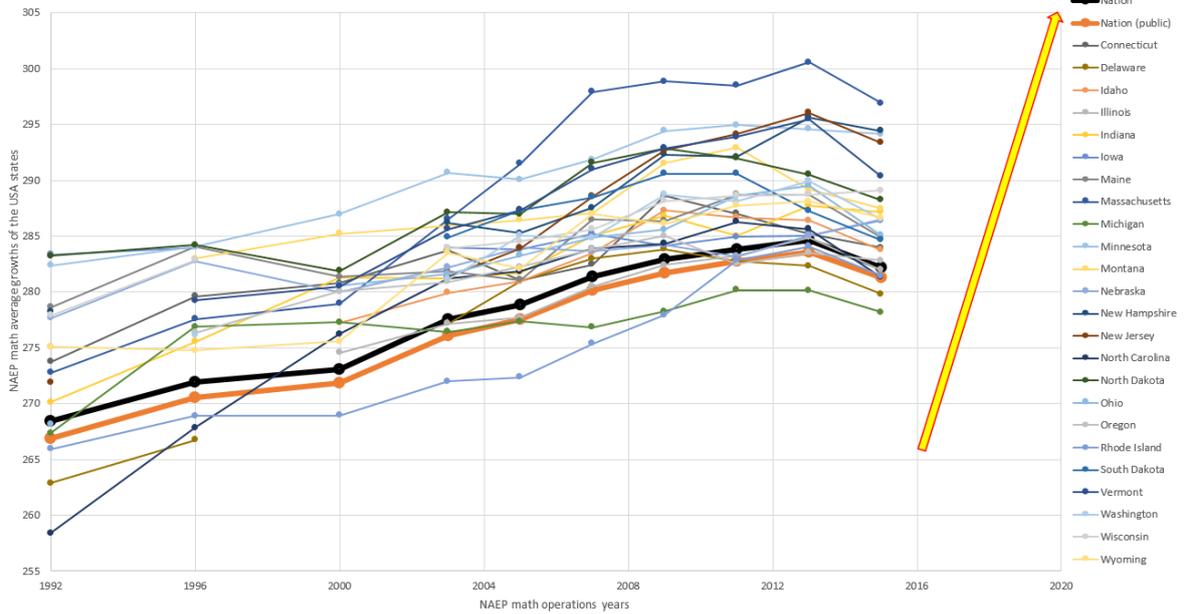
Grade 8 math

The NAEP (of the USA) Grade 8 math growths of the USA states:1992-2015 (Note: the math growth saturations since about 2003-2007)



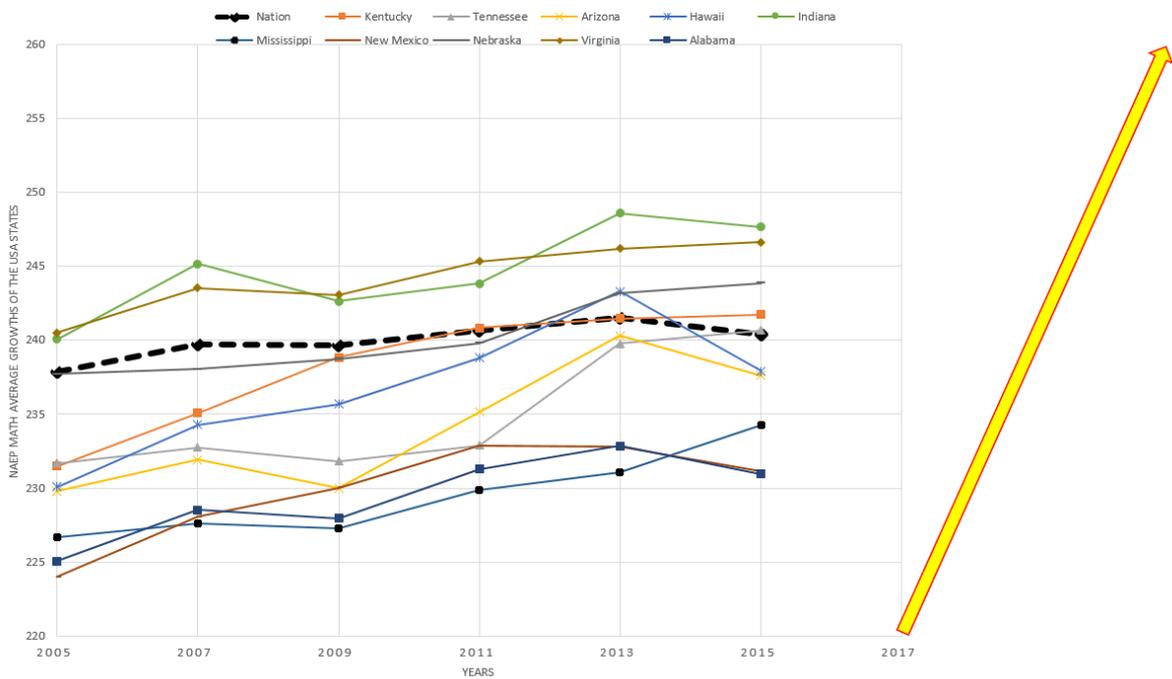
Grade 8 math for the math richer Northern parts of the USA

The NAEP (of the USA) Grade 8 math growths of the math richer Northern parts of the USA states:1992-2015 (Note: the math growth saturations since about 2007)

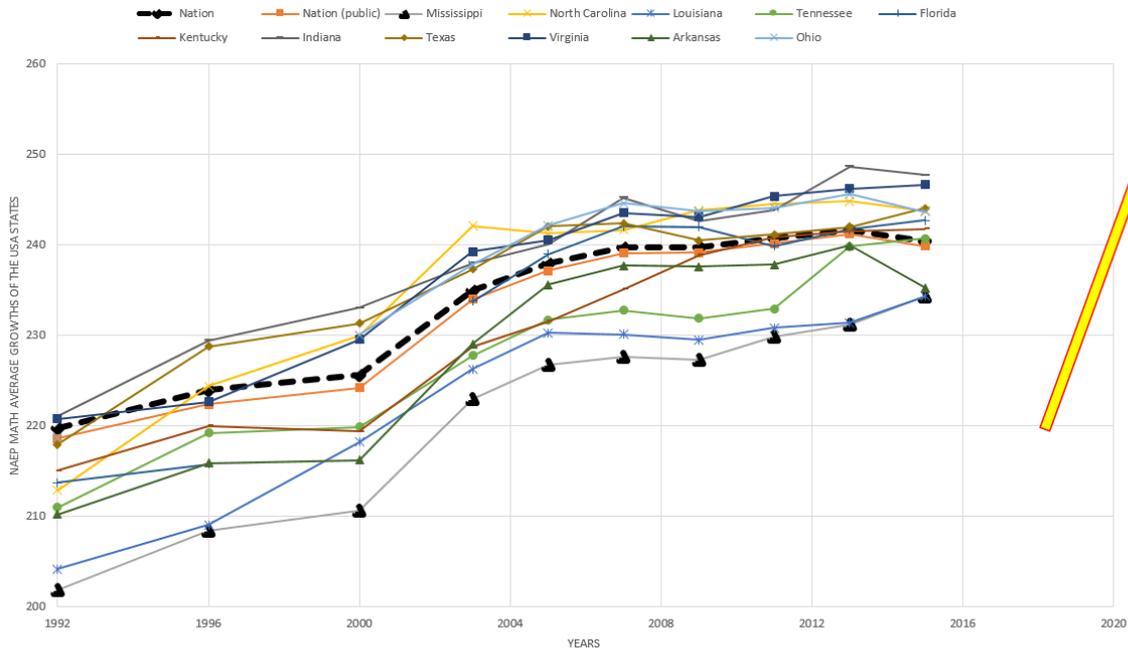


MMU1 expected projections vs. the top 10 most math growth USA states of the 50 USA states

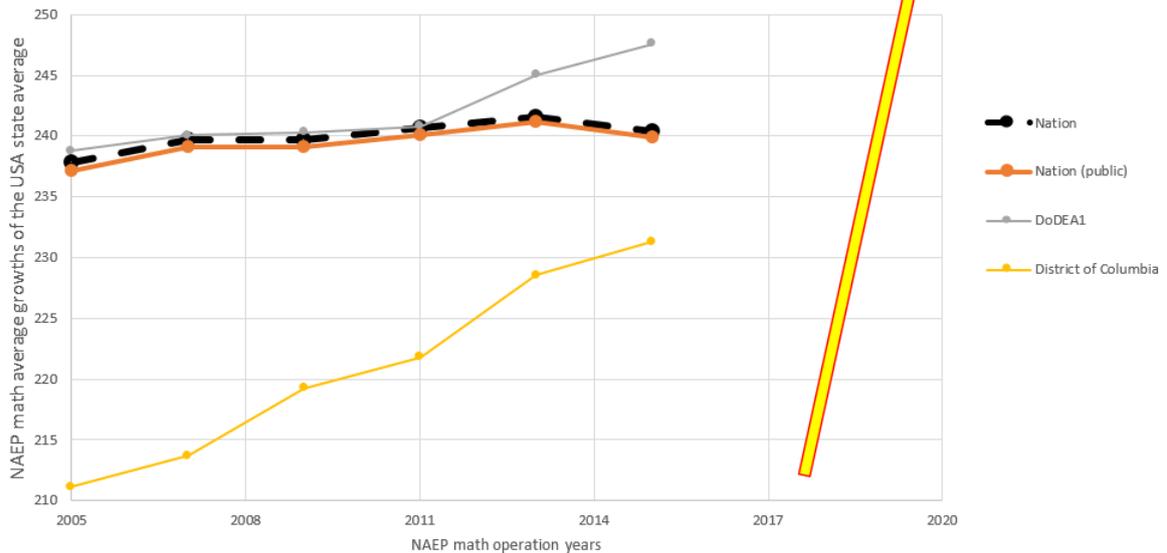
THE TOP 10 MOST MATH GRADE 4 GROWTH STATES OF THE 50 USA STATES FROM 2005 TO 2015 (NOTE THE GROWTH SATURATIONS SINCE 2005-2007)



THE TOP 10 MOST MATH GRADE 4 GROWTH STATES OF THE 50 USA STATES FROM 1992 TO 2015 (NOTE THE MATH GROWTH SATURATIONS AROUND 2005-2007 TO ALMOST ALL OF THEM)



The NAEP (of the USA) Grade 4 math growths the USA states vs. DC and DoDEA:2005-2015 (Note: the math growth saturations since about 2007 for the national average)



Conclusion

The conclusion we draw here is that same. In almost all 50 USA states, the math stagnations have been around for the past 5-10-15-20 years or so depending on your focuses, be it PISA, TIMSS, or

NAEP and its variations. Regardless, the USA is officially a math stagnation nation in almost all scale. As such, the math growths have almost saturated and no longer of rapid growths are expected. With regard to the Common Core math impacts on the math growths in the USA, we will deal with this issue in the part 4 of this WP series for the USA.

APPENDIX

Grade 4 math timeline source data

2015 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Average Scores and Achievement Level Results

Average scores in [NAEP mathematics for fourth-grade public and nonpublic school students](#), by state/jurisdiction: Various years, 1992–2015

State/jurisdiction	Accommodations not permitted					Accommodations permitted					
	1992	1996	2000	2000	2003	2008	2007	2009	2011	2013	2015
Nation	220	224	228	226	225	228	240	240	241	242	240
Alabama	219	222	226	224	224	227	229	229	240	241	240
Alaska	200	212	218	217	223	228	229	231	233	233	231
Arizona	—	224	—	—	233	236	237	237	236	236	236
Arkansas	215	216	219	219	229	230	230	230	238	240	238
California	210	216	217	216	229	236	238	238	238	240	235
Colorado	205	209	214	213	227	230	230	232	234	234	232
Connecticut	221	226	—	—	235	239	240	243	244	247	242
Delaware	227	232	234	234	241	242	243	245	242	243	240
District of Columbia	215	216	—	—	236	240	242	242	240	243	239
Florida	214	216	—	—	234	239	242	242	240	242	243
Georgia	216	215	220	219	230	234	235	238	239	240	236
Hawaii	214	215	216	216	227	230	234	236	239	243	238
Idaho	222	—	227	226	226	240	241	241	240	241	239
Illinois	—	—	228	223	233	233	237	238	239	239	237
Indiana	221	229	234	233	238	240	243	244	244	249	246
Iowa	230	229	233	231	239	240	243	243	243	246	243
Kansas	—	—	232	232	242	246	246	246	246	246	241
Kentucky	215	220	221	219	229	231	235	239	241	241	242
Louisiana	204	209	218	218	226	230	230	229	231	231	234
Maine	232	231	231	230	236	241	242	244	244	246	242
Maryland	217	221	222	222	233	238	240	244	247	245	239
Massachusetts	227	229	235	233	242	247	252	252	253	253	251
Michigan	220	226	231	229	238	239	239	239	239	237	236
Minnesota	238	232	236	234	242	246	247	249	249	250	250
Mississippi	202	206	211	211	223	227	228	227	230	231	234
Missouri	222	225	229	229	235	235	239	241	240	240	239
Montana	—	226	230	229	236	241	244	244	244	244	241
Nebraska	225	228	226	225	236	238	238	239	240	243	244
Nevada	—	218	220	220	228	232	235	237	237	236	234
New Hampshire	230	—	—	—	243	246	249	251	252	253	249
New Jersey	227	227	—	—	239	244	249	247	248	247	245
New Mexico	213	214	214	213	223	224	228	230	233	233	231
New York	218	223	227	225	236	238	243	241	238	240	237
North Carolina	213	224	232	230	242	241	242	244	245	245	244
North Dakota	239	231	231	230	238	240	245	245	245	246	245
Ohio	219	—	231	230	235	242	245	244	244	246	244
Oklahoma	220	—	228	224	229	234	237	237	237	239	240
Oregon	—	223	227	224	235	238	236	236	237	240	238
Pennsylvania	224	226	—	—	236	241	244	244	245	244	243
Rhode Island	215	220	228	224	230	233	236	239	242	241	238
South Carolina	212	213	220	220	226	238	237	236	237	237	237
South Dakota	—	—	—	—	237	242	241	242	241	241	240
Tennessee	211	219	220	220	229	232	233	232	233	240	241
Texas	218	229	233	231	237	242	242	240	241	242	244
Utah	224	227	227	227	235	239	240	243	243	243	240
Vermont	—	225	230	230	242	244	246	248	249	249	243
Virginia	221	223	230	230	239	240	244	243	243	246	247
Washington	—	225	—	—	235	242	243	242	243	246	245
West Virginia	215	221	225	223	231	231	236	233	238	237	235
Wisconsin	229	231	—	—	237	241	244	244	245	245	243
Wyoming	225	223	229	229	241	243	244	242	244	247	247

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Mathematics Assessments.

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Grade 8 math timeline source data

2015 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Average Scores and Achievement Level Results

Average scores in **NAEP mathematics for eighth-grade public and nonpublic school students**, by state/jurisdiction: Various years, 1992–2015

Average scores in NAEP mathematics for eighth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1992–2015

State/jurisdiction	Accommodations not permitted										Accommodations permitted											
	1990	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	1990	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015
Nation	243	248	273	275	275	278	278	281	283	284	282	243	248	273	275	275	278	278	281	283	284	282
Alabama	253	257	271	267	264	262	265	266	269	269	267	253	257	271	267	264	262	265	266	269	269	267
Alaska	—	—	278	—	—	279	279	283	283	283	282	—	—	278	—	—	279	279	283	283	283	282
Arizona	260	265	261	271	269	271	274	276	277	278	280	260	265	261	271	269	271	274	276	277	278	280
Arkansas	256	256	263	261	257	257	266	270	274	276	278	256	256	263	261	257	257	266	270	274	276	278
California	256	251	263	262	260	267	269	270	273	273	276	256	251	263	262	260	267	269	270	273	273	276
Colorado	267	272	276	—	—	283	281	286	287	292	288	267	272	276	—	—	283	281	286	287	292	288
Connecticut	270	274	280	282	281	284	281	282	285	287	284	270	274	280	282	281	284	281	282	285	287	284
Delaware	261	263	267	—	—	277	281	283	284	283	280	261	263	267	—	—	277	281	283	284	283	280
Florida	265	260	264	—	—	271	274	277	278	281	276	265	260	264	—	—	271	274	277	278	281	276
Georgia	259	259	263	266	265	270	272	275	278	278	279	259	259	263	266	265	270	272	275	278	278	279
Hawaii	251	257	260	—	—	266	266	266	274	—	278	251	257	260	—	—	266	266	266	274	—	278
Idaho	271	275	—	278	280	281	284	287	287	287	284	271	275	—	278	280	281	284	287	287	287	284
Illinois	261	271	—	277	278	277	278	280	282	283	282	261	271	—	277	278	277	278	280	282	283	282
Indiana	267	270	276	283	281	281	283	285	287	288	288	267	270	276	283	281	281	283	285	287	288	288
Iowa	278	283	284	—	—	284	284	288	288	288	288	278	283	284	—	—	284	284	288	288	288	288
Kansas	—	—	—	284	280	284	284	289	289	290	284	—	—	—	284	280	284	284	289	289	290	284
Kentucky	247	252	267	272	270	274	274	279	278	282	281	247	252	267	272	270	274	274	279	278	282	281
Louisiana	246	250	252	259	259	266	265	272	272	273	265	246	250	252	259	259	266	265	272	272	273	265
Maine	—	279	284	284	281	282	281	286	286	289	285	—	279	284	284	281	282	281	286	286	289	285
Maryland	261	265	276	276	275	278	278	286	286	287	287	261	265	276	276	275	278	278	286	286	287	287
Massachusetts	—	270	278	280	279	287	285	290	289	289	289	—	270	278	280	279	287	285	290	289	289	289
Michigan	264	267	277	278	277	276	277	278	278	280	278	264	267	277	278	277	276	277	278	278	280	278
Minnesota	276	282	284	286	287	291	290	292	294	296	294	276	282	284	286	287	291	290	292	294	296	294
Mississippi	—	246	250	254	254	261	261	265	265	271	271	—	246	250	254	254	261	261	265	265	271	271
Missouri	—	273	274	—	—	279	276	281	286	283	281	—	273	274	—	—	279	276	281	286	283	281
Montana	280	—	280	287	280	286	286	287	292	293	289	280	—	280	287	280	286	286	287	292	293	289
Nebraska	276	278	280	281	280	282	284	284	284	285	286	276	278	280	281	280	282	284	284	284	285	286
Nevada	—	—	—	268	265	268	268	271	274	278	278	—	—	—	268	265	268	268	271	274	278	278
New Hampshire	273	278	—	—	—	286	286	288	288	292	292	273	278	—	—	—	286	286	288	288	292	292
New Jersey	270	272	—	—	—	281	281	289	290	294	296	270	272	—	—	—	281	281	289	290	294	296
New Mexico	256	260	263	260	259	263	263	268	270	274	271	256	260	263	260	259	263	263	268	270	274	271
New York	261	266	270	276	271	280	280	283	283	283	280	261	266	270	276	271	280	280	283	283	283	280
North Carolina	250	258	260	260	260	262	264	266	266	266	261	250	258	260	260	260	262	264	266	266	266	261
North Dakota	261	263	261	263	263	267	267	267	267	267	268	261	263	261	263	263	267	267	267	267	267	268
Ohio	264	268	—	283	281	282	283	286	286	290	285	264	268	—	283	281	282	283	286	286	290	285
Oklahoma	263	266	—	272	270	272	271	275	276	279	275	263	266	—	272	270	272	271	275	276	279	275
Oregon	271	276	276	281	280	281	282	284	285	284	283	271	276	276	281	280	281	282	284	285	284	283
Pennsylvania	266	271	—	—	—	279	281	286	286	290	284	266	271	—	—	—	279	281	286	286	290	284
Rhode Island	260	266	268	273	269	272	272	276	278	283	281	260	266	268	273	269	272	272	276	278	283	281
South Carolina	—	261	261	266	266	277	280	281	286	287	276	—	261	261	266	266	277	280	281	286	287	276
South Dakota	—	—	—	—	—	286	287	288	291	—	288	—	—	—	—	—	286	287	288	291	—	288
Tennessee	—	259	263	263	263	268	268	271	274	276	278	—	259	263	263	263	268	268	271	274	276	278
Texas	258	265	261	275	273	277	281	286	287	290	284	258	265	261	275	273	277	281	286	287	290	284
Utah	—	274	277	278	274	279	279	281	284	283	286	—	274	277	278	274	279	279	281	284	283	286
Virginia	—	—	278	283	281	286	287	291	293	294	290	—	—	278	283	281	286	287	291	293	294	290
West Virginia	264	266	270	277	278	282	284	288	288	288	288	264	266	270	277	278	282	284	288	288	288	288
Washington	—	276	—	—	—	281	285	286	288	288	287	—	276	—	—	—	281	285	286	288	288	287
West Virginia	266	259	263	271	266	271	269	270	270	273	271	266	259	263	271	266	271	269	270	270	273	271
Wisconsin	274	276	280	—	—	284	283	286	286	288	289	274	276	280	—	—	284	283	286	286	288	289
Wyoming	272	276	278	277	278	284	283	287	286	288	287	272	276	278	277	278	284	283	287	286	288	287

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2015 Mathematics Assessments.

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Order	Jurisdiction	All students				75th percentile - 25th percentile difference
		2015	75th percentile 2015	25th percentile 2015	2015	
52	District of Columbia	231,307,525	254,943,498	208,286,998	46,644,499	
51	Washington	244,981,422	267,626,499	223,720,008	43,901,491	
50	Illinois	237,307,813	259,706,028	216,297,009	43,409,019	
49	Maryland	238,499,509	261,389,985	218,726,022	42,659,963	
48	Hawaii	237,895,068	260,324,021	218,130,999	42,193,028	
47	Pennsylvania	243,312,399	264,912,25	223,227,494	41,685,006	
46	Connecticut	240,159,469	261,612,25	219,989,497	41,623,003	
45	Wisconsin	243,310,213	264,692,503	223,229,498	41,463,004	
44	Colorado	241,563,576	263,057,987	221,917,002	41,149,965	
43	California	231,549,345	252,598,003	211,480,011	41,117,992	
42	Minnesota	249,579,847	271,316,504	230,322,996	40,993,028	
41	Arizona	237,611,754	258,666,998	217,950,008	40,716,990	
40	Oregon	237,746,089	258,757,038	218,299,998	40,497,034	
39	Alaska	236,328,417	257,246,507	216,899,998	40,386,509	
38	Georgia	236,452,193	256,824,498	216,627,502	40,199,983	
37	Idaho	238,499,627	259,527,509	219,394,999	40,134,012	
36	Iowa	243,339,119	264,269,503	224,349,992	39,894,503	
35	Vermont	243,339,992	263,630,003	223,949,999	39,784,004	
34	South Carolina	237,089,715	258,018,513	218,239,994	39,778,519	
7	National public	239,854,644	260,392,503	220,614,497	39,778,004	

Order	Jurisdiction	All students				75th percentile - 25th percentile difference
		2015	75th percentile 2015	25th percentile 2015	2015	
7	National public	239,854,644	2			

United States: national, regional, and the past growth compared to the projected MMU1 impacts on math growths if fully implemented in 3-4 years” (<http://vixra.org/pdf/1702.0101v1.pdf> for the [version 1](#))

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Some Youtube versions by Dongchan Lee

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Lee’s online repository to get updates about the WP series on “Math Stagnation Nations”
<http://uslgoglobal.com/wp-math-stagnation/>