

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

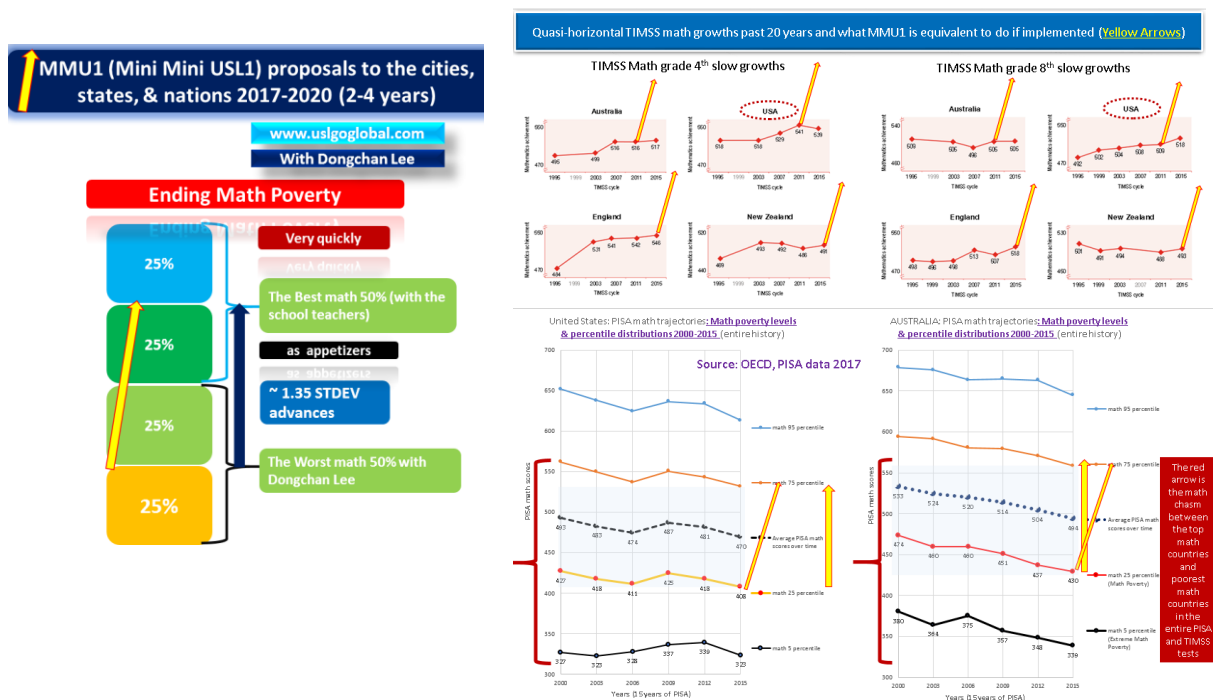
By Dongchan Lee

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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Table of Contents

About the WP (Working Paper) series on the Math Stagnation Nations (& what MMU1 can do about this quickly)	1
Lee’s online repository to get updates about the WP series on “Math Stagnation Nations” http://uslgoglobal.com/wp-math-stagnation/	1
WP series: Mathematics Stagnation Nation series: for the USA (Part 2)	2
Grade 4 Math timeline.....	4
NAEP Grade 8 math	6
Timeline of the math grade 4’s differences between the 75 th percentile – 25 th percentile (which is the expected math poverty reduction or math worst half to the math best half equivalently).....	7
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)	7
Grade 4 math	8
Grade 8 math	9
Conclusion.....	11
APPENDIX.....	12
References	14

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.

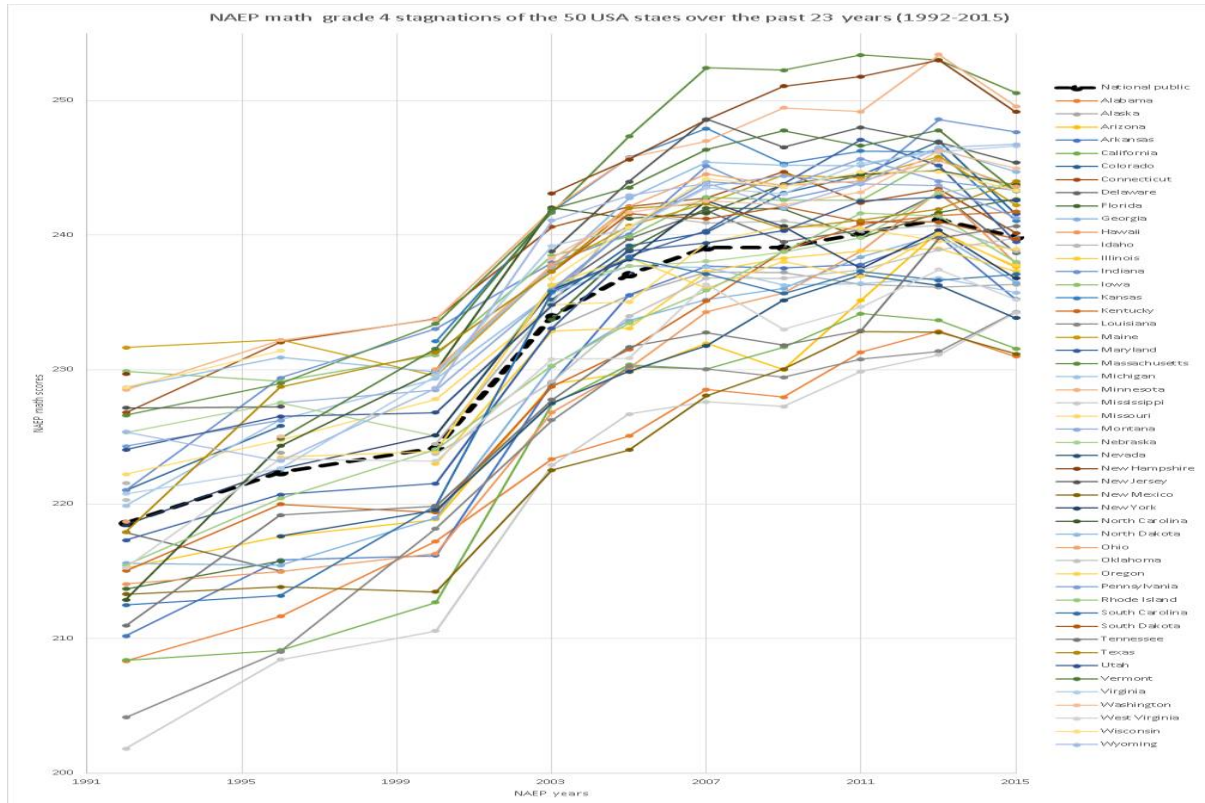
Introduction

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.

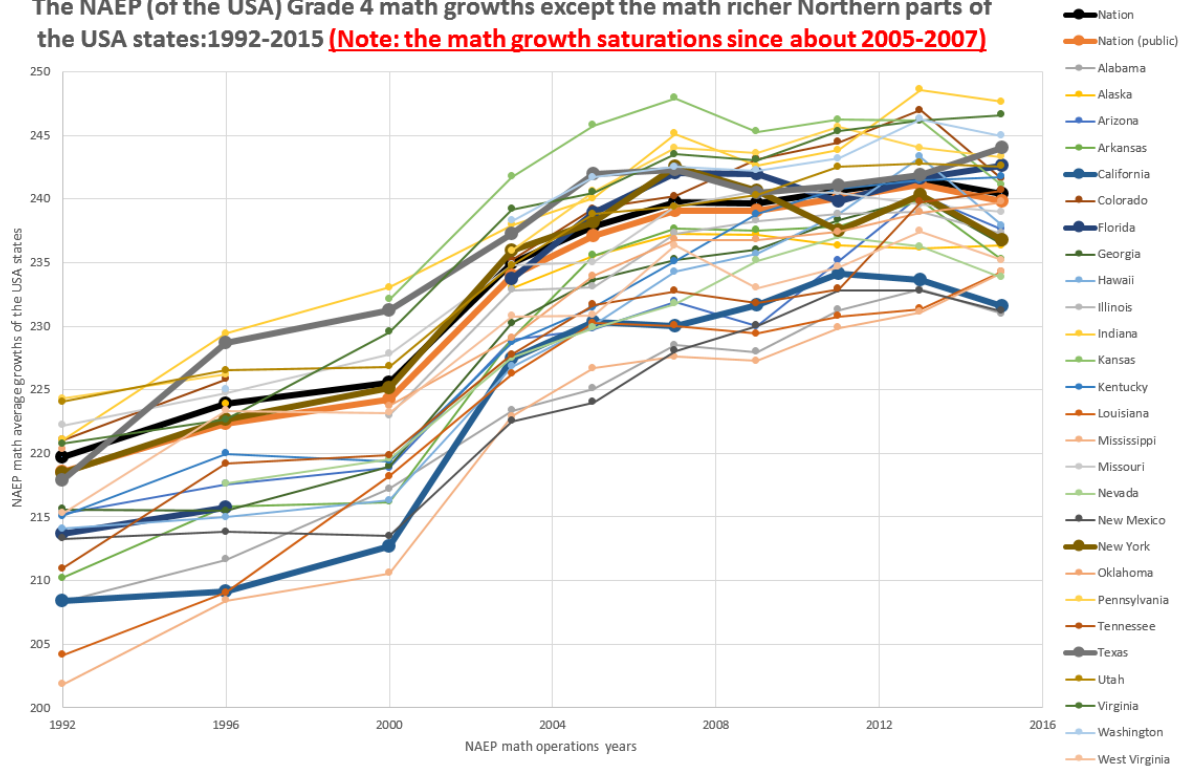
Grade 4 Math timeline

Showing the math saturations after around 2005-2007



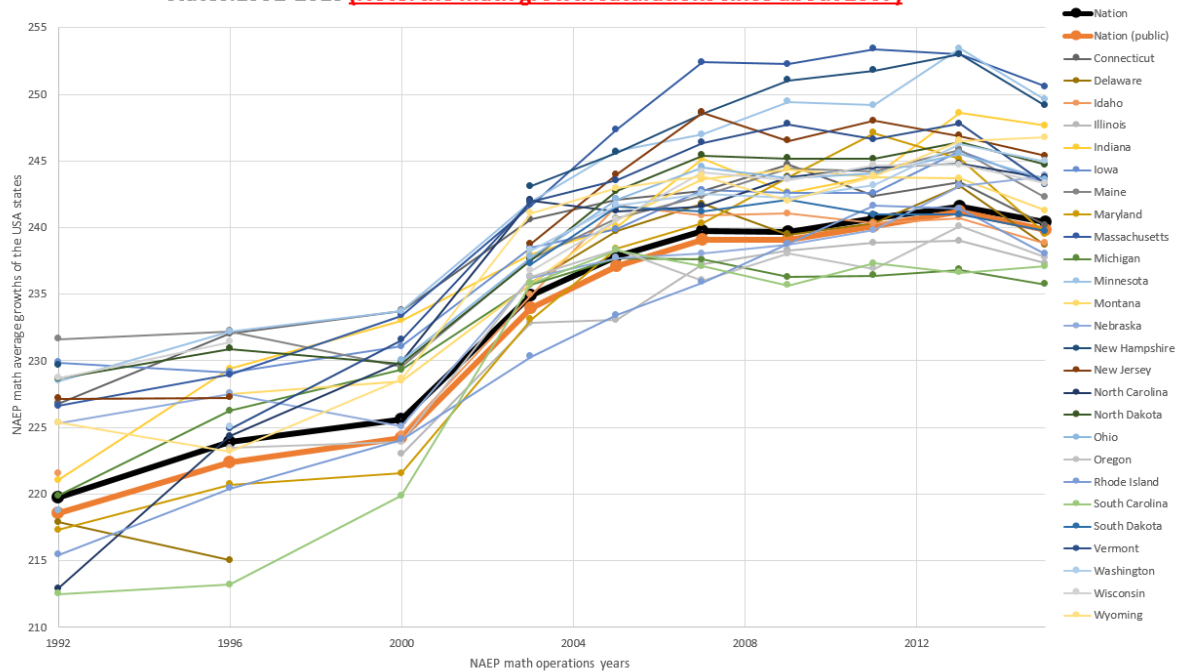
Except the math richer Northern USA states

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)



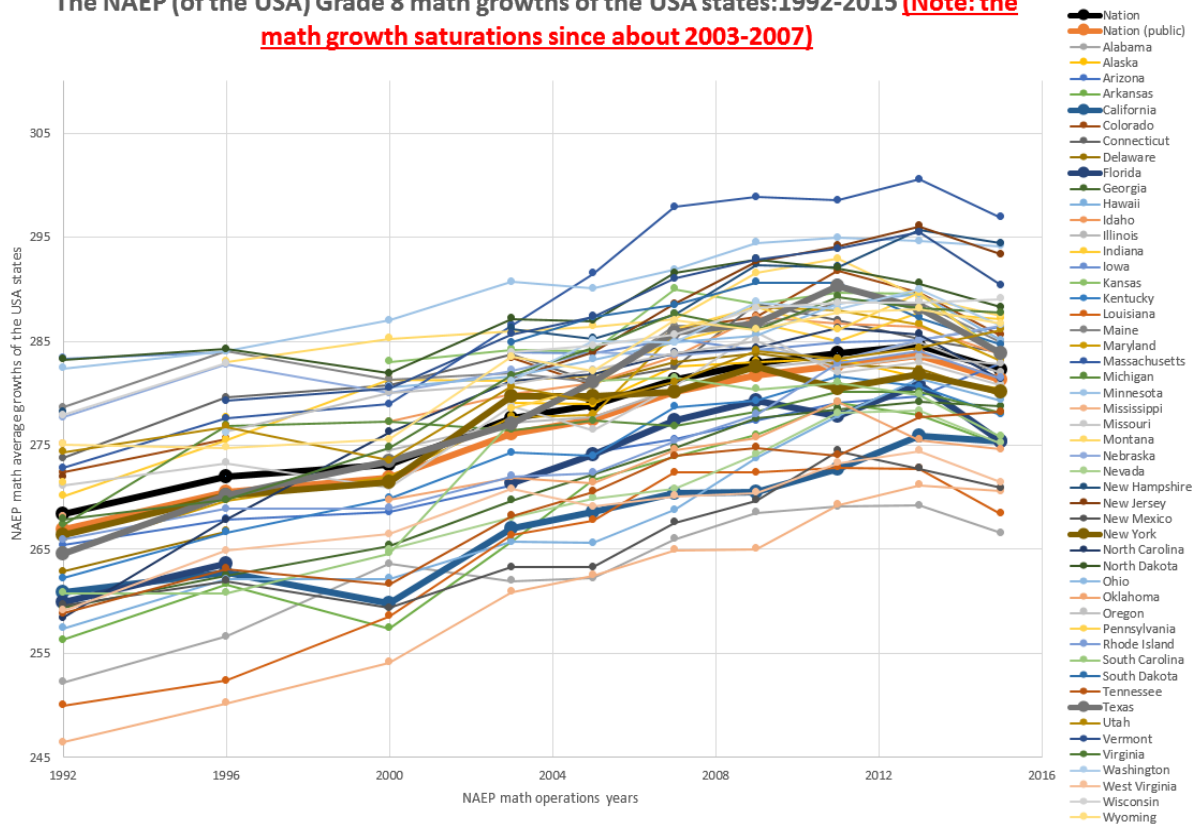
Primarily for the math-richer Northern USA states

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)



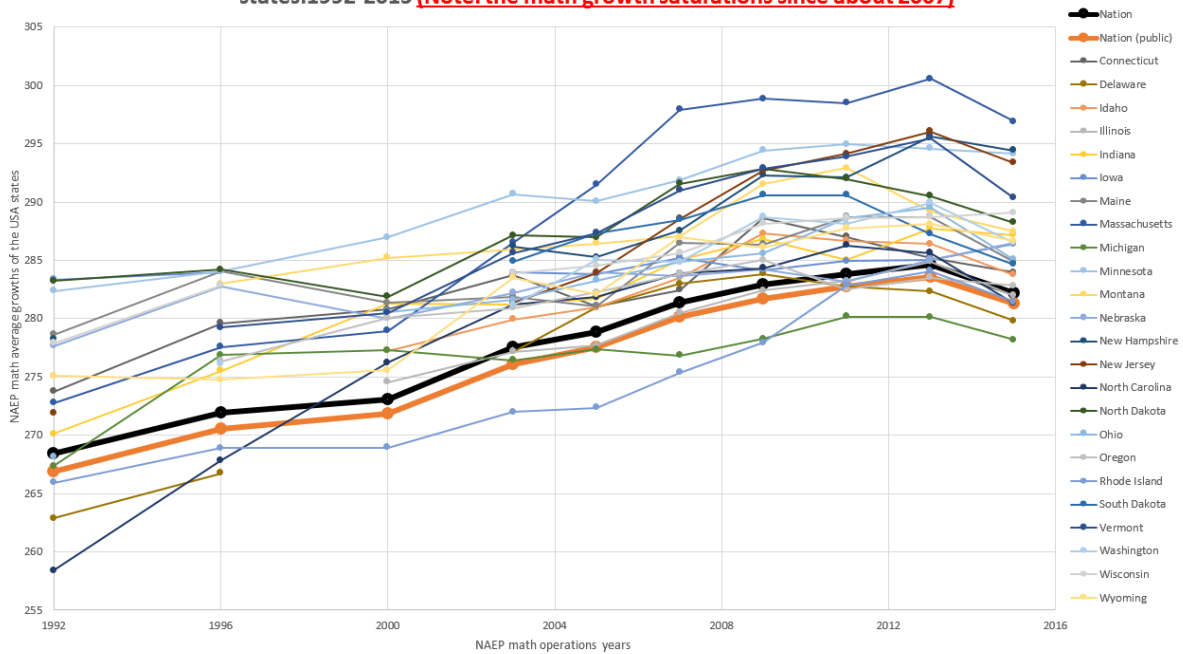
NAEP Grade 8 math

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

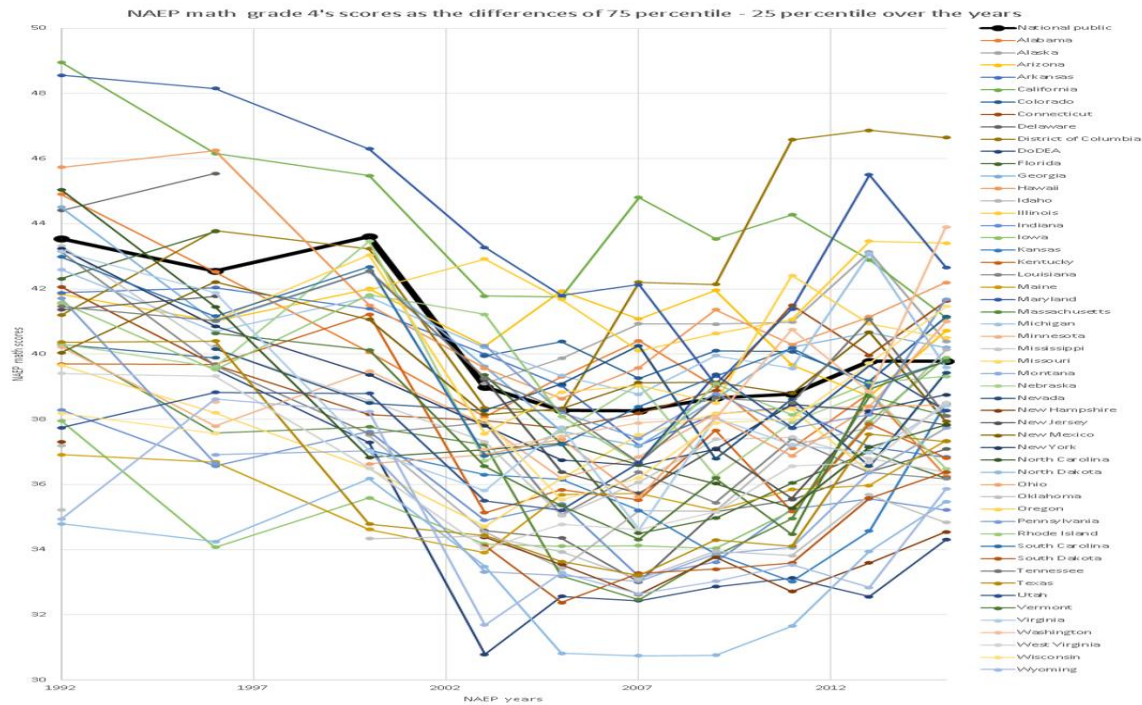


Math-richer northern USA states

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.

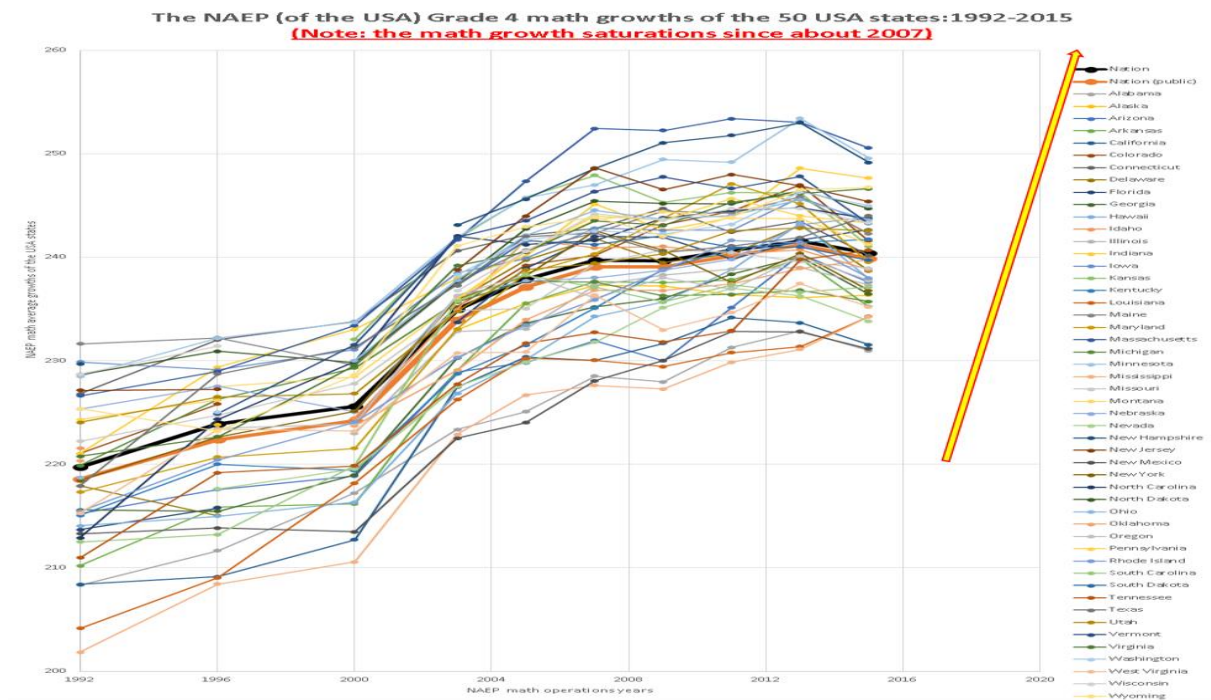
The math grade 4 & 8 timelines of NAEP math (Nation's Report Card) of the USA till 2015 vs. the expected math growth magnitude if the MMU1 is fully implemented for each state for 3-4 years of reform timelines (indicated by the yellow arrows)

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.

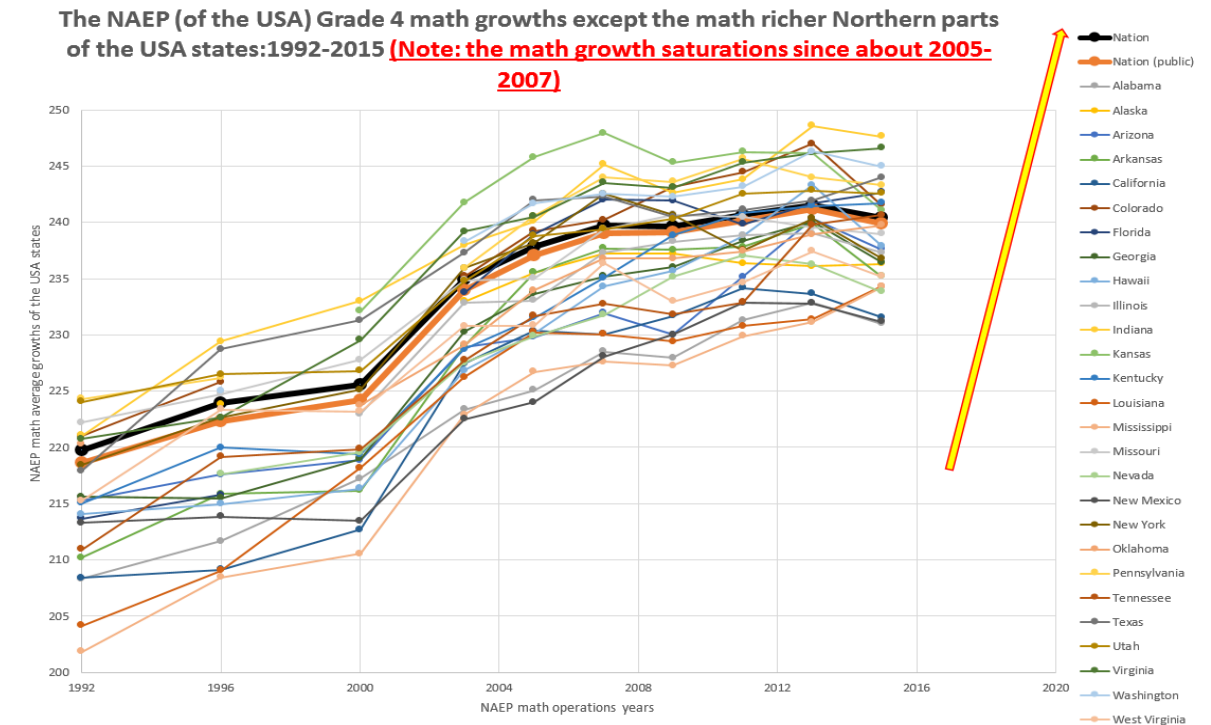


The readers need to observe that the size of the yellow arrows (MMU1 size) are roughly 50-90% larger than the difference between the math best states vs. the math worst states of the grades 4 and 8 by 2011-2015: for the math grade 4, almost twice as large, for the math grade 8, about 50% larger than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

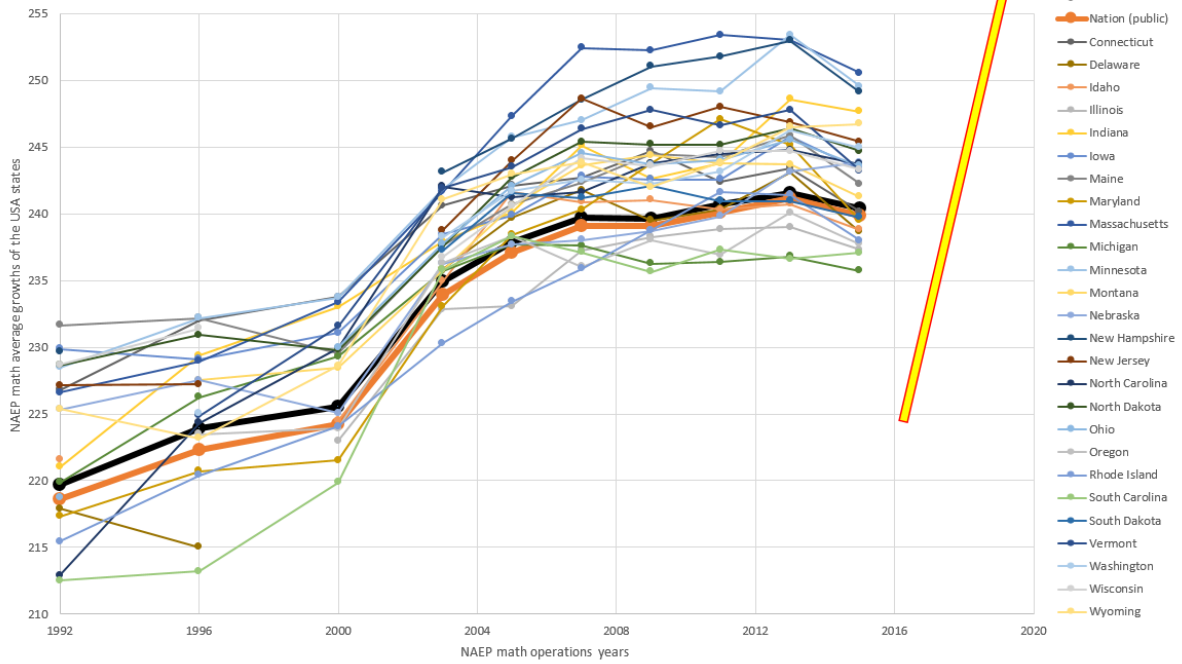
Grade 4 math



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).

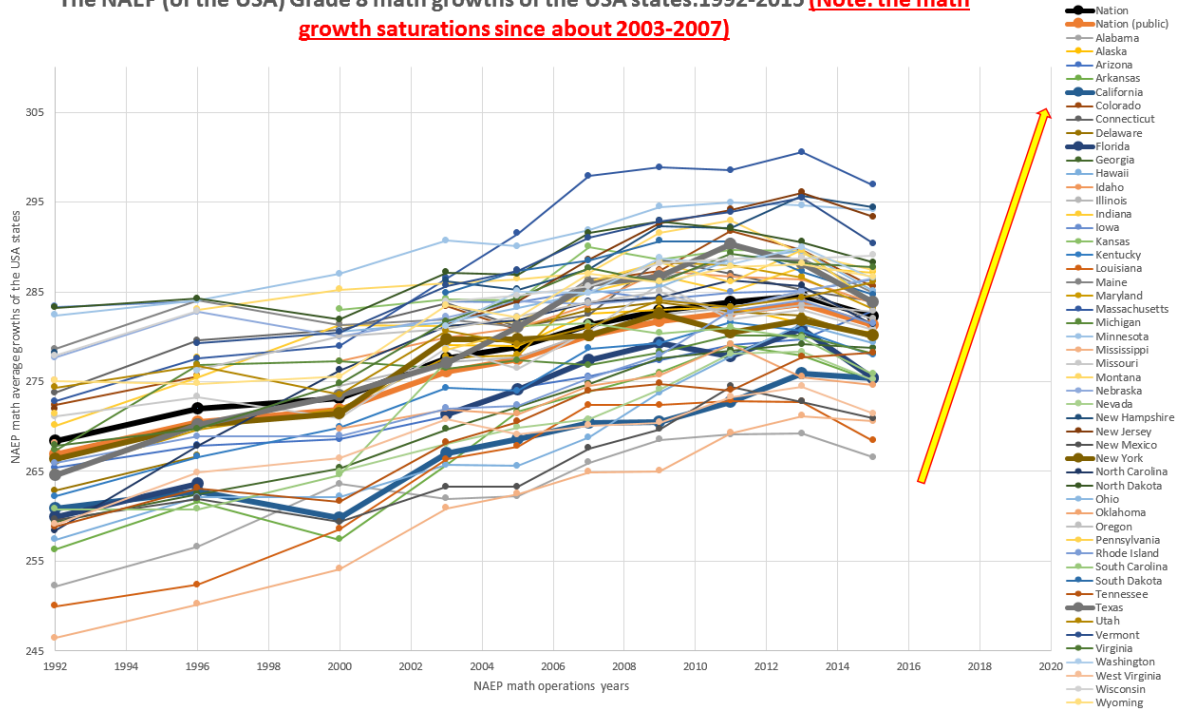


The NAEP (of the USA) Grade 4 math growths of the math richer Northern parts of the USA states:1992-2015 **(Note: the math growth saturations since about 2007)**



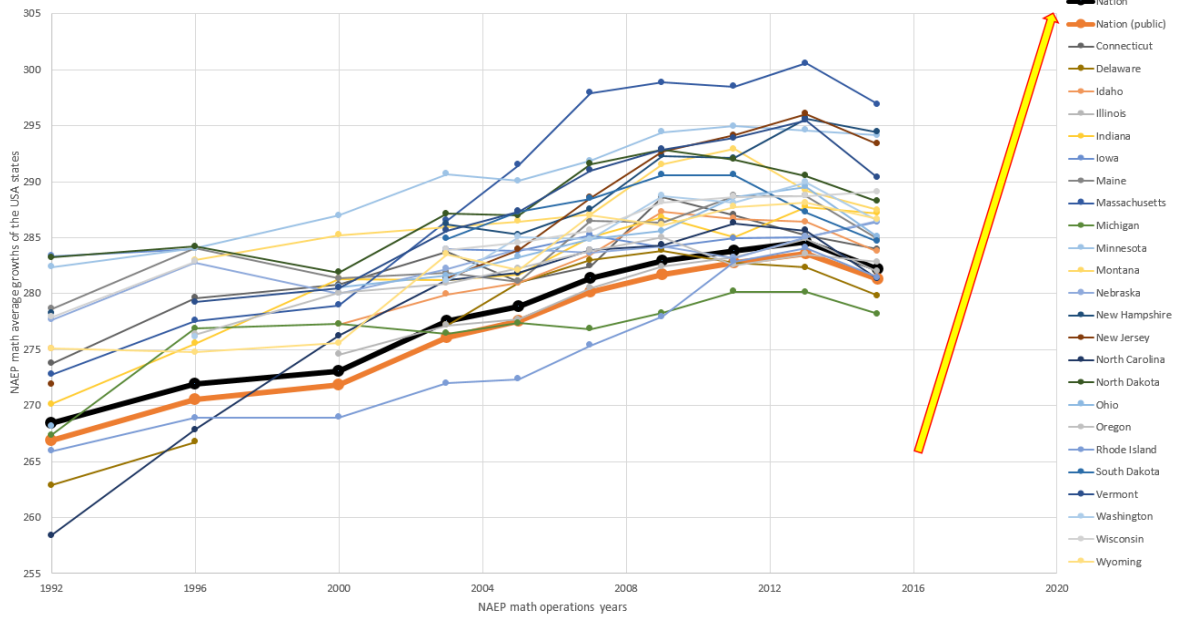
Grade 8 math

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



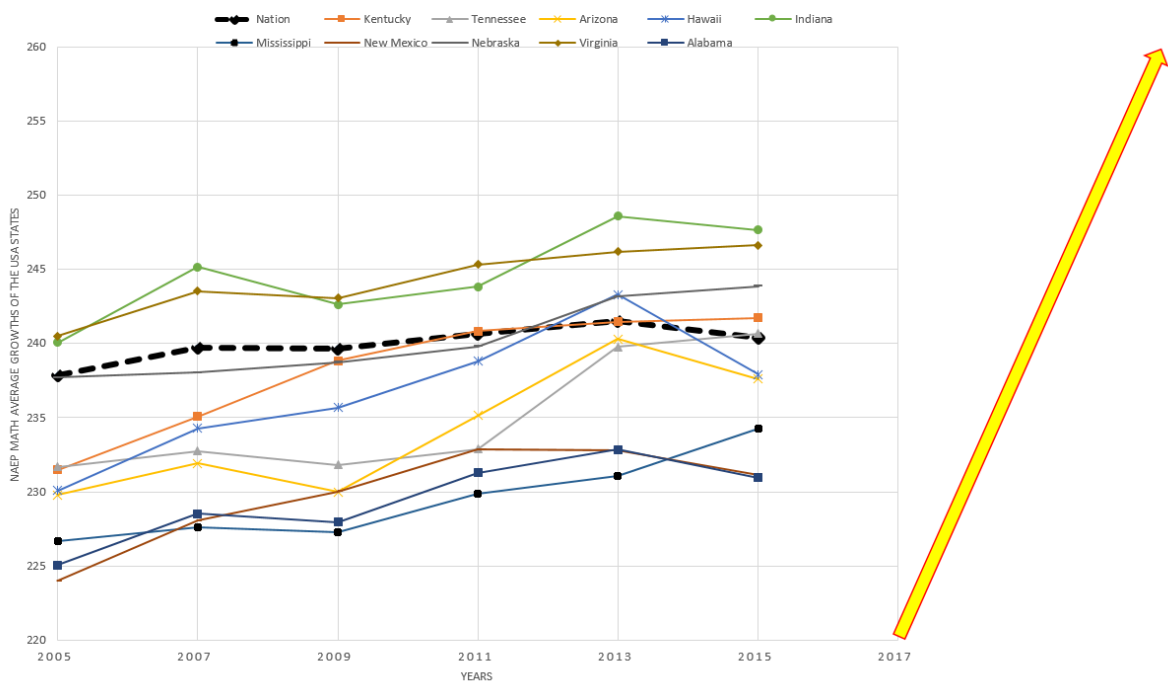
Grade 8 math for the math richer Northern parts of the USA

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)

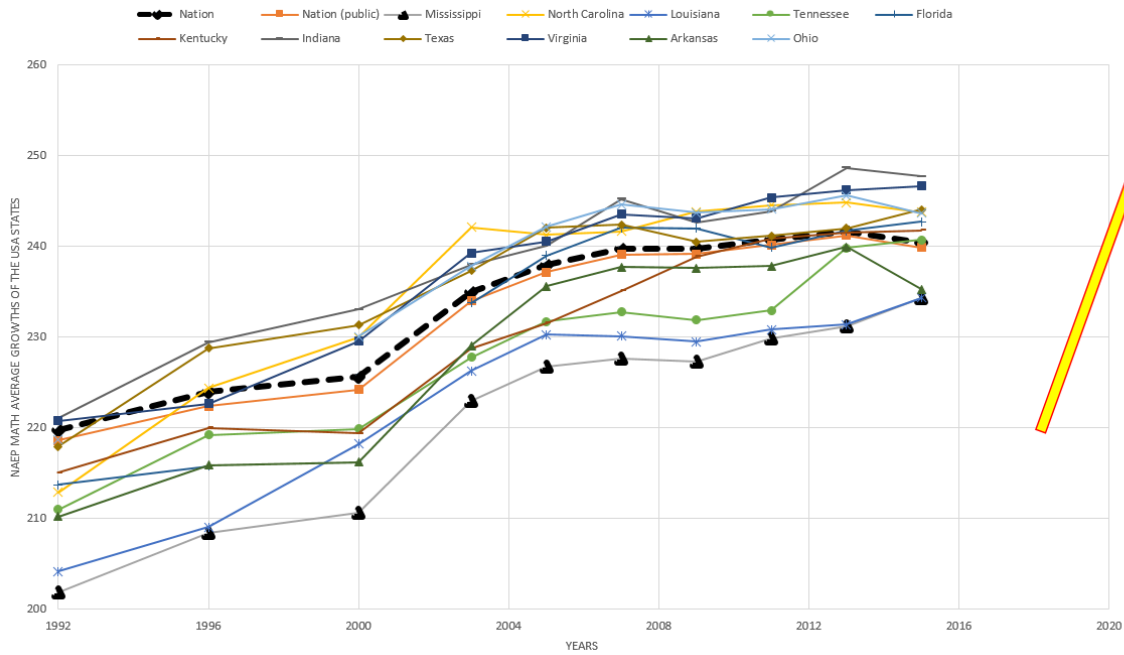


MMU1 expected projections vs. the top 10 most math growth USA states of the 50 USA states

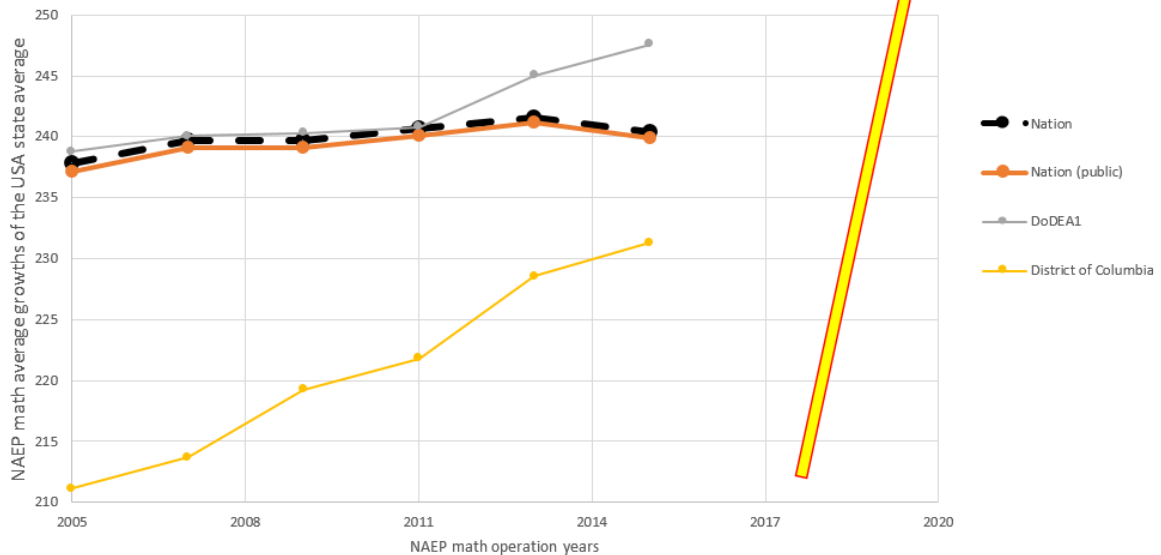
THE TOP 10 MOST MATH GRADE 4 GROWTH STATES OF THE 50 USA STATES FROM 2005 TO 2015 (NOTE THE GROWTH SATURATIONS SINCE 2005-2007)



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	208	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	237	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	248	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	238	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	236	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	245	246	247
Washington	—	225	—	—	235	242	243	242	243	246	245
West Virginia	215	221	225	223	231	231	236	233	236	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.

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.

Grade 8 math timeline source data

The original data from these 25th and 75th percentiles of the NAEP math grade 4

Category	25 percentile - 75 percentile										Year	75 percentile - 25 percentile										
	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015		1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	
National public	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879	187.4229879
Alabama	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025	186.1820025

References

Internal or external or state or city or district level math assessment timelines

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

NAEP math data from using the report was generated using the NAEP State Comparisons Tool.

<http://nces.ed.gov/nationsreportcard/statecomparisons/>

NAEP's National Report Card (accessed on January 5th, 2017) 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.

https://www.nationsreportcard.gov/reading_math_2015/#mathematics/scores?grade=4

WP (Working Paper) series of "Math Stagnation Nations" series by Leo

Lee, Dongchan. 2017 February. WP series of "Mathematics Stagnation Nations" for the USA, Australia, New Zealand, UK, and Ireland and most Latin American countries (Part 1). "Math stagnation nations of all 5 developed, English-speaking countries according to PISA and TIMSS for the past 15-20 years of the math growth history: what this means for education and economy"

Lee, Dongchan. 2017 February. WP series of "Mathematics Stagnation Nations" for the USA (Part 2). "NAEP (National Report Cards) Math Grade 4 & 8 stagnations 1992-2015 of the 50 states of the

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](#))

Lee, Dongchan. 2017 February. WP series of “Mathematics Stagnation Nations” for the USA (Part 3). The collective Math stagnations of the grades 4th and 8th in the big cities (or the School Districts based on TUDA of NAEP) of the USA over the 1 decade: their confirmations, time lags, math poverty shares, and the roles of the Common Core math (<http://vixra.org/abs/1702.0101>)

Lee, Dongchan. 2017 February. WP series of “Mathematics Stagnation Nations” for the USA (Part 4). Math Education Stagnations in the USA played more roles than the Common Core Math Standards impacts for the stagnations on the NAEP math 2015, but the Math dipping were most likely due to CCSS Math (<http://vixra.org/abs/1702.0097>)

Lee, Dongchan. 2017 February. WP series of “Mathematics Stagnation Nations” for the USA (Part 5). The quasi-universal math stagnations in almost all developed countries are real and won’t go away. How to transcend them with MMU1 or at least 1/3 of its full version in just 2-4 years

Some preparation materials for the WP (Working Paper) series of “Math Stagnation Nations” series by Dongchan Lee

Lee, Dongchan. 2017 February. “What Pisa & Timss 2015 Show: the global Math Edu Crisis and Its Economic Impacts” <http://vixra.org/abs/1701.0485>

Lee, Dongchan. 2017 February. Math Stagnations in the Mega Cities and School Districts of the Usa According to Tuda of Naep <http://vixra.org/abs/1701.0693>

Lee, Dongchan. 2017 February. Math Stagnations in Most of the USA States According to the NAEP Math 2000-2015 <http://vixra.org/abs/1701.0692>

Lee, Dongchan. 2017 February. 8 point executive summary: math stagnations and the Economic impacts of MMU1: To end the math poverty multiple times faster with MMU1 than without it (then to achieve the POST-2015 goals of the UN multiple time faster than without MMU1) (<http://rxiv.org/abs/1702.0056>)

Lee, Dongchan. 2017 January. “What PISA 2015 and TIMSS 2015 show: global math EDU crisis and its economic impacts” (<http://vixra.org/abs/1701.0485>)

Some Youtube versions by Dongchan Lee

Lee, Dongchan. 2017. “Math edu crisis in most of the USA states and what MMU1 can do” <https://www.youtube.com/watch?v=qiZW2GnNLXQ>

Lee, Dongchan. 2017. “Math EDU crisis in most of the USA states Part 2 and what MMU1 can do” <https://www.youtube.com/watch?v=vB7LcMLVWs4>

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