**TEXAS MATH: STUCK IN REVERSE**
--- SANCTUARY FOR LOW EXPECTATIONS ---

Students are first required to...

<table>
<thead>
<tr>
<th></th>
<th>... in 5th grade in:</th>
<th>... in 6th grade in:</th>
<th>... in 7th grade in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>multiply decimals</td>
<td>CA NY FL PA EE</td>
<td>TX</td>
<td></td>
</tr>
<tr>
<td>divide decimals</td>
<td>CA NY</td>
<td>FL EE TX</td>
<td></td>
</tr>
<tr>
<td>multiply fractions</td>
<td>CA</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>divide fractions</td>
<td>CA</td>
<td>NY FL EE TX</td>
<td></td>
</tr>
</tbody>
</table>

EE = Texas' old Essential Elements Math curriculum, dropped in 1997
TX = Texas' current degraded Math standards, written after the Texas Education Code
forbad the State Board of Education to "designate methodologies" in textbooks

**Q:** Why does the State Board of Education not require teaching more Math skills sooner?

**A:** That would be **counterproductive** as long as it lacks the power to eliminate inefficient teaching methods. The sooner you try to teach more skills with bad pedagogy, the **less students learn.**

**Q:** What is an example of bad pedagogy in Texas Math programs?

**A:** For 2007 local adoption, Texas approved 6th grade **Connected Math,** which:
- Multiplies laborious guessing at how to compute and problem-solve (inefficiency).
- Takes much time to do this, with less time for practice (minimal automaticity).
- Promotes calculator-dependence (not personal mental training) in computation.
- Encourages peer-dependence (not individual skill building) in problem-solving.
- Assigns complex tasks before mastering simple skills (reversing Bloom's taxonomy).

Until Texas law lets the State Board of Education weed out poor Math teaching methods, Texas Math is **MARCHING BACKWARD.**