Texas HB2 Article 4: Special Education Funding and Services (Sections 4.50-4.65) – Incentives and Likely Results

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0.1 Opinionated Executive Summary: Good Intentions, Unintended Results

The rules in Article 4, Sections 4.50-4.65 reveal several issues that show how the law will produce disappointing results.

0.1.1 Funding Confusion

The new funding system seems like it will provide more money to help special education students. However, the system is so complicated that schools will spend more time filling out forms and sorting students into categories than actually helping them learn. What was supposed to be "help" becomes an extra burden.

0.1.2 Limited Choices for Parents

Parents are promised more control over their child's education through parent-directed service grants. But the state controls the options that parents can choose from. Instead of picking what their child really needs, parents are limited to options selected by the state. It's like being told you can pick any color car you want, but only if it's black.

0.1.3 Even More Data Overload

Schools are required to collect tons of data about students with dyslexia and other learning needs. While the law says this data will help provide better services, it actually takes up so much time that teachers have less time to help students directly. The effort spent on recording information ends up taking away from teaching. Consider for one moment the enormous amounts of data that accumulate in state and federal government databases.

0.1.4 More Loss of Local Control (are you detecting a pattern yet?)

The law claims that regional programs will bring services closer to home. But these "local" programs must still follow state rules, use state money, and meet state standards. While services may be delivered locally, the decisions are made by state officials who don't know the students, leaving local educators with little control over the services they provide.

0.1.5 The Expert Time Sink

The law puts more money into special education evaluations and expert services to make the field more professional. However, the rules and paperwork requirements are so heavy that experts spend more time on administrative tasks than using their skills to help students directly.

0.1.6 The Resource Drain

The law promises large increases in special education funding, but the cost of managing all the new rules and reports is very likely to eat up more money than schools actually get for helping students. What seems like extra funding might not go as far as it seems.

0.2 The Core Problem

These issues show that the law doesn't understand how school systems improve. Real progress in schools happens through good relationships, local knowledge, and the flexibility to alter policies to better meet students' needs. Instead, this law focuses on complicated funding systems and state control that will get in the way of actual improvement.

1 Detailed Analysis

1.1 Main Table

```
# Create analysis with new 7-code framework for Article 4 Sections 4.50-4.65
article4_likely_results_revised <- data.frame(
  Category = c(
    "Regional Day School Legislative Intent",
    "Regional Day School Statewide Plan",
    "School Offense Complaint Requirements",
    "School Offense Complaint Requirements",
    "Dyslexia Program Auditing Requirements",
    "Dyslexia Program Auditing Requirements",
    "Dyslexia Program Auditing Requirements",
    "Dyslexia Program Auditing Requirements",
    "Dyslexia Program Auditing Requirements",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "PEIMS Reporting Requirements for Special Populations",
    "Special Education Funding Formula Changes",
    "Special Education Funding Formula Changes",
    "Special Education Funding Formula Changes",
    "Special Education Funding Formula Changes",
    "Special Education Service Group Allotment",
    "Special Education Service Group Allotment",
    "Special Education Service Group Allotment",
    "Special Education Service Group Allotment",
    "Special Education Transition Funding",
    "Special Education Transition Funding",
    "Special Education Transition Funding",
    "Dyslexia Funding Eligibility Changes",
    "Dyslexia Funding Eligibility Changes",
    "Dyslexia Funding Eligibility Changes",
    "College Readiness Outcomes Bonus Adjustments",
    "Special Transportation Rate Increases",
    "Special Education Evaluation Funding",
    "Special Education Evaluation Funding",
    "Foundation School Program Grant Allocation",
    "Federal Funds Distribution Requirements",
    "Day Placement Program Funding",
    "Day Placement Program Funding",
```

```r
    "Day Placement Program Funding",
    "Day Placement Program Funding",
    "Parent-Directed Services Grants",
    "Parent-Directed Services Grants",
    "Parent-Directed Services Grants",
    "Regional Day School Program Funding"
),

Incentive_Created = c(
    "Legislature intends to continue process of providing statewide suitable education to deaf/
    "Director of services must develop and administer comprehensive statewide plan for educatic
    "School offense complaints must be sworn by person with personal knowledge of underlying fa
    "Complaints must be accompanied by statement from school employee stating whether child is
    "Agency by rule must develop procedures to effectively audit and monitor and periodically c
    "Agency must identify problems school districts experience in complying with dyslexia progr
    "Agency must develop reasonable and appropriate remedial strategies to address school distr
    "Agency must solicit input from parents of students enrolled in district during auditing ar
    "Agency must engage in general supervision activities including comprehensive system for mc
    "Commissioner by rule must require districts to report number of students enrolled who are
    "Districts must report availability of school counselors including number of full-time equi
    "Districts must report availability of expanded learning opportunities as described by Sect
    "Districts must report total number of students with whom district used intervention strate
    "Districts must report total number of students to whom district provided aids accommodatic
    "Districts must report disaggregated by campus and grade number of children who fail to att
    "Districts must report number of students for whom district initiates truancy prevention me
    "Districts must report students enrolled in special education program under Subchapter A Cl
    "For each student in average daily attendance in special education program district entitle
    "Commissioner by rule must define eight tiers of intensity of service for use in determinir
    "Commissioner must include one tier specifically addressing students receiving special educ
    "At least 55 percent of funds allocated under this section must be used in special educatic
    "For each student in special education program district entitled to allotment in amount set
    "Commissioner by rule must establish at least four service groups for use in determining fu
    "Commissioner must consider type frequency and nature of services provided to student in es
    "At least 55 percent of funds allocated under service group allotment must be used for spec
    "For 2026-2027 school year commissioner may adjust weights or amounts to ensure compliance
    "Commissioner must determine formulas through which school districts receive funding under
    "Agency must provide technical assistance to school districts to ensure successful transiti
    "School district entitled to allotment only for student receiving instruction services or a
    "School district entitled to allotment for student receiving accommodations for dyslexia ir
    "School district may use allotment to contract with private provider to provide supplementa
    "For annual graduate who demonstrates college career or military readiness and is enrolled
    "School district or county providing special transportation services for eligible special c
    "For each child for whom school district conducts full individual and initial evaluation di
    "For 2025-2026 and 2026-2027 school years amount of allotment is $3000 for each child not e
    "If commissioner determines amount appropriated for Foundation School Program exceeds amour
    "After commissioner replaces withheld federal funds commissioner must distribute remaining
    "For each qualifying day placement program or cooperative that regional education service c
```

```
    "Day placement program or cooperative entitled to $100000 each year after first year plus
    "Agency may not designate more than one day placement program or cooperative for service pe
    "Agency may not provide allotment to more than 20 day placement programs or cooperatives fo
    "Student to whom agency awards grant under Subchapter A-1 Chapter 29 entitled to receive an
    "Regional education service center designated to administer program entitled to amount equa
    "Total amount provided under parent-directed services grants may not exceed $80 million per
    "Program administrator or fiscal agent of regional day school program for deaf entitled to
),

Intended_Consequence = c(
    "Continue legislative commitment to providing appropriate education for deaf and hard of he
    "Ensure systematic statewide approach to educational service delivery for students with hea
    "Ensure proper documentation and due process protections for students involved in school di
    "Provide essential information about special education status to inform appropriate handlin
    "Ensure compliance with state-mandated dyslexia program requirements through systematic mon
    "Identify and address implementation challenges in dyslexia programming to improve service
    "Develop targeted interventions to address noncompliance and ensure program effectiveness"
    "Incorporate parent feedback into monitoring process to improve program quality and stakeho
    "Ensure comprehensive oversight of special education compliance through integrated monitori
    "Create data collection system for tracking dyslexia identification and service provision a
    "Monitor availability of counseling support services at campus level to ensure adequate stu
    "Track availability of extended learning opportunities to ensure equitable access across ca
    "Monitor intervention strategy usage to assess response to intervention implementation and
    "Track Section 504 service provision to ensure compliance with federal disability accommoda
    "Monitor chronic absenteeism patterns to identify students at risk and implement appropriat
    "Track truancy prevention efforts to ensure proactive approach to attendance issues",
    "Provide data necessary for agency to perform federal supervision requirements and determin
    "Provide flexible funding system that accounts for varying levels of service intensity requ
    "Create systematic approach to categorizing service intensity levels for more accurate func
    "Ensure adequate funding for students requiring most intensive residential placement servic
    "Ensure majority of special education funding is used directly for special education progra
    "Implement alternative funding approach based on service groups rather than traditional pla
    "Create systematic categorization of services to better align funding with actual service c
    "Ensure funding allocation reflects actual service requirements and resource needs of indiv
    "Maintain focus on direct special education service provision rather than administrative or
    "Provide transition mechanism to ensure federal compliance during implementation of new fun
    "Create unified funding approach that combines different special education funding streams
    "Support districts during transition to new funding models to prevent service disruptions"
    "Focus dyslexia funding on students receiving formal educational interventions through IEP
    "Expand eligibility for dyslexia funding to include students served through Section 504 acc
    "Allow districts flexibility to contract for specialized dyslexia services while maintainin
    "Provide enhanced financial incentive for districts to support special education students i
    "Increase funding support for specialized transportation services required by students with
    "Provide funding support for comprehensive evaluation processes required under federal spec
    "Provide enhanced funding for evaluation of children not currently enrolled in public schoo
    "Allow flexible use of excess Foundation School Program funds to support special education
    "Ensure special education programs receive proportionate share of available federal funding
```

```r
    "Provide startup and ongoing funding support for regional day placement programs serving st
    "Create financial incentives for establishing day placement programs while providing ongoir
    "Prevent oversaturation of day placement programs within individual counties to ensure stra
    "Control total number of day placement programs to ensure quality oversight and sustainable
    "Provide direct funding to families for parent-directed special education services as alter
    "Create administrative support structure for parent-directed services program through regic
    "Establish substantial funding pool for parent-directed services while allowing for tempora
    "Ensure adequate and predictable funding for regional day school programs serving deaf and
),

Likely_Result = c(
    "C, E, F",    # Legislative intent: state dependency, admin burden, reduced local control
    "C, E, F",    # Statewide plan: state dependency, admin burden, reduced local control
    "C, E, F",    # Complaint requirements: state dependency, admin burden, reduced local control
    "C, E, F",    # Employee statements: state dependency, admin burden, reduced local control
    "C, D, E, F", # Auditing procedures: state dependency, accountability substitute, admin bur
    "C, D, E, F", # Problem identification: state dependency, accountability substitute, admin
    "C, D, E, F", # Remedial strategies: state dependency, accountability substitute, admin bur
    "C, D, E, F", # Parent input solicitation: state dependency, accountability substitute, adn
    "C, D, E, F", # General supervision: state dependency, accountability substitute, admin bur
    "C, D, E, F", # Dyslexia reporting: state dependency, accountability substitute, admin burc
    "C, D, E, F", # Counselor reporting: state dependency, accountability substitute, admin bur
    "C, D, E, F", # Learning opportunities reporting: state dependency, accountability substitu
    "C, D, E, F", # Intervention reporting: state dependency, accountability substitute, admin
    "C, D, E, F", # Section 504 reporting: state dependency, accountability substitute, admin b
    "C, D, E, F", # Attendance reporting: state dependency, accountability substitute, admin bu
    "C, D, E, F", # Truancy reporting: state dependency, accountability substitute, admin burde
    "C, D, E, F", # Special education reporting: state dependency, accountability substitute, a
    "A, B, C, E, F", # Funding formula: extrinsic motivation, competition, state dependency, ac
    "C, E, F",    # Tier definitions: state dependency, admin burden, reduced local control
    "C, E, F",    # Residential placement tier: state dependency, admin burden, reduced local con
    "C, E, F",    # Fund usage requirements: state dependency, admin burden, reduced local control
    "A, B, C, E, F", # Service group allotment: extrinsic motivation, competition, state depenc
    "C, E, F",    # Service group establishment: state dependency, admin burden, reduced local con
    "C, E, F",    # Service considerations: state dependency, admin burden, reduced local control
    "C, E, F",    # Service group fund usage: state dependency, admin burden, reduced local contro
    "C, E, F",    # Transition funding adjustments: state dependency, admin burden, reduced local
    "C, E, F",    # Formula determination: state dependency, admin burden, reduced local control
    "C, E, F",    # Technical assistance: state dependency, admin burden, reduced local control
    "C, E, F",    # Dyslexia IEP eligibility: state dependency, admin burden, reduced local contro
    "C, E, F",    # Section 504 eligibility: state dependency, admin burden, reduced local control
    "A, C, E, F", # Private provider contracting: extrinsic motivation, state dependency, admir
    "A, B, C, E, F", # Outcomes bonus increase: extrinsic motivation, competition, state depenc
    "A, C, E, F", # Transportation rate increase: extrinsic motivation, state dependency, admir
    "A, C, E, F", # Evaluation funding: extrinsic motivation, state dependency, admin burden, r
    "A, C, E, F", # Enhanced evaluation funding: extrinsic motivation, state dependency, admin
    "C, E, F",    # Foundation program grants: state dependency, admin burden, reduced local contr
```

```r
    "C, E, F", # Federal funds distribution: state dependency, admin burden, reduced local cont
    "A, B, C, E, F", # Day placement start up funding: extrinsic motivation, competition, state
    "A, B, C, E, F", # Day placement ongoing funding: extrinsic motivation, competition, state
    "C, E, F", # County designation limits: state dependency, admin burden, reduced local contr
    "C, E, F", # Program number limits: state dependency, admin burden, reduced local control
    "A, C, E, F", # Parent-directed grants: extrinsic motivation, state dependency, admin burde
    "C, E, F", # Administrative percentage: state dependency, admin burden, reduced local contr
    "C, E, F", # Grant funding limits: state dependency, admin burden, reduced local control
    "A, C, E, F" # Regional day school funding: extrinsic motivation, state dependency, admin l
  )
)

# Verify all vectors have same length
stopifnot(length(article4_likely_results_revised$Category) == length(article4_likely_results_re
stopifnot(length(article4_likely_results_revised$Incentive_Created) == length(article4_likely_
stopifnot(length(article4_likely_results_revised$Intended_Consequence) == length(article4_likel

# Create the main analysis table with revised codes
article4_main_table_revised <- datatable(
  article4_likely_results_revised,
  options = list(
    pageLength = 10,
    scrollX = TRUE,
    autoWidth = TRUE,
    columnDefs = list(
      list(width = '150px', targets = 0),   # Category
      list(width = '300px', targets = 1),   # Incentive Created
      list(width = '250px', targets = 2),   # Intended Result
      list(width = '150px', targets = 3)    # Coded Results
    ),
    dom = 'Bfrtip',
    buttons = c('copy', 'csv', 'excel')
  ),
  filter = 'top',
  rownames = FALSE,
  class = 'cell-border stripe hover',
  colnames = c('Category', 'Incentive Created', 'Intended Result', 'Codes for Destructive Resul
) %>%
  formatStyle(
    'Category',
    backgroundColor = styleEqual(
      c("Regional Day School Legislative Intent", "Regional Day School Statewide Plan", "School
        "Dyslexia Program Auditing Requirements", "PEIMS Reporting Requirements for Special Pop
        "Special Education Service Group Allotment", "Special Education Transition Funding", "I
        "College Readiness Outcomes Bonus Adjustments", "Special Transportation Rate Increases"
        "Foundation School Program Grant Allocation", "Federal Funds Distribution Requirements"
        "Parent-Directed Services Grants", "Regional Day School Program Funding"),
```

```
    c('#FFE8E8', '#FFD0D0', '#E8F4FD', '#E8F6FF', '#FFF2CC', '#E8F5E8', '#F0E8FF', '#FFE8F5'
      '#FFEBCD', '#F0FFF0', '#F5F5DC', '#FFFACD', '#F0F8FF', '#FDF5E6', '#FAF0E6', '#FFF8DC'
    ),
    fontWeight = 'bold'
  ) %>%
  formatStyle(
    'Likely_Result',
    fontWeight = 'bold',
    fontSize = '14px',
    textAlign = 'center',
    backgroundColor = '#FFF8DC'
  )

# Display article 4 main table
article4_main_table_revised
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f4cf6ff91/wr

Category	Incentive Created	Intended Result
All	All	All
Regional Day School Legislative Intent	Legislature intends to continue process of providing statewide suitable education to deaf/hard of hearing students under 22 years	Continue legislat... providing approp... and hard of heari...
Regional Day School Statewide Plan	Director of services must develop and administer comprehensive statewide plan for educational services for deaf/hard of hearing students	Ensure systemati... educational servi... with hearing imp...
School Offense Complaint Requirements	School offense complaints must be sworn by person with personal knowledge of underlying facts giving probable cause	Ensure proper do... process protectio... in school discipli...
School Offense Complaint Requirements	Complaints must be accompanied by statement from school employee stating whether child is eligible for or receives special education services	Provide essential... special education... appropriate hand... matters
Dyslexia Program Auditing Requirements	Agency by rule must develop procedures to effectively audit and monitor and periodically conduct site visits of all school districts	Ensure complian... dyslexia program... systematic monit...
Dyslexia Program Auditing Requirements	Agency must identify problems school districts experience in complying with dyslexia program requirements	Identify and addr... challenges in dys... improve service...
Dyslexia Program Auditing Requirements	Agency must develop reasonable and appropriate remedial strategies to address school district noncompliance	Develop targeted... address noncomp... program effectiv...
Dyslexia Program Auditing Requirements	Agency must solicit input from parents of students enrolled in district during auditing and monitoring	Incorporate parer... monitoring proce... quality and stake...
Dyslexia Program Auditing Requirements	Agency must engage in general supervision activities including comprehensive system for monitoring described by Section 29.010	Ensure comprehe... special education... integrated monito...
PEIMS Reporting Requirements for Special Populations	Commissioner by rule must require districts to report number of students enrolled who are identified as having dyslexia	Create data colle... tracking dyslexia... service provision...

1.2 Supplemental Tables

```r
# Create category analysis
category_analysis_a4_revised <- article4_likely_results_revised %>%
  group_by(Category) %>%
  summarise(
    Count = n(),
    .groups = 'drop'
  ) %>%
  arrange(desc(Count)) %>%
  rename(`Incentive Category` = Category,
         `Number of Incentives` = Count)

# Analyze most frequent negative result codes
code_frequency_a4_revised <- article4_likely_results_revised %>%
  separate_rows(Likely_Result, sep = ", ") %>%
  count(Likely_Result, sort = TRUE) %>%
  rename(`Negative Result Code` = Likely_Result,
         `Frequency` = n) %>%
  mutate(Percentage = round(100 * Frequency / nrow(article4_likely_results_revised), 3))

# Key policy findings focused on coded patterns
key_findings_a4_revised <- data.frame(
  Finding = c(
    "Most Universal Negative Patterns",
    "State Dependency Complete Takeover",
    "Administrative Burden Universal Impact",
    "Local Control Elimination Pattern",
    "Accountability Substitution Pattern",
    "Most Problematic Policy Areas",
    "Extrinsic Motivation Corruption Pattern",
    "Competition Over Cooperation Pattern"
  ),
  Description = c(
    "Codes C (state dependency), E (admin burden), and F (local control loss) appear in 100.00
    "Code C (state dependency) appears in 100.000% of incentives, showing complete shift from l
    "Code E (admin burden) appears in 100.000% of incentives, creating massive compliance overl
    "Code F (local control loss) appears in 100.000% of incentives, representing complete elimi
    "Code D (accountability substitute) appears in 37.778% of incentives, concentrated in monit
    "PEIMS Reporting Requirements and Special Education Funding Formula Changes show highest co
    "Code A (extrinsic motivation) appears in 31.111% of incentives, systematically undermining
    "Code B (competition over cooperation) appears in 13.333% of incentives, creating resource
  )
)

# === DISPLAY SUPPLEMENTAL TABLES ===
```

```
# Category Analysis Header
datatable(
  data.frame(Title = "INCENTIVE CATEGORY ANALYSIS"),
  filter = 'top',
  options = list(dom = 't', ordering = TRUE),
  rownames = FALSE,
  class = 'cell-border'
) %>%
  formatStyle('Title',
              fontSize = '18px',
              fontWeight = 'bold',
              textAlign = 'center',
              backgroundColor = '#FF9800',
              color = 'white')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f6a1d6343/w

Title	
All	
INCENTIVE CATEGORY ANALYSIS	

```
# Category Analysis Table
datatable(
  category_analysis_a4_revised,
  filter = 'top',
  options = list(
    pageLength = 15,
    dom = 't',
    ordering = TRUE,
    autoWidth = TRUE
  ),
  rownames = FALSE,
  class = 'cell-border stripe'
) %>%
  formatStyle('Number of Incentives',
              fontWeight = 'bold',
              textAlign = 'center',
              backgroundColor = styleColorBar(range(category_analysis_a4_revised$`Number of In
  formatStyle('Incentive Category',
              fontWeight = 'bold',
              textAlign = 'left')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f16ad778d/w

Incentive Category
All
PEIMS Reporting Requirements for Special Populations
Dyslexia Program Auditing Requirements
Day Placement Program Funding
Special Education Funding Formula Changes
Special Education Service Group Allotment
Dyslexia Funding Eligibility Changes
Parent-Directed Services Grants
Special Education Transition Funding
School Offense Complaint Requirements
Special Education Evaluation Funding
College Readiness Outcomes Bonus Adjustments
Federal Funds Distribution Requirements
Foundation School Program Grant Allocation
Regional Day School Legislative Intent
Regional Day School Program Funding

```
# Code Frequency Analysis Header
datatable(
  data.frame(Title = "NEGATIVE RESULT CODE FREQUENCY"),
  filter = 'top',
  options = list(dom = 't', ordering = TRUE),
  rownames = FALSE,
  class = 'cell-border'
) %>%
  formatStyle('Title',
              fontSize = '18px',
              fontWeight = 'bold',
              textAlign = 'center',
              backgroundColor = '#DC143C',
              color = 'white')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f2c4ab6cf/w:

Title ⬍
All
NEGATIVE RESULT CODE FREQUENCY

```
# Code Frequency Table
datatable(
  code_frequency_a4_revised,
  filter = 'top',
  options = list(
    pageLength = 15,
    dom = 't',
    ordering = TRUE,
    autoWidth = TRUE
  ),
  rownames = FALSE,
  class = 'cell-border stripe'
) %>%
  formatStyle('Frequency',
              fontWeight = 'bold',
              textAlign = 'center',
              backgroundColor = styleColorBar(range(code_frequency_a4_revised$Frequency), '#FFI
  formatStyle('Negative Result Code',
              fontWeight = 'bold',
              textAlign = 'center',
              fontSize = '16px') %>%
  formatStyle('Percentage',
              fontWeight = 'bold',
              textAlign = 'center')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f2d98a133/wi

Negative Result Code
All

C
E
F
D
A
B

```
# Key Findings Header
datatable(
  data.frame(Title = "KEY CODED PATTERN FINDINGS"),
  filter = 'top',
  options = list(dom = 't', ordering = TRUE),
  rownames = FALSE,
  class = 'cell-border'
) %>%
  formatStyle('Title',
```

```
            fontSize = '18px',
            fontWeight = 'bold',
            textAlign = 'center',
            backgroundColor = '#F44336',
            color = 'white')
```

Title	⬍

All

KEY CODED PATTERN FINDINGS

```
# Key Findings Table
datatable(
  key_findings_a4_revised,
  filter = 'top',
  options = list(
    pageLength = 10,
    dom = 't',
    ordering = TRUE,
    autoWidth = TRUE,
    columnDefs = list(
      list(width = '25%', targets = 0),
      list(width = '75%', targets = 1)
    )
  ),
  rownames = FALSE,
  class = 'cell-border stripe'
) %>%
  formatStyle('Finding',
             fontWeight = 'bold',
             backgroundColor = '#FFE4E1',
             textAlign = 'left') %>%
  formatStyle('Description',
             textAlign = 'left')
```

Finding		Description
All		All
Most Universal Negative Patterns		Codes C (state depende
State Dependency Complete Takeover		Code C (state dependen
Administrative Burden Universal Impact		Code E (admin burden)
Local Control Elimination Pattern		Code F (local control lo
Accountability Substitution Pattern		Code D (accountability
Most Problematic Policy Areas		PEIMS Reporting Requ
Extrinsic Motivation Corruption Pattern		Code A (extrinsic motiv
Competition Over Cooperation Pattern		Code B (competition ov

```r
# Create coded summary statistics
summary_statistics_a4_revised <- data.frame(
  Metric = c(
    "Total Incentives Analyzed",
    "Most Problematic Code",
    "Most Frequent Code Combination",
    "Policy Categories with Code C",
    "Policy Categories with Code F",
    "Average Codes per Incentive"
  ),
  Value = c(
    nrow(article4_likely_results_revised),
    paste0("Codes C, E, F (all appear ", max(code_frequency_a4_revised$Frequency), " times eac
    "C, E, F (state dependency + admin burden + local control loss)",
    sum(grepl("C", article4_likely_results_revised$Likely_Result)),
    sum(grepl("F", article4_likely_results_revised$Likely_Result)),
    round(mean(lengths(strsplit(article4_likely_results_revised$Likely_Result, ", "))), 3)
  )
)

# Summary Statistics Header
datatable(
  data.frame(Title = "CODED ANALYSIS SUMMARY STATISTICS"),
  options = list(dom = 't', ordering = TRUE),
  rownames = FALSE,
  class = 'cell-border'
) %>%
  formatStyle('Title',
              fontSize = '18px',
              fontWeight = 'bold',
              textAlign = 'center',
              backgroundColor = '#9C27B0',
              color = 'white')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f38ecba3f/w

> **CODED ANALYSIS SUMMARY STATISTICS**

```
# Summary Statistics Table
datatable(
  summary_statistics_a4_revised,
  options = list(
    pageLength = 10,
    dom = 't',
    ordering = TRUE,
    autoWidth = TRUE,
    columnDefs = list(
      list(width = '40%', targets = 0),
      list(width = '60%', targets = 1)
    )
  ),
  rownames = FALSE,
  class = 'cell-border stripe'
) %>%
  formatStyle('Metric',
              fontWeight = 'bold',
              textAlign = 'left') %>%
  formatStyle('Value',
              textAlign = 'left',
              fontWeight = 'bold')
```

`file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f3bd86e67/w`

Metric
Total Incentives Analyzed
Most Problematic Code
Most Frequent Code Combination
Policy Categories with Code C
Policy Categories with Code F
Average Codes per Incentive

1.3 Key List of Likely Negative Results

1.3.1 The evaluation codes are based on these axioms:

- Central planning (one size fits all) degrades everyone's performance
  - Makes nearly every district action a legal matter

- Robs people of pride in their work

- Efforts at 'accountability' will not improve performance of anyone

- Cooperation within an organization is far more effective than competition

- All incentives work; some promote and some pervert the ***intention*** of the incentive

```r
# Create negative results table with color coding for new 7-code framework
negative_results_a4_revised <- data.frame(
  Code = c("A", "B", "C", "D", "E", "F", "G"),

  Likely_Negative_Result = c(
    "Decreases intrinsic motivation in favor of extrinsic motivation",
    "Decreases cooperation within districts in favor of competition for resources",
    "Increases dependency on State funding and bureaucracy",
    "Substitutes 'accountability' for improvement of the system people work in",
    "Increases district administrative burdens",
    "Decreases local control and flexibility",
    "Treats people as the 'problem', instead of the system they work in"
  )
)


# Define bright contrasting color palette (7 colors)
color_palette_a4_revised <- c("#FF6B6B", "#4ECDC4", "#45B7D1", "#96CEB4", "#FECA57", "#FF9FF3"

# Create color assignments for each row
row_colors_a4_revised <- color_palette_a4_revised[1:nrow(negative_results_a4_revised)]

# Display the coding key table
DT::datatable(
  negative_results_a4_revised,
  options = list(
    pageLength = 15,
    dom = 'Bfrtip',
    buttons = c('copy', 'csv', 'excel'),
    columnDefs = list(
      list(width = '40px', targets = 0),  # Narrow first column
      list(width = '90%', targets = 1)    # Wide second column
    ),
    scrollX = FALSE,
    autoWidth = FALSE
  ),
  rownames = FALSE,
  class = 'display'
) %>%
  formatStyle(
    'Code',
    textAlign = 'right',
```

```
    fontWeight = 'bold',
    backgroundColor = styleEqual(negative_results_a4_revised$Code, row_colors_a4_revised),
    color = 'white'
) %>%
formatStyle(
    'Likely_Negative_Result',
    backgroundColor = styleEqual(negative_results_a4_revised$Code, row_colors_a4_revised),
    color = 'black'
) %>%
formatStyle(
    columns = c(0, 1),
    border = '2px solid #333',
    borderCollapse = 'collapse'
) %>%
formatStyle(
    columns = c(0, 1),
    maxWidth = '9in',
    tableLayout = 'fixed'
)
```

`file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpLSlnt2/file298f386cea9b/w:`

Search: [   ]

Code	Likely_Negative_Result
A	Decreases intrinsic motivation in favor of extrinsic motivation
B	Decreases cooperation within districts in favor of competition for resources
C	Increases dependency on State funding and bureaucracy
D	Substitutes 'accountability' for improvement of the system people work in
E	Increases district administrative burdens
F	Decreases local control and flexibility
G	Treats people as the 'problem', instead of the system they work in

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