

# Texas HB2 Article 6: Sections 6.12-6.31 - Incentives and Likely Results

Dan Swart and Claude Opus 4.0

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## 1 Opinionated Executive Summary: Testing Replaces Teaching, Data Replaces Education

This law transforms Texas public education into a test-driven, data-obsessed system that measures everything except actual learning. Here are the main unintended results:

### 1.0.1 Education Becomes About Numbers, Not Learning

The new accountability system adds more ways to measure schools but fails to focus on what really matters: student learning. Some schools will be forced to focus on numbers that improve their ratings rather than improving education itself.

### **1.0.2 Exchanging Liberty for Industry Certifications Mandates**

The state now has a list of “approved” industry certifications that count for accountability. This turns schools into places where students collect certificates, rather than places where they build real skills and knowledge.

### **1.0.3 Funding Depends on Following Rules, Not Education**

Schools now have to meet state-defined goals and use state-approved programs to get funding. This forces schools to choose between teaching students and getting the money they need.

### **1.0.4 Data Collection Takes Over**

Schools must track graduates for years, collect information about their jobs, and report their wages. Schools become data collection centers instead of places where students learn. This is an outrageous requirement. Only an ‘intellectual’ could come up with it.

### **1.0.5 Competition Replaces Working Together**

Limited funding forces people to compete with each other for resources. This stops them from working together; cooperation to improve the system of learning. It artificially creates winners and losers.

### **1.0.6 The Biggest Problem: Measuring Over Improving**

These rules create a system that focuses on measuring things rather than improving them. The state decides what gets measured, how it’s measured, and what counts as success. Local communities lose the ability to decide what makes education good for their own children.



## 2 Detailed Analysis

### 2.1 Main Table

Search:

Category	Incentive Created	Intended Result
All	All	All
<b>Accountability Indicators Career Readiness Addition</b>	Commissioner may exclude invalid or unreliable indicators and must study correlation of college career military readiness indicators with postsecondary success	Ensure accountability of reliable indicator student success in education and career
<b>Accountability Indicators Military Readiness Expansion</b>	Military readiness indicator expanded to include passing ASVAB score and completing JROTC program not just verified enlistment	Recognize multiple readiness beyond aptitude testing and programs
<b>Accountability Indicators College Career Military Correlation Study</b>	Agency shall study correlation of each college career military readiness indicator with postsecondary success including industry certifications with wages and jobs	Base accountability of actual correlation rather than arbitrary
<b>Accountability Standards Five Year Modification Cycle</b>	Commissioner shall increase scores needed to achieve performance standards only every fifth school year unless adjustment needed sooner	Provide stability standards allowing for term improvement standard changes
<b>Accountability Standards Reporting Increased Scores Preview</b>	Commissioner shall report for two years preceding score increase how districts and campuses would perform under increased score	Give schools advance performance standards preparation and official implementation
<b>Accountability Standards Multi-Year Definition Allowance</b>	Commissioner may define state standards for indicators for multiple school years with annual affirmation of applicability	Reduce administrative burden allowing multi-year while maintaining continued applicability
<b>Industry Certification List State Maintenance Requirement</b>	Agency shall maintain list of industry certifications eligible for accountability aligned to high-wage high-skill in-demand occupations	Establish clear state valuable industry consistency and clarity
<b>Industry Certification List Alignment Labor Market Data</b>	Certifications must be aligned to programs of study that according to labor market data prepare students for high-wage high-skill occupations	Ensure industry certification actual labor market students for available employment opportunities

## 2.2 Supplemental Tables

Title



All

### INCENTIVE CATEGORY ANALYSIS

Incentive Category

All

Accountability Indicators Career Readiness Addition

Accountability Indicators College Career Military Correlation Study

Accountability Indicators Military Readiness Expansion

Accountability Standards Five Year Modification Cycle

Accountability Standards Multi-Year Definition Allowance

Accountability Standards Reporting Increased Scores Preview

Career Technology Education JROTC Program Inclusion

Career Technology Education Program of Study Definition

Certification Examination Reimbursement Fifteen Million Cap

Certification Examination Reimbursement Two Per Student

College Career Readiness Assessment Title Change

Funding Authorization Dual Credit Graduated Students

Funding Authorization Graduate Advising Two Years Post-Graduation

Industry Certification List Alignment Labor Market Data

Industry Certification List Periodic Eligibility Review

Title



All

### NEGATIVE RESULT CODE FREQUENCY

Negative Result Code

All

C

D

F

E

B

G

A

## Title



All

### KEY CODED PATTERN FINDINGS

Finding	Description
All	All
Complete State Control Pattern	Codes C, D, E, F appear
Accountability Substitution Universal	Code D (accountability)
Administrative Burden Pervasive	Code E (administrative)
Local Control Elimination Complete	Code F (local control re)
Competition for Resources Expanded	Code B (competition) a
People-as-Data Emerging Pattern	Code G (people as prob)
Extrinsic Motivation Limited	Code A (extrinsic motiv)
Data Collection Over Education	Enhanced workforce da
Most Destructive Policy Areas	Accountability system i
Measurement Mania Dominance	Every provision focuse

## Title



### CODED ANALYSIS SUMMARY STATISTICS

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

## 2.3 Key List of Likely Negative Results

### 2.3.1 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

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

Showing 1 to 7 of 7 entries

Previous

1

Next

### 3 Interesting Counter-Intuitive Implications

Element

Stability Creates Instability

More Indicators Mean Less Clarity

Industry Alignment Misaligns Education

Graduate Support Extends State Control

Competition Destroys Excellence

Data Enhancement Reduces Understanding