

Texas HB2 Article 6: Sections 6.01-6.11 - Incentives and Likely Results

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1 Opinionated Executive Summary: Workforce Training Disguised as Education Reform

This law transforms public education into a state-controlled workforce training system that treats students as economic units rather than developing minds. Here are the main unintended results:

1.0.1 Education Turns into ‘Big Brother’ Data Collection

The new system for tracking postsecondary outcomes forces schools to track students for 10 years after graduation. Schools must report data on employment, wages, and where students live. This turns education into a system of surveillance instead of learning. What students do after graduation is none of our business!

1.0.2 State Control Through “Readiness” Goals

New education goals explicitly prioritize immediate workforce entry over intellectual development. Schools must now focus on producing workers with state-approved credentials rather than educated citizens.

1.0.3 Counselors Become Job Advisors

School counselors now have to spend their time giving students state-required information about jobs, training, and wages. This takes away from the counseling support students need for personal challenges.

1.0.4 Plans and Paperwork Over Teaching

Schools must create detailed plans for college, career, and military readiness. They also have to hold public meetings and post reports online. This creates a huge amount of extra work that takes resources away from actually teaching students.

1.0.5 Competing for Limited Funds

Many grant programs force schools to compete for limited state funding. This hurts collaboration within and between districts and makes them follow state rules to get money.

1.0.6 The Real Problem: Education Will Become Job Training

These rules change education from teaching critical thinking and citizenship into training workers for jobs. The state controls what skills matter, how success is measured, and which programs get money. Local communities lose the ability to decide what is best for their own children.

2 Detailed Analysis

2.1 Main Table

Search:

Category	Incentive Created	Intended Result
<input type="text" value="All"/>	<input type="text" value="All"/>	<input type="text" value="All"/>
Public Education Academic Goals Workforce Skills Addition	Public education system goals amended to include that students who graduate high school will have skills and credentials necessary to immediately enter state's workforce	Ensure graduates and industry cred immediate produ Texas workforce
Public Education Academic Goals Postsecondary Readiness Without Remediation	Public education system goals amended to include that students electing postsecondary education will be ready for coursework without need for remediation	Reduce need for postsecondary in and money for st completion rates
Postsecondary Outcomes Data Posting Graduate Employment Tracking	Agency shall post de-identified data on agency website showing employment status occupation industry wage and county for all high school graduates	Provide transpare outcomes data en families to make about educationa
Postsecondary Outcomes Data Posting Non-Graduate Status Tracking	Agency shall post de-identified data showing highest grade completed employment status and high school equivalency certificates for non-graduates	Track non-gradu intervention opp understand altern economic succes
Postsecondary Outcomes Data Posting Ten Year Historical Cohort Requirement	Agency shall post longitudinal data disaggregated by district campus and annual cohort for the 10 most recent annual cohorts	Create comprehe database enabling educational progr extended time pe
Postsecondary Outcomes Data Posting School Board Private Portal Access	Agency may create private portal for board members administrators and counselors to access data while complying with FERPA requirements	Protect student p school leaders ac informed decisio improvement
Statewide Career Readiness Quantifiable Goal Creation	Agency shall create quantifiable statewide goal for public school students to achieve career readiness including workforce-aligned credentials	Establish measur objectives for car progress tracking workforce prepar
College Career Military Readiness Plans Annual Goals Requirement	District boards must adopt plans identifying annual goals for student groups aggregate growth and college career military readiness indicators	Ensure systemati for student succe military pathway goals
College Career Military Readiness Plans	District plans must include specific annual goals for student completion of postsecondary	Increase student workforce creden

2.2 Supplemental Tables

Title



All

INCENTIVE CATEGORY ANALYSIS

Incentive Category

All

Career Readiness Assessment Instrument Option Addition

Career Technology Education Dual Credit Opportunity Requirement

Career Technology Education JROTC Program Classification

Career Technology Education Teacher Certification Subsidy Expansion

Career Technology Education Teacher Multiple Subsidy Allowance

College Career Military Readiness Plans Administrator Coordination Assignment

College Career Military Readiness Plans Annual Goals Requirement

College Career Military Readiness Plans Annual Public Meeting Review

College Career Military Readiness Plans Graduate Outcomes Tracking

College Career Military Readiness Plans Online Report Posting Requirement

College Career Military Readiness Plans Postsecondary Credential Goals

College Preparation Assessment Title Career Readiness Addition

Dual Credit P-TECH Graduated Student Eligibility

Military Pathway Grant Program ASVAB Test Administration Requirement

Military Pathway Grant Program Career Counseling Based on ASVAB

Title



All

NEGATIVE RESULT CODE FREQUENCY

Negative Result Code

All

C

D

F

E

G

A

B

Title



All

KEY CODED PATTERN FINDINGS

Finding	Description
All	All
Universal Pattern of Control	Codes C, D, F appear to
State Dependency Complete Saturation	Code C (state dependen
Accountability Substitution Dominance	Code D (accountability
Local Control Total Elimination	Code F (local control re
Administrative Burden Near Universal	Code E (administrative
People-as-Problem Significant Presence	Code G (people as prob
Competition for Resources Pattern	Code B (competition) a
Extrinsic Motivation Corruption	Code A (extrinsic motiv
Most Destructive Policy Areas	Postsecondary outcome
Workforce Training Prioritization	New education goals ex

Title



CODED ANALYSIS SUMMARY STATISTICS

Metric
Total Incentives Analyzed
Most Problematic Code
Most Frequent Code Combination
Policy Categories with Code C
Policy Categories with Code D
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

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1

Next

3 Interesting Counter-Intuitive Implications

Element

Education Goals Eliminate Education

Data Transparency Creates Opacity

Career Readiness Prevents Career Development

Counseling Requirements Reduce Counseling

Military Support Becomes Military Recruitment

Choice Expansion Eliminates Choice