Texas HB2 Article 4: Special Education (Sections 4.01-4.15) - Incentives and Likely Results

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1 Opinionated Executive Summary: Good Intentions, Unintended Results

The special education policies in HB2 Article 4 may seem like good ideas until you think about them. However, they could actually harm students with disabilities. These policies are labeled as "comprehensive" and "supportive," but they will likely cause more problems than they solve.

These sections are object lessons in wasting our most precious resource - time.

1.1 More Rules, Less Flexibility for Schools

The expansion of services for visual and hearing impairments promises to help students. But these changes require more state funding and more rules (Code C in 100% of cases). They also take away local control (Code F in 100% of cases). Schools that understand their students best will now have to follow state rules, which may not work for each child.

1.2 Federal Rules Create Extra Work

The updates to IEP committees and eligibility rules are meant to help schools follow federal laws. But these changes add more paperwork (Code E in 100% of cases), making it harder for teachers to focus on teaching. Schools that have built trust with families will be forced to change everything just to meet new rules, instead of focusing on helping children.

1.3 A Bigger System Means More Problems

The plan to restructure the special education system aims to improve services statewide. But this creates more dependence on state funding (Code C) and adds tons of paperwork (Code E). These new requirements waste resources and delay help for students who need it now. Instead of better services, this new system costs more but offers less support.

1.4 Monitoring Wastes Resources

The new monitoring systems and penalties are meant to ensure accountability. However, they focus on "accountability theater" rather than making real improvements (Code D in 45% of cases). Schools will spend millions just to prove they are following the rules. The people evaluating them may have little or no experience working with students with disabilities, which leads to more paperwork without actually improving teaching.

1.5 Language Barriers Lead to More Paperwork

The new rules for translating documents are supposed to help non-English speaking families. What they do is add more paperwork (Code E). This slows down communication instead of improving it. Instead of having real conversations with families, schools will focus on translating forms and following procedures.

1.6 Training Rules Make Teacher Shortages Worse

New rules for regional service centers are meant to solve the teacher shortage in special education. But these rules make schools even more dependent on state bureaucracy (Code C in 100% of cases). This drives experienced teachers away from the field. Instead of supporting teachers who work with students, these policies create jobs that focus on compliance rather than teaching, which worsens the teacher shortage.

1.7 Focus on Compliance, Not Individual Needs

The new diploma requirements for special education are supposed to ensure individualized teaching. But these policies treat teachers and families as the problem (Code G in 22.5% of cases) without fixing the system that they work in. Policies that claim to individualize education end up taking away the flexibility needed for truly personalized teaching.

1.8 More Bureaucracy Slows Services

The new requirements for memorandums of understanding between education and human services agencies promise better coordination. But they only add more layers of bureaucracy, creating more paperwork (Code E). This slows down services for families who are already struggling to navigate multiple systems.

1.9 Conclusion

These policies hurt students with disabilities. Instead of focusing on professional judgment, they replace it with compliance checks. They replace strong family relationships with endless paperwork. They replace individualized programs with more government control.

These policies assume that students will be better served by state rules rather than by teachers who know them well and work closely with their families. They take away local decision-making and harm the stable relationships that are key to good special education services.

As expected, these policies create an expensive bloated system that wastes tens of millions of dollars in state funding. It trains administrators and consultants to deal with bureaucracy, but not to build meaningful relationships with students, families, and communities.

In the end, these policies hurt the very students they are supposed to help, while enriching the compliance consultants and government workers who unwittingly will benefit from the system. Most will have good intentions.

2 Detailed Analysis

2.1 Main Table

```
# Create analysis with revised 7-code negative results for Article 4 Sections 4.01-4.15
article4_likely_results_revised <- data.frame(
  Category = c(
    "Visual Impairment Agency Duties Expansion",
    "Visual Impairment Agency Duties Expansion",
    "Special Supplemental Allowance Distribution System",
    "Regional Service Center Core Services Mandates",
    "Regional Service Center Core Services Mandates",
    "Regional Service Center Core Services Mandates",
```

```r
    "Special Education Diploma Achievement Requirements",
    "Special Education Diploma Achievement Requirements",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Special Education Implementation Law Restructure",
    "Annual Special Education Board Meeting Requirements",
    "Annual Special Education Board Meeting Requirements",
    "Special Education Eligibility Criteria Updates",
    "Special Education Eligibility Criteria Updates",
    "Special Education Eligibility Criteria Updates",
    "IEP Committee Composition Federal Alignment",
    "IEP Committee Composition Federal Alignment",
    "Parent Language Translation Requirements",
    "Parent Language Translation Requirements",
    "Commissioner Autism Information Authority",
    "State Living Center Information Materials System",
    "State Living Center Information Materials System",
    "State Living Center Information Materials System",
    "Special Education Advisory Committee Restructure",
    "Special Education Advisory Committee Restructure",
    "Special Education Contract Approval System",
    "Special Education Contract Approval System",
    "Special Education Monitoring System Overhaul",
    "Special Education Monitoring System Overhaul",
    "Special Education Progressive Sanctions System",
    "Special Education Progressive Sanctions System",
    "Special Education Complaint Management System",
    "Interagency Coordination Memorandum Requirements"
),

Incentive_Created = c(
    "Agency must carry out duties for children with visual impairments, who are deaf or hard o
    "Commissioner must develop system to distribute special supplemental allowances for student
    "Regional education service centers must distribute special supplemental allowances as requ
    "Regional service centers must maintain core services including assistance for districts ou
    "Core services must include training for programs qualifying for funding allotments under s
    "Assistance must be specifically designed for districts assigned unacceptable performance i
    "Special education students may earn distinguished achievement or endorsements by completi
    "ARD committee must determine whether student must achieve satisfactory performance on end-
    "Agency must develop comprehensive system to ensure statewide and local compliance with fe
    "Comprehensive system must include provision of services primarily through school districts
```

```r
    "System must focus on maximizing student outcomes and include rulemaking, technical assista
    "System must facilitate interagency coordination when other state agencies deliver services
    "System must pursue strategies to meet statewide special education and related services per
    "System must ensure regional education service centers maintain regional support functions
    "System must effectively monitor and conduct site visits to ensure rules are applied consis
    "System must provide training and technical assistance to ensure appropriately trained pers
    "System must ensure individualized education programs are properly developed and implemente
    "School district and charter school boards must include annual discussion of special educat
    "Agency must adopt performance indicators for measuring quality of learning and achievement
    "Agency must develop specific eligibility criteria based on general classifications and fed
    "Students eligible from birth through 21 years if visual impairment, deaf, hard of hearing
    "Students from 3-21 years eligible if disabilities prevent adequate or safe education witho
    "IEP committees must include persons required under federal law with regular education teac
    "Regular education teacher must be responsible for implementing portion of child's individu
    "Districts must provide Spanish translation of IEP if Spanish is parent's primary language"
    "Districts must make good faith effort to translate IEP into parent's primary language if
    "Commissioner may require inclusion of autism or pervasive developmental disorder informati
    "Health and Human Services Commission must develop materials on educational residential pla
    "Materials must include information on full continuum of educational residential placement
    "Agency must make materials available to school districts for distribution to parents at AR
    "Governor must appoint continuing advisory committee consistent with federal requirements"
    "Advisory committee members appointed for staggered four-year terms with specified member
    "Commissioner must set minimum standards and develop list of approved facilities for studer
    "Commissioner may approve facilities only after programmatic evaluation of qualifications,
    "Agency must develop comprehensive monitoring system including cyclical process and targete
    "Agency may require districts to obtain specialized technical assistance for documented nor
    "Agency must develop system of interventions and sanctions for districts identified as bei
    "Sanctions must range in severity and may include withholding funds with alternative servi
    "Agency must develop expedited investigation and resolution system for special education se
    "Agencies must develop memorandum establishing respective responsibilities for students wit
),

Intended_Consequence = c(
    "Expand state support to include broader population of students with hearing impairments ir
    "Ensure adequate financial support reaches districts serving students with various sensory
    "Maintain consistent funding distribution while updating administrative references to refle
    "Provide targeted technical assistance to districts struggling with special education comp]
    "Guarantee districts receive appropriate support for implementing special education progran
    "Focus intensive assistance on districts with documented performance problems or compliance
    "Enable special education students to achieve high academic recognition while accommodating
    "Ensure individualized decision-making about assessment requirements based on each student
    "Create systematic statewide approach to ensure consistent special education compliance ac
    "Establish clear service delivery framework using existing district structures supplemented
    "Shift focus from procedural compliance to actual student outcomes while maintaining necess
    "Improve coordination between education agencies and health/human services agencies serving
    "Address statewide shortage of qualified special education personnel through strategic recr
    "Ensure regional service centers can effectively assist school districts in identifying anc
```

```
    "Maintain consistent application of special education rules across all districts through sy
    "Guarantee that qualified personnel with appropriate training work directly with students
    "Ensure every student receives individualized programming appropriate to their needs in lea
    "Increase transparency and public accountability for special education program performance
    "Establish measurable standards for evaluating quality and effectiveness of special educati
    "Update eligibility determination processes to reflect current federal requirements and co
    "Ensure students with sensory impairments receive appropriate special education services wh
    "Provide clear criteria for determining when students with various disabilities require spe
    "Align IEP committee composition with federal requirements while ensuring appropriate educa
    "Guarantee that regular education teachers involved in IEP development have actual implemen
    "Remove language barriers for Spanish-speaking parents to ensure meaningful participation
    "Extend language accessibility to parents speaking languages other than Spanish for equal
    "Ensure students with autism receive comprehensive individualized programming necessary fo
    "Provide parents with complete information about residential placement options when conside
    "Ensure families understand full range of residential educational options available throug
    "Make comprehensive placement information readily available to parents through school dist
    "Maintain federal compliance for advisory committee structure while ensuring representatio
    "Provide continuity and expertise through staggered appointments and inclusion of experien
    "Establish quality assurance for facilities serving students with disabilities through rig
    "Protect students by ensuring only qualified facilities meeting high standards receive app
    "Create comprehensive monitoring system addressing both compliance requirements and educati
    "Provide targeted support to districts experiencing compliance difficulties or showing data
    "Establish meaningful consequences for continued noncompliance while maintaining focus on s
    "Create escalating intervention system that can redirect resources to ensure continued serv
    "Provide efficient resolution mechanism for parents experiencing delays or inadequate speci
    "Clarify responsibilities and improve coordination between agencies serving students with
),

Likely_Result = c(
    "C, E, F", # Visual impairment expansion: state dependency, admin burden, reduced local co
    "C, E, F", # Allowance distribution: state dependency, admin burden, reduced local control
    "C, E, F", # Service center distribution: state dependency, admin burden, reduced local co
    "C, D, E, F", # Core services compliance: state dependency, accountability theater, admin
    "C, E, F", # Training assistance: state dependency, admin burden, reduced local control
    "C, D, E, F, G", # Performance assistance: state dependency, accountability theater, admin
    "C, E, F, G", # Diploma requirements: state dependency, admin burden, reduced local contro
    "C, E, F, G", # Assessment decisions: state dependency, admin burden, reduced local contro
    "C, D, E, F", # Comprehensive system: state dependency, accountability theater, admin burd
    "C, E, F", # Service delivery framework: state dependency, admin burden, reduced local con
    "C, D, E, F", # Student outcomes focus: state dependency, accountability theater, admin bu
    "C, E, F", # Interagency coordination: state dependency, admin burden, reduced local contro
    "C, E, F", # Personnel strategies: state dependency, admin burden, reduced local control
    "C, E, F", # Regional support functions: state dependency, admin burden, reduced local con
    "C, D, E, F", # Monitoring and site visits: state dependency, accountability theater, admi
    "C, E, F", # Personnel training: state dependency, admin burden, reduced local control
    "C, E, F", # IEP development: state dependency, admin burden, reduced local control
    "C, D, E, F", # Annual board meetings: state dependency, accountability theater, admin bur
```

```
    "C, D, E, F", # Performance indicators: state dependency, accountability theater, admin bu
    "C, E, F", # Eligibility criteria: state dependency, admin burden, reduced local control
    "C, E, F, G", # Sensory impairment eligibility: state dependency, admin burden, reduced lo
    "C, E, F, G", # Disability criteria: state dependency, admin burden, reduced local control
    "C, E, F", # IEP committee composition: state dependency, admin burden, reduced local cont
    "C, E, F, G", # Teacher responsibilities: state dependency, admin burden, reduced local co
    "C, E, F", # Spanish translation: state dependency, admin burden, reduced local control
    "C, E, F", # Language translation: state dependency, admin burden, reduced local control
    "C, E, F, G", # Autism information: state dependency, admin burden, reduced local control,
    "C, E, F", # Living center materials: state dependency, admin burden, reduced local contro
    "C, E, F", # Placement information: state dependency, admin burden, reduced local control
    "C, E, F", # Material distribution: state dependency, admin burden, reduced local control
    "C, E, F", # Advisory committee: state dependency, admin burden, reduced local control
    "C, E, F", # Committee appointments: state dependency, admin burden, reduced local control
    "C, D, E, F", # Facility standards: state dependency, accountability theater, admin burden
    "C, D, E, F", # Facility approval: state dependency, accountability theater, admin burden,
    "C, D, E, F", # Monitoring system: state dependency, accountability theater, admin burden,
    "C, D, E, F, G", # Technical assistance: state dependency, accountability theater, admin bu
    "C, D, E, F", # Sanctions system: state dependency, accountability theater, admin burden, 
    "C, D, E, F", # Intervention escalation: state dependency, accountability theater, admin bu
    "C, D, E, F", # Complaint system: state dependency, accountability theater, admin burden, 
    "C, E, F" # Memorandum requirements: state dependency, admin burden, reduced local control
  )
)

# Verify data frame consistency
cat("Data frame consistency check:\n")
```

Data frame consistency check:

```
cat("Category column length:", length(article4_likely_results_revised$Category), "\n")
```

Category column length: 40

```
cat("Incentive_Created column length:", length(article4_likely_results_revised$Incentive_Create
```

Incentive_Created column length: 40

```
cat("Intended_Consequence column length:", length(article4_likely_results_revised$Intended_Cons
```

Intended_Consequence column length: 40

```
cat("Likely_Result column length:", length(article4_likely_results_revised$Likely_Result), "\n"
```

Likely_Result column length: 40

```
cat("All columns same length:",
    length(unique(c(length(article4_likely_results_revised$Category),
                    length(article4_likely_results_revised$Incentive_Created),
                    length(article4_likely_results_revised$Intended_Consequence),
                    length(article4_likely_results_revised$Likely_Result)))) == 1, "\n")
```

All columns same length: TRUE

```
# Create the main analysis table with revised coded results
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("Visual Impairment Agency Duties Expansion", "Special Supplemental Allowance Distributi
        "Special Education Diploma Achievement Requirements", "Special Education Implementation
        "Special Education Eligibility Criteria Updates", "IEP Committee Composition Federal Al
        "Commissioner Autism Information Authority", "State Living Center Information Materials
        "Special Education Contract Approval System", "Special Education Monitoring System Over
        "Special Education Complaint Management System", "Interagency Coordination Memorandum
      c('#FFE8E8', '#FFD0D0', '#E8F4FD', '#E8F6FF', '#FFF2CC', '#E8F5E8', '#F0E8FF', '#FFE8F5'
        '#FFE0B2', '#E0F0FF', '#F5F5DC', '#FFB6C1', '#FFE4E1', '#E8E8E8', '#F0F8FF', '#E6E6FA'
    ),
```

```
    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/RtmpUUokva/file2be87d381b67/w

Category	Incentive Created	Intended Result
All	All	All
Visual Impairment Agency Duties Expansion	Agency must carry out duties for children with visual impairments, who are deaf or hard of hearing, or who are deaf-blind	Expand state sup population of stu impairments in a impairments
Visual Impairment Agency Duties Expansion	Commissioner must develop system to distribute special supplemental allowances for students with visual impairments	Ensure adequate reaches districts various sensory i systematic distrib
Special Supplemental Allowance Distribution System	Regional education service centers must distribute special supplemental allowances as required under revised section reference	Maintain consiste while updating ac to reflect current
Regional Service Center Core Services Mandates	Regional service centers must maintain core services including assistance for districts out of special education compliance	Provide targeted districts struggli education compli
Regional Service Center Core Services Mandates	Core services must include training for programs qualifying for funding allotments under specified sections	Guarantee distric support for imple education progra funding
Regional Service Center Core Services Mandates	Assistance must be specifically designed for districts assigned unacceptable performance ratings or compliance failures	Focus intensive a with documented or compliance fa
Special Education Diploma Achievement Requirements	Special education students may earn distinguished achievement or endorsements by completing curriculum with or without modifications	Enable special ed achieve high aca accommodating i needs
Special Education Diploma Achievement Requirements	ARD committee must determine whether student must achieve satisfactory performance on end-of-course assessments	Ensure individua about assessment each student's ca
Special Education Implementation Law Restructure	Agency must develop comprehensive system to ensure statewide and local compliance with federal and state special education law	Create systematic ensure consistent compliance acros

2.2 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 with revised framework
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 revised coded patterns
key_findings_a4_revised <- data.frame(
  Finding = c(
    "Most Common Negative Pattern",
    "State Dependency and Control Dominance",
    "Administrative Burden Pattern",
    "Local Control Reduction Pattern",
    "Accountability Theater Pattern",
    "People as Problem Pattern",
    "Most Problematic Policy Areas",
    "Cooperation vs Competition Pattern"
  ),
  Description = c(
    "Code C (state dependency) appears in 100.000% of incentives, followed by Code E (admin bur
    "Every single incentive increases dependency on state funding and bureaucracy, representing
    "Administrative burdens appear in 100.000% of incentives, creating massive compliance overl
    "Code F (reduced local control) appears in 100.000% of incentives, eliminating local flexi
    "Code D (accountability theater) appears in 45.000% of incentives, substituting compliance
    "Code G (people as problem) appears in 22.500% of incentives, particularly in eligibility a
    "Special Education Implementation Law shows highest concentration of negative codes with 9
    "No cooperation vs competition codes (B) appear, indicating focus on state control rather t
  )
)

# Verify supplemental table data consistency
cat("Supplemental table consistency check:\n")
```

Supplemental table consistency check:

```
cat("Category analysis rows:", nrow(category_analysis_a4_revised), "\n")
```

Category analysis rows: 17

```
cat("Code frequency rows:", nrow(code_frequency_a4_revised), "\n")
```

Code frequency rows: 5

```
cat("Key findings rows:", nrow(key_findings_a4_revised), "\n")
```

Key findings rows: 8

```
# === 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/RtmpUUokva/file2be86e54778d/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/RtmpUUokva/file2be86f14bdee/w

Incentive Category
All
Special Education Implementation Law Restructure
Regional Service Center Core Services Mandates
Special Education Eligibility Criteria Updates
State Living Center Information Materials System
Annual Special Education Board Meeting Requirements
IEP Committee Composition Federal Alignment
Parent Language Translation Requirements
Special Education Advisory Committee Restructure
Special Education Contract Approval System
Special Education Diploma Achievement Requirements
Special Education Monitoring System Overhaul
Special Education Progressive Sanctions System
Visual Impairment Agency Duties Expansion
Commissioner Autism Information Authority
Interagency Coordination Memorandum Requirements

```
# 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/RtmpUUokva/file2be87141dad8/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), '#FF
  formatStyle('Negative Result Code',
              fontWeight = 'bold',
              textAlign = 'center',
              fontSize = '16px') %>%
  formatStyle('Percentage',
              fontWeight = 'bold',
              textAlign = 'center')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpUUokva/file2be85d78a52/wi

All
C
E
F
D
G

```r
# 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')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpUUokva/file2be869ab614a/wi

Title	⬥
All	
KEY CODED PATTERN FINDINGS	

```r
# 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')
```

file:////private/var/folders/ll/6n1r57x92z772gc9nch1wr740000gn/T/RtmpUUokva/file2be853615a68/w

Finding	Description
All	All
Most Common Negative Pattern	Code C (state dependen
State Dependency and Control Dominance	Every single incentive i
Administrative Burden Pattern	Administrative burdens
Local Control Reduction Pattern	Code F (reduced local c
Accountability Theater Pattern	Code D (accountability
People as Problem Pattern	Code G (people as prob
Most Problematic Policy Areas	Special Education Impl
Cooperation vs Competition Pattern	No cooperation vs comp

```
# Create revised 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("Code C, E, and F (all appear ", max(code_frequency_a4_revised$Frequency), " times
    "C, E, F (state dependency + admin burden + reduced local control)",
    sum(grepl("C", article4_likely_results_revised$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/RtmpUUokva/file2be8759c2bbd/w:

Title	
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/RtmpUUokva/file2be81bbcf41b/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

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

```
# Create revised negative results table with 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 for 7 codes)
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

# Display the revised coding key table
DT::datatable(
  negative_results_a4_revised,
```

```r
  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/RtmpUUokva/file2be81c656a7e/w:

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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