

Texas HB2 Article 5: Early Childhood Education (Sections 5.01-5.09) - Incentives and Likely Results

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1 Opinionated Executive Summary: Good Intentions, Unintended Results

This law about early childhood education creates several problems that hurt what it tries to improve. Here are the main issues:

1.0.1 The Charter School Problem

Charter schools were meant to be different from regular public schools, giving parents more choices. But this law makes charter schools follow the same rules as regular schools. Now, parents only have the option to choose between schools that all do the same things. The idea of “choice” becomes meaningless.

1.0.2 The Money Issue for Teachers

The law offers teachers extra pay for taking special training classes. While this sounds good, it changes the reason teachers want to improve. Instead of focusing on helping kids, teachers start thinking about the money. When money becomes the main reason to get better, teachers lose the passion for teaching that they had before.

1.0.3 The Testing Problem for Young Kids

Kindergarten students now have to take reading tests. The law says this helps find kids who need extra help, but the test scores are sent to the state and used to judge schools. What was supposed to be helpful testing turns into a way to control what happens in classrooms. Young kids feel pressure even before they start real school.

1.0.4 The Grant Money Trap

The state gives money to schools to help them plan longer school years. But this money really just helps schools get even more state money later. Schools become dependent on state funding instead of finding their own ways to help students. The state uses money to control what schools do.

1.0.5 The Illusion of Choice

Kids are “assigned” to special reading programs and have to go unless they are “specifically exempted.” This makes it sound like schools care about each child’s needs. But in reality, all kids are put into the same program, even if it doesn’t work for them. Parents and teachers lose the power to decide what each child really needs.

1.0.6 The Hidden Costs of Free Tests

The state offers “free” reading tests to schools, so money won’t stop them from using them. But these “free” tests actually cost schools more in the end. Schools must spend time training teachers, filling out reports, and following new rules. The hidden costs are much higher than just buying their own tests.

1.0.7 The Core Issue

All of these rules make it seem like education is getting better. But they actually make things worse by taking away the freedom, teamwork, and local choices that help kids learn best. The state is taking control over decisions that parents, teachers, and local schools used to make together.

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"/>
Charter School PEIMS Compliance Requirements	Open-enrollment charter schools subject to Public Education Information Management System requirements to extent necessary to monitor compliance	Ensure charter schools necessary for state maintaining open
Charter School Reading and Mathematics Requirements	Charter schools must comply with reading and mathematics instruments and reading interventions under specified sections	Ensure charter schools equivalent reading instruction quality schools
Charter School Accelerated Instruction Requirements	Charter schools must provide accelerated instruction under state requirements for students needing additional support	Ensure charter schools appropriate accelerated needed for academic
Charter School Special Education Program Requirements	Charter schools must provide special education programs under state requirements equivalent to traditional public schools	Ensure charter schools disabilities receive education service traditional schools
Charter School Bilingual Education Requirements	Charter schools must provide bilingual education under state requirements for English language learners	Ensure charter schools learners receive education service
Charter School Prekindergarten Program Requirements	Charter schools must provide prekindergarten programs under state requirements except class size limits do not apply	Provide charter schools prekindergarten maintaining program
Charter School Discipline Management Requirements	Charter schools must implement discipline management practices and behavior management techniques under state oversight	Ensure charter schools appropriate student behavior management standards
Charter School Health and Safety Requirements	Charter schools must comply with health and safety requirements under state oversight and monitoring	Ensure charter schools healthy learning environment equivalent to traditional
Charter School Accountability Requirements	Charter schools subject to public school accountability and special investigations under multiple accountability subchapters	Hold charter schools student performance quality through accountability system
Charter School Bullying Prevention	Charter schools must implement bullying prevention policies and procedures and report	Ensure charter schools learning environment

2.2 Supplemental Tables

Title



All

INCENTIVE CATEGORY ANALYSIS

Incentive Category

All

Additional Days School Year Planning Grant Program
 Charter School Accelerated Instruction Requirements
 Charter School Accountability Requirements
 Charter School Bilingual Education Requirements
 Charter School Bullying Prevention Requirements
 Charter School College Career Military Readiness Plans
 Charter School Discipline Management Requirements
 Charter School Early Childhood Literacy Plans
 Charter School Health and Safety Requirements
 Charter School PEIMS Compliance Requirements
 Charter School Prekindergarten Program Requirements
 Charter School Reading and Mathematics Requirements
 Charter School Safety Requirements
 Charter School Special Education Program Requirements
 Early Literacy and Numeracy Instrument Requirements

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
Most Universal Negative Pattern	Codes C, D, E, F appear
State Dependency Complete Takeover	Code C (state dependency)
Accountability Substitution Pattern	Code D (accountability)
Administrative Burden Universal Impact	Code E (administrative)
Local Control Elimination	Code F (local control reduction)
Teacher Professionalism Corruption Pattern	Code A (extrinsic motivation)
Most Problematic Policy Areas	Teacher Achievement A
Charter School Regulatory Contradiction	Charter schools lose operational control
People-as-Problem Mindset	Code G (people as problem)

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 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

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