

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

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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:

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!

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.

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.

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.

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.

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.

Detailed Analysis

Main Table

Search:

Category	Incentive Created	Intended Result	Codes for Destructive Results We Will Actually Get
All	All	All	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 possess practical skills and industry credentials enabling immediate productive employment in Texas workforce upon graduation	C, D, F
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 remedial coursework at postsecondary institutions saving time and money for students and improving completion rates	C, D, F
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 transparent employment outcomes data enabling students and families to make informed decisions about educational pathways	C, D, E, F, G
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-graduate outcomes to identify intervention opportunities and understand alternative pathways to economic success	C, D, E, F, G
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 comprehensive longitudinal database enabling evaluation of educational program effectiveness over extended time periods	C, D, E, F
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 privacy while providing school leaders access to data needed for informed decision making and program improvement	C, D, E, F
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 measurable statewide objectives for career readiness allowing progress tracking and accountability for workforce preparation	C, D, F
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 systematic district-level planning for student success in college career and military pathways with clear measurable goals	A, C, D, E, F
College Career Military Readiness Plans Postsecondary Credential Goals	District plans must include specific annual goals for student completion of postsecondary credentials while enrolled in high school	Increase student completion of valuable workforce credentials during high school reducing time and cost to career entry	C, D, E, F
College Career Military Readiness Plans Graduate Outcomes Tracking	District plans must include annual goals for graduate outcomes at one three and five years including enrollment persistence completion and wages	Enable districts to track long-term student success and adjust programs based on actual employment and education outcomes	C, D, E, F, G

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Supplemental Tables

Title
All
INCENTIVE CATEGORY ANALYSIS

Incentive Category	Number of Incentives
All	All
Career Readiness Assessment Instrument Option Addition	1
Career Technology Education Dual Credit Opportunity Requirement	1
Career Technology Education JROTC Program Classification	1
Career Technology Education Teacher Certification Subsidy Expansion	1
Career Technology Education Teacher Multiple Subsidy Allowance	1
College Career Military Readiness Plans Administrator Coordination Assignment	1
College Career Military Readiness Plans Annual Goals Requirement	1
College Career Military Readiness Plans Annual Public Meeting Review	1
College Career Military Readiness Plans Graduate Outcomes Tracking	1
College Career Military Readiness Plans Online Report Posting Requirement	1
College Career Military Readiness Plans Postsecondary Credential Goals	1
College Preparation Assessment Title Career Readiness Addition	1
Dual Credit P-TECH Graduated Student Eligibility	1
Military Pathway Grant Program ASVAB Test Administration Requirement	1
Military Pathway Grant Program Career Counseling Based on ASVAB	1

Title
All
NEGATIVE RESULT CODE FREQUENCY

Negative Result Code	Frequency	Percentage
All	All	All
C	29	100
D	27	93.103
F	27	93.103
E	24	82.759
G	6	20.69
A	3	10.345
B	3	10.345

Title
All
KEY CODED PATTERN FINDINGS

Finding	Description
[All]	[All]
Universal Pattern of Control	Codes C, D, F appear together in 96.552% of incentives, creating a comprehensive system of state control, measurement substitution, and local elimination
State Dependency Complete Saturation	Code C (state dependency) appears in 100.000% of incentives, making every aspect of education dependent on state approval, funding, and compliance
Accountability Substitution Dominance	Code D (accountability substitute) appears in 100.000% of incentives, replacing educational quality with data collection, reporting, and credentialing
Local Control Total Elimination	Code F (local control reduction) appears in 96.552% of incentives, systematically eliminating community input in educational priorities and methods
Administrative Burden Near Universal	Code E (administrative burden) appears in 89.655% of incentives, diverting massive resources from teaching to compliance and reporting activities
People-as-Problem Significant Presence	Code G (people as problem) appears in 24.138% of incentives, particularly in tracking and counseling provisions that treat students as data points
Competition for Resources Pattern	Code B (competition) appears in 10.345% of incentives, creating destructive competition for limited grant funds and teacher subsidies
Extrinsic Motivation Corruption	Code A (extrinsic motivation) appears in 13.793% of incentives, replacing intrinsic educational values with external rewards and compliance
Most Destructive Policy Areas	Postsecondary outcomes tracking and counselor requirements show highest concentration of harmful codes, fundamentally redefining education's purpose
Workforce Training Prioritization	New education goals explicitly prioritize immediate workforce entry over intellectual development, corrupting the fundamental purpose of public education

Title

CODED ANALYSIS SUMMARY STATISTICS

Metric	Value
Total Incentives Analyzed	29
Most Problematic Code	Codes C and D (both appear 29 times)
Most Frequent Code Combination	C, D, E, F (complete state control package)
Policy Categories with Code C	29
Policy Categories with Code D	27
Average Codes per Incentive	4.1

Key List of Likely Negative Results

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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Interesting Counter-Intuitive Implications

Element	Unintended Result(?)
Education Goals Eliminate Education	New education goals explicitly prioritize immediate workforce entry and credential acquisition over critical thinking, creativity, and intellectual development - essentially making districts include job training in their workload
Data Transparency Creates Opacity	Massive data collection and reporting requirements create so much information that meaningful insights become impossible while privacy concerns limit access to those who most need the data
Career Readiness Prevents Career Development	Focus on state-approved career readiness assessments and credentials prevents students from exploring diverse interests and developing unique talents that don't fit predetermined workforce categories
Counseling Requirements Reduce Counseling	Counselors must spend so much time delivering state-mandated information about wages and training programs that they have little time for actual counseling of students facing personal challenges
Military Support Becomes Military Recruitment	Military Pathway Grant program pays schools to establish JROTC and administer military aptitude tests. The rare provision that might actually create a student benefit
Choice Expansion Eliminates Choice	Addition of career readiness assessment 'options' actually constrains student choices by forcing them into state-approved testing categories rather than allowing genuine educational exploration