

Texas HB2 Article 5: Early Childhood Education (Sections 5.10-5.17) - Incentives and Likely Results

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1 Opinionated Executive Summary: Good Ideas, Unintended Results

This law creates a huge system of testing and training that takes control away from teachers, parents, and local schools. Here are the main problems:

1.0.1 Testing Is No Substitute for an Effective Education Process

Young kids from kindergarten through third grade now have to take reading and math tests three times each year. The state says this helps find students who need extra help, but really, it’s about controlling what happens in classrooms. Teachers already know which kids need help without the state telling them when to assess it.

Standardized testing is an attempt to build in quality by inspection. General Motors, Ford, Chevrolet, and the federal government are prime failures of this notion.

1.0.2 Teachers Lose Control of Their Methods

All teachers who teach math from kindergarten through eighth grade must now take state-required training classes. This assumes teachers' teaching methods aren't good enough. Teachers who have been successful for years are forced to follow the state's way of teaching, even if their own methods work better.

1.0.3 The Illusion of Choice

Students are placed in special reading programs that they "must attend unless exempted." This sounds like parents have a choice, but in reality, almost all students are put into the same programs. Parents and teachers lose the power to choose what each child really needs.

1.0.4 The Grant Money Trap

The state offers parents money to pay for tutoring for students who are struggling. This sounds helpful, but it actually makes families rely on state funding instead of fixing the problems in their homes and local schools. Schools will now have to accept any level of quality proffered by state-sponsored tutors.

1.0.5 More Rules for Prekindergarten

The law adds new rules about who can offer prekindergarten classes and how they must work with outside companies. This makes it much harder for local schools to run their own programs. Schools have to follow state rules even when working with private companies.

1.0.6 The "Free" Testing Problem

The state provides "free" reading and math tests to schools, but these tests cost schools more in the long run. Schools must spend money on teacher training, reporting, and following new rules. Schools may think they are saving money, but they end up spending much more.

1.0.7 The Core Issue

These rules make it seem like education is improving, but they actually hurt students by taking away the freedom and local choices that help meaningful learning happen. The state now controls nearly every decision that teachers, parents, and local schools used to make together. This destroys the teamwork and creativity that make schools successful.

In the end, early childhood education is being changed from a system that was controlled by local parents and professionals into a state-managed, rules-focused system. This change is likely to make education far less effective while increasing costs and complexity.

2 Detailed Analysis

2.1 Main Table

Search:

Category	Incentive Created	Intended Result
All	All	All
Early Literacy and Numeracy Instrument Requirements	Commissioner shall adopt list of reading and mathematics instruments for measuring foundational literacy and numeracy skills in kindergarten through grade three	Establish consistency to measuring foundational literacy and numeracy skills in kindergarten through grade three
Reading and Mathematics Instrument Scientific Research Requirements	Reading and mathematics instruments must be based on scientific research concerning foundational literacy skills and foundational numeracy skills in mathematics	Ensure reading and mathematics assessments are based on scientifically based practices for measuring foundational skills
Reading and Mathematics Instrument Administration Schedule Requirements	Instruments must be capable of being administered at beginning middle and end of school year and designed to assess student performance	Provide systematic data that captures student performance points throughout instructional plan
Reading and Mathematics Instrument Progress Monitoring Requirements	Instruments must be capable of monitoring student progress to identify specific foundational skills in need of targeted instruction	Enable districts to identify student deficits and provide interventions based on assessment results
Reading and Mathematics Instrument Risk Assessment Requirements	Instruments must assess whether student skills indicate risk of not achieving satisfactory performance on third grade reading or mathematics assessment	Identify students at risk of not achieving satisfactory grade-level expectations for intervention before occurs
Reading and Mathematics Instrument Dyslexia Screening Requirements	Reading instruments for kindergarten and first grade must include applicable elements to serve as required screenings for dyslexia and related disorders	Integrate dyslexia screening into reading assessments for identification of students with difficulties
Reading and Mathematics Instrument Parent Reporting Requirements	Reading instruments must allow districts to generate clear progress reports in English Spanish or other languages spoken by parents	Ensure parents receive understandable information about student reading progress so they can comprehend

2.2 Supplemental Tables

Title



All

INCENTIVE CATEGORY ANALYSIS

Incentive Category

All

Adaptive Vocabulary Assessment Pilot Program Development

Dyslexia Student Talking Book Program Notification Requirements

Early Education District and Campus Level Reporting Requirements

Early Literacy Intervention Agency Product Approval

Early Literacy Intervention Continuity Requirements

Early Literacy Intervention Curriculum Protection Requirements

Early Literacy Intervention Duration Limits

Early Literacy Intervention Free Product Provision

Early Literacy Intervention Frequency and Duration Requirements

Early Literacy Intervention Instructional Materials Requirements

Early Literacy Intervention Parent Notice Requirements

Early Literacy Intervention Parent Opt-Out Provisions

Early Literacy Intervention Staff Training Requirements

Early Literacy Intervention Student Risk Determination

Early Literacy Intervention Targeted Instruction Requirements

Title



All

NEGATIVE RESULT CODE FREQUENCY

Negative Result Code

All

C

D

F

E

G

A

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)
People-as-Problem Systematic Pattern	Code G (people as problem)
Extrinsic Motivation Corruption Pattern	Code A (extrinsic motivation)
Most Problematic Policy Areas	Mathematics training re
Assessment and Intervention System Control	Combined assessment a

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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