Bulkley Chapter -- Identification of Themes Change central office, performance accountability, school closure, school differentiation,

		ntability, school closure, school differentiation,
3.1A	In recent years	Shift from centralized bureaucracy that
		directly manages a relatively uniform set of
		schools
3.1B		Toward model central office oversees a
		portfolio of schools offering diverse
3.1C		Portfolio = traditional, private, charter,
		service providers
4.1A	In Chicago, Arne Duncan	Chicago 100 new schools = charter, contract,
		empowered
4.1B		New Orleans: two distinct governing
		authorities
4.1C		New York from greater centralization to
		shifting selection of supports to schools
4.1D		Diverse provider model: for-profit, nonprofit
4.2A	The idea of a PMM	Accountable for performance, contingent
4.2B		Continuous improvement:
		expansion/imitation, closure/replacement,
		constant search for ideas
4.3A	In theory	a strong performance-based accountability
		system: schools evaluated, closed/altered
4.3B		Central changes from directly managing to
		closing/opening based on performance
5.1A	The policy roots	Distinct lines of reform brought together
5.1B		Market mechanisms for competition
5.1C		Common standards and performance
		accountability
5.1D		Focus on individual school as site of
		differentiation: offer families variety of paths
5.2A	These three distinct strategies for	Market-based reform
5.2B		Standards-based reform
5.2C		Differentiation of schools
5.2D		Different theories of actions with distinct
		political coalitions
5.2E		Revamping the overall system & making
		district strategic manager of change
5.2F		Markets, competition, choice as alternatives
		to government as institutional mechanism
5.2G		PMM puts local government and public
		capacity and intervention on center stage
5.3A	This book seeks	Too early to declare PMM failure or success
5.3B		Coherent synthesis or messy melange
0.00		concrete synatesis of mossy motange
L	and a sect a	

Bulkley cont 2.

6.1A	The idea of a portfolio	creation of new schools: family choice
0.1A	management model offers broad	interest/needs & away from neighborhood
	contours: 3 core ideas	zone
6.1B		Clear and rigorous academic
0.11		accountability
6.1C		closure of schools
6.2A	What pulls these 3 distinct	Strategic management of central office in
0.211	elements	opening/ closing schools
6.2B		Directly develop/ actively recruit providers
0.20		for schools in areas of need = manage
		supply side
6.2C		Manage set of high quality/ diverse needs
7.1A	The idea of a PMM is still	Common threads including expansion of
/	developing	school choice
7.1B		External providers to manage school
7.1C		Increase attention to alternative ways of
		providing high quality human capital
7.1D		Focus on differentiating central office
		support
7.2A	Often (but not always) connected	Portfolio schools are a strategy for creating
		an entire system of excellent high schools
		that uses managed universal choice as a
		central lever in a district change process
8.1A	However, while these and	Identifying schools to close
8.1B		Primary consumer is the district, not the
		family
8.1C		PMM draw on market logic
8.2A	A second common thread	Outside providers
8.3A	A third common thread	Human capital and experimentation
9.1A	Finally, central office staff	Provides differentiated support
9.2A	The following section	Three strategies: market based, standard
		based and differentiation
10.1A	The shift to mayoral control	Response to a loss of legitimacy; mayoral
		control appeals to business groups
10.2A	The broader context of federal	PMM's push NCLB
11.1A	While all these reforms	Market based solutions, contracting out and
		student choice
11.2A	Policy Roots of PMMS	Progressive Era reformers
11.3A	Over the past twenty-five years	Two competing schools of thought are: first
		seeks to utilize the tools of markets as an
		alternative to bureaucracy
11.4A	The second and more dominant	The second and more dominant school of
		thought involves ideas of systems and
		standards-based reforms
12.1A	The idea of one best system	Common school as a melting pot

		instrument
12.1B		Differentiates schools based on themes,
12112		structure
12.2A	The rhetoric surrounding PMM	Contracting out and privatization
12.2B		Markets can address both efficiency and
12.20		quality by shifting incentives for change
12.2C		Different forms of student choice; open
12.20		enrollment, vouchers
12.2D		Demand for schools to improve
13.1A	In the case of	School choice, consumer in the educational
15.111		market-place is the student and family
13.1B		Other types of reforms focus on district or
15.112		central government
14.1A	In recent years, there has been	Private organizations – contracting for the
1 1.171	in recent years, there has been	management of entire public schools
14.1B		Justifications for contracting-quality and
1 1112		efficiency
14.2A	While, for several decades	1990's many contract providers
14.3A	One school-focused reform	Charter schools autonomous schools of
1 1.571	She sensor rocused reform	choice
14.3B		Have to demonstrate successfully education
1 11.5 2		children
15.1A	Although advocates of charter	Pushing for higher-quality charter school
15.1B		Do not appear to outperform district
		schools
15.1C		Choice in and of itself, doesn't ensure
		quality
15.2A	One common strategy	Charter management organization (CMO)
		KIPP, Aspire, etc
15.3A	Another strategy is to	Charter "quality control"
16.1A	Beginning with the 1983 Report	A Nation at Risk – focused on raising
		standards and expanding accountability
16.1B		Standards based reform
16.1C		Federal policy/legislation
16.1D		NCLB
16.2A	While noting that there	Core elements of SBR: clear academic
		expectations for ALL, alignment of
		curriculum assessment materials,
		assessment to monitor performance,
		decentralization to schools for curriculum
		and instruction, support and technical
		assistance and accountability provisions
		that reward or sanction schools
17.1A	In addition, some early advocates	High-stakes testing influences teacher and
		administrator behavior and can reduce the
		importance of the standards themselves

17.2A	Advocates of portfolio	Liking of external standards, assessments
17.211	management	and high-stakes accountability
17.3A	A third recurring strategy	Three kinds: thematic, small schools and
17.3A	A time recurring strategy	charter schools
18.1A	Magnet schools	Public, educational theme, students choose
18.2A	A second effort	Small, autonomous schools
		School differentiation
18.3A	Finally, charter schools	
18.3B		Fostering innovation that teachers, parents,
10.1.4		and others drive
19.1A	Studying portfolio management	PMM's bring to ether many different
10.10		strands of reform
19.1B		Creating a coherent framework for
		systematic change
19.1C		The broad issues – design and
		implementation to support school
		improvement
19.1D		Political forces that have promoted and
		challenge the creation of PMM districts
19.2A	In a reform that combines	Increasing emphasis on school as primary
		unit for change
		New York City, select service providers
		and New Orleans charter schools have
		dominated the reform
20.1A	The cases in this volume	Questions – what kinds of schools are
		operating in the city and why?
20.1B		What kinds of organizations manage
		schools or partner with them?
20.1C		What kinds of autonomy do different
		categories of schools experience and how
		does the district support them?
20.2A	While the focus	Rorrer suggest four roles for districts in
		improving achievement
20.2B		Providing instructional leadership
20.2C		Reorienting the organization
20.2D		Maintaining an equity focus
L		

27.1A	Everything seems new and fresh	New reform ideas seem compelling and ful of promise.
27.1B		Each new idea is seen as sui generis little learning accumulates
28.1A	The portfolio management model	New approach increases flexibility, competition, choice, efficiency, and student performance
28.1B		Key features include: contract arrangements in exchange for accountability.
28.2A	It is too soon	PMM contracting regime
28.3A	Contracting regimes incorporate	Place government it the role of consumer
29.1A	Government entities differ	Stronger bargaining position,
29.2A	Acknowledging the core	Understanding differences between contracting and consumer markets
29.3A	The portfolio model	Greater reliance on market is the best route for speedy and effective school reform
30.1A	Claims by some advocates	PMM will not take the decisions about schools out of politics
30.1B		Decisions shifted different political dynamics
30.1C		Social interests do not get overlooked or obscured
30.2A	Market theories and reform	Milton Friedman – elements of market perspectives
В		Free interactions between suppliers and consumers – most effective way
С		Competition provided efficiesies, innovations, responsiveness
D		Government monopolies more insidious than private monopolies
31.1A	Part of the political appeal	Metaphor – firms compete for shoppers
В		Parental choice as an alternative to neighborhood schools

## Chapter 2 – Portfolio Management Models and the Political Economy of Contracting Regimes

Renaissance 2010, Portfolios of Schools, and Diverse Providers David Menefee-Libey       55.1a     Renaissance 2010     New initiative they proclaim as a way to replace worst performing schools       55.1b     Offered new choices and instructional programs       56.1a     Ren10 policies       56.1a     Creation of charter schools       56.1c     Establish contract schools       56.1d     Human capital initiatives       56.1d     Human contract schools       56.1d     Fatablish contract schools       56.1d     Human contract schools       56.1d     Fatablish contract schools       56.1a     Political challenges       Confirms importance of the civic committee of Chicago     Chicago       57.1a     Diverse Portfolio     A blending of public and private provision for students and differentiation of entrepreneurial scho       57.1b     School Reform     CPS does not perform at an acceptable level       58.1a     Waves of School Reform     CPS does not perform at an acceptable level       58.1a     Vave one     Chicago Public Schools by Type       59.1a     Table 3.1     Chicago Public schools by stem in U.S. (STATS)       59.1a     Table 3.1 <t< th=""><th></th><th>Ch. 3 Neoliberal Sc</th><th>shool Reform in Chicago?</th></t<>		Ch. 3 Neoliberal Sc	shool Reform in Chicago?
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57.1b   New governance or a neo-liberal policy approach     58.1a   Waves of School Reform   CPS does not perform at an acceptable level     58.1b   School's System leaders proved incapable of reforming     58.2a   CPS   3rd largest school system in U.S. (STATS)     59.1a   Table 3.1   Chicago Public Schools by Type     59.2a   Wave One   Chicago School Reform Act of 1988     59.2b   Public frustration with poor school quality     60.1a   Creation of elected LSC   Empowered to choose school's principal and create school improvement plan     60.1b   Enable parents, teachers and principals to develop a autonomous school educational program best suited to the needs of local children     60.2a   CPS Central Office   Developed an elaborate system of oversight for LCS's and schools     61.1a   CCSR created   Consortium of Chicago School Research – develop substantial policy and evaluation; created by colleg and uniersities     61.2a   Daley's relations with the LSCs   Daley began working to preempt a development of LSC power base that might challenge his control     62.1b   Reduced CTU influence in the district superintendent and a smaller school reform board development     62.1a   Wave Two: Mayoral Control   Gave Daley the power to appoint the district superintendent and a smaller school reform board developm	e / i i u		
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63.2b Create more effective instruction	63.2a	Daley and Vallas Vision	*
63.3a Charter Schools Allowed the creation of 45 charter schools state-wi		Charter Schools	Allowed the creation of 45 charter schools state-wide,
including 1 in Chicago			
	63.3b	Daley's view on charter schools	Saw charter schools as a tool for injecting innovation

91.1A	Michael Bloomberg took office	Emphasized school reform
91.2A	In the final four decades	Four decades of turmoil. Corruption. Previous Mayor said should blow up Board of Education
92.1A	Picking up where Giuliani	Centralized mayoral control. Prerequisite to breaking pattern.
92.2A	In June 2002, the state	Empowered Bloomberg to appoint Chancellor. Chancellor appoint community superintendent
92.2 B		Goal: reduce the power of city school board
92.3A	A month later, after	Klein appointed chancellor. David vs. Goliath attitude.
92.3B		Skill and tenacity important
92.3C		Solicited advice from school reformers
92.4A	With 1,200 schools, 80,000	Overbureaucratization, overfragmentation, patronage politic and stark inequities.
92.4B		Civic capacity was in place. Support from foundations. Wall Street and individuals as well as business community.
93.1A	Despite this mandate	Inherited preexisting collective bargaining agreements
93.1B		Union very powerful
93.2A	Mobilizing these resources	Reform grounded in management theories, corporate value and metaphors, PMM. Eliminated bureaucracy.
93.2B		Autonomous schools and principal – greater control over budgets and staffing. More direct responsibility for performance.
93.3A	In contrast to a more	Schools self-affiliate into networks. Central information management system. Robust charter school sector. Separate portfolio of public schools.
94		First wave of reform 2002-2004
		Klein conducted top-down study
95		Little input from community groups
		Decisions made behind closed doors
		Replaced city's 32 independent school districts with 10 regions
		Regional superintendent reports to Klein
96		Uniform curriculum in reading and math implemented citywide
		NYC Leadership Academy

## Chapter 4 – Strong Vision, Learning by Doing, or the Politics of Muddling Through?