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

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  4.3B 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 Standards-based reform  5.2B Standards-based reform  5.2B Market-based reform  5.2D Differentiation of schools  Differentiation of schools  Differentiation on center stage  5.2F Markets, competition, choice as alternatives to government as institutional mechanism  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	3.1A	In recent years	Shift from centralized bureaucracy that
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