

Bulkley Chapter -- Identification of Themes

Change central office, performance accountability, 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