

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

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 Jack Welch – former GE CEO hired to run Academy

		<p>Idea to train principals as entrepreneurs – accountability, coherence, alignment</p> <p>Rolled out policies in Harlem on Martin Luther King Jr.</p> <p>Parents rallied to oppose changes</p> <p>Klein acknowledged need for parent involvement – hired parent coordinators in every school</p>
97		<p>32 community school districts will remain but not as administrative or governing entities</p> <p>Implementation of Children First – “deep unease” not prepared</p> <p>Union relations all time low</p> <p>Parent confusion</p>
98		<p>Many considered it a lost year for students with disabilities.</p> <p>Dismantling the old</p> <p>Symbolic bastions of political patronage and educational failure were eliminated</p> <p>Senior administrator loyal to mayor and chancellor – many hired from private sector</p> <p>Centrally managed process for high school admissions</p>
99		<p>Mayor replaced existing management team. New appointments – secured loyalty</p> <p>Because of this – they could move to PMM quickly</p> <p>New Leadership Academy defined a paradox embedded in the first phase of Children First.</p> <p>Newly centralized system of authority and decision making at odds with empowered school leaders.</p> <p>Eric Nadelstern , head of Autonomy Zone. Schools were allowed to run on their own.</p>
100		<p>Wave towards smaller high schools.</p> <p>Non-profit support</p> <p>Key premise that dysfunctional schools create dysfunctional cultures that are self-sustaining easier to start from scratch</p> <p>Portfolio approach</p>
101		<p>Charter schools emphasizing the quality of schools and accountability.</p> <p>Renewal criteria initiative to open 50 new charter schools.</p>
102		<p>Charters a way to solve the city supply problem</p> <p>Exempt certain schools from city-wide curriculum</p>

		Intra-system safe havens The spirit of entrepreneurialism “learning zone”
103		200,000,000 in cuts to regional and centralized offices increasing the autonomy zone to over 300 schools Heightened of accountability and ladder of consequences for schools not performing Emphasis on school leadership and emergence of portfolio system started to grow
104		Kathleen Cashin top-down approach – what should be taught in every subject in every grade Played a role in administration’s shift from a centralized system to a decentralized portfolio management approach Foundations and private funds critical Accountability system to evaluate school performance, inform school practices and guide decisions on school closings Hired James Lieberman
105		Instituted quality reviews Periodic testing School based inquiry teams Develop data-driven interventions Schools were assigned letter grades 300 new schools gained control over their budgets and hiring Choices included 4 city-run offices Empowerment zone and 6 non-profit partners Autonomy did not do away with mayor’s ultimate authority
106		chart
107		Consolidated purchasing
108		
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108		Use governance arrangement to manage a system toward high achievement School autonomy had its limits
109		School support organizations Competition for students City’s original goal of a competitive school service marketplace has yet to develop

110		<p>School closings (Stone).....</p> <p>Sell off poor performing assets – do same with school</p> <p>School closings are complicated even with poor performing</p> <p>Students, teacher and parents are loyal and protest school closings</p>
111		<p>School closings worked with large high schools going to smaller ones</p> <p>Had community organizations affiliated with each school – unions were happy – because general consensus schools were beyond repair</p>
112	Portfolio Management and the Politics of “Apolitical” Reform	Results are more important the partisan battles
		Good ideas should take precedence over rigid adherence to any particular political ideology
		Bloomberg-Klein team believed that rationally constructed plans based on good intentions and expertise would eventually win
113		Focused on politics implementation – trying to ensure that their initiatives were carried out – and the politics of sustainability – making sure reforms would be institutionalized and sustained
113	Unpolitics	A phenomena in which powers asserted without having to be openly exercised and without substantial challenge
		Mayoral control eliminated points of friction
		Mayoral control had replaced the central school board with a 13-member panel for educational policy, PEP
114	Control of Mayoral control	The city council could challenge and constrain the mayor and chancellor
	Mayor vs. Superintendent	Mayor is in the position to engage in cross-sector logrolling using control of resources in other agencies to reward or punish local legislatures
	Fund for public schools	A modest channel of support for individual schools and programs
	NY Leadership Academy	A plan to recruit and train a new cadre of principals focused on performance rather than compliance
116	Klein as Chancellor	Non-traditional Superintendent: business, military, CEO, attorney general
		A regular superintendent would not be able to aggressively challenge status quo and introduce innovative reforms
	Jack Welch	GE approach of annihilating bureaucracy
		Launched Leadership Academy
	First wave of centralizing reform	Eliminated 32 community school districts
117		Moving to 10 regions
		The new regional leadership was administrative in nature and accountable to chancellor

		Created more internally heterogeneous units and facilitated a reallocation of resources and personnel to pursue greater equity
	System Design and Incentive Structures	Reward and sanctions aligned with desired outcomes
118	110 Livingston	Sick bureaucracy
		Guerillas in the bureaucracy
	Nadelstern, Farina, Fliegel and Hughes	Believed existing system couldn't reform itself
	Autonomy Zone	Provided a quick and ready holding area for experienced school leaders who chafed under old regime
119	The Politics of Sustaining Reform	Major role in shaping PMM
		Public dissatisfaction (73%) with schools
120		Change term limits – ran for 3 rd term
	Coalition of community based organization's three kinds of changes	1) Greater transparency on testing data
121		2) More checks and balances

121		1) More checks and balances
		2) More parent participation
	PMMs – policy Sustainability	Governance of PMM thru contracting regimes which alter structure of school politics and shift control by introducing new interest groups
122		PMM changes parameters of sustainability – move resources and authority to more protected venues
	Non-reversal of reform	Resources outside the system
		Repositioned 400 million from regional and central offices
	Establishment of the portfolio framework	Created a new constituency to protect reforms
		Partnership organizations partnered with 400 new schools and have influence in the city
123	Learn NY	Organization of supporters of mayoral control – Canada most prominent leader
		Pro-charter policies