Cerf quote sums up takeaway from both readings

Two challenges: outside actors, battling burocracy

Role of outside actors

Role of union/schools/status quo

Role of centralization

* Not bottom up – outside consultants, supe
* “Almost all philanthropy is by definition undemocratic, its priorities set by wealthy donors and boards of trustees who by extension can shape the direction of public policy in far away communities
* attracting outside talent
* “Real change is inevitably hard and unpopular…you can’t create real change on consensus
* unions versus reformers, transformational teachers contract. Half the zuck gift
* top-down change, distrust of outsiders
* Baraka vs. Jeffries election – union v. reform and union won
* Jeffries: “Education reform comes across as very colonial to people who have been here for decades. It’s very missionary, imposed, done to people.”
* Started in 2009, Cami tried from 2011- 2013, hammer came down for charters in 2013
* One Newark in 2014 🡪 choice
* Redirecting large burocracies
* Cerf: “You have no chance of giving these kids the lives they deserve if you don’t essentially override the local political infrastructure – no chance at all.”
* According to Chin et al., students experienced some growth after 5 years. Looked @ citywide growth
* Shifting enrollment steered the growth 🡪 moving to a higher value-added school meant more academic growth
* Within school reform: improve existing schook
* Between school reform: send kids to more effective schools
* School closures drove a lot of the between-schools value added because low value-added schools were closed
* It would be an oversimplification to suggest that most of Newark’s progress was due solely to greater parental choice. In Newark, the positive effects of parental choice were enhanced by a series of difficult, but generally well-targeted school closures and ready access to an unusually effective charter sector.