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The Secret of TSL

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Outline

- ❖ **The Problem of Large Size**
- ❖ **The Secret of TSL**
- ❖ **Four Pillars of a Decentralized District,
Four Freedoms of a Principal**
- ❖ **An Example: New York City**
- ❖ **Comments on the 8 Study Districts**
- ❖ **Decentralization: 7 Lessons**

The Problem of Large Size

1932

~127,000
School
Districts

~25 Million
Students

Consolidation



2004

~16,000
School
Districts

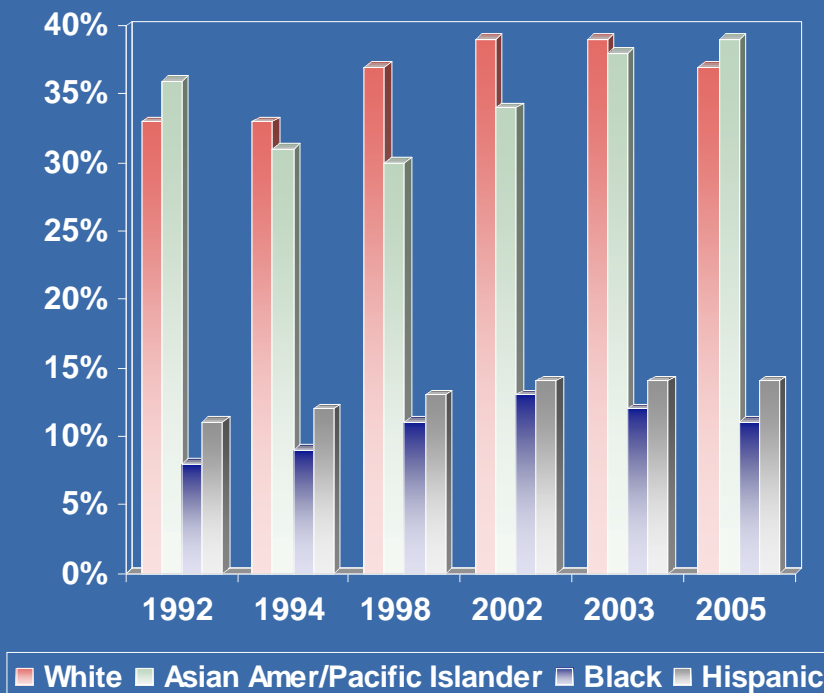
~50 Million
Students

Based on 2004-2005 data

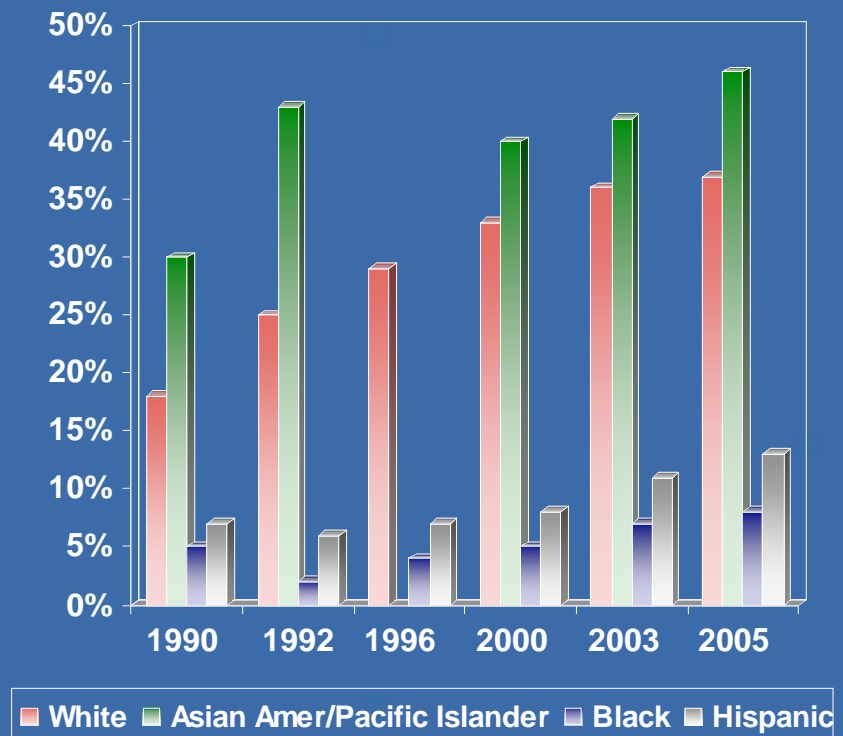
Source: Proximityone.com, School District Rankings

The Achievement Gap

8th Grade Reading Achievement (NAEP)
by Ethnic Group



8th Grade Math Achievement (NAEP) by
Ethnic Group

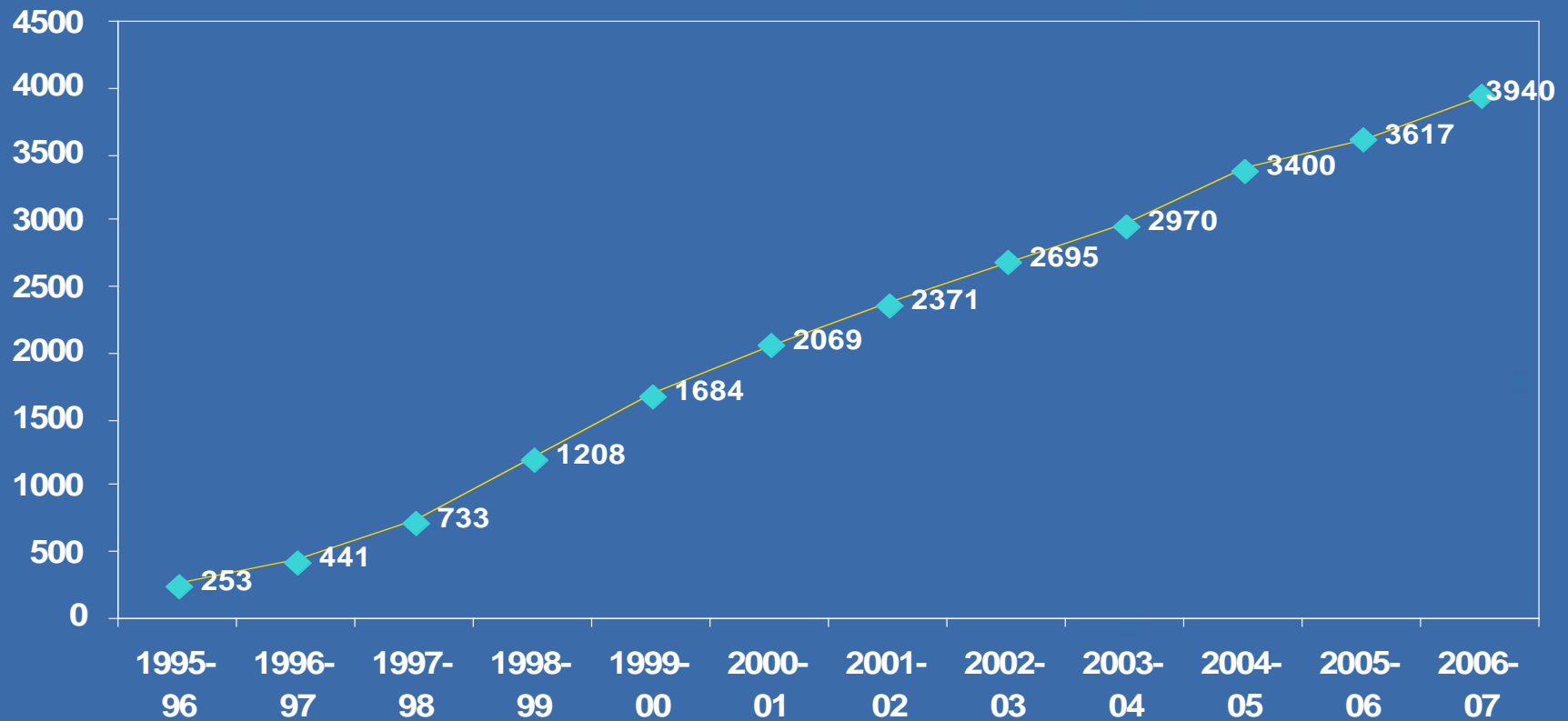


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1994, 1998, 2002, 2003 and 2005 Reading & Math Assessments.

1996 data in 8th grade math for Asian American/Pacific Islander unavailable due to reporting standards not being met.

Enter Charter Schools

◆ Number of US Charter Schools



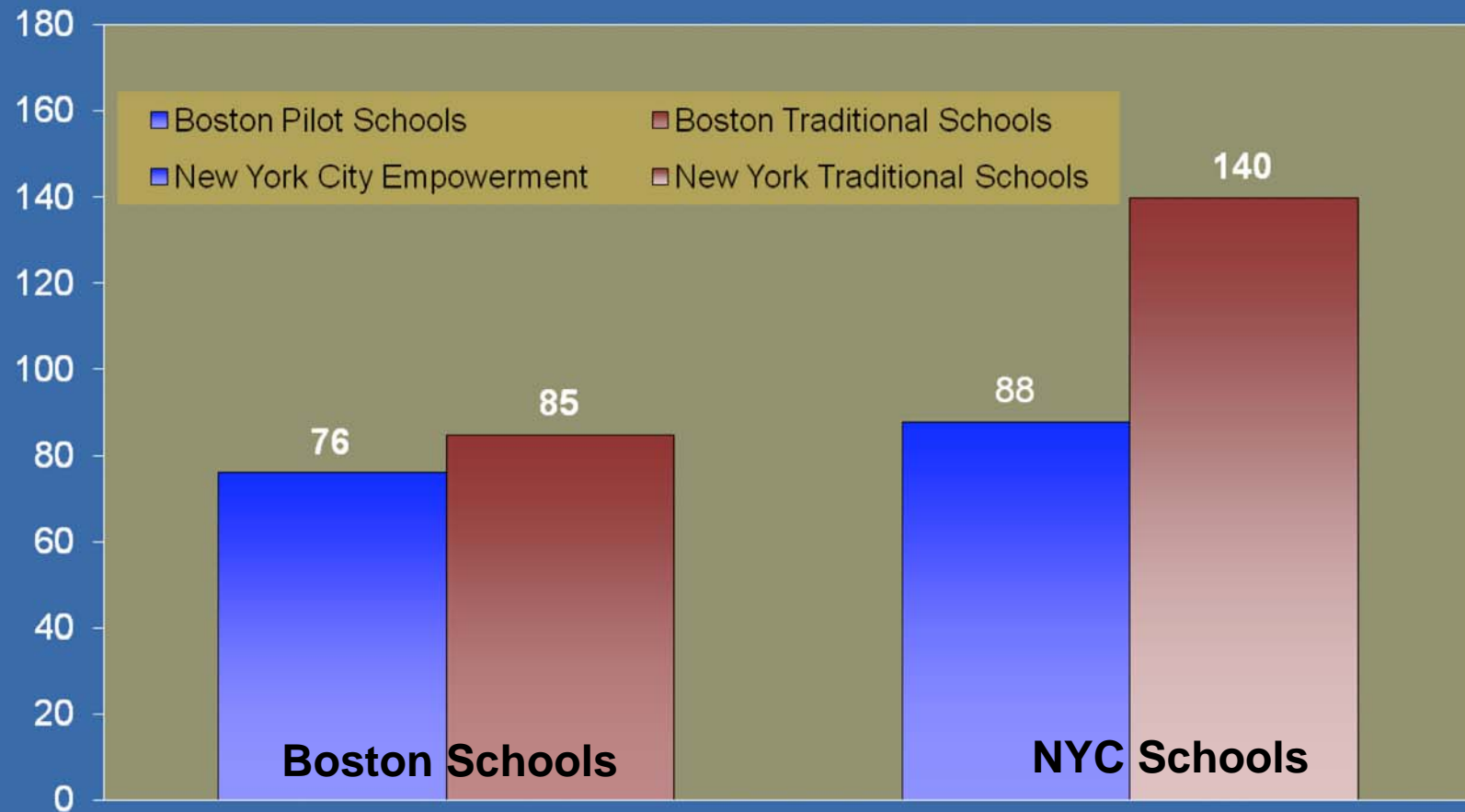
Source: State of the Charter Movement 2005, Trends, Issues & Indicators, Gregg Vanourek
<http://edcounts.edweek.org/createtable/viewtable.php>
www.edreform.com/_upload/cer_charter_survey.pdf

The Problem of Large Size

- Large size = organizational pathologies
- The antidote is decentralization
- Decentralization is not easy
- Decentralization is the only way

The Secret of TSL (Total Student Load)

High School TSL



The Eight District Study: Selected Results

Eight School Districts (442 Schools)	% Principal Budget Control In Autonomous Schools	TSL High School	Effect on TSL of a 10% increase in Budget Control	Effect on % Proficient of a 10% increase in Budget Control (Math only)
Boston	75%	76 students	-4 Students	-.5%
Chicago	14	142	-1	.1
Houston	74	160	+1	.6
New York City	85	88	-25	11.0
Oakland	61	123	+16	-3.2
San Francisco	23	143	-7	3.4
Seattle	48	126	-4.4	1.1
St. Paul	87	129	+2.9	-2.9
Average:	55	115	-2.7	1.2

The Secret of TSL

- ◉ Students and teachers know each other
- ◉ Reading and math taught one-on-one
- ◉ Teaching a pleasure, not a chore
- ◉ A principal can teach 20-25 teachers
- ◉ Mark Hopkins and the log

The Four Pillars of School Empowerment

1. Families Have Real Choices
2. Schools are Empowered with the Four Freedoms
3. A System of Accountability
4. Weighted Student Formula

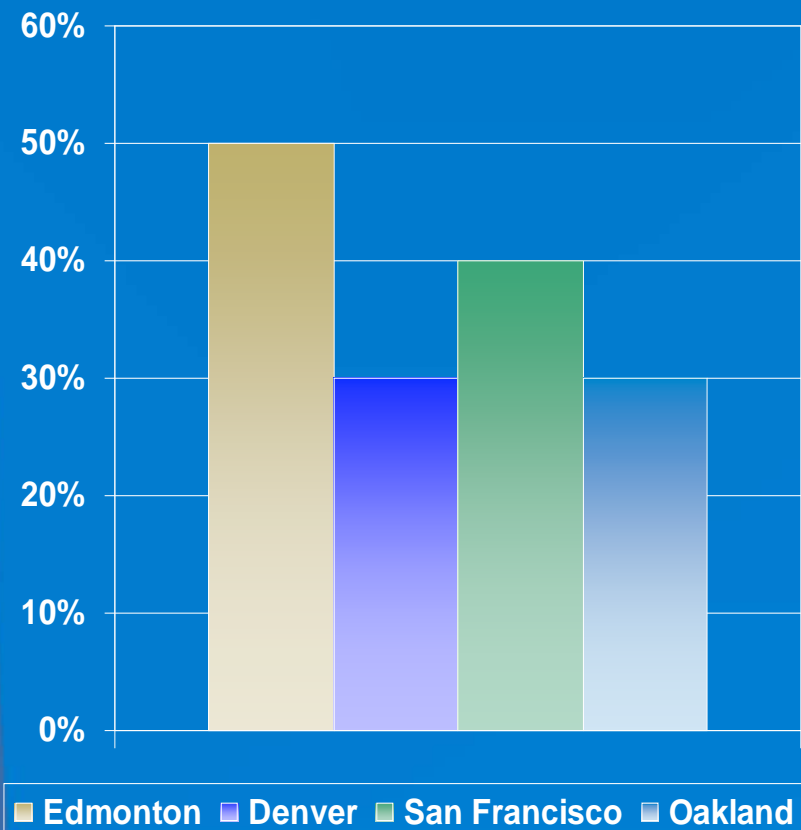
The Four Pillars of School Empowerment

1. Families Have Real Choices

Choice of Public School

- Students are not required to attend low performing neighborhood schools
- Choice creates competition requiring low performing schools to improve
- Choice allows families to find schools that can cater to the specific needs of their children

% of Students Choosing to Attend District Schools Outside Their Neighborhood



The Four Pillars of School Empowerment

2. Schools are Empowered with the Four Freedoms

1. Budget Control
2. Staffing Pattern
3. Curriculum
4. Schedule

School Empowerment:

1. Budget Control

Study One: 2000

School	% of School Budget Controlled by Principals
Autonomous Districts	
Edmonton	92%
Seattle	79%
Houston	59%
Centralized Districts	
Chicago	19%
Los Angeles	7%
New York City	6%

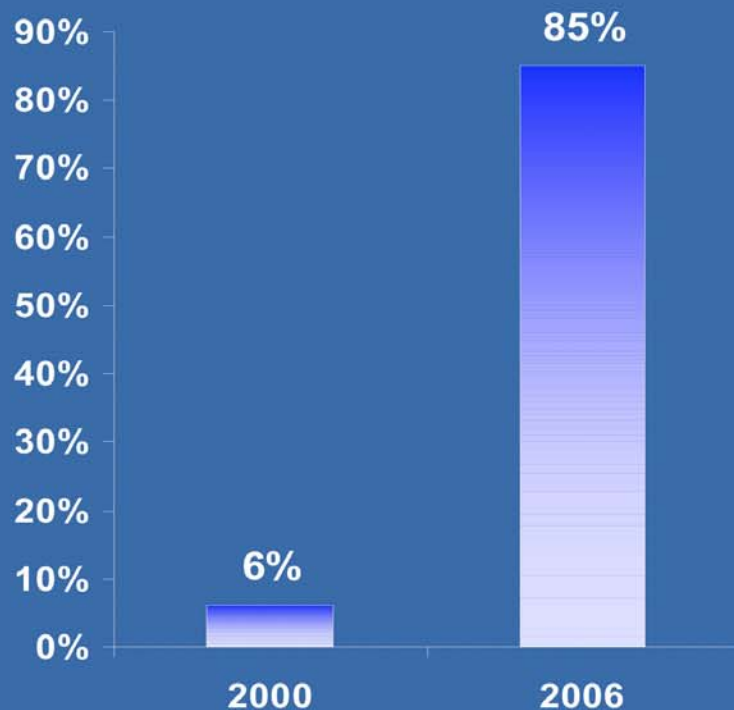
School Empowerment: Budget Control

Study Two: 2006

School	% of School Budget Controlled by Principals
St. Paul	87%
New York	85%
Boston	75%
Houston	74%
Oakland	61%
Seattle	48%
San Francisco	23%
Chicago	14%

2. Staffing Patterns

New York City increase in principals' control of budget



Changes in Staffing Pattern

CUT

Assistant principal

Registrar

Office clerk

Other school admin.

ADD

Hire more teachers



3. Curriculum & 4. Schedule

Block Scheduling vs. Traditional Scheduling with Humanities Curriculum



Horizontal Student Advisories

Ratio: 12 students/teacher

Contact: 3 times daily

Consistency: Same group every year (Looped)

The Four Pillars of School Empowerment

3. A System of Accountability

The Elements of Accountability

- ❖ State Test Results and NCLB Status
- ❖ District Test Results
- ❖ High School Graduation Rates
- ❖ Management Reviews
- ❖ Satisfaction Surveys
- ❖ Choice

The Four Pillars of School Empowerment

4. Weighted Student Formula

Weighted Student Formula

- ❖ Improves equity
- ❖ Creates budget transparency
- ❖ Builds constituency for school empowerment

Example of Weights in Three Districts

Type of Student	Edmonton	Houston	Seattle
Limited English Proficient	126%	110%	127%
Sp. Ed (lowest)	199%	210%	195%
Sp. Ed (highest)	546%	700%	876%
Low Income	NA	120%	110%
Gifted and Talented	126%	112%	NA
High Mobility School	NA	120%	NA

Source: Miles, Karen Hawley and Marguerite Roza, *Peabody Journal of Education*, Vol. 81, No. 3, Understanding Student-Weighted Allocation as a Means to Greater Resource Equity. 2006, pp. 39-62.

Source: Fund the Child: Tackling Inequality and Antiquity in School Finance, Thomas B. Fordham Institute, June 2006.

WSF Creates More Equitable Funding

	% of Schools Within 10% of District- Weighted Average Expenditures	% of Schools Within 5% of District- Weighted Average Expenditures
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Houston

Traditional Funding-1999	77%	49%
WSF Funding -2003	87%	81%

Cincinnati

Traditional Funding-1999	42%	23%
WSF Funding-2003	100%	100%

An Example: District-Wide Decentralization in New York City

- ❖ Scale-Up
- ❖ The Elements of School Empowerment
- ❖ Accountability
- ❖ New York City Leadership Academy

Scale-Up in New York City

Road to Autonomy

Sept. 2004: **29** Schools

Sept. 2005: **48** Schools

Sept. 2006: **332** Schools

Sept. 2007: **1,467** Schools

Organizations

Each School Must Choose From:

1. Four LSOs
2. Six PSOs
3. Empowerment Schools

The Elements of School Empowerment in NYC



What Schools Control

Budget

Curriculum

Staffing

Schedule



What District Provides

Accountability

Choice System
for Families

Selection, Training
of Principals

Fair Student
Funding

Accountability in New York City

- ❖ High School Graduation Rates
- ❖ State and DOE Test Scores and NCLB Status
- ❖ Quality Review Report by Outside Experts
- ❖ Learning Environment Surveys
- ❖ Two-Page School Report Card
- ❖ Choice

New York City Leadership Academy

1. Aspiring Principals Program
2. New School Intensive
3. Coaching
4. Empowerment Intensive

Comments on 8 Study Districts

- The Pioneer: Edmonton, Canada, 1975
- First Generation: Leave it to the principals
Boston, Houston, and Seattle
- Second Generation: Style and substance
St. Paul, San Francisco
- Third Generation: Structure/infrastructure
Chicago, New York City, Oakland

Decentralization: 7 Lessons

- Big districts need small schools
- Four pillars and Four Freedoms aligned
- Must reorganize central office
- Style doesn't last, re-structuring does
- SBM corrupts accountability
- Principal training/coaching essential
- Continuity of governance is the big issue