

# Details, Delegation, and Control\*

## The Impact of Streamlining Instructions to Teachers on Student Test Scores

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Advances in information technology have expanded managerial span of control in part by allowing for easier dissemination of detailed instructions to front-line workers in service sectors (Hsieh and Rossi-Hansberg, 2023). Gray-Lobe et al. (2022) estimate large learning gains from applying this model to education in a LMIC. This paper examines two separate experiments by a Kenya-based private school provider delivering lesson plans to teachers and shows that editing guides to make them less detailed leaving more room for teacher discretion increased student test scores by 0.17 standard deviations. Effects were largest for classrooms with more students. Less detailed guides reduced dispersion in outcomes within classrooms. In the first experiment, editing resulted in a more compressed distribution of classroom value-added. In the second experiment, classroom value-added became more dispersed with more high-performing classrooms in the right tail. In the second experiment, but not the first, we find evidence of positive impacts on teacher attendance, suggestive of higher levels of job satisfaction.

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