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Evaluating the impact of performance-related pay for teachers in England

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Abstract

This paper evaluates the impact of a performance-related pay scheme for teachers in England. Using data which matches individual pupils to individual teachers, and contains both test scores and value-added, we test whether the introduction of a payment scheme based on pupil attainment increased teacher effort. Our evaluation design controls for pupil effects, school effects and teacher effects, and adopts a difference-in-difference methodology. We find that the scheme did improve test scores and value added increased on average by about 40% of a grade per pupil.



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Keywords

Incentives; Teachers pay; Education reform; Pupil attainment

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