

# School Types – Evidence on the Relative Effectiveness of Different School Arrangements

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We estimate the relative effectiveness of several secondary school types operating in the English school market. We use the school assignment mechanism and rich administrative data from Birmingham to identify and estimate causal effects. This is the first attempt at estimating the effects of different school types within the same education market (Birmingham) and using a single identification strategy (RDMD) based on the assignment mechanism. We find that selective grammar schools provide substantial academic returns – despite being attended by the most talented students. On the contrary, autonomous academy schools do not generate positive returns – irrespective of whether they are ‘conversions’ or ‘take-overs’. Finally, we find non-positive and insignificant effects also for faith school attendance.