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Abstract

The relationship between school reforms, specifically those involving the introduction of new school types, and pupil performance is studied. The particular context is the introduction of academy schools in England, but related evidence on Swedish free schools and US charter schools is also presented. The empirical evidence shows a causal positive impact of the conversion of disadvantaged schools to academies on end of school pupil performance and on subsequent probability of degree completion at university. There is heterogeneity in this impact, such that more disadvantaged pupils and those attending London academies experience bigger performance improvements.

JEL Keywords: Academies; School reform; School autonomy; Pupil Performance.
JEL Classifications: I20; I21; I28.

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