

Gianfranco De Simone and Andrea Gavosto

Fondazione Giovanni Agnelli

**Patterns of Value-Added Creation in the Transition
from Primary to Lower Secondary Education in Italy**

Abstract

We compute the cognitive gains in reading and math of over 6.000 students moving from primary to lower secondary education in Italy. By exploiting the longitudinal nature of the data, for the first time in Italy, we construct a fully-fledged measure of school-level value added to assess schools' contribution to students' cognitive progress. In order to do so we preliminary tackle the problems caused by the lack of vertical scaling in cognitive tests. Then, we bring different estimates

of school-level value added to the data, spanning from simple linear to adjusted multilevel random effects models, and we show that the results are very stable across different specifications. Finally, by means of a variance decomposition, we assess the relative weight of observable student and school characteristics onto cognitive gains: we conclude that unobserved teacher quality is the major driving force behind students' progress.

Thursday 23rd March
from 1 pm to 2 pm
Campus Luigi Einaudi

Seminar room
3rd floor - building D1
Lungo Dora Siena 100/A, Turin