

Abstract:

What value-added does a school have on the future academic achievements of its students? In particular, does going to school with higher-achieving peers help students in subsequent academic achievement? Somewhat more generally, does going to a more preferred school help students in subsequent academic achievement? Using data pertaining to the elite public exam schools in the centrally administered Turkish system and a regression discontinuity design, we document that otherwise similar students who get placed in high schools with different levels of peer quality—or desirability—do not differ in their performance in the high-stakes university entrance exam or the resulting placement.