Title: Educational Reforms and School Quality in Brazil

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Abstract

I quantify the impact of two educational policies in Brazilian public schools on (i) scores in the national examination *Prova Brasil* and (ii) the dropout and pass rates. I construct a unique longitudinal panel at the school level from 2007 to 2015, combining data from several government sources. To identify the causal impacts stemming from the two policies viz. automatic promotion and compulsory school entrance age policies I use Propensity Score Matching with Difference-in-differences (PSM-DID). The results reveal a positive impact of the latter policy on Portuguese and Mathematics scores and on dropout rates; and a negative effect on pass rates. Although my results show a positive impact of automatic promotion on pass rates, I find no evidence that adopting automatic progression boosts the quality of education in Brazil, as the dropout rates increased after that policy as well. These outcomes suggest that the two policies by themselves do not improve the quality of education in Brazil.

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