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THE LABOR MARKET FOR TEACHERS UNDER DIFFERENT PAY SCHEMES

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ABSTRACT

Compensation of most US public school teachers is rigid and solely based on seniority. This paper studies a 2011 reform that gave school districts in Wisconsin full autonomy to redesign teacher pay schemes. I show that, following the reform, some districts switched to flexible compensation and started paying high-quality teachers more. Teacher quality increased in these districts relative to those with seniority pay, due to a change in workforce composition and an increase in effort. I estimate a structural model of this labor market to investigate the effects of alternative pay schemes on the composition of the teaching workforce.

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An online appendix is available at http://www.nber.org/data-appendix/w24813

1 Introduction

Teachers are the most important input in the production of student achievement (Rockoff, 2004; Rivkin et al., 2005) and their impact persists throughout adulthood (Chetty et al., 2011, 2014b). Attracting and retaining high-quality teachers to the profession is thus a policy issue of first-order importance. More attractive compensation packages are often proposed as a possible tool to achieve this goal. In most US public school districts, however, teacher pay is set using rigid schedules based solely on seniority and education, with no financial rewards for effectiveness in the classroom. If allowed to set pay in a more flexible way, could school districts improve the quality of the teaching workforce? This paper addresses this question by taking advantage of a reform to the collective-bargaining process for teachers in Wisconsin, and offers a comprehensive study of this labor market.

Understanding teacher supply and demand is key for the design of a number of education policies, including school finance equalization, school accountability, teacher training, and most importantly teacher selection (Hanushek et al., 2004; Ingersoll and May, 2012).[1] In spite of this, empirical studies of this labor market are usually challenging to perform due to a dearth in variation in pay practices among public school districts. The vast majority of districts pay teachers according to similar lock-step schedules. Under this regime all teachers with the same education degree and years of experience are paid exactly the same amount, regardless of their effectiveness, their skills, or the demand for their labor (Podgursky, 2006). These schedules are often very similar across all districts within a state, owing to pattern bargaining facilitated by the state's teachers' union. With salaries set in this rigid way, identifying labor supply and demand is very difficult.

I exploit a rare source of variation in teacher pay to study the market for public school teachers. In 2011 the Wisconsin legislature passed Act 10, a law that discontinued collective bargaining over teachers' salary schedules and limited negotiations to base pay. Before the passage of Act 10 Wisconsin had been a state with very strict adherence to lock-step schedules, which were negotiated between each school district and its teachers' union. Act 10 gave districts full autonomy to unilaterally decide on compensation and allowed them to negotiate salaries

[1] The monetary cost of recruiting, hiring and training replacement teachers has been estimated to be around \$15,000 in 2000, which translates into a \$2.25 billion cost for the US as a whole. Turnover can negatively affect student achievement both directly, by disrupting instruction (Boyd et al., 2008; Ronfeldt et al., 2013), and indirectly, by affecting the composition of the teaching workforce (Adnot et al., 2017).

with individual teachers using any criteria the two sides deemed useful.[2]

Districts used the flexibility introduced by Act 10 in different ways. I begin by documenting cross-district differences in pay schemes in the aftermath of the reform. I then study the effects of these changes on teachers' movements across districts and exits from the labor market, as well as on the composition of the teaching workforce. I also investigate the effects of changes in salaries on teachers' effort. Lastly, I use the post-Act 10 variation in salaries across districts, together with teachers' movements and exits, to estimate a structural model of the teachers' labor market. The model is helpful to understand a) how teachers value different job attributes, and b) how districts value different teacher characteristics. In addition, the model allows me to study the effects of alternative salary schemes on the composition of the teaching workforce.

To investigate how districts used their autonomy, I hand-collected information on post-Act 10 pay schemes from employee handbooks, which list district-specific workplace policies and procedures. This information indicates that approximately half of the districts took advantage of their new-found discretion and replaced seniority-based schedules with flexible salary schemes, which allowed for pay differences among teachers with similar seniority. I refer to these districts as flexible pay (FP). The other half, which I refer to as seniority pay (SP), continued to calculate salaries using their pre-Act 10 schedules.

Act 10 triggered significant differences in salaries among teachers in FP districts who would have been paid exactly the same amount under the pre-Act 10 regime. Individual-level salary information, combined with student-level test scores, reveals that salaries rose more for teachers with higher value-added (defined, as in Chetty et al. (2014a), as an individual teacher's contribution to achievement growth). This is an important finding in itself: School districts do not calculate value-added nor do they explicitly use it to evaluate teachers, yet they chose to reward it when given the chance.[3]

The differences in teacher salaries that arose among Wisconsin districts after the passage of Act 10 could change teachers' incentives to work in a given district, and in turn affect each district's workforce composition. A simple Roy model (Roy, 1951) predicts that a) high value-added teachers would flow from SP to FP districts, and b) low value-added teachers would

[2]Under some aspects, the Act resembles a reform of teacher salaries passed in 1996 in Sweden, which introduced individual bargaining for public school teachers. As shown by Willén (2018), however, this reform had much different effects on teacher salaries than Act 10 did.

[3]Of course, this does not rule out the possibility that districts care about teacher attributes that are difficult to measure, or that they choose to reward characteristics that are correlated with value-added. Section 4 discusses this finding in more detail.

flow in the opposite direction or exit teaching altogether. I test these predictions by comparing movements and exits of high- and low value-added teachers in FP and SP districts before and after Act 10.

Interpreting the results of a FP-SP districts comparison as the causal effect of changes in pay requires assuming that the two groups would have been comparable in the absence of Act 10. Post-Act 10 pay schemes, however, were not randomly determined across districts, but rather chosen by district administrators. This assumption could therefore be violated if this choice were correlated with teachers' labor supply decisions. In addition, Act 10 introduced other changes in public-sector employment, such as increases in employee contributions to pensions and health care. Albeit uniform across districts and unrelated to pay, these changes may have triggered district-specific shocks that confound the effects of changes in pay. As a piece of evidence in favor of the identifying assumption, I first show that the two groups of districts are observationally similar *ex ante* and that the choice of pay schemes does not appear to be driven by factors that could directly affect teachers. Second, I control for an array of district observables related to the (possibly) different district-level responses to other provisions of the Act in all my specifications. I also show that FP and SP districts were on similar trends before Act 10 with respect to all outcome variables. Lastly, I complement results on the full sample of FP and SP districts with findings based on a matched sample of FP and SP districts based on pre-Act 10 observables.

Comparing movements and exits of high- and low value-added teachers in FP and SP districts before and after Act 10 indicates that, after Act 10, teachers with *ex ante* higher value-added (measured using pre-Act 10 test scores) were 1.13 times more likely to move from SP to FP districts compared with lower value-added teachers and 44 percent less likely to exit. These movements and exits produced a 0.05-0.07 standard deviations increase in average teacher quality in FP relative to SP districts. These results confirm the predictions of the Roy model and indicate that teachers' labor market appears to function like other labor markets. They also demonstrate, partly in contrast with previous studies (such as Hanushek et al., 2004), that higher pay *does* attract teachers.

The introduction of a pay scheme that rewards workers' effectiveness could impact not only the composition of the teaching workforce, but also teachers' effort. To test this hypothesis I allow value-added to vary before and after Act 10 for each teacher, and I estimate the FP–SP difference in this time-varying measure after Act 10 compared with before. I find that, overall, value-added increased by 0.11 standard deviations in FP districts relative to SP. Approximately 54 percent of this increase is due to changes in teacher effort, whereas the remaining 46 percent is due to changes in workforce composition.

My findings show that the introduction of flexible salaries in a subset of Wisconsin districts led to an improvement, albeit small, in the composition of the teaching workforce in these districts compared with the rest of the state. Since movements and exits are rare events, this compositional change could become more pronounced over time as more low-quality teachers exit FP and more high-quality teachers get hired. This, however, assumes that SP districts stick with seniority pay in the medium and long run. What would happen if the same pay scheme were introduced in all districts instead? The sorting and exiting patterns outlined so far are the combination of both demand and supply forces; it is therefore difficult to answer this question by simply extrapolating from these partial-equilibrium results.

To address the limitations of a reduced-form approach, I build and estimate a structural model of the teachers' labor market. Districts (the demand side) extend job offers to teachers (the supply side). These offers are characterized by salaries, modeled as an exogenous, district-specific function of seniority, education, and value-added. Teachers have preferences over a job's attributes (including salaries). They review all the offers they receive and choose the one that maximizes their utility (or choose to exit the labor market). Districts decide which job offers to extend in order to maximize a payoff that depends on teachers' attributes, subject to a budget constraint (on the total wage bill) and a capacity constraint (on the total number of teachers they need to hire). Importantly, when making hiring decisions, districts take into account the fact that the probability that a given offer is accepted depends on both teachers' preferences *and* the offers made by all the other districts. This feature of the model allows supply and demand to match in equilibrium.

To identify the parameters of teacher supply I exploit the differences in pay triggered by Act 10 combined with teachers' movements and exits. Demand parameters are instead identified out of cross-district differences in budget and capacity constraints (which arise when teachers move out of or exit from the district), combined with a district's decision on how to fill its vacancies and how to allocate its budget.[4]

The model allows to separately identify how supply and demand determine job matches in equilibrium. Supply estimates are particularly useful for policy: They can be used to compute

[4]Section 7.3 discusses identification of the model's parameters more in depth.

the monetary value of non-wage job characteristics valued by teachers and to quantify, for example, how much more a certain teacher would have to be paid to be induced to teach in a different district. Estimates of the supply parameters show that teachers are attracted by higher salaries, dislike moving to far-away districts, and face significant moving costs.

I use the model to simulate how the composition of the teaching workforce would change under two alternative pay schemes. The first consists of one district increasing its salary/quality correlation (which I use as a proxy for "merit" or "quality" pay) and confirms the reduced-form findings. The second analyzes the introduction of quality pay in *all* districts, more challenging to study due to general equilibrium effects. Simulations show that this second scheme is associated with a much smaller increase in workforce quality compared with the first: When all districts reward seniority at the same rate, teachers have lower incentives to move across districts, and any compositional improvement is entirely driven by exits of low-quality teachers.

This exercise is useful to understand what would happen if all districts switched to flexible pay, a scenario that could arise as districts start competing with each other for the best teachers. It also shows that the observed improvement in the composition of the teaching workforce and the increase in effort experienced by FP districts might be short-lived, resulting in smaller long-term effects of a statewide change in pay schemes.

A caveat applies to these conclusions: The model does not explicitly model workers' decisions to *enter* the teaching profession and implicitly assumes that the quality of new teachers is constant over time and unaffected by the Act. In the medium run, a change in teacher pay could fundamentally alter the selection of new teachers in FP and SP districts (Rothstein, 2014) in ways that could differ from the sorting patterns observed for incumbent teachers.[5] A simple analysis of the selectivity of college degrees for new teachers (as a proxy for teaching quality) does not show evidence of changes in the composition of new teachers after 2011. A full-blown analysis of the effects of Act 10 on this margin, however, is left to future research.

This paper makes three main contributions. First, it exploits newly-available, large-scale variation in pay schemes to estimate teachers' labor supply and demand. Previous studies have been limited to small bonuses awarded on top of regular pay (Hanushek et al., 2004; Clotfelter

[5] The new pay scheme could, for example, encourage more talented workers to enter the profession or discourage risk-averse individuals. Hoxby and Leigh (2004) show that the increase in wage compression that has accompanied the rise in the unionization of public schools explains most of the decline in entry of high-performing teachers observed in the US since 1960. Rothstein (2014) demonstrates that higher salaries and lower tenure rates can improve the supply of new teachers. Dolton (1990) emphasizes the importance of relative earnings and earnings growth in the decision to become a teacher.

et al., 2008; Dee and Wyckoff, 2015), limited cross-sectional variation in salaries (Stinebrickner, 2001; Boyd et al., 2013), and across-the-board salary increases (Figlio, 2002).[6]

This paper can also be seen as an exploration, in the personnel economics tradition, of how pay affects selection and incentives of a particularly important class of workers (Lazear, 2000a,b; Bandiera et al., 2005; Abramitzky, 2009; Khan et al., 2015). Financial incentives for teachers have been shown to have a significant impact on student achievement outside the US.[7] Plans implemented in the US, however, have yielded mixed results (see Jackson et al., 2014; Neal et al., 2011, for a review).[8] In addition, this paper provides new evidence that school districts are willing to compensate high value-added teachers when given the opportunity to do so and that teachers respond to these incentives by exerting more effort in the classroom (Imberman and Lovenheim, 2015; Brehm et al., 2017).

Lastly, this paper is one of the first to study the effects of a recent *decline* in union powers. Many previous studies on the effects of teachers' unions have relied on historical examples of unionization (Eberts and Stone, 1987; Hoxby, 1996; Lovenheim, 2009).[9] Reducing union powers, however, does not necessarily yield opposite effects. This analysis helps us understand how the labor market for teachers changes in response to a weakening of unions and a reduction in the scope of collective bargaining, which–in the aftermath of *Janus v. AFSCME*–could affect other states in the future.

The rest of the article is organized as follows. Section 2 outlines the institutional framework and describes Act 10. Section 3 presents the data. Sections 4, 5, and 6 describe the empirical findings on salaries, the composition of the workforce, and teachers' effort respectively. Section 7 describes the structural model, and Section 8 illustrates the results from simulations of counterfactual pay schemes. Section 9 concludes.

[6] Willén (2018) studies the introduction of individual wage bargaining for Swedish public school teachers. Unlike Act 10, however, this policy change did not lead to pay differences among high-quality and low-quality teachers. As a result, it had no effects on workforce composition or student outcomes. It should be noted that Willén (2018) only studies teacher composition with respect to demographic characteristics and not teaching quality.

[7] This literature includes studies conducted in India (Muralidharan and Sundararaman, 2011; Duflo et al., 2012), Israel (Lavy, 2002), England (Atkinson et al., 2009), and Kenya (Glewwe et al., 2010).

[8] Although some studies have found that teacher performance pay has positive effects on student test scores in the US (Ladd, 1999; Figlio and Kenny, 2007; Sojourner et al., 2014; Imberman and Lovenheim, 2015; Dee and Wyckoff, 2015; Brehm et al., 2017), others have shown that such incentives are ineffective at boosting achievement (Dee and Keys, 2004; Figlio and Kenny, 2007; Springer et al., 2011; Goodman and Turner, 2013; Fryer, 2013).

[9] Notable exceptions are Han (2016), Litten (2016), and Roth (2017), who study the effects of recent episodes of de-unionization on outcomes such as teacher turnover, teacher salaries, retirement, and student achievement.

2 Teacher Compensation Before and After Act 10

2.1 Teachers' Unions and Salaries in the US

Teachers' unions were created in the early 1900's from the conversion of existing professional associations with the purpose of addressing social and educational issues relevant at the time, including pay (Murphy, 1990).[10] Teachers' unions bargain on behalf of their members with federal, state, and local officials over salaries, benefits, and working conditions, and they have played an active role in shaping the teaching profession.[11] Schools are unionized on a district-by-district basis: Nearly all public school districts have a teacher organization, typically affiliated either with the National Education Association (NEA) or the American Federation of Teachers (AFT).[12]

In most US public school districts teacher salaries are determined using "steps-and-lanes" schedules, which express pay as a function of years of experience and highest education degree (Podgursky, 2006). Appendix Figure A1 shows an example of a salary schedule. Movements along its "steps" (rows, which correspond to experience levels) and "lanes" (columns, which correspond to education degrees) are associated with an increase in pay. In states with collective bargaining (CB) for public sector employees these schedules are negotiated between school districts and teacher's unions.[13] CB agreements usually prevent districts from adjusting pay at the individual level: Experience and education are the only determinants of salaries and pay is unrelated–at least directly–to teacher effectiveness (Podgursky, 2006).

2.2 Wisconsin's Act 10

Wisconsin became the first state to introduce CB for public sector employees in 1959 (Moe, 2013). Since then, teacher's unions have gained considerable power and have been involved in negotiations with school districts over key aspects of a teaching job.[14] Until 2011 teacher

[10] See Holcomb (2006) for details on the history of the National Education Association (NEA), the largest union in the country. Information on the American Federation of Teachers (AFT), the second-largest, is available at http://www.aft.org/about/history.

[11] As of 2014, 49 percent of public school teachers belonged to at least one union (Bureau of Labor Statistics, 2014). In 26 right-to-work states, including Texas, Florida, and Wisconsin, teachers who choose not to join the union are not required to pay monthly dues, despite being covered by collective-bargaining (CB) agreements. In all other states (including California, New York, and Illinois) non-union teachers are also required to pay a fee to the union as a condition of employment.

[12] While CB is not a constitutional right for public sector teachers, at the time of writing this right was granted by all states except Georgia, North Carolina, South Carolina, Texas, and Virginia.

[13] In states without CB these schedules are typically determined at the state level (e.g. Georgia).

[14] 424 public school districts in Wisconsin typically serve either one city or one or more towns and villages. They operate public schools, hire teachers, and allocate teachers to schools. Each district enrolls an average

salaries were set using a schedule, which was part of each district's CB agreement.

On June 29, 2011 the state legislature passed the Wisconsin Budget Repair Bill, which became known as Act 10. Intended to address a projected $3.6 billion budget deficit through cuts in public sector spending, Act 10 introduced a number of provisions, enforced onto all school districts and their employees.[15] First and most importantly, CB agreements for teachers cannot cover a salary schedule but only base salaries (whose annual growth rate is limited to the rate of inflation) and are only valid for a year. Second, Act 10 prohibits unions from automatically collecting dues from employees' paychecks; in addition, it requires them to hold yearly elections and to obtain a majority of at least 51 percent of all eligible voters in order to recertify.[16] Third, Act 10 raised employee contributions to the pension fund (from 0 to 5.8 percent of wages) and to health insurance premia (from 0 to 12.6 percent), and it requires districts to search for the most cost-effective health care plans in order to reduce insurance premia by at least five percent. Lastly, the reform reduced state aid to school districts and decreased their revenue limit.[17]

2.2.1 Act 10 and Teacher Salaries: Flexible Pay vs. Seniority Pay

With salary schedules no longer allowed in CB agreements, Wisconsin districts now have the possibility to set teacher pay more flexibly. In particular, they can reward teachers for attributes not directly compensated by standard schedules and adjust salaries on an individual basis.

Although the provisions of Act 10 applied to all school districts, the way districts used their newly-gained freedom over teacher pay-setting varied: Approximately half of all districts continued setting pay using a schedule only based on experience and education, whereas the remaining half discontinued the use of such schedule. To characterize each district's post-Act 10 pay regime I collected districts' employee handbooks, documents listing duties and rights of all teachers. Before Act 10, all handbooks contained a schedule; after Act 10, only some of them do. I classify all districts whose 2015 handbooks included a schedule (and did not mention any

of 1,900 students. Sixteen urban districts enroll 15,000 students on average (with Milwaukee Public Schools enrolling 67,000 students, and the Madison Metropolitan School District enrolling 26,500 students), 63 suburban districts enroll 3,000 students, and 344 rural districts enroll 1,000.

[15] Act 10 also included a number of provisions affecting other public sector employees, such as those working for the University of Wisconsin system.

[16] Union membership dropped by nearly 50 percent in the 5 years after the passage of Act 10. See D. Belkin and K. Maher, *Wisconsin Unions See Ranks Drop Ahead of Recall Vote*, The Wall Street Journal. Retrieved from https://www.wsj.com/articles/SB10001424052702304821304577436462413999718.

[17] This last provision was included in Act 32 of July 1, 2011, which amended some provisions of Act 10. Revenue limits are the maximum level of revenues a district can raise through general state aid and local property taxes.

other types of bonuses or increments) as seniority-pay (SP), and all the remaining districts as flexible-pay (FP). More information on the handbooks is contained in Section 3.

The Racine Metropolitan School District, one of the state's largest urban districts, is an example of a SP district: Its 2015 handbook contained a seniority-based schedule (Appendix Figure A1).[18] The handbook specifies that both a teacher's initial placement on the schedule and movements along steps and lanes are to be determined solely on the basis of seniority and academic credentials.

The Green Bay Area Public School District, the fifth largest in Wisconsin, is an example of a FP district. Its 2015 handbook did not contain a schedule, and it explicitly stated that "The District will determine the starting salary for a new employee."[19] While the handbook mentions the possibility that teachers' salaries might increase in steps over time, no indication is given that such steps will be solely linked to seniority and/or education. The handbook also specifies that "An employee may be held to the previous year's step for less than satisfactory performance." This language, common among FP districts, indicates that the district retains the autonomy to set teacher salaries on an individual basis and to adjust them every year as it sees fit.

2.2.2 Comparing Flexible-Pay and Seniority-Pay Districts

Decisions over post-Act 10 pay schemes were made by school district administrators (such as superintendents and school board members). Possible drivers of this decision include fiscal concerns, the desire to compensate high-quality teachers and/or to preserve teachers' morale, and the increased pressure to compete with other districts for talented teachers (Kimball et al., 2016). Interpreting differences between FP and SP districts as the causal effect of a change in pay schemes requires the choice of the scheme to be uncorrelated with the outcome variables at study. While a full-blown test of this assumption is very difficult to perform, I discuss here some of the major threats to identification.

First, districts could decide to introduce individually-negotiated salaries to attract higher-quality teachers and raise student achievement. Endogeneity issues could arise if districts with the largest potential benefits (i.e. those with an *ex ante* lower-quality workforce or lower student achievement) are more likely to switch. If anything, however, in 2007–2011 FP districts had

[18] See the Racine School District website for the most recent version of its teacher salary schedule.
[19] See the Green Bay Area Public School District website for the most recent version of its employee handbook.

slightly higher test scores and teacher value-added, and these differences are not significant (Table 1, column 1).

Table 1: Summary Statistics, Wisconsin Districts, 2007–2015

	(1) Full sample			(2) Matched sample		
	FP	SP	Difference	FP	SP	Difference
enrollment	2929.7	3108.3	-178.6	2929.7	2789.3	140.4
			(761.8)			(505.5)
black students	0.028	0.032	-0.0035	0.028	0.030	-0.0017
			(0.0083)			(0.0091)
Hispanic students	0.053	0.049	0.0037	0.053	0.055	-0.0020
			(0.0076)			(0.0096)
disadvantaged students	0.28	0.32	-0.041**	0.28	0.30	-0.023
			(0.019)			(0.023)
math scores (sd)	0.18	0.065	0.12	0.18	0.14	0.043
			(0.080)			(0.10)
teacher salary ($)	52659.5	50517.9	2141.6***	52659.5	51485.6	1173.8
			(709.4)			(911.2)
teacher experience (yrs)	14.9	15.6	-0.67**	14.9	15.3	-0.43
			(0.27)			(0.30)
teachers w/ BA	0.46	0.49	-0.031	0.46	0.48	-0.020
			(0.020)			(0.023)
teachers w/ Master	0.53	0.50	0.028	0.53	0.51	0.016
			(0.020)			(0.023)
teachers w/ PhD	0.0013	0.0010	0.00028	0.0013	0.00066	0.00067
			(0.00048)			(0.00054)
urban district	0.069	0.074	-0.0051	0.069	0.070	-0.0015
			(0.035)			(0.042)
suburban district	0.29	0.20	0.097*	0.29	0.25	0.049
			(0.057)			(0.074)
property values p.p. ($)	803196.9	604887.4	198309.5**	803196.9	630296.6	172900.3
			(91952.3)			(130388.3)
value-added	-0.087	-0.13	0.048	-0.087	-0.071	-0.015
			(0.064)			(0.075)
expenditure p.p ($)	15126.3	15531.1	-404.7	15126.3	14734.9	391.4
			(366.7)			(400.7)

Notes: Means, differences in means, and standard errors (in parentheses) of district-level characteristics in FP and SP districts (columns 1), and in matched FP and SP districts (columns 2). The FP subsample includes 102 districts, the SP subsample includes 122 districts. The subsample covers 83 percent of the total student population. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts and includes 56 districts.

Wealthier districts could be more likely to switch to flexible pay because they can afford to spend more on salaries. Although FP districts have higher property values and pay higher salaries on average, no differences can be found in total expenditure or state aid per-pupil, and these variables follow similar trends in FP and SP districts until 2011 (Table 1, column 1, and

Appendix Figure A2).[20]

A switch to flexible pay might require additional managerial resources, for example because it involves quantifying hard-to-measure teacher attributes (such as performance). For this reason, districts with better management might be more likely to switch. To partially rule out this possibility, Appendix Table A1 shows that the characteristics of district superintendents, school principals, and other managerial staff are comparable across FP and SP districts. Superintendents and principals are also appointed or recruited in similar ways and are paid comparable salaries in the two groups of districts (Appendix Figure A5).

More generally, the decision to switch to flexible pay could reflect differences in administrators' preferences on what constitutes a "fair" compensation scheme. Superintendents and principals may also differentially value teachers' characteristics such as experience or quality.[21] Such differences would be problematic if they translated into different managerial practices. Both before and after Act 2011, however, superintendents and principals had very limited scope to differentiate their practices: Most teachers' duties and rights are strictly regulated by CB agreements, whose content is very similar across districts.

A last threat to identification stems from the fact that Act 10 was a large reform package. If its other provisions had a differential impact across districts, they could confound the effect of changes in pay. In particular, the weakening of teacher's unions that followed Act 10 could have affected districts's pay decisions and teacher sorting depending on *ex ante* union strength. In addition, increases in employees' contributions to health care and retirement plans and a reduction in state aid could have led districts to reallocate their budgets across different items and/or to offer health care plans of different quality (D'Andrea, 2013). To account for the first issue, I account for district-specific changes in union strength over time by controlling for whether the district had a union election in each year and whether the union recertified.[22] To address the second issue I control for districts' expenditures on different budget items (such as salaries, retirement, health and other types of insurance, as well as for total expenditure and state aid per pupil).[23]

[20]This finding is not surprising: Wisconsin's school financing formula includes a revenue limit and a heavy involvement of the state in each district's finances, which results in homogeneous revenues and expenditures across all districts (Kava and Olin, 2005).

[21]For example, if districts place the highest priority on seniority, they might be more likely to stay SP. If they place a higher value on attributes not rewarded by a standard schedule, they might be more likely to switch to FP.

[22]Appendix Figure A4 shows the 2012–2016 trends in the share of FP and SP districts which held a union election in each year and in which the union successfully re-certified.

[23]Trends in various budget items across FP and SP districts are shown in Appendix Figure A3.

To check for pre-Act 10 differential trends in outcome variables across FP and SP districts, all my empirical tests include time-varying estimates. In addition, I complement my results with those obtained using a matched sample, constructed to smooth the small *ex ante* differences in observables between FP and SP districts (Table 1).[24] I also control for these *ex ante* differences in a flexible way, interacting their pre-Act 10 averages (2009–2011) with year fixed effects.[25]

Constructing the Matched Sample. I build the sample using nearest-neighbor matching with replacement (Abadie and Imbens, 2011). I match each FP with a SP district on the basis of 2009–2011 district attributes, including enrollment, share of low-SES students, average teacher salaries (for all teachers and for those with less than 5 years of experience), share of teachers with less than 3, more than 20 years of experience, and with a master's degree, the location of the district (urban, suburban, rural), property values, expenditure, and state aid per pupil.[26] The final sample contains 102 FP and 56 SP districts (Table 1, column 2).[27]

3 Data and Measurement

The main data set contains information on the universe of Wisconsin teachers, linked with student test scores to calculate teacher value-added. I combine it with information on post-Act 10 salary structures for each district, drawn from employee handbooks. Lastly, I use school- and district-level characteristics as controls and to construct the matched sample. Data are reported by academic year, referenced using the calendar year of the spring semester (i.e. 2007 for 2006-07).

Teacher Data. I draw information on the population of Wisconsin teachers from the *PI-1202 Fall Staff Report - All Staff Files* for the years 2007–2015, made available by the Wisconsin Department of Public Instruction (WDPI). These files contain information on all individuals employed by the WDPI in each year and include personal and demographic information, education, years of teaching experience, and characteristics of job assignments (including total salary, grades and subject taught, full-time equivalency (FTE) units, and school and district

[24] Despite these differences in means, Appendix Figure A13 shows that the distributions of these characteristics are very similar across the two groups of districts.

[25] Appendix Figure A2 shows no evidence of differential pre-trends in these observables across the two groups of districts in the years leading to Act 10.

[26] Since the sample is with replacement, matched SP districts are counted multiple times if they serve as controls for more than one district. Appendix Table A2 shows estimates of the probit model underlying the matching procedure.

[27] Appendix Figure A14 shows that the distributions of a set of district characteristics across FP and matched SP districts appear very similar; a Kolmogorov-Smirnov test fails to reject the null hypothesis of equality in the distribution of all variables at the 5 percent confidence level.

identifiers). I restrict the sample to non-substitute, tenured teachers working in FP and SP districts.[28] Salaries are expressed in 2015 dollars and in FTE units.[29]

School and District Data. School-level data from the Wisconsin Information System for Education (WISE) include total enrollment and the share of economically disadvantaged, black, and Hispanic students. District-level covariates include equalized property values from the WDPI (used to calculate property tax levies) and indicators for whether the district is located in an urban, suburban, or rural area.[30] Budget data from the WDPI include revenues by source and expenditures by item, for all districts and for the years 2008–2015. Lastly, I draw information on union election outcomes from the records of the Wisconsin Employment Relation Commission (WERC).

Student Test Scores and Demographics. Student-level data include math and reading test scores from the Wisconsin Knowledge and Concepts Examination (WKCE, 2007–2014) and Badger test (2015–2016), for all students in grades 3 to 8, as well as demographic characteristics such as gender, race and ethnicity, socio-economic (SES) status, migration status, English-learner status, and disability. The WKCE was administered in November of each school year, whereas the Badger test was administered in the Spring. To account for this change, for the years 2007–2014 I assign each student a score equal to the average of the standardized scores for the current and the following year.

Employee Handbooks and Salary Schedules. I collected information on districts' pay schemes from their 2015 employee handbooks, available for 224 out of 422 districts (including 7 high school districts), which enroll approximately 83 percent of all students.[31] I classify a district as SP for the entire post-Act 10 period if its 2015 handbook contains a salary schedule and does not mention rewards for performance or merit, and as FP otherwise. If a schedule is published but bonuses linked to performance are mentioned, the district is classified as FP.[32]

[28] I exclude long- and short-term substitute teachers, teaching assistants and other support staff, as well as contracted employees, since salaries for these workers are calculated differently from those of permanent teachers.

[29] Due to evident mistakes in the reporting of salary information, I discard information for teachers in the school district of Kenosha, as well as for those in the school district of Milwaukee for the year 2015.

[30] These variables are based on the US Census urban-rural classification.

[31] Handbooks are published on each district's website. Unclassified districts (i.e. those for which handbooks are not available) either do not have a website or do not make their handbook public. Appendix Table A5 compares FP and SP districts with unclassified districts. The latter are smaller, enroll more disadvantaged students, pay lower salaries, and are disproportionately located in rural areas.

[32] It is possible that districts classified as FP did not change pay scheme immediately after the passage of Act 10, but after a few years. By the same token, it is possible that districts classified as SP as of 2015 switched to FP after 2015. For this reason I end my analysis in 2015.

3.1 Measurement: Teacher Value-Added

I measure teacher quality using value-added, defined as the individual teacher's contribution to achievement growth (Hanushek, 1971; Rockoff, 2004; Rivkin et al., 2005; Chetty et al., 2014a). Albeit not a perfect measure of a teacher's talent (Rothstein, 2010), value-added represents a useful signal of effectiveness (Kane and Staiger, 2008; Rothstein, 2010; Chetty et al., 2014a).

Chetty et al. (2014a) develop a value-added estimator based on the residuals of a regression of test scores on all other determinants of achievement (such as student demographics, past test scores, and school fixed effects), and which accounts for drift in teacher quality over time. This estimator is designed for a data set that includes classroom identifiers, which allow to link teachers with the pupils they taught in each year. This information is unavailable in several administrative data sets from various states and districts, including Wisconsin and Texas (Rivkin et al., 2005).[33] This implies that I can link a student to all the teachers in her school and grade in a given year, but not to the specific teacher who taught her (and, conversely, I can link a teacher to all the students attending her school and grade, but not to her own pupils).

To estimate teacher value-added in the absence of these links, I adapt the framework of Chetty et al. (2014a) to account for this feature of the data. The resulting estimator is based on average test score residuals at the grade and year level and identifies individual teacher effects by exploiting teacher turnover across grades and schools, as in Rivkin et al. (2005). Intuitively, teacher movements and changes in test scores allow to isolate not only the effect of the teacher who moves, but also the effects of the ones in grades and schools with at least one teacher switch in any year.

As explained by Rivkin et al. (2005), exploiting teacher turnover allows to obtain a more precise estimate of the true teacher effects than the simple grade average of test score residuals. In addition, the aggregation of test score residuals at the grade level overcomes what is likely the most problematic form of selection: that which occurs within schools and grades and across classrooms. On the downside, the absence of teacher-student links produces a noisier estimate of teacher effects than the one of Chetty et al. (2014a). Appendix B describes the estimator and the underlying achievement model, discusses its assumptions, and tests its validity.

Value-added estimates are available for 20,370 teachers of mathematics and reading in grades 4 to 8, including the final sample of 16,862 tenured teachers in 98 FP and 119 SP districts serving

[33] The WDPI has started to collect classroom identifiers only in 2017–18.

elementary and middle schools.[34] Appendix Table A3 shows summary statistics for the final sample of teachers.[35]

The empirical analyses use two measures of value-added. The first is *ex ante* value-added, calculated as the average teacher effect for the years 2007–2011. This measure is constructed to parse out any effects of Act 10 on effort and to focus on selection. The second is a time-varying measure, allowed to vary before and after Act 10 for each teacher and constructed to study changes in effort. A caveat applies to the interpretation of all empirical findings: *ex ante* value-added is only available for the selected sample of teachers who were already in the system before 2011. While this does not affect the estimation of teacher value-added (which uses information on all teachers in a given grade and year), my analyses on changes in teacher selection will be based on this (possibly selected) subsample of teachers. Appendix Table A4 compares teachers with and without *ex ante* value-added on the basis of observables. Teachers with *ex ante* value-added are more experienced, more likely to hold a Master's degree (as opposed to a BA), and they earn higher salaries as a consequence. Their value-added, however, is not statistically different from that of teachers without *ex ante* value-added.

4 Salary Responses to Act 10

Act 10 gave districts considerable flexibility over the design of teacher pay. I start my empirical analysis by quantifying how salaries changed in FP and SP districts in the aftermath of the reform. I focus on two metrics: the degree of pay dispersion among teachers with similar experience and education and the relationship between salaries and teacher quality, measured with value-added. Appendix Figure A6 plots the full distribution of salaries in FP and SP districts between 2007 and 2015.

Dispersion in Salaries. Figure 1 shows median salaries and interquartile ranges by two-year experience classes and for teachers with a Master's degree, in two large and comparable urban districts: Racine (top panel), a SP district, and Green Bay (bottom panel), a FP district.[36]

Before Act 10, the salary distribution was very similar across the two districts (although base salaries were lower in Green Bay). Median salaries for teachers with 5 or 6 years of experience

[34] Value-added estimates are not available for teachers in 7 high school districts, since standardized test scores are not administered in high school.

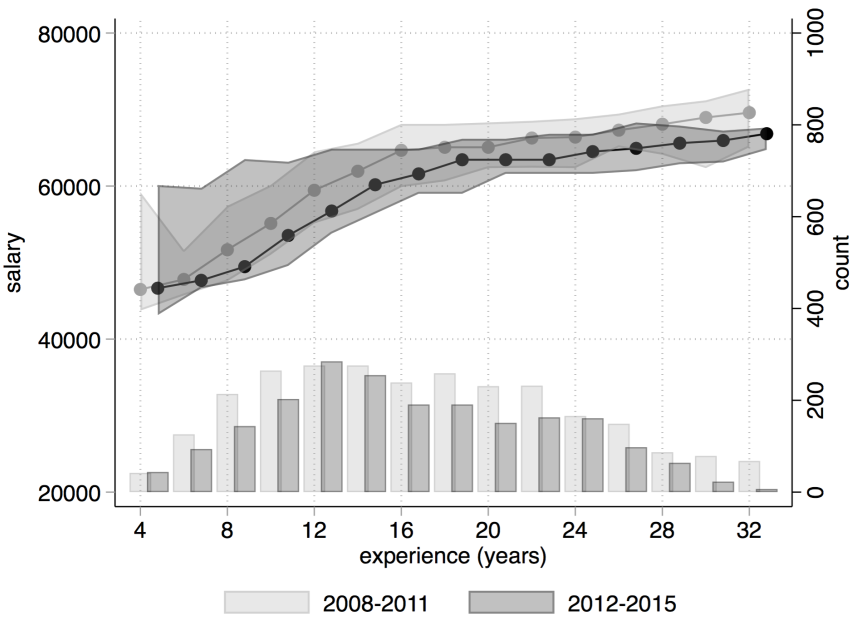
[35] Although most of the empirical analysis is restricted to tenured teachers, value-added is calculated on all teachers.

[36] The two districts are comparable in size, enrolling 20,514 and 20,457 students in 2012, respectively.

Figure 1: Empirical Salary Schedule - Median and Interquartile Range of Salaries, 2008–2011 and 2012–2015, School Districts of Racine (top) and Green Bay (bottom)

Panel A: Racine Unified School District

Panel B: Green Bay Area School District



Notes: Median and interquartile range of salaries, by two-year experience classes, for teachers in the school districts of Racine (panel A) and Green Bay (panel B), for the years 2008–2011 (grey line and lighter area) and 2012–2015 (black line and darker area). The bars correspond to counts of teachers in each seniority bin. The sample is restricted to teachers with 3 to 35 years of experience and with a Master's degree.

were equal to $54,337 in Racine (with an interquartile range of $10,308) and to $47,799 in Green Bay (with an interquartile range of $5,962). For teachers with 11 or 12 years of experience the median was $66,285 in Racine (with an interquartile range of $11,205) and $59,452 in Green Bay (with an interquartile range of $9,426).

After Act 10, the difference in salary dispersion between the two districts becomes striking (bottom panel). The interquartile range for teachers with 5 or 6 years of experience was equal to $7,923 in Racine and $13,127 in Green Bay. For teachers with 11 or 12 years of experience it was $10,739 in Racine and $11,088 in Green Bay. No differences in salary dispersion can be observed for teachers with higher levels of experience.

To more systematically quantify the increase in dispersion across all FP and SP districts, Figure 2 shows the trend in the FP-SP difference in the quartile coefficient of dispersion[37] (QCD), calculated within each district and for teachers with similar experience and education. This difference is flat and indistinguishable from zero between 2007 and 2011; it increases to 0.3 percent in 2012, remaining at this level until 2015.[38] The increase in pay dispersion indicates that the departure from a salary schedule regime in FP districts led to teachers with the same experience and education earning different salaries. This suggests that FP districts used their newly-acquired flexibility to compensate teachers for attributes not rewarded by a standard lock-step schedule.

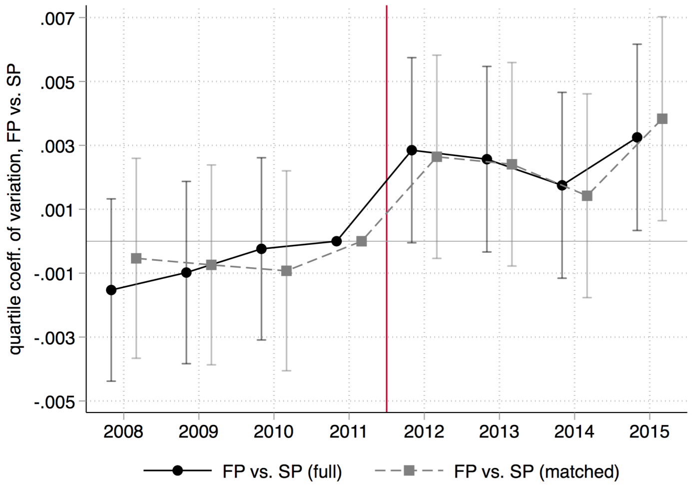
To understand the extent to which the observed increase in pay dispersion is driven by changes in salaries of incumbent teachers (i.e. teachers who were already in the district in the previous year) as opposed to changes in salaries offered to new hires, I re-estimate the FP-SP difference in QCD solely on the subsample of incumbents. While imprecisely estimated, the post-Act 10 increase in this difference is smaller than the one on the full sample but greater than zero (Figure 2, dashed line). This indicates that the post-Act 10 increase in pay dispersion is driven by both changes in salaries for new hires and pay renegotiation for incumbent teachers.

Salaries and Teacher Quality. What drove the post-Act 10 increase in salary dispersion in FP districts? To answer this question, the ideal test would estimate the correlation between pay and those teacher attributes, not rewarded under seniority pay, that districts may want to compensate under a FP scheme, including (but not limited to) preparedness, progress, leadership, and professional development. Most of these attributes, however, are only observable to

[37]The QCD is defined as the difference between the 75th and 25th percentile of salaries, divided by its sum.

[38]Trends in the raw QCD for FP and SP districts are shown in Appendix Figure A7.

Figure 2: Quartile Coefficient of Dispersion in Salaries: FP-SP Difference, 2008–2015



Notes: Point estimates and 90% confidence intervals of the FP-SP difference in the median QCD (relative to the difference in 2011). The differences are estimated as δ_s in the equation $k_{ijt} = \alpha FP_j + \sum_{s \neq 2011} \delta_s FP_j * \tau_s + \tau_t + \varepsilon_{ijt}$, where k_{ijt} is the QCD of group i of teachers in district j and year t, FP_j equals 1 for FP districts, and τ_t are year fixed effects. Each group contains teachers with the same experience and education in each district and year. QCDs are calculated as the ratio between the difference and the sum of the 75th and 25th percentiles of salaries, computed separately for each group of teachers. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP, SP, and matched SP districts. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. The sample of incumbents contains teachers already teaching in the district in the previous year.

principals and other school administrators and are difficult to measure. I hence settle on a more modest task and study the correlation between salaries and teacher value-added, conditional on experience and education. While districts do not observe nor explicitly use value-added to evaluate teachers, this measure could be correlated with other attributes that districts can observe and value.

I estimate this correlation using the following model:

$$\log(w_{ijt}) = \delta_0 VA_{it} + \delta VA_{it} * post_t + \beta X^w_{it} + \theta_j + \tau_t + \varepsilon_{ijt} \tag{1}$$

where w_{ijt} is the salary earned by teacher i in district j and year t, VA_{it} is teacher value-added (calculated as the average over the years 2007–2011 and 2012–2015, and standardized to have mean 0 and variance 1), and the variable $post_t$ equals 1 for the years 2012–2015. The vector X^w_{it} controls for experience and education in a flexible way, and includes a non-parametric function of years of experience, interacted with indicators for the highest education degree and with a dummy for years after 2011 (to allow the gradient between salaries, experience, and education to vary after Act 10). The vector of district fixed effects θ_j controls for district-specific differences in salaries and the vector of year fixed effects τ_t controls for time trends in a non-parametric way. I estimate the equation using OLS, and I cluster standard errors at the district level. In this specification, the coefficient δ_0 captures the conditional correlation between salaries and value-added before 2011, while the parameter δ captures the change in this correlation after 2011.

In the sample of FP districts, the conditional correlation between salary and value-added is indistinguishable from zero until 2011 (with an estimate of δ_0 equal to -0.0008, Table 2, column 1, p-value equal to 0.71), and it becomes positive and significant after 2011 (with an estimate of δ equal to 0.005, Table 2, column 1, significant at 10 percent). This implies that a one-standard deviation higher value-added is associated with a 0.5 percent higher salary. In the full and matched samples of SP districts, estimates of δ are instead much smaller and indistinguishable from zero (equal to 0.1 and 0.2 percent respectively, Table 2, columns 2 and 3).[39] Consistently with Figure 1, estimates of δ are larger for teachers with less than 10 years of experience in FP districts (1.4 percent, Table 2, column 4, significant at 5 percent).

Table 2: Teacher Salaries and Value-Added. OLS, Dependent Variable is log(Salary)

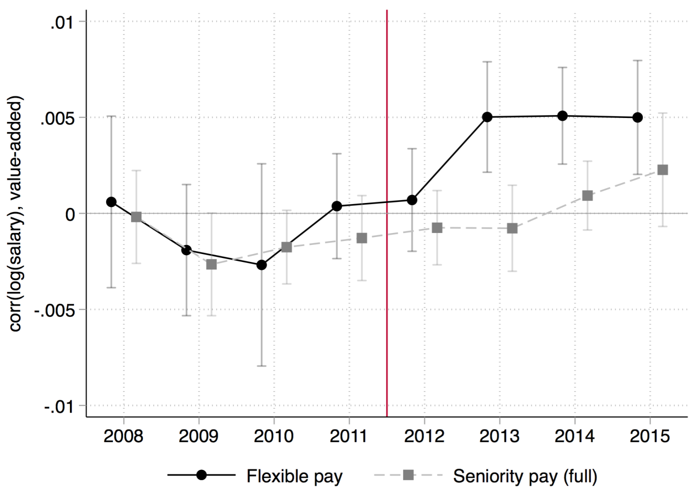
	All teachers			Teachers with ≤10 years of experience		
	(1)	(2)	(3)	(4)	(5)	(6)
	FP	SP (full)	SP (matched)	FP	SP (full)	SP (matched)
VA	-0.0008	-0.0011	-0.0017	-0.0081*	-0.0014	-0.0020
	(0.0022)	(0.0011)	(0.0028)	(0.0047)	(0.0015)	(0.0037)
VA * post	0.0048*	0.0014	0.0025	0.0137**	0.0015	0.0028
	(0.0025)	(0.0015)	(0.0024)	(0.0055)	(0.0030)	(0.0031)
Year FE	Yes	Yes	Yes	Yes	Yes	Yes
District FE	Yes	Yes	Yes	Yes	Yes	Yes
Edu*exp*post	Yes	Yes	Yes	Yes	Yes	Yes
Observations	39483	48555	20011	12136	16218	6193
# districts	98	119	54	98	118	54

Notes: The dependent variable is the natural logarithm of salaries. The variable *VA* is teacher value-added, normalized to have mean 0 and standard deviation 1. The variable *post* equals 1 for years following 2011. All the regressions include year and district fixed effects, as well as indicators for years of experience interacted with indicators for highest education degree interacted with *post*. Value-added is calculated as the average of a time-varying measure over the years 2007–2011 and 2012–2015. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP, SP, and matched SP districts, and covers years 2007 to 2015. In columns 4-6, the sample is further restricted to include to teachers with less than 10 years of experience. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. Standard errors in parentheses are clustered at the district level. *** p < .01, ** p < .05, * p < .1.

[39] Tests for the differences in the estimates of δ between FP and SP districts are reported in Table A7.

To assess how the correlation between salaries and teacher quality changed over time and to check for the existence of pre-trends, I estimate the parameter δ separately for each year between 2008 and 2015 and for FP and SP districts. These estimates, shown in Figure 3, are indistinguishable from zero and very similar across both groups of districts in the years 2008–2011. In line with Table 2, estimates become positive and statistically significant in FP districts after 2011, reaching 0.5 percent in 2013 (Figure 3, solid line). They instead remain indistinguishable from zero in SP districts until 2015 (Figure 3, dashed line).

Figure 3: Correlation, Salaries and Value-Added: FP and SP Districts, 2008–2015



Notes: OLS estimates and 90% confidence intervals of the coefficients δ_s in the regression $log(w_{ijt}) = \sum_{s=2008}^{2015} \delta_s \tau_s * VA_{it} + \beta X_{it}^w + \theta_j + \tau_t + \varepsilon_{ijt}$. The variable $log(w_{ijt})$ is the natural logarithm of salary for teacher i working in district j in year t. The variable VA_{it} is teacher value-added. The vector X_{it}^w includes a non-parametric function of years of experience, interacted with indicators for the highest education degree and with a dummy for years after 2011. The vector θ_j contains district fixed effects and the vector τ_t contains year fixed effects. The coefficients δ_s are estimated separately for FP and SP districts. Value-added is calculated as the average of a time-varying measure over the years 2007–2011 and 2012–2015. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP and SP districts. Standard errors are clustered at the district level.

Appendix Figure A9 shows the semi-parametric relationship between salaries and value-added, captured by the pre- vs. post-Act 10 difference in conditional salaries by deciles of value-added. In FP districts, teachers in the top decile earn approximately 2.5 percent more than teachers in the bottom decile (significant at 1 percent), whereas in SP districts they earn only 1.1 percent more (significant at 10 percent). The correlation between conditional salaries and value-added is highest for teachers with 4 or 5 years of experience in FP districts (2.3 percent, significant at 1 percent), whereas it is indistinguishable from zero for teachers with more than 10 years of experience in FP districts, and for all teachers in SP districts (Appendix Figure A10).

Although positive, estimates of δ are small in magnitude, and at a first glance it might seem hard to believe that such small salary premia produce any change in teacher behavior at all. It should be emphasized, however, that districts do *not* use value-added when making decisions over teacher pay. Interviews with FP districts' administrators reveal that that their post-Act 10 schemes are designed to reward teachers for a number of attributes, including (but not limited to) their preparation, leadership, learning, and professional development.[40] If these characteristics have a positive but small correlation with value-added, this could result in low estimates of δ due to attenuation bias.[41] In light of this, the estimates of δ should be interpreted as suggestive evidence that districts use their post-Act 10 pay flexibility to reward teacher characteristics that are, at least to some extent, positively correlated with value-added, rather than as true estimates of the actual salary premia enjoyed by teachers under the new payment scheme.

5 Movements, Exits, and Changes in Workforce Composition

The cross-district differences in salaries that arose in the aftermath of Act 10 changed teachers' job prospects. A simple Roy model (Roy, 1951, outlined in Appendix C) predicts that a switch to a FP regime in some (but not all) districts would induce high-quality teachers to move from SP to FP districts, and low-quality teachers to either move in the opposite direction or to leave the market. The intuition behind this result is that a SP scheme under-compensates high-quality teachers relative to a FP scheme, whereas a FP scheme penalizes low-quality teachers. I test these predictions by studying teachers' movements across districts and exits from this labor market.

5.1 Movements Across Districts

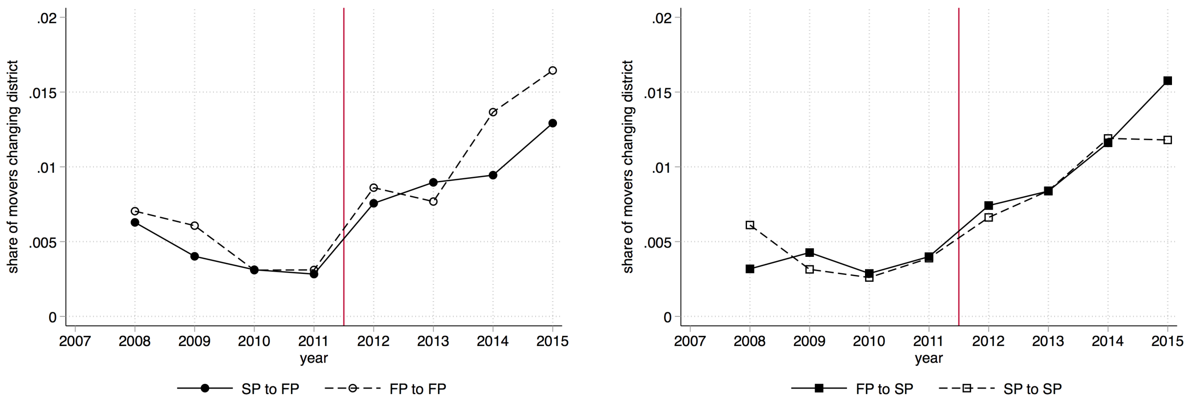
Teacher movements increased rapidly in the aftermath of Act 10, across districts of different type (i.e. from FP to SP and *vice versa*) as well as within districts of the same type (Figure 4). Moving rates (defined as the ratio between the number of teachers moving to a certain type of

[40]From interviews with superintendents of a subset of 12 FP and SP districts, conducted in December 2017.

[41]Papay and Kraft (2015) shows that professional development is associated with improvements in teacher quality. Dobbie (2011) demonstrates that teacher leadership is a good predictor of future student test scores among Teach for America corps. Jackson et al. (2014) provide a review of the literature on teacher attributed associated with value-added. In Appendix Table A8 I also test whether FP districts pay higher salaries to teachers in subjects that usually experience teacher shortages, such as math and science, conditional on experience, education, and value-added. These estimates do not show significant premiums for teachers in these subjects.

Figure 4: Moving Rates, by District of Origin and Destination

Panel A: Movers to flexible pay districts | Panel B: Movers to seniority pay districts



Notes: Shares of teachers changing district, by type of district of origin and destination. Shares are defined with respect to the district of origin.

district and the total number of teachers in the type of district of origin) increased from 1.8 to 4.3 percent from SP to FP, and from 2.0 to 3.9 percent from FP to SP. Similarly, movements between SP districts increased from 2.0 to 3.9 percent and movements between FP districts increased from 2.4 to 4.7 percent.[42]

Although the post-Act 10 increase in moving rates is fairly similar across types of districts, the characteristics of movers could be different. For example, the introduction of a FP regime (which rewards quality) could have induced higher value-added teachers to move from SP to FP districts and lower value-added teachers to move in the opposite direction. To test this hypothesis I study whether the the probability of moving to a district of a given type (conditional on the district of origin) differs between high- and low-quality teachers. I use the following models:

$$MoveFP_{ikjt} = \beta_0^{FP} highVA_i + \beta^{FP} highVA_i * post_t + \gamma_1^{FP} X_{it} + \gamma_2^{FP} Z_{jt} + \theta_k + \tau_t + \varepsilon_{ikjt} \quad (2)$$

$$MoveSP_{ikjt} = \beta_0^{SP} highVA_i + \beta^{SP} highVA_i * post_t + \gamma_1^{SP} X_{it} + \gamma_2^{SP} Z_{jt} + \theta_k + \tau_t + \varepsilon_{ikjt} \quad (3)$$

where $MoveFP_{ikjt}$ equals 1 if teacher i moves from a district k to a district j of type FP in year t, and $MoveSP_{ikjt}$ equals 1 if teacher i moves from a district k to a district j of type SP

[42]Such a large increase in movements within districts of the same type might appear surprising. It can, however, be rationalized by considering that the overall increase in movements and exits after Act 10 led to a surge in vacancies. This could have induced some teachers to move between districts of the same type for reasons not strictly related to salaries. The empirical evidence on movements across districts of the same type does not show clear patterns of sorting with respect to quality.

in year t.[43] The variable $highVA_i$ equals one for teachers with *ex ante* value added above the median. The vector X_{it} includes indicators for the number of years of experience interacted with indicators for the highest education degree. The vector Z_{jt} controls for characteristics of the district of destination, such as an array of pre-Act 10 teacher, student, and district attributes interacted with an indicator for year t, as well as indicators for whether the district had a union recertification election in year t and whether the election was successful.[44] The vector θ_k includes fixed effects for the district of origin. I estimate the model via OLS, separately for teachers working in FP and SP districts in the previous year, and I cluster standard errors at the level of the district of origin. The coefficients β^{FP} and β^{SP} estimate the post-Act 10 change in the probability of moving to a FP or SP district, respectively, for high-quality teachers relative to low-quality ones.

OLS estimates indicate sorting of high-quality teachers from SP to FP districts and sorting of lower-quality teachers from FP to SP districts. Teachers in SP districts with value-added above the median were 0.34 percentage points more likely to move to a FP district after Act 10 compared with teachers with value-added below the median (estimate of *high VA * post*, Table 3, column 1, significant at 10 percent). Compared with an average moving rate from SP to FP of 0.27 percent in 2008-2011, this corresponds to a 113 percent increase. By comparison, higher-quality teachers in FP districts are -0.50 percentage points *less* likely to move to a SP district after Act 10 compared with lower value-added teachers, or -167 percent (Table 3, column 3, significant at 1 percent). Higher value-added teachers are only 0.13 percentage points more likely to move across FP districts (Table 3, column 1, p-value equal to 0.42), and-0.30 percentage points less likely to move across SP districts (Table 3, column 4, significant at 10 percent). Estimates are robust to excluding Milwaukee and Madison (Appendix Table A9), and to using the matched sample (Appendix Table A10)

To investigate the presence of pre-trends, in Figure 5 I allow β^{FP} and β^{SP} to vary over time between 2008 and 2015, normalizing it to zero in 2011. Time-specific estimates of β^{FP} on the subsample of teachers working in SP districts are very close to zero between 2008 and 2010, confirming the absence of pre-trends; they become positive and significant after 2011, reaching 0.4 percentage points in 2012 (significant at 5 percent). Estimates of β^{SP} on the subsample of

[43] If district j is SP, $MoveFP_{ikjt} = 0$; similarly, if district j is FP, $MoveSP_{ikjt} = 0$.

[44] Pre-Act 10 characteristics include the 2009–2011 averages of enrollment, share of low-SES students, salary for all teachers and for teachers with less than 5 years of experience, property values per pupil, indicators for urban and suburban districts, total expenditure and state aid per pupil, share of teachers with a Master, with less than 3 years of experience, and with more than 20 years of experience.

Table 3: Teacher Sorting. OLS, Dependent Variable Equals 1 for Teachers Moving to or Exiting From a District

	Moving to FP		Moving to SP		Exiting from	
	(1) from SP	(2) from FP	(3) from FP	(4) from SP	(5) FP	(6) SP
high VA	0.0001	-0.0017	0.0009	0.0005	0.0033	0.0033
	(0.0010)	(0.0011)	(0.0013)	(0.0010)	(0.0048)	(0.0044)
high VA * post	0.0034*	0.0013	-0.0050***	-0.0030*	-0.0179*	-0.0055
	(0.0018)	(0.0016)	(0.0019)	(0.0016)	(0.0093)	(0.0062)
Year FE	Yes	Yes	Yes	Yes	Yes	Yes
District controls	Yes	Yes	Yes	Yes	Yes	Yes
CB controls	Yes	Yes	Yes	Yes	Yes	Yes
Teacher controls	Yes	Yes	Yes	Yes	Yes	Yes
Observations	33734	30172	30172	33734	17881	22537
# districts	121	100	100	121	98	119
Y-mean	0.003	0.004	0.003	0.003	0.041	0.041

Notes: The dependent variable equals 1 for teachers who move to a FP district (columns 1-2), move to a SP district (column 3-4), exit from a FP district (column 5), and exit from a SP district (column 6). In columns 1 and 4 the sample is restricted to teachers already working in a SP district; in columns 2 and 3 it is restricted to those already working in a FP district. The variable *high VA* equals one for teachers with *ex ante* value-added above the median. The variable *post* equals 1 for years after Act 10. All the regressions include year and district fixed effects. *District controls* include interactions between 2009–2011 averages of district characteristics interacted with year fixed effects. *CB controls* include an indicator for whether the district had a union recertification election in year t and whether the election was successful. *Teacher controls* include indicators for the number of years of experience and for the highest education degree. Columns 5 and 6 control non-parametrically for age. *Ex ante* value-added is calculated as the average of a time-varying measure over the years 2007–2011. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP and SP districts, and covers years 2008 to 2015 (columns 1-4) and years 2008 to 2012 (columns 5-6). Standard errors in parentheses are clustered at the district level. *** p < .01, ** p < .05, * p < .1.

teachers working in FP districts are also indistinguishable from zero between 2008 and 2010, and they become negative after 2011, dropping to -0.9 percentage points in 2014 (significant at 5 percent).

As an additional test of sorting, in columns 1 and 2 of Table 4 I estimate the post-Act 10 difference in value-added between movers to FP districts and movers to SP districts. I use the following empirical model on the subsample of teachers who move across districts in each year:

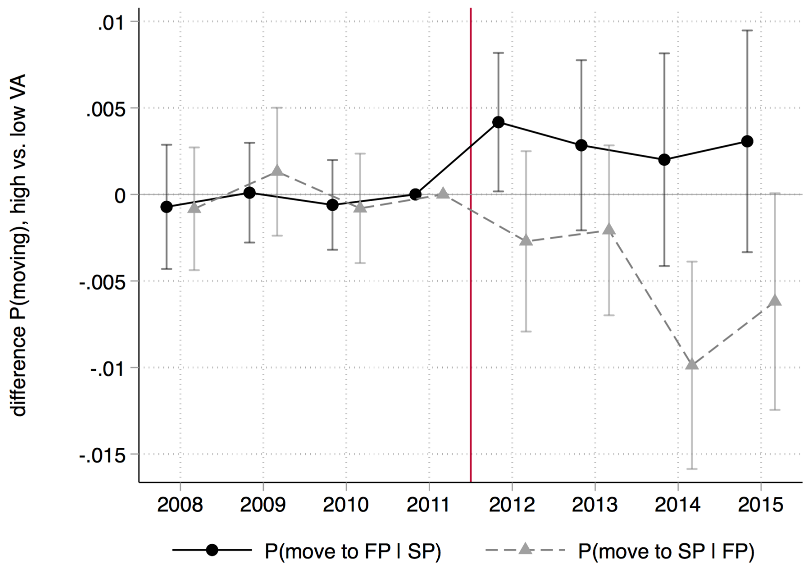
$$VA_i^{m(kjt)} = \beta_0 FP_j + \beta FP_j * post_t + \gamma_1 X_{it} + \gamma_2 Z_{jt} \quad (4)$$
$$+ \eta_1 FP_k + \eta_2 FP_k * post_t + \eta_3 FP_k * FP_j + \eta_4 FP_k * FP_j * post_t + \tau_t + \varepsilon_{ijkt}$$

where $VA_i^{m(kjt)}$ is average *ex ante* value-added of teacher i, who moves from district k to district j in year t. The coefficient β captures the post-Act 10 change in value-added of movers to FP districts after Act 10, conditional on the district of origin and relative to movers to SP districts.

OLS estimates of β on the full sample of FP and SP districts indicate that, after Act 10 and conditional on the district of origin (captured by FP_k and its interactions with FP_j and $post_t$), movers to FP districts have a 0.36 standard deviations higher value-added compared with movers to SP districts (Table 4, column 1, significant at 10 percent). The estimate is robust to controlling for various school district budget items, including per-teacher expenditure on salaries, retirement, health and other insurance, as well as total per-student expenditure and state aid (0.37 standard deviations, Table 4, column 2, significant at 10 percent). Estimates on the matched sample are similar in magnitude, although less precise (0.27 and 0.31 standard deviations, Appendix Table A10, columns 1-2, p-values equal to 0.40 and 0.40, respectively).

The findings presented so far are in line with the theoretical predictions of a simple Roy

Figure 5: Difference in Moving Rates, High Value-Added vs. Low Value-Added Teachers, by District of Origin and Destination



Notes: Estimates and 90% confidence intervals of β in the regression $MovetoW_{ikjt} = \sum_{s=2008}^{2015} \beta_s highVA_i * \tau_s + \gamma_1 X_{it} + \gamma_2 Z_{jt} + \theta_k + \tau_t + \varepsilon_{ikjt}$, where $MovetoW_{ikjt}$ equals 1 if teacher i moves from district k to district j of type W in year t, and $W = \{FP, SP\}$. $highVA_i$ equals one for teachers with ex ante value-added above the median, τ_t are year fixed effects, X_{it} is a vector of teacher controls (including indicators for the number of years of experience and for the highest education degree), Z_{jt} are controls for the district of destination (including interactions between the 2009–2011 averages of district characteristics interacted with year fixed effects and indicator for whether the district had a union recertification election in year t and whether the election was successful), and θ_k are district-of-origin fixed effects. The parameter β_{2011} is normalized to zero. The solid line includes teachers moving out of SP, the dashed line includes teachers moving out of FP. Standard errors are clustered at the district level.

model: After Act 10, high-quality teachers sort into FP districts and lower-quality teachers sort into SP districts.

Table 4: Changes in the Composition of Movers and Exiters. OLS, Dependent Variable is Ex Ante Teacher Value-Added

	(1) Movers	(2) Movers	(3) Exiters	(4) Exiters
FP	-0.0336		0.0023	0.0024
	(0.1618)		(0.0776)	(0.0880)
FP * post	0.3630*	0.3721*	-0.1837**	-0.1879**
	(0.2095)	(0.1973)	(0.0846)	(0.0892)
Year FE	Yes	Yes	Yes	Yes
District controls	Yes	Yes	Yes	Yes
CB controls	Yes	Yes	Yes	Yes
Teacher controls	Yes	Yes	Yes	Yes
Budget controls	Yes	No	No	Yes
Observations	628	630	2516	2075
# districts	147	149	213	206

Notes: The dependent variable is *ex ante* teacher value-added. Columns 1-2 and 5-6 are estimated on the subsample of movers to a district; columns 3-4 are estimated on the subsample of leavers from a district (defined as teachers who leave Wisconsin's teaching workforce). The variable *FP* equals 1 for FP districts. The variable *post* equals 1 for years following 2011. All the regressions include year fixed effects. *District controls* include interactions between the 2009–2011 averages of district characteristics interacted with year fixed effects. *CB controls* include an indicator for whether the district had a union recertification election in year t and whether the election was successful. *Teacher controls* include indicators for the number of years of experience and for the highest education degree. *Budget controls* are district-year-level controls for the level of state aid as a share of total revenues, as well as per-teacher expenditure on salaries, retirement, health, life, and other insurance, and other employee benefits. Columns 1-2 include indicators for the type district of origin (FP or SP), interacted with *FP* and with *post*. Columns 3-4 control non-parametrically for age. Ex ante value-added is calculated as the average of a time-varying measure over the years 2007–2011. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP and SP districts, and covers years 2008 to 2015. Standard errors in parentheses are clustered at the district level. *** $p < .01$, ** $p < .05$, * $p < .1$.

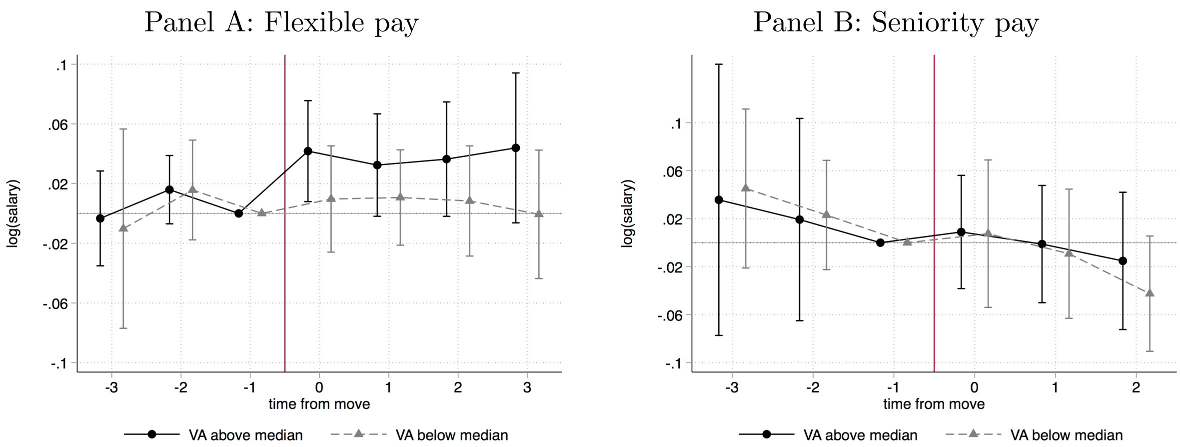
Salaries of Movers. The Roy model implies that the observed cross-district sorting patterns are driven by higher salaries in the district of destination. To provide evidence in line with this prediction, I conduct an event study of post-Act 10 changes in salaries (conditional on experience and education) for high and low value-added movers across different types of districts. I estimate the following model on the subsample of teachers who move at least once between 2007 and

2015:

$$\log(w_{ijt}) = \sum_{k=-3}^{3} \beta_k^0 \mathbb{1}(t - Y_i^{m(j)} = k) + \sum_{k=-3}^{3} \beta_k \mathbb{1}(t - Y_i^{m(j)} = k) * \mathbb{1}(Y_i^{m(j)} > 2011) + \gamma X_{it}^w + \theta_j + \tau_t + \varepsilon_{ijt} \quad (5)$$

where the variable $Y_i^{m(j)}$ denotes the year in which teacher i moves to district j.[45] Normalizing β_{-1}^0 and β_{-1} to be zero, the parameter vector β^0 estimates the salary premium (or loss) in the 3 years before and after a teacher moves (relative to the year preceding a move), whereas the parameter β captures the change in this premium after Act 10. I estimate this model on the subsample of teachers who move at least once between 2007 and 2015, and separately for teachers with value-added above and below the median (equal to -0.013 for this subsample) and for teachers in FP and SP districts.

Figure 6: Salaries of Movers Around A Move



Notes: OLS estimates and 90% confidence intervals of the coefficients β_s in the regression $\log(w_{ijt}) = \sum_{k=-3}^{3} \beta_k^0 \mathbb{1}(t - Y_i^{m(j)} = k) + \sum_{k=-3}^{3} \beta_k \mathbb{1}(t - Y_i^{m(j)} = k) * \mathbb{1}(Y_i^{m(j)} > 2011) + \gamma X_{it}^w + \theta_j + \tau_t + \varepsilon_{ijt}$. The variable $log(w_{ijt})$ is the natural logarithm of salary for teacher i working in district j in year t. The variable $Y_i^{m(j)}$ denotes the year in which teacher i moves to district j, $\mathbb{1}(.)$ is an indicator function, and the vector X_{it}^w includes a non-parametric function of years of experience, interacted with indicators for the highest education degree and with a dummy for years after 2011. θ_j are district fixed effects and τ_t are year fixed effects. The coefficient β_{-1} is normalized to 0. The parameters are estimated separately for teachers in FP and in SP districts and with *ex ante* value-added above and below the median. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP and SP districts. Standard errors are clustered at the district level.

OLS estimates of the vector β_k, shown in Figure 6, indicate that high-quality movers to FP districts experienced a significant 4.5 percent conditional salary increase in the year after a move, compared with similar teachers who moved before Act 10 (Figure 6, Panel A, solid

[45] For teachers who move more than once between 2007 and 2015, I consider only the earliest move. The results are robust to using the latest move.

line, significant at 5 percent). Notably, no trends in salaries differences can be observed in the years leading to a move. This premium persists up to 3 years following a move. Low-quality teachers, on the other hand, did not experience any significant change in salaries after moving to a FP district after Act 10 (Figure 6, Panel A, dashed line). Similarly, high-quality and low-quality movers to SP districts experienced no differential change in post-move salaries after Act 10 (Figure 6, Panel B). Estimates on the matched sample are very similar (Appendix Figure A15). These findings provide suggestive evidence that, in the aftermath of Act 10, high-quality teachers were attracted to FP districts by the prospect of higher salaries.

5.2 Exit from Public Schools

The increase in movements of teachers across districts after Act 10 was accompanied by a surge in exit (Figure 7).[46] In 2011, 2.1 percent and 2.7 percent of teachers left from FP and SP districts in each year, respectively. In 2012, these rates increased to 4.0 and 4.9 percent.[47]

Figure 7: Exit Rates, by District of Origin

Notes: Share of teachers leaving Wisconsin public schools, by type of district of origin.

Although trends in exit rates appear similar across the two groups of districts, the characteristics of the teachers who left could be different. For example, the introduction of quality pay in FP districts could have induced low-quality teachers to exit at a higher rate compared

[46]Exit rates are defined as the share of individuals who disappear from the records of employees in Wisconsin public schools. Reasons for exit include retirement, dropping out of the labor force, a move to a to private school or to another industry/occupation. The staff data does not allow me me to observe a teacher after she leaves, and I am thus unable to distinguish among these reasons.

[47]The spike in exits is partly due to a surge in retirement (Roth, 2017; Biasi, 2017): exit rates of teachers above age 55 increased from 6.2 to 10.2 percent in FP districts and from 7.8 to 13.0 percent in SP districts. They however also increased for teachers below age 55, from 0.8 to 1.5 percent in FP districts and from 1.1 to 1.8 percent in SP districts.

with high-quality teachers. To test this hypothesis I estimate the following equation:

$$e_{ijt} = \beta_0 highVA_i + \beta highVA_i * post_t + \gamma_1 X^e_{it} + \gamma_2 Z_{jt} + \theta_j + \tau_t + \varepsilon_{ijt} \tag{6}$$

where e_{ijt} equals one if teacher i leaves the market from district j in year t. The vector X^e_{it} includes indicators for the highest education degree, as well as a non-parametric control for age and experience interacted with an indicator for years after 2011, to account for a differential propensity to retire after Act 10 (Roth, 2017; Biasi, 2017). Since the bulk in retirement occurred in 2012 I estimate this equation on the years 2008–2012, separately for teachers in FP and SP districts.

OLS estimates of β (shown in Table 3) indicate that, after Act 10, teachers with value-added *below* the median were 1.8 percentage points more likely to exit from a FP district compared with teachers with value-added above the median (with an estimate of *high VA * post* equal to -0.018, Table 3, column 5, significant at 10 percent). Compared with an average exit rate of 4.1 percent percent for FP districts in 2007-2011, this corresponds to a 44 percent increase in this probability. By comparison, this estimate is indistinguishable from zero in the full sample of SP districts (-0.0055, Table 3, column 5, p-value equal to 0.38) and in matched SP districts (-0.0093, Table A10, column 6, p-value equal to 0.33).[48] Year-specific estimates of β for the years 2008–2011, shown in Figure 8, are very close to zero for both FP and SP districts, confirming the absence of pre-trends. They become negative and significant in 2012 in FP districts (with an estimate of -2.0 percentage points, significant at 10 percent).

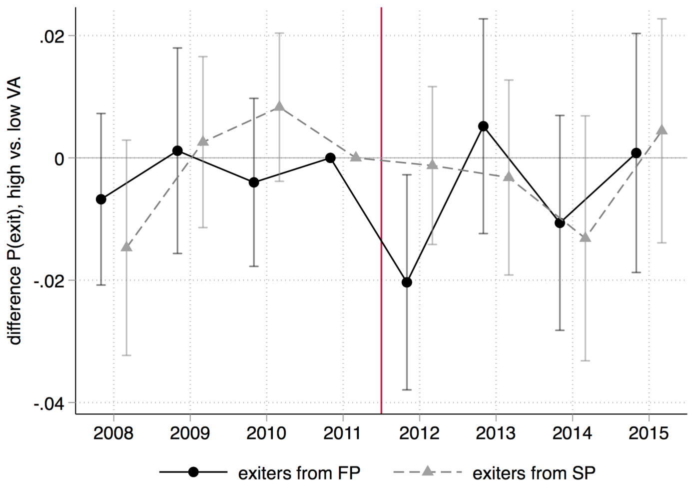
To quantify the overall change in value-added for teachers who exit from SP and FP districts, I estimate the following model on the subsample of leavers:

$$VA_i^{e(jt)} = \beta_0 FP_j + \beta FP_j * post_t + \gamma_1 X^e_{it} + \gamma_2 Z_{jt} + \varepsilon_{ijt} \tag{7}$$

The coefficient β captures the post-Act 10 difference in value-added of leavers from FP districts relative to SP, conditional on the district of origin. Estimates on the full sample of FP and SP districts indicate that, after Act 10, value-added of leavers from FP districts was 0.18 standard deviations smaller than value-added of leavers from SP districts (Table 4, column 4, significant at 5 percent). Estimates on the subsample of matched FP and SP districts are even larger in magnitude, with -0.26 standard deviations (Appendix Table A11, column 8, significant at 1

[48] Estimates are robust to excluding Madison and Milwaukee (Appendix Table A9).

Figure 8: Difference in Exit Rates, High Value-Added vs. Low Value-Added Teachers, by District of Origin



Notes: Estimates and 90% confidence intervals of β in the regression $e_{ijt} = \sum_{s=2008}^{2015} \beta_s highVA_i * \tau_s + \gamma_1 X^e_{it} + \gamma_2 Z_{jt} + \theta_j + \tau_t + \varepsilon_{ijt}$, where e_{ijt} equals one if teacher i leaves the market from district j in year t, $highVA_i$ equals one for teachers with ex ante value-added above the median, τ_t are year fixed effects, X^e_{it} is a vector of teacher controls (including indicators for years of experience, age, and highest education degree), Z_{jt} are district controls, including the 2009–2011 averages of district characteristics interacted with year fixed effects, and indicator for whether the district had a union recertification election in year t and whether the election was successful, and θ_j are district fixed effects. The parameter β_{2011} is normalized to equal zero. Standard errors are clustered at the district level.

percent). Taken together, these results indicate a disproportionate exit of lower-quality teachers from FP districts compared with SP districts after Act 10.

Salaries of Exiters. Next, I test whether this exit flow is related to a decline in salaries. I estimate the following model:

$$\log(w_{ijt}) = \beta^0 e_{ijt+1} + \beta e_{ijt+1} * post_t + \beta X^w_{it} + \theta_j + \tau_t + \varepsilon_{ijt} \tag{8}$$

I estimate this model separately for teachers in FP and SP districts and with value added above and below the median. Estimates of β capture the post-Act 10 difference in salaries of leavers in the year immediately preceding their exit.

OLS estimates of β, shown in Table 5, indicate that teachers with value-added above the median who left FP districts after Act 10 experienced a small and insignificant change in salaries right before leaving, compared with similar teachers who exited before Act 10 (0.0019, Table 5, column 1, p-value equal to 0.95). Teachers with value-added below the median, on the other hand, experienced a large 2.7 percent decline in salaries (Table 5, column 2, significant at 1 percent). In SP districts high value-added leavers experienced a 1.3 percent salary decline after Act 10 (Table 5, column 3, significant at 1 percent), whereas low value-added teachers experienced no significant change (Table 5, column 4). These estimates are robust to using the matched sample (columns 5-6). These findings are consistent with the Roy model, which predicts that the disproportionate exits of lower-quality teachers from FP districts and of higher-quality teachers from SP districts are driven by lower salaries.

Table 5: Salaries and Exit. OLS, Dependent Variable is log(Salary)

	Flexible pay		Seniority pay (full)		Seniority pay (matched)	
	(1)	(2)	(3)	(4)	(5)	(6)
	VA≥ med	VA< med	VA≥ med	VA< med	VA≥ med	VA< med
exit	-0.0105**	-0.0038	0.0063**	-0.0068	0.0099*	0.0019
	(0.0041)	(0.0054)	(0.0028)	(0.0044)	(0.0053)	(0.0051)
exit * post	0.0019	-0.0272***	-0.0126***	0.0050	-0.0138**	0.0026
	(0.0125)	(0.0101)	(0.0045)	(0.0057)	(0.0067)	(0.0069)
Year FE	Yes	Yes	Yes	Yes	Yes	Yes
District FE	Yes	Yes	Yes	Yes	Yes	Yes
Edu*exp*post	Yes	Yes	Yes	Yes	Yes	Yes
Observations	20133	19350	23857	24698	9533	10478
# districts	98	97	118	119	54	54

Notes: The dependent variable is the natural logarithm of salaries. The variable *exit* equals 1 for teachers exiting from a district in the following year. The variable *post* equals 1 for years following 2011. All the regressions include controls for a non-parametric function of years of experience, interacted with indicators for the highest education degree and with *post*, as well as district and year fixed effects. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP (columns 1-2), SP (columns 3-4), and matched SP districts (columns 5-6), and covers years 2008 to 2015. Columns 1, 3, 5 refer to teachers with *ex ante* value-added above the median; columns 2, 4, 6 refer to teachers with value-added below the median. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. Standard errors in parentheses are clustered at the district level. *** p < .01, ** p < .05, * p < .1.

5.3 Composition of the Teaching Workforce

Movements of teachers across districts and exits from the market directly affect the composition of the teaching workforce. To quantify this change, I compare *ex ante* teacher value-added in FP and SP districts before and after the passage of Act 10. I estimate:

$$VA_i = \beta_0 FP_j + \beta FP_j * post_t + \gamma_1 X_{it} + \gamma_2 Z_{jt} + \tau_t + \varepsilon_{ijt} \tag{9}$$

The parameter β captures the change in value-added in FP relative to SP districts after Act 10. Estimates of β, shown in Table 6, indicate that *ex ante* teacher value-added increased by

0.048 standard deviations in FP districts compared with SP after Act 10 (Table 6, column 1, significant at 10 percent). These estimates are robust to the inclusion of controls for teacher experience and education (column 2), for the district's budget composition (column 3), and they are slightly smaller when controlling for district fixed effects (column 4). Estimates on the matched sample of FP and SP districts yield similar estimates (Table 6, columns 5-8). Time-varying estimates of β (normalizing the estimate for 2011 to zero), shown in Figure 9, are indistinguishable from zero between 2008 and 2010 and show no evidence of pre-trends. They become positive after 2011, with 0.058 in 2012 (significant at 10 percent), and remain high at this level through 2015.[49]

Table 6: Changes in the Composition of the Teaching Workforce. OLS, Dependent Variable is Ex Ante Teacher Value-Added

	Full sample				Matched sample			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
FP	-0.046	-0.047	-0.041		-0.051	-0.053	-0.070	
	(0.088)	(0.088)	(0.086)		(0.095)	(0.095)	(0.088)	
FP * post	0.048*	0.049*	0.069**	0.029**	0.047	0.047	0.080**	0.041**
	(0.027)	(0.027)	(0.033)	(0.014)	(0.030)	(0.030)	(0.040)	(0.016)
Year FE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
District controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CB controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher controls	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Budget controls	No	No	Yes	Yes	No	No	Yes	Yes
District FE	No	No	No	Yes	No	No	No	Yes
Observations	65845	65764	65464	65464	45901	45825	45525	45525
# districts	217	217	214	214	152	152	149	149

Notes: The dependent variable is *ex ante* teacher value-added. The variable *FP* equals 1 for FP districts. The variable *post* equals 1 for years following 2011. All the regressions include year fixed effects. *District controls* include interactions between the 2009–2011 averages of district characteristics interacted with year fixed effects. *CB controls* include an indicator for whether the district had a union recertification election in year t and whether the election was successful. *Teacher controls* include indicators for the number of years of experience and for the highest education degree. *Budget controls* are district-year-level controls for the level of state aid as a share of total revenues, as well as per-teacher expenditure on salaries, retirement, health, life, and other insurance, and other employee benefits. Ex ante value-added is calculated as the average of a time-varying measure over the years 2007–2011. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP, SP, and matched SP districts, and covers years 2008 to 2015. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. Standard errors in parentheses are clustered at the district level. *** $p < .01$, ** $p < .05$, * $p < .1$.

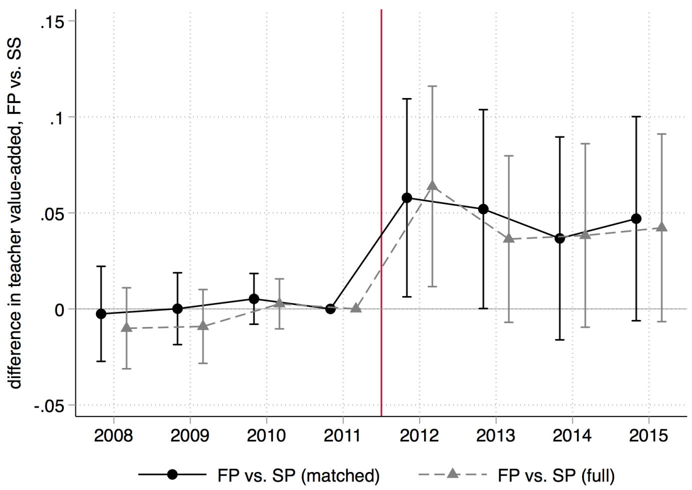
[49]Trends in raw value-added are shown in Appendix Figure A11.

It should be noted, at this point, that the above analysis does not include new teachers, for whom value-added cannot be calculated. Appendix Figure A16 (top panel) shows that entry rates (defined as the share of new teachers in the population) declined between 2008 and 2011 and increased after Act 10 in both types of districts, possibly due to an increase in the number of vacancies to be filled. If Act 10 induced better or more motivated teachers to enter the market in FP districts, the estimates described so far would represent a lower bound of the true compositional change (Hoxby and Leigh, 2004; Rothstein, 2014).[50] If instead the Act discouraged these teachers from entering, the true compositional change would be smaller. It is also possible that, as of 2015, the supply of new teacher had still not reacted to the policy change. Becoming a teacher requires an education investment of at least two years (the length of a Master's degree); the supply of new teachers could therefore respond with a lag.

In an attempt to distinguish between these hypotheses, Appendix Figure A16 (bottom panel) shows trends in the average selectivity of the institution where new teachers obtained their most

[50]Hoxby and Leigh (2004) shows that the decline in the entry rates of high-quality teachers in US public schools since 1960 can be attributed to increased compression in wages caused by the rise in unionization. Similarly, Rothstein (2014) demonstrates that higher salaries and lower tenure rates can improve the supply of new teachers.

Figure 9: Changes in Teaching Workforce Composition. Ex Ante Value-Added, FP vs. SP, 2008–2015



Notes: OLS estimates and 90 percent confidence intervals of the coefficients β_s in the regression $VA_i = \alpha FP_j + \sum_{s\neq 2011} \beta_s FP_j * \tau_s + \gamma_1 X_{it} + \gamma_2 Z_{jt} + \tau_t + \varepsilon_{it}$, where VA_i is *ex ante* value-added of teacher i employed in district j in time t, FP_j equals 1 for FP districts, X_{it} includes indicators for the number of years of experience and the highest education degree, Z_{jt} are district controls (including the 2009–2011 averages of district-level characteristics interacted with year fixed effects, and indicator for whether the district had a union recertification election in year t and whether the election was successful), and τ_t are year fixed effects. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP, SP, and matched SP districts. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. Standard errors are clustered at the district level.

recent degree, an attribute shown to be correlated with quality (Ballou and Podgursky, 1997; Clotfelter et al., 2010; Hoxby and Leigh, 2004). These trends do not show any change after 2011. This suggests that the characteristics of new teachers did not vary much between 2012 and 2015. This, however, does not eliminate the possibility that composition of the entrants pool could change over a longer time span. One should interpret and generalize the above findings with this caveat in mind.

6 Effects on Teachers' Effort

The pay scheme adopted by FP districts after Act 10 attracted higher value-added teachers from other districts and led lower value-added teachers to leave. As movers and leavers represent only a small share of the teachers' population in each year, the resulting compositional change five years after the policy change was rather modest in size. A pay scheme that rewards quality, however, could affect *all* teachers (not only those who move or exit) through changes in the incentives to exert more effort, with potentially larger effects on students.

To test this hypothesis I allow value-added of each teacher to vary between the pre- and post-reform periods. I then estimate the following model:

$$VA_{it} = \beta_0 FP_j + \beta FP_j * post_t + \gamma_1 X_{it} + \gamma_2 Z_{jt} + \tau_t + \varepsilon_{ijt} \qquad (10)$$

where VA_{it} is time-varying value-added of teacher i, working in district j in year t. In this equation, the coefficient β captures the *overall* change in teacher quality after Act 10 in FP districts relative to SP, driven by both changes in composition and changes in effort.

OLS estimates of β indicate that value-added of teachers in FP districts increased by 0.11 standard deviations after Act 10 compared with value-added of teachers in SP districts (Table 7, column 1, significant at 10 percent). Assuming that this overall change is simply the sum of a compositional change (estimated in column 3 of Table 6) and a change in effort, approximately 35 percent of the overall increase in value-added is due to changes in effort (0.107 - 0.069 divided by 0.107), whereas 65 percent is driven by changes in composition. Time-varying estimates of β in equation 10, shown in Figure 10 (solid thick line), show no evidence of pre-trends and indicate that this increase happened in 2012 and persisted through 2015.

To more directly isolate changes in effort from changes in composition, I perform two additional tests. First, I re-estimate equation (10) using the subsample of incumbent teachers, i.e.

Table 7: Changes in Teacher Effort. OLS and 2SLS, Dependent Variable is Teacher Value-Added

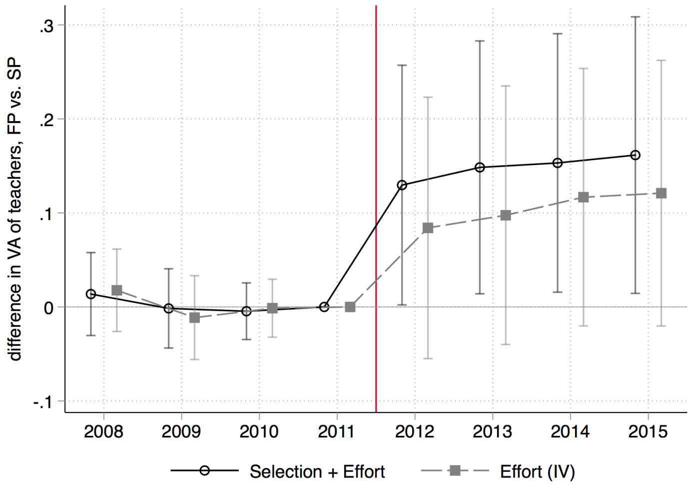
	Full sample			Matched sample		
	(1) Selection + Effort	(2) Effort (Incumbents)	(3) Effort (IV)	(4) Selection + Effort	(5) Effort (Incumbents)	(6) Effort (IV)
FP	-0.0399	-0.0192	-0.0385	-0.0750	-0.1762*	-0.0764
	(0.0846)	(0.0878)	(0.0848)	(0.0872)	(0.0980)	(0.0880)
FP * post	0.1071*	0.0998	0.0959	0.1485*	0.1743**	0.1285*
	(0.0636)	(0.0665)	(0.0637)	(0.0784)	(0.0732)	(0.0762)
Year FE	Yes	Yes	Yes	Yes	Yes	Yes
District controls	Yes	Yes	Yes	Yes	Yes	Yes
CB controls	Yes	Yes	Yes	Yes	Yes	Yes
Teacher controls	Yes	Yes	Yes	Yes	Yes	Yes
Budget controls	Yes	Yes	Yes	Yes	Yes	Yes
Observations	64554	46547	64129	44858	32719	44493
# districts	214	214	214	149	149	149

Notes: The dependent variable is value-added of all teachers (columns 1, 3, 4, 6) and incumbent teachers (columns 2 and 5). Incumbent teachers are defined as those who do not change district nor exit Wisconsin public schools after Act 10. The variable *FP* equals 1 for FP districts. In columns 3 and 6, the variable *FP* is instrumented with an indicator for whether a teacher has taught at least once in a FP district between 2007 and 2011. The variable *post* equals 1 for years following 2011. All the regressions include year fixed effects. *District controls* include interactions between 2009–2011 averages of district characteristics and year dummies. *CB controls* include an indicator for whether the district had a union recertification election in year t and whether the election was successful. *Teacher controls* include indicators for each number of years of experience and for the highest education title (bachelor, Master, Ph.D.). Value-added is calculated as the average of a time-varying measure over the years 2007–2011 and 2012–2015. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP, SP, and matched SP districts, and covers years 2008 to 2015. The matched sample of SP districts is obtained via nearest-neighbor matching on observable characteristics of the school districts. Standard errors in parentheses are clustered at the district level. *** p < .01, ** p < .05, * p < .1.

those who did not move or exit between 2007 and 2015. Although the effects are imprecisely estimated, their magnitude suggests that the value-added of incumbent teachers increased by approximately 0.1 standard deviations in FP districts compared with SP after Act 10 (Table 7, column 2, p-value equal to 0.13).

This estimate should, however, be interpreted with caution. The decision not to move nor exit from a given type of district could be correlated with unobservable teacher characteristics also related to value-added, making this subsample endogenous. To address this issue I re-estimate equation (10) on the full sample of teachers, instrumenting $FP_j * post_t$ with an indicator for whether teacher i was in a FP district *before* 2011 (in practice parsing out the effects of movements across districts). This estimate is equal to 0.096 standard deviations (Table 7,

Figure 10: Selection vs. Effort. Value-Added, FP vs. SP, 2008–2015



Notes: OLS/IV estimates and 90 percent confidence intervals of the coefficients β_s in the regression $VA_{it} = \alpha FP_j + \sum_{s \neq 2011} \beta_s FP_j * \tau_s + \gamma_1 X_{it} + \gamma_2 Z_{jt} + \tau_t + \varepsilon_{it}$, where VA_{it} is value-added of teacher i employed in district j in time t, FP_j equals 1 for individual-salary districts, X_{it} includes indicators for the number of years of experience and the highest education degree, Z_{jt} are district controls (including the 2009–2011 averages of district-level characteristics interacted with year fixed effects, and indicator for whether the district had a union recertification election in year t and whether the election was successful), and τ_t are year fixed effects. The solid line coefficients ("Selection + Effort") are estimated via OLS. The dashed line coefficients ("Effort (IV)") are estimated using IV. The sample is restricted to tenured teachers (with more than 3 years of experience) working in FP and SP districts. Standard errors are clustered at the district level.

column 3, p-value equal to 0.13), which implies an increase in effort of approximately 0.10 standard deviations of value-added. Estimates on the matched sample of FP and SP districts are larger and more precise (Table 7, columns 4-6).

Taken together, these results indicate that a change in teacher pay from one based on seniority to one that rewards quality affects both the composition of the teaching workforce and teachers' effort. Since a one standard deviation increase in value-added leads to a 0.2 standard deviations increase in student test scores (Chetty et al., 2014a), my estimates imply a 0.02 standard deviations improvement in test scores in FP districts relative to SP districts after Act 10.[51]

The estimated increase in effort is in partial contrast with some existing works which show no effects of financial incentives on teachers' effort and productivity (Goodman and Turner, 2013; Fryer, 2013; de Ree et al., 2018) and conclude that alternative hiring and firing practices are the only effective policies to improve teachers' quality (Staiger and Rockoff, 2010; Rothstein, 2014). My findings are, however, based on a substantially different policy change, which does

[51] As a benchmark, a reduction in class size from 22–25 to 13–17 students (35-40 percent) leads to a 0.2 standard deviations increase in test scores (Krueger, 1999).

not simply involve bonuses (such as Goodman and Turner, 2013; Fryer, 2013) or across-the-board salary increases (de Ree et al., 2018), but instead dramatically and permanently changes the entire structure of teacher pay.

7 A Model of the Teachers' Labor Market

The evidence presented so far shows that the introduction of flexible pay in a subset of Wisconsin districts led to an improvement in the composition of the teaching workforce in these districts compared with the rest of the state. Albeit small in the short run, this effect could become larger over time as more low-quality teachers leave FP districts and more high-quality teachers move from SP to FP districts. This, however, assumes that SP districts maintain a seniority-based pay scheme in the medium and long-run. What would happen if, instead, flexible pay were introduced in *all* districts?

The answer to this question is key to assessing the general-equilibrium effects of policies designed to attract and retain high-quality teachers. The selection patterns outlined above, however, are the combination of both demand and supply forces; it is therefore difficult to provide an answer extrapolating from these partial-equilibrium results. To address the limitations of the reduced-form approach, I build and estimate a model of the teachers' labor market and I use it to simulate the effects of alternative salary schemes on the composition of the teaching workforce.[52]

The model is an extended version of a simple Roy model with endogenous labor demand. Utility-maximizing teachers supply labor to districts; districts hire teachers to maximize a payoff function that depends on teachers' characteristics, subject to budget and capacity constraints. Salaries are exogenously determined and district-specific. In equilibrium, each side of the market maximizes its payoffs taking the choices of all other agents as given. Matches are formed as a result.[53]

[52]Older studies of teachers' labor markets, such as Antos and Rosen (1975), estimate teacher labor supply using a hedonic-salaries approach based on the consideration that, if salaries are set to clear the market, then the salaries and the teacher-district matches observed in equilibrium are implied by (and can be used to derive) the preferences of teachers and districts. Teacher salaries, however, are typically rigid and unable to fully adjust for differences in either workers' characteristics or the non-pecuniary attributes of their jobs. Hedonic models are hence not appropriate for this setting.

[53]This model is similar to that of Boyd et al. (2013), who use many-to-one matching to estimate teachers' and schools' preferences. My paper builds on this approach in two ways. First, I model districts' choices as the outcome of a constrained maximization problem, explicitly incorporating a budget constraint and a capacity constraint. Second, I exploit the unique variation in salaries introduced by Act 10 (documented above) to estimate the parameters.

For the sake of tractability, the model does not fully capture all the features of teachers' labor markets. First, teachers cannot choose effort and/or decide where to teach based on how hard they want to work. Second, the model does not allow for a comparative advantage in teaching in a certain district or to certain types of students. Third, I assume that the outside option is fixed across teachers.[54] Fourth, I do not explicitly model entry into the profession. Lastly, I assume that salaries are exogenously determined, ruling out the possibility that districts set them strategically. Despite these limitations, the model is able to capture and replicate the sorting patterns observed in the data and can be used to study the effects of counterfactual pay schemes on the composition of the teaching workforce.

7.1 Model Setup

The framework is a two-sided static choice model in which job vacancies and salaries are exogenously determined. Matching between teachers and districts happens in two steps. First, each district decides whether to make an offer to each teacher. Each teacher then reviews her offers and chooses the one that maximizes her utility, or leaves the market. Job matches are realized as a result.

Districts' Problem. District j's payoff from hiring teacher i, u_{ij}, is a function of teacher i's characteristics such as experience, education, and value-added.[55] The total district payoff is the sum of teacher-specific payoffs across all hired teachers. Each district decides which teachers to extend job offers to. This choice is summarized by the vector $\mathbf{o}_j = [o_{1j}, o_{2j}, ..., o_{N_j}]$, where $o_{ij} = 1$ if district j extends a job offer to teacher i, and N is the number of teachers. Lastly, district j can spend up to B_j in salaries, and can hire up to H_j teachers. District j's problem is as follows (I omit the subscript j for ease of notation):

$$\max_{\mathbf{o}} \sum_{i=1}^{N} h_i o_i u_i \tag{11}$$

$$\text{s.t.} \quad \sum_{i=1}^{N} h_i o_i w_i \leq B, \sum_{i=1}^{N} h_i o_i \leq H, o_i \in \{0,1\} \; \forall i = 1, .., N \tag{12}$$

[54] Previous studies on this topic include, among others, Dolton and Van der Klaauw (1999), who affirm the importance of salaries and opportunity wages in teachers' turnover decisions and illustrate the insight gained from differentiating between multiple destinations or exit types; Boyd et al. (2005); and Goldhaber et al. (2011), who find heterogeneity in mobility behavior across the performance distribution and evidence that teacher mobility is affected by student demographics and achievement.

[55] This framework can be reconciled with one in which districts maximize a function of student achievement, which is in turn an additive function of teacher characteristics.

where w_i is the salary paid to teacher i, and h_i is the probability that teacher i accepts the district's offer, if one is made. In other words, each district maximizes the *expected* payoff from making a set $\mathbf{o}$ of offers, with respect to the probability of acceptance. Constraints in (12) are "soft", i.e. they must only hold in expectation. Intuitively, districts incorporate the fact that an offer made to a teacher i is only accepted with probability h_i. Since offers are made simultaneously, districts choose the offer set that maximizes their expected payoff and, in expectation, allows them to spend at most B and hire at most H teachers.

Salaries. In keeping with the reduced-form analysis I assume that salaries are not competitive, i.e. they do not adjust to equate demand and supply in equilibrium; they are instead exogenously determined and district-specific. The advantage of this assumption is that it makes the model more tractable and realistic. If salaries were competitive, in practice all districts should have switched to flexible pay after Act 10, yet this did not happen.[56] The drawback of this assumption is that it rules out the possibility that each district's salary structure is dependent on other endogenous variables of the model, for example the pre-Act 10 composition of the teaching workforce.

Teacher's Problem. Teachers have preferences over job characteristics. In each period they receive a set of offers O_i from school districts, and choose the one that maximizes their utility. I define the utility of teacher i from working in district j as v_{ij}. Each teacher faces an outside option, with an associated utility $v_{i0} = v_0$. The teacher's problem can be expressed as follows:

$$\max_{k \in O_i \cup \{0\}} v_{ik} \tag{13}$$

7.1.1 Equilibrium

The equilibrium of the model can be defined as a set of offers $\mathbf{o}^* = [\mathbf{o}_1^*, \mathbf{o}_2^*, ..., \mathbf{o}_J^*]$, where J is the number of districts, such that all agents in the market make the choice that is optimal for them given all other agents' optimal choices. The equilibrium can be formally defined as

[56] If salaries were competitive, one could simply use the hedonic approach of Antos and Rosen (1975) to estimate teachers' preferences.

follows:

$$\forall j, \mathbf{o}_j^* \in \arg\max_{\mathbf{p}_j} \sum_{i=1}^{N} h_{ij} p_{ij} u_{ij} \text{ s.t. constraints}$$

$$h_{ij} = \begin{cases} P(v_{ij} \geq \max_{k \in O_i \cup \{0\}} \{\{v_{ik}\}_{k \neq j}, v_{i0}\}) & \text{if } j \in O_i \\ 0 & \text{otherwise.} \end{cases}$$

7.2 Estimation

To estimate the parameters of teachers' utility and districts' payoffs I make the following assumptions.

Districts. They have identical and linear payoffs from hiring teacher i: $u_{ij} = \beta x_i + \varepsilon_{ij}$, where β is a vector of parameters, and the vector x_i includes teacher value-added, years of experience, and an indicator for having a master's degree. The variable ε_{ij} is an idiosyncratic component, independent across teachers and districts and identically and normally distributed with mean 0 and variance σ^2. This formulation implicitly assumes that each district is able to perfectly observe all teachers' attributes, including value-added.

Each district's problem can be solved using linear programming techniques. The problem is analogous to a two-constraint version of the 0-1 knapsack problem (Dantzig, 1957). I solve it using the algorithm of Martello and Toth (2003), based on the "continuization" of the discrete problem. The algorithm is detailed in Appendix D.

Teachers. They have identical and linear preferences from a job in j: $v_{ij} = \alpha z_{ij} + \xi_{ij}$, where α is a vector of utility parameters. The vector z_{ij} includes salary (in \$1,000), distance from the district where teacher i is an incumbent (in miles), an indicator for teacher i being an incumbent in district j (which captures the cost of moving across districts, assumed constant across teachers and districts), the share of disadvantaged students, and an indicator for urban districts. The variable ξ_{ij} is an idiosyncratic utility component, independent across districts and identically distributed with an Extreme Value Type 1 distribution. Teacher i's utility from the outside option is constant in expectation and equal to $v_{i0} = \alpha_0 + \xi_{i0}$, where ξ_{i0} is independent across teachers, orthogonal to ξ_{ij}, and identically distributed with an Extreme Value Type 1 distribution.

Salaries. Estimating teachers' preferences requires observing the characteristics of all the job alternatives available to a teacher, including salaries. In the data, however, I only observe salaries when a match is realized. To construct salary offers for unrealized matches, I back out each district's post-Act 10 salary structure by estimating a wage function separately for each district:

$$w_{ijt} = \gamma_{0j} + \gamma_j f(X_{it}) + \delta_j VA_{it} + \omega_{ijt} \tag{14}$$

where X_{it} is a full set of interactions between two-year seniority dummies and education dummies, and VA_{it} is time-varying value-added of teacher i.

Budget and Capacity Constraints. I construct each district's budget limit by multiplying the previous year's total salary bill by the pre-Act 10 growth rate of total salaries. Similarly, I construct the capacity limit by multiplying the district's enrollment in the previous year by the average, district-specific number of teachers per student in the years until 2011.

7.2.1 Estimation Procedure

I first estimate the salary parameters γ_{0j}, γ_j, and δ_j in equation (14) outside of the model and separately for each district, using OLS and data on post-reform teacher-district matches. I use these estimates to back out salaries for each teacher in each district. I then estimate the parameter vectors α (teachers' utility), α_0 (teachers' outside option), β (districts' payoff), and σ^2 (variance of the district's shock) using maximum likelihood. I divide Wisconsin into 12 separate geographic labor markets, corresponding to the 12 Cooperative Educational Service Agencies (CESAs), and I exclude the CESAs of Milwaukee and Madison. I assume that teachers can only move within CESAs, and districts can only make offers to teachers already working in their CESA.[57] I estimate the parameters using data from 2014. The final sample contains 12,573 tenured teachers working in 410 districts.[58] Table A14 shows summary statistics of the estimation sample. The estimation procedure is outlined in more detail in Appendix D.

7.3 Identification

The model allows for a transparent identification of the parameters of teachers' utility. Identification relies on cross-district heterogeneity in district characteristics (such as location and student composition), and on the variation in salaries introduced by Act 10. Movements

[57] In 2014, about 60 percent of movements of teachers happened within a CESA.

[58] In order to fully capture movements, I exclude teachers whose previous district is missing in 2014.

of teachers across districts and exits help identify the utility parameters α and α_0.[59]

Identification of the parameters of districts' payoff function is more subtle. The parameters β and σ are identified out of cross-district variation in optimal offer strategies. While I assume that districts have identical preferences, their optimal strategies might differ due to differences in their budget and capacity constraints. These differences, in turn, arise from the attrition of different types of teachers over time. To see this, consider the following example. Suppose that districts A and B are identical in terms of student and teacher composition, size, salary structure, and *ex-ante* budget. At a certain point in time they both lose one teacher and thus have one vacancy to fill. If district A's exiting teacher has 30 years of experience (and was therefore being paid a high salary) but district B's teacher only has 1 (and was being paid a lower salary), then district A has more money "freed up" (and therefore a larger budget) than district B. To the extent that the characteristics of leavers are random (which the reduced-form results show to be true before Act 10), the hiring choices of district A, compared with B, reveal how teacher attributes are valued and identify β and σ.[60]

7.4 Parameter Estimates and Elasticities

Table 8 shows estimates and standard errors of the model's parameters. Teachers receive positive utility from salary and negative utility from distance. A positive and significant estimate for the incumbent dummy indicates that fixed moving costs are important. Lastly, teachers prefer suburban and rural districts to urban ones (Table 8, column 1).

To interpret the magnitudes of these coefficients I compare the elasticities between the probability of matching with a district and various district characteristics, shown in column 2 of Table 8.[61] A 1-percent higher salary (equivalent to \$590 at the mean) is associated with a

[59] For example, suppose teacher x is an incumbent in district A where she earns a wage w_A. She receives an offer from district B, located 5 miles from A and offering a wage w_B, with $w_B > w_A$, and an offer from district C, located 7 miles from A and offering a wage w_C, with $w_C > w_B$. The choice of teacher x identifies the parameters her utility. For example, if she chooses C, this implies that the desire for higher salaries offsets the drawback of a longer commute, and translates into a higher utility parameter on salaries and a lower parameter on distance. Similarly, teachers' exit will identify the value of the outside option.

[60] Another useful example is the following. Suppose that, given teachers' preferences and districts' budgets, for given values of β and σ districts' optimal strategies are such that one district ends up hiring too many teachers and the other ends up hiring too few with respect to their capacity. To bring the market into equilibrium, β and σ need to adjust in order for each district to maximize its payoff and satisfy both constraints. In a specular way, if the optimal strategies given teachers' preferences, districts' capacity, and given parameter values are such that one or both districts violate the budget constraint, β and σ need to adjust to bring the market back into equilibrium.

[61] Defining p_{ij} as the probability that teacher i matches with district j, the elasticity of p_{ij} to a job characteristic z_{ij} implied by the logit assumption on the error term of teachers' utility is $\beta_z(1 - p_{ij})z_{ij}$. The elasticities shown in the table are calculated at the mean of p_{ij} and z_{ij}.

Table 8: Model Parameters

Teacher				District		
parameter	interpretation	estimate (1)	elasticity (2)	parameter	interpretation	estimate (3)
α	salary ($1,000)	0.0043 (0.20e-07)	0.2461	β	value-added	1.0599 (0.25e-06)
	distance	-0.5338 (0.01e-07)	-0.0984		seniority	0.0929 (0.16e-07)
	incumbent	2.0065 (0.01e-06)	0.8396		Master	0.9298 (0.7e-08)
	% disadvantaged	-0.0678 (0.22e-07)	-10	σ	s.d. shock	0.9016 (0.29e-07)
	urban	-0.0925 (0.10e-07)	0.0919			
α_0	outside option	3.3443 (0.13e-06)				

Notes: Estimates of the parameters of the structural model. Parameters are estimated by maximum likelihood. Defining p_{ij} as the probability that teacher i moves to district j, the elasticity of p_{ij} to a continuous job characteristic z_{ij} (implied by the logit assumption on the error term of teachers' utility) is $\alpha_z(1-p_{ij})z_{ij}$, where α_z is the parameter estimate on z_{ij}. The elasticity of urban and incumbent is defined as $(1-p_{ij})(1-\exp(-\alpha_z))$. Elasticities are evaluated at the median of each variable, equal to $59,000 for salary, 0.19 miles for distance, and 38 percent for the share of disadvantaged students. Standard errors in parentheses are calculated as the square root of the inverse of the information matrix using numerical derivatives.

0.25 percent increase in the match probability (Table 8, columns 1-2). A 10-percent increase in distance is associated with a 0.98 percent lower probability.[62] Moving costs (which correspond to the opposite of the estimate of the incumbent dummy) are equal to approximately 3.41 percent of salary (0.8396/0.2461), or $2,012.

These elasticities allow me to assess the importance of job characteristics for teachers' labor supply and to calculate compensating differentials, i.e. the required salary increases to attract and retain teachers to districts with certain characteristics. For example, consider two identical districts that want to hire a teacher employed in another district, one of which is 10 miles farther from where the teacher is currently working. The estimated elasticities imply that the farther-away district must offer a large 20 percent larger salary to attract the teacher (since a 2-miles longer distance requires a 4 percent higher salary, or 0.9840/0.2461).

Estimates of the parameters of districts' payoffs imply that districts prefer higher value-added teachers, as well as those with more experience. Districts are indifferent between a teacher who has one extra year of seniority or 0.09 standard deviations higher value-added (0.093/1.060, Table 8, column 3).

[62] As a comparison, Levy and Wadycki (1974) analyze the migration patterns of a sample of Venezuelan workers and estimate a distance elasticity of -0.43 and an income elasticity of 1.9.

8 Alternative Pay Schemes and Workforce Composition

The structure of the model and the parameter estimates can be used to simulate the effects of alternative salary schemes on the composition of the teaching workforce. I focus on two types of counterfactuals. The first is a change in the salary component associated with value-added (captured by the coefficient δ in equation 14) *only in one district*, with salaries unchanged in all other districts. The second is a change in δ *in all districts at the same time*. In both cases I assume that the change is budget neutral, by letting base salaries adjust to the change in δ.[63]

8.1 Increase in Quality Pay in One District

I start by simulating the effect of a change in δ only in one district. This change affects both teachers' labor supply and demand. First, it affects the budget and the salaries paid by the district. Second, it affects the preference ordering of *all* teachers, including those employed in other districts. This will, in turn, influence the probability that a teacher matches with *any* district, not only with the one affected by the policy.

I first solve the model for values of δ ranging from 0 to one standard deviation of δ. I then plot the change in the probability that teachers in different quartiles of the distribution of value-added move to, move out of, or exit from the district, as well as the change in the composition of the district's teaching workforce. For exposition, I perform the analysis on the school district of Eau Claire, a large urban SP district.[64]

Figure 11 illustrates the changes in the simulated probability of moving to, moving out of, or exiting the district as δ increases from 0 to one standard deviation, by quartile of the value-added distribution. Teachers in the first three quartiles are 100 percent less likely to move to Eau Claire when δ increases by one standard deviation (compared to when it is equal to zero); teachers with value-added in the top quartile are instead 53 percent more likely (Figure 11, panel A). Teachers with value-added in the bottom quartile are also 7 percent more likely to move out, whereas those with value-added in the top quartile are 6 percent less likely (Figure 11, panel B). Lastly, teachers with value-added in the bottom quartile are 7 percent more likely to exit and teachers in the top quartile are 7 percent less likely (Figure 11, panel C).

[63]To keep the budget neutral, I assume that base salaries, captured by γ_{0j} in equation (14), adjust immediately depending on the new value of δ and the current composition of the district's teaching workforce.

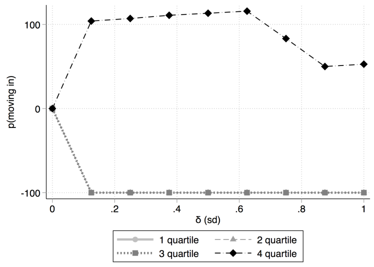
[64]The school district of Eau Claire is located in the north-west part of the state. This urban district runs 12 elementary schools, three middle schools, and two high schools; it enrolls approximately 10,634 students per year, 42 percent of whom are economically disadvantaged, and employs 178 teachers in my sample in 2014.

Figure 12 shows the change in the average value-added of teachers moving in, moving out, and exiting the school district for different values of δ (panel A), and the overall composition of the district's teaching workforce (panel B). The figure shows that the average value-added of movers out of the district and leavers becomes worse as δ grows, whereas value-added of movers to the district improves dramatically. As a result, the overall composition of the district's workforce improves by 2 percent of a standard deviation of value-added when δ increases by one standard deviation (Figure 12).

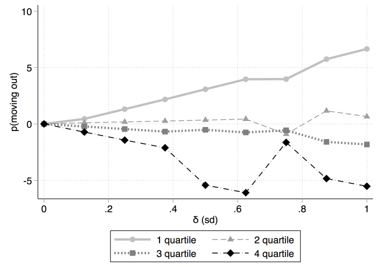
The results from this simulation exercise are in line with the reduced-form results: An

Figure 11: Counterfactual 1 - Teacher Responses to an Increase in δ in One District

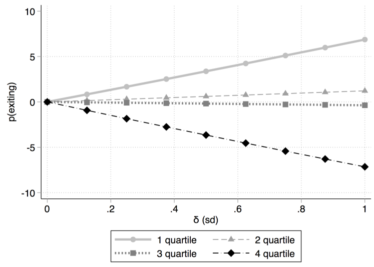
Panel A: Movements to the district



Panel B: Movements out of the district



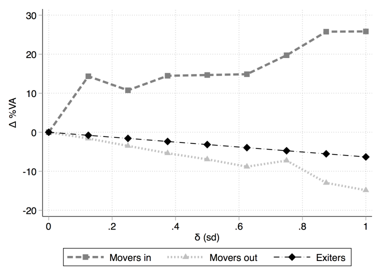
Panel C: Exits from the district



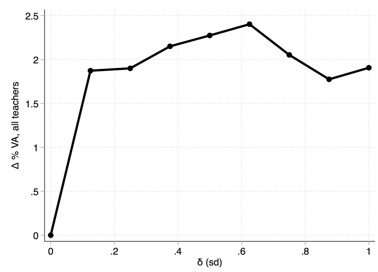
Notes: Percentage change in the probability that a teacher moves to the Eau Claire school district (panel A), out of the district (panel B), or exits from the district (panel C), by quartile of value-added, and for different values of δ (as defined in equation 14), relative to $\delta = 0$, under the first counterfactual.

Figure 12: Counterfactual 1 - Compositional Changes

Panel A: Value-added of movers in, movers out, and exiters from the districts



Panel B: Value-added of all teachers in the districts



Notes: Percentage change in average value-added of teachers moving to the Eau Claire school district, out of the district, and exiting public schools from the district (panel A), and average value-added of teachers working in the district (panel B), for different values of δ (as defined in equation 14), relative to $\delta = 0$, under the first counterfactual.

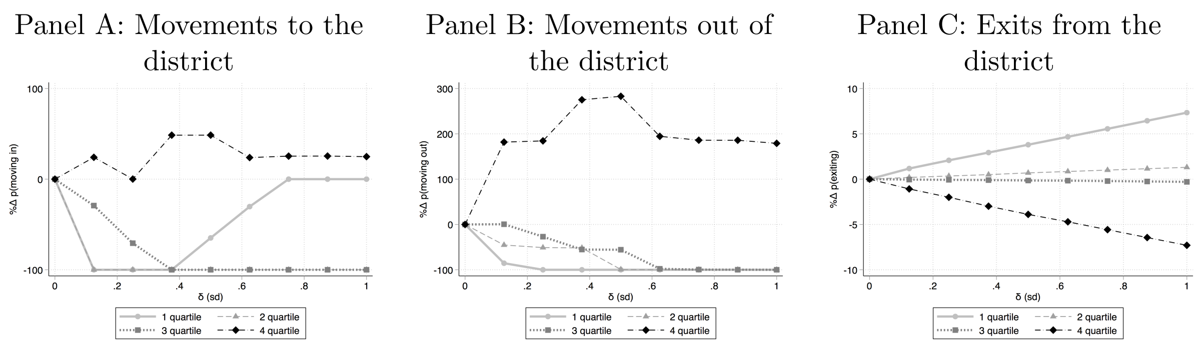
increase in the share of salaries related to teacher quality is associated with a small improvement in the composition of the district's teaching workforce. This improvement is driven by higher value-added teachers moving to the district from neighboring districts, attracted by higher salaries, and by lower value-added teachers moving out to other districts or leaving teaching altogether.

8.2 Introduction of Quality Pay in All Districts

I now simulate the compositional effect of a change in δ in *all* districts. The results from this second counterfactual exercise do not trivially follow from the first. To see this, consider the decision of a teacher working in Eau Claire. She must decide whether to stay where she is, move to another district, or exit teaching. The first counterfactual directly affects the first option (staying). The second counterfactual directly affects two out of three options (because it affects salaries in all districts); it therefore also changes the value of leaving relative to remaining in public schools. As a result, the effect of a change in salaries in all districts on the exit behavior of teachers could in principle be very different from the one outlined in the previous subsection.

Results from this simulation indicate that teachers with value-added in the three bottom quartiles are less likely to move to Eau Claire when δ increases by one standard deviation *in all districts* (for example, teachers in the second quartile are 100 percent less likely), whereas teachers with value-added in the top quartile are 25 times more likely (Figure 13, Panel A). Teachers with value-added in the bottom quartile, however, are also 99 percent less likely to

Figure 13: Counterfactual 2 - Teacher Responses to an Increase in δ in All Districts



Notes: Percentage change in the probability that a teacher moves to the Eau Claire school district (panel A), out of the district (panel B), or exits from the district (panel C), by quartile of value-added, and for different values of δ (as defined in equation 14), under the second counterfactual.

move out of Eau Claire, whereas teachers in the top quartile are 179 percent more likely. Lastly, teachers with value-added in the bottom quartile are 7 percent more likely to exit, and teachers with value-added in the top quartile are 7 percent more likely (Figure 13, panel C).

Figure 14 shows the average value-added of teachers moving in, out, and exiting the school district for different values of δ, and the overall composition of the district's teaching workforce. The figure shows a striking increase in value-added of movers out of the district, accompanied by a slight increase in value-added of movers to the district and a slight decline in value-added of leavers (Figure 14, panel A). As a result, the composition of the teaching workforce changes only slightly, with a 0.04 percent of a standard deviations decline in value-added (Figure 14, panel B).

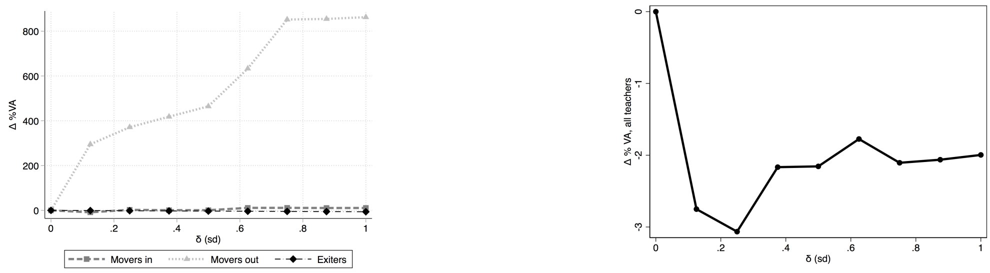
The results from these simulations show that an increase in the quality component of salaries in all districts could lead to a much different change in the composition of a district's workforce compared with the case in which δ only increases only in one district. The reason is that, when quality pay increases only in one district, part of the resulting compositional improvement is driven by better teachers moving in and worse teachers moving out. When δ increases in all districts, this net inflow of high-quality teachers might be absent because quality is rewarded at the same rate everywhere.

The results from the two counterfactuals suggest that the observed improvement in the composition of the teaching workforce in FP districts might be limited to the short run. If all

Figure 14: Counterfactual 2 - Compositional Changes

Panel A: Value-added of movers in, movers out, and exiters from the districts

Panel B: Value-added of all teachers in the districts



Notes: Percentage change in average value-added of teachers moving to the Eau Claire school district, out of the district, and exiting public schools from the district (panel A), and average value-added of teachers working in the district (panel B), for different values of δ (as defined in equation 14), relative to $\delta = 0$, under the second counterfactual.

districts eventually introduce merit pay in order to compete for the best teachers, the longer-term effects of Act 10 in each district, and in the whole state, might be more limited in size.

When interpreting the results of these simulations, an important caveat applies. Due to the impossibility of accurately measuring the quality of new teachers, the model does not incorporate entry: it implicitly assumes that the quality of entrants is constant and equal to the quality of incumbents. This assumption could be violated if the new pay scheme changes workers' incentives to enter public school teaching, either by attracting more talented workers or by discouraging risk-averse workers. This model focuses on incumbent teachers' responses to changes in pay. I leave a complete study of the effects of Act 10 on the supply of new teachers to future research.

9 Conclusion

The role of teachers' unions and the powers enjoyed by these associations have come under scrutiny in recent times, culminating with the Supreme Court decision on *Janus v. AFSCME*. Given the importance of individual teachers in shaping children's educational opportunities (Rockoff, 2004), policies affecting teachers' labor markets can have very large effects on students. This paper provides an initial assessment of these effects, by exploiting a recent change in the scope of CB for teachers' unions that has only affected one US state so far, but that could be replicated in other states in the near future.

I exploit this policy change to assess its effects on the composition of the teaching workforce and to study teachers' labor supply and demand. A switch away from seniority pay towards flexible pay in a subset of Wisconsin districts, following the interruption of CB on teachers' salary schedules mandated by Act 10 of 2011, resulted in higher-quality teachers moving to FP districts and lower-quality teachers either moving to SP districts or leaving the public school system altogether. As a result, the composition of the teaching workforce improved in FP districts compared with SP districts. Effort exerted by all teachers also increased.

As cross-district movements and exits are rare events, the magnitudes of these compositional changes (and the associated increase in student test scores) are limited in size in the short run, but they could become larger over time as more teachers move and exit each year. If, however, SP districts also switch to a FP scheme over time, the long-run effects of a policy change such as Act 10 could be very different. To understand what would happen under this scenario, I estimate teachers' labor demand and supply using a structural model of this labor market and I use the variation in post-Act 10 salary schemes across districts, as well as teachers' movements and exits, to identify the model's parameters. Simulations of this model on alternative pay schemes show that the introduction of flexible pay in all districts would lead to a much smaller (and possibly negative) compositional improvement than the one experienced by FP districts so far. This suggests that the observed gains in teacher composition and achievement in FP districts might be short-lived and that the longer-term effects on each district (and on the whole state) might be more contained.

While this paper has focused on movements of teachers across districts and exit from the profession, the effects of a policy such as Act 10 on the supply of new teachers could also be important, and represent an interesting and important avenue for future research.

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