

We estimate teacher value-added for reading and mathematics test scores of students in public primary schools. Our empirical strategy builds on Chetty, Friedman, and Rockoff (2014a) with school fixed effects as an additional control in the estimation of teacher value-added. Using large administrative panel data of test scores from a large local municipality of Japan, we find that the distribution of teacher value-added has a positive variance for both reading and mathematics subjects, and that its size is comparable to ones in the United States. We find that the estimated teacher value-added is highly persistent over time. Additionally, we find that small class size is associated positively with reading and mathematics test scores consistent with the findings in Tanaka, et. al. (2018).