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EFP Takeaways

The Effect of School Closings on Teacher Labor Market Outcomes and Teacher Effectiveness

Background

School closings displace thousands of teachers in the United States every year, often in an effort to move students out of declining or struggling schools. In fact, according to the National Center for Education Statistics, 1,737 schools closed in the 2013-2014 academic year. Andrew J. Hill and Daniel B. Jones explore how elementary school teachers in North Carolina respond to this labor market shock. Their work is published in vol. 16 issue 4 of *EFP*.

The Study

The authors use data on elementary school teachers in North Carolina from the North Carolina Education Research Data Center and the National Center for Education Statistics' Common Core of Data. They observe 66 elementary schools that close during the study period. Descriptively, the data show that school closings disproportionately affect minority and low-income students.

Findings

The authors find that the majority of teachers that are displaced due to school closings move to new schools within the same district. However, there are a small share of displaced teachers who leave the teaching profession altogether, and these are often the teachers with the most experience in the classroom. There are differences based on the racial identity of the displaced teacher: Black teachers are twice as likely to leave teaching completely as compared with White teachers from the same closing school.

The authors also find that teachers who move after their school closes are just as effective at raising student test scores in their new schools as they were at their old schools.

For more details:

- View the [full issue](#).
- See the [full article in *Education Finance and Policy*](#).
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- Summary of:
Hill, A. & Jones, D. (2021). The Effect of School Closings on Teacher Labor Market Outcomes and Teacher Effectiveness. *Education Finance and Policy*, 16 (4): 584-608.