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Adding and Subtracting Schools: Examining School Change for Students and Communities

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Adding and Subtracting Schools: Examining School Change for Students and Communities

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Motivation for this study
School is the unit of analysis
We characterize students in schools
We characterize areas around schools.
How common are school closures?
Almost 2% of schools closed between 2012 and 2013

2% = 1,888 schools

About 2,000 schools close annually

Minority of closures are in urban areas

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Majority of closures are in suburban areas

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Characteristics of students affected by school closures
1,888 schools = 274,362 students

Closures: Disproportionately black students

Open schools
- Hispanic: 22%
- Asian: 3%
- White: 54%
- Black: 15%

Closed schools
- Hispanic: 20%
- Asian: 2%
- White: 41%
- Black: 32%

Closures: Disproportionately poor students (eligible for FARMs)

Characteristics of communities affected by school closures
Closures: Disproportionately urban

- **Open schools**
  - Rural: 14%
  - Suburban: 61%
  - Urban: 26%

- **Closed schools**
  - Rural: 21%
  - Suburban: 53%
  - Urban: 26%

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Closures: Disproportionately Northeast, Midwest

<table>
<thead>
<tr>
<th>Region</th>
<th>Open Schools</th>
<th>Closed Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>South</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Midwest</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>Northeast</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Closures: Higher tract poverty rate

<table>
<thead>
<tr>
<th></th>
<th>Open schools</th>
<th>Closed schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty rate</td>
<td>19%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Closures: Higher share with less than college in tract

<table>
<thead>
<tr>
<th></th>
<th>Open schools</th>
<th>Closed schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>78%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Closures: Higher share black residents in tract

<table>
<thead>
<tr>
<th></th>
<th>Open schools</th>
<th>Closed schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td>Black</td>
<td>11%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Are closed schools replaced?
Most closed schools are not replaced

- **Urban**: 11% Fully Replaced, 13% Partially Replaced, 76% Not Replaced
- **Suburban**: 7% Fully Replaced, 6% Partially Replaced, 87% Not Replaced
- **Rural**: 9% Fully Replaced, 8% Partially Replaced, 83% Not Replaced

Sources: National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Data 2003-04 through 2013-14; American Community Survey 2012 5-year estimates
Summary

- Many students affected, across the country
- Majority of closures in suburban areas
- Closures disproportionately occurring in urban areas, in Northeast and Midwest
- Closures disproportionately affect black and poor neighborhoods and students
- After schools close, few are replaced
- We need to learn more about factors driving closures and what happens to communities and students afterward

Questions?

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