



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

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Motivation for this study

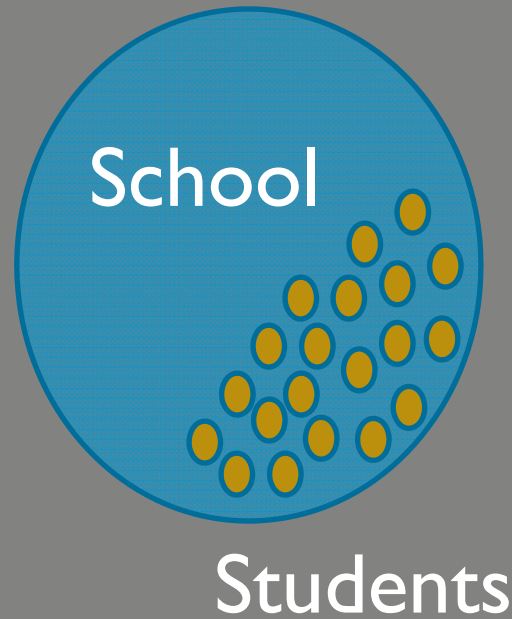


School is the unit of analysis

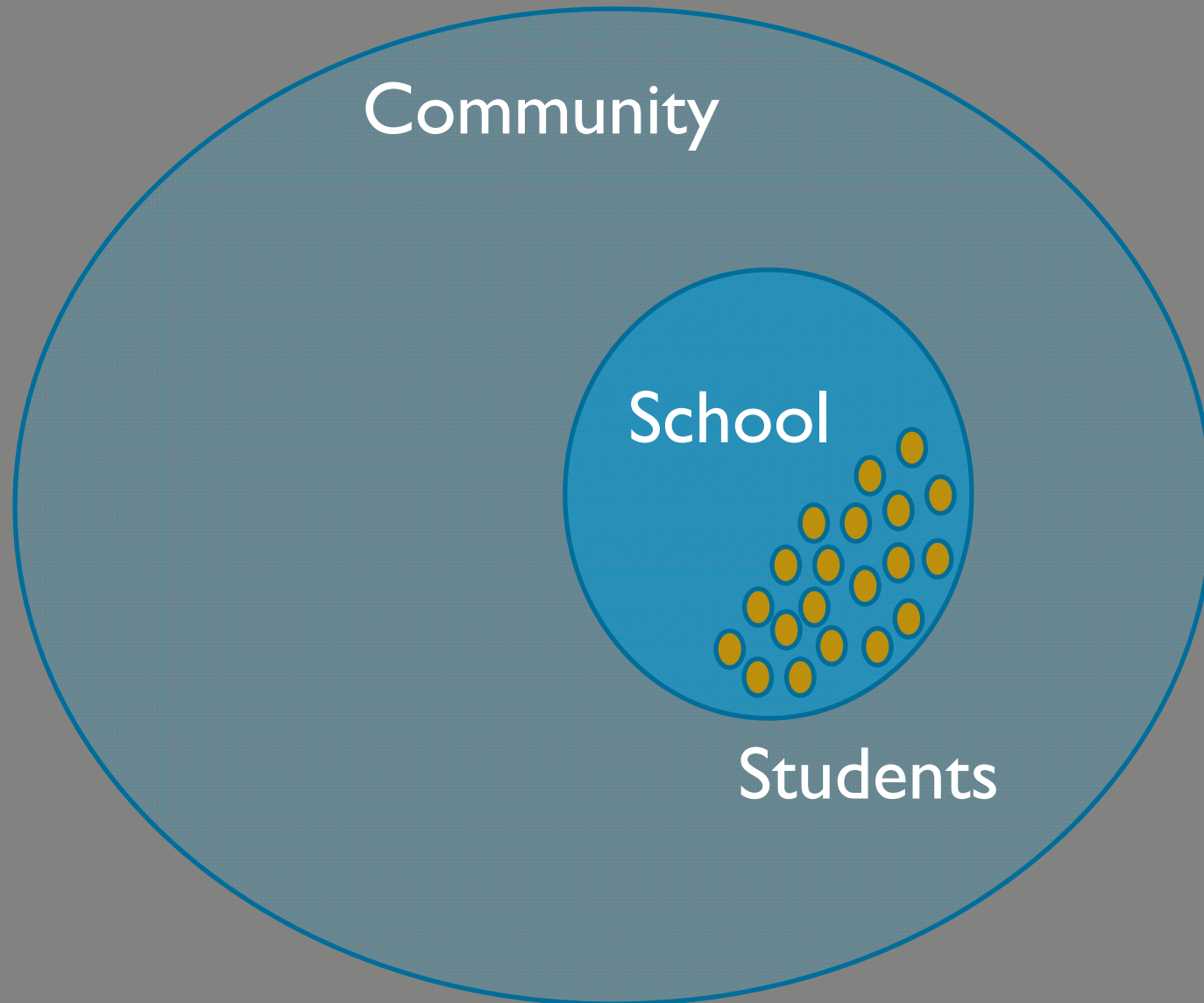


School

We characterize students in schools



We characterize areas around schools

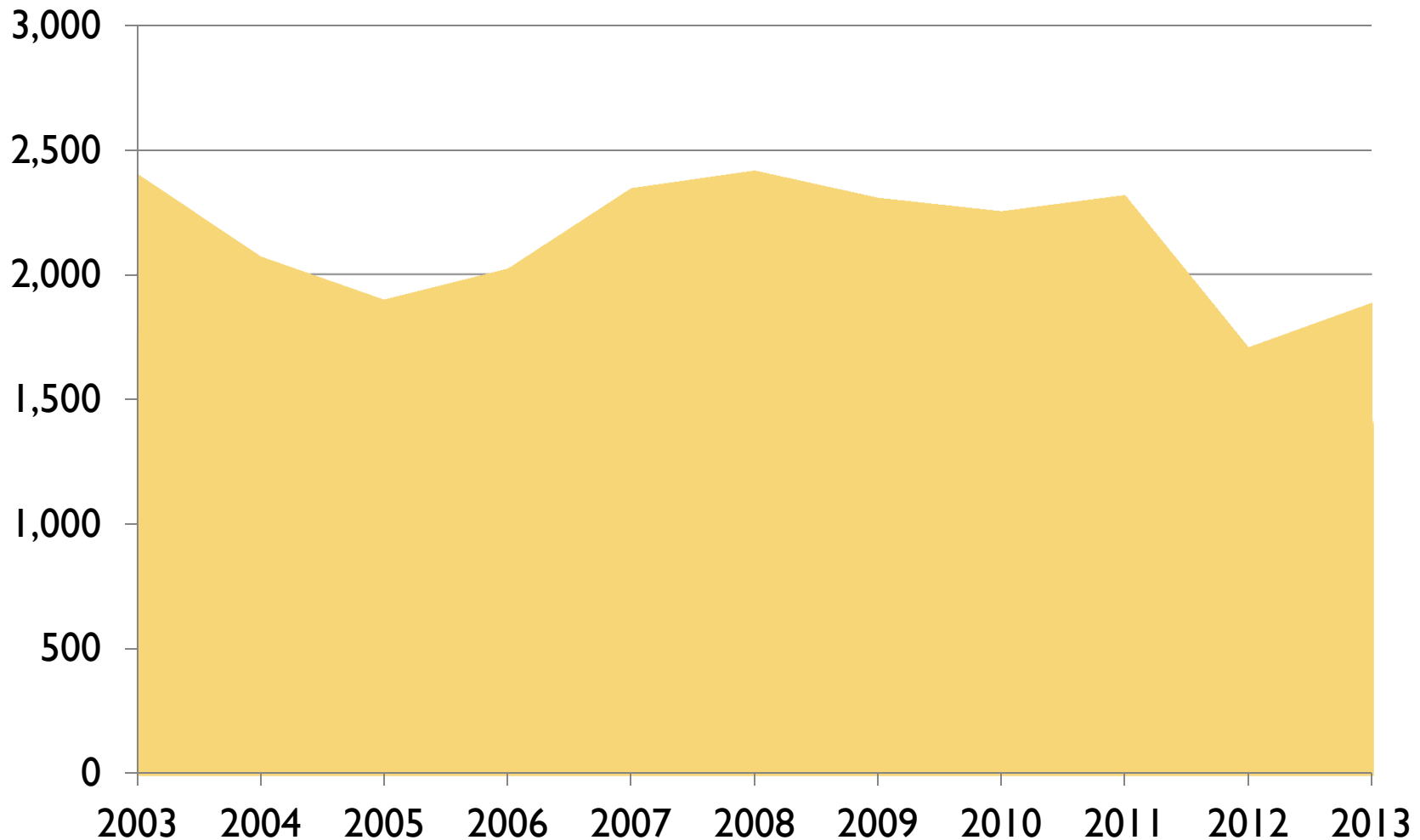


How common are school
closures?

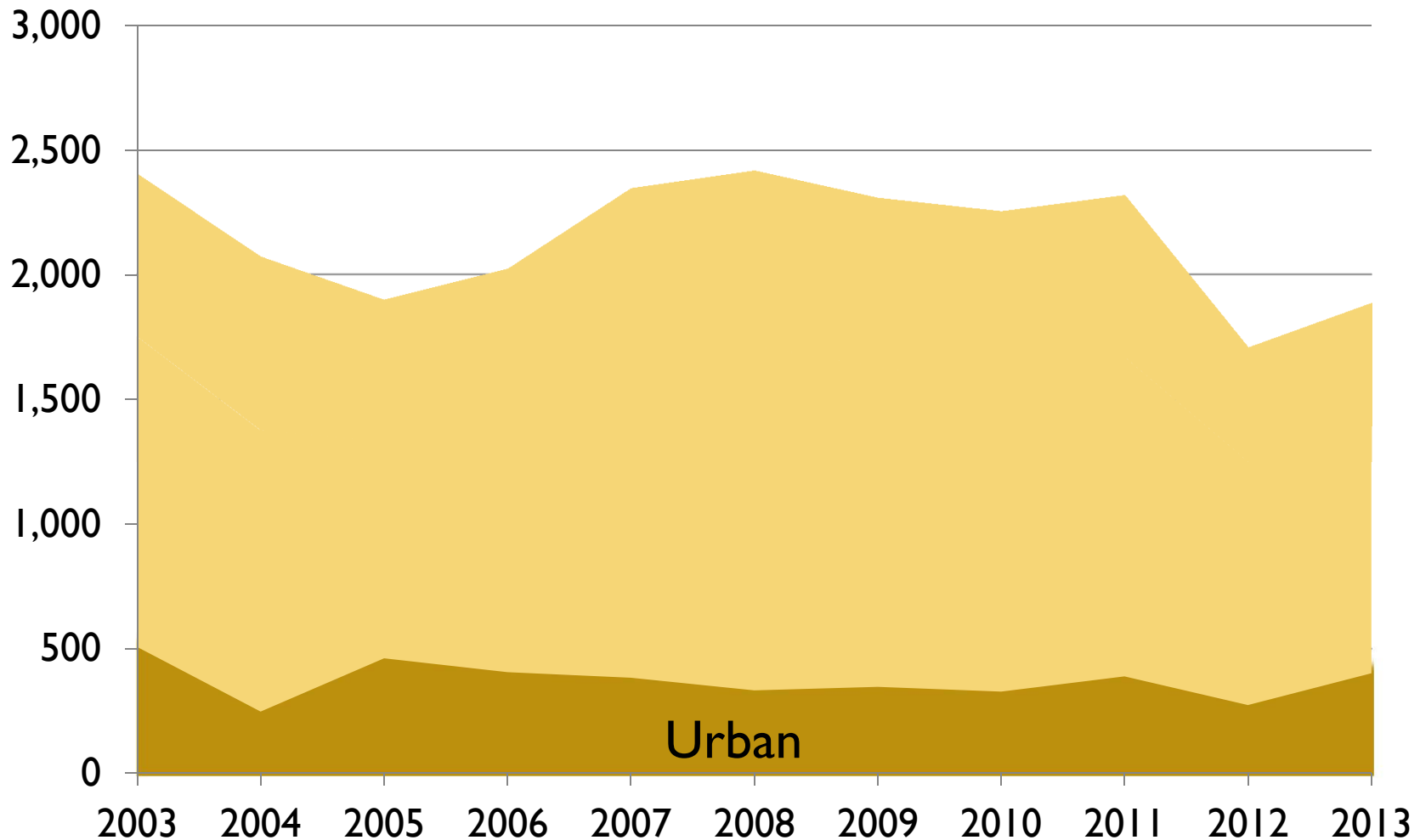
Almost 2% of schools closed
between 2012 and 2013

2% = 1,888 schools

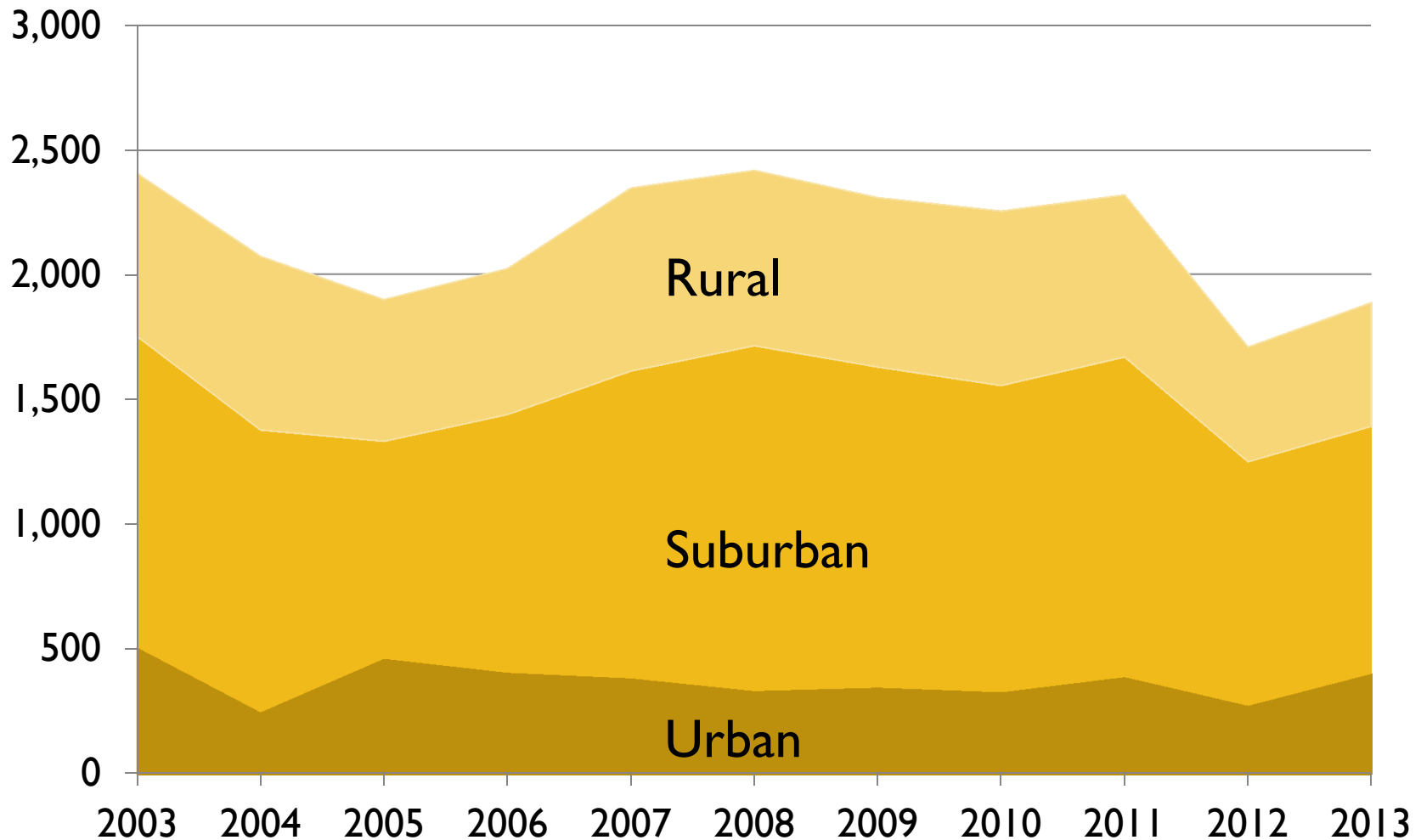
About 2,000 schools close annually



Minority of closures are in urban areas



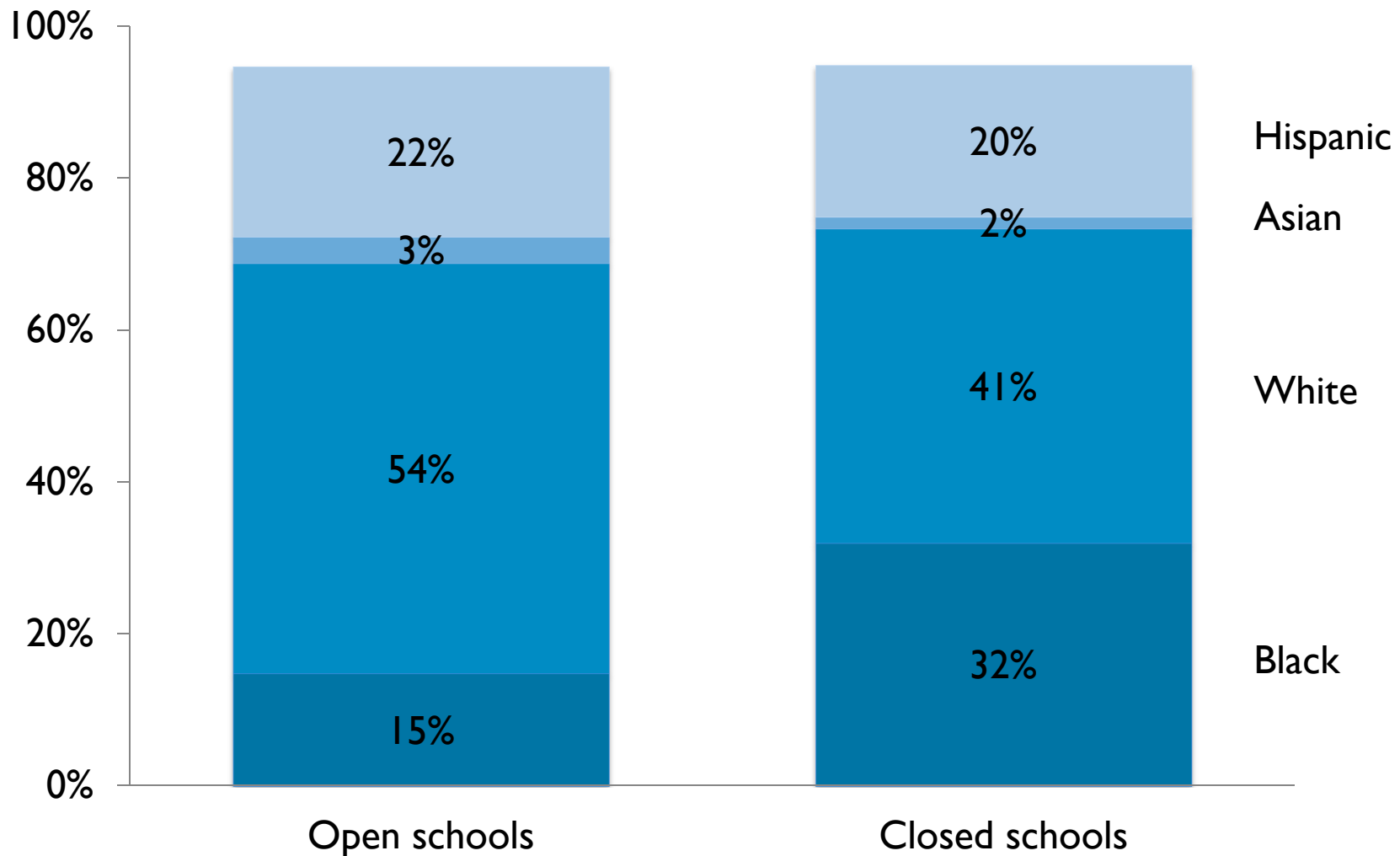
Majority of closures are in suburban areas



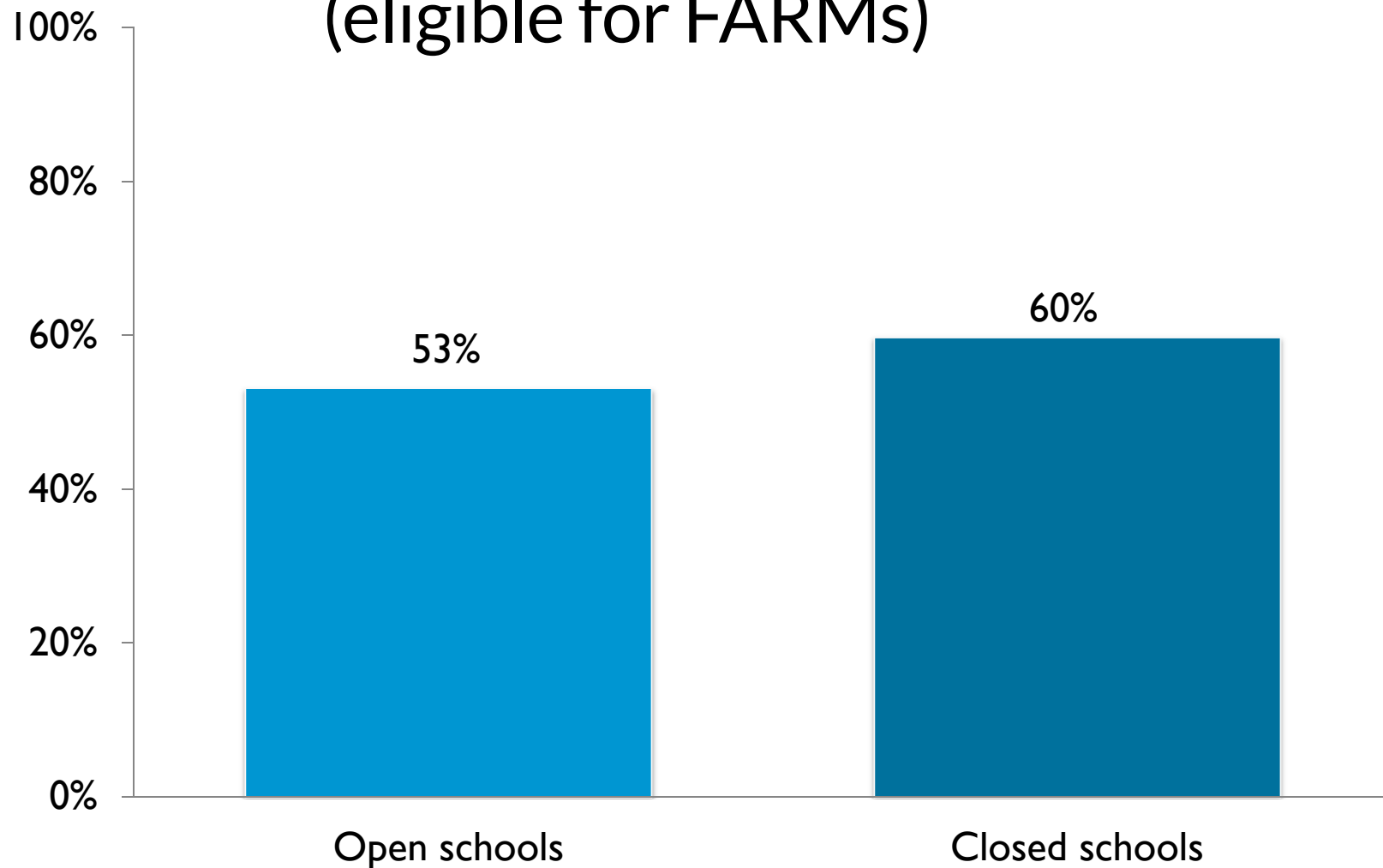
Characteristics of students affected by school closures

1,888 schools = 274,362 students

Closures: Disproportionately black students

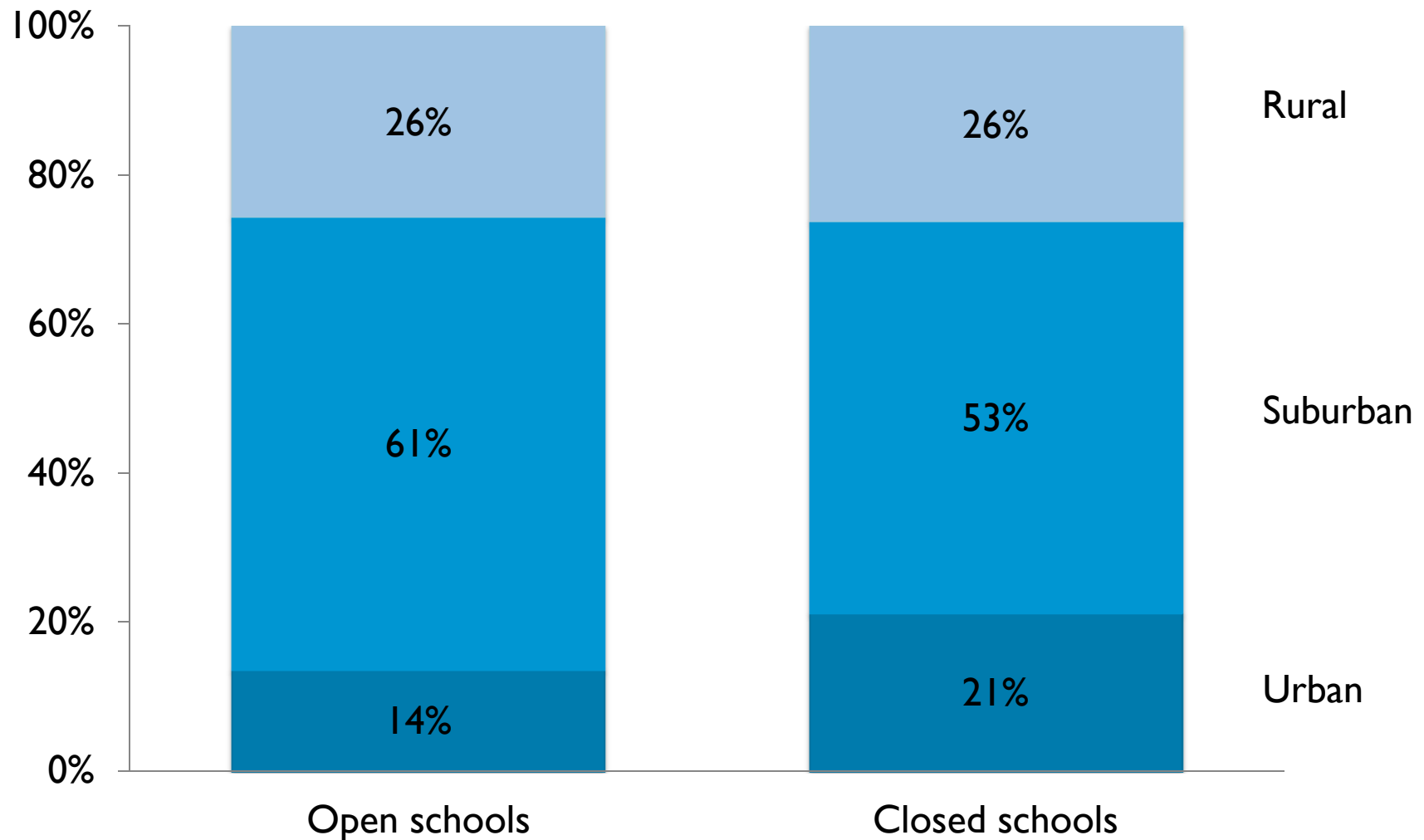


Closures: Disproportionately poor students (eligible for FARMs)

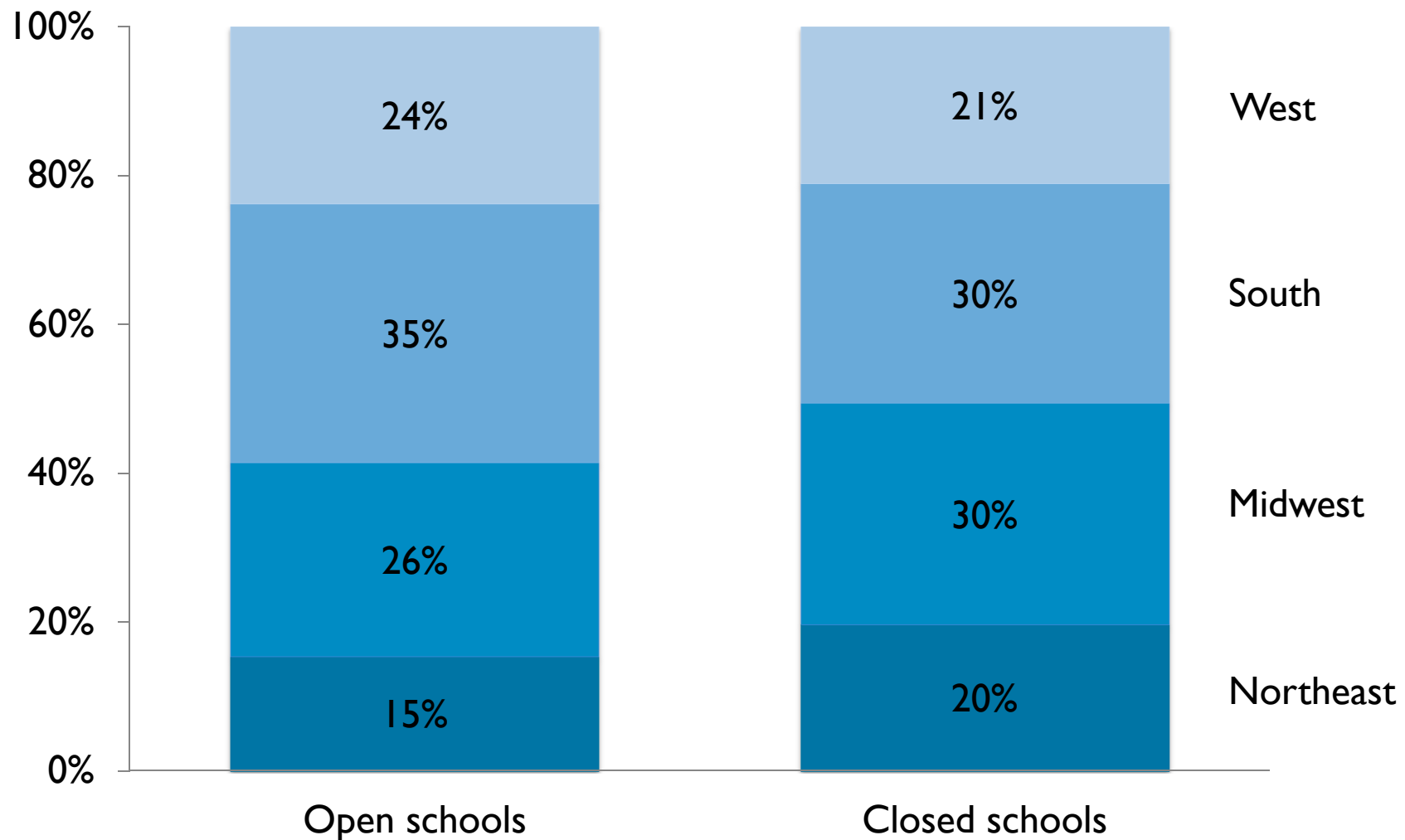


Characteristics of communities affected by school closures

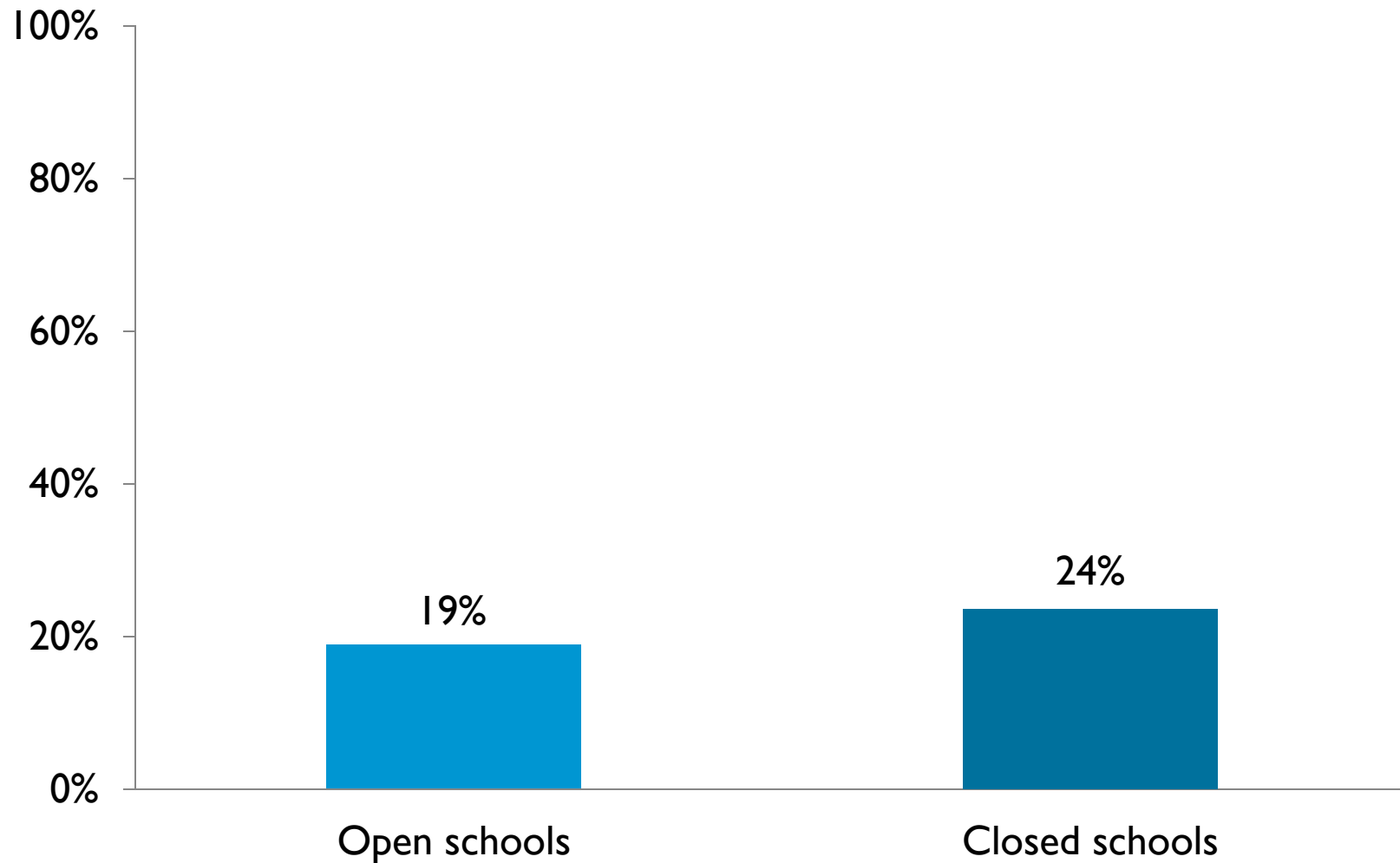
Closures: Disproportionately urban



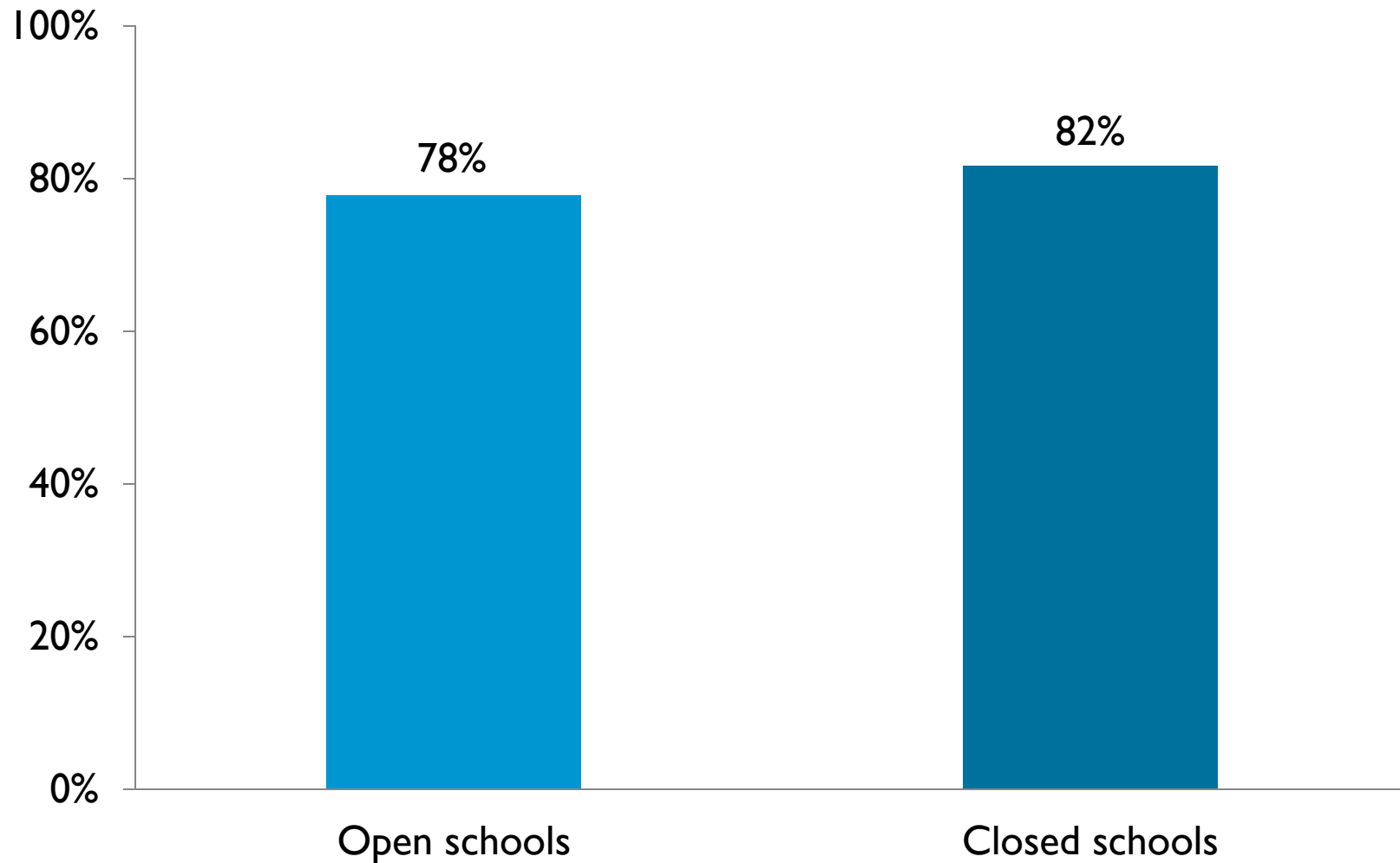
Closures: Disproportionately Northeast, Midwest



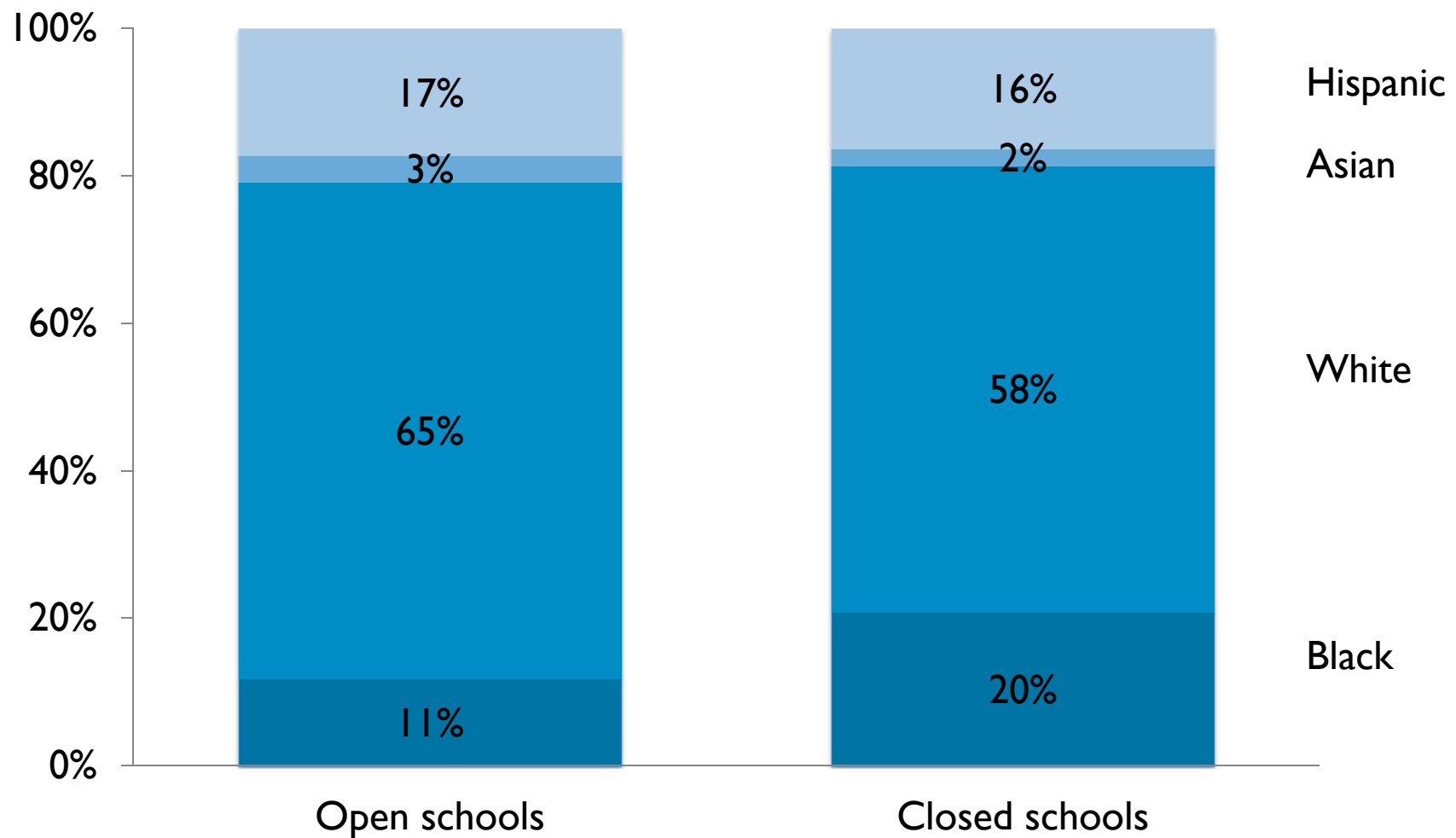
Closures: Higher tract poverty rate



Closures: Higher share with less than college in tract

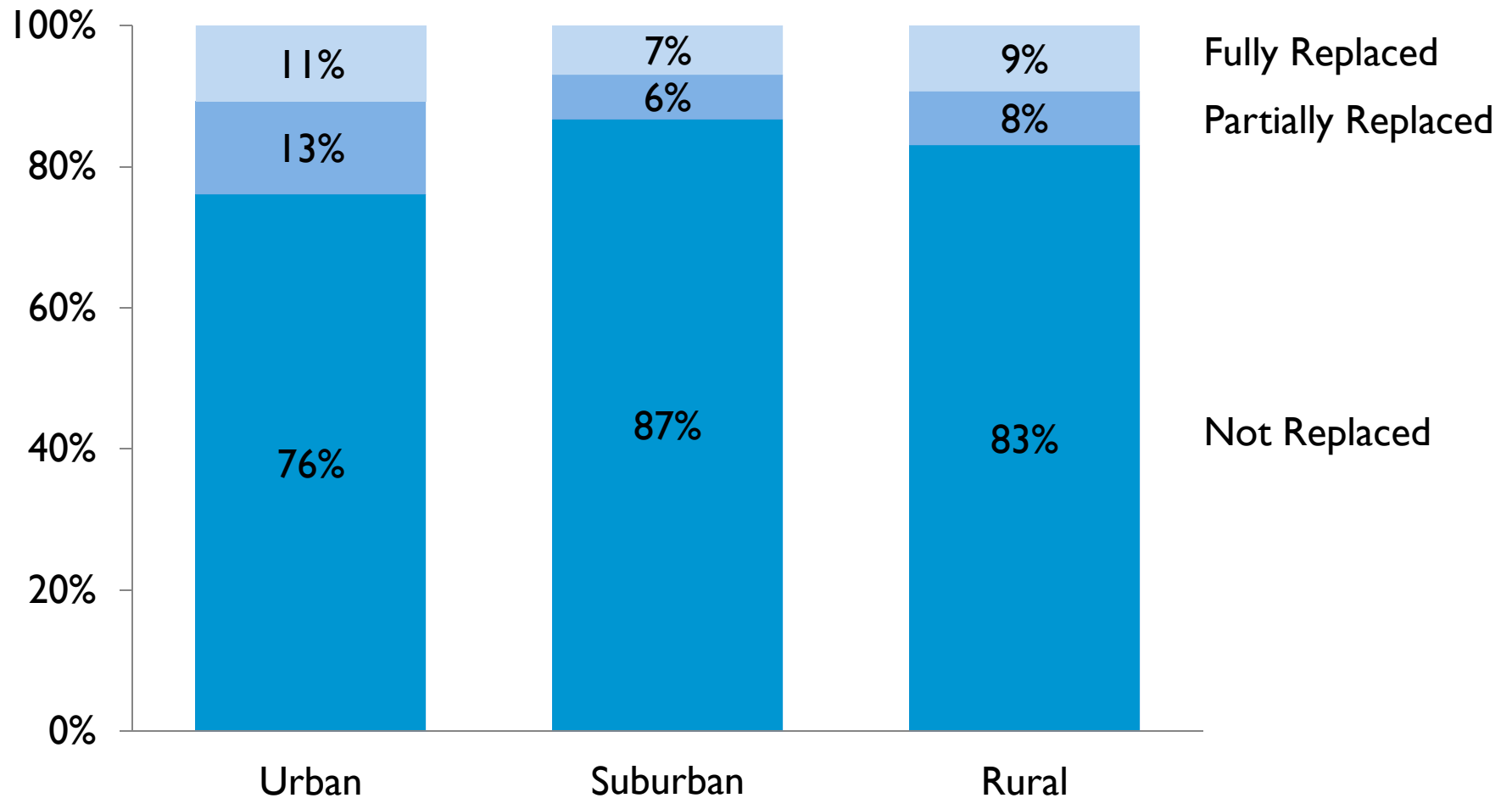


Closures: Higher share black residents in tract



Are closed schools replaced?

Most closed schools are not replaced



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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