

Charter School Entry and Local Teacher Labor Markets

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- Recently, North Carolina removed the cap on the number of charters allowed in the state and relaxed other regulations.

Research Question

How will the resulting growth impact teacher mobility at traditional public schools?

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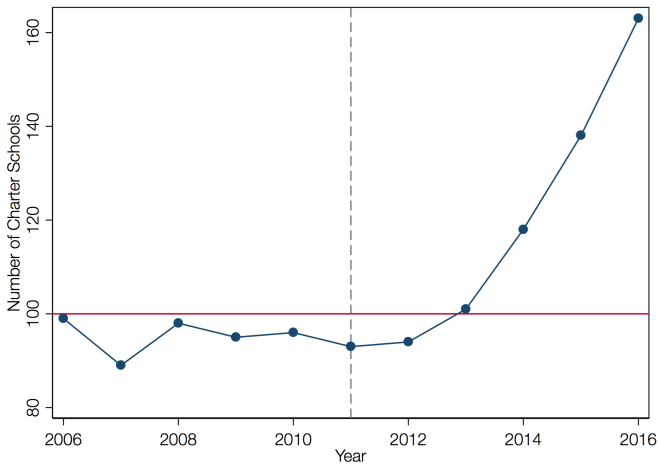
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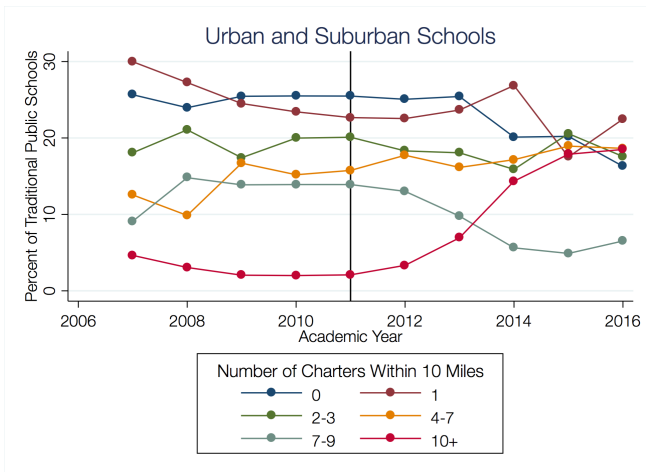
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- Restrict sample to schools that contain at least one grade level between 3 and 8

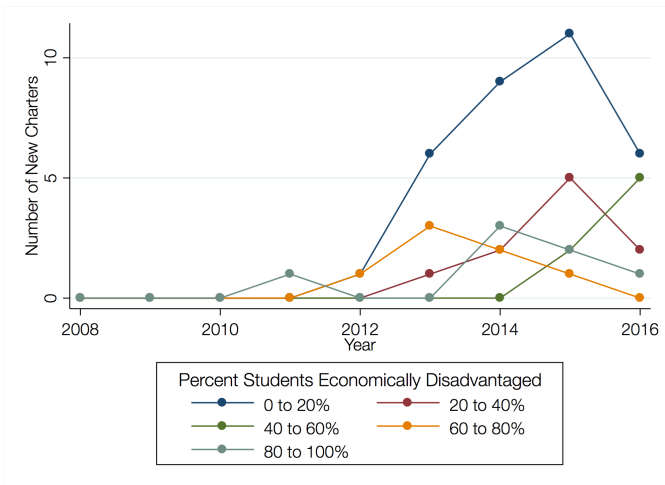
Number of charters in North Carolina, by year



Geographic concentration of charters, by year



Proportion students economically disadvantaged in new charters, by year



Empirical strategy

$$Y_{sdt} = \alpha_0 + \alpha_1 \text{CharterPenetration}_{s,t-1} + \theta_s + \delta_t + \gamma_{dt} + \mu_{jst}$$

- Y_{sdt} represents school-level average teacher characteristics
- *CharterPenetration* is a set of indicators for the number of charters within 10 miles the prior year
- θ_s , δ_t , and γ_{dt} represent school, year, district-specific time FE to account for latent school, year, and district trends
- α_1 is our parameter of interest
- Robust standard errors clustered at the school-level

Effect of charter sector size on TPS teachers

	(1) Turnover	(2) Experience	(3) Teacher MA
1 charter in 10 miles	0.05*** (0.02)	0.25 (0.34)	-0.01 (0.02)
2-3 charters in 10 miles	0.06*** (0.02)	0.72* (0.42)	0.02 (0.02)
4-6 charters in 10 miles	0.06** (0.03)	0.91* (0.49)	0.04 (0.03)
7-9 charters in 10 miles	0.01 (0.03)	1.10** (0.55)	0.07** (0.03)
10+ charters in 10 miles	-0.01 (0.03)	0.74 (0.61)	0.06* (0.03)
Observations	8,497	9,313	9,305
R-squared	0.79	0.96	0.88
All FE	YES	YES	YES

Note:

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.10$.

Effect of charter sector size on High-FRL TPS teachers

	(1)	(2)	(3)	(4)
	Turnover	Teacher V-A	Experience	Teacher MA
Charter N	-0.008*** (0.003)	-0.002* (0.001)	0.034 (0.048)	-0.001 (0.003)
Low-FRL Charter N	0.004 (0.003)	-0.001 (0.001)	-0.166*** (0.057)	-0.005* (0.003)
Observations	7,345	7,345	7,336	7,326
R-squared	0.809	0.752	0.961	0.889
All FE	YES	YES	YES	YES

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.10$.

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- Both the nature of schools serving targeted populations and number of alternatives nearby changes teacher labor market decisions
- Overall, large nearby charter sector seems to draw novice teachers from TPS
- For economically disadvantaged schools, there seems to be an impact on teacher effectiveness as well
- The entry of charter schools serving more economically advantaged students seems to draw more experienced teachers from disadvantaged schools

Next steps

- Deeper exploration of new equilibrium in distribution of teachers across charter and TPS along different dimensions

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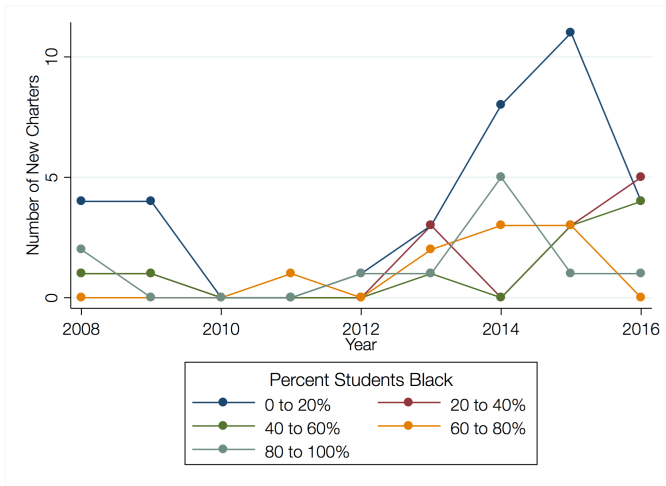
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- Explore characteristics of early career movers and the schools to which they move
- Consider access to quality instruction implications

Thank You! Comments welcome. Contact: sbholt@albany.edu

Proportion students black in new charters, by year



Characteristics	(1)	(2)	(3)
	Movers (To Charter)	Movers (To Other TPS)	Stayers (At TPS)
<i>Pre-Removal of Charter Cap</i>			
Value-Added (SDs)	-0.037 (0.143)	-0.018 (0.146)	-0.001 (0.153)
Years of Experience	10.339 (10.084)	9.433 (8.427)	11.859 (8.987)
Lateral/Provisional License	0.148	0.086	0.065
Advanced Degree	0.272	0.286	0.304
<i>Post-Removal of Charter Cap</i>			
Value-Added (SDs)	0.002 (0.119)	0.006 (0.133)	0.029 (0.138)
Years of Experience	8.569 (6.710)	9.302 (7.316)	12.216 (8.319)
Lateral/Provisional License	0.068	0.062	0.048
Advanced Degree	0.319	0.336	0.353