

Workshop on Education

Tue Oct 20, 2020
100 pm until 220 pm

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Teachers' Comparative Advantage, School Segregation, and Educational Mobility in Chicago Public Schools

ABSTRACT: We investigate teachers' comparative advantage (CA). Teachers' impacts on student test scores that vary by student type (i.e., "multivariate" teacher effects) imply that teachers have CA. First, we test whether teacher effects are type specific by using teacher switching quasi-experiment and a supplementary holdout-sample strategy. By defining student type by race and using 1.7 million test scores from Chicago Public Schools, we find that teacher value-added (VA) is race specific: when a teacher with low black VA is replaced by another with a higher black VA, this change causes a corresponding change in test scores of black students but not on non-black students. Next, we characterize teachers' CA and relate it to teacher mobility, student-teacher racial-match effects, and student's educational mobility. We also discuss the implications of deselecting teachers based on a univariate measure of teacher performance when teacher effects are multivariate, and schools are highly segregated.

BIO: William Delgado is a Postdoctoral Scholar at the Harris School of Public Policy, University of Chicago. His current research studies teacher quality in K–12 schools and a field experiment to improve preschool children's early math skills. Delgado received his B.A. and master's in Economics from the Universidad de los Andes and his Ph.D. and master's in Public Policy from the University of Chicago.

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