Many factors affect students' academic performance and contribute to the divergence in academic performance between students at advantaged schools and disadvantaged schools. I study two factors in my dissertation, teacher and principal.

To help design policies that encourage effective teachers to work in low-performing schools, it is important to know the current teacher mobility patterns, in particular, the factors driving teachers moving from high-income schools to low-income schools. I find strong empirical evidence to suggest that when teachers move, they are more likely to move to socioeconomically similar schools in close proximity. My finding raises questions about whether policies designed to encourage teachers to move into substantively different socioeconomic environments can be successful.

The impact of principal turnover on student outcome is also of great policy interest. Unlike prior research, we find that, principal turnover has no significant impact on student academic achievement if a principal turns over at the end of previous school year. We find weak evidence that principal turnover has a negative impact on student academic achievement if a principal left two years ago.