In recent years, many public school districts across the country have turned to closing schools as a way to manage declining enrollments and decreased public funding, seeking to consolidate resources so as to improve educational outcomes. These closures have inspired a range of empirical research investigating the veracity of school district claims about cost-savings and academic improvements; the short- and long-term impacts on students, families and stakeholders; and the relationships to broader patterns of segregation and opportunity. This convening aims to bring together researchers to share findings and approaches, articulate commonalities and divergences across place, and set an agenda for ongoing research and engagement with this and other issues of urban and educational equity.