

Lauren Sartain

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Education

- PhD, Public Policy, Harris School, University of Chicago 2015
Dissertation: Essays on Urban Schooling
Committee: Dan Black (chair), Kerwin Charles, and Ofer Malamud
Exams: Econometrics, Microeconomics, Political Economy, Economics of Education
- MPP, Harris School, University of Chicago 2008
Honors, Irving B. Harris Fellow
- BA, Government, History, University of Texas at Austin 2004
High Honors

University Positions

- Assistant Professor of Education Policy and Leadership* 2019-Present
University of North Carolina – Chapel Hill
School of Education
- Affiliated Researcher* 2019-Present
- Senior Researcher* 2015-2019
- Researcher* 2008-2011, 2012-2015
University of Chicago Consortium on School Research
- Associate Researcher* 2010-2012
Chapin Hall Center for Children, University of Chicago

Refereed Papers (* Alphabetical ordering of authorship)

- *“Increasing Access to Selective High Schools through Place-Based Affirmative Action: Unintended Consequences,” with Lisa Barrow and Marisa de la Torre. Forthcoming, *American Economic Journal: Applied Economics*.
- *Hinze-Pifer, R., & Sartain, L. (2018). Rethinking universal suspension for severe student behavior. *Peabody Journal of Education*, 93(2), 228-243.
- *Barrow, L., & Sartain, L. (2017). The expansion of high school choice in Chicago Public Schools. *Economic Perspectives*, 41(5), 1-38.
- *Allensworth, E. M., Moore, P. T., Sartain, L., & de la Torre, M. (2017). The educational benefits of attending higher performing schools: Evidence from Chicago high schools. *Educational Evaluation and Policy Analysis*, 39(2), 175-197.

Sartain, L., & Steinberg, M. P. (2016). Teachers' labor market responses to performance evaluation reform: Experimental evidence from Chicago public schools. *Journal of Human Resources*, 51(3), 615-655.

Steinberg, M. P., & Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching project. *Education Finance and Policy*, 10(4), 535-572.

Steinberg, M. P. & Sartain, L. (2015). Does Better Observation Make Better Teachers? New Evidence from a Teacher Evaluation Pilot in Chicago. *Education Next*.

Under Review

*"School Closings in Chicago: What Happened to the Teachers?," with Helen Lee. Revisions requested, *Educational Evaluation and Policy Analysis*.

*"School District Investments in General Skills: The Case of Principal Residency Programs," with Minh Nguyen, Steven G. Rivkin, and Jeffrey C. Schiman. Under review.

Working Papers

*"Elementary and Middle School Principal Effects on Future Academic, Behavioral, and Labor Market Outcomes," with Eric A. Hanushek, Andrew Morgan, Steven G. Rivkin, and Jeffrey C. Schiman.

*"The Proximal Impacts of Community Violence on Students," with Rebecca Hinze-Pifer.

"The Power of Grades: Prediction and Measurement" with John Q. Easton and Esperanza Johnson.

"The Signaling, Screening, and Human Capital Effects of National Board Certification: Evidence from Chicago and Kentucky High Schools" with Linda Cavalluzzo, Christine Mokher, Thomas Geraghty, and Lisa Barrow.

Research Reports and Other Publications

*Barrow, L., and Sartain, L. (2019). GoCPS: A First Look at Applications, Offers, and Enrollment. Chicago, IL: University of Chicago Consortium on School Research.

*Barrow, L., Sartain, L., & de la Torre, M. (2018). Selective enrollment high schools in Chicago: Admission and impacts. Chicago, IL: University of Chicago Consortium on School Research.

*Easton, J.Q., Johnson, E., & Sartain, L. (2017). The Predictive Power of Ninth-Grade GPA. Chicago, IL: University of Chicago Consortium on School Research.

Sartain, L., Allensworth, E., & Porter, S. (2015). Suspending Chicago's Students: Differences in Discipline Practices across Schools. Chicago, IL: University of Chicago Consortium on School Research.

Stevens, W. D., Sartain, L., Allensworth, E., & Levenstein, R. (2015). Discipline Practices in Chicago Schools: Trends in the Use of Suspensions and Arrests. Chicago, IL: University of Chicago Consortium on School Research.

Cavalluzzo, L., Barrow, L., Henderson, S., Mokher, C., & Sartain, L. (2014). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. Arlington, VA: CNA Analysis & Solutions.

*Barrow, L., Rouse, C. E., & Sartain, L. (2014). A Day in the Life: How College Students Spend Their Time. Submitted to the Gates Foundation.

Sartain, L., Stoelinga, S., Brown, E., et al. (2011). Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation. Chicago, IL: University of Chicago Consortium on School Research.

Sartain, L., & Leininger, L. (2011). An Academic and Behavioral Profile of Students Transitioning from Chicago Public Schools to the City Colleges of Chicago. Submitted to the City Colleges of Chicago.

Lesnick, J. K., Sartain, L., Goerge, R. M., & Stagner, M. (2011). Exploring Patterns of Postsecondary Enrollment and Persistence: A Longitudinal Analysis of Eighth-Grade Students in Chicago in 1999-2000 and Their Postsecondary Educational Trajectories. Chicago, IL: Chapin Hall Center for Children.

Sartain, L., Stoelinga, S., & Krone, E. (2010). Rethinking Teacher Evaluation: Findings from the First Year of the Excellence in Teaching Project in Chicago Public Schools. Chicago, IL: University of Chicago Consortium on School Research.

Sartain, L., McGhee, R., Cassidy, L., Abasi, M. I., Young, V. M., Spote, S. E., & Shields, P. M. (2009). High School Reform in Chicago Public Schools: Autonomous Management and Performance Schools. Menlo Park, CA: SRI International.

Lesnick, J. K., Sartain, L., Spote, S. E., & Stoelinga, S. R. (2009). High School Reform in Chicago Public Schools: A Snapshot of High School Instruction. Menlo Park, CA: SRI International.

Picucci, A. C., Laughlin, T., & Sartain, L. (2006). Texas study of the Comprehensive School Reform grant program: Interim report. Austin, TX: Texas Education Agency.

Select Presentations

Conference and Academic Presentations

“Universal Enrollment in Chicago: Potholes on the Pathway to a ‘High-Quality’ School.” Association for Education Finance and Policy 2019 Annual Conference.

“The Labor Market Consequences of Teacher Evaluation Reform: Regression Discontinuity Evidence from Chicago.” Association for Public Policy Analysis and Management 2018 Fall Research Conference.

“School Closings in Chicago: Effects on Teachers.” Association for Education Finance and Policy 2018 Annual Conference.

“When Suspensions Are Longer.” Association for Education Finance and Policy 2016 Annual Conference.

“The Benefits of Being a Big Fish.” Society for Research on Educational Effectiveness 2016 Spring Conference.

“Suspending Chicago’s Students.” Association for Public Policy Analysis and Management 2015 Fall Research Conference.

- “Good Kids? Good Peers? Good Schools? Selective High Schools in Chicago.” University of Chicago Workshop on Education. November 2015.
- “School Choice: Chicago Style.” American Education Research Association 2015 Annual Meeting.
- “The Signaling, Screening, and Professional Development Effects of National Board Certification: Evidence from Chicago.” Center for Human Potential and Public Policy workshop at the University of Chicago. May 5, 2014.
- “The Signaling, Screening, and Professional Development Effects of National Board Certification: Evidence from Chicago.” American Education Research Association 2014 Annual Meeting.
- “Teacher Performance Evaluation and Teacher Sorting: Experimental Evidence from Chicago Public Schools.” Association for Education Finance and Policy 2014 Annual Conference.
- “Teacher Evaluation in Chicago: Challenges With Replication of Experimental Effects.” Society for Research on Educational Effectiveness 2014 Spring Conference.
- “Teacher Evaluation and Teacher Turnover: Experimental Evidence from Chicago.” Center for Program Evaluation at the University of Chicago. February 2014.
- “Rethinking Teacher Evaluation in Chicago: Reliability and Validity of a Classroom Observation Tool.” Association for Public Policy Analysis and Management 2011 Fall Research Conference.
- “Rethinking Teacher Evaluation: Piloting the Charlotte Danielson Framework for Teaching in Chicago Public Schools.” American Education Research Association 2010 Annual Meeting.
- “A Snapshot of High School Instruction in Chicago Public Schools.” American Education Research Association 2010 Annual Meeting.
- “A Snapshot of High School Instruction.” Illinois Education Research Conference 2009 Annual Meeting.
- “Texas Study of the Comprehensive School Reform Grant Program: Interim Report.” American Education Research Association 2007 Annual Meeting.

Invited Presentations

- “The Educational Benefits of Attending High-Performing High Schools.” Federal Reserve Bank of Chicago, the Chicago Education Research Presentation Series. May 28, 2014.
- “Teacher Evaluation in Chicago: Findings from the Excellence in Teaching Project.” Illinois State Board of Education, Performance Evaluation Advisory Council. April 15, 2011. Springfield, IL.
- “Building a Quality Teacher Evaluation System: A Perspective from Chicago.” National Comprehensive Center for Teacher Quality – Enhancing Teacher Evaluation Conference. May 10-11, 2010. Washington, DC.
- “Measuring Teaching Practice: Lessons from Chicago.” Los Angeles Unified School District Teacher Effectiveness Task Force. June 28-29, 2010. Los Angeles, CA.

Research Grants

Institute of Education Sciences, “Getting Effective Leaders into High-Needs Schools: A Cross-Site Mixed-Methods Examination of Principal Preparation, Recruitment, and Hiring and Their Associations with Principal and School Outcomes.” Awarded \$1,399,779 (co-principal investigator). 2019-2021.

Joyce Foundation, Crown Family Foundation, Fry Family Foundation, Steans Family Foundation, and an anonymous gift. “Youth Exposure to Community Violence: Understanding the Role of Educators and Schools in Responding to Student Needs.” Awarded \$850,000 (co-principal investigator). 2019-2021.

Spencer Foundation, “Improving Instruction through Data Use on Teaching Quality.” Awarded \$942,348 (principal investigator). 2017-19.

Smith Richardson Foundation, “Improving Access to High-Quality Schools for Disadvantaged Youth: Selective High Schools in Chicago.” Awarded \$192,309 (co-principal investigator). 2016-17.

Spencer Foundation, “What Do Grades Measure? An Investigation of High School Algebra Grades.” Awarded \$19,685 (principal investigator). 2015-16.

Teaching and Advising Experience

Coordinator University of Chicago IES Predoctoral Fellows 2018-2019

Harris School of Public Policy, University of Chicago

Economics of Education, Lecturer 2016-2018

Child and Family Policy and Evaluation, TA for Matthew Stagner Spring 2014

Mixed Methods Approaches to Policy Research, TA for Amy Claessens Spring 2014

Professional Affiliations

American Economic Association, Association for Public Policy Analysis and Management, Society for Research on Educational Effectiveness, Association for Education Finance and Policy

Other Professional Experience

Consultant 2018-Present

Federal Reserve Bank of Chicago

Consultant 2013

The New Teacher Center

Consultant 2009-2012

Voices of Youth in Chicago Education

Project Manager, Research Assistant 2000-2006

Resources for Learning, Education Consulting Firm, Austin, Texas