

# Lauren Sartain

lsartain@unc.edu  
(512) 423-0187

---

## 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 at 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; # Co-authored with a PhD student)

Sartain, L., & Barrow, L. (2021). The pathway to enrolling in a high-performance high school: Understanding barriers along the way. *Education Finance and Policy*. Online first.

Steinberg, M.P., & Sartain, L. (2020). What explains the race gap in teacher performance ratings? Evidence from Chicago Public Schools.” *Educational Evaluation and Policy Analysis*, 43(1): 60-82.

\*Barrow, L., Sartain, L., & de la Torre, M. (2020). “Increasing access to selective high schools through place-based affirmative action: Unintended consequences.” *American Economic Journal: Applied Economics*, 12(4): 135-63.

\*#Lee, H., & Sartain, L. (2020). School closures in Chicago: What happened to the teachers. *Educational Evaluation and Policy Analysis*, 42(3), 331-353.

\*#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**

- Sartain, L., & Steinberg, M.P. "Can Personnel Policy Improve Teacher Quality? The Role of Evaluation and the Impact of Exiting Low-Performing Teachers." Revise and resubmit at *Education Finance and Policy*.
- \*#Barrow, L., Morris, W., & Sartain, L. "The Expanding Landscape of Online Education: Who Engages and How They Fare." Prepared for David Card's festschrift.
- Sartain, L., Lewers, R., & Barrow, L. "Universal Student Enrollment Systems: The More Policies Change, the More Enrollment Patterns Stay the Same."
- #Sartain, L., & Morris, W. "Teacher Satisfaction with Teacher Evaluation: The Importance of School Leadership."
- \*#Nguyen, M., Rivkin, S., Sartain, L., & Schiman, J.C. "School District Investments in General Skills: The Case of Principal Residency Programs."

### **Papers in Progress**

- Sartain, L., & Estrera, E. "Follow the Leader: Principal Influence on Teacher Job Search."
- Sartain, L., Friere, S., Easton, J.Q, & Diaz, B. "When Girls Outperform Boys: The Gender Gap in High School Math Grades."
- \*#Delgado, W., Sartain, L., & Zou, A. "The Kids Matter: Evaluator Ratings versus Student Reports of Teaching Practice."
- \*Barrow, L., Komisarow, S., & Sartain, L. "School Fundraising Efforts: The Great Unequalizer?"
- \*#Hanushek, E.A., Morgan, A., Rivkin, S.G., Sartain, L., & Schiman, J.C. "Elementary and Middle School Principal Effects on Future Academic, Behavioral, and Labor Market Outcomes."
- Hinze-Pifer, R., & Sartain, L. "The Proximal Impacts of Community Violence on Students."

\*Barrow, L., Cavalluzzo, L., Geraghty, T., Mokher, C., & Sartain, L. "The Signaling, Screening, and Human Capital Effects of National Board Certification: Evidence from Chicago and Kentucky High Schools."

### **Research Reports and Other Publications**

Sartain, L., Zou, A., Gutierrez, V., Shyja, A., Hinton, E., Brown, E.R., and Easton, J.Q. (2020). Teacher Evaluation in Chicago Public Schools: Perceptions of REACH Implementation, Five Years In. Chicago, IL: University of Chicago Consortium on School Research.

Sartain, L., and Zou, A. (2020). Teacher Evaluation in Chicago Public Schools: REACH Ratings and Teacher Mobility. Chicago, IL: University of Chicago Consortium on School Research.

\*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., Sporte, 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., Sporte, 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*

“The Kids Matter: Unpacking the Relationship between Classroom Characteristics and Measures of Teacher Quality.” Society for Research on Educational Effectiveness 2022 Conference. Arlington, VA.

“Teacher Preferences over School Leaders: Evidence from Teacher Transfer Applications.” Association of Education Finance and Policy 2022 Annual Conference. Denver, CO.

“School Fundraising Efforts: The Great Unequalizer?” Association of Education Finance and Policy 2021 Annual Conference. Virtual.

“School Choice and Access from Pre-K Through High School in Chicago: Benefits and Challenges of Centralized Application and Enrollment Policies.” Association of Education Finance and Policy 2020 Annual Conference. Virtual.

“Improving Teaching Practice and Student Learning: The Role of Teacher Evaluation.” Association of Education Finance and Policy 2020 Annual Conference. Virtual.

“Improving Teaching Practice and Student Learning: The Role of Teacher Evaluation.” Association for Public Policy Analysis and Management 2019 Fall Research Conference. Denver, CO.

“The Pathway to Enrolling in a High-Rated High School.” Association for Public Policy Analysis and Management 2019 Fall Research Conference. Denver, CO.

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

“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**

University of North Carolina’s Junior Faculty Development Award, “Principals in Training: Understanding the Value of Residency Experiences.” Awarded \$10,000 (principal investigator), 2022.

University of North Carolina's System Office, "UNC LEADS: Principal Preparation Training Grant." Awarded \$4,290,000 (co-principal investigator), 2021-2027.

National Science Foundation, "How Do Unrepresentative College Grades Shape Race and Gender Gaps in the STEM Pipeline?." Awarded \$498,250 (co-principal investigator), 2021-2024.

John M. Belk Endowment, "North Carolina Education Futures Initiative: Accelerating Attainment." Awarded \$1,500,000 (co-principal investigator), 2021-2022.

NC Policy Collaboratory and NC TraCS Institute, "Understanding School Mental Health Supports for Adolescents with Suicide Risk during COVID-19: Improving Practice During Social Isolation." Awarded \$57,000 total (co-principal investigator), 2020-2021.

Hewlett Foundation and an anonymous gift, "The Role of Differential Classroom Experiences and Individual Behaviors in the Gender and Race Differences in High School Grades." Awarded \$100,000 total (co-principal investigator), 2020-2021.

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), 2019-2022.

Spencer Foundation, "Improving Instruction through Data Use on Teaching Quality." Awarded \$942,348 (principal investigator), 2017-2019.

Smith Richardson Foundation, "Improving Access to High-Quality Schools for Disadvantaged Youth: Selective High Schools in Chicago." Awarded \$192,309 (co-principal investigator), 2016-2017.

Spencer Foundation, "What Do Grades Measure? An Investigation of High School Algebra Grades." Awarded \$19,685 (principal investigator), 2015-2016.

### **Teaching and Advising Experience**

*UNC-CH School of Education* 2019-current

EDUC257 Inquiry and Data Applications (undergraduate)

EDUC751 School Inquiry and Reform for the School Executive (masters)

EDUC930 Economics of Education (PhD)

*Co-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,  
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