

# 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 Research Positions

- Senior Research Analyst* 2008-2011, 2012-Present  
Consortium on School Research, University of Chicago
- Associate Researcher* 2010-2012  
Chapin Hall Center for Children, University of Chicago

## Refereed Papers

- “Rethinking Universal Suspension for Severe Student Behavior,” with Rebecca Hinze-Pifer.  
(Forthcoming, *Peabody Journal of Education*).
- “The Expansion of High School Choice in Chicago Public Schools,” with Lisa Barrow. (July 2017, *Economic Perspectives*).
- “The Educational Benefits of Attending High-Performing High Schools: Evidence from Chicago High Schools,” with Elaine Allensworth, Paul Moore, and Marisa de la Torre. (June 2017, *Educational Evaluation and Policy Analysis*).
- “Teachers’ Labor Market Responses to Performance Evaluation Reform: Experimental Evidence from Chicago Public Schools,” with Matthew P. Steinberg (Summer 2016, *Journal of Human Resources*).
- “Does Teacher Evaluation Improve School Performance? Experimental Evidence from Chicago’s Excellence in Teaching Pilot,” with Matthew P. Steinberg (Fall 2015, *Education Finance and Policy*).

## Working Papers

- “The Role of Selective High Schools in Equalizing Educational Outcomes: Heterogeneous Effects by Neighborhood Socioeconomic Status,” with Lisa Barrow and Marisa de la Torre. Under review.

“When Suspensions Are Shorter: The Effects on School Climate and Student Learning,” with Nicholas Mader and Matthew P. Steinberg. Under review.

“The Proximal Impacts of Community Violence on Students,” with Rebecca Hinze-Pifer.

“The Benefits of Being a Big Fish: Incoming Class Rank and Student Outcomes,” with Elaine Allensworth, Paul Moore, and Marisa de la Torre.

“The Power of Grades: Prediction and Measurement,” with John Q. Easton and Esperanza Johnson.

“Indicators of School Quality: How to Choose a Good High School,” with Elaine Allensworth, Paul Moore, and Marisa de la Torre.

### **Other Research in Progress**

Teacher Evaluation Data Use with Dan Black, Shelby Cosner, and Jennie Jiang.

Principal Effects on Long-Term Outcomes with Steve Rivkin, and Jeffrey Schiman.

Impacts of School Closings on Students, Teachers, and Schools with Molly Gordon, Ofer Malamud, and Marisa de la Torre.

Measuring Student Poverty with Valerie Michelman.

The Impact of and Rewards to National Board Certified Teachers with Lisa Barrow.

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

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.

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

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*

- “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**

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 Experience**

*Harris School of Public Policy, University of Chicago*

Economics of Education, Lecturer	2016-Present
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**

<i>Project Manager, Research Assistant</i>	2000-2006
Resources for Learning, Education Consulting Firm, Austin, Texas	
<i>Consultant</i>	2009-2012
Voices of Youth in Chicago Education (survey development, analysis)	
<i>Consultant</i>	2013
The New Teacher Center (survey analysis)	
<i>Research Assistant to Lisa Barrow and Cecilia Rouse</i>	2012-2013