

FRANCISCO LAGOS

CONTACT INFORMATION

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EDUCATION

2022 University of Maryland College Park
Ph.D., Education Policy
Certificate in Population Studies
2017 Harvard University, Graduate School of Arts & Sciences
M.A., Education
2014 Harvard University, Graduate School of Education
Ed.M., International Education Policy
2001 Pontificia Universidad Católica de Chile, School of Psychology
B.A. & Professional Degree, Psychology

CURRENT ACADEMIC APPOINTMENT

2022 – Present University of Maryland College Park
Postdoctoral Associate

ACADEMIC AFFILIATIONS

2019 – Present Maryland Equity Project, University of Maryland College Park
2018 – Present Maryland Population Research Center, University of Maryland College Park
2018 – Present Maryland Longitudinal Data System Center, University of Maryland College Park

RESEARCH EXPERIENCE

2018 – 2022 Research assistant to David Blazar, University of Maryland College Park
2018 – 2022 Research assistant to Claudia Galindo, University of Maryland College Park
2017 – 2018 Research assistant to Emmerich Davies, Harvard University
2014 – 2018 Research assistant to Felipe Barrera-Osorio, Harvard University

PROFESSIONAL EXPERIENCE

2017 – 2020 Consultant, World Bank, Education Global Practice
2010 – 2013 Board Member. Centre for Educational Research and Innovation, OECD
2010 – 2013 Director, Research Center, Ministry of Education, Chile
2008 – 2010 Executive Director, Education Department, Public Policy Center, Pontificia Universidad Católica de Chile
2009 Co-founder, Elige Educar

2008	Co-founder, Enseña Chile
2006 – 2008	Analyst, Local Government Department, Public Policy Center, Pontificia Universidad Católica de Chile
2005 – 2006	Coordinator, Center for Studies and Promotion of Non-violence, Pontificia Universidad Católica de Chile
2002 – 2004	Executive Director, National Volunteer Center, Society of Jesus

TEACHING

University of Maryland College Park

2023 – Present	Instructor. TLPL 766 (cross listed as PLCY798G) Impact Evaluation for Education and Public Policy. Spring 2023, 2024.
2022 – Present	Instructor. TLPL 764 Data Management for Social Science Research. Fall 2022, 2023.
2020	Teaching Assistant. TLPL 788C Statistical Literacy for Education Research. Fall 2020; taught by Claudia Galindo.

Harvard University

2015 – 2018	Teaching Fellow. The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact Evaluations. Spring 2015, 2016, 2017, 2018; taught by Felipe Barrera-Osorio.
2014 – 2017	Teaching Fellow. Microeconomics: A Policy Tool for Educators. Fall 2014, 2016, 2017; taught by Felipe Barrera-Osorio.

Universidad Alberto Hurtado

2008 – 2010	Instructor. Psychosocial Analysis of the Educational System. First Semester 2008-2010.
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Pontificia Universidad Católica de Chile

2000	Teaching Assistant. Educational Psychology. Second Semester 2000; taught by Isidora Mena.
1998 – 2000	Teaching Assistant. Sociocultural Anthropology. First Semester 1998, 1999, 2000; taught by Andrés Recasens.
2000	Teaching Assistant. Latin-American Culture and Society. First Semester 2000; taught by Jorge Gissi.
1999	Teaching Assistant. Social Psychology. Second Semester 1999; taught by Jorge Gissi.

PUBLICATIONS

Refereed Journal Articles

4. Bathia, S., Fuller, B., Galindo, C., Lagos, F., & Rabe-Hesketh, S. (2023). Finding Integrated Schools? Latino Families Settle in Diverse Suburbs, 2000–2015. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 9(2), 104-131.
3. Fuller, B., Bathia, S., Bridges, M., Kim, Y., Galindo, C., & Lagos, F. (2022). Variation in the Local Segregation of Latino Children—Role of Place, Poverty, and Culture. *American Journal of Education*, 128(2), 245-280.

2. Barrera-Osorio, F., Gonzalez, K., Lagos, F., & Deming, D. J. (2020). Providing performance information in education: An experimental evaluation in Colombia. *Journal of Public Economics*, 186, 104185.
1. Rivero, R., Arancibia, V., Claro, S., Lagos, F., & Hurtado, C. (2019). How the practical component of initial primary education teacher training is organized in Chile's universities: an exploratory study. *Calidad en la educación*, (50), 12-48. (In Spanish)

Book Chapters

2. Gallego, F., Bedregal, P., Ziliani, M. E., Stekel, Y., & Lagos, F. (2009). Learning outcomes in pre-school education: Definition, measurement, and institutions. In *Universidad Católica de Chile (ed.), Camino al Bicentenario. Propuestas para Chile*, 223-252. Santiago: Pontificia Universidad Católica. (In Spanish)
1. Gallego, F., Cortés, C., Lagos, F., & Stekel, Y. (2008). The role of information in school choice: A report card on school outcomes. In *Universidad Católica de Chile (ed.), Camino al Bicentenario: Propuestas para Chile*, 191-225. Santiago: Pontificia Universidad Católica. (In Spanish)

Working Papers & Under Review

5. Lagos, F. & Blazar, D. Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity-Matching Effects in Education. (*R&R Educational Researcher*)
4. Galindo, C., Lagos, F., Kim, Y., Fuller, B., Bridges, M., & Bathia, S. Problematizing Assumptions about School Segregation: Latinx Students' Learning Growth in the Elementary Grades. (*Under review AERA Open*).
3. Saltmarsh, J. & Lagos, F. The Equity Potential of Washington, D.C.'s Unified School Lottery: A Descriptive Analysis. (*Under review Education Evaluation and Policy Analysis*)
2. Lagos, F., Galindo, C., Fuller, B., & Kim, Y. Latinx Students and White School Composition: Are Resources Driving Variation in Learning Achievement Patterns? (*in preparation for journal submission*)
1. Lagos, F. Does Prohibiting Selective Admissions Mitigate the Segregative Effects of School Choice? Evidence from a Policy Change in Chile. (*in preparation for journal submission*)

Work in Progress

5. The Effect of Centralized-Admission School Lotteries on Between-School Segregation (with Jason Saltmarsh)
4. The Effect of Teacher-Student Race/Ethnicity Matching in High School on Academic Attainment and Career Path (with David Blazar, Seth Gershenson, & Ramon Goings).
3. Grow-Your-Own Teachers Starting from High School: Evidence from a Dual-Enrollment/CTE Program in MD (with David Blazar, Wenjing Gao, Seth Gershenson, & Ramon Goings).
2. School Diversity, Academic Outcomes, and the Operationalization of Race-Ethnicity Peer Effects in Education.
1. School Admission Systems, Algorithms, and its Effects on School Segregation (with Gabriel Gutierrez, Maria Isidora Palma, & Maria Fernanda Ramirez).

GRANTS, SCHOLARSHIPS, FELLOWSHIPS, & AWARDS

2023 – 2025 Spencer Foundation Small Grant, PI: Francisco Lagos (\$49,424)

2021 – 2022	Support Program for Advancing Research and Collaboration (SPARC), University of Maryland College Park (\$1,000)
2021 – 2022	Ann G. Wylie Dissertation Fellowship, University of Maryland College Park (\$15,000)
2021	Roberta Ma Scholarship, University of Maryland College Park (\$1,000)
2021	Suzanne M. Bianchi Summer Graduate Student Grant, Maryland Population Research Center, University of Maryland College Park (\$4,000)
2020	Graduate School Summer Research Fellowship, University of Maryland College Park (\$5,000)
2020	David L. Clark Graduate Research Seminar Fellow, AERA & UCEA
2019	The William C. and William J. Graham Endowed Scholarship in Education, University of Maryland College Park (\$1,000)
2019	Jacob K. Goldhaber Travel Grant, University of Maryland College Park
2018 – 2021	Dean’s Fellowship, University of Maryland College Park
2015 – 2017	Presidential Scholar Fellowship, Harvard University
2015 – 2016	FONIDE Research Grant (Co-investigator), Ministry of Education, Chile
2013	Becas Chile Scholarship, CONICYT, Ministry of Education, Chile

REFEREED PRESENTATIONS

- “Can School Choice Mitigate School Socioeconomic Segregation? Evidence from a Policy Change in Chile”*. AERA Annual Meeting (2018), AEFPP Annual Conference (2019), APPAM Fall Conference (2019), CIES Annual Conference (2020), SREE Spring Conference (2020), American Sociological Association Annual Meeting (2021).
- “The Relationship between Racial, Ethnic, and Linguistic Diversity and Long-Term Economic Opportunity: Evidence to Inform School Assignment Policies and Reduce Inequality in Maryland”* (with David Blazar). David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy Research (2020).
- “The Direct and Indirect Effects of Tutoring: Evidence from Cali, Colombia”* (with Felipe Barrera-Osorio). APPAM Fall Conference (2020).
- “Who ‘Wins the Lottery’? Washington, D.C. Schools’ Composition as a Function of the Citywide Lottery”* (with Jason Saltmarsh). AERA Annual Meeting (2021).
- “School Composition and Resources: Exploring Latinxs’ Learning Growth in Elementary Grades”* (with Yoonjeon Kim, Jiehui Zhao, Shruti Bathia, Claudia Galindo, Bruce Fuller, and Margaret Bridges). AERA Annual Meeting (2021), SRCD Biennial Meeting (2021).
- “Do Cohort Peer Diversity Matters and For Whom? Evidence from Chile on Students’ Academic Outcomes”* (with Fernanda Ramirez). AERA Annual Meeting (2021).
- “Professional Staff Diversity and Student Outcomes: Extending Our Understanding of Race/Ethnicity-Matching Effects in Education”* (with David Blazar). AEFPP Annual Conference (2021), SREE Spring Conference (2021).
- “School Diversity, Academic Outcomes, and the Operationalization of Race-Ethnicity Peer Effects in Education”*. AEFPP Annual Conference (2022).
- “The Effect of Teacher-Student Race/Ethnicity Matching in High School on Academic Attainment and Career Path”* (with David Blazar, Seth Gershenson, & Ramon Goings). AEFPP Annual Conference (2023).
- “The Effect of Centralized-Admission School Lotteries on Between-School Segregation”* (with Jason Saltmarsh). AEFPP Annual Conference (2023).

ASSOCIATION MEMBERSHIP

Association for Education Finance and Policy (AEFP)
Association for Public Policy and Management (APPAM)
Society for Research in Educational Effectiveness (SREE)

SERVICE

Journal Referee	Pensamiento Educativo
Conference Reviewer	AEFP, AERA, APPAM
UMD	Graduate Student Representative, Division III (Policy & Leadership), Teaching and Learning, Policy and Leadership Department (2019 – 2020).