Papers and Presentations Employing Data from
the North Carolina Education Research Data Center

Minority Achievement Gap


Minority Achievement Gap (cont.)


Minority Achievement Gap (cont.)


Teacher Quality and Student Outcomes


**Teacher Quality and Student Outcomes (cont.)**


Rev. 12/3/2015
Teacher Quality and Student Outcomes (cont.)


Rev. 12/3/2015
Teacher Quality and Student Outcomes (cont.)


Teacher Quality and Student Outcomes (cont.)


Teacher Quality and Student Outcomes (cont.)

Glennie, E., Bonneau, K., Sherrill, M., & Dodge, K. (2007). Riding the tide of school-level accountability: Do schools experience a rising tide or are some students thrown overboard. Paper prepared for Southern Sociological Society Meetings, Atlanta, GA.


Teacher Quality and Student Outcomes (cont.)


School Accountability and Choice


Rev. 12/3/2015
School Accountability and Choice (cont.)


Ahn, T., & Vigdor, J. (2009). *Does no child left behind have teeth? Examining the impact of federal accountability sanctions in North Carolina.* Paper prepared for Institute for Federalism and Intergovernmental Relations (IFIR) and Martin School Workshop, Lexington, KY.


School Accountability and Choice (cont.)


The Academic Performance of At-Risk Children


Rev. 12/3/2015
The Academic Performance of At-Risk Children (cont.)


Schulte, A. C., & Erchul, W. P. (2014). Achievement growth by students with and without disabilities. Research presentation prepared for the faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.

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The Academic Performance of At-Risk Children (cont.)


Problem Behavior in Schools


**Linking Data and Policy**


Berry, B., Barnes, G., & Glennie, E. J. (2003). *Using data to make good teaching quality decisions*. Paper prepared for No Child Left Behind: Implications for Teacher and Teaching Quality. Sponsored by the National Governors Association, the Education Commission of the States, the Southeast Center for Teaching Quality, and the Southern Regional Education Board. Atlanta, GA.


**Impact of Specific Policies on Student Outcomes**


Rev. 12/3/2015
Impact of Specific Policies on Student Outcomes (cont.)


Impact of Specific Policies on Student Outcomes (cont.)


Outcomes beyond K-12


Rev. 12/3/2015
Outcomes beyond K-12 (cont.)


Other Studies


Rev. 12/3/2015
Other Studies (cont.)


Gershenson, S., & Langbein, L. (2013). *Spillover effects of inclusion of classmates with emotional problems on test scores in early elementary school.* Powerpoint prepared for School of Public Affairs, American University, Washington, DC.


Rev. 12/3/2015
Other Studies (cont.)


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Other Studies (cont.)


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**Other Studies (cont.)**


Other Studies (cont.)


Rev. 12/3/2015
Other Studies (cont.)


Other Studies (cont.)

