

Lam D. Pham

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College of Education, North Carolina State University
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Research Interests

School Reform, Educational Leadership, School Personnel Policy, Research Practice Partnerships

EDUCATION

- 2015 – 2020 **Vanderbilt University, Peabody College**, Nashville, TN
Ph.D., [K-12 Education Leadership and Policy Studies](#)
Minor, Quantitative Methods
- 2007 – 2011 **Harvard University**, Cambridge, MA
B.A., Chemistry, Cum Laude
Language Citation, Italian Languages and Literature

PAPERS AND PUBLICATIONS

* Published with a graduate student.

Peer Reviewed Journal Articles

- (14) **Pham, L. D.**, Matthews, G. F.*, Drake, T. A. (2024) [Beyond Prescriptive Reforms: An Examination of North Carolina's Flexible School Restart Program](#). *Educational Evaluation and Policy Analysis*.
- (13) **Pham, L. D.** (2023). [Teachers are Not Lemons: An Examination of Spillover Effects when Teachers Transfer Away from Turnaround Schools](#). *Educational Researcher*.
- (12) **Pham, L. D.** (2022). [Is Teacher Effectiveness Stable Across School Contexts? An Examination of Teachers who Transfer into Turnaround Schools](#). *AERA Open*.
- (11) Kho, A., Henry, G. T., **Pham, L. D.**, & Zimmer, R. (2022). [Spillover Effects of Recruiting Teachers for School Turnaround: Evidence from Tennessee](#). *Educational Evaluation and Policy Analysis*.
- (10) **Pham, L. D.** (2022). [Why Do We Find these Effects? An Examination of Mediating Pathways Explaining the Effects of School Turnaround](#). *Journal of Research in Educational Effectiveness*.
- (9) Vatland, C., Barton, E., **Pham, L. D.**, Fox, L., Hemmeter, M. L., Henry, G. T. (2022). [Development and Validation of a Tool to Examine Program-Wide Implementation of the Pyramid Model](#). *Journal of Positive Behavior Interventions*.
- (8) **Pham, L. D.**, Matthews, G. F.*, Cravens, X. (2022). [What Students Value Most: A Qualitative Examination of Learner Experiences in a Fully Online Degree Program](#). *Teachers College Record*, 124(2), 143-169.
- (7) Dixon, L. L., **Pham, L. D.**, Henry, G. T., Corcoran, S. P., Zimmer, R. (2021). [Who Leads Turnaround Schools? Characteristics of Principals in Tennessee's Achievement School District and Innovation Zones](#). *Educational Administration Quarterly*. 58(2), 258-299.
- (6) Hemmeter, M. L., Barton, E., Fox, L., Vatland, C., Henry, G. T., **Pham, L. D.**, Horth, K., Taylor, A., Binder, D., von der Embse, M., Veguilla, M. (2021). [Program-Wide Implementation of the Pyramid Model: Supporting Fidelity at the Program and Classroom Levels](#). *Early Childhood Research Quarterly*, 59, 56-73.

- (5) Viano, S., **Pham, L. D.**, Henry, G. T., Kho, A., & Zimmer, R. (2021). [What Teachers Want: School-Level Factors Predicting Teachers' Decisions to Work in Turnaround Schools](#). *American Educational Research Journal*, 58(1), 201-233.
- (4) **Pham, L. D.**, Henry G. T., Zimmer, R., & Kho, A. (2020). [Sustainability and Maturation of School Turnaround: A Multiyear Evaluation of Tennessee's Achievement School District and Local Innovation Zones](#). *AERA Open*.
- (3) Henry, G. T., **Pham, L. D.**, Zimmer, R., & Kho, A. (2020). [Peeking Inside the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors](#). *Educational Evaluation and Policy Analysis*, 42(2), 232-256.
- (2) Nguyen, T. D., **Pham, L. D.**, Crouch, M., & Springer, M. G. (2020). [The Correlates of Teacher Attrition and Retention: An Updated and Expanded Meta-Analysis of the Literature](#). *Educational Research Review*, 31, 100355.
- (1) **Pham, L. D.**, Nguyen, T. D., & Springer, M. G. (2020). [Teacher Merit Pay and Student Test Scores: A Meta-Analysis](#). *American Educational Research Journal*, 58(3), 527-566.

Book Chapters

- Pham, L. D.**, Henry, G. T., Harbatkin, E., (2022, under contract). "Conducting a Quantitative Analysis" in Bickman & Rog (eds.) *The Evaluation Handbook*. New York: Guilford Publications, Inc.
- Harbatkin, E., Henry, G. T., **Pham, L. D.** (2022, under contract). "Planning a Quantitative Analysis" in Bickman & Rog (eds.) *The Evaluation Handbook*. New York: Guilford Publications, Inc.

Under Review

- Pham, L. D.**, Corcoran, S. P., Henry, G. T., Zimmer, R. Do the Effects Last? An Examination of the Long-Term Academic Effects of School Turnaround.
- Pham, L. D.**, Matthews, G. F.*, Drake, T. A. Beyond Prescriptive Reforms: An Examination of North Carolina's Flexible School Restart Program
- Matthews, G. F.*, **Pham, L. D.**, Jackson, M.*, Singleton, D. T.* Rebuilding the Box: School Principals Navigating New Reform Environments
- Harbatkin, E., **Pham, L. D.**, Redding, C., Moran, A.* What are the Side Effects of School Turnaround? A Systematic Review.

Report and Policy Writings

- Arenas, A., Bausell, S., Birkett, J., Cadilla, V., Edwards, C., Himes, M., Kellogg, S., **Pham, L. D.**, Thrasher, E., Young, T. V. (2023). *Advanced Teaching Roles: Evaluation Report*. Friday Institute for Educational Innovation, North Carolina State University. [Authors in alphabetical order]
- Pham, L. D.**, Corcoran, S. P., Henry, G. T., Zimmer, R. (2022). [Over the Long-Haul: Examining the Long-Term Effects of the School Turnaround](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Corcoran, S. P., Henry, G. T., Miller, J., **Pham, L. D.**, Zimmer, R. (2022). [Implementing School Improvement in the "Zone 2.0": A Case Study of Three Memphis Schools](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Domina, T., Hashim, A. K., Kearney, C., **Pham, L. D.**, & Smith, C. (2022) [Covid-19 and the system resilience of public education: A view from North Carolina](#). Policy Brief for the Learning Curve, Urban Institute.

- Pham, L. D. & Porter, S. (2021). [A Conceptual Review of methods for Measuring the Effectiveness of Lead Teachers in North Carolina's Advance Teaching Roles Pilot Program](#). College of Education and the Friday Institute, North Carolina State University.
- Drake, T. A., Ayscue, J., Little, M., & Pham, L. D. (2020). [COVID-19 and the Achievement Gap: Implications for North Carolina](#). College of Education, North Carolina State University.
- Dixon, L., Pham, L. D., Henry G. T. (2020). [School Administrators in Tennessee Turnaround Schools: An Overview of Credentials, Experience, Salary, and Diversity](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Pham, L. D., Henry G. T., Zimmer, R., Kho, A. (2019). [School Turnaround in Tennessee: Insights After Six years of Reform](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Pham, L. D., Henry G. T., Zimmer, R., Kho, A. (2018). [School Turnaround After Five Years: An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Henry G. T., Pham, L. D., Guthrie, J. E., Harbatkin, E. (2018). [Guiding Principles for Improving the Lowest-Performing Schools in Tennessee: A Policy Brief on Driving Improvement in Low-Performing Schools](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Kho, A., Henry G. T., Zimmer, R., Pham, L. D. (2018). [How has iZone Teacher Recruitment Affected the Performance of Other Schools? Examining Systemic Effects of Teacher Recruitment for School Turnaround](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Pham, L. D. (2017). [Instructional and Participative Leadership: How are Memphis Schools Leaders Doing?](#) Teach901, City Leadership. Memphis, TN.
- Henry, G. T., Zimmer, R., Kho, A., Pham, L. D. (2017). [Recruitment and Retention of Teachers in Tennessee's Achievement School District and iZone Schools: A Policy Brief on Driving Improvement in Low Performing Schools](#). Tennessee Education Research Alliance, Peabody College, Vanderbilt University.
- Teach 901 Research. (2016). [Tracking Teacher Talent in Memphis: The Results of the 2016 Teach901 Priority School Teacher Survey](#). Teach901, City Leadership. Memphis, TN.

RESEARCH GRANTS AND FUNDING

Extramural Funded Grants

- 2023 – 2026 **Co-Principal Investigator**, Hattie's Influences on Student Achievement Under an Institutionally Racist System: What Works for Black and Brown Students? (PI: Adam Kho), *W.T. Grant Foundation* (\$68,742; full amount: \$600,000)
- 2022 – 2025 **Principal Investigator**, Advancing Educational Opportunity in Charlotte-Mecklenburg's Lowest-Performing Schools, *The Belk Foundation and Charlotte-Mecklenburg Schools* (\$296,340)
- 2022 – 2024 **Co-Principal Investigator**, A Comprehensive Study of the North Carolina Supplemental Salary Fund (PI: Matthew Springer), *The North Carolina Collaboratory* (\$224,386; full amount: \$499,870)
- 2022 – 2023 **Co-Principal Investigator**, Advanced Teaching Roles and Teacher Compensation Models Evaluation (PI: Callie Edwards), *North Carolina Office of State Budget and Management and the North Carolina Department of Public Instruction* (\$249,909)
- 2022 – 2027 **Senior Methodologist**, Examining the Efficacy of Program-Wide Supports for Pyramid Model Implementation (PWS-PMT): Addressing Young Children's Social-Emotional Competence and Challenging Behavior (PI: Mary Louise Hemmeter), *Institute of Education Sciences* (\$3,795,843)
- 2021 – 2023 **Co-Principal Investigator**, NC Education Futures Initiative – Accelerating Attainment Project (PI: Matthew Springer), *John M. Belk Endowment* (\$27,533; full amount: \$1.5 million)

- 2020 – 2021 **Principal Investigator**, Supporting Teachers During a Pandemic: Relationships between School Spending and Teacher Experiences, *The RAND Corporation* (\$5,000)
- 2017 – 2020 **Senior Analyst**, An Extended Evaluation of Tennessee’s Achievement School District and Local iZones (PI: Gary T. Henry & Ron Zimmer), *Laura and John Arnold Foundation* (\$381,618) & *Walton Family Foundation* (\$555,972)
- 2015 – 2018 **Senior Analyst**, Randomized Control Trial for the Pyramid Model of Social Emotional Competence (PI: Mary Louise Hemmeter), *Institute of Education Sciences* (\$1,499,855)

Intramural Funded Grants

- 2021 – 2023 **Co-Principal Investigator**, Phase 1 of Evaluating the Mathematics/Science Education Network (PI: Callie Edwards), *Outreach and Engagement Grants Program – North Carolina State University* (\$10,000)
- 2021 – 2022 **Principal Investigator**, Data Visualization Project on Educational Attainment/Learning Loss Due to the Pandemic, *Institute for Emerging Issues – North Carolina State University* (\$4,500)
- 2019 – 2020 **Principal Investigator**, Essays on Human Capital Policies in Turnaround Schools, *Russell G. Hamilton Dissertation Enhancement Grant – Vanderbilt University* (\$2,000)
- 2018 – 2019 **Principal Investigator**, Student Experiences in Online Learning Environments, *Blended & Online Learning Design (BOLD) Fellowship – Vanderbilt University* (\$1,000)

PEER-REVIEWED RESEARCH PRESENTATIONS

- Kho, A., **Pham, L. D.**, Jackson, M.* (2023). School Priorities in the COVID-19 Pandemic. Paper presented at the annual convention of the *University Council for Educational Administration*, Minneapolis, MN.
- Hashim, A. K., **Pham, L. D.**, Whetzel, J.*, Martin, L.* (2023). Opportunities and Challenges with CSI School Turnaround: A Multi-Level Case Study of Charlotte Mecklenburg Schools District. Paper presented at the annual conference of the *Association for Public Policy Analysis and Management*, Atlanta, GA.
- Pham, L. D.**, Matthews, G. F. *, & Drake, T. A. (2023). *Beyond Prescriptive Reforms: An Examination of North Carolina’s Flexible School Restart Program*. Paper presented at the annual meeting of the *American Educational Research Association*, Chicago, IL.
- Pham, L. D.**, Cadilla, V.*, & Ayscue, J. (2023). Do accountability policies impact school segregation? Evidence from North Carolina. Paper presented at the annual conference of the *Association for Education Finance and Policy*, Denver, CO.
- Pham, L. D.**, Matthews, G. F.*, & Drake, T. (2022). Do School Improvement Plans Matter? Evidence from North Carolina. Paper presented at the annual conference of the *Association for Public Policy Analysis and Management*, Washington, D.C.
- Matthews, G. F.*, **Pham, L. D.**, Jackson, M.*, & Singleton, D.* (2022). *Rebuilding the Box: School Principals Navigating New Reform Environments*. Paper presented at the annual convention of the *University Council for Educational Administration*, Seattle, WA.
- Pham, L. D.**, Matthews, G. F.*, & Edwards, C. (2022). Evaluating Postsecondary Impacts of a Mathematics/Science Education Network in Urban Secondary Schools. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Kho, A. & **Pham, L. D.** (2022). School Priorities in the COVID-19 Pandemic. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Pham, L. D.**, Matthews, G. F. *, & Drake, T. A. (2022). *Beyond Prescriptive Reforms: An Examination of North Carolina’s Flexible School Restart Program*. Paper presented at annual conference of the *Association for Education Finance and Policy*, Denver, CO.

- Kho, A. & **Pham, L. D.** (2022). *The Effect of School Reform on Teacher Attrition in Low-Performing Schools: Evidence from Tennessee*. Paper presented at annual conference of the *Association for Education Finance and Policy*, Denver, CO.
- Pham, L. D.** & Matthews, G. F.* (2021). Leadership in a Context-Driven School Improvement Model: A Mixed-Methods Analysis of North Carolina's Restart Program. Paper presented at the annual convention of the *University Council for Educational Administration*, Columbus, OH.
- Dixon, L. L., **Pham, L. D.**, Henry, G. T., Corcoran, S. P., & Zimmer, R. (2021). Who Leads Turnaround Schools? Characteristics of Principals in Tennessee's Achievement School District and Innovation Zones. Paper presented at the annual meeting of the *American Educational Research Association*, Online.
- Kho, A. & **Pham, L. D.** (2021). *Do They Stay or Do They Go? Teacher Attrition in Tennessee's Turnaround Schools*. Paper presented at annual conference of the *Association for Education Finance and Policy*, Online.
- Pham, L. D.**, Corcoran, S. P., Henry, G. T., & Zimmer, R. (2021). *Do the Effects Last? An Examination of the Long-Term Academic Effects of School Turnaround*. Paper presented at annual conference of the *Association for Education Finance and Policy*, Online.
- Pham, L. D.** (2020). *Turnaround Reforms in Non-Turnaround Schools: An Examination of Unintended Effects when Reforms Encourage Teachers to Transfer into Different Schools*. Paper presented at annual conference of the *Association for Public Policy Analysis and Management*, Online.
- Kho, A. & **Pham, L. D.** (2020). *Do They Stay or Do They Go? Teacher Attrition in Tennessee's Turnaround Schools*. Paper presented at annual conference of the *Association for Public Policy Analysis and Management*, Online.
- Pham, L. D.**, Corcoran, S. P., Henry, G. T., & Zimmer, R. (2020). *Do the Effects Last? An Examination of the Long-Term Academic Effects of School Turnaround*. Paper presented at annual conference of the *Association for Public Policy Analysis and Management*, Online.
- Pham, L. D.** (2020). *Is Teacher Performance Stable? An Examination of Teachers who Transfer into Turnaround Schools*. Paper presented at annual conference of the *Association for Education Finance and Policy*, Online.
- Pham, L. D.** (2019). *Why Do We Find these Effects? An Examination of Mediating Pathways Explaining the Effects of School Turnaround*. Paper presented at the annual convention of the *University Council for Educational Administration*, New Orleans, LA.
- Pham, L. D.** (2019). *Is Teacher Performance Portable? An Examination of Teachers who Transfer into Turnaround Schools*. Paper presented at annual conference of the *Association for Public Policy Analysis and Management*, Denver, CO.
- Henry, G. T., **Pham, L. D.**, Zimmer, R., Kho, A. (2018). *Peeking Inside the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors*. Paper presented at annual conference of the *International School Choice and Reform Conference*, Lisbon, Portugal.
- Henry, G. T., **Pham, L. D.**, Zimmer, R., Kho, A. (2018). *Peeking Inside the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors*. Paper presented at annual conference of the *Association for Public Policy Analysis and Management*, Washington, D.C.
- Pham, L. D.**, Nguyen, T. D., & Springer, M. G. (2018). *Teacher Merit Pay and Student Test Scores: A Meta-Analysis*. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Pham, L. D.** (2018). *Examining the Association Between Coaching Intensity and Teacher Effectiveness*. Paper presented at the annual convention of the *University Council for Educational Administration*, Houston, TX.
- Pham, L. D.** (2018). *Examining the Association Between Coaching Intensity and Teacher Effectiveness*. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Henry, G. T., **Pham, L. D.**, Zimmer, R., Kho, A. (2018). *Peeking Inside the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors*. Paper presented at conference of the *Association for Education Finance and Policy*, Kansas City, MO.

- Pham, L. D.**, Henry, G.T., Zimmer, R., & Kho, A. (2017). *An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones*. Paper presented at the annual conference of the *Association for Education Finance and Policy*, Portland, OR.
- Pham, L. D.**, Nguyen, T. D., & Springer, M. G. (2017). *Teacher Merit Pay and Student Test Scores: A Meta-Analysis*. Paper presented at the annual conference of the *Association for Education Finance and Policy*, Washington, D.C.
- Grissom, J. A., **Pham, L. D.**, & Woo, D. (2016). *School Boards as Springboards? The Future Political Careers of Local School Board Members*. Paper presented at the annual convention of the *University Council for Educational Administration*, Detroit, MI.

INVITED PRESENTATIONS AND PANELS

- Pham, L. D.**, Strunk, K. O., Henry, G. T. (2021). *What Do We Know about Effective School Improvement?* Presentation for the Town Hall Series on School Improvement hosted by the North Carolina Board of Education and the University of Delaware.
- Pham, L. D.** (2021). *Data-Based Decision Making Panel*. Presentation as part of the 2021 Holshouser Legislators Retreat in Cary, North Carolina.
- Pham, L. D.**, Henry, G.T., Zimmer, R., & Kho, A. (2019). *Tennessee's Achievement School District and Local Innovation Zones After Six Years of Implementation*. Presentation to the State Commissioner of Education, Tennessee Department of Education, Nashville, TN.
- Henry, G.T., Zimmer, R., Kho, A., & **Pham, L. D.** (2017). *Tennessee's Achievement School District and Local Innovation Zones After Five Years of Implementation*. Presentation to the State Commissioner of Education, Tennessee Department of Education, Nashville, TN.

PROFESSIONAL EXPERIENCE

- 2022–Present **Research Consultant**, *Minnesota Department of Education*
- Examined Minnesota's school finance systems
- 2020 – 2021 **Research Consultant**, *New York Department of Education*
- Examined New York's school finance systems
- 2019 – 2020 **Research Consultant**, *Delaware Department of Education*
- Examined Delaware's school finance systems
- 2018 – 2019 **Adjunct Researcher**, *The RAND Corporation*
- An Evaluation of Alternative Principal Preparation Programs, *PI: Andrew McEachin & Kata Mihaly*
- Applied psychometric models to recover continuous measures from coarsened data
- 2018 – 2019 **Research Consultant**, *Florida Department of Education*
- Examined correlations between teacher SAT/ACT Scores and teaching effectiveness
- 2016 – 2021 **Research Consultant**, *Teach901*
- Wrote, administered, and analyzed data from annual staff surveys
- 2013 – 2015 **Math Instructional Coach**, *Oklahoma City Public Schools*
- Coached individual teachers and led group development sessions
- 2012 – 2015 **Geometry, Algebra, and Calculus Teacher**, *Oklahoma City Public Schools*
- Raised student proficiency from 34% to 98%, established a new AP Calculus sequence

TEACHING EXPERIENCE

North Carolina State University

2020–Present **Instructor of Record**, Applied Quantitative Methods in Education I (Ph.D. Level)
2020–Present **Instructor of Record**, Applied Quantitative Methods in Education II (Ph.D. Level)

Vanderbilt University

2018 – 2019 **Teaching Assistant**, Research Design for Social Science (Online Ed.D. Level)
2016 – 2017 **Teaching Assistant**, Causal Inference (Ph.D. Level)
2015 – 2016 **Teaching Assistant**, Economics of Education (MPP Level)

HONORS AND AWARDS

2021 – 2022 **Emerging Scholar Award**, *AERA School Turnaround and Reform Special Interest Group*
2021 – 2022 **Emerging Education Policy Scholar**, *Fordham and AEI*
2019 – 2020 **Equity and Inclusion Fellow**, *Association for Public Policy Analysis and Management*
2017 – 2019 **Barbara L. Jackson Scholar**, *University Council for Educational Administration (UCEA)*
2011 – 2012 **Fulbright Fellowship**, *Ca Mau, Vietnam*
2010 – 2011 **Senior Honors Thesis Research Grant**, *Harvard College*

PROFESSIONAL SERVICE AND AFFILIATIONS

2022–Present **Secretary and Treasurer**, School Turnaround and Reform SIG, AERA
2020–Present **Editorial Board**, Educational Evaluation and Policy Analysis (EEPA)
2018 – 2019 **Chair of Student Advisory Committee**, *Association for Public Policy Analysis and Management*

- Spearheaded diversity, equity, and inclusion panels to support minoritized graduate students
- Developed the *Mentor Matching Program* to connect APPAM members in different organizations

2017 – 2020 **Graduate Student Council**, *University Council for Educational Administration*

- Founded the *Researcher Development Program* to connect students with mentors across institutions
- Organized conference panels to support graduate student development

Peer Reviewer for Journal Articles

- American Educational Research Journal (AERJ)
- Educational Evaluation and Policy Analysis (EEPA)
- Educational Administration Quarterly (EAQ)
- Journal of Research on Educational Effectiveness (JREE)
- Education Finance and Policy (EFP)
- Educational Policy (EP)
- AERA Open
- Journal of Educational Change
- Teachers College Record (TCR)
- Economics of Education Review (EER)
- American Journal of Education (AJE)
- Journal of Southeast Asian American Education and Advancement
- Sociology of Education

Professional Affiliations (member since 2016)

- American Educational Research Association (AERA)
- Association for Education Finance and Policy (AEFP)
- Association for Public Policy Analysis and Management (APPAM)

- University Council for Educational Administration (UCEA)

UNIVERSITY SERVICE

- 2022–Present **Committee Member**, University Library Committee, North Carolina State University
- 2021–Present **Chair**, Faculty Awards Committee, College of Education, North Carolina State University
- 2021 – 2022 **Committee Member**, EEPA Program Area Speaker Series Committee
- 2020–Present **Co-Chair**, Student Success and Engagement Committee, EEPA Program Area, Department of Educational Leadership, Policy, and Human Development, North Carolina State University
- 2016 – 2017 **Committee Member**, Graduate Students Council, Vanderbilt University
- 2015 – 2016 **Committee Member**, Peabody Graduate Students Association, Vanderbilt University

MEDIA COVERAGE

- Oleniacz, L. (2023, July 26). [Teachers Who Leave Turnaround Schools Can have Positive Effects.](#) *The Abstract.*
- Keith, R. (2023, July 19). [Turnaround Task Force, Part III: What researcher say about improving low-performing schools.](#) *WHQR Public Media.*
- Keith, R. (2023, July 18). [Turnaround Task Force, Part II: What principals need to be successful.](#) *WHQR Public Media.*
- Stone, M. & Peetz, C. (2023, June 12). [Does Performance-Based Teacher Pay Work? Here's What the Research Says.](#) *EducationWeek.*
- Putman, H. (2023, March 30). [What's in a school? Would a teacher in any other setting be as effective?](#) *National Council on Teacher Quality.*
- Walkenhorst, E. (2022, October 9). [NC teachers would prove they are effective educators under proposed licensure program.](#) *WRAL News.*
- Oleniacz, L. (2022, February 17). [How to Structure Online Classrooms for Adults.](#) *The Abstract.*
- Osborne, D. (2021, September 9). [What should our leaders do about failing schools?](#) *Education Next.*
- Parks, C. (2021, September 7). [The tragedy of America's rural schools.](#) *The New York Times Magazine.*
- Aldrich, M. (2021, May 4). [Plan for exiting schools from Tennessee turnaround district will head to governor's desk.](#) *Chalkbeat.*
- Saenz-Armstrong, P. (2020, August 27). [Why, then, do teachers leave?](#) *National Council on Teacher Quality.*
- McCray, V. (2020, April 2). [Virus a sudden setback for school laboring to lift children's lives.](#) *The Atlanta Journal-Constitution.*
- Jacobson, L. (2020, February 24). [Study: Teacher merit pay linked to higher student test scores.](#) *Education Dive.*
- Golston, A. (2020, February 27). [A Smart Approach to Greater Insights and Impact in Education.](#) *Medium.*
- Aldrich, M & Bauman, C. (2019, July 16). [Tennessee school turnaround models either haven't worked or are stalling out, new research finds.](#) *Chalkbeat.*
- Gonzales, J. (2019, July 16). [Report: Tennessee's Achievement School District is failing students, unlikely to succeed.](#) *The Tennessean.*
- Slevin, C. and Thompson, C. (2019, February 14). [Denver teacher strike revealed US divide over bonus pay.](#) *The Associated Press.*

- Bauman, C. (2019, August 27). [Here's how two Nashville state-run schools are tackling teacher turnover, low student performance.](#) *Chalkbeat*.
- Ujifusa, A. (2019, August 26). [State takeovers remain difficult, but attractive, for education policymakers.](#) *Education Week*.
- Bauman, C. (2019, August 15). [As Tennessee's turnaround district enters its eighth school year, scores remain stubbornly low.](#) *Chalkbeat*.
- Bauman, C. (2019, July 23). [Schwinn: No new schools will enter Tennessee's Turnaround district this year, but some may leave.](#) *Chalkbeat*.
- Kebede, L. (2018, September 04). [Four of five charter schools denied by Memphis board appeal to the state.](#) *Chalkbeat*.
- Poiner, J. (2018, July 05). [An Evaluation of Tennessee's Achievement School District and Local Innovation Zones.](#) *Thomas B. Fordham Institute: Advancing Educational Excellence*.
- Downey, M. (2018, June 19). [Research shows Georgia voters smart to reject state school takeover.](#) *The Atlantic Journal-Constitution*.
- Bauman, C. (2018, June 19). [After five years, the Tennessee-run district isn't performing any better than low-performing schools receiving no intervention, research says.](#) *Chalkbeat*.
- Aldrich, M. W. (2018, February 1). [Do schools lose ground when losing top teachers to turnaround schools? A little, but it's worth it, says Tennessee research.](#) *Chalkbeat*.
- Hechinger Report. (2018, January 29). [Teacher bonuses boost student outcomes slightly: A comprehensive federal study sheds new light on how merit pay works – and doesn't work.](#) U.S. News & World Report.
- Granados, A. (2017, November 7). [The war over the Innovative School District.](#) EdNC.
- Aldrich, M. W. (2017, April 12). [Teacher merit pay has merit when it comes to student scores, analysis shows.](#) *Chalkbeat*.
- Brasher, J. (2017, February 14). [Teacher turnover rates critical in TN turnaround efforts.](#) *Research News at Vanderbilt*.
- Lasevoli, B. (2017, April 11). [Merit Pay for Teachers Can Lead to Higher Test Scores for Students, a Study Finds.](#) *Education Week*.
- Bauman, C. (2017, January 26). [Memphis wants to become 'Teacher Town,' especially to feed its 'priority schools.' Here's the latest feedback from teachers.](#) *Chalkbeat*.