# Research Agenda

**Five Years of Research**

| Study | Primary Research Question(s) Addressed* | Datasets | Year |
|---|---|---|---|
| Cornerstone Study | 1. What is the natural developmental progress in achievement for students with disabilities?<br><br>2. What models best characterize achievement growth for students with disabilities who are participating in general achievement tests?<br><br>3. How do various growth models represent school effects for students with and without disabilities, and how do results compare to those derived from status models now in use?<br><br>4. What are the reliability and validity of estimates of school effectiveness for students with disabilities produced by alternative growth models and how are these estimates influenced by contextual differences among schools and students? | NC Statewide Achievement Test (Grades 3-8: Reading & Math) | Yrs 1-2, 5 |