

Contributors

Members of the Koret Task Force

John E. Chubb, a distinguished visiting fellow at the Hoover Institution, is chief education officer and one of the founders of Edison Schools, a private manager of public schools, including many charter schools. Edison Schools today operates 130 schools in 19 states, with approximately 70,000 students. Chubb edited *Within Our Reach: How America Can Educate Every Child*, an assessment by the Koret Task Force, and is the coauthor (with task force member Terry M. Moe) of *Politics, Markets, and America's Schools*, a seminal work that argues for the introduction of free-market principles within the American education system.

Williamson M. Evers, a research fellow at the Hoover Institution, is an elected trustee of the Santa Clara County (Calif.) Board of Education. He served in Iraq as a senior adviser on education to Ambassador Paul Bremer of the Coalition Provisional Authority in 2003.

Evers is a member of the White House Commission on Presidential Scholars and was a member of the National Educational Research Policy and Priorities Board in 2001–2 and a member of the Mathematics and Science Scientific Review Panel at the U.S. Department of Education's Institute of Education Sciences in 2005–6. He serves on panels that write mathematics and history questions for California's statewide testing system and was a commissioner on the California State Academic Standards Commission. He is coeditor of, and contributor to, *School Accountability*, a 2002 publication by the Koret Task Force; coeditor of *School Reform: The Critical Issues*; and editor of, and contributor to, *What's Gone Wrong in America's Classrooms*.

Chester E. Finn Jr., a senior fellow at the Hoover Institution, is chairman of the Koret Task Force on K–12 Education and president and trustee of the Thomas B. Fordham Foundation. Formerly a professor of education and public policy at Vanderbilt University, he also served as assistant secretary for research and improvement and counselor to the secretary of the U.S. Department of Education. The author of 13 books, he wrote, with William J. Bennett and John Cribb, *The Educated Child: A Parent's Guide from Preschool through Eighth Grade*. He currently serves as the senior editor for *Education Next*.

Eric A. Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution. He serves as a member of the Board of Directors of the National Board for Education Sciences. His works on education policy include *Improving America's Schools: The Role of Incentives*, *Making Schools Work: Improving Performance and Controlling Costs*, and *Educational Performance of the Poor*. His current research involves understanding the role of teachers, programs, and funding in determining student achievement. Previously, he served as deputy director of the Congressional Budget Office.

Paul T. Hill, a distinguished visiting fellow at the Hoover Institution, is a research professor in the Daniel J. Evans School of Public Affairs

and director of the Center on Reinventing Public Education at the University of Washington. The center develops and helps communities adopt alternative governance systems for public K–12 education. His most recent publication is *Charter Schools and Accountability in Public Education*. He edited *Choice with Equity*, an assessment by the Koret Task Force, and he also contributed a chapter to *Private Vouchers*, a groundbreaking study edited by task force member Terry Moe.

E. D. Hirsch Jr., a distinguished visiting fellow at the Hoover Institution, is professor emeritus of education and humanities at the University of Virginia. He is the author of several books on education issues, including *The Knowledge Deficit*, *The Schools We Need and Why We Don't Have Them*, and a series beginning with *What Your Kindergartner Needs to Know* that continues through each grade, concluding with *What Your Sixth Grader Needs to Know*. He is the founder and chairman of the board of the Core Knowledge Foundation.

Caroline M. Hoxby, a distinguished visiting fellow at the Hoover Institution, is the Allie S. Freed Professor of Economics at Harvard University and director of the Economics of Education Program at the National Bureau of Economic Research. She serves as a member of the Board of Directors of the National Board for Education Sciences. She is the editor of *The Economics of School Choice* and *College Choices*. She is also the author of several influential papers on education policy, including “Does Competition among Public Schools Benefit Students and Taxpayers,” “The Effects of Class Size and Composition on Student Achievement: New Evidence from Natural Population Variation,” and “Not All School Finance Equalizations Are Created Equal.”

Terry M. Moe is a senior fellow at the Hoover Institution and the William Bennett Munro Professor of Political Science at Stanford University. He is the author of *Schools, Vouchers, and the American Public*, the coauthor (with task force member John E. Chubb) of *Politics*,

Markets, and America's Schools, and the editor of *A Primer on America's Schools*. He also edited *Private Vouchers*, the first book to chronicle the growing support for school vouchers for low-income children.

Paul E. Peterson, a senior fellow at the Hoover Institution, is the Henry Lee Shattuck Professor of Government and director of the Program on Education Policy and Governance at Harvard University. He is a member of the U.S. Department of Education's independent review panel advising its evaluation of No Child Left Behind and, in 2003, was awarded the Thomas B. Fordham Foundation prize for Distinguished Scholarship. Peterson is the editor in chief of *Education Next* and author or editor of numerous articles and books on U. S. education, including *Choice and Competition in American Education*, *No Child Left Behind? The Politics and Practice of School Accountability* (coedited with Martin R. West), *The Future of School Choice*, *Our Schools and Our Future . . . Are We Still at Risk?*, *The Education Gap: Vouchers and Urban Schools*, and *Earning and Learning: How Schools Matter*.

Diane Ravitch, a senior fellow at the Hoover Institution, is a research professor at New York University. From 1991 to 1993, she served as assistant secretary of education and counselor to Secretary of Education Lamar Alexander. A historian of American education, she is the author of many books, including *The Language Police: How Pressure Groups Restrict What Students Learn*, winner of the Hoover Institution's 2004 Uncommon Book Award; *The Great School Wars*; *The Troubled Crusade*; and *Left Back: A Century of Failed School Reforms*.

Herbert J. Walberg, a distinguished visiting fellow at the Hoover Institution, is emeritus research professor of education and psychology and University Scholar at the University of Illinois at Chicago. He has edited more than sixty books and written approximately 350 articles on educational productivity and human accomplishments. He

serves as a member of the National Board for Education Sciences and is one of ten U.S. members of the International Academy of Education. A fellow of several scholarly associations, he is member of six education boards and chairs two. He is coauthor of *Education and Capitalism: How Overcoming Our Fear of Markets and Economics Can Improve America's Schools* and coeditor of *School Accountability*, a 2002 publication by the Koret Task Force.

Additional Contributors

Paul Clopton is a research statistician with the U.S. Department of Veterans Affairs in San Diego, a coauthor of over 100 medical research articles, and an associate editor of the *Journal of the American College of Cardiology*. He is a cofounder of Mathematically Correct, a mathematics-education advocacy group. He serves on the review panel for California's statewide mathematics tests and is a reviewer of professional development programs for the state. Clopton previously served on the committee that drafted California's instructional framework for mathematics, the panel that recommended mathematics textbooks for statewide adoption, and the commission that oversees teacher credentialing for California.

Elena Llaudet is a research associate at Harvard University's Department of Government, where she is pursuing her doctoral degree. Prior to joining Harvard University, she was the research project manager at the Pioneer Institute for Public Policy Research, a Massachusetts-focused think tank. She is coauthor of *Massachusetts Private School Survey: Gauging Capacity and Interest in Vouchers*.

Sonali Murarka, a graduate of Stanford University in public policy, is project manager of the Economics of Education Program at the National Bureau of Economic Research. She previously worked with Abt Associates, a social policy consulting firm, serving as research assistant for several evaluations of government-sponsored education

programs. Her current research focuses on school-choice programs, primarily looking at the effects of charter schools on student achievement in New York City, Chicago, and Florida.

Marguerite Roza is a research assistant professor in the Center on Reinventing Public Education at the Daniel J. Evans School of Public Affairs at the University of Washington. Her research focuses on quantitative policy analysis, particularly in the area of education finance. Recent research has investigated spending patterns among schools within urban districts and the relationship to state and federal education spending. Her work has appeared in *Phi Delta Kappan*, the 2004 *Brookings Book on Education Policy*, the *Peabody Journal of Education*, and NCES's *Developments in Education Finance*.