Contributors

GEORGE K. CUNNINGHAM is a professor in the department of educational and counseling psychology at the University of Louisville. He is the author or coauthor of three textbooks on psychological and educational measurement: Educational and Psychological Measurement (1986), Measurement and Evaluation in Psychology and Education, fifth edition (1991), and Assessment in the Classroom: Constructing and Interpreting Tests (1998). He frequently consults with state government agencies regarding the design of testing programs.

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JACK M. FLETCHER is a professor in the department of pediatrics at the University of Texas-Houston Health Science Center, and associate director of the Center for Academic and Reading Skills. For the past 20 years, he has done research on many aspects of the development of reading, language, and other cognitive skills in children. Recently, he served on the RAND Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education.

BARBARA R. FOORMAN is professor of pediatrics and director of the Center for Academic and Reading Skills at the University of Texas–Houston Health Science Center. She is widely published in the area of reading and language development. She serves on the editorial boards of several journals and national consensus committees on reading and is principal investigator of several federally funded grants. She was the chairwoman of the Houston Independent School District's Committee on a Balanced Approach to Reading and worked on the revision of the Texas Primary Reading Inventory, a diagnostic test used in 95 percent of the school districts in Texas and in several other states.

DAVID J. FRANCIS is professor and chair of psychology at the University of Houston and director of the Texas Institute for Measurement, Evaluation, and Statistics. He has conducted research on normative and disordered development of cognitive and educational skills in children, particularly in the areas of reading and language, with special emphasis on the statistical and psychometric aspects of these developmental processes. Dr. Francis recently served as chair of the Advisory Council on Education Statistics and as an advisor to the Department of Education during Negotiated Rule-Making for the No Child Left Behind Act of 2002 and is currently serving on the Independent Review Panel for the National Assessment of Title I.

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SANDY KRESS is a partner in the law firm Akin, Gump, Strauss, Hauer & Feld. He served as senior advisor to President George W. Bush on education-policy aspects of the No Child Left Behind Act of 2002. Kress previously served as president of the board of trustees of the Dallas Public Schools. He serves on the Education Commission of the States as an appointee of then Texas governor George W. Bush. He has also served as counsel to the Governor's Business Council and Texans for Education and as a member of the Texas Business and Education Coalition. Kress was appointed by Texas lieutenant governor Bob Bullock to the Educational Economic Policy Center. He was later asked to chair the center's Accountability Committee. This committee produced the public school accountability system that was later adopted into Texas state law.

WILLIAM A. MEHRENS is a private consultant and a professor emeritus of measurement at Michigan State University. He has held office in several professional organizations, including serving as president of the National Council on Measurement in Education (NCME), president of the Association for Measurement and Evaluation in Guidance, and vice president of Division D of the American Educational Research Association. He is a coauthor of *Measurement and Evaluation in Education and Psychology*, currently in its fourth edition.

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RICHARD P. PHELPS taught secondary school mathematics and science in the village of Baskouré, Burkina Faso, in West Africa. He has held research positions at the Organisation for Economic Co-operation and Development, the U.S. General Accounting Office, Westat, and Indiana's Education Department. He wrote *Kill the Messenger: The War on Standardized Testing* (Transaction Books, 2003) and edited *Defending Standardized Testing* (Lawrence Erlbaum, 2004). He also edits a weekly column, "In Defense of Testing," for the EducationNews.org Web site and serves in the Consultants Network of the Education Consumers Clearinghouse.

ALAN R. SIEGEL is a professor of computer science in the Courant Institute of Mathematical Sciences at New York University. In the mid-1970s, as part of a program run by the City University of New York system, he taught inner-city teenagers remedial mathematics—beginning with the addition of one-digit numbers and ending with basic algebra.

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BRIAN STECHER is a senior social scientist in the education program at RAND. His research emphasis is applied educational measurement, including the implementation, quality, and impact of state assessment and accountability systems; the cost, quality, and feasibility of performance-based assessments in mathematics and science; and the development and validation of licensing and certification examinations. He is also a program evaluator, and he recently directed the statewide evaluation of the California Class Size Reduction initiative. Stecher is a member of the Technical Design Group, advising the California Department of Education on the development of that state's accountability system. He has

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DARVIN M. WINICK is an organizational psychologist and a retired management consultant. He is a senior research fellow in the college of education at the University of Texas–Austin. He is chairman of the National Assessment Governing Board and a member of NAGB's committee on standards, design, and methodology. Winick has been working on public school reform since 1983.