

Contributors

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 operates 130 schools in nineteen 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 a member of the Mathematics and Science Scientific Review Panel at the U. S. Department of Education's Institute of Education Sciences. He served in Iraq as 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. He serves on panels that write mathematics and history questions for California’s statewide testing system and was a commissioner of the California State Commission for the Establishment of Academic Content and Performance Standards. 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 thirteen books, with William J. Bennett and John Cribb he wrote *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 Insti-

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tution, 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 M. 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* (2006), *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 has been appointed to a Department of Education independent review panel to advise in evaluating the Title I program 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 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 is a senior fellow at the Hoover Institution and 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*. She was one of the main writers of the history-social science framework in California and Georgia.

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Herbert J. Walberg, a distinguished visiting fellow at the Hoover Institution, is research professor emeritus 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 accomplishment. He serves as a member of the Board of Directors 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 a member of six education boards and chair of 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

John Brown is a former state legislator and a member of the Advisory Board for the Office for Education Policy at the University of Arkansas, which serves as a resource for state lawmakers and other policymakers.

Paul Clopton is a research statistician with the U.S. Department of Veterans Affairs in San Diego and a coauthor of over one hundred medical research articles. He is a cofounder of Mathematically Correct, a mathematics-education advocacy group. He is also a member of the commission that oversees teacher credentialing for California and serves on the panel that reviews questions on mathematics for California's statewide testing system. Clopton was a member of the panel that drafted California's instructional framework for mathematics and the panel that recommended mathematics texts for statewide adoption.

Gary W. Ritter is an Associate Professor and Endowed Chair in Education Policy within the Department of Education Reform at

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