

## Contributors

**Mary Beth Celio** is a statistician with the University of Washington's Center on Reinventing Public Education, and the demographer for the Archdiocese of Seattle. Her recent work focuses on the achievement gap between white and minority students. She also works on urban education reform and accountability, and her recent publications include *Fixing Urban Schools* and a U.S. Department of Education report on charter school accountability.

**John E. Chubb** 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 136 schools in twenty-two states, with approximately 75,000 students. He 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. He also is a distinguished visiting fellow at the Hoover Institution.

**Paul Clopton** is a biomedical statistician for the Department of Veterans Affairs in San Diego, California, conducting research studies for the VA and the faculty of the School of Medicine of the University of California at San Diego. He has coauthored more than seventy medical research publications and developed analytic software used by NASA and other research organizations. Clopton also is a cofounder of Mathematically Correct, a national mathematics-education advocacy organization. For the state of California, he has served as a member of the Mathematics Content Review Panel for the California Standards Tests, the Mathematics Curriculum Framework Committee, the Mathematics Instructional Materials Advisory Panel, and the Education Technology Advisory Committee. He also has coauthored reviews of textbooks, standards, and testing systems, and he serves as a consultant to states and districts around the country on curricular and testing policies.

**Williamson M. Evers**, a research fellow at the Hoover Institution, serves on the White House Commission on Presidential Scholars and served in 2001–2002 on the National Educational Research Policy and Priorities Board. He also is a member of the panels that write mathematics and history questions for California’s statewide testing system and served as a commissioner of the California State Commission for the Establishment of Academic Content and Performance. He is coeditor of *School Accountability*, a 2002 publication by the Koret Task Force. He also is the editor of and contributor to *What’s Gone Wrong in America’s Classrooms* and the coeditor of *School Reform: The Critical Issues*.

**Chester E. Finn Jr.** is a senior fellow at the Hoover Institution and chairman of Hoover’s Koret Task Force on K–12 Education. He also is president and a 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

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Education. With William J. Bennett and John Cribb, he recently authored *The Educated Child: A Parent's Guide from Preschool through Eighth Grade*, and he currently serves as the senior editor for *Education Next*.

**Kacey Guin** is a graduate student at the University of Washington's Daniel J. Evans School of Public Affairs and a staff member at the Center on Reinventing Public Education. Her graduate thesis focuses on the effects of rapid teacher turnover on school effectiveness.

**Eric A. Hanushek** is the Paul and Jean Hanna Senior Fellow at the Hoover Institution. 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: Lessons from Rural Northeast Brazil*. His current research involves understanding the role of teachers, programs, and funding in determining student achievement.

**Paul T. Hill** is a research professor and acting dean in the Daniel J. Evans School of Public Affairs and director of the Center on Reinventing Public Education, all 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 Terry Moe. He also is a distinguished visiting fellow at the Hoover Institution.

**E. D. Hirsch Jr.** is a professor of education and humanities emeritus at the University of Virginia and a distinguished visiting fellow at the Hoover Institution. He is the author of several books on education issues, including *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 elementary grade, concluding with *What*

*Your Sixth Grader Needs to Know*. He is the founder and president of the Core Knowledge Foundation.

**Caroline M. Hoxby** is a professor of economics at Harvard University and director of the Economics of Education Program at the National Bureau of Economic Research. She also is a distinguished visiting fellow at the Hoover Institution. She is the editor of *The Economics of School Choice* and the forthcoming book *College Choices*. She also is 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 a 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** is a senior fellow at the Hoover Institution as well as the Henry Lee Shattuck Professor of Government and director of the Program on Education Policy and Governance at Harvard University. He is the editor in chief of *Education Next* and an author or editor of numerous books on U.S. education, including *The Education Gap: Vouchers and Urban Schools*; *Earning and Learning: How Schools Matter*; *Learning from School Choice*; *The Politics of School Reform: 1870–1940*; and *School Politics Chicago Style*.

**Diane Ravitch**, a research professor at New York University, holds the Brown Chair in Education Policy at the Brookings Institution. She also is a distinguished visiting fellow at the Hoover Institution. She is a member of the National Assessment Governing Board, to which she

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was appointed by Secretary of Education Richard Riley. 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 Great School Wars*, *The Troubled Crusade*, *Left Back: A Century of Failed School Reforms*, and *The Language Police: How Pressure Groups Restrict What Students Learn*.

**Herbert J. Walberg**, research professor of education and psychology emeritus and University Scholar at the University of Illinois at Chicago, has edited more than sixty books and written approximately 350 articles on educational productivity and human accomplishment. He is one of ten U.S. members of the International Academy of Education and a fellow of several scholarly associations in the United States and abroad. He is coeditor of *School Accountability*, a 2002 publication by the Koret Task Force. He also is a distinguished visiting fellow at the Hoover Institution.