



Taking Account of Accountability: Assessing Politics and Policy

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Participant Biographies

Alan Altshuler is Director of the A. Alfred Taubman Center for State and Local Government. He holds a joint appointment at the Kennedy School and Harvard's Graduate School of Design as the Ruth and Frank Stanton Professor of Urban Policy and Planning. Altshuler has previously served as academic dean of the Kennedy School, dean of NYU's Graduate School of Public Administration, as professor of political science and urban planning at MIT, and as Massachusetts Secretary of Transportation and Construction. He has written or co-authored several books, including *The City Planning Process: A Political Analysis in Large American Cities*; *Community Control*; *The Black Demand for Participation in Large American Cities*; *The Urban Transportation System* (with James P. Womack, John R. Pucher); and *Regulation for Revenue: The Political Economy of Land Use Exactions* (with José Gómez-Ibáñez). He received his Ph.D. in political science from the University of Chicago.

Dale Ballou is an Associate Professor of Economics at the University of Massachusetts at Amherst. He received his Ph.D. in economics from Yale University in 1989. Prior to that, he spent several years teaching in a variety of settings, including a midwestern middle school, an adult education center in New Haven, Connecticut, and a private boarding school in Massachusetts. As an economist, his research has focused on policies affecting education reform -- in particular, the role of incentives and regulation in the training, recruitment, and retention of teachers. His work has appeared in professional economics journals as well as publications for a broader audience like *The Public Interest* and *Education Week*. Together with Michael Podgursky of the University of Missouri, he is the author of *Teacher Pay and Teacher Quality*. This study found that despite a significant increase in teacher salaries during the 1980s, there was little or no discernible improvement in the quality of newly recruited teachers. Professor Ballou has testified before the U.S. House of Representatives on education issues and has advised the Massachusetts legislature and the Board of Higher Education on policies related to school financing, teacher licensure, and teacher compensation. His current research deals with personnel policies in charter schools, teacher testing, and the role of unions in education reform.

Julian Betts, a Professor of Economics at the University of California, San Diego, is also a Senior Fellow at the Public Policy Institute of California (PPIC), where he helps to direct the Institute's K-12 education research effort. Betts is also an Adjunct Professor in the Graduate School of International Relations and Pacific Studies at the University of California, San Diego. Much of his research has focused on the economic analysis of public schools. He has written extensively on the link between student outcomes and measures of school spending including class size, teachers'



salaries, and teachers' level of education. More recently, he has examined the role that standards and expectations play in student achievement. Examples of his recent work include a theoretical analysis of the impact of educational standards published in the *American Economic Review* (1998) and the co-authored book *Equal Resources, Equal Outcomes? The Distribution of School Resources and Student Achievement in California* (PPIC, 2000). In 2001 Betts was one of 14 people appointed to the National Working Commission on Choice in K-12 Education. He also sits on the national Advisory Board of CREDO (Center for Research on Education Outcomes), Stanford University. At UCSD, Betts also serves on the Board of Directors of the Preuss School at UCSD, a charter school on the UCSD campus that admits disadvantaged students from the local area. The school seeks to prepare these disadvantaged students for success in college by immersing them in an enriched college prep curriculum between Grades 6 and 12. Betts obtained a Bachelor's degree in chemistry from McGill University, the M.Phil. in economics from Oxford University, England, and a Ph.D. in economics from Queen's University, Kingston, Ontario, Canada.

John H. Bishop is a member of the Department of Human Resource Studies at the New York State School of Industrial and Labor Relations, Cornell University. He is also Executive Director of the Educational Excellence Alliance, a consortium of over 400 high schools that are studying ways to improve school climate and student engagement. He received his Bachelors Degree from Oberlin College in 1962. After two years in the Peace Corps in Northern Nigeria, he studied Economics at the University of Michigan, obtaining a Masters in 1967 and a PhD in 1974. Professor Bishop has published numerous articles on education reform, the impact of the quality of education on the productivity of individuals and nations, the impact of the hiring, training and promotion policies of business on incentives for students to study and schools to set high standards, the determinants of and payoffs to employer training and the effectiveness of institutions which match workers and jobs. Prior to coming to Cornell in 1986, he was director of the Center for Research on Youth Employability and Associate Director: Research at the National Center for Research in Vocational Education. He chaired the Admissions and Incentives Subcommittee of the SUNY Task Group on Public Education and Co-chaired the Goal 5 Technical Planning Subgroup on International Workforce Skills of the National Education Goals Panel. He has testified before Congressional Committees numerous times--most recently on February 2, 1995 before the Senate Subcommittee on Education, Arts and Humanities chaired by Senator Jeffords.

Anthony Bryk is the Marshall Field IV Professor of Urban Education in the Departments of Education and Sociology at The University of Chicago. His main areas of expertise are school organization, education reform, accountability, assessment, and educational statistics. He is the Director of the Center for School Improvement at the University of Chicago, which supports school improvement efforts within the Chicago Public Schools. In the areas of governance and leadership, literacy instruction, and social service support, CSI also conducts research on school reform. In 1998, the Center was awarded a charter to initiate a professional development school in the North Kenwood and Oakland neighborhood. Dr. Bryk leads the school design effort for this initiative. In July, 1994, the University of Chicago "loaned" Dr. Bryk to the Chicago Public School system for one year, as an advisor to General Superintendent Argie K. Johnson. In this role, Dr. Bryk helped the



school system to create an innovative model for research and analysis that supports a decentralized school improvement process, the cornerstone of Chicago-style school reform. He also assisted in a large effort to restructure the central operations of the district. Previous to his appointment at the University of Chicago, Dr. Bryk was a faculty member of the Harvard Graduate School of Education for 10 years.

Robert Costrell has been Director of Research and Development in the Massachusetts Executive Office for Administration and Finance, since the Research and Development Unit was created in September 1999. He is on leave from the University of Massachusetts at Amherst, where he has been a Professor of Economics since 1978. He received his Ph.D. in economics from Harvard University in 1978 and his B.A. in economics from the University of Michigan in 1972. Over the last decade, he has published seminal work on the economic theory of educational standards in the *American Economic Review* and other academic journals, as well as in more general interest outlets, such as *Brookings Papers on Education Policy 2001*. Under Professor Costrell's direction, the Research and Development Unit has produced policy briefs and research reports for the administrations of Governors Cellucci and Swift on a variety of issues, including tax policy, housing supply, homelessness prevention, legislative reform, Massachusetts state K-12 assessments, parental leave policy, the state lottery, and K-12 education finance (see www.state.ma.us/eoaf/). His work spearheading the Governor's reforms on the Massachusetts local education aid formula has resulted in the first major revisions since 1993 for this key \$3.3 billion program. *CommonWealth* magazine recently observed, "A new office of research and development...has brought renewed intellectual vigor to state government."

Anne Danenberg is a research associate at PPIC whose work focuses on education, immigration, and social stratification in California. Her publications include: *Equal Resources, Equal Outcomes? The Distribution of School Resources and Student Achievement in California*, co-authored with Julian Betts and Kim Rueben (PPIC, 2000); *Who's Lagging Now? Gender Differences in Secondary Course Enrollments (California Counts)*, PPIC, 2001); "An Assessment of Resources and Student Achievement," co-authored with Julian Betts, in *School Finance and California's Master Plan for Education* (PPIC, 2001) and *Brookings Papers on Education Policy*, book chapter co-authored with Julian Betts (forthcoming). Her current projects include *New Immigrants and Public Education in California*, co-authored with Alec Gershberg, which is scheduled for publication by PPIC. Anne's work before joining PPIC included projects on educational outcomes for immigrants, residential segregation in the Bay Area, and school population projections. Anne received a B.A. in geography with minor in demography from the University of California, Berkeley, and a master's degree in sociology from Brown University. While at Brown University, she held a teaching assistantship, was a recipient of the National Institute of Child Health and Human Development (NICHD) Demography Traineeship, and was associated with the Population Studies Training Center (PSTC).



Thomas S. Dee is an assistant professor in the Department of Economics at Swarthmore College, Swarthmore, Pennsylvania and a Faculty Research Fellow with the Children's Program and the Health Economics Program at the National Bureau of Economic Research, Cambridge, Massachusetts. His research focuses on policy-relevant issues in public finance and the economics of education and health. Recent examples include an evaluation of whether the new resources created by court-ordered education finance reforms were capitalized into property values and a study of whether the racial pairing of students and teachers influences student achievement. His research has been published in several academic journals including the *Journal of Human Resources*, *Health Economics*, the *Journal of Policy Analysis and Management*, the *Journal of Law and Economics*, the *Journal of Health Economics*, the *Southern Economic Journal*, the *Journal of Public Economics* and *Economics of Education Review*. Dr. Dee received a Ph.D. and M.A. in Economics from the University of Maryland and a B.A. in Economics from Swarthmore College.

Denis Philip Doyle, co-founder and Chief Academic Officer of SchoolNet, Inc., is a nationally and internationally known education writer, lecturer and consultant. After earning his BA ('62) and MA ('64) in political theory at the University of California at Berkeley, he worked for the California Legislature. In 1972 he became Assistant Director of the US Office of Economic Opportunity, then assistant director of the National Institute of Education where he oversaw two major education demonstration projects, *Education Vouchers* and *Experimental Schools*. He has been associated with "think tanks" since 1980 -- Brookings, AEI, Heritage and Hudson Institute, where he is presently a non-resident Fellow. He has written numerous scholarly and popular articles that have appeared in *The Atlantic Monthly*, *The Public Interest*, *Change*, *Education Week* and *The Phi Delta Kappan*. He has also published more than 150 "op-eds" in the nation's most prestigious newspapers: *The Washington Post*, *The Wall Street Journal*, *The Los Angeles Times*, and the *Baltimore Sun*. He has produced three books with CEOs, *Investing in Our Children: Business and the Public Schools* with P&G CEO Brad Butler *et al* (CED, NY NY: 1984); *Winning the Brain Race: A Bold Plan to Make Our Schools Competitive* with David T. Kearns, Xerox CEO, (ICS Press, SF, 1989 and 1991) and *Reinventing Education: Entrepreneurship in America's Public Schools* with Louis V. Gerstner, *et al*, IBM CEO (EP Dutton, 1994.) His most recent book is *Raising the Standard* (with Susan Pimentel) a how-to book for schools interested in standards-based reform (Corwin, Sherman Oaks CA).

Ronald Ferguson, Lecturer in Public Policy at the Kennedy School of Government, is an economist and Senior Research Associate at the Wiener Center for Social Policy. He has taught at the Kennedy School since 1983. Recent publications include several on education policy and a co-edited volume (to which he is also a contributor) titled *Urban Problems and Community Development*, published by Brookings Institution Press. Ferguson participates in a variety of consulting and policy advisory activities on issues of education, employment, youth development, and urban development. These include, for example, work with public school districts on the black-white achievement gap, expert testimony in school finance cases, and committees at the National Research Council dealing with educational testing, school reforms, and youth development programming. He received his undergraduate degree from Cornell University and his PhD from MIT, both in economics.



Eric Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University and a Research Associate of the National Bureau of Economic Research. He is a leading expert on educational policy with an emphasis on the economics and finance of schools. His books include *Improving America's Schools*, *Making Schools Work*, *Educational Performance of the Poor*, *Education and Race*, *Assessing Policies for Retirement Income*, *Modern Political Economy*, *Improving Information for Social Policy Decisions*, and *Statistical Methods for Social Scientists*, along with numerous articles in professional journals. He previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. Government service includes being Deputy Director of the Congressional Budget Office, Senior Staff Economist at the Council of Economic Advisers, and Senior Economist at the Cost of Living Council. He is a member of the International Academy of Education. He is a Distinguished Graduate of the United States Air Force Academy and completed his Ph.D. in economics at the Massachusetts Institute of Technology. He served in the U.S. Air Force from 1965-1974. (<http://www.hanushek.net>)

Theodore Hershberg is Professor of Public Policy and History and Director of the Center for Greater Philadelphia at the University of Pennsylvania, where he has taught since 1967. He was Acting Dean of Penn's School of Public and Urban Policy and holds M.A. and Ph.D. degrees in American history from Stanford University and studied sociology at Columbia University as a Social Science Research Council Fellow. Prof. Hershberg's most recent work, *Operation Public Education*, deals with standards-based school reform, school funding, and accountability. The CGP has organized the Southeastern Pennsylvania Standards Consortium, with 31 school districts, and the Southern New Jersey Standards Consortium, with 11 districts, to work collaboratively on standards-based reform. The CGP's Greater Philadelphia High School Partnership brings together 1,000 students from 50 city and suburban high schools to carry out joint service-learning projects.

Frederick M. Hess is an Assistant Professor of Education and Government at the University of Virginia. Dr. Hess's books include *Spinning Wheels: The Politics of Urban School Reform*, *Bringing the Social Sciences Alive*, and *Revolution at the Margins: The Impact of Competition on Urban School Systems*. His work has appeared in scholarly journals including *Social Science Quarterly*, *American Politics Quarterly*, *Teachers College Record*, *Policy Studies Journal*, *Educational Policy*, *Phi Delta Kappan*, *Education and Urban Society*, *Urban Affairs Review*, and *American School Board Journal*. He is executive editor of *Education Next* and a member of the National Working Commission on Choice in K-12 Education and the Nominations Committee for the Broad Prize for Urban Education. A former high school social studies teacher, Dr. Hess holds an M.Ed. in Education and an M.A. and Ph.D. in Government from Harvard University.

Jennifer L. Hochschild (Ph.D., Yale University 1979) is a Professor of Government at Harvard University, with a joint appointment in the Department of Afro-American Studies. Until 2001, she was the William Steward Tod Professor of Public and International Affairs at Princeton University, in the Department of Politics and the Woodrow Wilson School of Public and International Affairs. She studies the intersection of American politics and political philosophy,



particularly in the areas of racial and ethnic politics and policy, educational and social policy, and public opinion or political culture. She is the author of *Facing Up to the American Dream: Race, Class, and the Soul of the Nation* (Princeton University Press, 1995); *The New American Dilemma: Liberal Democracy and School Desegregation* (Yale University Press, 1984); *What's Fair: American Beliefs about Distributive Justice* (Harvard University Press, 1981) and a co-author of *Equalities* (Harvard University Press, 1981). She is a co-editor of *Social Policies for Children* (Brookings Institution Press, 1995). Her forthcoming books are tentatively entitled *Madison's Constitution and Identity Politics* (University of Notre Dame Press, 2003) and *The American Dream and the Public Schools* (Oxford University Press, 2002).

William G. Howell will be an assistant professor of government at Harvard University beginning July 1, 2002. He is currently an assistant professor of political science at the University of Wisconsin, Madison. William is the author, with Paul Peterson, of the *The Education Gap: Vouchers and Urban Schools* (Brookings Press, 2002); and *Power without Persuasion: A Theory of Presidential Action* (Princeton University Press, 2003). William received his Ph.D. from Stanford University in 2000.

Caroline M. Hoxby is a Professor of Economics at Harvard University, where she has been on the faculty since 1994. She is the director of the Economics of Education Program at the National Bureau of Economic Research, a Carnegie Scholar, and a fellow of the Hoover Institution, the Sloan Foundation, and the MacArthur Foundation. She received her Ph.D. from M.I.T. and also has a graduate degree in economics from Oxford, where she studied as a Rhodes Scholar. Hoxby's teaching and research focus on the economics of education, the labor market, and local governments. Her research is routinely published in prestigious, peer-reviewed journals, and she is also the author of the forthcoming book *The Economic Analysis of School Choice*.

Brian Jacob is an Assistant Professor of Public Policy at the Kennedy School of Government. His primary fields of interest are labor economics, program evaluation, and the economics of education. His current research focuses on urban school reform, with a particular emphasis on standards and accountability initiatives. In recent work, he has examined the impact of public housing demolitions on educational opportunities for children, the effect of school choice in Chicago, the influence of high-stakes testing on student achievement, and the extent and incidence of teacher cheating within accountability systems. Jacob is also a Research Affiliate of the Taubman Center for State and Local Government, a Faculty Research Fellow at the National Bureau of Economic Research and a Research Affiliate at Joint Center of Poverty Research. He received a BA from Harvard University in 1992 and a PhD in public policy from the University of Chicago. Prior to graduate school, he worked as a policy analyst in the N.Y.C. Mayor's Office and taught middle school in East Harlem.

Thomas J. Kane is a Professor of Policy Studies and Economics at UCLA. In much of his work he has focused on topics in higher education, estimating the labor market payoff to a community college education, estimating the impact of tuition and financial aid policy on college enrollment



rates as well as the impact of affirmative action in college admissions. His book on state and federal financial aid policies, *The Price of Admission: Rethinking How Americans Pay for College*, was published by the Brookings Institution in 1999. In his current work, he is focusing on the design of accountability systems in elementary and secondary education. Prior to coming to UCLA, Tom was an Associate Professor of Public Policy at the Kennedy School of Government at Harvard University. In addition, he has been a Visiting Fellow at the Brookings Institution and at the Hoover Institution at Stanford University. In 1995-96, he served as the senior staff economist for labor, education and welfare policy issues at President Clinton's Council of Economic Advisers.

Tom Loveless is Director of the Brown Center on Education Policy and Senior Fellow in Governmental Studies at the Brookings Institution in Washington, D.C. Loveless's research focuses on education policy and the politics of educational reform. He is the author of recent articles in the *Wilson Quarterly*, *Education Next*, *American Journal of Education*, *Educational Policy*, *Educational Leadership*, *Educational Administration Quarterly*, and *Educational Evaluation and Policy Analysis*. Loveless also authors *The Brown Center Report on American Education*, an annual report explaining important trends in achievement test scores. His op-eds have been published in *The Christian Science Monitor*, *Los Angeles Times*, *Wall Street Journal*, *Newsday*, *The Washington Post*, and *Education Week*. Loveless has appeared on NBC's *Today* show, *NBC Nightly News*, *ABC World News Tonight*, and *Fox News*. Loveless's book, *The Tracking Wars: State Reform Meets School Policy* (Brookings Institution Press, 1999), examines two states' attempts to dismantle tracking in public middle schools. Loveless is editor of *Conflicting Missions? Teachers Unions and Educational Reform* (Brookings Institution Press, 2000), examining the role of teachers unions in educational reform. He has edited a new volume, *The Great Curriculum Debate: How Should We Teach Reading and Math?* presenting essays from scholars with sharply different perspectives on the school curriculum. Loveless holds a Ph.D. in education from the University of Chicago, an M.A. in special education from California State University, Sacramento, and an A.B. in English from the University of California, Berkeley.

Susan E. Mayer is an Associate Professor in the Harris School of Public Policy Studies and the College at the University of Chicago. She has been named the next Dean of the Harris School effective July 1, 2002. Mayer is Deputy Director and past Director of the Northwestern/University of Chicago Joint Center for Poverty Research. She received her Ph.D. in sociology from Northwestern University. She has published numerous articles and book chapters on the measurement of poverty, the effect of growing up in poor neighborhoods, and the effect of parental income on children's well-being. Recent articles include "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children's Educational Attainment?" (*American Journal of Sociology*) and "How Economic Segregation Affects Children's Educational Attainment" (*Social Forces*). She is the author of *What Money Can't Buy: Family Income and Children's Life Chances* (Harvard University Press) and co-editor with Paul Peterson of *Earning and Learning: How Schools Matter* (Brookings Institution and Russell Sage Foundation Press). She is currently doing research on intergenerational economic mobility and completing a book on the consequences of economic inequality for children's well-being.



Donald R. McAdams is executive director of the Center for Reform of School Systems, a not-for-profit Texas corporation. In 2001 he completed 12 years as a board member of the Houston Independent School District. McAdams, a former quality management consultant and college president, has a Ph. D. from Duke University in European history. He is the author of *Fighting to Save Our Urban Schools...and Winning! Lessons from Houston* (Teachers College Press, Columbia University, 2000).

Terry M. Moe is a professor of political science at Stanford University as well as a senior fellow at the Hoover Institution. His current research is concerned with teachers' unions, school choice, and the education system more generally. A major force in the choice movement, he has authored two influential books in the area, *Politics, Markets, and America's Schools* (1990, with John Chubb), and *Schools, Vouchers, and the American Public* (2001). He has also edited and contributed articles to two important volumes, *Private Vouchers* (1995) and *A Primer on America's Schools* (2001). Along with his work on education, Moe has written extensively on public bureaucracy and the presidency, and is considered a leading figure in both fields.

Paul E. Peterson is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford, and Editor-In-Chief of *Education Next*, a journal of opinion and research on education policy. He is a former director of the Center for American Political Studies at Harvard University and of the Governmental Studies program at the Brookings Institution. Peterson is the author or editor of over one hundred articles and twenty-two books, including *The Education Gap: Vouchers and Urban Schools*; *Charters, Vouchers, and Public Education*; *Earning and Learning: How Schools Matter*; *Learning From School Choice*; *The Politics of School Reform: 1870-1940*; *School Politics Chicago Style*; and *City Limits*. Three of his books have received major awards from the American Political Science Association. After receiving his Ph.D. from the University of Chicago, he was a professor for many years at Chicago in the Departments of Political Science and Education. Peterson chaired the Social Science Research Council's Committee on the Urban Underclass and has served on many committees of the National Research Council of the National Academy of Sciences. He is a member of the American Academy of Arts and Sciences and the National Academy of Education. He has received fellowships from the Guggenheim Foundation, the German Marshall Foundation, and the Center for Advanced Study in the Behavioral Sciences.

James A. Peyser is Senior Advisor to Governor Jane Swift for Education and Worker Training and chairman of the Massachusetts Board of Education. He also chairs the state's Educational Management Audit Council and Joint Committee on Educational Policy. He was appointed to the Board of Education by Governor William Weld in 1996 and became its chairman in 1999. Prior to joining the Governor's staff in 2001, Mr. Peyser worked for close to eight years as executive director of the Pioneer Institute for Public Policy Research, a Boston-based think tank. He took a four-month leave of absence from Pioneer in 1995 to serve as Under Secretary of Education and Special Assistant to Governor Weld for Charter Schools. Prior to joining Pioneer in 1993, Mr. Peyser



worked for over seven years at Teradyne Inc., a world leader in the manufacture of electronic test systems. Mr. Peyser also served for three years in Washington, D.C. as director of the Export Task Force, a bi-partisan congressional caucus on international trade. Mr. Peyser holds a Master of Arts in Law and Diplomacy from The Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University. He is a member of the board of overseers of WGBH and is a former member of the board of directors of Boston Partners in Education. He also serves on the policy board of the National Council on Teacher Quality.

Margaret Raymond is a Research Fellow at the Hoover Institution at Stanford University and Director of CREDO. Previously, she was a Senior Scientist in the Department of Economics and Adjunct Associate Professor of Political Science and Public Policy Analysis. She joined the faculty of the University of Rochester in 1992, and assumed the position of Director of the Center for Research on Education Outcomes in 1999. CREDO is a non-partisan research group with a mission to coach educators and policy makers on evaluating programs in a way that improves future decision-making. Dr. Raymond has twenty years experience in conducting program evaluations for federal, state and local governmental agencies. Previous evaluation assignments have examined federal welfare demonstrations, statewide impacts of legislative changes in criminal and juvenile justice policy, analyses of organizational shifts following regulatory changes and comparative fiscal gains in post secondary professional curricula. In addition to extensive public policy experience, she has provided guidance to public and private organizations on strategic information systems.

Andrew Rotherham is Director of the 21st Century Schools Project at the Progressive Policy Institute. The Progressive Policy Institute is a think tank affiliated with the centrist Democratic Leadership Council. Mr. Rotherham is the author of numerous articles and papers about education reform and is a frequent speaker on educational issues. He is a regular commentator in print, and on radio and television. His work has been published in *The Washington Post*, *The Wall Street Journal*, *The Los Angeles Times*, *Education Week*, and the *Annals of the American Academy of Political and Social Science* among other publications. Previously, Mr. Rotherham served at The White House as Special Assistant to the President for Domestic Policy. Mr. Rotherham also managed education policy activities at the White House, and led the White House Domestic Policy Council education team. He is the youngest person to serve in this position. He was born and raised in Virginia and earned a bachelor's degree from the Virginia Polytechnic Institute and State University (Virginia Tech), where he double-majored in history and political science. He also has a master's degree in education from the University of Virginia.

Andrew Rudalevige currently serves as assistant professor of political science at Dickinson College in Carlisle, Pennsylvania, where he teaches courses on American political institutions, public administration, and public policy. A graduate of the University of Chicago and Harvard University, from 1989-1996 he worked in state and local politics as a staffer in the Massachusetts State Senate and an elected Councillor in his hometown of Watertown, Mass. He is the author of *Managing the President's Program: Presidential Leadership and Legislative Policy Formulation* (Princeton University Press, 2002).



Kathryn Schiller is an assistant professor in the Department of Educational Administration and Policy Studies at SUNY Albany. She received her doctorate in Sociology from the University of Chicago, after which she joined the faculty of the University of Notre Dame as a visiting assistant professor and post-doctoral fellow at the university's Center for Educational Initiatives. She has also been a summer fellow at the Center for the Advanced Study in the Behavior Sciences in Stanford, CA, and a program analyst for the United States Department of Education. Dr. Schiller's research interests have included public/private school comparisons, school choice, transitions between levels of schooling, and the relationship state policies and student achievement. Dr. Schiller has coauthored two books (*Parents, Their Children, and Schools* and *Redesigning American Education*), written papers published in academic journals such as *Sociology of Education*, *American Journal of Education*, and *Educational Evaluation and Policy Analysis*, as well as chapters in edited volumes. She is also active in the American Sociological Association (currently a member of the Sociology of Education Section's governing council), American Educational Research Association, and the University Consortium for Educational Administration.

Robert Schwartz has been president of Achieve, Inc. since 1997. Over the previous three and a half decades, Bob has had a rich and varied career in education and government. He has been a high school English teacher and principal; an education advisor to the mayor of Boston and governor of Massachusetts; an assistant director of the National Institute of Education; a special assistant to the president of the University of Massachusetts; the executive director of the Boston Compact, a public-private partnership designed to improve access to higher education and employment for urban high school graduates; and a lecturer on education at the Harvard University Graduate School of Education. From 1990 to 1996, Bob directed the education grantmaking program of The Pew Charitable Trusts, one of the nation's largest private philanthropies. Bob has written and spoken widely on such topics as urban school reform, public-private partnerships and the role of higher education in K-12 reform. He holds degrees from Harvard and Brandeis Universities and continues to serve as a part-time faculty member at Harvard, where he teaches a course each spring on educational policy and administration.

Douglas Staiger, Ph.D., is an Associate Professor of Economics at Dartmouth College and Research Associate with the National Bureau of Economic Research. His recent work has pioneered new statistical methods for analyzing performance differences across schools and health care providers, and the implications this has for the design of performance-based incentive systems. His other ongoing research includes the study of nurse labor markets, and the economics of fertility. He previously held academic positions at the Kennedy School of Government and Stanford University after receiving his Ph.D. in economics from the Massachusetts Institute of Technology.

Herbert J. Walberg is University Scholar and Research Professor of Education and Psychology at the University of Illinois at Chicago. He is also Distinguished Visiting Fellow at Stanford University (1999-2004). He holds a Ph.D. from the University of Chicago and was formerly Assistant Professor at Harvard University, where he taught test construction and related courses.



He has written and edited more than 55 books and written about 350 articles on such topics as educational effectiveness and exceptional human accomplishments. Among his latest books are the *International Encyclopedia of Educational Evaluation*, and *Psychology and Educational Practice*. Currently Walberg chairs the board of the Chicago's Heartland Institute, a think tank that provides policy analysis for the U.S. Congress, state legislators, talk show hosts, news reporters, and the public. He advises the Albertson Foundation - the second largest U.S. foundation concentrated on education. He serves on a committee that selects students with near perfect university admission scores for merit scholarships at top universities. He is a board member of the largest charter school in the United States and a trustee of the California-based Foundation for Teaching Economics.

Martin R. West is a Ph.D. candidate in Government and Social Policy at Harvard University and a Research Associate at Harvard's Program on Education Policy and Governance. He is also a Doctoral Fellow in the Kennedy School of Government's Multidisciplinary Program in Inequality and Social Policy and the research editor of the journal *Education Next*. His primary areas of interest involve educational policy and politics, especially questions related to accountability policies, school choice, and the allocation of resources. Before coming to Harvard, he received an M.Phil. in Economic and Social History from the University of Oxford and a B.A. in History from Williams College.

Ludger Woessmann is a Research Fellow in the research group on "Human Capital and Economic Growth" of the Kiel Institute of World Economics, one of the leading economics research institutes in Germany. He received his Ph.D. from Kiel University, and he holds degrees in economics from the University of Kent in Canterbury, Marburg University, and from the Advanced Studies Program in International Economic Policy Research at the Kiel Institute of World Economics. He received the Friedwart-Bruckhaus Prize 1999 for his master's thesis and the European Investment Bank (EIB) Prize 2001 for the essay "Better Schools for Europe." He is a Research Affiliate at the Institute for the Study of Labor (IZA). He has published, among others, in the *Economic Journal* and *Education Next*. His research focuses on the international evidence on educational performance - both on determinants of international differences in performance and on their consequences for economic development.