



2017 Review Board

Each year, a group of prominent education experts from across the country chooses the top three charter management organizations in the country from among the eligible charters and selects the winner. They review student achievement data—including more than 100 measures reflecting students' college readiness, achievement gaps and proficiency levels—collected from states with eligible charter management organizations, the College Board and ACT and analyzed by an independent research organization. The review board meets to discuss, debate and finally select a winner by secret ballot.

Jane Hannaway is a professor at the McCourt School of Public Policy at Georgetown University and an Institute Fellow at the American Institutes of Research (AIR). She is the founding Director of the National Center for the Analysis of Longitudinal Data in Education Research (CALDER), headquartered at AIR where she was also Vice President. Hannaway is also the immediate past president of the Association for Education Finance and Policy, and previously served as founding director of the Education Policy Center at the Urban Institute and on the faculty of Columbia, Princeton and Stanford universities. Her current re-search is heavily focused on issues associated with teacher labor markets and education accountability policies.

Frederick M. Hess is a resident scholar and the director of Education Policy Studies at the American Enterprise Institute (AEI), where he works on K–12 and higher education issues. He is also the author of the popular Education Week blog “Rick Hess Straight Up” and has served as executive editor of Education Next since 2001. Before joining AEI, Dr. Hess was a high school social studies teacher. He has also taught at the University of Virginia, the University of Pennsylvania, Georgetown, Rice, and Harvard University. As an educator, political scientist, and author, Dr. Hess is often published in scholarly outlets, such as American Politics Quarterly, The Chronicle of Higher Education, Educational Leadership, Harvard Education Review, Phi Delta Kappan and Social Science Quarterly. His work has also appeared in The Atlantic, National Affairs, National Review, The New York Times, USA Today, The Wall Street Journal, The Washington Post, and U.S. News & World Report. His books include the forthcoming Letters to a Young Education Reformer and The Cage-Busting Teacher.

John B. King, Jr. is the President and CEO of The Education Trust, a national nonprofit organization that aims to identify and close opportunity and achievement gaps, from preschool through college. He served as the U.S. Secretary of Education from 2016 through 2017. Before becoming Secretary, Secretary King served at the Department since January 2015 and carried out the duties of the Deputy Secretary, overseeing all preschool-through-12th-grade education policies and programs as well as Department operations. Secretary King joined the Department following his tenure as the first African-American and Puerto Rican to serve as New York State Education Commissioner, a post he held from 2011 to 2015. King began his career in education as a high school social studies teacher in Puerto Rico and Boston and a middle school principal.

Gloria Lee has been a leader in Oakland, California, public education for the past 15 years. She most recently served as President and Chief Operating Officer at NewSchools Venture Fund. During that time, she established the Oakland Fund and helped create NewSchools' Seed Fund to invest in early stage education technology. Previously, she launched Teaching Channel, a not-for-profit professional development resource for teachers and founded Yu Ming Charter School, California's first Mandarin immersion charter school. She was co-founder of the high-performing charter management organization

Aspire Public Schools, serving as Chief Operating Officer over the organization's first eight years (as it grew from one to 17 schools) and then as Bay Area Superintendent. Under her leadership, Aspire's Bay Area schools grew 66 points on the state's Academic Performance Index (more than four times the state targets for growth) over three years, received parent satisfaction ratings of 90 percent and increased enrollment by nearly 40 percent to over 2,700 students.

Margaret Macke Raymond has served as founder and director of the Center for Research on Education Outcomes (CREDO) at Stanford University since its inception in 1999. The CREDO team conducts rigorous and independent analysis and evaluation of promising programs that aim to improve outcome for students in U.S. K-12 public schools. CREDO's studies and reports are relied upon by the U.S. Department of Education, governors, state chief school officers, state legislators, the courts, other policy makers and the media. Raymond is a regular source for local and national media, including The New York Times, the Wall Street Journal, the Washington Post, the Los Angeles Times and the Denver Post.

Margot Rogers is senior advisor to the Education Practice at Parthenon-EY. Prior to joining Parthenon, she was chief of staff to U.S. Secretary of Education Arne Duncan. Rogers also has served in multiple roles at the Bill & Melinda Gates Foundation, including deputy director of education and the special assistant to the director of education, where she managed the development of the foundation's college-ready education strategy and staff realignment, and also served on the education division's investment committee and strategic leadership team. She has served on numerous education-related boards and advisory commissions and is currently on the Board of Directors for The Joyce Foundation.

Nelson Smith is senior advisor to the National Association for Charter School Authorizers. He was the first president and CEO of the National Alliance for Public Charter Schools from 2004 to 2010. Previously, Smith served as vice president for policy and governance at New American Schools, as the first executive director of the District of Columbia Public Charter School Board, and as vice president for education and workforce development at the New York City Partnership. He has also taught at the Harvard Graduate School of Education, and has authored numerous reports and studies on charter schooling and educational policy.

Terris Ross is Leadership for Educational Equity's Senior Director for Research and Support on the Policy and Advocacy team. In this role, she leads a team in providing policy research support and other resources to members who are promoting educational equity in policy, advocacy, organizing and elected leader roles. Prior to joining LEE, Ross led the elementary and secondary division of the Policy and Program Studies Service (PPSS) at the U.S. Department of Education. There, she provided technical guidance and direction for national educational research activities, primarily in the areas of school accountability and student assessment, data analysis and reporting, and the use of data for policy decisions. Ross has also served as an education statistician on the Annual Reports team at the National Center for Education Statistics (NCES). Her policy experience at the local and state levels include leading the Assessment, Evaluation, and Development office in Henry County Schools, GA, as well as serving the Georgia Department of Education as lead analyst for the School Improvement Division.

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Christopher B. Swanson is the vice president of Editorial Projects in Education, the nonprofit corporation that publishes Education Week. As a member of EPE's senior leadership team, his responsibilities include project and product development, strategic planning, fundraising activities, and building relationships with other organizations working to advance American education. Swanson heads EPE's research and development division, which includes the EPE Research Center, library, and knowledge services units, as well as Education Week Press. Swanson is a frequent commentator on a variety of issues, among them: high school dropout and completion, educational policy and research, standards and accountability, instructional reform, student mobility, and public school choice.

Rucha Vankudre serves as the Research Director at the Education Innovation Laboratory (Edlabs). She contributes to the design and implementation of experiments and large scale data evaluation projects and oversees the work of predoctoral fellows. She has previously worked at Edlabs in the roles of Project Manager and Research Associate and has over seven years of experience in the field. She has also worked in a corporate setting developing econometric models for a national credit card company.
