

Christopher T. Cross is chairman of the education policy consulting firm FourPoint Education Partners (formerly Cross & Joftus), where he contributes his considerable strategic planning, policy analysis and development skills. Cross also serves as a distinguished senior fellow with the Education Commission of the States. Previously, he was a senior fellow with the Center for Education Policy. From 1994 to 2002, Cross was president and chief executive officer of the Council for Basic Education (CBE). Before joining CBE, he served as director of the education initiative of The Business Roundtable and as assistant secretary for educational research and improvement in the U.S. Department of Education. Cross served as president of the Maryland State Board of Education from 1994 to 1997 and was a member from 1993 to 1997. He also was a member of the National Education Commission on Time and Learning. Cross has written extensively on education and other public policy areas and has been published in numerous professional journals and newspapers, including Education Week, Teachers College Record, Phi Delta Kappan, The College Board Review, The Washington Post, the Sacramento Bee, and the Los Angeles Times. Cross holds a bachelor's degree from Whittier College and a master's degree in government from California State University, Los Angeles.

Jane Hannaway is a professor at 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 has also served as 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 research is heavily focused on issues associated with teacher labor markets and education accountability policies.

Gloria Lee has been a leader and entrepreneur improving California public education for the past 19 years. She currently leads Educate78, a nonprofit organization focused on ensuring that all children in Oakland, California have access to a high-quality public education. Previously, she was president of NewSchools Venture Fund, overseeing \$20 million in annual grant-making and mission-related investing. As entrepreneur-in-residence there, she launched Teaching Channel, a professional development video platform. Lee also co-founded Yu Ming Charter School (a Mandarin immersion school) and Aspire Public Schools. She was Aspire's chief operating officer as it grew to 17 schools and served as Aspire's Bay Area superintendent. Under her leadership, student academic performance grew 4.5 times faster than state targets, parent satisfaction was over 90 percent, and enrollment increased 40 percent to 2,700 students. Lee serves on the Boards of the National Equity Project and Great Oakland Public Schools. She started her career with McKinsey & Company. She has a bachelor's degree in applied economics from Cornell University, and a master's of business administration and a master's in education from Stanford University.

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 outcomes for students in U.S. K-12 public schools. The team conducts large-scale analyses under a collaboration with 30 state education agencies. Raymond has steered the group to be a well-regarded source of impartial insight into the performance and workings of charter schools, city reform strategies and national reform programs. 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. She 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. Raymond's deep belief in building capacity for improved analysis of programs and policy has found its place through service on advisory boards, technical resource groups and peer review panels. In addition, Raymond created a visiting "CREDO-ship" to invite promising policy analysts to visit with the team and collaborate on projects of mutual interest. Raymond and her husband Eric Hanushek live in Stanford, California with their yellow Labrador Retriever, Sugar.

Terris Ross is LEE'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. Prior to joining PPSS, Ross served as an education statistician on the Annual Reports team at the National Center for Education Statistics. Her policy experience at the local and state levels include leading the assessment, evaluation and development office in Henry County Schools, Georgia, as well as serving the Georgia Department of Education as lead analyst for the school improvement division. Ross holds bachelor's and master's degrees in mathematics from Clark Atlanta University, a specialist degree in educational leadership from Florida Atlantic University, and a Ph.D. in educational policy studies with a concentration in research, measurement and statistics from Georgia State University.

Nelson Smith is a consultant and author on education policy. Between 2012 and 2017 he was 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.

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 rates, 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. Originally from West Windsor, New Jersey, she holds a bachelor's degree in economics from Harvard University and a master's degree in economics from Boston University.

Martin West is associate professor of education at the Harvard Graduate School of Education, a faculty research fellow at the National Bureau of Economic Research, and editor of *Education Next*, a journal of opinion and research on education policy. He is also deputy director of Harvard's Program on Education Policy and Governance and a member of the Massachusetts Board of Elementary and Secondary Education. West studies the politics of K-12 education in the United States and how education policies affect student learning and social-emotional development. He previously worked as senior advisor to the ranking member of the Senate Committee on Health, Education, Labor, and Pensions, taught at Brown University and was a research fellow and non-resident scholar at the Brookings Institution.

Priscilla Wohlstetter is a Distinguished Research Professor at Teacher's College, Columbia University. Prior to her appointment at Teacher's College, Wohlstetter held the Diane and MacDonald Becket Professorship in Education Policy at the University of Southern California, where she founded and directed the Center on Educational Governance. Her research and writing has focused broadly on the policies and politics of K-12 education reform and specifically on charter schools, public-private partnerships, school networks and, most recently, implementation of the Common Core State Standards. Her latest book, co-authored with J. Smith and C.C. Farrell, is "Choices and Challenges: Charter School Performance in Perspective."