The Koret Task Force on K–12 Education conducts policy research on educational improvement, examining measures to reform public schools and expand privatization. The reforms focus on accountability and transparency, in terms of both student performance and fiscal responsibility. Privatization stresses choice—for parents, teachers, and school administrators—including the consideration of charter schools and vouchers. Both dimensions of reform carefully weigh equity concerns. The membership of this group includes John E. Chubb, Williamsom M. Evers, Chester E. Finn Jr. (chair), Eric A. Hanushek, Paul T. Hill, Caroline M. Hoxby, Tom Loveless, Terry M. Moe, Paul E. Peterson, Herbert J. Walberg, and Grover J. Whitehurst.

**Choice and Federalism: Defining the Federal Role in Education**

Koret Task Force on K–12 Education

The Koret Task Force on K–12 Education recommends that Washington limit its education role to what it can do best: encouraging states to create level playing fields that expand school options and competition, along with access to accurate information on school performance, to generate the greatest opportunity for students and their families to make well-informed decisions about where to enroll.

Hoover Insititution Press, 2012

**Special Interest: Teachers Unions and America’s Public Schools**

Terry M. Moe

The book draws on years of research and data collecting to shed new light on teachers unions’ historical rise to power, the organizational foundations of that power, the ways in which it is exercised in collective bargaining and politics, and its vast consequences for US education.

Brookings Insitution Press, 2011

**Tests, Testing, and Genuine School Reform**

Herbert J. Walberg

The author draws on scientific studies of tests and their uses to show how standardized achievement tests must play a central role in improving achievement in K–12 schools. He explains the central considerations in developing and evaluating tests and tells how tests can best be used, covering such topics as using tests for student incentives, paying teachers for excellent performance, and using tests in efforts to attain new state and national standards.

Education Next Books, 2011
Advancing Student Achievement
Herbert J. Walberg

Walberg reveals why teachers’ classroom practices—not their credentials or experience—are what make a true difference in student learning. He presents research showing that young learners thrive when teachers have clear goals, plan effective activities to attain them, and measure student progress. The author also discusses the powerful influence of parents on what students learn within and outside school and how choice programs give parents a stronger role in their children’s education.

Education Next Books, 2010

Learning as We Go: Why School Choice Is Worth the Wait
Paul T. Hill

Paul T. Hill explains why schools of choice have not achieved a broader appeal and details the key factors—including politics, policy, and regulation—that explain the delay. The author then suggests changes in public policy, along with philanthropic investment, that could overcome barriers and increase the rate of progress toward full operation of the “virtuous cycle” stimulated by school choice.

Education Next Books, 2010

Saving Schools: From Horace Mann to Virtual Learning
Paul E. Peterson

Saving Schools traces the rise, decline, and potential resurrection of American public schools through the lives and ideas of six mission-driven reformers: Horace Mann, John Dewey, Martin Luther King Jr., Albert Shanker, William Bennett, and James Coleman. The book helps explain how nation building, progressive education, the civil rights movement, unionization, legalization, special education, bilingual teaching, accountability, vouchers, charters, and homeschooling have, each in a different way, set the stage for a new era in American education.


Learning from No Child Left Behind: How and Why the Nation’s Most Important but Controversial Education Law Should Be Renewed
John E. Chubb

The author, writing on behalf of the Koret Task Force on K–12 Education, presents a convincing case that, despite the controversy it has ignited, the No Child Left Behind (NCLB) law is making a positive difference and should be renewed. He outlines ten specific lessons and recommendations that identify the strengths and weaknesses of NCLB and offers suggestions for improving the law, building on its current foundation.

Education Next Books, 2009

Terry M. Moe and John E. Chubb

In their book, Moe and Chubb discuss the battle to bring about change in and improve America’s schools, which pits the innovative forces of technology against the entrenched interests that powerfully protect the educational status quo. The nation’s educational future is also explored, showing which technological ideas and innovations will transform the public schools into a new era, benefiting the nation and its children.

Jossey-Bass, 2009

Reroute the Preschool Juggernaut

Chester E. Finn Jr.

Chester E. Finn Jr. outlines the issues that define, animate, and complicate today’s contentious prekindergarten debate in American education. He examines such topics as which children really need it; how many aren’t getting it; who should provide it and at what expense; what is the right balance between education and child care; and how to know whether it is succeeding.

Education Next Books, 2009

Schoolhouses, Courthouses, and Statehouses: Solving the Funding-Achievement Puzzle in America’s Public Schools

Eric A. Hanushek and Alfred A. Lindseth

The book begins by pointing out that, though today more money is spent per student on K–12 education in the United States than in almost any other country, US students achieve less, with their performance having been flat for decades and many failing, than students in other countries. In tracing the history of reform efforts, the authors conclude that increased funding has done little to improve student achievement. A new approach is proposed, including the importance of overhauling the way financing, incentives, and accountability work in public education.

Princeton University Press, 2009

Charter Schools against the Odds: An Assessment by the Koret Task Force on K–12 Education

Edited by Paul T. Hill

Charter schools were born into a hostile environment. State laws and policies have stacked the deck against them by limiting the number of charter schools allowed in a state, forbidding for-profit firms from holding charters, forcing them to pay rent out of operating funds, and many other ways. This book explains how these policies can be amended to level the playing field and give charter schools—and the children they serve—a fairer chance to succeed.

Education Next Books, 2006
Choice and Competition in American Education
Edited by Paul E. Peterson

Local school boards have traditionally assigned the school that a child is to attend. Only by selecting their neighborhoods have parents exercised their choice of school. In recent years, this tradition has slowly given way to magnet schools, interdistrict choice programs, charter schools, voucher programs, and many other forms of choice, creating a new environment for school decision making. At the same time, market concepts are under consideration for the recruitment and compensation of teachers and principals. As a result, the world of education is becoming more competitive. In a group of essays previously published, this book examines the likely promise and pitfalls of these changes in American education.

Rowman & Littlefield, 2006

Courting Failure: How School Finance Lawsuits Exploit Judges’ Good Intentions and Harm Our Children
Edited by Eric A. Hanushek

Lawsuits over the adequacy of school financing have appeared in a majority of states, but no evidence about their potential impact on students has been available. Courting Failure assesses recent court actions in school adequacy lawsuits and their impact on student outcomes and shows that judicial actions regarding school finance have in fact not had a beneficial effect on student performance.

Education Next Books, 2006

Reforming Education in Florida: A Study Prepared by the Koret Task Force on K–12 Education
Paul E. Peterson

At the invitation of Governor Jeb Bush and Board of Education chair Philip Handy, the task force examined current policies and offered recommendations for building on the reforms Florida had already implemented. The resulting report focuses on some of the most pressing issues on the state’s education agenda: accountability, curriculum reform, effective teaching, school choice, preschool education, class-size reduction, and effective resource management.

Hoover Institution Press, 2006

Reforming Education in Arkansas: Recommendations from the Koret Task Force
Koret Task Force

At the invitation of Arkansas governor Mike Huckabee, the task force conducted a year-long research project, working with state policy makers and education leaders to author a plan that would transform Arkansas’s schools into a more rigorous, equitable, and diverse system. The task force’s recommendations target four vital areas for reform: statewide standards and curriculum, assessment and accountability, organization and options, and teacher quality.

Hoover Institution Press, 2005
Reforming Education in Texas: Recommendations from the Koret Task Force
Koret Task Force
The task force was invited by Governor Rick Perry and the chairman of the Texas Legislature’s Joint Select Committee on School Finance to assist Texas lawmakers in shaping effective, equitable, and efficient primary and secondary schooling for the state’s children. Their findings address all the key elements of Texas education policy—including school finance, school choice, rewards, teachers, principals, standards, tests, textbooks, and school boards.
Hoover Institution Press, 2004

Leaving No Child Behind? Options for Kids in Failing Schools
Frederick M. Hess and Chester E. Finn Jr.
NCLB is the signal domestic policy initiative of the Bush administration and the most ambitious piece of federal education legislation in at least thirty-five years. Mandating a testing regime to force schools continually to improve student performance, it uses school choice and additional learning resources as sticks and carrots intended to improve low-performing schools and districts. The focus is on improving alternatives to children in low-performing schools. Here top experts evaluate the potential and the problems of NCLB in its initial stages of implementation.
Palgrave Macmillan, 2004

Within Our Reach: How America Can Educate Every Child
Edited by John E. Chubb
The book assessed, at midterm, the No Child Left Behind Act of 2001, which set ambitious goals for universal student achievement and authorized stringent remedies for schools not reaching them. In the book, task force members examine the law’s core elements and offer recommendations for practical reforms to save the law and strengthen some of its key principles: high standards, results-based accountability, parental options, and research-based practices.
Rowman & Littlefield, 2006

Testing Student Learning, Evaluating Teaching Effectiveness
Edited by Williamson M. Evers and Herbert J. Walberg
More than ever, parents want to know how their children are achieving and how their children’s school ranks compared to others. Even though education experts and some testing experts may disagree, Congress, state legislators, and citizens are increasingly insistent that objective testing and accountability are needed to measure the results of teaching. This book takes a hard look at the professional, technical, and public policy issues surrounding student achievement and teacher effectiveness: the controversial issues that often divide educators from parents and their elected representatives.
Hoover Institution Press, 2004
The Future of School Choice
Edited by Paul E. Peterson
In the most anticipated decision of its 2002 term, the Supreme Court ruled, in the case of Zelman v. Simmons-Harris, that the school voucher program in Cleveland, Ohio, did not violate the Constitution’s ban on the “establishment” of religion. Opponents of vouchers (i.e., the use of public funds to help low-income families pay tuition at private schools, including religious schools) were predictably disappointed but pledged to fight on. In The Future of School Choice, a group of distinguished authors examine the meaning of the Supreme Court decision and consider the new political and policy context it has created.
Hoover Institution Press, 2003

Our Schools and Our Future . . . Are We Still at Risk?
Edited by Paul E. Peterson
The book assesses the changes that have occurred in the twenty years since “A Nation at Risk,” which urged major reforms in American education, was issued by the National Education Commission. The task force’s book offers recommendations based on three core principles—accountability, choice, and transparency—that can reinvigorate the system and rekindle America’s confidence in public education.
Hoover Institution Press, 2003

Choice with Equity: An Assessment by the Koret Task Force on K–12 Education
Edited by Paul T. Hill
The book’s contributors review the heated national debate over school choice and examine the benefits of choice for children, families, and schools. The book focuses on whether choice-based alternatives would help some children at the expense of others; that is, would kids left behind in public schools be adversely affected by allowing others to migrate to other schools?
Education Next Books, 2002

School Accountability: An Assessment by the Koret Task Force on K–12 Education
Edited by Williamson M. Evers and Herbert J. Walberg
This book brings together a group of expert authors from a wide range of perspectives—history, economics, political science, and psychology—to reveal what is known about accountability, what still needs to be learned, what should be done right now, and what should be avoided in devising accountability systems. Although educators and school boards sometimes resist the idea, accountability is sorely needed in America’s schools. Our students are falling behind those in other countries, yet compared to their foreign counterparts, our schools remain subject to little accountability.
Hoover Institution Press, 2002
Teacher Quality
Edited by Lance T. Izumi and Williamson M. Evers

The essential question of education policy is neither complex nor vague. In fact, it is quite simple: What works? This collection of research by the Pacific Research Institute and the Hoover Institution will do much to help schools—and parents—answer this question. The contributors have studied the most pressing questions about teacher quality and practices. They have reviewed thousands of education studies, closely examined state test scores, and explored education theories of the past thirty years to assess where we are—and where we ought to be.

Hoover Institution Press, 2002

A Primer on America’s Schools
Edited by Terry M. Moe

This book, the first of ten joint task force publications, provides an insightful overview of the current American education system. It takes an important step toward school reform by cutting through the complexities, unwarranted assumptions, and unfounded assertions surrounding education reform to convey the basic facts that public policy makers should know about the important questions facing education today.

Hoover Institution Press, 2001