This volume of *The Condition of Education* was authored by a team of analysts under the general direction of John Wirt and Tom Snyder with technical review by Marilyn Seastrom (Chief Statistician of NCES) and many others. Val Plisko (Associate Commissioner of NCES) provided overall guidance in the volume’s development and reviewed the indicators. Barbara Kridl of MPR Associates, Inc. (MPR) was the managing editor of the publication. Andrea Livingston (MPR) wrote the style guide for this publication, edited the final volume, and assisted in writing and editing the Commissioner’s Statement and the special analysis. Alexandra Tan and Emily Holt of ESSI directed management support for the technical review.

The key contributors to *The Condition of Education* are the authors of the indicators. As a matter of practice, the authorship of individual indicators is not given in the volume because each indicator reflects the joint effort of many analysts. Nonetheless, substantial expertise and analytical ability are required to craft an indicator from the survey data to tell an important story in a compelling manner using text, graphs, and tables economically, and perform the necessary statistical tests. Some indicators in this volume were originally conceived for *The Condition of Education* and involved extensive analyses of data. The rest were adapted from existing NCES reports or analyses authored by others.

A section leader oversaw the content of each section and prepared the introductory essay: Patrick Rooney (NCES) served as the section leader for Sections 1 and 2, Susan Choy (MPR) for Sections 3 and 5, Gillian Hampden-Thompson and Stephen Provasnik (Education Statistics Services Institute (ESSI) of the American Institutes for Research) for Section 4, and William Hussar (NCES) for Section 6. Stephen Provasnik (ESSI) authored the special analysis on mobility in the teacher workforce. Scott Dorfman (ESSI) was the programmer for this analysis. Stephen Provasnik and Emily Holt (ESSI) compiled and organized the supplemental notes. A large team of analysts authored individual indicators, including Patrick Rooney and William Hussar of NCES; Xianglei Chen, Susan Choy, Emily Forrest Cataldi, Jennifer Laird, Xiaojie Li, Stephanie Nevill, and Katharin Peter of MPR; and Janine Emerson, Gillian Hampden-Thompson, Sanyu Kibuka, Geeta Kotak, Kara Lindstrom, and Stephen Provasnik of ESSI.

Programming, technical review, and other analytical assistance was provided by William Hussar, Jennifer Park, Tom Snyder, and William Sonnenberg of NCES; Xiaojie Li, Stephen Lew, and Joanna Wu of MPR; Kevin Bromer, Deven Carlson, Benjamin Dalton, Rachel Dinkes, Scott Dorfman, Janine Emerson, Lauren Gilbertson, Fraser Ireland, Linda Hamilton, Gillian Hampden-Thompson, Angelina KewalRamani, Geeta Kotak, Venkata Kotaru, Deanna Lyter, Dan McGrath, Pia Peltola, Michael Planty, Stephen Provasnik, Gerard Rainville, Robert Stillwell, and Aparna Sundaram of ESSI; Yupin Bae, Bruce Daniel, and Abe George of Pinkerton Computer Consultants, Inc.; Laura Jerry and David Freund of the Educational Testing Service; Anne Kleiner, Laurie Lewis, and Basmat Parsad of Westat; and Cliff Adelman of the Office of Vocational and Adult Education. Alexandra Tan, Emily Holt, Patricia Haggerty, and Elizabeth Osterman of ESSI helped with planning, developed the production schedule, coordinated with the authors and reviewers, and circulated the indicator drafts and reviews. Emily Holt and Elizabeth Osterman helped to track reviewer comments and proofed the final copy. Paul Bailey and Emily Holt updated the computerized tracking system.

Barbara Kridl of MPR coordinated with the authors of the various indicators and sections, prepared the bibliography, and managed all...
tasks related to the editing and desktop publishing of the volume. Andrea Livingston of MPR, together with Stephen Provasnik and Patrick Rooney, edited all the indicators, the special analysis, and supporting materials. Annabelle Yang of MPR proofread the text and checked the numbers against their original sources. Wes Nations, Scott Benoit, and Patti Gildersleeve of MPR did the desktop publishing of the publication and prepared it for printing. Helen Jang of MPR headed the team responsible for updating and revising the Web version of *The Condition of Education*. She was assisted by Nick Branigan, John Vavricka, Leslie Retallick, and Wes Nations of MPR. These Web materials were reviewed by a team of reviewers that included Jerry Malitz of NCES and Emily Holt and Elizabeth Osterman of ESSI. Julia Marshall prepared the index. Leslie Retallick of MPR designed this year’s cover.

The efforts of many people who reviewed individual indicators and the entire volume, often under tight deadlines, are greatly appreciated. Each indicator was assigned to at least two NCES staff members, who followed it through all phases of development from initial plans to final review. Stephen Broughman, Janis Brown, Susan Broyles, Kathryn Chandler, Chris Chapman, William Fowler, Catherine Freeman, Arnold Goldstein, Patrick Gonzales, James Griffith, Kerry Gruber, Lee Hoffman, Lisa Hudson, William Hussar, Frank Johnson, Paula Knepper, Mariann Lemke, Edith McArthur, Larry Ogle, Eugene Owen, Jeffrey Owings, Jennifer Park, Sabrina Ratchford, Marilyn Seastrom, John Sietsema, Cathy Statham, Jerry West, and Jeffrey Williams of NCES provided detailed and helpful reviews of the indicators, special analysis, or other parts of the volume.

Individuals outside of NCES but within the Department of Education who provided reviews were Lou Danielson and Judith Holt of the Office of Special Education and Rehabilitative Services (OSERS).

A number of individuals from academia served as external reviewers: Frederick Hess, Richard Shavelson, Rebecca Clark, Susan Fuhrman, Adrianna Kezar, Lyle Jones, and Leanna Stiefel.