Principles

- Rationale for Public Education Funding Involves Government Acting On Behalf of Children - Not Parents
  - Parents and Public Monitors Have Different Information/Objectives
  - Sound Policy Requires Information/Incentives Related to ALL Dimensions of Educator Performance
- Competition and Accountability Are Complements Not Substitutes
  - Competition Makes Providers Responsive to Parents
  - Competition Reduces Waste
  - Accountability Shapes/Constrains Parental Demands
Design Principles for Regulated Competition

- Design New Assessments Specifically for Use in Incentive Systems
  - Existing “Two for One” Approach Cannot Work
- Abandon “Standards” - Embrace Performance Rankings
- Use Centralized Assignment Mechanisms to Collect Information From Parents
- Stop Using Choice Primarily as a Cost Saving Tool
- Have Schools Compete for Students by Competing for Educators
Figure 1. Certified Public Accountant (CPA) Exam Pass Rate - REG

Source: Data from American Institute of CPAs (http://www.aicpa.org). Annual pass rate is cumulative. We do not include data from 2004 since first quarter data is unavailable.
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

PSAE scores range from 120 to 200.

Number of students in the State with PSAE scores in 2006: 126,200