

LOUISIANA SCHOOL BOARDS ASSOCIATION

GUBERNATORIAL CANDIDATE QUESTIONNAIRE RESPONSES

1. Locally elected school board members represent the same constituency as elected BESE members, elected state legislators, and other statewide elected officials. What efforts will you make as Governor to establish a meaningful, working relationship with elected school board members?

ANGELLE

No response.

DARDENNE

I will reach out to school board members to ensure that as stakeholders, their voices are heard in the major education decisions made by state government.

EDWARDS

I'm proud to say that I'm already ahead of the curve. As someone who has been recognized in some capacity as a stand-out legislator by the Louisiana School Boards Association, the Superintendents Association, the Principals Association, and two major teacher and school employee organizations, I already have a reputation as someone who is staunchly pro-public education. As governor, my commitment is to maintain those relationships and to rely on the expertise of school board members to inform decisions that impact public education. As you all know, your seat at the table is already reserved.

VITTER

It's not by accident that my first chapter of my policy blueprint, "Together, Louisiana Strong," was "Keeping in Touch." I've held over 380 town hall meetings in every parish in the state, and over 200 telephone town halls. I held 12 leadership forums in preparation for my run for governor and included the Louisiana School Board Association in my K-12 forum, and one of the first gubernatorial forums I participated in was the LSBA forum earlier this year. I'll continue to listen and learn from school board members and system leaders, principals, teachers, parents, and Louisianians from all walks of life to lead us toward a brighter future for Louisiana. Dramatically improving education in Louisiana is the biggest long-term challenge we face as a state, and my administration will be collaborative, inclusive, and aggressive to lead a sustained effort to build true excellence in education.

2. Should the authority of locally elected school board members be increased, decreased, or remain unchanged?

ANGELLE

No response.

DARDENNE

The authority of locally elected school boards is important and should remain unchanged. School board members play a critical role in advocating for the best possible district policies for our children and ensuring that broader state policies are optimized to fit the needs of students, local districts and schools.

EDWARDS

Striking the right balance on issues of school board authority is often a matter of preventing others from usurping your authority. For example, when it comes to rejecting charter school applications, BESE has been overriding the decision of local districts. As you know, I have filed legislation that would prevent this from happening both because it usurps your authority to make decisions for your district, and because it disrupts your plans to improve district performance scores and runs amok with your budgeting processes. Too often, under this scenario, locally dedicated taxes are also displaced from your budgets. Your ability to judge the needs of your district and to ascertain and decide whether a charter school application meets your needs must be respected. When I am governor, I will work to ensure that it is. Under Act 1 of 2012, much of your authority was ceded to the district superintendent. I believe it is appropriate to revisit how this has impacted school governance and work together to strike the right balance when it comes to powers of school boards and superintendents. I will support your ability to plan for improvements to your local district without interference from other elected and appointed officials who were not selected by the local voters you serve.

VITTER

I believe that he or she who governs the best is one that governs closest to the child, and doesn't limit educational opportunities for children. It should be the parents that make the most decisions about a child's education. We should be flexible to different systems and styles of education that include traditional public schools, charter schools, private schools, and homeschooling.

3. One of the most important duties of the Governor is to appoint three members to BESE. One of BESE's main functions is to ensure that an adequate and equitable state funding formula (Minimum Foundation Program/MFP) is provided for public education in Louisiana. Over the past eight years, BESE has formally requested an increase in the per-pupil funding once from the Legislature. Six out of the past nine years, there has been no increase in the per-pupil funding while costs of educating students has risen for a number of reasons. A thorough cost analysis regarding educating a student in Louisiana has not been completed in decades. What are your views regarding the primary responsibility of BESE to ensure an adequate and equitable state funding formula? Will you support annual increases in the per pupil funding formula?

ANGELLE

No response.

DARDENNE

The state-funded MFP from BESE and the legislature has increased in recent years in many ways, for example, inflation costs, teacher raises, special-ed, high school courses, and higher enrollment. Per pupil, Louisiana spends

\$10,490 – this is not significantly lower than the national average of \$10,700. Instead of simply throwing more money at a problem, we need to continue to evaluate just why, even with differences in funding, we are significantly behind in our educational performance. Simply increasing the annual amount spent per pupil is not enough to alone address our educational underperformance. I recognize that the formula is intended to be increased annually and, to the extent that our tax laws are changed and more revenue is available, funding for K-12 education will be a top priority.

EDWARDS

I am proud of my role in leading a bipartisan effort to provide the first increase in K-12 funding in many years in 2013, over the objections of the governor, and despite BESE's failure to recommend increased funding. We have been able to sustain that commitment, and because of my leadership, more than a quarter billion dollars has been dedicated to K-12 funding than otherwise would have been. But it's not enough. As retirement and healthcare costs rise, we must ensure that the state funding provided to local districts is adequate and aligns with the lip service often given to describe our commitment to K-12 education improvements.

The Constitution requires BESE to send an MFP formula recommendation to the legislature. As governor, I will make it clear that I plan to accommodate requests for increases in my executive budget so that we will no longer have to contend with excuses that BESE can only recommend based on the available revenue. The MFP is meant to fully fund the cost of city, parish and public school systems. When the per-pupil amount in the MFP remains unchanged for many years, does anyone really believe that the cost to educate our children has remained unchanged? No. Annual increases to help us recover from the long funding freeze under Bobby Jindal and to reflect inflationary and other increases in the cost of providing a high quality education, are appropriate, and I will support them as governor.

VITTER

I've laid out a clear plan for how we can prioritize our funding and empower teachers and principals with greater control of classroom dollars. My plan includes devoting a significantly greater portion of education dollars to classroom instruction instead of overhead and administrative costs. Louisiana is now the highest in administrative cost per child in the South and the 16th-highest in the nation. We should also provide those principals and educators the additional resources and flexibility they need to address truancy and discipline within all classrooms and schools. Finally, we can save significant dollars in the long term by improving basic skills like reading in the early grades by ending all social promotions and aggressively implementing proven best practices.

We have to have real accountability measures in place and give principals and teachers greater authority over classroom dollars to meet those goals. More importantly, we must continue to make sure that those very dollars follow the student, so that parents never have to see their child stuck in a failing school with no alternatives. My plan

will do that, and as Governor, that's how I will lead our schools to achieve the gains I know we are capable of achieving.

4. Originally, the state of Louisiana provided 100% of the funding for charter schools that were authorized by the state/BESE. The state continues to provide for 100% funding of the original eight (8) Legacy charter schools. Currently, for any new charter school authorized by the state/BESE, the Louisiana Department of Education (LDOE) withholds MFP dollars from the local school district and transfers that amount to help fund the charter school operation. Do you think that funding for state/BESE authorized charter schools should be taken from MFP dollars earmarked for local school districts? If your answer is yes, do you think that enrollment verification should be ensured (by BESE, LDOE, charters and local school districts) so that tax dollars are accounted for properly?

ANGELLE

No response.

DARDENNE

Yes and Yes. Our long-standing laws ensure that public school children in charter schools receive funding equitable with those in other public schools through tax dollars intended for educating these children.

EDWARDS

Many charter schools in Louisiana are serving a valuable purpose and meeting a particular need for their students. Still many more are caught in scandal and malfeasance and aren't serving their intended purpose – to fit a special need of a district that is going unmet. Charter schools have no requirement to hire certified teachers. Many do not participate in the Teacher's Retirement System. Many do not serve a proportionate number of special needs students. While they do not incur the same expenses in their effort to educate students, they are receiving the same per-pupil amount. This is a basic inequity that should be addressed. In cases where charter schools are authorized by BESE over the objection of local school boards, I do not think it is appropriate for LDOE to withhold MFP funds. In cases where the per-pupil amount being withheld is going to a charter school that are not incurring the same costs to educate our children (this represents the majority of cases), this is also not appropriate. But it's not just inappropriate because it is technically enriching one school unfairly – it is inappropriate because it is robbing locally governed schools of their ability to direct tax dollars to the most needed areas of their budget and the most vulnerable students they serve. Regardless of whether state funding is appropriated from the MFP or from another source, enrollment verification is appropriate and should occur.

VITTER

Louisiana has made a name for itself in expanding school choice over the last decade, through initiatives like charter schools, and I have been and continue to be supportive of these reforms. Certainly, I support and will demand accountability for charter schools in Louisiana and of taxpayer dollars.

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5. Do you support the for-profit charter industry expansion in Louisiana?

ANGELLE

No response.

DARDENNE

Yes. I strongly support school choice for all Louisiana residents to help meet the various academic needs of students. Charter schools currently focus on the mission to better serve at-risk children. The state provides the majority of K-12 funding and has the constitutional and statutory responsibility to ensure good academic opportunities for all children, no matter where they live in the state. Strong public charter schools are an important part of providing quality educational options for our children, and have long had broad support with our legislature, parents, congressional leaders, employers, and taxpayers. Until we reach the point where our public schools function at competitive levels and provide state-wide quality education, charters provide a solid option (among others) to parents for their children. I support Louisiana's rigorous approval process and strong academic accountability for all charter schools. I do not believe for-profit charter schools should be allowed to own property constructed with state funds.

EDWARDS

No. My record on this is clear and unambiguous. The "for-profit" nature of the arrangement results in several problems. It disincentivizes services that ensure the success of students and the retention of highly qualified teachers, including provisions for transportation, meals, certified teachers, and participation in TRSL. This is totally inconsistent with the organizational purpose of charter schools, which were meant to be an unfettered laboratory of innovation to identify successful strategies for educating at risk students that would export them back to traditional schools. Charter school boards are not elected by voters and taxpayers. Voters and taxpayers cannot hold them accountable. Adding a profit margin goal to that already unaccountable situation is not a good idea. Fundamentally, our children are not widgets. They aren't for sale.

VITTER

It is important to remember that there is nothing inherently wrong with a for-profit entity being involved in education and we should not just assume that for-profits have no place at the table simply because they are considered "for-profit." Charter schools, both for-profit and non-profit, are created in response to an educational need and demand within a district. Sometimes the district simply cannot meet those needs due to budget constraints and limited personnel. When that happens, a charter can step in and meet that need.

Non-profit boards still hold the power, at any time, to fire the for-profit management company and the students of any school, traditional, non-profit charter, or for-profit, must meet accountability standards for them to stay in

business. As long as for-profits meet the same rigorous standards like every other school, I see no reason why they shouldn't be allowed to be a part of the broader solution to improving education.

6. Do you think the Recovery School District has served its original purpose and should be phased out, or do you support the continued expansion of the RSD into more school districts?

ANGELLE

No response.

DARDENNE

RSD schools have produced far greater results than non-RSD schools, with a 29 percent point increase between 2008-14 in student performance, even while New Orleans schools are still only to 70% of their pre-Hurricane Katrina levels. The RSD should continue to exist and oversee the growth and increased performance of schools even further and until student enrollment is again robust. Currently, the RSD presence outside of New Orleans is minimal, but should remain an option in severe, chronic cases where schools have failed students academically over several years.

EDWARDS

The Recovery School District's intended purpose was to improve schools and then return them to local control. Ten years after its creation only one school has been returned to local control based on improvements. It has returned others, in St. Helena and Pointe Coupee Parishes after "failure to recover." So no, very clearly, it has not served its "original" purpose.

In East Baton Rouge Parish, Caddo Parish and Orleans Parish the RSD has retained infrastructure, buildings, and property that it is not even using for any purpose. This is not an efficient or appropriate use of public property.

The takeover of "failing schools" in other parts of the state by the RSD should likely not occur until or unless the RSD demonstrates it is succeeding at its original purpose or until or unless the goal of the district is altered to fit within the guidelines of what it is currently doing. Additionally, our system of school letter grades, which predicates the takeover by the RSD, must be addressed. In 17 states that issue school letter grades, including Louisiana, all of the grades correlate to poverty levels in the schools. Predicating the takeover of a school based on invalid information about its success is never appropriate.

VITTER

For chronically failing schools, it is important that Louisiana have a system in place to turn those schools around, and I have been supportive of efforts to do just that. Because of the post-Katrina reforms and the increase of parental choice in New Orleans, high school graduation rates and

school performance scores have drastically increased. Citizens of Louisiana deserve to have a high- performing education system and to be well-informed on the education options available. As long as we have failing schools and stagnant performance, we should keep all options on the table to provide improved and excellent education for students.

7. Currently, BESE can override a decision of a locally elected school board to deny a charter application. Do you support upholding a local school board decision to deny a charter applicant in circumstances whereby a supermajority of the local board votes to deny the application, and, a third party evaluator of the application also recommends denial to the local board?

ANGELLE

No response.

DARDENNE

No. The state has the responsibility to authorize/provide quality academic opportunities for students no matter where they live. Through long- standing laws, BESE should maintain its appeal authority for these public charter school applicants and ensure a rigorous review and strong accountability. BESE had approved applicants that met strong criteria and denied those that did not. But, local parents, educators and citizen-leaders should not be denied an application appeal to BESE that is thorough and fair. Public charters are a choice and would not exist without parental demand and without local citizens, principals and teachers who have expertise and a plan to help children achieve more.

EDWARDS

Yes, I support upholding a local school board decision on these matters. I have filed legislation for two years in a row to prevent this override from occurring. In 2015, it was filed as HB 21. The members of BESE were not elected to oversee local policy and budget decisions. But local school board members were. Districts that are making gains can have their overarching plans and budgeting strategies totally undermined by the 11 members BESE, only one of which was elected by them. That is not a model of democracy, and it is not the model of local government - that government closest to the people is most effective - to which I subscribe. My record on this issue is clear and unambiguous: the autonomy of local school boards to control their own local taxes and to carry out their own plans for their districts is paramount to the bureaucracy of BESE.

VITTER

We need to start with the understanding that students are best served when they and their families have maximum options and control over the type of education they receive. Like any other school, I believe charter schools need to prove their success. It's imperative that we ensure charter school operators are being good stewards of public money. However, we should not deny the establishment or expansion of charter schools. There is always room to strive for more within our education system and provide our students with new and innovative ways to obtain a quality education.

8. Louisiana is one of seven states that provides NO state funding assistance for school facility construction or maintenance. Will you support efforts to survey and assess school facilities in Louisiana, and, establish funding to assist districts with the most serious facility needs?

ANGELLE

No response.

DARDENNE

Under certain circumstances, yes.

EDWARDS

Yes. This is incredibly important, because a lack of state support for facility construction and maintenance has often allowed state mandates to go unfunded by state support. When Louisiana implemented Common Core State Standards and the "aligned" PARCC assessment, it was mandated that all testing must be completed online. But many schools were without the technology to do this. And worse yet, even if they had the technology, many of our schools' electrical wiring would have needed to be updated to support the number of computers needed to carry out the testing. State government should never make such extreme demands of our districts without considering the cost of the mandate and without recognizing the important role that updates to facilities play in the success of our educators and our students. During my time in the legislature, I voted for and supported legislation that would correct this problem SB 548 of 2010 would have provided for the La. Statewide Education Facilities Authority to address the most pressing needs of school buildings in poor condition, and provide for a mechanism to allow some state aid to local districts so that these emergency facility needs could begin the process of being addressed. I am committed to this same kind of approach under my administration.

VITTER

Louisiana is long overdue for taking inventory of schools and facilities to assess their quality and condition. As Governor, I would support that assessment effort and would make sure that the Department of Education partners with local school systems to determine the best utilization of tax dollars for needed upgrades. With that assessment, state and local officials could then identify those facilities worth enhancing and those that would be cost prohibitive. As I mentioned in question #3, it's about adjusting our spending priorities and focusing on those things that actually lead to greater outcomes. A statewide facility assessment is a step to doing that, so that tax dollars go to projects deemed to be worthwhile investments.

9. Louisiana is one of 17 states that utilizes letter grade labeling of schools and districts based mainly on student test scores. The reliability and validity associated with the current letter grade labeling process is facing increased scrutiny due to students opting out of testing, and, the policy decision to grade on a "curve" by BESE and the LDOE. Do you believe the letter grade labeling system in Louisiana is reliable and valid? Would you support an independent,

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collegial review and analysis of the system to ensure reliability and validity?

ANGELLE

No response.

DARDENNE

I believe that student-learning outcomes have to be weighed heavily when considering or evaluating the success of individual school districts. The job of our education system is to produce competent, educated students, and we can't fully measure the effectiveness of school districts unless this is taken into account. Parents, taxpayers, policymakers, educators and employers should know how our children are being educated, by school, district and with other states. Under our school performance -labels, grades 3-8 grade achievement and ACT scores have risen, dropouts have gone down and more students are getting college and career courses and credits. Less than 1% of students opted-out of some state tests last spring and I support BESE's approach to review on a case-by-case basis and not change whole state policy or the school letter grade law. "Grading schools on a curve" was adopted by BESE for a 3-year transition while schools adjust to higher content standards in reading, writing and math – a fair and common-sense approach that was also widely supported by the legislature in 2014 (though Jindal vetoed it). I do support on-going review to ensure the best and most effective evaluation based on academic results and to improve student achievement. Despite improvement, we are ranked between #47 and #44 nationally.

EDWARDS

Studies have shown that in the 17 states that use school letter grades, the grades correlate to the poverty level of the school. So no, I do not believe they are a reliable measure of the actual quality of instruction that is occurring in any given school. I won't be a governor who merely measures performance and punishes with a label. I will be a governor who recognizes the challenges to learning and actually works to address them. A review of our current grading system is essential. That review should be aimed at revising it so that it is a system that actually informs policies that will improve the quality of education that our children are getting by acknowledging ALL the challenges to learning so that we can address them. It should also be applied fairly so that comparisons between schools and districts are meaningful, valid, and fair.

VITTER

It is absolutely important that Louisiana have a strong accountability system for schools and school districts. The use of a straightforward annual report card to indicate performance appropriately gives parents and students an indication of the quality of education they are receiving from their school. Parents, students, and taxpayers deserve to know how schools and districts are performing and the quality of education that students are receiving.

10. Common Core State Standards are currently in place in Louisiana. All stakeholders support higher standards for students. Do you believe the current review process regarding the Common Core State Standards is a valid and transparent process that will ultimately result in a widely accepted set of learning standards for the citizens of Louisiana?

ANGELLE

No response.

DARDENNE

We need to build on the compromise reached by the Legislature this session to keep the current Common Core State Standards in place while the BESE works with parents, teachers, higher ed, and administrators to thoroughly reviews and revise in order to ensure the best and most rigorous Louisiana standards for instruction and student learning in key subjects. The current high standards have started to move Louisiana schools in the right direction, and it is important that we keep that momentum going. I believe that it is a valid and transparent process that takes into account the opinions of all stakeholders, including LSBA.

EDWARDS

When I supported the "compromise" legislation, it was my hope that this review would not be a mere "re-branding" of the standards in their current form. We've been fighting for a real, transparent review for some time. In fact, in 2014 I fought along-side school boards across the state to get comprehensive review legislation passed. But John White and BESE resisted and an entire year in which we could have corrected course was wasted because of the delay they caused. This is an area where perception is reality. If the review which many parents have cited as non-inclusive of their input and views – does not result in substantial changes to the standards, it is unlikely that people will perceive that the review was transparent, and this will further prevent acceptance by the general public.

I am concerned that the wishes of local school board members and teacher groups that the initial Standards Review Committee should include participation of professors and various colleges of education is not being respected. Those who actually teach pre-service teachers should be involved in the standards review process and are not being included. Further, there should be release of ELA and MATH content specific committees so that we can ensure alignment of standards and assessments. This is not happening, and DOE is opposing the requests that it be done at the current time, showing they aren't serious about a comprehensive review that will produce better standards and more public buy-in.

VITTER

As I have stated before, as Governor, I will lead us out of Common Core and into a Louisiana-based system of strong rigor, standards, and accountability by convening a

citizen's panel of Louisiana parents, teachers, experts from higher education, and business leaders to develop an updated system of standards and testing outside of Common Core and PARCC. Any new system that is proposed must meet three tests: it must be fully Louisiana-controlled, not merely Common Core by another name; it must truly prepare children to be successful in higher education and the workplace; and it must be objectively verified to be as or more rigorous than Common Core. I ensure you that I will lead a serious, sustained effort to build true excellence in our education system. That begins with demanding local versus federal control, and empowering the most important leaders on the front line – parents and teachers.

11. There is ongoing discussion by education stakeholders regarding the over-testing of students. Which do you support: increased testing, decreased testing, or the same reliance on state assessments to drive curricula, instructional strategies and accountability consequences?

ANGELLE

No response.

DARDENNE

Louisiana ranks 44th in the US for overall public education performance, according to the 2015 Education Week ratings. One of the most important fundamental ways to change this is by implementing higher standards, and make sure that our performance can be compared to learning outcomes in other states. This includes using annual state tests which tell us about school and district success with their curriculum and instructional strategies. However, there are reports of too much testing in some areas. I support the new state study on the number and use of state and local district tests and look forward to recommendations that would eliminate unnecessary tests for students and their expense.

EDWARDS

We are over-testing our students, robbing them of the joy of learning and our teachers of the joy of teaching. My primary goal would be to reduce overreliance on the results of these tests to inform policy changes, salaries, and the like. Test results should be used diagnostically and to inform instruction in ways that ensure students are grasping materials and meeting standards. They should be used to inform changes to curricula. Accountability measures that over rely on test scores ignore other factors that should be measured in teacher, school, and district performance.

VITTER

As Governor, I will support Louisiana offering an assessment that is based on and measures students' level of achievement of the state's updated standards. As a state, we will also continue participating in the National Assessment of Educational Progress to compare Louisiana students to those around the country. I have been supportive of annual testing to fully gauge students' grasp of the educational content they are taught during the year and believe these assessments should be fully aligned to Louisiana-controlled system of rigorous standards being developed.

12. School districts in Louisiana start the school year in early or mid-August, mainly due to the need to accommodate the high stakes testing schedule and ensuring adequate instructional time. Would you support moving the high stakes testing schedule closer toward the end of a school calendar so that school would start later in the calendar year?

ANGELLE

No response.

DARDENNE

Yes.

EDWARDS

I am open to this idea, and to working with you to understand all that this transition would entail so that we can make the decision that is in the best interest of our students. I believe my record indicates that I heed your advice and listen to the experts: you.

VITTER

I would certainly be open to moving the testing schedule to better accommodate students and teachers. I would not support shortening time in the classroom for Louisiana children, which would result in less instructional time and would certainly not help in improving our poor performance in key areas like literacy and math. It is absolutely important that our students receive an appropriate and adequate amount of instruction time each year so they have the ability to learn all the material necessary to advance to the next grade.

13. Do you view the Louisiana Department of Education as a regulatory agency or a support/assist agency for local school districts?

ANGELLE

No response.

DARDENNE

The Louisiana Department of Education is a centralized entity whose main obligations are to (1) support, assist and hold accountable local school districts to ensure universal high academic performance; (2) to implement and follow state laws that, for example, set goals/ expectations in public education; ensure student safety, privacy and nondiscrimination; ensure quality school, program, and course options to meet a variety of student needs and support the state's dynamic economy; and (3) provide legally required oversight for spending of state and federal taxpayer dollars, about \$5 billion annually.

EDWARDS

I believe it should be a combination of both, but is failing with respect to both regulation and assistance. For example, renewal of charters that are not performing well and a nonchalant attitude about the high percentage of charter schools out of compliance with the 70% instructional requirement for MFP dollars indicates they do not take their enforcement role seriously. Enforcement of accountability consequences are not applied equitably, while support mechanisms (it is perceived) are often used

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to play favorites. I intend to correct this by installing real leadership at the helm of LDOE.

VITTER

It does not have to be one or the other. I believe the department should have a bold, concrete vision and focus on dramatically improving education in Louisiana by prioritizing children and learning, and the department should assist school districts to increase achievement and improve performance to meet our shared goal of providing excellent education to Louisiana students. School systems, parents, and teachers should be at the center of developing and implementing priorities, as well as proposing their own ideas for reform.

14. Selection of the State Superintendent of Louisiana is a primary responsibility of BESE. The current State Superintendent in Louisiana does not possess customary credentials required of a local district superintendent, nor did the previous State Superintendent. Further, a structured selection process has not been used by BESE to select the current and past State Superintendent. What are your views regarding the credentials and the selection of a State Superintendent of Education in Louisiana?

ANGELLE

No response.

DARDENNE

The BESE code already lays out very specific areas of qualifications that it requires of State Superintendents. While there is no structured selection process, BESE has laid out the credentials and criteria that it uses in evaluating candidates for this position. I believe that BESE should hire the most qualified and competent person with good leadership abilities and a demonstrated commitment to keeping the momentum in educational improvement.

EDWARDS

As your next governor, I give my word that the State Superintendent will have an authentic public education background, the educational same credentials and experience that School Board members expect of their own local superintendents, at a minimum. I believe that setting up a selection process that is permanent and is focused on utilizing the talent and expertise of Louisiana natives to vet the next Superintendent, one that will attract applicants that are from Louisiana is appropriate. Perhaps most importantly, while BESE controls the selection of our Superintendent, you have my commitment that I will hold their selected accountable, that I will expect him/her to meet with all stakeholders, to work in a collaborative, professional manner not only when it's convenient, but when it's hard, too. And paramount to this discussion is my promise that I will expect our next Superintendent to be honest with policy makers and stakeholders. If he/she is not, he/she will not have my support to remain as Superintendent.

VITTER

I believe the State Superintendent should have a reform and outcome-based vision and dedication to dramatically improving education in Louisiana. The State Superintendent should be committed to getting us out of Common Core and creating a Louisiana-based system of strong standards, real rigor and accountability, fully supportive of maximum parental choice and control, and inclusive of parents and education stakeholders to find solutions to move beyond our historically underperforming education system in Louisiana.

Please answer YES or NO to the following questions.

***Will you commit to addressing school board members and superintendents on Monday, November 2, 2015 in Baton Rouge at the Embassy Suites anytime between the hours of 8:00 a.m. and 3:00 p.m.?**

ANGELLE

No response.

DARDENNE

YES.

EDWARDS

YES.

VITTER

No response.

***Will you commit to addressing the LSBA Membership and Superintendents at the LSBA Annual Conference on Tuesday, February 16, 2016 in Baton Rouge at the Crowne Plaza between the hours of 9:00 a.m. and 3:00 p.m.?**

ANGELLE

No response.

DARDENNE

YES.

EDWARDS

YES.

VITTER

No response.