

**BOARD OF EDUCATION**  
Madison Metropolitan School District  
Doyle Administration Building, 545 West Dayton Street, McDaniels Auditorium  
Madison, Wisconsin

**Jane Belmore, Interim Superintendent**

**PLANNING and DEVELOPMENT COMMITTEE**  
**Minutes for September 17, 2012**

*The Planning and Development Committee meeting was called to order by Chair Maya Cole at 5 p.m.*

MEMBERS PRESENT:	Maya Cole, Ed Hughes, Beth Moss (arrived 5:10 p.m.)
MEMBERS ABSENT:	None
STUDENT REPRESENTATIVE PRESENT:	Libby Scholz
STAFF PRESENT:	Sue Abplanalp, Matt Bell, Jane Belmore, Joe Gothard, John Harper, Steve Hartley, Mike Hertting, Erik Kass, Tim Peterson, Andrew Statz, Rachel Strauch-Nelson, Lisa Wachtel, Nancy Yoder, Barbara Lehman – Recording Secretary
OTHERS PRESENT:	Board Members Mary Burke, Marj Passman

*(Action in italics)*

**I. PUBLIC APPEARANCES**

There were no public appearances.

**II. APPROVAL OF MINUTES DATED MAY 21, 2012**

*It was moved by Ed Hughes and seconded by Maya Cole to approve the minutes from the Planning and Development Committee meeting dated May 21, 2012 as distributed. Motion unanimously carried by those present.*

**III. DISCUSSION/PRESENTATION ITEMS**

**A. Charter School Policy—Appendix NNN-11-31**

[https://boeweb.madison.k12.wi.us/files/boe/Appx%2011-31\\_1.pdf](https://boeweb.madison.k12.wi.us/files/boe/Appx%2011-31_1.pdf),

<https://boeweb.madison.k12.wi.us/files/boe/charter%20schools%20and%20equity%20MMSD%205.21.12.pdf>—(Click on links or hard copies are attached to the original of these minutes.)

Ms. Cole reported that legal counsel is working on better alignment of the board calendar with the grant application process and the charter school process. This new timeline should be ready within a month. She recalled the presentation given by Julie Mead pertaining to charter school equity policy language that defines a district's philosophy before a charter proposal comes to the table. Ms. Cole was interested in where the committee wanted to go with this process. She also noted that the state legislature's bill proposing a statewide charter authorizing board would probably not come back until after the presidential election. This statewide board would consist of 7-10 members selected at the state level and would be in charge of deciding all charters in the state. The second piece of legislation related to this issue is statewide school vouchers which may come back again. She wanted to know if the committee wanted to hold a discussion on these issues as well.

Beth Moss arrived at this time.

Discussion Points:

- Pleased with the language on charter school equity. Ready to give input to the administration in order to move forward.
- Language is very relevant to Madison.
- Board needs a clear set of principles.
- Presentation and other materials brings people up to speed. Policy would allow the board to be more proactive and more in control if there are multiple applications for charters.

- Positive way to go—look forward to administrative input on it.
- Hope to not be overly prescriptive and can consider everything that people propose. Important to build flexibility into the process.
- Positive step forward. Will be very helpful to those submitting proposals, to the board and the administration. Agree with getting input from outside sources.

Ms. Cole directed the administration to look into this and how much time could be allocated. She stated that Julie Mead could assist with policy language and a strategy for contacting district partners and charters that are already in existence.

**FOLLOW UP:**

- ✓ Staff Development Plan was not listed.
- ✓ Get input from Nuestro Mundo, Badger Rock Middle School, Madison Prep and other charters outside the district.
- ✓ Schedule presentation of the new timeline.

**B. Report Cards issued by the Department of Public Instruction (DPI) for District/Schools—[Appendix 000-3-12](#)—(Click on links or hard copies are attached to the original of these minutes.)**

Andrew Statz explained that the new accountability report cards, as part of the DPI request for a waiver from the requirements of the No Child Left Behind act, take the place of the Annual Yearly Progress calculation that resulted in Schools/Districts Identified for Improvement status. These new reports cards also will use a higher, nationally normed benchmark for statewide proficiency levels. The report cards will be embargoed until some time next week then it will be lifted about two weeks later. Final versions are expected near the end of October. He reviewed a sample report card and the scoring measures. Administration would be sharing the results with each of the schools between now and when the embargo is lifted and with the Core Instructional Alignment (CIA) Committee. Administration will verify the data and finalize the high-level communications on this and post it to the web. There will also be workshops for principals and links to the reports hosted by DPI. Results have to be reported to the community (but not every family).

**Discussion Points:**

- Important to get the word out to the public, particularly about the higher cut score.
- Data is there and has to be presented to our families and the public. District has to be the one to present this and not the WSJ. People may use this to criticize schools one over the other. Need to get positive stories out up front about the wonderful things going on in our schools.
- Superintendent candidates will also see this data.
- DPI wants transparency and did not intend for this to be used as a school improvement tool.
- Representation of urban districts vs. suburban districts.
- Suggestions were made to release district's Value Added data, writing a letter to the editor from the board or superintendent, writing articles for the Opinion Page, holding a press conference.
- Message should include resources are going to the right areas that reflects what a school looks like, e.g., beyond ACT and the AVID expansion into middle schools.
- Message should indicate that this is a snapshot of a subgroup of students that is very different from individual student information.
- Ask principals about getting parent volunteers willing to be communication advocates through PTOs or other parent groups at the schools.
- Align ACT participation with changes; why fewer students are taking it.
- Focus on changes we are making and positive changes that are in place, correct things that are not reported accurately, acknowledge that we should be doing better but we know what is happening and this is what we are doing to help address the issues; use the results to improve.

**FOLLOW UP:**

- ✓ Contact the Board with recommendations.

**IV. PROPOSED ACTION ITEMS FOR SEPTEMBER 24, 2012 REGULAR BOARD MEETING**

No action items for this month.

**V. CONSENT ITEMS FOR SEPTEMBER 24, 2012 REGULAR BOARD MEETING**

No consent items for this month

**VI. IDENTIFICATION OF FUTURE COMMITTEE AGENDA ITEMS**

- Boundary Issues on East side
- Changes to school building capacity range calculations
- Monitoring physical renovations of space
- Open enrollment
- 4K placement update
- Charter school policy
- Expeditionary Learning at Toki—whether that will become charter proposal

**VII. ADJOURNMENT**

*It was moved by Maya Cole and seconded by Ed Hughes to adjourn the meeting at 5:51 p.m. Motion carried unanimously.*

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