

## **Budget Question from Board of Education**

**BOE Member Name(s):** Bill Keys

**Date Submitted to MMSD Administration:** 3/17/04

**BOE Question:** Examine the costs of 4<sup>th</sup> & 5<sup>th</sup> grade strings.

**Analysis Item:** #4\_Keys\_4<sup>th</sup> grade strings.doc

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*This Section to be Completed by MMSD Administration*

**Date of MMSD Administrative Analysis & Response:** 4/21/04

**Administrator(s) Submitting Analysis & Response:** K Kucharz

**BOE Members & MMSD Staff this Report was Copied To:** R Price

### **MMSD Administrative Analysis & Response**

**Department:** Elementary Schools

**Division:** Elementary Schools

**Background:** According to the Wisconsin Administrative Code, the recommended music allocation of time per-week for a six-hour school day is 75 minutes. Music instruction does not have to be delivered by a certified music teacher; however, it must be given under the direction of a certified music teacher. Many larger districts have a central music teacher to provide consultation to classroom teachers who integrate music instruction into the school day.

MMSD currently provides 60 minutes a week for general music and an additional 90 minutes for those children electing to participate in Strings, totaling 150 minutes for some children. This instruction is provided directly by a certified music teacher. There is no question that the quality of music experience in the MMSD is excellent for our students. When assessing the Strings program, it is important to keep in mind that:

- 1.) The combination of general music and Strings for grades 4 & 5 is above the DPI recommended levels.
- 2.) A reduction of approximately \$547,762 for 4<sup>th</sup> & 5<sup>th</sup> grade Strings represents 5.5% of the \$9,910,018 2004-05 deficit.
- 3.) The mandated high-stakes expectations for the achievement of 4<sup>th</sup> & 5<sup>th</sup> grade students is less effective under the current arrangement of pull-out Strings. Academic instruction (reinforcement, enrichment, extension of curriculum) for non-Strings students still occurs during the time for Strings, but not all students are present for this instruction.

There are 979 fourth-grade students currently enrolled in District Strings programs, representing 63.4% of the total 4<sup>th</sup> grade enrollment. There are 613 fifth-grade students currently enrolled in District Strings programs, representing 37.5% of the total 5<sup>th</sup> grade enrollment. Attachment 1 shows the following demographic patterns for the 4<sup>th</sup> and 5<sup>th</sup> grade students currently enrolled in Strings. The greatest Strings participation rate occurs in 4<sup>th</sup> & 5<sup>th</sup> grades and steadily decreases as students get older.

Although teachers can see the value of Strings, classroom teachers have become increasingly concerned about missed academic time for students. In recent years, a principal work group looked at scheduling issues and determined there are no alternative ways to schedule Strings classes so they do not interfere with academic offerings.

**Expenditures:**

Grade 4 -	5.84*	\$336,874*
Grade 5 -	3.66	<u>\$210,888</u>
Total FTEs =	9.5	\$547,762

\* FTE and salary distribution was based on the ratio of each grades' Strings enrollment as a percentage of the total 4/5 Strings enrollment.

**Revenues:** A fee to cover the cost would amount to \$493.50 per student.

**FTE:** 9.5

**Anticipated Savings:** \$547,762 savings

**Student Impact:** There has been no study to indicate whether or not the Strings program has made any gains in the achievement gap. However, in 4<sup>th</sup> & 5<sup>th</sup> grade Strings, 37.2% of students are of color and 62.8% of students are white; 30.3% of the students are low income and 69.7% of students are not low income.

As a comparison, in 01-02, 32% of students were of color and 68% of students were white; and 24% of the students were low income, and 76% were not low income.

**Strategic Priorities:** Instructional Excellence: The acquisition of learning to play an instrument will be diminished with the loss of this opportunity; however, the gain of instructional time and the value of less class disruption will be an asset to the classroom.

**Fiscal Responsibility:** There will be financial savings, and students will still have an opportunity to learn an instrument in middle school.

**Board Priorities:**

**Effectiveness:** Teachers will have more time on task with their students.

**Redundancies or Availability of the Service Elsewhere:** All students K-5 have 60 minutes of music per week. The Strings program is a redundancy of the state-mandated music program. For an equivalent amount of music instruction time, students can receive private lessons from Ward-Brodts for \$150 per month or \$1,500 per academic year.

**Service Delivery:** Service delivery would change. All students will be given one hour per week of music lessons, resulting in a reduction for those already enrolled in the Strings program.

**CBA Impact:**