

Revitalizing, Sustaining and Advancing Arts Education in Madison's Public Schools

Report to the MMSD School Board by the Fine Arts Task Force July 2008

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Acknowledgments

A multi-faceted undertaking such as this benefits from the voices and input of many groups and individuals. The MMSD School Board Fine Arts Task Force sincerely appreciates the help it has received from the Madison community and many individuals throughout this process. More than 1,000 on-line surveys were completed by community members, parents, artists, arts organizations, students, administrators and teachers. The wealth of information provided in these surveys informed the task force's discussions and recommendations.

In addition to the time spent meeting on a monthly basis to discuss arts education issues, task force members and MMSD staff contributed additional time and professional expertise during many facets of the task force's work. Task force members thank Superintendents Art Rainwater and Dan Nerad for making their staff available and thank the following MMSD staff for their capable, professional assistance: Sandy Bolles, Frank Crisafi, Steve Hartley, Kurt Keifer, Barbara Lehman, Dan Mallin, Julie Palkowski, and Lisa Wachtel.

As part of its work, the task force created two historical databases on arts education enrollment and finances. The creation of these important databases provided task force members with a picture of how arts education has changed over the last five to seven years. Jane Doughty, task force member, and Sandy Bolles, Executive Secretary to MMSD Director of Teaching and Learning, spent many tedious hours assembling this information without losing either their "cool" or senses of humor. Donna Williams, Director of Budget, Planning and Accounting, assembled a five-year financial history of arts education funding, in a similar format to other district budget documents.

With sincere appreciation, task force members would like to thank Julie Palkowski and Sandy Bolles, key district staff who provided administrative support to the committee. Sandy Bolles, Executive Secretary to the Director of Teaching and Learning, took the minutes for our meetings, taking down key points of the group's discussions. Julie Palkowski, MMSD Fine Arts Coordinator, provided the task force with current information about the district's arts education policies and programs and served as a liaison with MMSD administrative and teaching staff keeping them informed of the task force's work.

MMSD School Board Fine Arts Task Force
July 2008

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Madison Metropolitan School District Arts Task Force Report to the School Board on Revitalizing Sustaining Arts Education in Madison's Public Schools Executive Summary

The arts are not a luxury; they are essential.

~ State Supt. of Public Instruction Elizabeth Burmaster

Introduction

Being concerned about the effect of cuts to funding, staffing and instruction time on arts education and the effect of these cuts on low-income students and students of color, the Madison Metropolitan School District's (MMSD) Board of Education formed the Fine Arts Task Force on January 8, 2007. Nineteen community members (including 5 students) were appointed to the Task Force. Work on the School Board's charges to the task force began in February 2007 and continued with regular meetings and working sessions through June 2008. Our sincere appreciation and thanks to the MMSD staff for their help throughout this process, and to former Superintendent Art Rainwater for making his staff available to support the task force's efforts.

This task force was asked to respond to three charges:

- Identify community goals for Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.
- Recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.
- Make recommendations regarding priorities for district funding of Fine Arts.

To meet these goals, task force members met with individuals and small groups around Madison and conducted an on-line survey to get additional feedback from community members. More than 1,000 community members responded. To better understand the history of changes in arts education in the district, task force members, working with district administrative staff support, developed historical educational and financial databases.

Findings raise concern about future of arts education in MMSD

For its work, the task force defined arts education to include music, art, design, dance and theater in its broadest sense. MMSD has a distinguished history of support for a comprehensive music and arts curriculum in its public schools, putting curriculum standards, benchmarks and curriculum plans in place to guide arts education. Courses are also offered in dance and theater. However, over the past 10 years, there has been perceptible, quantifiable erosion in educational and financial support for quality arts instruction for all MMSD students with significant cuts being made to foundation courses in the past three years (Figures 3 and 4, pages 9 and 10). The task force did not find K-12 long-term educational or financial plans in place to plan for the future or to leverage effectively the district's existing resources in the arts.

State revenue caps, which have limited the District's ability to implement a budget to meet its educational requirements, have forced cuts to be made in educational programming and services. No Child Left Behind (NCLB) with its current focus on reading and math tests has marginalized the important role of arts education in children's learning. Not surprisingly, district administrators have put their attention and federal resources for low-income children where the measurements are, and the financial costs of doing this have not been inconsequential. Further, in Madison, as revenue caps put increasing pressure on Wisconsin's school districts and NCLB regulations went into place, the District's demographics changed dramatically in the past ten years from 25% of the 1997-1998 student body comprised of low-income students to 43% of the 2007-2008 student

body comprised of low income students (Figure 1, page 6). This “perfect storm” has had a negative impact on the quality of arts education in MMSD.

The task force feels any meaningful plans to sustain arts education will need to be developed via an on-going collaboration among city government, higher education, the business community, arts community and the school district (engaging district and school administrators, teachers, parents and students) and will require funds from a variety of sources supported and led by the Superintendent and the School Board. Without an outside, coordinated partnership in place, the Task Force feels arts education will continue to be cut and to decline until little is left. We believe the current trend will have serious, negative consequences for children’s learning and for the cultural and economic future of the City of Madison.

From the information gathered in the surveys, review of data and of research, and discussions at meetings, task force members identified the following:

- The *Madison community values* and wants to help sustain arts education.
- Community perception is that the ***district leadership has not supported or understood the critical role of the arts in K-12 education, leading to:***
 - Students have difficulty registering for and taking courses.
 - Strained relationships between district administration and arts education teachers. There does not appear to be a productive working relationship in place.
 - Teachers feel excluded from the design and planning process for changes in arts curriculum in a meaningful and respected manner.
 - Arts courses are not treated as academic courses but as specials, meaning “extras.”
 - Loss of fundamental classes and adequate resources for classes (Figure13, page 29; Table 3, page 24).
- Since the 2000-20001 school year, ***participation of low-income students and students of color has increased*** in all arts courses (Figure 6, page 20); however, cuts have increased in the past three years and ***access to learning and resources is not equitable,***
- ***Coordination with community arts organizations in the provision of curriculum-related programming has become increasingly difficult, and therefore, less frequent. This has meant a diminishment of such opportunities for MMSD students.***
 - Fewer children from Madison schools are attending performances and exhibits at Madison arts venues as compared to students from the school districts surrounding Madison. For example, one local museum reports for every child visiting from MMSD, three students are visiting from schools outside MMSD.
 - Madison-area arts organizations staff do not feel the district is working with them as effectively as possible, straining working relationships among the District and community organizations.
 - Teachers state lack of time for preparation and planning causes difficulty in planning for field trips, participation with grant writing or coordinating guest artist visits to schools.
- ***Lack of coordinated, stakeholder involvement*** in multi-year educational and financial planning has severely hindered efforts to sustain arts education now and into the future, leading to:
 - A significant erosion in the financial support and educational quality of K-12 arts education that affects all students, including access and opportunities for low-income and students of color – increased class sizes, class and one-half in the elementary grades, cut Grade 4 strings.
 - No allocation of resources from special funds to support children whose needs fall under various alternative funding categories, and no plans in place to leverage existing district staff or community resources.

- Missed funding opportunities for MMSD students to benefit from arts educational (for example, partnerships for grant writing).
- ***MMSD can be doing much more to incorporate and integrate the arts as essential components of a quality 21st century education for all students.***

Community Vision for arts education into the future

A good public education includes a view of the world from many references. Dance, music, theater and art incorporate math, physics and yes, even reading. Cohesive and layered education is helping generate inquisitive, imaginative learners. Involvement in the arts also allows my children socialization with several different peer groups within their own schools and community ~ parent response to survey

Copious global research has proven that the arts have an increasingly important role to play in public education, especially in a 21st century world where creativity and innovation are increasingly critical to individual success. The MMSD Arts Task Force envisions the Madison Metropolitan School District as a supportive learning community in arts education where the:

- instinct to be creative is nurtured in all students
- arts contribute to and enhance the quality of each student's education and district curriculum standards – critical thinking, problem solving, multiple intelligences
- arts embrace and celebrate diverse perspectives and distinct and numerous forms of cultural expression, improving cultural literacy
- arts are integral and must be accessible to the lives of all students
- artistic and cultural resources of the community are used to enhance learning
- district and the community pro-actively partner and collaborate to educate all students through the arts and to financially sustain the arts into the future.

At the state level, recognizing the importance of arts education in Wisconsin's future, Lieutenant Governor Barbara Lawton and State Superintendent of Public Instruction Elizabeth Burmaster (a former MMSD Fine Arts Coordinator and music teacher) joined together to form the Task Force on Arts and Creativity in Education, which is meeting throughout 2008. Formation of this task force recognizes:

...the essential role arts education and the development of all students' creative capacities plays in the lives of students, in defining their future, the quality of life in Wisconsin communities and our state's economy. In this 21st century global economy, Wisconsin's competitive edge will be the talent it develops for innovation and entrepreneurship. In a fast-changing world where we are bombarded with more information than can be humanly processed, knowledge represents what can be known and creativity is the capacity to manage the unknown. In this context, the following equation must drive smart allocation of resources in education: Knowledge + Creativity = Competitive Edge ~ Lieutenant Governor Lawton and State Superintendent Burmaster, March 2008)

Task Force responses to charges from School Board

This report is the result of over a year of hard work by the Task Force members and the involvement and participation of the Madison community. The Task Force reached out through the creation and distribution of surveys to arts teachers, parents, students, arts organization representatives, and the general public, and interviews and discussions with various stakeholders in the community, including community organizations and centers working with low-income children. The survey received over 1,000 responses from community members – a clear sign of the interest in this issue.

In addition, to learn more about arts education in the district and the involvement of low income students and students of color, the Task Force examined detailed enrollment and financial data provided by MMSD staff, reviewed research on the impact and importance of the arts on 21st century learning and model programs in Wisconsin and nationally; and gathered information on local, state and federal resources available to support arts opportunities for MMSD students. Based upon responses to surveys, examination of enrollment data, interviews and discussions with various stakeholders, the task force offers the following responses to the School Board's charges:

Charge 1 - identify community goals for Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

1. **Support school board approved standards, benchmarks and K-12 sequential curriculum plans for the arts – visual art, music, dance and theater. District standards are established, but curriculum plans need to be updated, with an ongoing focus on fundamental skill development and providing relevant and meaningful arts experiences for the district's diverse student population.** Directly involve teachers via an ongoing, inclusive process in development of curriculum plans.
2. **Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students through a collaborative framework that supports on-going, sustainable, curriculum-based partnerships with community arts organizations and artists.**
3. **Sustain arts education by identifying and achieving appropriate and diverse public and private resources to support excellent arts programming in the Madison Metropolitan School District. Do this via a community arts collaboration and partnerships among the district, city, higher education and local arts organizations and businesses.**

Charge 2 - recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.

1. **Energize and bring stakeholders together to:**

- a. ***Restore, stabilize and strengthen fundamental arts education courses in Grades K-12, beginning with consideration of resource support for classes, class size configuration and Grade 4 strings. In Grades K-12 continuing to focus on skill development and providing relevant and meaningful sequential arts experiences for the district's diverse student population. Develop AP (or comparably advanced) arts education courses for high school students.*** Cuts to K-12 arts education have a disproportionate impact on low-income students, who often do not have any other options for arts education participation. Nearly 80% of respondents to the student and parent survey reported their children's first place for arts education is public schools followed by private instruction, an option not readily available to low-income children.
 - b. ***Enhance opportunities for skill development*** – through coordinated co-curricular and extracurricular programs funded during the day and afterschool that support and enhance skill development and learning taking place during the school day.
 - c. ***Expand cultural arts offerings*** –invigorate and engage students and teachers by allowing student/staff teams to design new, more culturally relevant course offerings or units within existing courses that respond to student interests and take advantage of the great creative resources embodied in our students and faculty. We do not make this recommendation at the expense of cuts to fundamental arts courses.
2. ***Work to identify and to provide equitably adequate resources, facilities, and supplies for arts classroom instruction*** – classroom arts teachers report having insufficient staff support resources in the arts classroom unless required, for example, in an Individual Education Plan (IEP) for a student. Also,

teachers report inadequate prep time, broken equipment, inadequate supply expenses to support low-income children. Examine and develop a process for equitably dispersing resources – class size configuration, instruction time, teacher planning, etc.

3. ***Continue to publicize and educate parents about School Board policy on fee waivers*** – the current process for obtaining a fee waiver is still cumbersome and sometimes embarrassing for families to undertake. The decrease in revenue will need to be supplemented by other public and private sources, so planning for these needs to be put into place.
4. ***Explore Using Revenue from Alternative Federal and State Sources*** – for students who qualify for Title I, special education and ELL services. During the upfront allocation for these funds, identify resources from these categories to support arts education learning for students needing this support.
5. ***Recommend an arts and humanities education credit requirement for high school graduation*** – The task force recommends making this a requirement for all Madison high schools.

Charge 3 – make recommendations regarding priorities for district funding of arts education

The Task Force estimated the current financial gap between what is needed and what the District budgets for arts education to be approximately \$900,000 - \$1.3 million (Figure 10, page 27), and this does not include an estimate for the underfunding of supplies and equipment replacement/repair. With this financial gap in funding for the arts, the Task Force encourages the district to leverage other sources of funding and makes the following recommendation to the School Board:

1. ***Develop a multi-year financial plan to sustain arts education in the district into the future*** - identify dollar resources from various sources needed to support the District's arts education curriculum, including potential funds from the following sources:
 - a. ***MMSD baseline budget*** for arts education - commit a minimum of 3% of total MMSD budget to arts education, which would be \$9.9 million for the 2008-2009 school year.
 - b. ***Federal and State resources*** –as appropriate, explore allocating some of the qualifying Title I and II, special education and ELL resources to provide support for arts education instruction and teacher training for children qualifying for support under these funding areas.
 - c. ***Grant Opportunities and Partnerships***– work collaboratively with community organizations and individuals, district partners on grant writing opportunities. Seek input from teachers on organizing/prioritizing options, so this is helpful and not burdensome to acquiring additional resources for children learning in the classroom.
 - d. ***Examine equity in arts education funding among schools*** – prior to the annual budget process and/or a referendum, determine funding needed to be included for arts education so learning in the arts is equitable for all students across the district per the district's Equity Policy.
 - e. ***Arts Endowment (or multiple, smaller endowments)***- to sustain funding for arts education over time. Building an endowment(s) will take time to develop and put into place. Early planning is essential. An endowment is a long-term proposition intended to provide stable, supplemental funding for arts education. Primary funding for arts education is the responsibility of the district through public funding; however, if the current financial constraints continue, additional funding will be needed to provide a quality K-12 arts education program.
 - f. ***Community Funds Through Fund 80*** – invest in extracurricular opportunities that will enhance skill development and learning outside the school day.
2. ***Continue to advocate for adequate funding for Wisconsin's K-12 public schools*** – the current state funding formula for public schools has directly affected funding for arts education. As school districts

continue to be forced to make cuts to district school budgets, pressure to cut funding for arts education increases.

Task Force's Recommended Next Steps

While the School Board did not ask for recommendations regarding next steps, this topic did come up in task force discussions, and task force members want to share a summary of recommended next steps for School Board consideration:

1. ***Ensure understanding of the Task Force funding and recommendations by the Madison community.***
After the report is presented to the School Board, the School Board and administration should provide opportunities for the general public to learn about and understand the Task Force findings and recommended next steps. These opportunities can include a community-wide conference, public meetings, and a media promotion and information plan.
2. ***Include Arts Education in District's Strategic Plan*** – the District's most recent strategic plan, completed in 2000, does not include any goals for arts education. The task force believes it is important to include arts education in the district's strategic plans in order to achieve equity in arts participation for all MMSD students.
3. ***Establish a leadership position within the district administration***, supported by leveraged public and private funds, as an ambassador to develop and to sustain community partnerships with the arts, education, business, and government sectors, seek outside funding and resources to enhance arts education and provide equitable, comprehensive, relevant and curriculum-based arts opportunities for all MMSD students.
4. ***Convene a working group of community leaders*** from the school district, business community, arts organizations, city government, higher education and the general community to:
 - a) develop and advocate for ongoing community education and financial arts partnerships that advance and support arts education for all MMSD students
 - b) work with Madison's business, education, political, government and civic leaders to conduct a needs assessment for arts education and to identify resources needed to sustain arts education for K-12 students
 - c) develop public and private sources of funding for arts education.
 - d) connect MMSD arts education efforts to regional, state and national educational policy and advocacy efforts
5. ***Financial Commitment*** – commit a minimum of 3% of the District's budget to arts education using a combination of state, federal funds (e.g., Title I and II funds, categorical state funding) and private funds to support curriculum-based, equitable arts experiences for all MMSD students
6. ***Update curriculum plans*** - state law requires sequential K-12 curriculum plans for music and art. MMSD's current curriculum plans MMSD must be updated to reflect current technologies, relevant arts experiences for MMSD's diverse student population and other best practices needed to meet the district's standards for music and art. Specifically, this group needs to discuss the basic elements of sequential learning. The district needs to clearly and continually identify arts education in the 21st century and provide K-12 curriculum plans for all arts areas.
7. ***Identify support needed for arts teachers*** – during the past three years there has been a 25% cut in staffing for arts education. The increase in class sizes has placed an increased burden on teachers, resulting in a) reduced student instruction and time for learning, b) fewer opportunities for arts teachers to collaborate with other curriculum teachers, c) fewer resources for learning for teachers and students. Explore additional assistance using some resources other federal and state funds – Title I for low-

income schools, special education for special education students and ELL funds for our English language learner students.

8. ***Support an ongoing, proactive partnership process with Madison's arts community*** – in 2005, a community arts task force recommended a sequence of co-curricular opportunities appropriate for different grade levels. Using these recommendations as a guideline, establish and support a framework and process for generating and sustaining educational partnerships with community artists, arts organizations and other arts providers across the district.
9. ***Develop an arts asset management plan*** – the district administration has various inventories for music instruments and is developing an inventory for arts assets. In addition to an inventory of arts assets, the value of these assets need to be determined and an asset management plan put into place that includes a plan for replacement and repair of assets. With an asset management plan in place, develop ranking of priorities and what sources of funding need to be explored to repair or replace equipment.

Madison Metropolitan School District Arts Task Force Report to the School Board on Revitalizing and Sustaining Arts Education in Madison's Public Schools

The arts are not a luxury; they are essential.

~ State Supt. of Public Instruction Elizabeth Burmaster

I. Introduction

The Madison Metropolitan School District's (MMSD) Board of Education formed the Fine Arts Task Force on January 8, 2007. There were 19 members appointed to the Task Force – 7 School Board appointed community members and parents. The remaining members - 5 fine arts community arts organization staff members, 2 fine arts higher education faculty members and students from the district's 5 high schools – were invited by the District's Fine Arts Coordinator, who was responsible for keeping the task force membership filled.

The first meeting of the task force was on February 26, 2007. Our finish date was March 31, 2007. That date was delayed due to a) an overwhelming response to our on-line survey (more than 1,000 respondents), and b) delays in getting information requested from district administration, causing delays in analysis by the task force. Following our first meeting, the task force met approximately on a monthly basis led by two co-chairs, who coordinated and oversaw the task force's work effort. The MMSD's Fine Arts Coordinator served as liaison between the task force and District administration and staff, and the MMSD's Executive Secretary to the Director of Teaching and Learning took meeting notes. Our sincere thanks to the MMSD staff for their help throughout this process, and to Superintendent Art Rainwater and Superintendent Dan Nerad for making their staff available to support our efforts.

This task force was asked to respond to three charges:

- Identify community goals for Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.
- Recommend up to five ways to increase minority student participation and participation of low income students in Fine Arts at elementary, middle and high school levels.
- Make recommendations regarding priorities for district funding of Fine Arts.

The remainder of this report will discuss: a) how the task force approached its work, b) a brief overview of arts education in MMSD, c) findings, patterns and trends, d) trends in financial and instruction support for arts education, e) the community's recommendations for improving arts education in Madison's schools, f) task force responses to School Board charges, and g) Task Force's recommended next steps.

II. How the Task Force approached its work

The process the task force followed fell into the following broad categories: 1) Review of MMSD information, literature (on-going) and development of workplan 2) Design, implementation and analysis of on-line community survey 3) Historical arts education enrollment information assembled from the 2000-2001 school year, 4) Historical arts education financial information assembled, 5) discussion and analysis of information gathered in response to School Board charges to the Task Force, 6) development of recommendations and 7) report writing. Before beginning this work, the task force members developed a working definition of arts education and reviewed the district's Educational Framework.

Ters fine arts replaced with term arts education

For our work, the task force replaced the term fine arts, which members felt carried an air of elitism and exclusion, in favor of the more general term – arts education, which we believe includes music, art, design,

dance and theater in its broadest sense, that is taught through individual classes and as part of children's learning in other academic subjects.

MMSD Educational Framework

The MMSD Educational Framework (November 2005) describes its work to improve outcomes for students. The Framework is based on three fundamental concepts:

1. student engagement, learning and relationships are equally important;
2. systematic, district-wide supports are critical; and
3. a collaborative culture in which adults share responsibility for all students is essential.

In our work, the task force considered the roles of student engagement, learning and relationships in arts education curriculum.

An overview of the process and timeline followed by the task force is presented in Table 1. More specifics follow Table 1 on points 1-5 from above:

Table 1: Task Force Process and Timeline

2007/2008	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Review charges																	
Robarts/Vang background discussion																	
Reviewed current MMSD arts offerings																	
Wishes, dreams exercise																	
Review 2005-2006 MMSD arts education demographics																	
Workplan development																	
Interviews/meetings with individuals, small groups to design survey																	
Historical financial data collection																	
Historical enrollment data collection																	
Survey design																	
Online survey implementation																	
Tabulate surveys																	
Analyze/summarize open-ended survey questions																	
Analyze historical enrollment/financial data																	
Develop findings/responses																	

to charges																			
Final Draft Report																			

Review of MMSD information, literature and development of workplan

MMSD demographic information - At the first and second meetings of the task force, the District's Fine Arts Coordinator, prepared an overview district's fine arts programming and of the percentage of students enrolled in the district's art courses for Grades 9-12 for the 2005-2006 school year. The enrollment data presented showed that less than half of the total number of MMSD students enrolled in 9th and 10th grades was enrolled in arts education courses. By the 11th and 12th grades these same percentages increased to more than 50% of the total student body in those grades. In the upper high school grades, students have more options in their schedules. However, 9th and 10th grade students are often closed out of filled arts courses. For the one year of data we initially reviewed, about 15% of the total MMSD student body enrolled in arts courses was low-income students and about 20% of the total MMSD student body enrolled in arts courses were students of color enrolled in the arts. The numbers of students enrolled were smaller for students with special needs and students who are classified as English Language Learners.

Task force members also received copies of earlier reports (for example, MMSD Elementary General Music Curriculum Team Recommendation report and MMSD administrative task force report on Arts Equity in the Classroom) and enrollment data for elementary strings. The enrollment data for elementary strings had been made into a presentation for the Superintendent's administrative task force on Elementary General Music Curriculum. Historical elementary strings course data were averaged over several years and showed the percentage of students from varying demographics declining from grades 4-12. No data were presented on the yearly historical trend for enrollment in this course. For example, of the 100% of Grade 5 students who take math, how many students (in various demographic groupings) continue with a math course through Grade 12 or take Calculus II? Task force members felt arts education enrollment trends for different demographic groups need to be examined in context with trends in other academic subjects.

The overall demographic enrollment data raised two questions for the task force. *Question 1: What factors contributed to the decline in total arts education enrollment numbers over time?* *Question 2: How had demographic enrollment data changed over time?* After reviewing this initial information, task force members decided they did not have all the relevant information needed in order to be able to respond to the School Board's Charge 2. The initial information we examined was only a snapshot, and task force members felt we needed to look at arts education enrollment information over time to see what changes in enrollment, if any, had taken place. Task force members felt it was important to look at changes for different demographic groups on a yearly basis. Further, task force members were concerned, in light of budget cuts, that other factors, such as cuts to courses, increased class size, combined classes and supplies may negatively affect low-income enrollment and skill development in arts education over time.

Review of arts education literature - task for members reviewed literature on arts education throughout the task force process. Topics reviewed included community audits, partnerships, changes in arts education and how communities are responding, benefits of arts education. Literature and reports at the national, state and local levels were reviewed. A listing of some of the reports and literature reviewed is included at the end of this report.

Task Force workplan developed - From discussions during the first task force meetings, members decided to develop a workplan that would guide our work process to respond to the School Board's charges. Each task force member developed questions that needed to be answered for each of the charges and possible approaches for answering these questions. In May and June, task force members discussed members' ideas and compiled this information into a workplan, which is included in the appendices to this report.

Design, implementation and analysis of on-line community survey

Overview - To respond to our charges, an important priority of the task force was community input from as many perspectives as possible and to understand what changes had taken place in the district's arts education program. To meet these goals, task force members met with individuals and small groups around Madison and conducted an on-line survey to get additional feedback from community members. More than 1,000 community members responded.

From our early task force meetings, getting input from as many people in the community as possible was important to task force members. While there were representatives from community organizations, higher education, parents, city government, teachers, students and arts advocates on the committee, task force members felt additional perspectives were still needed to help the task force formulate its responses to the school board's three charges.

Survey Design Process - One data collection tool, a community audit, was continually referenced in the literature we reviewed - "A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities" developed by the Kennedy Center Alliance for Arts Education, which is part of the John F. Kennedy Center for the Performing Arts. The Kennedy Center Alliance for Arts Education Network (KCAEN) is a coalition of statewide non-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs, and partnerships that ensure the arts are an essential part of American K-12 education. MMSD and the Overture Center (formerly Madison Civic Center) have been members of the Alliance since the early 1990s. In 2000, the Kennedy Center Alliance for Arts Education developed the Community Audit for Arts Education: Better Schools, Better Skills, Better Communities, which was intended to be a tool that could be used to undertake a serious assessment of a community's arts education programs and services. An additional benefit of using the tool has been increased and improved communication among community members and organizations supportive of a strong's arts education program in their communities.

Task force members reviewed the audit and identified the topics central to our charges. The topics covered in the general community survey were attitudes about arts education in public schools, what arts education programs need, the role of leadership and suggestions for improvements to the current MMSD arts education program. From the general community survey, the task force developed three additional surveys with questions targeted to specific audiences – students and parents, teachers and artists and arts organizations. Copies of the surveys are in the on-line appendix to this report.

On-line survey implementation - Several options (i.e., interviews, mail surveys) were considered for implementing the survey but all required staff and additional financial resources the task force did not have. Mailing the survey was ruled out due to budget considerations. Distributing the surveys as part of the parent/teacher conference was considered to require too much coordination and additional work for teachers and administrators. Several task force members had used an online survey tool named Survey Monkey. This online site lets the user create surveys in a rather straightforward manner. Additionally, Survey Monkey collects responses, keeps track of responses and does an analysis of the data collected. Also, the fee was nominal. Arts Wisconsin already had an account with this online survey service and agreed to host the online surveys for the task force, donating the fees for this service.

In addition to the on-line surveys, surveys in Hmong and Spanish were prepared. The Fine Arts Coordinator notified principals and teachers of their availability. Also, ELL staffers were informed of the surveys. Copies of completed surveys were to be returned to the Fine Arts Coordinator. No written surveys were returned. Task force members were disappointed and felt interviews and/or small group meetings would have been more effective in getting feedback from individuals who did not speak English or have access to a computer. Resources were not available to conduct such interviews, which would have allowed the purpose of the survey to be further explained and have allowed for a more given and take between the interviewer and interviewee. Task force members did meet with a small group of Hmong families and group of students of

color. Members of task force contributed experiences from their personal work experiences with low-income students and students of color to task force discussions.

Prior to implementation of the on-line survey, the President of the School Board wrote a letter for the community providing information about the task force, its purpose and the upcoming survey. This letter was sent out as a press release and posted on the district website. A flier was sent home in student backpack mail, and the survey was announced on the district's homepage with a link to the surveys on the Fine Arts Task Force's homepage.

The online survey was implemented November-December 2007. When the survey closed on December 31, 2007, there were more than 1,000 respondents.

Survey analysis – From January through April 2008, task force members reviewed survey responses. Tabulations of fixed answers were compiled and discussed in January and February 2008. Task force members summarized each of the four survey's open-ended questions, highlighting key issues. The tabulations and summaries are included in the on-line Appendix to this report.

Historical arts education enrollment information assembled from the 2000-2001 school year

Overview - To better understand the history of changes in arts education, task force members, working with District administrative staff support, developed demographic historical educational and financial databases. Recent district administration reports on arts education were also reviewed.

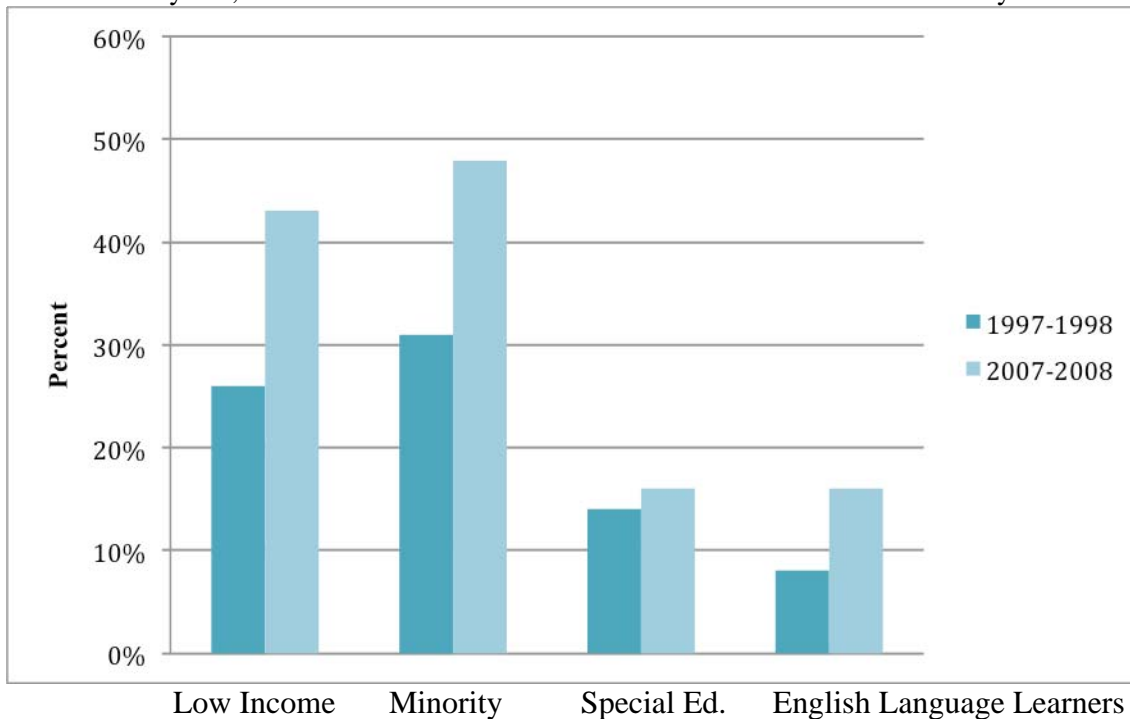
Historical arts education enrollment information had not been collected and maintained systematically by the District's Fine Arts Coordinators. The District does collect information on students enrolled in all courses in Grades 6-12. In the elementary grades, all children take music and art. The only elective elementary arts course is elementary strings. Total enrollment in elementary strings had been collected. Demographic information on enrollment, which had not been collected for elementary strings, began to be collected in 2000-2001, and is now collected annually.

Ideally task force members wanted demographic information for ten years, because during this time period there was a major change in district demographics. For example, in the 1997-1998 school year there were 25% low-income students and 31% students of color and in 2007-2008, these figures were 43% and 48%, respectively (refer to Figure 1).

Development of enrollment information - The task force requested historical and demographic information for elementary strings and for arts education courses Grades 6-12. Data were retrieved for school years 2000-2001 through 2007-2008. The third Friday enrollment numbers were used for all years. This is the date used by all school districts in the State of Wisconsin to determine enrollment used for calculating state funds for school districts. Data were sorted by school into major academic areas – visual arts, music (band, orchestra, chorus, general), theater and dance – and by high school attendance areas.

After reviewing the available information, task force members decided to look at Visual Arts and Music (band, orchestra, and orchestra) information. These data represented the bulk of enrollment in the arts in Grades 6-12, and these data were the most consistent for the years of interest. General music was not included due to difficulties identifying courses classified as General Music in Grades 6-12. In Grades 9-12 less than 50 students across all the district's high schools enroll in General Music. Other issues arose with Theater and Dance courses. Theater is taught in other courses, such as English, and many high school students participate in their schools theater productions. Dance courses are taught in Physical Education. Task force members wanted information that was as consistent as possible, and felt that Visual Arts and Music (not including General Music in Grades 6-12) would give a reasonable, representative picture that is consistent with where and how arts enrollment looks across the district. The detailed information is included in the on-line Appendix to this report

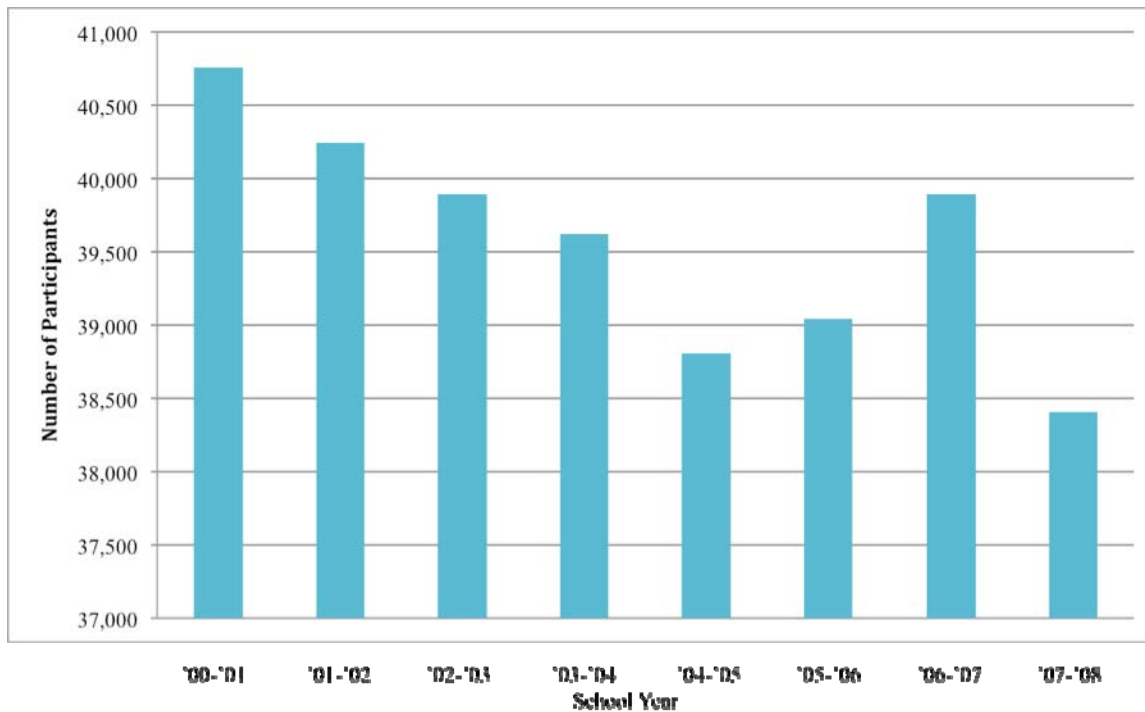
Figure 1: Demographic comparison 1997-1998 vs. 2007-2008 (Percent of Total MMSD Students) shows an increase in low-income students and students of color over a ten-year period. For example, in the last ten years, low-income enrollment in the school district has increased nearly 20%.



Source: MMSD Statistics

Student enrollment in music and art makes MMSD largest area K-12 learning facility in the arts - How many students participate in music and art education in Grades K-12? Figure 2 shows participant enrollment from the 2000-2001 school year through the 2007-2008 school year for music and art (excludes General Music data in Grades 6-12 due to data quality issues). During that time period, anywhere from approximately 38,000-40,000 participants enrolled in music and art courses that meet from one hour per week in elementary school to one hour per day for five days a week in high school courses. MMSD is the largest institution teaching arts education in the City of Madison on any given school day. The Overture Center is the local arts organization that sees the greatest total number of students throughout the school year at its performances. However, students who attend a performance at the Overture Center or one of the other local arts venues in the City likely go to one, or perhaps two performances a year, which enhances classroom instruction, but is not intended to replace classroom instruction.

Figure 2: Enrollment in music and art ranges from about 38,000 to 40,000 participants per year, who are taking weekly classes in the arts, making the district the largest arts education institution in the City of Madison. Some of the drop in the last three years can be attributed to the cuts to elementary strings, which would account for about 800 to 1,000 fewer students. Also, with the introduction of more options in middle school and less requirements for music and art in those grades, this may also be contributing to fewer enrolled students. In high school, any cuts to the number of classes offered would also reduce enrollment numbers.



Source: MMSD Enrollment Data

Historical arts education financial information assembled

Overview - Charge 3 from the School Board to the task force was to make recommendations regarding priorities for district funding of Fine Arts. In order to be able to address this question, task force members asked for the budget for fine arts. Members learned the District did not have a separate budget for arts education expenditures. The only “arts” budget was the one under the direct supervision of the Fine Arts Coordinator, which includes the salary and benefits for the Fine Arts Coordinator, the supply and repair budget for elementary strings and any grant money secured by the Fine Arts Coordinator. This budget used to include \$70,000 for new instrument purchased, but that item is no longer in the budget.

At its March and April 2007 meetings, task force members reviewed readily available financial information, which was expenditure information for arts education teacher salaries and cuts that were being proposed for the 2007-2008 school year in arts education. This information included salaries and benefits for music and art teachers and any teaching staff for dance and theater who could be identified separately for the 2006-2007 school year.

In order to be responsive to the School Board's charge to the task force, members felt that more complete financial information was needed. For example, how much did the following account for, contribute to the arts education expenditures and revenues:

- Grants, Donations
- Fees
- Supply expenses

Also, task force members felt it would be necessary to examine the financial information a) over time and b) in comparison to the total district budget. As with the enrollment information, the information we reviewed was only a snapshot and was incomplete.

Construction of Arts Education Budget from 2004-2005 through 2008-2009 - The district's Business Services has a standard format for the district's overall budgets, and task force members decided that using this format for developing an arts financial picture for the district made the most sense. Using the District's existing overall budget format, financial information could be organized by expenditures and revenues by funds.

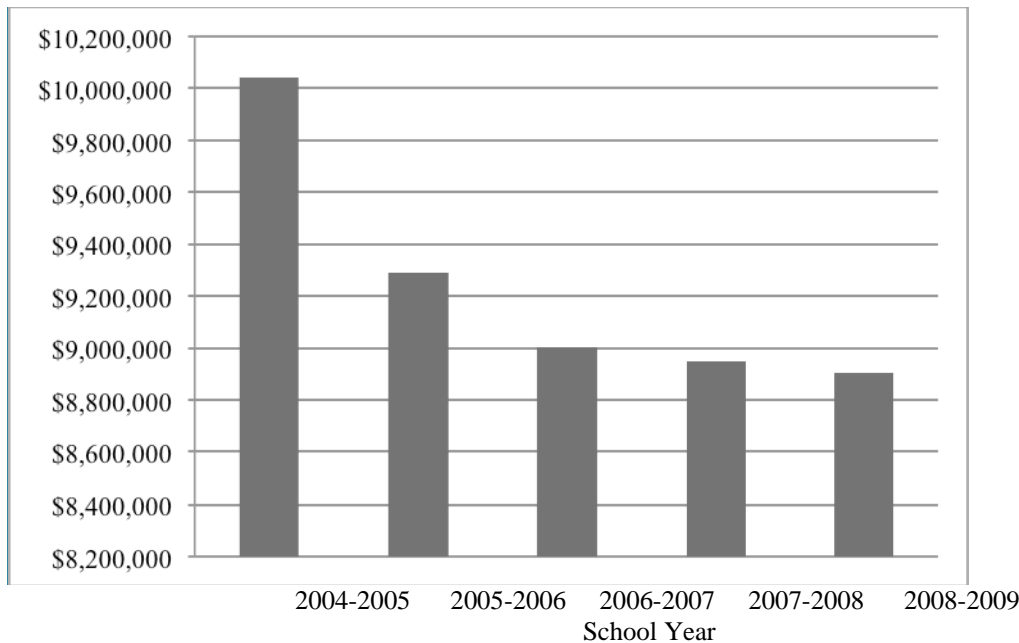
As with the enrollment information, task force members wanted to have financial information for several years. Ideally, information going back 10 years or more would be preferable but was unavailable. Changes in the district's accounting system, and other updates, prevented the task force from being able to do this. Based upon discussions with Business Services staff, the starting year selected for financial information analysis was 2004-2005, and an expenditure and revenue format was established.

Beginning with 2004-2005 school year, the financial terms and data would be consistent from one year to the next, allowing yearly comparisons to be made with confidence. Budgeted expenditure and revenue information for arts education was collected through the 2008-2009 budget. Actual expenditure and revenue information for arts education was available through the 2006-2007 school year. Detailed arts education and district expenditure and revenue information is included in the on-line appendix to this report. Figure 3 shows the annual arts education budgets, beginning with the 2004-2005 school year. These represent budgets approved during the spring budget sessions for the following year and show a decline over time. Final district budgets are approved in October after enrollment information from the 3rd Friday in September is received.

Starting in 2005-2006 all donations began coming downtown so that they could be recorded in Fund 21 per DPI requirement and also placed on the monthly Board report for recognition and approval by the Board. Before that time some donations and/or gifts were recorded at the District level or at the school level. Only the District level donations and/or gifts were reported to the Board for recognition and approval at that time.

If there is a "Donation" that is a reimbursement for expenses, such as the PTO requests to purchase a viola for Randall Elementary School, the District will make the purchase and invoice the PTO and that will not show as a donation or on the Board report nor through Fund 21 as it is considered a reimburseable expense (in MMSD's accounting terms it is an "809"). Additionally, the 2008-09 Proposed budget only includes Entitlement Grants and therefore the Fine Arts budget does not include any Grants or Donations at this time.

Figure 3: MMSD Funding for Arts Education Declined in Budgets from 2004-2005 through 2008-2009 School Year Budget Planning



Source: District financial information

District Budget for Arts Education - For the 2008-2009 school year, the proposed budget for arts education is \$8.9 million, which represents 2.7% of the portion of the District's budget under revenue caps (\$325 million) and 2% of the entire District 2008-2009 school year budget, which includes Fund 80 (net of interfund transfers = \$368 million). Figure 4 shows the 2.7% portion of the district's budget spent on arts education.

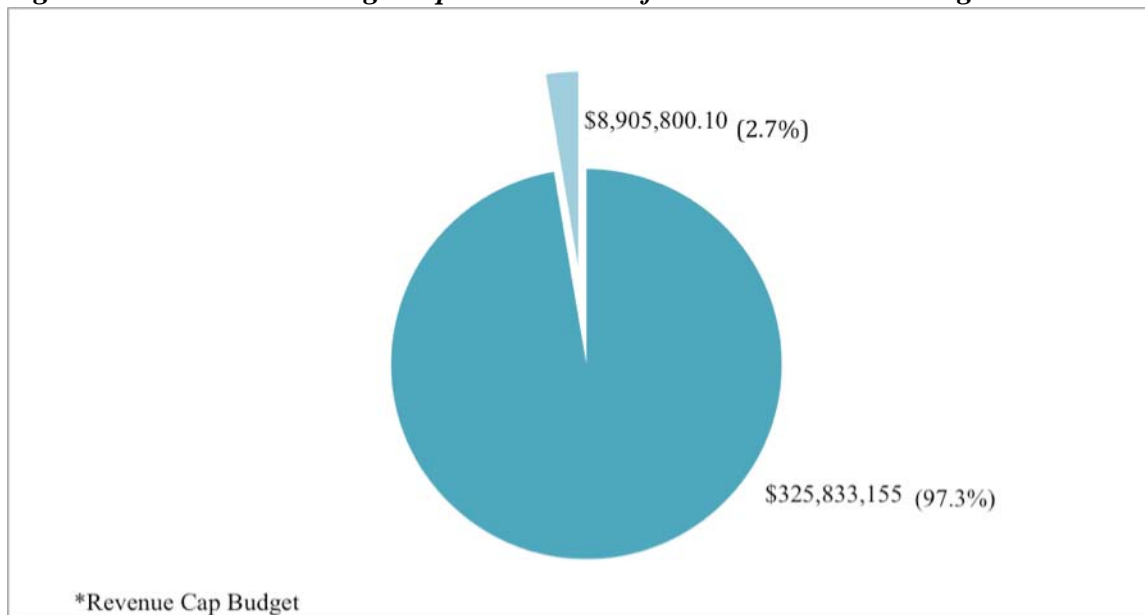
Sources of Revenue for Arts Education - Nearly all the money to fund arts education comes from Fund 10, which is the District's General Fund. The funds of the District are organized to follow fund accounting established through the Wisconsin Uniform Financial Accounting Requirements (WUFAR) and are required to meet financial reporting requirements pursuant to section 115.28(13) of the Wisconsin Statutes.

A fund is an independent accounting entity consisting of a self-balancing set of asset accounts, liability accounts, and equity accounts. Funds are established for the purpose of carrying on specific activities or attaining certain objectives in accordance with laws, regulations, restrictions, or limitations.

Additional, much smaller monies come from grants and donations. At the high school level funds are raised by booster clubs for music, art, drama, dance. Also, PTOs throughout the district make school level donations to support the arts. These efforts are spear-headed by parents and teachers and are important sources of support for the district's arts education.

Given the changes in the District's demographics and financial situation, the Task Force expected to see different sources of revenue being introduced over time to fund arts education, providing support for different categories of students. While the demographics of the MMSD student body was changing, increases in grants, private funds and/or allocation of resources from special funds do not appear to have been directed at arts education.

Figure 4: MMSD Arts budget represents 2.7% of the District's total budget under revenue caps



Source: MMSD Financial
Data

III. Overview of Arts Education in MMSD

My first introduction to music performance was in the fourth grade strings program. I can't begin to describe the impact it has had on me. As a senior in high school, I am planning to major in music when I attend college next fall. Music has been a vital and driving force in my education that has had direct connections to most of my academic subjects: history, literature, physics, languages. Without arts education, many students would lack the excitement and enthusiasm that stems from arts and carries into academic subjects, and the creativity needed for problem solving – student survey respondent

Arts Education classes exist in all Madison schools, but access and budgets are not equal

Every Madison K-12 public school offers arts education courses in grades K-12. While course names may not have changed, changes in the number of students in a class, student demographics have changed. The task force feels cuts in supply and maintenance budgets have affected course content and quality. Table 2 outlines the current arts education course framework for the district's K-12 schools provided to the task force by the district's Fine Arts Coordinator. The third column in Table 2 are notes from task force discussions about how the course framework has changed, etc. In addition to being given an overview of the current framework of arts education course offerings, task force members also reviewed state law and the district's response to that law, and the current status of arts education planning in the district. Specifically:

Current MMSD arts education courses and offerings - The majority of arts courses in MMSD are music and art courses, accounting for about 99% of the arts education budget in the 2006-2007 school year (refer to Figure 5). Typically, dance is taught as part of physical education classes, and theater and other art forms are not introduced until high school. Theater productions are an important part of high school students' extracurricular experiences. Arts education courses are taught by teachers licensed in specific fields of study in the arts such as Art, Media and Design, General Music, Chorus, Instrumental. Class instruction time is the same across all elementary schools for General Music, Visual Arts and Elementary Strings. Instruction time and course

selection vary among art electives in middle and high schools. In recent years, a Middle School Redesign Team set minimum guidelines for music and art instruction.

Course offerings are guided by state law (for music and art), national and state standards, and site-based decisions. Class size configurations and course offerings for elementary arts courses are decided by the central district office. Generally, supply budgets for K-12 are site-based, school specific decisions. Teachers responding to the online reported supply budgets can range from a reported low of less than \$2.00 per child to more than \$10 per child per year. Principals do not receive guidelines on the appropriate level of supply expenses to budget. As budgets have been cut, teachers are increasingly using their own money or asking parents to provide additional financial support for supplies.

Figure 5: Nearly 100 percent of district's 2006-2007 arts education budget for music and art.

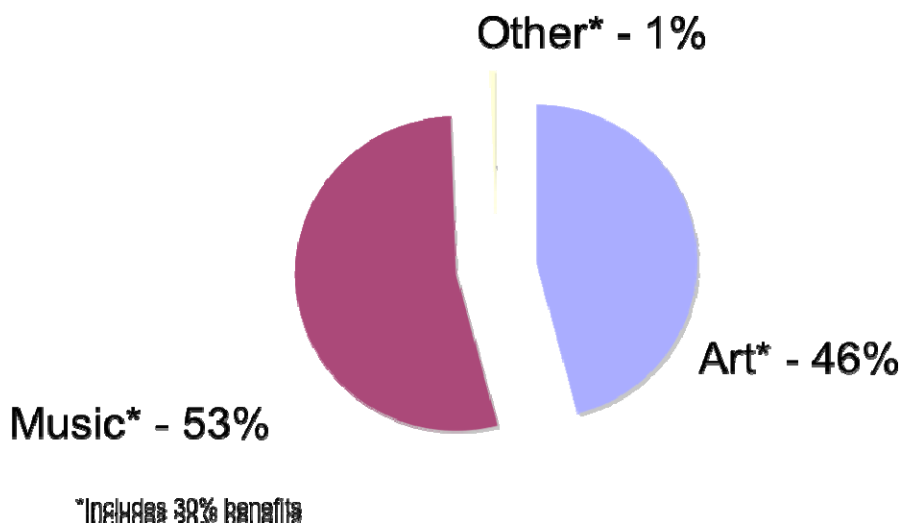


Table 2: MMSD arts instruction is in place for grades K-12 in all schools, but access and equity issues exist due to varying supply budgets, visiting artist and field trip opportunities

Course	Time	Task force notes and recommendations
A. Elementary		
Required in Grades K-5		
Visual Art	60 minutes/week	Increase in class size configuration in the past three years, combining children from two classrooms. Little or no classroom support available to low-income and students of color, students with special needs and ELL students as in other academic classes. More than 1 teacher per school and sometimes per class and/or class level. Supply and repair budgets vary by school and do not cover classroom needs, lack of planning time for changes.
General Music	60 minutes/week	Same notes as for Visual Art.
Elementary Strings (Elective)	90 minutes/week 2x per week	Currently begins in Grade 5. MMSD School Board approved curriculum plan and DPI recommendations for instrument instruction begin in Grade 4 with elementary strings.
Dance		Included in physical education - inconsistent
Field Trips and Visiting Artists	1x per year/grade	Recommendations developed in 2005 by task force on equity in classroom were not adopted. Additional trips funded through grants/donations. Recommendations developed in 2005 by task force on equity in classroom were not adopted. Teachers report not having adequate time to plan for or make arrangements to coordinate these opportunities with arts classes or other academic classes.
B. Middle School		
Required in Grade 6, Electives in Grades 7 and 8		
Visual Arts	2.5 hours/week minimum, 220 minutes per week preferable	Increase in class size configuration in the past three years. Little or no classroom support available to low-income and students of color, students with special needs and ELL students as in other academic classes. Supply and repair budgets vary by school and do not cover classroom needs,
Music	2.5 hours/week minimum, 220 minutes per week preferable	Includes band, chorus, orchestra (strings), general music. Additional notes re class size, support and budgets, same issues as for visual arts.
Drama		No guidelines.
Dance		Included in physical education - inconsistent
Field Trips and Visiting Artists	No guidelines	Recommendations developed in 2005 by task force on equity in classroom were not adopted.
C. High School		
Electives and extra-curricular opportunities in Grades 9-12 Task force recommends 1 Credit Graduation Requirement in Arts		
Visual Arts	5x per week	Includes course sequences from introductory to advanced in several disciplines – e.g. ceramics, graphics
Music	5x per week	Includes course sequences in band, chorus, orchestra (strings). Includes semester courses in general music. Enrollment in general music across all 4 high schools about 50 students.
Field Trips and Visiting Artists	No guidelines	Recommendations developed in 2005 by task force on equity in classroom were not adopted.

Source: MMSD and task force discussions

State of Wisconsin requires School Board approved music and art K-12 sequential curriculum plans. MMSD had approved curriculum plans, which were followed through June 2005, are no longer followed nor are these plans sequential and they need to be updated - The State of Wisconsin requires sequential K-12 music and art curriculum plans. Sequential means there is a continuous course of progressive study, beginning in Kindergarten. By the time a student finishes a sequential course of study, the expectation is that student is proficient in that field of study. Madison has the following curriculum plans in place. Mariel Wozniak, Ph.D.,

MMSD Fine Arts Coordinator 1991-2002, wrote the following to the Interim MMSD Fine Arts Coordinator in May 2005:

The Guide to Planning Music Instruction and *The Guide to Planning Art Instruction* are the board-approved curricula for the teaching of music and art. Their content is valuable to visual art and music educators of excellence as well as to beginners. If teachers do not have the curriculum and standards, there is less likelihood that they would follow it and no basis for accountability.

The Guide to Planning Music Instruction is the music curriculum based on the seven elements of music. It is not outdated, because the elements of music are not basic to the learning discipline. This curriculum presents the expectations for each teaching and learning of the elements within three-year cycles according to the individual, social, and academic developmental growth of children. The curriculum can be thought of as a map that organizes and guides the sequential development of the elements as teachers apply them to the standards. The standards indicate what every student should know and be able to do. The grade level standards indicate what students should know and be able to do in order to reach the 4, 8, and 12 standards. The standards are the goals to which the curriculum leads.

The district standards are aligned with the national standards, and with the state standards, which were finished, last. The titles in the state standards are slightly different. The standards and the curriculum are companion documents in teaching and learning music.

The Guide to Planning Art Instruction is the visual art curriculum, which is based on the media. It indicates the sequence of learning experiences that build from the basics to advanced learning in visual arts. The curriculum is also organized within three-year cycles according to the individual, social, and academic developmental growth of children. It includes the appropriate vocabulary, learning materials, equipment, and materials for each developmental level. The National Art Education Association recognized this curriculum nationally for its excellence.

The visual art curriculum and the standards set the content and criteria for teaching, its assessment, and learning. The standards and the curriculum are companion documents in teaching and learning in the visual arts. The standards indicate the outcomes to which the curriculum leads. Teachers then select the materials and design learning experiences based on the curriculum, which lead to the standard of what student should know and be able to do.

State law PI 8.01(j) requires that music and art instruction shall be provided in accordance with a written comprehensive curriculum.

At the present, these School Board approved curriculum plans are not being followed. There have been cuts to courses, instruction and planning time outlined in the curriculum plans as needed for arts education. Instruction times that were recommended in the curriculum plans were based upon what students needed to become proficient in arts education. Task force members agreed there were parts of the documents that needed updating (especially the technology sections) but that these documents should be followed. Task force members were concerned that no sequential K-12 curriculum documents approved by the School Board are being followed nor have there been any consistent, sequential planning processes put into place to update the documents. Such documents provide important guidance for students' learning needs, and these documents are the "road maps" toward meeting standards and benchmarks.

Budget cuts to the arts do not appear to be coordinated with curriculum planning and vice versa. Task force members asked the administration for the best practice a) class size configuration to meet Madison's students learning needs in the arts and b) per student budget supply for arts education. The task force learned there are no current recommendations and that research in this area would be needed. To task force members was

somewhat alarming, because this meant more than 10 percent had been cut from arts education during the past three years with little or no consideration given to what curriculum planning might be needed to a) provide information to decisionmakers on the effect of these cuts on children's learning in the arts and/or b) to make changes to the curriculum in light of the cuts. Teachers, parents, and students have had little or no meaningful input before decisions were made.

Current MMSD arts education vision statement and goals – the mission statement as well as the goals and objectives for arts education were updated and finalized by the Fine Arts Coordinator in January 2007. A draft mission statement was sent via email to all arts education teachers asking for their comments. A copy of the draft mission statement was also reviewed and discussed by members of the Superintendent's Elementary General Music Design Team. It states:

The MMSD Fine Arts Vision is to provide the broadest range of introductory through advanced experiences in all of the fine arts. These experiences encourage participation and engagement through lifelong learning in the arts.

The Madison Metropolitan School District's Fine Arts program will explore arts forms of the world community. All students will be able to learn to create, explore, and appreciate the arts through dynamic activities that connect their individual experiences to the diverse world in which they live.

From the Vision Statement, the Fine Arts Coordinator developed goals for arts education, which she presented to the School Board. Each of the six fine arts division goals overlap in their intent to provide every child with the knowledge and skills needed in reaching their potential through the arts. The six goals are:

1. Ensure consistent quality fine arts programming across the district
2. Provide all MMSD students with access to fine arts opportunities
3. Explore creative uses of fine arts resources
4. Provide sustainable staff development that connects to enhancing student skills and knowledge in the arts
5. Build a network of community cultural arts to assist in linking school and community
6. Increase the outreach, artist-in-residency, and field trip programs through creative funding and scheduling

On March 12, 2008, the Fine Arts Coordinator recently provided the School Board with a written update of the rationale and recommendations for each of these goals. The Fine Arts Coordinator shared this report with the task force in April 2008. The district's fine arts division continues to review and evaluate K-12 programming to provide a comprehensive education in the arts for all students of the Madison Metropolitan School District and provides periodic information updates on the status of arts education to the School Board.

IV. Findings, Patterns and Trends show community values K-12 arts education but also raise concern about future of arts education in Madison's schools

In order to reach the greatest number of students as possible, a few basic things must be in place. First, it must be financially possible for all students to participate in the classes of their choice. Secondly, equipment must be in proper working condition and available for student use. Thirdly, while providing higher level courses for students who may choose an arts field as a career is important, providing students at lower levels with quality arts experiences must be the first step on this path. Students who never get the chance to play an instrument or use a potter's wheel may never know where their talents lie. Students must also be made to feel welcome in these higher level classes by having the in-school preparation (as opposed to private lessons) in order to

feel welcomed into the higher level groups. This is a difficult balance to achieve. Therefore, not only specialists in the field of music, but also in education must teach these classes. Teacher survey respondent.

Overall Findings

From January through April 2008, task force members reviewed information from many sources, summarizing themes from the surveys reviewing survey tabulations. From the information gathered in the surveys, review of data and research, and discussions at meetings, we identified the following overall findings:

- The *Madison community values* and wants to help sustain arts education.
- Community perception is that the ***district leadership has not supported or understood the critical role of the arts in K-12 education, leading to:***
 - Students have difficulty registering for and taking courses.
 - Strained relationships between district administration and arts education teachers. There does not appear to be a productive working relationship in place.
 - Teachers feel excluded from the design and planning process for changes in arts curriculum in a meaningful and respected manner.
 - Arts courses are not treated as academic courses but as specials, meaning “extras.”
 - Loss of fundamental classes and adequate resources for classes (Figure13, page 29; Table 3, page 24).
- Since the 2000-20001 school year, ***participation of low-income students and students of color has increased*** in all arts courses (Figure 6, page 20); however, cuts have increased in the past three years and ***access to learning and resources is not equitable***,
- ***Coordination with community arts organizations in the provision of curriculum-related programming has become increasingly difficult, and therefore, less frequent. This has meant a diminishment of such opportunities for MMSD students.***
 - Fewer children from Madison schools are attending performances and exhibits at Madison arts venues as compared to students from the school districts surrounding Madison. For example, one local museum reports for every child visiting from MMSD, three students are visiting from schools outside MMSD.
 - Madison-area arts organizations staff do not feel the district is working with them as effectively as possible, straining working relationships among the District and community organizations.
 - Teachers state lack of time for preparation and planning causes difficulty in planning for field trips, participation with grant writing or coordinating guest artist visits to schools.
- ***Lack of coordinated, stakeholder involvement*** in multi-year educational and financial planning has severely hindered efforts to sustain arts education now and into the future, leading to:
 - A significant erosion in the financial support and educational quality of K-12 arts education that affects all students, including access and opportunities for low-income and students of color – increased class sizes, class and one-half in the elementary grades, cut Grade 4 strings.
 - No allocation of resources from special funds to support children whose needs fall under various alternative funding categories, and no plans in place to leverage existing district staff or community resources.
 - Missed funding opportunities for MMSD students to benefit from arts educational (for example, partnerships for grant writing).

- ***MMSD can be doing much more to incorporate and integrate the arts as essential components of a quality 21st century education for all students.***

Respondents to all four surveys identified the following as important for all students to have in order for equitable access to arts education:

- courses in music, art, dance and theater
- adequate classroom space and storage
- teachers specialized in the various art forms (visual arts, music, dance, theater)
- school performance groups
- exhibition/performance space in school
- access to various arts venues and opportunities to attend community arts organization performances (music, arts, dance, theater)
- adequate knowledge and technical preparation from basic to advanced arts courses
- fee and course supply costs subsidized or waived where needed
- advance placement classes in the arts

From the task force's discussions of the survey responses, enrollment and financial data, additional findings were discussed further – a) fundamental and sequential K-12 arts education forms a strong foundation for learning in the arts and cuts to basic courses raise concern for students' learning and opportunities, b) findings on low-income enrollment in arts education is encouraging and shows growth in enrollment over time, and c) cuts and recent trends raise concern about future of low-income student enrollment. Specifically:

Fundamental and sequential K-12 arts education forms a strong foundation for learning in the arts and cuts to basic courses raise concern for students' learning and opportunities

Task force members believe strong, fundamental skill development in arts education provides a foundation upon which all children's learning and opportunities to explore more varied and advanced art courses become possible. Topics of discussion among task force members included: 1) classroom instruction in arts is fundamental to basic arts education, 2) cuts are leading to reduced instructional content, 3) Performance opportunities and exhibition space, 4) multiculturalism in arts instruction and arts integration is valued, 5) Hip hop, jazz, urban art, graffiti art, slam poetry, abstraction, modern dance, etc., are important components of engaging students with arts education, 6) non-performance arts education courses did not appear to be an issue for survey respondents, 7) Children with special needs and English language learners (ELL), and 8) visiting artists and Madison venues varies across schools and declining. More specifics on each of these topics of discussion follows:

Classroom instruction in arts is fundamental to basic arts education – Survey respondents believe basic arts education classes combined with variety of arts classroom course offerings are fundamental to arts education. Additional benefits from arts education can be gained through integration of arts into other classroom instruction. For example, the arts can enhance studies of rainforests, historical events, science concepts. The opportunities to integrate the arts into the classroom requires planning time among teachers, which varies from school to school, and is hindered when arts teachers are required to travel from school to school.

My daughter's favorite day of the week is the day she has art class. She can't wait to get to school on those days. – parent survey respondent

For the last two years, the music and art programs have coordinated with the overall curriculum of students to create very rich learning experiences. One example was a unit that the school did on Africa. The classrooms all studied Africa as was appropriate to their grade

level. The unit ended with a school music program that featured music from Africa and a student art show that featured African art that the students had done. The integration of these experiences made my daughter's learning experience much more rich and complete. – parent survey respondent

I get a break from academia and get to challenge myself in a completely different arena. It's also nice to see the pecking order of who's good change from that in regular classes. That kid that isn't so great at math or writing is a star on the potter's wheel and the kid with the 4.0 needs his help – student survey respondent

Survey respondents feel student experiences, such as visiting artists and extracurricular activities, are an important part of arts education. However, task force members caution the School Board not to interpret this to mean these experiences can replace arts education classroom instruction. Co-curricular and extracurricular experiences have limited educational usefulness if they are not tied to a sequential K-12 curriculum plan with standards that includes a well-planned mix of classroom, co-curricular and extracurricular learning opportunities.

Cuts are leading to reduced instructional content - survey respondents feel today's children have less time for instruction in the arts due to increased class sizes, class and one-half size configuration and back-to-back classes, classroom supplies and equipment are broken or lacking and foundation courses, which are building blocks for more advanced classes, are being cut or watered down. Parents and community members are trying to help and have done so more and more by providing private funds to buy equipment, put on plays, pay for visiting artists, etc. through direct donations. This has been done primarily on a school-by-school basis and is dependent upon community awareness.

At the elementary level, in SAGE schools, having a class and a half combined denies minority and low-income students equitable access to good arts instruction. Much more time is spent building community between students and overcoming behavioral challenges that arise in mixing 2-3 classes. – teacher survey respondent

They need small enough class sizes that they can actually do some learning. Now, in my son's school there is a class and a half at a time with the art or music teacher. The class size is so big that the teachers spend most of their time on discipline. – parent survey respondent

In my daughter's early elementary school years (1998-early 2000s), she had an excellent art teacher (teacher name) who taught students the history and culture behind their art projects. She has never created more incredible pieces since that time nor learned as much in an art class. She also has had a sense of pride and accomplishment from her current high school courses at Memorial, and is so excited about the new things she is experiencing (glass bead work, metal work, etc.). Her elementary music teacher taught her how to read music at a young age, and she participated in orchestra through middle school -- helping her socially and strengthening her logistical skills. Sadly, my younger son's arts experiences have been of much lower quality - no orchestra until 5th grade; he is just learning to read some music; he has not felt much enjoyment from his art classes. – parent survey respondent

Performance opportunities and exhibition space – important part of arts education and identified as critical for equitable access to arts instruction by survey respondents. MMSD has wonderful, talented students doing beautiful work. The availability of space varies across the district. Most schools display their students' artwork, offer concerts, put on plays. There are possibilities for non-school public displays of art and public performances. For example, the Madison Museum of Contemporary Arts holds an exhibit of student art. Madison high school students sell their pottery at Art Fair Off The Square each year. More opportunities for exhibitions and performances in the community need to be nurtured and supported without placing the entire responsibility for this on teachers.

Multiculturalism in arts instruction and arts integration is valued – as important for students’ learning in the arts. Curriculum resources for teachers need to be developed for inclusion in arts education and as an extension of arts education classes into other subject areas.

*All students need to learn to navigate a complicated visual culture, now and as adult citizens.
Arts education teaches students to not only see, but to understand what they are seeing.
Art education is critical, throughout the entire 12 year school experience. – Teacher*

Promote and showcase the arts programs in the schools to the greater community. Set up programs like MULTI-CO at other schools--one at each MMSD high School, to work with the elementary and middle schools that feed each High School. - Parent

Task force members feel priority needs to be given to fundamental and skill development and that multiculturalism ought to be integral to arts education curriculum. Standards do include multi-cultural benchmarks and Madison’s experienced arts teachers currently are taking steps to include various world cultures in their curriculum. When asked about support in curriculum development, teachers cited a need for curriculum support in these areas. A recent MMSD administrative task force worked on these standards for General Elementary Music. Other standards should be updated in this area as needed.

Hip hop, jazz, urban art, graffiti art, slam poetry, abstraction, modern dance, etc., are important components of engaging students with arts education – the task force discussed keeping students engaged in arts education. The increasing diversity in the student population and changes in the overall culture brings opportunities for teachers to use what engages children in their world in MMSD’s arts education classes. Task force members see this as important, especially for children who may be at risk for learning and/or dropping out of school. However, as with multi-culturalism and arts integration, these aspects of arts education are not arts education alone. *The fundamentals are important, and so is sequential development of skills and learning – multi-culturalism, arts integration, jazz, urban art, hip hop, etc., are contributors to learning the basics.* There are MMSD teachers who are incorporating many aspects of various genres into their classroom teaching, and we hope these efforts are recognized, their knowledge and experience is shared with other teachers and a process and planning are developed to broaden the curriculum support teachers need to broaden the curriculum.

Non-performance arts education courses did not appear to be an issue for survey respondents – district administrators indicated to the task force that more low-income students and students from various demographic backgrounds would benefit from more choices of non-performance arts education courses. Task force members reviewed enrollment data. The enrollment data available to and examined by the task force did not seem to support this. The task force would hope that teachers who develop sequential K-12 curriculum plans for arts education have a mix of relevant course offerings, including sequential skill development courses and additional, supplement courses that may only be one quarter or one semester in length. However, given the financial situation facing the district and arts education, priority for funding is needed to support existing courses.

Children with special needs and English language learners (ELL) – although the task force was not asked to look at arts education for special needs and ELL students, enrollment data were collected and parents shared the benefits their children have received from arts education:

My child is learning disabled, and has improved all aspects of his life in school, and his self esteem, by succeeding in music. He has improved his math performance in conjunction with music instruction and performance. Son has social difficulties and music has given him an environment where he fits in with peers better. He is looking at a good situation for a college scholarship because of music. – parent response to survey

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esteem, by succeeding in music. He has improved his math performance in conjunction with music instruction and performance. Son has social difficulties and music has given him an environment where he fits in with peers better. He is looking at a good situation for a college scholarship because of music. – parent response to survey

As with the low-income student and student of color enrollment data, enrollment data in arts education for students with special needs and ELL students has shown an increase since 2000-2001. With continued budgets cuts resulting in increased class size and inadequate instruction time and supplies, the task force would expect enrollment in arts education for this group of students to decline.

Visiting artists and Madison venues varies across schools and declining - Students do visit various Madison arts venues; but, according to data reviewed from arts organizations, attendance is inconsistent from and across the district's schools and overall attendance has fallen over the past few years at various arts venues in Madison. In some instances, arts organizations reported to the task force that attendance at various arts venues is greater from school districts outside of Madison.

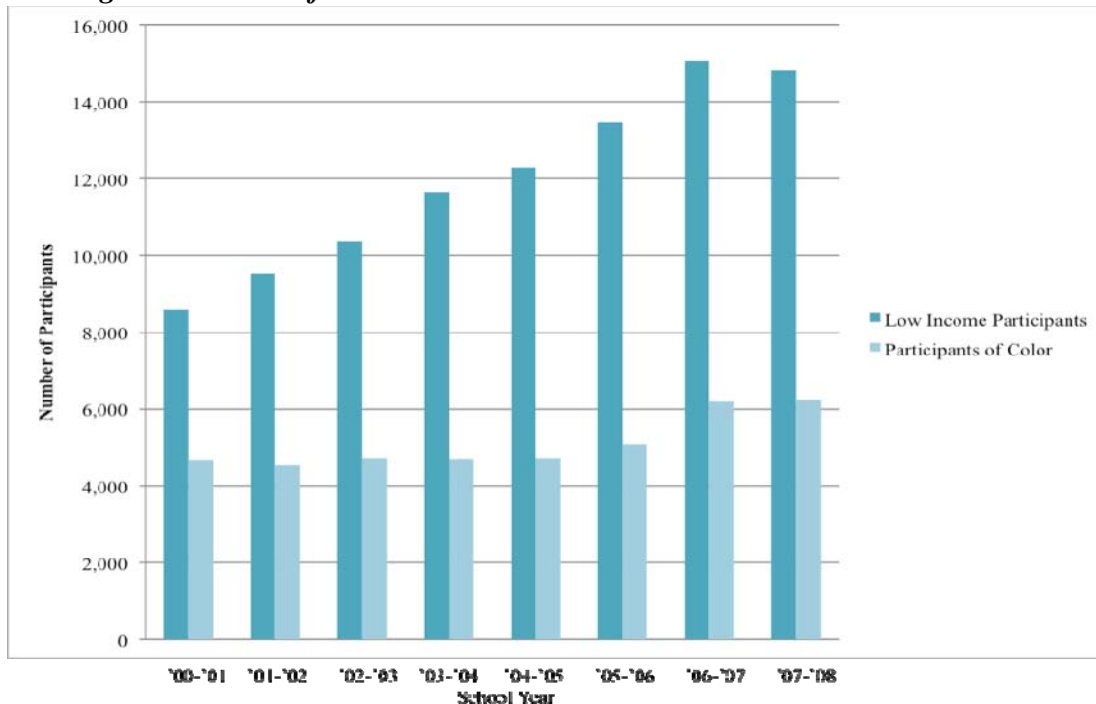
*We offer (type of) programs to students in K-12. We also offer after school (type of) programs at specific schools in the MMSD. In addition to (these) classes we also offer (type) performances of plays with student matinees performed. **MMSD rarely attends these student matinee performances, even when offered reduced or free tickets.** Usually we have over (number of students) attend these student matinees but **they are all from other school districts outside of MMSD** [emphasis added].* – arts organization staffer survey respondent

*Yes, however it is a struggle. For over 30 years we have done things in collaboration with the MMSD, but as time has gone on it has become **increasingly difficult to get artists and outreach programs into the MMSD schools, and to get the schools to come to the activities we offer at the (location).** With budget cuts, MMSD arts staff being spread too thin at too many schools, and also that the school district no longer covers substitute teachers for teachers wanting to take their class on a field trip, a shift has occurred. **NO longer is it that the MMSD schools are supplying the majority of our audiences, but the out-laying school districts.** It is very sad that a Madison arts organization is supplying more outreach and performance opportunities to the schools outside of the city of Madison, than in its own city.[emphasis added]* – arts organization staffer survey respondent

Findings on low-income enrollment in arts education is encouraging and shows growth in enrollment over time

For the school years 2000-2001 through 2007-2008, task force members looked at low-income and students of color enrollment in Visual Arts and Music. As a first step, enrollment of low-income students and students of color in music and art were examined (refer to Figure 6). While there is some variability over time in the total number of participants in music and art education, there is a steady increase over time in the number of low-income students and students of color participating in the arts. On the one hand, this is encouraging to see; however, on the other hand, as class sizes increase and class configurations change in K-12, as supplies are missing and tools are limited, teacher/student contact time is limited and foundation courses are cut, the task force feels this trend is likely to change in the near future. Low-income students will feel the brunt of these cuts and changes. Students who have the financial means will get the additional support in arts education through private lessons and other private venues outside the classroom, which are options not available to low-income students.

Figure 6: Low-income participants and participants of color in arts education has increased over the past eight years, but cuts to foundation courses and staffing raise concerns for the future learning environments for these students.



SOURCE: MMSD Enrollment Data

Enrollment information was examined then by grade level and by cohort (same group of students over time) for the same time period. In order to determine what the low-income and student of color enrollment was and how it had changed, task force members looked at percentage changes. For example, in each grade, the percentage of low-income students enrolled in art or music was compared to the percentage of low-income students in that grade. Details on these results are reported on later in this report.

After reviewing the historical arts education enrollment data (examples in Figures 14 and 15, page 37 and Appendix G), the Task Force made the following observations:

- Participation by low income and non-white students improved across the District from 2000-2001 to 2007-2008 in both Visual Arts and Music courses.
- There was dramatic improvement in non-white enrollment in the high school grades for music courses at all four high schools.
- Class of 2008 had improved enrollment in both music and visual arts courses for both low-income and non-white students at all 4 high schools.
- Impact of cutting 4th grade strings courses will not be evident until years 2008-2009 and 2009-2010 as that will be when those students who did not have the opportunity to take 4th grade strings will enter middle school.

- Drop in enrollment for both visual arts and music occurs in 9th grade at all 4 high schools. There are several reasons for this but two significant ones are: 1) 9th graders have few slots available in their schedules for electives, but also 2) not enough courses do not appear to be available to meet freshman and sophomore student demand.
- Advance Placement (AP) classes by and large are not offered, but they ought to be part of a K-12 arts education curriculum. However, the likelihood of enrollment and success in advanced courses is dependent upon classes to build the necessary skills.

If enrollment trends are examined, it would appear that low-income students and students of color are increasingly enrolling in arts education. That is certainly encouraging and reflects positively on the district and its teachers to offer curriculum that meets students' learning needs in a rich and varied manner. But, this situation is very fragile, and task force members looked at additional information in more detail that will affect learning opportunities for these children as well as special education and ELL students; namely, increased class size, lack of adequate supplies, cuts to foundation courses (such as elementary strings), inequitable access to grants, private donations and field trips.

Cuts and recent trends raise concern about future of low-income student enrollment

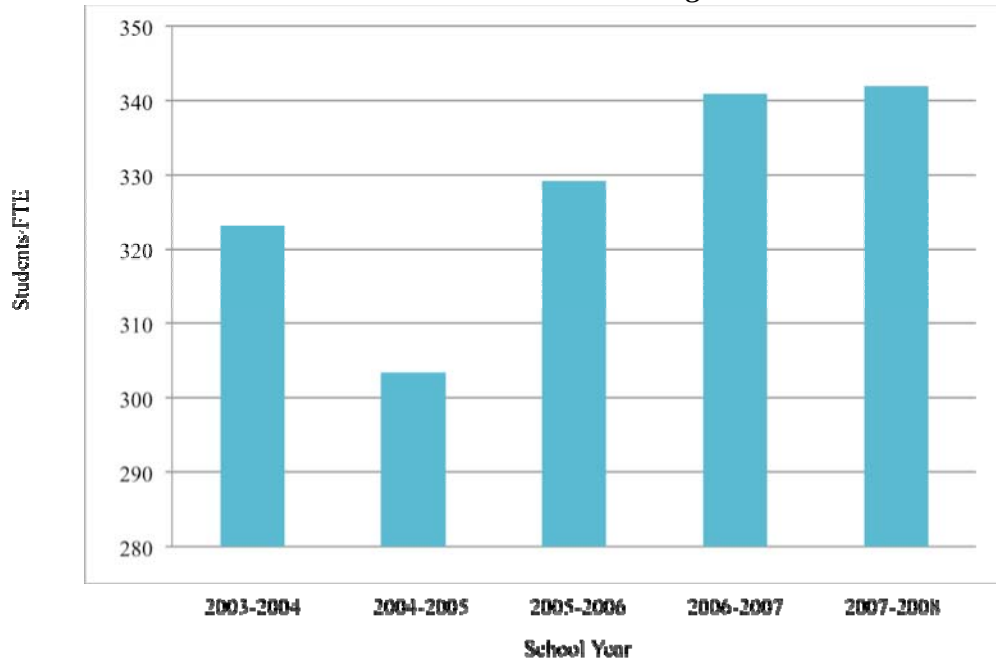
The MMSD Educational Framework (November 2005) describes its work to improve outcomes for students. The Framework is based on three fundamental concepts:

1. student engagement, learning and relationships are equally important;
2. systematic, district-wide supports are critical; and
3. a collaborative culture in which adults share responsibility for all students is essential.

For our work, the task force emphasized the roles of student engagement, learning and relationships in arts education curriculum. The task force's perception, based upon surveys and data reviewed, is that cuts to arts education are and will continue to have a negative effect on student learning opportunities, engagement and relationships. Task force members feel that class size configuration changes, inadequate and varying supply budgets, and cuts to fundamental courses without adequate short- and long-term educational and financial planning for these changes and for the future will erode arts education learning for low-income students, students of color, ELL and special education students – students who basically have limited opportunities for such learning outside the school day. More specifically:

Increase of 50% class size configuration in highest poverty schools along with increased class sizes configurations across the district in all grades – From 2003-2004 through 2007-2008 class size across all grades in music and art increased 6.4% (refer to Figure 7). Increased class sizes lowers the costs of teaching per child, but this needs to be balanced against the effect on children's learning. For example, teachers reported on the survey that increases in class size, without additional support resources are leading to more disciplinary issues within the classroom, taking time away from instruction. Guidelines in the curriculum plan include recommendations for class size comparable to other academic classes. Performance music classes may be larger, but ought not be too large to accommodate learning needs. It did not appear that additional resources are made available as classroom size increases.

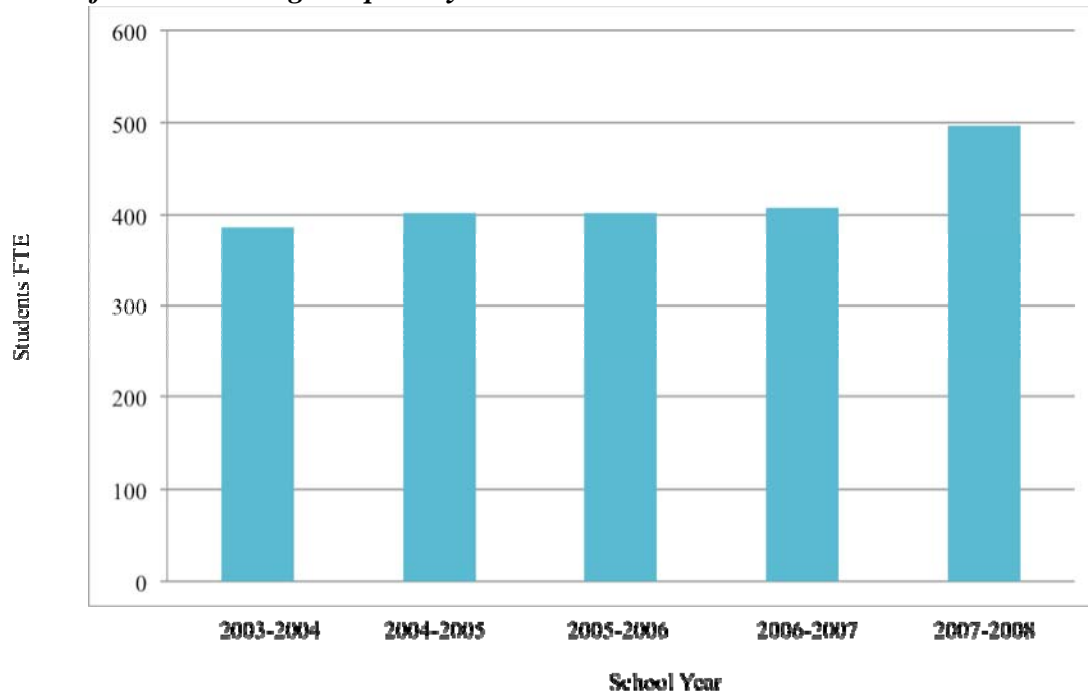
Figure 7: MMSD Music and Art FTEs/Student increasing over time.



Source: MMSD enrollment/staff data

The increase in class size has been more noticeable in the elementary music and visual art classes. Beginning with the 2007-2008 school year, music and art classes in the schools with the highest poverty were increased 50%. This resulted in an overall increase in the number of students/FTE across the district by 25% (refer to Figure 8). Following the start of the school year, a group of administrators and teachers met to discuss the issues facing the high poverty schools where classes were increased by 50%. It does not appear that additional resources to support this student population were given to arts education teachers to deal with the increased students. Some administrative changes are being reviewed. It is not clear what curriculum planning changes are being considered.

Figure 8: Music and Art Students/FTE in elementary grades increases 25% in the past year with increases of 50% in the highest poverty schools



Source: MMSR Enrollment/FTE Data

Supply budgets vary from \$0 to few dollars and are supplemented through parent teacher organizations, small grants on a class-by-class or school-by-school basis –

The art teacher at [elementary school] is just about the best I have ever met. She is fabulous, but when she asks for leftover berry and meat containers from us, I know she could have more money for better supplies. I love to recycle, but it seems pitiful that the art teacher is competing with the reach teacher for our kitchen cast offs. We can do better, right??? – parent response to survey

Task force members asked in the teacher survey about the supply budget, and the response varied from a low of \$0-\$2.00 to a high of more than \$10 per student per school year (Table 3). More than 88% of teachers reported their supply budget came from the district while more than 60% reported getting money from parent organizations in their schools.

Table 3: Supply budgets are not consistent, varying from school to school, and many teachers report not knowing what their supply budget is on a per pupil basis.

What is the amount per pupil you are allocated in your budget per year for student supplies?		
Answer Options	Response Percent	Response Count
\$0 - \$2.00 per student	10.3%	7
\$2.00 - \$3.99 per student	7.4%	5
\$4.00 - \$5.99 per student	17.6%	12
\$6.00 - \$7.00 per student	11.8%	8
\$8.00 - \$10.00 per student	4.4%	3
Over \$10.00 per student	4.4%	3
Don't know	32.4%	22
Does not apply	11.8%	8

Source: Teacher survey

Teachers were asked about the equipment they felt they needed, or was lacking. Their responses to this open-ended question are summarized in Table 4. The Fine Arts Coordinator has asked teachers for their “wish lists.” Reviewing Table 4 it appears to the task force that many basic equipment needs are not being met, or are sorely outdated. The more detailed list under each heading is in the on-line appendix to this report.

Table 4: Teachers report needing updated technology and equipment to effectively teacher their students

- Computers, printers, software, LCD projectors,
- Stereo equipment, TVs, DVD playears
- Basic room, facility needs
- Outlet/electrical needs
- Classroom desks, stands, chairs, tables
- Art capital equipment, repairs, sheet music, books

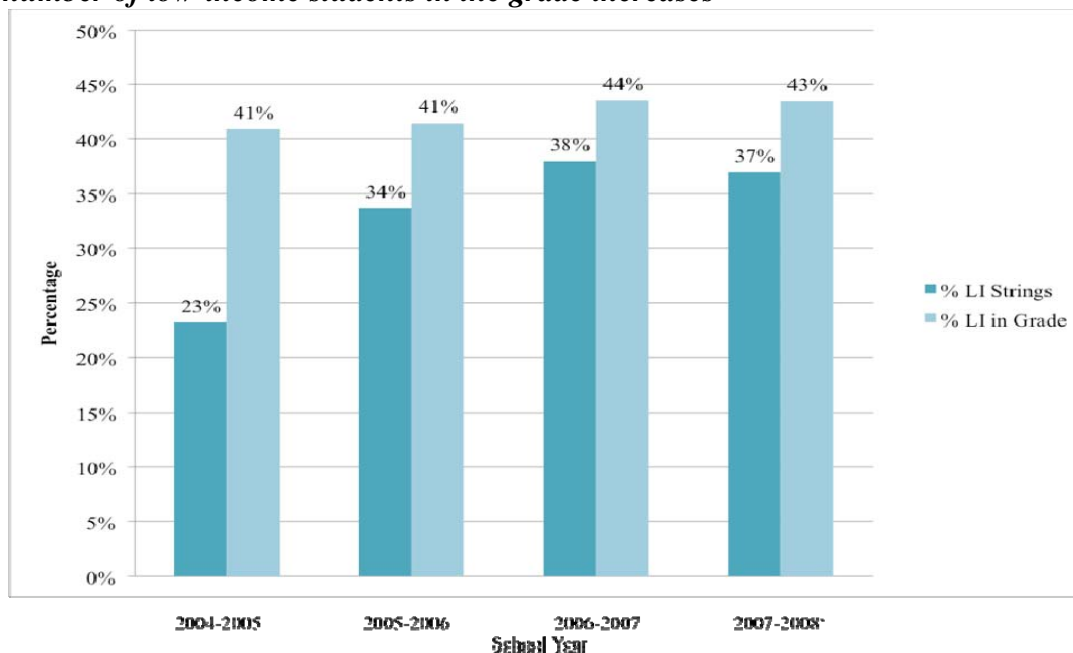
Cuts are being made to fundamental courses (for example, Grade 4 strings) – The task force’s understanding from reviewing data is that a number of fundamental/introductory arts education courses have been eliminated, changed or watered down. One well-known example is the cut to Grade 4 strings. The elimination of Grade 4 strings in Spring 2006 reduced the number of years of instruction in instrumental music by one year. Given the district administration’s readily available data on this course, the task force was able to examine the effect of this cut on low-income students.

The district’s standards and benchmarks begin instrumental instruction in Grade 4 with strings and the WI Department of Public Instruction recommends beginning instrumental instruction with strings in Grade 4. Cutting Grade 4 strings cut approximately one year of learning for 1,000 children. No adjustments were made in the content to make up for one less year of instrumental instruction. Students who study elementary strings have a choice of three performance courses in Grade 6 – band, chorus, and string orchestra. Elementary strings provide training for all three courses.

With cuts to instruction and the elimination of Grade 4 elementary strings, low-income enrollment in strings decreased by more than 200 students. Cuts to fundamental courses have a significant effect on low-income student participation, and with the elimination of Grade 4 strings, the task force expects the increases seen in low-income and students of color participation to reverse over time.

Even with the reduction in the total number of low-income students, the percentage of low-income students in strings as a percentage of all low-income students in a grade has increased over time (Figure 9). The most recent year, for example, 37% of the students enrolled in Grade 5 strings were low-income compared with 43% being low-income students of the total number of students enrolled in Grade 5.

Figure 9: Percentage of low-income students enrolled in elementary strings increases over time as the total number of low-income students in the grade increases



Arts equity report recommendations – do not appear to have been implemented nor were any follow-up documents found for laying out plans or a process for implementing the recommendations. In June 2005, a group of teachers, arts organization staff personnel and community members were asked to look at equity and access issues regarding arts education. As part of their recommendations, the members identified experiences in local venues for children in Grades K-12 that ought to be part of a sequential arts education and were age appropriate. To the best of the current task force’s knowledge, these recommendations have not been implemented.

V. Trends in declining financial support for arts education raise concern about sustaining K-12 arts education in Madison’s public schools into the future

A good public education includes a view of the world from many references. Dance, music, theater and art incorporate math, physics and yes, even reading. Cohesive and layered education is helping generate inquisitive, imaginative learners. Involvement in the arts also allows my children socialization with several different peer groups within their own schools and community – parent survey respondent

As part of its charge, task force members reviewed the current financial support for arts education and how this has changed. Task force members found the district has historical reputation of supporting arts

education, but educational and financial support eroding and found limited planning for future with reduced resources from limited operating funds under revenue caps. Specifically:

District has historical reputation of supporting arts education, but educational and financial support eroding

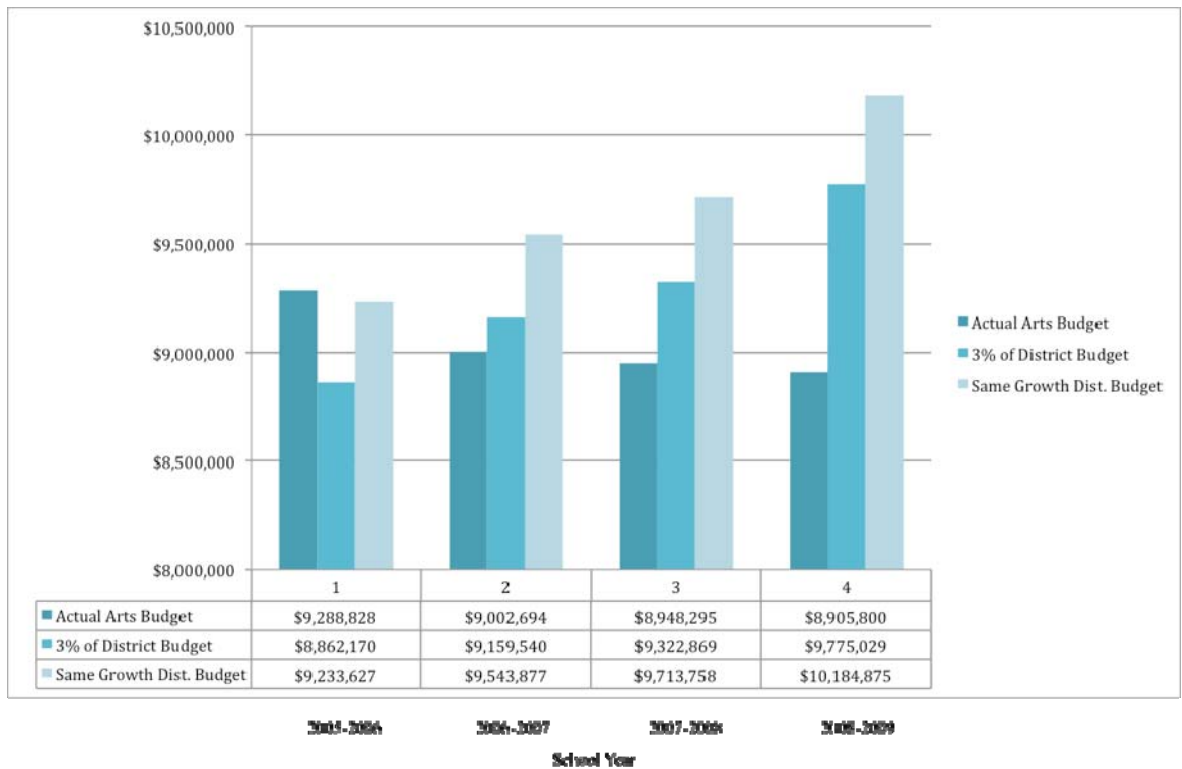
MMSD has a distinguished history of support for a comprehensive music and arts curriculum in its public schools, putting curriculum standards, benchmarks and curriculum plans in place to guide arts education. Courses are also offered in dance and theater. However, over the past 10 years, there has been perceptible, quantifiable erosion in educational and financial support for quality arts instruction for all MMSD students with significant cuts being made to foundation courses in the past three years (Figures 3 and 4, pages 9 and 10). The task force did not find K-12 long-term educational or financial plans in place to plan for the future or to leverage effectively the district's existing resources in the arts.

Based upon feedback from more than 1,000 survey respondents, discussions with teachers and examinations of student portfolios and financial data, the Madison Metropolitan School Board Fine Arts Task Force is concerned School Board approved standards and curriculum plans are not being met, affecting the level and quality of arts instruction for all students in MMSD, especially low-income, students of color, and students with special needs. Given the current financial challenges facing MMSD, we feel the current trend will not change any time soon unless changes are made.

State revenue caps harming arts education budget - State revenue caps, which have limited the District's ability to implement a budget to meet its educational requirements, have forced cuts to be made in educational programming and services. No Child Left Behind (NCLB) with its current focus on reading and math tests has marginalized the important role of arts education in children's learning. While NCLB identifies the arts as core curriculum, there are no academic requirements in place as there are for other academic subject areas and there is no direct financial support for the arts. Not surprisingly, district administrators have put their attention and federal resources for low-income children where the measurements are, and the financial costs of doing this have not been inconsequential. Further, in Madison, as revenue caps put increasing pressure on Wisconsin's school districts and NCLB regulations went into place, the District's demographics changed dramatically in the past ten years from 25% of the 1997-1998 student body comprised of low-income students to 43% of the 2007-2008 student body comprised of low income students. This "perfect storm" has had a negative impact on the quality of arts education in MMSD.

Three financial scenarios developed show arts education budget gap of \$900,000-\$1.3 million – In both real terms and as a percentage of the total district budget under revenue caps, the budget for the current arts education program is underfunded. To develop an estimate of the size of the "arts education budget gap," the task force developed three financial scenarios for arts education from 2004-2005 through the arts education budget for the 2008-2009 school year. In Figure 10, Scenario 1 is the actual budget for those years, Scenario 2 grows the arts education at 3% of the district budget, and the third scenario grows the arts education at the same rate the overall district budget under revenue caps grew. Using these scenarios, task force members estimate the current financial gap between what is needed to sustain a basic arts education and what the District budgets for arts education to be approximately \$900,000 - \$1.3 million. This estimate does not include an estimate for the underfunding of supplies and equipment replacement/repair that has gone on for many years.

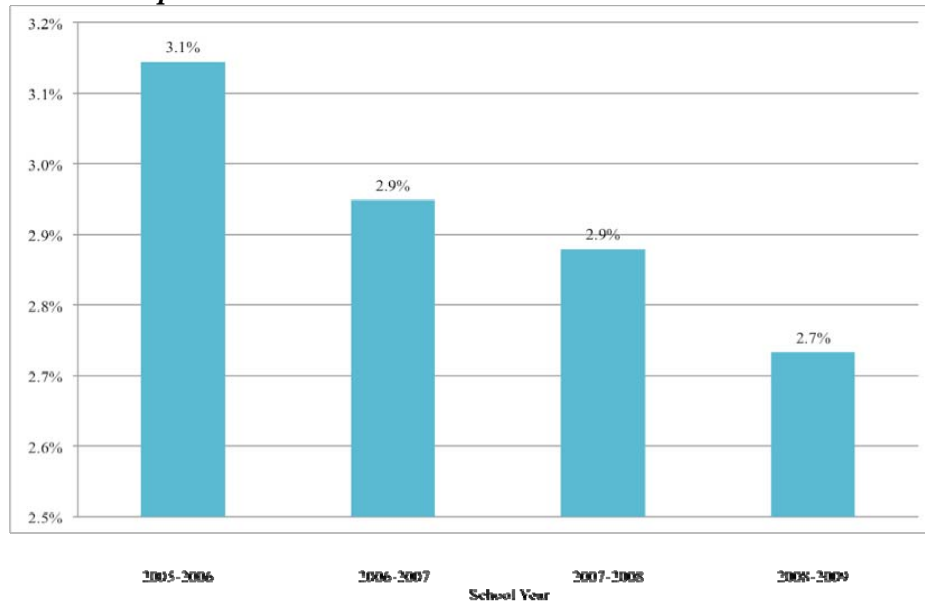
Figure 10: Actual arts education budget lags growth in district budget for past 4 budgets. Budget gap ranges from \$0.9-1.3 million.



Source: MMSD financial data

The portion of the district's budget committed to arts education has declined - In the 2004-2005 school year, the arts education budget represented a little more than 3% of the total budget (Figure 11). As mentioned earlier, the cuts to the arts education budget have resulted in changes in the quality and content of instruction, fewer years of instruction and larger class sizes.

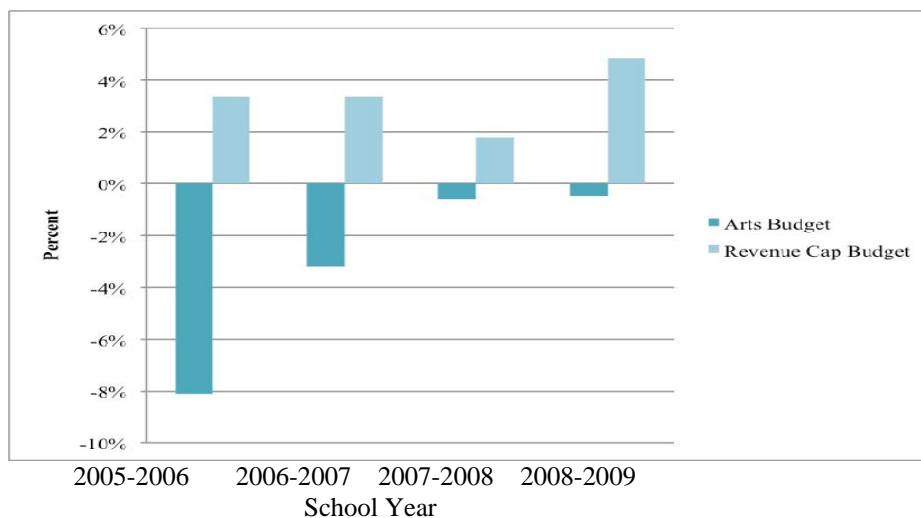
Figure 11: Arts Education Budget declined from approximately 3.1% to 2.7% of the total district budget under revenue caps.



*District revenue cap portion of total budget

MMSD budgets and staffing for arts education is in a decline - Even as the district's overall budget grew, resources for arts education were squeezed, putting pressure on enrollment in arts courses and causing concern about access and future enrollment of low-income and students of color in more advanced arts courses. The decline in funding for arts education can be seen in recent budget cuts. During the past 5 years, there has been a 13% decrease in funding for arts education while the district's total budget under revenue caps increased 12% over the same time period (Figure 12).

Figure 12: As the total District budget* under revenue caps increased, there have been cuts (not increases) for the arts education budget, resulting in cuts to staffing

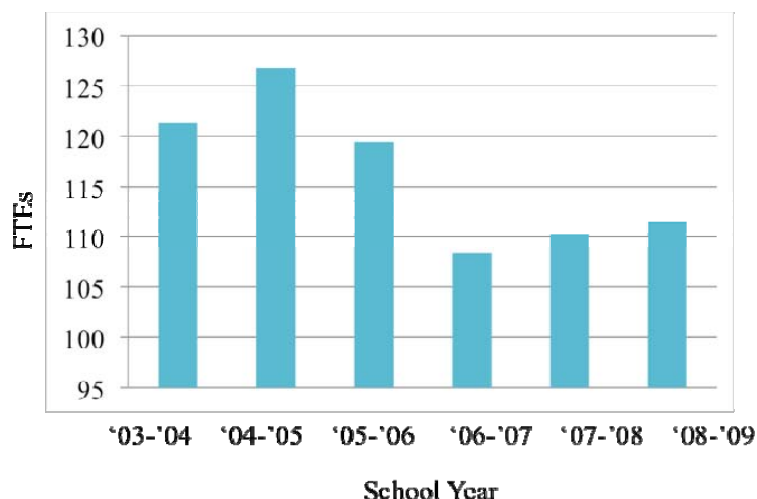


*Budgets developed in the spring of the school year.

Source: MMSD Business Services Financial Analysis for Fine Arts Task Force (Spring 2008)

These budget cuts to arts education have resulted in a decrease in full-time equivalent arts teachers about 12% in the past three years (Figure 13).

Figure 13: Music and art full-time equivalent staff declined about 12% since peaking in 2004-2005 budget planning



Source: MMSD Financial Analysis

Planning for future with reduced resources from revenue cap funds

Task force members expected to see either a) requests in referendums for operating funds for arts education, or b) planning for resources from other sources. For example:

As cuts are made, no other revenue sources increased - At a time when funding from general revenue sources was being cut, the Task Force expected to see increases in potential grants and alternative funding sources, such as different categories of State and Federal monies to support different student demographics in the District. However, this was not evident in the financial information provided to the task force. General revenue sources continue to provide nearly all the funding for arts education. The Task Force did not find any planning for alternative funding sources nor any coordinated efforts to leverage the District's existing investment in arts education courses. As teaching loads increase, the teacher planning time needed to write grants becomes less. Teachers report little to no support for grant writing.

No long-term planning for reversing cuts to arts education - While cuts to arts education have been made and are likely to continue under the current education financing plan, no long-term plans are in place for sustaining K-12 arts education under a future likely to face reduced resources for subjects that are not traditional core courses, such as reading, math, science, social studies. The task force feels any meaningful plans to sustain arts education will need to be developed via an on-going collaboration among city government, higher education, the business community, arts community and the school district and will require funds from a variety of sources supported and led by the Superintendent and the School Board. Without an outside, coordinated partnership in place, the Task Force feels arts education will continue to be cut and to decline until little is left. We believe this has serious, negative consequences for children's learning and for the cultural and economic future of Madison. Other cities have cut their K-12 arts programs to the bones, including our neighboring city, Milwaukee. Many of these cities, recognizing the importance of arts education for children and for the broader community, are trying to bring arts education back (for example, Chicago, New York, Texas, California). It's an uphill, arduous struggle that is tenuous, at best.

VI. Community's recommendations for improving arts education in Madison's Schools

A survey question asked respondents for their suggestions how to improve the district's arts education program. The following summary, which includes quotes (in italics) from the surveys, highlights the main points that came up again and again from respondents to each of the four surveys:

Vision - Increase all students' exposure to the arts! *See how (others systems) involve parents, integrate curricula, and improve overall academic success rates through their fine arts programs.* Appropriate ideas from Finland or other nations, (e.g., Venezuela's orchestral program's success among poor youth) *Arts driven programming can draw in the entire school curriculum. Math, science and history can all be involved in the same arts project if one just thinks outside the box. Commit to equitable arts offerings in all schools, especially middle and high schools. Class time devoted to music, dance and visual arts may appear to compete with time for English, languages, math, and sciences. Yet the correlation between performance in the arts and other subjects is high enough that more arts time would not...reduce student performance in academics; it might even enhance it.*

Funding - *Growing up in Madison in the 70's and 80's, I had a rich fine arts program from arts classes to the strings program, band and numerous theatrical performances that greatly enriched my youth into adulthood. NO MORE BUDGET CUTS. The fine arts program is one of the (reasons)...MMSD...(was) such a good district. Allocate money to the arts to reduce class sizes. Overcrowding is a waste! Give each school a protected allocation for music and art classes. If there were concerted efforts to influence local (and national) budget legislation to increase arts allocations, a lot of hard choices would be eliminated. Current policy does not express the values and priorities of the electorate. A coordinated campaign of "Music-Aid" concerts and other student events would probably get favorable press, and might even have an impact! There's certainly a large pool of arts involved students and parents.*

Administration - MMSD must have a commitment to the arts program. It has almost been destroyed by the current administration. *Start with a group of administrators who believe in respect, nurturing, and growth in the arts. Provide daily access to some form of creative arts for children. Include dance and drama in earlier grades. Base success on effort and participation not merely on performance. Work toward system-wide support for educators to integrate the arts into learning. Collaborate internally and with community artists. Offer incentives to schools that integrate the arts into their curriculum. To show the importance of the arts, help principals to become as much involved in the art at their schools as with sports activities. Show stronger support from MMSD's superintendent and school board. If the arts are seen as important and essential ingredients in a student's academic achievement from the very top, that message filters down. Currently, it feels that the arts are considered expendable and not central to MMSD's mission, which is exactly the problem. Provide opportunities for collaboration with outside arts groups: bring them into the schools, request something of them that fits into the school's curriculum, prepare the students. One often feels that the principals hiring the art teachers know so little about creativity, they could not possibly judge whether I was going to be a good teacher or not. Involve school principals in visiting Madison's cultural organizations to better acquaint them with the relevancy of what these organizations can offer to the education of their students and for the assistance of their teachers. Study the arts high school and the charter elementary school for the arts concept as part of MMSD. The best way to encourage students is to give them a place to express themselves, (e.g., students can spend a Saturday learning about the many facets of theatre production ending in a final show by students; or, painting or sculpture culminating in an exhibition; or, meet to practice and perform their music in small ensembles or bands.)*

Collaboration - *Create more involvement with local community groups; more partnerships and collaborations with local arts organizations like theatre groups. Have more student exhibits, concerts, etc., (to) which the public is invited. Have kids perform at community festivals, downtown, etc., so that the arts education program is more visible and appreciated by those who complain about their property taxes. Publicize the programs that are underway. Make sure that the media are contacted when there is a residency or other program at a school. Give the school a media kit and advice on how to use it. Invite the neighbors.*

Faculty and Classroom - Support teachers in their efforts without creating more administrative tasks for them. Reorganize class sequences and reduce class sizes to permit...art teachers to re-establish a more comprehensive and creative curriculum. Teach pre-service teachers about the value of the arts in student development and establish an orientation program to assist them in planning future off-site visits. There are some fantastic teachers doing wonderful things ...but there are...those who seem burned out. MMSD should support teachers before they burn out and reward achievement above and beyond. Don't isolate the artistically talented students...that may not fit the mold. Improve working conditions for students and teachers via smaller class size, more arts class hours, more integration of the arts throughout the curriculum.

VII. Response to School Board Charges

Madison community values arts education - Based upon survey responses, the task force feels the City of Madison values arts and wants a quality arts curriculum for its children. To be sustained, the funding of K-12 arts education in MMSD will need help and support from a community arts collaboration. District cuts to introductory arts courses, increased class sizes without teacher support in the elementary and secondary grades, are undermining the very foundation courses (such as general music and visual art, elementary strings) needed to further develop a student's interests and learning in the arts. These cuts fall hardest on low-income children and children from families that do not have the financial means to provide their children with private lessons in the arts. With this in mind, the Task Force developed the following responses to our charges from the School Board:

Charge 1 - identify community goals for Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

1. **Support school board approved standards, benchmarks and K-12 sequential curriculum plans for the arts – visual art, music, dance and theater. District standards are established, but curriculum plans need to be updated, with an ongoing focus on fundamental skill development and providing relevant and meaningful arts experiences for the district's diverse student population.** Directly involve teachers via an ongoing, inclusive process in development of curriculum plans.
2. **Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students through a collaborative framework that supports on-going, sustainable, curriculum-based partnerships with community arts organizations and artists.**
3. **Sustain arts education by identifying and achieving appropriate and diverse public and private resources to support excellent arts programming in the Madison Metropolitan School District. Do this via a community arts collaboration and partnerships among the district, city, higher education and local arts organizations and businesses.**

Charge 2 - recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.

1. **Energize and bring stakeholders together to:**
 - a. **Restore, stabilize and strengthen fundamental arts education courses in Grades K-12, beginning with consideration of resource support for classes, class size configuration and Grade 4 strings. In Grades K-12 continuing to focus on skill development and providing relevant and meaningful sequential arts experiences for the district's diverse student population. Develop AP (or comparably advanced) arts education courses for high school students.** Cuts to K-12 arts education have a disproportionate impact on low-income students, who often do not have any other options for arts education participation. Nearly 80% of respondents to the student and parent survey reported their children's first place for arts

education is public schools followed by private instruction, an option not readily available to low-income children.

- b. ***Enhance opportunities for skill development*** – through coordinated co-curricular and extracurricular programs funded during the day and afterschool that support and enhance skill development and learning taking place during the school day.
 - c. ***Expand cultural arts offerings*** –invigorate and engage students and teachers by allowing student/staff teams to design new, more culturally relevant course offerings or units within existing courses that respond to student interests and take advantage of the great creative resources embodied in our students and faculty. We do not make this recommendation at the expense of cuts to fundamental arts courses.
3. ***Work to identify and to provide equitably adequate resources, facilities, and supplies for arts classroom instruction*** – classroom arts teachers report having insufficient staff support resources in the arts classroom unless required, for example, in an Individual Education Plan (IEP) for a student. Also, teachers report inadequate prep time, broken equipment, inadequate supply expenses to support low-income children. Examine and develop a process for equitably dispersing resources – class size configuration, instruction time, teacher planning, etc.
3. ***Continue to publicize and educate parents about School Board policy on fee waivers*** – the current process for obtaining a fee waiver is still cumbersome and sometimes embarrassing for families to undertake. The decrease in revenue will need to be supplemented by other public and private sources, so planning for these needs to be put into place.
4. ***Explore Using Revenue from Alternative Federal and State Sources*** – for students who qualify for Title I, special education and ELL services. During the upfront allocation for these funds, identify resources from these categories to support arts education learning for students needing this support.
5. ***Recommend an arts and humanities education credit requirement for high school graduation*** –The task force recommends making this a requirement for all Madison high schools.

Charge 3 – make recommendations regarding priorities for district funding of arts education

The Task Force estimated the current financial gap between what is needed and what the District budgets for arts education to be approximately \$900,000 - \$1.3 million, and this does not include an estimate for the underfunding of supplies and equipment replacement/repair. With this financial gap in funding for the arts, the Task Force encourages the district to leverage other sources of funding and makes the following recommendation to the School Board:

1. ***Develop a multi-year financial plan to sustain arts education in the district into the future*** - identify dollar resources from various sources needed to support the District's arts education curriculum, including potential funds from the following sources:
 - a. ***MMSD baseline budget*** for arts education - commit a minimum of 3% of total MMSD budget to arts education, which would be \$9.9 million for the 2008-2009 school year.
 - b. ***Federal and State resources*** –as appropriate, explore allocating some of the qualifying Title I and II, special education and ELL resources to provide support for arts education instruction and teacher training for children qualifying for support under these funding areas. Refer to Table 5 for additional categories.
 - c. ***Grant Opportunities and Partnerships***– work collaboratively with community organizations and individuals, district partners on grant writing opportunities. Seek input from teachers on

organizing/prioritizing options, so this is helpful and not burdensome to acquiring additional resources for children learning in the classroom.

- d. ***Examine equity in arts education funding among schools*** – prior to a referendum, determine funding needed to be included for arts education so learning in the arts is equitable for all students across the district per the district's Equity Policy.
 - e. ***Arts Endowment (or multiple, smaller endowments)***- to sustain funding for arts education over time. Building an endowment(s) will take time to develop and put into place. Early planning is essential. An endowment is a long-term proposition intended to provide stable, supplemental funding for arts education. Primary funding for arts education is the responsibility of the district through public funding; however, if the current financial constraints continue, additional funding will be needed to provide a quality K-12 arts education program.
 - f. ***Community Funds Through Fund 80*** – invest in extracurricular opportunities that will enhance skill development and learning outside the school day.
2. ***Continue to advocate for adequate funding for Wisconsin's K-12 public schools*** – the current state funding formula for public schools has directly affected funding for arts education. As school districts continue to be forced to make cuts to district school budgets, pressure to cut funding for arts education increases.

Table 5: Examples of possible sources for additional resources for arts education that are outside the district's general fund or are reallocations of parts of existing funds

		Funds	Uses
Major State Programs	Categorical Funds- example	School Improvement Programs (SIP)	Improve instruction in the arts and integration of arts instruction with other academic subjects staff development
		English Language Learners	Arts Instruction support for students learning English
		Special Education	Arts instruction support for students, especially if attending class in the mainstream. staf
		Other	
Major Federal Programs		Title I – Extra Support for Students who live in poverty	Support standards-based arts instruction in schools where the majority of students are from low-income families.
		Title II- Improving Teacher And Administrator Quality	Professional development in the arts based on State standards, benchmarks and curriculum plans.
		Arts in Education Model Development & Dissemination Programs	Support development of standards-based models to integrate the arts into the elementary and middle school curricula.
		Arts in Education Professional Development for Arts Educators	Support model professional development programs for music, dance, drama, and visual arts educators that use innovative standards-based instructional methods, especially those linked to scientifically-based research.
Additional Funding Sources			Time for teacher development and for teachers to plan with a visiting artist.
		*Release Time	School provides necessary materials for a program (clay, paper, paint, software, etc)
		*Supplies	School provides necessary equipment for a program (kiln, instruments, dance floor, computers, etc)
		*Equipment	School counselors assist students with becoming proficient in one arts discipline to meet VAPA requirements for UC/CSU.
* MMSD uses sources		Counselor	
		*Grants, Donations	Private sources of funds to supplement budget

VIII. Task Force's Recommended Next Steps

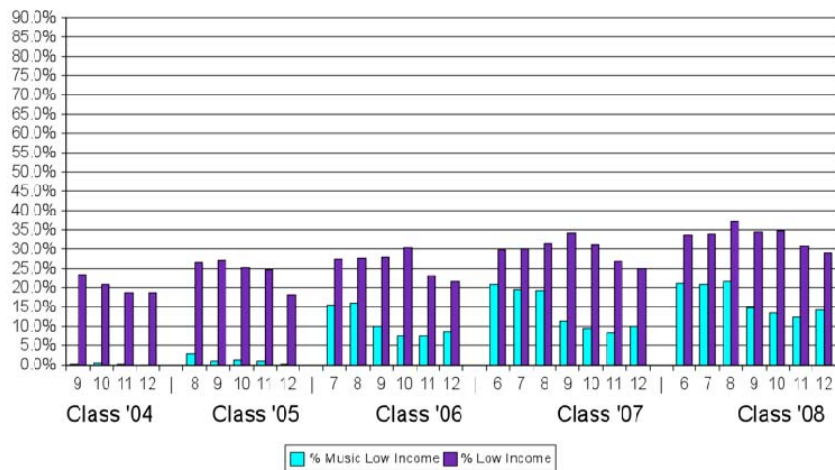
While the School Board did not ask for recommendations regarding next steps, this topic did come up in task force discussions, and task force members want to share a summary of next steps recommended for School Board consideration:

1. ***Ensure understanding of the Task Force funding and recommendations by the Madison community.***
After the report is presented to the School Board, the School Board and administration should provide opportunities for the general public to learn about and understand the Task Force findings and recommended next steps. These opportunities can include a community-wide conference, public meetings, and a media promotion and information plan.
2. ***Include Arts Education in District's Strategic Plan*** – the District's most recent strategic plan, completed in 2000, does not include any goals for arts education. The task force believes it is important to include arts education in the district's strategic plans in order to achieve equity in arts participation for all MMSD students.
3. ***Establish a leadership position within the district administration***, supported by leveraged public and private funds, as an ambassador to develop and to sustain community partnerships with the arts, education, business, and government sectors, seek outside funding and resources to enhance arts education and provide equitable, comprehensive, relevant and curriculum-based arts opportunities for all MMSD students.
4. ***Convene a working group of community leaders*** from the school district, business community, arts organizations, city government, higher education and the general community to:
 - a) develop and advocate for ongoing community education and financial arts partnerships that advance and support arts education for all MMSD students
 - b) work with Madison's business, education, political, government and civic leaders to conduct a needs assessment for arts education and to identify resources needed to sustain arts education for K-12 students
 - c) develop public and private sources of funding for arts education.
 - d) connect MMSD arts education efforts to regional, state and national educational policy and advocacy efforts
5. ***Financial Commitment*** – commit a minimum of 3% of the District's budget to arts education using a combination of state, federal funds (e.g., Title I and II funds, categorical state funding) and private funds to support curriculum-based, equitable arts experiences for all MMSD students
6. ***Update curriculum plans*** - state law requires sequential K-12 curriculum plans for music and art. MMSD's current curriculum plans MMSD must be updated to reflect current technologies, relevant arts experiences for MMSD's diverse student population and other best practices needed to meet the district's standards for music and art. Specifically, this group needs to discuss the basic elements of sequential learning. The district needs to clearly and continually identify arts education in the 21st century and provide K-12 curriculum plans for all arts areas.
7. ***Identify support needed for arts teachers*** – during the past three years there has been a 25% cut in staffing for arts education. The increase in class sizes has placed an increased burden on teachers, resulting in a) reduced student instruction and time for learning, b) fewer opportunities for arts teachers to collaborate with other curriculum teachers, c) fewer resources for learning for teachers and students. Explore additional assistance using some resources other federal and state funds – Title I for low-income schools, special education for special education students and ELL funds for our English language learner students.

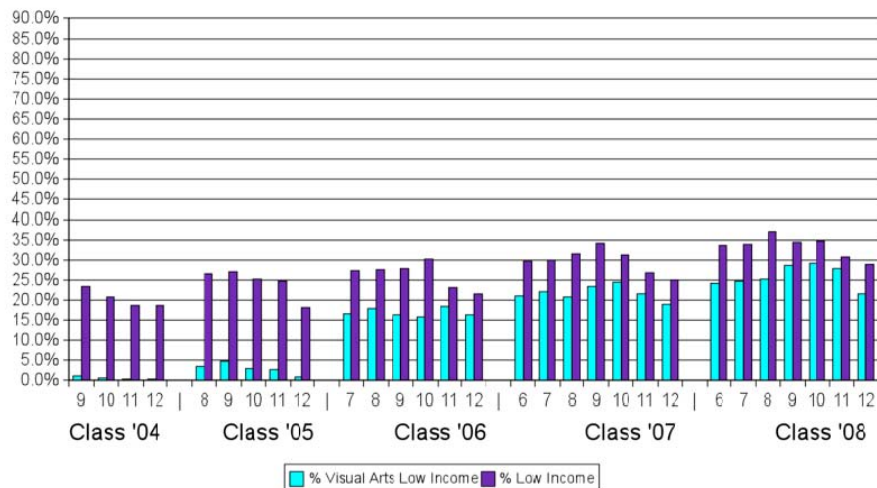
8. ***Support an ongoing, proactive partnership process with Madison's arts community*** – in 2005, a community arts task force recommended a sequence of co-curricular opportunities appropriate for different grade levels. Using these recommendations as a guideline, establish and support a framework and process for generating and sustaining educational partnerships with community artists, arts organizations and other arts providers across the district.
9. ***Develop an arts asset management plan*** – the district administration has various inventories for music instruments and is developing an inventory for arts assets. In addition to an inventory of arts assets, the value of these assets need to be determined and an asset management plan put into place that includes a plan for replacement and repair of assets. With an asset management plan in place, develop ranking of priorities and what sources of funding need to be explored to repair or replace equipment.

Figures 14 and 15: Cohort Data for low-income students enrolled in arts education compared to total low-income student enrollment in a grade (by percentage). The data show 1) an increase in the percentage of low-income students enrolled in arts education over time, and 2) an increase in the portion of low-income students enrolled in arts education over time.

**Comparison of Percentage of Low-Income Students* in Music vs.
Total Percentage of Low-Income Students* in a Grade**
District Wide (Includes East, LaFollette, Memoria , and West Attendance Areas)



**Comparison of Percentage of Low-Income Students* in Visual Arts vs.
Total Percentage of Low-Income Students* in a Grade**
District Wide (Includes East, LaFollette, Memorial, and West Attendance Areas)



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IX. On-line Appendix

The appendices for the report "Madison Metropolitan School District Arts Task Force Report to the School Board on Revitalizing, Sustaining, and Advancing Arts Education in Madison's Public Schools" can be accessed online at <http://www.mmsd.org/boe/finearts/>

- Appendix A: Fine Arts Task Force Charges – Workplan Update: January 20, 2008
- Appendix B: Survey Instruments (General Community, Artists/Arts Organization, Student/Parent, and Teacher Surveys)
- Appendix C: Tabulations of Survey Questions for General Community, Artists/Arts Organizations, Student/Parent and Teacher Surveys
- Appendix D: Summaries of Answers to Open-Ended Survey Questions
- Appendix E: Madison Metropolitan School District Fine Arts Financial Analysis
- Appendix F: Madison Metropolitan School District Revenue & Expenditure History Budget Years 2000-01 thru 2008-09
- Appendix G: MMSD Historical Arts Education Enrollment Data