

Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 15, 2018

Director's Annual Report
Minnesota Statute §129c.27



Perpich Center for Arts Education

Annual Director's Report

January 15, 2018

The 1985 Legislature created a state agency—the Perpich Center for Arts Education—to (1) operate a residential arts high school and (2) support arts education opportunities for K-12 students and teachers throughout the state. (p. 4)

The 2017 Education Omnibus Bill created the Executive Director Annual Report:

129C.27 ANNUAL DIRECTOR REPORT.

The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

- (1) outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs;*
- (2) the impact of the center's outreach activities;*
- (3) enrollment trends, including the number of students from each congressional district admitted to the Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019; and*
- (4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.*

This report contains the data requested.

Respectfully submitted,



Dr. Curt L. Tryggestad, Executive Director
Perpich Center for Arts Education

Section I-- The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

- (1) outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs;
- (2) the impact of the center's outreach activities;

Overview of Outreach/Professional Development and Resource Programs
Data and Impact for FY17

This overview is an introduction to the big picture of outreach activity for Professional Development and Resource Programs. Because contemporary professional development work is complex and multi-layered, the work is presented in a tiered format. This provides a lens into the breadth and depth of Perpich’s professional development across the state. The tiers represent the variety of professional development offered in different situations which require different levels of work.

Tier	Definition
1: Introductory	1-4 hour presentation/workshop, one time
2: In-Depth	A day of targeted PD, or providing a day-long or multi-day conference, one time
3: Sustained	Support in developing capacity of a group of educators over time, over a year or multiple years (may include a combination of workshops, coaching, etc.)
4: Systemic	Impact a system of education or arts education, often at a school or district level

Tiers 1 and 2 provide entry to the Perpich Center programs and involve disseminating information and basic technical assistance. Tiers 3 and 4 are based in research and best practices in professional development, which shows that sustained and long-term professional development is most effective and is more likely to create sustainable change in practice.

FY17 Program staff and Program Description Summaries

Visual/Media Arts Specialist

The Visual/Media Arts Specialist leads, collaborates and motivates arts education initiatives through a range of methodologies within public schools, districts and organizations. This specialist works across all four tiers, including:

- Introduction and presentation regarding ways of working in arts education;
- Official MN Department of Education arts education guidance;
- Half- or full-day workshops or 60 to 90-minute staff development sessions, including curriculum mapping and standards alignment, assessment and evaluation strategies, planning and reflection processes,
- Training the trainer, creating model sites, extending the work of laboratory sites and more concentrated job-embedded professional development;
- Arts and education models developed with colleagues from the field including state, national and international organizations.

Theater Education Specialist

The Theater Specialist serves K-12 theater educators and theater organizations. The Specialist also serves non-arts teachers who wish to integrate theater strategies into their curriculum. Educators are provided with standards-based theater curriculum, assessment tools, advocacy, and coaching. Theater Professional Development provides information and modeling of good theater practice, links theater educators with others in the field, and advocates for quality theater education.

Regional Centers

The regional centers provide support to arts teaching specialists and generalists across a variety of K-12 learning environments (traditional school districts, charter and private schools) to promote arts education. Regional center leaders conduct continuous needs assessments in their geographic regions to determine what type of arts education professional development is needed while ensuring all five arts areas are represented in programming (music, theatre, dance, visual and media arts). There are currently 3 regional centers in Elk River, Duluth, and Albert Lea.

Turnaround Arts: Minnesota

Turnaround Arts: Minnesota supports entire schools to use the arts as a key tool in school improvement. Participating schools have demonstrated increased academic achievement, increased student and family engagement, and improved school culture and climate. At the national level, Turnaround Arts is a partnership between the John F. Kennedy Center for the Performing Arts and the President's Committee on the Arts and the Humanities. The program began in MN in 2014 and in FY17 there were eight Turnaround Arts: Minnesota schools, all designated low-performing by the Minnesota Department of Education. Turnaround Arts: Minnesota provides a range of support, including implementation support for sustainable, whole school change, professional development for teachers and administrators, and documentation and sharing of outcomes and best practices.

Perpich Arts Integration Network of Teachers (PAINT Project)

The Arts Integration Project was started in 2009 and focuses on standards based arts integration. Non-arts educators work with licensed arts teachers, who provide leadership for the success and quality of arts-integrated learning. Applying research-based approaches for instruction and professional learning, the Arts Integration Project works to increase student learning and teacher capacity to use arts-integrated strategies by:

- Developing rich and engaging assessment activities
- Facilitating learning that involves complex cognitive processes
- Building professional communities that focus on making a difference in student learning

Arts Integration Project teacher teams participate in one or more whole-year sequences of professional learning experiences that include: multi-day workshops and conferences, full-day regional workshops,

face-to-face and online site visits to plan units and reflect on the effectiveness of instruction, and frequent on-line interactions to develop and refine curriculum units. The Perpich Center board voted to discontinue the arts integration project as of December 2017.

SP3

Minnesota's SP3 goal is to assist teachers and principals across the state with developing practices, procedures and tools to support arts teachers' growth and effectiveness as the new Teacher Development and Evaluation statute is implemented.

Library

The Perpich lending library of arts and education materials is free to all residents of Minnesota and geared toward teaching artists and educators. The collection includes a diverse representation of arts and education areas. It includes special collections on: Multicultural and Diversity, Professional Development and Research, Dance Education, & National Gallery of Art Teacher Resources. The majority of library work is done for the arts high school.

Section II-- Impact of Professional Development and Resource Programs

Professional Development and Resource Programs consists of a number of individual programs. The charts of data indicate how many people were served. Program evaluations indicate the impact the programs have had on participants. Here is an overview of impacts:

The Perpich Arts Integration Network of Teachers (PAINT) Project was evaluated each year by external evaluators. In those reports which are posted on the Perpich Center website, evaluators describe the impact of the program on teachers who participated on teams composed of at least one arts educator and teachers from other subject areas in their schools. The evaluators concluded that teachers showed growth in the following professional areas: Creating arts integrated units, knowledge of arts integration, collaborating with colleagues, reflecting on student work, aligning learning goals, assessments and evaluative criteria to benchmarks, adding to a repertoire of assessment activities, making modifications to instruction that responds to examination of student work, and ability to judge when assessment activities work and when they don't.

Evaluators concluded in their most recent report that "On the whole, PAINT continues to deliver positive results for teachers and students. . . [we] have gathered five years of rich data that show reasonable consistency across regional arcs of participation. . . .data shows evidence that teachers are making connections between themselves, other school colleagues, as well as regional network members."

The **Turnaround Arts: MN** program has also been externally evaluated. A key finding from the evaluators' report is: The data make a compelling case for arts integration. Notably, students were more likely to be engaged and thoughtful in arts-related lessons than when the arts were not part of a lesson. . . .Put simply, the arts-related lessons were two and a half times more likely to have high engagement and high thoughtfulness than classes where teachers did not include an art form.

The **SP3 project** was evaluated by an external evaluator that also contributed to shaping the project as it developed over the three year period. The primary resource produced in the SP3 project is a set of "Look Fors" that teachers and administrators can use in effective Teacher Development and Evaluation.

These documents, specific to each arts area, are posted in the Perpich Center website. As they are distributed they will have the capability of being highly impactful for the field of arts education.

The **Arts Specialist programs** have not for the most part been evaluated by an outside evaluator. There was an outside review done a few years ago that indicated the programs and services were valuable and useful. The review captured many comments from participants praising the programs and resources provided and indicating that the opportunities had an impact on classroom level work as well as on school curriculum development and implementation. Specialists are key to providing educators with knowledge about the arts standards.

Professional Development: FY17						
<i>Note: Within a program, a participant is only counted once, in the highest tier of participation.</i>						
		Tier 1: Introductory	Tier 2: In- Depth	Tier 3: Sustained	Tier 4: Systemic	TOTALS
Visual/Media Arts Education Specialist	Districts:	195	51	3	7	256
	Schools:	274	75	13	58	420
	Arts Educators:	330	134	23	106	593
	Non-Arts Educ/Admin:	129	14	8	28	179
Theater Education Specialist	Districts:					
	Schools:					
	Arts Educators:	26	28	4	3	61
	Non-Arts Educ/Admin:	88	10	12		110
Regional Centers	Districts:		64			64
	Schools:		76			76
	Arts Educators:		281			281
	Non-Arts Educ/Admin:		0			0
Turnaround Arts: Minnesota <i>(Funded by Arts & Cultural Heritage Fund & Grant)</i>	Districts:				7	7
	Schools:				8	8
	Arts Educators:				17	17
	Non-Arts Educ/Admin:				190	190
Arts Integration Project	Districts:			17		17
	Schools:			17		17
	Arts Educators:			21		21
	Non-Arts Educ/Admin:			64		64
SP3 (State Policy Pilot Project)	Districts:					0
	Schools:					0
	Arts Educators:		31			31
	Non-Arts Educ/Admin:					0

Section III- 129C.27 ANNUAL DIRECTOR REPORT.

The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section **3.195**:

- (3) enrollment trends, including the number of students from each congressional district admitted to the Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019; and

Enrollment Trends

1st Day Enrollment	2013.14	2014.15	2015.16	2016.17	2017.18
Total	253	235	213	187	161
Grade 11	120	99	103	97	65
Grade 12	133	136	110	90	96
Congressional District of Residence	2013.14	2014.15	2015.16	2016.17	2017.18
CD 1	10	13	11	12	13
CD 2	23	14	11	17	10
CD 3	55	42	37	34	27
CD 4	32	26	19	21	23
CD 5	85	86	89	72	51
CD 6	23	28	22	19	12
CD 7	10	8	5	0	9
CD 8	15	18	19	12	16
Students by Art Discipline	2013.14	2014.15	2015.16	2016.17	2017.18
Dance	17	16	10	9	4
Literary	27	26	29	22	24
Media	29	24	28	23	12
Music	57	51	49	42	32
Theater	34	30	23	18	18
Visual	77	82	76	73	73
Student Demographics	2013.14	2014.15	2015.16	2016.17	2017.18

Females	191	182	167	151	124
Males	62	53	46	36	37

Student Ethnicity	2013.14	2014.15	2015.16	2016.17	2017.18
AmIndian/Alaska Native	0	0	0	2	2
Asian	12	11	2	1	1
Black	18	16	7	9	9
Hispanic	11	6	0	8	3
Native Haw-PI	1	0	0	0	0
White	187	170	169	150	125
Multi	24	32	35	17	21

FY19 Student Recruitment Efforts

- 1) Perpich Center Admissions Counselor:
 - a. information sessions conducted in 57/87 counties as of 1/18/2018
 - b. 4 information sessions held at Perpich
 - c. engaged Perpich youth in designing recruitment materials and connecting directly with peers to spread the word about Perpich
- 2) Direct link between onsite events and applicants:
 - a. Hosting on-site events to targeted audience (10th and 11th grade students) including youth arts festival, play in a day workshop, statewide media exhibition
 - b. Hosted summer camp in 2017 for grades 9-12 (named readers choice best summer camp by Sun Times) and will be hosting summer camp in 2018 for grades 6-10
- 3) Positive Press campaign
 - a. Portfolio Day Feature
 - b. Toys 4 Tots
- 4) Exhibit at Golden Valley Arts Festival
- 5) Perpich Center presence at the following events for Student Recruitment and Outreach.
 - Regional Art Council State Director’s meeting
 - Education Minnesota Fall Conference
 - Minnesota Rural Education Association Annual Conference
 - Art Educators of MN Conference
 - Minnesota Music Educators Association Annual Conference
 - Golden Valley Arts Festival
 - Minnesota School Board Association Winter Conference
 - Minnesota Association of Secondary School Principals
- 6) Events for Prospective Students
 - Hosting on-site events to targeted audience (10th and 11th grade students) including youth arts festival, play in a day workshop, statewide media exhibition
 - Hosted summer camp in 2017 for grades 9-12 (named reader’s choice best summer camp by Sun Times) and will be hosting summer camp in 2018 for grades 6-10

- 7) Positive Press campaign
 - Portfolio Day Feature by local TV station
 - Toys 4 Tots drive and presentation on KARE11

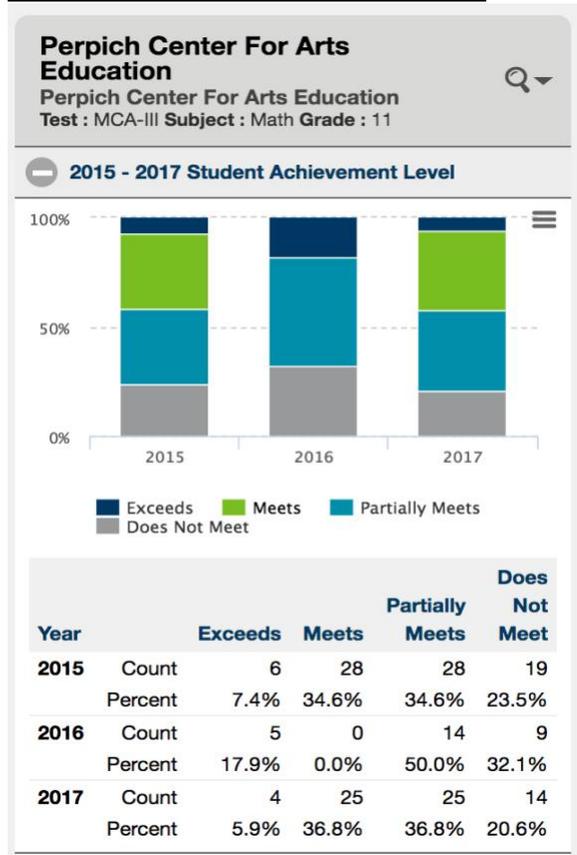
- 8) Marketing
 - a. Social media campaign managed by Admissions and Communications Directors
 - b. Perpich website pages updated
 - c. Advertising in multiple programs of Twin Cities arts venues, including The Ordway, Chanhassen Dinner Theater, and The Children’s Theater.

Section IV-- The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

(4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.

1. Academic Data

- a. Standardized Assessments
 - i. Minnesota Comprehensive Assessments



ii. The ACT Test

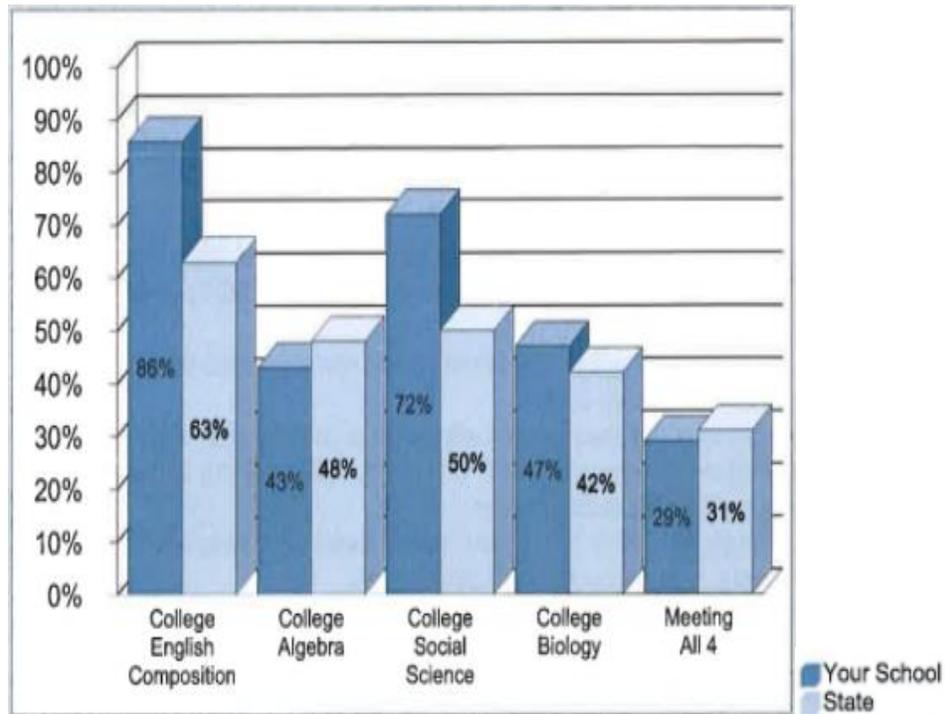
1. This report reflects the achievement of Perpich Art School Graduates over time and an indication of the extent to which they are prepared for

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	99	44,676	24.0	22.2	22.3	23.1	24.8	23.1	22.4	22.9	23.5	23.0
2014	103	45,305	23.1	22.1	21.1	23.0	24.7	23.1	21.0	22.9	22.6	22.9
2015	101	46,862	24.0	21.8	21.5	22.8	24.7	23.0	21.9	22.7	23.2	22.7
2016	94	64,145	23.0	20.0	20.4	21.2	24.2	21.3	22.4	21.3	22.6	21.1
2017	97	61,101	23.7	20.4	20.6	21.5	24.9	21.8	21.9	21.6	23.0	21.5

college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science and designed to measure the skills needed for success in first-year college coursework.

2. Percent of ACT-Tested Perpich Arts High School Students Ready for College Level Coursework in 2017



iii. Advance Placemen (AP) Test Results

AP[®] Current Year Score Summary (2017)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

✓ Data Updated Jul 18, 2017, Report Run Jul 24, 2017

Disciplines : All Disciplines

Perpich Center for Arts Education (240943)

Total AP Students in Your School: 50

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	2	11	21	21	7	62
Percentage of Total Exams	3	18	34	34	11	100
Number of AP Students	2	11	19	19	7	

Subject Totals	5	4	3	2	1	Total Exams
Art History		1	10	13	6	30
Music Theory			1			1
Studio Art: 2-D Design Portfolio	1	4	2	2		9
English Language and Composition		1				1
English Literature and Composition	1	1	6	5	1	14
Psychology			1			1
Calculus AB		4	1	1		6

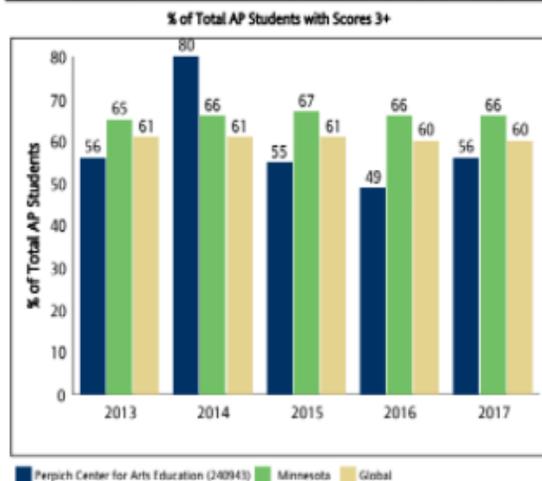
AP[®] Five-Year School Score Summary (2017)

Print / Download Options

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 18, 2017, Report Run Jul 24, 2017

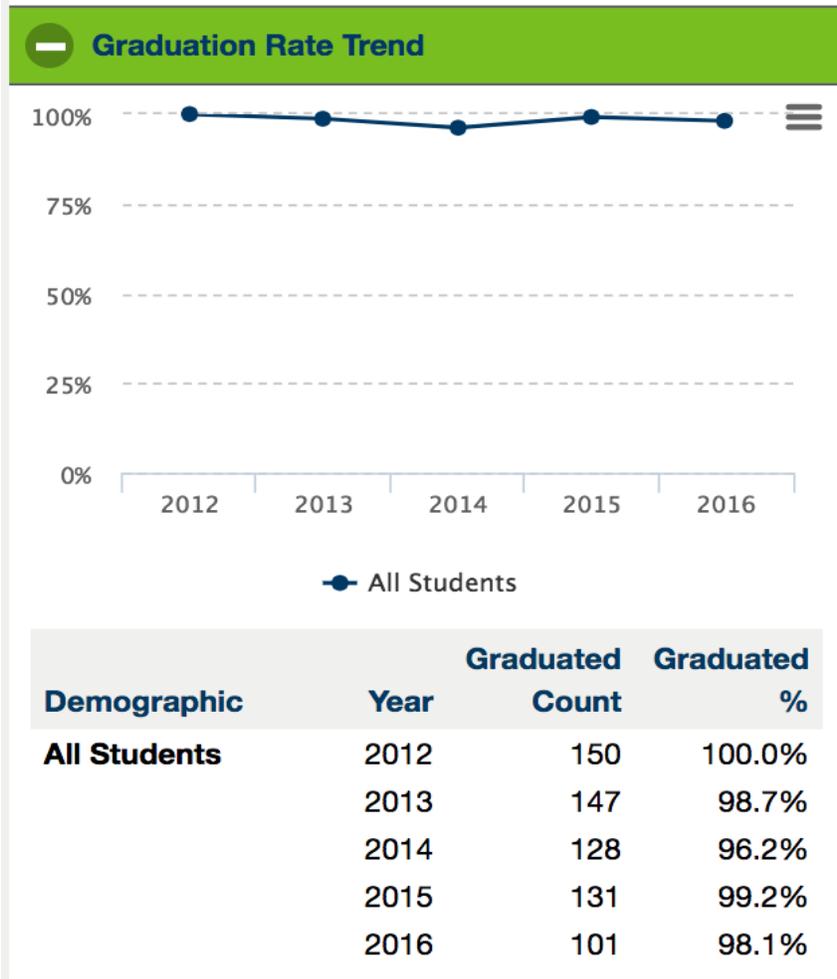
Perpich Center for Arts Education (240943)



	2013	2014	2015	2016	2017
Perpich Center for Arts Education (240943)					
Total AP Students	45	56	60	47	50
Number of Exams	47	68	82	56	62
AP Students with Scores 3+	25	45	33	23	28
% of Total AP Students with Scores 3+	55.6	80.4	55.0	48.9	56.0
Minnesota					
Total AP Students	38,874	40,952	43,068	44,098	45,445
Number of Exams	65,162	67,997	71,162	71,893	73,932
AP Students with Scores 3+	25,437	26,994	28,665	29,243	30,208
% of Total AP Students with Scores 3+	65.4	65.9	66.6	66.3	66.5
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,747,323
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	4,973,285
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,656,153
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

2. Graduation Rates

- i. 2017 Perpich High Arts High School Graduation Rate was 95.4%
- ii. Graduation Rate Trends (2012-2016)



Demographic	Year	Graduated Count	Graduated %
All Students	2012	150	100.0%
	2013	147	98.7%
	2014	128	96.2%
	2015	131	99.2%
	2016	101	98.1%

Source: MDE Report Card

2017 Graduates Enrolled in Post-Secondary Education

2017 Perpich Art High School Graduates 86 students

2017 Perpich Art High School Graduates Enrolled at Post-Secondary Institutions-Fall 2017

(74) Graduates (86%) Enrolled In Post-Secondary-Fall 2017*

(34) Graduates Enrolled at Minnesota Post-Secondary Institutions

- (6) University of Minnesota Twin Cities
- (6) Minneapolis Community and Technical College
- (5) Normandale Community College
- (4) Minneapolis College of Art And Design
- (3) University of Minnesota-Duluth
- (2) Augsburg University
- (1) Concordia St. Paul
- (1) Minnesota State-Mankato
- (1) Minnesota State-Moorhead
- (1) PCI Academy
- (1) St. Mary's University
- (1) St. Paul College
- (1) St. Catherine's
- (1) St. Cloud Technical College

(40) Graduates Enrolled In Other Post-Secondary Institutions (By State/Nation)

- (1) Arizona
- (2) California
- (3) Florida
- (2) Georgia
- (2) Iowa
- (6) Illinois
- (4) Massachusetts
- (1) North Dakota
- (7) New York
- (2) Pennsylvania
- (2) Washington
- (7) Wisconsin
- (1) Canada
- (1) Italy

**Post-Secondary Enrollment Data self-reported upon Graduation*