

# **Report to the State of Minnesota and the Minnesota Legislature**

Perpich Center for Arts Education  
January 15, 2020

Executive Director's Annual Report  
Minnesota Statute §129C.27



## Perpich Center for Arts Education

### Annual Director's Report January 15, 2020

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 (§129C.15 Subd. 1).

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.*

The following report contains the data requested.

Respectfully submitted,



Dr. Charles O. Rick, Executive Director (Interim)  
Perpich Center for Arts Education

## Executive Summary

In the 2018-2019 school year, Perpich Center for Arts Education initiated a planning process as a continuation of the 2017 Strategic Plan. The agency engaged education and systems consultants to look at the student experience at Perpich Arts High School, get stakeholder perspectives on ways to improve the learning environment, and conduct a performance accreditation standards and engagement review. In addition, the Board of Directors completed a self-assessment questionnaire. In August, 2019, as a means of continuous improvement, the Board began discussions on updating the existing Strategic Plan. The next phase of strategic planning is to focus on revising our strategic goals and developing action plans for each.

The overarching goal of Professional Development and Resource Programs (PDR) is to build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards based, measurable, and student-centered learning in and through the arts. To comply with outreach requirements in law, PDR's services were restructured to better serve educators statewide. Regional Centers now use the Regional Service Cooperatives as hubs for services and there is a network of new Regional Arts Teacher-Leaders and Demonstration Schools in each Service Cooperative region. New staff were hired permitting expanded service across the state. Each arts area has a specialist to support teacher development in Dance, Music, Theater, and Visual & Media Arts. The Comprehensive Arts Planning Program (CAPP) was reestablished in the spring of 2019.

Perpich Arts High School experienced an upward trend in student enrollment. There was an increase from 116 students in 2018-2019 to 125 students in 2019-2020. Efforts to create statewide awareness of the Arts High School include student recruitment, school visits across the state, outreach through statewide arts shows, etc. New marketing materials have been developed alongside an extensive website redesign for added emphasis on marketing and public relations.

In this report you will find results of student academic achievement on standard assessments including the Minnesota Comprehensive Assessment (MCAs) in Math, ACT Test, and Advanced Placement (AP) test. The 2019 Perpich Arts High School graduation rate was 98.1%. Most high school graduates enroll in Post-Secondary Institutions. 75% of graduates were enrolled in Post-Secondary Institutions in the fall of 2019.

Overall Perpich Center for Arts Education is striving to achieve our mission and vision adopted by the Board of Directors. We have narrowed and sharpened our focus on arts education to better serve our many stakeholders.

**Section I -- Outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs;**

**FY19 Program Staff and Program Description Summaries**

By the end of fiscal year 2019, Professional Development and Resource Programs (PDR) had completed hiring, and for the first time in many years, had a full complement of staff. PDR staff include: the director, administrative support specialist, director of Comprehensive Arts Planning Program (CAPP), director of Regional Centers, Librarian, and four arts education specialists. All four specialists have the same basic role and expectations. Additionally each position is customized to meet the particular needs of teachers in that discipline. The fundamental responsibilities for the four specialists include:

- Providing leadership to support arts educators statewide to improve their teaching practices, instructional approaches, curriculum development, and assessment design
- Facilitation, understanding, implementation, and support of the new Academic Standards in the Arts K-12
- Designing and delivering content specific workshops for arts educators statewide
- Designing tools and resources to support teacher effectiveness
- Supporting Regional Arts Teacher-Leaders from Service Coop Regions
- Providing workshops and resources for Demonstration Schools

Examples of additional responsibilities in the arts areas are listed by specialist below.

**Dance Education**

The dance specialist works with dance educators as well as physical education teachers who deliver dance as part of the physical education curriculum. This makes for a complex system of professional development to meet the needs of two different populations of teachers. The dance specialist:

- Designed and hosted 2019 Dance Summit at Perpich Center
- Cultivated a collaborative relationship with SHAPE Minnesota, the organization for physical education teachers
- Delivered workshops for teachers in Elk River, Rockford, and St. Paul
- Collaborated with Minneapolis School District to create and provide professional development on new arts standards
- Co-planned Beyond the Standards: Understanding Arts of Minnesota American Indian Tribes & Equity Conference
- Delivered Regional Arts Teacher Leader training in dance
- Hosted Demonstration schools in St. Paul and Duluth
- Presented at Education Minnesota (EM) Fall Conference, Minnesota Rural Education Association (MREA) Annual Conference, and Minnesota Society of Health and Physical Education (MNSHAPE) Conference
- Established monthly Dance seminars, Dance/Talk Talk/Dance

**Music Education**

The music specialist has a large number of educators to serve across the state, including vocal and instrumental music teachers from kindergarten through 12<sup>th</sup> grade. The music specialist:

- Led music education workshops in all nine Service Cooperative Regions
- Worked closely with other music education organizations across the state to support music teacher development including Minnesota Music Educators Association, American Choral Directors Association-MN, Minnesota Band Directors Association
- Co-planned Beyond the Standards: Understanding Arts of Minnesota American Indian Tribes & Equity Conference
- Delivered Regional Arts Teacher Leader training in music
- Hosted Demonstration schools in Thief River Falls, Pipestone, St. Paul, Duluth, and Detroit Lakes

- Delivered workshops for teachers across the state including in Albany, Foley, and Osseo
- Provided music workshops on the topics of inclusion, Little Kids Rock, Elementary Music Curriculum at Perpich Center

### **Theater Education**

The Theater Specialist serves K-12 theater educators and theater organizations, as well as non-arts teachers who wish to integrate theater standards and strategies into their curriculum. The theater specialist:

- Managed the Scholars of Distinction Program in conjunction with the Minnesota Department of Education
- Collaborated with the Hennepin Theater Trust to deliver a summer theater workshop for teachers and students statewide
- Delivered workshops for theater educators in Minneapolis, Duluth, St. Paul
- Led planning for Beyond the Standards: Understanding Arts of Minnesota American Indian Tribes & Equity Conference
- Delivered Regional Arts Teacher Leader training in theater
- Hosted Demonstration school in St. Paul
- Presented at Minnesota Education Academy and Communications and Theater Association of MN (CTAM)
- Collaborated with the Guthrie Theater to deliver a technical theater workshop for teachers statewide

### **Visual Arts & Media Arts**

The Visual Arts & Media Arts Specialist has the responsibility for two arts areas. Interest in Media Arts continues to grow which may require rethinking this position. This specialist:

- Facilitated models of arts programming with colleagues from the field including state, national, and international organizations
- Provided support for curriculum development to districts including Northfield and Worthington
- Worked closely with Art Educators of Minnesota to support visual and media arts educators, including presenting at national conference
- Co-planned Beyond the Standards: Understanding Arts of Minnesota American Indian Tribes & Equity Conference
- Delivered Regional Arts Teacher-Leader training in visual & media arts
- Hosted Demonstration schools in St. Paul, Northfield, Alexandria, and Bemidji
- Led visual & media arts education workshops in 2 Service Cooperative Regions
- Worked with pre-service programs at University of MN Duluth, St. Olaf College, MN State University-Mankato
- Presented at the University of MN-Duluth Art Camp

### **Comprehensive Arts Planning Program (CAPP)**

The CAPP program is required in statute as one of the offerings of Perpich Center for Arts Education. The program had been on hiatus for several years. CAPP is a program that works with school districts to help them create multi-year strategic plans to guide district decision-making related to arts education. The program is coordinated in the district by a CAPP committee that is comprised of district staff as well as community members. In the spring of 2019, applications were opened to all school districts in the state to apply for participation in the CAPP program. A review committee selected eight districts: Bemidji, Columbia Heights, Minneapolis, Pine City, Proctor, St. James, South St. Paul, and Yellow Medicine to participate in the full program which began in July, 2019.

### **Regional Centers**

In October, 2018 a director of Regional Centers was hired. He has helped lead and shape the Regional Centers program which includes: Regional Workshops, Demonstration Schools, and a Regional Arts Teacher-Leader (RAT-L) network. Service Cooperatives in 8 of the 9 regions serve as hubs for regional activities to assure a statewide delivery system. Perpich Center serves as the hub in the metro area. In the spring of 2018, 61 teachers, representing all 9 regions, were selected for the initial network. In 2019, additional teacher leaders were invited to apply to increase representation of underserved arts areas and the total members of the network grew to 75. Regional Arts Teacher-Leaders assist educators in their regions to promote effective teaching practices in their classrooms and provide leadership for arts standards implementation. In FY19, RAT-Ls received 41 hours of professional learning, facilitated by PDR staff, to prepare them for work with arts educators in their regions. There were 11 Demonstration School visits where teacher leaders opened their classrooms for observation of teaching practices and program design. Perpich Arts Education Specialists delivered workshops in all regions and all five arts areas.

### **Professional Library**

The library was relocated into a newly remodeled space within the main Arts High School Building in August, 2018, per the recommendation of the Office of the Legislative Auditor Program Audit. The Perpich lending library of arts and education materials is free to all residents of Minnesota and geared toward educators and teaching artists. The collection includes diverse representation of arts and education areas, including special collections on Multiculturalism and Diversity, Dance Education, National Gallery of Art Teacher Resources, and other resources for teachers in the Professional Collection. The library serves as the media center and library for the Arts High School and also supports educators statewide. Since the Library was relocated to the main building, usage is up.

### **Minnesota Academic Standards in the Arts K-12**

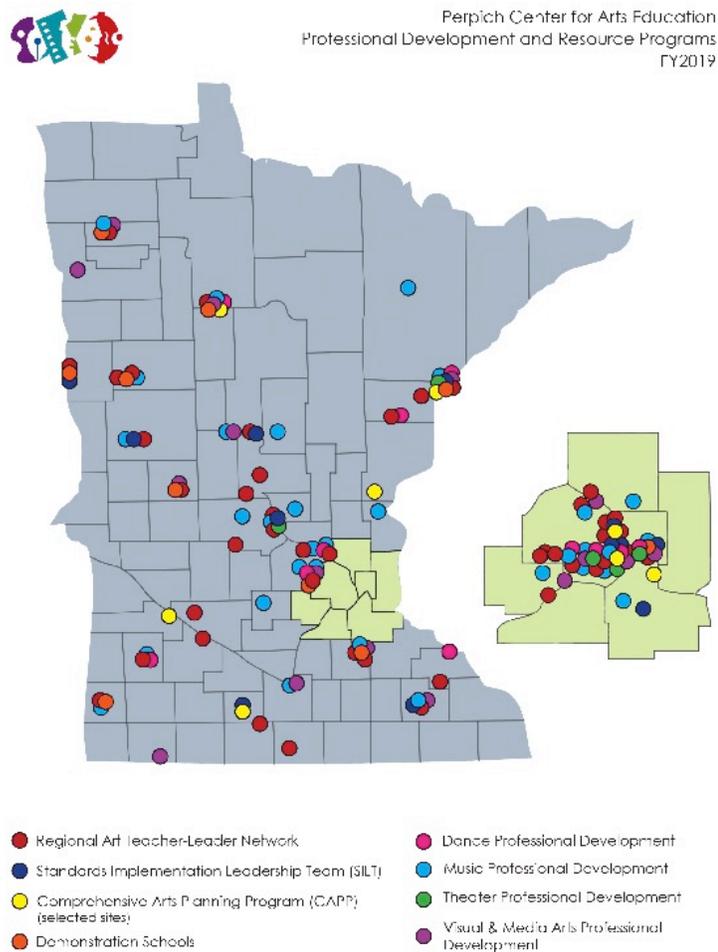
The current Minnesota arts standards, which were developed in 2008, were reviewed and revised during the 2017-18 school year. The Minnesota Department of Education, in collaboration with Perpich Center for Arts Education, convened a committee of 40 educators, parents, artists, and community members to recommend changes to the standards. It was agreed by the committee that they would use the 2014 voluntary national arts standards as the starting point for the review and revision. An administrative law judge is reviewing the standards. While implementation dates have not been determined yet, it is likely the new standards will be required for full implementation in the 2021-2022 school year. In FY19, in collaboration with the Minnesota Department of Education, an Arts Standards Implementation Leadership Team was formed. That group is providing leadership to address needs that arts educators identified on a survey distributed by MDE. New resources for teachers to implement the arts standards will be developed over the course of the next couple of years.

### **Annual Conference**

In June 2019, an open to the public conference was planned and hosted by PDR. The event was called "Equity through the Arts: Change Starts With/in Us." Registrations were full within the first week. The content of both the 2018 conference and the 2019 conference was to help educators increase their skills and knowledge of diversity and inclusion to assure all students have an excellent education that includes the ability to complete learning in all of the arts standards. The conferences also addressed areas related to diversity and equity required for professional educators to renew their teaching licenses, per PELSB.

While Professional Development and Resource Programs consist of a number of individual programs, they add up to a holistic approach of serving arts teachers, schools, and administrators across the state to improve arts education opportunities for K-12 students. The following map shows the locations of PDR programs and work the Arts Education Specialists have done across the state in FY19.

## Section II -- The impact of the center's outreach activities;



Work of Professional Development and Resource Programs (PDR) is shown in two distinct ways: (1) Numbers of outreach activities and participants and (2) impact of those activities.

- (1) The charts below give an overview of how many districts, teachers, and administrators were served by specialists and programs collectively in FY19. A comparison to FY18 data is included to indicate growth of the number of participants served. It should be noted that not all PDR staff were on board for the full year in FY18. Within this data, district numbers reported are unique; no repeats are counted. Teachers and administrators are reported as points of contact. Individuals are counted as many times as they participated. The data is also broken down into tiers to show the level, or depth, of service provided by PDR, by program, and specialist. The process of data collection from July through December, 2018 was refined to be more accurate in January, 2019. The data collection system now includes unique individuals and their locations in order to see exact numbers of teachers served, how many times they have participated, and where that service occurred. To keep consistency in our data, we have reported using the original format of information. More precise reports of our work will be available in FY20.
- (2) Impact is shown through quantitative and qualitative data. Participants in PDR programs have been asked to respond to two similar statements on an evaluation form after each program. The **five-point scale** provides quantitative results. The two statements are:
  - a. I have developed or strengthened relationships with other professionals/educators.
  - b. I am leaving with ideas I can transfer into my teaching practices.Sample quotes from the same participants provide qualitative data below.

**(1) Number of Districts, Teachers and Administrators served by Perpich Center for Arts Education in FY19**

Number of Districts, Teachers and Administrators served by PDR					
Fiscal Year	Districts	Teachers			Administrators (includes supts, principals, and curriculum directors)
		Total	Arts	Non-Arts	
FY18	200	1745	1405	340	190
FY19	274	2650	2183	373	94

**(2) PDR impact from Annual Conference evaluations**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.28</b>	<b>4.59</b>

- This Equity Conference has been SUCH an important opportunity and experience. I applaud the work you have all done to bring this conference together. The quality of the presentations and presenters was amazing. THANKS.
- This conference should be offered to every school district, for everyone serving students. So valuable. I am so proud to work with Perpich.
- I've always had a heart for the "unseen", but you've given me some tools to work with and information to understand my own assumptions and biases. It was amazing, and I wish EVERYONE could experience it!
- Every Perpich event I have attended helps me learn how to improve my teaching practice. And being able to talk and learn from other arts educators is invaluable.

**Arts Education Specialist and Program Services**

As indicated above, Specialists gather reflections from participants after most workshops they facilitate to determine impact. They also collect information about what could be improved to make the workshops more useful to participants. These responses indicate high satisfaction with Perpich Center meetings and workshops. The information below provides examples of participants' responses and data about the scope of activity. More complete data is available later in the report on depth of service in tiers. Arts Specialists are key to the work being completed through PDR. Data shared below is based on work they completed for their specialty only and for work completed in collaboration with other specialists or programs. All Resource Centers work is counted within that subset of data and within the specialist's data. PDR data includes statewide conferences that all specialists, directors, and support staff carried out and is not reported in the individual specialists' data.

**(1) Dance Specialist impact numbers**

Number of Teachers and Administrators served by Dance				
Fiscal Year	Teachers			Administrators (includes supts, principals, and curriculum directors)
	Total	Arts	Non-Arts	
FY18	166	116	37	13
FY19	450	296	129	25

**(2) Dance Specialist Impact evaluations**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.25</b>	<b>4.41</b>

- This day gave me the ability to think about dance from different perspectives. I learned dance is not only for performance but it is a tool for education, and also a learning tool of culture.
- As a result of today’s workshop, I plan to look for opportunities to help my students see dance through an understanding of the culture which birthed the form we are studying.
- I've always thought of myself as a student-led teacher, but because of the discussion in this workshop, I can see that I can give even more ownership to my students.

**(1) Music Specialist impact numbers**

Number of Teachers and Administrators served by Music				
Fiscal Year	Teachers			Administrators (includes supts, principals, and curriculum directors)
	Total	Arts	Non-Arts	
FY18	112	90	15	7
FY19	1238	1104	102	32

**(2) Music Specialist Impact evaluations**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.48</b>	<b>4.84</b>

- I've heard so much about this Conversational Solfege but this is the first time I was able to see and hear a more in depth approach. I'm so excited to try it!
- Today's workshop showed me that many "small parts" make an impressive "whole". And that Music IS a second language to be acquired before being learned.
- There were many things I will take with me but my favorite quote from the day was "Assume Competence." This is applicable in SO many different scenarios from the elderly, to the child who is displaying challenging behaviors, to the middle school student who has a diagnosed disability. It will be my new mantra.

**(1) Theater Specialist impact numbers**

Number of Teachers and Administrators served by Theater				
Fiscal Year	Teachers			Administrators (includes supts, principals, and curriculum directors)
	Total	Arts	Non-Arts	
FY18	51	43	8	0
FY19	293	232	57	4

**(2) Theater Specialist Impact evaluations**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.29</b>	<b>4.54</b>

- I'm excited to incorporate all of the new things I learned today in my directing debut. The physical comedy and exercises I learned will be so helpful.
- Through this theater workshop, I learned that I need to continue investigating what it means to be inclusive and my own able-bodied bias and how that affects my teaching.
- The best part of the workshop was making connections with other professionals with whom I can share knowledge/resources.

**Scholars of Distinction** is a program done in collaboration with the Minnesota Department of Education to promote advanced learning in the wide-ranging discipline of theater for secondary students. A panel of educators reviews the portfolios that students generate to determine who exhibits exemplary work and will be awarded recognition. The award ceremony was held at Perpich Center in May, 2019. Two theater students shared their insights:

"Being a student who is planning on pursuing theatre in college, the Scholars of Distinction [program] gave me a fantastic opportunity to create a portfolio, reflect on my work, and audition in front of new people. I used a lot of my Scholars' work when applying to college theatre programs, and the fall of my senior year would've been a lot more stressful without the prior knowledge and experience Scholars gave me!" *Scholar of Distinction in Theater Arts 2019, Woodbury, MN*

"The experience I gained from the Scholars of Distinction in Theater Arts is invaluable. As I put together my portfolio of past theater work and script analysis essays, I was able to learn what distinguishes myself from

other actors, and where my weaknesses lie. It was an opportunity to work on what I am passionate about outside of school, and put together a performance that represented where I currently am on my journey as both a person and an actor. It was an amazing experience to be able to present myself and what my work and accomplishments have led to and I am thankful that such a program is available to young actors and theater artists." *Meritorious Performance in Theater Arts 2019, Minneapolis, MN*

**(1) Visual & Media Specialist impact numbers**

Number of Teachers and Administrators served by Visual/Media Arts				
Fiscal Year	Teachers			Administrators (includes supts, principals, and curriculum directors)
	Total	Arts	Non-Arts	
FY18	1037	875	25	137
FY19	716	599	96	21

**(2) Visual & Media Specialist Impact evaluations**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.38</b>	<b>4.72</b>

- Perpich Center for Arts Education has been an invaluable resource for me personally and professionally. I have been able to take part in a series of art teacher classes that have been centered on increasing my media arts skills as well providing myself and my colleagues with resources from the library.
- Through the Regional Arts Teacher-Leader network, I am able to come together with educators from around the state to share ideas, grow in our understanding of diversity in the arts, and develop deeper, more meaningful lessons for our students.
- It's great to have the opportunity not only to work with colleagues around the state, but also to be able to tap into the experience of our state arts specialist. Having a professional colleague who is familiar with a variety of districts provides us with the opportunity to take a glimpse into other sites, other processes, other types of instruction, and other curriculum work.
- Though we work with state and national standards, instruction is entirely local. Our visual and media arts education specialist from Perpich helps us connect our local classrooms with others around the state, enabling us to share real classroom solutions to big-picture standards.
- The Perpich Center Art Education Outreach services and staff have been instrumental in providing meaningful support in a number of our large professional development programs and events.

**(1) Regional Centers impact numbers**

Number of Teachers and Administrators served by Regional Centers				
Fiscal Year	Teachers			Administrators (includes supts, principals, and curriculum directors)
	Total	Arts	Non-Arts	
FY18	325	251	61	13
FY19	540	401	124	15

**(2) Regional Centers Impact numbers**

I have developed or strengthened relationships with other professionals/educators.	I am leaving with ideas I can transfer into my teaching practices.
<b>4.49</b>	<b>4.75</b>

- This is one of the greatest privileges in my career. The opportunity to think and learn differently, the chance to meet other passionate arts educators, and the support of Perpich leaders has been amazing!
- It is nice to be in a group of like-minded thinkers and teachers that are passionate about the importance of the arts in education.
- I saw and learned how to apply standards more effectively in my teaching. I also made great connections with other educators. I am not alone.
- This was a wonderful chance to step outside my own classroom, see with fresh eyes, and discover new possibilities for teaching art. I'm already working on a new visual art assignment inspired by the excellent dance class which gave students the tools to create their own choreography.

In FY19, Regional Arts Teacher-Leaders from each region were provided professional development in order to be prepared to serve as resources for other arts educators in their district and region. In addition to selecting teachers from across the state for RAT-L, Perpich Center changed the configuration of the Regional Centers to focus work in the eight Regional Service Coops in greater Minnesota as hubs for professional development offerings. This offers greater statewide coverage for dissemination of information to arts teachers and administrators. Workshops were offered in each region. At Demonstration Schools, RAT-Ls opened their classrooms for observation of effective teaching practices and program design. Perpich Arts Education Specialists facilitated a review and discussion of effective instructional practices for arts educators at Demonstration Schools in each region.

**Perpich Library**

External Patron Use

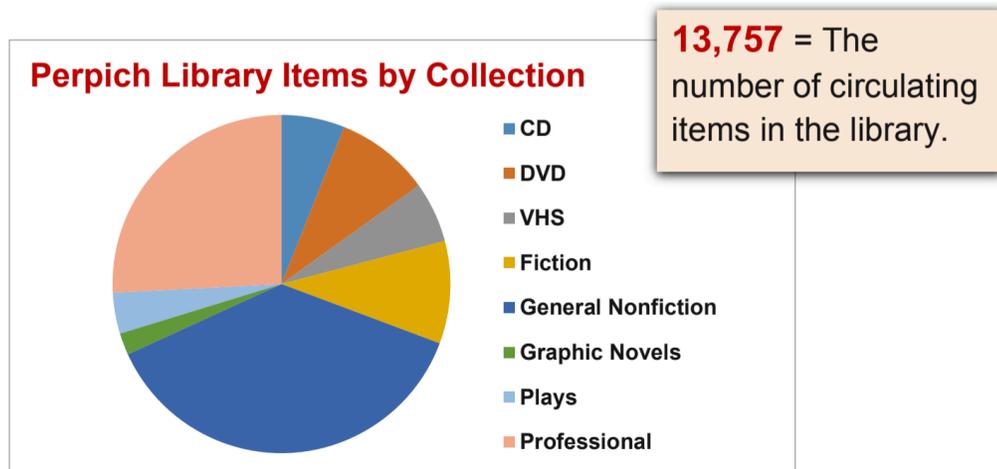
<b>Month</b>	<b>In-Person Contacts</b>	<b>Phone Contacts</b>	<b>Email Contacts</b>	<b>New/Renewing Members</b>	<b>Items Renewed</b>	<b>Items Checked Out</b>
July	1	1	0	1 New	0	2
August	1	0	1	3 New	1	1
September	4	0	4	5 New, 1 Updated	0	17
October	60	0	4	11 New, 2 Updated	9	30
November	1	3	14	2 New	11	6
December	8	0	2	2 New	4	7
January	2	0	2	1 New	2	0
February	6	0	1	1 New	0	28
March	2	1	3	3 New	13	2
April	2	1	0	2 New	2	17
May	0	0	2	0	0	0
June	1	0	0	1 New	0	2
<b>TOTAL</b>	<b>88</b>	<b>6</b>	<b>33</b>	<b>32 New, 3 Updated</b>	<b>42</b>	<b>118</b>

High School Classroom Library Use FY18 vs. FY19

<b>Month</b>	<b>2017-2018 # of Classes Scheduled</b>	<b>2018-2019 # of Classes Scheduled</b>
September	40	42
October	32	51
November	27	38
December	25	47
January	8	24
February	16	40
March	20	39
April	13	52
May	32	92
June	5	8
<b>Total</b>	<b>223</b>	<b>433</b>

Average Daily Visitors in Library FY18 vs. FY19

Month	2017-2018 Average # of daily Library visitors	2018-2019 Average # of daily Library visitors
August	26	35
September	41	58
October	36	58
November	28	53
December	25	63
January	13	50
February	16	49
March	21	52
April	18	53
May	30	70
<b>Daily Average</b>	<b>26</b>	<b>56</b>



When the Library was located in the GAIA building, there were fewer participants in the Library, as reflected in the numbers above. After the move to the Arts High School building and the creation of the new Professional Development programs and opportunities, the numbers of both students and teachers using the Library has gone up in FY19.

**Minnesota Academic Standards in Arts K-12**

The Minnesota Department of Education surveyed the field to determine what types of resources educators need to implement the new arts standards. Below are percentages of the most highly requested implementation resources from the survey:

- 89% - a website with implementation tools and resources
- 87% - a website to have sample assessments for various strands and benchmarks, by arts area
- 80% - other downloadable lesson resources, by arts area
- 69% - professional development on standards implementation, either in their school districts or geographic region

- 69% - a step by step process to be able to analyze current curriculum and revise it to meet the new requirements
- 60% - ideas for incorporating the contributions of Minnesota American Indian tribes and communities

The next step will be for the Standards Implementation Leadership Team to convene teachers to begin writing online resources that have been requested.

**Tiers of Service – data on the depth of work done by PDR**

Because contemporary education professional development is complex and multi-layered, data for PDR is collected and presented in a tiered format. This provides a lens into the breadth and depth of the Perpich Center’s professional development across the state. The tiers represent the variety and depth of professional development offerings when working with teachers, administrators, schools, and school districts.

**Tier 1 - Introductory:** one to four hour presentation/workshop, one time

**Tier 2 - In-Depth:** A day of targeted professional development, or providing a day-long or multi-day conference, one time

**Tier 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.)

**Tier 4 - Systemic:** Impact a system of education or arts education, often at a school or district level

Tiers 1 and 2 provide entry to 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.

**(1) Data by Tiers of service**

<b>Tier 1: Introductory</b>	<b>Tier 2: In-Depth</b>	<b>Tier 3: Sustained</b>	<b>Tier 4: Systemic</b>
<i>Up to 4 hour professional/ technical services: stand-alone presentation, meeting, or consulting</i>	<i>Day-long or multi-day professional development: stand-alone workshop, conference, or consulting</i>	<i>Year-long or multi-year support to develop capacity of educators: combination of workshops, coaching, consulting, etc.</i>	<i>Sustained and intensive support to impact a system of education or arts education, at a school or district level</i>

Tiers	# of Events	Percent of Work
1	36	25.17%
2	58	40.56%
3	20	13.99%
4	29	20.28%

<b>Professional Development by Tier for Specialists and Programs: FY 2019</b>					
<i>A participant could be counted more than once per program per tier</i>					
		Tier 1: Introductory	Tier 2: In-Depth	Tier 3: Sustained	Tier 4: Systemic
<b>Dance Education</b>	<b>Arts Teachers:</b>	37	105	151	3
	<b>Non-Arts Teachers:</b>	73	55	1	0

	<b>Administrators:</b>	18	7	0	0
<b>Music Education</b>	<b>Arts Teachers:</b>	448	517	91	48
	<b>Non-Arts Teachers:</b>	48	4	1	49
	<b>Administrators:</b>	6	16	0	10
<b>Theater Education</b>	<b>Arts Teachers:</b>	0	117	114	1
	<b>Non-Arts Teachers:</b>	0	56	1	0
	<b>Administrators:</b>	0	4	0	0
<b>Visual &amp; Media Arts Education</b>	<b>Arts Teachers:</b>	308	147	102	42
	<b>Non-Arts Teachers:</b>	85	10	1	0
	<b>Administrators:</b>	7	7	1	6
<b>PDR Conferences</b>	<b>Arts Teachers:</b>	0	264	0	9
	<b>Non-Arts Teachers:</b>	0	37	0	0
	<b>Administrators:</b>	3	25	0	2
<b>CAPP</b>	<b>Arts Teachers:</b>	47	0	0	0
	<b>Non-Arts Teachers:</b>	0	0	0	2
	<b>Administrators:</b>	0	0	0	1
<b>Regional Centers</b>	<b>Arts Teachers:</b>	53	119	229	0
	<b>Non-Arts Teachers:</b>	75	48	1	0
	<b>Administrators:</b>	5	9	1	0

### Key Findings

Perpich Arts Specialists provided professional development for arts educators in all five arts areas: Dance, Media Arts, Music, Theater, and Visual Arts. PDR programs have:

- Provided technical assistance and professional development for 2,183 arts educators across the state
- Provided professional development for 373 non-arts educators who learned to integrate the arts into their classrooms
- Reconfigured the Regional Centers with a new Regional Arts Teacher-Leader network representing all nine Service Cooperative Regions, Regional Workshops, and Demonstration Schools
- Re-established the Comprehensive Arts Planning Program
- Developed new collaborations with the MN Department of Education

### **Looking to the Future**

The new structure of Professional Development and Resource Programs was implemented more completely in FY19. The system of data collection changed mid-year, meaning that data will not be exactly comparable to subsequent fiscal years. Not only were programs redesigned, but staffing increased which allowed for increased reach across the state. Now that the staff is on board to carry out the new structure, there is

already a large increase in activity such as workshops and conferences, which shows a significant increase in numbers of participants represented in the FY19 data.

Looking forward to FY 2020, PDR plans to:

- Focus on regional activity for RAT-Ls. They will provide professional learning opportunities for teachers in their regions and PDR staff will focus on regional opportunities
- Increase the number of RAT-Ls to add more teachers in underserved arts areas
- Expand the number of Demonstration Schools to 30
- Implement year one of full program for eight CAPP districts
- Explore ways to increase the number of administrators served through a new Curriculum Leaders network, in collaboration with MDE

### **Section III -- 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;**

#### **FY19 Enrollment Trends**

- 1) Enrolled students on Day 1 of the 2018-19 school year. **116**
- 2) Enrolled students on Day 1 of the 2019-20 school year. **125**
- 3) Enrolled Students on Day 1:
  - (a) Commuters: **61** (49%)
  - (b) Dorm Residents: **64** (51%)
- 4) Enrolled Students on Day 1—Residence Location:
  - (a) 7-County Metro Area: **90** (72%)
  - (b) Outstate MN: **35** (28%)
- 5) Breakdown of student enrollment by grade in 2019-20. Gr. 12 = **65** Gr. 11 = **60**
- 6) Juniors who finished the 2018-19 school year at AHS. **54**  
*Number of 2019-20 Seniors that were enrolled at AHS during 2018-19. **50***  
*92% Of Last Year's Juniors Returned for Their Senior Year*
- 7) Number of students new to Perpich in 2019-20 (total; Seniors; Juniors). **75**  
Total New Students (60 New Juniors; 15 New Seniors)  
*60% of the student body is new to the Arts High School in 2019-20*
- 8) Congressional District Representation

CD1	15	CD5	42
CD2	8	CD6	12
CD3	22	CD7	4
CD4	13	CD8	9

#### **FY19 Student Recruitment Efforts**

Direct Recruitment:

- 2018-2019 (June 2018 - April 2019 efforts directed at 19-20 applicants and beyond)
  - Eight Information Sessions held on campus; four weeknight sessions and four on Saturdays
  - Recruitment visits to high schools, arts organizations, art retail stores, dance studios, book stores, public libraries, etc.
  - Admissions presence at three high school choice fairs: Friends School, Lake Country Montessori, and Best Prep Academy
  - Hosted summer arts camp in 2018 for ages 10-15
  - Use of CRM (customer relationship management) system for managing contacts and interactions with prospective students and families
  - Marketing materials mailed to school counselors in every high school across the state

- Theater show “Getting Through the Middle” went on tour to several middle schools across the state

#### Presence for Student Recruitment and Outreach

- Exhibitor at:
  - Golden Valley Arts Festival
  - Minnesota Bookfest (largest literary festival in Upper Midwest)
  - Rural Arts and Cultural Summit
  - Education Minnesota Fall Conference
  - Minnesota Rural Education Association Annual Conference
  - Art Educators of Minnesota Convention
  - Minnesota Music Educators Association Annual Conference
  - Minnesota School Board Association Leadership Conference
  - Minnesota Association of Secondary School Principals Conference
  - Minnesota Association of School Counselors Conference
  - Minnesota Elementary School Principals Association Conference
  - Minnesota Association of School Administrators Conference
  - Regional Art Council State Director’s meeting
  - Host of MSHSL Region 5 and Statewide Visual Arts and Theater Arts shows
  - Admissions presence during Visual MSHSL days

#### Marketing/Public Relations

- New marketing materials developed and extensive website redesign, launched July, 2019
- Promotional video produced in October, 2018
- Partnership with TPT – Twin Cities PBS created eight short videos for on-air and online
- Advertisement in multiple programs/playbills in arts venues including Chanhassen Dinner Theater, The Artistry Theater, Children’s Theatre Company, The Ordway, Minnesota Boychoir, Hennepin Theatre Trust Spotlight Education
- Active social media channels: Facebook, Twitter, Instagram, YouTube
- Social media advertising and Google Ads campaigns
- News feature on Univision television in February, 2019
- Advertisement in City Pages “Best Of…” edition, Sun Sailor, MN Women’s Press, Minnesota Parent, etc.
- Media advisories/Press releases sent to local media and media across the state
- Several on-air and in print features
- Letters to the Editor submitted
- Executive Director visited and presented to 7 of 9 Service Coop Regions, connecting with administrators across the state

#### Looking forward to FY 2020, our enrollment efforts will include:

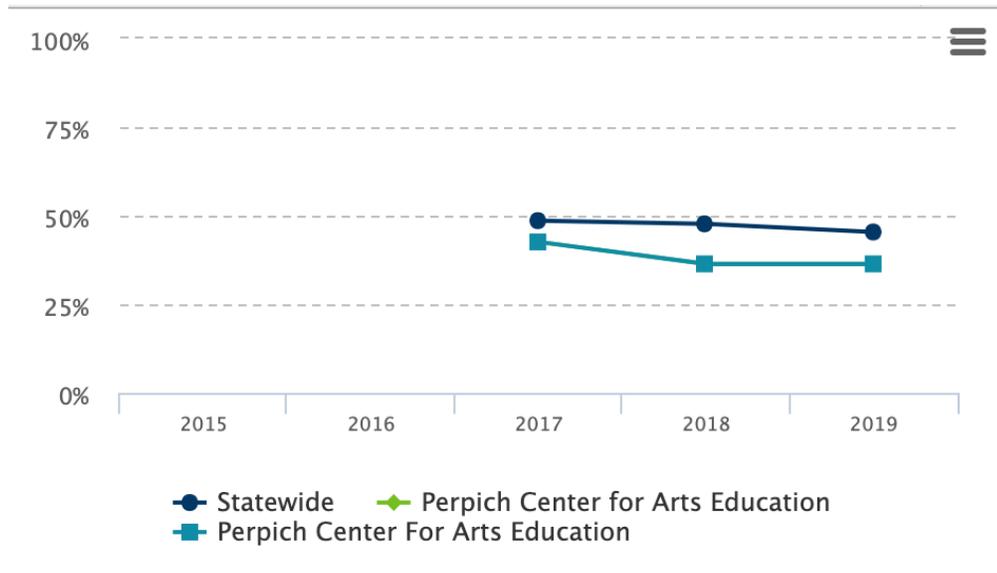
- Extensive outstate travel to share the news of the dorm fee waiver for students 20+ miles from campus
- Nine (9) information sessions on campus, five (5) weeknight sessions and four (4) scheduled on Saturdays
- Recruitment visits to high schools, arts organizations, art retail stores, dance studios, book stores, and public libraries in 81 of the 87 counties in Minnesota
- Targeted diversity outreach efforts to Hmong Cultural Center in St. Paul, Minneapolis American Indian Center, and Asian Media Access
- Outreach to homeschool organizations and 4H Clubs of Minnesota
- Outreach to arts organizations offering programming for middle and high school students
- Admission review forms, processes, and training revised to better evaluate student fit and future success in the Perpich community

**Section IV -- 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 – Math

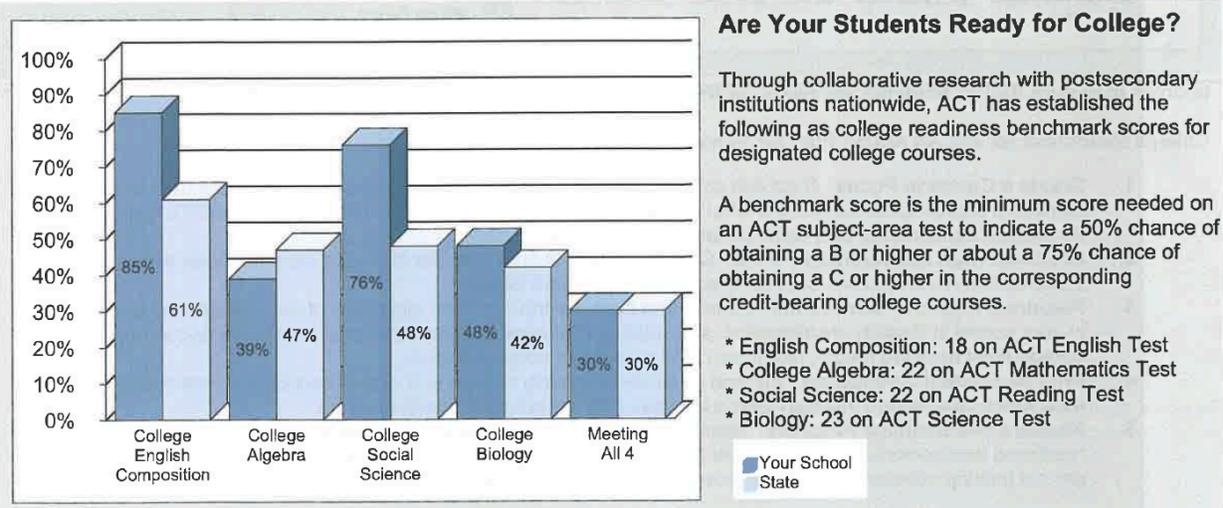


ii. The ACT Test

**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
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
2018	81	61,253	23.2	20.2	21.8	21.4	25.9	21.7	22.1	21.4	23.4	21.3
2019	54	59,186	23.4	20.3	19.8	21.4	24.9	21.7	21.6	21.6	22.6	21.4

**Percent of ACT-Tested Perpich Arts High School Students Ready for College Level Coursework in 2019**



**Are Your Students Ready for College?**

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- \* English Composition: 18 on ACT English Test
- \* College Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

### iii. Advance Placement (AP) Test Results

#### Current Year Score Summary - 2019

Perpich Center for Arts Education (240943)

Data Updated: July 02, 2019

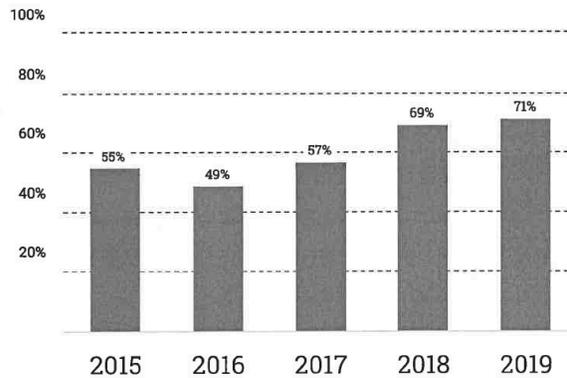
Report Run: November 11, 2019

#### Total AP Students in Your School: 35

Totals for this View ?	1	2	3	4	5	Total Exams
Number of Exams	2	17	16	10	7	52
Percentage of Total Exams	4%	33%	31%	19%	13%	100%
Number of AP Students	2	12	16	9	6	

Subject Totals	1	2	3	4	5	Total Exams
Art History	2	9	2			13
Calculus AB			4	2		6
Comparative Government and Politics			2		1	5
English Literature and Composition		1	6	2	1	10
Music Theory				1		1
Spanish Language and Culture				1		1
Studio Art: 2-D Design Portfolio			4	6	5	15
United States History		1				1

#### % OF TOTAL AP STUDENTS WITH SCORES 3+



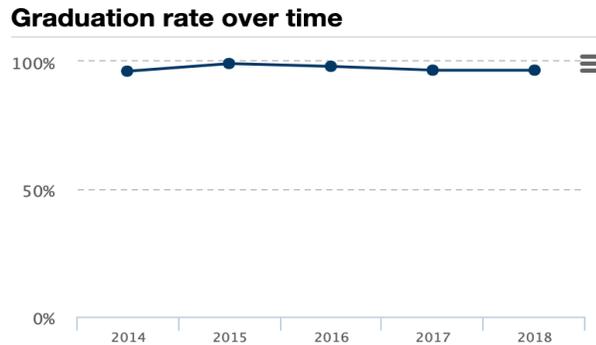
#### SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	60	47	51	39	35
Number of Exams	82	56	63	51	52
AP Students with Scores 3+	33	23	29	27	25
% of Total AP Students with Scores 3+	55.0	48.9	56.9	69.2	71.4

<https://scores.collegeboard.org>

## 2. Graduation Rates

- i. 2019 Perpich High Arts High School Graduation Rate was 98.1%
- ii. Graduation Rate Trends (2014-2018) *Source: MDE Report Card*



## 3. Students Enrolled in Post-Secondary Education

2019 Perpich Art High School Graduates: 52 students

2019 Perpich Art High School Graduates Enrolled at Post-Secondary Institutions - Fall 2019

(39) Graduates (75%) Enrolled in Post-Secondary - Fall 2019\*

(23) Graduates Enrolled at Minnesota Post-Secondary Institutions

- Central Lakes College
- College of St. Benedict's
- Inver Hills Community College
- Metropolitan State University
- Minneapolis Community & Technical College
- Minneapolis College of Art & Design
- MN State University, Mankato
- St. Cloud State University
- St. Cloud Technical & Community College
- St. Olaf College
- University of MN, Duluth
- University of MN, Twin Cities
- Winona State University

(16) Graduates Enrolled at non-MN Post-Secondary Institutions

- AMDA College & Conservatory of Performing Arts
- Bard College
- Columbia College Chicago
- Cornell College
- Eastern Gateway Community College
- Goucher College
- Laguna College of Art & Design
- Maryland Institute College of Art
- North Dakota State University
- Nova Scotia College of Art & Design
- Pacific Northwest College of Art
- Portland State University
- Southwest Oregon Community College
- University of Wisconsin, Milwaukee

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