

Report to the State of Minnesota and the Minnesota Legislature, January 13, 2017
Perpich Center for Arts Education

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Legacy Initiative Background

Perpich Center for Arts Education is a state agency serving all students, educators and schools in Minnesota. Created in 1985 by the Minnesota state legislature, the agency seeks to advance K-12 education by teaching in and through the arts. Perpich staff and faculty experts provide professional development, research, policy guidance and standards-based curriculum development. Perpich also offers a public arts education library as a resource to all Minnesota teachers and teaching artists, and it operates an innovative, public, two-year, statewide residential high school and Crosswinds Arts and Science School, an integration magnet middle school. More information about the Perpich Center can be found at <http://perpich.mn.gov/>

In November 2008, Minnesota voters approved a constitutional amendment that created a dedicated sales tax to fund work related to clean water, land, habitat, parks, trails, arts, and cultural heritage. In 2009, a Senate sub-committee on arts education tasked the Perpich Center for Arts Education with designing and implementing two high quality educational projects using Arts and Cultural Heritage funds: the *Perpich Arts Integration Network of Teachers* and the *Arts Education in Minnesota Schools Research Project*. The *Arts Education in Minnesota Schools Research Project*¹ concluded in 2012. Due to initial successes, the Minnesota Legislature asked the Perpich Center to continue to expand its *Arts Integration Network of Teachers* in rural Minnesota for two successive biennia, including the 2013-2014 biennial session, with an appropriation of \$1.5 million for those two years. Shifting its support to the Perpich Center's implementation of Turnaround Arts: Minnesota, part of a national initiative of the President's Committee on the Arts and Humanities, the Perpich Center received an appropriation of \$600,000, for fiscal year 2016 and \$800,000 for fiscal year 2017 (later reduced to \$776,000 due to lower projections for the state Legacy fund.)

The following chart indicates the budget for Turnaround Arts: Minnesota in fiscal year 2017.

Turnaround Arts: Minnesota Fiscal Year 2017 Activity	Budgeted Funds
Program (coordination, professional development, strategic planning, teacher and administrator coaching, implementation support)	\$ 601,000
Funding for implementation in schools	\$ 100,000
External Evaluation	\$ 55,000
Administrative cost @ 2.5%	\$ 20,000
TOTAL	\$ 776,000

¹ http://www.pcae.k12.mn.us/index.php?section=outreach_publications_survey

Turnaround Arts: Minnesota

Overview

Turnaround Arts: Minnesota is an arts and school improvement program. Schools participating in 2014-15 have demonstrated **increased academic achievement, increased student and family engagement, and improved school culture and climate**. At the national level Turnaround Arts is a signature program of the President's Committee on the Arts and the Humanities. Turnaround Arts: Minnesota is run by Perpich Center for Arts Education and works with schools pre-K through 8th grade.



There are currently eight Turnaround Arts: Minnesota schools around the state. Four of these schools are entering their third year as a Turnaround Arts school, and four are beginning in the 2016-17 school year. All were designated low-performing and in need of improvement by the Minnesota Department of Education. All are working to close achievement and opportunity gaps. These schools represent a diversity of student demographics in urban, suburban and rural

settings:

- Bethune Community School, Minneapolis (since 2014)
- Cityview Elementary School, Minneapolis (since 2016)
- I.J. Holton Intermediate School, Austin (since 2016)
- Northport Elementary, Brooklyn Center, Robbinsdale School District (since 2014)
- Northside Elementary, St. James (since 2014)
- Red Lake Middle School, Red Lake (since 2014)
- Riverside Central Elementary School, Rochester (since 2016)
- Stonebridge World Charter School, Minneapolis (since 2016)

Cityview Elementary School, I.J. Holton Intermediate School, Riverside Central Elementary School, and Stonebridge World Charter School were selected in January 2016 as the result of an open application process that was conducted that winter.

The Research

It is imperative that Minnesota address its achievement and opportunity gaps. Data from the Minnesota Department of Education shows unacceptable gaps in learning among disadvantaged groups, including students of color, English learners, students with disabilities and students in poverty. In both math and reading, White students are performing at higher levels than students of color in the state. Similarly, students receiving free and reduced-price lunch, English learners and students with disabilities demonstrate consistent lower academic performance when compared to more advantaged student groups.

Arts education has been shown through numerous studies to be an important part of education as a whole and able to give students tools for success. Decades of research show that arts-engaged students perform better than their peers academically. *Read about the research at bit.ly/1qCus03.*

For example, recent studies show that students who participate regularly in the arts:

- have higher attendance and high school graduation rates
- are more likely to attend a four-year university, graduate and go on to a career with potential
- are more self-confident and better able to express their ideas

Arts education can also benefit overall school culture and climate, especially when it is integrated into the school, giving teachers new tools, increasing collaboration, creating an atmosphere of creativity and inspiration and engaging parents and the community.

However, federal data shows that students who need arts education the most are getting it the least. While affluent public schools have high rates of arts education, high-poverty schools often have almost none. There are over 5 million students in public elementary schools in this country without either a music or an arts class in their school. Almost all are high-poverty.

Objectives and Methodology

Turnaround Arts: Minnesota addresses this inequity by partnering with some of the lowest performing schools in Minnesota. We help them build learning in and through the arts and infuse the arts throughout the school, in order to strategically leverage the arts to address challenges they are already working to change. Through the arts, Turnaround Arts aims to:

- Increase and deepen student learning and engagement
- Improve school culture and climate, including increased attendance and decreased behavior referrals

- Improve teacher capacity and instruction
- increase family involvement.

Each school's growth in Turnaround Arts is different and tailored to the school community's unique needs and assets. However all schools have some commonalities. They:

- Form a representative Arts Leadership Team to set the vision and guide implementation
- Create a Strategic Arts Plan, which sets goals and pairs school challenges with arts interventions which have a high likelihood of making an impact
- Provide training, support, and expectations for teachers to use arts integration as an instructional strategy in every classroom
- Identify ways to weave the arts into the current fabric of the school, as well as increase access to arts classes over time

The Perpich Center provides a range of support as these schools build up the arts and use the arts as a key tool in improvement:

- Coaching, resources, and implementation support for:
 - sustainable, whole school change
 - strategic arts planning targeted at specific school challenges
 - learning in and through the arts (arts integration)
 - school environment, culture and climate improvement
 - family engagement
- Professional development for teachers and administrators, including:
 - Whole school, all-staff annual conference where participants gather new ideas, reflect on progress, and share learning
 - Workshops for arts leadership teams from each school where participants develop and refine the systems and strategies necessary for school change, and build capacity for arts integration
 - Workshops for arts early childhood education coaches and arts specialists, where educators are supported to be leaders and resources, in their building in arts integration and education
 - Custom-designed professional development support at each school tailored to needs and focus identified by the school
- Documentation of outcomes and best practices



- External evaluation team examining program effectiveness in the 2015-16 and 2016-17 school years
- Gathering of key improvement data from schools, both quantitative and qualitative
- Supporting schools to document and share impact

Perpich-led professional development in the calendar year 2016 included:

- End-of-Year conference for entire education staff of four schools
- Kick-off conference for entire education staff of four schools
- Two day-long workshops for Arts Leadership Teams
- Three Arts Specialist workshops
- Three Arts Integration peer coach trainings
- Monthly coaching with leadership in every school
- Monthly coaching of teacher teams on arts integration curriculum development

Impact on Schools in First Two Years (2014-16)

All comparisons are between school years 2013-14 (year prior to becoming a Turnaround Arts: Minnesota school) and 2015-16, and include schools that joined the initiative in 2014-15, unless otherwise noted. Sources are:

- MDE's [Minnesota Report Card](#)
- End-of-year reports submitted by principals
- Benchmark reports by external evaluators, Corbett, LaGarry, and Wilson

Student Achievement: State Test Scores

All Turnaround Arts: Minnesota schools are using multiple strategies and interventions to improve, including the arts as one of the key strategies. Over the past two years:

- Percent of students proficient in math: increased at all four schools.
- Percent of students proficient in reading: increased at three out of four schools.
- Growth scores in math:
 - Rose at three schools
 - Rose by more than 5 percentage points at two schools
 - Rose by nearly 10 percentage points at one of those schools.
- Growth scores in reading:
 - Rose by more than 5 percentage points at three schools,
 - Rose by nearly 10 percentage points at one of those schools,
 - Rose by more than 20 percentage points at another.

See next page for a table with more details.

School	Subject Area	Increase
Bethune	Students on track for success in math	28.9% to 38.2%
	Students on track for success in reading	18.5% to 23.7%
	Percent proficient in math	18.6% to 21.4%
	Percent proficient in reading	12.2% to 12.9%
St. James	Students on track for success in math	61.0% to 65.9%
	Students on track for success in reading	31.0% to 52.9%
	Percent proficient in math	63.3% to 65.1%
	Percent proficient in reading	45.1% to 67.1%
Red Lake	Students on track for success in reading	23.2% to 32.2%
	Percent proficient in math	5.9% to 7.2%
	Percent proficient in reading	15.3% to 21.6%
Northport	Students on track for success in math	46.0% to 49.1%
	Percent proficient in math	41.2% to 44.3%

Compared to state, district, and comparison schools

In addition, external program evaluators calculated a multi-year average of growth in proficiency (2012-2015 for math, and 2013-2015 for reading) for Turnaround Arts: Minnesota schools, a comparison school for each school, the school’s district, and the state. This multi-year average helps smooth out aberrations in a single year. When comparing Turnaround Arts: Minnesota multi-year averages with their comparison schools, districts, and the state,

- All 4 Turnaround Arts: Minnesota schools are higher than their district and the state in math
- 3 Turnaround Arts: Minnesota schools are higher than their comparison school in math

- 2 Turnaround Arts: Minnesota schools are higher than their comparison school, the district, and the state in reading

	Number of TA:MN schools higher than:		
	comparison school	district	state
2016 percentage gain in math	3	4	4
2016 percentage gain in reading	2	2	2

Student Engagement

A teacher survey conducted at all four schools in spring 2015-16 revealed that:

- Teachers at all four schools indicated that their **students were more engaged in both math and reading learning** when their work involved arts integrated activities.
- There was “almost universal agreement across the four schools that nearly everyone found arts integration a **useful tool in working with state standards.**”



External evaluators observed that “**the arts were three times as likely to be present when students were highly engaged and thoughtful**” based on visits to 104 classrooms at Turnaround Arts: Minnesota schools.

Behavior and Attendance

Suspensions at all four schools have decreased 21-96%.

School	Indicator	Change
Red Lake	Behavior referrals (2013-14 to 2014-15)	decreased 40%
Red Lake	Bullying/Harassment (2013-14 to 2014-15)	decreased 67%
Northport	Discipline referrals to the office	decreased 44%
St. James	Student detentions	decreased 23%
Red Lake	Out of school suspensions	decreased 21%
Bethune	Out of school suspensions	decreased 96%

St. James	In-school and out-of-school suspensions	decreased 83%
Northport	Out of school suspensions	decreased 70%
Northport	Out-of-school suspensions for African American boys	decreased 82%
Northport	In-school suspensions	decreased 91%
Red Lake	Tardies (2013-14 to 2014-15)	decreased 57%
Red Lake	Attendance	Increased from 75.8% to 87%

Family Engagement through the Arts

Increasing family involvement is often a goal of low-performing schools. All four Turnaround Arts: Minnesota schools have either added arts-focused events for families or incorporated the arts into family events. This has led to an increase in family attendance and involvement at all four schools.



School	Type of Increase
Bethune	Family attendance increased. 30-100 family members attended each grade-level performance.
Northport	Increased from 400 to 502 parents at events in one year. In addition, in 2015-16, 550 family and community members attended the student musical performance.
St. James	Full houses at musical performances; family volunteers at arts integrated experiences.
Red Lake	Many events bringing 20-120 family members per event.

Access to Learning in and Through the Arts

Arts Instruction

Access to regular **arts instruction delivered by a licensed arts specialist has increased** at the following schools:

School	Type of Increase
Bethune	Added a full time art teacher position in 2014-15.
Northport	Increased a .2 FTE art teacher position to full-time in 2014-15. Added part-time choir teacher in 2015-16.
St. James	In 2014-15 Kindergarten students did not have visual art instruction; that was added in 2015-16.
Cityview (first year 2015-16)	When Cityview applied they had no licensed arts specialists. Starting this year, they have two: a full-time art and music teacher.

Arts-Integrated Instruction

- All four schools report that **80% or more of teachers** are using arts integration regularly.
- A teacher survey indicated that 3 of 4 schools integrate “on average somewhere **between once a month and two to three times a month.**” The fourth school integrates between several times and once a month.

Whole School Impact

- At Bethune, **teacher retention has stabilized:** all but four teachers returned two years in a row, compared to a turnover of about one-third in 2013-14.
- In a survey, teachers were asked how much Turnaround Arts has impacted their school across nine dimensions. They responded on a 5-point scale (strongly agree = 5 to strongly disagree = 1.) **All 4 schools’ mean score was above 4 (between agree and strongly agree) for the following areas:**
 - *The principal is an advocate and strategist for the arts*
 - *Classroom teachers integrate the arts into other core instruction*
 - *Teaching artists and teachers collaborate to enrich and enhance learning*
 - *My school engages in an approach that leverages the arts for whole school improvement*
 - *Training and teacher support for the arts and arts integration is ongoing*
 - *My school’s atmosphere and culture celebrates creativity and artistic achievement*

Perpich Legacy Project Advisory Group

To ensure transparency and broad public participation in the Perpich Center’s Legacy project, the Perpich Center has an advisory group of volunteers knowledgeable about the arts and education. They represent arts education professional service organizations, school and district leaders, experts in school change, representatives from arts organizations working in transformative education, funding experts,

the Minnesota Legislature, the Minnesota State Arts Board, and the Minnesota Department of Education. In 2016, this group assembled November 2, to discuss the big picture of Turnaround Arts: Minnesota and important issues moving forward.

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