

Report to the State of Minnesota and the Minnesota Legislature

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. 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. In 2015, the legislature shifted its Legacy fund support to the Perpich Center’s implementation of Turnaround Arts: Minnesota, an initiative founded by the President’s Committee on the Arts and the Humanities during the Obama Administration and is now a program of the John F. Kennedy Center for the Performing Arts. 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.) On June 30, 2017, Legacy fund support of Turnaround Arts: Minnesota concluded.

The following chart indicates the Legacy fund 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. Participating schools have demonstrated **increased academic achievement, increased student and family engagement, and improved school culture and climate**. At the national level Turnaround Arts was founded by the President’s Committee on the Arts and the Humanities during the Obama Administration and is now a program of the John F. Kennedy Center for the Performing Arts. Turnaround Arts: Minnesota is run by Perpich Center for Arts Education and works with schools pre-K through 8th grade.

In fiscal year 2017, there were eight Turnaround Arts: Minnesota schools around the state. Four of these schools were in their third year as a Turnaround Arts school (cohort 1), and four began this journey in the 2016-17 school year (cohort 2). All were designated low-performing and in need of improvement by the Minnesota Department of Education:

Cohort 1 (Turnaround Arts: Minnesota school since 2014)

- Bethune Community School, Minneapolis
- Northport Elementary, Brooklyn Center, Robbinsdale District
- Northside Elementary, St. James
- Red Lake Middle School, Red Lake

Cohort 2 (Turnaround Arts: Minnesota school since 2016)

- Cityview Elementary School, Minneapolis
- I.J. Holton Intermediate School, Austin
- Riverside Central Elementary School, Rochester
- Stonebridge World Charter School, Minneapolis



All are Title 1 schools and working to close achievement and opportunity gaps. Serving more than 3,500 students, these schools represent a diversity of student demographics in urban, suburban and rural settings. This chart details the demographics of each school:

School	Race/Ethnicity	Socio-Economic	Other
Bethune Community School, Minneapolis	- 84 % Black - 7% White - 3% Hispanic - 3% Asian - 3% American Indian/Alaskan Native	97% Free/Reduced Lunch	<ul style="list-style-type: none"> ● 5% English Learner ● 23% Special Education ● 19% Homeless

Cityview Community School, Minneapolis	- 79% Black - 9% White - 1% Hispanic - 8% Asian - 3% American Indian/Alaskan Native	94% Free/Reduced Lunch	- 20% Special Education - 11% Limited English Proficiency - 24% Homeless/Highly Mobile
I.J. Holton Intermediate School, Austin	- 6.8% Black - 59.6 % White - 27.1% Hispanic - 6.0% Asian - 0.4%American Indian/Alaskan Native	59.8% Free/Reduced Lunch	- 15.7% Special Education - 11.3 % Limited English Proficient
Northport Elementary, Brooklyn Center	- 43% Black - 12% White - 29% Hispanic - 15 % Asian - 1% American Indian/Alaskan Native	83% Free/Reduced Lunch	-33% English Learner - 9% Special Education - 3% Homeless
Northside Elementary School, St. James	- 1% Black - 49% White - 50% Hispanic - 0.3 Asian - 0.6 American Indian/Alaskan Native	56% Free/Reduced Lunch	- 20% English Learner - 2% Homeless - 13% Special Education
Red Lake Middle School, Red Lake	100% American Indian/Alaskan Native	91% Free/Reduced Lunch	- 11% Homeless - 15% Special Education
Riverside Elementary School, Rochester	- 18.8% Black - 46.9 % White - 21.7% Hispanic - 13.8% Asian - 0.05% American Indian/Alaskan Native	74.55% Free/Reduced Lunch	- 17.6% Special Education - 36.7% Limited English Proficient
Stonebridge World School, Minneapolis	- 61.3% Black - 3.9% White - 31.3% Hispanic - 0% Asian - 3.5% American Indian/A.N.	89.8% Free/Reduced Lunch	- 13.7% Special Education - 26.6 Limited English Proficient - 40% Homeless and Highly Mobile

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 consistently lower academic performance when compared to more advantaged student groups.

Strategic use of the arts has been shown to make a difference on persistent school challenges. Schools involved in Turnaround Arts have demonstrated increased academic achievement, increased student and family engagement, and improved school climate. In the first eight Turnaround Arts schools around the nation, math proficiency increased an average of 22.55% from 2011-2014, and reading proficiency increased an average of 12.62%. Compared to similar SIG schools, these first Turnaround Arts schools improved 6.35 percentage points more in math, and 6.35 percentage points more in reading (Stoelinga, Silk, Reddy, & Rahman, *Turnaround Arts Initiative Final Evaluation Report*, 2014). In early results, the impacts that the arts have on these areas appear to be echoed in Turnaround Arts: Minnesota schools (see the *Impact in Turnaround Arts: Minnesota Schools* section of this report for more detail.)



Yet 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 (President's Committee on the Arts and the Humanities, *Reinvesting in Arts Education: Winning America's Future through Creative Schools*, 2011.) This symptom of inequity in education is yet another barrier for students in low-performing schools.

Decades of research show that arts-engaged students perform better than their peers academically, and that the arts impact each of these priority areas. For example, at the elementary and middle school levels (note: each reference is linked to a full summary of the study in [ArtsEdSearch](#), the online database of arts education research):

Student Learning

- Arts integrated instruction helps strengthen elementary school students' reading readiness, fluency, and comprehension ([Brouillette, 2010](#); [Dupont, 1992](#); [Ingram & Meath, 2007](#); [McMahon et al., 2003](#); [Wandell, Dougherty, Ben-Shachar & Deutsch, 2008](#)).

- Arts learning experiences help students develop the critical thinking and reasoning skills needed to master English language arts content, such as analysis, critique, and use of evidence-based reasoning and conjecture ([Catterall & Pepler, 2007](#); [Stevenson & Deasy, 2005](#); [Montgomerie & Ferguson, 1999](#); [Tishman, MacGillivray & Palmer, 1999](#)).

- Students enrolled in arts programming, music in particular, outperform their peers on standardized mathematics tests and are more likely to pass state math assessments ([Johnson & Memmott, 2006](#); [Walker et al., 2011](#)).

- Arts integrated programming develops many of the skills and competencies students need to master mathematics content such as persistence, problem solving, and strategic thinking ([Imms, Jeanneret & Stevens-Ballenger, 2011](#); [Ingram & Meath, 2007](#); [Morris, 2001](#)).



Student Engagement

- Students participating in arts classes develop their ability to hold sustained focus and attention and demonstrate increased school engagement ([Catterall & Pepler, 2007](#); [Heath & Wolf, 2005](#)).

- In arts integrated lessons, student engagement and active classroom participation increase, especially for students previously most disengaged ([Ingram & Meath, 2007](#); [Stevenson & Deasy, 2005](#)).

- Arts integrated instruction helps make academic content more relevant to students and provides them avenues to take ownership of their learning ([Bellisario & Donovan, 2012](#); [Bresler, DeStefano, Feldman & Garg, 2000](#); [Carger, 2004](#); [Stevenson & Deasy, 2005](#)).

- In arts integrated programming students demonstrate increased motivation to persist despite challenges, pride in their work, ownership of their studies, and deep engagement in the learning process ([Bellisario & Donovan, 2012](#); [Bresler et al, 2000](#); [Cawthon, Dawson & Ihom, 2011](#); [DeMoss & Morris, 2002](#); [Imms, Jeanneret & Stevens-Ballenger, 2011](#); [Ingram & Meath, 2007](#); [Stevenson & Deasy, 2005](#)).

Family Involvement

- Whole school reform initiatives that incorporate arts programming foster school environments that engage parents ([Barry, 2010](#)) and increase parent involvement ([Imms, Jeanneret & Stevens-Ballenger, 2011](#)).



School Culture and Climate

- In arts rich schools, discipline referrals decrease and students demonstrate more positive attitudes toward school ([Burton, Horowitz & Abeles, 2000](#); [Corbett, et al., 2001](#)).
- Students who participate in arts programming demonstrate fewer behavioral problems and decreased participation in risky, delinquent and/or violent behavior compared with other peers ([Wright et al., 2006](#); [Respress & Lufti, 2006](#)).
- Arts-rich learning environments foster dynamic teaching and learning experiences, help reinforce social connections, and promote positive school culture ([Catterall & Peppler, 2007](#); [Corbett, McKenney, Noblit & Wilson, 2001](#); [Stevenson & Deasy, 2005](#)).
- Effective arts integration programming supports students' academic, social, and personal development ([Adkins & McKinney, 2001](#); [Barry, 2010](#)). At the same time, teachers in arts rich schools report a renewed sense of satisfaction in teaching ([Burton, Horowitz & Abeles, 2000](#)).

Objectives and Methodology

Turnaround Arts: Minnesota helps partner schools 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 gathering and analyzing data on program impact for internal feedback and improvement 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 2017 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 in Turnaround Arts: Minnesota Schools, 2014-2017

All comparisons are between the year prior to becoming a Turnaround Arts: Minnesota school and 2016-17, unless otherwise noted. Sources are:

- MDE's [Minnesota Report Card](#)
- End-of-year reports submitted by school staff
- 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. The following tables outline areas in which our partner schools have seen improvements.

Year 3 Schools

School	Subject Area	Increase (2014-2017, unless otherwise noted)
Bethune	Students on track for success in math	28.9% to 32.9%
	Students on track for success in reading	18.5% to 27.1%
	Percent proficient in math	18.6% to 18.9%
	Percent proficient in reading	12.2% to 14.9%
St. James	Students on track for success in math	61.0% to 77.4%
	Students on track for success in reading	31.0% to 55.9%
	Percent proficient in math	63.3% to 68.8%
	Percent proficient in reading	45.1% to 69.3%
Red Lake	Students on track for success in reading	23.2% to 32.9%
	Percent proficient in math	5.9% to 11.4%
	Percent proficient in reading	15.3% to 26.6%
Northport	Percent proficient in reading (change over 1 year)	29.3% to 32.9%

Year 1 Schools

School	Subject Area	Increase (2016-2017)
Cityview	Students on track for success in math	14.6% to 18.8%
	Students on track for success in reading	25.0% to 25.4%
	Percent proficient in reading	11.9% to 13.3%
I.J. Holton	<i>No increases in the first year</i>	

Riverside Central	<i>No increases in the first year</i>	
Stonebridge	Students on track for success in math	21.7% to 36.8%
	Students on track for success in reading	26.8% to 49.4%
	Percent proficient in math	17.8% to 18.8%
	Percent proficient in reading	15.5% to 20.7%

Student Engagement

“Students were 2.5 times more likely to be highly engaged and highly thoughtful in arts-related lessons than non-arts lessons” according to ratings made by external evaluators during observations in the 2016-17 school year.

Behavior and Suspensions

Year 3 Schools (compared to 2013-2014)

School	Indicator	Change
Bethune	Suspensions	80% decrease
Red Lake	Suspensions	23% decrease
Northport	Suspensions	59% decrease
St. James	Suspensions	63% decrease
Northport	Behavior referrals	12% decrease (compared to 2015-16)
Red Lake	Behavior referrals	39% decrease
St. James	Behavior referrals	40% decrease

Year 1 Schools (Compared to 2015-2016)

School	Indicator	Change
Cityview	Suspensions	36% decrease
Riverside	Suspensions	43% decrease
Cityview	Behavior referrals	22% decrease
Riverside	Behavior referrals	69% decrease
Stonebridge	Behavior referrals	14% decrease

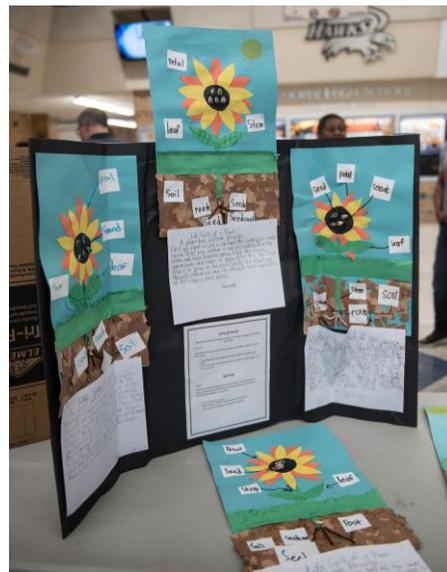
School Culture and Climate

Schools use the arts to improve school culture and climate. In addition to the above impact on behavior and suspensions, schools see the impact in some of the following measurable ways:

School	Evidence of Improvement
Cityview	On a staff survey, 80% indicated that the arts had a positive impact on the culture of their classrooms (the remainder were neutral.)
Red Lake	On a parent survey, 95% indicated the school is welcoming, and 82% said the school promotes a respectful climate
Riverside	Staff turnover decreased by more than 60%.
St. James	Nearly 20% of the town of 4000 people attended the school musical.
Stonebridge	On a staff survey, 92% indicate they enjoy working at the school, with 96% feeling they belong (both are increases over the previous year.)

Family Engagement through the Arts

All schools have either added arts-focused events for families or incorporated the arts into existing family events. In many cases this has led to increased family attendance.



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, and has maintained that.
St. James	In 2014-15 Kindergarten students did not have visual arts instruction; that was added in 2015-16.
Cityview	When Cityview applied they had no licensed arts specialists. Starting in 2015-16, they have two: a full-time art and music teacher.

About the Perpich Center for Arts Education

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