

Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 15, 2019

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 (§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. 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:

Executive Summary

The overarching goal of Professional Development and Resource Programs 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. Fiscal year 18 was a year of transition for Professional Development and Resource Programs (PDR) based on decisions made by the Perpich Center for Arts Education Board of Directors to change direction of outreach programming. The Perpich Arts Integration program was discontinued as of December 30, 2017. The Turnaround Arts program was completed as of June 30, 2018. The Regional Center program was reconfigured to better meet the needs of arts educators across the state. Regional Centers are now using the Regional Service Cooperatives as hubs for services and there is a network of new Arts Teacher-Leaders and Demonstration Schools in each Service Cooperative region. The Comprehensive Arts Planning Program (CAPP) is being re-established to comply with statutory requirements. In this transition, new staff were hired so that each arts area has a Specialist to support teacher development in Dance, Music, Theater and Visual & Media Arts.

FY18 Program Staff and Program Description Summaries

By February 2018 all four Arts Education Specialists were in their positions to provide professional learning opportunities for teachers statewide. All four have the same basic role and expectations and then additionally each role 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 Arts Teacher-Leaders from Service Coop Regions
- Providing workshops and resources for Demonstration Schools

Dance Education Specialist (.5) - hired August 2017

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

- Collaborated with Dance Educators Coalition to deliver an annual summer dance workshop
- Cultivated a collaborative relationship with SHAPE Minnesota, the organization for physical education teachers
- Delivered workshops for teachers in Duluth, Albert Lea, and Rochester.
- Collaborated with Minneapolis School District to create and provide professional development on writing across the curriculum
- Participated on the writing team for revision of MN Academic Standards in the Arts

Music Education Specialist (1.0) - hired February 2018

There are more music educators in Minnesota than any other arts area, which means the specialist is often on the road to serve teachers in all regions of the state.

- Led music education workshops in six (6) of nine (9) Service Cooperative Regions
- Worked closely with other music education organizations across the state to support music teacher development, including Minnesota Music Educators Association
- Provided leadership for Teacher Development and Evaluation “Look Fors”

Theater Education Specialist (.5) - hired January 2018

The Theater Specialist served K-12 theater educators and theater organizations. This Specialist also served non-arts teachers who wish to integrate theater strategies into their curriculum.

- 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 statewide
 - Delivered workshops for theater educators in Duluth, Albert Lea, and Rochester.
- Visual/Media Arts Specialist (1.0)

Visual Media Arts Specialist (1.0)—hired 2010

The Visual/Media Arts Specialist is the only one that has responsibility for two arts areas. As interest in Media Arts continues to grow, this assignment may become challenging. This specialist:

- Facilitated models of arts programming with colleagues from the field including state, national and international organizations
- Served on the writing team for revision of MN Academic Standards in the Arts
- Worked closely with Art Educators of Minnesota to support visual and media arts educators

Comprehensive Arts Planning Program (CAPP) - hired September 2018

Planning for reinstating the CAPP program began in Spring 2018. CAPP is required in statute as one of the offerings in Professional Development and Resource Programs. The first step was to create a position description and post the position. The next step is to identify school districts that had previously participated in the CAPP program and who had an existing CAPP plan. During FY19, school districts will be selected to participate in an abbreviated process to refresh their multi-year CAPP plans as well as offer advice to the Perpich Center on how to redesign the CAPP program to make it most effective.

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, Professional Development and Research, Dance Education, National Gallery of Art Teacher Resources. The library serves as the media center and library for the Arts High School and also supports educators statewide.

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 the 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. The committee met nine times, plus additional technical writing meetings to complete their recommendations.

- Minnesota's academic standards set the expectations for achievement in the arts for K-12 students in Minnesota
- They include 5 arts areas: dance, media arts, music, theater and visual arts
- Began with a gap analysis - comparing MN standards to exemplary standards in other states and countries and national reports of significance
- Two (2) drafts of arts standards were shared publicly for input
- The third draft shared with Commissioner of Education for review and approval in late May 2018
- The rulemaking process began with a posting in State Register for 90 days for public comment

An administrative law judge is currently reviewing the standards. Implementation dates have not been determined yet, but it is likely the new standards will be required for students in the 2021-22 school year.

Regional Centers

In FY18 Regional Centers, located in the Albert Lea, Duluth and Elk River school districts, provided support to arts teaching specialists and generalists across a variety of K-12 learning environments to promote arts education. Regional center leaders conducted continuous needs assessments in their geographic regions to determine what type of arts education professional development was needed while ensuring all five arts areas were represented in programming (dance, media arts, music, theater, and visual arts). Simultaneously, planning was underway to reconfigure the Regional Centers to include an Arts Teacher-Leader network of arts educators from all nine Service Cooperative Regions who were selected in spring 2018.

State Policy Pilot Project (SP3)

Minnesota's SP3 project concluded in November 2017. Reports of accomplishments of the ten (10) states involved in the SP3 project were published by Americans for the Arts in Spring 2018. The goal for the Minnesota project was 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 was being implemented. The tool developed in this project is called: Development and Evaluation Guidelines: WHAT TO LOOK FOR in the Arts.

Perpich Arts Integration Network of Teachers (PAINT Project)

Based on a decision by the Perpich Center Board the Arts Integration Project was discontinued on December 30, 2017. The program started in 2009 and focused on standards-based arts integration. Non-arts educators worked with licensed arts teachers, who provided leadership for the success and quality of arts-integrated learning. Applying research-based approaches for instruction and professional learning, the Arts Integration Project worked to increase student learning and teacher capacity to use arts-integrated strategies.

Turnaround Arts: Minnesota

Turnaround Arts: Minnesota as an agency program was allowed to sunset on July 1, 2018 by the Perpich Board of Directors as per the 2016 program audit recommendation of the Office of the Legislative Auditor. This program is now administered by the Minnesota Department of Education and supports entire schools to use the arts as a key tool for school improvement. Participating schools demonstrated increased academic achievement, increased student and family engagement, and improved school culture and climate. At the national level, Turnaround Arts is managed by the John F. Kennedy Center for the Performing Arts. The Turnaround Arts program began in Minnesota in 2014 with four schools. There were seven Turnaround Arts: MN schools in FY18, all were designated as *low-performing* by the Minnesota Department of Education.

Section II-- Impact of Professional Development and Resource Programs

- (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;**

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 chart below gives an overview of how many districts, teachers and administrators were served collectively by PDR programs in FY18. Based on Perpich Board interests the number of arts educators and non-arts educators are listed separately.

Number of Districts, Teachers and Administrators served by PDR in FY18

Number of Districts, Teachers and Administrators served by PDR in FY18					
Fiscal Year	Districts	Teachers			Administrators <small>(includes supts, principals and curriculum directors)</small>
		Total	Arts	Non-Arts	
FY18	200	1745	1405	340	190

Arts Specialist Services

Arts Specialist’s services have not been evaluated by an outside evaluator (a program evaluation was done a number of years ago, but nothing recent). Specialists gather reflections from participants after most workshops they facilitate to determine impact as well as gather 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 impact, participant response and data about the scope of activity. More complete data is available in the charts on pages 14-15.

Dance Specialist - August 2017 - June 2018

Districts: 13	Schools: 46	Administrators: 13	Non-arts Educators: 37	Arts Educators: 116
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Regional Center Workshops

- Duluth – June 2 (Northwest)
- Elk River – June 11-12 (RTS)
- Albert Lea/Rochester– June 13-14 (Southeast)

School District Work

- Minneapolis Public Schools - August - January

Work with Professional Organizations

- Dance Educator’s Coalition - full year
- National Dance Education Organization - full year

Over the course of FY18 the Dance Specialist supported educators through district-wide professional development and workshops including topics such as Brain Dance and Children’s Books and Writing Across the Curriculum. It was noted that teachers requested more support in assessment and standards-based grading.

Examples of participants comments from workshops

- *I learned that we could dance traditional genres like jazz to current music.*
- *I want to learn more about using children’s books as a score.*
- *I realized that incorporating writing is a way to check understanding and build writing skills.*

Music Specialist - February 2018 - June 2018

Districts: 24	Schools: 60	Administrators: 7	Non-arts Educators: 15	Arts Educators: 90
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Support to music educators took place in 6 of the 9 service cooperative regions.

Regional Center Workshops

- Duluth – Mar 2 (Northeast)
- Rochester – June 13 (Southeast)

School District Work with Small Groups of Music Educators and/or Curriculum Leaders (Metro)

- Hopkins North Jr High – Apr 6, May 22
- St. Paul – Apr 11
- St. Louis Park Jr High – May 22
- Eagan High School – Apr 9
- Highland Park Middle School – June 6
- World Learner School – June 21

School District Work with Full Music Departments

- Forest Lake Elementary Music – Apr 23 (Metro)
- District 279 Elementary Music – Apr 30 (Metro)

- Mankato – May 8 (South Central)
- St Cloud – June 5, June 15 (Resource T&S)
- Blue Earth – June 26 -27 (South Central)

Work with Music Educators Across Multiple Districts

- Minnesota Music Educators Association (MMEA) Middle Level Band Festival, Alexandria – May 4 (Lakes Country)
- Minnesota Band Directors Association (MBDA) Beginning Band Festival, Milaca on May 5 (Resource T&S)

Work with Professional Organizations

- Minnesota Society for Music Teacher Education (MNSMTE) – May 11
- MMEA Board – May 20

Examples of Participant Reflections at the Assessment in the Music Classroom 2.0 Workshop for Duluth Regional Center on March 2, 2018. Teachers were asked to summarize their learning and thinking in a 6-word sentence:

- *Collaborating with colleagues helps students learn.*
- *I now can assess via video!*
- *Data-based PLCs require dedication and commonality.*
- *Great ideas, rubrics – final assessment learned*
- *I really appreciated the different forms for assessments. I hope to do more formative and summative assessments*
- *My thinking has made a powerful change.*
- *Reviewed and increased knowledge of assessment!*
- *I am grateful for my PLC. Data focus helps increase student learning.*
- *Making data understandable for myself/admin.*
- *Formative assessment and data-tracking are key!*
- *Start slow to learn more successfully!*

Theater Specialist - January 2018 - June 2018

Districts: 18	Schools: 18	Administrators: 0	Non-arts Educators: 8	Arts Educators: 43
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Regional Center Workshops

- Duluth – June 2 (Northwest)
- Elk River – June 11-12 (RTS)

Scholars of Distinction is a program done in collaboration with the Minnesota Department of Education. The award ceremony was held at the Perpich Center in May, 2018. Two theater students shared their insights:

- *“The most influential part of the Scholars of Distinction program for me, was that I learned exactly what I love about theater. It helped me discover how to truly connect with the Art of Theater both in performance and analysis. This connection not only makes the piece of theater more impactful for me, but also allows the audience to observe this impact more expansively through performance.”* Theater Student Scholar of Distinction 2018 Woodbury, MN

- *“I applied to the scholar’s program because of the challenge it provided for me as a theatre artist...The process was as laborious as I expected, but it was fun because it was work I enjoyed and was interested in. This process taught me to expand my range in my field of theatre and made me realize that theatre is so much more than just the performance. It is all the hard work, countless hours of research, and practice that matters when all is said and done.”*

Student Scholar of Distinction 2018 Minnetonka, MN

Duluth Workshop for Theater Educators on June 2, 2018. Participants identified 3 things they valued from the workshop, and frequent themes included:

- *The expertise of the Perpich staff - a wealth of knowledge and resources*
- *Collaborations, new connections, and networking opportunities*
- *Awareness of others and their struggles*
- *Learning more about the current state of arts education in the area*
- *Understanding the new K-12 standards*
- *Identifying ideas to promote and advocate for the arts*
- *Renewed energy, enthusiasm, and new ideas*

Visual & Media Specialist - July 2017 - June 2018

Districts: 46	Schools: N/A	Administrators: 137	Non-arts Educators: 25	Arts Educators: 875
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Primary Categories of Work: Program Development, Curriculum Review & Development
Regional Center Workshops

- Thief River Falls – Jan 15-16 (Northwest)
- Marshall – April 12 (SW/WC)

Tier 4 Examples of Ongoing Work

- Rochester High School - Graphic Design and Media Arts Curriculum Revision & Development - August - June
- St. Paul Public Schools - Program and Curriculum Development - July - February
- Worthington Public Schools - Curriculum Review and Program Revision - July - November
- Minneapolis Public Schools - Establishing Initial Media Arts Program - July - August
- Duluth Public Schools - Elementary Art Standards Based Grading Support - August
- Lakeville Public Schools - Curriculum; Media Arts Training -September - December

Work with Professional Organizations

- Art Educators Minnesota
- National Art Educators Association
- Arts Schools Network
- Technology Information and Educational Services (TIES)

Examples of participant reflections at SWWC Service Coop workshop

- *I value the quality instruction, new ideas, networking, good use of my time, and useable information to take and use tomorrow!*
- *I got a brain that’s buzzing with ideas! WAY more than I thought!*
- *I wish we could do these workshops once per month!*

Library - July 2017 - June 2018

Districts: 16	Schools: N/A	Administrators: 0	Non-arts Educators: 8	Arts Educators: 8
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When the Library was located in the GAIA building, there were far 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 dramatically in FY19.

Minnesota Academic Standards in Arts K-12

The arts standards received the most direct form of evaluation by potential users and the public through in-person, online, and external evaluations. Public review and comment periods after 1st and 2nd drafts included:

- Online feedback
- Town hall meetings across state
- Targeted feedback
- Expert Reviews (in each arts area and regarding bias/equity)

Each time the standards were put out for public review the responses were used to modify the existing draft of standards in an effort to clarify and improve the language being used to describe what students are expected to know and be able to do to demonstrate achievement in the arts. The Minnesota Department of Education retains all of the comments and suggestions collected during the review and revision process. Final evaluation will come from the Administrative Law Judge who will accept the standards or ask for changes before they are approved.

In a separate, but related project, data is being gathered from schools in November/December 2018. This partnership with Creative MN, seeks to document how many school districts are meeting statutory requirements for the arts standards and providing students opportunities for learning in the arts.

Regional Centers - July 2017 - June 2018

Districts: 70	Schools: 130	Administrators: 13	Non-Arts Educators: 61	Arts Educators: 251
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Regional Center leaders in Albert Lea, Duluth and Elk River delivered arts education opportunities for schools in their region over the course of FY18. Examples of opportunities made available to educators and communities include: Skywatchers Summer workshop, Dance Workshop for Duluth Public Schools, Presentations at the Arts Schools Network conference, Artist Showcase in Elk River attended by 150 people, classes in watercolor, music, dance, and Somali arts offered in Elk River, Arts Jam produced in Duluth, as well as a choir event.

During the year, the Perpich Center changed the configuration of the Regional Centers to work with the eight (8) outstate Regional Service Coops as “hubs” for professional development offerings and dissemination of information to arts teachers and administrators in the region to assure greater statewide coverage.

In FY 19 Arts Teacher-Leaders from each region are being provided professional development in order to be prepared to serve as resources for other arts educators in their district and region in the next biennium. At Pilot Demonstration Schools, Arts Teacher-Leaders will open their classrooms for observation of effective teaching practices and program design. Perpich Arts Education Specialists will offer workshops at the Pilot Demonstration Schools for arts educators in each region. A new director of Regional Centers was hired in October 2018 to coordinate this statewide program.

State Policy Pilot Project (SP3)

The SP3 project was assessed by an external evaluator over the three-year period, 2015-2017. A set of publications by Americans for the Arts outlines the scope of the project and points to results, key implementation strategies and lessons learned. Findings to share with other states include:

- Partnerships are necessary
- Start with data
- Learn from other states
- Stay focused on what is important
- Funding provided important opportunities

Perpich Arts Integration Network of Teachers - July 2017 - December 2017

Districts: 8	Schools: 8	Administrators: 8	Non-Arts Educators: 26	Arts Educators: 10
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This program was discontinued and not externally evaluated during the final year, however, 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.”

Turnaround Arts - July 2017 - June 2018

Districts: 5	Schools: 7	Administrators: 12	Non-Arts Educators: 160	Arts Educators: 12
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Schools in this program were not externally evaluated the final year, although data collected throughout the project reveals 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, 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.

Data Collection on the depth of Professional Development and Resource Programs

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: 1 to 4 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 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.

Percent of Contacts by Tier - FY18

Tier 1: 46%

Tier 2: 18%

Tier 3: 7%

Tier 4: 29%

FY18 Data Summary (see next page)

Summary of data by Tier and Program:

Professional Development by Specialist: FISCAL YEAR 2018						
<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:	46	NA	NA	NA	46
	Schools:	NA	NA	NA	NA	0
	Arts Educators:	481	32	78	284	875
	Administrators:	53	7	5	72	137
	Non-Arts Educators:	0	13	8	4	25
Dance Education Specialist	Districts:	11	1	1		13
	Schools:	33	10	3		46
	Arts Educators:	97	16	3		116
	Administrators:	13				13
	Non-Arts Educators:	37				37
Music Education Specialist	Districts:	13	11			24
	Schools:	37	23			60
	Arts Educators:	55	35			90
	Administrators:	5	2			7
	Non-Arts Educators:		15			15
Theater Education Specialist	Districts:		18			18
	Schools:		18			18
	Arts Educators:		43			43
	Administrators:		0			0
	Non-Arts Educators:		8			8

Professional Development Programs: FISCAL YEAR 2018

Note: Within a program, a participant is only counted once, in the highest tier of participation.

		Tier 1: Introductory	Tier 2: In- Depth	Tier 3: Sustained	Tier 4: Systemic	TOTALS
Arts Integration Project	Districts:			8		8
	Schools:			8		8
	Arts Educators:			10		10
	Administrators:			8		8
	Non-Arts Educators:			26		26
Turnaround Arts	Districts:				5	5
	Schools:				7	7
	Arts Educators:				12	12
	Administrators:				12	12
	Non-Arts Educators:				160	160
Library	Districts:	16				16
	Schools:	0				0
	Arts Educators:	8				8
	Administrators:	0				0
	Non-Arts Educators:	8				8
Regional Centers	Districts:		70			70
	Schools:		130			130
	Arts Educators:	90	161			251
	Administrators:	10	3			13
	Non-Arts Educators:	28	33			61

Key Findings

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

- Provided technical assistance and professional development for 1,415 arts educators across the state
- Provided professional development for 366 non-arts educators who learned to integrate the arts into their classrooms
- Collaborated with Minnesota Department of Education to review and revise the Minnesota Academic Standards in the Arts
- Reconfigured the Regional Centers with a new Arts Teacher-Leader network, representing all nine Service Cooperative Regions

Looking to the Future

As the new structure of Professional Development and Resource Programs is implemented more completely in FY19 and beyond, the system of data collection has to change, meaning that data will not be exactly comparable to previous fiscal years. Not only were programs redesigned, but staffing changed. 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 as well a significant increase in numbers of participants represented in the FY19 data to date. We anticipate an increase in participation as programs are fully implemented.

Section III: 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*

FY19 Enrollment Trends

- 1) Enrolled students on Day 1 of the 2017-18 school year: 161
- 2) Enrolled students on Day 1 of the 2018-19 school year: 116
- 3) Enrolled Students on Day 1:
 - (a) Commuters: 59 (51%)
 - (b) Dorm Residents: 57 (49%)
- 4) Enrolled Students on Day 1—Residence Location:
 - (a) 7-County Metro Area: 84 (72%)
 - (b) Outstate MN: 32 (28%)

Note: Overall MN Student Distribution: 55% -County Metro; 45% Outstate (Source: MDE)
- 5) Breakdown of student enrollment by grade in 2018-19: Gr. 12 = 62 Gr. 11 = 54
- 6) Juniors who finished the 2017-18 school year at PAHS: 54
*Number of 2018-19 Seniors that were enrolled at PAHS during 2017-18: 43
80% Of Last Year's Juniors Returned for Their Senior Year*
- 7) Number of students new to Perpich in 2018-19 (total; Seniors; Juniors): 72
Total New Students (61 New Juniors; 11 New Seniors)
62% of the student body is new to the Arts High School in 2018-19

The Perpich Arts High School student body has the following representation in the Minnesota Legislature:

House Members: 61 (46%)
Senate Members: 45 (67%)

Congressional District Representation

CD1	10	CD5	35
CD2	7	CD6	9
CD3	19	CD7	4
CD4	21	CD8	11

FY19 Student Recruitment Efforts

- Direct Recruitment: Perpich Center Admissions Coordinator
 - 2017-2018
 - Engaged Perpich youth in designing recruitment materials and connecting directly with peers to spread the word about Perpich
 - Hosted summer camp in 2017 for grades 9-12 (named reader's choice best summer camp by Sun Times)
 - Golden Valley Music and Art Festival, September 2017 and 2018
 - FRACM meeting, August 2017 (Regional Art Council Meeting)
 - Visited 9 of 11 Regional Art Councils across MN
 - Recruitment visits to schools and art organizations in 68 of the 87 counties in Minnesota
 - Student Street Team: students networked with prospective students and created admissions materials for distribution
 - Enhanced social media presence
 - Admissions presence at high school choice fairs, Fall 2018: Best Prep, Friends School, Lake Country Montessori
 - 2018-2019
 - Focus will concentrate in the seven-county metropolitan area. For greater-MN outreach we are preparing extensive mailings to schools, counselors, art teachers, community arts organizations
 - Eight (8) information sessions will be held on campus, four (4) scheduled on Saturdays and four (4) in conjunction with evening performances and openings
 - New materials designed in a collaborative process with administration, communications, admissions, faculty, and students
 - Enhanced Admission Review procedures, and training of panelists
 - New content management system for managing contacts and all interactions
 - Establish direct link between onsite events and applicants
 - 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 2018 for grades 6-10, one class offering, reached capacity
 - Working with community partners to use space as an arts center for the greater community and host events on campus including but not limited to "Juneteenth" performance in 2019
- Positive Press Campaign
 - Information being sent to students' hometown newspapers
 - Information session dates getting in the local papers
 - Portfolio Day feature by local TV station
 - Toys 4 Tots drive and presentation on KARE11

- Marketing
 - Social media campaign managed by Admissions and Communications Directors
 - Perpich website pages updated
 - Advertisement in multiple programs of Twin Cities arts venues, including The Ordway, The Ordway, Chanhassen Dinner Theater, Children’s Theater, Hennepin Theater Trust-Spotlight on Education
 - Paid advertisement in City Pages “Best Of…” edition, Sun Sailor, MN Women’s Press, Minnesota Parent,
 - Presence for Student Recruitment and Outreach
 - Exhibit at Golden Valley Arts Festival
 - MN Book Fest at State Fairgrounds
 - Exhibition table at three high school fairs for high school choice options
 - Regional Art Council State Directors meeting
 - Education Minnesota Fall Conference
 - Minnesota Rural Education Association Annual Conference
 - Arts High School at Art Educators of MN Convention
 - Minnesota Music Educators Association Annual Conference
 - Minnesota School Board Association Winter Conference
 - Minnesota Association of Secondary School Principals
 - Minnesota Bookfest (largest literary festival in Upper Midwest)
 - Information Sessions on campus, 13 from October 2017-January 2019.
 - Three application deadlines for 2018-19 school year: Feb 1, April 15 and Aug 1.
 - New information and recruitment documents in November 2018
 - December 2018 - direct mailing to 455 schools and over 300 arts/cultural organizations
 - Host of MSHSL Region 5 and Statewide Visual Arts and Theater Arts shows
 - Admissions present at all Visual MSHSL days
 - Executive Director visited and presented to 8 of 9 Service Coop Regions
 - Events for Prospective Students
 - Hosting on-site events to targeted audiences (students grade 10 and 11)
 - 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
-

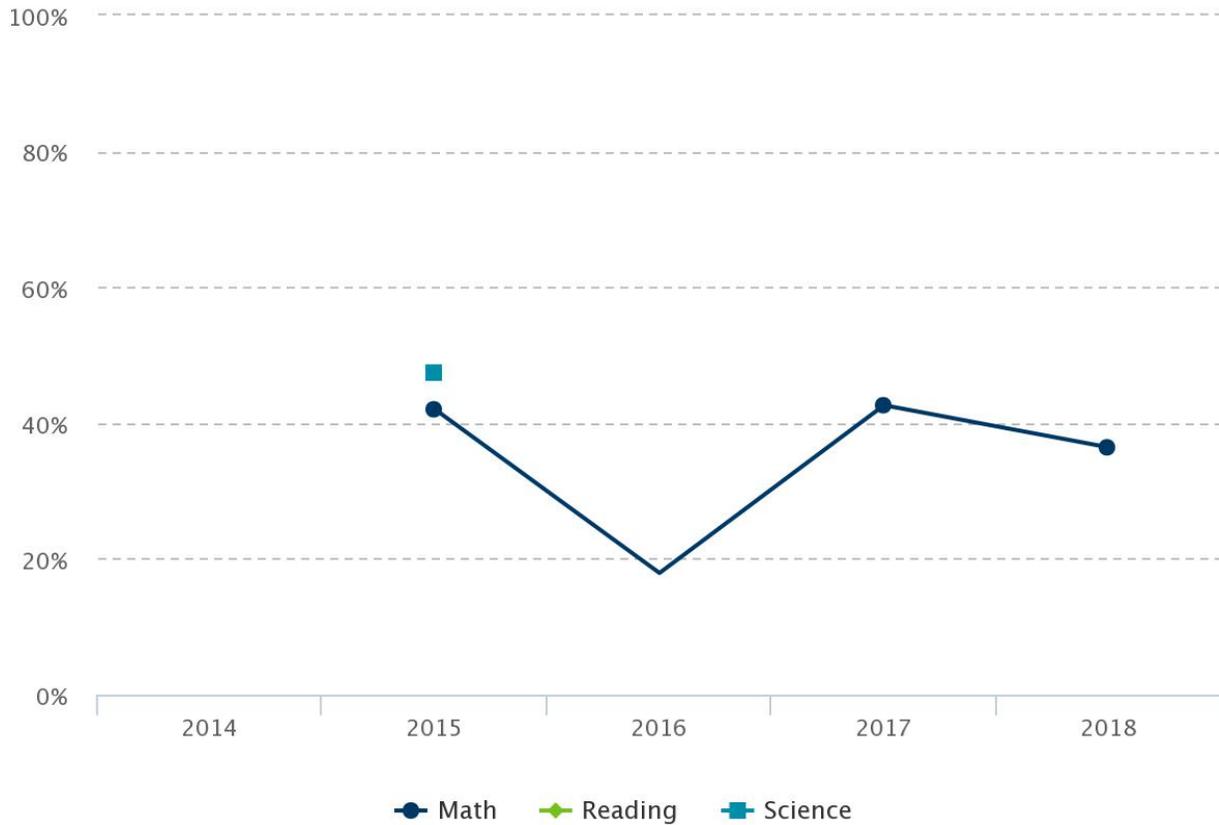
Section IV-- The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

(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



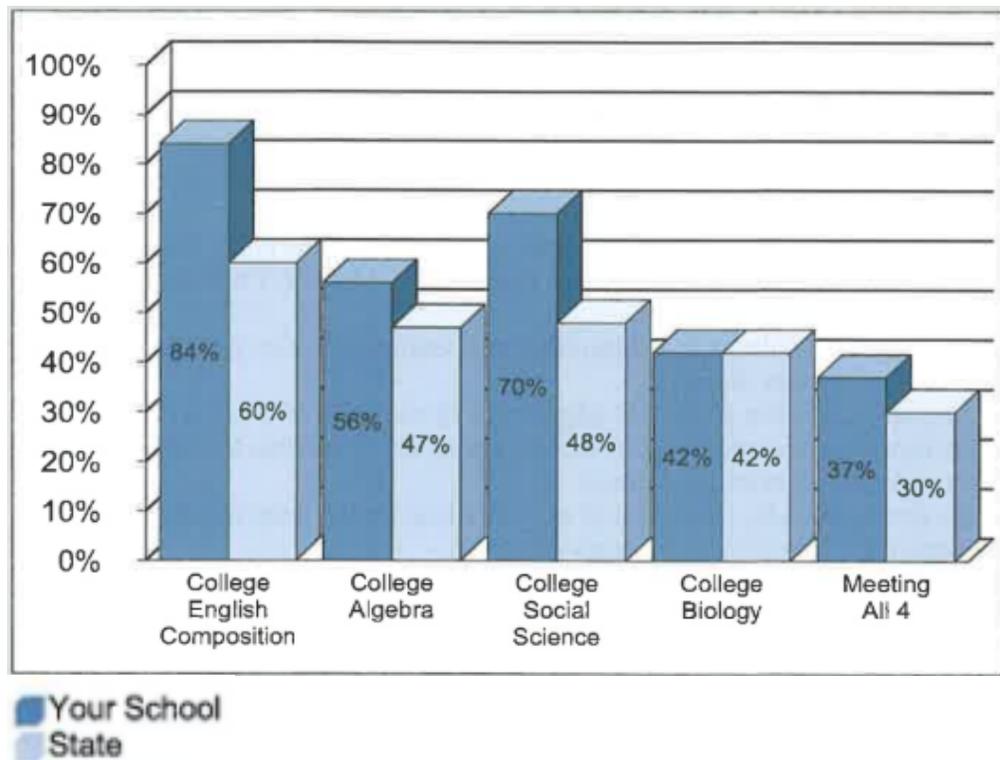
ii. The ACT Test

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 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.

Table 1: Five Year Trend-Composite ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
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
2018	81	61,253	23.2	20.2	21.8	21.4	25.9	21.7	22.1	21.4	23.4	21.3

2. Percent of ACT-Tested Perpich Arts High School Students Ready for College Level Coursework in 2018



iii. Advance Placement (AP) Test Results

AP[®] Current Year Score Summary (2018)

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 Sep 8, 2018, Report Run Dec 21, 2018

Disciplines : All Disciplines

Perpich Center for Arts Education (240943)

Total AP Students in Your School: **39**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	7	10	14	15	5	51
Percentage of Total Exams	14	20	27	29	10	100
Number of AP Students	7	10	13	14	5	

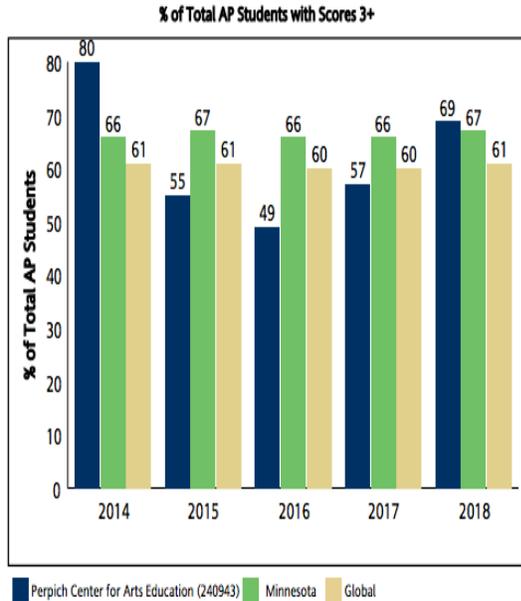
Subject Totals	5	4	3	2	1	Total Exams
Art History			3	6	3	12
Music Theory		1				1
Studio Art: 2-D Design Portfolio	4	5	4	1		14
English Literature and Composition	1		4	5		10
Comparative Government and Politics	1	3	1	1		6
Calculus AB	1		1	1		3
Statistics		1				1
Biology				1		1
Chemistry					1	1
Physics 1			1			1
Chinese Language and Culture					1	1

AP® Five-Year School Score Summary (2018)

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 Sep 8, 2018, Report Run Dec 21, 2018

Perpich Center for Arts Education (240943)

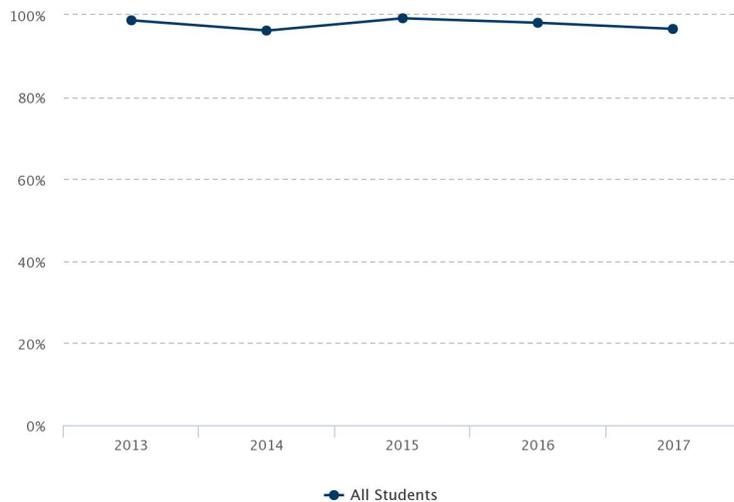


	2014	2015	2016	2017	2018
Perpich Center for Arts Education (240943)					
Total AP Students	56	60	47	51	39
Number of Exams	68	82	56	63	51
AP Students with Scores 3+	45	33	23	29	27
% of Total AP Students with Scores 3+	80.4	55.0	48.9	56.9	69.2
Minnesota					
Total AP Students	40,952	43,068	44,098	45,578	46,211
Number of Exams	67,997	71,162	71,843	74,219	75,728
AP Students with Scores 3+	26,994	28,665	29,243	30,273	30,825
% of Total AP Students with Scores 3+	65.9	66.6	66.3	66.4	66.7
Global					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,833,212
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,145,826
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,737,245
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

2. Graduation Rates

- i. 2018 Perpich High Arts High School Graduation Rate was 95.4%

Graduation Rate Trends (2012-2016) *Source: MDE Report Card*



3. Students Enrolled in Post-Secondary Education

2018 Perpich Art High School Graduates: 86 students

2018 Perpich Art High School Graduates Enrolled at Post-Secondary Institutions - Fall 2018

(63) Graduates (74%) Enrolled in Post-Secondary-Fall 2018*

(23) Graduates Enrolled at Minnesota Post-Secondary Institutions

- (1) Augsburg College
- (1) Century College
- (1) Gustavus Adolphus College
- (2) Hamline University
- (4) Minneapolis Community and Technical College
- (6) Minneapolis College of Art and Design
- (1) Augsburg University
- (1) Minnesota State-Mankato
- (1) Minnesota State-Moorhead
- (1) North Hennepin Community College
- (1) Aveda Institute Minneapolis
- (1) St. Cloud State University
- (1) St. Mary's University
- (1) University of Minnesota-Morris

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

- (1) Arizona
- (6) California
- (1) Georgia
- (4) Illinois
- (1) Iowa
- (9) New York
- (1) North Carolina
- (1) Ohio
- (3) Oregon
- (1) South Dakota
- (1) Vermont
- (3) Washington
- (4) Wisconsin
- (3) Canada (Toronto Film School, University of Guelph)
- (1) Ireland (Griffith College-Dublin)

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