

Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education

January 15, 2016

*Status of projects supported by funds from
the Minnesota Legislature's Arts and Cultural Heritage Fund
in 2015*

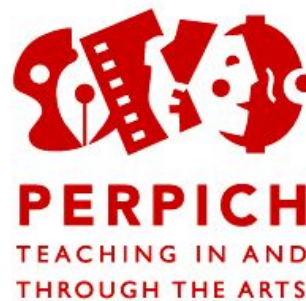


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Legacy Initiative Background

As the state agency dedicated to K-12 arts education since 1985, the Perpich Center for Arts Education has the expertise, tools, and infrastructure to design and provide innovative and effective programs to meet the learning needs of students and teachers statewide. The Center is comprised of an arts high school, outreach initiatives, and a state arts education library. 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 the 2015-2016 biennium.

The following charts indicate the budget categories for both projects that used 2013-2014 biennial Legacy funding in the 2015 calendar year.

Perpich Arts Integration Network of Teachers Fiscal Years 2014-2015 Activity	Budgeted Funds
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¹ http://www.pcae.k12.mn.us/index.php?section=outreach_publications_survey

Program Development and Delivery; Technology Integration	\$ 348,000
Lakes Country Region: Teacher Professional Development, Network of Teachers and Implementation at School Sites (FY 2014 only)	\$ 72,000
Southeast Region: Teacher Professional Development, Network of Teachers and Implementation at School Sites	\$ 483,000
Northeast Region: Teacher Professional Development, Network of Teachers and Implementation at School Sites (FY 2015 only)	\$ 270,000
Arts-Integrated Secondary Course Initiative: Teacher Professional Development, Network of Teachers and Course Planning (FY 2015 only)	\$ 140,000
Curriculum Documentation, Project Dissemination and Accountability	\$ 192,000
Legacy Project Administration	\$ 40,000
TOTAL	\$ 1,545,000

Turnaround Arts: Minnesota Fiscal Year 2016 Activity	Budgeted Funds
Program (coordination, professional development, strategic planning, teacher and administrator coaching, implementation support)	\$ 390,000
Funding for implementation in schools	\$ 155,000
External Evaluation	\$ 40,000
Administrative cost @ 2.5%	\$ 15,000
TOTAL	\$ 600,000

Perpich Arts Integration Network of Teachers

Overview and Goals

Since its beginning in 2010, Perpich Arts Integration Network of Teachers has engaged teachers in collaboration across subjects, and helped expand the use of arts integration as a strategy for increasing student learning and engagement. It has catalyzed opportunities for teaching artists and other community experts to add immediate educational value, and to build future school and teacher capacity through K-12 teacher professional development and funding for teacher teams to develop and document curriculum. The project continues to be regionally based with a focus on rural Minnesota schools. In 2015, networks are active in the southeast and northeast regions, and in a state-wide network of secondary teachers. Through its arts integration project, the Perpich Center is providing a vision and demonstrating what can be possible in education reform and improvement.

The project defines *arts integration* as a strategy involving teaching the content and processes of two or more subject areas, including the arts, in combination to increase and deepen student learning, inquiry and engagement. With arts integration at the center, the Perpich Arts Integration Network of Teachers aims to reach the following project goals:

Goal 1: Increase the capacity of teachers to design, implement, and assess collaborative arts integration in Minnesota schools, and the capacity of administrators to support this instructional strategy.

Goal 2: Improve standards-based student learning through collaborative arts integration, a strategy used by teachers and supported by administrators.

Our strategies for reaching these goals include:

- Professional development for teachers and administrators on standards-based collaborative arts integration; aligned curriculum, instruction and evaluation; and technology tools
- Leveraging technology for professional development and dissemination of teacher and student learning and examples

Results 2012-15: Teacher and Student Learning

The 2012-2015, three-year report can be found on the project website:

<http://artsintegration.perpich.mn.gov/arts-integration/our-results>

Project Evaluation Highlights

In their November 3, 2015 report, project evaluators Dick Corbett, Alison LaGarry, George Noblit and Bruce Wilson describe these findings about progress toward goals for student learning:

- Based on evaluator observations in project classrooms, they state that *students in arts integrated lessons are 3.2 times more likely to be highly thoughtful and highly engaged than in regular classroom instruction,*
- *Students engage in more complex learning situations covering a wide range of standards and benchmarks,*
- *Students have consistently greater opportunities to engage in learning activities likely to promote learning during arts-integrated instruction than in non-arts-integrated,*
- *Over 3 years of evaluation, an average of 83% of teachers agreed that students' assessments reflected desired understanding of the art form, the non-art area subject, and the ability to connect the two,*
- *An average of 70% of students would like to do similar units in the future, and*
- *An average of 77% of students were identified by teachers as "high-scorers" on arts-integrated units.*

They also reported progress toward project goals for increasing teacher capacity. Teachers report:

- *Positive impact on their professional lives for 2014-15, and across all three years of their participation in the evaluation, highlighting these three areas:*
 - *creating arts-integrated units,*
 - *increasing knowledge of arts integration,*
 - *aligning learning goals, assessments, and evaluative criteria to benchmarks, and*
 - *collaborating with colleagues*

Sustaining the Learning

With the goal of strengthening understanding of project sustainability, evaluators surveyed teachers to probe the intersection between nine professional actions teachers determined would be important to sustain arts integration in the future, and those they determined were most likely to be sustained. They found strong alignment between the two. The top six professional actions in order of those most likely to be sustained included:

- 1) Collaborating with colleagues
- 2) Creating arts integrated units
- 3) Adding to their repertoire of assessment activities and skill in designing them
- 4) Aligning learning goals, assessments, and evaluative criteria to benchmarks
- 5) Reflecting on student work, and
- 6) Increasing knowledge of arts integration



Adding new insight about sustainability, evaluators identified conditions at participating school sites, other than teacher knowledge and effort, that would be obstacles to continued development of arts integration. These “deal breakers” for arts integration include:

- Dependence on project funding
- Staffing changes that remove project leaders
- Competing school and/or district-wide initiatives
- Frustration with Perpich expectations that teachers use on-line tools for professional development, and
- Inflexible school and district schedules for co-teaching, and teacher collaboration.

Regional Network Snapshot: Southeast, Year 4

The Southeast regional network began activity in the 2012-13 school year, and has offered returning school sites an opportunity for limited project support during its fourth year, involving 48 participants in 10 southeast region schools (Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmstead, Steele, Wabasha and Winona counties). During these four years more than 5000 students have experienced arts-integrated units of instruction, including 1716 students during 2014-15, at these

school sites:

- Alden Conger Elementary School, Alden, K-6
- John Adams Middle School, Rochester, 6-8
- La Crescent Middle School, La Crescent, 6-8
- La Crescent High School, La Crescent, 9-12
- LeRoy-Ostrander Secondary School, LeRoy, 6-12
- Mabel Canton School, Mabel, K-12
- McKinley Elementary School, Owatonna, 6-12
- Plainview-Elgin-Millville Upper Elementary, Elgin, 4-6
- Plainview-Elgin-Millville High School, Plainview, 9-12
- Rushford Peterson Elementary, Rushford, K-5
- Sibley Elementary School, Albert Lea, K-5
- Southland Middle and High School, Adams, 6-12
- Southland Elementary School, Adams, K-5
- Spring Grove Elementary School, Spring Grove, K-5
- Triton Public Schools, Dodge Center, K-12

Arts integrated units in the 2014-15 academic year involved: visual arts, media arts, dance, theater, music, social studies, English language arts, Spanish, science, math, engineering and technology.

Experiential learning was modeled for teachers using community resources and experts including: Heart of the Beast Puppet Theater, Cowles Center for Dance, Red Eye Theater, Voice of Culture Drum and Dance, and Minnesota Center for Book Arts. As a result, teachers designed units that made use of community resources and experts, such as: local historical museums, art museums, Ojibwe and Dakota cultural representatives, community elders, and a variety of artists working with spoken word, photography and two and three-dimensional visual arts media.

Principals Network

In the third year (2014-2015), Principals in the southeast met twice: an October meeting in Rochester, and again at the Minneapolis College of Arts and Design, at the culminating June project meeting. Though southeast principals met by themselves in October, their June meeting also included Northeast Network principals. These convenings of principals were intended to help school leaders understand current research about the impact of arts integration on students, teachers and schools, and to use these findings as lenses for recognizing the impact of standards-based, collaborative arts integration in their own classrooms and school communities. Based on their understanding of local project impacts, principals were encouraged to set strategic goals for sustaining important benefits during the second year of northeast network activity, and to continue strategizing for sustaining momentum for arts integration in the southeast network.

The goals were met through:

- Presentation of current research on the impact of arts integration on students, teachers and schools focusing on summaries of the latest project reports by evaluators.

- Tools for guiding principals to better understand their arts integration teams and guiding observations for the impact of arts integration in classroom units, schools, and teacher practice.
- Collective discussions with other administrators to identify positive change in their students, schools and teachers, and strategies for sustaining the goals of the Perpich Center for Arts Integration project.

Regional Network Snapshot: Northeast Year 1

The Northeast regional network began activity in the 2014-15 school year, and has expanded in its second year to involve 52 participants in 10 northeast region schools (Aitkin, Carlton, Cass, Itasca, Lake, St Louis counties), including new project teams from Duluth Ordean East Middle School, and Crosswinds Arts and Science School. During the first northeast project year, more than 700 students have experienced arts-integrated units of instruction at these project sites:

- Bigfork Schools
- Cromwell Wright Schools
- Deer River High Schools
- Ely Secondary School
- Hill City Schools
- Nashwauk-Keewatin High School
- Proctor Public Schools
- Cloquet Public Schools
- Silver Bay Schools



Arts integrated units in the 2014-15 academic year involved: visual arts, media arts, theater, music, social studies, English language arts, Spanish, science, math, engineering and technology.

Experiential learning was modeled for teachers using community resources and experts including: COMPAS teaching artist, John Lurrie, Red Eye Theater, and Minnesota Center for Book Arts. As a result, teachers designed units that made use of community resources and experts, such as: local senior centers and veterans organizations, community elders, and a variety of teaching artists, including: composers and graphic novelists.

Regional Network Snapshot: Secondary Course Development Network

Also in 2014-15, 14 teachers at five schools began work to design whole, secondary level courses with the expectation of including the arts-integrated courses in their school's registration booklet and in on-going curriculum, at sites located in these counties: Anoka, Carver, Hennepin, Mower and Ramsey counties. Participating school sites are:

- Southwest Metro High School
- Anoka Middle School for the Arts
- Fairview High School Roseville
- Anoka High School
- Southland High School

In 2015-16 four of these sites have begun implementation of their course designs. Both the new Northeast and Secondary Course Development networks began their second year of work in August, 2015, at a two-day summer institute and are currently engaged in developing plans for arts-integrated curriculum, and implementing plans developed in the 2014-15 school year, with Perpich project facilitation and support.

Arts integrated courses developed in the 2014-15 academic year involved: visual arts, social studies, English language arts, science, math, and family and consumer science.

Technology

The project continues to utilize technology tools and strategies to support its professional development efforts and to disseminate curricular units developed by project teacher teams.

The project website is now in its third school year and continues to grow. It houses an ever increasing number of curated curriculum units in a searchable database. Units available online include instructional materials and examples of student work that support standards based units with learning goals and aligned assessments. The website also houses several arts integration video case studies and a recently added video documentation of the the Arts Integration Fair that kicked off the June 2015 Perpich Arts Integration Conference at MCAD.

The project continues to support teacher work through collaborative online tools that include Google Drive and Google Docs, Adobe Connect Video conferencing, and an online meeting space in the community area of the website. In fall, 2015, a new group was created in the community area entitled “The Commons,” which has become a gathering place for all Minnesota teachers, regardless of regional orientation, to congregate and share arts integration ideas and resources.

2015-17 - New Developments and Project Expansion

Extending the value of Perpich professional development activities to build teacher capacity and student learning through arts integration since 2009, the Perpich Center will fund the creation of a new regional network in Southwestern Minnesota in the 2016-17 school year. In fall, 2015, more than 70 teachers attended one of a series of three workshops about arts integration in the southwest region that announced opportunities to apply to participate in this new network.

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.

In 2014 four schools joined the Turnaround Arts: Minnesota network. All four were designated **Priority (lowest 5%)** schools by the Minnesota Department of Education in 2012. These schools represent a diversity of student demographics in urban, suburban and rural settings. Expanded this year is a focus on early childhood education (pre-K through 2nd grade) in partnership with the U.S. Department of Education:

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

The Perpich Center works closely with these schools in a variety of ways in order to help them use the arts as a key tool in improvement. To this end, the Perpich Center provides:

- Coaching, resources, and implementation support for:
 - Sustainable, whole school change
 - Strategic arts planning targeted at specific school challenges
 - Early childhood education in and through the arts
 - Curriculum development in arts education and arts integration

- School environment, culture and climate improvement
 - Family engagement
 - Development of systems and structures to support whole school change
 - Communication with key stakeholders
- 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 hired and began work in the 2015-16 school year
 - Gathering of key improvement data from schools, both quantitative and qualitative
 - Supporting schools to document and share impact



This array of support is made possible because the state legislature provided funds to the Perpich Center for Turnaround Arts: Minnesota from its Arts and Cultural Heritage Fund. \$600,000 was appropriated for fiscal year 2016, and \$800,000 for fiscal year 2017. The Minnesota State Arts Board has committed grants to schools, with funding from the National Endowment for the Arts, to support the program in the 2016-17 school year. At the outset, each school benefits from national partnerships with leading arts organizations and corporations such as Crayola, National Association of Music Merchants and Music Theater International.

The Research

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.

Goals and Progress in the Schools

Since 2014 when the first four Turnaround Arts schools were selected, the Perpich Center has provided an array of support for sustainable, whole-school change, such as guidance and resources for strategic arts planning and curriculum development, teacher and administrator coaching and professional development, strategies for improving school culture and climate and documentation and dissemination of best practices and resources. Below are school profiles for each current Turnaround Arts: Minnesota school, which include a brief description of the school, as well as goals they have set for themselves for improvement through the arts, and progress at the school.

The goals outlined in each of the following school profiles were identified through a strategic arts planning process, lead by an Arts Leadership Team in each school, and guided by the Perpich Center. Through this process, Arts Leadership Teams:

- evaluated current assets needed for increasing the arts in the school for improvement
- identified current priority areas for improvement (such as student achievement, student engagement, family involvement, school climate, etc)
- matched arts approaches and strategies that could have an impact to each improvement area
- created arts targets which link use of the arts with expected impact on a challenge area
- developed an action plan for achieving each target

This strategic arts plan guides the focused work of Turnaround Arts schools to further school improvement through the arts. While there are common expectations for all Turnaround Arts schools, each Turnaround Arts school is different depending on its unique needs and assets.

One key strategy for impacting student learning and engagement, as well as school climate and culture, family engagement, and teacher capacity, is arts integration. The Perpich Center defines arts integration as *“an instructional strategy that involves collaboratively teaching and assessing the content and processes of two or more subject areas in combination, including the arts, to increase and deepen student learning.”*

School Profile: Bethune Community School, Minneapolis



Nestled in North Minneapolis, Bethune Community School is in the heart of a community that struggles with poverty, homelessness and violence. Over the past ten years the school has been a rotating door to students, teaching staff and administration. 98% of students qualify for Free or Reduced Lunch and 20% are homeless or highly mobile. Because of unstable home situations, many students at Bethune are not able to consistently attend school. While over 450 students passed through the building in the 2014-15 school year, the average daily enrollment was only 324. Despite receiving a School Improvement Grant in 2010, academics and attendance improved by only 5% over those three years, and the school has remained one of the lowest performing programs in the state. Bethune was designated a Priority School in 2012 by the Minnesota Department of Education, and kept that status when redesignation occurred in 2014.

In 2014, under the district’s guidance, the school received a new principal, nearly one third newly hired staff, increased art teacher staffing and a clear mission and direction. Leading the turnaround effort at Bethune, principal Cheryl Martin brings with her the experience of previously leading a successful arts-focused elementary school and a drive for change. Together school staff, the surrounding community, and the Minneapolis arts community are working to make the school into a beacon of hope and success through the arts.

Year One Goals (2014-2015)

(paraphrased from original language)

1. **Increase student achievement** through the creation and implementation of cross-curricular arts integrated curriculum experiences.
2. **Increase students’ sense of self worth and respect for themselves, others and property** through use of arts-based instructional strategies and artistic beautification of the school, including display of student artwork and a mural reflecting the community.
3. **Increase the presence of positive role models and positive relationships for students with influential adults from the community** through teaching artists and artists in residence.
4. **Increase and stabilize student attendance** through the use of the arts education and integration, and communication about arts events.
5. **Increase family involvement and confidence in the school** through showcasing arts events and student performances, as well as family arts activities.

Year One Growth

Area	Measure	Change
Student achievement	Growth points in MCA math scores	increased from 16% to 19%
Student achievement	Percentage of students proficient in reading MCAs	increased from 18.6% to 24.2%

Student engagement	Behavior referrals	decreased 92%
Student engagement	Out-of-school suspensions	decreased 96%
Overall school improvement	Minnesota Department of Education Multiple Measurements Rating (MMR)	increased 7.40% to 11.90%
Overall school improvement	Minnesota Department of Education Focus rating	increased 7.24% to 10.79%

In addition:

- **Family Engagement:** 30-100 family members attended each grade-level arts performance.
- **Teacher Retention:** All but three teachers returned for this school year, compared to a turnover of about one-third last year.
- **School climate:** Student destruction of student work and other papers hung on the walls has drastically diminished and virtually disappeared.

Year Two Goals (2015-2016)

(paraphrased from original language)

Building on these initial successes, the school has set the following targets for this year:

1. In order to **increase learner engagement**, by the end of the school year, every student will engage in the following art integrated learning activities: an exhibit of their work, attendance at a community arts event and participation in an arts residency learning activity.
2. **Student academic growth** will increase by 15% through the use of reading, writing and math targeted arts strategies as measured by MCA/MAP results by May 2016.
3. By the end of the school year, **all teachers will have increased their capacity** to teach through the arts by using a strategy learned through participating in at least one arts residency, and at least one arts related professional development experience.
4. **Increase family involvement**, school wide, to 50% participation as measured by family attendance in school wide and classroom activities throughout the 2015-2016 school year.

School Profile: Northside Elementary School, St. James

Northside Elementary School is located in the southern Minnesota town of St. James. This small town of around 4,500 residents has experienced a recent shift in demographics, in large part because of a meat-packing plant in the community that is a significant source of employment. Nearly half of the school’s students are Hispanic, and almost 20% are English language learners. In addition, 59% of students receive free or reduced lunches. As the community works to integrate new and longtime residents, the school is working to reduce an

achievement gap that is present not only between racial groups but also socio-economic groups. Located nearly 40 miles from the nearest mid-sized city of Mankato, St. James is in a geographic area with few arts opportunities outside of the school.

Northside was designated a Priority school in 2012 by the Minnesota Department of Education, and after the initial blow to the school and community, they saw it as an opportunity to research and infuse best practices for student learning into the school. They have made some gains in the past few years due in large part to “blood, sweat, and tears” of the teachers and staff-- but there is still significant work to be done to increase student learning and erase the achievement gaps. Principal Doug Storbeck is new to the role this year and see the integration of the arts as a key part of their continued work in school improvement. The teaching staff is excited and committed to using the arts to increase student learning.

Year One Goals (2014-2015)

(paraphrased from original language)

1. **Increase and deepen student achievement and engagement, as well as teacher capacity** by developing standards-based arts integration projects, supported by professional development. In addition, every student had at least one artist in residency experience during the school year.
2. **Build positive connections with families and community members** by producing a musical. A common challenge in improving schools is engaging all families with the school. Through the musical, the school is engaging families in new ways with their children’s education. The school had also planned to host a community arts integration exhibit and gallery walk in community businesses.
3. **Create a positive school environment and climate** through the display of student artwork and the performance of a flash mob dance.

Year One Growth

Area	Measure	Change
Student achievement	Percentage of students proficient in math MCAs	increased from 64.1% to 66.8%
Student achievement	Percentage of students proficient in reading MCAs	increased from 45.0% to 65.7%
Student engagement	In-school and out-of-school suspensions	decreased 73%

Overall school improvement	Minnesota Department of Education Multiple Measurements Rating (MMR)	increased 44.82% to 78.27%
Overall school improvement	Minnesota Department of Education Focus rating	increased 49.79% to 82.80%

In addition:

- **Family Engagement:** Full houses at musical performances; family volunteers for arts-integrated experiences.

Year Two Goals (2015-2016)

(paraphrased from original language)

Building on these initial successes, the school has set the following targets for this year:

1. **Narrow the achievement gap** by implementing various arts strategies, artful thinking, extended arts experiences, and peer coaching and collaboration.
2. **Increase family engagement** through opportunities to attend an arts experience (such as family activity nights, a musical production, and an art display at the Northside picnic) and have access to Turnaround Arts knowledge through a monthly newsletter and social media connection.
3. **Increase student engagement and improve school climate** through arts strategies focused on influencing behavior, display of student artwork, and monthly turnaround art projects and experiences to enhance the school environment.

School Profile: Northport Elementary School, Robbinsdale School District

Northport Elementary School, in the Robbinsdale School District, is located in the Twin Cities first-ring suburb of Brooklyn Center. Federal and state measures indicated that Northport was a failing school for many years. It is currently designated a Focus school, which means that it is one of the biggest contributors to the achievement gap in Minnesota.

Northport has a richly diverse student population: 43% are African or African-American, 30% Hispanic, 15% Asian, 13% White, and 1% Native American. 81% of students receive free or reduced lunch. It has a large English Language learner population-currently 37%. Northport also has a high mobility rate, approximately 37%. Yet this school rejects the excuse that because its students are born into certain economic and racial backgrounds, they are destined for anything less than greatness.



The principal, Leona Derden, knows that music helped her to become an excellent student and to succeed in life. Her school’s arts education program provided her access to the arts, and as a principal she has made sure that arts education

is embedded throughout the school day. Northport also has a group of dedicated teacher leaders making the arts an integral part of every child’s daily learning. They all believe that the arts increase student engagement and attendance, help develop curiosity and inquiry skills, and make learning visible.

Year One Goals (2014-2015)

(paraphrased from original language)

- 1. Integrate the arts with a focus on literacy and higher order thinking skills**, in order to narrow the achievement gap. Through the use of theater skills and visual thinking strategies help students build literacy skills such as inferencing, sequencing, analyzing, and synthesizing.
- 2. Increase family involvement through the arts**, including a musical production, visual arts gallery during parent teacher conferences, and an arts-focused beautification day.
- 3. Increase student engagement** through arts integration in order to decrease student behavior problems.
- 3. Improve school climate** through student art displays, performances, and beautification of the school building and grounds.

Year One Growth

Area	Measure	Change
Student achievement	Percentage of students proficient in math MCAs	increased from 41.2% to 42.6%
Student achievement	Percentage of students proficient in reading MCAs	increased from 34.9% to 35.9%
Student engagement	Behavior referrals	decreased 45%
Student engagement	Out-of-school suspensions for African American boys	decreased 69%
Student engagement	In-school suspensions for African American boys	decreased 90%
Student engagement	Attendance	increased 3%

In addition:

- **Family Engagement:** High attendance at family involvement day and musical production.

Year Two Goals (2015-2016)

(paraphrased from original language)

Building on these initial successes, the school has set the following targets for this year:

1. **Integrate the arts with a focus on literacy at a higher frequency and with 100% participation**, in order to narrow the achievement gap, through the deepened use of theater skills and visual thinking strategies to help students build literacy skills such as inferencing, sequencing, analyzing, and synthesizing, as well as co-teaching arts-integrated lessons.
2. **Increase family involvement through the arts**, including more volunteer opportunities for the musical production and arts-focused family events.
3. **Increase student engagement** through arts integration in order to decrease student behavior problems.
4. **Improve school climate and environment** through prominent and rotating student art displays, performances, and regular beautification of the school building through installations and murals.

School Profile: Red Lake Middle School, Red Lake

Red Lake Middle School is located in northern Minnesota on the Red Lake Nation reservation. There are currently 11,422 tribal members. This Ojibwe homeland is a closed reservation where the land is held in common ownership among all tribal members. The traditional language is Ojibwemowin, however English is spoken both at home and in school daily.

The school provides an education to 242 American Indian Anishinaabeg (Ojibwe) children in grades six through eight. Red Lake Middle School was designated a Priority School in 2012 by the Minnesota Department of Education, and kept that status when redesignation occurred in 2014. 83% of the students receive free or reduced lunch. Most of the children live on the reservation where the average household income is approximately \$9,000.00 per year with an unemployment rate near 70%. Many students experience trauma at home and within their community, including alcohol and drug abuse, violence, and suicide deaths of peers or family.

The Red Lake School District shares with the whole of the Red Lake Nation an incredibly rich cultural arts heritage in song, dance, crafts, contemporary art and seasonal activities. Ojibwe arts are strongly connected with the people, their beliefs, and their history. However, the school has not been able to connect with and involve the many local cultural artists in the student's education. The school's staff sees the potential to positively impact student learning and connect it to the students' cultural heritage through the arts. They also



know the arts can be a key tool for building confidence and raising academic performance to the next level.

Year One Goals (2014-2015)

(paraphrased from original language)

1. **Increase student achievement** by integrating the arts into other content areas with a focus on higher order thinking skills.
2. **Increase positive peer relationships, and increase student confidence and mental resilience,** by providing students with the opportunity to develop their own voices through the arts.
3. **Increase family support and involvement in the school,** including family and student art activities on conference nights and an Arts Celebration Week at the end of the school year.
4. **Increase Ojibwe cultural knowledge and connections** through cultural arts experiences that includes artists-in-residence. Local artists, both contemporary and traditional, worked with students alongside teachers and share their knowledge and skills grounded in Ojibwe teachings and culture.
5. **Leveraging the visual arts to create physical spaces that comfort and heal,** including a mural.

Year One Growth

Area	Measure	Change
Student achievement	Percentage of students proficient in math MCAs	increased from 5.9% to 6.0%
Student achievement	Percentage of students proficient in reading MCAs	increased from 15.3% to 21.2%
Student engagement	Behavior referrals	decreased 40% (reduced from 6,601 to 3,931)
Student engagement	Bullying/harassment	decreased 67%
Student engagement	Tardies	decreased 57%

Year Two Goals (2015-2016)

(paraphrased from original language)

Building on these initial successes, the school has set the following targets for this year:

1. **Students will express their emotions in a healthy manner** by presenting/performing/or publishing using their inner voice through the arts.

2. **Each student will gain a better sense of belonging at school** by participating in at least two community building arts activities.
3. **Increase family engagement both as audience and volunteers**, through a variety of arts opportunities.
4. **Create a warm and inviting arts-rich environment** by increasing displays of student arts integrated work in the classroom, in the hallways, and in the community, and transforming one specific space of the building.
5. **Increase student achievement** through the use of both whole school arts based strategies and deeper arts-integrated curriculum.
6. **Increase student Ojibwe cultural knowledge** by participating in Ojibwe culturally relevant artistic learning experiences.

Expansion of Turnaround Arts in Minnesota

In fall 2015, the Perpich Center invited all Priority schools (as designated by the Minnesota Department of Education in 2014) to apply to join the network of Turnaround Arts schools in Minnesota. Four schools will be selected in January 2016. Some work will begin in spring of 2016, with the 2016-17 school year being the first year as a Turnaround Arts school for this cohort. Perpich Center support, training, and resources are planned for a minimum of three years.

Perpich Legacy Project Advisory Group

To ensure transparency and broad public participation in the Perpich Center's Legacy projects, the Perpich Center has an advisory group of volunteers knowledgeable about the arts and education. They represent arts education professional service organizations, elementary and secondary school leadership organizations, the Minnesota Legislature, regional Service Cooperatives, the Minnesota Department of Education, and arts education and teacher preparation programs at major Minnesota colleges and universities. In 2015, this group assembled November 13, for final consideration of the Perpich Arts Integration Project, and introduction to Turnaround Arts: Minnesota.

About the Perpich Center for Arts Education

Perpich Center for Arts Education is a state agency that serves all school districts in Minnesota. Created in 1985 by the state legislature, Perpich seeks to advance K-12 education throughout Minnesota by teaching in and through the arts. Perpich provides expertise in professional development for educators, research, curriculum and standards development in arts education. The center also includes the Perpich Arts High School, a public, residential program for grades 11 and 12, and the Perpich state library, which serves the high school, all Minnesota arts educators and teaching artists as well as the general public.

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