

Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 15, 2023

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



Perpich Center for Arts Education

**Annual Director's Report
January 15, 2023**

The 1985 Legislature created a state agency – 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; (page 4)*
- (2) the impact of the center's outreach activities; (page 14)*
- (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; (page 19) and*
- (4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education. (page 21)*

The following report contains the data requested.

Respectfully submitted,

Charles Rick

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

Executive Summary

The mission of Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop, enhance, and integrate their artistic and academic abilities to their highest potential. As a state agency and public education institution, Perpich Center is uniquely positioned to fuse artistic passion and academic excellence to produce creative, critical thinkers. We do this by teaching in and through the arts. The agency operates two distinct divisions, Professional Development Resource Programs (PDR) and the Arts High School. Perpich Center maintains a traditional lending library for Perpich students, public patrons, and arts educators across the state of Minnesota.

The primary goal of Professional Development and Resource Programs (PDR) is to build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards-based, measurable, and student-centered learning in and through the arts. PDR assists schools and communities with providing culturally diverse learning opportunities and resources to meet the needs of students and teachers to fulfill the arts standards and build strong arts programs.

Perpich Arts High School is a statewide, public school with a residential component that serves 11th and 12th grade students. The purpose is to empower students who have a passion for the arts to participate creatively, critically, and confidently in the global community. This innovative, statewide school attracts students from Minnesota, representing the eight (8) congressional districts, who have shown artistic promise and a strong commitment to learning in an environment that supports rigorous academic programs.

Overall, Perpich Center for Arts Education continues to strive to achieve our mission and vision by the Board of Directors. We continue to adapt to the changing environment of arts education in school districts and across the state of Minnesota.

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

PDR 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.

To reach that goal, programming priorities include:

- Addressing teacher isolation and building communities of belonging
- Shifting paradigms and practices in arts education
- Collaborating for anti-racism/equity/social justice.

Perpich Center’s arts education specialists serve the work of Minnesota arts educators and administrators through dynamic face-to-face and online workshops, consultation, and professional development customized to individual, school, or district needs. A major focus of their work centers on implementing the 2018 Minnesota K-12 Academic Standards in the Arts.

The Regional Centers program includes the Regional Arts Teacher-Leader (RAT-L) network and Minnesota Arts Education Data Project. These groups provide data and support at the state level.

The Comprehensive Arts Planning Program (CAPP) facilitates strategic planning with school districts, helping them create multi-year strategic plans that will guide local and district decision-making related to arts education. This program is coordinated in each district by local co-chairs and a local committee comprised of district staff as well as community members.

The Perpich Arts Library is a resource for both the Perpich Arts High School and Minnesota public. Arts High School students use the library for a place to check out books and movies, research topics of interest, borrow technology, work on schoolwork, and more. Any resident of Minnesota may join the library at no cost for access to the extensive arts education resources.

FY22 PDR Program Staff

- Dance Education specialist (.5)
- Music Education specialist (1.0)
- Theater Education specialist (.5)
- Visual and Media Arts Education specialist (1.0)
- Regional Centers director (1.0)
- Comprehensive Arts Planning Program (CAPP) director (.5)
- Administrative specialist (1.0)
- Interim PDR Director

FY22 Summaries of Arts Education Specialists’ Work

Four arts education specialists have the same basic role and expectations, and then additionally each role is customized to meet the specific needs of educators in that arts area. The fundamental responsibilities for the arts education specialists include:

- Providing leadership and supporting arts educators statewide to improve their teaching practices, instructional approaches, curriculum development, and assessment design
- Facilitating understanding, implementation, and support of the new Minnesota K-12 Academic Standards in the Arts
- Designing and delivering content-specific workshops for arts educators statewide
- Designing tools and resources to support teacher effectiveness
- Supporting the Regional Arts Teacher-Leaders network (RAT-Ls)

Throughout FY22 (and with the impact of the COVID-19 pandemic waning) work slowly transitioned back to in-person professional development workshops and conferences. Educators were thrilled to be back in person with one another and yet, many workshops continue to be offered virtually for greater access.

Dance Education Specialist (.5)

The dance education specialist serves Minnesota dance educators through standards implementation, curriculum development, instruction, and assessment in K-12 schools. The dance education specialist also supports physical education and general education teachers with implementing movement into their classrooms. This makes for a complex system of professional development to meet the needs of three quite different groups of educators. In FY22, the dance education specialist:

- Planned or co-planned and conducted a variety of professional development workshops from Perpich Center. Titles/topics included: *Unlocking Literacy through Movement and Text; A response to a reading; Connect/Respond to the Arts of the Dakota and Ojibwe People; Dancing Around Race—Moving the Conversation; Arts Integration; educator wellness*. These opportunities were offered in a combination of virtual and in-person settings.
- Presented sessions for, and collaborated with, professional arts/education organizations including Education Minnesota; Dance Educators Coalition (DEC); Ordway Education; MNSHAPE, the Minnesota organization for physical education teachers; and University of Minnesota-Twin Cities.
- Provided professional development for Minnesota schools/school districts on the topics of arts integration, literacy, equity in arts education, Minnesota K-12 Academic Standards in the Arts, and curriculum and assessment. School districts included: Anoka-Hennepin, Bloomington, Minneapolis, and St. Paul.
- Contributed to regional and national initiatives in Dance Education through work with other leaders from Wisconsin, Michigan, and Illinois; and both serving on the National Dance Education Organization (NDEO) Board of Directors and presenting at the NDEO annual conference.
- Communicated with constituents through regular email/newsletter blasts; and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

Music Education Specialist (1.0)

The music education specialist serves the work of Minnesota music educators and administrators through dynamic face-to-face and online workshops, consultations, and professional development customized to school or district needs. In FY22, the music education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including book studies, statewide Professional Learning Communities (PLCs) and workshops. Workshop topics included: Minnesota K-12 Academic Standards in the Arts, curriculum mapping, assessment, music of the Dakota and Ojibwe people, Standards Based Grading, teaching students with special needs, Arts Integration, and educator wellness. These opportunities were offered in a combination of virtual and in-person settings.
- Presented sessions for, and collaborated with, professional arts/education organizations including Minnesota Music Educators Association (MMEA), Minnesota Society for Music Teacher Education (MNSMTE), Minnesota String Orchestra Teachers Association (MNSOTA), Southwest West Central (SWWC) Service Cooperative, University of Minnesota-Twin Cities, VocalEssence, and Winona State University.
- Provided professional development for Minnesota school districts on the topics of arts integration, Minnesota K-12 Academic Standards in the Arts, and curriculum and assessment. School districts included: Alexandria, Anoka-Hennepin, Buffalo-Hanover-Montrose, Forest Lake, Glencoe-Silver Lake, Hayfield, ISD199, Kasson-Mantorville, Lac Qui Parle, Lewiston-Alutra, Mounds View, North St. Paul-Maplewood-Oakdale, Pine City, Rochester, Rock Ridge, Roseville, St. James, and White Bear Lake.
- Contributed to regional and national initiatives in music education by presenting at both The 75th Midwest Clinic and American String Teachers Association (ASTA) conference.
- Communicated with constituents through a monthly newsletter; and responded to individual requests from Minnesota educators and administrators for assistance, support, project development, and arts advocacy information.

Theater Education Specialist (.5)

The theater education specialist advances the work of theater education in Minnesota by supporting theater teachers and directors, English Language Arts teachers, elementary generalists, and others through dynamic face-to-face and online workshops, consultation, theater company partnerships, a mentorship program, and professional development customized to school or district needs. In FY22, the theater education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including workshops focused on Arts Integration; Connect/Respond to the Arts of Dakota and Ojibwe people; literacy skills or creating new/devised theater pieces; and a statewide mentoring program for K-12 theater educators/directors. These opportunities were offered in a combination of virtual and in-person settings.

- Presented sessions for, and collaborated with, professional arts/education organizations including Hennepin Theatre Trust's Spotlight Education Program; Communication and Theater Association of Minnesota (CTAM); and Minnesota Department of Education.
- Provided professional development for Minnesota school districts on a variety of topics. School districts included: Anoka-Hennepin, St. Francis, St. Paul, and Zumbro Education District.
- Contributed to regional and national initiatives in Theater Education, participating in a research-based working group at the Association for Theatre in Higher Education conference; and presenting at the American Alliance for Theater and Education conference.
- Communicated with constituents through regular email/newsletter blasts; and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

Visual & Media Arts Education Specialist (1.0)

The visual and media arts education specialist works in professional and curriculum development, standards implementation, and the advancement of visual and media arts programs in schools across Minnesota. Responsible for statewide workshops, networks, and innovative initiatives that promote visual and media arts education, he works with school districts, educators, administrative teams, and post-secondary teacher preparation programs. In FY22, the visual and media arts education specialist:

- Co-planned and conducted professional development workshops from Perpich Center. Topics included: Arts Integration and Connect/Respond to the Arts of Dakota and Ojibwe people.
- Presented sessions for, and collaborated with, professional arts/education organizations including Minneapolis College of Art and Design, Minnesota State University Moorhead, Southwest West Central Service Cooperative, University of Minnesota-Duluth, and University of Minnesota-Twin Cities.
- Provided professional development for Minnesota schools/school districts on the topics of Minnesota K-12 Academic Standards in the Arts, and curriculum and assessment. Charter schools/school districts included: Alexandria, Austin, Becker, Blooming Prairie, Byron, Duluth, La Crescent-Hokah, New Millennium Academy, Northfield, Owatonna, Pine City, Plainview-Elgin-Millville, and Roseville.
- Contributed to regional and national initiatives in Visual and Media Arts Education by serving on the National Art Education Association (NAEA) Board and taking a major role in the NAEA annual conference.
- Communicated with constituents through quarterly newsletters; and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

FY22 Summaries of PDR Program Work

Comprehensive Arts Planning Program (CAPP) (.5)

The Minnesota Comprehensive Arts Planning Program (CAPP) is a legislatively-funded program to support and assist a school district's arts planning team in creating a district-wide, three-year plan to address arts education policies, programs, and partnerships for students in the district and community. Charter schools/school districts in the 2021-2023 CAPP cohort include Art and Science Academy (Cambridge), Loveworks Academy for the Arts (Minneapolis), Minnesota Excellence in Learning Academy (Maple Grove); and Brooklyn Center Community Schools, Burnsville-Eagan-Savage Public Schools, Monticello Public Schools, Russell-Tyler-Ruthton Public Schools, and Zumbro Education District. In FY22, the CAPP director:

- Planned and facilitated four virtual conferences attended by all CAPP co-chairs and school district administrators. These sessions focused on developing capacity to lead their teams through strategic planning.
- Provided multiple days of customized professional development (arts program analysis and assessment, goal-setting, school board presentation coaching, leadership development) at each CAPP site. This work was done in person with multiple arts stakeholders (arts specialists, classroom teachers, parents, students, principals, curriculum coordinators and/or superintendents) at each CAPP site.
- Supported CAPP teams in developing, writing, and revising their strategic plans, which they formally presented to their local school boards for endorsement.
- Collaborated with arts education specialists to develop and lead arts integration workshop for teachers from CAPP sites and other schools/school districts.

"CAPP is a vehicle for the district to align and enhance arts education, ignite student interest and engagement in the arts in new and unique ways, develop a cadre of arts leaders who can implement positive changes in arts programming, and support Arts Pathways that partner schools and the community." Dr. Theresa Battle, Burnsville-Eagan-Savage (ISD 191) Superintendent

"Our goals and dreams are actually happening! CAPP gave us confidence because sometimes, I felt like I was on an island by myself but now I'm on an arts team and I have the support from the school board. I have support from the administration. We are moving forward. It's exciting! " Lorilee Malecha, Russell-Tyler-Ruthton CAPP co-chair and Music Specialist

Regional Centers (1.0)

In FY22, the Regional Centers program focused on serving schools and educators throughout Greater Minnesota through two programs: Regional Arts Teacher-Leader network (RAT-Ls) and Minnesota Arts Education Data Project. The Regional Centers director:

- Planned and facilitated virtual professional development workshops for educators in the Regional Arts Teacher-Leader network. While COVID-19 negatively impacted RAT-L programming, there were also opportunities for experimenting with the program model to be able to meet the same objectives with increased accessibility and reduced costs.
- Coached Regional Arts Teacher-Leaders (RAT-Ls) in the implementation of individual projects that supported arts programming and arts educators/administrators in their area. Among their individual projects, RAT-Ls facilitated 20 regional workshops.
- Became more deeply immersed in the Minnesota Arts Education Data Project. This longitudinal project reports students' access to arts courses in Minnesota schools. It entered a new phase in FY22 establishing a 5-year contract; adding additional years of data to the data set; implementing a revised set of data dashboards; and beginning integration of student-level arts education access and participation data.
- Began planning for professional development workshops on information in the Minnesota Arts Education Data Project in FY23.

The [most recent] 2020-2021 data set of the Minnesota Arts Education Data Project includes 571,207 students from 1,165 schools. This data represents approximately 60% of Minnesota public schools; 40% of schools did not submit their data through the required report of Minnesota Common Course Catalog data.

Key findings from the 2020-2021 data:

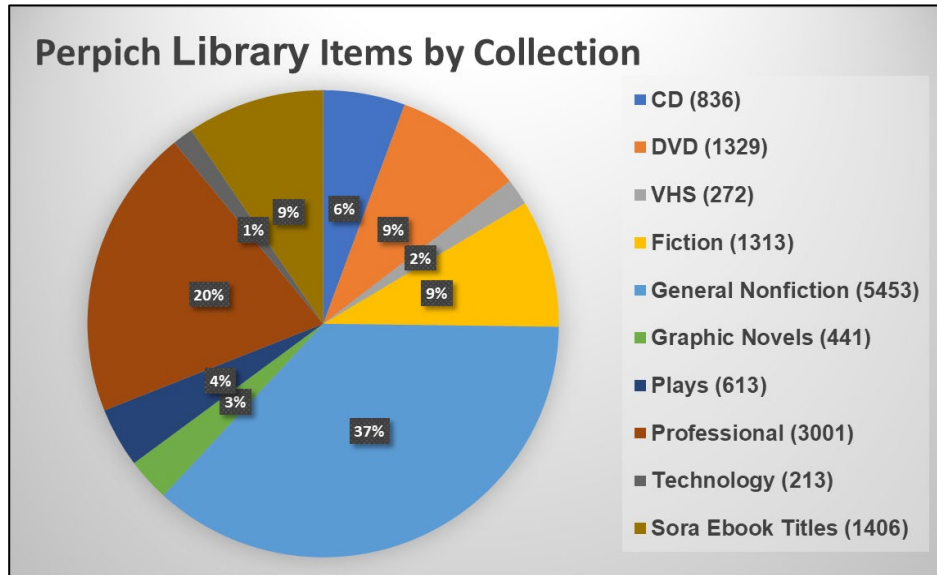
1. Of students attending the 1,165 reporting schools, 93.4% had access to arts education.
2. Of the reporting schools, only 18% offered the required three or more arts areas and 15% reported no arts offerings.

The website hosting the revised dashboard is currently in development, but a preview link with the most recent dashboards is available at: <https://artsmn.org/resources/creativemn-research/minnesota-arts-education>

Perpich Library (1.0)

The Perpich lending library of arts and education materials is free to all residents of Minnesota. In addition, the library serves as the media center and library for the Arts High School. The professional collection specializes in books for K-12 Arts educators and teaching artists including children's art and diversity picture books, and areas of arts integration, dance, music, theater, and visual arts.

The Perpich Library Collection includes 13,471 physical items in circulation



In the library, the 2021-22 school year saw a return to semi-normalcy after the previous two years. The pandemic continued to affect the number of external patrons who visited the library, but circulation of library items was much higher compared to previous years.

Number of Loans by Patron Status

Year	ILL*	Sora Ebook App	Student	Staff/Faculty	External	Total
June 2021-May 2022	59	30	899	343	71	1,449

*Inter-library loans: Perpich items that are circulated to patrons from other Minnesota libraries

Technology Checkout (including laptops, iPads, chargers, headphones)

Year	Staff + Student Total
June 2021-May 2022	478

In FY22, the Perpich Center librarian:

- Curated multiple lists of books and new materials to support themes in PDR workshops; also made lists available to external patrons on the library website.
- Collaborated with high school faculty to create various “libraries” that also use the library checkout system and better track resources checked out to staff and students.
- Reorganized the makerspace area and professional collections for ease of use.
- Mentored student teaching assistants working in the library.
- Participated in a cohort of librarians to improve personal knowledge about race and racism, racial equity, and culturally sustaining pedagogy.
- Communicated with constituents through the monthly library newsletter, other Perpich newsletters, “Would you rather…” Fridays, and various social media sites; and responded to individual requests from internal and external patrons.

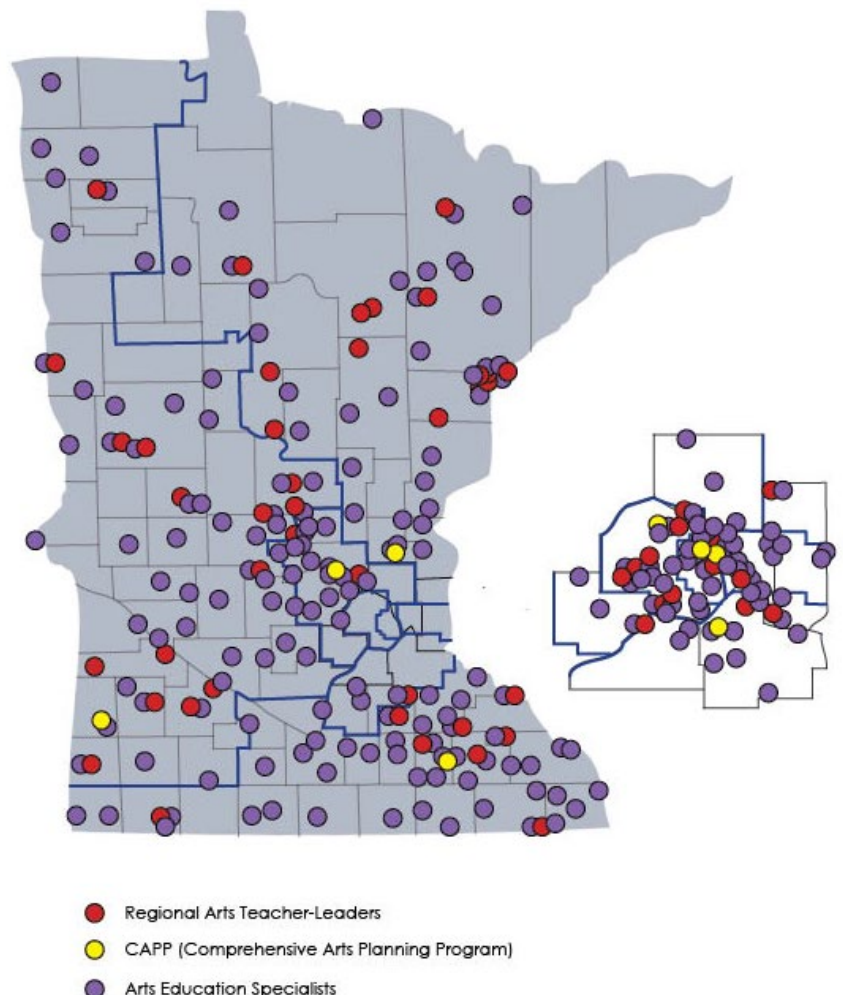
Section II -- The impact of the center’s outreach activities;

The work of Professional Development and Resource Programs (PDR) is shown in two distinct ways: (1) numbers of outreach activities and participants; and (2) impact of outreach activities.

(1) Numbers of outreach activities and participants

Professional Development and Resource Programs (PDR) is made up of a number of individual programs, and those programs come together in a holistic approach to serving school districts, educators, and administrators across the state, supporting and improving arts education for K-12 students. Here are four ways to look at participation in programming.

First, this map (right) of Congressional Districts shows the location of charter schools/school districts directly impacted through PDR programs and work in FY22.



Second, the chart below gives an overview of PDR data in FY22, featuring the number of school districts, educators, and administrators that were served collectively by specialists and programs. Within this data, numbers reported are unique—no repeats are counted. PDR staff had more than 2,100 points of contacts among educators/administrators throughout Minnesota; many of them served multiple times and in multiple ways.

Number of School Districts, Educators, and Administrators served by PDR

Fiscal Year	Total Number of Events	School Districts	Total Points of Contact	Educators			Administrators Includes principals, curriculum directors, superintendents
				Total Educators	Arts Educators	Non-Arts Educators	
FY22	383	222	More than 2,100	1,169	989	180	60

The data was also disaggregated into contacts by Minnesota senate districts. This chart shows the number of educators/administrators served in schools/school districts by the senate district in which they are located.

Number of Educators/Administrators served by MN Senate District

MN Senate District	Points of Contact by MN Senate District	Number of Individuals Served	MN Senate District	Points of Contact by MN Senate District	Number of Individuals Served
1	33	19	35	113	78
2	43	23	36	91	75
3	40	20	37	77	66
4	23	10	38	181	123
5	26	18	39	47	32
6	69	31	40	158	104
7	29	13	41	192	131
8	43	32	42	150	77
9	35	23	43	121	65
10	23	17	44	83	52

11	55	33	45	121	68
12	439	229	46	72	41
13	62	33	47	43	23
14	46	25	48	42	22
15	96	51	49	64	30
16	62	44	50	12	7
17	68	40	51	42	22
18	41	26	52	92	58
19	48	35	53	24	17
20	46	32	54	36	23
21	166	94	55	19	15
22	57	34	56	46	26
23	93	50	57	56	31
24	139	64	58	63	38
25	79	49	59	66	33
26	76	53	60	99	52
27	107	52	61	64	33
28	91	43	62	144	75
29	54	30	63	120	69
30	63	30	64	57	41
31	140	105	65	61	43
32	109	52	66	127	82
33	79	52	67	63	42
34	154	105			

Finally, because professional development in contemporary educational settings is complex and multi-layered, data for PDR is also presented in a tiered format. This provides a lens into the breadth and depth of Perpich Center’s professional development across the state.

Breadth and Depth of Perpich Professional Development across Minnesota

	Tier 1: Introductory	Tier 2: In-Depth	Tier 3: Sustained	Tier 4: Systemic
Levels of Professional Development	Up to 4 hours professional/technical services; stand-alone presentations, meetings, or consultation	Day-long or multi-day professional development; stand-alone workshops, conferences, or consultation	Year-long or multi-year support to develop the capacity of educators; a combination of workshops, coaching, consultation, and more	Sustained and intensive support to impact a system of education or arts education at a school or district level
Percentage of PDR work at each level	50%	20%	15%	15%

(2) The impact of the center’s outreach activities – Quantitative data

In FY22, participants in PDR programs responded to one reflective statement on a five-point scale:

“I am leaving with ideas I can transfer into my teaching practices.”
The average response is 4.59 on a scale of 1 to 5.

(2) The impact of the center’s outreach activities – Qualitative responses

Here are examples of the many responses participants wrote on professional development evaluations:

“Thank you for a wonderful, restorative day! I felt so energized that I actually started writing again the next day. These workshops keep me going when I'm not sure I could. I look forward to the next one!” - Jenny Lovitt

“Loooooved the Slay workshop with Brian, but beyond that, I really felt inspired by the work we did with Colleen—how she used invitational language, etc. I’ll definitely be implementing the physical activities we did!” - Amy Vander Heiden

“My biggest "a-ha" was remembering and reflecting on why the arts are important.” - Jessica Anderson

“I really appreciated hearing about cultural appreciation vs. appropriation! Going to reflect deeply on this and be intentional about including discussion about this with students in the classroom.” - Amy Barber

“The visiting artists and their passion for the arts was a great reminder why we teach the arts and also a reminder that being a student is equally rewarding and an important part of the teaching process.” - Amy Pelowski

“Really re-evaluate what I think of as "neutral." There is still bias and white perspective here to unpack. Looking for more resources and perspectives and authors that are not white.” - Carla Bode

“This course was a great refresher on how to continue providing literacy opportunities within a dance classroom and to enhance your classroom community.” - Ashley Groth

Key Findings from FY22 Outreach Data

- Perpich arts education specialists provided professional development and other support for educators and administrators in all five arts areas: Dance, Media Arts, Music, Theater, and Visual Arts.
- Regional Centers and Comprehensive Arts Planning Program (CAPP) worked with their established cohorts in the planning and implementation of arts education in their regions and schools.
- The number of school districts completing Year 1 of the Comprehensive Arts Planning Program (CAPP): 8 of 8.
- The number of professional development events led by Regional Arts Teacher-Leaders: 20.
- The number of educators/administrators served: 1,229, and they each attended an average of 1.7 professional development events.
- The number of Minnesota charter schools/school districts served: 222.
- The number of Minnesota senate districts served: 67 of 67. The number of contacts with educators/administrators in each senate district ranged from 12 to 439.
- The number of PDR outreach events: 383. This is the same number as FY21, and PDR staff was able to use what they learned during the pandemic to provide more varied support during FY22.
- The rating participants give PDR programming: 4.59 on a scale of 1-5.

Section III -- enrollment trends, including the number of students from each congressional district admitted to Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019;

FY22 Enrollment Trends

- 1) Enrolled students on Day 1 of the 2021-22 school year: 173
- 2) Enrolled students on Day 1 of the 2022-23 school year: 154
- 3) Enrolled Students on Day 1, 2022 – Commuter & Residential:
 - (a) Commuters: 70 45% of student body

- (b) Dorm Residents: 84 55% of student body
- 4) Enrolled Students on Day 1, 2022 - Residence Location:
- (a) 7-County Metro Area: 94 61% of student body
- (b) Outstate MN: 60 39% of student body
- Note: Overall MN Student Distribution*
56% - County Metro
44% - Outstate
(Source: MDE)
- 5) Breakdown of student enrollment by grade in 2022-23: Gr. 12 = 95 Gr. 11 = 59
- 6) Juniors who finished the 2021-22 school year at AHS: 76
Number of 2022-23 Seniors that were enrolled at AHS during 2021-22: 73
96% of last year's Juniors returned for their senior year
- 7) Number of students new to Perpich in 2022-23 (total; Seniors/Juniors) 81
Total New Students (59 New Juniors; 22 New Seniors)
53% of the student body is new to the Arts High School in 2022-23
- 8) Congressional District Representation
- | | | | |
|-----|----|-----|----|
| CD1 | 19 | CD5 | 44 |
| CD2 | 11 | CD6 | 17 |
| CD3 | 18 | CD7 | 13 |
| CD4 | 18 | CD8 | 14 |
- 9) The Perpich Arts High School student body has the following representation in the Minnesota Legislature:
- | | | |
|-----------------|--------|-----|
| House Members: | 85/134 | 63% |
| Senate Members: | 55/67 | 82% |

FY 22 Student Recruitment Effort

Encompassing time frame July 1, 2021 - June 30, 2022

- Direct Recruitment
 - Travel resumed Fall of 2021 as COVID constraints were lifted
 - Travel focused on West, Southwest, and Northeast regions of Minnesota
 - Visited 86 individual high schools
 - Visited 132 art related outlets and businesses (ie dance studios, galleries, music lesson/sales stores, public libraries, bookstores, etc.)
 - Mailing of recruitment flier was sent to all public high schools in the state of Minnesota
 - Summer 2022 art camps were reinstated
 - During June 2022, visited approximately 22 art camps and sent fliers to more for distribution to their attendees.

- Continued use of Copper CRM for data management, allowing tailored and efficient communication with prospective students and families.
- Hosted in-person Saturday tours for small groups
- Hosted monthly Virtual Information Sessions October, 2021-March, 2022
- Without In-Person Information Sessions, hosted numerous 1:1 visits/tours with prospective students/families
- Admissions reviews were all held virtually via Google Meet due to COVID concerns. The decision was made to continue using Google Meet for reviews as it removes a barrier to students/family from Greater Minnesota.
- Outreach/Sponsorship
 - Attended three conferences:
 - Twin Cities Book Fest, October, 2021
 - Minnesota Rural Educators Association, November, 2021
 - Minnesota Music Educators Association, February, 2022
 - Playbill advertisements for Minnesota Orchestra, State Theatre, Orpheum Theatre, Artistry Theater
- Marketing/Public Relations
 - Produced a video promoting the Musical Theater track. The video is located on the website and YouTube channel.
 - Continued development of website within organization brand
 - Social media advertising and Google Ads campaigns
 - Active social media channels: Facebook, Twitter, Instagram, YouTube; added TikTok to the social media assets
 - Media advisories/Press releases sent to local media and media across the state
 - On-air and in print features
 - Letters to the Editor submitted

Section IV-- students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.

1. Academic Data

a. Standardized Assessments

i. Minnesota Comprehensive Assessments – Due to COVID, results are not reported

ii. ACT Test Results – Five Year Trend

Table 1: Five Year Trend - Composite ACT Scores

Year / # of students	English	Math	Reading	Science	Composite
2018 / 81	23.2	21.8	25.9	22.1	23.4
2019 / 54	23.4	19.8	24.9	21.6	22.6
2020 / 52	22.4	20.1	25.3	21.8	22.5

2021 / 55	20.5	19.0	23.3	20.7	21.1
2022 / 58	22.4	20.4	25.6	21.7	22.6

iii. Advanced Placement (AP) Results – Five Year Trend

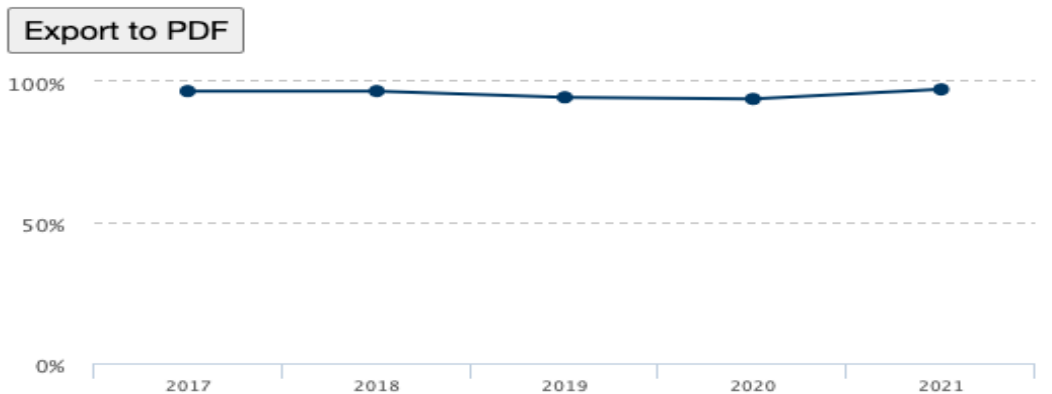
	2018	2019	2020	2021	2022
Total AP Students	39	35	10	17	18
# of Exams	51	52	15	26	22
AP Students w/ Scores 3+	27	25	8	12	15
% of Total AP Students w/ Scores 3+	69.2	71.4	80.0	70.6	68.2

2. Graduation Rates

- a. 2022 Perpich High Arts High School Graduation Rate was 100%

Graduation Rate Trends (2017-2021) *Source: MDE Report Card*

Graduation rate over time



3. Students Enrolled in Post-Secondary Education

- a. 2022 Perpich Art High School Graduates: 77 students
 - i. 48 Graduates (62%) enrolled in Post-Secondary – Fall, 2022*

21 Graduates Enrolled at Minnesota Post-Secondary Institutions

Augsburg University
Central Lakes College Brainerd

Hamline University
Hennepin Technical College
Minneapolis College
Minneapolis College of Art and Design
Minneapolis Community and Technical College
Minnesota State University - Mankato
Minnesota State University - Moorhead
Normandale Community College
North Hennepin Community College
Oak Hills Christian College
South Central College
University of Minnesota - Duluth
University of Minnesota - Morris
University of Minnesota - Twin Cities
University of St. Thomas

56 Graduates Enrolled at Non-Minnesota Post-Secondary Institutions

Berklee College of Music
Bowling Green State University
Columbia College Chicago
Cornish College of the Arts
DePaul University
Emerson College
Emily Carr University of Art and Design
Flagler College
Full Sail University
Hampshire College
Kansas City Art Institute
Los Angeles Film School
Loyola University
Luther College
Maryland Institute of Art and Design
North Dakota State University
Pacific Northwest College of Art
Paris College of the ARts
Parsons School of Design
Portland State University
Pratt Institute
Reed College
Rhode Island School of Design
Savannah College of Art and Design

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