

Evaluation Rubric

PiM Arts High School | SY2025

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and virtual comparison group on MCA math and reading exams?

1.2a Reading

1.2b Mathematics

1 = Does not meet standard More than 10 percentage points below comparison groups

2 = Approaching standard 6-10 percentage points below comparison groups

3 = Meets standard Within 5 percentage points of comparison groups

4 = Exceeds standard Exceeds comparison group by more than 5 percentage points

SY2024-2025 Rating (Based on academic results from SY2024)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	69.0%			
Average of demographic match schools	60.76%	4	37.5%	1.5
Resident district	60%	4	37.5%	1.5
State	52.20%	4	25%	1
			100%	Reading Total: 4

	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	27.5%			
Average of demographic match schools	35.84%	2	37.5%	.75
Resident district	49.40%	1	37.5%	.375
State	35.00%	2	25%	.5
			100%	Math Total: 1.625

SY2025

1.1a Reading: 4

1.1b Mathematics: 1.625

Enter the overall score produced by the average of these two scores: 2.83

Comments/Evidence:

PiM’s reading MCA proficiency scores increased from 67.7%(SY23) to 69.1%(SY24). Additionally, the percentage of students in the Exceeds category rose significantly from 17.7%(SY23) to 26.8%(SY24).

PiM’s math MCA proficiency scores decreased by 1.1% and the percentage of students in the “does not meet” category increased from 38.6% (SY23) to 45.1% (SY24).

PiM’s 2024 MCA results show a mixed performance trend. While reading proficiency improved, math proficiency decreased slightly. Participation rates remain high compared to 2022’s participation rates: 91.9% (Math MCA) and 84.5% (Reading MCA). PiM has demonstrated consistent improvement on the 1.1 MCA Proficiency indicator from 2.25(SY22) to 2.83(SY24)

SY2023-2024 Rating (Based on academic results from SY2023)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	67.7%			
Average of demographic match schools	55.88%	4	37.5%	1.5
Resident district	70.4%	3	37.5%	1.125
State	52.4%	4	25%	1
			100%	Reading Total: 3.625
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	28.6%			
Average of demographic match schools	36.55%	2	37.5%	.75
Resident district	54.1	1	37.5%	.375
State	36.3%	2	25%	.5
			100%	Math Total: 1.625

SY2024

1.1a Reading: 3.625

1.1b Mathematics: 1.625

Enter the overall score produced by the average of these two scores: 2.626

Comments/Evidence:

Since the 21-22 school year, PIM’s student participation in taking the MCA has increased (far less students/families are opting out). While PIM has lower math proficiency rates compared to demographic schools, resident school, and the state, they have made gains over the past year. The level of participation on the Math MCA rose from 45.3% to 77.8%, and their math proficiency level increased from 18.42% to 28.6%.

PIM had 96.0% participation rate in 22-23 compared to 81.3% participation rate in 21-22. PIM’s reading MCA proficiency slightly increased from 69.23 (21-22) to 69.3 (22-23) while the state, district and demographic schools all had a decrease in reading proficiency.

SY2022-2023 Rating (Based on academic results from SY2022)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	69.23%			
Average of demographic match schools	64.18%	3	37.5%	1.125
Resident district	72.85%	3	37.5%	1.125
State	55.16%	4	25%	1
			100%	Reading Total: 3.5
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	18.42%			
Average of demographic match schools	48.48%	1	37.5%	.375
Resident district	52.38%	1	37.5%	.375
State	36.60%	1	25%	.25
			100%	Math Total: 1

SY2023

1.1a Reading: 3.5

1.1b Mathematics: 1

Enter the overall score produced by the average of these two scores: 2.25

Comments/Evidence: While PIM resumed testing as usual in SY22, a significant number of families opted out of MCA testing – particularly in math (only 38 students participated).

As the scores above illustrate, PIM students MCA results in reading were on par with comparison schools and the resident district and over 10 percentage points above the state. On the other hand, math performance was well below comparison groups, the district and the state. In addition to low participation rates in math, PIM experienced staffing challenges in the math department. Going into SY2023, PIM was able to fill the open math positions and reports significant improvement in teaching and learning. Early MCA results in math also show less opt out and improved results.

It is important to note that while PIM is located in the Eden Prairie District, students come from 55 districts across the state.

Source: MCA data available on MDE website or school self-report if cell size is too small, Test data spreadsheets

1.2 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.2a Reading

1.2b Mathematics

1 = Does not meet standard	Demographic group falls more than 10 percentage points below the state average for that group.
2 = Approaching standard	Demographic group falls 6-10 percentage points below the state average for that group.
3 = Meets standard	Demographic group falls within 5 percentage points of the state average for that group.
4 = Exceeds standard	Demographic group is exceeding statewide performance for that group by more than 5 percentage points.

SY2024-2025 Rating (Based on academic results from SY2024)

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	27.5%	Included for information only	Included for information only	Included for information only
Hispanic/Latino	20%	15.5%	Included for information only	3

White	30%	42.1%	Included for information only	1
Average of math scores for each demographic group: 2				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	69.10%	Included for information only	Included for information only	Included for information only
Hispanic or Latino	CTSTR	N/A	Included for information only	N/A
White	71.1%	59.1%	Included for information only	4
Average of reading scores for each demographic group: N/A				

1.2a mathematics: 2

1.2b reading: 4

Enter the overall score produced by the average of these two scores: 3

Comments:

In math, PIM students in the Hispanic/Latino outperformed the state average by 4.5%; however, the white demographic group was significantly below the state average by 12.1%. The reading proficiency rate for the only reportable demographic group was significantly above the state average.

SY2024

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	26.2%	Included for information only	Included for information only	N/A – Included for information only.
White	23.8%	42.6%	Included for information only	1
Demographic Group 2 (add rows as needed)	NA	NA	Included for information only	NA
Average of math scores for each demographic group: 1				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score

Reading Proficiency				
All	69.3%	Included for information only	Included for information only	N/A – Included for information only.
Hispanic or Latino	83.3%	33.4%	Included for information only	4
White	72.7%	58.3%	Included for information only	4
Average of reading scores for each demographic group: 4				

1.2a Reading: 4

1.2b Mathematics: 1_

Enter the overall score produced by the average of these two scores: 2.5

Comments:

PIM’s math proficiency level is below the state level; however, there is an increase in proficiency level within the white demographic group. In 22-23, math proficiency is at 23.8% compared to the 21-22 proficiency rate of 15.0%. PIM reading proficiency levels in both demographic groups are significantly above the states. Additionally, PIM’s reading proficiency in both demographic groups increased significantly from 21-22. The Hispanic/Latino demographic reading proficiency increased from 63.6% (21-22) to 83.3% (22-23) and the White demographic reading proficiency increased from 68.4% (21-22) to 72.7% (22-23).

SY2023

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	18.42%	Included for information only	Included for information only	N/A – Included for information only.
White	15.0%	43.1%	70.6%	1
Demographic Group 2 (add rows as needed)	NA	NA	Included for information only	NA
Average of math scores for each demographic group: 1				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				

All	69.23%	Included for information only	Included for information only	N/A – Included for information only.
Hispanic or Latino	63.7%	37.9%	11.6%	4
White	68.4%	61.2%	70.6%	4
Average of reading scores for each demographic group:			4	

1.2a Reading: _ 4

1.2b Mathematics: 1_

Enter the overall score produced by the average of these two scores: 2.5

Comments/Evidence: **Similar** to 1.1, math performance was well below state averages. However, in reading PIM students in the reportable demographic groups, significantly outperformed state averages with Hispanic or Latino students scoring over 25 percentage points above their peers statewide.

Source: MCA data available on MDE ‘MN Report Card’

1.3 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their virtual comparison group. Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.3a Reading

1.3b Mathematics

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

SY2025

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of virtual comparison group			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Math Total:

1.3a Reading: N/A

1.3b Mathematics: N/A

Enter the overall score produced by the average of these two scores: N/A

Comments/Evidence: At present, data is not available from the state to score this item.

SY2024 and SY2023

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned

Charter				
Average of virtual comparison group			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Math Total:

1.3a Reading: NA

1.3b Mathematics: NA

Enter the overall score produced by the average of these two scores: NA

Comments/Evidence: At present, data is not available from the state to score this item.

Source: MCA data available on MDE website or school self-report if cell size is too small, Test data spreadsheets

1.4 Are students performing at or above target levels, as measured using the school's selected standardized assessments?

1.5a Reading

1.5b Mathematics

PiM Arts High Elects to use the NWEA as its school-selected standardized assessment.

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested performed at or above target levels (40%-49%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (50%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

SY2025

1.4a Reading: 4

1.4b Mathematics: 3.5

Enter the overall score produced by the average of these two scores: 3.75

Comments:

Data below represents the percentage of students testing at or above the national median.

Reading NWEA (Q1 2024 Report)		
Percent of students showing scores at or above the national median.		
Grade Level	Fall NWEA	Spring NWEA
9	71%	76%
10	70%	73%

Math NWEA (Q1 2024 Report)		
Percent of students showing scores at or above the national median.		
Grade Level	Fall NWEA	Spring NWEA
9	56%	66%
10	61%	66%

SY2024

1.4a Reading: 4

1.4b Math: 4

Enter the overall score produced by the average of these two scores: 4

Comments:

Data below represents the percentage of students testing at or above the national median.

Reading NWEA (Q1 2023 Report)		
Percent of students showing scores at or above the national median.		
Grade Level	Fall NWEA	Spring NWEA
9	76.6%	81%
10	75.7%	72%

Math NWEA (Q1 2023 Report)		
Percent of students showing scores at or above the national median.		
Grade Level	Fall NWEA	Spring NWEA
9	61%	64%
10	67.3%	69%

In the Spring NWEA testing, PIM had approximately 15 fewer students in each grade to complete the testing.

SY2023

1.4a Reading: ___4_

1.4b Math: ___4

Enter the overall score produced by the average of these two scores: 4

Comments: Data below represents the percentage of students testing at or above the national median.

Fall Testing Math

9th – 67.5%

10th – 64.1%

Fall Testing Reading

9th – 81%

10th – 89.8%

Spring Testing Reading (due to distance learning 20 less students per grade participated)

9th - 79.7%

10th - 71.4%

Spring Testing Math (due to distance learning 20 less students in 9th grade and 35 less 10th grade students participated)

9th - 65.2%

10th – 71.4%

Source: Annual Report, End of year report, Test data spreadsheets

1.5 Are students making substantial and adequate gains over time, as measured using the school’s selected standardized assessments?

1.5a Reading

1.5b Mathematics

PiM Arts High Elects to use the NWEA as its school-selected standardized assessment.

1 = Does not meet standard

Analysis indicates that a minimal proportion of tested students made the expected gains (less than 40%).

2 = Approaching standard

Analysis indicates that an inadequate proportion of tested students made the expected gains (40%-49%).

3 = Meets standard

Analysis indicates that an adequate proportion of tested students made the expected gains (50%-65%).

4 = Exceeds standard

Analysis indicates that an adequate proportion of tested students made the expected gains (more than 65%).

SY2025

1.5a Reading: 3

1.5b Math: 3**Enter the overall score produced by the average of these two scores: 3****Comments:**

In reading, 55% of 9th graders and 50% of 10th graders met RIT target growth scores.

In math, 60% of 9th graders and 54.3% of 10th graders met RIT target growth scores.

SY 2024**1.5a Reading: 2****1.5b Math: 3****Enter the overall score produced by the average of these two scores: 2.5****Comments:**

In reading, 47.6% of 9th graders and 44.5% of 10th graders met RIT target growth scores.

In math, 61.66% of 9th graders and 54.8% of 10th graders met RIT target growth scores.

SY 2023**1.5a Reading: 2****1.5b Math: 3****Enter the overall score produced by the average of these two scores: 2.5****Comments:**

In reading, 37% of students met RIT target growth scores and 54.2% of students met their math targets.

Source: Annual Report, End of year report, Test data spreadsheets**1.6 Is the school meeting state and authorizer-established targets for graduation rate?**

1 = Does not meet standard	The school's graduation rate was below 75% and did not meet state targets.
2 = Approaching standard	The school's 4-year graduation rate was between 84.9% and 75% and/or did not meet state targets.
3 = Meets standard	The school's 4-year graduation rate was between 85% and 95% and met state graduation targets.
4 = Exceeds standard	The school's 4-year graduation rate was above 95% and met state targets for graduation.

SY2025**Rating: 2****Comments:**

According to MDE’s four-year graduation rate, 77.1% of PIM students graduated in SY2024 with 12% continuing onto a 5th year of high school. PIM graduation rate significantly increased from last year’s graduation rate of 65.2%.

SY 2024
Rating: __1__

Comments: According to MDE’s four-year graduation rate, 65.2% of PIM students graduated in SY2023. This is a significant decline from SY2022 in which 84% of PIM students graduated.

In SY2023, 14.1% of PIM students are continuing into their 5th year of high school. PIM’s five-year graduation rate for SY2023 was 88%.

SY 2023
Rating: __2__

Comments: According to MDE’s four-year graduation rate, 84% of PIM students graduated in SY2022. This is a significant improvement over SY2021 (which was impacted by the pandemic) of 71.6%.

Source: MDE Data Analytics Request

1.7 Does students’ performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?

1 = Does not meet standard	Less than 60% of students demonstrated readiness.
2 = Approaching standard	60-89% of students demonstrated readiness.
3 = Meets standard	90-94% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.

SY2025
Reading: 2
English: 2
Math: 1
Science: 1
Overall Rating: 1.5

Comments:
 In SY24, 30 juniors took the ACT+Writing. The average composite score was 21.5. Below is a summary of performance

Reading
 Ave score 24.67 (Benchmark 22)
 Percentage meeting benchmark approximately - 83%

English
 Ave score 21.37(Benchmark 18)
 Percentage meeting benchmark approximately - 86%

Math

Ave score 18.87 (Benchmark 22)

Percentage meeting bench approximately - 51%

Science

Ave score 20.97 (Benchmark 23)

Percentage meeting benchmark approximately - 54%

Note: The percentages meeting benchmark are approximates because the data provided by ACT shows ranges of scores that do not align exactly with the benchmarks.

SY 2024

Reading: 2

English: 2

Math: 1

Science: 2

Overall Rating: 1.75

Comments:

In SY23, 40 juniors took the ACT+Writing. The average composite score was 22.2. Below is a summary of performance

Reading

Ave score 25.1 (Benchmark 22)

Percentage meeting benchmark approximately 77%

English

Ave score 20.9 (Benchmark 18)

Percentage meeting benchmark approximately 82%

Math

Ave score 19.9 (Benchmark 22)

Percentage meeting bench approximately 43%

Science

Ave score 22.4 (Benchmark 23)

Percentage meeting benchmark approximately 74%

Note: The percentages meeting benchmark are approximates because the data provided by ACT shows ranges of scores that do not align exactly with the benchmarks.

SY 2023

Reading: 2

English: 4

Math: 1

Science: 2

Overall Rating: 2.25

Comments: In SY22, 26 juniors took the ACT Writing. The average composite score was 21.5. Below is a summary of performance (Attachment 1, Annual Report):

Reading

Ave score 23.6 (Benchmark 22)

Percentage meeting benchmark approximately 79%

English

Ave score 21.5 (Benchmark 18)

Percentage meeting benchmark approximately 92%

Math

Ave score 19 (Benchmark 22)

Percentage meeting bench approximately 39%

Science

Ave score 21 (Benchmark 23)

Percentage meeting benchmark approximately 70%

Note: The percentages meeting benchmark are approximates because the data provided by ACT shows ranges of scores that do not align exactly with the benchmarks.

Source: MDE Website

1.8 Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.8a: Reading

1.8b: Math

1 = Does not meet standard	More than 10 percentage points below state EL performance.
2 = Approaching standard	6-10 percentage points below state EL performance.
3 = Meets standard	Within 5 percentage points of state EL performance.
4 = Exceeds standard	Exceeds state EL performance by more than 5 percentage points.

SY2025

1.8a Reading: N/A

1.8b Math: N/A

Overall Rating: N/A

Comments: PIM currently has one EL student. Numbers are too small to report.

SY 2024

1.8a: Reading: _____

1.8b: Math: _____

Overall Rating: ___NA___

Comments: NA – No English Learners were enrolled in PIM in SY23.

SY 2023

1.8a: Reading: _____

1.8b: Math: _____

Overall Rating: _____

Comments: NA – No English Learners were enrolled in PIM in SY22.

Source: MDE website

1.9 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA proficiency? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.9a: Reading

1.9b: Math

1 = Does not meet standard	More than 10 percentage points below state special education performance.
2 = Approaching standard	6-10 percentage points below state special education performance.
3 = Meets standard	Within 5 percentage points of state special education performance.
4 = Exceeds standard	Exceeds state special education performance by more than 5 percentage points.

SY2025
1.9a Reading: 4
1.9b Math: 3
Overall Rating: 3.5

Comments:

	PIM	State
Reading MCA Proficiency	50%	21.3%
Math MCA Proficiency	7.7%	8.2%

SY 2024
1.9a: Reading: _____
1.9b: Math: _____
Overall Rating: __NA__

Comments: NA – the number of students receiving special education services who tested in SY23 was below 10 and therefore scores are not reported.

SY 2023
1.9a: Reading: _____
1.9b: Math: _____
Overall Rating: __NA__

Comments: NA – the number of students receiving special education services who tested in SY22 was below 10 and therefore scores are not reported.

Source: MDE website

1.10 Does the school’s learning program exemplify the mission and vision of the school?

1 = Does not meet standard The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.

2 = Approaching standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.
3 = Meets standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.
4 = Exceeds standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school's mission in mind.

SY2025

Rating: 4

Comments:

PiM's Mission: PIM Arts High School is a community dedicated to the artistic and academic growth of every learner.

PiM's Vision: In an inclusive community of creatives, PIM students will find their personal artistic voice and develop critical thinking skills necessary to thrive in the world that awaits after graduation.

PiM's mission and vision are clearly shown through its curriculum, artistic programming, staffing, academic support systems, and school scheduling.

PiM has set strong academic and artistic expectations for its students. Students must earn 56 credits to graduate which is well above the state's required 43 credits. To earn an Arts Endorsement, students must have 18 or more credits in their major. Additionally, all students participate in an annual arts jury to help guide their individual learning and growth through targeted artistic feedback. Furthermore, each student has created a Personal Learning Plan (PLP) which is developed through MDE's Minnesota Career Information System (MCIS). Through this program students explore careers, educational requirements for careers, labor market information and view their progress on their personalized learning plan.

PiM also understands the academic and artistic range of its students and has developed a range of learning opportunities to meet the needs of its students. Students that enroll at PiM below grade level in Math and/or English are supported through the following academic classes: ELA foundations, Intro to Math A and Intro to Math B, and Math Foundations. Students also have the opportunity to receive additional teacher-led tutoring sessions during Block 5 at least 2 times a week. To ensure that students are maintaining their grades, a weekly F-report is generated and students that have had two consecutive weeks of being on the F-report meet with their advisor to set up an Academic Success Plan.

PiM also offers challenging academic and artistic courses. Student enrollment in AP courses increased to 89 students enrolled in at least one of the 6 AP courses offered, and an additional 12 students participated in PSEO. Students can participate in an arts Internship. Past internships have been with Theatre Latte DA, The Children's Theatre, Blue Ox Studio, ITG Music, Sidecar Studios, Elision Theatre, Terrarium Recording Studio, and Artistry Bloomington. PiM has partnered with Black Label Movement, Artistry in Bloomington, and

Twin Cities Actors to enrich students' learning experiences and to help create an atmosphere of professionalism. In their senior year, students can opt to complete a self-directed Capstone Project that demonstrates their work and growth as an artist.

SY 2024

Rating: __3__

Comments:

PiM's Mission: PIM Arts High School is a community dedicated to the artistic and academic growth of every learner.

PiM's Vision: In an inclusive community of creatives, PIM students will find their personal artistic voice and develop critical thinking skills necessary to thrive in the world that awaits after graduation.

PiM Arts High School works to meet its mission and vision on a daily basis. The depth of arts education opportunities and requirements for students provides a significant development opportunity not available at a traditional high school. PiM Arts High School requires students to acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance classes. To earn an Arts Endorsement- students earn 18 or more credits in their major and complete the Senior Capstone class. PiM offers two AP courses in each Academic area, and an AP Music Theory class. PiM continued to participate in Ramp up a college preparedness program. Additionally, in 22-23, PiM had a record 204 students recognized through Scholastic Art Competition. PiM's One Act Production came first in the sub-section and sectional competitions. The production of Mean Girls was recognized by the Hennepin Theatre Trust Spotlight Awards.

SY 2023

Rating: __3__

Comments: PIM's Board recently approved an updated strategic plan, which included wording changes to the mission and vision (the spirit of both remains consistent).

Mission: PIM Arts High School is a community dedicated to the artistic and academic growth of every learner.

Vision: In an inclusive community of creatives, PIM students will find their personal artistic voice and develop critical thinking skills necessary to thrive in the world that awaits graduation.

Below are examples of the school's commitment to academics and the arts:

- Coming out of the pandemic, the school has a full performance/gallery schedule.
- The school offers a breadth of classes to accelerate learning from support courses to AP courses.
- The school will be implementing PSEO courses in SY24.
- The school has been approved to be part of the MN College entrance program (students are accepted to participating MN colleges based on GPA and do not have to apply).
- Academic Success Planning meetings

- Student participation in arts jury process annually
- Unique artistic performance experiences that offer more depth than traditional arts classes
- Student advisory

Source: Site visits, ongoing correspondence, strategic plan or other documentation

**1.11 Are students accepted to and enrolling in post-secondary programs at a high rate?
Note: Post-secondary programs can include training in the trades, vocational programs, and 2- and 4-year college programs.**

[NOTE: this is measured by a school survey 18 months after graduation and “trades” includes graduates with jobs in the performing arts.]

1 = Does not meet standard

- a. Less than 70% of students in the graduating class have been accepted into a post-secondary program
- b. Less than 50% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- a. Between 70%-80% of students in the graduating class have been accepted into a post-secondary program
- b. Between 50%-60% of students in the graduating class have enrolled in a post-secondary program

3 = Meets standard

- a. Between 80%- 90% of students in the graduating class have been accepted into a post-secondary program
- b. Between 60%- 70% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- a. Over 90% of students in the graduating class have been accepted into a post-secondary program
- b. Over 70% of students in the graduating class have enrolled in a post-secondary program

SY2025

1.11a: 2

1.11b: 2

Enter the overall score produced by the average of these two scores: 2

Comments:

According to the annual report, 76% of PIM graduates are enrolled or accepted into a post-secondary program. The remaining students indicated entering the workforce or taking a gap year.

According to Minnesota SLEDS data 58% of 2023 graduates from PIM enrolled in a post-secondary program with 36% enrolling in MN and 22% enrolling in out of state. Of graduates enrolled in MN, 30% attended 4-year colleges and 33% attended 2-year colleges.

SY 2024

1.11a: 1

1.11b: 2

Enter the overall score produced by the average of these two scores: 1.5

Comments:

According to the annual report, 67.5% of PiM graduating class of 2022 were enrolled or accepted into a post-secondary program. The remaining students indicated entering the workforce or taking a gap year.

According to Minnesota SLEDs data, 53% of 2022 graduates from PiM enrolled in a post-secondary program with 39% enrolling in MN and 14% enrolling out of state. Of graduates enrolled in MN, 29% attended 4-year colleges and 44% attended 2-year colleges.

SY 2023

1.11a: 2

1.11b: 3

Enter the overall score produced by the average of these two scores: 2.5

Comments: The data provided indicates that 76% of students were enrolled or accepted into post-secondary programs.

According to Minnesota SLEDs data, 65% of 2021 graduates from PiM enrolled in a post-secondary program with 45% enrolling in MN and 20% enrolling out of state. Of graduates' enrolled in MN, 33% attend 4-year colleges and 36% attend 2-year colleges.

Source: MDE Sleds Data, School reported data

1.12 Are students equitably accessing rigorous coursework (AP, IB, CIS, PSEO, Honors, High Level Arts Courses) at high rates?

1 = Does not meet standard

- a. Less than 30% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students accessed rigorous courses at a rate more than 10 percentage points below the rate for their white peers.

2 = Approaching standard

- a. 30-45% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students accessed rigorous courses at a rate 5-10 percentage points below the rate for their white peers.

3 = Meets standard

- a. 45%- 60% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students access rigorous courses at roughly the same rate as their white peers.

4 = Exceeds standard

- a. Over 60% of all students accessed one or more rigorous courses in the past year.
- b. BIPOC students access rigorous courses at roughly the same rate as their white peers.

SY2025

1.12a: 3

1.12b: CTSTR (N/A)

Enter the overall score produced by the average of these two scores:3

Comments:

89 out of 182 Students in 11th and 12th grade were enrolled in one or more of the 6 AP courses offered. PiM had 75 students taking 93 exams. Scores continue to be in line with MN scores with 76% of the exams taken receiving a score of 3 or higher. For students in grades 9-12, 16% of white students participated in rigorous courses in the past year while the number of BIPOC students was CTSTR.

In 23-24 PiM had 12 11th/12th grade students participating in PSEO. Of those, 2 students were full time PSEO and 10 students alternated between their college courses and taking courses at PiM.

SY 2024

1.12a: 3

1.12b: 3

Enter the overall score produced by the average of these two scores: 3

Comments:

65 students were enrolled in one or more of the 6 AP Courses offered. PiM's AP Test participant numbers decreased from the previous year with 53 total students taking a total of 64 exams. Scores continue to be in line with Minnesota scores with 70% of the exams taken receiving a score of 3 or higher. For students in grades 9-12, 18% of white students participated in rigorous courses in the past year while 14% of BIPOC students participated in rigorous courses. PiM was distinguished by the College Board and placed on the AP School Honor Roll for the 22-23 school year.

In 22-23, PiM had 11 students participate in PSEO. For the complete academic year, none of the students were full time PSEO but instead alternated between their college courses and

taking courses at PiM. Some students chose to be full-time PSEO students during a quarter or semester only.

SY 2023

1.12a: 3

1.12b: 3

Enter the overall score produced by the average of these two scores: 3

Comments:

71 students in 11th and 12th grades enrolled in Advanced Placement courses. 61 students took 74 exams. 74% of the exams received a 3 or higher. In SY22, 11 students in 11th and 12th grades participated in PSEO.

Including upper level arts course, 60.3% of juniors and seniors accessed rigorous coursework and 56.9% of BIPOC juniors and seniors accessed rigorous coursework. When looking academic coursework only, 37% of juniors and seniors accessed advanced placement and PSEO and 34.8% of BIPOC students.

Source: MDE SLEDS Data, School Reported Data, Interview data

SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?	
1 = Does not meet standard	The school has no active finance committee
2 = Approaching standard	The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.
SY2025 Rating: 4 Comments: One week prior to the board meeting, PIM Arts High School Finance Committee meets monthly to review financial reports, which includes a financial dashboard showing budgeting trends over the past years. Creative Planning prepares and provides financial reports. At each board meeting the finance committee goes over the reports and updates the board on PiM’s finances.	
SY 2024 Rating: __ 4 __ Comments: The PiM Arts High School Finance committee meets monthly two weeks prior to the board meeting to review financial reports provided by Creative Planning (formerly BerganKDV) and to discuss financial issues in order to make recommendations to the board. The committee includes the treasurer and one parent board member, both with professional finance experience; the Executive Director, one teacher, and a representative from Creative Planning.	
SY 2023 Rating: __ 4 __ Comments: PiM’s finance committee works closely with the financial services provider (BergaenKDV) to review financials, prepare a budget for full board review, monitor ADM and	

expenses and make budgetary updates as necessary. A financial dashboard along with financial statements are provided to the full Board monthly. The finance committee has demonstrated a commitment to building back the reserve after renovating and moving to the new facility.

Source: Monthly board packets; Site visits

2.2 Does the board have a fund balance policy that includes fund balance goals over time?

1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	NOT APPLICABLE.

SY2025

Rating: 3

Comments:

PiM has a fund balance policy that establishes a minimum fund balance goal of 15% with the goal of maintaining at least 30% of the School’s General Fund operating budget, including those accounts associated within the Restricted category, in the combined total of the General Fund Committed, Assigned and Unassigned fund balances.

When the combined total of General Fund Committed, Assigned and Unassigned fund balance falls below 15%, PiM will initiate the following measures: 1. Reduce expenditure through implementation of cost containment measures. 2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment. 3. A combination of the above.

When the combined total of the General Fund Committed, Assigned and Unassigned fund balances approaches 22%, PiM will implement other budget control measures which do not adversely affect delivery of instructional programs.

SY 2024

Rating: 3

Comments:

PiM has a fund balance policy that establishes a minimum fund balance goal of 15%. They have the following steps in place.

When the combined total of General Fund Committed, Assigned and Unassigned fund balance falls below 15%, PiM will initiate the following measures: 1. Reduce expenditure through implementation of cost containment measures. 2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment. 3. A combination of the above.

When the combined total of the General Fund Committed, Assigned and Unassigned fund balances approaches 22%, PiM will implement other budget control measures which do not adversely affect delivery of instructional programs.

SY 2023

Rating: __3__

Comments: PiM has a fund balance policy (QR 2, Attachment D) that establishes a minimum fund balance goal of 15% and set out steps that may be taken if the fund balance falls below this percentage.

Source: Monthly board packets; Board policy manual, quarterly reports

2.3 Does the school have a clean audit with no major findings?

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”

SY2025

Rating: 3

Comments:

The audit was completed by Schlenner Wenner & Co. The audit did not identify any deficiencies in internal control. There were no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. There were also no findings that PIM failed to comply with the provisions of UFARS. However, the audit did note that PiM had not met bond covenants.

SY 2024

Rating: 4

Comments:

The audit was conducted by Schlenner Wenner & Co. It was a clean audit; they did not find any deficiencies in internal control that would be considered material weaknesses and there were no instances of noncompliance.

SY 2023

Rating: __4__

Comments: The FY22 audit is clean with no findings. The audit made one recommendation to strength practices regarding an update to the Sweep Account practices.

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

-Budget is approved and provided to UST before June 30;

-Includes a cash flow projection for the year showing positive cash flow;

-Is adjusted in a timely fashion when needed;

-Meets established fund balance policy goals; and

-Does not require major* program cuts)?

***Major program cuts are defined as cuts that impact a school's ability to deliver its core programming to students in a way that negatively impacts student experience.**

1 = Does not meet standard

A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.

2 = Approaching standard

A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.

3 = Meets standard

The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.

4 = Exceeds standard

NOT APPLICABLE

SY2025

Rating: 3

Comments:

PiM continues to employ a conservative budgeting approach. PiM plans for a 2% increase in expenses from year to year. The finance committee works with Creative Planning to develop an initial draft of a budget. The finance committee works through the budget by category, refines numbers, and presents the board with a budget to approve. The board at large will discuss the budget and make changes if needed. The board will then approve the budget. PiM completes this process by June 30, annually. The finance committee works with Creative Planning throughout the year to update and respond to budgetary changes.

SY 2024
Rating: __3__

Comments:

PiM continues to employ a conservative budgeting approach generally looking at a 2% increase in expenses from year to year. The process begins with the financial committee working with Creative Services to develop a draft budget. The finance committee works through the budget by category, refines numbers, and presents the board with a budget to approve. The board at large approves the budget. PiM completes this process by June 30, annually. The finance committee works with Creative Planning throughout the year to update and respond to budgetary changes.

SY 2023
Rating: __3__

Comments: PiM employs a conservative budgeting approach. The process begins with the financial committee working with the financial services provider to develop a draft budget. This budget is reviewed and approved by the full board. PiM completes this process by June 30, annually. Projected enrollment, staffing and fund balance are key considerations in the budgeting process. PiM has also increased additional review sources including fundraising and space usage.

Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

2.5 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)

1 = Does not meet standard Enrollment realization is less than 90%.

2 = Approaching standard Enrollment realization is 90-95%.

3 = Meets standard Enrollment realization is greater than 95%.

4 = Exceeds standard NOT APPLICABLE

SY2025
Rating: 3

Comments:

PiM's approved budget for SY24 was set at 365ADM. The actual enrollment is 362 ADM. The enrollment realization was 98.36%.

SY 2024
Rating: __3__

Comments:

PiM's approved budget for FY23 set an ADM of 365 and according to the May 2023 financial budget report the actual enrollment was 353. The enrollment realization was 96.7%.

SY 2023
Rating: ___3___

Comments: PiM's approved budget for FY22 set an ADM of 345. The audited actual enrollment was 358, which is greater than 100%.

Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard	The school has fewer than 30 days cash on hand.
2 = Approaching standard	The school maintains 30-59 days cash on hand.
3 = Meets standard is meeting	The school maintains a minimum of 60 days cash on hand or the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	NOT APPLICABLE

SY2025
Rating: 1

Comments:
 PiM ended their 2024 fiscal year with an average of 28.62 days cash on hand. PiM and UST will continue to monitor the cash on hand as it falls below the bond covenant's minimum cash on hand.

SY 2024
Rating: ___2___

Comments:
 In SY2023, PiM maintained an average of 46.83 days cash on hand.

SY 2023
Rating: ___1___

Comments: In SY2022, PiM maintained an average of 25 days cash on hand.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

1 = Does not meet standard expenditures.	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard expenditures.	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard expenditures.	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard expenditures AND	The school's fund balance is more than 20% of annual overall academic outcomes fall within the 'meets standard' range.

SY2025

Rating: 3

Comments:

The audited Fund Balance amount of \$1,070,596 represents 19% of expenditures.

SY 2024

Rating: 4

Comments:

The audited beginning Fund Balance amount of \$1,259,826 represents 23.6% of expenditures.

It is important to note that PiM's board and leadership have done an excellent job of building back the fund balance over the last several years after the move to new facility.

SY 2023

Rating: 3

Comments: PiM's audited financials for FY22 indicate an unassigned fund balance of \$805,251, which is 15% of total General Fund expenditures.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.8 Is the school meeting bond covenants (if applicable)?	
1 = Does not meet standard	The school is not meeting one or more bond covenants.
2 = Approaching standard	The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years.
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	Not Applicable
SY2025	
Rating: 1	
Comments: PiM has two bond covenants that are tracked. The first is the debt service ratio, which was at .97 and was below the required 1.10. The second covenant is cash on hand which was at 28.62. The bond covenant required 45 days of cash on hand. PiM did not meet the two bond covenants. UST and PiM will continue to carefully monitor both the DSR and the cash on hand.	
SY 2024	
Rating: __3__	
Comments: PiM ended FY23 with an average of 46.83 days cash on hand meeting the 45 days cash requirement in their bond covenants. Their debt service coverage was 1.53 which also met the requirements of 1.10 in their bond covenants.	
SY 2023	
Rating: __1__	
Comments: PiM has two bond covenants that are tracked. The first is the Debt Service Ratio, which as at 1.11. PiM met this covenant for SY2022. The second covenant is cash on hand, which was at 25. The bond covenant requires 45 days cash on hand. The school cites two primary reasons for lower than typical cash on hand – decrease in AD over the course of the year and a miscalculation on Special Education transportation funding (which has been corrected for SY2023). PiM is in regular communication with the bond holder and the bond holder has expressed their comfort with bond covenant status and the school’s financial position in relations to these covenants. The bond holder has not requested any corrective action.	
Source: Annual Report, Auditor Report, Financial Statements, Board policies	

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?

1 = Does not meet standard	Three or more board members are/have been out of compliance during the school year.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during the school year.
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	NOT APPLICABLE.

SY2025
Rating: 3

Comments:
 Per the Board Information Sheet in quarter 3 report, all board members have complied with training requirements, and all newly seated board members completed training required before being seated on the board. Also, new members met with the ED and the Board Chair for a formal orientation session before the first board meeting. This included a board book, a description of board member responsibilities, access and orientation to board materials in the board drive, and a copy of school policies and procedures. Charter Source, the finance manager from BergenKDV, and MACS are utilized for board training.

SY 2024
Rating: 3

Comments:

New PiM Arts High School board members meet with the Executive Director and the Board Chair in August for a formal orientation session prior to the first board meeting. This includes a board book, a description of board member responsibilities, access and orientation to board materials in the board drive, and a copy of school policies and procedures. New board members will initiate the training requirements within 6 months of joining the board.

PiM’s finance manager from Creative Services will provide ongoing training in the area of finance for all board members. Ongoing training options from MACS have also been offered to board members, as well as in-meeting training for all board members. The Executive Director monitors and ensures board members receive training in a timely manner in accordance with state statutes. Going into SY2025, PiM has purchased access to board training through Charter School, which will give board members access not only to initial trainings but a variety of other relevant topics.

Per the Board Information Sheet in quarter 3 report, all board members comply with training requirements. There is one board member that needs to complete the ongoing training provided in April 2024.

Rating: 3

Comments: Per the Board Information Sheet provided in QR3, board members are currently in compliance with training requirements. A number of members need to complete initial or ongoing training by June 30.

Source: Monthly board packets, UST site visits, Statement of compliance sheet

3.2 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?

1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	NOT APPLICABLE

SY2025

Rating: 3

Comments:

Pim's board understands and complies with the Open Meeting Law. The Board meetings are open to the public, an advance announcement of date, time and place of all regular and special meetings are made on the school website, setting forth the agenda and major topics to be discussed. Local news media representatives are welcome to attend all meetings of the Board. PiM's Board welcomes comments from the public. Members of the public may address the School Board at regular Board meetings during the time designated, "Public Comment." The comment section is included on each meeting's agenda, copies of which are available in the boardroom or from the Board secretary in advance of the meetings. The following items are posted on PiM's website:

- Calendar that lists both times and dates for School board and committee meetings
- Minutes from SY24 and SY25.
- Board policies

SY 2024

Rating: 3

Comments:

PiM’s Board understands and meets the requirements of Open Meeting Law and maintains its records in an orderly fashion. The Board meetings are open to the public, an advance announcement of date, time and place of all regular and special meetings are made on the school website, setting forth the agenda and major topics to be discussed. Local news media representatives are welcome to attend all meetings of the Board. PiM’s Board welcomes comments from the public. Members of the public may address the School Board at regular Board meetings during the time designated, “Public Comment.” The comment section is included on each meeting’s agenda, copies of which are available in the boardroom or from the Board secretary in advance of the meetings.

Rating: 3

Comments: The board has demonstrated an understanding of Open Meeting Law requirements in both the manner which meetings are posted, conducted and recorded. No complaints have been received.

Source: Board minutes, ongoing correspondence, UST site visits

3.3 Are all the school’s educational staff appropriately licensed?

1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE

SY2025
Rating: 3
Comments:
 PiM provides a summary of educational staff positions and licenses in its annual report. A review of the licenses using MN PELSB “License Lookup” database showed all educational staff in SY 2025 were appropriately licensed.

SY 2024
Rating: 3
Comments:
 PiM provides a summary of educational staff positions and licenses in its annual report. A review of the licenses using MN PELSB “License Lookup” database showed all educational staff in SY 2024 were appropriately licensed.

Rating: __3__

Comments:

PiM provides a summary of educational staff positions and licenses to both the state and St. Thomas. A review of licenses using the MN Professional Educator Licensing and Standard Board's "License Lookup" database showed all educational staff in SY2023 were appropriately licensed. St. Thomas did not receive any reports from the state showing noncompliance.

Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	NOT APPLICABLE

SY2025

Rating: 3

Comments:

PiM has a criminal background check policy 404 that is in accordance with MN statute and best practice. The school confirms that the policy is executed with fidelity.

SY 2024

Rating: __3__

Comments:

PiM has a background check policy that is in accordance with MN statute and best practice. The school confirms that the policy is executed with fidelity.

Rating: __3__

Comments: PiM has a background check policy that is in accordance with MN Statute and best practice. The school confirms that the policy is executed with fidelity.

Source: UST site visit, board chair interview, background check policy

3.5 Is the school compliant with other applicable law? Note that this measure includes, but is not limited to:

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements
- Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator)

1 = Does not meet standard The school is not in compliance with other applicable law.

2 = Approaching standard NOT APPLICABLE

3 = Meets standard The school is in compliance with other applicable law.

4 = Exceeds standard NOT APPLICABLE

SY2025

Rating: 3

Comments:

PiM’s admission policy is followed with fidelity. The policy was revised in 2022.

PiM’s governing board includes teachers, parents, and community members meeting the governance model requirements.

PiM meets Title IX regulations.

SY 2024

Rating: 3

Comments:

The school is in compliance with applicable laws. All new legislative changes have been accounted for and policies updated.

PiM’s admission policy is followed with fidelity.

PiM’s governing board includes teachers, parents, and community members which meets the governance model requirements.

In fall of 2023, St. Thomas issued a Level One Intervention to PiM because the school’s Title IX policy was not fully compliant. The school responded quickly not only to update the policy and related practices, but also to communicate with families and put in place multiple additional supports related to Title IX. The school was released from intervention in early 2024.

Rating: 3

Comments: No concerns regarding compliance with applicable law have been observed or brought to the authorizer’s attention. The school’s leadership team and board demonstrate a knowledge of and commitment to legal compliance.

Source: UST site visit, board chair interview, background check policy

3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- Understanding of board and school leader roles (governance vs. management)
- Annual board self-evaluation
- Annual school-leader evaluation
- Annual approval of professional development plan for school leader (if applicable)
- Annual evaluation of Educational Service Provider (CMO/EMO) if applicable
- Orientation process for new members
- Regular Strategic planning (at least once every five years)

1 = Does not meet standard	At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health.
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent, and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE

SY2025
Rating: 3

Comments:

The PiM Arts High School board is currently composed of six teachers, three current parents, and two community members. When meeting with the board this fall and during school board observations, the board members demonstrated a clear understanding of their role and the role

of the school leader. The board actively uses its strategic plan to guide decisions and has set up the following committees that focus on the 6 areas of PiM's strategic plan: finance committee, governance committee, academic success committee, student recruitment committee, and facilities committee.

Systems are in place to maximize effectiveness of the board:

1. New board members meet with ED and Board Chair in August for formal orientation session prior to the first board meeting.
2. PiM uses Charter Source for Board Training.
3. The Board completed its annual self-review in February using a Google Form.
4. The Executive Director is reviewed annually by the board, staff, and leadership team. The evaluation is developed from the ED's job description. Additionally, the ED completes a self-evaluation and sets up SMART Goals with Board Chair.

SY 2024

Rating: 3

Comments:

Based on observations and discussions with board members during the site visit, PiM's board and leadership have a clear understand or roles and a strong working relationship. The PiM Arts High School board is currently composed of six teachers, two current parents, and three community members. The Executive Director, Director of Teaching and Learning, Director of Student Life, and Director of Outreach and Development are ex-officio members of the board. Board elections take place in May of each year.

The Board also engages in many effective practices including the following:

- The Board completed its yearly self-review in February. The following describes the self-review procedure to be undertaken yearly by the Board of Directors of the PiM Arts High
- The Board uses a broad approach toward evaluating the Executive Director, which is an update from past evaluations and pulls questions directly pulled from the Executive Director job description. The Executive Director completes a self-evaluation based on SMART Goals that set with the Board President the previous year.
- The Board undertakes yearly strategic planning beginning in the spring and culminating with the annual Board Retreat in August. The strategic plan focuses on the elements necessary for the school to be sustainable for the long term.

Rating: 3

Comments: During observations and discussions with members and school leadership, it is apparent that the Board understands its role and the delineation of responsibilities with the school leader. The Board has in place key oversight practices including an annual self-evaluation, an annual evaluation of the Director and regular strategic planning. The board chair has been in place for years, providing leadership and continuity.

Source: Site visits, ongoing correspondence, board minutes, interview with board chair

3.7 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?

1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	NOT APPLICABLE

SY2025
Rating: 3

Comments:
 Bylaws were last reviewed and updated August 2023. PiM’s Board has a policy review schedule to revise if needed for all current board policies. The Governance Committee has set the schedule and starting monthly in December, the board reviews and updates the scheduled policies for that month. Policy updates are vetted through the MN School Board Association and/or the school’s legal counsel and then brought to the larger board for consideration.

SY 2024
Rating: 3

Comments:
 Bylaws were last reviewed and updated August 23, 2022. PiM Arts High School’s Board is utilizing a policy review schedule to work through all current board policies. This work is driven by the Governance Committee which identifies policy that require updating or gaps in our policy slate and brings forward draft policies vetted through the Minnesota School Board Association and/or PiM’s legal counsel to that larger board for consideration. In terms of recent legislative updates, PiM’s current Drug-free Workplace policy addresses recent changes in law. Regarding lead in drinking water, PiM adopted the commissioner’s model plan and has tested their drinking water annually. Their Crisis Management policy is unchanged as they do not do active shooter drills and will be adopting the MSBA updated policy 514- Bullying Prohibition updated policy which addresses the Malicious and Sadistic language added in the last legislative session.

Rating: 3
Comments: PiM utilizes a policy review calendar (found in Appendix C of QR2) that is spearheaded by the Governance Committee. Policy updates are vetted through the MN School Board Association and/or the school’s legal counsel. The bylaws were last updated in August 2022.

Source: Board minutes, board policies, Governance binder, UST site visit

3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?	
1 = Does not meet standard	Board packets are not submitted on time AND are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	NOT APPLICABLE
SY2025	
Rating: 3	
Comments: PiM provides board members and the St. Thomas liaison with a complete board packet electronically at least 3 days prior to meetings	
SY 2024	
Rating: __ 3 __	
Comments: PiM provides members and the St. Thomas liaison with a complete board packet electronically at least 3 days prior to meetings.	
Rating: __ 3 __	
Comments: PiM provides members and the St. Thomas liaison with a complete board packet at least 3 days prior to meetings.	
Source: Monthly board packets; Board materials tracking document (G-1 CS info)	

3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes maintaining an established EL program with a written plan for service at all grade and proficiency levels, securing appropriate staffing, supplying relevant professional development to all staff, ensuring that information on student EL status is available to all classroom teachers, and following MN Standardized Statewide EL Procedures for identification, entrance, and exit. The school ensures that

staff have appropriate training, hold appropriate licenses, and are familiar with current legislation and research related to best practices for serving EL students.	
1 = Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
SY2025 Rating: 3 Comments: Pim has an English Learner Plan which includes identifying, supporting, assessing, and exiting EL learners for EL services which is in accordance with MDE and MN state statutes. PiM had one EL student enroll this school year. The EL student/family opted out of services and ACCESS testing. PiM provided extra support to this student. Throughout the school year, a bilingual paraprofessional met once a week during flex for check-ins and to support this student with their academics.	
SY 2024 Rating: <u> 3 </u> Comments: While PiM currently does not have any English Language Learners enrolled, the school has a plan for identifying, supporting, assessing and exiting English Language Learners which is following MN state regulations.	
Rating: <u> 3 </u> Comments: While PiM currently does not have any English Language Learners enrolled the school has a plan for identifying, supporting, assessing and exiting English Language Learners. The ELL Plan is included in PiM’s QR2 Appendix 1.	
Source: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)	

3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board-approved; has a special education director actively involved in

working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs.)

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

SY2025
Rating: 3

Comments:
 PiM is fulfilling its legal obligations related to access and services to students with IEPs. PiM has a TSES manual that is school-specific and board-approved. PiM has 6 special education case managers, 2 paras, and one school counselor. PiM’s SPED Director is contracted through Indigo Education. The Sped Director is responsible for program development, coordination, evaluation, in-service training, and general education supervision and administration. PiM also contracts out for other services which include speech therapy, school counselor, hearing and vision screening, audiology, OT, DAPE provider, auditory therapy, school psychologist, ASD specialist, and Special Education Director for Due Process. The primary model PiM uses is an inclusive direct instructional model with some pull out for service minutes. Also, since 2019, PiM has a Federal Setting II program. Furthermore, to increase the involvement of parents of children with disabilities in district policy and decision making, PiM has a Special Education Advisory Council consisting of the Special Education Site Coordinator, special education case managers, and parents. No complaints were found on the MDE compliant site and none have been registered with St. Thomas.

SY 2024
Rating: 3

Comments:
 PiM currently has 88 students who qualify for Special Education services. This makes up approximately 23% of their total enrollment. PiM has 6 special education case managers and 2 paraprofessionals. PiM contracts their Special Education Director through Indigo Education, which serves charter schools in Minnesota. They also contract out for the following services: speech therapy, school counselor, hearing and vision screening, audiology, occupational therapy, DAPE, auditory therapy, school psychologist, ASD specialist, and special education director for due process.

PiM primarily educates and serves Special Education students through an inclusive direct instruction model with some pull out for service minutes in organizational skills, executive

functioning skills, emotional regulation, social skills, and/or other areas of need. PiM offers an inclusive co-taught support class in English and Math with additional instruction in executive functioning skills. The school has a staffed resource room for students with IEPs. The department is continuing to work on refining its model to provide inclusive classroom experiences for all students on IEPs. PiM's programming also includes a Federal Setting II program called the REM program that serves 8 students.

No complaints or found on the MDE compliant site and none have been registered with St. Thomas.

Rating: 3

Comments: In SY23, PiM is serving 66 students with IEPs. The represents 18% of the student population. The staff includes six special education case managers and two paraprofessionals along with contracts for Director of Special Education, Social Worker, Speech Therapy, Hearing and Vision Screening, Occupational Therapy, Auditory Therapy, School Psychologist, ASD and DCD Specialist and Special Education Director for Due Process.

PiM primarily implements an inclusive direct instruction model with pull out service for minutes in organizational skills and other areas of need. The school offers a co-taught English and Math support class. PiM also has a staffed resource room for students with IEPs. PiM's programming also includes a Federal Setting II REM program that serves approximately 10 students in a self-contained classroom for English, Math and Social Studies.

No complaints or found on the MDE compliant site and none have been registered with St. Thomas.

Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

3.11 Does the school have a high attendance rate?

1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent
4 = Exceeds standard	The attendance rate is more than 95 percent

SY2025
Rating: 1
Comments:
 Based on MDE's Report Card Data, PiM's consistent attendance data has improved from last year and is now at 83.9%. PiM is also above the state's attendance rate of 74.5%.

SY 2024

Rating: __1__

Comments:

Based on MDE's Report Card Data, PiM's consistent attendance data has improved from last year and is now at 77.2% as compared to the state's 69.8%.

Rating: __1__

Comments: Based on MDE's Report Card Data, PiM's Consistent Attendance Data is 72.3% as compared to the state's 85.3%.

Source: Annual reports, MDE website (data downloads)

3.12 Is the school able to maintain a high percentage of teacher retention?

1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)

SY2025

Rating: 3

Comments:

33 out of 39 teachers returned from SY23 to SY24. This is a retention rate of 85%. PiM continues to have a very stable administrative team.

SY 2024

Rating: __2__

Comments:

30 of 37 teachers returned from SY23 to SY24. This is a retention rate of 81%. It is important to note the stability of the administrative team and the 100% retention of PiM's special education teachers.

Rating: __2__

Comments: 21 of 25 teachers returned from SY22 to SY23. This is a retention rate of 84%. It is also important to note the stability of the administrative team.

Source: Annual report

3.13 Does the school generally retain its students from October 1st through the close of the school year?

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates
4 = Exceeds standard	NOT APPLICABLE

SY2025

Rating: 3

Comments:

Reported on the October 1, 2023 count, 378 students were enrolled at PiM. At the end of the school year, 356 students were enrolled. The retention rate was 94.2% and is within 5% of the school's agreed-upon target rate.

SY 2024

Rating: 3

Comments:

From the annual report enrollment trends, enrollment from 9th going into 10th grade and 10th going into 11th grade consistently show an increase in the number of students. Student enrollment from 11th grade to 12th grade does slightly decrease which indicates that some students are not returning in grade 12.

At the end of the school year 353 students were enrolled (budgeted enrollment was for 365) which is within 5% of the school's agreed-upon target rates.

Rating: 3

Comments: At the October 1, 2021 count, 380 students were enrolled at PiM. At the end of the school year, 358 students were enrolled (budgeted enrollment was 345).

Source: Annual report, renewal application

3.14 Does the school exhibit a high level of parent satisfaction?	
1 = Does not meet standard	Less than 75% of parents surveyed indicate they are satisfied with the school OR the school failed to achieve a response rate greater than 35%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 35%.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 35%.
4 = Exceeds standard	At least 95% of parents surveyed indicated they are satisfied with the school and the school achieved a response rate greater than 35%.
SY2025 Rating: 3 Comments: 90 families completed PiM’s annual survey of families, which was a 40% response rate. 85.5% of respondents agreed or strongly agreed with the statement, “Overall, our family is satisfied with PiM Arts High School.”	
SY 2024 Rating: <u> 3 </u> Comments: 80 families completed PiM’s annual survey of families. 93.8% of respondents agreed or strongly agreed with the statement, “Overall, our family is satisfied with PiM Arts High School.”	
Rating: <u> 3 </u> Comments: 167 families completed PiM’s annual survey of families, which is a 43% response rate. 94% of respondents agreed or strongly agreed with the statement “Overall, our family is satisfied with PiM Arts High School.”	
Source: Annual report, School parent satisfaction survey--overall satisfaction indicator	

3.15 Is the school’s physical plant safe and conducive to learning?	
1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the

	<p>school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.</p>
2 = Approaching standard	<p>Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.</p>
3 = Meets standard	<p>Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.</p>
4 = Exceeds standard	<p>All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.</p>
<p>SY2025 Rating: 4</p> <p>Comments: PiM Arts High School has created an inclusive community that is dedicated to the artistic and academic growth of every learner. A strong emphasis on art creation was evident during classroom observations, with all materials, equipment, and resources effectively supporting both student learning and instructional needs. There are dedicated areas for each of the arts:</p>	

music rooms, choral and instrumental rehearsal spaces, performance stages, art gallery, dance studios, graphic design rooms, and textile and ceramics studios. During the fall and spring site visits, the celebration of art was evident throughout the building and within the classroom. PiM's facility meets the health and safety requirements and in both the fall and spring visits there were no concerns noted.

SY 2024

Rating: __4__

Comments:

PiM's building - from the hallways and classrooms to the theater spaces, music rooms, dance studios and visual arts areas - supports both the artistic and academic aspect of the school's mission and vision. Student work is exhibited throughout the building and there are spaces within the building clearly dedicated to the focus of pursuing the arts. The facility is bright, clean, well maintained and welcoming. PiM's facility meets the health and safety requirements and in both the fall and spring visits there were no concerns noted.

Rating: __4__

Comments: PiM's facility is a reflection of the school's mission and vision. The space is designed to support and forward the programming. Student work is exhibiting across the facility and classrooms offer a rich learning environment. The school continues to assess how the facility can be used to best support student needs and interests.

PiM's facility appears to meet health and safety requirements (no concerns were noted during observations and no complaints were received).

Source: Authorizer observation

3.16 Does the school have appropriate structures in place to effectively identify and support students needing academic accommodations (either acceleration or remediation), mental health supports or other supports in a timely fashion?

1 = Does not meet standard

The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.

2 = Approaching standard

The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is

patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.

3 = Meets standard

The school has systems to identify students needing supports, which work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

4 = Exceeds standard

The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

SY2025

Rating: 4

Comments:

PiM has a multi-tiered process for supporting students.

- They have 4 classes in place to support students who have been identified using student's NWEA test scores and performance in core classes. The ELA foundations class directly teaches students reading and writing strategies and provides help to students in their core ELA classes. Introduction to Math A and Math B focuses on middle school algebra to help students be successful in Intermediate Algebra. Math Foundations directly helps students with current math classes and to remediate failing math grades from previous quarters.
- PiM also provides Block 5 tutoring led by teachers. This tutoring is available 2 times a week.
- PiM's school counselor meets weekly or biweekly with identified struggling students to work on strategies and skills, review current grades, and discuss issues pertaining to unhealthy choices and relationships that may inhibit a student's success.
- Students are placed in an advisory class led by the same advisor for their 4 years of high school. During weekly advisory class, the advisor will meet with students to review grades and planners. Students also use this time to check in with teachers in order to get additional support. Advisors also set up an Academic Success Plan Meeting when one of their advisory student has been on the F List for 2 or more consecutive weeks.

PiM has a Child Study team composed of the Director of Teaching and Learning, Director of Student Life, school counselor, Special Education site director and teacher. This team meets

bi-weekly to discuss and monitor struggling students. They discuss possible interventions for teachers and support staff to implement. If the interventions are not effective, they then recommend the student to have a special education evaluation or 504 if appropriate.

SY 2024

Rating: 4

Comments:

PiM's multi-tiered process for supporting students is successfully supporting the needs of the school's student population.

Their Child Study team meet bi-weekly to look over struggling students. Students are referred to the Child Study team for a variety of reasons including failing grades, attendance, behavior reports, mental health issues, new or existing diagnosis, etc. Parents, students, teachers and support staff can all recommend someone for Child Study. Once a student is recommended, a form is sent to all the student's teachers and a letter is sent home via email and standard mail. The team meets, reviews teacher forms, grades, attendance, behavior, and parent input and discusses possible interventions for classroom teachers and support staff to use and implement. When the intervention process is complete and the results indicate needs are not being met, then recommendations for evaluations for Sped or 504 are put in place.

PiM has a school-wide advisory program. Students are placed in grade level advisories with the same Advisor for the 4 years of high school. Advisors are responsible for grade checks, helping connect students with teachers in classes they are struggling with, community building, course planning and registration, and initiating Academic Success Plan meetings, among other things that support student success. Advisory communication is primarily through daily announcements, email and Google Classroom. Each Advisory has a Google Classroom that students can get the important school information that is being referenced in the daily announcements. The daily announcements are also placed on PiM's website daily for parent access.

PiM also implements Academic Success Plan Meetings which supports students that are currently not passing. Advisors reach out to the students, their teaching team and to parents to invite them to attend the Academic Success Plan meeting. For students with IEPs, advisors consult with case managers to coordinate communication with the family. The goal of the meetings is to come up with a plan to best support the student as they move forward and provide strategies the student can use to be successful.

PiM's Title I supported courses are also helping students find success- Intro to Algebra A and B (for students who come in below high school math level), Math Foundations and ELA Foundations. The school places students in these courses by using incoming IEPs, 504s, and/or Fall NWEA data. Students are also placed in these courses by teacher recommendation and have the opportunity to remediate credit as well as have access to support in their current core class. When a student is recommended for the foundation courses, teachers connect with both students and families via email or phone to indicate this offering and parents/students have the right to accept or refuse this option depending on the impact it has on the student's schedule.

PiM has increased their support for students suffering from mental illness. The school has a full-time social work team (which includes three interns) and they have provided valuable professional development to our staff to better meet our students' mental and emotional needs.

Rating: 3

Comments: PiM has a system in place for identifying and supporting struggling students that includes the following:

- Child Study Team
- Advisory
- Weekly F Report
- Academic Success Planning Meetings
- No Credit Grading Option
- Annual staff training by Special Education staff on Accommodations, Modifications and Interventions
- Language Foundations course
- Introduction to Algebra A and B
- Math Foundations
- ELA Foundations
- Block 5 tutoring
- Full-time on-site Social Worker
- Staff training by Social Worker on mental health, early onset mental illness and suicide prevention

Source: Site visits, ongoing correspondence, interviews

3.17 There are opportunities and structures in place for families to engage in their child's education

[NOTE: Engagement is defined as school staff and families interacting to work toward the growth and betterment of their student]

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information, nor does the school have a formalized process to elicit feedback from families. Additionally, information is only communicated to families in one language.
- b. Less than 45% of families/guardians participated in any engagement opportunity.

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent. Additionally, the school's processes for eliciting feedback from families is still in its developing stages, and information is only communicated to families in one language.

<p>b. Between 45- 55% of families/guardians participated in an engagement opportunity.</p>
<p>3 = Meets standard</p> <p>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families. Additionally, information is communicated to families in multiple languages.</p> <p>b. Between 55- 65% of families/guardians participated in an engagement opportunity.</p>
<p>4 = Exceeds standard</p> <p>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed with fidelity. The school has a formalized process to elicit feedback from families, and information is collected and utilized in a timely manner. Additionally, information is communicated to families in multiple languages, and families report feeling valued.</p> <p>b. More than 65% of families/guardians participated in an engagement opportunity.</p>
<p>SY2025 Rating a: 4 Rating b: 3 Overall Rating: 3.5</p> <p>Comments: PiM has many opportunities for parents to engage with the school. Parents can serve on the board and/or board committees, assist with productions, volunteer in the office, support the school financially and be part of the PiM Booster Organization. The booster organization collaborates with staff on mini grants for classroom improvements, scholarship opportunities for students, and creating an artistic environment for galleries and shows. Additionally, parents are kept aware of their student’s academic and artistic growth through Infinite Campus, Parent/Teacher Conferences, emails, and phone. During the fall site visit, parents expressed their appreciation for PiM’s active communication about their child’s academic, artistic, and social/emotional growth.</p> <p>Throughout the school year, parent feedback is sought, and each year, parents are invited to complete a formal parent satisfaction survey. In the fall 2024 survey there were 90 parental responses, a response rate of 40%. PiM written communication as the primary language of parents and students is English. The website has a translation tab which converts the website into the chosen language.</p>
<p>SY 2024 Rating a: <u> 3 </u> Rating b: <u> 4 </u> Overall Rating: <u> 3.5 </u></p> <p>Comments:</p>

Parents have many opportunities to be involved with PiM. They are able to serve as board members, support the technical aspects of performances, volunteer in the office, support the school financially, and participate in the Booster Organization,

Parents also participate in feedback opportunities through the board, through survey, and informally by connecting with staff directly. The parental voice is an important one at PiM. Parents and staff actively engage at IEP and 504 meetings, but student support meetings are not limited to these opportunities. Parents, administration and teachers prioritize meetings that focus on academic, artistic, or social/emotional struggles and successes.

Parent contact and feedback is a vital part of PiM's community approach to student growth. They include parent feedback opportunities throughout the school year including the end of year parent satisfaction survey. Beyond the survey however, they work to be responsive to parent concern and feedback.

Rating a: 3

Rating b: 4

Overall Rating: 3.5

Comments:

Parents have multiple ways to be involved with PiM, examples include:

- Serving on the board
- Supporting technical aspects of shows
- Volunteering in the front office
- Participating in the Booster Organization
- Supporting the school financially
- Attending shows and performances

70% of families participated in one or more engagement activities.

Parents interviewed cited communication as a school strength describing teachers and administrators as responsive, supportive, open, honest, and willing to listen to students. Rob sends a weekly email that is succinct and includes relevant information. Parents indicated that the school wants to connect not just give information and does so with warmth. 91% of families who completed the annual survey indicated that they “know how to check in on my student’s academic progress.”

Source: Site visits, ongoing correspondence, interviews, quarterly conferences, IEP meetings, academic support meetings, and survey responses, event attendance, administrative interactions, and contribution to the school in time or resources.

3.18 Is the school committed to anti-racism and equity by engaging in/ providing the following:

- **Representative/ Culturally relevant curriculum**
- **Specific staff/ board trainings**
- **Board and staff composition**
- **Opportunities for members of the school community to provide feedback on the school’s diversity, equity, and inclusion practices and policies**

1 = Does not meet standard	Staff do not engage in cultural competency training. The board/ staff are not representative of the students the school serves and there is no plan to engage the school's broader community.
2 = Approaching standard	Staff/ Board members inconsistently engage in cultural competency training. The school is committed to recruiting staff/ board members who are representative of their school's community as evident by recruitment practices.
3 = Meets standard	Students/ families of all backgrounds report that the school feels welcoming and accepting. Staff/ Board members regularly engage in cultural competency training, and equity is included in the school's strategic plan. The school routinely engages the school's broader community, as evidenced by staff/ board composition. And the school utilizes a curriculum that is not only representative of the student's it serves; it also represents a multitude of backgrounds and perspectives.
4 = Exceeds standard	NOT APPLICABLE
<p>SY2025 Rating: 3</p> <p>Comments: In the 23-24 school year, PiM continued to focus on school-wide anti-racism work with Umar Rashid. They offered Professional Development in Gradual Release of Responsibility, Social Emotional Learning, Phase Zero Recovery Services, Responding to Disclosures from the Sexual Violence Center, and Exploring Ecojustice through Arts Education. Additionally, during the fall and spring site visits, it was evident that diversity is celebrated, and all are welcomed at PiM.</p>	
<p>SY 2024 Rating: __3__</p> <p>Comments: In the 22-23 school year, PiM continued to focus on a school-wide anti-racism work with Umar Rashid, PiM began in the 20-21 school year and continued in the 23-24 school year. PiM is committed to equity in education and anti-racist practices and policies.</p>	
<p>Rating: __3__</p> <p>Comments: PiM has been engaging in equity training over the last three years. Feedback was consistently positive on the work the school team has been undertaking. They meet one time per quarter and during tech week. They are currently in the action planning phase and changes have been initiated in areas such as policies, critique processes, curriculum and ways to value BIPOC students throughout the year (not just during a specified month).</p>	

Source: Site visits, ongoing correspondence, interviews

<p>3.19 Is the school committed to creating a welcoming and inclusive environment that is open to all students? This is evidenced by the following:</p> <ul style="list-style-type: none"> ● Marketing/outreach targets socioeconomically and racially diverse populations ● Materials available in multiple languages ● Robust EL/ SPED Programming ● Enacting policies that reduce enrollment barriers 	
1 = Does not meet standard	The school’s marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English. The school has an undeveloped EL or SPED program. Additionally, school policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
2 = Approaching standard	The school’s marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, materials are only available in English. The school has an underdeveloped EL or SPED program. School policies and practices are generally transparent and do not create accessibility barriers for low income students or students of color.
3 = Meets standard	The school’s marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages and the school has robust EL and SPED programs. Additionally, school policies and practices are clear, transparent, and do not have negative impacts on low income students or students of color.
4 = Exceeds standard	NOT APPLICABLE
<p>SY2025 Rating: 3</p> <p>Comments: PiM has two part-time staff members working on outreach and marketing. Duties include identifying and executing events where PiM students can shine within the context of potential students, making connections on a personal and business level with potential donors, and running events in-house that will potentially draw students.</p>	

PiM is also working to create a balance in student numbers by advertising and holding outreach events for specific arts areas: Dance, Vocal Music and Theatre. PiM's Pop-Up at the Eden Prairie Center focused on PiM's Music, Théâtre, and Dance programs. These three programs have lower enrollment and thus are in need of recruitment.

PiM has allocated their print advertising dollars to focus on more events in the communities they serve, advertising in South-west Metro papers in Eden Prairie, Chanhassen, Excelsior, Wayzata, Orono, Minnetonka, and Shakopee promoting the school's Information Sessions.

Currently, PiM has one EL student who opted out of EL services and their special education program is strong and robust.

SY 2024

Rating: 3

Comments:

PiM has a Marketing Plan as well as a dedicated leadership member focused on student recruitment and raising the school's profile. The plan includes a robust set of strategies for reaching families with interests in the arts.

In 2022, PiM started three major recruitment-oriented projects: an outreach in the Minneapolis student Dance Community, a spring festival for middle school and high school improvisational theatre troupes, and PiM Pop-Up at the Eden Prairie Center featuring the work of PiM's student artists. They also hosted events within the school building such as the Minnesota Chapter of the International Thespian conference with over 200 participants taking workshops and doing scholarship and college auditions.

PiM also worked with the following partners: Parker Creative Parker Creative who assisted with a cohesive messaging campaign, and Wylde Hare who handled all updates to the PiM website and assisted with the branding.

Additionally, PiM tracks students who shadow for the day, attendance at monthly informational sessions, enrollments submitted, and students who attend placement workshops to project future enrollment.

The school has a robust and strong special education program, but currently does not have any students needing English language support enrolled.

Rating: 3

Comments: PiM has a Marketing Plan as well as a dedicated leadership member focused on student recruitment and raising the school's profile. The plan includes a robust set of strategies for reaching families with interests in the arts. PiM has been engaging in equity work for many year, which is permeating key aspects of school operations, academics. Examples of ways the school attracts and retains students from diverse background include:

- Website is available in multiple languages.
- Providing bus transportation across the metro
- Providing interpreters for events (on request)

- Providing accessible seating and spaces for performances and galleries
- Advertising and marketing across a wide spectrum of platforms
- An intentional focus on creating a space where students of color and LGBTQI+ student feel welcome and safe
- Providing a mental health support structure that is respected by therapists and mental health professionals

The school has a robust and strong special education program, but currently does not have any students needing English language support enrolled.

Source: Site visits, ongoing correspondence, interviews