

Pathways to Performance

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Pathways to Performance

2006-07 evaluation results

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Summary

Pathways to Performance strives to create a complete music education experience for elementary students enrolled in MacPhail Center for Music programs at Ascension School in North Minneapolis and Whittier International Elementary School in South Minneapolis. The goal of Pathways is to support every student's highest level of artistic and academic achievement.

At Ascension, School, Pathways to Performance programs included:

- Music readiness classes: Classes offered to children in grades kindergarten through second grade to introduce them to the elements of music using existing MacPhail Center for Music Early Childhood Arts curriculum. This class meets once a week for the entire school year and focuses on basic musical skills such as vocal exploration, imitation, steady beat, pre-music reading skills, canon, and ostinato.
- Violin for Children program: This component introduces children to the violin beginning in third grade using a curriculum designed by MacPhail faculty. In 2006-07, 40 students participated in the program.
- String program: In fourth through eighth grades, Ascension students may choose to play the violin, viola, or cello as part of the Ascension String Program. Once a week, students attend three classes at MacPhail Center for Music: an individual or partner lesson, an ensemble class, and a musicianship class. In 2006-07, 28 students participated in the Ascension String Program.

At Whittier Schools, Pathways to Performance programs included:

- Music readiness classes: MacPhail Center for Music Early Childhood Arts classes offered for six weeks to students in Kindergarten through second grade. These classes are designed to expose young elementary students to musical skills and to show how musical skills correlate to concepts taught in social studies classes.
- Piano and Violin program: This program currently serves piano students in second through fifth grade and violin students in third through fifth grade. For second and third graders, music instruction is offered in a group format. Group lessons were provided to 39 piano students and 12 violin students in 2006-07. Students in fourth and fifth grades attend three classes per week at MacPhail, similar to the Ascension String Program. All students participate in a musicianship class, an ensemble class, and either an individual (piano) or partner (violin) lesson. In 2006-07, 21 fourth and

fifth grade students were enrolled in the program, with 8 concentrating on violin and 13 focusing their musical instruction on the piano.

Evaluation

As part of planning the Pathways to Performance program, the MacPhail staff designed a logic model to illustrate the program's outcomes (see Appendix). Based on the outcomes identified in the logic model, MacPhail staff worked with Wilder Research staff to design an evaluation plan that would measure four outcome goals: 1) students will develop general music skills; 2) students will acquire tools for good practice habits; 3) parents or caregivers are engaged in the music program and their child's participation; and 4) students are further motivated to develop musical skills.

In 2006-07, data were collected from students, parents, and MacPhail faculty. Because enrollment in the Pathways to Performance program fluctuated through the school year, it is difficult to compute an exact response rate for each survey. The following five surveys were completed:

- **Parent survey:** A parent survey was distributed at the end of the school year. Thirteen parents with students at Ascension completed a survey that was sent home in the students' weekly folder. Twenty-seven Whittier parents completed the survey at their student's spring recital.
- **Student survey:** A survey was administered to Ascension violin or string students in grades three through eight and Whittier piano or violin students in grades two through five. In the spring, 64 Ascension students and 66 Whittier students completed the survey, for a total of 130 surveys. This survey was designed to assess the students' satisfaction with the program, including their desire to continue working with MacPhail faculty.
- **Lesson survey:** A lesson survey was designed to help assess students' musical and behavioral skills during their individual or partner lessons. MacPhail faculty completed surveys for Ascension students in grades four through eight and Whittier students in grades two through five. In spring 2007, faculty completed 93 surveys, 24 for Ascension students and 69 for Whittier students.
- **Musicianship class survey:** A survey was used to assess students' skills and behavior during musicianship classes. MacPhail faculty completed surveys for Ascension string students in grades four through eight and Whittier string and piano students in grades four and five. In the spring of 2007, faculty completed 50 surveys (28 for Ascension students, 22 for Whittier students).

- Ensemble survey: A survey was designed to assess the students' skills and behavior when they practice as part of an ensemble. At the end of the school year, faculty completed 28 surveys for students enrolled in Ascension's strings program in grades four through eight and 8 surveys for the fourth and fifth grade violin students at Whittier, for a total of 36 surveys.

In addition to these spring surveys, surveys were also completed by students and faculty in the fall for use in progress reports and lesson planning. These results are not included in this report.

To explore whether students who participated in the Pathways to Performance program also improved their academic grades, report cards were analyzed. During the 2006-07 school year, report cards were collected for 43 students participating in the program at Ascension School in grades four through eight. Report cards were collected for 46 Whittier students in second, third, or fourth grade. Because the schools used different report cards, the academic data are not combined.

Results

In 2006-07, the evaluation surveys were used to collect information related to the four program goals (developing musical skills, acquiring practice habits, engaging parents, and motivating students). The surveys and report cards also provide additional information about the students. The data are presented combined for Ascension and Whittier schools. They are also reported separately, but should not be compared due to the inherent differences between the programs.

Students will develop general music skills

Faculty reported that most students' musical skills are meeting expectations.

Faculty rated students' musical skills during lessons (tone, posture, phrasing/playing with expressiveness, and music reading skills), musicianship classes (rhythm, note reading, listening, and composition), and ensemble practice (watching the conductor, staying with the group, and playing their own part). Overall, the average rating of all the musical skills fell into the range of "meets expectations" (Figures 1-3).

Students will acquire tools for good practice habits

Students and faculty report that students regularly practice and prepare for class.

According to MacPhail faculty, students practiced their instrument before attending lessons 77 percent of the time. One-third of the students showed evidence of practice all of the time (Figure 4).

Two-thirds of the students were described as completing their musicianship class homework “most of the time,” an additional third “always” completed their homework. Faculty teaching ensemble classes said that 72 percent of the students prepared their ensemble music in home practice “most of the time,” another 8 percent “always” prepared their music (Figures 5-6).

In addition to reports from faculty, students described their practice habits. Half of all students (52%) said they practice their instrument “a lot,” and an additional 43 percent said they practiced “a little.” Most students like to practice their instrument. Fifty-nine percent of all students said they like to practice “a lot” and 29 percent said they like to practice “a little.” Most of the parents (92%) and students (85%) said the student has a place to practice their instrument at home (Figures 7-8).

Parents or caregivers are engaged in the music program and their child’s participation

Most of the students and parents said the students receive encouragement to practice and someone from home attends their performances.

Almost all of the parents (92%) said they encourage their child to practice their music, and all of the parents said someone from home attends their child’s performances at least “sometimes.”

Eighty-three percent of the students said someone at home encourages them to practice their music either “a little” or “a lot.” A similar percentage (87%) said someone from home attends their performances “a little” or “a lot” (Figures 9-11).

Parents were also asked about staying aware of their child’s musical education through progress reports and assignment sheets. Ninety-eight percent of the parents said they read the twice-yearly reports. Most of the parents read the weekly assignment sheets; 55 percent read them “all the time” and 40 percent read them “sometimes” (Figure 11).

Students are further motivated to develop musical skills

Parents and students agreed they would like the student to continue in the music program the following year.

To assess their motivation to continue developing their musical skills, students were asked if they wanted to continue in the MacPhail program the following year. Fifty-nine percent of the students said they would like to continue in the program and 31 percent said they might like to continue in the program. Parents were slightly more enthusiastic, with 93 percent saying that they wanted their child to continue with the MacPhail program (Figures 12-13).

Other results

Instructor relationship

At the end of the school year, students were asked about their relationship with their instructor. Ninety-nine percent of the students said their instructor encourages them to do well in their music at least “a little.” About 9 in 10 students said they understood the instructor when new things are taught at least “a little.” Sixty-one percent of the students said they would like to continue with the MacPhail faculty the following year, and 21 percent said they might like to continue with the instructor (Figures 14-15).

Satisfaction

Students indicated that they were satisfied with their experience with the MacPhail Pathways to Performance program. Sixty-eight percent of the students said they like the program “a lot” and 31 percent said they like it “a little.” In addition, the majority of the students said they liked learning to play their instrument (79%) and new music (71%) “a lot” (Figure 16).

To learn more about their satisfaction with the program, students were asked a few open-ended questions. Students had varied views on what they would change about the program. Many replied that they would change nothing and others commented on the facility, the need for more snacks and parties, or the timing of classes. Other suggestions included playing different instruments and having access to different music. Most students said they would like to be in the program next year because they like the music, the program, or their instrument, it is fun, or they want to grow up to be a musician. Students most frequently said they would like to stay with their instructors because they are “nice,” “fun,” or taught well (Figures A1-A3).

Parents expressed satisfaction with the program in their open-ended comments. Parents expressed that they liked the MacPhail program and that it was a great opportunity for

their children. They also said their children showed improvement, especially in the areas of self-confidence and dedication to music (Figure A4).

Attendance and preparation

According to the MacPhail faculty, most students attended their lessons. Overall, the average attendance rate for lessons was 95 percent, with over half of the students (60%) attending all of their lessons. On average, students participating in string instrument instruction were prepared with their string instruments and ready to play 95 percent of the time, while students arrived at lessons with written materials 84 percent of the time (Figures 17-19).

Average attendance rates were also high for classes (94% for ensemble classes and 97% for musicianship classes). Once at musicianship classes, faculty reported that 82 percent of the students were ready to begin at the beginning of musicianship class either “most of the time” or “always.” Students were less likely to bring materials, such as worksheets and a pencil, to musicianship class. Fifty-seven percent of the students brought materials “sometimes.” The remaining 43 percent arrived with materials “most of the time,” or “always” (Figures 20-22).

Student behavior

According to MacPhail faculty, students had good behavior during lessons. At least 94 percent of the students who received lessons had positive participation in the lesson (98%), followed direction (96%), paid attention (95%), were prompt at getting ready to play (94%), and were ready to play throughout the class (94%) “most of the time” or “always” (Figure 23).

During musicianship classes, most of the students were rated as demonstrating respect and helpfulness (86%), and participating in the class (84%) either “most of the time” or “always.” Slightly fewer students (74%) paid attention “most of the time” or “always.” Almost all students participating in ensemble classes were rated as being cooperative in the group setting (98%), following directions (97%), and being prepared to start at the beginning of the session (92%) “most of the time” or “always” (Figures 24-25).

School data

Students were asked about their attitudes regarding math and reading. In the spring of 2007, 87 percent of the students said they liked both math (58% “a lot,” 29% “a little”) and reading (63% “a lot,” 24% “a little”) (Figure 26).

Between one-half and two-thirds of the parents said that participation in the MacPhail music program has helped their child improve his or her math skills (61%), literacy skills (54%), attitude toward school (61%), ability to focus on a task (63%), and other unidentified academic skills (54%) “a lot.” Most of the other parents said the program helped “a little” (Figure 27).

Schools provided report cards for 46 Ascension students and 43 Whittier students involved in the Pathways to Performance program. Report cards for Ascension students in grade three are not reported because they use a different reporting structure than the older grades. Report cards for students in kindergarten through second grade for both schools are not included because the entire population of students received the MacPhail Early Childhood Arts program.

The report cards included attendance data as well as academic information for the students involved in the MacPhail music program. This year, 86 percent of the Ascension students and 78 percent of the Whittier students attended school at least 95 percent of the time (Figure 28).

Figure 29 shows the distribution of Ascension students’ math and English grades for the first and fourth quarters. All of the students had a grade of C or higher in math for the first quarter and 95 percent had a grade of C or better at the end of the year. Ninety-two percent of the students had an English grade of C or better first quarter. This percentage decreased slightly to 88 percent by the end of the school year.

As seen in Figure 30, over half of the Ascension students maintained their English grades between the first and fourth quarters (55%). Students’ grades in English were more likely to decrease (38%) than increase (7%). Almost a third of the student maintained their math grade during the school year. In contrast to English grades, Math grades were more likely to increase (48%) than decrease (21%).

The Whittier report cards include different ratings of performance than those used at Ascension. Instead of providing letter grades, Whittier records whether the student has met the standard for a specific task. Because these tasks are not evaluated in the first quarter, it is not possible to show change over the course of the school year. Instead, this report provides descriptive data on student achievement at the end of the fourth quarter.

The report cards provided one overall score for math. At the end of fourth quarter, 51 percent of the students fell into the category of “approaching the standard,” or developing skills and concepts of the standard with help from the teacher. Another 38 percent of the students were “at the standard,” or achieving grade level expectations independently after initial instruction (Figure 31).

Rather than providing an overall grade for English skills, the report cards included ratings of 16 skills in three categories: reading, writing, and speaking and listening. Eighty-five percent of the students were at or above standard in the two skills associated with the speaking and listening category. In the writing category, students were least likely to be at or above standard for using correct grammar (45%), writing legibly (63%) or using a process for writing (68%). They were most likely to be at or above standard for writing for a variety of reasons (91%). Over 73 percent of the students were rated at or above standard for each of the skills associated with the reading category (Figure 31).

Issues to consider

The data indicate that the Pathways to Performance participants are doing well in the music program. The majority of the students are developing general music skills and acquiring good practice habits, and faculty described students as engaged in their music activities. Parents participated in the music program, and both parents and students would like the child to continue their involvement with MacPhail. As the Pathways to Performance staff considers evaluation planning for the next school year, there are a few items to consider:

- Discuss whether the second goal of the program, “Students will acquire tools for good practice habits,” should be re-phrased to reflect that students are using good practice habits.
- Program and research staff should further discuss how to determine if the Pathways to Performance program is affecting academic achievement. For instance, focus groups with teachers might provide some insight to how the music program works with the academic portion of the school day.
- Program and research staff may want to consider looking at the data to see what affect multiple years of program exposure has on students.
- Now that Pathways to Performance has been operating for three years, MacPhail staff should review the logic model, especially the longer term goals, and decide if there are any additional goals the program should measure.

Figures

Goal: Students will develop general music skills

1. MacPhail faculty report of musical skills demonstrated during lessons

Musical skills		N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student plays with good tone	Both schools	93	25%	70%	5%	2.2
	Ascension	24	25%	58%	17%	2.1
	Whittier	69	25%	74%	1%	2.2
The student reads music accurately	Both schools	93	32%	58%	10%	2.2
	Ascension	24	29%	54%	17%	2.1
	Whittier	69	33%	59%	7%	2.3
The student plays with expressiveness (phrasing)	Both schools	75	15%	80%	5%	2.1
	Ascension	16	13%	69%	19%	1.9
	Whittier	59	15%	83%	2%	2.1
The student demonstrates good posture and technique	Both schools	93	38%	55%	8%	2.3
	Ascension	24	25%	54%	21%	2.0
	Whittier	69	42%	55%	3%	2.4

2. MacPhail faculty report of musical skills demonstrated during musicianship classes

Musical skills		N	Exceeds	Meets	Does not meet	Mean
			expectations 3	expectations 2	expectations 1	
Rhythm	Both schools	48	23%	77%	0%	2.2
	Ascension	28	14%	86%	0%	2.1
	Whittier	20	35%	65%	0%	2.4
Note Reading	Both schools	48	21%	79%	0%	2.2
	Ascension	28	11%	89%	0%	2.1
	Whittier	20	35%	65%	0%	2.4
Listening	Both schools	48	19%	79%	2%	2.2
	Ascension	28	14%	86%	0%	2.1
	Whittier	20	25%	70%	5%	2.2
Other	Both schools	10	50%	40%	10%	2.4
	Ascension	-	-	-	-	-
	Whittier	10	50%	40%	10%	2.4

3. MacPhail faculty report of musical skills demonstrated during ensemble classes

Musical skills		N	Exceeds	Meets	Does not meet	Mean
			expectations 3	expectations 2	expectations 1	
The student watches the conductor	Both schools	36	25%	64%	11%	2.1
	Ascension	28	21%	64%	14%	2.1
	Whittier	8	38%	63%	0%	2.4
The student stays with the group	Both schools	36	33%	58%	8%	2.3
	Ascension	28	32%	57%	11%	2.2
	Whittier	8	38%	63%	0%	2.4
The student is able to play their ensemble part on their own	Both schools	36	28%	64%	8%	2.2
	Ascension	28	21%	68%	11%	2.1
	Whittier	8	50%	50%	0%	2.5

Goal: Students will acquire tools for good practice habits

4. MacPhail faculty report of how often students attended lessons prepared

Percentage of lessons attended where students' preparation for lesson and practice were evident	Both schools (N=81)		Ascension (N=23)		Whittier (N=58)	
	#	%	#	%	#	%
≤50%	11	14%	4	17%	7	12%
51% to 60%	1	1%	0	0%	1	2%
61% to 70%	11	14%	1	4%	10	17%
71% to 80%	15	19%	5	22%	10	17%
81% to 90%	12	15%	1	4%	11	19%
91% to 99%	5	6%	1	4%	4	7%
100%	26	32%	11	48%	15	26%
Average	77%		80%		77%	

5. MacPhail faculty report of homework completion for musicianship classes

		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student completes homework assignments	Both schools	36	33%	64%	3%	0%	3.3
	Ascension	15	27%	73%	0%	0%	3.3
	Whittier	21	38%	57%	5%	0%	3.3

6. MacPhail faculty report of preparation for ensemble classes

		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student prepares ensemble music in home practice	Both schools	36	8%	72%	19%	0%	2.9
	Ascension	28	4%	75%	21%	0%	2.8
	Whittier	8	25%	63%	13%	0%	3.1

7. Students' report of practice

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you practice your instrument?	Both schools	84	52%	43%	5%	2.5
	Ascension	30	47%	53%	0%	2.5
	Whittier	54	56%	37%	7%	2.5
Do you like to practice your instrument?	Both schools	83	59%	29%	12%	2.5
	Ascension	28	43%	43%	14%	2.3
	Whittier	55	67%	22%	11%	2.6

8. Parents' and students' report of practice space at home

		Respondents responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Both schools	82	85%	39	92%
	Ascension	28	82%	13	100%
	Whittier	54	87%	26	89%

Goal: Parents or caregivers are engaged in music program and child's participation

9. Students' report of encouragement from home

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does someone at home encourage you to practice your music?	Both schools	130	62%	21%	17%	2.5
	Ascension	64	58%	25%	17%	2.4
	Whittier	66	67%	17%	17%	2.5
Does someone at home come to your performances?	Both schools	128	68%	19%	13%	2.6
	Ascension	63	62%	21%	18%	2.4
	Whittier	65	74%	17%	9%	2.7

10. Parents' report of encouragement for students' music education

		N	Yes	No
Do you encourage your child to practice at home?	Both schools	39	92%	8%
	Ascension	13	100%	0%
	Whittier	26	89%	12%

11. Parents' report of their involvement in students' music education

		N	Yes 3	Sometimes 2	No 1	Mean
Do you or another adult from home attend your child's music performances?	Both schools	39	82%	18%	0%	2.8
	Ascension	12	50%	50%	0%	2.5
	Whittier	27	96%	4%	0%	3.0
Do you read the twice yearly progress reports about your child's performance in music class?	Both schools	40	98%	3%	0%	3.0
	Ascension	13	100%	0%	0%	3.0
	Whittier	27	96%	0%	4%	2.9
Do you read your child's weekly music assignment sheets?	Both schools	38	55%	40%	5%	2.5
	Ascension	13	46%	39%	15%	2.3
	Whittier	25	60%	40%	0%	2.6

Goal: Students are further motivated to develop musical skills

12. Students' desire to continue in the MacPhail music program next year

		N	Yes	Maybe	No
Would you like to continue in the MacPhail music program next year?	Both schools	127	59%	31%	10%
	Ascension	62	42%	44%	15%
	Whittier	65	75%	19%	6%

13. Parents' desire for student to continue in the MacPhail music program next year

		N	Yes	Maybe	No
Would you like your child to continue with the MacPhail music program next year?	Both schools	40	93%	5%	3%
	Ascension	13	85%	15%	0%
	Whittier	27	96%	0%	4%

Additional results: Instructor relationship

14. Students' report of relationship with instructor

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does your instructor encourage you to do well in your music?	Both schools	129	83%	16%	1%	2.8
	Ascension	63	83%	18%	0%	2.8
	Whittier	66	83%	15%	2%	2.8
Do you understand your instructor when he or she teaches you new things?	Both schools	129	64%	29%	8%	2.6
	Ascension	64	61%	25%	14%	2.5
	Whittier	65	66%	32%	2%	2.7

15. Students' desire to continue with the MacPhail faculty next year

		N	Yes	Maybe	No
Would you like to continue lessons with the same instructor next year?	Both schools	127	61%	21%	17%
	Ascension	62	55%	23%	23%
	Whittier	65	68%	20%	12%

Additional results: Students' satisfaction

16. Students' report of satisfaction and program components

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like the MacPhail music program?	Both schools	130	68%	31%	2%	2.7
	Ascension	64	58%	42%	0%	2.6
	Whittier	66	77%	20%	3%	2.7
Do you like learning to play your instrument?	Both schools	128	79%	16%	6%	2.7
	Ascension	63	70%	24%	6%	2.6
	Whittier	65	88%	8%	5%	2.8
Do you like learning new pieces of music?	Both schools	129	71%	23%	7%	2.6
	Ascension	64	56%	34%	9%	2.5
	Whittier	65	85%	11%	5%	2.8

Additional results: Attendance and preparation

17. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Both schools (N=93)		Ascension (N=24)		Whittier (N=69)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	1	1%	1	4%	0	0%
71% to 80%	5	5%	1	4%	3	4%
81% to 90%	8	9%	2	8%	6	9%
91% to 99%	24	26%	4	17%	19	28%
100%	56	60%	16	67%	40	58%
Average	95%		95%		96%	

18. MacPhail faculty report of how often students attended lessons with string instruments ready to play

Percentage of lessons attended with string instruments in hand and in working order	Both schools (N=32)		Ascension (N=24)		Whittier (N=8)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	1	3%	1	4%	0	0%
61% to 70%	0	0%	0	0%	0	0%
71% to 80%	1	3%	1	4%	0	0%
81% to 90%	5	16%	2	8%	3	38%
91% to 99%	5	16%	4	17%	1	13%
100%	20	63%	16	67%	4	50%
Average	95%		95%		93%	

19. MacPhail faculty report of how often students attended lessons with written materials present

Percentage of lessons attended with written materials present	Both schools (N=82)		Ascension (N=24)		Whittier (N=58)	
	N	%	N	%	N	%
<50%	4	5%	2	8%	2	3%
51% to 60%	4	5%	0	0%	3	5%
61% to 70%	7	9%	0	0%	8	14%
71% to 80%	16	20%	2	8%	14	24%
81% to 90%	14	17%	5	21%	9	16%
91% to 99%	11	13%	4	17%	7	12%
100%	26	32%	11	46%	15	26%
Average	84%		90%		81%	

20. MacPhail faculty report of how often students attend ensemble classes

Percentage of ensemble sessions attended	Both schools (N=35)		Ascension (N=27)		Whittier (N=8)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	0	0%	0	0%	0	0%
71% to 80%	0	0%	0	0%	0	0%
81% to 90%	9	26%	9	33%	0	0%
91% to 99%	9	26%	7	26%	2	25%
100%	17	49%	11	41%	6	75%
Average	94%		92%		98%	

21. MacPhail faculty report of how often students attend musicianship classes

Percentage of musicianship sessions attended	Both schools (N=24)		Ascension (N=14)		Whittier (N=8)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	0	0%	0	0%	0	0%
71% to 80%	0	0%	0	0%	0	0%
81% to 90%	0	0%	0	0%	0	0%
91% to 99%	8	33%	4	29%	4	40%
100%	16	67%	10	71%	6	60%
Average	97%		98%		97%	

22. MacPhail faculty report of preparation for musicianship classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is ready to begin at the start of class	Both schools	49	33%	49%	18%	0%	3.1
	Ascension	28	32%	57%	11%	0%	3.2
	Whittier	21	33%	38%	29%	0%	3.1
The student brings materials including worksheets and a pencil	Both schools	49	12%	31%	57%	0%	2.6
	Ascension	28	14%	36%	50%	0%	2.6
	Whittier	21	10%	24%	67%	0%	2.4

Additional results: Student behavior

23. MacPhail faculty report of behavior during lessons

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	Both schools	93	65%	29%	6%	0%	3.6
	Ascension	24	71%	25%	4%	0%	3.7
	Whittier	69	62%	30%	7%	0%	3.6
The student pays attention	Both schools	93	65%	30%	5%	0%	3.6
	Ascension	24	71%	29%	0%	0%	3.7
	Whittier	69	62%	30%	7%	0%	3.6
The student follows direction	Both schools	93	66%	30%	4%	0%	3.6
	Ascension	24	71%	29%	0%	0%	3.7
	Whittier	69	64%	30%	7%	0%	3.6
The student is ready to play throughout the class	Both schools	93	70%	24%	6%	0%	3.6
	Ascension	24	71%	25%	4%	0%	3.7
	Whittier	69	70%	23%	7%	0%	3.6
The student has positive participation in the lesson	Both schools	93	82%	16%	2%	0%	3.8
	Ascension	24	75%	25%	0%	0%	3.8
	Whittier	69	84%	13%	3%	0%	3.8

24. MacPhail faculty report of behavior during musicianship classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student pays attention	Both schools	49	37%	37%	27%	0%	3.1
	Ascension	28	29%	43%	29%	0%	3.0
	Whittier	21	48%	29%	24%	0%	3.2
The students participates fully in class	Both schools	49	43%	41%	16%	0%	3.3
	Ascension	28	39%	50%	11%	0%	3.3
	Whittier	21	48%	29%	24%	0%	3.2
The students demonstrates respect and is helpful of other students	Both schools	49	49%	37%	14%	0%	3.4
	Ascension	28	57%	39%	4%	0%	3.5
	Whittier	21	38%	33%	29%	0%	3.1

25. MacPhail faculty report of behavior during ensemble classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is cooperative in a group setting	Both schools	36	67%	31%	3%	0%	3.6
	Ascension	28	71%	29%	0%	0%	3.7
	Whittier	8	50%	38%	13%	0%	3.4
At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	Both schools	36	53%	39%	8%	0%	3.4
	Ascension	28	57%	38%	7%	0%	3.5
	Whittier	8	38%	50%	13%	0%	3.3
The student follows directions in the ensemble	Both schools	36	61%	36%	3%	0%	3.6
	Ascension	28	64%	32%	4%	0%	3.6
	Whittier	8	50%	50%	0%	0%	3.5

Additional results: School data

26. Students' attitudes about school subjects

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like math?	Both schools	130	58%	29%	13%	2.5
	Ascension	64	63%	23%	14%	2.5
	Whittier	66	53%	35%	12%	2.4
Do you like reading?	Both schools	128	63%	24%	13%	2.5
	Ascension	64	55%	28%	17%	2.4
	Whittier	64	72%	20%	8%	2.6

27. Parents' report of academic skills

Has participation in the MacPhail music program helped your child improve his/her...		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Math skills?	Both schools	36	61%	33%	6%	2.6
	Ascension	13	69%	31%	0%	2.7
	Whittier	23	57%	35%	9%	2.5
Literacy skills?	Both schools	35	54%	37%	9%	2.5
	Ascension	12	42%	50%	8%	2.3
	Whittier	23	61%	30%	9%	2.5
Attitude towards school?	Both schools	38	61%	34%	5%	2.6
	Ascension	13	62%	39%	0%	2.6
	Whittier	25	60%	32%	8%	2.5
Ability to focus on a task?	Both schools	38	63%	34%	3%	2.6
	Ascension	12	75%	25%	0%	2.8
	Whittier	26	58%	39%	4%	2.5
Other academic skills?	Both schools	37	54%	43%	3%	2.5
	Ascension	13	46%	54%	0%	2.5
	Whittier	24	58%	38%	4%	2.5

28. Ascension and Whittier students' school attendance during the 2006-07 school year

Percentage of days attending school ¹	Ascension N=43 ²		Whittier N=46 ³	
	N	%	N	%
100%	5	12%	2	4%
97% to 99%	26	60%	18	38%
95% to 96%	6	14%	17	36%
92% to 94%	2	5%	6	13%
90% to 91%	1	2%	1	2%
<90%	3	7%	2	4%

Note. ¹ Since Ascension did not report the total number of school days, the attendance percentages were calculated using 168 school days.

² Ascension school supplied report cards for 29 students in fourth grade, 8 in fifth grade, 5 in sixth grade, and 1 in seventh grade.

³ Whittier school supplied report cards for 17 students in second grade, 25 in third grade, and 4 in fourth grade.

29. Ascension students' math and English grades during the 2006-07 school year

Grades	Math				English			
	First quarter N=42		Fourth quarter N=43		First quarter N=42		Fourth quarter N=43	
	N	%	N	%	N	%	N	%
A	19	45%	16	37%	6	14%	19	44%
B	17	40%	11	26%	22	52%	10	23%
C	6	15%	14	33%	11	26%	9	21%
D	0	0%	2	5%	3	7%	5	12%
F	0	0%	0	0%	0	0%	0	0%

Note. The students' grades were collapsed into the A through F categories. For example, grades of B+, B, and B% were collapsed into a category of B.

30. Changes in Ascension students' math and English grades during the 2006-07 school year

Change in grade	Math N=42		English N=42	
	N	%	N	%
Increased	20	48%	3	7%
Maintained	13	31%	23	55%
Decreased	9	21%	16	38%

31. Whittier students' math and English grades during the 2006-07 school year (last quarter)

	N	1 Needs continuous teacher support		2 Approaching standard		3 At standard		4 Above standard	
		#	%	#	%	#	%	#	%
Reading									
Uses reading strategies	45	1	2%	11	24%	19	42%	14	31%
Understands what is read	45	1	2%	8	18%	21	47%	15	33%
Uses phonetic skills/Uses decoding skills ¹	44	1	2%	6	14%	24	55%	13	30%
Learns and understands new words	45	1	2%	5	11%	25	56%	14	31%
Reads fluently with expression	45	1	2%	11	24%	25	56%	8	18%
Reads independently	45	1	2%	3	7%	28	62%	13	29%
Writing									
Uses a process for writing	46	2	4%	13	28%	27	59%	4	9%
Writes for a variety of purposes	46	1	2%	4	9%	38	83%	4	9%
Organizes writing appropriately	46	3	7%	12	26%	30	65%	1	2%
Uses details	46	3	7%	9	20%	31	67%	3	7%
Locates and uses information	46	2	4%	7	15%	34	74%	3	7%
Uses correct grammar, capitalization, and punctuation	46	3	7%	22	48%	19	41%	2	4%
Spells assigned words correctly/spells grade appropriate words correctly ¹	46	3	7%	11	24%	27	59%	5	11%
Writes legibly	46	2	4%	6	13%	34	74%	4	9%
Speaking and listening									
Listens for meaning in discussions and conversations	45	1	2%	5	11%	29	64%	10	22%
Speaks easily conveying ideas in discussions and conversations	45	1	2%	6	13%	30	67%	8	18%
Math	45	1	2%	23	51%	17	38%	4	9%

Note: The four categories of progress and the descriptions for them are: Needs continuous teacher support -of work towards standard; Approaching standard – developing skills and concepts of standard with some help from teacher; At standard – achieves grade level expectation independently after instruction; Above standard – shows outstanding and consistent mastery of standards across content areas.

¹ For these items, the first description is for second grade and the second description is for third and fourth grade.

Appendix

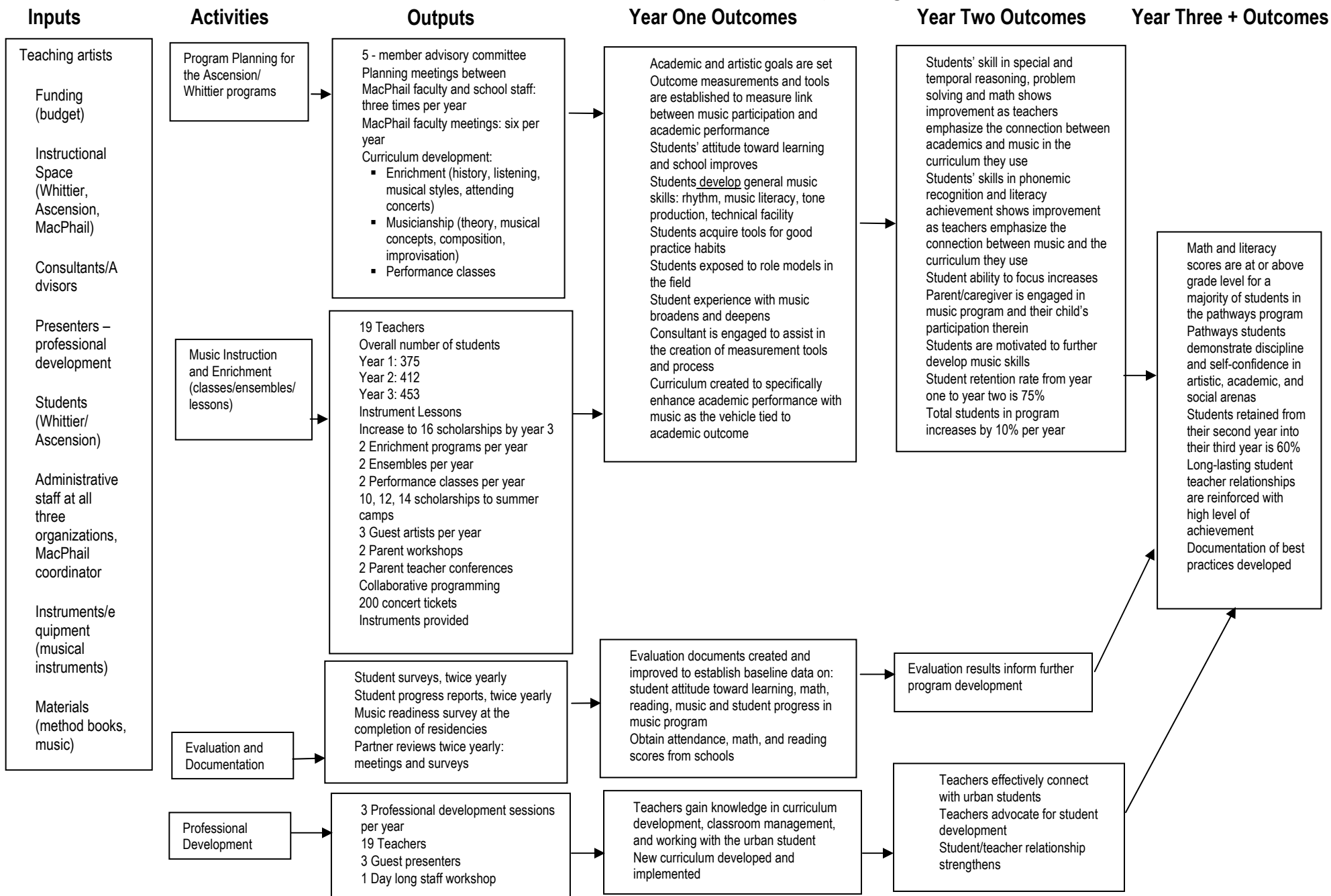
Logic model

Open ended comments

Survey instruments

Logic model

MacPhail Center for Music ~ Updated December 2005 Pathways to Performance Ascension/Whittier Program Logic Model



Open ended comments

A1. Student survey open-ended comments: “What would you change about the program?”

Ascension School

Eat more food and have parties.

Eat more food and run more.

Eat more food and you can rock and see TV.

Eat more food.

Eat some snacks.

More snacks.

Having parties every week.

Less playing more parties.

More parties!

Parties every day.

To have a party every day and snacks every day.

Yes like parties every week.

Yes party every week.

You get to rock and hip-hop and eat.

I would change the building/stairs.

Being on the 3rd floor.

I would change the building (already becoming changed).

I will change the classroom.

I would let the classroom be bigger.

Don't like walking up the stairs.

I would like to change the stairs.

There are too many stairs.

I think that all instrument players should be able to ride the elevator.

The violin and viola can ride elevator.

Violinists and violists can use the elevator.

I would change the days and length of classes.

Days we come.

I want the class to be longer. (3 respondents)

I would like to make the music class longer.

I will make new music and I would make it longer.

I would make it longer.

More classes and time. I also play the piano.

More lesson time.

We can be all day and here.

I want to make it shorter.

A1. Student survey open-ended comments: “What would you change about the program?” (continued)

Ascension School (continued)

I would change my instrument.

I would change the instrument. (2 respondents)

I would want to change the instrument.

I would have them play cello.

Have Ascension to play the drums.

That you can play whatever instrument you want.

They will play the piano.

Yes, I want to play Hip Hop and drums.

Miscellaneous

Decorating.

I will be in charge.

I would change music program.

I would change you would have to wear a MacPhail shirt when you teach music.

I'd like to be in violin class forever.

More things.

No additional playing around.

No more dance.

Piano class.

Nothing/Don't know

No!

Nothing at all because it's already being changed.

Nothing, it is great!

Nothing. (3 respondents)

I would not like to change things.

I would like to change nothing.

I have nothing to change.

I don't know.

A1. Student survey open-ended comments: "What would you change about the program?" (continued)

Whittier International Elementary School

I would change my instrument.

Different instrument and in Wednesday for Whittier School.

I would change piano to guitar.

I would change me in my violin and piano go in the same classroom and the same day.

That kids learned two instruments.

That you can take violin class when you are in 2nd grade.

I would like the people to play tow instrument!

The instrument I play.

I think still piano or violin.

To violin.

More candy and games.

Give treats.

I wouldn't change anything but one thing, but we can eat candy all through piano.

More candy.

I would have a soda pop machine.

Play games.

Play more music games.

I would change the days and length of class.

I would change date.

I would change the day and I would make the lessons go longer.

I would change the day Friday.

I would change the lesson times to longer.

I would change the music program/books.

I think that they should do the purple book for the first book.

I want to get new books.

I will change the music.

A little bit easier songs!

Learn more songs.

A1. Student survey open-ended comments: “What would you change about the program?” (continued)

Whittier International Elementary School (continued)

Miscellaneous

I would give it a new name and I would change the classroom.

A new building.

Have the notes marked and not let us do some thing that you don't want to do.

I would like to have performance each day.

If I was [Staff], I would tell all of them to just practice the music by themselves because they're big kids.

If I was the teacher, I will be a good teacher and teach them how to play the violin.

More practice.

My instructor. If I had a caddy.

Somebody carry my violin ride the elevators.

To go to MacPhail again.

Nothing

Nothing can change it!!!

Nothing. (13 responses)

Nothing I like how it is right now.

Nothing, I think that the MacPhail music program doesn't need to be change at all.

Nothing, [My teacher] makes it perfect!!!

Nothing. It is fun.

Nothing. I think everything is good.

I would change nothing.

I would not change anything.

A2. Student survey open-ended comments: “Would you like to continue with the program next year?”

Ascension School

Yes

Because I like it. (3 respondents)

Because I like to play my instrument. (5 respondents)

Because I like violin and I will like to learn more songs with the violin.

Because it's fun. (11 respondents)

Because it helps.

I learn new things.

Because it's going to be new.

Because we want to learn forever.

Because when I grow I can perform on stage.

So I can be a musician.

I only want to continue but I don't know if I am changing school.

I have no choice.

Maybe

Because I will like to learn more songs.

Because it is fun and learn new things.

Because it's fun. (2 respondents)

It is fun to play the cello.

Sometimes it's boring and sometimes it's fun.

Because a lot of people say it's hard but a lot of people say it's fun.

Because I like music.

I get the same teacher every day and it's not [Teacher].

Because I want the same teachers.

I will be in middle school I do not know which school I will be at next year.

I might not come to the same school. [2 respondents]

Because I want to wait till next year.

Because sometimes I am busy – I clean up my house all the time.

Because I may want to do something else with my lizards in the summer.

Because there's parties.

Because I want to stay in school.

I might not have time to practice.

Because I might want to do it again.

Because I don't know. (5 respondents)

A2. Student survey open-ended comments: “Would you like to continue with the program next year?” (continued)

Ascension School (continued)

No

Because I won't be here. (2 respondents)

Because I will like to learn.

Because I don't know songs that much.

It's kind of hard.

Because I do a lot of sports.

Because.

Because I'm too shy.

Whittier International Elementary School

Yes

I love to play my instrument. [6 respondents]

Because I like it. (4 respondents)

Because it is fun. [16 respondents]

It is fun and you learn music.

Because it's fun and I could learn how to play a different instrument.

Because it's fun learning how to play violin also because I miss school.

Because it is fun to play and you can meet friends.

Yes, because I learn a lot.

Because I love to learn music.

I want to learn even more than what I did.

Because MacPhail is a great program for kids to learn.

It is great.

Because music is awesome.

Learn more songs and we're going to go to MacPhail.

Because she is the best teacher. Piano makes sense.

Because I like the music and my instructor.

Because all the instructors are nice and good at teaching and it's also fun!

I think I would stay there because this is a good place.

I like to learn new things but I won't be able to play piano due to the middle school.

Because I like music so I want to better than great.

I like music and to learn new songs.

Because I want to be in a concert.

Because I would like to do this for the future. Maybe.

I will be at a different school next year but I still want to continue this program.

A2. Student survey open-ended comments: “Would you like to continue with the program next year?” (continued)

Whittier International Elementary School (continued)

Maybe

Because MacPhail is cool.

Because the violin is healing my body.

Because I kind of like it and kind of not.

I might move.

Because I am going to G.

Because I don't know if my parent is coming.

1) People bother me A LOT!! 2) I don't like the musicianship teacher.

I get frustrated. I don't know, maybe not.

Because!

I'm not sure.

I don't know.

No

Because I am going to another school.

Because it gives a lot of headaches.

Because I hate it

I don't know.

A3. Student survey open-ended comments: “Would you like to continue with this instructor next year?”

Ascension School

Yes

My instructor is very nice and helpful.

She is very nice and cool.

Because they're nice. (2 respondents)

Because she is very nice and helpful.

Because he is nice.

Because he is very nice and enthusiastic about my music.

Because I know she is a great teacher.

Because she explain things so well.

Because she is a wonderful teacher. I don't even know how to explain her wonderful teaching skills are.

Because she is easy to learn from.

Because she teaches me a lot of things.

She teaches you very good and I learn a lot. She is nice too.

Because she teaches me new stuff and she helps me.

Because they really teach you to have fun when you're playing.

Because they're fun and nice. (2 respondents)

He is the best people.

If I come yes, because I like my instructor.

Because I like to learn a lot.

Because I want learn more things on the violin.

Because I want to learn more!

Because it is fun. (5 respondents)

Because it is so clear to me.

She teaches me clear in things.

Because they are fun.

Because she is fun.

Because she is really fun to play the violin with.

Because.

I like violin.

So we get snacks.

A3. Student survey open-ended comments: “Would you like to continue with this instructor next year?” (continued)

Ascension School (continued)

Maybe

He's very nice.

Because it's fun.

Because I like to learn music.

I don't really care who I have.

I only like to come a little.

If I were here I would like to.

I might not come!!!!!!!!!!!!!!!

It is kind of a lot of work carrying an instrument up the stairs.

She gives me too much home work.

I don't know. (2 respondents)

No

We had 2 teachers; we would like to stay with one. (2 respondents)

I don't know, I just want a new teacher.

I want a new teacher, I had her 2 years.

Because I will not be here.

I might not go here.

Because I don't want to.

Because.

Same thing as 16.

A3. Student survey open-ended comments: “Would you like to continue with this instructor next year?” (continued)

Whittier International Elementary School

Yes

Because I like my instructor. (5 respondents)

He's funny.

Because she is cool and yes, I want to learn more piano.

Because she's nice! (3 respondents)

Because she nice and not harsh.

Because she is nice and doesn't give us too much candy.

Because she makes it more fun.

Because it is fun with the teacher.

Because she is fun.

Because she is very nice she lets us have candy. (2 respondents)

It's fun!

The piano is a lot of fun!

Yes, because you are fun to talk with and you help me a lot whenever I ask for help.

I would like the same teacher because she is good at teaching.

Because I like how she teaches me the piano.

He teaches me how to do right.

Because she shows us how to learn the piano.

Because she's a good teacher and I learn a lot.

Because she taught me a lot of things that I didn't know before.

She cares about how I bow and piz.

Because I like the way she cares about our position.

She really listens to me and understands me.

Because she encourages me and my classmates.

I can learn more.

I like it.

It is great.

Because she gives us candy.

I want to play in front of people.

Because I love music.

Because some might have used pianos.

I don't know. (2 respondents)

A3. Student survey open-ended comments: “Would you like to continue with this instructor next year?” (continued)

Whittier International Elementary School (continued)

Maybe

Because he teaches me how to do things.

Because she is nice, but she is kind of pushy and mean.

Because she pushes you hard to practice.

Because I don't know if I am going to play the violin.

Because I would like to try the piano and play the violin too, but I'm not sure!

Because I want to change teachers every year.

I don't know if I will have the same instructor.

I might move.

Because she is sometimes frustrated because I don't get it!

Because we aren't talented enough.

Again I'm not sure.

No

Because I am going to another school. (3 respondents)

I like going to musicianship, but not when I get my lessons.

Because she is too strict.

Because she does not give treats

A4. Parent survey open-ended comments: “Do you have any comments about the program?”

Ascension

Everything is fine – thank you very much.

I like to see her play and be dedicated.

My daughter really looks forward to Thursdays. Doing this program is her favorite thing about Ascension. She's really proud of how much she has learned on the viola.

My son has developed a respect for all types of music – thank you! He has sat down with a new instrument and studied the tones while trying to learn. He now has the patience to sit and listen to the various tones and tries to put it all together.

She really enjoys music. However she did not practice as much as she should have. She stated that she wants to learn piano.

We would like to participate in the summer program – please contact me.

Whittier

It is a great opportunity for my child.

As a parent, I love it and am so grateful [Child] has this opportunity to learn and play an instrument that would not otherwise be available to her.

I think [Child] would have excelled in all these areas even if he did not have the music lessons – but we are so glad that he did! I'm really glad that [Child] has had this opportunity. He really enjoys music and we enjoy how he has grown musically.

I'm so glad [Child] has this opportunity!

[Child] really benefited from this program. We love the opportunity for her to learn skills.

[Staff] has been a great teacher for [Child]. [Child] is very fond of her and wants to do well for her. We are very appreciative to be participating.

Thank you/Great job!

I appreciate all that you do – thank you!

Thank you for offering it – we look forward to next year!

Thank you, it is very good!

Thanks for studying with my child [Child] – keep up the good work!

Very good.

We are so thankful for the enriching services provided. It is such a blessing.

Wonderful people – great job. Thank you so much for all your time.

It's a great way to introduce children from lower income families to music. Keep up the good work!

A4. Parent survey open-ended comments: “Do you have any comments about the program?” (continued)

Whittier (continued)

My child has improved from this program.

Hard to measure impact of piano [on academic skills], but I think overall it's given my son confidence; it's expanded his interest in music and improved his study habits/discipline.

This program has made [Child] find something for himself!

[Child] has really improved this year. [My other child] has been helping her, also, which is nice!

Miscellaneous

My son has been here since 3rd grade now and has been doing well.

[Child] loves playing piano and takes it very seriously.

I would like [Child] to continue to play the violin in middle school.



**MacPhail Center for Music
Pathways to Performance
Student Survey**

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____
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Name: _____	Grade: _____
-------------	--------------

1. What instrument do you play?

- ¹ Piano ² Violin ³ Viola ⁴ Cello

Please check one:	Yes, a lot	Yes, a little	No
2. Do you like the MacPhail music program?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. Does your instructor encourage you to do well in your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you understand your instructor when he or she teaches you new things?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Does someone at home encourage you to practice your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Does someone at home come to your performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7 Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

13. Do you have a place to practice at home?

- ¹ Yes ² No

14. What did you learn this year in the MacPhail music program?

PLEASE TURN OVER TO COMPLETE



15. What would you change about the MacPhail music program?

16. Would you like to continue in the MacPhail music program next year?

¹ Yes ² Maybe ³ No

Why?

17. Would you like to continue lessons with this instructor next year?

¹ Yes ² Maybe ³ No

Why?

**MacPhail Center for Music
Student Progress Report 2005-06
Lesson**

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____
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Student's name: «FirstName» «LastName»

MacPhail Lesson Instructor: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

LESSONS

The following statements relate to the student's instrumental instruction

1. Attendance _____ days attended out of _____ days possible.
2. Instrument / related equipment in hand and in working condition (**String students only**):
_____ weeks present out of _____ total weeks possible
3. Music and other written materials present: _____ weeks present out of _____ total weeks possible
4. Preparation for lesson and practice are evident: _____ weeks present out of _____ total weeks possible

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musical skills (based on developmental stage)				
5. The student plays with good tone	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student reads music accurately	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. The student plays with expressiveness (phrasing)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student demonstrates good posture and technique	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the student's behavior during lessons					
9. Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The student follows direction	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The student is ready to play throughout the class	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
13. The student has positive participation in the lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please continue on the reverse side

14. Other student accomplishments (not listed above):

15. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2005-06
Ensemble**

OFFICE USE ONLY:
Client ID: _____
Date: _____
School: _____

Student's name: «FirstName» «LastName»

MacPhail Ensemble Coach: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

ENSEMBLE

The following statements relate to the student's participation in an ensemble

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musical skills for ensemble groups (based on developmental stage)				
2. The student watches the conductor	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. The student stays with the group	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. The student is able to play their ensemble part on their own	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the student's behavior during ensemble					
5. The student prepares ensemble music in home practice	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student is cooperative in a group setting	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student follows directions in the ensemble	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2005-06
Musicianship**

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____

Student's name: «FirstName» «LastName»

MacPhail Musicianship Class Instructor: «MacPhailTeacher»

MUSICIANSHIP

The following statements relate to the musicianship classes

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musicianship skills (based on developmental stage)				
2. Rhythm	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. Note Reading	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. Listening	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. Composition	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. Other:(Please add _____)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the following statements about the student's participation in Musicianship classes					
7. The student is ready to begin at the start of class?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student brings materials including worksheets and a pencil	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. The student completes homework assignments	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The students participates fully in class	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The students demonstrates respect and is helpful of other students	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:

**MacPhail Center for Music
Pathways to Performance
Parent Survey 2006-2007**

OFFICE USE ONLY:	
ID: _____	_____
Date: _____	_____
School: _____	_____

Dear Parent/Guardian,

I hope that your child's involvement in the MacPhail Pathways to Performance program has been rewarding. In order to better serve your child and make improvements to our program, we would like you to answer a few questions about your child's experience. Please help us by answering the following questions and dropping it in the basket at the back of the room at the end of the concert. Thank you for your feedback.

Student's name (optional): _____

Student's grade: _____

1. What musical instrument does your child play?
¹ Piano ² Violin ³ Viola ⁴ Cello

	Yes	No
2. Does your child have a place to practice at home?	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

3. Do you encourage your child to practice at home?	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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	Yes	Sometimes	No
4. Do you or another adult from home attended your child's music performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

5. Do you read the twice yearly progress reports about your child's performance in music class?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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6. Do you read your child's weekly music assignment sheets?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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7. What is the best way for MacPhail staff to contact you with information about your child (for example, phone, email, written note)?

Has participation in the MacPhail music program helped your child improve his/her...	Yes, a lot	Yes, a little	No
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8. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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9. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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10. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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11. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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12. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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13. Would you like your child to continue with the MacPhail music program next year?

- ¹ Yes ² Maybe ³ No

14. Please add any additional comments or concerns you have about the MacPhail music program.

Thank you for your response.