

Pathways to Performance

2008-09 evaluation results

S E P T E M B E R 2 0 0 9

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Summary

Since 2004, the Pathways to Performance Initiative at the MacPhail Center for Music has worked to create a complete music education experience to support every student's highest level of artistic and academic achievement. The initiative works closely with their school community partners to ensure that students receive high quality, intensive and specialized music education and instruction beyond general music education.

The initiative began with two school community partnerships, Ascension School in North Minneapolis and Whittier International Elementary School in South Minneapolis, but has since expanded to serve four additional schools within the last two years; including Birch Lake Elementary in White Bear Lake, New City Charter School in North Minneapolis, Paideia Academy in Apple Valley, and Patrick Henry High School in North Minneapolis.

With the expansion of the initiative, Pathways to Performance program staff revised the logic model in the Spring of 2009. Rather than having one logic model for the initiative, program staff felt two logic models were appropriate based on the type of programming; residency and lesson. Residency programming is short-term and involves a music specialist to give students a deeper music education experience within general music or band classes, while lesson programming focuses on providing instrumental study at a group and individual level throughout the school year. Residency programming is available at Patrick Henry High School; lesson programming is available at Ascension, Birch Lake Elementary, and Whittier International Academy; and both types of programming are available at Paideia Academy and New City School. The logic models are included in this report in the appendix.

At Ascension, Pathways to Performance programs included:

- Early childhood music: Classes are offered to children in kindergarten through second grade to introduce them to the basic elements of music. Students develop fundamental musical skills, including steady beat, pitch recognition, and music structure and form. In 2008-09, 102 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. Students receive an instrument for the year and attend weekly classes, including ensemble, musicianship and lesson classes. They are assigned to both individual repertoire and group assignments. In addition, students have multiple opportunities to perform in March and at the end of the school year. In 2008-09, 35 students participated in the Ascension String Program.

At Birch Lake Elementary, Pathways to Performance programs included:

- Early childhood music: An early childhood music specialist visits Kindergarten and first grade homerooms for 30 minutes every week for 28 weeks, introducing them to elements of music. A total of 79 students participated in 2008-09.
- Music Therapy: A therapist provides music therapy to groups of students in Kindergarten through 4th grade who have a variety of diagnoses, including autism spectrum disorders, Down syndrome, and other general developmental cognitive delays. Music group therapy sessions are 30 minutes, three times a week for 32 weeks. In 2008-09, 16 students participated in Music Therapy.
- Piano program: This program serves students in second to fifth grade. Students attend weekly classes and perform a solo repertoire at the end of school year. In 2008-09, 55 students participated in this program.

At Whittier International Academy, Pathways to Performance programs included:

- Music readiness classes: MacPhail Center for Music Early Childhood Arts classes are offered for six weeks to students in Kindergarten and first grade. Students participate in a “Musical World” class that helps build fundamental music skills. In collaboration with Whittier teachers, the class also reinforces components of the school’s International Baccalaureate Program, including cooperation, pre-literacy, vocabulary building, and cultural awareness. A total of 204 students participated in 2008-09.
- Piano and string program: This program currently serves piano and string students in second through fifth grade. Students in the violin program learn basic techniques and build music literacy skills, while those in the piano program participate in small group lessons, ensemble classes, and have group playing opportunities. Fifth grade students also participate in a musicianship class. Students perform in recitals hosted by the MacPhail Center for Music in March. In 2008-09, 93 students were enrolled in this program.

At New City School, Pathways to Performance programs included:

- General music (K-4): This general music program is offered to Kindergarten through fourth grade. Students participate in an Orff-based music education class that meets twice a week from October to the end of the school year. Students acquire skills such as singing accurately alone and in a group, part-playing and harmonizing, reading pitches on the staff, and rhythmic literacy. A total of 77 students participated in this program during the 2008-09 school year.

- General music (5-8): There are two different curriculums depending on students' grade. The curriculum for students in grades five and six includes building similar music skills as the K-4 general music program; however, there is a focus on playing a percussion instrument or a recorder. The curriculum emphasizes integration of conceptions through composition and improvisation. Students performed multiple times during the Spring of 2009. As for students in grades seven and eight, the curriculum focuses on ethnic drumming and music production. This year, students produced a CD of their own performance and distributed it to their community. In 2008-09, a total of 34 students participated in this program.

At Paideia Academy, Pathways to Performance programs included:

- General Music: This innovative program integrates MacPhail curriculum with the CORE knowledge sequence. It is available for grades Kindergarten through fourth grade. A total of 212 student participated in the 2008-09 school year.
- General music, orchestra, and band program: These programs are offered as an elective for grades five through eight. The music lessons are provided in a small group lesson and ensemble format. A total of 215 students participated in 2008-09, 113 in general music, 27 in orchestra, and 75 in band.

At Patrick Henry, Pathways to Performance programs included:

- International Baccalaureate (IB) Composition: This year-long IB class is for high school seniors. It is an intensive, college-level course. A MacPhail staff, who specializes in composition, visits the class once a week. Each student creates their own composition, notating it entirely by hand. Once the composition is complete, students perform and record their composition. Students also have the opportunity to use Finale Software to notate their work electronically. A total of eight students participated in this program during the 2008-09 school year.
- Classical guitar, Jazz, or Percussion Residency: MacPhail staff have short-term residencies to provide additional knowledge and expertise within three instrumental music classes, including Intro to Guitar (5 sessions – classical guitar), Jazz Band (20 sessions – jazz), and Intro to Drumming (3 sessions – percussion). These classes are available as an elective throughout the school year for students in grades 9 through 12. In 2008-09, a total of 30 students participated in jazz band, 43 students participated in Intro to Drumming, and 25 students participated in the Intro to Guitar class.

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 and use 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.

MacPhail and Wilder Research staff worked collaboratively on completing this evaluation. MacPhail staff completed data collection responsibilities; while Wilder Research staff completed data entry, data analysis, and reporting.

While research authorization forms were not used in the past, a couple of new partnership schools requested research authorization forms to obtain parental consent for students to be involved in the evaluation. Wilder created a formal research authorization form for use at Birch Lake and New City.

In 2008-09, data were collected from students, parents, and MacPhail faculty at Ascension, Birch Lake, Whittier, and Patrick Henry. 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:

- **Student survey:** A survey was administered to Ascension violin or string students in grades three through eight, Birch Lake piano students in grades two through five, and Whittier piano or violin students in grades two through five. In spring 2009, 39 Ascension students, 17 Birch Lake students, and 83 Whittier students completed the survey, for a total of 139 surveys. This survey was designed to assess the students' satisfaction with the program, including their desire to continue with the program and work with MacPhail faculty.

A different student survey was developed and administered to students in the IB Composition class at Patrick Henry. A total of six students completed the survey. The survey assessed students' satisfaction with the program and their relationship with the instructor.

- **Parent survey:** Parent surveys were distributed at the year-end recitals at Birch Lake and Whittier. Twenty-six parents from Birch Lake and 45 parents from Whittier completed surveys. Surveys were mailed to parents of Ascension students, but none were returned.

- Lesson survey: A lesson survey was designed to help assess students' musical and behavioral skills during their individual or partner lessons. In spring 2008, faculty completed 182 lesson surveys, including 43 for Ascension students, 53 for Birch Lake students, and 86 for Whittier students.
- Musicianship class survey: A survey was used to assess students' skills and behavior during musicianship classes. Faculty completed 51 surveys, including 42 for Ascension students and 9 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 42 surveys for students enrolled in Ascension's strings program in grades four through eight.

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.

Report cards were analyzed to look at students' academic standing and explore whether students in the Pathways to Performance program improved their academic grades throughout the school year. During the 2008-09 school year, report cards were collected for 22 students at Birch Lake and 97 students from Whittier in grades two through five.

Results

In 2008-09, 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. Retention data between the school years 2006-07 and 2008-09, is reported; however, it should be interpreted with caution due to missing data in students' records. All of the data are combined across all schools in which data was available. 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, music reading skills, phrasing/playing with expressiveness, and posture), musicianship classes (rhythm, note reading, listening, and composition), and ensemble practice (watching the conductor, staying with the group, and playing their own part). The majority of the teachers (72-100%) rated

student's music skills as either "meets expectations" or "exceeds expectations." Overall, the average rating of all the musical skills fell into the range of "meets expectations" (Figures 1-3).

Students will acquire and use tools for good practice habits

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

According to MacPhail faculty, students prepared for lessons and practiced their instrument before attending their lesson class 84 percent of the time. Slightly more than one-third of the students (36%) showed evidence of practice all of the time (Figure 4).

The majority of students completed their musicianship homework (71%) and ensemble music in home practice (69%) "most of the time" (Figures 5-6).

In addition to reports from faculty, students described their practice habits. Slightly over half of the students reported practicing their instrument "a lot" (56%), while over one third practiced "a little" (38%). Most students like to practice their instrument "a lot" (65%). The vast majority of parents (90%) and students (91%) reported that there was a place to practice 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.

The majority of students said someone at home encourages them to practice their music (85%) and attends their performances (91%) either "a little" or "a lot" (Figure 9). Almost all parents reported that they encourage their child to practice their music at home (93%) and that someone from home attends their child's performances (97%) (Figures 10-11).

Parents were also asked about staying aware of their child's musical education through progress reports and assignment sheets. Almost all parents (91%) reported that they read the twice-yearly reports. Most parents (60%) reported reading the weekly reports and 29 percent of parents read the report "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. More than two-thirds of the students (68%) reported wanting to continue in the program and one-quarter of the students (26%) might want to continue in the program. The majority of the parents (90%) want their child to continue with the MacPhail program (Figures 12-13).

Other results

Instructor relationship

At the end of the school year, Ascension, Birch Lake, and Whittier students were asked about their relationship with their instructor. Over three-quarters of the students (82%) said their instructor encourages them to do well in their music “a lot.” Almost all students said they understood the instructor when new things are taught (97%) and felt that their instructor cared about them (99%) at least “a little.” Most youth (63%) would like to continue with the MacPhail faculty the following year, and one-quarter of the students (27%) said they might like to continue with the instructor (Figures 14-15).

Patrick Henry Students in the IB composition class were asked to provide feedback about their instructor as well. All six students liked their instructor and enjoyed learning with their instructor. They all also felt the instructor treated them with respect and encouraged them to participate in class. Furthermore, all six students “strongly agreed” or “agreed” that the instructor started class on time, came prepared to teach, used class time well, and set clear expectations for practicing and learning at home (Figures 16-17).

Satisfaction

Students at Ascension, Birch Lake, and Whittier were very satisfied with their experience with the MacPhail Pathways to Performance program. The majority of students (79%) liked the music program “a lot.” Most students also liked learning to play their instrument (80%) and new pieces of music (82%) “a lot.” Two-thirds of the students liked to perform (66%) “a lot,” while an additional 30 percent of students liked to perform “a little” (Figure 18).

Patrick Henry students also were satisfied with their IB composition class. All six students reported that they learned new skills, liked the music that they learned, felt the class materials were interesting, and enjoyed participating in class. All students also were glad that they took the class and would recommend the class to others (Figure 19).

To learn more about their satisfaction with the program, students at Ascension, Birch Lake, and Whittier were asked a few open-ended questions. When asked what they learned from participating in the MacPhail music program, most students reported that they learned to play and/or read music and play their instrument. Students were also asked what they would change about the program. While some students replied that they would change nothing, others made suggestions for changing the format, time, and schedule of their music lessons and classes. Other suggestions were made relating to the music curriculum, teachers, and opportunity of having more snacks.

Most students said they would like to be in the program next year because they like the music, the program, or their instrument. Most students also said the program or playing their instrument is fun. Students most frequently said they would like to stay with their instructors because they are nice, fun, and encouraging (Figures A1-A4).

Students at Patrick Henry were also asked what they liked most about their IB composition class. Students liked learning about different composers and era of music, as well as composing their own pieces of music. They also made some recommendations for improvement (A5-A6).

Parents also expressed satisfaction with the program. They expressed gratitude for the program and had very positive feedback about MacPhail instructors and the impact of the program on their child/ren (Figure A7).

Retention in the Pathways to Performance Initiative

In 2004, when Wilder began evaluating MacPhail's Pathways to Performance Initiative, Wilder staff created a database for MacPhail to collect and track client data, as well as perform data entry responsibilities.

Retention data was pulled for Ascension and Whittier students in grades two through five who participated between the 2006-07 and 2008-09 school years. Within those three years, 63 percent of the youth participated in the Pathways to Performance Initiative for at least two years (Figure 20). Some students were excluded from the evaluation due to missing or incomplete data; students with duplicate records were also excluded from the retention analysis. Thus, the retention data should be interpreted with caution.

Attendance and preparation

According to the MacPhail faculty, most students attended their lessons. Overall, the average attendance rate for lessons was 94 percent, with more than one-third of the students (43%) attending all of their lessons. On average, students participating in string instrument instruction were prepared with their string instruments and ready to play 94

percent of the time, while students arrived at lessons with written materials 85 percent of the time (Figures 21-22).

Average attendance rates were also high for classes; 95 percent for ensemble and 91 percent for musicianship. In the musicianship classes, faculty reported that the majority of students were ready to begin at the beginning of musicianship class (88%) and brought materials to class either “most of the time” or “always” (92%) (Figures 25-26).

Student behavior

According to MacPhail faculty, students had good behavior during lessons. The vast majority of students who received lessons had positive participation in the lesson (95%), were prompt at getting ready to play (91%), demonstrated eagerness to learn (91%), followed direction (90%), paid attention (89%), and were ready to play throughout the class (89%) “most of the time” or “always” (Figure 23).

During musicianship classes, most of the students demonstrated respect and helpfulness (96%), paid attention (92%), demonstrated eagerness to learn (90%), and participated in the class (84%) either “most of the time” or “always.” All or almost all students participating in ensemble classes were cooperative in a group setting (100%), were prepared to start at the beginning of the session (100%), followed directions (100%), and demonstrated eagerness to learn (95%) either “most of the time” or “always” (Figures 28-29).

School data

Students were asked about their attitudes regarding school, math and reading. More than half of the students liked school (63%), math (67%), and reading (57%) “a lot,” while about one-quarter of the youth liked them “a little” (23%-29%) (Figure 30).

Most parents said that participation in the MacPhail music program has helped their child improve his or her math skills (91%), literacy skills (93%), attitude towards school (96%), ability to focus on a task (95%), and other academic skills (93%) at least “a little” (Figure 31).

This year, report cards were received from Birch Lake and Whittier. Birch Lake provided report cards for 22 students and Whittier provided report cards for 97 students in grades two through five.

The report cards included attendance data as well as academic information for the students involved in the MacPhail music program. All or almost all students at Birch Lake (100%) and Whittier (90%) attended school at least 95 percent of the time (Figure 32).

Students in grades two and three at Birch Lake have a different academic grading scale and report card format than students in grades four and five; thus academic data are reported separately. More than half of the students in grades two to three (57%) were either “successful” or “exceptional” at number operations and algebra, while the remaining students (43%) were “progressing/progressing +.” Most of these students were also “successful” or “exceptional” in reading fluently (64%) and independently (72%). As for Birch Lake students in grades four and five, most students (N=7-8) received A’s and B’s in math and reading. All eight students either maintained or increased their grades from first to third quarter (Figure 33-35).

At least half of the students from Whittier (54%-82%) were “at standard” or “advanced” for all reading, writing, speaking and listening, and math items assessed on their report cards. More than three-quarters of the students were “at standard” or “advanced” at reading grade level text with accuracy and fluency (77%) and comprehending written and oral texts (80%); however, fewer students were “at standard” or “advanced” at number operations (58%) and algebra (54%).

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 and using good practice habits, and faculty described students as engaged in their music activities. Furthermore, both parents and students were satisfied with the program and 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:

- MacPhail staff should implement consistent procedures for obtaining parental consent for the evaluation across all partnerships; such as sending students home with a passive consent letter for parents.
 - A tracking system may need to be developed to track parental consent for the evaluation.
- For more reliable retention data, MacPhail staff should update and clean the client database as far back as the 2006-07 school year to delete duplicate records and fill in missing data if possible.

MacPhail staff have been interested in exploring the relationship between involvement in the Pathways to Performance program and academic achievement for quite some time; consider whether this link is feasible to 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	All schools	182	34%	63%	3%	2.3
	Ascension	43	19%	74%	7%	2.1
	Birch Lake	53	40%	60%	0%	2.4
	Whittier	86	37%	59%	4%	2.3
The student reads music accurately	All schools	174	37%	51%	12%	2.3
	Ascension	35	20%	71%	9%	2.1
	Birch Lake	53	36%	55%	9%	2.3
	Whittier	86	45%	41%	14%	2.3
The student plays with expressiveness (phrasing)	All schools	172	24%	72%	4%	2.2
	Ascension	42	10%	83%	7%	2.0
	Birch Lake	51	24%	77%	0%	2.2
	Whittier	79	33%	62%	5%	2.3
The student demonstrates good posture and technique	All schools	182	36%	59%	4%	2.3
	Ascension	43	16%	79%	5%	2.1
	Birch Lake	53	42%	59%	0%	2.4
	Whittier	86	43%	50%	7%	2.4

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

Musical skills		N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
Rhythm	Both schools	50	12%	88%	0%	2.1
	Ascension	42	2%	98%	0%	2.0
	Whittier	8	5	3	0	2.6
Note Reading	Both schools	50	18%	58%	24%	1.9
	Ascension	42	12%	60%	29%	1.8
	Whittier	8	4	4	0	2.5
Listening	Both schools	50	22%	66%	12%	2.1
	Ascension	42	10%	76%	14%	2.0
	Whittier	8	7	1	0	2.9
Composition	Both schools	7	1	6	0	2.1
	Ascension	-	-	-	-	-
	Whittier	7	1	6	0	2.1
Other	Both schools	3	2	1	0	2.7
	Ascension	1	0	1	0	2.0
	Whittier ¹	2	2	0	0	3.0

Note: Due to the low sample sizes, some data are represented as numbers rather than percentages.

¹ "Other" includes playing in a group.

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

Musical skills	N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student watches the conductor	42	12%	83%	5%	2.1
The student stays with the group	42	31%	62%	7%	2.2
The student is able to play their ensemble part on their own	42	29%	64%	7%	2.2

Note: Ensemble reports were completed only at Ascension.

Goal: Students will acquire and use 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	All schools (N=175)		Ascension (N=41)		Birch Lake (N=53)		Whittier (N=81)	
	N	%	N	%	N	%	N	%
<50%	15	9%	6	15%	1	2%	8	10%
51% to 60%	8	5%	3	7%	1	2%	4	5%
61% to 70%	14	8%	3	7%	2	4%	9	11%
71% to 80%	19	11%	1	2%	9	17%	9	11%
81% to 90%	29	17%	1	2%	17	32%	11	14%
91% to 99%	27	15%	5	12%	12	23%	10	12%
100%	63	36%	22	54%	11	21%	30	37%
Average	84%		84%		87%		83%	

5. MacPhail faculty report of homework completion for musicianship classes

	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student completes homework assignments	Ascension 41	24%	71%	5%	0%	3.2

Note: This question was "NA" for Whittier students.

6. MacPhail faculty report of preparation for ensemble classes: Ascension

	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student prepares ensemble music in home practice	42	19%	69%	12%	0%	3.1

Note: Ensemble reports were completed only at Ascension.

7. Students' report of practice

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you practice your instrument?	All schools	133	56%	38%	7%	2.5
	Ascension	38	53%	42%	5%	2.5
	Birch Lake	16	44%	56%	0%	2.4
	Whittier	79	60%	32%	9%	2.5
Do you like to practice your instrument?	All schools	129	65%	26%	9%	2.6
	Ascension	34	56%	41%	3%	2.5
	Birch Lake	17	71%	24%	6%	2.7
	Whittier	78	68%	19%	13%	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?	All schools	132	91%	70	90%
	Ascension	38	92%	-	-
	Birch Lake	17	100%	24	92%
	Whittier	77	88%	44	89%

Note: Parent surveys were not received for Ascension.

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?	All schools	136	58%	27%	15%	2.4
	Ascension	39	51%	31%	18%	2.3
	Birch Lake	17	65%	24%	12%	2.5
	Whittier	80	60%	26%	14%	2.5
Does someone at home come to your performances?	All schools	130	72%	19%	10%	2.6
	Ascension	38	74%	18%	8%	2.7
	Birch Lake	16	88%	6%	6%	2.8
	Whittier	76	67%	21%	12%	2.6

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

		N	Respondents responding "Yes"
Do you encourage your child to practice at home?	Both schools	68	93%
	Birch Lake	25	100%
	Whittier	43	88%

Note: Parent surveys were not received for Ascension students.

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?	All schools	71	97%	1%	1%	3.0
	Birch Lake	26	100%	0%	0%	3.0
	Whittier	45	96%	2%	2%	2.9
Do you read the twice yearly progress reports about your child's performance in music class?	All schools	70	91%	9%	0%	2.9
	Birch Lake	25	88%	12%	0%	2.9
	Whittier	45	93%	7%	0%	2.9
Do you read your child's weekly music assignment sheets?	All schools	68	60%	29%	10%	2.5
	Birch Lake	26	58%	27%	15%	2.4
	Whittier	42	62%	31%	7%	2.6

Note: Parent surveys were not received from Ascension.

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?	All schools	136	68%	26%	6%
	Ascension	39	59%	39%	3%
	Birch Lake	15	67%	27%	7%
	Whittier	82	73%	20%	7%

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?	All schools	70	90%	7%	3%
	Birch Lake	26	85%	12%	4%
	Whittier	44	93%	5%	2%

Note: Parent surveys not received from Ascension.

Additional results: Students' feedback about the instructor and their relationship

14. Students' report of relationship with instructor: Ascension, Birch Lake, and Whittier

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does your instructor encourage you to do well in your music?	All schools	139	82%	15%	3%	2.8
	Ascension	39	85%	13%	3%	2.8
	Birch Lake	17	82%	18%	0%	2.8
	Whittier	83	81%	16%	4%	2.8
Do you understand your instructor when he or she teaches you new things?	All schools	139	60%	37%	2%	2.6
	Ascension	39	62%	39%	0%	2.6
	Birch Lake	17	35%	59%	6%	2.3
	Whittier	83	65%	33%	2%	2.6
Do you feel your instructor cares about you?	All schools	138	79%	20%	1%	2.8
	Ascension	39	67%	33%	0%	2.7
	Birch Lake	16	88%	13%	0%	2.9
	Whittier	83	83%	15%	2%	2.8

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?	All schools	136	63%	27%	11%
	Ascension	39	51%	33%	15%
	Birch Lake	15	73%	13%	13%
	Whittier	82	66%	26%	9%

16. Students' report of relationship with instructor: Patrick Henry

	N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I liked my instructor.	6	3	3	0	0	3.5
I enjoyed learning with the instructor.	6	3	3	0	0	3.5
The instructor treated me with respect.	6	3	3	0	0	3.5
The instructor encouraged me to participate in class.	6	2	4	0	0	3.3

17. Students' report of instructor: Patrick Henry

	N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
The instructor started class on time.	6	2	4	0	0	3.3
The instructor came to class prepared to teach.	6	3	3	0	0	3.5
The instructor used class time well.	6	3	3	0	0	3.5
The instructor set clear expectations for practicing and learning at home.	6	3	3	0	0	3.5

Additional results: Students' satisfaction

18. Students' report of satisfaction and program components: Ascension, Birch Lake, and Whittier

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like the MacPhail music program?	All schools	137	79%	20%	2%	2.8
	Ascension	39	72%	28%	0%	2.7
	Birch Lake	17	77%	24%	0%	2.8
	Whittier	81	83%	15%	3%	2.8
Do you like learning to play your instrument?	All schools	138	80%	20%	0%	2.8
	Ascension	39	90%	10%	0%	2.9
	Birch Lake	17	77%	24%	0%	2.8
	Whittier	82	77%	23%	0%	2.8
Do you like learning new pieces of music?	All schools	137	82%	16%	2%	2.8
	Ascension	38	79%	16%	5%	2.7
	Birch Lake	17	94%	6%	0%	2.9
	Whittier	82	81%	18%	1%	2.8
Do you like to perform?	All schools	138	66%	30%	4%	2.6
	Ascension	39	74%	23%	3%	2.7
	Birch Lake	17	65%	29%	6%	2.6
	Whittier	82	62%	33%	5%	2.6

19. Students' report of satisfaction: Patrick Henry

	N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I learned new music skills.	6	4	2	0	0	3.7
I liked the music that I learned.	6	2	4	0	0	3.3
The class materials, such as the music books, were interesting.	6	0	6	0	0	3.0
I enjoyed participating in class.	6	1	5	0	0	3.2
I am glad I took this class.	6	3	3	0	0	3.5
I would recommend this class to other students	6	2	4	0	0	3.3

Additional results: Retention in the MacPhail program

20. Retention of at least 2 years in the MacPhail program from the 2006-07 to 2008-09 school year

	N	Retention rate
Both schools	162 ¹	63%
Ascension	51	67%
Whittier	111	61%

Note: *Interpret data with caution due to missing data.*

¹ *Sixty-four students were excluded from the retention analysis because they started participation in 2008-09 and would not have been able to have two years of participation.*

Additional results: Attendance and preparation

21. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	All schools (N=182)		Ascension (N=43)		Birch Lake (N=53)		Whittier (N=86)	
	N	%	N	%	N	%	N	%
<50%	1	1%	0	0%	0	0%	1	1%
51% to 60%	2	1%	0	0%	0	0%	2	2%
61% to 70%	5	3%	1	2%	3	6%	1	1%
71% to 80%	4	2%	1	2%	1	2%	2	2%
81% to 90%	22	12%	1	2%	7	13%	11	13%
91% to 99%	69	38%	14	33%	26	49%	29	34%
100%	79	43%	26	61%	13	25%	40	47%
Average	94%		95%		92%		93%	

22. 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=54)		Ascension (N=43)		Whittier (N=11)	
	N	%	N	%	N	%
<50%	2	4%	0	0%	2	18%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	1	2%	1	2%	0	0%
71% to 80%	1	2%	0	0%	1	9%
81% to 90%	5	9%	5	12%	0	0%
91% to 99%	8	15%	7	16%	1	9%
100%	37	69%	30	70%	7	64%
Average	94%		96%		87%	

Note: Birch Lake Elementary does not have a string program.

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

Percentage of lessons attended with written materials present	All schools (N=177)		Ascension (N=43)		Birch Lake (N=53)		Whittier (N=81)	
	N	%	N	%	N	%	N	%
<50%	10	6%	1	2%	2	4%	7	9%
51% to 60%	7	4%	2	5%	2	4%	3	4%
61% to 70%	17	10%	4	9%	6	11%	7	9%
71% to 80%	16	9%	1	2%	9	17%	6	7%
81% to 90%	29	16%	6	14%	15	28%	8	10%
91% to 99%	39	22%	7	16%	17	32%	15	19%
100%	59	33%	22	51%	2	4%	35	43%
Average	85%		89%		82%		86%	

24. MacPhail faculty report of how often students attend ensemble classes: Ascension

Percentage of ensemble sessions attended	(Total N=42)	
	N	%
<50%	0	0%
51% to 60%	0	0%
61% to 70%	0	0%
71% to 80%	1	2%
81% to 90%	2	5%
91% to 99%	17	41%
100%	22	52%
Average	95%	

Note: Ensemble reports were completed only at Ascension.

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

Percentage of musicianship sessions attended	Both schools (N=49)		Ascension (N=41)		Whittier (N=8)
	N	%	N	%	N
<50%	2	%	0	0%	2
51% to 60%	1	2%	0	0%	1
61% to 70%	2	4%	1	2%	1
71% to 80%	2	4%	2	5%	0
81% to 90%	2	4%	2	5%	0
91% to 99%	17	35%	16	39%	1
100%	23	47%	20	49%	3
Average	91%		94%		76%

26. MacPhail faculty report of preparation for musicianship classes

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student is ready to begin at the start of class	Both schools	50	32%	56%	12%	0%	3.2
	Ascension	42	26%	60%	14%	0%	3.1
	Whittier	8	5	3	0	0	3.6
The student brings materials including worksheets and a pencil	Both schools	50	26%	66%	6%	2%	3.2
	Ascension	42	21%	71%	5%	2%	3.1
	Whittier	8	4	3	1	0	3.4

Additional results: Student behavior

27. 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	All schools	180	62%	29%	9%	0%	3.5
	Ascension	41	54%	29%	17%	0%	3.4
	Birch Lake	53	57%	40%	4%	0%	3.5
	Whittier	86	69%	23%	8%	0%	3.6
The student pays attention	All schools	180	56%	33%	12%	0%	3.4
	Ascension	41	54%	34%	12%	0%	3.4
	Birch Lake	53	47%	45%	8%	0%	3.4
	Whittier	86	62%	24%	14%	0%	3.5
The student follows direction	All schools	182	58%	32%	9%	0%	3.5
	Ascension	43	54%	35%	12%	0%	3.4
	Birch Lake	53	49%	47%	4%	0%	3.5
	Whittier	86	66%	22%	12%	0%	3.6
The student is ready to play throughout the class	All schools	181	58%	31%	12%	0%	3.5
	Ascension	42	48%	38%	14%	0%	3.3
	Birch Lake	53	53%	43%	4%	0%	3.5
	Whittier	86	65%	20%	15%	0%	3.5
The student has positive participation in the lesson	All schools	182	70%	25%	5%	0%	3.7
	Ascension	43	61%	33%	7%	0%	3.5
	Birch Lake	53	62%	38%	0%	0%	3.6
	Whittier	86	80%	13%	7%	0%	3.7
The student demonstrates eagerness to learn	All schools	182	67%	24%	9%	0%	3.6
	Ascension	43	63%	28%	9%	0%	3.5
	Birch Lake	53	57%	40%	4%	0%	3.5
	Whittier	86	76%	13%	12%	0%	3.6

28. 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	50	28%	64%	8%	0%	3.2
	Ascension	42	24%	67%	10%	0%	3.1
	Whittier	8	4	4	0	0	3.5
The students participates fully in class	Both schools	50	30%	54%	16%	0%	3.1
	Ascension	42	26%	55%	19%	0%	3.1
	Whittier	8	4	4	0	0	3.5
The student demonstrates eagerness to learn	Both schools	50	38%	52%	10%	0%	3.3
	Ascension	42	29%	60%	12%	0%	3.2
	Whittier	8	7	1	0	0	3.9
The students demonstrates respect and is helpful of other students	Both schools	50	38%	58%	4%	0%	3.3
	Ascension	42	29%	67%	5%	0%	3.2
	Whittier	8	7	1	0	0	3.9

29. MacPhail faculty report of behavior during ensemble classes: Ascension

Behavior	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is cooperative in a group setting	42	93%	7%	0%	0%	3.9
At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	42	45%	55%	0%	0%	3.5
The student follows directions in the ensemble	42	83%	17%	0%	0%	3.8
The student demonstrates eagerness to learn	42	83%	12%	5%	0%	3.8

Note: Ensemble reports were completed only at Ascension.

Additional results: School data

30. Students' attitudes about school and school subjects

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like school?	All schools	138	63%	25%	12%	2.5
	Ascension	38	42%	47%	11%	2.3
	Birch Lake	17	71%	24%	6%	2.7
	Whittier	83	71%	16%	13%	2.6
Do you like math?	All schools	135	67%	23%	10%	2.6
	Ascension	37	65%	24%	11%	2.5
	Birch Lake	17	77%	18%	6%	2.7
	Whittier	81	65%	24%	11%	2.5
Do you like reading?	All schools	137	57%	29%	15%	2.4
	Ascension	39	31%	44%	26%	2.1
	Birch Lake	16	75%	25%	0%	2.8
	Whittier	82	66%	22%	12%	2.5

31. 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?	All schools	65	39%	52%	9%	2.3
	Birch Lake	26	35%	62%	4%	2.3
	Whittier	39	41%	46%	13%	2.3
Literacy skills?	All schools	65	42%	51%	8%	2.3
	Birch Lake	25	36%	56%	8%	2.3
	Whittier	40	45%	48%	8%	2.4
Attitude towards school?	All schools	68	49%	47%	4%	2.4
	Birch Lake	26	42%	58%	0%	2.4
	Whittier	42	52%	41%	7%	2.5
Ability to focus on a task?	All schools	70	54%	41%	4%	2.5
	Birch Lake	26	54%	42%	4%	2.5
	Whittier	44	55%	41%	5%	2.5
Other academic skills?	All schools	68	47%	46%	7%	2.4
	Birch Lake	25	32%	56%	12%	2.2
	Whittier	43	56%	40%	5%	2.5

Note: Parent surveys not received from Ascension.

32. Birch Lake and Whittier's students' school attendance during the 2008-09 school year

Percentage of days attending school ¹	Birch Lake		Whittier	
	N=22 ²		N=97 ³	
100%	0	0%	4	4%
97% to 99%	12	55%	46	49%
95% to 96%	6	27%	17	18%
92% to 94%	4	18%	18	19%
90% to 91%	0	0%	7	7%
<90%	0	0%	4	4%

Note. Report cards were not obtained from Ascension Academy.

- ¹ Since Birch Lake report cards did not report the total number of school days, the attendance percentages were calculated using 172 school days according to Birch Lake's 2008-09 school year calendar.
- ² Birch Lake Elementary supplied report cards for 6 students in second grade, 8 in third grade, 6 in fourth grade, and 2 in fifth grade.
- ³ Whittier Elementary supplied report cards for 23 students in second grade, 34 in third grade, 26 in fourth grade, and 14 in fifth grade.

33. Birch Lake students' math and English grades during the 2008-09 school year: Grades 2 to 3

	N	E – Exceptional		S – Successful		P+ – Progressing +		P – Progressing		N – Need to improve	
		#	%	#	#	%	%	#	%	#	%
Mathematics											
Number and operations	14	2	14%	6	43%	5	36%	1	7%	0	0%
Algebra	14	2	14%	6	43%	6	43%	0	0%	0	0%
Data analysis ¹	8	2	-	3	-	2	-	1	-	0	-
Geometry and measurement	14	1	7%	5	36%	7	50%	1	7%	0	0%
Computational fluency – addition	14	3	21%	6	43%	3	21%	2	14%	0	0%
Computational fluency – subtraction	14	1	7%	3	21%	5	36%	4	29%	1	7%
Computational fluency – multiplication ¹	8	0	-	4	-	1	-	3	-	0	-
Computational fluency – division ¹	8	1	-	0	-	1	-	6	-	0	-
Comprehensive literacy											
Reading – reads fluently	14	2	14%	7	50%	4	29%	1	7%	0	0%
Reading – comprehends fiction/non-fiction	14	2	14%	7	50%	3	21%	2	14%	0	0%
Reading – uses reading strategies	14	2	14%	5	36%	5	36%	2	14%	0	0%
Reading – reads independently	14	5	36%	5	36%	2	14%	2	14%	0	0%
Writing	14	3	21%	4	29%	1	7%	6	43%	0	0%
Spelling – learns word lists	14	4	29%	3	21%	3	21%	4	29%	0	0%
Spelling – applies skills on daily basis	14	2	14%	6	43%	2	14%	3	21%	1	7%
Speaking, listening, viewing	14	2	14%	6	43%	4	29%	2	14%	0	0%
Handwriting	14	2	14%	6	43%	3	21%	2	14%	1	7%

Note: All grades for Term 3; description of some items differ depending on grade.

¹ Second graders were not assessed for this item.

34. Birch Lake students' math and English grades during the 2008-09 school year: Grades 4 and 5

Grades	Math		Reading	
	First quarter N=8	Third quarter N=8	First quarter N=8	Third quarter N=8
A	2	5	0	3
B	5	3	7	4
C	1	0	1	1
D	0	0	0	0
F	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.

35. Changes in Birch Lake students' math and English grades during the 2008-09 school year: Grades 4 and 5

Change in grade	Math N=8	English N=8
Increased	4	3
Maintained	4	5
Decreased	0	0

36. Whittier students' math and English grades during the 2008-09 school year

	N	1 – Needs improvement		2 – Approaching standard		3 – At standard		4 – Advanced	
		#	%	#	%	#	%	#	%
Reading									
Reads grade level text with accuracy and fluency	97	4	4%	18	19%	42	43%	31	32%
Uses self-correcting and self-monitoring strategies	94	2	2%	15	16%	53	56%	24	26%
Comprehends written and oral texts	95	2	2%	18	19%	51	54%	24	26%
Shows good habits in reading, discussing and writing about texts	95	8	8%	23	24%	43	45%	21	22%
Writing									
Writes for a variety of purposes	95	5	5%	28	30%	47	50%	15	16%
Uses punctuation and grammar to convey ideas	95	5	5%	36	38%	42	44%	12	13%
Uses word patterns and spelling strategies to spell new words	95	5	5%	31	33%	48	51%	11	12%
Speaking and listening									
Talks about ideas, thoughts, feelings and experiences	95	4	4%	18	19%	55	58%	18	19%
Engages in conversations about a topic	95	3	3%	16	17%	57	60%	19	20%
Learns new words through multiple sources	95	2	2%	16	17%	63	66%	14	15%
Participates in social and formal conversations appropriately	95	4	4%	16	17%	59	62%	16	17%
Math									
Number and operations	95	10	11%	30	32%	48	51%	7	7%
Algebra	95	13	14%	30	32%	45	47%	7	7%
Geometry and measurement	86	9	11%	27	31%	42	49%	8	9%
Data analysis ¹	72	7	10%	20	28%	40	56%	5	7%

¹ Second graders were not assessed for this item.

Appendix

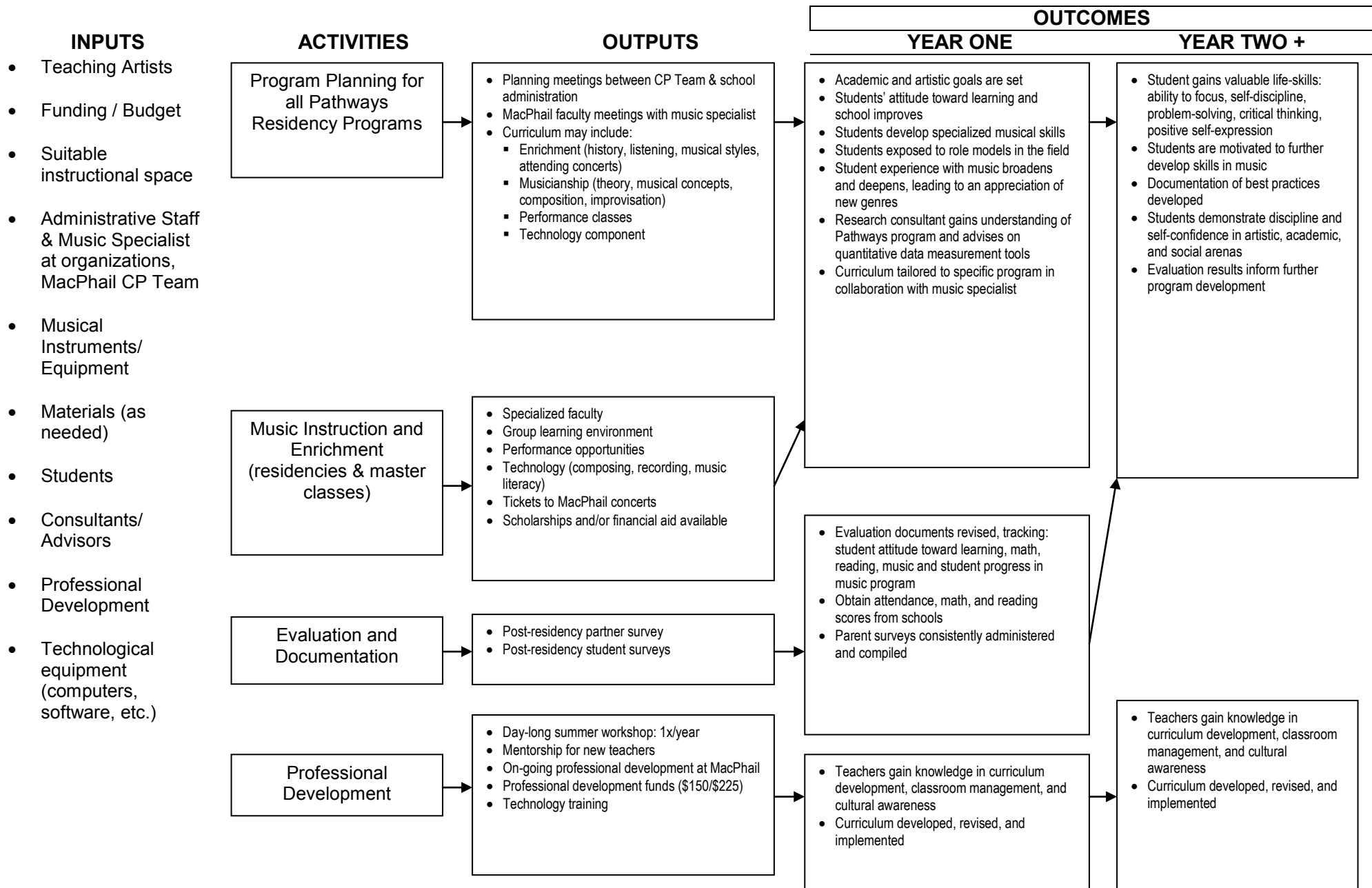
Logic model

Open ended comments

Survey instruments

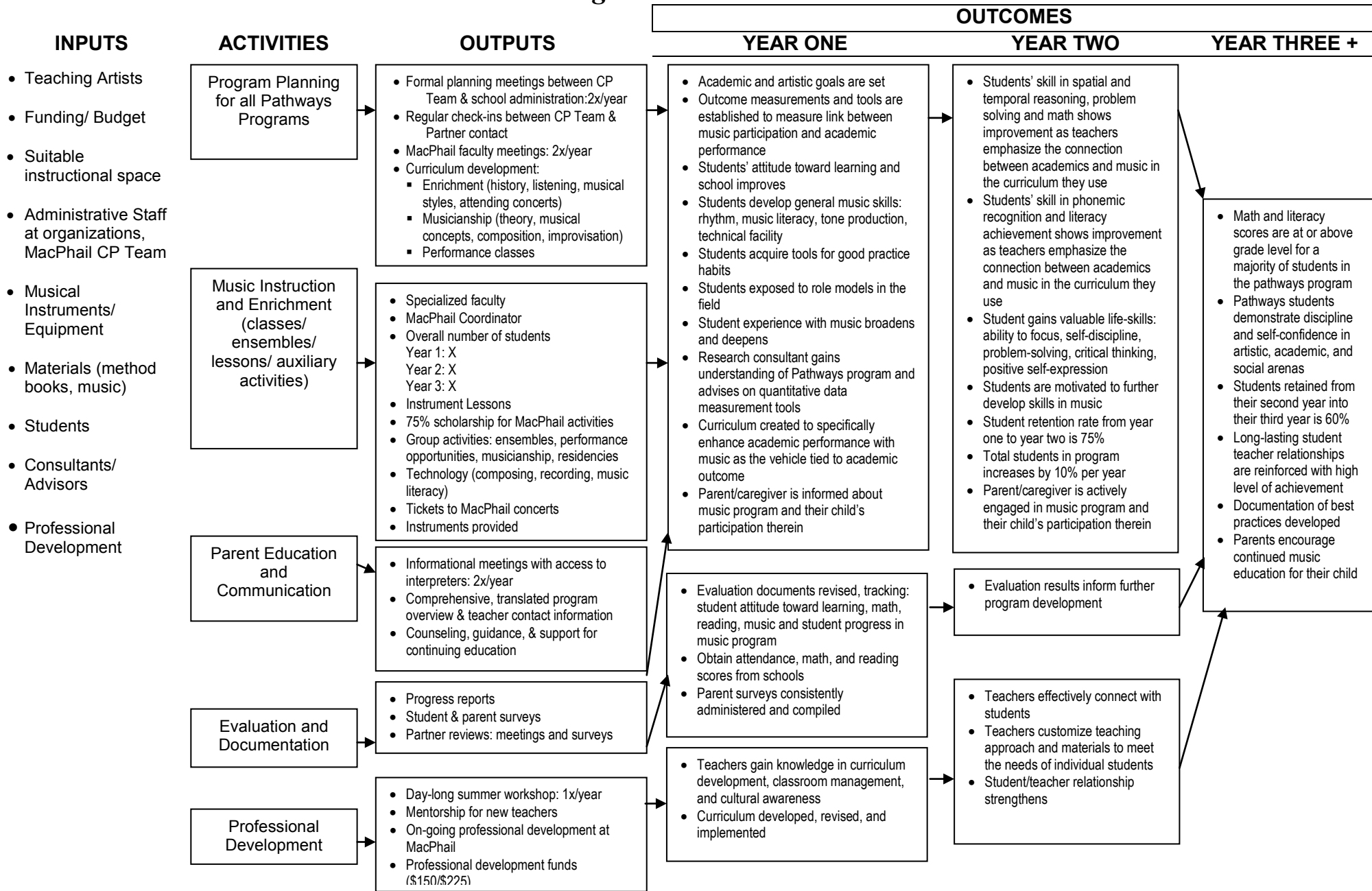
MacPhail Center for Music – Pathways to Performance

Residency Logic Model – March 2009



MacPhail Center for Music – Pathways to Performance

Lesson Logic Model – March 2009



Open ended comments

A1. Ascension, Birch Lake, and Whittier student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

Ascension School

I learned how to play/read music

A lot of new songs and notes.

Allegro, Demter March.

Dempter March, learning Tops and Tails, Lightly Row, a little French folk song.

Fly-eared Mule, Lil Iza Jane, Buffalo Gals, Shortnin' Bread.

How to play Etude and Minuet 1.

I learn all new music. I learned about your spacer measures. I learned the keys on a piano.

I learn how to play better music then them the other two years.

I learn lots of rhythms and new notes. I learn spaces and new songs.

I learned a lot this year. New music.

I learned about 4 pieces of music: Allegro, Demster March, May Song, and Song of the Wind.

I learned Léger line notes, treble clefs, measures, quarter notes, half notes, 8 notes.

I learned new pieces of music and a new range.

I learned to play Dempster's March, French folk song, Tops and Tails, and the D major scale.

More rhythm, notes, high and low fingers, and 4th fingers.

New music like Allegro, Demster March, French folk song, and many more.

Notes, cello, beat, rhythm.

Song.

The staff new song, not on the staff and quarter rest, treble clef.

They give you new piece of music.

I learned how to play my instrument

How to play music in the cello and how to play the cello better.

How to play my cello. Learned E, G, B, D, F, Dad song, and learned Baby's Cry, Eagles Fly, Flower Songs, quarter rest, half note.

How to play the viola.

How to play the violin better. How to read more music. Tricks to play and read music.

How to use my viola as a fiddle.

I learn how to play Swing Low and to put your finger on your violin.

I learned how to play songs. I learned how to play the violin. I learned the strings too.

I learned how to read my music and how to play my instrument.

I learned to play a violin and pieces. Notes too.

I learned you turn the bow to keep it straight, memorizing songs, and learn to play of G.

Play the viola.

Staff, violin, music, Baby Cries, Ti Ti Terry Terry.

**A1. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What did you learn this year in the MacPhail music program?” (continued)**

Ascension School

I learned how to play my instrument (continued)

That practice makes perfect and I got to learn how to play a new instrument.

That you have to loosen your wrist when you're playing and you have to keep your elbow up.

Miscellaneous

I learned that there is a E flat.

I like playing the viola.

If you want to have an instrument, you got to take care of it. Notes, bigger lines.

It's fun and I learn a lot.

Lots of stuff.

That no matter what, you can do it. Don't let people intimidate you ever. You can do it.

Birch Lake

I learned to play music

A lot more songs and new notes.

How to play Oh, When the Saints go Marching In and This Land is Your Land, and how fun the piano can be.

How to play the best and new pieces.

I learned to play a lot new songs on the white keys.

Music, lots of stuff.

Notes. Finger O's.

We learn a lot of things like new notes and recital pieces.

I learned to play my instrument

How to play the piano.

I learned how to play the piano.

Learning new keys on the piano, learning songs on the piano, learning frets that are hard.

The basics about playing the piano and if you want something you need the right encouragement.

To play piano and new songs.

Miscellaneous

Learned to stay patient, listen, be nice to the MacPhail room. I like music and am glad to be in piano lessons.

Music really is not that easy.

That just keep practicing and more songs.

**A1. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What did you learn this year in the MacPhail music program?” (continued)**

Whittier

I learned how to play/read music

A lot about 5 finger patterns and new harder songs.

A lot of songs and piano.

All the letters in the music alphabet.

C, D, E, and F, G, A, B.

Giddy up Pony.

How to play music.

How to read music.

How to read notes and a lot of music language.

How to read notes.

I learn a lot of music. (2 respondents)

I learn c#, D#, F#, G#, #, and B#. Also for the same B flat notes. I learn new music too.

I learn how to draw middle C because I didn't know you supposed to put a line in the middle.

I learn how to play more music.

I learn the names of the music notes.

I learn to play different notes.

I learned a lot about jazz songs like “I've Got Music.”

I learned a lot of new notes.

I learned a lot of songs.

I learned about how to read my music.

I learned different time signatures and how to play at different time signatures. Also 5-finger patterns.

I learned how to count in music on the piano.

I learned how to play duets, what forte` and piano was, and lots of new songs and other things.

I learned how to play flat notes.

I learned lots of different keys like the Hole Wane and like Middle C Cat.

I learned middle C Cat. I learned a bunch of music.

I learned more about the notes like know how to read the notes and how to play the notes.

I learned new composers and new songs.

I learned new notes and hard music pieces.

I learned new notes. Music.

**A1. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What did you learn this year in the MacPhail music program?” (continued)**

Whittier

I learned how to play/read music (continued)

I learned new pieces of music and fun things/games to do well playing the piano.

I learned new songs and I learned special techniques to make my music sound better.

I learned song of 3 grade.

I learned staccatos, intervals, slurs, and skips and steps.

I learned stuff I already know a little I haven't played Twinkle, Twinkle, Na While.

I learned the C-scale.

I learned the different notes and songs and I liked it a lot.

I learned the notes of the staff.

I learned to play more sharps and flats.

I learned to read music.

I like learning about Dog Bon D.

Lots of different notes.

Music. (2 respondents)

New songs, note reading. How read music.

New songs.

Notes.

Scale.

Songs and notes.

That there are more notes than I used to know.

That you can learn how to play the songs.

I learned how to play my instrument

How play piano.

How to hold the bow.

How to hold the violin and songs like Hey Betty Martin and Twinkle, Twinkle Little Star.

How to play a piano.

How to play piano.

How to play the piano really good.

How to play the violin.

How to use the piano.

I learn how to play new pieces and learn note reading, and learn how to play the violin.

**A1. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What did you learn this year in the MacPhail music program?” (continued)**

Whittier

I learned how to play my instrument (continued)

I learn how to play the piano.

I learned about the keys on the piano; a, b, d, f, g, e.

I learned how to play piano.

I learned how to play the piano. (3 respondents)

I learned to play different songs and how to hold the violin.

I like learning with the bow.

New music and how to play piano.

Piano.

Play the violin. (2 respondents)

That you have to hold your bow right.

To play violin.

Miscellaneous

Because my family doesn't want me have it.

I like to go to MacPhail.

No response. (2 respondents)

Not really because I didn't sign in.

That music is fun.

The piano has letter names.

Violin is hard.

Yes because it's fun.

**A2. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What would you change about the program?”**

Ascension School

The format of lessons or music classes

Have group practices on the weekend or after school but not on the day we come to MacPhail. Longer lessons.

Having each lesson on the same floor.

I would like to have more classes.

Lessen Willy's work.

Longer lesson classes.

More classes and candy.

Music instructors/teachers

Different teachers.

If some of the teachers would be nicer, we could get snacks.

Not as much time with [MacPhail staff]. Thank you.

Some of the teacher and music.

The people they put together and some of the teachers' attitude.

The teachers to be on time. (2 respondents)

More candy

I want it to be so when you get in you can get some candy or go upstairs.

I would like to change that we can use the vending machines.

Kids could buy food at MacPhail.

That people can buy sodas.

Miscellaneous

Being able to learn how to play the piano.

I love music.

Learning new music every day.

More new stuff for “stuff.” I mean activity.

Play more cello in class and read more music for cello.

To be more fun and not so lame, boring, distributed.

To get candy and I to get a new violin or put a chin rest.

Nothing

Nothing because it is just a wonderful program that is giving us an opportunity to play an instrument.

Nothing. (13 respondents)

Nothing. I like it how it is.

**A2. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What would you change about the program?” (continued)**

Birch Lake

Miscellaneous

I would make a schedule of which songs we'll do in class. Then the instructor will put 3-5 minutes on each student on the song. The instructor will send out a slip to the parents telling what the student struggles with and then the parent has to sign the slip and return it to the instructor by the next practice.

It outside.

Longer practice time.

Maybe less people in my group because I get crowded and I can't hear.

More than one day a week.

They are nice to me and the [???] are nice to me.

To have it outside.

Nothing/No response

I would not change anything.

No response.

Nothing. I think it is just fine.

Nothing. It's fine the way it is.

Nothing. (4 respondents)

Whittier

Time/schedule of music lessons and/or classes

Different time.

Do it on a different day.

Have more time.

Have programs more days a week. Have more performances anywhere.

I would change the time so the kids in my class can go to every specialist regularly.

I would like longer classes.

I would like to go to violin next year possibly and go on Tuesday.

I would like to make the classes longer.

Longer lessons.

Make my class on Friday. (2 respondents)

More candy and more time in MacPhail.

That MacPhail was on Thursdays.

The time.

To change the time.

**A2. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“What would you change about the program?” (continued)**

Whittier

Music curriculum

Change piano books.

Change songs.

Homework.

I would change the easy music to hard music.

Make more songs and play more music.

Only piano.

Songs.

The notes.

Learn more songs/harder songs.

Do better in music.

I would like to be able to learn a lot faster.

I would make it more fun like playing games to learn new things.

Learn more, Jolly Ranchers.

Miscellaneous

Don't want to miss art.

Go the kids.

Have MacPhail be for music.

I want to go to gym.

I would want bigger pianos.

It is good.

More candy. (4 respondents)

More games.

More keyboards.

More snacks.

Take your violin home if you're a beginner.

You can bring your violin and if you memorize a piece of music you get candy or you can earn points and get prizes but not if you say one word you lose a point.

Nothing/I don't know

I don't know.

I would not change anything.

No response. (13 respondents)

No, because I learn so much.

No, because piano is the only instrument I know.

Nothing because MacPhail music program is perfect.

Nothing. Oh, one thing; snacks.

Nothing. (21 respondents)

There is nothing that I really want to change.

**A3. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with the program next year?”**

Ascension School

Yes

Because I learn a lot and I like music.

Because I like learning more and more about my cello.

Because I like to play the cello and my dad likes the sound it makes.

Because I want to learn more about music. Also I want to play more melodies.

Because it is fun to play music.

Because it is fun.

Because it makes me do more.

Because learning music was my dream when I was growing up.

Because my mom encourages me to play my instrument and I love to play my cello.

Because they say people who play instruments are smarter and I like playing.

I don't know.

I like it.

I want to continue because it is really fun and I want to learn more.

I want to learn more music.

It is fun and a nice place.

It is fun and you learn more things.

It keeps me busy and concentrated.

It's a great experience and it's an once-in-a-lifetime opportunity.

It's fun. (3 respondents)

It's very fun and it can help me in the future.

Maybe

Because gets really boring and I do have lots to do at school.

Because I do like it but it kind of makes school and homework is a little harder.

Because I like to play my instrument.

Because I might go to a new school.

Because I'm not sure.

Because it feels good to play but at the same time it hurts my back.

Because it is fun, and some of the teachers are mean.

I don't know. (2 respondents)

I like some teachers.

I'm missing some of my favorite classes.

It is exciting.

It's fun but sometimes I don't want to be here. But it's cool.

So much going on at the school.

Sometimes it gets boring.

No

Because I am not coming next year.

**A3. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with the program next year?” (continued)**

Birch Lake

Yes

Because you learn instruments.

Because it is fun. (2 respondents)

Because I like playing piano and it gives me good hand and eye coordination.

It is fun.

I want to do percussion.

Because MacPhail is very exciting.

It's fun. Next year I will be in 3rd grade so the songs will be harder.

I like to play Peyru.

Because I like piano and I would like to learn more about it.

Maybe

I would really like to learn new music but with a different instructor and a more welcoming, understanding class.

Because I like playing music.

Because I kind of like piano but I am doing the flute next year.

No response.

No

I won't be here because I am moving.

I won't be here next year because I'm moving to Colorado.

Whittier

Yes

Because I have lots of instruments like the drums and the guitar and a key board.

Because I like it and I learn a lot.

Because I like it. (2 respondents)

Because I like piano. (2 respondents)

Because I like playing and want to learn new songs.

Because I like playing piano.

Because I like this piano teacher.

Because I like to play piano and learn new music so that I become a great piano player.

Because I love learning to play the piano.

Because I love the MacPhail program.

Because I think it is fun.

**A3. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with the program next year?” (continued)**

Whittier

Yes (continued)

Because I want to learn more and harder piano songs and notes.

Because I want to learn more violin.

Because I want to play like my instructors.

Because I would like to play the violin.

Because I would want to become a better violinist.

Because I would want to learn gym more.

Because it is a good program.

Because it is fun piano.

Because it is fun to do it.

Because it is fun to learn about new things.

Because it is fun. (7 respondents)

Because it's fun and I like music.

Because [MacPhail staff] is good teacher and he gives ideas.

Because my mom is encouraging me.

Because my teacher is nice and I love piano.

Because piano is fun.

Because piano something I want to be excellent at.

Because she is nice.

Because the teacher is nice and I want to be good at piano.

I don't know. (2 respondents)

I like to learn about instruments.

I love piano.

I want to be better at piano.

I wish I could.

It is awesome.

It is fun and you learn how to play an instrument.

It is fun. (4 respondents)

My mom said that I would be here until 5th grade.

So I can better at.

**A3. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with the program next year?” (continued)**

Whittier

Maybe

Because I am not sure.

Because I don't know if I want to go or not to violin.

Because I had a pretty good year oloh.

Because I love music class.

Because I need to do my chores.

Because I want to do music.

Because I want to get a violin.

Because I will have to babysit my baby sister.

Cause some I want to come.

Don't know.

I can't practice.

I get tired from my back. I want to go to piano.

I have want to.

I want to learn new instruments.

My dad picks.

She does not want to put a movie of piano.

No

Because I might go to Mexico and I'm not coming back again.

Because it's great.

Because my dad can't afford it.

I won't be here.

**A4. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with this instructor next year?”**

Ascension School

Yes

Because I learn a lot about music and it's fun.

Because it makes me do more.

Because [MacPhail staff] is fun and she encourages me to play better.

Because she encourages me in new music.

Because she helps me understand things better and she tells me what I am doing wrong or right. Go [MacPhail staff]. I love [MacPhail staff].

Because she is nice and she encourages you to practice your music.

Because she is nice to me and she teaches us new things and I like learning new things. MacPhail rock!

Because she's my favorite teacher and I want to meet more teachers.

Because they teach me a lot of new songs. (2 respondents)

I like them.

[MacPhail staff], she is nice and fun.

She is encouraging and fun.

She is nice.

She is very nice.

She's very encouraging and I love to be around [MacPhail staff]. [MacPhail staff], you're the best of the best.

They are fun.

They are nice and encourage you.

They are very nice.

Yes, but I'll like to be in room P26 with [MacPhail staff].

Maybe

Because I like [MacPhail staff].

Because I like [MacPhail staff]. [MacPhail staff] is cool too.

Because I might go to a new school.

Because it is fun but kinda not.

Because people can be kind of loud and that person doesn't give treats.

Because she lectures us and doesn't really teach us.

I don't know.

I don't know. (2 respondents)

I want to learn fiddling.

My 1st and 3rd teachers are mean and our 2nd is nice and cool.

Some are mean and I'm not going to put no names down.

Sometimes they like to get a little mad.

**A4. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with this instructor next year?” (continued)**

Ascension School

No

Because I want to know more teachers to get to know them better. I love MacPhail.

I don't want to say.

I want a challenge.

I want someone new each year.

I want to meet new people.

Not coming next year.

Birch Lake

Yes

Because she is nice. (4 respondents)

Because she is nice and she encourages me to play very good.

Because I can trust her.

She encourages me.

She is great.

She's nice. She tells us to play so we get better.

So I can be better at MacPhail.

Because she is nice and she teaches good and good at piano.

Maybe

Because she is nice.

No

I am moving to Stacy.

I feel very bored and uncomfortable with this instructor. I don't feel my instructor explains things very well and doesn't pay attention to me.

**A4. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with this instructor next year?” (continued)**

Whittier

Yes

[MacPhail staff] is so good at teaching piano.

Because [MacPhail staff] is a wonderful teacher.

Because he is funny.

Because he is nice and fun.

Because he teaches a lot to us.

Because he's a nice teacher to work with.

Because I like learning and I may learn more from her.

Because I like my instructor.

Because I like working with her.

Because I want to.

Because it's fun. (3 respondents)

Because she helps me with notes and songs that I have trouble with.

Because she is fun.

Because she is my favorite piano teacher in this school.

Because she is nice and encourages people.

Because she is nice and helpful.

Because she is nice and she helps me a lot.

Because she is nice and she helps me understand.

Because she is really nice and encourages me when I am stuck on a hard song.

Because she's nice. (7 respondents)

Because. (2 respondents)

Fun.

He's a good instructor.

I don't know, because she's nice.

I don't know. (2 respondents)

I like her and I think I learn a lot with her.

I like piano.

I like the instructor.

I love her! (2 respondents)

I really liked [MacPhail staff].

**A4. Ascension, Birch Lake, and Whittier student survey open-ended comments:
“Would you like to continue with this instructor next year?” (continued)**

Whittier

Yes (continued)

She helps me learn a lot of songs.

She helps me when I don't understand something and because she's nice too.

She is so nice and fun.

She mailed me music.

She makes it fun and yet challenging in a good way.

She's a nice teacher.

She's nice and fun!

Maybe

Because groter is more my thing.

Because I have to do my other homework.

Because I kind of want to learn Spanish.

Because I might not go to MacPhail.

Because I want to go on to violin.

Because I want to learn different things about different teachers.

Because she sometimes can be really mean.

I don't know. I like violin class.

I don't know. (3 respondents)

I just want to, I don't know.

I might play violin.

I want to go to piano.

She is funny.

No

Because I want to be able to have a new teacher to see what they think.

Because I want to see a new teacher.

Because she won't let us watch a movie in piano.

I want a new instrument.

I will not be here.

I won't be here.

The classes take too long.

A5. Patrick Henry student survey open-ended comments: “What did you like the most about your music lessons?”

What did you like the most about your music lessons?

I learned about different composers and their specialties.

I like learning about all the different eras of music and touching on some music instruments.

I like learning the different eras and learning how to compose myself.

I like to hear Dr. Miller play my compositions. It sounds nice to hear a professional play my pieces and hear how nice they sound.

I was able to compose a piece of my own and give it my own “flavor.”

They were insightful and educational.

A6. Patrick Henry student survey open-ended comments: “What would you improve about your music lessons?”

What would you improve about your music lessons

I would get more into the lesson.

I would improve on my music reading lessons.

I would take more notes.

That my music vocabulary would stick with me. Everything was fine.

We could have had better access to technology and musical instruments.

Compose better music and learn more musical terms.

A7. Parent survey open-ended comments: “Do you have any comments about the program?”

Birch Lake

Do you have any comments about the program?

A wonderful opportunity – look forward to next year.

Awesome program!

Excellent! Got to have the arts!

I really appreciate this program being available to him. Thank you.

[Student] goes to middle school next year and will be playing clarinet. She learned basic piano – excellent program. Thanks!

Thank you!

We love the program and are thankful our child can participate.

Whittier

General positive comments

Great opportunity!

Great program, thanks a lot!!

I appreciate the time dedicated to teaching my daughter to learn to play piano.

I like it – the music she play today, it was very nice. I am her uncle and I need to continue this program to my nephew. Thanks a lot.

It's great, please don't stop!

Love it, thank you!!

Thanks!

This is a fantastic program. We are very fortunate to have this opportunity. Thank you!

This is a wonderful program. It's an extraordinary opportunity for the children. It's how school should work.

This is truly an awesome experience for our family. If not for the MacPhail partnership, we would not have music in our son's life. We are so grateful.

We love the MacPhail program and Whittier wouldn't be the same without it! Keep up the excellent work you are doing at Whittier!

We really appreciate it and she is also taking voice at MacPhail. Thanks to the support of the program! Thank you!!

Wonderful, wonderful program – she loves it so much. Thank you all.

A7. Parent survey open-ended comments: “Do you have any comments about the program?” (continued)

Whittier

Positive comments about MacPhail staff and instruction

I think it's been great for her. [MacPhail staff] is a great teacher.

[MacPhail staff] has been a wonderful teacher. We have really appreciated this opportunity.

[Student] so looks forward to his lessons. He really likes [his teacher] and feels very proud of his piano aptitude. Thank you.

[Student] really enjoyed piano and [her teacher].

We are so happy with the piano instruction [Student] has received, particularly the excellence of her instruction, [MacPhail staff]. Although [Student] will not attend Whittier next year, we plan to continue her piano instruction at MacPhail.

Thank you for the opportunity to participate. This was [Student's] first year playing piano and I am amazed by her skills and abilities. The teaching and instruction was excellent and we look forward to next year!

Thank you. This program, and especially the teachers, are such a gift to our students and our families. Maybe a note on performance/audience etiquette would be helpful.

Comments about how Pathways has impacted students

It has helped with his confidence and overcoming limitations with his hand. Thank you.

It is a wonderful program. It helped my son a lot.

[Student] enjoys her music and looks forward to continuing with violin. This has had a positive effect on her. Thanks.

My daughter has enjoyed her class and gave her confidence. Can't wait to have her join piano or violin next year.

Miscellaneous

Great program. My child improved a lot in this, her first year. And the recital showed that all of the children did well and learned a lot.

I think this is a wonderful program. I enjoyed listening to how well they are able to perform.

It would help if the kids did not have to miss the same specialist every week.

It's hard for her to practice because of so much other homework, we try on weekends.

Me gustaria que hubiera maejtroos que hablaran espanaol. I would like Spanish speaking instructors.

I would like someone to contact me in Spanish.

Some suggestions and assistance in getting a violin to have at home would've been helpful. We have recently gotten some ideas, and places to go buy or rent, but earlier in year may have been helpful.

We may not be attending Whittier next year.

Nothing.

Survey instruments



**MacPhail Center for Music
Pathways to Performance
Parent Survey
Ascension School, Birch Lake Elementary,
and Whittier International Elementary**

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. 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 ⁵ Other (Please specify: _____)

	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

	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
6. Do you read your child's weekly music assignment sheets?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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
8. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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.



**MacPhail Center for Music
Pathways to Performance
Student Survey**
Patrick Henry High School and New City School

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

Name: _____	Grade: _____
-------------	--------------

1. What music class did you participate in?
¹ IB Composition ² Jazz Residency ³ Guitar ⁴ Percussion
⁵ Other (Please specify: _____)

2. Was this class required?
¹ Yes ² No ⁸ Don't know

How much do you agree or disagree with the following:

Please check one:	Strongly disagree	Disagree	Agree	Strongly agree
3. I learned new musical skills.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4. I liked the music that I learned.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5. The class materials, such as the music books, were interesting.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6. I liked my instructor.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7. I enjoyed learning with the instructor.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8. The instructor treated me with respect.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9. The instructor encouraged me to participate in class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10. I enjoyed participating in class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11. The instructor started class on time.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
12. The instructor came to class prepared to teach.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
13. The instructor used class time well.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
14. The instructor set clear expectations for practicing and learning at home.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
15. I am glad I took this class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
16. I would recommend this class to other students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴



PLEASE TURN OVER TO COMPLETE

17. Did you use the Finale software program?

¹ Yes

² No [GO TO Q19]

18. Did you like using the Finale software program?

¹ Yes

↓ ↓ ↓ ↓

² No

↓ ↓ ↓ ↓

18a. What did like about the Finale program?

18b. Why didn't you like the Finale program?

19. What did you like the most about your music lessons?

20. What would you improve about your music lessons?

**MacPhail Center for Music
Pathways to Performance
Parent Survey
Ascension School, Birch Lake Elementary,
and Whittier International Elementary**

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. 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 ⁵ Other (Please specify: _____)

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

	<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

	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
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	<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.

**MacPhail Center for Music
Pathways to Performance
Parent Survey – New City School**

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. Thank you for your feedback!

Student's name (optional): _____

Student's grade: _____

	Yes	No	Don't know
1. Has your child learned new musical skills this year?	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
2. Do you feel your child enjoys his or her music class?	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸

Has participation in the MacPhail music program helped your child improve his/her...	Yes, a lot	Yes, a little	No
3. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

Thank you for your response.

**MacPhail Center for Music
Student Progress Report - LESSON**

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

Student's name: «FirstName» «LastName»

MacPhail Lesson Instructor: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello
⁵ Other (Please specify: _____)

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
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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
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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
14. The student demonstrates eagerness to learn	<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

15. Other student accomplishments (not listed above):

16. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report- 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 student 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 student demonstrates eagerness to learn	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
13. The student 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

14. Other student accomplishments (not listed above):

15. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report - ENSEMBLE**

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

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello
⁵ Other (Please specify: _____)

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. The student demonstrates eagerness to learn	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

10. Other student accomplishments (not listed above):

11. Please identify student goals for the coming months:
