



Pathways to Performance

2012-13 evaluation results

D E C E M B E R 2 0 1 3

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Program overview

Since 2004, the Pathways to Performance program 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 program works closely with school community partners to ensure that students receive high quality, intensive and specialized music education and instruction beyond general music education. The music lessons are taught by MacPhail faculty members at schools. Some of the programs are fully subsidized by MacPhail, while others are partially subsidized.

The Pathways to Performance program began with three school community partnerships: Ascension School and Patrick Henry High School, both in North Minneapolis; and Whittier International Elementary School in South Minneapolis. In 2007, the program was expanded to serve three additional schools: Birch Lake Elementary in White Bear Lake, New City Charter School in North Minneapolis, and Paideia Academy in Apple Valley. Additionally in 2010-11, another school in Minneapolis, Jenny Lind Elementary, began participating in the program, but Birch Lake Elementary and Paideia Academy were no longer participating in the program. While the program also serves Jenny Lind Elementary, only Ascension School, New City Charter School, Patrick Henry High School, and Whittier International Elementary School are included in the 2012-13 evaluation.

The following are descriptions of the Pathways to Performance programs available at each school.

At Ascension, the Pathways to Performance program included:

- Early childhood music: Classes are offered to children in kindergarten through second grade to introduce them to the basic elements of music. Violin classes are provided to third-grade students. Students develop fundamental musical skills, including steady beat, pitch recognition, and music structure and form. In 2012-13, 115 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 partner lessons. They are assigned to both individual repertoire and group assignments. In addition, students have multiple opportunities to perform and have the opportunity for summer study. In 2012-13, 33 students participated in the Ascension String Program. Fifteen students played the violin, seven students played the viola, and eleven students played the cello.

At Whittier International Academy, the Pathways to Performance program included:

- Music readiness classes: MacPhail Center for Music Early Childhood Arts classes are offered for six weeks to students in kindergarten, first, and second grade. 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. Second grade students participate in a six-week preparatory course for piano and violin. This program helps students develop instrument-specific skills they will need once they move on to the piano and string program. A total of 342 students participated in 2012-13.
- Piano and string program: This program currently serves piano and string students in third through fifth grade. Students in the string program learn basic techniques and build music literacy skills on the violin, while those in the piano program participate in small group lessons. Students have a number of performance opportunities, including the MacPhail Community Partnership Recitals in March, the Whittier Plant Sale, the Whittier Carnival, and the Whittier Spring Recitals. Many students also participate in summer activities, such as MacPhail piano camp. In 2012-13, 83 students were enrolled in the piano and string program. Sixty-five students played the piano and 18 students played the violin.

At New City School, the Pathways to Performance program included:

- General music (K-3): This general music program is offered to students kindergarten through third grade. Students participate in an Orff-based music education class that meets twice a week from October through 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 78 students in kindergarten through third grade participated in this program during the 2012-13 school year.
- General music (4-8): There are two different curriculums depending on students’ grade. The curriculum for fourth- through sixth-grade students includes building similar music skills as the K-3 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. For the seventh- and eighth-grade students, the curriculum focuses on ethnic drumming and music production. Middle school students also participated in collaborations with visual art and dance teachers. Students performed multiple times during the spring of 2013. In 2012-13, a total of 64 fourth- through eighth-grade students participated in the general music program.

At Patrick Henry, the Pathways to Performance program included:

- International Baccalaureate (IB) composition: This year-long IB class is for high school seniors. It is an intensive, college-level course. MacPhail composition faculty visits the class once a week. Each student creates their own composition under the mentorship of MacPhail faculty, notating it entirely by hand. Students also have the opportunity to use Finale Software to notate their work electronically. Once the composition is complete, students perform and record their composition. In 2012-13, students performed in MacPhail's Antonello Hall.

Jazz and hip hop residency: MacPhail staff have short-term residencies to provide additional knowledge and expertise music classes, including jazz band and hip hop residency. The jazz band residency was offered for 20 sessions during the 2012-13 school year, and the hip hop residency was offered for one week. In the hip hop residency program, a hip hop artist helped students write lyrics, create beats, work on presentation skills, and record their original works.

In 2012-13, a total of 73 students participated in the classes at Patrick Henry. Several students also continued on with lessons during the summer.

At Jenny Lind, the Pathways to Performance program included:

- Violin program: MacPhail faculty offered support to the school's strings program by working in their kindergarten readiness program as well as in small group instruction on violin for first- and second-graders. A total of 42 students participated in this program during the 2012-13 school year.

The number of students enrolled in the program in 2012-13 stayed the same overall compared to the previous year. The number of students increased at New City and Whittier, while it decreased somewhat at Patrick Henry and Jenny Lind. The number of students in Ascension was about the same for both years.

Evaluation

As part of planning the Pathways to Performance program, in March 2009, MacPhail staff designed a logic model to illustrate the program's outcomes. With the expansion of the program, the logic model was revised into two separate logic models 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. In 2012-13, residency programming was available at Patrick Henry High School, while lesson programming is available at Ascension, Whittier International Academy, and Jenny Lind Elementary. Both types of programming were available at New City School. The two logic models are included in the Appendix of this report.

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 to complete this evaluation. MacPhail staff completed data collection responsibilities, while Wilder Research staff completed data entry, data analysis, and reporting.

In spring 2013, MacPhail Pathways to Performance program staff administered surveys to students, parents, and MacPhail faculty at Ascension, Whittier, and New City. Student and parent surveys were also administered at Patrick Henry. Students and faculty may have also completed some surveys in the fall for use in progress reports and lesson planning; however, they are not included in this report. The following three types of surveys were completed for the evaluation:

- **Student survey:** There are two student surveys: one for Ascension and Whittier students, and the other for New City and Patrick Henry students. The two different surveys were developed with consideration of the different Pathways to Performance programming available at the schools, as well as the age of the students. Passive parent consent letters were distributed to students several weeks before administering surveys in order to give parents an opportunity to opt their children out of the evaluation.
 - **Ascension & Whittier.** In spring 2013, 22 fourth- through seventh-grade students at Ascension completed a survey, representing 76 percent of the 29 students in the

- program. Seventy of 83 Whittier students in third through fifth grade also completed a survey, representing 84 percent of the Whittier students in the program. Ascension students responding to the survey reported that they played the violin (46%), cello (36%), or viola (18%). Whittier students reported that they played the piano (72%) or violin (28%). The survey assesses students' satisfaction with the program, including their desire to continue with the program and work with MacPhail faculty.
- ***New City and Patrick Henry.*** A total of 54 of 64 New City students in grades four through eight (84%) completed the survey and 39 out of the 73 Patrick Henry students (53%) in grades nine through twelve completed the survey. Of the Patrick Henry students completing the survey, 85 percent indicated that they were in jazz residency and 15 percent indicated that they were in IB composition. The survey assessed students' satisfaction with the program and their relationship with the instructor. Asked if the class they were in was a required class, all New City students (100%) answered "Yes" and most Patrick Henry students (95%) answered "No."
 - **Parent survey:** The parent survey was completed by parents of Ascension, Whittier, New City, and Patrick Henry students.
 - ***Ascension & Whittier.*** Surveys were sent home with Ascension students for parents to complete. Four of 17 parents (24%) of Ascension fourth- and fifth- grade students completed the survey. The Whittier parent survey was distributed at the year-end recital, with parents of 26 of 83 (31%) third-, fourth-, and fifth-grade students completing the survey. The survey gathers parents' perspectives on their child's practice skills, their own involvement and encouragement at home, the impact of music lessons on their child's education, and whether they want their child to continue music lessons.
 - ***New City & Patrick Henry.*** Nineteen parents of 64 New City students in grades four through eight (30%) and 18 parents of the 73 Patrick Henry students in grades nine through twelve (25%) who participated in the program completed parent survey.
 - **Lesson progress report:** A progress report was designed to help assess students' musical and behavioral skills. In spring 2013, faculty completed a total of 164 lesson progress reports, made up of reports for 76 Whittier students, 59 New City students, and 29 Ascension students. This represents over 85 percent of participating students each in the Whittier piano and string programs, the Ascension string program, and the New City general music classes (grades 4-8).

Additional data was collected and analyzed as part of the evaluation, including:

- **Student report cards:** 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 2012-13 school year, report cards were collected for 24 out of 29 (83%) Ascension students in fourth through seventh grades and 80 of 83 (96%) Whittier students in third through fifth grades.

Results

In 2012-13, evaluation surveys were used to collect information related to the four program goals (developing musical skills, acquiring practice habits, engaging parents, and motivating students). Student school attendance and grades for Whittier and Ascension are included to provide additional information about students. Data are combined across schools in which it was available. They are also reported separately. However, data from different schools should not be compared due to the inherent differences between the programs. For example, each program has a different curriculum. In addition to this, data from different years should be viewed with consideration of the fact that there is a different group of students in the classes each year (even if some students have continued from a previous year).

Students will develop general music skills

According to the MacPhail faculty, almost all students at Ascension and Whittier attended lessons regularly, with 95 percent of students in the combined schools attending 80 percent or more of the offered lessons. This is an increase from attendance rate of 84 percent in 2011-2012 and similar to attendance rate of 93 percent in 2010-11 (Figure 1). Students also came prepared to lessons. Faculty reported that students at these schools either “always” (39%) or “most of the time” (44%) brought all required materials to the group lesson and “always” (42%) or “most of the time” (40%) prepared assigned music in home practice (Figure 2).

Overall findings across Ascension, Whittier, and New City also show that students were cooperative in a group setting (faculty indicating “always” or “most of the time” for 97% of students) and that students followed directions in the lesson (97%), demonstrated eagerness to learn (93%), and showed consistent musical progress and growth (92%) “always” or “most of the time.” Each of these is similar to the findings in 2011-2012 (Figure 2).

While results are positive, with statements averaging between “most of the time” and “always,” results vary somewhat across schools. Faculty reported that Ascension students were more prepared than Whittier students in bringing all required materials to the group lessons, giving ratings of “always” or “most of the time” to 96 percent of Ascension

students compared to 78 percent of Whittier students. On student preparedness with assigned music at home practice, faculty gave ratings of “always” or “most of the time” to 83 percent of Ascension students and 82 percent of Whittier students. However, 42 percent of Whittier students, compared to 28 percent of Ascension students received a rating of “always” on that item. Whittier and New City students also received higher ratings from MacPhail faculty than Ascension students in other areas. Faculty rated 71-82 percent of Whittier and New City students as “always” following directions in lessons, demonstrating eagerness to learn, and showing consistent musical progress and growth. Forty-one to 66 percent of Ascension students received “always” on the same items.

Students will acquire and use tools for good practice habits

Students report regularly practicing their instrument.

According to the student survey results, most students are taking the time to play their instrument to develop good practice habits. Combined findings from Ascension and Whittier indicate that 57 percent of students reported that they practice their instrument “a lot” and 41 percent of students reported “a little.” Similarly, 60 percent of students indicated that they like to practice their instrument “a lot” and 24 percent indicated “a little.” Relatively fewer students (2-15%) indicated that they did not practice or like to practice (Figure 3).

Looking at individual schools, a higher percentage of Whittier students reported that they like to practice their instrument “a lot” than Ascension students. Almost two-thirds of Whittier students (64%) indicated they like to practice their instrument “a lot,” compared to half of Ascension students (50%). Results are similar between the schools when students were asked whether they practice at home, with 59 percent of Ascension and 56 percent of Whittier students answering “Yes, a lot” to the question. Asked if students have a place to practice at home, almost all of the Ascension and Whittier students (96% and 97%) and parents (100% and 96%) indicated “yes” (Figure 4).

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

Students and parents reported that students receive encouragement to practice and someone from home attends their performances.

Overall, a majority of the students surveyed at Ascension and Whittier said someone at home encourages them “a lot” to practice their music (64%) and attends their performances “a lot” (79%). Looking at individual schools, a slightly higher percentage of Whittier students (79%) than Ascension students (59%) indicated that someone at home encourages them

“a lot” to practice their music. A much larger percentage of Whittier students than Ascension students reported that someone at home comes to their performances “a lot” (88% compared to 48%). One percent of Whittier students responded “no” to the question of whether someone at home comes to their performances “a lot,” while 14 percent of Ascension students responded “no” to this question (Figure 5).

All Ascension parents and almost all Whittier parents reported that they encourage their child to practice their music at home. Almost all parents from both schools combined reported that someone from home attends their child’s performances, with 90 percent answering “yes” and 7 percent answering “sometimes” (Figures 6 and 7).

Parents were also asked about staying aware of their child’s musical education through progress reports and assignment sheets. Ninety-three percent of Whittier and Ascension parents combined reported that they read the twice-yearly progress reports about their child’s performance in music class. Many parents reported that they read their child’s weekly music assignment sheets, with 48 percent of parents at the two schools combined indicating “yes,” 37 percent indicating “sometimes,” and 15 percent indicating “no.” (Figure 7).

Results from the parent surveys should be viewed in light of the number of parents who responded from each school. Thirty parents of Whittier students responded to the survey, compared to four parents of Ascension students.

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. Almost 60 percent of Ascension and Whittier students combined reported wanting to continue in the program. Just over 30 percent of the students responded that they might want to continue in the program, and a remaining 10 percent responded that they did not want to continue in the music program the following year. A slightly higher percentage of Whittier students (61%) answered “yes” to this question compared to Ascension students (55%) (Figure 8). Almost all parents of Whittier (92%) and Ascension (100%) students also reported that they wanted their child to continue with the MacPhail program the following year (Figure 9).

Other results

Instructor relationship

At the end of the school year, Ascension and Whittier students were asked about their relationship with their instructor. Overall, most students felt their instructor encouraged them to do well in their music (89%) and cared about them (81%) “a lot.” The majority of students indicated that they understood the instructor “a lot” when new things were taught (62%) (Figure 10). Three-quarters of students (76%) also indicated that they would like to continue lessons with the same instructor the next year, and 18 percent of the students indicated they might like to continue with the instructor (Figure 11). Comparing the two schools, slightly higher percentages of Whittier students than Ascension students provided higher ratings on the instructor relationship questions. Whittier students overall gave higher ratings on whether the instructor encouraged them to do well in music (91% vs. 82% answering “yes, a lot”), whether they felt their instructor cared about them (82% vs. 77% answering “yes, a lot”), and for understanding the instructor when he or she taught new things (63% vs. 59% answering “yes, a lot”).

New City and Patrick Henry students were asked to provide feedback about their instructor, as well. Almost all students (91%) at the two schools indicated that they liked their instructor (indicating “strongly agree” or “agree) and most (86%) enjoyed learning with their instructor. Similarly, almost all of the students indicated “strongly agree” or “agree” with the statements that they felt their instructor treated them with respect (90%) and that the instructor encouraged them to participate in class (92%). Almost all students responded “strongly agree” or “agree” to the statements that their instructor came to class prepared to teach (98%), started class on time (96%), and used class time well (93%). Almost 80 percent of the students (79%) indicated that the instructor set clear expectations for practicing and learning at home (Figures 12-13).

Satisfaction

Students at Ascension and Whittier were satisfied with their experience with the MacPhail Pathways to Performance program. Overall, 81 percent of students reported that they liked learning to play their instrument “a lot.” Almost 80 percent of students liked the MacPhail music program “a lot” (79%) and liked learning new pieces of music “a lot” (77%). About two-thirds (66%) of students liked to perform “a lot.” A greater share of Whittier students liked the MacPhail music program “a lot” than Ascension students (84% compared to 64%) and liked learning to play their instrument “a lot” (82% compared to 77%), while a higher percentage of Ascension students liked to perform “a lot” compared to Whittier students (77% compared to 63%). A same proportion of students in both schools (77%) liked learning new pieces of music “a lot” (Figure 14).

New City and Patrick Henry students also expressed satisfaction with their music class. Most of the students reported that they learned new musical skills (90%), enjoyed participating in class (88%), were glad that they took the class (86%), liked the music that they learned (81%), felt the class materials were interesting (81%), and that they would recommend the class to other students (81%). While students predominantly agreed with the statements, the majority responded “agree” rather than “strongly agree” (Figure 16).

Parents of New City and Patrick Henry students also indicated that their child enjoyed his or her music class and has learned new musical skill this year (97% of parents on both statements) (Figure 15).

To learn more about their satisfaction with the program, students, MacPhail faculty, and parents were asked open-ended questions. Individual comments from students, faculty, and parents are listed in the Appendix.

When asked what they learned in the MacPhail music program, Ascension and Whittier students overwhelmingly commented that they learned new music, learned to play and/or read music, and learned techniques to play their instrument, such as fingering, how to hold the instrument, and new notes. Many listed specific songs that they enjoyed learning (Figure A1). Students were also asked what they would change about the program. While some students replied that they would not change anything, others suggested changes to instruments, songs, or the format of their music lessons and classes (location, time, day, frequency of lessons and performances, etc.). The majority of format suggestions expressed a desire for more lessons and/or playing opportunities. (Figure A2).

Most students said they would like to be in the program next year. Of these, many students said their class was fun and demonstrated enthusiasm for the program, stating that they wanted to continue because they would be able to learn more. Students also expressed that they loved learning to play their instrument: they valued the opportunity to learn and improve, as well as develop a new skill. Some students responded “maybe” or “no” to the question of whether they would like to be in the program next year. Their comments included scheduling, the amount of homework they would have in the next year, or the fact they would be moving to a different school (Figure A3).

Most students at Ascension and Whittier said they would like to stay with their instructor. These students most frequently gave the reason that their instructor was fun and/or helpful. Several commented positively on the instructor’s teaching and demeanor. Students often commented that they liked the instructors because they are nice, caring, and give encouragements (Figure A4).

New City and Patrick Henry students also provided open-ended comments. New City students commented that they most liked playing their instruments, particularly playing many different

instruments, such as recorder, drums, and guitar. Students also showed appreciation for the opportunity to learn specific musical techniques and to compose music (Figure A5). When asked what they would improve about their music lessons, some students said they wanted to learn how to play different instruments and play more challenging instruments or music (Figure A6). Patrick Henry students liked learning to compose music and learning new types of music, such as jazz, and they commented on how fun the class was. Interestingly, several Patrick Henry students responded that they would improve their music lessons by making a personal improvement, such as practicing more or reading music better (Figures A7-A8).

MacPhail faculty from Ascension, Whittier and New City provided comments in the lesson progress reports. These comments demonstrated the mutually positive relationship between students and faculty. While students reported liking their instructors because they were fun and kind, faculty noted that working with students was fun and exciting. Many instructors commented on students' engagement, enthusiasm, and focus, noting the individual gifts and spirit that students brought to the classroom. Several described the progress individual students made over the year, encouraging students to stay in contact and continue to build momentum over the summer with summer lessons (Figure A11).

Parents also commented on their appreciation for the MacPhail music program. Ascension Whittier, New City, and Patrick Henry parents expressed their gratitude and commented on how their children enjoyed and benefited from the program. Many parents specifically appreciated the opportunity for their child to learn music and play a musical instrument (Figures A9-10).

School data

Students were asked about their attitudes regarding school, math, and reading. Both Ascension and Whittier students indicated they liked school, with 89 percent responding "yes, a lot" or "yes, a little" to this question. Students also indicated that they liked reading and math "a lot" or "a little" (94% and 88%, respectively). A higher percentage of Whittier students (81%) than Ascension students (59%) reported that they liked reading "a lot." Similar proportions of students in both schools liked school (48-49%) and math (52-55%) "a lot" (Figure 17).

Most Ascension and Whittier parents indicated that their child improved on math, literacy, and other academic skills; had a better attitude toward school; and increased their ability to focus on tasks, with between 84 percent and 96 percent responding "yes, a lot" or "yes, a little" to the impact of their child's participation in the MacPhail music program (Figure 18). Caution should be applied when interpreting the parent survey results, due to the low response rate (2 to 4 parents for Ascension and 15 to 21 parents for Whittier, depending on the question).

Fewer parents of middle and high school students at New City and Patrick Henry indicated that their child improved on their academic skills. Most New City and Patrick Henry parents indicated their child had better attitude towards school (89%) and ability to focus on a tasks (82%). About half to two-thirds of parents indicated that their child improved on math (53%), literacy (52%), and other academic skills (68%), responding “yes, a lot” or “yes, a little” to the impact of their child’s participation in the MacPhail music program (Figure 19).

Report cards included student academic performance for both Ascension and Whittier and student attendance for Whittier. Ascension provided report cards for 24 students in grades four through seven. Whittier provided report cards for 80 students in grades three through five. Results show a high attendance rate at Whittier, with almost all students (96%) attending school more than 90 percent of the time (Figures 20-22).

Ascension report cards report in both math and language arts during the 2012-13 school year show that most Ascension students’ grades improved or stayed the same between second and fourth quarters, with 87 percent of students demonstrating improvement or staying the same in language arts and in math (Figures 23-24).

Whittier report cards indicate skills in reading, writing, speaking and listening, and math. Classroom teachers rated their students’ performance on a scale of “needs improvement,” “approaching standards,” “at standards,” and “advanced.” Results from the spring semester indicate that the majority of students were rated by their teachers as “at standards” or “advanced” in their reading, writing, speaking and listening, and math skills. Among the skills, students received the highest ratings for reading and speaking and listening, on average (Figure 25).

Figure 26 shows results for students who had both fall and spring ratings. Results are presented for students who improved at least one level (e.g., from “needs improvement” to “approaching standards,” “approaching standards” to “at standard,” or from “at standard” to “advanced”); stayed at the same level; or decreased at least one level from fall to spring semester. While most students’ performance stayed at the same level, there were notable improvements in some areas. The biggest improvement was in geometry and measurement (48% of students improved at least one level from fall to spring, based on the 31 students who received grades for the geometry and measurement class). The biggest improvements for which almost all students were assessed were in showing good habits in reading, discussing and writing about texts (37%); and in comprehending written and oral texts (35%). Other improvements included using self-correcting and self-monitoring strategies (32%) and writing for a variety of purposes and audiences (31%). It is unknown whether student participation in the MacPhail music program impacted students’ school performance

in math, speaking and listening, and other areas. For comparisons between years, it is worthwhile to note that each year's grades reflects a different group of students.

Issues to consider

Pathways to Performance data indicates that participants are doing well in the music program. As evident in the faculty and student survey findings, students are developing general music skills and acquiring and using good practice habits to increase their ability to play their instruments and learn music. Most students described how the MacPhail music program has helped them learn more about instruments and music. Most enthusiastically described the elements they appreciated most about the program, such as liking the instructor and liking to play their instrument.

Based on results available to date, following are several issues that can be taken into consideration in future planning for the program. MacPhail leaders and staff may have already made adjustments in some of these areas.

- MacPhail program staff may consider adjusting class and lesson times based on feedback from students and their teachers. Switching to another day or time may be options to better fit students' schedules. Some students also made suggestions regarding instruments and types of music they would like to learn more or play. MacPhail faculty may want to gather student input at the beginning of the school year and align the lessons with students' talents and interests. This could be executed informally, through conversation with students; or through a survey similar to that conducted at the close of the class.
- In the lesson progress report, faculty indicated that some students were distracted during class, did not practice, or were not prepared to come to class with their books or instruments. Providing individualized summer lessons, as suggested by some faculty, might be helpful for these students. Faculty may also want to discuss these challenges with school teachers to get their supports and recommendations on ways to improve student preparedness for and attention during class (e.g., incorporating practice calendar with the school homework calendar).
- While the majority of students reported that they would like to continue lessons next year, a minority indicated they could not because they would be attending another school. MacPhail program staff may consider providing an alumni program or other transitional offering for students who move to a school that does not host a MacPhail music program.

- The MacPhail program has made an excellent effort in capturing feedback from multiple perspectives (students, parents, and faculty) about the music and academic performance of participating students. Program staff may want to consider asking other stakeholders, such as classroom teachers, for their perspectives on the benefits of the MacPhail music program on students' academic and motivation skills. Evaluators can work with MacPhail program staff to develop a focus group or interview protocol in order to gather teachers' perspectives.

Figures

Goal: Students will develop general music skills

1. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Both schools (N=105)		Ascension (N=29)		Whittier (N=76)	
	N	%	N	%	N	%
100%	27	26%	10	35%	17	22%
90-99%	35	33%	10	35%	25	33%
80-89%	38	36%	6	21%	32	42%
Less than 80%	5	5%	3	10%	2	3%
Average	91%		91%		91%	

2. MacPhail faculty community partnership group lesson progress report

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student brings all required materials (method book, instrument, etc.) to the group lesson ^a	Both schools	105	39%	44%	17%	0%	3.2
	Ascension	29	48%	48%	3%	0%	3.5
	New City	-	-	-	-	-	-
	Whittier	76	36%	42%	22%	0%	3.1
The student prepares assigned music in home practice ^a	Both schools	105	42%	40%	17%	1%	3.2
	Ascension	29	28%	55%	17%	0%	3.1
	New City	-	-	-	-	-	-
	Whittier	76	42%	40%	17%	1%	3.3
The student is cooperative in a group setting	All three schools	161	81%	16%	3%	0%	3.8
	Ascension	29	79%	17%	3%	0%	3.8
	New City	56	70%	25%	5%	0%	3.6
	Whittier	76	90%	9%	1%	0%	3.9
The student follows directions in the lesson	All three schools	164	75%	22%	3%	0%	3.7
	Ascension	29	66%	31%	4%	0%	3.6
	New City	59	71%	24%	5%	0%	3.7
	Whittier	76	82%	17%	1%	0%	3.8
The student demonstrates eagerness to learn	All three schools	164	70%	23%	7%	0%	3.6
	Ascension	29	41%	55%	3%	0%	3.4
	New City	59	78%	14%	9%	0%	3.7
	Whittier	76	75%	18%	7%	0%	3.7
The student has shown consistent musical progress and growth	All three schools	163	71%	21%	8%	0%	3.6
	Ascension	29	41%	52%	7%	0%	3.3
	New City	58	79%	12%	9%	0%	3.7
	Whittier	76	76%	16%	8%	0%	3.7

^a The New City survey does not have this item.

Goal: Students will acquire and use tools for good practice habits

3. Students' report of practice

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you practice your instrument?	Both schools	93	57%	41%	2%	2.6
	Ascension	22	59%	41%	0%	2.6
	Whittier	71	56%	41%	3%	2.5
Do you like to practice your instrument?	Both schools	91	60%	24%	15%	2.5
	Ascension	22	50%	41%	9%	2.4
	Whittier	69	64%	19%	17%	2.5

Note: Table draws on information from the Elementary School Student Survey.

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

		Percentage of parents responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Both schools	92	97%	30	97%
	Ascension	22	96%	4	100%
	Whittier	70	97%	26	96%

Note: Table draws on information from the Elementary School Student and Parent Surveys.

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

5. 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	96	64%	30%	6%	2.6
	Ascension	22	59%	32%	9%	2.5
	Whittier	74	65%	30%	5%	2.6
Does someone at home come to your performances?	Both schools	94	79%	17%	4%	2.7
	Ascension	21	48%	38%	14%	2.3
	Whittier	73	88%	11%	1%	2.9

Note: Table draws on information from the Elementary School Student Survey.

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

		N	Percentage of parents responding "yes"
Do you encourage your child to practice at home?	Both schools	30	97%
	Ascension	4	100%
	Whittier	26	96%

Note: Table draws on information from the Elementary School Parent Survey.

7. 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	30	90%	7%	3%	2.9
	Ascension	4	50%	50%	0%	2.5
	Whittier	26	96%	0%	4%	2.9
Do you read the twice yearly progress reports about your child's performance in music class?	Both schools	28	93%	0%	7%	2.9
	Ascension	4	100%	0%	0%	3.0
	Whittier	24	92%	0%	8%	2.8
Do you read your child's weekly music assignment sheets?	Both schools	27	48%	37%	15%	2.3
	Ascension	4	50%	25%	25%	2.3
	Whittier	23	48%	39%	13%	2.4

Note: Table draws on information from the Elementary School Parent Survey.

Goal: Students are further motivated to develop musical skills

8. 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	93	59%	31%	10%
	Ascension	22	55%	41%	4%
	Whittier	71	61%	28%	11%

Note: Table draws on information from the Elementary School Student Survey.

9. 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	30	93%	3%	3%
	Ascension	4	100%	0%	0%
	Whittier	26	92%	4%	4%

Note: Table draws on information from the Elementary School Parent Survey.

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

10. Students' report of relationship with instructor: Ascension 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?	Both schools	96	89%	10%	1%	2.9
	Ascension	22	82%	18%	0%	2.8
	Whittier	74	91%	8%	1%	2.9
Do you understand your instructor when he or she teaches you new things?	Both schools	95	62%	37%	1%	2.6
	Ascension	22	59%	41%	0%	2.6
	Whittier	73	63%	36%	1%	2.6
Do you feel your instructor cares about you?	Both schools	96	81%	19%	0%	2.8
	Ascension	22	77%	23%	0%	2.8
	Whittier	74	82%	18%	0%	2.8

Note: Table draws on information from the Elementary School Student Survey.

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

		N	Yes	Maybe	No
Would you like to continue lessons with this instructor next year?	Both schools	93	76%	18%	5%
	Ascension	22	68%	32%	0%
	Whittier	71	79%	14%	7%

Note: Table draws on information from the Elementary School Student Survey.

12. Students' report of relationship with instructor: New City and Patrick Henry

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I liked my instructor.	Both schools	93	47%	44%	3%	5%	3.3
	New City	54	48%	44%	0%	7%	3.3
	Patrick Henry	39	46%	44%	8%	3%	3.3
I enjoyed learning with the instructor.	Both schools	93	36%	50%	9%	7%	3.1
	New City	54	32%	52%	9%	7%	3.1
	Patrick Henry	39	41%	46%	8%	5%	3.2
The instructor treated me with respect.	Both schools	92	50%	40%	4%	5%	3.4
	New City	53	49%	42%	4%	6%	3.3
	Patrick Henry	39	51%	39%	5%	5%	3.4
The instructor encouraged me to participate in class.	Both schools	91	42%	50%	6%	3%	3.3
	New City	53	43%	45%	6%	6%	3.3
	Patrick Henry	38	40%	55%	5%	0%	3.3

Note: Table draws on information from the Middle and High School Student Survey.

13. Students' report of instructor

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
The instructor started class on time.	Both schools	91	46%	50%	2%	2%	3.4
	New City	53	53%	43%	2%	2%	3.5
	Patrick Henry	38	37%	58%	3%	3%	3.3
The instructor came to class prepared to teach.	Both schools	91	55%	43%	0%	2%	3.5
	New City	52	56%	40%	0%	4%	3.5
	Patrick Henry	39	54%	46%	0%	0%	3.5
The instructor used class time well.	Both schools	92	47%	46%	3%	4%	3.4
	New City	53	45%	49%	0%	6%	3.3
	Patrick Henry	39	49%	41%	8%	3%	3.4
The instructor set clear expectations for practicing and learning at home.	Both schools	66	20%	59%	18%	3%	3.0
	New City	27	22%	48%	22%	7%	2.9
	Patrick Henry	39	18%	67%	15%	0%	3.0

Note: Table draws on information from the Middle and High School Student Survey.

Additional results: Students' and parents' satisfaction

14. Students' report of satisfaction with program components

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like the MacPhail music program?	Both schools	96	79%	20%	1%	2.8
	Ascension	22	64%	36%	0%	2.6
	Whittier	74	84%	15%	1%	2.8
Do you like learning to play your instrument?	Both schools	95	81%	19%	0%	2.8
	Ascension	22	77%	23%	0%	2.8
	Whittier	73	82%	18%	0%	2.8
Do you like learning new pieces of music?	Both schools	95	77%	22%	1%	2.8
	Ascension	22	77%	23%	0%	2.8
	Whittier	73	77%	22%	1%	2.8
Do you like to perform?	Both schools	94	66%	32%	2%	2.6
	Ascension	22	77%	23%	0%	2.8
	Whittier	72	63%	35%	3%	2.6

Note: Table draws on information from the Elementary School Student Survey.

15. Parents' report of satisfaction with program

		N	Percentage of parents responding "yes"
Do you feel your child enjoys his or her music class?	Both schools	29	97%
	New City	18	100%
	Patrick Henry	11	91%
Has your child learned new musical skills this year?	Both schools	31	97%
	New City	18	100%
	Patrick Henry	13	92%

Note: Table draws on information from the Middle and High School Parent Survey.

16. Students' report of satisfaction: New City School and Patrick Henry

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I learned new musical skills.	Both schools	93	38%	52%	7%	4%	3.2
	New City	54	41%	48%	4%	7%	3.2
	Patrick Henry	39	33%	56%	10%	0%	3.2
I liked the music that I learned.	Both schools	93	30%	51%	14%	5%	3.1
	New City	54	30%	50%	13%	7%	3.0
	Patrick Henry	39	31%	51%	15%	3%	3.1
The class materials, such as the music books, were interesting.	Both schools	90	12%	69%	13%	6%	2.9
	New City	51	12%	69%	16%	4%	2.9
	Patrick Henry	39	13%	69%	10%	8%	2.9
I enjoyed participating in class.	Both schools	92	40%	48%	8%	4%	3.2
	New City	53	38%	45%	9%	8%	3.1
	Patrick Henry	39	44%	51%	5%	0%	3.4
I am glad I took this class.	Both schools	91	40%	46%	9%	6%	3.2
	New City	52	39%	42%	10%	10%	3.1
	Patrick Henry	39	41%	51%	8%	0%	3.3
I would recommend this class to other students.	Both schools	91	25%	56%	12%	7%	3.0
	New City	52	25%	48%	17%	10%	2.9
	Patrick Henry	39	26%	67%	5%	3%	3.2

Note: Table draws on information from the Middle and High School Student Survey.

Additional results: School data

17. Students' attitudes about school and school subjects

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like school?	Both schools	94	49%	40%	11%	2.4
	Ascension	21	48%	43%	9%	2.4
	Whittier	73	49%	40%	11%	2.4
Do you like math?	Both schools	95	53%	35%	13%	2.4
	Ascension	22	55%	36%	9%	2.5
	Whittier	73	52%	34%	14%	2.4
Do you like reading?	Both schools	95	76%	18%	6%	2.7
	Ascension	22	59%	36%	5%	2.6
	Whittier	73	81%	12%	7%	2.7

Note: Table draws on information from the Elementary School Student Survey.

18. Parents' report of academic skills: Elementary school

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Math skills?	Both schools	20	35%	55%	10%	2.3
	Ascension	3	33%	67%	0%	2.3
	Whittier	17	35%	53%	12%	2.2
Literacy skills?	Both schools	21	38%	57%	5%	2.3
	Ascension	3	67%	33%	0%	2.7
	Whittier	18	33%	61%	6%	2.3
Attitude towards school?	Both schools	25	40%	44%	16%	2.2
	Ascension	4	50%	50%	0%	2.5
	Whittier	21	38%	43%	19%	2.2
Ability to focus on a task?	Both schools	23	48%	48%	4%	2.4
	Ascension	4	50%	50%	0%	2.5
	Whittier	19	47%	47%	5%	2.4
Other academic skills?	Both schools	17	35%	59%	6%	2.3
	Ascension	2	50%	50%	0%	2.5
	Whittier	15	33%	60%	7%	2.3

Note: Table draws on information from the Elementary School Parent Survey. Parents answered the questions "Yes, a lot," "Yes, a little," "No," and "Don't know." "Don't know" is not included in the analysis.

19. Parents' report of academic skills: Middle and high school

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	19	16%	37%	47%	1.7
	New City	13	8%	54%	39%	1.7
	Patrick Henry	6	33%	0%	67%	1.7
Literacy skills?	Both schools	25	12%	40%	48%	1.6
	New City	15	7%	40%	53%	1.5
	Patrick Henry	10	20%	40%	40%	1.8
Attitude towards school?	Both schools	26	31%	58%	12%	2.2
	New City	17	29%	59%	12%	2.2
	Patrick Henry	9	33%	56%	11%	2.2
Ability to focus on a task?	Both schools	27	26%	56%	19%	2.1
	New City	18	28%	56%	17%	2.1
	Patrick Henry	9	22%	56%	22%	2.0
Other academic skills?	Both schools	22	27%	41%	32%	2.0
	New City	13	23%	46%	31%	1.9
	Patrick Henry	9	33%	33%	33%	2.0

Note: Table draws on information from the Middle and High School Parent Survey. Parents answered the questions "Yes, a lot," "Yes, a little," "No," and "Don't know." "Don't know" is not included in the analysis.

Student report card data for the 2012-13 school year

20. Whittier report card data: Student grade level during the 2012-13 school year

N=80

Grade level	#	%
3	24	30%
4	28	35%
5	28	35%

21. Ascension report card data: Student grade level during the 2012-13 school year

N=24

Grade level	#	%
4	9	38%
5	5	21%
6	5	21%
7	5	21%

21. Percent of days attending school during the 2012-13 school year

**Whittier
N=80**

Percentage of days attending school	#	%
100%	3	4%
97% to 99%	52	65%
94% to 96%	13	16%
91% to 93%	9	11%
90% and below	3	4%
Average		97%

Note: Attendance percentages were calculated for Whittier using 172 school days during 2012-2013 school year. Attendance information was not available for Ascension in 2012-2013.

23. Ascension students' 2012-13 report card data: Math and language arts grades

Grades	Math				Language arts			
	Second quarter		Fourth quarter		Second quarter		Fourth quarter	
	N=24		N=23		N=24		N=23	
	#	%	#	%	#	%	#	%
A	14	58%	12	52%	17	71%	15	65%
B	3	13%	8	34%	2	8%	7	30%
C	7	29%	3	13%	5	21%	1	4%

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

24. Ascension students' 2012-13 report card data: Changes in math and language arts grades

Change in grade	Math		Language arts	
	N=23		N=23	
	#	%	#	%
Increased	4	17%	3	13%
Maintained	16	70%	17	74%
Decreased	3	13%	3	13%

Note: Grade change is calculated between the second and fourth quarters.

25. Whittier students' 2012-13 report card data: Grades in spring semester

	N	Needs improvement	Approaching standard	At standard	Advanced	Mean
Reading						
Reads grade level text with accuracy and fluency	79	4%	14%	38%	44%	3.2
Uses self-correcting and self-monitoring strategies	79	1%	17%	44%	38%	3.2
Comprehends written and oral texts	79	1%	19%	38%	42%	3.2
Shows good habits in reading, discussing and writing about texts	79	1%	15%	46%	38%	3.2
Writing						
Engages in the writing process ^a	56	2%	14%	59%	25%	3.1
Writes for a variety of purposes and audiences	80	2%	19%	58%	23%	3.0
Uses correct spelling, grammar, and punctuation	80	4%	31%	50%	15%	2.8
Applies skills ^b	24	4%	33%	58%	4%	2.6
Speaking and listening						
Talks about ideas, thoughts, feelings and experiences	80	1%	14%	59%	26%	3.1
Engages in conversations about a topic	80	3%	14%	55%	29%	3.1
Learns new words through multiple sources	80	1%	10%	61%	28%	3.2
Participates in social and formal conversations appropriately	80	3%	10%	58%	30%	3.2
Math						
Number and operations	68	7%	21%	49%	23%	2.9
Algebra	80	6%	24%	50%	20%	2.8
Geometry and measurement ^c	69	6%	20%	54%	20%	2.9
Data analysis ^c	64	3%	25%	55%	17%	2.9

^a For fourth grade and fifth grade students.

^b Only third grade students .

^c Data are not available for some students.

26. Whittier students' 2012-13 report card data: Changes in grade from fall to spring semester ^a

	N	-1 Decreased		0 Maintained		1 Increased	
		#	%	#	%	#	%
Reading							
Reads grade level text with accuracy and fluency	79	2	3%	65	81%	12	15%
Uses self-correcting and self-monitoring strategies	79	3	4%	51	65%	25	32%
Comprehends written and oral texts	79	2	3%	49	62%	28	35%
Shows good habits in reading, discussing and writing about texts	79	2	3%	48	61%	29	37%
Writing							
Engages in the writing process ^b	56	4	7%	33	59%	19	34%
Writes for a variety of purposes and audiences	80	2	3%	53	67%	25	31%
Uses correct spelling, grammar, and punctuation	80	4	5%	55	69%	21	26%
Applies skills ^c	24	4	17%	15	63%	5	21%
Speaking and listening							
Talks about ideas, thoughts, feelings, and experiences	80	1	1%	59	74%	20	25%
Engages in conversations about a topic	80	2	3%	57	71%	21	26%
Learns new words through multiple sources	80	2	3%	57	71%	21	26%
Participates in social and formal conversations appropriately	80	3	4%	54	68%	23	29%
Math							
Number and operations ^d	68	4	6%	40	59%	24	35%
Algebra ^d	52	3	6%	39	75%	10	19%
Geometry and measurement ^d	31	1	3%	15	48%	15	48%
Data analysis ^d	37	2	5%	31	84%	4	11%

^a Students' skills were rated from low to high as "Needs improvement," "Approaching standards," "At standard," and "Advanced." "Increased" means students moved at least one level higher in the scale from fall to spring semester (second quarter to fourth quarter). "Maintained" means the students' grades stayed at the same level and "Decreased" means they moved down at least one level in the scale.

^b For fourth grade and fifth grade students.

^c Only third grade students.

^d Data are not available for some students.

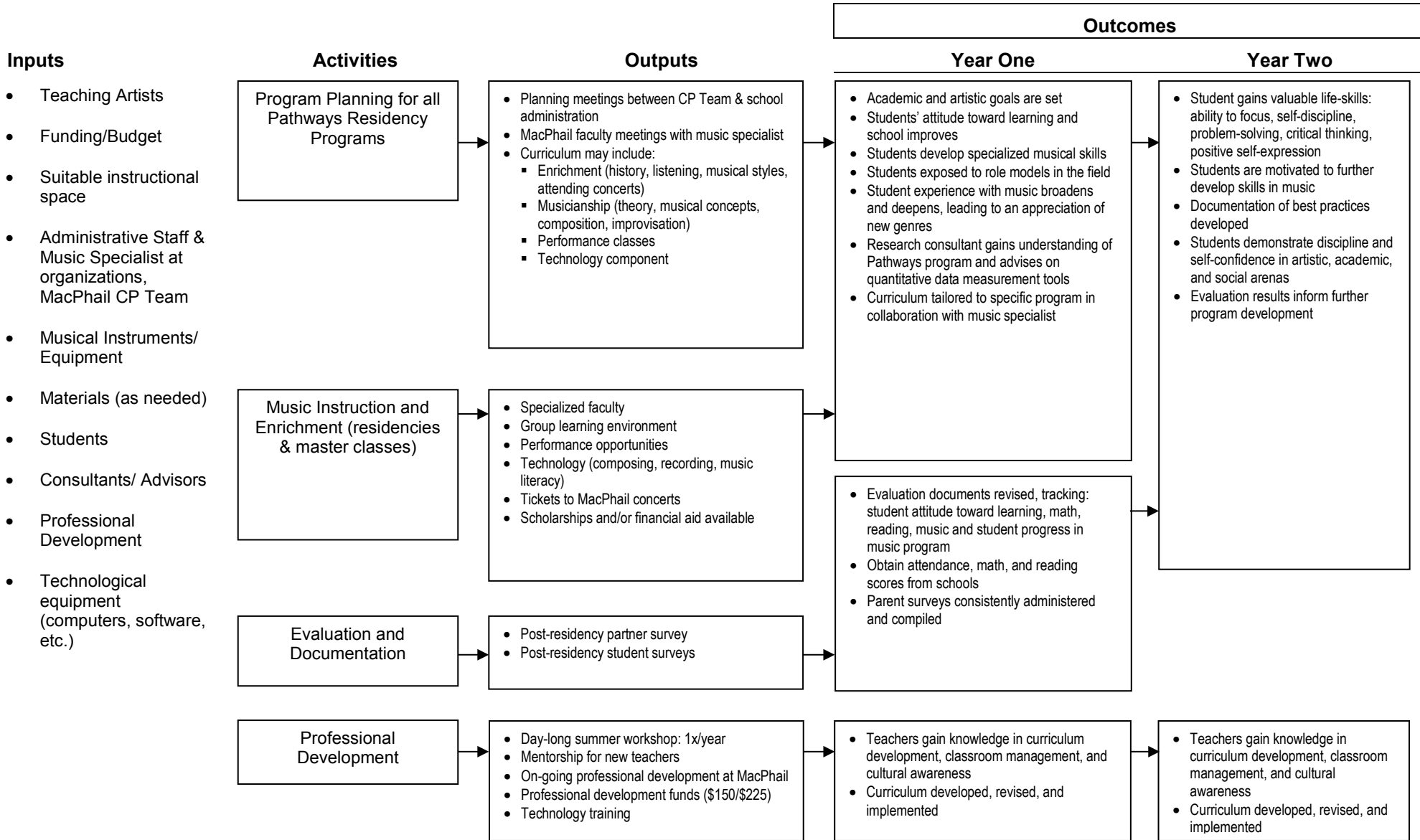
Appendix

Logic model

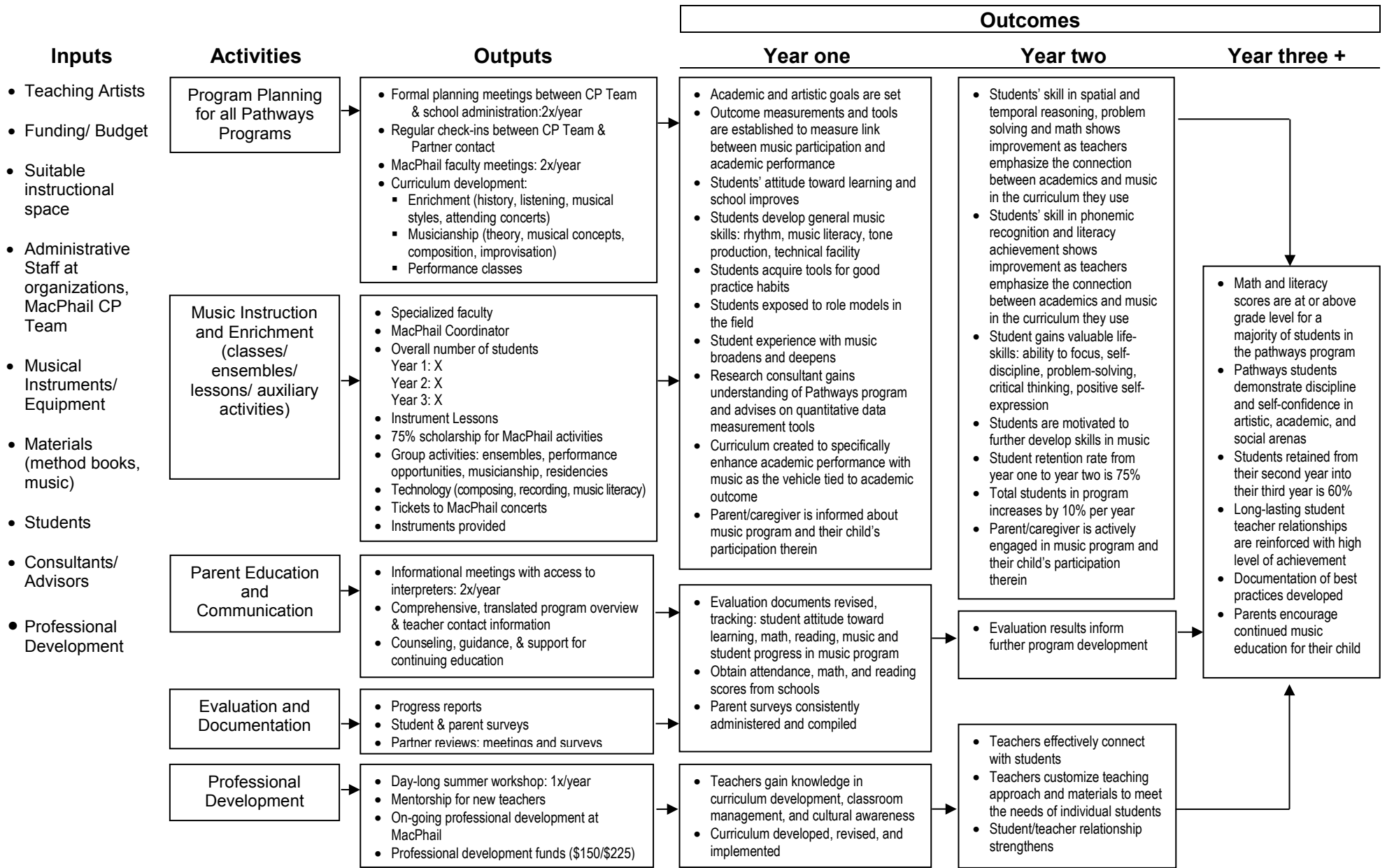
Open ended comments

Survey instruments

Residency logic model – March 2009



Lesson logic model – March 2009



Open-ended comments

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

Ascension (N=22*)

I learned how to play/read music

I learned to play Circle Bows, Tops and Tails, Fanfare Minuet and lots more.

How to read music.

I learned to play newly pieces and it's okay to mess up.

How to read music.

I learned how to play different songs.

I learned how to play Allegro, French folk song.

I learned how to play Allegro.

I learned how to play Chicken on the Fence Post.

I learned to play Allegro, Pirates Door.

I learned new music.

I learned James Bond theme.

I learned new songs like Allegro.

[I] learned how to play hard music.

Perpetual Motion in D, Allegro, May Song.

I learned new songs and more string notes.

I learned to play all different kinds of notes without help and with help.

I learned how to play my instrument/techniques

I learn how to use the proper holder of the bow.

New positions and playing in C major.

I learned how to use my fourth finger on the instrument.

How to move my fingers quicker.

Improving on my cello skills.

I improve to play my violin. I also read music faster.

I learned the proper bowl hold for the cello. I also learned about how fun string instruments are.

I learned how to use my bow properly.

How to play the violin.

Other response

I learned how to be still and not be shy around older people that I don't know.

* Responses might have been broken up and placed accordingly into the appropriate category.

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

Whittier (N=70*)

I learned how to play/read music

I learned how to play the music/notes

I learned new notes and where the notes are

I learned a lot about music notes. I never knew about the music staff and all the notes to read

D = play with your right hand. P = play with your left hand.

The keys on the piano have names and your fingers have names.

I learned about the notes and measures.

The keys and pieces of music.

Songs.

Songs on violin.

I learned about keys, notes and learned new songs.

I learned how to read notes and play violin.

This year I learned the notes, how to play lots of songs.

I learned eighth notes. I learned how to do a major five finger pattern and I learned an upbeat.

I learned how to use sharps and flats to sound good and I learned the minor scales.

I learned how to play eighth notes. I learned the major five finger pattern.

I learned new pieces and the new notes.

I learned about staccatos and flats and sharps.

New songs and new notes to use.

New notes and music pieces.

Songs.

Music.

I learned notes and the piano alphabet and I learned new music pieces.

A bunch of things – songs.

I learned how to read the notes on paper.

Lots of new songs (2 responses).

I learned the eighth and 16th notes. I learned the difference between flat and sharp and I learned about upbeat.

Steady beats.

I learned dynamics and notes, a-b-c-d-e-f and g.

I learned many songs in many different signs.

I learned more about the staff note and different names for skips and steps.

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

Whittier (N=70*)

I learned how to play/read music (continued)

I learned sharps and flats and staccatos.

I learned how to read notes.

New songs and scales.

We have been working on scales and 13, 12 and minuet one, slurs and ties.

I learned Peter, Peter.

I learned two new songs, Lightly Road and the Sound Of The Wind.

How to read notes.

I learned about the flats and the sharps.

All the notes, new songs.

I learned seven new songs and I am happy with the program.

I learned a lot of new songs, scales, and techniques.

I learned how to play my instrument/techniques

How to play the piano.

How to use the violin.

I learned how to play the piano and to play more songs.

I learned the string on the violin is the opposite of the strings on the bass; how to play violin.

I learned how to play piano, lots of songs and now I can teach my family.

How to play piano. I learned how to play fun pieces too.

I learned how to hold the bow. I learned how to pluck. I learned how to hold and play the violin.

I learned a lot about how piano works and I also learned a lot about clefs and staves. Plus, I learned about keys on a piano and how to place my hands.

I learned about piano. I learned the keys on the piano.

How to play the piano.

I learned my notes in my piano and the numbers of the black keys.

How to play piano songs, new notes, music, new songs, songs in our book, and lots of other things.

I learned to play piano and learn new keyboards.

Most notes and how to play piano.

How to play piano. C-D-E-F-G-A-B.

The keys on a piano, the notes, and how to read music.

How to play my instrument and play music.

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

Whittier (N=70*)

I learned how to play my instrument/techniques

I learned how to play new songs on the piano.

New songs to play on the piano.

How to hold the bow

Piano and piano notes.

Other responses

That practice is even more important this year.

Practice is good to learn the song.

I learned that stay in your group, focus on what you are doing, and do your best.

I learned that I practice hard songs.

I don't know yet.

I can do good if I practice a lot.

To memorize more pieces.

I learned that playing an instrument is hard.

Music is awesome in taking this program helps me control my temper.

I learned a lot, especially because [the instructor] is nice

* *Responses might have been broken up and placed accordingly into the appropriate category.*

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

Ascension (N=22*)

The instruments or songs

I would change my instrument.

Maybe my instrument.

Maybe newer music would be nice for children my age.

What I would change is the music. It needs to be better and funnier. This year's music was OK

Learn how to play the music faster.

I would like to change the music and make my own music but use the rhythm.

If we could have more concerts.

Music instructors

Some of the teachers.

Some of the instructor.

Other responses

To have snacks after we play.

The students would have more time.

Nothing, don't know

Nothing (7 responses)

Nothing. They teach me everything I should know.

I would change nothing. Everything is good.

I wouldn't change anything at all.

I don't think I would change anything. I already loved the program. MacPhail is very generous to everybody.

* *Responses might have been broken up and placed accordingly into the appropriate category.*

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

Whittier (N=49)

The format of lessons

I wish it could be longer.

I wish it had more time to learn.

Do it longer.

To have more practice.

Not having it every Tuesday, on the weekend instead.

I would want to play in the afternoon and get 10 min. of this each day from Monday through Wednesday.

I would want to play in the afternoon.

It would be nice to have it during the school day because it wouldn't be such a hassle.

Make it longer.

Maybe rehearsal phase. Wednesdays are slow for me, so I might change it to Friday.

Nothing except I would like it if it was longer.

I would not change anything but advanced lessons if you are a head of the class.

More games to help us with notes.

Instruments/songs

Probably not but there is one thing I like to change is that we should have more days of piano.

Faber frogs, gummy worms.

Candy pianos, chocolate pianos.

Chocolate pianos, Candy pianos.

I would like a little more time to play piano.

Put more instrument choices.

That we would have piano every day.

Nothing, maybe book.

Other responses

That we can perform more at different [places].

Make it more easy.

More school performance, less MacPhail performances.

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

Whittier (N=49)

Nothing; don't know

I would never change anything about MacPhail.

I would not change anything about the MacPhail music program.

I would not change anything (4 responses).

Nothing, because it's great.

Nothing, I love it.

Nothing (16 responses),

Well, I really like MacPhail so I won't change anything,

Nothing. Everything is how it is supposed to be,

I don't know,

I really like my teacher,

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

Ascension (N=22)

Yes

Yes because my parents want me to be a musician and they want to hear me play in front of our church.

Yes because I'm gonna continue through high school.

Yes, because I have fun.

Yes because it can go on my list of things I can do.

Yes because it's fun to learn new music.

Yes I love my cello and I love to play new music.

Yes I would like to improve more next year.

Yes because I would want to learn more of the music.

Yes because I love music and I like to play music.

Yes, absolutely! Because I want to continue learning string instruments.

Yes because I like MacPhail.

Yes because it is a lot of fun.

Maybe

Maybe because when we get to school, I have a lot of homework and sometimes I get a headache.

Maybe because I enjoy learning new things.

Maybe because it is sometimes too much work.

Maybe because I want to.

Maybe. I don't know if my parents let me go.

Maybe.

Maybe, well I have to think about it.

Maybe because I would like to have a better music to learn.

Maybe, well I just sometimes do not get it.

No

No because they push me to do things harder.

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

Whittier (N=62)

Yes

Yes, because it's fun and I learn more things.

Because it's fun to learn about the instrument and new songs on the piano.

I love learning how to play instruments and I like music.

I like to learn and play an instrument and I think it's fun.

You get to learn new songs.

Because I like the teachers and it's fun playing the violin.

Because I learned a lot of things and stuff about staves and clefs.

I like learning new pieces.

I want to because I want to one day be really good at playing piano because lots of my family play piano.

Yes, because I love to play the piano (4 responses).

Because I want to learn all of the lessons.

Because we played advanced piano.

Because I like music and piano.

Because I really like it (2 responses).

I really enjoyed learning violin.

Because I want to learn more about piano.

Because I like playing the piano and I want to get higher in my piano book.

Because I like MacPhail and I am playing piano.

It is fun (14 responses).

Because I want to learn more about piano.

Because I like playing the piano and I want to get higher in my piano book.

Because I like MacPhail and I am playing piano.

I like piano class.

Because I want to learn more, have more practice, and be better at it.

Because it is so outstanding.

Because they are fun and I want to keep playing the piano.

Because it's awesome.

Because it's fun to learn instruments.

It is fun to learn new pieces.

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

Whittier (N=62*)

Maybe

I want to take up a different instrument.

I will take summer, but private class for sixth grade.

Then we will have pianos.

I don't like to have to do all of the homework.

Because I kind of like violin but I kind of don't.

I hate practicing.

I don't know if my parents want me to keep on going with piano.

Because I want to play guitar and I heard that they teach guitar.

Because I'm not sure what next year would be like.

Because it is a lot of work, practice every night.

It might interfere with the class.

Because I might going to another school.

Because it's fun and I learned a lot.

I like playing piano.

Because I don't know if my school next year will have MacPhail.

Because I like violin, or I might join a string orchestra.

If I could change instruments, yes, because I would love more variety.

No

Because I'm going to a different school.

Because it's boring.

My hand hurts me sometimes.

Because I hate practicing.

Because I will be in orchestra next year and MacPhail will be too much pressure.

I don't think I want to really learn piano next year.

Because I get bored.

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

Ascension School (N=22)

Yes

Yes because she taught a lot of stuff that I didn't know

Yes because she teaches me.

Yes because it's lots of fun.

Yes because I understand her tactics.

Yes the program is fantastic.

Yes because she explains the song so it can look easy.

Yes, [teacher] makes sure we do things right.

Yes because she teaches me lots of new stuff and read music faster.

Yes because he is nice.

Yes, sure! Because they are funny and nice and generous.

Yes because I like my instructors.

Yes, they are fun teachers.

Yes because it is fun and I like to go there.

Yes because they are nice.

Yes because she teaches me a lot.

Maybe

Maybe because the lessons are fun.

Maybe because I would like to be good at violin playing.

Maybe. Sometimes I don't want to be here sometimes.

Maybe because I won't get enough time in class.

Maybe.

Maybe because there may be somebody new out there.

Maybe because I don't know if I could come next year. I don't know what will happen.

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

Whittier (N=64)

Yes

Yes, because she teaches us how to play the piano better and she is good to all of us.

Yes, because she is very nice/good with all of us and teaches us a lot.

She was my best [teacher].

Yes, I like the violin very much.

I love my teacher because she cares a lot about me and she's a girl.

Because it is fun to learn the way she teaches us.

She helps me and makes me feel comfortable when I play music and she's a girl.

I like how she doesn't bring it all at us at once. She does step-by-step and she's fun.

Because she's nice and is good at teaching the violin.

She's nice.

My instructor is very nice and helps us a lot.

Because I like my teacher. She is nice and I like her.

Because I really like working with him.

He's a fun instructor.

Yes, because it's good to see my old friend.

Because my teacher helps me on hard ones.

Because I think she is a very good instructor.

She is very great.

She helps me a lot.

Because she is nice and fun.

Because she is super nice.

She is awesome.

She's fun to be with.

She is awesome.

She is a good [teacher].

Because she's really nice and I can learn lots of songs if she is here.

She is nice and caring and she is a good instructor.

Cause I like her.

Yes, because it's fun to play piano with her.

Because I knew him for two years.

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

Whittier (N=64)

Yes

He encourages me to try my best and he is nice and caring.

Because I feel like I know her better and she helps me a lot.

She is fun (3 responses).

Because she is fun.

I've been in her piano class 3 school years.

Because she is nice and teach as well.

[She] is so nice and so understandable.

Yes, because she is nice and I know her well and I would probably want to have her as an instructor next year.

Because [she] is a nice teacher.

[She] is a wonderful instructor there. She has great teaching methods.

Because she is the only instructor I have had.

Because [he] is awesome.

Because he's awesome.

Is he is a good instructor.

He's awesome.

She's awesome.

She is really nice and encourages me to play.

She is nice.

Yes, because I think she shows me more.

Nice person, makes music fun.

Maybe

Because she is nice and does not get mad at you if you get the note wrong.

She is nice and she is a girl.

Because it's fun and I learned a lot.

She doesn't teach what I want to play, different instrument.

Because he's been my instructor for three years and it could be cool to have someone else.

Yes, but depending if I switch back to [name of teacher].

Yes, because he's kinda nice. No, because we don't get to take breaks.

Because maybe I will every day play piano.

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

Whittier (N=64)

No

Because I'm going to a different school.

Because I will have a new one for orchestra, although [she] is very supportive.

I don't want to learn piano next year. I'd like to try something else.

Because I'm not coming back.

I want to see if in another teacher's class if it is easier for me to learn or more confusing.

A5. New City student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

New City School (N=46*)

I learned how to play/read music/compose

Learning more songs.

I liked learning the song “Toasted”.

We learned a variety of songs.

Learning music.

I really enjoyed doing compositions.

I liked composing music on the computer.

I liked composing my own music.

I enjoyed performing, “Afro Blue” at MacPhail

I liked the most was making music on Muscore.

I learned how to play instrument/techniques

We get to use a variety of interesting instruments.

Learning how to play recorder.

Being able to play drums.

That we played recorder songs that were complicated.

The thing that I liked the most was learning many new songs on the recorder.

What I liked most was getting to play songs on the recorder.

I got to use guitar.

I liked learning about drums.

I like playing the drums and guitar.

Being able to play the drum.

I liked that we learned how to play the guitar.

I enjoyed learning guitar and playing in the music work share.

Guitars.

Guitar sometimes and xylophone.

Playing guitar.

I liked learning guitar. It inspired me to take summer classes.

The instruments.

Learning guitar even though I am not that good at it.

I enjoyed learning how to play guitar. I always wanted to and I’m happy I get the chance.

* Responses might have been broken up and placed accordingly into the appropriate category.

A5. New City student survey open-ended comments: “What did you learn this year in the MacPhail music program?” (continued)

New City School (N=46*)

I learned how to play instrument/techniques

I liked the drums

I enjoyed learning guitar, using computers to compose music and playing at MacPhail

I liked trying out a new instrument (the guitar)

Something I like the most would be playing different instruments.

Other responses

I liked that everyone got to play an instrument.

Doing a super band.

I liked doing the super band.

Helping other students and learning new things.

I liked that the music teacher was kind and nice.

I liked that our teacher was serious when teaching the class and its students.

The melodies that were instructed.

We did lots of things that I have never done before.

I liked that we got to learn new things and we did different things than previous years.

Doing actions to the [name of] song.

Computers.

Playing around on the computer with music.

Nothing

Nothing (2 responses).

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A6. Patrick Henry student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

Patrick Henry (N=44*)

I learned how to play/read music/compose

They teach me classical music//jazz and modern music as well.

I liked learning about jazz music and how to play jazz correctly.

I liked the music/new music that we learned.

I learned about jazz (2 responses).

The cool songs we play.

I got to play something I did not know how to play.

The songs we play.

What I like the most about my music lessons are the songs.

The songs.

Doing jazz music.

The jazz groove of our music. I love the jazz music.

I liked the improvisation.

I like composing.

I learned how to play instrument/techniques

I like playing the instrument and learning new music.

Learning how to play new music sheets and how well I play.

I like learning more about playing and learning my instrument.

I liked playing my instrument and making music.

I learned how to play.

Playing.

Play new music and learning new things like notes and playing different instruments.

Other responses

I learned more than more, which I learned a lot of music signs and history.

That jazz is a really cool style of music.

Was fun and interesting.

Music things

Everything.

It's fun (2 responses).

I think the teacher is a cool person.

* Responses might have been broken up and placed accordingly into the appropriate category.

A6. Patrick Henry student survey open-ended comments: “What did you learn this year in the MacPhail music program?” (continued)

Patrick Henry (N=44*)

Other responses

The different feelings and sounds that goes together well.

I liked how my instructor participated with us during the lesson.

Seeing who was brave enough to solo.

Stories about the instructors’ musical history.

I like how the pieces make the band sound like one piece instead of different sounds all coming at once.

To be practicing at home for me to get better playing the songs we play in band.

I will try to improve my music lessons by self-teaching myself more and practice more on my own and at my own pace with the consideration of my participation.

It is already the best I want.

Practicing more often.

I would use even more time to practice instead of just 20 minutes.

I would improve my overall playing skills.

More practicing before and after school.

Nothing

Nothing much.

Nothing.

I would just rather not take it.

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A7. New City student survey open-ended comments: “What would you change about the program?”

New City School (N=42*)

The instruments or songs

Having more instruments to play.

I would have liked to learn more about the instruments we composed for and use letter names for notes all the time.

I wish we could have started with the guitars earlier

I wish we could try more types of instruments

I would include a much bigger variety of musical instruments.

I would like to improve on xylophones.

Learning more songs.

More drums.

More instruments usage.

More instruments to play.

More instruments.

More new songs for us to learn.

Not always using guitar.

The guitar lessons could have been harder.

Use the guitar longer.

The format of lessons or music classes

I would give more opportunities to compose our own music then maybe learn how to play it and we all play it in a performance.

I would like to learn new things instead of reviewing old skills for sometimes.

I would want to do at least one more performance in the year.

Making it more fun (2 responses).

More improvisation composing music

Getting to sing more (4 responses)

More difficult

More computers

A7. New City student survey open-ended comments: “What would you change about the program?”(continued)

New City School (N=42*)

Miscellaneous

Be less goofy and stay on track more

I would be a better listener

We could rap.

More games

Paying more attention

Listening more often and taking fewer breaks.

Nothing

I have no suggestions

I think that it is great the way they are

Nothing (6 responses)

Sometimes I wasn't very interested but other than that nothing.

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A8. Patrick Henry student survey open-ended comments: “What would you change about the program?”

Patrick Henry (N=33*)

The instruments or songs

- Better instruments.
- Different music.
- Have more diverse music.
- Have more percussion.
- We need to play more interesting music.

The format of lessons or music classes

- Learning how to read music.
- Learning more about music.
- Increase scale skills
- Learning more flats and sharps because I don't know very many.
- More time focused on music, faster pace of a class.
- learn more high notes.
- Start off every day with a jazz scale for warm up.
- Teaching jazz scales and improvisation to everyone.
- To learn how to read my music.
- What I would improve about my music lesson is understand the tune more or notes.
- Composing.
- Music instructors
- Have the instructor talk less.
- I would encourage him to use more time wisely.

Other responses

- I need to practice more.
- I would improve the notes...to learn my flats and sharps.
- I would like to play better.
- I would like to play my instrument more at home and practice by myself.
- Practice.

Nothing, everything is good

- Nothing (8 responses).
- For now I really don't know what to improve about my music lessons.

* Responses might have been broken up and placed accordingly into the appropriate category.

A9. Ascension and Whittier parent survey open-ended comments: “What is the best way for MacPhail staff to contact you with information about your child?”

Ascension (N=4)

Communication method

Written notice.

Email (2 responses).

Email, note.

Whittier (N=23)

Communication method

Email (11 responses).

Telephone (5 responses).

Phone. Email. Written notes (3 responses).

Email or phone (2 responses).

Email or written note (2 responses).

A10. Ascension, Whittier, New City, and Patrick Henry parent survey open-ended comments: “Please add any additional comments or concerns you have about the MacPhail program.”

Ascension (N=2)

Additional comments or concerns

That it's a big help/boost, because they loan them the instrument. That teaches them to be responsible.

Great program for Ascension students. Thank you.

Whittier (N=17)

Additional comments or concerns

Parents expressed benefits for their children or appreciation for the program (general)

This has been very wonderful/motivating for son. He is so enthusiastic about piano.

He's really enjoyed the program.

I only want to thank you for all the time you dedicated to teaching my daughter how to play the piano. Thank you.

It is a wonderful program.

We feel fortunate to be able to participate in this program. Thank you.

Great program.

Thank you for all of your patience with the kids and for encouraging them in performing so professionally.

Thank you for this amazing opportunity. I joined the MacPhail Community Inclusion Community as thank you to your organization for your offerings.

This was so wonderful. I am so thankful for this program.

Thank you. What a gift to our Whittier students.

The MacPhail program is one of the reasons we chose Whittier. However, [my child] is going to [another school] next year We think it is a great program and will miss it.

Parents wanted more information about/better communication with the program

More communication about weekly lessons and progress would be very helpful and valuable.

Parents (and children) liked the teachers

We thoroughly enjoy the dedication and open lines of communication with [teacher].

A10. Ascension, Whittier, New City, and Patrick Henry parent survey open-ended comments: “Please add any additional comments or concerns you have about the MacPhail program.” (continued).

Whittier (N=17)

Additional comments or concerns (continued)

Parents would like their children to continue, even when they moved to a different school

My worry is that my son is going to a different school and do not know if they offer music classes.

My son is going to Richfield Middle School. I would like information how he can have some class for next year.

Other responses

I love the program but my daughter missed a lot of the classes due to the teacher being gone. Can we get substitutes?

He has lost interest but I think it's a great opportunity for him to learn now to read music.

New City (N=13)

Additional comments or concerns

Parents felt that the program benefitted the child (general); child enjoyed the program

Child has enjoyed the last 9 years of music with MacPhail. Although he says that music hasn't benefitted other areas of academics for him he did learn to read music in his early years and that benefitted his piano lessons and now in 8th grade he's picked up guitar. That is awesome. Thank you.

He really enjoyed learning to play the guitar. He came home and picked up the guitar we had at home and has played almost every day.

Love the music program. Thank you. Having regular music in our school unites all kids and families.

Initially son wasn't sure about the new approach where students would master something before moving on. Now he understands it and is very proud of his new abilities.

Parents expressed appreciation for the program (general).

Please continue.

Great job!

Parents wanted more information about/better communication with the program

I haven't been very aware of what's happening in the music program, however, I am looking forward to the work share next week. I feel parents could be more informed about what the kids are learning during the year.

More communication about weekly lessons and progress would be very helpful and valuable.

A10. Ascension, Whittier, New City, and Patrick Henry parent survey open-ended comments: “Please add any additional comments or concerns you have about the MacPhail program.” (continued).

New City (N=13)

Additional comments or concerns

Music education is very important

Thank you for partnering with the New City Charter School. Music education is very important to our family (parents are both musicians) and we believe that every school needs a music program. Thank you.

Despite the many “I’s” checked, I am grateful for MacPhail’s involvement and feel it integral to my son’s education.

Parents (and children) liked the teachers

We love [name of teacher]. He’s a great teacher. He inspires the kids and has tons of energy and great ideas. Everyone really enjoys the music they make and you can see how the program reinforces the students’ collaboration skills as a group as well as individual confidence, self-expression.

We thoroughly enjoy the dedication and open lines of communication with [teacher].

Mr. D and Ms. S add so much to our school community. They have always been bright spots in my daughter’s days.

Patrick Henry (N=6)

Additional comments or concerns

He has gained a better appreciation of music

Sounds like a good program.

My son is also in the program. Very cool!

This program is good and should continue.

Thank you for helping my child.

Sounds like a good program.

A11. Community partnership group lesson progress report: “Comments or concerns”

Ascension – Faculty (N=29)

Student’s performance

[Student] made good progress with his viola playing this year (4 responses).

[Student] made good progress with her viola playing this year. Natural leader in class.

She has an eagerness to do well and does much better in a one-to-one situation.

[Student] is a dedicated music student. She has a great attitude and seems to enjoy a new challenge. She certainly showed “leadership by example” in her cello trio.

[Student] is a lovely student. She learns very quickly and is self-motivated to play on her own and try new things.

[Student] is thoroughly enjoyable to work with. He is enthusiastic about music (he likes to play the piano every second he gets!). We even learned his “Angel” theme on his violin. He has a great spirit and is engaged in the class. [Student] is a quick learner and helps keep the energy level up in the room.

[Student] is a joy to have in class; a real sweetheart, engaged, prepared and eager to learn new music. She tries hard and always acts with respect toward her teachers and peers.

[Student] is a great girl with a lot of potential.

[Student] clearly wants to do well.

When he can stay on task, he can really excel.

[Student] has been a consistently bright star in the Ascension program.

[Student] is eager to do well and catches on quickly.

[Student] clearly wants to do well.

[Student] has been a great asset to our class.

It’s been great to have her in class this year. She demonstrated real determination and made great progress.

Areas for improvement/challenges

With consistent and focused practice [Student] could make great progress with the cello (2 responses).

[Student] can really excel when she puts forth the effort.

With proper directions [Student] is an enthusiastic student.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Ascension – Faculty (N=29)

Areas for improvement/challenges (continued)

His biggest challenge seems to be self-direction and organization when someone isn't prodding him along the way.

The only issue we had this term was keeping track of her music.

Following directions initially can sometimes be a challenge.

Group class can sometimes be a challenging setting.

His biggest challenge is in follow-through. More practice between class equals more progress.

[Student] has had trouble keeping up with the pace of a whole-group situation even in a very small group. Like most of her peers, she has found self-direction in home practice a challenge as well.

Understanding how to practice and how often remains the biggest challenge to progress.

...But like most of her peers needs a better understanding of the connection between home practice and progress.

[Student] became a bit discouraged by her rate of progress. Like most of her peers, she needs help making the connection between amount of practice and rate of progress.

I was often challenged by the pace of the group process but she persevered and made some progress.

Inconsistent attendance and little evident practice hindered progress and motivation this year.

As with most of her peers, [Student] seemed to have difficulty managing the “practice” part of the equation for more progress.

[Student]'s biggest challenge seems to have been making the necessary connection between practice and progress.

Sometimes she gets a little distracted by what she might be missing at school or paying closer attention to what her neighbor is doing rather than focusing on her playing. I have seen an improvement in her attitude in class, however, and trying to be more accurate in her playing and note-reading.

She has found self-motivation for practice at home a bit of a challenge.

She can really excel when she makes the effort.

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Ascension – Faculty (N=29*)

Recommendations/suggestions (continued)

He certainly could benefit from regular lessons throughout the summer and more practice at home.

We hope she'll have continued musical opportunities as she goes on to high school and that she'll take advantage of the summer lessons opportunity so she can continue with the progress she's made thus far.

I hope to have the chance to work with her over the summer or at least next year when she returns to MacPhail.

We hope [Student] will be able to continue her violin study as she goes on to high school next year.

Taking some one-on-one lessons this summer would be a great way to further the skills she's gained this year.

We would strongly encourage taking lessons this summer (12 responses).

We hope [Student] will be able to take summer lessons where she will have the opportunity for more individualized instruction (4 responses).

The program structure during the school year did not allow for more individualized instruction, but summer lessons will. We hope she will take advantage of the opportunity (2 responses).

If [Student] wants to continue in the program next year, she will need to show a renewed commitment to serious study which can start with signing up for summer lessons.

We would really like for her to be able to rub elbows with peers who can inspire her to reach for a higher standard. Summer lessons or chamber music camp would be a great way to get the motivation started.

We also hope she will be able to take summer lessons so she can keep up the progress she's made thus far.

She also does better in a more individualized setting, so we hope she will take summer lessons which can give her that opportunity

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=76*)

Student’s performance

[Student] did a great job in lessons this year.

[Student] did a good job in violin this year (8 responses).

I continue to be impressed by how well private study is working for him. He is enthusiastic, motivated, and really progressing very well on the violin.

His increased practice towards the end of the year has really paid off! His playing has really improved! Looking forward to the concert!

He has done a great job in violin this year. Last summer his violin studies really seemed to help him and pay off!

She has done a great job in violin this year. She is cooperative and a pleasure to work with.

He has really improved this year, and it has been a pleasure to work with him the last 3 years!

She has done a great job in violin this year! She has been a pleasure to work with these past 3 years (2 responses).

He is a great student and has done a really good job this year. He is frequently a leader in class and helps other students. I was impressed with the extra pieces that he came in with this year- keep it up! He has a wonderful ear!

Overall, he made good progress throughout the course of the year. He is always enthusiastic about learning new pieces and he seems to enjoy playing for others.

He did a nice job this year- he seems to have a solid grasp of the material and he had an enthusiastic attitude throughout the semester. He made a lot of improvement in following directions during class!

She did a great job this year! She brought her materials to every class (she was the *only* student to do that!) and she made consistent progress throughout the year. I enjoyed having her in class - she had a fun, positive attitude.

He did a great job this year. He had an enthusiastic attitude and was fun to have in class. Overall, he seems to have a good command of the material so far

She has had an excellent year. She has a clear mastery of all of the material presented this year and she always had a fantastic, positive attitude. She frequently helped other students and was a real leader in class.

Overall, He had a successful year. He was great in class, always following directions and working hard. He has a pretty good mastery of the material. His reading has been coming along very well.

He is an outstanding student and I sincerely enjoyed having him in class. He always comes to class prepared, his attitude is always fantastic, and his hard work throughout the year has really paid off. He is a leader in his class, both in terms of his actual progress and his gentle support of his fellow students. His reading ability has improved a lot over the course of the year.

She has had a good year! She has been making consistent progress - I have enjoyed having her in class - her bubbly, cheerful attitude was fun for me and her classmates.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=76*)

Student’s performance

He did very well this year. He has made progress throughout the semester with his note reading and rhythm. He always has a great attitude and is fun to work with in class.

I have enjoyed working with him for the last few years. Still, he had a pleasant attitude and generally worked hard in class.

He had a fantastic year! He worked consistently throughout the year and he made a lot of progress- he was a leader in the class! He had a great attitude and was fun to have in class.

He had a fantastic year! I am so proud of how well he has done and how much motivation he has had, His enthusiasm was contagious with the other students and he was always at the lead. It has been very fun working with him for the past few years.

She did a great job this year! I am very happy with her progress and could see consistent improvement each week. I was thrilled that she was able to get Dragon Hunt ready for the recital! She has been a joy to work with over the past few years.

Overall, She had a great year. She made consistent progress in class each week and seemed to have a firm grasp of the material. I think her confidence improved as well. She was fun to have in class and she worked well with the other students. I enjoyed teaching her for the last few years!

I love [Student]'s piano class! They get along so well and have such great, positive energy and enthusiasm (6 responses).

She did very well in class with the 5th graders¹this year- in fact, she surpassed them!

[Student] did very well in class this year! (2 responses).

He did well in class this year. The supplemental work he did with another teacher outside of class really supported his development. It seemed like an ideal mix and I hope it continues next year!

I has the potential to succeed in piano class, but I'm not sure he has the motivation to follow through with it.

She is bright and I've really enjoyed having her in class these last few years. I'm glad she continued to take piano class and I'm glad she finished strong. I hope she will continue to study music, perhaps joining a choir or band at her next school, or continuing to play piano.

I've really enjoyed getting to know him and having him in piano class all these years! He is musical and I hope music will continue to be part of his life, whether by joining a choir or band at his next school or continuing with piano lessons. I appreciate your commitment to his musical studies and am glad he was able to finish the year strong!

I have truly enjoyed working with her. She has a pleasant demeanor, and sets a really great tone for the class. She is well-prepared and diligent, and is a great role-model for her classmates. The instrument missed a few more classes than I would like, but for the most part, she has done a super job this semester.

It has been great fun working with her. She has a light-hearted sense of humor, so she helps keep us from getting too serious! She seems to like to do things well, and violin definitely suits her. I just have to remind her to hold the violin up!

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=76*)

Student’s performance

She seems to have a real love and enthusiasm for music study. She is engaged and thoughtful, and always has interesting questions and suggestions about playing and technique. I think she has made a great start with violin.

[Student] shows potential for really learning the violin well.

She is a fun and reliable student! She appears to take great pride in her music-making. I think we could make great strides in her playing if we are able to meet over the summer. It truly has been a terrific 3rd grade group!

She is a lovely gal, with a good musical potential. She has a great attitude and is a quick learner.

[Student] has a great aptitude, and learns very quickly.

Just want to add that I think she could become a fine player if she gives herself the chance

She has been a complete joy to work with! It has been a real privilege to get to know her. I hope that we will have the chance to work together in the summer, and help her to prepare for what's next; if I'm lucky enough, I'd love to be a part of that picture. I Wish [Student] all the best, and hope that she is able to continue her violin/music studies regardless of where or with whom.

What can I say? I can't believe that 3 years have gone by so quickly! I am so glad that she was able to remain for the entire time, and I'm thrilled that she is playing with her Swedish choir now, and looking ahead to a new orchestra program in 5th grade. I am only sorry that I won't have the privilege of continuing to work with her. I wish her all the best!

She has shown a great independence since last summer! She has a strong foundation for reading music and solid basic technique. I hope we will have the opportunity to work together this summer, as she gets ready for her next school, and a whole new experience. I wish her the best...I am sorry to have to say goodbye to these gals! I can't believe how fast these 3 years have gone!

* Responses might have been broken up and placed accordingly into the appropriate category.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=76*)

Areas for improvement/challenges

The main issue that exists is the seeming lack of practice time at home. When asked, she says that she is very busy, and always promises "This week I'll practice more..." In order for learning to take place, she needs to spend plenty of her own time on the instrument to build the skills learned in I would be so curious to see what would happen if the time on the violin went up to 3-4 days a week. ...Also, [Student] and [another Student], being great friends, have gotten a bit goofy during our classes, sometimes to the point of distraction from the lessons. I had to ask them to check their behavior a little.

The major issue we have had this semester is simply bringing the necessary items to class. There have only been 4 classes where the violin and music were present, and this presents a major obstacle to getting the most out of the violin learning. I think she has great potential, but unless we are able to establish responsibility for her training and a good practice routine, the progress will be substantially limited.

This semester, however, [Student] and [another Student] seem to have gotten very comfortable in the lessons, so much so that their behavior has sometimes become a distraction during the class. There have also been several days where she has not had her music, which is unlike her.

The main obstacle has been the absence of her violin and books for class the majority of the semester. Her violin has only made it to class 2 times since January!

In order to do well, he needs to practice consistently at home (minimum of 5 days a week for 30 minutes). He struggles with remembering note names, right and left hand, rhythms, etc. When I can help him practice a song, he does get it - but the next week he may not be able to play the song we worked on the previous week. I would like to see him continue, but if he is going to continue, he will need to be more prepared for class.

...but attendance and home practice fluctuated. I believe this was in part due to the class being held before school; I'm sure that made transportation difficult at times.

The before-school class time made things difficult at times this year.

One of the consistent challenges was that he rarely brought his book, which affected his in-class work. I would suggest more consistent practice at home throughout the week to really solidify what we worked on in class.

One of the consistent challenges was that he rarely brought his book, which affected his ability for in-class work. More consistent practice at home throughout the week will improve this even more!

More practice at home each week will really help to solidify what he has learned in class. A consistent issue that was a problem was that he rarely brought his book. Another issue to continue working on is his posture- help him to sit tall when he sits at the piano and keep his arms and wrists floating with round, firm fingers.

...although, with more practice at home each week, she will dramatically improve even more. She mentioned to me that she never takes her book home from school, so the only practice she had was during class. She was still able to learn a lot and get pretty far, so imagine how much farther she can go!

More consistent practice at home each week will help to improve even more.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=76*)

Areas for improvement/challenges

I know that having the class before school this year has presented a number of difficulties- thank you for doing your best to work with the situation as best you could (5 responses).

It seems that it was hard to get him to his class on time each week and I feel that he definitely felt the loss of that time. He has continued to make progress, although I didn't see much evidence of practice at home this year. If he had worked consistently at home on his assignments each week, think he could have made much more significant progress

I think she could really become a fine player if she applies herself.

Recommendations/suggestions

Please contact me so that we can talk about how to get him involved in summer music study at MacPhail! Whittier students receive a 75% scholarship towards one summer activity at MacPhail.

I have enjoyed having him in class and look forward to working with him this summer [and next year]! Please see the following ClassDojo report for more detailed information.

Keep playing

* *Responses might have been broken up and placed accordingly into the appropriate category.*

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

[Student] has a curiosity for music and has had a successful year in music class.

...and look forward to her growth as she continues her piano study next year.

I look forward to her continued growth with reading on the staff and applying that to the keyboard.

He mentioned he might be able to have a few lessons in the summer, which would be great. If not, have a good summer and I look forward to more of his music next year.

I look forward to her continued musical growth next year!

[Student] is a curious and engaged music student. He puts forth a great effort each class and takes ownership of small group composition projects.

[Student] has had a successful year in music class.

[Student] has had a great year in music. She participates with enthusiasm and is always willing to volunteer.

[Student] has had some excellent moments in music class along with some challenges. Recently he has focused and made improvement.

[Student] has been a dedicated and enthusiastic music student. She has a great singing voice and works well in small groups.

[Student] works hard in music class and has had a successful year.

[Student] is a fine music student, she has worked hard this year. She has particularly excelled in small group settings.

This year I have focused on challenging [Student] musically and he has responded well. His performing has improved and his small group work is more successful.

[Student] is always enthusiastic and holds himself to a high musical standard.

[Student] has a great singing voice and obviously loves to move to music.

[Student] does great in music class when he is focused and when working in small groups.

[Student] has had a terrific year in music. She is on task and always contributes. She follows directions and has an eye for details.

[Student] is a fantastic music student. She is on task and pays attention to details. Her singing voice is accurate and expressive.

She is a terrific student with a great singing voice. She has had a successful year in music class.

He is a strong student who obviously enjoys music. He does well with organizing small group work.

[Student] is an enthusiastic student and certainly enjoys performing.

[Student] is a well spoken and successful music student.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

[Student] is certainly interested in music and works hard each class.

[Student] is a great music student. She is on task and focused and has progressed with her recorder intonation.

[Student] is an eager and enthusiastic music student.

[Student] has done a great job in music class this year. She often volunteers and has improved her recorder playing .

[Student] has excelled at playing guitar this year. She has also been a great help to other students who are learning guitar as well.

She genuinely wants to improve her musicianship and has experienced many new aspects of music in class.

[Student] has created some great compositions this year.

[Student] is an enthusiastic and eager student. He enjoyed our electronic music unit as well as performing on instruments.

[Student] is a fantastic student. She is always on task and has accomplished a lot in music this year. She is able to work well in both group and individual settings.

She obviously enjoys music and works hard in class. Her compositions have been particularly well thought out.

This has been [Student]'s most successful year in music class. Her steady beat skills have improved and she showed particular focus while composing music.

He is an asset to his music class. He is eager to help others and enthusiastic about performing on instruments.

She has done a terrific job at picking up where she left on in music class this year. Even though she has been hesitant to participate, when she does, she is very successful.

[Student] excels when he is on task, he has in particular shown interest in electronic composition and has created some very cool pieces of music for Cello and Piano as well.

[Student] does very well in music class..

He is a fine music student. He works very hard and able to work independently. His compositions were particularly mature.

She is a fine music student. Her creativity was especially evident in some of her compositions this year.

[Student] is a sharp student and has produced some interesting compositions this year.

He has had a great year in music. He has excelled in the area of composition, with many MacPhail faculty commenting on the maturity of his pieces.

He did great during out unit on electronic music. His compositions were very interesting.

She has had a successful year in music class. She has particularly enjoyed electronic composition and xylophone playing.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

[Student] has had the most success with small group and individual work such as composition this year.

He has had a great year in music. He has composed for electronics, live musicians, and performed well on several instruments including guitar.

He has had a successful year in music class. He has learned some guitar, composed music for electronics as well as live musicians.

[Student] has done a fantastic job mentoring students on guitar. It is like having another teacher in class with me, he is so helpful. His peers value his experience and help with guitar.

I has composed one of the more interesting pieces of music this year.

We’ve been particularly lucky to have [Student] in music class this year as he brings his musicianship (and violin) with him. His peers have been impressed and enjoy listening to him perform. He has served as the foundation of music class and he will be sorely missed! His compositions were some of the most mature (and interesting) of the class.

He has created some very interesting and challenging music this year. He also has performed with enthusiasm and does very well with soloing on drums.

She is a great music student and pleasure to have in class. She has composed music with interest, creativity and enthusiasm this year.

She has done a fine job in music class this year. She has particularly enjoyed performing and does a terrific job performing a tricky xylophone part for the music workshare. While guitar hasn’t been the most friendly instrument to her, she has improved and learned this new instrument.

He has had a great year in music. He is a focused and thoughtful learner and a pleasure to have in class. He has work with [another student] to compose some very mature and interesting music.

As you know, he is a fine musician and student. He has also created some terrific compositions this year and has worked collaboratively in composing.

He is a fine musician and student. He has created some unique compositions this year. His guitar playing is accurate and musical.

She has done really well in music class this year. Her ability to play individual parts correctly and accurately has greatly improved. An example is the xylophone part she plays during the music workshare. She has also shown grit and determination while learning a new instrument, the guitar.

He is an interested music student. He has created some very interesting (and challenging) compositions.

He is a terrific musician and student. His piano playing always wows his fellow students and his musicality has benefited his peers.

She is a great music student and has perservered through the beginning stages of learning guitar. Her compositions are really mature and sound great.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

He is a terrific student and has had a great year in music class. His compositions were some of the most mature and developed in class, you really need to listen to them.

She is extremely enthusiastic and engaged during music class. She has composed music and learned to play the guitar.

She has done great in music this year. She has shown determination while learning a new instrument, the guitar and creativity when composing music.

She is a very good student. She asks questions when she needs help - and is a confident performer when she is ready to perform. I have very much enjoyed getting to know her

She has put in a good year on the piano! She has learned a lot. Congrats on a great year!

He has done a great job on piano this year. He seems to really enjoy playing and making music!.

She has done very well in class.. She is a cooperative class member. Have a great summer.

[Student] has a lot of ability on the piano.

He has done very well this year. It is fun to see when he really likes a piece. He has come a long way with getting comfortable using all his fingers on both hands. We will continue to work on that so that it gets easier and easier. Have a good summer and keep up the good work!

She has had a great year on the piano. I love her enthusiasm and joy in making music. I look forward to her continued growth next year. Have a great summer!

He has learned so much this year; I am excited he will be continuing in the summer! We will expand repertoire so that reading on the staff gets more comfortable. He is a hard worker and a fun class member. Good job!

He has accomplished a lot this year on piano! He is always prepared and involved in class. He has for the most part become more focused during class. He is a very good student and I look forward to his continued growth on the piano! Good job.

[Student] has had a good year on the piano. Have a great summer - and good job!

I am so glad it worked out that [Student] was able to get into piano class! He does very well when he is focused and working. He has a very natural sound. We will continue to work on reading on the staff so that the transfer of what is on the page to what is in his hands gets easier. Very glad he played at the Plant Sale; I think he is a natural performer! Good job !

[Student] is a very musical young lady! She is playing and reading very well. I know if she practiced, she would really excel at the keyboard. I hope she can commit to more regular work next year in order to make the most of this opportunity.

[Student] is a very capable pianist. I would love to see him spending more time learning his music at home. When he is interested in the music (Gangnum Style), he is much more excited to learn. I think if [Student] decides to continue to next year, we will work on getting music of interest to him so that he is more motivated. He is a very bright student that will do well when he applies himself.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

[Student] is a reliable and cooperative student. She is always prepared. I know the reading on the staff has sometimes been difficult for her, but she has really improved with her note recognition this year. I am impressed with her progress! Keep up the good work !

[Student] has a very positive attitude in class.

[Student] has had a model year! She always has her music, is prepared in class and is an active participant with the group. It has been a treat to see how much she has grown in all these respects. Her reading has greatly improved. I love that she and [another Student] have taken on such a challenge with the duet - and appreciate all the work they have put into it. We will continue to develop her sound on the keyboard, adding in more phrasing, dynamics, touch etc. I look forward to her continued study and growth. Yay!

[Student] is really growing on the piano... her reading and skills have greatly improved. She has a beautiful sound.. When she practices her pieces, she knows them inside and out! I look forward to her continued growth on the piano. She is a fun class member. Have a great summer!

[Student] is a treat! He has come a long way this year. His reading on the staff is excellent.

[Student] is a natural! He is very musical. He has really grown this year as a pianist, adding so much to his repertoire. His sense of phrasing, dynamics and sound have developed; he is able to express a lot in his playing. He is able to make changes quickly when he is focused. Bravo !

[Student] has done a fantastic job of learning the piano. It has been a treat to get to know him and see his progress. If he ever decides he is up for lessons, please let me know! Great kid and great family to work with! Best of luck in middle school. Keep in touch!

Wow - as you know, [Student] is an amazing musician! Best of luck with the guitar and middle school. If ever [Student] decides to pursue the piano - you know where to find me. A great kid and a great family - thanks for all the support and hard work over the years!

[Student] is a model student! Always reliable, prepared and cooperative. She has made so much progress over the years. I am so glad to be continuing with her musical adventures in the future! Brava!

[Student] has been a treat to work with - her growth and enjoyment with the piano is a pleasure!

[Student] has done an amazing job on the piano. In a short amount of time, he has accomplished a lot! I am glad he had the opportunity to study this year as he seems to really enjoy the piano. I have enjoyed his enthusiasm for learning songs that he likes.

[Student] has done a great job of learning piano in a short amount of time! I have really enjoyed her enthusiasm and interest. She is good at asking questions when she needs help and working on her own when she can figure things out. It is so nice how much she enjoys performing!!

It has been a pleasure to get to know [Student]. She has accomplished a lot on piano in such a short amount of time.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Student’s performance

She is extremely motivated on piano. She has progressed an amazing amount in such a short time. I hope there are plans for her to continue, either on piano, or in something musical as she seems to enjoy the whole process, the sounds and the creativity. I have really enjoyed working with her. Let me know if I can help in any way with future plans. Brava!

She has learned a lot in a short amount of time! From initially being nervous about performing, she has gained a lot of confidence and has become comfortable playing for the class and the recital. Go [Student]! Best of luck as you move on to Middle School!

He had learned an amazing amount in his short time of study! I am so glad this opportunity became available for him. Please let me know if there is a chance he might continue in the Summer or next year. Either way, best of luck in middle school an bravo on your piano accomplishments!

WOW! He has had an amazing year. At the beginning of the year, he was not reading on the staff. Through his hard work, he is now an excellent reader on the staff - and loves to play the songs that he knows. I am very impressed with the amount of progress that has occurred. Go [Student]! I hope it works out that he can continue; he really seems to enjoy making music.

[Student] has been a real trooper this year - combining her time in both the 4th and 5th grade class. She has done a good job making progress on the piano. Best of luck in middle school! It has been very fun to know and work with her.

I have very much enjoyed working with [Student]. She is a cooperative and fun student. Her reading has progressed immensely this year. It is very impressive. Thank you for always being on time to the 9:00 class! She has come a long way with the piano. Best of luck in middle school!

Recommendations/suggestions

He should consider taking advantage of the New City Pathways discount at MacPhail this summer.

I look forward to his continued study. We will find more performing opportunities for him.

My goals as we continue is to work more with fingering so that as his music moves around more, he is able to get around the piano more easily. I also look forward to working more with interpretation. We will focus more on phrasing, dynamics and touch to achieve this. He is a great student - and a great kid!

I hope she may be continuing with her studies in the future, please let me know if I can help to get anything set up for her. She is a very nice young lady - and all the best in middle school! Go [Student]!

Hope he can keep up some kind of musical study as he moves on to middle school. Good job.

I hope she continues with her studies. Please let me know if I can help get anything arranged for her in the summer or in the future. Best of luck in middle school.

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=59*)

Recommendations/suggestions

She is a very creative person and I hope she is able to continue with music in some form as she moves on to Middle School. Please let me know if I can help in any way - great job!

I think some private lessons would solidify much he has been exposed to this year. I hope it works out that he can take it during the summer.

If there is any way she could continue her studies in the summer or next year, that would be great.

I hope she is able to continue studying music this summer.

* *Responses might have been broken up and placed accordingly into the appropriate category.*

Survey instruments



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

Name:	Grade:
	Date: Spring 2013

School: ¹ Ascension School ³ Whittier International Elementary ⁶ Jenny Lind

1. What instrument do you play?

- ¹ Piano ² Violin ³ Viola ⁴ Cello ⁵ General/Classroom Music
⁶ Other (Please specify: _____)

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 feel your instructor cares about you?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. 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
6. Does someone at home encourage you to practice your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. Does someone at home come to your performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you like school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
13. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
14. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
15. Do you like to perform?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

- ¹ Yes ² No



PLEASE TURN OVER TO COMPLETE

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

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

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

¹ Yes ² Maybe ³ No

Why?

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

¹ Yes ² Maybe ³ No

Why?

THANK YOU FOR COMPLETING THE SURVEY!!



**MacPhail Center for Music
Pathways to Performance
Middle and High School Student Survey**

Name:	Grade:
	Date: Spring 2013

School: ⁴ New City ⁵ Patrick Henry

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

18. What would you improve about your music lessons?

THANK YOU FOR COMPLETING THE SURVEY!!

**MacPhail Center for Music
Pathways to Performance (Elementary School)
Parent Survey**

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:** _____

School: ¹ Ascension School ³ Whittier International Elementary ⁶ Jenny Lind

Relationship to student: _____

1. What musical instrument does your child play?

- ¹ Piano ² Violin ³ Viola ⁴ Cello ⁵ General/Classroom Music
⁶ 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	Don't know
8. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
9. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
10. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
11. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
12. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸

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

Community Partnership Group Lesson Progress Report (Completed by Music Instructor)

Student's name:

Grade:

Date:

School: ¹ Ascension School
⁴ New City School

³ Whittier International Elementary
⁵ Patrick Henry ⁶ Jenny Lind

MacPhail Instructor (s):

What does the student study? ¹ Piano ² Violin ³ Viola ⁴ Cello
⁵ General/Classroom Music ⁶ Other:

Student attended class times out of times possible.

Please rate the student's preparation for and behavior during the group class.

Always Most of the time Sometimes Never Not applicable

1. The student brings all required materials (method book, instrument, etc.) to the group lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
2. The student prepares assigned music in home practice	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. 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
4. The student follows directions in the lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. 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
6. The student has shown consistent musical progress and growth	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Comments or Concerns: