

# MacPhail Online School Partnerships

## *2023-2024 Evaluation Results*

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## Executive summary

This report presents the findings of the MacPhail Online School Partnerships (OSP) evaluation for the 2023-2024 year. The MacPhail Center for Music Online School Partnerships program aims to increase access to high-quality music education for students who attend schools in greater Minnesota in order to improve student interest and knowledge in music, and to improve or maintain positive school engagement and non-academic skills.

The evaluation is focused on program impacts for students in three primary areas: 1) positive school engagement, 2) student overall well-being (social connections, mental health), and 3) musical growth and progress. Additionally, fostering and maintaining partnerships with local music educators to best support their work is a primary goal of the program and an area of exploration for the evaluation.

The key findings include:

- In terms of school engagement, student survey data suggests some positive impact. About half of students surveyed report that participating in OSP motivated them to do well in school. For students in individual lessons in particular, 80% report OSP motivates them to do well in school.
- For social connections, over half of students report OSP makes them feel more connected to other students in their classes.
- Students highlight the relationship with their teaching artist when asked about their favorite parts of OSP, such as having access to a specialized instructor or receiving support from a trusted adult.

*[Teaching artist] kept me going with rehearsals even when I was having a really hard day. She really helped me improve, and you can tell she cared about us all.*

- Through teaching artist assessments, music educator data, and student self-reported surveys, students demonstrate improved musical skills and increased musical interest.
- Music educators report that MacPhail is an appreciated partner and collaborator, noting that the specialized instruction MacPhail teaching artists provide is important for students and extends their own capacity as teachers.

*It's been wonderful having access to private teachers. We don't have any in our area.*

- Findings for students receiving individual lessons and students in sectional or group lessons differ in a few key areas. Students in sectionals, compared to those in individual lessons, generally report lesser impact related to positive school engagement, mental health, music skills or abilities, and general satisfaction with the program. This may be due to the depth of engagement that individual lessons provide, given that sectionals are generally less time-intensive and occur in groups rather than one-on-one. Further exploration of the sectional format and expected impacts may clarify what we expect to observe as a result of programming. In another view, these findings strengthen the impacts we see from individual lessons.

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## Program overview

The MacPhail Center for Music Online School Partnerships program aims to increase access to high quality music education for students who attend schools in greater Minnesota in order to improve student interest and knowledge in music, and to improve or maintain positive school engagement and socio-emotional skills. The program has been providing lessons and working with schools outside the Twin Cities metro region since 2011. Schools may choose the type of instruction (individual, sectional, or classroom) that makes sense for them, given the number of students they would like to have participate. The types of lessons provided by the Online School Partnerships (OSP) program are:

- **Individual lessons:** These lessons offer one-on-one instruction with an instrument or vocal specialist to work on general tone and technique. Teaching artists may also provide support as a student prepares for All-State band or choir and contest preparation. These lessons generally happen throughout the school year. This year, about 40 students participated in individual lessons.
- **Sectionals:** In these lessons, MacPhail teaching artists work to boost the skills of specific sections of choir or band. They work on repertoire that participating students are playing in large group ensembles. These students work on development of sound, rhythmic precision, general musical understanding, and performance skills. These lessons generally take place in a shorter timeframe than the individual lessons, such as in a couple months, and are less student-directed than individual lessons. This year, there were nine sectional groups.
- **Class lessons:** These lessons are ongoing and built on method books, handouts, and sequential practice planning. The MacPhail teaching artists consult with the partnering music educators to create ongoing assignments that encourage musicianship and solid playing techniques for the group of students, with a focus on one particular instrument or voice type.

The MacPhail teaching artists work collaboratively with school music educators to develop curriculum, implement the Online School Partnerships program, and work with students individually, in sectionals, or in large group settings. Teaching artists teach classes at the partner schools remotely through teleconferencing technology. Classes are typically 30-60 minutes in length, with a MacPhail teaching artist working with students on their repertoire for their ensemble or for an audition, as well as helping students as they develop their musical skills. The session content is based on what the partner schools' music educator would like the teaching artist to cover, and the teaching artist creates the session structure based on the music educator's goals.

# Evaluation approach

Wilder Research and MacPhail have worked collaboratively since 2015 to conduct an annual evaluation for Online School Partnerships. The evaluation includes implementation and outcome components, and gathers qualitative and quantitative data to answer the research questions below. For more information about the expected impact of the program, please see the logic model in Appendix A.

## *Impact evaluation questions*

1. How does student participation in the Online School Partnerships program affect:
  - a) Positive school engagement?
  - b) Student social connection and overall well-being?
  - c) Student skills and interest in music?
2. How does music educator participation in the Online School Partnerships program affect their growth as an educator, job satisfaction, and ability to manage the many aspects of their work assignment?

## *Implementation evaluation questions*

3. How well is the Online School Partnerships program being implemented? What are aspects of the program, if any, that need to be adjusted over time?
4. How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?

## Methods

To explore these key evaluation questions, we used the following methods:

- **Music educator survey:** Wilder conducted a web survey with school music educators involved with the Online School Partnerships program. In the survey, educators were asked about the impact of the program on students, their collaboration with MacPhail, value and successes of the program, and suggestions for improvement. Music educators were invited through email to complete the survey online. Seven of ten eligible educators participated in the survey, and nearly all of them have students that receive individual lessons, the most in-depth and tailored learning experience for OSP students. An overall summary of the survey data is in Appendix B.
- **Student survey:** This survey was developed to measure student outcomes of interest, perceptions of the lessons provided, and overall satisfaction with the Online School Partnerships program. Music educators sent a web survey link to their

students to complete the survey. Thirty-six 8th-12th graders completed the survey. Of those 36, 15 participated in individual lessons and 21 participated in sectionals. Difference in responses by lesson type (individual or sectional) are explored where applicable. An overall summary of the survey data is in Appendix C.

- **Music skills assessments:** pre and post skill assessments completed by MacPhail teaching artists
  - **Individual lessons:** Historically, the evaluation has used music skills assessments to assess growth in key music areas for students receiving individual private lessons. The MacPhail teaching artist completes the assessment within the first month of programming, and again at the end of the school year. The primary analysis of this data was a matched analysis to show individual student changes from beginning of year to the end of the year. An overall summary of the data can be found in Appendix D.
  - **Sectionals:** This year, we also incorporated similar assessments for students in sectionals. These were completed by the teaching artists at the beginning of the sectional sessions and again at the end. It is worth noting one sectional had one student, since they were the only one in their section. Since they participated in the overall sectional format, they were included with the sectional analysis. The primary analysis for the sectional assessments is similar to the individual lesson analysis, a matched analysis by group to show group changes over the course of the lessons. An overall summary of the data can be found in Appendix E.

## 1. Evaluation questions and methods

| Evaluation questions  | Music skills assessments | Music educator survey | Student survey |
|---|--------------------------|-----------------------|----------------|
| 1a. How does student participation in the Online School Partnerships program affect positive school engagement?   |                          | X                     | X              |
| 1b. How does student participation in the Online School Partnerships program affect student social connection and overall well-being?   |                          | X                     | X              |
| 1c. How does student participation in the Online School Partnerships program affect student interest, motivation, knowledge, and skills in music?   | X                        | X                     | X              |
| 2. How does music educator participation in the Online School Partnerships program affect their growth as an educator, job satisfaction, and ability to handle the many aspects of their work assignment? |                          | X                     |                |
| 3. How well is the Online School Partnerships program being implemented? What are aspects of the program, if any, that need to be adjusted over time?   |                          | X                     | X              |
| 4. How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?   |                          | X                     | X              |

# Key findings

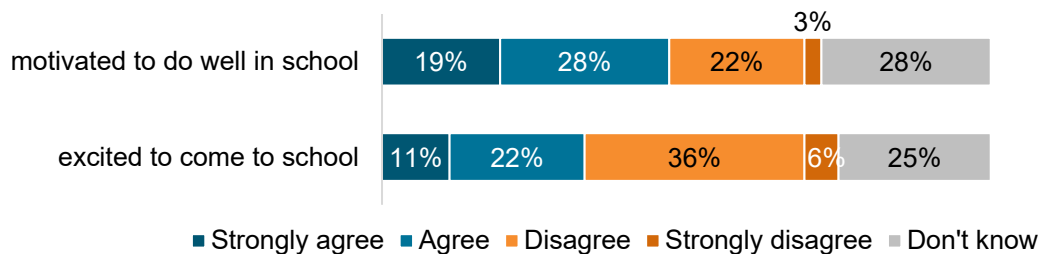
## Student impacts

### Student survey data suggests some potential impact on positive school engagement

According to student surveys, some students report being more excited to come to school and more motivated to do well in school because of OSP (Figure 2). About half of students say they're more motivated to do well in school because of OSP and a third of students agree they're more excited to come to school. There are somewhat high levels of disagreement or "Don't know" responses. This is in line with previous reporting that has found OSP's impact on academic motivation and attitudes is present but somewhat limited, according to student self-report.

### 2. Student academic attitude and engagement because of OSP (N=36)

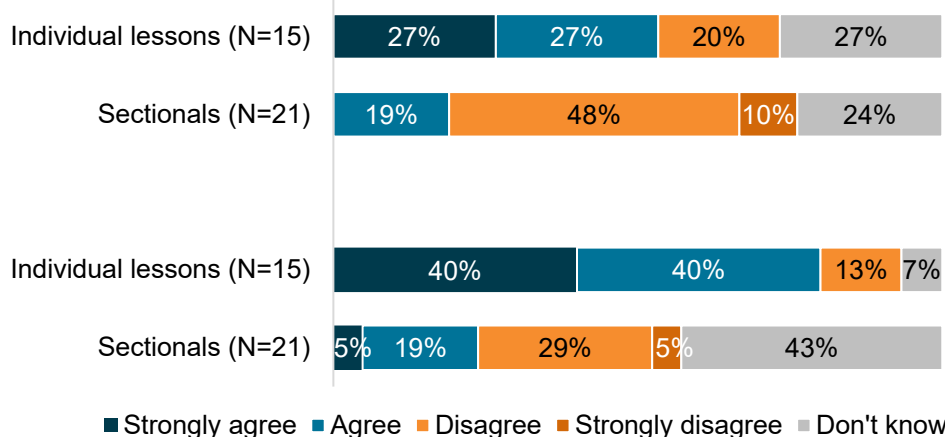
Participating in Online School Partnerships made me more:



When reviewing these questions by programming type (individual lessons or sectionals), students in individual lessons have higher levels of agreement than those in sectionals (Figure 3). For example, about half of those in individual lessons say OSP makes them more excited to come to school (54%), compared to over half of those in sectionals who disagree (58%). There are multiple possible explanations for this difference. While this could be an impact from the more in-depth programming individual lessons provide, it may also be that students in individual lessons are more engaged with school to begin with.

### 3. Student academic attitude and engagement because of OSP, by programming type (N=36)

Participating in Online School Partnerships made me more excited to come to school



Note: Totals may not equal 100% due to rounding

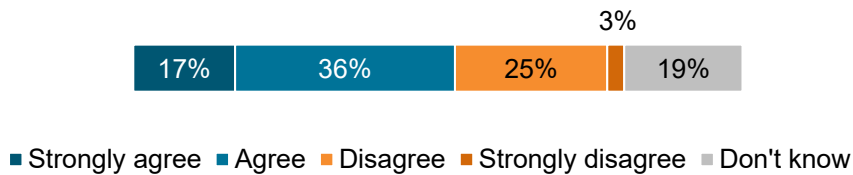


## Program may have a limited impact on student social connections and overall well-being

In terms of program impacts on social connections, about half of students report they feel more connected to other students in their class because of OSP, while a quarter disagree (Figure 4).

### 4. OSP impact on student social connection (N=36)

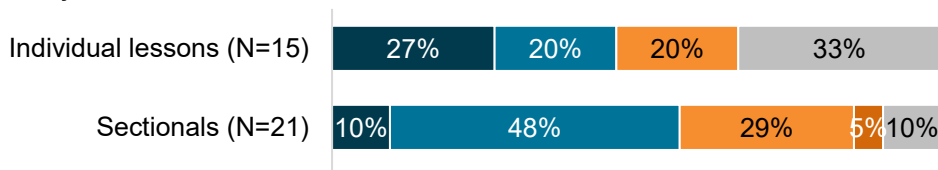
Because of Online School Partnerships, I feel more connected to other students in my music classes.



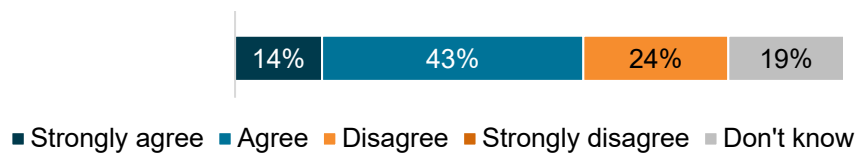
Reviewing by programming type, a somewhat higher proportion of students in sectionals than individual lessons either agreed (58% vs 47%) or disagreed (34% vs 20%), while a third of students in individual lessons said they don't know. Students in sectionals were also specifically asked if they enjoy their time practicing with others, and similarly, about half agree and a quarter disagree. This suggests sectionals may foster social connections with peers more than individual lessons, but this impact is not experienced by all students.

### 5. OSP impact on student social connection, by programming type (N=36)

Because of Online School Partnerships, I feel more connected to other students in my music classes



I enjoy my time practicing with others in my section during sectionals (N=21)

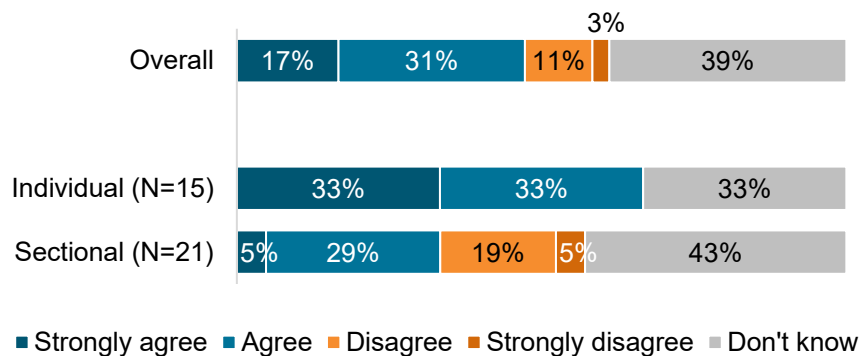


Music educators were also asked for their perspective on students' social connections. Five out of the 7 educators who completed the survey agree their students are "more connected to each other," with one disagreeing and one saying they don't know. When asked in a follow-up question about ways they've seen their students become more connected, a few music educators mentioned sharing a common purpose, encouraging each other, and sharing learnings with each other.

In terms of self-reported impacts on mental health, about half of students overall report OSP has had a positive impact on their mental health (48%), and nearly 40% saying don't know (Figure 6). By program type, two-thirds of students in individual lessons agree, compared to one-third of students in sectionals. Again, there may be multiple explanations for this difference. From previous evaluations and this year's evaluation, we know that the relationship between a MacPhail teaching artist and their student in individual lessons can be supportive and strong, particularly if the student receives lessons across multiple years. This may, in turn, have some positive impacts on mental health. Students receiving lessons throughout the school year may also experience increased confidence over time due to accomplishments in OSP lessons. Both of these explanations would likely be limited in a shorter, less individual setting like the sectional lessons.

## 6. OSP impact on student mental health (N=36)

Participating in Online School Partnerships has had a positive impact on my mental health



Note: Totals may not equal 100% due to rounding

Student open-ended responses offer some insight into this finding. The survey asked students how, if at all, OSP has impacted student's mental health. A majority of these responses indicated that the program had no impact or very minimal impact on student mental health, with one student noting, "This has no bearing whatsoever on my mental health." A few students indicated positive impacts, primarily related to the boost of confidence that getting better at a skill can provide. A couple students also said the lessons give them something different or something to look forward to. Three students mentioned that the program can be stressful at times.

*I feel like [OSP] maybe helped a little because I feel more excited to be in band. I've started to play better and [am] more confident while I'm playing, making it more fun to be in band, making me more happy.*

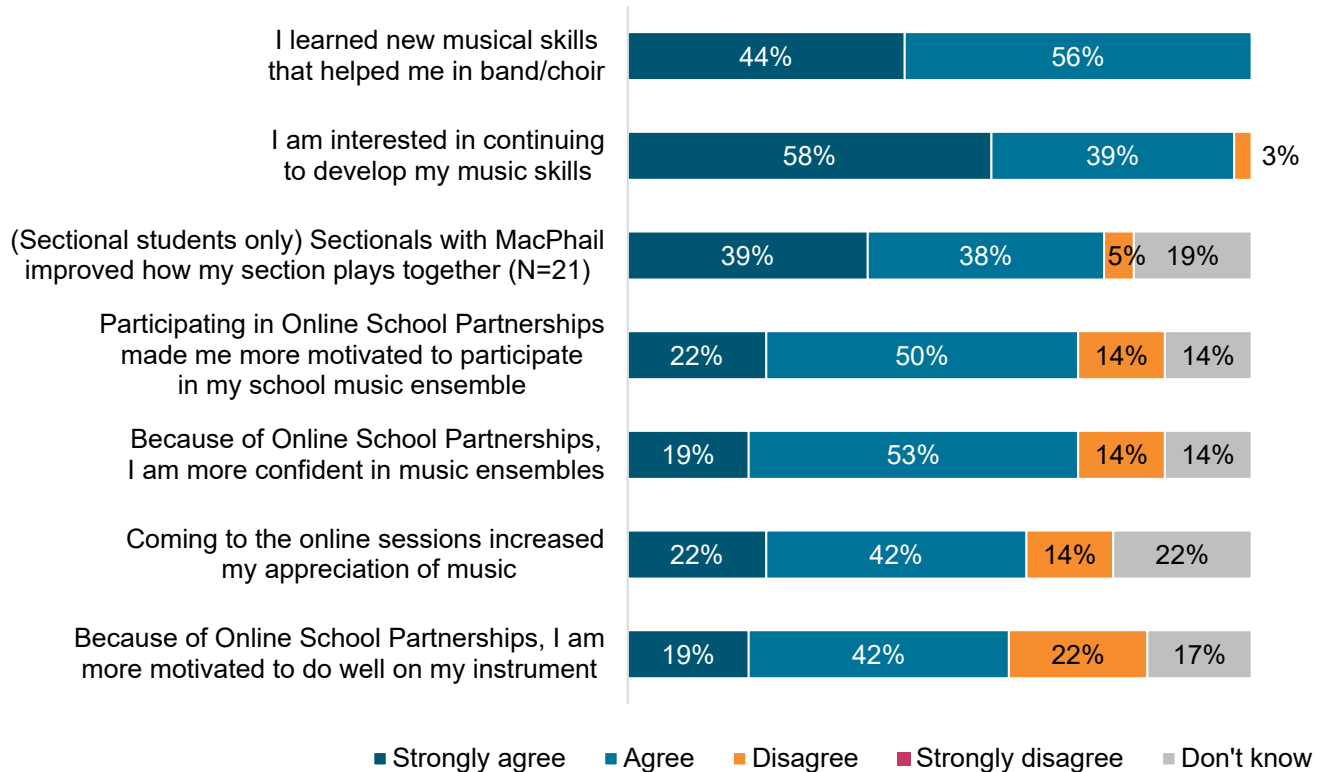
*It has made me feel very seen in my musical journey and has made me feel that I can undertake musical challenges.*

*The first year or so was very stressful, but in the end I kept going and I'm glad I did.*

## Students gain skills and interest in music

Students report they've gained new musical skills and interest (Figure 7). All or nearly all students surveyed report they learned new musical skills that helped them in band or choir, and that they are interested in continuing to develop music skills.

### 7. OSP impact on student musical skills and interest (N=36)

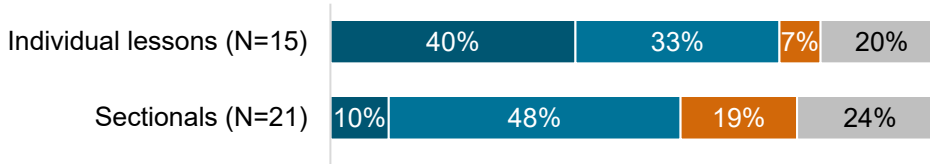


Note: Totals may not equal 100% due to rounding

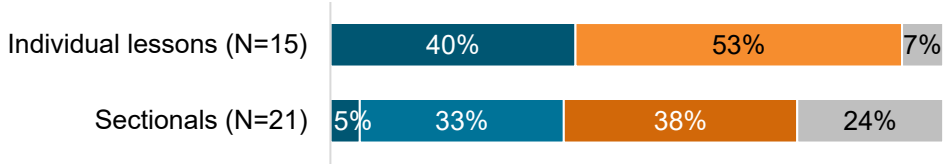
There are some differences in these responses by programming type, with students in individual lessons tending to agree more compared to students in sectionals. Figure 8 highlights the items with differences between the two groups: the online sessions increased student appreciation of music, students were more motivated to do well on their instrument because of OSP, students were more confident in their ensembles because of OSP, and students were more motivated to participate in their school music ensemble because of OSP. These differences suggest students in individual lessons are experiencing greater music impacts, which may be due to the more intense format or may be due to the self-selection of students into individual lessons.

## 8. OSP impact on student musical skills and interest, by student programming type (N=36)

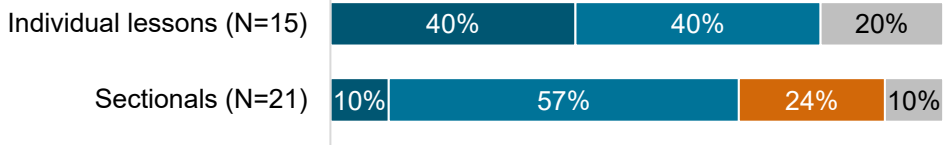
Coming to the online sessions increased my appreciation of music



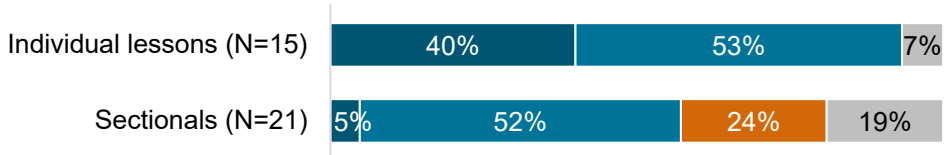
Because of Online School Partnerships, I am more motivated to do well on my instrument



Participating in Online School Partnerships made me more motivated to participate in my school music ensemble



Because of Online School Partnerships, I am more confident in music



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

Note: Totals may not equal 100% due to rounding

When asked what they like most about participating OSP, some students talked about improving their musical skills and abilities (40%). This was second behind interactions with the MacPhail teaching artists (57%).

*Growing in my skills with my instrument, and knowing more about music itself!*

*The ability to learn more in depth on my own instrument and customize my learning experience.*

*Being able to hear the parts of music that I'm struggling with.*

The music educators surveyed also agree that their students have grown in their musical skills, musical confidence, and engagement with their music classes (Figure 9).

### 9. OSP impact on student musical skills and interest, according to music educators (N=7)

| Due to participating in Online School Partnership...     | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|----------|-------------------|------------|
| My students' musical skills and abilities have improved. | 6              | 1     | 0        | 0                 | 0          |
| My students' musical confidence has improved.            | 5              | 2     | 0        | 0                 | 0          |
| My students are more engaged in my class.                | 3              | 4     | 0        | 0                 | 0          |
| My students are more curious about music in general.     | 3              | 4     | 0        | 0                 | 0          |

When asked to describe the musical improvements they've seen in their students, music educators offered examples like reading skills, musical confidence, better attention to detail, and more familiarity with their instruments.

*The students who work with MacPhail have better attention to detail. They are taking more time to look at what is on the page and make sure they are playing all the articulations, dynamics, etc. It has really helped to improve the sound of our band.*

*Students have a much better idea of the "basics" of their instruments. Their fundamental skills and knowledge have improved dramatically.*

*Two of my [individual] lesson students have had noticeable music reading improvements.*

### Skill assessments completed by teaching artists support student and music educator perceptions

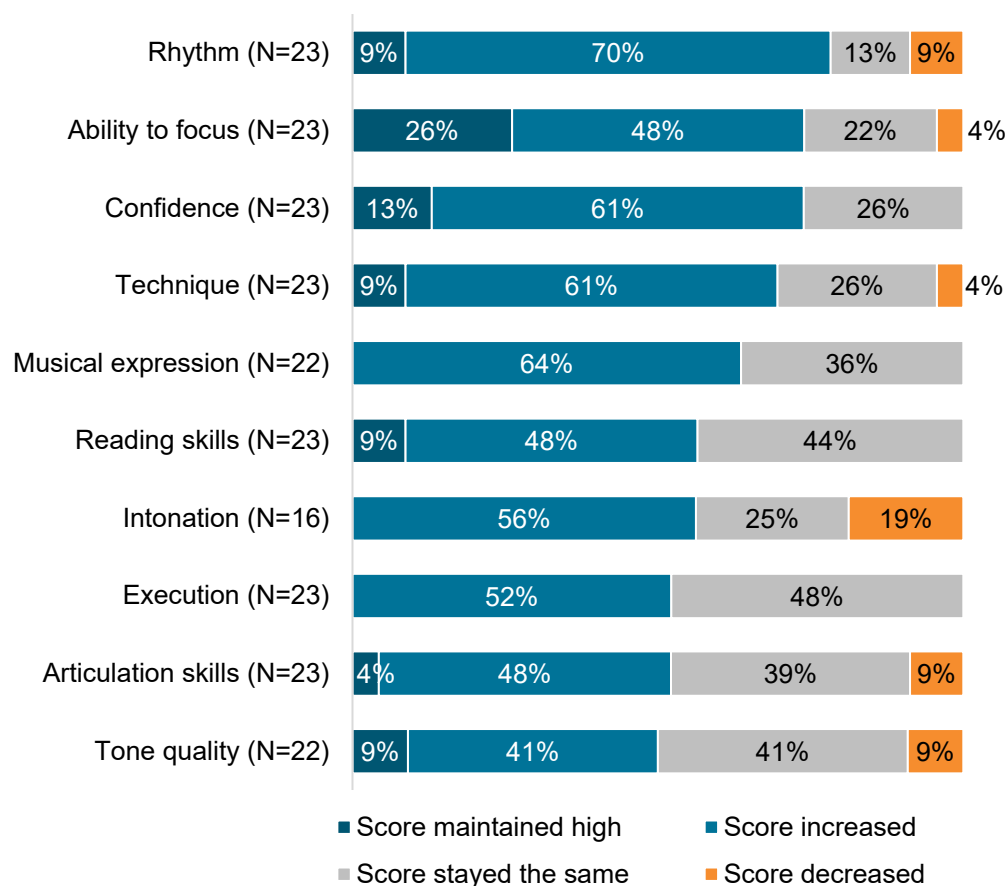
Pre and post assessments completed by MacPhail teaching artists largely align with student self-reported musical skills for students receiving individual lessons and students in sectionals. Full results from these assessments can be found in Appendices C and D.

For students receiving individual lessons, MacPhail teaching artists completed a music skills assessment within the first month of individual lessons to assess baseline, then completed the same skills assessment at the end of the year. This assessment focuses on evaluating key music skills. We completed a matched analysis where possible to compare changes in students' scores from baseline to end of the year. If a teaching artist had completed one of the assessments, but not the other, that students' data was not included in this particular analysis. Student scores could have maintained high (e.g. skill rated "Superior" at both pre and post),

increased, stayed the same, or decreased. No student skills were rated both "Poor" at pre and post (e.g. maintained low).

Figure 10 shows the results of the matched analysis, ranked by the percentage of students who increased their scores. Almost three-quarters of students had higher ratings of rhythm at the end of the year. Over half of students increased their scores related to musical expression, confidence, technique, intonation, and execution. A quarter of students were assessed as "Superior" in their ability to focus in both pre and post, suggesting this is an area where OSP students may already be doing well.

### 10. Score changes from pre to post music skills assessment for students receiving individual lessons, completed by MacPhail teaching artists



Note: Totals may not equal 100% due to rounding

A similar process was used for sectional assessments. As stated previously, sectional groups use a different format compared to the individual lessons. They are shorter in timeframe (a few months compared to the full school year) and usually have a clear goal or objective set by the music educator for the MacPhail partnership, whereas individual lessons tend to be more directed by the teaching artist or student.

Figure 11 shows the results of the matched analysis for the sectionals. Data is represented in numbers instead of percentages for sectionals, since the overall number of matched pairs is much lower. Five of the 8 groups increased their score in balance, or how each player listens and balances within their section, which aligns with a common primary goal of sectionals. Half of the groups also increased their score in technique, musical expression, and confidence. One group each received a "Poor" rating at both pre and post in technique and execution.

**11. Score changes from pre to post music skills assessment for groups receiving sectional lessons, completed by MacPhail teaching artists (N=8)**

|                      | Score maintained high | Score increased | Score stayed the same | Score decreased | Score maintained low |
|----------------------|-----------------------|-----------------|-----------------------|-----------------|----------------------|
| Balance <sup>a</sup> | 0                     | 5               | 2                     | 0               | 0                    |
| Technique            | 0                     | 4               | 2                     | 1               | 1                    |
| Musical expression   | 0                     | 4               | 4                     | 0               | 0                    |
| Confidence           | 0                     | 4               | 3                     | 1               | 0                    |
| Tone quality         | 0                     | 3               | 5                     | 0               | 0                    |
| Intonation           | 0                     | 3               | 4                     | 1               | 0                    |
| Differences          | 0                     | 3               | 3                     | 2               | 0                    |
| Execution            | 1                     | 3               | 2                     | 1               | 1                    |
| Reading skills       | 0                     | 3               | 4                     | 1               | 0                    |
| Articulation         | 0                     | 2               | 5                     | 1               | 0                    |
| Collaboration        | 0                     | 2               | 5                     | 1               | 0                    |

<sup>a</sup>N=7

In open-ended responses, teaching artists noted they have seen student growth in confidence, working together, and overall musical ability. Teaching artists noted changes in tone, technique, and balance, which for some translated to better performance on their concert band music.

## Music educator impacts

A primary goal of OSP is to partner and support local music educators in greater Minnesota. All music educators surveyed report that MacPhail is a helpful resource for them in their work and that it's easy for them to collaborate with MacPhail (Figure 12). Nearly all, 6 out of 7, agreed that they have a good relationship with their partnered teaching artist(s) and that MacPhail has provided them with new tools and resources to use in their classrooms or lessons.

### 12. OSP collaboration with music educators (N=7)

|  | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|----------|-------------------|------------|
| MacPhail is a helpful resource for me in my work as a music educator.                                  | 6              | 1     | 0        | 0                 | 0          |
| I have a good working relationship with the MacPhail teaching artist(s) that work with me/my students. | 6              | 0     | 0        | 0                 | 1          |
| It's easy for me to collaborate with MacPhail.   | 3              | 4     | 0        | 0                 | 0          |
| MacPhail has provided me with new tools and resources to use in my classroom or lessons.               | 2              | 4     | 1        | 0                 | 0          |

In open-ended responses, music educators speak on how MacPhail supplements their teaching by offering individualized attention, particularly for instruments that the music educator may not be as familiar with. This can help relieve teacher burden or even guilt that they're unable to provide adequate instruction and support for some students. Some teachers shared that MacPhail helped them expand their own knowledge about certain instruments or instrument repertoire.

*I am spread too thin. This [MacPhail] relieves me of guilt that I would feel as I cannot teach individual students privately at all in high school.*

*I have learned so much about teaching and music in general from the teachers at MacPhail. I am in my second year as a teacher... so hearing what the teachers have to say about playing other instruments has really helped me as a teacher in the last few years.*

*It's been wonderful having access to private teachers. We don't have any in our area.*



# Implementation

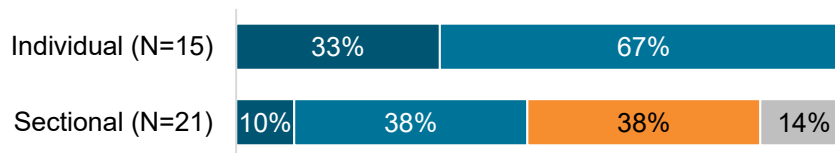
To explore program implementation, we focus on a few key areas: overall student satisfaction, the use of the technology needed for OSP, student relationship with TAs, and the partnerships between MacPhail and local music educators.

## **Students receiving individual lessons are largely satisfied with the program, while sectional students seem less so**

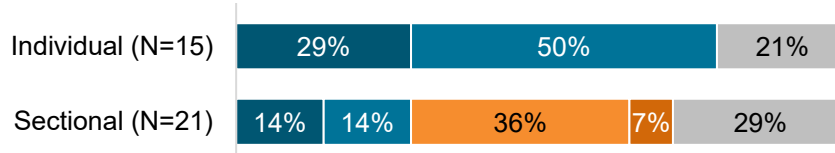
Students receiving individual lessons generally report more satisfaction with the program compared to students receiving sectionals (Figure 13). While all students receiving individual lessons report they like attending the online sessions, nearly 40% of sectional students disagree. Similarly, all individual lesson students would recommend the sessions to other students, while 1 in 5 sectional students would not.

### 13. Student program satisfaction, by lesson type (N=36)

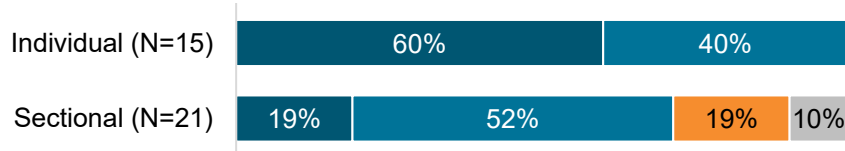
#### I like coming to the online sessions



#### I am interested in continuing with the MacPhail Online Partnership program



#### I would recommend these sessions to other students



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

Open-end responses offer insight into some of the dissatisfaction from students in sectionals. Some students talked about how sectionals focused "too much" on fundamentals and techniques, when they'd rather focus on their ensemble music. One student also expressed anxiety around missing full rehearsal with the total band while in sectionals.

*We didn't work on our actual music for concerts as much as I'd like.*

*A lot of times I'm dreading it because we mostly do easier stuff and I worry about missing full ensemble practice.*

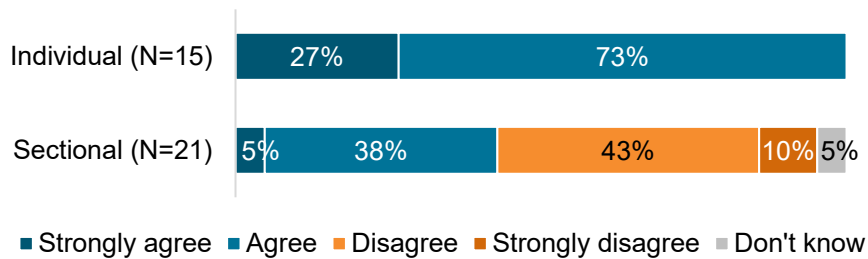
*Several of the instructors focused too heavily on fundamentals, and for upperclassmen, a close analysis and practicing of concert music is more relevant.*

## Technology may be an area of improvement, particularly for sectionals

Another reason students in sectionals may report being less satisfied with the program overall is the technology. Students in sectionals reported a higher dissatisfaction with the technology used for lessons (Figure 14). About half of students in sectionals disagreed. As reported in some previous years' evaluations, the technology for sectionals can present more logistical challenges than individual lessons, since there are more students in the "room", which can make it harder to see and hear everyone.

### 14. Student satisfaction with technology used, by lesson type (N=36)

The technology used for these sessions made it easy to learn



Note: Totals may not equal 100% due to rounding

When students were asked what could improve about the program, technology was the most common recommendation, with some specifically noting issues like microphone quality and poor internet connections.

*Honestly working with technology was the only really negative aspect of the program.*

*Technology. Sometimes the computer's wifi glitches out.*

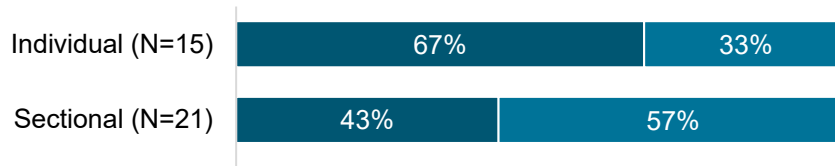
Contrary to student responses, all of the music educators (7 out of 7) agreed that the technology works well for the MacPhail lessons; however, it's worth noting music educators are generally not present during lessons, so they may not be as aware of issues.

## Teaching artists continue to be a program highlight

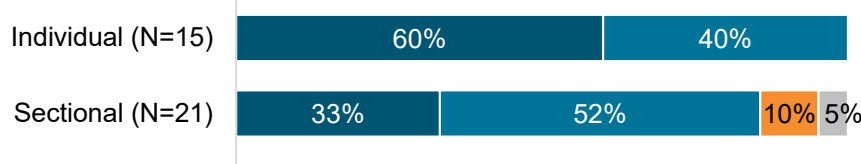
A consistent finding is the importance of the relationship between students and teaching artists. This year, all students report they liked the teaching artist who led the class (Figure 15). Students in both individual and sectionals largely agree that the teaching artist used class time well. When asked if the teaching artist sets clear expectations for practicing and learning at home, all students in individual lessons agree, while 38% of students in sectionals disagree.

## 15. Student satisfaction with teaching artist, by lesson type (N=36)

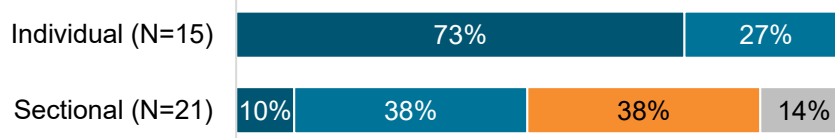
### I liked the Teaching Artist who led the class



### The Teaching Artist used class time well



### The Teaching Artist set clear expectations for practicing and learning at home



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

When students were asked what they like most about the MacPhail program, the most common response was interactions with their teaching artists (57%), particularly that their teaching artist was kind or helpful, a good teacher, or an expert in their field. Some of these responses relate back to the idea of social connections and mental health by exhibiting the close connection between some students and teaching artists.

*[Teaching artist] kept me going with rehearsals even when I was having a really hard day. She really helped me improve, and you can tell she cared about us all.*

*The teacher was always willing to help and didn't hold it against us if we messed up.*

*My instructor is a veritable expert in his field, and I appreciate hearing feedback from him which helps to develop my musicality.*

## Partnership improvement

As mentioned previously in Figure 12, music educators surveyed largely appear satisfied with their partnership and collaboration with OSP. When asked what would make their partnership better, respondents had only a few suggestions: do more programming, offer in-person programming, and facilitate more co-planning at the beginning of the school year.

## Limitations

A few limitations of this evaluation have been mentioned throughout the report. They are summarized here:

- For any educational program like OSP, it is difficult to determine causal impacts of OSP participation, since there are many aspects of students' daily lives that could affect their mental health or academic engagement, for example. Rather than attempt to control for all these variables, we incorporated multiple perspectives in the evaluation (students, music educators, and teaching arts) to triangulate and verify key findings from various quantitative and qualitative data.
- This year, we surveyed a relatively small proportion of students compared to the total number of participants in the program. This is in part due to challenges of emailing and surveying high school students. That being said, we collected enough responses to feel comfortable reporting these findings, but sample size should be considered when reviewing results.

## Final thoughts

The findings from this evaluation are largely in line with evaluations from previous years. OSP is meeting its primary goal of providing effective music instruction to students in greater Minnesota, as students are making progress in their music skills and interests according to self-reported data, music educator data, and skill assessments completed by teaching artists. Local music educators report feeling like they have a partner and collaborator in their roles, noting access to specialized instructors often isn't an option in their areas.

Self-reported data from students indicate that OSP helped to improve academic motivation and school engagement, though this was more common among individual lesson students as compared to sectional students. In terms of social connections and mental health, student self-reported data likewise indicate some impact. For students in sectionals, this may be due to spending more time with fellow students during group lessons. Further, 2 in 3 individual lesson students agree that the program has had a positive impact on their mental health. Lastly, students in sectionals generally appear less satisfied with the program, with students mentioning technology issues, content covered in lessons, and missing full-band rehearsals.

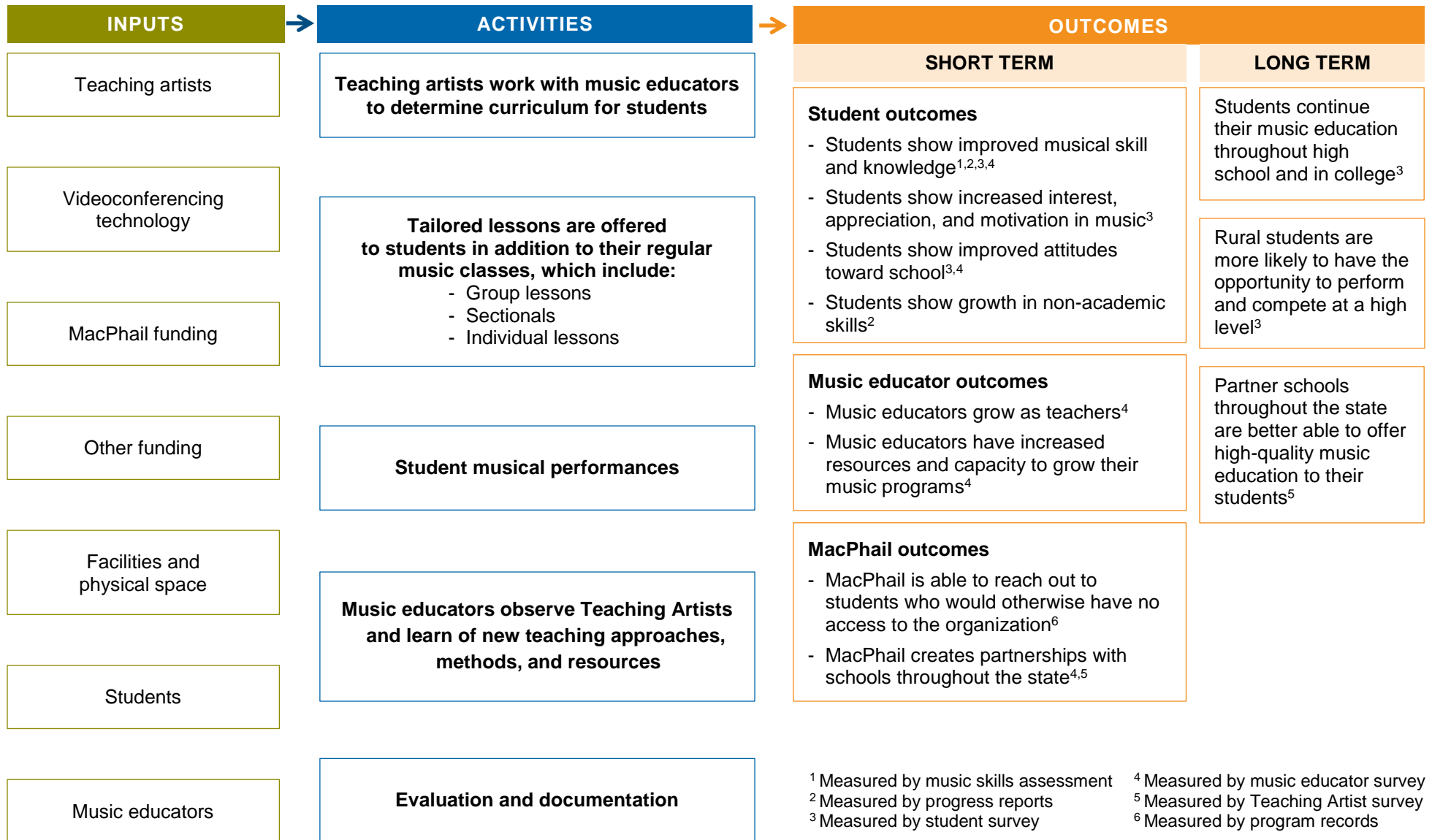
### *Recommendations based on the evaluation*

Considering these findings and the complex explanations for them, we offer a few recommendations for the program:

- Continue to explore and iterate the sectional format: how students are selected to participate, how the program is communicated and explained to students, what material is covered during lessons, and the technology for sectionals. This may improve sectional implementation and potentially improve outcomes as well.
- We know that the bond between students and teaching artists is important for the program's effectiveness. Opportunities to meet in-person could further strengthen this bond. It could also strengthen the partnership between MacPhail and local music educators.
- For future evaluations, we know impacts around student school engagement and overall wellbeing are important evaluation considerations. Further clarification of how the program intends to impact mental health, for example (such as through creating an updated logic model or theory of change) may improve the evaluation's usefulness in measuring such impacts. Further, including interviews with students after graduation could also elucidate longitudinal student outcomes.

## MacPhail Online School Partnership Logic Model

**Overview:** The MacPhail Online School Partnership was established to partner with schools in greater Minnesota to support their music program's goals by providing MacPhail faculty to teach students remotely. By teaching classes remotely, MacPhail aims to increase students' skills, knowledge, and interest in music, and provide the resources for music educators to grow professionally.



<sup>1</sup> Measured by music skills assessment

<sup>2</sup> Measured by progress reports

<sup>3</sup> Measured by student survey

<sup>4</sup> Measured by music educator survey

<sup>5</sup> Measured by Teaching Artist survey

<sup>6</sup> Measured by program records

## B. Music educator survey

### B1. Music educator report of student impact (N=7)<sup>a</sup>

| <i>Due to participating in Online School Partnership...</i>              | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|--------------|-----------------|--------------------------|-------------------|
| My students' musical skills and abilities have improved.                 | 6                     | 1            | 0               | 0                        | 0                 |
| My students look forward to their time with MacPhail Teaching Artist(s). | 3                     | 4            | 0               | 0                        | 0                 |
| My students' musical confidence has improved.                            | 5                     | 2            | 0               | 0                        | 0                 |
| My students' time management has improved.                               | 2                     | 3            | 1               | 0                        | 1                 |
| My students are more engaged in my class.                                | 3                     | 4            | 0               | 0                        | 0                 |
| My students are more curious about music in general.                     | 3                     | 4            | 0               | 0                        | 0                 |
| My students are more connected to each other.                            | 3                     | 2            | 1               | 0                        | 0                 |

<sup>a</sup> The survey also included questions related to students in sectionals specifically, however not enough music educators answered these questions to show responses.

### B2. Music educator report of student impact (N=7)

|  | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|--------------|-----------------|--------------------------|-------------------|
| MacPhail is a helpful resource for me in my work as a music educator.                                  | 6                     | 1            | 0               | 0                        | 0                 |
| It's easy for me to collaborate with MacPhail.   | 3                     | 4            | 0               | 0                        | 0                 |
| MacPhail has provided me with new tools and resources to use in my classroom or lessons.               | 2                     | 4            | 1               | 0                        | 0                 |
| The technology works well for MacPhail lessons.  | 3                     | 4            | 0               | 0                        | 0                 |
| I have a good working relationship with the MacPhail Teaching Artist(s) that work with me/my students. | 6                     | 0            | 0               | 0                        | 1                 |

## C. Student survey

### C1. Student self-report of OSP impacts (N=36)

|  | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|----------|-------------------|------------|
| <b>I learned new musical skills that helped me in band/choir.</b>                          | 44%            | 56%   | 0%       | 0%                | 0%         |
| Individual lessons (N=15)  | 73%            | 27%   | 0%       | 0%                | 0%         |
| Sectionals (N=21)  | 24%            | 76%   | 0%       | 0%                | 0%         |
| <b>I like coming to the online sessions.</b>   | 19%            | 50%   | 22%      | 0%                | 8%         |
| Individual lessons (N=15)  | 33%            | 67%   | 0%       | 0%                | 0%         |
| Sectionals (N=21)  | 10%            | 38%   | 38%      | 0%                | 14%        |
| <b>I liked the Teaching Artist who led the class.</b>                                      | 52%            | 47%   | 0%       | 0%                | 0%         |
| Individual lessons (N=15)  | 67%            | 33%   | 0%       | 0%                | 0%         |
| Sectionals (N=21)  | 43%            | 57%   | 0%       | 0%                | 0%         |
| <b>Coming to the online sessions increased my appreciation of music.</b>                   | 22%            | 42%   | 14%      | 0%                | 22%        |
| Individual lessons (N=15)  | 40%            | 33%   | 7%       | 0%                | 20%        |
| Sectionals (N=21)  | 10%            | 48%   | 19%      | 0%                | 24%        |
| <b>I enjoy my time practicing with others in my section during sectionals.<sup>a</sup></b> | 14%            | 43%   | 24%      | 0%                | 19%        |
| <b>Sectionals with MacPhail improved how my section plays together.<sup>a</sup></b>        | 38%            | 38%   | 5%       | 0%                | 19%        |
| <b>The Teaching Artist used class time well.</b>   | 44%            | 47%   | 6%       | 0%                | 3%         |
| Individual lessons (N=15)  | 60%            | 40%   | 0%       | 0%                | 0%         |
| Sectionals (N=21)  | 33%            | 52%   | 10%      | 0%                | 5%         |
| <b>The Teaching Artist set clear expectations for practicing and learning at home.</b>     | 36%            | 33%   | 22%      | 0%                | 0%         |
| Individual lessons (N=15)  | 73%            | 27%   | 0%       | 0%                | 0%         |
| Sectionals (N=21)  | 10%            | 38%   | 38%      | 0%                | 14%        |
| <b>I am interested in continuing with the MacPhail Online Partnership program.</b>         | 21%            | 32%   | 18%      | 4%                | 25%        |
| Individual lessons (N=15)  | 29%            | 50%   | 0%       | 0%                | 21%        |
| Sectionals (N=21)  | 14%            | 14%   | 36%      | 7%                | 29%        |

Note: Totals may not equal 100% due to rounding

<sup>a</sup> These questions were only asked of students in sectionals



**C1. Student self-report of OSP impacts (N=36) (continued)**

|  | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|--------------|-----------------|--------------------------|-------------------|
| <b>I am interested in continuing to develop my music skills.</b>   | 58%                   | 39%          | 3%              | 0%                       | 0%                |
| Individual lessons (N=15)  | 67%                   | 4            | 0               | 0                        | 0                 |
| Sectionals (N=21)  | 5                     | 2            | 0               | 0                        | 0                 |
| <b>I am interested in pursuing a college degree in music after graduating from high school.</b>  | 8%                    | 19%          | 31%             | 14%                      | 28%               |
| Individual lessons (N=15)  | 13%                   | 13%          | 27%             | 7%                       | 40%               |
| Sectionals (N=21)  | 5%                    | 24%          | 33%             | 19%                      | 19%               |
| <b>I am interested in participating in a college-level ensemble after graduating high school, such as a college band, orchestra, or choir.</b>                                 | 33%                   | 31%          | 11%             | 3%                       | 22%               |
| Individual lessons (N=15)  | 40%                   | 20%          | 13%             | 0%                       | 27%               |
| Sectionals (N=21)  | 29%                   | 38%          | 10%             | 5%                       | 19%               |
| <b>I am interested in continuing with my instrument outside of a college-level ensemble after graduating from high school, like a community group or practicing on my own.</b> | 19%                   | 39%          | 11%             | 0%                       | 31%               |
| Individual lessons (N=15)  | 33%                   | 10%          | 7%              | 0                        | 20%               |
| Sectionals (N=21)  | 10%                   | 38%          | 14%             | 0%                       | 38%               |
| <b>Because of Online School Partnerships, I am more motivated to do well on my instrument.</b>   | 19%                   | 42%          | 22%             | 0%                       | 17%               |
| Individual lessons (N=15)  | 40%                   | 53%          | 0%              | 0%                       | 7%                |
| Sectionals (N=21)  | 5%                    | 33%          | 38%             | 0%                       | 24%               |
| <b>Because of Online School Partnerships, I am more confident in music ensembles.</b>  | 19%                   | 53%          | 14%             | 0%                       | 14%               |
| Individual lessons (N=15)  | 40%                   | 53%          | 0%              | 0%                       | 7%                |
| Sectionals (N=21)  | 5%                    | 52%          | 24%             | 0%                       | 19%               |
| <b>Because of Online School Partnerships, I feel more connected to other students in my music classes.</b>   | 17%                   | 36%          | 25%             | 3%                       | 19%               |
| Individual lessons (N=15)  | 27%                   | 20%          | 20%             | 0%                       | 33%               |
| Sectionals (N=21)  | 10%                   | 48%          | 29%             | 5%                       | 10%               |

Note: Totals may not equal 100% due to rounding

**C1. Student self-report of OSP impacts (N=36) (continued)**

|   | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|---|-----------------------|--------------|-----------------|--------------------------|-------------------|
| <b>The technology used for these sessions made it easy to learn.</b>  | 14%                   | 53%          | 25%             | 6%                       | 3%                |
| Individual lessons (N=15)   | 27%                   | 73%          | 0%              | 0%                       | 0%                |
| Sectionals (N=21)   | 5%                    | 38%          | 43%             | 10%                      | 5%                |
| <b>I would recommend these sessions to other students.</b>  | 36%                   | 47%          | 11%             | 0%                       | 6%                |
| Individual lessons (N=15)   | 60%                   | 40%          | 0%              | 0%                       | 0%                |
| Sectionals (N=21)   | 19%                   | 52%          | 19%             | 0%                       | 10%               |
| <b>Participating in Online School Partnerships made me more excited to come to school.</b>                            | 11%                   | 22%          | 36%             | 6%                       | 25%               |
| Individual lessons (N=15)   | 27%                   | 27%          | 20%             | 0%                       | 27%               |
| Sectionals (N=21)   | 0%                    | 19%          | 48%             | 10%                      | 24%               |
| <b>Participating in Online School Partnerships has had a positive impact on my mental health.</b>                     | 17%                   | 31%          | 11%             | 3%                       | 39%               |
| Individual lessons (N=15)   | 33%                   | 33%          | 0%              | 0%                       | 0%                |
| Sectionals (N=21)   | 5%                    | 29%          | 19%             | 5%                       | 43%               |
| <b>Participating in Online School Partnerships made me more motivated to do well in school.</b>                       | 19%                   | 28%          | 22%             | 3%                       | 28%               |
| Individual lessons (N=15)   | 40%                   | 40%          | 13%             | 0%                       | 7%                |
| Sectionals (N=21)   | 5%                    | 19%          | 29%             | 5%                       | 43%               |
| <b>Participating in Online School Partnerships made me more motivated to participate in my school music ensemble.</b> | 22%                   | 50%          | 14%             | 0%                       | 14%               |
| Individual lessons (N=15)   | 40%                   | 40%          | 0%              | 0%                       | 20%               |
| Sectionals (N=21)   | 10%                   | 57%          | 24%             | 0%                       | 10%               |

Note: Totals may not equal 100% due to rounding

## C2. Students' favorite parts about OSP – open-end response (N=35)

### What do you like most about the MacPhail program?

Being able to be one on one with a teacher

Being able to hear the parts of music that I'm struggling with

Being taught by someone who specifically knows/specializes in my instrument, not just general knowledge

Drumming to my song

Great teachers that are very knowledgeable

Growing in my skills with my instrument, and knowing more about music itself! The teachers are so kind and talented, which motivates me to become more like them and push myself in ways to benefit my skills as well. :)

How connected the teachers are with students

How easy it is to get lessons

I can do it anywhere being that it's online. As long as I have the instrument

I learned how to double tongue

I like being with other people in my section in a different format and the teacher was pretty cool

I like how easy it is to take lessons

I like the teacher I was working with and the techniques he taught me

I liked how he supported my musical talents when I'm learning something new. Even if I didn't do it perfectly he stayed positive and helped me improve

I liked my teacher and he taught us new skills

I loved how responsive and kind the instructors are

It was easy to learn with.

It was nice to practice my instrument with an online teacher/professional

It's once a week so it doesn't take a huge amount of time from group practice

Kind teacher

My instructor is a veritable expert in his field, and I appreciate hearing feedback from him which helps to develop my musicality

My lesson teacher - he was an inspiration and helped me practice and develop skills that got me into All State

My teacher's willingness to help me and challenge me to develop my skills

Our teacher. She kept me going with rehearsals even when I was having a really hard day. She really helped me improve and you can tell she cared about us all

That it can be online

That it gives a chance to improve musical skills with help

The ability to learn more in depth on my own instrument and customize my learning experience

The instructors and the flexibility

The learning of music

The skill I learned and improved

The teacher

The teacher was always willing to help and didn't hold it against us if we messed up

The teacher's willingness to work with us on what we really needed help working on

Time and motivation that I have spent during the school years

Very personalized, goes very in depth. Helped me learn fingerings for trumpet

Note: Responses may have been lightly edited for clarity or confidentiality.

### C3. Student suggestions for OSP – open-end response (N=32)

#### What would you improve about the MacPhail program?

\\_(ツ)\_/

A lot of times I'm dreading it because we mostly do easier stuff, and I worry about missing full ensemble practice

Being able to use some sort of low latency technology to better connect with the student and play along with them

Find a way to be able to get the teacher to do in person lessons one or twice so we can really work with them face to face

Honestly, working with technology was the only really negative aspect of the program

I also include 12th graders to participate in the program

I cannot think of anything at the moment

I don't have anything to say about improvement

I don't know

I don't know

I have no suggestions

I think having the teacher try to gauge the level a little better. There were some points when they asked if we knew simple fingerings and it accidentally seemed demeaning

I think more knowledge of how to adjust reeds by myself would be beneficial

I'm not sure

Maybe try to do more lessons, and it was kind of hard coming back for a weekend to play my instrument when I haven't played in awhile

Microphone quality

More engaging

More learning of new skills

More on time and more consistent, my lessons instructor often had to cancel because he had other things to do

More people in a lesson

More structured instructions for between lessons

Not sure

Nothing

Nothing I can think of off the top of my head!

Preferably in person and actually working on the pieces for band classes and not warm-ups the whole time

Several of the instructors focused too heavily on fundamentals, and for upperclassmen, a close analysis and practicing of concert music is more relevant

Sometimes the communication between our school teachers and our MacPhail teachers gets a little rough. For example, scores and music often didn't make it to the MacPhail teacher, but that could be a more specific issue without director

Technological issues

Technology. Sometimes the computer's wifi glitches out

The technology issues

The technology part was sometimes a struggle because of the room we were in

We didn't work on our actual music for concerts as much as I'd like

Note: Responses may have been lightly edited for clarity or confidentiality.

#### C4. Student-reported impacts on mental health – open-end response (N=32)

##### **How has your mental health been impacted by participating in Online School Partnerships, if at all?**

A bit. It breaks the sometimes tedious process of how normal band class goes and I guess it sort of gives me something to look forward to

A good way to distract me from reality

Has not been affected

I didn't particularly enjoy going to these. I prefer to have rehearsals as a whole class

I don't think it has

I feel like it maybe helped a little because I feel more excited to be in band. I've started to play better and [am] more confident while I'm playing, making it more fun to be in band, making me more happy.

I feel more confident with my musical ability now

Improved mental health

It has impacted my mental health with music because I feel more confident in what we are playing when we go over certain songs with our online instructor

It has made me feel very seen in my musical journey and has made me feel that I can undertake musical challenges

It has not been impacted at all

It hasn't

It hasn't been

It hasn't been affected

It hasn't been impacted

It hasn't

It hasn't been impacted

It hasn't had any impact. At some points it was just annoying because we were missing time in class when our teacher might have been breaking down important parts of the music

It was very similar to how it was before, the expectation to be perfect wasn't there so we could actually learn and get better

I've gotten better mental health-wise through my lessons because I have improved my musical skills and music is my coping mechanism

My mental health has not been affected at all

My mental health has not been as affected, I think it's sometimes the stress that can get piled up and stuck on top of schoolwork, home-life, and other activities. Yet it is so worth it, and knowing that has kept me motivated and makes me want to work hard for it.

No

No not really

Not really

Not really

Not really but if anything it has helped my mental health more than not

Pretty neutral

Sometimes stressful

The first year or so was very stressful, but in the end I kept going and I'm glad I did

There's no connection between the two

This has no bearing whatsoever on my mental health

Note: Responses may have been lightly edited for clarity or confidentiality.

## D. Individual skills assessments

### D1. Skills assessments for students in individual lessons – summary statistics

| Skill              | Time        | Superior (5) | Excellent (4) | Good (3) | Fair (2) | Poor (1) | Mean | Change <sup>a</sup> |
|--------------------|-------------|--------------|---------------|----------|----------|----------|------|---------------------|
| Tone quality       | Pre (N=28)  | 7%           | 43%           | 14%      | 32%      | 3%       | 3.21 | +0.45               |
|                    | Post (N=23) | 17%          | 39%           | 35%      | 9%       | 0%       | 3.65 |                     |
| Intonation         | Pre (N=22)  | 0%           | 36%           | 41%      | 18%      | 5%       | 3.13 | +0.56               |
|                    | Post (N=16) | 6%           | 63%           | 25%      | 6%       | 0%       | 3.69 |                     |
| Rhythm             | Pre (N=29)  | 10%          | 17%           | 62%      | 7%       | 3%       | 3.27 | +0.69               |
|                    | Post (N=23) | 26%          | 52%           | 13%      | 9%       | 0%       | 3.96 |                     |
| Technique          | Pre (N=29)  | 7%           | 24%           | 35%      | 31%      | 3%       | 3.00 | +0.78               |
|                    | Post (N=23) | 9%           | 65%           | 22%      | 4%       | 0%       | 3.78 |                     |
| Musical expression | Pre (N=26)  | 4%           | 35%           | 38%      | 19%      | 4%       | 3.19 | +0.77               |
|                    | Post (N=22) | 27%          | 46%           | 23%      | 5%       | 0%       | 3.95 |                     |
| Execution          | Pre (N=29)  | 0%           | 48%           | 35%      | 14%      | 3%       | 3.27 | +0.73               |
|                    | Post (N=23) | 26%          | 52%           | 17%      | 4%       | 0%       | 4.00 |                     |
| Articulation       | Pre (N=29)  | 10%          | 28%           | 35%      | 28%      | 0%       | 3.20 | +0.45               |
|                    | Post (N=23) | 9%           | 52%           | 35%      | 4%       | 0%       | 3.65 |                     |
| Reading skills     | Pre (N=29)  | 10%          | 24%           | 48%      | 14%      | 3%       | 3.27 | +0.60               |
|                    | Post (N=23) | 22%          | 44%           | 35%      | 0%       | 0%       | 3.87 |                     |
| Confidence         | Pre (N=29)  | 10%          | 41%           | 35%      | 10%      | 3%       | 3.47 | +0.75               |
|                    | Post (N=23) | 35%          | 57%           | 4%       | 4%       | 0%       | 4.22 |                     |
| Ability to focus   | Pre (N=29)  | 21%          | 48%           | 24%      | 7%       | 0%       | 3.87 | +0.52               |
|                    | Post (N=23) | 48%          | 44%           | 9%       | 0%       | 0%       | 4.39 |                     |

Note: Totals may not equal 100% due to rounding

<sup>a</sup> Difference scores may not appear to equal pre average minus post average due to rounding.

## D2. Skills assessments for students in individual lessons – individual score changes through matched analysis

| Skill                     | Score maintained high ("Superior") | Score increased | Score stayed the same | Score decreased | Score maintained low ("Poor") |
|---------------------------|------------------------------------|-----------------|-----------------------|-----------------|-------------------------------|
| Tone quality (N=22)       | 9%                                 | 41%             | 41%                   | 9%              | 0%                            |
| Intonation (N=16)         | 0%                                 | 56%             | 25%                   | 19%             | 0%                            |
| Rhythm (N=23)             | 9%                                 | 70%             | 13%                   | 9%              | 0%                            |
| Technique (N=23)          | 9%                                 | 61%             | 26%                   | 4%              | 0%                            |
| Musical expression (N=22) | 0%                                 | 64%             | 36%                   | 0%              | 0%                            |
| Execution (N=23)          | 0%                                 | 52%             | 48%                   | 0%              | 0%                            |
| Articulation (N=23)       | 4%                                 | 48%             | 39%                   | 9%              | 0%                            |
| Reading skills (N=23)     | 9%                                 | 48%             | 44%                   | 0%              | 0%                            |
| Confidence (N=23)         | 13%                                | 61%             | 26%                   | 0%              | 0%                            |
| Ability to focus (N=23)   | 26%                                | 48%             | 22%                   | 4%              | 0%                            |

Note: Totals may not equal 100% due to rounding

## E. Sectional skills assessments

### E1. Skills assessments for students in individual lessons – summary statistics

| Skill              | Time       | Superior (5) | Excellent (4) | Good (3) | Fair (2) | Poor (1) |
|--------------------|------------|--------------|---------------|----------|----------|----------|
| Tone quality       | Pre (N=11) | 1            | 4             | 3        | 3        | 0        |
|                    | Post (N=8) | 1            | 4             | 2        | 1        | 0        |
| Intonation         | Pre (N=11) | 0            | 2             | 5        | 3        | 1        |
|                    | Post (N=8) | 1            | 1             | 5        | 0        | 1        |
| Rhythm             | Pre (N=11) | 1            | 3             | 5        | 1        | 1        |
|                    | Post (N=8) | 2            | 2             | 3        | 1        | 0        |
| Technique          | Pre (N=11) | 0            | 4             | 4        | 2        | 1        |
|                    | Post (N=8) | 1            | 3             | 3        | 0        | 1        |
| Musical expression | Pre (N=11) | 0            | 3             | 3        | 3        | 2        |
|                    | Post (N=8) | 0            | 3             | 4        | 1        | 0        |
| Execution          | Pre (N=11) | 1            | 3             | 4        | 2        | 1        |
|                    | Post (N=8) | 1            | 4             | 1        | 1        | 1        |
| Articulation       | Pre (N=11) | 0            | 5             | 3        | 3        | 0        |
|                    | Post (N=8) | 1            | 3             | 3        | 1        | 0        |
| Reading skills     | Pre (N=11) | 0            | 1             | 6        | 4        | 0        |
|                    | Post (N=8) | 1            | 1             | 4        | 2        | 0        |
| Confidence         | Pre (N=11) | 1            | 4             | 2        | 3        | 1        |
|                    | Post (N=8) | 2            | 3             | 2        | 1        | 0        |
| Collaboration      | Pre (N=10) | 7            | 1             | 1        | 1        | 0        |
|                    | Post (N=8) | 7            | 1             | 0        | 0        | 0        |
| Balance            | Pre (N=10) | 0            | 3             | 5        | 2        | 0        |
|                    | Post (N=7) | 1            | 4             | 1        | 1        | 0        |

<sup>a</sup> Difference scores may not appear to equal pre average minus post average due to rounding.



**E2. Skills assessments for students in individual lessons – group score changes through matched analysis**

|                      | <b>Score maintained high</b> | <b>Score increased</b> | <b>Score stayed the same</b> | <b>Score decreased</b> | <b>Score maintained low</b> |
|----------------------|------------------------------|------------------------|------------------------------|------------------------|-----------------------------|
| Balance <sup>a</sup> | 0                            | 5                      | 2                            | 0                      | 0                           |
| Technique            | 0                            | 4                      | 2                            | 1                      | 1                           |
| Musical expression   | 0                            | 4                      | 4                            | 0                      | 0                           |
| Confidence           | 0                            | 4                      | 3                            | 1                      | 0                           |
| Tone quality         | 0                            | 3                      | 5                            | 0                      | 0                           |
| Intonation           | 0                            | 3                      | 4                            | 1                      | 0                           |
| Differences          | 0                            | 3                      | 3                            | 2                      | 0                           |
| Execution            | 1                            | 3                      | 2                            | 1                      | 1                           |
| Reading skills       | 0                            | 3                      | 4                            | 1                      | 0                           |
| Articulation         | 0                            | 2                      | 5                            | 1                      | 0                           |
| Collaboration        | 0                            | 2                      | 5                            | 1                      | 0                           |

<sup>a</sup>N=7

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