

MacPhail Center for Music Intensive Strings Program

2022-2023 Evaluation Results

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Key findings

This report provides information about the outcomes and implementation of the MacPhail Intensive Strings Program, which was delivered at Ascension Catholic School in the 2022-23 school year. A few key findings are presented below.

- Instructors report students demonstrate skills and growth in a variety of areas, including musical growth and behaviors to be successful in a classroom, such as bringing all required materials to rehearsals, staying focused, following directions, and demonstrating an eagerness to learn.
- Similarly, nearly all parents who completed a survey report that their child shows “a lot” of improvement in their attitude towards school, social skills, and mental health due to participating in Intensive Strings.
- Students enjoy Intensive Strings and seem engaged, with a majority saying they like the program “a lot.” When asked if they would like to continue in the program in the following year, 9 out of 12 students said yes, and three said maybe. Reasons for why they would like to continue generally indicated they like the program, think it is fun to participate in, and like the people. Additionally, all students reported they feel like their instructor cares about them “a lot.”

*Because I love MacPhail and I have a music family and I love playing [my instrument].
– Intensive Strings student*

- Parents also appear to enjoy Intensive Strings and remain engaged with the program. All parents surveyed report they would like their child to continue in the program in the upcoming year. A majority of parents also demonstrate engagement by attending performances, reviewing progress reports that are sent home, and encouraging their child to practice. When asked for any additional comments or concerns, many parents shared positive feedback and gratitude.

The program has been great for my daughter. – Intensive Strings parent

- One area of growth may be continued and increased encouragement for students to practice outside of rehearsal. Some suggestions to address this include more encouragement from parents or instructors or offering dedicated time and space for independent practice, perhaps at Ascension or MacPhail.

Contents

Program overview.....	1
Evaluation.....	2
Methodology.....	2
Results.....	4
A majority of student demonstrate positive behaviors and growth in the program.....	4
Final thoughts.....	8
Appendix.....	9
A. Instructor progress reports.....	9
B. Parent surveys.....	10
C. Student surveys.....	11
D. MacPhail Intensive Strings Program Logic Model.....	12
E. Evaluation tools.....	13

Figures

1. Instructor reports of student behaviors.....	4
2. Parent reports of growth due to Intensive Strings.....	5
3. Student report of program experience.....	6
4. Parent engagement with Intensive Strings.....	7

Program overview

MacPhail Center for Music's School Partnerships enrich the lives of young people and their families in Minnesota by providing in-person or live online instruction in partnership with Minnesota schools. MacPhail staff work with music educators and administrators at partner schools to develop customized programs that provide relevant and compelling music education to strengthen student learning. These programs are individually designed for each school to ensure custom supports are in place to enable children and youth to succeed.

A subset of these programs focuses on delivering intensive instrumental instruction to students with limited access to music education. During the 2022-23 school year, this was the Intensive Afterschool Strings Program at Ascension Catholic School in Minneapolis, MN.

The Intensive Strings Program provides students with specialized music education and instruction beyond the schools' general music education and, in doing so, supports students' highest level of artistic and school learning. Third through eighth grade students who attend Ascension School may choose to play the violin, viola, or cello as part of the Ascension Afterschool Intensive Strings Program. Participation is voluntary, but students who join must agree to behavior and attendance standards. Students participate in a levelled ensemble, a sectional, musicianship classes, compositions, and bucket drumming. MacPhail provides students with instruments and materials, and all instruction is delivered by MacPhail Teaching Artists. A team of teachers works together to make sure that each student pursues individual learning goals and makes a positive contribution to the community. Performance and educational mentorship from Minnesota Orchestra musicians provides motivation and focus for students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, self-expression, and community. Students have multiple opportunities to extend and continue learning over the summer, including private lessons and participation in camps, group classes, and retreats. Twenty-two Ascension students completed the program in the 2022-23 school year.

Program funders include The Curtis L. Carlson Family Foundation, Minnesota State Arts Board, Patrick and Aimee Butler Family Foundation, Carolyn Foundation, Richard M. Schulze Family Foundation, George Family Foundation, and E.A. Michelson Philanthropy.

Evaluation

Wilder Research worked with the MacPhail program coordinators to develop an evaluation design for the program. The evaluation includes outcome and implementation components and gathers qualitative and quantitative data to answer the following research questions. A logic model reflecting the activities and outcomes of the program is provided in the Appendix.

Key evaluation questions

- To what extent does student participation in the Intensive Strings Program affect student academic achievement and attitudes toward school?
- To what extent does student participation in the Intensive Strings Program affect student non-academic skills (persistence, motivation, leadership, social connection, mental health)?
- To what extent does student participation in the Intensive Strings Program affect student musical skills and knowledge?
- To what extent does student participation in Intensive Strings affect overall student wellbeing, including social connections and mental health?
- How well is the Intensive Strings Program being implemented? What aspects of the Program can be strengthened or improved?

This report describes the methodology and findings of the evaluation.

Methodology

In the 2022-2023 school year, MacPhail and Wilder Research worked together to collect evaluation information through progress reports and surveys.

Lesson progress report: A progress report was designed to help assess students' musical skills, knowledge, and non-academic skills (persistence, initiative, and leadership during the program). MacPhail instructors, also called Teaching Artists, completed progress reports for twelve participants in March 2023.

Parent survey: The survey gathered parents' perspectives on their child's practice skills, parent engagement in the program, the impact of music lessons on a number of areas (focus, academic skills, social skills, etc.), and satisfaction with the program. Paper surveys were distributed at a program performance and then returned to program staff. Parents who completed the survey were given a \$10 gift card as an incentive for participation. Eight parent surveys were collected.

Given this method, it is worth pointing out the results from this survey are from parents who may be more engaged than those who did not complete the survey, since they attended a performance, received a paper survey, and then returned the survey. Nonetheless, they represent a majority of parents involved in the program.

Student survey: The student survey gathers student satisfaction with the program, social connections to instructors and other students, and practice habits. The survey is designed with language appropriate for elementary and junior high school students. Twelve students completed the survey, out of 22 students in the program.

Student test scores: Ascension provided aggregated Measure for Academic Progress (MAP) results for 16 of the 22 students in Intensive Strings.

MAP is the standardized testing assessment Ascension participates in, different than the Minnesota Comprehensive Assessment (MCA), Minnesota's standardized testing assessment. However, these MAP scores correspond to MCA proficiency based on a linking study completed by the Northwest Evaluation Association¹. Improvements in students' academic proficiency or academic growth cannot be directly attributed to participation in Intensive Strings.

¹ Northwest Evaluation Association (NWEA). (2020). *Linking study report: Predicting performance on the Minnesota Comprehensive Assessments-Series III (MCA-III) based on NWEA MAP growth scores*. Portland, OR. Retrieved September 2023 from <https://www.nwea.org/uploads/2016/06/MN-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

Results

A majority of student demonstrate positive behaviors and growth in the program

Teaching Artists report eight out of 10 students “always” bring all required materials to the group lesson, resulting in a mean score of 3.70 out of 4, and all students have shown consistent musical progress and growth at least “most of the time” (3.50 mean score; Figure 1). Instructors also report a seven out of 12 students demonstrate persistence when experiencing difficulty and independent learning “always” (3.25 mean score each).

1. Instructor reports of student behaviors

Behavior	Always (4)	Most of the time (3)	Sometimes (2)	Never (1)	Mean score
Student brings all required materials (method book, instrument, etc.) to the group lesson (N=10)	8	1	1	0	3.70
Student has shown consistent musical progress and growth (N=10)	5	5	0	0	3.50
Student persists on tasks even when experiencing difficulty (N=12)	7	1	4	0	3.25
Student demonstrates independent learning (N=12)	7	1	4	0	3.25
Student demonstrates leadership in class (N=12)	5	3	4	0	3.17
Student demonstrates eagerness to learn (N=12)	5	4	3	0	3.17
Student is cooperative in a group setting (N=12)	4	6	2	0	3.17
Student follows directions in the lesson (N=12)	4	6	2	0	3.17
Student demonstrates focus in class (N=12)	4	6	2	0	3.17
Student prepares assigned music in home practice (N=8)	1	3	4	0	2.63

Parents further report program impacts in key areas (Figure 2). Seven out of eight parents that completed the survey indicate that Intensive Strings has helped to improve their child’s attitude towards school, mental health, and social skills “a lot.”

2. Parent reports of growth due to Intensive Strings (N=8)

Has participation in the MacPhail music program helped to improve your child's...	Yes, a lot	Yes, some	No	Don't know
Attitude towards school?	7	1	0	0
Mental health?	7	1	0	0
Social skills?	7	1	0	0
Ability to focus on a task?	5	3	0	0
Math skills?	5	2	0	1
Literacy skills?	5	2	0	1
Other academic skills?	4	3	0	1

Academic proficiency and growth

Figure 3 shows MAP results of students in Intensive Strings who took the test in Spring 2022 and Spring 2023. The percentage of students who were proficient in reading increased from 42% to 58% from 2022 to 2023. The percentage of students who were proficient in math stayed the same.

3. Student MAP test results for Spring 2022 and Spring 2023 (N=12)

	Math proficiency	Reading proficiency
Spring 2022	50%	42%
Spring 2023	50%	58%

Note: Four students were excluded because data was not available for both semesters

When looking at academic growth over the 22-23 school year, measured by MAP, over half of Intensive Strings students showed growth in both math and reading (Figure 4). This is a slightly higher percentage than for Ascension students overall.

4. Student growth in the 22-23 school year, measured by MAP (N=16)

	Math growth	Reading growth
Intensive Strings students	56%	63%
All Ascension students	46%	46%

Note: Differences in growth cannot be attributed solely to participation in the Intensive Strings program.

Music practice at home

As shown in Figure 1, instructors report about half of students practice outside of rehearsal times at least “most of the time” and half “sometimes.” This behavior had the lowest mean score overall (2.63). Parents also appear mixed in reports of student practice, with half reporting their child “always” has a place to practice at home and half reporting they “sometimes” have a place to practice at home. Nearly all students (11 out of 12) report they have a place to practice at home.

Students are satisfied and engaged with Intensive Strings

Students report they enjoy the strings program (Figure 5). All say they like it and they feel good when they are there, with nine out of 12 saying they like it “a lot.” Similarly, seven out of eight parents also report their child “always” enjoys the program.

5. Student report of program experience (N=12)

	Yes, a lot	Yes, a little	No
Do you feel like your music instructor cares about you?	12	0	0
Do you like the MacPhail music program?	9	3	0
Do you feel good when you are in the MacPhail music program?	8	4	0
Do you like spending time with the other students in the MacPhail music program?	6	6	0

The opportunity for social connections may be a key part of the program for students. All students reported they feel like their instructor cares about them “a lot.” All students also report they like spending their time with other students in the program “a little” or “a lot.” Although this question got the least strong positive response out of all the questions, it demonstrates a generally positive feeling towards other students in the program.

Students also generally report they would continue with the program next year, with 9 out of 12 saying “yes” and three “maybe.” When asked why, students reported that they like the program, think it is fun, and like the people (instructors and students).

I think it's fun, and I like some people here. – Intensive Strings student

*Because I love McPhail and I have a music family and I love playing [my instrument].
– Intensive Strings student*

Because doing MacPhail has made me so happy and loved and my teachers are so nice to me even when I am sad. – Intensive Strings student

Parents are satisfied and engaged with Intensive Strings

All parents report they would like their child to continue in the program for the following year. Parents also show they are engaged with the program. Nonetheless, all parents who completed a survey report that they or another important adult in their child’s life “always” attend their child’s music performance, and six out of eight report they “always” read their child’s progress reports that are sent home (Figure 6). As shown in Figure 4, all parents report they encourage their child to practice at home at least “sometimes.” When asked if there are other instruments they would like MacPhail to offer, parents mentioned piano (three parents), guitar, drums, flute, and saxophone (one parent each).

6. Parent engagement with Intensive Strings (N=8)

	Yes, always	Yes, sometimes	No
Do you or another important adult in your child's life attend your child music performances?	8	0	0
Do you read the yearly progress reports about your child's performance in music class? ^a	6	1	0
Do you encourage your child to practice at home?	4	4	0

^aN=7

In the survey, parents were asked to add any additional comments or concerns they have about Intensive Strings. Nearly all expressed positive feelings or gratitude for the program, though one parent noted they would like more advanced notice of instrument rentals.

Thank you for taking time with my child. She enjoys music and is very musically inclined. – Intensive Strings parent

The program has been great for my daughter. – Intensive Strings parent

Final thoughts

Overall, results from this year's evaluation indicate that students in Intensive Strings are continuing to grow in many areas. Instructors report that students show musical growth and demonstrate other skills such as perseverance, focus, and independent learning. Parents report they've seen growth in their children's attitude towards schools, social skills, focus, and academic skills (math, literacy, and other skills) as well as improvement in their mental health. MAP test results showed the percentage of Intensive Strings students who were proficient in reading increased slightly from 2022 to 2023 and that Intensive Strings students showed somewhat higher rates of growth in the 22-23 school year than Ascension students overall. However, data should be interpreted with caution as these differences cannot be solely attributed to program participation.

Both students and parents report that they enjoy and are engaged with Intensive Strings. All students report they like the program "a lot," and 9 out of 12 would like to continue in it next year. When asked why, students reported that they like the program, think it is fun, and like the people (instructors and students). All parents also reported they would like their child to continue in the upcoming year and demonstrate engagement through attending performances, reading music progress reports, and encouraging their child to practice at home.

A few potential areas for program improvement include:

- Intentional opportunities for practice outside of rehearsal. Student practice behavior received the lowest rating from instructor progress reports, and the most mixed response from parents. Some avenues to encourage more independent practice may be continued encouragement from instructors and parents, or potentially providing time and space for independent practice at Ascension or MacPhail.
- While social connections appears to be a key component of the program, particularly between students and instructors, spending time with other students received the least positive response from students. Continuing to identify ways to foster social connection and positive group interactions may further benefit the program.

Appendix

A. Instructor progress reports

A1. Instructor reports of student behaviors

Behavior	Always (4)	Most of the time (3)	Sometimes (2)	Never (1)	Mean score
Student brings all required materials (method book, instrument, etc.) to the group lesson (N=10)	8	1	1	0	3.70
Student has shown consistent musical progress and growth (N=10)	5	5	0	0	3.50
Student persists on tasks even when experiencing difficulty (N=12)	7	1	4	0	3.25
Student demonstrates independent learning (N=12)	7	1	4	0	3.25
Student demonstrates leadership in class (N=12)	5	3	4	0	3.17
Student demonstrates eagerness to learn (N=12)	5	4	3	0	3.17
Student is cooperative in a group setting (N=12)	4	6	2	0	3.17
Student follows directions in the lesson (N=12)	4	6	2	0	3.17
Student demonstrates focus in class (N=12)	4	6	2	0	3.17
Student prepares assigned music in home practice (N=8)	1	3	4	0	2.63

B. Parent surveys

B1. Parent report of experience with the program (N=8)

	Yes, always	Yes, sometimes	No
Do you or another important adult in your child's life attend your child music performances?	8	0	0
Does your child enjoy their time in Intensive Strings?	7	1	0
Do you read the yearly progress reports about your child's performance in music class? ^a	6	1	0
Does your child have a place to practice at home?	4	4	0
Do you encourage your child to practice at home?	4	4	0

^aN=7

B2. Parent report of growth due to Intensive strings (N=8)

Has participation in the MacPhail music program helped to improve your child's...	Yes, a lot	Yes, some	No	Don't know
Attitude towards school?	7	1	0	0
Mental health?	7	1	0	0
Social skills?	7	1	0	0
Ability to focus on a task?	5	3	0	0
Math skills?	5	2	0	1
Literacy skills?	5	2	0	1
Other academic skills?	4	3	0	1

B3. Parent desire to continue with Intensive Strings (N=8)

Would you like your child to continue with the MacPhail music program next year?	N
Yes	8
Maybe	0
No	0

B4. Parent additional comments or concerns – open-end response (N=7)

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

Great program!

I'm happy with the work that has been done with my child.

MacPhail is awesome.

None, except for I like the learning for my [child].

Notify parents of rentals a week or two in advance.

Thank you for taking time with my child. She enjoys music and is very musically inclined.

The program has been great for my daughter.

Parent responses may have been lightly edited for clarity and to protect confidentiality.

C. Student surveys

C1. Student report of program experience (N=12)

	Yes, a lot	Yes, a little	No
Do you feel like your music instructor cares about you?	12	0	0
Do you like the MacPhail music program?	9	3	0
Do you feel good when you are in the MacPhail music program?	8	4	0
Do you like spending time with the other students in the MacPhail music program?	6	6	0

C2. Student report of place to practice at home (N=12)

Do you have to place to practice at home?	N
Yes	11
No	1

C3. Student desire to continue with Intensive Strings (N=12)

Would you like to continue in the MacPhail music program next year?	N
Yes	9
Maybe	3
No	0

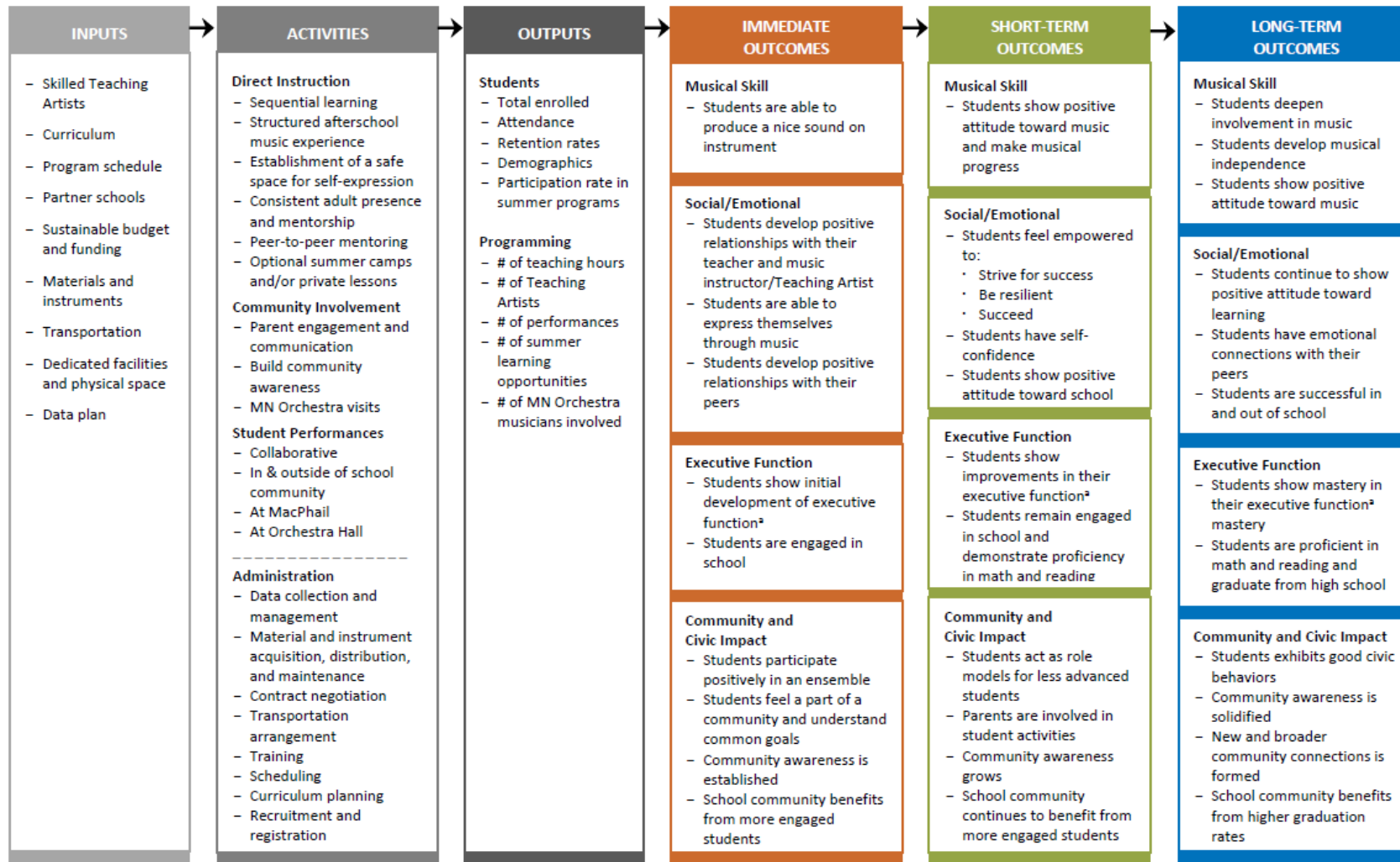
C4. Students' reasons to continue with Intensive Strings – open-end responses (N=12)

Would you like to continue in the MacPhail music program next year?	Why?
Yes	[Because] it's fun stuff.
Yes	Because doing MacPhail has made me so happy and loved and my teachers are so nice to me even when I am sad.
Yes	Because I like it and I can become famous.
Yes	Because I love MacPhail.
Yes	Because I love MacPhail and I have a music family and I love playing [my instrument].
Yes	Because it is great.
Yes	I feel that way because I love my teachers and I love playing my [instrument].
Yes	I feel that way because it is fun.
Yes	I think it's fun and I like some people here.
Maybe	Because I do and [it is] fun.
Maybe	Cause I want to learn how to play.
Maybe	I don't know if I'm going.

Student responses may have been lightly edited for clarity and to protect confidentiality.

D. MacPhail Intensive Strings Program Logic Model

MacPhail Afterschool Intensive Strings Program Logic Model



^a Executive function skills enable people to plan, organize, and complete tasks. Well-developed executive functioning skills are important for success in school and life.

Executive function skills include impulse control, emotional control, flexible thinking, working memory, self-monitoring, task initiation, and organization of information. These interrelated skills help individuals with decision-making, attention/focus, and effective transitioning from one activity to the next.

E. Evaluation tools

MacPhail Center for Music Intensive Strings Program – Parent Survey

We hope that your child’s involvement in the MacPhail Intensive Strings Program has been rewarding. In order to better serve your child and make improvements to our program, we would appreciate your feedback on your child’s experience. Thank you.

If you have more than one child in Intensive Strings, please answer the survey for the child who most recently had a birthday.

Your relationship to the child: _____ **Child’s grade:** _____

What musical instrument does your child play?

¹ Violin ² Viola ³ Cello ³ Other: _____

	Yes, always	Yes, sometimes	No
1. Does your child have a place to practice at home?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
2. Do you encourage your child to practice at home?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. Do you or another important adult in your child’s life attend your child’s music performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you read the yearly progress reports about your child’s performance in music class?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Does your child enjoy their time in Intensive Strings?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

Has participation in the MacPhail music program helped to improve your child’s...	Yes, a lot	Yes, some	No	Don’t Know
6. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
7. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
8. Mental health?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
9. Social skills?	<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, please explain: _____

14. Are there other instruments you would like MacPhail to offer in its School Partnerships program?
¹ Yes, please list: _____ ² Maybe ³ No

15. What is the best way for MacPhail staff to contact you with information about your child?

Phone: _____

Email: _____

Something else, please describe: _____

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

Thank you!



MacPhail Center for Music Intensive Strings Student Survey

This survey is to hear your thoughts on the MacPhail music program you're in. Please tell us what you think – there are no right or wrong answers.

1. What instrument do you play?
¹ Violin ² Viola ³ Cello

2. Do you like the MacPhail music program?
¹ Yes, a lot ² Yes, a little ³ No

3. Do you like spending time with the other students in the MacPhail music program?
¹ Yes, a lot ² Yes, a little ³ No

4. Do you feel like your music instructor cares about you?
¹ Yes, a lot ² Yes, a little ³ No

5. Do you feel good when you are in the MacPhail music program?
¹ Yes, a lot ² Yes, a little ³ No

6. Do you have a place to practice at home?
¹ Yes ² No

7. Would you like to continue in the MacPhail music program next year?
¹ Yes ² Maybe ³ No

Why do you feel that way?

THANK YOU FOR COMPLETING THE SURVEY!

MacPhail

CENTER FOR MUSIC

School Partnerships Progress Report | Completed by Music Instructor

Student's name: _____ Grade: _____ Date: _____

MacPhail Instructor(s): _____

School: ¹ Ascension School ² Harvest Best Academy

Student studies: ¹ Violin ² Viola ³ Cello

Student's year in MacPhail program: ¹ One ² Two ³ Three ⁴ Four ⁵ Five ⁶ Six

Attendance:
Student attended _____ out of _____ classes during the _____ session.

Please rate the student's preparation for and behavior during class.	Please rate the student's preparation for and behavior during class.				
	Always	Most of the time	Sometimes	Never	Not applicable
1. 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. 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. 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. 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. 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. Student demonstrates focus in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. 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
Comment:					
8. Student persists on tasks even when experiencing difficulty.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. Student demonstrates leadership in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. Student demonstrates independent learning.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please comment on the student's ability to participate in the online setting (ex: ability to focus, technical abilities, ability to receive feedback and instruction, etc.)

Additional teacher comments:

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Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

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