



# MacPhail Center for Music Afterschool Intensive Strings Program

*2015-16 Evaluation Results*

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# Contents

Program overview .....	1
Ascension School String (Violin, Viola, and Cello) Program .....	1
FAIR School Violin Program .....	2
Harvest School Violin and Cello Program.....	2
Evaluation .....	3
Outcome evaluation key questions .....	3
Implementation evaluation key questions.....	3
Methodology .....	4
Results.....	6
Outcomes .....	6
Students have positive attitudes toward learning and school.....	9
Students show positive non-academic skills.....	9
Students show improvement in musical skills, have good practicing habits, and want to continue developing the skills .....	10
Implementation .....	14
Suggestions for program improvement.....	15
Issues to consider .....	16
Figures.....	17
Appendix.....	32
Open-ended comments.....	32
MacPhail Afterschool Intensive Strings Program Logic Model.....	42
Survey instruments.....	43

# Figures

1. Ascension students' MCA data - Math.....	17
2. Ascension students' MCA data - Reading.....	17
3. Ascension students' NWEA data - Math.....	17
4. Ascension students' NWEA data - Reading.....	18
5. Ascension students' 2015-16 NWEA scores: Changes in math and reading scores	18
6. Harvest students' MCA data - Math.....	18
7. Harvest students' MCA data - Reading.....	19
8. Harvest students' NWEA data - Math.....	19
9. Harvest students' NWEA data - Reading.....	19
10. Harvest students' 2015-16 NWEA scores: Changes in math and reading scores.....	20
11. FAIR students' MCA data - Math a.....	20
12. FAIR students' MCA data - Reading <sup>a</sup> .....	20
13. FAIR students' 2015-16 report card data: Math and language arts grades.....	21
14. FAIR students' 2015-16 report card data: Changes in math and language arts grades .	21
15. Students' attitudes about school and school subjects.....	22
16. Parents' report of academic skills.....	23
17. MacPhail faculty community partnership group lesson progress report.....	24
18. FAIR students' 2015-16 report card data: Work habits grades.....	25
19. FAIR students' 2015-16 report card data: Changes in work habit grades.....	26
20. FAIR students' 2015-16 report card data: Grades in quarter two.....	26
21. FAIR students' 2015-16 report card data: Changes in grade from quarter one to quarter two.....	27
22. Students' report of practice.....	27
23. Parents' and students' report of practice space at home.....	28
24. Students' report of encouragement from home.....	28
25. Parents' report of encouragement for students' music education.....	28
26. Parents' report of their involvement in students' music education.....	29

# Figures (continued)

27. Students' desire to continue in the MacPhail music program next year.....	29
28. Parents' desire for student to continue in the MacPhail music program next year...	29
29. Students' report of satisfaction with program components .....	30
30. MacPhail faculty report of how often students attended lessons .....	30
31. Students' report of relationship with instructor .....	31
32. Students' desire to continue with the MacPhail faculty next year .....	31

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# Program overview

MacPhail Center for Music's School Partnerships Department creates sustainable, sequential music education programs customized to meet the unique needs of partner schools. Currently, the department collaborates with 25 schools in the Twin Cities metro area.

A subset of these programs focus on delivering intensive, afterschool string instruction to students with limited access to music education. During the 2015-2016 school year, MacPhail held the Afterschool Intensive Strings Program at three schools: Ascension School, FAIR Downtown, and Harvest Network of Schools. The majority of students in these schools were students of color (76-99%) and from low-income families (i.e., eligible for free or reduced-price lunch; 75-80%).

These Afterschool Intensive Strings Program provides students with high quality, specialized music education and instruction beyond the schools' general music education, and in doing so, supports students' highest level of artistic and school learning. The program is funded by the Richard M. Schulze Family Foundation and Aroha Philanthropies.

The following section describes the programming at these three partner schools in 2015-16. All instruction is delivered by MacPhail faculty members.

## **Ascension School String (Violin, Viola, and Cello) Program**

Fourth- through eighth-grade students in the Ascension School may choose to play the violin, viola, or cello as part of the Ascension School String Program. Students are recommended for the program by their teachers and principal based on a demonstration of commitment to academics, good behavior, and an interest in music. Once recommended, students may opt in to the program. Students receive an instrument for the year and attend classes after school twice weekly, and one class during the school day per week. Afterschool classes occur for 26 weeks and in-school classes take place for 27 weeks, with an opportunity for interested students to take additional lessons or participate in string camp during the summer. These classes include small group sections and full group ensembles. Small group sections focus on teaching students instrument-specific techniques, and full group ensembles teach students to work together and to learn to play their instrument within the larger body of students. Students are allowed to bring their instrument home during the week and weekend, and are expected to practice outside of class.

## **FAIR School Violin Program**

Second- and third-grade students at FAIR can choose to participate in the program to play the violin. Students participate in both small and large groups. Large group instruction focuses on specific techniques, and repertoire and small group instruction reinforces those concepts with added support. The goal of this program is to expose students to playing the instrument in a positive and supportive environment. Students attend lessons after school three days a week for 20 weeks. Students at FAIR do not take their instruments home and there is not an expectation of practice outside the classroom.

## **Harvest School Violin and Cello Program**

Students in fifth through eighth grades must apply to be accepted into the Harvest Violin and Cello Program. Students must demonstrate a commitment to academics, good behavior, and an interest in music. Students participate in both small group sections and full group ensembles. Small group sections focus on teaching students instrument-specific techniques, and full group ensembles teach students to work together and to learn to play their instrument within the larger body of students. Students are allowed to bring their instruments home during the week and weekend and are expected to practice outside of class. Students attend lessons after school three days a week for 26 weeks, with an additional four weeks of afterschool classes twice weekly. Students also have the opportunity to take additional lessons or participate in string camp during the summer.

# 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).

## Outcome evaluation key questions

- To what extent does student participation in the Afterschool Intensive Strings Program affect their academic achievement and attitudes toward schools?
- To what extent does student participation in the Afterschool Intensive Strings Program affect student non-academic skills (persistence, motivation, leadership)?
- To what extent does student participation in the Afterschool Intensive Strings Program affect student musical skills and knowledge?
- To what extent does school participation in the Afterschool Intensive Strings Program benefit the school, including its music educator?
- What impacts does the Afterschool Intensive Strings Program have on music education in schools, broadly speaking?

## Implementation evaluation key questions

- How well is the Afterschool Intensive Strings Program being implemented? What aspects of the Program can be strengthened or improved?
- How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?

This report describes the methodology and findings of the evaluation.



## Methodology

In spring 2016, MacPhail Afterschool Intensive Strings Program staff administered surveys to participating students and parents at Ascension, FAIR, and Harvest. MacPhail faculty members who provided the music lessons completed student lesson progress reports. Students and faculty may have also completed some progress reports and lesson planning in fall 2015; however, they are not included in this report. Schools provide school attendance and academic performance data. The following tools were collected for this evaluation, and are listed here according to which component of the evaluation they addressed.

### *Outcome*

- School leader interviews: Wilder Research conducted interviews with school leaders at the three partner schools who either served as principal or director of the department overseeing work with MacPhail's program. In the interviews, leaders were asked about overall benefits of participating in the Afterschool Intensive Strings Program for their school, specific benefits for the students and music educators directly involved with programming, and implications of the program in the field of education. All three school leaders were interviewed, for a response rate of 100 percent.
- Student survey: The survey gathered information on students' attitudes about school and music education. It also asked about parental support they received in their musical education. Prior to gathering student data, MacPhail and partner schools collected passive consent from parents of participating students. A total of 57 student surveys were collected (93% overall response rate), with 32 from Ascension students (94% response rate), 11 from FAIR students (100% response rate), and 14 from Harvest students (88% response rate).
- Parent survey: The survey gathered parents' perspectives on their child's practice skills, their own involvement and encouragement at home, the impact of music lessons on their child's education, and whether they want their child to continue music lessons. Eighteen parent surveys were collected: seven from parents of Ascension students, seven from parents of FAIR students, and four from parents of Harvest students.
- 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). In spring 2016, faculty completed a total of 68 progress reports, made up of reports for 34 Ascension students, 15 FAIR students, and 19 Harvest students. Progress reports were available for all students who stayed

in the school and completed the program and a few students who left before the end of the year.

- School attendance, test scores, and report cards: Schools provide information on student school attendance. They also provide student test scores, including the Minnesota Comprehensive Assessments (MCA) and Measures of Academic Progress (NWEA MAP) in reading and math, and report cards, as available.

### ***Implementation***

- Program records and lesson progress report: MacPhail worked together with Ascension, FAIR, and Harvest to collect information about the students participating in the program throughout the school year. Additionally, faculty members were asked about the frequency of student attendance.
- School leader interviews: In the same interview mentioned earlier, the school leaders were asked about the successes of and ways to improve the program and collaborative relationship with MacPhail.
- Student survey: In the same survey, students were also asked about their satisfaction with the Afterschool Intensive Strings Program and relationships with their music instructor.

# Results

Overall, the Afterschool Intensive Strings Program was implemented successfully during its first year. The program served students in the three partner schools. Most students in these schools were enrolled in the program throughout the year and the majority attended at least 80 percent of the lessons. Students reported liking the MacPhail music instructors. School leaders viewed their partnership with MacPhail favorably and appreciated the positive and consistent relationships that students experienced with their MacPhail instructors.

Most students in the survey reported that they like school and like reading and math. Additionally, student academic performance results show that a majority of participating students maintained or made progress in math and reading from fall 2015 and spring 2016.

Students showed positive social and emotional learning skills. The MacPhail music instructors working with the students reported that most students demonstrated eagerness to learn, followed directions in the lessons, were cooperative, and persistence when experiencing difficulty. All students in the class settings at FAIR and Harvest had an opportunity to lead an activity or help plan activities for the class.

Results on student musical skills also show that most students were making consistent progress in the Program, according to the MacPhail music instructors. Most students took the time to practice their instruments and reported that someone at home encouraged them to practice and attended their musical performances. Parents and students were satisfied with the program and would like the students to continue developing musical skills.

Evaluation outcome and implementation results are presented in detail in the following sections.

## Outcomes

### *Students make academic progress and attend school regularly*

This section describes student attendance and changes in student academic performances during the school year, as measured by test scores and report cards. Changes found in test scores and the report card ratings may be associated with participation in the program. However, caution is needed in attributing them to the program, because other school and outside-school learning and experiences during the same period could also have contributed to the changes. Additionally, the findings reported below are based on a very limited amount of data.

## **Ascension students**

NWEA MAP and MCA scores and school attendance were available for all the 34 Ascension students participating in the program. These students were primarily students of color in fourth and fifth grade, and the majority were female. About two-thirds of students were eligible for free- and reduced-price lunch, and about a third of students were English Language Learners. Students attended the school regularly, missing only 5.4 days of school, on average.

Students are given ratings based on their 2016 spring MCA scores: does not meet the standards (not proficient), partially meets the standards (not proficient), meets the standards (proficient), exceeds the standards (proficient). At Ascension, 41 percent of students at the school overall demonstrate proficiency in math, and 49 percent demonstrate proficiency in reading. Forty-four percent of Ascension students participating in the MacPhail Afterschool Intensive Strings Program were rated as proficient in math, and 56 percent of these students were proficient in reading (Figures 1 and 2).

NWEA MAP results were provided to show changes in student proficiency in math and reading from fall 2015 to spring 2016. Students' scores are categorized as "high," "high average," "average," "low average," and "low." In fall 2015, 60 percent of the program participants were rated as being average, high average, or high in math; 65 percent of these students fell into these categories in spring 2016 (Figure 3). In reading, 62 percent of the program participants were rated as being average, high average, or high in fall 2015. In spring 2016, 57 percent of MacPhail participants fell into this category (Figure 4). From fall 2015 to spring 2016, 80 percent of Ascension students participating in MacPhail either maintained or increased their NWEA scores in math, and 85 percent of these students did the same in reading (Figure 5).

## **Harvest students**

Harvest provided MCA and NWEA MAP scores for their fourteen MacPhail participants. These participants, similar to Ascension, were predominately students of color, and all were in fifth through seventh grade, with half in the fifth grade. Harvest students participating in programming were absent from school 3.6 days, on average.

According to 2016 spring MCA scores, in the overall Harvest student body, 48 percent of students are proficient in math, and 24 percent are proficient in reading. Sixty-four percent of Harvest students participating in the MacPhail program were rated as proficient in math, and 57 percent were rated as proficient in reading (Figures 6 and 7).

In fall 2015, all students involved in the MacPhail program were rated as being average, high average, or high in math on their NWEA MAP scores; 92 percent of these students were rated as being average, high average, or high in the spring (Figure 8). In reading, 75 percent of students were rated as average, high average, or high in fall 2015, and 70 percent of students fell into those categories in spring 2016 (Figure 9). Of the 11 students who had both fall 2015 and spring 2016 NWEA MAP scores, the result showed that 45 percent of participating students maintained their rating in math, and 36 percent increased at least one level. Sixty-four percent of Harvest students participating in MacPhail maintained their rating in reading, and 27 percent increased at least one level (Figure 10).

### **FAIR students**

FAIR provided MCA data for their students involved in programming. Similar to Harvest and Ascension, the majority of participants were students of color. All were in second or third grade. FAIR students participating in programming were absent from school an average of 4.5 days.

According to MCA scores, in the overall FAIR student body, 25 percent of students are proficient in math, and 22 percent are proficient in reading. Thirty-eight percent of FAIR students participating in the MacPhail program were rated as proficient in math, and 26 percent were rated as proficient in reading (Figures 11 and 12). NWEA data for FAIR was not available for this evaluation.

In addition to MCA, FAIR school also provided report cards for 14 participating students. Caution should be applied when interpreting these report card results, due to the small number of report cards available and the lack of full-year information (only quarter one and two grades were available).

Classroom teachers rated their students' performance in math and language arts on a scale of "not making progress toward grade level expectations, requires intensive support" "making progress toward grade level expectations with support," "meeting grade level expectations," and "exceeding grade level expectations." Results from the second quarter indicate that a majority of students were rated by their teachers at "meeting (grade level) expectations" or "exceeding expectations." (Figure 13). Between the first quarter and the second quarter, a majority of students' grades improved or stayed the same, with 88 percent of students demonstrating improvement or staying the same in math and 92 percent demonstrating improvement or staying the same in language arts (Figure 14).

## Students have positive attitudes toward learning and school

Evaluation also assesses students' attitudes regarding school, math, and reading through the student survey. Students at Ascension, FAIR, and Harvest responded that they liked school, with 84 percent responding "yes, a lot" or "yes, a little" to this question (Figure 15). Students also indicated that they liked reading and math "a lot" or "a little" (84% and 80%, respectively). While attitudes were generally consistent across Ascension and FAIR, students at Harvest were much less likely to answer that they liked math "a lot" (29%, compared to 46% of FAIR students and 55% of Ascension students). FAIR students were more likely than their peers at Ascension and Harvest to say they liked school "a lot" (55%, compared to 36% at Ascension and 29% at Harvest). Most Ascension, FAIR, and Harvest parents agreed that participating in the MacPhail music program helped their child improve in math, literacy, and other academic skills; had a better attitude toward school; and increased their ability to focus on tasks (Figure 16).

In interviews with leaders at the three partner schools, all noted that MacPhail's programming was influential on students' behavior and performance in school. They noted that these music classes keep students engaged in school, teach them the value of determination, instill good practicing habits, and give a space for self-expression. All of these things, they said, contribute to students' performance in school.

## Students show positive non-academic skills

According to the MacPhail faculty, students frequently came prepared to lessons. Faculty reported that students at Ascension, FAIR, and Harvest either "always" (46%) or "most of the time" (43%) brought all required materials to class and "always" (17%) or "most of the time" (47%) prepared assigned music in home practice (Figure 17). In class settings, all FAIR and Harvest students were always or sometimes led an activity or helped plan activities for the class.

Overall findings across Ascension, FAIR, and Harvest show that students demonstrated eagerness to learn (91%); followed directions in the lessons (88%); were cooperative (86%); and were persistent when experiencing difficulty (70%). While results are positive, they vary somewhat across schools. Faculty reported that FAIR students more frequently persisted on tasks even when experiencing difficulty, giving ratings of "always" to 60 percent of FAIR students compared to 22 percent of Harvest students and 15 percent of Ascension students. On student demonstration of an eagerness to learn, faculty gave ratings of "always" to 67 percent of FAIR students, compared to 50 percent of Harvest students and 38 percent of Ascension students. Harvest students were reported to have more frequently "always" followed directions in lessons (72%) compared to FAIR students (60%) and Ascension students (56%).

Report cards from FAIR school also included grades reflecting students' work habits, such as on works collaboratively in groups, completes work on time, and sustains efforts and perseveres through challenging tasks (Figures 18-21). Students' work habits were rated as "not making progress toward grade level expectations, requires intensive support" "making progress toward grade level expectations with supports," "meeting grade level expectations," and "exceeding grade level expectations." Results show that a majority of students' overall work habits improved or stayed the same between the first and second quarters, with 83 percent of students demonstrating improvement or staying the same (Figure 19). Results from the second quarter indicate that at least half of students are meeting or exceeding grade level expectations. Students were particularly strong in demonstrating effective communication skills, with an average of 2.92, where a grade of four indicates "exceeding grade level expectations" and a grade of one indicates "not making progress toward grade level expectations, requires intensive support" (Figure 20).

## **Students show improvement in musical skills, have good practicing habits, and want to continue developing the skills**

### *Students make progress in their musical skills*

Students were evaluated by MacPhail on a variety of measures, one of which addressed musical progress and growth. Across all schools 82 percent of students were said to have shown consistent musical progress and growth "always" or "most of the time." Harvest students were more frequently graded as showing this growth "always," with 56 percent of students being said to have done so, compared to 43 percent at FAIR and 24 percent at Ascension (Figure 17).

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

When asked what they learned in the MacPhail music program, Ascension, FAIR, and Harvest students most frequently said that they learned to play or read new music, learned to play an instrument, and learned new techniques. Students highlighted favorite songs or techniques they learned, such as French Folk Song, Song of the Wind, and the D major scale. Others mentioned learning about their preferences and proper behavior, and some mentioned gaining confidence in themselves and being determined to improve (Figure A1).

MacPhail faculty from Ascension, FAIR, and Harvest were asked to provide "comments or concerns" in the lesson progress reports. The most common responses related to the positive working relationship instructors had with their students, student progress in their

music skills, or praise for a student’s music skills. Some faculty noted particular technical areas in which students should practice, including note-reading and playing posture.

### ***Students are regularly practicing their instrument***

According to the student survey results, most students said they are taking the time to play their instrument to develop good practice habits. Combined findings from Ascension, FAIR, and Harvest indicate that 58 percent of students practice their instrument “a lot” and 32 percent of students practice “a little” (Figure 22). Additionally, 85 percent of students indicated that they like practicing their instrument. Relatively fewer students indicated that they did not practice (11%) or like to practice (15%), with Ascension students more frequently responding that they did not like to practice (21%), compared to their peers at FAIR (9%) and Harvest (7%).

Looking at individual schools, a higher percentage of FAIR students reported that they like to practice their instrument “a lot” (82%)<sup>1</sup>, compared to Harvest students (64%) and Ascension students (59%). When students were asked whether they practice, 91 percent of students at FAIR reported that they practice “a lot,” compared to 50 percent of students at both Harvest and Ascension who said that they practice “a lot.” While more FAIR students reported practicing their instrument “a lot,” FAIR students were less likely than their peers to indicate that they had a place to practice at home. Seventy-five percent of FAIR students said they had a place to practice at home, compared to 86 percent of students at both Harvest and Ascension (Figure 23). Eighty-six percent of parents of FAIR students reported that their child had a place to practice at home, and all parents of students at Harvest and Ascension reported so.

### ***Parents encourage students to practice at home***

Parents of participating students were involved in their music education. Overall, 63 percent of the students surveyed at Ascension, FAIR, and Harvest said someone at home encourages them to practice their music “a lot,” and 54 percent said someone attends their performances “a lot” (Figure 24). Looking at individual schools, a lower percentage of Harvest students (36%) relative to FAIR students (67%) and Ascension students (75%) indicated that someone at home encourages them to practice their music “a lot.” A larger percentage of FAIR students reported that someone at home comes to their performances “a lot,” compared to Ascension or Harvest students (70 percent compared to 53 percent and 43 percent, respectively). Nineteen percent of Ascension students responded “no” to the question of

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<sup>1</sup> While there is not an expectation that FAIR students practice at home, some students have their own instrument and others might have brought their instrument home during the year, which could explain why FAIR students report enjoying practicing their instrument. It is also possible that students may have viewed time used during class to play their instrument as practice time.



whether someone at home comes to their performances, while no students at FAIR and Harvest responded “no” to this question.

All Ascension and Harvest parents and 67 percent of FAIR parents reported that they encourage their child to practice their music at home. All parents from these schools reported that someone from home attends their child’s performances (Figures 25 and 26).

Parents were also asked about how they have stayed aware of their child’s musical education through progress reports and assignment sheets. Eighty-two percent of all parents reported that they read the yearly progress reports about their child’s performance in music class (Figure 26). Many parents reported that they read their child’s weekly music assignment sheets, with 40 percent of all parents at the indicating “yes,” and 33 percent indicating “sometimes.” Parents at Harvest more frequently reported that they did not read the weekly music assignment sheets compared to parents at FAIR and Ascension (50% indicating they do not read the assignment sheets, compared with 20% and 17%, respectively). Results from the parent surveys should be viewed in light of the number of parents who responded from each school. Seven parents of Ascension students, seven parents of FAIR students, and four parents of Harvest students responded to the survey.

***Parents and students are satisfied with the program and would like the students to continue participating and developing musical skills***

To assess their motivation to continue developing their musical skills, students were asked if they wanted to continue in the MacPhail program the following year. Sixty-three percent of all students reported wanting to continue in the program (Figure 27). Twenty-six percent of the students said they might want to continue in the program, and the remaining eleven percent did not want to continue in the music program the following year. A higher percentage of Ascension and Harvest students (66% and 64%, respectively) answered “yes” to this question compared to FAIR students (55%). All parents reported that they wanted their child to continue with the MacPhail program the following year (Figure 28).

Most students said they would like to be in the program next year. In an open-ended comment on the student survey, these students often stated that the program was fun, that they liked playing their instruments, and that they wanted to continue to learn more. Students at FAIR and Harvest who responded “maybe” or “no” often stated that they were changing schools or moving, or that the classes were getting to be more difficult. A couple of Ascension students who responded “maybe” or “no” mentioned wanting to shift their focus to academics or sports in the coming years, and one expressed concern over having to miss gym class for MacPhail (Figure A3).

Students at Ascension, FAIR, and Harvest were satisfied with their experience with the MacPhail program, with 97 percent saying they like the program “a lot” or “a little” (Figure 29). Overall, 79 percent of students reported that they liked learning to play their instrument “a lot.” Seventy-one percent of students liked learning new pieces of music “a lot.” Seventy-five percent of students liked to perform “a lot.” Fewer students at Ascension liked the MacPhail music program “a lot” than Harvest and FAIR students (63 percent compared to 86 percent and 82 percent, respectively). Similarly, fewer students at Ascension liked learning to play their instrument “a lot” (72 percent compared to 86 percent of Harvest students and 91 percent of FAIR students) and liked to perform “a lot” (69 percent compared to 77 percent of Harvest students and 91 percent of FAIR students).

### ***Partner schools benefit from participating in the program***

School leaders were asked about the impact of this collaborative effort on their school generally and on their music educators specifically. In terms of their school’s general benefit, leaders said the program makes their school a more attractive choice for families. Having the opportunity to join a music program of MacPhail’s caliber and to have access to the resources and experiences it provides influences families to choose their schools and stay there, according to the leaders. One leader spoke about how the program allows his school to show its commitment to the arts and music, which they did not believe they would be able to do without the program.

One school leader said that a commitment to the arts is a benefit to their school’s music instructor. As the school shows its appreciation for music and the arts, their instructor feels valued. Another school leader discussed how being in this partnership raises the bar for music education at their school and allows their music instructors to see the potential of the students they teach. The third school involved in the partnership does not have its own music program, so the programming is the only music education they have to offer to students.

### ***Program has broader positive impacts on education***

School leaders were asked to speak about the potential impact the program could have in the educational field, broadly speaking. One school leader spoke to the ability of this program to increase capacity at schools in need of additional staff time by qualified instructors. This school leader mentioned the large number of schools throughout the state and country that do not have the capacity to offer high-quality music instruction with their current staffing. The two other school leaders spoke about shifting the lens of education to focus more on music as a means by which students may grow in all academic

areas; they stated that music education can broaden students' perspectives and allow them to think creatively outside of practice and in the classroom. These two school leaders stated that music instruction strengthens children's abilities to be determined, creative, and flexible thinkers in whatever they apply themselves to.

## Implementation

In terms of program implementation, one leader noted that the consistency the program has brought into students' lives is the greatest accomplishment of the program. Another mentioned that students are staying with the Program throughout the year and want to continue participating in the program. Two school leaders also described that the Program give students valuable opportunities to perform. School leaders viewed their collaborative relationships with MacPhail positively.

### ***Most students were enrolled in the program throughout the year and the majority attended the program most of the time***

The program records show that in 2015-16, a total of 78 students across the three schools were enrolled at the beginning of the program and 61 students continued with the program through the end of the school year. These include 34 students who were enrolled in and completed the Ascension String Program. Sixteen students initially enrolled with 11 still enrolled at the end of the FAIR Violin Program. At Harvest, 28 students initially enrolled with 16 still enrolled at the end of the Harvest Violin and Cello Program.

According to MacPhail's program records, about half of Ascension, FAIR, and Harvest students attended lessons regularly, with 58 percent of students in the combined schools attending 80 percent or more of the offered lessons (Figure 30).

### ***Students report liking their instructor and would like to continue lessons with them***

At the end of the school year, Ascension, FAIR, and Harvest students were asked about their relationship with their instructor in the student survey. Overall, most students felt their instructor encouraged them to do well in their music (82%) and cared about them "a lot" (81%). Fifty-six percent of students indicated that they understood the instructor "a lot" when new things were taught (Figure 31).

More than half of students (67%) indicated that they would like to continue lessons with the same instructor next year, and 25 percent of the students indicated they might like to continue with the instructor (Figure 32). FAIR students were most likely to respond this way (82%). A little under two-thirds of students at Harvest and Ascension said they would like to continue with their instructor (64 percent and 63 percent, respectively).

Students were asked in an open-ended question to say why they would or would not like to continue with the same instructor. Students who would like to continue with their instructor often commented that their instructor was fun, nice, or encourages the students to do their best. A few students who responded “maybe” or “no” expressed concern over their teachers being strict in the classroom, and a few students expressed that they don’t know their preferences or want to keep their options open (Figure A4).

### ***Partner schools report having a positive collaborative relationship with MacPhail***

Leaders at Ascension, FAIR, and Harvest were asked about MacPhail’s work to collaborate with their school and how that collaboration could be improved. All school leaders were very positive about the work MacPhail has done to collaborate with their school, highlighting their interest in supporting the whole student, rather than simply focusing on music education. They mentioned that MacPhail has gone out of their way to meet the needs of the schools and individual students, supporting them in their academics, and meeting students “where they’re at.” All school leaders thought the collaboration between MacPhail and their school was successful. They mentioned the authentic nature of the relationship, stating it was a true partnership rather than a transactional relationship, and mentioned the support and understanding they’ve experienced from the MacPhail staff members. Two of the school leaders had suggestions for improving the collaboration, with one asking to have access to a wider variety of instruments for their students, and the other suggesting an increase in the frequency of lessons. In order to achieve these improvements, the leaders believed there would need to be more funding for the program and more intentional planning on a longer-term basis.

### **Suggestions for program improvement**

School leaders were asked to discuss how the program could improve. Their suggestions varied, and ranged from the logistical to the pedagogical. One leader wished for more flexibility in scheduling to ensure that students miss as little school as possible when participating in the program, and another leader asked that there be a greater variety of instruments for students to learn. One school leader noted that the instruction provided may be too strict or rigid for the students at their school, and would like to see more of a focus on students enjoying the music and being allowed to move and dance while learning their instrument.

In the survey, students were also asked what they would change about the program. While many students replied that they would not change anything, others suggested changes to instrument and music selection, as well as to class content and logistics. FAIR and

Harvest students most frequently requested changes to instrument selection and policies (Figure A2). A couple of students at FAIR requested the ability to take their instrument home with them, and students at both FAIR and Harvest requested a wider selection of instruments they could choose to play. Ascension students, on the other hand, most frequently requested changes to classroom structure and logistics, including increasing the number of classes or changing the days in which classes take place.

## Issues to consider

The data indicates that participants are doing well in the music program. Faculty and student survey results show that students are showing growth in their music skills and that students are eager to continue in the program and further develop their knowledge of music and instruments. Students and parents report enjoyment of and appreciation for the program and the instructors.

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

- MacPhail program staff should continue to offer a song selection that interests students, as students frequently highlighted learning new music as a highlight of their classes.
- MacPhail program staff may consider ways in which they could increase attendance rates of participating students, as 44 percent of students overall are attending fewer than 80 percent of classes.
- MacPhail program staff may want to consider offering more instrument options or allowing students at all schools to bring their instrument home with them, as both students and school leaders requested this.
- In order to get a better understanding of parents' thoughts or suggestions related to the program, program staff may want to implement additional opportunities for parents to complete the survey.
- In order to get a better sense of participants' academic performance, program staff should try to increase the number of report cards available for analysis.
- The majority of students indicated that they would be interested in continuing in their MacPhail program. Many who indicated that they did not want to continue reported that this was because they were changing schools. MacPhail staff could consider extending their offerings to include some sort of alumni program for children who transition to a school that does not offer the MacPhail music program.

# Figures

## 1. Ascension students' MCA data - Math

	Spring 2016 N=34	
	#	%
Does not meet the standards	7	21%
Partially meets the standards	12	35%
Meets the standards	10	29%
Exceeds the standards	5	15%

## 2. Ascension students' MCA data - Reading

	Spring 2016 N=34	
	#	%
Does not meet the standards	7	21%
Partially meets the standards	8	24%
Meets the standards	15	44%
Exceeds the standards	4	12%

## 3. Ascension students' NWEA data - Math

	Fall 2016 N=34		Spring 2016 N=34	
	#	%	#	%
High	6	18%	4	12%
High Average	7	21%	8	24%
Average	7	21%	10	29%
Low Average	6	18%	5	15%
Low	8	24%	7	21%

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**4. Ascension students' NWEA data - Reading**

	Fall 2015 N=34		Spring 2016 N=34	
	#	%	#	%
High	4	12%	7	15%
High Average	12	35%	9	27%
Average	5	15%	5	15%
Low Average	5	15%	7	21%
Low	8	24%	6	18%

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**5. Ascension students' 2015-16 NWEA scores: Changes in math and reading scores**

Change in grade	Math N=34		Reading N=34	
	#	%	#	%
Increased	6	18%	10	29%
Maintained	21	62%	19	56%
Decreased	7	21%	5	15%

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**6. Harvest students' MCA data - Math**

	Spring 2016 N=14	
	#	%
Does not meet the standards	1	7%
Partially meets the standards	4	29%
Meets the standards	7	50%
Exceeds the standards	2	14%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

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## 7. Harvest students' MCA data - Reading

	Spring 2016 N=14	
	#	%
Does not meet the standards	3	21%
Partially meets the standards	3	21%
Meets the standards	7	50%
Exceeds the standards	1	7%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

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## 8. Harvest students' NWEA data - Math

	Fall 2016 N=12		Spring 2016 N=13	
	#	%	#	%
High	3	25%	3	23%
High Average	5	42%	7	54%
Average	4	33%	2	15%
Low Average	0	0%	0	0%
Low	0	0%	1	8%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

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## 9. Harvest students' NWEA data - Reading

	Fall 2016 N=12		Spring 2016 N=13	
	#	%	#	%
High	3	25%	4	31%
High Average	2	17%	1	8%
Average	4	33%	4	31%
Low Average	3	25%	2	15%
Low	0	0%	2	15%

Note. Percentages have been added for consistency, but it is important to note the small sample size.



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**10. Harvest students' 2015-16 NWEA scores: Changes in math and reading scores**

Change in grade	Math N=11		Reading N=11	
	#	%	#	%
Increased	4	36%	3	27%
Maintained	5	45%	7	64%
Decreased	2	18%	1	9%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

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**11. FAIR students' MCA data - Math a**

	Spring 2016 N=8	
	#	%
Does not meet the standards	4	50%
Partially meets the standards	1	13%
Meets the standards	1	13%
Exceeds the standards	2	25%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

<sup>a</sup>MCA are given to grades 3 and above. Some participating students were in second grade and did not take the test.

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**12. FAIR students' MCA data - Reading <sup>a</sup>**

	Spring 2016 N=8	
	#	%
Does not meet the standards	2	25%
Partially meets the standards	4	50%
Meets the standards	1	13%
Exceeds the standards	1	13%

Note. Percentages have been added for consistency, but it is important to note the small sample size.

<sup>a</sup>MCA are given to grades 3 and above. Some participating students were in second grade and did not take the test.

### 13. FAIR students' 2015-16 report card data: Math and language arts grades

Grades	Math				Language arts			
	First quarter N=13		Second quarter N=10		First quarter N=13		Second quarter N=13	
	#	%	#	%	#	%	#	%
Exceeding expectations	0	0%	2	20%	0	0%	1	8%
Meeting expectations	7	54%	5	50%	11	85%	10	77%
Making progress toward grade level expectations	6	46%	3	30%	2	15%	2	15%
Not making progress toward grade level expectations	0	0%	0	0%	0	0%	0	0%

Note. Students are given ratings of 4=Exceeding grade level expectations, 3=Meeting grade level expectations, 2=Making progress toward grade level expectations with support, and 1=Not making progress toward grade level expectations, requires intensive support. Sub-category grades were averaged to create an overall grade for math and language arts.

### 14. FAIR students' 2015-16 report card data: Changes in math and language arts grades

Change in grade <sup>a</sup>	Math N=9		Language arts N=12	
	#	%	#	%
Increased	4	44%	3	25%
Maintained	4	44%	8	67%
Decreased	1	11%	1	8%

Note. Ns reflect the number of students who had both a grade in first and second quarters.

<sup>a</sup> Grade change is calculated between the first and second quarters.

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## 15. Students' attitudes about school and school subjects

		<b>N</b>	<b>Yes, a lot</b>	<b>Yes, a little</b>	<b>No</b>	<b>Mean</b>
Do you like school?	Ascension	31	36%	42%	23%	2.1
	FAIR	11	55%	27%	18%	2.4
	Harvest Network	14	29%	71%	0%	2.3
	<b>All schools</b>	<b>56</b>	<b>38%</b>	<b>46%</b>	<b>16%</b>	<b>2.2</b>
Do you like math?	Ascension	31	55%	26%	19%	2.4
	FAIR	11	46%	18%	36%	2.1
	Harvest Network	14	29%	64%	7%	2.2
	<b>All schools</b>	<b>56</b>	<b>46%</b>	<b>34%</b>	<b>20%</b>	<b>2.3</b>
Do you like reading?	Ascension	32	50%	28%	22%	2.3
	FAIR	11	55%	27%	18%	2.4
	Harvest Network	14	43%	57%	0%	2.4
	<b>All schools</b>	<b>57</b>	<b>49%</b>	<b>35%</b>	<b>16%</b>	<b>2.3</b>

## 16. Parents' report of academic skills

Has participation in the MacPhail music program helped your child improve his/her...		N	Yes, a lot	Yes, a little	No	Mean
Math skills?	Ascension	6	33%	67%	0%	2.3
	FAIR	5	20%	40%	40%	1.8
	Harvest Network	4	50%	25%	25%	2.3
	<b>All schools</b>	<b>15</b>	<b>33%</b>	<b>47%</b>	<b>20%</b>	<b>2.1</b>
Literacy skills?	Ascension	6	67%	33%	0%	2.7
	FAIR	5	20%	60%	20%	2.0
	Harvest Network	4	50%	25%	25%	2.3
	<b>All schools</b>	<b>15</b>	<b>47%</b>	<b>40%</b>	<b>13%</b>	<b>2.3</b>
Attitude towards school?	Ascension	6	100%	0%	0%	3.0
	FAIR	5	40%	40%	20%	2.2
	Harvest Network	4	25%	50%	25%	2.0
	<b>All schools</b>	<b>15</b>	<b>60%</b>	<b>27%</b>	<b>13%</b>	<b>2.5</b>
Ability to focus on a task?	Ascension	6	67%	33%	0%	2.7
	FAIR	5	40%	40%	20%	2.2
	Harvest Network	4	50%	25%	25%	2.3
	<b>All schools</b>	<b>15</b>	<b>53%</b>	<b>33%</b>	<b>13%</b>	<b>2.4</b>
Other academic skills?	Ascension	4	75%	0%	25%	2.5
	FAIR	5	40%	40%	20%	2.2
	Harvest Network	3	67%	0%	33%	2.3
	<b>All schools</b>	<b>12</b>	<b>58%</b>	<b>17%</b>	<b>25%</b>	<b>2.3</b>

Note. Percentages have been added for consistency, but it is important to note the small sample size.

## 17. MacPhail faculty community partnership group lesson progress report

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
The student brings all required materials (method book, instrument, etc.) to the group lesson	Ascension	34	44%	47%	9%	0%	3.4
	FAIR	15	67%	13%	7%	13%	3.3
	Harvest Network	18	33%	61%	6%	0%	3.3
	<b>All schools</b>	<b>67</b>	<b>46%</b>	<b>43%</b>	<b>8%</b>	<b>3%</b>	<b>3.3</b>
The student prepares assigned music in home practice <sup>a</sup>	Ascension	33	12%	46%	39%	3%	2.7
	Harvest Network	14	29%	50%	14%	7%	3.0
	<b>All schools</b>	<b>47</b>	<b>17%</b>	<b>47%</b>	<b>32%</b>	<b>4%</b>	<b>2.8</b>
The student is cooperative in a group setting	Ascension	34	53%	41%	6%	0%	3.5
	FAIR	15	67%	7%	27%	0%	3.4
	Harvest Network	18	61%	22%	17%	0%	3.4
	<b>All schools</b>	<b>67</b>	<b>58%</b>	<b>28%</b>	<b>13%</b>	<b>0%</b>	<b>3.4</b>
The student follows directions in the lesson	Ascension	34	56%	38%	6%	0%	3.5
	FAIR	15	60%	13%	27%	0%	3.3
	Harvest Network	18	72%	17%	11%	0%	3.6
	<b>All schools</b>	<b>67</b>	<b>61%</b>	<b>27%</b>	<b>12%</b>	<b>0%</b>	<b>3.5</b>
The student demonstrates eagerness to learn	Ascension	34	38%	50%	12%	0%	3.3
	FAIR	15	67%	20%	7%	7%	3.5
	Harvest Network	18	50%	50%	0%	0%	3.5
	<b>All schools</b>	<b>67</b>	<b>48%</b>	<b>43%</b>	<b>8%</b>	<b>2%</b>	<b>3.4</b>
The student has shown consistent musical progress and growth	Ascension	34	24%	50%	27%	0%	3.0
	FAIR	14	43%	43%	14%	0%	3.3
	Harvest Network	18	56%	39%	6%	0%	3.5
	<b>All schools</b>	<b>66</b>	<b>36%</b>	<b>46%</b>	<b>18%</b>	<b>0%</b>	<b>3.2</b>
Student persists on tasks even when experiencing difficulty	Ascension	34	15%	47%	35%	3%	2.7
	FAIR	15	60%	20%	7%	13%	3.3
	Harvest Network	18	22%	56%	22%	0%	3.0
	<b>All schools</b>	<b>67</b>	<b>27%</b>	<b>43%</b>	<b>25%</b>	<b>5%</b>	<b>2.9</b>

<sup>a</sup> This question did not apply to FAIR school students

## 17. MacPhail faculty community partnership group lesson progress report (continued)

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
When a problem is encountered, student makes own effort to try out possible solutions	Ascension	34	15%	50%	32%	3%	2.8
	FAIR	15	60%	13%	13%	13%	3.2
	Harvest Network	18	28%	61%	11%	0%	3.2
	<b>All schools</b>	<b>67</b>	<b>28%</b>	<b>45%</b>	<b>22%</b>	<b>5%</b>	<b>3.0</b>
Student makes own efforts to begin assignment before asking for assistance	Ascension	34	18%	53%	27%	3%	2.9
	FAIR	15	73%	13%	0%	13%	3.5
	Harvest Network	18	39%	50%	11%	0%	3.3
	<b>All schools</b>	<b>67</b>	<b>36%</b>	<b>43%</b>	<b>16%</b>	<b>5%</b>	<b>3.1</b>
Student leads an activity in class <sup>b</sup>	FAIR	10	100%	0%	0%	0%	4.0
	Harvest Network	10	0%	0%	100%	0%	4.0
	<b>All schools</b>	<b>20</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>	<b>3.0</b>
Student helps plan activities for the class <sup>c</sup>	FAIR	10	100%	0%	0%	0%	4.0
	<b>All schools</b>	<b>10</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>4.0</b>

<sup>b</sup> This question did not apply to Ascension students

<sup>c</sup> This question did not apply to Ascension or Harvest students

## 18. FAIR students' 2015-16 report card data: Work habits grades

	First quarter N=13		Second quarter N=13	
	#	%	#	%
Exceeding expectations	0	0%	1	8%
Meeting expectations	7	54%	7	54%
Making progress toward grade level expectations	6	46%	4	31%
Not making progress toward grade level expectations	0	0%	1	8%

Note. Students are given ratings of 4=Exceeding grade level expectations, 3=Meeting grade level expectations, 2=Making progress toward grade level expectations with support, and 1=Not making progress toward grade level expectations, requires intensive support. Sub-category grades were averaged to create an overall grade for work habits.

## 19. FAIR students' 2015-16 report card data: Changes in work habit grades

Change in grade <sup>a</sup>	Work habits N=12	
	#	%
Increased	3	25%
Maintained	7	58%
Decreased	2	17%

Note. Ns reflect the number of students who had both a grade in first and second quarters.

<sup>a</sup> Grade change is calculated between the first and second quarters.

## 20. FAIR students' 2015-16 report card data: Grades in quarter two

Work habits	N	Not making progress toward grade level expectations, requires intensive support	Making progress toward grade level expectations with support	Meeting grade level expectations	Exceeding grade level expectations	Mean
Sets personal goals for academic success and classroom behavior	12	1	5	6	0	2.42
Sustains effort and perseveres through challenging tasks	13	3	2	6	2	2.54
Works collaboratively in groups	13	1	3	9	0	2.62
Completes work on time	13	3	3	5	2	2.46
Works independently	13	1	3	7	2	2.77
Demonstrates effective communication skills	13	0	3	8	2	2.92
Demonstrates effective listening skills	12	1	3	6	2	2.75

## 21. FAIR students' 2015-16 report card data: Changes in grade from quarter one to quarter two

Work habits	N	-1 Declined		0 Maintained		1 Improved	
		#	%	#	%	#	%
Sets personal goals for academic success and classroom behavior	11	0	0%	9	82%	2	18%
Sustains effort and perseveres through challenging tasks	12	3	25%	3	25%	6	50%
Works collaboratively in groups	12	0	0%	10	83%	2	17%
Completes work on time	12	2	17%	6	50%	4	33%
Works independently	12	2	17%	5	42%	5	42%
Demonstrates effective communication skills	12	0	0%	8	67%	4	33%
Demonstrates effective listening skills	11	1	9%	5	45%	5	45%

Note. Students are given ratings of 4=Exceeding grade level expectations, 3=Meeting grade level expectations, 2=Making progress toward grade level expectations with support, and 1=Not making progress toward grade level expectations, requires intensive support. "Improved" means students moved at least one level higher in the scale from fall to spring semester (second quarter to fourth quarter). "Maintained" means the students' grades stayed at the same level and "Declined" means they moved down at least one level in the scale.

## 22. Students' report of practice

		N	Yes, a lot	Yes, a little	No	Mean
Do you practice your instrument?	Ascension	32	50%	34%	16%	2.3
	FAIR	11	91%	9%	0%	2.9
	Harvest Network	14	50%	43%	7%	2.4
	<b>All schools</b>	<b>57</b>	<b>58%</b>	<b>32%</b>	<b>11%</b>	<b>2.5</b>
Do you like to practice your instrument?	Ascension	29	59%	21%	21%	2.4
	FAIR	11	82%	9%	9%	2.7
	Harvest Network	14	64%	29%	7%	2.6
	<b>All schools</b>	<b>54</b>	<b>65%</b>	<b>20%</b>	<b>15%</b>	<b>2.5</b>



### 23. Parents' and students' report of practice space at home

		Percentage of parents responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Ascension	29	86%	7	100%
	FAIR	4	75%	7	86%
	Harvest Network	14	86%	4	100%
	<b>All schools</b>	<b>47</b>	<b>85%</b>	<b>18</b>	<b>94%</b>

### 24. Students' report of encouragement from home

		N	Percentage of parents responding "yes"			Mean
			Yes, a lot	Yes, a little	No	
Does someone at home encourage you to practice your music?	Ascension	32	75%	9%	16%	2.6
	FAIR	3	67%	0%	33%	2.3
	Harvest Network	14	36%	50%	14%	2.2
	<b>All schools</b>	<b>49</b>	<b>63%</b>	<b>20%</b>	<b>16%</b>	<b>2.5</b>
Does someone at home come to your performances?	Ascension	32	53%	28%	19%	2.3
	FAIR	10	70%	30%	0%	2.7
	Harvest Network	14	43%	57%	0%	2.4
	<b>All schools</b>	<b>56</b>	<b>54%</b>	<b>36%</b>	<b>11%</b>	<b>2.4</b>

### 25. Parents' report of encouragement for students' music education

		N	Percentage of parents responding "yes"
Do you encourage your child to practice at home?	Ascension	6	100%
	FAIR	6	67%
	Harvest Network	3	100%
	<b>All schools</b>	<b>15</b>	<b>87%</b>

## 26. Parents' report of their involvement in students' music education

		N	Yes	Sometimes	No	Mean
Do you or another adult from home attend your child's music performances?	Ascension	7	100%	0%	0%	3.0
	FAIR	7	100%	0%	0%	3.0
	Harvest Network	4	100%	0%	0%	3.0
	<b>All schools</b>	<b>18</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>3.0</b>
Do you read the yearly progress reports about your child's performance in music class?	Ascension	6	100%	0%	0%	3.0
	FAIR	7	71%	14%	14%	2.6
	Harvest Network	4	75%	0%	25%	2.5
	<b>All schools</b>	<b>17</b>	<b>82%</b>	<b>6%</b>	<b>12%</b>	<b>2.7</b>
Do you read your child's weekly music assignment sheets?	Ascension	6	33%	50%	17%	2.2
	FAIR	5	40%	40%	20%	2.2
	Harvest Network	4	50%	0%	50%	2.0
	<b>All schools</b>	<b>15</b>	<b>40%</b>	<b>33%</b>	<b>27%</b>	<b>2.1</b>

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

		N	Yes	Maybe	No
Would you like to continue in the MacPhail music program next year?	Ascension	32	66%	25%	9%
	FAIR	11	55%	27%	18%
	Harvest Network	14	64%	29%	7%
	<b>All schools</b>	<b>57</b>	<b>63%</b>	<b>26%</b>	<b>11%</b>

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

		N	Yes	Maybe	No
Would you like your child to continue with the MacPhail music program next year?	Ascension	6	100%	0%	0%
	FAIR	7	100%	0%	0%
	Harvest Network	4	100%	0%	0%
	<b>All schools</b>	<b>17</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

## 29. Students' report of satisfaction with program components

		N	Yes, a lot	Yes, a little	No	Mean
Do you like the MacPhail music program?	Ascension	32	63%	34%	3%	2.6
	FAIR	11	82%	9%	9%	2.7
	Harvest Network	14	86%	14%	0%	2.9
	<b>All schools</b>	<b>57</b>	<b>72%</b>	<b>25%</b>	<b>4%</b>	<b>2.7</b>
Do you like learning to play your instrument?	Ascension	32	72%	22%	6%	2.7
	FAIR	11	91%	0%	9%	2.8
	Harvest Network	14	86%	7%	7%	2.8
	<b>All schools</b>	<b>57</b>	<b>79%</b>	<b>14%</b>	<b>7%</b>	<b>2.7</b>
Do you like learning new pieces of music?	Ascension	31	68%	23%	10%	2.6
	FAIR	11	82%	18%	0%	2.8
	Harvest Network	14	71%	29%	0%	2.7
	<b>All schools</b>	<b>56</b>	<b>71%</b>	<b>23%</b>	<b>5%</b>	<b>2.7</b>
Do you like to perform?	Ascension	32	69%	19%	13%	2.6
	FAIR	11	91%	9%	0%	2.9
	Harvest Network	13	77%	8%	15%	2.6
	<b>All schools</b>	<b>56</b>	<b>75%</b>	<b>14%</b>	<b>11%</b>	<b>2.6</b>

## 30. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Ascension (N=34)		FAIR (N=15)		Harvest Network (N=19)		All schools (N=68)	
	N	%	N	%	N	%	N	%
100%	2	6%	3	20%	1	5%	6	9%
90-99%	12	35%	2	13%	0	0%	14	21%
80-89%	4	12%	4	27%	10	53%	18	27%
Less than 80%	16	47%	6	40%	8	42%	30	44%
Average	73%		83%		77%		76%	

Note. Totals may not equal 100 due to rounding

### 31. Students' report of relationship with instructor

		<b>N</b>	<b>Yes, a lot</b>	<b>Yes, a little</b>	<b>No</b>	<b>Mean</b>
Does your instructor encourage you to do well in your music?	Ascension	32	78%	22%	0%	2.8
	FAIR	11	82%	9%	9%	2.7
	Harvest Network	13	92%	8%	0%	2.9
	<b>All schools</b>	<b>56</b>	<b>82%</b>	<b>16%</b>	<b>2%</b>	<b>2.8</b>
Do you understand your instructor when he or she teaches you new things?	Ascension	32	56%	38%	6%	2.5
	FAIR	11	46%	36%	18%	2.3
	Harvest Network	14	64%	36%	0%	2.6
	<b>All schools</b>	<b>57</b>	<b>56%</b>	<b>37%</b>	<b>7%</b>	<b>2.5</b>
Do you feel your instructor cares about you?	Ascension	32	81%	16%	3%	2.8
	FAIR	11	82%	9%	9%	2.7
	Harvest Network	14	79%	21%	0%	2.8
	<b>All schools</b>	<b>57</b>	<b>81%</b>	<b>16%</b>	<b>4%</b>	<b>2.8</b>

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

		<b>N</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
Would you like to continue lessons with this instructor next year?	Ascension	32	63%	28%	9%
	FAIR	11	82%	9%	9%
	Harvest Network	14	64%	29%	7%
	<b>All schools</b>	<b>57</b>	<b>67%</b>	<b>25%</b>	<b>9%</b>

# Appendix

## Open-ended comments

---

### A1. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

#### FAIR Downtown (N=10)

---

##### New songs (6)

I learned French Folk Song, Song of the Wind, D Major scale, and so on.

The songs we learned were Song for Christine and the other one was Natalie Rose, they are the hardest.

French Folk Song, Song of the Wind, Hot Cross Buns.

French Folk Song, Song of the Wind.

French Folk Song, Twinkle Twinkle Little Star, Song of the Wind, D Major scale.

New Songs.

##### How to play an instrument/read music (4)

I learned how to play a violin.

How to play the violin. (3)

How to read violin music.

To read music. (2)

To read songs and fun things.

##### Other (2)

Everything.

I learned that I like violin.

#### Ascension (N=41)

---

##### New songs (14)

I have a new favorite instrument song is soul strings.

I learned to play Zum Gali Gali. I learned new songs.

I learned Song of the Wind.

Zum Gali Gali, Can Can, Old McDonald Had a Farm.

New songs and other things.

This year I learned to play new music.

This year was ok because I learned the music pieces fast.

More music.

Songs as may.

Note. Responses may have been edited for clarity. They might have been broken up and placed accordingly into the appropriate category.

---

**A1. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What did you learn this year in the MacPhail music program?” (continued)**

**Ascension (N=41) (continued)**

**New songs (14) (continued)**

New music.

New songs

I learned new music that I never heard of.

I learned how to play new songs.

I learned how to play new pieces of music.

I learned awesome new music.

I learned how to play pieces with many different parts with them.

This year I learned more music.

**How to play an instrument/read music (4)**

How to play an instrument.

I learn how to play a violin.

How to play the viola.

I learned how to control my bow when playing and etc.

Well how to use two fingers on the cello and to read music.

How to play a viola and how to read viola music.

I learned what vibrato is, how a bow is re-haired, and how to play better when there are slurs.

**Personal behavior/confidence (6)**

I learned to be on my best behavior around a big crowd.

I also learned I have a gift.

Never give up and try harder.

With enough determination you can learn to play anything from memory.

What I learned this year at MacPhail is to try things and challenge myself with new music.

I learned to focus and learn new things.

**Other (1)**

I got to know more people here.

This year in the MacPhail music program I feel privileged that I was (most of the time) able to work in a small group with many parts. It was a very cool experience.

I made friends and it was fun to play.

Note. Responses may have been edited for clarity. They might have been broken up and placed accordingly into the appropriate category.

---

**A1. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What did you learn this year in the MacPhail music program?” (continued)**

**Harvest Network of Schools (N=13)**

---

**To play an instrument (10)**

---

How to play the cello.

---

It what the strings are.

---

I learned how to play the violin. I really love MacPhail.

---

How to play violin.

---

A new skill playing a violin.

---

Some very fun music.

---

How to play the violin.

---

I learn how to play the violin.

---

How to play the cello.

---

**New songs (7)**

---

I learned a lot. Last year I didn't really come and only knew one song by heart and most of the other songs I played open strings.

---

I learned to play different pieces of music.

---

A lot of music.

---

I learned to play harder songs.

---

I learned how to play songs on an instrument.

---

I learned new music, I learned how to play music without having to write it in.

---

New songs.

---

**Other (1)**

---

I met new people.

---

Note. Responses may have been edited for clarity. They might have been broken up and placed accordingly into the appropriate category.

---

**A2. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What would you change about the program?”**

**FAIR Downtown (N=10)**

**Instrument selection and policies (5)**

The instruments.

To bring your violin home.

Play cello.

You get to keep the instrument at the end of the year.

To let people play the harp.

**Other (4)**

Have another place to practice.

We should watch movies, we should perform more and in front of the whole school.

I would change to doing harder stuff.

I will be nice to everyone. Have fun.

**No changes suggested (3)**

Nothing!!

No nothing.

I would change nothing.

**Ascension (N=41)**

**Class structure and logistics (8)**

I would want to go to more of the practices to learn more and play it better.

We would come together at MacPhail 5 times a week.

The days we practice.

I'm not sure. I guess the classes?

Our room.

I would change that we don't play as an orchestra.

MacPhail only on Thursday.

I would change the number of days we go and the amount of time we spend as a group.

**Instrument or music selection and use (6)**

I would like some woodwind instruments.

Something about the funny musics.

Get a new instrument.

Different instruments other than strings.

To take out the instruments and put drums and pianos.

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



---

**A2. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What would you change about the program?” (continued)**

**Ascension (N=41) (continued)**

**Instrument or music selection and use (6) (continued)**

To play different instrument to play.

**No suggestions (13)**

Nothing. (9)

None.

What I would change about MacPhail is nothing, it is a great program to learn music.

Nothing I think is very fun and the teachers help me a lot.

I don't know what I would change.

**Teaching methods (2)**

In MacPhail I would change the fact that we seem to start all over again every year. I think it would be good if we could split into groups for group level and learn songs at that level.

The way they teach.

**Other (4)**

I would add a swimming pool.

To change the behavior.

I don't know. More fun.

**Harvest Network of Schools (N=13)**

**Instrument selection**

We should maybe have more choices of instrument, but since I know that's expensive never mind.

Have more instrument choices.

I would change the selective music they choose to teach us.

More instruments to play.

**No suggestions**

Nothing MacPhail is fine the way it is.

I wouldn't change anything because everything's perfect.

N/A.

Nothing. (2)

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

---

**A2. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “What would you change about the program?” (continued)**

**Harvest Network of Schools (N=13) (continued)**

---

**Other**

Everything.

Better snacks.

We get to go outside 30 minutes.

Nothing, only the attitude.

No teachers leave the program.

---

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

---

**A3. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue in the MacPhail music program next year?”**

**Ascension (N=41)**

---

**Yes**

Yes, but I cannot continue because the high school I am going to does not offer the program.

Because I want to learn more music.

Because it is very fun and I like it.

Because I learn new things.

Because I love playing our instrument.

Because I enjoy playing the violin.

Because I like it and I like to learn new things.

Because I love to play music.

Because it is a great learning program.

Because I get to experience going places like Orchestra Hall.

Because it encourages me to listen in school.

Because it is really fun.

Because it is fun and creative and it will go good on my high school record.

Because I prefer to play instruments than other activities.

Because I want to keep playing the instrument.

Because I like it.

Because it is very fun.

I like learning how to play violin and just making music in general. I love that I am able to do these things.

Because it's fun and nice.

Because my teachers are nice.

Because it makes me energetic.

---

---

**A3. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue in the MacPhail music program next year?” (continued)**

**Ascension (N=41) (continued)**

---

**Maybe**

I would maybe want to because I want to get ready for high school.

I might want to focus on sports next year.

I like playing my instrument but I don't want to miss phys. ed.

I like music.

Maybe because I don't know about it.

Because it's fun.

**No**

In to focus in school.

I need more time for homework.

**FAIR Downtown (N=10)**

---

**Yes**

Because it is fun.

Because then I can play the violin and sing when I grow up.

It is fun and I love to play the violin.

I want to learn more violin.

For rest times.

Because I like it.

**Maybe**

Will get harder and love violin.

Because I am doing harder stuff in private lessons.

Because I might go to a different school.

**No**

The teachers are mean.

Because they're not at [new school].

**Harvest Network of Schools (N=13)**

---

**Yes**

It's a good thing to tell your college and it's good to read music. It also helps to lose frustration.

I really want to come back because it was very fun and I love this program.

MacPhail is a very nice program.

It was a fun experience.

This is an excellent program. I made my mom and dad proud because of my playing so it touched me.

---

---

**A3. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue in the MacPhail music program next year?” (continued)**

**Harvest Network of Schools (N=13) (continued)**

---

**Yes (continued)**

Because sometimes it’s boring at Hope.

It’s good.

I love music and the violin. Out of all the other instruments I play, it is the funnest.

To learn new things on the violin.

**Maybe**

Because it is fun most of the time.

I might not be going here next year.

**No**

It’s boring. I do it because my sister does it.

---

**A4. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue lessons with this instructor next year?”**

**Ascension (N=41)**

---

**Yes**

My instructor is very encouraging. She supports me when I try new music and to play it with loud/bigger sound.

Because they’re very encouraging and nice.

Because it is very fun and I like [instructor] is very fun.

They taught me a lot.

Because she is the one who encourages me to go far with the violin.

Because he’s funny! And he believes in me and he teaches me new things.

Because I want to learn more music at MacPhail.

Because they teach really good and help us learn a lot.

Because he is fun and funny and helpful.

They help me a lot.

Because they help me and they understand me.

Because she is fun and cool.

I don’t know.

Because when we don’t get something and we quit he makes us keep trying.

Because he says the notes out loud if you don’t know them.

Because they are fun and funny.

---

---

**A4. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue lessons with this instructor next year? (continued)”**

**Ascension (N=41) (continued)**

**Yes (continued)**

I really like the way my instructor really makes sure we learn our music and encourages us all along the way.

Because they're nice and fun and understanding.

I like playing new songs.

**Maybe**

Because it might be fun and get [indecipherable] and get new pieces to try to learn.

I would maybe want to because I might change my mind next year.

I don't know.

I like playing new songs.

They're fun.

Maybe sure.

Because sometimes they are not fun.

**No**

No because MacPhail is not my thing.

Because I am not going to come next year.

**FAIR Downtown (N=10)**

**Yes**

They are nice (2)

Because she is nice and there can be a teacher that is mean to me.

Because I like the way they teach.

I love the class so much!!!

She encourages me.

It is fun.

Because the teachers are good teachers.

Because I want to learn more songs.

**Maybe**

Because sometimes you yell.

**No**

She is mean, creepy, weird.

**Harvest Network of Schools (N=13)**

**Yes**

He's fun and we like to laugh at him.

---

**A4. Ascension, FAIR Downtown, and Harvest Network of Schools student survey open-ended comments: “Would you like to continue lessons with this instructor next year? (continued)**

**Harvest Network of Schools (N=13) (continued)**

---

**Yes (continued)**

She was really good at instructing us and she was fun!!!!

Violin is life.

They're nice, funny, talented.

Because sometimes it's fun.

I like it.

I love to be here.

My instructor is very caring and nice and I learn a lot.

She is a nice instructor.

**Maybe**

Because I don't know if I'm coming back.

I want to learn to play better.

Because sometimes she is a little too strict.

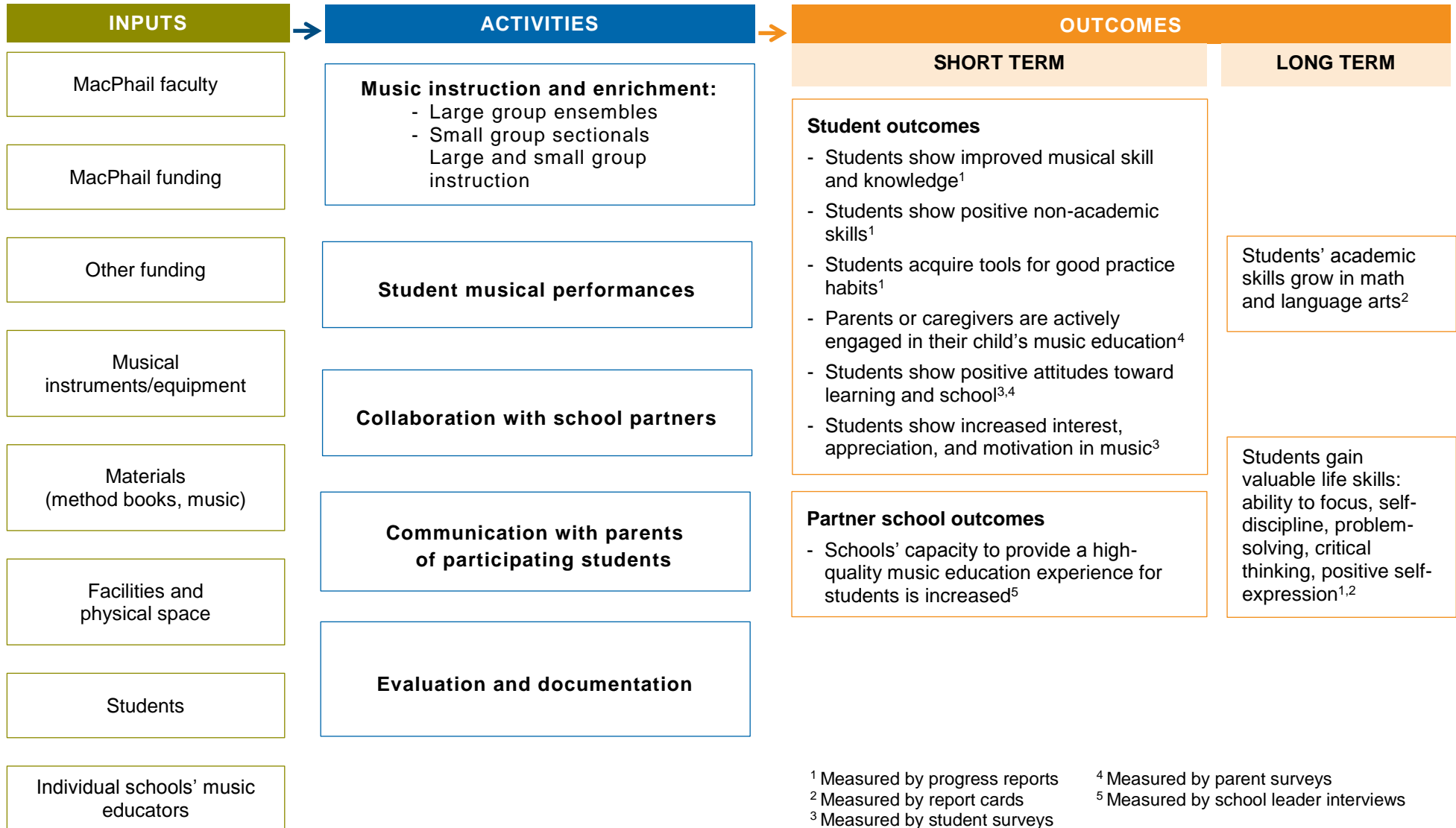
**No**

Not going here.

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## MacPhail Afterschool Intensive Strings Program Logic Model

**Overview:** The MacPhail Afterschool Intensive Strings Program was established to create a complete music education experience to support every student's highest level of artistic and academic achievement. The program works closely with school community partners to ensure that students receive high quality, intensive, and specialized music education and instruction beyond general music education.



<sup>1</sup> Measured by progress reports

<sup>2</sup> Measured by report cards

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

<sup>4</sup> Measured by parent surveys

<sup>5</sup> Measured by school leader interviews

## Survey instruments



### MacPhail Center for Music Elementary School Student Survey

Name:	Grade:	Date:
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School: <sup>1</sup> Ascension Catholic School <sup>3</sup> FAIR Downtown <sup>6</sup> Harvest Network of Schools

1. What instrument do you play?

<sup>1</sup> Violin <sup>2</sup> Viola <sup>3</sup> Cello

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

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

<sup>1</sup> Yes <sup>2</sup> No



**PLEASE TURN OVER TO COMPLETE**



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

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

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

<sup>1</sup> Yes      <sup>2</sup> Maybe      <sup>3</sup> No

Why? \_\_\_\_\_

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

<sup>1</sup> Yes      <sup>2</sup> Maybe      <sup>3</sup> No

Why? \_\_\_\_\_

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**THANK YOU FOR COMPLETING THE SURVEY!!**

**MacPhail Center for Music  
Parent Survey**

Dear Parent/Guardian,

I hope that your child's involvement in the MacPhail Afterschool Intensive Strings Program has been rewarding. In order to better serve your child and make improvements to our program, we would like you to answer a few questions about your child's experience. Thank you for your feedback.

**Student's name (optional):** \_\_\_\_\_ **Student's grade:** \_\_\_\_\_

**Relationship to student:** \_\_\_\_\_

**School:** <sup>1</sup> Ascension Catholic School <sup>2</sup> FAIR Downtown <sup>3</sup> Harvest Network of Schools

**Relationship to student:** \_\_\_\_\_

1. What musical instrument does your child play?

<sup>1</sup> Violin <sup>2</sup> Viola <sup>3</sup> Cello

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

	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
--	---------------------------------------	---------------------------------------

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

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------

7. What is the best way for MacPhail staff to contact you with information about your child (for example, phone, email, written note)?

\_\_\_\_\_

\_\_\_\_\_

**Has participation in the MacPhail music program helped your child improve his/her...**

	<b>Yes, a lot</b>	<b>Yes, a little</b>	<b>No</b>	<b>Don't know</b>
8. Attitude towards school?	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>8</sup>

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>8</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>8</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>8</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>8</sup>
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

13. Would you like your child to continue with the MacPhail music program next year?

<sup>1</sup> Yes <sup>2</sup> Maybe <sup>3</sup> No

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

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your response.**

# MacPhail

## CENTER FOR MUSIC

School Partnerships Progress Report | Completed by Music Instructor

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

MacPhail Instructor(s): \_\_\_\_\_

School:     <sup>1</sup> Ascension School     <sup>2</sup> FAIR School     <sup>3</sup> Harvest Network of Schools

Student studies:  
<sup>1</sup> Violin     <sup>2</sup> Viola     <sup>3</sup> Cello

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

Attendance:  
 Student attended \_\_\_\_\_ out of \_\_\_\_\_ classes during the \_\_\_\_\_ session.

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"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
2. Student prepares assigned music in home practice.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
3. Student is cooperative in a group setting.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
4. Student follows directions in the lesson.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
5. Student demonstrates eagerness to learn.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
6. Student has shown consistent musical progress and growth. Comment:	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
7. Student persists on tasks even when experiencing difficulty.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
8. When a problem is encountered, student makes own effort to try out possible solutions.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
9. Student makes own efforts to begin assignment before asking for assistance.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>

**Please rate only if applicable to class structure.**

10. Student leads an activity in the class.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
11. Student helps plan activities for the class.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>

Additional teacher comments:

*MacPhail Center for Music report modified November 2015 based on a Wilder Research form created February 2009*