

Pathways to Performance

2004-05 evaluation results

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Summary

Pathways to Performance strives to create a complete music education experience for elementary students enrolled in MacPhail Center for Music programs at Ascension School in North Minneapolis and Whittier School for the Arts in South Minneapolis. The goal of Pathways is to support every student's highest level of artistic and academic achievement.

At Ascension, children in grades K-2 are introduced to the elements of music through music readiness classes based on existing MacPhail Center for Music Early Childhood Arts curriculum. This class meets once a week for the entire school year and focuses on basic musical skills such as vocal exploration, imitation, steady beat, pre-music reading skills, canon, and ostinato.

Starting in third grade, students at Ascension are given the opportunity to be in the Violin for Children program. In 2004-05, 33 students were introduced to the violin using a curriculum designed by MacPhail faculty. In fourth through eighth grade, Ascension students may choose to play the violin, viola, or cello as part of the Ascension String Program. Once a week, students attend three classes at MacPhail Center for Music: an individual or partner lesson, an ensemble class, and a musicianship class. In 2004-05, 30 students participated in the Ascension String Program.

At Whittier, students in Kindergarten through second grade are exposed to music in Early Childhood Arts class. These classes are offered once a week for six weeks. Classes are designed to expose young elementary students to musical skills and show how musical skills correlate to concepts taught in social studies classes.

The Whittier Piano & Violin Program currently serves second through fifth grade piano students and third through fifth grade violin students. Forty-four students in second and third grade piano and violin took group lessons at Whittier during 2004-05. Students in fourth and fifth grades attend three classes per week at MacPhail in a format that is similar to the Ascension String Program. Piano students take an individual lesson, a musicianship class, and an ensemble class; violin students take a partner lesson, a musicianship class, and play in an ensemble class. In 2004-05, 27 students in grades four and five were enrolled in the Whittier Piano & Violin Program.

Evaluation

As part of planning the Pathways to Performance program, the MacPhail staff designed a logic model to illustrate the program's outcomes (see Appendix). One outcome identified in the logic model to be accomplished in the first year was to design and implement an evaluation plan. MacPhail staff worked with Wilder Research staff to design an evaluation plan that would measure two other first year outcomes: 1) Students will develop general music skills; and 2) Students will acquire tools for good practice habits. The evaluation plan includes administering a series of surveys and assessing school records.

In 2004-05, the following four surveys were administered at the end of the school year to students currently enrolled in the Pathways to Performance program. Because the enrollment numbers fluctuated, it is difficult to compute an exact response rate for each survey.

- A student survey was administered to Ascension students in grades 3 through 8 enrolled in either the violin or strings program and Whittier students in grades 2 through 5 in the piano or violin program. Sixty students at Ascension and 58 students at Whittier completed the survey for a total of 118 surveys (Figure 1). This survey was designed to assess the students satisfaction with the program including their desire to continue working with MacPhail faculty.
- A lesson survey was designed to help assess students' behavioral or musical skills during their individual or partner lessons. MacPhail faculty were asked to complete a lesson survey for Ascension students in grades 4 through 8 and Whittier students in grades 2 through 5. This year, faculty completed 26 surveys for Ascension students and 58 surveys for Whittier students for a total of 84 surveys.
- A musicianship survey was designed to assess students' skills and behavior during musicianship classes. MacPhail faculty were asked to complete the surveys for Ascension string students in grades 4 through 8 and Whittier string and piano students in grades 4 and 5. In 2004-05 faculty completed 26 surveys for the Ascension strings students and 27 surveys for the Whittier students.
- The ensemble survey was designed to assess the students' skills and behavior when they practice as part of an ensemble. This year faculty completed 26 surveys for students enrolled in Ascension's strings program in grades 4 through 8 and nine surveys for the fourth and fifth grade violin students at Whittier.

The evaluation plan also includes a survey to be completed by the faculty teaching the Early Childhood Arts class at the end of each six-week session at Whittier or the end of the school year at Ascension. Because there were only two completed surveys in 2004-05, the results are not reported.

During the 2005-06 school year, MacPhail staff plans to administer the student surveys in the fall and spring and the lesson, musicianship, and ensemble surveys at the end of each semester. Research and program staff have decided to discontinue the music readiness survey for the Early Childhood Arts this year.

In a long term effort to assess how the Pathways to Performance program impacts school performance, the program would like to look at movement in students academic grades. During the 2004-05 school year, academic data were collected for 26 students participating in the program at Ascension School in grades 4 through 7. This report looks at math and English grades as well as attendance. Academic data for students at Whittier School for the Arts were examined as part of a different evaluation project by the Center for Applied Research and Educational Improvement (CAREI) in the College of Education and Human Development at the University of Minnesota. Highlights of the data are included in the academic results section. Additional data can be found in the CAREI report.¹

Results

In 2004-05, the evaluation surveys were used to collect information related to two goals: 1) Students will develop general music skills; and 2) Students will acquire tools for good practice habits. The surveys and report cards (for Ascension students) provide additional information about the students. The results described below are for all the completed surveys. While the report figures include data for each school separately, because of the inherent difference between the programs at the schools, the data were not compared by school.

Students will develop general music skills

Faculty reported that most students' musical skills are meeting expectations.

Faculty rated the students' demonstrated musical skills. During lessons, students were assessed on their tone, posture, phrasing (playing with expressiveness) and reading music skills. During musicianship classes, students were assessed on their skills in rhythm, note

¹ Freeman, C. and Hickey, M. (2005). *Whittier Community School for the Arts Analysis of Piano/Violin Intervention on Math Achievement*. Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

reading, listening, and composition, and in ensemble practice students were rated on their ability to watch the conductor, stay with the group, and play their own part. Overall, the average rating of all the musical skills fell into the category of “meets expectations” (Figures 10, 14, and 18).

The open ended comments relating to the lessons reveal additional skills the students learned and also some skills the students should continue to improve. Some of the skills specifically mentioned by lesson faculty include: rhythm, note reading (name and recognition), hand and bow positioning, and fingering (Figures 12 and 13).

Students will acquire tools for good practice habits

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

The MacPhail faculty also reported information regarding the students’ practice skills. Lesson data indicate that most students (75%) practiced their instrument before attending class more than 80 percent of the time (Figure 9). For musicianship classes, 80 percent of the students were reported to have completed homework “most of the time” or “always” (Figure 15), and faculty reported that 65 percent of the students prepared their ensemble music in home practice “most of the time” or “always” (Figure 19). In their open ended comments, ensemble faculty provided some suggestions for additional skill development related to practicing (Figure 21).

In addition to reports from faculty, students also reported information about their practice skills. Approximately three-quarters of the students reported that they practice their instrument at home (73%), and that they like to practice their instrument (75%). Sixty-four percent of the students said they had a place to practice at home (Figures 2 and 3).

Other results

Student survey results

Students were asked a number of questions about their experience with the MacPhail Pathways to Performance program. Ninety percent or more of the students reported that they like the program, learning to play their instrument, and new pieces of music “a little” or “a lot.” In addition, 62 percent of the students said they would like to continue the program and 22 percent said they might like to continue the program. One noteworthy item is that only 43 percent of the students reported that they have an adult at home to help them with their music (Figures 2 and 4).

Attendance and preparation

MacPhail faculty reported that the majority of the students (89%) attended instrumental lessons more than 80 percent of the time. This was similar to the percentage (88%) that attended ensemble classes more than 80 percent of the time. Attendance data were not collected for musicianship classes in 2004-05 (Figures 6 and 17).

MacPhail faculty also reported that most of the students (87%) who played string instruments attended lessons with their instruments ready to play more than 80 percent of the time, and approximately three-quarters of the students (76%) attended their lessons with written materials present at least 80 percent of the time (Figures 7 and 8). Faculty reported that 86 percent of the students were ready to begin at the beginning of musicianship class either “most of the time” or “always,” and 70 percent were reported to bring appropriate materials to musicianship class frequently (Figure 15).

Behavior

In addition to reporting information about musical skills, practice habits, and attendance, MacPhail faculty report data about the students’ behavior. In regards to lessons, MacPhail faculty reported that at least 80 percent of the students demonstrated that they pay attention (84%), are prompt at getting ready to play (83%), are ready to play throughout the class (82%), and follow direction (81%) either “most of the time” or “always.” Eighty-nine percent of the students were reported to have positive participation in the lesson “most of the time” or “always” (Figure 11).

MacPhail faculty also reported on students’ behavior during musicianship classes. Faculty reported that most of the students paid attention (95%), participated in the class (91%), and demonstrated respect and helpfulness (91%) either “most of the time” or “always” (Figure 15).

Students’ behavior during ensemble classes was also reported. Faculty reported that the majority of students followed directions (95%), were cooperative in the group setting (94%), and were prepared to start at the beginning of the session (88%) “most of the time” or “always” (Figure 19). Additional comments about the students’ behavior were found in the open ended comments about the ensemble lessons. Faculty mostly reported that students were reliable leaders with good attitudes and a sense of teamwork (Figure 20).

School results

Of the 26 Ascension students with report cards, all of the students attended school more than 90 percent of the time, and over three-quarters attended school more than 97 percent of the time (Figure 22). Figure 23 shows the distribution of students' math and English grade for the first and fourth quarter. All of the students had a grade of C or higher in English for the first and fourth quarter, and all of the students had a grade of C or higher in math by fourth quarter.

Figure 24 shows how the students' grades changed between first quarter and fourth quarter. In math, 21 of the students (81%) maintained or increased their grade. Of the five students that showed decline, three moved from an A to a B and two moved from a B to a C. The changes in English grades are similar to the math grades. Twenty-one of the students maintained or improved their English grades (81%). Of the five students whose grades decreased, three students moved from an A to a B, and two moved from a B to a C.

In addition, students reported their satisfaction with math and reading. Eighty-nine percent of Ascension students reported that they like math "a little" or "a lot," and 87 percent reported that they like reading "a little" or "a lot" (Figure 2).

Math grades for Whittier students were studied by the Center for Applied Research and Educational Improvement (CAREI) in the College of Education and Human Development at the University of Minnesota. CAREI studied standardized test scores for math for three years, comparing those involved in the MacPhail music program to students who were not involved. The results indicate that involvement in the program for two or more years had significant positive effects. Those students showed significant gain in their math achievement as compared to students not in the program. Additional information is provided in the CAREI report.

Issues to consider

The data indicate that the Pathways to Performance participants are doing well in the program. The majority of students are developing general music skills and acquiring good practice habits, and also reported that they like the program and would like to continue with the program. Faculty also reported that students are engaged in their music activities. As the Pathways to Performance staff considers evaluation planning for the next school year, there are a few things to consider:

- MacPhail faculty may want to explore why almost a quarter of the students at Ascension said they do not want to continue with the program in the next school year. This information could provide some ideas for program changes or building students' engagement.
- Less than half the students reported that they have an adult to help them with their music at home. Because parent engagement is identified as a year two goal in the logic model, MacPhail staff may want to discuss what parent engagement means and how best to measure engagement.
- Program and research staff should further discuss how the program wants to use academic data to assess the year two logic model outcome regarding improved math and literacy achievement.
- Program and research staff should use the results to discuss if the program should implement any changes to the programming or the evaluation tools for the next school year.

Figures

Students survey results

1. Students' report of instruments played

What instrument do you play?	N	Piano	Violin	Viola	Cello
Both schools	128	36%	55%	6%	3%
Ascension	60	0%	82%	12%	7%
Whittier	58	72%	28%	0%	0%

2. Students' report of satisfaction and program components

		N	Yes, a lot	Yes, a little	No
Do you like the MacPhail music program?	Both schools	116	58%	32%	10%
	Ascension	58	45%	38%	17%
	Whittier	58	71%	26%	3%
Does an adult at home help you with your music?	Both schools	115	19%	24%	57%
	Ascension	58	12%	28%	60%
	Whittier	57	26%	19%	54%
Do you like math?	Both schools	117	62%	26%	12%
	Ascension	59	70%	19%	12%
	Whittier	58	55%	33%	12%
Do you like reading?	Both schools	116	53%	34%	13%
	Ascension	59	41%	46%	14%
	Whittier	57	67%	21%	12%
Do you like learning to play your instrument?	Both schools	117	77%	17%	6%
	Ascension	59	70%	22%	9%
	Whittier	58	85%	12%	3%
Do you like learning new pieces of music?	Both schools	116	64%	29%	7%
	Ascension	59	64%	27%	9%
	Whittier	57	63%	32%	5%
Do you practice your instrument?	Both schools	108	41%	32%	27%
	Ascension	56	29%	32%	41%
	Whittier	52	56%	33%	12%
Do you like to practice your instrument?	Both schools	109	48%	27%	26%
	Ascension	52	35%	29%	37%
	Whittier	57	60%	25%	16%

3. Students' report of place to practice

		Yes	No
Do you have a place to practice at home?	Both schools	64%	36%
	Ascension	55%	45%
	Whittier	73%	27%

4. Students' report of wishing to continue in the MacPhail music program next year

		Yes	Maybe	No
Would you like to continue in the MacPhail music program next year?	Both schools	62%	22%	15%
	Ascension	48%	28%	24%
	Whittier	76%	17%	7%

Note. Of the 14 Ascension students who said they did not wish to continue with the program, one graduated, one left the program, and seven were in the 3rd grade Violin for Children program. Another student said he/she did not wish to continue because he/she did not like missing academic classes. Of the 10 Whittier students who said may wish to continue, four were graduating and not eligible to return to the program. Likewise, 7 of the Whittier students who said they would like to continue classes were graduating and not eligible to return to the program.

Lesson survey results

5. MacPhail faculty report of instruments for lessons

What instrument does the student play?	N	Piano	Violin	Viola	Cello
Both schools	84	50%	36%	10%	5%
Ascension	26	0%	54%	31%	15%
Whittier	58	72%	28%	0%	0%

6. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Both schools (N=80)		Ascension (N=22)		Whittier (N=58)	
	N	%	N	%	N	%
<50%	1	1%	0	0%	1	2%
51% to 60%	1	1%	0	0%	1	2%
61% to 70%	3	4%	0	0%	3	5%
71% to 80%	4	5%	0	0%	4	7%
81% to 90%	9	11%	0	0%	9	16%
91% to 99%	32	40%	13	59%	19	33%
100%	30	38%	9	41%	21	36%

7. MacPhail faculty report of how often students attended lessons with string instruments ready to play

Percentage of lessons attended with string instruments in hand and in working order	Both schools (N=32)		Ascension (N=23)		Whittier (N=9)	
	N	%	N	%	N	%
<50%	1	3%	0	0%	1	11%
51% to 60%	1	3%	0	0%	1	11%
61% to 70%	2	6%	1	4%	1	11%
71% to 80%	0	0%	0	0%	0	0%
81% to 90%	3	9%	3	13%	0	0%
91% to 99%	11	34%	9	39%	2	22%
100%	14	44%	10	44%	4	44%

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

Percentage of lessons attended with written materials present	Both schools (N=70)		Ascension (N=19)		Whittier (N=51)	
	N	%	N	%	N	%
<50%	6	9%	1	5%	5	10%
51% to 60%	1	1%	0	0%	1	2%
61% to 70%	6	9%	0	0%	6	12%
71% to 80%	4	6%	0	0%	4	8%
81% to 90%	14	20%	4	21%	10	20%
91% to 99%	21	30%	8	42%	13	45%
100%	18	26%	6	32%	12	24%

9. MacPhail faculty report of how often students attended lessons prepared

Percentage of lessons attended where students were prepared for class (had practiced)	Both schools (N=72)		Ascension (N=14)		Whittier (N=58)	
	N	%	N	%	N	%
<50%	7	10%	1	7%	6	10%
51% to 60%	2	3%	0	0%	2	3%
61% to 70%	7	10%	0	0%	7	12%
71% to 80%	2	3%	0	0%	2	3%
81% to 90%	12	17%	5	36%	7	12%
91% to 99%	24	33%	5	36%	19	33%
100%	18	25%	3	21%	15	26%

10. MacPhail faculty report of musical skills demonstrated during lessons

Musical skills		N	Exceeds	Meets	Does not meet	Mean
			expectations 3	expectations 2	expectations 1	
The student plays with good tone	Both schools	83	23%	70%	7%	2.2
	Ascension	25	4%	76%	20%	1.8
	Whittier	58	31%	67%	2%	2.3
The student reads music accurately	Both schools	71	25%	54%	21%	2.0
	Ascension	20	10%	65%	25%	1.9
	Whittier	51	31%	49%	20%	2.1
The student plays with expressiveness (phrasing)	Both schools	66	23%	59%	18%	2.1
	Ascension	18	0%	78%	22%	1.8
	Whittier	48	31%	52%	17%	2.2
The student demonstrates good posture and technique	Both schools	80	18%	71%	11%	2.1
	Ascension	22	5%	73%	23%	1.8
	Whittier	58	22%	71%	7%	2.2

11. MacPhail faculty report of behavior during lessons

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	Both schools	84	37%	46%	14%	2%	3.2
	Ascension	26	35%	46%	15%	4%	3.1
	Whittier	58	38%	47%	14%	2%	3.2
The student pays attention	Both schools	84	35%	49%	17%	0%	3.2
	Ascension	26	39%	58%	4%	0%	3.4
	Whittier	58	33%	45%	22%	0%	3.1
The student follows direction	Both schools	84	39%	42%	19%	0%	3.2
	Ascension	58	35%	41%	24%	0%	3.4
	Whittier	26	50%	42%	8%	0%	3.1
The student is ready to play throughout the class	Both schools	84	37%	45%	17%	1%	3.2
	Ascension	26	35%	62%	4%	0%	3.3
	Whittier	58	38%	38%	22%	2%	3.1
The student has positive participation in the lesson	Both schools	84	48%	41%	12%	0%	3.4
	Ascension	26	62%	31%	8%	0%	3.5
	Whittier	58	41%	45%	14%	0%	3.3

12. MacPhail faculty report of students' other accomplishments during lessons

A confident player – good work this year!

A hard worker – (Student) is a pleasure to work with. Always cooperative, asks questions, and has success!

A strong improvement during the year with cooperation and willingness to work at the lesson. We actually learned pieces this year! Understanding of the need for good posture and left and right hand technique is more present. Note and rhythm drills have improved.

A talented student! As (Student) grows with her classroom behavior, she will really thrive on piano!

(Student) is well behaved, enthusiastic and smart. He has done very well in piano.

(Student) has been a wonderful student who consistently comes prepared. Excellent attitude!

(Student) is a cooperative and motivated student. She plays well and will do even better when she has an instrument she can practice on.

(Student) has accomplished more proficiency in reading this year – with consistent effort, (Student) could really excel!

(Student) is eager to learn and tries hard.

An excellent pianist.

An excellent student and class member. Very musical!

(Student)'s technique has really developed over the course of the year!

(Student) really improved in the last few weeks of class.

(Student) has improved his attitude and level of participation. He has done well even though there are areas that are difficult for him.

(Student) has a natural talent for music and the violin. Unfortunately, she was unable to take advantage of the weekly lessons. She has a good sense of rhythm and is quick to pick up new instruction.

(Student) is a joy to teach and deserves to be very proud of all he's learned.

(Student) was usually prepared for lessons during the year but her commitment seemed to drop off in the last few weeks of the term. She has a positive attitude and follows directions well.

(Student) played his recital songs very well.

(Student) has made excellent progress this year! I'm very proud of him! Good preparation and expression.

(Student) has done well with learning white key names, basic rhythms and note names within a limited range. She is bright and remembers concepts well.

(Student) is an excellent student! He shows great enthusiasm and works hard.

Good work this year (Student)! You played great at the recital.

Great attitude and behavior.

Great job at the recital!

Great progress – attitude and behavior kept getting better throughout the year. Reading is improving.

12. MacPhail faculty report of students' other accomplishments during lessons (continued)

Has learned a few songs. Is nice to work with when she focuses on piano. I think (Student) would benefit from some one-on-one lessons to fill in some gaps.

I feel there has been progress with (Student)'s understanding of the need for a good left hand position and bow technique. She is more willing to correct technical specifics and is pleased to be able to eventually play a piece.

In the last couple of weeks of the term, (Student)'s attitude and attentiveness improved greatly – this directly affected the improvement of her cello skill in the last two weeks.

(Student) had a slow start but improved greatly toward the end of the school year. Her difficulties holding the instrument declined and she produced a clear, good tone.

I've enjoyed teaching (Student)! He has a lot of energy and does well in piano.

(Student) learned to use the pedal.

(Student) is progressing well.

(Student) was a good student, individual lessons were good!

(Student) is doing a wonderful job in piano!

(Student) did a very nice job in his recital songs.

(Student) has a lot of ability and plays very well.

Learned a new finger pattern. (Response for two students.)

Learned nearly all scale fingerings in major keys.

Learned three pieces by memory and performed a two-part reading pieces with her lesson partner.

(Student) is an excellent piano student!

(Student) has had an excellent year! She has worked hard, accomplished, and not been distracted!

(Student) is excited about piano and has learned so much this year!

Much improvement in reading.

(Student) is a joy to work with!

(Student) has learned basic rhythms, dynamics, and note names.

Performed successfully on performance test.

(Student) has achieved a very pleasant tone and can play in tune very well. He has learned to have a good posture and position on the violin both left and right hands.

(Student) has a lot of potential to grow in piano. His classroom skills have really improved this year. Keep it up – you are doing a great job!

(Student) learned many songs this year!

(Student) and I started a new system with note reading. We were using a similar system (Student) used with (a previous instructor) with coloring the notes. [The teacher goes in great detail on the physical progress report.]

She was always polite and positive!

12. MacPhail faculty report of students' other accomplishments during lessons (continued)

(Student) has put so much effort in to piano class. She could develop in to a fine pianist.

Successfully completed performance test.

The drills with rhythm and note recognition have greatly improved at the lesson. The lack of carefully and fully prepared lesson materials and instrument through daily practice has hindered progress. (Student) could be playing at a much more advanced level.

(Student) is an excellent student and delightful to work with!

While (Student) had his music, he worked consistently and improved. His posture was definitely better and he understood where to find his notes. It was too bad he lost his music book and therefore did not continue.

While (Student)'s memory repertoire slowed down, she showed improvement in sight-reading and problem solving strategies. She worked very well with her lesson partner on unison and two-part pieces.

You have learned a lot, (Student)! You play piano very well and I look forward to your continued growth.

Your reading of music is excellent! You have a lot of ability and I look forward to hearing you grow!

(Student) learned three pieces by memory. She was able to perform a reading piece with her lesson partner. She worked on playing confidently with other people.

13. Students' goals for lessons as identified by MacPhail faculty

(Student) needs to focus on practicing correctly with a focused mind. She tends to rush through something and not really master it.

(Student) needs to challenge herself to learn to read notes quickly and accurately.

(Student) needs to focus on really learning the concepts we've covered this year.

Be accountable for instrument and materials – learn responsibility for following through with his commitments.

Build tone, strengthen sound. Loosen body and arm motions.

Consistency with daily practice so that the practice places in piece are drilled well through the week for the lesson. Play with the best posture and prepare and monitor left and right hand technique. Have goals for EVERY practice.

Consistent daily practice. Consistent good cello posture and bow hold. Listening – to recordings and to self. Identify ringing tones.

Consistent daily practice. Listening = Suzuki Book 1 (for familiarity with tunes), any cello or orchestral music.

Continue to work on technique and note reading with more expression.

Continue with reading and technique.

13. Students' goals for lessons as identified by MacPhail faculty (continued)

Continue working on note reading and technique.

Control behavior so that focus is on playing and learning. He has good aptitude; he just doesn't apply himself fully. (Student) moved away and came back – he missed 6 sessions.

(Student) needs to be willing to practice carefully, accurately, and consistently to improve.

Develop tone and wider range of dynamics. Build finger facility. Learn to play in 3rd position.

(Student) could improve her attitude. She has not appeared enthusiastic about class. Her hand position and expression (dynamics, legato) also need work.

For (Student) violin study was good for his attention and he improved his skills. He should continue with lessons.

Hope (Student) is able to do some summer lessons. It will help him keep his studies going.

Hope she will continue her musical studies!

I hope (Student) will be able to continue her violin studies.

I hope she will be able to continue her violin study.

I hope to continue helping (Student) learn more difficult music as well as theory, technique, etc. He will be a fine musician!

I recommend continued study and hope she can sign up for summer lessons. With consistent practice she can really blossom!

I recommend summer lesson if possible – (Student) has shown bursts of growth during past summer sessions. I would like to continue to target sight-reading skills so she can be more confident in home practice.

I'm disappointed with (Student)'s progress this year. He clearly has potential, but he's consistently unprepared and frequently doesn't bring materials. We need to continue to work on reading and technique.

Improve left hand shape. Bow hold refined.

Improve overall posture and arm positions. Work on building tone and sound production.

Improve posture, holding of the violin. More specific bow hold, arm movements.

It would be beneficial for (Student) to continue his violin lessons. It makes him focus and he does have a natural physical approach. Please consider it seriously.

It would be wonderful for (Student) to improve her reading skills. Ideally, (Student) should take summer lessons.

(Student) would improve if she could regularly take lessons. Her reading would be easier and she would retain her strength holding the instrument.

(Student)'s main limitation is her lack of enthusiasm and unwillingness to practice well. When she tries, she is very capable.

(Student) needs to work very hard on her counting.

(Student) needs to give herself extra time to fully get "ready" with posture, etc. She has a great attitude and plenty of potential!

Keep left hand in position. Improve coordination of bow.

Keep up the good work. Let's see if we can find an instrument for you to practice on.

13. Students' goals for lessons as identified by MacPhail faculty (continued)

Keep up the work – let's see if we find a piano for you to practice on!

(Student) can do well when he practices.

Let's continue to have you work on your own BEFORE you ask for help – you can do it!
Hopefully we'll find an instrument you can practice on.

Let's make sure he is with a group next year where all class members want to excel so that
(Student) can really work to his ability.

Loosen left hand tension; open hand, relax wrist. Bow motion, elbow position.

Next year and this summer we will work on even more challenging music!

Next year we will focus on new concepts and more challenging material.

Next year we'll focus on really feeling comfortable with reading notes.

Next year we'll learn even more challenging music!

Next year we'll work on even more challenging music!

Next year we'll work on harder, more challenging music.

Next year we'll work on more challenging music and concepts.

Next year we'll work on more challenging music and continue to work on musicianship.

Practice more regularly. Participate in a focused, cooperative way in class.

Refining both the left and right hand. Technical approach to the instrument holds to be practiced daily with good posture. Following instructions in practicing, the use of the bow. [Teacher goes in to great detail with an example on written report.]

(Student) needs to realize there is more to music than just playing the notes – there is also rhythm and expression to consider.

She is no longer in the program.

She may take summer lessons. I would like her to masters her C#s verses C naturals, as an example. She gets lazy about this.

She needs to have more consistent posture. Be efficient in "how" I tell her to practice.

She will be taking summer lessons! We will be working on more of Suzuki Book 1 pieces (Long, Long Ago, and beyond). She has made wonderful progress this year!

Solidify posture and arm positions.

Solidify posture and arm positions. Secure bow motion.

Stacy absolutely needs access to a piano or keyboard five times a week. She cannot succeed if she is unable to practice.

Strengthen and solidify good posture and arm positions. Reinforce note-reading and counting.

To continue lessons and to keep on with skills.

To continue musical growth and continue working on positive classroom behavior.

To continue to develop her expressiveness in her playing – have more of a range of songs she can choose from – fun stuff!

To continue to develop her musical talent.

13. Students' goals for lessons as identified by MacPhail faculty (continued)

To continue to grow and play with skills started this year.

To continue to grow and to determine if he wants to put for the necessary effort to continue as skills become more challenging.

To continue to grow with excellent skills that are being developed.

To determine if there is enough interest in working at piano for (Student) to continue. If so, really needs to work and apply herself to catch up.

To get an instrument to practice on so that (Student's) excellent reading and playing by ear skills can be nurtured. An enthusiastic student.

We are continuing with summer lessons in order to have more time to work together on technique. Her father is extremely supportive of the idea.

We will continue to work on harder pieces and more challenging musical concepts.

We will continue to work on note reading, technique and musicianship.

Work on solidifying posture and arm positions.

Your work within the group has improved in focus and we will continue to work with this. Keep up the good work and play as much as you can this summer.

(Student) could accomplish much more with consistent home practice and regular lesson attendance. She should make every effort to continue study through the summer.

Musicianship survey results

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

Musical skills		N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
Rhythm	Both schools	53	13%	79%	8%	2.1
	Ascension	27	11%	89%	0%	2.1
	Whittier	26	15%	69%	15%	2.0
Note Reading	Both schools	53	21%	62%	17%	2.0
	Ascension	27	26%	74%	0%	2.3
	Whittier	26	15%	50%	35%	1.8
Listening	Both schools	39	23%	74%	3%	2.2
	Ascension	27	26%	74%	0%	2.3
	Whittier	12	17%	75%	8%	2.1
Composition	Both schools	40	15%	70%	15%	2.0
	Ascension	27	15%	82%	4%	2.1
	Whittier	13	15%	46%	39%	1.8
Other ¹	Both schools	15	20%	80%	0%	2.2
	Ascension	1	0%	100%	0%	2.0
	Whittier	14	21%	79%	0%	2.2

¹ For 13 clients, faculty identified the other skill as clef identification. There were no skills identified for the other 2 clients.

15. MacPhail faculty report of behavior during musicianship classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is ready to begin at the start of class	Both schools	53	26%	60%	13%	0%	3.1
	Ascension	27	11%	85%	4%	0%	3.0
	Whittier	26	42%	35%	23%	0%	3.2
The student brings materials including worksheets and a pencil	Both schools	53	13%	57%	28%	2%	2.8
	Ascension	27	7%	89%	4%	0%	3.0
	Whittier	26	19%	23%	54%	4%	2.6
The student completes homework assignments	Both schools	52	15%	65%	17%	2%	2.9
	Ascension	26	12%	85%	4%	0%	3.1
	Whittier	26	19%	46%	31%	4%	2.8
The student pays attention	Both schools	53	36%	59%	6%	0%	3.3
	Ascension	27	30%	67%	4%	0%	2.3
	Whittier	26	42%	50%	8%	0%	3.4
The students participates fully in class	Both schools	53	38%	53%	8%	2%	3.3
	Ascension	27	33%	63%	4%	0%	3.3
	Whittier	26	42%	42%	12%	4%	3.2
The students demonstrates respect and is helpful of other students	Both schools	53	36%	55%	8%	2%	3.3
	Ascension	27	33%	63%	4%	0%	3.3
	Whittier	26	39%	46%	12%	4%	3.2

Ensemble survey results

16. MacPhail faculty report of instruments for ensemble classes

What instrument does the student play?	N	Piano	Violin	Viola	Cello
Both schools	35	0%	71%	20%	9%
Ascension	26	0%	62%	27%	12%
Whittier	9	0%	100%	0%	0%

17. MacPhail faculty report of how often students attend ensemble classes

Percentage of ensemble sessions attended	Both schools (N=34)		Ascension (N=25)		Whittier (N=9)	
	N	%	N	%	N	%
<50%	1	3%	0	0%	1	11%
51% to 60%	1	3%	0	0%	1	11%
61% to 70%	1	3%	0	0%	1	11%
71% to 80%	1	3%	0	0%	1	11%
81% to 90%	1	3%	0	0%	1	11%
91% to 99%	17	50%	15	60%	2	22%
100%	12	35%	10	40%	2	22%

18. MacPhail faculty report of musical skills demonstrated during ensemble classes

Musical skills		N	Exceeds expectations	Meets expectations	Does not meet expectations	Mean
			3	2	1	
The student watches the conductor	Both schools	35	11%	83%	6%	2.1
	Ascension	26	12%	85%	4%	2.1
	Whittier	9	11%	78%	11%	2.0
The student stays with the group	Both schools	35	11%	80%	9%	2.0
	Ascension	26	12%	81%	8%	2.0
	Whittier	9	11%	78%	11%	2.0
The student is able to play their ensemble part on their own	Both schools	34	12%	77%	12%	2.0
	Ascension	25	12%	72%	16%	2.0
	Whittier	9	11%	89%	0%	2.1

19. MacPhail faculty report of behavior during ensemble classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student prepares ensemble music in home practice	Both schools	35	14%	51%	34%	0%	2.8
	Ascension	26	12%	50%	29%	0%	2.7
	Whittier	9	22%	56%	22%	0%	3.0
The student is cooperative in a group setting	Both schools	34	41%	53%	6%	0%	3.4
	Ascension	25	52%	44%	4%	0%	3.5
	Whittier	9	11%	78%	11%	0%	3.0
At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	Both schools	34	32%	56%	12%	0%	3.2
	Ascension	25	44%	52%	4%	0%	3.4
	Whittier	9	0%	67%	33%	0%	2.7
The student follows directions in the ensemble	Both schools	33	46%	49%	6%	0%	3.4
	Ascension	24	54%	42%	4%	0%	3.5
	Whittier	9	22%	67%	11%	0%	3.1

20. MacPhail faculty report of students' accomplishments during ensemble classes

Student rarely had instrument; rarely participated.

(Student) has taken on a leadership role in orchestra – she shows a willingness to participate in the process even when others may not be willing or able to make the same leap.

Always a solid reliable participant in the rehearsal process – sets a fine example for others in the orchestra!

(Student) could be a fine player. She has a steady sense of rhythm and heard correct pitch easily. She also knows no difficulty in holding the instrument correctly.

(Student) can be a strong, positive leader when she chooses!

As the year progresses and (student) felt more comfortable with her skills she was a great asset in the ensemble. Unfortunately, (student) was not consistent in her attendance and we missed her.

(Student) has maintained a positive "can do" attitude that has helped his section in orchestra – he has consistently modeled good "team participation" skills.

Consistently models good "teamwork" skills – keeps her mental focus on the task at hand and shows a willingness to try anything.

(Student) can really be a strong leader when she chooses to be – she is also a strong player when she's had the focus to work out her part.

(Student) was a strong ensemble player. He was a leader in the group.

(Student) was an active participant in the rehearsal process and proved to be a solid anchor for the viola section.

21. Students' goals for ensemble classes as identified by MacPhail faculty

Consistent home practice and participating in summer lessons – she needs to "stay in the game" so as not to lose the momentum she's gained so far.

Continue to practice last year's material and if possible, take lessons.

Continue to work toward consistent home practice. I hope she will be able to take summer lessons.

I hope (student) will continue playing the viola and will pursue continued study with his MacPhail teacher after going on to high school, where he should have the opportunity to continue playing in an orchestra.

I would like to see (student) working in a more focused way to achieve her personal high potential. More consistent home practice and continued study during the summer session could really boost some growth.

I would like to see (student) continue playing her cello over the summer so she can be ready to jump on board in the fall.

I would like to see (student) boosting her note-reading skills and being more active in home practice. She should take summer lessons so she doesn't lose the momentum she has gained this year.

I would like to see more consistency in home practice and more skill in the area of sight reading. Summer lessons are available and could help maintain or build beyond the skill she has shown so far.

If (student) could find the time to be regular in her practice and review all materials so far learned. It would be great if she could have summer lessons.

(Student) should continue study during the summer. She should focus on improving her sight-reading skills.

(Student) should take summer lessons – I would like to see a focus on sight-reading skills. She has such great potential and could really progress if she could "stay in the game" between now and September.

(Student) needs to continue to practice his music and if possible take lessons during the summer.

Reinforce concepts learned in classes this year. (Comment for 2 students)

Reinforce concepts learned this year. (Comment for 2 students)

Retention. (Comment for 2 students)

(Student) should continue study during the summer. She needs to keep exercising her note-reading skills.

Solidify left hand positioning and finger spacing. (Comment for 2 students)

Strengthen note-reading, familiarity with lines and spaces.

Strengthen positions; improve note-reading skills.

Summer lessons – work on home practice skills, focus on sight-reading.

Summer lessons! (Student) needs to boost her sight-reading skills and expand and polish her memory repertoire.

Summer lessons! (Student) needs to keep exercising his note-reading skills and his wonderful ear. He needs to work on home practice skills.

(Student) needs to work on applying her note-reading knowledge to playing her instrument. She should continue study and practice during the summer.

Work on consistent home practice habits. Take summer lessons!

Work on keeping steady beat.

Work on note-reading and relating notes on the staff to corresponding fingers.

Ascension report cards

22. Ascension students' school attendance during the 2004-05 school year

Percentage of days attending school	N=26	
100%	0	0%
97% to 99%	20	77%
95% to 96%	3	12%
92% to 94%	2	8%
90% to 91%	1	4%
<90%	0	0%

Note. Of the 26 students, 10 were in fourth grade, 4 were in fifth grade, 4 were in sixth grade, and 8 were in seventh grade.

23. Ascension students' math and English grades during the 2004-05 school year

Grades	Math				English			
	First quarter N=26		Fourth quarter N=26		First quarter N=26		Fourth quarter N=26	
A	11	43%	13	50%	9	35%	11	43%
B	10	39%	8	31%	15	58%	12	46%
C	3	12%	5	19%	2	8%	3	12%
D	2	8%	0	0%	0	0%	0	0%
F	0	0%	0	0%	0	0%	0	0%

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

24. Changes in Ascension students' math and English grades during the 2004-05 school year

Change in grade	Math N=26		English N=26	
Increased	7	27%	6	23%
Maintained	14	54%	15	58%
Decreased	5	19%	5	19%

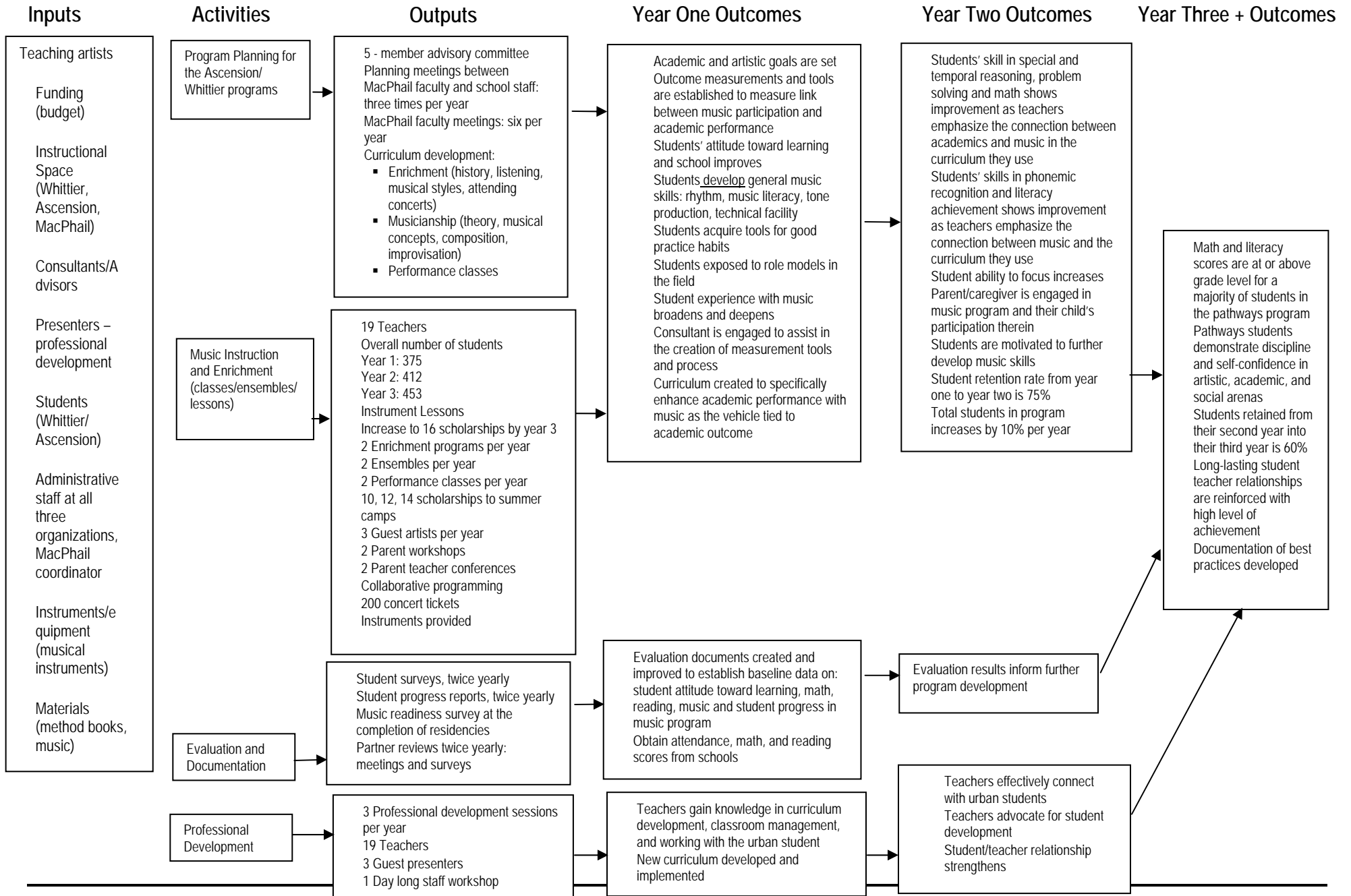
Appendix

Logic model

Survey instruments

Logic model

MacPhail Center for Music ~ Updated December 2005 Pathways to Performance Ascension/Whittier Program Logic Model



Survey instruments



MacPhail Center for Music Pathways to Performance STUDENT SURVEY

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____
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Name: _____	Grade: _____
-------------	--------------

1. What instrument do you play?

- ¹ Piano
 ² Violin
 ³ Viola
 ⁴ Cello

Please check one:	Yes, a lot	Yes, a little	No
2. Do you like the MacPhail music program?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. Does an adult at home help you with your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

- ¹ Yes
 ² No

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

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

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

- ¹ Yes
 ² Maybe
 ³ No



**MacPhail Center for Music
Student Progress Report 2004-05
LESSON**

OFFICE USE ONLY:

Client ID: _____

Date: _____

School: _____

Student's name: «FirstName» «LastName»

MacPhail Lesson Instructor: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

LESSONS

The following statements relate to the student's instrumental instruction

1. Attendance _____ days attended out of _____ days possible.
2. Instrument / related equipment in hand and in working condition (**String students only**):
_____ weeks present out of _____ total weeks possible
3. Music and other written materials present: _____ weeks present out of _____ total weeks possible
4. Preparation for lesson and practice are evident: _____ weeks present out of _____ total weeks possible

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musical skills (based on developmental stage)				
5. The student plays with good tone	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student reads music accurately	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. The student plays with expressiveness (phrasing)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student demonstrates good posture and technique	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the student's behavior during lessons					
9. Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	<input type="checkbox"/> ³	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ³	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The student follows direction	<input type="checkbox"/> ³	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The student is ready to play throughout the class	<input type="checkbox"/> ³	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
13. The student has positive participation in the lesson	<input type="checkbox"/> ³	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please continue on the reverse side

14. Other student accomplishments (not listed above):

15. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2004-05
MUSICIANSHIP**

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

Student's name: «FirstName» «LastName»

MacPhail Musicianship Class Instructor: «MacPhailTeacher»

MUSICIANSHIP

The following statements relate to the musicianship classes

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musicianship skills (based on developmental stage)				
2. Rhythm	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. Note Reading	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. Listening	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. Composition	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. Other:(Please add _____)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the following statements about the student's participation in Musicianship classes					
7. The student is ready to begin at the start of class?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student brings materials including worksheets and a pencil	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. The student completes homework assignments	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The students participates fully in class	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The students demonstrates respect and is helpful of other students	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2004-05
ENSEMBLE**

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

Student's name: «FirstName» «LastName»

MacPhail Ensemble Coach: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

ENSEMBLE

The following statements relate to the student's participation in an ensemble

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musical skills for ensemble groups (based on developmental stage)				
2. The student watches the conductor	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. The student stays with the group	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. The student is able to play their ensemble part on their own	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the student's behavior during ensemble					
5. The student prepares ensemble music in home practice	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student is cooperative in a group setting	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student follows directions in the ensemble	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:
