

Pathways to Performance

N O V E M B E R 2 0 0 8

Pathways to Performance

2007-08 evaluation results

November 2008

Prepared by:

Mao Thao

Wilder Research
451 Lexington Parkway North
Saint Paul, Minnesota 55104
651-280-2700
www.wilder.org

Contents

Summary	1
Evaluation	2
Results	4
Issues to consider	8
Figures	9
Goal: Students will develop general music skills	9
Goal: Students will acquire and use tools for good practice habits	11
Goal: Parents or caregivers are engaged in music program and child’s participation..	13
Goal: Students are further motivated to develop musical skills	14
Additional results: Instructor relationship	14
Additional results: Students’ satisfaction.....	15
Additional results: Attendance and preparation.....	16
Additional results: Student behavior.....	19
Additional results: School data	21
Appendix.....	25
Logic model	27
Open ended comments	28
Survey instruments.....	38

Figures

1. MacPhail faculty report of musical skills demonstrated during lessons.....	9
2. MacPhail faculty report of musical skills demonstrated during musicianship classes	10
3. MacPhail faculty report of musical skills demonstrated during ensemble classes ...	10
4. MacPhail faculty report of how often students attended lessons prepared.....	11
5. MacPhail faculty report of homework completion for musicianship classes	11
6. MacPhail faculty report of preparation for ensemble classes	11
7. Students' report of practice.....	12
8. Parents' and students' report of practice space at home	12
9. Students' report of encouragement from home	13
10. Parents' report of encouragement for students' music education.....	13
11. Parents' report of their involvement in students' music education.....	13
12. Students' desire to continue in the MacPhail music program next year.....	14
13. Parents' desire for student to continue in the MacPhail music program next year...	14
14. Students' report of relationship with instructor	14
15. Students' desire to continue with the MacPhail faculty next year.....	14
16. Students' report of satisfaction and program components.....	15
17. MacPhail faculty report of how often students attended lessons	16
18. MacPhail faculty report of how often students attended lessons with string instruments ready to play	16
19. MacPhail faculty report of how often students attended lessons with written materials present	17
20. MacPhail faculty report of how often students attend ensemble classes	17
21. MacPhail faculty report of how often students attend musicianship classes	18
22. MacPhail faculty report of preparation for musicianship classes	18
23. MacPhail faculty report of behavior during lessons	19
24. MacPhail faculty report of behavior during musicianship classes.....	20
25. MacPhail faculty report of behavior during ensemble classes.....	20
26. Students' attitudes about school subjects.....	21
27. Parents' report of academic skills	21
28. Ascension students' school attendance during the 2007-08 school year	22
29. Ascension students' math and English grades during the 2007-08 school year	22
30. Changes in Ascension students' math and English grades during the 2007-08 school year	23

Acknowledgments

The author would like to thank the Wilder Research staff that contributed to this report:

Jackie Campeau

Louann Graham

Cheryl Holm-Hansen

April Lott

Laura Martell-Kelly

Lisa Sell

Additional contributors include faculty and staff at the MacPhail Center for Music.

Summary

Pathways to Performance has worked to create a complete music education experience for students enrolled in MacPhail Center for Music programs at Ascension School in North Minneapolis and Whittier International Elementary School in South Minneapolis. In the fall of 2007, the Pathways to Performance program expanded to serve four additional schools; including Birch Lake Elementary in White Bear Lake, New City Charter School in North Minneapolis, Paideia Academy in Apple Valley, and Patrick Henry High School in North Minneapolis.

This report evaluates Pathways to Performance programs at Ascension School and Whittier International Elementary. In addition, this report includes limited data from Birch Lake Elementary. The goal of Pathways is to support every student's highest level of artistic and academic achievement.

At Ascension, Pathways to Performance programs included:

- Music readiness/String prep: Classes offered to children in grades kindergarten through second grade to introduce them to the elements of music using existing MacPhail Center for Music Early Childhood Arts curriculum. This component includes the following classes: Musical Trolley, Musical World, Musical Adventures, and Violin for Children. In 2007-08, 140 students participated in the program.
- String program: In fourth through eighth grades, Ascension students may choose to play the violin, viola, or cello as part of the Ascension String Program. 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 2007-08, 39 students participated in the Ascension String Program.

At Birch Lake Elementary, Pathways to Performance programs included:

- Early child music: An early childhood music specialist visits Kindergarten and first grade homerooms for 30 minutes every week for 28 weeks introducing them to elements of music.
- Music Therapy: A therapist provides music therapy to groups of students in Kindergarten through 4th grade who have a variety of diagnoses, including autism spectrum disorders, Down syndrome, and other general developmental cognitive delays. Music group therapy sessions are 30 minutes, three times a week for 32 weeks.

- Piano program: This program serves students in second to fifth grade. Students receive 45 minutes of instruction during the school day. In 2007-08, 47 students participated in this program.

At Whittier International Academy, Pathways to Performance programs included:

- Music readiness classes: MacPhail Center for Music Early Childhood Arts classes are offered for six weeks to students in Kindergarten and first grade. MacPhail faculty collaborates with Whittier teachers to integrate musical concepts in the school's International Baccalaureate Program.
- Piano and Violin program: This program currently serves piano students in second through fifth grade and violin students in third through fifth grade. Second and third graders receive music instruction in a group format. This year, 50 students in second and third grade were enrolled in the program. Students in fourth and fifth grades attend weekly classes at MacPhail. All piano and violin students participate in a musicianship class and an individual or partner lesson class. In addition to these classes, violin students participate in an ensemble class. In 2007-08, 30 fourth and fifth grade students were enrolled in the 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). Based on the outcomes identified in the logic model, MacPhail staff worked with Wilder Research staff to design an evaluation plan that would measure four outcome goals: 1) students will develop general music skills; 2) students will acquire and use tools for good practice habits; 3) parents or caregivers are engaged in the music program and their child's participation; and 4) students are further motivated to develop musical skills.

MacPhail and Wilder Research staff worked collaboratively on completing this evaluation. MacPhail staff completed data collection and data entry responsibilities; while Wilder Research staff completed analysis and reporting. In 2007-08, data were collected from students, parents, and MacPhail faculty at Ascension and Whittier programs. MacPhail faculty also completed only lesson surveys for the program at Birch Lake; additional data is expected to be collected in the future. Because enrollment in the Pathways to Performance program fluctuated through the school year, it is difficult to compute an exact response rate for each survey. The following five surveys were completed:

- Parent survey: Parent surveys were distributed at the year-end recitals. A total of 7 parents of Whittier students completed the survey. Due to the small sample size of

parents, the data and results are not representative and should be interpreted with caution.

- Student survey: A survey was administered to Ascension violin or string students in grades three through eight and Whittier piano or violin students in grades two through five. In spring 2008, 37 Ascension students and 28 Whittier students completed the survey, for a total of 65 surveys. This survey was designed to assess the students' satisfaction with the program, including their desire to continue working with MacPhail faculty.
- Lesson survey. A lesson survey was designed to help assess students' musical and behavioral skills during their individual or partner lessons. MacPhail faculty completed surveys for Ascension students in grades four through eight and Whittier students in grades two through five. In spring 2008, faculty completed 156 surveys, 33 for Ascension students, 44 for Birch Lake students, and 79 for Whittier students.
- Musicianship class survey: A survey was used to assess students' skills and behavior during musicianship classes. MacPhail faculty completed surveys for Ascension string students in grades four through eight and Whittier string and piano students in grades four and five. In the spring of 2008, faculty completed 68 surveys (38 for Ascension students, 30 for Whittier students).
- Ensemble survey: A survey was designed to assess the students' skills and behavior when they practice as part of an ensemble. At the end of the school year, faculty completed 39 surveys for students enrolled in Ascension's strings program in grades four through eight and 10 surveys for the fourth and fifth grade violin students at Whittier, for a total of 49 surveys.

In addition to these spring surveys, surveys were also completed by students and faculty in the fall for use in progress reports and lesson planning. These results are not included in this report.

Report cards were analyzed to explore whether students in the Pathways to Performance program improved their academic grades throughout the school year. During the 2007-08 school year, report cards were collected for 39 students at Ascension School in grades four through eight.

Results

In 2007-08, evaluation surveys were used to collect information related to the four program goals (developing musical skills, acquiring practice habits, engaging parents, and motivating students). The surveys and report cards also provide additional information about the students. The data are presented combined for all schools in which data was available. They are also reported separately, but should not be compared due to the inherent differences between the programs.

Students will develop general music skills

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

Faculty rated students' musical skills during lessons (tone, music reading skills, phrasing/playing with expressiveness, and posture), musicianship classes (rhythm, note reading, listening, and composition), and ensemble practice (watching the conductor, staying with the group, and playing their own part). The majority of the teachers (87-100%) rated student's music skills as either "meets expectations" or "exceeds expectations." Overall, the average rating of all the musical skills fell into the range of "meets expectations" (Figures 1-3).

Students will acquire and use tools for good practice habits

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

According to MacPhail faculty, students prepared for lessons and practiced their instrument before attending their lesson class 81 percent of the time. Slightly more than one-third of the students (38%) showed evidence of practice all of the time (Figure 4).

Two in five students (41%) were described as completing their musicianship class homework "always," one-third (32%) of the students completed their homework "most of the time," and one-quarter of the students (27%) completed their homework "sometimes." Faculty teaching ensemble classes reported that 65 percent of the students prepared their ensemble music in home practice "most of the time," another 22 percent "sometimes" prepared their music (Figures 5-6).

In addition to reports from faculty, students described their practice habits. Most students reported practicing their instrument either "a little" (51%) or "a lot" (43%). Similarly, the majority of students like to practice their instrument "a little" (48%) or "a lot" (45%). Five of seven parents reported that their child has a place to practice their instrument at

home, while nearly all students (98%) reported they had a place to practice at home (Figures 7-8).

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

Most of the students and parents said the students receive encouragement to practice and someone from home attends their performances.

The majority of students said someone at home encourages them to practice their music (93%) and attends their performances (82%) either “a little” or “a lot” (Figure 9). All seven parents reported that they encourage their child to practice their music at home and that someone from home attends their child's performances (Figures 10-11).

Parents were also asked about staying aware of their child's musical education through progress reports and assignment sheets. Six parents reported that they read the twice-yearly reports, while one parent read the twice-yearly reports “sometimes.” Five parents read the weekly reports at least “sometimes” (Figure 11).

Students are further motivated to develop musical skills

Parents and students agreed they would like the student to continue in the music program the following year.

To assess their motivation to continue developing their musical skills, students were asked if they wanted to continue in the MacPhail program the following year. About two-thirds of the students (62%) reported wanting to continue in the program and one-third of the students (31%) might want to continue in the program. All seven parents reported that they want their child to continue with the MacPhail program (Figures 12-13).

Other results

Instructor relationship

At the end of the school year, students were asked about their relationship with their instructor. About three-quarters of the students (78%) said their instructor encourages them to do well in their music “a lot,” an additional 19 percent said “a little.” Ninety-four percent of the students said they understood the instructor when new things are taught at least “a little.” Slightly more than half the students (56%) said they would like to continue with the MacPhail faculty the following year, and one-quarter of the students said they might like to continue with the instructor (Figures 14-15).

Satisfaction

Students were satisfied with their experience with the MacPhail Pathways to Performance program. Six in ten students (60%) said they like the program “a lot” and about one-third of the students (35%) said they like it “a little.” In addition, the majority of the students said they liked learning to play their instrument (72%) and new music (75%) “a lot” (Figure 16).

To learn more about their satisfaction with the program, students were asked a few open-ended questions. When asked what they learned from participating in the MacPhail music program, most students reported that they learned to play their instrument, play and read music, and play songs. Students were also asked what they would change about the program. Many replied that they would change nothing and others commented that they’d like a different teacher and more snacks and drinks. While a few students made negative comments about their instructor, MacPhail staff have responded and acted appropriately to the comments before this report was completed. Students also suggested having the opportunity to play different instruments and a variety of things related to classes; such as the schedule, time, and having multiple grades participate in the same lessons. Most students said they would like to be in the program next year because they like the music, the program, or their instrument and the program or playing their instrument is fun. Students most frequently said they would like to stay with their instructors because they are “nice,” “fun,” or taught well (Figures A1-A4).

Five of seven parents provided open-ended comments. They generally expressed satisfaction with the program (Figure A5).

Attendance and preparation

According to the MacPhail faculty, most students attended their lessons. Overall, the average attendance rate for lessons was 93 percent, with nearly half of the students (46%) attending all of their lessons. On average, students participating in string instrument instruction were prepared with their string instruments and ready to play 89 percent of the time, while students arrived at lessons with written materials 80 percent of the time (Figures 17-19).

Average attendance rates were also high for classes (96% for both ensemble and musicianship classes). Once at musicianship classes, faculty reported that 81 percent of the students were ready to begin at the beginning of musicianship class either “most of the time” or “always.” Students were less likely to bring materials, such as worksheets and a pencil, to musicianship class; most students (61%) brought materials only “sometimes” (Figures 20-22).

Student behavior

According to MacPhail faculty, students had good behavior during lessons. At least 89 percent of the students who received lessons had positive participation in the lesson (93%), followed direction (90%), paid attention (90%), were prompt at getting ready to play (90%), and were ready to play throughout the class (89%) “most of the time” or “always” (Figure 23).

During musicianship classes, most of the students demonstrated respect and helpfulness (83%), participated in the class (78%), and paid attention (77%) either “most of the time” or “always.” Almost all students participating in ensemble classes were cooperative in a group setting (93%), followed directions (94%), and were prepared to start at the beginning of the session (92%) “most of the time” or “always” (Figures 24-25).

School data

Students were asked about their attitudes regarding math and reading. In the spring of 2008, 86 percent of the students said they liked math (54% “a lot” and 32% “a little”) and 82 percent liked reading (62% “a lot,” 20% “a little”) (Figure 26).

Most parents said that participation in the MacPhail music program has helped their child improve his or her math skills (4 of 7), literacy skills (4 of 7), attitude towards school (5 of 6) and ability to focus on a task (4 of 7) “a lot.” However, only two of seven parents felt participation in MacPhail has improved their child’s other academic skills “a lot.” Most other parents said the program helped their child “a little” in these areas (Figure 27).

Ascension provided report cards for 39 students involved in the Pathways to Performance program. Report cards were not collected from Whittier or Birch Lake.

Report cards for Ascension students in grade three are not reported because they use a different reporting structure than the older grades. Report cards for students in kindergarten through second grade are not included because the entire population of students received the MacPhail Early Childhood Arts program.

The report cards included attendance data as well as academic information for the students involved in the MacPhail music program. This year, 93 percent of the Ascension students attended school at least 92 percent of the time (Figure 28).

Figure 29 shows the distribution of Ascension students’ Math and English grades for the first and fourth quarters. All of the students had a grade of C or higher in Math for the first quarter and 95 percent had a grade of C or better at the end of the year. Ninety-five percent of the students had an English grade of C or better in first quarter and this percentage slightly increased to 97 percent by the end of the year.

As seen in Figure 30, over half of the Ascension students maintained their Math (56%) and English (54%) grades between the first and fourth quarters. Students' grades in English were equally likely to decrease (23%) or increase (23%); whereas student's math grades were more likely to decrease (38%) than increase (5%).

Issues to consider

The data indicate that the Pathways to Performance participants are doing well in the music program. The majority of the students are developing general music skills and acquiring and using good practice habits, and faculty described students as engaged in their music activities. Furthermore, both parents and students were satisfied with the program and would like the child to continue their involvement with MacPhail. As the Pathways to Performance staff considers evaluation planning for the next school year, there are a few items to consider:

- Given the small number of completed parent surveys and the absence of student report cards from Whittier, program and research staff should review and develop procedures and a timeline for data collection.
- With the expansion of the Pathways to Performance program, MacPhail staff should review and determine how the new programs fit into the current logic model. Revising the current logic model or creating individualized logic models may be necessary.
- With the expansion of the Pathways to Performance program and the possibility of a new logic model, program staff should consider which goals are most important to include in the ongoing evaluation.
- With four years of evaluation data on the Ascension and Whittier programs, program and research staff may want to consider looking at the data over time to see the effects of program involvement on students.
- Program and research staff should consider whether or not exploring the relationship between involvement in the Pathways to Performance program and academic achievement is feasible.

Figures

Goal: Students will develop general music skills

1. MacPhail faculty report of musical skills demonstrated during lessons

Musical skills		N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student plays with good tone	All schools	156	28%	70%	3%	2.3
	Ascension	33	15%	79%	6%	2.1
	Birch Lake	44	36%	61%	2%	2.3
	Whittier	79	28%	71%	1%	2.3
The student reads music accurately	All schools	143	36%	53%	11%	2.2
	Ascension	26	23%	65%	12%	2.1
	Birch Lake	44	43%	48%	9%	2.3
	Whittier	73	36%	52%	12%	2.2
The student plays with expressiveness (phrasing)	All schools	135	24%	75%	2%	2.2
	Ascension	26	4%	92%	4%	2.0
	Birch Lake	44	36%	61%	2%	2.3
	Whittier	65	23%	77%	0%	2.2
The student demonstrates good posture and technique	All schools	155	33%	61%	7%	2.3
	Ascension	33	9%	82%	9%	2.0
	Birch Lake	44	52%	46%	2%	2.5
	Whittier	78	32%	60%	8%	2.2

2. 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	68	15%	75%	10%	2.0
	Ascension	38	5%	90%	5%	2.0
	Whittier	30	27%	57%	17%	2.1
Note Reading	Both schools	68	15%	72%	13%	2.0
	Ascension	38	5%	90%	5%	2.0
	Whittier	30	27%	50%	23%	2.0
Listening	Both schools	68	6%	94%	0%	2.1
	Ascension	38	5%	95%	0%	2.1
	Whittier	30	7%	93%	0%	2.1
Composition	Both schools	29	0%	100%	0%	2.0
	Ascension	-	-	-	-	-
	Whittier	29	0%	100%	0%	2.0

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

Musical skills		N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student watches the conductor	Both schools	49	22%	71%	6%	2.2
	Ascension	39	21%	77%	3%	2.2
	Whittier	10	30%	50%	20%	2.1
The student stays with the group	Both schools	49	31%	63%	6%	2.2
	Ascension	39	31%	67%	3%	2.3
	Whittier	10	30%	50%	20%	2.1
The student is able to play their ensemble part on their own	Both schools	49	14%	82%	4%	2.1
	Ascension	39	13%	85%	3%	2.1
	Whittier	10	20%	70%	10%	2.1

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

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

Percentage of lessons attended where students' preparation for lesson and practice were evident	All schools (N=145)		Ascension (N=33)		Birch Lake (N=43)		Whittier (N=69)	
	N	%	N	%	N	%	N	%
≤50%	17	12%	3	9%	4	9%	10	14%
51% to 60%	5	3%	0	0%	2	5%	3	4%
61% to 70%	13	9%	3	9%	5	12%	5	7%
71% to 80%	23	16%	2	6%	6	14%	15	22%
81% to 90%	20	14%	2	6%	9	21%	9	13%
91% to 99%	12	8%	5	15%	5	12%	2	3%
100%	55	38%	18	55%	12	28%	25	36%
Average	81%		86%		80%		79%	

5. MacPhail faculty report of homework completion for musicianship classes

		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student completes homework assignments	Both schools	22	41%	32%	27%	0%	3.1
	Ascension	19	47%	32%	21%	0%	3.3
	Whittier	3	0%	33%	67%	0%	2.3

6. MacPhail faculty report of preparation for ensemble classes

		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student prepares ensemble music in home practice	Both schools	49	12%	65%	22%	0%	2.9
	Ascension	39	10%	69%	21%	0%	2.9
	Whittier	10	20%	50%	30%	0%	2.9

7. Students' report of practice

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you practice your instrument?	Both schools	65	43%	51%	6%	2.4
	Ascension	37	35%	57%	8%	2.3
	Whittier	28	54%	43%	4%	2.5
Do you like to practice your instrument?	Both schools	65	45%	48%	8%	2.4
	Ascension	37	35%	51%	14%	2.2
	Whittier	28	57%	43%	0%	2.6

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

		Respondents responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Both schools	62	98%	7	5
	Ascension	36	97%	-	-
	Whittier	26	100%	7	5

Note: All parent surveys were completed by parents of Whittier students. Due to the low number of parents who completed surveys, the data are presented as numbers rather than percentages.

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

9. Students' report of encouragement from home

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does someone at home encourage you to practice your music?	Both schools	65	68%	25%	8%	2.6
	Ascension	37	60%	32%	8%	2.5
	Whittier	28	79%	14%	7%	2.7
Does someone at home come to your performances?	Both schools	64	59%	23%	17%	2.4
	Ascension	37	46%	30%	24%	2.2
	Whittier	27	78%	15%	7%	2.7

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

	N	Yes	No
Do you encourage your child to practice at home?	7	7	0

Note: All parent surveys were completed by parents of Whittier students. Due to the low number of parents who completed surveys, the data are presented as numbers rather than percentages.

11. Parents' report of their involvement in students' music education

	N	Yes 3	Sometimes 2	No 1	Mean
Do you or another adult from home attend your child's music performances?	7	7	0	0	3.0
Do you read the twice yearly progress reports about your child's performance in music class?	7	6	1	0	2.9
Do you read your child's weekly music assignment sheets?	7	2	3	2	2.0

Note: All parent surveys were completed by parents of Whittier students. Due to the low number of parents who completed surveys, the data are presented as numbers rather than percentages.

Goal: Students are further motivated to develop musical skills

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

		N	Yes	Maybe	No
Would you like to continue in the MacPhail music program next year?	Both schools	65	62%	31%	8%
	Ascension	37	49%	41%	11%
	Whittier	28	79%	18%	4%

13. 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?	7	7	0	0

Note: All parent surveys were completed by parents of Whittier students. Due to the low number of parents who completed surveys, the data are presented as numbers rather than percentages

Additional results: Instructor relationship

14. Students' report of relationship with instructor

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does your instructor encourage you to do well in your music?	Both schools	64	78%	19%	3%	2.8
	Ascension	37	65%	30%	5%	2.6
	Whittier	27	96%	4%	0%	3.0
Do you understand your instructor when he or she teaches you new things?	Both schools	65	48%	46%	6%	2.4
	Ascension	37	38%	57%	5%	2.3
	Whittier	28	61%	32%	7%	2.5

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

		N	Yes	Maybe	No
Would you like to continue lessons with the same instructor next year?	Both schools	64	56%	25%	19%
	Ascension	37	43%	32%	24%
	Whittier	27	74%	15%	11%

Additional results: Students' satisfaction

16. Students' report of satisfaction and program components

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like the MacPhail music program?	All schools	65	60%	35%	5%	2.6
	Ascension	37	46%	46%	8%	2.4
	Whittier	28	79%	21%	0%	2.8
Do you like learning to play your instrument?	All schools	65	72%	25%	3%	2.7
	Ascension	37	60%	35%	5%	2.5
	Whittier	28	89%	11%	0%	2.9
Do you like learning new pieces of music?	All schools	65	75%	22%	3%	2.7
	Ascension	37	62%	32%	5%	2.6
	Whittier	28	93%	7%	0%	2.9

Additional results: Attendance and preparation

17. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	All schools (N=156)		Ascension (N=33)		Birch Lake (N=44)		Whittier (N=79)	
	N	%	N	%	N	%	N	%
<50%	2	1%	0	0%	0	0%	2	3%
51% to 60%	1	1%	0	0%	0	0%	1	1%
61% to 70%	2	1%	1	3%	1	2%	0	0%
71% to 80%	5	3%	0	0%	1	2%	4	9%
81% to 90%	26	17%	5	15%	9	20%	12	15%
91% to 99%	49	31%	9	27%	18	41%	22	28%
100%	71	46%	18	55%	15	34%	38	48%
Average	93%		94%		94%		92%	

18. 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	All schools (N=43)		Ascension (N=33)		Whittier (N=10)	
	N	%	N	%	N	%
<50%	1	1%	1	3%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	4	9%	1	3%	3	30%
71% to 80%	2	1%	1	3%	1	10%
81% to 90%	6	14%	4	12%	2	20%
91% to 99%	11	26%	10	30%	1	10%
100%	19	44%	16	49%	3	30%
Average	89%		91%		84%	

Note: Birch Lake Elementary does not have a string program.

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

Percentage of lessons attended with written materials present	All schools (N=142)		Ascension (N=29)		Birch Lake (N=44)		Whittier (N=69)	
	N	%	N	%	N	%	N	%
<50%	18	13%	2	7%	2	5%	16	23%
51% to 60%	3	2%	0	0%	2	5%	1	1%
61% to 70%	15	11%	1	3%	5	11%	9	13%
71% to 80%	14	10%	1	3%	6	14%	7	10%
81% to 90%	28	20%	4	14%	16	36%	8	12%
91% to 99%	23	16%	7	24%	8	18%	8	12%
100%	41	29%	14	48%	5	11%	22	32%
Average	80%		90%		82%		76%	

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

Percentage of ensemble sessions attended	Both schools (N=48)		Ascension (N=38)		Whittier (N=10)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	0	0%	0	0%	0	0%
71% to 80%	1	2%	0	0%	1	10%
81% to 90%	3	6%	1	3%	2	20%
91% to 99%	15	31%	13	34%	2	20%
100%	29	60%	24	63%	5	50%
Average	96%		97%		93%	

21. MacPhail faculty report of how often students attend musicianship classes

Percentage of musicianship sessions attended	Both schools (N=49)		Ascension (N=19)		Whittier (N=30)	
	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%
61% to 70%	0	0%	0	0%	0	0%
71% to 80%	3	6%	1	5%	2	7%
81% to 90%	4	8%	0	0%	4	13%
91% to 99%	11	23%	4	21%	7	23%
100%	31	63%	14	74%	17	57%
Average	96%		97%		95%	

22. MacPhail faculty report of preparation for musicianship classes

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student is ready to begin at the start of class	Both schools	68	25%	56%	18%	2%	3.0
	Ascension	38	32%	58%	11%	0%	3.2
	Whittier	30	17%	53%	27%	3%	2.8
The student brings materials including worksheets and a pencil	Both schools	49	2%	37%	61%	0%	2.4
	Ascension	19	0%	0%	100%	0%	2.0
	Whittier	30	3%	60%	37%	0%	2.7

Additional results: Student behavior

23. MacPhail faculty report of behavior during lessons

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	All schools	156	63%	27%	10%	0%	3.5
	Ascension	33	52%	42%	6%	0%	3.5
	Birch Lake	44	64%	32%	5%	0%	3.6
	Whittier	79	67%	18%	15%	0%	3.5
The student pays attention	All schools	156	62%	28%	10%	0%	3.5
	Ascension	33	67%	27%	6%	0%	3.6
	Birch Lake	44	59%	34%	7%	0%	3.5
	Whittier	79	62%	24%	14%	0%	3.5
The student follows direction	All schools	156	64%	26%	9%	1%	3.5
	Ascension	33	73%	24%	3%	0%	3.7
	Birch Lake	44	64%	32%	5%	0%	3.6
	Whittier	79	61%	24%	14%	1%	3.4
The student is ready to play throughout the class	All schools	156	66%	23%	10%	1%	3.5
	Ascension	33	64%	33%	3%	0%	3.6
	Birch Lake	44	75%	18%	7%	0%	3.7
	Whittier	79	62%	22%	15%	1%	3.4
The student has positive participation in the lesson	All schools	156	78%	15%	6%	0%	3.7
	Ascension	33	85%	12%	3%	0%	3.8
	Birch Lake	44	84%	11%	5%	0%	3.8
	Whittier	79	72%	19%	9%	0%	3.6

24. MacPhail faculty report of behavior during musicianship classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student pays attention	Both schools	68	25%	52%	24%	0%	3.0
	Ascension	38	29%	58%	13%	0%	3.2
	Whittier	30	20%	43%	37%	0%	2.8
The students participates fully in class	Both schools	68	28%	50%	21%	2%	3.0
	Ascension	38	29%	61%	11%	0%	3.2
	Whittier	30	27%	37%	33%	3%	2.9
The students demonstrates respect and is helpful of other students	Both schools	67	34%	49%	16%	0%	3.2
	Ascension	38	34%	55%	11%	0%	3.2
	Whittier	29	35%	41%	24%	0%	3.1

25. MacPhail faculty report of behavior during ensemble classes

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is cooperative in a group setting	Both schools	49	71%	22%	6%	0%	3.7
	Ascension	39	80%	18%	3%	0%	3.8
	Whittier	10	40%	40%	20%	0%	3.2
At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	Both schools	49	51%	41%	6%	2%	3.4
	Ascension	39	54%	44%	3%	0%	3.5
	Whittier	10	40%	30%	20%	10%	3.0
The student follows directions in the ensemble	Both schools	49	61%	33%	6%	0%	3.6
	Ascension	39	67%	31%	3%	0%	3.6
	Whittier	10	40%	40%	20%	0%	3.2

Additional results: School data

26. Students' attitudes about school subjects

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like math?	Both schools	65	54%	32%	14%	2.4
	Ascension	37	46%	35%	19%	2.3
	Whittier	28	64%	29%	7%	2.6
Do you like reading?	Both schools	65	62%	20%	19%	2.4
	Ascension	37	46%	24%	30%	2.2
	Whittier	28	82%	14%	4%	2.8

27. Parents' report of academic skills

Has participation in the MacPhail music program helped your child improve his/her...	N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Math skills?	7	4	2	1	2.4
Literacy skills?	7	4	3	0	2.6
Attitude towards school?	6	5	1	0	2.8
Ability to focus on a task?	7	4	3	0	2.6
Other academic skills?	7	2	5	0	2.3

Note: All parent surveys were completed by parents of Whittier students. Due to the low number of parents who completed surveys, the data are presented as numbers rather than percentages.

28. Ascension students' school attendance during the 2007-08 school year

Percentage of days attending school ¹	Ascension N=39	
	100%	3
97% to 99%	21	54%
95% to 96%	8	21%
92% to 94%	4	10%
90% to 91%	2	5%
<90%	1	3%

Note. Report cards were not obtained from Whittier.

¹ Since Ascension did not report the total number of school days, the attendance percentages were calculated using 168 school days.

² Ascension school supplied report cards for 20 students in fourth grade, 11 in fifth grade, 1 in sixth grade, 6 in seventh grade, and 1 in eighth grade.

29. Ascension students' math and English grades during the 2007-08 school year

Grades	Math				English			
	First quarter N=39		Fourth quarter N=39		First quarter N=39		Fourth quarter N=39	
	N	%	N	%	N	%	N	%
A	24	62%	17	44%	20	51%	20	51%
B	12	31%	14	36%	11	28%	11	28%
C	3	8%	6	15%	6	15%	7	18%
D	0	0%	2	5%	2	5%	1	3%
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.

30. Changes in Ascension students' math and English grades during the 2007-08 school year

Change in grade	Math N=39		English N=39	
	N	%	N	%
Increased	2	5%	9	23%
Maintained	22	56%	21	54%
Decreased	15	38%	9	23%

Appendix

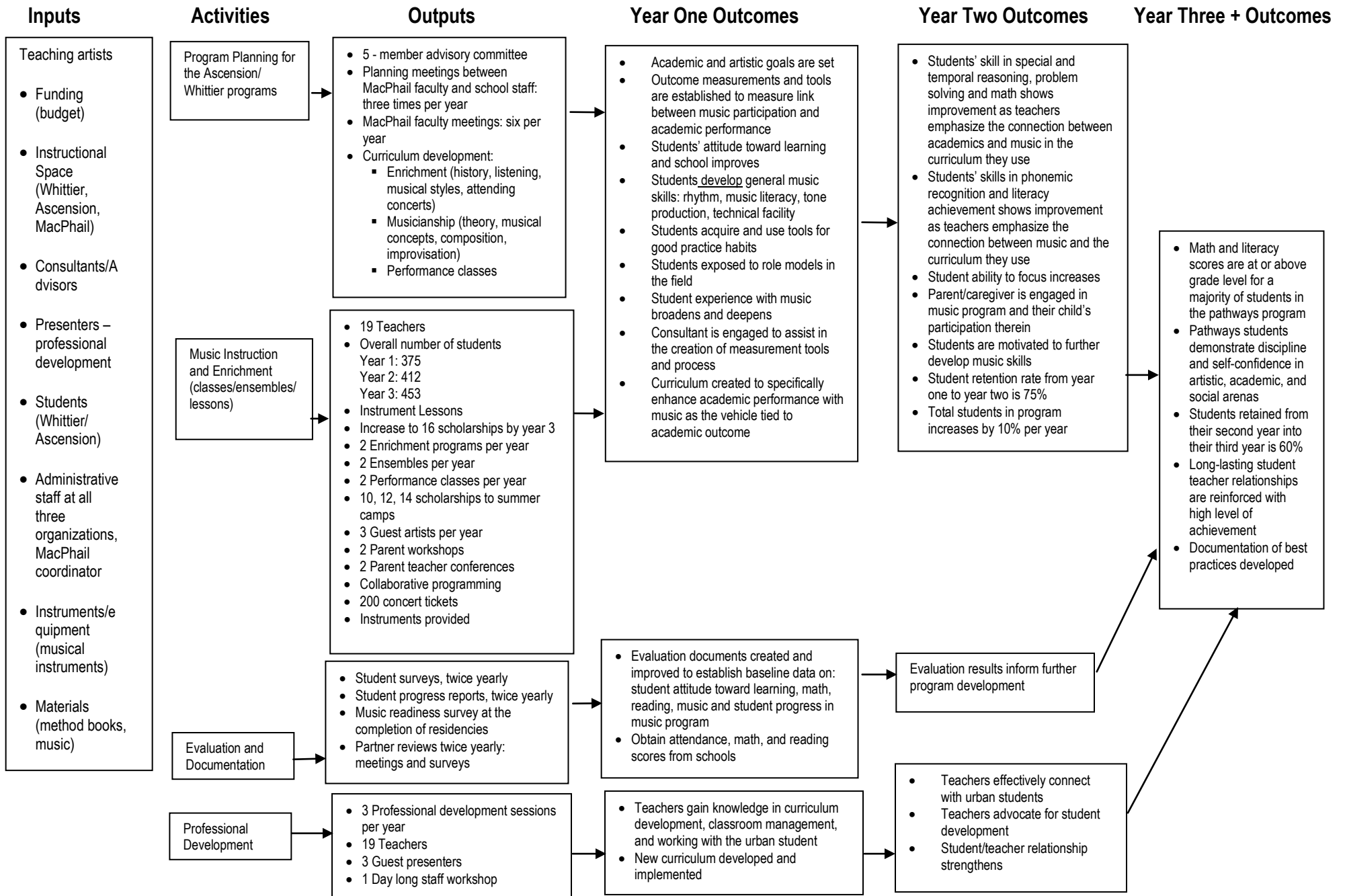
Logic model

Open ended comments

Survey instruments

Logic model

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



Open ended comments

A1. Student survey open-ended comments: "What did you learn this year in the MacPhail music program?"

Ascension School

I learned to play my instrument

How to play a low finger 2 on the violin.

How to play my instrument better.

How to play the viola and washtubbass.

How to play violin. (3 respondents).

I learned how to play my instrument.

How to play my violin well.

I learned low 2 and high 2's on the viola and how to perform better.

I learned to play my violin better.

This year at MacPhail I learned to play well with my bow, and I learned that if I try, I can play any music I like.

I learned how to hold your bow. (2 respondents)

I learned to loosen my right hand.

I learned to play/read music

How to play music. (2 respondents)

How to play tons of music in one year.

I learned how to play 5 different pieces of music.

I learned how to play music.

I learned new music and new pieces.

I learned new pieces of music and I learned practice makes perfect.

I learned that if you learn about new music, some of them have the same beats or how it sounds.

How to read music more.

I learned how to read notes.

I learned to play songs

"Jingle Bells!"

I learned how to play Old MacDonald and other songs.

"Twinkle, twinkle, little star." (2 respondents)

I learned how to play "Twinkle Little Star."

I learned "Sypeny theme" (sp?)

I learned all of the Minuets. I'm almost finished with Book #1, with one more piece to go – I'm basically finished.

I learned how to play "Twinkle, Twinkle, Little Star."

Songs and notes.

Songs, notes, words and instructors.

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

Ascension School

Miscellaneous

A lot of different things.

I learned a lot of things.

I learned just a few things.

I learned that the composer likes it as it is.

That you could be a bad player and try until you get it.

Nothing/I don't know

Nothing.

Nothing that I can think of right now.

I don't know. (2 respondents)

A1. Student survey open-ended comments: "What did you learn this year in the MacPhail music program?" (continued)

Whittier

I learned to play/read music

How to play.

How to play different pieces of music.

How to play hard pieces like "The Lonely Pine."

How to play new notes.

I learned how to play different pieces of music.

I learn the music and how to play the violin.

I learned how to read different sheets of music.

I learned my note names and I learned different kinds of notes.

I learned new music and I loved learning new music.

I learned new music, notes and learned how to play new pieces of art.

I really learned how to learn my music well.

The music.

The other notes to the other clefs!

I learned to play songs

A lot of new songs that I did not know. A duet.

I learned more songs that I didn't know.

I learned new songs this year.

I learned this year at MacPhail is new pieces, notes, time signatures, and I got to start a new book.

Learn new songs, beats, rhythms, how to make a song.

More songs.

New songs, new notation.

Play different pieces and new games in musicianship class.

Miscellaneous

I learned if you look in the music, you can play it!

A lot.

How to play on the piano better.

I learned so much it's hard to write it down.

I learned things I never knew.

More piano.

The dynamics and lots of other things in music and things about piano, more about it too, so thank you for this program and all the teachers at Whittier.

A2. Student survey open-ended comments: “What would you change about the program?”

Ascension School

Have more snacks and drinks

Eat or drink snacks.

Get to us the vending machines.

Have snacks.

You can drink pop.

You can play, eat, drink, or do anything!

We can use a vending machine.

I would change the teachers

A more fun lesson teacher. [Teacher] is boring; she teaches me third grade things. She always points me out. She teases us. She also pisses me off. You should FIRE her. She is rude. She is STUPID!

I would change the teachers' attitude towards students that are very excited.

I would train and [have] more staff for MacPhail.

Nicer teachers.

I need a new teacher because she is mean and boring and she pisses me off. She teases us and is also rude.

Miscellaneous

Classes, stairs, stairs and pencil.

The transportation and shorter classes.

I would change more class.

I would change things like every class you learn how to play piano and the next you learn violin and the next your learn cello.

I would in every class (have) at least one older person.

I would like to have a locker box for everyone.

Play lots of games.

That I have to miss school activities that are fun.

The teachers and kids can go up stairs.

To have a little more fun.

We can't take the elevator by ourselves.

When we play piano, I get bored because I have played piano for 5 years.

Nothing/Don't know

I can't think of anything I would like to change.

I don't know. (5 respondents)

Nothing. (7 respondents)

Nothing about it (is) bad.

Nothing really, more classes.

A2. Student survey open-ended comments: "What would you change about the program?" (continued)

Whittier

Miscellaneous

Coming to the new building & learning new music!

Having the 4th and 5th play in the same room.

I would change that there would be more instrument choices.

I would change the books and violin and music stands and the color of the building.

I would like to change that we should have games.

Make it more fun.

Lunch times and put an alarm on the piano for the people playing on the composers. Erase hip hop and R & B and B & G music.

To have more lessons.

More time to practice with your instructor.

Teachers are not so mean.

Teachers that go slowly!

The time.

We get to change the MacPhail schedule.

We have more time to practice.

Nothing/Don't know

I could not change any thing.

I don't know.

Nothing. (8 respondents)

Nothing at all.

Nothing really because it's a nice program for kids to go to.

Nothing. It's all right.

I wouldn't change anything about MacPhail.

A3. Student survey open-ended comments: “Would you like to continue with the program next year?”

Ascension School

Yes

Because I like to play.

I have to; I really like this place.

I like MacPhail.

I really like practicing how to play the cello.

I sort of like it.

Because it's fun. (5 respondents)

Fun lessons and good teachers.

MacPhail is fun.

Yes, because it is an awesome program!

Because I can learn new songs.

So I can learn more songs.

Because it is better than school and learning new things gets me farther in life.

To keep going and reach my goals.

Maybe

Because I kind of like MacPhail.

I like it.

I like MacPhail.

Because it is kind of fun.

Cause sometimes (it) is fun.

It is an okay MacPhail program.

I learn new things.

Because I miss homework and projects.

Because if the teacher's schedule, the fun stuff was on Thursday.

Because sometimes I'm busy on Thursday and sometimes not really that busy.

I sometimes don't have time to practice because of school work & sometimes I just don't pay attention in school because we exaggerate

I might play soccer.

It might change.

I don't know. (2 respondents)

No

Because I have to miss Spanish; I need to learn it for high school.

I am going to a different school.

No, because I'm leaving Ascension.

I don't know.

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

Whittier International Elementary School

Yes

Because I want to have more lessons.

Because it is fun. (5 respondents)

Because it is so fun.

Because it's fun at times.

Because why should I quit? And it's fun!

Because it's fun and I love to play the piano.

Because I really like violin.

Because I like to play the piano a lot!

Because I still want to learn piano.

I love it.

Because I love music.

Because to learn fifth grade songs and I will love them!

I like playing piano/learning new stuff.

Because I can learn more.

Because I get to learn more.

So I can see [teacher] and so I can learn.

So I could advance my music skills.

Because it's like a fantasy world.

Maybe

Because I am going to a different school.

Maybe move a new school?

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

Because I don't like to be forced to do something.

Because I might not get the time.

No

Boring.

A4. Student survey open-ended comments: “Would you like to continue with this instructor next year?”

Ascension School

Yes

Because the teacher is nice.

Because they are so nice.

[Teacher] is nice and she teaches me a lot of stuff. Ms. Pinto mimics me.

She encourages me a lot.

She is nice. (2 respondents)

She is the best teacher ever.

They are nice.

Yes, all of them, because they're nice.

I want to because it is very fun.

Because I love MacPhail.

Because next year, I'll practice alone.

Yes, because I like paying violin.

Maybe

Because they're nice.

Sometime(s) they're nice.

I am not sure if I like any of my instructors.

I would want a different instructor. (2 respondents)

She is a very talented singer and she teachers no good music.

They might change.

Don't ask me why!

I don't know. (4 respondents)

No

Because so I could know other people.

I am just getting tired of the program.

I'm not coming.

No, because I'm in 8th grade.

Read question #15; that's why.

She is always late, she is mean, she wants to be the center of attention. She's a hippie, touches me [on the shoulder] a lot and talks about me a lot. She yells at me, doesn't teach me; she's rude and talks weird.¹

So I can have more fun teachers (girl). My teacher teaches like third grade – see question #15.

I don't know.

¹ MacPhail staff took immediate action in investigating this comment and has resolved this issue with the student and teacher; the student was not in any harm.

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

Whittier International Elementary School

Yes

Because he is awesome.

Because he's cool and he help us with our work.

Because she is nice and she teaches the piano well.

Because she is nice to me and I learn a lot.

Because she is nice!

He's nice.

She is good and nice.

She is super fun and nice.

Because she makes learning fun.

Because I like how she encourages me and pushes me.

Because it's fun.

Fun.

It's fun; I learn more!!

I learn more.

Because I understand her.

Because it's easier to understand what she's saying.

Because I knew her for a long time and don't know no other teacher like [teacher].

Because she can help understand reading the notes better.

Because that person helped me a lot on my songs.

I love it too.

Maybe

Because she is fun but she makes me stay on the same page of music.

Maybe move a new school?

I don't know. (2 respondents)

No

Because I want to have different teachers.

Because it is so boring.

I want to have different teachers.

A5. Parent survey open-ended comments: “Do you have any comments about the program?”

Whittier

Great job - very impressed!

Thank you! I wish we had a piano, but the keyboard seems to suffice for now!

We and Sofia love that she is in this program, and already looking forward to next year.

We love the program and want very much to see it continued. Music is soooo important for so many different developmental aspects!

Survey instruments



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

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

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 your instructor encourage you to do well in your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you understand your instructor when he or she teaches you new things?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Does someone at home encourage you to practice your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Does someone at home come to your performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

- ¹ Yes ² No

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

PLEASE TURN OVER TO COMPLETE



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

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

¹ Yes ² Maybe ³ No

Why?

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

¹ Yes ² Maybe ³ No

Why?

**MacPhail Center for Music
Student Progress Report
Lesson**

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

Student's name: «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"/> 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 student follows direction	<input type="checkbox"/> ⁴	<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"/> ⁴	<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"/> ⁴	<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
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:

**MacPhail Center for Music
Student Progress Report
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 student 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 student 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

13. Other student accomplishments (not listed above):

14. Please identify student goals for the coming months:

**MacPhail Center for Music
Pathways to Performance
Parent Survey**

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

Dear Parent/Guardian,

I hope that your child's involvement in the MacPhail Pathways to Performance program has been rewarding. In order to better serve your child and make improvements to our program, we would like you to answer a few questions about your child's experience. Please help us by answering the following questions and dropping it in the basket at the back of the room at the end of the concert. Thank you for your feedback.

Student's name (optional): _____

Student's grade: _____

1. What musical instrument does your child play?
¹ Piano ² Violin ³ Viola ⁴ Cello

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

	Yes	Sometimes	No
4. Do you or another adult from home attended your child's music performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Do you read the twice yearly progress reports about your child's performance in music class?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Do you read your child's weekly music assignment sheets?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

Has participation in the MacPhail music program helped your child improve his/her...	Yes, a lot	Yes, a little	No
8. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

13. Would you like your child to continue with the MacPhail music program next year?
¹ Yes ² Maybe ³ No

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

Thank you for your response.