

# MacPhail Online School Partnership Evaluation

## 2022-23 Music Skills Assessments

The MacPhail Center for Music Online School Partnerships program aims to increase access to high-quality music education for students in greater Minnesota in order to improve student interest and knowledge in music, and to improve or maintain positive school engagement and non-academic skills. The MacPhail Teaching Artists work collaboratively with school music educators to develop curriculum, implement the Online School Partnerships program, and work with students individually, in sectionals, or in large group settings via the internet. Teaching Artists teach classes at the partner schools remotely through teleconferencing technology. Classes are typically 30-60 minutes in length, with a MacPhail Teaching Artist working with students on their repertoire for their ensemble or for an audition, as well as helping students develop their musical skills. The session content is based on what each partner school’s music educator would like the Teaching Artist to cover, and the Teaching Artist creates the session structure based on the music educator’s goals.

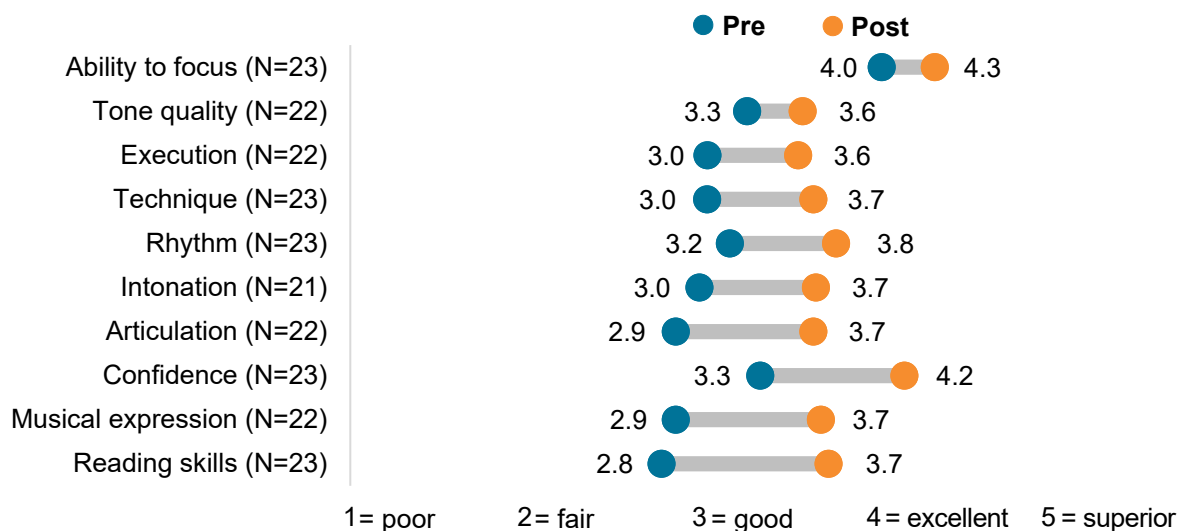
The Online School Partnerships program has been providing lessons and working with schools outside the Twin Cities metro region since 2011. In 2022-23, the program had 16 Teaching Artists, partnered with 15 schools, served 296 students, and provided over 1,800 student contact hours. Schools may choose the type of instruction (individual, sectional, or classroom) that makes sense for them, given the number of students they would like to have participate. This particular summary focuses on students receiving one-on-one instruction from a MacPhail teaching artist to work on general tone and technique. Teaching artists may also provide support as a student prepares for All-State band or choir and contest preparation.

### Music skills assessments

For the 2022-23 school year, MacPhail teaching artists completed music skills assessments for their individual lesson students. They completed a pre-assessment after the first few individual lessons and a post-assessment at the end of the school year. The skills assessments ask teaching artists to rate students in a number of key areas related to musical skills (rhythm, technique, intonation, etc.). In total, there were 23 students for whom teaching artists had completed both a pre and post-assessment, out of a possible 38 students receiving individual lessons.

The mean scores for each evaluated music skill in both the pre and post assessment are in Figure 1. Reading skills, musical expression, confidence, and articulation each increased by 0.8+ from the beginning of the year to the end. Tone quality and ability to focus showed the smallest change, though ability to focus was the highest overall score for both pre and post assessments.

#### 1. MEAN SCORES OF PRE AND POST MUSIC SKILLS, IN ORDER OF SMALLEST TO BIGGEST CHANGES



When reviewing student-level changes, over half of students improved on most of the evaluated skills over the course of the year (Figure 2). According to instructors, 83% of students improved in reading skills and about three-quarters improved in confidence. Similar to the mean scores, ability to focus shows the least amount of improvement, though 17% of students were given the highest score to begin with, leaving less room for improvement than other skills.

## 2. STUDENT LEVEL CHANGE IN SKILLS IN PRE AND POST ASSESSMENT

Skills	Maintained highest score	Score increased	Score stayed the same	Score decreased
Reading skills (N=23)	4%	83%	13%	0%
Confidence (N=23)	0%	74%	22%	4%
Musical expression (N=22)	0%	68%	32%	0%
Technique (N=23)	0%	61%	31%	9%
Intonation (N=21)	0%	60%	35%	5%
Articulation (N=22)	5%	55%	41%	0%
Rhythm (N=23)	4%	48%	44%	4%
Tone quality (N=22)	0%	43%	52%	5%
Execution (N=22)	5%	41%	55%	0%
Ability to focus (N=23)	17%	39%	31%	13%

Note: Percentages may not equal 100% due to rounding.

In terms of participating in auditions or ensembles, teaching artists reported that at least 18 students participated in a solo or ensemble contest, nine auditioned for All-State band or choir, and two prepared for a music scholarship audition.

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### For more information

This summary presents highlights of the *MacPhail Online School Partnerships – 2022-23 Music Skills Assessments*

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