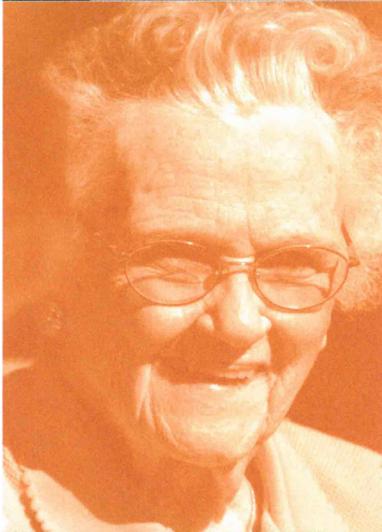
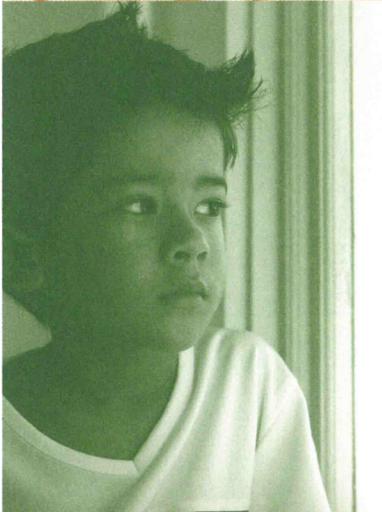


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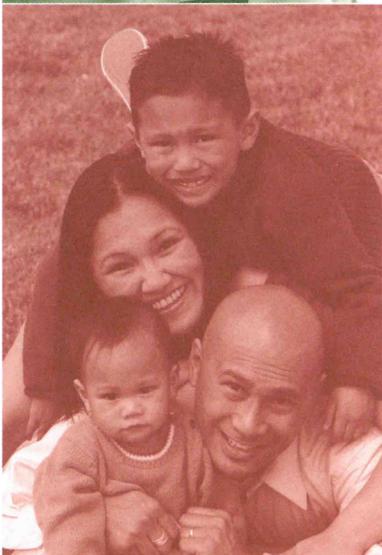


Pathways to Performance

2011-12 evaluation results



OCTOBER 2012



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Program overview

Since 2004, the Pathways to Performance program at the MacPhail Center for Music has worked to create a complete music education experience to support every student's highest level of artistic and academic achievement. The program works closely with school community partners to ensure that students receive high quality, intensive and specialized music education and instruction beyond general music education. The music lessons are taught by MacPhail faculty members at schools. Some of the programs are fully subsidized by MacPhail, while others are partially subsidized.

The Pathways to Performance program began with three school community partnerships: Ascension School and Patrick Henry High School, both in North Minneapolis; and Whittier International Elementary School in South Minneapolis. In 2007, the program was expanded to serve three additional schools: Birch Lake Elementary in White Bear Lake, New City Charter School in North Minneapolis, and Paideia Academy in Apple Valley. Additionally in 2010-11, another school in Minneapolis, Jenny Lind Elementary, began participating in the program, but Birch Lake Elementary and Paideia Academy were no longer participating in the program. While the program also serves Jenny Lind Elementary, only Ascension School, New City Charter School, Patrick Henry High School, and Whittier International Elementary School are included in the 2011-12 evaluation.

The following are descriptions of the Pathways to Performance programs available at each school.

At Ascension, the Pathways to Performance program included:

- Early childhood music: Classes are offered to children in kindergarten through second grade to introduce them to the basic elements of music. Violin classes are provided to third-grade students. Students develop fundamental musical skills, including steady beat, pitch recognition, and music structure and form. In 2011-12, 115 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. Students receive an instrument for the year and attend weekly classes, including ensemble, musicianship, and partner lessons. They are assigned to both individual repertoire and group assignments. In addition, students have multiple opportunities to perform and have the opportunity for summer study. In 2011-12, 30 students participated in the Ascension String Program. Twelve students played the violin, nine played the viola, and another nine students played the cello.

At Whittier International Academy, the Pathways to Performance program included:

- Music readiness classes: MacPhail Center for Music Early Childhood Arts classes are offered for six weeks to students in kindergarten, first, and second grade. Kindergarten and first grade students participate in a “Musical World” class that helps build fundamental music skills. In collaboration with Whittier teachers, the class also reinforces components of the school’s International Baccalaureate program, including cooperation, pre-literacy, vocabulary building, and cultural awareness. Second grade students participate in a six-week preparatory course for piano and violin. This program helps students develop instrument-specific skills they will need once they move on to the piano and string program. A total of 231 students participated in 2011-12.
- Piano and string program: This program currently serves piano and string students in third through fifth grade. Students in the string program learn basic techniques and build music literacy skills on the violin, while those in the piano program participate in small group lessons. Students have a number of performance opportunities, including the MacPhail Community Partnership Recitals in March, the Whittier Plant Sale, the Whittier Carnival, and the Whittier Spring Recitals. Many students also participate in summer activities, such as MacPhail piano camp. In 2011-12, 89 students were enrolled in the piano and string program. Sixty-three students played the piano and 26 students played the violin.

At New City School, the Pathways to Performance program included:

- General music (K-3): This general music program is offered to students kindergarten through third grade. Students participate in an Orff-based music education class that meets twice a week from October through the end of the school year. Students acquire skills such as singing accurately alone and in a group, part-playing and harmonizing, reading pitches on the staff, and rhythmic literacy. A total of 62 students in kindergarten through third grade participated in this program during the 2011-12 school year.
- General music (4-8): There are two different curriculums depending on students’ grade. The curriculum for fourth- through sixth-grade students includes building similar music skills as the K-3 general music program; however, there is a focus on playing a percussion instrument or a recorder. The curriculum emphasizes integration of conceptions through composition and improvisation. For the seventh- and eighth-grade students, the curriculum focuses on ethnic drumming and music production. Middle school students also participated in collaborations with visual art and dance teachers. Students performed multiple times during the spring of 2012. In 2011-12, a total of 53 fourth- through eighth-grade students participated in the general music program.

At Patrick Henry, the Pathways to Performance program included:

- International Baccalaureate (IB) composition: This year-long IB class is for high school seniors. It is an intensive, college-level course. MacPhail composition faculty visits the class once a week. Each student creates their own composition under the mentorship of MacPhail faculty, notating it entirely by hand. Students also have the opportunity to use Finale Software to notate their work electronically. Once the composition is complete, students perform and record their composition. In 2011-12, students performed in MacPhail's Antonello Hall.

Jazz and hip hop residency: MacPhail staff have short-term residencies to provide additional knowledge and expertise music classes, including jazz band and hip hop residency. The jazz band residency was offered for 20 sessions during the 2011-12 school year, and the hip hop residency was offered for one week. In the hip hop residency program, a hip hop artist helped students write lyrics, create beats, work on presentation skills, and record their original works.

In 2011-12, a total of 122 students participated in the classes at Patrick Henry. Several students also continued on with lessons during the summer.

At Jenny Lind, the Pathways to Performance program included:

- Violin program: MacPhail faculty offered support to the school's strings program by working in their kindergarten readiness program as well as in small group instruction on violin for first- and second-graders. A total of 72 students participated in this program during the 2011-12 school year.

According to MacPhail faculty, the number of students enrolled in the program in 2011-12 stayed the same overall compared to the previous year. The number of students increased at New City, while it decreased somewhat at other schools. Responding to the decrease in numbers, faculty utilized the opportunity to provide more services and greater individualized attention to each student.

Evaluation

As part of planning the Pathways to Performance program, in March 2009, MacPhail staff designed a logic model to illustrate the program's outcomes. With the expansion of the program, the logic model was revised into two separate logic models based on the type of programming: residency and lesson. Residency programming is short-term and involves a music specialist to give students a deeper music education experience within general music or band classes, while lesson programming focuses on providing instrumental study at a group and individual level throughout the school year. In 2011-12, residency programming was available at Patrick Henry High School, while lesson programming is available at Ascension, Whittier International Academy, and Jenny Lind Elementary. Both types of programming were available at New City School. The two logic models are included in the Appendix of this report.

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 to complete this evaluation. MacPhail staff completed data collection responsibilities, while Wilder Research staff completed data entry, data analysis, and reporting.

In spring 2012, MacPhail Pathways to Performance program staff administered surveys to students, parents and MacPhail faculty at Ascension and Whittier. Student surveys were also administered at New City and Patrick Henry. A survey of MacPhail faculty was administered at New City. Students and faculty may have also completed some surveys in the fall for use in progress reports and lesson planning; however, they are not included in this report. The following three types of surveys were completed for the evaluation:

- **Student survey:** There are two student surveys: one for Ascension and Whittier students, and the other for New City and Patrick Henry students. The two different surveys were developed with consideration of the different Pathways to Performance programming available at the schools, as well as the age of the students. Passive parent consent letters were distributed to students several weeks before administering surveys in order to give parents an opportunity to opt their children out of the evaluation.
 - **Ascension & Whittier.** In spring 2012, 27 fourth- through seventh-grade students at Ascension completed a survey, representing 93 percent of the 29 students in the

- program. This is an expansion from 2010-11, when the survey was administered to fifth- and sixth-graders only. Sixty-two of 89 Whittier students in third through fifth grade also completed a survey, representing 70 percent of the Whittier students in the program. Ascension students responding to the survey reported that they played the violin (48%), cello (30%), viola (22%), guitar (4%), or piano (4%). (Note: 4% represents one student of the 27 that completed surveys.) Some of the students reported that they played more than one instrument. Whittier students reported that they played the piano (68%) or violin (32%). The survey assesses students' satisfaction with the program, including their desire to continue with the program and work with MacPhail faculty.
- ***New City and Patrick Henry.*** A total of 51 of 53 New City students in grades four through eight (96%) completed the survey, contrasting with students in grades six through eight completing the survey in 2010-11. The majority of New City students (61%) were in grade five or seven. The New City students indicated that they were in the general music class. A total of 37 out of the 122 Patrick Henry students (30%) in grades nine through twelve completed the survey. Of the Patrick Henry students completing the survey, 25 percent indicated that they were in IB composition and 78 percent indicated that they were in jazz residency. The survey assessed students' satisfaction with the program and their relationship with the instructor. Asked if the class they were in was a required class, most students (78%) at the two schools answered "Yes" and a few (22%) answered "No."
 - **Parent survey:** The parent survey was completed by parents of Ascension and Whittier students.
 - ***Ascension & Whittier.*** Surveys were sent home with Ascension students for parents to complete. Nine of 25 parents (36%) of Ascension fourth-, fifth- and sixth-grade students completed the survey. The Whittier parent survey was distributed at the year-end recital, with parents of 30 of 89 (34%) third-, fourth-, and fifth-grade students completing the survey. The survey gathers parents' perspectives on their child's practice skills, their own involvement and encouragement at home, the impact of music lessons on their child's education, and whether they want their child to continue music lessons.
 - **Lesson progress report:** A progress report was designed to help assess students' musical and behavioral skills. In spring 2012, faculty completed a total of 166 lesson progress reports, made up of reports for 82 Whittier students, 28 Ascension students, and 56 New City students. This represents over 90 percent of participating students each in the Whittier piano and string programs, the Ascension string program, and the New City general music classes (grades 4-8).

Additional data was collected and analyzed as part of the evaluation, including:

- **Student report cards:** Report cards were analyzed to look at students' academic standing and explore whether students in the Pathways to Performance program improved their academic grades throughout the school year. During the 2011-12 school year, report cards were collected for 29 out of 30 (97%) Ascension students in fourth through eighth grades and 87 of 89 (98%) Whittier students in third through fifth grades.

Results

In 2011-12, evaluation surveys were used to collect information related to the four program goals (developing musical skills, acquiring practice habits, engaging parents, and motivating students). Student school attendance and grades for Whittier and Ascension are included to provide additional information about students. Data are combined across schools in which it was available. They are also reported separately. However, data from different schools should not be compared due to the inherent differences between the programs. For example, each program has a different curriculum. In addition to this, data from different years should be viewed with consideration of the fact that there is a different group of students in the classes each year (even if some students have continued from a previous year).

Students will develop general music skills

According to the MacPhail faculty, most students at Ascension and Whittier attended lessons regularly, with 84 percent of students in the combined schools attending 80 percent or more of the offered lessons. This is a decrease from the attendance rate of 93 percent in 2010-11; however, it nevertheless represents a high rate of attendance (Figure 1). Students also came prepared to lessons. Faculty reported that students at these schools either “always” (43%) or “most of the time” (42%) brought all required materials to the group lesson and “always” (52%) or “most of the time” (25%) prepared assigned music in home practice (Figure 2).

Overall findings across Ascension, Whittier, and New City also show that students were cooperative in a group setting (faculty indicating “always” or “most of the time” for 97% of students) and that students followed directions in the lesson (95%), demonstrated eagerness to learn (93%), and showed consistent musical progress and growth (90%) “always” or “most of the time.” Each of these is slightly higher than findings in 2010-11 (Figure 2).

While results are positive, with no statement receiving less than 50 percent “always” ratings, results vary somewhat across schools. Ascension students received higher ratings

from MacPhail faculty than students from Whittier and New City students in several areas. For example, faculty reported that Ascension students were more cooperative in a group setting than Whittier or New City students, giving a rating of “always” to 89 percent of Ascension students compared to 76 percent of Whittier students and 69 percent of New City students. Ascension students did not receive a rating lower than “most of the time” in this category; at Whittier and New City, at least one student received a “sometimes” rating. Furthermore, MacPhail faculty reported that Ascension students came to lessons more prepared than Whittier students: A slightly greater percentage of Ascension students brought all required materials to the group lesson than Whittier students (50% of students at Ascension compared to 40% of students at Whittier rated “always”). In demonstrating eagerness to learn and showing consistent musical progress and growth, students at all three schools received relatively high ratings. Seventy-three and 74 percent of Whittier students received a rating of “always” for these statements, respectively. Similarly, 71 percent of Ascension students and 64 percent of New City students received a rating of “always” on demonstrating eagerness to learn. Sixty-eight percent of Ascension students and 71 percent of New City students received a rating of “always” on showing consistent musical progress and growth. This assessment by MacPhail faculty reflects the overall positive tone of feedback on students participating in the program.

Students will acquire and use tools for good practice habits

Students report regularly practicing their instrument.

According to the student survey results, most students are taking the time to play their instrument to develop good practice habits. Combined findings from Ascension and Whittier indicate that 52 percent of students reported that they practice their instrument “a lot” and 44 percent of students reported “a little.” Similarly, 55 percent of students indicated that they like to practice their instrument “a lot” and 36 percent indicated “a little.” Relatively fewer students (3-10%) indicated that they did not practice or like to practice (Figure 3).

Looking at individual schools, higher percentages of Ascension students reported that they practice their instrument “a lot” and like to practice their instrument “a lot” than Whittier students. Sixty-three and 59 percent of Ascension students indicated that they practice their instrument “a lot” and they like to practice their instrument “a lot,” respectively. At Whittier, 47 percent of students reported that they practice their instrument “a lot” and 53 percent of students indicated that they like to practice their instrument “a lot” (Figure 3). Asked if students have a place to practice at home, almost all of the Ascension and Whittier students (92% and 98%) and parents (100% and 93%) indicated “yes” (Figure 4).

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

Students and parents reported that students receive encouragement to practice and someone from home attends their performances.

Overall, a majority of the students surveyed at Ascension and Whittier said someone at home encourages them “a lot” to practice their music (63%) and attends their performances “a lot” (71%). Looking at individual schools, a slightly higher percentage of Whittier students (63%) than Ascension students (59%) indicated that someone at home encourages them “a lot” to practice their music. Compared to 8 percent of Whittier students, 22 percent of Ascension students responded “no” to the question of whether someone at home encourages them “a lot” to practice their music. A much larger percentage of Whittier students than Ascension students reported that someone at home comes to their performances “a lot” (81% compared to 48%). Ten percent of Whittier students responded “no” to the question of whether someone at home comes to their performances “a lot,” while 22 percent of Ascension students responded “no” to this question (Figure 5).

All Ascension parents reported that they encourage their child to practice their music at home. Almost all parents from both schools reported that someone from home attends their child's performances, with 80 percent answering “yes” and 13 percent answering “sometimes” (Figures 6 and 7).

Parents were also asked about staying aware of their child's musical education through progress reports and assignment sheets. Ninety percent of Whittier and Ascension parents reported that they read the twice-yearly progress reports about their child's performance in music class, 8 percent of parents reported “sometimes,” and 3 percent indicated “no.” (Note: Percentages may not add up to 100 because of rounding.) Many parents reported that they read their child's weekly music assignment sheets, with 33 percent of parents at the two schools indicating “yes,” 49 percent indicating “sometimes,” and 18 percent indicating “no.” The majority of Ascension parents responded “no” to this question, while the majority of parents of Whittier students responded “sometimes” (Figure 7).

Results from the parent surveys should be viewed in light of the number of parents who responded from each school. Thirty parents of Whittier students responded to the survey, compared to nine parents of Ascension students.

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. Over two-thirds (68%) of Ascension and Whittier students combined reported wanting to continue in the program. Twenty-two percent of the students responded that they might want to continue in the program, and a remaining 10 percent responded that they did not want to continue in the music program the following year. A higher percentage of Whittier students (72%) answered “yes” to this question compared to Ascension students (59%) (Figure 8). A majority of parents of Whittier (76%) and Ascension (63%) students also reported that they wanted their child to continue with the MacPhail program the following year (Figure 9).

Other results

Instructor relationship

At the end of the school year, Ascension and Whittier students were asked about their relationship with their instructor. Overall, most students felt their instructor encouraged them to do well in their music (82%) and cared about them (77%) “a lot.” The majority of students indicated that they understood the instructor “a lot” when new things were taught (64%) (Figure 10). Three-quarters of students (75%) also indicated that they would like to continue lessons with the same instructor the next year, and 14 percent of the students indicated they might like to continue with the instructor (Figure 11). Comparing the two schools, Whittier and Ascension students provided higher ratings for different questions. Whittier students overall gave higher ratings on whether they felt their instructor cared about them (79% vs. 74% answering “yes, a lot”) and whether the instructor encouraged them to do well in music (87% vs. 70% answering “yes, a lot”). Ascension students gave a higher rating for understanding the instructor when he or she taught new things (70% at Ascension compared to 61% at Whittier answer “yes, a lot”).

New City and Patrick Henry students were asked to provide feedback about their instructor, as well. Almost all students (91%) at the two schools indicated that they liked their instructor (indicating “strongly agree” or “agree”) and most (87%) enjoyed learning with their instructor. Similarly, almost all of the students indicated “strongly agree” or “agree” with the statements that they felt their instructor treated them with respect (100%) and that the instructor encouraged them to participate in class (92%). Most students responded “strongly agree” or “agree” to the statements that their instructor came to class prepared to teach (97%) and started class on time (89%). Eighty-four percent of students reported

that the instructor used class time well, and the majority (65%) indicated that the instructor set clear expectations for practicing and learning at home (Figures 12-13).

Satisfaction

Students at Ascension and Whittier were satisfied with their experience with the MacPhail Pathways to Performance program. Overall, more than three-quarters of students (78%) liked learning to play their instrument “a lot.” More than two-thirds of students liked the MacPhail music program “a lot” (71%). More than two-thirds (69%) of the students also reported that they liked learning new pieces of music and 67 percent liked to perform music “a lot.” A higher percentage of Ascension students reported that they liked learning to play their instrument “a lot” (84%) than did Whittier students (75%), while a greater share of Whittier students liked the MacPhail music program “a lot” than Ascension students (74% compared to 65%). Similarly, more Whittier students liked learning new pieces of music “a lot” than Ascension students (72% compared to 62%) (Figure 14).

New City and Patrick Henry students also expressed satisfaction with their music class. More than half of the students (64%) felt the class materials were interesting, responding “strongly agree” or “agree” to this statement. Most of the students reported that they learned new musical skills (91%), liked the music that they learned (78%), and enjoyed participating in class (81%). Many of the students reported being glad that they took the class (76%) and that they would recommend the class to other students (72%). While students predominantly agreed with the statements, the majority responded “agree” rather than “strongly agree” (Figure 15).

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

When asked what they learned in the MacPhail music program, Ascension and Whittier students overwhelmingly commented that they learned new music, learned to play and/or read music, and learned techniques to play their instrument, such as fingering, how to hold the instrument, and new notes. Many listed specific songs that they enjoyed learning (Figure A1). Students were also asked what they would change about the program. While some students replied that they would not change anything, others suggested changes to instruments, songs, or the format of their music lessons and classes (location, time, day, frequency of lessons and performances, etc.). The majority of format suggestions expressed a desire for more lessons and/or playing opportunities. Some students suggested having more snacks or games during class (Figure A2).

Most students said they would like to be in the program next year. Of these, many students said their class was fun and demonstrated enthusiasm for the program, stating that they wanted to continue because they would be able to learn more. Students also expressed that they loved learning to play their instrument: they valued the opportunity to learn and improve, as well as develop a new skill. Although representing just a few students, it is worthwhile to note that some of the comments expressed appreciation for the lifelong benefits and opportunities that music offers, including the chance to express their feelings and the desire to become a professional musician. Some students responded “maybe” or “no” to the question of whether they would like to be in the program next year. Their comments included scheduling, the amount of homework they would have in the next year, or the fact they would be moving to a different school (Figure A3).

Most students at Ascension and Whittier said they would like to stay with their instructor. These students most frequently gave the reason that their instructor was fun and/or helpful. Several commented positively on the instructor’s teaching and demeanor. Students often commented that they liked the instructors, including because—as one student put it—the teacher “pushes me to do my best” (Figure A4).

New City and Patrick Henry students also provided open-ended comments. New City students commented that they most liked playing their instruments, particularly playing many different instruments. Many students named playing “Afro Blue” as a highlight. Students also showed appreciation for a wide variety of program components, including song selection, the instruments, creative opportunities such as composing music for a commercial, and the opportunity to learn specific musical techniques (Figure A5). When asked what they would improve about their music lessons, some students said they wanted to learn how to play different instruments and play more challenging instruments or music (Figure A6). Patrick Henry students liked learning to compose music and learning new types of music, and they commented on how fun the class was. Interestingly, several Patrick Henry students responded that they would improve their music lessons by making a personal improvement, such as practicing more or reading music better (Figures A7-A8).

MacPhail faculty from Ascension, Whittier and New City provided comments in the lesson progress reports. These comments demonstrated the mutually positive relationship between students and faculty. While students reported liking their instructors because they were fun and kind, faculty noted that working with students was fun and exciting. Many instructors commented on students’ engagement, enthusiasm, and focus, noting the individual gifts and spirit that students brought to the classroom. Several described the progress individual students made over the year, encouraging students to stay in contact and continue to build momentum over the summer with summer lessons (Figure A11).

Parents also commented on their appreciation for the MacPhail music program. Ascension and Whittier parents expressed their gratitude and commented on how their children enjoyed and benefited from the program. Many parents specifically appreciated the opportunity for their child to learn music and play a musical instrument (Figures A9-10).

School data

Students were asked about their attitudes regarding school, math, and reading. Both Ascension and Whittier students indicated they liked school, with 91 percent responding “yes, a lot” or “yes, a little” to this question. Students also indicated that they liked reading and math “a lot” or “a little” (95% and 83%, respectively). More Ascension students than Whittier students reported that they liked school and math “a lot” (70% vs. 66% for school, and 70% vs. 50% for math), while more Whittier students reported that they liked reading “a lot” (87% compared to 63%) (Figure 16).

Most Ascension and Whittier parents indicated that their child improved on math, literacy, and other academic skills; had a better attitude toward school; and increased their ability to focus on tasks, with between 84 percent and 97 percent responding “yes, a lot” or “yes, a little” to the impact of their child’s participation in the MacPhail music program (Figure 17). Caution should be applied when interpreting the parent survey results, due to the low response rate (8 to 9 parents for Ascension and 15 to 25 parents for Whittier, depending on the question).

Report cards from both Ascension and Whittier included student attendance and academic data. Ascension provided report cards for 29 students in grades four through eight. Whittier provided report cards for 82 students in grades three through five. Results from the report cards show a high attendance rate, with most students at Ascension (93%) and almost all students at Whittier (98%) attending school more than 90 percent of the time (Figures 18-20).

Student report card data also shows student performance during the 2011-12 school year. Ascension report cards report math and language performance. Most Ascension students’ grades improved or stayed the same in both areas between second and fourth quarters, with a greater percentage of students demonstrating improvement or staying the same in language arts (88%) than in math (72%) (Figures 21-22).

Whittier report cards indicate skills in reading, writing, speaking and listening, and math. Classroom teachers rated their students’ performance on a scale of “needs improvement,” “approaching standards,” “at standards,” and “advanced.” Results from the spring semester indicate an improvement, revealing that the majority of students were rated by their teachers as “at standards” or “advanced” in their reading, writing, speaking and math skills.

Among the skills, students received the highest ratings for speaking and listening, on average (Figure 23).

Figure 24 shows results for students who had both fall and spring ratings. Results are presented for students who improved at least one level (e.g., from “needs improvement” to “approaching standards,” “approaching standards” to “at standard,” or from “at standard” to “advanced”); stayed at the same level; or decreased at least one level from fall to spring semester. While most students’ performance stayed at the same level, there were notable improvements in some areas. The biggest improvement was in algebra (44% of students improved at least one level from fall to spring, based on the 36 students who received grades for the algebra class). Thirty-four percent of students improved at least one grade in geometry and measurement; 64 students were included in this item. The biggest improvement for which all students were assessed was in the ability to talk about ideas, thoughts, feelings, and experiences (35%). Additional improvements included appropriate participation in social and formal conversations (31%) and learning new words through multiple sources (31%). It is unknown whether student participation in the MacPhail music program impacted students’ school performance in math, speaking and listening, and other areas. For comparisons between years, it is worthwhile to note that each year’s grades reflects a different group of students.

Issues to consider

Pathways to Performance data indicates that participants are doing well in the music program. As evident in the faculty and student survey findings, students are developing general music skills and acquiring and using good practice habits to increase their ability to play their instruments and learn music. They are engaged in the learning process, providing largely positive feedback on class structure and content. Although some students expressed challenges, such as the schedule or wishing to learn new or more songs, most students described how the MacPhail music program has helped them learn more about instruments and music. Most enthusiastically described the elements they appreciated most about the program, such as liking the instructor and liking to play their instrument.

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

- Student report cards show that students did not improve as strongly in reading as in other areas. MacPhail program staff may want to continue to incorporate a variety of teaching methods developing a well-rounded set of skills in order to help students connect music to as many academic areas as possible. At the same time, instructors may consider strengthening connections to specific areas based on the report card

results (at Ascension, math; and at Whittier, writing). Periodic discussions or updates on class content could help connect music classes with other academic areas, enabling the music instruction to fully support and strengthen students' participation in a wide range of academic pursuits. While communication between the MacPhail music program and schools is already effective, continued communication may aid in this effort to align music lessons with school curricula.

- Several Ascension and Whittier students commented on class or lesson logistics. Increasing the number of one-on-one lessons or switching to another day may be options to better fit students' schedules. MacPhail program staff may consider adjusting class and lesson times based on feedback from students; in addition, continuing to solicit feedback from teachers and instructors may be useful. Acknowledging that the majority of students provided very positive feedback, New City students also made suggestions regarding instruments and the types of music played. Incorporating a feedback opportunity during the run of a class could help instructors make adjustments to closely align with student gifts and interests. This could be executed informally, through conversation with students; or through a survey similar to that conducted at the close of the class.
- While the majority of students reported that they would like to continue lessons next year, a minority indicated they could not because they would be attending another school. MacPhail program staff may consider providing an alumni program or other transitional offering for students who move to a school that does not host a MacPhail music program.
- The number of surveys completed by parents at Ascension, and the number completed by students at Patrick Henry, was small. Parent surveys were not collected for New City or Patrick Henry. In order to have better representations of perspectives, program staff may want to implement additional ways for parents and students to complete the survey. The MacPhail program has provided incentives, such as opportunities for parents and students to attend MacPhail concerts or attend performances in their neighborhoods. Program staff may also want to seek assistance from the school staff (e.g. work with the classroom teachers to ask parents to complete the survey during parent-teacher conferences).
- The MacPhail program has made an excellent effort in capturing feedback from multiple perspectives (students, parents, and faculty) about the music and academic performance of participating students. Program staff may want to consider asking other stakeholders, such as classroom teachers, for their perspectives on the benefits of the MacPhail music program on students' academic and motivation skills. Evaluators could conduct a focus group or in-depth interviews with selected teachers to develop this perspective.

Figures

Goal: Students will develop general music skills

1. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Both schools (N=110)		Ascension (N=28)		Whittier (N=82)	
	N	%	N	%	N	%
100%	28	26%	6	21%	22	27%
90-99%	23	21%	6	21%	17	21%
80-89%	41	37%	10	36%	31	38%
Less than 80%	18	16%	6	21%	12	15%
Average	88%		86%		89%	

2. MacPhail faculty community partnership group lesson progress report

Behavior		N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student brings all required materials (method book, instrument, etc.) to the group lesson ^a	Both schools	110	43%	42%	16%	0%	3.2
	Ascension	28	50%	43%	7%	0%	3.4
	New City	-	-	-	-	-	-
	Whittier	82	40%	42%	18%	0%	3.2
The student prepares assigned music in home practice ^a	Both schools	109	52%	25%	22%	1%	3.2
	Ascension	28	54%	36%	11%	0%	3.4
	New City	-	-	-	-	-	-
	Whittier	81	52%	21%	26%	1%	3.2
The student is cooperative in a group setting	All three schools	164	77%	20%	2%	0%	3.8
	Ascension	28	89%	11%	0%	0%	3.9
	New City	55	69%	26%	6%	0%	3.6
	Whittier	81	79%	20%	1%	0%	3.8
The student follows directions in the lesson	All three schools	166	74%	21%	6%	0%	3.7
	Ascension	28	89%	11%	0%	0%	3.9
	New City	56	63%	25%	13%	0%	3.5
	Whittier	82	76%	21%	4%	0%	3.7
The student demonstrates eagerness to learn	All three schools	166	70%	23%	7%	0%	3.6
	Ascension	28	71%	29%	0%	0%	3.7
	New City	56	64%	21%	14%	0%	3.5
	Whittier	82	73%	22%	5%	0%	3.7
The student has shown consistent musical progress and growth	All three schools	164	72%	18%	10%	0%	3.6
	Ascension	28	68%	25%	7%	0%	3.6
	New City	54	71%	15%	15%	0%	3.6
	Whittier	82	74%	17%	9%	0%	3.7

^a The New City survey does not have this item.

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

3. Students' report of practice

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you practice your instrument?	Both schools	89	52%	44%	5%	2.5
	Ascension	27	63%	30%	7%	2.5
	Whittier	62	47%	50%	3%	2.4
Do you like to practice your instrument?	Both schools	89	55%	36%	9%	2.6
	Ascension	27	59%	33%	7%	2.6
	Whittier	62	53%	37%	10%	2.6

Note: Table draws on information from the Elementary School Student Survey.

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

		Percentage of parents responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Both schools	87	97%	39	95%
	Ascension	26	92%	9	100%
	Whittier	61	98%	30	93%

Note: Table draws on information from the Elementary School Student and Parent Surveys.

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

5. 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	88	63%	25%	12%	2.5
	Ascension	27	59%	19%	22%	2.4
	Whittier	61	63%	28%	8%	2.6
Does someone at home come to your performances?	Both schools	89	71%	16%	14%	2.6
	Ascension	27	48%	30%	22%	2.3
	Whittier	62	81%	10%	10%	2.7

Note: Table draws on information from the Elementary School Student Survey.

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

		N	Percentage of parents responding "yes"
Do you encourage your child to practice at home?	Both schools	39	95%
	Ascension	9	100%
	Whittier	30	93%

Note: Table draws on information from the Elementary School Parent Survey.

7. 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?	Both schools	39	80%	13%	8%	2.7
	Ascension	9	33%	44%	22%	2.1
	Whittier	30	93%	3%	3%	2.9
Do you read the twice yearly progress reports about your child's performance in music class?	Both schools	39	90%	8%	3%	2.9
	Ascension	9	100%	0%	0%	3
	Whittier	30	87%	10%	3%	2.8
Do you read your child's weekly music assignment sheets?	Both schools	39	33%	49%	18%	2.2
	Ascension	9	22%	22%	56%	1.7
	Whittier	30	37%	57%	7%	2.3

Note: Table draws on information from the Elementary School Parent Survey.

Goal: Students are further motivated to develop musical skills

8. 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	88	68%	22%	10%
	Ascension	27	59%	26%	15%
	Whittier	61	72%	20%	8%

Note: Table draws on information from the Elementary School Student Survey.

9. 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?	Both schools	37	73%	24%	3%
	Ascension	8	63%	25%	13%
	Whittier	29	76%	24%	0%

Note: Table draws on information from the Elementary School Parent Survey.

Additional results: Students' feedback about the instructor and their relationship

10. Students' report of relationship with instructor: Ascension and Whittier

		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	89	82%	16%	2%	2.8
	Ascension	27	70%	30%	0%	2.7
	Whittier	62	87%	10%	3%	2.8
Do you understand your instructor when he or she teaches you new things?	Both schools	89	64%	33%	3%	2.6
	Ascension	27	70%	26%	4%	2.7
	Whittier	62	61%	36%	3%	2.6
Do you feel your instructor cares about you?	Both schools	88	77%	21%	2%	2.8
	Ascension	27	74%	22%	4%	2.7
	Whittier	61	79%	20%	2%	2.8

Note: Table draws on information from the Elementary School Student Survey.

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

		N	Yes	Maybe	No
Would you like to continue lessons with this instructor next year?	Both schools	85	75%	14%	11%
	Ascension	27	74%	11%	15%
	Whittier	58	76%	16%	9%

Note: Table draws on information from the Elementary School Student Survey.

12. Students' report of relationship with instructor: New City and Patrick Henry

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I liked my instructor.	Both schools	85	40%	51%	9%	0%	3.3
	New City	48	35%	52%	13%	0%	3.2
	Patrick Henry	37	46%	49%	5%	0%	3.4
I enjoyed learning with the instructor.	Both schools	85	27%	59%	13%	1%	3.1
	New City	48	21%	60%	17%	2%	3.0
	Patrick Henry	37	35%	57%	8%	0%	3.3
The instructor treated me with respect.	Both schools	86	47%	54%	0%	0%	3.5
	New City	50	42%	58%	0%	0%	3.4
	Patrick Henry	36	53%	47%	0%	0%	3.5
The instructor encouraged me to participate in class.	Both schools	85	45%	47%	5%	4%	3.3
	New City	49	47%	47%	4%	2%	3.4
	Patrick Henry	36	42%	47%	6%	6%	3.3

Note: Table draws on information from the Middle and High School Student Survey.

13. Students' report of instructor

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
The instructor started class on time.	Both schools	87	35%	54%	10%	1%	3.2
	New City	50	40%	54%	4%	2%	3.3
	Patrick Henry	37	27%	54%	19%	0%	3.1
The instructor came to class prepared to teach.	Both schools	87	51%	46%	2%	1%	3.5
	New City	50	54%	42%	2%	2%	3.5
	Patrick Henry	37	46%	51%	3%	0%	3.4
The instructor used class time well.	Both schools	86	35%	49%	14%	2%	3.2
	New City	49	35%	53%	8%	4%	3.2
	Patrick Henry	37	35%	43%	22%	0%	3.1
The instructor set clear expectations for practicing and learning at home.	Both schools	79	24%	41%	23%	13%	2.8
	New City	43	19%	37%	21%	23%	2.5
	Patrick Henry	36	31%	44%	25%	0%	3.1

Note: Table draws on information from the Middle and High School Student Survey.

Additional results: Students' satisfaction

14. 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?	Both schools	87	71%	29%	0%	2.7
	Ascension	26	65%	35%	0%	2.7
	Whittier	61	74%	26%	0%	2.7
Do you like learning to play your instrument?	Both schools	86	78%	21%	1%	2.8
	Ascension	25	84%	16%	0%	2.8
	Whittier	61	75%	23%	2%	2.7
Do you like learning new pieces of music?	Both schools	86	69%	29%	2%	2.7
	Ascension	26	62%	35%	4%	2.6
	Whittier	60	72%	27%	2%	2.7
Do you like to perform?	Both schools	88	67%	26%	7%	2.6
	Ascension	27	63%	33%	4%	2.6
	Whittier	61	69%	23%	8%	2.6

Note: Table draws on information from the Elementary School Student Survey.

15. Students' report of satisfaction: New City School and Patrick Henry

		N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
I learned new musical skills.	Both schools	87	30%	61%	7%	2%	3.2
	New City	50	20%	72%	4%	4%	3.1
	Patrick Henry	37	43%	46%	11%	0%	3.3
I liked the music that I learned.	Both schools	87	23%	55%	18%	3%	3.0
	New City	50	16%	54%	24%	6%	2.8
	Patrick Henry	37	32%	57%	11%	0%	3.2
The class materials, such as the music books, were interesting.	Both schools	83	16%	48%	30%	6%	2.7
	New City	46	13%	48%	33%	7%	2.8
	Patrick Henry	37	19%	49%	27%	5%	2.7
I enjoyed participating in class.	Both schools	86	27%	54%	15%	5%	3.0
	New City	49	18%	59%	16%	6%	2.9
	Patrick Henry	37	38%	46%	14%	3%	3.2
I am glad I took this class.	Both schools	87	33%	43%	16%	8%	3.0
	New City	50	24%	46%	20%	10%	2.8
	Patrick Henry	37	46%	38%	11%	5%	3.2
I would recommend this class to other students.	Both schools	87	29%	43%	21%	8%	2.9
	New City	50	24%	40%	26%	10%	2.8
	Patrick Henry	37	35%	46%	14%	5%	3.1

Note: Table draws on information from the Middle and High School Student Survey.

Additional results: School data

16. Students' attitudes about school and school subjects

		N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like school?	Both schools	89	67%	24%	9%	2.6
	Ascension	27	70%	26%	4%	2.7
	Whittier	62	66%	23%	11%	2.6
Do you like math?	Both schools	89	56%	27%	17%	2.4
	Ascension	27	70%	19%	11%	2.6
	Whittier	62	50%	31%	19%	2.3
Do you like reading?	Both schools	89	80%	15%	6%	2.7
	Ascension	27	63%	30%	7%	2.6
	Whittier	62	87%	8%	5%	2.8

Note: Table draws on information from the Elementary School Student Survey.

17. 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?	Both schools	25	44%	40%	16%	2.3
	Ascension	8	63%	13%	25%	2.4
	Whittier	17	35%	53%	12%	2.2
Literacy skills?	Both schools	28	39%	54%	7%	2.3
	Ascension	9	56%	33%	11%	2.4
	Whittier	19	32%	63%	5%	2.3
Attitude towards school?	Both schools	34	44%	44%	12%	2.3
	Ascension	9	56%	33%	11%	2.4
	Whittier	25	40%	48%	12%	2.3
Ability to focus on a task?	Both schools	32	47%	50%	3%	2.4
	Ascension	9	67%	22%	11%	2.4
	Whittier	23	39%	61%	0%	2.6
Other academic skills?	Both schools	24	33%	63%	4%	2.3
	Ascension	9	44%	44%	11%	2.3
	Whittier	15	27%	73%	0%	2.3

Note: Table draws on information from the Elementary School Parent Survey. Parents answered the questions "Yes, a lot," "Yes, a little," "No," and "Don't know." "Don't know" is not included in the analysis.

Student report card data for the 2011-12 school year

18. Whittier report card data: Student grade level during the 2011-12 school year

N=82

Grade level	#	%
3	34	42%
4	25	31%
5	23	28%

19. Ascension report card data: Student grade level during the 2011-12 school year

N=29

Grade level	#	%
4	10	35%
5	4	14%
6	10	35%
7	4	14%
8	1	3%

20. Percent of days attending school during the 2011-12 school year

Percentage of days attending school	Whittier N=87		Ascension N=29	
	#	%	#	%
100%	13	15%	4	14%
97% to 99%	45	52%	14	48%
94% to 96%	21	24%	4	14%
91% to 93%	6	7%	5	17%
90% and below	2	2%	2	7%

Note: Attendance percentages were calculated for Whittier using 172 school days according to the Minneapolis Public Schools 2011-12 school calendar. Attendance percentages were calculated for Ascension using 175 days according to information provided by Ascension.

21. Ascension students' 2011-12 report card data: Math and language arts grades

Grades	Math				Language arts			
	Second quarter		Fourth quarter		Second quarter		Fourth quarter	
	N=29		N=29		N=29		N=29	
	#	%	#	%	#	%	#	%
A	13	45%	14	48%	15	52%	16	55%
B	11	38%	6	21%	11	38%	12	41%
C	3	10%	9	31%	3	10%	1	3%
D	2	7%	0	0%	0	0%	0	0%

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

22. Ascension students' 2011-12 report card data: Changes in math and language arts grades

Change in grade	Math		Language arts	
	N=29		N=29	
	#	%	#	%
Increased	7	24%	7	24%
Maintained	14	48%	18	62%
Decreased	8	28%	4	14%

Note: Grade change is calculated between the second and fourth quarters.

23. Whittier students' 2011-12 report card data: Grades in spring semester

	N	Needs improvement	Approaching standard	At standard	Advanced	Mean
Reading						
Reads grade level text with accuracy and fluency	87	5%	20%	33%	43%	3.1
Uses self-correcting and self-monitoring strategies	87	2%	22%	39%	37%	3.1
Comprehends written and oral texts	87	2%	23%	37%	38%	3.1
Shows good habits in reading, discussing and writing about texts	87	1%	18%	38%	43%	3.2
Writing						
Engages in the writing process	87	0%	29%	52%	20%	2.9
Writes for a variety of purposes and audiences	87	2%	30%	51%	17%	2.8
Uses correct spelling, grammar, and punctuation	87	1%	39%	45%	15%	2.7
Speaking and listening						
Talks about ideas, thoughts, feelings and experiences	87	1%	12%	49%	38%	3.2
Engages in conversations about a topic	87	1%	13%	47%	39%	3.2
Learns new words through multiple sources	87	1%	14%	47%	38%	3.2
Participates in social and formal conversations appropriately	87	0%	9%	54%	37%	3.3
Math						
Number and operations	87	3%	22%	43%	32%	3.0
Algebra	87	5%	24%	40%	31%	3.2
Geometry and measurement ^a	71	4%	30%	35%	31%	2.9
Data analysis	87	2%	30%	44%	24%	2.9

^a Sixteen students not assessed in fourth quarter.

24. Whittier students' 2011-12 report card data: Changes in grade from fall to spring semester ^a

	N	-1 Decreased		0 Maintained		1 Increased	
		#	%	#	%	#	%
Reading							
Reads grade level text with accuracy and fluency	87	3	3%	62	71%	22	25%
Uses self-correcting and self-monitoring strategies	87	2	2%	68	78%	17	20%
Comprehends written and oral texts	87	4	5%	61	70%	22	25%
Shows good habits in reading, discussing and writing about texts	87	2	2%	59	68%	26	30%
Writing							
Engages in the writing process	87	3	3%	66	76%	18	21%
Writes for a variety of purposes and audiences	87	2	2%	72	83%	13	15%
Uses correct spelling, grammar, and punctuation	87	2	2%	62	71%	23	26%
Speaking and listening							
Talks about ideas, thoughts, feelings, and experiences	87	1	1%	56	64%	30	35%
Engages in conversations about a topic	87	1	1%	60	69%	26	30%
Learns new words through multiple sources	87	1	1%	59	68%	27	31%
Participates in social and formal conversations appropriately	87	2	2%	58	67%	27	31%
Math							
Number and operations	87	4	5%	57	66%	26	30%
Algebra ^b	36	0	0%	20	56%	16	44%
Geometry and measurement ^c	64	3	5%	39	61%	22	34%
Data analysis ^d	28	0	0%	19	68%	9	32%

^a Students' skills were rated from low to high as "Needs improvement," "Approaching standards," "At standard," and "Advanced." "Increased" means students moved at least one level higher in the scale from fall to spring semester (second quarter to fourth quarter). "Maintained" means the students' grades stayed at the same level and "Decreased" means they moved down at least one level in the scale.

^b The change in grade was not assessed for 51 students.

^c The change in grade was not assessed for 23 students.

^d The change in grade was not assessed for 59 students.

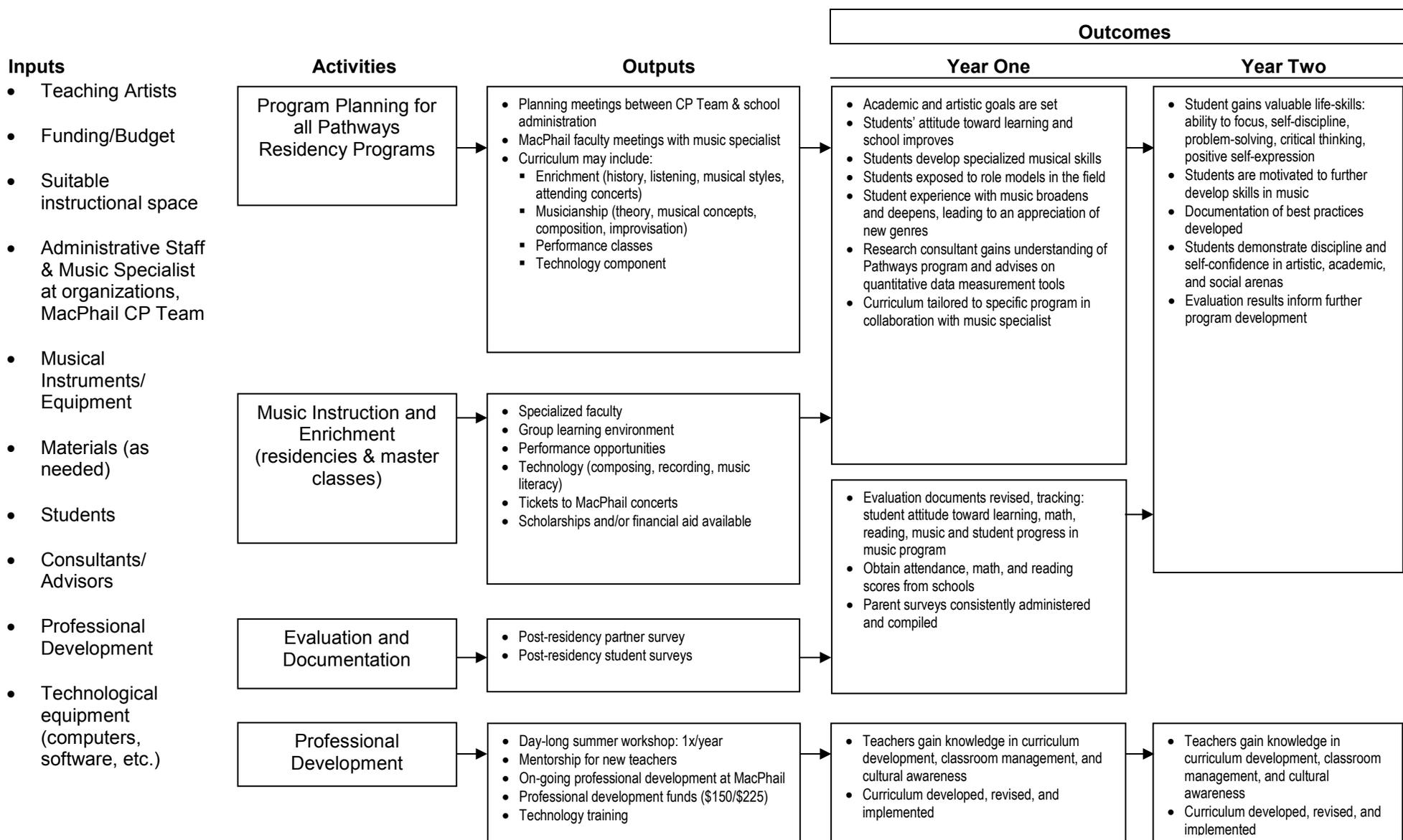
Appendix

Logic model

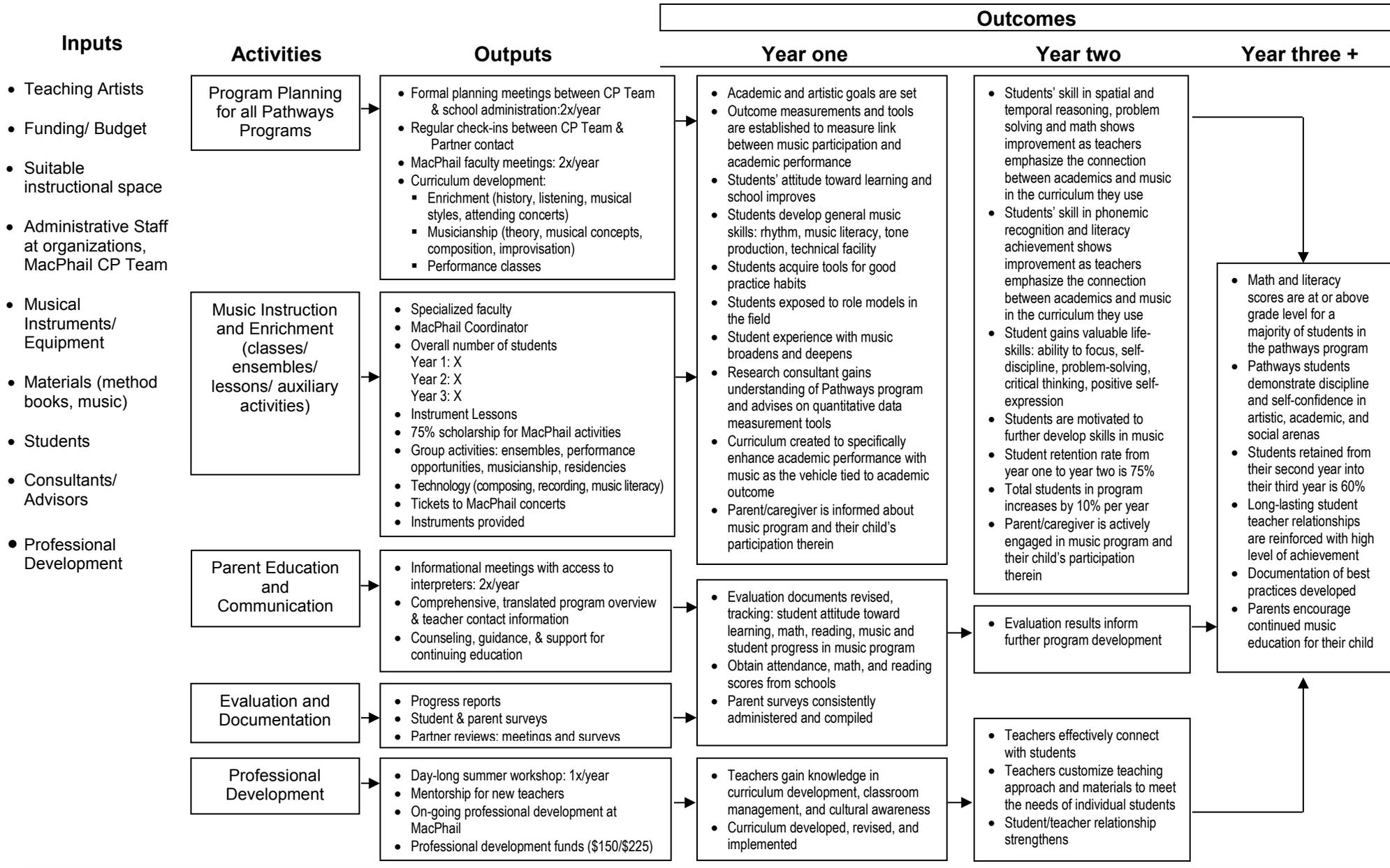
Open ended comments

Survey instruments

Residency logic model – March 2009



Lesson logic model – March 2009



Open-ended comments

A1. Ascension and Whittier student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

Ascension (N=27*)

I learned how to play/read music

I learned new music. (4 responses)

I learned new pieces of music.

I learned lots of songs there. (2 responses)

I learned how to play really nice music.

A lot of new music, like The Mirror that I liked.

Ebenezer Sneazer, Twinkle Twinkle Little Star, Allegro, Chicken on the Fence Post.

I know how to play mostly all of the music there and they taught me a lot.

To read music. (3 responses)

How to play music.

How to read different pieces of music and play different things.

I learned how to read notes.

I learned to read the music without writing the notes on the paper. (2 responses)

I learned different pieces of music and when my music has a “[symbol]” after a note, it means: go back to the beginning and play the first or second ending.

I learned how to memorize music quickly.

I learned how to play my instrument/techniques

New notes. (3 responses)

How to read the notes, the fingers.

I learned the strings’ names.

How to play in 2nd position.

I learned how to play two strings at once. (2 responses)

How to hold the violin.

I improved on my fingering. I learned how to bow.

I learned how to play the cello. (2 responses)

I learned a lot about instruments.

Miscellaneous

I learned that practice makes perfect. Also don’t get upset and do it again and again until you get it right.

I learned that you can play it without being shy.

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

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

Whittier (N=62*)

I learned how to play/read music

I learned new songs. (9 responses)

Lots of new songs. (7 responses)

I learned piano songs.

A lot of cool pieces.

I learned songs I haven't heard.

I learned 10 songs this year and I feel ready to play them at a performance.

I learned lots of songs that I thought would be hard, but were easy.

Forest Drums and a lot of other cool songs too.

Dixie Land Jam and Go for the Gold.

Angry birds songs and other easy songs.

We learned Twinkle Twinkle Little Star and 12 sh 4.

I learned new notes. (6 responses)

I learned the notes on the piano.

I learned a lot of new notes and etc.

I learned about music.

Beatles music.

How to read music.

Ties and slurs, adding notes, drawing clefs.

Ties and staccatos.

Some symbols.

I learned about the grand staff it has a bass clef and a treble clef.

The treble clef.

I learned about sharps and flats. (2 responses)

I've learned about the different notes, the clefs, and how to write music.

That the piano alphabet dos (sic), A, B, C, D, E, F, G, A.

I learned where the letters are: A, B, C, D, E, F, G.

I learned a lot of new and fun things on the piano like what key is what sound.

I learned how to play music.

I know to play music.

I learned to play chords.

* Responses might have been broken up and placed accordingly into the appropriate category. Two responses were translated from Spanish.

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

Whittier (N=52*)

I learned how to play my instrument/techniques

How to play better.

I learned how to use a piano. (2 responses)

How to play piano better.

I learned how to be in a position in piano.

I learned a lot about piano.

I got more fluent in playing the piano.

I learned that even though piano looks easy it's hard, but fun to learn.

I learned how to play a violin. (3 responses)

I learned how to play with the bow on the violin. (2 responses)

I learned about the violin and how to play it.

I learned how to hold the bow and violin.

The names of the strings.

Low a, sliding fingers, 4.

I learned each key.

Bowing the great staff.

Move my hands around faster.

Miscellaneous

A lot of things at MacPhail. (2 responses)

I learned a lot about extra things in violin, more rules in music which I think makes music sound cooler.

How to be more responsible with my stuff.

I learned how to use a metronome, and how to be a better musician.

Techniques for learning new pieces.

I learned that if you practice you get better. I played a duet with [Teacher].

Actually this is my first time playing piano and I learned a lot from [Teacher].

A lot of stuff. Like music.

* Responses might have been broken up and placed accordingly into the appropriate category. Two responses were translated from Spanish.

A2. Ascension and Whittier student survey open-ended comments: “What would you change about the program?”

Ascension (N=24*)

The instruments or songs

To learn easier music.

We could have any instrument to play.

The format of lessons or music classes

Have more one-to-one time with the students. (2 responses)

I would change the day we go to MacPhail.

I would change what time it comes at and the day that it's on.

Shorter lessons but 2 lessons a week.

I would change that we are separated by what level we are in.

MacPhail is for anyone K-12.

I would change nothing but have it in the summer.

Music instructors

Some of the teachers.

The teachers should do a performance for the kids.

Miscellaneous

To have more performances. (4 responses)

Nothing, but getting to spend time with all the pictures.

What I would change is get prizes for doing good and taking privileges away from kids who are doing bad.

We should play games (with our instruments) to improve our skills, also makes the students work harder and know they can do it instead of practically torturing them and not giving them a chance.

Nothing, don't know

Nothing. (5 responses)

Nothing. Because there are nice teachers.

Good music program.

I would not change anything about MacPhail.

* Responses might have been broken up and placed accordingly into the appropriate category. Survey excludes one no response comment.

A2. Ascension and Whittier student survey open-ended comments: “What would you change about the program?” (continued)

Whittier (N=62*)

The format of lessons or music classes

Longer.

The time.

Different scheduling.

For free time every day.

I would change the days we have.

The schedule because some days just not the right time to come to MacPhail.

I think there should be more recitals and lessons twice a week.

Get on bus and go to MacPhail during school for practice. If that is not possible, have two rooms, one for each group--one with instructor for a while, then the other one without the instructor, to practice.

More piano lessons.

More group class.

Bigger space.

Instruments/songs

You can play both violin and piano.

Nothing. It's great but may be a few different instruments.

More instruments like guitar, etc.

I would teach harder pieces of music.

Music from songs that we know instead of the Randall Faber book.

Miscellaneous

We should play more games. (3 responses)

More snacks. (3 responses)

Make them give us snacks for doing good.

That we can have snacks like afterschool program.

I would only change the number of days our teacher helps us practice from one to two days a week.

How much the students need to practice. (Five days a week or more fifteen minutes or more each of five days).

In-school practices during math.

Be at more schools.

Be at more schools. Like middle schools.

* Survey excludes two unintelligible and four no response comments. Four responses were translated from Spanish. There were no responses pertaining to music instructors/teachers.

A2. Ascension and Whittier student survey open-ended comments: “What would you change about the program?” (continued)

Whittier (N=62*)

Miscellaneous (continued)

That they put harder stuff and more time and if possible going to field trips so we can play piano in different places.

Have no performances.

That I wouldn't have to miss my favorite specials.

We would get paid for learning.

To be a little more creative in the music learning.

Nothing, really. Maybe just a few more parties.

I like the musics.

Nothing, don't know

Nothing. (20 responses)

I don't want to change anything. (2 responses)

I would like nothing more.

I would like to change nothing.

I wouldn't change it for anything.

I think it is perfect just the way it is.

* Survey excludes two unintelligible and four no response comments. Four responses were translated from Spanish.

A3. Ascension and Whittier student survey open-ended comments: “Would you like to continue with the program next year? Why?”

Ascension (N=27)

Yes

Because it's fun and I learn a lot.

I would because it's fun and I truly do learn a lot.

I learn more stuff than I should.

It helps us learn more.

Because I can learn more.

Because I could learn to read more music.

Because it's nice how to learn how to do a new thing.

Because it teaches me new things and will help me in life.

Because it's fun and now that I'm more advanced, I get to discover more (hidden) talents and I think I'll get better.

Because it's good to be known for fine things.

Well, I love music. I have a very musical family.

I like playing instruments.

Because I like to play the violin.

Because I like my cello.

Because I really liked it and I know what to do when I'm playing.

Because I like it.

Maybe

I will have a lot of homework next year.

Because I think I should learn more but also I think I should be done because I'm missing school also.

I want to get better but I don't want to be behind.

Maybe I will ask my mom.

I don't know if I am coming here next year.

Because it is very fun to play music.

Because sometime I don't want to go.

No

I don't think I really like playing string instruments.

Because I don't want to do it again.

Because I am not coming back.

I don't know if they would have me practice piano classes.

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

Whittier (N=62*)

Yes

Because it's fun. (14 responses)

Because it's awesome! (3 responses)

Because it's fun learning more.

Because I like learning new things. (2 responses)

I like learning songs. (2 responses)

Because I'm bored in my house.

Because it is good to learn music.

Because when I grow up I can be a professional in piano.

Because it is really good for you to play an instrument. You become better at school work.

Because music helps me calm down and express my feelings and makes me feel better.

Because when I grow up I would like to teach my kids how to play and encourage them.

Because I've made a lot of progress.

I want to get better.

It makes me happy.

You can have music your whole life.

I want to learn more about the violin and get better.

Because I think violin is fun to play.

I want to continue because I want to play violin.

I really like MacPhail and playing violin.

I love learning violin. (2 responses)

I love piano.

I like learning piano.

Because I love to play instruments.

At least I can play instruments.

I like it a lot.

Because my mom wanted to make me get better on music.

A lot of my friends play instruments.

Because maybe my teacher could be nice too and practice more.

Because we always learn new things and [Teacher] is helpful.

She is cool and nice.

Because they teach well.

* Survey excluded three unintelligible or no response comments. Responses might have been broken up and placed into the appropriate category. Three responses were translated from Spanish.

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

Whittier (N=62*)

Maybe

Because I think I am going to go to another school.

Because I kind of like specialist classes. But MacPhail teaches me an instrument, so maybe.

I don't really like practicing.

Because.

I want to play drums next year.

Yes, I would but if there is a shot, I would like to do piano.

Because playing instruments are a little hard.

Because sometimes I get to miss specialist classes. I don't want to go but sometimes I miss the ones I do want to go to.

Because I love to learn music. But I'm also having to practice piano five days or more in 15 minutes or more per day.

Because I won't go to the school, so MacPhail helped me learn so I could be in band.

Because it's fun and it takes up time.

No

Because I am going to go to another school next year.

Because I don't like to play instruments.

Because I don't like it that much.

That I have to miss my favorite specials.

I don't like doing piano.

Other

We could just get some school.

I don't know.

* Survey excluded three unintelligible or no response comments. Responses might have been broken up and placed accordingly into the appropriate category. Three responses were translated from Spanish.

A4. Ascension and Whittier student survey open-ended comments: “Would you like to continue with this instructor next year? Why?”

Ascension School (N=28*)

Yes

It is fun. (3 responses)

It is very good.

Because they are special to me.

Because I like this one.

Because he is very nice and teaches me how to play.

Because the teachers are nice.

They show us very well.

Because she is helpful.

She is easy to learn from.

Because I could learn how to play another instrument.

She gives us good directions.

She really gets what you want of learning.

Because I want to! ;)

That way I get better and will someday be like them.

It's entertaining and you can learn from it.

Because my instructor taught me a lot of new music and she teaches me good even if it's hard.

Because she is good at explaining the music.

I don't really care as long as there is any.

Maybe

She's okay.

Because it is cool.

I will be very busy.

No

I don't really think that string instruments are my favorite instrument.

Don't know, want to try something new.

I don't want to do it ever again.

Because I am too busy.

* Survey excluded one no response comment.

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

Whittier (N=61*)

Yes

Because she is fun. (3 responses)

Because he's nice. (3 responses)

Because she is nice. (8 responses)

She is very nice. (2 responses)

He's awesome! (2 responses)

She is very nice and encouraging.

Because she's kind to me and taught us a lot.

Because my instructor is helpful and nice.

Because he is really nice and is really helpful.

Because he is so very nice and very kind and very fun.

Because she is very respectful to her students.

Because she reminds us to work.

Because she helps me and encourages me to do new things on the piano and she's nice.

Because she's helpful and fun and she is always happy.

Yes, I would because he's very encouraging.

I like [Teacher]. (2 responses)

Because I really like my instructor.

To teach us.

Because I know her. (2 responses)

Because I like being with the same teacher.

I'm used to my instructor and I am happy with the instrument I have.

I'd love learning more with violins.

Because I do understand how she teaches me and shows me everything slowly.

She's a great instructor.

Because she is a good instructor.

She is a very good teacher (2 responses).

She teaches us a lot.

She helps me learn new things.

Because she makes me learn and I like learning.

Because I understand her so I can learn how to play violin.

I really want to learn more violin music.

Because I think we are a skilled violin class.

* Survey excluded seven unintelligible or no response comments. Four responses were translated from Spanish.

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

Whittier (N=61*)

Maybe

Because she is nice. (2 responses)

She is fun and nice but I might not want to be in piano next year.

I would like to see how other teachers teach kids like me to play.

She pushes me to do my best.

I won't go to the school but I liked her but I'd rather have my teacher from second and third grade.

If she can.

No

No, because my violin teacher doesn't do piano.

Because I don't like to continue MacPhail music program.

Because I want to.

The music is very ugly.

I want to play violin.

Because I think I am going to go to another school.

Other

Yes: I don't know either.

Maybe: I don't know why.

* Survey excluded five unintelligible or no response comments. Responses might have been broken up and placed accordingly into the appropriate category. Four responses were translated from Spanish.

A5. New City student survey open-ended comments: “What did you like the most about your music lessons?”

New City School (N=37*)

The instruments

We got to play multiple/many instruments. (7 responses)

Playing the drums. (4 responses)

I liked the drums because it's pretty fun. That's actually the instrument I like.

I liked learning different ways to use the drum.

Using the buckets as drums.

Getting to play buckets. (4 responses)

Bucket percussion. (2 responses)

Bucket percussion with mallets.

Playing on buckets and cans.

Learning how to play percussion.

I liked making beats with scratchers and buckets.

I liked the physical learning like using instruments.

Xylophones.

The recorders and learning new songs.

What I liked the most out of all the music lessons I liked playing the recorder.

Playing recorder.

The songs or music

Learning how to play Afro Blue. (3 responses)

I like it when we did harder songs like Afro Blues.

I liked the Afro Blue session.

I liked learning all the different parts of Afro Blue and playing it at MacPhail.

Playing Afro Blue with the middle school.

That we learned so many different songs and skills.

Any time I got to sing or actually choose the part I wanted.

I got to try several types of music.

What I like the most about it was the instructor taught songs to us. He also made us sing in verses so we would remember the song.

Other

It was fun to do and I never sat there doing nothing.

Learning or performing Afro Blue with recorder, xylophone, shaker, cowbell, drums, violin and piano. It sounded great.

Creating a beat for a tooth paste commercial.

* Survey excluded one no response comment. Responses might have been broken up and placed accordingly into the appropriate category.

A5. New City student survey open-ended comments: “What did you like the most about your music lessons?” (continued)

New City School (N=37*)

Other (continued)

Working on electronic compositions.

Making music on the computer.

I enjoyed using the computers to create music on the Aviary website.

My favorite thing that we did this year in music was the work we did on Aviary.com.

That they are unpredictably fun.

We learned new things.

I liked soloing and performing.

What I learned about my music lessons was that I learned interesting new skills.

Fun times.

Nothing.

I don't know.

* *Survey excluded one no response comment. Responses might have been broken up and placed accordingly into the appropriate category.*

A6. New City student survey open-ended comments: “What would you improve about your music lessons?”

New City School (N=51*)

The instruments

Playing with different instruments than the one we play with now.

Using different instruments. What the students want to do and taking less time on easy things we all know very well.

I would like to use instruments more often.

Playing instruments more often and playing more challenging music.

More challenging music/instruments.

More percussion.

I would like to play the xylophone more often.

To have drums with sticks.

I would improve on drums because it is my favorite.

That you could use the buckets more in music class.

Being able to play on a drum set would improve it.

The recorder by learning new notes.

Better notes on recorder and play notes right.

More recorder.

I would want to learn more songs on the recorder.

The recorder.

More time spent on recorder notes because I'm not sure what they are sometimes.

I would try to improve on the recorder.

Instructor/class format

I wish the class would cover less review.

I would like to work more in small groups.

I know a lot of people get bored so try to have more advanced stuff going for other students.

Using time more efficiently.

I would add lessons for kids who need help and no chanting.

I would like it to be longer.

Songs/music/reading music

Harder content. The music reading was insanely easy.

Playing more important stuff in music.

I want to learn more difficult pieces of music.

The type of music.

Being less boring, baby-ish songs.

* Survey excluded two unintelligible or no response comments. Responses might have been broken up and placed accordingly into the appropriate category.

A6. New City student survey open-ended comments: “What would you improve about your music lessons?” (continued)

New City School (N=51*)

Songs/music/reading music (continued)

Make the songs more classical.

That we could sing more songs.

More songs, less exercises.

I would like a range of more instruments and harder and faster songs. I would also like to compose our own music.

Remember recorder notes.

To remember the notes more.

More practicing recorder songs, learning music in letter notes (like G,A,B instead of do, re, mi.)

I would like to use music books.

Music.

Other

That we learned more things maybe.

That we get to learn something the kids want to learn for once.

That we would play more games.

I would have them be more fun.

More fun.

One thing I improved on was singing in a better tune.

I improved on getting better at listening.

Nothing/I don't know

Nothing. (3 responses)

I liked all of it.

I don't know.

* Survey excluded two unintelligible or no response comments. Responses might have been broken up and placed accordingly into the appropriate category.

A7. Patrick Henry student survey open-ended comments: “What did you like the most about your music lessons?”

Patrick Henry (N=37*)

The instruments

Playing with everyone and making beautiful music/or try to. I missed/I am playing the flute.

Playing piano.

I learned how to play the tenor sax.

I learned how to play the clarinet in a fun but appreciative way.

The songs or music

I like learning how to compose music. (2 responses)

I learned a ton about music composition and music theory.

Listening when you play your music and listening to professional playing my music.

I love the different types of music we play. I also love doing solos and melodies.

The songs that have the flutes sound so beautiful when they play the melody.

Learning new types of music every day.

Learning jazz music.

The fact that we played fun music.

I liked playing the music best.

I liked learning how to play the blues scales.

Other

I learned new things, pretty much.

I learn new things every day.

I like that she showed us examples, shows us how we can improve, and the class was varied.

That our instructor always made class fun and that I learned how to play jazz better.

I like that we can all play at different levels which makes our playing interesting. We also improve and learn from each other.

It was laid back and really chill to learn to play along with [Teacher].

I liked how we had a lot of fun, and we still joked around even while learning the music.

They were fun and I could actually learn them.

I like everything. I enjoyed the class.

Working in a group and with an instructor who cares.

It re-teaches me old techniques and I learn new things as well.

His voice.

Nothing

Not much.

Nothing.

* Survey excluded eight no response comments. Responses might have been broken up and placed accordingly into the appropriate category.

A8. Patrick Henry student survey open-ended comments: “What would you improve about your music lessons?”

Patrick Henry (N=37*)

The instruments

Playing the clarinet better.

To remember my notes and fingering for these notes.

Instructor/class format

Less talking, more playing the music. (4)

More frequent. (2)

I wish she came more days out of the week.

Having people stop talking and play right.

Him already knowing how to play the tenor sax.

Longer class time.

Songs/music/reading music

I would like to improve my music theories.

Reading the notes without writing the letters for each note.

Learning how to read music that I play would be a great help.

Reading music better.

I would improve on playing lower parts such as trombone 3-2.

Other

Try to be more creative about my work.

Continue on learning.

Participating more.

To be practicing at home for me to get better playing the songs we play in band.

I will try to improve my music lessons by self-teaching myself more and practice more on my own and at my own pace with the consideration of my participation.

It is already the best I want.

Practicing more often.

I would use even more time to practice instead of just 20 minutes.

I would improve my overall playing skills.

More practicing before and after school.

I would just rather not take it.

Nothing

Nothing much.

Nothing.

* Survey excluded ten no response comments. Responses might have been broken up and placed accordingly into the appropriate category.

A9. Ascension and Whittier parent survey open-ended comments: “What is the best way for MacPhail staff to contact you with information about your child?”

Ascension (N=9*)

Communication method

Email (6 responses)

Phone and email

1) Email. 2) Phone. 3) Note.

* Survey excluded one no response comment.

Whittier (N=30*)

Communication method

Email (10 responses)

Phone or email (7 responses)

All of them (5 responses)

Phone (3 responses)

Email or note (2 responses)

Cell phone

Text

Written note

Directly (phone or email) better than via [student].

I often do not get stuff from [student].

* Responses might have been broken up and placed accordingly into the appropriate category. One response was translated from Spanish.

A10. Ascension and Whittier parent survey open-ended comments: “Please add any additional comments or concerns you have about the MacPhail program.”

Ascension (N=9*)

Additional comments or concerns

[Student] has always shown good habits [in school/academically], but I have definitely seen an improved interest and appreciation of music due to classes from MacPhail. Thank you.

[Student] had definitely improved over the years especially this year. She really enjoys playing the violin and is always looking forward to Thursdays. Thanks [Teacher] and thanks MacPhail.

Thank you for teaching my child how to play the violin.

* Survey excluded six no response comments.

Whittier (N=30*)

Additional comments or concerns

The MacPhail program is very beautiful because that’s how they explore the gift of every student and they get excited to know that they can play a musical instrument. Thank you very much in advance for encouraging my daughter to explore music.

Great all around.

A wonderful program to be sure. Without it [Student] would not have continued. This is our feeling. I hope the relationship between MacPhail and Whittier continues for many years.

This program is a really great opportunity for students to get a chance to experience this when they may not have otherwise. Gives them a chance to excel at something more.

Thank you. This is such an amazing program and builds confidence in young children.

We love that this is an option at Whittier.

Thank you very much for this program. The teachers are awesome.

[Student] has really enjoyed his piano and it, I believe, has the ability to become a positive outlet for him.

I am very thankful for the program and for her opportunity to learn piano.

Please consider having the concert at 4:30 or an earlier time. Thanks.

As parents, we don’t discourage our child from piano practice, but until this past week when there was a goal to meet, our child was not interested in practicing this year. Previous years there was a practice log to fill out and [Student] was more likely to practice.

[Student] will be changing schools in the fall. We will miss piano class.

Thank you for offering this program. It’s been great and we’ve really appreciated having this opportunity.

[Student] loves her piano lessons. [Teacher] is a very good and patient teacher.

He loves it.

Would you consider a new partnership with Ramsey Middle school?

[Student] is looking forward to the program next year. He really enjoys working with [Teacher].

* Survey excluded nine no response comments. One response was translated from Spanish.

A10. Ascension and Whittier parent survey open-ended comments: “Please add any additional comments or concerns you have about the MacPhail program.” (continued).

Whittier (N=9*)

Additional comments or concerns (continued)

I thought the program was awesome. Wish I could get more collaboration to encourage practicing.

[Student] loves to play piano.

Thank you. (7 responses)

* Survey excluded nine no response comments. One response was translated from Spanish.

A11. Community partnership group lesson progress report: “Comments or concerns”

Ascension – Faculty (N=28*)

Student’s performance

[Student] did a great job at MacPhail this year. (9 responses)

She seems to be taking charge of her learning a bit more.

She is a quiet but steady student.

She has become a more active participant – seems to be making more of a connection between individual effort and progress.

In spite of absences and organizational challenges, she regained some momentum and made some encouraging progress.

She shows a lot of potential and has really blossomed since the change to viola.

She has really taken charge of her learning.

Given some regular guidance, she can make progress.

She is always enthusiastic and tries hard.

She has made a lot of progress this year and became a positive influence on her peers. She’s really making the connection between personal initiative and ability.

She is a joy to have in class. She knows how to participate in a group setting and usually contributes a positive energy.

She has become very motivated and has made great progress.

She has made some great progress this year – really making a connection to her identity as a string player and a member of an ensemble.

She is a quiet learner but in her own way, she has started to show some leadership and has become a mentor for some of the younger students.

She is brimming with ability and enthusiasm and is clearly one of the strongest students in the string program. We started a “Junior High Ensemble” that will benefit from her leadership next year. We know she is craving the chance to rub elbows with more advancing student peers and we hope she will be able to take advantage of the summer scholarship offerings at MacPhail.

This student wins the “most progress in her class” award. She is really starting to own being a violist.

He has made great progress this year and it has been a delight to have him in the program.

Areas for improvement/challenges

She has had a difficult time staying motivated this year. Absences and lack of organization have hindered her progress and I know she sees that she’s fallen behind. Knowing that she is capable of more, though, I don’t want her to give up.

He missed quite a few classes this year, which made progress on his instrument difficult. This might be a way for him to catch up from his missed classes.

She seems to be making the connection between personal effort and visible results, but still needs a push from others.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Ascension – Faculty (N=28*)

Areas for improvement/challenges (continued)

Her physical challenges related to playing the violin were often a frustration for her, but with more individualized help, she was able to make progress. Like most of her peers, she still needs help with personal organization and home practice skills.

Like most of her peers, she still needs help with personal organization and home practice.

She has a lot of ability but seems to require a lot of prodding from others to stay in her “higher plane.”

She still benefits from more individualized guidance to keep her going.

She has difficulty staying connected in a larger group setting – does much better in smaller or one-to-one situations.

Though she seems to be pretty self-directing, like all students she can benefit from more individual instruction.

She needs the support of teachers and other motivated students in order to stay in an optimal learning mode.

Recommendations/suggestions

Please contact one of the teachers for more information on discounted summer lessons at MacPhail. (10 responses)

We encourage all of the students to consider taking summer lessons to keep up their skills and even improve more. (6 responses)

We encourage all of the students to consider taking summer lessons to continue their progress over the summer and get a head start for next year.

We encourage all of the students to consider taking summer lessons to continue their learning and progress over the summer.

Like most of her peers, she still needs help learning how to get more out of practice time between classes. She also needs more time to process new skills and ideas.

I strongly encourage signing up for summer lessons. She will benefit from more individualized attention and mentoring.

She needs summer lessons.

Taking the summer lessons would be an ideal way to continue the one-to-one work with a teacher and perhaps “catch up” on her skills.

We hope she can take summer lessons so she can build on her current progress.

We hope she can continue study through summer lessons.

We hope she can stay connected to that kind of [optimal] learning environment through summer lessons at MacPhail.

We strongly recommend taking summer lessons so she can continue to work on the high potential we see in her.

We started a “Junior High Ensemble” which shows a lot of promise. We hope to build on that next year and in the meantime we hope she will take advantage of the summer lessons scholarship.

I know she wants to take summer lessons, so let's try to make that happen.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Ascension – Faculty (N=28*)

Recommendations/suggestions (continued)

We started a “Junior High Ensemble” which shows a lot of promise. Perhaps we can keep them going through summer lessons?

We are hopeful that we can find the means for continued study with [Teacher] in the coming year and we are delighted to hear he hopes to play in the De LaSalle orchestra.

We hope she’ll take summer lessons so she can stay committed to her growth.

We hope she will continue with lessons through the summer scholarships.

We would encourage summer lessons to keep up her skills and get a jump on next year.

We hope she’ll continue study through the summer scholarship.

Please make the call [for summer lessons].

Summer lessons would be a great way to stay in this “higher plane” through the summer months. Please take advantage of the scholarships. (2)

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Student’s performance

[Student] did an excellent job this semester. (12 responses)

[Student] did a great job in violin class this year. (4 responses)

Congratulations on your year. Best of luck in the coming year. Let’s have a great summer! (3 responses)

Excellent work this year! Let’s have a great summer! (2 responses)

He has shown a solid musical aptitude. He has caught on quickly and is doing well. (2 responses)

I’m looking forward to continuing to work with her. She has shown a good musical aptitude and solid development over the course of the semester.

She definitely has aptitude. She seems to have an easy time learning patterns and positions.

She is very enthusiastic and self-directed.

She seems to really be gaining momentum.

It’s been great fun getting to know him and seeing her blossom with her friends in class.

She has really taken initiative with her playing this year. I love the aggression and energy that she is putting into her sound.

It’s been great to see her really start to show independence and drive in her playing this year.

It’s so exciting to have a student who is so thoroughly engaged in his own learning that he goes above and beyond (with his parents!) to find ways to enhance his playing experience and initiates relationships with other young musicians. It’s such a rare and magical thing!

It has been such fun to see her take the basics and run (right from the beginning) with it! It’s so exciting to work with someone who takes so much of the initiative to drive her own learning!

It’s been such a delight to really see him grow in his playing this year. It’s a sad thing to see the program graduates go.

Wow! Has it really been 3 years? It has gone by so fast! It has been great to see her develop her skills and keep her enthusiasm all the way through.

He has shown a real excitement for learning the violin. He has made great progress this year.

[Student] has been a pleasure to work with at Whittier!

He has accomplished a lot on the piano this year. He finished the whole Lesson book and always came well-prepared with these songs. His reading on the staff is excellent and he has a natural coordination at the keyboard. When working on the piece for the Community Partnerships Recital in March, he showed real leadership skills; that was really fun to see. I look forward to finding motivating pieces for him to work on next year which I hope will keep him invested in his learning and working with the group. He’s a talented guy!

He has had a pretty good year with piano. When he worked and concentrated he did a great job.

She has done a great job this year! I look forward to working with her this summer! I think she will make a lot of good progress during that time!

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Student’s performance (continued)

His talent with music continues to shine! I enjoy hearing all his accomplishments and seeing his motivation to learn so many songs. Plus he is just such a nice and sensitive guy! Congrats on his great performance at the recital and looking forward to summer lessons. Have a great end of the year!

A great year for her on the piano! Her reading and rhythm understanding blossomed, as did listening to and interpreting the music. Always fun to have in class, She is a hard worker and I enjoy her enthusiasm for learning. She has a great work ethic. Looking forward to continuing her musical growth! Brava!

He is a great student to work with - he takes responsibility for his practice and asks good questions when needed. He has accomplished learning a lot of new material this year! He is very nice and always respectful as well as a fun addition to the class. I'm glad I got a chance to work with him and I look forward to continuing this summer!

She has done an amazing job this year. She has grown both musically and with her willingness to share and learn with her classmates. She is a bright student and I look forward to working with her this summer. I think she is ready to move quickly and learn lots of music. Congrats on her great performance at the recital!

Brava on your excellent work! You have accomplished so much this year. As I have told you, you have a beautiful sound. Your music is lyrical and sensitive. Your reading on the staff has become so comfortable - it's only going to get more fun now! I look forward to continue working with you.

He is a very nice student. I enjoy working with him. He has a natural ability. I look forward to his progress with continued work. He has good enthusiasm for learning.

As always, she is a wonderful student to work with - both musically and with her participation in class. She has accomplished a great deal of literature with depth of musical understanding. Her sense of rhythm, phrasing and line have all grown along with her ability to coordinate different parts in each hand. She was a stellar opening to the recital! Congrats on all your work and I'm looking forward to working with you in the summer.

Your hard work really paid off at the recital. What an accomplishment to play so well! You have made great progress reading and interpreting the music; I hope we will be able to continue. You are a very supportive classmate and a lot of fun to work with. Have a great end-of-the year at Whittier!

A great year for her! Strong accomplishments on the piano and always a pleasure in class. I'm looking forward to her continued musical growth and enjoyment. Congrats on all you have done this year.

I have always enjoyed teaching him.

Excellent work! Well done! A student with a lot of talent, I hope she can continue!

She has had a very good year. She learned a lot of music and her reading has really improved. She is a great class member, always supportive of her classmates and cooperative with her participation. Have a great summer and looking forward to continued musical growth next year!

It has been a pleasure to work with her. I wish her all the best as she moves into middle school. Keep in touch!

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Student’s performance (continued)

He was fun to have in class, with his positive and energetic attitude.

She is a wonderful student! She has done so well in class and I hope she will continue next year!

She has been a joy to work with. She has done very well in class and I hope she continues next year!

She clearly loves music and is very eager to learn. She is at the head of her class.

He is our Forest Drums expert! He played that beautifully. He is such a nice student to have in class.

She has done a great job this year! Her enthusiasm for learning is a real treat. Have a great summer and congratulations on your work!

I love his choice of music - so much fun to see him enjoy the songs! His comfort at the keyboard has really grown. When working on [reading the staff], he did very well and I look forward to doing more. Maybe I will get a chance to see him this summer, otherwise - have a wonderful summer!

Excellent progress this year! She is a cooperative and reliable class member. Good participation! Congrats on your fine performance at the recital! Have a wonderful summer.

He is a lot of fun to have in class. He has done a great job this year and I look forward to his continued musical growth this summer. He has an excellent sense of rhythm and that will be a real strength as we move forward. Have a great end of the year!

Excellent work this year! His progress has been wonderful. He has played an amazing amount of repertoire. It was always a treat for the class to hear his pieces. Congrats on the great work!

She has a beautiful sound on the piano. She is very capable of the reading comprehension and when she works on her pieces, they are great. She did an awesome job at the recital! I look forward to her continued musical growth next year.

Excellent progress this year! I look forward to her continued musical growth. And congratulations on your strong performance at the recital.

He had a great attitude and worked hard. He has a solid mastery of the material that we covered this year.

I was proud of her end of the year performance – she did a good job. I enjoyed working with her and feel that she made a lot of progress this semester. She was very pleasant in class and had a good attitude.

She was consistently at the front of the class, with a clear mastery of the material. She had a very positive attitude and frequently wanted to share her music with the class. It was wonderful to have her in class.

I have enjoyed teaching her! I hope she continues with music in the future.

He was had a great positive attitude and worked hard during class. He has a solid mastery of the material we covered this year.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Student’s performance (continued)

He has been a joy to work with this year. He had a consistently great attitude, he was great during class, he was very helpful to his classmates, and he has a good understanding of the material. I’m looking forward to working with him again next year! Have a great summer, and keep playing the piano!

She had an awesome semester. She was consistently prepared each week and made steady progress on the material. She always had a great attitude in class.

She continued to make progress with all of the material and she generally had a positive attitude in class. Her performance at the end of the year was great!

He was consistently prepared and was a leader in class. He always had a great positive attitude and was a joy to have in class.

He seemed to make some good progress on his mastery of the material. He had a positive attitude in class.

He was consistently prepared, showing excellent progress each week, and he always had a great positive attitude. He was a joy to have in class. Have a great summer!

He always had a positive, energetic attitude and he worked hard on the material. His performance at the end of the semester went really well and he seems to have a very solid mastery of the material we covered in class.

I was really pleased with her consistent hard work – she was very dedicated in class. She always had a positive, cheerful attitude and was eager to learn. I enjoyed working with her!

He had a really great semester – he was so dedicated and responsible, always had a positive attitude, and seemed to have a solid mastery of the material that we covered this year. He was a joy to have in class. I’ll look forward to seeing him this summer in lessons at MacPhail!

She always had a positive, friendly attitude and she worked very diligently throughout the year. She seemed to have a good mastery of the material that we covered and she did a great job at the recital at the end of the year.

She had a great attitude and worked hard in class. I’m sorry that she missed the recital (but she did wonderfully in the practice recitals during the day).

It has been a joy to have her in class!

She has been a wonderful student!

She has the potential to be a very capable piano student.

I love his enthusiasm and eagerness to share and ask questions. He certainly has the potential to be a very capable piano student.

He seems to enjoy music and is eager to participate, and I have enjoyed having him in class.

He is doing well in piano.

He clearly loves music and I hope he continues taking lessons!

I am glad that she decided to perform in the recital at the end of the semester.

She really took a leap forward with piano this year! She showed a real desire to push herself and learn. I am proud of her and hope she continues!

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Areas for improvement/challenges

The only real problem she has had is remembering to bring her violin and materials on lesson days. She has also expressed disinterest in performing.

Sometimes he has a hard time focusing on instructions in class.

We will continue to work on getting him reading the staff.

We could work on really strengthening her positions and basic technique.

She could really work on gaining security and comfort with the bow.

She missed a lot of classes this year due to forgetting her instrument on the day of the lesson. Because of this, she has not made as much progress as she otherwise could have. (2 responses)

He missed a lot of classes this year due to forgetting his violin at home on lesson day. Because of this, he hasn't made the progress that he could have.

At times he seemed more interested in talking with friends than participating in the lesson. I'm not sure if he is really interested in learning the piano; I hope so!

We will work more on reading on the staff so that gets easier and more fun.

Our goal for next year will be to find more songs that interest him and then spend more time practicing at home.

The goal for next year will be to make sure his focus is where it needs to be.

The goal for next year is to feel even more confident with the reading on the staff.

More practice time at home will definitely help him learn the class material.

More consistent home practice would help with her mastery of the material.

I think he could have made more progress this year if he practiced more at home throughout the week – he seems to be a little behind his classmates in terms of his mastery of the material.

I think more consistent practice at home throughout the week would really help him to progress even faster.

His progress this semester was somewhat slower than I think he is capable of. I think more practice at home throughout the week would have helped in this regard. He generally had a good attitude, but frequently needed redirecting during class to stay on task.

She often came to class unprepared, either by forgetting her book or simply not having practiced. In order to progress and fully participate in piano classes, she will need to invest more time in her piano study. If she does, I'm sure the rewards will outweigh the "I don't want to practice!" feeling we all feel at times. I hope she will continue next year, but to do so, she will need to demonstrate more consistent practice and preparation.

It has gotten more "difficult" for him this year. This is only natural - it was "easy" for him at the beginning, and now the songs are more advanced! He will do fine as long as he is patient with himself and practices consistently -at least five days a week for 20-30 minutes.

To really progress and participate in class next year, he will need to spend more time practicing outside of class, and remember his book and other materials more consistently.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Areas for improvement/challenges (continued)

I think she could have made much more progress and had more fun if she had practiced more throughout the week and if she came to class all the time. She seemed rather disinterested, frequently needing redirection to stay on task during class, and showed little progress throughout the semester.

Consistent practice is a challenge for him and therefore he has not made as much progress on the violin this year as he could have otherwise.

Recommendations/suggestions

Please contact me at [email address] for more information on discounted summer lessons for [Student]. (8 responses)

I'd love to see him come to Piano Camp I this summer! (4 responses)

I'll look forward to seeing him this summer in lessons (and/or camp) and again in class in the fall.

We encourage all students to take summer lessons to continue their progress! (4 responses)

We encourage all students to take summer lessons to either catch up from the year or to get ahead. (4 responses)

I hope we can continue this great momentum with summer lessons! (2 responses)

I hope we can do summer lessons! (2 responses)

I hope to have the opportunity to work with him over the summer. (2 responses)

I'll look forward to seeing her at MacPhail this summer! (2 responses)

I look forward to working with him one-on-one at MacPhail this summer!

I hope we have the opportunity to continue her studies over the summer and see where it takes us.

I hope she can consider taking summer lessons to motivate and inspire her to continue playing!

I hope she can take summer lessons to really see how far she can go!

I hope we have the chance to continue finding more ways to inspire his creativity this summer!

I hope we can arrange some summer lessons before sending her off to new experiences at a new school!

I am looking forward to working with him this summer - we will work on more 2 handed pieces and expand the reading and musical range.

I look forward to her continued study next year, or maybe even in the summer.

Have a great summer and keep playing the piano! (12 responses)

Have a great summer! (10 responses)

I'll look forward to having [Student] in class again next year! (6 responses)

If you are interested in having her continue her violin studies next year, please contact me at [email address] for more information on having violin lessons at MacPhail! (2 responses)

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

Whittier – Faculty (N=83*)

Recommendations/suggestions (continued)

In the group setting, I am not able to customize her experience and really push her to her full potential. I'd love to explore the idea of private lessons next year. Sometimes there is scholarship money available for "exceptional" Whittier students to take lessons at MacPhail instead of participating in the group classes at Whittier. The family is usually asked to contribute a small percentage of the cost. I hope we can work this out, because I feel strongly that it would be best for her musical development.

Please help him master the basics we've worked on this year (white key names, rhythm values, finger numbers, etc.) over the summer so he can continue with his class next year!

If he's willing to invest this time, I'd like to see him continue with the program.

I hope he continues to play the piano for his own enjoyment – he clearly loves music!

I hope he'll continue with piano again next year!

I hope that she continues to play the piano in the future.

I hope [Student] is able to continue studying and enjoying music for many years to come. (3 responses)

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=56*)

Student’s performance

[Student]’s work and behavior has improved in the second half of the year.

She has contributed musically to class this year with her fine xylophone playing. She is a focused student who is always willing to take a musical risk.

He took a chance this Spring and played some really excellent xylophone solos on Afro Blue. It was a pleasure to have him in class.

He is simply a great student. He is not discouraged by challenges and thinks thoroughly about the content.

He has enthusiasm for music and is on task in class. He has participated fully in singing, instrument playing, and movement.

She finished the year off strong in music class. She has demonstrated a keen discernment between different meters, tonalities, and functions.

Her enthusiasm adds to class. She helped to lead the class from the percussion section in Afro Blue by playing the drums.

She does well when she participates fully in class.

He is enthusiastic and engaged in music. He played a challenging three mallet part to Afro Blue with skill and finesse.

She excels in music class. Her recorder and xylophone playing have been great contributions to class.

He is a natural born entertainer.

He shows enthusiasm for music and classwork. He is an engaged student and contributed to the overall musicality of the class.

She is eager to answer questions and participate in music class. She is a fine student.

Student’s work and behavior have been stronger in the second half of the school year.

He has had a strong second half of the school year in music. He has answered more questions and overall been more engaged!

He is a focused, determined student. He is often eager to share ideas or offer help.

He does a great job in music class and obviously considers the music content outside of music class. He was able to figure out what meter a Cake song was on his own!

She is a good student; she is on task and follows directions. Her recorder playing has improved this year as well.

He has had a successful second half to music this year. His recorder intonation has improved as well as his articulation.

It was great having him bring in his violin for our super group performance of Afro Blue. The other students clearly were intrigued and impressed with his musicianship.

He has worked hard to improve his recorder skills over the second half of the school year.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=56*)

Student’s performance (continued)

She is a good student and always eager to participate. Her intonation while singing has improved.

Musically he has improved his sense of steady beat and fully participates in movement activities.

His recorder playing and movement skills have really improved in the second half of the school year.

She excels in group work in music class. She was challenged by the drum part to our arrangement of Afro Blue but stuck with it and improved as the semester went on.

He has done well despite missing some music classes this semester. His focus continues to improve each year.

He has handled missing music class with finesse this year, which has allowed him to maximize his learning time in class.

He has been a wonderful addition to music class this year. He is eager to participate and always willing to try something new.

He has had a great year in music class and is a pleasure to have in class. He has been a great student leader and continues to improve his drumming and recorder skills.

She played a tricky xylophone part for our arrangement of Afro Blue. She is an easy student to teach and a pleasure to have in class.

She is an enthusiastic student and clearly enjoys music. She played a great steady beat on the cowbell for our super group performance of Afro Blue at the music work share.

He is a wonderful student and a pleasure to have in class. His musical ability is matched by his intellect and curiosity.

He clearly enjoys music. He was very flexible during the music workshare and stepped in on piano at the last minute. He even helped tutor another student on the piano part.

When he is focused and on task, he creates interesting work, not the least of which was his composition with [Student] that included a spoken poem.

He is a delight. His easy going and curious nature lend themselves well to music study. His piano skills have wildly impressed the other students.

Her progress has been slow but steady in music class. She recently did a fine job composing a rhythm song using notation.

She is a flexible and interested music student. She was flexible enough to switch from recorder back to xylophone at the last minute for the music workshare, demonstrating her ability to transfer content.

He has great musical potential and created some interesting compositions in the first semester.

When he is in class, he shows interest in the content. For instance, he was really into playing the melody for Afro Blue.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=56*)

Student’s performance (continued)

She is eager to help out and often shows great attention to detail in her work.

His progress has continued throughout the year and his recent success has been in reading rhythm notation. He has composed melodies for the thumb piano he built with [Teacher] last year and played drums as well.

He has recently been successful with reading rhythm notation in class. He works well in groups and contributed musically to our arrangement of Afro Blue.

What is there to say about the young [Student] that hasn't already been said? He is on task, interested and engaged. His violin playing was an excellent addition to our arrangement of Afro Blue and his fellow students were duly impressed. I've been pleased that in the past few weeks of instruction that I've been able to differentiate the work in class so he will not get bored. Which is something I worry about as a teacher.

She struggled at first with thumb piano composing, but really came through at the end with some really interesting ideas. She contributes to class musically and works well with other students.

He clearly enjoys music and contributed to our 6-7-8 performance of Afro Blue with some fine drumming. He showed some courage by playing an improvised drum solo. He has processed well when he faces social challenges in class.

He is a thoughtful musician and student. He nailed a really tricky shaker part on our tune Afro Blue and was able to help other students be successful in playing it as well.

She has had a stronger second half of the year in music class. Her recorder playing is improving.

She has improved her recorder playing skills this year and often helps other students. While she is still resistant to the idea of her left hand having to be on the top of the recorder, she has clearly learned how to play.

She is a great addition to music class and her music skills have helped with her transition to New City School. She has handled the transition with finesse and in particular her recorder skills have improved in such a short time.

He seems a lot more focused in music class this year and his progress has benefited. His recorder playing and drumming are much stronger now.

Her progress has continued through the second half of the year. She continues to be engaged and enthusiastic about participating.

He is a fine and focused student. He started recorder this year and has handled the new content well. It is evident in his performing.

He has a lot of energy and enthusiasm for music and it has aided his progress this year. He sings, plays recorder and drums with enthusiasm.

She clearly enjoys music and music class and participates. Her recorder playing has improved as the year progressed and her singing continues to help lead the class.

He shows enthusiasm for drumming and has given a solid effort on recorder.

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

A11. Community partnership group lesson progress report: “Comments or concerns” (continued)

New City – Faculty (N=56*)

Student’s performance (continued)

He has a great sense of humor, which is appreciated in class. Musically he is able to contribute with very strong drumming skills.

Areas for improvement/challenges

He is a good student, if sometimes distracted by his friends in class. (2)

I wish she wouldn't get so discouraged playing recorder!

It will be my task as a teacher next year to find a way to showcase his willingness to perform in music class. By doing so I hope to improve his skills of steady beat and coordination.

His progress has been hampered by his attendance. He only has music class twice a week, so when he misses a music class, it is significant. When he returns his frustration from missing out results in off task behavior and affects the learning of other students.

His attendance has affected his progress in music class. Unfortunately he wasn't in class frequently enough to master the part [in Afro Blue] and feel 100% confident with it.

She sometimes refuses to follow directions and requires redirection.

He has been challenged by the content in music class this year. Transitions to new music classes can be especially challenging due to the wide range of music teaching.

Recommendations/suggestions

It would be great to hear him bring in his instrument and play for us sometime!

I look forward to working with him in the Fall.

Survey instruments



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

Name:	Grade:
	Date: Spring 2012

School: ¹ Ascension School ³ Whittier International Elementary ⁶ Jenny Lind

1. What instrument do you play?

- ¹ Piano
 ² Violin
 ³ Viola
 ⁴ Cello
 ⁵ General/Classroom Music
⁶ Other (Please specify: _____)

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 feel your instructor cares about you?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. 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
6. Does someone at home encourage you to practice your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. Does someone at home come to your performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you like school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
13. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
14. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
15. Do you like to perform?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

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

- ¹ Yes
 ² No



PLEASE TURN OVER TO COMPLETE

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

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

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

¹ Yes ² Maybe ³ No

Why? _____

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

¹ Yes ² Maybe ³ No

Why? _____

THANK YOU FOR COMPLETING THE SURVEY!!



**MacPhail Center for Music
Pathways to Performance
Middle and High School Student Survey**

Name:	Grade:
	Date: Spring 2012

School: ⁴ **New City** ⁵ **Patrick Henry**

1. What music class did you participate in?

- ¹ IB Composition
 ² Jazz Residency
 ³ Guitar
 ⁴ Percussion
⁵ Other (Please specify: _____)

2. Was this class required?

- ¹ Yes
 ² No
 ⁸ Don't know

How much do you agree or disagree with the following:

Please check one:	Strongly disagree	Disagree	Agree	Strongly agree
3. I learned new musical skills.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4. I liked the music that I learned.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5. The class materials, such as the music books, were interesting.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6. I liked my instructor.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7. I enjoyed learning with the instructor.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8. The instructor treated me with respect.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9. The instructor encouraged me to participate in class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10. I enjoyed participating in class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11. The instructor started class on time.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
12. The instructor came to class prepared to teach.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
13. The instructor used class time well.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
14. The instructor set clear expectations for practicing and learning at home.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
15. I am glad I took this class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
16. I would recommend this class to other students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

PLEASE TURN OVER TO COMPLETE



17. What did you like the most about your music lessons?

18. What would you improve about your music lessons?

THANK YOU FOR COMPLETING THE SURVEY!!

**MacPhail Center for Music
Pathways to Performance (Elementary School)
Parent Survey**

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. Thank you for your feedback.

Student's name (optional): _____ **Student's grade:** _____

School: ¹ Ascension School ³ Whittier International Elementary ⁶ Jenny Lind

Relationship to student: _____

1. What musical instrument does your child play?

- ¹ Piano ² Violin ³ Viola ⁴ Cello ⁵ General/Classroom Music
⁶ Other (Please specify: _____)

	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	Don't know
8. Attitude towards school?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
9. Ability to focus on a task?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
10. Math skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
11. Literacy skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸
12. Other academic skills?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁸

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

- ¹ Yes ² Maybe ³ No

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

Thank you for your response.

MacPhail

CENTER FOR MUSIC

Community Partnership Group Lesson Progress Report (Completed by Music Instructor)

Student's name:

Grade:

Date:

School: ¹ Ascension School
⁴ New City School

³ Whittier International Elementary
⁵ Patrick Henry ⁶ Jenny Lind

MacPhail Instructor (s):

What does the student study? ¹ Piano ² Violin ³ Viola ⁴ Cello
⁵ General/Classroom Music ⁶ Other:

Student attended class _____ times out of _____ times possible.

Please rate the student's preparation for and behavior during the group class.

Always Most of the time Sometimes Never Not applicable

1. The student brings all required materials (method book, instrument, etc.) to the group lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
2. The student prepares assigned music in home practice	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. 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
4. The student follows directions in the lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. The student demonstrates eagerness to learn	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student has shown consistent musical progress and growth	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Comments or Concerns: