

MacPhail Center for Music Afterschool Intensive Strings Program

2017-18 Evaluation Results

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Key findings

This report provides information about the outcomes and implementation of the MacPhail Afterschool Intensive Strings Program, which is implemented at Ascension Catholic School and Harvest Network of Schools. Results from evaluation of the MacPhail Northside Youth Orchestra for the 2017-18 school year can be found in a separate, complementary report. A few key findings are presented below.

Afterschool Intensive Strings

Participating students enjoy and are doing well in school

- Participating students are regularly attending school. Ascension and Harvest students on average missed 7.5 and 6 days of the 180-day school year, respectively.
- Most students are maintaining or improving their math and reading proficiency statuses. Sixty-one percent of Ascension students maintained or improved their proficiency status in math, and 59 percent of Ascension students did so in reading. At Harvest, 59 percent of students maintained or improved their math proficiency status and 50 percent did so in reading.
- Participating students enjoy school, with 73 percent of students at both schools responding that they like school “a lot” or “a little.”

Participating students saw growth in musical skills

- Students show discipline and perseverance in their musical study. Faculty reported that students were “always” or “most of the time” bringing all required materials to class (77%), preparing assigned music in home practice (74%), demonstrating eagerness to learn (87%), and persisting when experiencing difficulty (81%).
- Students demonstrate musical growth during the program. Eighty-five percent of students were said by faculty to have shown consistent musical progress and growth “always” or “most of the time.” Eighty-two percent of students indicate that they practice their instrument “a lot” or “a little,” and 85 percent of students reported that they like to practice their instrument.

Ongoing participation

- The majority of students attended lessons regularly (80% or more of the offered lessons in the 2017-18 school year), with 54 percent attending regularly in fall 2017 and 64% attending regularly in spring 2018.
- Students like their instructors. The majority of students said their instructor encouraged them to do well in their music “a lot” (65%) and cared about them “a lot” (61%).
- Students and their parents would like to continue in the program. Seventy-four percent of students said they would like to continue in the program, with another 24 percent saying they might want to continue. All surveyed parents said they wanted their child to continue with the program.

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Program overview

MacPhail Center for Music's School Partnership Department creates sustainable, sequential music education programs customized to meet the unique needs of partner schools. Currently, the department collaborates with 40 schools in the state of Minnesota.

A subset of these programs focuses on delivering intensive instrumental instruction to students with limited access to music education. During the 2017-18 school year, this subset consisted of the Ascension Afterschool String Program, The Harvest Network of Schools string program, and The MacPhail Northside Youth Orchestra. The majority of students in these programs were of color (97%) and from low-income families (i.e., eligible for free or reduced-price lunch; 79%).

The Afterschool Intensive Strings Program provides students with specialized music education and instruction beyond the schools' general music education, and in doing so, support students' highest level of artistic and school learning. Program funders include The Curtis L. Carlson Family Foundation, Minnesota State Arts Board, Patrick and Aimee Butler Family Foundation, Carolyn Foundation, Richard M. Schulze Family Foundation, George Family Foundation, and Aroha Philanthropies.

The following section describes the programming at these programs in 2017-18. All instruction is delivered by MacPhail faculty members.

Ascension School Strings Program

Third- through eighth-grade students who attend Ascension School may choose to play the violin, viola, or cello as part of the Ascension School Strings Program. Participation is voluntary but students who join must agree to behavior and attendance standards. Two-hour sessions are held three days a week for 31 weeks. Students participate in a levelled ensemble, a sectional, musicianship classes, compositions, and bucket drumming. MacPhail provides students with instruments and materials. A team of teachers work together to make sure that each student pursues individual learning goals and makes a positive contribution to the community. Performance and mentorship from musicians from the Minnesota Orchestra provide motivation and focus for students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, self-expression, and community. Students have multiple opportunities to extend and continue learning over the summer, including private lessons and participation in camps, group classes, and retreats. Forty-three Ascension students completed the program in the 2017-18 school year.

Harvest School Violin and Cello Program

Students in fifth- through eighth- grades must apply to be accepted into the Harvest Strings Program. All students who demonstrate a commitment to academics, good behavior, and an interest in music are admitted. Students participate in weekly (and sometimes twice-weekly) sectionals in large and small groups. MacPhail provides students with instruments, materials, and performance opportunities.

Similar to Ascension, a team of teachers work with students to ensure that they are setting and striving toward individual learning goals and that they are making positive contributions to the group ensemble. Musicians from the Minnesota Orchestra perform for and provide mentorship to students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, and community. Students have multiple opportunities to extend and continue learning over the summer, including private lessons and participation in camps, group classes, and retreats. Thirty-three Harvest students completed the program in 2017-18.

Evaluation

Wilder Research worked with the MacPhail program coordinators to develop an evaluation design for the program. The evaluation includes outcome and implementation components and gathers qualitative and quantitative data to answer the following research questions. (A logic model reflecting the activities and outcomes of the program is provided in the Appendix).

Outcome evaluation key questions

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

Implementation evaluation key questions

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

This report describes the methodology and findings of the evaluation.

Methodology

In the 2017-18 school year, MacPhail and Wilder Research worked together to collect information on the program through a variety of surveys, interviews, and program records. Descriptions of these tools are listed here according to which component of the evaluation they addressed.

Outcome

- **School leader interviews:** Wilder Research interviewed school leaders at both partner schools who either served as principal or director of the department overseeing work with MacPhail’s program. In the interviews, leaders were asked about overall benefits of participating in the Afterschool Intensive Strings Program for their school, specific benefits for the students and music educators directly involved with programming, and implications of the program in the field of education.
- **Student survey:** The survey gathered information on students’ attitudes about school and music education. It also asked about parental support they received in their musical education. Prior to gathering student data, MacPhail and partner schools collected passive consent from parents of participating students. A total of 48 student surveys were completed (63% overall response rate), with 41 from Ascension students (95% response rate) and seven from Harvest students (21% response rate).
- **Parent survey:** The survey gathered parents’ perspectives on their child’s practice skills, their own involvement and encouragement at home, the impact of music lessons on their child’s education, and whether they want their child to continue music lessons. Nine parent surveys were collected, with all surveys collected from parents of Ascension students.
- **Lesson progress report:** A progress report was designed to help assess students’ musical skills, knowledge, and non-academic skills (persistence, initiative, and leadership during the program). Progress reports were completed by instructors at the end of the fall 2017 and spring 2018 semesters. Of the participating students, progress reports from both fall 2017 and spring 2018 were available for 63 students in total (83% response rate). These reports were matched to one another for analysis, allowing for comparisons across fall and spring semester. There were 43 matched progress reports available for Ascension students (100% response rate) and 20 matched progress reports available for Harvest students (61% response rate).

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

Implementation

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

Results

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

Most students in the survey reported that they like school and like reading and math. Additionally, student academic performance results show that a majority of participating students maintained or made progress in math and reading from fall 2017 to spring 2018.

Students also showed positive social and emotional learning skills. The MacPhail music instructors working with the students reported that most students demonstrated eagerness to learn, followed directions in the lessons, were cooperative, and persisted when experiencing difficulty.

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

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

Outcomes

Students make academic progress and attend school regularly

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

Ascension students

MCA scores and school attendance were available for 43 Ascension students and NWEA MAP scores were available for 41 Ascension students participating in the program. These students were primarily students of color (97%) in third through eighth grade, and the majority were female (70%). About 30 percent of students were English Language Learners. Students attended the school regularly, missing 7.5 days of the total 180 days, on average.

Students are given ratings based on their 2018 spring MCA scores. At Ascension, 34% percent of students at the school overall demonstrate proficiency in math, and 40% percent demonstrate proficiency in reading. Thirty-five percent of Ascension students participating in the MacPhail Afterschool Intensive Strings Program were rated as proficient in math, and 49 percent of these students were proficient in reading (Figures A1 and A2).

NWEA MAP results were provided to show changes in student proficiency in math and reading from fall 2017 to spring 2018. Students' scores are categorized as "high," "high average," "average," "low average," and "low." In fall 2017, 59 percent of the program participants were rated as being average, high average, or high in math; 54 percent of these students fell into these categories in spring 2018 (Figure A3). In reading, 61 percent of the program participants were rated as being average, high average, or high in fall 2017. In spring 2018, 56 percent of MacPhail participants fell into these categories (Figure A4). From fall 2017 to spring 2018, 61 percent of Ascension students participating in MacPhail either maintained or increased their NWEA scores in math, and 59 percent of these students did the same in reading (Figure A5).

Harvest students

Harvest provided MCA scores for 28 of their MacPhail participants and NWEA MAP scores for 26 of their MacPhail participants. All participants were students of color and 79 percent received free or reduced-price lunch. Students were in the fifth through seventh grades, with 52 percent in fifth grade, 27 percent in sixth grade, and 21 percent in seventh grade. On average, Harvest students participating in programming were absent from school 6 days out of 180 days.

According to spring 2018 MCA scores, in the overall Harvest student body, 26 percent of students are proficient in math, and 34 percent are proficient in reading. Thirty-two percent of Harvest students participating in the MacPhail program were rated as proficient in math, and 57 percent were rated as proficient in reading (Figures 6 and 7).

Of those students who had both fall 2017 and spring 2018 NWEA MAP scores, 45 percent were rated as being average, high average, or high in math in fall 2017 and 48 percent were rated as being average, high average, or high in the spring 2018, a three percentage point increase (Figure 8). In reading, 46 percent of students were rated as average, high average, or high in fall 2017, and 42 percent of students fell into those categories in spring 2018, a four percentage point decrease (Figure 9). Results also showed that 22 percent of participating students maintained their rating in math, 37 percent increased at least one level or maintained a high level, and 41 percent decreased at least one level. Twenty-seven percent of Harvest students participating in MacPhail increased their rating in reading or maintained a high rating, 23 percent maintained their level, and 50 percent decreased at least one level or maintained a low level (Figure 10).

Students have positive attitudes toward learning and school

The evaluation also assesses students' attitudes regarding school, math, and reading through the student survey. Students at Ascension and Harvest combined responded that they liked school, with 73% percent responding "yes, a lot" or "yes, a little" to this question (Figure 11). Students also indicated that they liked math and reading "a lot" or "a little" (71% and 76%, respectively). Most Ascension parents agreed that participating in the MacPhail music program helped their child improve in math, literacy, and other academic skills; had a better attitude toward school; and increased their ability to focus on tasks (Figure 12). Harvest Network parents did not complete the survey.

School leaders at the partner schools noted in interviews that MacPhail's strings program at their school is viewed by participating students and their families as a vital part of the school, and a major reason why parents continue to send their children to the partner school. One school leader noted that the program keeps students engaged and eager to come to school because they look forward to participating in the program. In this way, they say that the Afterschool Intensive Strings has improved attendance and students' excitement about school.

Students show positive non-academic skills

According to the MacPhail faculty, students frequently came prepared to lessons. In spring 2018, faculty reported that students at Ascension and Harvest "always" (44%) or "most of the time" (39%) brought all required materials to class and "always" (13%) or "most of the time" (46%) prepared assigned music in home practice (Figure 13). Most (83%) students at Ascension and Harvest demonstrated leadership in class "always" or "most of the time."

Overall findings across Ascension and Harvest show that students were cooperative (95%); followed directions in the lessons (95%); demonstrated eagerness to learn (88%); and were persistent when experiencing difficulty (77%).

In their interview, one school leader noted that the program not only teaches students how to play an instrument and learn about music, but to learn to work with others and to follow through on commitments. Within this, the school leader said out-of-school-time practice and performances require commitment to the program not only from participating students, but also their family members.

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

Students make progress in their musical skills

Students were evaluated by MacPhail on a variety of measures, one of which addressed musical progress and growth. Across both schools in spring 2018, 92 percent of students were said to have shown consistent musical progress and growth “always” or “most of the time” (Figure 13).

To learn more about student learning and satisfaction with the program, students and MacPhail faculty were asked open-ended questions and responses were coded into themes.

When asked what they learned in the MacPhail music program, Ascension and Harvest students most frequently said that they learned to play new songs and chords and learned the physical components of playing a string instrument. Others mentioned learning about proper behavior and their outlook on learning, and some mentioned learning social skills, like perseverance (Figure 14).

MacPhail faculty from Ascension and Harvest were asked to provide additional comments related to the student’s musical growth. Overall in the spring 2018 post-assessments, the most common positive responses were comments about particular skills that have grown (37% of spring progress reports noted this; Figure 15). Following this, faculty noted students’ enthusiasm for learning and playing their instrument (29%) and determination and focus in lessons (27%). The most frequent area of concern related to students were not persevering in the face of challenges (27%), followed by concerns about students becoming distracted (22%), and showing up late to lessons or not showing up at all (18%; Figure 16).

Progress reports were collected after students' first (fall 2017) and second (spring 2018) semesters of lessons. There were a couple of points that differed between these two sets of progress reports. Instructors were more likely to note specific progress students had made in their musical skills (37%, compared to 22% in fall progress reports) and were less likely to mention that students were distracted during lessons (35%, compared to 22%); however, instructors more frequently noted concerns that a student was not persevering in the face of challenges (14% noted this in the fall, and 27% did so in spring; Figure 16).

Students regularly practice their instrument

According to the student survey results, most students said they are taking the time to play their instrument to develop good practice habits. Combined findings from Ascension and Harvest indicate that 40 percent of students practice their instrument "a lot" and 47 percent of students practice "a little" (Figure 17). Additionally, 49 percent of students indicated that they like practicing their instrument "a lot" and 36 percent like it "a little." Relatively fewer students indicated that they did not practice (13%) or did not like to practice (15%). Eighty-five percent of students said they had a place to practice at home, and all parents reported that their child has a place to practice at home (Figure 18).

Parents encourage students to practice at home

Parents of participating students were involved in their music education. Overall, 61 percent of the students surveyed at Ascension and Harvest said someone at home encourages them to practice their music "a lot," and 75 percent said someone attends their performances "a lot" (Figure 19). All Ascension parents who completed a survey indicated that they encourage their child to practice at home and that someone at home comes to their performances (Figures 20 and 21).

Parents were also asked about how they have stayed aware of their child's musical education through progress reports and assignment sheets. Eight of nine surveyed Ascension parents reported that they read the yearly progress reports about their child's performance in music class (Figure 21). Many parents reported that they read their child's weekly music assignment sheets, with three of nine parents indicating "yes," and five of nine indicating "sometimes." Results from the parent surveys should be interpreted with caution, given the low number of responses, and that all parents who responded to a survey were parents of Ascension students.

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

To assess their motivation to continue developing their musical skills, students were asked if they wanted to continue in the MacPhail program the following year. Sixty-five percent of all students reported wanting to continue in the program (Figure 22). Twenty-five percent of the students said they might want to continue in the program, and the remaining 10 percent did not want to continue in the music program the following year. All Ascension parents reported that they wanted their child to continue with the MacPhail program the following year (Figure 23).

Most students said they would like to be in the program next year. In an open-ended comment on the student survey, these students often stated that the program was fun and that they provide a good opportunity to learn their instrument (Figure 24). When asked what they would change, students most frequently reported a preference for different snacks or did not have any recommendations to provide (Figure 25). Beyond this, students suggested changes to the timing or frequency of the lessons and changes in what instruments are available. Full responses can be found in the Appendix.

Students at Ascension and Harvest were satisfied with their experience with the MacPhail program, with almost all students (98%) saying they like the program “a lot” or “a little” (Figure 26). Overall, 72 percent of students reported that they liked learning to play their instrument; 67 percent liked learning new pieces of music; and 60 percent liked to perform “a lot.”

Partner schools benefit from participating in the program

School leaders were asked about the impact of this collaborative effort on their school generally. Both school leaders spoke about how the program expands access to music for students who would not otherwise have it. One school leader specifically spoke about how this increased access better allows their school to support students in a holistic way. The MacPhail program allows for students’ artistic needs to be met and grow in that area, as well as academic or athletic areas that are offered through the school.

This can also serve as a draw for families to choose the two partner schools, which they see both by an increased number of families coming to the schools and parents choosing to continue to enroll their children at the schools.

Program has broader positive impacts on education

School leaders were asked to speak about the potential impact the program could have in the educational field, broadly speaking. One school leader spoke about how exposure to music education helps throughout a child's academic experience by improving cognitive development. The other school leader noted that while arts education has been found to improve academic outcomes, it should not be the main reason why programs that expand access to music education for low-income students are supported. Instead, they said that the arts should be accessible to all children because the arts broaden students' horizons in what they see as possible for themselves academically, personally, and in their future careers.

Implementation

The majority of students attended the program most of the time.

The program records show that in 2017-18, a total of 81 students across the two schools completed the program (48 students at Ascension completed the program and 33 students at Harvest did so). MacPhail faculty reported in students' progress reports how frequently they attended lessons. In the fall, students from the two schools attended an average of 79 percent of their lessons, and in the spring, students attended 77 percent of their lessons on average (Figure 27).

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

At the end of the school year, Ascension and Harvest students were asked about their relationship with their instructor in the student survey. Overall, most students felt their instructor encouraged them to do well in their music "a lot" (83%) and cared about them "a lot" (87%). Sixty-one percent of students indicated that they understood the instructor "a lot" when new things were taught (Figure 28).

Seventy-nine percent of students indicated that they would like to continue lessons with the same instructor next year, and 13 percent of the students indicated they might like to continue with the instructor (Figure 29). Students were asked in an open-ended question to say why they would or would not like to continue with the same instructor. Students who would like to continue with their instructor often commented that their instructor was fun, nice, or encourages the students to do their best and that their instructor is a good teacher (Figure 30). Some students who indicated that they would not like to continue with their instructor noted that they might not continue in the program next year, either due to scheduling issues or changes in where they attend school.

Partner schools report having a positive collaborative relationship with MacPhail

Leaders at Ascension and Harvest were asked about MacPhail’s work to collaborate with their school and how that collaboration could be improved. Both school leaders were very positive about the work MacPhail has done to collaborate with their school, highlighting MacPhail’s work to meet the needs of the students participating in the program. One school leader said that MacPhail has done this by being flexible about scheduling to ensure that lessons don’t conflict with class or homework time, and the other said that MacPhail’s dedication to continuous support ensures the program is running effectively for all students. This school leader said that MacPhail works well in partnership with their school to identify changes to make to the program. School leaders were very positive about the MacPhail staff working on the program, noting that they are flexible, dedicated, patient, organized, and enthusiastic in the work they do. When asked how MacPhail could work to improve their collaborative efforts, one school leader said that they would like to have more frequent check-ins with MacPhail staff, and in particular would like to have a check-in at the end of the school year. The other noted that they would like to work with MacPhail to schedule more student performances.

Suggestions for program improvement

School leaders were asked to discuss how the program could improve. One school leader spoke about MacPhail’s staffing changes within their school partnerships division and the importance of filling those positions. The other school leader spoke about wanting to involve more students in the Afterschool Intensive Strings program at their school, and said that that their school could do more to recruit participants intentionally.

Issues to consider

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

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

- Continue to offer a song selection that interests students, as students frequently highlighted learning new music as a highlight of their classes.

- Consider ways in which they could increase attendance rates of participating students and ways to encourage students to get to class on time. Forty-seven percent and 37 percent of students attended fewer than 80 percent of classes in fall and spring semesters, respectively, and student tardiness and absence was the most frequent concern in student progress reports.
- Explore ways to make new material easier to understand for students, as 35 percent of students reported understanding their instructor “a little” when they teach new things.
- Consider ways to increase the number of students participating in the Afterschool Intensive Strings program at partner schools; school leaders spoke of their wish to provide this activity to more of their students.

Appendix

Figures

A1. Ascension students' MCA data - Math

	Spring 2018 (N=43)	
	#	%
Proficient: Meets or exceeds the standards	15	35%
Not proficient: Partially meets the standards or does not meet the standards	28	65%

A2. Ascension students' MCA data - Reading

	Spring 2018 (N=43)	
	#	%
Proficient: Meets or exceeds the standards	21	49%
Not proficient: Partially meets the standards or does not meet the standards	22	51%

A3. Ascension students' NWEA data - Math

	Fall 2017 (N=41)		Spring 2018 (N=41)	
	#	%	#	%
High	5	12%	4	10%
High average	9	22%	7	17%
Average	10	24%	11	27%
Low average	9	22%	10	24%
Low	8	20%	9	22%

A4. Ascension students' NWEA data - Reading

	Fall 2017 (N=41)		Spring 2018 (N=41)	
	#	%	#	%
High	10	24%	8	20%
High average	9	22%	12	29%
Average	6	15%	3	7%
Low average	9	22%	7	17%
Low	7	17%	11	27%

A5. Ascension students' 2017-18 NWEA scores: Changes in math and reading scores, fall 2017 to spring 2018

Change in grade	Math (N=41)		Reading (N=41)	
	#	%	#	%
Increased or Maintained High	10	24%	13	32%
Remained the same	15	37%	11	27%
Worsened or Maintained Low	16	39%	17	42%

A6. Harvest students' MCA data - Math

	Spring 2018 (N=28)	
	#	%
Proficient: Meets or exceeds the standards	9	32%
Not proficient: Partially meets the standards or does not meet the standards	19	68%

A7. Harvest students' MCA data - Reading

	Spring 2018 (N=28)	
	#	%
Proficient: Meets or exceeds the standards	16	57%
Not proficient: Partially meets the standards or does not meet the standards	12	43%

A8. Harvest students' NWEA data - Math

	Fall 2017 (N=27)		Spring 2018 (N=27)	
	#	%	#	%
High	1	4%	2	7%
High average	1	4%	7	26%
Average	10	37%	4	15%
Low average	3	11%	3	11%
Low	12	44%	11	41%

A9. Harvest students' NWEA data - Reading

	Fall 2017 (N=26)		Spring 2018 (N=26)	
	#	%	#	%
High	1	4%	2	8%
High average	5	19%	5	19%
Average	6	23%	4	15%
Low average	5	19%	5	19%
Low	9	35%	10	39%

A10. Harvest students' 2017-18 NWEA scores: Changes in math and reading scores

Change in grade	Math (N=27)		Reading (N=26)	
	#	%	#	%
Increased or Maintained High	10	37%	7	27%
Remained the same	6	22%	6	23%
Worsened or Maintained Low	11	41%	13	50%

A11. Students' attitudes about school and school subjects

		N	Yes, a lot (3)	Yes, a little (2)	No (1)	Mean
Do you like school?	Ascension	38	34%	42%	24%	2.1
	Harvest Network	7	29%	29%	43%	1.9
	All schools	45	33%	40%	27%	2.1
Do you like math?	Ascension	39	41%	31%	28%	2.1
	Harvest Network	7	43%	29%	29%	2.1
	All schools	46	41%	30%	28%	2.1
Do you like reading?	Ascension	40	58%	25%	18%	2.4
	Harvest Network	6	17%	17%	67%	1.5
	All schools	46	52%	24%	24%	2.3

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A12. Parents' report of academic skills

		N	Yes, a lot (3)	Yes, a little (2)	No (1)	Mean
Has participation in the MacPhail music program helped your child improve his/her...						
Math skills?	Ascension	9	7/9	2/9	0/9	2.8
Literacy skills?	Ascension	9	6/9	3/9	0/9	2.7
Attitude towards school?	Ascension	9	5/9	4/9	0/9	2.6
Ability to focus on a task?	Ascension	9	8/9	1/9	0/9	2.9
Other academic skills?	Ascension	9	5/9	4/9	0/9	2.6

Note. Parents of Harvest Network students did not complete the parent survey.

A13. MacPhail faculty community partnership group lesson progress report

Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
The student brings all required materials (method book, instrument, etc.) to the group lesson	Ascension	Fall	43	61%	30%	9%	0%	3.5	-0.2
		Spring	43	47%	35%	19%	0%	3.3	
	Harvest Network	Fall	19	53%	47%	0%	0%	3.5	-0.3
		Spring	19	37%	47%	16%	0%	3.2	
	All schools	Fall 2017	62	58%	36%	7%	0%	3.5	-0.2
		Spring 2018	62	44%	39%	18%	0%	3.3	
The student prepares assigned music in home practice	Ascension	Fall	43	23%	28%	49%	0%	2.7	-0.1
		Spring	43	7%	44%	47%	2%	2.6	
	Harvest Network	Fall	20	60%	35%	5%	0%	3.6	-0.6
		Spring	20	25%	50%	25%	0%	3.0	
	All schools	Fall 2017	63	35%	30%	35%	0%	3.0	-0.3
		Spring 2018	63	13%	46%	40%	2%	2.7	
The student is cooperative in a group setting	Ascension	Fall	42	55%	38%	7%	0%	3.5	+0.0
		Spring	42	52%	41%	7%	0%	3.5	
	Harvest Network	Fall	19	95%	0%	5%	0%	3.9	-0.3
		Spring	19	63%	37%	0%	0%	3.6	
	All schools	Fall 2017	61	67%	26%	7%	0%	3.6	-0.1
		Spring 2018	61	56%	39%	5%	0%	3.5	

A13. MacPhail faculty community partnership group lesson progress report (continued)

Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
The student follows directions in the lesson	Ascension	Fall	43	61%	30%	9%	0%	3.5	-0.1
		Spring	43	51%	40%	9%	0%	3.4	
	Harvest Network	Fall	20	85%	10%	5%	0%	3.8	+0.1
		Spring	20	85%	15%	0%	0%	3.9	
	All schools	Fall 2017	63	68%	24%	8%	0%	3.6	+0.0
		Spring 2018	63	62%	32%	6%	0%	3.6	
The student demonstrates eagerness to learn	Ascension	Fall	43	63%	16%	19%	2%	3.4	+0.0
		Spring	43	58%	26%	16%	0%	3.4	
	Harvest Network	Fall	18	78%	17%	6%	0%	3.7	+0.2
		Spring	18	89%	11%	0%	0%	3.9	
	All schools	Fall 2017	61	67%	16%	15%	2%	3.5	+0.1
		Spring 2018	61	67%	21%	12%	0%	3.6	
The student has shown consistent musical progress and growth	Ascension	Fall	42	45%	38%	17%	0%	3.3	+0.1
		Spring	42	45%	45%	10%	0%	3.4	
	Harvest Network	Fall	18	94%	0%	6%	0%	3.9	-0.1
		Spring	18	83%	11%	6%	0%	3.8	
	All schools	Fall 2017	60	60%	27%	13%	0%	3.5	+0.0
		Spring 2018	60	57%	35%	8%	0%	3.5	

A13. MacPhail faculty community partnership group lesson progress report (continued)

Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
Student demonstrates focus in class	Ascension	Fall	43	40%	35%	26%	0%	3.1	+0.0
		Spring	43	35%	44%	21%	0%	3.1	
	Harvest Network	Fall	18	56%	39%	6%	0%	3.5	-0.1
		Spring	18	56%	33%	11%	0%	3.4	
	All schools	Fall 2017	61	44%	36%	20%	0%	3.2	+0.0
		Spring 2018	61	41%	41%	18%	0%	3.2	
Student persists on tasks even when experiencing difficulty	Ascension	Fall	43	56%	26%	19%	0%	3.4	-0.3
		Spring	43	44%	26%	30%	0%	3.1	
	Harvest Network	Fall	17	94%	6%	0%	0%	3.9	-0.3
		Spring	17	65%	29%	6%	0%	3.6	
	All schools	Fall 2017	60	67%	20%	13%	0%	3.5	-0.2
		Spring 2018	60	50%	27%	23%	0%	3.3	
Student demonstrates leadership in class	Ascension	Fall	41	49%	24%	27%	0%	3.2	+0.1
		Spring	41	49%	32%	20%	0%	3.3	
	Harvest Network	Fall	17	77%	24%	0%	0%	3.8	-0.3
		Spring	17	59%	29%	12%	0%	3.5	
	All schools	Fall 2017	58	57%	24%	19%	0%	3.4	-0.1
		Spring 2018	58	52%	31%	17%	0%	3.3	

A13. MacPhail faculty community partnership group lesson progress report (continued)

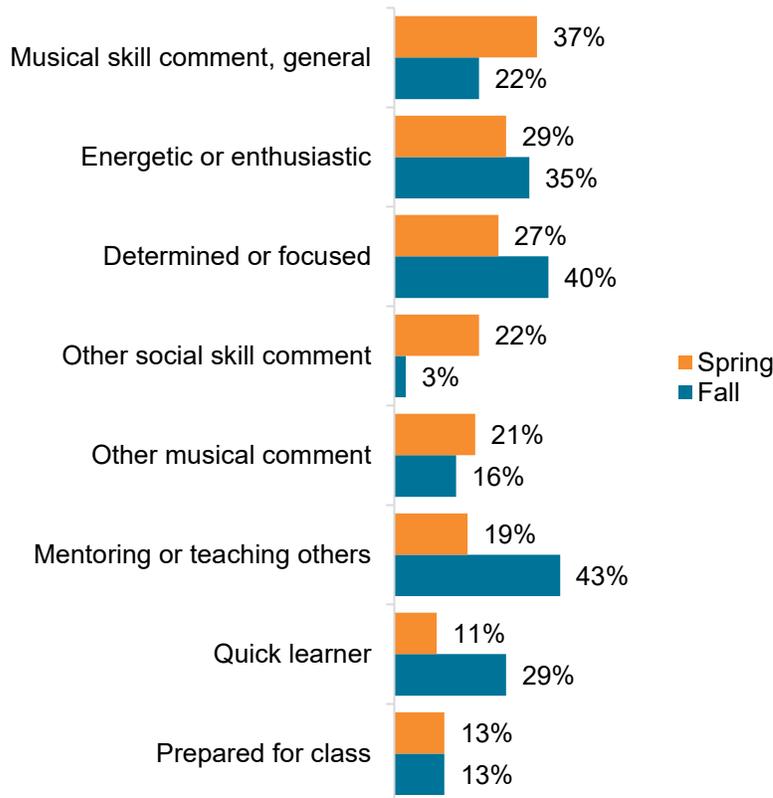
Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
Student demonstrates independent learning	Ascension	Fall	42	55%	24%	21%	0%	3.3	+0.0
		Spring	42	48%	38%	14%	0%	3.3	
	Harvest Network	Fall	19	79%	21%	0%	0%	3.8	+0.0
		Spring	19	90%	5%	5%	0%	3.8	
	All schools	Fall 2017	61	62%	23%	15%	0%	3.5	+0.0
		Spring 2018	61	61%	28%	12%	0%	3.5	

A14. Students' report of musical progress

What did you learn this year in the MacPhail music program?	%
New songs/chords	52%
Physical components of playing an instrument (handling the instrument, fingering, etc.)	42%
Non-musical skills (perseverance, team work, etc.)	13%
Reading music	6%
Nothing	2%
Other	2%

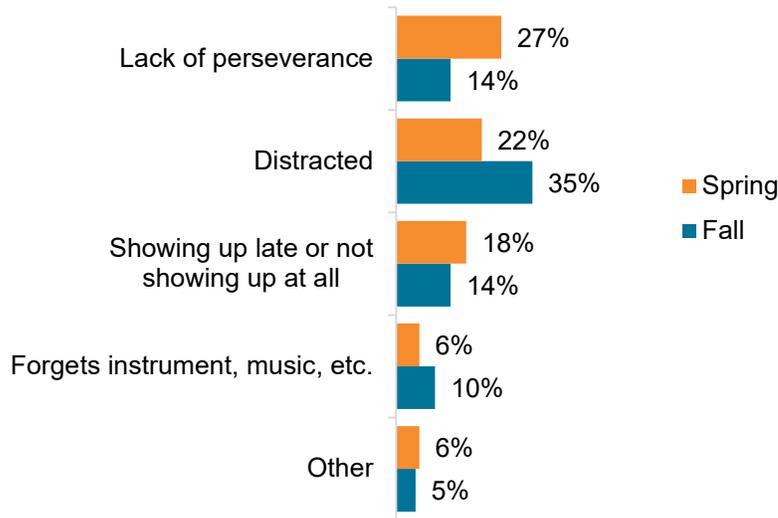
Note. Open-ended responses were coded into the above themes.

A15. Ascension and Harvest Network of Schools progress report instructor comments, positive comments (n=43)



Note. Open-ended responses were coded into the above themes.

A16. Ascension and Harvest Network of Schools progress report instructor comments, negative comments (n=51)



Note. Open-ended responses were coded into the above themes

A17. Students' report of practice

		N	Yes, a lot (3)	Yes, a little (2)	No (1)	Mean
Do you practice your instrument?	Ascension	40	38%	50%	13%	2.3
	Harvest Network	7	57%	29%	14%	2.4
	All schools	47	40%	47%	13%	2.3
Do you like to practice your instrument?	Ascension	40	50%	33%	18%	2.3
	Harvest Network	7	43%	57%	0%	2.4
	All schools	47	49%	36%	15%	2.3

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A18. Parents' and students' report of practice space at home

		Proportion responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Ascension	33	85%	9	100%
	Harvest Network	6	83%	9	100%
	All schools	39	85%	9	100%

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network and from the parent survey with caution due to the low number of respondents.

A19. 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?	Ascension	39	64%	21%	15%	2.5
	Harvest Network	7	43%	14%	43%	2.0
	All schools	46	61%	20%	20%	2.4
Does someone at home come to your performances?	Ascension	41	78%	10%	12%	2.7
	Harvest Network	7	57%	29%	14%	2.4
	All schools	48	75%	13%	13%	2.6

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A20. Parents' report of encouragement for students' music education

		N	Proportion of parents responding "yes"
Do you encourage your child to practice at home?	Ascension	9	9/9

Note. No parent surveys were collected from parents of Harvest Network students.

A21. 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?	Ascension	9	9/9	0/9	0/9	3.0
Do you read the yearly progress reports about your child's performance in music class?	Ascension	9	8/9	1/9	0/9	2.9
Do you read your child's weekly music assignment sheets?	Ascension	9	3/9	5/9	1/9	2.2

Note. No parent surveys were collected from parents of Harvest Network students.

A22. Students' desire to continue in the MacPhail music program next year

		N	Yes (3)	Maybe (2)	No (1)
Would you like to continue in the MacPhail music program next year?	Ascension	41	59%	29%	12%
	Harvest Network	7	100%	0%	0%
	All schools	48	65%	25%	10%

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A23. Parents' desire for student to continue in the MacPhail music program next year

		N	Yes	Maybe	No
Would you like your child to continue with the MacPhail music program next year?	Ascension	8	8/8	0/8	0/8

Note. No parent surveys were collected from parents of Harvest Network students.

A24. Students' desire to continue in the MacPhail music program next year: rationale

Would you like to continue in the MacPhail music program this year? Why? (N=38)	%
Yes (General/Other)	7%
Lessons are enjoyable	52%
Lessons are a good opportunity to learn	18%
Maybe (General/Other)	2%
Might not go to same school next year	5%
Timing and scheduling might conflict with other extracurriculars	5%
No (General/Other)	2%
Timing and scheduling issues	5%
Will be going to a different school	5%

Note. Open-ended responses were coded into the above themes.

A25. Students' suggested changes to the program

What would you change about the MacPhail music program?	%
Different snacks	38%
Timing and frequency of lessons	17%
Changes to available instruments	10%
Changes to rooms used for lessons	6%
Other	15%
Nothing/Don't Know	33%

Note. Open-ended responses were coded into the above themes.

A26. Students' report of satisfaction with program components

		N	Yes, a lot (3)	Yes, a little (2)	No (1)	Mean
Do you like the MacPhail music program?	Ascension	41	63%	34%	2%	2.6
	Harvest Network	7	86%	14%	0%	2.9
	All schools	48	67%	31%	2%	2.6
Do you like learning to play your instrument?	Ascension	40	73%	25%	3%	2.7
	Harvest Network	7	71%	29%	0%	2.7
	All schools	47	72%	26%	2%	2.7
Do you like learning new pieces of music?	Ascension	41	63%	32%	5%	2.6
	Harvest Network	7	86%	14%	0%	2.9
	All schools	48	67%	29%	4%	2.6
Do you like to perform?	Ascension	40	60%	25%	15%	2.5
	Harvest Network	7	57%	29%	14%	2.4
	All schools	47	60%	26%	15%	2.4

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A27. MacPhail faculty report of how often students attended lessons

		N	100%	90-99%	80-89%	Less than 80%	Average
Ascension	Fall	41	5%	39%	22%	34%	79%
	Spring	41	0%	24%	24%	51%	79%
Harvest Network	Fall	15	13%	40%	13%	33%	80%
	Spring	15	0%	27%	33%	40%	74%
All schools	Fall	56	7%	39%	20%	34%	79%
	Spring	56	0%	25%	27%	48%	77%

A28. Students' report of relationship with instructor

		N	Yes, a lot (3)	Yes, a little (2)	No (1)	Mean
Does your instructor encourage you to do well in your music?	Ascension	41	81%	17%	2%	2.8
	Harvest Network	7	100%	0%	0%	3.0
	All schools	48	83%	15%	2%	2.8
Do you understand your instructor when he or she teaches you new things?	Ascension	39	59%	36%	5%	2.5
	Harvest Network	7	71%	29%	0%	2.7
	All schools	46	61%	35%	4%	2.6
Do you feel your instructor cares about you?	Ascension	39	85%	13%	3%	2.8
	Harvest Network	7	100%	0%	0%	3.0
	All schools	46	87%	11%	2%	2.8

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A29. 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?	Ascension	41	76%	15%	10%
	Harvest Network	6	100%	0%	0%
	All schools	47	79%	13%	9%

Note. Percentages have been added for consistency, but readers should interpret percentages from Harvest Network with caution due to the low number of respondents.

A30. Students' suggested changes to the program

Would you like to continue lessons with this instructor next year? (N=45)	%
Yes (General/Other)	24%
They're nice/fun/encouraging	36%
They're good at teaching	24%
Maybe (General/Other)	11%
No (General/Other)	4%
Going to a different school	2%
Timing conflicts with other extracurriculars	2%

Note. Open-ended responses were coded into the above themes.

Open-ended comments

A31. Ascension and Harvest Network of Schools student survey open-ended comments: “What did you learn this year in the MacPhail music program?”

ASCENSION (N=41)

New songs or chords (16)

I learned to play songs

A lot of different pieces of music.

How to play Allegro.

I learned how to play twinkle.

I learned a lot. I learned E major, D major, C major, A major, and more.

I learned 20 notes on my violin.

I learned to play the May song.

I learned “Under the Sea”.

Suzuki songs.

Handling the instrument/fingering/other physical components of playing (13)

To take care of our instrument.

How to use my cello.

Shifts.

I learned new ways to play songs.

I learned vibrato.

I learned how to shift and play a grace note on my violin.

I learned to play the fourth finger.

How to play the viola.

I learned how to hold the violin, how to use the bow, and where we put your fingers.

Personal behavior/confidence (6)

What I learned this year in MacPhail music program is how to be a leader.

I learned to work with others and be happy.

I learned how to get along with other kids.

I can play hard pieces of music.

Paying attention makes a difference.

Everyone in our class needs to be silent.

Reading sheet music (2)

I can read music

I learned about reading music.

**A31. Ascension and Harvest Network of Schools student survey open-ended comments:
“What did you learn this year in the MacPhail music program?” (continued)**

ASCENSION (N=41) continued

General/Other (5)

That I like sweaters.

Yes I do I learn a lot.

Subdivision, music in cello

Violin.

HARVEST NETWORK OF SCHOOLS (9)

New songs (3)

May song, orchestra like struck tour, etc.

Amazing songs.

A lot of music.

Playing an instrument (4)

How to play music on the cello.

How to play a cello.

How to play an instrument.

How to play the violin.

General/other (2)

How to read notes.

That music can be hard but you can learn fast.

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

**A32. Ascension and Harvest Network of Schools student survey open-ended comments:
“Would you like to continue in the MacPhail music program next year?”**

ASCENSION (N=41)

Yes (23)

I would still like to continue in the MacPhail music program next year because I just really love music.

I like playing an instrument.

Because it really helps me to learn how to play other instruments.

Because I love MacPhail.

I just want to.

Because you can learn new stuff.

Because it feels like family and it's actually pretty fun.

Because I love playing the violin.

Because I enjoy playing my instrument.

Because it's relaxing and fun.

Because I never played an instrument in a school.

I just really love music

I want to go to group 3.

Because I like taking lessons here.

Because it's exciting.

Because I want to learn more about MacPhail.

Because it makes my brain bigger and I like my teacher.

Maybe (11)

Because I might move to a new school and house.

Because I need to complete homework and I need help.

Maybe because I might go to a different school next year!

I want to play music.

Because I have things to do after school.

Yes because of the friends and no because of sports.

Because I have a headache almost every day.

Because I enjoy music and playing the violin.

No (6)

I don't like it on Fridays.

I want to play volleyball and baseball.

Because I'm not coming next year.

Because I will not be here next year, but if I was then yes.

I am not going here next year.

**A32. Ascension and Harvest Network of Schools student survey open-ended comments:
“Would you like to continue in the MacPhail music program next year?” (continued)**

HARVEST NETWORK OF SCHOOLS (N=7)

Yes (7)

Because I love music.

It's amazing!

I like learning new things.

Because I like playing cello, but I want more options on instruments.

Because I want to.

It's good to play and you can use the music learned to events.

**A33. Ascension and Harvest Network of Schools student survey open-ended comments:
“What would you change about the program?”**

ASCENSION (N=41)

Class structure and logistics (3)

I would change the rooms.

Better air conditioning.

Group 4,2,3.

Days (3)

No MacPhail on Fridays.

I would make rehearsals for Ascension on Tuesdays and Wednesdays only. (not Fridays).

Only have 2 hours a day and 2 days a week.

Snacks (18)

Snacks. (Repeated by 15 students.)

More and better snacks.

Get different snacks.

One thing, the snacks. They're all the same every day and that got me very tired.

No changes suggested (12)

Nothing. (Repeated by 10 students.)

I don't know.

That there would be new stuff.

Instrument and song selection (2)

I would change the fact that we only have 3 varieties of instruments.

That they include bass.

Other (4)

You get to play a game

Better bow.

I would change practicing at home because I always do that.

The bathroom.

**A33. Ascension and Harvest Network of Schools student survey open-ended comments:
“What would you change about the program?” (continued)**

HARVEST NETWORK OF SCHOOLS (N=7)

Logistics/timing (2)

Practicing every day.

Days.

Variation of instruments (2)

Have the paper and other instruments playing too.

I want to learn more instruments like piano, guitar, and tuba.

Other/no suggestions (2)

Not taking these surveys.

Nothing

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

**A34. Ascension and Harvest Network of Schools student survey open-ended comments:
“Would you like to continue lessons with this instructor next year?”**

ASCENSION (N=40)

Yes (31)

Because the [instructor] is really fun.

Yes, I would like to continue lessons with this instructor next year because [the instructor] teaches me a lot of new things.

Because [instructor] teaches us the things we need to know.

Because [instructor] helps me a lot.

Because [instructor] encourages me and helps me.

Because [instructor] is funny. (3)

Because [instructor] is a teacher.

[The instructor] is smart.

[Instructor] is fun to be around and practice with.

Because I learn so much from [instructor].

Because I want to be a great player.

My instructor is the best I could think of and really helps me a lot.

Because I will get better by learning.

Because I love MacPhail.

Because it makes me change.

Because [instructor] a good teacher.

Because [instructor] describes the things good.

[Instructor] is very nice and a good teacher.

They are nice and thoughtful.

I want to learn new songs.

[Instructor] is encouraging and nice.

There is no other instructor.

They make the class fun.

Because I like taking lessons

Maybe (3)

I don't know.

Because I want to.

Because it's kind of hard to work with someone like your teacher.

**A34. Ascension and Harvest Network of Schools student survey open-ended comments:
“Would you like to continue lessons with this instructor next year? (continued)**

ASCENSION (N=40) continued

No (5)

Your back hurts from sitting in that chair.

No because I will not be here next year but if I was, then yes.

I can't because I am not coming next year.

No, I want to play volleyball and baseball.

Because I'm not coming next year.

HARVEST NETWORK OF SCHOOLS (N=7)

Yes (7)

Because I want to keep playing until I get good.

They're awesome!

They're fun.

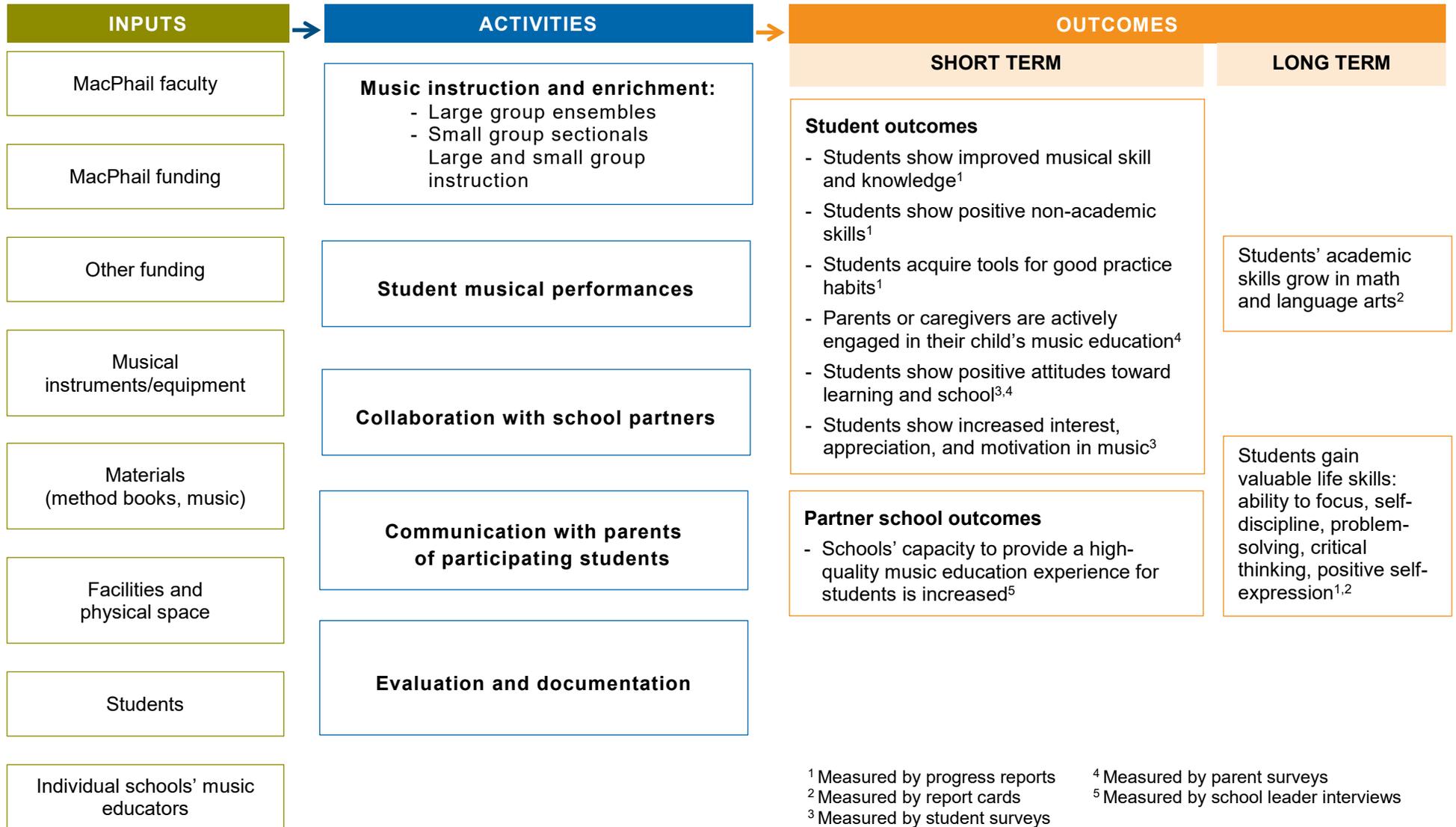
Because I don't like meeting new people.

Because they make learning fun.

They are nice, helpful, and calmly talk to us.

MacPhail Afterschool Intensive Strings Program Logic Model

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



Survey instruments



MacPhail Center for Music Elementary School Student Survey

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

1. What instrument do you play?

¹ Violin ² Viola ³ Cello

Please check one:	Yes, a lot	Yes, a little	No
2. Do you like the MacPhail music program?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. Does your instructor encourage you to do well in your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you 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
Parent Survey**

Dear Parent/Guardian,

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

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

Relationship to student: _____

School: ¹ Ascension Catholic School ² FAIR Downtown ³ Harvest Network of Schools

Relationship to student: _____

1. What musical instrument does your child play?

¹ Violin ² Viola ³ Cello

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

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

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

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

	Yes, a lot	Yes, a little	No	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

School Partnerships Progress Report | Completed by Music Instructor

Student's name: _____ Grade: _____ Date: _____

MacPhail Instructor(s): _____

School: ¹ Ascension School ² FAIR School ³ Harvest Network of Schools

Student studies:

¹ Violin ² Viola ³ Cello

Student's year in MacPhail program:

¹ One ² Two ³ Three ⁴ Four ⁵ Five ⁶ Six

Attendance:

Student attended _____ out of _____ classes during the _____ session.

Please rate the student's preparation for and behavior during class.	Always	Most of the time	Sometimes	Never	Not applicable
1. Student brings all required materials (method book, instrument, etc.) to the group lesson.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
2. 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. 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. 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. 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. Student has shown consistent musical progress and growth. Comment:	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
7. Student persists on tasks even when experiencing difficulty.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. When a problem is encountered, student makes own effort to try out possible solutions.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. Student makes own efforts to begin assignment before asking for assistance.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please rate only if applicable to class structure.	Always	Most of the time	Sometimes	Never	Not applicable
10. Student leads an activity in the class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. Student helps plan activities for the class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Additional teacher comments:

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

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