



MacPhail Center for Music Afterschool Intensive Strings Program

2016-17 Evaluation Results

S E P T E M B E R 2 0 1 7

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Key findings

This report provides information about the outcomes and implementation of the MacPhail Afterschool Intensive Strings Program for the 2016-17 school year. A few key findings are presented below.

Participating students enjoy and are doing well in school

- Participating students are regularly attending school. Ascension and Harvest students on average missed 8.4 and 5.2 days of the 180-day school year, respectively.
- Most students are maintaining or improving their math and reading proficiency statuses. Eighty percent of Ascension students maintained or improved their NWEA proficiency status in math, and 75 percent of Ascension students did so in reading. At Harvest, 94 percent of students maintained or improved their math proficiency status and 87 percent did so in reading.
- Participating students enjoy school, with 94 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 2016-17 school year), with 54% attending regularly in fall 2016 and 64% attending regularly in spring 2017.
- 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.

Program overview

MacPhail Center for Music's School Partnerships Department creates sustainable, sequential music education programs customized to meet the unique needs of partner schools. Currently, the department collaborates with 25 schools in the Twin Cities metro area.

A subset of these programs focus on delivering intensive, afterschool string instruction to students with limited access to music education. During the 2016-17 school year, MacPhail held the Afterschool Intensive Strings Program at two schools: Ascension School and Harvest Network of Schools. The majority of students in these schools were students of color (96-99%) and from low-income families (i.e., eligible for free or reduced-price lunch; 77-82%).

The Afterschool Intensive Strings Program provides students with high quality, specialized music education and instruction beyond the schools' general music education, and in doing so, supports students' highest level of artistic and school learning. The program is funded by the Richard M. Schulze Family Foundation and Aroha Philanthropies.

During the 2015-16 school year, MacPhail held the Afterschool Intensive Strings Program at three schools: Ascension School, Harvest Network of Schools, and FAIR Downtown. Slightly fewer students completed the program in 2016-17 (56 students) than in 2015-16 (61 students), partly due to FAIR Downtown not participating in 2016-17.

The following section describes the programming at these two partner schools in 2016-17. All instruction is delivered by MacPhail faculty members.

Ascension School Strings Program

Third- through eighth-grade students in the Ascension School may choose to play the violin, viola, or cello as part of the Ascension School Strings Program. Students are recommended for the program by their teachers and principal based on a demonstration of commitment to academics, good behavior, and an interest in music. Once recommended, students may opt in to the program. Students receive an instrument for the year and are allowed to bring their instrument home during the week. They are expected to practice outside of class. Afterschool classes occur three times weekly for 26 weeks, twice weekly for another two weeks, and then finish with two weeks of classes being held once a week, for a total of 84 classes in 30 weeks. There are opportunities for interested students to take additional lessons or participate in string camp during the summer. Classes include small group sections, full group ensembles, and musicianship classes.

Small group sections focus on teaching students instrument-specific techniques, and full group ensembles teach students to work together and learn to play their instrument within the larger body of students. A team of teachers makes sure that each student pursues individual learning goals and makes a positive contribution to the group in an ensemble setting. Performance and mentorship from musicians in the Minnesota Orchestra provide motivation and focus for students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, and community.

Harvest School Violin and Cello Program

Students in fifth through eighth grades must apply to be accepted into the Harvest Violin and Cello Program. Students must demonstrate a commitment to academics, good behavior, and an interest in music. Students participate in both small group sectionals and full group ensembles. Afterschool classes occurred twice weekly for 24 weeks, with an additional five weeks of once-weekly classes, for a total of 53 classes in 29 weeks. Small group sectionals focus on teaching students instrument-specific techniques, and full group ensembles teach students to work together and learn to play their instrument within the larger body of students. Students are allowed to bring their instruments home and are expected to practice outside of class. Students also have the opportunity to take additional lessons or participate in string camp during the summer.

Similar to Ascension's program, a team of teachers work with students to ensure that they are setting and striving toward individual learning goals and that they are positively contributing to their 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.

MacPhail Northside Youth Orchestra

A new initiative of the Afterschool Intensive Strings Program is the MacPhail Northside Youth Orchestra (MNYO). It is a youth orchestra designed to serve advanced students and graduates of MacPhail's Afterschool Intensive Strings Program as well as other middle- and high school-aged students from area schools. MNYO strengthens students' playing skills through ensemble rehearsals, sectionals, and bucket drumming. There is a strong emphasis on community-building and group skills. MNYO will be included in future evaluations of the Afterschool Intensive Strings Program, but was not evaluated in 2016-17.

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 schools?
- 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 2016-17 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 35 student surveys were completed (63% overall response rate), with 26 from Ascension students (74% response rate) and nine from Harvest students (43% 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. Fifteen 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 2016 and spring 2017 semesters. Of the participating students, progress reports from both fall 2016 and spring 2017 were available for 51 students in total (91% response rate). These reports were matched to one another for analysis, allowing for comparisons across fall and spring semester. There were 34 matched progress reports available for Ascension students (97% response rate) and 17 matched progress reports available for Harvest students (81% 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 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 2016 to spring 2017.

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

NWEA MAP and MCA scores and school attendance were available for 35 Ascension students participating in the program. These students were primarily students of color (94%) in third through eighth grade, and the majority were female (63%). About two-thirds of students were eligible for free and reduced-price lunch, and about a fifth of students were English Language Learners. Students attended the school regularly, missing 8.4 days of the total 174 days, on average.

Students are given ratings based on their 2017 spring MCA scores: does not meet the standards (not proficient), partially meets the standards (not proficient), meets the standards (proficient), exceeds the standards (proficient). At Ascension, 43 percent of students at the school overall demonstrate proficiency in math, and 46 percent demonstrate proficiency in reading. Forty-nine percent of Ascension students participating in the MacPhail Afterschool Intensive Strings Program were rated as proficient in math, and 63 percent of these students were proficient in reading (Figures 1 and 2).

NWEA MAP results were provided to show changes in student proficiency in math and reading from fall 2016 to spring 2017. Students' scores are categorized as "high," "high average," "average," "low average," and "low." In fall 2016, 60 percent of the program participants were rated as being average, high average, or high in math; 63 percent of these students fell into these categories in spring 2017 (Figure 3). In reading, 69 percent of the program participants were rated as being average, high average, or high in fall 2016. In spring 2017, 71 percent of MacPhail participants fell into this category (Figure 4). From fall 2016 to spring 2017, 80 percent of Ascension students participating in MacPhail either maintained or increased their NWEA scores in math, and 75 percent of these students did the same in reading (Figure 5).

Harvest students

Harvest provided MCA scores for their 19 MacPhail participants and NWEA MAP scores for their 16 MacPhail participants. All of the participants were students of color and nearly all received free or reduced-price lunch. Nearly all of the students were either in fifth or sixth grade. On average, Harvest students participating in programming were absent from school 5.2 days out of 180 days, on average.

According to spring 2017 MCA scores, in the overall Harvest student body, 37 percent of students are proficient in math, and 32 percent are proficient in reading. Thirty-seven percent of Harvest students participating in the MacPhail program were rated as proficient in math, and 47 percent were rated as proficient in reading (Figures 6 and 7).

Of those students who had both fall 2016 and spring 2017 NWEA MAP scores, 62 percent were rated as being average, high average, or high in math in 2016 and 68 percent were rated as being average, high average, or high in the spring 2017, a 6 percentage point increase (Figure 8). In reading, 56 percent of students were rated as average, high average, or high in fall 2016, and 68 percent of students fell into those categories in spring 2017, a 12 percentage point increase (Figure 9). Results also showed that 69 percent of participating students maintained their rating in math, 25 percent increased at least one level, and 6 percent decreased at least one level. Fifty percent of Harvest students participating in MacPhail maintained their rating in reading, 37 percent increased at least one level, and 13 percent decrease at least one 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 94 percent responding "yes, a lot" or "yes, a little" to this question (Figure 11). Students also indicated that they liked reading and math "a lot" or "a little" (89% and 77%, 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).

School leaders at the partner schools noted in interviews that MacPhail's strings program at their school provides an opportunity for students to get involved beyond the regular school day and coursework. They noted that it provides an avenue for students to see and interact with other students who have similar interests, and allows students who might not be interested in athletics to have an extracurricular activity to participate in. The school leaders stated that this connection with other students and the opportunity to participate in something they are interested in increases their self-esteem and gets them excited to come to school.

Students show positive non-academic skills

According to the MacPhail faculty, students frequently came prepared to lessons. In spring 2017, faculty reported that students at Ascension and Harvest either "always" (51%) or "most of the time" (26%) brought all required materials to class and "always" (50%) or "most of the time" (24%) prepared assigned music in home practice (Figure 13). Most (81%) 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 (96%); followed directions in the lessons (95%); demonstrated eagerness to learn (87%); and were persistent when experiencing difficulty (81%).

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 2017, 85 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. Individual comments from students are listed in the Appendix.

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, learned the physical components of playing a string instrument, and learned to read sheet music. Others mentioned learning about proper behavior and their outlook on learning, and some mentioned learning how to be a part of a team, how to persevere, and how to be patient (Figure 27).

MacPhail faculty from Ascension and Harvest were asked to provide additional comments related to the student’s musical growth. Overall in the spring 2017 post-assessments, the most common positive responses were comments about particular skills that have grown (61% of spring progress reports noted this) (Figure 14). Following this, faculty noted students’ enthusiasm for learning and playing their instrument (29%) and determination and focus in lessons (28%). The most frequent area of concern related to students showing up late to lessons or not showing up at all (29% of spring progress reports noted this), followed by concerns about students becoming distracted (18%; Figure 29).

Progress reports were collected after students’ first (fall 2016) and second (spring 2017) semesters of lessons. There were a couple of points that differed between these two sets of progress reports. Instructors were more likely to note that students were focused during about their lessons in spring than fall progress reports (28%, compared to 10%) (Figure 14). Relatedly, faculty were less likely to report issues of students becoming distracted (18% in spring progress reports, compared to 31% in fall reports) (Figure 15).

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 31 percent of students practice their instrument “a lot” and 51 percent of students practice “a little” (Figure 16). Additionally, 85 percent of students indicated that they like practicing their instrument. Relatively fewer students indicated that they did not practice (17%) or did not like to practice (15%). Ninety-three percent of students said they had a place to practice at home (Figure 17).

Parents encourage students to practice at home

Parents of participating students were involved in their music education. Overall, 60 percent of the students surveyed at Ascension and Harvest said someone at home encourages them to practice their music “a lot,” and 71 percent said someone attends their performances “a lot” (Figure 18). 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 19 and 20).

Parents were also asked about how they have stayed aware of their child’s musical education through progress reports and assignment sheets. Eighty-seven percent of surveyed Ascension parents reported that they read the yearly progress reports about their child’s performance in music class (Figure 20). Many parents reported that they read their child’s weekly music assignment sheets, with 53 percent of all parents indicating “yes,” and 33 percent 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. Seventy-four percent of all students reported wanting to continue in the program (Figure 21). Twenty-four percent of the students said they might want to continue in the program, and the remaining 3 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 22).

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, that they liked playing their instruments, and that the instructors were very helpful. (Figure 28). When asked what they would change, students noted that they would like an expanded selection of instruments to choose from or would make changes to class structure and logistics, such as adjusting the schedule to have more frequent classes (Figure 29). Full responses can be found in the Appendix.

Students at Ascension and Harvest were satisfied with their experience with the MacPhail program, with all students (100%) saying they like the program “a lot” or “a little” (Figure 23). Overall, 65-69 percent of students reported that they liked learning to play their instrument; learning new pieces of music; and 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. Leaders stressed that the program allows an opportunity for students that the school would not have otherwise been able to offer. On that point, one leader stated that the program showcases their dedication to teaching the whole child with beneficial learning experiences outside of the classroom. Both school leaders highlighted that the program benefits their recruitment efforts, stating that the program heightens the visibility of the school and encourages parents to enroll their children.

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. In their responses, school leaders discussed the importance of MacPhail’s efforts to provide access to music education to youth who would not otherwise have the opportunity. Both leaders stressed that without the Afterschool Intensive Strings Program, their students would not have the same access to high-quality music education that higher-income youth have.

Implementation

Most students were enrolled in the program throughout the year and the majority attended the program most of the time

The program records show that in 2016-17, a total of 72 students across the two schools were enrolled at the close of the fall semester and 56 students continued with the program through the end of the school year, for a retention rate of 78 percent. Forty-five students were enrolled for the fall semester at Ascension, with 35 students completing the program. At Harvest, 27 students initially enrolled with 21 still enrolled at the end of the school year.¹

According to MacPhail's program records, a majority of Ascension and Harvest students attended lessons regularly (54% in fall 2016 and 64% in spring 2017), or 80 percent or more of the offered lessons in the 2016-17 school year (Figure 24).

In interviews, one of the two school leaders stated that they have heard from parents that their child is excited to come to school on MacPhail days, aiding in better school attendance.

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” (65%) and cared about them “a lot” (61%). Forty-nine percent of students indicated that they understood the instructor “a lot” when new things were taught (Figure 25).

Almost three-quarters of students (74%) indicated that they would like to continue lessons with the same instructor next year, and 15 percent of the students indicated they might like to continue with the instructor (Figure 26). 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 (Figure 30). Some students who indicated that they would not like to continue with their instructor noted that their instructor was stricter in instruction than they would prefer.

¹ Two students at Harvest opted out of this evaluation.

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 flexibility in meeting the needs of the schools and their students. They mentioned that MacPhail has gone out of their way to adjust schedules and arrange transportation for students to ensure that eligible students are able to fully participate. Both school leaders thought the collaboration between MacPhail and their school was successful. They mentioned the support, understanding, and open communication they have experienced from the MacPhail staff members. When asked what would improve the collaboration, one of the leaders mentioned that increased funding would help the program to reach its potential.

Suggestions for program improvement

School leaders were asked to discuss how the program could improve. Both leaders mentioned issues with scheduling, as having lessons afterschool presents challenges with competing activities and transportation. One leader mentioned that they would prefer to have the program during the school day, whereas the other leader mentioned that it was just a matter of their school better scheduling afterschool activities across the board. One leader mentioned that funding is a challenge. One leader mentioned internal changes that their school would be responsible for making, including having a better room schedule and having more frequent check-ins with students.

In the survey, students were also asked what they would change about the program. Most frequently, students suggested changes to class structure and logistics, followed by changes to instrument and song selection. Individual comments from students are listed in the Appendix.

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.

Additionally, the program should be commended for creating MNYO, as most students in 2016-17 and 2015-16 indicated that they would like to continue with the music program. Having MNYO allows students who graduated from the schools continue with their music education. Furthermore, MacPhail’s registration for the 2017-18 school year at Ascension

School shows a strong retention rate; all 2016-17 students who have not graduated or otherwise changed schools have reenrolled in the program.

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.

- MacPhail program staff should continue to offer a song selection that interests students, as students frequently highlighted learning new music as a highlight of their classes.
- MacPhail program staff may 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.
- In order to get a better understanding of parents' thoughts or suggestions related to the program, program staff may want to implement additional opportunities for parents to complete the survey.

Appendix

A1. Ascension students' MCA data - Math

	Spring 2017 (N=35)	
	#	%
Does not meet the standards	9	26%
Partially meets the standards	9	26%
Meets the standards	15	43%
Exceeds the standards	2	6%

A2. Ascension students' MCA data - Reading

	Spring 2017 (N=35)	
	#	%
Does not meet the standards	8	23%
Partially meets the standards	5	14%
Meets the standards	15	43%
Exceeds the standards	7	20%

A3. Ascension students' NWEA data - Math

	Fall 2016 (N=35)		Spring 2017 (N=35)	
	#	%	#	%
High	7	20%	3	9%
High average	6	17%	13	37%
Average	8	23%	6	17%
Low average	8	23%	8	23%
Low	6	17%	5	14%

A4. Ascension students' NWEA data - Reading

	Fall 2016 (N=35)		Spring 2017 (N=35)	
	#	%	#	%
High	10	29	14	40
High average	9	26	4	11
Average	5	14	7	20
Low average	8	23	4	11
Low	3	9	6	17

A5. Ascension students' 2015-16 NWEA scores: Changes in math and reading scores, fall 2016 to spring 2017

Change in grade	Math (N=35)		Reading (N=35)	
	#	%	#	%
Increased	5	14%	10	29%
Maintained	23	66%	16	46%
Decreased	7	20%	9	26%

A6. Harvest students' MCA data - Math

	Spring 2017 (N=19)	
	#	%
Does not meet the standards	6	32%
Partially meets the standards	6	32%
Meets or exceed the standards	7	37%

A7. Harvest students' MCA data - Reading

	Spring 2017 (N=19)	
	#	%
Does not meet the standards	2	11%
Partially meets the standards	8	42%
Meets or exceed the standards	9	47%

A8. Harvest students' NWEA data - Math

	Fall 2016 (N=16)		Spring 2017 (N=16)	
	#	%	#	%
High	1	6%	1	6%
High average	3	19%	5	31%
Average	6	37%	5	31%
Low average	3	19%	2	13%
Low	3	19%	3	19%

A9. Harvest students' NWEA data - Reading

	Fall 2016 (N=16)		Spring 2017 (N=16)	
	#	%	#	%
High	1	6%	1	6%
High average	2	13%	5	31%
Average	6	37%	5	31%
Low average	4	25%	4	25%
Low	3	19%	1	6%

A10. Harvest students' 2015-16 NWEA scores: Changes in math and reading scores

Change in grade	Math (N=16)		Reading (N=16)	
	#	%	#	%
Increased	4	25%	6	37%
Maintained	11	69%	8	50%
Decreased	1	6%	2	13%

A11. Students' attitudes about school and school subjects

		N	Yes, a lot	Yes, a little	No	Mean
Do you like school?	Ascension	26	54%	39%	8%	2.5
	Harvest Network	8	25%	75%	0%	2.3
	All schools	34	47%	47%	6%	2.4
Do you like math?	Ascension	26	62%	19%	19%	2.4
	Harvest Network	9	22%	44%	33%	1.9
	All schools	35	51%	26%	23%	2.3
Do you like reading?	Ascension	25	64%	24%	12%	2.5
	Harvest Network	9	67%	22%	11%	2.6
	All schools	34	65%	24%	12%	2.5

A12. Parents' report of academic skills

Has participation in the MacPhail music program helped your child improve his/her...		N	Yes, a lot	Yes, a little	No	Mean
Math skills?	Ascension	11	55%	36%	9%	2.5
Literacy skills?	Ascension	10	60%	30%	10%	2.5
Attitude towards school?	Ascension	14	57%	36%	7%	2.5
Ability to focus on a task?	Ascension	15	60%	40%	0%	2.6
Other academic skills?	Ascension	9	67%	33%	0%	2.7

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	34	62%	27%	12%	0%	3.5	-0.3
		Spring	34	50%	24%	27%	0%	3.2	
	Harvest Network	Fall	17	53%	35%	12%	0%	3.4	+0.0
		Spring	17	53%	29%	18%	0%	3.4	
	All schools	Fall 2016	51	59%	29%	12%	0%	3.5	-0.2
		Spring 2017	51	51%	26%	24%	0%	3.3	
The student prepares assigned music in home practice	Ascension	Fall	34	29%	53%	18%	0%	3.1	-0.1
		Spring	34	41%	24%	32%	3%	3.0	
	Harvest Network	Fall	17	65%	18%	18%	0%	3.5	+0.1
		Spring	16	69%	25%	6%	0%	3.6	
	All schools	Fall 2016	51	41%	41%	18%	0%	3.2	+0.0
		Spring 2017	50	50%	24%	24%	2%	3.2	
The student is cooperative in a group setting	Ascension	Fall	34	59%	32%	9%	0%	3.5	+0.0
		Spring	34	59%	35%	6%	0%	3.5	
	Harvest Network	Fall	17	82%	18%	0%	0%	3.8	-0.1
		Spring	17	71%	29%	0%	0%	3.7	
	All schools	Fall 2016	51	67%	28%	6%	0%	3.6	+0.0
		Spring 2017	51	63%	33%	4%	0%	3.6	

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	34	56%	35%	9%	0%	3.5	+0.0
		Spring	34	59%	32%	9%	0%	3.5	
	Harvest Network	Fall	17	71%	24%	6%	0%	3.6	+0.2
		Spring	17	82%	18%	0%	0%	3.8	
	All schools	Fall 2016	51	61%	31%	8%	0%	3.5	+0.1
		Spring 2017	51	67%	28%	6%	0%	3.6	
The student demonstrates eagerness to learn	Ascension	Fall	34	62%	27%	12%	0%	3.5	+0.0
		Spring	34	68%	15%	18%	0%	3.5	
	Harvest Network	Fall	17	82%	12%	6%	0%	3.8	+0.0
		Spring	17	94%	0%	0%	6%	3.8	
	All schools	Fall 2016	51	69%	22%	10%	0%	3.6	+0.0
		Spring 2017	51	77%	10%	12%	2%	3.6	
The student has shown consistent musical progress and growth	Ascension	Fall	34	50%	27%	24%	0%	3.3	+0.1
		Spring	34	56%	29%	15%	0%	3.4	
	Harvest Network	Fall	17	77%	12%	12%	0%	3.6	-0.1
		Spring	17	71%	12%	18%	0%	3.5	
	All schools	Fall 2016	51	59%	22%	20%	0%	3.4	+0.1
		Spring 2017	51	61%	24%	16%	0%	3.5	

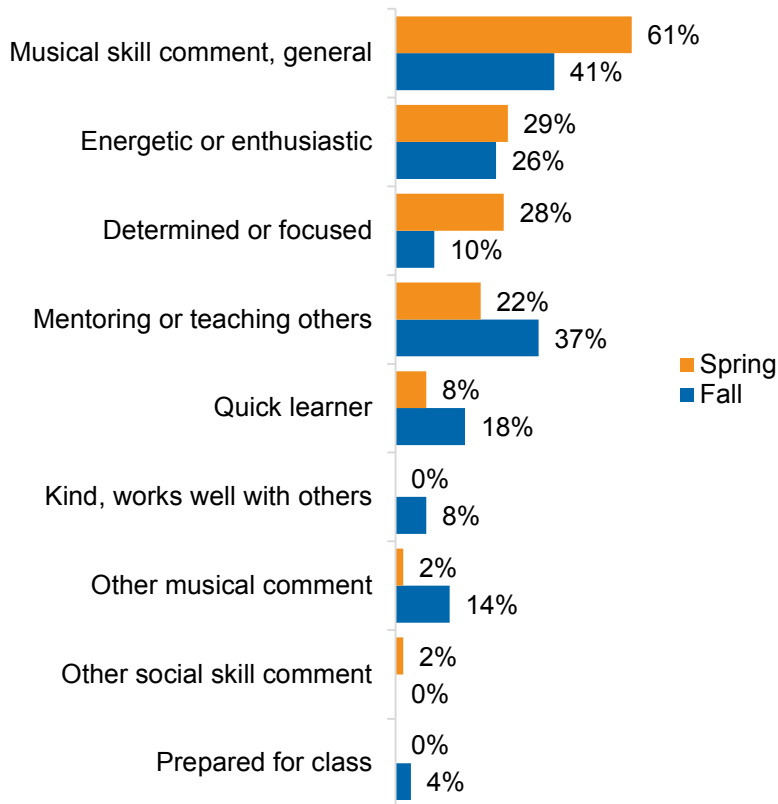
A13. MacPhail faculty community partnership group lesson progress report (continued)

Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
Student demonstrates focus in class	Ascension	Fall	34	32%	44%	24%	0%	3.1	+0.1
		Spring	34	32%	56%	12%	0%	3.2	
	Harvest Network	Fall	17	59%	35%	6%	0%	3.5	+0.0
		Spring	17	59%	35%	6%	0%	3.5	
	All schools	Fall 2016	51	41%	41%	18%	0%	3.2	+0.1
		Spring 2017	51	41%	49%	10%	0%	3.3	
Student persists on tasks even when experiencing difficulty	Ascension	Fall	34	44%	38%	18%	0%	3.3	+0.1
		Spring	34	62%	12%	27%	0%	3.4	
	Harvest Network	Fall	17	71%	18%	12%	0%	3.6	+0.0
		Spring	17	71%	24%	0%	6%	3.6	
	All schools	Fall 2016	51	53%	31%	16%	0%	3.4	+0.0
		Spring 2017	51	65%	16%	18%	2%	3.4	
Student demonstrates leadership in class	Ascension	Fall	34	29%	35%	35%	0%	2.9	+0.2
		Spring	34	38%	35%	24%	3%	3.1	
	Harvest Network	Fall	17	77%	12%	12%	0%	3.6	+0.2
		Spring	17	82%	12%	6%	0%	3.8	
	All schools	Fall 2016	51	45%	28%	28%	0%	3.2	+0.1
		Spring 2017	51	53%	28%	18%	2%	3.3	

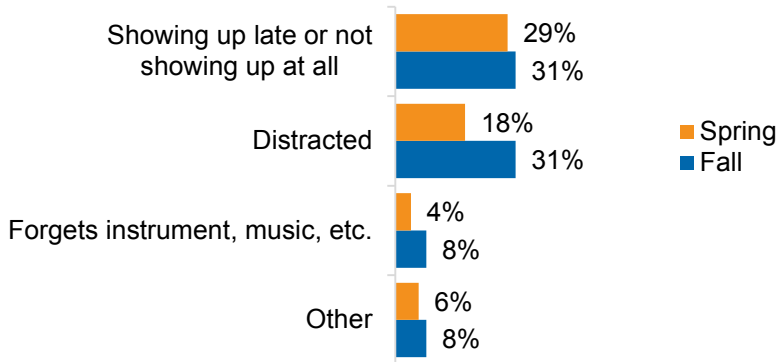
A13. MacPhail faculty community partnership group lesson progress report (continued)

Behavior			N	Always	Most of the time	Sometimes	Never	Mean	Change
Student demonstrates independent learning	Ascension	Fall	34	53%	24%	24%	0%	3.3	+0.0
		Spring	34	50%	27%	24%	0%	3.3	
	Harvest Network	Fall	17	77%	12%	12%	0%	3.6	+0.1
		Spring	17	82%	12%	0%	6%	3.7	
	All schools	Fall 2016	51	61%	20%	20%	0%	3.4	+0.0
		Spring 2017	51	61%	22%	16%	2%	3.4	

A14. Ascension and Harvest Network of Schools progress report instructor comments, positive comments (n=51)



A15. Ascension and Harvest Network of Schools progress report instructor comments, negative comments (n=51)



A16. Students' report of practice

		N	Yes, a lot	Yes, a little	No	Mean
Do you practice your instrument?	Ascension	26	31%	54%	15%	2.2
	Harvest Network	9	33%	44%	22%	2.1
	All schools	35	31%	51%	17%	2.1
Do you like to practice your instrument?	Ascension	25	56%	36%	8%	2.5
	Harvest Network	9	44%	22%	33%	2.1
	All schools	34	53%	32%	15%	2.4

A17. Parents' and students' report of practice space at home

		Percentage responding "yes"			
		Students		Parents	
		N	Yes	N	Yes
Do you (Does your child) have a place to practice at home?	Ascension	21	100%	14	100%
	Harvest Network	8	75%	-	-
	All schools	29	93%	14	100%

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

A18. Students' report of encouragement from home

		N	Yes, a lot	Yes, a little	No	Mean
Does someone at home encourage you to practice your music?	Ascension	26	69%	19%	12%	2.6
	Harvest Network	9	33%	67%	0%	2.3
	All schools	35	60%	31%	9%	2.5
Does someone at home come to your performances?	Ascension	26	81%	15%	4%	2.8
	Harvest Network	8	38%	50%	13%	2.3
	All schools	34	71%	24%	6%	2.6

A19. Parents' report of encouragement for students' music education

		N	Percentage of parents responding "yes"
Do you encourage your child to practice at home?	Ascension	15	100%

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

A20. Parents' report of their involvement in students' music education

		N	Yes	Sometimes	No	Mean
Do you or another adult from home attend your child's music performances?	Ascension	15	100%	0%	0%	3.0
Do you read the yearly progress reports about your child's performance in music class?	Ascension	15	87%	7%	7%	2.8
Do you read your child's weekly music assignment sheets?	Ascension	15	53%	33%	13%	2.4

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

A21. 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?	Ascension	25	84%	12%	4%
	Harvest Network	9	44%	56%	0%
	All schools	34	74%	24%	3%

A22. 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	15	100%	0%	0%

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

A23. Students' report of satisfaction with program components

		N	Yes, a lot	Yes, a little	No	Mean
Do you like the MacPhail music program?	Ascension	26	69%	31%	0%	2.7
	Harvest Network	9	56%	44%	0%	2.6
	All schools	35	66%	34%	0%	2.7
Do you like learning to play your instrument?	Ascension	25	72%	20%	8%	2.6
	Harvest Network	9	44%	33%	22%	2.2
	All schools	34	65%	24%	12%	2.5
Do you like learning new pieces of music?	Ascension	26	77%	23%	0%	2.8
	Harvest Network	8	38%	50%	13%	2.3
	All schools	34	68%	29%	3%	2.6
Do you like to perform?	Ascension	26	73%	23%	4%	2.7
	Harvest Network	9	56%	33%	11%	2.4
	All schools	35	69%	26%	6%	2.6

A24. MacPhail faculty report of how often students attended lessons

		N	100%	90-99%	80-89%	Less than 80%	Average
Ascension	Fall	34	9%	18%	24%	50%	79%
	Spring	34	9%	32%	29%	29%	82%
Harvest Network	Fall	17	24%	12%	24%	41%	78%
	Spring	17	18%	6%	24%	53%	74%
All schools	Fall	51	14%	16%	24%	47%	79%
	Spring	51	12%	24%	28%	37%	79%

A25. Students' report of relationship with instructor

		N	Yes, a lot	Yes, a little	No	Mean
Does your instructor encourage you to do well in your music?	Ascension	26	69%	27%	4%	2.7
	Harvest Network	8	50%	50%	0%	2.5
	All schools	34	65%	32%	3%	2.6
Do you understand your instructor when he or she teaches you new things?	Ascension	26	54%	42%	4%	2.5
	Harvest Network	9	33%	44%	22%	2.1
	All schools	35	49%	43%	9%	2.4
Do you feel your instructor cares about you?	Ascension	24	67%	25%	8%	2.6
	Harvest Network	9	44%	44%	11%	2.3
	All schools	33	61%	30%	9%	2.5

A26. 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	25	80%	4%	16%
	Harvest Network	9	56%	44%	0%
	All schools	34	74%	15%	12%

Open-ended comments

A27. Ascension and Harvest Network of Schools student survey open-ended comments: "What did you learn this year in the MacPhail music program?"

Ascension (N=25)

New songs or chords (13)

I learned new pieces.

I learned new songs and music.

I learned a lot of music and it was fun.

Many things, like music.

New music.

I learned some songs.

I learned a lot of music and I am happy.

I learned this year in MacPhail music program many pieces of music that are enjoyable to hear.

I learned how to play great songs on my cello and it is great fun.

The music, I like it.

A27. 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=25) (continued)

New songs or chords (13) (continued)

I learned to play music.

I learned to play music on the violin.

I learned new songs.

Handling the instrument/fingering/other physical components of playing (8)

I learned how to do slurs.

I learned how to play the violin much better. I learned how to do the fourth finger.

I learned about how to shift on my cello.

The slurs.

I learned how to grab your bow and your posture.

I learned how to hold a violin and play the violin.

How to play an instrument.

How to play a new instrument.

Personal behavior/confidence (6)

Never give up and try your best.

Perseverance, patience, many things.

I learned a little bit of self-control.

I learned to do my best and I learned to have fun in music.

Teamwork.

I learned teamwork and to be more careful.

Reading sheet music (3)

This year in MacPhail I learned how to sight read new pieces of music. I also learned how to subdivide. In sectionals I learned how to count different types of notes.

I learned about music and how to read it and how to number it.

I learned a lot about rhythm and how to do double stops.

General/Other (5)

I learned how to play in an orchestra, and much more!

I learned that I really like the violin and want to keep learning it.

Not a lot, you see I've been playing cello for two years now. There are two groups, people who've been playing for more than one year (me) and beginners. I was set back to the beginners because I was set back so now I have to relearn everything.

I learned everything I need to know.

I learned that [instructor] is very funny and that [instructor] plays two instruments.

A27. Ascension and Harvest Network of Schools student survey open-ended comments: “What did you learn this year in the MacPhail music program?” (continued)

Harvest Network of Schools (9)

New songs or chords (7)

I learned new songs.

German Dance.

The D scale.

New songs.

I learned how to play twinkle.

I learned a lot of new fiddle tunes this year.

I learned some new songs in the MacPhail music program.

Reading sheet music (2)

I learned how to read music better.

I learned to read notes better.

General/other (3)

I learned how to play [indecipherable] better.

How to hold my bow.

Friendship, better connections.

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

A28. 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=24)

Yes (20)

I would like to continue in the MacPhail program next year because it has been a great journey and experience being at MacPhail.

I would continue, because the music we play brings joy to our community.

Because it is fun and makes me feel happy.

Well I'm not going to be here next year but I think it's good to learn a musical instrument.

Because it is fun.

Because it is inspiring and I get to learn new things.

It is fun.

Because I love learning new music and I love the cello.

A28. Ascension and Harvest Network of Schools student survey open-ended comments: “Would you like to continue in the MacPhail music program next year?” (continued)

Ascension (N=24) (continued)

Yes (20) (continued)

Because they help teach everything.

Because I like playing the violin.

Yes because I like learning some things new.

Because it's fun you learn new things every day.

I would love to attend MacPhail next year because I just love it.

Because I like learning new things and to do classical music like Beethoven or Mozart.

So I could learn more music and more notes.

It is fun.

Because it's to learn more music.

Yes because I want to be a musician.

I like playing the violin and I LOVE MNYO.

Because I want to keep learning violin.

Maybe (3)

I would like to learn just a little more.

Because I'd like to have a different teacher and also play cello, not viola.

Because I like music.

No (1)

Because they help me.

Harvest Network of Schools (N=8)

Yes (4)

It is fun but I can't continue because I'm graduating lol.

Because I can learn a lot more and my brother used to play.

Keeps me distracted from other things, fun.

I can't though because I graduate out this year (yeah yaaaay!)

Maybe (4)

I might not go to this school this year.

Some things/teachers are bad.

Because.

Because I don't really like playing anymore.

A29. Ascension and Harvest Network of Schools student survey open-ended comments: “What would you change about the program?”

Ascension (N=25)

Class structure and logistics (6)

Maybe make it longer and have more of it.

More music, fewer disruptions, more teachers, and one orchestra.

I would change that we could have our programs like working in groups also.

That it didn't cost so much.

Less time. Like we could end at 3:15.

Make sure the transportation bus isn't late.

No changes suggested (5)

I don't know if I would change anything about the MacPhail program. I think it is an amazing program with great teachers that push us to do the best we can do.

Nothing.

Don't know.

Nothing!!

Nothing much it's perfect just the way it is.

Instrument and song selection (4)

I would change the fact that for school partnerships, we only have string instruments. Music sounds better with a variety of instruments. Otherwise, it's a really good program!

More instruments. At my school we only have strings.

That there would be a double bass.

I would switch up some of the Suzuki songs.

Other (12)

Nicer and more understanding teachers.

The classes.

More performances.

I would like to change the potential.

My behavior-- do better and practice more on my music.

No uniform. And there should be juice and chips, fruit snacks.

Apple sauce every day.

I would change up the snacks.

The snacks.

Better snacks.

I would change the rule that you could only have one snack.

I would change the snacks to chips and juice.

A29. Ascension and Harvest Network of Schools student survey open-ended comments: “What would you change about the program?” (continued)

Harvest Network of Schools (N=9)

Logistics/timing (3)

Yes, the time to go home.

More often.

I would change the amount of school days we have to practice to more days like it was last year, when it was Monday, Wednesday, and Friday.

Staffing (3)

Teachers.

I would add more teachers for the cellos to motivate them to play more.

More cello people.

Other/no suggestions (5)

To go out of state to perform.

That we play songs that people know.

Eating food on Tuesdays.

I would add percussion and violas for those who would be interested so that the people who know how can have the opportunities to teach.

N/A

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

A30. Ascension and Harvest Network of Schools student survey open-ended comments: “Would you like to continue lessons with this instructor next year?”

Ascension (N=25)

Yes (20)

I would totally like to continue with this instructor next year because they are amazing at what they do.

[Instructor] is an amazing instructor, and she made me really, really good at the violin! She also has a lot of patience.

Because [instructor] is very fun and teaches us the things we need to know.

Well I have to become a better violinist.

Because [instructor] helps me.

Because they don't force me to do anything and they give me time. They're patient.

They help me a lot.

Because [instructor] is nice.

Because my instructor is nice and encouraging.

A30. 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=25) (continued)

Yes (20) (continued)

Because I like my instructor.

Yes because he is fun and he said he is like 215 years old.

Because I like playing the violin and it is fun.

[Instructor] is really chill. So... and she teaches us new music and I understand what she is trying to say.

Because [instructor] is very nice.

Because [instructor] is really fun to work with and really encouraging.

If I start a new one I'll be a beginner.

Because she is great.

Because the teacher encourages me.

She is funny and helps me with rhythm. And encourages me to practice.

She's fun to learn with.

Maybe (1)

They are supportive.

No (4)

[Instructor] is mean.

Because the instructor makes it look difficult.

Because it feels like she's always picking on only me.

She's mean and not nice.

Harvest Network of Schools (N=7)

Yes (4)

Because she's nice.

I love my instructor. She's easy to work with and she's good at her job, and is good at articulating what she needs to help me learn.

Yes because she's nice and fun.

I love the teachers.

Maybe (3)

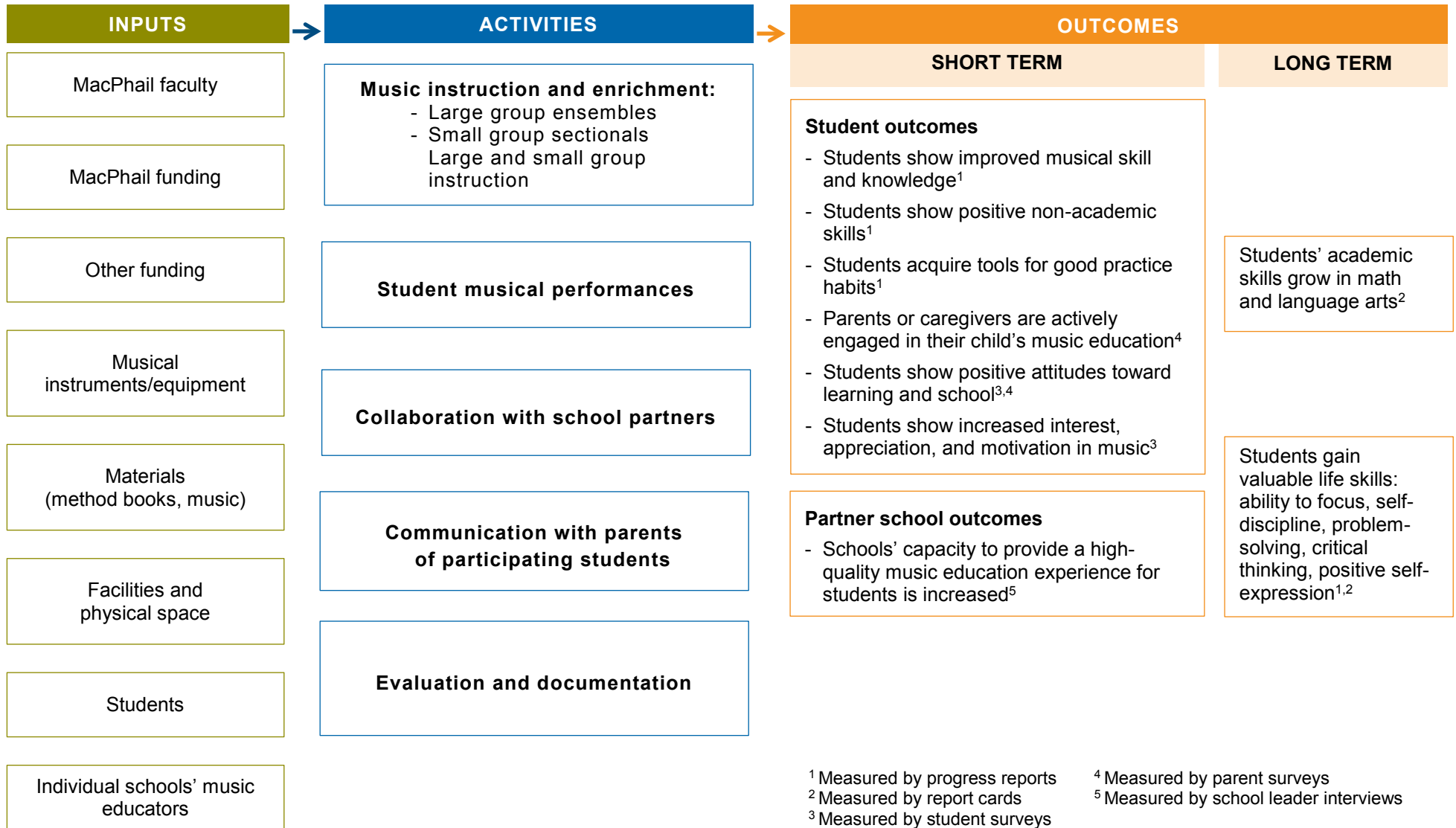
I might not go to this school next year.

I don't know.

Because I might have to due to my parents.

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.



¹ Measured by progress reports

² Measured by report cards

³ Measured by student surveys

⁴ Measured by parent surveys

⁵ Measured by school leader interviews

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
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.

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