MacPhail Online School Partnership

2017-18 Evaluation Results

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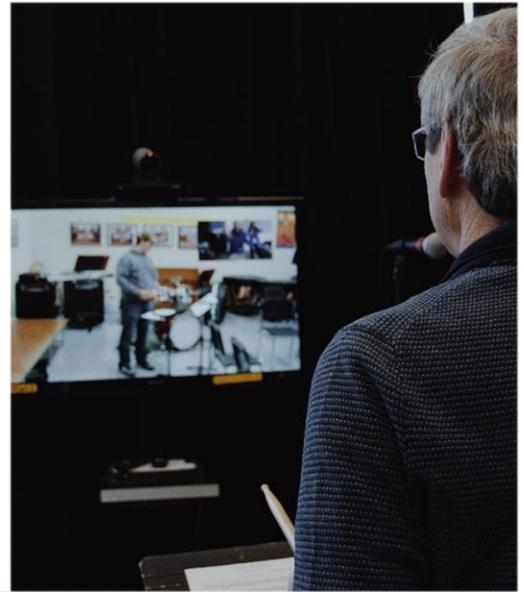
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MacPhail
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Program overview

The MacPhail Center for Music Online School Partnership Program aims to increase access to high-quality music education for students in rural schools in order to improve student interest and knowledge in music, and to improve or maintain positive school engagement and non-academic skills. The MacPhail Teaching Artists work collaboratively with music educators in schools to develop curriculum, implement the Online School Partnership, and work with students individually, in sectionals, or in large group settings on their music lessons via the internet. Teaching Artists teach classes at the partner schools remotely and in real-time through teleconferencing technology. Classes are typically 30-60 minutes in length, with a MacPhail Teaching Artist leading sessions on any of the following: current repertoire the students are working on in their ensemble; selecting and working on repertoire for a student to prepare for an audition; general tone, technique, and maintenance of instrument, etc. All of the session content is based on what the partner schools' music educator would like the Teaching Artist to cover – the Teaching Artist then creates the session structure.

The Online School Partnership has been providing lessons and working with schools outside the Twin Cities metro region since 2011. It currently has 27 Teaching Artists, partners with 22 schools, and serves more than 800 students. All schools in the partnership had between six and 451 hours of instruction, totaling 1,800 hours of instruction. This evaluation, however, only focuses on eight schools who chose to participate in the evaluation: Yellow Medicine East High School, Willmar High School, Tri-Country Public Schools, Pipestone High School, MACCRAY High School, Kerkhoven-Murdock-Sunburg High School, Kingsland High School, and Detroit Lakes High School. Fourteen Teaching Artists from MacPhail were involved in the Online School Partnership. This evaluation focuses on individual and small group lessons with a MacPhail Teaching Artist. The types of lessons provided by the Online School Partnership are described as follows:

- **Group lessons:** These lessons are ongoing and built on method books, handouts, and sequential practice planning. The MacPhail Teaching Artist consults with the partnering music educator to create ongoing assignments that encourage musicianship and solid playing techniques for the group of students, with a focus on one particular instrument or voice type.

- **Sectionals:** In these lessons, MacPhail Teaching Artists work to boost the skills of specific sections of choir, band, or jazz bands. They work on repertoire the participating students are playing in large group. These students work on development of sound, rhythmic precision, general musical understanding, and performance skills.

- **Individual lessons:** These lessons offer one-on-one instruction with an instrument or vocal specialist to work on general tone and technique. Teaching Artists may also provide support as a student prepares for all-state band or choir and contest preparation.

Eighty-eight students took lessons through the Online School Partnership at the schools involved in this evaluation. These schools had between 12 to 451 hours of instruction, totaling 1,151 hours of instruction throughout the 2017-18 school year.

Evaluation

Wilder Research worked with the Online School Partnership to develop an evaluation design for the program. The evaluation includes implementation and outcome components, and gathers qualitative and quantitative data to answer the following research questions. (The Online School Partnership developed a logic model and these research questions reflect program activities and outcomes. See Appendix).

Implementation evaluation key questions

- How well is the Online School Partnership program being implemented? What are aspects of the program, if any, that need to be adjusted over time?

- How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?

Outcome evaluation key questions

- To what extent does student participation in the Online School Partnership program affect their interest, motivation, knowledge, and skills in music?

- To what extent does student participation in the Online School Partnership program affect their attitudes about school (school motivation and engagement) and student non-academic skills?

- To what extent does music educator participation in the Online School Partnership program affect their growth as an educator, their job satisfaction, and ability to handle many aspects of their work assignment?

Methods

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

The following are the data collection instruments used in the evaluation.

- **Teaching Artist survey**: In spring 2018, Wilder conducted a web survey with the MacPhail Teaching Artists. This survey asked about the overall vision and goals of the program, how collaboration with the partner schools has been going and how to improve it, successes of the Online School Partnership, and areas for improvement. Twelve of 20 Teaching Artists completed the survey, for a response rate of 60 percent.

- **Interviews with school music educators**: Wilder conducted a phone interview with the school music educators involved with the Online School Partnership. In these interviews, educators were asked about the value and successes of the program, collaboration with MacPhail, and suggestions for improvement. All eight educators identified were interviewed for this evaluation.

- **Student survey**: This survey was developed to measure student satisfaction with the Online School Partnership, perceptions of the lessons provided, and interest in music education and school generally. In spring 2018, 36 sixth- through twelfth-graders completed a survey, representing 41 percent of the 88 students in the program at these schools. The majority (89%) of students received individual lessons through the Online School Partnership, 22 percent took Online School Partnership lessons as a sectional, and 3 percent took them as a class.

- **Music skills assessments**: At the beginning and end of students' time with the Online School Partnership, the MacPhail Teaching Artist they worked with completed skills assessments, looking at a variety of components of students' performance abilities (tone quality, intonation, rhythm, etc.). Matched music skill assessments were done before and after programming for 77 of 88 students (88%) involved in the Online School Partnership from Detroit Lakes High School, Kerkhoven-Murdock-Sunburg High School, Willmar High School, MACCRAY High School, Kingsland High School, Pipestone High School, Yellow Medicine East High School, and Tri-County Public Schools.

Results

This section describes the implementation and outcome results. Results are reported across the schools, and separately when appropriate. Results should be interpreted with caution given the small sample size.

Implementation

Successes

Students' musical skills improved with access to high-quality instruction; students enjoy their lessons and working with Teaching Artists.

When asked about the biggest successes of the Online School Partnership, most commonly, music educators pointed to students' skill improvement, with four of the eight school music educators mentioning this in the interview; relatedly, one instructor noted that the Online School Partnership led to his school having an award-winning band. Three music educators said that having access to other instructors was the biggest success, as it allows students access to high quality instruction and more instruction than they would otherwise receive. Beyond this, music instructors stated that the program encourages students to practice, prepares them for college band auditions, taps in to technology well, and provides access to rural and low-income students in Minnesota.

Teaching Artists also commonly noted students' skill improvement when asked this question, with six commenting on this. Five spoke about increasing access to high-quality music instruction in greater Minnesota. Beyond this, one Teaching Artist said that the program invigorates existing music programs, and one said that students' "musical worlds" are expanded by providing them the resources they need to audition for all-state or honor bands.

Music educators were asked about the potential value of the Online School Partnership. They spoke in varying ways about what they hope to see in their own programs with the help of the Online School Partnership. Most commonly, music educators mentioned the strong musicians coming out of the Online School Partnership, which will continue to influence their bands in years to come. Two educators spoke about growing the size of the program in terms of how many students are involved and taking lessons. Two wanted to incorporate more students within each lesson, either by having Online School Partnership lessons provided for sectionals or for the full band. Music educators also stated that the program will continue to add capacity to their departments and will continue to be a resource for band students. All music educators indicated that they plan to continue with the program, as long as funding permits.

Teaching Artists were also asked what the potential value of the program is. Nine Teaching Artists spoke about how the program increases access to high-quality music instruction in greater Minnesota, where this instruction is otherwise not available. Two of these Teaching Artists specifically spoke about leveling the playing field between rural and urban music students. Six of the twelve Teaching Artists noted that students can benefit from expert instruction from a musician specifically trained on their instrument.

Students were satisfied with the Online School Partnership program. Students were asked to what degree they agree with the statements "I like coming to the online sessions" and "I would recommend these sessions to other students." Ninety-six percent of students stated that they "agree" or "strongly agree" that they like coming to the online sessions, and all students reported that they would recommend the sessions to others (Figure 6).

In terms of satisfaction with the technology used for the online sessions, 93 percent agreed or strongly agreed with the statement "the technology used for these sessions made it easy to learn" (Figure 7).

Students were also positive about the Teaching Artist who led their online sessions; all students said they liked their Teaching Artist (Figure 8). Students also said their Teaching Artist set clear expectations for practicing and learning at home (96% agree or strongly agree) and used class time well (92% agreed or strongly agreed).

When asked what they liked most about the online sessions, students most frequently said that they enjoyed that they gained new skills, techniques, or musical knowledge (45%) and that they appreciate their time with and feedback from their Teaching Artist (30%; Figure 9).

Collaborative efforts aid student learning and allow for positive working relationships between students and Teaching Artists.

In the interview, the music educators were asked to describe the collaborative efforts between their school and MacPhail. Three of the eight music educators said that MacPhail staff are easy to work with, specifically noting that they were flexible, supportive, and organized. One music educator pointed out how considerate and understanding MacPhail staff are regarding changes in the schedule or plan. Three music educators called out the physical visits from Teaching Artists as particularly collaborative and helpful; one music educator spoke positively about the opportunity their students had to visit the MacPhail Center and meet with their Teaching Artists in person. Two music educators said that the Online School Partnership allows for students to form great working relationships with their Teaching Artists, which can be deeply meaningful for students. Beyond this, one music educator said that having specialists in a student's instrument has been beneficial, and another music

educator said that it is helpful for them to have the messages they send to their students around specific techniques or approaches amplified by the Teaching Artist.

Teaching Artists were asked if the collaboration has been successful between MacPhail and the partner schools. All 12 responded positively, with some adding a caveat that they only know their own experience. Most commonly (10 of 12), Teaching Artists pointed to students' progress in their musical skills as evidence that the collaboration was effective; another Teaching Artist said that the overall level of the full band at a partner school has improved. Two Teaching Artists mentioned students who had gotten into all-state band in part because of their lessons through the program. Three Teaching Artists spoke about the strong working relationships they have forged with students, with one noting that it was an experience in mentorship. Two others mentioned the emotional benefits to students, with one saying that it is clearly an enjoyable experience for students, and the other noting that student confidence has grown. Beyond this, one Teaching Artist mentioned that because the Online School Partnership reviews fundamental skills and techniques, music educators can be more flexible in their music selection, and one Teaching Artist noted how well-run the program is managed by MacPhail staff.

Opportunities for improvement

Schools struggle with their own technological capacity.

When asked what the primary areas for improvement are for the Online School Partnership, half of the music educators (4 of 8) said that technology improvements are most important; however, all three noted that it was their own schools that needed to improve their technological capacity, and that MacPhail had done all they could to ensure this. Four music educators did not have suggestions for MacPhail, and that they were very pleased with the program, with one music educator who was appreciative of the ease of rescheduling lessons and that the technology works well. One music educator said it's essential that the program continue to be subsidized, because their program would not be able to continue in the Online School Partnership otherwise. Two music educators made specific notes about areas for improvement. One noted that the logistics of scheduling and facilitating lessons could be made easier, preferring that Teaching Artists be able to work directly with students. Another music educator noted that it would be helpful if the Teaching Artists could make the amount of feedback they provide more consistent. This music educator noted that while he gets frequent updates about student progress from some Teaching Artists, he doesn't hear anything from others.

When students were asked to suggest program improvements, they most frequently said that the technology could be improved (38%; Figure 10). Beyond this, students most commonly suggested that sessions be provided more frequently (14%), that students and their Teaching Artist meet in person more (10%), and that the sessions be longer (2 responses; 7%). Two responses (7%) were suggestions related to music; to increase the amount of music worked on in lessons, and to work on the same music as the full band. "Other" responses (14%) were to improve time management in the lessons, to assign more at-home work, to focus on more areas within the lessons, and to increase the amount of structure in the lessons. Four respondents (14%) said they had no suggestions.

Similar to music educators and students, Teaching Artists most commonly identified technology as an area for improvement, with three of 12 Teaching Artists noting this. Two Teaching Artists suggested expanding the program to include more students, more schools, and more areas of the state. Other suggestions included finding opportunities for students to visit the MacPhail Center more often, to establish a staff position at MacPhail to assist Teaching Artists and music educators with schedule coordination, and to ensure that music educators are enthusiastic about their engagement in the program. Three Teaching Artists said they had nothing to recommend.

Music educators and Teaching Artists are pleased with the collaboration that exists between MacPhail and participating schools.

When asked about recommendations music educators had to improve the collaboration, three stated that they had no suggestions for improvement, and one said that they especially appreciate the current level of communication they have with MacPhail staff. Two music educators said that technology issues continue to be the main hindrance to the program, but that these issues were on their school's end and that MacPhail could not do anything to make it better. No common themes emerged among suggestions from the music educators. Recommendations given were to increase the consistency of feedback from Teaching Artists to music educators, to add another Teaching Artist visit to music educator's schools, to add to the current set of video tutorials and ensure that educators outside of the Online School Partnership are aware of them, and to ensure that Teaching Artists' expectations of students are aligned with the student's capacity.

Teaching Artists were asked to make recommendations to improve the partnership. Most commonly (3 of 12 responses), Teaching Artists said that the schools' technology could be improved. Two Teaching Artists noted that it is highly beneficial for them to physically visit the schools and their students, and would like additional funding to allow for more visits. A couple of Teaching Artists commented on areas where additional funding would be helpful; one said they would like to have a planning session between music educators and Teaching Artists prior to any lessons beginning, and another suggested expanding the program in schools. Other suggestions include MacPhail establishing a digital music library or music webpage to allow for easier access to resources, providing longer sessions, having more emphasis on students practicing outside of school and during the summer, and keeping lesson group sizes manageable. Two Teaching Artists said they had nothing to recommend.

Outcomes

Benefits to students in music

Students gain musical skills and knowledge

When students were asked to how much they agree with the statement "I learned new musical skills that helped me in band/choir," students were generally positive; 97 percent either "agree" or "strongly agree" with the statement (Figure 11).

Teaching Artists assessed students' musical skills at the beginning and end of their time with the Online School Partnership. Students were assessed in a variety of areas: tone quality, intonation, rhythm, technique, musical expression, execution (for percussion students), articulation (for wind students), and music reading skills (Figures 12-19).

Overall, students showed moderate growth in most skills. Students showed the most growth in musical expression, with a mean improvement of 1.1 points (where 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior).

1. Musical skill growth

Musical expression	1.1
Execution	0.9
Technique	0.9
Rhythm	0.8
Articulation	0.8
Tone quality	0.8
Reading skills	0.7
Intonation	0.5
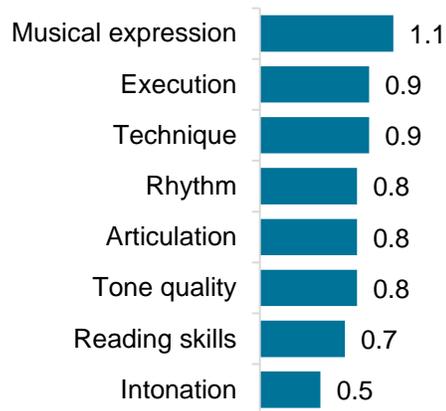
Note. This chart shows change in mean scores for all Online School Partnership participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

Students were rated highest in execution, rhythm, and musical expression, with a mean score of 3.9 in each in their post assessments.

2. Mean scores at end of lessons
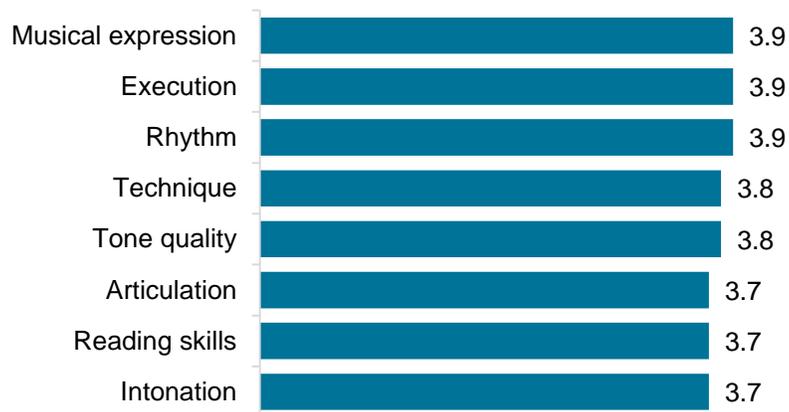
Musical expression	3.9
Execution	3.9
Rhythm	3.9
Technique	3.8
Tone quality	3.8
Articulation	3.7
Reading skills	3.7
Intonation	3.7

Note. This chart shows mean scores at the end of lessons for all Online School Partnership participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

The music skills assessment also asked Teaching Artists to provide ratings in a student's musical confidence and ability to focus (Figures 20 and 21). Students made improvements in mean scores of 0.8 points in confidence (from mean scores of 3.5 to 4.3) and 0.2 points in ability to focus (from mean scores of 4.2 to 4.4).

3.   Musical attitude
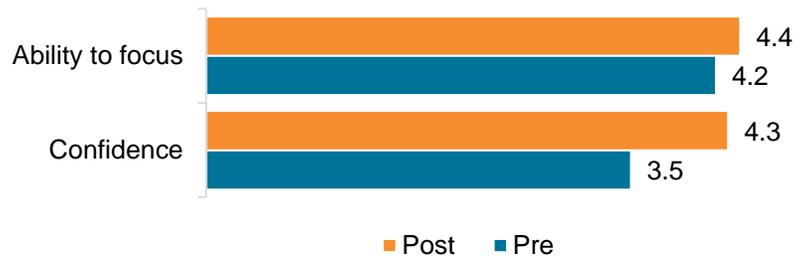
Note. This chart shows mean scores at the end of lessons for all Online School Partnership participants included in this evaluation from pre- to post- skills assessments. 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior.

Students were asked if they participated in any musical competitions in the previous school year. 83 percent of respondents across schools had done so (Figure 24). All students who participated in a competition participated in solo and ensemble, 21 percent participated in honor band, and 10 percent participated in all-state (Figure 25).

4.   Competition participation
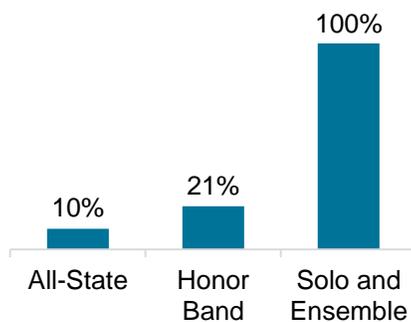
Note. This chart reflects which competitions students participated in, of students who indicated that they had participated in a competition. Students were allowed to select multiple responses.

In interviews, all eight music educators indicated that the Online School Partnership has increased student skill and knowledge, with all music educators specifically noting that it is helpful to have students learn from a specialist in their instrument and learn techniques specific to their instruments. Two music educators said that participating in the lessons increases students' repertoire, one noted that a student was able to work on their college auditions during the lessons, and one noted that a student was able to increase their confidence, which improved their playing.

Students show interest and motivation in music

Ninety-seven percent of students reported that they "agree" or "strongly agree" that coming to the online sessions increased their appreciation of music (Figure 22). Students were interested in continuing to develop their musical skills (97%) and were more motivated to do well on their instruments (96%). Looking to the future, a little less than one-third of students (29%) stated that they are interested in pursuing a college degree in music.

5.   Motivation

I work hard in school.	100%
I am interested in continuing to develop my musical skills.	97%
Coming to the online sessions increased my appreciation of music.	97%
I am more motivated to do well on my instrument.	96%
I am interested in pursuing a college degree in music after graduating from high school.	29%
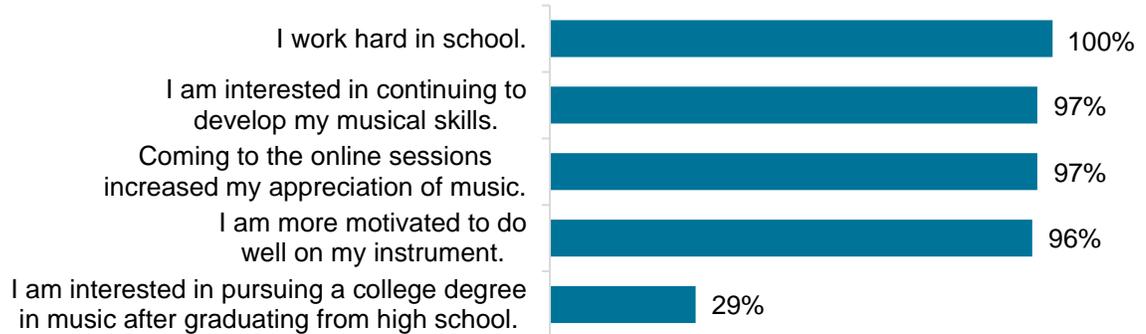
Note. This chart shows the percentage of students reporting "agree" or "strongly agree" to these questions.

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. Eighty-four percent of all students wanted to continue in the program (Figure 22). Students who said that they "disagree" (13%) or "strongly disagree" (4%) with continuing the program indicated that they were graduating or unsure of their preferences.

Benefits to students in school

Students have positive attitudes toward school

Students reported that they work hard in school, with all students either agreeing or strongly agreeing that they do so (Figure 23).

In interviews, music educators were hesitant to say that the Online School Partnership was improving students' general attitudes about school. Four music educators noted that the students who enroll in lessons through the Online School Partnership already love school and that the lessons don't cause a change in attitude, and another noted that the participating students just see the Online School Partnership as an extension of the school, rather than something new. Three music educators thought it made students feel more positive about school, either by giving more validity to the band they play in, giving them confidence, or by giving them something to look forward to when they come to school.

Benefits to music educators and schools

Music educators grow as teachers, and have increased resources and capacity to grow their music programs

All four music educators were very positive about their own growth and learning due to participation in the program. Three music educators spoke about how students going through lessons are able to pass along what they've learned to their music educator and throughout their band. They mentioned being able to go to the Teaching Artist with any questions, which was particularly helpful due to the lack of peers at their school or in their general geographical region. Two music educators said that it increases their own capacity to keep things running smoothly in their classes or in their program. Two music educators said they've benefited from hearing from the Teaching Artist directly, either by sitting in on teleconferenced lessons or through the physical visits. Additionally, each music educator said that they've gotten ideas for music their students can use for auditions and that it's helpful to work together with a Teaching Artist on specific skills they would like a student to develop.

All educators were positive about the impact the Online School Partnership is having on their program. Four music educators spoke about the improvements the students have seen in their musical skills; another two music educators said that students' acceptance into all-state band was due to participation in the program. Another music educator noted that the program increased students' interest in music. Two music educators spoke about the benefit of increased capacity, where they could increase the number of students getting individual lessons or being able to use their time in more efficient ways, and one music educator noted that the program increased access to music education for those who could not or would not want to travel to the Twin Cities for weekly music lessons.

Four music educators spoke about improvements regarding emotion and relationships around music. Two music educators said that participation in the program allowed high-achieving students to push themselves to another level in both their interest in pursuing music and their own capacity to do so, including auditioning for college bands. Music educators described improvements in students' confidence, focus, and leadership, and also mentioned that students form good working relationships with Teaching Artists.

Issues to consider

The Online School Partnership data indicate that participants are doing well in the program. Students generally enjoy their classes and are actively engaged and progressing in their music education. Similarly, music educators are positive about their satisfaction with the program and feel it is a helpful resource.

Based on the results available to date, the following are a few points to consider in future program.

MacPhail program staff should continue to:

- Be flexible and attentive to the partner schools' needs; music educators noted how helpful this is to their work.

- Provide avenues of financial support to partner schools; music educators said that this was crucial to their continued participation in the program.

Going forward, MacPhail could consider the following improvements:

- Help schools pay for technology improvements; technology issues were the most commonly cited issue with the Online School Partnership.

- Secure additional funds to allow the program to grow to reach more students, schools, and areas of the state, as both music educators and Teaching Artists expressed interest in this area.

- Secure additional funds for Teaching Artists to visit the schools; students, music educators, and Teaching Artists all noted that this was one of the best components of the program and would like more in-person visits.

- Advocate at the state level for greater access to high-speed internet in rural areas.

Figures

Implementation

6.   Students' general satisfaction with the Online School Partnership

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
I like coming to the online sessions.	All schools	28	0%	4%	50%	46%
I would recommend these sessions to other students.	All schools	28	0%	0%	39%	61%

7.   Students' satisfaction with technology used

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
The technology used for these sessions made it easy to learn.	All schools	28	0%	7%	54%	39%

8.   Students' report of instructor

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
I liked the Teaching Artist who led the class.	All schools	28	0%	0%	14%	86%
The Teaching Artist used class time well.	All schools	27	0%	7%	33%	59%
The Teaching Artist set clear expectations for practicing and learning at home.	All schools	28	0%	4%	46%	50%

Note. Totals may not equal 100 due to rounding

9. Student satisfaction with Online School Partnership classes

What did you like most about this class? N=33	N	Percent
New skills/technique/knowledge	15	45%
Feedback/time with Teaching Artist	10	30%
Dedicated time to work on music	6	18%
Teaching Artist was kind/fun/nice	4	12%
Teaching Artist was skilled/good at teaching	4	12%
Other	3	9%

Notes. Students may have noted more than one thing they liked most about the class, resulting in a total >100%. Percentages given reflect the number of times a response was given divided by the total number of responses.

"Other" responses include positive comments about the accessibility of the lessons, flow of the lessons, and the personalization of the lessons.

10. Student suggestions for program improvement

What would you improve? N=29	N	Percent
Technology improvements	11	38%
More frequent sessions	4	14%
No suggestions	4	14%
More physical visits	3	10%
Longer sessions	2	7%
Music suggestion	2	7%
Other	4	14%

Notes. Students may have noted more than one thing they liked most about the class, resulting in a total >100%. Percentages given reflect the number of times a response was given divided by the total number of responses.

"Other" responses include student requests for more homework, better time management of lessons, and request for more content areas to be covered in lessons

Outcomes

11. Students' report of musical skills and knowledge

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
I learned new musical skills that helped me in band/choir.	All schools	27	0%	4%	30%	67%

12. Tone quality before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	76	15%	58%	24%	4%	0%	3.8	+0.8
	Pre	76	1%	21%	53%	24%	1%	3.0	

13. Intonation before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	66	11%	53%	32%	5%	0%	3.7	+0.5
	Pre	66	0%	38%	47%	14%	2%	3.2	

14. Rhythm before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	74	23%	47%	26%	4%	0%	3.9	+0.8
	Pre	74	5%	22%	51%	20%	1%	3.1	

15. Technique before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	75	15%	53%	28%	4%	0%	3.8	+0.9
	Pre	75	1%	20%	48%	27%	4%	2.9	

16. Musical expression before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	74	19%	54%	22%	5%	0%	3.9	+1.1
	Pre	74	5%	14%	43%	34%	4%	2.8	

17. Execution (Percussion)

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	73	16%	56%	26%	1%	0%	3.9	+0.9
	Pre	73	4%	21%	49%	26%	0%	3.0	

18. Articulation (Winds)

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	76	13%	50%	34%	3%	0%	3.7	+0.8
	Pre	76	1%	18%	49%	32%	0%	2.9	

19. Reading skills

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	75	13%	52%	29%	5%	0%	3.7	+0.7
	Pre	75	1%	27%	41%	28%	3%	3.0	

20. Confidence

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	75	36%	56%	7%	1%	0%	4.3	+0.8
	Pre	75	17%	33%	35%	13%	1%	3.5	

21. Ability to Focus

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
All schools	Post	76	55%	32%	11%	3%	0%	4.4	+0.2
	Pre	76	47%	26%	21%	5%	0%	4.2	

22. Students' report of musical interest

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Coming to the online sessions increased my appreciation of music.	All schools	27	4%	0%	56%	41%
I am interested in continuing to develop my musical skills.	All schools	28	0%	4%	43%	54%
I am interested in pursuing a college degree in music after graduating from high school.	All schools	28	11%	61%	18%	11%
I am more motivated to do well on my instrument	All schools	28	0%	4%	39%	57%
I am interested in continuing with the MacPhail Online Partnership program	All schools	24	4%	13%	38%	46%

23. Students' report of work in school

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
I work hard in school.	All schools	27	0%	0%	22%	78%

Notes. Table draws on information from the Student Survey. Totals may not equal 100 due to rounding

24. Student participation in competition

School	N	Yes
All schools	35	83%

25. Competitions participated in

School	N	Solo/Ensemble	Honor Band	All-State
All schools	29	100%	21%	10%

Appendix

Open-ended comments

A1. Student survey open-ended comments: "What did you like most about this class?"

All Schools (N=33)

Increased musical skill and knowledge (N=17)

Learning more playing skills.

They were very informative.

Learning so much more about my instrument and music in general.

I liked how easy it was to connect with [instructor] while learning how to better my skills on flute.

Learning and working on new things with someone I enjoy working with.

Working on my concert music in depth.

I enjoyed the practice at what I enjoy doing which is percussion.

Learning more advanced skills.

The opportunity to improve my skills.

I liked getting new feedback to improve me musical ability.

It really helped me widen my horizon and look at different music.

How much I learned.

Playing mew music and learning new notes.

I liked learning how to play better.

Learning new things in different types of music and how to make it better.

Learning new ways to improve my skill playing the trombone.

I really enjoyed getting to learn new ways to improve my ability to play my solo.

Support, instruction, and encouragement (N=10)

What I liked most about the online sessions is that it gave me more time to work individually with an instructor.

The face-to-face time.

The one-on-one time that was spent on improving my musical skill.

I loved the personal one-on-one time.

The time that was given to me as an individual musician.

Devotion of practice to work one on one with a very skilled instructor.

I liked getting one-on-one instruction.

One-on-one help.

It was more personalized, the instructor played the same instrument.

How much my teacher pushed me to get better.

A1. Student survey open-ended comments: "What did you like most about this class?" (continued)

All Schools (N=35)

Other (N=8)

Working on my solo.

It was fun interacting with someone who understood my instrument and could offer me advice on how to advance myself with it.

We got a lot done with the time we had.

[Instructor] was funny and pushed me to my ability, but [the instructor] wasn't extremely hard on me.

My instructor was very nice.

It set aside time to work on solos and other music besides my concert band music.

Accessibility of lessons.

The flow of the lessons.

A2. Student survey open-ended comments: "What would you improve about this class?"

All Schools (N=25)

Technical Issues (6)

Better video quality.

The only problems I have is with internet connection so if there is a way to improve that, that would be nice.

Sound quality.

The functionality of Skype during our sessions.

Skype connections.

I would improve the internet connection so we don't have any delays in the lesson.

Nothing (6)

Nothing (5)

Nothing, the sessions were great.

Longer/More Frequent classes (4)

I would either add more time to it or make it more often.

I would make them longer.

Maybe make them a little more frequent.

Have them more often.

Meeting Instructor (3)

I think it would be fun to meet the instructor in person more often.

Perhaps an in person check point sometime during the year.

Meeting in person.

Note. Responses might have been broken up and arranged into their respective categories.

A2. Student survey open-ended comments: "What would you improve about this class?" (continued)

All Schools (N=25)

Other (7)

A more structured lesson.

I would improve the amount of music and content learned throughout the lessons.

Focusing on more than one thing during a session.

Work some with the music being used in class.

Time management.

Work more at home.

Practicing more often.

Note. Responses might have been broken up and arranged into their respective categories.

Logic model

MacPhail Online School Partnership Logic Model

Overview: The MacPhail Online School Partnership was established to partner with schools in greater Minnesota to support their music program's goals by providing MacPhail faculty to teach students remotely. By teaching classes remotely, MacPhail aims to increase students' skills, knowledge, and interest in music, and provide the resources for music educators to grow professionally.

INPUTS	ACTIVITIES	OUTCOMES	
		SHORT TERM	**LONG TERM**
Teaching artists	**Teaching artists work with music educators to determine curriculum for students**	**Student outcomes** - Students show improved musical skill and knowledge[1,2,3,4] - Students show increased interest, appreciation, and motivation in music[3] - Students show improved attitudes toward school[3,4] - Students show growth in non-academic skills[2]	Students continue their music education throughout high school and in college[3]
Videoconferencing technology	**Tailored lessons are offered to students in addition to their regular music classes, which include:** - Group lessons - Sectionals - Individual lessons		Rural students are more likely to have the opportunity to perform and compete at a high level[3]
MacPhail funding		**Music educator outcomes** - Music educators grow as teachers[4] - Music educators have increased resources and capacity to grow their music programs[4]	
Other funding	**Student musical performances**		Partner schools throughout the state are better able to offer high-quality music education to their students[5]
Facilities and physical space	**Music educators observe Teaching Artists and learn of new teaching approaches, methods, and resources**	**MacPhail outcomes** - MacPhail is able to reach out to students who would otherwise have no access to the organization[6] - MacPhail creates partnerships with schools throughout the state[4,5]	
Students			
Music educators	**Evaluation and documentation**	[1] Measured by music skills assessment [4] Measured by music educator survey [2] Measured by progress reports [5] Measured by Teaching Artist survey [3] Measured by student survey [6] Measured by program records	

Survey instruments

MacPhail
CENTER FOR MUSIC

MacPhail Teaching Artist: _____

Student(s):
School:
Director:
Instrument(s):

Please place one of these numbers in each box below; then total. 5 = superior; 4 = excellent; 3= good; 2=fair; 1=poor		
Performance Factors		Comments
Tone Quality Clarity, consistency, control, focus, warmth		
Intonation Accuracy, consistency of pitch		
Rhythm Accuracy of note and rest values, correctness of meters, duration, pulse, steadiness		
Balance Blend Accompaniment, awareness of ensemble, likeness of qualities, matching of registers (if applicable)		
Technique (facility/accuracy) Attacks, releases, control of ranges, mechanical skill		
Interpretation/Musicianship Dynamics, emotional involvement, artistry, phrasing, style, tempo		
Diction – Vocal Bowing – Strings Articulation – Winds Execution - Percussion		
Other Performance Factors General conduct, mannerisms, poise, posture, etc.		
TOTAL POINTS		

Signature of Teaching Artist: _____

Date: _____

MacPhail Online School Partnership Student Survey
Spring 2016

Name:	Student ID #:
School:	Grade:
Choir/Band Teacher:	Today's date: _____
MacPhail Teaching Artist:	Type of session (individual, sectional, or class):

This survey will ask you questions about you and the music sessions you participated in this semester. We are interested in your honest thoughts and ideas, so there are no right or wrong answers.

Your answers are important. Please indicate how much you agree with each of these statements and fill out all parts of the survey.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't Know
1. I learned new musical skills that helped me in band/choir.	□1	□2	□3	□4	□5
2. I like coming to the online sessions.	□1	□2	□3	□4	□5
3. I liked the Teaching Artist who led the class.	□1	□2	□3	□4	□5
4. Coming to the online sessions increased my appreciation of music.	□1	□2	□3	□4	□5
5. The Teaching Artist used class time well.	□1	□2	□3	□4	□5
6. The Teaching Artist set clear expectations for practicing and learning at home.	□1	□2	□3	□4	□5
7. I am interested in continuing with the MacPhail Online Partnership program.	□1	□2	□3	□4	□5
8. I am interested in continuing to develop my musical skills.	□1	□2	□3	□4	□5
9. I am interested in pursuing a college degree in music after graduating from high school.	□1	□2	□3	□4	□5
10. I am more motivated to do well on my instrument.	□1	□2	□3	□4	□5
11. The technology used for these sessions made it easy to learn.	□1	□2	□3	□4	□5
12. I would recommend these sessions to other students.	□1	□2	□3	□4	□5
13. I work hard in school.	□1	□2	□3	□4	□5

15. What did you like most about this class?

_____

_____

_____

16. What would you improve about this class?

_____

_____

_____

17. Did you participate in a competition this year?
☐¹   No
☐²   Yes

If yes, check all that apply:
☐³   Solo/Ensemble
☐⁴   Honor Band/Choir
☐⁵   All-State

THANK YOU FOR COMPLETING THE SURVEY!

Wilder Research

Information. Insight. Impact.