



MacPhail Online School Partnership

2015-16 Evaluation Results

N O V E M B E R 2 0 1 6

Prepared by:
Emma Connell
Edith Gozali-Lee

451 Lexington Parkway North | Saint Paul, Minnesota 55104
651-280-2700 | www.wilderresearch.org

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Contents

Program overview	1
Evaluation	3
Methods.....	3
Results.....	5
Implementation	5
Outcomes	7
Issues to consider	10
Figures.....	11
Implementation	11
Outcomes	13
Appendix.....	23
Open-ended comments.....	23
Logic model	26
Survey instruments.....	27

Figures

1. Students' general satisfaction with the Online School Partnership	11
2. Students' satisfaction with technology used	11
3. Students' report of instructor	12
4. Student satisfaction with Online School Partnerships classes	12
5. MacPhail Teaching Artists report of student attendance rates.....	13
6. Progress report results: increased student musical skill and knowledge	13
7. Students' report of musical skills and knowledge	14
8. Tone quality before and after online sessions.....	14
9. Intonation before and after online sessions.....	15
10. Rhythm before and after online sessions	15
11. Balance blend before and after online sessions	16
12. Technique before and after online sessions	16
13. Interpretation/Musicianship before and after online sessions.....	17
14. Diction/Bowing/Articulation/Execution before and after online sessions.....	17
15. Other performance factors before and after online sessions.....	18
16. Progress report results: student interest and motivation	18
17. Students' report of musical interest	19
18. Students' report of work in school.....	20
19. Progress report results: student growth in non-academic skills.....	21

Acknowledgments

We wish to thank MacPhail Center for Music's President and COO, Paul Babcock, and the Online Services Manager who manages the Online School Partnership Program, Sarah Drebelbis, for their partnership and contributions to the ongoing evaluation and this report. We also wish to thank other MacPhail Teaching Artists, parents, and students for their support of the program and the study.

The following Wilder Research employees helped in processing, analyzing data, and producing this report:

Barry Bloomgren, Jr.
Walker Bosch
Jen Collins
Rachel Fields
Ryan McArdle
Phil Cooper
Dan Swanson

Program overview

The MacPhail Center for Music Online School Partnership Program aims to increase access to high-quality music education to students in rural public 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 or in small groups 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 anywhere from 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 upcoming audition; general tone, technique, maintenance of instrument, etc. All of the session content is based on what the partner educator would like the Teaching Artist to cover – the Teaching Artist then creates the session structure based on what needs to be worked on the most during the given session time period.

The Online School Partnership has been providing lessons and working with schools outside the Twin Cities metro region since 2011. It currently has 38 Teaching Artists, partners with 29¹ schools, and serves 1,350 students. This evaluation, however, only focuses on five schools: Kerkhoven-Murdock-Sunburg High School, Willmar High School, MACCRAY High School in Clara City, Rush City High School, and Lincoln High School in Thief River Falls. Thirteen Teaching Artists from MacPhail were involved in the Online School Partnership at the five schools that were involved in this evaluation. Online School Partnership offered the following types of lessons in participating schools:

- **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. Eighty group lessons were held for 141 students at the five schools involved in this evaluation.²

¹ The Online School Partnership worked with more than 44 schools in the 2015-16 school year, but only 29 schools are a “partner” school, defined as those schools that participated in 10 or more online sessions with MacPhail.

² In the 2015-16 school year, the Online School Partnership overall offered 687 group lessons (serving 1,031 students), 205 sectionals (328 students), and 769 individual lessons (106 students). Total student counts may contain duplicates across the different kinds of lessons, as a student may have participated in multiple kinds of lessons (i.e. a student may have been involved in group lessons and also have received individual lessons).

- **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. Four of the five schools involved in this evaluation had students who took individual lessons. Thirty-two students were involved in a total of 597 individual lessons across the four schools during the school year.

Fifty-three students took lessons through the Online School Partnership at these schools: 9 from Kerkhoven-Murdock-Sunburg High School, 15 from Willmar High School, seven from MACCRAY High School, 11 from Rush City High School, and 11 from Lincoln High School. Schools had between 12 to 297 sessions throughout the 2015-16 school year, and 722 sessions across all of these schools. The schools completed 90 percent of these sessions.³

³ Schools had to cancel classes for a variety of reasons, including snow days in which school was cancelled and other unexpected schedule changes.

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 the activities and outcomes of the program. 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 2016, 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 the collaboration, successes of the Online School Partnership, and areas for

improvement. Eight of 13 Teaching Artists completed the survey, for a response rate of 62 percent.

- Interviews with school music educators: Wilder conducted a phone interview with the school music educators involved with the Online School Partnership program. In these interviews, educators were asked about the value and successes of the program, collaboration with MacPhail, and suggestions for program improvement. Of the five educators identified, four were interviewed for this evaluation. Due to a technical error, the survey intended for Teaching Artists involved with the program was also sent to music educators. The fifth music educator completed the survey. Because some of the questions in the Teaching Artist survey are the same as the music educator survey, their responses to those questions are included.
- Student survey: This survey was developed to measure student satisfaction with the Online School Partnership program, perceptions of the lessons provided, and interest in music education and school generally. In spring 2016, 51 sixth- through twelfth-graders completed a survey, representing 96 percent of the 53 students in the program. Fifty-one percent took Online School Partnership lessons as a class, and 49 percent of these students received individual lessons. None of these students were involved in sectional lessons.
- 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.). Music skill assessments were done before and after Online School Partnership programming for 33 of 53 students (62%) involved in the Online School Partnership: 8 from Kerkhoven-Murdock-Sunburg (89%), 9 from Willmar (60%), 5 from MACCRAY (71%), and 11 from Lincoln (100%). No skill assessments were done for students at Rush City.
- Lesson progress report: A progress report was designed to help assess students' musical and behavioral or non-academic skills. In spring 2016, Teaching Artists completed 26 progress reports, made up of reports for nine Kerkhoven-Murdock-Sunburg students (100%), nine Willmar students (60%), six MACCRAY students (86%), and two Lincoln students (18%). No progress reports were done for students at Rush City. This represents 49 percent of students participating in Online School Partnership program.

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

Programming

When asked about the biggest successes of the Online School Partnership program in the interview, two of the four school music educators pointed to the higher quality of instruction. One music educator spoke about how personable the Teaching Artists are, which has increased their students' level of attention in sessions. Another music educator spoke about how the Online School Partnership has greatly increased students' level of interest in music. Another music educator stated that the external funding of the program contributed to the success of the program.

Students indicated that they 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." Eighty-six percent of students stated that they "agree" or "strongly agree" that they like coming to the online sessions, and 90 percent would recommend the sessions to other students (Figure 1).

In terms of satisfaction with the technology used for the online sessions, 87 percent agreed or strongly agreed with the statement "the technology used for these sessions made it easy to learn" (Figure 2). From MacPhail's perspective, the technology makes collaborating with instrument and genre specialists accessible and readily available no matter where students and music educators are located. By offering sessions to take place via the Telepresence and Skype (two kinds of teleconferencing software), MacPhail works to ensure there is the opportunity for simultaneous sessions and increased accessibility to lessons. The degree to which students strongly agreed with this statement varied by school, with students at Lincoln more likely to strongly agree with this than their peers at other schools (61% strongly agreed at Lincoln, as compared to 31% of students at all schools).

Students were also positive about the Teaching Artist who led their online sessions; 90 percent of students said they liked their Teaching Artist (Figure 3). Students at Willmar and Lincoln were particularly positive, with 80 percent and 100 percent of students strongly agreeing that they liked their Teaching Artist, respectively. Students also said their Teaching

Artist used class time well (92% agree or strongly agree) and set clear expectations for practicing and learning at home (84% agree or strongly agree).

When asked what they liked most about the online sessions, students most frequently noted that they enjoyed that they gained new skills, techniques, or musical knowledge (48%; Figure 4).

Collaboration

In the interview, the music educators were asked to describe the collaborative efforts between their school and MacPhail. Four music educators offered praise about MacPhail's flexibility and attentiveness to the needs of their school. A couple of music educators were particularly positive about MacPhail's attention to what music instructors wanted them to focus on in lessons. They stated that MacPhail used their instruction time and resources well to ensure that those focus areas were paid attention to. One teacher spoke about how respectful MacPhail and the Teaching Artist were; the Teaching Artist was able to make suggestions as to how the music instructor could improve their lessons, but did so in a way that was supportive.

Opportunities for improvement

Programming

The music educators did not offer suggestions for programming improvements. Rather, their suggestions related to logistical aspects of the program. Two music educators suggested that the program offer more support in keeping track of hours used by the schools, and three noted concerns with the payment structure of the program. These music educators were concerned that schools would not be able to participate due to the cost. Another couple of music educators noted that the state needs faster internet speeds in rural areas, and one suggested that MacPhail lobby the state to prioritize this issue. One teacher requested that she be able to have a male Teaching Artist teach her male choir students, but said that wasn't available at present.

Collaboration

No common themes arose around recommendations to improve collaboration from the music educator interviews. A couple of music educators noted that technical issues and delay were somewhat of a problem, but both acknowledged that this issue is not in MacPhail's hands. Similarly, one teacher noted that he wished he had a larger, established space to hold lessons, but acknowledged that MacPhail was not able to do anything about that. Aside from this, one teacher requested there be more communication about policies surrounding missed classes, one requested more flexibility in scheduling and rescheduling, and one expressed

concern about schools having a difficult time finding funding for the Online School Partnership. One teacher stated that they had no suggestions for collaboration and that they only had positive things to say.

Outcomes

Benefits to students in music

Students gain musical skills and knowledge

According to the MacPhail Teaching Artists, almost all students at Kerkhoven-Murdock-Sunburg, Willmar, and MACCRAY attended lessons regularly, with 95 percent of students in the combined schools attending 80 percent or more of the offered lessons (Figure 5). Students also come prepared to lessons. Teaching Artists reported that students at the partner schools either “always” (21%) or “most of the time” (46%) prepared assigned music in home practice (Figure 6). Ninety-seven percent of students were reported to have shown consistent musical progress and growth “always” or “most of the time.”

Teaching Artists at Kerkhoven-Murdock-Sunburg and Willmar reported on the amount of time students lead an activity in class or help plan activities for class. Students were very engaged in these classroom activities, with 100 percent of students participating in both leading an activity and helping to plan activities for class (Figure 6). Teaching Artists only rated students on their frequency of helping to plan and leading activities in class if they deemed it relevant for the student; eighteen students were rated on how frequently they helped plan activities for class, and three students were rated on how frequently they lead an activity in class.

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; 92 percent either “agree” or “strongly agree” with the statement (Figure 7). Fewer, but still a high percentage of students (73%) at MACCRAY strongly agreed or agreed with this statement.

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; balance blend; technique; interpretation/musicianship; diction, bowing, articulation, or execution (depending on the student’s instrument); and “other performance factors” (Figures 8-15). Overall, students showed moderate growth in most skills. Students grew most in interpretation/musicianship, with an improvement of .6 points to a mean score of 3.5 at the end of their lessons (where 1=poor, 2=fair, 3=good, 4=excellent, and 5=superior; Figure 13). Students scored highest in the “other performance factors” category, which includes general conduct, mannerisms, poise, and posture (Figure 15). The mean score for all students was 3.8 at the end of their lessons.

In interviews, all music educators indicated that the Online School Partnership has increased student skill and knowledge. One mentioned that it provides a great opportunity to apply musical theory learned in a classroom setting. Another mentioned that their students are achieving higher scores at competitions.

Students show interest and motivation in music

On student demonstration of an eagerness to learn, Teaching Artists gave ratings of “always” or “most of the time” to 92 percent of students (Figure 16). Both Lincoln students, seven Kerhoven-Murdock-Sunburg students, three MACCRAY students, and four Willmar students were said to “always” demonstrate an eagerness to learn.

Eighty-nine percent of students reported that they “agree” or “strongly agree” that coming to the online sessions increased their appreciation of music (Figure 17). Students were interested in continuing to develop their musical skills and are more motivated to do well on their instruments (92% each). Looking to the future, almost half of the students (46%) stated that they are interested in pursuing a college degree in music.

While students were very positive generally, there was some variance among the different schools. Students at Lincoln were more likely to “strongly agree” that coming to the online sessions increased their appreciation of music (83%, compared to 51% overall; Figure 17). Students at Lincoln were also more likely to strongly agree that they are interested in continuing to develop their musical skills (89%, compared to 47 percent overall).

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-two percent of all students wanted to continue in the program (Figure 17). Forty-seven percent of the students responded that they “strongly agree” that they want to continue in the program, and an additional 35 percent said they “agree” that they want to continue. Nine percent of students “disagree” and another nine percent of students “strongly disagree” that they would like to continue. A higher percentage of Lincoln students (65%) said they “strongly agree” that they would like to continue, compared to students overall (47%). MACCRAY students were least likely to say they would like to continue in the program (45% saying they “disagree” or “strongly disagree”). Again, the results should be interpreted with caution due to the small number of students in each school.

Benefits to students in school

Students have positive attitudes toward school

Students reported that they work hard in school, with 98 percent of students at all schools either agreeing or strongly agreeing that they do so (Figure 18).

In interviews, music educators were hesitant to say that the Online School Partnership was improving students' general attitudes about school. Two music educators spoke about how the Online School Partnership is just another component of students' days or how the students who opt in to the lessons want to be there in the first place. The other two music educators indicated that there was some benefit to students' attitudes. Both stated that these lessons provide students who are unsure of where they fit in at school an avenue for self-discovery and confidence. By increasing their knowledge and skills in music, they are able to find a niche for themselves, and by doing so, are more comfortable and positive about their schooling experience.

Students show positive non-academic skills

All students participating in the Online School Partnership were said to bring all their required materials either "always" (73%) or "most of the time" (27%) to their sessions (Figure 19). Students were also cooperative in a group setting; Teaching Artists rated eight students on this measure, and all students were said to "always" be cooperative. Additionally, students followed directions "always" or "most of the time" in lessons (100%) and persisted on tasks even when experiencing difficulty (92%).

Students at the partner schools were less likely to make an effort to try out possible solutions when encountering a problem "always" or "most of the time" (54%; Figure 19) and to make an effort to begin an assignment before asking for assistance "always" or "most of the time" (77%).

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. When asked to what extent the Online School Partnership benefited them in interviews, three of the music educators spoke about the benefits of being able to observe the Teaching Artists give lessons or bounce ideas off them. A couple of music educators 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. One teacher was particularly vocal about the increased capacity of their music program with the addition of the Online School Partnership, stating that having a

Teaching Artist working with their class allows for specialized knowledge and tailored teaching that would otherwise be difficult with their schedule and other job demands.

All educators were also positive about the impact the Online School Partnership is having on their school. A couple of educators mentioned that more students were getting involved in music as they heard about the program. One teacher mentioned that there were now twice as many students enrolled in music classes than the year before, and attributed this growth to the growing awareness of the Online School Partnership.

Two music educators mentioned that this program was greatly increasing the capacity of their music departments to provide instruction to a greater number of students. While a teacher may be in session with a regular band class, for example, an ensemble of students can receive more tailored lessons from a Teaching Artist in another room.

Issues to consider

The Online School Partnership data indicates 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 generally feel it is a helpful resource for their students and themselves.

Based on the results available to date, the following are a few points to consider 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 in being flexible and attentive to the partner schools' needs.
- MacPhail program staff could create tools to help partner schools more easily track program logistics, including scheduled lesson times and how many lessons students have completed.
- MacPhail program staff could alleviate cost concerns for partner schools by providing a greater amount of funding, consistent funding over the course of a few years, or by helping schools find and secure funding.
- MacPhail should encourage Teaching Artists and partner schools to collect more surveys, progress reports, and skill assessments to better evaluate the program.
- MacPhail program staff could advocate at the state level for greater access to high-speed internet in rural areas.

Figures

Implementation

1. Students' general satisfaction with the Online School Partnership

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
I like coming to the online sessions.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	100%	0%	3.00
	Willmar High School	10	0%	10%	70%	20%	3.10
	MACCRAY High School	11	27%	27%	36%	9%	2.27
	Rush City High School	7	0%	0%	100%	0%	3.00
	Lincoln High School	18	0%	0%	28%	72%	3.72
	All schools	50	6%	8%	54%	32%	3.12
I would recommend these sessions to other students.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	50%	50%	3.50
	Willmar High School	9	0%	0%	56%	44%	3.44
	MACCRAY High School	10	30%	20%	40%	10%	2.30
	Rush City High School	7	0%	0%	71%	29%	3.29
	Lincoln High School	18	0%	0%	11%	89%	3.89
	All schools	48	6%	4%	38%	52%	3.35

2. Students' satisfaction with technology used

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
The technology used for these sessions made it easy to learn.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	100%	0%	3.00
	Willmar High School	10	0%	20%	60%	20%	3.00
	MACCRAY High School	9	11%	22%	56%	11%	2.67
	Rush City High School	7	0%	0%	86%	14%	3.14
	Lincoln High School	18	0%	6%	33%	61%	3.56
	All schools	48	2%	10%	56%	31%	3.17

3. Students' report of instructor

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
I liked the Teaching Artist who led the class.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	75%	25%	3.25
	Willmar High School	10	0%	0%	20%	80%	3.80
	MACCRAY High School	10	30%	20%	40%	10%	2.30
	Rush City High School	8	0%	0%	75%	25%	3.25
	Lincoln High School	18	0%	0%	0%	100%	4.00
	All schools	50	6%	4%	30%	60%	3.44
The Teaching Artist used class time well.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	50%	50%	3.50
	Willmar High School	10	0%	0%	50%	50%	3.50
	MACCRAY High School	9	11%	11%	33%	44%	3.11
	Rush City High School	8	0%	13%	50%	38%	3.25
	Lincoln High School	18	0%	6%	11%	83%	3.78
	All schools	49	2%	6%	33%	59%	3.49
The Teaching Artist set clear expectations for practicing and learning at home.	Kerkhoven-Murdock-Sunburg High School	4	0%	25%	25%	50%	3.25
	Willmar High School	9	0%	0%	44%	55%	3.56
	MACCRAY High School	11	27%	18%	27%	27%	2.55
	Rush City High School	8	0%	13%	50%	38%	3.25
	Lincoln High School	17	0%	6%	41%	53%	3.47
	All schools	49	6%	10%	39%	45%	3.22

Note. Totals may not equal 100 due to rounding

Note. Percentages have been added for consistency, but it is important to note the small sample size.

4. Student satisfaction with Online School Partnerships classes

What did you like most about this class? N=27	N	Percent
New skills/technique/knowledge	13	48%
Time with the Teaching Artist	4	15%
Class activities	3	11%
Other	4	15%
General negativity	4	15%

Note. 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.

Note. "Other" responses include general praise, and positive notes about the song selection.

Outcomes

5. MacPhail Teaching Artists report of student attendance rates

Percentage of lessons attended	Kerkhoven-Murdock-Sunburg High School (N=9)		Willmar High School (N=9)		MACCRAY High School (N=6)		All schools (N=26)	
	N	%	N	%	N	%	N	%
100%	6	75%	5	56%	1	25%	12	57%
90-99%	1	13%	3	33%	0	0%	4	19%
80-89%	1	13%	0	0%	3	75%	4	19%
Less than 80%	0	0%	1	11%	0	0%	1	5%
Average	97%		95%		87%		94%	

Note. Totals may not equal 100 due to rounding

Note. This information was not available for Rush City or Lincoln High School.

6. Progress report results: increased student musical skill and knowledge

Behavior	School	N	Never 1	Sometimes 2	Most of the time 3	Always 4	Mean
The student prepares assigned music in home practice	Kerkhoven-Murdock-Sunburg High School	8	0%	25%	38%	38%	3.1
	Willmar High School	8	0%	38%	50%	13%	2.8
	MACCRAY High School	6	0%	50%	33%	17%	2.7
	Lincoln High School	2	0%	0%	100%	0%	3.0
	All schools	24	0%	33%	46%	21%	2.9
The student has shown consistent musical progress and growth	Kerkhoven-Murdock-Sunburg High School	9	0%	0%	44%	56%	3.6
	Willmar High School	9	0%	0%	89%	11%	3.1
	MACCRAY High School	6	0%	17%	50%	33%	3.2
	Lincoln High School	2	0%	0%	0%	100%	4.0
	All schools	26	0%	4%	58%	39%	3.3
Student leads an activity in class ^a	Kerkhoven-Murdock-Sunburg High School	2	0%	0%	0%	100%	4.0
	Willmar High School	1	0%	0%	0%	100%	4.0
	All schools	3	0%	0%	0%	100%	4.0
Student helps plan activities for class ^a	Kerkhoven-Murdock-Sunburg High School	9	0%	0%	0%	100%	4.0
	Willmar High School	9	0%	0%	0%	100%	4.0
	All schools	26	0%	0%	0%	100%	4.0

^a Teaching Artists only rated the students this was relevant for.

7. Students' report of musical skills and knowledge

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
I learned new musical skills that helped me in band/choir.	Kerkhoven-Murdock-Sunburg High School	4	25%	0%	0%	75%	3.25
	Willmar High School	10	0%	0%	30%	70%	3.70
	MACCRAY High School	11	18%	9%	46%	27%	2.82
	Rush City High School	8	0%	0%	50%	50%	3.50
	Lincoln High School	17	0%	0%	24%	77%	3.76
	All schools	50	6%	2%	32%	60%	3.46

8. Tone quality before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	8	0%	26%	63%	13%	0%	3.1	+0.8
	Post	8	0%	88%	13%	0%	0%	3.9	
Willmar High School	Pre	9	0%	44%	33%	22%	0%	3.2	+0.5
	Post	9	11%	44%	44%	0%	0%	3.7	
MACCRAY High School	Pre	5	0%	0%	60%	40%	0%	2.6	+0.6
	Post	5	0%	20%	80%	0%	0%	3.2	
Lincoln High School	Pre	11	0%	18%	82%	0%	0%	3.2	+0.0
	Post	11	0%	18%	82%	0%	0%	3.2	
All schools	Pre	33	0%	24%	61%	15%	0%	3.1	+0.4
	Post	33	3%	42%	55%	0%	0%	3.5	

9. Intonation before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	8	0%	50%	38%	13%	0%	3.3	+0.6
	Post	8	13%	63%	25%	0%	0%	3.9	
Willmar High School	Pre	9	0%	44%	33%	22%	0%	3.2	+0.7
	Post	9	22%	44%	33%	0%	0%	3.9	
MACCRAY High School	Pre	5	0%	20%	40%	40%	0%	2.8	+0.2
	Post	5	0%	20%	60%	20%	0%	3.0	
Lincoln High School	Pre	11	0%	18%	82%	0%	0%	3.1	-0.1
	Post	11	0%	0%	100%	0%	0%	3.0	
All schools	Pre	33	0%	33%	52%	15%	0%	3.2	+0.3
	Post	33	9%	30%	58%	3%	0%	3.5	

10. Rhythm before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	9	0%	56%	33%	11%	0%	3.4	+0.8
	Post	9	22%	78%	0%	0%	0%	4.2	
Willmar High School	Pre	9	0%	44%	44%	11%	0%	3.3	+0.8
	Post	9	22%	67%	11%	0%	0%	4.1	
MACCRAY High School	Pre	6	0%	17%	33%	17%	33%	2.3	+0.5
	Post	6	0%	33%	17%	50%	0%	2.8	
Lincoln High School	Pre	11	0%	9%	91%	0%	0%	3.1	-0.1
	Post	11	0%	9%	82%	9%	0%	3.0	
All schools	Pre	35	0%	31%	54%	9%	6%	3.1	+0.5
	Post	35	11%	46%	31%	11%	0%	3.6	

11. Balance blend before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	3	33%	67%	0%	0%	0%	4.3	-0.3
	Post	3	0%	100%	0%	0%	0%	4.0	
Willmar High School	Pre	6	0%	67%	33%	0%	0%	3.7	+0.1
	Post	6	17%	50%	33%	0%	0%	3.8	
MACCRAY High School	Pre	3	33%	0%	0%	33%	33%	2.7	+0.0
	Post	3	0%	33%	0%	67%	0%	2.7	
Lincoln High School	Pre	11	0%	9%	82%	9%	0%	3.0	+0.1
	Post	11	0%	9%	91%	0%	0%	3.1	
All schools	Pre	23	9%	30%	48%	9%	4%	3.3	+0.0
	Post	23	4%	35%	52%	9%	0%	3.3	

12. Technique before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	9	0%	44%	33%	22%	0%	3.2	+0.6
	Post	9	11%	67%	11%	11%	0%	3.8	
Willmar High School	Pre	9	0%	11%	78%	11%	0%	3.0	+0.4
	Post	9	0%	44%	56%	0%	0%	3.4	
MACCRAY High School	Pre	6	0%	0%	67%	17%	17%	2.5	+0.3
	Post	6	0%	17%	50%	33%	0%	2.8	
Lincoln High School	Pre	11	0%	9%	91%	0%	0%	3.1	+0.1
	Post	11	0%	18%	82%	0%	0%	3.2	
All schools	Pre	35	0%	17%	69%	11%	3%	3.0	+0.4
	Post	35	3%	40%	51%	6%	0%	3.4	

13. Interpretation/Musicianship before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	9	0%	22%	56%	22%	0%	3.0	+1.0
	Post	9	0%	100%	0%	0%	0%	4.0	
Willmar High School	Pre	9	0%	22%	44%	33%	0%	2.9	+0.8
	Post	9	11%	44%	44%	0%	0%	3.7	
MACCRAY High School	Pre	6	0%	17%	33%	17%	33%	2.3	+0.7
	Post	6	0%	50%	17%	17%	17%	3.0	
Lincoln High School	Pre	11	0%	9%	91%	0%	0%	3.1	+0.0
	Post	11	0%	9%	91%	0%	0%	3.1	
All schools	Pre	35	0%	17%	60%	17%	6%	2.9	+0.6
	Post	35	3%	49%	43%	3%	3%	3.5	

14. Diction/Bowing/Articulation/Execution before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	9	0%	56%	33%	11%	0%	3.4	+0.4
	Post	9	0%	78%	22%	0%	0%	3.8	
Willmar High School	Pre	9	0%	44%	56%	0%	0%	3.4	+0.3
	Post	9	0%	67%	33%	0%	0%	3.7	
MACCRAY High School	Pre	6	17%	0%	33%	33%	17%	2.7	+0.3
	Post	6	0%	33%	33%	33%	0%	3.0	
Lincoln High School	Pre	2	0%	50%	50%	0%	0%	3.5	+0.5
	Post	2	0%	100%	0%	0%	0%	4.0	
All schools	Pre	26	4%	39%	42%	12%	4%	3.3	+0.3
	Post	26	0%	65%	27%	8%	0%	3.6	

15. Other performance factors before and after online sessions

School		N	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1	Mean	Change
Kerkhoven-Murdock-Sunburg High School	Pre	9	11%	33%	44%	11%	0%	3.4	+0.7
	Post	9	22%	67%	11%	0%	0%	4.1	
Willmar High School	Pre	9	22%	56%	22%	0%	0%	4.0	+0.2
	Post	9	22%	78%	0%	0%	0%	4.2	
MACCRAY High School	Pre	6	17%	17%	67%	0%	0%	3.5	+0.3
	Post	6	17%	50%	33%	0%	0%	3.8	
Lincoln High School	Pre	11	0%	18%	82%	0%	0%	3.2	+0.0
	Post	11	0%	18%	82%	0%	0%	3.2	
All schools	Pre	35	11%	31%	54%	3%	0%	3.5	+0.3
	Post	35	14%	51%	34%	0%	0%	3.8	

Note. One teacher indicated that a student was between “Good” and “Excellent” in tone quality. This response has been rounded up into the “Excellent” category.

Note. Two music educators indicated that a student was between “Good” and “Excellent” in intonation. This response has been rounded up into the “Excellent” category.

16. Progress report results: student interest and motivation

Behavior	School	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student demonstrates eagerness to learn	Kerkhoven-Murdock-Sunburg High School	9	78%	22%	0%	0%	3.8
	Willmar High School	9	44%	33%	22%	0%	3.2
	MACCRAY High School	6	50%	50%	0%	0%	3.5
	Lincoln High School	2	100%	0%	0%	0%	4.0
	All schools	26	62%	30%	8%	0%	3.5

17. Students' report of musical interest

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
Coming to the online sessions increased my appreciation of music.	Kerkhoven-Murdock-Sunburg High School	4	0%	25%	50%	25%	3.00
	Willmar High School	10	0%	0%	60%	40%	3.40
	MACCRAY High School	11	27%	9%	46%	18%	2.55
	Rush City High School	4	0%	0%	50%	50%	3.50
	Lincoln High School	18	0%	0%	17%	83%	3.83
	All schools	47	6%	4%	38%	51%	3.34
I am interested in continuing with the MacPhail Online Partnership Program	Kerkhoven-Murdock-Sunburg High School	3	0%	0%	100%	0%	3.00
	Willmar High School	7	0%	29%	14%	57%	3.29
	MACCRAY High School	11	36%	9%	27%	27%	2.45
	Rush City High School	5	0%	20%	40%	40%	3.20
	Lincoln High School	17	0%	0%	35%	65%	3.65
	All schools	43	9%	9%	35%	47%	3.19
I am interested in continuing to develop my musical skills.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	100%	0%	3.00
	Willmar High School	10	0%	0%	30%	70%	3.70
	MACCRAY High School	10	20%	20%	30%	30%	2.70
	Rush City High School	8	0%	0%	63%	38%	3.38
	Lincoln High School	18	0%	0%	11%	89%	3.89
	All schools	50	4%	4%	34%	58%	3.46
I am interested in pursuing a college degree in music after graduating from high school.	Kerkhoven-Murdock-Sunburg High School	1	0%	100%	0%	0%	2.00
	Willmar High School	8	13%	38%	13%	38%	2.75
	MACCRAY High School	9	56%	33%	11%	0%	1.56
	Rush City High School	7	0%	43%	29%	29%	2.86
	Lincoln High School	12	17%	17%	25%	42%	2.92
	All schools	37	22%	32%	19%	27%	2.51

17. Students' report of musical interest (continued)

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Mean
I am more motivated to do well on my instrument	Kerkhoven-Murdock-Sunburg High School	4	0%	25%	75%	0%	2.75
	Willmar High School	10	0%	0%	60%	40%	3.40
	MACCRAY High School	9	11%	22%	44%	22%	2.78
	Rush City High School	8	0%	0%	75%	25%	3.25
	Lincoln High School	18	0%	0%	44%	56%	3.56
	All schools	49	2%	6%	55%	37%	3.27

18. Students' report of work in school

	School	N	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Average
I work hard in school.	Kerkhoven-Murdock-Sunburg High School	4	0%	0%	25%	75%	3.75
	Willmar High School	10	0%	0%	40%	60%	3.60
	MACCRAY High School	11	9%	0%	46%	46%	3.27
	Rush City High School	8	0%	0%	88%	13%	3.30
	Lincoln High School	18	0%	0%	33%	67%	3.67
	All schools	51	2%	0%	45%	53%	3.49

Note. Table draws on information from the Student Survey.

Note. Totals may not equal 100 due to rounding

19. Progress report results: student growth in non-academic skills

Behavior	School	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student brings all required materials (method book, instrument, etc.) to the group lesson ^a	Kerkhoven-Murdock-Sunburg High School	9	89%	11%	0%	0%	3.9
	Willmar High School	9	67%	33%	0%	0%	3.7
	MACCRAY High School	9	83%	17%	0%	0%	3.8
	Lincoln High School	2	0%	100%	0%	0%	3.0
	All schools	26	73%	27%	0%	0%	3.7
The student is cooperative in a group setting	Kerkhoven-Murdock-Sunburg High School	3	100%	0%	0%	0%	4.0
	Willmar High School	2	100%	0%	0%	0%	4.0
	MACCRAY High School	2	100%	0%	0%	0%	4.0
	Lincoln High School	-	-	-	-	-	-
	All schools	8	100%	0%	0%	0%	4.0
The student follows directions in the lesson	Kerkhoven-Murdock-Sunburg High School	9	100%	0%	0%	0%	4.0
	Willmar High School	9	100%	0%	0%	0%	4.0
	MACCRAY High School	6	83%	17%	0%	0%	3.8
	Lincoln High School	2	100%	0%	0%	0%	4.0
	All schools	26	96%	4%	0%	0%	4.0
Student persists on tasks even when experiencing difficulty	Kerkhoven-Murdock-Sunburg High School	9	100%	0%	0%	0%	4.0
	Willmar High School	9	22%	56%	22%	0%	3.0
	MACCRAY High School	6	67%	33%	0%	0%	3.7
	Lincoln High School	2	100%	0%	0%	0%	4.0
	All schools	26	65%	27%	8%	0%	3.6
When a problem is encountered, student makes own effort to try out possible solutions	Kerkhoven-Murdock-Sunburg High School	8	38%	38%	25%	0%	3.1
	Willmar High School	9	22%	22%	56%	0%	2.7
	MACCRAY High School	5	20%	0%	80%	0%	2.4
	Lincoln High School	2	0%	100%	0%	0%	3.0
	All schools	24	25%	29%	46%	0%	2.8

Note. Totals may not equal 100 due to rounding

Note. Rush City did not complete any lesson progress reports.

^a Percentages have been added for consistency, but it is important to note the small sample size.

19. Progress report results: student growth in non-academic skills (continued)

Behavior	School	N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
Student makes own efforts to begin assignment before asking for assistance	Kerkhoven-Murdock-Sunburg High School	7	29%	57%	0%	14%	3.0
	Willmar High School	6	17%	33%	50%	0%	2.7
	MACCRAY High School	2	50%	50%	0%	0%	3.5
	Lincoln High School	2	0%	100%	0%	0%	3.0
	All schools	17	24%	53%	18%	6%	2.9

Note. Totals may not equal 100 due to rounding

Note. Rush City did not complete any lesson progress reports.

Appendix

Open-ended comments

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

Rush City (N=5)

Singing opportunities (2)

Singing pop songs.

Getting to sing.

Increased musical skill and knowledge (3)

When we learned new methods.

Develop my skills.

Improving with exercises and warm ups.

MACCRAY (N=10*)

Increased musical skill and knowledge (3)

Learning new things on the trombone.

Learning different rhythms.

Learning new things.

Class activities (2)

Getting outside and marching.

Online sections.

Other (6)

Nothing.

I don't know.

Everything.

Mehh.

Leaving.

Nothing, it didn't interest me.

Willmar High School (N=9*)

Increased musical skill and knowledge (6)

Learning to transpose music, which really helps me read piano music the right way on the trumpet.

It helped me improve technically on my instrument, as well as improve my tone and intonation.

Working to improve the things I was terrible at.

Note. Responses may have been edited for clarity.

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

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

Willmar High School (N=9*) (continued)

Increased musical skill and knowledge (6) (continued)

Learning from a different person who has different ideas to possibly help me learn a concept better I have had trouble with before.

Getting to learn new techniques.

Learning my solo.

Support and encouragement (2)

I was pushed to do a solo for solo ensemble.

I loved how motivating my teacher was. He truly believed in me. I thought it was impossible for me to make All-State band, but with his help and encouragement, I completed my goal.

Other (1)

The one-on-one time with the teacher.

Kerkhoven-Murdock-Sunburg High School (N=4)

I liked that it wasn't super strict but not totally laid back as well. It was flexible to me and my learning.

Getting to learn new techniques.

Learning more about playing.

The one-on-one instruction.

Note. Responses may have been edited for clarity.

* 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?”

Rush City (N=5)

Drama (less of it)

How nobody listens; the songs we sing

Making it more entertaining and organized.

Less warming up. We don't get to work on the real songs.

Timing. I think warm ups take a lot longer than they should.

MACCRAY (N=10*)

Playing the trombone. (2)

Nothing.

The connection, because the computer would go out quite a lot.

Have not such a delay.

High notes. (2)

Be more motivated.

Meh.

I don't know.

Willmar High School (N=9)

Nothing, it was all very helpful.

Not sure.

Make sure to use every minute of time available in the lesson.

Nothing. (2)

Clearer communication on which days we would be meeting.

Get better Wifi at school.

Have a list of books made by the teachers sent to our band directors so we are in the same area of learning instead of randomly finding stuff to play.

I don't know.

KMS High School (N=4)

I don't know. (2)

Nothing.

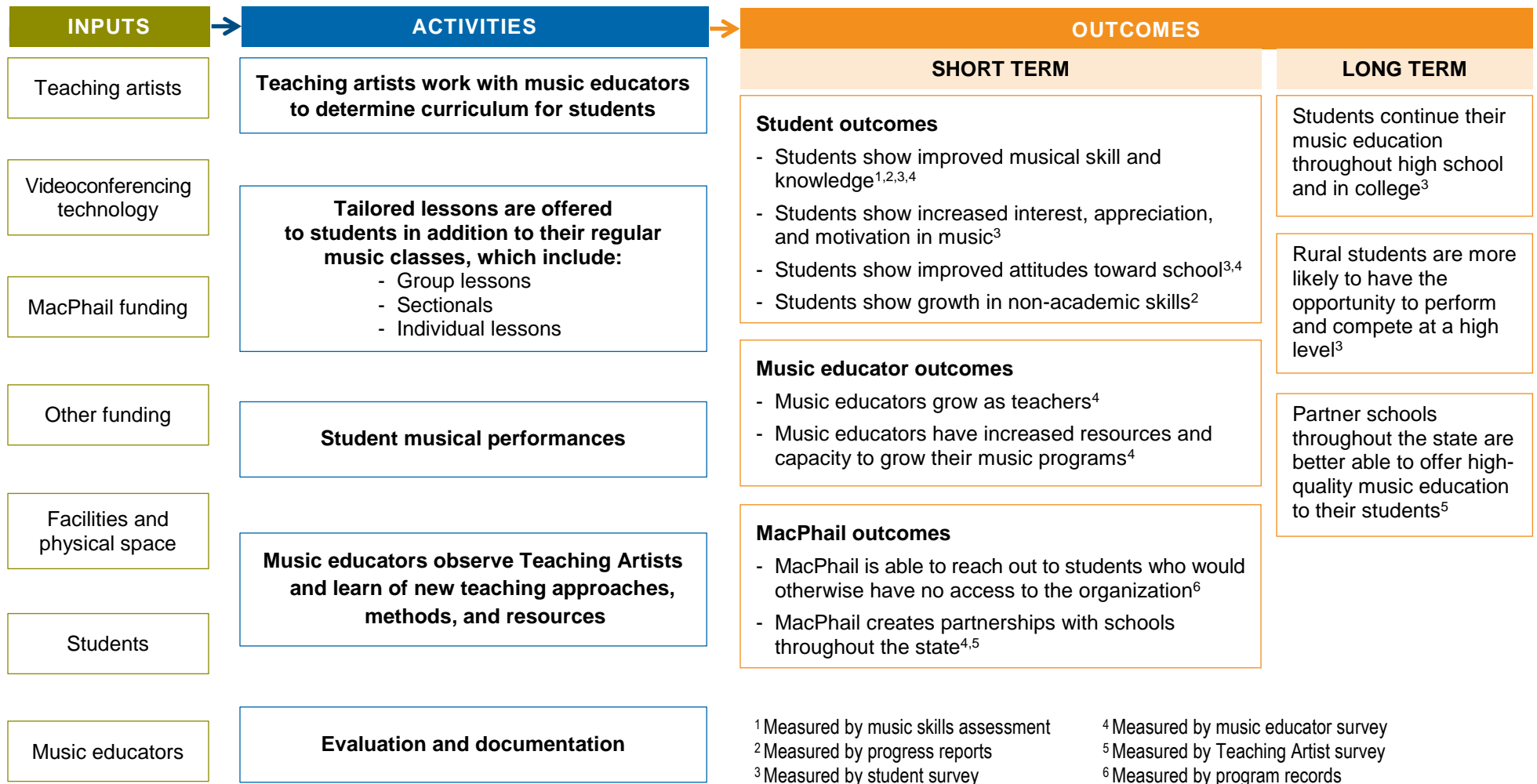
More time.

* 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.



MacPhail

CENTER FOR MUSIC

Online School Partnerships Progress Report | Completed by Teaching Artist

Group/Student: _____ Grade: _____ Date: _____

MacPhail Instructor: _____

School: ¹ KMS ² Willmar ³ MACCRAY ⁴ Rush City ⁵ Thief River Falls

Student studies:

¹ Flute ² Oboe ³ Clarinet ⁴ Saxophone ⁵ Horn ⁶ Trumpet ⁷ Trombone

⁸ Low Brass ⁹ Percussion ¹⁰ Voice ¹¹ Guitar

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 _____ semester.

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 session.	<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 or concerns:

MacPhail

CENTER FOR MUSIC

Student(s):

School:

Director:

Instrument(s):

MacPhail Teaching Artist: _____

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.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
2. I like coming to the online sessions.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
3. I liked the Teaching Artist who led the class.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
4. Coming to the online sessions increased my appreciation of music.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
5. The Teaching Artist used class time well.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
6. The Teaching Artist set clear expectations for practicing and learning at home.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
7. I am interested in continuing with the MacPhail Online Partnership program.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
8. I am interested in continuing to develop my musical skills.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
9. I am interested in pursuing a college degree in music after graduating from high school.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
10. I am more motivated to do well on my instrument.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
11. The technology used for these sessions made it easy to learn.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
12. I would recommend these sessions to other students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵
13. I work hard in school.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵

-OVER-

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!