

2018

# IMPACT REPORT

education  
through **MUSIC**





# Every child, at every school, deserves access to high-quality music education

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# Education Through Music

Every child, at every school,  
deserves access to high-quality  
music education



*"I think the music program is just excellent.  
My child loves the music class she is in because she  
knows many schools don't have music in the area."*

*– Parent of ETM partner school student*



Since 1991 ETM has partnered with under-resourced schools to provide music as a core subject for all students.

**ETM’s program is rooted in these core beliefs:**

1. Strong school leadership is key to a successful partnership
2. A great teacher with the right professional development and mentorship is likely to remain in the profession and make a long-lasting impact on the community they serve
3. Professional development for non-music teachers helps promote cross-curricular integration and fosters school environments that value music
4. The music curriculum must be comprehensive, sequential and tied to grade-specific benchmarks
5. Music programs can help boost parental engagement, which in turn strengthens school communities

**“ETM offers schools in low income neighborhoods the opportunity for a quality music education and instrumental program.”**

*– Principal at ETM partner school*

By partnering with under-resourced schools to deliver music as a core subject for **ALL** students, ETM makes music education a reality for tens of thousands of children who would otherwise have limited or no access to music education.

# Children Need Music at School

Music is an essential component of a well-rounded education.<sup>1</sup>

## Music motivates children to learn

School-based comprehensive music programs have three goals:



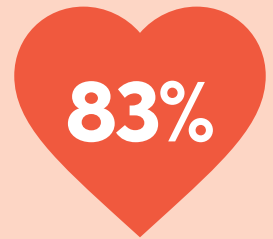
Teach basic musical concepts and skills



Foster a love of music



Spark a love of learning



83% of students at ETM partner schools love singing or playing instruments

Students who love learning have well-developed internal motivation. When students are motivated to learn something because they enjoy it, they fully engage in that topic and derive more benefits from it.<sup>2</sup>

## Motivation for learning means motivation to stay in school



59% of middle-school students in ensembles have wanted to skip school but went anyway, because of ensemble

## Internally motivated students of music:

- ✓ Learn music more deeply,
- ✓ Are more likely to continue their music education,
- ✓ Are more likely to persist in musical tasks even when they are challenging.

## Motivation grows with ETM partnerships

Students at ETM partner schools agree they would take music class even if it was optional



<sup>1</sup> The Every Student Succeeds Act (ESSA) includes the study of music as part of a well-rounded education. <https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

<sup>2</sup> Evans, P. (2015). Self-determination theory: An approach to motivation in music education, *Musicae Scientiae*, 19 (1), 65–83.





**Research tells us that to develop internal motivation, students have to believe three things<sup>3</sup>:**

**Competence**

They can effectively perform tasks.

**Autonomy**

They have a sense of self and choice.

**Relatedness**

They are connected to other things they want to do, or to important people in their lives (Parents, teachers, friends).

ETM students are

**2x**

**more likely to report feeling competent and autonomy-supported in music than feeling frustrated and controlled.**

**85%**  
of ensemble students say they have made at least one new friend through ensemble

**82%**  
of ensemble students say they get along with the kids in ensemble

**82%**  
of students say their family is/would be proud of them for learning an instrument

<sup>3</sup> Evans, P. (2015). Self-determination theory: An approach to motivation in music education, *Musicæ Scientiæ*, 19 (1), 65-83.

“This new music program is truly amazing! It has given my child confidence in singing and playing an instrument.”

– Parent of ETM partner school student

**70%** of parents whose children attend ETM partner schools agree that learning music helps their child’s social development



### Great teachers go beyond the classroom

**72%**

of students say their music teacher or ensemble director is someone they can go to if they need help with something

**79%**

of students say their music teacher or ensemble director cares about them as a person

### Life skills to help children succeed

In addition to fostering motivation to learn music, quality general music education has been linked with the development of self-control, planning, and verbal intelligence: the life skills students need to make decisions, focus, plan, problem solve, and juggle multiple tasks.<sup>4</sup>

<sup>4</sup> Jaschke, A. C., Honing, H., & Scherder, E. J. A. (2018). Longitudinal Analysis of Music Education on Executive Functions in Primary School Children, 12(February). <https://doi.org/10.3389/fnins.2018.00103>



# Access to Music Education is Not Equal

Despite its benefits, quality music education is not universal. Too many schools lack the resources and funding to implement and sustain general music programs.



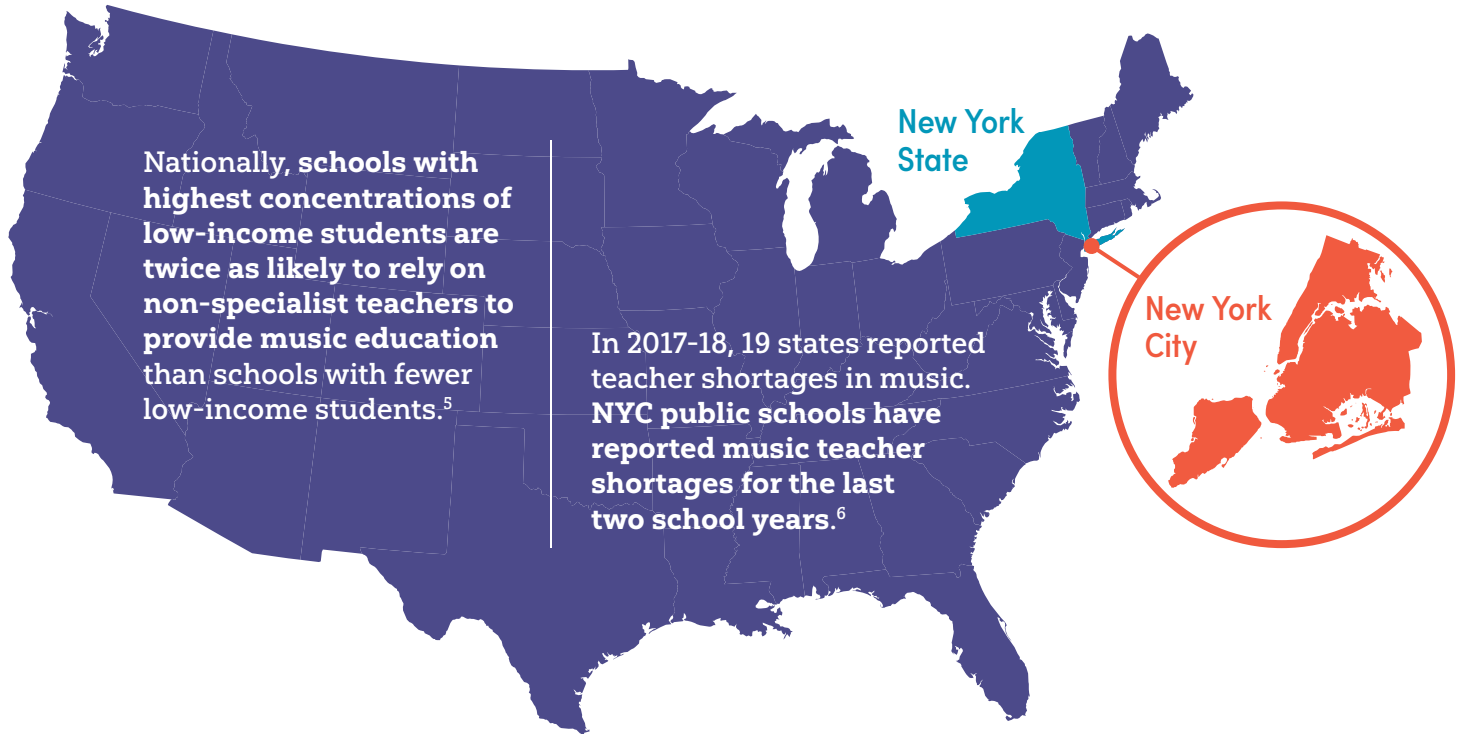
# A dissonant reality

Economically disadvantaged schools in New York City, already struggling with accessing core programs, experience more barriers to offering a comprehensive music program.

On average,



of ETM partner public schools' student population come from low-income households



## ETM partners with schools that have higher needs and fewer resources

**28%**

of schools in low-income areas of NYC reported decreased arts funding in the past year<sup>7</sup>

Schools in low-income areas of NYC are twice as likely as schools in high-income areas to have zero classrooms dedicated to music education<sup>7</sup>

Teacher turnover rates



<sup>5</sup> <https://nces.ed.gov/pubs2015/2015085.pdf>

<sup>6</sup> <https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf>

<sup>7</sup> These findings are based on calculations from the 2016-17 Arts in Schools Report ([https://centerforartsed.org/sites/default/files/2016-17\\_annual\\_arts\\_in\\_schools\\_report\\_final.pdf](https://centerforartsed.org/sites/default/files/2016-17_annual_arts_in_schools_report_final.pdf)) and district income data compiled in this report by the Center for New York City Affairs: (<https://static1.squarespace.com/static/53ee4f0be4b015b9c3690d84/t/5b3a61c8758d46599ed10013/1530552778646/Paradox+of+Choice.pdf>)

## Families need music in their child's school

**88%**

of families agree it is important their child's school has a music program

**79%**

of families say it would be difficult for them to pay for private music lessons without a school music program



# We Break Down the Barriers to Music Education

ETM partners with schools to provide music programs that make a difference. Our programming uses evidence-informed strategies that address the difficulties of implementing and sustaining a comprehensive school music program.



**"I am glad that I was able to bring this program to our school this year."**

*– Principal at ETM partner school*



**"We have a new teacher who is energetic, fun and relates well with students."**

*– Principal at ETM partner school*



# The ETM model



**Partner with principals to develop a sustainable program in their school**

- Integrate the music program into the school culture
- Offer professional development to non-music teachers
- Help obtain funding for instruments and equipment
- Equip new music classrooms



**Hire qualified music teachers and match them with a partner school**

- Find candidates who possess musical expertise and pedagogical skill
- Match teachers with the unique needs of each partner school



**Equip teachers with the tools to succeed**

- Connect teachers to professional peer network
- Provide professional development geared towards the unique needs of music teachers
- Assign mentors who provide resources and support (e.g., lesson planning, classroom management, performances, observation and feedback, problem solving)
- Provide teachers with standards-aligned benchmarks to inform curricula design
- Support teachers in obtaining certification



**Institute a sustainable program**

- Partner schools hire their teacher from ETM
- ETM provides ongoing mentorship and professional development to teachers hired by partner schools

## Provide quality music education to ALL students

40% of students in new partner schools report they have **NEVER** before had a general music class

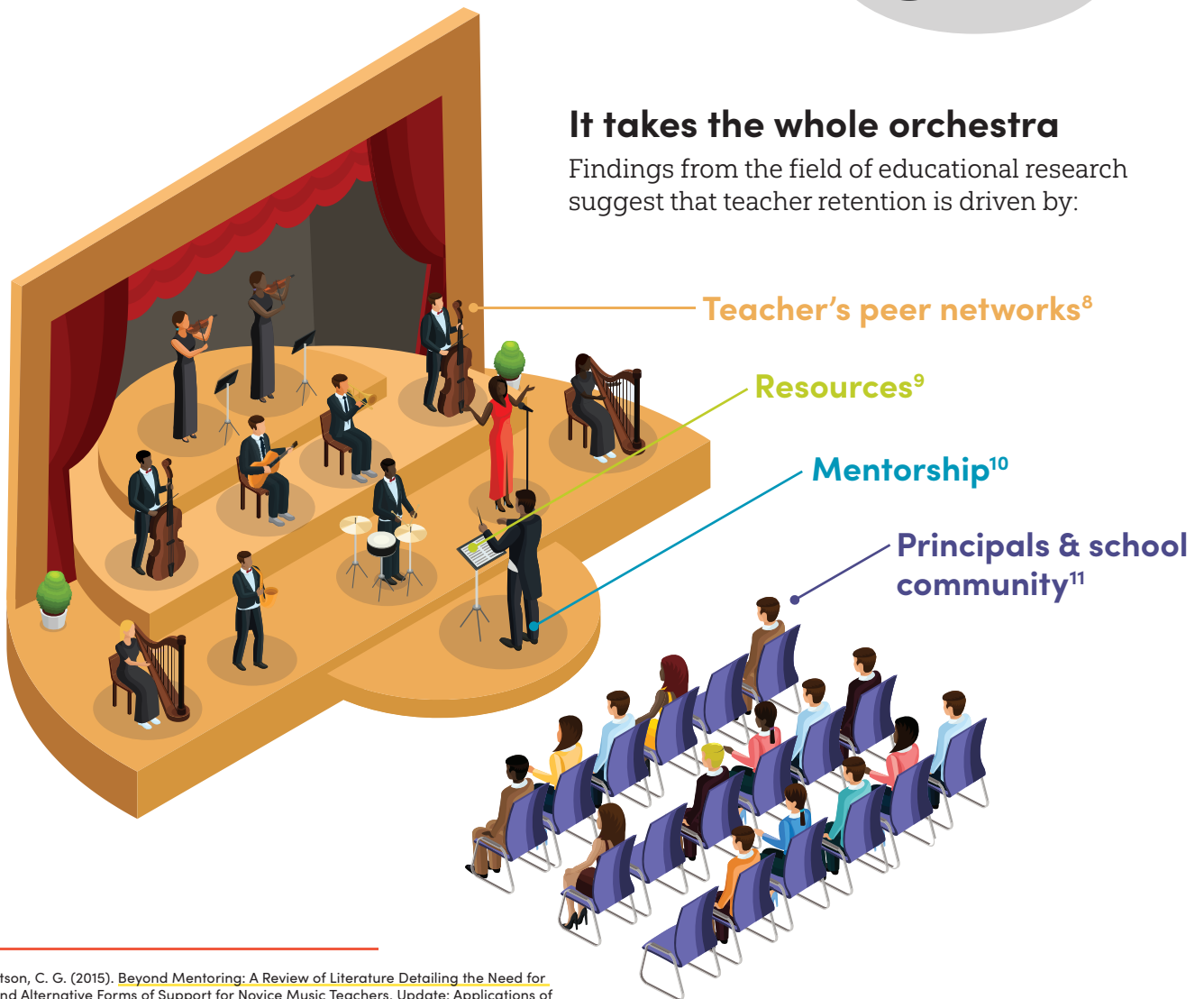


# Our Work Strikes a Chord



## Teaching music isn't a solo act

ETM's programming is designed to combat teacher turnover and keep great music teachers in schools. We provide teachers with access to resources, mentoring, and professional networks that reduce professional isolation and help build support for music programming within the school culture.



## It takes the whole orchestra

Findings from the field of educational research suggest that teacher retention is driven by:

Teacher's peer networks<sup>8</sup>

Resources<sup>9</sup>

Mentorship<sup>10</sup>

Principals & school community<sup>11</sup>

<sup>8</sup> Bell-Robertson, C. G. (2015). Beyond Mentoring: A Review of Literature Detailing the Need for Additional and Alternative Forms of Support for Novice Music Teachers. Update: Applications of Research in Music Education, 33(2), 41-48.

<sup>9</sup> Ingersoll, R., & Smith, T.M. (2004). Do Teacher Induction and Mentoring Matter? NAASP Bulletin, 88 (638), 28-40; Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How Teaching Conditions Predict Teacher Turnover in California Schools's. Peabody Journal of Education, 80(3), 44-70.

<sup>10</sup> Benson, M. A. (2008). Effective Mentoring for New Music Teachers: An Analysis of the Mentoring Programs for New Music Teachers as Described in the Literature. Update: Applications of Research in Music Education, 26(2), 42-49.

<sup>11</sup> Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The Influence of School Administrators on Teacher Retention Decisions. American Educational Research Journal, 48(2), 303-333; Ingersoll, R., & Smith, T.M. (2004). Do Teacher Induction and Mentoring Matter? NAASP Bulletin, 88 (638), 28-40; Ladd, H., (2011). Teachers' Perceptions of Their Working Conditions: How Predictive of Planned and Actual Teacher Movement? 33(2), 235.261.

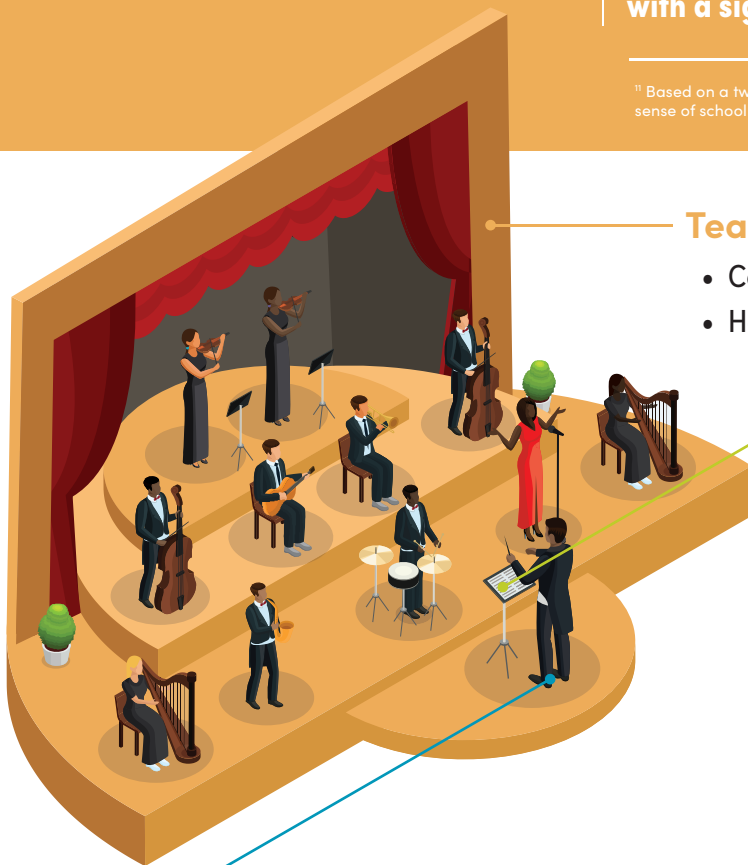
# ETM brings the orchestra together

## Protecting teachers from the professional isolation that leads to turnover

**80%** of music teachers agree that because of their affiliation with ETM they have become part of a community of music teachers

ETM music teachers who feel supported by their school feel more competent in their teaching than those who feel less supported. However, feeling a strong connection with ETM's community of music teachers is associated with a significant decrease in this competence gap.<sup>11</sup>

<sup>11</sup> Based on a two-way interaction between affiliation with ETM music teacher community and sense of school support, controlling for teacher experience, race/ethnicity, and gender.



### Teacher's peer networks

- Collaborative idea-sharing and support
- Help bolster inter-school connectivity

### Resources

- Lesson ideas & repertoire
- Music-specific professional development
- Classroom supplies (e.g. instruments)
- Professional Development
  - Year-round music-specific PD for music teachers
  - Two-week summer Academy to help teachers kick-start the school year
  - External PD opportunities, including funding for Orff certification
  - Financial support for those earning Master's degrees in music education

### Mentorship

- 1-on-1 coaching, guidance, and support for new music teachers

**96%**

say their mentor is there when needed and timely in their responses

**93%**

of music teachers rated their relationship with their ETM mentor as excellent or very good

**89%**

say their mentor gives constructive feedback

**91%**

say their mentor is supportive of their needs in general

**87%**

of music teachers agree that benchmarks provided by ETM are helpful for creating a curriculum

**91%**

of surveyed partner school principals agree that ETM provides their music teacher(s) with specialized support that would be hard to provide otherwise





## Principals & school community

- Partner with principals to integrate music program into the school culture
- ETM helps principals budget for music in the long-term and secure external funding to support programs



# 88%

of surveyed partner school principals rate ETM as above average or excellent at integrating the music program into the culture of the school

## “My orchestra is the heartbeat of my school.”

– Principal at ETM partner school

# 100%

of surveyed partner school principals agree that concerts and musical performances are an important part of their school’s culture

## Teachers see the results in their school community

**73%** of music teachers agree their school administration was supportive with concert planning and organizing

**71%** of music teachers agree their school community collaborated to support concerts

# Sample & Method

Approximately

**1500**  
students

**46**  
teachers

**20**  
partner schools

Schools are demographically representative of larger pool of partner schools.

Students randomly selected from across all 3<sup>rd</sup>-8<sup>th</sup> grade classes within a school, approx. 25 students per grade per school.

Students surveyed by trained Field Associates.

Measures adapted from current literature and adapted for context; piloted and refined during Fall 2017.

Questions regarding this report can be directed to [eval@ETMonline.org](mailto:eval@ETMonline.org)





SELECTION  
CHAMPIONS

MUSIC

PS 118 ORCHESTRA  
EDUCATION THROUGH MUSIC FESTIVAL  
AUG 4 & 5, 2017  
LEHMAN CENTER FOR THE PERFORMING ARTS



# Acknowledgements

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The students, music teachers, principals, and family members who generously gave their time to participate in surveys; the Field Associates who tirelessly collected student data in Fall 2017 and Spring 2018; ETM staff and teachers who provided feedback on everything from survey design and translation to interpreting findings and reporting; the Board Evaluation Committee for their feedback and support; [Dialectic](#) for the report design; and the Institutional Review Board for the New York City Department of Education.



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