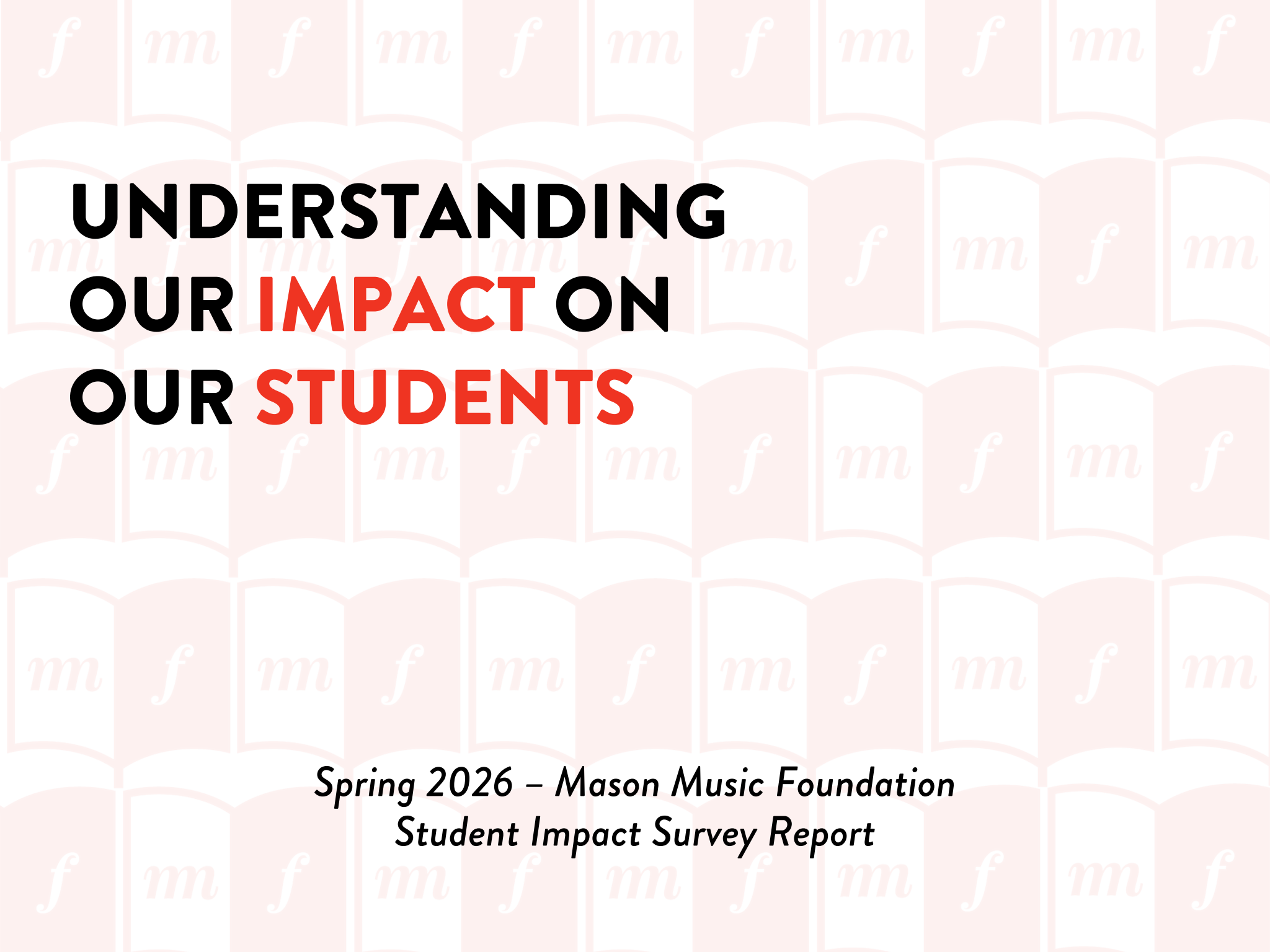


The background of the slide features a repeating pattern of stylized open books. Each book is represented by two facing pages, with the left page containing a lowercase 'f' and the right page containing a lowercase 'm'. The books are arranged in a grid, with the pages slightly overlapping. The color of the books is a light, muted red or pink.

UNDERSTANDING OUR **IMPACT ON OUR **STUDENTS****

*Spring 2026 – Mason Music Foundation
Student Impact Survey Report*

O B J E C T I V E S

To better understand the impact of our program

SO THAT

1. We can more effectively communicate to stakeholders and donors.
2. We can improve our program by measuring the effect of adjustments.
3. We can identify and offer support to individual students and teachers.



M E T H O D

- Self reporting questionnaire through google forms.
- Question types:
 - Likert Scale (1-5 scale) - 15 questions
 - Multiple Choice - 5 questions
 - Open Ended Paragraph Answer - 2 questions

Section 1: Student - Teacher Relationship

Remember to be as honest as possible for each question. There are no 'right' answers, just honest ones.

My child seems comfortable with their teacher *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Our teacher cares about my child as a person *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Our teacher challenges my child to do hard things *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Our teacher has a plan for our lessons *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

[Back](#) [Next](#) [Clear form](#) Page 8 of 13



C O N T E X T

- 45 unique students (~50% of active students at the time)
 - 26 Parents (of children 10 and below)
 - 19 Students (students aged 11 and above)
- 6 Categories of Questions:
 - Student Teacher Relationship
 - Musical Skills
 - Self Confidence
 - Academic Performance
 - Family Life
 - General Well Being



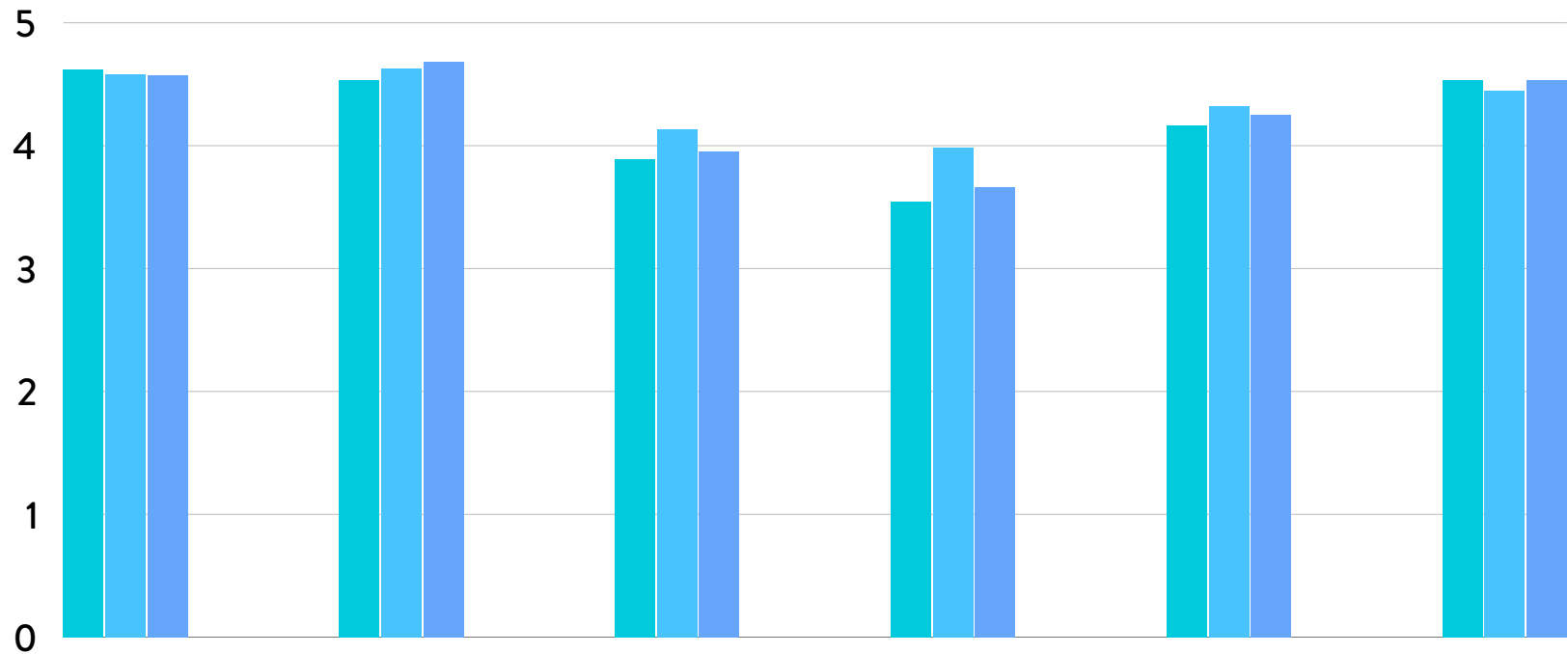
T H E D A T A

- The scale used was 1-5 with 5 indicating positive sentiment or agreement with the statements given, such as “I am comfortable with my teacher.”
- Related questions were averaged to create a composite score for each impact category. A higher composite score means respondents perceive a greater positive impact from music lessons in that area.
- Results are shown separately for:
 - Parents and guardians completing the survey for their children
 - Students completing the survey for themselves
- The percentage scoring 4 or higher represents respondents giving a clearly positive signal within each category.



COMPOSITE SCORES (a v g s)

● Student Spring 2025 ● Student Fall 2025 ● Student Spring 2026



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

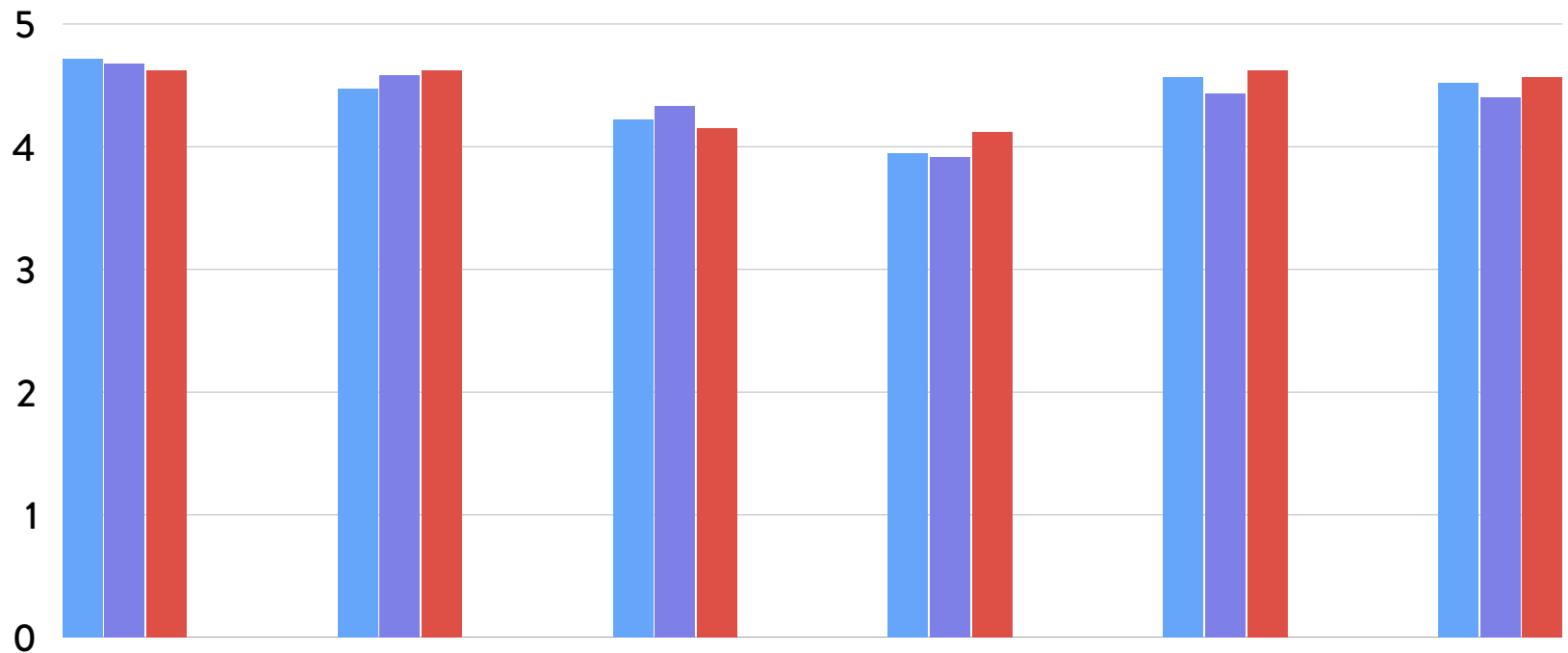
Family Life

General Well Being



COMPOSITE SCORES (a v g s)

Parent Spring 2025 Parent Fall 25 Parent Spring 2026



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

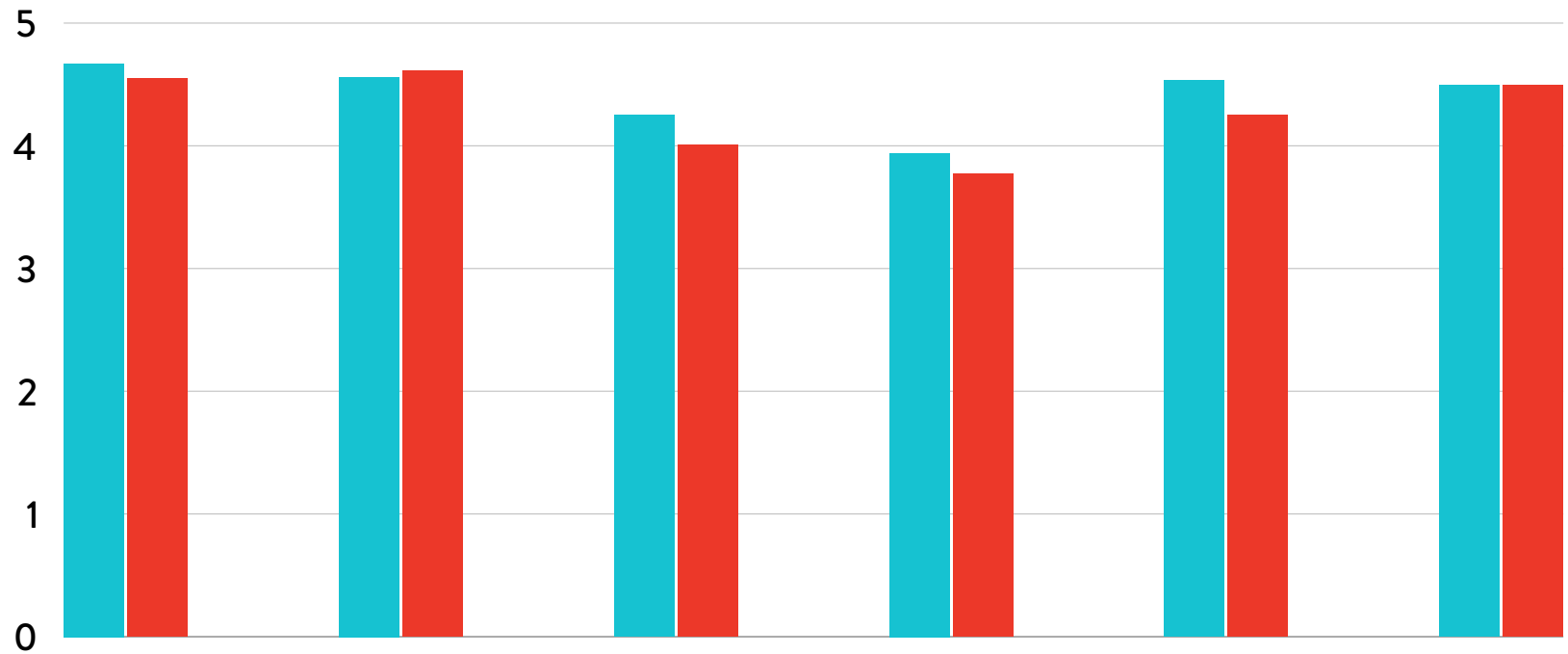
Family Life

General Well Being



COMPOSITE SCORES (a v g s)

● Parent Responses ● Student Responses



Student Teacher Relationship

Musical Skills

Self Confidence

Academic Performance

Family Life

General Well Being



FINDINGS

- Musical skills received the highest overall score. Technique was the most frequently identified area of improvement, followed by rhythm and performance confidence.
- The strongest perceived impacts of our lesson program continue to be musical development, teacher relationships, family engagement, and general well-being.



FINDINGS

- Parents reported meaningful improvements compared with Fall 2025:
 - Academic performance increased from 3.91 to 4.23
 - Family life increased from 4.43 to 4.65
 - General well-being increased from 4.40 to 4.62
 - Musical skills increased from 4.58 to 4.69
- Student scores were generally stable, although self-confidence declined from 4.13 to 4.00 and academic performance declined from 4.00 to 3.79.
- Additional findings:
 - 20 students reported that their grades were better than last semester
 - 39 of 45 respondents reported no school disciplinary incidents
 - 21 students practiced three or more times per week



O P E N E N D E D

The following slides summarize responses to the survey's open-ended questions and include impactful quotes directly from students and parents.

Open-ended responses were reviewed for recurring themes related to:

- Musical growth and pride
- Family connection
- Confidence and identity
- Emotional expression
- Motivation and persistence
- Performance experiences





STUDENT
reported
(over 10 yo)

Musical Aptitude and Pride

Students described pride arising from both public accomplishments and private breakthroughs.

Key themes include:

1. Technical Breakthroughs — Students celebrated mastering notes, scales, chord changes, fingerings, and vocal techniques.
2. Playing Complete Songs — Several students felt proud when they played an entire song correctly or without stopping.
3. Encouragement From Teachers — Teacher recognition and encouragement helped students recognize their own progress.
4. Performance and Recording — Recitals, school bands, and recording music provided meaningful opportunities to apply their skills.
5. Growing Confidence — Students often connected musical improvement with becoming more willing to perform or be heard by others.





Musical Aptitude and Pride

Impactful Quotes

“

“My mom sits outside of lessons and she heard me one day. I was elated because I was never really as confident before.”

- Persia, 12

“When I played a song and I didn’t miss not one single note.”

- Cortez, 13

“Switching chords and playing more fast-paced songs, and my instructor encouraging me to sing with the songs and play along with tracks even when I practice at home. It’s so cool.”

- Deveraux, 13





STUDENT
reported
(over 10 yo)

Family Life

Students most often described music as something that brings family members together.

Key themes:

1. Shared Musical Experiences — Students play instruments, sing, and listen to music with parents and siblings.
2. Family Encouragement — Students value having family members notice their growth and express pride in them.
3. Stronger Sibling Relationships — Music creates a shared activity that siblings can enjoy together.
4. Motivation and Accountability — Family support motivates students to continue practicing and improving.
5. Mixed Experiences — Most responses were positive, although one student noted that the volume of drum practice sometimes creates tension at home.





Family Life

Impactful Quotes

“

“My relationship is already pretty great with my parents and siblings, so music motivates me to keep going and try my best to make my family proud (I know they already are though).”

- Paiton, 11

“We get to play instruments together, talk about our instruments, and listen to one another so that we can share what skills we gained through Mason Music teachers. It brings us closer.”

- Devereaux, 13

“Me and my sister have something in common we can do together and not argue about it.”

- Persia, 12





STUDENT
reported
(over 10 yo)

How Music Makes You Feel

Students used overwhelmingly positive language to describe how music makes them feel.

Key themes:

1. Happiness and Joy — “Happy,” “overjoyed,” “great,” and “good” were common responses.
2. Freedom and Emotional Release — Students described music as a way to release emotions, stress, and pain.
3. Belonging and Presence — Music helps students feel connected, grounded, and fully present.
4. Confidence and Self-Expression — Students value music as a space where they can express themselves authentically.
5. Meaning and Appreciation — Some students described music as a gift and a source of spiritual or personal meaning.





How Music Makes Me Feel

Impactful Quotes

“

“Happy, because I think it is the greatest thing, and I don’t know what my life would look like without it.”

- Iker, 15

“Happy, because the music I choose to listen to always matches my vibes and is encouraging. Music helps with my understanding of emotions.”

- Paiton, 11

“Free, because it’s only me.”

-Cortez, 13



PARENT
Reported
(under 10 yo)

Musical Aptitude and Pride

Parents described visible moments when their children recognized their own musical growth.

Key themes:

1. Recitals and Performances — Recitals remain important milestones that create pride and lasting memories.
2. Completing a Song — Parents noticed increased confidence when students could perform an entire song.
3. Technical Breakthroughs — Rhythm, improvisation, composition, and playing from memory were frequently mentioned.
4. Excitement After Lessons — Several children left lessons eager to tell their families what they had accomplished.
5. Growing Confidence — Parents saw students become more willing to perform, share videos, and demonstrate their abilities.





PARENT
Reported
(under 10 yo)

Musical Aptitude and Pride

Impactful Quotes

“

“Terran is so proud of his recital performances that he shows the videos to everyone he meets as a conversation starter. I love how proud and confident he is!”

- Parent of Terran, 11

“The past few months have been a real turning point for Solomon. Hunter (teacher) found a video game that pinpoints practicing rhythm, and Sol has loved it and has really been able to catch on to drums in a new way.”

- Parent of Solomon, 7

“She came out of lessons really excited because she made it through something without any issues or having to start over.”

- Parent of Londyn, 10





PARENT
Reported
(under 10 yo)

Family Life

Parents described music as a source of connection, confidence, emotional support, and shared family identity.

Key themes:

1. Stronger Family Connection — Lessons, practice, and performances give families meaningful experiences to share.
2. Confidence and Pride — Families celebrate students' achievements and see their confidence grow.
3. Emotional Well-Being — Parents described music as a healthy emotional outlet and a source of happiness.
4. Musical Culture at Home — Singing, dancing, practicing, and discussing lessons have become part of everyday family life.
5. Shared Memories — Recitals and practice routines create experiences that parents and children remember together.





Family Life

Impactful Quotes



“Music has changed our family’s life by giving us something meaningful to share, celebrate, and be proud of together... Music is more than just an activity for our family; it has become a source of confidence, connection, and happiness.”

– Parent of Terran, 11

“It is incredibly confidence-building and something all of our kids bond over.”

– Parent of Somon, 7

“Music has been something that my child enjoys. After battling depression, I’m happy he has found something he enjoys during a time when enjoyment has been difficult. He seems happier, which makes me happy.”

– Parent of Camari, 16



C O R R E L A T I O N S

- Numbers between -1 and +1 → Pearson correlation coefficients.
- Positive values → as one variable increases, the other tends to increase.
- Negative values → as one variable increases, the other tends to decrease.
- The magnitude (absolute value) indicates the strength of the relationship:
 - 0.1–0.39 = Weak
 - 0.4–0.59 = Moderate
 - 0.6–0.79 = Strong
 - 0.8+ = Very strong
- Correlation does NOT equal Causation.

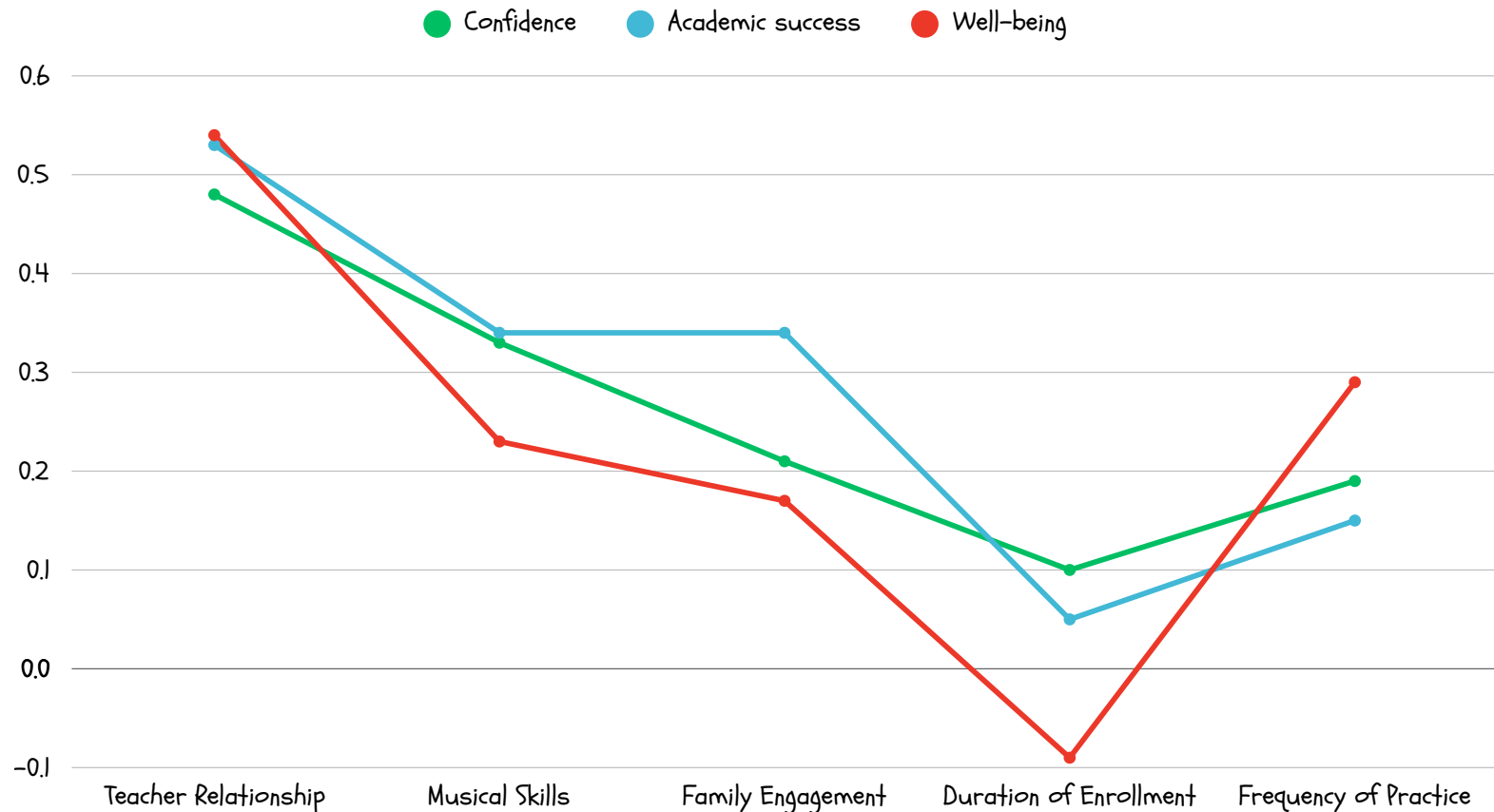


Spring 2026

C O R R E L A T I O N S

2026 Spring	Teacher Relationship	Duration of Enrollment	Frequency of Practice	Family Engagement	Musical Skills	Confidence	Academic Success	Frequency of Discipline	Well Being	Age	Gender
Teacher Relationship	1	-0.1	0.23	0.36	0.45	0.52	0.53	0.12	0.54	0.05	-0.07
Duration of Enrollment	-0.1	1	-0.05	-0.06	0.12	0.09	0.12	-0.09	-0.06	-0.06	-0.11
Frequency of Practice	0.23	-0.05	1	-0.12	0.22	0.18	0.12	-0.35	0.25	0.14	-0.1
Family Engagement	0.36	-0.06	-0.12	1	0.26	0.26	0.37	0.23	0.19	-0.23	-0.21
Musical Skills	0.45	0.12	0.22	0.26	1	0.33	0.3	-0.12	0.23	-0.05	-0.14
Confidence	0.52	0.09	0.18	0.26	0.33	1	0.79	0.08	0.65	0.04	-0.35
Academic Success	0.53	0.12	0.12	0.37	0.3	0.79	1	0.09	0.69	0.03	-0.42
Frequency of Discipline	0.12	-0.09	-0.35	0.23	-0.12	0.08	0.09	1	0.01	0.01	0.25
Well Being	0.54	-0.06	0.25	0.19	0.23	0.65	0.69	0.01	1	-0.04	-0.26
Age	0.05	-0.06	0.14	-0.23	-0.05	0.04	0.03	0.01	-0.04	1	-0.16
Gender	-0.07	-0.11	-0.1	-0.21	-0.14	-0.35	-0.42	0.25	-0.26	-0.16	1

C O R R E L A T I O N S



A strong teacher relationship demonstrated the most consistent positive association across confidence, academic success, and well-being.



C O R R E L A T I O N S

- The strongest relationships identified were:
 - Confidence and Academic Success: 0.79
 - Academic Success and Well-Being: 0.68
 - Confidence and Well-Being: 0.64
 - Teacher Relationship and Well-Being: 0.54
 - Teacher Relationship and Academic Success: 0.53
 - Teacher Relationship and Musical Skills: 0.49
 - Teacher Relationship and Confidence: 0.48
- Confidence, academic success, and well-being form a closely related group of outcomes. Students who perceive a stronger impact in one of these areas are also likely to report stronger impacts in the others.
- Teacher relationships are positively associated with each of these outcomes.



C O R R E L A T I O N S

CORRELATIONS

Although weaker in magnitude, the following observations are noteworthy:

- Practice frequency was negatively associated with school discipline: -0.33
- Practice frequency was positively associated with well-being: 0.29
- Practice frequency was positively associated with teacher relationships: 0.29
- Practice frequency was positively associated with musical skills: 0.27
- Family engagement was positively associated with academic success: 0.34
- Musical skills were positively associated with academic success: 0.34
- Musical skills were positively associated with confidence: 0.33

Unlike the Fall 2025 results, enrollment duration had little relationship with the measured outcomes in this cohort. This difference may reflect the smaller sample or the mix of students represented in this reporting period.



C O N C L U S I O N

Our findings indicate that families continue to perceive a strong positive impact from music lessons.

The highest overall scores were found in:

- Musical skills: 4.67
- Student–teacher relationships: 4.61
- General well-being: 4.57
- Family life: 4.50

Parents reported especially strong improvement in the perceived impact of music on academic performance, family life, and general well-being compared with Fall 2025.

The correlation analysis suggests that:

- Confidence, academic success, and well-being are strongly interconnected.
- Strong teacher relationships are consistently associated with better musical, academic, confidence, and well-being outcomes.
- More frequent practice is associated with fewer disciplinary incidents.
- Family engagement remains positively related to academic success and musical development.

The open-ended responses reinforce the quantitative findings: students and parents describe music lessons as a source of accomplishment, confidence, emotional expression, family connection, and joy.

Continued data collection will help determine whether these patterns remain stable across larger samples and future survey cycles.

