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Music: Linking Title I Schools

With Academic

Success

by

Jose A. Rivera

A Research Paper  
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### Abstract

The purpose of this study was to evaluate how music contributes to the academic achievement of emerging bilinguals in Title I schools. Recent research has shown the multiple benefits of music in cognitive development; however, there is a lack of research on how music education contributes to student achievement to include better results in standardized testing. Using the available data from the Common Core State Standardized Assessment results from two different schools in two different states, this study analyzed the information found in their databases. In addition, a survey was administered to school community members where they expressed how music programs are part of the educational culture and conveyed the multiple academic benefits it provides to their children. While the overall results of the study cannot confirm or demonstrate how music could directly impact standardized testing, it opens an opportunity for further research on how to incorporate music education with core subject curriculum. This study recommends using its findings in a longitudinal project that could show how music supports student achievement in Title I schools.

*Keywords:* English Language Learner, Multiculturalism, music education, Title I School.

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## Chapter One: Introduction

Educators and researchers have suggested that each person should have an opportunity to receive quality music education since an early age due to its benefits in academic development. Others added that quality education should include extracurricular classes such as music for the holistic development of students. Thus, this study researches the value of music education in elementary Title I schools as means to increase academic achievement in English Language Learners (ELL) students. Chapter 1 will elaborate with more details about the purpose of this study introducing the research questions with a historical synopsis of music education in the United States; the literature reviewed, methodology and theories managing the data, the significance of research, and the definition of key terms.

### **Purpose of the Study**

Several studies have researched how music is beneficial to the cognitive development of kids. However, there is a limited amount of studies connecting Title I elementary schools with a large population of emergent bilingual students (also known as English Language Learners – ELLs) with the benefits provided by music education programs. Unfortunately, many Title I schools are under federal and state scrutiny due to low performing achievement in standardized testing. Therefore, the purpose of this study is to explore whether or not music programs are helping elementary ELLs achieve academic success. The endstate of this research is to help promote music education analysis and its impact on the development of any ELL's academic achievement. The research questions are:

- How do Title I school music programs promote academic achievement in ELLs?
- How can the success of ELLs in Title I elementary schools be attributed to a quality early music education program?

*Historical and Music Curriculum Background*

Before I continue with this paper, it is important to discuss the historical context on how music education was developed. Current music education challenges in the United States are deeply rooted in the first attempts of instruction dating back to the mid-nineteenth century (Volk, 1998). Just like it happened to the majority of the courses in the American education system, music curriculums were created using almost exclusively Western European tradition, in this case, German music melodies from Mozart, Beethoven, and Bach. It was publicly known that other ethnic musical influences in American schools were not well viewed to include Negro melodies because they allegedly had tendencies to corrupt (Volk, 1998). Conversely, by 1892 due to the need to assimilate the growing immigrant population, the National Education Association (NEA) was forced to discuss with music educators that music should be used as a “means to assist with [the] Americanization” process (Volk, 1998, p.30). The resources and the practices used in music education in the late 1890s are the foundation for music programs as we know it today. It wasn’t until between the World War I (1914-18) to mid-1960’s that the United States (U.S.) took its first steps towards music multiculturalism in an effort to adapt to the evolving demographics of the main metropolis such as Boston, New York, and Chicago (Volk, 1998). After the enactment of the Civil Rights Acts of 1965 (Title VI) and the elimination of religion as a requirement for schools to receive federal funding, Congress approved three key legislations impacting music education and the bases for quality education for all students (McClure, 2008). The first one the Elementary and Secondary Education Act (ESEA) that includes current Title I; the Higher Education Act, and the National Foundation on the Arts and the Humanities Act (Volk, 1998; McClure, P., Wiener, R., Roza, M., & Hill, M., 2008; U.S. Department of Education, 2018).

During the next fifty plus years, the U.S. government has placed a great effort in closing achievement gaps in public education since disparities were found. With the enactment of the No Child Left Behind Act (NCLB) in 2002, considered by many as the most comprehensive reform of U.S. federal education policy since 1960, the idea of eliminating the unacceptable achievement gaps between races and social classes has been the focus of educators (Skrla, L., McKenzie, K.B., & Scheurich, J.J., 2009). Although far from perfect, ramifications of applicable laws have questioned what role music education has in closing the achievement gaps, especially when music is not evaluated in the recent implemented Common Core State Standards (CCSS). Thus, the literature reviewed supports my intent to support the actions towards a more comprehensive educational reform that brings the best of every students.

### **Literature Review**

The literature reviewed is based on relevant literature and articles that explicitly address music education, practices for ELL academic achievement, and leadership driving curriculum reform. The purpose is to scrutinize and validate historical assessments that either support (or not) the notion of music education enhancing overall learning. It is essential to include in the literature review the gaps and limitations that each article potentially possesses, in addition to establishing the setting that inspired that specific article.

### **Methodology**

The methodology for this study uses quantitative and qualitative data through the lens of the Theory of Exploratory Data Analysis (EDA) and the Confirmation Data Analysis (CDA) approaches. This study compared two Title I elementary schools in two districts; one being in San Diego County, California and the other being in Anne Arundel County, Maryland. Since both districts are aligned with the Common Core State Standards (CCSS) initiative, each district

releases their results in their respective public repository database but under different state systems. For example, California uses the California Assessment of Student Performance and Progress (CAASP), while the state of Maryland uses the Partnership for Assessment of Readiness for College and Careers (PARCC). Additionally, I used a survey with eight multiple-choice questions and with two open-response sections with the purpose of collecting qualitative data. These questions can be found in Appendix A of this study. The importance of using these theories allowed me to incorporate survey findings with the data available on the databases mentioned above to promote a more equitable and successful investigation.

### **Significance**

Achieving equity in education has become a real challenge to our nation. Throughout this study, the value music education could add to Title I elementary schools should not be overlooked. Several states that have recognized that music education, like other extracurricular classes (such as physical education, arts, etc.), could help ELL students in their language and critical thinking development; integration with the community, and lastly, in their self-esteem. This study differentiates from previous researchers in that this research is using two elementary Title I schools in two different states converting the data collected into factors that must be considered in future studies and by looking at how music curriculums and standards support new standardized requirements. Popular and previous research has shown that music education has been beneficial to emergent bilinguals by:

- Increasing mathematics scores
- Increasing Language (English) aptitude
- Developing social and emotional character
- Fomenting multicultural acceptance

- Integrating community stakeholders

## **Conclusion**

Music education is of critical importance for student development. The instability and inconsistency in music programs in elementary schools across the nation could be key in our quest to find effective practices that best support our children's education. This study attempts to explore the dynamics of music education as a tool to assist student development in Title I schools. In order to create a balanced methodology, this study used quantitative and qualitative data from two different schools under the EDA and the CDA scope while analyzing previous scientific based articles and academic papers related to this matter. Chapter 1 briefly explained the purpose of the research, the literature review criteria, methodology, and the significance of the research. In Chapter 2, I will review the relevance, reliability, and credibility of the literature used in this study, demonstrating how these articles correlate to the research theme and the inherent limitations presented in the articles.

## **Definitions of Terms**

- Culture – The learned ways of thinking, feeling, believing, and behaving of an individual in society.
- Cultural diversity – The simultaneous existence of many separate cultural groups and subgroups.
- Cultural pluralism – The coexistence of diverse cultural groups with no one group favored over any other for the good of a larger society.
- Education – The formal transmission of the knowledge and skills need to live in a culture.
- Emerging bilinguals or English Language Learner (ELLs) - students who are unable to communicate fluently or effectively learn in English, who often come from non-English-

speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Ethnicity – The shared characteristics of a group of people, usually implying the commonality of a specific geographical location. Can also mean those characteristics retained by group upon relocation within another group, such as Polish-American, Pakistani-British, Chinese-Malaysian, etc.
- Monocentric – Describes a single perspective.
- Music – vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.
- Multicultural – Literally, “of many culture”; describes the ability to function competently in several cultures.
- Multicultural education – Enables student to function competently within the myriad cultures of a society. Implies the study of diverse cultures for the purposes of understanding and tolerance. Can also be a process, strategy, or perspective that, in its fullest expression, implies a complete reformation of an education system to give all students, regardless of background or ability, a full and complete education.
- Multicultural music education – Enables students to function musically within the multiple music cultures of a society. Tends to refer to the music of ethnicities and /or other cultures only.
- Music education – Forma transmission of that part of culture expressed through music.
- Title I school - Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended, provides financial assistance to local educational agencies

and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

## Chapter Two: Literature Review

Music education provides benefits to student academic development as shown by many studies. Several studies were conducted to promote cognitive development using music and other extracurricular subjects such as physical education, to mention an example. There is a lack of supporting data that connects how music education helps emergent bilinguals in Title I schools. Coupled with new standardized federal and state requirements such as Common Core standards, music education programs are now under extreme pressure to demonstrate their relevance in current public education, and even justifying the need to fund music programs. Thus, this study explores the potential music education programs that exist in today's educational needs. The research questions for this study are:

- How do Title I school music programs promote academic achievement in ELLs?
- How can the success of ELLs in Title I elementary schools be attributed to a quality early music education program?

This chapter looks at the literature related to music education programs in Title I schools with a large population of emerging bilinguals. There are three subsections designed to better explain how the literature best addresses the research questions. The three subsections are *leadership, multiculturalism, professional development, and curriculum.*

Since the early 1900s, educators have captured how music education programs could be of benefit for student development and academic success. However, the majority of these articles do not address in a comprehensive way the best practices that support student achievement in low socioeconomic schools with a large ELL population. While these studies and books provide critical insights for all kinds of schools, they offer valuable strategies that empower administrators, teachers, and students to achieve their maximum potential using music education.

The literature was evaluated by its acceptance of the academic community, contribution to future research, and the credibility of the authors. In addition, because the literature related to the researched questions was scarce, I used the following criteria to present the best possible researched-based argument:

- (1) Primary literary works no more than twenty years date
- (2) Design and implementation of music curriculum in public schools
- (3) Professional development of music educators and educational leaders
- (4) Multiculturalism

### **Literature Review**

Equality and equity have become the driving force in educational reform across our nation as a basis to improve the quality of education for all students. Previous literature has treated leadership impact in low socioeconomic schools from a broad spectrum but has not addressed a more profound way of how music could be used to enhance academic achievement. The literature reviewed revolves around four themes: (1) how leadership styles can promote successful academic growth incorporating a music program at their schools; (2) multicultural influences in current general and music educational strategies (3) the professional development and the effects of collective awareness around the benefits of music education; and, (4) music curriculum design, development, and implementation. The purpose of these four sections is to facilitate and organize the elaboration of ideas in a more logical and transparent way to understand. This literature reviewed narrows and presents enough evidence to suggest that it is possible to have high academic achieving schools when the school demographic is in essence emerging bilinguals and of limited resources with proper music programs supporting educational goals and current challenges.

*Leadership*

Before explaining how music education could support core subjects such as mathematics and languages arts, the influence of significant school leaders in educational reform must be explored. One of the earliest pieces of evidence available that comprise how educational leaders could transform low achieving schools into high academic success comes from a scientific-based analysis written by Samuel Carter (1999). His study focused on the best practices of seven recognized principals that won the Salvatori Prize for American Citizenship after achieving extraordinary efforts that transformed low performing Title I schools to some of the best schools in the nation (Carter, 1999). Although it is not a recent publication, the seven common principles identified by Carter are fundamental in understanding current educational trends and approaches. These principles can be resumed as: (1) principals must be free to make decisions; (2) principals must use measurable goals to establish a culture of achievement; (3) master teachers bring out the best in a faculty; (4) demanding regular testing – whether formal or informal –to foster continuous student achievement; (5) the demand for achievement is the key to discipline; (6) principals work actively with parents to make the home a center of learning; and (7) effort and expectations creates ability (Case, 1999). Although these themes seem to be comprehensive, the resulting analysis in this article needs to be reevaluated after changes in federal legislature, especially with the implementation of the No Child Left Behind (NCLB) in 2001 and later the implementation of the CCSS in several states. While this article promotes ethical leadership practices, it has a clear message: there are no excuses for academic failure in public schools serving poor children; every child can achieve academic success.

The implementation of the NCLB redefined educators' strategies and roles while highlighting the importance a school leader has for an entire community. Brown (2016),

expressed that principals must be proficient in a wide array of abilities and skills, or in simpler terms, well-rounded professionals. In 2016, when Dr. Brown conducted his qualitative case study, he described the effect a principal has on Title I students. In the process, he identified six themes that an accomplished principal should manifest in order to have the most impact on student achievement: (1) qualities of effective leadership, (2) principals establishing a shared vision with set goals, (3) principals positively impacting school culture, (4) principals leading distributed leadership systems, and (5) personal (ethical) traits of an effective principal (Brown, 2016). There are current expectations originated from policymakers and educational leaders suggesting that the principal must maintain a well-rounded perspective and understanding in all practical aspects of leadership as a means to nurture the school's Professional Learning Community (PLC). This research shares a resemblance with the scope of my study, after searching for ways to close the achievement gaps in Title I schools. Still, the results that Dr. Brown achieved do not fully support this investigation because it does not evaluate the effectiveness of these practices when teaching emergent bilinguals, even less the integration of music as a strategy.

Consequently, when we establish a connection between student achievement and leadership styles, we could foresee new approaches that could answer quality instruction. Ultimately, a leadership style could empower students to embrace their school, class, or community. In 2016, Dr. Jia explored a sample of 323 out of 324 schools using a Virginia Secondary School Climate Survey in how leadership styles influenced dropout rates and academic success. Far from being a perfect leadership style, the authoritative philosophy – the method used by Dr. Jia as a baseline – attempts to establish the dominance and effectiveness of a leader when he/she develops policies and procedures that align with clear and desirable

objectives. The intended scope of this study was to identify a leadership style capable of improving school climate, and therefore, decrease dropout rates. This article complements this study by establishing a culture led by effective leadership to achieve the cultivation of ideas in an admirable collaborative academic effort. However, this study has yet to answer how principals using a particular leadership style could guarantee by itself the academic success of marginalized students and how this could be done using CCSS (Virginia is one of the few states that is not using the CCSS).

Similarly, Marks (2003) using quantitative and qualitative instruments provides a foundation for how principals could change the culture of a school in such a way that can encourage achievement. Her focus with this study was to examine school leadership relations, in this case between principals and teachers, concentrating on the collaboration related with how instructional techniques could enhance the quality of teaching and, by default, student performance (Marks, 2003). Although transformational leadership is necessary for school improvement, Mark's primary hypothesis is insufficient to reach high-quality instruction practices and learning capacity by itself (Marks, 2003). Subsequently, the narrative of her research tried to clarify: (1) the relationship between transformational and shared instructional leadership when reforming any level school (elementary, intermediate, high school); (2) the variety of leadership approaches schools utilize according to differences in demographics, organization, and or performance; and lastly, (3) the outcome of transformational and shared instructional leadership on school performance in student achievement (Marks, 2003). This study opens an opportunity for further research in how principals and teachers share tasks and functions under instructional leadership to include integration of music curriculum.

*Multiculturalism*

In pursuing research that is in tune with current national and state education issues, multiculturalism is essential for this study. With over 26 years of public service as a teacher in New York Public Schools, Dr. Volk has been a pioneer in writing about music multiculturalism, its development, and its current implications to public education. From all literary works on this investigation, this book is the primary literary source for this study. In Dr. Volk's book (1998) titled *Music, Education, and Multiculturalism* she uses a "going back" approach to explain how multiculturalism in music education was developed in both a historical and educational context since the nineteenth century. She follows the changes in general and music education throughout the influence of immigration, desegregation, the civil rights movement, federal foreign policy, and educational state legislation (Volk, 1998). Although this book was written before the establishment of NCLB or the Common Core standards initiative, it provides a substantial foundation for this investigation in the form of addressing the need for continuing emergent bilingual education under new policies.

#### *Professional Development*

Among the primary considerations that support educational strategies to close student achievement, professional development continues to be one of the highest debated topics. For example, Dean (2012) reflects on how reading coaches, in the role of master teachers, can be converted into instruments to positively impact student achievement. The general focus of this journal article is to provide relevant and valuable reading strategies for elementary schools with a large population of ELL students. In the article, Dean also expressed how schools that assist teachers and provide professional development opportunities could reflect academic improvement in all students (Dean, 2012). The author acknowledges that further research is needed mostly since this study used only one school that didn't have a high percentage of ELLs.

On the other hand, the research conducted on subgroups within schools has provided significant insights into how we as leaders can better support misrepresented students. According to the US Census of 2010, it was clear once again that the nation's diversity had experienced significant changes, especially in states such as Hawaii, California, New Mexico, Illinois, and New York (to mention a few). The evolution of urban and human landscape is calling for new approaches in understanding the diverse subcultures within our society. Clark (2013) identified and addresses that understanding racial differences could be crucial to educational achievement. In her case, she analyzed both the existent support groups and educational barriers Latino males have from an administrators and counselors perspective, which completely aligns with our research scope – Latinos are one of the larger subgroups that make the ELL population (Clark, 2013). In her qualitative research, she identified four primary themes that highlight how Latino males were not reaching academic success: (1) the lack of awareness by educators on the educational obstacles, (2) the influence Latino families have on education; (3) the impact of peers and mentoring, and (4) the active (or inactive) roles of community supporting programs (Clark, 2013). This article could easily be classified under the multiculturalism section, however, its use in this research is from a professional training perspective in order to better perceive cultural implications in our students. Also, the themes explained in this article fall short by only capturing the administrator's perspective but not the views of students or parents; yet it provides good recommendations for future research.

### *Curriculum*

What keeps leadership, multiculturalism, and professional development in this research is curriculum design and its implementation. A good source founded and used in this research was the compilation of studies that focused on the improvement of reading and literacy. Taylor

(2005) throughout her book of studies recognized and highlights that the culture of students and their families is fundamental for educational reform. She adds that by acknowledging students and their families in the implementation of curriculum and instructional strategies, we can create a learning community where students, parents, and teachers want to belong to (Taylor, 2005, p.235). This study provides its critical point in that curriculum must consider demographic factors to be effective.

Education reform has shown constant changes in the policies, having severe implications for equity and quality education for all students throughout the history of the United States. In 2016, Dr. Allan Glatthorn published a book establishing two critical points on curriculum development that are related to my research, including background for the data collection. The first point Glatthorn makes is that principals should be involved in all aspects of curriculum reform, from the development to the implementation. He adds that, especially in the United States, “principals need to have constant, hands-on involvement in leading curricular design, development and implementation in schools in order to remain in compliance with both state and federal mandates” (Glatthorn, 2016, p. 3). With these requirements, principals no longer are mere observers and let teachers “figure out” the best way to implement the curriculum. Principals must be capable of leading transformational opportunities that encourage student achievement, considering other options as music, physical education, and foreign languages.

As a second point, Glatthorn also defines five curriculum levels that affect student achievement. Glatthorn argues that a principal who understands the cooperation among these five curriculum levels (national, state, district, school, and classroom) could “provide effective leadership in their school” (Glatthorn, 2016, p. 45). With the recent increase of national interest

in influencing curriculum standards, Glatthorn also adds that it is not enough to have highly qualified principals but to also include highly effective school leaders that could promote excellence in curriculum implementation for quality instruction (Glatthorn, 2016, p. 69). This book does not explore explicitly the potential of music education to close academic gaps in ELLs, although it hints the potential impact in Title I students.

From development to implementation of curricular changes, principals should not be afraid of curricular reform. Many principals and educators feel the pressure to exclude fine arts from public schools due to the menace of budget cuts if schools do not achieve minimum standards. In the *Bulletin of the Council for Research in Music Education* (2012), Dr. Ciorba provides a critical scenario in K-12 musical programs in California. In this bulletin, she presents that in a lapse of five years, the participation in California's elementary general music classes declined by 85.5%, while the ranks of music teachers decreased by more than 25% (Ciorba, 2012). This article aligns with my study by answering how music education could be a viable option to increase mathematics and language arts achievement, although it does not specify the potential impact on ELLs and low-income students.

Lastly, many designs and frameworks are promoting higher literacy levels at schools with a large population of students that live either in poverty or that are ELLs. Fisher (2007) tells the journey of an underperforming school that implemented a schoolwide literacy framework. Among the author's findings, he concludes that to improve literacy in schools, leaders and teachers must understand the nature of how students learn a language. For example, he states that (1) learning is social, (2) conversations and discussions are critical for learning, (3) that reading, writing, and oral language instruction must be integrated, and (4), learners require a gradual increase in responsibility in order to promote growth (Fisher, 2007). Although Fisher's article

explains how literacy in disadvantageous schools can function, his article missed an excellent opportunity to describe in detail the coordinated collaboration between principals and teachers in their literacy program development. Still, this article opens a wide door for the potential benefit that music could provide to spur literacy reform.

### **Conclusion**

In the process of reading and analyzing these resources, I understand that the overall study of this topic presents a broad scope of how principals can attain student academic achievement in low socioeconomic schools and among ELLs. Yet, this opens an opportunity to explore how music education could be a key player in promoting academic improvement. Literature reviewed suggests that appropriate school structure should advance professional growth, multicultural awareness, leadership accountability and curriculum development. These studies serve as the foundation for the exploration and investigation of my research on how music education can promote student achievement in Title I schools with substantial ELL populations. To shed more light using this demographic scope, I have planned to work with principals, parents, students, and community leaders in a district within San Diego County, CA and from Anne Arundel County, MD to further observe and evaluate how to answer the research questions. Chapter 3 will explain the methodology used in this research.

### Chapter Three: Methodology

The purpose of my study is to look at how music education indeed supports academic success in emergent bilinguals and low-socioeconomic students. Although music education programs are perceived to be of great value for social behavior, reading ability, and mathematical aptitude, many professionals still question the veracity of this claim (Southgate, D. E., & Roscigno, V. J., 2009). The literature review suggested that there is a lack of information that explains how music education could improve student achievement in Title I schools with a large population of emergent bilingual students. The way this methodology attempted to answer these questions was by contrasting two elementary schools with critical similarities. This chapter will describe how the quantitative methods best analyze the data collected, the core of the participants of this study, the setting depicted and instruments used, and the procedures and analysis.

#### **Design**

The design of this study uses a combination of quantitative and qualitative methodology as the primary way to create a more comprehensive review of current gaps founded in the literature. The quantitative data was collected using a combination of standardized test databases from California and Maryland, plus the results obtained from a survey with multiple-choice questions. The survey was designed using Google Forms, and the purpose of these questions was to help answer the research questions by filling in the gaps founded in the repository databases and the literature available. The survey used questions designed as a result of my experiences in music education, the literature review, and recent discussions with other educators in the Maryland-Washington D.C. area and San Diego County.

#### **Participants**

Twenty participants were selected to contribute in this study through the survey. The participants selected for this survey were from one of the two schools. Due to differences in state education policies, I was not permitted to give the survey to Maryland participants.

Consequently, survey participants from California were chosen based on two factors. Firstly, they were selected based on their positions at their schools that could potentially shed light on how music education supports language arts and mathematics curriculum goals. Secondly, they represent a broad diversity founded across the respective learning communities. The survey attempted to get the feedback of at least one principal, six teachers, six parents, and six students.

### **Settings**

As briefly discussed in previous chapters, the context for this research took place in two different Title I elementary schools in two different states: School A located in a suburb of southern California; and, School B, located in a suburb of Maryland. These two schools were selected because of several similarities such as but not limited to the diverse ethnic pool among their population, both being Title I schools, both use Common Core standardized testing, and both had over 70% of ELLs in their schools. Another consideration was that both of these schools had over 90% of students coming from low-income families. According to [greatschools.org](http://greatschools.org) (2018), the California school has a 21:1 student to teacher ratio with 91% of the teachers with three or more years of experience, while Maryland school has a 10:1 student to teacher ratio with 79% of teachers with three years of experience or more. Both schools have 100% full-time teachers who are certified. Also, the student diversity for School A is 94% Hispanic, 4% White, and Black, Filipino, Asian, two or more races, Pacific Islander or American India/Alaska Native with 1% or less each one. School B (Maryland) is 68% Hispanic, 26% Black, 3% White, two or more races with 2%, and Asian, Pacific Islander, American

Indian/Alaska Native with 1% or less each one. School A has an identical student gender population with 49% female and 51% male students, while School B has 48% and 52% respectively. Due to the nature and scope of the research questions of this study, the socioeconomic status of the students was also considered, for example, 95% of the student body for School A is regarded as low-income, while School B has 89%. Finally, I have previously worked with the school in California, having a good relationship with members of the school. However, the same type of relationship was not established with the school in Maryland.

### **Instruments and Materials**

The instruments and materials used in this study comprised of data retrieved from the CAASP (California) and the PARCC (Maryland) public databases and a survey created on Google Forms. On the other hand, the survey used in this study was designed with a total of 14 questions. The purpose of the first four multiple-choice questions was to obtain demographic information from the population taking the survey. The following questions – ten of them – were designed in support of qualitative data collection efforts. From these ten questions, the first eight multiple-choice questions while the last two were opened-response. The questions were then exported into spreadsheets software for the creation of the visual presentation. The questions were crafted to capture music education programs perceptions by the participants on how these programs were perceived to benefit students to include in areas such as language arts.

### **Procedures**

All procedures for this study started with the Institutional Review Board (IRB) approval, followed by the permission request from the school administrator to conduct the survey. Once he agreed to the study, he allowed me to promote this survey with a preliminary pool of volunteers verbally. Once the volunteers were identified, they received the consent form via email. The

consent was populated once they opened the message before they could take the survey. The written consent explained the possible benefits of this study, the potential risks associated with the study, the protection of confidentiality, contact information, and the consent itself. The consent included a statement that their continuance in the survey would be considered as their consent to participate and for the dissemination of this data for educational purposes under ethical practices. The survey was also designed in a way to protect the participant's identity. The last paragraph of the survey explained that by their clicking to take the survey they were voluntarily authorizing the use of their answers in this research.

The final step of this survey was to transform the data collected into valuable information providing insights on how music could promote academic achievement in mathematics and language arts. This step was accomplished by exporting the data collected into pie charts and excel sheets (Appendix B). Due to my positive relationship with former peers in California, it was convenient that School A was suitable for this specific study.

### **Analysis**

The analysis of the data was conducted in two phases. Phase I consisted of the use of the Iterative Framework for quantitative data collected from the repository databases – Maryland (PARCC) and California (CAASPP) – as explained by Srivastava and Hopwood (2009). Through this framework, I evaluated the data against three questions: (1) what is the data telling me? (2) What do I want to know? And (3), how can I relate the data with what I want to know? In addition, each dataset had its visual representation which helped me depict the current academic achievement of students. During the second phase, in efforts to develop trends and patterns from the databases and the survey, I used a combination of two theories. John Tukey developed these two theories in 1977: the Theory of Exploratory Data Analysis (EDA) and the

Confirmation Data Analysis (CDA). As explained by Myatt, G. and Johnson, W. (2014), the EDA theory helped to evaluate the data as a whole while searching for clues and patterns to ultimately make sense of it. By establishing key variables, looking for missing data and anomalies, EDA helped to determine how best to explain the data with the minimum possible number of variables. The EDA theory uses visual representations used in my research. At the same time, the CDA theory complements the EDA theory helping to focus statistical tools (e.g., confidence in the literature and answers, inference, and significance) challenging my initial estimates and hypothesis.

### **Conclusion**

The purpose of this study was to evaluate how music education programs in Title I elementary schools influence student academic achievement. This study used a quantitative and a qualitative data design that gathered data from schools' databases and survey voluntary responses. The participants from the survey were composed of at least one principal, six teachers, six parents, and six students, all from the California school only. The setting – two elementary schools – was chosen out of convenience and due to the potential, this setting could provide to the study. The instruments used in this study included a survey and access to public databases. The IRB approved the procedures that guided this research and adhered to the best possible ethical research practices. The analysis was done by collecting data and establishing trends and patterns through the combination of both, the Exploratory Data Analysis and the Confirmation Data Analysis theories. The next chapter, Chapter IV, will discuss these findings and their significance.

#### Chapter Four: Data Analysis

The purpose of this study was to examine how music education supports ELL students in Title I schools. The previous chapter described the methodology and theories for this study, identified the research design, described the participants; setting, materials and instruments, procedures, and analysis. Chapter IV provides the analysis of the data collected through the survey and the databases to answer the research questions. The charts will illustrate the characteristics of the data collected while providing a thorough analysis of the forum to make conclusions. This research intends to promote and guide future investigations.

The data was collected from three sources in addition to the literature reviewed of this topic. These sources were evaluated using the Iterative Framework, which guided me in making sense of the data through reflection (Srivastava & Hopwood, 2009). The questions contained in this process were: what is the data telling me? What do I know? And, how do I know that what I know is related to the data presented? The first two areas were collected using the public database that both schools observed had. The third source of data was collected from a survey. From the quantitative data gathered from the public databases (Figures 5-8), I looked for similar criteria that could be used as a baseline just as the Theory of Exploratory Data suggested. For example, I examined the same grade (third grade), Title I schools with a large student population of emergent bilinguals – in this case, each school had more than 70% of its students as ELLs – and schools that used CCSS testing (mathematics and language arts).

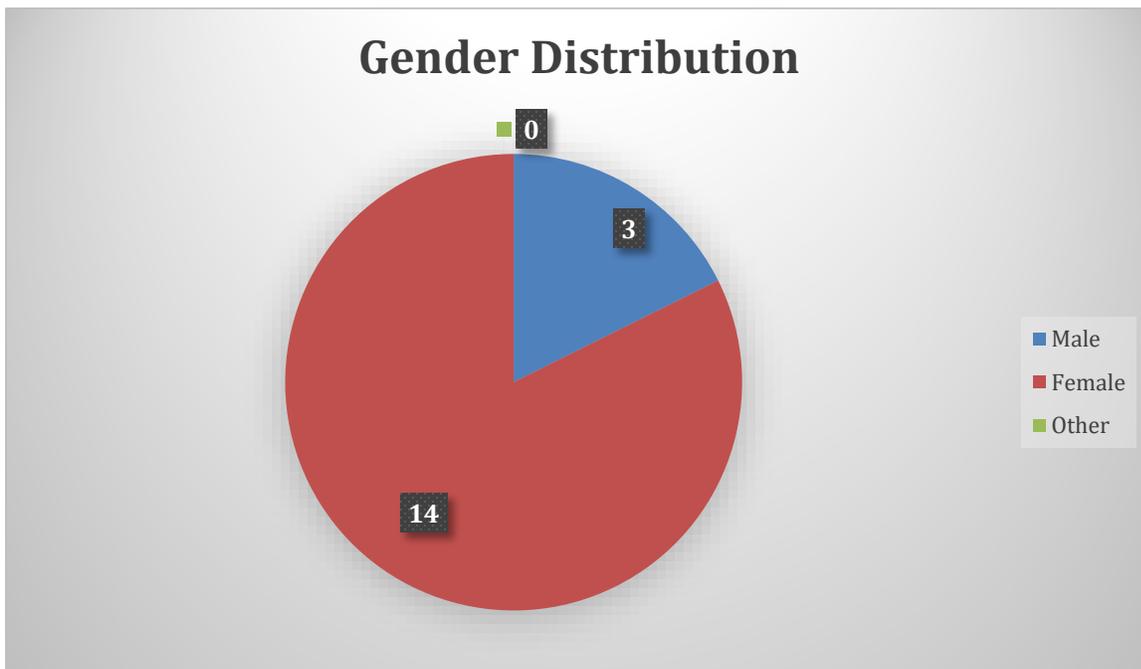
From a projected goal of twenty responses, only sixteen were received. Participants were asked four demographic questions that included age group, ethnicity, the relationship with the school, and gender. Followed by these questions, the participants responded to the next eight questions with one of five possible answers. These possible answers were: *strongly disagree*,

*disagree, neutral, agree, strongly agree.* The questions were crafted to capture the participant's opinion on music education programs and how they potentially benefit ELLs in the form of acceptable behavior, mathematics, and language arts. To further enhance the qualitative data for this research, the last two questions of the survey were designed as open-ended questions.

Participants were asked, how they feel music education enhancing academic achievement and if they believe that there was room for improvement. As a reminder, School A only has one music teacher that goes for 30 minutes each week, while School B has two dedicated music teachers giving at least two hours of weekly music lessons.

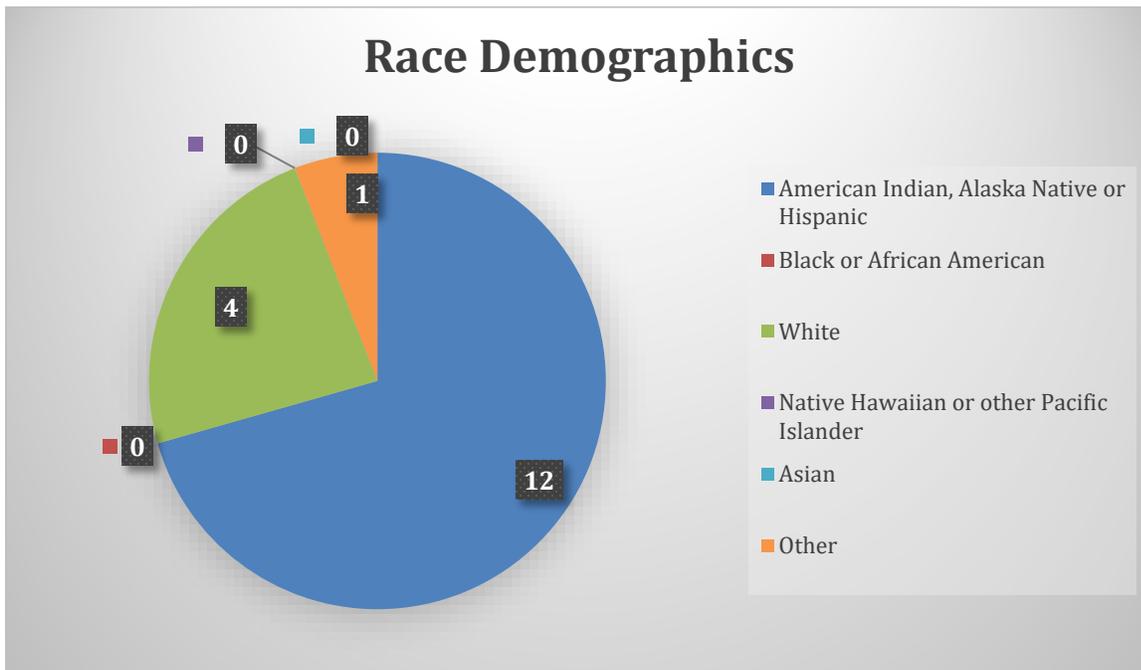
### **Participants Demographic**

The survey results demonstrated diversity in several aspects such as gender, race, and the relationship of each participant with the school. Figure 1 demonstrates that the majority of the participants identified themselves as females with a total of fourteen (82%) versus three (18%) identifying themselves as males.



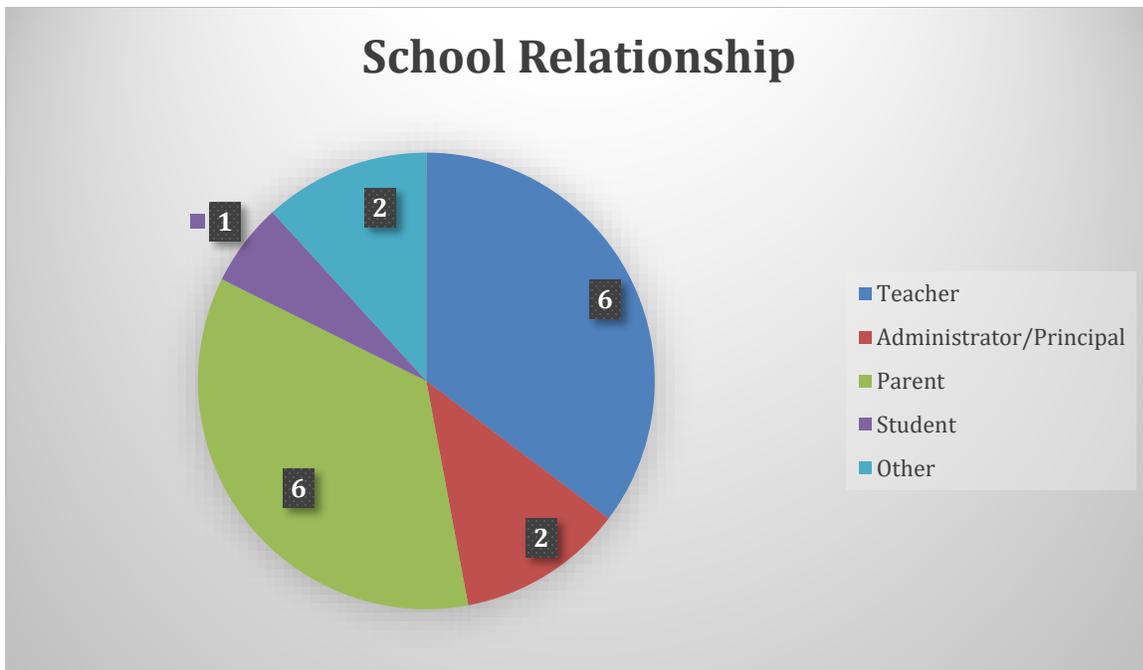
*Figure 1.* This graph illustrates the gender of the participants in the study.

Figure 2 (below) shows the participant's race based on the 1997 Office of Management and budget (OMB) guidance used by the U.S. Census Bureau. For the purpose of simplicity for this study, I added "or Hispanic" to the *American Indian or Alaska Native* race. Out of the seventeen participants four (23%) considered themselves White, twelve (71%) as American Indian, Alaska Native or Hispanic, and one (6%) marked Other.



*Figure 2.* This graphic illustrates the race of the participants in the study.

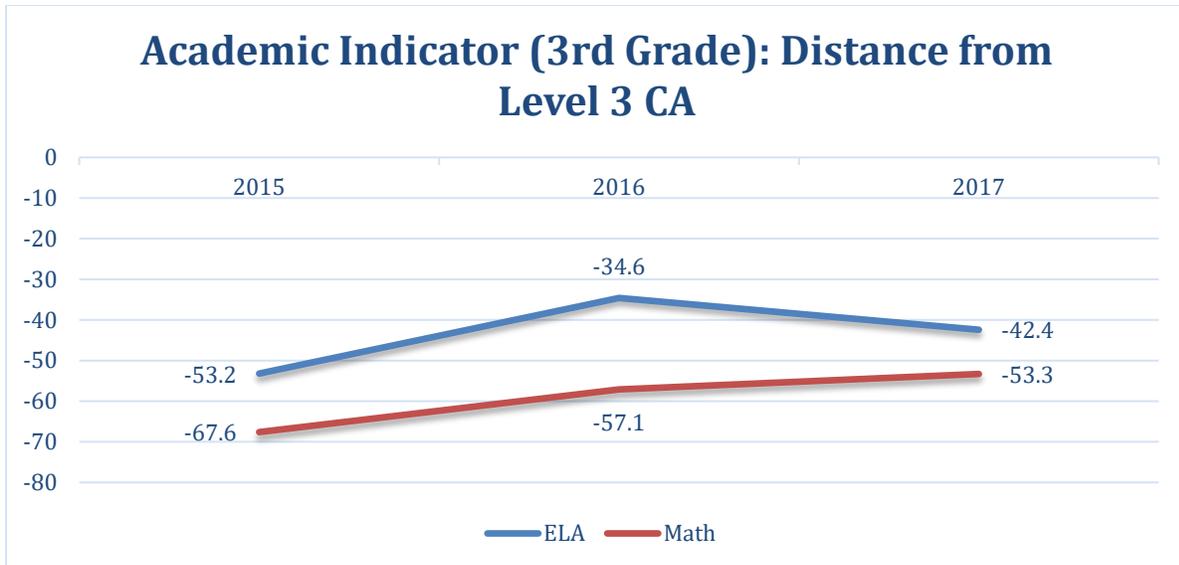
Lastly, Figure 3 shows the how each participant relates to the schools. From the seventeen participants six (35%) were teachers, two (12%) administrators/principals, six (35%) parents, one (6%) student, and two (12%) as others.



*Figure 3.* This graph illustrates the relationship to the school of each participants in the study.

### **Data Presentation and Analysis**

The following charts were obtained from the California Assessment of Student Performance and Progress (CAASSP) and the Partnership for Assessment of Readiness for College and Career (PARCC) public websites. Although each state presents the information in a different way, both base their numbers on the sum of score on the Smarter Balanced Summative Assessments (mathematics and languages arts) divided by the total number of test takers. Figure 4 (next page) shows the progress of School A students in English Language Arts (ELA) and mathematics for a period of three years.



*Figure 4.* This graph shows the academic achievement from school A from 2015-2017. The number zero represents the threshold where all students in a school achieve *Met Expectations* criteria in either mathematics or languages arts. In Figure 4, each number represents the total percentage of students that did not achieved *Met Expectations* level. To put this in perspective, if we use Figure 4 and compare it with Figure 5 (next page) we could see how School A slowly improved achievement gaps of its students, while School B has been stagnant for the last three years. Particularly, School A has shown constant improvement in mathematics by reducing educational gap by near 14 points while School B had decline slightly. Both schools have a similar mathematics range score, however, in language arts, School A scored 18 points better than School B. Language arts in both schools can be seen as not steady and shows unpredictable patterns.

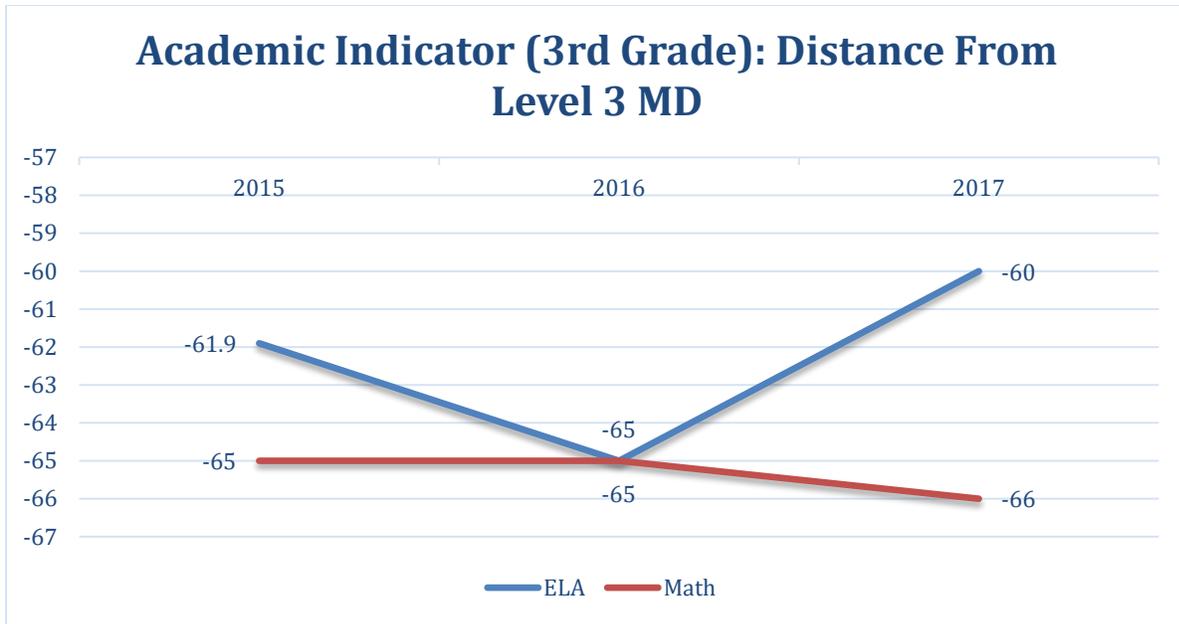


Figure 5. This graph shows the academic achievement from school B from 2015-2017.

When analyzing the Maryland scores, I felt it was easier to read than California results with the exception of creating a historical representation in the same document of their data for language arts and mathematics. Maryland scores were clear in showing the total number of students divided by the number of students who achieved a particular category – *Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, and, Did Not Met Expectations*. Also, the PARCC results in Maryland are color-coded with bold and friendly to read colors. As a note, the results of Figure 5 show only the students that *Partially Met Expectations* and those who *Did Not Met Expectations*. School B has worsened in Language Arts by almost 10 points while mathematics results show no difference.

As a compendium of the survey results, the majority of the participants favored strongly that music adds value to ELLs and low socioeconomic students. Figure 6 represents the general trend received from questions one to eight. This particular chart shows question number seven, which reveals the most diversity in the results founded in the survey. While, this chart points out

that there is a general consensus that music could benefit students, over thirty percent that demonstrate that there is uncertainty.

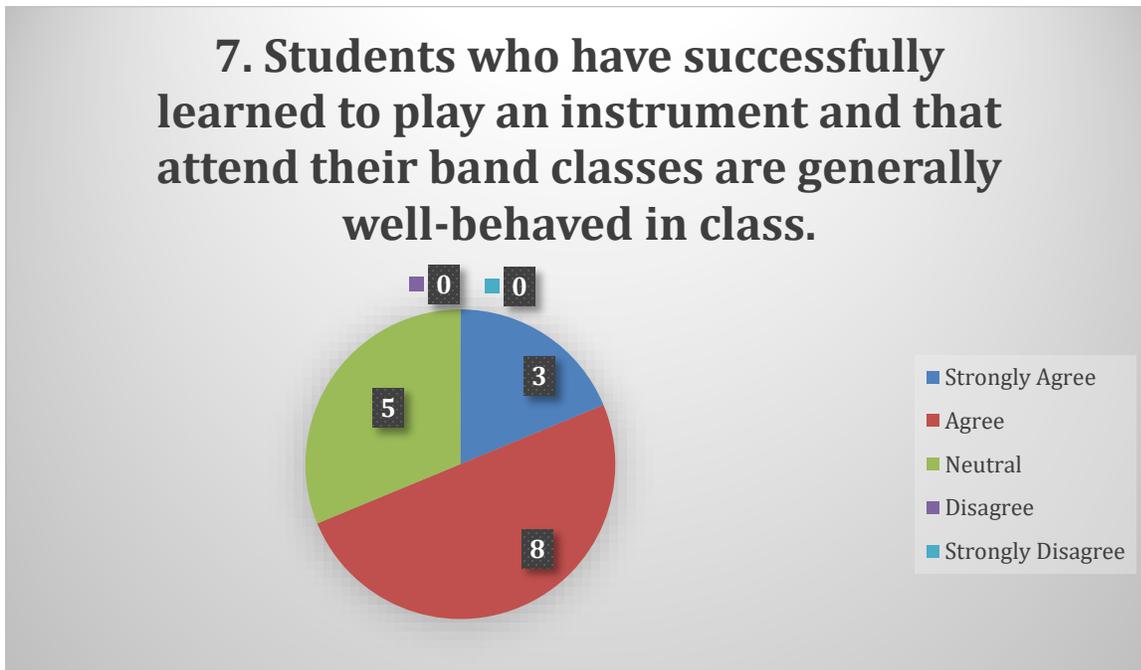


Figure 6. This graph shows the results for survey question number seven.

### Interpretations

After completing the data collection from the databases and cross-evaluating them with the results of the survey, I found three take-aways in resemblance and particularities between both schools.

Similarities (other than previously discussed in the study):

- Both schools have shown or sustained improvements in mathematics.
- Both schools have very few students under *Exceeding Expectations*
- Hispanics and Blacks represent a significant percentage of the students that are not meeting the standards.

Differences:

- School A has shown more improvement in ELA and mathematics than School B.

- School B had an increase of more than 25 students than in the previous years. This could be due to multiple reasons and speculations.
- School B has more resources available for extracurricular programs

Based on the analysis conducted in this chapter, it is unclear how music education programs are contributing to the increase of standardized scores.

### **Conclusion**

Having music education programs in Title I schools are perceived as being in high esteem and as useful to promote academic achievement in emergent bilinguals. There are several areas and benefits that the participants and the literature used coincide in that music education provides language development, spatial-temporal skills, improvement in test scores, and self-esteem, among others (Rivera, Survey, 2018; Brown, 2014). There is not enough certainty in the data that could affect academic success with music, especially in Title I schools.

Each subgroup of participants also pointed out concerns with music education programs. The teacher's primary concern was that music could take valuable time away from core subjects. The principal's main concern was the implications music education programs could have in future funding prevention from LCAP and federal funding when under Title I classification. Students and parents didn't reflect any concerns on this survey. Due to the limited number of participants in the study, it would represent a disservice to generalize their answers as a rule in every school. Chapter 5 will discuss in more detail future recommendations that are based on outcomes and limitations from this research with implications and benefits to education research.

### Chapter Five: Recommendations

The purpose of this research paper was to establish and to put in perspective whether music education programs were an effective way to promote academic success in elementary school students. The research question and sub-element are:

- How do Title I school music programs promote academic achievement in ELLs?
- What is the correlation between student academic achievement and successful music programs in Title I elementary schools?

Chapter I introduced the problem, reviewed the literature, explained the methodology, and highlighted the significance of the study. Chapter II described existing literature addressing how music is connected to the cognitive development in children through impactful curriculum design, music education and leadership best practices in a symbiotic relationship, music education best practices, and multiculturalism in education. Chapter III explained the methodology used in this study by amplifying the design process, participants, setting, instruments and materials; procedures, and analysis. Chapter IV presented the data collected by quantitative and qualitative methods with graphics. Finally, Chapter V provides a summary of the findings; lessons learned, the limitations of this research, future research, and a conclusion.

### **Findings**

The literature suggested that music education could improve student achievement, but it is unclear how music could be reflected directly in the Common Core State standards. Because music and other subjects such as physical education are not currently evaluated in the Common Core State Standards, many leaders have chosen to prioritize other programs that fit populist narrative with the intent of retain or receive funding. To me, this is a determining factor that must be taken seriously as educational leaders plan and implement future reforms.

Another finding is the real importance of music education programs have for schools with low-income students. Historically, the disparity in the quality of public education has driven communities to appreciate what they have. Through two opened-ended questions in the survey, I captured stakeholders perceptiveness on music benefits for children. All of the participants that took the survey indicated that music is important for the community due to several reasons such as the development of discipline, abstract thinking maturity, and social skills improvement. Also, one of the participants added that music serves as a bridge between parents and schools. The participant added, “Music education is something that can benefit all students, but it can especially benefit English Language Learners as this is a way to get their parents engaged in the student’s education” (Rivera, Survey, 2018). It cannot be overstated that the extracurricular ability programs have such as music, physical education, and after-school programs have to unify and promote positive educational reinforcement in a low-income community. I have witnessed that having great leaders and teachers that create any plans based on student population could be useful to promote retention and academic goals. This approach is seen across our nation with the creation of mariachi programs in Southern California, drum bands and gospel choirs in southern states, and Latin-American ensemble groups to mention a few.

## **Implications**

### *Leadership*

Throughout my years as an educator, school success is the result of a mix of active efforts that are led by the administrator in collaboration with teachers and staff. Throughout this research and professional programs, I have learned how vital is for educational leaders to understand the implications of federal and states policies in student achievement. For example, and in tune with this research, educators leading Title I schools must know that this designated

federal capital received through the ESEA is to assist in the educational objectives of children of low-income families through the scholarly research and training of teaching personnel of several subjects, including music (Volk, 1998; McClure, P., Wiener, R., Roza, M., & Hill, M., 2008). As a generalization, leaders at school level have often no control of this financial duty mostly because of higher levels of management having near full control of the allocation decisions, driving principals to be extremely creative with the funds that they received. With the adoption of CCSS, school leaders have no other option to justify most of their funding allocations to research programs that directly promote the increase in testing scores.

### *Professional Development*

As aforementioned in this chapter, the professional development of music teachers was founded on the idea that Western European music and their methodology was the only right standard. After the 1950's, American music education broke from the insularity of a Western European tradition by including Eastern European and Latin American music styles thanks to the enforcement of the Higher Education Act and the National Foundation on the Arts and the Humanities Act (Volk, 1998). The Higher Education Act encouraged colleges and university to expand teacher preparatory programs to aid low incomes students with the desire of obtaining a postsecondary education. The National Foundation on the Arts and the Humanities Act added funding to institutions of higher learning for research and teacher training that would “strengthen” the teacher in of the humanities and the arts in elementary and secondary schools. I learned through the observation achieved I this research then there is a lack of long-term educational and continuity in professional development plans for music teachers mostly because of the unawareness of programs created through federal and state legislation.

### *Multiculturalism and Curriculum*

With the societal pressures of the 1950's, primary through the civil rights movement, social consciousness grabbed the attention of the national educators. Many subcultures in the U.S. (African-American, Native Americas, Hispanic-Americans, Asian-American, European American ethnic groups) demanded recognition for their cultures, giving birth to the realization of the "pluralistic" nature of American society (Volk, 1998). As a musician and as a music teacher, I founded inexplicable how groups in education welcomed multiculturalism in the classroom yet resisted the inclusion of American folkloric music like jazz and Native American folklore in the music curriculum. I witnessed how during my formation as a musician many teachers taught me music through the classical or Western-European methodology deeming other cultural influences (Afro-Caribbean in particular) of a lesser grade by not being classically bound. During this research, I found that this sentiment and ideal had prevailed in some regards since the 1960's when jazz became prominent in American culture. Fortunately, the time has shown how Latin-American, jazz, and rock have gained international recognition as an American art form that shares the priceless national heritage of the U.S. (Volk, 1998; Palisca, 1963).

Consequently, one of the first attempts to create a multicultural music program was first built in 1953 by the San Diego City Schools after releasing curriculum guide that included world music in elementary schools. This reform encouraged the publication of multiculturalism reports from the academic elites such as the Yale Symposium, the Julliard Repertory Project, and the Tanglewood Symposium (1960-67) that highlighted the need for national multicultural music standards capable of increasing student achievement in other subjects (Volk, 1998). I found this hugely significant because with the increasing push for standardized curriculum and testing across American education music educational standards have no effect in decision making processes . Therefore, it is implied that if music standards are integrated with current standards

such as CCSS, then we would be able to see a better relationship on how music is helping student achievement as seen in contemporary times. However, it will be only through a longitudinal study of several years with a comprehensive study that a true relationship could be established.

### **Limitations**

The initial goal of this research was to collect at least forty completed survey from administrators, teachers, parents and students from both schools (Maryland and California) on their perspectives on music education programs. The target goals were nearly half-met. Unable to survey the elementary school in Maryland due to district self-regulations, only the 15 surveys from the California school were completed. Not having Maryland's input potentially limited the proper comparison or whether having a dedicated music teacher in an elementary school help or not student overall academic achievement.

Another limitation was the lack of previous research on how music standards are or could be incorporated in the CCSS and the different existent standards between states. I founded numerous journals that mentioned either music standards or CCSS, but in a symbiotic relationship of supporting each other. I have seen, however, how music standards have tried to fit CCSS criteria to keep relevance in the eyes of policymakers and educators in senior management positions. Besides, while this study used schools that incorporated the CCSS, I learned about states not using CCSS with similar diverse demographics. Many of these states are considered to be at the top of the nation due to the high percentage of students accepted to prominent undergraduate schools. If this is the case, is CCSS a baseline that measures student achievement of all students? Does it take into consideration the multicultural diversity in our schools? A few examples shown in public articles and journals, individual states such as New Jersey (ranked

number two in the U.S.) and Virginia (ranked 14<sup>th</sup>) are examples of states not using CCSS. Developing future research with these states could help in establishing more credible triangulation, in particular from a qualitative perspective from music programs and a standardized curriculum.

I also see a limitation in the form of determining if the teacher-student ratio is a factor in student achievement when these are also music students or not. There is literature that talks about teacher-ratio advantages and disadvantages but little to none has explored in depth how this could be used in favor of emergent bilinguals that take music classes. In the case of Maryland's school used in this study, this ratio distribution is not close to equal to California. For example, the teacher-student ratio in Maryland is 1:10 while in California is 1:21. This ratio correlation could have been why Maryland did slightly better in the CCSS, but due to the limited scope of this study, it is considered a limitation.

### **Recommendations**

Future research should consider the collection of more qualitative data from more than two schools. As mentioned in the previous section, this research was limited when collecting qualitative data from Maryland's school due to not receiving the full approval in the state of Maryland because of timeliness with their district office. The survey had two opened-ended questions with the intent of obtaining enough qualitative data. However, from the original twenty expected participants, I only received fifteen surveys back. I would encourage to have at least twenty participants in a survey from more than one site in order to gather a wider audience and establish better coding procedures that ultimately could drive to new conclusions.

Even this research does not establish an equivalence between musical standards and CCSS, future research could be done by creating a definitive equivalency or translation of music

standards in the CCSS. The considerations for this recommendation should include the diversity found in student populations, current changes in federal and state expectations from schools, but also, the development of the learning community across the nation. I could estimate that this type of research will be of serious relevance if the study is conducted in a period of no less of five years.

### **Conclusion**

The purpose of this study was to determine how music education programs promote and support student achievement, especially emergent bilinguals students in Title I schools. While the literature reviewed showed how current music programs and best practices are helping this student population, gaps in the literature were addressed in this research by the collection of standardized test results from two similar schools in two different states and a survey. After cross-referencing the data obtained from both the databases, the survey, and the literature, the researched questions were partially answered. Do music programs promote academic achievement in emergent bilinguals in Title I elementary schools? Yes, but this study is unable to confirm how this achievement could be captured in standardized test results. What is the correlation between student academic achievement and successful music program in Title I elementary schools? The only relationship this study makes between music education programs and in Title I schools with a large group of emergent bilinguals students is the potential increase in school retention, increase in community involvement in school activities, and more profound appreciation for the multicultural influences in U.S. history.

With ample historical evidence, American music education has transmuted itself in the last century by shifting from the exclusivity of one music tradition to one with a pluralistic curriculum. Subsequently, multiculturalism music education is then assured by accepting the

legitimacy and soundness of other music cultures, contextualization of different methodologies, and the authenticity presented in the diversity of the American population (Volk, 1998). This study determined that music education programs need leaders capable of incorporating multiculturalism in every class to include music while leading teachers and staff to a professional level where students of all races, ethnicities, gender, and social status are welcome and encourage.

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## Appendix A: Survey

**Music Education Survey**

Music Education Research

**1. I am a(n):**

Mark only one oval.

- Teacher
- Administrator
- Parent
- Student
- Prefer not to say
- Other
- Other: \_\_\_\_\_

**2. I am a:**

Mark only one oval.

- Female
- Male
- Prefer not to say
- Other
- Other: \_\_\_\_\_

**3. I identify myself as:**

Mark only one oval.

- Hispanic
- Black
- White
- Two or more races
- Pacific Islander
- Philipino
- Asian
- Prefer not to say
- Other
- Other: \_\_\_\_\_

**4. I consider myself of:**

Mark only one oval.

- 18 years old or younger
- 18 years old or older
- Prefer not to say
- Other: \_\_\_\_\_

**5. 1. All students could benefit from early music education curriculum.**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**6. 2. All elementary school students should participate in music classes at least twice a week.**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**7. 3. Music education can help all students overcome their academic struggles.**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**8. 4. Music education can help English Learners achieve academic success.**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- Other: \_\_\_\_\_

9. 5. Students who have successfully learned to play an instrument are also successful in their academic endeavors.

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

10. 6. English Learners who learn how to play an instrument do better in core courses such as mathematics and language arts.

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. 7. Students who have successfully learned to play an instrument and that attend their band classes are generally well-behaved in class.

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

12. 8. Music education has a positive influence on student's academic achievement.

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. 9. In your own words, how do you feel music education enhances academic achievement in your students?

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**14. 10. In your own words, explain what your perception of the current music education program is at your school. Do you believe there is room for improvement? If so, please explain.**

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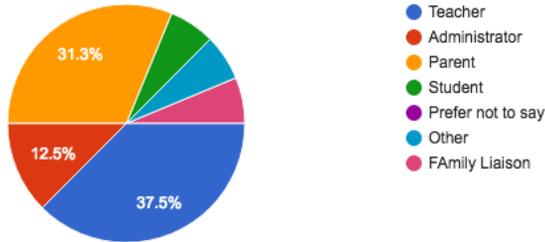
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Appendix B: Survey Results

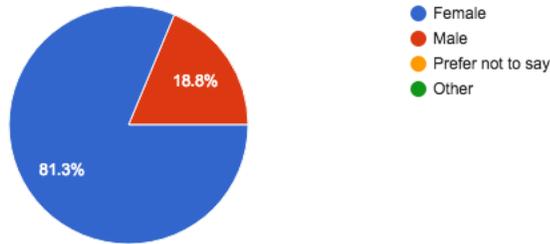
I am a(n):

16 responses



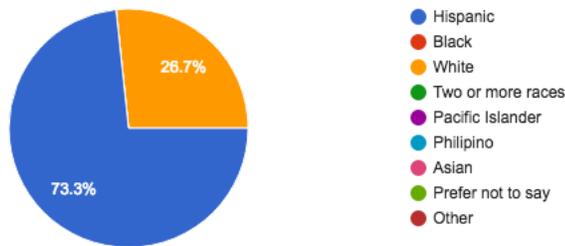
I am a:

16 responses



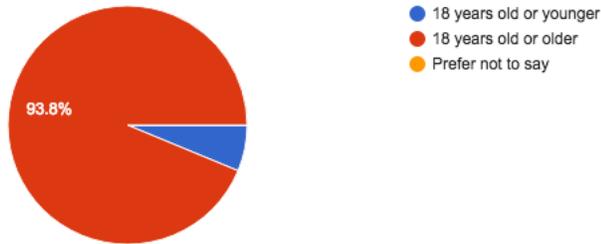
I identify myself as:

15 responses



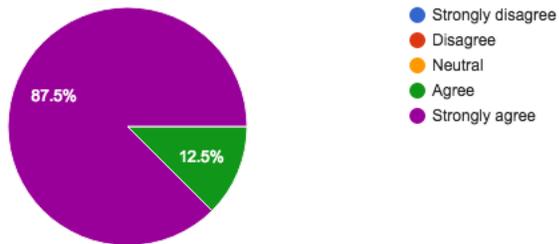
I consider myself of:

16 responses



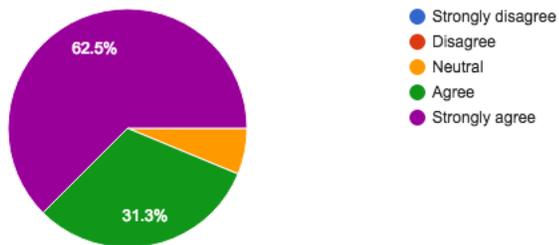
1. All students could benefit from early music education curriculum.

16 responses



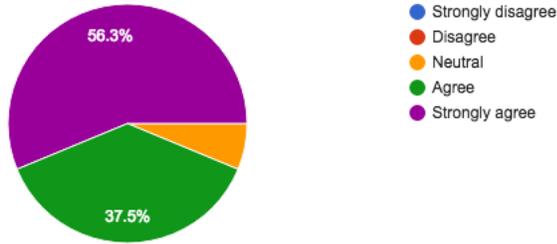
2. All elementary school students should participate in music classes at least twice a week.

16 responses



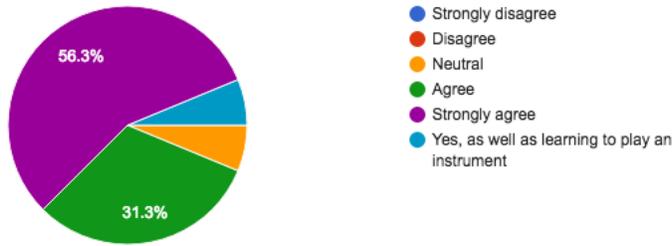
**3. Music education can help all students overcome their academic struggles.**

16 responses



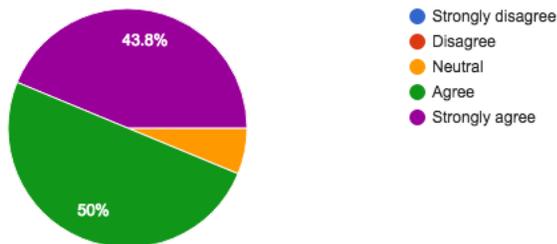
**4. Music education can help English Learners achieve academic success.**

16 responses



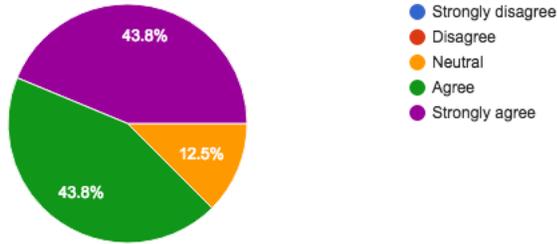
**5. Students who have successfully learned to play an instrument are also successful in their academic endeavors.**

16 responses



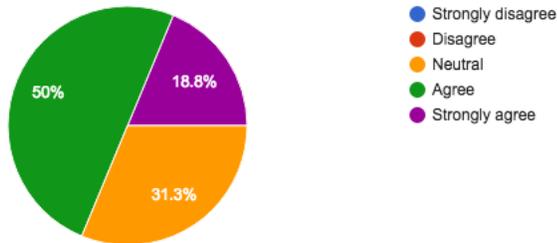
6. English Learners who learn how to play an instrument do better in core courses such as mathematics and language arts.

16 responses



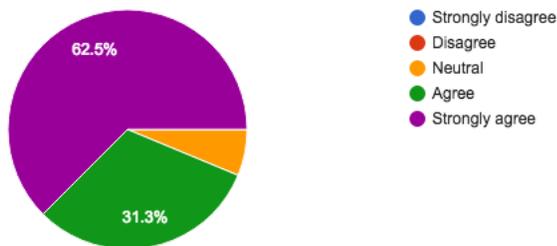
7. Students who have successfully learned to play an instrument and that attend their band classes are generally well-behaved in class.

16 responses



8. Music education has a positive influence on student's academic achievement.

16 responses



9. In your own words, how do you feel music education enhances academic achievement in your students?

It helps my child to concentrate, be responsible, understand math and focus on understanding and successful play an instrument. This acknowledgement transfer to his academics making him to be a successful and responsible student.

It helps them concentrate easier.

Music education opens doors for students not just to the performing arts world but also to academic# such as reading and math.

Music education enhances my students' academic achievement by enabling them to focus their energy on something else they can possibly enjoy.

Music education enhances a student's ability to follow directions, pay attention, work collaboratively and practice grit and stamina while learning how to play an instrument. In my experience, my students who have taken music classes and/or band are much more focused, have an easier time following direction and have the stamina needed for the tasks within the curriculum.

Music helps with memorization and rhythm which helps with math.

I believe it helps kid focus on their curriculum and have a better attitude towards themselves and life.

Learning to play an instrument and reading sheet music is like learning another language so music education strongly benefits all students.

Stimulates creativity in students

As an art form that requires a student to focus, to commit, and to engage, music education helps instill in children the behaviors needed to be successful students and successful adults. Once these behaviors are practiced in a disciplined manner, the student is able to see and hear his/her own progress, and he/she is excited by this growth; as a result, this growth motivates the student to continue with his/her committed study of music. Another important factor involves the parents. When parents commit to supporting the student's music education, they will also witness the positive study habits and the growth in music skills. As they excitedly witness this in their student (especially during a performance), they will be more willing to commit to being more involved in their student's education. Music education is something that can definitely benefit all students, but it can especially benefit English Language Learners as this is a way to get their parents engaged in the student's education. Parent engagement is a very important element in the educational success of ELL's. While I am not well informed in the biological aspects of how music education affects the brain, I am certain that it helps to create growth in the brain neurons. Music education is an art form that definitely belongs in every school.

For my children it has been helpful because for them it has been fun to play music, they relax, and return to class enthusiastic and ready to learn.

It's a form of relaxation that keeps the mind alert and receptive.

I feel that students who participate in music education acquire additional background knowledge and schema that transfers into overall academic achievement. It is another opportunity to gain multiple perspectives of cultures, people, and places around the world. Additionally, I feel EL students greatly benefit from music education experiences since music is a world language, therefore it can become a necessary outlet and one of their strengths as means of overcoming linguistic barriers and challenges.

I think music education enhance student concentration capacity. It promotes disciple if done correctly.

I can personally affirm that the music helps academically the students since when my daughter was in 3rd. Grade her teacher recommended to take piano lessons to improve in math. She increased her academic performance and not only in math but in all subjects. Now she teaches piano and is a teacher of primary education

10. In your own words, explain what your perception of the current music education program is at your school. Do you believe there is room for improvement? If so, please explain.

I do believe that we need music teachers that are willing to interact more with the students not just teach the class and go. Schools need more instruments, so it could be more accessible for more students. Giving the music teacher the ability to stay one day in every school that He/She serve so they can have time to teach younger students (K to 3) the basic of music. Even use that day to do a little concert for 1st to 3rd grades at lunch time!

At HVMS (my old school) there was some things that I think could have been improved like the way we learned music but overall it was a good class to take.

Students in grades 2-3 receive 30 min. of music education a week for 6-8 weeks during the school year. Students in grades 4-5 can join band and have class once a week for 30-45 min. In the past 3rd graders received 30 min. of instruction a week for the entire school year. This past year 2nd graders received instruction which meant the time for 3rd graders was cut. Since individual classes were taught sporadically during the year instead of all of a grade level, there was never an opportunity for a grade level performance

There is definitely room for improvement at my school. Students should have music from Kinder-5th grade.

Currently at my school site, band is offered once a week to 4th and 5th grade students. Third graders are also given one day a week for an introduction to music and recorder practice. I think it would be very beneficial for grades 3,4, and 5 to meet at least twice a week and for the primary grades to get exposure to music education as well, perhaps at least once a week.

I strongly believe that our schools need to add more music to the curriculum at least twice a week and longer periods of practice.

I know it sad, but I am not to familiarize with our music program. I believe the reason is because I have a second and third grader. Our school promotes music for 5th graders. I would like for our school/district to be able to have a music program for all grades.

There is always room for improvement in any curriculum. I do believe music could be introduce to our students when they begin kindergarten. Music can open a child's mind to be creative, to think, to succeed. It would be amazing to have a music program back in every school, we need to better our kids education and see what they are capable of. There is not enough music education at sites in grades K-5.

Underfunded at this time but we are lucky to have some type of music for our students at all schools

While I have seen teachers here who have a passion for music, who have patience with our students and who do their best to instill a love of music in our students so that they can do the necessary practice, I do think our music program at EUSD has a lot of room for improvement. With a small number of music teachers in the district, we only have music once a week, and the teachers have one school per day it seems. As a result, they are juggling 4 or 5 schools with students from beginning level to advanced level. When they have performances during the holidays or end of the year, they are running around trying to get things scheduled. This is a very challenging task that each teacher has done as best he/she could. I think we need more music teachers, and I especially think that since we have a high population of Spanish speaking students, it would be a good idea to investigate a Mariachi Program. San Diego City Schools has done this, and they are very successful. The students have to commit to singing and playing an instrument. I imagine that the parents have to commit also as there is a lot of time required to be skilled in both art forms.

The program is very good, but it would be better if it were a separate subject and a specific time was assigned to it so that students would not miss out on their normal classes and curriculum when pulled out of class. I would like it to be like in other schools where it is an elective 5 days a week.

Yes. I would recommend starting teaching music since kindergarten.

I believe the current music education program needs vast improvements. Students do not receive any form of music education until the 3rd grade, and even then, 3rd grade students only see the music teacher once a week for 30 minutes for maybe 80% of the school year. Their experiences are very limited as their main instrumental opportunity is to play the recorder. Students in 4th & 5th only continue with music education if they choose to play an instrument in band, otherwise, it comes to an end after 3rd grade. I believe students in K-5 should have access to music education on a weekly basis with an experienced music teacher. With funding issues, I find that many school districts view music as an enrichment, rather than an educational necessity and so it is one of the first to go with budget cuts.

Yes. I think music programs need to be more consistent and be more than a show. Music has the potential to give students tools for the rest of their life such as the capability to get music scholarships for college and even an honorable profession.

The music classes in the school where I work in my opinion could improve. I think all the students should have the opportunity to take music lessons starting in preschool. There should be a teacher and a permanent classroom for the music class at each school.