

MONTESSORI METHOD A LOOK AT THE RESEARCH:



With more than 300 public schools in the United States using the Montessori Method, 150 of them being charter schools, there is a great deal of support for the method's success. Our curriculum is based on the highly researched Montessori Philosophy and will help children to develop through a holistic, whole-child approach to create confident leaders, problem solvers, and self-driven successful individuals! Many successful accomplished CEOs, business leaders, artists, and innovators received education in Montessori Schools, and often credit their success in part to the methodology. This includes people such as Larry Page and Sergei Brin, the founders of Google;

Jeff Bezos, the CEO of Amazon; Grammy Award-winning artist Taylor Swift; inventor Thomas Edison, and Jimmy Wales, the founder of Wikipedia. Even Harvard credits Montessori as an essential building block for success in later life!

In a longitudinal study titled "Montessori Preschool Elevates and Equalizes Child

"EVEN HARVARD CREDITS MONTESSORI AS AN ESSENTIAL BUILDING BLOCK FOR SUCCESS IN LATER LIFE!"

Outcomes: A Longitudinal Study," conducted by individuals from the Department of Psychology and Department of Education found that although test scores started at the same base point between traditionally educated children and children taught through the Montessori Method over time the children educated through the Montessori Method made greater strides in academic achievement, social understanding, and mastery orientation. Montessori students also scored higher on their executive function when tested at 4 years old.

In 1997-2001 there was a study done in Milwaukee comparing the academic outcomes of students who attended Montessori programs through 5th grade versus students who attended traditional public schools. ACT, WKCE scores, and GPA's were assessed and analyzed between the two groups. "Students who had participated in the Montessori Program significantly outperformed the Peer Control group on Math/Science scores." Through the testing scales on both the ACT and WKCE testing the study concluded that "in essence, attending a Montessori program from the approximate ages of three to eleven predicts significantly higher mathematics and science standardized test scores in high school" (Dohrmann 3).

"ATTENDING A MONTESSORI PROGRAM FROM THE APPROXIMATE AGES OF 3-11 PREDICTS SIGNIFICANTLY HIGHER MATHEMATICS AND SCIENCE STANDARDIZED TEST SCORES IN HIGH SCHOOL."

Additional research findings on the benefits of a Montessori education as published in the Academic Journal Science compared inner-city Montessori students with inner-city traditional students and reported that students who attended Montessori schools developed “better social and academic skills” and “superior outcomes” (Qtd in Chen). Additional findings from this study reveal that “at the kindergarten level, Montessori students obtained better scores in reading and math, displayed more developmentally advanced control and social understanding, as well as played more positively with their peers. At the elementary school level, the Montessori students had a stronger grasp of complex sentence structures and a better understanding of social dilemmas” (Chen).

Marshall quotes Lillard and Else-Quest as conducting “Arguably the most robust evaluation of the Montessori method to date” (Marshall). “They compared children in Montessori and non-Montessori education and from two age groups—5 and 12-year olds—on a range of cognitive, academic, social and behavioral measures. Careful thought was given to how to overcome the lack of random assignment to the Montessori and non-Montessori groups. The authors’ solution was to design their study around the school lottery that was already in place in that particular school district” (Marshall). There were two research questions [that Lillard and Else-Quest were seeking to answer in their study]: firstly, do preschool children’s school readiness skills change during the academic year as a function of school type, and secondly, within Montessori schools, does the percentage of children using Montessori materials in a classroom predict children’s school readiness skills at the end of the academic year?



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Overall, the answer to both questions was “yes” (Marshall). “Children in the high-fidelity Montessori school, as compared with children in the other two types of school, showed significantly greater gains on measures of executive function, reading, math, vocabulary, and social problem-solving. Furthermore, the degree to which children were engaged with Montessori materials significantly predicted gains in executive function, reading and vocabulary. In other words, treatment fidelity mattered: children gained fewer benefits from being in a Montessori school when they were engaged in non-Montessori activities” (Marshall).

“Children in both groups were tested for cognitive/academic and social/behavioral skills that were selected for importance in life, not to examine specific expected effects of Montessori education. Our results revealed significant advantages for the Montessori group over the control group for both age groups” (Lillard & Else-Quest 1893).

Lillard AS, Heise MJ, Richey EM, Tong X, Hart A and Bray PM (2017) Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study. *Front. Psychol.* 8:1783. doi: 10.3389/fpsyg.2017.01783

Marshall, C. Montessori education: a review of the evidence base. *npj Science Learn* 2, 11 (2017). <https://doi.org/10.1038/s41539-017-0012-7>

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Chen, G. (2020, September). Why Parents are Choosing Montessori Charter Public Schools. Retrieved from <https://www.publicschoolreview.com/blog/why-parents-are-choosing-montessori-charter-public-schools>

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