



Well-Managed Schools

ESSA EVIDENCE-BASED CRITERIA

Based on two published studies, which are described below, Boys Town's Well-Managed Schools (WMS) program meets ESSA criteria for Moderate Evidence: "Based on at least 1 well-designed and well-implemented quasi-experimental study."

1. QUASI-EXPERIMENTAL EVIDENCE

Oliver, Lambert, and Mason (in press) report findings from a small quasi-experimental study comparing teachers within two elementary schools in a medium size Midwestern school district: one school was randomly assigned to receive WMS training and the other school was randomly assigned to conduct "business as usual." Preliminary analyses demonstrated the pretest equivalence of classrooms across the two participating schools. Outcome analyses showed that teachers in the WMS condition used significantly more praise statements during classroom interactions and also were shown to be using more classroom management strategies with higher quality (e.g., gaining student attention, praising consistently, using reprimands appropriately) compared to teachers in the control condition. These positive effects were medium to large in size.

Oliver, R., Lambert, M., Mason, W.A. (in press). A pilot study for improving classroom systems within school-wide positive behavior support. *Journal of Emotional and Behavioral Disorders*.

2. CORRELATIONAL EVIDENCE

Burke, Oats, Ringle, O'Neill Fichtner, & DelGaudio (2011) collected data as part of a district-wide implementation of WMS to examine differences in student outcomes based on implementation fidelity across classrooms, all of which received WMS training. Analyses showed that higher fidelity of WMS program implementation was significantly associated with better student outcomes. Specifically, teachers who (1) used proactive prompts and embedded teaching of social skills, (2) reinforced social skills with praise, and (3) used effective correction procedures for misbehavior, had (a) higher levels of student compliance, (b) higher demonstrated levels of student academic engagement, and (c) significantly fewer students with suspensions compared to teachers who used these strategies with lower fidelity. Although there was no comparison group, this analysis suggests WMS may positively impact student outcomes.

Burke, R. V., Oats, R. G., Ringle, J. L., O'Neill Fichtner, L., & DelGaudio, M. B. (2011). Implementation of a classroom management program with urban elementary schools in low-income neighborhoods: Does program fidelity affect student behavior and academic outcomes? *Journal of Education for Students Placed At Risk*, 16, 201-218.

SUMMARY

In summary, statistically significant effects of WMS on improving student outcomes are demonstrated across these two peer-reviewed, published studies, one based on a quasi-experimental design and another based on a correlation design. As noted, this qualifies WMS as being designated as supported with Moderate Evidence according to ESSA criteria. WMS is currently being further tested and is in the initial stages of a large-scale randomized trial, which holds promise for elevating the program to Strong Evidence in the future.

Contact us TODAY to learn how we can support your ESSA initiatives!

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