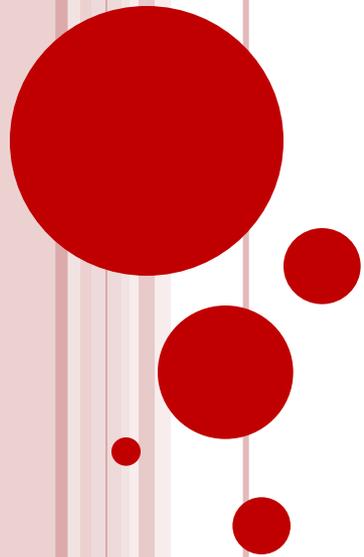


GENDER-BASED CLASSES

CMS



COFFEE COUNTY STRATEGIC PLAN

Goal 3 - Instructional practices that increase students motivation, engagement, and success

Objective 3.2:

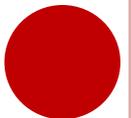
Adopt instructional strategies for male students at all grade levels that are consistent with their developmental readiness by school year 2015-16.

- ***Strategy 3.2.1:*** Review research on student performance by gender and best practice that focus on developmental variance between male and female students. Develop instructional approaches at all grade levels designed to address developmental differences between male and female students.



QUIZ

[HTTP://EDUCATION-
PORTAL.COM/ACADEMY/LESSON/GENDER-
DIFFERENCES-IN-THE-CLASSROOM-
PHYSICAL-COGNITIVE-BEHAVIORAL.HTML](http://education-portal.com/academy/lesson/gender-differences-in-the-classroom-physical-cognitive-behavioral.html)



WHAT ARE GENDER-BASED CLASSROOMS?

- Single sex education is the practice of instructing male and female students in separate classes, buildings, or schools.
- Title IX in 1972 prohibited schools from this type of program
- When the “No Child Left Behind” bill was signed in 2002 single-sex classrooms were once again allowed.

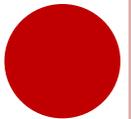


WHY ARE WE CONSIDERING GENDER-BASED CLASSES?

- Our Strategic Plan - Goal 3.2 focused our attention on our male student population
- Leadership/Better seeking team was established to address goal areas as they related to CMS
- Research on gender-based classes has shown success
- Gender-based classrooms have shown a decrease in discipline referrals and an increase in academics
- Differentiation strategies among genders are needed
- College and Career Readiness Performance Index (CCRPI)- intervention to help close achievement gaps between genders



COFFEE COUNTY TEST DATA



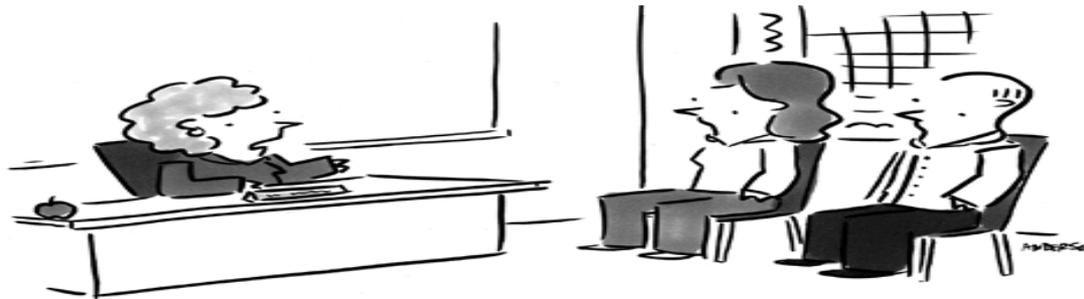
1		2007-08		2008-09		2009-10		2010-11		2011-12	
2		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
3	Number retained	179	113	201	143	248	159	235	129	382	258
4											
5	Special education enrollees	570	297	478	241	428	215	444	202	435	207
6											
7	Percentage of Students Who Did Not Meet Minimum State Standards										
8	3rd CRCT Reading - not met	7	2	6	3	7	3	4	4	5	5
9	3rd CRCT Math - not met	25	24	17	7	18	6	14	5	12	11
10	4th CRCT Reading - not met	12	9	12	6	10	7	8	7	8	4
11	4th CRCT Math - not met	25	32	19	21	21	17	14	13	12	12
12	5th CRCT Reading - not met	7	4	5	4	4	3	5	2	6	6
13	5th CRCT Math - not met	15	9	13	12	10	5	5	6	13	11
14	6th CRCT Reading - not met	18	9	14	8	13	10	5	2	2	2
15	6th CRCT Math - not met	45	34	35	33	36	36	19	17	19	15
16	7th CRCT Reading - not met	16	10	19	10	16	8	12	11	7	2
17	7th CRCT Math - not met	28	22	26	19	20	10	17	9	8	5
18	8th CRCT Reading - not met	11	5	7	1	8	4	5	0	6	3
19	8th CRCT Math - not met	30	21	22	17	15	10	15	5	31	24
20	Writing 8th pct not met	28	18	40	25	39	21	39	18	28	14
21	Writing 11th pct not met	24	14	23	15	18	11	9	3	22	11
22	EOCT 9th gr lit/comp pct not	39	30	35	22	30	21	28	19	27	14
23	EOCT Am lit/comp pct not m	25	18	20	14	21	18	18	15	14	10
24	EOCT Math I pct not met	No results				42	41	48	38	59	37
25	EOCT Math II pct not met	No results				65	59	61	60	38	27
26	GHS GT Eng/LA pct not met	13	11	11	7	14	12	8	6	Phase out	
27	GHS GT Math pct not met	10	12	5	3	10	8	10	12	Phase out	
28		Indicates lower "percent not met" for male students									

WHY HAVE SOME SCHOOLS IMPLEMENTED THIS TYPE OF PROGRAM?

- Research has shown that boys and girls learn differently.
- Same-sex classes gives both genders more freedom to explore their interests and abilities.
- There are many advantages for both genders in single-sex classrooms both socially and academically.
- Research has shown that in many cases discipline referrals have dropped in single sex-classrooms when compared to co-ed classes.

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"It's not that your son is bad, he just exceeds standards for mischief."



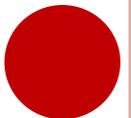
HOW DO GIRLS AND BOYS LEARNING STYLES DIFFER?

- Boys and girls have gender-specific personality traits.
- Boys tend to be more kinesthetic learners and need more physical activity in their lessons while girls have better listening skills.
- The current instructional delivery methods seem to focus more towards girls' learning styles.



BRAIN DIFFERENCES

- The way boys and girls use the left and right hemispheres of their brains enable them to excel at different areas and at different stages in their lives.
- Girls, for example, use both hemispheres to produce language skills while boys use only one hemisphere.
- The part of the brain used by most boys helps them to succeed in math, science, and geography.
- Girls tend to have better language and reading skills.
- According to numerous studies boys and girls differ in vision, hearing, ways they learn math, reaction to classroom temperature, and much more.



WHAT ARE THE ADVANTAGES FOR THE BOYS?

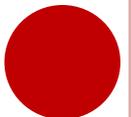
- Research has shown more and more boys are dropping out of school and less are going on to college. Gender-based classrooms will allow us to better meet the needs of our male students.
- Boys can get instruction that is tailored to them in single-sex classrooms so they remain attentive and on-task.
- Boys in single-sex classrooms participate more in music, art, drama, and foreign languages than in co-ed rooms.



WAYS TO HELP BOYS LEARN

Some tips from Michael Gurian and Kathy Stevens for improving the academic success of boys:

- * ***Change curricula:*** Schools should adopt more male-friendly language arts programs to encourage boys to read and write. Teachers also should introduce more movies, videos, or other forms of multi-media in the classroom.
- * ***Change reading requirements:*** Allow more choices. Offer personal-choice reading assignments so that boys can select topics of interest, such as sports, adventures, or fantasy.
- * ***Encourage students, when possible, to take notes and write papers using laptop computers.*** Many adolescent boys can't take handwritten notes as well as the girls around them.
- * ***Both at home and at school, employ physical movement when students are reading and writing.*** When used properly, allowing boys to move around while thinking about assignments stimulates their brains. Incorporate physical movement into math and science classes with activities such as math Olympics and interactive science projects.



WHAT ARE THE ADVANTAGES FOR THE GIRLS?

- Girls get to expand their educational opportunities and follow courses they might never would have in co-ed classes.
- Girls get learning that is customized to fit them and not a “one size fits all” type of instruction.
- Girls in single-sex classes are succeeding more in math, science, and information processing. They are 3 times more likely to go into a math or science field.



ADVERTISING FOCUSING ON GENDER DIFFERENCES

- <http://www.youtube.com/watch?v=1t-TB3-nuXI>
- <http://www.youtube.com/watch?NR=1&v=J2wtNYkngvA&feature=endscreen>



PROS AND CONS OF GENDER-BASED CLASSES

PROS

- Differentiation
- Students can branch out and try new things without having the other gender to impress.
- Decline in discipline problems
- Academic achievement increases
- Does not require more money
- We now have good evidence that single-sex classrooms CAN break down gender stereotypes, particularly when teachers have appropriate professional development.

CONS

- Not all studies showed immediate academic improvements so the study may be difficult to show progress.
- Parental concerns



INFORMATION TO DATE

- January 10th – assigned Strategic Plan Goal Areas to teams
- February 7th – Presentation by group to CMS Leadership Team
- March 6th – CMS Staff Members attended RESA Prof.
Lrng. On *Overcoming Barriers That Face Our Boys*
- March 14th – passed out Gender-Based Classes
informational flyer advertising PTO Meeting
- March 19th – CMS Team visited Newbern Middle School
- April 2nd – Leadership Team presentation at PTO Meeting
- April 2nd – Survey of parents in attendance
- April 9th – Presentation to CMS School Council
- April 15th – Presentation to Project Management
Oversight Committee (PMOC)
- April 25th – Presentation to Coffee County Board of
Education



PLAN FOR CMS

- Send home survey to assess parental interest in gender-based classes
- Propose implementing gender-based classes in 2 clusters at 1 grade level for the 2013-2014 school year
- Students will stay in co-ed connection classes
- Leadership/better seeking team to visit at least one other school that has implemented gender-based classes
- Professional learning of instructional strategies for both genders
- Assess academics, motivation, and discipline referrals to look for effectiveness at the end of 2013-1014



CONCLUSION

- There are at least 253 public schools offering gender-based classes and 51 schools consisting entirely of single sex instruction.
- Our gender-based team got an opportunity to visit one in the Valdosta area. The school went from a level 5 needs improvement to a rewards school. The only thing they changed that year was gender-based classrooms. The entire staff talked positive about the set-up. Academics had increased and discipline had decreased.
- To try and improve academic achievement and lower discipline referrals for all of our students.

