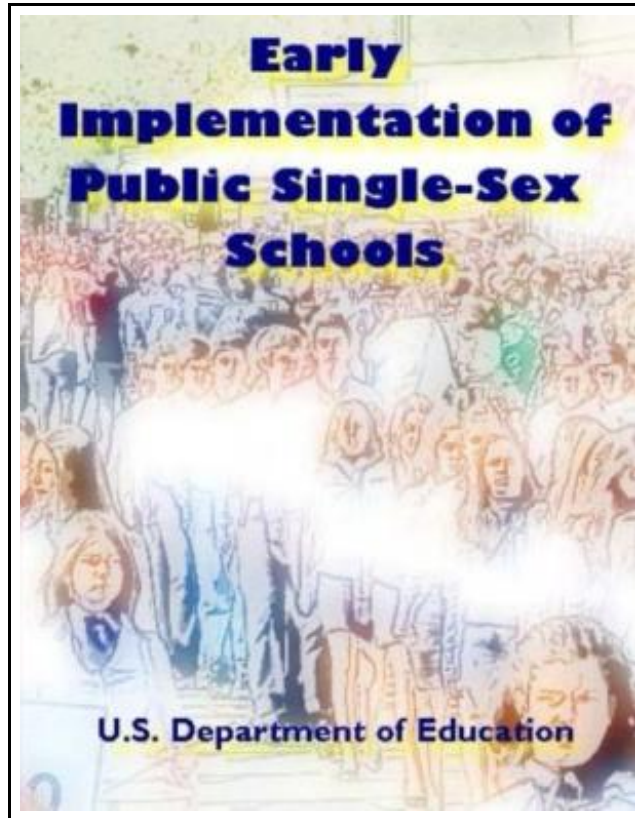


Early Implementation of Public Single-Sex Schools



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EARLY IMPLEMENTATION OF PUBLIC SINGLE-SEX SCHOOLS



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CreateSpace Independent Publishing Platform. Paperback. Book Condition: New. This item is printed on demand. Paperback. 154 pages. Dimensions: 11.0in. x 8.5in. x 0.3in. This book is a copy of the government agency publication. For most of our nations history, coeducation has been the norm in our public elementary and secondary schools. In recent years, however, interest in public single-sex education has increased substantially. The No Child Left Behind Act of 2001 authorized school districts to use local or innovative program funds to offer single-sex schools and classrooms consistent with applicable laws. Subsequently, the U. S. Department of Education published amendments to the Title IX regulations in October 2006 that would provide school districts additional flexibility to implement single-sex programs. In anticipation of an increase in the number of public single-sex schools, the U. S. Department of Education contracted with RMC Research Corporation to conduct a descriptive study of existing single-sex public schools that would address the following evaluation questions: 1. What is currently known about the effects of single-sex schooling on student achievement and other outcomes 2. What is known about the causes of those outcomes 3. What are the characteristics of public single-sex schooling What are the contextual, instructional, and behavioral practices unique to single-sex schools 4. What perceived benefits or disadvantages are associated with single-sex schooling 5. What studies, including research questions and methodology, would be most appropriate to advance the knowledge base in this field To address these questions the study includes a systematic review of the literature available in 2004, a survey of public single-sex schools, and a preliminary exploratory observational study of a subsample of currently operating public single-sex schools. The observational study was designed to yield three types of descriptive information about single sex schools: the schools demographic characteristics, the professional characteristics of the teachers...



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