

A comparison of student performance in single sex education assignment

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Most of these modifications were adopted as a means to provide support to Achieving students, many of who reside in urban settings. Proponents of single-sex instruction state that mostly African Americans, Hispanics, and females benefit most from this type of instructional setting because single-sex environments help to reduce gender stereotypes students encounter in coeducational settings.

Opponents of single-sex instruction believe that accomplishments achieved in single-sex environments can be achieved in coeducational environments if the proper teaching strategies were in place. Opponents also feel that not enough studies have been conducted to make a strong claim that single-sex environments are better than coeducational environments. This study compared CRT middle grades mathematics scores for three years at four middle schools within an urban school district in Georgia to determine if the instructional setting is a factor in student performance.

Two single-sex schools were selected (one male and one female), and two coeducational schools (one traditional and one that incorporated homogeneous class groupings). In addition to the instructional setting, student gender and grade level were examined to identify possible relationships with students' CRT mathematics achievement. The results of this study indicated that sixth grade male coed single-sex students, and seventh grade female coed students in the sample group were more likely to pass the CRT in mathematics than their peers in the other instructional settings.

A cohort group, which is a subset of the sample group, identified students who remained in one school for grades sixth through eight. The results indicated that sixth and eighth grade cohort female coed students were more likely to pass the CRT in mathematics than their peers in the other instructional settings. Results also indicated, over a three-year period female students of the sample group enrolled in coed classes, and female students of the cohort group enrolled in a single-sex school had the largest gains on the CRT in mathematics. INDEX WORDS: coeducational, Federal legislation, Gender issues,

Major Professor: Linda M. Arthur Committee: As mule Jackson Denies Hems-White Electronic Version Approved: May 201 1 6 DEDICATION thank God for making this accomplishment possible, and for truly granting me with the desires of my heart. I thank my parents, Winfred and Evelyn Ogden, for establishing a strong infrastructure of support that was created by my mothers soft yet powerful words of encouragement and my fathers] strong interest and desire to see me do well in achieving my goals. Am sincerely grateful for my parents, who gave their all to provide their children with the best.

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