

Taylor's Elementary School
Expecting Excellence in Achievement, Actions and Attitudes



Single- Gender Information

Vaughan E. Overman, Principal
Melodie White, Instructional Coach

Why do we offer Single-Gender classes?



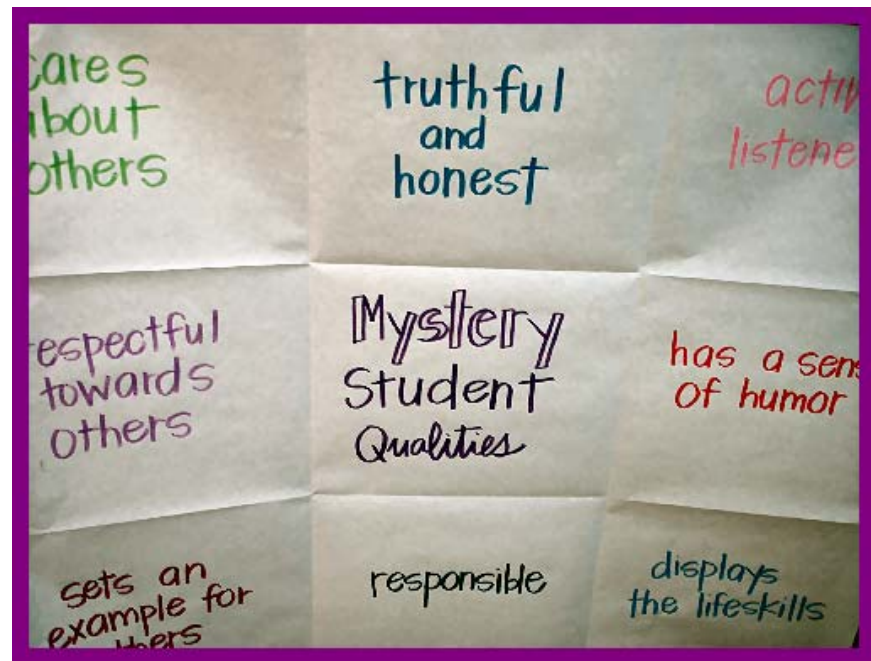
Student Achievement

"We must be thinking more rigorously, realistically, and precisely about why we do what we do, what ends we hope to accomplish, and how we can document our successes in achieving those ends."

- Elizabeth Schoor



Analyzing Reasons to Offer Single-Gender Classes

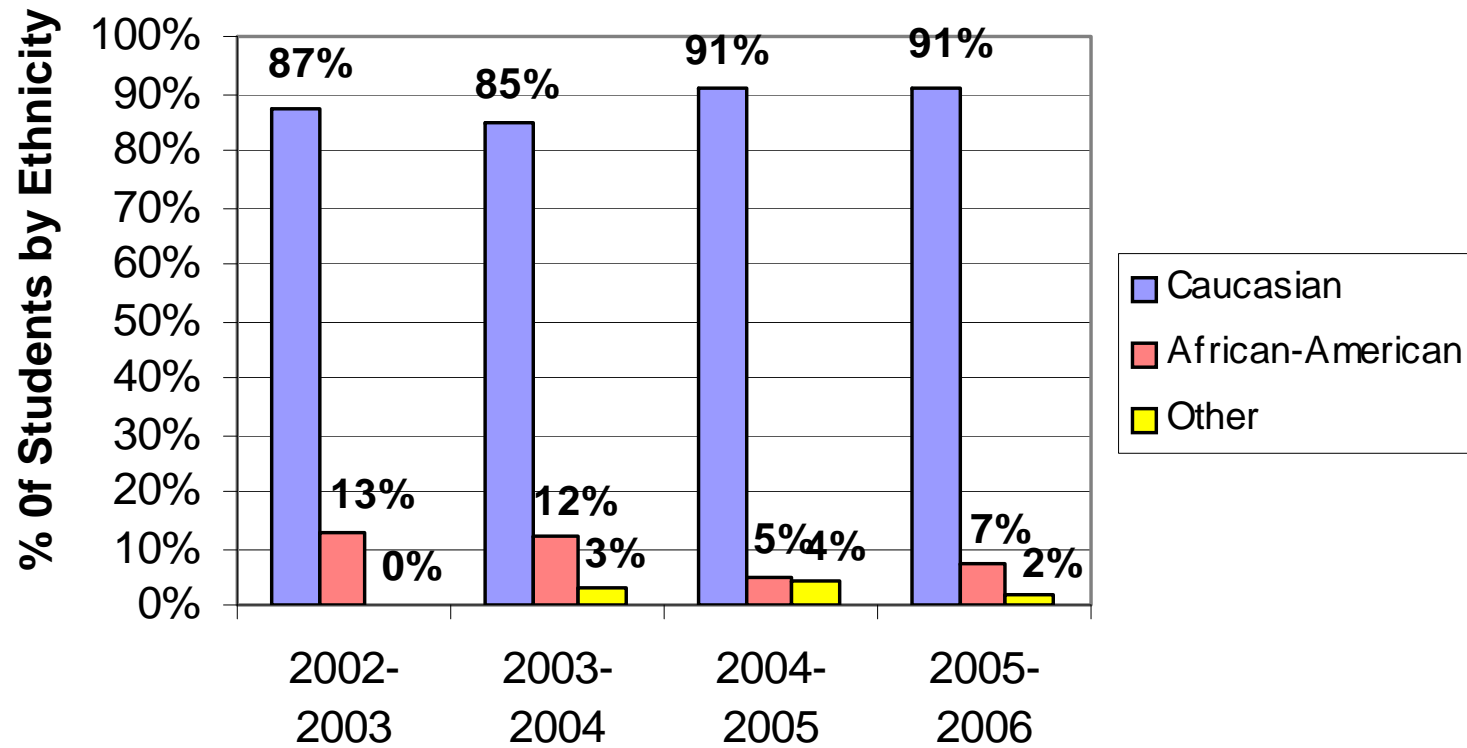


Essential Question

Based on our trends, what changes do we need to make for all students to achieve at higher levels?

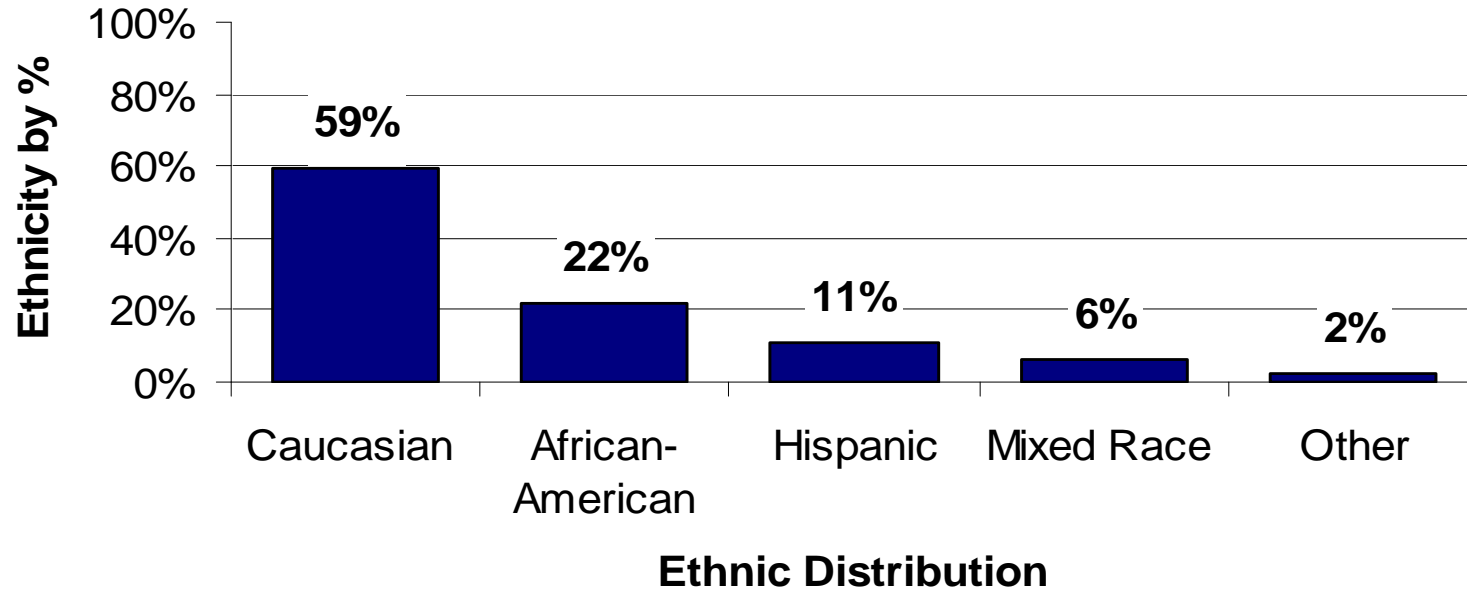
- The number of students qualifying for Gifted and Talented has been steadily decreasing
- Our population is becoming more diverse
- FARMS population is increasing

Gifted and Talented Students by Ethnicity



Single-gender will help us meet the needs of our diverse and changing population.

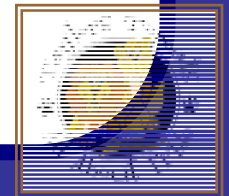
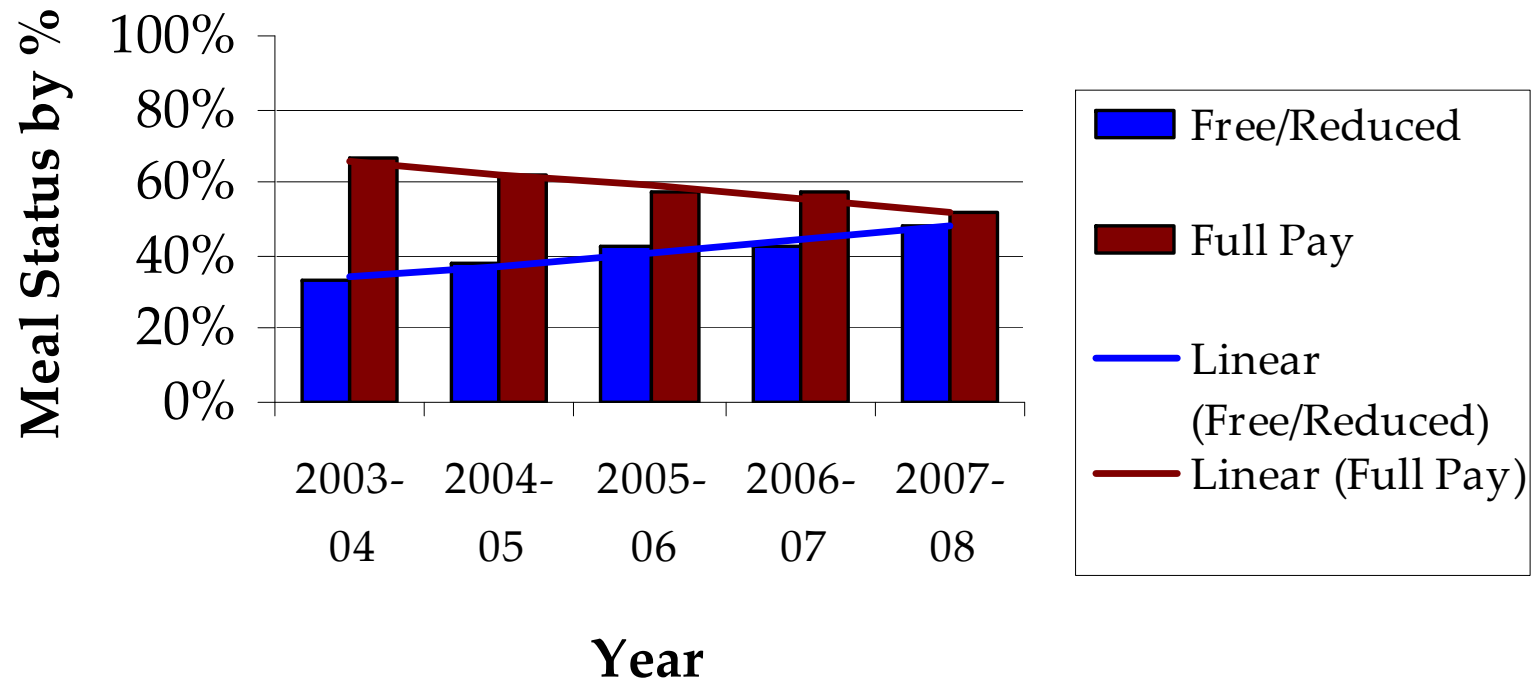
2007-2008 TES Demographics
Total Number of Students=692



FARMS=327 Students
Disabled=127 Students



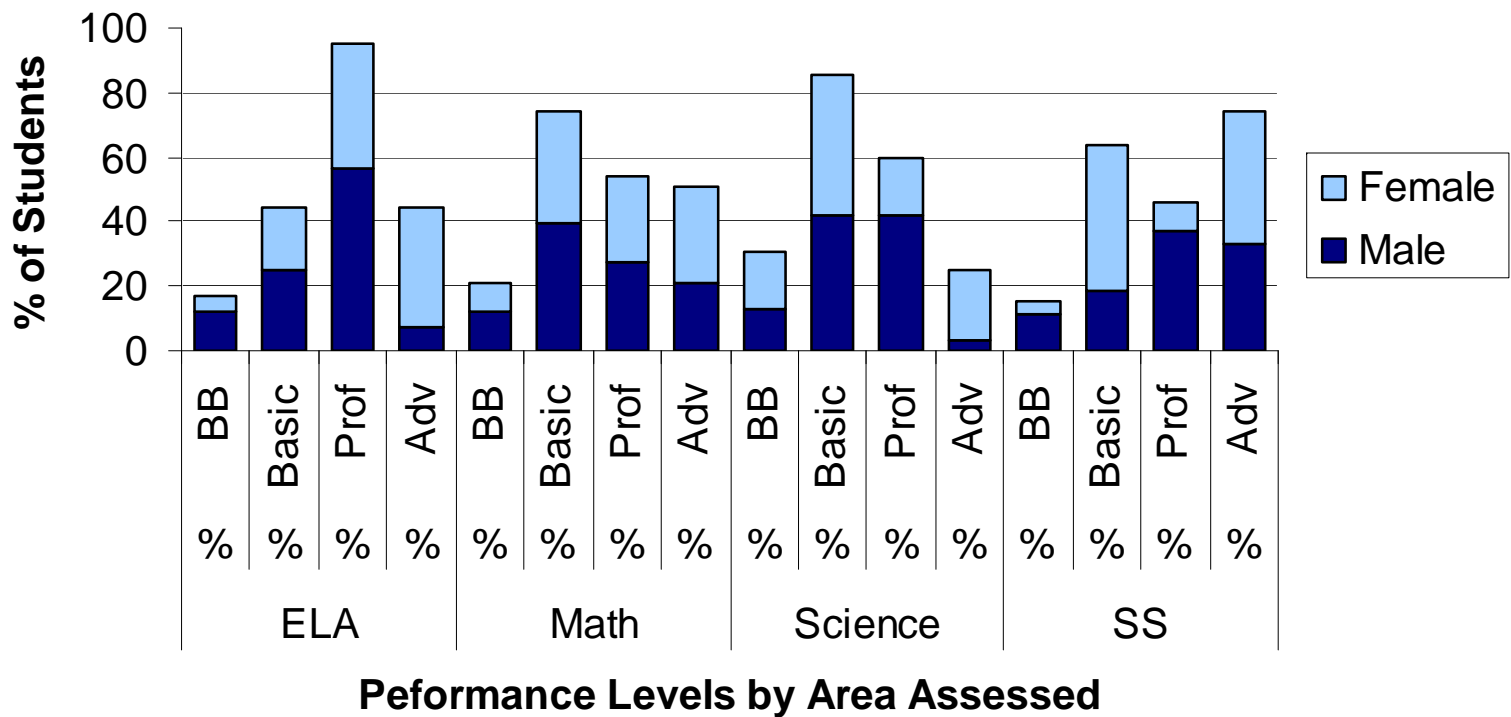
TES Meal Status Trends



Analysis of 2008 PACT data shows that females generally performed at higher levels than males regardless of grade level or performance area assessed.

2008 PACT Grade 3 Performance Levels by Gender

ELA, Math N=49 F, 57M Science N=23F, 31M SS N=22F, 27M

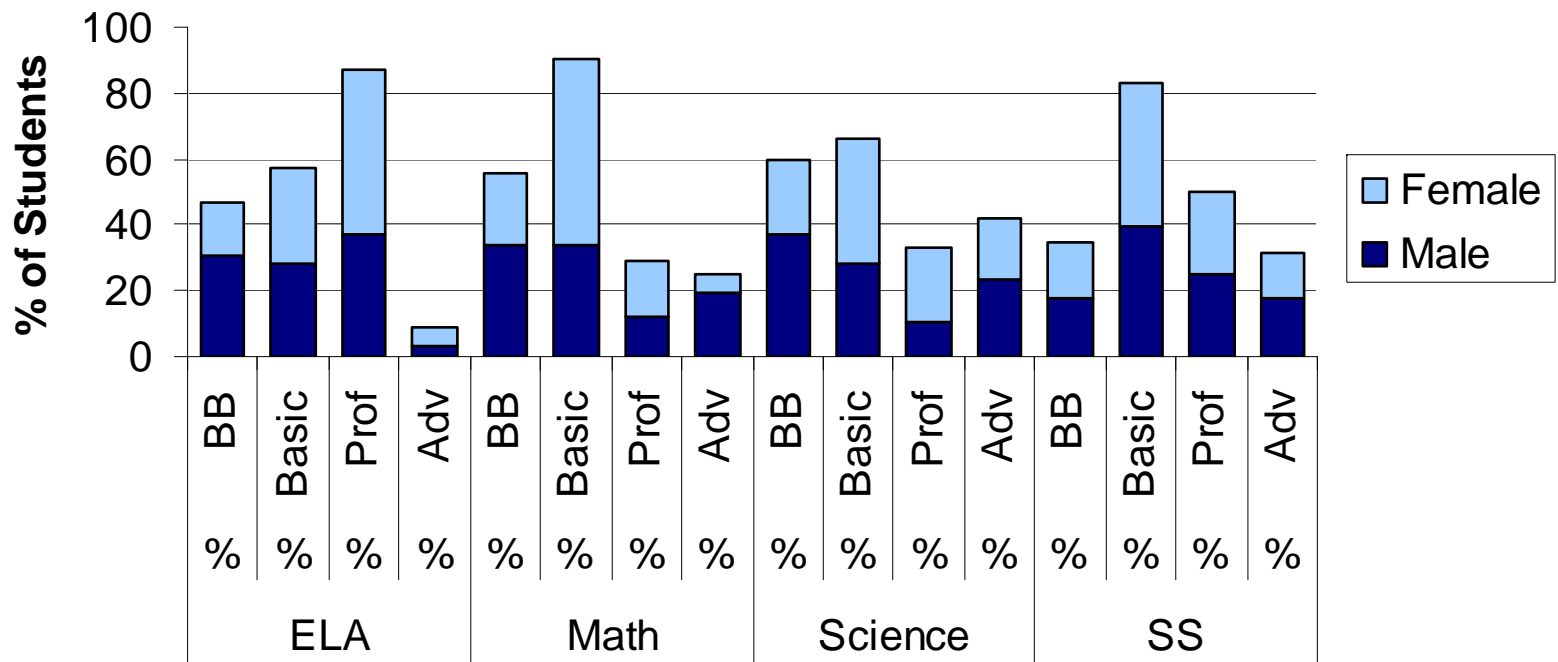


2008 PACT Grade 4 Performance Levels by Gender

ELA, Math N= 60F, 56M

Science N=59 F, 56M

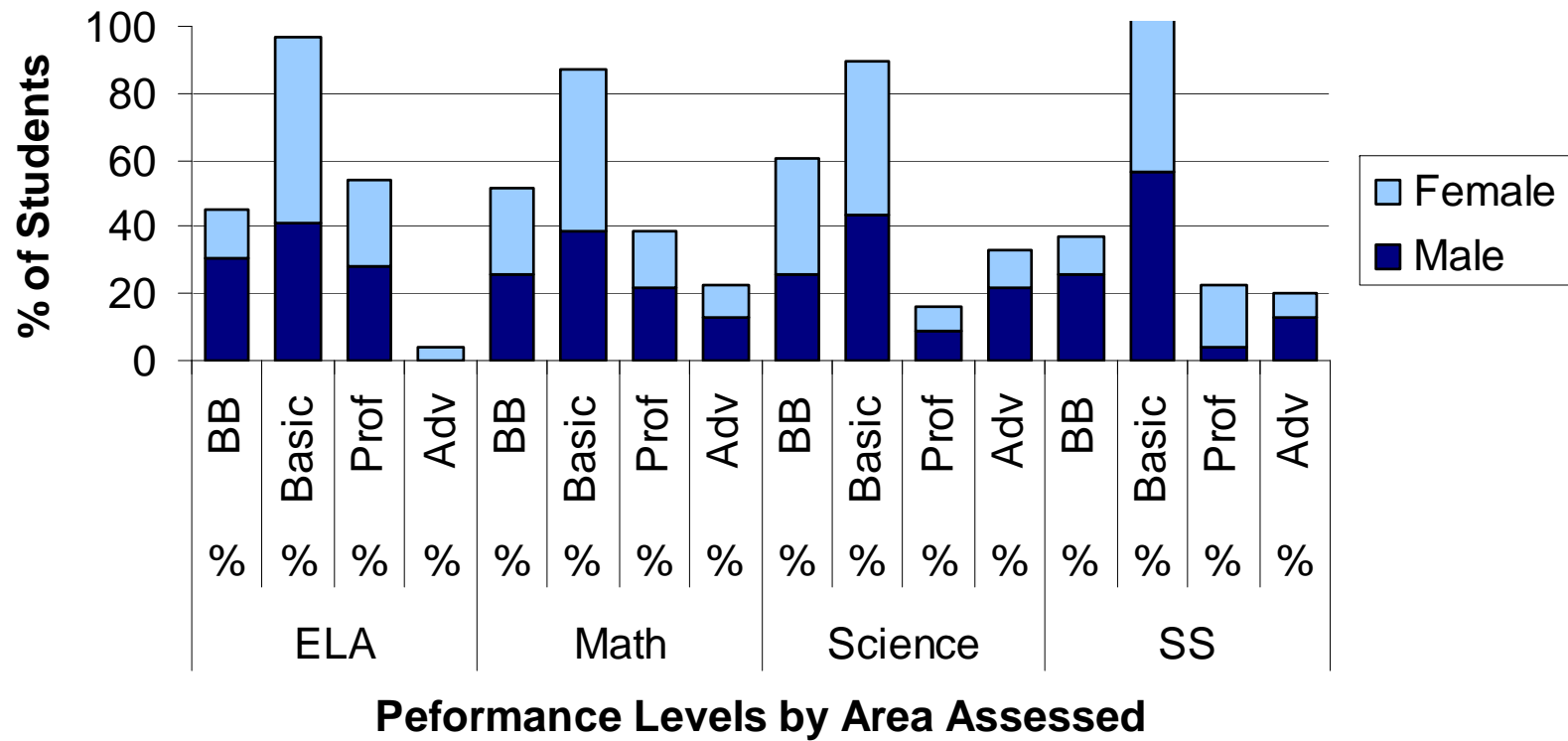
SS N=59F, 56M



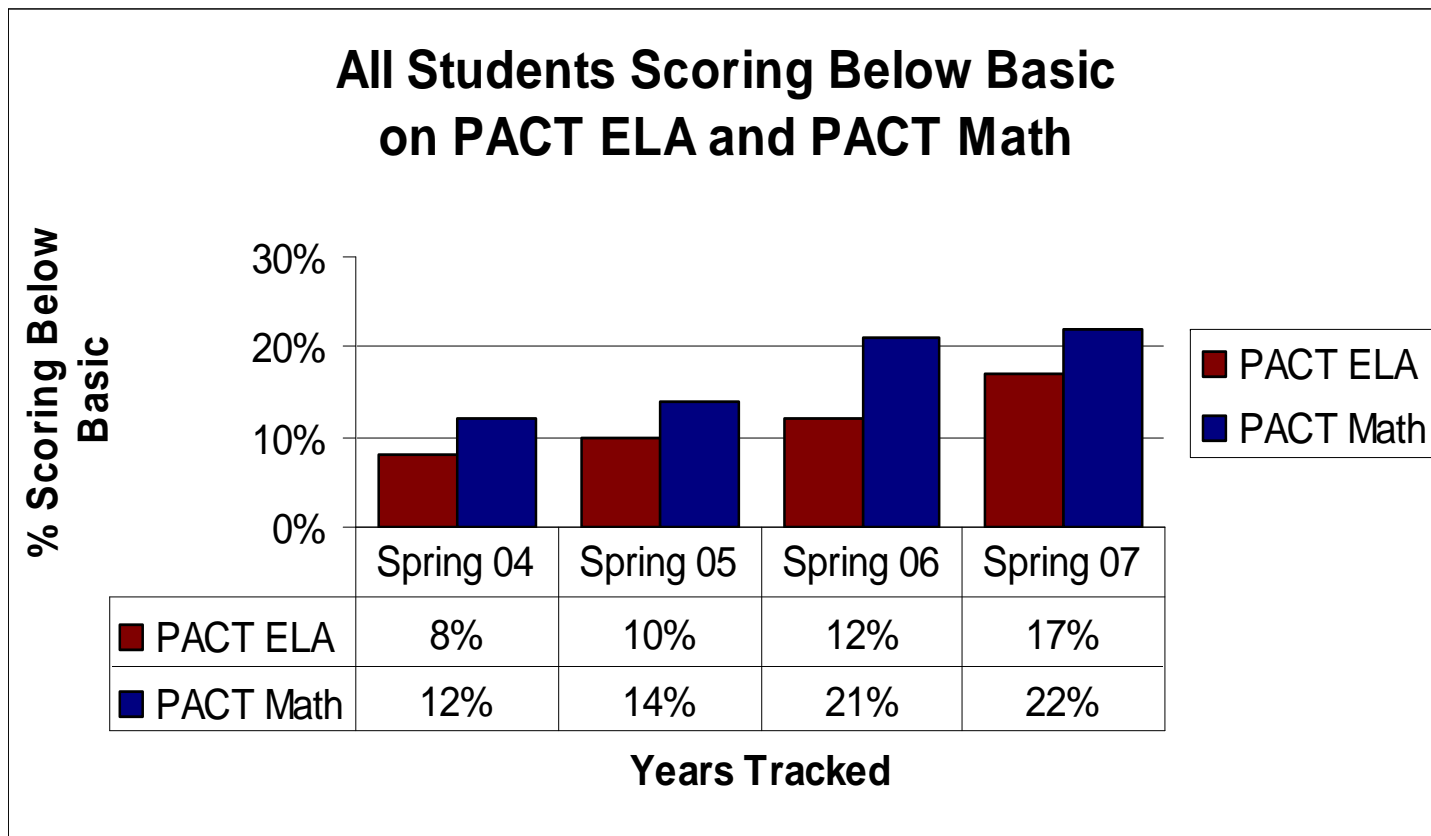
Performance Levels by Area Assessed

2008 PACT Grade 5 Performance Levels by Gender

ELA, Math N=54F, 46M Science N= 26F, 23M SS N=28F, 23M

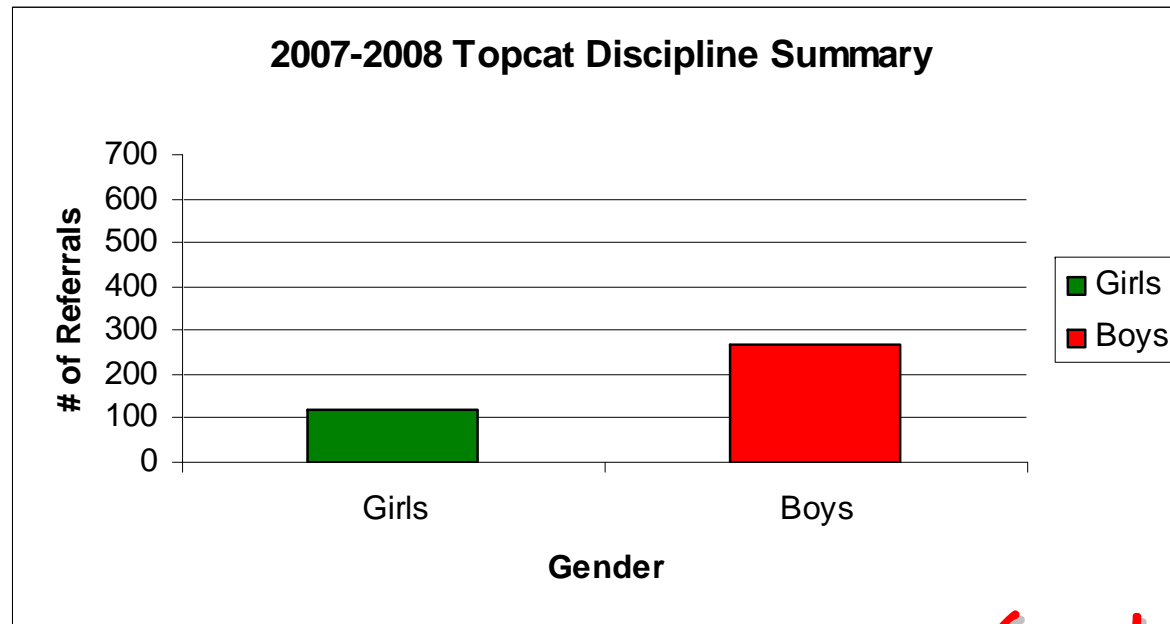


Single-gender is in alignment with our Student Achievement Performance Goal I of our Strategic Plan and will help us move students forward.



Essential Question

What does the data
tell us about discipline issues?



In the 2007-2008 school year **268 boys**
had referrals and **119 girls** had referrals.

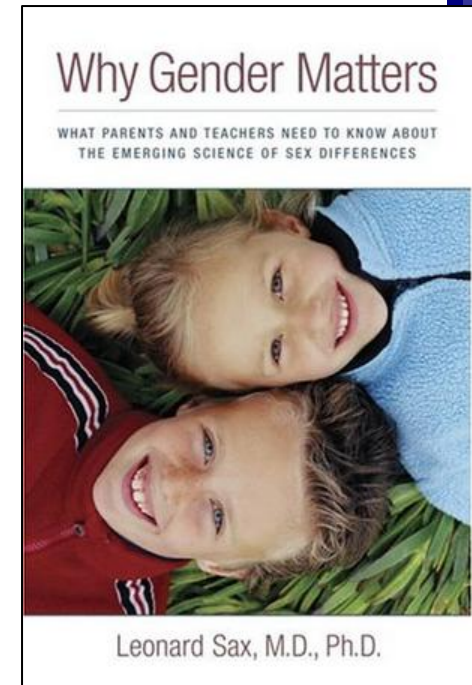
Essential Question

Is there an achievement gap by gender?

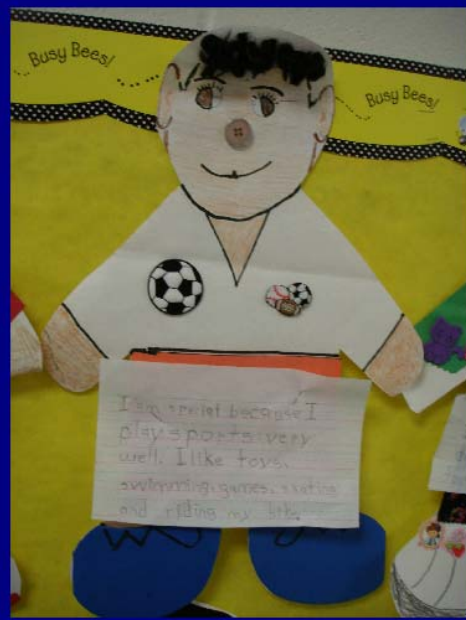
- *MAP Reading data shows that girls in 2nd-5th grade score consistently higher than boys.
- *MAP Math data shows that boys in 2nd -5th grade score consistently higher than girls.



- Based on the data, the Leadership Team decided to attend an introductory workshop by David Chadwell about single-gender.
- Agreeing that single-gender might be a good fit for our school community, we participated in a book talk about gender differences with our faculty.
- A team of teachers attended a single-gender workshop with David Chadwell.



Assessing Teacher Commitment



An introductory PowerPoint was used with teachers to summarize what we had learned up to this point about the single-gender initiative.



Tell Me About Single-Gender Classes

Getting Serious About Success



Single-gender classes support
our school mission and our school vision.

*Information used in this PowerPoint is from
David Chadwell, SC SDE Office of School Choice: Single-Gender Initiative)*

Single-Gender Classes Are Legal

- Single-Gender Classes are legally based and are an innovative way to address components of No Child Left Behind (NCLB).
- Single-Gender Classes are a privilege and coed classes are a right. Parents can opt out of single-gender at any time.

What is our rationale for Single-Gender Classes?

- Unless all students are achieving at higher levels we need to make changes.
- We need to make sure we support the growth of each child at Taylors Elementary.
Are we meeting the needs of boys?
Are we meeting the needs of girls?
- Research shows that boys and girls learn best in drastically different ways.



- Single-gender is differentiated instruction by gender done more effectively and with more options.
- We all already do some things differently to meets the needs of all learners.



We believe single-gender is one way to move our Topcats forward. Research overwhelmingly supports the benefits of single-gender classes.



Is the curriculum the same?

- The academic learning content is the same but it is learned in different ways.
- Teaching with gender in mind is another form of differentiated instruction.
- Girls and boys learn the **SAME** standards (content and skills) but often learn through different activities or lessons.





Selecting Teachers

Teachers for Boys

- Are louder and tolerate loudness
- Are able to support organizational needs
- Enjoy movement, not chaos
- Speak directly, not angrily
- Have high expectations

Teachers for Girls

- Are calmer
- Are supportive, not critical of girls
- Have high expectations
- Create a community of learners
- Are patient and listen within limits

A **Huge Commitment** of TIME and
ENERGY To Try A new Approach

Training is essential for all teachers involved. Teachers must have a commitment to training, book study, lesson plans, and data. Participating teachers will be asked to make a three year commitment to this initiative.



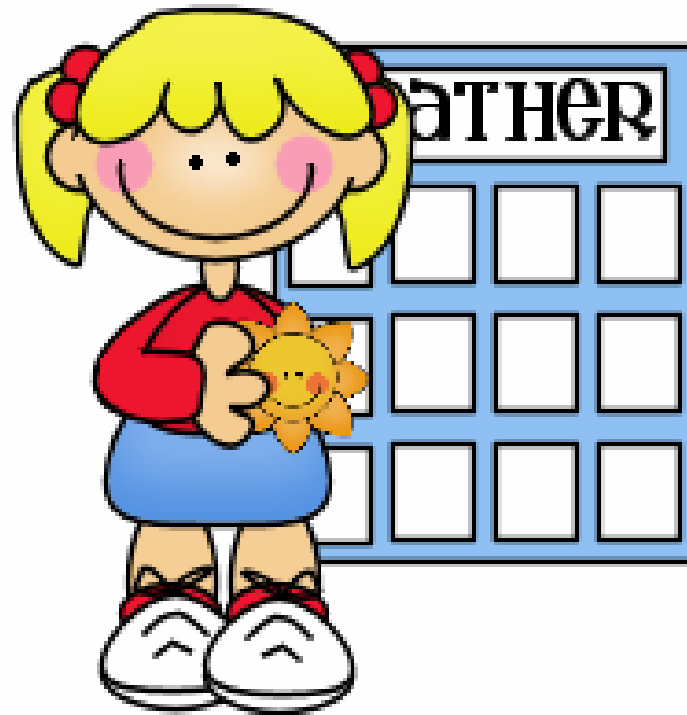
There are lots of strategies being used in Single-Gender Classes that will benefit coed classes as well. We will all be involved in some of the training.



Benefits of Single-Gender Classes

Girls

- More interest in math and science
- Spend more time on task
- More open to discuss sensitive issues and concerns
- Accept and develop leadership roles
- Enjoy school more



Benefits of Single-Gender Classes



- **Boys**
- More development of reading and writing skills
- More focused participation
- More open to discuss issues and concerns
- Learn collaborative working strategies
- Develop a positive attitude toward school

Teachers
interested
in teaching
a single-
gender class
completed a
survey.

Single-Gender Survey



Teacher's Name _____

This information is a starting point to help make decisions about single-gender classes. The number of single-gender classes for 2008-2009 will be limited and based on parent buy-in.

I am interested in teaching a single-gender class in ____ grade for the 2008-2009 school year.

Which statement best describes your interest:

____ I want to teach a single-gender class of all girls.

OR

____ I want to teach a single-gender class of all boys.

OR

____ I am willing to teach either all boys or all girls.

Are you willing to commit to teaching a single-gender class for three years?

Are you willing to commit to participating in trainings during the summer and on Saturdays?

I understand that this survey means I have an interest in teaching a single-gender class. It does not necessarily mean that I will be selected to teach a single-gender class.

Teacher Signature: _____

Why do you want to be a single-gender teacher?

The most important factor for success is matching the ***right teacher*** to the ***right classroom***.



Promoting Parent Buy-in



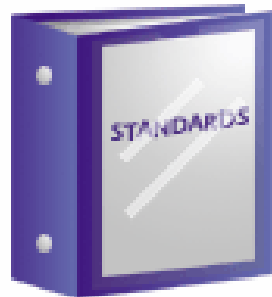


We shared with parents that single-gender **and** coed teachers received training on effective strategies for addressing gender differences.

Making Information Available

- *David Chadwell spoke about single-gender at a parent meeting.
- *A follow-up meeting was held for parents by the Leadership Team to address additional questions or concerns.
- *Information was posted on our school site.
- *Two local newspaper wrote articles about our school

We discussed with parents that the SC Academic Standards and curriculum are the same for single-gender and coed students.



Taylor's Elementary School
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PARENT SURVEY FOR SINGLE-GENDER CLASSES



March 11, 2008

Dear Parents,

We are very excited to announce the start of a **Single-Gender program** (classes with all boys and all girls) at Taylor's Elementary **starting Fall 2008**. This initiative continues the tradition of excellence and innovation that is a hallmark of our school. Single-gender classes will be offered in **grades first through fifth**.

Single-gender education is being adopted by many schools in South Carolina as one way of providing choices for parents and alternative learning environments for students. Students learn the **SAME standards** (content and skills) but single-gender classes focus on different activities and lessons. Times during the school day where boys and girls will be together include lunch and recess. Co-ed classes (classes with boys and girls) will always be an option available to parents.

Brain research shows important differences between boys and girls that can impact the learning environment and the way teachers teach. We do **NOT** believe that "all girls learn one way and all boys learn another way." On the contrary, **we cherish and celebrate the diversity among girls and among boys**. We understand that some boys would rather read a book than play football. We understand that some girls would rather play football than play with dolls. **Our staff is being trained to understand these differences so we can inspire every child to learn to the best of his or her ability whether your child is in a single-gender or a co-ed classroom.**

Please help us in planning for our Single-Gender program by completing the survey below and **returning this information to school on or before March 18, 2008.**



Student's Name _____ Gender: Male or Female

Circle the grade level of your child for the 2008-09 school year: 1st 2nd 3rd 4th 5th

____ I am interested in participating in Single-Gender classes for the 2008-2009 school year.

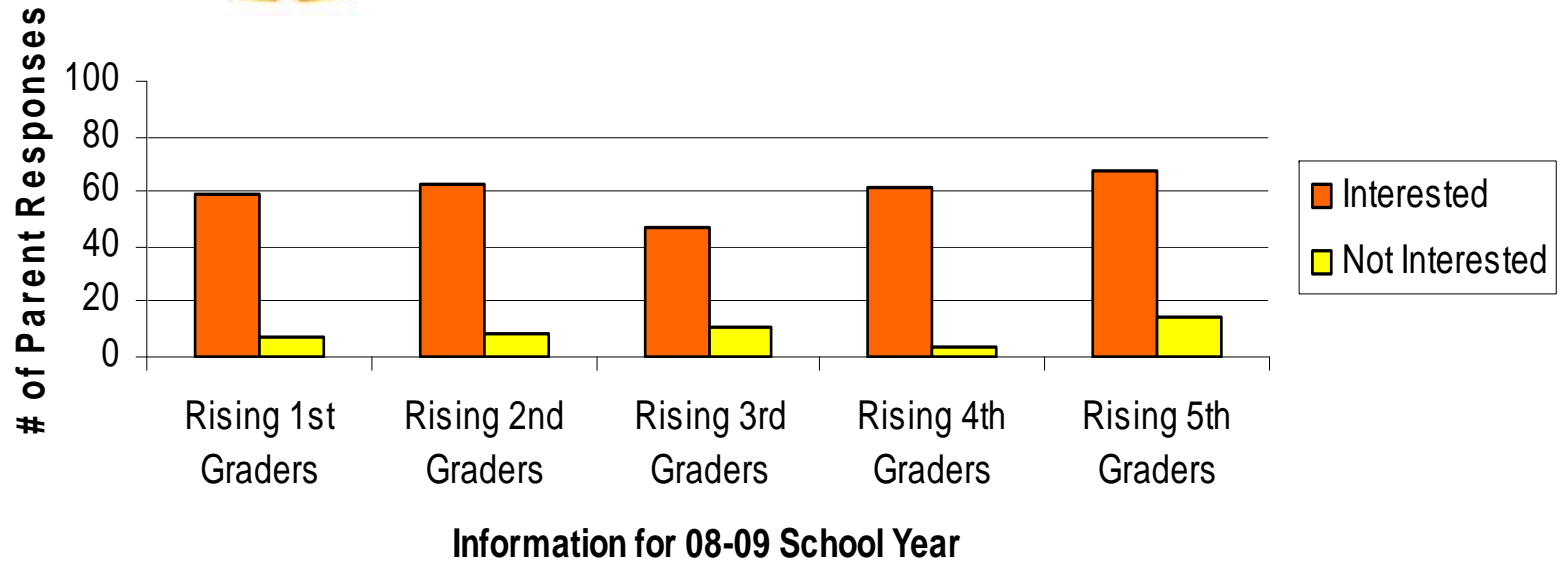
____ I am not interested in participating in Single-Gender classes for the 2008-09 school year.

Parent's Name _____

In Spring 2008,
parents were
surveyed about
their level of
interest for the
2008-2009
school year.



TES Parent Survey Spring 2008



Based on conversations between teachers and parents along with feedback from our Single-Gender Parent Survey, we concluded that the demand for the classes was high and parents were supportive of this initiative.

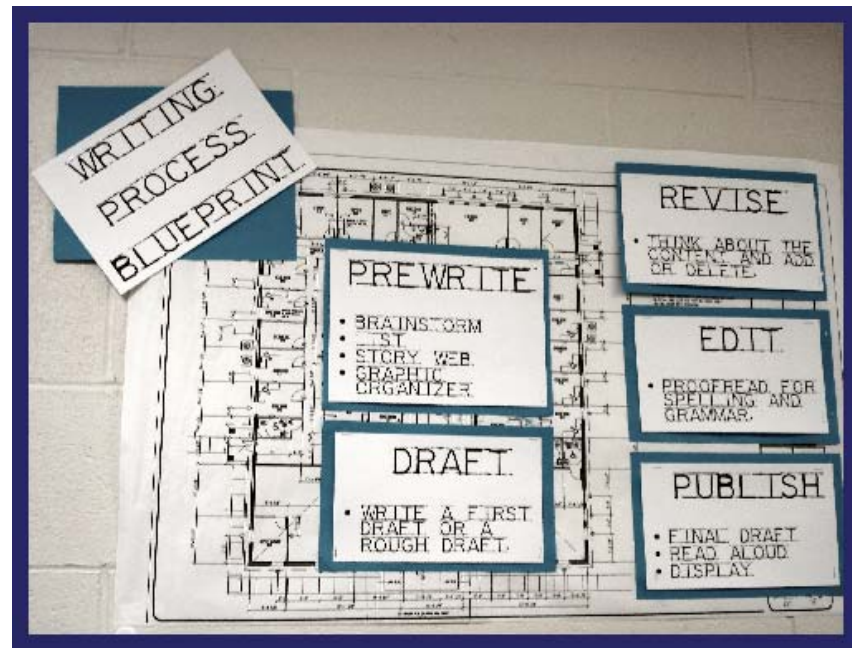
Single-Gender Classrooms





We start our
day with
Morning
Meetings
and close
with
Afternoon
Wrap-Ups.

The curriculum
is tailored to
address
differences
in learning
styles.



Even though standards are the same, content is presented differently.





We celebrate successes!

