Preliminary Findings of ACLU “Teach Kids, Not Stereotypes” Campaign

---

U.S. Department of Education

Office for Civil Rights

20, 2012

AMERICAN CIVIL LIBERTIES UNION
125 , 18
, 10004

[illegible]

[illegible] 2006 [illegible]

[illegible] related to achieving that objective.[24]

Whichever of these objectives is selected, the program must be im [illegible] ver

Inadequate Justification: [illegible] legal requirements to justify their programs under either the Constitution or the federal ED regulations. By far the most frequently recurring “justification” for these programs rested on gender stereotypes. (Running a distant second was the justification that boys and girls in [illegible])

[illegible]

[illegible] and [illegible] academic subject taught at the school, regardless of the emotional and intellectual range between the oldest and youngest students or the different intellectual demands of the subjects [illegible]

Gender-Differentiated Teaching in the Classroom: [illegible]

[illegible] 69 [illegible][41]

[illegible][42] [illegible][43]

[illegible]

- Committee meeting notes of a community working group for single-sex programs in [illegible] & [illegible][44]
- A Virginia middle school, while polling its teachers on whether they preferred to teach [illegible]

Conclusion: [illegible][48] [illegible]

[illegible] 2006 [illegible]

[illegible][49] [illegible]

[illegible] 14 [illegible]

[illegible][53]

Flawed Evaluations: [illegible][54] [illegible][55] [illegible][56] [illegible]

Other Issues: [illegible][57] [illegible][58] on the grounds that the point of the project was to “provide [illegible][59] [illegible][60] [illegible] 2008, [illegible] other in faculty meetings when we point out

[illegible].[79] [illegible]

Lee County: Orangewood Elementary School

Program Description: [illegible] 2006-07 [illegible].[80]

Justification: In its first year, this program was targeted at boys and the justification for the [illegible][81] [illegible][82] [illegible][83] [illegible].[84] [illegible],[85] [illegible]

Flawed Evaluations: [illegible][92] [illegible]

Seminole County: Seminole High School

Program Description: [illegible] 2009-2010 [illegible][93]

Justification: [illegible][94] [illegible][95] [illegible][96]

Voluntariness: [illegible][97]

Flawed Evaluations: [illegible][98]

- Different types of management and discipline
- Boys make more noise, but get headphones to concentrate
- Boys like to move and get pillows and squishy balls
- Boys' classrooms are loud; they interrupt and blurt out in class[105]

[illegible] 64.6% [illegible].[106]

[illegible][107] [illegible].[108]

Voluntariness/Coeducational Alternative: [illegible] 2012 [illegible], 31.9% [illegible] 48.6% [illegible].[109] [illegible].[110] [illegible],[111] [illegible].[112] [illegible] 2006 [illegible],[113] [illegible].

Flawed Evaluations: [illegible].

MAINE

Flawed Evaluations: [illegible][120]

MISSOURI

Adrian R-III School District: Adrian Middle and High Schools

Program Description: [illegible] 2011-2012 [illegible]

Justification: [illegible]

[illegible]

- Boys need more movement and room when they work. They want to get to their work and get it [illegible] want

PENNSYLVANIA

Pittsburgh Public Schools: Westinghouse 6-12

Program Description: 2011, 6-12 2011

Justification: 2005

VIRGINIA

Hanover County: Mechanicsville Elementary School

Program Description: [illegible] 2005 [illegible] 2006-2007 [illegible] [152] [illegible]

[illegible] 2008, [illegible] [179] 2006, [illegible] 2007 [illegible] 2008, [illegible] [180]

[illegible] 2009-2010 [illegible] Teaching the Male Brain [illegible] Teaching the Female Brain, [illegible] [181] [illegible] [182] [illegible] [183] [illegible] actually like biology or any subject which is involved with a people-helping profession" and "girls [illegible] [184] [illegible] [185]

[illegible] [186] [illegible] [187] [illegible] [188]

[illegible]

> [illegible] [189]

Flawed Evaluations: [illegible] 2008 [illegible] [190]

[illegible][191]

WEST VIRGINIA

Cabell County: Enslow and Barboursville Middle Schools

Program Description: [illegible] 2010-2011 [illegible] 2011-2012 [illegible] 2009-2010 [illegible] 2011-2012 [illegible] 2012-2013 [illegible] 2012-2013, [illegible]

Justification: [illegible]

Justification: The stated justification for the [illegible] Middle School Journal, [illegible]:

> [illegible][213]

[illegible]

[illegible][219]

Voluntariness/Coeducational Alternative: [illegible][220] [illegible]

WISCONSIN*

Barron School District, Riverview Middle School

Program Description: [illegible] 2011 [illegible][221] [illegible] 2011-2012 [illegible] 2012-2013.

Justification: [illegible][222] [illegible][223]

[illegible][224] [illegible] any [illegible] unattributed quotes from students, stating “I feel like I can be more open with just boys in the [illegible] sic [illegible]

[illegible] justification for their program.[230]

[illegible][231] [illegible][232] [illegible]

[illegible]

[illegible] The School Administrator that was not subjected to peer review, that acknowledged that [illegible].[235]

Voluntariness/Coeducational Alternative: [illegible].[236]

Flawed Evaluations: [illegible].

Beloit School District: Robinson Elementary and McLenegan Middle School

Program Description: [illegible] 2007, [illegible] 2007-2008 [illegible],[237] [illegible] 2009-2010 [illegible] 2010-2011 [illegible].[238]

Justification: The sole justification and “primary goal” of the single-sex program at Robinson [illegible].[239] [illegible][240] [illegible].

[illegible][241] [illegible] Boys Adrift.[242] [illegible] offer,” proffering its generalizations about brain development as a justification for the same-sex [illegible].[243]

[illegible][250] [illegible]

> [illegible][251]

[illegible] Why Gender Matters.[252] [illegible][253]

[illegible] 2011, [illegible][254] [illegible][255] [illegible] 425 [illegible] 1 [illegible] 6.413 0 0 6.413 158.2601 456.9169 [illegible] (254) [illegible] 064

Pedagogy for boys:

-Math: [illegible]

[illegible]

[illegible]

-Computation Drills... Speed...

Pedagogy for Girls:

-Math: [illegible]!

[illegible]

[illegible]

-Link/Integrate with other subjects[261]

[illegible]:

[illegible]

[illegible][262]

[illegible]:

-Motivating Boys

[illegible]!!! [illegible]!!!

[illegible]

-Motivating Girls:

[illegible]

-Competition

[illegible]!!

-Competition

[illegible]!!![263]

[illegible].

Voluntariness/Coeducational Alternative: [illegible] 2007-2008. [illegible][264] [illegible] 2009-2010, [illegible].[265]

[illegible]

[illegible] [266]

Flawed Evaluations: [illegible] example,

Justification: 2006-07, [277]

presumed learning styles were the primary justification for the program is evident throughout

[278] [279] [280]

The need to institute this gender-differentiated teaching was justified by general statements regarding declines in performance for certain subjects and the “increasing disparity in

[281] sic [282] 1.5 [283] [284]

based this decision on a nexus between the asserted justifications and the individualized

2007-08

justification for it. Similarly, it is apparent that the program was not implemented as a part of an

[285] [286] [287]

[illegible][302]

[illegible] 2008, [illegible]
that “37 parents participated

[illegible] any [illegible]

[illegible][311]

[illegible] 47. 73 [illegible]

Flawed Evaluations: [illegible]

[illegible] (2004); [illegible], 40 [illegible] 147 (1996); [illegible], Achievement, Gender and the Single-Sex/Coed Debate, 34 :// . 12, 2012). Boys Adrift , available at :// /206532/ %20 %20 %20 , supra 6 , 2011 3, :// 12 / / ,%20 %2016,%20 2010%20 %20 %20 /3858 7 - 105-4 97-9 69- 865 1452

35 , Trouble, supra 6, 895.

36 Id. 897-98.

37 19, 2008); :// / 260.

38 Pseudoscience, supra 7, 1707 ( ).

39 34 C.F.R. § 106.34(b)(1) (requiring that schools justify the adoption of separated programs by demonstrating a substantial).

40 Id.

41 , Teaching Boys and Girls Separately, 2, 2008. / , Boy brains, girl brains: Are separate classrooms the best way to teach kids?, 19, 2005; 3, 2006) 2011), , Do Boys and Girls Learn Differently? Van Devender Middle School, :// / 5 69 4 &).

42 See , supra 6, 83, 86. , supra 41; , Students Succeed in Gender-Separate Classrooms, 18, 2007, :// / /2007/06/18/ / 1.) , supra 41).

43 , supra 1, 39; , supra 41; , supra 41; , supra 42.

44 12

45 , 2007-2008.

46 See , Single Gender Classrooms, , ( ), 2009.

47 2011) ( ).

48), ., Pseudoscience, supra 7, 1707 ( ).

49 [illegible], supra [illegible] 4, [illegible] 8; [illegible] (2007).

50 [illegible] 7/1/04 [illegible] 2-3 ([illegible] Let Boys Be Boys, [illegible] 3, 2003, [illegible]://[illegible]).

51 See [illegible]

---

[79] See [illegible], supra [illegible] 75, [illegible] 10; [illegible], SWOT Analysis, supra [illegible] 78.

[80]

107 [illegible] 2008).

108 Id. [illegible] 13.

109 [illegible] (2012) [illegible] 1, 2.

110 [illegible], supra [illegible] 103.

111 Id.; see [illegible] 2012-2013 [illegible] 2012).

112 [illegible] 3, 2012, [illegible].

113 [illegible], supra [illegible] 41.

114 See Single Gendered Sixth Grade Classroom Pilot [illegible] 5, 2009) [illegible] 11, 2009).

115 [illegible], Single Sex Classrooms, [illegible] 2009, 32, [illegible] 35.

116 See Classroom Pilot, supra [illegible] 115.

117 Id.

118 See [illegible], Single Gender Classrooms, supra [illegible] 46.

119 [illegible], supra [illegible] 115, [illegible] 4.

120 See [illegible], Single Gender Class Data: End of the Year 2010; [illegible], Single Gender Class Data: End of the Year 2011, [illegible]. 20, 2011); [illegible], Sixth Grade Student Survey [illegible]. 16, 2011); [illegible], Sixth Grade Parents Survey [illegible]. 16, 2011).

121 See [illegible] 10, 2012).

122 Id.

123 Id.

124 [illegible], Coed versus single-sex ed, 42 [illegible] 58, (2011); [illegible], Girls' and boys' brains: How different are they? [illegible]://[illegible]/1121-[illegible] 6, 2012); [illegible], Single-Sex Education: The Pros and Cons, [illegible]://[illegible]/1139-[illegible] 6, 2012).

125 See [illegible], The Promise and Peril of Single-Sex Public Education: Mr. Chips Meets Snoop Dogg, [illegible] 2, 2005; [illegible], Updates and Corrections to Why Gender Matters, [illegible], http://www.whygendermatters.com; [illegible], supra [illegible] 6 [illegible]); [illegible], http:/ www.whygendermatters.com; [illegible], Single-Sex vs. Coed: The Evidence, [illegible]://[illegible]/[illegible]; [illegible], The Legal Status of Single-Sex Public Education, [illegible];

[illegible] . 26, 2011). [illegible] 17 [illegible] concept and adjustments will be made to the schedule."

129 See [illegible]

130 See [illegible], supra [illegible] 130; [illegible], supra [illegible] 130.

131 [illegible], supra [illegible] 130 [illegible] 7; [illegible], supra [illegible] 130 [illegible] 7.

132 See [illegible], Wake Leadership Academies rush to get ready for students, [illegible] 14 [illegible] 13, 2012, [illegible]:// triangle.news14.com/content/top_stories/660778/wake-leadership-academies-rush-to-get-ready-for-students.

133 The purpose of the Cooperative Innovative High School Program is to "[A]uthorize local boards of education to jointly

145 [illegible]

146 [illegible] 2005, supra [illegible] 16, [illegible]

147 [illegible], Final Recommendations to the Superintendent [illegible] 25, 2010) [illegible] 2.

148 [illegible]

149 [illegible] 12 [illegible]

150 Id.

151 See [illegible], The Young Men's Academy 6-12 at Pittsburgh Westinghouse.

152 See [illegible] 1 [illegible]

153 See id. [illegible] 2.

154 See [illegible]

155 [illegible], supra [illegible] 153, [illegible] 2. See [illegible]

217 See [illegible], supra [illegible] 211; See [illegible] # 5.

218 [illegible] 2009).

219 [illegible], supra [illegible] 41 [illegible]). See supra [illegible] 41-43 [illegible].

220 [illegible], supra [illegible] 207 [illegible]).

221 [illegible] 1 [illegible]. 21, 2011).

222 [illegible], Benefits of Gender Based Instruction [illegible]).

223 [illegible] 2012).

224 [illegible], supra [illegible] 224.

225 Id.

226 [illegible], supra [illegible] 225.

227 [illegible], supra [illegible] 224.

228 Id.

229 Id.

230 [illegible], supra [illegible] 225.

231 [illegible], supra [illegible] 224.

232 Id.

233 Id.

234 Id.

235 See [illegible], The Promise of Single-Sex Classrooms, 5 [illegible] 32, 32-35 (2012).

236 [illegible], supra [illegible] 225.

237 [illegible]. 20, 2007); [illegible]. 10, 2008) [illegible]. 10, 2008 [illegible].

238 [illegible]. 28, 2010); [illegible]. 23, 2009)

239 [illegible] 12, 2009 [illegible]).

240 Id.

241 [illegible]. 10, 2008 [illegible], supra [illegible] 239.

242 Id.; see supra [illegible] 33-38 [illegible].

243 Id.

244 Id.

245 Id.

246 [illegible] (2006)).

247 Id.

248 [illegible]).

249 Id.

250 [illegible], supra [illegible] 241.

251 Id.

252 [illegible], supra [illegible] 6.

253 [illegible]. 10, 2008 [illegible], supra [illegible] 239.

254 [illegible], supra [illegible] 47.

255 Id.

256 Id.

257 Id.

258 Id.

259 Id.

260 Id.

261 Id.

262 Id.

263 Id.

264 . 10, 2008 , supra 239.

265 , supra 240 . 4 5).

266 See , supra 240.

267).

268 See , The Single Sex Trick: The flaws in a new survey that praises girls-only and boys-only classes, Slate.com (Dec. 15, 2010), http://www.slate.com/articles/double_x/doublex/2010/12/the_singlesex_trick.html (critiquing).

269 2006-07 . 3, 2007) (4 . 23, 2007) . 23, 2007 4 27, 2008) 27, 2008 .

270 . 23, 2007 , supra 274, 4; see also 1-2 26, 2009) 26, 2009 .

271 26, 2009 , supra 272, 1-2.

272 26, 2009 , supra 272, 1-2; 5 24, 2011).

273 26, 2009 , supra 272, 1-2.

274 See , Committee Recommends Ending Pilot Program for Same-Sex Classrooms, 30, 2012), :// /2012/ /30/ /.

275 Id.

276 Id.

277 , supra 271, 1.

278 Id.

279 26, 2009 , supra 272, 1-2; See also , supra 271, 2; : 2 3 26, 2009) ( ) 2 .

280 . 23, 2007 , supra 274, 4.

281 : 6 . 23, 2007) ( ).

282 , supra 271, 1.

283 . 23, 2007 , supra 274, 4. “just another alternative [that] may be a better educational fit for some students” and that may reduce distraction and . See , supra 271; . 23, 2007 ,

285 [illegible], supra [illegible] 271, [illegible] 2.

286 [illegible], supra [illegible] 283, [illegible] 7.

287 [illegible], supra [illegible] 271, [illegible] 2.

288 [illegible], supra [illegible] 283, [illegible] 4-5.

289 Id. [illegible] 4.

290 Id. [illegible] 5.

291 [illegible] 23, 2007 [illegible], supra [illegible] 274, [illegible] 4.

292 Id.

293 [illegible], supra [illegible] 271, [illegible] 2.

294 [illegible], supra [illegible] 283, [illegible] 8; [illegible] 23, 2007 [illegible], supra [illegible] 274, [illegible] 4.

295 2 [illegible], supra [illegible] 281, [illegible] 3-4; [illegible], supra [illegible] 283, [illegible] 8.

296 [illegible], supra [illegible] 271, [illegible] 1.

297 [illegible] 23, 2007 [illegible], supra [illegible] 274, [illegible] 4 ([illegible] 2004 [illegible])

298 [illegible], supra [illegible] 271, [illegible] 1.

299 [illegible] 27, 2008 [illegible], supra [illegible] 271, [illegible] 4.

300 2 [illegible], supra [illegible] 281, [illegible] 8.

301 Id. [illegible] 7.

302 [illegible], Janesville School Board Votes to End Single-Gender Classes, supra [illegible] 277.

303 [illegible] 27, 2008 [illegible], supra [illegible] 271, [illegible] 4.

304 See [illegible], supra [illegible] 270.

305 [illegible] 27, 2008 [illegible], supra [illegible] 271, [illegible] 4; 2 [illegible], supra [illegible] 281, [illegible] 28-35.

306 [illegible], supra [illegible] 270.

307 [illegible] ([illegible] 13, 2011).

308 [illegible] 9 [illegible] ([illegible] 4, 2009).

309 [illegible] ([illegible]).

310