The focus of this study is to know what educational research concludes in relation to the merits of the two forms of school grouping by sex, single and mixed sex or coeducational schools, confined to the level of secondary education. In order to undertake this task, the analysis first justifies and makes a selection of the most valuable research synthesis from the point of view of their validity, especially internal, and the scope of the study variables. Then, the analysis formulates the main conclusions and some critiques of authors who put them in question. The most general conclusion reached can be formulated by saying that single sex is an option, statistically speaking, more valuable than coeducational schooling, particularly under certain circumstances, particularly for girls and especially if they come from environments pertaining to disadvantaged minorities. However, the main conclusion of the study supports the election of the grouping by sex under the banner of freedom, since the conclusions are about groups, not prejudging what is the type of grouping most appropriate for individual students and taking into account the rights of holders of the education of students, that is, their parents, tutors or the students themselves, to the extent that they can choose.

Keywords
Single sex schools, coeducational schools, educational research.