



Office of Educational Research Bulletin (ORB)

News and Notes

The Organization of Institutional Affiliates (OIA) is a policy arm of AERA, and Catherine and I attended the OIA Fall Policy Meeting last week. Barbara Foorman of IES was among the notables who spoke at the meeting. She talked a bit about IES's current initiatives, but about most programs, had little to say. However, about the Education Finance, Leadership, and Management Research program, she said lots. Apparently, IES was disappointed with the number and quality of the proposals they received in FY 2005, and she urged those of us in attendance to encourage colleagues whose research fits the purpose of the program and to apply in FY 2006. Given how close to the vest IES typically plays its cards, this comment struck me as a strong, encouraging message to the field.

I checked out the EFLMR program on the IES web site (<http://www.ed.gov/programs/edfinance/applicant.html>). Its broad purpose is "to address five goals (1) identifying finance, leadership, and management practices that are potentially effective for enhancing the teaching and learning environment and thereby improving student outcomes (e.g., student learning, high school graduation and dropout rates); (2) developing new finance, leadership, and management practices; (3) evaluating the efficacy of finance, leadership, and management practices; (4) providing evidence on the effectiveness of finance, leadership, and management practices implemented at scale; and (5) developing and testing cost accounting tools

and measurement systems that will enable education administrators to link student-level resources to student-level achievement data."

If you're conducting relevant research, please keep your eyes open for news of the FY 2006 competition. We will here in OER too, of course; let us know if you're interested and would like us to keep you apprised. Call Susie Lonon at 96-234.

What Do You Make of This?

At the Inclusive and Supportive Education Congress in Glasgow this summer, I went to hear Peter Farrell of the University of Manchester speak about "The Relationship Between Inclusion and Pupil Achievement in English Schools." He used England's National Pupil Data Base in his analysis (N >500,000) and reported that student achievement was essentially unrelated to the "inclusiveness" of a school. More interesting to me were the findings he reported on the effects of birth month on achievement.

Apparently in England, the cut-off date for students entering school is August 31, so that the oldest children at any grade level were born in September and the youngest were born in August. There, children are tested at 7, 11, 14, and 16. For 7-year olds, achievement was greatest for September babies and lowest for August babies, and the months in between ranked perfectly from high to low. September babies scored more than one point above the mean for 7-year olds, and August babies, more than one point below.

Remarkably, the same birth month effect held for 11, 14, and 16 year-olds. On average, September babies always scored highest, August babies always scored lowest, and, beginning with September, the months ranked perfectly from high to low at each age. Not surprisingly, the size of the effects were attenuated with age, but 16 year-old September babies still scored more than a point above the mean, and 16 year-old August babies still scored over a point below the mean. A more dramatic finding was that the average achievement scores of 16 year-old August babies were below the average scores of 14 year-old September and October babies—a fact sure to command parents’ attention.

I thought these findings were remarkable. . . What do you make of them? A pdf copy of the full report is available from <http://www.dfes.gov.uk/research/data/uploads/files/ACFC9F.pdf>.)

Funded Proposals and Submissions

Please remember that the list of funded proposals includes only those projects for which we have received a Notification of Award (NOA). A number of people have been the recipients of good news recently, but neither they nor we have received the NOAs. Watch for more good news in the coming month.

This month, kudos go out to Buffy Bondy of STL and Kim Dotts-Hoehnle at PKY.

Paul

College of Education – *Funded Proposals* – September 2005

Principal Investigator: K.L. Dotts-Hoehnle
Funding Agency: US Department of Education
Proposal Title: Title V, Part A – Innovative Programs
Project Period: 07/01/05 – 06/30/06
Award Amount: \$3,151.00

Principal Investigator: E. Bondy
Funding Agency: US Department of Housing and Urban Development/ City of Gainesville
Proposal Title: Bright Futures Project
Project Period: 08/16/05 - 05/15/06
Requested Amount: \$41,896.00

College of Education – *Submitted Proposals* – September 2005

Principal Investigator: Richard Ferdig, School of Teaching and Learning
Funding Agency: Iowa State University
Proposal Title: Teacher Education Goes into Virtual Schooling (TEGIVS)
Requested Amount: \$21,000.00

Principal Investigator: Richard Ferdig
Funding Agency: UCF-UF Space Research Initiative
Proposal Title: Achieving Educational Results with NASA Educational Materials through FSRI's Project Launch
Requested Amount: \$93,278.00