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# WHAT DOES ADEQUATE YEARLY PROGRESS MEAN FOR ALABAMA SCHOOLS?



August was a momentous month in Alabama education. Schools rang in the new school year with the largest and most complex data assessment project in state Department of

Education history. On Aug. 12, the state's Adequate Yearly Progress (AYP) and assessment results were released as part of its new accountability system to better comply with *No Child Left Behind* (NCLB).



Data released indicate 319 schools met 100 percent of their AYP goals including those for test scores, participation rates, and attendance/drop-out rates, which will be explained later in this article. Nearly 80 percent of schools met the goals related to test scores for reading and mathematics. However, many schools did not meet the AYP goals associated with participation rates.

Many factors, including both state and federal laws, were influential in the development of the new accountability system.

AYP SUMMARY		
PERCENT OF GOALS MET	NUMBER OF SCHOOLS	PERCENT MEETING GOALS
100	319	23.44
90 to 99.99	75	5.51
80 to 89.99	201	14.77
70 to 79.99	143	10.51
60 to 69.99	164	12.05
LESS THAN 60	459	33.73
<b>TOTAL SCHOOLS</b>	<b>1,361</b>	<b>100</b>

44%  
22%  
34%

ACADEMIC INDICATORS — READING AND MATHEMATICS (EXCLUDES PARTICIPATION, ATTENDANCE, AND DROPOUT RATES)		
PERCENT OF GOALS MET	NUMBER OF SCHOOLS	PERCENT MEETING GOALS
100	949	69.73
90 to 99.99	0	0.00
80 to 89.99	109	8.01
70 to 79.99	49	3.60
60 to 69.99	35	2.57
LESS THAN 60	219	16.09
<b>TOTAL SCHOOLS</b>	<b>1,361</b>	<b>100</b>

78%  
6%

## Where have we been?

For the first time in many years, the *Stanford Achievement Test* results were not used in determining accountability. As Alabama worked to comply with laws, parents, teachers, school officials, and policymakers also worked to ensure the new accountability system was consistent with the state's educational needs. But accountability is not new to the state. Let's take a look at the brief history of accountability in Alabama and how we got to where we are today. (See chart on page 4.)

(Continued on page 4)



# NEW STATE SUPERINTENDENT OF EDUCATION MAKES STAFF CHANGES



The Alabama Department of Education welcomes newly

appointed **DEPUTY STATE SUPERINTENDENT OF EDUCATION DR. RUTH ASH**, who recently served as Dean of the Orlean Bullard Beeson School of Education and Professional Studies at Samford University. Ash will oversee all aspects of instruction for the state's education department, a position that **DR. JOSEPH B. MORTON** held for nearly nine years before assuming the role of State Superintendent of Education earlier this month.

Additionally, Ash will share deputy duties with **DR. EDDIE JOHNSON**, Assistant State Superintendent of Education, who was promoted to Deputy State Superintendent of Education during the state Board of Education's special-called K-12 meeting Aug. 26. Johnson will acquire additional duties including overseeing career-technical education, human resources, as well as a variety of state, legislative and education-related liaison functions.

"We are very fortunate to have the caliber of educators in Alabama such as Drs. Ash and Johnson," said Morton. "Their combined talents, along with our dedicated staff, will help focus our efforts to continually improve the overall quality of K-12 education in Alabama."

Other department personnel changes include the promotions of **DR. KATHERINE MITCHELL**, Alabama Reading Initiative Director, to Assistant State Superintendent of Education for Reading, **DR. GLORIA TURNER** to Director of Student Assessments, and **MS. MAGGIE RIVERS** to Director of Federal Programs. 🍏



**Dr. Ruth Ash**  
Deputy State Superintendent  
of Education



**Dr. Eddie Johnson**  
Deputy State Superintendent  
of Education

## BOARD BRIEFS

### AUGUST AGENDA ITEMS:

- ✍️ Adopted Amended *Alabama Administrative Code* Rule Pertaining to Inservice Education and Professional Development as Permanent Rule
- ✍️ Adopted Amended *Alabama Administrative Code* Rule Pertaining to Regulations Governing Public Schools as Permanent Rule
- ✍️ Approved Resolution Commending Maurice McCaulley, Terry Heights Elementary School in the Huntsville City School System, as the Young Author's Program Southeastern Regional Essay Winner
- ✍️ Announced Intent to Amend *Alabama Administrative Code* Rule Pertaining to Fifth- and Sixth-Year Programs for Teachers
- ✍️ Adopted State Superintendent of Education's Contract
- ✍️ Received Report on *Allen v. State Board of Education* (Teacher Testing)
- ✍️ Approved Recommendation on Personnel Changes Within the State Department of Education

**P**lease pass the barbeque may be heard this spring by over 250 educators and guests in Madison when students of the Bob Jones High School Culinary Arts Academy host their Spring Barbeque. Led by Family and Consumer Sciences teacher **JUDY BROWN**, Culinary Academy students learn the art of cooking by using unique hands-on lesson plans involving team teaching with biology, physical education, Spanish, history, and computer science teachers and classes. Students work in a fully equipped state-of-the-art culinary laboratory with the award-winning Brown, who creates career awareness and job-skill training with real-life problem-solving skills such as cooking safety, food buying, event planning, and dining etiquette. Brown is the 2004 Alabama Association of Family and Consumer Sciences Teacher of the Year and is a Top 10 American Association of Family and Consumer Sciences Teacher of the Year for 2004.

*State Board of Education Member: Dr. Mary Jane Caylor, District 8*  
*Madison City Schools Superintendent: Dr. Henry Clark*  
*Principal: Sam Rombokas*

**Students learn the art of cooking.**




*Above: Bob Jones High School Family and Consumer Sciences Teacher Judy Brown.*  
*Right: Culinary Arts Academy students whip up mouth-watering dishes in the school's state-of-the-art culinary lab.*

**Q**uality describes the curriculum at Charles Henderson Middle School in Troy and it could be the "word of the week" in the schoolwide vocabulary plan designed to help increase test scores. The "Word of the Week" project, part of Charles Henderson's school improvement plan, is joined by "Character of the Week" and "Strategy of the Week" under the school's writing plan. Reading coach **KARLA JOHNSON** hopes the plan will encourage parents and community members to get involved with students by focusing on different weekly activities. Teachers frequently use the "word" in sentences daily so students can comprehend the different meanings. And, the *Troy Messenger* has agreed to run the weekly words in its Tuesday newspapers so the entire community can get into the act.

*State Board of Education Member: Ella Bell, District 5*  
*Troy City Schools Superintendent: Dr. Linda Felton Smith*  
*Principal: David Helms*

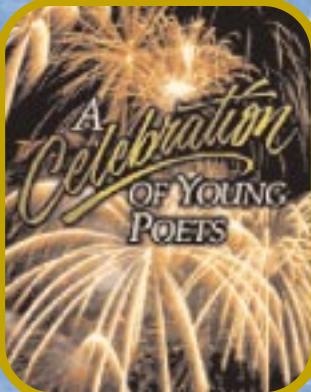
**Plan promotes parent and community involvement.**



*Charles Henderson Middle School students frequently use the school's library to prepare for the schoolwide vocabulary program.*

**R**ead and writing poetry isn't everyone's cup of tea, but for Colbert Heights Elementary School teacher **CARRON CORNELIUS**, poetry has turned out to be very sweet. Eleven of 20 students in her sixth-grade class won first-place in a national poetry contest sponsored by Creative Communication Inc., of Logan, Utah. The winning entries will be published this fall as part of an anthology titled "A Celebration of Young Poets." Creative Communication is a company devoted to the promotion of writing, teaching, and appreciation of student writing. It has sponsored poetry contests since 1993, awarding cash prizes to students and schools. For further information, [CLICK HERE](#).

*State Board of Education Member: Sandra Ray, District 7*  
*Colbert County Schools Superintendent: Billy H. Hudson, Jr.*  
*Principal: Ernest Willis*



**S**pace, the final frontier has become a reality for one Cullman teacher who has always wanted to blast off into orbit. **TONYA CUPP**, a sixth-grade math and science teacher at West Elementary School, had the opportunity to live a lifelong dream this summer. Cupp spent a week at Huntsville's Space and Rocket Center learning about space missions and NASA experiments using math and science components as part of an educator's weeklong summer workshop called The Classroom Connection. This fall, students will benefit from her hands-on experiences as she brings her summer training back to the classroom to make space a reality.

*State Board of Education Member: David Byers, District 6*  
*Cullman City Schools Superintendent: Dr. Suzanne Freeman*  
*Principal: Elton Bouldin*

**Huntsville's U.S. Space and Rocket Center**




*West Elementary School teacher, "Commander" Tonya Cupp at Space Camp*

ALABAMA EDUCATION NEWS WANTS YOUR SCHOOL'S GOOD NEWS STORIES. SEND CORRESPONDENCE TO: REBECCA LEIGH WHITE, ALABAMA DEPARTMENT OF EDUCATION - COMMUNICATION, GORDON PERSONS BUILDING, 50 N. RIPLEY ST., ROOM 5307, MONTGOMERY, AL 36104 OR [CLICK HERE](#).

<b>1995</b>	A state law passed requiring the administration of a nationally normed achievement test in Grades 3-11, and requiring the results be used for identifying schools in need of improvement.
<b>1996</b>	Schools and school systems began to be identified as Alert, Caution, and Clear based on the results of scores from the <i>Stanford Achievement Test</i> .
<b>2000</b>	A state law was passed giving the state Board of Education the authority to determine the assessment and accountability programs for Alabama. A Test Advisory Committee was appointed by the state Superintendent of Education to make recommendations for and develop assessment and accountability programs.
<b>2001</b>	The <i>No Child Left Behind Act of 2001</i> (NCLB) was drafted. Many of the provisions the Test Advisory Committee considered were consistent with those being considered by drafters of NCLB, which required criterion-referenced achievement tests to be administered in Grades 3-8 and at least once at the high school level, and that these assessments be used for determining AYP.
<b>Jan. 8, 2002</b>	President George W. Bush signs NCLB into law.
	Alabama entered into a Compliance Agreement with the U. S. Department of Education agreeing to the development and administration of criterion-referenced assessments based on state academic content standards. (This was necessary because Alabama's assessment program under the 1995 state law dictated the use of norm-referenced achievement tests not fully aligned with the state's content standards as defined in the Alabama courses of study. This meant Alabama was not in compliance at that time with the 1994 Improving America's Schools Act.)
<b>July 9, 2002</b>	The state Board of Education passed a resolution outlining a long-range assessment plan and principles to be used in the development of an assessment program and accountability system.
<b>June 9, 2003</b>	The state Board of Education adopted the recommendations of the Accountability Advisory Committee for implementation beginning 2003-2004. The accountability program that resulted was intended to be a single state accountability system in compliance with NCLB; the Compliance Agreement with the U. S. Department of Education; and the <i>Code of Alabama</i> (1975), Chapter 16-6B-1-3. This required Alabama to put into place an interim accountability plan for school years 2001-2002 and 2002-2003 while the new assessments and accountability system were being developed for implementation in 2003-2004.

### COMPONENTS OF AYP

- 1. Annual Goals for Reading and Mathematics**
  - Percentage of students scoring proficient or higher
- 2. Indicators Affecting Academic Proficiency**
  - Attendance
  - Drop-out Rate
- 3. Participation Rate**
  - Percentage of students participating in assessments

### ASSESSMENTS USED IN DETERMINING AYP

- 1. Alabama Reading and Mathematics Test (ARMT)**
  - Grades 4, 6, and 8 (Reading)
  - Grades 4 and 6 (Mathematics)
- 2. Alabama High School Graduation Exam (AHSGE)**
  - Grade 11 (Reading and Mathematics)
- 3. Alabama Alternate Assessment (AAA)**
  - Grades 4, 6, 8, and 11 (Reading)
  - Grades 4, 6, and 11 (Mathematics)

### ACADEMIC ACHIEVEMENT LEVELS

- LEVEL IV — Exceeds Academic Content Standards**  
(*Exceeds Proficient*)
- LEVEL III — Meets Academic Content Standards**  
(*Proficient*)
- LEVEL II — Partially Meets Academic Content Standards**
- LEVEL I — Does Not Meet Academic Content Standards**

### ALABAMA READING & MATHEMATICS TEST

- The ARMT is a criterion-referenced test based on Alabama's academic content standards.
- The ARMT was first administered to students in Grades 4, 6, and 8 in spring 2004.
- The ARMT in Grades 3, 5, and 7 will be pilot-tested this fall for statewide administration in spring 2005.

**PERHAPS AFTER EXAMINING THE HISTORY OF ACCOUNTABILITY IN OUR STATE IT MAY BE EASIER TO UNDERSTAND WHERE WE WERE, WHERE WE ARE, AND HOW DO WE IMPROVE WITH SUCH SIGNIFICANT CHANGES.**

## Where are we now?

Let's start with AYP. NCLB uses the term AYP to describe whether a school or system has met its annual accountability goals. It is the goal of NCLB that all public school students perform at the "proficient" level in reading and mathematics by the end of the 2013-2014 school year. In Alabama, "proficient" is defined as Level III – Meets Academic Content Standards. Because of the Compliance Agreement, Alabama is two years behind most other states in identifying its AYP goals.

Assessment data from spring 2004 test administrations were used to determine the starting points or baselines for AYP. With the baselines established, target goals or annual measurable objectives for reading and mathematics were set for schools and school systems, providing a numeric descriptor for the amount of growth required each year so the school and system can reach the goal of 100 percent proficiency in 2013-2014.

In addition to the annual target goals and measurable objectives in reading and mathematics, NCLB requires at least one additional academic indicator be used to determine if schools and systems have made AYP. Alabama uses attendance rate as the additional academic indicator in elementary and middle schools. A school or system is considered to have made AYP in attendance if it makes improvement toward or meets the goal of 95 percent attendance rate. The additional academic indicator at the high school will eventually be graduation rate. For this year, Alabama used the projected four-year dropout rate in lieu of the graduation rate because data are not currently available that will allow disaggregation of graduation rate by subgroups. For the 2004-2005 school year, a school or system is considered to have made AYP in dropout rate if it made improvement toward or met the goal of a 10 percent dropout rate.

# STATEWIDE ADEQUATE YEARLY PROGRESS STATUS FOR 2004-05 BASED ON SCHOOL YEAR 2003-04 DATA

22 Adequate Yearly Progress (AYP) goals out of 36 (61.11%) were met.

READING				
Subpopulation	Percent Participation Goal = 95.00%	Met Participation AYP	Proficiency Index Goal = 0.00	Met Proficient AYP*
All Students	94.58	No	21.89	Yes
Special Education	86.41	No	-70.54	No
Amer. Indian/Alaskan Native	96.89	Yes	30.28	Yes
Asian/Pacific Islander	95.78	Yes	58.05	Yes
Black	93.79	No	-4.73	No
Hispanic	91.58	No	1.69	Yes
White	95.14	Yes	36.78	Yes
Limited-English Proficient	No Data	NA	-39.42	No
Free-Reduced Lunch	90.51	No	-0.59	No

MATHEMATICS				
Subpopulation	Percent Participation Goal = 95.00%	Met Participation AYP	Proficiency Index Goal = 0.00	Met Proficient AYP*
All Students	95.28	Yes	29.8	Yes
Special Education	87.08	No	-53.98	No
Amer. Indian/Alaskan Native	98.11	Yes	39.04	Yes
Asian/Pacific Islander	97.21	Yes	96.46	Yes
Black	94.51	No	-3.78	No
Hispanic	96.11	Yes	21.9	Yes
White	95.71	Yes	47.68	Yes
Limited-English Proficient	No Data	NA	5.84	Yes
Free-Reduced Lunch	91.57	No	3.75	Yes

NA = Not in AYP, less than 40 students  
(ensures reliability)

\* AYP is met if the goal is met or the goal is within the confidence interval (ensures reliability).

\*\* AYP is met if the goal is met or there is improvement from the previous year.

ADDITIONAL ACADEMIC INDICATORS						
Subpopulation	Attendance Rate Goal= 95.00%	Attendance Rate Previous Year	Met Attendance AYP*	Four-Year Projected Drop-out Rate Goal=10.00%	Four-Year Projected Drop-out Rate Previous year	Met Four year Projected Drop-out AYP*
All Students	95.97	96.0	Yes	13.3	14	Yes

Additionally, to meet AYP, a school, system, and each subgroup must have at least a 95 percent participation rate on assessments. This participation rate is calculated separately for reading and mathematics. Participation rate for the elementary and middle schools is calculated as the “number of students with test results divided by the number of students on the 120-day enrollment report.” Participation rate for the high school is calculated as the “number of Grade 11 students enrolled according to the 120-day enrollment report who either had previously passed the *Alabama High School Graduation Exam* (AHSGE) or who attempted a state assessment (either the AHSGE or the *Alabama Alternate Assessment* [AAA]) in the spring of Grade 11 divided by the number of Grade 11 students enrolled as of the 120-day enrollment report.”

A memorandum from STATE SUPERINTENDENT OF EDUCATION JOSEPH B. MORTON to local school superintendents defining rules for participation rate calculation was sent out Aug. 17. Additionally, the memo outlines the procedure systems can use to request a review of their participation rate by the state Department of Education.

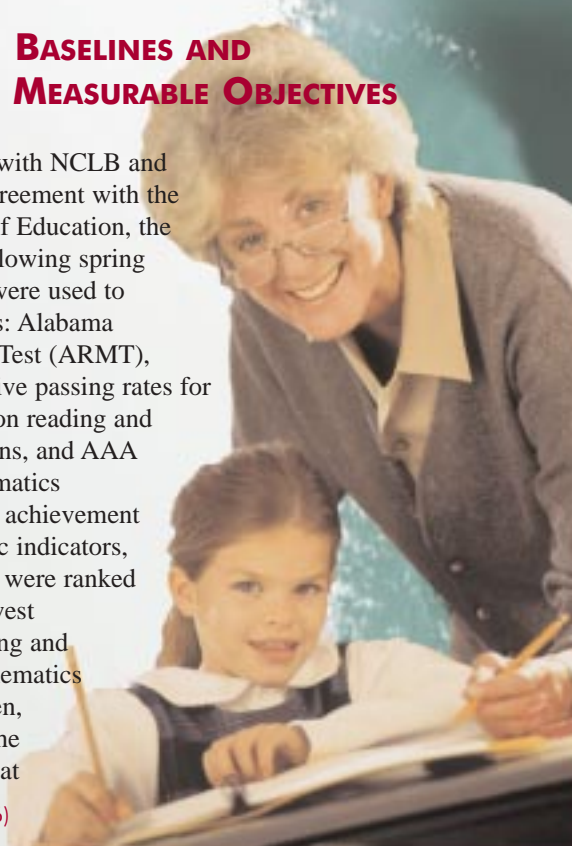
State academic status is based on the percent of annual measurable objectives, participation, and other academic indicators met. The percent proficient in reading (Grades 4, 6, and 8) and mathematics (Grades 4 and 6) are based on the percent of students at Levels III and IV of the ARMT and the AAA, with the AAA subject to the 1.0 percent cap for a school system. The percent proficient in reading and mathematics in Grade 11 are based on the percent of students passing the AHSGE and the

percent of students at Levels III and IV on the AAA, with the AAA subject to the 1.0 percent cap for a school system.

## BASELINES AND ANNUAL MEASURABLE OBJECTIVES

In accordance with NCLB and the Compliance Agreement with the U. S. Department of Education, the results from the following spring 2004 assessments were used to determine baselines: Alabama Reading and Math Test (ARMT), AHSGE – cumulative passing rates for Grade 11 students on reading and mathematics portions, and AAA reading and mathematics portions. Using the achievement levels and academic indicators, schools in the state were ranked from highest to lowest achieving for reading and separately for mathematics for each grade. Then, counting up from the bottom, the school at

(Continued on page 6)



## STATEWIDE PERCENTAGE OF PROFICIENT STUDENTS — Statewide Starting Points & Annual Goals

GRADES	SUBJECT	ASSESSMENT YEAR										
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
GRADE 4	READING	68%	68%	73%	73%	77%	77%	82%	86%	91%	95%	100%
	MATH	61%	61%	67%	67%	72%	72%	78%	83%	89%	94%	100%
GRADE 6	READING	74%	74%	78%	78%	81%	81%	85%	89%	93%	96%	100%
	MATH	39%	39%	48%	48%	56%	56%	65%	74%	83%	91%	100%
GRADE 8	READING	43%	43%	51%	51%	59%	59%	67%	76%	84%	92%	100%
GRADE 11	READING	81%	81%	84%	84%	86%	86%	89%	92%	95%	97%	100%
	MATH	68%	68%	73%	73%	77%	77%	82%	86%	91%	95%	100%



the 20th percentile of the state’s enrollment was identified, and this school’s percent of students identified as proficient became the baseline for the state in that grade/subject. This baseline was applied to schools, systems, and subgroups. The 20th percentile starting points in reading and the 20th percentile starting points in mathematics were calculated separately by grade. Once the baselines were established, intermediate goals were established with equal increases in the required percent proficient level.

NCLB also requires the inclusion of the following subgroups in determining AYP: economically disadvantaged (free/reduced lunch), major racial/ethnic groups, special education students, and students with limited-English proficiency. Subgroups of sufficient size must meet the same annual measurable objectives as all students. Subgroups also must meet the 95 percent participation rate.

## How do we improve?

Under NCLB, if a school or system does not meet all of its goals, it is considered to have not met AYP. The Alabama Department of Education has identified low-performing schools that will be required to receive academic assistance from the state. These are schools that had the lowest percentage of students scoring proficient or are Title I schools that have been in School Improvement for multiple years. These schools will receive specific training and technical assistance for analyzing their assessment data and

developing a school improvement plan that includes best practices as learned from the Alabama Reading Initiative and the Alabama Math, Science, and Technology Initiative. Thirty-seven schools, all of which are Title I, are identified for state academic assistance.

Since the state is implementing a single state accountability system, the accountability decisions are the same for all schools and school systems. Consequences (sanctions) may differ, however, based on the extent and severity of low performance. Additionally, schools that receive Title I, Part A funds, will be required to implement (1) public school choice in the first and succeeding years during which they are identified for School Improvement and (2) supplemental education services in the second and succeeding years during which they are identified for School Improvement. (Non-Title I schools may implement these provisions, but are not required to do so due to cost factors.)

Of the 859 schools receiving Title I funds, 83 (9.7 percent) will be in School Improvement status in 2004-2005, compared to 47 (5.5 percent of 850 schools) in 2003-2004, and 57 (6.7 percent of 850 schools) in 2002-2003. Of the 83 Title I schools in School Improvement status, 37 are in Year One, zero are in Year Two, seven are in Year Three, and 39 have been in School Improvement more than three years.

Results of assessments and a listing of all schools, including Title I schools, and their respective status can be found by [CLICKING HERE](#), then under “2004 Accountability Reporting System.” An online tool provides overall results for the state, as well as individual schools and systems. Web users also are able to view detailed information on all the categories for which data are made available and to view past years’ data. 🍏

SCHOOL IMPROVEMENT STATUS CORRECTIVE ACTIONS	
<b>YEAR #1</b>	Title I schools in School Improvement status must offer school choice.
<b>YEAR #2</b>	Schools must add the provision of supplemental education services.
<b>YEAR #3</b>	Schools must take corrective action depending on the needs of the school.
<b>YEAR #4 &amp; ABOVE</b>	Schools must plan and implement restructuring.

Schools and systems are only responsible for groups or populations of students that are large enough to yield statistically reliable data for AYP determinations. Forty has been established as the minimum number of students required. If a subgroup contains fewer than 40 students, AYP will not be applied to that subgroup. Schools and systems that do not meet the required minimum of 40 students in the aggregate will be assigned an AYP status based on the number of students they do have and a notation will indicate that the school did not meet the minimum requirement of 40.

Forty also has been established as the minimum number required for participation rate for determining AYP. If a group or population of students has 40 or more students, a 95 percent participation rate is required. If a group or population of students contains fewer than 40, accountability will not be applied to the group. Schools and systems that do not meet the minimum requirement of 40 in the aggregate will be required to test at least two fewer students than their enrollment in order to meet the participation rate requirement. It should be noted, however, that although a school may not have 40 students in a group or population of students (e.g., special education students), those special education students will be included in the system’s number of special education students. As a result, the system may have at least 40 special education students and the special education group will be counted at the system level.

# PARENT INVOLVEMENT URGED DURING STATEWIDE PARENT VISITATION MONTH IN OCTOBER

“Parent involvement is not limited to a one-time event in the school year, but special emphasis is placed on it during Statewide Parent Visitation Month,” said **STATE SUPERINTENDENT OF EDUCATION JOSEPH B. MORTON**. “Parents have always been vital to children’s success in school and supportive parents certainly contribute to a positive school environment.”

The Parental Involvement section of the *No Child Left Behind Act of 2001* (NCLB) defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that:

- Parents play an integral role in assisting their child’s learning.
- Parents are encouraged to be actively involved in their child’s education at school.

- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Other activities are carried out, such as those described in Section 1118 of NCLB.

For information about NCLB Parental Involvement requirements, [CLICK HERE](#) to contact **JUDY BOHANNON** in Federal Programs or call 334-242-8199.

[CLICK HERE](#) to receive public awareness materials for Statewide Parent Visitation Month, or [CLICK HERE](#) to contact **ANNE GRAHAM** or call 334-242-9950. 🍏



[CLICK HERE](#)  
to view **English and Spanish** versions of “**Ten Facts Every Parent Should Know About the No Child Left Behind Act**”.

The **U.S. Department of Education** Web site also includes a section entitled “**Especially for Parents**.”  
[CLICK HERE](#)

## PROFESSIONAL DEVELOPMENT AND RESOURCES

**The Alabama Association of School Administrators Fall Conference** will be held Oct. 17-19 at the Decatur Holiday Inn. For further information, contact Dr. Susan Lockwood at 334-262-0014 or [CLICK HERE](#).

**The Alabama Reading Association’s 36th Annual Fall Conference** will be held Oct. 27-29 at the Birmingham-Jefferson Civic Center. [CLICK HERE](#) to register online. Contact Vilveca Bryant at 205-833-0249 or [CLICK HERE](#).

**Registration Deadline: Oct. 8**

**The Alabama State Association for Health, Physical Education, Recreation, and Dance 2004-2005 Fall Conference** will be held Nov. 14-16 at the Wynfrey Hotel in Birmingham. [CLICK HERE](#) for registration information.

## AWARD AND GRANT OPPORTUNITIES

**The Best Buy te@ch Awards** will award \$2,500 to 1,200 schools nationwide that creatively integrate technology into school curriculum. K-12 schools located in a 25-mile radius of a Best Buy store are eligible to enter. [CLICK HERE](#) for contest information.  
**Deadline: Oct. 1**

**The Starbucks Foundation Literacy Grants** are grants of \$5,000 to \$20,000 supporting innovative community literacy programs that build upon reading curricula and encourage personal development through tutoring or mentoring. Priority is given to proposals that specifically target low-income communities and underprivileged or at-risk youth. K-6 schools and communities are eligible to apply. For more information, [CLICK HERE](#). **Deadline: Oct. 1**

**The Target All-Around Scholarships** are awarded based on community volunteer service. Applicants must be high school seniors, high school graduates, or current undergraduate students under the age of 24. For more information, [CLICK HERE](#). **Deadline: Nov. 1**

**The Toyota Tapestry Grants for Teachers** are for K-12 science teachers who make science come alive in the classroom. Fifty grants of up to \$10,000 each and a minimum of 20 mini-grants of \$2,500 each will be awarded. For registration information, [CLICK HERE](#). **Deadline: Jan 19, 2005**

# SEPTEMBER



PTA MEMBERSHIP MONTH		1	2	3	4
6	Labor Day (STATE HOLIDAY)				
9	Alabama Board of Education Meeting				
12	Grandparents Day				
20-24	AHSGE Administration				
23	Alabama Board of Education Work Session				
27-30	PEPE Training				

# OCTOBER



PARENT VISITATION MONTH		1	2
4-8	National PTA's Open After School Campaign		
8	Outstanding Educators Symposium		
14	Alabama Board of Education Meeting		
27-30	National FFA Convention		
28	Alabama Board of Education Work Session		



## ALABAMA EDUCATION NEWS

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### Alabama Board of Education Members

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and Secretary and Executive Officer  
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### Editorial Staff - (334) 242-9950

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Contributing Editor - Anne Graham  
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Since 1998, ALFA Farmers Federation and ALFA Insurance Companies have partnered with the Alabama Department of Education to sponsor the Alfa Teacher of the Month Awards. For the eighth year, ALFA will once again honor outstanding K-12 public and private school teachers and principals with \$1,000 cash awards. Each winner's school also receives \$1,000. Beginning in January 2005, the program will honor one teacher from each State Board of Education District, two private school teachers, and two principals. The deadline for public school teachers to apply is Oct. 15. [CLICK HERE](#) for Awards criteria and application information. 🍏

### SCHEDULE FOR MAKING AWARDS IN 2005:

January	- State Board of Education	District 8
February	- State Board of Education	District 7
March	- State Board of Education	District 6
April	- State Board of Education	District 5
May	- State Board of Education	District 4
June	- Public or Private School Principal	
July	- Public or Private School Principal	
August	- Private School Teacher	
September	- Private School Teacher	
October	- State Board of Education	District 3
November	- State Board of Education	District 2
December	- State Board of Education	District 1

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