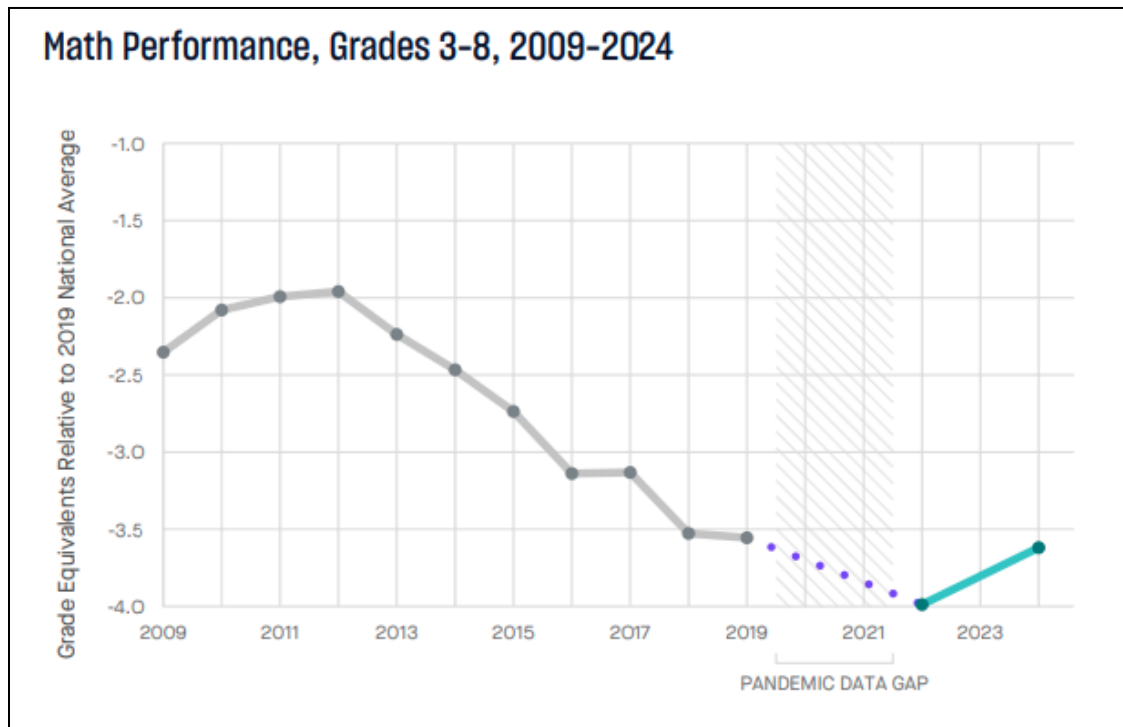


EDUCATION RECOVERY SCORECARD

Birmingham City Schools
Birmingham, Alabama



Student Demographics:

Total student population: 21,130

Black/African-American: 87%

Hispanic: 11%

White: 6%

Socioeconomically disadvantaged: 87%

Students with limited English proficiency: 8%

Dr. Mark A. Sullivan, Superintendent

- "We started school early; first of August. We went to school for nine weeks. And then we had a week off... The first intersession we had about 1,800 students."
- "We partnered with six universities... and got college students to come into our schools to provide support."
- "We partnered with the DA's office... to provide social resources to children."
- "We are outperforming where we were before the pandemic... We made a 73 last year to 72 this year."
- "We used our ESSER money to provide free after school care in every elementary school."

Jason Meadows, School Board President

EDUCATION RECOVERY SCORECARD

- “Smaller classrooms provide the ability to focus on targeted remediation.”
- “Unless students opt out, they receive tutoring in perpetuity.”
- “District Attorney Danny Carr was very helpful in working to address truancy.”

Background:

Before the pandemic, Birmingham City Schools scored a 66, 68, and 71. Thanks to the strategic leadership of Superintendent Sullivan, Birmingham achieved significant improvements in state report card scores, earning a score of 72 in 2023. BCS utilized ESSER funds to provide instructional aids and free after-school care, as well as offering additional instructional days during fall, winter, and spring break. The focus was on implementing consistent instructional frameworks and using formative assessment tools.

Strategies for Success:

Innovative programs and interventions to extend instructional time:

- Birmingham implemented intersessions and extended learning opportunities, paying teachers \$60/hour using ESSER funds for extra instructional time.
- Intersessions “offer direct and explicit whole group and small group instruction that directly aligns with the established criteria as aligned by the state of Alabama.”
- They also offer enrichment programs in math, ELA, and social studies “to support students in achieving lost instructional time due to the COVID-19 school closures.”
- Compromise with parents and teachers who did not want to extend the school year.
- These interventions included enrichment, remediation, and credit recovery programs.
- Smaller class sizes – around 14-16 students.

High-dosage tutoring and partnerships:

- Collaborated with local universities for high-dosage tutoring, with college students paid \$15/hour to assist in schools.

Social-emotional learning and community engagement:

- Invested in social-emotional learning and behavioral support, including a partnership with the DA’s office on a program called 'Helping Families' to address school attendance issues.

Academic success and achievements:

- Birmingham achieved significant improvements in state report card scores.
- Before the pandemic, the district scored a 66, 68, and 71.

Additional Support and Programs:

- Utilized ESSER funds to provide instructional aids and free after-school care.
- Focused on implementing consistent instructional frameworks and using formative assessment tools.