



# BARR™

Same Students. Same Teachers.  
**Better Results.**



Photos Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action



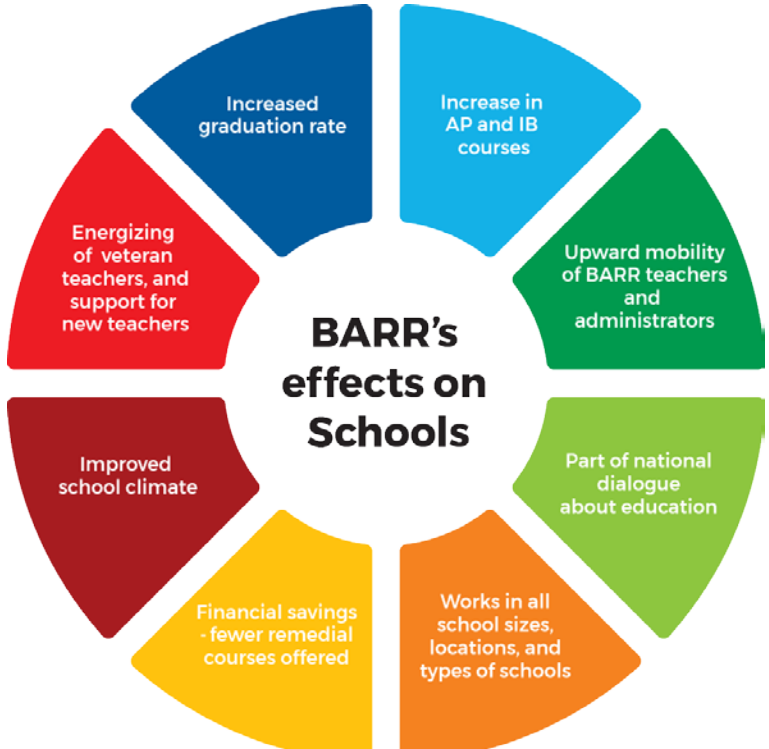
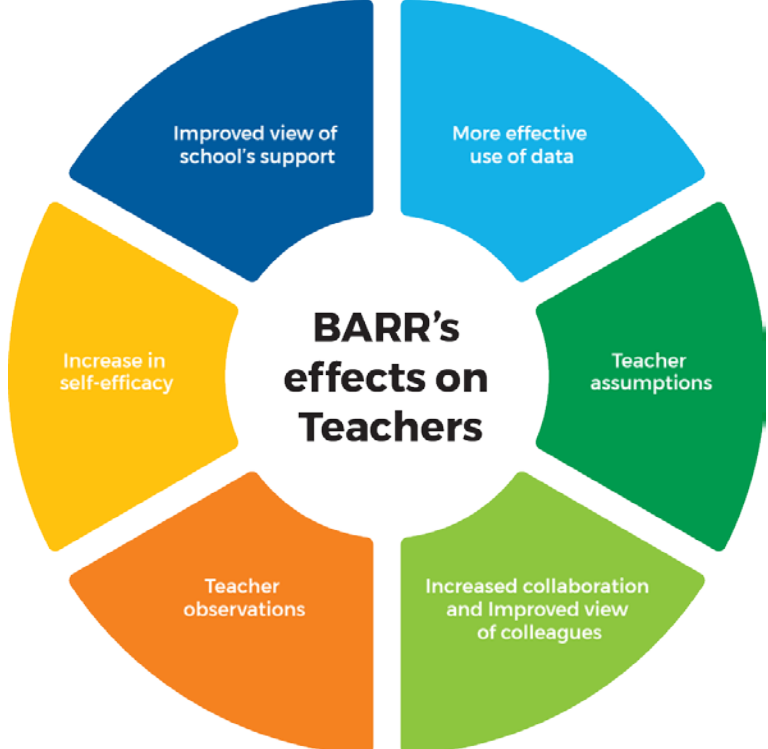
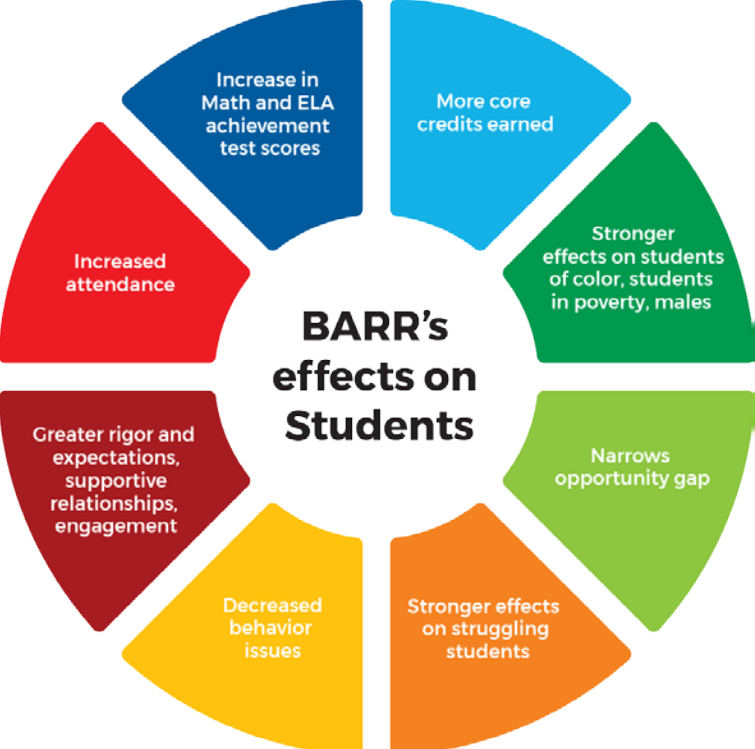




# BARR

Same Students. Same Teachers. **Better Results.**

# Impacts from Randomized Controlled Trials and Ongoing Implementation



# Growth of BARR

2010 i3 Development Grant  
2013 i3 Validation Grant  
2017 i3 Scale-Up Grant

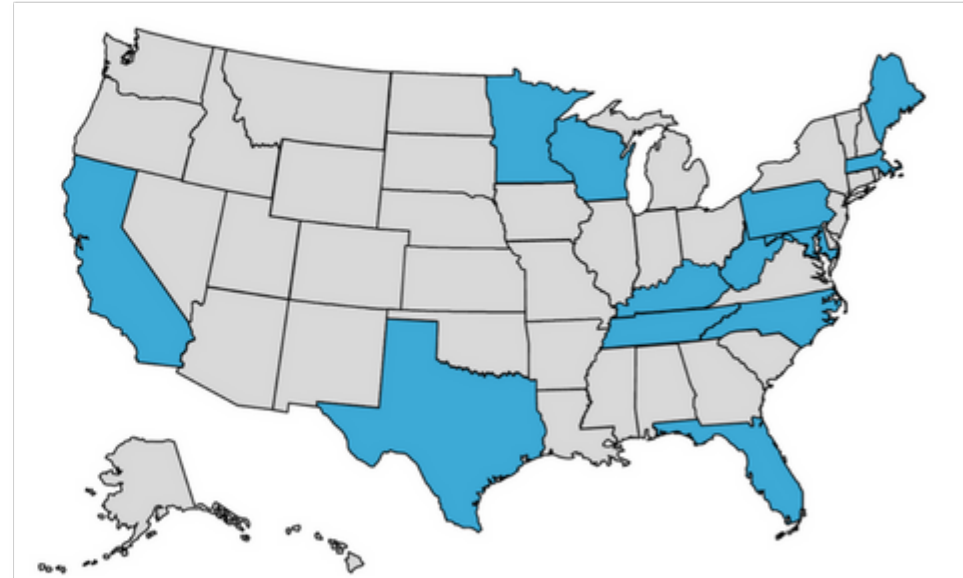
1999



1 School



2017



80 Schools in 13 States plus DC





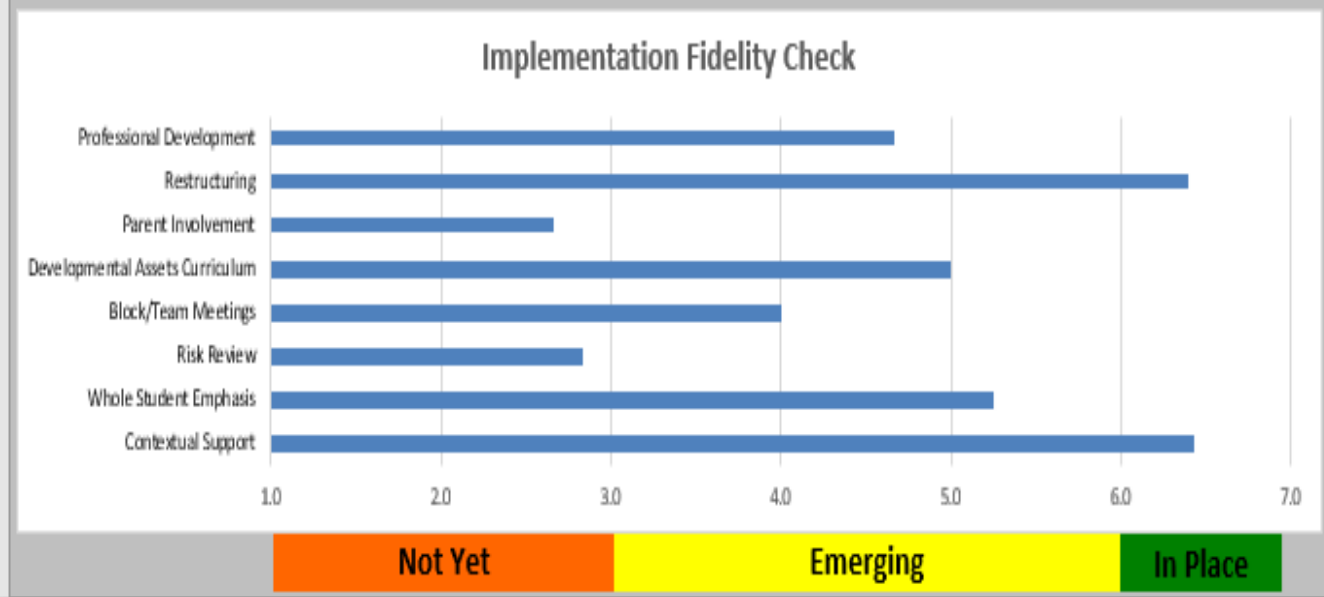
# Implementation:

# Firm but Flexible



# Coaching Report to Schools

**SUMMARY:** School has made a great start in implementing BARR. The master schedule was restructured, allowing time for teams to meet and systematically discuss students. I-Times are in place and going well. Teachers are working hard to monitor students and develop interventions. The following is a graphic snapshot of implementation progress at two months and some suggestions for key areas of focus in the 8 BARR strategies.



<input checked="" type="checkbox"/>	KEY AREAS OF FOCUS	WHO IS RESPONSIBLE	WHO IS INVOLVED
<b>PROFESSIONAL DEVELOPMENT</b>			
<input type="checkbox"/>	Access your BARR Coach for implementation assistance via email and phone as often as needed		
<input type="checkbox"/>	Attend quarterly BARR Professional Learning Community Calls		
<input type="checkbox"/>	Hold monthly meetings with BARR team/s and staff to share BARR strategies and refine		





# Annual Report to Schools



## XXX High School Report 2016-2017

### BARR Center

Maryann Corvello, Ph.D.

#### The BARR Model

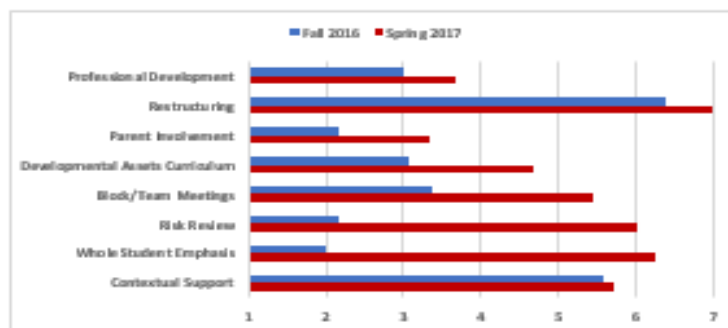
*Building Assets, Reducing Risks* (BARR) is a strengths-based secondary whole school (grades 6-12) model that provides schools with a comprehensive approach to meeting the academic, behavioral, social, and emotional needs of *all* students. BARR works directly with educators to better connect with their students and address the issues that cause students to drop out, fail courses, and/or engage in harmful behavior. The eight strategies of BARR include: (1) Focus on the whole student, (2) Professional development for teachers, counselors, and administrators, (3) Use BARR's I-Time Curriculum to foster a climate for learning, (4) Create cohorts of students, (5) Hold regular meetings of cohort teacher teams, (6) Conduct Risk Review, (7) Engage family in student learning and (8) Engage administrators.

#### BARR Research

BARR has a 19-year track record of student success, paired with improved job satisfaction among teachers, and has been proven to drive significant improvements in course credits earned, grade point averages, and standardized test scores; narrowed opportunity gaps; and decreases in failure rates, suspensions, and absenteeism. BARR has demonstrated results in schools big and small, urban, rural, and suburban, underserved and fully resourced. It has made an impact in schools that need a full turnaround and schools that want to go from good to great.

#### XXX High School - Implementation Fidelity

The following graph displays growth in implementation fidelity for each of the BARR strategies from Fall 2016 to Spring 2017 based on observations and site coordinator interviews. Ratings of 1-2 indicate the strategy is not yet in place, ratings of 3-5 indicate the strategy is emerging, and ratings of 6-7 indicate the strategy is in place.



Template created by BARR! Aug. 2017. For questions, contact Maryann Corvello [maryann.corvello@barrcenter.org](mailto:maryann.corvello@barrcenter.org)



#### XXX High School Academic Performance, Attendance, and Behavior Outcomes

The following chart lists outcomes for academic performance, attendance, and behavior reported by the school district before and after BARR implementation. The data track outcomes for each new cohort of students during that academic year. Green highlighting indicates areas of improvement.

	2016	BARR 2017	Percentage Change
<b>Course Performance</b>			
Student Failure Rate	56%	34%	-39%
<b>Attendance</b>			
Absence rate	10.3%	5.4%	-48%
<b>Behavior</b>			
ISS and OSS	6	7	16.7%

#### XXX High School Student Survey Outcomes

Students completed an online survey in the spring about their attitudes and experiences at school in the past academic year.

More than 50% of students agreed strongly with the following statements:

- My teachers encourage me to do my best
- My teachers make us try to find answers on our own
- I often participate in classes
- I always prepare for class
- If I fail to reach an important goal, I will try again

#### XXX High School Teacher and Student Observations

- The highlight of the BARR program so far has been the bonding between the students during I-Time. The students have become very comfortable with each other and very accepting of other viewpoints.
- One I-Time unit my group really enjoyed was Goals. There were four lessons on setting and achieving goals. The students learned how to work together to accomplish a group goal. They also learned how to set goals and utilize the assets in their life to achieve them.
- One of my students has really surprised me with her leadership. The BARR program and I-Time has given her the opportunity to explore her assets and strength she'd never had the chance to show us before.
- Student feedback on I-Time: "That we all got to tell stuff and let things off my chest." "The games and little plays." "How we got to talk about things that happened in our life."

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EDUCATOR  
NETWORK  
#BARRFAMILY

