

BARR—Building Assets, Reducing Risks—is a strengths-based model that provides more than 170 schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. Schools within the BARR Network harness the power of relationships and data to become more equitable, ensure that no student is invisible, and remove both academic and non-academic barriers to learning.



THE MODEL



STRATEGY ONE

Focus on the whole student



STRATEGY TWO

Provide professional development for teachers, counselors, and administrators



STRATEGY THREE

Use BARR's I-Time Curriculum to foster a climate for learning



STRATEGY FOUR

Create cohorts of students



STRATEGY FIVE

Hold regular meetings of the cohort teacher teams



STRATEGY SIX

Conduct risk review meetings



STRATEGY SEVEN

Engage families in student learning



STRATEGY EIGHT

Engage administrators

BARR has impacted more than 100,000 students and been proven to create statistically significant impacts in 19 areas of academic performance and outcomes for students, teachers, and schools, including especially powerful results narrowing opportunity gaps for students of color and students from low-income families.

REAL RESULTS

Tested through 12 within-school randomized controlled trials and a 20-year single school study, BARR has quietly become **models in the country.**

On average, BARR schools see a **34.5% reduction in failure rate** after one year of implementation.

An evaluation by the **American Institutes for Research (AIR)** found that the BARR model leads to better academic performance, fewer course failures, more courses attained, and better relationships.

“Our attendance is better, the test results are better, the discipline is much better. This doesn't feel like the next academic fad—it feels like this is something Noble does, who we are.”

PRINCIPAL MIKE ROBERTS
Noble School District, Maine

Impacts from Randomized Control Trials and Ongoing Implementation

BARR's effects on STUDENTS

More core credits earned • Stronger effects on students of color, students in poverty, males • Narrows opportunity gap • Stronger effects on struggling students • Decreased behavior issues • Greater rigor and expectations, supportive relationships, engagement • Increased attendance • Increase in Math and ELA achievement test scores

BARR's effects on TEACHERS

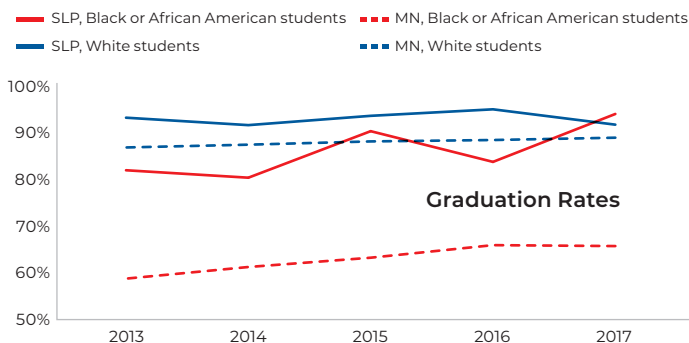
More effective use of data • Teacher assumptions • Increased collaboration and Improved view of colleagues • Teacher observations • Increase in self-efficacy • Improved view of school's support

BARR's effects on SCHOOLS

Increase in AP and IB courses • Upward mobility of BARR teachers and administrators • Part of national dialogue about education • Works in all school sizes, locations, and types of schools • Financial savings-fewer remedial courses offered • Improved school climate • Energizing of veteran teachers, and support for new teachers • Increased graduation rate

BARR Closes the Gap in Graduation Rates

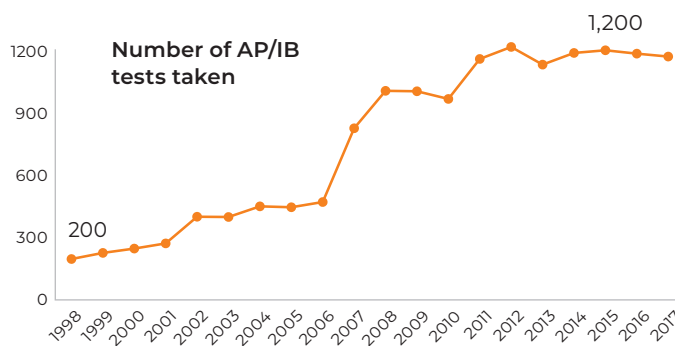
St. Louis Park Senior High School (MN) was the first school to pilot the BARR model, and it has been implementing it for 20 years. During that time, St. Louis Park closed its opportunity gap in graduation rates surpassing persistent statewide disparities. In 2014, it was recognized with ACT's National College and Career Transition Award.



Source: Minnesota Department of Education (2018). Minnesota Report Card. St. Louis Park Senior High Graduation Rate Trend. Retrieved from: <http://bit.ly/BARRslpgard>

More Students Take AP and IB Courses with BARR

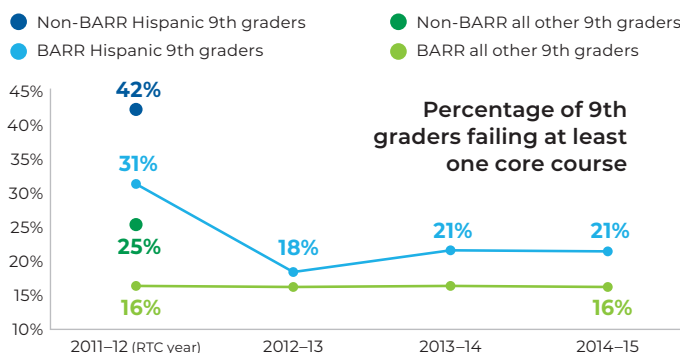
St. Louis Park Senior High School has also seen a 500% increase in the number of students enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses—and taking AP and IB tests. The student composition of these honors classes mirrors the entire student population based on race, ethnicity, and socio-economic status.



Source: St. Louis Park District data.

Hemet High School Closes Opportunity Gaps

An i3 development grant funded a within-school randomized controlled trial (RCT) at Hemet High School (CA). At Hemet, 74% of students qualify for free and reduced-price lunch (FRPL) and 58% are students of color. Results demonstrated a statistically significant positive impact on 9th grade students' standardized test scores, credits earned, grade point average, and overall failure rate.

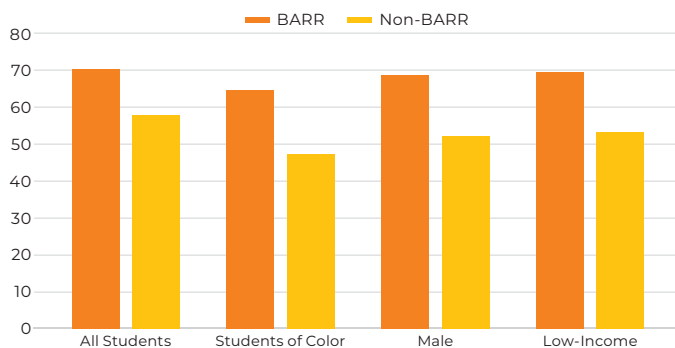


Source: Corsello, M. & Sharma, A. (2015). The Building Assets-Reducing Risks Program: Replication and Expansion of an Effective Strategy to Turn Around Low-Achieving Schools. i3 Development Grant Final Report, ERIC Number: ED560804.

Students Passing All Core Courses (%)



An independent study of more than 1,800 randomly assigned high school freshman found that more than **42 percent of non-BARR students failed at least one core course. For BARR students, that number fell to less than 30 percent.** The effects were especially large for students of color, male students, and students from low income families (as measured by eligibility for free and reduced-price lunch).



Source: Borman, T. H., Bos, J. M., O'Brien, B. C., Park, S. J., & Liu, F. (2017). i3 BARR Validation Study Impact Findings: Cohorts 1 and 2. Washington, DC: American Institutes for Research.