



# What is BARR?

<https://barrcenter.org/>

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BARR stands for  
*Building Assets, Reducing Risks.*



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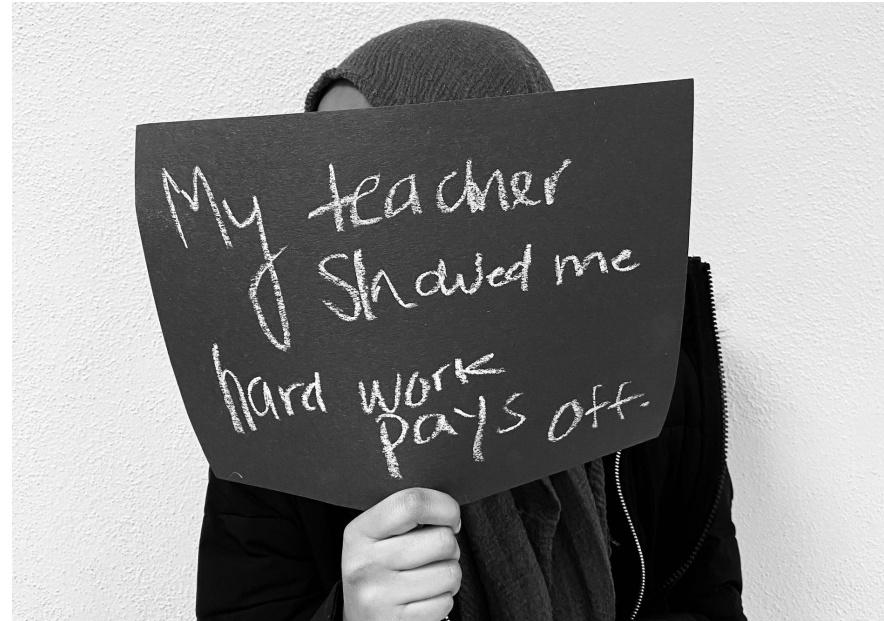
BARR is an educational model that improves the education system and creates strong schools and communities by empowering students, teachers, staff and family with intentionally deepened relationships and data so that schools can realign existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside the classroom.



# What is BARR?

Built from a foundational belief that all schools have the capacity to make key changes using current staff, BARR produces proven and significant results.

In this current model, Denfeld has been a BARR school for four years.



*This strengths-based model provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students.*





# BARR Model



Focus on the whole student



Hold regular meetings of the cohort teacher teams



Provide professional development for teachers, counselors, and administrators



Conduct risk review meetings



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



Engage families in student learning



Create cohorts of students



Engage administrators

BARR cultivates belonging by implementing systems that ensure that every student is seen, feels valued, and has trusting, positive relationships within the building.

# Proven Results

- The BARR model is the first and only school-improvement intervention to successfully climb the three tiers of evidence required under the U.S. Department of Education's **Investing in Innovation (i3)** program.
- The U.S. Department of Education's **What Works Clearinghouse** review concluded that BARR's research "met evidence standards without reservation," the highest possible WWC rating, in three separate studies.
- The BARR model has met the **Evidence for ESSA** requirements for "strong evidence" four times in both reading and math impacts.
- BARR is listed in the **CASEL Guide for Effective Social and Emotional Learning Programs**.
- BARR received the **2014 ACT College and Career Transition Award**.
- BARR is included in the **Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP)**.

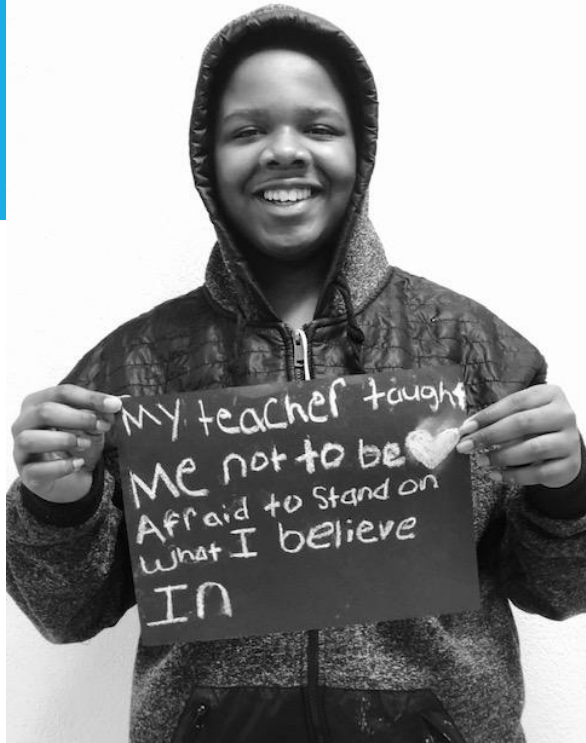




## How we built relationships this school year

- 14 teachers and multiple support staff have been trained in the BARR model
- We have hosted three Parent Advisory Council meetings and got some great feedback from families
- Our BARR teachers intentionally sent home positive postcards on a weekly basis
- Three BARR teams and one Risk Review team met weekly beginning in September of this school year
- We welcomed our 9th graders to the Denfeld Family at the start of the school year by delivering swag to their homes
- We hosted an infinite number of google meets with students and families
- Our core teachers did weekly I Times (SEL lessons) the entire school year
- We were able to "hold the line" with our 1st semester NC rate in comparison to the previous school year

# Socioemotional Learning



A growing body of research has demonstrated the effects of socioemotional learning on school climate, student behavior, and student academic performance (CASEL, 2019; Durlak et al, 2011; Kendziora & Yoder, 2016).

Critical to this discussion is the use of rigorous research designs that test the causal nature of this relationship.





# I Time

**Purpose** is to build the assets of students to increase success and reduce risk through building relationships.

**Logistics** the lessons are delivered weekly on Friday for an average of 30 minutes on a 3 content area rotation (English, Math, Science)

**Sample Lesson Topics:** Personal Goal Setting, Decision Making, Nonverbal Communication, Listening, Grief and Anger, Bullying

[I Time: The Science of Happiness](#)

[I Time: Positive Risk Taking](#)

**What our BARR staff has  
to say...**



*"One of my observations I've made about BARR is that the majority of students we provide support to are students that far too often are forgotten, or simply have struggles that any one staff doesn't not have the resources/time to address. BARR carves out a specific time, sets it aside, and gathers those staff that have the "know-how" to surround that student with the compounded expertise, often resulting in specific measures and actions that without BARR, would have likely never been reached."*

-Jeremy Rupp, Integration Specialist, BARR Risk Review



*"The PLC time that we have built with the BARR model has been an incredible experience for me. I have built better relationships with other teachers, been able to see a student as a whole person rather than as just another student in my class, and I have been held accountable for checking in with ALL students which has made me an overall better teacher to them."*

-Rachael Price, math teacher, BARR block team member



*"I-Times allow us an opportunity to hear our students' honest voices. Our work during I-Times is to give those voices a deeper vocabulary and safe place to practice"*

-Andrew Nissen, science teacher, BARR block team member



*"During BARR block meetings, we focus on individual students together which allows a higher fidelity understanding of them. When we then in class we're only getting one piece of the picture, whereas when we talk about a student with other teachers we get more detail."*

-Andrew Nissen, science teacher, BARR block team member



*"Equity drives the way we use BARR at Denfeld. It's easy to talk about the students who are doing great and we do. However, we spend more time talking about the students who are either overtly struggling or who are flying under the radar. These students require more of our attention because the system hasn't been working for them. Many times, these are students on IEPs, Students of Color, American Indian students, or those from families who face economic struggles. When we focus on how to help these students, the systemic barriers to equity become all the more apparent."*

-Andrew Nissen, science teacher, BARR block team member



*"The I-Time lessons keep BARR teachers focused on equity by creating space to allow for discussion of each student's individual needs."*

-Brian Jungman, English teacher, BARR block team member





# Why does this matter to the ISD 709?

The success of our 9th grade can set the tone for the school year.

The success of the 9th grade impacts class sizes and course offerings as they move through high school.

The success of our 9th grade impacts Denfeld and ISD 709's graduation rate three years later.