Building Assets Reducing Risks (BARR)

Implementation Update 9, 7-8, 5-6

AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

OUR MISSION
(Our Core Purpose)
Inspire. Empower. Accelerate.

OUR VISION
(What We Intend to Create)
Preparing all learners to make a difference in the world.

Our Core Values
(Drivers of Our Words and Actions)
- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

OUR STRATEGIC PRIORITIES
(Drivers of Our Continuous Improvement)
1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management

BARR:
Building Assets, Reducing Risks

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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.

BARR Coaching Report
Visit #3: 4/15/25

Implementation Fidelity Check

Ellis BARR Update

Same Students. Same Teachers.
Better Results.

Ellis was highlighted in the February BARR Newsletter:

BARR School Spotlight

Ellis Middle School, Minnesota

A huge shoutout to the fantastic BARR teachers at Ellis Middle School for orchestrating the "Assets Scavenger Hunt" (Session 20, I-Time Volume 2) with their 7th graders!

First, the teacher reviewed 40 Developmental Assets with the students. The students then worked in teams of 2-3 people to illustrate as many of the Assets as they could. At the end of the session, the groups shared at least one of their illustrations with the class. We love the teamwork and creativity!

Ellis BARR Update

Data Collection - Average Daily Attendance

Baseline – FY24-Q3

91.62%

Current – FY25-Q3

92.37%

Ellis BARR Update

Data Collection - Academics

Quarter 3 Failure Rate

2023-24
14.9%

2024-25
12.5%

Ellis BARR Update

Data Collection – Behavior

2023-24 Behavior Incidents through 3/31: 1587

2024-25 Behavior Incidents through 3/31: 397

Ellis BARR Update

Data Collection – Small Block, Big Block, and Community Connect BARR meetings

The goal is to discuss **EVERY student** at least once over the course of the school year. **The discussions are strength-based and focus on the whole student.**

As of 5/5/25, we have discussed....

742/759 = 97.7%
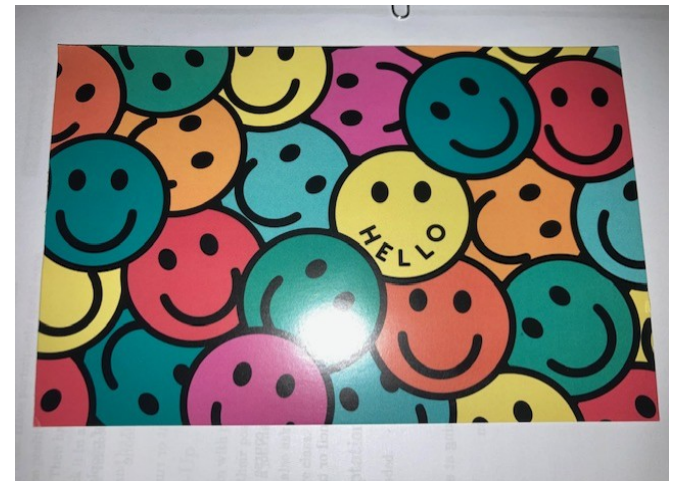
We are on track to reach this goal.

Ellis BARR Update

Data Collection – Positive Postcards

This goal is for every Ellis Student to receive at least one Positive Postcard over the course of the 24-25 School year.

As of 5/9/25, 82.2% of our student population has received at least 1 positive postcard.
93% of certified staff have written at least 1 positive postcard.

Ellis BARR Update
GROUP INTERVENTION – WEEKLY CHECK-IN DURING Q3

Parent Contact

Positive Postcard

Set SMART Goal for the quarter

10-15minute weekly check-in – attendance, grades, connection

Missing assignment list

Notify teachers of the student that we will be working with them

Tracking sheet for grade/percent, number of missing assignments (print out)

RESULTS – Sample size of 24

Q1   45 Fs

Q2   53 Fs

Q3   24 Fs

Ellis BARR Update

One idea that we have started implemented is a

Catch Day in core subject areas.

- 8 Catch Days are happening in Quarter 4 (Science 7, Science 8, LA 7, LA 8, Math 7, Math 8, SS 7, and SS 8).

- Teachers report that these days have been very successful, and many students have **completed work**.

- Students really enjoy the **enrichment activities** that they earn if all their work is caught up in that subject on that day: drawing, puzzles, chess, video games, VR goggles, ping pong, Foosball to name a few.

Ellis BARR Update

On Saturday, 5/3, BARR collaborated with Peer Power Partners, Ellis Student Council, STAND, PBIS, Ellis Athletics, and Success Coaches to sponsor a **Free Family Fun Event at Ellis**. We had open gyms (volleyball & basketball), outdoor activities, board games, face painting, and food.

There were about 105 people in attendance at this event.

AUSTIN COMMUNITY OUTREACH

FREE FAMILY FUN DAY

SATURDAY MAY 3RD
10AM- 1PM

ALL COMMUNITY FAMILIES WELCOME
(ADULTS AND CHILDREN ENCOURAGED TO ATTEND TOGETHER)

IJ BARR Plan for 2025-26

- Small Block – 12 Teams
  This will involve the 24 core teachers.

- Big Block – after school 3 different days.
  This will involve the whole staff.

- I-Time Lessons – weekly in a core class.

- Goals - TBD

Accelerating BARR at AHS

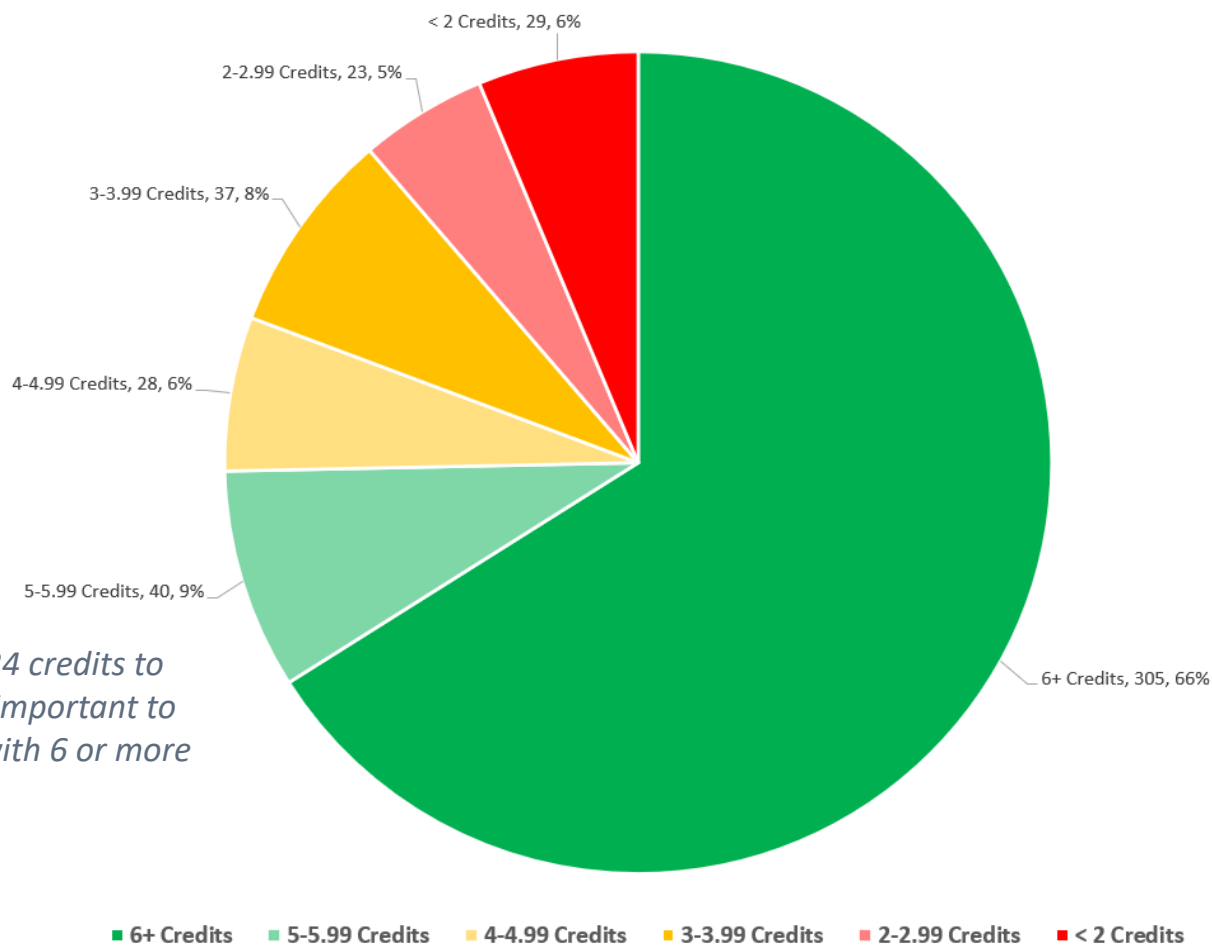| AHS	ALC
Year 1 (2023-2024):	Year 1 (2023-2024):
• 1 Section of BARR in the 9th grade • 4 teachers on BARR Team • Approx 90 students served	• Focused on 9th grade cohort only • 2 teachers on the BARR team
Year 2 (2024-2025):	Year 2 (2024-2025):
• Entire 9th grade • 2 BARR Teams • 6 teachers on each team • Approx 320 students teamed • Infused Packer Profile Seminar course into BARR model	• BARR model for all ALC students (9-11) • 3-4 teachers on a team • Infused Packer Profile Seminar into BARR model

Key Insights for Year 1

BARR students showed the following:

- Small decrease in failure rate compared to non-BARR students.
- Significant decrease in behavior referrals from their 8th grade year.
- No significant change in attendance.
- Significant increase in the percentage of students who attained 6 or more credits.

Austin High School 2022-2023 Grade 09: Credit Summary

< 2 Credits, 29, 6%
2-2.99 Credits, 23, 5%
3-3.99 Credits, 37, 8%
4-4.99 Credits, 28, 6%
5-5.99 Credits, 40, 9%
6+ Credits, 305, 66%

66% of 9th graders earned 6 or more credit.

"APS requires 24 credits to graduate; it is important to stay on track with 6 or more credits / year."

■ 6+ Credits ■ 5-5.99 Credits ■ 4-4.99 Credits ■ 3-3.99 Credits ■ 2-2.99 Credits ■ < 2 Credits

Austin High School 2023-2024 Grade 09: Credit Summary

< 2 Credits, 20, 5%
2-2.99 Credits, 16, 4%
3-3.99 Credits, 26, 7%
4-4.99 Credits, 20, 5%
5-5.99 Credits, 34, 8%
6+ Credits, 288, 71%

71% of 9th graders earned 6 or more credit.

■ 6+ Credits ■ 5-5.99 Credits ■ 4-4.99 Credits ■ 3-3.99 Credits ■ 2-2.99 Credits ■ < 2 Credits
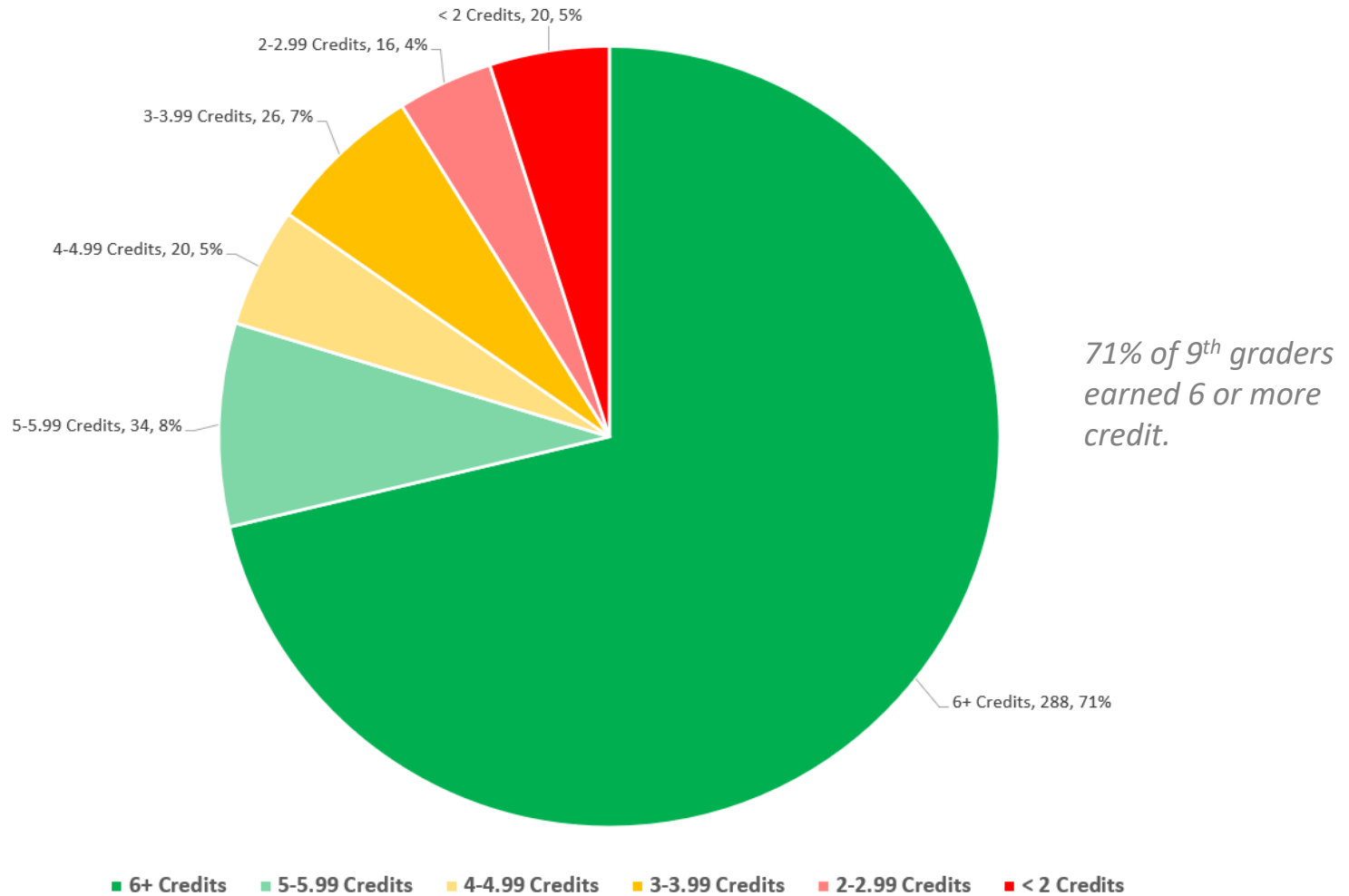
Austin High School 2023-2024 Grade 09: Credit Summary
BARR ONLY

< 2 Credits, 6, 6%
2-2.99 Credits, 4, 4%
3-3.99 Credits, 2, 2%
4-4.99 Credits, 2, 2%
5-5.99 Credits, 8, 8%
6+ Credits, 75, 78%
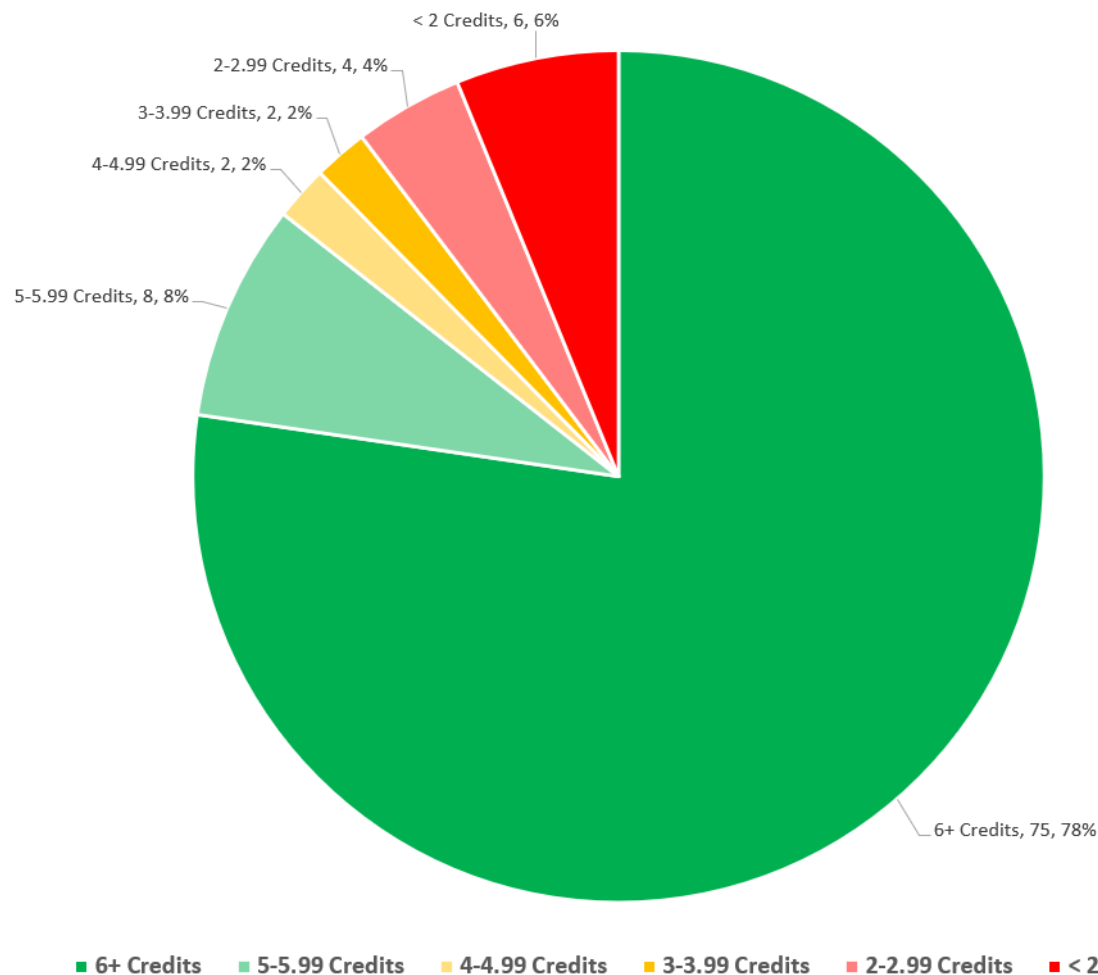
78% of 9th grade BARR students earned 6 or more credit.

■ 6+ Credits ■ 5-5.99 Credits ■ 4-4.99 Credits ■ 3-3.99 Credits ■ 2-2.99 Credits ■ < 2 Credits

Key Insights for Year 2

- Failure Rates among Grade 09 students at AHS have dropped 5.3% over the last 3 years, going from no BARR, to BARR pilot, to full grade-level BARR implementation.

- The 24-25 Gr.09 cohort has a significantly better failure rate from their Gr.08 school year. Failure rate in Gr.08 was at 21.19% and dropped 11.4% to 9.80% in Gr.09.

- The 24-25 Gr.09 cohort exhibited a 69.1% decrease from Gr.08 to Gr.09 in total behavior referrals.

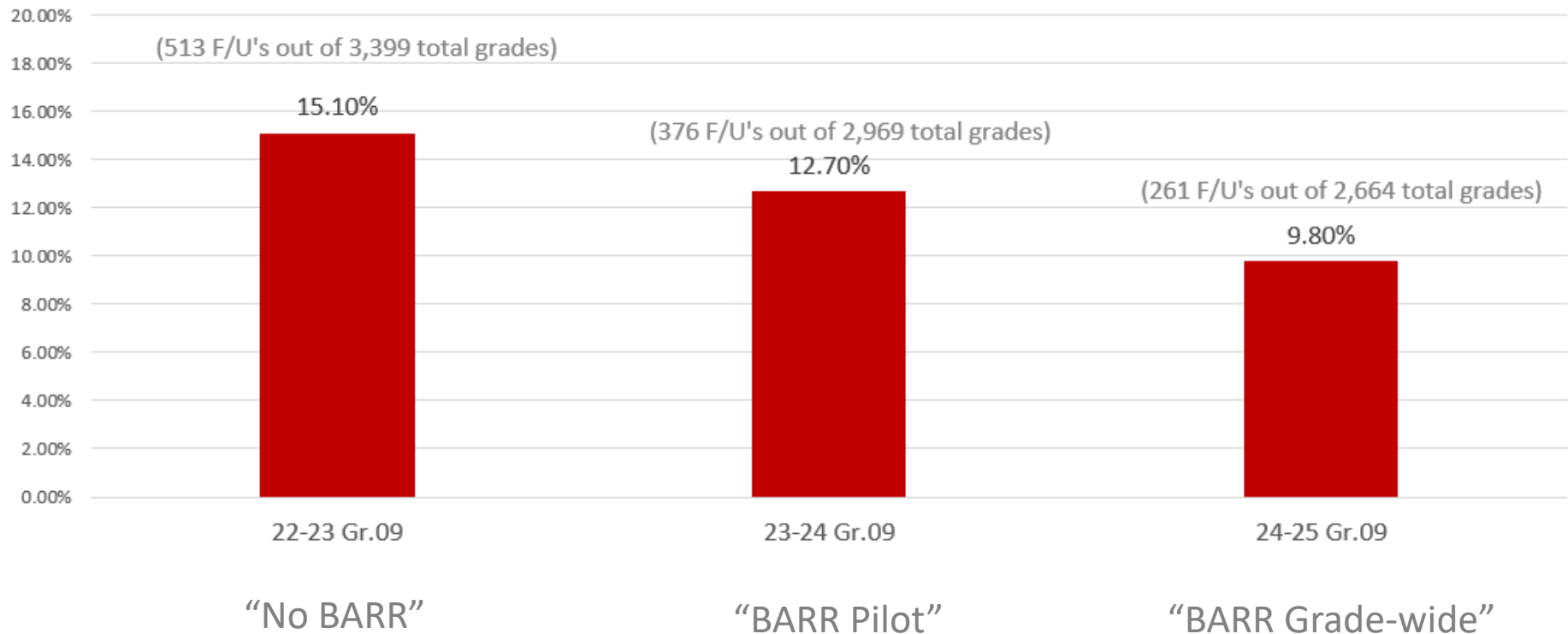- Attendance appears to be less impacted.

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	P	S+	S	S-	U	I	Grand Total
22-23 Gr.07 Q2	481	210	196	234	156	124	191	137	84	111	63	242		98	118	94	49		2588
23-24 Gr.08 Q2	450	201	158	188	112	96	166	133	78	104	65	349	1	101	93	54	188		2534
24-25 Gr.09 S1	739	251	171	238	174	130	160	143	104	130	112	226		3	36	12	35		2664

Source: Infinite Campus Grades Extract (School=200, Term=S1, Score ≠"N", "W", or "null")

Failure Rate	
11.2%	
21.2%	
9.8%	

Grade 09 Cohort 3-Yr Failure Rate Trend

(537 F/U's out of 2,534 total grades)
21.19%

(291 F/U's out of 2,588 total grades)
11.24%

(261 F/U's out of 2,664 total grades)
9.80%

| 22-23 Gr.07 Q2 | 23-24 Gr.08 Q2 | 24-25 Gr.09 S1 |
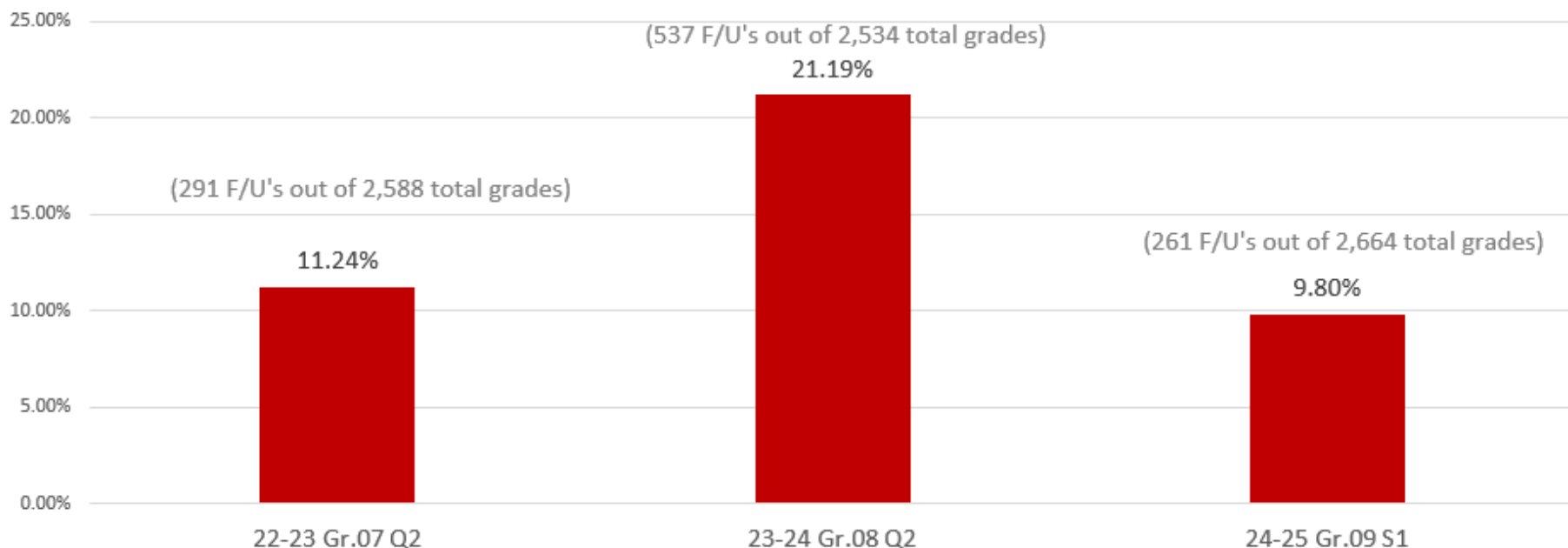
	Student Count	Incident Count	Offender Count
22-23 Gr.09	433	210	84
23-24 Gr.09	372	212	76
24-25 Gr.09	380	238	77

Female	Male	Non-White	White	Non-Sp. Education	Special Education
93	117	140	70	182	28
42	170	123	89	134	78
92	146	135	103	170	68

AHS200 Gr.09 Behavior Incidents (Majors)
Semester 1 Incident Count vs Offender Count

$\bar{x} = 2.5$

$\bar{x} = 2.8$

$\bar{x} = 3.1$

210

84

212

76

238

77

22-23 Gr.09
$N = 433$

23-24 Gr.09
$N = 372$

24-25 Gr.09
$N = 380$

■ Incident Count   ■ Offender Count

"No BARR"   "BARR Pilot"   "BARR Grade-wide"

Austin Public Schools — Information Services
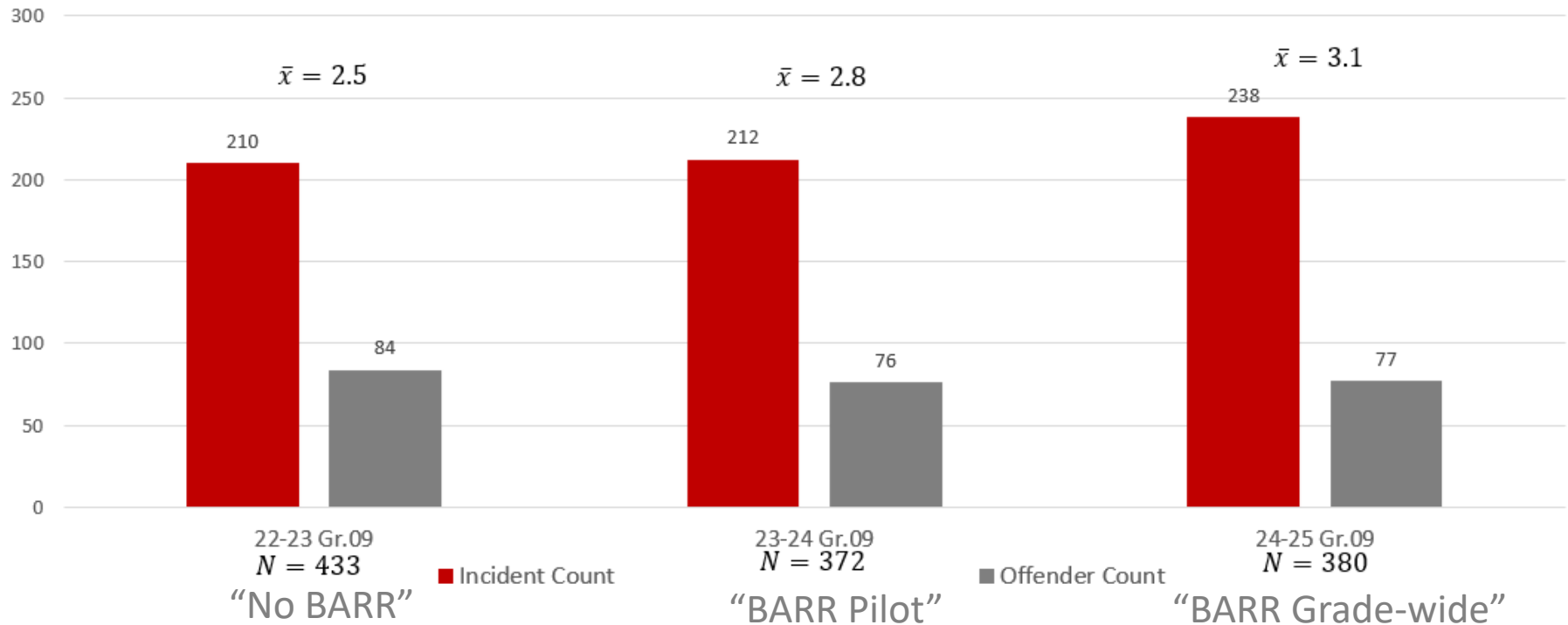
	Student Count	Incident Count	Offender Count
22-23 Gr.07	381	440	81
23-24 Gr.08	378	769	107
24-25 Gr.09	380	238	77

Female	Male	Non-White	White	Non-Sp. Education	Special Education
205	235	317	123	314	126
291	478	534	235	445	324
92	146	135	103	170	68

Grade 09 Cohort Behavior Incidents (Majors)
Incident Count vs Offender Count

$\bar{x} = 5.4$

$\bar{x} = 7.2$

$\bar{x} = 3.1$

22-23 Gr.07 $N = 381$ — Incident Count 440, Offender Count 81

23-24 Gr.08 $N = 378$ — Incident Count 769, Offender Count 107

24-25 Gr.09 $N = 380$ — Incident Count 238, Offender Count 77

■ Incident Count   ■ Offender Count