

Building Assets, Reducing Risks (BARR) is a K-12 comprehensive, strength-based, systems approach to education that **increases academic achievement and engagement for all students** by:

- Improving a **school's effectiveness at building relationships**
- Leveraging **real-time student data**
- Capitalizing on the **strengths of students and staff**

BILL: H.F. 806, S.F. 494 | invest \$7,650,000 (FY2024)

House: Chair Youakim, lead author (DFL) and co-authors: Frazier (DFL), Kraft (DFL), Wolgamott (DFL), Bennett (R), Freiberg (DFL), Pryor (DFL), Clardy (DFL), and Bakeberg (R)

Senate: Putnam, lead author (DFL) and co-authors: Gustafson (DFL), Coleman (R), Cwodzinski (DFL), and Duckworth (R)

To provide school coaching support, professional development, curriculum and resources, and access to the national network of BARR educators over three years. BARR will select 30 schools and grants to the BARR Center must be directed toward the following:

1. Increasing opportunity and academic achievement for all students, with a focus on Black, Indigenous, and People of Color
2. Improving student social and emotional skills and engagement in school
3. Improving teacher satisfaction and effectiveness
4. Increasing the number of students who earn a high school diploma



The BARR model is distinguished as one of the most proven, systemwide school improvement models within K-12 education. It 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.

20 years of research and development

\$40M invested in research

115 schools involved in research trials

20 areas of statistically significant outcomes

20 areas of statistically significant outcomes from research:

Student impacts:

1. Increase in Math achievement scores
2. Increase in English achievement scores
3. More credits earned
4. More courses passed
5. Higher GPA
6. Reduced chronic absenteeism
7. Greater rigor and expectations
8. More supportive relationships
9. Increased engagement
10. Stronger impacts on students of color
11. Stronger impacts on students in poverty
12. Stronger impacts on males
13. Stronger impact on struggling students
14. Closes achievement gap

Teacher impacts:

15. Increase in self-efficacy
16. View of school support
17. Use of data
18. Collaboration with colleagues
19. View of students' observed behavior
20. Perception of students' behavior

BARR increases academic achievement and engagement for all students, with largest impacts demonstrated for students farthest from opportunity including Black, Hispanic, and students in poverty.

BARR reduces failure rates by an average of 35%

BARR reduces the achievement gap

BARR was developed in 1999 by Angela Jerabek, a school counselor from Minnesota. BARR is now a system in 22 states, in over 220 elementary, middle and high schools, with nearly 40 schools in her home state of Minnesota.



“A systemic and intensive focus on data, relationships and evidence-based support can help meet the current challenges. Real-time data helps schools pinpoint where students are struggling; a focus on relationships increases students’ school engagement, and an evidence-based approach supports all students, particularly the large number currently shown to be off-track.”

Angela Jerabek, Founder and Executive Director of the BARR Center

BARR is validated, accredited, and respected by some of the most influential organizations and leaders in education.



“I’m deeply inspired by the work the BARR Center does around relationships because I know you’re saving lives every day.”

John B. King, Jr.,
President of The Education Trust and former U.S. Secretary of Education



“I have seen more growth in two months of BARR in staff culture and how we’re dealing with students than I did the previous seven years.”

Kelly Kalina, BARR Coordinator, Detroit Lakes High School

“BARR has enabled me to deepen my relationships with my students and families. It has also provided a structure that encourages me to collect and use data with purpose.”

Kelly Hoskins, BARR Teacher, Lake Elmo Elementary School

BARR Schools in Minnesota:

Aitkin County

- McGregor Secondary School

Becker County

- Detroit Lakes Senior High School

Carver County

- Eastern Carver County Schools
- Chanhassen High School
- Integrated Arts Academy

Chisago County

- North Branch Area High School

Clay County

- Moorhead Public Schools
- Horizon Middle School
- Moorhead High School

Dakota County

- South St. Paul School District:
- Kaposia Education Center (Elementary)
- South St. Paul High School
- South St. Paul Middle School
- Two Rivers High School

Hennepin County

- Brooklyn Center Middle/High School
- District Charter Schools:
- Harvest Best Academy K-8
- Hiawatha Academy, Collegiate High School
- Hiawatha College Prep, Northrop Campus K-8
- Hopkins West Junior High School
- Minneapolis Public Schools:
- Henry Senior High
- South Senior High (Minneapolis)
- Park Center IB World School
- Robbinsdale Public School District:
- Robbinsdale Armstrong High School
- Robbinsdale Cooper High School
- Robbinsdale Middle School
- St. Louis Park Senior High

Lake County

- Two Harbors Secondary

Lyon County

- Marshall High School

Ramsey County

- North St. Paul-Maplewood-Oakdale District
- North Senior High School
- Tartan Senior High
- White Bear Lake School District:
- Central Middle School
- Lakeaires Elementary School
- Sunrise Park Middle School
- Vadnais Heights Elementary School
- White Bear Lake North Campus Senior High
- Willow Lane Elementary

Scott County

- Prior Lake High School

St. Louis County

- Denfeld High School

Stearns County

- St. Cloud Public School District:
- St. Cloud Apollo Senior High School
- St. Cloud Technical Senior High School

Washington County

- River Grove Marine Area Community School
- Stillwater Area Public Schools:
- Afton-Lakeland Elementary School
- Lake Elmo Elementary
- Stillwater Area High School



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 reading and math impacts and one time in social-emotional learning.



BARR is listed in the CASEL Guide as a SELEct Program, which is the top designation a program can earn for meeting or exceeding all of CASEL’s criteria for high-quality SEL (social-emotional learning) programming.



BARR is included in the Substance Abuse and Mental Health Services Administration National Registry of Evidence-based Programs and Practices.



BARR received the 2014 ACT College and Career Transition Award.



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