

## Evidence of Effectiveness

Just as we believe in the power of data to shape instruction, we have always been committed to rigorous evaluation to understand whether the BARR model is working and how to keep strengthening it. The BARR model is the most proven and evidence-based school improvement model to date. The BARR model has been validated by several national organizations:

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### Evidence for ESSA

BARR has met the Evidence for ESSA requirements for “strong evidence” four times in reading and math impacts and once in social-emotional learning (SEL). Effect sizes were highest for students of color, males, and economically disadvantaged students (Bos et al., 2019; Corsello & Sharma, 2015).




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### Department of Education’s Investing in Innovation (i3) Program

With its first grant in 2010, BARR is the only model to successfully climb the three tiers of evidence (development, validation, and scale-up) under the U.S. Department of Education’s Investing in Innovation (i3) program for its research in ninth grade (Bos, Dhillon, & Borman, 2019; Corsello & Sharma, 2015).




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### Department of Education’s What Works Clearinghouse (WWC)

The U.S. Department of Education’s What Works Clearinghouse (WWC) review concluded that BARR’s research “met evidence standards without reservation,” the highest possible WWC rating, in three separate studies for credits earned in core courses and better performance on standardized high school mathematics and English assessments (Bos, Dhillon, & Borman, 2019; Boulay et al., 2018).




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### Collaborative for Social Emotional Learning (CASEL)

BARR is listed in the 2021 CASEL Guide to Effective Social Emotional Learning Programs 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 programming.



The BARR model has been rigorously studied through 12 within-school randomized controlled trials (RCTs) - the gold standard (Bos et al., 2019) - and a between-school RCT with 66 schools across the nation (Bos et al., 2022). The model has a 20+-year track record of student success and has been proven to drive significant improvements in school climate measures, course credits earned, grade point averages, and standardized test scores; narrowed opportunity gaps; and decreases in failure rates, suspensions, and absenteeism.

## SOCIAL-EMOTIONAL, BEHAVIORAL AND MENTAL HEALTH

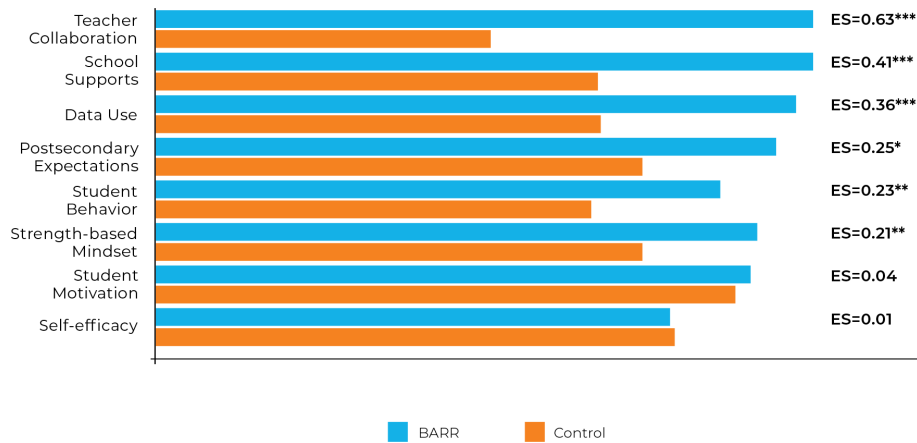
- BARR significantly impacts students' overall engagement in school (Bos et al., 2019)
- BARR significantly reduced chronic absenteeism (Bos et al., 2022). Positive effects on chronic absenteeism were strongest for male students and students of color
- BARR shows a reduction in risky behaviors (US Substance Abuse and Mental Health Services Administration. 2007. National registry of evidence-based programs and practices. <https://www.samhsa.gov/nrepp>) including use of tobacco, alcohol and other drugs and suicide ideation and attempts

## TEACHER EFFECTIVENESS AND SATISFACTION

The BARR approach improved teachers’ collaboration with their peers, their data use, and a range of other teacher outcomes. Among teacher outcomes, the most substantial effects were on:

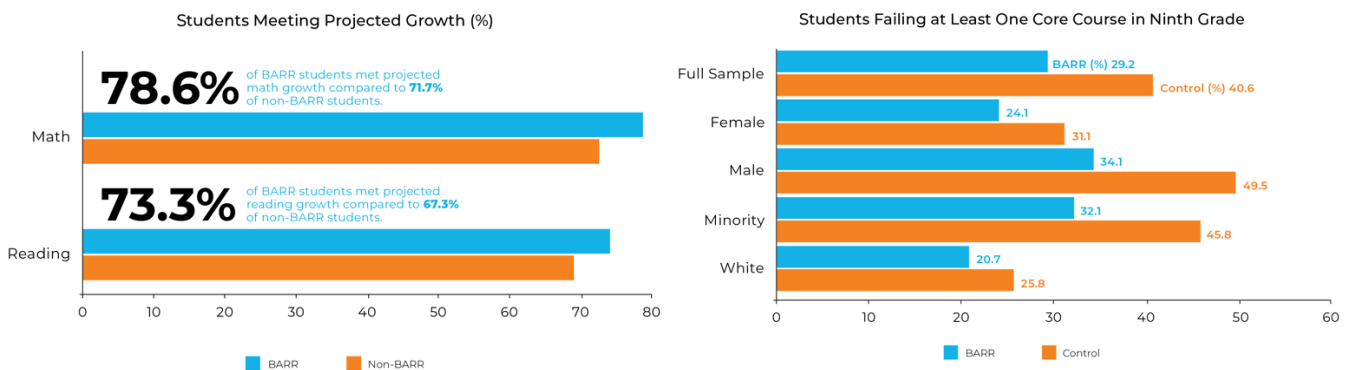
- teacher collaboration with and view of colleagues
- teacher use of data
- view of school supports

Positive effects on teacher-reported outcomes persisted even after schools operated virtually for much of the 2019–20 school year due to the pandemic. (Bos et al., 2022)



## ACADEMIC ACHIEVEMENT

- BARR significantly decreases course failures (Bos et al., 2019). On average, schools see a 40% reduction in failure rate after one year of BARR
- BARR significantly increases core credits earned (Bos et al., 2019). These effects are strongest for male students, students of color, students eligible for free or reduced-price lunch, English learners, and students with disabilities
- BARR students met projected math and reading growth at higher rates than non-BARR student
- BARR students achieved higher PSAT scores compared to non-BARR students. Impacts of BARR on PSAT scores was greatest for male students, students of color, students eligible for free or reduced-price lunch and English learners



On average, large urban schools see a 40% reduction in failure rate after one year of BARR while smaller rural schools see a 29% reduction.

BARR works for all students, but especially those furthest from opportunity: students of color and low-income students.