



**Welcome!**

**Check in:**

**Is being tough a  
compliment or insult?**

**The GRAD Partnership  
Community of Practice  
September 21, 2022**

# GRAD Partnership Organizing Partners



# Grad Partnership Community Members

*Who is here today?*

Quick Zoom Poll



# Our steps since August



- ✓ Check PAS resources
- ✓ Get started with school teams and focusing on the street data they collected
- ✓ Dig into University of Chicago's success
- ✓ Remember student voice
- ✓ Read Street Data
- ✓ Read Freshman On-Track Resource
- ✓ Create an observation/root-cause meeting agenda for school leaders
- ✓ Magnify the wins!

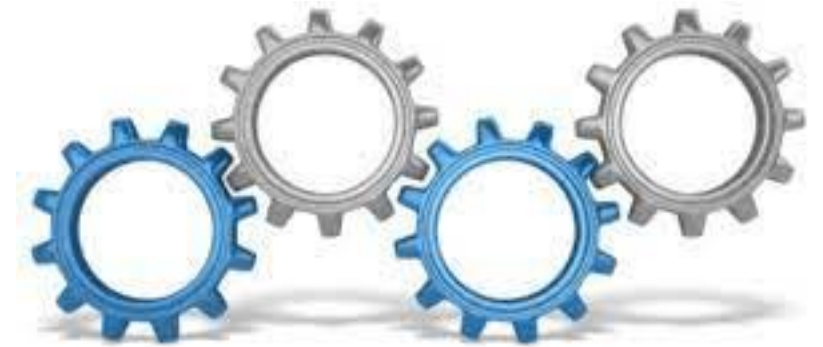
# GRAD Partnership for Student Success

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Partnering with communities to use **high-quality student success systems** so that schools are empowered to graduate all students ready for the future.

**High quality student success systems are transformative.** They focus on:

- Supportive relationships
- Holistic and timely data
- Improvement response systems
- Shared mindsets





# Our Community of Practice

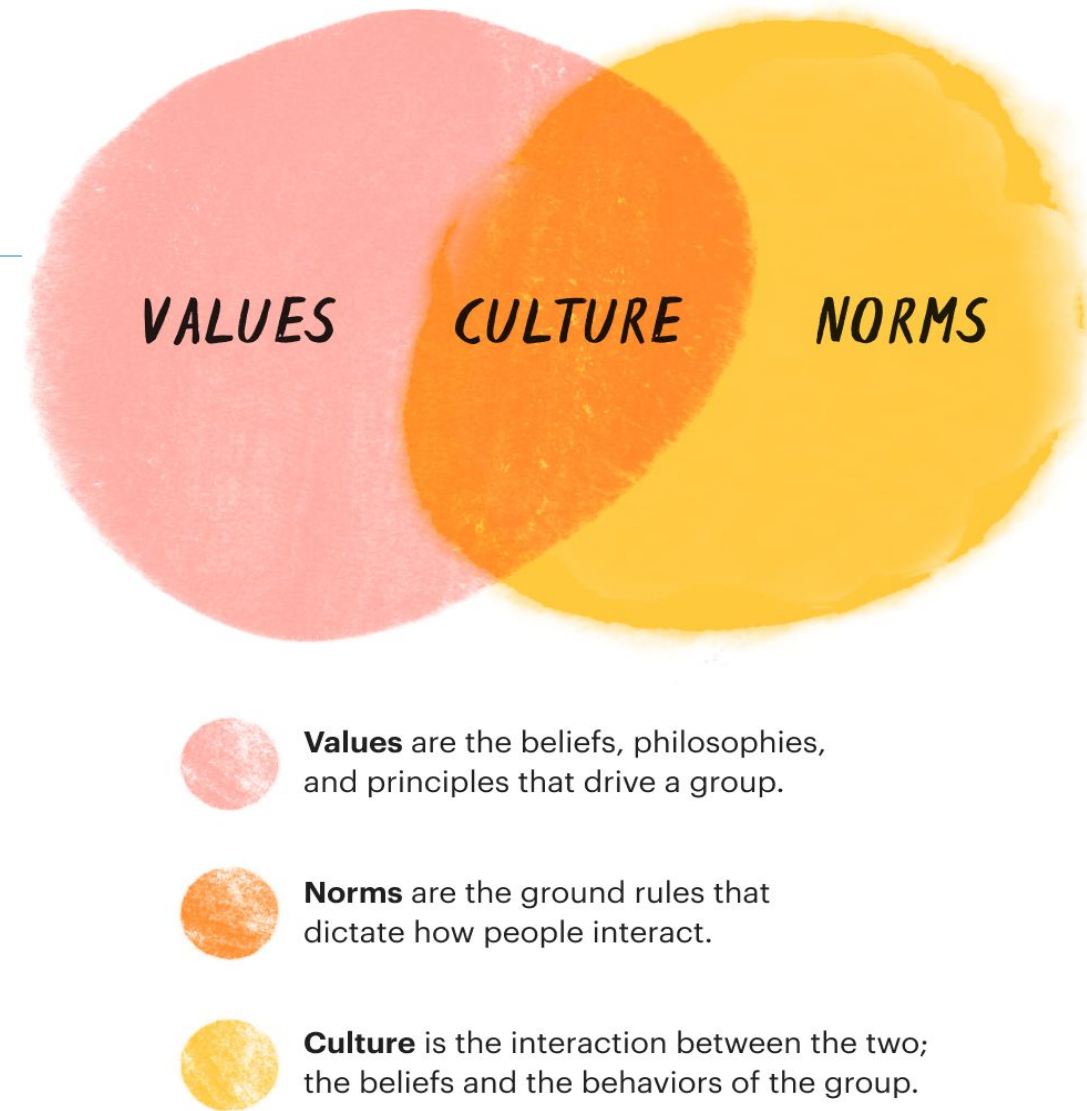
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- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement

# Community Agreements

- **We, not me:** Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy







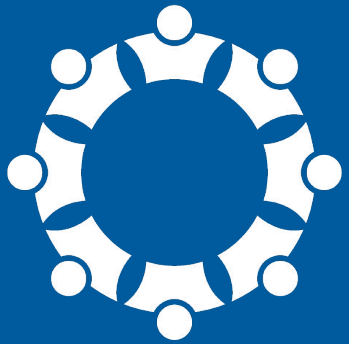
# FOSTERING RESILIENT SCHOOL SYSTEMS, STAFF AND STUDENTS



**WE'RE 100% COMMITTED TO BUILDING  
SOMETHING EXTRAORDINARY.**



# PRESENTERS



## BARR

Same Students.  
Same Teachers.  
**Better Results.**

[www.BARRCenter.org](http://www.BARRCenter.org)



**Dr. Anu Sharma**  
*Senior Research Scientist*



**Megan Reder-Schopp**  
*Director of Research and  
Evaluation*



# AGENDA

- What research tells us about the role of relationships and data on outcomes
- How to foster resilience in:
  - Schools
  - Staff
  - Students
- Transition to breakouts

# TWO PILLARS

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friends-group changes, attendance, health, all of a sudden a student is getting too skinny. It’s like a puzzle, and everybody holds a piece of the puzzle so when we are all together, we can see the whole kid.”

Janice Eldridge  
Director of Coaching and Secondary Schools

## RELATIONSHIPS

- Staff to staff
- Student to student
- Staff to student



**WITH WHOM?**

## DATA

- Quantitative data
- Qualitative data



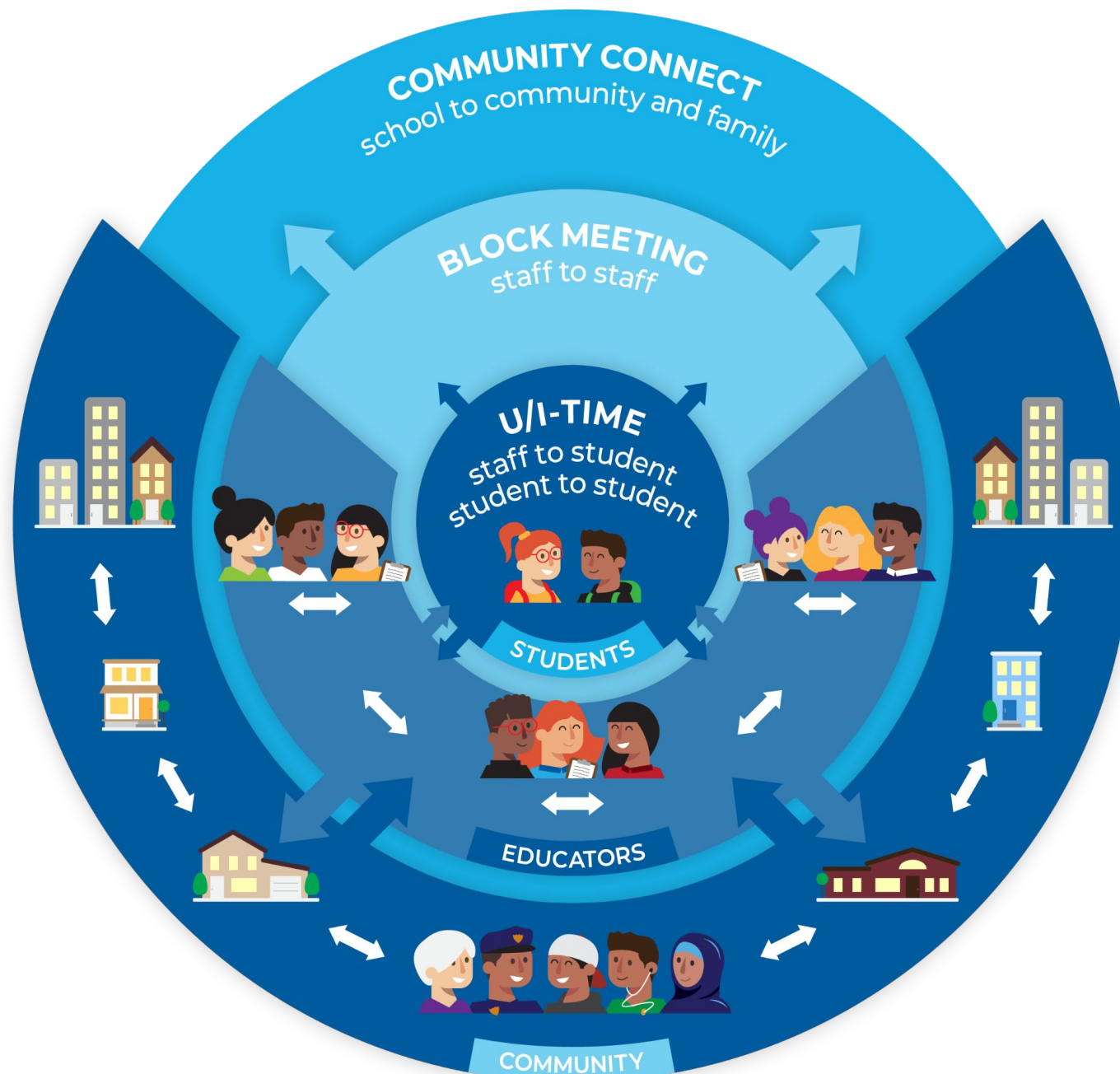
**AND HOW?**



# CREATING SYSTEMS CHANGE

By intentionally integrating the power of relationships and data into what currently exists, all things become more effective and challenges become solvable.

SAME STUDENTS.  
SAME TEACHERS.  
**BETTER RESULTS.**



# Resilience Chapter

BARR Center was invited to write a chapter for the *Handbook of Resilience in Children*, by Dr. Goldstein from the University of Utah and Dr. Brooks from Harvard University.

The chapter is grounded by resiliency research and then layers the BARR model into three structures:

1. Students
2. Staff
3. Systems

Citation: Jerabek, A., Reder-Schopp, M., Sharma, A., Corsello, M. (In press). The BARR model: Fostering resilient school systems, staff, and students. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children*, 3rd ed. Springer: New York.

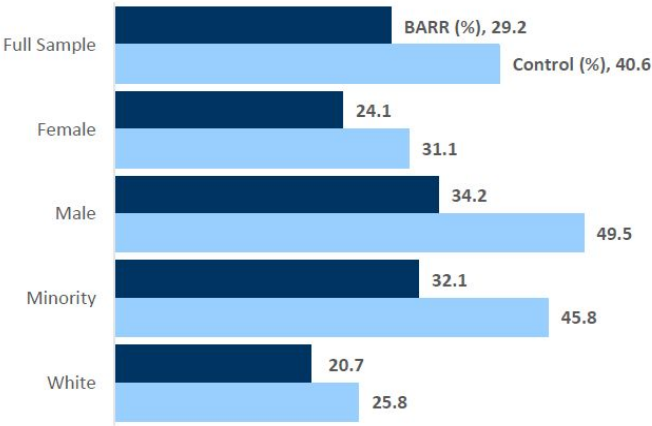


# STUDENT ACADEMIC OUTCOMES

## DECREASED FAILURE RATE

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**.

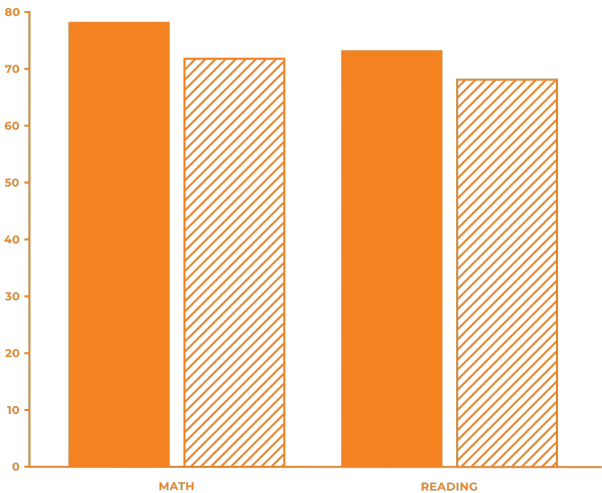
STUDENTS FAILING AT LEAST ONE CORE COURSE IN NINTH GRADE



## IMPROVED MATH AND READING SCORES

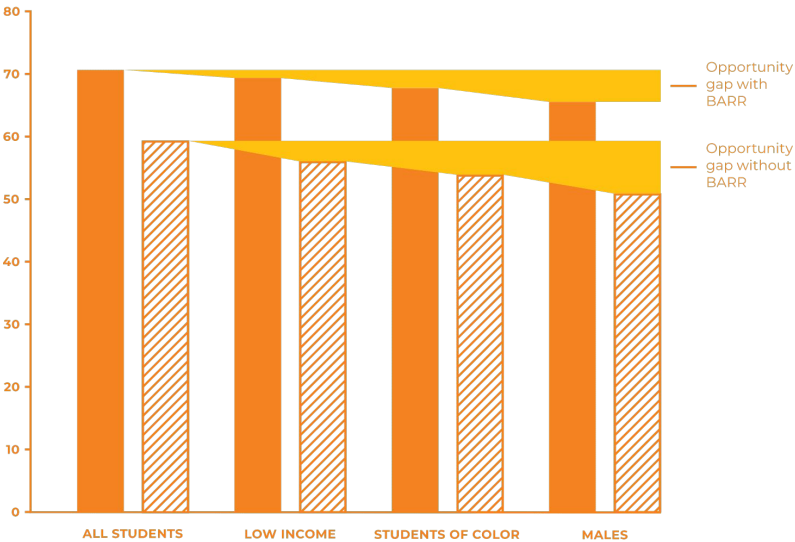
78.6% of BARR students met projected math growth compared to 71.7% of non-BARR students. 73.3% of BARR students met projected reading growth compared to 67.3% of non-BARR students.

STUDENTS MEETING PROJECTED GROWTH (%)



## REDUCING OPPORTUNITY GAPS

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





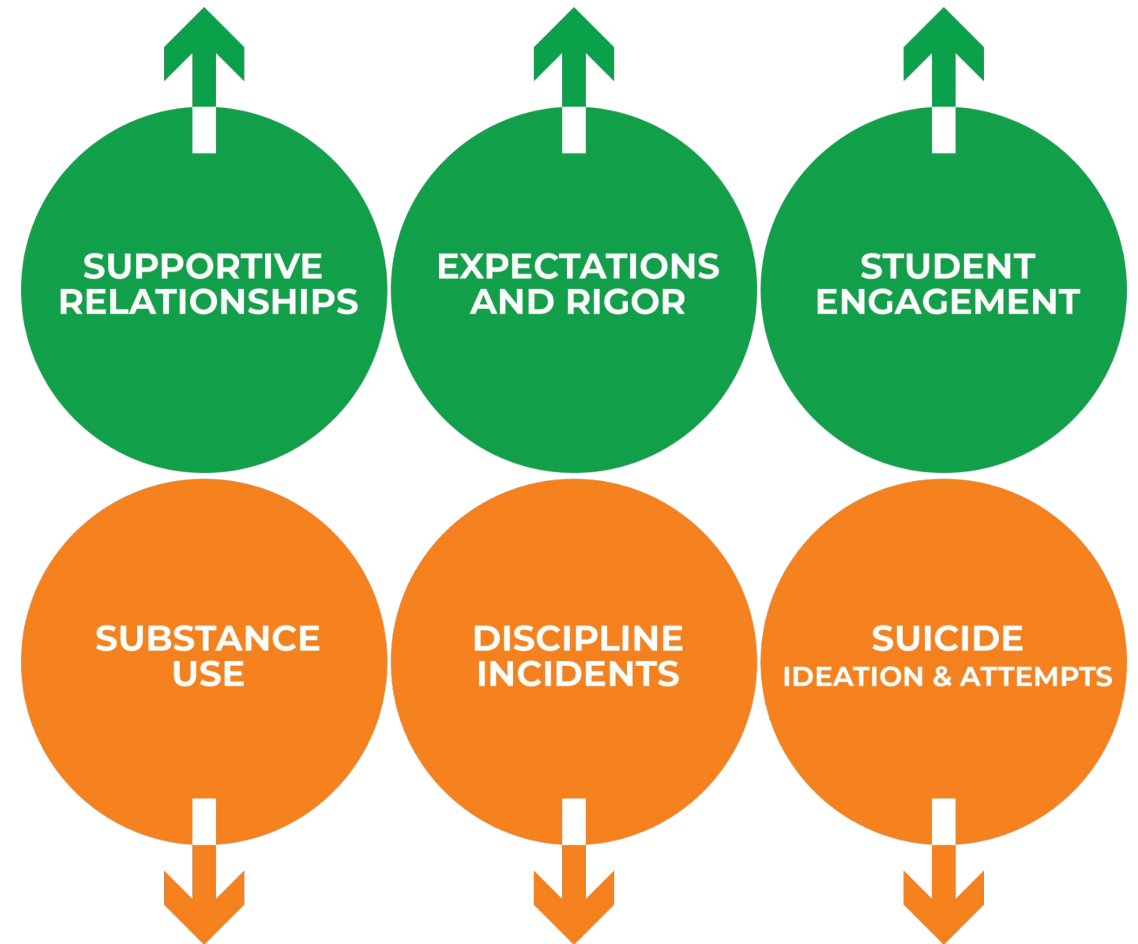
# HEALTHY AND RESILIENT STUDENTS

## BUILDING ASSETS

- Students feel that their teachers are more supportive of their interests and invested in their emotional well-being.
- Students believe teachers have high expectations for their performance, provide clear guidelines, and encourage them to be successful.
- Students actively prepare for and participate in class activities, ask questions, and are interested in the lesson.

## REDUCING RISKS

- Decreased risk factors and increased protective factors
- Decreased use of tobacco, alcohol and other drugs
- Decreased student behavioral issues (e.g., suspensions)
- Decreased suicide ideation and attempts



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



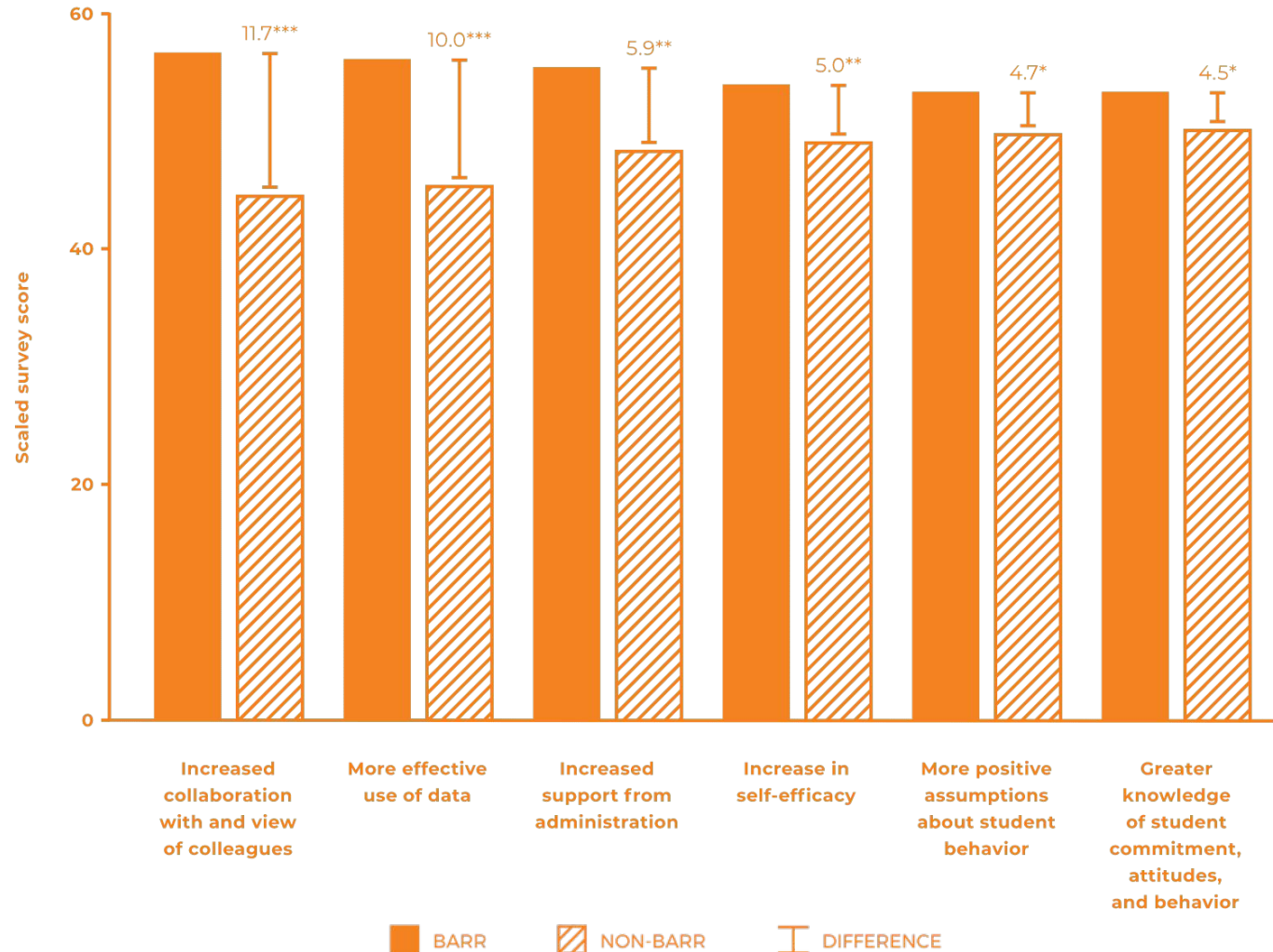
BARR is listed in the CASEL Guide as a SElect Program, which is the top designation a program can earn for meeting or exceeding all of CASEL's criteria for high-quality SEL (social and emotional) programming.



The BARR model has met the Evidence for ESSA requirements for social-emotional learning.

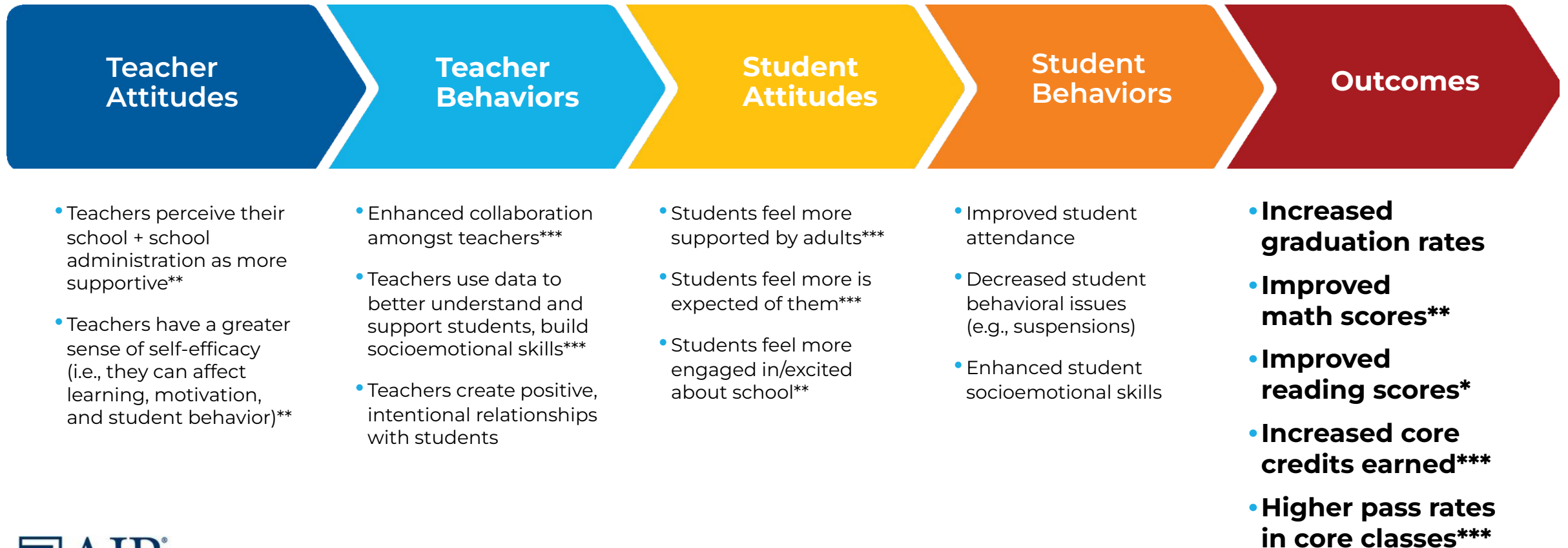
# TEACHER AND SCHOOL OUTCOMES

BARR teachers had significantly more positive views about collaborating with colleagues than teachers at control group schools. BARR teachers also reported greater levels of self efficacy and more positive perceptions of student behavior than did control group teachers. **Teacher mindset, attitudes and behaviors are improved** because the BARR Model fosters staff-to-staff relationships in an intentional way, nurturing collaboration and a sense of teamness.



# Mediation Analysis

BARR improves academic outcomes by changing teacher and student attitudes and behaviors



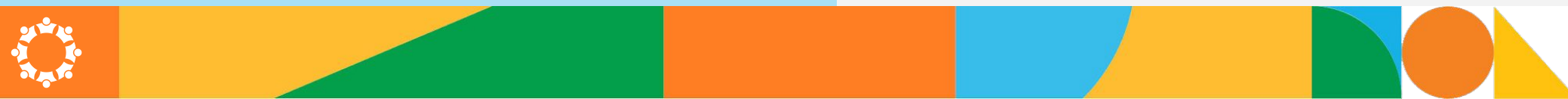


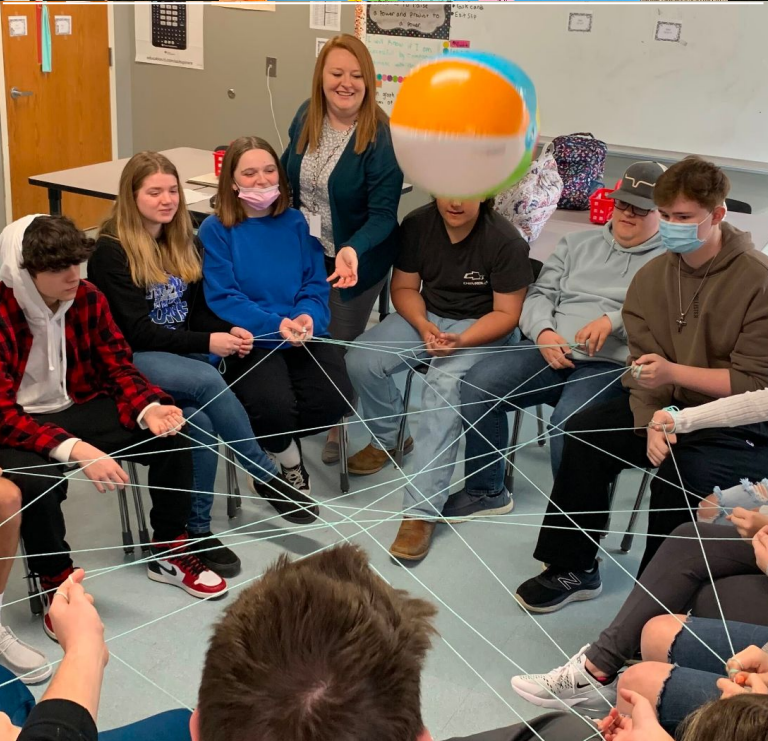
# What is Resilience?



## **BARR's lens on resilience:**

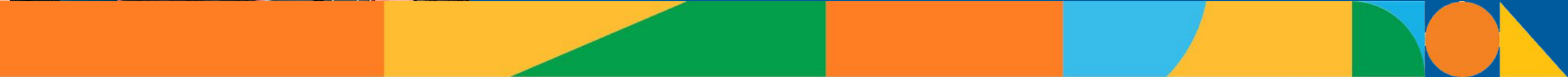
Resilience is the ability to thrive, and not just survive. It's how individuals deal with adversity—and can be developed over time by drawing on inner AND OUTER resources, enabling one to come out of a tough time stronger and better equipped to deal with setbacks or challenges.





# Fostering Resiliency in Students

- Building social-emotional skills
- Cultivating intentional relationships
- Making classroom walls “permeable”: Bringing multiple perspectives to the table
- Leveraging family and community partnerships







# Fostering Resiliency in Staff

- Provide the structure and support for educators to collaborate, innovate, and create change within their own school systems
- Engaging administrators to create a climate that values positive intentional relationships – staff-to-staff, staff-to-student, and student-to-student
- Acknowledging and building on existing staff's experience, expertise, and student and community knowledge





# Teacher Teams: Bolstering teacher efficacy and wellbeing

- Teacher teams foster stronger relationships among teachers and other school staff
- Teacher teams report increases in knowledge about students and their learning or support needs, and strengthen teachers' professional self-esteem and, ultimately, well-being
- Teacher teams result in higher levels of efficacy
- Teacher teams report affirmation of knowing that their actions have a positive impact on students helps to foster educator resiliency



# Teacher Teams: Stronger teacher collaboration

- Teacher teams report enhanced collaboration with other teachers
- Teacher teams' collaboration encourages teachers to be vulnerable and hold each other accountable
- Teacher team relationships are reinforced through the collaborative nature of brainstorming interventions and developing strategies as a team
- Teacher teams with a shared lens, belief system, and vocabulary prioritize relationships and use of data



# Teacher Teams and Meetings

## Whole Student Focus and Considerations

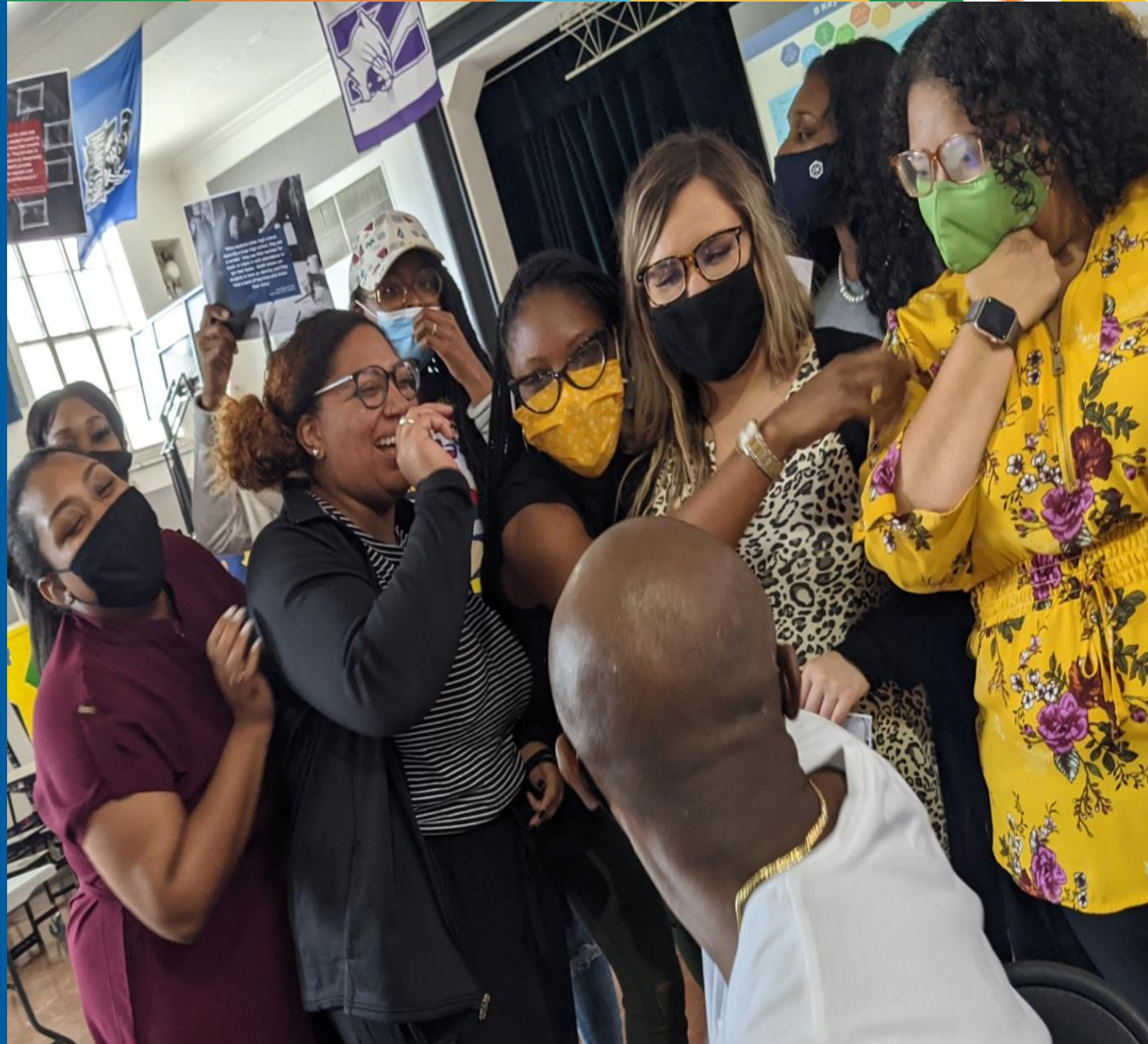
- Teacher teams discuss each and every student
- Teacher teams focus on all levels of learners
- Teacher teams are trained and supported to be attentive to the whole student and building relationships
- Teacher teams conduct root cause analyses of student concerns
- Teacher teams co-construct understandings of the students to fully assess students' needs
- Teachers leverage knowledge of the whole student to impact classroom instruction and relationships by understanding student's strengths





# Fostering Resiliency in School Systems

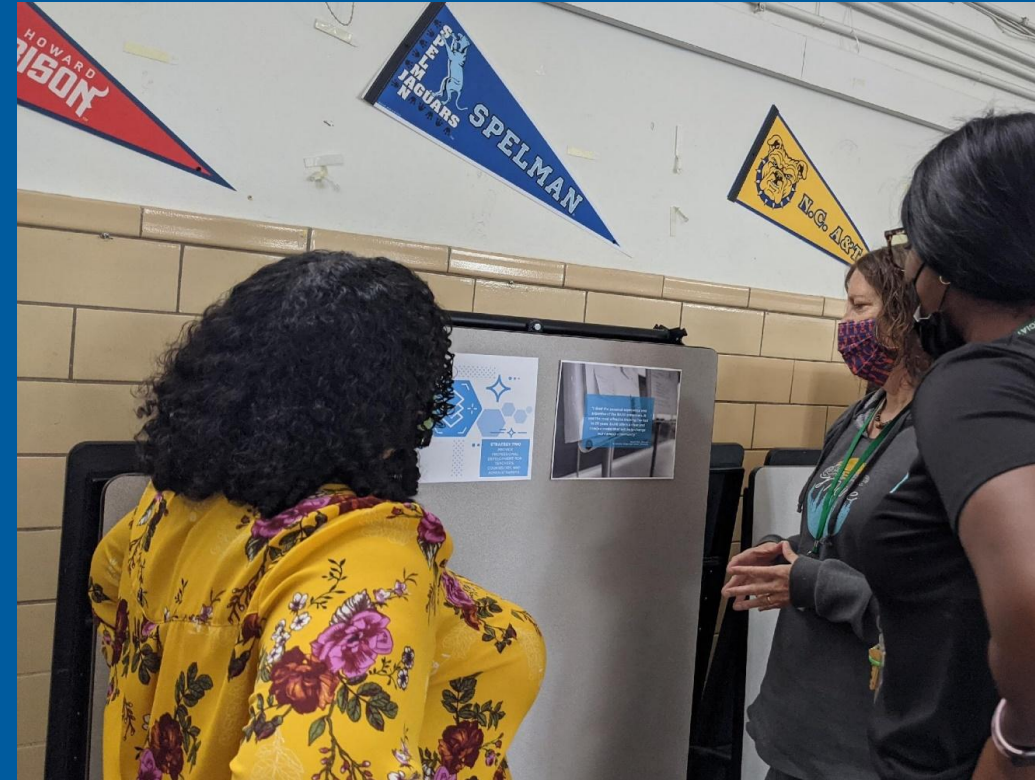
- Provide a shared lens, belief system, and vocabulary to prioritize relationships and use of data to empower all individuals within the system
- Disrupting silos and prioritizing people over process
- Empowerment of educators, students, and families
- Supporting schools to realign their existing staff and resources to maximize student, educator, and system growth





# Data- and transparency-based practices

- Teacher teams collect, share, and analyze qualitative and quantitative data
- Teacher teams discuss each student from multiple points of view
- Teacher teams discuss each student by leading with the student's strengths
- Teacher teams check on the status of each student intervention on a weekly basis
- Teacher teams participate in training, receive coaching, and are equipped in continuous improvement practices





# Same Students. Same Teachers. Better Results.

“Kids don’t care what you know  
until they know that **you care**.”

**Relationships are the bridges** on which we  
build the foundation of their education.”



# Breakouts

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- Introduce yourself to your new friends.  
Name, organization, role, what brought you to the meeting?
- Discuss...
  - a. What did you hear that resonated?
  - b. What are you wondering?
  - c. What might you try?
- As a **group**, decide what idea or question to bring back to the main room
- As an **individual**, decide what you will try based on the discussion.

# Share outs

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*What are your questions or ideas?*





# Looking forward...

Our next  
**Community of Practice**  
Meeting will be  
**Wed., October 26, 2022**  
**2:00-3:00p ET**



# Shaping our Community

We'd like your  
feedback and  
input.



## Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.

# Next steps

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**What is a step you  
can take next  
week?**



# Want to Learn More or Join Us?

# BE PART OF IT

Contact:

[info@gradpartnership.org](mailto:info@gradpartnership.org)

Visit the website:

[www.gradpartnership.org](http://www.gradpartnership.org)