



Berkman Arts Integration Academy

SNAPSHOT FROM THE FIELD

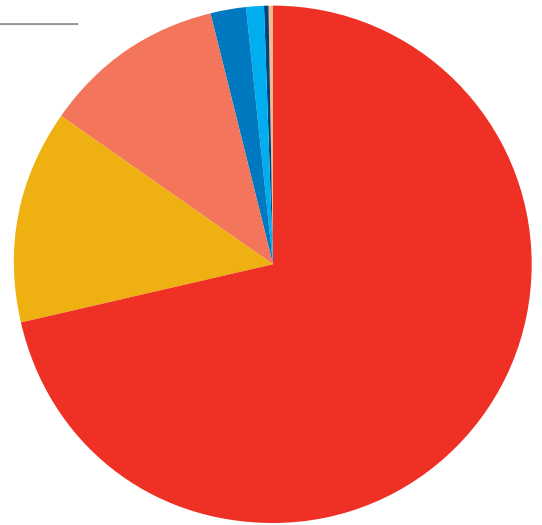
“Berkman Arts Integration Academy transformed from a struggling school to a certified High Reliability School in less than three years.”

— Kathy Cawthron, principal



DEMOGRAPHICS

- 505 students
- 6.7% special education
- 45.6% English language learners
- 71.2 % Hispanic
- 13.2% African American
- 11.3% Caucasian
- 2.3% Multiracial
- 1.5% Asian
- 0.2% Native Hawaiian/Pacific Islander
- 0.2% Native American



Berkman Arts Integration Academy is located in Round Rock, Texas, a community of approximately 124,000 residents.

CHALLENGE

As the highest economically disadvantaged school in Round Rock ISD, Berkman had a culture of low expectations for its students. The school suffered from high principal turnover and did not meet the standards for Index 1 of the state's school

accountability rating system. Principal Kathy Cawthron decided to lead staff through a root cause analysis and determined the High Reliability Schools (HRS) framework was the answer to achieving their school improvement goals.

IMPLEMENTATION

Berkman began pursuing HRS Certification at **Level 1 (Safe, Supportive, and Collaborative Culture)**. Staff, parents, and students completed the HRS Level I survey in order to identify areas of strength and need. Based on survey results, the leadership team took action to improve school culture. The administrative team began training staff on professional learning communities (PLCs), and instructional coaches worked closely with teams to ensure successful implementation.

At **Level 2 (Effective Teaching in Every Classroom)** of the certification process, leadership created a video library for teachers to view effective instructional practices. Teachers began to build confidence in their

teaching, thanks to the development of a clear vision, administrative and coaching support, and targeted professional development opportunities. "HRS has helped Berkman focus our efforts to prioritize and accentuate instruction, leading to deeper learning opportunities for our students," shared Cawthron.

At **Level 3 (Guaranteed and Viable Curriculum)** school leaders worked with HRS expert Phil Warrick to identify priority standards in mathematics and English language arts. From there, administrators and coaches met with grade-level teams to align priority standards, and teachers were given the flexibility to adjust timelines based on the selected targets.

“While the great increase in our STAAR scores is amazing, I believe our biggest success has been the increased efficacy of our teachers, leading to elevated learning and creative thinking of our students.”

– Kathy Cawthron, principal

RESULTS

Since beginning their HRS journey, Berkman has succeeded in building a safe, supportive, and collaborative culture; ensuring effective teaching in every classroom; and implementing a guaranteed and viable curriculum. In addition, Berkman’s STAAR scores have significantly increased, and the school is at or above the state average for math, science, and reading. Cawthron explained, “While the increase in our STAAR scores is amazing, I believe our biggest success has been the increased efficacy of our teachers, leading to elevated learning and creative thinking of our students.”



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