

## Kingman Unified School District #20

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**SUPERINTENDENT**  
Mr. Roger Jacks

May 16, 2016

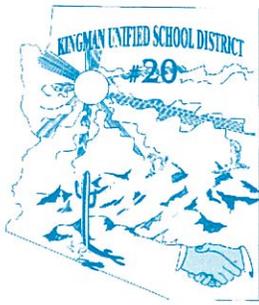
I am writing this letter of reference and support for the Center for Student Achievement (CFA) and the Arizona Charter Schools Association. My point of reference is as the director of assessment & professional development for Kingman Unified School District where the Center for Student Achievement and my team have worked closely for the past two years on a comprehensive and in depth school improvement project which includes five of our ten schools. Three years ago I facilitated our district's annual strategic planning which determined what systems and structures we had in place for continuous improvement were no longer fitting our needs. Through our district sessions we saw huge gaps and alignment issues in many areas. Some areas included- leadership performance, teaching and learning structures, data literacy at all levels, AzCCRS implementation at the school level, and the overall lack of being able to determine curriculum inconsistencies or instruction deficiencies. Since that time, we took a year to find an organization or a group of organizations that could be infused into our schools and help create a new path of success in the above mentioned areas. Over the course of the year, we worked with many groups and were never able to find one organization or even a group of organizations that could fill our needs as well as work together as a cohesive unit to meet our needs.

We were then recommended to reach out to the Center for Student Achievement by another organization who was unable to meet our needs as a rural district. As a result of that contact, two years ago, we began working with CFA to design a concept and program which will support our schools and leadership to move student achievement and culture to new high. The Center for Student Achievement began with fantastic collaborative sessions to review needs and current functions and to really dig deep into our starting place. After that we began to build a comprehensive plan of support which included target and systematic professional development for teachers and administration to keep all staff aligned. Through the program we developed it was evident the commitment to student success and teacher success held by every member of the Center of Student Achievement. As we customized for each building according to their

strengths and capacity, they even built the most comprehensive package for our furthest school. Distance, size, or any other factor did not impact the ability to create a program to fit each school's needs. While many of the areas we had already identified were still a need after the needs analysis but some new areas were also identified that we had not been able to dial in on. This filled in our final gaps on a starting place for our work.

The level of service and quality that we have received is well beyond our initial expectations. Beginning with the first meetings, the leadership from CFA guided our staff through a comprehensive needs analysis and data session to determine our baseline and discover our true needs. This process was supportive and collaborative building knowledge and capacity of our staff through the process. The energy the CFA leadership brought created an instant excitement by all of our staff as well as a solid plan that met the needs of our buildings and budget. This initial encounter set the tone and frame for everything we have done with them since. The experience of all of the CFA staff was used to strategically place the best trainer with each school to elicit the best results and rapport. The focus of the trainer at each building is to coach, train, and build capacity and internal structures for success. As our buildings thought they were ready for new challenges in school improvement and instructional change, we hit many bumps and roadblocks in mindset that each trainer handled in an amazing manner. The level of service by each trainer created an open line of communication with school administration and teachers to design professional development that aligns to the district goals and meets the staff needs to build capacity to meet the defined goals. The leadership by CFA has provided unmatched quality coaching, training, and support for every staff member on campus.

To add to the quality of training and support provided by CFA, our school leadership model fully envelops our entire administration team and provides the same high quality professional development from the lens of a leader and then adds the layer of what evidence to look for. All of our leadership spend significant time with a coach and trainer as well to help administration build skill and capacity of our leaders to truly lead the individual professional growth of each teacher in their building. The clarity with which the training team communicates and provides service establishes a framework for all staff to be successful. Whether it is through the whole school professional development on data informed instruction, targeted instruction, or using proven and quality instructional strategies to set clear expectations and a positive school culture, the CFA staff has innovated our schools to work towards quality. Over the past five years while in this leadership role, no other organization has ever had the capacity to meet all of our needs and to provide service to rural areas that is not only high quality, frequent, fiscally responsible, consistent, and proven to work. With keen insight, the leaders within CFA, have devoted exhaustive amounts of efforts and time into each school to ensure success and change. The continued support and quality reveals much about the organization and the commitment



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to student achievement of all students. Each trainer immerses themselves into the culture of the school and builds rapport with the entire staff, and they are aware of each educator's strengths/growth areas and understands how to at the appropriate level with them to coach change. No example of CFA's effectiveness as an organization and trainer is more compelling than the constant rapport and feedback received. All of our leaders and staff spoke out in support of the coaching, training, and leadership that they provide and had a resounding plea to continue using CFA as well as adding new levels of support and structure to increase, movement towards success. At no time in our district's history have we ever experienced a relentless cry in support of accountability, coaching, after-hours professional development, or time learning about data as we have had when working with CFA. The culture is finally shifting and flourishing to be inclusive, reflexive, and one of learning rather than complacency.

Our district's vision of having a professional culture in high achieving schools that are filled with empowered capable educators and staff who are adept critical thinkers to excite scholars is becoming more of a reality with the help of the staff and programs provided by the Center for Student Achievement. Our district is resolute and committed to our relationship with the Center for Student Achievement and have found the ability of the organization to meet our needs as a rural district unmatched and we are excited and optimistic for our future because of our partnership.

For more information please feel free to contact me,

A handwritten signature in black ink, appearing to read "S. White", is positioned above the typed name.

Šárka J. White, EdD/CI

Academic Services

Director of Assessment & Professional Development