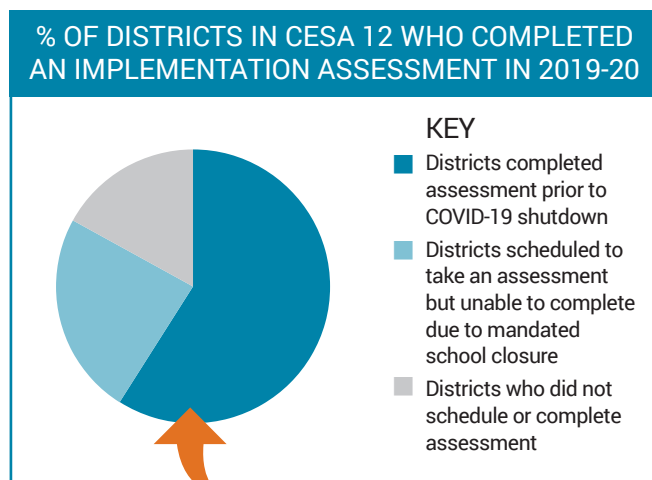




Cooperative Educational Service Agency (CESA) 12

RELATIONSHIPS SUPPORT CHANGE. In the case of Cooperative Educational Service Agency (CESA) 12, the relationships the team has with their board and the districts they serve are key to helping students succeed. Agency Administrator Ken Kasinski describes their philosophy about being a CESA: “It’s to work cooperatively to improve instruction for all students.”

Two years ago, CESA 12 began looking at their own agency as a system. “We made an agency decision to really embrace the key features of an equitable, multi-level system of supports and model those and promote those in several different ways,” said Jen Ledin, director of the Center for Special Education and Pupil Services. The staff used *Wisconsin’s Framework For Equitable Multi-Level Systems of Supports* document from the Wisconsin Department of Public Instruction to guide their examination. In a series of monthly meetings, each staff member examined their individual roles through the lens of a key system feature. These reflections contributed to rich conversations around how CESA 12 could meet district needs around each of the features.



These districts used this information to identify key system features to incorporate into their continuous improvement efforts.

CESA 12 staff weren’t alone in this process. “We were very intentional about making sure that our board of control and school boards understand the key features,” Kasinski said. He believes that if the board values the key features, they will make them a district priority. “And then, you’re ensuring that your superintendent, your principal, your curriculum director, and accordingly, your teachers know that this is an effort that is being supported at all levels,” Kasinski added.

“We said to our superintendents: ‘Your data is our data.’”

– *Ken Kasinski, agency administrator*

To this end, CESA 12 aligned their service delivery catalog to the framework’s key features. Each time a professional learning opportunity is delivered, common slides remind participants how the professional learning connects to the framework. Technical assistance networking provides ample opportunities for conversations between consultants and school and district personnel. “It’s been a process to truly build an understanding with all of our district administrators and leaders around the key features so they can start to see how purchasing services through CESA can support their goals,” Amanda Trautt, educational consultant, said.

CESA 12 has a vested interest in the success of the districts they serve. “One of the things that we said to our superintendents is, ‘Your data is our data,’” Kasinski said. “We have to look at it as a CESA from a professional learning standpoint and say, ‘What do we need to do to serve you better?’” he added. For the second straight year, the agency has set an annual goal to increase the use of implementation assessment tools.

The organization believes their continuous improvement efforts will keep showing progress. “Adult behaviors improve student outcomes,” Ledin said. “We need to lean into that.”