



2014-2015

Service Excellence

An Update on CESA 9's Journey of Continuous Quality Improvement



2014-2015 Agency Annual Report



Cooperative Educational
Service Agency 9
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Message from the Agency Administrator – Dr. Karen Wendorf-Heldt

2014-15 was an especially productive year for Cooperative Educational Service Agency (CESA) #9. As our 22 school districts faced a challenging year implementing higher learning standards, a new system of statewide assessments and a new system of teacher and principal evaluation, our CESA 9 staff provided training, support, encouragement, and continual reminders of constancy of purpose to more educators in our region of the state than ever before. Additionally, as our 22 school districts continue to face fiscal challenges due to ongoing revenue limits that are not keeping pace with inflation and increasing operational costs, CESA 9 continues to provide high quality programming and services at the lowest cost possible. For example, we have not increased the fee for school improvement membership for three years! We are committed to keeping the cost of our services as low as possible so that acquiring those services does not add undue burden to our already financially-strapped member districts.

Even with our conservative, responsible fiscal stewardship and the value add we provide to our member districts through our cooperative services and programming, the recent state budget that was passed and signed into law by the governor completely eliminated the state aid we have received annually (approximately \$21,000/year). Historically, we have used these dollars to coordinate services like the Academic Decathlon, regional spelling bees, Herb Kohl fellowship application reviews and selection, as well as to support other administrative functions, like travel to required statewide meetings without having to charge additional cost to our member districts. Though clearly disheartening, we reaffirm our commitment to ensure that CESA 9 is here to support our districts in achieving their mission of educating all students in an affordable manner through the development and provision of cooperative services.

As you may recall from last year’s annual report, as an educational service agency, we relentlessly focus on three strategic priorities:

- 1) Knowing our customers better
- 2) Our customers knowing us better
- 3) Strengthening our service design

Additionally, we have been using the Baldrige Performance Excellence framework to monitor and improve our organizational effectiveness. That framework causes us to routinely attend to:

- 1) Leadership
- 2) Strategic planning
- 3) Customer focus
- 4) Measurement, analysis, and knowledge management
- 5) Workforce focus
- 6) Operations focus
- 7) Results

In 2014-15 we extended our application of the Baldrige framework through the beginning of an exciting partnership with Studer Education.

Studer Education provides results-oriented coaching by focusing on evidence-based approaches with the goal being to achieve excellence in educational systems. They are working with

leaders in a number of school districts in our state and one of our CESA 9 districts will be working with them beginning in 2015-16. Through our CESA 9/Studer Education partnership, we have learned about and have committed to putting into practice their nine key principles of excellence:

- 1) Commit to excellence
- 2) Measure the important things
- 3) Build a culture around service
- 4) Create and develop great leaders
- 5) Focus on employee satisfaction
- 6) Build individual accountability
- 7) Align behaviors with goals and values
- 8) Communicate at all levels
- 9) Recognize and reward success



As a valued stakeholder in CESA 9, you can surely see why we believe these nine principles align so well with our work of serving districts. We are excited to continue to grow our capacity as leaders to strengthen our own effectiveness as an agency and to be able to support our districts if they choose to engage in this work as well. For more information on our work with Studer Education, please check out pages 13 and 14 of this annual report.

We hope you enjoy reading this annual report. Putting it together was a great opportunity for reflection and celebration for our entire team! We hope you, like our entire staff, take pride in the wide range of high quality programming and services we provide. I must tell you a little story. When I first came to serve as the Agency Administrator in 2011, I often teased that CESA 9 was the best kept secret of the Northwoods. I had worked my entire educational career within the borders of CESA 9, yet had no idea of the full extent of services that CESA 9 provided routinely to districts in our region of the state until I got here and sat in the CEO chair. As servant leaders, our CESA 9 staff enjoys taking a "behind the scenes" role in our work. Our work is not about "us," rather it's about the success of the districts we serve! We shine when **you** and the students **you** serve shine!

Given recent action on the state budget, I believe the time has come to make sure we are not the best kept secret of the Northwoods. I believe the time has come to increase our collective efforts as stakeholders in telling our collective story of cooperative service so that policy makers clearly know what we do, know how well we do what we do, and know how fiscally responsible we are doing what we do! We provide vital, affordable, high quality services that save districts money! Please enjoy this annual report, use it to become informed yourselves about what CESA 9 does and then, please help us share with others the good news of what CESA 9 does!

If you haven't already done so, please download the free CESA 9 APP from Google Play or the Apple APP store to receive regular updates on the stories of what we're doing on behalf of our districts and what we are doing to share the good news from our member districts as well! The APP is also a great way to let us know about needs and ideas you have for expanded service via the "Idea Box" link in the APP.

About CESA 9

Our Purpose, Mission and Vision

The CESA Purpose

The organization of school districts in Wisconsin is such that the legislature recognizes the need for a service unit between the school districts and the State Superintendent. The Cooperative Educational Service Agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts and between school districts and the state. Cooperative Educational Service Agencies may provide leadership, coordination and educational services to school districts, University of Wisconsin System campuses, private institutions of higher education and technical colleges. Cooperative Educational Service Agencies may facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils.

Mission

Our mission is to provide leadership for educational improvement and strengthen educational institutions' capacity to educate all students creating healthy, resilient, successful adults.

Vision

Our vision is that we, CESA 9, shall contribute ongoing leadership for innovative and qualitative growth to ensure optimal educational opportunities for all children.



Supporting Leadership, Leveraging Resources, Building Capacity

Lac du Flambeau School District

March 2015 Prepared by CESA #9

CESA #9 Value-Add in Service to You

CESA stands for Cooperative Educational Service Agency. Each CESA serves the unique needs of schools and children in a particular region of Wisconsin. CESA's make it possible for schools, regardless of size to work together to share staff and equipment, save money, and extend educational opportunities to all corners of the state and to all children. CESA's provide these services without mandates, without levying taxes, and with virtually no direct state appropriations. Twenty-two school districts in north central Wisconsin make up the cooperative CESA #9.

Cooperative Membership

All 22 school districts partner in the CESA #9 cooperative. Benefits of membership are many and include:

- ✓ Equitable access to information and services
- ✓ Access to regional/statewide services at member discounted rates
- ✓ Service design and delivery on demand
- ✓ Access to grant-funded support (Title I, RSN, Early Childhood, etc.)
- ✓ Professional networking & learning for leaders, teachers, support staff, administrative assistants
- ✓ Monthly superintendent meetings for networking & professional learning
- ✓ Access to WPI online courses at reduced rate
- ✓ Graduate coursework and certification programs
- ✓ Connection to regional & state partners (DPS, legal, etc.)
- ✓ Support for implementation of initiatives/mandates
- ✓ Consultation/phone, face-to-face, onsite
- ✓ Cost effective solutions for purchasing and service
- ✓ Advocacy/technical support for special education
- ✓ Promotion of district success stories via CESA 9 app
- ✓ PDP review & support for newly licensed educators
- ✓ Coordination of RSN scholarships, regional spelling bee, Academic Decathlon, etc.
- ✓ Representation on Board of Control/Annual Convention
- ✓ Support for legislative advocacy
- ✓ Use of facility for regional meetings

School Improvement Service

Through our school improvement service, we work with your staff to customize programs and services to strengthen your capacity to improve the achievement of all students. We support districts in the implementation of higher academic standards, new assessments and data systems, educator effectiveness systems, & PISA requirements. A few recent service highlights for your district include:

- ✓ Professional development on Personalized Learning
- ✓ Workshop on Early Math
- ✓ Book group on Early Math
- ✓ District Technology Consortium Meetings
- ✓ Effectiveness Coach training
- ✓ Personalized Learning book studies
- ✓ Substitute Teacher Training
- ✓ Administrative Assistant Networking
- ✓ PDP regional workshop attendance
- ✓ WCI collaboration w/ co-instructors
- ✓ Behavioral Consultations
- ✓ PMS training

100% CESA 9 staff are welcoming, professional, timely, and helpful

CESA 9 assists customers in meeting and implementing educational requirements and mandates

CESA 9 keeps customers informed of state and regional initiatives and resources

CESA 9 provides professional development opportunities that benefit the region

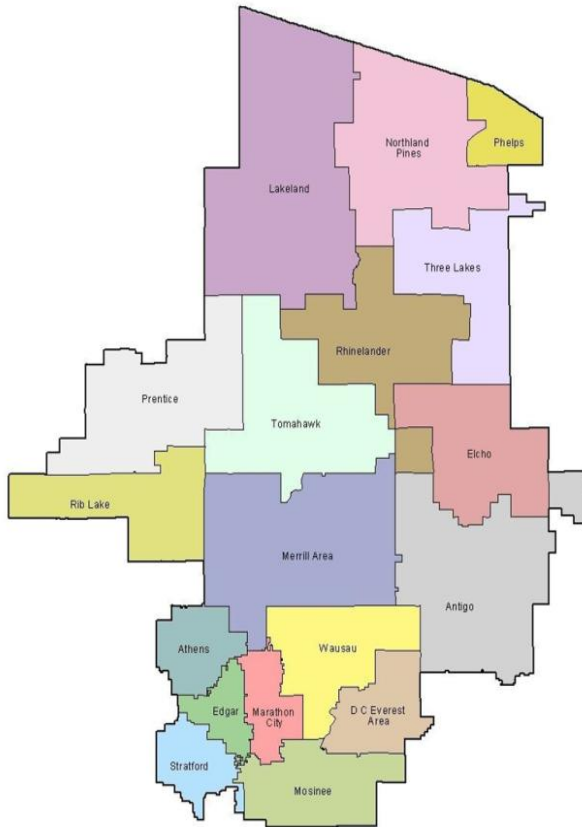
90% Said "YES!" they would recommend CESA 9 workshops to their colleagues

Your district's estimated savings on workshop expenditures in 2014 = \$6,500

Value-add documents created for each district

Customers We Serve

CESA 9 provides service to educational entities within our geographical area. Additionally, Wisconsin Virtual School operates within our Agency and serves students across the globe.

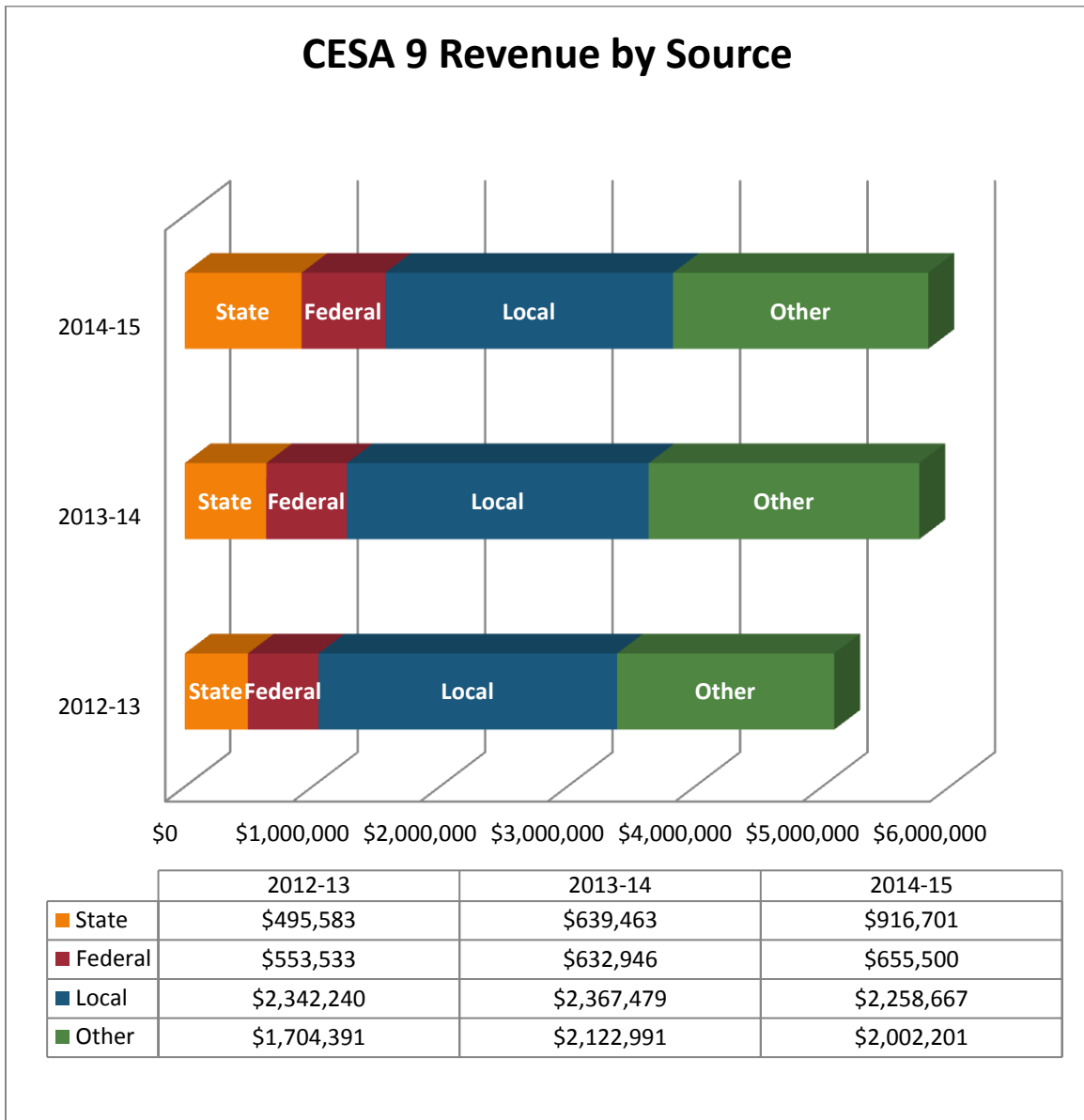


District	2014-15 Enrollment
Antigo	2434
Arbor Vitae-Woodruff	506
Athens	407
DC Everest	5857
Edgar	654
Elcho	335
Lac du Flambeau	489
Lakeland Union High	694
Marathon	676
Merrill	3431
Minocqua-Hazelhurst-Lake Tomahawk	561
Mosinee	2011
North Lakeland	161
Northland Pines	1334
Phelps	127
Prentice	449
Rhineland	2454
Rib Lake	478
Stratford	938
Three Lakes	514
Tomahawk	1297
Wausau	8628

22	School Districts
1	Juvenile Correction Facility - Lincoln Hills/Copper Lake
5,669	Square Miles
2,844	Professional Staff
1,243	Support Staff
34,135	Public School Students
3,134	Private School Students
102	Public School Buildings
2	Technical College Districts – North Central and Nicolet Area Technical College
1	UW Extension Center – UW Marathon

Funding Sources

CESAs do not have taxing authority. CESA 9 is funded through a combination of federal and state grants and the purchase of contracted services by local school districts. Other revenue sources include Wisconsin Virtual School enrollments, workshop registration fees, and grant awards through other agencies.



Governance

Each CESA is governed by an 11 member Board of Control elected by a delegate assembly at the CESA Annual Convention. Delegates adopt bylaws governing the operation of the CESA. The delegate assembly consists of one school board member from each of the school districts in the CESA region. The Board of Control meets monthly (except in July) at the CESA 9 office.

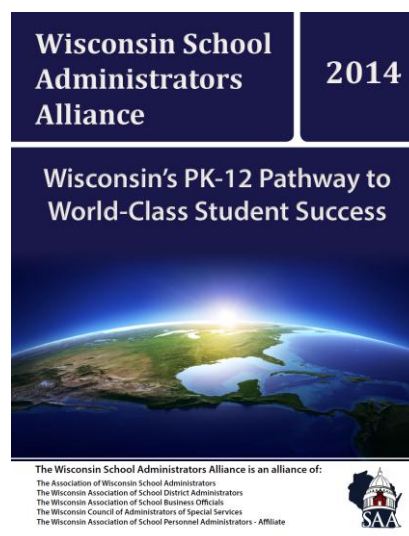
Board of Control Membership 2014-2015

DISTRICT	NAME	CLASS	TERM EXPIRES
Antigo	Tara Guelzow	Large	2015
Athens	Kevin Zubke	Small	2015
D.C. Everest	Helen Ackermann	Large	2017
Merrill	John Shull	Large	2016
Mosinee	Michael Kaiser	At-Large	2015
Prentice	Helen Palmquist	Small	2017
Rhineland	Duane Frey	At-Large	2017
Rib Lake	Scott Everson	Small	2016
Stratford	Dan Thompson	Medium	2016
Three Lakes	Tom Rulseh	Medium	2016
Tomahawk	Ken Dirks	Medium	2017

Board of Control Officers for 2014-15

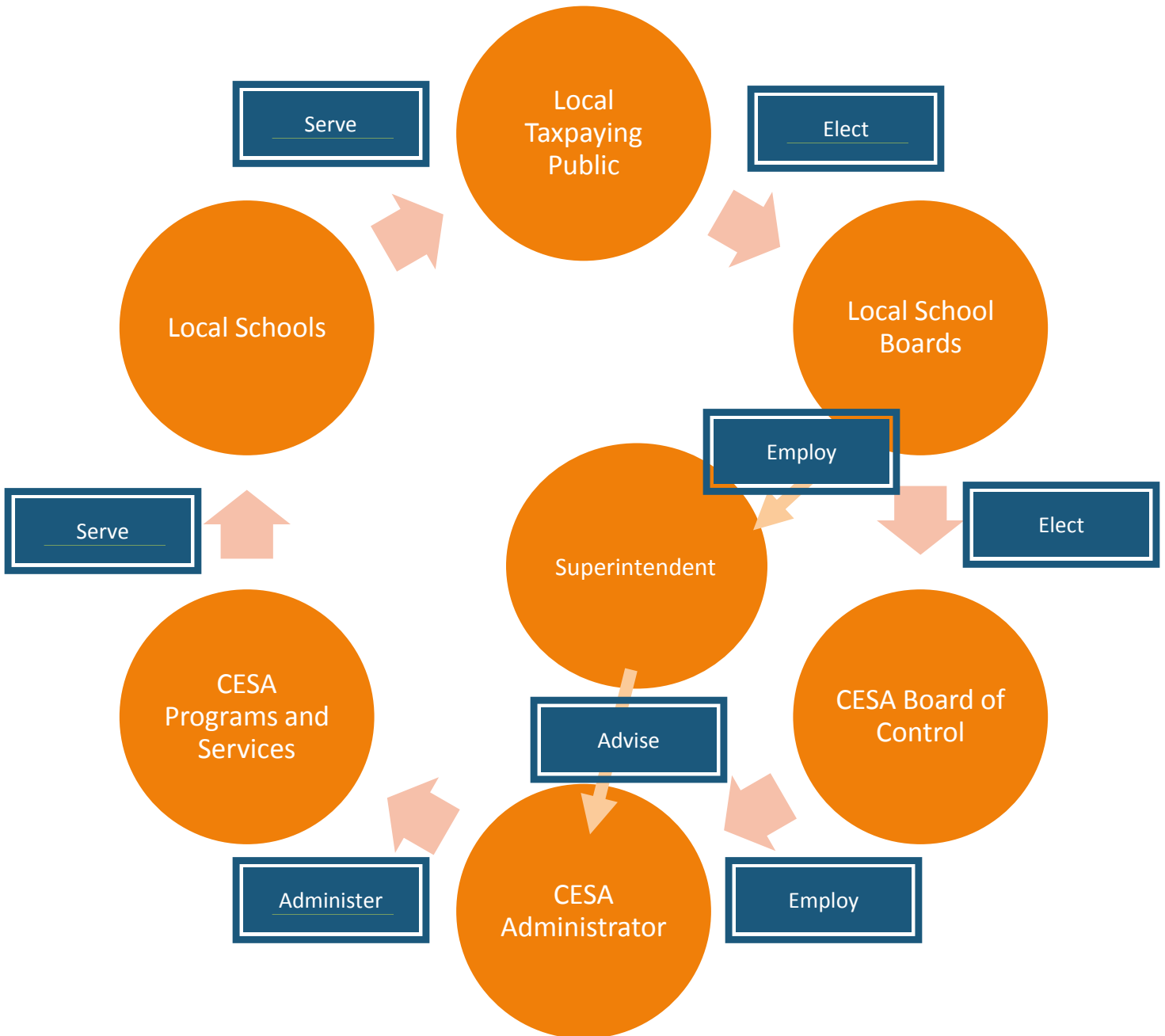
Scott Everson, Chair	Rib Lake
Ken Dirks, Vice Chair	Tomahawk
Tom Rulseh, Treasurer	Three Lakes

As part of their regular monthly meetings, the Board of Control members were presented with information from the [SAA Evidence-based Policy Agenda](#)



Relationships Among Key Stakeholders

This graphic is designed to demonstrate the various relationships among key stakeholders of our Agency.



Leadership

The Professional Advisory Committee (PAC) is composed of the district superintendent from each of the 22 school districts in the CESA 9 region. The PAC, by state statute, is to provide advice and direction to the CESA Agency Administrator. The PAC meet on a monthly basis (September – May).

An Executive Committee (PAC Exec) consists of five superintendents elected by their peers that represent large, medium and small districts. PAC Exec meetings are held monthly (September – May) to assist the Agency Administrator in planning the PAC agenda and to advise on special projects.



Professional Advisory Committee 2014-15

Antigo	Don Childs
Arbor Vitae-Woodruff	Jocelyn Smith
Athens	Tim Micke
DC Everest	Kristine Gilmore
Edgar	Cari Guden
Elcho	William Fisher
Lac du Flambeau	Larry Ouimette
Lakeland Union HS	Todd Kleinhans
Marathon	Richard Parks
Merrill	Walter Leipart
Minocqua-Hazelhurst-	
Lake Tomahawk	Jim Ellis
Mosinee	Ann Schultz
North Lakeland	Brent Jelinski
Northland Pines	Mike Richie
Phelps	Delnice Hill
Prentice	Randy Bergman
Rhineland	Kelli Jacobi
Rib Lake	Lori Manion
Stratford	Scott Winch
Three Lakes	George Karling
Tomahawk	Cheryl Baker
Wausau	Kathleen Williams

2014-15 PAC Executive Committee

- **Jim Ellis, MHLT - Chair**
- **Scott Winch, Stratford - Vice Chair**
- **William Fisher, Elcho**
- **Cheryl Baker, Tomahawk**
- **Kathleen Williams, Wausau**

PAC Meeting Learning Topics 2014-15

Course Options - Data and Leadership - Legal Issues - Educator Effectiveness - 1202 Report/Licensing - Leading a Vision for 21st Century Learning - State Budget Issues - Philippines' Educational System - Student Loan Forgiveness Program - Wisconsin Association of School District Administrators (WASDA) Updates - Environmental Health and Safety –Legislative Forums (NEW in 2014-15)

Feedback from Superintendents about PAC Meetings

“Wonderful opportunities to learn about strategies that are relevant and timely.”

“I look forward to these meetings as we are able to collaborate on current trends and issues that are occurring in the educational setting.”

“Excellent! I look forward to the meetings.”

“Our meetings are always run efficiently and are packed with relevant topics for discussion.”

Wisconsin CESAs

The CESA Statewide Network is a collaborative effort between the twelve CESAs to provide leadership, leverage resources, and strengthen regional capacity.

CESA 1

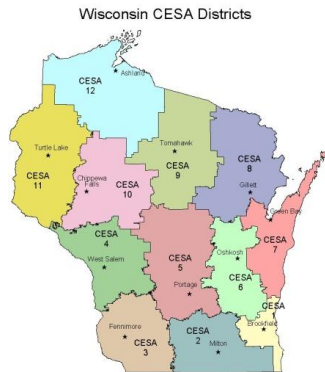
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CESA 2

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CESA 3

Joe Price, Administrator
Fennimore, WI
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CESA 4

Guy Leavitt, Administrator
West Salem, WI
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CESA 5

Jeremy Biehl, Administrator
Portage, WI
www.cesa5.org

CESA 6

Joan Wade, Administrator
Oshkosh, WI
www.cesa6.org

CESA 7

Jeffrey Dickert, Administrator
Green Bay, WI
www.cesa7.org

CESA 8

Don Viegut, Administrator
Gillett, WI
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CESA 9

Karen Wendorf-Heldt, Administrator
Tomahawk, WI
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CESA 10

Mike Haynes, Administrator
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CESA 11

Jerry Walters, Administrator
Turtle Lake, WI
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CESA 12

Ken Kasinski, Administrator
Ashland, WI
www.cesa12.org



CESA Statewide Network

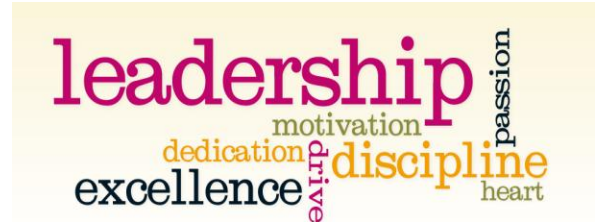
Jesse Harness, CSN Commissioner
www.cesawi.org

School Improvement Leadership Team (SILT)

The School Improvement Leadership Team (SILT) meets monthly to monitor current trends, initiatives, and changes in the educational landscape. We collaborate to determine strategies to best meet the unique needs of each of our school districts. We learn and lead together to better support our member districts in achieving their missions of enhancing learning for students.

CESA 9 School Improvement Team Members

Dr. Karen Wendorf-Heldt, Agency Administrator
Al Betry, Director of School Improvement Services
Rena Beyer, Grant Writer
Matthew Collins, Director of Special Education
Dr. Rebecca Collins, RSN/Special Education Director
Hilary Cordova, Fiscal Administrator
Casey Gretzinger, Associate Director of School Improvement Services
David Kunelius, PBIS/Behavioral Strategist
Jenny Miner, Administrative Assistant
Linda Myers, Associate Director School Improvement Services
Michele Nickels, Director Wisconsin Virtual School
Dawn Nordine, Executive Director Wisconsin Virtual School
Beth Tepper, Early Childhood Program Support
Lynn Verage, Comprehensive School Health
Scott Wallace, Behavioral Strategist



Studer Education – Leadership Development

In December, our School Improvement Leadership Team began working in partnership with Studer Education to learn about and begin to implement the Evidence-Based Leadership (EBL) framework. EBL has three major components: aligned GOALS, aligned BEHAVIOR, and aligned PROCESS. We are engaging this work so that we have the tools, tactics and systems in place here at CESA 9 to be the best service organization. As Studer Education says, this is about “hardwiring excellence.” You will notice in the Execution Flywheel reprinted with permission below, “excellence” is at the core. We achieve excellence by focusing on our commitment to nine **principles** of excellence (please refer to my introduction to this annual report), by tapping employees’ **passions**, and by holding one another accountable for achieving **pillar results**. We accomplish all this by engaging in continuous cycles of improvement by which we **diagnose** (analyze data and set goals), **act** (align our leadership actions to achieve our goals), **coach** (train, support, and recognize high and improved performance), **validate** (confirm that leaders are leading effectively), and **assess** (measure progress toward achieving goals).

Since December, we have participated in and analyzed results from a Straight A Leadership Assessment (survey of senior leaders and Board of Control), we have participated together in a

book study of the book Maximize Performance: Creating a Culture for Educational Excellence, and we have begun to learn about leadership tools and tactics like rounding (see page 46 for more information on rounding). We have drafted a Support Services Survey and an Employee Engagement Survey which we will administer this fall to gather feedback both from our customers and our employees. We have identified our pillars of excellence which will help us frame an organizational score card to measure our results. We look forward to our continued partnership with Studer Education and in supporting our districts as they engage in the work of continuous quality improvement as well.



Execution Flywheel – Studer Education

Highlighted Programs and Services

The following pages feature some of the programs and services we offer at CESA 9 to support learning in our region of the state.

Additionally, in 2014-15:

- CESA 9 has acquired a new technology that allows students and professionals to be in a classroom or meeting when they can't be there in the traditional sense. Referred to as a Double, this unit allows telepresence through the use of an iPad attached to a remotely maneuverable device. The "driver" uses their computer or iPad to connect to the Double and have a physical presence in the classroom or meeting room, participating in conversation or classroom activities.



So far, this Double has been used to present information to the CESA 9 Board of Control and Superintendents' meetings, and by local directors of special education to participate in a regional meeting.

Eventually, districts will be offered an opportunity to rent the Double to bring the rich learning environment of a classroom to students who may be homebound or hospitalized.



CESA 9? Yes, now there's an APP for that too!

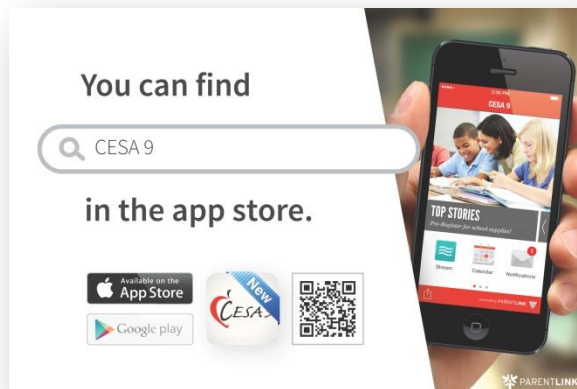
In January, CESA 9 launched its new APP. You can find it in Apple's APP Store and in Google Play. Just search for **CESA 9**. The APP is FREE and it's designed for YOU, our valued customers! The APP includes an IDEA BOX where you, our customers, can share needs you have and/or ideas you have for improved or innovative services. The APP's main page features top stories-educational news and resources that may be helpful to you in your work. The APP's main page also contains a link to our calendar of events—all of our professional learning opportunities are posted month by month. The main page hosts a directory of CESA 9 staff by department as well as a listing of all of our member districts to make it easy for you to get in touch with us and with each other.

The second page of the APP contains immediate links to our website, our Wisconsin Virtual School, our event registration system (MyQuickReg), our LiveBinders, Google, the Idea Box, our

Facebook and Twitter accounts, Blackboard Collaborate, our newsletters, notifications, and our Personalized Learning Action Network page. The next page provides you with a link to WECAN—Wisconsin’s educational job offerings.

We think you will enjoy this APP and the easy connections that will be at your fingertips as a result. PLEASE download the APP and give us feedback on what other resources would be helpful to link to within the APP. You can use the Idea Box to provide any suggestions for APP enhancement or anything else you would like us to consider!

The creation of the APP helps us live out all three of our strategic directions. We hope you will find it very useful in helping us to know your needs, to better help you know what we can do to support your work, and to help strengthen our service design so that we fulfill our mission of providing “quality service, improving education.”



School Improvement Services

The primary purpose of the School Improvement Services is to assist districts in building capacity to improve the achievement of all students. These services include:

Program Support and Leadership

- Take a leadership role in introducing new or innovative programs that support the individual needs of member school districts
- Provide, upon request, direct assistance to district leadership and educational professionals
- Assist with the development of district/building needs assessments for the purpose of evaluating, developing, and implementing existing and future school improvement initiatives

Communication, Learning, and Networking Opportunities

- Provide networking (communication links) among all general leadership personnel and administrators in the CESA 9 region and the DPI
- Coordinate regular meetings for leadership personnel, curriculum leaders, and school principals
- Provide individual consultation to local member districts

Access to Support Services

- Arrange school-based services
- Provide access and support to competitive state grants, national grants, and discretionary project activities in accordance with grant assurances and expectations

Efficient, Targeted, and Varied Professional Development

- Provide regional and on-site staff development programs (workshops, study groups, mentoring classes, virtual classroom, and individual consultation) at member rates that are based on needs identified through district needs assessments by school personnel, students, parents, and community members
- Develop a data-driven evaluation and feedback system for professional development programs
- Provide paraprofessional and substitute teacher training at member rates
- Provide data retreats at member rates



School Improvement Services Continued



Feedback from Participants:

“Helped prepare me to go back into the district/schools and share accurate information and to ready me for what needs to be accomplished.”

“This workshop has helped me to think about all of the things that a successful teacher does.”

“The Livebinder packed full of great info along with being updated and available to us.”

“The layout of this workshop was extremely organized and all the information helpful.”

Highlights from 2014-15

- Substitute teacher trainings offered both on and off-site with over 50 participants trained
- Provided year-long leadership networking sessions for principals, curriculum directors and district assessment coordinators
- WISExplore data retreats offered both in-district and on-site with over 270 participants trained
- Provided leadership coaching trainings
- Customized school improvement support provided based on district need
- Provided accountability and assessment updates and trainings
- Put in place a new Literacy Leadership Network

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Curriculum and Assessment

Curriculum and Assessment services at CESA 9 are designed to provide research-based, best-practice initiatives and training opportunities focused on improving student learning through standards-based curriculum, assessment and accountability, effective instruction practice and leadership.

- Balanced assessment system support
- Wisconsin Statement Assessment System information and support
- Curriculum Companion support and networking
- Common Core State Standards (CCSS) implementation
- Universal Design for Learning (UDL)
- Literacy Leader Network (LLN), Mathematics Leader Network (MLN), Teacher Leader Network (TLN)
- 21st Century skills



Highlights from 2014-15

- Provided timely training and updates for District Assessment Coordinators (DACs) throughout the school year
- Facilitated three days of Assessment Team training for over 50 participants in a variety of subject areas
- In-district Mathematics support and coaching for implementation of the CCSS
- Newly-formed Literacy Leader Network with over 20 participants
- District curriculum leaders participated in quarterly networking sessions
- Professional development for district Title III leaders for assessment and instruction of English language learners
- Co-hosted the statewide High School Mathematics Summit

Feedback from Participants:

“Good to sit with other colleagues and administrators to network.”

“Great engaging info.”

“Very organized. Fun conversation.”

“Keep hosting these meetings throughout the year.”



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Educator Effectiveness – DPI Model

Act 166, Wis. Stat. 115.415 requires the Department of Public Instruction (DPI) to develop an educator effectiveness (EE) system and begin implementation of the system in the 2014-15 school year. Wisconsin’s Educator Effectiveness System was developed by and for educators. The system was designed collaboratively with Wisconsin educators and education leaders.

Guiding Principles

Fundamentally, the EE system must deliver information that:

- Guides effective practice aligned to student outcomes
- Documents evidence of practice
- Documents evidence of outcomes
- Informs appropriate professional development
- Informs educator preparation programs
- Supports a full range of human resources decisions
- Is credible, valid, reliable, comparable, and uniform across districts



Feedback from Participants:

“I liked the interactive opportunities, chance to discuss with other districts, and guided conversations with my district team.”

“There was a great deal of useful resources given as well as a very interactive approach to learning.”

“Great information, knowledgeable people. Great atmosphere to learn.”

Highlights and Data from 2014-15

- Facilitated 18 different in-district training sessions on Teachescape and other EE-related topics
- Created a teacher-leader network of 54 participants through our year-long Coaching for Leadership initiative
- CESA 9 EELs (Educator Effectiveness Leaders) participated in quarterly networking and support sessions
- Provided one-on-one EE support and troubleshooting for our district leaders
- Our EE Livebinder resource received 1167 views over the course of the 2014-2015 school year

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Educator Effectiveness – Effectiveness Project - CESA 6 Model

The Effectiveness Project® is a comprehensive, research-based evaluation system framed in the work of Dr. James Stronge. This service provides 15 participating CESA 9 school districts with training, technical assistance, and implementation support.

Highlights and Data from 2014-15

- Delivered two-day initial trainings for evaluators including introduction to the MLP® OASYSSM database
- Held four sessions for in-district Effectiveness Project Implementation Coaches
- Facilitated evaluation certification for all EP evaluators
- Provided on-going assistance and technical support to all users throughout the year via email, phone, and in-district work
- Worked with 15 districts within CESA 9 throughout the year
- Provided technical assistance and support to 40 EPICs and in-district EP coaches
- Introduced and facilitated evaluation recalibration process for all participating districts
- Provided on-going supports and technical assistance to EP Liaison in CESA 12



Feedback from Participants:

“Very useful, always something to learn.”

“Learning together has been a big help - nice to see what others are doing.”

“Individualized. CESA help has been so valuable!”

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Linda Meyers – lmeyers@cesa9.org
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PI 34 Teacher License Renewal and Support Services

The Wisconsin Quality Educator Initiative PI 34 requires all school districts to provide a support system for initial educators who complete educator preparation programs after August 2004. The support system must include: ongoing orientation; support seminars; a qualified mentor for each initial educator who has been trained to provide input into the confidential formative assessment of initial educators; and an administrator who has been trained in the Professional Development Plan team process.

Guiding Principles

- Shared vision of what educators should know and be able to do
- Improved student learning
- Collaboration between higher education, PK-12, and DPI
- Community of learners
- Diversity and equity
- Performance-based program approval and licensure
- Career-long education preparation



Feedback from Participants:

“Along with encouragement and several fun strategies, the PDP help and Livebinder were fantastic!”

“I thought it was extremely helpful to have work time in a guided manner and to leave with a finished product.”

“I actually got my PDP done! I didn’t think it would be as easy; but once you sat down and everything was explained, it was easy!”

Highlights from 2014-15

- Provided PDP trainings both on-site and in-district to over 120 teachers and administrators
- Daily PDP support for all school improvement members
- Guided practice in MyQEI and WECAN online tools
- Continued support and group administrator guidance of WIPDP online tool
- Training and ongoing professional development and coaching for Initial Educators and mentors
- PI 34 Livebinder resource for all school improvement members with over 1,280 views
- 100% of participants would recommend attending the PDP workshop at CESA 9 to a colleague

Contact: Al Betry – abetry@cesa9.org
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The **Title I Network** provides technical assistance and professional development for districts. It also assists in implementing effective Title I programs in addition to providing districts additional Title I support to further raise student achievement.

Feedback from Participants:

“The books and resources I received at this workshop will be helpful.”

“Great strategies, great ‘Teacher Talk Time!’ Great to make connections with other teachers, colleagues.”

“These are the skills we need for implementing the Common Core effectively.”

Highlights from 2014-15

- 55 people attended the Daily 5 book study and 50 people attended the Cafe
- Facilitated two Title I Coordinators’ meetings and orientation as part of the CESA 9 Leadership Networking meetings
- Coordinated the CESA 9 Northwood’s Paraprofessional Summit for 46 participants from 9 school districts
- Provided a workshop series “Strategies for Math Interventions; Grades 4-12” for 33 participants from 12 districts

Contact: Lynn Verage – lverage@cesa9.org
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Wisconsin Safe and Healthy Schools

The Wisconsin Safe & Healthy Schools Training & Technical Assistance Center builds the capacity of Wisconsin public school districts to implement programs that effectively prevent and intervene in alcohol and other drug abuse and violent behavior among students in order to reduce these barriers to learning. The Wisconsin Safe & Healthy Schools Center is a collaborative project between the Department of Public Instruction (DPI) and the CESA Statewide Network (CSN).

CESA 4 is the fiscal agent and houses the WISH Center Director. Four Regional Coordinators located in CESAs 6, 7, 9, and 10 coordinate/present training events and provide technical assistance on a variety of safe and healthy school topics.

Highlights from 2014-15

- Technical assistance offered by email, phone, and through partnerships with CESAs holding share shops/networking meetings. Twenty share shops were held offering networking updates and education to 390 people in every CESA. In addition, 1,245 youth, school staff, and community members were trained in QPR Gatekeeper (Question, Persuade, Refer) suicide prevention
- Trainings were held in: CESA 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 and online. 506 educators from 196 school districts and 24 organizations throughout the state of Wisconsin were trained in Cyberbullying, Emerging Drug Trends, Helping Students Through Trauma and Loss, Mental Health, Behavior Interventions, School Safety (PREPaRE), and School SBIRT
- There were 5,321 unique visitors to the website (www.wishschools.org) in the last year. Just over 4,000 people read the monthly e-newsletter. We had 709 views of the online videos created by the WISH Center on AODA warning signs and family dynamics of substance abuse, and 157 views of new other tobacco products and e-cigarette videos



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ATOD/Comprehensive School Health

Highlights from 2014-15

- Two Safe & Healthy Schools Network meetings were held for district coordinators for the purpose of networking and gaining current information about state initiatives
- This year, schools could write for an AODA Grant from the Department of Public Instruction. These funds are awarded for a two year period. The grant is for the development or expansion of a district wide K-12 comprehensive program for prevention and intervention of alcohol and other drug abuse. CESA 9 provided assistance in understanding the requirements and writing of these grants
- The fall meeting agenda consisted of DPI updates along with an update on the WI Safe & Healthy Schools Center, current resources and trainings available during the school year. During this meeting there was a presentation from Dave Kunelius, PBIS Regional Coordinator
- During the spring meeting, the AODA Grant writing process was discussed and time was given to schools to work on this grant. There was also a presentation on Other Tobacco Products



CESA 9 Crisis Management Team

The CESA 9 Crisis Management Team provides schools and communities with the means to enhance school safety and student and staff well-being.

CESA 9 Crisis Team Members

Lynn Verage, Team Leader
Becky Collins
Joanne FitzPatrick
Kay Glodowski
David Kunelius
Terry Price-Decker
Karen Wendorf-Heldt
Natalie Wetzel-Rasmussen

Highlights from 2014-15

- Available to provide trainings in Prevention, Preparedness, Response & Recovery
- Available to provide resources, training, and direct support to school safety and crisis teams before, during, and after crisis situations
- Provided support to the Elcho School District after a traumatic event

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Wisconsin PBIS Network

Positive Behavioral Interventions and Supports (PBIS) is one national model for implementing RtI to address behavior. Part of the Wisconsin RtI Center, PBIS is a positive, school-wide, systematic approach to implementing a proactive RtI model. The Wisconsin PBIS Network provides support and technical assistance to CESAs and schools in implementing and sustaining PBIS. Our vision is that every Wisconsin school has a culturally responsive multi-level system of support that ensures fidelity and sustainability for students to achieve academic and behavioral success. Our mission is to support Wisconsin schools in the implementation of culturally responsive multi-level systems of support for all students.

The goals of PBIS are to:

- establish a positive school culture
- increase academic performance
- improve safety
- decrease problem behavior



Highlights and Data from 2014-15

- Held 5th Annual Summer Conference
- Provided statewide trainings in: Coaching and Leadership in an RtI System, Classroom Management, Culturally Responsive Practices, Universal Design for Learning, Tier 3 PBIS Wraparound, and Tier 2 High School PBIS
- Continued to support pilot-demo sites in High School Early Warning Systems, High School Tier 3 reNEW, Culturally Responsive Practices, and Family Engagement
- Continued with team trainings across the state in Tier 1 and Tier 2 systems, training of Wisconsin trainers, preparation of Wisconsin Tier 3 training materials, school recognition process, state advisory/leadership team and work groups, state technical coordinator meetings, identification and adoption of evidence-based practices, and public relations such as the RtI Center e-newsletter and website postings
- In CESA 9, 64 schools have been trained in PBIS at the Universal/School-wide level and 41 schools have been trained at the Selected Group/Tier 2 level
- Three CESA 9 schools have been trained and are piloting Tier 3/Individualized level wraparound
- As of July 2015, Wisconsin had approximately 1,143 schools that had attended the entire series of PBIS Tier 1 trainings and approximately 600 schools that had attended a PBIS Tier 2 training

CESA 9 Contact: David Kunelius
dkunelius@cesa9.org

Special Education Leadership

CESA 9 Special Education Leadership provides consultation, leadership and assistance both locally and regionally.

Highlights and Data from 2014-15

- New directors from Rib Lake, Northland Pines and Lakeland Union High School were supported throughout the school year concerning budget, staffing, program needs and professional development
- Assisted Rib Lake, Phelps, North Lakeland, AVW, MHLT, and Elcho in securing grant funding for Touchscreen technology
- Secured staffing for director of special education, school psychology, occupational therapy, speech therapy and program support
- Initiated distance programming for speech therapy, occupational therapy and homebound student classroom participation via robotics
- 22 School Districts have been served through special education leadership meetings, online technical resources, and consultation services
- 20 directors of special education accessed special education leadership services including meetings and in-district consultation
- Provided an overview of upcoming special education accountability structures to six school psychologists in the region
- Three districts accessed technical assistance and consultation regarding federal and state special education funding

Comments from participants:

“I get fast responses from any and all of the CESA staff. I can’t think of one that hasn’t been met through you folks.”

“Keep doing what you are doing in being responsive. You fill the holes for us in small schools.”

“Great team of people in the director’s meetings. Go-to people. Totally awesome!”

Contacts: Matthew Collins – mcollins@cesa9.org
715-453-2141 ext. 254

Dr. Rebecca Collins – bcollins@cesa9.org
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Special Education Programs and Itinerant Services

The CESA 9 Special Education Department provides contractual local special education administrative leadership, instructional staff, cooperative programs, and related services. Select related services are provided through Telepresence (online) if requested.



Highlights and Data from 2014-15

- Special Education Director (3 CESA 9 Districts)
- Behavioral Strategist (8 CESA 9 Districts)
- Occupational Therapy (3 traditional and 3 telepresence within CESA 9 Districts)
- Speech and Language Therapy (2 traditional and 2 telepresence in CESA 9 Districts)
- Vision/Orientation & Mobility (9 CESA 9 Districts, 2 outside)
- School Psychologist (6 CESA 9 Districts)
- Local Special Education Classroom (1 CESA 9 District)
- Regional Shared Classroom (5 CESA 9 Districts)

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Special Education Regional Support System (RSS)

The Regional Support System (RSS) is a fee for service program to districts which includes student and program evaluation, consultation, individual program development and disability specific teacher and parent training. Special services include Speech/Language, Linguistically Culturally Diverse Learners, Autism, Traumatic Brain Injury, Educational Audiology, Behavior Management, and Vision/Orientation & Mobility.

Highlights and Data from 2014-15

- Ten requests from five districts for educational audiology
- Five requests from five districts for behavior consultation

IDEA and Preschool Entitlement Consortium

IDEA Flow-through entitlements provide districts with funding based on local district headcount of students with disabilities. Districts within the consortium receive technical assistance in decision making, budget development and revision, claim submission, and with changes in the application process.

Highlights and Data from 2014-15

- Two districts participated in the consortium (Elcho, Phelps)
- Funds totaling \$97,660 were secured for districts to use in the provision of special education services

School-Based Services

CESA 9 contracts with third party billing provider MJ-Care to secure volume rates to recover School-Based Services benefits for participating districts.

Highlights and Data from 2014-15

- \$1,750,927 was recovered for the 14 participating districts

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Special Education Regional Classroom – Northern Achievement Center

Established in January 2005, the CESA 9 Northern Achievement Center (NAC) provides the educational placement option of a separate school/separate class for any CESA 9 school district to access for students who require highly structured, nurturing environment as they learn social and behavioral skills in addition to their academic programming. Currently housed in the Merrill School District, the NAC has two classrooms separated into Kindergarten through 5th grade and 6th through 12th grade.



Highlights and Data from 2014-15

- Ten students (K-5) from four districts
- Fifteen students (6-12) from four districts
- Two K-5 students are at various stages of reintegration to their home school
- Two 6-12 students were fully integrated back to their home schools and four other students at various stages of reintegration to their home schools



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Regional Service Network

The over-arching purpose of the Regional Service Network (RSN) is to advance statewide growth in academic achievement for students with disabilities through targeted technical assistance to districts in a coordinated effort with other IDEA discretionary grants.



Feedback from Workshop Participants:

“Well organized-lots of good information!”

“Everything you taught us was useful - awesome information!”

“Excellent! Great things to know and apply with our teachers!”

“All of the ideas were useful and adaptable to different ages and subjects. Can’t wait to try them out!”

Highlights and Data from 2014-15

- Held six leadership meetings for regional directors of special education/pupil services
- Provided regular, ongoing technical assistance to targeted schools around reading and graduation gaps between students with and without disabilities
- Five schools participated in continued data analysis and development of school improvement plans designed to target the reading achievement gap between students with and without disabilities (SOARING initiative)
- Two schools participated in continued focused work around decreasing the graduation gap between students with and without disabilities
- Educators from all 22 CESA 9 districts attended special education related trainings, workshops, and networking sessions
- Directors representing 21 districts from the CESA 9 region attended Special Education Leadership meetings
- Approximately 40 educators from five schools engaged in the SOARING initiative

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The Summit for Addressing Disproportionality

The Disproportionality Technical Assistance Network, "the Network," is a multi-tiered system of compliance activities and improvement supports to address racial disproportionality in special education. The Network is a Wisconsin collaboration among the Department of Public Instruction, cooperative education service agencies (CESAs), local education agencies, institutions of higher education, and community stakeholders.

The annual Summit for Addressing Disproportionality is an opportunity for educators across the state to come together to learn about culturally responsive practices and strategies from state and nationally recognized experts in the field as well as successful districts from across the state.



Highlights and Data from 2014-15

- Coordinated a Needs Assessment event for over 50 school districts from across the state of Wisconsin. The Needs Assessment is designed to assist districts in identifying and implementing strategic local efforts toward decreasing disproportionality
- Approximately 164 educators participated in the Needs Assessment event
- Coordinated and delivered The Summit for Addressing Disproportionality
- Over 200 educators and 11 pre-service teachers from around Wisconsin participated in the one-day Summit event

Comments from participants:

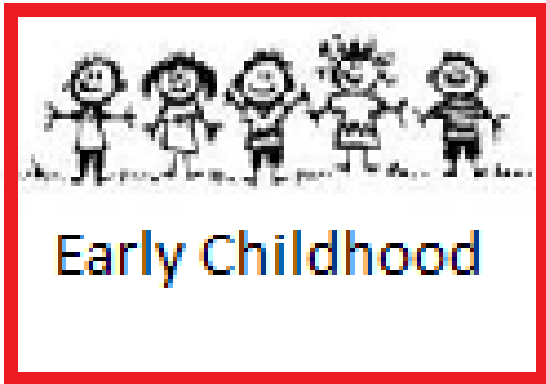
“Very engaging and inspiring!”

“Really deep, reflective presentations.”

“Very well done and I would like to learn more.”

“Thank you for the top-notch presentation!”

Contact: Dr. Rebecca Collins – bcollins@cesa9.org
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The CESA 9 Early Childhood Program Support teacher has the responsibility to provide early childhood support and leadership to the CESA 9 region and to be the liaison with Early Childhood Collaborating Partners. The position also targets support around the early childhood indicators: Indicator 6 – Preschool Environments; Indicator 7 – Child Outcomes and Indicator 12 – Transition from Birth to Three.

Highlights and Data from 2014-15

- Three districts participated in a yearlong blended training on Literacy in Early Childhood settings
- 16 districts and 10 collaborating partners (Head Starts, B to 3, Childcare) took advantage of 2014-15 offerings for professional learning on Early Childhood topics
- Many requests for more information on Math prompted two book groups on Math and a Math workshop totaling 45 people
- 35 people participated in a day long book study of When Play Isn't Easy: Helping Children Enter and Sustain Play. We looked at why play is important, how it connects to standards, "toyed" with a play assessment, and researched and shared play strategies to meet student goals
- Hosted a 4K Leadership Forum
- Developed an Early Childhood page on the CESA 9 app and webpage which will include an Early Childhood blog designed to keep EC professionals current and informed

Comments from workshop participants:

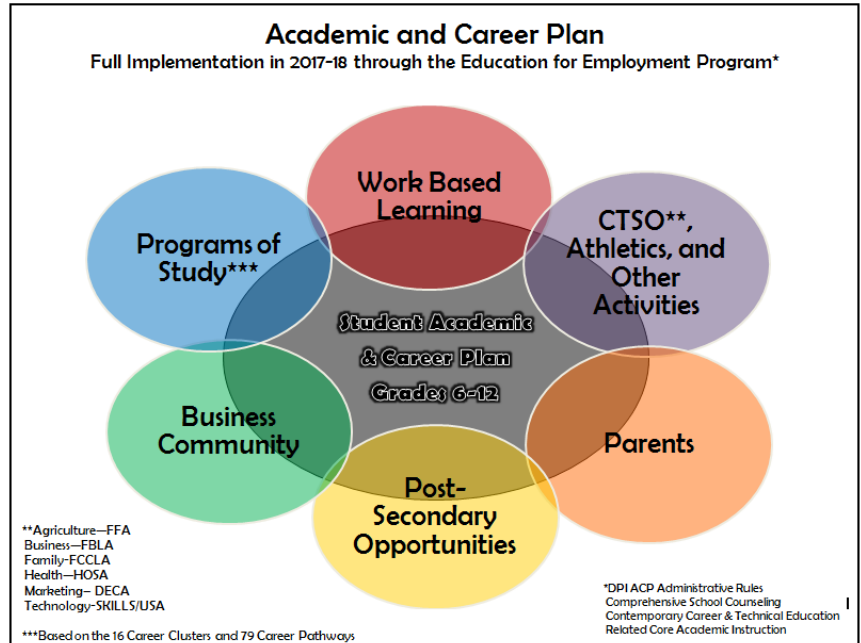
"The format of read, reflect, discuss was very helpful to me. I was able to think through the materials and make plans for incorporating it into my practice. The Livebinder is great. Being able to leave with all the materials a click away is great!"

"Continue to provide such quality workshops!"

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North Central Career & Technical Education Consortium

The primary purpose of the consortium is the improvement of career and technical education programming in the 14 participating high schools.



Highlights and Data from 2014-15

- DPI workshop updating teachers of Family/Consumer Science and Health occupations
- DPI workshop updating teachers of Technology and Engineering
- Workshop by the State School Engagement Director of Project Lead The Way for teachers from 7 high schools currently implementing Project Lead The Way
- Workshop by staff from First Technologies, Inc., on teaching Math with the use of robotics – implemented at Lakeland Union High School
- Inservice for the 14 district Career & Technical Education liaisons
- Workshops for all 14 participating districts in reviewing their Education for Employment plans and planning for the 2015-16 school year, including Carl Perkins Act budgets for their approved programs of study
- Completed work of the task force on strategies in which districts can collaborate to deliver career and technical education
- 75 educators participated in the various workshops throughout the year

As a result of educator feedback, we have already scheduled the DPI presentations for teachers of Family/Consumer Science and Engineering and Technology for the Fall of 2015

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Youth Apprenticeship Program

The primary purpose of the Youth Apprenticeship program is to provide one- or two-year youth apprenticeships to area high school students. In 2014-15, the following districts participated in the program: Elcho, Lakeland Union, Northland Pines, Phelps, Rhinelander, and Three Lakes.



Highlights and Data from 2014-15

- Consultant hired to implement the Youth Apprenticeship program
- Provided three inservice meetings for the six school youth apprenticeship coordinators
- Maintained ongoing communication with the three primary youth apprenticeship staff members at the Department of Workforce Development in Madison
- Many employers were contacted about participation. A number of them did participate in 2014-15 and are interested for the 2015-16 school year
- Special efforts continue to involve Native American students in various employment sites on the Lac du Flambeau reservation

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Blended Learning Consortium

The **Blended Learning Consortium (BLC)** supports CESA 9 districts as they infuse blended learning and programming into their current program structures and prepare students for 21st Century learning opportunities.

The consortium's goal is to serve consortium school districts in the CESA 9 region. The goals of the BLC include:

- To provide a minimum of two face-to-face advisory meetings to set focus on needs of the consortium members for the year and for the following year
- To provide communications, support, and leadership for the CESA 9 districts regarding Blended Learning initiatives
- To provide a regional support structure for districts as they develop local capacity for blended learning
- To create a structure to assist schools with the identification and selection of appropriate resource providers
- To provide staff development and training for school personnel for the technical support, teaching and facilitation of blended learning options in districts
- To develop the structure for an online regional collaborative that includes shared teachers and courses for the Blended Learning Consortium membership districts
- To seek funding opportunities and potential partnerships that will bring resources to the consortium districts to provide quality blended learning opportunities

2014-15 Members of the Blended Learning Consortium:

Antigo
DC Everest
Elcho
Lakeland Union HS
Merrill
Northland Pines
Three Lakes
Wausau

Highlights from 2014-15

- The BLC met face-to-face four times during 2014-15 at CESA 9.
- Each BLC member was given an opportunity as part of their BLC membership to have seats in the facilitated Intel online course called "Designing Blended Learning." Five districts provided a total of 13 participants. Five participants also completed two graduate credits through Viterbo for the online course.
- Participating districts shared their planning and implementation of blended learning throughout the year. Items discussed included:
 - Learning Management Systems (LMS) experiences, pilots, and decisions.
 - Local teacher and administrator professional learning strategies, practices, and opportunities.
 - Discussions included: 1:1 initiatives, Google Apps - tutorials and features, SAMR model, web tools, flipped classrooms, and personalized learning.
- Members attended [iNACOL](#) and Michael Horn's - [Blended: Using Disruptive Innovation to Improve Schools](#).

Comments from Designing Blended Learning participants:

"This course was an authentic experience of the blended online delivery method and a positive experience."

"The discussions were rich and the facilitator provided lots of timely and formative feedback."

Technology & Digital Learning Services

The primary responsibility of the Technology and Digital Learning Service is to assist CESA 9 districts as they strive to meet the educational needs of the students through the use of effective technology integration. Examples of service provided:

- Supported the development and delivery of **onsite** teacher inservice and training related to technology integration to support 21st century digital learning
- Supported individual and inter-district teacher inservice and training programs related to technology-based solutions and effective integration into common core standards based curriculum (e.g. credit options, registration, publicity, consultant contracting)
- Coordinated collaborative networking sessions for district technology coordinators, network administrators, and media specialists from CESA 9
- District team participation in a one-day work session for technology plan development and support
- Provided timely updated information related to technology planning, state and federal initiatives, technology funding, and grant opportunities
- Represented and advocated for CESA 9 schools on the CESA Instructional Technology Services Council with DPI, Media Lab, DOA, and other CESA consultants

CESA 9 Technology Service Members included:

Antigo
AVW
DC Everest
Elcho
Lac du Flambeau
Lakeland Union HS
Merrill
North Lakeland
Northland Pines
Rhineland
Three Lakes
Wausau

Other services available at CESA 9 include Google Apps for Education, E-rate Application Services, Network Administration, and the Blended Learning Consortium.

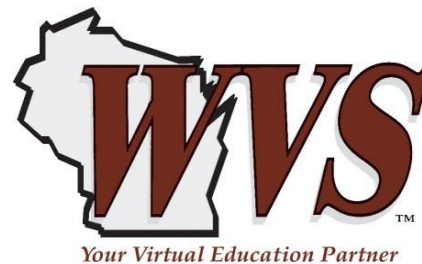
Highlights and Data from 2014-15

- CESA 9 Technology Coordinators/Directors met four times face-to-face
- The CESA 9 Technology Coordinators set the agenda for discussion. The Director of Technology and Digital Learning Services and the Google Apps for Education Consultant provided a state and regional update at each meeting
- Topics discussed and shared this year included: 1:1 initiatives, Chromebooks and other devices, technology mentoring, technology standards, SLO's for technology, Google Apps, ACT implementation, Smarter Balance Assessments, wireless, servers, networks, firewalls, professional learning opportunities, grading software, E-rate
- The 3rd Annual CESA 6, 7, 8, and 9 Regional Google Mini Summit at UW-Green Bay on March 20th had 107 participants. It was great to have 20 of those from the CESA 9 schools (Antigo-5, CESA 9-1, Edgar-4, Lac du Flambeau-1, Mosinee-2, Northland Pines-4, and Phelps-3)
- The Technology and Digital Learning Director represents CESA 9 and WVS on the following state level committees/workgroups: CESA Instructional Technology Service Council (CITSC), [Digital Learning Advisory Committee](#) (DLAC), Technology Readiness Think Tank, WISELearn Digital Content Curation, DPI's Virtual Snow Days Workgroup, Fostering Innovation in Wisconsin Schools Workgroup

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Michele Nickels, GAFE Consultant, mnickels@cesa9.org

Wisconsin Virtual School

Wisconsin Virtual School (WVS) is the state-led online supplemental program out of CESA 9 that partners with school districts throughout the state to offer online and blended learning options to middle and high school students. Wisconsin Virtual School is a partner in the Wisconsin Digital Learning Collaborative (WDLC) that also includes the Department of Public Instruction and the Wisconsin eSchool Network (WEN). WVS “uncomplicates” the process of adding online or blended courses to a district’s middle and high school curriculum. WVS provides digital content, a learning platform, Wisconsin-certified online teachers, technical support, training, and much more. With WVS, districts can offer online options to their students with minimal cost and time. Districts retain control of key policy decisions and the enrollment. WVS helps districts define policies for online learning and take ownership of their own programs and their own teachers! The WVS high-quality, interactive courses meet Wisconsin’s state standards, as well as, national standards.



Highlights and Data from 2014-15

- Annette Walaszek, WVS Associate Director and Julie Sowinski, WVS Program Assistant joined our WVS team this year. We also celebrated with Nancy Kind, WVS Program Assistant, her retirement after 25 years at CESA 9
- WVS enrollments for 2014-15 were 5,511, an increase of 3%
- WVS/CESA 9 was awarded \$30,000 for a Personal Finance Literacy Grant to expand access to an online Personal Finance course for Wisconsin students
- WVS is a partner in the [Virtual Education Research Alliance](#) (VERA). A research paper was published following a statewide survey on how Wisconsin and Iowa schools utilize online learning. Read [“Stated Briefly”](#) for more information
- WVS offered its first two dual enrollment courses statewide through Fox Valley Technical College: IT Concepts and IT Careers Exploration
- New for 2014-15 were the WVS Student Orientation Drop-In Sessions; an opportunity for students to meet other students and ask questions about online learning
- WVS added **13 new electives** available for enrollments this year and we are adding more for the 2015-16 school year. Some districts are considering students taking electives such as these as an entryway into online learning. Using a subject area of high interest for a student to develop their independent learning skills can potentially lead them to handling a more rigorous course such as an online advanced placement or a dual credit option

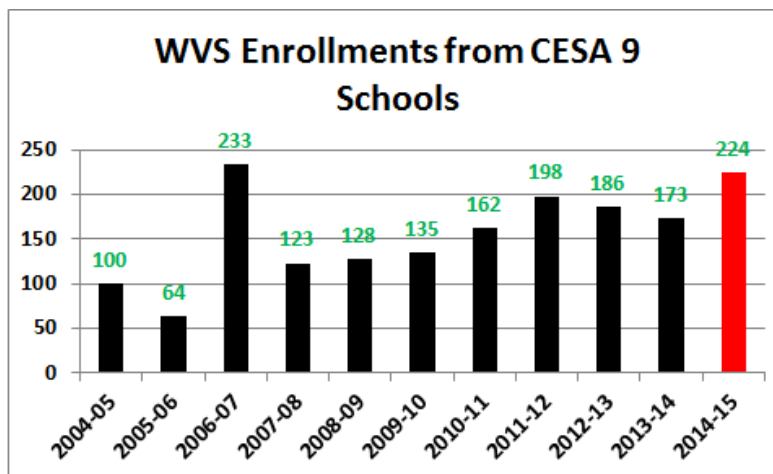
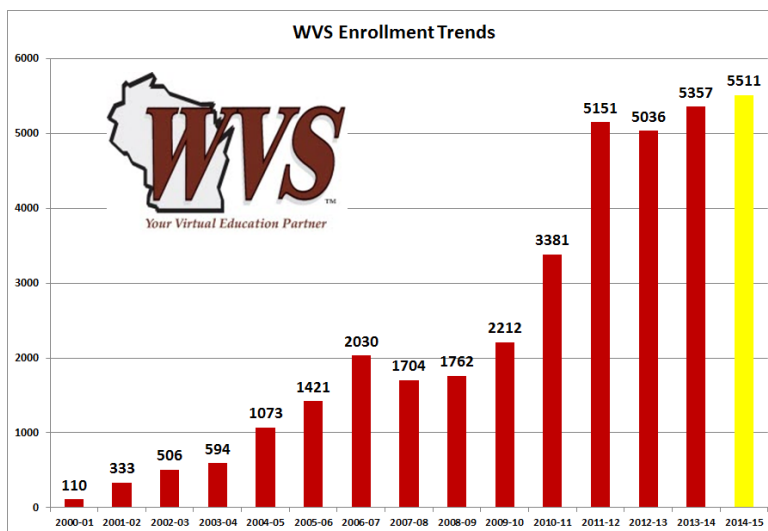
What they are saying about their WVS experience:

WVS LEG/Principal: "In my school, we have used WVS coursework to supplement our course catalog, to offer a virtual student program, to help students recover lost credits, and to address class schedule conflicts. The courses are built around high-quality content. The teachers are professional, courteous, and flexible. The WVS staff is phenomenal and the epitome of patience. We are fortunate to have a resource like WVS at our disposal."

"WVS LEG/Coach: "WVS offers many unique opportunities to students that they may not otherwise experience. I had a student who decided to take her last semester of high school online so that she could do an internship in marine biology in Florida. She was concerned about maintaining her course rigor, but with WVS she was able to continue to take her AP and advanced classes. The course offerings and flexibility of WVS opens doors for students."

WVS Student: "This was my first online class and it was truly an awesome experience for me. My school is fairly small and can't offer as much as I'd like in the area of government and political science. I'm glad I have this virtual schooling opportunity. It has allowed me to learn about what I'm interested in and help me with my future career choices. Thank you!"

WVS Parent: "I appreciate your flexibility in allowing us to accurately evaluate where my daughter should be. I am also pleased with my daughter's progress in school-which has exploded with the WVS resources and courses! It is very exciting to watch her growth and interest finally blossom with the perfect balance of challenge."



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 Michele Nickels, WVS Director, mnickels@cesa9.org
 Annette Walaszek, WVS Associate Director, awalaszek@cesa9.org

Wisconsin Digital Learning Collaborative (WDLC)

Wisconsin Virtual School (WVS) was created as a statewide online program originating out of Cooperative Educational Service Agency # 9 (CESA 9) in 2000. Through a partnership between the DPI and CESA 9, WVS has operated independently as the state virtual school since 2008. The Wisconsin eSchool Network (WEN) is a consortium of 25 partnering school districts, eight of which are among the 11 largest districts in the state.

WVS and WEN signed a Memorandum of Understanding with the Wisconsin Department of Public Instruction in 2012 to operate under the umbrella of the [Wisconsin Digital Learning Collaborative](#) and meet the statutory requirement of

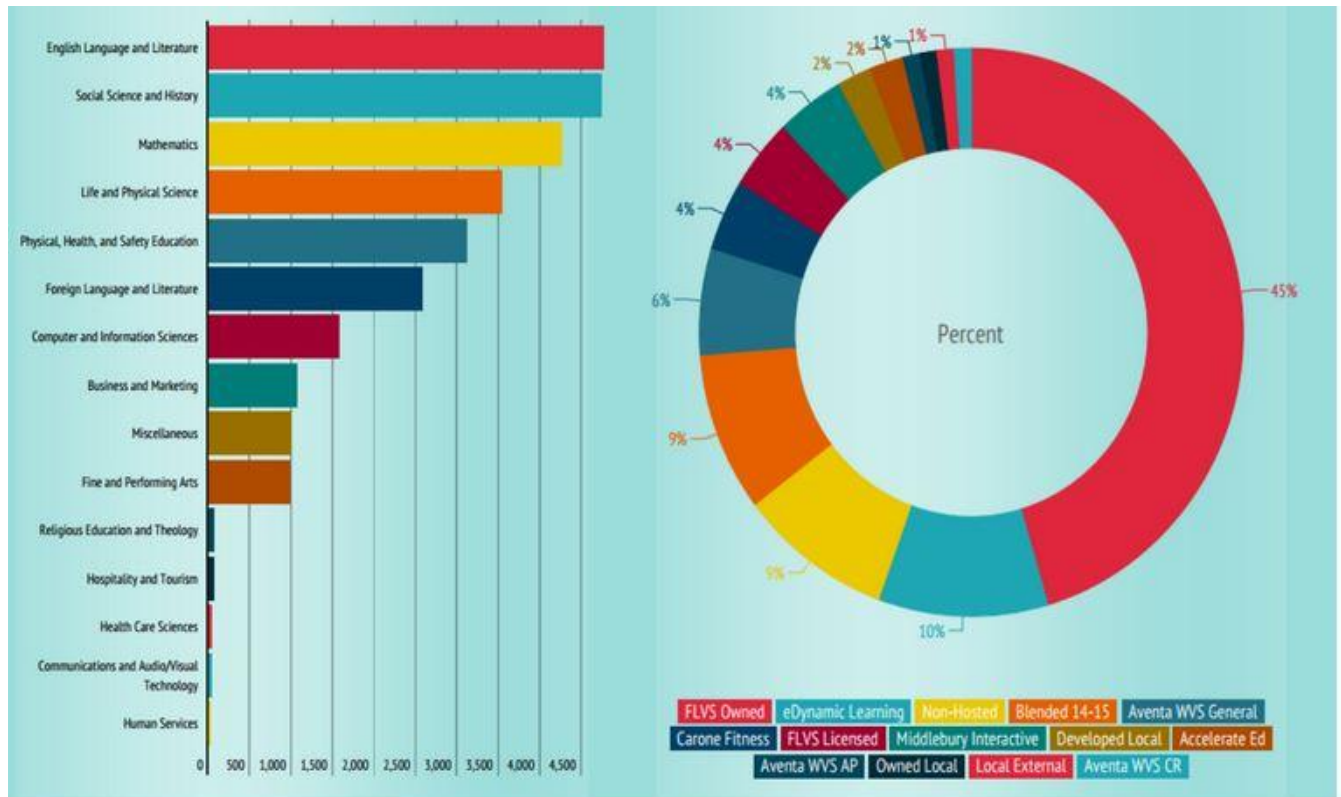


the Wisconsin Web Academy. Collaboratively, the WDLC served nearly 22,000 enrollments in school year 2014-15. The collaboration allows the DPI to expand the offerings of the Web Academy and provide a single point of access to online courses, digital learning solutions and resources. Both organizations continue to operate autonomously, but collaboratively leverage digital learning platforms, online courses, digital learning objects, support, and professional learning communities.

Highlights and Data from 2014-15

- First year since WVS launched in 2000 that we received direct funding of \$200,000 to support online learning initiatives statewide with our collaborative partners - WEN and DPI
- Awareness activities included joint WDLC presentations at [INACOL](#), [SLATE](#), [WASB](#), [VSLA](#), [VERA](#), and local school districts
- Together we have sustained quality and financial stabilization
- Together we have created a process for online content and assessment development and quality assurances
- Together we have created and assist facilitating eight new Professional Learning Communities that are subject or role specific to partner schools across the state
- This has been year one of a two-year project working with Student Information System initial integration and development
- Eight new districts' pilot Blended Learning models are being analyzed for promising practices
- TEACH 2.0, a bipartisan initiative from the work of the Rural Task Force, has passed Joint Finance. Once the State Budget is signed into law, the WDLC will have a budgeted line item to continue its work together supporting online and blended learning for schools across Wisconsin
- 22,285 enrollments (an increase for WDLC of 80% for 2014-15)
- WDLC utilizes six online content providers in the following content areas. (See below - graphs provided by Director John Jacobs)

Wisconsin Digital Learning Collaborative (WDLC) continued



Enrollment Count by Department

Enrollment by Curriculum Type

2014-15

Testimonial provided for the WDLC by Dawn Nordine, Executive Director, WVS, WEN Board Member/Secretary:

"Being a partner in the [Wisconsin Digital Learning Collaborative](#)(WDLC) has already brought significant savings to the school districts that utilize Wisconsin Virtual School (WVS). In our first year with the Collaborative, we were able to lower the cost of the "use your own teacher model" from \$200 to \$150. That's a 25% cost savings per course enrollment when a district utilizes their own teacher and the WDLC's infrastructure!"

"The "power of many" is what being part of the [Wisconsin Digital Learning Collaborative](#) (WDLC) has provided to Wisconsin Virtual School. We now can offer online content from six different national providers and keep our cost per semester course enrollment the same as it has been for 12 years! No district in the state of Wisconsin can put the necessary volume purchasing power together without collaborating in this partnership. WDLC has provided that purchasing power and saving districts the headache of negotiating with providers and signing multi-year contracts when first starting their programs and number of enrollments is an unknown."

Contacts: Dawn Nordine, WVS Executive Director – dnordine@cesa9.org
 John Jacobs, WEN Director – j.jacobs@wisconsineschool.org

Additional CESA 9 Services and Related Activities

[Click here](#) to view descriptions of all of our CESA 9 services

Academic Decathlon	Cooperative Purchasing	Contracted Environmental Services
Delivery System	Driver Education Instruction	E-Rate Application Service
Grant Writing Service	Instructional/Educational Materials Center	Library/Media Specialist
Kohl Regional Scholarships and Fellowships	Network Administration	Regional Spelling Bees
StarLab Portable Planetarium	Systematic Analysis of Language Transcripts (SALT)	Title III Consortium
Other Services as Requested by Districts		

Staff Directory for 2014-15

Baker, Karen	Special Education Director
Beauchaine, Angela	Business Office, Coop Paper Purchase, HR/Employee Benefits, Payroll
Bessa, Jaye	School Psychologist
Betry, Al	Professional Development, Standards and Instruction, Assessments and Data Systems, Educator Effectiveness, Sub Teacher Training, PI 34, Principal and Curriculum Coordinators Learning Networks
Beyer, Rena	Grants Specialist
Buch, Valerie	Occupational Therapist
Collins, Matthew	Director of Special Education, RSN, RSS, SBS, Title III, Itinerant Services
Collins, Dr. Rebecca	RSN, Educator Effectiveness, Parent Educator, Summit, SALT
Cordova, Hilary	Business Office, Office Manager, Building Oversight and Maintenance
Dean, Alicia	Occupational Therapist
Dettmering, Jane	Speech and Language Therapist
Dewar, Nancy	Case Coordinator – Northern Achievement Center
Ek, Michelle	Parent Liaison
Ford, Scott	School Psychologist/Special Education Coordinator
Gilmore, James	Visually Impaired/Orientation Mobility Teacher
Gretzinger, Casey	Associate Director of School Improvement Services, Title I
Hamus, Elizabeth	Certified Occupational Therapy Assistant (COTA)
Hilgendorf, Joan	Program Assistant, Wisconsin Virtual School
Hill, Jean	Program Assistant, Receptionist, SALT Transcriptionist, StarLab, Newsletter and PDG
Kovac, Stacy	Special Education Teacher
Kunelius, Dave	Behavior Strategist, Regional PBIS Coordinator
Lehman, Heidi	Parent Liaison
Lentz, Kevin	Case Coordinator – Northern Achievement Center
Myers, Linda	Professional Development, Educator Effectiveness, WISEdash/WISExplore, Common Core/Curriculum Companion
Miner, Jenny	Administrative Assistant, Regional Kohl Coordinator, Regional Spelling Bee, Annual Report
Nickels, Michele	WVS Director, Instructional Technology, Google Apps for Education
Nordine, Dawn	WVS Executive Director, Digital Learning
Peeters, Kris	Program Assistant, WISE Tools Technical Assistance, Google Apps
Roth, Carrie	Occupational Therapist
Schoepke, Jane	Case Coordinator – Northern Achievement Center
Schumaker, Deb	Occupational Therapist
Skebba, Fred	Career and Technical Education, LVEC, Youth Apprenticeship
Sowinski, Julie	Program Assistant, Wisconsin Virtual School
Strassman, Kellie	Special Education Teacher – Northern Achievement Center
Suchocki, Pam	Case Coordinator – Northern Achievement Center
Tepper, Beth	Early Childhood Program Support

Van Ryen, Hanna	Program Assistant
Verage, Lynn	ATOD, Comprehensive School Health, Title I, WI Safe & Healthy Schools, Crisis Team Leader
Voigt, Gretchen	Teacher of the Visually Impaired
Walaszek, Annette	Associate Director of Wisconsin Virtual School
Wall, David	Special Education Director
Wallace, Kelly	Special Education Teacher – Northern Achievement Center
Wallace, Scott	Behavior Strategist, External PBIS Coach, Non-violent Crisis Intervention
Wendorf-Heldt, Dr. Karen	Agency Administrator, BOC, PAC, CSN, Leadership Development, Personalized Learning
Westphal, Jessica	Career Center Director
Zielinski, Cynthia	Speech and Language Therapist
CONSULTANTS:	
Azbell, Evelyn	Parent Liaison
Cole, Juliet	Summit
D & J Driving School	Driver Education
Dailey, Michael	E-Rate and Network Administration
Clean As Can Be	Office Cleaning
McConnell, Pete	Youth Apprenticeship
Siedschlag, Frank	Driver Education

We are looking forward to a few new faces in 2015-2016:

Archie Barribeau, Director of Technology and Digital Learning
Kathy Kaufmann, Assistant Fiscal Administrator
Vicki White, Speech Therapist
Ann Brigham, Grant Writer/Evaluator

Customer/Stakeholder Feedback

As a service organization, CESA 9 continually strives for performance excellence. We want to be the best providers of high quality programs and services to ultimately benefit learning in our region. To be the most effective and efficient with our service delivery, we routinely seek feedback from customers and stakeholders on how we are doing and then use that feedback to improve existing programs and services and design innovative ones.

In 2013, our Board of Control and School Leadership Team established the following three strategic directions that set our course for the year and have now just become standard operating procedure, part of our culture, the way we do business:



Agency Administrator Goals and Priorities for 2014-15

Champion, shepherd, and facilitate the CESA 9 Personalized Learning Network to support educators and educational leaders in personalized learning for students

Co-design and implement an evaluation system for directors that aligns with the organizational performance excellence criteria and includes both formative and summative feedback

Rounding with our Customers

Have you ever been in the hospital or been with someone who was hospitalized and had a team of medical staff come in to the hospital room to do their “rounds?” When medical staff do their rounds, they share together current information about the patient, treatment, response to treatment and discuss together possible next steps for treatment. The collective “thinking” of the medical team makes for better decision making and better patient outcomes.

This spring, as part of our work with Studer Education, we learned how to “round” with our customers to provide an additional source of feedback for the continuous improvement of our quality services at CESA 9. Our School Improvement Leadership Team practiced developing our rounding skills in late May and early June by interviewing a number of educators from the districts we serve. We asked these four questions in the interviews:

1. What is working well in our support for...?
2. Do we offer you the resources you need in the area of...?
3. What could we do to help you do your job better?
4. Is there anyone from our team who has been especially helpful to you lately?

opportunities
helpful support
powerful districts round
skills continuous school
ideas action feedback
conversations
information serve networking
planning customers rounding
team educators
improvement
resources

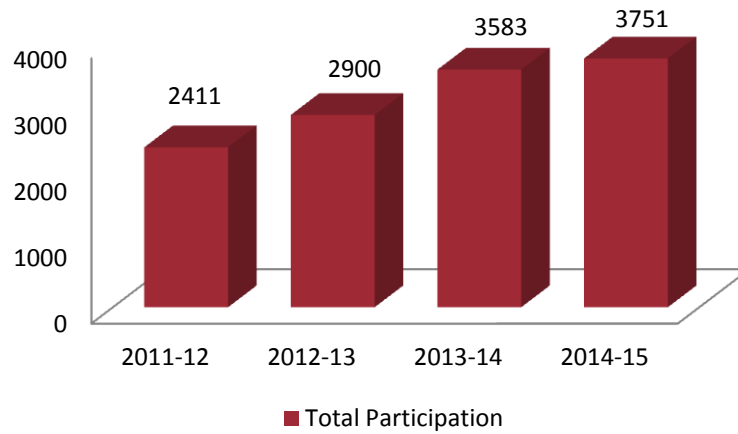
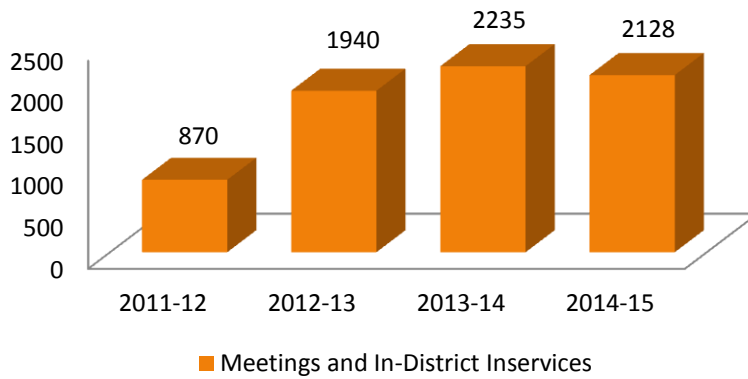
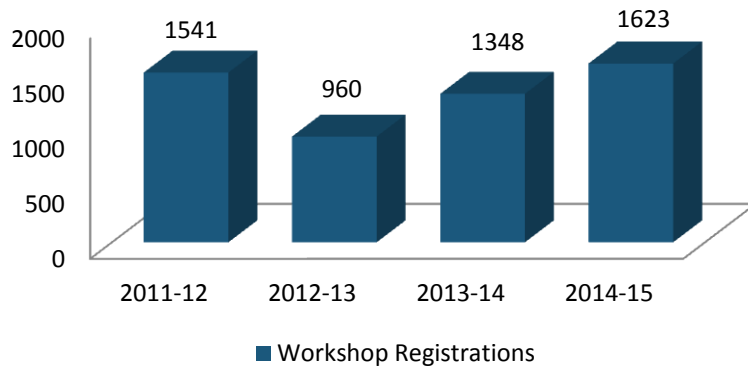
We then came together to share the current information we gathered from the customers we interviewed, listening especially for patterns in response, and then began to discuss possible next steps for action. While we routinely ask our customers for feedback both informally in conversations along the way and formally on workshop evaluation forms and in customer satisfaction surveys, we have discovered that rounding is another powerful tool for gathering feedback for our continuous improvement planning.

Here are just a few of the ideas we will be exploring further to help our regional educators to do their jobs better:

- More opportunities for networking with other educators in the region
- Opportunities to learn about co-teaching and team teaching
- What leaders can do to support personalized learning
- More digital options for trainings and professional learning
- Wisconsin Virtual School to provide synchronous course options

Like professional medical staff, professional educational staff can truly make better decisions and improve learner/customer outcomes through the process of rounding. Our team looks forward to continue to gather feedback by using this tool.

Workshop and Meeting Participation Data (Four Year Look)



Shared Services

☆ Key to Abbreviations/Acronyms can be found on page 51

2014- 15 Shared Services



Antigo

School Improvement, VI Services, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Delivery System, Grant Writer, Special Education Director, Technology & Digital Learning/Blended Learning Consortium



Athens

School Improvement, Carl Perkins Basic, Carl Perkins Consortium, Grant Writer, Library/Media Specialist, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service, Environmental Services



Arbor Vitae-Woodruff

School Improvement, Behavioral Strategist, Assistive Technology, Physical Therapy, School Psychologist, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Instructional Technology Service, E-Rate Application Service



DC Everest

School Improvement, VI/OM Combined Service, Assistive Technology, ATOD Local, CESA Administration, CESA Facility & Maintenance, Delivery System, Online/Blended Learning Consortium



Edgar

School Improvement, Reading Specialist, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, Grant Writer, CESA Administration, CESA Facility & Maintenance, Environmental Services



Elcho

School Improvement, Psychological Services, Behavioral Strategist, Assistive Technology, IDEA Consortium, Autism Support, Deaf/Hard of Hearing Support, Educational Interpreter, ATOD Local, ESEA Consolidated Plan, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium, Environmental Services



Lac du Flambeau

School Improvement, Occupational Therapy, Regional EBD Program, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System, Instructional Technology, E-Rate Application Service,



Lakeland Union High School

School Improvement, Visually Impaired Services, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service, Online/Blended Learning Consortium



Marathon

School Improvement, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, E-Rate Application Service, Environmental Services



Merrill

School Improvement, Regional EBD Program, Visually Impaired Services, Orientation & Mobility Specialist, Assistive Technology, Occupational Therapy, ATOD Local, HS Career Center Director, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Environmental Services, Delivery System, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium, Grant Writer



Minoqua-Hazelhurst-Lake Tomahawk

School Improvement, Special Education Director, Speech/Language, Autism Support, ATOD Local, ESEA Consolidated Plan & Reporting Service, CESA Administration, CESA Facility & Maintenance, Environmental Services



Mosinee

School Improvement, Psychological Services, Behavioral Strategist/ED Program Support, Speech/Language, Orientation & Mobility Specialist, Assistive Technology, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, Instructional/Educational Materials, Driver Education, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System



North Lakeland

School Improvement, Occupational Therapy, ATOD Local, CESA Administration, CESA Facility & Maintenance, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium



Northland Pines

School Improvement, Visually Impaired Services, Assistive Technology, Regional EBD Program, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, Grant Writer, CESA Administration, CESA Facility & Maintenance, Delivery System, Technology & Digital Learning/Blended Learning Consortium, Environmental Services



Phelps

School Improvement, Special Education Director, Psychological Services, IDEA Consortium, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, Driver Education, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, E-Rate Application Service



Prentice

School Improvement, Special Education Director, Psychological Services, Speech/Language, Occupational Therapy, Physical Therapy, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System, E-Rate Application Service, Environmental Services



Rhinelander

School Improvement, Behavioral Strategist, Visually Impaired Services, Parent Liaison, Carl Perkins Basic, Carl Perkins Consortium, Grant Writer, CESA Administration, CESA Facility & Maintenance, Environmental Services



Rib Lake

School Improvement, Special Education Director, Psychological Services, Occupational Therapy, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, E-Rate Application Service



Stratford

School Improvement, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement



Three Lakes

School Improvement, Visually Impaired Services, Physical Therapy, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, Grant Writer, CESA Administration, CESA Facility & Maintenance, Online/Blended Learning Consortium, Environmental Services



Tomahawk

School Improvement, Behavioral Strategist, Speech/Language, Visually Impaired Services, Occupational Therapy, Assistive Technology, Psychological Services, Regional EBD Program, ATOD Local, Carl Perkins Basic, Carl Perkins Consortium, CESA Administration, CESA Facility & Maintenance



Wausau

School Improvement, Supplemental School Improvement Services, Parent Liaison, Regional EBD Program, ATOD Local, Grant Writer, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Technology & Digital Learning/Blended Learning Consortium

Available at No Charge to All Districts

Early Childhood Grant, PBIS Grant, RSN, Title I Network

Available to All Districts Per PO

Google Apps for Education, RSS, SALT, School Based Services, StarLab, Wisconsin Virtual School

ATOD – Alcohol, Tobacco & Other Drugs	EBD – Emotional Behavior Disabilities	ESEA – Elementary and Secondary Education Act
IDEA – Individuals by Disabilities Education Act	PBIS – Positive Behavioral Interventions and Supports	RSN – Regional Service Network
RSS – Regional Support System	SALT – Systematic Analysis of Language Transcripts	VI/OM – Visually Impaired/Orientation Mobility

2014-15 Services Provided to Others Beyond CESA 9 School Districts	
Almond –Bancroft	E-Rate Application Service
CESA 6	Educator Effectiveness Regional Coordinator
Lincoln Hills	School Improvement, Educational Consultant, Behavioral Strategist, Speech/Language, Assistive Technology, Curriculum Coordinator
Marathon County Children with Disabilities Education Board (CDEB)	Orientation & Mobility Specialist
Technology Alternatives Plus (TAPS)	Behavioral Strategist/ED Program Support

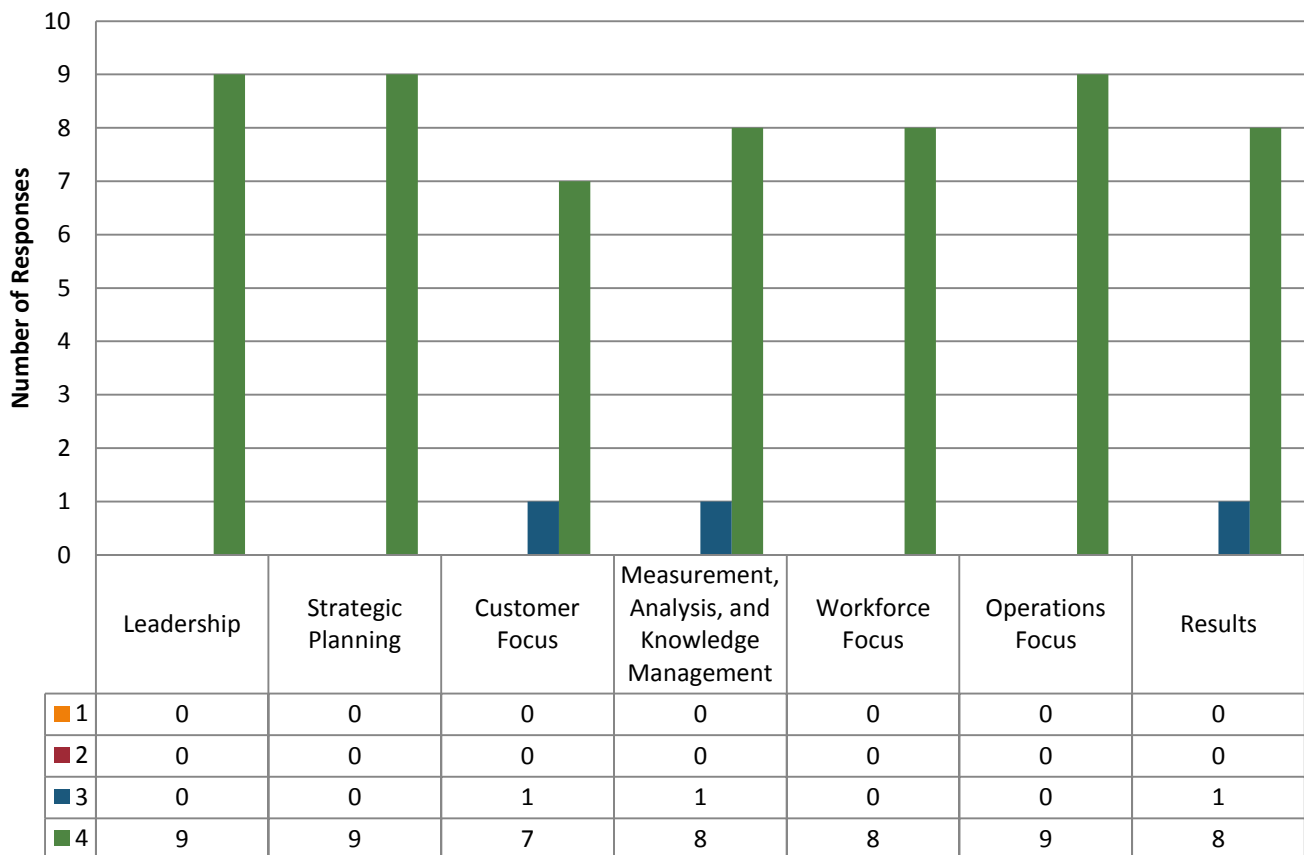
Evaluation of the Agency Administrator by Board of Control

Each year, the Professional Advisory Committee (CESA 9 Superintendents) and the CESA 9 Board of Control provide performance feedback to the Agency Administrator. Similar to the dashboard in a car, this feedback is useful for monitoring and adjusting leadership actions.

The Board of Control used a new evaluation tool aligned with the Baldrige Performance Excellence Criteria which articulates seven indicators of success: 1) Leadership, 2) Strategic Planning, 3) Customer Focus, 4) Measurement, Analysis and Knowledge Management, 5) Workforce Focus, 6) Operations Focus, 7) Results

2014 - 15 Agency Administrator Evaluation by BOC

(4 Point Likert Scale with 4 being high performance and 1 being low performance)



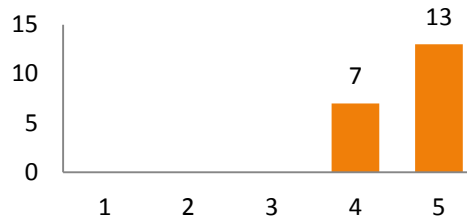
Evaluation of Agency Administrator by Superintendents

The superintendents used the traditional feedback tool that has been used at CESA 9 for a number of years.

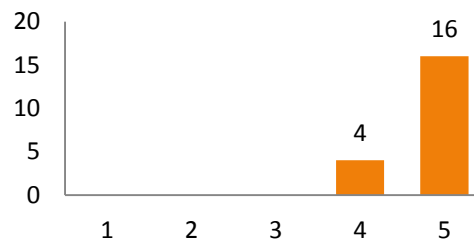
2014-15 Agency Administrator Evaluation by CESA 9 Superintendents 20 out of 22 Superintendents Completed the Evaluation

Evaluation was based on a 5 point scale – 1 being low and 5 being high

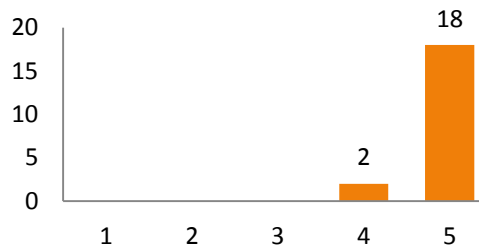
Professional Advisory Committee meetings are well organized and provide useful information:



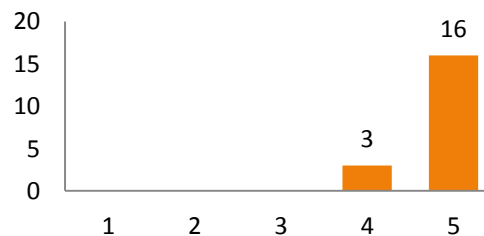
Agency Administrator provides opportunities for superintendents to engage in professional growth and learning:



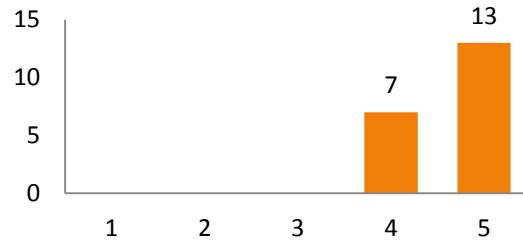
The Agency Administrator is responsive to District needs that can be met through existing CESA services/programs:



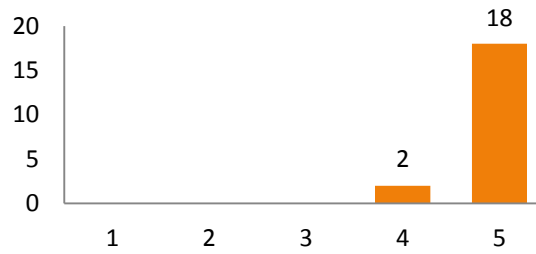
The Agency Administrator is responsive to District needs that can be met through new CESA services/programs:



The Agency Administrator is effectively addressing Agency needs (i.e. funding formula revisions, staffing, etc.):



Effective communication between the CESA Administrator and District Administrator is maintained:



Workshop Evaluation Data

All CESA 9 workshop participants receive evaluations to complete after each workshop. This information is shared with and analyzed by the workshop presenter, project director, and agency administrator. In 2014-15 the evaluation questions included:

- ◆ **How clear & organized was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **How engaging was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **How effective was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **What information, techniques and learning activities were most useful to you?**
- ◆ **What, if anything, was not useful to you?**
- ◆ **In which specific areas of this workshop do you feel that you could benefit from more instruction and/or practice?**
- ◆ **Would you recommend this workshop to your colleagues? Why or why not?**
- ◆ **At CESA 9, we work to continuously improve our programs and services to you-our customer. To help us better meet your needs, please finish this statement, "I wish CESA 9 would..."**
- ◆ **How did you find out about this workshop?**

On average, **over 96%** said **"YES"** they would recommend CESA 9 workshops to their colleagues



Some of the comments from participants:

"Extremely helpful. I never would have been able to handle/figure out the process without this workshop."

"Very engaging and informative. I learned a lot in two days!"

"Valuable, current information was shared that is applicable to my work."

"Straight forward, practical information to help me understand how to apply to my curriculum."

"Highly motivational! Great forum to share with other teachers what you are experiencing on this journey."