

# Region 1: Profile of SST Services, 2023-24



June 2025

## Evaluating State Support Teams in Ohio

When Ohio schools are identified for *comprehensive support and improvement* (CSI), the Ohio Department of Education and Workforce (the Department) assumes responsibility for ensuring these schools receive the necessary support to foster improvement. As part of Ohio’s regional system of support, State Support Teams (SSTs) collaborate with Local Education Agencies (LEAs), schools, families, regional partners, and the Department through a continuous improvement process in an effort to guarantee that each child in Ohio has access to a high-quality education.

To assess the implementation, perceived quality, and alignment of SST activities in 2023–24, the Department contracted with the American Institutes for Research (AIR) and Marzano Research. This evaluation comprised (1) surveys of LEA and building leaders, (2) interviews with LEA and building leaders, (3) a study of the alignment between Service Delivery Agreements (SDAs) and LEA One Plans, and (4) analysis of outcome data. The support system changed from 2023–24 to 2024–25 as the Department proactively enhanced system components. This report provides data specific to SST Region 1 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

### Region 1 At-a-Glance

- Number of CSI schools: 26
- Enrollment in CSI schools: 22,959
- Region urbanicity: Rural (42%), City (27%)
- Region demographics:
  - Low-income: 52%
  - Black: 13%
  - White: 67%
  - Hispanic: 11%
  - English learners: <1%
  - Students with disabilities: 16%



Source: Ohio DEW Report Card, NCES EDGE, 2023-24

### KEY FINDINGS FOR REGION 1

- **Features of services:** Surveyed LEA and building administrators in Region 1 reported receiving a median of 31 hours of SST services during the 2023–24 school year, largely as individualized support and group training, with school improvement as the most frequently reported topic.
- **Perceived quality:** Surveyed administrators in Region 1 expressed positive perceptions of SST staff and reported that they learned from SST services.
- **Areas of improvement:** Nearly all surveyed administrators in Region 1 reported improvement in conditions for learning and school climate during the 2023–24 school year and attributed moderate influence to SST services.
- **Alignment:** A review of documents found that most adult and student measures in the SDAs were at least partially aligned with their corresponding measures in the LEA One Plans—signifying that they shared a core topic, with some exhibiting differences in other key aspects like their scope, purpose, or specific details.
- **Student outcomes:** Schools receiving SST services in Region 1 experienced greater improvement in reading and math proficiency (grades 3–8), graduation rates, and chronic absenteeism compared to all schools in Region 1.

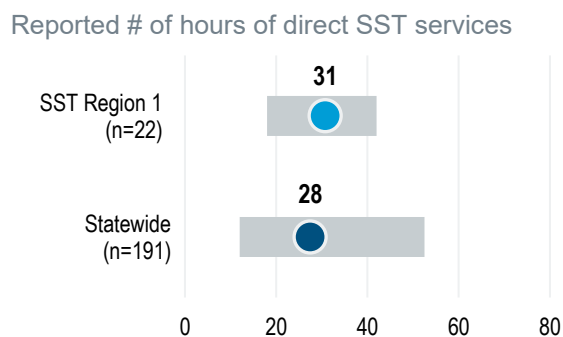


## Surveyed LEA and building administrators reported a median of 31 hours of SST services during the 2023–24 school year, most of which was delivered through individualized support.

Examining key features of SST services offers insights into how they are delivered and experienced. Dimensions include service **intensity**, which is measured by the average number of hours of SST services, along with the **topics** addressed and the **type** of services provided, such as online resources, group trainings, individualized support, and networking or peer support.

During the 2023–24 school year, surveyed LEA and building administrators in SST Region 1 reported a median of 31 hours of services (with the middle 50% reporting between 18 and 42 hours). This exceeded the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This difference represents around 3 additional hours of service for LEAs and schools in Region 1 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 1** reported more hours than the **statewide** median.



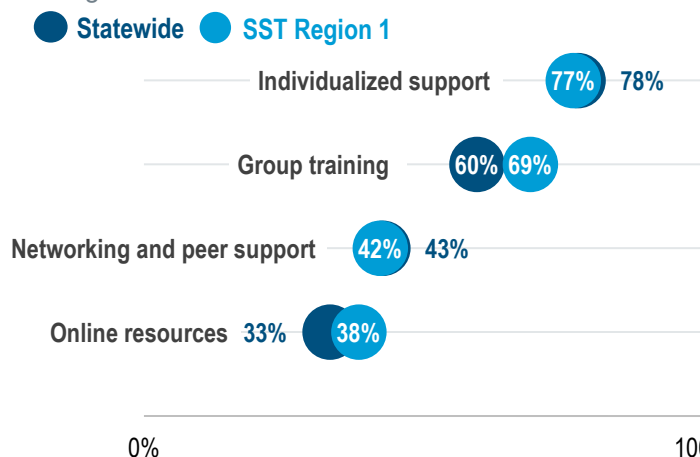
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.

Note. Total direct service hours were calculated for each respondent by multiplying the reported number of service days by the midpoint of the reported hourly duration range for those services, based on survey data.

Gray bars indicate the typical range of direct service hours LEA and building administrators reported receiving from their SST, representing responses from the 25th to 75th percentile.

Figure 2. **SST Region 1** respondents largely mirrored **statewide** patterns for the types of SST services received but were more likely to report receiving group training.

% of surveyed LEA and building administrators who reported receiving SST services



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 1, n=26; Statewide, n=243).

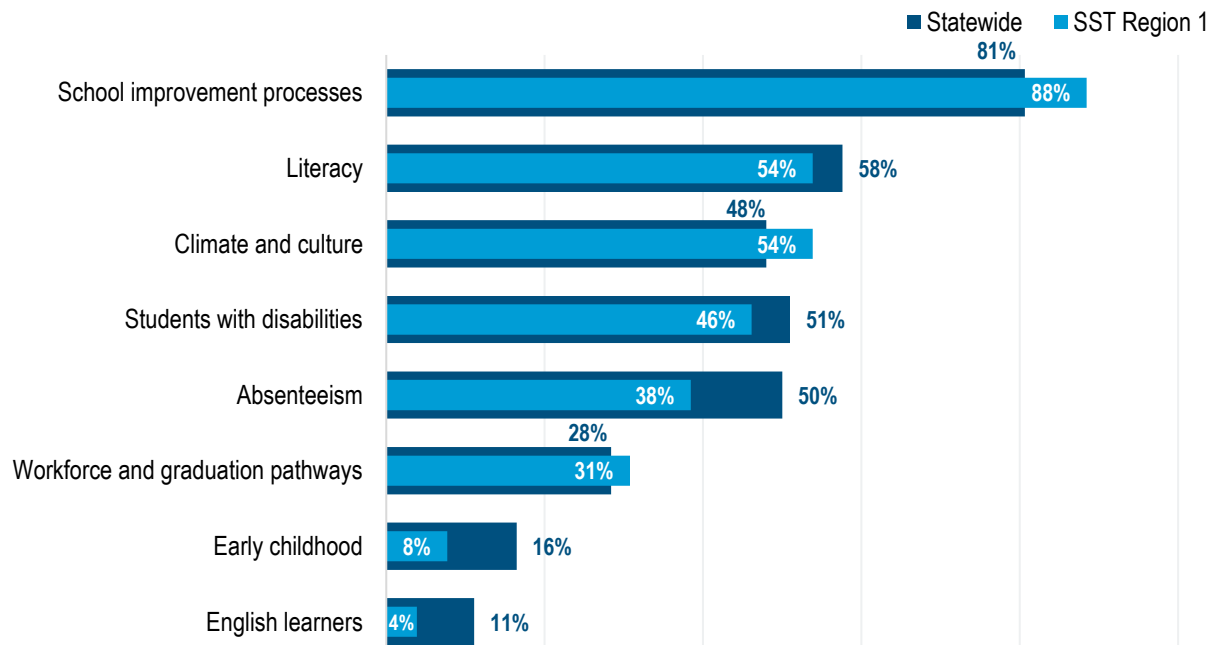
Compared to those surveyed statewide, a similar percentage of surveyed LEA and building administrators in SST Region 1 reported receiving services through individualized support (77% vs. 78%), networking (42% vs. 43%), and peer support (42% vs. 43%) (see Figure 2). However, respondents from SST Region 1 were more likely to report receiving group training (69% vs. 60%) and online resources (38% vs. 33%).



Figure 3.

**SST Region 1** prioritized school improvement processes, climate and culture, and workforce and graduation pathways more than the **statewide average**.

% of surveyed LEA and building administrators who reported receiving SST services



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 1, n=26; Statewide, n=243).

School improvement was the most prevalent topic of services reported by surveyed LEA and building administrators in Region 1 (88%), exceeding the statewide average (81%). Other commonly reported topics included literacy (54%), climate and culture (54%), and students with disabilities (46%). In contrast, services related to absenteeism were reported by 38% of respondents in Region 1, compared to 50% statewide. Respondents in Region 1 rarely reported services focusing on English learners or early childhood (see Figure 3).

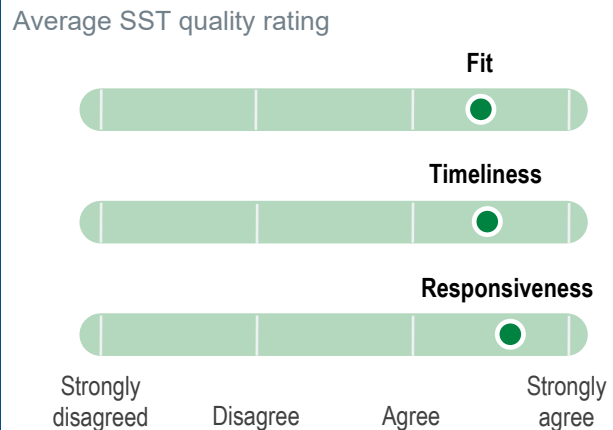


## Surveyed LEA and building administrators valued SST services and most reported they learned and changed practices based on SST services.

The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized by promptness in execution and adherence to deadlines; and **responsiveness**, evidenced through active listening, addressing challenges, proactive follow-up, and delivering valued input.

LEA and building administrators were asked to report their level of agreement with statements related to these three aspects of SST services. Overall, administrators in SST Region 1 expressed positive perceptions of the quality of services. They were most positive about the responsiveness of the services received, and generally agreed that the SST was timely in providing services. Perceptions of the fit of services were similarly positive (see Figure 4).

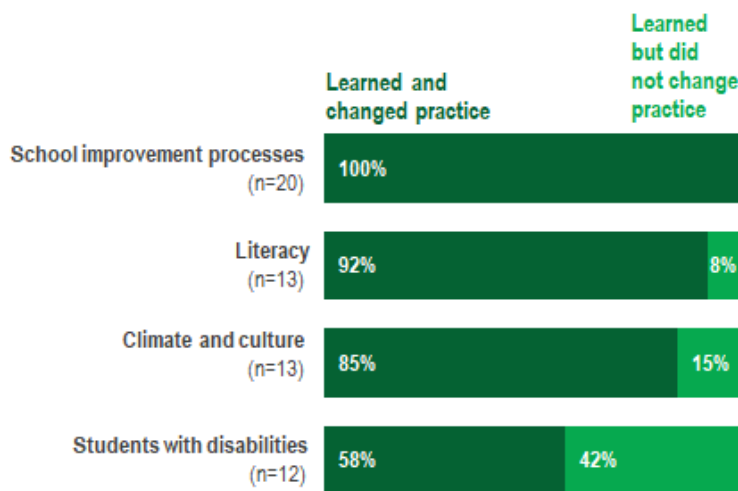
Figure 4. Surveyed LEA and building administrators in SST Region 1 have generally positive perceptions of the fit, timeliness, and responsive of the members of their SST.



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 1, n=21).  
Note: Composite scales for each construct were created by averaging the scores from the relevant individual survey items.

Figure 5. Surveyed LEA and building administrators in SST Region 1 were most likely to report **learning and changing practices** based on services related to school improvement processes, literacy, and climate and culture.

% of surveyed LEA and building administrators, by learning outcome



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.  
Note: Data for each topic reflect responses from those LEA and building administrators who indicated that their LEA or building received SST services on that particular topic during the 2023–24 school year. The topics of absenteeism, early childhood, English learners, and workforce and graduation pathways were excluded from the figure due to having fewer than 10 respondents.

When LEA and building administrators were asked about the usefulness of SST services on specific topics—that is, whether they learned and changed practices, learned but did not change practices, or did not learn, clear differences emerged. While administrators often changed practices after receiving services related to school improvement (100%), literacy (92%), climate and culture (85%), far fewer did so for services focused on students with disabilities (only 58%) (see Figure 5).



## Nearly all surveyed administrators in Region 1 reported improvement in conditions for learning and school climate and attributed moderate influence to SST services.

In addition, when asked whether their LEA or school experienced improvements in the 2023–24 school year, over two-thirds of LEA and building administrators reported positive changes in English language arts, achievement gap closure, and college and career readiness.

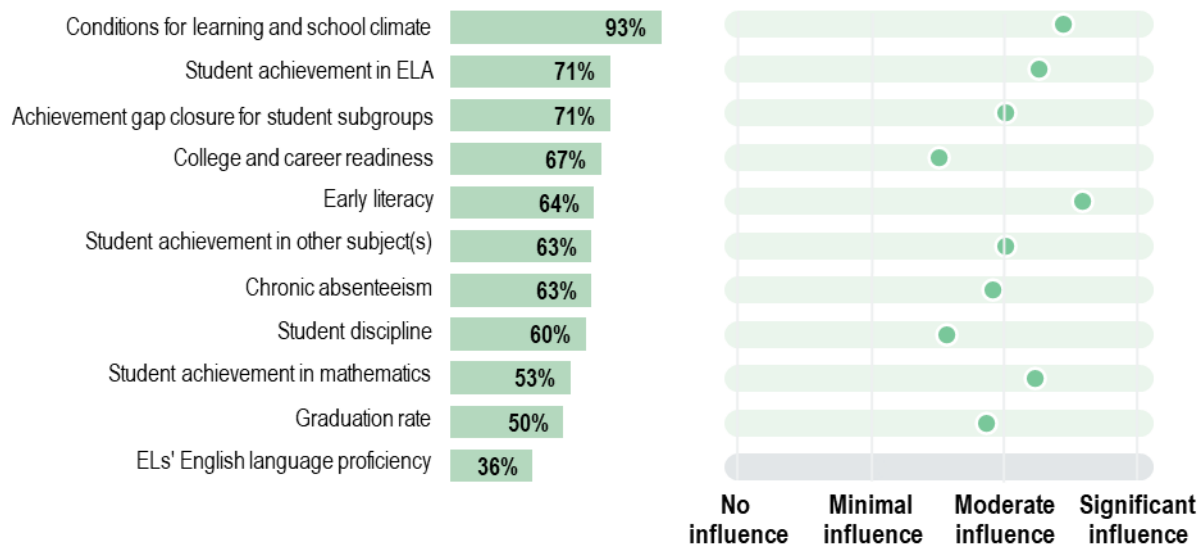
Administrators who reported improved student outcomes were then asked to rate the SST’s influence on these perceived positive changes. In some instances, they credited SST services with contributing to these noted improvements. For example, 71% of respondents indicated improvements in ELA achievement, and on average, these administrators attributed moderate influence of SST services on this improvement.

The percentage of administrators reporting improvements in specific areas, however, did not always match the perceived influence of SST services. For instance, many surveyed administrators reported improved college and career readiness but low levels of SST influence. Conversely, while 64% of administrators reported improvement in early literacy (lower than other topics), early literacy had the highest perceived SST influence (see Figure 6).

Figure 6.

Most surveyed administrators in SST Region 1 reported improvements in four areas, generally perceiving the influence of SST services on these gains as minimal to moderate.

% of surveyed LEA and building administrators reporting improvements & average SST service influence score



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 1, n=17).

Note. The percentages of respondents reporting improvements for each area are based on all surveyed LEA and building administrators. The average scale scores for SST influence on improvements are calculated from those administrators who reported that their LEA or school experienced improvements in the corresponding area during the 2023–24 school year. Average SST service influence scores with fewer than five respondents are not reported, indicated by a gray bar.



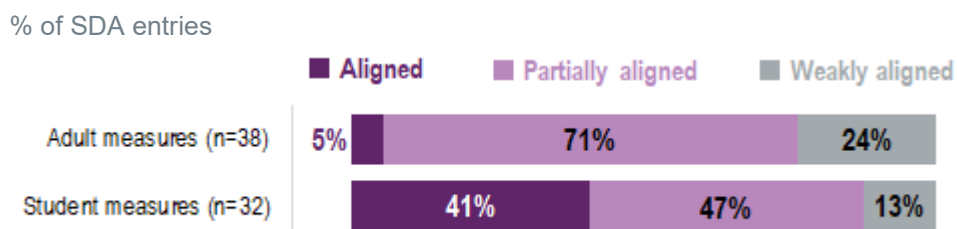
## Most adult and student measures in the SDAs were found to be at least partially aligned with those in the LEA One Plans.

SST services, planned and documented through Service Delivery Agreements (SDAs), are designed to directly support the strategies and goals outlined in LEA One Plans. Both SDAs and LEA One Plans contain key elements—such as measures of adult behavior and student outcomes—that should align as work flows from the SST to LEAs and schools. To assess the coherence and consistency of SST services, the evaluation team examined how well these components in the SDAs and LEA One Plans aligned, classifying the level of alignment as: *aligned*, *partially aligned*, and *weakly aligned*, according to the following definitions:

|                          | <i>Adult measures documented in the SDA and LEA One Plans</i>  | <i>Student measures documented in the SDA and the LEA One Plans</i>  |
|--------------------------|--|--|
| <b>Aligned</b>           | Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to planning or to implementation), AND focus on similar target student group(s). | Measures share a core topic area, reference the specific metric or assessment tool, AND focus on similar target student group(s).  |
| <b>Partially aligned</b> | Measures share the same core topic area but differ in one or more of the other key aspects: level, function, or target student group(s).   | Measures share the same core topic area but differ in one or more of the other key aspects: the specific metric or assessment tool or the target student group(s).                   |
| <b>Weakly aligned</b>    | Measures address different core topic areas OR one measure is missing from either the SDA or LEA One Plan.   | Measures address different core topic areas OR the measure is missing from the LEA One Plan. <i>Records where the SDA was missing a student measure were excluded from analysis.</i> |

The analysis for Region 1 suggests student measures were more tightly aligned between SDAs and One Plans than were adult measures, with 41% of student measures categorized as aligned compared to 5% of adult measures. Adult measures were also nearly twice as likely to be weakly aligned (24%) as student measures (13%) (see Figure 7). Examples of each category from SST Region 1 are presented on the next page for both adult and student measures.

Figure 7. In SST Region 1, adult measures were generally **partially aligned** between documents. Conversely, student measures were more evenly split between **aligned** or **partially aligned**.



Source: SST Service Delivery Agreements and LEA One Plans, 2023–24.  
 Note. An initial analysis assessed the alignment of SDA grant activities with LEA One Plan goals. This region began with 67 total SDA entries, of which 10 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 57 SDA entries, 38 (67%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 38 entries. For the student measure analysis, 6 entries were excluded because the SDA did not include a student measure.



## Adult measures

## Student measures

| SDA  | LEA One Plan   |
|--|--|
| <b>Aligned</b>   |  |
| <i>"100% of Administrators participating in OLi4, will demonstrate an increase in their instructional leadership as measured by progress documented on the BLT and TBT rubrics."</i> | <i>"Every semester, shared leadership, including the use of OIP - fidelity Instrument of DLT, BLTs, TBTs, and SBTs will be monitored by Superintendent, Principal, Curriculum Director, Special Education Director, with an overall improvement of 100% by the end of the plan."</i> |

| SDA   | LEA One Plan  |
|---|---|
| <b>Aligned</b>  |   |
| <i>"By June 2024, [the LEA] will meet their One Plan attendance goal for students."</i> | <i>"Attendance of all students will be measured, with an overall increase of 5%."</i> |

| <b>Partially aligned</b>   |   |
|--|---|
| <i>"By June 2024 [staff] will complete the RTFI to analyze and create an action plan to strengthen tier 1 literacy instruction for all students including students with disabilities."</i> | <i>"Every month, reading/literacy - Implementation data of reading/literacy Teachers will be monitored by Instructional Coach/es, with an overall improvement of 90% by the end of the plan."</i> |
| <i>"By June 2024, 100% of [staff] will implement the chosen evidence-based strategy to increase student attendance."</i>   | <i>"Every semester, attendance - Look-For of High School Staff will be measured, with an overall plan improvement of 5%."</i>   |

| <b>Partially aligned</b>  |   |
|---|---|
| <i>"By June 2024, students, including students with disabilities, will decrease chronic absenteeism by 4%."</i> | <i>"Attendance of students with disabilities and Black, non-Hispanic [students] will be monitored by the principal, with an annual improvement of 4%, resulting in an overall improvement of 12% by the end of the plan."</i> |

| <b>Weakly aligned</b>   |  |
|---|--|
| <i>"By June 2024, [the community school] will have created 80% of an effective PBIS framework."</i> | <i>"The principal will monitor Teacher Based Team participation, resulting in an annual increase of 15% and overall increase of 50% by the end of the plan."</i> |

| <b>Weakly aligned</b>   |  |
|---|--|
| <i>"By June 2024, [the community school] will increase the percentage of SWDs graduating with a regular diploma by 3%."</i> | <i>"Every quarter, graduation – Attendance of all students will be measured, with an overall plan improvement of 4 Career Days."</i> |



## Schools receiving SST services in Region 1 experienced greater improvement in graduation rates and reductions in chronic absenteeism compared to all schools in Region 1.

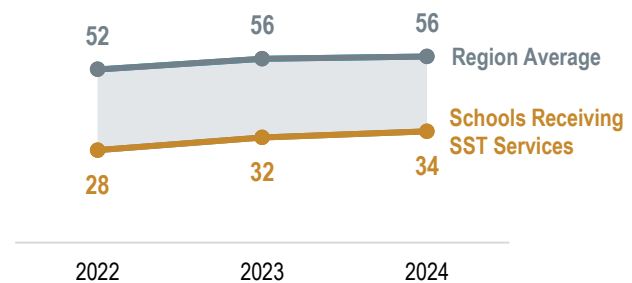
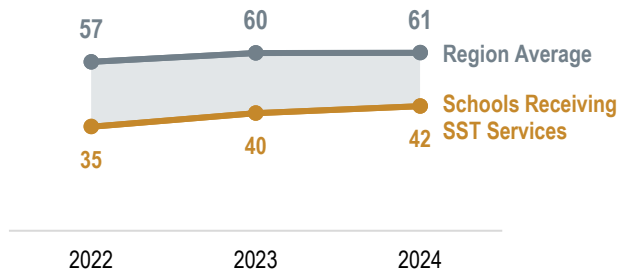
The following data compare average student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 8–10). It is important to note that this descriptive analysis is not intended to imply any causal effect of SST services on these outcomes.

Figure 8.

On average, **schools receiving SST services in Region 1** increased slightly more on both 3<sup>rd</sup> through 8<sup>th</sup> grade reading proficiency and math proficiency rates, compared to **all schools within SST Region 1**.

Reading Proficiency  
(Grades 3-8)

Math Proficiency  
(Grades 3-8)



Source: Ohio State Report Card, 2023–24 (Region 1 n-sizes: 260 in 2022, 257 in 2023, and 256 in 2024; Schools receiving SST services n-sizes: 79 in 2022, 76 in 2023, and 74 in 2024).

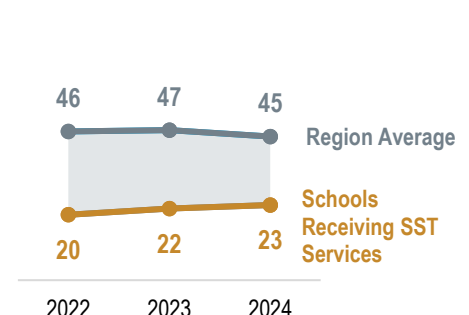
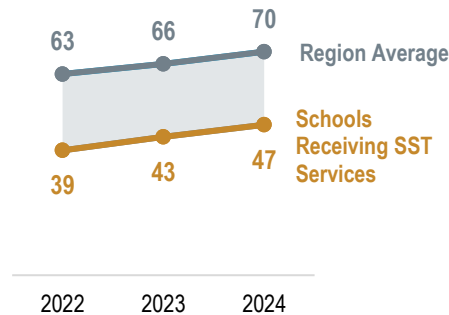
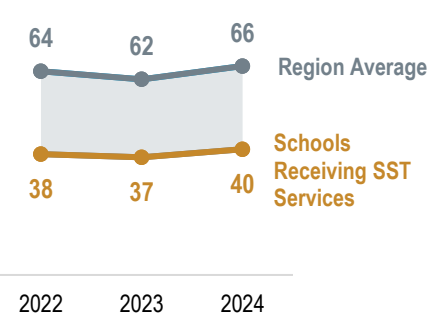
Figure 9.

**Schools receiving SST services in Region 1** exhibited similar proficiency trends in English II and Algebra I, and slightly higher proficiency trends for Geometry compared to **all schools within SST Region 1**

HS English II  
Proficiency

HS Algebra I  
Proficiency

HS Geometry  
Proficiency



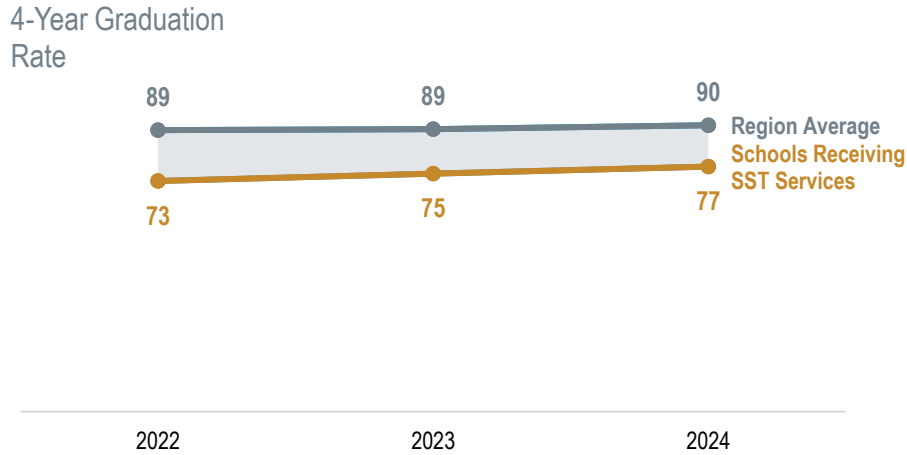
Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 1. HS English II: 95 in 2022, 101 in 2023, and 94 in 2024; HS Algebra I: 139 in 2022, 139 in 2023, and 138 in 2024; HS Geometry: 100 in 2022, 105 in 2023, and 101 in 2024
- Schools receiving SST services. HS English II: 25 in 2022, 28 in 2023, and 24 in 2024; HS Algebra I: 34 in 2022, 33 in 2023, and 32 in 2024; HS Geometry: 26 in 2022, 28 in 2023, and 27 in 2024



Figure 10.

**Schools receiving SST services in Region 1** improved graduation rates at a slightly higher rate compared to **all schools within SST Region 1**.

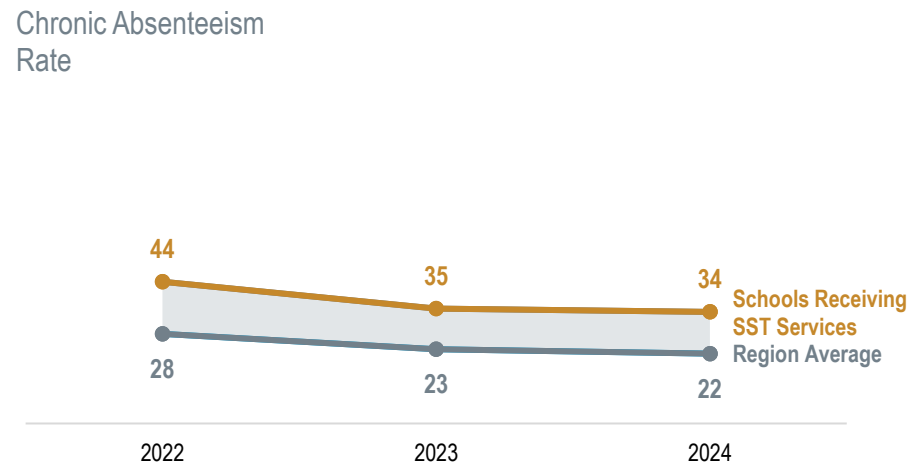


Source: Ohio State Report Card, 2023–24 (Region 1 n-sizes: 97 in 2022, 98 in 2023, and 97 in 2024; Schools receiving SST services n-sizes: 27 in 2022, 27 in 2023, and 26 in 2024).

Note. Graduation Rates from the Ohio Report Card provide four-year graduation rates from the prior year. For example, the 2023-24 Report Card data contain four-year graduation rates from the class of 2023.

Figure 11.

Chronic absenteeism rates across SST Region 1 decreased, with **schools receiving SST services in Region 1** decreasing rates at a faster pace relative to **all schools within Region 1**.



Source: Ohio State Report Card, 2023–24 (Region 1 n-sizes: 331 in 2022, 332 in 2023, and 330 in 2024; Schools receiving SST services n-sizes: 98 in 2022, 98 in 2023, and 97 in 2024).