Region 2: 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 2 during the 2023–24 school year, including the LEAs and schools served through the SDAs. The low number of survey responses from this region (fewer than 10 respondents) makes it difficult to draw confident conclusions about the features and perceived quality of SST services. Therefore, this report focuses solely on the analysis of SDA-to-One Plan alignment and student outcome data.

Region 2 At-a-Glance

Number of CSI schools: 7
Enrollment in CSI schools: 2,047
Region urbanicity: Suburb (56%)
Region demographics:

- Low-income: 54%
- Black: 8%
- White: 67%
- Hispanic: 14%
- English learners: 1%
- Students with disabilities: 15%

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

KEY FINDINGS FOR REGION 2

- **Alignment:** A review of documents found that most student measures in the SDAs were at least partially aligned with those in the LEA One Plans—meaning they shared a core topic area, with some exhibiting differences in other key aspects like their scope, purpose, or specific measurement details. In contrast, half of adult measures were weakly aligned—either addressing different core topics or missing from one of the plans altogether.
- **Student achievement:** While schools receiving SST services in Region 2 mirrored regional trends in graduation rates and reading and math proficiency (grades 3-8), they showed slower improvement in chronic absenteeism and experienced declines in High School English II and Algebra I performance.

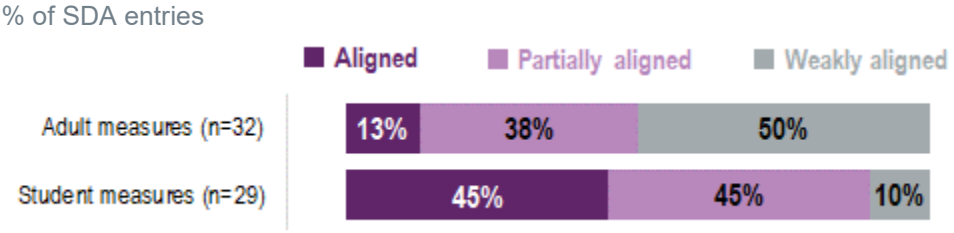
Most student measures in SDAs were found to be at least partially aligned with those in LEA One Plans; in contrast, half of adult measures demonstrated weak alignment between the documents.

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:

	Adult measures documented in the SDA and LEA One Plans	*Student measures documented in the SDA and the LEA One Plans*
Aligned	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).
Partially aligned	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).
Weakly aligned	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. *Records where the SDA was missing a student measure were excluded from analysis.*

The analysis for Region 2 suggests student measures were more tightly aligned between SDAs and One Plans than were adult measures. Nearly half of student measures were categorized as aligned, whereas only 13% of adult measures were in this category. Adult measures were more commonly rated as weakly aligned, with 50% falling into this group (see Figure 1). Examples of each category from SST Region 2 are presented on the next page for both adult and student measures.

Figure 1.
In SST Region 2, half of adult measures were **weakly aligned** between documents. Conversely, student measures were evenly split between being **aligned** and **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 46 total SDA entries, of which 1 was excluded as it was related to developing One Plans for future school years. Of the remaining 45 SDA entries, 32 (71%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 32 entries. For the student measure analysis, 3 entries were excluded because the SDA did not include a student measure.

Alignment of SST services

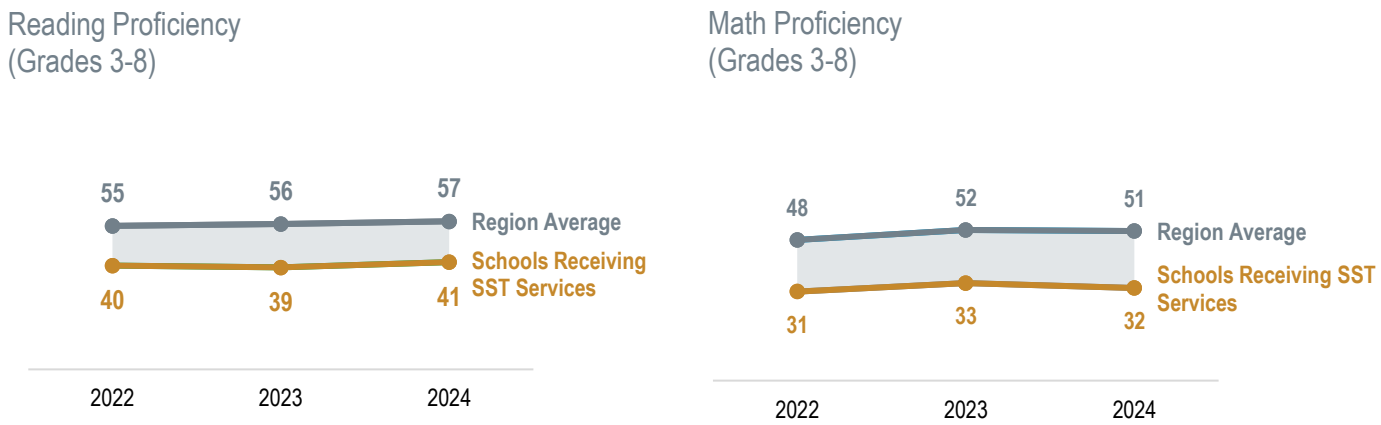
Adult measures		Student measures	
SDA	*LEA One Plan*	*SDA*	*LEA One Plan*
Aligned		**Aligned**	
"Building leaders and Positive Behavioral Interventions and Supports (PBIS) teams will develop and implement PBIS plans using their own goals developed with the help of Tiered Fidelity Inventory (TFI) implementation scores. *Adult Measure: Completion and results of the PBIS (Tier 1) TFI and action plan (Fall and Spring)."*	*"Every semester, behavior - PBIS Tiered Fidelity Inventory (TFI) of all staff will be monitored by Educational Programs and Grants Director, with an overall improvement of 100 in each area of TFI by the end of the plan."*	*The school will see student performance improvement on the ELA II end of course exam with a goal of 10% gain in proficiency.*	*"Student Measure 1:* *Every Semester, English Language Arts - ELA 2 End of Course Exams of All Students will be monitored by Staff, with an overall improvement of increase 10.00 % by the end of the plan."*
Partially aligned		**Partially aligned**	
"Leadership will create a local Literacy Plan. Teachers/staff will collect, analyze, and monitor student assessment data to drive instructional decisions."	*"Every semester, English Language Arts - Walkthrough Data of English Language Arts Teachers will be monitored by Educational Programs and Grants Director, with an overall improvement of increase 100.00 % by the end of the plan."*	*"The school will see an increase in students graduating with a regular diploma."*	*"Every Semester, graduation - earned industry recognized credentials of all students will be monitored by Principal, Classroom Teacher/s, Intervention Specialists, Instructional Coach/es, Staff, with an overall improvement of 25% by the end of the plan"*
Weakly aligned		**Weakly aligned**	
"All schools will have functioning C3 [Co-Plan to Co-Serve to Co-Learn] teams by May 2024. *Adult Measure: All C3 teams will have created products as part of the C3 team process."*	*"Every semester, English Language Arts - walkthrough data of English Language Arts Teachers will be monitored by DLT, with an annual improvement of increase 33% resulting in an overall improvement of increase 100% by the end of the plan.*	*"COS [Child Outcome Summary] scores will indicate progress in overall student growth and age-expected skills across outcome indicators."*	*"Principal, Special Education Director, Assistant Superintendent, Classroom Teacher/s, Intervention Specialists will monitor English Language Arts - benchmarks for All Students each Quarter resulting in an annual improvement of increase 3.5% and an overall improvement of increase 10% by the end of the plan."*

While reflecting regional trends in graduation rates and reading and math proficiency for grades 3-8, schools receiving SST services in Region 2 saw slower improvement in chronic absenteeism and declines in High School English II and Algebra I performance.

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 2 – 5). It is important to note that this descriptive analysis is not intended to suggest or imply any causal effect of SST services on these outcomes.

Figure 2.

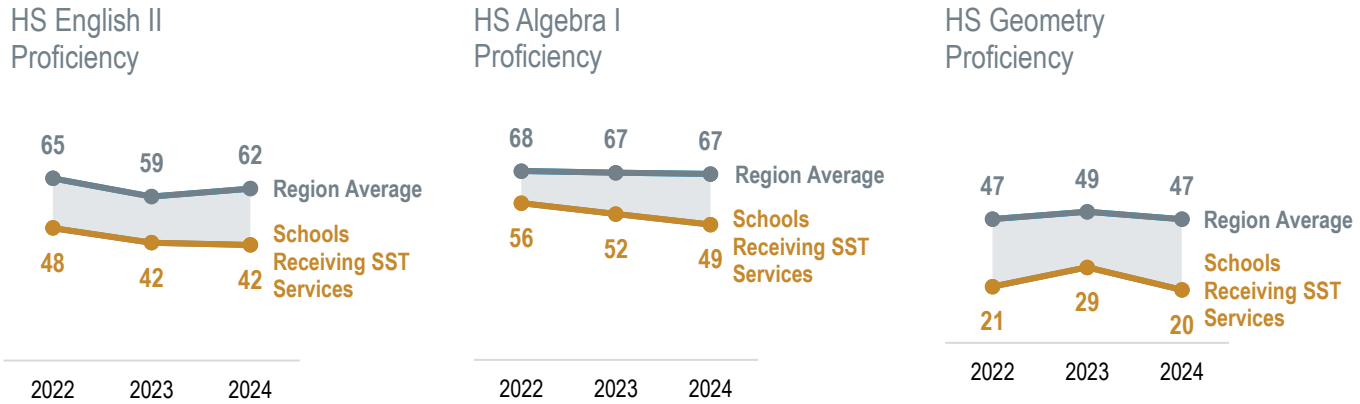
On average, **schools receiving SST services in Region 2** increased similarly on 3rd through 8th grade reading and math proficiency rates compared to **all schools within SST Region 2**.



Source: Ohio State Report Card, 2023–24 (Region 2 n-sizes: 86 for all years; Schools receiving SST services n-sizes: 34 for all years).

Figure 3.

Schools receiving SST services in Region 2 exhibited similar proficiency trends in High School Geometry but experienced a steeper decline in proficiency in High School English II and Algebra I proficiency compared to **all schools within SST Region 2**.

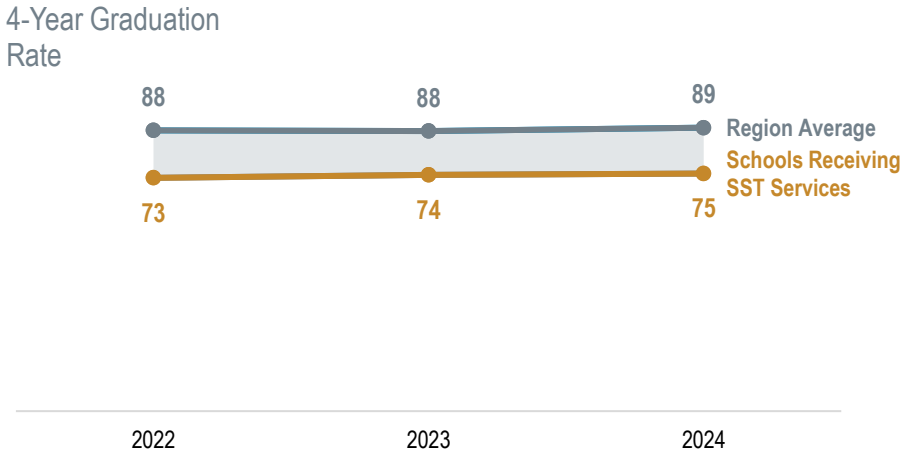


Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 2. HS English II: 28 in 2022, 30 in 2023, and 30 in 2024; HS Algebra I: 55 in 2022, 56 in 2023, and 54 in 2024; HS Geometry:35 in 2022, 36 in 2023, and 36 in 2024
- Schools receiving SST services. HS English II: 9 in 2022, 10 in 2023, and 11 in 2024; HS Algebra I: 17 in 2022, 21 in 2023, and 19 in 2024; HS Geometry: 10 in 2022, 11 in 2023, and 11 in 2024.

Figure 4.

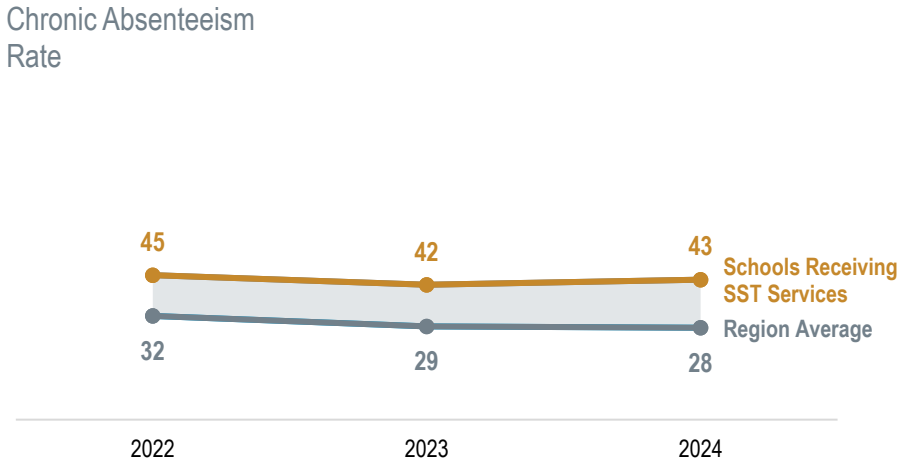
Schools receiving SST services in Region 2 improved graduation rates at a similar rate compared to **all schools within SST Region 2**.



Source: Ohio State Report Card, 2023–24 (Region 2 n-sizes: 29 in 2022, 32 in 2023, and 29 in 2024; Schools receiving SST services n-sizes: 10 in 2022, 11 in 2023, and 10 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 5.

Chronic absenteeism rates across SST Region 2 decreased, with **schools receiving SST services in Region 2** decreasing rates at a similar pace relative to **all schools within Region 2**.



Source: Ohio State Report Card, 2023–24 (Region 2 n-sizes: 128 in 2022, 128 in 2023, and 125 in 2024; Schools receiving SST services n-sizes: 48 in 2022, 49 in 2023, and 48 in 2024).