

Region 3: Profile of SST Services, 2023-24

June 2025

Evaluating School 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 3 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 3 At-a-Glance

Number of CSI schools: 52
Enrollment in CSI schools: 24,572
Region urbanicity: Suburb (56%)
Region demographics:

- Low-income: 65%
- Black: 40%
- White: 40%
- Hispanic: 10%
- English learners: 5%
- Students with disabilities: 18%



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

KEY FINDINGS FOR REGION 3

- **Features of services:** Surveyed LEA and building administrators in Region 3 reported receiving a median of 31 hours of SST services during the 2023–24 school year, largely as individualized support, with school improvement as the most frequently reported topic, followed by literacy.
- **Perceived quality:** Surveyed administrators in Region 3 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** At least three-quarters of surveyed administrators in Region 3 reported improvements in early literacy, college and career readiness, student achievement in ELA, and graduation rates during the 2023–24 school year. However, they attributed a minimal to moderate influence to SST services on those gains.
- **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 differing in other key aspects like their scope, purpose, or specific measurement details. In contrast, nearly half of adult measures were weakly aligned, addressing a different core topic or missing from one of the plans altogether.
- **Student achievement:** Schools receiving SST services in Region 3 exhibited slower improvement in High School English II and Geometry but demonstrated faster gains in 4-year graduation rates compared to the region average.

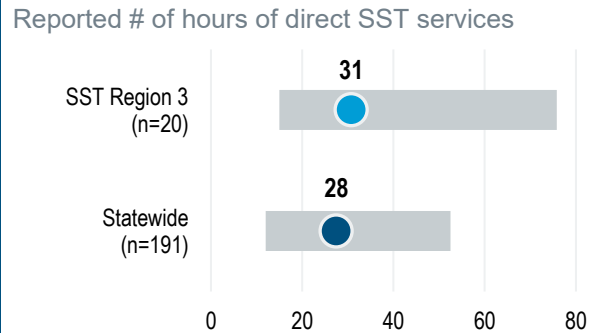


Surveyed LEA and building administrators reported a median of 31 hours of SST services during the 2023–24 school year, most of which was delivered through individualized support.

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 3 reported a median of 31 hours of services (with the middle 50% reporting between 15 and 76 hours). This exceeded the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This difference equates to 3 extra hours of service for Region 3 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 3** reported more hours than the **statewide** median.



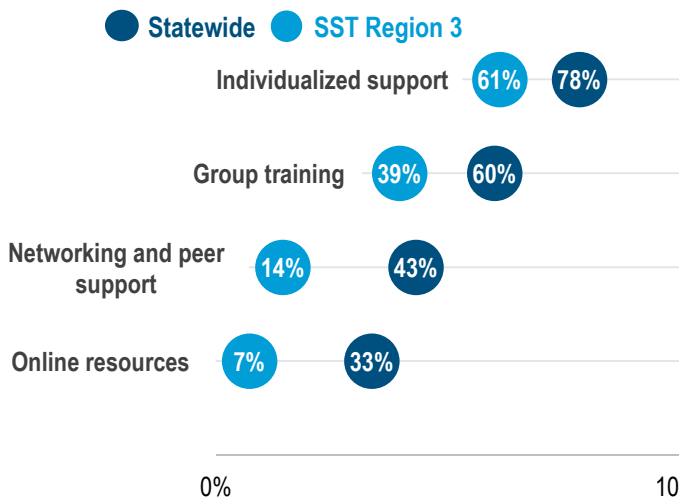
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.

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 3** respondents were less likely to report receiving all categories of support.

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 3, n=28; Statewide, n=243).

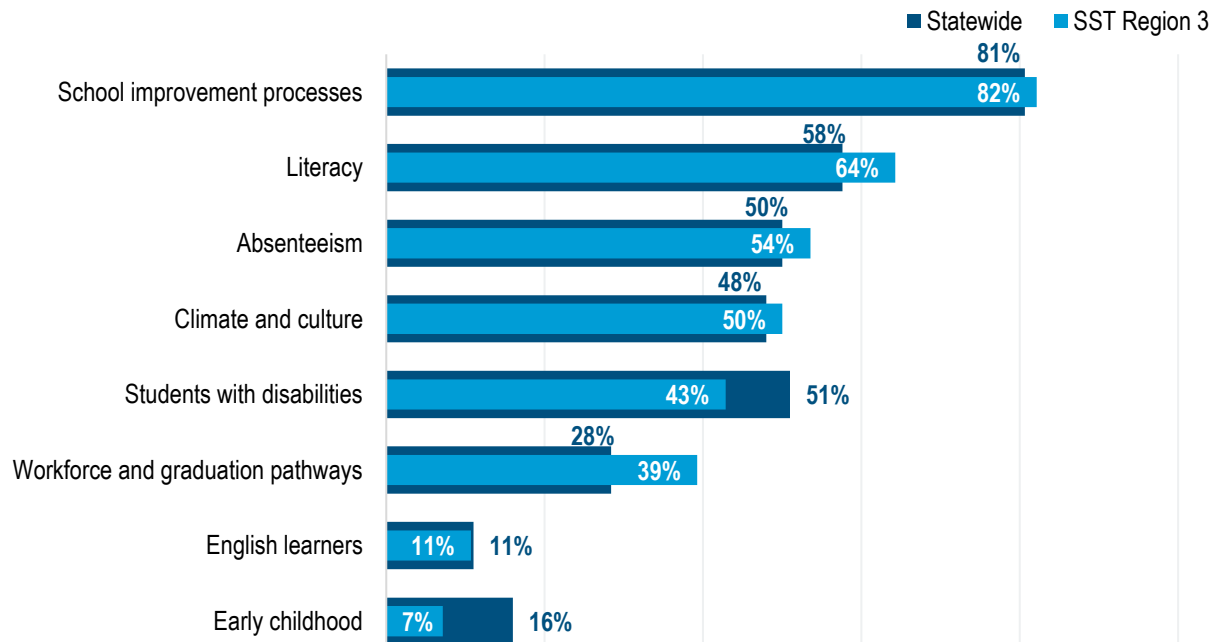
A smaller percentage of surveyed administrators in SST Region 3—compared to those surveyed statewide—reported receiving services through individualized support (61% vs. 78%), group training (39% vs. 60%), networking and peer support (14% vs. 43%), and online resources (7% vs. 33%) (see Figure 2).



Figure 3.

SST Region 3 prioritized school improvement, literacy, absenteeism, 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 3, n=26; Statewide, n=243).

School improvement was the most prevalent topic of SST services reported by surveyed LEA and building administrators in Region 3 (82%), slightly higher than the statewide rate (81%). Other commonly reported topics included literacy (64%), absenteeism (54%), and climate and culture (50%), all reported at slightly higher rates than statewide. Respondents in Region 3 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.

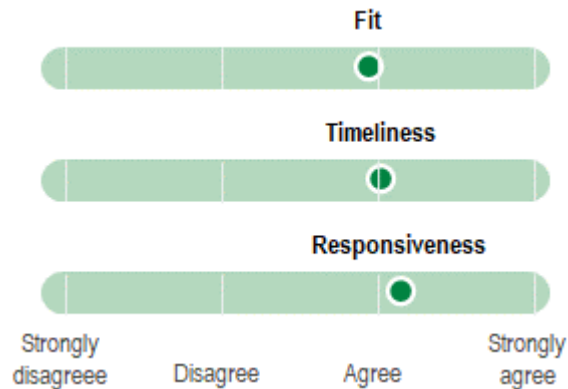
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 3 expressed positive perceptions of the quality of services, with slightly more favorable reports of the SST responsiveness, relative to fit and timeliness (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 3 have generally positive perceptions of the fit, timeliness, and responsive of the members of their SST.

Average SST quality rating



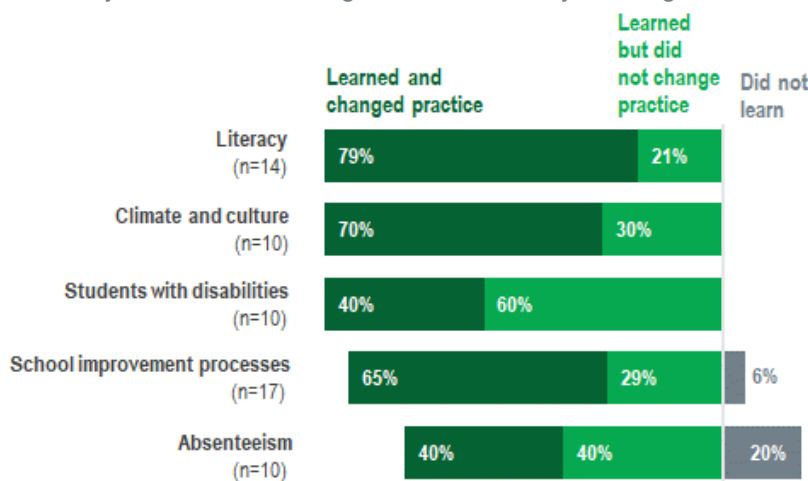
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 3, n=21).

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 3 were most likely to report **learning and changing practices** based on services related to 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. The topics of early childhood, English learners, and workforce and graduation pathways were excluded from the figure due to having fewer than 10 respondents. The topics of 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 about literacy (79%), climate and culture (70%), and school improvement processes (65%) far fewer did so for services focused on students with disabilities and absenteeism (only 40% each). In addition, 20% of administrators reported not learning for services related to absenteeism. (see Figure 5).



At least three-quarters of surveyed administrators in Region 3 reported improvement in *early literacy, college and career readiness, student achievement in ELA, and graduation rates*. However, they reported that SST services had a minimal-to-moderate influence on those gains.

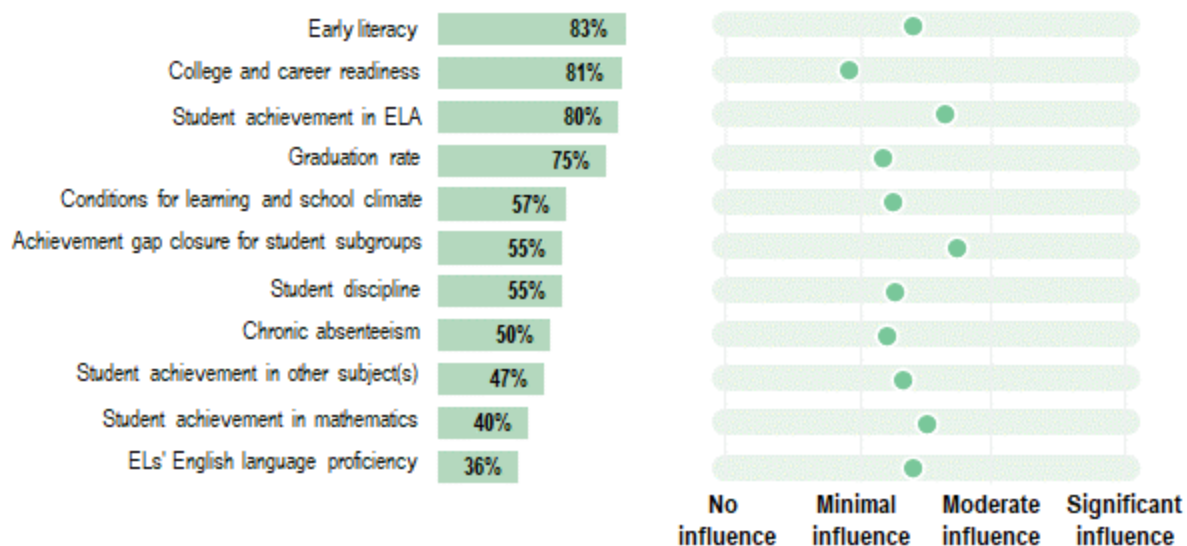
When asked whether their LEA or school experienced improvements in the 2023–24 school year, survey respondents in Region 3 reported improvements across 11 topics, although a minority reported improvement in math and English learner progress. Administrators who reported improved student outcomes were asked to rate the SST’s influence on these perceived positive changes. In a few instances, they credited SST services with contributing to these noted improvements. Across the 11 topics about which survey respondents reported perceived improvement, administrators attributed a level of influence between “moderate” and “minimal.”

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 and graduation rates but low levels of SST influence. Conversely, while perceptions of improvement in closing achievement gaps were mixed, this area had the highest perceived SST influence (see Figure 6).

Figure 6.

Most surveyed administrators in SST Region 3 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 3, n=21).

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.



Most student measures in SDAs were found to be at least partially aligned with those in LEA One Plans; in contrast, nearly 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:

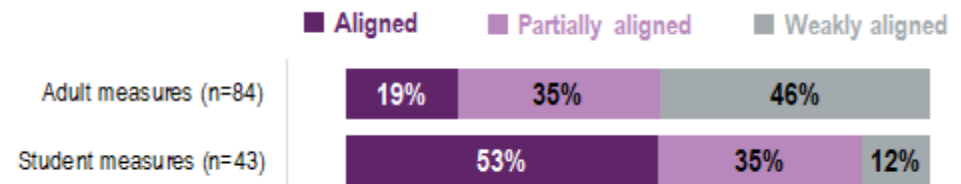
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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. <i>Records where the SDA was missing a student measure were excluded from analysis.</i>

The analysis for Region 3 suggests student measures were more tightly aligned between SDAs and One Plans than were adult measures. Over half of student measures were categorized as aligned, whereas 19% of adult measures were in this category. Adult measures were more commonly rated as weakly aligned, with 46% falling into this group (see Figure 7). Examples of each category from SST Region 3 are presented on the next page for both adult and student measures.

Figure 7.

In SST Region 3, nearly half of adult measures were **weakly aligned** between documents. Conversely, most student measures were at least **partially aligned**.

% of SDA entries



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 110 total SDA entries, of which 4 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 106 SDA entries, 84 (79%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 106 entries. For the student measure analysis, 41 entries were excluded because the SDA was missing a student measure.



Adult measures

Student measures

SDA	LEA One Plan
Aligned	
"Overall impact will be that principals and coaches will report that 50% of teachers are implementing developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice in reading and writing based on building walkthrough data ."	"Every Semester, English Language Arts - Implementation data of all staff will be monitored by Superintendent, Principal, with an overall improvement of increase 15% by the end of the plan."

SDA	LEA One Plan
Aligned	
"The overall impact will be to improve literacy rates for Citizens Leadership Academy East's scholars as measured by iReady ELA assessments."	"Every semester, Reading/Literacy - iReady Literacy Assessment of Students with Disabilities and All Students will be measured, with an overall plan improvement of increase 30%."

Partially aligned	
"The overall impact will be increased use of identified instructional strategies by staff that support building goals."	"Every Month, Reading/Literacy - Implementation data of Elementary Staff and English Language Arts Teachers will be monitored by Superintendent, with an overall improvement of increase 50% by the end of the plan."

Partially aligned	
"The overall impact will be that the SST will support the district leadership to improve reading proficiency and mathematics proficiency rates for students with disabilities (Pre-K–12 grade) and improve early literacy measures on the Ohio School report card as well as the gap closing measure for students with disabilities."	"Every trimester, ELA & Math - Benchmark Assessments (mCLASS, iReady, NWEA MAP) of All Students will be monitored by DLT and BLTs, with an annual improvement of increase 12% resulting in an overall improvement of increase 36% by the end of the plan."

Weakly aligned	
"The overall impact will be achieved by coaching the BLT in structures, practices and processes."	"Student Success Plans - Implementation Data will be monitored each Semester by Principal, Classroom Teacher/s, focusing on All Staff with an overall improvement of increase 50.00 % by the end of the plan."

Weakly aligned	
"A decrease in discipline incidents."	"Every month, chronic absenteeism – Progress book of all students will be monitored by Attendance Team, with an overall improvement of decrease 30% to a target of 58.7% or lower by the end of the plan."



Schools receiving SST services in Region 3 experienced stronger improvement in reading proficiency for grades 3-8, four-year graduation rates, and reductions in chronic absenteeism compared to all schools in Region 3.

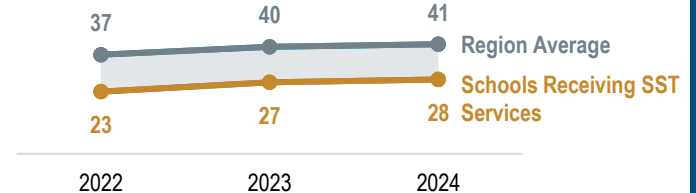
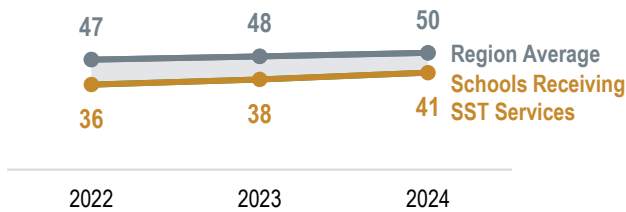
The following data compare average student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 8–10). It is important to note that this descriptive analysis is not intended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

Figure 8.

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

Reading Proficiency
(Grades 3-8)

Math Proficiency
(Grades 3-8)



Source: Ohio State Report Card, 2023–24 (Region 3 n sizes: 246 in 2022, 246 in 2023, and 241 in 2024; Schools receiving SST services n sizes: 35 in 2022, 36 in 2023, and 34 in 2024).

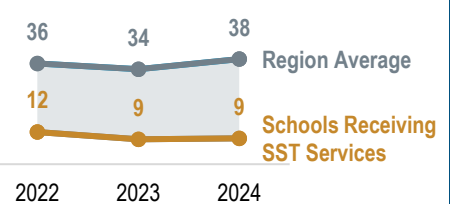
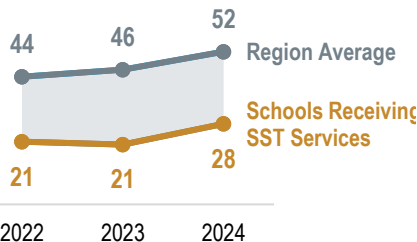
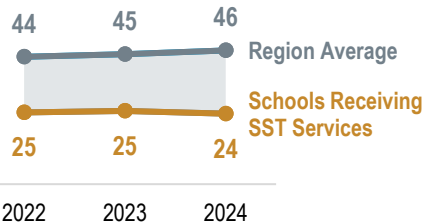
Figure 9.

Schools receiving SST services in Region 3 exhibited similar proficiency trends in High School Algebra I proficiency and a slightly slower rate of improvement in High School English II and Geometry proficiency compared to **all schools within SST Region 3**.

HS English II
Proficiency

HS Algebra I
Proficiency

HS Geometry
Proficiency



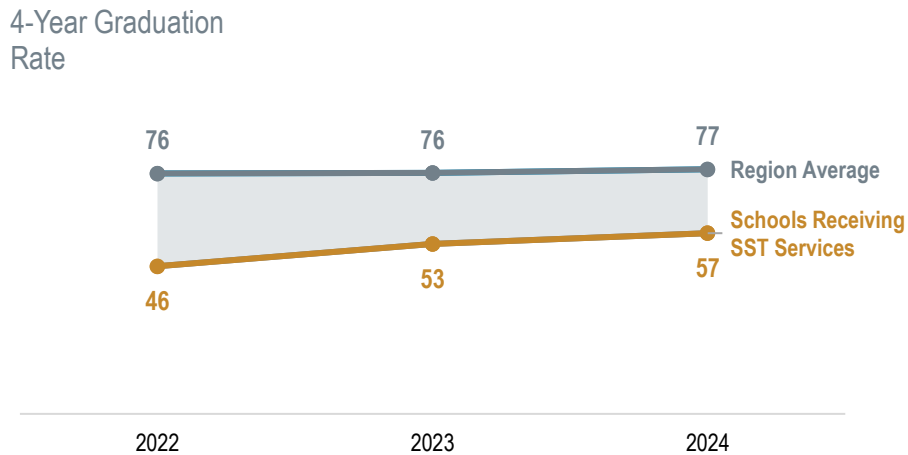
Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 3. HS English II: 80 in 2022, 85 in 2023, and 84 in 2024; HS Algebra I: 105 in 2022, 116 in 2023, and 120 in 2024; HS Geometry: 93 in 2022, 95 in 2023, and 97 in 2024
- Schools receiving SST services. HS English II: 18 in 2022, 21 in 2023, and 21 in 2024; HS Algebra I: 21 in 2022, 26 in 2023, and 25 in 2024; HS Geometry: 19 in 2022, 20 in 2023, and 20 in 2024



Figure 10.

Schools receiving SST services in Region 3 improved graduation rates at a higher rate compared to all schools within SST Region 3.

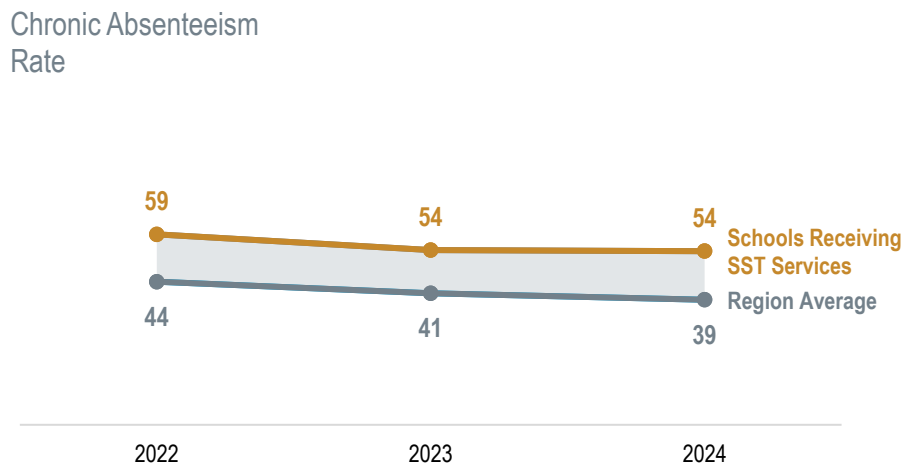


Source: Ohio State Report Card, 2023–24 (Region 3 n-sizes: 78 in 2022, 84 in 2023, and 83 in 2024; Schools receiving SST services n-sizes: 18 in 2022, 21 in 2023, and 20 in 2024).

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 3 decreased, with **schools receiving SST services in Region 3** decreasing rates at the same pace as all schools within Region 3.



Source: Ohio State Report Card, 2023–24 (Region 3 n-sizes: 333 in 2022, 332 in 2023, and 331 in 2024; Schools receiving SST services n-sizes: 98 in 2022, 98 in 2023, and 97 in 2024).