

Region 4: 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 4 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 4 At-a-Glance

- Number of CSI schools: 0
- Enrollment in CSI schools: 0
- Region urbanicity: Suburb (69%)
- Region demographics:
 - Low-income: 38%
 - Black: 6%
 - White: 77%
 - Hispanic: 9%
 - English learners: 3%
 - Students with disabilities: 14%



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

KEY FINDINGS FOR REGION 4

- **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, addressing a different core topic or missing from one of the plans altogether.
- **Student achievement:** Schools receiving SST services in Region 4 experienced stronger improvement in reading proficiency (grades 3-8), four-year graduation rates, and chronic absenteeism compared to all schools in Region 4.



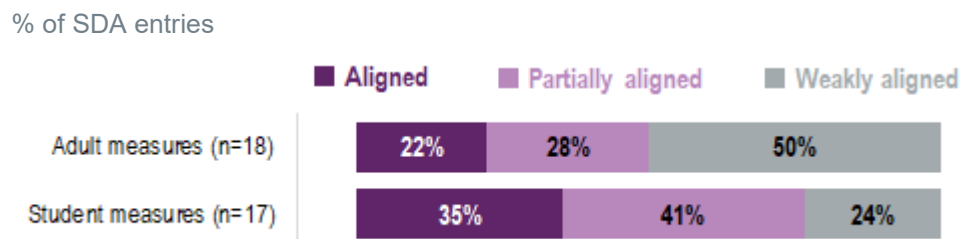
Most student measures in SDAs were found to be at least partially aligned with those in LEA One Plans adult measures; in contrast, half of adult measures demonstrated weak alignment between the documents.

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:

	<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 4 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 4 are presented on the next page for both adult and student measures.

Figure 1. In SST Region 4, 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 29 total SDA entries, of which 18 (62%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 18 entries. For the student measure analysis, 1 entry was excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA	LEA One Plan
Aligned	
<i>"District will implement identified interventions. One Plan Alignment: The district will work to develop a more comprehensive Early Warning System to identify students who are not on track to graduate as early as possible."</i>	<i>"Every Semester, Graduation - Early Warning System data tracking of High School Staff will be measured, with an overall plan improvement of increase 100%."</i>

SDA	LEA One Plan
Aligned	
<i>Schools will show improvement in overall student outcomes, as measured by the school's universal screening data Alignment to One Plan: To improve the performance of all students by 5% through the use of reading program assessments and progress monitoring tools by 2025.</i>	<i>"Every Quarter, Reading/Literacy - Program Provided Assessments and Progress Monitoring Tools of All Students will be measured, with an overall plan improvement of increase 5%."</i>

Partially aligned	
<i>Adult implementation of Tier 1 will be measured by 70% on the Tiered Fidelity Inventory (TFI), 70% of Self Assessment Survey (classroom setting) and classroom observations via walk-throughs/ observations.</i>	<i>"Every Quarter, Behavior - IC Incidents of All Staff will be monitored by Director of State and Federal, with an overall improvement of increase 100 % by the end of the plan."</i>

Partially aligned	
<i>"District demonstrates improved literacy levels as evidenced by the number of students moved to 'on track' for reading at grade level in grades K-3 on state report card Early Literacy Measure."</i>	<i>"Every Quarter, Reading/Literacy – i-Ready of Students with Disabilities, English Language Learners & Immigrant/Migrant Students and All Students will be monitored by Classroom Teacher/s, Special Education Director, with an overall improvement of increase 3.33 Winter Typical: SY 22-23 %Met +10% Spring Typical SY 21-22 % by the end of the plan."</i>

Weakly aligned	
<i>"By completing all actions associated with SPDG, the district will establish protocols and procedures needed to implement Multi-Tiered Systems of Support."</i>	<i>"Every Semester, English Language Arts - Implementation data of all staff will be measured, with an overall plan improvement of increase 100%."</i>

Weakly aligned	
<i>The number of students in danger of high school failure will decrease by 5% by the end of 2023-2024.</i>	<i>"Students with Disabilities and All Students will be monitored for Career Technical Education Experiences - Earned Industry Recognized Credentials every Semester by Staff with an annual improvement of increase 2% and an overall improvement of increase 6% by the end of the plan."</i>

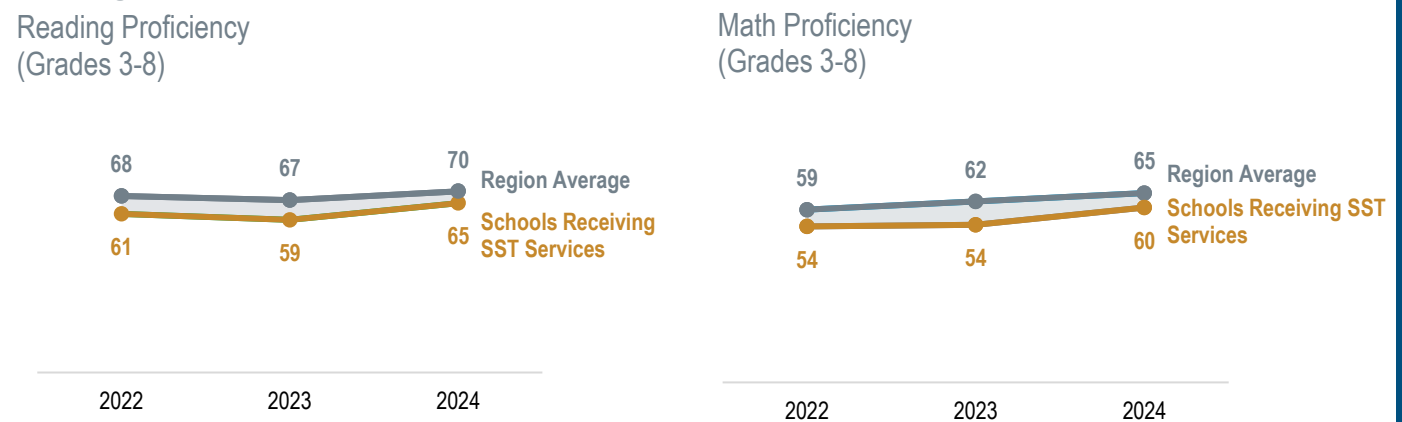


Schools receiving SST services in Region 4 experienced stronger improvement in reading proficiency for grades 3-8, four-year graduation rates, and reductions in chronic absenteeism compared to all schools in Region 4.

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.

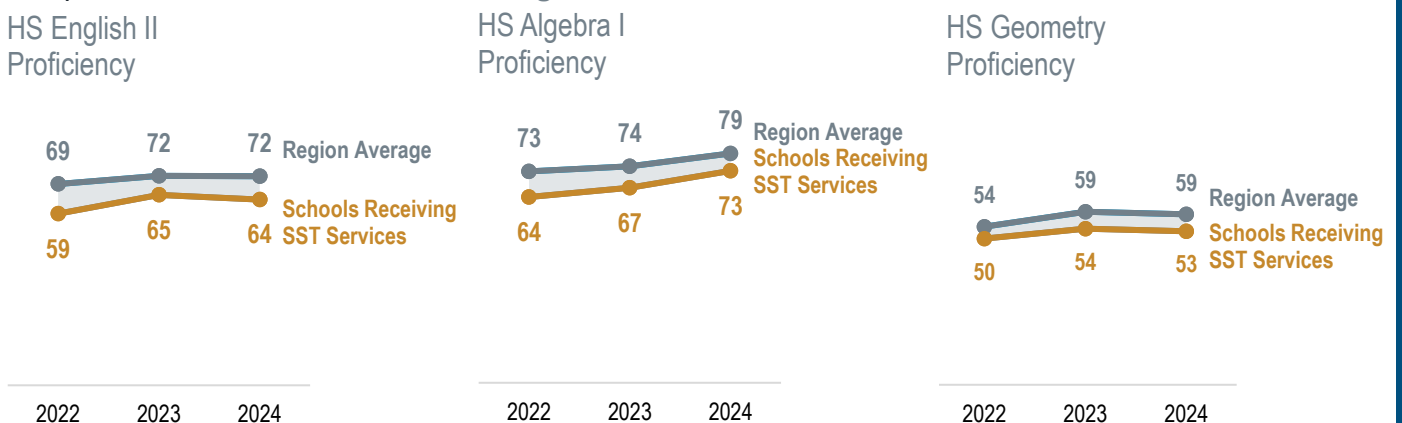
On average, **schools receiving SST services in Region 4** increased at a faster pace on 3rd through 8th grade reading proficiency rates and similarly on math proficiency rates compared to **all schools within SST Region 4**.



Source: Ohio State Report Card, 2023–24 (Region 4 n sizes: 55 in 2022, 53 in 2023, and 53 in 2024; Schools receiving SST services n sizes: 31 in 2022, 30 in 2023, and 30 in 2024).

Figure 3.

Schools receiving SST services in Region 4 exhibited similar proficiency trends in High School Geometry proficiency and a slightly higher rate of improvement in High School English II and Algebra I proficiency compared to **all schools within SST Region 4**.



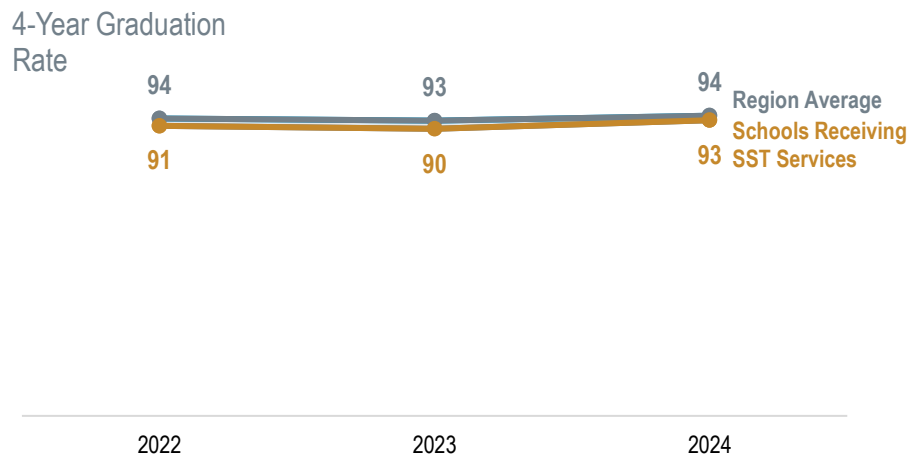
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 4. HS English II: 17 in 2022, 16 in 2023, and 16 in 2024; HS Algebra I: 32 in 2022, 32 in 2023, and 31 in 2024; HS Geometry: 23 in 2022, 23 in 2023, and 22 in 2024
- Schools receiving SST services. HS English II: 9 in 2022, 8 in 2023, and 8 in 2024; HS Algebra I: 16 in 2022, 15 in 2023, and 16 in 2024; HS Geometry: 14 in 2022, 13 in 2023, and 13 in 2024



Figure 4.

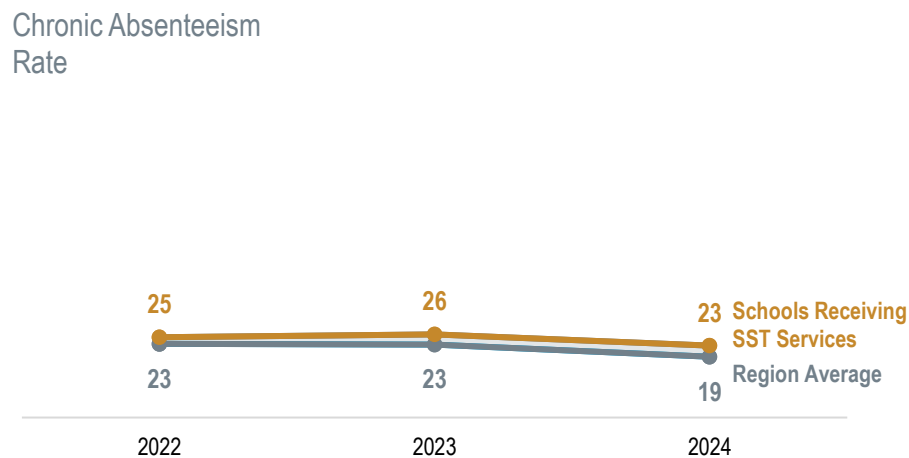
Schools receiving SST services in Region 4 improved graduation rates at a higher rate compared to all schools within SST Region 4.



Source: Ohio State Report Card, 2023–24. (Region 4 n-sizes: 16 in 2022, 17 in 2023, and 16 in 2024; Schools receiving SST services n-sizes: 8 in 2022, 9 in 2023, and 8 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 4 decreased, with **schools receiving SST services in Region 4** decreasing rates at a slower pace relative to all schools within Region 4.



Source: Ohio State Report Card, 2023–24. (Region 4 n-sizes: 73 in 2022, 72 in 2023, and 67 in 2024; Schools receiving SST services n-sizes: 39 in 2022, 39 in 2023, and 36 in 2024).