

Region 5: 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 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 5 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 5 At-a-Glance

Number of CSI schools: 18
Enrollment in CSI schools: 4,924

Region urbanicity: Rural (35%),
Suburb (30%)

Region demographics:

- Low-income: 66%
- Black: 11%
- White: 73%
- Hispanic: 6%
- English learners: 1%
- Students with disabilities: 16%



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

KEY FINDINGS FOR REGION 5

- **Features of services:** Surveyed LEA and building administrators in SST Region 5 reported receiving a median of 38 hours of SST services, largely as individualized support and group training, with literacy, school improvement, absenteeism, climate and culture, and students with disabilities as the most frequently reported topics of services.
- **Perceived quality:** Surveyed administrators in Region 5 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Nearly all surveyed administrators in Region 5 reported improvement in student achievement in ELA, though they attributed only 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.
- **Student achievement:** Schools receiving SST services in Region 5 exhibit stronger improvement in math performance (grades 3- 8) and in high school Algebra I and Geometry proficiency compared to all schools in Region 5.



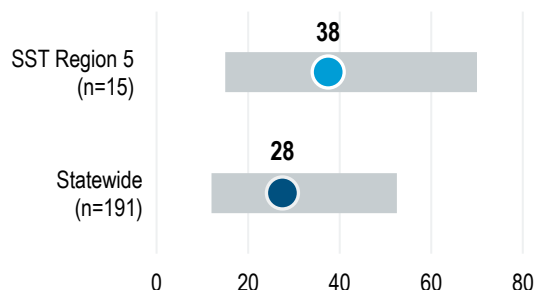
Surveyed LEA and building administrators reported a median of 38 hours of SST services during the 2023–24 school year, largely as individualized support and group training, with literacy, school improvement, absenteeism, climate and culture, and students with disabilities as the most frequently reported topics of 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 5 reported a median of 38 hours of services (with the middle 50% reporting between 15 and 70 hours). This exceeded the statewide median of 28 hours (where the middle 50% of administrators reported between 12 to 53 hours). This 10-hour difference equates to around one additional day of service for Region 5 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in SST Region 5 reported more hours than the statewide median.

Reported # of hours of direct SST services



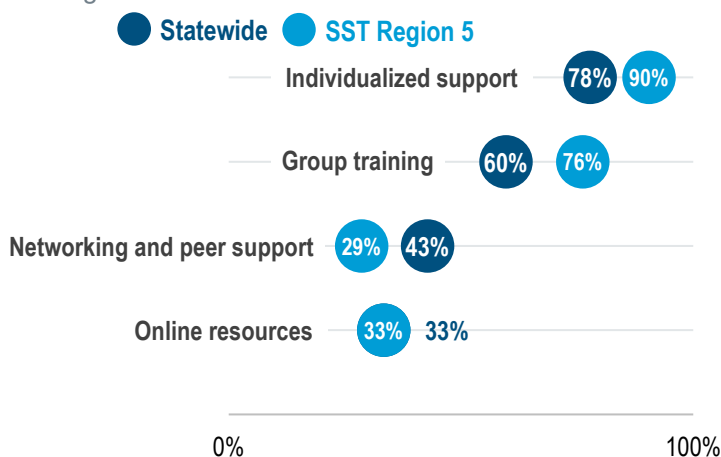
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.

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 5 respondents were more likely to report receiving individualized support and 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 5, n=21; Statewide, n=243).

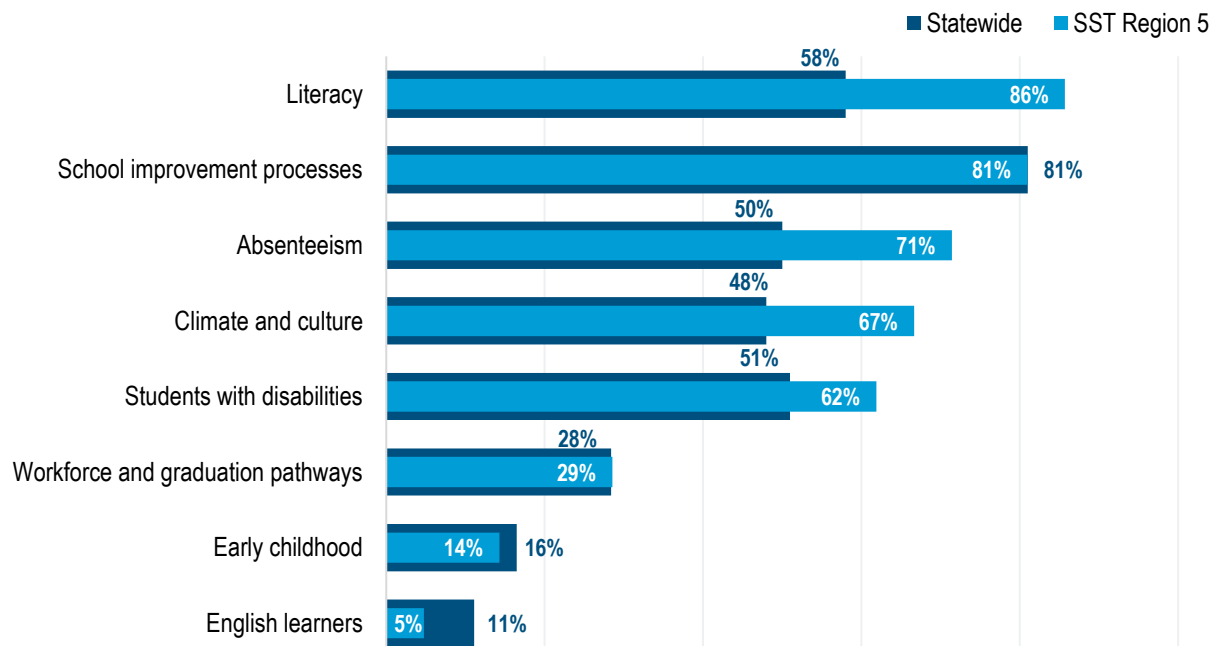
A higher percentage of surveyed administrators in SST Region 5—compared to those surveyed statewide—reported receiving services through individualized support (90% vs. 78%) and group training (76% vs. 60%). A smaller percentage of respondents reported receiving services through networking and peer support (29% vs. 43%). The prevalence of services through online resources was the same for Region 5 and statewide (33%) (see Figure 2).



Figure 3.

SST Region 5 prioritized literacy, absenteeism, climate and culture, students with disabilities, 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 5, n=21; Statewide, n=243).

The most prevalent topics of services reported by surveyed LEA and building administrators in SST Region 5 were literacy (86%), school improvement (81%), absenteeism (71%), climate and culture (67%), and students with disabilities (62%). Most of these topics were reported at higher rates than statewide, in some cases by as much as 20 percentage points. Fewer respondents in Region 5 reported receiving services related to workforce and graduation pathways (29%), early childhood (14%), and English learners (5%) (see Figure 3).



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

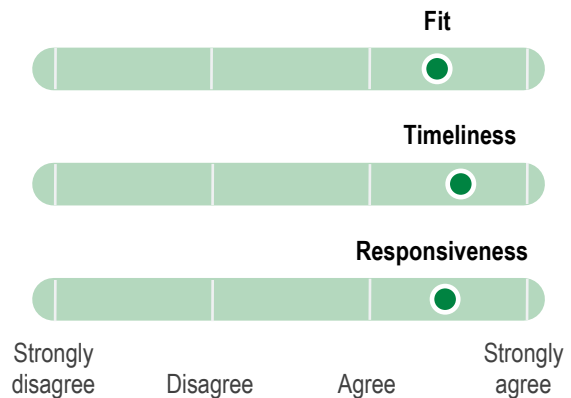
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 5 expressed positive perceptions of the quality of services. By a small margin, they were most positive about the timeliness of the services received. Perceptions of responsiveness and the fit of services were similarly positive (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 5 have generally positive perceptions of the fit, timeliness, and responsiveness of the members of their SST.

Average SST quality rating



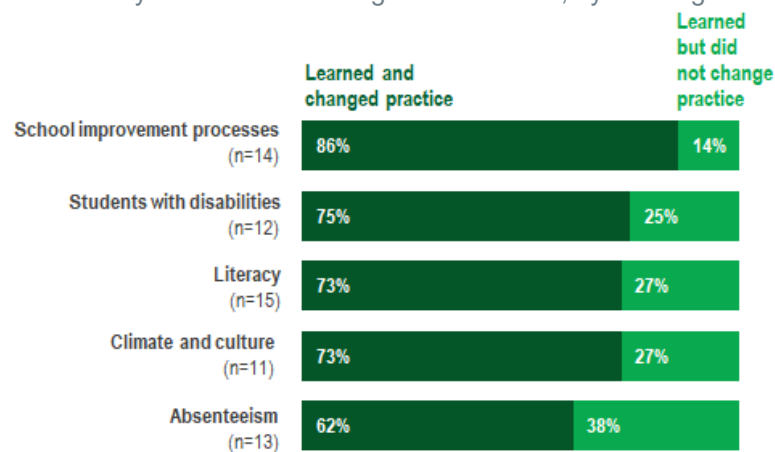
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 5, n=15).

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 5 were most likely to report **learning and changing practices** based on services related to school improvement processes, students with disabilities, literacy, and school culture and climate.

% 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 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—a few differences emerged. Most administrators reported changing practices after receiving services related to school improvement (86%). In addition, about three-quarters of respondents reported changing practices after receiving supports related to students with disabilities, literacy, and school climate. Fewer respondents changed practices to address absenteeism (see Figure 5).



Nearly all surveyed administrators in Region 5 reported improvement in *student achievement in ELA*, however, they attributed only moderate influence to SST services.

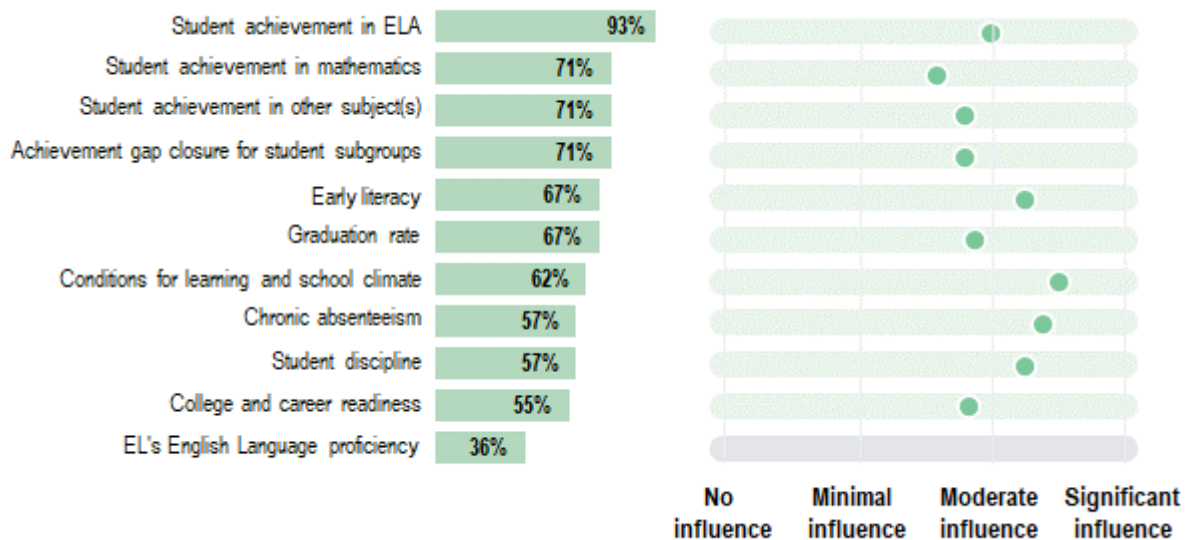
When asked whether their LEA or school experienced improvements in the 2023–24 school year, over two-thirds of LEA and building administrators reported positive changes in six topics, including student achievement in ELA, math, and other subjects; achievement gap closure, early literacy, and graduation rates.

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 as having contributed to these noted improvements.

However, the percentage of administrators reporting improvements in specific areas did not always match the perceived influence of SST services. For instance, only 62% of respondents reported improvement in conditions for learning and school climate, but this is the area for which respondents were most likely to attribute significant SST influence. Although the majority of respondents reported improvement in student achievement across multiple subjects, SST influence was generally rated as moderate (see Figure 6).

Figure 6. Most surveyed administrators in SST Region 5 reported improvements in six areas, generally perceiving the influence of SST services on these gains as 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 5, n=14).

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 SDAs were found to be at least partially aligned with those in 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:

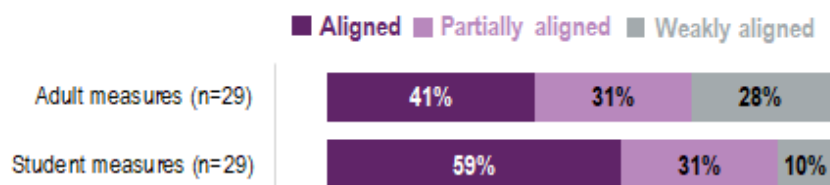
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 5 suggests student measures demonstrated greater alignment between SDAs and One Plans than adult measures, with 59% of student measures categorized as aligned compared to 41% of adult measures. Adult measures were also nearly three times as likely to be rated as weakly aligned (28%) as student measures (10%) (see Figure 7). Examples of each category from SST Region 5 are presented below for both adult and student measures.

Figure 7.

In SST Region 5, adult measures were largely split between **aligned** and **partially aligned** between documents, whereas student measures had a clear lean toward **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. Of the 37 total SDA entries, 29 (78%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult and student measures is based on the subset of 29 entries.



Adult measures

Student measures

SDA	LEA One Plan
Aligned	
<i>"Every semester, implementation of effective literacy/ELA instructional practices - based on walk through look for data of all teaching staff will be measured, with an overall plan improvement of increase 100%."</i>	<i>"Every semester, implementation of effective literacy/ELA instructional practices - based on walk through look for data of all teaching staff will be measured, with an overall plan improvement of increase 100%."</i>
Partially aligned	
<i>"100% of teachers will participate in TBT meetings and plan for data-driven instruction. 100% of teachers will use evidence-based instructional practices in support of the model curriculum."</i>	<i>"Every trimester, reading/literacy - implementation data of all staff will be monitored by principal, with an overall improvement of increase 25% by the end of the plan."</i>
Weakly aligned	
<i>"80% of [staff] will implement the PBIS framework as measured by the Tiered Fidelity Inventory (TFI) walkthrough tool."</i>	<i>"Every semester, attendance - chronic absenteeism of all staff will be monitored by staff, with an annual improvement of decrease 3% resulting in an overall improvement of decrease 6% by the end of the plan."</i>

SDA	LEA One Plan
Aligned	
<i>"Every trimester, English Language Arts - district benchmark assessments (K-8 NWEA, district created 9-12) of all students will be measured, with an overall plan improvement of increase 15%."</i>	<i>"Every trimester, English Language Arts - district benchmark assessments (K-8 NWEA, district created 9-12) of all students will be measured, with an overall plan improvement of increase 15%."</i>
Partially aligned	
<i>"Students will graduate at 80%...within two years of enrollment or on track for 4-year graduation if enrollment is during Freshman or Sophomore year, by implementing an early warning graduation tracking tool."</i>	<i>"Every quarter, graduation - course credits earned of students with disabilities, justice involved youth and low-economic status students will be measured, with an overall plan improvement of increase 65%."</i>
Weakly aligned	
<i>"The annual goal is to improve the child outcome indicators for areas 7 and 12 to move from not met to hitting targets on all indicators."</i>	<i>"Every trimester, English Language Arts - district benchmark assessments (K-8 NWEA, district created 9-12) of all students will be measured, with an overall plan improvement of increase 15%."</i>

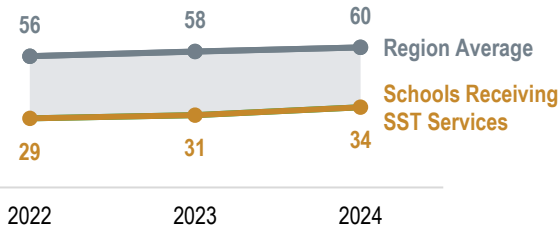


Schools receiving SST services in Region 5 experienced stronger improvement in math proficiency for grades 3-8 and in High School Algebra I proficiency compared to all schools in Region 5.

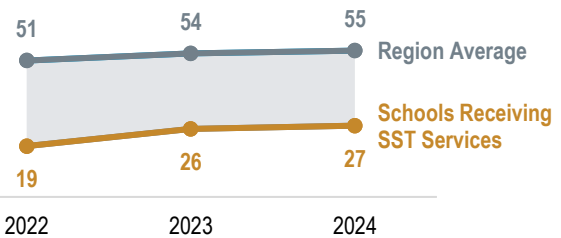
The following data compare student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 8–10). It is important to note that this descriptive analysis is not intended to suggest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

Figure 8. On average, **schools receiving SST services in Region 5** increased similarly on 3rd through 8th grade reading proficiency rates and at a faster pace on math proficiency rates compared to **all schools within SST Region 5**.

Reading Proficiency (Grades 3-8)



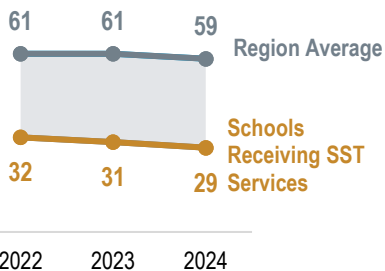
Math Proficiency (Grades 3-8)



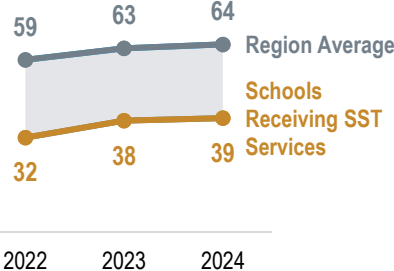
Source: Ohio State Report Card, 2023–24 (Region 5 n sizes: 146 in 2022, 147 in 2023, and 145 in 2024; Schools receiving SST services n sizes: 29 in 2022, 29 in 2023, and 28 in 2024).

Figure 9. **Schools receiving SST services in Region 5** exhibited similar proficiency trends in High School English II proficiency and a slightly higher rate of improvement in High School Algebra I proficiency compared to **all schools within SST Region 5**.

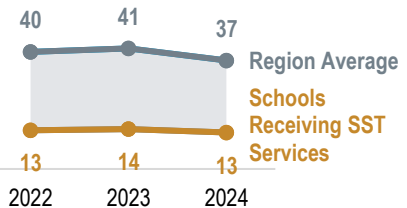
HS English II Proficiency



HS Algebra I Proficiency



HS Geometry Proficiency



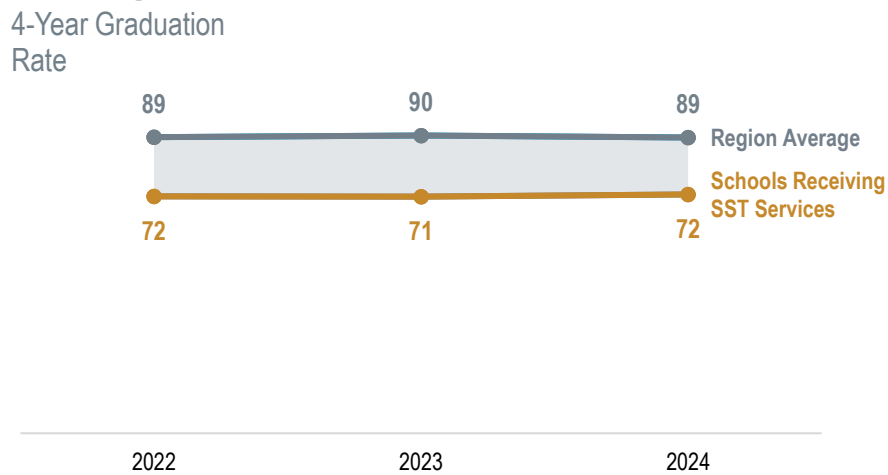
Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 5. HS English II: 63 in 2022, 62 in 2023, and 63 in 2024; HS Algebra I: 98 in 2022, 94 in 2023, and 93 in 2024; HS Geometry: 61 in 2022, 63 in 2023, and 62 in 2024
- Schools receiving SST services. HS English II: 14 in 2022, 13 in 2023, and 14 in 2024; HS Algebra I: 20 in 2022, 18 in 2023, and 19 in 2024; HS Geometry: 12 in 2022, 14 in 2023, and 14 in 2024



Figure 10.

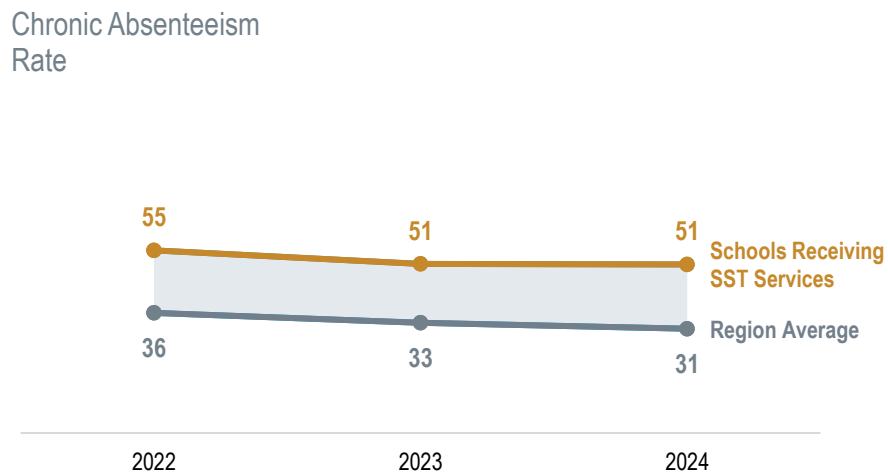
Schools receiving SST services in Region 5 improved graduation rates at a similar rate compared to **all schools within SST Region 5**.



Source: Ohio State Report Card, 2023–24. (Region 5 n-sizes: 60 in 2022, 60 in 2023, and 62 in 2024; Schools receiving SST services n-sizes: 13 in 2022, 13 in 2023, and 14 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 5 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to **all schools within Region 5**.



Source: Ohio State Report Card, 2023–24. (Region 5 n-sizes: 213 in 2022, 204 in 2023, and 202 in 2024; Schools receiving SST services n-sizes: 46 in 2022, 43 in 2023, and 42 in 2024).