

Region 6: 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 6 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 6 At-a-Glance

Number of CSI schools: 6

Enrollment in CSI schools: 1,730

Region urbanicity: Rural (59%)

Region demographics:

- Low-income: 45%
- Black: 4%
- White: 84%
- Hispanic: 2%
- English learners: <1%
- Students with disabilities: 14%



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

KEY FINDINGS FOR REGION 6

- **Features of services:** Surveyed LEA and building in SST Region 6 reported receiving a median of 18 hours of SST services, largely as individualized support and group training, with school improvement as the most frequently reported topic.
- **Perceived quality:** Surveyed administrators in Region 6 valued SST services but only about half reported they learned and changed practices based on SST services.
- **Areas of improvement:** Across most topics, less than half of surveyed administrators in Region 6 reported improvement, and they attributed moderate influence to SST services.
- **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 6 experienced stronger improvement in four-year graduation rates and slower improvement in High School Algebra I proficiency compared to all schools in Region 6.



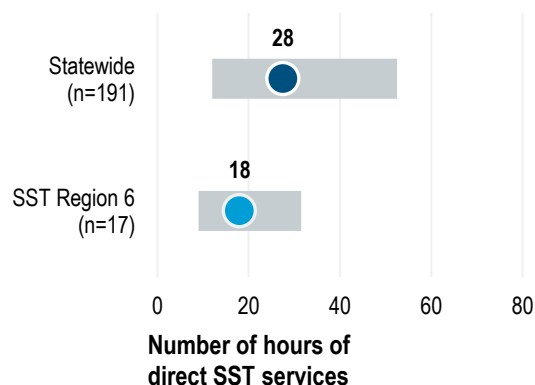
Surveyed LEA and building administrators reported a median of 18 hours of SST services during the 2023–24 school year, most of which was delivered through individualized support and group training.

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 6 reported a median of 18 hours of services (with the middle 50% reporting between 9 and 32 hours). This was below the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 10-hour difference equates to around one day less of service for Region 6 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 6** reported less hours than the **statewide** median.

Reported # of hours of direct SST services



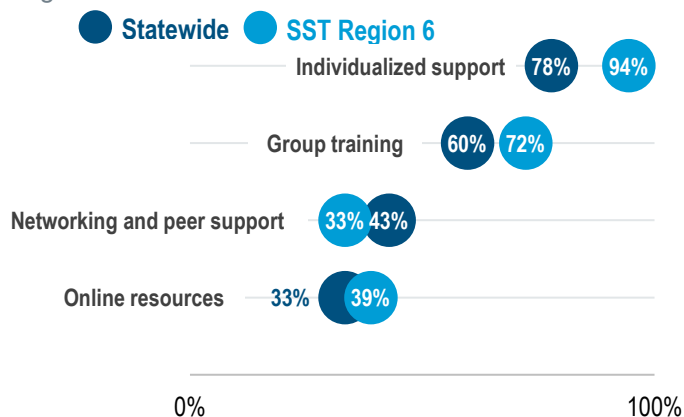
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.

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 6** respondents reported higher prevalence of individualized support group training and online resources than **statewide** patterns.

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



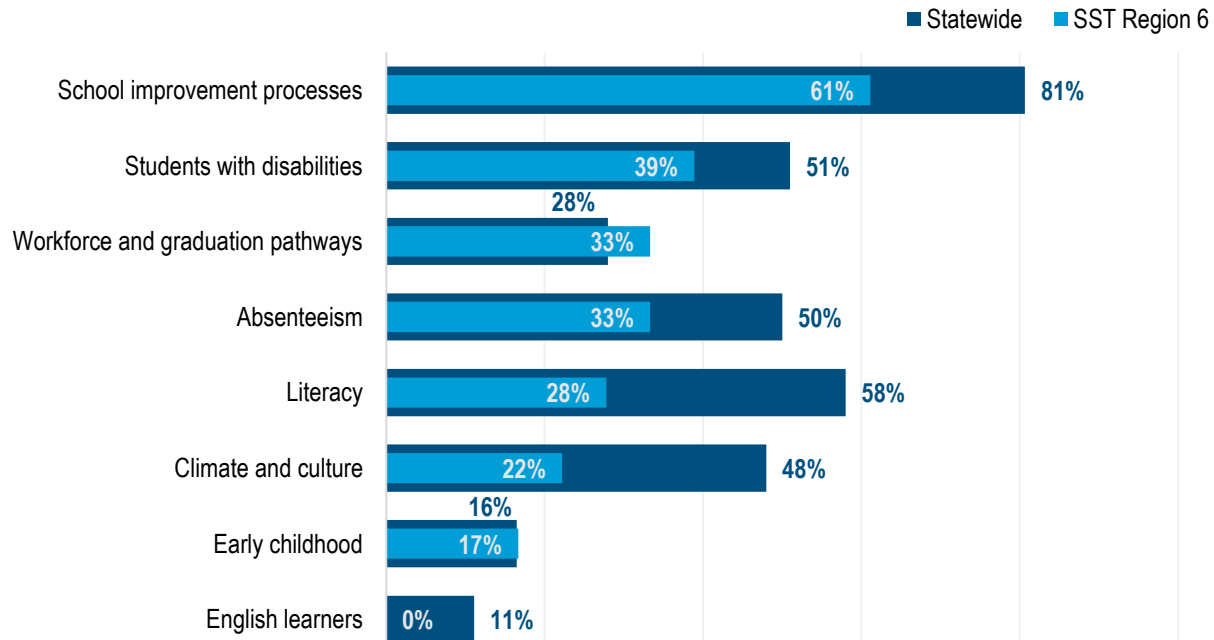
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 6, n=18; Statewide, n=243).

A higher percentage of surveyed administrators in SST Region 6—compared to those surveyed statewide—reported receiving services through individualized support (94% vs. 78%) and group training (72% vs. 60%), and online resources (39% vs. 33%). A smaller percentage of respondents reported receiving services through networking and peer support (33% vs. 43%). (see Figure 2).



Figure 3. **SST Region 6** respondents reported lower prevalence of most topics of services 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 6, n=18; Statewide, n=243).

SST Region 6 respondents reported lower prevalence of most topics of services than statewide – with the exception of workforce and graduation pathways and early childhood. The most prevalent topic of services reported by respondents from SST Region 6 was school improvement (61%), but even that was 20 percentage points lower than the statewide prevalence of services. Other topics of services reported included students with disabilities (39%), workforce and graduation pathways (33%), and absenteeism (33%) (see Figure 3).



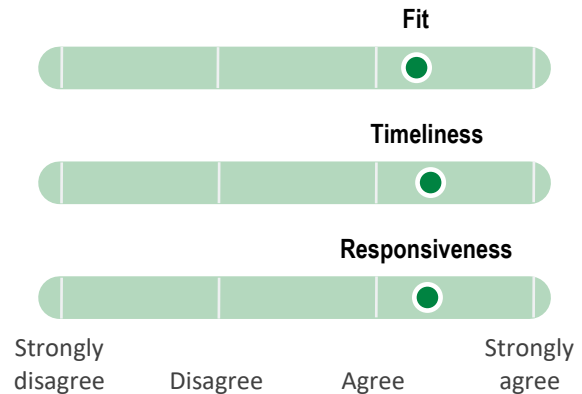
Surveyed LEA and building administrators valued SST services but only about half reported they learned and changed practices based on SST services.

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 6 expressed similarly positive views of all three dimensions of the quality of services (see Figure 4).

Figure 4. Surveyed LEA and building administrators in SST Region 6 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 6, n=17).

Note. Composite scales for each construct were created by averaging the scores from the relevant individual survey items.

Figure 5.

About half of surveyed LEA and building administrators in SST Region 6 reported **learning and changing practices** based on services related to school improvement processes.

% 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. All topics except school improvement processes were excluded from the figure due to having fewer than 10 respondents.

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. In Region 5, administrators reported receiving services related to school improvement processes, the only topic with at least 10 respondents (see Figure 5). Although more than half reported learning and changing practice, 9% reported not learning and a little over a third learned but did not change practices.



Across most topics, less than half of surveyed administrators in Region 6 reported improvement, and they attributed moderate influence to SST services.

When asked whether their LEA or school experienced improvements in the 2023–24 school year, there was only one topic for which more than half of LEA and building administrators reported positive changes: achievement gap closure for student subgroups. In addition, half of respondents reported improvement in student achievement in ELA. In all other topics, less than half of surveyed administrators reported improvement.

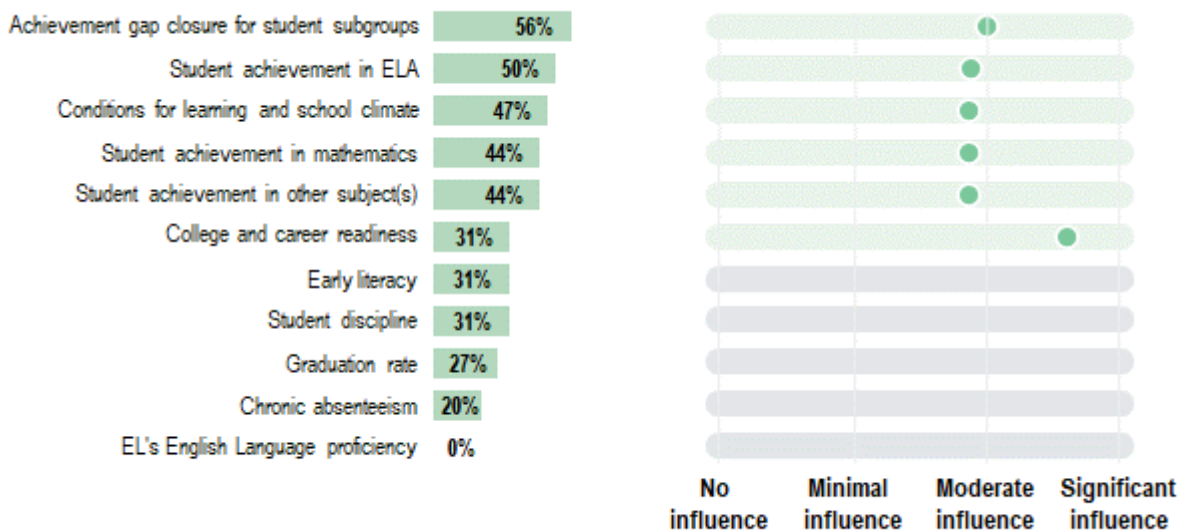
Administrators who reported improvement were then asked to rate the SST’s influence on these perceived positive changes. In some instances, they credited SST services with contributing to these noted improvements. Across most topics, respondents attributed moderate influence to SST services.

The percentage of administrators reporting improvements in specific areas, however, did not always match the perceived influence of SST services. For instance, only 31% of respondents reported improvement in college and career readiness, but they attributed significant influence to SST services (see Figure 6).

Figure 6.

A little over half of surveyed administrators in SST Region 6 reported improvements in achievement gap closure, 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 6, n=16).

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. Early literacy, student discipline, graduation rate, chronic absenteeism and ELs’ English language proficiency were excluded from the figure due to having fewer than 10 respondents.



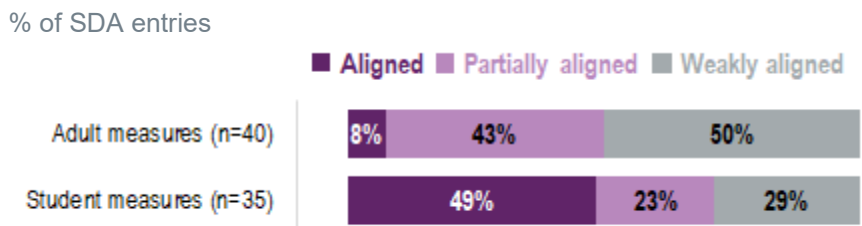
Most student measures in SDAs were found to be at least partially aligned with those in LEA One Plans; in contrast, half of adult measures demonstrated weak alignment between the documents.

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:

	<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 6 revealed that student demonstrated stronger alignment between SDAs and One Plans than adult measures: nearly half (49%) of student measures were categorized as aligned, compared to 8% of adult measures in this category. Adult measures were also more commonly rated as weakly aligned, with half falling into this group (see Figure 7). Examples of each category from SST Region 6 are presented below for both adult and student measures.

Figure 7. In SST Region 6, student measures predominantly **aligned** or **partially aligned** between documents, while half of adult measures were **weakly 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 59 total SDA entries, of which 5 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 54 SDA entries, 40 (74%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 40 entries. For the student measure analysis, 5 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA	LEA One Plan
Aligned	
<i>"An annual improvement of 2% will be reached for all staff in implementation average - SAS as reported by principal, curriculum director, instructional coach/es each quarter."</i>	<i>"An annual improvement of increase 2%, totaling increase 6%, will be reached for all staff in implementation average - SAS as reported by principal, curriculum director, instructional coach/es each quarter."</i>
Partially aligned	
<i>"60% of...teachers will monitor quarterly student data in the areas of behavior and literacy to identify and assist at-risk students by June 2024."</i>	<i>"Every semester, reading/literacy - participation in professional development and TBT meetings of English Language Arts teachers, reading/literacy teachers and intervention teachers will be monitored by principal, curriculum director, with an overall improvement of increase 100% by the end of the plan."</i>
Weakly aligned	
<i>"The score on the TFI - completed by the...PBIS team - will increase by 3 points from the baseline determined in October of 2023, to the end of the 23-24 school year."</i>	<i>"Principal, curriculum director will monitor professional development - completion of task for all staff each semester resulting in an overall improvement of increase 100% by the end of the plan."</i>

SDA	LEA One Plan
Aligned	
<i>"Every quarter, attendance - chronic absenteeism data of low-economic status students will be monitored by curriculum director, principal, instructional coach/es, with an overall decrease of 6% by the end of the plan."</i>	<i>"Every quarter, attendance - chronic absenteeism data of low-economic status students will be monitored by curriculum director, principal, instructional coach/es, with an overall improvement of decrease 6% by the end of the plan."</i>
Partially aligned	
<i>"By June 2024, [the school] will ensure that preschool students in their classrooms achieve a 40% or higher overall score on the required SKB's reported using the Early Learning Assessment Pilot data by comparing their first quarter baseline scores to their end-of-year final scores, thereby promoting comprehensive and measurable early childhood development."</i>	<i>"Every trimester, reading/literacy - district formative assessments of all students will be monitored by [the] superintendent, with an overall improvement of increase 10% by the end of the plan."</i>
Weakly aligned	
<i>"By June 2024, the percentage of students receiving Tier III interventions will not exceed 5% of the total school population."</i>	<i>"Every quarter, discipline - incident referrals of all students will be monitored by [the] superintendent, with an overall improvement of 12 per week by the end of the plan."</i>



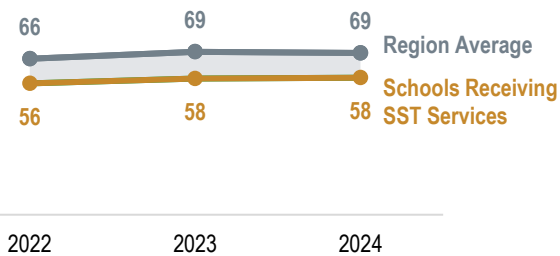
Schools receiving SST services in Region 6 experienced stronger improvement in four-year graduation rates but slower improvement in High School Algebra I proficiency compared to all schools in Region 6.

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.

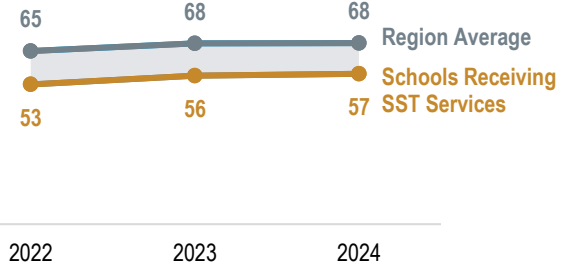
Figure 8.

On average, **schools receiving SST services in Region 6** increased similarly on 3rd through 8th grade reading and math proficiency rates compared to all schools within SST Region 6.

Reading Proficiency
(Grades 3-8)



Math Proficiency
(Grades 3-8)

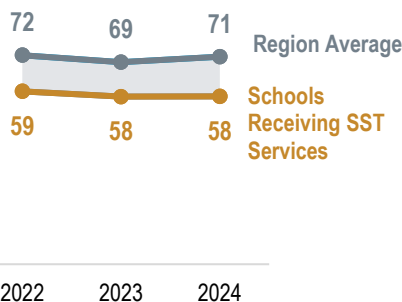


Source: Ohio State Report Card, 2023–24. (Region 6 n sizes: 96 in 2022, 2023, and 2024; Schools receiving SST services n sizes: 33 in 2022, 2023, and 2024).

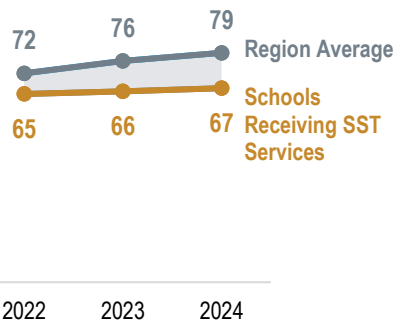
Figure 9.

Schools receiving SST services in Region 6 exhibited similar proficiency trends in High School English II proficiency and High School Geometry a slightly slower rate of improvement in High School Algebra I proficiency compared to all schools within SST Region 6.

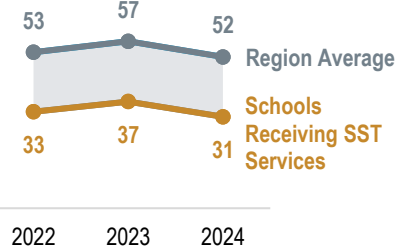
HS English II
Proficiency



HS Algebra I
Proficiency



HS Geometry
Proficiency



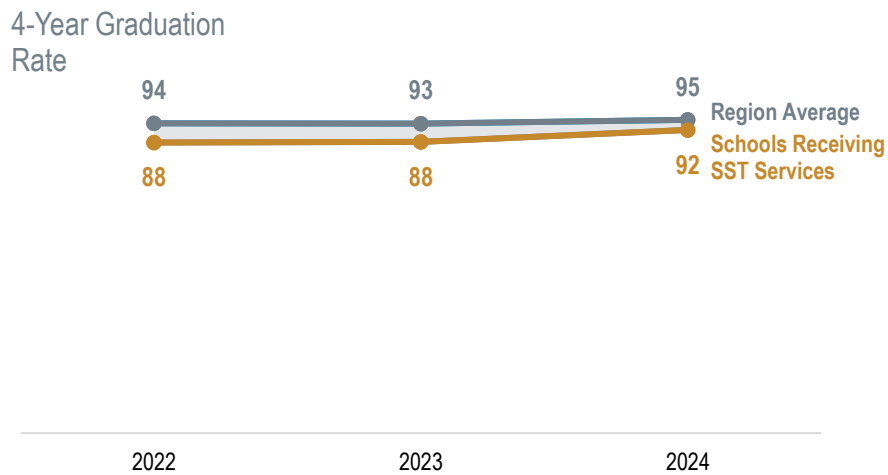
Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 6. HS English II: 47 in 2022, 2023, and 2024; HS Algebra I: 73 in 2022, 2023, and 2024; HS Geometry: 47 in 2022, 46 in 2023, and 47 in 2024
- Schools receiving SST services. HS English II: 16 in 2022, 2023, and 2024; HS Algebra I: 21 in 2022, 22 in 2023, and 21 in 2024; HS Geometry: 15 in 2022, 15 in 2023, and 16 in 2024



Figure 10.

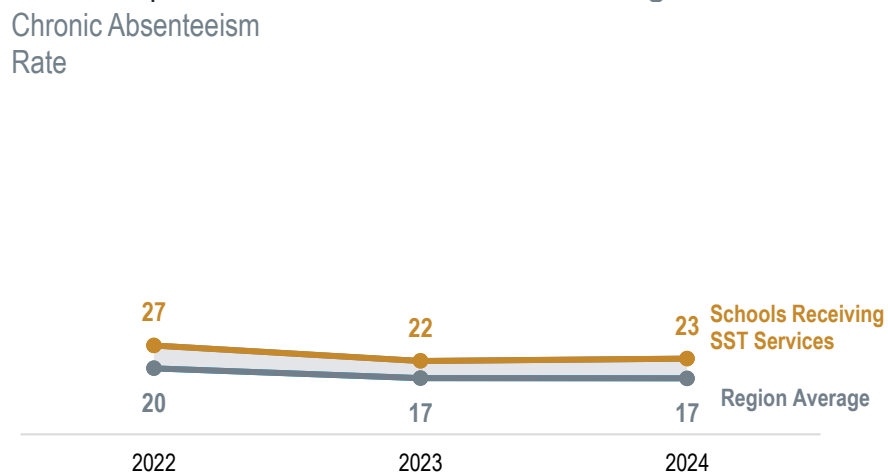
Schools receiving SST services in Region 6 improved graduation rates at a higher rate compared to all schools within SST Region 6.



Source: Ohio State Report Card, 2023–24. (Region 6 n-sizes: 47 in 2022, 47 in 2023, and 48 in 2024; Schools receiving SST services n-sizes: 16 in 2022, 16 in 2023, and 17 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 6 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 6.



Source: Ohio State Report Card, 2023–24. (Region 6 n-sizes: 136 in 2022, 138 in 2023, and 137 in 2024; Schools receiving SST services n-sizes: 50 in 2022, 51 in 2023, and 51 in 2024).