

# Region 7: 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 7 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 7 At-a-Glance

- Number of CSI schools: 12
- Enrollment in CSI schools: 6,292
- Region urbanicity: Rural (55%)
- Region demographics:
  - Low-income: 54%
  - Black: 3%
  - White: 85%
  - Hispanic: 3%
  - English learners: <1%
  - Students with disabilities: 17%



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

### KEY FINDINGS FOR REGION 7

- **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 7 experienced weaker improvement in reading and math proficiency (grades 3-8), as well as High School English II and High School Algebra I proficiency rates. However, they demonstrated stronger improvement in four-year graduation rates and reductions in chronic absenteeism compared to all schools in Region 7.



## 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:

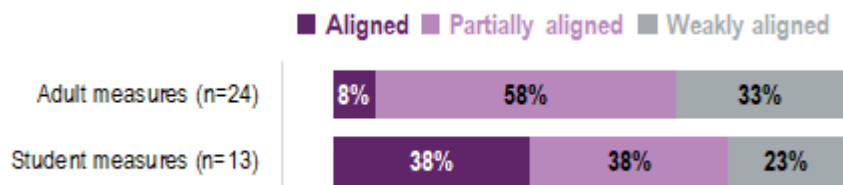
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
<b>Aligned</b>	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate 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).
<b>Partially aligned</b>	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).
<b>Weakly aligned</b>	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 7 suggests that roughly three-quarters of student measures (76%) and nearly two-thirds of adult measures (66%) were categorized as aligned or partially aligned. Conversely, a notable proportion of measures for both groups were rated as weakly aligned: 33% of adult measures and 23% of student measures fell into this category (see Figure 1). Examples of each category from SST Region 7 are presented on the next page for both adult and student measures.

Figure 1.

In SST Region 7, adult measures were largely **partially aligned** between documents. Conversely, student measures were more evenly split between **aligned** or **partially aligned**.

% of SDA entries



Source: SST Service Delivery Agreements and LEA One Plans, 2023–24.

An initial analysis assessed the alignment of SDA grant activities with LEA One Plan goals. Of the 29 total SDA entries, 24 (83%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 24 entries. For the student measure analysis, 11 entries were excluded because the SDA did not include a student measure.



## Adult measures

## Student measures

SDA

LEA One Plan

### Aligned

"By the end of the 2024 SY, 100% of [teachers] will fully implement evidence-based, district developed instructional framework in all content areas. 100% of staff will use data to determine the effectiveness of their instruction and report this information to their respective TBT."

"Every semester, curriculum map and pacing guide - lesson plans of all teachers will be monitored by BLT and DLT, with an annual improvement of increase 100% by the end of the plan",

### Partially aligned

"[The school] will develop and implement a multi-tiered system of supports to increase attendance."

"Attendance -intervention plan will be monitored each quarter by attendance specialist, focusing on adults reducing attendance barriers for students with an annual improvement of increase 9% and an overall improvement of increase 27% by the end of the plan."

### Weakly aligned

"100% of the buildings will conduct a TFI and SAS in Fall  
100% of the buildings will create an Action Plan with at least three items for improvement by January 15  
100% of the buildings will show an improvement in their TFI score in the Spring  
100% of the buildings will create three year goals for PBIS as they complete Cohort 1 Ed Steps"

"Adult Measure 1: School Climate and Supports Attendance - Monitor Data from Attendance plans will be monitored each Quarter by Principal, ESP, focusing on Principals and ESP with an annual improvement of decrease 2.00 percent at risk of chronic absenteeism and an overall improvement of decrease 6.00 percent at risk of chronic absenteeism by the end of the plan."

SDA

LEA One Plan

### Aligned

"By the end of the year the district will see a 2% reduction in behavior incidences and a 1.1% reduction in their chronic absenteeism rate."

"All students will be monitored for chronic absenteeism - chronic absenteeism data every quarter by district attendance coordinator with an annual improvement of decrease 3.3% and an overall improvement of decrease 10% by the end of the plan."

### Partially aligned

"By June 2024 40% of...students will grow a minimum of one performance level on the ELA as measured by state summative literacy assessments."

"Every quarter, reading/literacy - district short cycle assessments of [various student subgroups] will be monitored by staff, assistant principal, with an overall improvement of increase 10% by the end of the plan."

### Weakly aligned

"By June 2024, 40% of students will increase a minimum of one performance level as measured by state and local assessments through the Secure Data Center."

"Every month, attendance - attendance of [various student subgroups] will be monitored by student success coordinator, principal, with an overall improvement of increase 10% by the end of the plan."



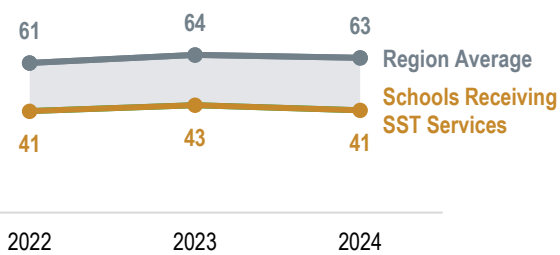
**Schools receiving SST services in Region 7 experienced weaker improvement in reading and math proficiency for grades 3-8, as well as in High School English II and High School Algebra I, but showed stronger improvement in graduation and reductions in chronic absenteeism compared to all schools in Region 7.**

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 the alignment of performance trends (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.

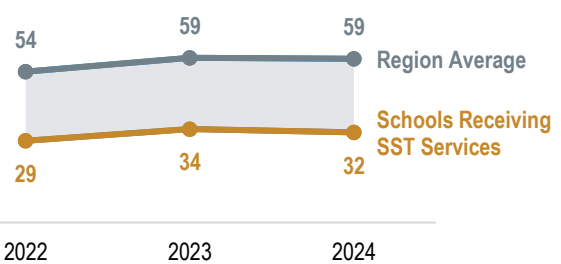
Figure 2.

On average, **schools receiving SST services in Region 7** increased at a slower pace on 3<sup>rd</sup> through 8<sup>th</sup> grade reading and math proficiency rates compared to **all schools within SST Region 7**.

Reading Proficiency  
(Grades 3-8)



Math Proficiency  
(Grades 3-8)

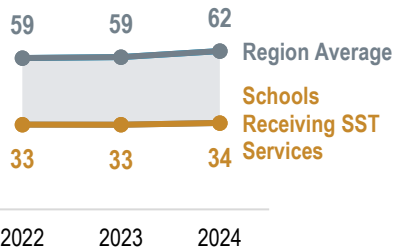


Source: Ohio State Report Card, 2023–24. (Region 7 n sizes: 123 in 2022, 118 in 2023, and 118 in 2024; Schools receiving SST services n sizes: 21 in 2022, 18 in 2023, and 19 in 2024).

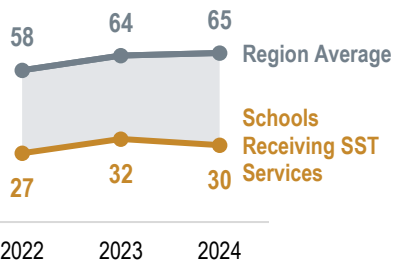
Figure 3.

**Schools receiving SST services in Region 7** exhibited similar proficiency trends in High School Geometry proficiency and a slightly slower rate of improvement in High School English II and High School Algebra I proficiency compared to **all schools within SST Region 7**.

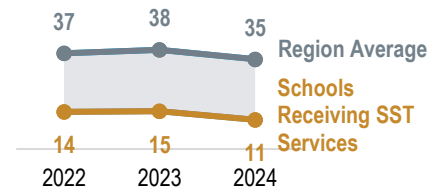
HS English II  
Proficiency



HS Algebra I  
Proficiency



HS Geometry  
Proficiency



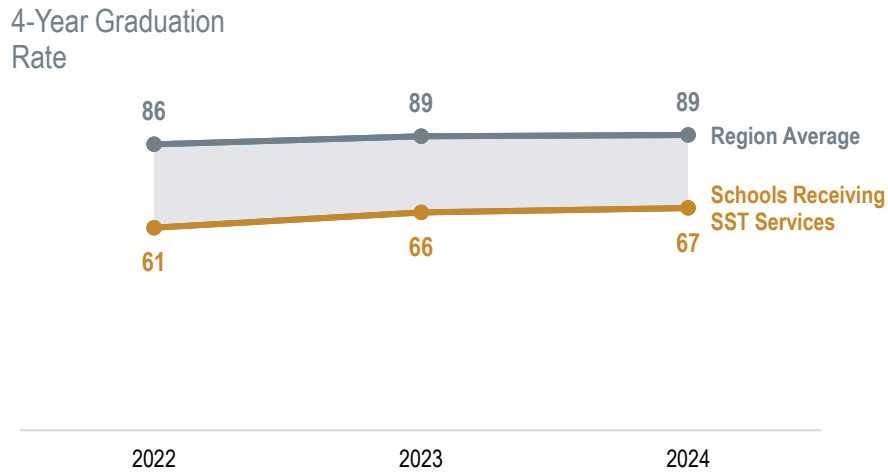
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 7. HS English II: 52 in 2022, 51 in 2023, and 51 in 2024; HS Algebra I: 82 in 2022, 78 in 2023, and 78 in 2024; HS Geometry: 52 in 2022, 53 in 2023, and 52 in 2024
- Schools receiving SST services. HS English II: 12 in 2022, 11 in 2023, and 11 in 2024; HS Algebra I: 15 in 2022, 14 in 2023, and 14 in 2024; HS Geometry: 11 in 2022, 2023, and 2024



Figure 4.

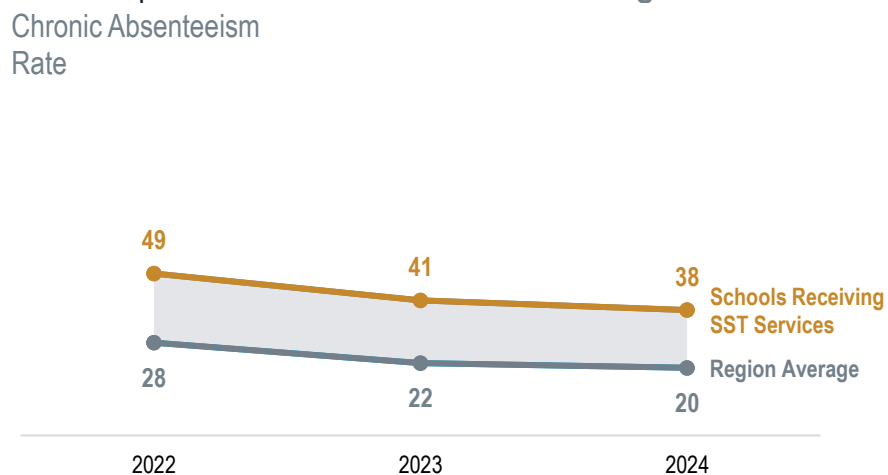
**Schools receiving SST services in Region 7** improved graduation rates at a higher rate compared to all schools within SST Region 7.



Source: Ohio State Report Card, 2023–24. (Region 7 n-sizes: 50 in 2022, 52 in 2023, and 52 in 2024; Schools receiving SST services n-sizes: 10 in 2022, 12 in 2023, and 12 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 7 decreased, with **schools receiving SST services** decreasing rates at a faster pace relative to all schools within Region 7.



Source: Ohio State Report Card, 2023–24. (Region 7 n-sizes: 168 in 2022, 163 in 2023, and 159 in 2024; Schools receiving SST services n-sizes: 30 in 2022, 28 in 2023, and 28 in 2024).