

Region 8: 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 8 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 8 At-a-Glance

- Number of CSI schools: 16
- Enrollment in CSI schools: 6,387
- Region urbanicity: Suburb (51%)
- Region demographics:
 - Low-income: 47%
 - Black: 15%
 - White: 69%
 - Hispanic: 3%
 - English learners: 3%
 - Students with disabilities: 16%



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

KEY FINDINGS FOR REGION 8

- **Features of services:** Surveyed LEA and building administrators in SST Region 8 reported receiving a median of 20 hours of SST services, largely as individualized support, with school improvement as the most frequently reported topic.
- **Perceived quality:** Surveyed administrators in Region 8 value SST services and nearly all reported they learned and changed practices based on SST services.
- **Areas of improvement:** Nearly all surveyed administrators in Region 8 reported improvement in conditions for learning and school climate and attributed 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 8 exhibited faster improvement in High School Algebra I proficiency, slower improvement in High School English II and High School Geometry proficiency, and similar trends in reading and math performance (grades 3-8), graduation rates, and chronic absenteeism compared to all schools in SST Region 8.

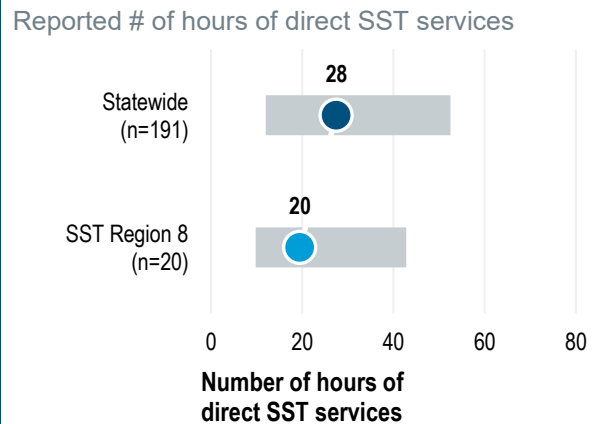


Surveyed LEA and building administrators reported a median of 20 hours of SST services during the 2023–24 school year, much of which was delivered through individualized support.

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 8 reported a median of 20 hours of services (with the middle 50% reporting between 10 and 43 hours). This was below the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 8-hour difference equates to one day less of service for Region 8 compared to the statewide average (see Figure 1).

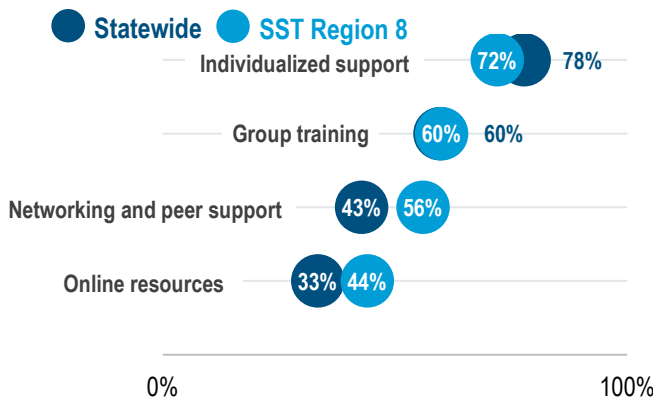
Figure 1. Surveyed LEA and building administrators in **SST Region 8** reported less hours than the **statewide** median.



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 8** respondents were more likely to report receiving support through networking and peer support, but less likely to report receiving individualized support and group training than **statewide** patterns.

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



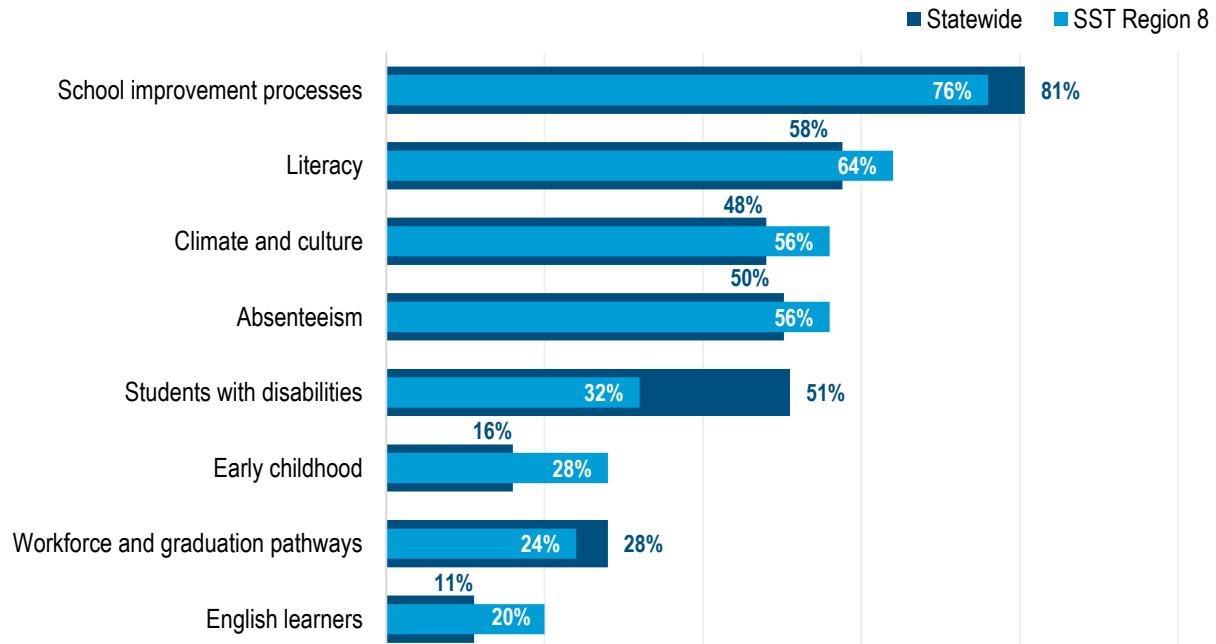
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 8, n=25; Statewide, n=243).

A higher percentage of surveyed administrators in SST Region 8—compared to those surveyed statewide—reported receiving services through networking and peer support (56% vs. 43%) and online resources (44% vs. 33%). A smaller percentage of respondents reported receiving services through individualized support (72% vs. 78%) and the same percentage reported receiving group training (60% vs. 60%) (see Figure 2).



Figure 3. **SST Region 8** prioritized school improvement processes but to a lesser degree 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 8, n=25; Statewide, n=243).

Across all but three topics, surveyed administrators in Region 8 reported receiving services at a higher rate than the statewide average. The most common topic of services reported by SST Region 8 respondents was school improvement (76%). Other frequently mentioned topics of services included literacy (64%), climate and culture (56%), and absenteeism (56%) (see Figure 3).



Surveyed LEA and building administrators value SST services and nearly all reported they learned and changed practices based on SST services.

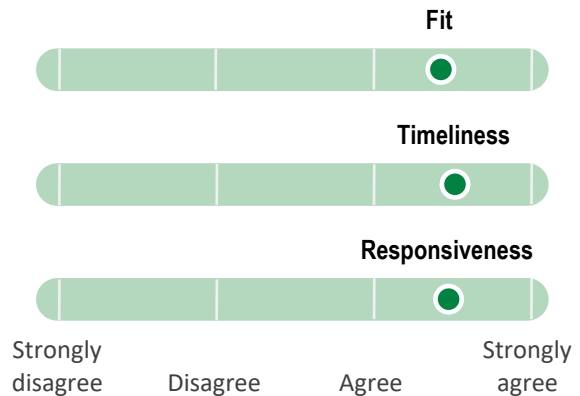
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 8 expressed consistently positive perceptions of SST services (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 8 have generally positive perceptions of the fit, timeliness, and responsiveness of the members of their SST.

Average SST quality rating



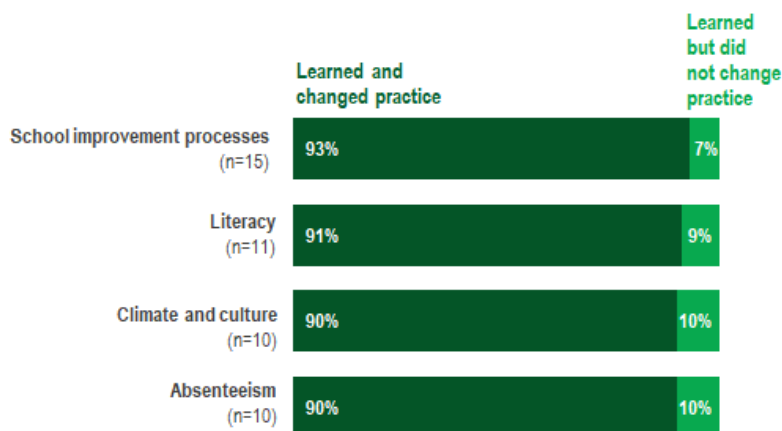
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 8, n=19).

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 8 were most likely to report **learning and changing practices** based on services related to school improvement processes, literacy, climate and culture, and absenteeism.

% 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 students with disabilities, 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—administrators’ responses were consistently positive. At least 90% of surveyed administrators reported that they learned and changed practices in four subjects (see Figure 5).



Nearly all surveyed administrators in Region 8 reported improvement in conditions for learning and school climate and attributed moderate influence to SST services.

When asked whether their LEA or school experienced improvements in the 2023–24 school year, a majority of LEA and building administrators reported positive changes in multiple areas, including conditions for learning, graduation rate, student discipline, and college and career readiness.

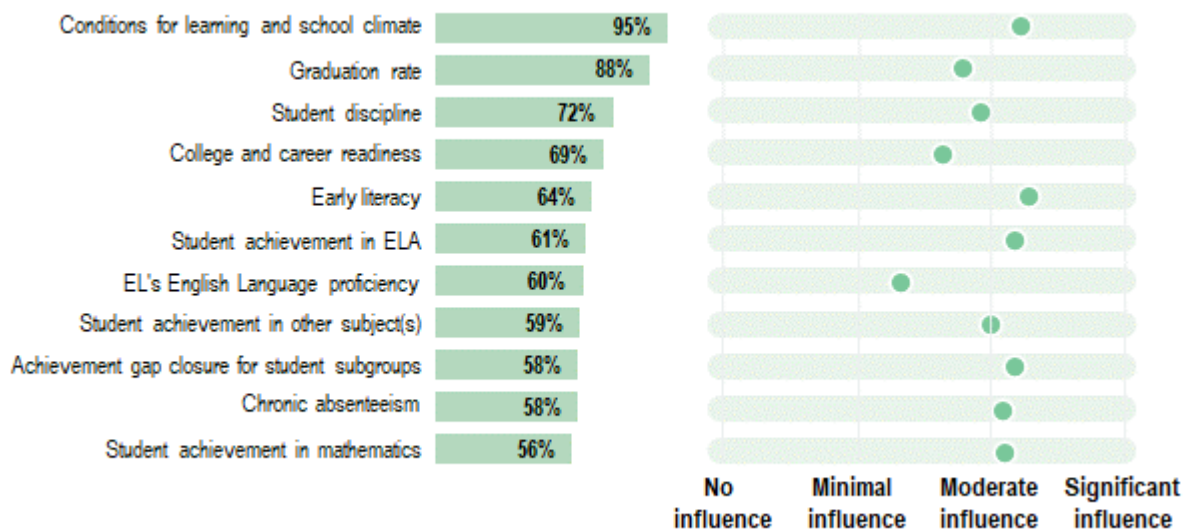
Administrators who reported improved student outcomes were then asked to rate the SST’s influence on these perceived positive changes. In some instances, they credited SST services with contributing to these noted improvements, as was the case for conditions for learning and early literacy, for both of which respondents attributed moderate influence to the SST services.

The percentage of administrators reporting improvements in specific areas, however, did not always match the perceived influence of SST services. For instance, 60% of respondents attributed improvement in ELs’ English language proficiency, but only attributed minimal influence to the SST. (See Figure 6).

Figure 6.

Most surveyed administrators in SST Region 8 reported improvements in 4 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 8, n=19).

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 adult and student measures in the SDAs were found to be at least partially aligned with those in the 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:

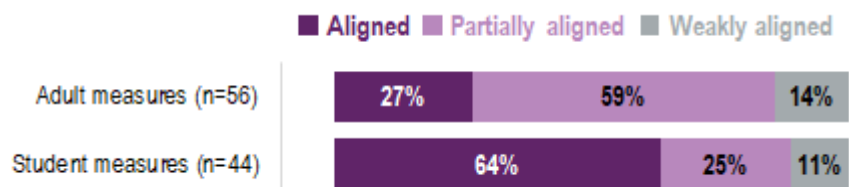
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 8 suggests consistent alignment between SDAs and One Plans for both adult and student measures. Overall, 89% of student measures and 86% of adult measures were categorized as aligned or partially aligned. Relatively small proportions of measures for both groups were rated as weakly aligned (see Figure 7). Examples of each category from SST Region 8 are presented below for both adult and student measures.

Figure 7.

In SST Region 8, most adult and student measures were **aligned** or **partially aligned** between documents, with adult measures primarily **partially aligned** and student measures primarily **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. This region began with 85 total SDA entries, of which 10 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 75 SDA entries, 56 (75%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 56 entries. For the student measure analysis, 12 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA	LEA One Plan
Aligned	
<i>"By completing the RTFIs, this will help instructional leaders and teams to use data to analyze current reading practices across the system and complete local literacy plan highlighting the use of evidence-based strategies in structured literacy. The R-TFI data will also inform strategies and action steps to establish MTSS structures and processes."</i>	<i>"Every semester, reading/literacy - fidelity instrument of ELA/reading teachers will be monitored by principals or teachers, with an overall improvement of increase 10% by the end of the plan."</i>

SDA	LEA One Plan
Aligned	
<i>"Behavior discipline data of all students will show overall plan improvement of 3% each semester."</i>	<i>"Every quarter, behavior - PSW discipline reports of all students will be monitored by principal, special education director, curriculum director, with an overall improvement of increase 2% by the end of the plan."</i>

Partially aligned	
<i>"As a result of this coaching support, buildings will increase implementation of an evidence-based differentiated core instructional block for literacy, including the use of structured literacy instructional practices."</i>	<i>"Every trimester, ELA & math - instruction will be adjusted to implement MTSS by elementary staff, middle school staff, tutors and intervention teachers will be monitored by principal, classroom teacher/s, central office, instructional coach/es, intervention specialists, with an overall improvement of increase 100% will show evidence of planning & collaboration for MTSS by the end of the plan."</i>

Partially aligned	
<i>"Increase English Language Arts achievement by 10% for students with disabilities."</i>	<i>"Every semester, reading/literacy - district formative assessments of all students will be measured, with an overall plan improvement of increase 10%."</i>

Weakly aligned	
<i>"By the end of the year, the school will consistently review PBIS data and determine action steps within the PBIS framework."</i>	<i>"Every trimester, student engagement - walkthrough data of all staff will be monitored by principal, with an annual improvement of increase 10% resulting in an overall improvement of increase 30% by the end of the plan."</i>

Weakly aligned	
<i>"Use of positive behavioral supports in schools to improve school climate and demonstrate a decrease in out-of-school suspensions of at least 5%."</i>	<i>"An overall decrease [of] 10% will be reached for all students in chronic absenteeism as indicated by monthly reports of DASL, PSW, SAS surveys, and student climate surveys as reported by the DLT and BLT each Semester."</i>



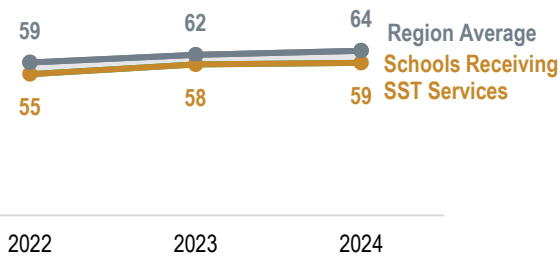
Schools receiving SST services in Region 8 experienced similar trends in reading and math proficiency for grades 3-8, four-year graduation rates, and chronic absenteeism compared to all schools in Region 8.

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.

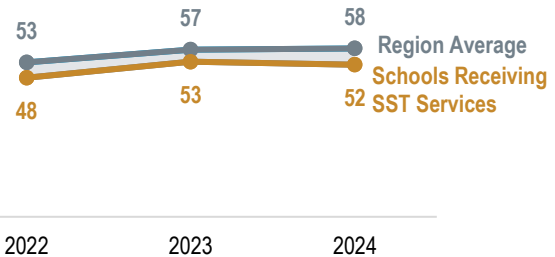
Figure 8.

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

Reading Proficiency
(Grades 3-8)



Math Proficiency
(Grades 3-8)

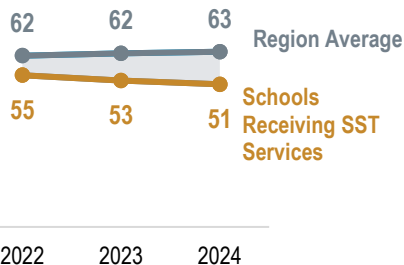


Source: Ohio State Report Card, 2023–24. (Region 8 n sizes: 169 in 2022, 162 in 2023, and 162 in 2024; Schools receiving SST services n sizes: 32 in 2022, 28 in 2023, and 29 in 2024).

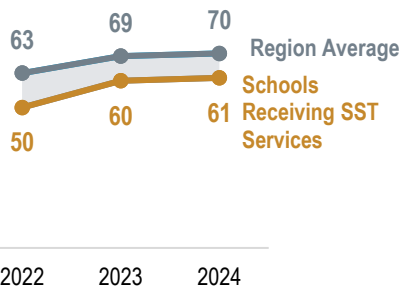
Figure 9.

Schools receiving SST services in Region 8 exhibited faster improvement in High School Algebra I proficiency and a slower rate of improvement in High School English II and High School Geometry proficiency compared to **all schools within SST Region 8**.

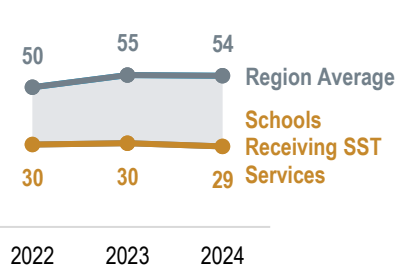
HS English II
Proficiency



HS Algebra I
Proficiency



HS Geometry
Proficiency



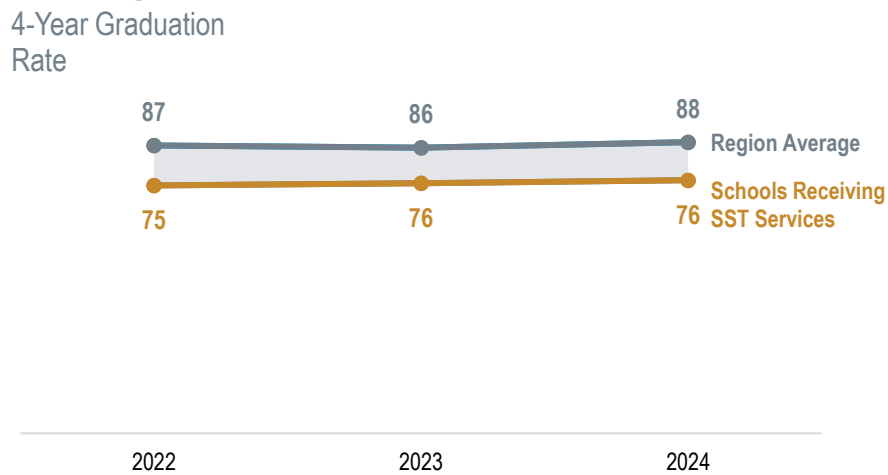
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 8. HS English II: 49 in 2022, 49 in 2023, and 47 in 2024; HS Algebra I: 85 in 2022, 81 in 2023, and 82 in 2024; HS Geometry: 59 in 2022, 2023, and 2024
- Schools receiving SST services. HS English II: 12 in 2022, 13 in 2023, and 12 in 2024; HS Algebra I: 23 in 2022, 20 in 2023, and 20 in 2024; HS Geometry: 14 in 2022, 13 in 2023, and 13 in 2024



Figure 10.

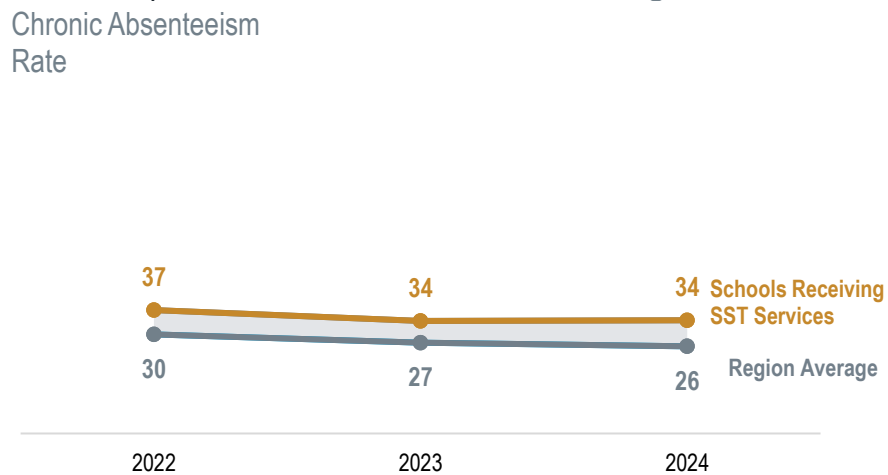
Schools receiving SST services in Region 8 improved graduation rates at a similar rate compared to all schools within SST Region 8.



Source: Ohio State Report Card, 2023–24. (Region 8 n-sizes: 49 in 2022, 50 in 2023, and 50 in 2024; Schools receiving SST services n-sizes: 14 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 8 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 8.



Source: Ohio State Report Card, 2023–24. (Region 8 n-sizes: 233 in 2022, 223 in 2023, and 223 in 2024; Schools receiving SST services n-sizes: 49 in 2022, 47 in 2023, and 46 in 2024).