

Region 9: 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 9 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 9 At-a-Glance

- Number of CSI schools: 21
- Enrollment in CSI schools: 4,907
- Region urbanicity: Suburb (32%), Rural (31%)
- Region demographics:
 - Low-income: 54%
 - Black: 8%
 - White: 77%
 - Hispanic: 4%
 - English learners: 1%
 - Students with disabilities: 14%



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

KEY FINDINGS FOR REGION 9

- **Features of services:** Surveyed LEA and building administrators in SST Region 9 reported receiving a median of 37 hours of SST services, largely as individualized support, with school improvement as the most frequently reported topic.
- **Perceived quality:** Surveyed administrators in Region 9 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Most surveyed administrators in Region 9 reported improvement in conditions for learning and school climate, but did not attribute much 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, nearly 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 9 experienced stronger improvement in reading proficiency (grades 3-8), slower improvement in Algebra I proficiency, and similar rates of improvement in graduation rates and chronic absenteeism compared to all schools in Region 9.



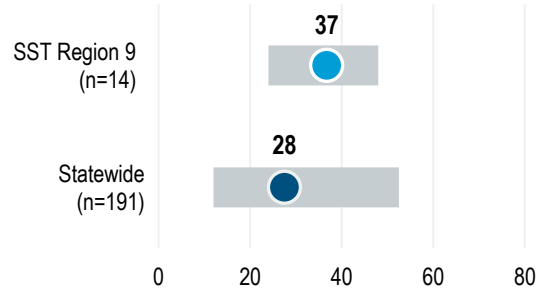
Surveyed LEA and building administrators reported a median of 37 hours of SST services during the 2023–24 school year, most of which was delivered through individualized support.

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 9 reported a median of 37 hours of services (with the middle 50% reporting between 15 and 56). This exceeded the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 9-hour difference equates to a little over one extra day of service for Region 9 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 9** 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.

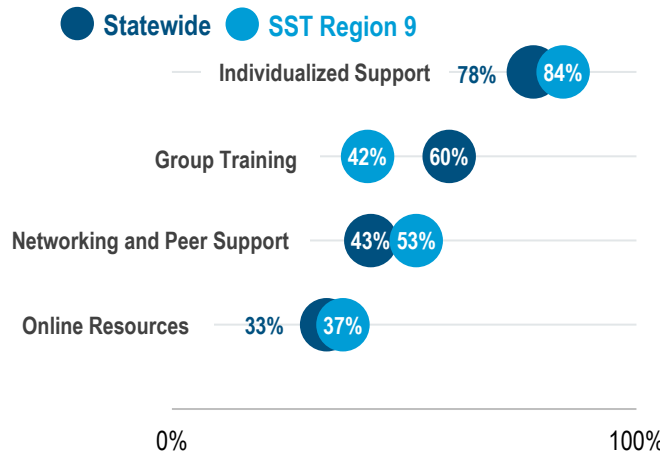
Note. Total direct service hours were calculated for each respondent by multiplying the reported number of service days by the midpoint of the reported hourly duration range for those services, based on survey data.

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 9 respondents were less likely to report receiving services through individualized support, networking and peer support, and online resources.

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 9, n=19; Statewide, n=243).

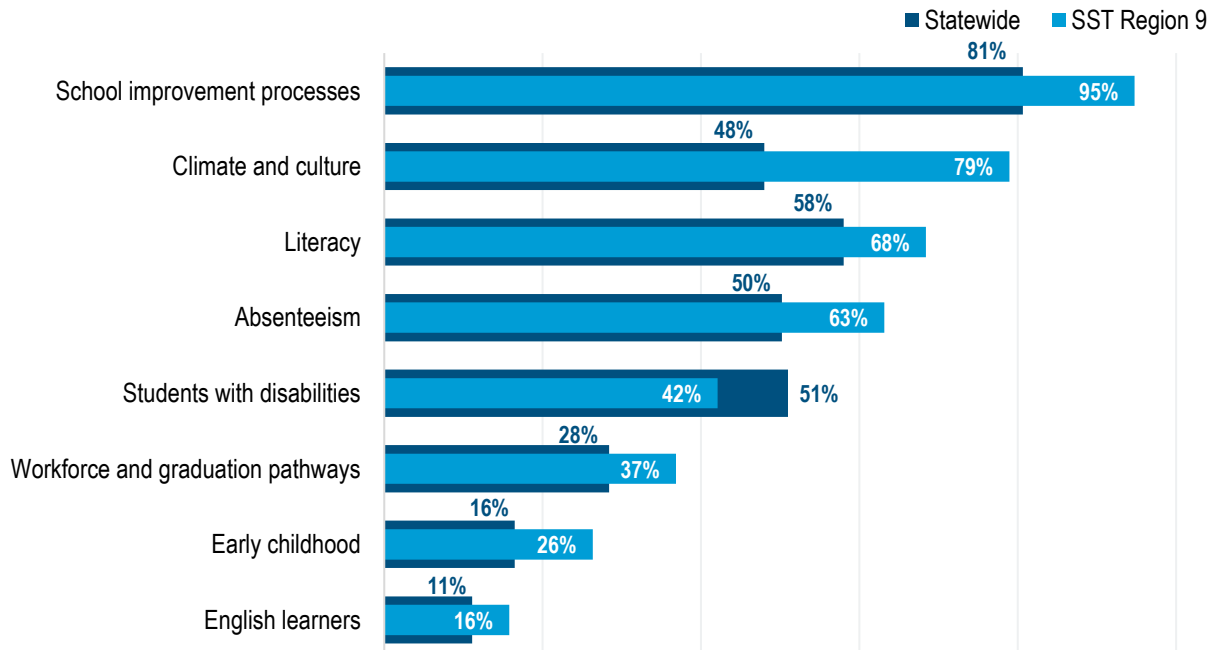
A lower percentage of surveyed administrators in SST Region 9—compared to those surveyed statewide—reported receiving services through individualized support (78% vs. 84%), networking and peer support (43% vs. 53%) and online resources (33% vs. 37%). A larger percentage of respondents reported receiving services through group training (60% vs. 42%) (see Figure 2).



Figure 3.

SST Region 9 prioritized school improvement, climate and culture, literacy, absenteeism, workforce and graduation pathways, early childhood, and English learners more than the **statewide average**, while services focused on students with disabilities were lower.

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 9, n=19; Statewide, n=243).

Surveyed administrators in SST Region 9 reported higher rates of SST services across all topics except for students with disabilities, compared to those surveyed statewide. The most frequently reported topics included school improvement (95% vs. 81%), climate and culture (79% vs. 48%), literacy (68% vs. 58%), and absenteeism (63% vs. 50%). Less frequently reported topics—though still above statewide averages—included workforce and graduation pathways (37% vs. 28%), early childhood (26% vs. 16%), and English learners (16% vs. 11%) (see Figure 3).



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

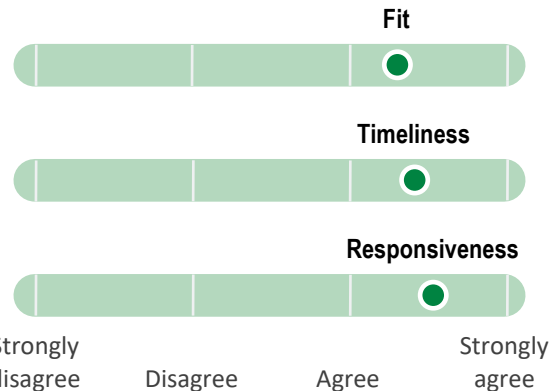
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 9 expressed positive perceptions of the quality of services, with slightly more positive ratings for SST responsiveness (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 9 have generally positive perceptions of the fit, timeliness, and responsiveness of the members of their SST.

Average SST quality rating



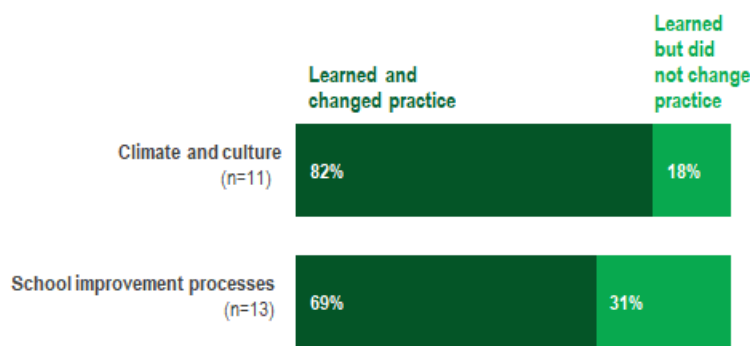
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 9, n=14).

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 9 were most likely to report **learning and changing practices** based on services related to climate and culture, and 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 but two topics 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 9, respondents only reported receiving services related to climate and culture, and school improvement processes (see Figure 5). In both cases, over two-thirds of surveyed administrators reported learning and changing their practice. No respondents reported that they did not learn.



Most surveyed administrators in Region 9 reported improvement in conditions for learning and school climate, but did not attribute much influence to the SST services.

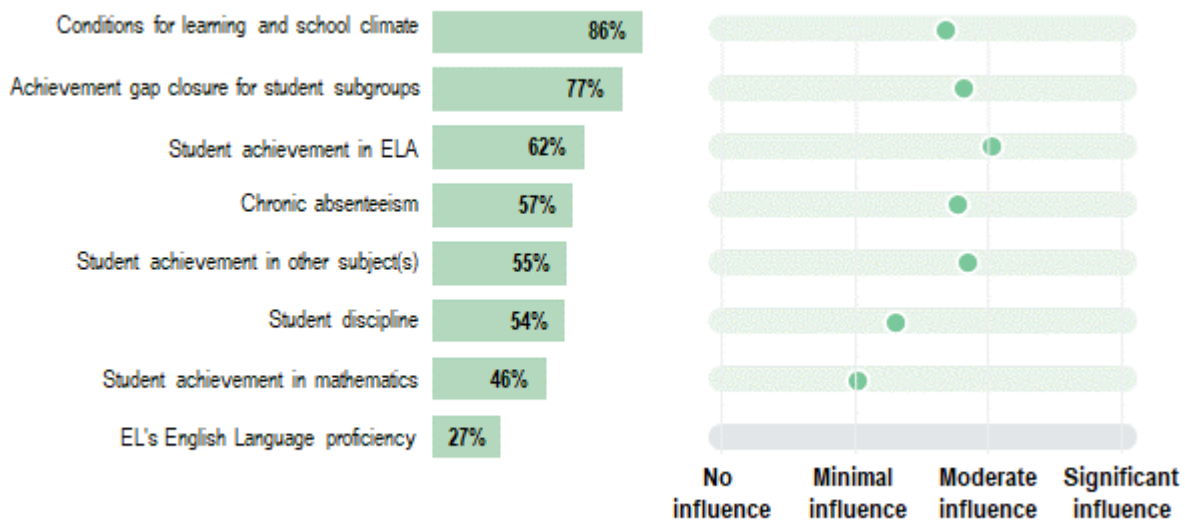
When asked whether their LEA or school experienced improvements in the 2023–24 school year, over three-quarters of LEA and building administrators reported positive changes in conditions for learning and school climate, and achievement gap closure for student subgroups.

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.

The percentage of administrators reporting improvements in specific areas, however, did not always match the perceived influence of SST services. In Region 9, even in cases where the majority of respondents reported improvement, the level of perceived influence of the SST never exceeded a moderate level. The lowest level of influence was student achievement in mathematics, for which respondents described minimal influence (see Figure 6).

Figure 6. Most surveyed administrators in SST Region 9 reported improvements in 2 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 9, 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. Early literacy, graduation rate, and college and career readiness 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, nearly 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:

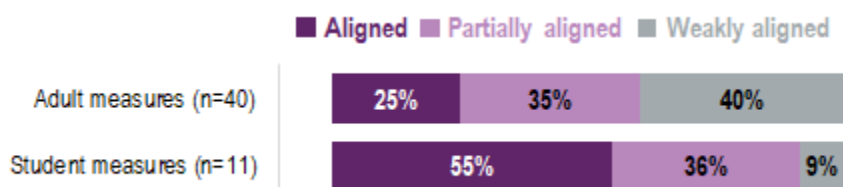
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 9 suggests student measures were more tightly aligned between SDAs and One Plans than were adult measures. Over half of student measures were categorized as aligned, whereas 25% of adult measures were in this category. Adult measures were more commonly rated as weakly aligned, with 40% falling into this group (see Figure 7). Examples of each category from SST Region 9 are presented below for both adult and student measures.

Figure 7.

In SST Region 9, nearly half of adult measures were **weakly aligned** between documents. Conversely, most student measures were **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. This region began with 48 total SDA entries, of which 1 was excluded as it was related to administrative activities such as general communications or compliance tasks. Of the remaining 47 SDA entries, 40 (85%) 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, 29 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 2023-2024 school year, the community school will have a system in place to implement and monitor graduation plans for all students as evidenced by student outcome and adult implementation data."

"An annual improvement of increase 100%...will be reached for teaching staff in meeting with students to review success plans, graduation plans and transition plans...using school-approved implementation tools as reported by [the] superintendent."

Partially aligned

"By the end of the 2023-2024 school year, the internal facilitator will be planning and leading the OIP in the district, including implementing and monitoring the One Plan using student outcome and adult implementation data."

"All staff will be monitored for consistent use - of the personal accountability agreement every semester by the DLT with an overall improvement of increase 100% participation by end of the plan."

Weakly aligned

"Using results of the National Technical Assistance Center on Transition predictor needs assessment and strategies provided through the Kent State University Professional Development and Case Management project, the district will have a revised transition services framework [for students with disabilities] by June 2024."

"Every semester, MTSS - implementation data of all staff will be monitored by BLT and DLT, with an overall improvement of increase 100% usage by the end of the plan."

SDA

LEA One Plan

Aligned

"By Spring 2024, the [district] will increase overall student achievement and growth on state and local assessments resulting in a yearly 3 percent increase in performance index as indicated on the Ohio State Report Card."

"Every trimester, English Language Arts - growth on benchmark data of all students (K-8) will be monitored by principal, classroom teacher/s, curriculum director, with an overall improvement of increase 100% by the end of the plan."

Partially aligned

"By 06/30/2026 [the school] will improve the performance of all students by increasing 15% in ELA using the State Report Card."

"Every quarter, English Language Arts - district short cycle assessments of all students will be monitored, with an overall improvement of increase 5% by the end of the plan."

Weakly aligned

"Suspension days will decrease 15% [in the district] in all grades with all students using district OSS/ISS Data by 06/30/2026."

"Every month, transition - implementation data of all students will be monitored, with an overall improvement of increase 3 day transition from enrollment date by the end of the plan."



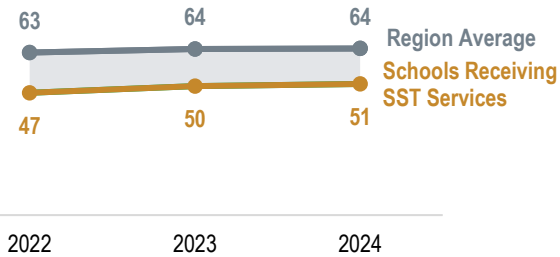
Schools receiving SST services in Region 9 experienced stronger improvement in reading proficiency for grades 3-8, but slower improvement in Algebra I proficiency compared to all schools in Region 9.

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.

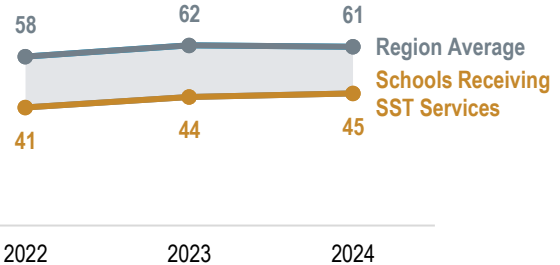
Figure 8.

On average, **schools receiving SST services in Region 9** increased more on 3rd through 8th grade reading proficiency rates and similarly on math proficiency rates compared to **all schools within SST Region 9**.

Reading Proficiency
(Grades 3-8)



Math Proficiency
(Grades 3-8)

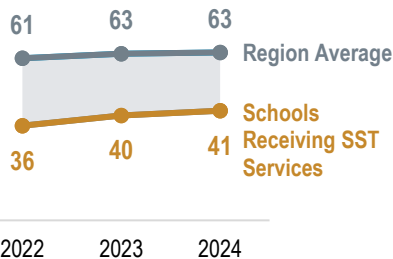


Source: Ohio State Report Card, 2023–24. (Region 9 n sizes: 108 in 2022, 106 in 2023, and 105 in 2024; Schools receiving SST services n sizes: 31 in 2022, 2023, and 2024).

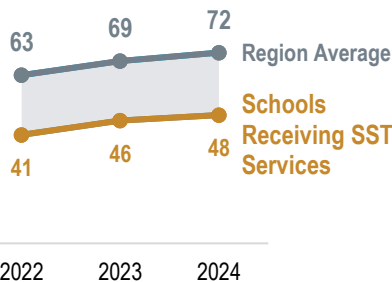
Figure 9.

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

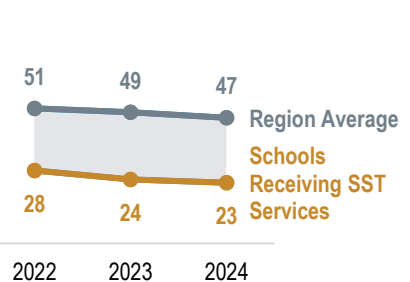
HS English II
Proficiency



HS Algebra I
Proficiency



HS Geometry
Proficiency



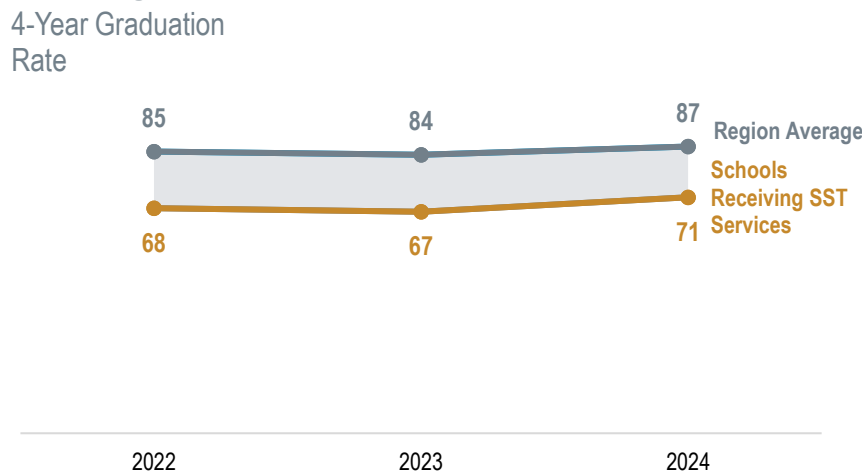
Source: Ohio State Report Card, 2023–24. Sample sizes are as follows:

- Region 9. HS English II: 37 in 2022, 34 in 2023, and 35 in 2024; HS Algebra I: 63 in 2022, 61 in 2023, and 59 in 2024; HS Geometry: 40 in 2022, 40 in 2023, and 41 in 2024
- Schools receiving SST services. HS English II: 12 in 2022, 11 in 2023, and 12 in 2024; HS Algebra I: 17 in 2022, 17 in 2023, and 16 in 2024; HS Geometry: 11 in 2022, 13 in 2023, and 14 in 2024



Figure 10.

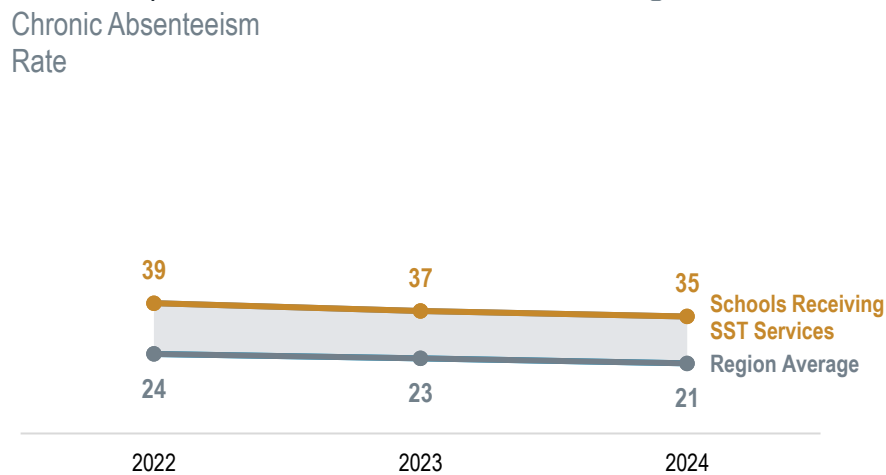
Schools receiving SST services in Region 9 improved graduation rates at a similar rate compared to all schools within SST Region 9.



Source: Ohio State Report Card, 2023–24. (Region 9 n-sizes: 37 in 2022, 39 in 2023, and 38 in 2024; Schools receiving SST services n-sizes: 14 in 2022, 15 in 2023, and 15 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 9 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 9.



Source: Ohio State Report Card, 2023–24. (Region 9 n-sizes: 149 in 2022, 148 in 2023, and 146 in 2024; Schools receiving SST services n-sizes: 45 in 2022, 2023, and 2024).