

Region 10: 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 10 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 10 At-a-Glance

- Number of CSI schools: 29
- Enrollment in CSI schools: 11,217
- Region urbanicity: Suburb (32%), City (29%)
- Region demographics:
 - Low-income: 57%
 - Black: 18%
 - White: 65%
 - Hispanic: 5%
 - English learners: 4%
 - Students with disabilities: 15%



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

KEY FINDINGS FOR REGION 10

- **Features of services:** Surveyed LEA and building administrators in SST Region 10 reported receiving a median of 35 hours of SST services, largely as individualized support and group training, with school improvement and literacy as the most frequently reported topics.
- **Perceived quality:** Surveyed administrators in Region 10 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Most surveyed administrators in Region 10 reported improvement in graduation rates, but they only attributed minimal influence to SST services.
- **Alignment:** A review of documents found that all 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, over 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 10 experienced weaker improvement in High School English II and Algebra I proficiency compared to all schools in Region 10.



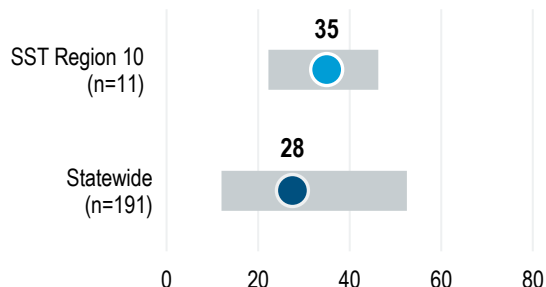
Surveyed LEA and building administrators reported a median of 35 hours of SST services during the 2023–24 school year, much of which was delivered through individualized support.

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 10 reported a median of 35 hours of services (with the middle 50% reporting between 18 and 74 hours). This exceeded the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 7-hour difference equates to nearly one extra day of service for Region 10 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 10** 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.

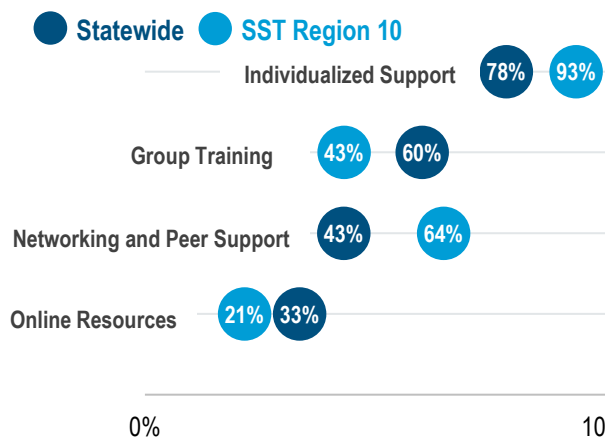
Note. Total direct service hours were calculated for each respondent by multiplying the reported number of service days by the midpoint of the reported hourly duration range for those services, based on survey data.

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 10 respondents were more likely to report receiving group training and online resources than **statewide** patterns but were less likely to report individualized support and networking and peer support.

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



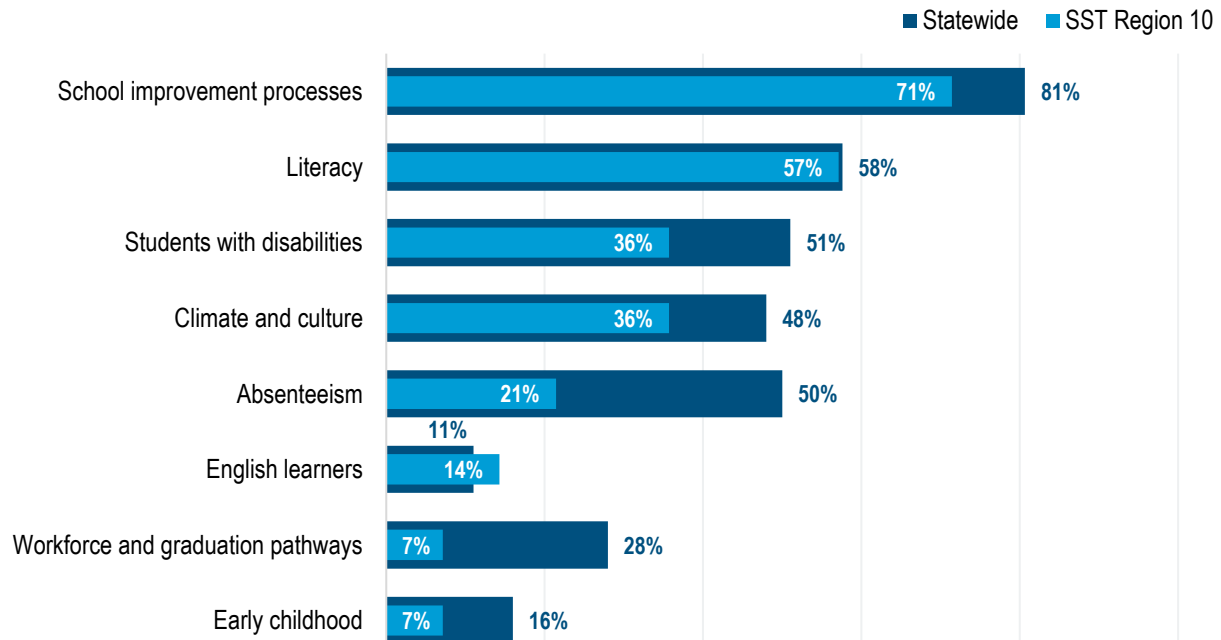
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 10, n=14; Statewide, n=243).

A higher percentage of surveyed administrators in SST Region 10—compared to those surveyed statewide—reported receiving services through group training (60% vs. 43%) and online resources (33% vs. 21%). SST Region 10 respondents were less likely to report receiving individualized support (78% vs. 93%) and networking and peer support (43% vs. 64%) (see Figure 2).



Figure 3. **SST Region 10** 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 10, n=14; Statewide, n=243).

SST Region 10 respondents reported lower prevalence than statewide across all but one topic of services. For one topic – absenteeism – the percentage of surveyed administrators who reported receiving services was 29 percentage points lower than the statewide average. The most prevalent topics of services reported by respondents from SST Region 10 were school improvement (71%), and literacy (57%) (see Figure 3).



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

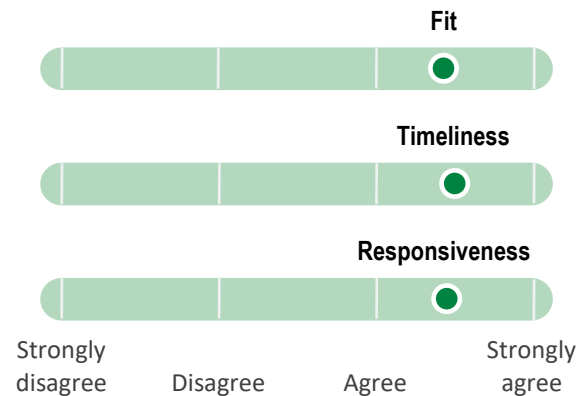
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 10 expressed consistently positive perceptions of the quality of services, with respondents indicating between “agree” and “strongly agree” to survey items related to the quality of services (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 10 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 10, n=13).

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



Most surveyed administrators in Region 10 reported improvement in graduation rate, but they only attributed minimal influence to the 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 graduation rate, conditions for learning and school climate, and student discipline.

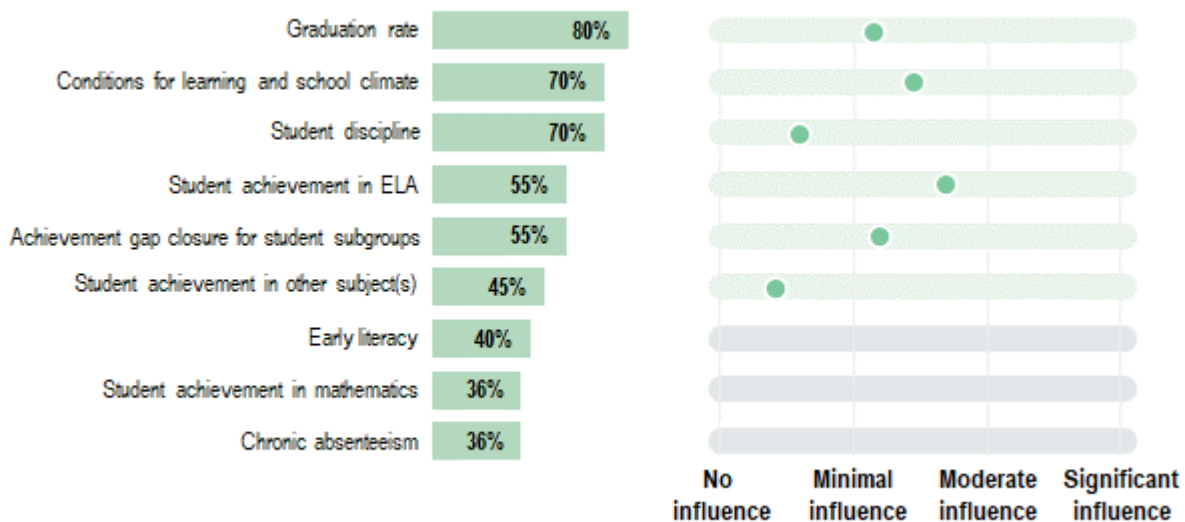
Administrators who reported improved student outcomes were then asked to rate the SST’s influence on these perceived positive changes. In some instances, they credited SST services with contributing to these noted improvements. In only one area—student achievement in ELA—did Region 10 respondents believe that the SST made moderate contributions to those gains. For all other topics, they generally attributed minimal influence.

For instance, while 70% of surveyed administrators reported improvement in student discipline, they noted that SST services had minimal or no influence on their improvement (see Figure 5).

Figure 5.

Most surveyed administrators in SST Region 10 reported improvements in 3 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 10, n=11).

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. College and career readiness and ELs’ English language proficiency were excluded from the figure due to having fewer than 10 respondents.



All student measures in SDAs were found to be at least partially aligned with those in LEA One Plans; in contrast, over 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:

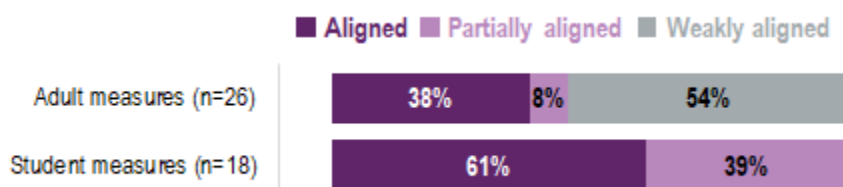
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 10 revealed that student measures demonstrated stronger alignment between SDAs and One Plans than adult measures: all student measures were categorized as either aligned or partially aligned, whereas 46% of adult measures were in these categories. Adult measures were more commonly rated as weakly aligned, with 54% falling into this group (see Figure 6). Examples of each category from SST Region 10 are presented below for both adult and student measures.

Figure 6.

In SST Region 10, all student measures were **aligned** and **partially aligned** between documents, while over half of adult measures were **weakly 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. This region began with 39 total SDA entries, of which 2 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 37 SDA entries, 26 (10%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 26 entries. For the student measure analysis, 8 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA

LEA One Plan

SDA

LEA One Plan

Aligned

"By the end of the school year, evidence will show that adults are implementing the newly adopted [literacy] curriculum with fidelity."

"Elementary staff, middle school staff and high school staff will be monitored for use of evidence-based instructional strategies – Ohio Teacher Evaluation System, walkthrough data, implementation data, and fidelity checks every quarter by superintendent, principal, special education director, instructional coach/es with an overall improvement of increase 100% by end of the plan."

Aligned

"By June 2024, the school will show a 5% improvement in student literacy outcomes from fall to spring as measured by STAR."

"Reading/literacy - Star Assessment student growth percentile (SGP) will be monitored each semester by the BLT and the administration curriculum team, focusing on all students with an overall improvement of increase 5% annually # of students who meet/exceed target of 40 SGP by the end of the plan."

Partially aligned

"By June 2024, PBIS Tiered Fidelity Inventory (TFI) will be administered at all buildings. As a result, each building will develop an action plan with a minimum of three actionable steps based on the results of the TFI."

"All staff will be monitored for implementing PBIS school wide - implementation data every month by principal, special education director, instructional coach/es with an overall improvement of increase 100% by end of the plan."

Partially aligned

"By June 2024, the school will decrease the chronic absenteeism rate by 3%".

"Every month, attendance - attendance of all students will be monitored by staff, with an overall improvement of increase 30% by the end of the plan."

Weakly aligned

"By June 2024, the school's leadership team will complete training in needs assessment and One Plan, as indicated by attendance logs and meeting minutes."

"Every month, attendance - participation of high school staff will be monitored by principal, instructional coach/es, with an annual improvement of increase 5% resulting in an overall improvement of increase 5% by the end of the plan."

Weakly aligned

N/A

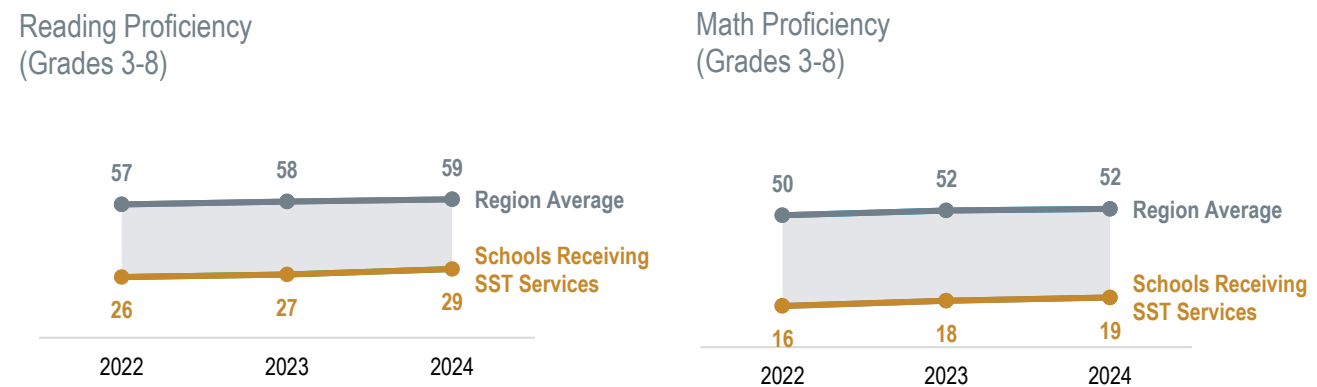
N/A



Schools receiving SST services in Region 10 experienced weaker improvement in High School English II and Algebra I proficiency, while exhibiting similar trends to all schools in Region 10 across other measured outcomes.

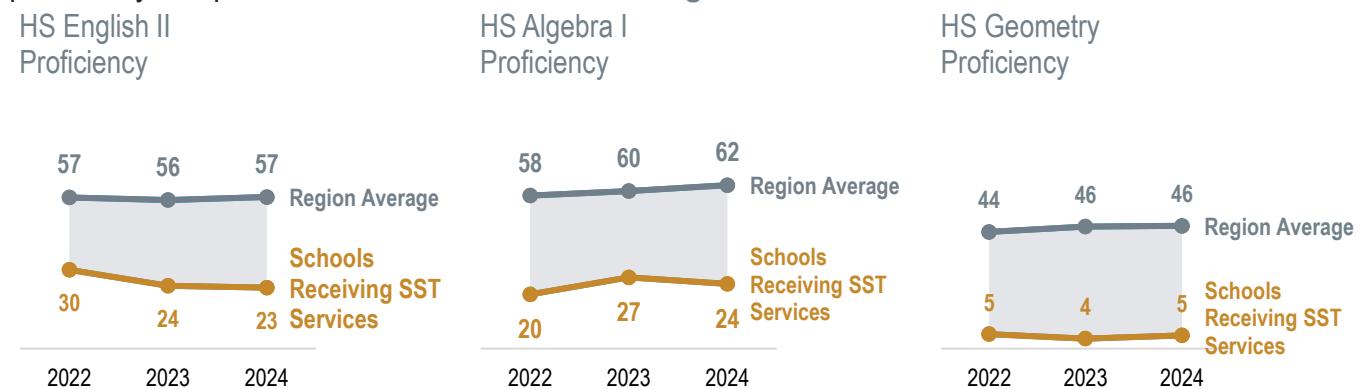
The following data compare student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 7–9). It is important to note that this descriptive analysis is not intended to suggest or imply any causal effect of SST services on these outcomes.

Figure 7. On average, **schools receiving SST services in Region 10** increased similarly on 3rd through 8th grade reading and math proficiency rates compared to all schools within SST Region 10.



Source: Ohio State Report Card, 2023–24. (Region 10 n sizes: 217 in 2022, 217 in 2023, and 214 in 2024; Schools receiving SST services n sizes: 25 in 2022, 25 in 2023, and 23 in 2024).

Figure 8. **Schools receiving SST services in Region 10** exhibited similar proficiency trends in High School Algebra I proficiency and a slower rate of improvement in High School English II and High School Algebra I proficiency compared to all schools within SST Region 10.



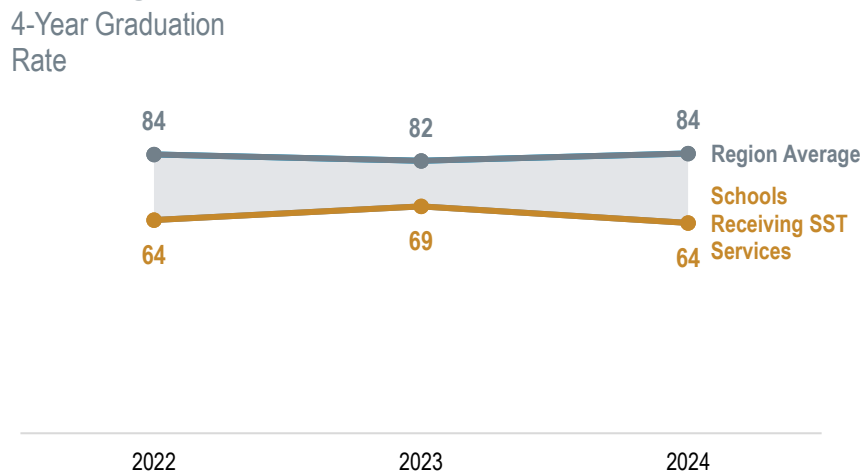
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 10. HS English II: 73 in 2022, 71 in 2023, and 70 in 2024; HS Algebra I: 116 in 2022, 118 in 2023, and 115 in 2024; HS Geometry: 80 in 2022, 83 in 2023, and 82 in 2024
- Schools receiving SST services. HS English II: 12 in 2022, 12 in 2023, and 11 in 2024; HS Algebra I: 16 in 2022, 17 in 2023, and 15 in 2024; HS Geometry: 11 in 2022, 12 in 2023, and 10 in 2024



Figure 9.

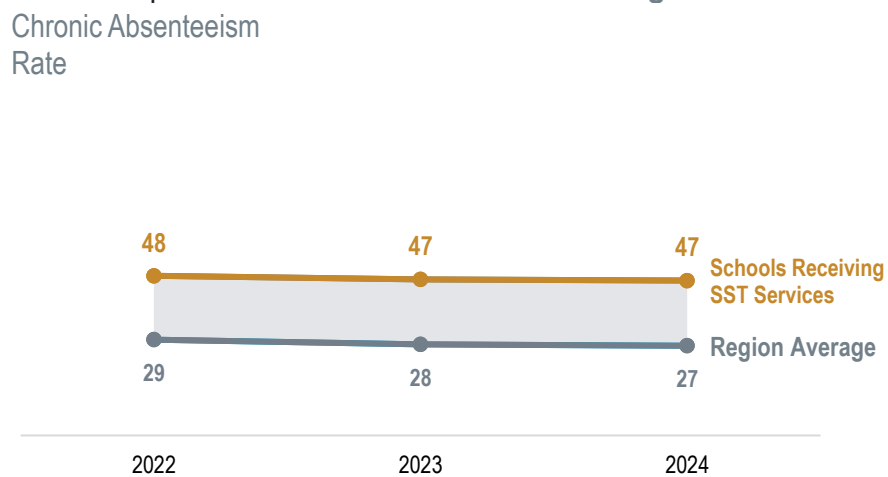
Schools receiving SST services in Region 10 improved graduation rates at a similar rate compared to all schools within SST Region 10.



Source: Ohio State Report Card, 2023–24. (Region 10 n-sizes: 71 in 2022, 73 in 2023, and 73 in 2024; Schools receiving SST services n-sizes: 11 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 10.

Chronic absenteeism rates across SST Region 10 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 10.



Source: Ohio State Report Card, 2023–24. (Region 10 n-sizes: 290 in 2022, 286 in 2023, and 286 in 2024; Schools receiving SST services n-sizes: 36 in 2022, 35 in 2023, and 36 in 2024).