

# Region 11: 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 11 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

### Region 11 At-a-Glance

- Number of CSI schools: 59
- Enrollment in CSI schools: 19,918
- Region urbanicity: Suburb (40%), City (37%)
- Region demographics:
  - Low-income: 53%
  - Black: 22%
  - White: 53%
  - Hispanic: 9%
  - English learners: 9%
  - Students with disabilities: 16%



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

### KEY FINDINGS FOR REGION 11

- **Features of services:** Surveyed LEA and building administrators in SST Region 11 reported receiving a median of 10 hours of SST services, much of it through individualized support and group training, with school improvement as the most frequently reported topic.
- **Perceived quality:** Surveyed administrators in Region 11 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Most surveyed administrators in Region 11 reported improvement in conditions for learning and school climate, but they did not attribute much influence to SST services.
- **Alignment:** A review of documents found that most adult and student measures in the SDAs demonstrated weak alignment with those in the LEA One Plans—meaning they addressed a different core topic or were altogether missing from one of the plans.
- **Student achievement:** Schools receiving SST services in Region 11 experienced modest improvement in reading proficiency for grades 3-8 and reductions in chronic absenteeism. In contrast, High School English II, Geometry, and graduation rates declined across the region.



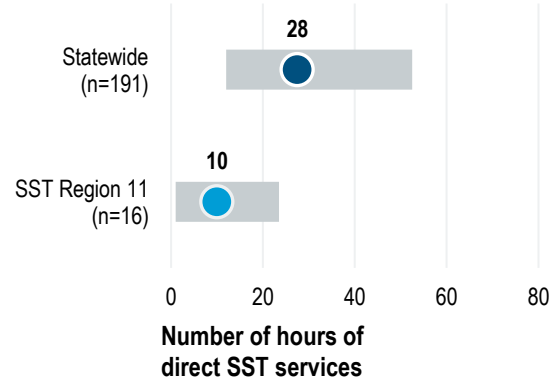
## Surveyed LEA and building administrators reported a median of 10 hours of SST services during the 2023–24 school year, much of which was delivered through individualized support and group training.

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 11 reported a median of 10 hours of services (with the middle 50% reporting between 5 and 23). This was below the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 17-hour difference equates to a little over two fewer days of service for Region 11 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 11** 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.

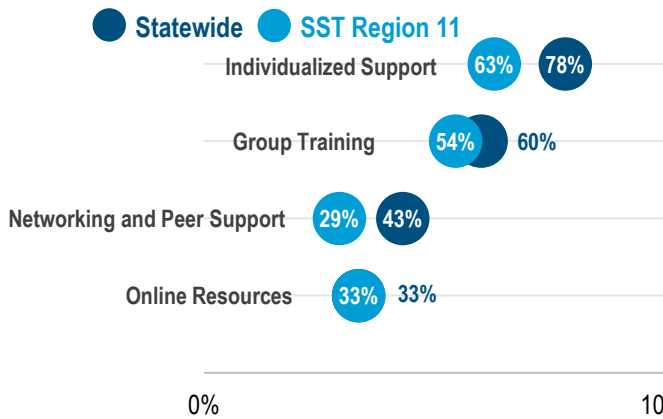
Note. Total direct service hours were calculated for each respondent by multiplying the reported number of service days by the midpoint of the reported hourly duration range for those services, based on survey data.

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 11** respondents were more likely to report receiving services through individualized support, group training, and networking and peer support 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 11, n=24; Statewide, n=243).

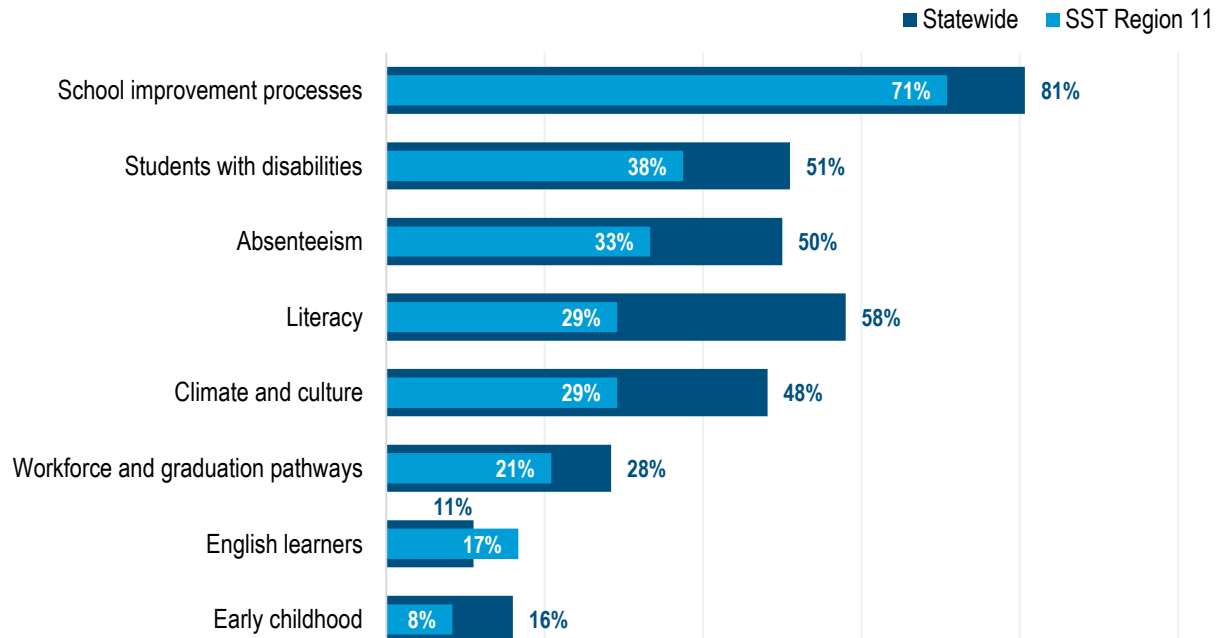
A lower percentage of surveyed administrators in SST Region 11—compared to those surveyed statewide—reported receiving services through individualized support (63% vs. 78%), group training (54% vs. 60%), and networking and peer support (29% vs. 43%), while the same percentage reported receiving online resources (33%) (see Figure 2).



Figure 3.

**SST Region 11** prioritized school improvement processes although reports of services were lower than statewide patterns across all but one topic (English learners).

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 11, n=24; Statewide, n=243).

Surveyed LEA and building administrators in SST Region 11 reported lower rates of SST services across nearly all topics compared to those surveyed statewide, with the exception of English learners. The most frequently reported topic was school improvement processes (71%), which was 10 percentage points below the statewide average. All other topics of services were reported by less than 40% of respondents (see Figure 3).



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

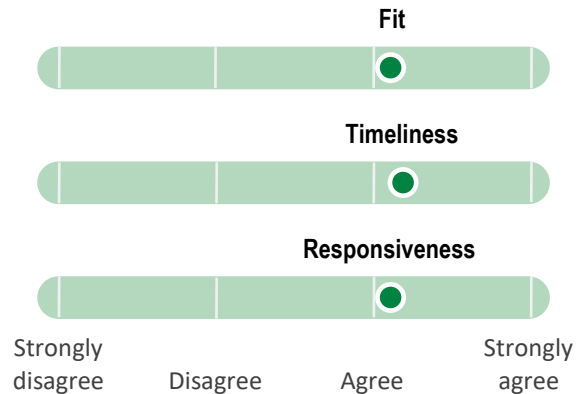
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 11 expressed comparable (and generally positive) perceptions of all three dimensions of the quality of supports, although none of the responses reached the “strongly agree” level (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 11 have generally positive perceptions of the fit, timeliness, and responsiveness of the members of their SST.

Average SST quality rating



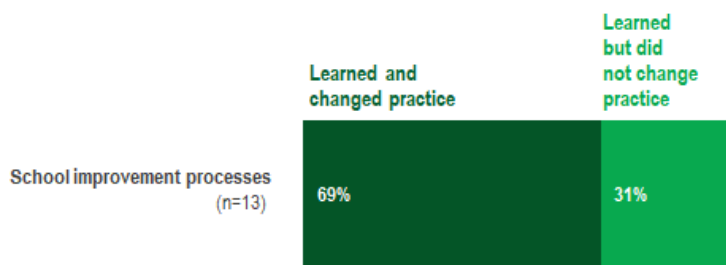
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 11, n=15).

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 11 were most likely to report **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 but one topic 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 11, administrators reported receiving services related to school improvement processes, the only topic with at least 10 respondents (see Figure 5). Although more than two-thirds reported learning and changing practice, almost one-third reported that they learned but did not change practices.



## Most surveyed administrators in Region 11 reported improvement in conditions for learning and school climate, but they did not attribute much influence to the SST services.

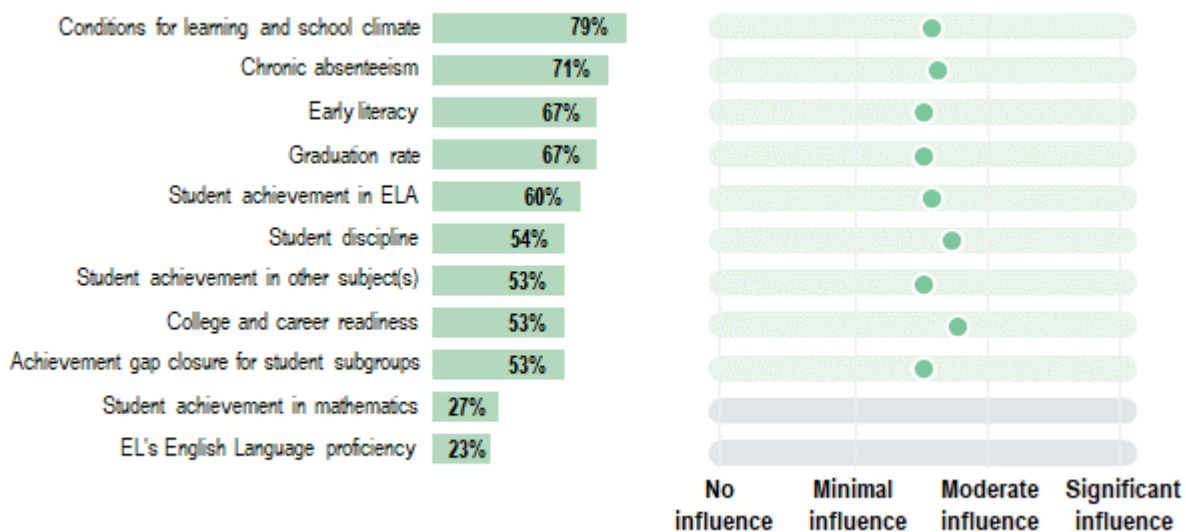
When asked whether their LEA or school experienced improvements in the 2023–24 school year, over two-thirds of LEA and building administrators reported positive changes in conditions for learning and school climate, chronic absenteeism, early literacy, and graduation rate.

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. For instance, among the topics for which surveyed administrators reported improvement, they reported less-than-moderate influence of SST services. The topics with the highest reported levels of SST influence (moderate) were those for which only about a quarter of respondents reported improvement (see Figure 6).

Figure 6. Most surveyed administrators in SST Region 11 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 11, n=15).

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.



## Most adult and student measures in the SDAs were found to be weakly 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>
<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>

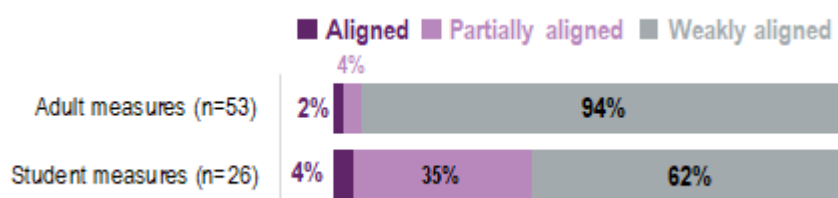
The analysis for Region 11 suggests both adult and student measures lacked alignment between SDAs and One Plans. Only 6% of adult measures and 39% of student measures were categorized as partially aligned or aligned. Conversely, the vast majority of measures for both groups were rated as weakly aligned (see Figure 7).

Notably, Region 11’s SDAs exhibited highly redundant phrasing. Many entries across plans used identical language in the ‘Overall impact’ statements—essentially a one-size-fits-all description that touched on common topics but lacked specifics. In addition, nearly half of the SDA entries did not include any adult outcome measure at all. Examples of each category from SST Region 11 are presented below for both adult and student measures.

Figure 7.

In SST Region 11, nearly all adult measures were **weakly aligned** between documents. Similarly, most student measure 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 91 total SDA entries, of which 26 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 65 SDA entries, 53 (82%) were found to be ‘aligned’ or ‘partially aligned’ with the LEA One Plan. The analysis of adult measures is based on the subset of 53 entries. For the student measure analysis, 27 entries were excluded because the SDA did not include a student measure.



## Adult measures

## Student measures

SDA	LEA One Plan
<b>Aligned</b>	
<i>"As a result of SST support in PBIS, the district will complete the District Systems Fidelity Inventory and target goals to improve adult implementation and system sustainability of PBIS for improved student outcomes."</i>	<i>"Every semester, behavior - implementation data of all staff will be monitored by principal, with an annual improvement of increase 15% resulting in an overall improvement of increase 45% by the end of the plan."</i>

SDA	LEA One Plan
<b>Aligned</b>	
<i>"Reduce chronic absenteeism."</i>	<i>"Every month, chronic absenteeism - students with disabilities will be monitored by centralized attendance team, with an overall improvement of decrease 10% points to target of 72% or lower by the end of the plan."</i>

<b>Partially aligned</b>	
<i>"By the end of the SY, the district will have an established PBIS team which meets regularly with intention; has developed goals through analyzing data; and has developed a framework for implementation of the Tier I process."</i>	<i>"Every month, attendance - implementation data will be monitored by asst. principal / instructional mentor, with an annual improvement of increase 100%."</i>

<b>Partially aligned</b>	
<i>"#4 Improved postschool outcomes."</i>	<i>"Every semester, Career and Technical Education (CTE) - earned industry recognized credentials of all students will be monitored by classroom teacher/s, CTE director, with an overall improvement of increase 15% by the end of the plan."</i>

<b>Weakly aligned</b>	
<i>"The districts will include the goal of raising the literacy achievement for students with disabilities as identified in special education indicators 3a, b, c, and in the district's One Plan."</i>	<i>"Every semester, Multi-Tiered Systems of Support implementation - rubric of schools demonstrating ""Innovating and Sustaining"" will be monitored by the District Leadership Team, with an overall improvement of increase 55 percentage points to a target of 55% by the end of the plan."</i>

<b>Weakly aligned</b>	
<i>"Students with disabilities will receive services in their least restrictive environment."</i>	<i>"Students with Disabilities will be monitored for reading/literacy - district formative assessments every quarter by intervention specialists with an annual improvement of increase 3% and an overall improvement of increase 9% by the end of the plan."</i>



**Schools receiving SST services in Region 11 experienced modest improvement in reading proficiency for grades 3-8 and reductions in chronic absenteeism. In contrast, High School English II, Geometry, and graduation rates declined across Region 11.**

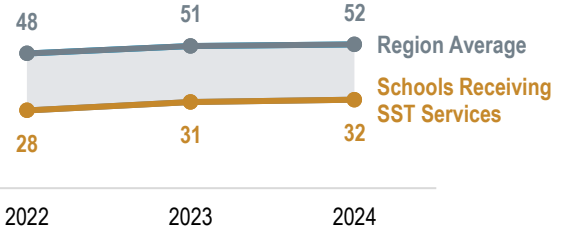
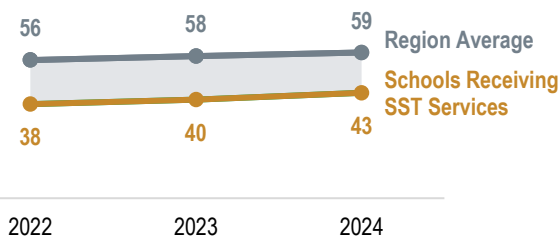
The following data compare student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 8–10). It is important to note that this descriptive analysis is not intended to suggest or imply any causal effect of SST services on these outcomes.

Figure 8.

On average, **schools receiving SST services in Region 11** increased slightly more on 3<sup>rd</sup> through 8<sup>th</sup> grade reading proficiency and similarly on math proficiency rates compared to **all schools within SST Region 11**.

Reading Proficiency  
(Grades 3-8)

Math Proficiency  
(Grades 3-8)



Source: Ohio State Report Card, 2023–24. (Region 11 n sizes: 443 in 2022, 446 in 2023, and 440 in 2024; Schools receiving SST services n sizes: 139 in 2022, 138 in 2023, and 137 in 2024).

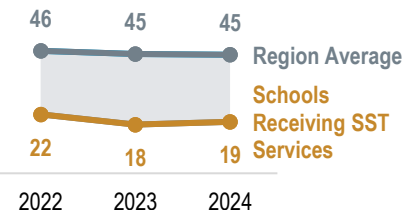
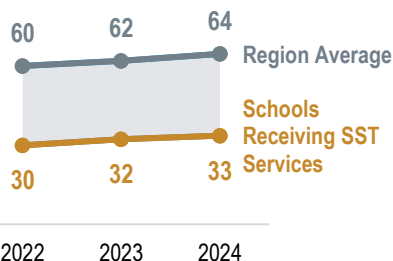
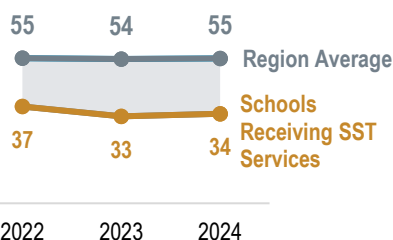
Figure 9.

**Schools receiving SST services in Region 11** exhibited similar improvement in High School Algebra I proficiency but declined in High School English II and Geometry proficiency compared to **all schools within SST Region 11**.

HS English II  
Proficiency

HS Algebra I  
Proficiency

HS Geometry  
Proficiency

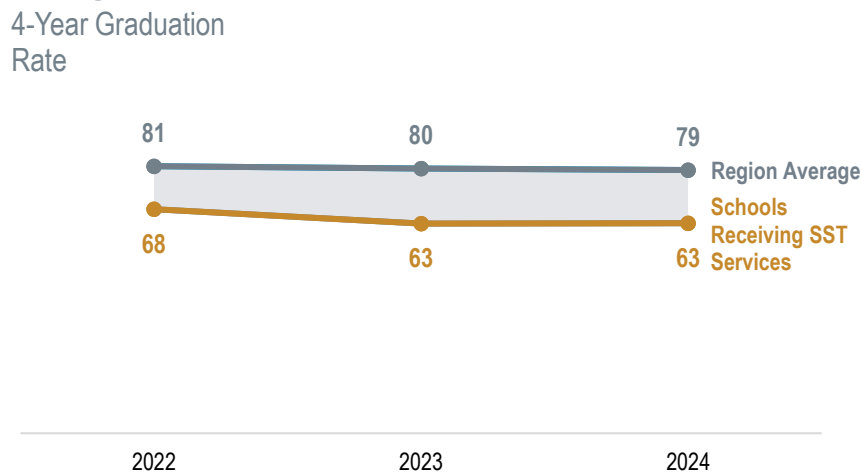


Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 11. HS English II: 122 in 2022, 117 in 2023, and 116 in 2024; HS Algebra I: 187 in 2022, 191 in 2023, and 192 in 2024; HS Geometry: 139 in 2022, 138 in 2023, and 144 in 2024
- Schools receiving SST services. HS English II: 49 in 2022, 48 in 2023, and 44 in 2024; HS Algebra I: 16 in 2022, 17 in 2023, and 15 in 2024; HS Geometry: 45 in 2022, 46 in 2023, and 49 in 2024

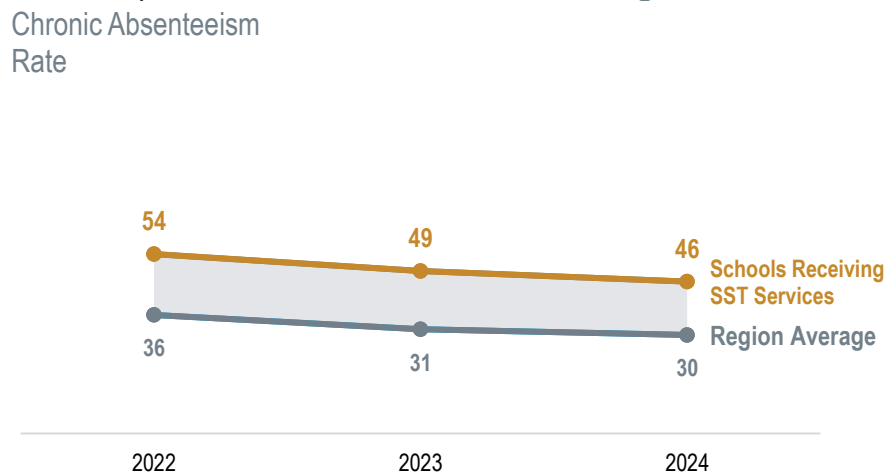


Figure 10. Graduation rates in **schools receiving SST services in Region 11** declined at a faster rate than did **all schools within SST Region 11**.



Source: Ohio State Report Card, 2023–24. (Region 11 n-sizes: 119 in 2022, 119 in 2023, and 120 in 2024; Schools receiving SST services n-sizes: 48 in 2022, 47 in 2023, and 47 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 11 decreased, with **schools receiving SST services** decreasing rates at a faster pace relative to **all schools within Region 11**.



Source: Ohio State Report Card, 2023–24. (Region 11 n-sizes: 566 in 2022, 564 in 2023, and 557 in 2024; Schools receiving SST services n-sizes: 187 in 2022, 182 in 2023, and 181 in 2024).