

Region 12: 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 12 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 12 At-a-Glance

- Number of CSI schools: 5
- Enrollment in CSI schools: 1,330
- Region urbanicity: Rural (59%)
- Region demographics:
 - Low-income: 60%
 - Black: 2%
 - White: 87%
 - Hispanic: 2%
 - English learners: 1%
 - Students with disabilities: 17%



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

KEY FINDINGS FOR REGION 12

- **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, nearly two-thirds of adult measures were weakly aligned, addressing a different core topic altogether missing from one of the plans.
- **Student achievement:** Schools receiving SST services in Region 12 experienced stronger improvement in High School Algebra I proficiency, four-year graduation rates, and reductions in chronic absenteeism compared to all schools in Region 12.



Most student measures in SDAs were found to be at least partially aligned with those in LEA One Plans; in contrast, nearly two-thirds 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:

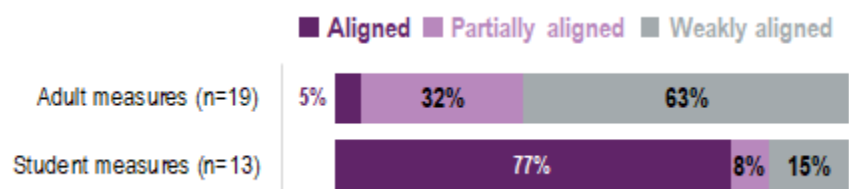
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 12 revealed that student measures demonstrated stronger alignment between SDAs and One Plans than adult measures: 85% of student measures were categorized as either aligned or partially aligned, whereas 37% of adult measures were in these categories. Adult measures were more commonly rated as weakly aligned, with nearly two-thirds (63%) falling into this group (see Figure 1). Examples of each category from SST Region 12 are presented on the next page for both adult and student measures.

Figure 1.

In SST Region 12, adult measures were largely **weakly aligned** between documents, whereas student measures were predominantly **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 33 total SDA entries, of which 3 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 30 SDA entries, 19 (63%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 19 entries. For the student measure analysis, 6 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA

LEA One Plan

Aligned

"As a result of SST services and support, [the community school] will continue to implement and progress monitor their current Comprehensive Continuous Improvement Plan including SMART goals and evidence-based strategies. Adult Measures: Ohio Improvement Process implementation rubric and team meeting minutes."

"Every semester, IEP compliance and LRE - internal monitoring data of principals and intervention teachers will be monitored by special education director [and] superintendent, with an annual improvement of increase 5% resulting in an overall improvement of increase 15% by the end of the plan."

Partially aligned

"As a result of SST services and support, [the community school] will monitor the transition process to ensure 100% compliance with transition to increase percentage of students with disabilities graduating with a regular diploma. Adult measure: completed and compliant transition and graduation plans as reviewed."

"Every Semester, Career and Technical Education Industry-Recognized Credentials - implementation data of all staff will be monitored by principal, curriculum director, BLT, with an overall improvement of increase 100% by the end of the plan."

Weakly aligned

"As a result of SST Services, [the community school] will have an improved working relationship between SSTs, community schools, sponsors, and the Office of Community Schools. Adult Measures: pre- and post-project surveys."

"Every semester, climate/culture - participation of all staff will be monitored by assistant superintendent, with an overall improvement of increase 80% by the end of the plan."

SDA

LEA One Plan

Aligned

"As a result of SST coaching and support, [the community school] will continue to raise literacy proficiency and achievement levels for all students, including students with disabilities, 10% as evidenced by state and locally selected assessments."

"English Language Arts - MAP will be monitored each semester by classroom teacher/s, focusing on students with disabilities and all students with an annual improvement of increase 3% and an overall improvement of increase 10% by the end of the plan."

Partially aligned

"As a result of SST services and support, [the community school] will monitor the transition process to ensure 100% compliance with transition to increase percentage of students with disabilities graduating with a regular diploma. Student measure: graduation rate, dropout rate."

"Every 365 days, graduation - course credits earned of students with disabilities will be monitored by intervention specialists, with an overall improvement of increase 1% by the end of the plan."

Weakly aligned

"As a result of SST services and support, [the district] will see increased graduation rates meeting standard graduation requirements for students with disabilities; and decreased dropout rates for students with disabilities."

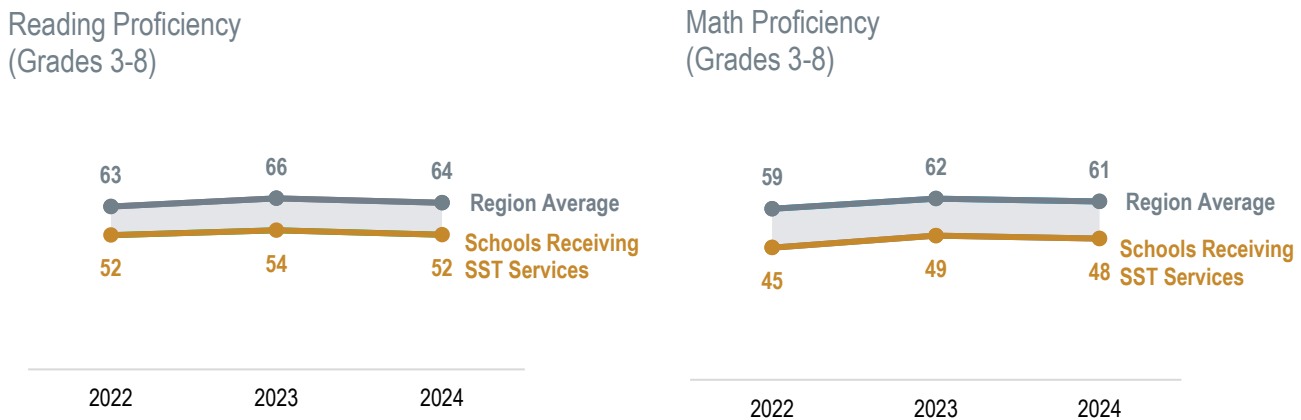
"Every quarter, chronic absenteeism rate - attendance of students with disabilities will be monitored by principal, intervention specialists, classroom teacher/s, special education director, with an overall improvement of decrease 25.80 numerical value by the end of the plan."



Schools receiving SST services in Region 12 experienced stronger improvement in High School Algebra I proficiency, four-year graduation rates, and reductions in chronic absenteeism compared to all schools in Region 12.

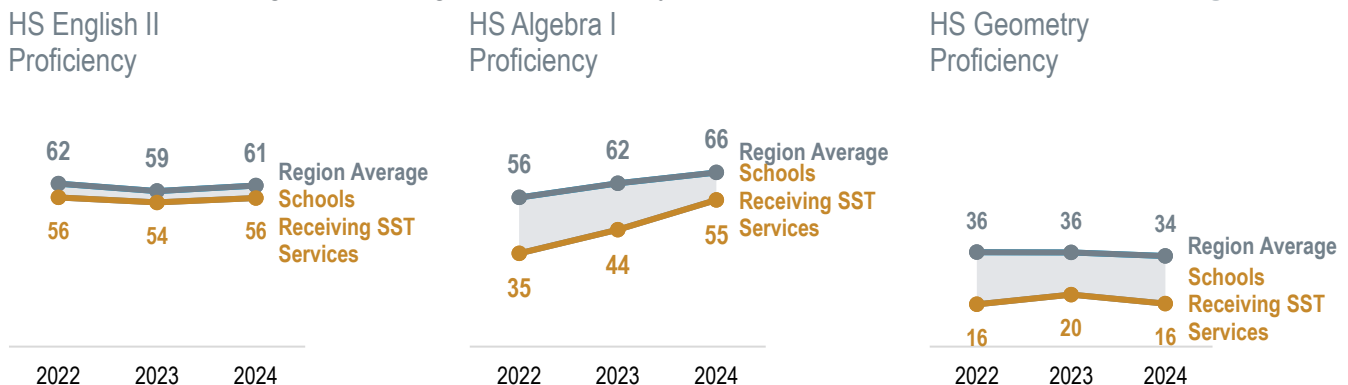
The following data compare average student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess the alignment of performance trends (see Figures 2–5). It is important to note that this descriptive analysis is not intended to suggest or imply any causal effect of SST services on these outcomes.

Figure 2. On average, **schools receiving SST services in Region 12** increased similarly on 3rd through 8th grade reading and math proficiency rates compared to all schools within SST Region 12.



Source: Ohio State Report Card, 2023–24. (Region 12 n sizes: 126 in 2022, 123 in 2023, and 123 in 2024; Schools receiving SST services n sizes: 15 in 2022, 2023, and 2024).

Figure 3. **Schools receiving SST services in Region 12** exhibited similar proficiency trends in High School English II proficiency, a slightly lower rate of improvement in High School Geometry proficiency a slightly higher rate of improvement in High School Algebra I proficiency compared to all schools within SST Region 12.



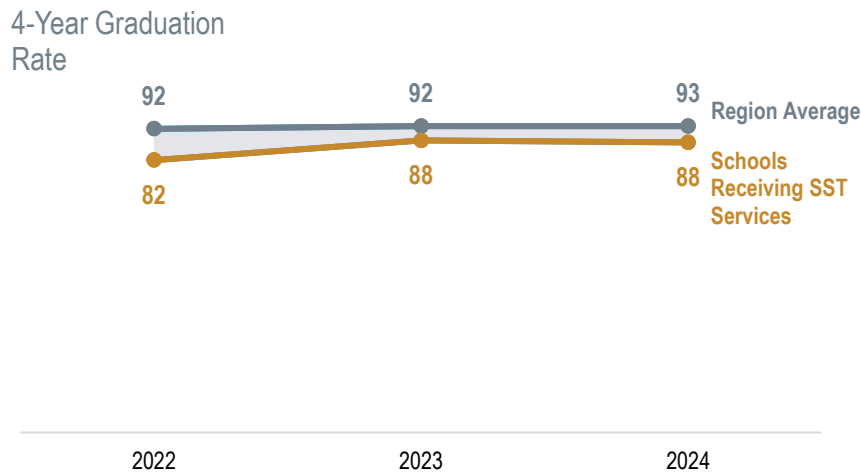
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 12. HS English II: 49 in 2022, 49 in 2023, and 48 in 2024; HS Algebra I: 72 in 2022, 71 in 2023, and 70 in 2024; HS Geometry: 51 in 2022, 49 in 2023, and 46 in 2024
- Schools receiving SST services. HS English II: 6 in 2022, 2023, and 2024; HS Algebra I: 9 in 2022, 8 in 2023, and 9 in 2024; HS Geometry: 6 in 2022, 2023, and 2024



Figure 4.

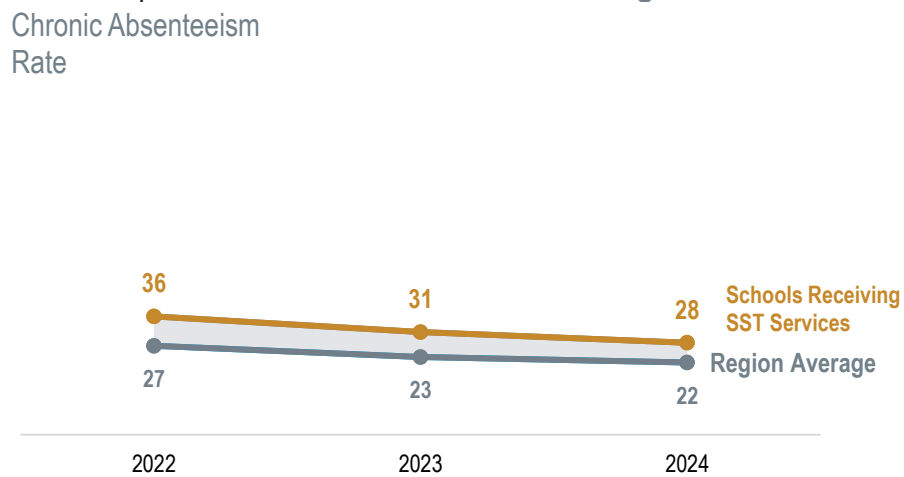
Schools receiving SST services in Region 12 improved graduation rates at a higher rate compared to all schools within SST Region 12.



Source: Ohio State Report Card, 2023–24. (Region 12 n-sizes: 49 in 2022, 49 in 2023, and 47 in 2024; Schools receiving SST services n-sizes: 6 in 2022, 2023, and 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 12 decreased, with **schools receiving SST services** decreasing rates at a faster pace relative to all schools within Region 12.



Source: Ohio State Report Card, 2023–24. (Region 12 n-sizes: 176 in 2022, 175 in 2023, and 172 in 2024; Schools receiving SST services n-sizes: 21 in 2022, 2023, and 2024).