

Region 13: 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 13 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

Region 13 At-a-Glance

- Number of CSI schools: 36
- Enrollment in CSI schools: 17,739
- Region urbanicity: Suburb (65%)
- Region demographics:
 - Low-income: 54%
 - Black: 21%
 - White: 56%
 - Hispanic: 9%
 - English learners: 7%
 - Students with disabilities: 16%



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

KEY FINDINGS FOR REGION 13

- **Features of services:** Surveyed LEA and building administrators in SST Region 13 reported receiving a median of 28 hours of SST services, mostly as individualized support, with school improvement, literacy, and students with disabilities as the most frequently reported topics.
- **Perceived quality:** Surveyed administrators in Region 13 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Most surveyed administrators in Region 13 reported improvement in six topics and attributed moderate 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, more than 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 13 experienced slower improvement in reading proficiency (grades 3-8), as well as in High School English II and Geometry proficiency, compared to all schools in Region 13.

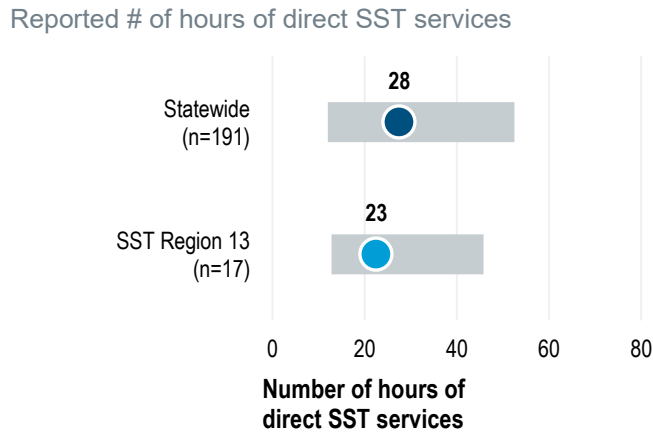


Surveyed LEA and building administrators reported a median of 23 hours of SST services during the 2023–24 school year, most of which was delivered through individualized support.

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 13 reported a median of 23 hours of services (with the middle 50% reporting between 12 and 47 hours). This was below the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 5-hour difference equates to around half a day less of service for Region 13 (see Figure 1).

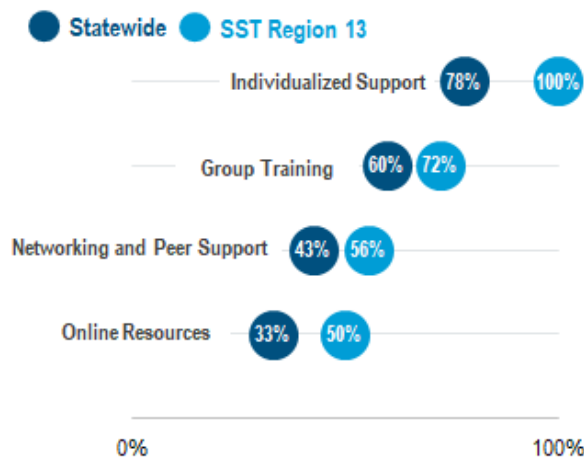
Figure 1. Surveyed LEA and building administrators in **SST Region 13** reported less hours than the **statewide** median.



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 13** respondents were more likely than **statewide** patterns to report receiving services across all types of support, with all respondents reporting receiving individualized support.

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 13, n=18; Statewide, n=243).

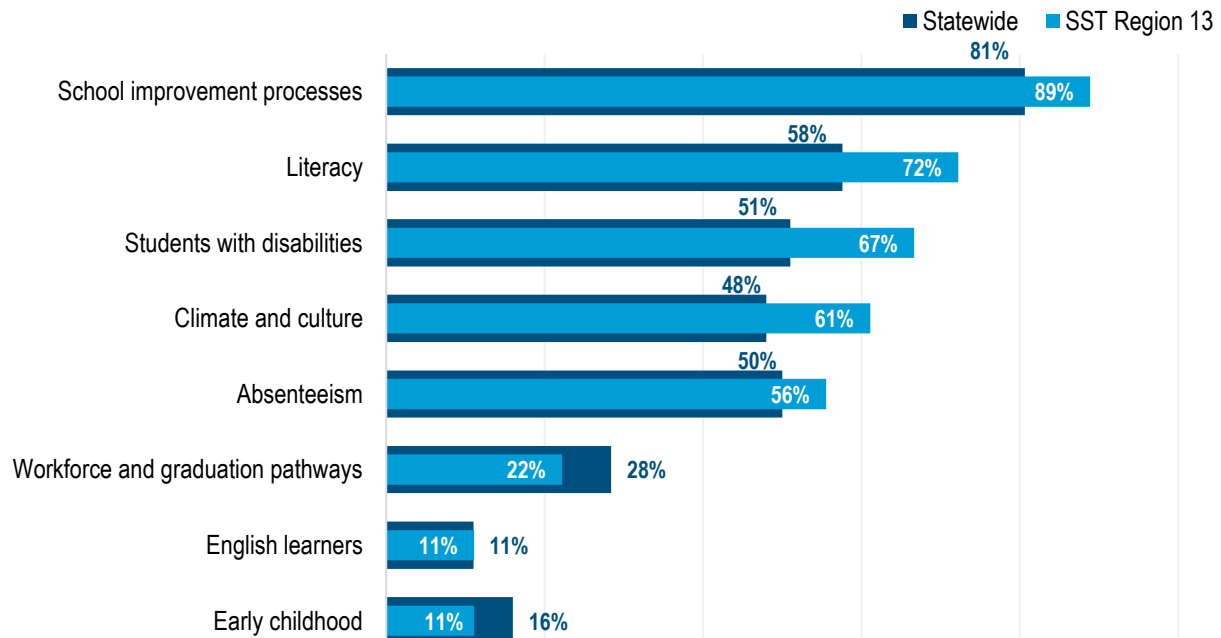
Surveyed administrators in SST Region 13 were more likely to report—compared to those surveyed statewide—receiving individualized support (100% vs. 78%), group training (72% vs. 60%), networking and peer support (56% vs. 43%), and online resources (50% vs. 33%) (see Figure 2).



Figure 3.

SST Region 13 prioritized school improvement, literacy, students with disabilities, climate and culture, and absenteeism more than the **statewide average**, while services focused on workforce and graduation pathways and English learners 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 13, n=18; Statewide, n=243).

The most prevalent topics of services reported by surveyed LEA and building administrators in SST Region 13 were school improvement processes (89%), literacy (72%), and students with disabilities (67%). Other commonly reported topics were climate and culture (61%) and absenteeism (56%). All of these topics were reported at higher rates than the statewide averages. Respondents in Region 13 rarely reported services related to workforce and graduation pathways (22%), English learners (11%), and early childhood (11%) (see Figure 3).



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

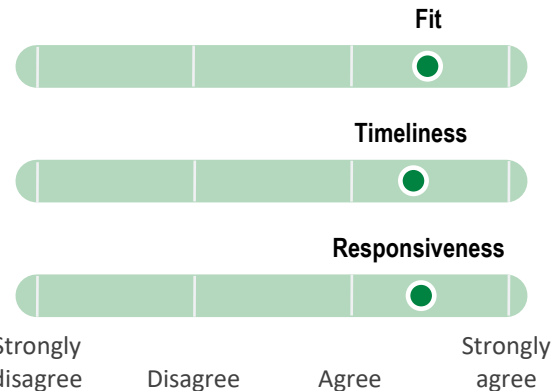
The manner in which administrators engage with SST services is strongly shaped by their perceptions of service quality. Key dimensions of service quality include provider **fit**, which encompasses an understanding of school needs, relevant expertise, and rapport; service **timeliness**, characterized 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 13 expressed consistently positive perceptions of the quality of services (see Figure 4).

Figure 4.

Surveyed LEA and building administrators in SST Region 13 have generally positive perceptions of the fit, timeliness, and responsiveness of the members of their SST.

Average SST quality rating



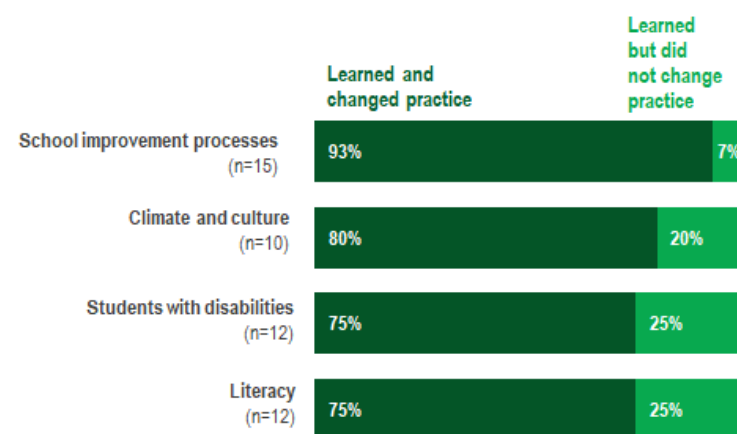
Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 13, n=17).

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 13 were most likely to report **learning and changing practices** based on services related to school improvement services, climate and culture, students with disabilities, and literacy.

% 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. Absenteeism, 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—a few differences emerged. Nearly all administrators reported changing practices after receiving services related to school improvement (93%). In addition, about three-quarters of respondents reported changing practices after receiving supports related to climate and culture, students with disabilities, and literacy (see Figure 5).



Most surveyed administrators in Region 13 reported improvement in six topics and attributed moderate influence to 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, graduation rate, and student achievement in ELA.

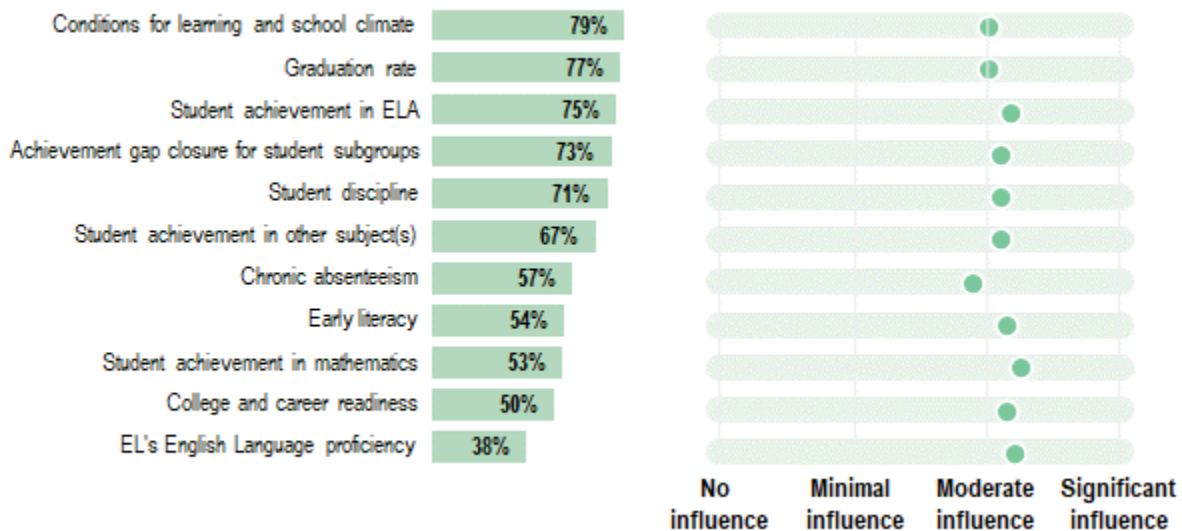
Administrators who reported improved student outcomes were then asked to rate the SST’s influence on these perceived positive changes. In some instances, they credited SST services as having contributed to these noted improvements. In Region 13, respondents consistently attributed moderate influence to SST services.

In only one topic (chronic absenteeism) did surveyed administrators report slightly less than moderate influence (see Figure 6).

Figure 6.

Most surveyed administrators in SST Region 13 reported improvements in 6 areas, generally perceiving moderate influence of SST services on these gains.

% 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 13, n=16).

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

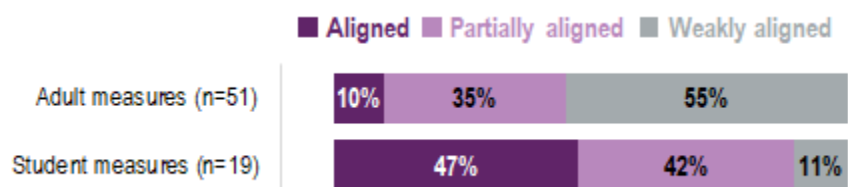
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 13 suggests student measures were more tightly aligned between SDAs and One Plans than were adult measures. Nearly half of student measures were categorized as aligned, whereas 10% of adult measures were in this category. Adult measures were more commonly rated as weakly aligned, with 55% falling into this group (see Figure 7). Examples of each category from SST Region 13 are presented below for both adult and student measures.

Figure 7.

In SST Region 13, over half of adult measures were **weakly aligned** between documents. Conversely, student measures were more evenly split between **aligned** or **partially 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 63 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 62 SDA entries, 51 (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 51 entries. For the student measure analysis, 32 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA

LEA One Plan

Aligned

"Every semester the Tiered Fidelity Inventory (TFI) will be given with a final improvement of 5%. All staff will be measured using the Self-Assessment Survey (SAS) with a final improvement of 5% in the number of areas identified as 'in place'."

"Every 183 days, PBIS - SAS of all staff will be measured, with an overall plan improvement of increase 5% per year of items identified as 'in place'."

Every Semester, PBIS implementation - TFI of a sample of the staff will be measured, with an overall plan improvement of increase 5% per year."

Partially aligned

"Reading achievement plan submitted with full implementation plan that aligns with strategic plan/One Plan goals, strategies, and action steps."

"An overall improvement of increase 80% will be reached for English Language Arts teachers in skillful characteristics aligned to an instructional rubric - look-for as reported by staff each semester."

Weakly aligned

"A district team will participate in PBIS training with a focus on climate and culture. There will be a PBIS leadership team in place."

"Every month, attendance - implementation data of all staff will be monitored by staff, with an overall improvement of decrease 5% by the end of the plan."

SDA

LEA One Plan

Aligned

"By June 2024: 1. By school year 2024, proposed model sites will increase the percentage of students proficient in ELA (grades 3-high school) or on track in reading (preschool-grade 2) by 25 percentage points or reach at least 80% (as measured by the state report card data and evidenced through the K-3 literacy measure)."

"Every quarter, reading/literacy - district formative assessments of all students will be measured, with an overall plan improvement of increase 15% per year."

Every trimester, reading/literacy and math - Aimsweb and iReady on track/off track of all students will be measured, with an overall plan improvement of increase 15% per year."

Partially aligned

"Improvement in overall student outcomes, as measured by the district or school's early literacy measure"

"Every semester, English Language Arts - district formative assessments of all students and students with disabilities will be monitored by principal,...resulting in an overall improvement of increase 55.00 scaled score by the end of the plan."

Weakly aligned

"By June 2024: Increase the attendance of homeless, ELL, Foster children in all grades by 3%."

"Every quarter, behavior - the number of 0 referrals of all students will be measured, with an overall plan improvement of increase 3% per year."



Schools receiving SST services in Region 13 experienced slower improvement in reading proficiency for grades 3-8 and in High School English II and Geometry proficiency, but showed faster improvement in graduation rates compared to all schools in Region 13.

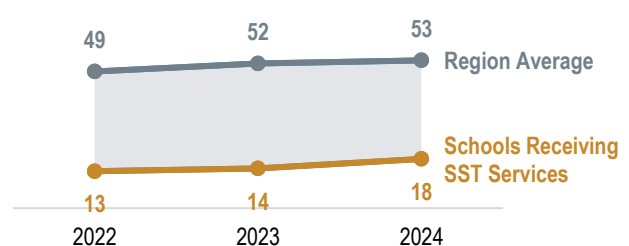
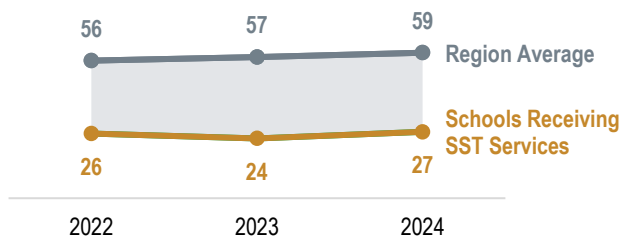
The following data compare student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 8–10). It is important to note that this descriptive analysis is not intended to suggest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

Figure 8.

On average, **schools receiving SST services in Region 13** increased less on 3rd through 8th grade reading proficiency rates and similarly on math proficiency rates compared to **all schools within SST Region 13**.

Reading Proficiency
(Grades 3-8)

Math Proficiency
(Grades 3-8)



Source: Ohio State Report Card, 2023–24. (Region 13 n sizes: 278 in 2022, 2023, and 2024; Schools receiving SST services n sizes: 18 in 2022, 18 in 2023, and 17 in 2024).

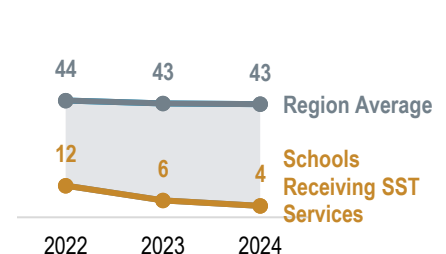
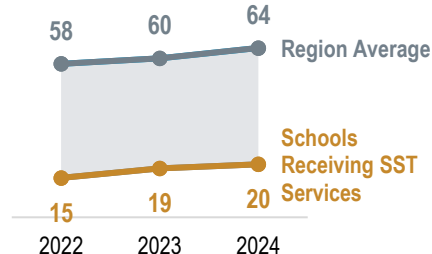
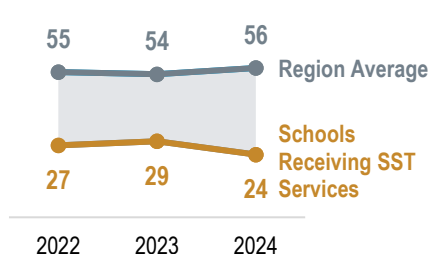
Figure 9.

Schools receiving SST services in Region 13 exhibited similar proficiency trends in High School Algebra I proficiency and a slightly slower rate of improvement in High School English II and Geometry proficiency compared to **all schools within SST Region 13**.

HS English II
Proficiency

HS Algebra I
Proficiency

HS Geometry
Proficiency



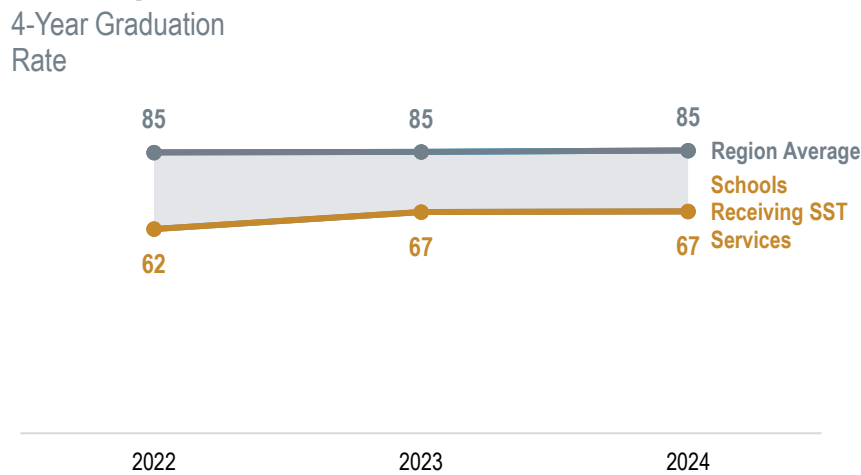
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 13. HS English II: 79 in 2022, 84 in 2023, and 80 in 2024; HS Algebra I: 126 in 2022, 130 in 2023, and 126 in 2024; HS Geometry: 90 in 2022, 92 in 2023, and 93 in 2024
- Schools receiving SST services. HS English II: 11 in 2022, 14 in 2023, and 11 in 2024; HS Algebra I: 13 in 2022, 17 in 2023, and 14 in 2024; HS Geometry: 9 in 2022, 11 in 2023, and 12 in 2024



Figure 10.

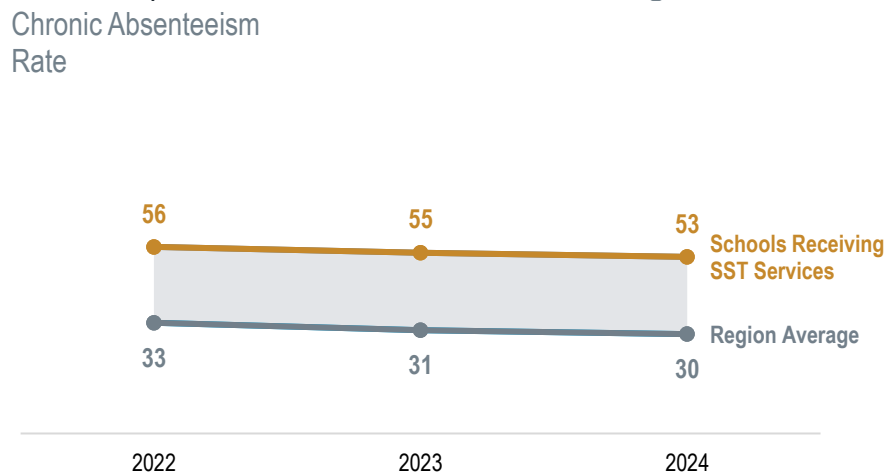
Schools receiving SST services in Region 13 improved graduation rates at a higher rate compared to all schools within SST Region 13.



Source: Ohio State Report Card, 2023–24. (Region 13 n-sizes: 78 in 2022, 83 in 2023, and 85 in 2024; Schools receiving SST services n-sizes: 12 in 2022, 13 in 2023, and 13 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 13 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 13.



Source: Ohio State Report Card, 2023–24. (Region 13 n-sizes: 361 in 2022, 2023, and 2024; Schools receiving SST services n-sizes: 29 in 2022, 30 in 2023, and 29 in 2024).