

Region 14: 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 14 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 14 At-a-Glance

Number of CSI schools: 0

Enrollment in CSI schools: 0

Region urbanicity: Rural (75%)

Region demographics:

- Low-income: 59%
- Black: <1%
- White: 91%
- Hispanic: 1%
- English learners: <1%
- Students with disabilities: 16%



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

KEY FINDINGS FOR REGION 14

- **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, most 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 14 experienced stronger improvement in High School English II and Geometry proficiency, as well as reductions in chronic absenteeism, but weaker improvement in four-year graduation rates compared to all schools in Region 14.



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

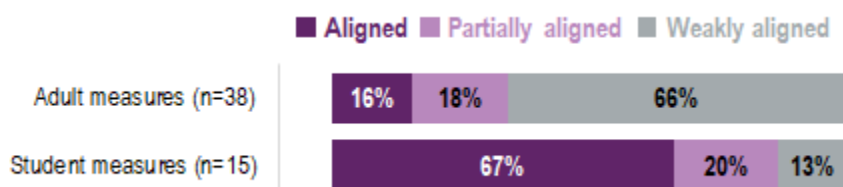
	<i>Adult measures documented in the SDA and LEA One Plans</i>	<i>Student measures documented in the SDA and the LEA One Plans</i>
Aligned	Measures share a core topic area, are at a compatible level (e.g., both are system-level or are classroom-level), address a similar function (e.g., both relate to 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 14 suggests consistent alignment between SDAs and One Plans for student measures: 87% of student measures were found to be at least partially aligned, including two-thirds categorized as aligned. In contrast, adult measures were most commonly rated as weakly aligned, with 66% falling into this group (see Figure 1). Examples of each category from SST Region 14 are presented on the next page for both adult and student measures.

Figure 1.

In SST Region 14, most adult measures were **weakly aligned** between documents. Conversely, most student measures were **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 52 total SDA entries, of which 38 (73%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 38 entries. For the student measure analysis, 23 entries were excluded because the SDA did not include a student measure.



Adult measures

Student measures

SDA

LEA One Plan

Aligned

"Reading Tiered Fidelity Inventory 2.1 scores will indicate improvement from fall of 2023 to spring of 2024."

"Every month, English Language Arts - walkthrough data of all staff will be monitored by curriculum director, data administrator, principal, with an overall improvement of increase 5% by the end of the plan."

SDA

LEA One Plan

Aligned

"Decrease in discipline occurrences [compared to] 2022 baseline."

"Every semester, discipline - building PBIS data collection tool of all students will be monitored by principal, staff, with an overall improvement of decrease 20% by the end of the plan."

Partially aligned

"Increased involvement of parents and attendance at events from 2022 baseline."

"All staff will be monitored for parent/family contact - completion of task every quarter by district and building leadership teams with an overall improvement of increase 100% by end of the plan."

Partially aligned

"Students show growth on formative literacy assessments."

"Building leadership team & teacher based teams will monitor achievement - formative assessments for students with disabilities and all students each trimester resulting in an annual improvement of increase 2% and an overall improvement of increase 6% by the end of the plan."

Weakly aligned

"Literacy curriculum implemented with fidelity based on classroom walk data."

"District leadership team will monitor all subjects - formative assessments for all tested students each trimester resulting in an annual improvement of increase 2% and an overall improvement of increase 6% by the end of the plan."

Weakly aligned

"Decreased discipline incidents."

"Reading and math, - NWEA conditional growth index will be monitored each semester by district leadership team, focusing on students in 2nd - 10th grade with an overall improvement of increase 1.00 index point by the end of the plan."



Schools receiving SST services in Region 14 experienced stronger improvement in chronic absenteeism, as well as in High School English II and Geometry proficiency, but showed weaker improvement in four-year graduation rates compared to all schools in Region 14.

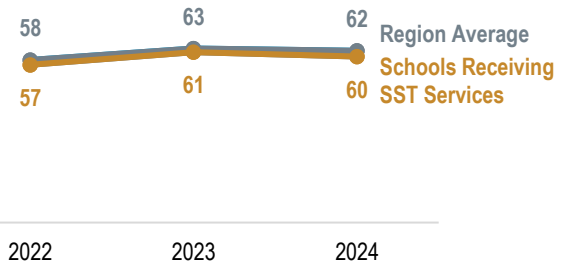
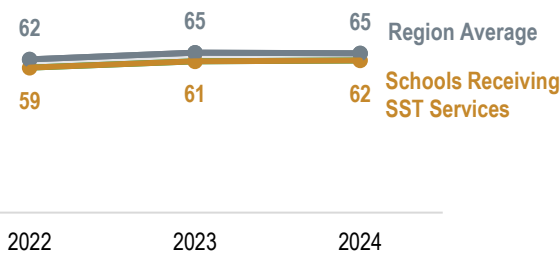
The following data compare average student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess the alignment of performance trends (see Figures 2–5). It is important to note that this descriptive analysis is not intended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

Figure 2.

On average, **schools receiving SST services in Region 14** increased similarly on 3rd through 8th grade reading and math proficiency rates compared to all schools within SST Region 14.

Reading Proficiency
(Grades 3-8)

Math Proficiency
(Grades 3-8)



Source: Ohio State Report Card, 2023–24. (Region 14 n sizes: 47 in 2022, 46 in 2023, and 46 in 2024; Schools receiving SST services n sizes: 27 in 2022, 2023, and 2024).

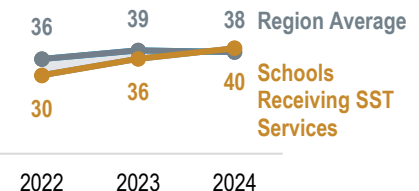
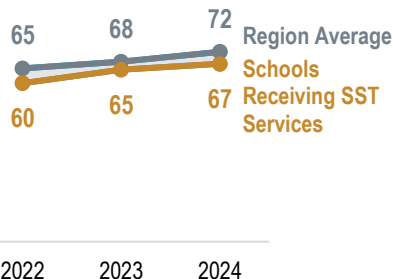
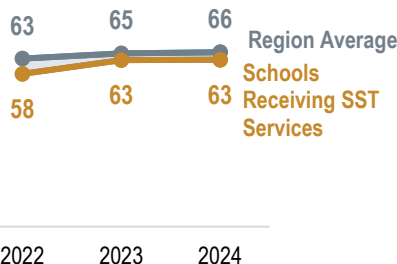
Figure 3.

Schools receiving SST services in Region 14 exhibited similar proficiency trends in High School Algebra I proficiency and a slightly higher rate of improvement in High School English II and Geometry proficiency compared to all schools within SST Region 14.

HS English II
Proficiency

HS Algebra I
Proficiency

HS Geometry
Proficiency



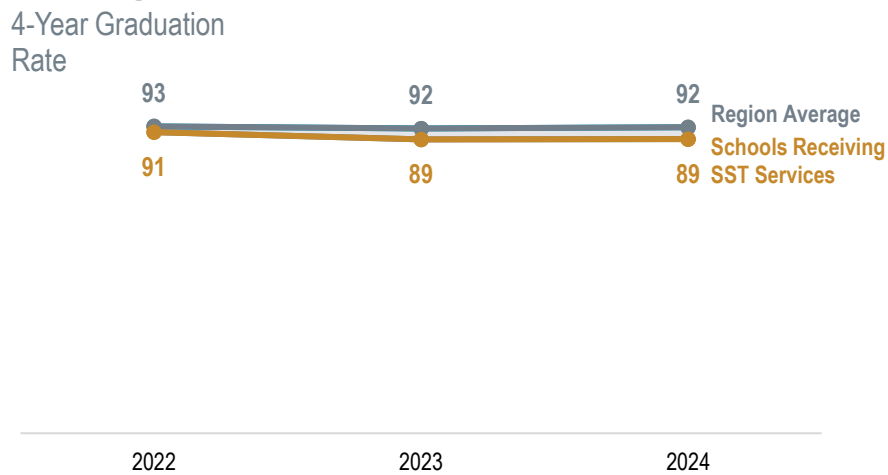
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 14. HS English II: 20 in 2022, 2023, and 2024; HS Algebra I: 36 in 2022, 35 in 2023, and 36 in 2024; HS Geometry: 20 in 2022, 20 in 2023, and 21 in 2024
- Schools receiving SST services. HS English II: 11 in 2022, 2023, and 2024; HS Algebra I: 20 in 2022, 19 in 2023, and 20 in 2024; HS Geometry: 11 in 2022, 11 in 2023, and 12 in 2024



Figure 4.

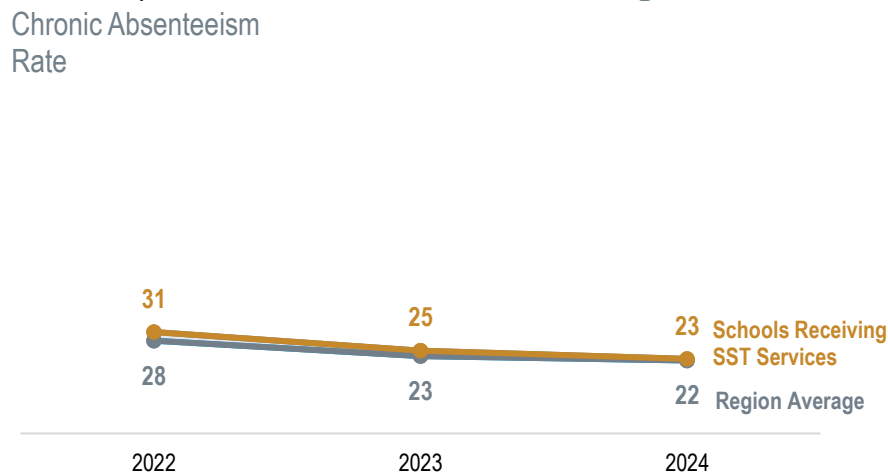
Schools receiving SST services in Region 14 improved graduation rates at a higher rate compared to all schools within SST Region 14.



Source: Ohio State Report Card, 2023–24. (Region 14 n-sizes: 20 in 2022, 2023, and 2024; Schools receiving SST services n-sizes: 11 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 14 decreased, with **schools receiving SST services** decreasing rates at a faster pace relative to all schools within Region 14.



Source: Ohio State Report Card, 2023–24. (Region 14 n-sizes: 65 in 2022, 64 in 2023, and 64 in 2024; Schools receiving SST services n-sizes: 37 in 2022, 2023, and 2024).