

# Region 15: 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 15 during the 2023–24 school year, including the LEAs and schools served through the SDAs.

### Region 15 At-a-Glance

Number of CSI schools: 1

Enrollment in CSI schools: 242

Region urbanicity: Rural (60%)

Region demographics:

- Low-income: 76%
- Black: 1%
- White: 90%
- Hispanic: 1%
- English learners: <1%
- Students with disabilities: 16%



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

### KEY FINDINGS FOR REGION 15

- **Features of services:** Surveyed LEA and building administrators in SST Region 15 reported receiving a median of 13 hours of SST services, largely as individualized support and group training, with students with disabilities and school improvement processes as the most frequently reported topics.
- **Perceived quality:** Surveyed administrators in Region 15 valued SST services and most reported they learned and changed practices based on SST services.
- **Areas of improvement:** Surveyed administrators in Region 15 reported improvement in multiple topics, but respondents rarely reported that SST services contributed to those gains.
- **Alignment:** A review of documents found that all student measures in the SDAs were 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 or missing from one of the plans altogether.
- **Student achievement:** Schools receiving SST services in Region 15 experience modest improvement in math proficiency in 3rd through 8th grade and High School English II proficiency compared to all schools in Region 15. In Algebra I, these schools improved as well, but at a slower rate than other schools in the region.

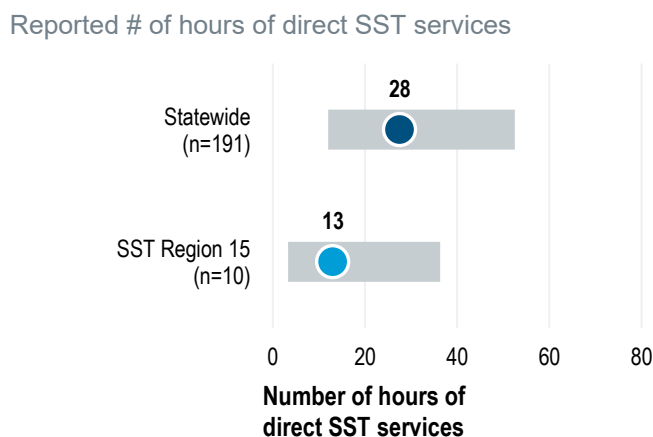


## Surveyed LEA and building administrators reported a median of 13 hours of SST services during the 2023–24 school year, much of which was delivered through individualized support and group training.

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 15 reported a median of 13 hours of services (with the middle 50% reporting between 8 and 30 hours). This was below the statewide median of 28 hours (where the middle 50% of administrators reported between 12 and 53 hours). This 15-hour difference equates to nearly two fewer days of service for Region 15 compared to the statewide average (see Figure 1).

Figure 1. Surveyed LEA and building administrators in **SST Region 15** reported less hours than the **statewide** median.



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024.

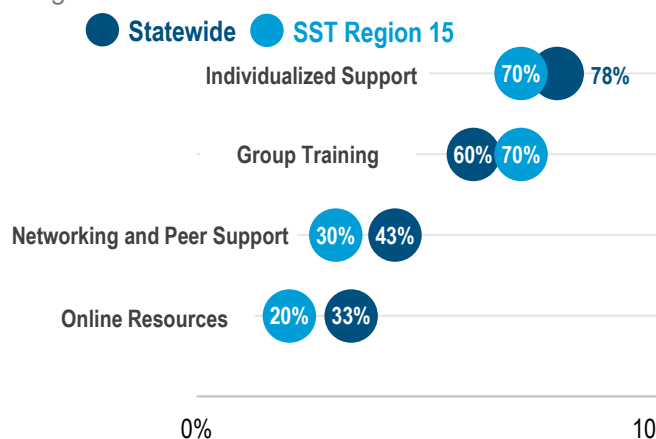
Note. Total direct service hours were calculated for each respondent by multiplying the reported number of service days by the midpoint of the reported hourly duration range for those services, based on survey data.

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

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



Source: Ohio SST evaluation LEA and building administrator surveys, Fall 2024 (Region 15, n=10; Statewide, n=243).

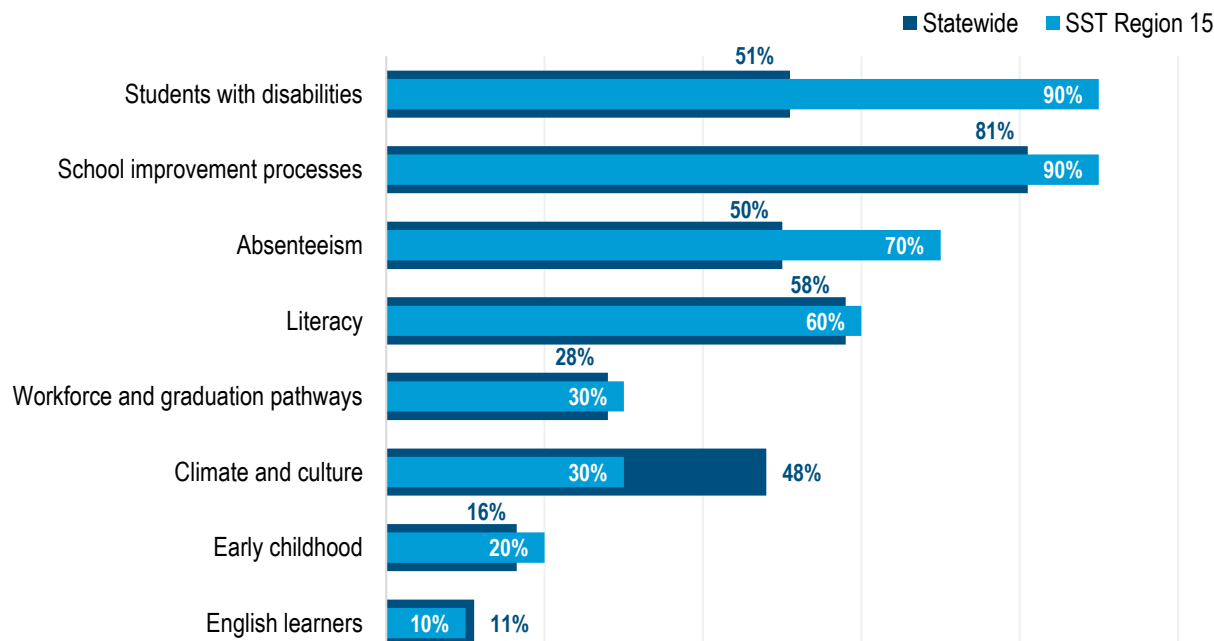
A lower percentage of surveyed administrators in SST Region 15—compared to those surveyed statewide—reported receiving services through individualized support (70% vs. 78%), networking and peer support (30% vs. 43%), and online resources (20% vs. 33%). A higher percentage of respondents reported receiving group training (70% vs. 60%) (see Figure 2).



Figure 3.

**SST Region 15** prioritized students with disabilities, school improvement processes, absenteeism, literacy, workforce and graduation pathways, and early childhood more 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 15, n=10; Statewide, n=243).

The most prevalent topics of services reported by surveyed LEA and building administrators in SST Region 15 related to students with disabilities (90%), school improvement processes (90%), absenteeism (70%), and literacy (60%). These topics were all reported at higher rates than the statewide averages. Less prevalent topics in Region 15 included workforce and graduation pathways (30%), climate and culture (30%), early childhood (20%), and English learners (10%) (see Figure 3).



## Most student /measures in SDAs were found to be partially aligned with those in LEA One Plans adult measures; 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>
<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 15 revealed that student measures demonstrated stronger alignment between SDAs and One Plans than adult measures: nearly three-quarters (73%) of student measures were categorized as partially aligned, whereas 36% of adult measures were in this category. Adult measures were more commonly rated as weakly aligned, with 64% falling into this group. None of the measures—whether student or adult—were rated as fully aligned (see Figure 4).

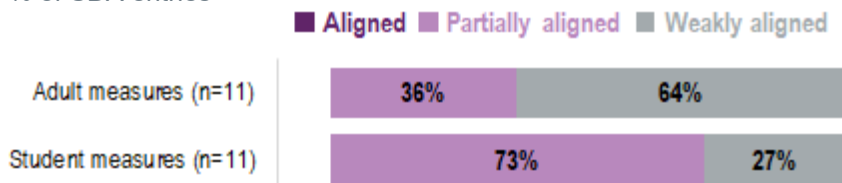
Notably, Region 15 used identical generic language across all plans in the ‘Overall Impact’ field— a broad statement

about improving math and ELA performance and identifying off-track students for intervention – which touches on some common One Plan topics but lacks specifics. As a result, this one-size-fits-all phrasing achieves partial alignment at best but never full alignment, since it does not include key details. Examples of each category from SST Region 15 are presented below for both adult and student measures.

Figure 4.

In SST Region 15, most student measures were **partially aligned** between documents, while most 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 23 total SDA entries, of which 11 (48%) were found to be ‘aligned’ or ‘partially aligned’ with the LEA One Plan. The analysis of adult and student measures is based on the subset of 11 entries.



## Adult measures

## Student measures

SDA	LEA One Plan
<b>Aligned</b>	
N/A	N/A

SDA	LEA One Plan
<b>Aligned</b>	
N/A	N/A

<b>Partially aligned</b>	
<p><i>"The data system will identify students not on track so that early intervention can be implemented."</i></p>	<p><i>"Every semester, attendance - early warning system monitoring of [staff in grades 6-12] will be monitored by curriculum director, principal, special education director, with an annual improvement of decrease 5% resulting in an overall improvement of increase 15% by the end of the plan."</i></p>

<b>Partially aligned</b>	
<p><i>"Student achievement data will show a performance increase in mathematics and ELA."</i></p>	<p><i>"Every semester, English Language Arts - building/district diagnostic assessments of all students and students with disabilities will be monitored by principal, curriculum director, special education director, with an annual improvement of increase [of] one year typical growth each year."</i></p>

<b>Weakly aligned</b>	
<p><i>"The data system will identify students not on track so that early intervention can be implemented."</i></p>	<p><i>"Every quarter, ELA/math/science - NWEA measures of academic progress of English Language Arts teachers, math teachers and science teachers will be monitored by curriculum director, with an annual improvement of increase 4 % resulting in an overall improvement of increase 10% by the end of the plan."</i></p>

<b>Weakly aligned</b>	
<p><i>"Student achievement data will show a performance increase in mathematics and ELA."</i></p>	<p><i>"Every 365 days, Least Restrictive Environment - internal monitoring process of students with disabilities will be monitored by curriculum director, special education director, principal, with an annual improvement of increase 2% resulting in an overall improvement of increase 6% by the end of the plan."</i></p>



**Schools receiving SST services in Region 15 experienced modest improvement in math proficiency for grades 3-8 and in High School English II proficiency compared to all schools in Region 15. In Algebra I, these schools improved as well, but at a slower rate than other schools in the region.**

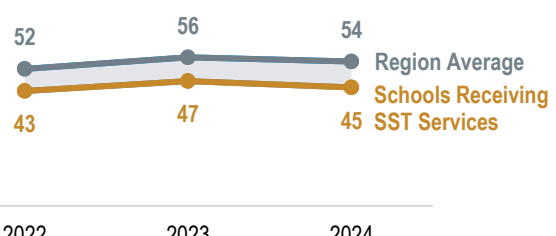
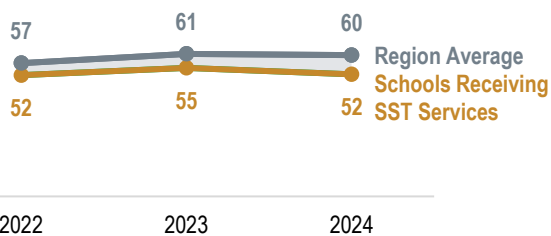
The following data compare student outcomes for schools in LEAs receiving SST services against the average for all schools in the region, primarily offering context to assess if performance trends align (see Figures 5–8). It is important to note that this descriptive analysis is not intended to suggest or imply any causal effect of SST services on these outcomes.

Figure 5.

On average, **schools receiving SST services in Region 15** did not improve on 3<sup>rd</sup> through 8<sup>th</sup> grade reading proficiency rates and showed comparable improvement on math proficiency rates compared to **all schools within SST Region 15**.

Reading Proficiency  
(Grades 3-8)

Math Proficiency  
(Grades 3-8)



Source: Ohio State Report Card, 2023–24. (Region 15 n sizes: 60 in 2022, 2023, and 2024; Schools receiving SST services n sizes: 17 in 2022, 2023, and 2024).

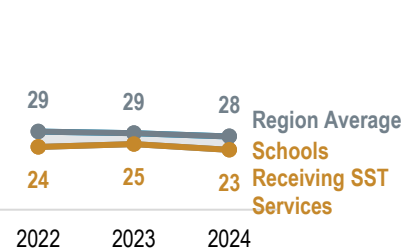
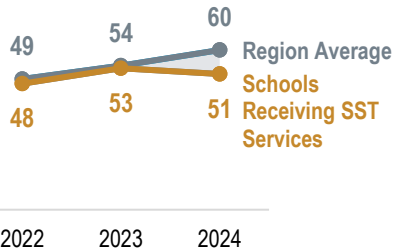
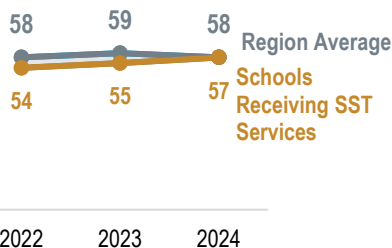
Figure 6.

**Schools receiving SST services in Region 15** exhibited similar proficiency trends in High School Geometry proficiency, a higher (but modest) rate of improvement in High School English II proficiency, and a slower rate of improvement in High School Algebra I proficiency compared to **all schools within SST Region 15**.

HS English II  
Proficiency

HS Algebra I  
Proficiency

HS Geometry  
Proficiency



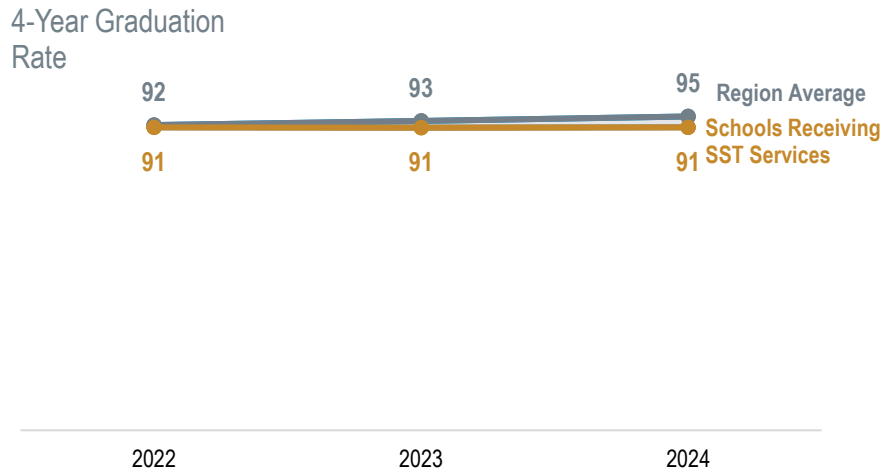
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 15. HS English II: 28 in 2022, 30 in 2023, and 30 in 2024; HS Algebra I: 40 in 2022, 41 in 2023, and 42 in 2024; HS Geometry: 30 in 2022, 2023, and 2024
- Schools receiving SST services. HS English II: 7 in 2022, 8 in 2023, and 8 in 2024; HS Algebra I: 11 in 2022, 2023, and 2024; HS Geometry: 8 in 2022, 2023, and 2024



Figure 7.

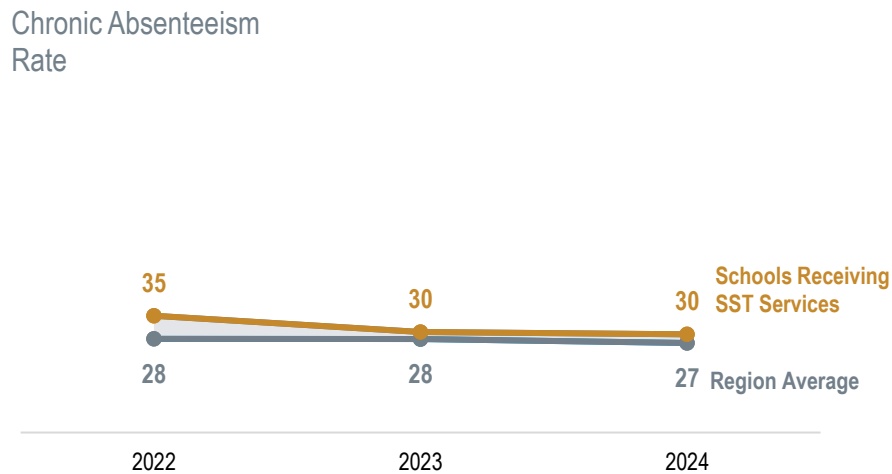
**Schools receiving SST services in Region 15** improved graduation rates at a slower rate compared to **all schools within SST Region 15**.



Source: Ohio State Report Card, 2023–24. (Region 15 n-sizes: 30 in 2022, 2023, and 2024; Schools receiving SST services n-sizes: 8 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 8.

Chronic absenteeism rates across SST Region 15 decreased, with **schools receiving SST services** decreasing rates at a faster pace relative to **all schools within Region 15**.



Source: Ohio State Report Card, 2023–24. (Region 15 n-sizes: 88 in 2022, 2023, and 2024; Schools receiving SST services n-sizes: 23 in 2022, 2023, and 2024).