

Region 16: 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 16 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 16 At-a-Glance

Number of CSI schools: 2

Enrollment in CSI schools: 688

Region urbanicity: Rural (72%)

Region demographics:

- Low-income: 76%
- Black: <1%
- White: 93%
- Hispanic: <1%
- English learners: <1%
- Students with disabilities: 19%



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

KEY FINDINGS FOR REGION 16

- **Alignment:** A review of documents found that most student measures in the SDAs were aligned with those in the LEA One Plans. In contrast, more than half 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 16 experienced stronger improvement in reading and math proficiency (grades 3-8), as well as High School Algebra I and Geometry proficiency, compared to all schools in Region 16.



Most student measures in SDAs were found to be aligned with those in LEA One Plans; in contrast, more than half of adult measures were weakly aligned between the documents.

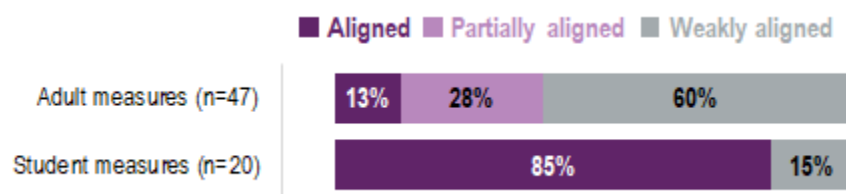
SST services, planned and documented through Service Delivery Agreements (SDAs), are designed to directly support the strategies and goals outlined in LEA One Plans. Both SDAs and LEA One Plans contain key elements—such as measures of adult behavior and student outcomes—that should align as work flows 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 16 suggests consistent alignment between SDAs and One Plans for student measures: 85% of student measures were found to be aligned. In contrast, adult measures were most commonly rated as weakly aligned, with 60% falling into this group (see Figure 1). Examples of each category from SST Region 16 are presented on the next page for both adult and student measures.

Figure 1. In SST Region 16, more than half of 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 83 total SDA entries, of which 6 were excluded as they were related to administrative activities such as general communications or compliance tasks. Of the remaining 77 SDA entries, 47 (61%) were found to be 'aligned' or 'partially aligned' with the LEA One Plan. The analysis of adult measures is based on the subset of 47 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
Aligned	
<i>"The district will improve Tiered Fidelity Inventory score to 70% by the end of this year indicating Tier 1 PBIS implementation with fidelity. The district will have PBIS teams that happen at the leadership and Teacher Based Team level that meet monthly with planned agendas that include data."</i>	<i>" Every semester, behavior - teachers will teach, monitor and model schoolwide expectations based on the behavior matrix and handbook of all staff will be measured, with an overall plan improvement of increase 100% of staff consistently implement[ing] PBIS expectations."</i>

SDA	LEA One Plan
Aligned	
<i>"By 05/23/2025, we will improve the performance of all students, all grades students at/in [the district] to increase 85% of students having 0 or 1 write-up in behavior using discipline occurrences."</i>	<i>"Every semester, behavior - behavior referrals of all students will be measured, with an overall plan improvement of increase 85% receiving 0-1 write ups."</i>

Partially aligned	
<i>"Assessing instructional frameworks already in place and using the Ohio Improvement Process to use evidenced-based strategies [for students with disabilities]."</i>	<i>"Every month, intervention assistance team meeting notes – [Multi-Tiered System of Supports] implementation data of all staff will be measured, with an overall plan improvement of increase 100%."</i>

Partially aligned	
N/A	N/A

Weakly aligned	
<i>"Increasing inclusive practices will target One Plan goals to raise student achievement and graduation rates."</i>	<i>"Instructional strategies using district adopted curriculum - walkthrough data will be monitored each semester by principal, curriculum director, focusing on all staff with an overall improvement of increase 100% fidelity by the end of the plan."</i>

Weakly aligned	
<i>"By 06/30/2026, we will improve the performance of all students, all grades students in [the district] to increase 10% in readiness using state report card."</i>	<i>"Every semester, attendance - attendance of students with disabilities and all students will be monitored by principal, special education director, Education Management Information System coordinator, with an annual improvement of increase 7% resulting in an overall improvement of increase 21% by the end of the plan."</i>



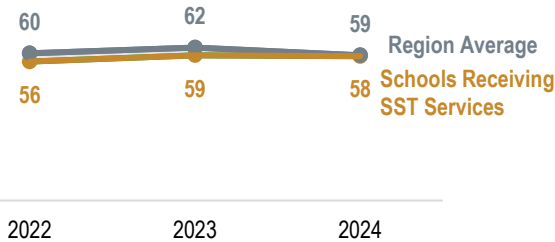
Schools receiving SST services in Region 16 experienced stronger improvement in reading and math proficiency for grades 3-8, as well as in High School Algebra I and Geometry proficiency, compared to all schools in Region 16.

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.

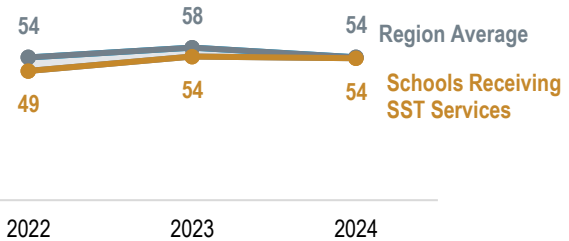
Figure 2.

On average, **schools receiving SST services in Region 16** increased more on 3rd through 8th grade reading and math proficiency rates compared to **all schools within SST Region 16**.

Reading Proficiency
(Grades 3-8)



Math Proficiency
(Grades 3-8)

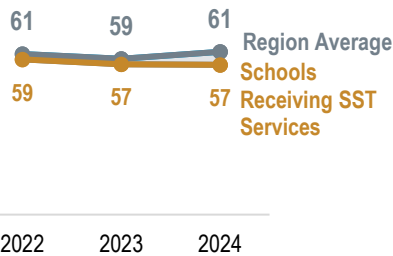


Source: Ohio State Report Card, 2023–24. (Region 16 n sizes: 66 in 2022, 67 in 2023, and 67 in 2024; Schools receiving SST services n sizes: 26 in 2022, 2023, and 2024).

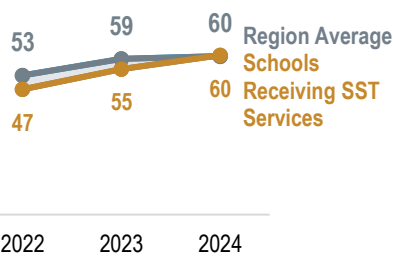
Figure 3.

Schools receiving SST services in Region 16 exhibited a slower rate of improvement in High School English II proficiency and a higher rate of improvement in High School Algebra I and Geometry proficiency compared to **all schools within SST Region 16**.

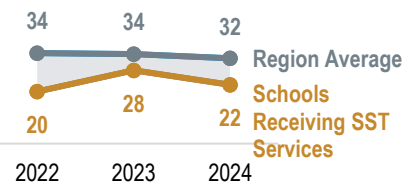
HS English II
Proficiency



HS Algebra I
Proficiency



HS Geometry
Proficiency



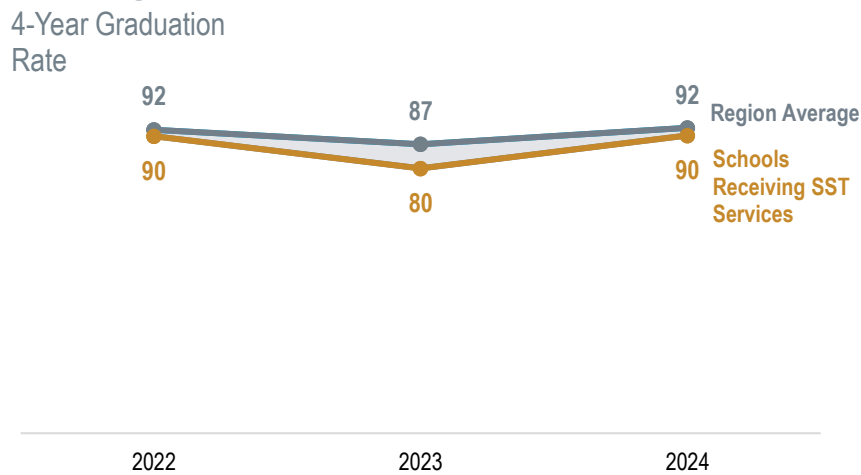
Source: Ohio State Report Card, 2023–24 Sample sizes are as follows:

- Region 16. HS English II: 25 in 2022, 2023, and 2024; HS Algebra I: 39 in 2022, 39 in 2023, and 37 in 2024; HS Geometry: 26 in 2022, 25 in 2023, and 26 in 2024
- Schools receiving SST services. HS English II: 9 in 2022, 2023, and 2024; HS Algebra I: 16 in 2022, 2023, and 2024; HS Geometry: 9 in 2022, 2023, and 2024



Figure 4.

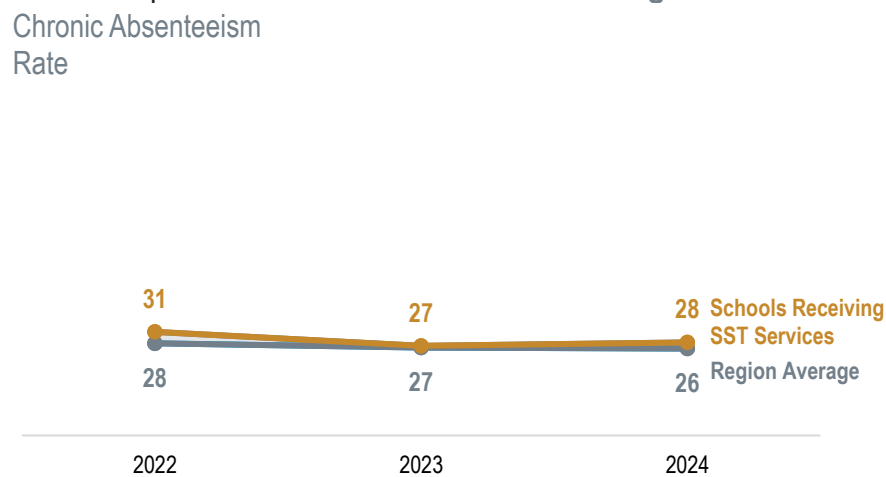
Schools receiving SST services in Region 16 improved graduation rates at a similar rate compared to all schools within SST Region 16.



Source: Ohio State Report Card, 2023–24. (Region 16 n-sizes: 25 in 2022, 26 in 2023, and 25 in 2024; Schools receiving SST services n-sizes: 9 in 2022, 10 in 2023, and 9 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 5.

Chronic absenteeism rates across SST Region 16 decreased, with **schools receiving SST services** decreasing rates at a similar pace relative to all schools within Region 16.



Source: Ohio State Report Card, 2023–24. (Region 16 n-sizes: 92 in 2022, 91 in 2023, and 90 in 2024; Schools receiving SST services n-sizes: 37 in 2022, 2023, and 2024).