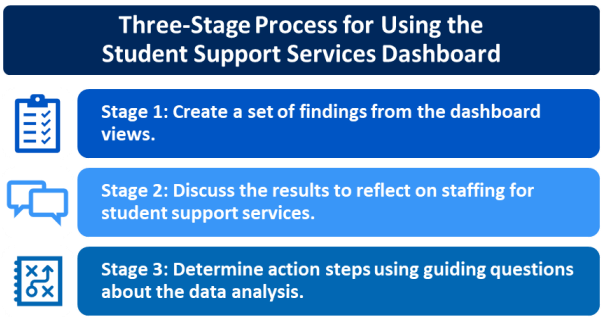
Student Support Services Dashboard
Data-Driven Discussion Guide for School Districts

The Student Support Services Dashboard aims to help educators at the LEA, regional, and state levels to engage with data submitted to GaDOE for the Certified/Classified Personnel Index (CPI). This discussion guide provides a three-stage framework for interacting with the data at the LEA level.



Stage 1: What can the team learn by exploring the CPI data?

The most basic questions during this stage relate to 'how does the district compare to others in terms of staffing.' The table below contains sample questions for Stage 1 and links to examples to help replicate the analysis for a specific context.

Stage 1 Questions	Student Support Services Dashboard Instructions
1. According to the latest CPI data, what are the district's ratios for various student support staffing positions?	*Use the 'LEA print report' option.*
2. How do the ratios compare to other districts in the region?	*Use the map view and matrix view for comparison.*
3. How do the ratios compare to other districts with similar demographics?	*Use the similar districts view to select a target district and others with similar demographics for comparison.*
4. How do the district's funding levels (based on student allotments in the funding formula) compare to the district's current staffing levels?	*Use the FTE and QBE view to select a district and see the funding ratio to actual positions for counselors, social workers, and psychologists.*

In synthesizing the information collected during Stage 1, it is important to note that the district-level CPI data do not answer all questions about staffing. Consider other essential staffing components for the district that aren't reflected by the CPI data. *This may include elements of student support not reflected in the dashboard. For example, consider staffing codes that aren't included here (such as mental health supports or other contracted services).*

Stage 2: Upon reflection, what did the team learn about district-level staffing?

The second stage builds on the factual information collected in the first stage to synthesize learning from the data. The table below contains a set of guiding questions and suggested discussion topics.

	Stage 2 Questions	Discussion Topic Questions
Staffing Discussions	1. Which CPI code groups (e.g., counselors, school social worker, school nurse) are of most significant concern concerning staffing for student support?	*Based on the analysis of the data and team members' experience beyond the data, prioritize positions based on the latest need.*
	2. What do staffing levels look like at the school level? In other words, are there gaps in access to services between schools in the district?	*The dashboard data only reflect LEA-level staffing. Think about how staff members are distributed among the schools in the district and how the distribution aligns with equitable student services.*
	3. Where are the areas of greatest unmet need regarding student support? What staff skill sets are needed to address these unmet needs?	*Staffing ratios for job codes tell part of the story, but information about specific skills and capacity are also needed. Think about the functions necessary for high-quality student support for which staff members are required and where there are strengths and missing areas among current staff.*
Data Discussions	4. Where are there potential inaccuracies in our district's data? How can reporting structures be improved to ensure these data reflect our current staffing reality?	*Think critically about the data. Given that the CPI data are three-times annual snapshots aligned with specific job codes, think about the procedures for reporting (both local and state-wide) that could help to clear inaccuracies.*
	5. What are other data points valuable for us to consider in this conversation?	*Other data points could include using contracted services, other whole-child data (attendance, discipline, retention, dropout, graduation), school climate, and community needs.*

Stage 3: What can the team learn by exploring the CPI data?

The final stage focuses on determining action steps regarding staffing and additional analysis. The table below provides guiding questions and instructions that can help teams develop action steps based on the data analysis.

Stage 3 Questions	Student Support Services Dashboard Instructions
1. What are the root causes of staffing challenges for the district?	*Potential root causes could include funding, access to qualified applicants, strategy, and marketing, among others. Understanding the root causes can help to determine appropriate next steps.*
2. Is the information collected during Stages 1 and 2 sufficient to determine action steps related to staffing for student support?	*Consider the current position allocation strategy and how it may be adjusted to meet identified staffing needs.*
3. Is there more analysis needed to understand the ratios and needs at the school level?	*Consider drilling down to locally-available school-level data to understand equity among schools in the district.*
4. Based on the analysis and reflection, what action steps make the most sense regarding student support staffing for the district?	*Think about the resources (people, time, fiscal) needed to execute the action steps.*

Other resources that may support Phase III include:

- Whole Child Toolkit
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Detailed Breakouts for Stage 1 Analysis

The following questions, answers, and screenshots walk through an example for Baldwin County in the Oconee RESA. Using the Student Support Services Dashboard, this analysis can be replicated with any RESA or district.

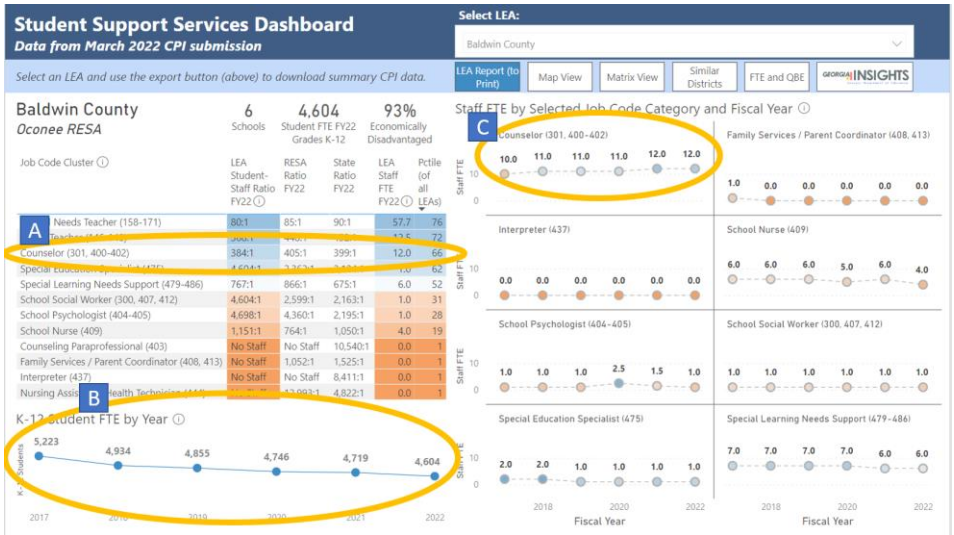
According to the latest CPI data, what are the district's ratios for various student support staffing positions?

To answer this question, use the view under "LEA Report (to Print)." This view displays the staffing ratios for different job code clusters. The table compares the student-staff ratio in the selected LEA to the RESA and state ratios. The line graphs on the right side show change over time. Colors indicate more staff per student (blue) or less staff per student (orange) than the state average.

A The counselor ratio for Baldwin County is 384:1, representing more staff per student than the Oconee RESA ratio of 405:1 and the state-wide ratio of 399:1.

B The K-12 student FTE by year shows a decline in enrollment from FY17 to FY22.

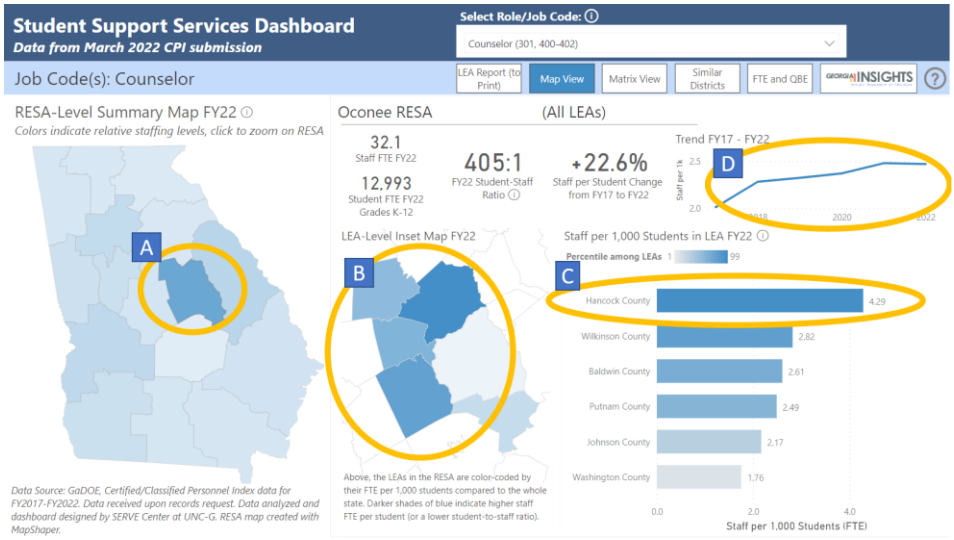
C The district added counselors during this period, increasing from 10.0 FTE in FY17 to 12.0 FTE in FY22.



How do the ratios compare to other districts in the region?

The map view of the dashboard displays all LEAs and RESAs across the state or can zoom in on a specific RESA to compare geographic differences and changes over time.

- A The counselor ratios for the Oconee RESA are selected.
- B The shading on the LEA-level map shows variance in counseling ratios among the LEAs in the RESA.
- C Within Oconee RESA, Hancock County has the most counselors per student.
- D The trend line shows an increase in counselors per student over the past six years.

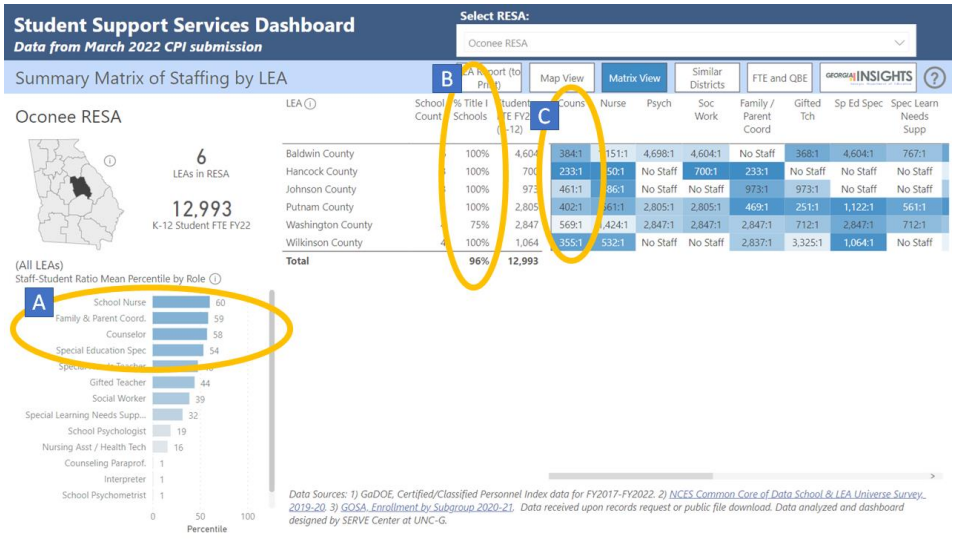


The matrix view for the same RESA allows the comparison of ratios among different job codes.

A Using the bar graphs, the Oconee RESA has higher than the state average (above the 50th percentile) staffing for school nurses, family/parent coordinators, counselors, and special education specialists.

B The table shows that 96% of the schools in Oconee RESA are Title I.

C the counselor ratios match those displayed in the screenshot of the map view.



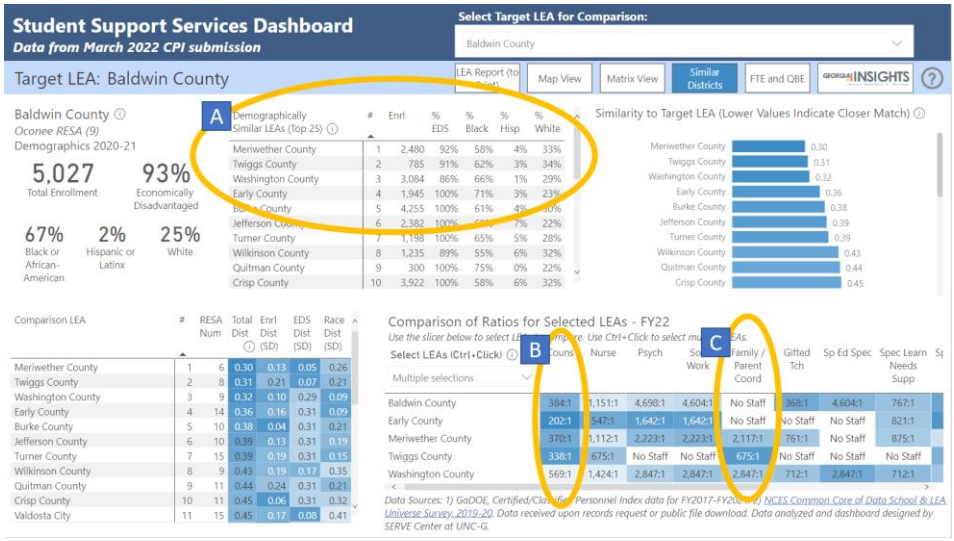
How do the ratios compare to other districts with similar demographics?

The similar districts view displays the LEAs with the closest demographics to a target LEA.

A Baldwin County is most comparable in demographics to Meriwether, Twiggs, Washington, and Early Counties.

B In comparing Baldwin County to similar districts, the counseling ratio of 384:1 is near the median of the similar districts (ranging from 202:1 to 569:1).

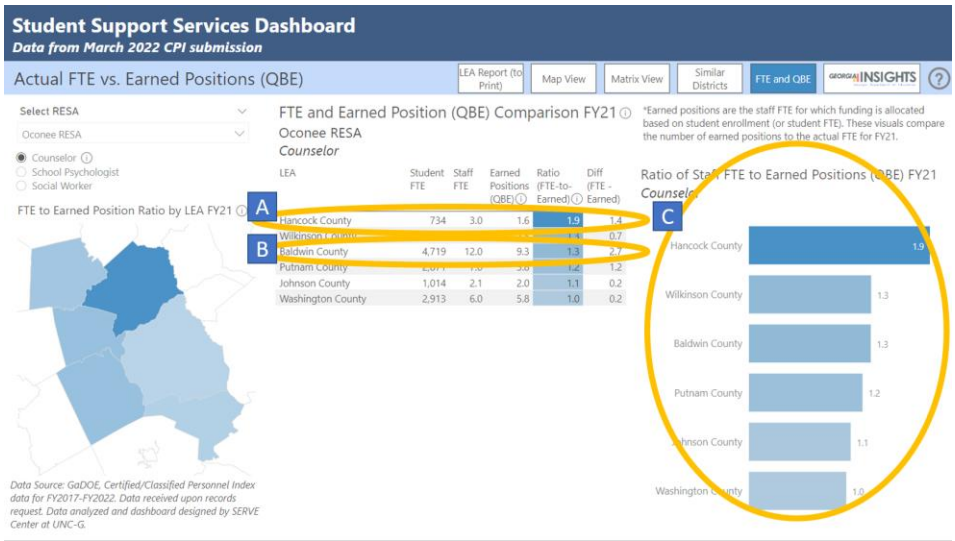
C Baldwin County also has no current staff FTE for family and parent coordinators, while three demographically similar districts do.



How do the district's funding levels (based on student allotments in the funding formula) compare to the district's current staffing levels?

The FTE and QBE view allows comparison between the actual current staff FTE and the "earned positions" based on a state-wide ratio of staff to student enrollment.

A In the Oconee RESA, Hancock County has the highest ratio of actual FTE to earned positions (3.0 / 1.6 = 1.9).

B Baldwin County has the highest number of additional positions funded (12.0 – 9.3 = 2.7 additional FTE).

C In this example, all LEAs in the Oconee RESA have a higher counselor FTE than the state allotment (with values at 1.0 or higher, signifying additional local fiscal effort to fund counselor positions).