

2021-2022 GRASP Student Data



GRASP

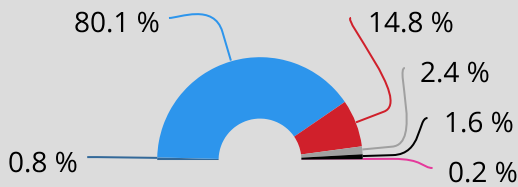
Graduates Ready to Attain Success in Postsecondary

Program Overview & History

Operated by GaDOE and evaluated by GOSA, GRASP provides grant funding to selected high schools for one additional guidance counselor to support a caseload of identified at-risk students with achieving academic, personal/social, and career development success. After consulting a variety of achievement, attendance, and discipline data, GRASP counselors place identified students into lower, medium, or higher focus tiers that determine the frequency and degree of interventions the counselors administer.

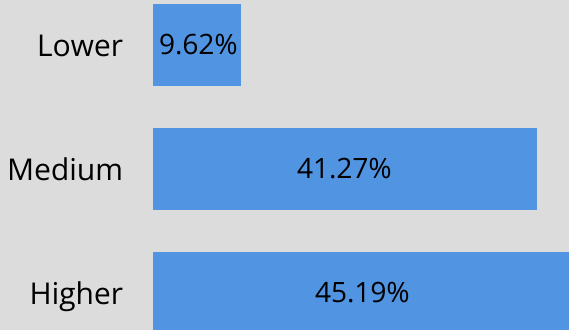
| School Year | # GRASP Students | # Expected GRASP Graduates | # GRASP Graduates | GRASP Graduation Rate % |
|-------------|------------------|----------------------------|-------------------|-------------------------|
| 2018-2019 | 358 | 0 | 0 | N/A |
| 2019-2020 | 798 | 260 | 158 | 60.77% |
| 2020-2021 | 598 | 232 | 117 | 50.43% |
| 2021-2022 | 613 | 161 | 96 | 59.63% |

Race/Ethnicity

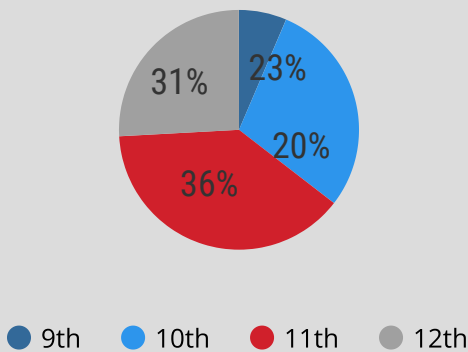


- White
- Black
- Hispanic
- Asian/Pacific Islander
- Multiracial
- American Indian/Alaskan Native

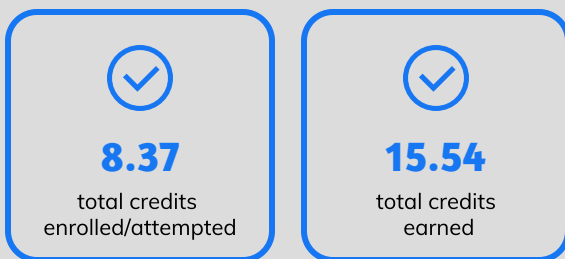
Focus Tiers



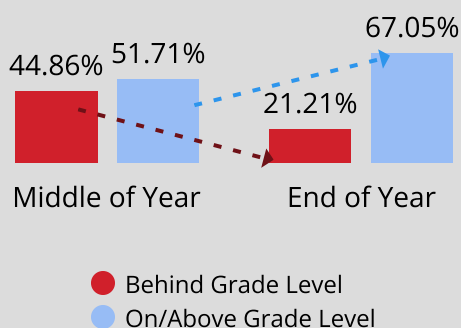
End of Year Grade Levels



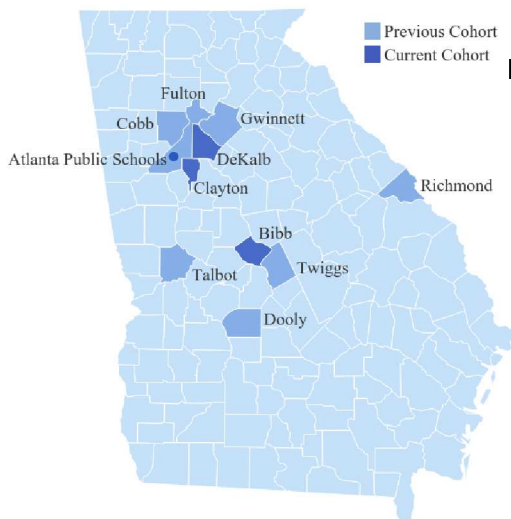
End of Year Average Credits



End of Year Grade Level Progression

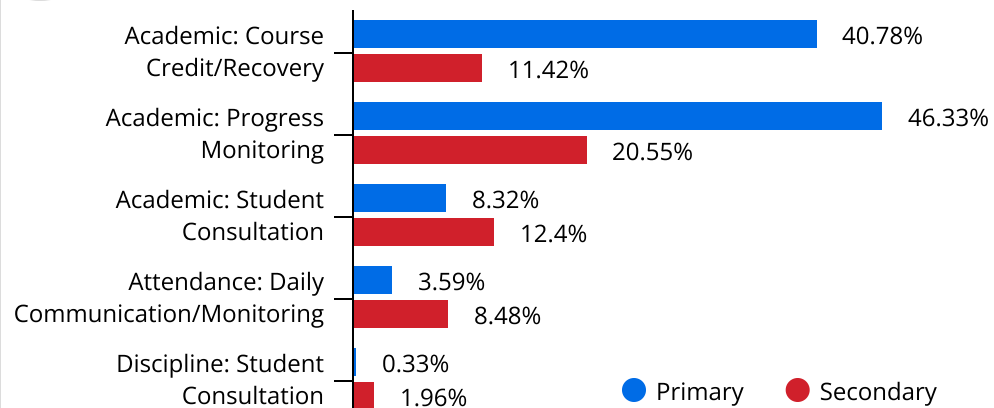


Participating Districts & Schools (2021-2022)



- Atlanta Public Schools**
 - Booker T. Washington (61 students)
 - Douglass (61 students)
- Bibb County**
 - Westside (64 students)
- Clayton County**
 - Forest Park (58 students)
 - North Clayton (68 students)
- DeKalb**
 - Clarkston (69 students)
 - Cross Keys (62 students)
 - McNair (53 students)
 - Miller Grove (70 students)
 - Towers (47 students)

Types of Interventions (2021-2022)

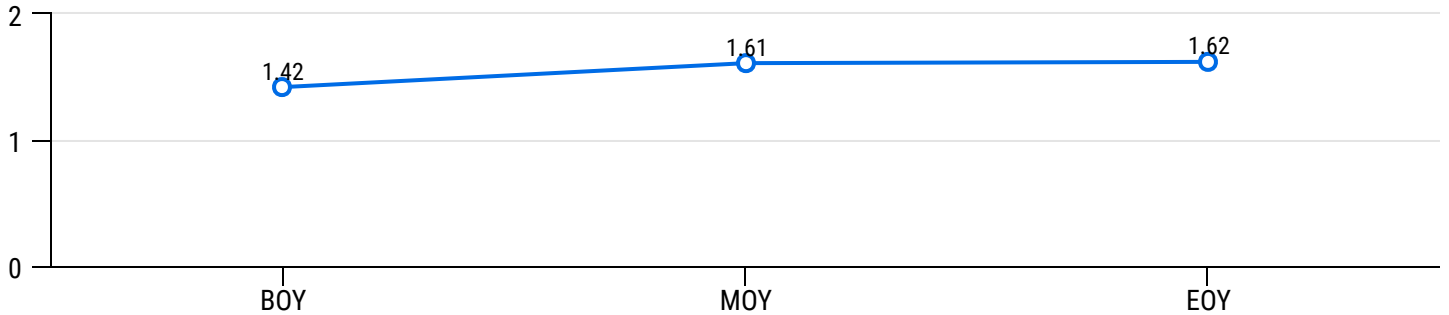




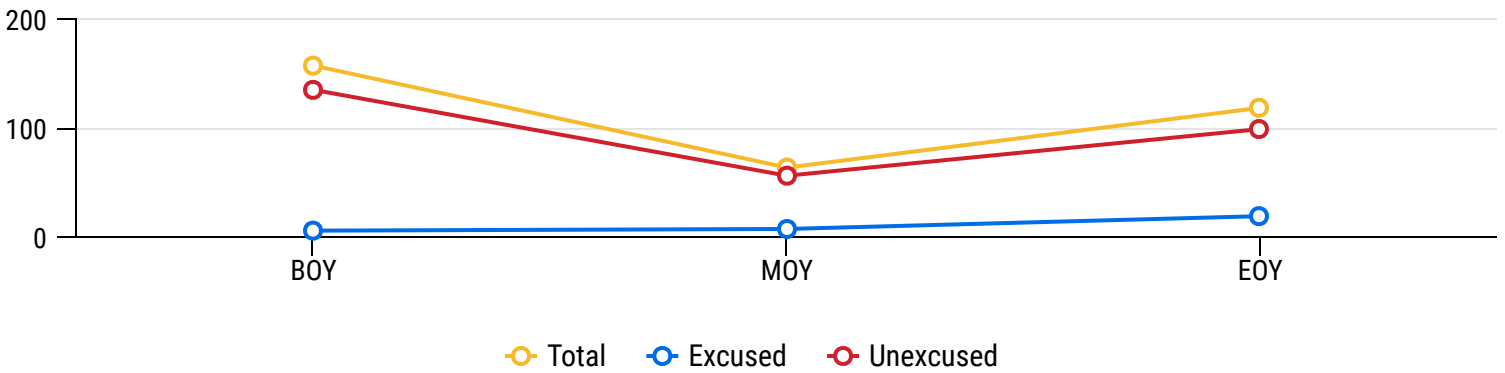
Student Outcomes (2021-2022)

GRASP counselors submit student-level achievement, attendance, and discipline data to GOSA at the beginning (BOY), middle (MOY), and end (EOY) of the school year. Importantly, eight of the ten schools participating in GRASP during the 2021-2022 school year calculated absences by class period, while the two other schools calculated absences by school day. Four of the ten schools calculated in (ISS) and out (OSS) of school suspensions by class period, while the six other schools calculated ISS/OSS by school day.

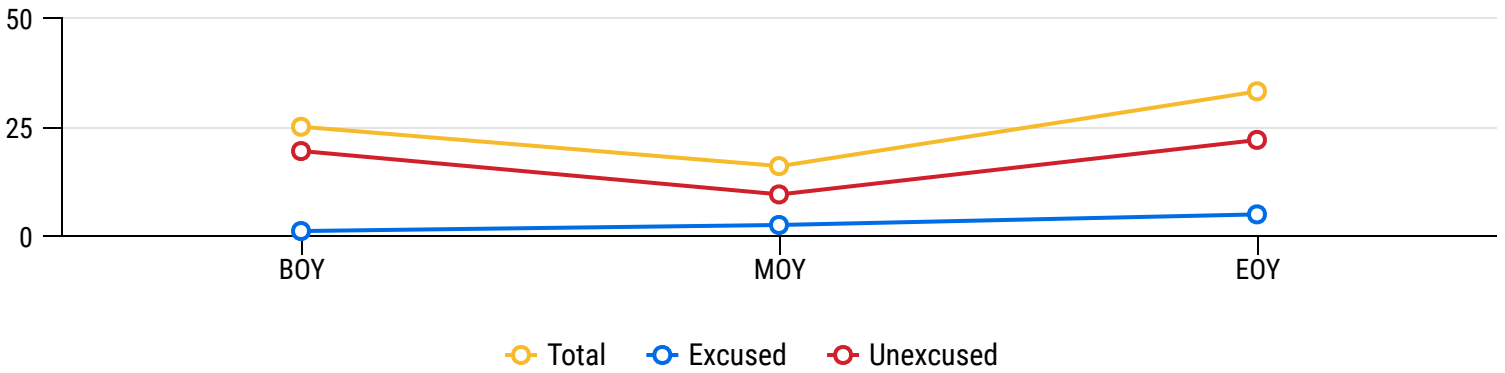
Average GPA on 4.0 Scale (2021-2022)



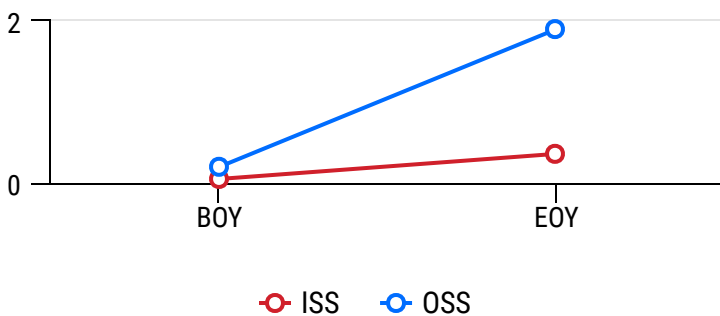
Average Absences by Class Period (2021-2022)



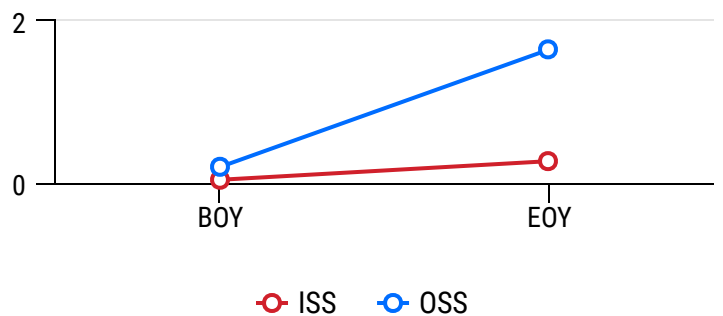
Average Absences by School Day (2021-2022)



Average ISS/OSS by Class Period (2021-2022)



Average ISS/OSS by School Day (2021-2022)



Student Feedback

"I go to [my GRASP counselor's] office every day, because we have such a strong bond. We can talk about anything."

"[My GRASP counselor] made it feel not as overwhelming to get back on track. She would call my mom a couple times a week and make sure we were coming to school. My counselor was concerned about me and took the steps to make sure I was going to be okay."

"I've never been able to open up to people at school, but [my GRASP counselor] connected so many dots for me. She made me realize what happens outside of school impacts what happens inside of school. I feel like she was the first person who ever tried to get me."

"It feels good that teachers are seeing a noticeable change in me, and it is all because [my GRASP counselor] taught me how to communicate with my teachers without arguing."

"I am going to college, and it is because [my GRASP counselor] helped me more than anybody else with the application process."

Counselor Feedback

"I feel that the [GRASP] grant has made a huge difference in my school. It brought us on track, made us have a more consistent graduation rate, and incentivized following good data practices."

"GRASP is an opportunity to work with students on a smaller scale. I can get to my students who are behind before they are burnt out. Now, I can work with my smaller caseload of students and do more to move them forward."

"I absolutely love being a GRASP counselor. The focus is really on building those one-on-one relationships, improving students' transcripts, and finding out what a student needs in order to never get lost in the gaps. It's about getting them to graduation while coaching them, and that is a beautiful thing."

"Roughly all of the seniors in my caseload graduated, and that felt really good. I wish I was a GRASP counselor earlier in my career, because I think I could have touched more lives and gotten more kids to that graduation stage."

"Normally, counselors have 400 to 500 students, and you actually have time for about a quarter of those students. Being a GRASP counselor gives you an opportunity to work closely with students and find exactly what they need."

Administrator Feedback

"Our GRASP counselor started an after-school program for her caseload of students, where they would stay after school and catch up on missing credits. It's clear that these students' awareness of their academic standing and goals increased dramatically because of GRASP."

"The [GRASP] counselor worked with our alternative school every week to check the status of late graduates. This allowed us to work in tandem to ensure credit recovery was not only in place, but also prioritized."

"A major takeaway from [GRASP] is that counselors need the time and resources to build relationships with both students and their parents/guardians. Our GRASP counselor did this and was able to tell us early on if there were relevant issues to be aware of that could be impacting students at school. We have now put some things in place that work to connect students with resources like social workers or homeless advocates."

"If it had not been for the GRASP counselor, I know certain students would probably not have graduated. This is our third year participating in [GRASP], and each year the program gets better."