



**Governor's Office of
Student Achievement**

GRASP: Graduates Ready to Attain Success in Postsecondary

End of Year Report
Fall 2020

Prepared By: Monica Flamini & Ryan Pelfrey

Executive Summary

Operated by GOSA and GaDOE, Graduates Ready to Attain Success in Postsecondary (GRASP) provides grant funding to selected high schools for one additional guidance counselor. Each GRASP counselor is responsible for a caseload of at-risk students identified with achieving academic, personal/social, and career development success. Currently, GRASP is in its second operational year. The grant expanded in the 2019-2020¹ school year to include the following 11 Georgia counties and 18 schools:

Atlanta Public Schools

Douglass High School*

Bibb County

Southwest High School

Clayton County

Forest Park High School*

North Clayton High School*

Cobb County

Osborne High School

DeKalb County

Clarkston High School*

McNair High School*

Stone Mountain High School*

Towers High School*

Dooly County

Dooly County High School

Fulton County

Banneker High School

Tri-Cities High School

Gwinnett County

Berkmar High School*

Richmond County

Butler High School

Josey High School

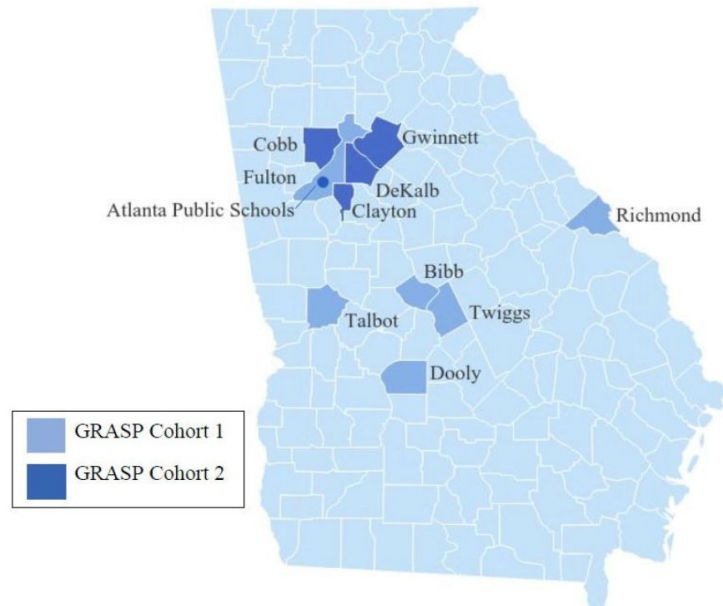
Performance Learning Center (PLC)*

Talbot County

Central High School

Twiggs County

Twiggs High School



¹ * denotes the school was added to the GRASP grant in the 2019-2020 school year and is part of Cohort 2.

GRASP END OF YEAR REPORT 3

Key end of year evaluation highlights² include the following:

- *GRASP Cohort:*
 - At the end of the 2019-2020 school year, there were 18 counselors and 1,119 enrolled students identified as participating in GRASP.
 - Of the 1,119 students, 321 students withdrew³, which resulted in a final GRASP cohort of 798 students.
- *Caseload Numbers:*
 - At the end of the year, the average GRASP counselor's caseload included approximately 44 students.
 - At the end of the year, the smallest caseload included 31 students, and the largest includes 66 students.
- *Demographics:*
 - Approximately 69% of the GRASP student population identified as Black, and about 21% identified as Hispanic at the end of the 2019-2020 academic year.
- *Grade Level:*
 - At the beginning of the 2019-2020 academic year, 603 students in the cohort were behind grade level as determined by credits earned and year of high school entry.
 - By the end of the year, 496 (about 82%) of those students attained grade level status and advanced in grade level as determined by credits earned and year of high school entry.
- *Graduation Attainment:*
 - There was about a 61% graduation rate among participating students expected to graduate in spring 2020, and 90% of students graduating on time had two semesters of primary academic interventions with their GRASP counselors.
- *Credits Earned:*
 - The average number of credits earned increased from 9.6 at the beginning of the year, to 15.8 by the end of the year.
- *Academic Interventions:*
 - About 85% of the GRASP student cohort had a primary intervention related to academics at the BOY and about 69% at the EOY.
 - Of the 526 students who received academic primary interventions and were behind grade level at the beginning of the year, 454 (or about 86%) of them attained grade level status by the end of the year.
 - On average, students receiving academic primary interventions experienced increased GPAs on both the 4.00 and 100.00 scales.

² Due to the COVID-19 pandemic, students participating in GRASP were unable to attend school in person for the majority of their second semester. Given the challenges of virtual education, GOSA did not ask counselors to provide attendance or behavioral incidence data for students' second semester. Consequently, this report does not include analyses on students' attendance or behavioral incidents. The 2019-2020 [midyear report](#), however, does include analyses on those outcomes.

³ Withdrawn students are not included in this report's analysis. Additional data on withdrawn students can be found in Table 1.

Introduction

The 2019-2020 operational year of Graduates Ready to Attain Success in Postsecondary (GRASP) included 18 high schools, in 11 counties, throughout the state. At the end of the 2019-2020 school year, there were 18 counselors and 1,119 enrolled students identified as participating in GRASP at some point during the year. Of the 1,119 identified students, 321 students withdrew from their respective schools, leaving 798 students in the sample. This report does not include withdrawn students in any of the subsequent analyses.

Operated by GOSA and GaDOE, the GRASP grants provide selected high schools with funding for one additional counselor to support a specific and limited caseload of at-risk students in achieving academic, personal/social, and career development success. Allowable grant expenditures include salary, benefits, and travel expenses to required training for the additional counselor. Depending on personnel selection, grant funds may not be adequate to cover 100% of the salary and benefits. Grant amounts range between \$110,000 and \$125,000 each.

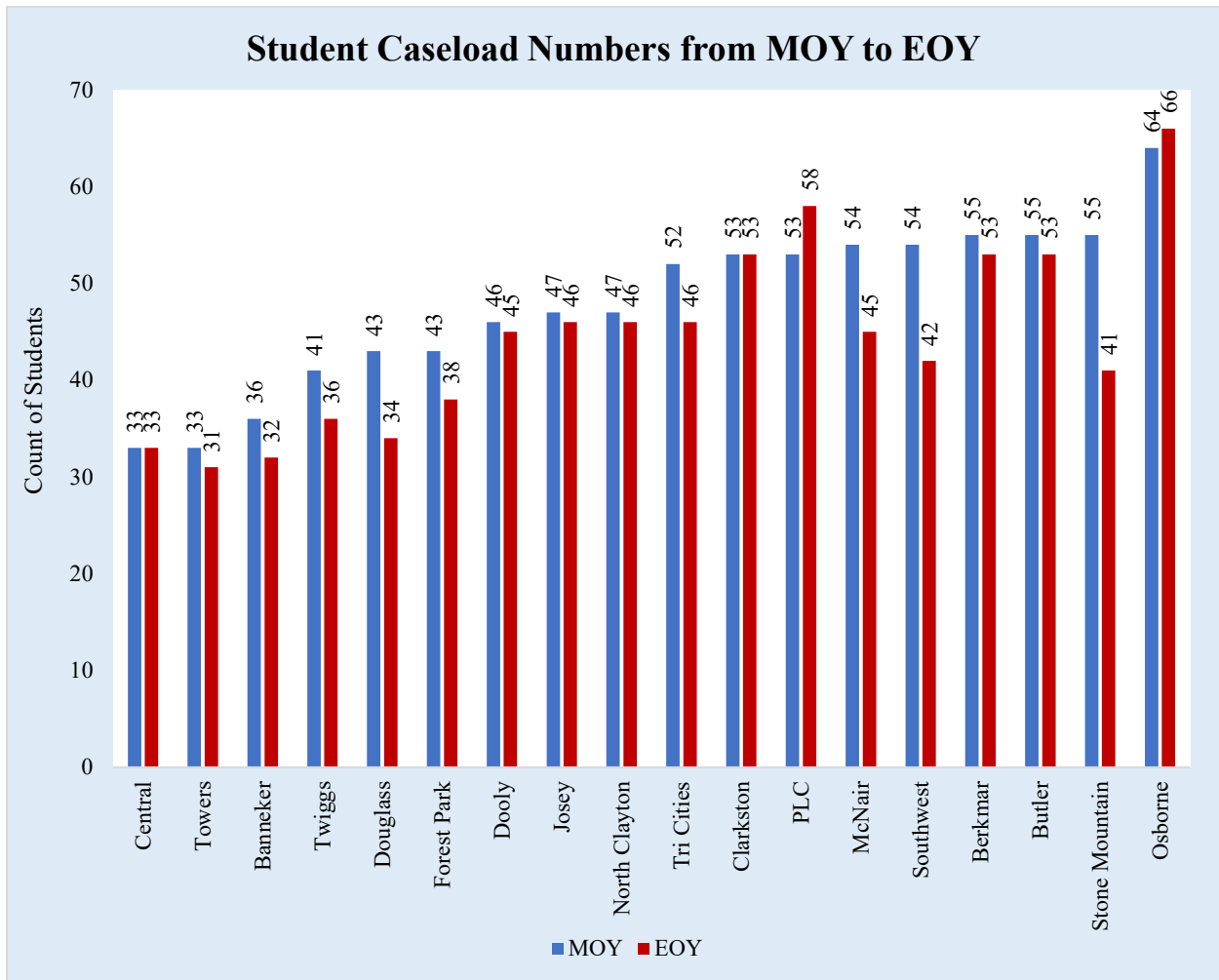
GRASP counselor duties will include, but are not limited to:

- conducting in-depth student analyses to understand the population needs and establish an appropriate caseload;
- providing supportive one-on-one student collaboration to create individually tailored plans and programs of study for each student in his or her caseload;
- establishing a comprehensive team to provide student support for each student in his or her caseload; and,
- engaging his or her caseload students in discovering, examining, and exploring postsecondary options and possibilities.

This end of the year report aims to showcase and analyze pertinent data related to the program. The first section, GRASP Cohort: Caseload Characteristics, details pertinent descriptive information about the GRASP student cohort at the end of the 2019-2020 academic year. The second section, GRASP Schools: Beginning of the Year to End of the Year Caseload Characteristics, shows participating schools' caseloads' academic data from the beginning of the year (BOY) to the end of the year (EOY). The third section, GRASP Caseload Academic Data, showcases the academic achievement of students participating in GRASP during the 2019-2020 school year. The fourth section, GRASP Student Interviews, details qualitative data findings from EOY interviews with participating students. The fifth section, GRASP EOY Survey Results, includes a cohort level presentation of EOY student survey results. The sixth and final section, GRASP Cohort: Recommendations Moving Forward, presents data-driven and COVID-19 related strategies for GRASP counselors to implement in the 2020-2021 academic year.

**Section I:
GRASP Cohort Caseload Characteristics**

Figure 1: Student caseload numbers from MOY to EOY. The GRASP student cohort for the 2019-2020 school year included 798 enrolled students by the end of the year. From the middle of the year (MOY) to the end of the year (EOY), the number of students in caseloads at all but one (Central High School) participating school changed. In two schools (PLC and Osborne High Schools), the number of students increased, and in the remaining 15 schools, the number of students in the caseloads decreased. GRASP coordinators from GOSA informed counselors to document the date of and reason for students’ withdrawal from the program.



Key takeaways from Figure 1 include:

- At the EOY, GRASP counselors’ caseload numbers ranged from 31 to 66 students.
- At the EOY, GRASP counselor’s caseload included approximately 44 students on average.
- The majority of caseload numbers decreased from MOY to EOY, which may in part be due to COVID-19 attendance-related challenges.

Table 1: Documented reasons for students’ withdrawal. During the 2019-2020 school year, 321 total students (or about 29%) withdrew from the GRASP program. Table 1 indicates the documented reasons for the students’ withdrawal. This was the first school year GOSA and GaDOE asked counselors to document the reasons for their students’ withdrawals from GRASP.

Withdrawal Reason	Frequency #
Discipline (Expulsion/DJJ)	38
Dropout	43
Transferred Schools	156
Other	84
<i>Total # Students</i>	<i>321</i>

Figure 2. Racial demographics of GRASP student cohort at EOY. By the EOY, the overall racial demographics of the GRASP students remained the same. Black and Hispanic-identifying students comprised the majority of students participating in GRASP throughout the 2019-2020 academic year.

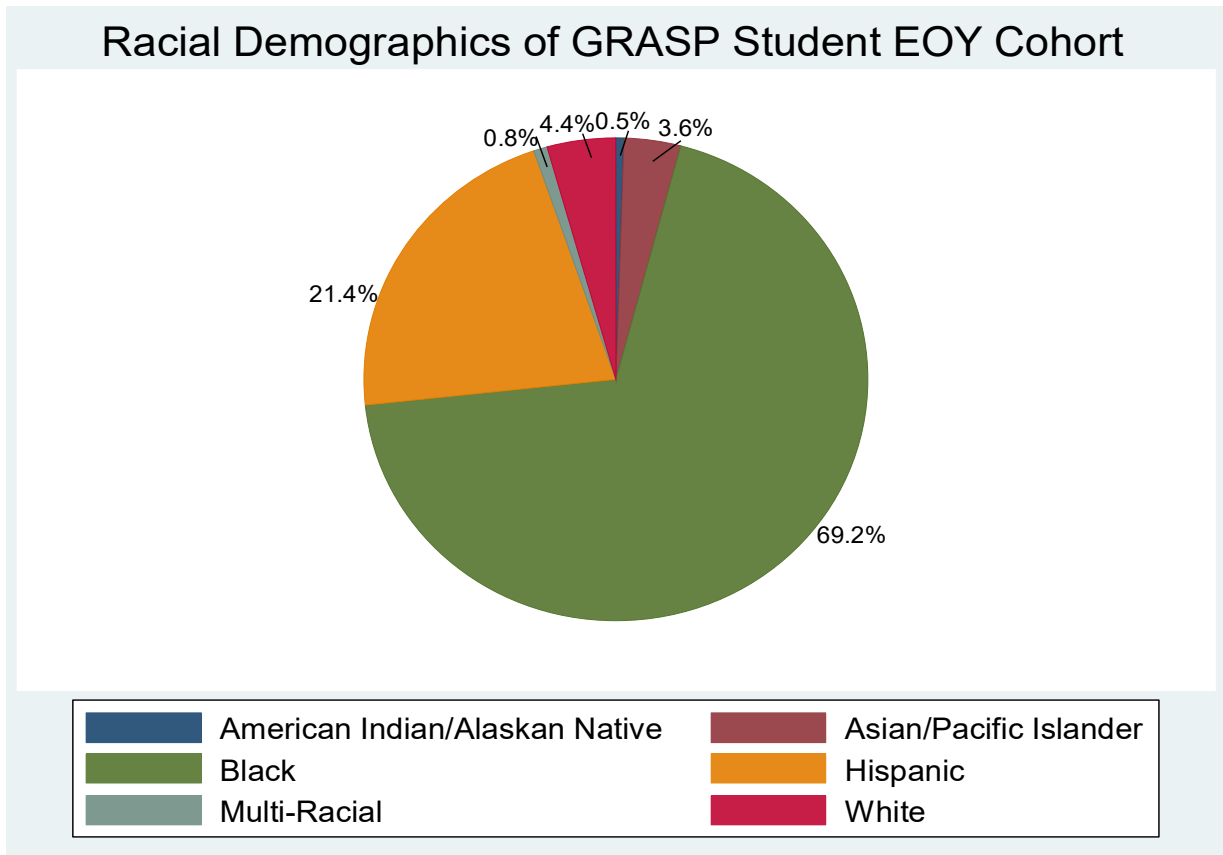


Table 2. Primary and secondary interventions for next year.

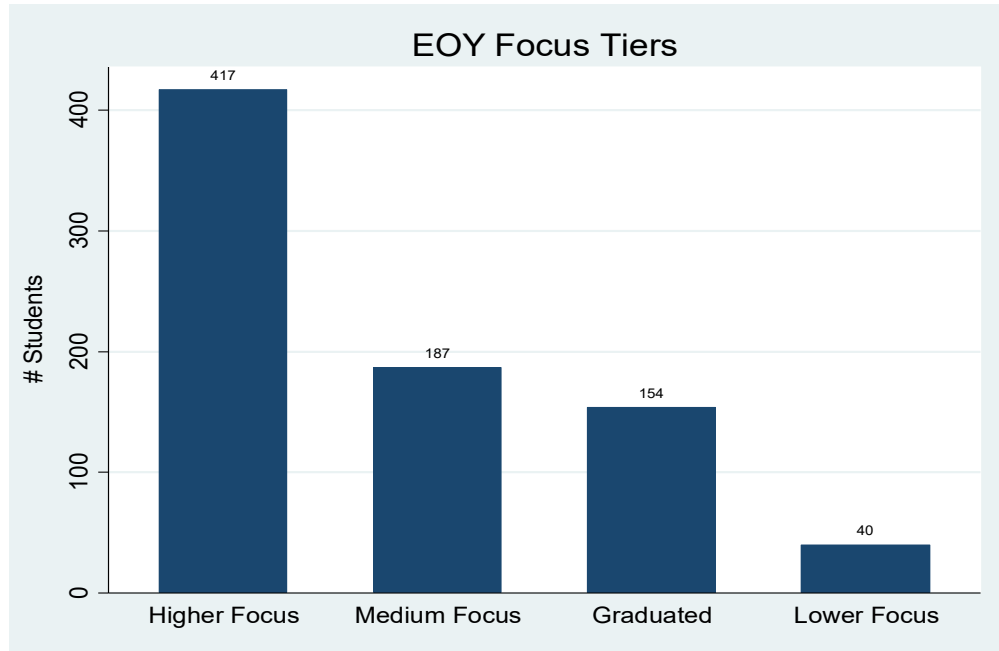
Intervention	Primary Frequency	Secondary Frequency
Academic: Course/Credit Recovery	226	133
Academic: Progress Monitoring	291	177
Academic: Student Consultation	32	30
Attendance: Daily Communication/Monitoring	86	109
Discipline: Parent Consultation	4	5
Discipline: Student Consultation	12	22
N/A ⁴	147	325
<i>Total # Interventions</i>	798	798

In terms of interventions counselors reported, key takeaways from Table 2 include:

- Counselors recommended that approximately 36% of students have a primary intervention related to progress monitoring for the next academic year.
 - This is particularly important considering 82% of students with this recommended intervention were behind grade level at the BOY attained grade level at the EOY (as determined by credits earned and year of high school entry).
- Counselors recommended approximately 28% of students have a primary intervention related to course/credit recovery for the next academic year.
 - This is particularly important considering 41% of students with this recommended intervention earned 0.5 credits or more through credit recovery by the EOY.
- Counselors assigned optional secondary interventions for the upcoming school year to about 59% of the GRASP student cohort.
- Counselors focused the majority of their secondary interventions for the upcoming school year on academics.

⁴ N/A also includes missing or blank responses. The majority of students with interventions either marked as N/A or missing graduated in 2020. Therefore, GRASP interventions for the next school year are not applicable to them.

Figure 3. EOY focus tiers. By the EOY, about 52% of students participating in GRASP were recommended to be in the higher focus tier for the 2020-2021 school year. Students’ focus designations dictated counselors’ practices and policies related to frequencies of check-ins and severity of interventions.



Key data concerning the 154 students who attained the “Graduated” tier designation, as noted in Figure 3, include:

- 79 of the graduated students (or about 51%) were behind grade level at the BOY, as determined by credits earned and year of high school entry.
- 139 of the graduated students (or about 90%) had primary interventions related to academics during the 2019-2020 school year.
- 108 of the graduated students (or about 70%) attained credit hours through credit recovery classes by the EOY.

It is also important to note that from the MOY to the EOY, counselors altered 270 students’ focus tier designations. The 270 tier designation alterations include:

- 1 student moving from Lower Focus to Higher Focus,
- 5 students moving from Lower Focus to Graduated,
- 8 students moving from Medium Focus to Lower Focus,
- 23 students moving from Medium Focus to Higher Focus,
- 43 students moving from Medium Focus to Graduated,
- 64 students moving from Higher Focus to Medium Focus,
- 20 students moving from Higher Focus to Lower Focus, and
- 106 students moving from Higher Focus to Graduated.

Section II:
GRASP Schools Beginning of the Year to End of the Year Caseload Characteristics

Table 3. Students' grade level attainments. This table illustrates the grade level attainments for each caseload from the BOY to the EOY as determined by students' high school entry and credits data. The percent change in the number of students on and behind grade level is also presented. By the EOY, every school participating in GRASP experienced an increase in the number of students on grade level and a decrease in the number of students behind grade level.

School	# Students On Grade Level BOY	# Students On Grade Level EOY	% Change On Grade Level	# Students Behind Grade Level BOY	# Students Behind Grade Level EOY	% Change Behind Grade Level
Banneker	6	31	417%	26	1	-96%
Berkmar	6	51	750%	47	2	-96%
Butler	6	51	750%	47	2	-96%
Central	31	33	6%	2	0	-100%
Clarkston	1	47	4,600%	52	6	-88%
Dooly	39	45	15%	6	0	-100%
Douglass	2	29	1,350%	32	5	-84%
Forest Park	5	33	560%	33	5	-85%
Josey	24	43	79%	22	3	-86%
McNair	1	24	2,300%	44	21	-52%
North Clayton	0	38	3,800%	46	8	-83%
Osborne	4	64	1,500%	62	2	-97%
PLC	6	38	533%	52	20	-62%
Southwest	15	35	133%	27	7	-74%
Stone Mountain	4	33	725%	37	8	-78%
Towers	2	30	1,400%	29	1	-97%
Tri-Cities	16	45	181%	30	1	-97%
Twiggs	27	33	22%	9	3	-67%

In terms of grade level attainment by credits, key takeaways from Table 3 include:

- All 18 schools participating in GRASP had caseloads with more students on grade level than behind grade level by the EOY.
- Central and Dooly High Schools had zero students behind grade level by the EOY. In other words, 100% of their GRASP student caseload was on grade level by the EOY.
- Clarkston and North Clayton High Schools experienced the largest percent change in the number of GRASP caseload students on grade level from the BOY to the EOY.

Figure 4. Average reported GPA by School. Fifteen schools are participating in GRASP that calculate GPA on a 4.0 scale, and three schools (Banneker, Tri-Cities and Twiggs High Schools) that calculate GPA on a 100.0 scale. The figure below displays participating schools' average GPAs at the BOY and EOY.

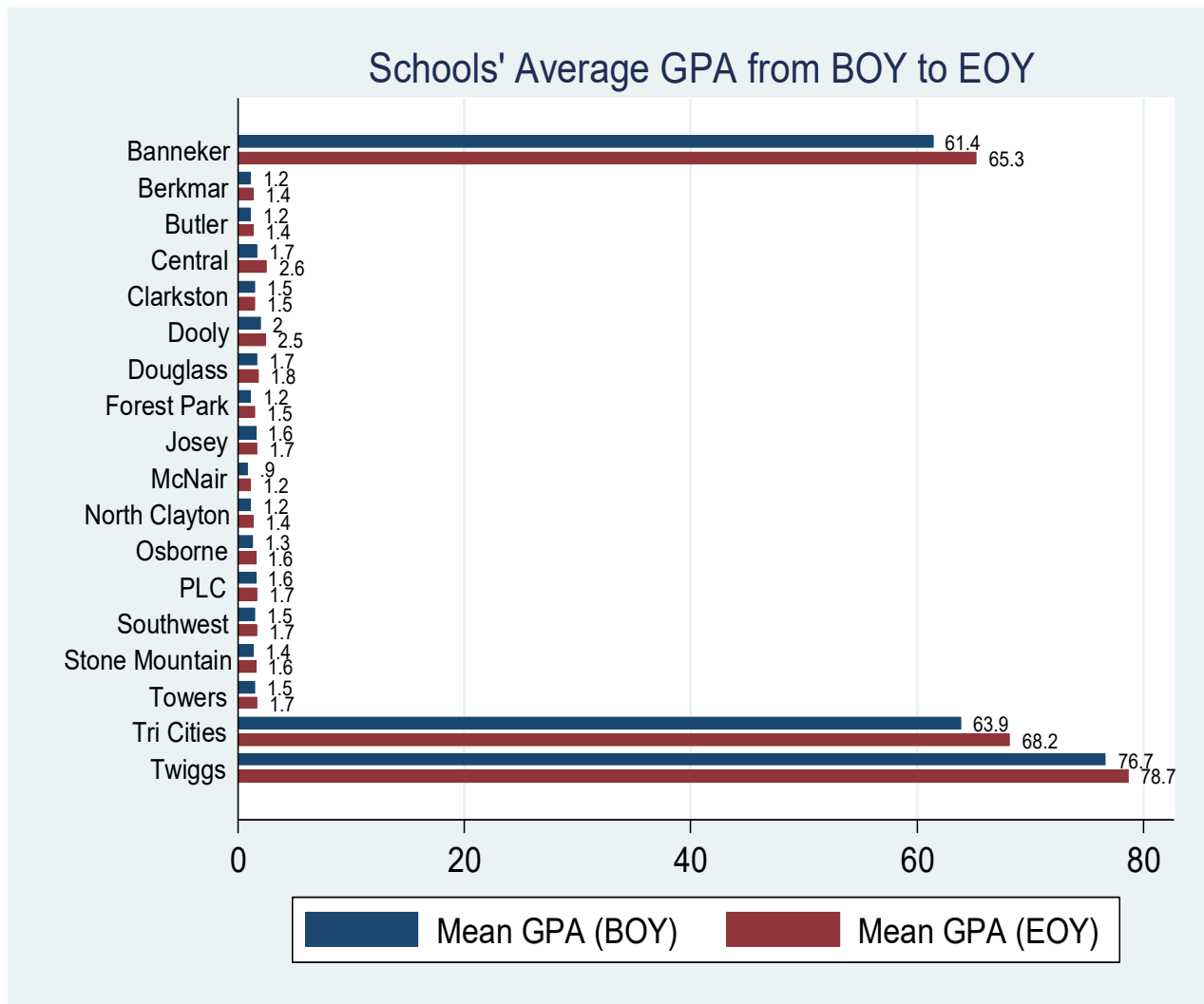


Figure 4 indicates that from the beginning to the end of the 2019-2020 school year:

- 17 of the 18 schools experienced an increase in average GPAs.
- One school's (Clarkston High School) average GPA remained constant at 1.5.
- Tri-Cities High School experienced the largest average GPA increase among participating schools that calculate GPA on a 100.0 point scale, with the average GPA increasing by 4.3 points.
- Central High School experienced the largest average GPA increase among participating schools that calculate GPA on a 4.0 point scale, with the average GPA increasing by 0.9 of a point.
- McNair High School began and ended the school year with the lowest average GPA overall, but experienced 0.3 of a point increase in average GPA.
- Twiggs High School began and ended the school year with the highest average GPA among participating schools that calculate GPA on a 100.0 point scale.
- Central and Dooly High Schools ended the school year with the highest average GPA among participating schools that calculate GPA on a 4.0 scale.

Section III:
GRASP Caseload Academic Data

Due to the COVID-19 pandemic and the move to virtual learning in the middle of the second semester, GOSA did not ask counselors to report absence or behavior-related data. This report section, therefore, focuses on academic data (e.g., GPA and credits earned) because counselors were still able to report related data at the EOY.

Figure 5. Average reported GPA. Participating schools calculating GPA on a 4.0 scale experienced on average an increase of 0.3 of a GPA point. Participating schools calculating GPA on an 100.0 scale experienced on average an increase of 3.5 GPA points.

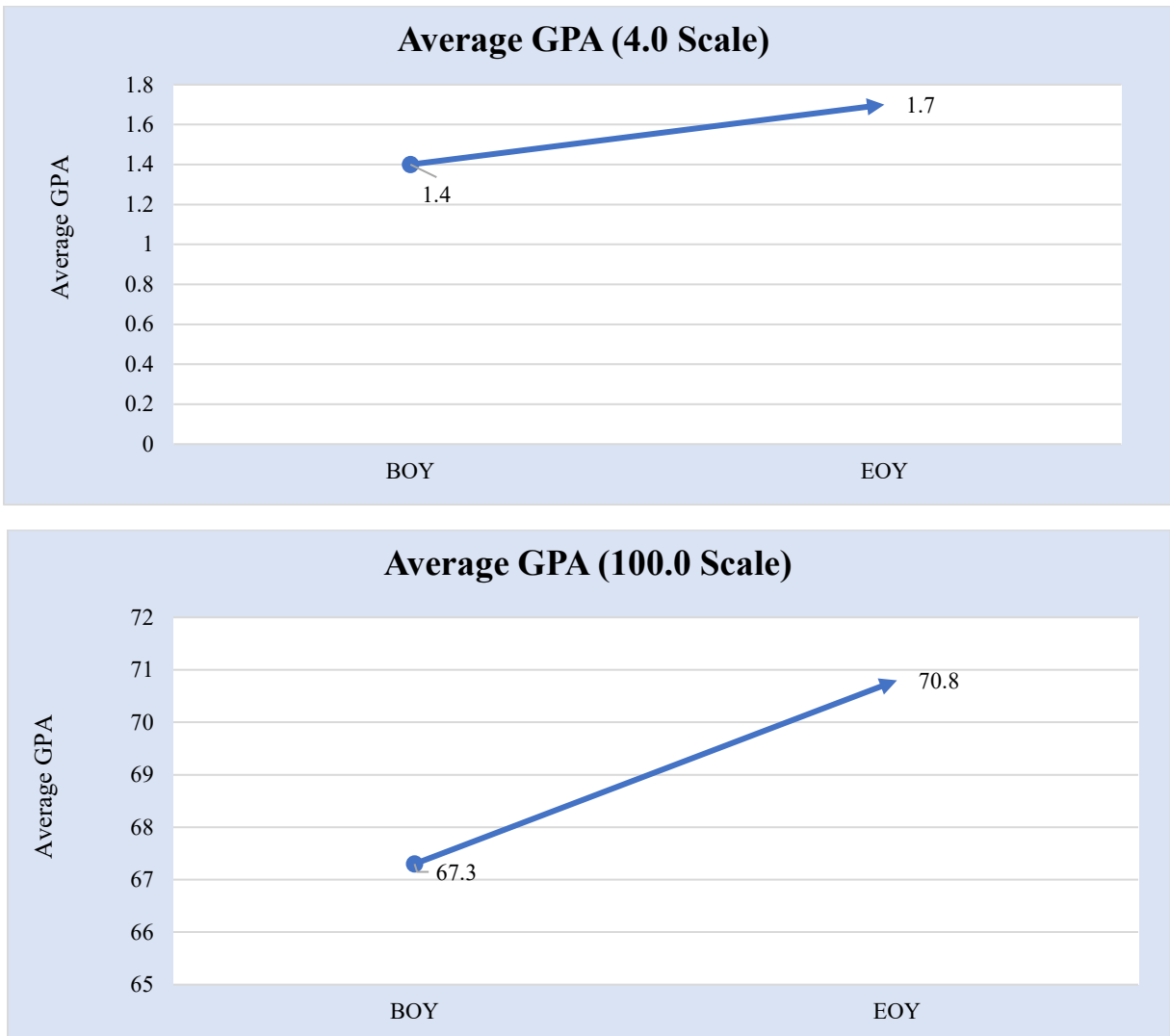
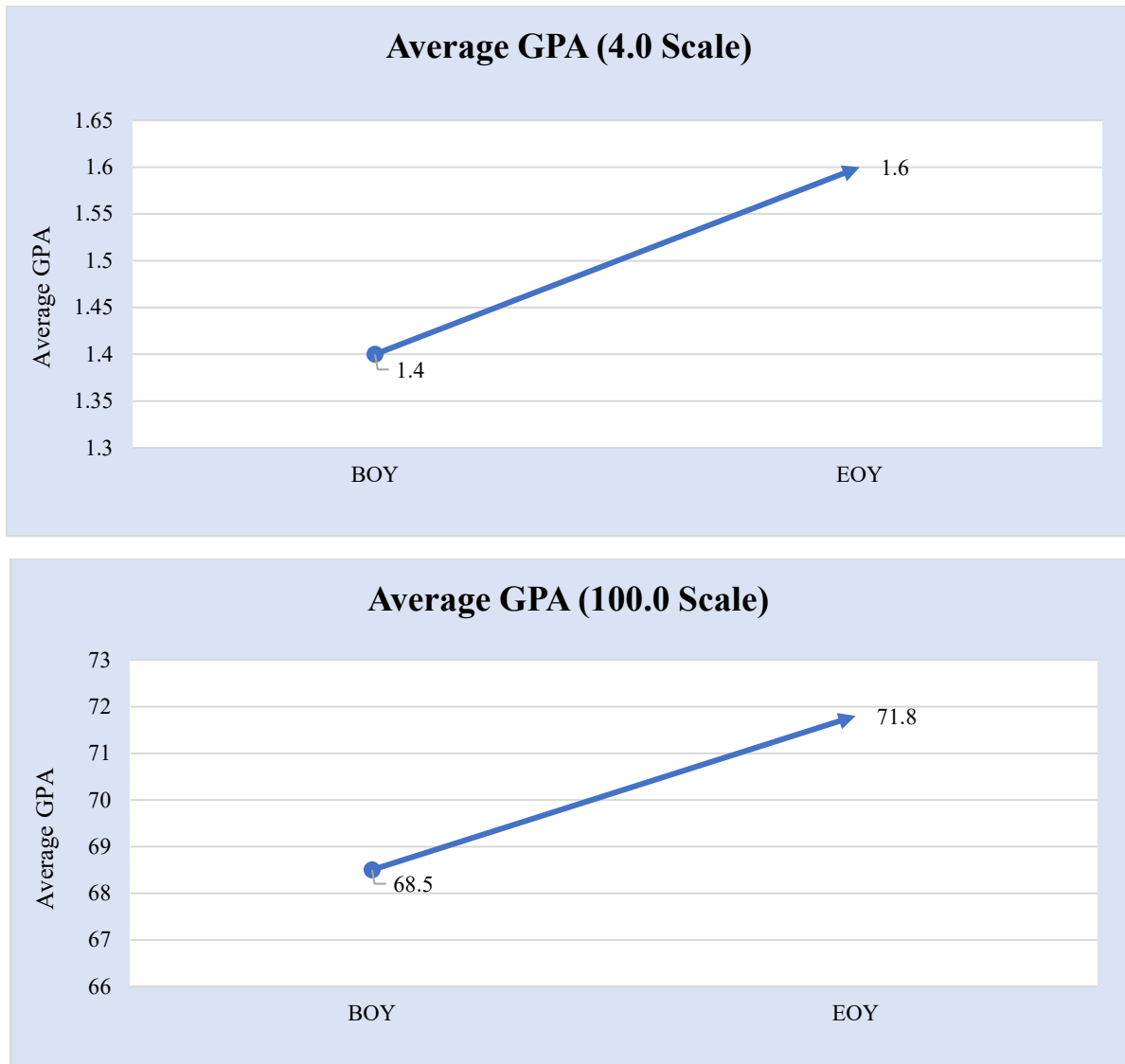


Figure 6. Average reported GPA for students with academic interventions. The line graphs below depict the average GPA of students whose primary interventions are related to academics during the first and second semesters. This accounts for about 700 students, or about 88% of the GRASP student cohort. The first line graph represents the near 85% of students participating in GRASP with GPAs calculated on a 4.0 scale. The second line graph represents the near 15% of students participating in GRASP with GPAs calculated on a 100.0 scale.



In terms of GPA changes after two semesters of academic interventions, Figure 6 indicates:

- For students attending schools with GPAs calculated on a 4.0 scale, the average GPA increased by 0.2 of a point.
- For students attending schools with GPAs calculated on a 100.0 scale, the average GPA decreased by 3.3 points.

Figure 7. Average credits earned. At the BOY, students participating in GRASP had earned 9.6 credits on average. By the EOY, students participating in GRASP had earned 15.8 credits on average. During the 2019-2020 school year, students earned 6.2 more credits on average.

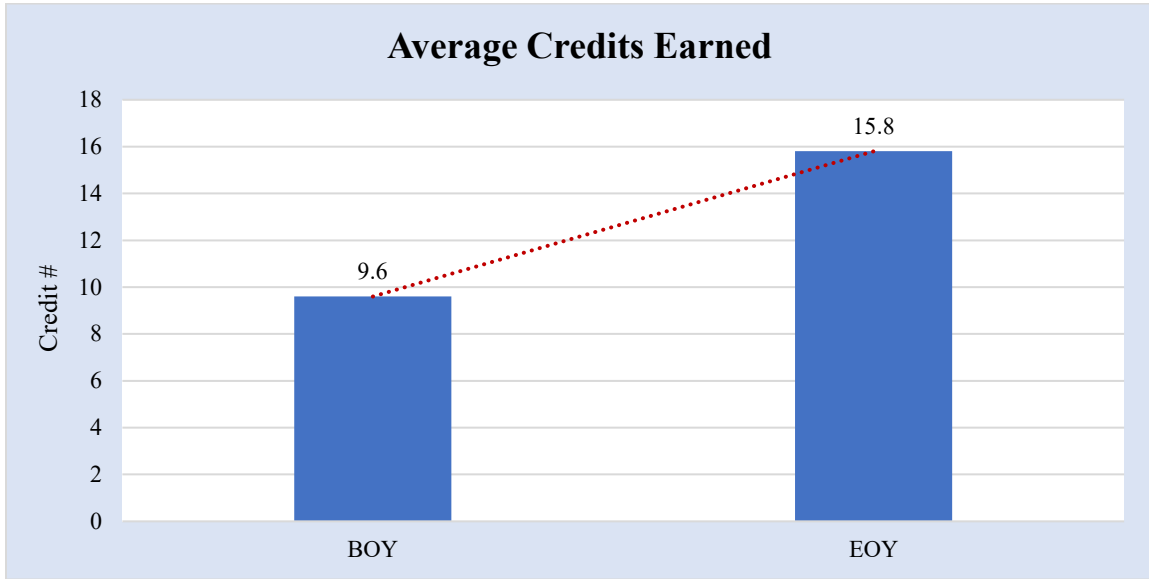
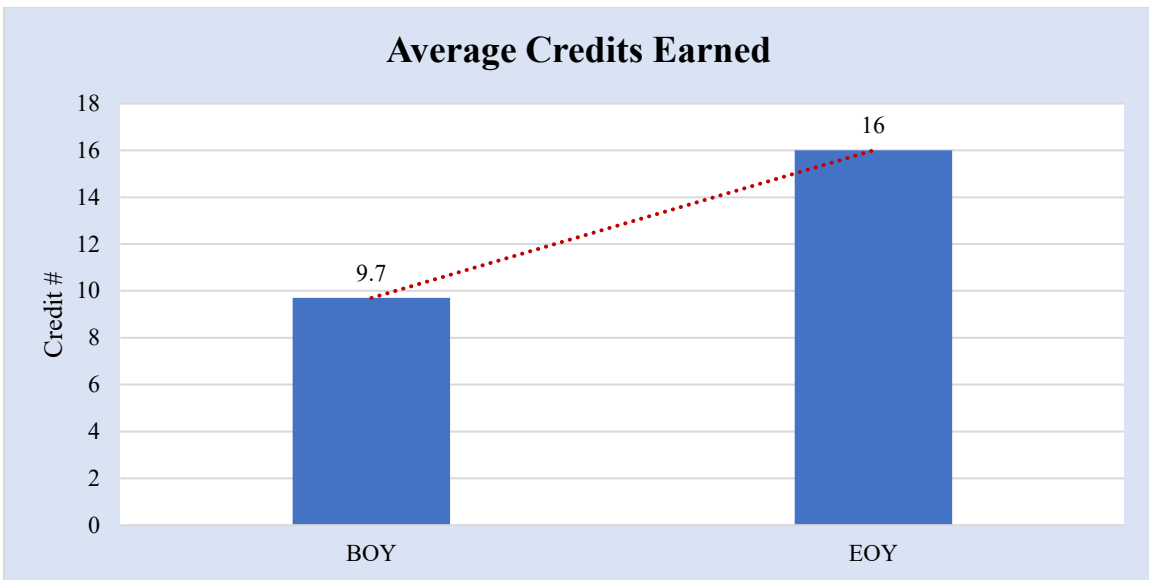


Figure 8. Average credits earned for students with academic interventions. At the BOY, students participating in GRASP and identified with an academic intervention had earned 9.7 credits on average. By the EOY, students participating in GRASP and identified with an academic intervention had earned 16.0 credits on average. After two semesters of academic interventions during the 2019-2020 school year, students earned 6.3 more credits on average.



From the BOY to the MOY, 166 participating students earned more than 0 credits through credit recovery. From the MOY to the EOY, 301 students earned more than 0 credits through credit recovery. On average, students who did not have primary academic interventions earned less credits through credit recovery than students with credit recovery.

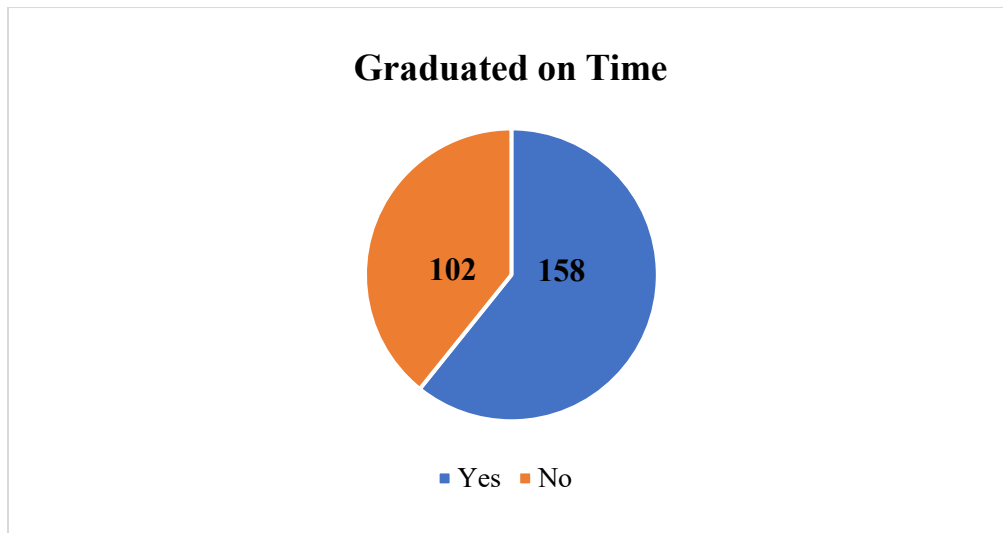
Table 4. Average number of credits recovered. The table below indicates the average number of credits students recovered during the 2019-2020 school year. The table also includes the average number of credits recovered by students who received primary academic interventions.

Credits Recovered MOY	Credits Recovered MOY for Students w/Academic Intervention	Credits Recovered EOY	Credits Recovered EOY for Students w/Academic Intervention
0.28	0.30	0.95	1.0

Data from Table 4 show:

- Notwithstanding for intervention type, students participating in GRASP increased the average number of credits earned through credit recovery by 0.67.
- Participating students receiving primary academic interventions increased the average number of credits earned through credit recovery by 0.70.
- Students with primary academic interventions earned 0.03 more credits on average through credit recovery than students.

Figure 9. Overall graduation attainment. There were 260 participating students who had a projected graduation date of spring 2020 as determined by the year of their high school entry.⁵



⁵ There are 4 missing graduate outcomes from Osborne High School.

Figure 9 indicates:

- 102 (or 39.2%) of the 260 identified students did not graduate in spring 2020. These students earned an average of 0.20 credits through recovery by the EOY.
- 158 (or 60.8) of the 260 identified students did graduate in spring 2020. Of the students who graduated on time, 142 students (or 89.9%) had two semesters of primary academic interventions with their GRASP counselors and earned on average 0.30 credits through recovery by the EOY.
- Overall, there was about a 61% graduation rate among participating students expected to graduate in spring 2020.⁶

Figure 10. Graduation attainment for students behind grade level. At the BOY, 185 participating students were behind grade level and identified with a graduation date of spring 2020 as determined by the year of their high school entry.

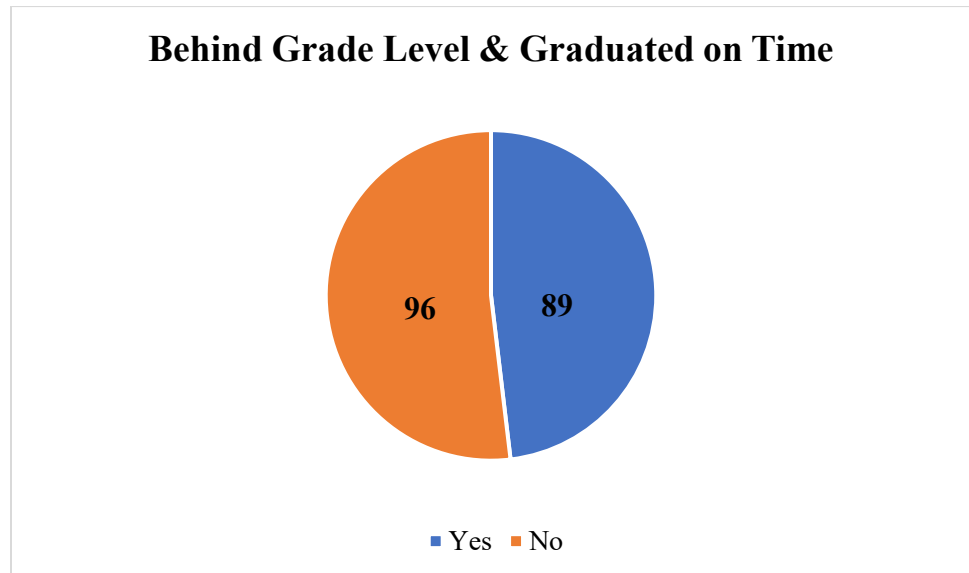


Figure 10 indicates:

- 96 (or 51.9%) of students who were behind grade level and expected to graduate in 2020 did not graduate in spring 2020. These students earned 1.2 credits through recovery on average.
- 89 (or 48.1%) of students who were behind grade level and expected to graduate in 2020 did graduate in spring 2020. Of these students, 85 (or 95.5%) of students received two semesters of academic interventions from their GRASP counselors and earned 4.4 credits through recovery on average.
- 88 graduating students advanced from being in 11th grade as determined by credits, and one graduating student advanced from being in 10th grade as determined by credits.

⁶ This rate does not include students who graduated in the Summer of 2020 through credit recovery means.

Table 5: 2020 graduation numbers by school. The table below displays 2020 graduation outcomes by school for students who were expected to graduate in spring 2020, as determined by the year of their high school entry.

2020 Graduation Outcomes			
	# Graduated	# Not Graduated	Total # Expected 2020 Graduates
Banneker	7	0	7
Berkmar	3	0	3
Butler	3	0	3
Central	6	0	6
Clarkston	0	3	3
Dooly	6	2	8
Douglass	10	6	16
Forest Park	2	0	2
Josey	21	8	29
McNair	1	4	5
North Clayton	0	0	0
Osborne	8	16	24
PLC	29	29	58
Southwest	20	8	28
Stone Mountain	6	16	22
Towers	7	4	11
Tri Cities	14	2	16
Twiggs	15	0	15

Table 5 indicates:

- PLC had the highest number of expected 2020 graduates and graduated 50% of students on time.
- Southwest and Josey High Schools had similar numbers of expected student graduates and graduation rates.
- Banneker, Berkmar, Butler, Central, Forest Park, and Twiggs High Schools graduated all participating students expected to graduate in spring 2020.
- Clarkston High School graduated 0 students expecting to graduate in spring 2020, and McNair High School graduated 1 of the 5 expected students.

Section IV:
GRASP Student Interviews

During the summer of 2020, GOSA conducted numerous interviews with students who participated in GRASP during the 2019-2020 school year.⁷ Data from the interviews are presented in a thematic analysis with supporting quotations from the students.

THEME 1: Students described their experience with their GRASP counselor as overwhelmingly positive. Many of the students felt that their GRASP counselor was more than just a counselor. Students referred to their GRASP counselors with terms of endearment, representing a closeness, friendship and in some instances familial bond.

- “Without him I probably wouldn’t have graduated on time, because I was far behind. He put me in the right classes, and he got me help with teachers when I needed it. Overall, [he was] with me every step...He’s like family.”
- “She was my counselor, and I like to call her my friend too. I talked to her almost every day. I would go visit her in the mornings, and she would encourage me to have a good day at school. She would always tell me to do my best.”
- “My relationship with her is great. I have a better relationship with her than with anybody in the school. I’m not a super open person, but I feel comfortable with her. Especially when I was going through things at home, I knew I could go to her and it would be confidential, too. She also helped me get back on track my schoolwork, because I go through stuff at home. She helps motivate me and makes all of us feel comfortable.”

THEME 2: Students were able to meet and/or exceed the goals they had set when working with their GRASP counselor. These goals focused on improving one’s attendance, grade improvement, and/or credit recovery. Students seemed to react positively toward the one-on-one encouragement and programs tailored to assist that specific student.

- “Nowadays, you really don’t have anybody pushing or really caring for you. My counselor was amazing because she listened and helped me with that. One program she had, called *Who’s Driving the Bus*, really helped me know who I am. It let me see who I am, let me relax and got a little bit of stress off me. It was amazing.”
- “I was behind in credits; I had a 2 point something GPA, and I wanted to get it up. My GRASP counselor helped me to realize how smart I was and how much potential I had. She explained to me about grade recovery, and I went and did it. She’s been very motivating, and I ended the year with a 100.”

⁷ Due to COVID-19, GOSA was not able to conduct focus groups with participating students. As a result, GOSA conducted several individual phone interviews with students after received consent forms from participating students.

THEME 3: Students felt they were heard and genuinely cared for by their GRASP counselor, which lead to an improved image and sense of self-worth. This appears to have been a significant factor in bettering students' outlook on school and day-to-day life.

- “I often get lazy [but] my GRASP counselor saw the potential. I believe anybody else would have been like, ‘he’s a lost cause, put him in a GED program.’ But he never gave up on me, and I had support. He stayed on me, and I feel like he goes the extra mile. When it’s after hours, he is still working. When he takes that extra mile that really shows you something.”
- “I feel like a better person. I will be honest, not every teacher worries for you, you know? But my counselor, she’s there for you. Like, she’s going to help you, she’s going to push you to question something.”
- “My GRASP counselor actually cares. She acts like she is really enthusiastic about her work. She would actually take the time out of her day to help individual students get through whatever they are struggling with.”
- “My counselor sees potential in everybody, even if you don’t see it in yourself. If you work toward your goal every week, you’ll be fine. He motivates you to do your work.”

THEME 4: Many of the students have learned skills or habits that will be beneficial to them for years to come thanks to their GRASP counselor. These include various study habits, work ethic and new perspectives on school.

- “You can’t succeed if you’re not a good student, which is why it’s called ‘student-athlete’ – the student part is always first. I’ve never really lived up to the student part; I always just an athlete. When she came to me at the beginning of the school year, my motivations started to change. I started being a student.”
- “She taught me to be more patient with everybody, and she taught me how to manage my schedule so that I can keep track of everything. She showed me how to keep school and personal life in order.”
- “I’ve learned that I can accomplish anything I set my mind to. I didn’t think I would bring up my attendance or grades, but I did, and that’s because of her help. I don’t want to keep living in that same old pattern.”

THEME 5: All of the participating students stated that they would recommend their counselor/the program to others and had positive things to share about their experience. They all stated that they would make no changes to the program/counselor but may provide advice to other students taking part in the program.

- “I wouldn’t change anything [about the program]. If anything needed to be changed, it was myself.”
- “[The only thing I’d change] is more people to have the opportunity to work with my GRASP counselor. She is there for you every day, every week, every month.”
- “I would recommend [the program]. I think being in GRASP is something everyone could benefit from. I would encourage my friends to do it, because I think it could only help.”

**Section V:
GRASP EOY Post Survey Results**

Fourteen of the 18 participating GRASP schools completed the EOY post survey by the required deadline. The data that follow are presented at the cohort level. There were 101 students who completed the post survey, and 882 students who completed the pre survey at the BOY.⁸

Table 5. Number of students completing the EOY survey. This table shows the number of students who completed the EOY post survey at each school.

School	Total # Survey Participants
Banneker High School	14
Berkmar High School	2
Butler High School	18
Central High School	2
Clarkston High School	3
Douglass High School	2
Forest Park High School	5
Josey High School	7
McNair High School	11
North Clayton High School	12
Osborne High School	12
Stone Mountain High School	2
Tri-Cities High School	10
Twiggs County High School	1
<i>Total</i>	<i>101</i>

⁸ COVID-19 complicated efforts to attain post-survey results.

GRASP END OF YEAR REPORT 21

Credit Knowledge			
	No	Not Sure	Yes
Knowledge of credits earned before working with GRASP counselor.	46	13	24
Knowledge of credits needed to graduate before working with GRASP counselor.	17	8	58
Reported correct knowledge of credits needed to graduate on survey.	31		70

Knowledge of graduation requirements is "yes" if the student reported either 23, 24 or 25 credits required to graduate.

Attitudes toward School			
	A little like me	A lot like me	Not like me
I look forward to coming to school everyday.	49	28	6
I like school.	53	20	10
It is difficult for me to form relationships with teachers and other staff.	30	10	43
School is a place where I can be successful.	41	39	3
School is boring.*	47	17	19
School is a place where I am not very successful.	34	12	37
I have good relationships with my teachers and other staff.	38	42	3

"For each statement, indicate how much the statement sounds like you.

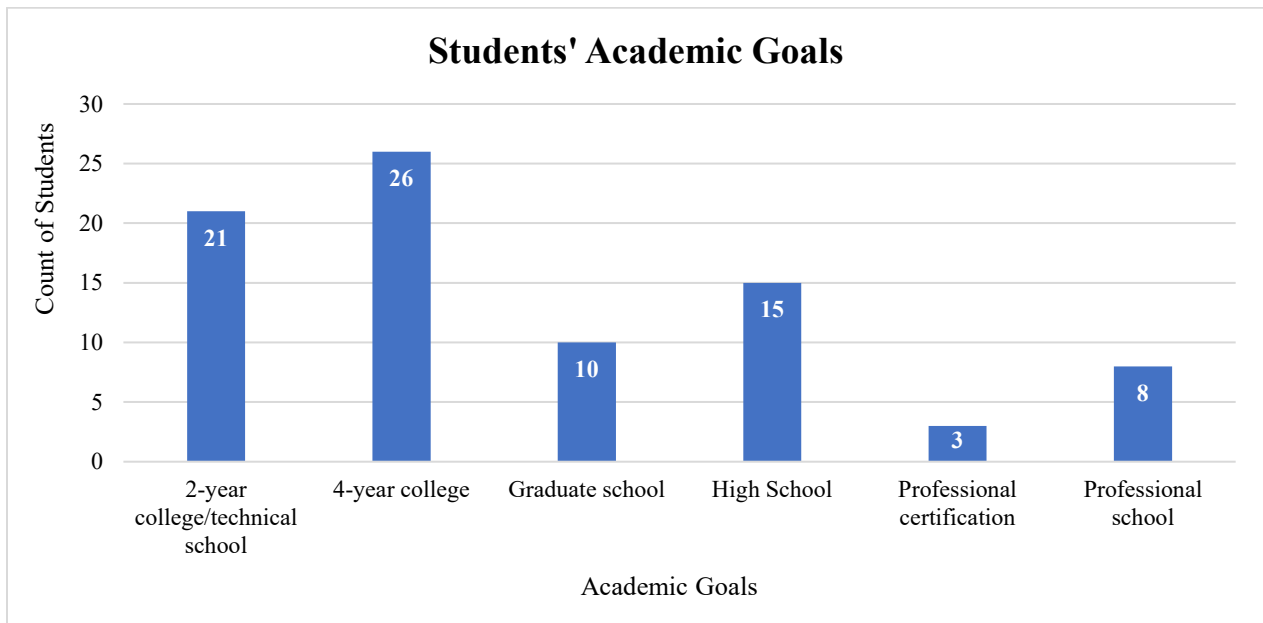
**Indicates negatively-worded item.*

Study Habits		
	Yes	No
Review material from class by myself.	62	38
Review material from class with classmates or friends.	38	62
Look for videos, practice tests or other resources online.	39	61
Attend tutoring sessions with a teacher or tutor.	25	75
Make flash cards or other resources to practice and organize my thinking.	17	83
Review material from class with a family member.	10	90
I do not usually study outside of class.	18	82

"To prepare for a test, I usually..."

Behavior Last School Year				
	Once or more each week	A few times each semester	Once or twice throughout the year	Never
Met with a guidance counselor	3	34	5	3
Sent out or removed from class for disciplinary reasons	4	6	25	48
Days absent from school	14	50	17	2

"Think about last school year as you answer the following questions: how often did you/were you..."



Student reported future academic postsecondary goals.

Section VI:
GRASP Cohort Recommendations Moving Forward

During the 2020-2021 school year, GaDOE will be overseeing all GRASP operations and data collection. As the program transfers from GOSA to GaDOE, GOSA recommends the following strategies to continue spurring participating students' growth:

Academic

- Continue intervention strategies that have contributed to the overall increase of students' GPA in schools using both 4.0 and 100.0 point scales.
- With more students receiving academic course/credit recovery interventions, pay particularly close attention to the number of credits these students earn through credit recovery over the course of the 2020-2021 school year.
- With more students receiving academic progress monitoring primary interventions, pay particularly close attention to the number of credits these students earn, in addition to their GPA at the beginning and end of first semester.