



**Governor's Office of  
Student Achievement**

**GRASP: Graduates Ready to Attain Success in Postsecondary**

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Midyear Report

March 2021

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## Executive Summary

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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 supporting a caseload of identified at-risk students with achieving academic, personal/social, and career development success. Currently, GRASP is in its third operational year. During the 2020-2021<sup>1</sup> school year, GRASP included the following 9 Georgia counties/districts and 14 public high 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\*\*<sup>2</sup>

**DeKalb County**

Clarkston High School\*\*

McNair High School\*\*

Stone Mountain High School\*\*

Towers High School\*\*

**Gwinnett County**

Berkmar High School\*\*

**Richmond County**

Butler High School\*

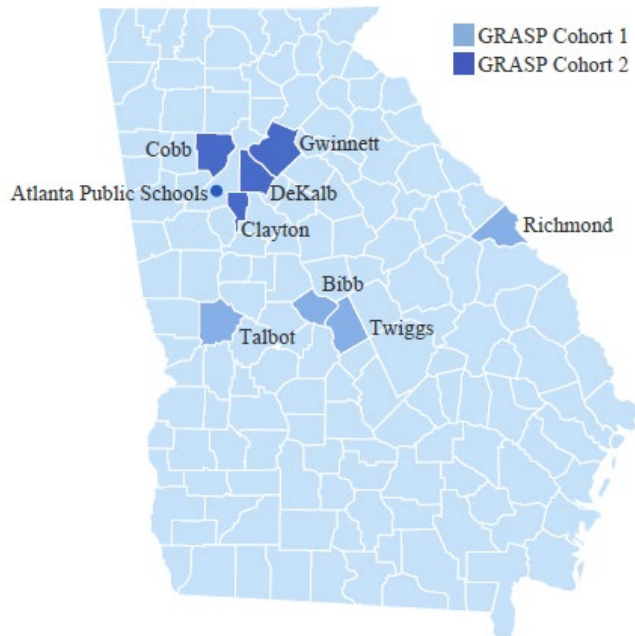
Josey High School\*

**Talbot County**

Central High School\*

**Twiggs County**

Twiggs High School\*



<sup>1</sup> \* denotes the school has participated in the GRASP grant since the 2018-2019 school year and is part of Cohort 1. \*\*denotes the school has participated in the GRASP grant since the 2019-2020 school year and is part of Cohort 2. There were no new schools or counties/districts added to the GRASP grant in the 2020-2021 school year.

<sup>2</sup> Osborne High School's data is not included in this midyear report due to counselor staffing issues preventing the timely submission of the data. An addendum midyear report will be released to include Osborne's data.

## GRASP Midyear Report

Key midyear evaluation highlights include the following:

- *GRASP Cohort:*
  - The 2020-2021 GRASP cohort included 13 counselors and 783 students at the beginning of the academic year.
  - By midyear, 87 students withdrew, resulting in a smaller cohort of 696 students.
- *Caseload Numbers:*
  - At midyear, the average GRASP counselor's caseload includes approximately 54 students.
  - The smallest caseload includes 37 students, and the largest includes 69 students.
- *Demographics:*
  - Approximately 80% of the GRASP student population identifies as Black, and about 12% identifies as Hispanic.
- *Attendance:*
  - The average number of students' excused absences decreased by about 97% by class period and about 78% by day from the beginning to the middle of year.
- *Grade Level:*
  - At the beginning of the 2020-2021 academic year, there were 359 students in the cohort who were behind grade level as determined by credits earned and year of high school entry.
  - By midyear, 140 (about 39%) of those students attained on-grade-level status.
- *Credits Earned:*
  - The average number of credits earned increased from 11.15 at the beginning of the year, to 12.83 by midyear.
- *Attendance Interventions<sup>3</sup>:*
  - About 35% of the GRASP student cohort had either a primary or secondary intervention related to attendance at the beginning of the year.
  - On average, students receiving attendance related interventions missed fewer total class periods or school days this semester than in the previous semester.
- *Academic Interventions<sup>4</sup>:*
  - 75% of the GRASP student cohort had a primary intervention related to academics.
  - On average, students receiving academic related interventions improved their GPA in GRASP schools that calculate GPA on a 4.0 scale.
  - On average, students receiving academic interventions earned 11.6 total credits to date.
  - Of the 359 students who received primary academic interventions and were behind grade level, 140 of them attained grade level status by midyear.
- *Behavior Interventions<sup>5</sup>:*
  - About 7% of the GRASP student cohort received a primary or secondary intervention related to behavior or discipline.
  - By the midyear, the average number of total reported ISS incidents decreased by about 77% by class period and 100% by school day.

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<sup>3</sup> Results from intervention data should be interpreted with caution, as differentials in student data between the beginning and midyear could be associated with COVID-19 related reporting and instructional changes.

<sup>4</sup> ...

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## Introduction

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The 2020-2021 operational year of Graduates Ready to Attain Success in Postsecondary (GRASP) included 14 high schools, in 9 counties/districts, throughout the state. At the beginning of the academic year, 783 students and 13 counselors participated in GRASP<sup>6</sup>. By midyear, 87 students had withdrawn<sup>7</sup> from their respective schools, leaving 696 students in the sample. This report's analyses do not include missing or withdrawn student data.

The GRASP Program seeks to support selected Georgia high schools as they work to increase students' success in achieving high school graduation, completing postsecondary programs, and productively participating in the workforce. Operated by GOSA and GaDOE, the GRASP grant provides 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 GRASP counselor.

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 mid-year report aims to showcase and analyze students' academic, attendance and behavioral data pertinent to the GRASP program. The report compares students' data from the beginning of the year to students' data from the midyear. **Academic Data-** Beginning of year academic data (ex. GPA and total credits earned) are cumulative and reflect students' performance up to and including the 2019-2020 school year. Some midyear academic data (ex. GPA and total credits earned) are cumulative and reflect students' performance up to and including the first semester of the 2020-2021 school year. Other midyear academic data (ex. credits enrolled/attempted and credits earned through credit recovery) exclusively reflect students' performance during in the first semester of the 2020-2021 school year. **Attendance Data-** Beginning of the year attendance data (ex. total, excused, and unexcused absences) reflect students' total number of absences, disaggregated by type, during the 2019-2020 school year. Midyear attendance data (ex. total, excused, and unexcused absences) reflect students' total number of absences during the first semester of the 2020-2021 school year. **Behavioral Data-** Beginning of the year behavioral data (ex. ISS and OSS) reflect students' total number of

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<sup>6</sup> This midyear report does not include data from Osborne High School.

<sup>7</sup> The student withdrawal breakdown includes: 1 student expelled/enrolled in DJJ schools, 8 students dropped out, 40 students transferred schools, and 38 students withdrew for unknown/other reasons.

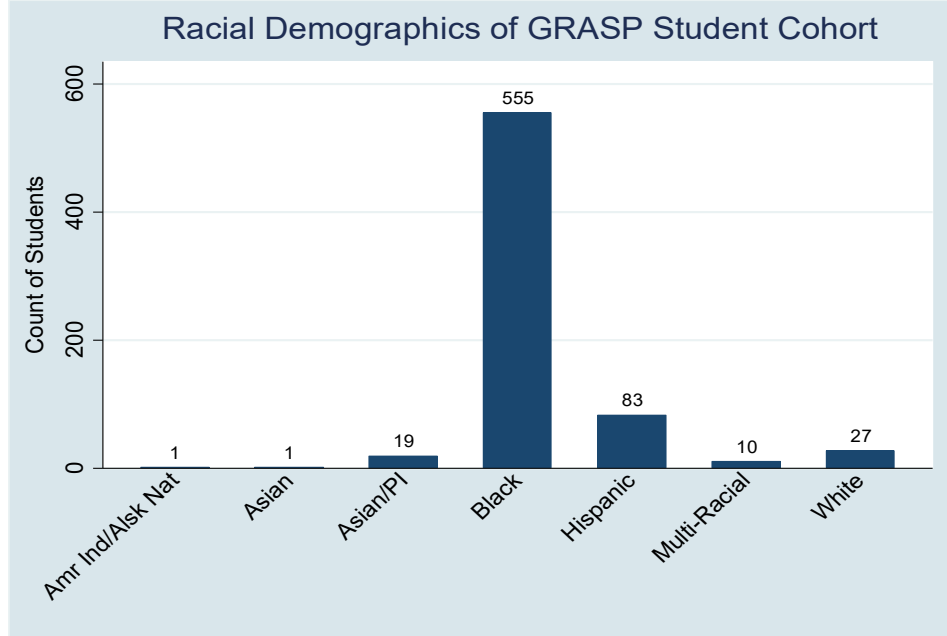
## *GRASP Midyear Report*

appearances in ISS or OSS during the 2019-2020 school year. Midyear behavioral data (ex. ISS and OSS) reflect students' total number of appearances in ISS or OSS during the first semester of the 2020-2021 school year

The report proceeds as follows: The first section, GRASP Cohort: Demographics and Caseload Characteristics, details pertinent descriptive information about the GRASP student cohort in the 2020-2021 academic year. The second section, GRASP Schools: Beginning of the Year Caseload Characteristics, shows participating schools' attendance, behavior, and academic caseload data from the beginning of the year. The third section, GRASP Cohort: Midyear Results by Intervention Type, analyzes changes in cohort data, according to intervention type, from the beginning to the middle of the academic year. The fourth and final section, GRASP Cohort: Recommendations Moving Forward, presents data-driven strategies for GRASP counselors to implement in the second semester of the 2020-2021 academic year.

**GRASP Cohort  
Demographics and Caseload Characteristics**

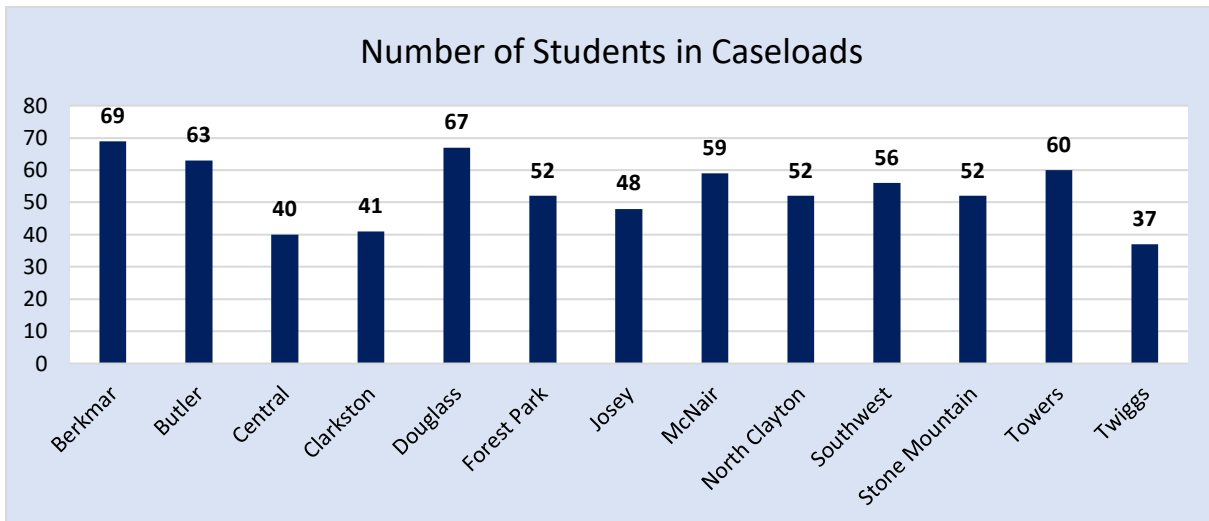
**Figure 1: Racial demographics of GRASP student cohort.**



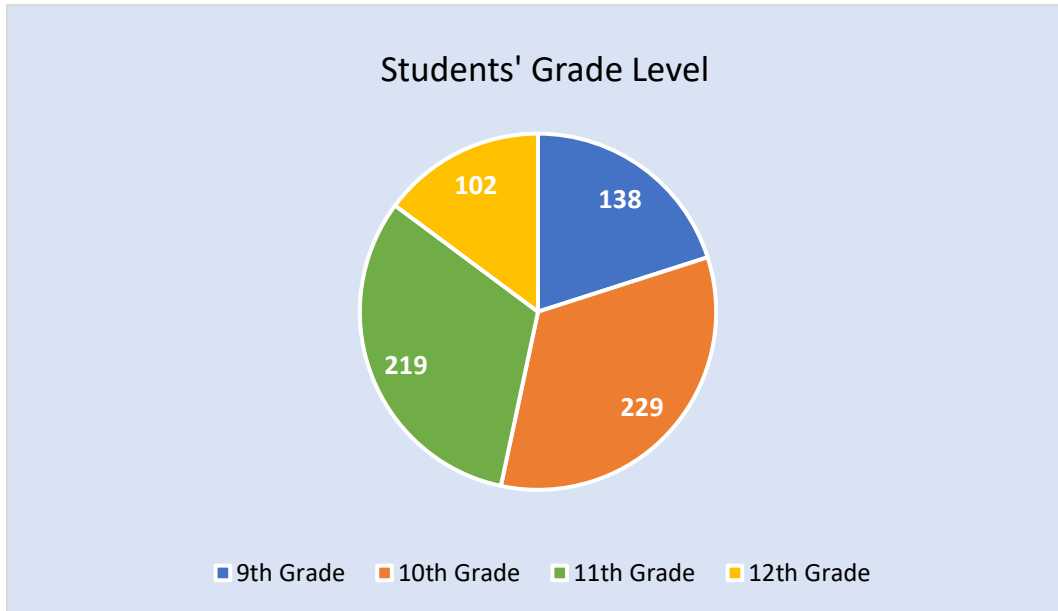
The 2020-2021 GRASP student cohort (N=696) includes the following demographics:

- About 80% of students participating in GRASP identify as Black.
- About 12% of students participating in GRASP identify as Hispanic.
- About 4% of students participating in GRASP identify as White.

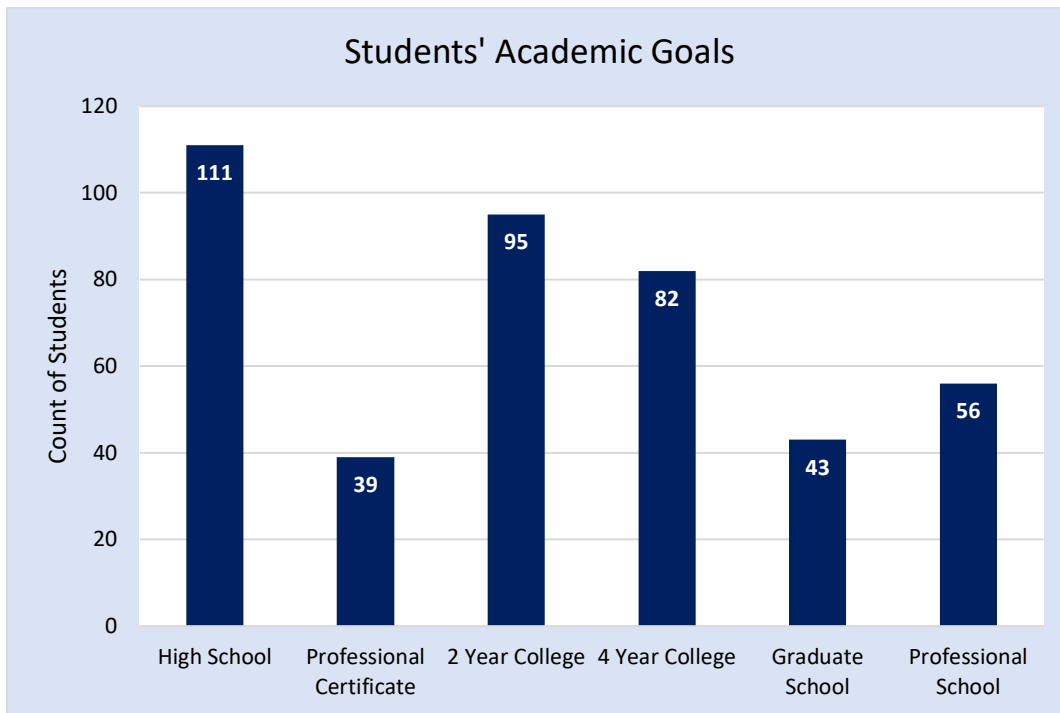
**Figure 2: Number of students in caseloads.** The GRASP student cohort for the 2020-2021 school year included 696 enrolled students by midyear. Counselors’ caseloads ranged from 37 students to 69 students, with the average caseload totaling approximately 54 students.



**Figure 3. GRASP students' grade levels.** At the beginning of the year, participating GRASP students spanned 9<sup>th</sup> through 12<sup>th</sup> grade, with a relatively similar number of students in 10<sup>th</sup> and 11<sup>th</sup> grade. The cohort had the smallest number of students in 12<sup>th</sup> grade. The midyear 2020-2021 GRASP cohort included seven students with enough total credits to graduate and one student with missing grade level data.



**Figure 4. GRASP students' goals by categories.** Students' self-reported academic and personal goals, as recorded on the beginning of the year survey.



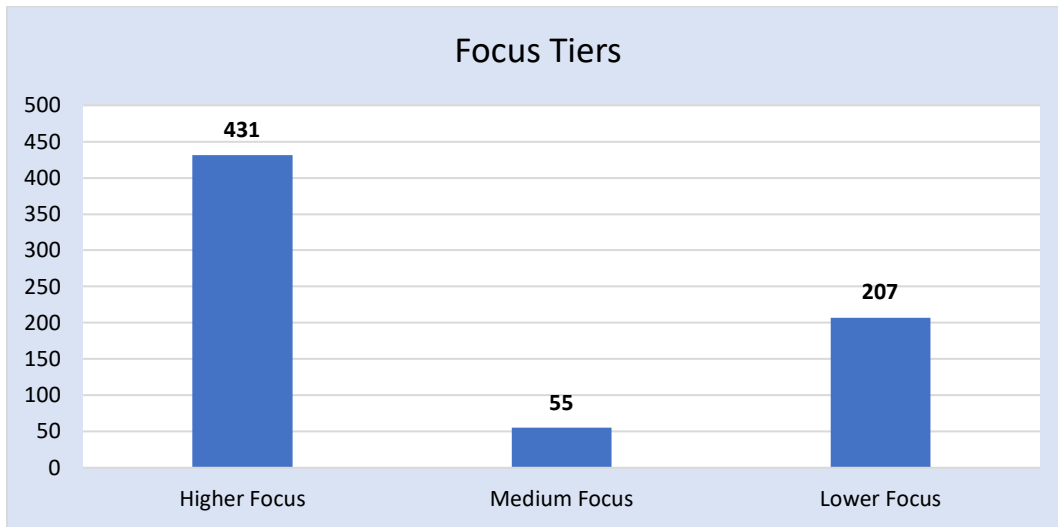
**Table 1. Primary and secondary interventions.**

Intervention	Primary Frequency	Secondary Frequency
Academic: Course/Credit Recovery	260	116
Academic: Progress Monitoring	207	184
Academic: Student Consultation	55	50
Attendance: Daily Communication/Monitoring	154	91
Discipline: Parent Consultation	1	2
Discipline: Student Consultation	18	25

In terms of interventions counselors reported, key takeaways from Table 1 include:

- The majority (37%) of primary interventions counselors conducted were related to course/credit recovery. This is particularly important considering about 67% of students participating in GRASP are below grade level (Table 2).
- About 30% of primary interventions focused on academic progress monitoring. This is particularly important considering students participating in GRASP began the school year with an average GPA of 1.49 on a 4.0 scale and 74.05 on a 100.0 point scale (Figure 5).
- Counselors assigned optional secondary interventions to 67% of the GRASP student cohort.
- Counselors focused the majority of their secondary interventions on academic progress monitoring and academic course/credit recovery.

**Figure 5. Focus tiers.** Students’ focus designations dictated counselors’ practices and policies related to frequencies of check ins and severity of interventions. Students in the higher focus tier are the highest need and require daily check-ins. Students in the medium focus tier have a moderate need for support and require near daily check-ins and progress monitoring. Students in the lower focus tier have made substantial progress in their identified areas of support and require occasional check-ins.



In terms of students’ focus tiers, key takeaways include:

- About 62% of students participating in GRASP were in the higher focus tier.
- Within the higher focus tier, about 31% of students participated in GRASP last year.
- About 8% of students participating in GRASP were in the lower focus tier.
- Within the lower focus tier, about 51% of students participated in GRASP last year.



**GRASP Schools**  
**Beginning of the Year Caseload Characteristics**

**Table 2. Students’ grade level attainments.** This table illustrates the grade level attainments for each school’s caseload of students. At the beginning of the 2020-2021 academic year, there were 463 students in the cohort who were behind grade level as determined by credits earned, and 10 students above grade level as determined by credits earned. There were 223 students on grade level as determined by high school entry data and credits earned.

School	# Students On/Above Grade Level	# Students Behind Grade Level
Berkmar	20	49
Butler	16	47
Central	40	0
Clarkston	8	33
Douglass	14	53
Forest Park	18	34
Josey	17	31
McNair	4	55
North Clayton	12	40
Southwest	38	18
Stone Mountain	7	45
Towers	8	52
Twiggs	31	6

In terms of grade level attainment by credits, key takeaways from Table 2 include:

- 10 of the 13 schools participating in GRASP have caseloads with more students behind grade level, than students on or above grade level.
- All 13 schools have a portion of their students currently on/above grade level.
- Central High School has the largest (100%) proportion of caseload students on grade/above grade level. Southwest and Twiggs High Schools also have more students on/above grade level than students behind grade level.
- Clarkston, McNair, Stone Mountain and Towers High Schools have ten or fewer caseload students on/above grade level.

**Figure 6. Students' total number of reported absences.** There are six schools participating in GRASP that count absences by class period, and seven schools that count absences by the school day.

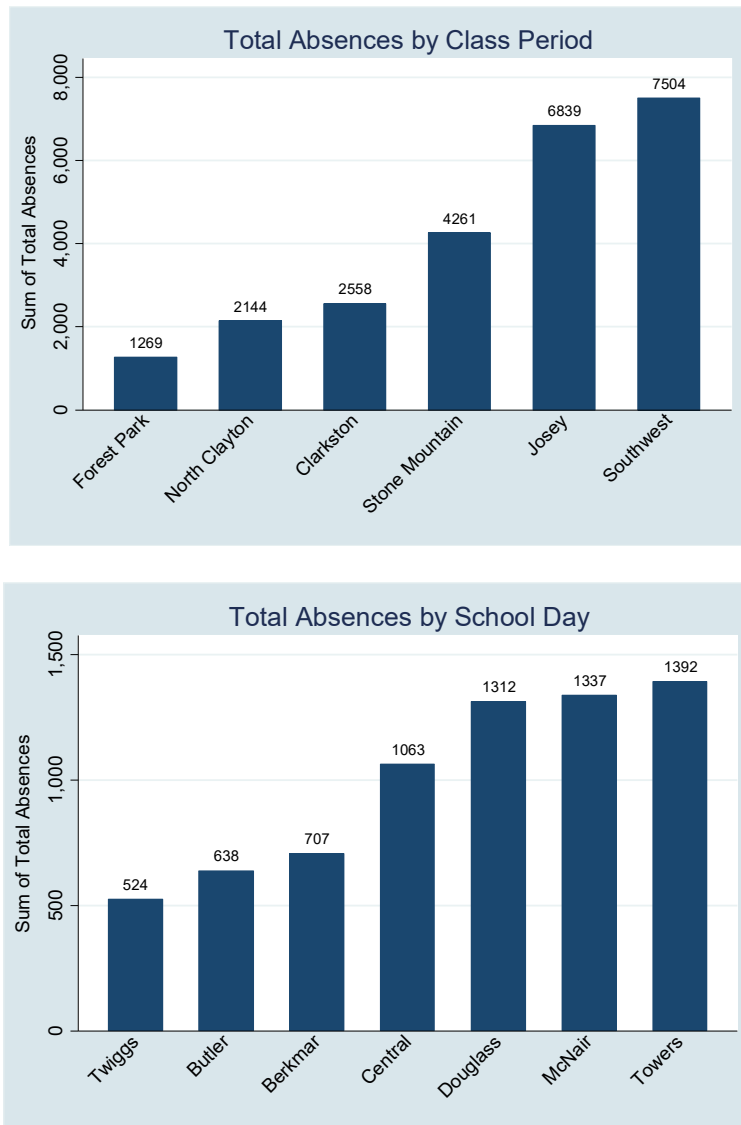


Figure 6 (above) indicates that at the beginning on the 2020-2021 school year:

- Southwest (7,504), Josey (6,839), and Stone Mountain (4,261) High Schools had the highest number of total reported absences by class period.
- Forest Park (1,269) High School had the lowest number of total reported absences by class period.
- The average number of total reported absences by class period was about 83. The largest number of total reported absences by class period for a student was 512.
- Tower (1,392), McNair (1,337) and Douglass (1,312) High Schools had the highest number of total reported absences by school day.
- Twiggs High School (524) had the lowest number of total reported absences by school day.
- The average number of total reported absences by school day was about 18. The largest number of total reported absences by school day for a student was 99.

**Figure 7. Students' total number of reported ISS incidents.** There are two schools participating in GRASP that count ISS incidents by class period, and 11 schools that count ISS incidents by the school day.

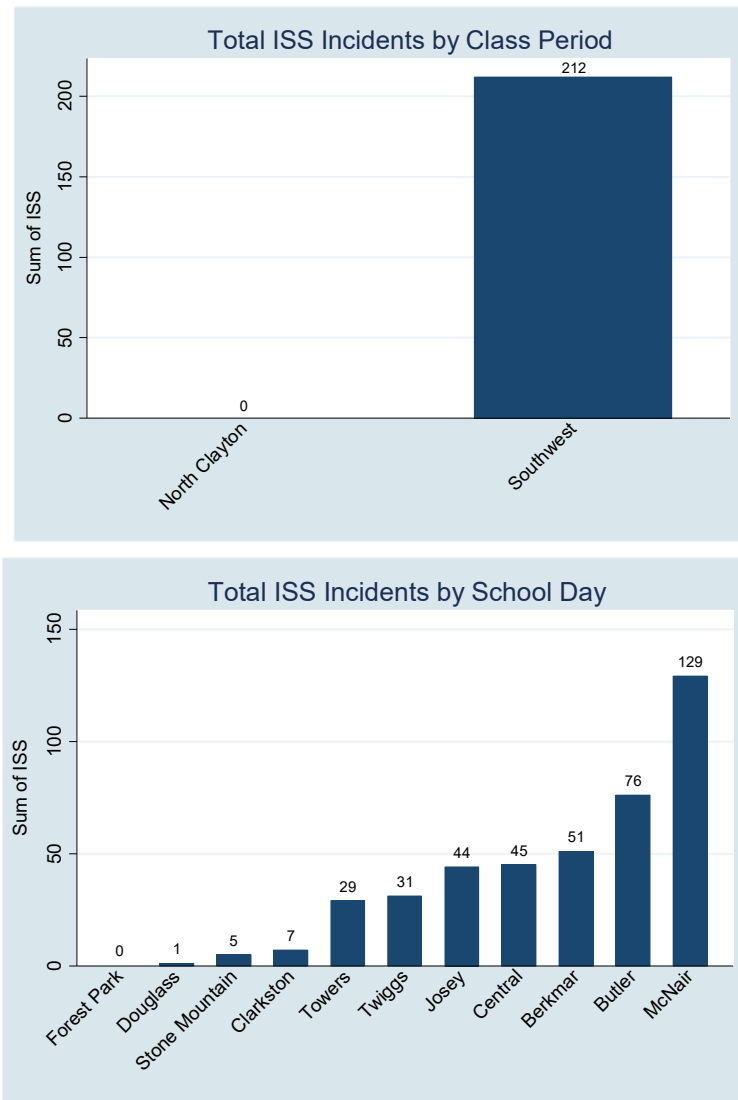


Figure 7 (above) indicates that at the beginning on the 2020-2021 school year:

- Southwest High School had the highest number (212) of total reported ISS incidents by class period.
- North Clayton High School had the lowest number (0) of total reported ISS incidents by class period.
- The average number of total reported ISS incidents by class period was 1.98. The largest number of total reported ISS incidents by class period for a student was 40.
- McNair High School had the highest number (129) of total reported ISS incidents by school day.
- Forest Park High School had the lowest number (0) of total reported ISS incidents by school day.
- The average number of total reported ISS incidents by school day was .71. The largest number of total reported ISS incidents by school day for a student was 18.

**Figure 8. Students' total number of reported OSS incidents.** There are two schools participating in GRASP that count OSS incidents by class period, and 11 schools that count OSS incidents by the school day.

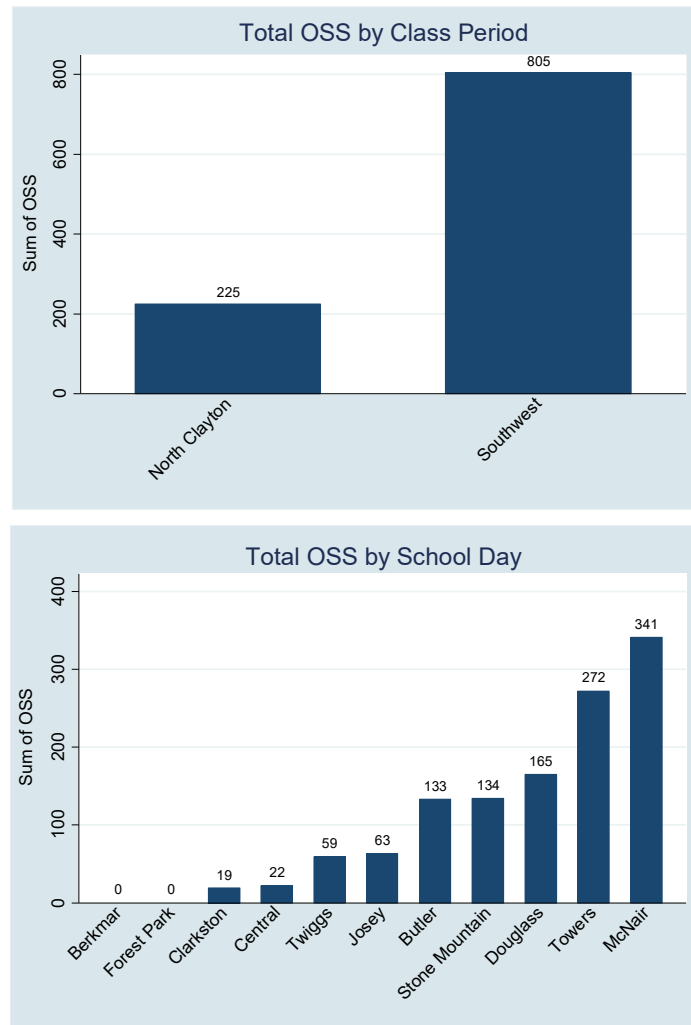


Figure 8 (above) indicates that at the beginning on the 2020-2021 school year:

- Southwest High School had the highest number (805) of total reported OSS incidents by class period.
- North Clayton High School had the lowest number (225) of total reported OSS incidents by class period.
- The average number of total reported OSS incidents by class period was about 9.63. The largest number of total reported OSS incidents by class period for a student was 152.
- McNair (341) and Towers (272) High Schools had the highest number of total reported OSS incidents by school day.
- Berkmar and Forest Park High Schools had the lowest number (0) of total reported OSS incidents by school day.
- The average number of total reported OSS incidents by school day was 2.05. The largest number of total reported OSS incidents by school day for a student was 34.

**Figure 9. Students' reported GPA at the beginning of 2020-2021.** There are 12 schools participating in GRASP that calculate GPA on a 4.0 scale, and one school that calculates GPA on a 100.0 scale.<sup>8</sup>

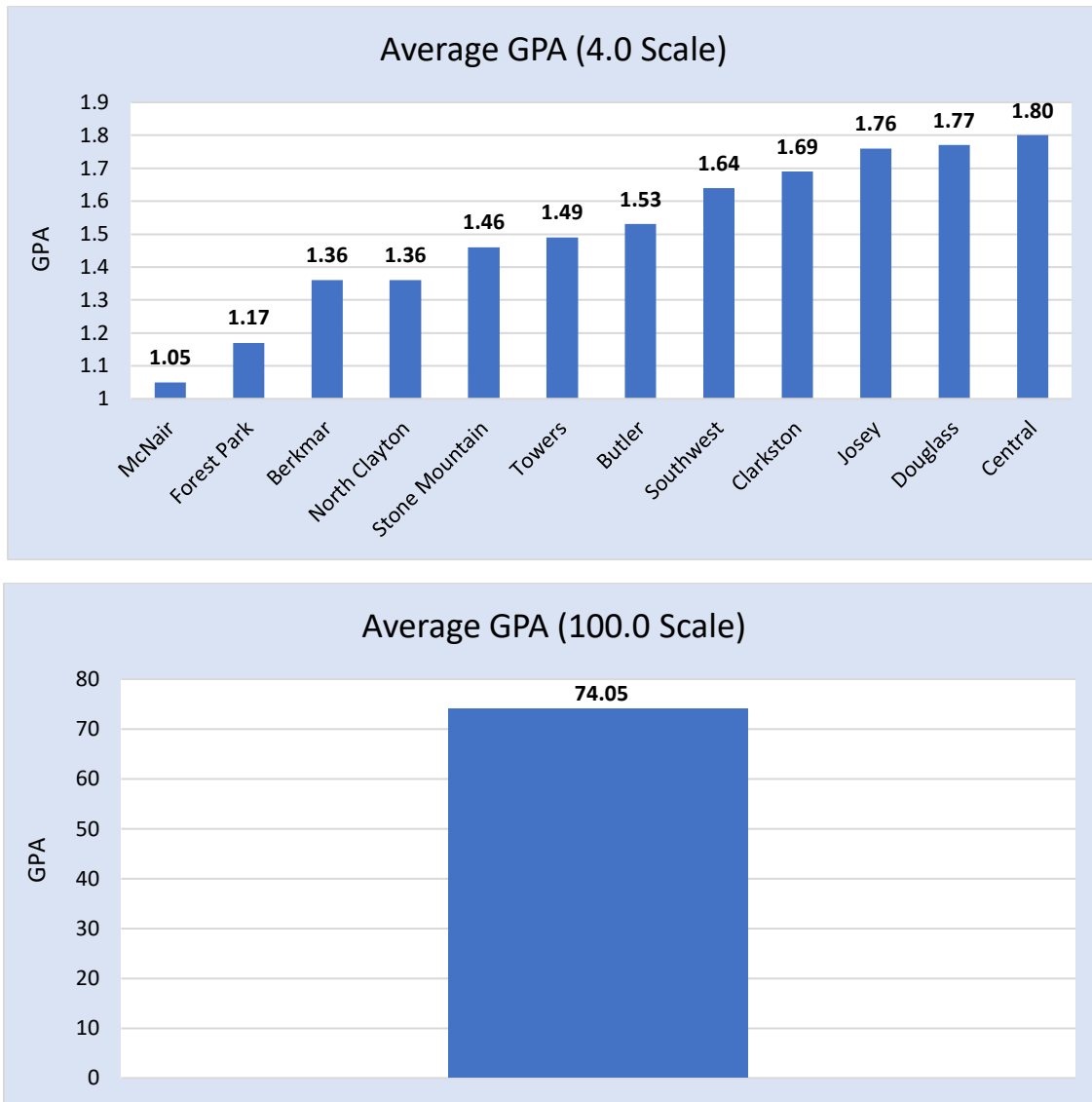


Figure 9 indicates that at the beginning of the 2020-2021 school year:

- Students at McNair High School had the lowest average GPA (1.05) in comparison to the other schools calculating GPA on a similar point scale.
- Students at Central High School had the highest average GPA (1.80) in comparison to the other schools calculating GPA on a similar point scale.
- Students and Douglass (1.77) and Josey (1.76) High Schools had similar average GPAs within the 4.0 scale. Berkmar and North Clayton had the same average GPA (1.36) on this scale.
- Students at Twigg's High School had an average GPA of 74.05, and they were the only participating cohort with GPAs calculated on a 100.0 scale.

<sup>8</sup> Both Central and Twigg's High Schools use year-long class schedules, and there will be no observed changes in students' GPAs or total credits earned until the end of the school year.

**GRASP Cohort  
Midyear Results by Intervention Type**

**Figure 10. Average absences after one semester of attendance interventions.** There were 245 GRASP students who received primary or secondary interventions related to attendance. Due to complications stemming from the COVID-19 pandemic, schools participating in GRASP varied in their techniques and requirements around reporting students' absences. Therefore, it is important to cautiously interpret the following data on changes in students' absences between the beginning and middle of the academic year.

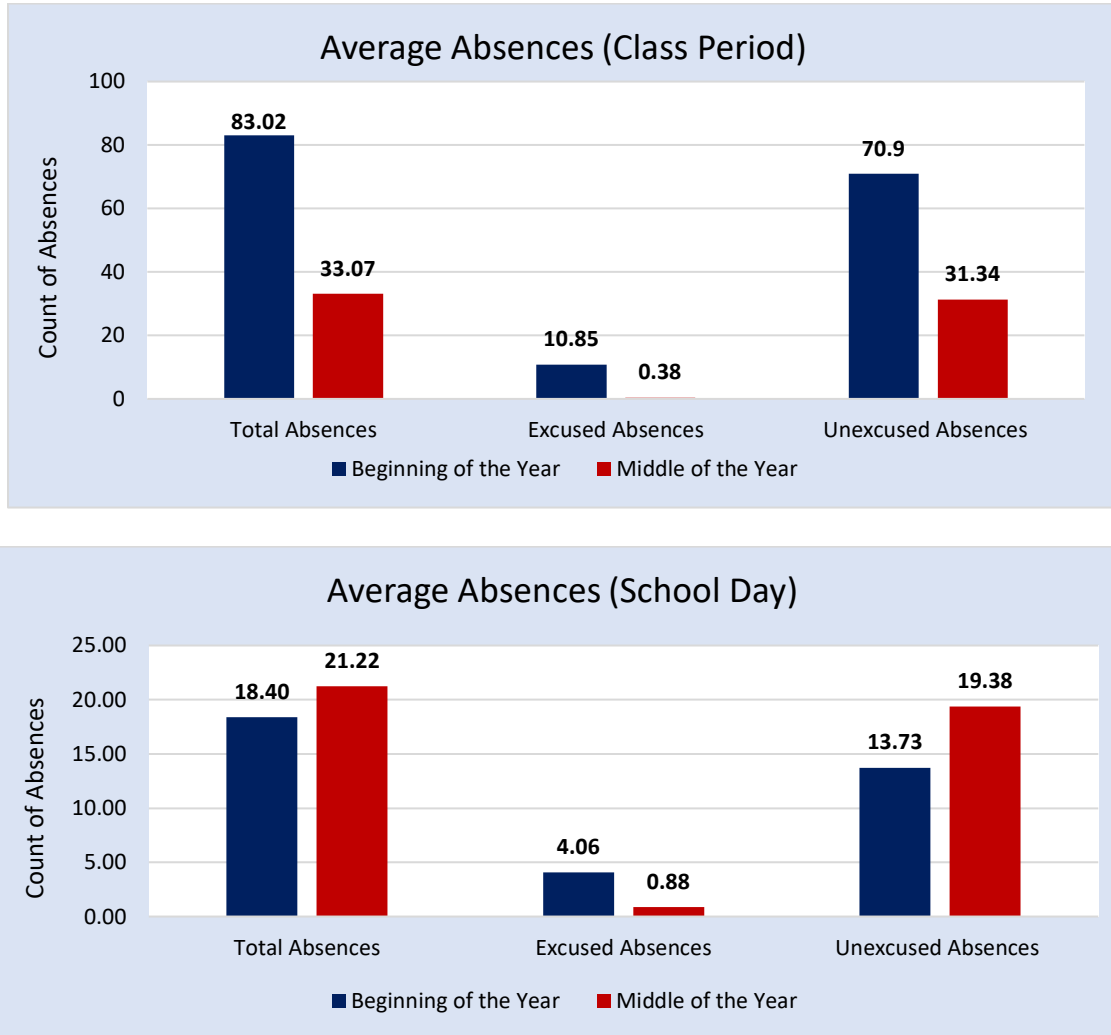
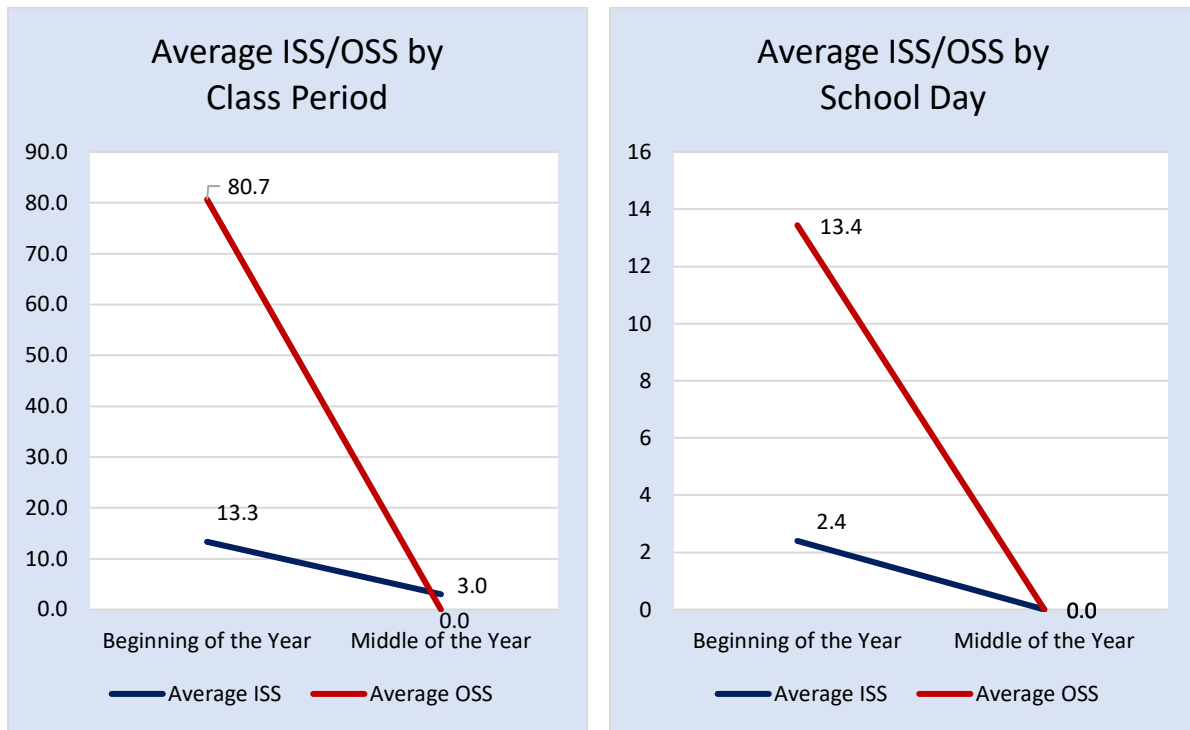


Figure 10 indicates the following:

- From the beginning of the year to the middle of the year, the average number of student absences decreased in every category in schools that calculate absences by the class period.
- From the beginning of the year to the middle of the year, the average number of absences increased in every category except excused absences in schools that calculate absences by the day.
- On average, students receiving attendance related interventions missed less total class periods or school days than in the previous semester (last semester of the 2019-2020 school year).

**Figure 11. Average ISS/OSS incidents after one semester of behavioral interventions.** There were 47 GRASP students who received primary or secondary interventions related to discipline. Due to complications stemming from the COVID-19 pandemic, schools participating in GRASP varied in their techniques and requirements around reporting students' behavioral incidents. Additionally, no schools participating in GRASP report incidents of OSS by midyear. Therefore, it is important to cautiously interpret the following data on changes in students' behavioral incidents between the beginning and middle of the academic year.



In terms of discipline changes after one semester, Figure 11 indicates:

- Students with primary and secondary interventions related to discipline experienced fewer incidents of ISS/OSS this semester, on average.
- Average incidents of ISS decreased by 10.3 in schools that calculate ISS by class period, and 2.4 in schools that calculate ISS by school day.
- Average incidents of OSS decreased by 80.7 in schools that calculate ISS by class period, and 13.4 in schools that calculate OSS by school day.

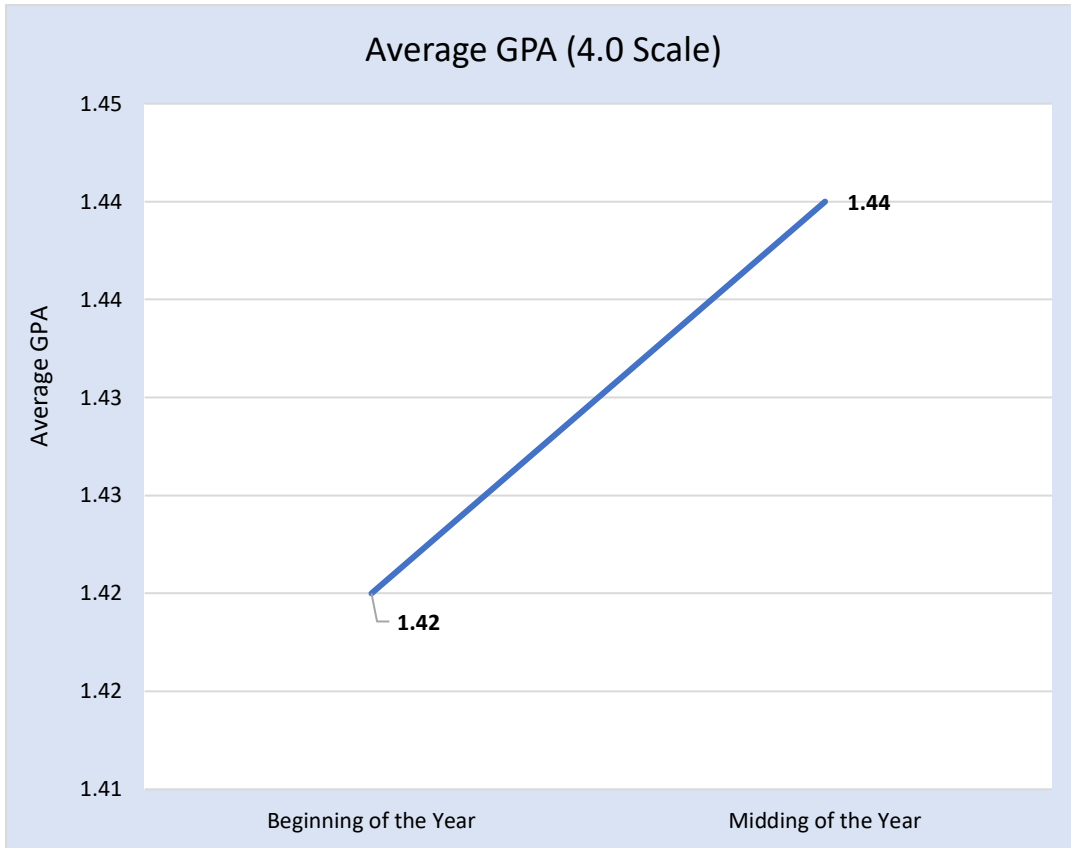
For schools that calculate ISS/OSS by class period:

- The largest number of ISS incidents decreased from 40 to 12 over the course of one semester.
- The largest number of OSS incidents decreased from 152 to 0 over the course of one semester.

For schools that calculate ISS/OSS by school day:

- The largest number of ISS incidents decreased from 13 to 0 over the course of one semester.
- The largest number of OSS incidents decreased from 34 to 0 over the course of one semester.

**Figure 12. Students' GPA after one semester of academic interventions.** The line graph below depicts the average GPA of students whose primary interventions related to academics. There were 237 students participating in GRASP with primary academic interventions and GPAs on the 4.0 scale. The 4.0 GPA scale includes about 95% of the students participating in GRASP. The remaining 5% of students use the 100.0 GPA scale, and they do not report a new GPA until the end of the year.<sup>9</sup>



Key takeaways from Figure 12 include:

- After one semester of academic interventions, the average GPA of students on the 4.0 scale increased by 0.02 of a point.
- The lowest GPA (4.0 scale) among students receiving academic interventions at the beginning of the year was 0.00. By midyear, the lowest GPA (4.0 scale) among students receiving academic interventions was 0.12.
- The highest GPA (4.0 scale) among students receiving academic interventions at the beginning of the year was 3.24. By midyear, the highest GPA (4.0 scale) among students receiving academic interventions was 3.71.

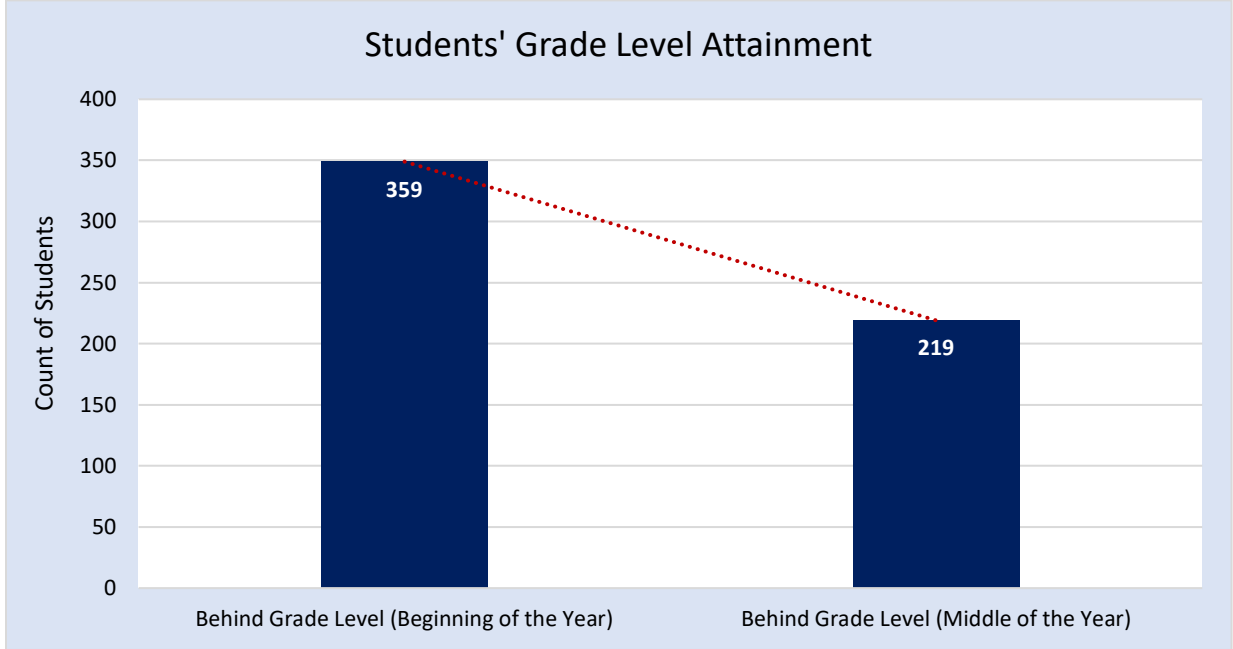
Notwithstanding the type of intervention:

- Students attending schools with GPAs calculated on a 4.0 scale had an average GPA of 1.49 at the beginning and an average GPA of 1.51 at middle of the year.
- The highest GPA (4.0 scale) at the beginning of the year was 4.03. By midyear, the highest GPA (4.0 scale) was 4.14.

<sup>9</sup> These students are from Twiggs High School and represent 37 students from the overall sample.



**Figure 13. Students' grade level attainment after one semester of academic interventions.** At the beginning of the academic year, GRASP counselors identified 522 students as needing a primary intervention(s) related to academics. Of these 522 students, 359 (about 69%) began the year behind grade level. Figure 13 shows grade level attainment data for these 359 students after one semester of academic-based interventions with their GRASP counselors.



In terms of grade level attainment changes after one semester of academic interventions, Figure 13 indicates:

- 140 students earned enough credits to reach on-grade-level, as determined by the year in which they entered high school and the total number of credits earned.
- 219 students are still behind grade level, as determined by the year in which they entered high school and the total number of credits earned.

In terms of credits earned and students who attained grade level status after one semester of academic interventions:

- Students earned an average of .18 of a credit through credit recovery efforts.
- The largest number of credits recovered was 5, and the smallest number of credits recovered was 0.
- Students earned on average a total of 15.32 credits by midyear.
- The largest total number of credits students earned by midyear was 27.50.

Notwithstanding the type of intervention:

- 463 students began the academic year behind grade level, as determined by the year in which they entered high school and the total number of credits earned.
- 160 students attained on grade level status by the end of first semester.
- 306 students were identified as behind grade level at the midyear check in, as determined by the year in which they entered high school and the total number of credits earned.

**Figure 14. T-Tests by intervention type.** A t-test describes if there is a significant difference between two groups. The following t-tests analyze the means of student groups, which are divided into those who received a specific intervention first semester, and those who did not receive that intervention. (*Note:* t-tests are disaggregated by intervention type.)

**Academic Interventions**

In this t-test, GOSA tested to see if there is a statistically significant difference between the mean GPAs of students who received primary academic interventions, and the mean GPAs of students who did not. All students attending Twiggs High School, which uses the 100.0 GPA scale, had academic primary interventions. Therefore, students on the 100.0 GPA scale are not included in this t-test, as there is no comparison group for them.

Academic Intervention T-Test

Student Group	GPA Scale	Mean	P-Value
Students Without Academic Intervention	4.0 Scale	1.33	0.00**
Students With Academic Intervention	4.0 Scale	1.57	

**Note:** \*\* denotes statistical significance at  $\alpha = 0.00$ .

The *p*-value of 0.00 for students on the 4.0 GPA scale is statistically significant. This means that students who received primary academic interventions in schools with 4.0 GPA scales had a statistically significant different mean GPA than students who did not receive primary academic interventions. In other words, there were statistically significant differences in students’ mean GPA because of GRASP counselors’ primary academic interventions.

*GRASP Midyear Report*

***Behavioral Interventions***

In this t-test, GOSA tested to see if there is a statistically significant difference between the mean number of ISS incidents among students who received primary/secondary behavior interventions, and the mean number of ISS incidents among students who did not. OSS is not included in this t-test, because counselors did not report OSS incidents by midyear.

Behavioral Intervention T-Test

Student Group	Reported	Mean	P-Value
Students Without Behavioral Intervention	Period	0	0.00**
Students With Behavioral Intervention	Period	3	
Students Without Behavioral Intervention	Day	.02	.56
Students With Behavioral Intervention	Day	0	

**Note:** \*\* denotes statistical significance at  $\alpha = 0.00$ .

The *p*-value of 0.00 for students at schools that record ISS by period is statistically significant. This means students who received primary/secondary behavioral interventions in schools that record ISS by day had a statistically significant different mean number of ISS incidents than students who did not receive primary/secondary behavioral interventions. In other words, there were statistically significant differences in the mean number of ISS incidents because of GRASP counselors' primary/secondary behavioral interventions.

*GRASP Midyear Report*

***Attendance Interventions***

In this t-test, GOSA tested testing to see if there is a statistically significant difference between the mean number of absences for students who received primary/secondary attendance interventions, and the mean number of absences for students who did not. Behavioral Intervention T-Test

	Student Group	Reported	Mean	P-Value
Total Absences	Students Without Attendance Intervention	Period	33.17	0.23
	Students With Attendance Intervention	Period	39.39	
	Students Without Attendance Intervention	Day	13.61	0.00**
	Students With Attendance Intervention	Day	33.26	
Excused Absences	Students Without Attendance Intervention	Period	.03	0.01*
	Students With Attendance Intervention	Period	1.12	
	Students Without Attendance Intervention	Day	1.28	0.00**
	Students With Attendance Intervention	Day	.20	
Unexcused Absences	Students Without Attendance Intervention	Period	30.62	.62
	Students With Attendance Intervention	Period	32.91	
	Students Without Attendance Intervention	Day	11.46	0.00**
	Students With Attendance Intervention	Day	32.60	

**Note:** \* denotes statistical significance at  $\alpha = 0.05$ . \*\* denotes statistical significance at  $\alpha = 0.00$ .

The *p*-value of 0.00 for students at schools that record absences by day is statistically significant. This means students who received primary/secondary attendance interventions had a statistically significant different mean number of total, excused, and unexcused absences than students who did not receive primary/secondary attendance interventions. Students who received primary/secondary attendance interventions had a statistically significant different mean number of excused absences (reported by day)

*GRASP Midyear Report*

than students who did not receive primary/secondary attendance interventions. Students who received primary/secondary interventions by period had a statistically significant mean number of excused absences than students who did not receive primary/secondary attendance interventions. In other words, there were statistically significant differences in the mean number of total, excused and unexcused absences reports by day and period (excused only) because of GRASP counselors' primary/secondary attendance interventions.

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**GRASP Cohort  
Recommendations Moving Forward**

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During the first semester of the 2020-2021 school year, students participating in GRASP have experienced significant improvement along attendance, behavioral and academic lines. Comparisons of students' data from the beginning to the middle of the academic year indicate the program's positive benefits on a range of cognitive (eg. increased GPA and credits earned) and non-cognitive (eg. decreased incidents of ISS) outcomes. Students showed particular growth in areas related to their GRASP counselors' primary or secondary intervention(s), indicating a positive relationship between intervention type(s) and outcome(s).

After first semester, GRASP counselors were able to reassess their primary and secondary interventions based on the data they reported. In terms of **primary** intervention changes moving into the second semester of the 2020-2021 school year:

- Every student participating in GRASP is still receiving a primary intervention.
- There are 19 fewer students receiving academic course/credit recovery interventions.
- There are 27 more students receiving academic progress monitoring interventions.
- There are 7 fewer students receiving an academic student consultation intervention.
- There are 7 more students receiving an attendance daily communication/monitoring intervention.
- There is 1 fewer student receiving a discipline parent consultation intervention.
- There are 6 less students receiving a discipline student consultation intervention.

In terms of **secondary** intervention changes moving into the second semester of the 2020-2021 school year:

- There are 44 more students participating in GRASP receiving an optional secondary intervention.
- There are 5 more students receiving academic course/credit recovery interventions
- There are 80 more students receiving academic progress monitoring interventions.
- There are 2 more students receiving an attendance daily communication/monitoring intervention.
- There are the same number of students receiving a discipline parent consultation intervention.
- There are 16 fewer students receiving a discipline student consultation intervention.

With the findings of this midyear report in mind, GOSA recommends GRASP counselors to continue spurring student growth:

*Attendance*

- Focus on decreasing the number of total and unexcused absences in the schools that report absences by school day.
- Continue intervention strategies that have contributed to the overall decrease in absences by class period and school day.
- Pay particularly close attention to the attendance patterns of students who are new recipients of attendance-based interventions.
- Communicate successful intervention strategies related to attendance during virtual school operations with GRASP program coordinator and one another.
- Communicate successful intervention strategies related to attendance during in-person school operations with GRASP program coordinator and one another.

## *GRASP Midyear Report*

### *Behavior*

- Continue intervention strategies that have contributed to the overall decrease in ISS incidents by class period and school day.
- With less students receiving discipline student consultation intervention, pay particularly close attention to any increases in the rates of ISS/OSS incidents.
- Keep accurate data on students' behavior incidents and communicate COVID-19 related issues with such reporting to GRASP program coordinator.
- Communicate successful intervention strategies related to behavior during virtual school operations with GRASP program coordinator and one another.
- Communicate successful intervention strategies related to behavior during in-person school operations with GRASP program coordinator and one another.

### *Academic*

- Continue intervention strategies that have contributed to the overall increase of students' GPA in the schools using a 4.0 scale.
- Focus on increasing the GPA of students attending the school using a 100.0 GPA scale, and note differences in students' GPA from the beginning of the year when recording end of the year GPA in June 2021.
- With more students receiving academic course/credit recovery/progress monitoring interventions, pay particularly close attention to the number of credits these students earn through credit recovery over the course of the semester, in addition to their GPA at the beginning and end of second semester.
- Continue monitoring grade level achievement of students who have made progress, as well as those students who are have not yet attained grade level status.