

Executive Summary: Semester 1 Academic Performance Overview

This report provides a high-level analysis of Semester 1 (S1) academic performance, focusing on students who earned at least one failing grade. A total of **100 students** across grades 6–12 recorded at least one failure, resulting in **136 failing grades overall**.

Key Findings

- **Concentration of Failures**
 - The highest concentration of failures occurred in **Grade 8**, accounting for **57 failing grades (42% of all failures)**.
 - **Grade 8 Physics alone accounts for 23 failures**, representing the single largest concentration in any course.
 - Middle school grades (6–8) collectively represent the majority of failures, signaling a need for targeted intervention at these levels.
- **Grade-Level Trends**
 - Grade 6: 7 students (13 failures)
 - Grade 7: 19 students (35 failures)
 - **Grade 8: 33 students (57 failures)**
 - Grades 9–12 show significantly fewer failures, with a combined total of 31 failing grades, suggesting stronger academic stabilization in the upper grades.

Key Insights

1. **Middle School as a Critical Intervention Point**

The data clearly indicates that grades 6–8—particularly grade 8—are the most vulnerable years for academic struggle. This suggests a need to strengthen foundational supports before students transition into high school.
2. **Improved Outcomes in Upper Grades**

The significantly lower number of failures in grades 9–12 suggests that students who persist beyond middle school are generally able to meet expectations, indicating that early intervention could have a strong long-term impact.

Next Steps / Considerations

- **Targeted Middle School Supports**

- Expand academic intervention systems (e.g., MTSS, targeted tutoring, and support blocks) in grades 6–8.

- **Curriculum & Instruction Review**

- Conduct a focused review of middle school science and math curricula, particularly **Grade 8 Physics**, to ensure alignment, pacing, and appropriate scaffolding.

- **Data-Informed Instructional Adjustments**

- Utilize item-level and course-level data to identify specific standards where students are struggling and adjust instruction accordingly.

- **Progress Monitoring**

- Implement regular progress monitoring throughout Semester 2 to evaluate the effectiveness of interventions and adjust in real time.