

11th Grade Credit Accumulation: Trends, Risks & Theory of Action

A consultative data report for the principal and leadership team, examining credit accumulation patterns, Regents performance, attendance trends, and a coordinated theory of action for the Class of 2027.

AI-Generated Report Notice

This report was generated by an AI system and is intended to support — not replace — professional judgment. All findings must be reviewed by qualified educators before any action is taken. This report does not make decisions about individual students. Verify all data against original source records.

Regulatory Compliance

FERPA · NYS Education Law 2-d · Chancellor's Regulation A-820 · NYC DOE AI Guidance (March 2026). Data presented in aggregate only. No individual placement or disciplinary recommendations are made.

Five Numbers That Tell the Story

72 11th graders. 17 off-track. Algebra is the biggest Regents barrier. Chronic absenteeism and LEP status are the compounding factors that connect every other indicator in this report.

23.6%

17 students have fewer than 30 total credits — at risk of not reaching 44 by graduation

45.1%

Algebra Regents pass rate — the only exam where more students failed than passed

40.3%

29 students behind on English credits — the largest single subject-area deficit

25.0%

18 students chronically absent (below 80% attendance) — strongly correlated with off-track status

56.9%

41 students classified LEP — the defining characteristic that connects every other indicator

Who Is This Cohort?

Racial/Ethnic Composition

Group	Count	% of Cohort
Hispanic	45	62.5%
Black	21	29.2%
Asian	5	6.9%
Multi-Racial	1	1.4%
Total	72	100%

LEP Classification by Ethnicity

Hispanic: **60.0%** (27 of 45)

Black: **47.6%** (10 of 21)

Asian: **80.0%** (4 of 5)

41 of 72 students (56.9%) are LEP. This cohort cannot be served by English-medium-only strategies. Every intervention in this report must account for language access.

 **⚠** Limited IEP/special education records in the dataset. Leadership should verify against official special education records before assuming no students require accommodations.

Total Credit Accumulation: Where Students Stand

NYC graduation requires 44 credits. By mid-year 11th grade, students should carry approximately 30–34 credits. Seventeen students fall below that threshold today.

Credit Band	Students	%	Status
Below 25	9	12.5%	● Severely off-track
25 – 29.9	8	11.1%	● At-risk
30 – 43.9	53	73.6%	● On-track
44+	2	2.8%	● Ahead

32.8

Mean Credits

Cohort average, mid-11th grade

17

Off-Track Students

Need 14–24 credits across 3 remaining semesters

❏ The 17 off-track students need to earn 14–24 credits across 3 remaining semesters — an accelerated pace that historically carries low success rates without structured intervention.

Where Students Are Falling Behind by Subject

English is the largest deficit by a wide margin — 2x the rate of math, 4x the rate of science. In a 57% LEP cohort, this is the predictable bottleneck. Science and Social Studies are relative strengths.

Subject	Students Behind	% of Cohort	Avg Earned	Grad Req.
English (< 6 cr)	29	 40.3%	6.5	8.0
Math (< 4 cr)	13	 18.1%	4.9	6.0
Social Studies (< 4 cr)	7	 9.7%	4.8	8.0
Science (< 4 cr)	4	 5.6%	5.1	6.0

The English credit gap is not a literacy problem alone — it is a language access problem. A student acquiring English while simultaneously earning ELA credits faces a compounded barrier that requires integrated ENL support, not remediation in isolation.

Regents Exam Pass Rates: Algebra Is the Critical Barrier

Exam	Tested	Passed	Failed	Absent	Pass %
Global History	66	46	17	3	69.7%
English	69	42	19	8	60.9%
Living Environment	51	30	19	2	58.8%
US History	57	33	20	4	57.9%
Algebra	71	32	39	0	45.1%

Key Observations

- Algebra:** The only exam where failures outnumber passes — 39 failed vs. 32 passed. This is the single largest Regents barrier to graduation.
- English:** 60.9% pass rate outperforms Algebra despite a 57% LEP cohort — current ELA supports may be comparatively more effective than math instruction.
- US History:** 4 students absent/no score. Investigate whether root cause is scheduling, readiness, or engagement.

Attendance: One in Four Students Is Chronically Absent

Attendance Distribution (Sept – Mar 2025–26)

Band	Students	% of Cohort
Above 90%	38	 52.8%
80% – 90%	16	 22.2%
Below 80% (Chronic)	18	 25.0%

Cohort average: 83.5%

The Math of Absence

A student absent 20% of the time misses the equivalent of one full day per week — roughly **33 instructional days per year**.

25.0% chronically absent and 23.6% off-track on credits: the cohort-level correlation is strong and directional. **You cannot accumulate credits if you are not in the building.**

Attendance intervention is therefore prerequisite to — not separate from — credit recovery.

Three Converging Risk Factors

This cohort's graduation risk is not driven by a single issue. Three factors compound each other. A student facing all three simultaneously is unlikely to recover through any single intervention — the theory of action must be coordinated.

1 • High LEP Rate — 56.9%

Drives the English credit deficit (40.3% behind) and constrains Regents performance across all subjects where language is a barrier. A majority-LEP cohort requires language-integrated instruction as the baseline, not an add-on.

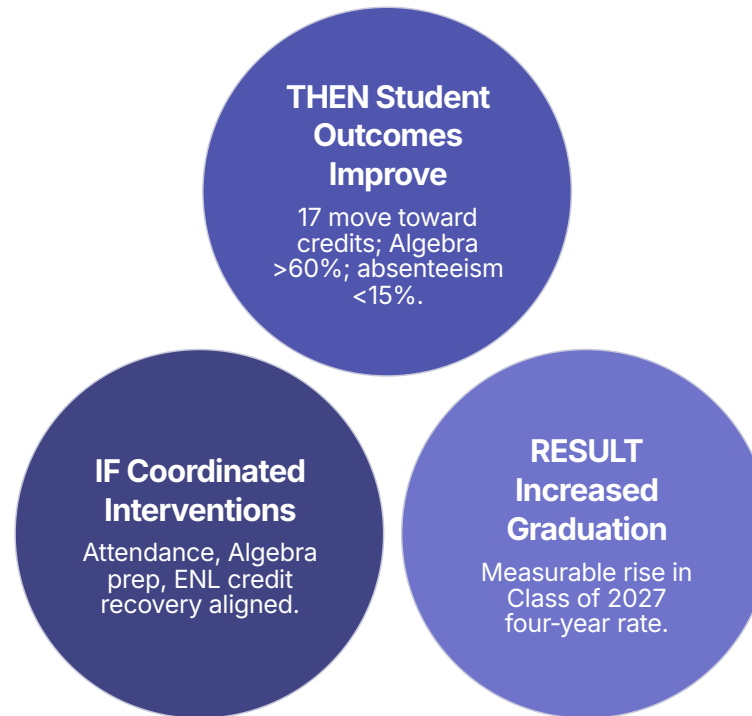
2 • Chronic Absenteeism — 25.0%

Drives total credit deficiency directly. Students who are not present cannot accumulate credits, cannot participate in Regents prep, and fall further behind with each missed week. Attendance recovery is a prerequisite for all other interventions.

3 • Math Instruction Gap

Algebra is the only Regents exam where failures exceed passes. 18.1% of students are behind on math credits. Word-problem-heavy curricula may be creating an artificial language barrier on top of the mathematical content barrier for LEP learners.

If-Then-Result: The Coordinated Theory of Action



The theory of action rests on three pillars that must operate in parallel, not sequentially. Attendance recovery enables access to instruction. Algebra intensive closes the largest Regents gap. ENL-integrated English credit recovery addresses the largest subject-area deficit.

Pillar 1

Attendance Recovery & Re-engagement

Pillar 2

Algebra Regents Intensive + Math Credit Acceleration

Pillar 3

ENL-Integrated English Credit Recovery

Attendance Recovery & Re-Engagement

Target: Chronic absenteeism from 25.0% → below 15% by June 2027

Leadership Considerations

- Implement tiered attendance intervention: early warning at 85%, intensive outreach at 80%, formal intervention below 75%
- Audit whether family outreach is multilingual — English-only communications may not be reaching 57% of this cohort's families
- Examine whether absenteeism clusters around specific days, periods, or seasons to identify addressable root causes (transportation, work schedules, health)
- Prioritize relational and belonging-based strategies over punitive responses — research consistently shows stronger outcomes for chronic absenteeism

Monitoring Indicators

Weekly attendance rate by student band

Students moving between attendance bands month-over-month

Return-rate within 3 days following absence

Family contact response rate by language preference

Algebra Regents Intensive & Math Credit Acceleration

Target: Algebra pass rate from 45.1% → above 60% (June 2026); math credit deficit from 18.1% → below 10%

Leadership Considerations

- 39 students failed Algebra — explore targeted retake prep in after-school, Saturday, and summer boot camp formats
- Examine whether math instruction is sufficiently scaffolded for LEP learners — word-problem-heavy curricula create an artificial language barrier on top of the math content barrier
- Explore credit recovery options: supplemental courses, competency-based alternatives, and online modules for the 13 students behind on math credits
- Consider bilingual math tutoring or co-teaching models (math teacher + ENL teacher) for highest-need sections

Monitoring Indicators

- Algebra Regents retake registration numbers and results
- Math course pass rates by marking period
- Math credit velocity for the 13 at-risk students
- Enrollment in supplemental or recovery math options

The Algebra failure rate warrants investigation into whether the **instruction model** — not student ability — is the primary barrier.

ENL-Integrated English Credit Recovery

Target: English credit deficit from 40.3% → below 15%; English Regents pass rate above 65% by June 2027

Leadership Considerations

- 29 students behind on English credits in a 57% LEP cohort — this is the defining structural challenge of this report
- Examine whether ENL instruction is integrated into core ELA or delivered as pullout — integrated models produce better credit accumulation outcomes
- Explore whether credit-bearing ENL courses count toward graduation requirements — a scheduling and transcript coding decision that could accelerate accumulation without adding student burden
- Investigate the 8 students absent for the English Regents — scheduling, readiness, and engagement failures each require a different response

Monitoring Indicators

English credit accumulation per student by marking period	ENL course completion rates and credit alignment
English Regents retake registration and performance	Absentee resolution rate for the 8 students with no Regents score

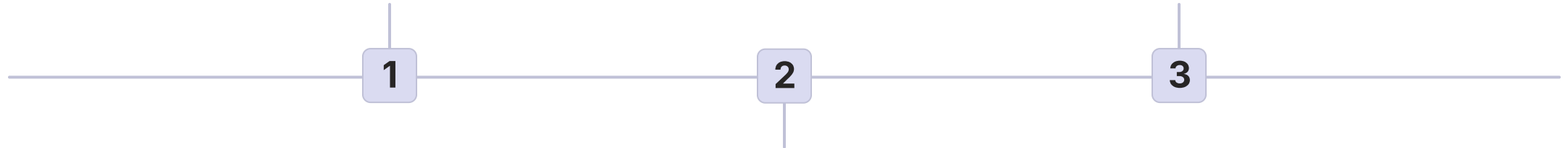
Implementation Sequence: Three Phases

Phase 1 — Now → June 2026

- Attendance pattern analysis for chronically absent students
- Register students for June Algebra Regents retake with targeted prep
- Audit ENL course structures for credit-bearing graduation alignment

Phase 3 — Fall 2026 (Senior Year)

- Launch tiered attendance intervention with multilingual family engagement
- Integrated math and ELA credit recovery with ENL support
- Monthly credit accumulation monitoring checkpoints
- Quarterly Regents readiness assessments

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Phase 2 — Summer 2026

- Credit recovery with ENL integration (English + Math priority)
- Algebra Regents prep boot camp
- Plan fall co-teaching models (ENL + content areas) where feasible

Success Targets & Review Cadence

Targets are directional benchmarks to support professional judgment — not automatic triggers for individual student decisions. Review cadence: monthly credit check, bi-weekly attendance review, quarterly Regents readiness.

Metric	Baseline (Now)	June 2026 Target	June 2027 Target
Students with 30+ credits	76.4%	82%	—
Students with 44+ credits	2.8%	—	85%+
Algebra Regents pass rate	45.1%	58%+	70%+
English Regents pass rate	60.9%	65%+	75%+
Chronic absenteeism	25.0%	18%	Below 15%
English credit deficit	40.3%	25%	Below 10%
Math credit deficit	18.1%	10%	Below 5%

Equity Considerations for Leadership

This is a 100% students-of-color cohort. Every intervention must be culturally responsive, asset-based, and accessible to families in home languages. Equity is not a separate pillar — it is the operating condition for every decision in this report.



Multilingual as Asset

The bilingual capacity of this cohort is an asset to build on, not a deficit to remediate. College and career pathways that leverage multilingualism should be part of the conversation alongside credit recovery.



Differentiated ENL Support

LEP rates differ significantly by ethnicity (Hispanic 60%, Black 47.6%, Asian 80%). A one-size ENL approach may not serve all subgroups equally — consider whether current supports are differentiated by language proficiency level.



Data Quality & SPED

Limited IEP/special education records in the dataset is a data quality concern. Verify before assuming no students require accommodations. Absence of records does not mean absence of need.



Instruction Model Accountability

The Algebra failure rate warrants investigation into whether the instruction model — not student ability — is the primary barrier. Systemic underperformance is a systemic responsibility.

Compliance, Data Sources & Disclaimers

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Demo Notice

Student counts and scores in this report have been adjusted for demonstration purposes. Trends and proportional relationships reflect authentic school data patterns. No real student data is exposed.

Regulatory Framework

- FERPA
 - NYS Education Law 2-d
 - Chancellor's Regulation A-820
 - NYC DOE Parents' Bill of Rights for Data Privacy and Security
 - NYC Public Schools Guidance on Artificial Intelligence (March 2026)
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ENL Suggestions Disclaimer

Suggestions regarding ENL-integrated instruction must be reviewed by qualified staff (ENL teachers, special education coordinators) before implementation. They do not constitute IEP, 504, or placement recommendations. All data presented in aggregate only.