SCDN
September 2026

The following slides go into detail on these updates:

- Regulatory Updates to 100.19 and 100.21
- Changes to the Continuum of Support for schools identified for CSI
- WIDA Waiver
- Assessment and Accountability Changes under NY Inspires

Sections 100.19 & 100.21: What Is Changing?

Proposed accountability and Receivership amendments beginning in the 2026–27 school year

The amendments move the system beyond identification alone toward a differentiated continuum that connects identified needs with increasingly rigorous support, intervention, and continuous improvement.

ACCOUNTABILITY

- Creates multiple tiers within the Comprehensive Support and Improvement (CSI) model.
- Modifies CSI and ATSI identification and exit criteria.
- Updates definitions and language used in accountability calculations, cohorts, participation, and assessment results.

RECEIVERSHIP

- Reframes Receivership as part of a continuum of increasingly rigorous intervention.
- Updates requirements for public hearings, community engagement, intervention planning, and progress monitoring.
- Clarifies supports and expectations for schools under Superintendent and Independent Receivership.

CONTINUOUS IMPROVEMENT

- Differentiates support based on the intensity and persistence of school need.
- Provides schools time to implement interventions and demonstrate progress before escalation.
- Strengthens the connection among needs assessment, planning, implementation, evidence, and adjustment.

Sections 100.19 and 100.21 are designed to work together as one continuum of accountability, support, and intervention.

A More Differentiated Continuum of Support

Escalation occurs when a school continues to meet CSI identification criteria across subsequent identification cycles

CSI-A

Initial CSI identification

KEY SUPPORTS / REQUIREMENTS

- Annual needs assessment + SCEP
- NYSED support
- Parent/student/staff surveys
- Supplemental Support Program optional

CSI-B

Meets CSI criteria again at the next CSI identification

KEY SUPPORTS / REQUIREMENTS

- CSI-A supports continue
- Supplemental Support Program required

School under Superintendent Receivership

CSI-B school meets CSI criteria again

KEY SUPPORTS / REQUIREMENTS

- Continuation Plan
- Public hearing
- Targeted support + School Support Partner
- DI indicators
- CET feedback

School under Independent Receivership

After extended SDSR identification and failure to demonstrate improvement, or when more rigorous intervention is needed

KEY SUPPORTS / REQUIREMENTS

- Continuation Plan
- Public Hearing
- Full-time embedded support
- Independent Receiver
- DI indicators
- CET feedback

Transfer High School pathway: CSI-B transfer high schools that again meet CSI criteria follow an alternative set of rigorous interventions and progress monitoring rather than automatically moving into Superintendent Receivership.

WIDA-Related Accountability Waiver

What changes for the 2027–28 accountability determination cycle?

USDE approved NYSED's waiver to exclude the English Language Proficiency (ELP) indicator from formal ESSA accountability determinations for one year while New York transitions from NYSESLAT to WIDA.

WHY THE WAIVER?

- Spring 2027 is the first administration of WIDA ACCESS and Alternate ACCESS.
- NYSED needs time for technical work, including standard setting, cut points, and regulatory alignment.

WHAT CHANGES IN 2027–28?

- The ELP indicator will not be used to publicly identify schools for TSI.
- If a subgroup meets TSI criteria based on ELP outcomes, the school will be identified for LSI and will still have access to resources, tools, and funding.

WHAT DOES NOT CHANGE?

- NYSED will still report 2026–27 ELP and annual assessment results.
- The ELP indicator returns for 2028–29 determinations, based on 2027–28 results.

TRANSITION TIMELINE

SPRING 2026
Final NYSESLAT

SPRING 2027
First WIDA ACCESS

FALL 2027
WIDA Screener begins

2028–29
ELP indicator reinstated

The waiver pauses high-stakes ELP accountability consequences - not support for multilingual learners or the use of WIDA data for continuous improvement.

From Multi-Purpose Tool to Focused Measure

CURRENT

Regents Exams

one exam system serving three purposes

1. **Learning standards**

   Show degree to which students have demonstrated skills tied to State standards.

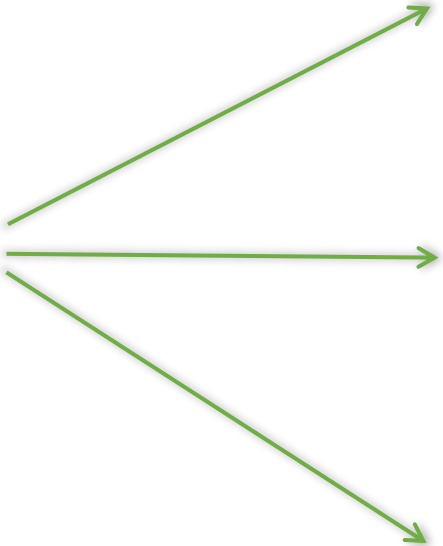
2. **Accountability**

   Statewide progress and achievement measures for accountability and equity.

3. **Readiness evidence**

   Supports postsecondary readiness claims.

TRANSITION



clarify connection between purpose and use

PROPOSED

Regents Exams

Show degree to which students have demonstrated skills tied to State standards.

High School ESSA Assessments (Grades 3-11 Program)

Statewide progress and achievement measures for accountability and equity

Local Assessment Strategies

Evidence of readiness across multiple learning experiences.

Regents Examinations & ESSA Accountability

A changing role as New York transitions to new statewide secondary assessments

The short answer: Regents will continue to play a role in ESSA accountability in the near term (2026–27 SY), but that role changes as the new secondary assessment system is implemented in 2027–28.

2026–27 OUTCOMES

Current Approach

- Regents remain the federally required statewide secondary assessments.
- Regents results continue to calculate the Performance Index (PI) for academic indicators.
- 2027–28 determinations based on 2026–27 outcomes continue under the current Regents methodology.

2027–28 TRANSITION

Proposed - USDE Approval Needed

- New secondary assessments are introduced.
- NYSED intends to seek approval to calculate a normal cohort PI during the transition.
- Goal: use the higher of the two applicable measures to avoid disadvantaging schools.

NEW ESSA SYSTEM

Federal Statewide Assessments

- One ELA + one mathematics + one science assessment.
- These assessments replace Regents as the federally required statewide common assessments in the secondary band.
- Regents would no longer substitute for federal ESSA assessment and participation requirements.

ONGOING REGENTS ROLE

Beyond the Federal Assessment Role

- NYSED intends to propose at least one Social Studies Regents as part of the secondary academic PI.
- Regents-based seals and/or endorsements may also contribute to the CCCR indicator.
- Specific treatment will be addressed through the ESSA amendment process.

KEY POINT Several transition elements are proposed, not final. NYSED will seek USDE approval through the ESSA State Plan amendment process; additional clarity is expected following the October 9 discussion with federal colleagues.