ESSA Accountability:

REGULATORY CHANGES & PRELIMINARY RESULTS

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What the Regents Adopted This Month

The Board of Regents permanently adopted amendments to §§100.19 and 100.21 of Commissioner's Regulations on November 10, 2026.

The amendments formalize the following changes:

- The Comprehensive Support and Improvement (CSI) support model is now differentiated across multiple tiers:

  CSI-A → CSI-B → CSI-SDSR → CSI-IR

- Interventions and exit criteria were revised for CSI and ATSI
- Definitions and language related to accountability calculations and usages of assessment results

UPDATED SUPPORT MODELS AFTER NOVEMBER BOARD OF REGENTS AMENDMENTS

		Subgroup	All Students	School	District
Local	Local Support and Improvement (LSI)	✓	✓	✓	✓
	Potential Targeted Support and Improvement (LSI:PTSI-1 and LSI:PTSI-2)	✓			
Targeted	Targeted Support and Improvement (TSI)	✓		✓	
	Additional Targeted Support and Improvement (ATSI)	✓		✓	
Comprehensive	CSI-A	✓	✓	✓	
	CSI-B	✓	✓	✓	
	Transfer High School Pathway (within CSI-B)		✓	✓	
	School District Superintendent Receivership (CSI-SDSR)		✓	✓	
	Independent Receivership (CSI-IR)		✓	✓	
	Target District				✓

Preliminary ESSA determinations

Excel workbook files were released to districts this week.

What should we do now?

Understand changes, review the file, and reconcile unexpected results.

What comes next?

Brief district leaders on relevant changes in support models, identification & exit.

What should we prepare for?

This year: Help leaders communicate final determinations and identify which student outcomes to monitor.

Future: Track updates to diploma and accountability assessment requirements.

Reminder: 2026–27 determinations use 2025–26 results.

UNCHANGED FROM LAST YEAR

Identification Scenario Criteria

Identification Scenarios 1 and 2 are applied once again, using the relevant EM or HS table, to identify All Students groups and subgroups for the appropriate support model, as well as to determine whether exit criteria have been met.

Elementary/Middle Schools					
Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None[2]	

High Schools						
Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	English Language Proficiency	Attendance	College, Career, & Civic Readiness
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		

Who can exit this year?

*The November amendments immediately applied to the 2026–27 preliminary results. **

To ensure sustainable practices are established before schools exit more rigorous support models, identified groups must meet the following exit eligibility timeline:

TSI
Second school year after such identification

ATSI *
Second school year **after initial TSI** identification

CSI-A
Second school year after such identification

CSI-B *
Second school year **after initial CSI-A** identification

EXAMPLE UNDER NEW AMENDMENT

Subgroup identified for **TSI** in 2024–25 *YEAR 0* → Same subgroup identified for **ATSI** in 2025–26 *YEAR 1* → Same subgroup may exit to **LSI** in 2026–27 *YEAR 2*

How do groups exit a support model?

ATSI **CSI-A** **CSI-B** **CSI-SDSR**	The All Students group or subgroup must not meet Identification Scenario 1 or 2, and must meet one of the following conditions: ● The Weighted Average Achievement (WAA) Index OR the Core Subject Performance (CSP) Index is higher than at the time of identification. ● At the HS level, the Grad Rate is higher than at the time of identification.
TSI	The subgroup must not meet Identification Scenario 1 or 2.

What can prevent exit?

The group still meets the applicable identification scenario or falls short on required improvement (or the applicable graduation-rate threshold).

Resources for preliminary determinations

Understanding the 2026-27 School Year Reporting Data Resources

Excel File and Report Guide
- Provide accountability indicator level data
- Can be used to identify areas of high and borderline needs, as well as areas of strength and growth

School Report Card
- Allows all stakeholders to review publicly available data so they can participate in continuous improvement efforts and decision-making processes

SIRS Reports
- Allow local education agencies to zoom in on specific subgroups and results by indicator

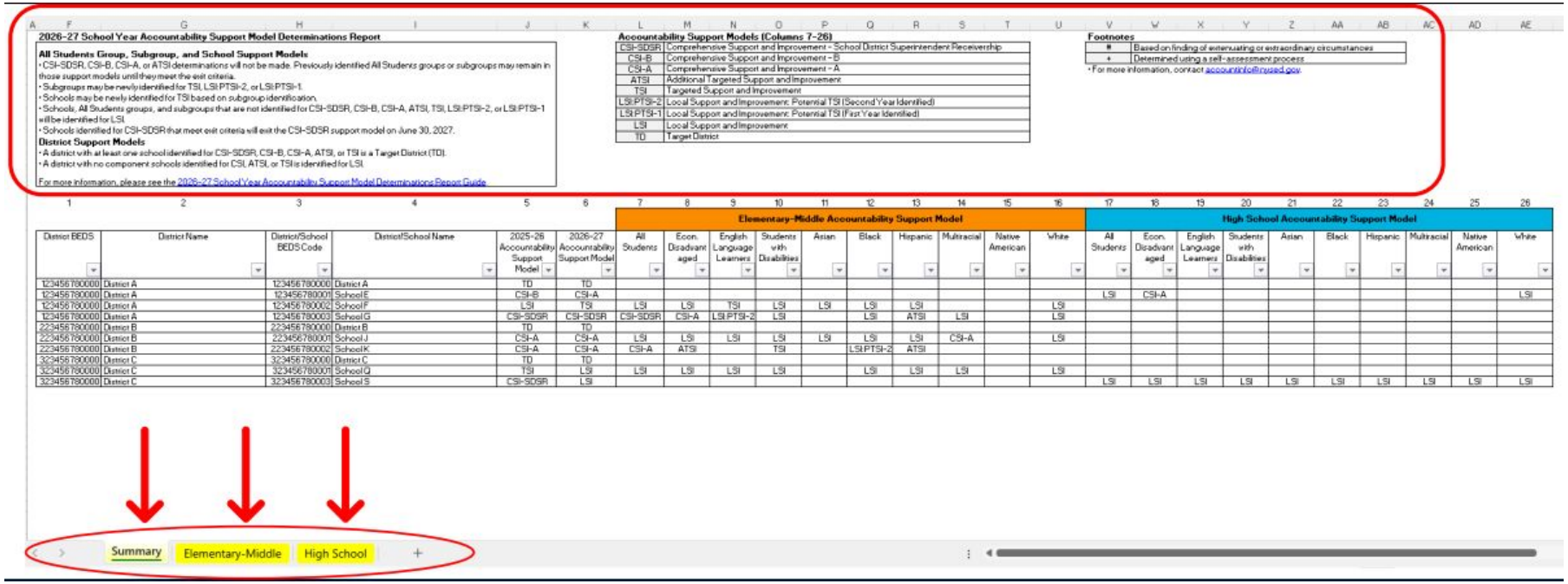
NYSED Resources
- Support greater understanding of accountability system, data, and support models
- Provide information about supports available to help guide continuous improvement planning

Local Data
- Supports identification of areas of need and evaluation of impacts of programs and curricula

Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Review header documentation, and each tab.



Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Compare prior year and this year's preliminary school and district models.

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						Identification Criteria							Exit Eligibility and Exit Criteria		
District/School Name	All Students Group and Subgroups	2025–26 Accountability Support Model	2025–26 Years Identified	2026–27 Accountability Support Model	2026–27 Years Identified	Identification Scenario Criteria	Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Grad. Rate Level	English Language Proficiency Level	Attendance Level	College, Career, and Civic Readiness Level	Eligible to Exit	Met Identification Scenario Exit Criteria	Made Absolute Improvement (if applicable)
School E	All Students	CSI-B	3	LSI	4		2	2	2	4	2	2	Y	Y	Y
School E	Ec. Dis.	CSI-A	0	CSI-A	1		2	2	2	4	2	2	N	Y	Y
School E	White	LSI		LSI			2	2	2	4	2	2			

Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Review the level for each accountability indicator.

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						Identification Criteria							Exit Eligibility and Exit Criteria		
District/School Name	All Students Group and Subgroups	2025–26 Accountability Support Model	2025–26 Years Identified	2026–27 Accountability Support Model	2026–27 Years Identified	Identification Scenario Criteria	Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Grad. Rate Level	English Language Proficiency Level	Attendance Level	College, Career and Civic Readiness Level	Eligible to Exit	Met Identification Scenario Exit Criteria	Made Absolute Improvement (if applicable)
School E	All Students	CSI-B	3	LSI	4		2	2	2	4	2	2	Y	Y	Y
School E	Ec. Dis.	CSI-A	0	CSI-A	1		2	2	2	4	2	2	N	Y	Y
School E	White	LSI		LSI			2	2	2	4	2	2			

Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Review flags under Exit Eligibility and Exit Criteria.

	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							Identification Criteria							Exit Eligibility and Exit Criteria			
	District/School Name	All Students Group and Subgroups	2025–26 Accountability Support Model	2025–26 Years Identified	2026–27 Accountability Support Model	2026–27 Years Identified	Identification Scenario Criteria	Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Grad. Rate Level	English Language Proficiency Level	Attendance Level	College, Career and Civic Readiness Level	Eligible to Exit	Met Identification Scenario Exit Criteria	Made Absolute Improvement (if applicable)	Grad. Rate ≥ 67% (if applicable)
	School E	All Students	CSI-B	3	LSI	4		2	2	2	4	2	2	Y	Y	Y	
	School E	Ec. Dis.	CSI-A	0	CSI-A	1		2	2	2	4	2	2	N	Y	Y	
	School E	White	LSI		LSI			2	2	2	4	2	2				

Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Review remaining columns, broken down by indicator and providing the accountability level, performance indices, and current level ranges.

28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Core Subject Performance							Graduation Rate						English Language Proficiency (ELP)		
ELA Index	Math Index	Science Index	Social Studies Index	Core Subject Perf. Index	Core Subject Perf. Level	Core Subject Perf. Level Range	4 Yr Grad. Rate (2021 4 Yr)	5 Yr Grad. Rate (2020 5 Yr)	6 Yr Grad. Rate (2019 6 Yr)	Unwtd. Avg. Grad. Rate	Grad. Rate Level	Grad. Rate Level Range	ELP Success Ratio	ELP Level	ELP Level Range
153.2	59.5	136.5	100.0	111.1	2	70.1-133.3	81.3	80.2	80.8	80.8	2	80.5-92.3	1.49	4	1.25+

- The final columns show the identification year performance indices for groups previously identified for CSI or ATSI, as a reference.

50	51	52
2024–25 Reference for Exit Criteria		
Weighted Avg. Ach. Index	Core Subject Perf. Index	Unwtd. Avg. Grad. Rate
103.2	109.1	79.1

Preliminary workbook review

Understanding the 2026-27 School Year Reporting Data Resources

- Filter through columns to identify trends and determine specific student groups that may potentially need intervention:
  - **Look for accountability levels one and two** for each subgroup and indicator to help with goal-setting during school improvement planning.
  - **Compare each subgroup's index with the cut points** for its current level to see how close it is to moving up or down a level. This helps teams identify where to monitor progress more closely.
  - **Review the subject-specific indices for WAA and CSP** to see which subjects are driving the combined results. This can reveal strengths and areas of need for each subgroup that the overall indicator level may mask.

Be sure to reconcile unexpected results in SIRS and student records.

DISTRICT FOLLOW-UP

Prepare now, act on the final determination

Prepare now

Flag discrepancies and brief leadership on possible status changes.

When determinations are final

Confirm the school and district models and any remaining identifications.

If a school and district move to LSI from a more intensive support model

Approved 2026–27 SIG funds can be encumbered through June 30, 2027. Leadership should begin identifying which effective improvement practices, positions, services, or routines need another allowable funding source next year.

Diploma and accountability timelines

Diploma requirements

2028 graduates

NYSED intends to sunset the requirement to pass Regents exams to earn a diploma.

Secondary accountability assessments

Spring 2030 target

- Spring 2030 is NYSED's target for the new secondary accountability assessments. Until then, qualifying Regents exams or Approved Alternatives continue to inform WAA and CSP.
- Students must take one qualifying assessment in each subject (ELA, math, science, and social studies) within their first four years after entering grade 9.
- Continue to verify participation and valid scores.

How districts can prepare now

Monitor proposed changes to College, Career, and Civic Readiness indicator

As NYS moves toward one diploma, NYSED is proposing to revise the CCCR indicator to recognize student achievement through seals, endorsements, and other qualifying accomplishments rather than distinctions among diploma types.

Proposed recognition opportunities include:

- **Seals:** Seal of Biliteracy; Seal of Civic Readiness; new Seal of Advanced Designation.
- **Endorsements:** Technical Endorsement; revised Honors Endorsement; revised Mastery Endorsement.

How districts can prepare now (continued)

NY Inspires: Updates on Secondary Assessments and School Accountability

While NYSED continues to develop and refine the proposed changes, schools and districts can take several steps to support a successful transition:

- **Continue to administer required Regents examinations and use results alongside other sources of evidence** to inform instructional planning, program evaluation, and student supports.
- **Strengthen local assessment strategies**. Consider how statewide assessments, classroom-based measures, and other demonstrations of student learning can work together to provide meaningful information about student progress.
- **Prepare for the transition to one diploma.** Begin to consider how seals, endorsements, and other recognition opportunities can support students in demonstrating their accomplishments.

How districts can prepare now (continued)

NY Inspires: Updates on Secondary Assessments and School Accountability

- **Examine equitable access to opportunities.** Review whether all students have access to the coursework, learning experiences, programs, and supports necessary to pursue meaningful readiness pathways and recognized credentials.
- **Continue to use evidence to support improvement.** Build on existing school and district improvement processes to identify student needs, prioritize resources, and monitor progress toward improved outcomes.

RESOURCES

Where to start

If you need to…	Start here
Navigate the preliminary workbook	NYSED reporting-data slides and video
Check identification or exit rules	NYSED Accountability Resources and Data site
Verify a record or reporting rule	NYSED SIRS Guidance and our RIC (SDS)
Learn about the assessment transition	NYSED's November NY Inspires memo
Find regional updates and support	ESB School Data Bank Services, and our ESSA Accountability & Continuous Improvement site