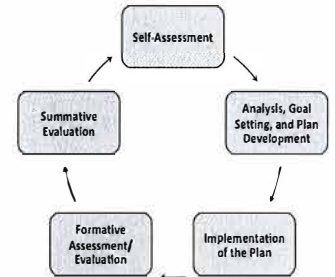


Overview

Five-Step Cycle of Continuous Improvement for Superintendents

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar¹ includes the following steps (a description of the steps in a typical two-year cycle appears as Appendix B):



Late Spring/Summer	Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators. ² In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan. ³ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	Step 4: Formative Assessment/Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals and the superintendent's performance against the Standards.

¹ School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

² Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

³ The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Superintendent's Educator Plan 2016-17 School Year

Reading Public Schools

John F. Doherty, Ed.D.

10/30/2016



Overview

I am pleased to present to the School Committee and the Reading Community my goals for the 2016-17 school year. These goals are aligned to the District Improvement Plan goal and action plans which focus on improving student learning for *all* students.

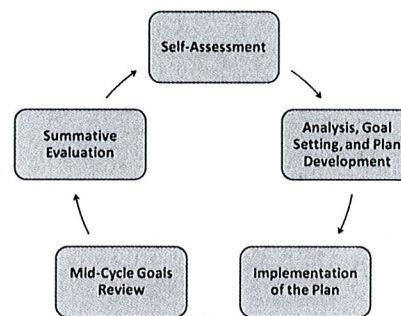
The evaluation process as outlined in the Department of Elementary and Secondary Education Evaluation regulations, is as follows:

Annual Five-Step Cycle of Continuous Improvement (Source DESE)

The Educator Plan for Superintendents is organized around the five-step cycle required for all educators, a centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development.

Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation and rating of the educator's impact on student learning. It also is a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the superintendent's self-assessment and the district's subsequent goal setting.

For superintendent evaluation in the Model System, the annual cycle includes the following:



- **Cycle Step 1: Superintendent's Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the superintendent identifies at least two goals to propose to the school committee: one related to improving his or her own professional practice and one related to improving student learning.
- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and benchmarks of progress¹. In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises, as needed, and adopts at least one professional practice and one student learning goal.

In addition, the superintendent and school committee develop two to four district improvement goals with key strategies and benchmarks. Once adopted, the professional practice, student learning, and district improvement goals—with their key strategies and benchmarks of progress—become the Superintendent's Annual Plan. The plan serves as a basis for assessing the superintendent's performance.²
- **Cycle Step 3: Superintendent Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Plan, with assistance from the committee, as appropriate; school committee members and the superintendent individually collect evidence of progress on goals and performance against the Standards.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress being made on the goals in the Superintendent's Annual Plan. The school

¹ Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation and others, where noted, must take place in a public meeting.

² The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the three to six goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.

- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The superintendent prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

Self-Assessment of Strengths and Areas to Strengthen

Completed in October, 2016

A. Professional Strengths as described in Performance Rubric

1. Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators, and students to uphold these expectations consistently. (1-B-2)
2. Leading the Development of Educator Evaluator System, including Common measures (1-C-1 and 1-D1)
3. Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. (II-A-1)
4. Create and maintain a district environment in which custodial and other staff take personal responsibility for keeping schools clean, attractive, welcoming, and safe (II-A-2)
5. Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. (II-A-3)
6. Recruitment and Hiring Strategies to identify effective administrators and educators (II-B-1)
7. Providing time for collaboration for administrative team (II-C-2)
8. Ethical Behavior (II-D-2)
9. Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. (II-E-1)
10. Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. (III-D-1)
11. Commitment to high standards for teaching and learning (IV-A-1)
12. Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. (IV-A-2)
13. Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. (IV-A-3)
14. Provides opportunities for continuous learning for staff (IV-D-1)
15. Continuous learning of administrator (IV-D-2)

B. District Areas of Strength as defined by data sources (i.e. MCAS, PARCC)

1. One school is at the highest level, Level 1, six schools are at Level 2, and one school is at Level 3 in the state accountability system ratings.
2. All of the district's median Student Growth Percentiles (SGPs) for PARCC and MCAS are in the moderate or high growth range (with three in the *high* growth range). This year's RMHS Math SGP (at 55) also represents the highest median SGP for RMHS Math since the state began reporting

Student Growth Percentiles. Reading Public Schools has a SGP in of 50 or greater in 11 of the 13 state assessments for grades 4-10.

3. Reading students showed an overall improvement in twenty-nine (29) of the forty-four (44) PARCC assessments and five (5) out of ten (10) MCAS assessments.
4. According to the 2015 YRBS for Grades 9-12, underage drinking, cigarette and marijuana use has decreased since 2005.
5. According to the 2015 YRBS for both middle school and high school, there has been a steady increase since 2007 in the percentage of students who feel that they have a trusted adult at school that they can go to.

C. Professional Areas to Strengthen as described in Performance Rubric

1. Leading the effective implementation of the common core state standards and assessment development (I-A-1, I-A-2)
2. Working with principals to improve their knowledge instructional practices and addressing the diverse learning needs of students (I-B-1 and I-B-3)
3. Use of data to improve student and/or educator learning (I-E-3)
4. Strengthening family engagement and involvement (III-A-1)
5. Strengthening student support for struggling students, particularly students in the high needs subgroup (ELL, students with disabilities, high poverty, or disadvantaged) (III-B-1)
6. Setting clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supporting administrators to maximize the number of face-to-face family/teacher interactions. (III-C-1)

D. Areas to Strengthen According to the Data

1. Six of the eight schools have an accountability level of Level 2 and one school has an accountability rating of Level 3 which means that not all subgroups are meeting their target.
2. As the DESE Level 3 classification indicates a “focus” on the high needs subgroup, we are especially examining the data for this group of students. The “high needs” Cumulative Progress and Performance Index (PPI) ratings for Eaton indicate an increase from a 36 PPI in 2014, to a 56 PPI in 2015, and a 61 PPI in 2016. The district PPI index has also increased from 44 in 2014 to 57 in 2016. There is still progress to be made, however, in this area.
3. The 2015 Youth Risk Behavior Survey Data indicate that there has been an increase since 2005 of students who feel sad/hopeless for two weeks in a row, injured themselves on purpose, and suicidality.
4. The 2015 Youth Risk Behavior Survey Data indicates that there is a 24% increase in RMHS students using electronic vaping products
5. According to the 2015 High School YRBS, the highest negative stressor for students is school work.

Reading Public Schools Strategy and Goals for Improvement of Student Outcomes (2016-19 School Years)

Our Mission

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Our Vision

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Our Theory of Action

If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.

Our Questions

1. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?
2. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic?
4. How will we enrich and extend the learning for students who are already proficient?

District Goal for 2016-19 School Years

To ensure the success of all students, over the next 3 years the Reading Public Schools will increase student engagement, improve academic achievement, decrease discipline referrals, and enhance parent and community two way communication. We will address the academic, social-emotional and behavioral health needs through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices.

Focus Areas for District Goal

Focus Area A Closing the Achievement Gap <i>To eliminate the achievement gap for our high needs student population</i>	Focus Area B Literacy <i>To improve literacy skills for all students</i>	Focus Area C Mathematics Practices <i>To improve mathematics achievement for all students</i>	Focus Area D Social Emotional Learning <i>To improve social emotional learning for all students</i>
Identify and implement evidenced based Tier 1, 2, and 3 interventions for students	Develop K-8 Literacy Curriculum Documents	Develop K-8 Math Curriculum Documents	Create a PreK-12 SEL Curriculum Map
Provide training and time in the areas of differentiated instruction and Universal Design	Provide professional development for non-fiction literacy standards in science and social studies	Provide professional development and time to improve mathematics practices	Implement health and social emotional learning curriculum, K-8
Continue to implement the recommendations of the Walker Report to improve special education services and programs.	Revise supervisory practices to focus on literacy	Revise supervisory practices to focus on mathematics instruction	Pilot SBIRT Screening Process in Grade 9
Implement K-12 Science Curriculum	Develop and implement common grade level assessments to improve student learning and classroom practices	Develop and implement common grade level assessments to improve student learning and classroom practices	Review and update bullying prevention plan

Focus Area E Communication

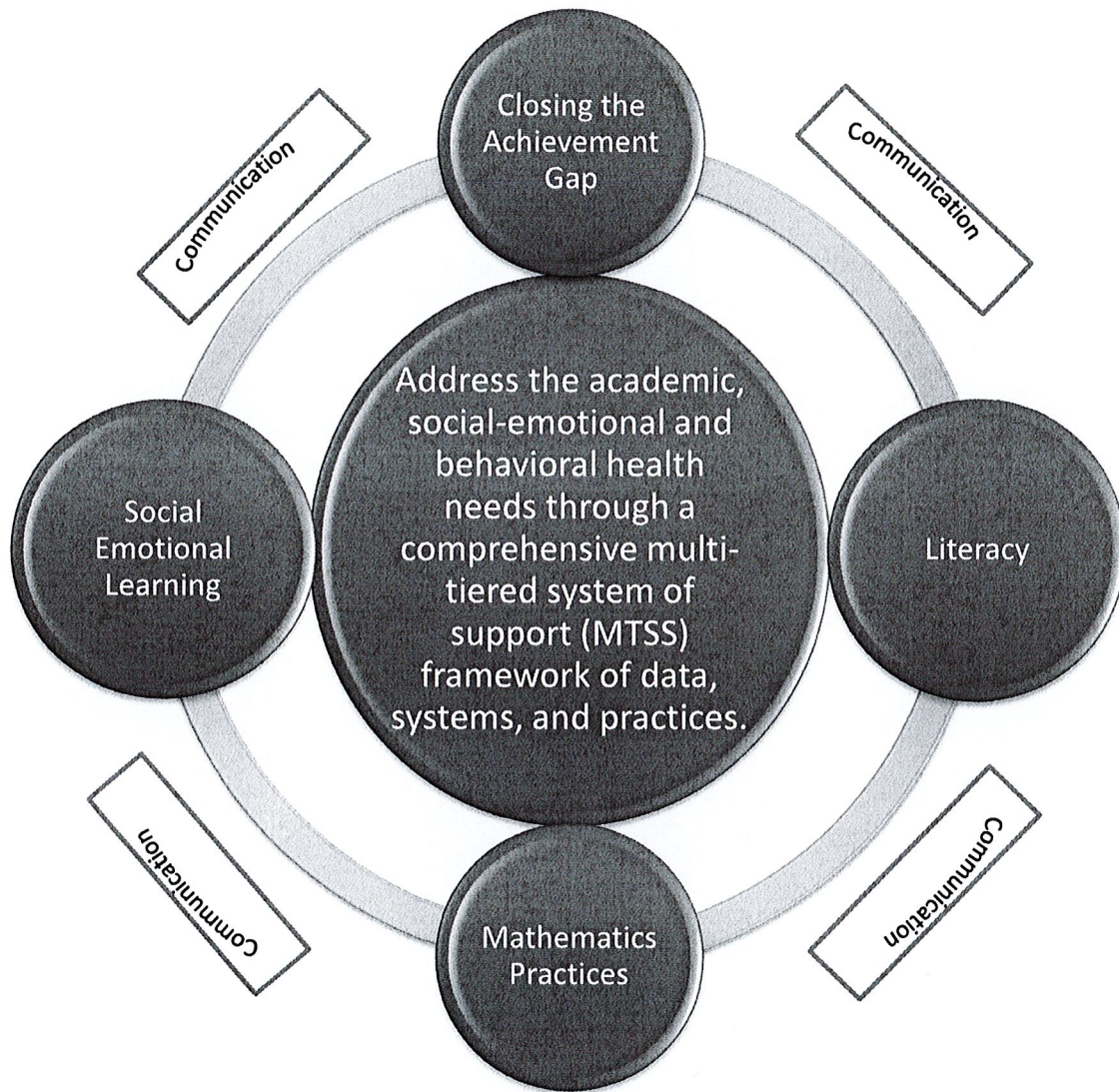
Improve communication across the district, with families and the Reading community

Provide ongoing proactive communication using social media tools at the district and building level to School Committee, parents, and community

Visual Interpretation of Goal and Action Plans

Reading Public Schools

Instilling a Joy of Learning and Inspiring the Innovative Leaders of Tomorrow



Goal Alignment to Action Plans

For the last two years, the Reading Public Schools participated in the Department of Elementary and Secondary Education *Planning for Success* Process. This process gave administrators guidance and support on how to create action plans that were aligned to the five district focus areas.

The action planning process consists of doing an analysis of strengths, weaknesses, opportunities, and threats to district initiatives. The Action Plans listed in this document contain three major areas: monitoring progress (with action steps), early evidence of change benchmarks, and resources to support the implementation.

The end product of the process resulted in the development of a district action plan and monitoring/public reporting process. The process and activities used to develop the district action plan resulted in the following:

- Build a district action plan for the year with both process and early evidence of change benchmarks for the district's initiatives
- Build a monitoring plan to support district monitoring and public reporting of progress
- Support the learning of the District Leadership Team (DLT) and strengthen the team's skills and processes in plan implementation and monitoring

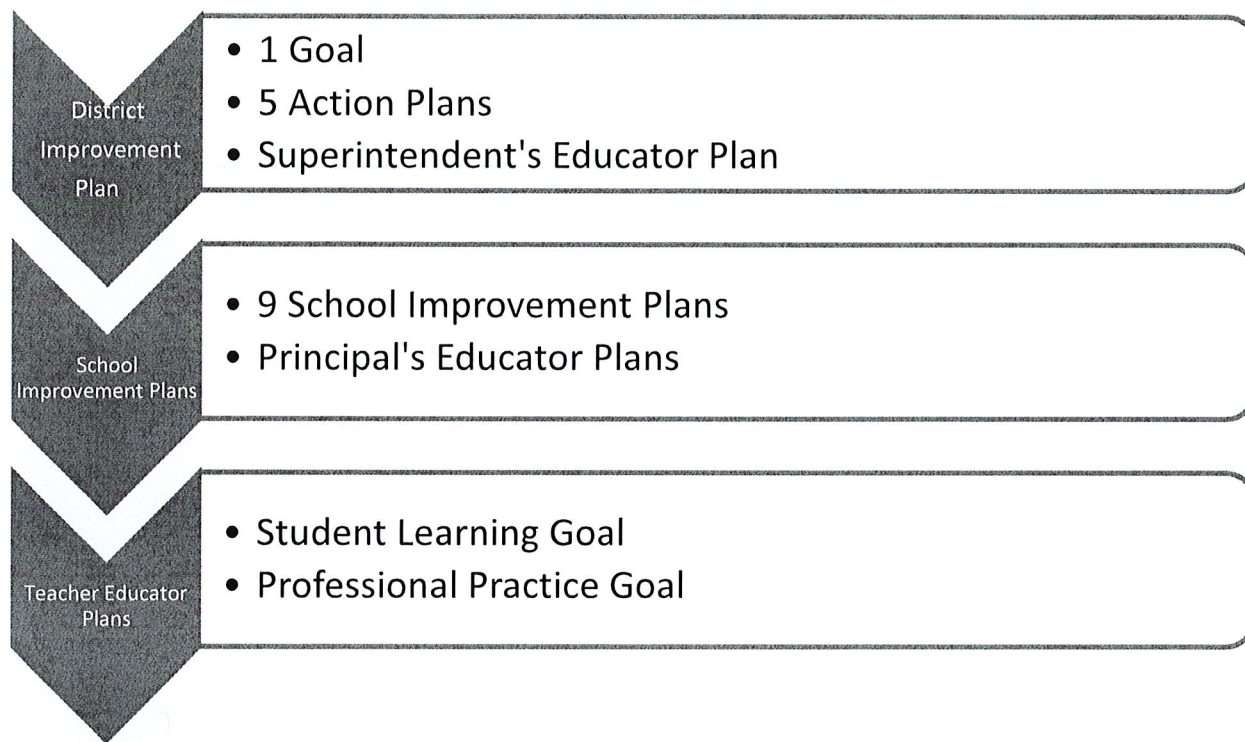
This project connects to existing district work by advancing the district's implementation planning for strategic initiatives underway and committed to in SY16-19. Through this planning, school and district leaders will identify benchmarks that will assist them in monitoring and reporting on both the progress and impact of initiatives as they are implemented throughout the year.

This project also supports building the capacity of the District Leadership Team as they learn together in a professional learning community to solve dilemmas around their work. Using the Action Planning process supports this goal in two ways: by introducing action planning as a system that promotes communication and supports a culture of shared ownership and responsibility, and by using a collaborative approach and protocols in the development of the action plan itself.

The breakdown of Action Plans for each specific goal are as follows:

Link between District Improvement Plan, School Improvement Plans, and Educator Plans

The Reading Public Schools strive to create a coherence between the District Improvement Plan, the School Improvement Plans, and Educator Plans. The diagram below shows the link between all three components. This creates a more cohesive focus on the goals of the school district. In addition, the Superintendent's Educator Plan is the District Improvement Plan and the Principal's Educator Plans are their school's School Improvement Plan.



District Goal for 2016-19 School Years

To ensure the success of all students, over the next 3 years the Reading Public Schools will increase student engagement, improve achievement, decrease discipline referrals, and enhance parent and community two way communication. We will address the academic, social-emotional and behavioral health needs through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices.

There are four focus areas that are connected to this goal:

1. **Closing the Achievement Gap (Action Plan A)**- To focus our energy and effort in identifying and implementing evidenced based instructional practices and interventions which will close the achievement gap with our students, in particular, our students in the high needs group (special education, English Language Learners, economic-disadvantage).
2. **Literacy (Action Plan B)**-To improve literacy instruction in all subject areas across the district by providing teachers with time and training, timely supervision and coaching, evidenced based tier 2 student interventions, clear expectations, and a pacing chart.
3. **Mathematics Practices (Action Plan C)**- To improve mathematics instruction across the district by providing teachers with time and training, timely supervision and coaching, evidenced based tier 2 student interventions, and clear expectations and pacing chart.
4. **Social Emotional Learning (Action Plan D)**-To focus our energy and effort in identifying and implementing evidenced based instructional practices and interventions which will improve social emotional learning for all students.

In addition to the above focus areas, there is one additional area, Communication (Action Plan E) which will be continued from last year.

Superintendent's Goals

Goal 1-Student Learning Goal

During the 2016-19 School Years, I will lead the staff of the Reading Public Schools to address the academic, social-emotional and behavioral health needs of each of our students through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices. This implementation will be done through four specific focus areas as evidenced in our District Improvement Plan: *Closing the Achievement Gap*, *Improving Literacy Instruction*, *Improving Mathematics Practices*, and *Implementing Evidenced Based Practices in Social and Emotional Learning*. We will know that we are making progress as evidenced by the following:

A. Closing the Achievement Gap (Action Plan A)

- a. A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and high poverty) and the general population of students.
- b. An increase in the accountability rating by schools and district as defined by the Department of Elementary and Secondary Education.
- c. An increase in the Accuracy of Student Support Team referrals for Special Education.
- d. An alignment between report card grades, local and state assessment scores.
- e. An increase in students having equitable access to higher level classes.
- f. An increase in students having a greater opportunity to access high quality Tier 1 instruction.

B. Literacy (Action Plan B)

- a. An improvement in state and local assessments including MCAS and Next Generation MCAS state assessments, Fountas and Pinnell Benchmarks for Guided Reading, DIBELS, math assessments, science assessments, semester exams, SAT scores, AP Scores and participation, and college acceptances.

C. Mathematics Practices (Action Plan C)

- a. An improvement in state and local assessments including MCAS and Next Generation MCAS state assessments, Fountas and Pinnell Benchmarks for Guided Reading, DIBELS, math assessments, science assessments, semester exams, SAT scores, AP Scores and participation, and college acceptances.
- b. An increase in the number of students ready to take Grade 8 Algebra 1.

D. Social Emotional Learning (Action Plan D)

- a. A decrease in discipline referrals, including suspensions for all students, especial students in the high needs group and students of color.
- b. A decrease in student anxiety by gender, race, and general population as evidenced by the Youth Risk Behavior Survey (YRBS) results and other student data.
- c. A decrease in the use of drugs, alcohol, and other substances by gender, race, and general population as evidenced by the Youth Risk Behavior Survey results and other student data.
- d. An increase in students indicating that they have an adult that they can connect with as evidenced by the YRBS and other student data.

- e. Increased Tiered Fidelity Instrument Scores for Tier 1, 2, and 3 at all schools.
- f. A decrease in the number of students who have 10 more absences.
- g. Increased District Capacity Assessment result.

Student Learning Goal: Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s).</i> <i>Activities may apply to individual and/or team.</i>		
Action	Supports/Resources from School/District¹	Timeline or Frequency
1. Work with Central Office Administrators, Principals, and Directors to implement four focus areas as described in District Improvement Plan	FY17-19 Operating Budgets School Transformation Grant Youth Mental First Aid Grant Title I, IIA, IV, IDEA, SPED PD Grants	Ongoing
2. Monitor progress through Central Office Leadership Team meetings, District Leadership Team meetings, Individual Principal Meetings, building visits, and other visitations.	Meeting times weekly with District Leadership Team, Biweekly with Central Office Leadership Teams, and weekly for individual school visits.	Ongoing
3. Focus District Leadership Team and Administrative Council meetings on improving instructional practices through supervision and evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.	Meeting times weekly with District Leadership Team	Weekly
4. Conduct District Leadership Team walkthroughs once a month at a different school each month.	Meeting Time	Monthly
5. Work with District Leadership Team to develop power elements which will be used this year to focus on classroom practices.	Summer Retreat Time	Completed
6. Include all Principals and Central office Administrators as part of the District MTSS Team.	Monthly meeting time	Completed
7. Participate on Massachusetts Association of School Superintendents (MASS), State, local and Regional Groups that focus on the four focus areas. This includes the MASS Professional Development Committee, the Department of Elementary and Secondary Education (DESE) Safe and Supportive Schools Commission,	Meeting times as designated by groups on a monthly basis.	Ongoing

Reading Coalition Against Substance Abuse (RCASA), the Merrimack Valley Superintendent's Roundtables, and other workshops.		
8. Work with Town Officials to conduct a security risk assessment of all school buildings and to develop an implementation plan based on the recommendations.	Funding for Security Audit and funding for implementation plan.	January, 2017

Goal 2-Professional Practice Goal

During the 2016-18 school years, I will work with schools and the community to increase visibility and enhance two-way communication with parents and the community. This will be evidenced by an increased understanding of our schools and district parents and community members as measured by surveys and other tools.

Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i>		
Action	Supports/Resources from School/District³	Timeline or Frequency
1. Complete implementation of Rediker Website and Portal.	FY17 budget	June, 2017
2. Conduct "Superintendent Coffee and Conversation" at various locations in schools and community.	Two hours per week	Weekly
3. Work with the Chair to create a School Committee meeting calendar that includes relevant topics related to teaching and learning activities.	Weekly meetings with Chair and biweekly School Committee meetings.	Ongoing
4. Increase visibility in all schools in the district	Visitation times at each school.	Biweekly
5. Enhance all current district communication modes including the <i>Pathways</i> and <i>Journey</i> newsletters, the <i>Pathways</i> blog, Twitter and Facebook Accounts	Weekly preparation time	Ongoing and timely

³ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

6. Create an RPS Communication Advisory Council of parent, community, School Committee, and staff which will develop an action plan to improve communication.	Monthly meeting times	Monthly, beginning in December, 2016
7. Recommendations from Communication Audit are reviewed by the RPS Communication Advisory Council and action steps with appropriate dates are determined including classroom, department, team, school, and district communication. This includes focusing on reaching out to “empty nesters” and senior citizens as part of the communication plan.	Monthly Meeting Time	March, 2017
8. District conducts a community survey or includes communication questions on a district survey and/or holds focus groups every two years to assess progress based on Communication Audit recommendations.	Google Forms	May, 2017
9. Continue to participate in community activities (i.e. Rotary).	Monthly meeting times with groups and organizations.	Ongoing

Historical Funding Figures for Haverhill Public Schools

Year	Enrollment	Change over Prior Year	Foundation Budget	Change over Prior Year	Minimum Contribution	Change over Prior Year	Chapter 70 Aid	Change over Prior Year	Required Net School Spending	Change over Prior Year
FY15	7,951		83,661,746		38,734,196		45,091,781		83,825,977	
FY16	8,105	154	85,387,259	1,725,513	38,924,761	190,565	46,462,498	1,370,717	85,387,259	1,561,282
FY17	8,200	95	87,808,524	2,421,265	38,182,889	(741,872)	49,625,635	3,163,137	87,808,524	2,421,265
FY18	8,304	104	91,533,733	3,725,209	39,059,148	876,259	52,474,585	2,848,950	91,533,733	3,725,209
FY19	8,316	12	95,275,049	3,741,316	40,630,210	1,571,062	54,644,839	2,170,254	95,275,049	3,741,316
FY20	8,237	(79)	100,463,268	5,188,219	42,109,344	1,479,134	58,353,924	3,709,085	100,463,268	5,188,219
FY21 *	8,540	303	108,992,119	8,528,851	43,726,032	1,616,688	65,266,087	6,912,163	108,992,119	8,528,851

* Governor's Budget