

Commack Union Free School District  
Board of Education Meeting

FEBRUARY 8, 2018





## Tonight's Agenda

Update:  
State Aid and  
Fiscal Indicators

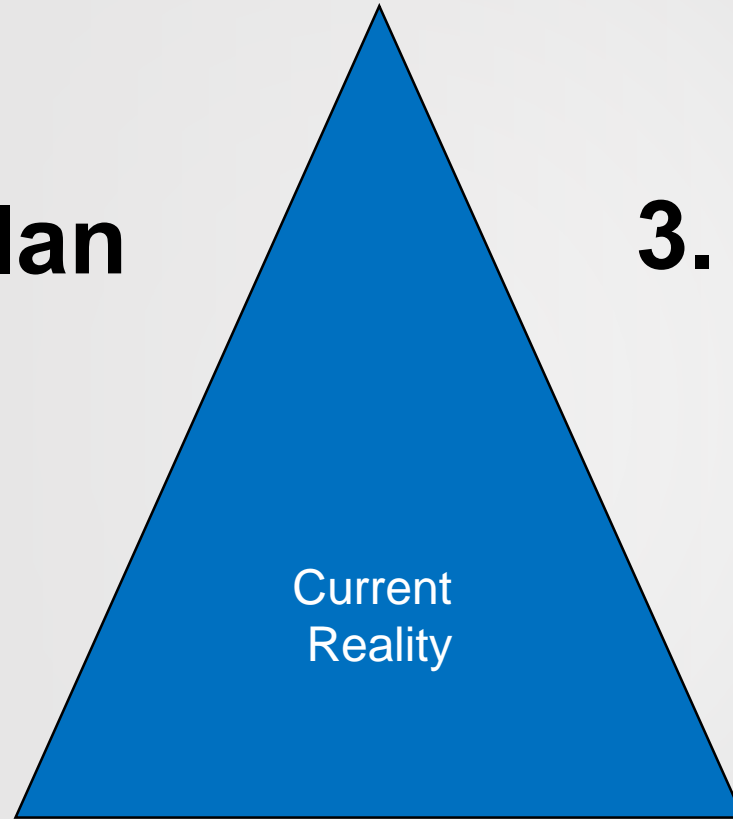
Standardized Testing:  
How Commack Is Going  
To Get It Right?

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## Three Primary Components of the School Budget

**2. Spending Plan**

**3. Educational Plan**



**1. Financing Plan**

Increasing costs and limited revenues (flat State aid and tax cap) are outweighing our efforts to create *Balance, Access, and Opportunity* for students

Balance, Access, and Opportunity:  
A well-rounded education that  
meets the needs of all students

**Increasing Costs**

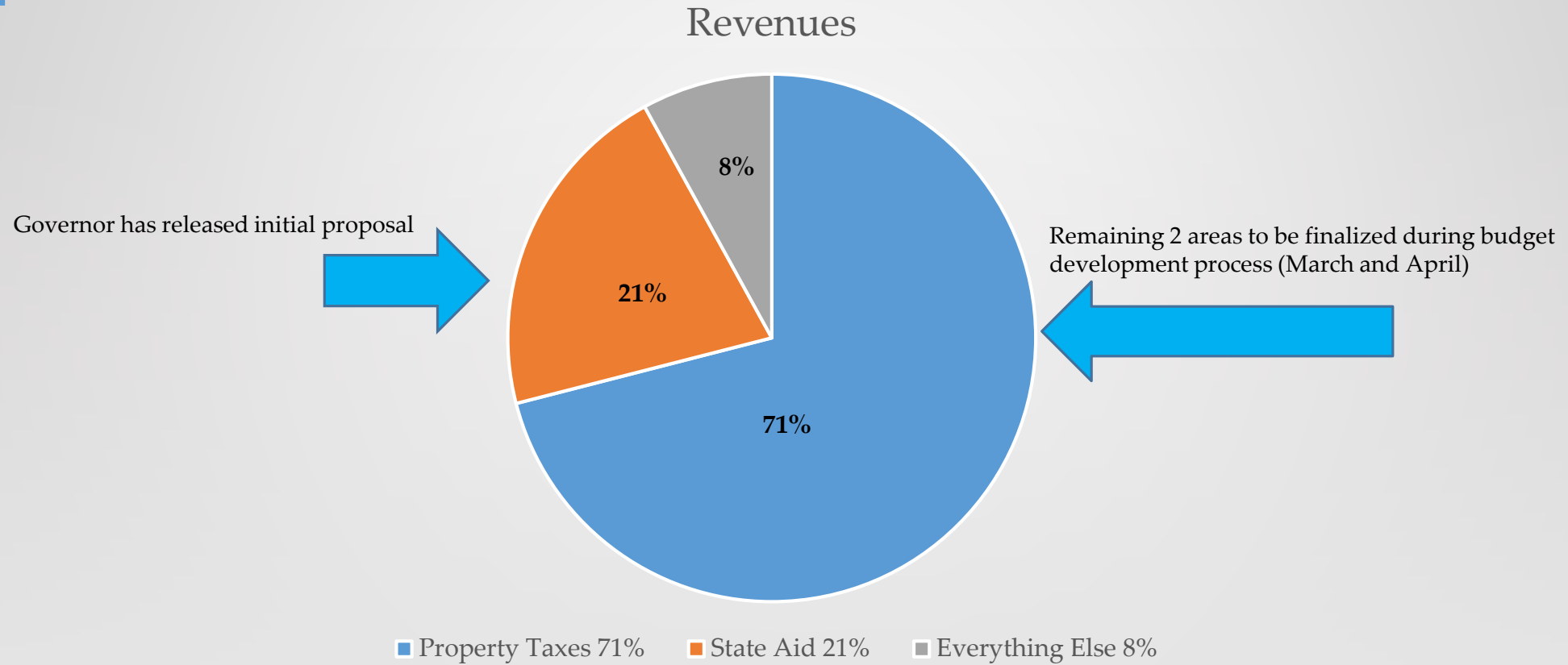
- Unfunded Mandates
  - ENL
  - Special Education
- Pension System Increases
- Health Insurance Increases

**Declining/Flat Revenues**

- Tax Cap – Projected +/-2.4% for 18-19
- New York State In Deficit
  - Foundation Aid Formula is Broken
- Tax Cap
  - Limits Increasing Revenues
- Reserve Funds
  - Declining Reserves
  - Restrictions on Use of Reserves

The priority of any educational institution is the maintenance and positive growth of its instructional program to achieve the organization's mission.

# Financing Plan



Note: "Everything Else" includes the use of reserves/fund balance

# State Aid: Current Status

Foundation Aid vs.  
Expense-Driven  
Aid

Main Cost Drivers  
& Covering the  
Cost Drivers

# Financing Plan 2018-2019

(To Be Finalized During Budget Development Process)

	Budget	
State Aid – Governor’s Proposal (Adjusted)	\$39,046,719	(One Piece of the Puzzle)
Other	?	
Tax Levy	?	
Reserves	?	
Fund Balance (FB)	?	
Total	?	



# Foundation Aid vs. Expense-Driven Aid

## Foundation Aid

- Foundation Aid is formula-driven aid based primarily on financial need and enrollment. This aid can be utilized to support general school expenditures, such as pension costs, health care, salaries, and other State-mandated and non-mandated expenses.

## Expense-Driven Aid

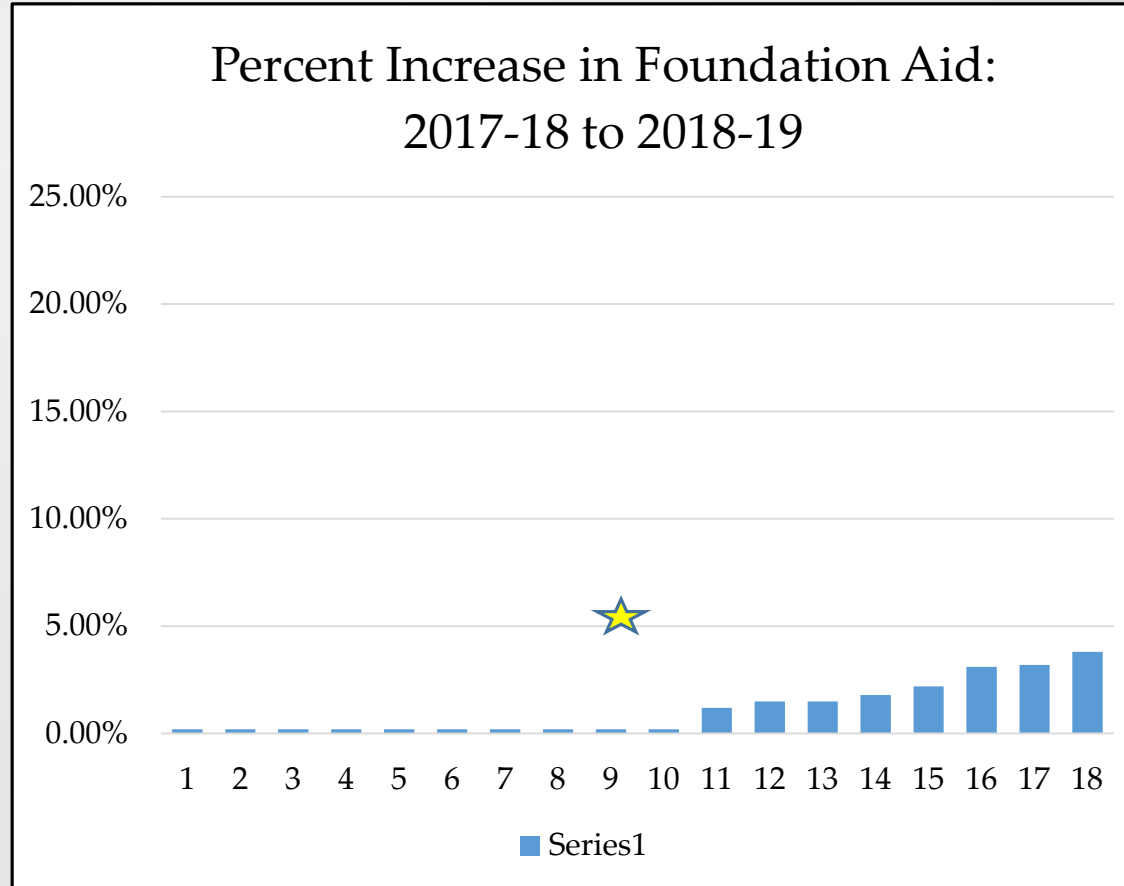
- Cost-Driven Aid is determined by specific expenses such as:
  - BOCES
  - Special Services
  - Hardware and Technology
  - Software, Library, and Textbooks
  - Transportation
  - Building

*Funds associated with these categories can only be used for these expenses*



# Average Foundation Aid Increases in Western Suffolk

District	Dollar Increase	Increase	CWR
A	\$4,582	0.2%	3.233
B	\$13,449	0.2%	1.347
C	\$20,352	0.2%	1.095
D	\$21,875	0.2%	1.786
E	\$22,452	0.2%	1.534
F	\$22,847	0.2%	1.264
G	\$26,909	0.2%	1.274
H	\$47,339	0.2%	1.683
Commack	\$56,060	0.2%	1.202
J	\$64,260	0.2%	1.336
K	\$351,400	1.5%	0.859
L	\$355,657	1.8%	1.027
M	\$385,836	1.2%	0.751
N	\$403,352	2.2%	0.819
O	\$489,037	3.1%	0.913
P	\$580,254	1.5%	0.762
Q	\$943,684	3.2%	0.29
R	\$1,344,399	3.8%	0.593



# Fiscal Stress Score: Defined by NYS Comptroller

## A Tale of Two Cities

- Commack 2015 – 30%
- Commack 2016 – 30%
- Commack 2017 – **18.3%**

*WHAT CHANGED?*

0% to 24%  
No Stress  
Designation

25% to 44%  
Susceptible  
Fiscal Stress

45% to 64%  
Moderate Fiscal  
Stress

65% to 100%  
Significant  
Fiscal Stress

"Twenty-six school districts have been designated as fiscally stressed under New York State Comptroller Thomas P. DiNapoli's Fiscal Stress Monitoring System. This is a decrease from 59 districts that were listed in stress last year."

Source: NYS Comptroller <https://www.osc.state.ny.us/press/releases/jan18/012518.htm>

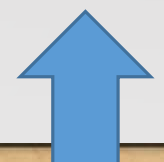
# Fiscal Stress Monitoring System “Enhancements” For School Districts per NYS Comptroller

School District Financial Indicators For Fiscal Stress Scoring	
Critical Area	Description of Change
Fund Balance	Indicator 1: Add the reserve for tax reduction account code (916) to unassigned fund balance <b>Doesn't Apply to Commack</b>
Operating Deficit	Indicator 3: Remove points for a large deficit (less than or equal to -3%) in the current fiscal year. <b>Changed Commack Score</b>
Short-Term Cash Flow Borrowing	Indicator 6 and 7: Multiple Remove the transfers to capital projects account code (9950.9) from “Gross Expenditures” within all relevant indicators (1, 2, 3, and 5). “Gross Expenditures” are now defined as expenditures plus other uses (transfer activity), less transfers to capital projects. Replace Indicator 6 – short-term debt issuance and Indicator 7 – short-term debt issuance trend with a new short-term cash-flow debt reliance indicator, which is based on the percent change in the amount of short-term cash-flow debt issued during the current fiscal year, compared to the prior fiscal year. <b>Changed Commack Score</b>
Multiple	Remove the transfers to capital projects account code (9950.9) from “Gross Expenditures” within all relevant indicators (1, 2, 3, and 5). “Gross Expenditures” are now defined as expenditures plus other uses (transfer activity), less transfers to capital projects. <b>Changed Commack Score</b>

# Our Fiscal Stress History

Financial Indicators	Fiscal Stress Financial Indicators	Public Scores Pre-System Enhancements		Public Scores Post-System Enhancements
		2015	2016	2017
1	Unassigned Fund Balance as a Percentage (%) of Gross Expenditures	8.33	8.33	8.33
2	Total Fund Balance as a Percentage (%) of Gross Expenditures	0	0	0
3	Operating Deficits	13.33	13.33	6.67
4	Cash Ratio - Cash and Investments as a Percentage (%) of Current Liabilities	0	0	0
5	Cash as a Percentage (%) of Monthly Gross Expenditures	0	0	0
6	% Change in Short-Term Cash-Flow Debt Issuance			3.33
6 (Prior Year)	Short-Term Cash-Flow Debt Issuance Amount	3.33	3.33	
7 (Prior Year)	Short-Term Cash-Flow Debt Issuance Trend	5	5	

<b>Total Points*</b>	30.0	30.0	18.3
<b>Score Classification</b>	Susceptible Fiscal Stress	Susceptible Fiscal Stress	No Designation



# Other Legislative Priorities

Advocate for the following changes, which would allow school districts to develop predictable budgets while providing educational programs for all students:

Allow school districts to establish a reserve for future TRS obligations

Fully fund all future mandates

Do not consider capping expense-driven school aid

Retain, but update, the Foundation Aid formula



Questions from the Board of Education?

# Standardized Testing: *How Commack Is Going To Get It Right?*

*Presented by:*

Mrs. Amy Ryan

Assistant Superintendent for Curriculum, Instruction, Assessment and Student Support Services

Ms. Sari Goldberg

Curriculum Associate for Elementary Education

Dr. Maria Ruffini

Intermediate School Educator

Mrs. Francine Lettieri

Special Education Educator



# What's Wrong with NYS Testing?

Driven by top-down  
State mandates

Student test scores used  
for teacher evaluations  
are based on flawed tests  
and developmentally-  
inappropriate standards

These tests do not  
provide any useful  
information that would  
enhance teaching and  
learning

Completely unfunded  
and has shifted local  
funding from  
educational programs

No evidence that State  
tests have improved  
teaching or learning

How is Commack going to get testing right?

# What Matters In Education?

Knowledge

Basic Skills

Understanding

Long-Term  
Transfer

In short, what do we want students to know, be able to do,  
and truly understand: transfer to other areas of life?

“Given that there are different types of learning goals, we need an associated variety of assessment types to gather valid evidence of learning. Like the results on a test, a picture can be informative; however, no *single* photo can provide a complete portrayal of a situation. To continue the analogy, what we need is a photo album of evidence on student learning, not a snapshot – a collection of multiple measures, appropriately aligned to different types of learning outcomes that matter”

-Jay McTighe

Educational Writer and Consultant, Co-Author of Understanding by Design

# Commack's Assessment "Photo Album"

## Multiple Student Data Points

### What we have?

- State Tests
- Classroom Assessments
- Educator-Developed Assessment Practices. For example:
  - Student Observations;
  - Teacher-Created Projects;
  - Portfolio Assessment;
  - Writing Samples; and,
  - More.

### What we need?

- Norm-Referenced / Standardized Assessment

# What is a Norm-Referenced Assessment?

Administered and scored the same way for all students

Uniform directions are provided for all students

Same questions are asked of all students

Determines the position of a tested individual against a comparable pool  
(age/grade-level equivalencies)

# Process

## Initial Review by Curriculum Specialists

The following assessments were reviewed:

- IOWA;
- TerraNova; and,
- Gates-MacGinitie.

The assessments were reviewed for:

- test format;
- developmental- appropriateness;
- test questions;
- available data; and,
- etc.

## Presentation to Teacher Group

Teacher group engaged in initial review of:

- student test materials
- test format
- appropriateness
- test questions
- available data
- administration materials

Teacher group will engage in future review of:

- available reports
- administration calendar for the 18-19
- inclusion of 6th grade teachers for vertical articulation

## Engagement of Teacher Connector Groups

- Unpacked the current teacher thinking regarding the 17-18 administration of the Terra Nova

- Connected with colleagues relative to 17-18 administration and use of data

- Engage in debriefing of 17-18 administration

- Will engage in future grade-level conversations with colleagues regarding 18-19 administration dates and procedures

## Discussion with Intermediate School Faculties

- Burr Intermediate School
- Sawmill Intermediate School

## Professional Development

Professional development will include the following topics:

- test administration
- data analysis
- translation of data to inform instruction
- other related professional development as needed



## Features

Includes developmentally-appropriate assessment questions and assessment length

“Paper and Pencil” administration

Provides meaningful data for teachers, families, district, and community

Determines the position of a tested individual against a comparable pool (age/grade-level equivalencies)

Measures performance against a set of specific criteria

Evaluates performance within each content area



# TERRANOVA<sup>3</sup>

## Components

### Mathematics

(One Day)

- Part I:
  - 8 questions
  - 10 minutes
- Break (TBD by Student Need)
- Part II:
  - 22 questions
  - 30 minutes

### Reading


(One Day)

- Part I:
  - 15 questions
  - 25 minutes
- Break (TBD by Student Need)
- Part II:
  - 15 questions
  - 25 minutes

### Reports


- Home Report
- Customizable Group Reporting
- Individual Student Reports





## Sample Grade 3 Math Question

**The sample question was removed for test security purposes.**



## Sample Grade 5 Math Question

**The sample question was removed for test security purposes.**

# Sample Student Report:

**TERRANOVA<sup>®</sup>**, Third Edition

COMPLETE BATTERY

## Individual Profile

LASTNAME, FIRSTNAME MI

Grade: 8.1

### Purpose

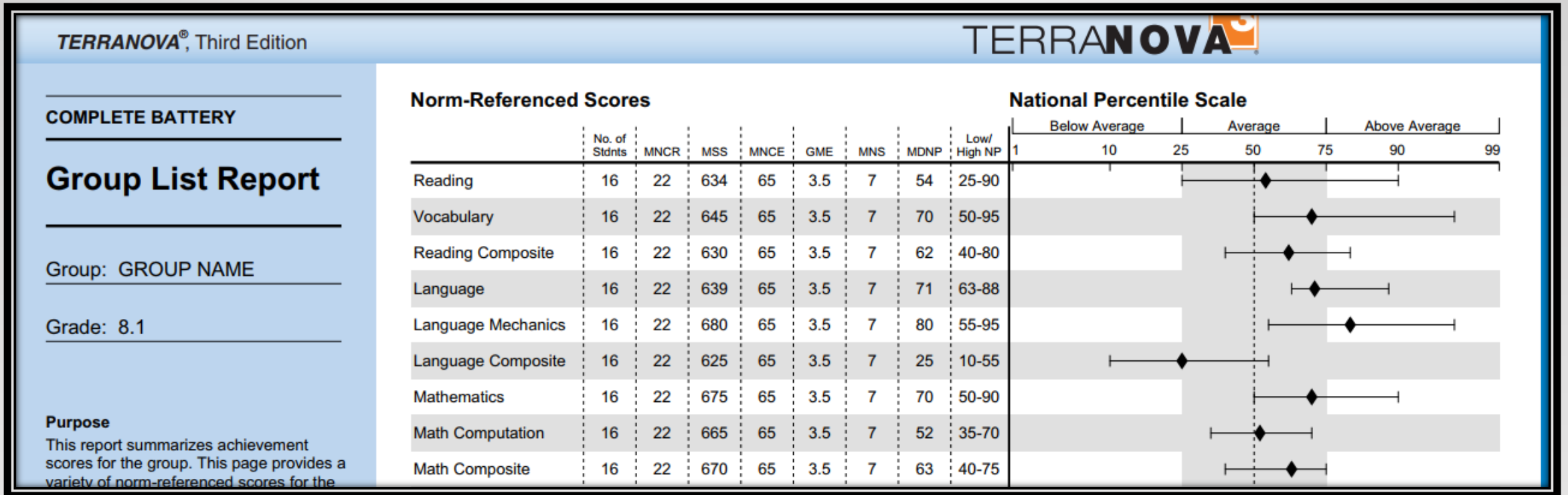
This report presents information about this student's performance on TerraNova.

It describes achievement in terms of

## Performance on Objectives

Obj. No. Objective Titles	Student OPI	National OPI	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*					
					0	25	50	75	100	
<b>Reading</b>										
02 Basic Understanding	91	79	+ 12	55-88						
03 Analyze Text	87	69	+ 18	36-81						
04 Evaluate/Extend Meaning	87	69	+ 18	36-81						
05 Rdg/Wrtg Strategies	70	70	00	55-80						
<b>Vocabulary</b>										
35 Word Meaning	50	50	00	40-80						
36 Multimeaning Words	25	75	- 50	50-80						
37 Words in Context	68	70	- 02	50-90						
<b>Language</b>										

# Sample Group List Report



# Sample Home Report

TERRANOVA<sup>®</sup>, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Home Report

LASTNAME, FIRSTNAME MI

Grade: 8.1

### Purpose

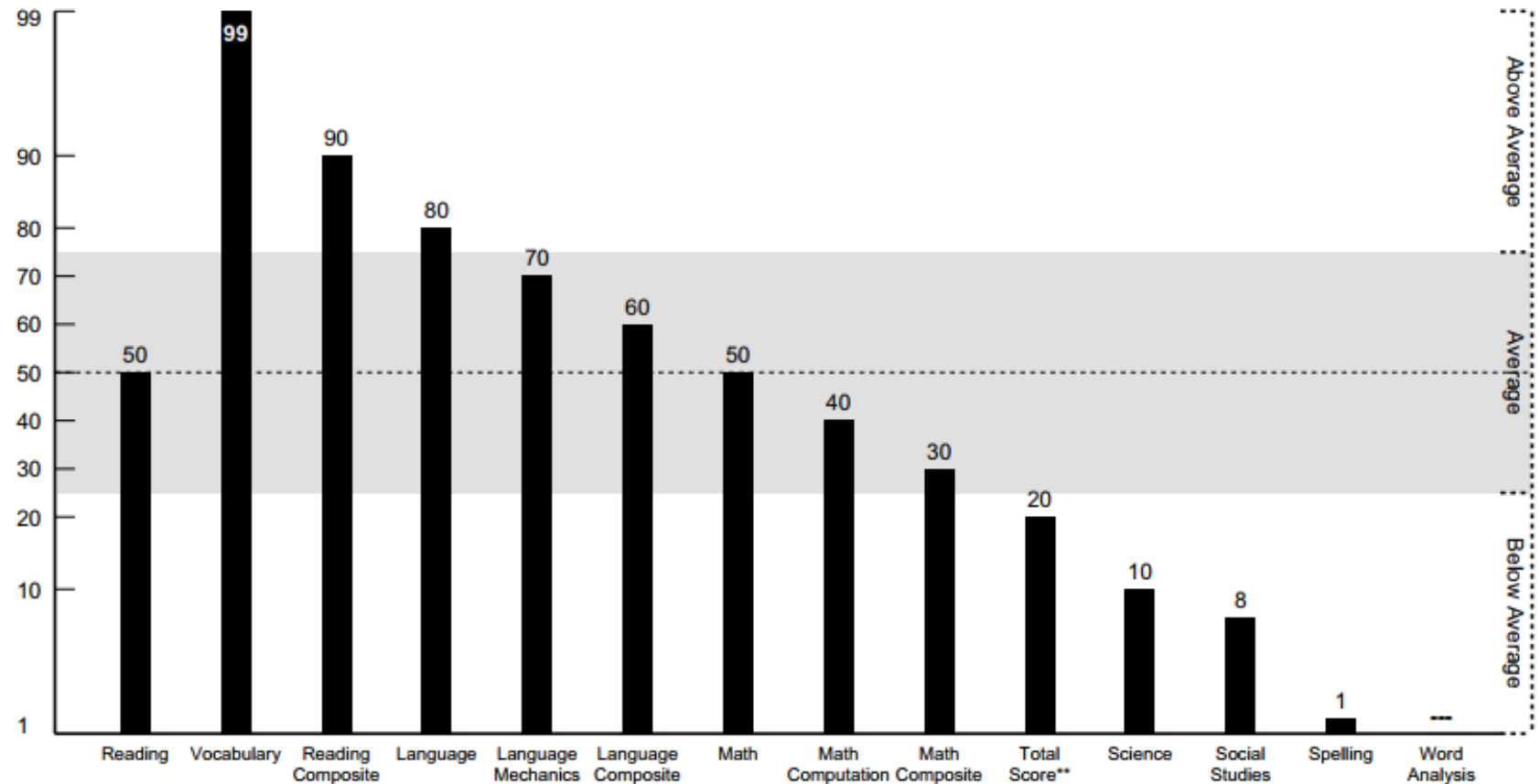
This report presents information about your student's performance on the TerraNova achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Birthdate: mm/dd/yy

Age: 14

Student ID: 1234567890

Performance by Content Area  
National Percentile Scale



# Cost of Administration

## 17-18 Administration of Math to Grades 3, 4, and 5

Item	Cost
Assessment Booklets, Answer Keys, Teacher Directions, and Scoring (Elementary Textbook Code/Testing Code)	\$25,000
Data Files and Reports (Elementary Textbook Code/Testing Code)	\$17,500
Administration (i.e. mailing, supplies, etc.)	\$1,000
<b>Total</b>	<b>\$43,500</b>

## 18-19 Administration of Math and Reading to Grades 3, 4, and 5

Item	Cost
Assessment Booklets, Answer Keys, and Scoring (Testing Code)	\$15,000
Data Files and Reports (Testing Code)	\$17,500
Administration (i.e. mailing, supplies, etc.)	\$1,000
<b>Total</b>	<b>\$33,500</b>



# Next Steps

## Spring 2018

- Provide professional development for staff regarding test administration
- Administer Math Objective of TerraNova to Grades 3, 4, and 5 (April 2018)
- Provide professional development for staff regarding utilizing data
- Inform parents
  - Host *Parent Workshop(s)*
  - Post related information and research
  - Send informational emails

## Summer 2018

- Utilize data to support curriculum writing for 2018-2019 school year
- Mail home student TerraNova results

## Fall 2018

- Administer Reading and Math Objectives of TerraNova to Grades 3, 4, and 5
- Continue parent outreach
  - Host *Parent Workshops*
  - Post related information and research
  - Send informational emails





Questions from the Board of Education?