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MoASSP Update February 1, 2018

Video Version: <https://youtu.be/ui4nReq19Xg>

MoASSP Principal,

MoASSP Executive Director Vacancy Announcement - Phil Lewis, the Executive Director of the Missouri Association of Secondary School Principals (MoASSP) has announced his retirement effective June 30, 2018 after seven years of service to MoASSP. The Board of Directors of the Missouri Association of Secondary School Principals (MoASSP) is seeking an Executive Director. The person selected will be expected to assume the position on July 1, 2018, and to be located in the MoASSP office in Columbia, Missouri. A copy of the Executive Director's job description and policies will be sent to prospective applicants upon request. Contact Katy Kovar, kkovar@moassp.org or Ginny Stevens, gstevens@moassp.org for the Job Posting, Vacancy Announcement, and Application.

Groundhog Day – Many individuals hit the alarm button every day and repeat the same routines they have done for days, weeks, and sometimes for years. Many appear to be unhappy with their redundant existence. To them, life is a burden to slog through. They don't make as much money as some of their friends, they envy others who seem to get all of the breaks, and they see life through the eyes of Debbie Downer. In "Groundhog Day" Bill Murray plays Phil Connors an egocentric newsman with a sociopathic personality who has put in his time doing the small unenviable news reports and feels slighted. After waking up day after day, only to repeat Groundhog Day over and over, Phil tries to end it all only to realize the next day begins just like the previous. During the day he walks around watching people put themselves in harm's way or struggle with the inconvenient irritants life uses to disrupt lives. Phil finally comes to the realization he is the only one that remembers yesterday's Groundhog Day and he should use his time to improve himself. First, he chose to learn new skills. Just because he had the appropriate skills, people were not treating him any differently, they were just not enough to change his life. The second lesson was to use the new skills to help others. Combining the two skills he was happier and those around him embraced the whole Phil. With his newfound skills and his thoughtfulness, Phil becomes well rounded, personable, productive, and fun to be around. February 2, should be a great day to learn something new, take care of others, and have a little fun. Happy Groundhog Day!

Who is GOOGLE Looking to hire? - In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company's incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google's top employees, **STEM expertise comes in dead last**. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including other's different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.

No student should be prevented from majoring in an area they love based on a false idea of what they need to succeed. Broad learning skills are the key to long-term, satisfying, productive careers. What helps you thrive in a changing world isn't rocket science. It may just well be social science, and, yes, even the humanities and the arts, that contribute to making you not just workforce ready but *world* ready.

[Is there a correlation between phone usage and happiness?](#) - Okay, we know this, but now there is research to back up our theory. "So says a [new study](#) from San Diego State University, which pulled data from over one million 8th-, 10th-, and 12th-graders in the U.S. showing teens who spent more time on social media, gaming, texting and video-chatting on their phones were not as happy as those who played sports, went outside, and interacted with real human beings."

From Chris Neale and Lisa Sireno – Our MoASSP Board has special guests each meeting. Commissioner Roger Dorson and Deputy Commissioner Blaine Henningsen dropped by and entertained questions from the board about assessments. Blaine relayed them to Chris Neale:

1. For Science, we will evaluate whether or not 95% of students were tested. Beyond that, we will have no achievement data for 2018 science. Likely we will omit the science sub-portions on the APR. That decision is still in process.
2. "This appears to be a position statement rather than a question about the 90/90 rule." This could open the door for more discussion. "Thanks for sharing your input for the attendance standard. Any more specifics would be welcome."
3. Algebra I scores, like any MAP assessment, are credited to the building where the student received the instruction. The only caveat is that EOCs given in the summer are seen as the next year rather than the prior. This changes accountability years and student grade level.

Thank you to Chris for sharing.

Assessments responses from Lisa Sireno:

Our concerns were lack of quick and timely feedback with the EOC's would take away the ability of teachers to use the results as a grade incentive. There is still a concern about feedback from the assessments. Teachers and principals still feel like they need more specific data.

Specific and quick feedback is a hallmark of formative assessments; the MAP assessments are not formative assessments. Currently DESE's test vendors report preliminary scores within 5 - 10 days of the close of the district's test window. Final scores (MAP results) are reported by DESE with the APR. Should the determination be made that reporting preliminary scores is not advisable, DESE would still report MAP results according to its customary schedule. There would be no delay in this reporting. It is important that feedback provided to all audiences is reliable and vetted.

Mathematics reference sheets are available for use with the Grade-Level practice and operational tests. They are available for districts through eDIRECT and will be posted with manuals and trainings next month.

DESE no longer releases IBD reports, they have been replaced by IARs (Item Analysis Reports). We will continue to release these itemized reports, with incremental improvements.

In the 17-18 school year EOC and Grade-Level practice tests are available. These tests are released forms and they mirror the operational blueprints. Manuals and trainings are scheduled to be posting on February 1. At this time, the Grade-Level reference sheets will be posted. Districts can currently access the practice form manuals through [eDIRECT: General Information/2017-2018 Practice](#)

[Forms/Documents](#) - Manuals. The test development plan includes the released of additional sample items and scoring materials in the coming months and years.

We wish to thank Lisa and Chris for their responses. They have extremely busy positions like all of you.

Aspire – Does your school and or district use Aspire? If your district uses this grade 3- high school series, you should be interested in the Aspire Workshops. There are three locations in Missouri:
February 20, 2018 (9 a.m. - 12 p.m.) / Missouri Job Center - Springfield, MO
February 21, 2018 (9 a.m. - 12 p.m.) / Metropolitan Community College, Maple Woods - Kansas City, MO
February 28, 2018 (9 a.m. - 12 p.m.) / University of Missouri, St. Louis - St. Louis, MO
For more information [Register Now for ACT Aspire Workshops:](#)

TAX CUT LEGISLATION – The Governor is getting in on the tax cut band wagon and is making stops across the state to sell his plan. All of the state lawmakers who are pushing tax relief, claim the cuts will pay for themselves. [SB 667](#) (Onder) would gradually reduce the top state income tax rate from 6% to 5% and would be on top of tax cuts already approved by the General Assembly. The individual income tax is the largest source of state revenue. Additional cuts would reduce state revenue and threaten the ability of the state to provide funding for public schools. MSBA strongly opposes additional state tax cuts.

[SB 612](#) (Koenig), the bill establishing the Empowerment Scholarship Account Program. The ESA is essentially a voucher program that would divert taxpayer dollars to private and home schools by allowing a 100% tax credit for contributions to organizations that would use the money to fund accounts that parents could use to pay for private school tuition and other expenses. It would apply only to students with disabilities, students with parents in the military, or wards of the state. The bill would become effective only when the foundation formula is fully funded. The program would cost the state as much as \$25 million a year in revenue and divert funding to private schools and home schooling parents, with no requirement that the schools receiving the funds admit all students and no oversight on whether a quality education is actually provided.

Early February is planning and teacher evaluation catch-up time for a principal. Looming in the near future are a few BIG end of the year events. Graduation, MAP and End of Course Assessments, teacher and coaching interviews, next year's budget, academic and participation celebrations, and most important, maintaining the building culture until the end of the school year. With all of this and a few surprises around every corner, the value of the building leader is critical, It Really is the Principal of the Thing.