

Shawnee Mission East High School

7500 Mission Road
Prairie Village, KS 66208
913-993-6600

Principal: Jason Peres
Grades Served: 9-12
KSDE Bldg #: 8886

Feeder Pattern-
Middle School: Indian Hills
Elementary Schools: Belinder, Briarwood,
Corinth, Highlands, Prairie, Tomahawk, and
Westwood View



Notable School Characteristics

- Established in 1958 with a significant history of community investment, support, and tradition.
- National PTA School of Excellence
- Average staff teaching experience: 18 years, with 78% of staff holding advanced degrees
- Special programs
 - Advance Placement, International Baccalaureate Diploma Program, College Now and Quick Step Programs
 - SHARE Program- nationally recognized service program where students volunteer more than 25,000 hours annually.
 - KSDE Seal of Biliteracy
 - Career Development- Signature and Technical Ed programs in the fields of marketing, business, engineering, law, design, animation, culinary arts, medical/health science, and biotechnology.
- Average ACT score: 23.7 | 4-Year Graduation Rate: 93.9% | 5-Year Graduation Rate: 95%
- 110 KSHSAA State Championships

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KSDE Building Report Card

[Shawnee Mission East Building Report Card](#)

Needs Analysis

What barriers must be overcome for each student to achieve grade* level proficiency on assessments?

*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

Some of the key barriers that must be overcome at Shawnee Mission East include:

- Lack of consistency in resources provided by KSDE to prepare for KAP.
- Lack of student buy-in regarding state assessments (there is no sense of ownership or accountability on the part of the students).
- Test bias and structural/external factors in the assessments (test validity and reliability)
- Lack the personnel and time to identify and intervene (when necessary) for all students who are behind grade-level (scoring in level 1 & 2) on key standards and competencies.
- Students have various and unique needs and or disabilities that require support within the school day for the student to be successful. The school requires more personnel, space, and time to fully meet the needs of such diverse learners.

What budget actions should be taken to address and remove those barriers?

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary and compensation to recruit and retain highly qualified certified and classified staff.
- Fund a General Interventionist to develop and deploy building-wide MTSS initiatives (Literacy, Mathematics, Medical Recovery...etc.), and manage over 125 Section 504 student plans.
- Allocate staffing to each building based on a Full-Time Employment (FTE) formula that considers total enrollment and at-risk populations such as Special Education, Section 504 Plan, ELL, and Free and Reduced Lunch status.
- ELL Staffing - Increase ELL staff assigned across the high school level. Establish an ELL enrollment ratio similar to special education and general education. Staff are allocated based on the staffing

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ratio.

- Annually review ELL enrollment numbers in the spring to add staffing allocations for the following school year. Increase needs to support ELL students in Level 1 and 2, including new enrollments.
- Establish a plan to increase the number of staff earning an ELL endorsement.
- Add a full-time (1.0 FTE) ELL teacher to be shared between high school and middle school feeder to serve the 7-12 ELL population in the East feeder pattern.
- Increase paraeducator and teacher support staff in special education classrooms.
- Attain ideal teacher:student ratio (current- 19:1, ideal 12:1) for more individualized instruction and assessment, and create time in teachers' schedules to collaborate and plan for student interventions to increase student achievement.
- Appropriately fund mental health initiatives and support in the school district and greater community.
- Increase funding to train and provide time for literacy initiatives and provide resources across all content areas.
- Due to the lack of specific programming and space for construction trades and advanced manufacturing, rebuild of the Career & Technical Campus to allow for additional construction trades and advanced manufacturing coursework that cannot fit into our current spaces.
- Review and updates of high school CTE spaces to match labor market needs.

How much time will it take for each student to achieve grade* level proficiency on the state assessments if the budget actions would be implemented?

*Again, state law defines grade level proficiency as scoring "above level 2" while actual grade level performance is most closely related to scores above level 1 on state assessments.

We measure growth each year and document in our KESA plans our success on a variety of student benchmarks. We emphasize growth for all students. However, there are many factors that make it impossible to estimate a timeline in which all students will achieve grade level proficiency. Such factors include:

- The research has demonstrated that these types of goals (i.e. NCLB) will not work and are unachievable.
- Ever-changing population of students, who bring a varying degree of cognitive and developmental abilities, makes it inappropriate for us to guarantee a date when all students will meet a singular level of proficiency.

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- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
 - While assessment scores are one measure, Shawnee Mission East does not believe students' state assessment scores should be the sole measure of proficiency, especially when the assessment has very limited, or no, impact on their future.
 - Similar to how other professionals, such as doctors, lawyers, human resource professionals etc. cannot ensure 100% success due to a variety of obstacles and external factors, we likely will be unable to achieve 100% proficiency.
 - Students face a variety of obstacles, both in and out of the classroom, thus making it impossible to guarantee 100% proficiency.
 - An increased level of social/emotional challenges and mental health needs of students.
 - Varied levels of parent engagement.
 - When the budget items proposed above are enacted, Shawnee Mission East High School will guarantee increased student achievement on a variety of measures including, but not limited to, the Kansas Assessment Program.
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Board Rationale/Comments

The Shawnee Mission School District maintains focus on its commitment to meeting aspirational state and district education goals for every student. The district continues to budget conservatively and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for a full-time social worker position in every school, a full-time instructional

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coach in every school, and Real World Learning counselors at each of the five comprehensive high schools (at about 1,700 students each).

With the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were able to add a few more positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, a SPED instructional coach, 2 speech language pathologists, and 1 special education assistant director.
- 6 ELL teachers
- 2 Pre-K Teachers and 3.5 Pre-K Aides

Due to the uncertainty of the future of federal title dollars, however, the district decided to move 2.6 FTE administrative positions previously funded with title dollars to the general operating fund to allow for flexibility as future needs arise.

The district is also maintaining the following positions in the operating funds for at least one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2025-26 school year, in order to determine the ability to maintain the positions listed above that were originally added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

Shawnee Mission East High School students are making meaningful academic progress, as noted by several lead indicators. East juniors and seniors earned \$1.75 billion in scholarship offers from colleges and universities from across the country as of September 2024. East students' average ACT composite score was 23.7 in 2024, with a district participation rate of 55% taking the exam at least once. This score

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exceeds the Kansas Board of Regents target admissions criteria of 21.0 and the state average composite score of 19.2. Market Value Assets (MVAs), a benchmark established by SMSD to assess Real World Learning progress, are specific work opportunities or accreditations that contribute to student success in work and learning beyond graduation: College Credits (9+ Credit Hours), Work Based Experience, Internships, Client Connected Projects, Entrepreneurial Experiences, and Industry Recognized Credentials. SMSD has seen significant growth since 2019 toward our 2030 goal for every USD 512 student to graduate with at least 1 MVA. Among our 2024 graduates, 73% earned at least 1 MVA with significant growth among our students with learning barriers associated with disability, poverty and language - where over 55% of each subgroup graduated with at least 1 MVA.

Lag indicators noted that the East four-year graduation rate held steady at 94%, as recovery takes hold following the multi-year disruptions to learning caused by the global pandemic. Further, while East 10th graders performed above state averages on the Kansas Assessments in 2024, this cohort of students had yet to recover to 2019 performance levels having experienced COVID in grades 6-8 and inadequate preGannon state funding grades K-3.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student - facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

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