Career Education Campuses

Center for Academic Achievement  
8200 W. 71st Street  
Overland Park, KS 66204  
913-993-8725  
https://caa.smsd.org/

Career and Technical Campus  
11475 W. 93rd Street  
Overland Park, KS 66214  
913-993-0900  
https://ctc.smsd.org/

Principal: Dr. Ryan Flurry  
Grades Served: 9-12  
KSDE Bldg #: 8803  
Feeder Pattern: Serves all feeder patterns

Notable School Characteristics

- Facilities serve all students in the district  
- Approximately 600 high school students attend for part or all of their day  
- Programming includes Engineering, Biotechnology, Health Science, Fire Science/EMS, Law Enforcement, Culinary Arts & Commercial Baking, Sustainable Agriculture, Animation, Game Design, and Cybersecurity

KSDE Building Report Card

Center for Academic Achievement Building Report Card - Districtwide
Students served through our Career Education Campuses come from all of our high school campuses.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
Needs Analysis

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

Our teachers, students and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges for include:

● Adequate funding of special education
● Large class sizes impacting the ability to provide individualized instruction

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

● Full funding of special education at the state level would allow for increased support of students with disabilities accessing specialized career & technical education coursework giving relevance to their core academic coursework and leading to increased student achievement.
● Increased funding to offer specialized coursework that has lower enrollment than typical class sections.

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?

● It is not possible to predict the amount of time needed for all students to reach proficiency due to the number of variables in play.
● While state assessment scores are one measure, SMSD’s Career Education Campuses team does not believe that state assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
● We recommend an increased focus on student growth measures and workplace skill assessments.

Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every

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SHAWNEE MISSION SCHOOL DISTRICT
School Needs Assessment for 2023-2024
school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were 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.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. 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.

These programs rely heavily for their success on on-going Federal funding, along with community involvement and support in the form of internships and other opportunities to gain market-value assets.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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