

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?

*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.

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?

*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.

- 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.

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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, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and
- 2 administrative interns

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

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- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above 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 will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and 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.

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