

# 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 traditions
- 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: 23.5 | 4-Year Graduation Rate: 94.7% | 5-Year Graduation Rate: 97.3%
- 109 KSHSAA State Championships

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.

# 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.
- Student buy-in with the 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)
- Have not identified and intervened (when necessary) all students who are behind grade-level on key standards and competencies, and lack time and personnel to identify and support students who are behind and are in need of intervention.

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 to recruit and retain highly qualified certified and classified staff.
- Additional staff members hired to meet the individual learning and SEL needs of all students - Two additional counselors to provide academic, post-secondary and social-emotional support (current- 400:1, ideal 250:1), Reading Interventionist, Math Interventionist, Two Special Education Resource Teachers.
- Fund a General Interventionist to develop and deploy building-wide MTSS initiatives and evaluate, create, and manage Section 504 plans.
- Increase paraeducator and teacher support staff in special education classrooms.
- Attain ideal teacher:student ratio (current- 19:1, ideal 12:1) for individualized instruction and create time in teachers’ schedules to collaborate and plan for student interventions to increase student achievement.

---

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.

- Increased instructional coaching
- Funding for staff, facility, and schedule support for students not on grade level to receive support over the summer.
- Appropriately fund mental health initiatives and support in the school district and greater community.
- Increase funding to train and provide time for literacy teams and provide resources across all content areas.

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.
- 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' 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, 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 will guarantee increased student achievement on a variety of measures including, but not limited to, the Kansas Assessment Program.

---

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.

---

## 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.

Shawnee Mission East has a track record of excellence with high support from its PTA and an experienced teaching staff. The school is committed to advance Real World Learning, but we remain below the ASCA recommended ratio of one school counselor for every 250 students.

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

---

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.

- 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:

- 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.

---

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.

---