

Dallas Independent School District
386 Solar Preparatory School For Boys At John F. Kennedy
2022-2023 Campus Improvement Plan

Mission Statement

To inspire boys to live and lead with passion and purpose.

Vision

To prepare boys for success in a challenging, inspiring, and inclusive performance-based learning environment.

Value Statement

Curiosity: I ask questions and have a strong desire to learn and discover new things.

Self-Awareness: I reflect on my strengths and limitations and possess a sense of confidence and optimism.

Empathy: I listen and seek to understand the feelings of another.

Humility: I act in a way that reflects a spirit of inclusion and respect for others.

Leadership: I nurture abilities in myself and in others in order to have a positive impact on my school and community.

Grit: I bounce back after failure and persist in the face of obstacles.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission

Statement To inspire boys to live and lead with passion and purpose.

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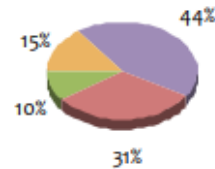
Empathy: I listen and seek to understand the feelings of another.

Humility: I act in a way that reflects a spirit of inclusion and respect for others.

Leadership: I nurture abilities in myself and in others in order to have a positive impact on my school and community.

Grit: I bounce back after failure and persist in the face of obstacles.

Grd	Attendance Target: 97%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	99.2% ✓	39	12%	15%	36%	38%	10%
KN	99.6% ✓	63	19%	16%	43%	40%	2%
1	99.6% ✓	63	19%	17%	32%	38%	13%
2	99.5% ✓	63	19%	8%	56%	22%	14%
3	99.0% ✓	60	18%	18%	47%	25%	10%
4	100.0% ✓	51	15%	16%	49%	25%	10%
ALL	99.5% ✓	339	-	15%	44%	31%	10%



Student Group Enrollment		
		% of School
At Risk	78	23.6%
EL	74	22.4%
Low SES	141	42.6%
SPED	29	8.8%
TAG	118	35.6%

Attendance / Retention		2018-19	2019-20	2020-21
Students	Average student attendance rate	96.4%	↓ 95.8%	↑ 99.5%
	Percentage absent fewer than 10% of days enrolled	92.8%	↓ 91.4%	↑ 99.7%
Teachers	Average number of absences	4.2	↑ 6.4	↓ 5.9

Disciplinary Actions	18-19	19-20	20-21
In-School Suspension	1		1
Out-of-School Suspension		1	

TEACHERS	Average number of absences	4.3	↑	0.4	↓	3.9
	Percentage returned to campus from prior year	--		66.7%	↓	56.5%

Demographics Strengths

Diverse student population by race/ ethnicity.

An increase from 28.2% to 35.6% of students identifying as gifted and talented.

Student application for non-economically disadvantaged families.

Increased enrollment at grade levels 1st - 6th.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are facing a declining enrollment and number of applications from low SES families, which poses a threat to our 50/50 socioeconomic model. **Root Cause:** We are located in a gentrified neighborhood and low SES families have concerns about traveling distance and placing young scholars on buses.

Problem Statement 2: A comparison of demographics and Dallas ISD data indicates that English Learners are underrepresented, which makes implementing a two-way dual language program challenging. **Root Cause:** We are located in a gentrified neighborhood and EL families are not applying to our school.

Problem Statement 3: There is a need to develop a strategic plan to promote the retention of 4th and 6th grade scholars. **Root Cause:** There is competition from TAG and specialized schools that start at 4th and 6th grade for our scholars.

Student Learning

Student Learning Summary

MAP MATH SPRING 2021

Kinder

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	16%	6	11%	2	4%	10	18%	29	52%	166-168-170	16.7

1st

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	7	11%	6	10%	13	21%	8	13%	27	44%	183-185-187	15.4

2nd

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	13	20%	5	8%	7	11%	19	30%	20	31%	192-193-195	14.6

3rd

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	6	11%	6	11%	8	14%	14	25%	23	40%	210-213-215	16.5

4th

Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Mean RIT Score (+/- Smp Err)	Std Dev
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Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	8	15%	6	11%	6	11%	21	39%	13	24%	215-217-219	14.6

5th

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	11%	6	14%	13	30%	15	34%	5	11%	219-221-224	13.7

MAP READING SPRING 2021

Kinder

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	21%	7	13%	7	13%	13	23%	17	30%	156-158-161	15.1

1st

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	10	17%	11	18%	12	20%	13	22%	14	23%	172-174-176	15.4

2nd

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	19%	5	8%	8	13%	14	22%	25	39%	191-194-196	18.6

3rd

Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Mean RIT Score (+/- Smp Err)	Std Dev
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Overall Performance	%ile < 21		%ile 21-40		%ile 41-60		%ile 61-80		%ile > 80		Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	5	9%	7	13%	12	22%	11	20%	19	35%	202-205-207	18.3

4th

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	16%	5	10%	11	22%	11	22%	16	31%	208-210-213	16.7

5th

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	3	7%	8	18%	10	23%	15	34%	8	18%	214-216-218	12.2

STAAR Scores 2022			
3rd	Approaches	Meets	Masters
Math	76%	59%	34%
Reading	85%	68%	46%
4th	Approaches	Meets	Masters
Math	81%	60%	37%
Reading	75%	60%	39%
5th	Approaches	Meets	Masters
Math	76%	37%	14%
Reading	89%	53%	42%
Science	63%	33%	17%

Student Learning Strengths

Based upon 2022 STAAR results we grew in every category by at least 5%. 10 out of 12 categories grew by double digit gains over 2021 STAAR data.

3rd Grade Reading reached our campus goal of 85/55/45 based upon 2022 STAAR results.

5th Grade Reading STAAR results has 89% of scholars at Approaches with 53% at or above Meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Performance in the 5th grade STAAR science indicates a need for hands-on science experiments. **Root Cause:** Lack of hands-on experiments for scholars to experience the learning.

School Processes & Programs

School Processes & Programs Summary

School model

- Blended Learning – Differentiation through station/playlist and use of online curriculum
- Social-Emotional Learning – Brotherhood Circle, Solar Six House System, Thrive Time & Responsive Classroom
- STEAM
- STEAM Days
 - Maker Education
 - Coding & Robotics Clubs
 - Garden
- **Performance-Based**
 - Performance tasks at the end of each unit
 - Garden Lessons
 - Real-world experiences
 - Hands-on Learning
 - Project-based learning
- **Two-Way Dual Language**
- **Diversity by Design**
 - 50/50 Socioeconomic Diversity Model
 - Diversity, Equity & Inclusion
- **Single-gender education**
 - All-boy environment – focus on their specific needs
 - Focus on research-based teaching strategies optimal for boys
- **Training and Support**
 - Reading Academies
 - PBL Training
 - Responsive Classrooms
 - Solar Boys Summer Professional Development
 - Ron Clark Academy
 - International Boys School Coalition
 - Code.org discoveries

School Processes & Programs Strengths

STEAM Days provides exposure to coding robotics, project-based learning, hands-on garden lessons

Makespace instruction was added to the rotation of specials - more rigorous projects.

Thrive time lessons developed based on the needs of our boys (in-person.)

Instruction is differentiated through a personalized learning model – improved guided reading.

Online curriculum to support blended learning (Lexia/I-station, Dreambox and ST Math) Technology is 1:1 ratio

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers must be able to use data effectively to differentiate lessons based on students' strengths and needs, and time must be allocated to develop resources for each student/group based on these goals with clear follow up. **Root Cause:** Additional training on the use of MAP data and goal setting is needed.

Problem Statement 2: STEAM Day allowed us to continue building on coding and STEAM challenges, however additional training is needed to integrate STEAM strategies into core content **Root Cause:** Limited specialized training and focus on STEAM Friday's lesson planning. The main focus was placed on reading and SEL instruction

Problem Statement 3: Teachers must use the extra 45 minutes of STEAM time to pull small groups to help close instructional gaps with scholars. **Root Cause:** Rationale needs to be provided around why the extra 45 minutes are provided during STEAM time throughout the week.

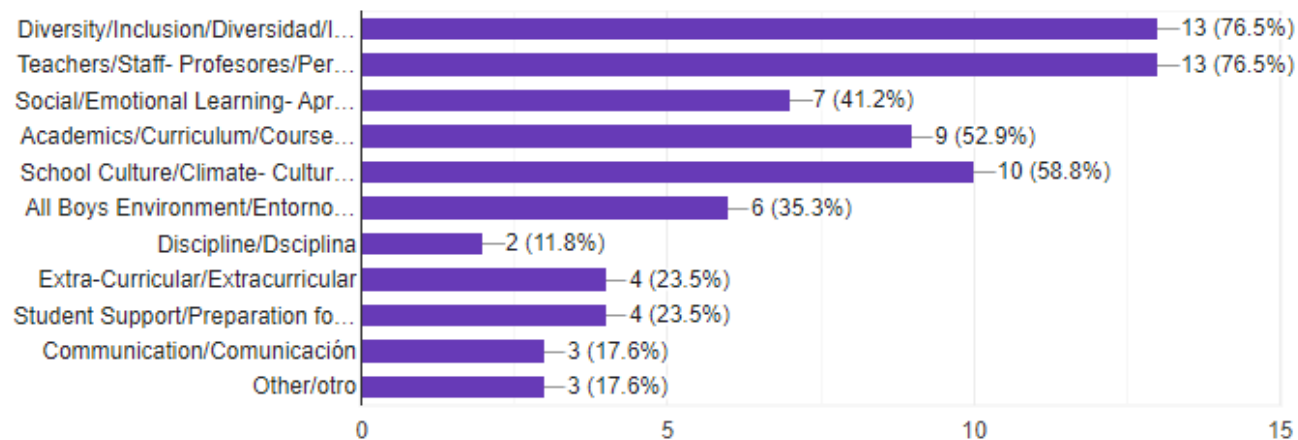
Perceptions

Perceptions Summary

What are the best aspects of Solar Boys? (check all that apply) / ¿Cuáles son los mejores aspectos de Solar Boys? (marque todo lo que corresponda)

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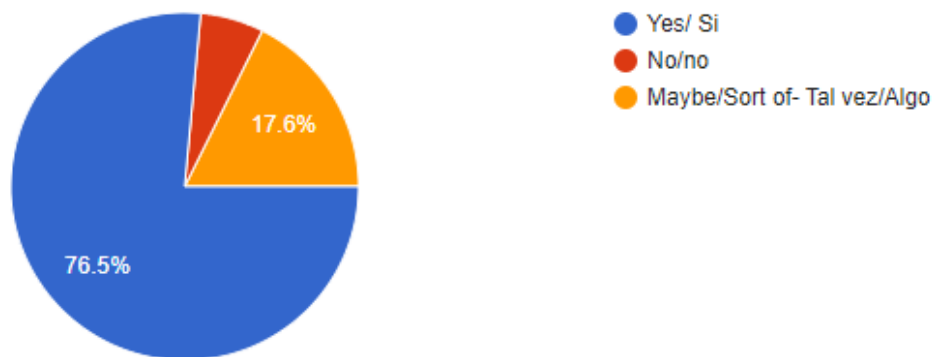
17 responses



Is your child happy at Solar? ¿Su hijo es feliz en Solar?

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17 responses



School offers parents and the community the opportunity to get involved in the following ways:

- Parent-Teacher Association
- Dad's Club
- Site-Based Decision Making Committee
- Room Parents
- Sports Coaching
- Cub Scouts
- Volunteers

Partners

- Solar Prep for Girls
- Barack Obama Leadership Academy
- Boys Scouts
- Friends of Solar Prep
- YMCA

Perceptions Strengths

High parent involvement.

Volunteer opportunities available.

Communication with staff and families through multiple sources – Solar Blast, Remind, Solar Times, Twitter, Instagram, Facebook (School communication in both English and Spanish.)

New partnerships including North Dallas High School, Barack Obama Leadership Academy. and Grow Boxes.

Weekly guidance lessons have improved our school-wide discipline.

Scholars ability to identify their individual Solar 6 strengths and needs.

Mentoring program established in partnership with BOLA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As indicated by discipline referrals and staff climate survey, there is a need to continue to improve on discipline playbook. **Root Cause:** Teachers need strategies and training to address the needs of an all-boy school using a responsive and restorative approach. Clear and consistent communication between administration and teachers must be improved.

Problem Statement 2: There is a need to improve communication with staff and parents **Root Cause:** We need to streamline communication so parents, community, and staff are

able to get information in one location.

Problem Statement 3: There is a need to increase opportunities for trust-building with administration, increase opportunities for leadership opportunities, mentorship for teachers, as well as peer feedback support. **Root Cause:** The vision of the campus needs to be clearly expressed to staff members and an increase in opportunities for staff members to engaged one another outside of the work environment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 1: 100% of 6th grade scholars will engage in honors classes

Evaluation Data Sources: STAAR
Common Assessments
Lesson Plans

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 2: 100% of teachers create aligned performance tasks and rubrics at the end of each unit to ensure all students participate in meaningful and relevant learning experiences.

HB3 Goal

Evaluation Data Sources: Lesson plans
Lesson plan rubrics

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 3: 100% of students will participate in meaningful and relevant learning experiences through the implementation of high-quality project-based learning during Makerspace and STEAM Days.

Evaluation Data Sources: Lesson plans

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025.

Performance Objective 1: 100% of students will grow 1 year in reading and mathematics as measured by Measures of Academic Progress (MAP) from the beginning to the end of the year.

HB3 Goal

Evaluation Data Sources: MAP
Common Assessments

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025.

Performance Objective 2: At least 45% of students will reach MASTERS level on STAAR in all subjects and grade levels.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments
STAAR

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025.

Performance Objective 3: At least 70% of students will reach MEETS level on STAAR in all subjects and grade levels.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments
STAAR

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.

Performance Objective 1: Student STAAR scores will increase for math in each category by at least 7% from May of 2022-May of 2023.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments
STAAR

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.

Performance Objective 2: 70% of students score Meets Level or above on STAAR in 3rd Grade Mathematics

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.

Performance Objective 3: 90% of students score 80% or higher on all district ACP exams.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments

ACP

Small Groups

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: 80% of students will meet their MOY growth goal in MAP.

HB3 Goal

Evaluation Data Sources: MAP

Common Assessments

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 2: 100% of students will meet their EOY growth goal in MAP.

Evaluation Data Sources: MAP

Common Assessments

Goal 5: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 1: The number of extra-curricular activities will expand from 10 to 15 by October 2022.

Evaluation Data Sources: Campus surveys
Parental surveys

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 2: 100% of students will meet individual social-emotional goals based on the Spring 2021 survey or teacher observations.

Targeted or ESF High Priority

Evaluation Data Sources: Social-emotional scholar survey

Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: Improve campus culture based on district climate surveys from Fall to Spring

Evaluation Data Sources: Climate Surveys
Campus Surveys

Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 2: Improve campus culture based on parent surveys from Spring 2022 to Spring 2023 by at least 7 points in the following indicators: safe environment, welcomes involvement, and responds to concerns

Evaluation Data Sources: District Parent Surveys
Campus Parent Surveys

Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 3: Create at least 1 parent/family engagement opportunity per month from September to May

Evaluation Data Sources: Campus Parent Surveys

Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 4: Increase presence on social media by 50% by June 2023

Evaluation Data Sources: Social media surveys

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrew Caballero	Campus Facilitator	Title 1	

Addendums

Survey Category/Item	Responses	Campus Percent Positive (S2022)	Choice Percent Positive	District Percent Positive	Choice Percent Positive	District Percent Positive
Beliefs and Priorities						
The key actions my school is working on this year are focused on what is best for students.	34	91.2	85.2	78.4	6.0	12.8
I understand my role in implementing the school's key actions.	34	94.1	90.9	88.5	3.2	5.6
I have the support I need from campus leadership to do my job well.	34	76.5	81.7	75.3	-5.2	1.2
My campus leadership helps me understand recent changes in the school's focus.	34	88.2	81.4	76.0	6.8	12.3
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	34	88.2	87.7	84.0	0.5	4.2
The Student Achievement Goals will lead to success.	34	91.2	86.4	81.1	4.7	10.0
How similar are your school's priorities to what you think they should be?*	34	76.5	77.1	68.6	-0.6	7.9
Overall, my campus is headed in the right direction.	34	79.4	82.0	74.2	-2.6	5.2
Overall, the District is headed in the right direction.**	34	70.6	75.0	69.8	-4.4	0.7
Positive Culture and Environment						
I would recommend this school to others to work here.	34	76.5	81.9	70.6	-5.4	5.9
I usually look forward to working each day at this school.	34	88.2	83.2	75.9	5.1	12.3
I believe I work in an environment of support and respect.	34	82.4	81.9	74.8	0.5	7.5
Discipline is enforced consistently and effectively at my campus.	34	50.0	65.9	59.4	-15.9	-9.4
Unruly students are not permitted to disrupt the learning environment.	34	64.7	71.3	62.3	-6.6	2.4
The campus I work in is clean, safe and free of physical hazards.	34	85.3	87.1	80.0	-1.8	5.3
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	34	79.4	72.5	66.8	6.9	12.6
I am satisfied with the recognition I receive for doing a good job.	34	76.5	78.6	71.1	-2.1	5.4
Morale at my school has improved this year.	34	58.8	70.7	62.7	-11.9	-3.9
I would recommend this school to parents seeking a place for their child.	34	76.5	84.3	70.6	-7.8	5.9
Culture of Feedback and Support						
My campus leadership helps me improve the quality of my instruction.	23	78.3	80.4	70.8	-2.1	7.5
The instructional feedback I get helps me improve the quality of my instruction.	23	87.0	81.5	74.4	5.4	12.5
I have sufficient opportunities and encouragement to develop my leadership potential.	23	73.9	81.2	71.7	-7.3	2.3
The PD sessions at my school this year helped me improve instruction.	23	73.9	73.6	64.8	0.3	9.1
My team experiences with colleagues this year helped me improve instruction.	23	78.3	84.7	81.3	-6.4	-3.0
My school has an effective instructional leadership team.	23	78.3	78.9	70.3	-0.6	8.0
College-Going Culture						
Teachers expect most students in this school to go to college.	29	89.7	89.3	79.4	0.3	10.3
Instruction in this school is focused on helping students get ready for college.	29	89.7	88.0	80.9	1.7	8.7
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	29	86.2	90.0	85.8	-3.8	0.4
Teachers at this school accept nothing less from students than their full effort.	29	86.2	87.4	81.2	-1.2	5.0
Teachers at this school do not let students give up when their class work becomes challenging.	29	89.7	90.7	83.8	-1.0	5.8
Teachers at this school give students feedback to help them understand how to improve.	29	93.1	92.6	89.0	0.5	4.1
Teacher-Teacher Trust						
Teachers in this school trust each other	22	68.2	81.2	74.9	-13.0	-6.8
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	22	77.3	83.2	78.1	-6.0	-0.9
Teachers respect other teachers who take the lead in school improvement efforts.	22	81.8	87.3	83.6	-5.5	-1.8
Teachers at this school respect those colleagues who are experts at their craft.	22	81.8	89.8	85.5	-8.0	-3.7
Teacher-Principal Trust						
The principal has confidence in the expertise of the teachers.	23	91.3	87.4	76.2	3.9	15.1
I trust the principal at his or her word.	23	82.6	81.9	72.2	0.7	10.4
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	23	78.3	80.9	70.9	-2.6	7.3
The principal takes a personal interest in the professional development of teachers.	23	82.6	83.9	72.8	-1.2	9.8
The principal looks out for the personal welfare of the faculty members.	23	87.0	84.4	73.9	2.5	13.1
The principal places the needs of children ahead of personal and political interests.	23	87.0	83.6	75.7	3.3	11.3
The principal at this school is an effective manager who makes the school run smoothly	23	82.6	80.7	69.9	1.9	12.7

Spring 2022 Parent Survey Results
Single Gender Schools FP - Solar Boys

		N	%
I believe what my child is learning this year is what he or she needed to learn to be ready for the next grade.	Strongly Agree	47	48.5
	Agree	44	45.4
	Disagree	4	4.1
	Strongly Disagree	0	.0
	I don't know	2	2.1
My child's school has a respectful learning environment.	Strongly Agree	55	56.7
	Agree	34	35.1
	Disagree	5	5.2
	Strongly Disagree	2	2.1
	I don't know	1	1.0
My child's school has a safe learning environment.	Strongly Agree	56	57.7
	Agree	33	34.0
	Disagree	4	4.1
	Strongly Disagree	1	1.0
	I don't know	3	3.1
I am satisfied with the school's maintenance and cleanliness.	Strongly Agree	48	49.5
	Agree	32	33.0
	Disagree	3	3.1
	Strongly Disagree	0	.0
	I don't know	14	14.4
My child's school informs me about my child's grades and learning progress throughout the year.	Strongly Agree	54	55.7
	Agree	35	36.1
	Disagree	6	6.2
	Strongly Disagree	2	2.1
	I don't know	0	.0
My child's school welcomes parent involvement and engagement.	Strongly Agree	56	57.7
	Agree	33	34.0
	Disagree	5	5.2
	Strongly Disagree	2	2.1
	I don't know	1	1.0
My child's school responds to my concerns in a timely manner.	Strongly Agree	40	41.2
	Agree	43	44.3
	Disagree	7	7.2
	Strongly Disagree	5	5.2
	I don't know	2	2.1
I feel comfortable interacting with school personnel (teachers and administrators).	Strongly Agree	57	58.8
	Agree	34	35.1
	Disagree	3	3.1
	Strongly Disagree	1	1.0
	I don't know	2	2.1

(cont.)

Spring 2022 Parent Survey Results
Single Gender Schools FP - Solar Boys

		N	%
My child's school stresses the importance of preparing for/attending college after high school.	Strongly Agree	54	55.7
	Agree	23	23.7
	Disagree	1	1.0
	Strongly Disagree	1	1.0
	I don't know	18	18.6
The information my child's school and the district provide is in a language that I understand.	Strongly Agree	72	74.2
	Agree	24	24.7
	Disagree	1	1.0
	Strongly Disagree	0	.0
	I don't know	0	.0
I am satisfied with the direction and the success of my child's school.	Strongly Agree	40	41.2
	Agree	43	44.3
	Disagree	6	6.2
	Strongly Disagree	3	3.1
	I don't know	5	5.2
I am satisfied with the direction of the district.	Strongly Agree	32	33.0
	Agree	49	50.5
	Disagree	3	3.1
	Strongly Disagree	1	1.0
	I don't know	12	12.4
I would recommend my child's school to other parents.	Strongly Agree	54	55.7
	Agree	32	33.0
	Disagree	2	2.1
	Strongly Disagree	3	3.1
	I don't know	6	6.2
I am a...	New Dallas ISD parent	10	10.3
	Returning Dallas ISD parent	23	23.7
	Current Dallas ISD parent (my children were enrolled in the past school year(s))	64	66.0
What programs offered in Dallas ISD are you most interested in learning more about?	Magnet	50	51.5
	Personalized Learning	28	28.9
	PTECH or Early College	17	17.5
	Dual Language	27	27.8
	Pre-K	9	9.3
	Career Institutes	10	10.3
	Transfer	1	1.0
	International Baccalaureate	29	29.9
	Montessori	24	24.7
	Single Gender	24	24.7
	Transformation	16	16.5
	Project Based	11	11.3

(cont.)

Spring 2022 Parent Survey Results
Single Gender Schools FP - Solar Boys

		N	%
	Talented and Gifted	55	56.7
	Visual Arts	20	20.6
	STEAM/STEM	56	57.7
	Not sure	11	11.3
What factors influence your thinking when choosing a school?	School has good academic performance	84	87.5
	School offers specialized educational opportunities (such as Montessori, IB, same-gender, career training, early college)	70	72.9
	School provides comprehensive special education services	23	24.0
	School provides good instruction for English Language Learners	11	11.5
	School offers a variety of extracurricular activities (academic competitions, fine arts, etc.)	66	68.8
	School is in my neighborhood	15	15.6
	School provides a safe environment	74	77.1
	Availability of afterschool care	23	24.0
	Athletic program offerings	31	32.3
	Student support services	29	30.2
	Parental involvement opportunities	47	49.0
	Availability and welcoming attitude of school staff	76	79.2
I have been involved in my child's education this year by:	Attending Parent-Teacher conferences	84	87.5
	Reviewing my child's homework	79	82.3
	Using Parent Portal on a regular basis	39	40.6
	Participating in committees or parent groups	48	50.0
	Attending parent workshops or family events such as Virtual Parent Conferences, Fam Jams, Spanish sessions, podcasts, et	41	42.7
	Volunteering in the classroom/school	34	35.4
	None of the above	1	1.0
What are the best ways for the school and district to communicate with you?	Letters/flyer sent home with student	32	33.3
	Email	90	93.8
	Social media	41	42.7
	Website	22	22.9
	Let's Talk	4	4.2
	Phone call	49	51.0
	Text message	83	86.5
	Meeting with teacher/principal/counselor	66	68.8
	PTA/PTO or other parent meetings	47	49.0
	Relationship-building home visit	7	7.3
Dallas ISD communicates information that is culturally relevant to me and my family through stories, publications, social media and other channels.	Strongly Agree	35	36.5
	Agree	50	52.1
	Disagree	4	4.2
	Strongly Disagree	1	1.0
	I don't know	6	6.3

(cont.)

Spring 2022 Parent Survey Results
Single Gender Schools FP - Solar Boys

		N	%
How would you like to see parental involvement funds used?	To provide resources for parents to support learning at home	32	33.3
	To fund a district Parent Resource Center	20	20.8
	To fund a parent involvement coordinator, community liaison or parent instructor to plan and execute parental involvement	46	47.9
	To provide transportation assistance for parents to attend Title I events at the school	10	10.4
	To fund technology resources at the school to support parental involvement	37	38.5
	To provide ESL or technology classes for parents	11	11.5
	To provide food/snacks at parent sessions	6	6.3
	To provide opportunities for parents, children and teachers to build stronger relationships	81	84.4
	None of the above	2	2.1
Did you participate in any of the following decision-making opportunities requiring parent input and partnership?	School annual Title I meeting	5	5.2
	Development of school-parent compact or campus parent involvement policy	10	10.4
	Title I program planning and evaluation	0	.0
	Parent advisory council/committees (includes SBDM)	32	33.3
	Development of school or district parent involvement plan	2	2.1
	PTA/PTO meetings	63	65.6
	School improvement planning or presentation	17	17.7
	None of the above	30	31.3
Do you know how to access information, support or resources from district departments and other outside partners?	Yes	55	57.3
	No	41	42.7
My school actively seeks parent/family opinions and feedback about the campus procedures, activities, programs and support.	Yes	90	93.8
	No	6	6.3
What is your ethnicity?	White	44	45.4
	Hispanic	27	27.8
	African-American	18	18.6
	Asian	5	5.2
	Other	3	3.1
What is your gender?	Male	25	25.8
	Female	72	74.2