

MEMORANDUM

April 8, 2020

TO: Pam Evans
Director, External Funding

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

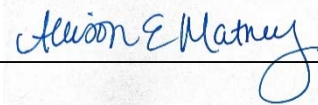
SUBJECT: **TITLE I, PART A PARENT AND FAMILY ENGAGEMENT, 2018–2019**

Attached is a copy of the Title I, Part A Parent and Family Engagement Report for 2018–2019. This report describes the level of parent and family engagement coded in Chancery at Title I schools within the Houston Independent School District. This report also summarizes parents' responses to the 2018–2019 HISD Title I, Part A Parent and Family Engagement Survey.

Key findings include:

- Data obtained from the 2018 Fall PEIMS revealed that 190,946 students had enrolled in the 253 HISD Title I, Part A program campuses as of the October 26, 2018 snapshot.
- HISD had a cumulative parent and family engagement rate of 53.2 percent in 2018–2019; a 4.6 percentage-point increase from the 2017–2018 school year (48.6%).
- The North and West School Offices had average engagement rates that exceeded the district rates in all seven Chancery engagement categories. Conversely, the Achieve 180 School Office had rates that fell below the district in all seven engagement categories.
- Parents and guardians of children enrolled at HISD Title I schools participated in a variety of activities during 2018–2019. Families were more likely to participate in conferences when compared to other engagement opportunities offered by their child's campus.
- The three primary barriers to participation in school engagement activities identified by survey respondents were: (1) conflict with work or personal schedule (57.1%), (2) childcare or care of a family member (24.1%), and (3) unawareness of an event or activity (17.8%). Respondents who indicated that they were either American Indian (28.0%), English learners (15.9%), and/or did not complete high school or receive a GED (19.2%) indicated the lack of transportation presented more of a barrier than their unawareness of an event or activity.
- The three primary areas survey respondents indicated that they needed assistance from the Title I campus to help their children's learning at home included: (1) helping their children with specific subjects/course skill areas (51.9%), (2) providing textbooks to support learning at home (41.7%), and (3) helping their children on tests (40.5%).

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.



AEM

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RESEARCH

Educational Program Report

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT
2018-2019



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Title I, Part A Parent and Family Engagement Report, 2018–2019

Executive Summary

Program description

The Title I, Part A program legislation included in the Every Student Succeeds Act of 2015 (ESSA) is a formula grant program that provides supplemental funding to state and local education agencies (LEAs) with high numbers or high percentages of children from low-income families (Houston Independent School District [HISD], 2017). Resources provided by the Title I, Part A program are used to ensure that all children receive a fair, equitable, and high-quality education to successfully meet state standards and assessments. For the 2018–2019 academic year, the Houston Independent School District (HISD) received Title I, Part A funds to supplement instructional programs at 253 campuses, implemented on either a schoolwide ($n = 251$) or targeted-assistance ($n = 2$) basis.

The HISD Department of External Funding diligently monitors campuses that receive Title I, Part A funds to ensure that they are in compliance with statutes detailed in ESSA, to include those concerning parent and family engagement. Information collected by Title I schools include the following six types of engagement activities for which parents and family members may have participated in during the 2018–2019 academic year: Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer (see **Appendix A, Figure A-1, p. 28**). Title I coordinators at each campus are also required to document the number of compacts that are disseminated to parents and guardians. Specifically, Title I coordinators must document the number of individual compacts that are disseminated to families enrolled at campuses that implement a targeted-assistance Title I, Part A program. Campuses that implement schoolwide Title I, Part A programs are required to document the number of school compacts that are disseminated to families.

Purpose

The purpose of this evaluation report is to fulfill requirements detailed in ESSA *Public Law 114-95, SEC. 1116 [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT*. Please refer to **Appendix B (pp. 30–34)** of this report to review ESSA, SEC. 1116. Specifically, this report evaluates parents' and family members' engagement rates and experiences occurring across Title I campuses in HISD during the 2018–2019 school year.

Highlights

- The active enrollment count of students at Title I-funded schools by the end of the 2018–2019 academic year was 189,728; a decrease from the active student enrollment count of 195,042 computed for the 2017–2018 academic year (please refer to the Methods section [pp. 6–10] of this report for more details).
- Regarding parent and family engagement data reported in Chancery, results indicated that the overall family engagement rate by the end of the 2018–2019 school year reached 53.2 percent; a 4.6 percentage-point increase from the 2017–2018 academic year (48.6%). Parents and family members of students identified as White continue to have the highest engagement rates (72.1%), while engagement among Black or African American parents and families continue to experience the lowest engagement rates (46.8%) compared to other race/ethnicity groups.

- Excluding Individual/School Compact, the highest engagement rates for the past two years occurred in the Conference category, with about one-third of parents participating in both 2017–2018 and 2018–2019.
- The following four parent and family engagement categories continue to have rates that fall below 20 percent: Family Literacy (16.6%), Parent Literacy (12.2%), Planning (15.4%), and Volunteer (11.7%). Although engagement rates fell below 20 percent, increases in engagement for each area were noted from the previous academic year. The engagement rate for Education/Training opportunities increased by 5.5 percentage points from 17.9 percent (2017–2018) to 23.4 percent (2018–2019).
- Regarding school office area, overall engagement rates among family members of students enrolled in schools of the North (65.1%), West (58.9%), and Northwest (58.8%) School Offices exceeded the district's overall average of 53.2 percent in 2018–2019. Both campuses of the North and West School Offices had average engagement rates that exceeded the district rates in all seven categories, including the Individual/School Compact. Conversely, schools of the Achieve 180 School Office had average rates that fell below the district rates in all seven engagement categories.
- Results from the *HISD Title I, Part A Parent and Family Engagement Survey* revealed a high (90 to 100 percent) positive response rate was reported by survey respondents for the following question item: the school communicated with me in a manner that I can understand (90.6%, Question 5D).
- Low (less than 60 percent) positive response rates were reported by survey participants who volunteered at least twice during the 2018–2019 school year in the following activities: (a) assisting with school programs and student activities from any location at any time (44.9%, Question 4A); and assisting administrators, teachers, and students on campus (33.8%, Question 4C). Low positive response rates were also reported by survey participants who sought outside resources to support their child's learning at home (54.2%, Question 7E) in 2018–2019.
- Consistent with results from the previous Title I, Part A Parent and Family Engagement Report, 2017–2018 (Houston Independent School District [HISD], p. 4, 2019), the top three barriers to participation in school functions, workshops, meetings, planning events, and other activities that were identified by respondents on the 2018–2019 survey were: (1) conflict with work or personal schedule (57.1%, Question 6C); (2) childcare or care for a family member (24.1%, Question 6A); and (3) unawareness of activities or events (17.8%, Question 6B). Transportation, language barriers, and limitations due to a disability were particularly noted among respondents who identified themselves as either American Indian, English learners, and/or had not completed high school or received a General Education Diploma (GED).
- Consistent with results from the previous school year (HISD, p. 4, 2019), the top three areas that respondents indicated that they needed assistance from the Title I school to help their children's learning at home included: (1) helping their children with specific subjects/course skill areas (51.9%, Question 8A); (2) providing textbooks to support learning at home (41.7%, Question 8F); and (3) helping their children on classroom tests and state assessments (40.5%, Question 8E). Receiving help to assist their children with social skills and peer pressure was also indicated as a high priority need among respondents who identified as either American Indian, Asian/Pacific Islander, Black or African American, English learners, had a disability, or those who had neither completed high school, received a GED, completed an associate's degree, nor completed a vocational program.

Recommendations

- The Department of External Funding should continue to provide trainings to Title I coordinators regarding coding data into PEIMS and Chancery SIS. While results from internal, monthly Title I, Part A Interim reports provided by the Research and Accountability department showed improvements over time with data entry into Chancery for most campuses, little change was observed among some Title I campuses that continued to provide limited to no updated information throughout the 2018–2019 academic year. Failure to consistently update information coded into Chancery SIS impacted the results of engagement rates presented in this evaluation. Observations of low numbers in engagement may also be an indication that these campuses need support with the implementation of engagement activities, to include dissemination of the individual and school compacts. External Funding should also consider collaborating with school support officers to assist school administrators and staff with the latter concerns.
- District and school administrators are encouraged to work together to address the decline in parent and guardian responses to the HISD Title I engagement survey. Data collected for this report indicated that over 40 campuses did not submit hard copy surveys by the end of the deadline. At least 80 percent of data analyzed for this evaluation report were collected from hard copy surveys. External Funding may consider collaborating with school support officers to assist school administrators in the dissemination and collection of surveys for the upcoming 2019–2020 school year.
- External Funding and Research and Accountability are encouraged to collaborate with school staff and parents to review the current evaluation instruments, as well as to determine timelines for dissemination. Extending data collection to include platforms such as focus groups, are also recommended in order to ensure the involvement of parents and guardians in the evaluation who may have literacy limitations or need a translator (e.g., language or American Sign Language [ASL]). Focus groups could be conducted at the school office level to collect information on experiences from diverse communities within the district.
- Improvements in parents and family engagement were noted across the district, indicating that HISD Title I campuses are making progress in engaging families. However, data suggest that engagement among some communities within HISD boundaries (e.g., families of students enrolled at Achieve 180 School Office campuses; families of ethnic minority students [particularly those identified as Black or African American]; vulnerable populations, etc.) continue to prove a challenge for education staff. These results may be due to families' cultural norms, logistical constraints, schedule conflicts, lack of awareness of campus-sponsored engagement opportunities, or lack of comfort with the school environment. Regarding the latter two possible factors, External Funding is encouraged to continue assisting school administrators and teachers of HISD Title I campuses to assess current policies, programs, and practices implemented within the school environment, as these impact various engagement areas.
- Engagement categories included in Chancery continue to prioritize parent and family engagement within the school environment. Little information is collected on engagement outside of the school, to include off-campus volunteer activities, or parent-student engagement in the home. The departments of External Funding, Research & Accountability, and Family and Community Engagement (FACE) are encouraged to collaborate with one another, as well as with school staff and parents, to re-examine current models and principles that guide programs, practices, and the evaluation of parent and family engagement occurring across the district. These departments are also encouraged to consider alternative means to measure parent and family engagement outside of school walls.

- Results from the 2018–2019 survey indicate that respondents continue to experience the following three primary barriers to their participation in engagement activities at their child's Title I campus: (1) conflict with work or personal schedule (57.1%), (2) childcare or care of a family member (24.1%), and (3) unawareness of an activity or event (17.8%). Transportation and language barriers, and limitations due to a disability were also noted among specific vulnerable populations who responded to the evaluation survey. External Funding and school office administrators are encouraged to work with the FACE Department to identify research-based and validated practices to address sociological constraints and other factors that negatively impact vulnerable populations participation in parent and family engagement. It should be noted that the district has already begun taking steps to reduce barriers experienced by the HISD community by establishing the Every Community Every School (Wraparound Services) and HISD Parent University initiatives. The continued support of these programs will likely prove invaluable to family engagement and student achievement.
- Districtwide, respondents indicated on the survey that the three primary areas of assistance needed from Title I campuses to support their children's learning at home included: (1) helping their children with specific subjects/course skill areas (51.9%); (2) helping their children on classroom tests and state assessments (40.5%); and (3) providing textbooks to support learning at home (41.7%). Receiving help to assist their children with social skills and peer pressure, and needing learning materials in a meaningful way were also reported as high priority needs among parents of particular vulnerable groups (i.e., Black or African American, Other race/ethnicity, Asian/Pacific Islander, and Hispanic/Latino, respectively). These findings concur with data highlighted in the 2017–2018 parent and family engagement report (HISD, 2019). HISD Title I schools reported collaborating with each other to host resource events on weekends offering multiple time slots at a central site for their campuses in order to address the needs of their school community, such as Education/Training and Family Literacy workshops. Administrators and coordinators may also want to continue reviewing their current workshop and training protocols to see how they align with the areas of need indicated by parents (e.g., social skills and peer pressure). Collaboration among district and school level translation departments will also be vital to supporting HISD's diverse linguistic community.
- Findings from this report also suggest that schools should continue to encourage one-on-one conversations between parents and school staff about their students, valuing each other as equal partners who possess valuable input and capacities to support and promote the holistic success of the child. Staff may also want to consider how changes in any of the Texas Essential Knowledge and Skills (TEKS) standards may have impacted parents' and guardians' abilities to support learning at home.

Introduction

The Title I, Part A program (Title I) is legislation included in the Every Student Succeeds Act of 2015 (ESSA), the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). Title I, Part A was designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on challenging state academic achievement standards and assessments. The program's goal is accomplished by providing supplemental funding for educational programs to Title I, Part A schools, which have high percentages of students living in poverty.

Title I programs are implemented on either a schoolwide- or targeted assistance- basis. A schoolwide program permits a school with at least 40 percent of its students from families at or below the federal poverty threshold to use Title I funds and other federal education program funds and resources to supplement the educational program of the entire school in order to raise academic achievement for all enrolled students. In contrast, Title I schools that either have less than 40 percent of its students from families at or below the federal poverty threshold, or that choose not to operate a school-wide program, offer a "targeted assistance program" for students identified as failing, or most at risk of failing, to meet the state's challenging academic achievement standards. In the 2018–2019 school year, the majority of HISD Title I school programs (n = 251) were implemented on a schoolwide basis. Condit and Lovett Elementary schools were the only two HISD Title I campuses implemented on a targeted-assistance basis.

ESSA requires at least one percent of Title I funds allocated to Local Education Agencies (LEAs) be used to support provisions regarding parent and family engagement (National Conference of State Legislatures [NCSL], 2016). Parent engagement can be defined generally as parental participation in children's educational experiences (Jeynes, 2005). Types of parent engagement experiences may include: parents reading with their children at home; higher parental expectations for their child's academic achievement; parent-child communication; parents' and family members' attendance and participation in school activities; and collaborating with the community in order to improve educational opportunities for students (Jeynes, 2007; Wilder, 2014). Provisions included in Section 1116 of Title I, Part A under ESSA stress the importance of shared accountability among parents, the entire school staff, and students on high academic achievement. These provisions include: expanded public school choice, a broader range of supplemental educational services for eligible children in low-performing schools, local development of parental engagement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement (United States Department of Education [ED], 2004). The program affords parents and designated family members the opportunity to be informed at all levels of implementation.

Parent and family engagement data are documented by HISD Title I coordinators in Chancery each academic year. Documentation includes the number of parents and guardians of HISD students who receive either a copy of the individual compact, a contract that lists the responsibilities of parents and staff whose students attend Title I, targeted-assistance campuses; or the school compact, a contract that lists the responsibilities of parents and staff whose students attend schoolwide Title I campuses. The Individual and School Compact variables are typically merged into one variable (Individual/School Compact [I/S]) for reporting during the evaluation.

Scope of Evaluation

The purpose of this evaluation report is to fulfill the requirements detailed in Public Law 114-95, SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT of ESSA which indicates that each local education agency (LEA) that receives Title I, Part A funds must ‘conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy [and its program] in improving the academic quality of all schools served under this part, including identifying barriers to greater participation by parents and family members in activities authorized by this section...with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background...[and] use the findings of such evaluation...to design evidence-based strategies for more effective [parent and family engagement]...’ (see Appendix B, pp. 30–34 to review legislation in its entirety). Parent and family engagement are also supported by legislation detailed in the Individuals with Disabilities Education Act of 2004 (IDEA), the Family Engagement in Education Act of 2015, and Texas Education Code (TEC) Chapter 26. The following questions guided the evaluation of parent and family engagement in HISD during the 2018–2019 school year:

1. What were the percentages of HISD students actively enrolled at Title I schools by the end of the 2018–2019 academic year based on race/ethnicity characteristics?
2. What were the parent and family engagement rates of actively enrolled students by the end of the 2018–2019 academic year based on race/ethnicity characteristics?
3. What were the parent and family engagement rates of actively enrolled students based on academic year and school office?
4. What was the demographic composition of respondents to the Title I, Part A Parent and Family Engagement Survey in the 2017–2018 and 2018–2019 academic years?
5. What experiences and perceptions did parent and guardian respondents of students who were enrolled at Title I campuses report in 2018–2019?
6. What were the primary barriers reported by survey respondents that prevented them from being able to participate in engagement activities facilitated by their child’s Title I campus during the 2018–2019 academic year?
7. What were the primary areas of assistance survey respondents reported that they needed from the Title I campus to help with their child’s learning at home in 2018–2019?

Methods

Data Collection

- Multiple data sources were used during the evaluation process. Snapshot student enrollment data for the 2018–2019 school year were retrieved from the Public Education Information Management System (PEIMS). PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes student-level information on students enrolled on the last Friday of October of each year. Cumulative parent and family engagement data were collected in the HISD Chancery Student Information System (Chancery). Chancery is a dynamic platform that is supported

to capture both snapshot and cumulative data.

- Verification of the HISD Title I school and student counts were accomplished by obtaining both the Campus Information List (CIL) from the HISD Sharepoint site (December 2018) and the 2018–2019 HISD Title I, Part A Campus List provided by the HISD External Funding Department. Verification of the school count indicated that there were 253 Title I-funded HISD campuses during the 2018–2019 school year. Lovett Elementary School was the only new Title I-funded school identified in 2018–2019. Most Title I schools (251 of 253) implemented schoolwide programs in 2018–2019. Condit and Lovett elementary campuses were the only HISD Title I campuses that implemented targeted-assistance programs.
- Active student enrollment data collected in Chancery for this report corresponded with cumulative parent and family engagement data which was coded throughout the school year by campus staff. Specifically, staff coded parent and family engagement data for the following eight categories: Individual Compact, School Compact, Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer. Appendix A also shows examples of parent and family engagement activities that may be held at HISD Title I campuses (**Appendix A, Figure A-2, p. 29**). An end-of-year file was obtained from Chancery to report the number of students whose parents were involved in these activities. However, data entered into Chancery did not indicate the extent of parent and family member engagement (i.e., number of activities) within an activity area.
- Data about parents' and family members' experiences at and perceptions of their children's campus were captured using the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (**Appendix C, pp. 35–43**). The engagement survey was revised in 2017–2018 by the HISD Research and Accountability and External Funding Departments in order to reflect changes initiated by ESSA. Epstein's dimensional model, which currently serves as a guideline for successful partnerships for PreK-12 public schools in Texas (Texas Education Agency [TEA], 2018, pp.161–169), also served as the basis for the development of this survey. Permission from Dr. Epstein to incorporate questions based on her model can be found in **Appendix D (p. 44)** of this report. Her model includes the following six types of engagement activities that occur among school, community, and family partnership programs: (1) parenting; (2) communicating; (3) volunteering; (4) learning at home; (5) decision-making; and (6) collaborating with the community (Epstein & Sanders, 2002). Brief descriptions of these involvement categories may be found in **Appendix E (p. 45)** of this report. Though each engagement type may have a primary purpose, overlap may exist (e.g., parents volunteering to assist with the creation and dissemination of communications related to upcoming school events, parent training opportunities to support learning at home).
- Surveys were created in three languages: English, Spanish, and Vietnamese (Appendix C). An academic memo was posted onto the district's employee website for school administrators regarding how to access, disseminate, and collect surveys. Electronic memo notifications about the survey also appeared on the district's and Title I campuses' webpages. The official timeline for the completion of survey activities during the 2018–2019 school year was April 1 to May 17.
- Memos also included instructions for parents and guardians on how to complete the survey instruments. Parents and guardians were asked to complete a survey for each Title I school their children attended during 2018–2019. If parents had more than one child enrolled at a specific campus, they only needed to complete one survey for that campus. Parents and guardians also had the option to either submit hard copy surveys to their children's schools or to submit completed surveys online

using SurveyMonkey. Data specialists collected and manually entered responses from hard copy surveys into SurveyMonkey. Some HISD Title I campuses collected and returned surveys beyond the official administration end date in order to ensure their contributions were include in this evaluation report.

- Districtwide, 19,043 surveys were collected and entered into SurveyMonkey during the 2018–2019 school year; a decrease from 21,921 surveys in 2017–2018. Of these, 18,973 surveys were retained for analyses in 2018–2019 year; a decrease from the 21,886 responses that were analyzed in the 2017–2018 report.

Data Analyses

- Student enrollment obtained from the Public Education Information Management System (PEIMS) revealed that 209,772 students enrolled in HISD during the 2018–2019 school year. PEIMS is a statewide data collection and reporting system operated by the TEA which includes information on students enrolled in public school on the last Friday of October each academic year. Filters based on average daily attendance (ADA; criterion greater than zero) and Title I participation (criterion greater than zero) reduced the enrollment count to 190,946. Although homeless students are also supported by Title I-funded services (Title I code '9'), the scope of this report is limited to examining the outcomes of Title I students who were serviced by schoolwide programs (Title I code '6') and targeted-assistance programs (Title I code '7'). Exclusion of these homeless students (n = 51) reduced the final Title I student enrollment count recorded in PEIMS to 190,895. For analytic purposes for this report, the enrollment count further decreased to 189,728 once the PEIMS file (snapshot student data) was merged to the respective Chancery file (cumulative engagement data). Decreases in enrollment were due to student attrition, removal of duplicate cases, and excluding from analyses students who although were coded as Title I ('6' or '7') in the PEIMS dataset, were also coded as enrolled at non-Title I campuses.
- In order to conduct year-by-year comparisons between 2017–2018 and 2018–2019 results, district-level results for the 2017–2018 school year were re-calculated to reflect HISD students who were actively enrolled at a Title I campus, that also appeared in the PEIMS snapshot. As such, results for 2017–2018 will differ from those included in the previous year report as those calculations were based on cumulative student enrollment from the Chancery database last year. For instance, the 195,868 Title I student enrollment count that was based on ADA criterion greater than zero and Title I status (coded '6') was reduced to 195,042 because of student attrition, duplicates, and coding discrepancies.
- Microsoft Access and Excel were used to compute parent and family engagement rates included in this report. Parent and family member engagement rates by campus were calculated using the number of students whose parents or family members participated in at least one activity, divided by student enrollment at respective Title I campuses. A two-year comparison of engagement rates for each campus can be found in **Appendix F, Table F-1, pp. 46–51**. District-, school office-, and campus-level counts and percentages of parent and family participation rates in the seven respective engagement categories (including combined Individual/School Compact) are shown in **Appendix G, pp. 52–311**.
- With respect to survey data, results from surveys that did not indicate which campus a respondent's child attended were excluded from analyses. Of the 253 Title I campuses in 2018–2019, seventeen did not submit a hard copy nor online submission for analyses (see **Appendix H, Table H-1, pp. 312–317**). Additionally, completed surveys for 22 campuses were received electronically only, with return rates ranging between 0.1 to 6.1 percent (see Appendix H). The overall survey rates, when compared

to the HISD Title I student enrollment count, was 10.0 percent (see **Appendix H, p. 317**).

- Frequency analyses were used to determine positive response rates (i.e., counts and percentages) to eight questions (57 items), excluding demographics on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019. **Appendix I (pp. 318–373)** shows the percentage of affirmative and positive responses that were captured on Likert-type scales. Positive responses include parents who indicate either *Extremely helpful* or *Quite helpful* (Question 3), *At least 4 times* or *2–3 times* (Question 4) *Strongly agree* or *Agree* (Question 5), and *Always* or *Usually* (Question 7) to respective Likert scale questions. Responses for Questions 1, 4, 5, 6, 7, and 8 calculations consisted of using the number of affirmative responses, divided by the total sample size that responded to each survey item for respective variable levels. While results based on Question 3 also used item-level analyses, only participants who answered in the affirmative for Question 2 (see Appendix C) were included for reporting purposes. Positive response rate categories are presented in this evaluation as follows: High = 90–100%; Moderately High = 80–89%; Average = 70–79%; Moderately Low = 60–69%; and Low = < 60%, excluding rounding.
- ESSA indicates that the evaluation should pay ‘particular attention to parents [and family members] who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background’ (Appendix B, p. 31), especially regarding barriers to engagement. As such, demographic variables that are emphasized in the Results section of this report focused on survey respondents who identified themselves as a member of a vulnerable populations to include American Indian, Asian or Pacific Islander, Black or African American, Hispanic or Latino, or Other non-specified race/ethnicity (Question 9); English is not their primary language (Question 10); with a disability (Question 11); and who did not receive a high school diploma or GED (Question 12). A question regarding socio-economic status was not asked of survey respondents because the majority of the 253 HISD Title I campuses had at least 40 percent of its students from families at or below the poverty threshold. Information regarding barriers to engagement and needs to support their child’s learning that was reported by members of vulnerable populations are included in **Appendix J, Tables J-1 to J-2 (pp. 374–375)** of this report.

Data Limitations

- The PEIMS snapshot data reported to the Texas Education Agency (TEA), serve as the basis for determining student enrollment counts and associated parent and family engagement data included in this report. Because this information was collected in October 2018, the statistics included in this report do not reflect the cumulative counts of HISD students supported by Title I, Part A funds throughout 2018–2019. As such, cumulative parent and family engagement data was limited to reflecting only students who enrolled by October 26, 2018; parent engagement data is not included for students who enrolled in HISD after the snapshot date (last Friday in October).
- Participation in engagement activities is documented into Chancery SIS at the campus-level; it is unknown how often each campus updates student and engagement data on a day-to-day basis. To assist Title-I campuses with interpreting the data entered in Chancery, Research and Accountability provides monthly reports that reflect the most current information available based on designated data extraction dates throughout the school year.
- Substantial unit nonresponse, as well as item nonresponse may diminish the representativeness of the sample and lead to bias (National Research Council [NRC], 2008, p. 107). To address low response rates for the 2018–2019 report year, researchers expanded both notification modalities and extended

the deadline beyond the original completion date of May 17, 2019 to June 13, 2019 in an effort to increase the number of parents and guardians that participated in the survey.

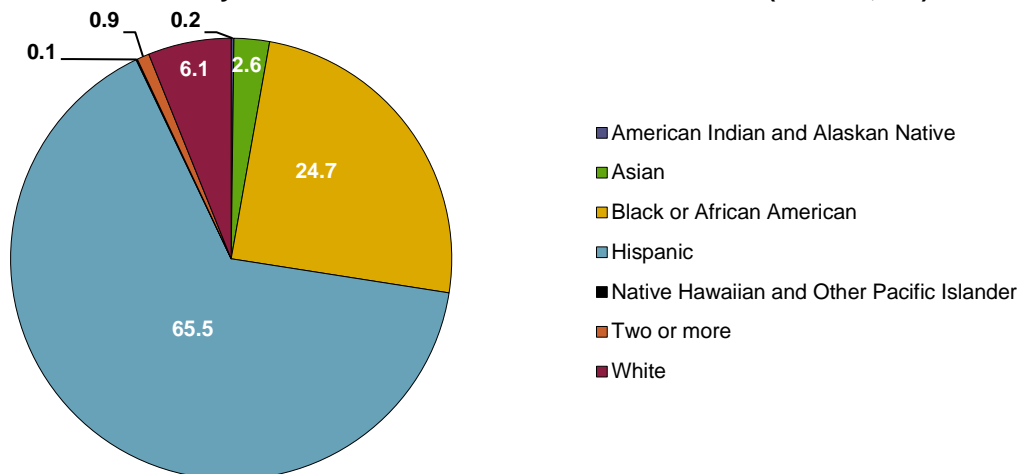
- Increases in survey items for the 2018–2019 survey may have contributed to reducing the overall response rate, as well as elevated the probability of “acquiescence (the tendency to answer affirmatively regardless of the content of the question) and extremeness (the tendency to choose scale endpoints)” responses to the instrument (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009, p. 172). Further, members of the target population may have declined participation due to already completing similar surveys disseminated by other HISD departments.
- Parent and family members participation in this evaluation was limited primarily to their responses to the district’s parent and family engagement survey. Parents with limited literacy abilities in one of the three languages in which the surveys were disseminated in may have been unable to participate in this evaluation. Recommendations to address this and related issues are included in the Executive Summary and Discussion Sections of this report.

Results

What were the percentages of HISD students actively enrolled at Title I schools by the end of the 2018–2019 academic year based on race/ethnicity characteristics?

- Unduplicated data retrieved from PEIMS and Chancery files identified 189,728 students who were actively enrolled in HISD by the end of 2018–2019 at Title I-funded campuses.
- **Figure 1** shows that approximately 90 percent of students actively enrolled in HISD Title I schools by the end of the 2018–2019 academic year were identified as Hispanic (65.5%) and Black or African American (24.7%).

Figure 1. Race/Ethnicity of HISD Students Actively Enrolled in Title I-Funded Schools by the end of the Schools by the End of the 2018–2019 Academic Year (N = 189,728)



Source: HISD PEIMS and Chancery Student Data Files (2018–2019); active student enrollment on June 20, 2019.

What were the parent and family engagement rates of actively enrolled students by the end of the 2018–2019 academic year based on race/ethnicity characteristics?

- **Table 1** presents the engagement rates recorded in Chancery during the 2017–2018 and 2018–2019 academic years. The district had an overall parent engagement rate of 53.2 percent by the end of the 2018–2019 academic year; a 4.6 percent increase from the rate computed at the end of the 2017–2018 academic year (48.6 %).
- Results in Table 1 show increases in parent and family engagement regardless of race/ethnicity characteristics. Excluding the Individual/School Compact, increases ranged between 2.4 percent (American Indian and Alaskan Native, 51.2% to 53.6%) to 13.0 percent (Native Hawaiian and Other Pacific Islanders, 54.3% to 67.3%).
- Engagement rates were highest among parents and family members of students identified as White (72.1 %). In contrast, parents and family members of students identified as Black or African American had the lowest engagement rates at 46.8 percent in 2018–2019 (Table 1).

Table 1. Comparison of Parent Engagement Rates Based on Race/Ethnicity and School Year, 2017–2018 (N = 195,042) and 2018–2019 (N = 189,728)

School Year	Race/Ethnicity							
	Overall Engagement Rate	American Indian and Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian and Other Pacific Islander	Two or more	White
2017–2018	48.6	51.2	53.1	39.4	50.5	54.3	58.8	62.9
2018–2019	53.2	53.6	56.3	46.8	53.6	67.3	66.7	72.1

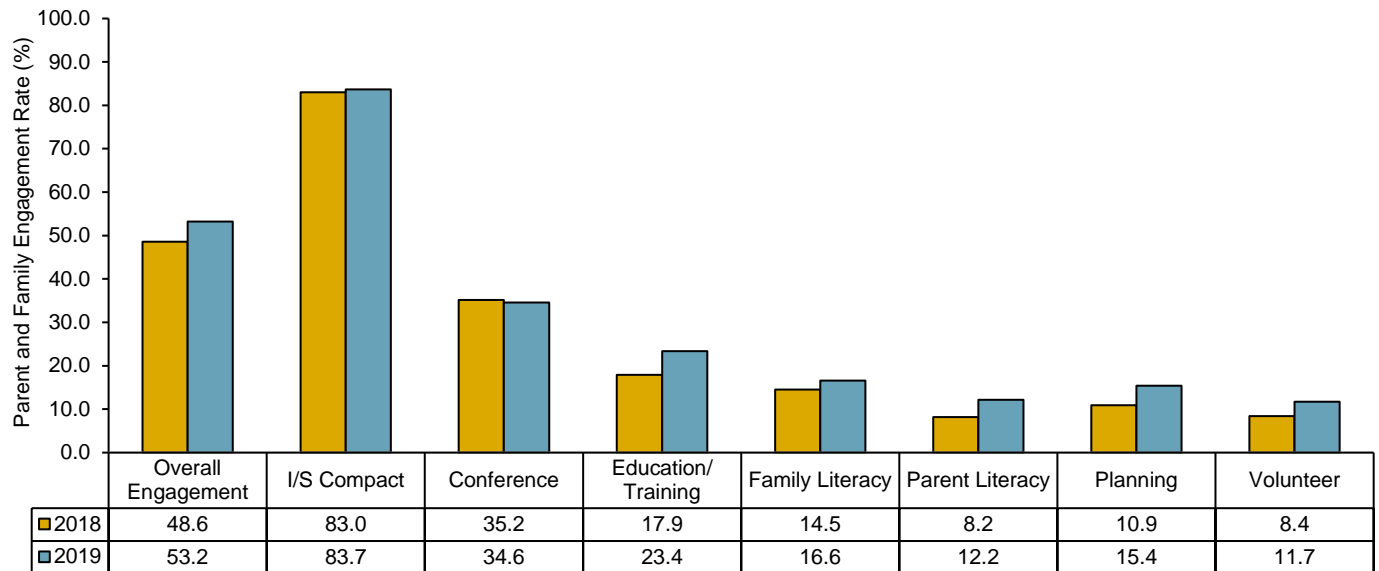
Source: HISD PEIMS and Chancery Student Data Files (2017–2018 and 2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for the 2017–2018 may differ from the previous year report, as cumulative engagement rates for the current report correspond with students who were actively enrolled in HISD from the PEIMS October 2018 snapshot date to the end of school year; in contrast to cumulative student enrollment which was used in the 2017–2018 report.

What were the parent and family engagement rates of actively enrolled students based on academic year and school office?

- The majority of Title I students were enrolled at a West School Office campus (n = 54,443; 28.7%, see **Appendix G, p. 250**).
- Of the 253 HISD Title I schools that offered schoolwide services, **Figure 2 (p. 12)** shows that 83.7 percent of Title I parents were identified as having received a copy of either the Individual/School (I/S) Compact; a 0.7 percentage-point increase from the 2017–2018 school year.
- From the six engagement categories indicated in Figure 2, excluding Individual/School Compact, the highest percentages for the past two years academic years were regarding parents' and family members' participation at school administrator and teacher conferences, as reported in Chancery. The five other parent and family engagement categories had district-level participation rates that typically fell below 20 percent for the both the 2017–2018 and 2018–2019 school years. An exception was in Education/Training opportunities, where an increase in engagement was noted from 17.9 to 23.4 percent.

Figure 2. Overall Parent and Family Member Engagement Rates Based on Academic Year, 2017–2018 (N = 195,042) and 2018–2019 (N = 189,728)

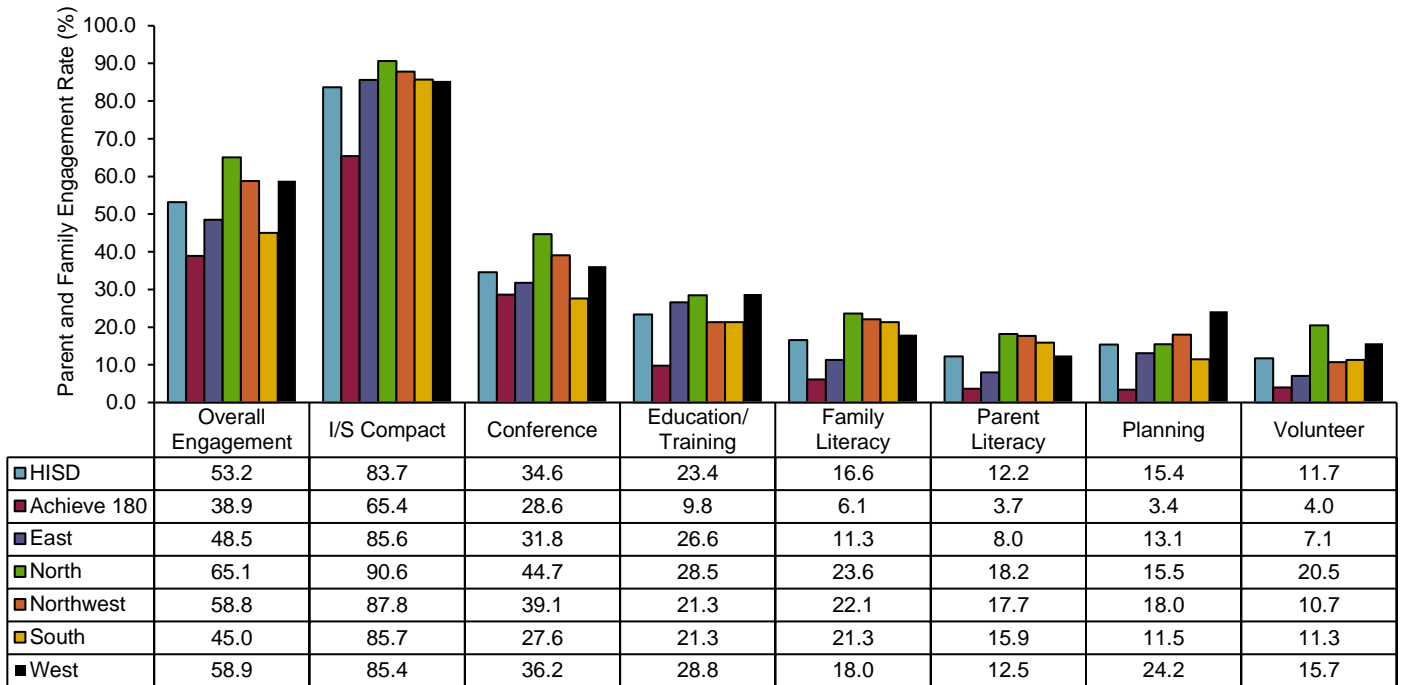


Source: HISD PEIMS and Chancery Student Data Files (2017–2018 and 2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for the 2017–2018 may differ from the previous year report, as cumulative engagement rates for the current report correspond with students who were actively enrolled in HISD from the PEIMS October 2018 snapshot date to the end of school year; in contrast to cumulative student enrollment which was used in the 2017–2018 report.

- Increases in participation from the previous school year were noted in six of the seven parent and family engagement categories included in **Figure 3 (p. 13)**: Individual/School Compact, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer. Conference was the only category that experienced a decrease from 35.2 to 34.6 percent.
- Data in Figure 3 also shows that the overall parent and family engagement rate of HISD students enrolled at Title I campuses of the North (65.1%), Northwest (58.8%) and West (58.9%) School Offices exceeded the district average of 53.2 percent during the 2018–2019 school year. In contrast, Achieve 180 (38.9%), East (48.5%), and South (45.0%) School Offices had overall engagement rates that fell below the district rate.
- In 2018–2019, the North and West School Offices had parent and family engagement rates that exceeded the district engagement rates in all seven categories. Conversely, the Achieve 180 School Office engagement rates fell below the district's in all seven categories. Five of the seven categories indicate parent and guardian engagement rates were less than 10.0 percent (Figure 3).

Figure 3. Parent and Family Member Engagement Rates Based on School Office, 2018–2019 (N = 189,728)

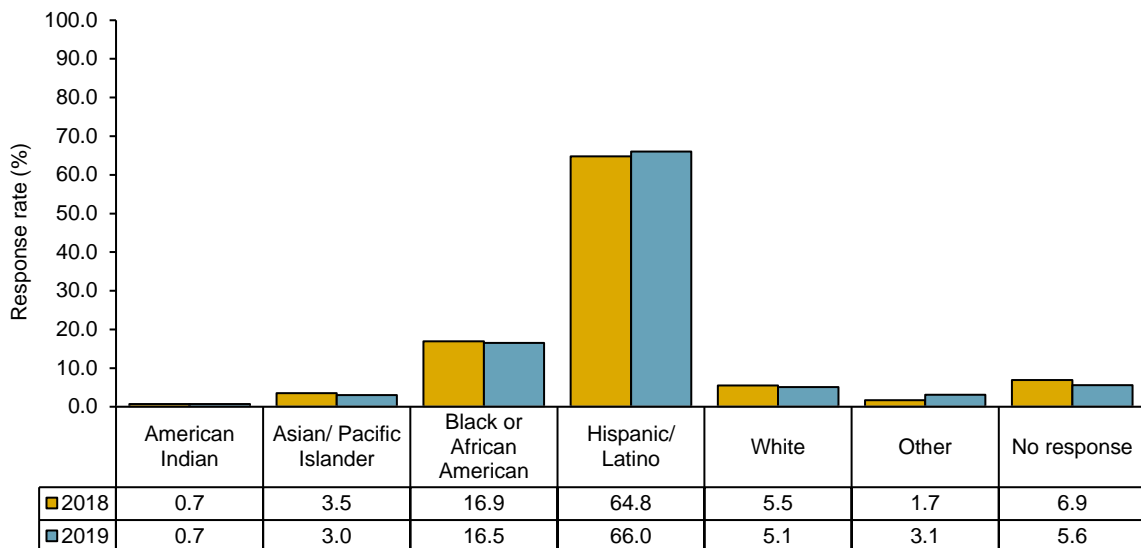


Source: HISD PEIMS and Chancery Student Data Files (2017–2018 and 2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for the 2017–2018 may differ from the previous year report, as cumulative engagement rates for the current report correspond with students who were actively enrolled in HISD from the PEIMS October 2018 snapshot date to the end of school year; in contrast to cumulative student enrollment statistics that were used in the 2017–2018 report.

What was the demographic composition of respondents to the Title I, Part A Parent and Family Engagement Survey in the 2017–2018 and 2018–2019 academic years?

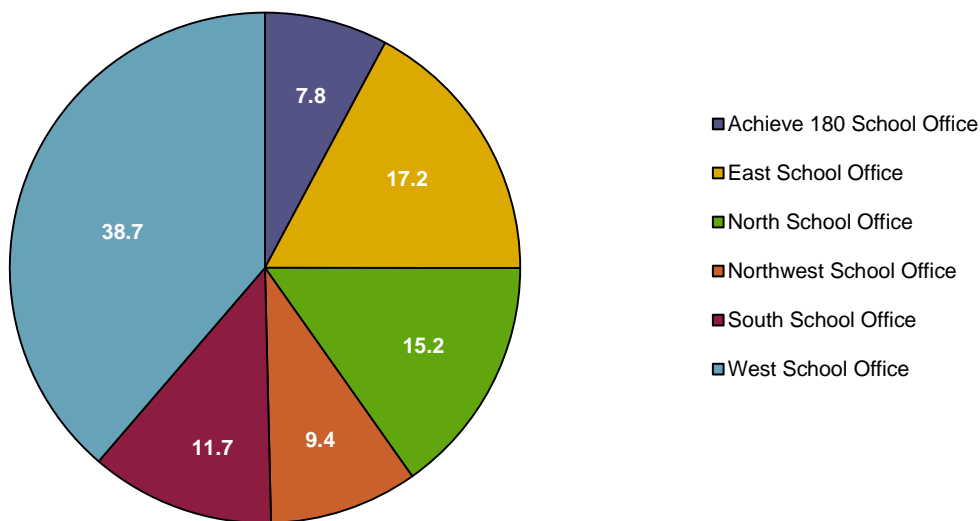
Figure 4. Survey Response Rates Based on Race/Ethnicity Characteristics and Academic Year, 2017–2018 (n = 21,866) and 2018–2019 (n = 18,973)



Source: SurveyMonkey, results from the HISD Title I, Part A Parent and Family Engagement Survey (2017–2018 and 2018–2019).

- In 2018–2019, the majority of the 18,973 respondents that were included in the present analyses identified themselves as Hispanic or Latino (65.5%); a 1.8 percentage-point increase from the previous school year (see **Figure 4, p. 13**). Similar trends based on respondents' race/ethnicity identification were noted to occur between both the 2017–2018 and 2018–2019 school years.
- In 2018–2019, the majority of the 18,973 survey respondents had HISD students who were enrolled at Title I campuses of the West School Office (38.7%) followed by the East School Office (17.2%). Conversely, the lowest proportions of survey respondents had students enrolled at campuses of the Achieve 180 School Office (7.8%, see Figure 5).

Figure 5. Survey Response Rates Based on School Office Affiliation, 2017–2018 and 2018–2019 (n = 18,973)

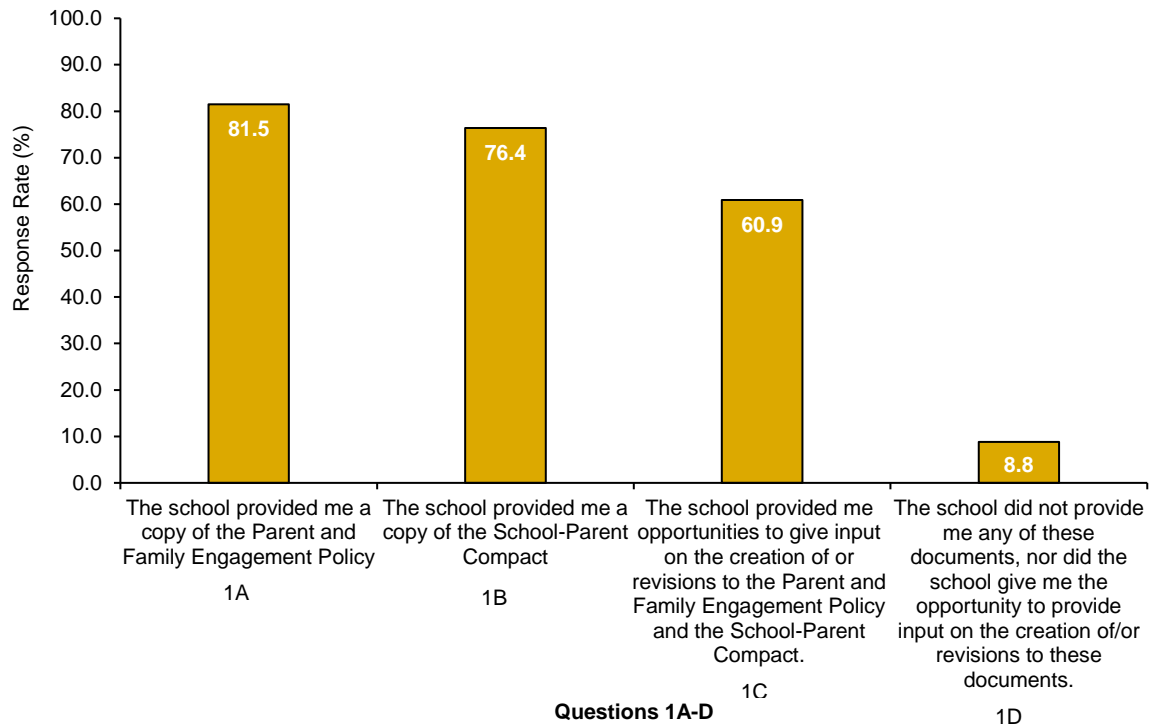


Source: SurveyMonkey, results from the HISD Title I, Part A Parent and Family Engagement Survey (2018–2019). For additional information, refer to Appendix H, pp. 312–373.

What experiences and perceptions did parent and guardian respondents of students who were enrolled at Title I campuses report in 2018–2019?

- **Figures 6 through 12 (pp. 15–23)** present the analytical results from data collected on the *HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019*. Trends at the district and school office levels are described, as well as results based on vulnerable population status in Appendices I (pp. 318–373) and J (pp. 374–375), respectively. Return rates based on student enrollment count (N= 189,728) for the district was about 10.0 percent (see Appendix H, Table H-1, pp. 312–317).
- Figure 6 (p. 15) shows results regarding the percent of respondents who indicated *Yes* on the survey to receiving specified documents and opportunities. Respondents who provided an affirmative answer to either Question items 1A-C, but also indicated on Question 1D that they did not receive any of the specified documents or opportunities were excluded from analysis.
- Districtwide, respondents in 2018–2019 were most likely to report that they had received a copy of the Parent and Family Engagement Policy (81.5%, Question 1A), and were least likely to report that they were given opportunities to provide input on the creation of or revisions to each document, (60.9%, Question 1C).

Figure 6. Percent of Survey Respondents Who Indicated That Their Children’s Title I School Provided Them Specified Documents and Opportunities, 2018–2019

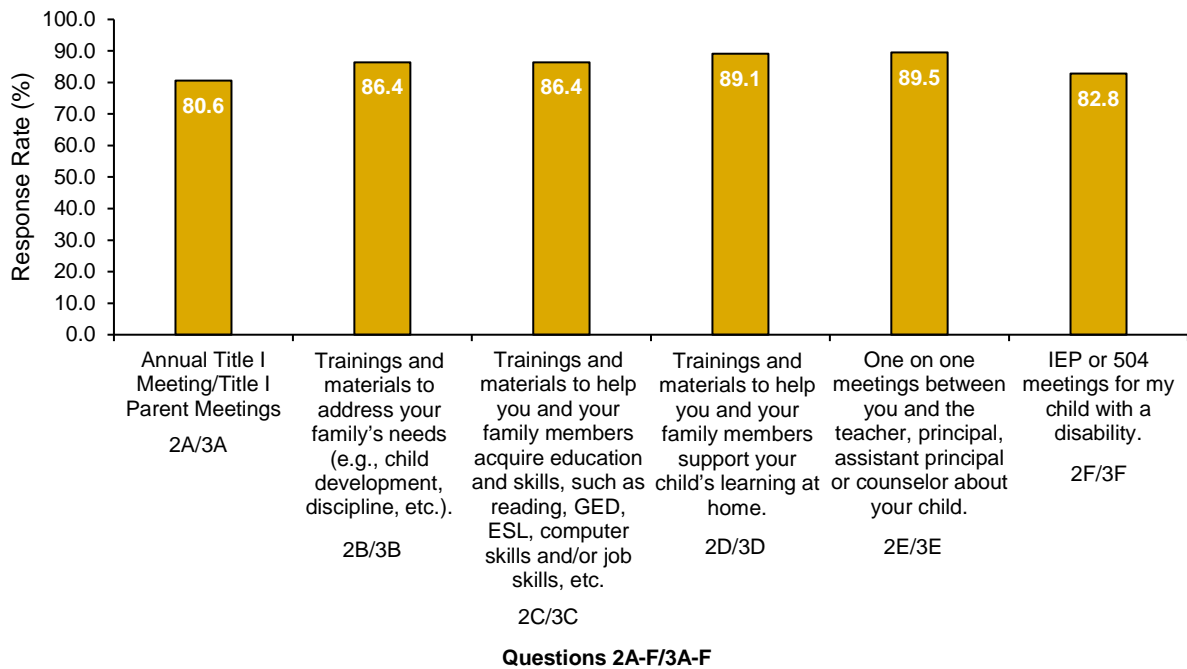


Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*

Note: Variables categories on the X axis are from survey question 1A-D: *Please indicate if the school provided you the following Documents or opportunities. (Please check all that apply).* Survey items address the following ESSA statutes: 1116(a)(2), 1116(b)(1), 1116(c)(3), and 1116(d). For additional information, refer to Appendix I, Table I-1, pp. 318–327, including school office and campus level data.

- **Figure 7 (p. 16)** presents survey respondents’ ratings regarding how helpful trainings and meetings held at their children’s respective Title I campuses were during the 2018–2019 academic year. Statistics presented were based on item responses to Questions 2A-F and 3A-F on the Title I survey. Respondents were required to provide an affirmative answer to Question 2A-F (i.e., the type of training or meeting they attended), prior to rating the level of helpfulness of each event. Respondents rated the training and workshops as either *Not helpful at all*, *Slightly helpful*, *Quite helpful*, or *Extremely helpful* on the survey. *Extremely helpful* and *Quite helpful* were combined as positive responses for the purposes of this report. Respondents who provided an affirmative answer to Question 3A-F, but did not rate Question 3A-F were excluded from analysis.
- Districtwide, respondents provided moderately high (80 to 89 percent) positive response rates regarding the helpfulness of training and meetings (Question 3A-F) that were held by their child’s Title I campus.

Figure 7. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended At Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’, 2018–2019

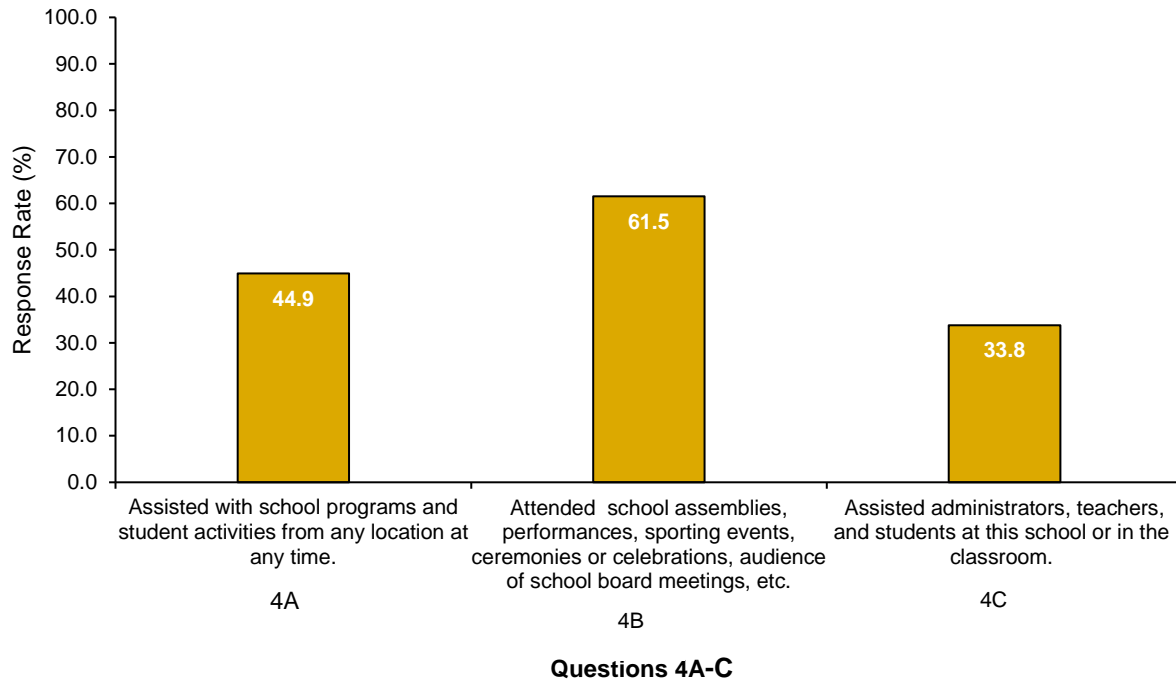


Source: SurveyMonkey, results from the HISD Title I, Part A Parent and Family Engagement Survey 2018–2019.

Note: Variables categories on the X axis are from survey questions 2A-F and 3A-F: Please respond to each statement by placing one check mark under the category that indicates the type of trainings and meetings you or a family member attended, and rate how helpful those trainings and meetings you or family member attended were. Only rate trainings or meetings you or a family members actually attended. Survey items address the following ESSA statutes: 1116(a)(4)(i), 1116(c)(1), 1116(c)(4)(C), 1116(d)(2)(A), and 1116(e)(2). For additional information, including school office and campus level data, refer to Appendix I, Table I-2, pp. 328–335.

- **Figure 8 (p. 17)** presents survey respondents’ ratings regarding how often they participated in volunteer activities for their children’s Title I campus during 2018–2019. Statistics presented were based on item responses to Questions 4A-C on the Title I survey. Respondents had the option to indicate either *Never*, *1 time*, *2-3 times*, or *At least 4 times* on the survey. *At least 4 times* and *2-3 times* were combined as positive responses for the purposes of this report.
- Districtwide, respondents in 2018–2019 were most likely to report that they had attended school assemblies, performance, sport events, and ceremonies (61.5%, Question 4A), and were least likely to report that they assisted administrators, teachers, and students at this school or in the classroom (33.8%, Question 4C).

Figure 8. Percent of Survey Respondents Who Indicated Either ‘At Least 4 Times’ or ‘2–3 Times’ Regarding How Often They Engaged in Volunteer Activities at Their Children’s Title I School, 2018–2019

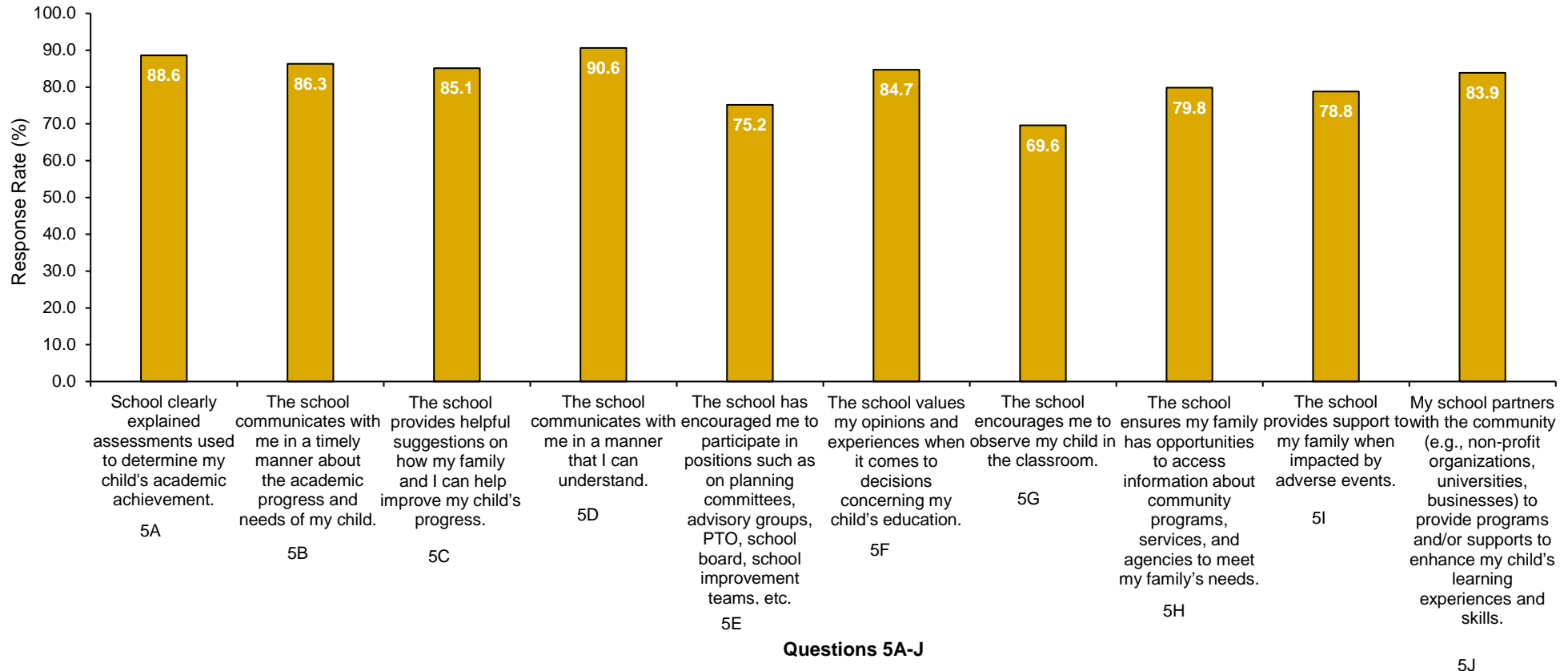


Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*.

Note: Variables categories on the X axis are from survey question 4A-C: Please respond to each statement by placing one check mark under the category best indicates how often you and your family members have participated in the following activities. Survey items address the following ESSA statute: 1116(d)(2)(C). For additional information, including school office and campus level data, refer to Appendix I, Table I-3, pp. 336–345.

- Data reported in **Figure 9 (p. 18)** summarize parents’ and guardians’ responses to Questions 5A-J (ten items) on the survey about their perceptions and experiences with various aspects of the Title I campus their children attended in the district in 2018–2019. Results based on school office and campus can be found in Appendix I, Table I-4 (pp. 345–349). Respondents rated their level of agreements with statements pertaining to their experiences and perceptions at their child’s campus as either *Strongly disagree*, *Disagree*, *Agree*, or *Strongly agree* on the survey. *Strongly agree* and *Agree* were combined as positive responses for the purposes of this report.
- Results shown in Figures 9 indicate that the majority of positive response rates to Questions 5A-J fell in the moderately high to high range (80 to 89 percent and 90 to 100 percent) for six of ten question item responses on the parent and family engagement survey conducted in 2018–2019. Specifically, responses to Question 5A-D, 5F, and 5J ranged from 83.9 percent (my school partners with the community to provide programs and/or supports to enhance my child’s learning experiences and skills, Question 5J) to 90.6 percent (the school communicates with me in a manner that I can understand, Question 5D).
- Regarding school office data, results show that the percent of survey respondents whose children were enrolled at East School Office campuses during 2018–2019 exceeded the district averages on each of the ten survey items (see Appendix I-4).

Figure 9. Percent of Survey Respondents Who Indicated Either ‘Strongly Agree’ or ‘Agree’ Regarding Their Experiences with and Perceptions of Their Children’s Title I School, 2018–2019

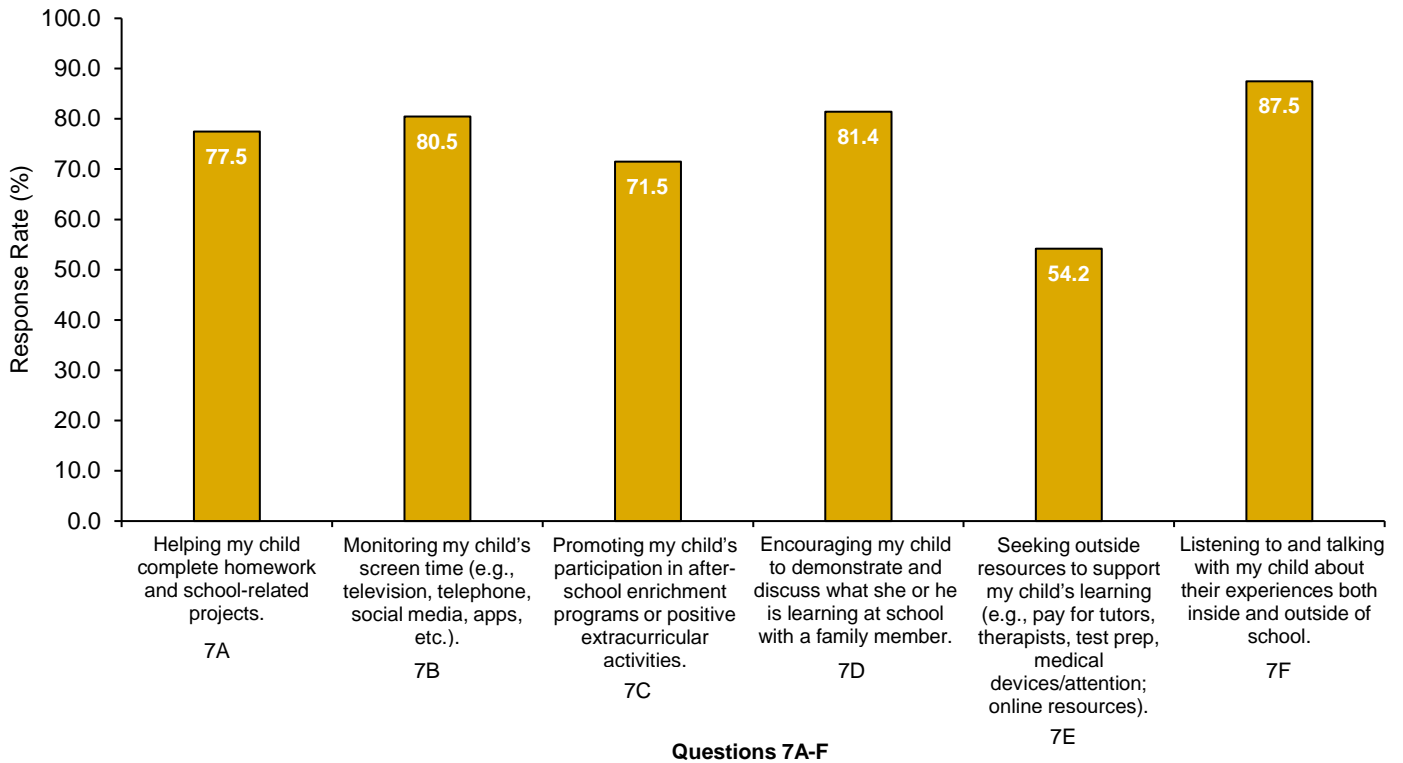


Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*.

Note: Variables categories on the X axis are from survey question 5A-J: Please respond to each statement by placing one check under the category that best indicates your level of agreement with that statement. Survey items address the following ESSA statute: 1116(a)(2)(D), 1116(a)(2)(D)(ii), 1116(a)(3)(D)(ii), 1116(c)(3), 1116(c)(4)(B), 1116(d)(2)(B), 1116(d)(2)(C), 1116(e)(1), 1116(e)(3), 1116(e)(13), and 1116(f). For additional information, including school office and campus level data, refer to Appendix I, Table I-4, pp. 345–349.

- **Figure 10** presents survey respondents’ ratings regarding how often they supported their children’s learning at home during 2018–2019. Statistics presented are based on item responses to Questions 7A-F on the Title I survey. Respondents had the option to indicate either *Never*, *Seldom*, *Sometimes*, *Usually*, or *Always* on the survey. *Always* and *Usually* were combined as positive responses for the purposes of this report.
- Districtwide, Figure shows that respondents reported on average moderately high (80 to 89 percent) ratings regarding how they (a) monitor their child’s screen time (80.5%, Question 7B); encouraged their child to demonstrate and discuss what she or he learned as school (81.4%, Question 7D); and (b) listened to and talked with their child about their experiences both inside and outside of school (87.5%, Question 7F). A low positive response rating (less than 60 percent) was reported among families regarding seeking outside resources to support their child’s learning (54.2%, Question 7E).

Figure 10. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home, 2018–2019



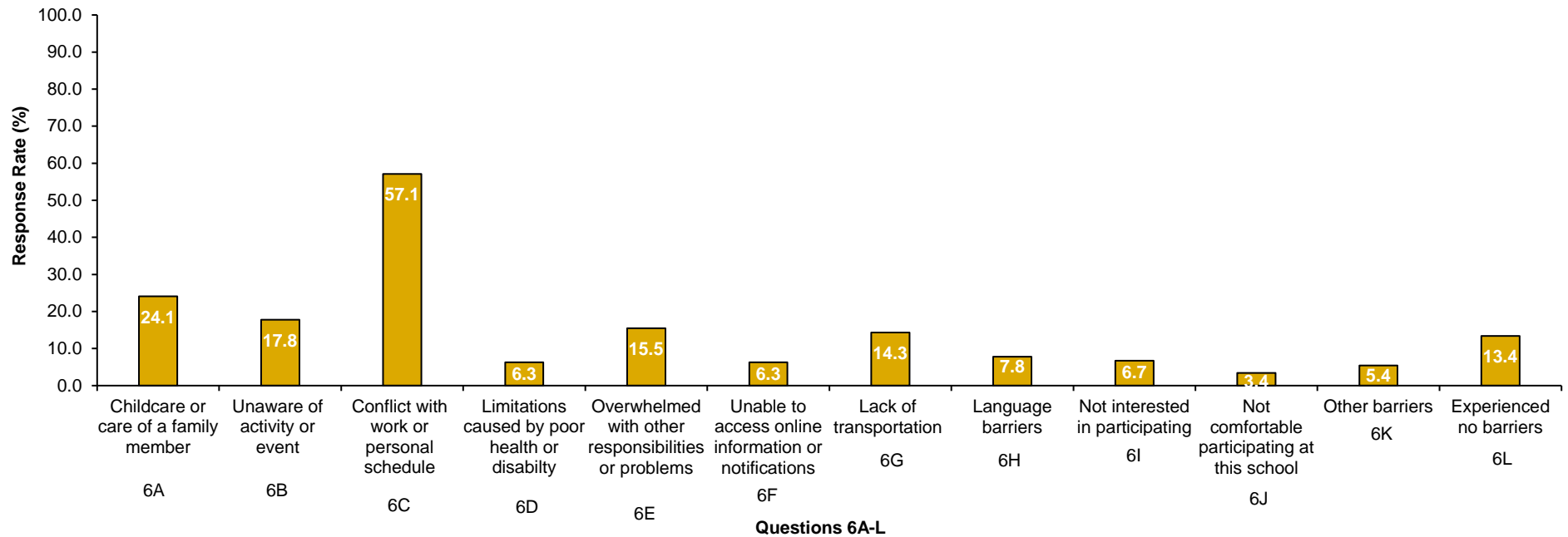
Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*.

Note: Variables categories on the X axis are from survey question 7A-F: Please respond to each statement by placing one check mark under the category that best indicates how often you and your family members support your child’s learning at home. Survey items address the following ESSA statute:1116(d). For additional information, including school office and campus level data, refer to Appendix I, Table I-5, pp. 351–361.

What were the primary barriers reported by survey respondents that prevented them from being able to participate in engagement activities facilitated by their child’s Title I campus during the 2018–2019 academic year?

- Figure 11 (p. 21)** presents survey response ratings regarding the types of barriers respondents experienced that prevented their participation in school functions, workshops, meetings, planning events, and other activities at their children’s HISD Title I campus during 2018–2019. Statistics presented are based on responses to Questions 6A-L on the Title I survey. The three primary barriers to engagement indicated by respondents, regardless of school office affiliation, included the following: (1) conflict with work or personal schedule (57.1%, Question 6C), (2) childcare or care for a family member (24.1%, Question 6A), and (3) unaware of activity or event (17.8%, Question 6B).
- Similar trends were noted for vulnerable populations (**see** Appendix I, Table I-6, pp. 361–364 and Appendix J, Table J-1, p. 374) with respect to schedule conflicts and childcare or care of a family member being the top two barriers. Respondents who indicated that they were either American Indian (28.0%), English learners (15.9%), and/or did not complete high school or receive a GED (19.2%) indicated that lack of transportation presented more of a barrier than their lack of awareness of an event or activity held at their child’s campus. Language barriers and limitations caused by a disability presented notable barriers for survey respondents that identified themselves as either Asian/Pacific Islander (18.9%), or a person with a disability (29.3%), respectively.

Figure 11. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s Title I School, 2018–2019



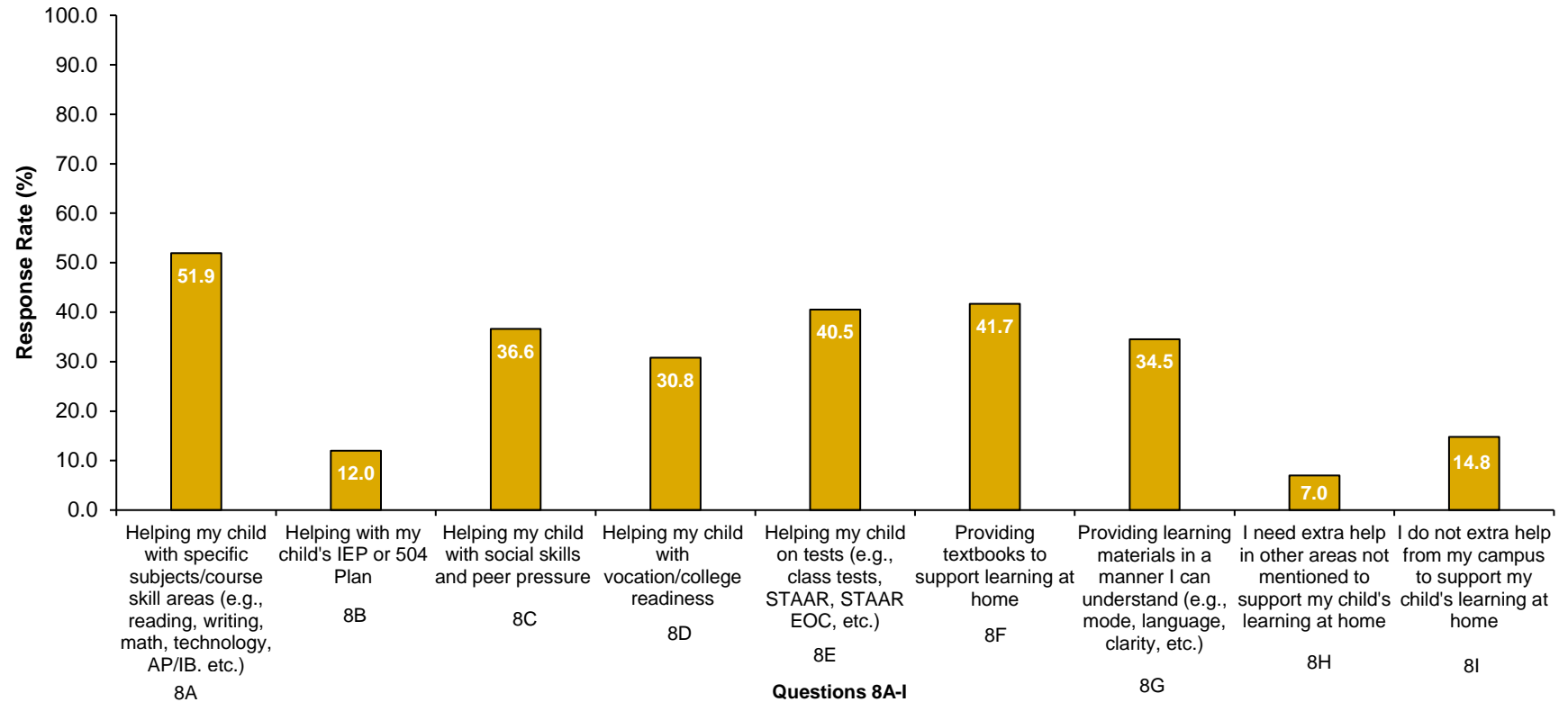
Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*.

Note: Variables categories on the X axis are from survey question 6A-L: Please use the checklist below to indicate barriers you experience that have prevented you from being able to participate in school functions, workshops, meetings, planning events, and other activities. Survey items address the following ESSA statute: 1116(d)(2)(C). For additional information, including school office and campus level data, refer to Appendix I, Table I-6, pp. 362–366.

What were the primary areas of assistance survey respondents reported that they needed from the Title I campus to help with their child’s learning at home in 2018–2019?

- **Figure 12 (p. 23)** presents survey respondents’ suggestions regarding how their children’s Title I school could help improve or provide families extra help to support learning at home. Statistics presented are based on responses to Questions 8A-I on the Title I survey. Results show the three primary areas of assistance reported by survey respondents in 2018–2019 were: (1) helping their child with specific subjects/course skill areas (51.9%, Question 8A); (2) providing textbooks to support learning at home (41.7%, Question 8F); and (3) helping my child on tests (40.5%, Question 8E).
- Results at the school office level indicated the rising concern and need among parents regarding assistance to help their child with social skills and peer pressure (see Appendix I, Table I-7, pp. 366–373). This need was particularly voiced among families of students who were enrolled at the North, Northwest, South, and West School Offices in 2018–2019.
- With respect to vulnerable populations, similar trends to the district averages were noted to occur among respondents who identified themselves as either American Indian, Black or African American, Other race, or had a disability (see Appendix J, Table J-2, p. 375). Respondents expressing that they needed help to support their children on tests was favored over help with social skills, albeit marginally in some cases, among individuals who identified themselves as either, Asian/Pacific Islander, Hispanic /Latino, English learners, or individuals who either did not complete high school or did not complete a vocational/associate program. Equally important as needing the school to help them support children on tests, parents identified as Black or African American also reported needing help from the school with their child’s social skills and peer pressure (37.1%).

Figure 12. Percent of Survey Respondents Who Indicated What Their Children’s Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children’s Learning at Home, 2018–2019 (n = 15,467)



Source: Surveyivonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*.

Note: Variables categories on the X axis are from survey question 8A-I: Please use the checklist below to tell your school what it can do to improve or provide you extra help to support your child's learning at home. Survey items address the following ESSA statute: 1116(a)(2)(D)(ii). For additional information, including school office and campus level data, refer to Appendix I, Table I-7, pp. 367–374.

Discussion

Findings in this evaluation report show an increase in the overall parent engagement rate by 4.6 percent from 2017–2018 (48.6 percent) to 53.2 percent in 2018–2019. Parent and family engagement improved across the district, regardless of race/ethnicity characteristics (see Table 1, p. 11). Though parents and family members who were identified as Black or African American experienced increases in engagement from 2017–2018 (39.4%) to 2018–2019 (46.8%), they continue to have the lowest engagement rates when compared to other race/ethnicity demographic groups. Persistent low engagement rates among students of Black or African American families may be an indication of the impact of systemic sociological, environmental, and economic challenges and disparities experienced by this population. Further information is needed to examine the aforementioned factors relative to this race/ethnicity demographic, to include examination of current models and best practices for parent and family engagement that is relevant to a unique, urban district such as HISD.

Regarding specific engagement activities that parents and guardians participated, data coded in Chancery indicated that the dissemination of information by schools (i.e., Individual/School Compact, 83.7%), as well as parents' participation in one-on-one conferences (34.9%), received higher engagement rates when compared to the following engagement activities that fell below 20 percent the past two school years: Family Literacy, Parent Literacy, Planning, and Volunteer. One explanation regarding higher participation in conferences may be that parents and guardians may either perceive that conferences are more likely to directly impact their children's educational experience and relationships with teachers, or that attendance at these conferences were conveyed as mandatory by the campus staff. Lower attendance at other engagement opportunities facilitated by the school, in contrast to conferences, may be because parents and families: (a) viewed the event as optional, and that their attendance was not necessary; (b) encountered barriers that limited their engagement; (c) viewed activities provided by the campus did not impact their children or family, and thus do not attend; or (d) either volunteered or were elected to fill a limited number of leadership positions at their children's Title I campus. However, results shown in Figure 2 (p. 12), indicate that the district has made strides in garnering parent and family engagement in all areas of engagement, particularly with Education and Training opportunities, which exceeded 20 percent in 2018–2019. Title I schools are encouraged to continue their efforts and progress in getting parents and families to engage in activities that support student achievement.

Findings collected and analyzed from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019, indicated that overall respondents held a positive view of the activities, trainings, and events facilitated by their children's Title I campuses. This indicates that schools are on the right track to providing necessary educational materials and resources to support families and students in HISD. However, Title I school administrators should consider assessing current opportunities regarding volunteer activities, where respondents were most likely to report attending assemblies, performances, sporting events, and ceremonies (62.5%; see Figure 8, p. 17), and least likely to report volunteering onsite at their children's Title I campus. Parents and family members were also less likely to report that the school encouraged them to observe their children during instructional time.

With respect to barriers to engagement, respondent rated on average the following top three factors (1) conflict with work or personal schedule, (2) childcare or care of a family member, and (3) unaware of activity or event. Regarding the three primary areas of assistance, respondents indicated the following needs: helping their children with specific subjects/course skills areas, helping their children on class and standardized tests, and providing textbooks to support learning at home. Needing help to support their children's social skills among parents was most likely to be identified among parents who identified as Black or African American, White, or Other race/ethnicity. Needing learning materials in a manner they could understand was more likely to be reported by parents who identified as Asian/Pacific Islander and Black/African American.

Recommendations

- The Department of External Funding should continue to provide trainings to Title I coordinators regarding coding data into PEIMS and Chancery SIS. While results from internal, monthly Title I, Part A Interim reports provided by the Research and Accountability department showed improvements over time with data entry into Chancery for most campuses, little change was observed among some Title I campuses that continued to provide limited to no updated information throughout the 2018–2019 academic year. Failure to consistently update information coded into Chancery SIS impacted the results of engagement rates presented in this evaluation. Observations of low numbers in engagement may also be an indication that these campuses need support with the implementation of engagement activities, to include dissemination of the individual and school compacts. External Funding should also consider collaborating with school support officers to assist school administrators and staff with the latter concerns.
- The Department of External Funding should continue with the current trainings offered to their Title I coordinators regarding coding data into PEIMS and Chancery SIS. District and school administrators are encouraged to work together to address the decline in parent and guardian responses to the HISD Title I engagement survey. Data collected for this report indicated that over 40 campuses did not submit hard copy surveys by the end of the deadline. At least 80 percent of data analyzed for this evaluation report are collected from hard copy surveys. External Funding may consider collaborating with school support officers to assist school administrators in the dissemination and collection of surveys for the upcoming 2019–2020 school year.
- External Funding and Research and Accountability are encouraged to collaborate with school staff and parents to review the current evaluation instruments, as well as to determine timelines for dissemination. Extending data collection to include platforms such as focus groups, are also recommended in order to ensure the involvement of parents and guardians in the evaluation who may have literacy limitations or need a translator (e.g., language or American Sign Language [ASL]). Focus groups could be conducted at the school office level to collect information on experiences from diverse communities within the district.
- Improvements in parents and family engagement were noted across the district, indicating that HISD Title I campuses are making progress in engaging families. However, data suggest that engagement among some communities within HISD boundaries (e.g., families of students enrolled at Achieve 180 School Office campuses; families of ethnic minority students [particularly those identified as Black or African American]; vulnerable populations, etc.) continue to prove a challenge for education staff. These results may be due to families' cultural norms, logistical constraints, schedule conflicts, lack of awareness of campus-sponsored engagement opportunities, or lack of comfort with the school environment. Regarding the latter two possible factors, External Funding is encouraged to continue assisting school administrators and teachers of HISD Title I campuses to assess current policies, programs, and practices implemented within the school environment, as these impact various engagement areas.
- Engagement categories included in Chancery continue to prioritize parent and family engagement within the school environment. Little information is collected on engagement outside of the school, to include off-campus volunteer activities, or parent-student engagement in the home. The departments of External Funding, Research & Accountability, and Family and Community Engagement (FACE) are encouraged to collaborate with one another, as well as with school staff and parents, to re-examine current models and principles that guide programs, practices, and the evaluation of parent and family engagement occurring across the district. These departments are also encouraged to consider alternative means to measure parent and family engagement outside of school walls.

- Results from the 2018–2019 survey indicate that respondents continue to experience the following three primary barriers to their participation in engagement activities at their child’s Title I campus: conflict with work or personal schedule (57.1%), childcare or care of a family member (24.1%), and unawareness of an activity or event (17.8%). Transportation and language barriers, and limitations due to a disability were also noted among specific vulnerable populations who responded to the evaluation survey. External Funding and school office administrators are encouraged to work with FACE Department to identify research-based and validated practices to address sociological constraints and other factors that negatively impact vulnerable populations participation in parent and family engagement. It should be noted that the district has already begun taking steps to reduce barriers experienced by the HISD community by establishing the Every Community Every School (Wraparound Services) and HISD Parent University initiatives. The continued support of these programs will likely prove invaluable to family engagement and student achievement.
- Districtwide, respondents indicated on the survey that the three primary areas of assistance needed from Title I campuses to support their children’s learning at home included: (1) helping their children with specific subjects/course skill areas (51.9%); (2) helping their children on classroom tests and state assessments (40.5%); and (3) providing textbooks to support learning at home (41.7%). Receiving help to assist their children with social skills and peer pressure, and needing learning materials in a meaningful way were also reported as high priority needs among parents of particular vulnerable groups (i.e., Black or African American, Other race/ethnicity, Asian/Pacific Islander, and Hispanic/Latino, respectively). These findings concur with data highlighted in the 2017–2018 parent and family engagement report (HISD, 2019). HISD Title I schools reported collaborating with each other to host resource events on weekends offering multiple time slots at a central site for their campuses in order to address the needs of their school community, such as Education/Training and Family Literacy workshops. Administrators and coordinators may also want to continue reviewing their current workshop and training protocols to see how they align with the areas of need indicated by parents, (e.g., social skills and peer pressure. Collaboration among district and school level translation departments will also be vital to supporting HISD’s diverse linguistic community.
- Findings from this report also suggest that schools should continue to encourage one-on-one conversations between parents and school staff about their students, valuing each other as equal partners who possess valuable input and capacities to support and promote the holistic success of the child. Staff may also want to consider how changes in any of the Texas Essential Knowledge and Skills (TEKS) standards may have impacted parents’ and guardians’ abilities to support learning at home.

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Appendix A

Figure A-1. Descriptions of parent and family engagement categories coded in Chancery

.....Chancery Coding.....

2. Select **Current School Year**

3. To individually add **Parent Involvement Parent Compact Type(s)**:

- Click checkbox for **Individual Compact** for identified students if your campus is a Targeted Assistance campus.
- Click checkbox for **Schoolwide Compact** if your campus is a Schoolwide Title I campus.



Parent Involvement

School Year: 2006-07

Parent Compact Types

Individual Compact

Schoolwide Compact

Parent Involvement Types

Conference

Educ/Training

Family Literacy

Parent Literacy

Planning

Volunteer

4. Click checkbox(s) for all applicable **Parent Involvement Types**.

- Click for **Conference**
Parent Conference – A one on one meeting between the parent and classroom teacher at a minimum; may include others such as the assistant principal, counselor, or another stakeholder.
- Click for **Educ / Training**
Parent Education – Classes or topics covering parenting skills and ways that the parent can assist their child to become successful mastering the state's challenging academic standards and assessments. (Examples: Family Math Night, Family Reading Night, etc.)
- Click for **Family Literacy**
Family Literacy – Sustained classes and continuing education that help the parent (or other family member) and child to become literate in reading and computer skills (Paired reading activities, Family Matters program, etc.)
- Click for **Parent Literacy**
Parent Literacy – Sustained classes and continuing education that help the parent become literate in reading, computer skills and/or job skills (G.E.D., E.S.L., and Computer Literacy Classes).
- Click for **Planning**
Parent Planning – An opportunity for parents to meet and plan activities that will increase parental involvement at the local campus. As well as, and opportunity for parents to have input about how the Title I, Part A funds are used at the local campus.
- Click for **Volunteer**
Parent Volunteering – Parents at the local campus involved in capacity building activities that help foster an environment conducive for learning.

NOTE: Documentation must remain on file at the campus for both compact type and parental involvement type.

Appendix A

Figure A-2. Examples of parent and family engagement activities coded in Chancery

Chancery Coding						
TITLE I PARENT AND FAMILY ENGAGEMENT CODING CHECKLIST						
Types of Parental Involvement	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
Events						
Campus Volunteer						✓
Computer Literacy Training				✓		
Donuts with Dads (Boy's Day Planning Meeting)					✓	
Fall Carnival/Festivals						✓
Family Matters			✓			
Field Lessons Chaperone (*Field lessons are an unallowable expense)						✓
G.E.D. Classes				✓		
Holiday Program						✓
Literacy Night (Math & Science Night)			✓			
Meet the Teacher		✓				
Muffins with Moms (How to educate your daughters on self-esteem and hygiene)		✓				
Noche Latina						✓
Open House		✓				
Parent Conferences	✓					
Parent Orientation		✓				
Project Graduation						✓
Prom						✓
School-Parent Compact Planning Meeting					✓	
SDMC Meeting					✓	
STAAR Lock-In						✓
Test Taking 101 (How to Prep you child for STAAR)		✓				



Perforated form available in the Removable Forms section and on the External Funding SharePoint page <https://Connect.HoustonISD.org/ExternalFunding>

Appendix B

Figure B-1. ESSA, Section 1116: Parent and Family Engagement

**Every Student Succeeds Act (ESSA)
Section 1116. PARENT AND FAMILY ENGAGEMENT**

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures **shall** be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part **shall** develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy **shall** be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency **will** —



(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which **may** include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, **including identifying—**

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

Appendix B

Figure B-1. ESSA, Section 1116: Parent and Family Engagement (continued)

- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;
- (E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- (F) involve parents in the activities of the schools served under this part, which **may** include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—

(3) RESERVATION-

(A) IN GENERAL.—Each local educational agency **shall** reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part **shall** be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) **shall** be distributed to schools served under this part with priority given to high need schools.

(D) USE OF FUNDS - Funds reserved under subparagraph (A) by a local educational agency **shall** be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, **including not less than 1 of the following:**

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

Appendix B

Figure B-1. ESSA, Section 1116: Parent and Family Engagement (continued)

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.";

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

(1) **IN GENERAL-** Each school served under this part **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement-policy, agreed on by such parents, that **shall** describe the means for carrying out the requirements of subsections (c) through (f). Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) **SPECIAL RULE-** If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) **AMENDMENT-** If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) **PARENTAL COMMENTS-** If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part **shall**

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the

Appendix B

Figure B-1. ESSA, Section 1116: Parent and Family Engagement (continued)

education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

ACHIEVEMENT- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part **shall** jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact **shall** —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, **at a minimum** —

(A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.



(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) **shall** provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology

Appendix B

Figure B-1. ESSA, Section 1116: Parent and Family Engagement (continued)

- (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) **shall** educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) **may** provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) **may** pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) **may** train parents to enhance the involvement of other parents;
- (10) **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) **may** adopt and implement model approaches to improving parental involvement;
- (12) **may** establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) **may** develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, **shall** provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part **shall** inform parents and organizations of the existence of the program.

(h) REVIEW. The State educational agency **shall** review the local educational agency's parent-and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

Source. Retrieved from the *Title I, Part A Parent and Family Engagement Handbook* (Education Service Center 16).

Appendix C

Figure C-1. HISD Title I, Part A Parent and Family Engagement Survey- English

1. Please indicate if the school provided you the following documents or opportunities. (Please check all that apply.)

- ___ a. Copy of the Parent and Family Engagement Policy ^{1116(a)(2) / 1116 (b) (1) / 1116(c)(3)}
- ___ b. Copy of the School-Parent Compact ^{1116(d)}
- ___ c. Opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact. ^{1116(a)(2) / 1116(b)(1) / 1116(d) / 1116(c)(3)}
- ___ d. I did not receive from the school any of these documents (Parent and Family Engagement Policy and School-Parent Compact), nor did the school give me the opportunity to provide input on the creation of/or revisions to these documents.

Questions 2 and 3: Please respond to each statement by first indicating the type of trainings and meetings you or a family member attended (Question 2). Then, rate how helpful those trainings and meetings you or a family member attended were by placing one check mark under the category that best indicates your opinion (Question 3). Only rate trainings and meetings you or a family member actually attended.

	2. I attended the following trainings or meetings	3.				
		(a) Not helpful at all	(b) Slightly helpful	(c) Quite helpful	(d) Extremely helpful	
A.	Annual Title I Meeting/Title I Parent Meetings					1116(c)(1)
B.	Trainings and materials to address my family's needs (e.g., child development, discipline, etc.).					1116(a)(4)(i)
C.	Trainings and materials to help my family members and me acquire education and skills, such as reading, G.E.D., E.S.L., computer skills and/or job skills, etc.					1116(a)(4)(i)
D.	Trainings and materials to help my family members and me support my child's learning at home.					1116(e)(2)
E.	One on one meetings between me and the teacher, principal, assistant principal or counselor about my child.					1116(d)(2)(A)
F.	IEP or 504 meetings for my child with a disability.					1116(c)(4)(C)

4. Please respond to each statement by placing one check mark under the category that best indicates how often you and your family members have participated in the following activities.

	(a) Never	(b) 1 time	(c) 2-3 times	(d) At least 4 times	
A.	Assisted with school programs and student activities from any location at any time (e.g., school board meetings, fundraisers, sporting events, flyers/brochures, student clubs, field trips, off-campus formal/informal events and ceremonies, etc.).				1116(d)(2)(C)
B.	Attended school assemblies, performances, sporting events, ceremonies or celebrations, school board meetings, etc.				1116(d)(2)(C)
C.	Assisted administrators, teachers, and students at this school or in the classroom as a homeroom mom/dad, aide, tutor, coach, lecturer, chaperone, booster, speaker, mentor, lead/participate in club, PTO, or assisted in other ways.				1116(d)(2)(C)

Note: Statutes included from the Every Students Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-1. HISD Title I, Part A Parent and Family Engagement Survey- English (continued)

5. Please respond to each statement by placing one check mark under the category that best indicates your level of agreement with that statement.

	(a) Strongly disagree	(b) Disagree	(c) Agree	(d) Strongly agree	
A. The school clearly explained the curriculum (what my child needs to know) and the assessments used to determine my child’s academic achievement to me.					1116(c)(4)(B) 11116(e)(1)
B. The school communicates with me in a timely manner about the academic progress and needs of my child.					1116(d)(2)(B)
C. The school provides helpful suggestions on how my family and I can help improve my child’s progress.					1116(a) (2)(D) (ii)
D. The school communicates with me in a manner that I can understand (e.g., mode of communication, language, clarity, etc.).					1116(a)(2)(D) 1116(f)
E. The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.					1116(c)(3)
F. The school values my opinions and experiences when it comes to decisions concerning my child’s education.					1116(e)(3)
G. The school encourages me to observe my child in the classroom.					1116(d) (2)(C)
H. The school ensures my family has opportunities to access information about community programs, services, and agencies (e.g., faith-based programs, health services, business partnerships) to meet my family’s needs.					1116(a) (3)(D)(ii)
I. The school provides support to my family when impacted by adverse events (e.g., natural disaster, crime victim, accident, loss of employment, separation/or death of a family member etc.).					1116(a) (3)(D)(ii)
J. My school partners with the community (e.g., non-profit organizations, universities, businesses) to provide programs and/or supports to enhance my child’s learning experiences and skills.					1116(a) (3)(D)(ii) 1116(e)(13)
K. Campus administration does a good job running my child’s school.					
L. School staff treats me with respect.					
M. The overall climate or feeling at my child’s school is positive and helps my child learn.					
N. There is at least one teacher or other adult in this school that my child can talk to about a problem.					
O. The school gives instruction that meets the individual needs of my child.					
P. I am satisfied my child’s school is providing the skills and education necessary to be successful at the next level.					

6. Please use the checklist below to indicate barriers you experience that have prevented you from being able to participate in school functions, workshops, meetings, planning events, and other activities. (Please check all that apply.) 1116(a)(2)(D)(i)

- | | |
|---|--|
| <input type="checkbox"/> a. Childcare or care of a family member 1116(c)(2) | <input type="checkbox"/> g. Lack of transportation 1116(c)(2) / 1116(e)(8) |
| <input type="checkbox"/> b. Unaware of activity or event | <input type="checkbox"/> h. Language barriers 1116(a)(2)(D) / 1116(f) |
| <input type="checkbox"/> c. Conflict with work or personal schedule | <input type="checkbox"/> i. Not interested in participating |
| <input type="checkbox"/> d. Limitations caused by poor health or disability | <input type="checkbox"/> j. Not comfortable participating at this school |
| <input type="checkbox"/> e. Overwhelmed with other responsibilities or problems | <input type="checkbox"/> k. Other barrier(s) not mentioned previously in a-j |
| <input type="checkbox"/> f. Unable to access online information or notifications | <input type="checkbox"/> l. I experienced no barriers to engagement |

Note: Statutes included from the Every Students Succeeds Act of 2015 (ESSA) corresponds with items included on the HISD Title I, Part A Parent and Family Engagement Survey 2018–2019. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-1. HISD Title I, Part A Parent and Family Engagement Survey- English (continued)

7. Please respond to each statement by placing **one** check mark under the category that best indicates **how often you and your family members support your child's learning at home.**

	(a) Never	(b) Seldom	(c) Sometimes	(d) Usually	(e) Always
A. Helping my child complete homework and school-related projects.					
B. Monitoring my child's screen time (e.g., television, telephone, social media, apps, etc.).					
C. Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.					
D. Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.					
E. Seeking outside resources to support my child's learning (e.g., pay for tutors, therapists, test prep, medical devices/attention; online resources).					
F. Listening to and talking with my child about their experiences both inside and outside of school.					

1116(d)

8. Please use the checklist below to tell your school what it can do to improve or provide you extra help to **support your child's learning at home.** (Please check all that apply.)

1116(a)(2)(D)(ii)

- a. Helping my child with specific subjects/courses/skill areas (e.g., reading, writing, math, technology, AP/IB, etc.)
 e. Helping my child on tests (e.g., class tests, STAAR, STAAR EOC, etc.)
- b. Helping with my child's IEP or 504 Plan
 f. Providing textbooks to support learning at home
- c. Helping my child with social skills and peer pressure
 g. Providing learning materials in a manner I can understand (e.g., mode, language, clarity, etc.)
- d. Helping my child with vocation/college readiness
 h. Other assistance not mentioned previously in a-h.
- i. I do not need extra help from the school to support my child's learning at home.

Demographic information 1116(a)(2)(D)(i)

9. What racial/ethnic background do you primarily identify with? (Please choose only one below.)

- a. American Indian
 d. Hispanic/Latino
- b. Black or African American
 e. White
- c. Asian/Pacific Islander
 f. Other

10. Is English the primary language spoken in your home? (Please choose only one below.)

- a. Yes b. No

11. Do you have a disability? (Please choose only one below.)

- a. Yes b. No

12. What is the highest level of education you have completed? (Please choose only one below.)

- a. Did not complete high school or G.E.D.
 d. Completed vocational school or associate's degree
- b. Graduated high school or received G.E.D.
 e. Completed bachelor's degree or higher
- c. Attended vocational school/college, but did not complete

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2018–2019*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-2. HISD Title I, Part A Parent and Family Engagement Survey- Spanish

1. Por favor, indique si la escuela le ha provisto los siguientes documentos u oportunidades. (Marque todas las opciones que correspondan.)

- ___ a. Copia de las Normas para la Participación de los Padres y las Familias
- ___ b. Copia del Acuerdo de la Escuela y los Padres
- ___ c. Oportunidades para contribuir a la creación o revisión de las Normas para la Participación de los Padres y las Familias y el Acuerdo de la Escuela y los Padres
- ___ d. No recibí por parte de la escuela ninguno de estos documentos (“Política de participación de padres y familia” y “Acuerdo entre la escuela y los padres”) y la escuela no me dio la oportunidad de aportar información sobre la creación o la revisión de estos documentos.

Preguntas 2 y 3: Responda a cada enunciado indicando el tipo de talleres de capacitación y reuniones a las cuales usted o alguien de su familia hayan asistido (Pregunta 2). Luego, califique la utilidad de esos talleres y reuniones haciendo una marca debajo de la categoría que mejor refleje su opinión (Pregunta 3). Solamente califique talleres y reuniones a las que usted o alguien de su familia hayan asistido.

	2. Asistí a los siguientes talleres o reuniones	3.			
		(a) Ninguna utilidad	(b) Algo de utilidad	(c) Bastante utilidad	(d) De gran utilidad
A. Reunión Anual de Título I, o Reuniones de Título I para padres					
B. Talleres y materiales para atender y satisfacer necesidades de mi familia (desarrollo infantil, disciplina, etc.)					
C. Talleres y materiales para ayudar a mi familia y a mí a adquirir conocimientos y habilidades como lectura, G.E.D., E.S.L., uso de computadora y destrezas laborales, etc.					
D. Talleres y materiales para ayudar a mi familia y a mí a apoyar el aprendizaje de mi hijo en casa					
E. Reuniones personales con la maestra, el director, subdirector, o consejero de la escuela para hablar sobre mi hijo					
F. Reuniones de IEP o Plan 504 para mi hijo con una discapacidad					

4. Responda a cada enunciado haciendo una marca debajo de la categoría que mejor refleje la frecuencia con que usted y otros miembros de su familia han participado en las siguientes actividades.

	(a) Nunca	(b) 1 vez	(c) 2-3 veces	(d) Al menos 4 veces
A. Ayudar en programas y actividades estudiantiles en cualquier sitio y horario (reuniones de la mesa directiva, recaudaciones de fondos, eventos deportivos, volantes/folletos, clubes, excursiones escolares, eventos y ceremonias formales o informales fuera de la escuela, etc.).				
B. Asistir a asambleas escolares, actuaciones y presentaciones, eventos deportivos, ceremonias o celebraciones, reuniones de la mesa directiva escolar, etc.				
C. Ayudar a los administradores, maestros y estudiantes en la escuela, o específicamente en el aula como mamá o papá ayudante, asistente, tutor, entrenador, acompañante, orador, mentor, director o participante en clubes, PTO, o de alguna otra manera.				

Note: Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-2. HISD Title I, Part A Parent and Family Engagement Survey- Spanish (continued)

5. Responda a cada enunciado haciendo una marca debajo de la categoría que mejor refleje en qué medida usted está de acuerdo, o en desacuerdo, con el enunciado.

	(a) Totalmente en desacuerdo	(b) En desacuerdo	(c) De acuerdo	(d) Totalmente de acuerdo
A. La escuela me explicó claramente el currículo (plan de estudio) y las evaluaciones que miden el rendimiento académico de mi hijo.				
B. La escuela se comunica conmigo oportunamente sobre el progreso académico y las necesidades de mi hijo.				
C. La escuela me ofrece sugerencias útiles para que mi familia y yo podamos contribuir a mejorar el progreso de mi hijo.				
D. La escuela se comunica conmigo de una manera que yo puedo entender (tipo de comunicación, idioma, claridad, etc.).				
E. La escuela me ha animado a integrarme en comités de planificación, grupos asesores, PTO, mesa directiva, equipos de mejoramiento escolar, etc.				
F. La escuela valora mis opiniones y experiencias a la hora de tomar decisiones sobre la educación de mi hijo.				
G. La escuela me anima a observar a mi hijo en el salón de clases.				
H. La escuela ofrece a mi familia oportunidades de acceso a información sobre servicios, agencias y programas de la comunidad (programas de comunidades de fe, servicios de salud, asociaciones comerciales, etc.) para satisfacer las necesidades familiares.				
I. La escuela apoya a mi familia cuando nos vemos afectados por sucesos adversos (desastre natural, crimen, accidente, pérdida de trabajo, separación o muerte de alguien de la familia, etc.).				
J. Mi escuela coopera con la comunidad (organizaciones sin fines de lucro, universidades, empresas) para ofrecer programas y apoyo a fin de mejorar las habilidades y experiencias de aprendizaje de mi hijo.				
K. Los administradores de la escuela de mi hijo hacen un buen trabajo en el manejo de la escuela.				
L. El personal de la escuela me trata con respeto.				
M. La atmósfera o sensación general en la escuela de mi hijo es positiva y contribuye al aprendizaje de mi hijo.				
N. En esta escuela hay al menos un maestro o adulto a quien mi hijo puede acudir para hablar sobre algún problema que se presente.				
O. La escuela provee instrucción que satisface las necesidades particulares de mi hijo.				
P. Considero que la escuela provee la educación y la enseñanza de habilidades necesarias para el éxito en el siguiente nivel escolar.				

6. En la siguiente lista, indique los obstáculos que ha tenido que enfrentar y que le han **impedido participar** en funciones escolares, talleres, reuniones, planificación de eventos y otras actividades. (*Marque todas las que correspondan*).

- | | |
|--|--|
| <input type="checkbox"/> a. Atención de niños o de un familiar | <input type="checkbox"/> g. Falta de transporte |
| <input type="checkbox"/> b. No enterarse de la actividad o evento | <input type="checkbox"/> h. Barreras idiomáticas |
| <input type="checkbox"/> c. Conflictos con horarios de trabajo u otros | <input type="checkbox"/> i. Falta de interés en participar |
| <input type="checkbox"/> d. Limitaciones debidas a mala salud o discapacidad | <input type="checkbox"/> j. Sentirme incómodo participando en esta escuela |
| <input type="checkbox"/> e. Agobiado por otras responsabilidades o problemas | <input type="checkbox"/> k. Otros obstáculos no mencionados anteriormente en a-j |
| <input type="checkbox"/> f. Falta de acceso a información o avisos en línea | <input type="checkbox"/> l. No experimenté obstáculos para participar |

Appendix C

Figure C-2. HISD Title I, Part A Parent and Family Engagement Survey- Spanish (continued)

7. Responda a cada enunciado haciendo una marca debajo de la categoría que mejor refleje la frecuencia con que usted u otras personas de la familia apoyan el aprendizaje de su hijo en casa.

	(a) Nunca	(b) Rara vez	(c) A veces	(d) Por lo general	(e) Siempre
A. Ayudándolo a hacer la tarea y los proyectos de la escuela					
B. Vigilando cuándo tiempo pasa enfocado en una pantalla (televisión, teléfono, medios sociales, aplicaciones, etc.)					
C. Fomentando su participación en programas escolares de enriquecimiento o actividades extracurriculares positivas					
D. Animándolo a demostrar o comentar con alguien de la familia lo que está aprendiendo en la escuela					
E. Buscando recursos para apoyar su aprendizaje (contratar servicios de tutores, terapeutas, preparación para exámenes, atención y equipo médico, recursos en línea, etc.)					
F. Escuchándolo y hablando con él sobre sus experiencias dentro y fuera de la escuela					

8. En la siguiente lista, comuníquese a su escuela lo que podría hacer para mejorar y para brindarle a usted la ayuda que le permita apoyar el aprendizaje de su hijo en casa. (Marque todas las opciones que correspondan.)

- a. Ayudar a mi hijo en materias, cursos y habilidades (lectura, escritura, matemáticas, tecnología, AP/IB, etc.)
 b. Ayudar con el IEP o Plan 504 de mi hijo
 c. Ayudar a mi hijo en el aspecto social y con la presión que pueden ejercer los compañeros
 d. Ayudar a mi hijo con preparación para la universidad y las carreras vocacionales
 e. Ayudar a mi hijo en las pruebas (las de la clase, STAAR, STAAR EOC, etc.)
 f. Proveer libros de texto para aprender en casa
 g. Proveer materiales instructivos que yo pueda entender (estilo, idioma, claridad, etc.)
 h. Otras asistencia no mencionada anteriormente en a-h
 i. No necesito ayuda adicional de la escuela para fomentar el aprendizaje de mi hijo en el hogar

Datos demográficos

9. ¿Con qué clasificación racial o étnica se identifica usted principalmente? (Elija solo una de las siguientes.)

- a. Indígena americano
 b. Negro o afroamericano
 c. Asiático o isleño del Pacífico
 d. Hispano o latino
 e. Blanco
 f. Otro

10. ¿Es el inglés el idioma principal que se habla en su casa? (Elija una respuesta.)

- a. Sí b. No

11. ¿Tiene usted una discapacidad? (Elija una respuesta.)

- a. Sí b. No

12. ¿Cuál es el nivel más alto de enseñanza que usted ha logrado? (Elija solo una de las siguientes.)

- a. No terminé la preparatoria o el plan G.E.D.
 b. Graduado de preparatoria o plan G.E.D.
 c. Universidad o escuela vocacional sin terminar
 d. Título de asociado o diploma vocacional recibido
 e. Licenciatura o título superior de educación

Note: Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-3. HISD Title I, Part A Parent and Family Engagement Survey- Vietnamese

1. Vui lòng cho biết trường có cung cấp cho quý vị các tài liệu hay cơ hội dưới đây không. (Vui lòng đánh dấu tất cả những gì có áp dụng.)

- ___ a. Bản sao của Chính Sách Tham Dự của Phụ Huynh và Gia Đình (Parent and Family Engagement Policy)
- ___ b. Bản sao tờ Cam Kết giữa Trường - Phụ Huynh (School-Parent Compact)
- ___ c. Cơ hội để cho biết ý kiến về việc thiết lập hay sửa đổi Chính Sách Tham Dự của Phụ Huynh và Gia Đình và tờ Cam Kết giữa Trường và Phụ Huynh.
- ___ d. Tôi đã không nhận được từ trường bất cứ tài liệu nào trong những tài liệu này (Parent and Family Engagement Policy [Chính sách tham dự của phụ huynh và gia đình] và School-Parent Compact [Cam kết giữa trường và phụ huynh], và trường cũng không cho tôi cơ hội để cung cấp ý kiến về việc thiết lập hoặc sửa đổi các tài liệu này.

Câu hỏi 2 và 3: Vui lòng trả lời từng câu bằng cách cho biết loại huấn luyện và hội họp mà quý vị hay một phần tử trong gia đình có tham dự (Câu hỏi 2). Sau đó, đánh giá sự hữu ích của những huấn luyện và hội họp mà quý vị hay một phần tử gia đình đã tham dự bằng cách ghi một dấu (X) dưới loại đúng nhất với ý kiến của quý vị (Câu hỏi 3). Chỉ đánh giá các loại huấn luyện và hội họp mà quý vị hay một phần tử trong gia đình đã thực sự tham dự.

	2. Tôi đã tham dự các huấn luyện và hội họp sau	3.			
		(a) Không hữu ích	(b) Có hữu ích	(c) Hữu ích nhiều	(d) Vô cùng hữu ích
A. Cuộc họp thường niên “Annual Title I Meeting/Title I Parent”					
B. Các huấn luyện và tài liệu nhắm đến các nhu cầu của gia đình tôi (td., sự phát triển, kỷ luật trẻ em, v.v).					
C. Các huấn luyện và tài liệu để giúp các phần tử gia đình và tôi được giáo dục và có các khả năng, tí như biết đọc, G.E.D., E.S.L., khả năng điện toán và/hoặc khả năng làm việc, v.v.					
D. Các huấn luyện và tài liệu để giúp các phần tử gia đình và tôi hỗ trợ con tôi học ở nhà.					
E. Cuộc họp riêng giữa tôi với giáo chức, hiệu trưởng, hiệu phó, hay người tư vấn về con tôi.					
F. Các cuộc họp IEP hay 504 về con tôi có khuyết tật.					

4. Vui lòng trả lời từng câu bằng cách ghi một dấu (X) dưới loại đúng nhất về tính cách thường xuyên mà quý vị và phần tử trong gia đình tham dự các sinh hoạt sau đây.

	(a) Không bao giờ	(b) 1 lần	(c) 2-3 lần	(d) Tối thiểu 4 lần
A. Phụ giúp các chương trình trong trường và sinh hoạt học sinh ở bất cứ chỗ nào vào bất cứ thời gian nào (t.d, cuộc họp trong trường, gây quỹ, sinh hoạt thể thao, làm tờ bướm/thông tin, câu lạc bộ học sinh, đi du ngoạn, các sinh hoạt chính thức/bán chính thức và các nghi lễ ở ngoài trường, v.v).				
B. Tham dự các cuộc họp trong trường, các buổi trình diễn, trận đấu thể thao, các nghi lễ, cuộc họp của ban giáo dục trong trường, v.v.				
C. Phụ giúp ban quản trị, giáo chức, và học sinh tại trường này hay trong lớp như một phụ huynh, người dạy kèm, huấn luyện viên, diễn giả, người đi kèm (chaperone), booster, phát ngôn viên, người điều dặt, lãnh đạo/tham dự các câu lạc bộ, hội PTO, hay phụ giúp theo những cách khác.				

Note: Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*.

Third Edition. Corwin Press: Thousand Oaks, CA.

Appendix C

Figure C-3. HISD Title I, Part A Parent and Family Engagement Survey- Vietnamese (continued)

5. Vui lòng trả lời từng câu bằng cách ghi một dấu (X) dưới loại đúng nhất với mức độ đồng ý của quý vị với câu đó.

	(a) Rất không đồng ý	(b) Không đồng ý	(c) Đồng ý	(d) Rất đồng ý
A. Trường đã giải thích cho tôi học trình cách rõ ràng (những gì con tôi phải biết) và những bài thăm định được dùng để xác định thành tích học vấn của con tôi.				
B. Trường liên lạc với tôi đúng lúc về sự tiến bộ học vấn và nhu cầu của con tôi.				
C. Trường cung cấp những đề nghị hữu ích để gia đình và tôi có thể giúp con tôi gia tăng sự tiến bộ học vấn.				
D. Trường liên lạc với tôi theo một kiểu cách mà tôi có thể hiểu (t.d, cách thông tin, ngôn ngữ, rõ ràng, v.v.).				
E. Trường khích lệ tôi tham dự các vai trò trong các ban tỉ như ban kế hoạch, nhóm cố vấn, hội PTO, ban giáo dục, nhóm cải thiện học đường, v.v.				
F. Trường quý trọng ý kiến và kinh nghiệm của tôi khi có những quyết định liên can đến sự giáo dục của con tôi.				
G. Trường khích lệ tôi hãy quan sát con tôi trong lớp học.				
H. Trường bảo đảm gia đình tôi có thể truy cập thông tin về các chương trình, các dịch vụ, và các cơ quan trong cộng đồng (t.d., chương trình của các tôn giáo, dịch vụ sức khỏe, hợp tác viên thương mại) để đáp ứng với các nhu cầu của gia đình tôi.				
I. Trường giúp đỡ gia đình tôi khi bị ảnh hưởng bởi các biến cố bất lợi (t.d., thiên tai, nạn nhân của tội ác, bị tai nạn, thất nghiệp, sự tách biệt/hay từ trần của một phần tử trong gia đình, v.v.).				
J. Trường tôi hợp tác với cộng đồng (t.d., các tổ chức vô vị lợi, các trường đại học, cơ quan thương mại) để cung cấp các chương trình và/hoặc giúp con tôi gia tăng kinh nghiệm và khả năng.				
K. Ban quản trị điều khiển trường một cách tốt đẹp.				
L. Nhân viên học đường có tôn trọng tôi.				
M. Bầu không khí và cảm tưởng nói chung về trường của con tôi thì tích cực và giúp con tôi học hành.				
N. Ở trường này tôi thiếu có một giáo chức hay một người lớn mà con tôi có thể nói cho họ biết về một vấn đề.				
O. Trường có sự giảng dạy mà nó đáp ứng với các nhu cầu của con tôi.				
P. Tôi hài lòng với trường khi cung cấp cho con tôi các khả năng và sự giáo dục cần thiết để được thành công trong cấp lớp kế tiếp.				

6. Vui lòng đánh dấu cho biết những trở ngại nào của quý vị đã cản trở quý vị không tham dự được các hoạt động, buổi hội thảo, cuộc họp, sinh hoạt được dự trù, và các sinh hoạt khác trong trường. (Vui lòng đánh dấu tất cả những gì đúng.)

- | | |
|---|---|
| <input type="checkbox"/> a. Giữ con hay chăm sóc một phần tử gia đình | <input type="checkbox"/> g. Không có phương tiện di chuyển |
| <input type="checkbox"/> b. Không biết về sinh hoạt đó | <input type="checkbox"/> h. Trở ngại ngôn ngữ |
| <input type="checkbox"/> c. Xung đột với việc làm hay thời khóa biểu riêng | <input type="checkbox"/> i. Không thích tham dự |
| <input type="checkbox"/> d. Bị giới hạn vì sức khỏe hay bị khuyết tật | <input type="checkbox"/> j. Không thoải mái tham dự trong trường này |
| <input type="checkbox"/> e. Tràn ngập các vấn đề hay trách nhiệm khác | <input type="checkbox"/> k. Các trở ngại khác được nhắc đến trước đây trong các câu a-j |
| <input type="checkbox"/> f. Không thể lấy thông tin hay thông cáo trên mạng | <input type="checkbox"/> l. Tôi không cảm thấy có trở ngại nào để tham dự |

Appendix C

Figure C-3. HISD Title I, Part A Parent and Family Engagement Survey- Vietnamese (continued)

7. Vui lòng trả lời từng câu bằng cách ghi một dấu (X) trong ô đúng nhất về tính cách thường xuyên mà quý vị hay một phần tử trong gia đình giúp đỡ con em học ở nhà.

	(a) Không bao giờ	(b) Ít khi	(c) Đôi khi	(d) Thông thường	(e) Luôn luôn
A. Giúp con tôi hoàn tất bài tập và các bài trong trường.					
B. Theo dõi thời gian con tôi khi không học bài (t.d., xem truyền hình, nói điện thoại, lên mạng xã hội, apps, v.v.).					
C. Khích lệ con tôi tham dự các chương trình học thêm sau khi tan học hay các sinh hoạt ngoại khóa có lợi.					
D. Khích lệ con tôi biểu hiện và thảo luận về những gì nó học được ở trường với một phần tử trong gia đình.					
E. Tìm các nguồn bên ngoài trường để giúp con tôi học hành (t.d., trả tiền người dạy kèm, người trị liệu, chuẩn bị thi, dụng cụ y tế; các nguồn trên mạng).					
F. Lắng nghe và nói với con tôi về những cảm nghiệm của nó ở bên trong cũng như bên ngoài trường học.					

8. Vui lòng đánh dấu những câu dưới đây cho biết trường có thể làm gì để cải tiến hay cung cấp sự giúp đỡ thêm để hỗ trợ con em quý vị học ở nhà. (Vui lòng đánh dấu tất cả những gì áp dụng).

- | | |
|--|--|
| <input type="checkbox"/> a. Giúp con tôi về những môn/bài/khả năng đặc biệt (t.d., tập đọc, viết, làm toán, kỹ thuật, AP/IB, v.v.) | <input type="checkbox"/> f. Cung cấp sách để hỗ trợ việc học ở nhà |
| <input type="checkbox"/> b. Giúp con tôi với IEP hoặc 504 Plan của nó | <input type="checkbox"/> g. Cung cấp các tài liệu học hành mà tôi có thể hiểu (t.d., phương cách, ngôn ngữ, rõ ràng, v.v.) |
| <input type="checkbox"/> c. Giúp con tôi các khả năng xã hội và biết cách đối phó với áp lực của chúng bạn | <input type="checkbox"/> h. Các giúp đỡ khác không được nhắc đến trước đây trong các câu a-h |
| <input type="checkbox"/> d. Giúp con tôi sẵn sàng đi làm/lên đại học | <input type="checkbox"/> i. Tôi không cần sự giúp đỡ thêm từ nhà trường để giúp con tôi học hành ở nhà |
| <input type="checkbox"/> e. Giúp con tôi về các bài thi (t.d., trong lớp, STAAR, STAAR EOC, v.v.) | |

Thông tin về nhân khẩu

9. Chính thức quý vị thuộc chủng tộc/dân tộc nào? (Vui lòng chỉ chọn một.)

- | | |
|--|---|
| <input type="checkbox"/> a. Da đỏ ở Mỹ Châu | <input type="checkbox"/> d. Nói tiếng Tây Ban Nha/La tinh |
| <input type="checkbox"/> b. Da đen hay người Mỹ gốc Phi Châu | <input type="checkbox"/> e. Da trắng |
| <input type="checkbox"/> c. Á Châu/Đảo Thái Bình Dương | <input type="checkbox"/> f. Dân khác |

10. Tiếng Anh có phải là ngôn ngữ chính được nói trong nhà? (Vui lòng chỉ chọn một.)

- a. Có b. Không

11. Quý vị có một khuyết tật nào không? (Vui lòng chỉ chọn một.)

- a. Có b. Không

12. Trình độ giáo dục cao nhất của quý vị là gì? (Vui lòng chỉ chọn một.)

- | | |
|---|--|
| <input type="checkbox"/> a. Chưa hoàn tất trung học hay G.E.D. | <input type="checkbox"/> d. Đã hoàn tất trường dạy nghề hay có bằng cán sự |
| <input type="checkbox"/> b. Đã hoàn tất trung học hay có bằng G.E.D. | <input type="checkbox"/> e. Đã hoàn tất bằng cử nhân hay cao hơn |
| <input type="checkbox"/> c. Có theo học trường dạy nghề/đại học nhưng chưa hoàn tất | |

Appendix D

Figure D-1. Obtained permission to use and adapt surveys and related materials from non-district sources

3-30-18

To: Sara Spikes

From: Joyce Epstein

Re: Permission Granted

This is to give you permission to use, adapt, or translate our surveys and related materials for your work with the Houston ISD. This may include items from the list of NNPS publications listed below:

Source: The Keys to Successful School, Family, and Community Partnerships: Epstein's Six Types of Involvement. Cited in the Texas Education Agency and Region 16 ESC. (2018). *Title I, Part A Parent and Family Engagement Handbook: A comprehensive guide to implementing an effective Title I, Part A Parent and Family Engagement Program* (p. 161 and 165).

Original source: Epstein, J.L. & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA. Specifically: Summary of Volunteering: In schools or classrooms, FOR schools or classrooms, and AS AUDIENCES descriptions

Source: Epstein, J.L. & Associates. (2002). *School, Family, and Community Partnerships: Your handbook for action*. Second Edition. Chapter 9: Planning and Evaluating Your Partnership Program. Corwin Press: Thousand Oaks, CA.

Specifically: Item 6 of the Learning at Home: Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.

All that we require is that you provide a full citation to the original work on your instruments, reports, and publications.

Please note that the Houston ISD is welcome to join NNPS as a district member for on-going communications and support. See www.partnershipschools.org and the section Join NNPS. Or give me a call to discuss the benefits of membership for the district and your schools.



Joyce L. Epstein, Ph.D.
Director, Center on School, Family, and
Community Partnerships and
National Network of Partnership Schools (NNPS)
Professor of Education and Sociology
2701 North Charles Street, Suite 300
Baltimore, MD 21218

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Fax: (410) 516-8890







Email: jepstein@jh.edu
Web: www.partnershipschools.org

Appendix E

Figure E-1. Epstein's Six Types of Involvement

THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Epstein's Six Types of Involvement

	<p>Parenting: Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.</p>
	<p>Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>
	<p>Volunteering: Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.</p>
	<p>Learning at Home: Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>
	<p>Decision Making: Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>
	<p>Collaborating With the Community: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p>

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compacts by School Years, 2017–2018 and 2018–2019)

Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
920	Achieve 180	Achieve 180 Schools Office	43.1	38.9	-4.2
041	Achieve 180	Attucks MS	1.4	1.8	0.4
110	Achieve 180	Blackshear ES	2.6	95.8	93.2
111	Achieve 180	Bonham ES	45.3	7.1	-38.2
121	Achieve 180	Bruce ES	31.3	34.5	3.2
044	Achieve 180	Cullen MS	90.9	9.3	-81.6
045	Achieve 180	Deady MS	17.1	30.1	13.0
140	Achieve 180	Dogan ES	33.5	1.2	-32.3
271	Achieve 180	Foerster ES	1.1	5.1	4.0
153	Achieve 180	Fondren ES	28.8	29.4	0.6
476	Achieve 180	Forest Brook MS	0.8	20.6	19.8
058	Achieve 180	Gregory-Lincoln PK-8	57.4	80.9	23.4
052	Achieve 180	Henry MS	44.9	0.6	-44.3
456	Achieve 180	High School Ahead Acad MS	41.9	55.6	13.7
174	Achieve 180	Highland Heights ES	35.6	46.1	10.4
473	Achieve 180	Hilliard ES	87.2	13.4	-73.8
050	Achieve 180	Holland MS	11.0	10.4	-0.7
007	Achieve 180	Kashmere HS	3.6	17.2	13.6
075	Achieve 180	Lawson MS	1.8	0.9	-0.9
324	Achieve 180	Liberty HS	31.9	16.2	-15.7
197	Achieve 180	Looscan ES	96.0	96.0	0.1
203	Achieve 180	Mading ES	9.9	29.3	19.3
010	Achieve 180	Madison HS	17.3	6.8	-10.5
207	Achieve 180	Montgomery ES	10.5	22.7	12.3
477	Achieve 180	North Forest HS	51.7	0.7	-51.0
223	Achieve 180	Pugh ES	87.1	88.2	1.1
023	Achieve 180	Sharpstown HS	24.9	9.4	-15.4
245	Achieve 180	Stevens ES	84.5	89.0	4.5
163	Achieve 180	Sugar Grove MS	0.8	8.3	7.6
100	Achieve 180	TCAH	99.6	98.4	-1.2
016	Achieve 180	Washington HS	21.5	21.1	-0.5
254	Achieve 180	Wesley ES	50.7	23.7	-27.1
018	Achieve 180	Wheatley HS	24.1	17.2	-6.9
082	Achieve 180	Williams MS	7.9	27.6	19.7
127	Achieve 180	Woodson	28.7	75.0	46.2
019	Achieve 180	Worthing HS	1.1	3.1	2.0
020	Achieve 180	Yates HS	2.4	69.9	67.4
913	East	East Schools Office	49.6	48.5	-1.1
001	East	Austin HS	21.1	12.3	-8.8
234	East	BCM Biotech Academy at Rusk	4.7	15.7	11.0
112	East	Bonner ES	67.6	66.6	-1.0
117	East	Briscoe ES	64.6	52.5	-12.1
124	East	Burnet ES	36.4	61.4	24.9
287	East	Cage ES	73.4	96.7	23.3
292	East	Carrillo ES	19.1	60.5	41.4
027	East	Chavez HS	34.0	19.0	-15.0
071	East	Chrysalis MS	21.4	100.0	78.6
290	East	Crespo ES	96.2	86.5	-9.7

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
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Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compacts by School Years, 2017–2018 and 2018–2019)

Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
297	East	Davila ES	63.2	65.0	1.8
138	East	DeZavala ES	99.0	99.4	0.5
345	East	East EC HS	24.5	70.3	45.7
301	East	Eastwood Acad HS	99.8	28.5	-71.2
046	East	Edison MS	0.8	28.7	27.9
155	East	Franklin ES	1.6	1.6	0.0
004	East	Furr HS	90.9	41.5	-49.4
291	East	Gallegos ES	41.5	96.2	54.7
166	East	Harris JR ES	34.8	76.1	41.3
167	East	Harris RP ES	59.2	71.9	12.7
171	East	Henderson JP ES	86.6	99.2	12.6
034	East	HSLJ	18.2	49.9	31.7
192	East	Lantrip ES	73.1	81.4	8.3
357	East	Laurenzo ECC	95.3	98.0	2.7
194	East	Lewis ES	73.8	86.4	12.7
485	East	Middle College HS - Fraga	100.0	100.0	0.0
011	East	Milby HS	51.5	11.1	-40.5
311	East	Mount Carmel Acad HS	99.7	99.1	-0.6
054	East	Navarro MS	72.6	55.0	-17.7
212	East	Oates ES	28.3	22.7	-5.7
338	East	Ortiz MS	18.6	0.4	-18.2
214	East	Park Place ES	77.7	68.1	-9.6
216	East	Patterson ES	65.4	93.3	27.9
220	East	Pleasantville ES	83.5	50.4	-33.1
222	East	Port Houston ES	57.0	98.6	41.7
186	East	Robinson ES	2.0	0.0	-2.0
233	East	Rucker ES	45.6	56.7	11.1
281	East	Sanchez ES	97.4	67.9	-29.4
244	East	Southmayd ES	46.0	85.3	39.3
098	East	Stevenson MS	38.2	0.1	-38.1
279	East	Tijerina ES	6.2	48.2	42.0
258	East	Whittier ES	46.8	47.7	0.9
371	East	Young Scholars	8.1	98.5	90.4
914	North	North Schools Office	56.3	65.1	8.8
106	North	Atherton ES	89.2	83.0	-6.2
107	North	Barrick ES	55.5	62.7	7.3
109	North	Berry ES	98.7	91.3	-7.4
122	North	Burbank ES	99.3	69.7	-29.7
043	North	Burbank MS	46.1	26.7	-19.3
125	North	Burrus ES	99.0	95.5	-3.4
123	North	Codwell ES	35.9	50.5	14.6
358	North	Cook ES	95.2	93.9	-1.4
132	North	Coop ES	98.8	98.1	-0.7
137	North	De Chaumes ES	99.6	99.5	-0.1
144	North	Durkee ES	97.2	98.1	0.9
147	North	Eliot ES	90.9	90.9	0.1
475	North	Elmore ES	29.7	42.2	12.5
352	North	Farias ECC	100.0	97.7	-2.3

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Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
078	North	Fleming MS	2.2	95.7	93.5
047	North	Fonville MS	3.4	14.1	10.7
470	North	Fonwood ECC	96.0	90.8	-5.3
283	North	Garcia ES	1.9	93.6	91.7
172	North	Henderson NQ ES	26.7	40.7	14.1
286	North	Herrera ES	100.0	89.9	-10.1
180	North	Isaacs ES	91.7	19.4	-72.4
181	North	Janowski ES	46.0	41.8	-4.2
185	North	Kashmere Gardens ES	33.4	50.9	17.5
188	North	Kennedy ES	33.2	48.3	15.2
079	North	Key MS	0.7	2.4	1.7
128	North	Lyons ES	5.8	11.3	5.5
480	North	Marshall ES	98.7	98.7	0.0
298	North	Martinez R ES	55.6	98.7	43.1
179	North	McGowen ES	37.6	100.0	62.4
062	North	McReynolds MS	22.9	11.2	-11.7
359	North	Moreno ES	83.7	85.6	1.9
210	North	Northline ES	42.5	59.5	17.0
213	North	Osborne ES	93.0	93.7	0.7
113	North	Paige ES	42.3	3.1	-39.2
232	North	Ross ES	0.0	24.6	24.6
237	North	Scarborough ES	73.4	71.3	-2.1
269	North	Scroggins ES	96.4	62.7	-33.7
479	North	Shadydale ES	1.3	97.5	96.2
239	North	Shearn ES	50.2	3.2	-46.9
240	North	Sherman ES	13.7	74.9	61.2
916	Northwest	Northwest Schools Office	46.4	58.8	12.4
478	Northwest	Arabic Immersion	70.9	53.9	-17.0
268	Northwest	Benbrook ES	74.2	76.8	2.5
042	Northwest	Black MS	13.8	89.4	75.7
120	Northwest	Browning ES	98.7	96.5	-2.2
323	Northwest	Challenge EC HS	5.0	68.7	63.7
048	Northwest	Clifton MS	98.6	39.6	-59.0
135	Northwest	Crockett ES	99.3	98.6	-0.7
026	Northwest	DeBakey HS	99.4	46.5	-52.9
115	Northwest	Durham ES	6.7	97.9	91.2
152	Northwest	Field ES	56.7	0.2	-56.5
157	Northwest	Garden Oaks	43.4	90.8	47.4
348	Northwest	HAIS HS	50.5	57.5	7.0
049	Northwest	Hamilton MS	5.7	1.0	-4.7
012	Northwest	Heights HS	80.9	99.3	18.4
170	Northwest	Helms ES	99.8	99.4	-0.4
053	Northwest	Hogg MS	63.9	60.0	-3.9
310	Northwest	Houston MSTC HS	27.2	18.4	-8.7
182	Northwest	Jefferson ES	91.6	80.4	-11.2
389	Northwest	Ketelsen ES	57.2	86.6	29.4
458	Northwest	Leland YMCPA	73.2	33.7	-39.5
198	Northwest	Love ES	55.0	52.1	-2.9

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Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
061	Northwest	Marshall MS	97.7	99.0	1.3
289	Northwest	Martinez C ES	88.6	96.0	7.4
308	Northwest	North Houston EC HS	49.8	58.7	8.9
003	Northwest	Northside HS	8.4	98.2	89.9
080	Northwest	Rice School PK-8	9.8	30.2	20.3
231	Northwest	Roosevelt ES	47.2	26.1	-21.1
024	Northwest	Scarborough HS	24.0	15.9	-8.2
241	Northwest	Sinclair ES	99.3	99.1	-0.2
242	Northwest	Smith ES	57.0	38.2	-18.8
252	Northwest	Wainwright ES	38.0	64.9	26.9
015	Northwest	Waltrip HS	7.8	22.1	14.3
463	Northwest	YWCPA	73.2	62.4	-10.7
917	South	South Schools Office	43.0	45.0	2.0
102	South	Alcott ES	62.7	48.5	-14.2
104	South	Almeda ES	52.7	81.8	29.1
108	South	Bastian ES	1.9	0.9	-1.0
467	South	Baylor College MS	0.0	98.6	98.6
360	South	Bellfort ECC	3.6	60.1	56.5
119	South	Brookline ES	98.3	98.9	0.6
133	South	Cornelius ES	99.1	30.4	-68.7
383	South	DeAnda ES	53.0	97.8	44.8
468	South	Energy Inst HS	0.4	19.4	18.9
154	South	Foster ES	2.6	10.4	7.8
156	South	Frost ES	43.2	32.6	-10.6
158	South	Garden Villas ES	31.3	5.8	-25.5
159	South	Golfcrest ES	68.7	48.8	-19.9
162	South	Gregg ES	98.4	72.1	-26.2
262	South	Grissom ES	98.4	94.2	-4.2
051	South	Hartman MS	0.1	0.5	0.4
168	South	Hartsfield ES	12.6	3.9	-8.7
395	South	Hines-Caldwell ES	86.3	39.9	-46.4
175	South	Hobby ES	45.7	73.6	28.0
006	South	Jones HS	8.5	20.9	12.4
187	South	Kelso ES	36.9	48.4	11.5
263	South	Law ES	7.0	30.8	23.9
195	South	Lockhart ES	11.2	45.8	34.6
264	South	Mitchell ES	64.4	98.2	33.8
355	South	MLK ECC	99.8	100.0	0.2
217	South	Peck ES	53.0	95.3	42.3
265	South	Petersen ES	0.9	60.4	59.5
382	South	Reagan Ed Ctr PK-8	1.2	0.8	-0.4
225	South	Reynolds ES	96.6	31.7	-64.8
373	South	Seguin ES	95.2	72.6	-22.6
486	South	South EC HS	54.0	66.1	12.1
014	South	Sterling HS	24.3	38.0	13.6
077	South	Thomas MS	0.0	0.7	0.7
243	South	Thompson ES	98.2	85.9	-12.4
328	South	TSU Charter	0.0	85.1	85.1

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Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
017	South	Westbury HS	19.5	27.3	7.8
257	South	Whidby ES	79.7	1.2	-78.5
260	South	Windsor Village ES	28.7	64.2	35.5
247	South	Young ES	38.5	46.8	8.2
919	West	West School Office	52.1	60.5	8.4
105	West	Anderson ES	2.0	97.0	95.0
273	West	Ashford ES	85.0	92.0	7.0
274	West	Askew ES	97.8	98.4	0.6
151	West	Bell ES	8.6	39.2	30.6
002	West	Bellaire HS	41.2	34.2	-7.0
295	West	Benavidez ES	37.2	43.9	6.7
114	West	Braeburn ES	78.5	79.2	0.6
344	West	Briar Meadow	100.0	98.4	-1.6
136	West	Cunningham ES	66.4	62.4	-4.1
396	West	Daily ES	47.4	1.4	-46.0
148	West	Elrod ES	90.1	71.4	-18.7
149	West	Emerson ES	64.3	64.9	0.6
350	West	Energized ECC	95.3	62.7	-32.6
364	West	Energized ES	97.9	76.9	-20.9
342	West	Energized MS	98.3	92.7	-5.7
321	West	E-STEM Central HS	97.7	17.4	-80.3
459	West	E-STEM Central MS	98.0	37.6	-60.5
455	West	E-STEM West HS	99.7	26.9	-72.8
390	West	E-STEM West MS	99.0	46.8	-52.2
072	West	Fondren MS	1.0	90.7	89.7
369	West	Gross ES	43.8	45.4	1.5
131	West	Halpin ECC	62.8	98.4	35.6
173	West	Herod ES	47.2	53.3	6.1
300	West	Inspired Acad	97.5	93.2	-4.3
008	West	Lamar HS	27.1	51.9	24.8
340	West	Las Americas MS	29.5	16.8	-12.7
059	West	Long Acad	17.7	60.5	42.8
196	West	Longfellow ES	59.1	71.8	12.6
201	West	MacGregor ES	45.7	4.0	-41.7
227	West	McNamara ES	57.1	45.4	-11.7
204	West	Memorial ES	0.0	0.3	0.3
055	West	Meyerland MS	51.5	53.1	1.6
484	West	Middle College HS - Gulfton	89.5	86.6	-2.9
299	West	Milne ES	49.2	47.6	-1.6
354	West	Mistral ECC	77.7	76.5	-1.2
209	West	Neff ECC	69.8	69.1	-0.7
394	West	Neff ES	73.7	82.0	8.3
215	West	Parker ES	32.1	77.8	45.6
064	West	Pershing MS	33.9	0.1	-33.8
218	West	Pilgrim ES	79.6	15.5	-64.1
219	West	Piney Point ES	83.2	81.0	-2.2
224	West	Red ES	52.8	92.5	39.7
060	West	Revere MS	0.6	4.4	3.8

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compacts by School Years, 2017–2018 and 2018–2019)

Campus Number	School Office	Campus Name	2017–2018 Parent and Family Engagement	2018–2019 Parent and Family Engagement	Percentage Point Change
999	HISD	HISD Districtwide	48.6	53.2	4.6
372	West	Rodriguez ES	93.5	77.8	-15.7
353	West	School at St. George ES	60.9	98.5	37.6
276	West	Shadowbriar ES	25.0	24.7	-0.4
081	West	Sharpstown Intl	0.4	0.1	-0.3
248	West	Sutton ES	99.0	99.2	0.2
068	West	Tanglewood MS	29.5	0.4	-29.1
374	West	Tinsley ES	7.7	11.9	4.2
285	West	Valley West ES	0.5	96.6	96.1
253	West	Walnut Bend ES	14.9	54.5	39.6
056	West	Welch MS	0.3	0.9	0.6
099	West	West Briar MS	86.7	98.7	12.0
036	West	Westside HS	60.1	60.3	0.3
256	West	Wharton ES	71.7	99.4	27.8
267	West	White E ES	0.3	97.0	96.8
483	West	White M ES	98.9	97.0	-1.9
009	West	Wisdom HS	22.8	96.2	73.4
392	West	Young Learners	81.3	93.1	11.8

Source: HISD PEIMS (2017–2018 and 2018–2019), HISD Chancery (July 9, 2018 and June 20, 2019), and Campus Information Lists (2017–2018 and 2018–2019).

Note Results reported for the 2017–2018 may differ from the previous year report, as cumulative engagement rates from the current report correspond with students who were actively enrolled in HISD from the PEIMS October 2018 snapshot date to the end of school year; in contrast to cumulative students enrollment which was used in the 2017–2018 report.

Appendix G

HISD Districtwide

School No.: 999

School Office: HISD

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	319	0.2%	53.6%
Asian	5,018	2.6%	56.3%
Black or African American	46,841	24.7%	46.8%
Hispanic	124,226	65.5%	53.6%
Native Hawaiian and Other Pacific Islande	104	0.1%	67.3%
Two or more	1,623	0.9%	66.7%
White	11,597	6.1%	72.1%
Total Enrollment	189,728	100.0%	53.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
189,728	83.7%	34.6%	23.4%	16.6%	12.2%	15.4%	11.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Achieve 180 School Office

School No.: 920

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	66	0.3%	59.1%
Asian	390	1.9%	61.8%
Black or African American	11,272	38.7%	32.1%
Hispanic	14,109	48.4%	31.5%
Native Hawaiian and Other Pacific Islande	30	0.3%	83.3%
Two or more	390	1.4%	80.5%
White	2,887	10.8%	92.4%
Total Enrollment	29,144	100.0%	38.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
29,144	65.4%	28.6%	9.8%	6.1%	3.7%	3.4%	4.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Crispus Attucks Middle School

School No.: 041

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	3	0.7%	0.0%
Black or African American	325	71.4%	1.5%
Hispanic	115	25.3%	2.6%
Two or more	5	1.1%	0.0%
White	6	1.3%	0.0%
Total Enrollment	455	100.0%	1.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
455	2.6%	1.3%	0.4%	0.4%	0.9%	0.4%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Edward Blackshear Elementary School

School No.: 110

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	366	84.9%	95.6%
Hispanic	63	14.6%	98.4%
Two or more	1	0.2%	0.0%
White	1	0.2%	100.0%
Total Enrollment	431	100.0%	95.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
431	97.2%	95.6%	91.9%	6.5%	93.0%	5.6%	92.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

James Bonham Elementary School

School No.: 111

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	5	0.5%	0.0%
Black or African American	184	19.9%	3.3%
Hispanic	720	77.9%	8.3%
Two or more	7	0.8%	0.0%
White	7	0.8%	0.0%
Total Enrollment	924	100.0%	7.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
924	97.1%	0.4%	6.8%	0.3%	0.3%	0.1%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Blanche Bruce Elementary School

School No.: 121

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	0.8%	0.0%
Black or African American	330	66.1%	28.5%
Hispanic	160	32.1%	47.5%
Two or more	5	1.0%	40.0%
Total Enrollment	499	100.0%	34.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
499	99.8%	1.6%	28.9%	1.6%	1.6%	0.2%	18.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Ezekiel Cullen Middle School

School No.: 044

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.6%	0.0%
Black or African American	290	81.7%	10.3%
Hispanic	60	16.9%	5.0%
White	3	0.8%	0.0%
Total Enrollment	355	100.0%	9.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
355	93.0%	0.3%	0.3%	0.0%	0.0%	8.7%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Deady Middle School

School No.: 045

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	7	1.1%	42.9%
Hispanic	641	98.5%	30.0%
Two or more	1	0.2%	100.0%
White	1	0.2%	0.0%
Total Enrollment	651	100.0%	30.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
651	99.5%	7.4%	9.8%	0.0%	0.0%	16.7%	0.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Matthew Dogan Elementary School

School No.: 140

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	0.0%
Black or African American	172	29.1%	2.3%
Hispanic	412	69.7%	0.7%
Two or more	5	0.8%	0.0%
White	1	0.2%	0.0%
Total Enrollment	591	100.0%	1.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
591	2.2%	0.3%	0.8%	0.3%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Cecile Foerster Elementary School

School No.: 271

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	29	4.1%	0.0%
Black or African American	427	61.0%	6.1%
Hispanic	228	32.6%	3.9%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	2	0.3%	0.0%
White	12	1.7%	8.3%
Total Enrollment	700	100.0%	5.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
700	89.7%	2.0%	3.9%	0.7%	0.3%	0.6%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Walter Fondren Elementary School

School No.: 153

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.3%	0.0%
Black or African American	89	28.4%	19.1%
Hispanic	220	70.3%	33.2%
White	3	1.0%	66.7%
Total Enrollment	313	100.0%	29.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
313	79.9%	28.1%	2.6%	0.3%	2.2%	0.0%	1.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Forest Brook Middle School

School No.: 476

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	0.0%
Black or African American	508	60.3%	23.2%
Hispanic	321	38.1%	16.2%
Native Hawaiian and Other Pacific Islande	2	0.2%	50.0%
Two or more	1	0.1%	0.0%
White	9	1.1%	33.3%
Total Enrollment	843	100.0%	20.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
843	20.9%	14.5%	6.3%	4.7%	0.4%	0.2%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Gregory-Lincoln Education Center

School No.: 058

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	8	1.1%	87.5%
Black or African American	457	63.4%	79.4%
Hispanic	227	31.5%	81.5%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	6	0.8%	100.0%
White	20	2.8%	95.0%
Total Enrollment	721	100.0%	80.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
721	100.0%	50.2%	58.0%	6.0%	0.0%	2.5%	2.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Patrick Henry Middle School

School No.: 052

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	0.0%
Black or African American	87	10.9%	0.0%
Hispanic	694	87.1%	0.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	3	0.4%	0.0%
White	10	1.3%	0.0%
Total Enrollment	797	100.0%	0.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
797	1.3%	0.3%	0.1%	0.3%	0.3%	0.1%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

High School Ahead Academy

School No.: 456

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.6%	100.0%
Black or African American	114	64.0%	62.3%
Hispanic	60	33.7%	43.3%
White	3	1.7%	33.3%
Total Enrollment	178	100.0%	55.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
178	32.6%	51.7%	8.4%	6.2%	5.6%	3.4%	3.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Highland Heights Elementary

School No.: 174

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	235	45.3%	41.7%
Hispanic	276	53.2%	49.6%
Two or more	4	0.8%	75.0%
White	3	0.6%	33.3%
Total Enrollment	519	100.0%	46.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
519	99.2%	5.2%	38.5%	8.9%	0.6%	8.7%	13.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Hilliard Elementary School

School No.: 473

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	378	72.1%	11.9%
Hispanic	137	26.1%	16.8%
Two or more	2	0.4%	0.0%
White	6	1.1%	16.7%
Total Enrollment	524	100.0%	13.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
524	68.3%	12.2%	1.0%	1.9%	1.0%	0.2%	0.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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William S. Holland Middle School

School No.: 050

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	0.0%
Black or African American	128	20.7%	15.6%
Hispanic	472	76.5%	8.9%
Two or more	2	0.3%	0.0%
White	14	2.3%	14.3%
Total Enrollment	617	100.0%	10.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
617	2.9%	9.9%	1.0%	0.2%	0.0%	1.0%	1.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Kashmere High School

School No.: 007

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.4%	0.0%
Black or African American	487	64.1%	21.1%
Hispanic	256	33.7%	10.2%
Two or more	4	0.5%	0.0%
White	10	1.3%	20.0%
Total Enrollment	760	100.0%	17.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
760	95.7%	12.6%	5.0%	0.1%	1.3%	0.4%	1.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Audrey H. Lawson Middle School

School No.: 075

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	4	0.3%	0.0%
Black or African American	437	35.9%	1.6%
Hispanic	764	62.7%	0.5%
Two or more	6	0.5%	0.0%
White	4	0.3%	0.0%
Total Enrollment	1,218	100.0%	0.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,218	98.7%	0.7%	0.6%	0.7%	0.6%	0.7%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Liberty High School

School No.: 324

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	9	2.5%	11.1%
Black or African American	14	3.9%	14.3%
Hispanic	321	89.9%	16.8%
White	13	3.6%	7.7%
Total Enrollment	357	100.0%	16.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
357	76.2%	0.0%	0.0%	0.0%	5.3%	13.7%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Adele Looscan Elementary School

School No.: 197

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	12	3.7%	100.0%
Hispanic	312	95.4%	95.8%
White	3	0.9%	100.0%
Total Enrollment	327	100.0%	96.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
327	96.9%	0.3%	0.0%	96.0%	0.3%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Reagan Mading Elementary School

School No.: 203

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	318	74.5%	30.2%
Hispanic	106	24.8%	26.4%
Two or more	3	0.7%	33.3%
Total Enrollment	427	100.0%	29.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
427	30.4%	29.3%	0.5%	0.5%	0.7%	0.5%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Madison High School

School No.: 010

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	7	0.4%	0.0%
Black or African American	663	38.4%	7.2%
Hispanic	1,033	59.8%	6.5%
Native Hawaiian and Other Pacific Islande	2	0.1%	0.0%
Two or more	7	0.4%	0.0%
White	11	0.6%	18.2%
Total Enrollment	1,726	100.0%	6.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,726	8.6%	6.3%	0.2%	0.2%	0.0%	0.2%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Montgomery Elementary School

School No.: 207

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	1	0.2%	0.0%
Black or African American	223	41.5%	19.7%
Hispanic	309	57.5%	24.9%
Two or more	3	0.6%	0.0%
Total Enrollment	537	100.0%	22.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
537	75.6%	0.6%	7.8%	8.4%	16.0%	2.8%	6.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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North Forest High School

School No.: 477

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	0.0%
Black or African American	616	61.4%	0.3%
Hispanic	379	37.7%	1.3%
Two or more	1	0.1%	0.0%
White	6	0.6%	0.0%
Total Enrollment	1,004	100.0%	0.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,004	2.8%	0.6%	0.1%	0.0%	0.1%	0.4%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Leeona Pugh Elementary School

School No.: 223

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.5%	100.0%
Black or African American	8	2.1%	87.5%
Hispanic	374	95.9%	88.2%
White	6	1.5%	83.3%
Total Enrollment	390	100.0%	88.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
390	100.0%	26.4%	74.1%	13.3%	0.3%	50.5%	39.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sharpstown High School

School No.: 023

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	51	3.0%	7.8%
Black or African American	338	20.0%	14.2%
Hispanic	1,260	74.7%	8.3%
Two or more	4	0.2%	25.0%
White	30	1.8%	3.3%
Total Enrollment	1,686	100.0%	9.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,686	6.5%	8.5%	5.7%	0.2%	0.0%	1.9%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lulu Stevens Elementary School

School No.: 245

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.3%	100.0%
Black or African American	70	10.9%	81.4%
Hispanic	535	83.1%	89.3%
Two or more	4	0.6%	100.0%
White	33	5.1%	97.0%
Total Enrollment	644	100.0%	89.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
644	89.1%	63.0%	63.7%	53.9%	20.8%	5.6%	26.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sugar Grove Middle School

School No.: 163

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	23	3.4%	0.0%
Black or African American	110	16.4%	15.5%
Hispanic	522	77.8%	6.5%
Two or more	2	0.3%	50.0%
White	13	1.9%	23.1%
Total Enrollment	671	100.0%	8.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
671	55.4%	0.1%	3.9%	4.0%	0.3%	0.6%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Texas Connections Academy at Houston

School No.: 100

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	27	0.5%	100.0%
Asian	227	4.1%	98.7%
Black or African American	654	11.9%	97.9%
Hispanic	1,687	30.6%	98.2%
Native Hawaiian and Other Pacific Islande	22	0.4%	100.0%
Two or more	289	5.2%	98.6%
White	2,611	47.3%	98.5%
Total Enrollment	5,517	100.0%	98.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
5,517	98.5%	98.4%	0.1%	0.1%	0.1%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Booker T. Washington High School

School No.: 016

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	363	47.8%	24.0%
Hispanic	373	49.1%	17.4%
Two or more	7	0.9%	57.1%
White	15	2.0%	26.7%
Total Enrollment	759	100.0%	21.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
759	98.7%	3.0%	17.8%	0.0%	0.3%	2.2%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mabel Wesley Elementary

School No.: 254

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.3%	0.0%
Black or African American	269	79.6%	23.0%
Hispanic	57	16.9%	22.8%
Two or more	3	0.9%	33.3%
White	8	2.4%	50.0%
Total Enrollment	338	100.0%	23.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
338	15.7%	1.5%	0.0%	1.2%	22.8%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Phillis Wheatley High School

School No.: 018

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.3%	0.0%
Black or African American	459	51.8%	21.1%
Hispanic	422	47.6%	13.0%
Two or more	2	0.2%	0.0%
Total Enrollment	886	100.0%	17.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
886	94.6%	16.3%	1.5%	3.4%	5.1%	9.6%	1.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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McKinley Williams Middle School

School No.: 082

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	50.0%
Black or African American	231	47.6%	26.4%
Hispanic	239	49.3%	28.9%
Two or more	2	0.4%	50.0%
White	11	2.3%	18.2%
Total Enrollment	485	100.0%	27.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
485	96.5%	9.1%	2.9%	0.0%	5.4%	14.0%	2.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Carter Woodson School

School No.: 127

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	2	0.3%	50.0%
Black or African American	553	86.0%	75.8%
Hispanic	79	12.3%	73.4%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
Two or more	2	0.3%	0.0%
White	5	0.8%	40.0%
Total Enrollment	643	100.0%	75.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
643	99.8%	49.3%	53.5%	27.5%	32.5%	30.5%	21.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Evan Worthing High School

School No.: 019

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	0.5%	0.0%
Black or African American	585	74.8%	3.2%
Hispanic	185	23.7%	2.2%
Two or more	2	0.3%	50.0%
White	6	0.8%	0.0%
Total Enrollment	782	100.0%	3.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
782	4.2%	2.0%	1.2%	0.5%	0.4%	0.6%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Jack Yates High School

School No.: 020

School Office: Achieve 180

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.3%	66.7%
Asian	3	0.3%	66.7%
Black or African American	765	88.0%	69.9%
Hispanic	90	10.4%	70.0%
Two or more	5	0.6%	60.0%
White	3	0.3%	66.7%
Total Enrollment	869	100.0%	69.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
869	69.7%	6.6%	0.1%	63.2%	0.2%	0.1%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

East School Office

School No.: 913

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	28	0.2%	32.1%
Asian	454	2.3%	39.9%
Black or African American	2,200	7.9%	41.4%
Hispanic	25,304	89.3%	49.2%
Native Hawaiian and Other Pacific Islande	9	0.1%	44.4%
Two or more	66	0.3%	53.0%
White	279	1.0%	50.5%
Total Enrollment	28,340	100.0%	48.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
28,340	85.6%	31.8%	26.6%	11.3%	8.0%	13.1%	7.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Stephen F. Austin High School

School No.: 001

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	33.3%
Asian	4	0.2%	0.0%
Black or African American	144	8.6%	19.4%
Hispanic	1,518	90.2%	11.3%
Two or more	3	0.2%	33.3%
White	11	0.7%	45.5%
Total Enrollment	1,683	100.0%	12.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,683	98.8%	0.2%	11.2%	1.6%	0.1%	0.1%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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BCM Biotech Academy at Rusk

School No.: 234

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	50.0%
Asian	6	1.3%	16.7%
Black or African American	107	22.3%	12.1%
Hispanic	348	72.7%	16.7%
Two or more	3	0.6%	0.0%
White	13	2.7%	15.4%
Total Enrollment	479	100.0%	15.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
479	15.9%	15.7%	0.0%	0.0%	15.7%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Melinda Bonner Elementary School

School No.: 112

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	6	0.8%	100.0%
Black or African American	14	1.8%	64.3%
Hispanic	761	96.3%	66.4%
Two or more	2	0.3%	100.0%
White	7	0.9%	57.1%
Total Enrollment	790	100.0%	66.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
790	67.1%	0.8%	64.7%	1.4%	1.5%	0.5%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Andrew Briscoe Elementary

School No.: 117

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.4%	0.0%
Hispanic	259	98.5%	52.5%
White	3	1.1%	66.7%
Total Enrollment	263	100.0%	52.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
263	96.6%	21.3%	0.8%	15.6%	0.8%	38.4%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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David Burnet Elementary School

School No.: 124

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	6	1.3%	33.3%
Hispanic	461	97.9%	61.8%
White	3	0.6%	33.3%
Total Enrollment	471	100.0%	61.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
471	63.5%	61.1%	0.6%	17.0%	0.6%	1.5%	29.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Rufus Cage Elementary School

School No.: 287

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	0.8%	100.0%
Black or African American	15	2.9%	100.0%
Hispanic	490	93.9%	96.9%
Two or more	2	0.4%	50.0%
White	11	2.1%	90.9%
Total Enrollment	522	100.0%	96.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
522	100.0%	96.0%	88.7%	10.7%	10.5%	0.6%	11.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Edna Carrillo Elementary School

School No.: 292

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	12	2.4%	66.7%
Hispanic	466	94.9%	60.1%
Two or more	1	0.2%	100.0%
White	11	2.2%	63.6%
Total Enrollment	491	100.0%	60.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
491	60.5%	59.7%	55.0%	1.6%	0.4%	3.7%	11.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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César Chávez High School

School No.: 027

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.0%	0.0%
Asian	115	4.0%	23.5%
Black or African American	260	9.1%	15.8%
Hispanic	2,463	85.9%	19.2%
Native Hawaiian and Other Pacific Islande	4	0.1%	50.0%
Two or more	3	0.1%	0.0%
White	22	0.8%	18.2%
Total Enrollment	2,868	100.0%	19.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,868	98.8%	18.8%	0.8%	0.7%	0.6%	0.7%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Project Chrysalis Middle School

School No.: 071

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	1.8%	100.0%
Black or African American	2	0.7%	100.0%
Hispanic	269	96.4%	100.0%
White	3	1.1%	100.0%
Total Enrollment	279	100.0%	100.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
279	100.0%	100.0%	99.6%	0.4%	0.0%	0.0%	33.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Manuel Crespo Elementary School

School No.: 290

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	3	0.4%	100.0%
Black or African American	10	1.3%	70.0%
Hispanic	733	97.2%	86.9%
White	7	0.9%	57.1%
Total Enrollment	754	100.0%	86.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
754	99.6%	23.2%	81.2%	4.8%	0.7%	0.8%	9.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jaime Dávila Elementary School

School No.: 297

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	10	2.5%	40.0%
Hispanic	389	96.5%	65.6%
White	3	0.7%	66.7%
Total Enrollment	403	100.0%	65.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
403	66.0%	24.6%	13.4%	27.3%	30.8%	36.5%	3.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lorenzo De Zavala Elementary School

School No.: 138

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	3	0.6%	66.7%
Hispanic	536	98.7%	99.6%
White	3	0.6%	100.0%
Total Enrollment	543	100.0%	99.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
543	99.8%	8.8%	99.3%	98.2%	8.3%	8.7%	8.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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East Early College High School

School No.: 345

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	14	3.0%	57.1%
Black or African American	9	1.9%	66.7%
Hispanic	444	94.3%	71.2%
Native Hawaiian and Other Pacific Islande	1	0.2%	0.0%
White	2	0.4%	50.0%
Total Enrollment	471	100.0%	70.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
471	100.0%	7.6%	3.8%	64.8%	22.7%	22.5%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Eastwood Academy for Academic Achievement

School No.: 301

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.5%	0.0%
Asian	6	1.4%	50.0%
Black or African American	6	1.4%	33.3%
Hispanic	411	95.4%	28.5%
Two or more	1	0.2%	100.0%
White	5	1.2%	0.0%
Total Enrollment	431	100.0%	28.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
431	28.8%	23.2%	0.0%	0.0%	6.5%	20.0%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Thomas Alva Edison Middle School

School No.: 046

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	8	1.2%	25.0%
Hispanic	636	98.6%	28.8%
White	1	0.2%	0.0%
Total Enrollment	645	100.0%	28.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
645	98.6%	2.9%	26.7%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Benjamin Franklin Elementary School

School No.: 155

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	2	0.5%	0.0%
Hispanic	433	99.1%	1.6%
White	2	0.5%	0.0%
Total Enrollment	437	100.0%	1.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
437	98.2%	0.5%	1.4%	0.7%	0.2%	0.5%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ebbert Furr High School

School No.: 004

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	6	0.6%	66.7%
Black or African American	169	16.6%	42.6%
Hispanic	822	80.7%	41.0%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	7	0.7%	42.9%
White	12	1.2%	41.7%
Total Enrollment	1,018	100.0%	41.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,018	82.1%	40.9%	23.4%	12.0%	22.8%	40.7%	1.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mario Gallegos Elementary School

School No.: 291

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	7	2.2%	100.0%
Hispanic	309	97.5%	96.1%
White	1	0.3%	100.0%
Total Enrollment	317	100.0%	96.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
317	96.2%	96.2%	96.2%	96.2%	96.2%	96.2%	96.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Richardson Harris Elementary School

School No.: 166

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	7	1.7%	85.7%
Hispanic	399	97.3%	76.2%
Two or more	1	0.2%	100.0%
White	3	0.7%	33.3%
Total Enrollment	410	100.0%	76.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
410	99.8%	74.6%	25.9%	16.8%	16.3%	13.2%	11.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Roland Plunkett Harris Elementary School

School No.: 167

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	97	16.9%	71.1%
Hispanic	466	81.3%	71.9%
Two or more	5	0.9%	80.0%
White	5	0.9%	80.0%
Total Enrollment	573	100.0%	71.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
573	91.3%	57.1%	56.2%	1.0%	0.3%	10.5%	46.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Pinckney Henderson Elementary School

School No.: 171

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	15	1.9%	100.0%
Hispanic	753	96.8%	99.2%
White	10	1.3%	100.0%
Total Enrollment	778	100.0%	99.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
778	98.8%	59.8%	91.5%	15.2%	9.4%	54.6%	2.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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High School for Law and Justice

School No.: 034

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	0.0%
Black or African American	95	21.0%	51.6%
Hispanic	344	75.9%	48.8%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
White	12	2.6%	66.7%
Total Enrollment	453	100.0%	49.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
453	100.0%	15.0%	32.0%	19.0%	2.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Dora Lantrip Elementary School

School No.: 192

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	7	1.0%	85.7%
Black or African American	35	5.0%	74.3%
Hispanic	640	90.8%	81.6%
Two or more	1	0.1%	100.0%
White	21	3.0%	85.7%
Total Enrollment	705	100.0%	81.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
705	97.0%	37.7%	56.9%	4.5%	0.1%	57.0%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Ninfa Lorenzo Early Childhood Center

School No.: 357

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.6%	100.0%
Black or African American	11	3.2%	90.9%
Hispanic	329	95.1%	98.5%
Two or more	1	0.3%	100.0%
White	3	0.9%	66.7%
Total Enrollment	346	100.0%	98.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
346	99.1%	94.2%	90.8%	24.9%	48.3%	1.4%	21.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Judd Lewis Elementary School

School No.: 194

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Black or African American	167	21.0%	80.8%
Hispanic	620	77.8%	87.7%
Two or more	5	0.6%	100.0%
White	4	0.5%	100.0%
Total Enrollment	797	100.0%	86.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
797	100.0%	82.1%	7.7%	6.8%	9.9%	2.1%	3.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Middle College High School at HCC Felix Fraga

School No.: 485

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.9%	100.0%
Black or African American	14	12.3%	100.0%
Hispanic	97	85.1%	100.0%
White	2	1.8%	100.0%
Total Enrollment	114	100.0%	100.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
114	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Milby High School

School No.: 011

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	8	0.4%	12.5%
Asian	6	0.3%	16.7%
Black or African American	85	4.5%	12.9%
Hispanic	1,783	94.3%	10.9%
Two or more	1	0.1%	0.0%
White	8	0.4%	25.0%
Total Enrollment	1,891	100.0%	11.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,891	27.8%	1.5%	0.1%	0.1%	7.7%	3.3%	0.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mount Carmel Academy

School No.: 311

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.9%	100.0%
Black or African American	28	8.4%	100.0%
Hispanic	296	88.4%	99.0%
Two or more	1	0.3%	100.0%
White	7	2.1%	100.0%
Total Enrollment	335	100.0%	99.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
335	100.0%	94.3%	7.8%	0.0%	1.8%	93.7%	2.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Yolanda Black Navarro Middle School of Excellence

School No.: 054

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	53	7.9%	64.2%
Hispanic	616	91.3%	53.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	2	0.3%	100.0%
White	3	0.4%	100.0%
Total Enrollment	675	100.0%	55.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
675	99.9%	41.5%	17.2%	7.0%	6.8%	2.2%	0.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Oates Elementary School

School No.: 212

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	1.1%	0.0%
Black or African American	37	9.9%	2.7%
Hispanic	318	84.8%	26.1%
Two or more	6	1.6%	0.0%
White	10	2.7%	10.0%
Total Enrollment	375	100.0%	22.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
375	49.3%	11.5%	13.3%	13.6%	0.0%	9.6%	4.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Daniel Ortíz Jr. Middle School

School No.: 338

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	24	2.3%	0.0%
Black or African American	207	19.5%	1.4%
Hispanic	816	77.1%	0.1%
Two or more	3	0.3%	0.0%
White	8	0.8%	0.0%
Total Enrollment	1,059	100.0%	0.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,059	99.7%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Park Place Elementary School

School No.: 214

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	150	15.6%	65.3%
Black or African American	15	1.6%	66.7%
Hispanic	787	82.0%	68.6%
Two or more	4	0.4%	75.0%
White	4	0.4%	75.0%
Total Enrollment	960	100.0%	68.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
960	99.8%	33.2%	40.3%	13.4%	3.6%	24.3%	16.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Robert Patterson Elementary School

School No.: 216

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.3%	100.0%
Black or African American	61	6.5%	85.2%
Hispanic	859	91.7%	93.7%
Two or more	1	0.1%	100.0%
White	13	1.4%	100.0%
Total Enrollment	937	100.0%	93.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
937	99.9%	89.1%	34.9%	28.9%	29.9%	64.5%	19.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Pleasantville Elementary School

School No.: 220

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	170	63.4%	47.6%
Hispanic	95	35.4%	55.8%
Two or more	1	0.4%	0.0%
White	2	0.7%	50.0%
Total Enrollment	268	100.0%	50.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
268	99.3%	31.0%	8.2%	17.9%	1.9%	13.8%	1.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Port Houston Elementary School

School No.: 222

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Hispanic	291	99.7%	98.6%
White	1	0.3%	100.0%
Total Enrollment	292	100.0%	98.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
292	99.3%	54.5%	46.6%	42.8%	13.4%	0.7%	7.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Judson Robinson Elementary School

School No.: 186

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	97	18.9%	0.0%
Hispanic	410	79.9%	0.0%
Two or more	1	0.2%	0.0%
White	5	1.0%	0.0%
Total Enrollment	513	100.0%	0.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
513	27.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Pearl Rucker Elementary School

School No.: 233

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	10	2.3%	10.0%
Hispanic	414	96.3%	57.5%
Two or more	3	0.7%	100.0%
White	3	0.7%	66.7%
Total Enrollment	430	100.0%	56.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
430	98.8%	21.2%	38.4%	11.6%	19.8%	1.9%	7.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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George Sánchez Elementary School

School No.: 281

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	12	2.2%	83.3%
Hispanic	534	96.7%	68.0%
White	5	0.9%	20.0%
Total Enrollment	552	100.0%	67.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
552	99.3%	55.6%	43.5%	4.5%	0.9%	11.6%	10.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Joanna Southmayd Elementary School

School No.: 244

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	7	1.2%	100.0%
Hispanic	576	98.6%	85.1%
Two or more	1	0.2%	100.0%
Total Enrollment	584	100.0%	85.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
584	99.3%	75.2%	28.3%	28.8%	13.4%	4.3%	29.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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William Stevenson Middle School

School No.: 098

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	74	5.2%	0.0%
Black or African American	50	3.5%	0.0%
Hispanic	1,287	89.8%	0.2%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	4	0.3%	0.0%
White	14	1.0%	0.0%
Total Enrollment	1,433	100.0%	0.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,433	98.4%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Felix Tijerina Elementary School

School No.: 279

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	6	1.8%	50.0%
Hispanic	328	97.6%	48.5%
White	2	0.6%	0.0%
Total Enrollment	336	100.0%	48.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
336	98.8%	20.5%	5.7%	16.1%	0.0%	21.4%	14.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Greenleaf Whittier Elementary School

School No.: 258

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	7	1.3%	42.9%
Black or African American	15	2.9%	40.0%
Hispanic	490	93.2%	48.6%
White	14	2.7%	28.6%
Total Enrollment	526	100.0%	47.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
526	47.7%	47.5%	0.2%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Young Scholars Academy for Excellence

School No.: 371

School Office: East

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	122	91.7%	98.4%
Hispanic	8	6.0%	100.0%
Two or more	3	2.3%	100.0%
Total Enrollment	133	100.0%	98.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
133	98.5%	23.3%	93.2%	98.5%	98.5%	1.5%	27.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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North School Office

School No.: 914

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	29	0.3%	69.0%
Asian	40	0.5%	37.5%
Black or African American	6,422	25.6%	65.6%
Hispanic	18,267	72.7%	65.0%
Native Hawaiian and Other Pacific Islande	2	0.1%	50.0%
Two or more	54	0.3%	61.1%
White	305	1.2%	63.3%
Total Enrollment	25,119	100.0%	65.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
25,119	90.6%	44.7%	28.5%	23.6%	18.2%	15.5%	20.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Atherton Elementary School

School No.: 106

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	469	79.9%	82.9%
Hispanic	114	19.4%	83.3%
Two or more	1	0.2%	0.0%
White	3	0.5%	100.0%
Total Enrollment	587	100.0%	83.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
587	98.3%	82.3%	18.7%	5.3%	4.8%	3.9%	2.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Barrick Elementary School

School No.: 107

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	7	1.1%	28.6%
Hispanic	639	96.8%	62.4%
White	13	2.0%	92.3%
Total Enrollment	660	100.0%	62.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
660	97.7%	13.0%	54.1%	12.6%	8.6%	4.1%	7.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Berry Elementary School

School No.: 109

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.4%	100.0%
Black or African American	32	4.0%	75.0%
Hispanic	763	94.8%	92.0%
White	7	0.9%	85.7%
Total Enrollment	805	100.0%	91.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
805	92.0%	91.1%	0.2%	0.7%	0.6%	0.0%	25.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Luther Burbank Elementary School

School No.: 122

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	3	0.3%	100.0%
Black or African American	113	12.4%	46.0%
Hispanic	778	85.5%	73.1%
Two or more	1	0.1%	0.0%
White	14	1.5%	64.3%
Total Enrollment	910	100.0%	69.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
910	88.4%	68.6%	0.5%	5.9%	0.8%	0.3%	1.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Luther Burbank Middle School

School No.: 043

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	100.0%
Black or African American	81	5.5%	14.8%
Hispanic	1,373	93.2%	26.9%
White	16	1.1%	56.3%
Total Enrollment	1,473	100.0%	26.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,473	97.9%	21.8%	0.0%	9.2%	1.3%	19.1%	10.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Burrus Elementary School

School No.: 125

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.7%	100.0%
Asian	1	0.2%	100.0%
Black or African American	308	68.9%	94.8%
Hispanic	129	28.9%	96.9%
Two or more	1	0.2%	100.0%
White	5	1.1%	100.0%
Total Enrollment	447	100.0%	95.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
447	97.5%	95.3%	94.2%	0.4%	0.2%	94.4%	94.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Felix Cook Jr. Elementary School

School No.: 358

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	1	0.2%	100.0%
Black or African American	368	57.9%	94.0%
Hispanic	256	40.3%	93.8%
Two or more	1	0.2%	100.0%
White	9	1.4%	88.9%
Total Enrollment	636	100.0%	93.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
636	94.7%	77.5%	0.8%	92.8%	1.6%	0.5%	0.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ethel Coop Elementary School

School No.: 132

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Black or African American	70	9.4%	87.1%
Hispanic	658	88.3%	99.2%
Two or more	1	0.1%	100.0%
White	14	1.9%	100.0%
Total Enrollment	745	100.0%	98.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
745	99.2%	97.9%	0.8%	98.1%	97.6%	0.4%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Codwell Elementary School

School No.: 123

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	376	93.1%	51.6%
Hispanic	23	5.7%	39.1%
Native Hawaiian and Other Pacific Islande	1	0.2%	0.0%
Two or more	1	0.2%	0.0%
White	2	0.5%	0.0%
Total Enrollment	404	100.0%	50.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
404	66.3%	14.9%	43.6%	13.4%	0.7%	5.0%	4.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Helen DeChaumes Elementary School

School No.: 137

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Black or African American	4	0.5%	100.0%
Hispanic	827	98.6%	99.5%
Two or more	1	0.1%	100.0%
White	6	0.7%	100.0%
Total Enrollment	839	100.0%	99.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
839	99.8%	99.4%	0.0%	7.2%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Durkee Elementary School

School No.: 144

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	84	14.3%	95.2%
Hispanic	487	82.7%	98.6%
White	18	3.1%	100.0%
Total Enrollment	589	100.0%	98.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
589	98.5%	51.3%	3.9%	11.2%	0.2%	13.8%	98.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Eliot Elementary School

School No.: 147

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	2	0.3%	50.0%
Hispanic	604	99.5%	91.2%
White	1	0.2%	0.0%
Total Enrollment	607	100.0%	90.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
607	99.2%	67.4%	85.5%	18.8%	0.8%	16.3%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Elmore Elementary School

School No.: 475

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	267	44.2%	33.3%
Hispanic	333	55.1%	49.8%
Two or more	1	0.2%	0.0%
White	3	0.5%	0.0%
Total Enrollment	604	100.0%	42.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
604	98.8%	1.7%	5.5%	32.6%	22.4%	0.8%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Armandina Farias Early Childhood Center

School No.: 352

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	10	2.3%	90.0%
Hispanic	420	96.6%	98.1%
White	5	1.1%	80.0%
Total Enrollment	435	100.0%	97.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
435	97.7%	75.9%	53.8%	53.8%	29.9%	26.4%	38.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lamar Fleming Middle School

School No.: 078

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	341	69.7%	95.9%
Hispanic	146	29.9%	95.9%
Two or more	1	0.2%	100.0%
White	1	0.2%	0.0%
Total Enrollment	489	100.0%	95.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
489	96.9%	95.5%	0.0%	0.2%	0.2%	0.2%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Richard Fonville Middle School

School No.: 047

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	5	0.6%	20.0%
Asian	1	0.1%	100.0%
Black or African American	58	7.2%	10.3%
Hispanic	727	90.1%	14.2%
Two or more	2	0.2%	0.0%
White	14	1.7%	21.4%
Total Enrollment	807	100.0%	14.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
807	98.0%	2.1%	13.8%	0.1%	0.1%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Fonwood Early Childhood Center

School No.: 470

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	345	62.3%	87.2%
Hispanic	206	37.2%	96.6%
Two or more	2	0.4%	100.0%
White	1	0.2%	100.0%
Total Enrollment	554	100.0%	90.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
554	100.0%	50.2%	86.3%	36.6%	38.8%	89.0%	89.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Macario García Elementary School

School No.: 283

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	126	21.2%	90.5%
Hispanic	459	77.4%	94.3%
Two or more	4	0.7%	100.0%
White	3	0.5%	100.0%
Total Enrollment	593	100.0%	93.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
593	93.6%	93.6%	1.5%	93.4%	93.3%	93.3%	93.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Nathaniel Q. Henderson Elementary School

School No.: 172

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	270	83.3%	41.9%
Hispanic	50	15.4%	34.0%
Two or more	2	0.6%	50.0%
White	2	0.6%	50.0%
Total Enrollment	324	100.0%	40.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
324	90.1%	38.3%	0.3%	0.9%	0.9%	4.0%	7.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John J. Herrera Elementary School

School No.: 286

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	18	2.0%	94.4%
Hispanic	838	94.8%	89.9%
Two or more	1	0.1%	100.0%
White	27	3.1%	88.9%
Total Enrollment	884	100.0%	89.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
884	100.0%	88.0%	38.0%	30.3%	23.4%	23.2%	54.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Rollin Isaacs Elementary School

School No.: 180

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	138	44.5%	15.9%
Hispanic	170	54.8%	22.4%
White	2	0.6%	0.0%
Total Enrollment	310	100.0%	19.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
310	98.7%	19.4%	0.6%	0.3%	0.6%	1.3%	2.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Peter Janowski Elementary School

School No.: 181

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	12	2.2%	33.3%
Hispanic	527	95.3%	41.9%
White	13	2.4%	46.2%
Total Enrollment	553	100.0%	41.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
553	99.1%	1.4%	40.3%	16.1%	15.9%	0.2%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Kashmere Gardens Elementary School

School No.: 185

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	319	80.8%	47.0%
Hispanic	67	17.0%	70.1%
Two or more	2	0.5%	50.0%
White	7	1.8%	42.9%
Total Enrollment	395	100.0%	50.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
395	62.0%	9.4%	27.3%	26.6%	6.8%	0.8%	3.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John F. Kennedy Elementary School

School No.: 188

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	160	23.2%	54.4%
Hispanic	521	75.6%	46.3%
Two or more	1	0.1%	100.0%
White	7	1.0%	57.1%
Total Enrollment	689	100.0%	48.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
689	98.8%	2.6%	38.8%	20.0%	0.3%	0.7%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Francis Scott Key Middle School

School No.: 079

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	0.0%
Black or African American	353	56.3%	2.5%
Hispanic	264	42.1%	1.9%
Two or more	2	0.3%	50.0%
White	6	1.0%	0.0%
Total Enrollment	627	100.0%	2.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
627	3.2%	1.0%	0.2%	0.6%	1.0%	0.3%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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E. A. "Squatty" Lyons Elementary School

School No.: 128

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	18	1.8%	5.6%
Hispanic	956	96.3%	11.5%
Two or more	3	0.3%	0.0%
White	16	1.6%	6.3%
Total Enrollment	993	100.0%	11.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
993	99.7%	0.7%	6.0%	0.5%	0.5%	7.8%	7.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Thurgood Marshall Elementary School

School No.: 480

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.2%	100.0%
Black or African American	300	32.2%	96.7%
Hispanic	619	66.5%	99.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	2	0.2%	100.0%
White	7	0.8%	100.0%
Total Enrollment	931	100.0%	98.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
931	99.4%	65.8%	98.5%	98.5%	98.6%	55.1%	1.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Raul C. Martínez Elementary School

School No.: 298

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	4	0.7%	100.0%
Hispanic	527	98.0%	98.7%
White	7	1.3%	100.0%
Total Enrollment	538	100.0%	98.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
538	100.0%	98.7%	0.6%	0.2%	0.2%	0.0%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ernest McGowen Sr. Elementary School

School No.: 179

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	321	70.4%	100.0%
Hispanic	129	28.3%	100.0%
Two or more	3	0.7%	100.0%
White	3	0.7%	100.0%
Total Enrollment	456	100.0%	100.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
456	100.0%	100.0%	0.2%	0.4%	0.2%	0.2%	100.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John McReynolds Middle School

School No.: 062

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	113	19.5%	11.5%
Hispanic	460	79.4%	11.1%
Two or more	2	0.3%	0.0%
White	3	0.5%	33.3%
Total Enrollment	579	100.0%	11.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
579	98.6%	0.3%	0.3%	0.0%	10.5%	0.0%	1.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Joe Moreno Elementary School

School No.: 359

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	1	0.1%	100.0%
Black or African American	12	1.6%	58.3%
Hispanic	731	97.6%	86.0%
Two or more	1	0.1%	100.0%
White	2	0.3%	50.0%
Total Enrollment	749	100.0%	85.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
749	100.0%	14.0%	77.2%	30.3%	1.6%	0.0%	17.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Northline Elementary School

School No.: 210

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	25	4.5%	28.0%
Hispanic	514	92.9%	61.3%
Two or more	2	0.4%	50.0%
White	11	2.0%	54.5%
Total Enrollment	553	100.0%	59.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
553	97.3%	10.8%	52.8%	10.3%	3.6%	0.2%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John G. Osborne Elementary

School No.: 213

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.7%	100.0%
Black or African American	213	52.0%	93.9%
Hispanic	187	45.6%	93.0%
Two or more	1	0.2%	100.0%
White	6	1.5%	100.0%
Total Enrollment	410	100.0%	93.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
410	94.1%	10.2%	0.2%	0.2%	91.5%	10.0%	6.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Roderick Paige Elementary School

School No.: 113

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	103	32.4%	4.9%
Hispanic	211	66.4%	1.9%
Two or more	1	0.3%	100.0%
White	3	0.9%	0.0%
Total Enrollment	318	100.0%	3.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
318	4.7%	3.1%	1.9%	2.5%	2.2%	1.6%	0.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Betsy Ross Elementary School

School No.: 232

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.8%	0.0%
Black or African American	207	56.6%	26.1%
Hispanic	154	42.1%	22.1%
Two or more	2	0.5%	100.0%
Total Enrollment	366	100.0%	24.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
366	0.8%	0.5%	8.5%	10.4%	8.2%	0.3%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Walter Scarborough Elementary School

School No.: 237

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	24	3.5%	66.7%
Hispanic	652	96.3%	71.6%
White	1	0.1%	0.0%
Total Enrollment	677	100.0%	71.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
677	87.0%	2.5%	68.5%	0.9%	0.7%	4.6%	10.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mary Scroggins Elementary School

School No.: 269

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	0.0%
Black or African American	6	1.2%	66.7%
Hispanic	507	97.5%	63.1%
White	6	1.2%	33.3%
Total Enrollment	520	100.0%	62.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
520	63.3%	45.2%	37.7%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Shadydale Elementary School

School No.: 479

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Black or African American	578	64.1%	96.5%
Hispanic	310	34.4%	99.0%
Two or more	4	0.4%	100.0%
White	9	1.0%	100.0%
Total Enrollment	902	100.0%	97.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
902	98.8%	96.2%	95.6%	96.9%	97.0%	95.7%	95.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sidney Sherman Elementary School

School No.: 240

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	35	6.1%	60.0%
Hispanic	522	90.9%	75.9%
Two or more	4	0.7%	50.0%
White	12	2.1%	83.3%
Total Enrollment	574	100.0%	74.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
574	99.0%	16.4%	53.3%	10.1%	5.4%	0.0%	49.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Shearn Elementary School

School No.: 239

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	22	3.7%	4.5%
Black or African American	132	22.5%	7.6%
Hispanic	409	69.7%	1.7%
Two or more	4	0.7%	0.0%
White	20	3.4%	5.0%
Total Enrollment	587	100.0%	3.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
587	95.7%	0.5%	0.5%	2.6%	0.2%	0.2%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Northwest School Office

School No.: 916

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	48	0.2%	70.8%
Asian	572	2.1%	55.1%
Black or African American	4,000	14.7%	55.1%
Hispanic	20,159	74.0%	57.6%
Native Hawaiian and Other Pacific Islande	6	0.1%	66.7%
Two or more	277	1.1%	72.9%
White	2,166	8.0%	75.7%
Total Enrollment	27,228	100.0%	58.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
27,228	87.8%	39.1%	21.3%	22.1%	17.7%	18.0%	10.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Arabic Immersion Magnet School

School No.: 478

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	6	1.7%	50.0%
Black or African American	83	24.1%	48.2%
Hispanic	103	29.9%	51.5%
Two or more	11	3.2%	63.6%
White	142	41.2%	58.5%
Total Enrollment	345	100.0%	53.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
345	15.1%	40.9%	26.7%	20.0%	11.3%	10.1%	16.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Joyce Benbrook Elementary School

School No.: 268

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	8	1.4%	87.5%
Asian	3	0.5%	100.0%
Black or African American	21	3.6%	42.9%
Hispanic	537	92.4%	78.4%
Two or more	3	0.5%	33.3%
White	9	1.5%	55.6%
Total Enrollment	581	100.0%	76.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
581	49.2%	75.4%	8.8%	0.0%	0.0%	0.2%	2.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Frank Black Middle School

School No.: 042

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	12	1.0%	91.7%
Black or African American	181	14.8%	91.2%
Hispanic	724	59.3%	86.6%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	32	2.6%	93.8%
White	269	22.0%	95.2%
Total Enrollment	1,221	100.0%	89.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,221	89.9%	89.2%	0.1%	89.1%	0.2%	0.1%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Robert Browning Elementary School

School No.: 120

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	4	0.8%	100.0%
Black or African American	4	0.8%	100.0%
Hispanic	466	96.1%	96.4%
Two or more	1	0.2%	100.0%
White	9	1.9%	100.0%
Total Enrollment	485	100.0%	96.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
485	100.0%	90.3%	48.2%	26.2%	31.3%	50.9%	53.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Challenge Early College High School

School No.: 323

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	29	6.3%	65.5%
Black or African American	55	11.9%	70.9%
Hispanic	335	72.4%	67.2%
Two or more	6	1.3%	100.0%
White	37	8.0%	75.7%
Total Enrollment	463	100.0%	68.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
463	100.0%	5.6%	12.3%	0.0%	0.0%	51.4%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ruby Clifton Middle School

School No.: 048

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.3%	100.0%
Black or African American	132	18.9%	38.6%
Hispanic	533	76.5%	38.8%
Two or more	4	0.6%	25.0%
White	26	3.7%	57.7%
Total Enrollment	697	100.0%	39.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
697	100.0%	13.5%	30.3%	0.3%	0.0%	0.0%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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David "Davy" Crockett Elementary School

School No.: 135

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	11	1.9%	100.0%
Black or African American	68	11.7%	94.1%
Hispanic	456	78.4%	99.1%
Two or more	5	0.9%	100.0%
White	42	7.2%	100.0%
Total Enrollment	582	100.0%	98.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
582	100.0%	98.6%	1.5%	20.1%	0.2%	0.0%	15.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Michael E. DeBakey High School For Health Professions

School No.: 026

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.3%	33.3%
Asian	299	34.2%	52.2%
Black or African American	139	15.9%	46.8%
Hispanic	316	36.2%	38.3%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	13	1.5%	53.8%
White	102	11.7%	53.9%
Total Enrollment	873	100.0%	46.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
873	46.7%	10.8%	33.1%	10.5%	15.3%	32.1%	1.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mylie Durham Elementary School

School No.: 115

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	100.0%
Black or African American	71	12.4%	95.8%
Hispanic	355	61.8%	98.9%
Two or more	8	1.4%	100.0%
White	139	24.2%	96.4%
Total Enrollment	574	100.0%	97.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
574	98.3%	97.9%	97.9%	97.9%	97.9%	97.9%	97.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Eugene Field Elementary School

School No.: 152

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	9	2.0%	0.0%
Black or African American	13	2.8%	0.0%
Hispanic	381	82.8%	0.3%
Two or more	2	0.4%	0.0%
White	55	12.0%	0.0%
Total Enrollment	460	100.0%	0.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
460	0.2%	0.0%	0.2%	0.2%	0.0%	0.2%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Garden Oaks Montessori

School No.: 157

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.5%	100.0%
Asian	18	2.1%	83.3%
Black or African American	52	6.1%	73.1%
Hispanic	470	55.4%	91.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	36	4.2%	97.2%
White	267	31.5%	92.1%
Total Enrollment	848	100.0%	90.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
848	100.0%	81.5%	80.2%	61.4%	1.3%	5.0%	42.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Houston Academy for International Studies

School No.: 348

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	12	2.5%	41.7%
Black or African American	181	37.2%	57.5%
Hispanic	257	52.8%	56.4%
Two or more	5	1.0%	60.0%
White	31	6.4%	74.2%
Total Enrollment	487	100.0%	57.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
487	99.6%	4.7%	53.8%	0.0%	5.5%	0.0%	3.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Alexander Hamilton Middle School

School No.: 049

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	14	1.1%	0.0%
Black or African American	115	9.1%	0.0%
Hispanic	1,091	86.4%	1.1%
Native Hawaiian and Other Pacific Islande	2	0.2%	0.0%
Two or more	4	0.3%	0.0%
White	36	2.9%	2.8%
Total Enrollment	1,263	100.0%	1.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,263	99.4%	0.1%	0.1%	0.8%	0.6%	0.0%	0.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Heights High School

School No.: 012

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	8	0.3%	100.0%
Asian	26	1.1%	100.0%
Black or African American	259	11.0%	99.6%
Hispanic	1,859	78.6%	99.2%
Two or more	15	0.6%	100.0%
White	197	8.3%	99.5%
Total Enrollment	2,364	100.0%	99.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,364	99.5%	99.3%	7.6%	0.1%	0.0%	99.2%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Helms Elementary School

School No.: 170

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.6%	100.0%
Black or African American	44	9.3%	100.0%
Hispanic	374	78.9%	99.2%
Two or more	8	1.7%	100.0%
White	45	9.5%	100.0%
Total Enrollment	474	100.0%	99.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
474	99.4%	99.4%	99.4%	99.4%	99.4%	99.2%	99.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Hogg Middle School

School No.: 053

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	10	1.0%	70.0%
Black or African American	72	7.3%	66.7%
Hispanic	710	72.0%	55.5%
Two or more	22	2.2%	63.6%
White	172	17.4%	75.0%
Total Enrollment	986	100.0%	60.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
986	60.0%	31.8%	0.0%	59.5%	28.7%	0.1%	3.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sam Houston Math, Science, & Technology Center

School No.: 310

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.0%	0.0%
Asian	1	0.0%	0.0%
Black or African American	212	8.1%	18.4%
Hispanic	2,357	90.2%	18.3%
Two or more	5	0.2%	40.0%
White	38	1.5%	23.7%
Total Enrollment	2,614	100.0%	18.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,614	99.3%	15.5%	5.7%	0.3%	0.7%	2.2%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Thomas Jefferson Elementary School

School No.: 182

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	1	0.2%	100.0%
Black or African American	31	7.2%	71.0%
Hispanic	395	91.2%	80.8%
White	5	1.2%	100.0%
Total Enrollment	433	100.0%	80.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
433	95.2%	79.7%	2.1%	33.7%	33.5%	1.4%	7.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Ketelsen Elementary School

School No.: 389

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	13	2.2%	69.2%
Hispanic	558	96.0%	86.9%
Two or more	3	0.5%	66.7%
White	7	1.2%	100.0%
Total Enrollment	581	100.0%	86.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
581	99.7%	83.5%	12.2%	31.7%	0.3%	0.0%	10.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mickey Leland College Preparatory for Young Men

School No.: 458

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	1.0%	20.0%
Black or African American	245	49.5%	38.8%
Hispanic	232	46.9%	28.4%
Two or more	5	1.0%	20.0%
White	8	1.6%	50.0%
Total Enrollment	495	100.0%	33.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
495	33.7%	7.7%	0.2%	12.3%	12.3%	24.0%	7.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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William Love Elementary School

School No.: 198

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.3%	0.0%
Asian	2	0.5%	0.0%
Black or African American	24	6.4%	25.0%
Hispanic	322	86.1%	55.3%
Two or more	3	0.8%	33.3%
White	22	5.9%	45.5%
Total Enrollment	374	100.0%	52.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
374	51.3%	52.1%	51.9%	15.2%	0.0%	0.0%	0.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Marshall Middle School

School No.: 061

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	2	0.3%	100.0%
Black or African American	117	15.0%	99.1%
Hispanic	652	83.6%	98.9%
Two or more	3	0.4%	100.0%
White	4	0.5%	100.0%
Total Enrollment	780	100.0%	99.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
780	99.5%	3.2%	0.0%	99.0%	98.8%	0.0%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Clemente Martínez Elementary School

School No.: 289

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.3%	100.0%
Asian	1	0.3%	100.0%
Black or African American	163	40.8%	93.9%
Hispanic	228	57.0%	97.4%
Two or more	1	0.3%	100.0%
White	6	1.5%	100.0%
Total Enrollment	400	100.0%	96.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
400	98.0%	7.5%	28.0%	94.5%	46.8%	5.5%	4.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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North Houston Early College High School

School No.: 308

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	1.0%	20.0%
Black or African American	37	7.7%	62.2%
Hispanic	435	90.8%	58.6%
White	2	0.4%	100.0%
Total Enrollment	479	100.0%	58.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
479	99.8%	26.9%	10.2%	5.4%	10.6%	47.8%	1.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Northside High School

School No.: 003

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.1%	100.0%
Asian	3	0.2%	100.0%
Black or African American	217	14.2%	98.6%
Hispanic	1,291	84.7%	98.2%
Two or more	3	0.2%	100.0%
White	9	0.6%	88.9%
Total Enrollment	1,525	100.0%	98.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,525	99.1%	1.0%	92.2%	6.9%	97.6%	0.1%	22.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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The Rice School (La Escuela Rice)

School No.: 080

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	41	3.6%	17.1%
Black or African American	506	44.8%	29.8%
Hispanic	536	47.4%	31.0%
Two or more	18	1.6%	33.3%
White	27	2.4%	37.0%
Total Enrollment	1,130	100.0%	30.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,130	100.0%	14.7%	4.7%	6.0%	0.7%	4.3%	6.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Theodore Roosevelt Elementary School

School No.: 231

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	0.6%	25.0%
Black or African American	33	5.1%	39.4%
Hispanic	600	92.6%	25.8%
White	11	1.7%	0.0%
Total Enrollment	648	100.0%	26.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
648	99.1%	23.5%	22.1%	21.5%	21.1%	25.2%	21.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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George Scarborough High School

School No.: 024

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	0.7%	0.0%
Black or African American	145	19.2%	11.7%
Hispanic	576	76.2%	16.5%
Two or more	4	0.5%	0.0%
White	26	3.4%	30.8%
Total Enrollment	756	100.0%	15.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
756	100.0%	2.8%	12.0%	1.9%	1.6%	1.5%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Thomas Sinclair Elementary School

School No.: 241

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	22	3.8%	100.0%
Black or African American	43	7.4%	100.0%
Hispanic	285	49.1%	98.6%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
Two or more	18	3.1%	100.0%
White	210	36.2%	99.5%
Total Enrollment	580	100.0%	99.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
580	99.5%	99.0%	0.3%	0.3%	0.2%	0.2%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Katherine Smith Elementary School

School No.: 242

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.1%	100.0%
Black or African American	166	19.2%	25.9%
Hispanic	666	77.1%	41.3%
Two or more	6	0.7%	66.7%
White	25	2.9%	28.0%
Total Enrollment	864	100.0%	38.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
864	29.7%	25.8%	0.2%	25.5%	22.2%	0.0%	1.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jonathan Wainwright Elementary School

School No.: 252

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	7	1.3%	57.1%
Black or African American	83	15.9%	59.0%
Hispanic	392	75.2%	64.8%
Two or more	12	2.3%	83.3%
White	26	5.0%	80.8%
Total Enrollment	521	100.0%	64.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
521	91.6%	25.5%	31.1%	18.2%	0.6%	0.2%	41.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Stephen Waltrip High School

School No.: 015

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	5	0.3%	0.0%
Asian	7	0.4%	42.9%
Black or African American	257	13.7%	27.6%
Hispanic	1,442	77.1%	19.4%
Two or more	14	0.7%	35.7%
White	146	7.8%	37.0%
Total Enrollment	1,871	100.0%	22.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,871	99.7%	18.1%	0.9%	5.4%	0.1%	0.3%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Young Women's College Preparatory Academy

School No.: 463

School Office: Northwest

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	100.0%
Asian	6	1.3%	33.3%
Black or African American	218	46.0%	64.7%
Hispanic	225	47.5%	61.3%
Two or more	7	1.5%	71.4%
White	16	3.4%	50.0%
Total Enrollment	474	100.0%	62.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
474	99.8%	13.7%	53.2%	0.0%	9.5%	0.0%	9.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

South School Office

School No.: 917

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	42	0.3%	28.6%
Asian	236	1.1%	47.5%
Black or African American	10,226	40.2%	39.5%
Hispanic	14,369	56.5%	48.8%
Native Hawaiian and Other Pacific Islande	14	0.2%	57.1%
Two or more	163	0.7%	48.5%
White	404	1.7%	47.3%
Total Enrollment	25,454	100.0%	45.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
25,454	85.7%	27.6%	21.3%	21.3%	15.9%	11.5%	11.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Belfort Early Childhood Center

School No.: 360

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	1.5%	60.0%
Black or African American	66	19.5%	39.4%
Hispanic	262	77.5%	64.9%
White	5	1.5%	80.0%
Total Enrollment	338	100.0%	60.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
338	94.1%	21.3%	47.9%	13.3%	7.4%	0.3%	1.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Louisa Alcott Elementary School

School No.: 102

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	153	65.7%	40.5%
Hispanic	79	33.9%	64.6%
Two or more	1	0.4%	0.0%
Total Enrollment	233	100.0%	48.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
233	95.3%	24.0%	47.6%	0.0%	0.0%	14.6%	32.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Almeda Elementary School

School No.: 104

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	10	1.2%	80.0%
Black or African American	157	19.1%	73.2%
Hispanic	643	78.0%	84.1%
Two or more	6	0.7%	66.7%
White	8	1.0%	75.0%
Total Enrollment	824	100.0%	81.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
824	99.3%	22.7%	78.0%	10.3%	0.2%	1.6%	2.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mamie Bastian Elementary School

School No.: 108

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	449	66.8%	0.9%
Hispanic	212	31.5%	0.9%
Two or more	9	1.3%	0.0%
White	2	0.3%	0.0%
Total Enrollment	672	100.0%	0.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
672	4.0%	0.4%	0.1%	0.0%	0.1%	0.1%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Baylor College of Medicine Academy at Ryan

School No.: 467

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	47	6.6%	93.6%
Black or African American	319	44.6%	97.8%
Hispanic	299	41.8%	100.0%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	12	1.7%	100.0%
White	38	5.3%	100.0%
Total Enrollment	716	100.0%	98.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
716	98.7%	98.6%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Brookline Elementary School

School No.: 119

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.2%	100.0%
Black or African American	26	2.9%	88.5%
Hispanic	847	95.6%	99.3%
Two or more	2	0.2%	100.0%
White	9	1.0%	88.9%
Total Enrollment	886	100.0%	98.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
886	99.2%	98.8%	83.0%	98.6%	98.6%	40.0%	41.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Alfred J. Condit Elementary School

School No.: 130

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	37	18.0%	94.6%
Black or African American	15	7.3%	73.3%
Hispanic	109	52.9%	89.9%
Native Hawaiian and Other Pacific Islande	1	0.5%	100.0%
Two or more	3	1.5%	100.0%
White	41	19.9%	95.1%
Total Enrollment	206	100.0%	90.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
206	91.3%	73.3%	68.0%	34.0%	0.0%	0.0%	21.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John Cornelius Elementary School

School No.: 133

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	5	0.6%	20.0%
Black or African American	142	16.3%	22.5%
Hispanic	713	82.0%	31.6%
Two or more	4	0.5%	75.0%
White	3	0.3%	66.7%
Total Enrollment	869	100.0%	30.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
869	95.5%	0.3%	0.0%	30.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James DeAnda Elementary School

School No.: 383

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	3	0.4%	100.0%
Black or African American	29	4.3%	96.6%
Hispanic	632	92.9%	97.8%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	4	0.6%	100.0%
White	11	1.6%	100.0%
Total Enrollment	680	100.0%	97.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
680	98.1%	97.6%	97.4%	97.2%	97.2%	97.2%	97.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energy Institute High School

School No.: 468

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	6	0.8%	0.0%
Asian	29	3.8%	24.1%
Black or African American	193	25.4%	16.6%
Hispanic	420	55.3%	14.0%
Two or more	6	0.8%	16.7%
White	105	13.8%	45.7%
Total Enrollment	759	100.0%	19.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
759	100.0%	15.3%	6.3%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Marcellus Foster Elementary School

School No.: 154

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	2	0.5%	0.0%
Black or African American	386	89.1%	11.1%
Hispanic	42	9.7%	4.8%
Native Hawaiian and Other Pacific Islande	1	0.2%	0.0%
Two or more	1	0.2%	0.0%
Total Enrollment	433	100.0%	10.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
433	85.5%	9.9%	3.9%	2.8%	4.4%	4.8%	3.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Robert Frost Elementary School

School No.: 156

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	405	67.1%	24.2%
Hispanic	185	30.6%	51.4%
Two or more	8	1.3%	12.5%
White	6	1.0%	50.0%
Total Enrollment	604	100.0%	32.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
604	98.2%	15.9%	0.8%	21.9%	21.7%	0.7%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Garden Villas Elementary School

School No.: 158

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	1	0.1%	0.0%
Black or African American	171	24.8%	4.1%
Hispanic	505	73.3%	6.5%
Two or more	1	0.1%	0.0%
White	10	1.5%	0.0%
Total Enrollment	689	100.0%	5.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
689	97.1%	1.0%	0.7%	0.9%	0.7%	1.9%	4.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Golfcrest Elementary School

School No.: 159

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.2%	0.0%
Black or African American	41	6.3%	48.8%
Hispanic	610	93.6%	48.9%
Total Enrollment	652	100.0%	48.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
652	97.4%	48.2%	48.0%	48.2%	1.4%	0.5%	1.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lucile Gregg Elementary School

School No.: 162

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	136	25.1%	60.3%
Hispanic	396	73.1%	77.0%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
Two or more	2	0.4%	0.0%
White	6	1.1%	50.0%
Total Enrollment	542	100.0%	72.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
542	71.6%	0.7%	59.6%	25.5%	1.1%	36.9%	0.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Virgil Grissom Elementary School

School No.: 262

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	100.0%
Asian	1	0.2%	100.0%
Black or African American	131	25.3%	93.1%
Hispanic	380	73.5%	94.5%
Two or more	2	0.4%	100.0%
White	1	0.2%	100.0%
Total Enrollment	517	100.0%	94.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
517	97.1%	94.2%	0.4%	94.2%	94.2%	0.8%	2.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Charles Hartman Middle School

School No.: 051

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.3%	0.0%
Asian	1	0.1%	0.0%
Black or African American	306	24.3%	0.7%
Hispanic	935	74.1%	0.4%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	1	0.1%	0.0%
White	13	1.0%	0.0%
Total Enrollment	1,261	100.0%	0.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,261	98.5%	0.1%	0.0%	0.2%	0.1%	0.0%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Victor Hartsfield Elementary School

School No.: 168

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	1	0.2%	0.0%
Black or African American	347	84.2%	3.2%
Hispanic	60	14.6%	8.3%
Two or more	1	0.2%	0.0%
White	2	0.5%	0.0%
Total Enrollment	412	100.0%	3.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
412	98.5%	1.7%	0.5%	1.7%	1.2%	0.5%	1.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jean Hines-Caldwell Elementary School

School No.: 395

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	8	1.0%	25.0%
Black or African American	131	16.7%	45.8%
Hispanic	637	81.0%	38.6%
Two or more	4	0.5%	75.0%
White	6	0.8%	50.0%
Total Enrollment	786	100.0%	39.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
786	99.1%	13.0%	34.2%	0.9%	0.3%	0.4%	5.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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William P. Hobby Elementary School

School No.: 175

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.4%	66.7%
Asian	6	0.7%	66.7%
Black or African American	353	42.1%	69.4%
Hispanic	457	54.5%	77.0%
Two or more	15	1.8%	80.0%
White	4	0.5%	50.0%
Total Enrollment	838	100.0%	73.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
838	75.1%	20.5%	34.4%	9.3%	6.7%	5.5%	72.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jesse Jones High School

School No.: 006

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.3%	100.0%
Asian	2	0.5%	50.0%
Black or African American	123	32.2%	33.3%
Hispanic	251	65.7%	13.9%
Two or more	1	0.3%	0.0%
White	4	1.0%	50.0%
Total Enrollment	382	100.0%	20.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
382	21.5%	0.0%	13.4%	13.6%	11.8%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Anna Kelso Elementary School

School No.: 187

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	144	32.7%	38.2%
Hispanic	292	66.4%	53.4%
Two or more	3	0.7%	66.7%
White	1	0.2%	0.0%
Total Enrollment	440	100.0%	48.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
440	58.9%	16.1%	18.4%	25.0%	0.7%	1.4%	1.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Law Elementary School

School No.: 263

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	50.0%
Asian	4	0.6%	50.0%
Black or African American	460	66.3%	29.6%
Hispanic	210	30.3%	31.9%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	7	1.0%	57.1%
White	10	1.4%	30.0%
Total Enrollment	694	100.0%	30.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
694	84.9%	27.8%	8.5%	7.2%	2.6%	1.6%	3.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lucian Lockhart Elementary School

School No.: 195

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	50.0%
Asian	3	0.5%	100.0%
Black or African American	533	95.0%	45.6%
Hispanic	14	2.5%	64.3%
Two or more	6	1.1%	16.7%
White	3	0.5%	0.0%
Total Enrollment	561	100.0%	45.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
561	49.7%	43.5%	16.4%	12.1%	5.5%	7.5%	8.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Mitchell Elementary School

School No.: 264

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	10	2.6%	100.0%
Black or African American	119	30.6%	96.6%
Hispanic	250	64.3%	98.8%
Two or more	2	0.5%	100.0%
White	8	2.1%	100.0%
Total Enrollment	389	100.0%	98.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
389	100.0%	0.8%	55.0%	97.9%	43.7%	9.0%	2.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Martin Luther King Jr. Early Childhood Center

School No.: 355

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	225	57.1%	100.0%
Hispanic	164	41.6%	100.0%
Two or more	3	0.8%	100.0%
White	2	0.5%	100.0%
Total Enrollment	394	100.0%	100.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
394	100.0%	100.0%	90.9%	100.0%	99.0%	99.5%	6.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Lora Peck Elementary School

School No.: 217

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.4%	50.0%
Black or African American	265	49.7%	92.8%
Hispanic	262	49.2%	98.5%
Two or more	1	0.2%	0.0%
White	3	0.6%	100.0%
Total Enrollment	533	100.0%	95.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
533	98.3%	77.3%	0.0%	20.3%	0.0%	94.4%	94.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Henry Petersen Elementary School

School No.: 265

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.5%	50.0%
Asian	3	0.7%	100.0%
Black or African American	74	17.7%	41.9%
Hispanic	334	79.7%	64.4%
Two or more	1	0.2%	0.0%
White	5	1.2%	60.0%
Total Enrollment	419	100.0%	60.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
419	98.1%	19.1%	48.2%	18.1%	14.6%	5.0%	6.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Billy R. Reagan K-8 Education Center

School No.: 382

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	3	0.3%	0.0%
Black or African American	315	31.1%	1.9%
Hispanic	676	66.8%	0.3%
Two or more	2	0.2%	0.0%
White	14	1.4%	0.0%
Total Enrollment	1,012	100.0%	0.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,012	98.8%	0.5%	0.4%	0.5%	0.5%	0.5%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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James Reynolds Elementary School

School No.: 225

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.4%	0.0%
Asian	8	1.7%	12.5%
Black or African American	411	85.8%	30.2%
Hispanic	52	10.9%	48.1%
Native Hawaiian and Other Pacific Islande	1	0.2%	0.0%
Two or more	3	0.6%	33.3%
White	2	0.4%	50.0%
Total Enrollment	479	100.0%	31.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
479	99.8%	29.0%	1.0%	9.0%	8.8%	4.2%	8.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Juan Seguin Elementary School

School No.: 373

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	54	10.0%	66.7%
Hispanic	486	89.8%	73.3%
White	1	0.2%	100.0%
Total Enrollment	541	100.0%	72.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
541	72.8%	72.6%	5.4%	5.7%	3.9%	5.2%	11.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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South Early College High School

School No.: 486

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	7	1.8%	85.7%
Black or African American	219	57.2%	69.9%
Hispanic	149	38.9%	58.4%
Native Hawaiian and Other Pacific Islande	2	0.5%	100.0%
Two or more	2	0.5%	100.0%
White	4	1.0%	75.0%
Total Enrollment	383	100.0%	66.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
383	97.7%	50.7%	20.6%	0.0%	12.0%	0.8%	9.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ross Sterling High School

School No.: 014

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.3%	0.0%
Asian	4	0.3%	25.0%
Black or African American	742	49.5%	47.7%
Hispanic	719	48.0%	28.4%
Two or more	7	0.5%	28.6%
White	22	1.5%	36.4%
Total Enrollment	1,498	100.0%	38.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,498	98.9%	19.9%	6.7%	24.0%	20.7%	15.0%	0.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Albert Thomas Middle School

School No.: 077

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	4	0.7%	0.0%
Black or African American	404	72.0%	1.0%
Hispanic	146	26.0%	0.0%
Two or more	3	0.5%	0.0%
White	4	0.7%	0.0%
Total Enrollment	561	100.0%	0.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
561	4.8%	0.5%	0.2%	0.4%	0.4%	0.2%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ruby Thompson Elementary School

School No.: 243

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	369	90.0%	85.1%
Hispanic	35	8.5%	91.4%
Two or more	3	0.7%	100.0%
White	3	0.7%	100.0%
Total Enrollment	410	100.0%	85.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
410	89.8%	62.9%	42.4%	46.6%	7.1%	14.1%	12.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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TSU Charter Lab School

School No.: 328

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	87	92.6%	85.1%
Hispanic	1	1.1%	100.0%
Two or more	4	4.3%	100.0%
White	2	2.1%	50.0%
Total Enrollment	94	100.0%	85.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
94	4.3%	85.1%	0.0%	0.0%	0.0%	10.6%	11.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Westbury High School

School No.: 017

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.1%	33.3%
Asian	41	1.8%	17.1%
Black or African American	763	32.9%	32.1%
Hispanic	1,439	62.1%	24.7%
Native Hawaiian and Other Pacific Islande	3	0.1%	0.0%
Two or more	18	0.8%	44.4%
White	49	2.1%	32.7%
Total Enrollment	2,316	100.0%	27.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,316	100.0%	2.1%	5.8%	11.2%	15.4%	2.8%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Tina Whidby Elementary School

School No.: 257

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	18	3.1%	0.0%
Black or African American	432	74.1%	1.4%
Hispanic	99	17.0%	0.0%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
Two or more	9	1.5%	0.0%
White	24	4.1%	0.0%
Total Enrollment	583	100.0%	1.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
583	3.3%	0.9%	0.5%	0.3%	0.3%	0.3%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Windsor Village Elementary School

School No.: 260

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	5	0.7%	40.0%
Black or African American	267	36.6%	68.9%
Hispanic	443	60.8%	61.4%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	2	0.3%	0.0%
White	9	1.2%	77.8%
Total Enrollment	729	100.0%	64.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
729	99.7%	25.4%	26.3%	19.9%	29.9%	18.1%	17.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ethel Young Elementary School

School No.: 247

School Office: South

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.3%	0.0%
Black or African American	279	85.8%	45.5%
Hispanic	33	10.2%	63.6%
Two or more	7	2.2%	42.9%
White	5	1.5%	20.0%
Total Enrollment	325	100.0%	46.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
325	83.4%	32.0%	17.2%	12.3%	8.0%	4.0%	5.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G
West School Office

School No.: 919

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	106	0.2%	53.8%
Asian	3,326	6.1%	59.0%
Black or African American	12,721	23.4%	54.4%
Hispanic	32,018	58.8%	59.8%
Native Hawaiian and Other Pacific Islande	43	0.1%	65.1%
Two or more	673	1.3%	62.3%
White	5,556	10.2%	63.6%
Total Enrollment	54,443	100.0%	58.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
51,148	85.4%	36.2%	28.8%	18.0%	12.5%	24.2%	15.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Wharton K-8 Dual Language Academy

School No.: 256

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	9	1.8%	100.0%
Black or African American	59	11.6%	100.0%
Hispanic	341	67.1%	99.1%
Two or more	21	4.1%	100.0%
White	78	15.4%	100.0%
Total Enrollment	508	100.0%	99.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
508	99.4%	99.4%	0.0%	0.0%	0.0%	0.0%	99.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ralph Anderson Elementary

School No.: 105

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	17	2.2%	94.1%
Black or African American	152	19.8%	93.4%
Hispanic	575	74.9%	98.1%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	3	0.4%	66.7%
White	20	2.6%	100.0%
Total Enrollment	768	100.0%	97.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
768	97.7%	97.0%	96.2%	96.7%	96.5%	96.1%	96.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ashford Elementary School

School No.: 273

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	20	3.1%	100.0%
Black or African American	304	46.7%	88.8%
Hispanic	250	38.4%	95.2%
Two or more	21	3.2%	81.0%
White	56	8.6%	96.4%
Total Enrollment	651	100.0%	92.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
651	98.6%	84.0%	61.1%	11.7%	1.5%	3.2%	10.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jewel Askew Elementary School

School No.: 274

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	90	9.8%	100.0%
Black or African American	360	39.0%	96.9%
Hispanic	319	34.6%	98.7%
Two or more	20	2.2%	100.0%
White	132	14.3%	100.0%
Total Enrollment	922	100.0%	98.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
922	100.0%	97.9%	92.7%	38.2%	0.9%	92.4%	11.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Kate Bell Elementary School

School No.: 151

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	14	2.0%	21.4%
Black or African American	191	27.0%	50.3%
Hispanic	476	67.3%	34.5%
Two or more	7	1.0%	71.4%
White	17	2.4%	52.9%
Total Enrollment	707	100.0%	39.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
707	99.2%	18.8%	27.6%	0.1%	0.0%	0.4%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G
Bellaire High School

School No.: 002

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	6	0.2%	66.7%
Asian	441	13.4%	46.7%
Black or African American	661	20.1%	21.9%
Hispanic	1,389	42.2%	21.6%
Native Hawaiian and Other Pacific Islande	2	0.1%	50.0%
Two or more	66	2.0%	57.6%
White	730	22.2%	59.3%
Total Enrollment	3,295	100.0%	34.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
3,295	99.9%	28.0%	25.9%	0.1%	0.6%	13.4%	2.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Roy P. Benavidez Elementary School

School No.: 295

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	126	12.3%	48.4%
Black or African American	91	8.9%	38.5%
Hispanic	773	75.6%	44.5%
Two or more	7	0.7%	28.6%
White	26	2.5%	26.9%
Total Enrollment	1,023	100.0%	43.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,023	52.4%	42.9%	0.8%	17.8%	0.3%	0.2%	0.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Braeburn Elementary School

School No.: 114

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	1	0.2%	100.0%
Black or African American	50	7.9%	44.0%
Hispanic	573	90.4%	82.2%
Two or more	1	0.2%	0.0%
White	8	1.3%	87.5%
Total Enrollment	634	100.0%	79.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
634	97.8%	31.7%	65.6%	0.2%	0.0%	0.9%	0.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Briar Meadow Charter School

School No.: 344

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	147	24.2%	98.6%
Black or African American	55	9.1%	96.4%
Hispanic	204	33.6%	100.0%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	23	3.8%	100.0%
White	175	28.8%	96.6%
Total Enrollment	607	100.0%	98.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
607	98.4%	98.4%	0.2%	98.2%	1.0%	0.2%	98.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Leroy Cunningham Elementary School

School No.: 136

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	24	3.5%	62.5%
Black or African American	90	13.0%	47.8%
Hispanic	552	79.9%	65.6%
Native Hawaiian and Other Pacific Islande	2	0.3%	100.0%
Two or more	1	0.1%	100.0%
White	21	3.0%	38.1%
Total Enrollment	691	100.0%	62.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
691	99.7%	59.0%	0.6%	0.1%	0.1%	0.9%	17.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ray Daily Elementary School

School No.: 396

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	122	15.8%	1.6%
Black or African American	240	31.1%	3.3%
Hispanic	297	38.5%	0.0%
Native Hawaiian and Other Pacific Islande	2	0.3%	0.0%
Two or more	7	0.9%	0.0%
White	101	13.1%	1.0%
Total Enrollment	771	100.0%	1.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
771	34.5%	1.0%	0.5%	0.5%	0.4%	0.4%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Horace Elrod Elementary School

School No.: 148

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.4%	100.0%
Asian	29	3.9%	65.5%
Black or African American	181	24.1%	73.5%
Hispanic	526	69.9%	70.5%
Two or more	1	0.1%	100.0%
White	12	1.6%	83.3%
Total Enrollment	752	100.0%	71.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
752	98.5%	67.8%	52.1%	3.7%	0.1%	0.5%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ralph Waldo Emerson Elementary School

School No.: 149

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	53	5.8%	54.7%
Black or African American	156	17.2%	54.5%
Hispanic	581	64.0%	69.5%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	2	0.2%	50.0%
White	114	12.6%	60.5%
Total Enrollment	908	100.0%	64.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
908	65.5%	4.6%	62.6%	3.0%	0.7%	0.4%	2.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Energized for Excellence Early Childhood Center

School No.: 350

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	50.0%
Asian	51	7.6%	51.0%
Black or African American	285	42.7%	70.9%
Hispanic	315	47.2%	58.4%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	6	0.9%	50.0%
White	8	1.2%	25.0%
Total Enrollment	668	100.0%	62.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
668	77.8%	14.2%	48.4%	11.4%	0.1%	37.0%	19.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energized for Excellence Elementary School

School No.: 364

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.2%	100.0%
Asian	10	0.6%	50.0%
Black or African American	163	9.7%	66.3%
Hispanic	1,485	88.8%	78.3%
Two or more	1	0.1%	100.0%
White	11	0.7%	63.6%
Total Enrollment	1,673	100.0%	76.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,673	92.8%	21.6%	38.3%	28.9%	0.1%	13.7%	57.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energized for Excellence Middle School

School No.: 342

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	5	1.0%	80.0%
Black or African American	31	6.0%	83.9%
Hispanic	477	92.1%	93.3%
Two or more	1	0.2%	100.0%
White	3	0.6%	100.0%
Total Enrollment	518	100.0%	92.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
518	99.4%	69.5%	36.5%	23.2%	45.2%	62.7%	11.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Energized for STEM Central High School

School No.: 321

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.3%	0.0%
Black or African American	40	12.9%	25.0%
Hispanic	268	86.5%	16.4%
White	1	0.3%	0.0%
Total Enrollment	310	100.0%	17.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
310	96.5%	10.6%	1.9%	0.0%	8.4%	1.9%	1.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energized for STEM Central Middle School

School No.: 459

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.6%	100.0%
Asian	11	3.3%	27.3%
Black or African American	19	5.6%	21.1%
Hispanic	301	89.1%	39.2%
White	5	1.5%	0.0%
Total Enrollment	338	100.0%	37.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
338	37.9%	0.6%	36.7%	1.2%	4.7%	24.3%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energized for STEM West High School

School No.: 455

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Black or African American	5	2.5%	0.0%
Hispanic	192	97.5%	27.6%
Total Enrollment	197	100.0%	26.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
197	26.9%	0.0%	25.9%	0.5%	4.1%	16.8%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Energized for STEM West Middle School

School No.: 390

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	1	0.5%	0.0%
Black or African American	24	11.8%	16.7%
Hispanic	176	86.7%	51.1%
White	2	1.0%	50.0%
Total Enrollment	203	100.0%	46.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
203	45.3%	0.0%	45.8%	0.0%	9.9%	34.5%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Walter Fondren Middle School

School No.: 072

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	18	1.8%	83.3%
Black or African American	324	32.0%	89.8%
Hispanic	651	64.3%	91.7%
Native Hawaiian and Other Pacific Islande	3	0.3%	100.0%
Two or more	2	0.2%	100.0%
White	14	1.4%	71.4%
Total Enrollment	1,013	100.0%	90.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,013	92.9%	90.7%	89.6%	90.1%	90.3%	90.3%	89.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jenard Gross Elementary

School No.: 369

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	11	1.7%	36.4%
Black or African American	274	42.9%	46.4%
Hispanic	336	52.6%	44.0%
Two or more	6	0.9%	66.7%
White	12	1.9%	58.3%
Total Enrollment	639	100.0%	45.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
639	99.1%	14.1%	22.2%	1.1%	0.2%	1.7%	20.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sharon Halpin Early Childhood Center

School No.: 131

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	5	1.2%	100.0%
Black or African American	118	27.3%	94.9%
Hispanic	306	70.8%	99.7%
Two or more	1	0.2%	100.0%
White	1	0.2%	100.0%
Total Enrollment	432	100.0%	98.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
432	99.3%	97.5%	74.3%	78.9%	57.9%	1.9%	32.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Gary L. Herod Elementary School

School No.: 173

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	79	9.6%	57.0%
Black or African American	217	26.4%	43.3%
Hispanic	313	38.1%	47.3%
Two or more	21	2.6%	66.7%
White	190	23.1%	72.1%
Total Enrollment	822	100.0%	53.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
822	97.8%	6.9%	27.5%	45.7%	22.6%	5.4%	10.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Inspired for Excellence Academy West

School No.: 300

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	2	0.8%	100.0%
Black or African American	104	39.4%	91.3%
Hispanic	155	58.7%	94.2%
Two or more	1	0.4%	100.0%
White	2	0.8%	100.0%
Total Enrollment	264	100.0%	93.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
264	94.3%	92.0%	0.4%	33.7%	6.1%	6.4%	13.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Mirabeau B. Lamar High School

School No.: 008

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	11	0.4%	45.5%
Asian	172	5.6%	47.7%
Black or African American	902	29.5%	48.6%
Hispanic	1,105	36.2%	45.4%
Native Hawaiian and Other Pacific Islande	5	0.2%	100.0%
Two or more	59	1.9%	61.0%
White	801	26.2%	64.5%
Total Enrollment	3,055	100.0%	51.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
3,055	98.3%	32.7%	39.6%	12.1%	10.0%	10.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Las Américas Newcomer School

School No.: 340

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.5%	0.0%
Asian	11	5.6%	36.4%
Black or African American	21	10.7%	14.3%
Hispanic	162	82.2%	16.0%
White	2	1.0%	0.0%
Total Enrollment	197	100.0%	16.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
197	94.4%	15.2%	11.2%	2.0%	4.1%	9.6%	2.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Jane Long Academy

School No.: 059

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	66	7.5%	59.1%
Black or African American	116	13.2%	52.6%
Hispanic	663	75.3%	61.8%
Two or more	3	0.3%	66.7%
White	32	3.6%	65.6%
Total Enrollment	881	100.0%	60.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
881	98.2%	52.4%	52.4%	24.5%	24.4%	60.3%	43.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Henry Wadsworth Longfellow Elementary School

School No.: 196

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	62	8.3%	67.7%
Black or African American	457	61.4%	69.1%
Hispanic	170	22.8%	81.2%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	10	1.3%	50.0%
White	42	5.6%	71.4%
Total Enrollment	744	100.0%	71.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
744	99.1%	6.6%	60.8%	10.2%	0.4%	28.8%	2.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Edgar O. Lovett Elementary School

School No.: 199

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	10	4.0%	90.0%
Black or African American	115	46.6%	73.0%
Hispanic	90	36.4%	81.1%
Two or more	12	4.9%	100.0%
White	20	8.1%	95.0%
Total Enrollment	247	100.0%	79.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
247	92.7%	8.1%	8.9%	24.7%	22.7%	55.1%	30.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Henry MacGregor Elementary School

School No.: 201

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	6	1.0%	0.0%
Black or African American	396	68.9%	3.8%
Hispanic	146	25.4%	5.5%
Two or more	13	2.3%	0.0%
White	12	2.1%	0.0%
Total Enrollment	575	100.0%	4.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
575	4.3%	4.0%	0.2%	0.2%	0.2%	0.2%	0.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Ila McNamara Elementary School

School No.: 227

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	97	10.4%	30.9%
Black or African American	109	11.7%	45.0%
Hispanic	656	70.5%	47.0%
Two or more	7	0.8%	28.6%
White	60	6.5%	53.3%
Total Enrollment	930	100.0%	45.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
930	99.8%	35.9%	16.9%	17.7%	0.3%	3.7%	29.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Memorial Elementary School

School No.: 204

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.6%	0.0%
Asian	16	4.8%	0.0%
Black or African American	26	7.8%	0.0%
Hispanic	246	73.4%	0.4%
Two or more	9	2.7%	0.0%
White	36	10.7%	0.0%
Total Enrollment	335	100.0%	0.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
335	9.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Meyerland Performing and Visual Arts Middle School

School No.: 055

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	27	1.7%	55.6%
Black or African American	556	35.6%	58.8%
Hispanic	773	49.5%	45.3%
Native Hawaiian and Other Pacific Islande	1	0.1%	100.0%
Two or more	24	1.5%	70.8%
White	180	11.5%	66.1%
Total Enrollment	1,562	100.0%	53.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,562	99.6%	4.7%	0.8%	16.2%	3.1%	49.8%	2.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Middle College High School at HCC Gulfton

School No.: 484

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	1.3%	100.0%
Black or African American	37	23.6%	97.3%
Hispanic	115	73.2%	82.6%
White	3	1.9%	100.0%
Total Enrollment	157	100.0%	86.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
157	96.2%	84.7%	32.5%	12.7%	0.0%	39.5%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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A. A. Milne Elementary School

School No.: 299

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.7%	25.0%
Asian	1	0.2%	0.0%
Black or African American	283	51.8%	36.4%
Hispanic	245	44.9%	61.6%
Two or more	6	1.1%	33.3%
White	7	1.3%	42.9%
Total Enrollment	546	100.0%	47.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
546	47.3%	45.8%	0.4%	2.9%	2.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Gabriela Mistral Early Childhood Center

School No.: 354

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	11	3.3%	90.9%
Black or African American	35	10.5%	71.4%
Hispanic	272	81.9%	75.7%
Native Hawaiian and Other Pacific Islande	1	0.3%	100.0%
Two or more	1	0.3%	100.0%
White	12	3.6%	91.7%
Total Enrollment	332	100.0%	76.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
332	96.7%	59.6%	57.8%	41.3%	28.0%	45.8%	45.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Neff Early Learning Center

School No.: 209

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	43	6.5%	62.8%
Black or African American	33	5.0%	69.7%
Hispanic	561	85.4%	69.7%
Native Hawaiian and Other Pacific Islande	1	0.2%	100.0%
Two or more	3	0.5%	66.7%
White	16	2.4%	62.5%
Total Enrollment	657	100.0%	69.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
657	80.4%	10.2%	67.3%	0.0%	0.0%	0.2%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Pat Neff Elementary School

School No.: 394

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	43	5.5%	86.0%
Black or African American	51	6.5%	78.4%
Hispanic	675	86.1%	82.1%
White	15	1.9%	80.0%
Total Enrollment	784	100.0%	82.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
784	93.1%	71.0%	38.9%	36.9%	0.6%	0.5%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Cynthia Parker Elementary School

School No.: 215

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	27	3.1%	59.3%
Black or African American	148	16.8%	75.7%
Hispanic	414	46.9%	73.2%
Two or more	32	3.6%	81.3%
White	260	29.5%	87.7%
Total Enrollment	882	100.0%	77.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
882	99.9%	51.7%	5.9%	53.9%	0.1%	22.0%	40.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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John J. Pershing Middle School

School No.: 064

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	8	0.5%	0.0%
Asian	120	6.8%	0.0%
Black or African American	566	32.3%	0.0%
Hispanic	648	37.0%	0.2%
Native Hawaiian and Other Pacific Islande	4	0.2%	0.0%
Two or more	42	2.4%	0.0%
White	364	20.8%	0.0%
Total Enrollment	1,752	100.0%	0.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,752	54.6%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Thomas Pilgrim Academy

School No.: 218

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	5	0.4%	0.0%
Black or African American	73	6.4%	11.0%
Hispanic	1,044	91.3%	15.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	1	0.1%	0.0%
White	20	1.7%	25.0%
Total Enrollment	1,144	100.0%	15.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,144	99.4%	8.4%	0.3%	1.7%	1.8%	3.1%	1.9%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Piney Point Elementary School

School No.: 219

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	5	0.4%	40.0%
Asian	62	5.2%	77.4%
Black or African American	127	10.8%	58.3%
Hispanic	936	79.3%	84.9%
Two or more	5	0.4%	80.0%
White	46	3.9%	73.9%
Total Enrollment	1,181	100.0%	81.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,181	85.8%	6.2%	43.0%	19.0%	40.1%	67.7%	3.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Samuel Red Elementary School

School No.: 224

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	21	3.7%	95.2%
Black or African American	102	17.9%	87.3%
Hispanic	353	61.9%	93.2%
Two or more	8	1.4%	87.5%
White	86	15.1%	95.3%
Total Enrollment	570	100.0%	92.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
570	99.1%	33.5%	89.3%	25.3%	8.6%	18.8%	11.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Paul Revere Middle School

School No.: 060

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.3%	0.0%
Asian	60	4.9%	1.7%
Black or African American	372	30.6%	5.6%
Hispanic	695	57.1%	3.7%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	4	0.3%	0.0%
White	81	6.7%	6.2%
Total Enrollment	1,217	100.0%	4.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,217	15.4%	4.2%	4.2%	4.2%	4.4%	4.2%	4.2%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sylvan Rodríguez Elementary School

School No.: 372

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	32	3.4%	68.8%
Black or African American	76	8.0%	75.0%
Hispanic	821	86.6%	78.6%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	1	0.1%	100.0%
White	15	1.6%	73.3%
Total Enrollment	948	100.0%	77.8%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
948	99.5%	56.2%	51.4%	28.8%	29.0%	44.4%	39.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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School at St. George Place

School No.: 353

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	117	14.7%	97.4%
Black or African American	120	15.1%	97.5%
Hispanic	315	39.7%	99.4%
Two or more	38	4.8%	97.4%
White	202	25.4%	98.5%
Total Enrollment	794	100.0%	98.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
794	98.5%	44.5%	4.0%	5.2%	0.8%	97.9%	7.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Shadowbriar Elementary School

School No.: 276

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	25	4.3%	8.0%
Black or African American	302	52.1%	19.9%
Hispanic	170	29.3%	31.2%
Two or more	18	3.1%	33.3%
White	65	11.2%	33.8%
Total Enrollment	580	100.0%	24.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
580	97.4%	24.3%	1.0%	0.0%	0.0%	2.6%	2.4%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Sharpstown International School

School No.: 081

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	103	8.8%	0.0%
Black or African American	92	7.9%	0.0%
Hispanic	941	80.6%	0.1%
Native Hawaiian and Other Pacific Islande	2	0.2%	0.0%
Two or more	3	0.3%	0.0%
White	26	2.2%	0.0%
Total Enrollment	1,167	100.0%	0.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,167	99.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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William Sutton Elementary School

School No.: 248

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.3%	100.0%
Asian	150	13.4%	99.3%
Black or African American	85	7.6%	95.3%
Hispanic	804	72.0%	99.5%
Two or more	1	0.1%	100.0%
White	74	6.6%	100.0%
Total Enrollment	1,117	100.0%	99.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,117	99.3%	89.5%	98.2%	16.3%	9.0%	98.0%	14.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Tanglewood Middle School

School No.: 068

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	4	0.5%	0.0%
Asian	55	6.5%	1.8%
Black or African American	138	16.3%	0.0%
Hispanic	447	52.7%	0.2%
Native Hawaiian and Other Pacific Islande	1	0.1%	0.0%
Two or more	27	3.2%	0.0%
White	176	20.8%	0.6%
Total Enrollment	848	100.0%	0.4%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
848	0.7%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Eleanor Tinsley Elementary School

School No.: 374

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	8	1.1%	25.0%
Black or African American	102	14.7%	10.8%
Hispanic	582	83.6%	11.9%
Two or more	1	0.1%	0.0%
White	2	0.3%	0.0%
Total Enrollment	696	100.0%	11.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
696	97.8%	1.3%	0.7%	6.2%	0.9%	7.3%	0.6%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Valley West Elementary School

School No.: 285

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	19	2.2%	100.0%
Black or African American	376	43.9%	95.7%
Hispanic	438	51.2%	97.5%
Two or more	3	0.4%	100.0%
White	20	2.3%	90.0%
Total Enrollment	856	100.0%	96.6%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
856	97.2%	96.5%	32.5%	96.5%	32.2%	96.6%	96.5%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Walnut Bend Elementary School

School No.: 253

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	26	3.5%	73.1%
Black or African American	250	33.9%	46.8%
Hispanic	363	49.3%	57.3%
Two or more	8	1.1%	75.0%
White	89	12.1%	58.4%
Total Enrollment	737	100.0%	54.5%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
737	96.7%	13.2%	44.4%	22.1%	1.5%	1.6%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Louie Welch Middle School

School No.: 056

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	10	1.4%	0.0%
Black or African American	323	46.8%	0.6%
Hispanic	344	49.9%	1.2%
Two or more	2	0.3%	0.0%
White	10	1.4%	0.0%
Total Enrollment	690	100.0%	0.9%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
690	2.6%	0.7%	0.4%	0.3%	0.4%	0.3%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

West Briar Middle School

School No.: 099

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	86	7.8%	98.8%
Black or African American	347	31.3%	98.6%
Hispanic	446	40.2%	98.9%
Native Hawaiian and Other Pacific Islande	4	0.4%	100.0%
Two or more	25	2.3%	100.0%
White	199	17.9%	98.5%
Total Enrollment	1,109	100.0%	98.7%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,109	99.1%	0.2%	0.2%	0.1%	98.6%	0.2%	0.1%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Westside High School

School No.: 036

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.1%	66.7%
Asian	211	7.3%	55.5%
Black or African American	838	29.0%	65.6%
Hispanic	1,258	43.5%	54.1%
Native Hawaiian and Other Pacific Islande	3	0.1%	33.3%
Two or more	52	1.8%	59.6%
White	528	18.3%	68.9%
Total Enrollment	2,893	100.0%	60.3%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,893	99.8%	52.3%	19.7%	0.0%	0.0%	0.0%	0.0%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Edward White Elementary School

School No.: 267

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
Asian	77	10.9%	97.4%
Black or African American	40	5.7%	97.5%
Hispanic	573	81.4%	96.9%
Two or more	1	0.1%	100.0%
White	13	1.8%	100.0%
Total Enrollment	704	100.0%	97.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
704	96.6%	33.4%	95.0%	48.4%	25.1%	24.6%	55.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Mark White Elementary School

School No.: 483

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	7	1.0%	100.0%
Asian	113	16.8%	95.6%
Black or African American	131	19.5%	96.9%
Hispanic	261	38.8%	98.5%
Native Hawaiian and Other Pacific Islande	2	0.3%	100.0%
Two or more	20	3.0%	95.0%
White	139	20.7%	95.7%
Total Enrollment	673	100.0%	97.0%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
673	97.0%	95.8%	0.4%	20.5%	76.8%	0.9%	0.3%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

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Margaret Long Wisdom High School

School No.: 009

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	3	0.1%	100.0%
Asian	108	5.3%	99.1%
Black or African American	300	14.8%	95.3%
Hispanic	1,505	74.4%	96.3%
Native Hawaiian and Other Pacific Islande	1	0.0%	100.0%
Two or more	6	0.3%	100.0%
White	101	5.0%	94.1%
Total Enrollment	2,024	100.0%	96.2%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
2,024	97.2%	4.5%	3.3%	7.6%	5.6%	95.8%	0.7%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

Appendix G

Young Learners Charter School

School No.: 392

School Office: West

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2018–2019			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement*
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	2	0.1%	100.0%
Black or African American	467	34.9%	91.0%
Hispanic	841	62.8%	94.3%
Two or more	6	0.4%	100.0%
White	22	1.6%	90.9%
Total Enrollment	1,339	100.0%	93.1%

Title I, Part A School Percent Parent Engagement by Category, 2018–2019							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
1,339	99.7%	92.9%	0.1%	2.2%	2.5%	0.0%	2.8%

Sources: HISD PEIMS (2018–2019), HISD Chancery (June 20, 2019).

Note: Percentages were calculated using both PEIMS snapshot and Chancery enrollment data. PEIMS snapshot data for this report included information for Title I students serviced by schoolwide (code '6') and targeted-assistance (code '7') programs. Chancery data included information for Title I students actively enrolled in the district as of June 20, 2019. As such, enrollment counts presented in this study may not match enrollment counts presented in other reports. * Students who had parent engagement data coded in Chancery, excluding the individual/schoolwide compacts.

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
Appendix H

Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019

Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
920	Achieve 180	Achieve 180 School Office	29,144	1,481	5.1
041	Achieve 180	Attucks MS**	455	0	0.0
110	Achieve 180	Blackshear ES**	431	0	0.0
111	Achieve 180	Bonham ES	924	27	2.9
121	Achieve 180	Bruce ES	499	21	4.2
044	Achieve 180	Cullen MS	355	61	17.2
045	Achieve 180	Deady MS	651	28	4.3
140	Achieve 180	Dogan ES**	591	0	0.0
271	Achieve 180	Foerster ES**	700	0	0.0
153	Achieve 180	Fondren ES	313	3	1.0
476	Achieve 180	Forest Brook MS	843	95	11.3
058	Achieve 180	Gregory-Lincoln PK-8	721	33	4.6
052	Achieve 180	Henry MS	797	43	5.4
456	Achieve 180	High School Ahead Acad MS	178	24	13.5
174	Achieve 180	Highland Heights ES	519	132	25.4
473	Achieve 180	Hilliard ES	524	92	17.6
050	Achieve 180	Holland MS	617	3	0.5
007	Achieve 180	Kashmere HS	760	41	5.4
075	Achieve 180	Lawson MS	1,218	40	3.3
324	Achieve 180	Liberty HS	357	23	6.4
197	Achieve 180	Looscan ES	327	29	8.9
203	Achieve 180	Mading ES	427	12	2.8
010	Achieve 180	Madison HS	1,726	3	0.2
207	Achieve 180	Montgomery ES	537	124	23.1
477	Achieve 180	North Forest HS	1,004	1	0.1
223	Achieve 180	Pugh ES	390	73	18.7
023	Achieve 180	Sharpstown HS	1,686	10	0.6
245	Achieve 180	Stevens ES	644	33	5.1
163	Achieve 180	Sugar Grove MS	671	56	8.3
100	Achieve 180	TCAH	5,517	183	3.3
016	Achieve 180	Washington HS	759	14	1.8
254	Achieve 180	Wesley ES**	338	0	0.0
018	Achieve 180	Wheatley HS	886	40	4.5
082	Achieve 180	Williams MS	485	134	27.6
127	Achieve 180	Woodson	643	58	9.0
019	Achieve 180	Worthing HS	782	43	5.5
020	Achieve 180	Yates HS	869	2	0.2
913	East	East School Office	28,340	3,265	11.5
001	East	Austin HS	1,683	83	4.9
234	East	BCM Biotech Academy at Rusk	479	5	1.0
112	East	Bonner ES	790	33	4.2
117	East	Briscoe ES	263	19	7.2
124	East	Burnet ES	471	195	41.4
287	East	Cage ES	522	273	52.3
292	East	Carrillo ES	491	96	19.6
027	East	Chavez HS	2,868	126	4.4
071	East	Chrysalis MS	279	144	51.6
290	East	Crespo ES	754	21	2.8
297	East	Davila ES	403	32	7.9

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
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Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019

Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
138	East	DeZavala ES	543	1	0.2
345	East	East EC HS	471	80	17.0
301	East	Eastwood Acad HS	431	142	32.9
046	East	Edison MS	645	43	6.7
155	East	Franklin ES	437	84	19.2
004	East	Furr HS**	1,018	0	0.0
291	East	Gallegos ES	317	62	19.6
166	East	Harris JR ES	410	48	11.7
167	East	Harris RP ES	573	46	8.0
171	East	Henderson JP ES	778	219	28.1
034	East	HSLJ	453	195	43.0
192	East	Lantrip ES	705	121	17.2
357	East	Laurenzo ECC	346	70	20.2
194	East	Lewis ES	797	15	1.9
485	East	Middle College HS - Fraga	114	7	6.1
011	East	Milby HS	1,891	64	3.4
311	East	Mount Carmel Acad HS	335	26	7.8
054	East	Navarro MS	675	2	0.3
212	East	Oates ES	375	47	12.5
338	East	Ortiz MS	1,059	160	15.1
214	East	Park Place ES	960	176	18.3
216	East	Patterson ES	937	94	10.0
220	East	Pleasantville ES	268	60	22.4
222	East	Port Houston ES	292	51	17.5
186	East	Robinson ES	513	1	0.2
233	East	Rucker ES	430	47	10.9
281	East	Sanchez ES	552	38	6.9
244	East	Southmayd ES	584	87	14.9
098	East	Stevenson MS	1,433	57	4.0
279	East	Tijerina ES	336	139	41.4
258	East	Whittier ES	526	55	10.5
371	East	Young Scholars	133	1	0.8
914	North	North School Office	25,119	2,883	11.5
106	North	Atherton ES	587	80	13.6
107	North	Barrick ES	660	116	17.6
109	North	Berry ES	805	25	3.1
122	North	Burbank ES	910	140	15.4
043	North	Burbank MS	1,473	120	8.1
125	North	Burrus ES	447	105	23.5
123	North	Codwell ES	404	33	8.2
358	North	Cook ES	636	60	9.4
132	North	Coop ES	745	127	17.0
137	North	De Chaumes ES	839	21	2.5
144	North	Durkee ES	589	62	10.5
147	North	Eliot ES	607	403	66.4
475	North	Elmore ES	604	59	9.8
352	North	Farias ECC	435	87	20.0
078	North	Fleming MS**	489	0	0.0
047	North	Fonville MS	807	88	10.9

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
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Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019

Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
470	North	Fonwood ECC	554	23	4.2
283	North	Garcia ES	593	29	4.9
172	North	Henderson NQ ES	324	30	9.3
286	North	Herrera ES	884	22	2.5
180	North	Isaacs ES	310	46	14.8
181	North	Janowski ES	553	20	3.6
185	North	Kashmere Gardens ES	395	24	6.1
188	North	Kennedy ES	689	52	7.5
079	North	Key MS	627	1	0.2
128	North	Lyons ES	993	219	22.1
480	North	Marshall ES**	931	0	0.0
298	North	Martinez R ES	538	22	4.1
179	North	McGowen ES	456	14	3.1
062	North	McReynolds MS	579	16	2.8
359	North	Moreno ES	749	238	31.8
210	North	Northline ES	553	67	12.1
213	North	Osborne ES	410	20	4.9
113	North	Paige ES	318	12	3.8
232	North	Ross ES	366	81	22.1
237	North	Scarborough ES	677	123	18.2
269	North	Scroggins ES	520	69	13.3
479	North	Shadydale ES	902	158	17.5
239	North	Shearn ES	587	57	9.7
240	North	Sherman ES	574	14	2.4
916	Northwest	Northwest School Office	27,228	1,786	6.6
478	Northwest	Arabic Immersion	345	2	0.6
268	Northwest	Benbrook ES	581	17	2.9
042	Northwest	Black MS	1,221	53	4.3
120	Northwest	Browning ES	485	104	21.4
323	Northwest	Challenge EC HS	463	112	24.2
048	Northwest	Clifton MS	697	21	3.0
135	Northwest	Crockett ES	582	296	50.9
026	Northwest	DeBaKey HS	873	3	0.3
115	Northwest	Durham ES	574	2	0.3
152	Northwest	Field ES**	460	0	0.0
157	Northwest	Garden Oaks	848	123	14.5
348	Northwest	HAIS HS	487	96	19.7
049	Northwest	Hamilton MS	1,263	12	1.0
012	Northwest	Heights HS	2,364	30	1.3
170	Northwest	Helms ES	474	51	10.8
053	Northwest	Hogg MS	986	2	0.2
310	Northwest	Houston MSTC HS	2,614	55	2.1
182	Northwest	Jefferson ES	433	9	2.1
389	Northwest	Ketelsen ES	581	133	22.9
458	Northwest	Leland YMCPA	495	44	8.9
198	Northwest	Love ES	374	26	7.0
061	Northwest	Marshall MS	780	3	0.4
289	Northwest	Martinez C ES	400	23	5.8
308	Northwest	North Houston EC HS	479	55	11.5

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
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Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019

Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
003	Northwest	Northside HS	1,525	30	2.0
080	Northwest	Rice School PK-8	1,130	90	8.0
231	Northwest	Roosevelt ES	648	38	5.9
024	Northwest	Scarborough HS	756	48	6.3
241	Northwest	Sinclair ES	580	4	0.7
242	Northwest	Smith ES	864	16	1.9
252	Northwest	Wainwright ES	521	40	7.7
015	Northwest	Waltrip HS	1,871	160	8.6
463	Northwest	YWCPA	474	88	18.6
917	South	South School Office	25,454	2,215	8.7
102	South	Alcott ES	233	20	8.6
104	South	Almeda ES	824	51	6.2
108	South	Bastian ES	672	11	1.6
467	South	Baylor College MS**	716	0	0.0
360	South	Bellfort ECC	338	49	14.5
119	South	Brookline ES	886	100	11.3
133	South	Cornelius ES	869	146	16.8
383	South	DeAnda ES	680	48	7.1
468	South	Energy Inst HS	759	99	13.0
154	South	Foster ES	433	17	3.9
156	South	Frost ES	604	42	7.0
158	South	Garden Villas ES	689	57	8.3
159	South	Golfcrest ES	652	17	2.6
162	South	Gregg ES**	542	0	0.0
262	South	Grissom ES	517	66	12.8
051	South	Hartman MS	1,261	31	2.5
168	South	Hartsfield ES**	412	0	0.0
395	South	Hines-Caldwell ES	786	1	0.1
175	South	Hobby ES	838	258	30.8
006	South	Jones HS	382	22	5.8
187	South	Kelso ES	440	51	11.6
263	South	Law ES	694	127	18.3
195	South	Lockhart ES	561	32	5.7
264	South	Mitchell ES	389	36	9.3
355	South	MLK ECC	394	265	67.3
217	South	Peck ES**	533	0	0.0
265	South	Petersen ES	419	59	14.1
382	South	Reagan Ed Ctr PK-8	1,012	24	2.4
225	South	Reynolds ES	479	19	4.0
373	South	Seguin ES	541	58	10.7
486	South	South EC HS	383	8	2.1
014	South	Sterling HS	1,498	76	5.1
077	South	Thomas MS	561	69	12.3
243	South	Thompson ES	410	112	27.3
328	South	TSU Charter	94	14	14.9
017	South	Westbury HS	2,316	59	2.5
257	South	Whidby ES	583	128	22.0
260	South	Windsor Village ES	729	4	0.5
247	South	Young ES	325	39	12.0

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
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Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019

Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
919	West	West School Office	54,443	7,343	13.5
105	West	Anderson ES	768	114	14.8
273	West	Ashford ES	651	9	1.4
274	West	Askew ES	922	95	10.3
151	West	Bell ES	707	93	13.2
002	West	Bellaire HS	3,295	7	0.2
295	West	Benavidez ES**	1,023	0	0.0
114	West	Braeburn ES	634	174	27.4
344	West	Briar Meadow	607	58	9.6
130	West	Condit ES	206	114	55.3
136	West	Cunningham ES	691	273	39.5
396	West	Daily ES	771	65	8.4
148	West	Elrod ES	752	171	22.7
149	West	Emerson ES	908	42	4.6
350	West	Energized ECC	668	295	44.2
364	West	Energized ES	1,673	993	59.4
342	West	Energized MS	518	496	95.8
321	West	E-STEM Central HS	310	284	91.6
459	West	E-STEM Central MS	338	123	36.4
455	West	E-STEM West HS	197	18	9.1
390	West	E-STEM West MS	203	99	48.8
072	West	Fondren MS	1,013	26	2.6
369	West	Gross ES	639	45	7.0
131	West	Halpin ECC	432	194	44.9
173	West	Herod ES	822	23	2.8
300	West	Inspired Acad	264	149	56.4
008	West	Lamar HS	3,055	337	11.0
340	West	Las Americas MS	197	3	1.5
059	West	Long Acad	881	32	3.6
196	West	Longfellow ES	744	27	3.6
199	West	Lovett ES	247	38	15.4
201	West	MacGregor ES	575	54	9.4
227	West	McNamara ES	930	174	18.7
204	West	Memorial ES	335	1	0.3
055	West	Meyerland MS	1,562	184	11.8
484	West	Middle College HS - Gulfton	157	20	12.7
299	West	Milne ES**	546	0	0.0
354	West	Mistral ECC	332	52	15.7
209	West	Neff ECC	657	88	13.4
394	West	Neff ES	784	76	9.7
215	West	Parker ES	882	108	12.2
064	West	Pershing MS	1,752	117	6.7
218	West	Pilgrim ES	1,144	199	17.4
219	West	Piney Point ES	1,181	175	14.8
224	West	Red ES	570	45	7.9
060	West	Revere MS	1,217	38	3.1
372	West	Rodriguez ES	948	149	15.7
353	West	School at St. George ES	794	3	0.4
276	West	Shadowbriar ES	580	2	0.3

TITLE I PART A, PARENT AND FAMILY ENGAGEMENT, 2018–2019
Appendix H

Table H-1. Overall Response Rates to Title I, Part A Parent and Family Engagement Survey by Campus, 2018 – 2019					
Campus Number	School Office	Campus Name	Student Enrollment	Overall Response Count	Overall Response Rate
999	HISD	HISD Districtwide	189,728	18,973	10.0
081	West	Sharpstown Intl	1,167	118	10.1
248	West	Sutton ES	1,117	430	38.5
068	West	Tanglewood MS**	848	0	0.0
374	West	Tinsley ES	696	47	6.8
285	West	Valley West ES	856	92	10.7
253	West	Walnut Bend ES	737	76	10.3
056	West	Welch MS**	690	0	0.0
099	West	West Briar MS	1,109	2	0.2
036	West	Westside HS	2,893	4	0.1
256	West	Wharton ES	508	97	19.1
267	West	White E ES	704	307	43.6
483	West	White M ES	673	70	10.4
009	West	Wisdom HS	2,024	37	1.8
392	West	Young Learners	1,339	181	13.5

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

Note: Schools that are in bold indicate that survey results that were collected for analyses were retrieved from online submissions only; no hard copies were submitted during data collection.

Schools that have asterisks (**) indicate that neither hard copy nor online submissions of completed surveys were received for the Title I campus.

Appendix I

Table I-1. Questions 1A-D: Percentage of Parent and Family Member Respondents Who Indicated That They Were Provided Specific Documents and Opportunities by Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019						
			The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact.	The school did not provide my family either the Parent and Family Engagement Policy, School-Parent Compact, or opportunities to have input in the creation or revision of these documents.
			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
Achieve 180 Schools Office		1,207	76.2	72.3	61.6	13.3
041	Attucks MS	0	---	---	---	---
110	Blackshear ES	0	---	---	---	---
111	Bonham ES	23	91.3	78.3	73.9	0.0
121	Bruce ES	15	80.0	86.7	73.3	6.7
044	Cullen MS	45	60.0	48.9	57.8	24.4
045	Deady MS	22	95.5	77.3	72.7	4.5
140	Dogan ES	0	---	---	---	---
271	Foerster ES	0	---	---	---	---
153	Fondren ES	3	*	*	*	*
476	Forest Brook MS	73	50.7	41.1	32.9	20.5
058	Gregory-Lincoln PK-8	29	58.6	79.3	75.9	10.3
052	Henry MS	37	70.3	70.3	48.6	16.2
456	High School Ahead Acad MS	23	47.8	82.6	43.5	8.7
174	Highland Heights ES	131	95.4	93.1	91.6	3.1
473	Hilliard ES	61	82.0	73.8	60.7	13.1
050	Holland MS	3	*	*	*	*
007	Kashmere HS	38	63.2	55.3	63.2	28.9
075	Lawson MS	38	92.1	92.1	81.6	0.0
324	Liberty HS	15	60.0	60.0	60.0	40.0
197	Looscan ES	27	85.2	70.4	63.0	3.7
203	Mading ES	3	*	*	*	*
010	Madison HS	3	*	*	*	*
207	Montgomery ES	92	77.2	64.1	52.2	13.0
477	North Forest HS	1	*	*	*	*
223	Pugh ES	56	83.9	75.0	55.4	10.7
023	Sharpstown HS	8	87.5	87.5	75.0	0.0

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
245	Stevens ES	32	96.9	100.0	90.6	0.0
163	Sugar Grove MS	39	61.5	61.5	38.5	25.6
100	TCAH	178	91.0	87.1	78.1	5.6
016	Washington HS	12	58.3	33.3	33.3	25.0
254	Wesley ES	0	---	---	---	---
018	Wheatley HS	39	92.3	92.3	84.6	5.1
082	Williams MS	92	46.7	48.9	25.0	32.6
127	Woodson PK-8	34	73.5	70.6	44.1	14.7
019	Worthing HS	34	55.9	52.9	29.4	32.4
020	Yates HS	1	*	*	*	*
East Schools Office		2,750	82.9	78.4	64.2	8.0
001	Austin HS	63	60.3	63.5	55.6	20.6
234	BCM Biotech Academy at Rusk	5	80.0	80.0	20.0	20.0
112	Bonner ES	31	90.3	87.1	64.5	6.5
117	Briscoe ES	14	85.7	92.9	50.0	0.0
124	Burnet ES	165	87.3	81.8	66.1	4.2
287	Cage ES	246	91.5	81.7	67.1	4.5
292	Carrillo ES	94	100.0	97.9	64.9	0.0
027	Chavez HS	96	66.7	59.4	45.8	16.7
071	Chrysalis MS	132	90.9	82.6	72.7	4.5
290	Crespo ES	13	76.9	76.9	61.5	0.0
297	Davila ES	29	96.6	86.2	79.3	3.4
138	De Zavala ES	1	*	*	*	*
345	East EC HS	60	85.0	88.3	76.7	6.7
301	Eastwood Acad HS	142	80.3	81.7	78.2	5.6
046	Edison MS	40	82.5	90.0	70.0	7.5

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Table I-1. Questions 1A-D: Percentage of Parent and Family Member Respondents Who Indicated That They Were Provided Specific Documents and Opportunities by Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019						
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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
155	Franklin ES	68	76.5	70.6	69.1	11.8
004	Furr HS	0	---	---	---	---
291	Gallegos ES	42	90.5	81.0	73.8	4.8
166	Harris JR ES	44	84.1	59.1	40.9	9.1
167	Harris RP ES	36	83.3	77.8	58.3	2.8
171	Henderson JP ES	167	90.4	82.6	73.1	1.2
034	HSLJ	177	66.7	67.2	44.6	23.2
192	Lantrip ES	103	81.6	71.8	58.3	8.7
357	Laurenzo ECC	60	95.0	93.3	70.0	1.7
194	Lewis ES	14	92.9	71.4	35.7	7.1
485	Middle College HS - Fraga	7	100.0	100.0	71.4	0.0
011	Milby HS	53	50.9	67.9	49.1	17.0
311	Mount Carmel Acad HS	24	83.3	83.3	58.3	8.3
054	Navarro MS	2	*	*	*	*
212	Oates ES	36	80.6	75.0	58.3	11.1
338	Ortiz MS	114	64.0	65.8	47.4	17.5
214	Park Place ES	137	81.8	76.6	65.7	6.6
216	Patterson ES	82	97.6	96.3	86.6	0.0
220	Pleasantville ES	56	89.3	89.3	48.2	8.9
222	Port Houston ES	44	79.5	65.9	75.0	6.8
186	Robinson ES	1	*	*	*	*
233	Rucker ES	38	86.8	76.3	60.5	7.9
281	Sanchez ES	24	79.2	70.8	54.2	4.2
244	Southmayd ES	83	97.6	94.0	92.8	2.4
098	Stevenson MS	45	80.0	77.8	64.4	6.7
279	Tijerina ES	110	89.1	74.5	65.5	4.5

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
258	Whittier ES	51	64.7	64.7	58.8	23.5
371	Young Scholars	1	*	*	*	*
North Schools Office		2,160	81.9	76.8	61.7	6.4
106	Atherton ES	78	92.3	92.3	73.1	6.4
107	Barrick ES	100	78.0	81.0	62.0	4.0
109	Berry ES	22	95.5	95.5	86.4	4.5
122	Burbank ES	79	74.7	72.2	69.6	7.6
043	Burbank MS	93	82.8	79.6	67.7	8.6
125	Burrus ES	58	56.9	53.4	51.7	3.4
123	Codwell ES	28	85.7	82.1	67.9	14.3
358	Cook ES	42	71.4	66.7	54.8	11.9
132	Coop ES	95	85.3	74.7	66.3	3.2
137	De Chaumes ES	19	78.9	68.4	57.9	10.5
144	Durkee ES	48	79.2	66.7	66.7	12.5
147	Eliot ES	325	80.0	79.1	61.5	6.8
475	Elmore ES	59	89.8	84.7	49.2	5.1
352	Farias ECC	77	89.6	77.9	75.3	0.0
078	Fleming MS	0	---	---	---	---
047	Fonville MS	44	75.0	72.7	45.5	9.1
470	Fonwood ECC	19	78.9	78.9	84.2	5.3
283	Garcia ES	28	78.6	89.3	67.9	10.7
172	Henderson NQ ES	22	90.9	95.5	72.7	0.0
286	Herrera ES	22	100.0	100.0	100.0	0.0
180	Isaacs ES	36	75.0	72.2	66.7	19.4
181	Janowski ES	20	100.0	100.0	100.0	0.0
185	Kashmere Gardens ES	18	77.8	66.7	61.1	11.1
188	Kennedy ES	42	83.3	83.3	57.1	11.9

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
079	Key MS	1	*	*	*	*
128	Lyons ES	57	84.2	84.2	63.2	8.8
480	Marshall ES	0	---	---	---	---
298	Martinez R ES	15	80.0	80.0	73.3	6.7
179	McGowen ES	11	90.9	81.8	45.5	0.0
062	McReynolds MS	11	36.4	90.9	27.3	9.1
359	Moreno ES	195	83.6	79.0	62.6	5.1
210	Northline ES	47	80.9	70.2	53.2	8.5
213	Osborne ES	16	81.3	81.3	62.5	6.3
113	Paige ES	11	90.9	81.8	72.7	9.1
232	Ross ES	67	73.1	71.6	50.7	13.4
237	Scarborough ES	99	84.8	83.8	75.8	2.0
269	Scroggins ES	62	95.2	82.3	77.4	0
479	Shadydale ES	138	83.3	49.3	21.7	2.9
239	Shearn ES	46	80.4	78.3	60.9	13.0
240	Sherman ES	10	80.0	70.0	40.0	0.0
Northwest Schools Office		1,512	84.1	79.8	62.4	10.0
478	Arabic Immersion	1	*	*	*	*
268	Benbrook ES	17	88.2	58.8	58.8	5.9
042	Black MS	41	82.9	80.5	63.4	12.2
120	Browning ES	85	92.9	87.1	75.3	1.2
323	Challenge EC HS	107	94.4	88.8	85.0	2.8
048	Clifton MS	16	81.3	75.0	68.8	0.0
135	Crockett ES	233	86.3	79.4	51.1	8.6
026	DeBakey HS	2	*	*	*	*
115	Durham ES	1	*	*	*	*
152	Field ES	0	---	---	---	---

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
157	Garden Oaks	109	90.8	89.9	75.2	3.7
348	HAIS HS	80	78.8	76.3	63.8	13.8
049	Hamilton MS	10	100.0	80.0	70.0	0.0
012	Heights HS	28	82.1	67.9	53.6	17.9
170	Helms ES	45	86.7	82.2	60.0	11.1
053	Hogg MS	1	*	*	*	*
310	Houston MSTC HS	48	89.6	85.4	62.5	8.3
182	Jefferson ES	8	100.0	87.5	75.0	0.0
389	Ketelsen ES	110	90.9	87.3	67.3	2.7
458	Leland YMCPA	42	90.5	88.1	66.7	7.1
198	Love ES	25	84.0	64.0	60.0	16.0
061	Marshall MS	3	*	*	*	*
289	Martinez C ES	15	80.0	66.7	60.0	20.0
308	North Houston EC HS	50	80.0	86.0	68.0	8.0
003	Northside HS	15	80.0	86.7	60.0	13.3
080	Rice School PK-8	85	94.1	95.3	68.2	3.5
231	Roosevelt ES	31	80.6	80.6	67.7	9.7
024	Scarborough HS	35	68.6	65.7	57.1	25.7
241	Sinclair ES	4	*	*	*	*
242	Smith ES	12	75.0	75.0	41.7	8.3
252	Wainwright ES	39	89.7	89.7	66.7	7.7
015	Waltrip HS	138	59.4	52.2	41.3	29.0
463	YWCPA	76	76.3	78.9	57.9	14.5
South Schools Office		1,712	80.0	72.7	60.7	10.2
102	Alcott ES	14	100.0	64.3	64.3	0.0
104	Almeda ES	43	74.4	67.4	58.1	16.3

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
108	Bastian ES	9	88.9	77.8	55.6	0.0
467	Baylor College MS	0	---	---	---	---
360	Belfort ECC	16	87.5	87.5	75.0	0.0
119	Brookline ES	77	87.0	80.5	68.8	5.2
133	Cornelius ES	123	87.0	79.7	70.7	4.1
383	DeAnda ES	37	75.7	73.0	56.8	13.5
468	Energy Inst HS	84	70.2	60.7	53.6	22.6
154	Foster ES	16	87.5	81.3	68.8	6.3
156	Frost ES	39	84.6	74.4	84.6	0.0
158	Garden Villas ES	46	87.0	87.0	54.3	2.2
159	Golfcrest ES	14	71.4	71.4	42.9	14.3
162	Gregg ES	0	---	---	---	---
262	Grissom ES	62	85.5	83.9	80.6	4.8
051	Hartman MS	29	96.6	86.2	58.6	3.4
168	Hartsfield ES	0	---	---	---	---
395	Hines-Caldwell ES	1	*	*	*	*
175	Hobby ES	174	75.3	66.7	60.9	7.5
006	Jones HS	22	90.9	72.7	68.2	9.1
187	Kelso ES	36	77.8	63.9	41.7	5.6
263	Law ES	101	77.2	69.3	61.4	11.9
195	Lockhart ES	28	71.4	60.7	32.1	25.0
264	Mitchell ES	33	63.6	45.5	48.5	24.2
355	MLK ECC	206	96.6	91.7	82.0	0.5
217	Peck ES	0	---	---	---	---
265	Petersen ES	20	65.0	50.0	60.0	25.0
382	Reagan Ed Ctr PK-8	21	47.6	61.9	28.6	33.3
225	Reynolds ES	13	100.0	76.9	76.9	0.0

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			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
373	Seguin ES	50	74.0	60.0	48.0	12.0
486	South EC HS	8	75.0	62.5	50.0	25.0
014	Sterling HS	61	65.6	60.7	62.3	19.7
077	Thomas MS	55	47.3	50.9	41.8	36.4
243	Thompson ES	78	85.9	71.8	56.4	10.3
328	TSU Charter	10	90.0	100.0	70.0	0.0
017	Westbury HS	49	67.3	69.4	57.1	16.3
257	Whidby ES	99	76.8	61.6	48.5	13.1
260	Windsor Village ES	3	*	*	*	*
247	Young ES	35	91.4	97.1	2.9	0.0
West Schools Office		5,701	81.7	76.3	58.6	8.5
105	Anderson ES	84	84.5	82.1	56.0	3.6
273	Ashford ES	9	88.9	88.9	66.7	11.1
274	Askew ES	81	88.9	64.2	45.7	4.9
151	Bell ES	75	78.7	77.3	72.0	5.3
002	Bellaire HS	7	57.1	57.1	42.9	42.9
295	Benavidez ES	0	---	---	---	---
114	Braeburn ES	124	75.8	76.6	64.5	5.6
344	Briar meadow	55	90.9	85.5	76.4	0.0
130	Condit ES	93	90.3	82.8	62.4	6.5
136	Cunningham ES	226	83.2	69.0	59.7	9.7
396	Daily ES	55	78.2	60.0	52.7	21.8
148	Elrod ES	128	82.0	71.1	68.0	11.7
149	Emerson ES	33	81.8	87.9	60.6	9.1
350	Energized ECC	213	95.8	92.5	85.0	2.8
364	Energized ES	726	78.7	74.2	48.6	7.0
342	Energized MS	417	84.9	87.3	30.0	5.0

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Table I-1. Questions 1A-D: Percentage of Parent and Family Member Respondents Who Indicated That They Were Provided Specific Documents and Opportunities by Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019						
			The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact.	The school did not provide my family either the Parent and Family Engagement Policy, School-Parent Compact, or opportunities to have input in the creation or revision of these documents.
			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
321	E-STEM Central HS	196	57.7	64.3	45.9	16.3
459	E-STEM Central MS	91	82.4	73.6	36.3	4.4
455	E-STEM West HS	13	61.5	46.2	15.4	30.8
390	E-STEM West MS	53	81.1	67.9	41.5	11.3
072	Fondren MS	19	84.2	68.4	63.2	15.8
369	Gross ES	37	94.6	78.4	64.9	2.7
131	Halpin ECC	166	91.6	80.1	78.3	3.6
173	Herod ES	23	82.6	78.3	56.5	8.7
300	Inspired Acad	116	87.1	87.1	94.0	0.0
008	Lamar HS	300	73.7	74.0	56.7	20.3
340	Las Americas MS	3	*	*	*	*
059	Long Acad	31	71.0	71.0	58.1	25.8
196	Longfellow ES	21	90.5	85.7	76.2	4.8
199	Lovett ES	34	88.2	61.8	55.9	11.8
201	MacGregor ES	48	87.5	75.0	41.7	8.3
227	McNamara ES	118	85.6	74.6	62.7	4.2
204	Memorial ES	0	---	---	---	---
055	Meyerland MS	141	97.9	95.7	86.5	2.1
484	Middle College HS - Gulfton	16	93.8	100.0	12.5	0.0
299	Milne ES	0	---	---	---	---
354	Mistral ECC	42	88.1	81.0	78.6	2.4
209	Neff ECC	75	80.0	68.0	57.3	9.3
394	Neff ES	72	91.7	88.9	76.4	8.3
215	Parker ES	93	83.9	79.6	67.7	9.7
064	Pershing MS	105	70.5	65.7	50.5	20.0
218	Pilgrim ES	130	84.6	71.5	63.1	5.4
219	Piney Point ES	130	81.5	80.8	71.5	6.9

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Table I-1. Questions 1A-D: Percentage of Parent and Family Member Respondents Who Indicated That They Were Provided Specific Documents and Opportunities by Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019						
			The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact.	The school did not provide my family either the Parent and Family Engagement Policy, School-Parent Compact, or opportunities to have input in the creation or revision of these documents.
			1A	1B	1C	1D
Respondent Counts and Percentages		n	%	%	%	%
HISD Districtwide		15,042	81.5	76.4	60.9	8.8
224	Red ES	39	87.2	84.6	79.5	7.7
060	Revere MS	34	64.7	64.7	44.1	26.5
372	Rodriguez ES	114	71.1	71.1	57.9	8.8
353	School at St. George ES	3	*	*	*	*
276	Shadowbriar ES	2	*	*	*	*
081	Sharpstown Intl	91	73.6	65.9	52.7	17.6
248	Sutton ES	301	79.7	71.4	64.8	11.6
068	Tanglewood MS	0	---	---	---	---
374	Tinsley ES	36	80.6	75.0	55.6	13.9
285	Valley West ES	89	93.3	79.8	56.2	2.2
253	Walnut Bend ES	61	90.2	78.7	60.7	4.9
056	Welch MS	0	---	---	---	---
099	West Briar MS	2	*	*	*	*
036	Westside HS	4	*	*	*	*
256	Wharton ES	80	82.5	70.0	47.5	10.0
267	White E ES	216	75.9	72.2	58.3	5.6
483	White M ES	57	89.5	82.5	56.1	10.5
009	Wisdom HS	32	34.4	53.1	34.4	34.4
392	Young Learners	141	92.9	82.3	78.0	0.7

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

Appendix I

Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
Achieve 180 Schools Office		261	80.1	154	87.7	116	87.1	224	89.3	359	91.6	127	88.2
041	Attucks MS	0	---	0	---	0	---	0	---	0	---	0	---
110	Blackshear ES	0	---	0	---	0	---	0	---	0	---	0	---
111	Bonham ES	2	*	4	*	2	*	3	*	4	*	0	---
121	Bruce ES	0	---	0	---	0	---	1	*	2	*	0	---
044	Cullen MS	2	*	2	*	2	*	4	*	7	100.0	3	*
045	Deady MS	6	50.0	2	*	3	*	6	100.0	5	80.0	1	*
140	Dogan ES	0	---	0	---	0	---	0	---	0	---	0	---
271	Foerster ES	0	---	0	---	0	---	0	---	0	---	0	---
153	Fondren ES	0	---	2	*	2	*	1	*	2	*	1	*
476	Forest Brook MS	3	*	0	---	0	---	1	*	2	*	1	*
058	Gregory-Lincoln PK-8	6	83.3	3	*	4	*	5	100.0	9	88.9	2	*
052	Henry MS	3	*	4	*	2	*	4	*	6	33.3	3	*
456	High School Ahead Acad MS	0	---	0	---	0	---	0	---	0	---	0	---
174	Highland Heights ES	0	---	0	---	0	---	0	---	0	---	0	---
473	Hilliard ES	9	66.7	5	80.0	4	*	8	87.5	12	75.0	1	*
050	Holland MS	2	*	1	*	2	*	1	*	0	---	0	---
007	Kashmere HS	3	*	1	*	1	*	0	---	6	83.3	2	*
075	Lawson MS	33	63.6	3	*	2	*	22	86.4	30	93.3	16	100.0
324	Liberty HS	5	100.0	5	100.0	5	100.0	6	83.3	5	100.0	3	*
197	Looscan ES	2	*	1	*	0	---	1	*	4	*	2	*
203	Mading ES	1	*	0	---	0	---	0	---	0	---	0	---
010	Madison HS	0	---	0	---	0	---	0	---	2	*	1	*
207	Montgomery ES	33	75.8	11	72.7	8	75.0	24	70.8	23	78.3	2	*
477	North Forest HS	1	*	0	---	0	---	0	---	1	*	0	---
223	Pugh ES	15	86.7	16	87.5	8	87.5	15	100.0	27	96.3	6	100.0
023	Sharpstown HS	5	100.0	0	---	2	*	1	*	6	100.0	3	*
245	Stevens ES	21	95.2	19	94.7	19	94.7	16	100.0	20	100.0	8	100.0
163	Sugar Grove MS	5	100.0	3	*	2	*	4	*	7	100.0	1	*
100	TCAH	58	84.5	44	93.2	24	83.3	77	92.2	121	95.9	58	87.9
016	Washington HS	0	---	0	---	1	*	0	---	2	*	0	---
254	Wesley ES	0	---	0	---	0	---	0	---	0	---	0	---
018	Wheatley HS	19	73.7	10	50.0	12	83.3	8	100.0	12	100.0	3	*

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc. 2C/3C		Trainings and materials to help you and your family members support your child's learning at home. 2D/3D		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child. 2E/3E		IEP or 504 meetings for my child with a disability. 2F/3F	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
082	Williams MS	11	90.9	9	100.0	5	100.0	7	85.7	23	87.0	8	100.0
127	Woodson PK-8	13	92.3	4	*	3	*	5	80.0	16	93.8	1	*
019	Worthing HS	3	*	5	100.0	2	*	4	*	4	*	1	*
020	Yates HS	0	---	0	---	1	*	0	---	1	*	0	---
East Schools Office		616	85.9	408	86.0	251	88.8	524	88.9	864	91.1	173	85.5
001	Austin HS	11	81.8	6	66.7	4	*	7	100.0	18	88.9	10	80.0
234	BCM Biotech Academy at Rusk	1	*	1	*	0	---	1	*	4	*	0	---
112	Bonner ES	7	100.0	4	*	2	*	3	*	11	90.9	0	---
117	Briscoe ES	5	100.0	4	*	2	*	3	*	6	100.0	1	*
124	Burnet ES	31	87.1	24	91.7	18	77.8	21	90.5	43	90.7	13	92.3
287	Cage ES	45	86.7	26	96.2	10	90.0	39	94.9	82	97.6	29	96.6
292	Carrillo ES	52	92.3	26	88.5	23	95.7	26	88.5	62	96.8	5	100.0
027	Chavez HS	13	76.9	10	80.0	4	*	8	87.5	16	87.5	4	*
071	Chrysalis MS	23	87.0	16	100.0	10	100.0	17	100.0	37	100.0	5	100.0
290	Crespo ES	4	*	1	*	0	---	0	---	3	*	0	---
297	Davila ES	6	83.3	6	100.0	3	*	3	*	4	*	0	---
138	De Zavala ES	0	---	0	---	0	---	0	---	0	---	0	---
345	East EC HS	24	79.2	10	40.0	8	75.0	15	73.3	18	77.8	7	42.9
301	Eastwood Acad HS	42	90.5	80	95.0	53	86.8	83	94.0	91	98.9	14	78.6
046	Edison MS	8	100.0	3	*	3	*	5	100.0	8	87.5	4	*
155	Franklin ES	11	90.9	8	87.5	4	*	9	88.9	14	92.9	2	*
004	Furr HS	0	---	0	---	0	---	0	---	0	---	0	---
291	Gallegos ES	3	*	0	---	0	---	1	*	1	*	0	---
166	Harris JR ES	9	88.9	7	85.7	5	100.0	8	87.5	9	88.9	6	66.7
167	Harris RP ES	10	90.0	6	100.0	3	*	7	71.4	10	70.0	6	66.7
171	Henderson JP ES	33	90.9	11	100.0	12	91.7	22	100.0	48	97.9	7	100.0
034	HSLJ	13	76.9	10	60.0	9	55.6	11	54.5	19	68.4	10	60.0
192	Lantrip ES	20	70.0	15	86.7	6	100.0	24	83.3	46	93.5	6	100.0
357	Laurenzo ECC	16	93.8	12	83.3	10	100.0	17	94.1	35	97.1	4	*
194	Lewis ES	2	*	2	*	2	*	2	*	2	*	1	*
485	Middle College HS - Fraga	4	*	0	---	0	---	0	---	4	*	1	*
011	Milby HS	6	83.3	2	*	3	*	4	*	8	87.5	0	---
311	Mount Carmel Acad HS	9	100.0	3	*	2	*	3	*	6	83.3	3	*

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc. 2C/3C		Trainings and materials to help you and your family members support your child's learning at home. 2D/3D		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child. 2E/3E		IEP or 504 meetings for my child with a disability. 2F/3F	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
054	Navarro MS	0	---	0	---	0	---	0	---	0	---	0	---
212	Oates ES	8	87.5	6	83.3	3	*	11	81.8	11	90.9	2	*
338	Ortiz MS	8	100.0	4	*	5	80.0	2	*	13	92.3	2	*
214	Park Place ES	36	88.9	14	100.0	7	100.0	19	94.7	38	89.5	8	87.5
216	Patterson ES	9	88.9	4	*	4	*	7	85.7	22	95.5	3	*
220	Pleasantville ES	4	*	3	*	1	*	5	100.0	9	100.0	2	*
222	Port Houston ES	19	94.7	14	100.0	9	88.9	18	94.4	18	100.0	4	*
186	Robinson ES	1	*	0	---	0	---	0	---	0	---	0	---
233	Rucker ES	6	100.0	9	100.0	5	100.0	7	100.0	11	100.0	2	*
281	Sanchez ES	7	85.7	3	*	1	*	4	*	3	*	1	*
244	Southmayd ES	55	92.7	9	77.8	9	66.7	57	96.5	58	93.1	2	*
098	Stevenson MS	8	87.5	3	*	0	---	2	*	4	*	2	*
279	Tijerina ES	14	92.9	19	89.5	10	90.0	28	96.4	40	97.5	6	100.0
258	Whittier ES	33	39.4	27	33.3	1	*	25	36.0	32	28.1	0	---
371	Young Scholars	0	---	0	---	0	---	0	---	0	---	1	*
North Schools Office		567	69.5	424	83.5	215	91.6	506	88.3	610	87.9	154	74.0
106	Atherton ES	3	*	5	80.0	4	*	6	83.3	6	66.7	1	*
107	Barrick ES	9	44.4	19	78.9	6	100.0	21	100.0	35	85.7	6	100.0
109	Berry ES	8	87.5	8	100	0	---	0	---	11	100	3	*
122	Burbank ES	8	50.0	9	88.9	8	87.5	11	72.7	14	100.0	4	*
043	Burbank MS	24	83.3	7	85.7	5	80.0	12	91.7	24	83.3	3	*
125	Burrus ES	56	69.6	46	82.6	5	80.0	48	87.5	14	92.9	12	91.7
123	Codwell ES	3	*	3	*	22	95.5	3	*	6	100.0	1	*
358	Cook ES	7	100.0	7	85.7	2	*	7	100.0	4	*	2	*
132	Coop ES	15	100.0	12	100.0	3	*	18	94.4	26	100.0	3	*
137	De Chaumes ES	2	*	1	*	7	100.0	3	*	5	100.0	0	---
144	Durkee ES	8	100.0	7	71.4	4	*	6	83.3	18	94.4	5	80.0
147	Eliot ES	85	90.6	78	98.7	31	100.0	88	97.7	90	94.4	9	88.9
475	Elmore ES	2	*	2	*	1	*	6	100.0	9	88.9	0	---
352	Farias ECC	25	92.0	19	94.7	9	100.0	23	100.0	36	97.2	2	*
078	Fleming MS	0	---	0	---	0	---	0	---	0	---	0	---
047	Fonville MS	5	80.0	2	*	2	*	4	*	9	100.0	3	*
470	Fonwood ECC	5	80.0	7	100.0	3	*	5	100.0	5	100.0	2	*

Appendix I

Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc. 2C/3C		Trainings and materials to help you and your family members support your child's learning at home. 2D/3D		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child. 2E/3E		IEP or 504 meetings for my child with a disability. 2F/3F	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
283	Garcia ES	3	*	0	---	0	---	1	*	15	100.0	7	85.7
172	Henderson NQ ES	19	78.9	4	*	1	*	10	70.0	4	*	3	*
286	Herrera ES	15	100.0	13	100.0	9	100.0	14	100.0	15	100.0	1	*
180	Isaacs ES	3	*	3	*	2	*	3	*	4	*	2	*
181	Janowski ES	6	100.0	5	100.0	2	*	6	100.0	8	87.5	1	*
185	Kashmere Gardens ES	5	100.0	3	*	0	---	4	*	8	87.5	1	*
188	Kennedy ES	4	*	3	*	1	*	3	*	5	80.0	0	---
079	Key MS	0	---	0	---	0	---	0	---	0	---	0	---
128	Lyons ES	26	80.8	14	85.7	6	100.0	26	96.2	28	82.1	11	90.9
480	Marshall ES	0	---	0	---	0	---	0	---	0	---	0	---
298	Martinez R ES	1	*	2	*	4	*	3	*	9	100.0	2	*
179	McGowen ES	0	---	0	---	0	---	0	---	0	---	0	---
062	McReynolds MS	2	*	2	*	2	*	2	*	2	*	1	*
359	Moreno ES	28	85.7	22	86.4	15	86.7	27	92.6	35	97.1	8	62.5
210	Northline ES	9	100.0	4	*	4	*	8	75.0	7	85.7	3	*
213	Osborne ES	8	100.0	3	*	1	*	6	100.0	7	85.7	1	*
113	Paige ES	2	*	2	*	1	*	3	*	5	80.0	2	*
232	Ross ES	10	70.0	11	100.0	3	*	13	100.0	18	88.9	0	---
237	Scarborough ES	26	84.6	21	100.0	15	93.3	17	94.1	28	100.0	8	100.0
269	Scroggins ES	12	58.3	7	71.4	3	*	8	87.5	13	100.0	0	---
479	Shadydale ES	117	17.9	64	35.9	29	72.4	80	66.3	74	45.9	43	34.9
239	Shearn ES	4	*	7	85.7	4	*	8	75.0	8	100.0	2	*
240	Sherman ES	2	*	2	*	1	*	3	*	5	100.0	2	*
Northwest Schools Office		320	80.6	221	87.3	136	81.6	282	89.0	494	87.0	127	81.9
478	Arabic Immersion	0	---	0	---	0	---	0	---	0	---	0	---
268	Benbrook ES	3	*	1	*	1	*	2	*	5	80.0	1	*
042	Black MS	11	54.5	2	*	2	*	3	*	11	81.8	4	*
120	Browning ES	19	100.0	5	100.0	4	*	12	100.0	21	100.0	3	*
323	Challenge EC HS	20	85.0	15	93.3	8	100.0	15	93.3	16	81.3	6	83.3
048	Clifton MS	3	*	3	*	1	*	4	*	5	100.0	1	*
135	Crockett ES	39	74.4	33	84.8	16	81.3	51	94.1	97	89.7	17	88.2
026	DeBakey HS	0	---	0	---	0	---	1	*	2	*	0	---
115	Durham ES	0	---	0	---	0	---	1	*	0	---	0	---

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
152	Field ES	0	---	0	---	0	---	0	---	0	---	0	---
157	Garden Oaks	16	81.3	18	100.0	6	100.0	22	95.5	51	100.0	9	100.0
348	HAIS HS	6	100.0	3	*	5	80.0	2	*	14	78.6	4	*
049	Hamilton MS	4	*	2	*	1	*	2	*	0	---	1	*
012	Heights HS	9	77.8	6	83.3	3	*	4	*	11	100.0	1	*
170	Helms ES	6	100.0	14	85.7	2	*	20	100.0	38	97.4	2	*
053	Hogg MS	0	---	0	---	0	---	0	---	0	---	0	---
310	Houston MSTC HS	12	75.0	12	100.0	11	90.9	12	75.0	17	82.4	6	100.0
182	Jefferson ES	4	*	3	*	0	---	4	*	4	*	1	*
389	Ketelsen ES	29	96.6	22	95.5	13	84.6	31	90.3	44	90.9	13	92.3
458	Leland YMCPA	13	76.9	9	77.8	6	66.7	8	75.0	10	90.0	7	100.0
198	Love ES	3	*	1	*	1	*	4	*	7	100.0	2	*
061	Marshall MS	0	---	0	---	0	---	0	---	0	---	0	---
289	Martinez C ES	3	*	1	*	1	*	2	*	4	*	1	*
308	North Houston EC HS	13	84.6	8	75.0	8	75.0	10	80.0	10	70.0	5	
003	Northside HS	3	*	3	*	3	*	2	*	2	*	2	*
080	Rice School PK-8	25	80.0	9	100.0	6	100.0	14	92.9	29	86.2	5	80.0
231	Roosevelt ES	6	83.3	5	80.0	0	---	3	*	9	77.8	0	---
024	Scarborough HS	6	50.0	2	*	1	*	3	*	8	50.0	4	*
241	Sinclair ES	1	*	0	---	0	---	1	*	3	*	1	*
242	Smith ES	1	*	2	*	2	*	3	*	2	*	0	---
252	Wainwright ES	24	75.0	21	71.4	17	58.8	21	71.4	23	82.6	14	71.4
015	Waltrip HS	22	54.5	12	50.0	15	66.7	14	71.4	33	72.7	9	55.6
463	YWCPA	19	100.0	9	100.0	3	*	11	90.9	18	72.2	8	75.0
South Schools Office		338	84.3	239	90.4	126	88.1	287	95.1	478	90.0	123	
102	Alcott ES	1	*	4	*	1	*	1	*	4	*	2	*
104	Almeda ES	10	80.0	6	100.0	4	*	6	83.3	17	76.5	8	100.0
108	Bastian ES	1	*	0	---	0	---	0	---	2	*	0	---
467	Baylor College MS	0	---	0	---	0	---	0	---	0	---	0	---
360	Bellfort ECC	5	80.0	3	*	3	*	5	100.0	3	*	1	*
119	Brookline ES	11	72.7	3	*	4	*	11	90.9	13	100.0	5	100.0
133	Cornelius ES	17	94.1	8	87.5	5	100.0	10	100.0	25	92.0	3	*
383	DeAnda ES	7	85.7	5	80.0	4	*	7	100.0	9	100.0	5	80.0

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
468	Energy Inst HS	11	81.8	11	90.9	3	*	12	100.0	27	92.6	11	90.9
154	Foster ES	1	*	1	*	1	*	2	*	1	*	1	*
156	Frost ES	15	93.3	11	100.0	0	---	15	100.0	14	100.0	1	*
158	Garden Villas ES	8	87.5	6	100.0	3	*	5	80.0	12	91.7	1	*
159	Golfcrest ES	0	---	1	*	1	*	1	*	1	*	0	---
162	Gregg ES	0	---	0	---	0	---	0	---	0	---	0	---
262	Grissom ES	22	90.9	11	100.0	6	100.0	17	100.0	22	100.0	1	*
051	Hartman MS	4	*	0	---	0	---	1	*	1	*	1	*
168	Hartsfield ES	0	---	0	---	0	---	0	---	0	---	0	---
395	Hines-Caldwell ES	0	---	0	---	0	---	1	*	0	---	0	---
175	Hobby ES	24	66.7	16	81.3	13	61.5	23	87.0	32	87.5	4	*
006	Jones HS	9	66.7	4	*	3	*	1	*	10	90.0	5	60.0
187	Kelso ES	4	*	4	*	0	---	4	*	6	100.0	1	*
263	Law ES	23	87.0	16	100.0	12	100.0	25	96.0	30	90.0	8	100.0
195	Lockhart ES	14	78.6	3	*	2	*	5	100.0	18	83.3	8	100.0
264	Mitchell ES	9	88.9	4	*	2	*	8	75.0	9	88.9	2	*
355	MLK ECC	62	88.7	63	96.8	22	90.9	62	100.0	99	98.0	14	92.9
217	Peck ES	0	---	0	---	0	---	0	---	0	---	0	---
265	Petersen ES	2	*	0	---	0	---	0	---	0	---	0	---
382	Reagan Ed Ctr PK-8	9	77.8	5	60.0	4	*	5	80.0	9	77.8	2	*
225	Reynolds ES	9	100.0	4	*	1	*	5	80.0	8	87.5	0	---
373	Seguin ES	13	76.9	7	71.4	4	*	9	77.8	9	66.7	8	75.0
486	South EC HS	3	*	2	*	0	---	2	*	6	50.0	0	---
014	Sterling HS	3	*	4	*	5	100.0	4	*	10	100.0	0	---
077	Thomas MS	3	*	3	*	1	*	2	*	5	40.0	2	*
243	Thompson ES	12	100.0	11	90.9	7	100.0	12	100.0	23	87.0	8	75.0
328	TSU Charter	3	*	3	*	3	*	3	*	3	*	1	*
017	Westbury HS	6	83.3	4	*	3	*	4	*	10	90.0	5	80.0
257	Whidby ES	13	92.3	14	*	9	88.9	19	94.7	35	77.1	14	100.0
260	Windsor Village ES	0	---	0	---	0	---	0	---	2	*	0	---
247	Young ES	4	*	2	*	0	---	0	---	3	*	1	*
West Schools Office		1,135	82.3	756	86.5	497	80.3	856	87.7	1,417	89.3	311	82.2
105	Anderson ES	12	100.0	14	92.9	5	40.0	20	100.0	29	93.1	8	100.0

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
273	Ashford ES	6	100.0	7	85.7	0	---	7	85.7	7	85.7	3	*
274	Askew ES	2	*	1	*	0	---	3	*	21	95.2	3	*
151	Bell ES	7	85.7	7	100.0	6	83.3	10	100.0	21	95.2	5	100.0
002	Bellaire HS	1	*	0	---	0	---	0	---	2	*	0	---
295	Benavidez ES	0	---	0	---	0	---	0	---	0	---	0	---
114	Braeburn ES	25	92.0	11	63.6	4	*	12	75.0	18	88.9	6	50.0
344	Briarmeadow	25	92.0	19	84.2	6	100.0	22	81.8	33	90.9	8	87.5
130	Condit ES	15	60.0	20	75.0	10	90.0	25	96.0	59	91.5	16	87.5
136	Cunningham ES	36	72.2	20	95.0	15	93.3	25	96.0	55	96.4	11	90.9
396	Daily ES	9	100.0	4	*	5	100.0	8	87.5	11	100.0	3	*
148	Elrod ES	23	91.3	24	87.5	16	93.8	21	95.2	37	97.3	13	84.6
149	Emerson ES	10	90.0	5	100.0	1	*	2	*	6	83.3	1	*
350	Energized ECC	46	93.5	35	91.4	27	100.0	37	97.3	35	97.1	25	84.0
364	Energized ES	130	80.8	97	86.6	92	89.1	77	88.3	114	88.6	16	75.0
342	Energized MS	54	61.1	40	82.5	27	77.8	29	89.7	69	82.6	12	83.3
321	E-STEM Central HS	21	52.4	5	80.0	10	40.0	10	50.0	21	61.9	4	*
459	E-STEM Central MS	10	80.0	4	*	3	*	6	66.7	12	91.7	0	---
455	E-STEM West HS	2	*	0	---	0	---	1	*	2	*	4	*
390	E-STEM West MS	7	71.4	4	*	2	*	7	71.4	5	80.0	1	*
072	Fondren MS	3	*	0	---	0	---	1	*	2	*	1	*
369	Gross ES	5	80.0	4	*	2	*	5	100.0	5	80.0	3	*
131	Halpin ECC	43	88.4	28	92.9	18	88.9	36	94.4	42	97.6	8	100.0
173	Herod ES	5	100.0	6	83.3	1	*	7	100.0	14	85.7	2	*
300	Inspired Acad	76	69.7	85	83.5	43	53.5	58	58.6	67	73.1	6	100.0
008	Lamar HS	149	74.5	33	66.7	20	80.0	44	72.7	129	76.0	47	61.7
340	Las Americas MS	1	*	0	---	1	*	1	*	3	*	0	---
059	Long Acad	4	*	3	*	2	*	3	*	7	100.0	0	---
196	Longfellow ES	5	80.0	2	*	1	*	4	*	11	90.9	2	*
199	Lovett ES	3	*	6	100.0	3	*	7	85.7	14	92.9	8	100.0
201	MacGregor ES	13	84.6	9	77.8	3	*	18	94.4	21	85.7	2	*
227	McNamara ES	13	92.3	14	85.7	12	66.7	16	75.0	13	76.9	7	85.7
204	Memorial ES	0	---	0	---	0	---	0	---	0	---	0	---
055	Meyerland MS	2	*	1	*	1	*	1	*	2	*	1	*

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Table I-2. Questions 2A-F/3A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Extremely Helpful' or 'Quite Helpful' About How Helpful the Trainings and Meetings Provided by Their Child's Title I Campus Were on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs □		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		2A/3A		2B/3B		2C/3C		2D/3D		2E/3E		2F/3F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		3,237	80.6	2,202	86.4	1,341	86.4	2,686	89.1	4,222	89.5	1,013	82.8
484	Middle College HS - Gulfton	6	50.0	1	*	2	*	2	*	15	100.0	1	*
299	Milne ES	0	---	0	---	0	---	0	---	0	---	0	---
354	Mistral ECC	14	85.7	9	88.9	4	*	12	83.3	17	94.1	4	*
209	Neff ECC	15	80.0	10	70.0	9	77.8	13	76.9	13	84.6	4	*
394	Neff ES	9	88.9	5	100.0	3	*	10	100.0	13	92.3	3	*
215	Parker ES	14	92.9	11	100.0	7	85.7	18	94.4	37	94.6	10	90.0
064	Pershing MS	8	62.5	7	42.9	3	*	7	71.4	17	88.2	6	100.0
218	Pilgrim ES	18	83.3	13	84.6	10	100.0	12	100.0	16	93.8	1	*
219	Piney Point ES	30	86.7	16	93.8	18	100.0	24	91.7	38	92.1	7	100.0
224	Red ES	10	90.0	8	100.0	7	100.0	14	100.0	21	90.5	7	100.0
060	Revere MS	5	80.0	1	*	2	*	2	*	7	85.7	0	---
372	Rodriguez ES	13	84.6	10	80.0	5	80.0	14	85.7	16	87.5	3	*
353	School at St. George ES	0	---	0	---	0	---	0	---	2	*	0	---
276	Shadowbriar ES	0	---	1	*	0	---	1	*	0	---	0	---
081	Sharpstown Intl	5	60.0	4	*	4	*	5	60.0	7	85.7	3	*
248	Sutton ES	58	98.3	31	93.5	20	90.0	44	95.5	85	96.5	10	90.0
068	Tanglewood MS	0	---	0	---	0	---	0	---	0	---	0	---
374	Tinsley ES	6	66.7	1	*	1	*	4	*	9	100.0	1	*
285	Valley West ES	39	94.9	18	94.4	11	90.9	21	85.7	51	90.2	4	*
253	Walnut Bend ES	16	93.8	16	87.5	5	40.0	21	95.2	26	96.2	3	*
056	Welch MS	0	---	0	---	0	---	0	---	0	---	0	---
099	West Briar MS	1	*	0	---	0	---	1	*	1	*	0	---
036	Westside HS	1	*	1	*	2	*	1	*	2	*	1	*
256	Wharton ES	9	66.7	10	100.0	7	100.0	19	100.0	30	93.3	5	80.0
267	White E ES	42	90.5	34	85.3	20	90.0	32	90.6	43	90.7	4	*
483	White M ES	9	100.0	12	100.0	4	*	21	100.0	19	100.0	1	*
009	Wisdom HS	3	*	0	---	0	---	1	*	3	*	0	---
392	Young Learners	41	97.6	29	100.0	17	94.1	34	100.0	42	97.6	7	85.7

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
Achieve 180 Schools Office		1,371	33	1,391	53.6	1,367	26.2
041	Attucks MS	0	---	0	---	0	---
110	Blackshear ES	0	---	0	---	0	---
111	Bonham ES	24	75.0	21	81.0	21	57.1
121	Bruce ES	19	63.2	19	84.2	19	36.8
044	Cullen MS	57	36.8	60	58.3	58	32.8
045	Deady MS	26	30.8	26	42.3	27	33.3
140	Dogan ES	0	---	0	---	0	---
271	Foerster ES	0	---	0	---	0	---
153	Fondren ES	3	*	3	*	3	*
476	Forest Brook MS	91	26.4	91	36.3	92	35.9
058	Gregory-Lincoln PK-8	32	40.6	32	62.5	32	43.8
052	Henry MS	36	33.3	39	56.4	36	16.7
456	High School Ahead Acad MS	23	69.6	23	73.9	24	58.3
174	Highland Heights ES	132	9.1	132	85.6	132	6.1
473	Hilliard ES	82	30.5	84	60.7	83	27.7
050	Holland MS	2	*	2	*	1	*
007	Kashmere HS	41	26.8	39	35.9	41	9.8
075	Lawson MS	40	7.5	40	77.5	40	2.5
324	Liberty HS	19	47.4	19	31.6	19	26.3
197	Looscan ES	27	51.9	27	81.5	27	66.7
203	Mading ES	10	70.0	10	70.0	11	54.5
010	Madison HS	3	*	3	*	3	*
207	Montgomery ES	111	42.3	118	62.7	112	30.4
477	North Forest HS	1	*	1	*	1	*
223	Pugh ES	68	45.6	70	67.1	67	19.4
023	Sharpstown HS	9	100.0	9	88.9	9	100.0
245	Stevens ES	30	60.0	32	71.9	30	50.0
163	Sugar Grove MS	48	18.8	52	30.8	48	12.5
100	TCAH	178	20.8	175	17.7	177	18.6
016	Washington HS	12	16.7	11	27.3	11	0.0

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
254	Wesley ES	0	---	0	---	0	---
018	Wheatley HS	35	31.4	36	47.2	33	84.6
082	Williams MS	126	31.0	127	46.5	122	22.1
127	Woodson PK-8	43	44.2	48	50.0	46	41.3
019	Worthing HS	41	43.9	40	52.5	40	25.0
020	Yates HS	2	*	2	*	2	*
East Schools Office		3,040	47.0	3,100	63.2	1,367	26.2
001	Austin HS	77	27.3	77	33.8	77	15.6
234	BCM Biotech Academy at Rusk	4	*	4	*	4	*
112	Bonner ES	30	56.7	32	75.0	30	23.3
117	Briscoe ES	16	68.8	18	83.3	15	33.3
124	Burnet ES	182	45.6	187	73.3	183	30.1
287	Cage ES	260	58.5	259	56.8	254	35.4
292	Carrillo ES	94	33.0	95	83.2	91	33.0
027	Chavez HS	116	21.6	117	39.3	116	17.2
071	Chrysalis MS	130	47.7	130	56.2	124	34.7
290	Crespo ES	20	45.0	19	57.9	20	15.0
297	Davila ES	29	58.6	29	75.9	29	31.0
138	De Zavala ES	1	*	1	*	1	*
345	East EC HS	77	33.8	80	53.8	76	22.4
301	Eastwood Acad HS	141	82.3	141	76.6	141	75.9
046	Edison MS	41	58.5	41	68.3	40	40.0
155	Franklin ES	79	54.4	83	67.5	78	44.9
004	Furr HS	0	---	0	---	0	---
291	Gallegos ES	59	74.6	59	78.0	59	33.9
166	Harris JR ES	45	57.8	46	80.4	44	52.3
167	Harris RP ES	45	60.0	45	60.0	43	25.6
171	Henderson JP ES	200	38.0	202	59.9	195	26.7
034	HSLJ	190	27.9	193	42.0	192	19.8
192	Lantrip ES	113	50.4	116	66.4	106	34.0
357	Laurenzo ECC	61	44.3	64	81.3	66	37.9

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
194	Lewis ES	12	50.0	12	58.3	10	10.0
485	Middle College HS - Fraga	7	42.9	7	85.7	7	28.6
011	Milby HS	59	28.8	59	45.8	59	27.1
311	Mount Carmel Acad HS	24	50.0	23	60.9	24	29.2
054	Navarro MS	2	*	2	*	2	*
212	Oates ES	37	43.2	40	85.0	38	50.0
338	Ortiz MS	144	27.8	152	53.3	146	18.5
214	Park Place ES	162	53.7	165	76.4	154	31.8
216	Patterson ES	85	62.4	87	82.8	85	43.5
220	Pleasantville ES	55	40.0	58	60.3	55	30.9
222	Port Houston ES	46	63.0	50	72.0	46	58.7
186	Robinson ES	1	*	1	*	1	*
233	Rucker ES	40	40.0	46	76.1	42	40.5
281	Sanchez ES	35	40.0	35	62.9	33	36.4
244	Southmayd ES	84	53.6	83	61.4	80	48.8
098	Stevenson MS	53	26.4	55	58.2	52	13.5
279	Tijerina ES	128	53.9	132	65.9	123	35.8
258	Whittier ES	55	60.0	54	61.1	53	50.9
371	Young Scholars	1	*	1	*	1	*
North Schools Office		2,538	43.9	2,623	61.1	2,519	37.4
106	Atherton ES	73	86.3	74	93.2	74	85.1
107	Barrick ES	105	46.7	102	61.8	95	30.5
109	Berry ES	23	39.1	25	80	23	21.7
122	Burbank ES	83	38.6	83	51.8	80	27.5
043	Burbank MS	102	39.2	109	53.2	105	26.7
125	Burrus ES	104	71.2	103	73.8	101	65.3
123	Codwell ES	31	35.5	33	66.7	31	25.8
358	Cook ES	51	27.5	50	56.0	49	30.6
132	Coop ES	103	45.6	117	74.4	108	23.1
137	De Chaumes ES	20	35.0	18	61.1	16	18.8
144	Durkee ES	54	40.7	58	56.9	56	30.4

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
147	Eliot ES	361	38.5	378	64.3	369	32.0
475	Elmore ES	56	76.8	57	77.2	56	78.6
352	Farias ECC	78	60.3	80	78.8	78	47.4
078	Fleming MS	0	---	0	---	0	---
047	Fonville MS	77	23.4	82	30.5	82	15.9
470	Fonwood ECC	21	47.6	21	81.0	22	50.0
283	Garcia ES	23	30.4	29	82.8	25	36.0
172	Henderson NQ ES	28	64.3	28	75.0	28	50.0
286	Herrera ES	21	90.5	21	100.0	21	100.0
180	Isaacs ES	42	38.1	43	67.4	41	26.8
181	Janowski ES	17	47.1	16	43.8	13	30.8
185	Kashmere Gardens ES	23	39.1	24	70.8	23	17.4
188	Kennedy ES	46	34.8	45	51.1	42	28.6
079	Key MS	1	*	1	*	1	*
128	Lyons ES	197	57.4	207	70.0	196	48.0
480	Marshall ES	0	---	0	---	0	---
298	Martinez R ES	22	68.2	22	77.3	22	36.4
179	McGowen ES	14	64.3	14	71.4	14	64.3
062	McReynolds MS	16	56.3	16	62.5	15	66.7
359	Moreno ES	208	35.1	212	44.8	200	17.5
210	Northline ES	53	30.2	57	38.6	53	22.6
213	Osborne ES	18	50.0	18	61.1	17	35.3
113	Paige ES	11	54.5	11	72.7	10	40.0
232	Ross ES	76	50.0	77	58.4	76	25.0
237	Scarborough ES	104	26.9	113	63.7	104	27.9
269	Scroggins ES	62	43.5	59	59.3	59	32.2
479	Shadydale ES	155	18.1	155	32.3	154	66.9
239	Shearn ES	48	37.5	52	53.8	48	25.0
240	Sherman ES	11	54.5	13	69.2	12	25.0
Northwest Schools Office		1,652	49.8	1,676	67.6	1,552	37.9
478	Arabic Immersion	0	---	0	---	0	---

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
268	Benbrook ES	15	26.7	17	64.7	15	13.3
042	Black MS	49	42.9	49	73.5	46	34.8
120	Browning ES	93	62.4	92	59.8	92	39.1
323	Challenge EC HS	108	36.1	108	50.9	109	37.6
048	Clifton MS	16	68.8	19	57.9	16	50.0
135	Crockett ES	272	57.4	277	89.9	273	43.2
026	DeBakey HS	2	*	3	*	3	*
115	Durham ES	2	*	2	*	2	*
152	Field ES	0	---	0	---	0	---
157	Garden Oaks	118	66.9	113	71.7	113	57.5
348	HAIS HS	96	38.5	96	56.3	95	24.2
049	Hamilton MS	10	30.0	11	72.7	9	0.0
012	Heights HS	29	69.0	29	82.8	29	55.2
170	Helms ES	48	81.3	48	93.8	49	77.6
053	Hogg MS	2	*	2	*	2	*
310	Houston MSTC HS	50	52.0	52	71.2	49	42.9
182	Jefferson ES	8	62.5	7	100.0	7	57.1
389	Ketelsen ES	122	47.5	130	66.2	121	37.2
458	Leland YMCPA	39	61.5	40	62.5	40	37.5
198	Love ES	24	58.3	24	70.8	21	42.9
061	Marshall MS	3	*	3	*	3	*
289	Martinez C ES	23	47.8	23	52.2	23	43.5
308	North Houston EC HS	53	41.5	54	63.0	53	30.2
003	Northside HS	29	44.8	30	53.3	30	36.7
080	Rice School PK-8	84	35.7	81	54.3	78	30.8
231	Roosevelt ES	36	55.6	35	77.1	34	29.4
024	Scarborough HS	42	40.5	42	35.7	39	20.5
241	Sinclair ES	4	*	4	*	4	*
242	Smith ES	13	53.8	13	53.8	12	33.3
252	Wainwright ES	35	60.0	38	71.1	36	33.3
015	Waltrip HS	151	26.5	153	45.8	149	19.5

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
463	YWCPA	76	52.6	81	86.4	75	22.7
South Schools Office		1,972	44.6	2,012	67.3	1,918	31.8
102	Alcott ES	18	61.1	17	58.8	18	44.4
104	Alameda ES	48	39.6	49	69.4	45	31.1
108	Bastian ES	10	40.0	10	60.0	11	27.3
467	Baylor College MS	0	---	0	---	0	---
360	Bellfort ECC	20	50.0	20	50.0	20	30.0
119	Brookline ES	83	39.8	84	61.9	79	32.9
133	Cornelius ES	132	49.2	135	71.9	129	34.9
383	DeAnda ES	39	48.7	45	66.7	43	37.2
468	Energy Inst HS	93	45.2	98	64.3	94	25.5
154	Foster ES	17	47.1	16	93.8	16	43.8
156	Frost ES	27	14.8	30	90.0	26	30.8
158	Garden Villas ES	49	49.0	52	80.8	48	39.6
159	Golfcrest ES	16	62.5	16	56.3	16	37.5
162	Gregg ES	0	---	0	---	0	---
262	Grissom ES	61	52.5	64	73.4	59	35.6
051	Hartman MS	31	54.8	31	61.3	30	46.7
168	Hartsfield ES	0	---	0	---	0	---
395	Hines-Caldwell ES	1	*	1	*	1	*
175	Hobby ES	246	45.9	242	64.0	243	35.0
006	Jones HS	22	22.7	21	47.6	21	23.8
187	Kelso ES	45	42.2	49	67.3	44	25.0
263	Law ES	114	34.2	115	69.6	116	21.6
195	Lockhart ES	31	51.6	31	71.0	32	46.9
264	Mitchell ES	33	48.5	31	61.3	32	21.9
355	MLK ECC	237	57.4	248	88.7	228	32.9
217	Peck ES	0	---	0	---	0	---
265	Petersen ES	39	38.5	38	50.0	36	36.1
382	Reagan Ed Ctr PK-8	24	58.3	24	70.8	22	50.0
225	Reynolds ES	14	7.1	14	64.3	15	26.7

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
373	Seguin ES	51	54.9	51	60.8	49	30.6
486	South EC HS	8	37.5	8	75.0	8	25.0
014	Sterling HS	64	34.4	66	53.0	64	26.6
077	Thomas MS	63	19.0	68	26.5	65	16.9
243	Thompson ES	104	46.2	109	79.8	105	34.3
328	TSU Charter	14	64.3	14	71.4	14	50.0
017	Westbury HS	58	44.8	57	49.1	56	25.0
257	Whidby ES	119	37.0	118	66.1	115	30.4
260	Windsor Village ES	4	*	4	*	3	*
247	Young ES	37	32.4	36	33.3	15	26.7
West Schools Office		6,563	45.7	6,629	59.3	6,410	33.8
105	Anderson ES	102	22.5	107	47.7	100	15.0
273	Ashford ES	9	33.3	8	62.5	9	22.2
274	Askew ES	80	52.5	81	59.3	81	49.4
151	Bell ES	81	49.4	81	60.5	81	30.9
002	Bellaire HS	7	71.4	7	57.1	7	42.9
295	Benavidez ES	0	---	0	---	0	---
114	Braeburn ES	163	28.8	160	30.6	160	16.9
344	Briar Meadow	57	86.0	56	91.1	55	65.5
130	Condit ES	104	76.0	109	83.5	106	52.8
136	Cunningham ES	233	44.2	244	54.1	225	29.8
396	Daily ES	62	53.2	64	65.6	61	36.1
148	Elrod ES	149	33.6	157	59.9	145	26.2
149	Emerson ES	35	25.7	35	60.0	35	25.7
350	Energized ECC	279	60.6	282	68.1	279	51.6
364	Energized ES	820	50.0	844	64.8	809	35.8
342	Energized MS	455	34.3	456	48.5	437	23.1
321	E-STEM Central HS	276	28.3	278	43.5	272	20.2
459	E-STEM Central MS	105	31.4	107	42.1	100	26.0
455	E-STEM West HS	18	27.8	14	50.0	15	26.7
390	E-STEM West MS	91	56.0	93	65.6	90	48.9

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
072	Fondren MS	24	25.0	22	27.3	22	18.2
369	Gross ES	40	35.0	39	74.4	40	30.0
131	Halpin ECC	174	55.7	180	67.2	175	46.9
173	Herod ES	22	77.3	22	86.4	22	68.2
300	Inspired Acad	134	60.4	123	50.4	124	23.4
008	Lamar HS	328	43.0	329	63.2	319	30.7
340	Las Americas MS	3	*	3	*	3	*
059	Long Acad	28	25.0	29	31.0	29	13.8
196	Longfellow ES	26	69.2	26	88.5	26	61.5
199	Lovett ES	35	77.1	35	100.0	34	67.6
201	MacGregor ES	52	61.5	52	90.4	51	35.3
227	McNamara ES	153	30.7	152	36.2	148	18.9
204	Memorial ES	1	*	1	*	1	*
055	Meyerland MS	181	89.5	181	92.8	179	87.2
484	Middle College HS - Gulfton	20	10.0	20	15.0	20	5.0
299	Milne ES	0	---	0	---	0	---
354	Mistral ECC	45	48.9	46	87.0	42	42.9
209	Neff ECC	77	35.1	79	53.2	73	15.1
394	Neff ES	65	49.2	63	69.8	61	32.8
215	Parker ES	98	68.4	100	84.0	93	44.1
064	Pershing MS	110	37.3	112	64.3	105	23.8
218	Pilgrim ES	160	31.9	148	32.4	151	21.9
219	Piney Point ES	152	34.9	159	51.6	151	26.5
224	Red ES	42	81.0	43	76.7	42	66.7
060	Revere MS	35	28.6	36	66.7	34	29.4
372	Rodriguez ES	132	37.9	140	50.0	126	28.6
353	School at St. George ES	2	*	2	*	2	*
276	Shadowbriar ES	2	*	2	*	2	*
081	Sharpstown Intl	110	28.2	109	43.1	110	16.4
248	Sutton ES	379	43.8	369	50.4	371	28.8
068	Tanglewood MS	0	---	0	---	0	---

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Table I-3. Questions 4A-C: Percentage of Parent and Family Member Respondents Who Indicated How Often They Had Participated in Volunteer Activities at Their Child's Title I campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019							
		Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom.	
		4A		4B		4C	
Respondent Counts and Percentages		n	%	n	%	n	%
HISD Districtwide		17,136	44.9	17,431	61.5	16,836	33.8
374	Tinsley ES	34	38.2	34	23.5	30	33.3
285	Valley West ES	88	33.0	90	48.9	88	15.9
253	Walnut Bend ES	67	37.3	72	58.3	64	32.8
056	Welch MS	0	---	0	---	0	---
099	West Briar MS	2	*	2	*	2	*
036	Westside HS	4	*	4	*	4	*
256	Wharton ES	93	79.6	93	94.6	92	64.1
267	White E ES	259	40.2	254	63.4	248	33.9
483	White M ES	63	52.4	68	79.4	65	44.6
009	Wisdom HS	36	30.6	36	33.3	32	28.1
392	Young Learners	161	49.1	171	70.8	162	35.8

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

	Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
	7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages	n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide	18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
Achieve 180 Schools Office	1,416	75.0	1,400	76.8	944	68.3	1,400	77.6	1,384	56.2	1,399	85.2
041 Attucks MS	0	---	0	---	0	---	0	---	0	---	0	---
110 Blackshear ES	0	---	0	---	0	---	0	---	0	---	0	---
111 Bonham ES	25	88.0	23	87.0	23	82.6	25	92.0	22	81.8	24	91.7
121 Bruce ES	20	90.0	20	90.0	20	80.0	21	81.0	21	66.7	21	85.7
044 Cullen MS	58	77.6	57	68.4	58	75.9	58	81.0	57	61.4	57	82.5
045 Deady MS	27	48.1	26	76.9	27	48.1	28	64.3	27	37.0	28	85.7
140 Dogan ES	0	---	0	---	0	---	0	---	0	---	0	---
271 Foerster ES	0	---	0	---	0	---	0	---	0	---	0	---
153 Fondren ES	3	*	3	*	3	*	3	*	3	*	3	*
476 Forest Brook MS	92	53.3	90	47.8	88	42.0	91	52.7	89	42.7	87	58.6
058 Gregory-Lincoln PK-8	31	93.5	30	96.7	29	89.7	30	90.0	30	93.3	30	96.7
052 Henry MS	42	69.0	42	73.8	42	59.5	43	83.7	42	45.2	43	88.4
456 High School Ahead Acad MS	23	34.8	23	47.8	20	55.0	22	68.2	22	31.8	21	47.6
174 Highland Heights ES	132	84.1	132	86.4	130	75.4	132	70.5	132	65.2	132	74.2
473 Hilliard ES	86	86.0	85	78.8	86	75.6	86	84.9	87	59.8	87	93.1
050 Holland MS	2	*	2	*	2	*	2	*	2	*	2	*
007 Kashmere HS	39	69.2	39	61.5	39	66.7	39	79.5	38	65.8	39	94.9
075 Lawson MS	40	90.0	40	92.5	40	92.5	40	92.5	39	61.5	40	97.5
324 Liberty HS	21	66.7	21	61.9	21	66.7	21	61.9	20	55.0	21	71.4
197 Looscan ES	29	100.0	29	96.6	28	85.7	28	92.9	26	73.1	27	100.0
203 Mading ES	10	50.0	9	55.6	9	44.4	9	44.4	5	20.0	9	66.7
010 Madison HS	3	*	3	*	3	*	3	*	3	*	3	*
207 Montgomery ES	121	90.9	119	89.1	118	66.1	119	85.7	118	51.7	117	92.3
477 North Forest HS	1	*	1	*	1	*	1	*	1	*	1	*

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
223	Pugh ES	68	92.6	70	87.1	67	71.6	67	88.1	66	50.0	69	95.7
023	Sharpstown HS	10	100.0	10	90.0	10	90.0	10	100.0	10	60.0	10	100.0
245	Stevens ES	32	93.8	32	96.9	30	90.0	30	96.7	31	74.2	32	100.0
163	Sugar Grove MS	52	73.1	50	82.0	49	63.3	49	83.7	50	48.0	52	90.4
100	TCAH	180	75.6	180	86.7	179	67.0	180	83.9	180	56.7	179	97.2
016	Washington HS	13	61.5	13	76.9	13	76.9	13	61.5	13	61.5	13	76.9
254	Wesley ES	0	---	0	---	0	---	0	---	0	---	0	---
018	Wheatley HS	34	41.2	35	34.3	35	54.3	35	60.0	34	47.1	36	69.4
082	Williams MS	128	64.8	126	68.3	122	63.9	125	70.4	125	48.8	127	81.9
127	Woodson PK-8	50	70.0	46	67.4	46	65.2	46	69.6	47	59.6	46	78.3
019	Worthing HS	42	45.2	42	57.1	42	66.7	42	71.4	42	57.1	41	73.2
020	Yates HS	2	*	2	*	2	*	2	*	2	*	2	*
East Schools Office		3,162	74.4	3,161	79.7	3,095	72.1	3,127	79.6	3,087	52.7	3,132	86.4
001	Austin HS	80	56.3	82	76.8	80	61.3	82	73.2	78	44.9	80	82.5
234	BCM Biotech Academy at Rusk	5	60.0	5	80.0	5	60.0	5	60.0	5	20.0	5	80.0
112	Bonner ES	32	90.6	31	87.1	30	73.3	32	84.4	31	41.9	32	87.5
117	Briscoe ES	17	82.4	17	100.0	18	72.2	17	76.5	17	47.1	16	87.5
124	Burnet ES	192	90.1	192	84.9	189	80.4	191	86.9	183	53.0	187	94.1
287	Cage ES	269	84.4	268	93.7	261	80.5	265	88.7	262	54.6	263	95.8
292	Carrillo ES	95	53.7	95	73.7	95	51.6	95	88.4	95	60.0	95	91.6
027	Chavez HS	119	41.2	122	60.7	118	55.9	119	58.0	120	39.2	119	70.6
071	Chrysalis MS	140	84.3	141	90.8	134	76.1	138	92.8	135	60.0	139	95.7
290	Crespo ES	7	85.7	7	71.4	7	42.9	7	85.7	7	57.1	7	85.7
297	Davila ES	31	90.3	31	93.5	30	80.0	31	90.3	31	51.6	31	100.0
138	De Zavala ES	1	*	1	*	1	*	1	*	1	*	1	*

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
345	East EC HS	78	25.6	80	50.0	78	53.8	80	51.3	78	28.2	78	65.4
301	Eastwood Acad HS	142	81.0	142	83.1	142	83.1	142	82.4	142	78.9	141	80.9
046	Edison MS	40	75.0	40	80.0	39	79.5	41	80.5	41	56.1	40	97.5
155	Franklin ES	80	90.0	83	90.4	83	75.9	84	90.5	82	64.6	83	94.0
004	Furr HS	0	---	0	---	0	---	0	---	0	---	0	---
291	Gallegos ES	62	90.3	61	88.5	61	88.5	62	88.7	62	61.3	62	88.7
166	Harris JR ES	47	83.0	46	84.8	47	74.5	47	83.0	48	54.2	47	91.5
167	Harris RP ES	44	90.9	45	86.7	43	72.1	43	88.4	43	48.8	45	95.6
171	Henderson JP ES	207	87.9	205	90.2	196	82.1	204	87.3	198	62.6	206	92.2
034	HSLJ	195	33.8	195	39.5	192	55.2	190	46.3	194	39.2	194	60.8
192	Lantrip ES	121	87.6	121	92.6	119	73.1	118	91.5	117	53.8	119	100.0
357	Laurenzo ECC	68	95.6	69	89.9	66	77.3	68	94.1	69	58.0	68	95.6
194	Lewis ES	14	92.9	14	92.9	13	61.5	14	78.6	13	46.2	14	85.7
485	Middle College HS - Fraga	7	57.1	7	57.1	7	85.7	7	85.7	7	42.9	7	100.0
011	Milby HS	61	39.3	61	55.7	60	56.7	61	49.2	59	35.6	62	56.5
311	Mount Carmel Acad HS	25	52.0	24	66.7	23	73.9	24	66.7	25	44.0	24	87.5
054	Navarro MS	2	*	2	*	1	*	2	*	2	*	2	*
212	Oates ES	46	97.8	47	87.2	44	90.9	47	95.7	43	69.8	43	97.7
338	Ortiz MS	149	45.0	146	58.2	142	57.0	143	62.2	144	35.4	147	74.8
214	Park Place ES	169	87.6	168	93.5	167	82.0	164	88.4	166	58.4	164	96.3
216	Patterson ES	93	94.6	93	91.4	91	81.3	92	92.4	90	55.6	93	97.8
220	Pleasantville ES	58	94.8	57	94.7	56	80.4	53	88.7	55	60.0	57	91.2
222	Port Houston ES	50	84.0	46	82.6	46	78.3	46	89.1	46	67.4	48	85.4
186	Robinson ES	1	*	1	*	1	*	1	*	1	*	1	*
233	Rucker ES	45	95.6	47	78.7	44	75.0	44	88.6	40	47.5	45	97.8

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

	Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
	7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages	n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide	18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
281 Sanchez ES	36	86.1	36	83.3	35	80.0	36	88.9	34	50.0	34	88.2
244 Southmayd ES	87	70.1	87	67.8	87	63.2	87	69.0	87	51.7	87	67.8
098 Stevenson MS	56	58.9	54	90.7	56	73.2	54	85.2	50	40.0	55	94.5
279 Tijerina ES	135	89.6	136	89.0	132	74.2	134	85.1	130	50.8	135	91.9
258 Whittier ES	55	47.3	55	49.1	55	38.2	55	40.0	55	41.8	55	47.3
371 Young Scholars	1	*	1	*	1	*	1	*	1	*	1	*
North Schools Office	2,766	81.9	2,762	81.8	2,721	72.2	2,748	84.6	2,696	54.1	2,726	88.5
106 Atherton ES	79	93.7	79	93.7	79	89.9	79	94.9	78	89.7	78	94.9
107 Barrick ES	113	86.7	110	88.2	108	66.7	108	80.6	105	53.3	110	94.5
109 Berry ES	23	100.0	25	100.0	25	92.0	25	76.0	25	64.0	22	100
122 Burbank ES	137	86.1	136	89.0	131	72.5	136	85.3	132	42.4	133	93.2
043 Burbank MS	115	67.0	115	79.1	117	75.2	116	86.2	116	51.7	116	91.4
125 Burrus ES	105	76.2	103	62.1	105	68.6	105	80.0	105	55.2	94	73.4
123 Codwell ES	33	93.9	32	90.6	30	83.3	32	90.6	31	61.3	32	96.9
358 Cook ES	56	98.2	56	89.3	55	74.5	54	88.9	54	55.6	53	90.6
132 Coop ES	116	92.2	119	90.8	118	69.5	115	91.3	115	55.7	120	95.0
137 De Chaumes ES	18	100.0	17	94.1	18	66.7	18	88.9	18	44.4	16	93.8
144 Durkee ES	61	85.2	61	83.6	59	74.6	61	80.3	60	51.7	60	90.0
147 Eliot ES	394	89.6	395	86.8	390	73.1	395	89.4	390	50.0	393	93.1
475 Elmore ES	57	93.0	57	96.5	55	89.1	55	89.1	55	83.6	56	94.6
352 Farias ECC	79	98.7	81	93.8	82	84.1	83	95.2	80	58.8	83	98.8
078 Fleming MS	0	---	0	---	0	---	0	---	0	---	0	---
047 Fonville MS	76	57.9	78	67.9	79	59.5	76	67.1	75	42.7	77	75.3
470 Fonwood ECC	22	90.9	22	90.9	22	77.3	22	95.5	22	54.5	22	95.5
283 Garcia ES	29	69.0	29	58.6	27	55.6	27	48.1	28	53.6	28	50.0

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

	Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
	7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages	n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide	18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
172 Henderson NQ ES	30	63.3	30	60.0	29	58.6	30	46.7	30	53.3	30	60.0
286 Herrera ES	21	95.2	22	90.9	22	90.9	22	100.0	21	90.5	22	90.9
180 Isaacs ES	45	86.7	46	69.6	46	43.5	45	86.7	44	38.6	45	91.1
181 Janowski ES	19	89.5	20	75.0	20	80.0	20	90.0	20	50.0	20	95.0
185 Kashmere Gardens ES	23	100.0	23	91.3	21	81.0	22	86.4	23	56.5	22	100.0
188 Kennedy ES	41	78.0	41	80.5	41	75.6	42	85.7	40	55.0	42	92.9
079 Key MS	1	*	1	*	1	*	1	*	1	*	1	*
128 Lyons ES	214	92.1	214	91.1	212	78.8	215	89.3	201	56.2	202	94.6
480 Marshall ES	0	---	0	---	0	---	0	---	0	---	0	---
298 Martinez R ES	22	86.4	22	95.5	22	77.3	21	95.2	21	47.6	22	95.5
179 McGowen ES	14	78.6	14	71.4	13	76.9	14	85.7	14	78.6	14	92.9
062 McReynolds MS	15	73.3	15	60.0	15	66.7	14	71.4	15	53.3	15	73.3
359 Moreno ES	230	83.0	225	86.7	218	78.4	226	81.9	221	44.8	227	89.9
210 Northline ES	63	87.3	64	79.7	61	63.9	66	87.9	62	59.7	66	89.4
213 Osborne ES	19	100.0	18	88.9	18	94.4	19	89.5	19	57.9	19	94.7
113 Paige ES	12	91.7	11	90.9	11	63.6	12	100.0	11	54.5	12	100.0
232 Ross ES	75	78.7	75	84.0	74	71.6	73	90.4	71	64.8	75	96.0
237 Scarborough ES	120	90.8	118	90.7	116	80.2	116	89.7	110	50.0	116	96.6
269 Scroggins ES	69	88.4	67	92.5	66	87.9	69	92.8	68	72.059	63	98.413
479 Shadydale ES	151	9.9	153	17.0	150	33.3	147	56.5	149	46.3	151	38.4
239 Shearn ES	55	80.0	54	92.6	53	69.8	54	88.9	52	50.0	55	92.7
240 Sherman ES	14	92.9	14	100.0	12	66.7	13	84.6	14	50.0	14	100.0
Northwest Schools Office	1,735	72.7	1,741	77.7	1,701	74.3	1,720	79.5	1,703	52.4	1,724	87.4
478 Arabic Immersion	1	*	1	*	1	*	1	*	1	*	1	*
268 Benbrook ES	17	94.1	17	94.1	16	75.0	17	82.4	17	76.5	16	100.0

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
042	Black MS	50	68.0	50	82.0	48	83.3	49	85.7	47	46.8	49	91.8
120	Browning ES	103	94.2	102	89.2	100	86.0	101	90.1	99	56.6	104	96.2
323	Challenge EC HS	109	38.5	109	55.0	108	59.3	107	54.2	109	50.5	109	67.0
048	Clifton MS	20	75.0	20	90.0	18	83.3	19	84.2	18	72.2	20	90.0
135	Crockett ES	288	88.5	290	91.7	278	83.8	284	92.3	281	59.1	286	94.4
026	DeBakey HS	2	*	2	*	2	*	2	*	2	*	2	*
115	Durham ES	2	*	2	*	2	*	2	*	2	*	2	*
152	Field ES	0	---	0	---	0	---	0	---	0	---	0	---
157	Garden Oaks	117	80.3	117	82.1	112	79.5	116	77.6	113	54.9	113	90.3
348	HAIHS	95	30.5	96	45.8	94	57.4	95	53.7	94	36.2	96	72.9
049	Hamilton MS	9	55.6	10	70.0	10	70.0	9	88.9	11	36.4	10	80.0
012	Heights HS	29	69.0	29	75.9	29	93.1	29	93.1	29	55.2	29	93.1
170	Helms ES	49	93.9	50	96.0	49	77.6	49	95.9	49	49.0	50	100.0
053	Hogg MS	2	*	2	*	2	*	2	*	2	*	2	*
310	Houston MSTC HS	54	68.5	54	64.8	53	67.9	53	69.8	52	59.6	52	80.8
182	Jefferson ES	9	100.0	9	100.0	9	77.8	9	88.9	9	55.6	9	100.0
389	Ketelsen ES	131	93.1	132	90.9	131	84.7	131	93.1	129	62.8	131	97.7
458	Leland YMCPA	41	65.9	41	75.6	40	77.5	40	82.5	41	61.0	41	90.2
198	Love ES	26	96.2	26	80.8	24	62.5	26	96.2	24	58.3	26	92.3
061	Marshall MS	3	*	3	*	3	*	3	*	3	*	3	*
289	Martinez C ES	23	82.6	23	87.0	23	82.6	23	87.0	23	69.6	23	82.6
308	North Houston EC HS	53	37.7	53	56.6	53	58.5	53	56.6	52	38.5	53	73.6
003	Northside HS	28	64.3	28	60.7	28	53.6	27	51.9	28	46.4	27	59.3
080	Rice School PK-8	90	93.3	90	96.7	89	84.3	90	94.4	89	55.1	90	97.8
231	Roosevelt ES	38	100.0	38	94.7	37	64.9	38	92.1	35	34.3	38	97.4

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
024	Scarborough HS	46	50.0	47	59.6	46	65.2	45	64.4	46	30.4	47	85.1
241	Sinclair ES	4	*	4	*	4	*	4	*	4	*	4	*
242	Smith ES	15	93.3	15	86.7	15	66.7	15	93.3	13	53.8	15	100.0
252	Wainwright ES	40	97.5	40	92.5	39	76.9	40	97.5	40	60.0	40	95.0
015	Waltrip HS	154	35.7	154	52.6	152	52.0	154	57.8	155	41.9	150	70.0
463	YWCPA	87	75.9	87	78.2	86	84.9	87	81.6	86	48.8	86	91.9
South Schools Office		2,077	81.3	2,064	82.9	2,028	71.9	2,035	83.8	2,019	56.5	2,045	89.1
102	Alcott ES	19	100.0	19	94.7	19	84.2	17	100.0	19	68.4	18	100.0
104	Almeda ES	49	93.9	51	88.2	46	78.3	51	90.2	48	62.5	51	94.1
108	Bastian ES	11	81.8	11	81.8	11	72.7	11	72.7	11	18.2	11	81.8
467	Baylor College MS	0	---	0	---	0	---	0	---	0	---	0	---
360	Bellfort ECC	21	85.7	21	81.0	21	66.7	21	90.5	19	47.4	20	90.0
119	Brookline ES	89	93.3	88	85.2	89	71.9	86	91.9	82	53.7	87	93.1
133	Cornelius ES	145	91.0	143	89.5	141	79.4	143	95.8	141	53.2	143	95.8
383	DeAnda ES	44	95.5	44	93.2	43	72.1	40	90.0	43	48.8	42	100.0
468	Energy Inst HS	96	37.5	97	68.0	96	64.6	98	70.4	96	43.8	98	84.7
154	Foster ES	17	88.2	17	64.7	17	64.7	17	88.2	17	64.7	17	94.1
156	Frost ES	18	88.9	17	94.1	15	86.7	14	85.7	16	100.0	17	100.0
158	Garden Villas ES	54	90.7	55	87.3	55	80.0	56	89.3	52	69.2	56	96.4
159	Golfcrest ES	17	94.1	17	100.0	16	93.8	17	94.1	17	64.7	17	100.0
162	Gregg ES	0	---	0	---	0	---	0	---	0	---	0	---
262	Grissom ES	61	98.4	59	93.2	62	77.4	61	93.4	59	61.0	63	98.4
051	Hartman MS	31	45.2	31	51.6	30	53.3	30	53.3	31	54.8	29	48.3
168	Hartsfield ES	0	---	0	---	0	---	0	---	0	---	0	---
395	Hines-Caldwell ES	1	*	1	*	1	*	1	*	1	*	1	*

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
175	Hobby ES	250	76.0	245	77.1	241	59.8	233	73.8	242	47.1	244	80.3
006	Jones HS	22	63.6	22	68.2	22	54.5	22	68.2	22	50.0	22	68.2
187	Kelso ES	49	85.7	49	87.8	48	68.8	49	83.7	48	43.8	47	93.6
263	Law ES	125	90.4	125	92.0	123	82.1	124	92.7	121	65.3	123	94.3
195	Lockhart ES	30	86.7	30	86.7	28	85.7	30	80.0	30	70.0	30	83.3
264	Mitchell ES	34	91.2	35	88.6	31	64.5	32	87.5	34	41.2	35	97.1
355	MLK ECC	253	96.4	256	93.8	249	85.1	253	97.6	250	67.2	254	98.8
217	Peck ES	0	---	0	---	0	---	0	---	0	---	0	---
265	Petersen ES	50	70.0	51	56.9	50	60.0	49	69.4	45	48.9	47	68.1
382	Reagan Ed Ctr PK-8	24	83.3	24	79.2	24	79.2	23	87.0	24	62.5	23	91.3
225	Reynolds ES	19	100.0	19	100.0	19	68.4	19	84.2	19	57.9	19	94.7
373	Seguin ES	56	87.5	56	87.5	54	74.1	55	81.8	54	59.3	56	91.1
486	South EC HS	7	71.4	7	71.4	7	85.7	7	100.0	6	50.0	7	85.7
014	Sterling HS	72	48.6	72	62.5	71	52.1	69	62.3	71	49.3	72	75.0
077	Thomas MS	68	66.2	67	77.6	68	63.2	68	76.5	68	48.5	68	85.3
243	Thompson ES	111	93.7	110	94.5	107	83.2	111	91.0	110	71.8	110	95.5
328	TSU Charter	14	92.9	13	100.0	14	64.3	14	100.0	13	61.5	14	92.9
017	Westbury HS	57	45.6	57	71.9	57	61.4	57	57.9	58	37.9	57	78.9
257	Whidby ES	121	85.1	121	81.8	117	75.2	121	84.3	118	59.3	108	93.5
260	Windsor Village ES	4	*	4	*	4	*	4	*	4	*	4	*
247	Young ES	38	39.5	30.0	36.7	32	34.4	32	46.9	30	50.0	35	48.6
West Schools Office		6,981	77.7	6,950	81.0	6,756	70.7	6,860	81.4	6,708	54.3	6,857	87.6
105	Anderson ES	111	94.6	109	86.2	104	65.4	110	82.7	105	49.5	111	95.5
273	Ashford ES	9	77.8	9	77.8	9	77.8	9	77.8	9	55.6	9	77.8
274	Askew ES	93	87.1	92	90.2	86	67.4	94	92.6	90	56.7	91	97.8

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

	Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
	7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages	n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide	18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
151 Bell ES	92	88.0	93	93.5	90	77.8	92	87.0	85	54.1	91	95.6
002 Bellaire HS	7	71.4	7.0	57.1	7	71.4	7	71.4	7	42.9	7	85.7
295 Benavidez ES	0	---	0	---	0	---	0	---	0	---	0	---
114 Braeburn ES	163	74.8	163	83.4	162	64.8	165	84.8	161	44.1	166	88.6
344 Briar Meadow	58	94.8	58	93.1	58	87.9	58	94.8	58	72.4	58	98.3
130 Condit ES	112	88.4	112	94.6	111	84.7	110	92.7	110	58.2	112	98.2
136 Cunningham ES	264	94.3	262	90.5	254	76.0	263	92.4	248	60.1	254	95.7
396 Daily ES	64	90.6	64	93.8	63	74.6	64	90.6	62	66.1	62	98.4
148 Elrod ES	166	89.8	168	88.1	162	66.7	166	84.3	162	48.1	161	93.8
149 Emerson ES	39	92.3	38	100.0	39	79.5	37	83.8	38	42.1	38	100.0
350 Energized ECC	282	89.4	282	80.1	277	82.3	277	91.0	277	62.1	283	86.2
364 Energized ES	895	83.1	885	85.6	854	72.6	871	82.7	845	56.6	875	91.3
342 Energized MS	471	57.3	470	77.9	453	63.1	457	71.6	448	53.1	466	77.7
321 E-STEM Central HS	279	36.9	279	46.6	276	39.9	275	44.4	280	31.1	269	52.4
459 E-STEM Central MS	119	52.9	118	66.1	118	61.0	117	66.7	114	51.8	114	78.1
455 E-STEM West HS	17	29.4	17	64.7	14	57.1	16	56.3	15	33.3	16	75.0
390 E-STEM West MS	96	82.3	92	81.5	93	72.0	93	79.6	93	63.4	93	86.0
072 Fondren MS	24	62.5	23	73.9	22	72.7	22	68.2	22	50.0	21	81.0
369 Gross ES	42	71.4	41	78.0	41	65.9	41	82.9	40	50.0	40	82.5
131 Halpin ECC	183	95.1	183	90.7	176	83.5	180	94.4	175	65.1	179	97.8
173 Herod ES	22	100.0	22	100.0	22	90.9	22	100.0	22	50.0	22	100.0
300 Inspired Acad	136	47.8	133	57.9	129	44.2	128	60.2	128	51.6	123	72.4
008 Lamar HS	328	41.5	332	47.6	329	62.3	328	59.8	327	52.6	326	73.3
340 Las Americas MS	3	*	3	*	3	*	3	*	3	*	3	*
059 Long Acad	31	48.4	31	77.4	31	61.3	31	74.2	31	38.7	31	77.4

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

	Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
	7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages	n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide	18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
196 Longfellow ES	27	100.0	27	100.0	27	92.6	27	92.6	27	77.8	27	96.3
199 Lovett ES	38	94.7	38	100.0	37	81.1	38	97.4	38	71.1	38	100.0
201 MacGregor ES	52	94.2	52	92.3	52	82.7	52	96.2	51	60.8	52	100.0
227 McNamara ES	158	89.2	157	87.3	154	76.0	154	89.6	149	59.1	154	90.9
204 Memorial ES	0	---	1	*	1	*	1	*	1	*	1	*
055 Meyerland MS	178	96.1	178	93.3	178	95.5	178	94.9	177	91.5	176	97.7
484 Middle College HS - Gulfton	18	0.0	18	5.6	18	0.0	18	0.0	18	5.6	18	11.1
299 Milne ES	0	---	0	---	0	---	0	---	0	---	0	---
354 Mistral ECC	51	94.1	52	78.8	49	77.6	51	96.1	48	50.0	51	94.1
209 Neff ECC	83	66.3	82	87.8	82	68.3	82	85.4	78	51.3	82	90.2
394 Neff ES	69	88.4	70	77.1	67	68.7	70	84.3	65	55.4	69	91.3
215 Parker ES	103	96.1	104	94.2	99	82.8	104	94.2	101	62.4	103	97.1
064 Pershing MS	116	69.8	116	78.4	114	67.5	114	78.9	115	54.8	116	88.8
218 Pilgrim ES	194	80.4	189	88.4	168	73.2	182	81.3	169	35.5	185	92.4
219 Piney Point ES	166	88.6	165	84.2	156	74.4	162	87.7	154	52.6	166	95.2
224 Red ES	44	90.9	44	90.9	44	84.1	44	95.5	42	61.9	44	97.7
060 Revere MS	36	75.0	34	67.6	36	66.7	36	80.6	36	41.7	35	82.9
372 Rodriguez ES	145	69.0	142	78.2	138	68.8	137	74.5	135	45.9	137	83.9
353 School at St. George ES	2	*	2	*	2	*	2	*	2	*	2	*
276 Shadowbriar ES	2	*	2	*	2	*	2	*	2	*	2	*
081 Sharpstown Intl	115	52.2	115	71.3	111	60.4	114	60.5	113	43.4	114	77.2
248 Sutton ES	415	85.8	415	86.7	396	72.2	404	89.1	403	52.4	413	92.3
068 Tanglewood MS	0	---	0	---	0	---	0	---	0	---	0	---
374 Tinsley ES	43	93.0	42	85.7	39	79.5	42	83.3	40	60.0	41	92.7
285 Valley West ES	90	80.0	89	74.2	89	78.7	89	78.7	88	63.6	87	82.8

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Table I-5. Questions 7A-F: Percentage of Parent and Family Member Respondents Who Indicated Either 'Always' and 'Usually' Regarding How Often They Helped to Support Their Child's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child complete homework and school-related projects.		Monitoring my child's screen time.		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning.		Listening to and talking with my child about their experiences both inside and outside of school.	
		7A		7B		7C		7D		7E		7F	
Respondent Counts and Percentages		n	%	n	%	n	%	n	%	n	%	n	%
HISD Districtwide		18,137	77.5	18,078	80.5	17,683	71.5	17,890	81.4	17,597	54.2	17,883	87.5
253	Walnut Bend ES	75	97.3	74	94.6	73	63.0	74	90.5	72	51.4	74	98.6
056	Welch MS	0	---	0	---	0	---	0	---	0	---	0	---
099	West Briar MS	2	*	2	*	2	*	2	*	2	*	2	*
036	Westside HS	4	*	4	*	4	*	4	*	4	*	3	*
256	Wharton ES	91	96.7	90	94.4	91	86.8	90	98.9	91	65.9	91	100.0
267	White E ES	283	83.0	286	83.2	275	68.4	277	83.8	267	44.6	282	85.1
483	White M ES	68	89.7	65	92.3	67	71.6	65	100.0	65	63.1	63	100.0
009	Wisdom HS	32	40.6	35	71.4	34	44.1	37	62.2	35	42.9	36	75.0
392	Young Learners	175	90.3	174	85.6	168	82.1	172	92.4	165	61.2	172	95.3

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

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Table I-6. Questions 6A-L: Percentage of Parent and Family Member Respondents Who Indicated Types of Barriers That Hindered Their Participation at Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	Other Barriers	Experienced No Barriers	
		6A	6B	6C	6D	6E	6F	6G	6H	6I	6J	6K	6L	
Respondent Counts and Percentages		n	%	%	%	%	%	%	%	%	%	%	%	
HISD Districtwide		15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
Achieve 180 Schools Office		1,225	21.8	22.0	50.9	6.9	15.8	5.9	18.7	6.0	7.6	4.4	7.3	15.6
041	Attucks MS	0	---	---	---	---	---	---	---	---	---	---	---	---
110	Blackshear ES	0	---	---	---	---	---	---	---	---	---	---	---	---
111	Bonham ES	19	42.1	5.3	36.8	10.5	5.3	21.1	0.0	0.0	5.3	0	15.8	
121	Bruce ES	14	14.3	0.0	57.1	0.0	28.6	14.3	28.6	7.1	0.0	7.1	7.1	
044	Cullen MS	42	16.7	40.5	57.1	7.1	14.3	11.9	16.7	0.0	9.5	11.9	4.8	11.9
045	Deady MS	20	25.0	25.0	50.0	15.0	20.0	20.0	5.0	20.0	10.0	5.0	5	5
140	Dogan ES	0	---	---	---	---	---	---	---	---	---	---	---	---
271	Foerster ES	0	---	---	---	---	---	---	---	---	---	---	---	---
153	Fondren ES	3	*	*	*	*	*	*	*	*	*	*	*	*
476	Forest Brook MS	58	32.8	32.8	36.2	17.2	31.0	8.6	31.0	13.8	24.1	22.4	15.5	3.4
058	Gregory-Lincoln PK-8	22	9.1	18.2	36.4	13.6	18.2	9.1	31.8	4.5	0.0	0.0	9.1	0.0
052	Henry MS	40	37.5	20.0	60.0	7.5	15.0	2.5	12.5	17.5	10.0	7.5	2.5	2.5
456	High School Ahead Acad MS	19	26.3	5.3	63.2	0.0	15.8	5.3	78.9	68.4	10.5	0.0	0.0	0.0
174	Highland Heights ES	131	16.0	28.2	37.4	0.0	5.3	1.5	31.3	0.8	0.8	0.8	0.8	44.3
473	Hilliard ES	75	30.7	16.0	70.7	5.3	16.0	8.0	20.0	1.3	4.0	1.3	2.7	2.7
050	Holland MS	2	*	*	*	*	*	*	*	*	*	*	*	*
007	Kashmere HS	37	10.8	51.4	54.1	8.1	18.9	0.0	8.1	10.8	13.5	2.7	0.0	21.6
075	Lawson MS	39	10.3	0.0	23.1	0.0	2.6	2.6	20.5	0.0	0.0	0.0	5.1	38.5
324	Liberty HS	14	14.3	28.6	78.6	50.0	28.6	14.3	42.9	0.0	21.4	7.1	42.9	0.0
197	Looscan ES	16	12.5	25.0	50.0	12.5	12.5	0.0	18.8	6.3	0.0	0.0	0.0	25.0
203	Mading ES	8	50.0	12.5	37.5	12.5	12.5	0.0	0.0	12.5	0.0	12.5	0.0	12.5
010	Madison HS	3	*	*	*	*	*	*	*	*	*	*	*	*
207	Montgomery ES	110	23.6	13.6	60.0	6.4	10.9	5.5	10.0	8.2	7.3	2.7	1.8	10.0
477	North Forest HS	1	*	*	*	*	*	*	*	*	*	*	*	*
223	Pugh ES	64	28.1	12.5	62.5	1.6	4.7	1.6	7.8	1.6	3.1	4.7	3.1	14.1
023	Sharpstown HS	7	0.0	14.3	57.1	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.9
245	Stevens ES	28	17.9	10.7	46.4	10.7	7.1	10.7	21.4	0.0	0.0	0.0	0.0	25.0
163	Sugar Grove MS	46	32.6	17.4	50.0	6.5	19.6	13.0	17.4	4.3	8.7	2.2	13.0	10.9
100	TCAH	176	13.6	18.2	58.0	11.9	21.0	3.4	8.0	1.1	11.9	2.3	18.2	13.6
016	Washington HS	9	11.1	33.3	44.4	0.0	22.2	11.1	0.0	0.0	11.1	11.1	0.0	22.2
254	Wesley ES	0	---	---	---	---	---	---	---	---	---	---	---	---
018	Wheatley HS	33	36.4	24.2	30.3	3.0	12.1	3.0	27.3	9.1	12.1	3.0	12.1	6.1
082	Williams MS	103	31.1	38.8	53.4	4.9	25.2	9.7	16.5	8.7	9.7	8.7	8.7	6.8
127	Woodson PK-8	48	8.3	6.3	29.2	0.0	6.3	2.1	27.1	0.0	2.1	0.0	6.3	39.6
019	Worthing HS	37	13.5	43.2	54.1	5.4	35.1	10.8	21.6	16.2	8.1	8.1	8.1	2.7
020	Yates HS	1	*	*	*	*	*	*	*	*	*	*	*	*
East Schools Office		2,665	23.6	18.4	58.0	6.6	16.5	5.4	12.3	6.9	7.2	3.7	4.5	12.9
001	Austin HS	69	17.4	21.7	50.7	10.1	8.7	10.1	18.8	14.5	8.7	4.3	2.9	11.6
234	BCM Biotech Academy at Rusk	5	20.0	40.0	40.0	0.0	0.0	20.0	20.0	40.0	20.0	0.0	0.0	20.0
112	Bonner ES	27	7.4	18.5	77.8	3.7	7.4	0.0	11.1	14.8	0.0	0.0	3.7	14.8
117	Briscoe ES	12	8.3	16.7	58.3	0.0	8.3	8.3	50.0	0.0	0.0	0.0	8.3	0.0
124	Burnet ES	162	27.2	6.2	63.6	2.5	10.5	1.2	5.6	1.9	5.6	1.2	3.1	10.5
287	Cage ES	237	20.7	13.1	73.4	5.9	19.0	5.1	6.3	6.3	3.0	1.3	5.1	11.8
292	Carrillo ES	89	32.6	3.4	46.1	4.5	13.5	0.0	5.6	1.1	19.1	0.0	4.5	32.6
027	Chavez HS	116	28.4	30.2	62.1	8.6	19.0	7.8	17.2	12.1	10.3	6.0	6.0	7.8
071	Chrysalis MS	123	29.3	10.6	61.0	4.9	16.3	3.3	6.5	7.3	7.3	0.8	8.9	14.6
290	Crespo ES	16	43.8	12.5	56.3	0.0	12.5	0.0	6.3	0.0	0.0	0.0	0.0	18.8
297	Davila ES	23	13.0	4.3	60.9	0.0	4.3	4.3	8.7	4.3	0.0	4.3	0.0	21.7
138	De Zavala ES	1	*	*	*	*	*	*	*	*	*	*	*	*
345	East EC HS	70	25.7	37.1	70.0	4.3	30.0	2.9	17.7	5.7	18.6	0.0	4.3	12.9
301	Eastwood Acad HS	139	13.7	28.1	37.4	30.9	25.9	11.5	41.0	11.5	8.6	13.7	5.0	12.9
046	Edison MS	26	11.5	7.7	42.3	7.7	0.0	7.7	7.7	3.8	7.7	0.0	7.7	30.8
155	Franklin ES	74	20.3	16.2	55.4	0.0	9.5	2.7	9.5	2.7	0.0	1.4	6.8	13.5
004	Furr HS	0	---	---	---	---	---	---	---	---	---	---	---	---
291	Gallegos ES	29	0.0	3.4	27.6	0.0	3.4	3.4	27.6	0.0	0.0	0.0	3.4	44.8
166	Harris JR ES	40	20.0	17.5	52.5	0.0	10.0	5.0	10.0	10.0	5.0	0.0	0.0	10.0
167	Harris RP ES	42	26.2	23.8	61.9	2.4	4.8	4.8	14.3	4.8	0.0	0.0	7.1	7.1
171	Henderson JP ES	169	29.6	8.9	60.4	8.3	15.4	5.3	13.0	3.6	8.3	4.1	4.7	7.7
034	HSLJ	171	24.6	37.4	62.6	7.6	31.6	8.8	26.9	15.2	17.0	11.7	5.3	9.4

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Table I-6. Questions 6A-L: Percentage of Parent and Family Member Respondents Who Indicated Types of Barriers That Hindered Their Participation at Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	Other Barriers	Experienced No Barriers
		6A	6B	6C	6D	6E	6F	6G	6H	6I	6J	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
192 Lantrip ES	102	22.5	13.7	73.5	4.9	18.6	4.9	7.8	2.9	3.9	0.0	2.9	7.8
357 Laurenzo ECC	58	34.5	13.8	70.7	3.4	12.1	5.2	0.0	3.4	0.0	5.2	5.2	12.1
194 Lewis ES	12	8.3	41.7	91.7	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0
485 Middle College HS - Fraga	5	20.0	20.0	100.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
011 Milby HS	47	17.0	38.3	57.4	0.0	6.4	12.8	17.0	19.1	10.6	8.5	0.0	10.6
311 Mount Carmel Acad HS	22	22.7	36.4	50.0	13.6	27.3	0.0	13.6	18.2	18.2	18.2	9.1	13.6
054 Navarro MS	1	*	*	*	*	*	*	*	*	*	*	*	*
212 Oates ES	3	*	*	*	*	*	*	*	*	*	*	*	*
338 Ortiz MS	111	27.9	27.0	45.0	11.7	14.4	12.6	16.2	15.3	15.3	9.9	9.9	13.5
214 Park Place ES	151	23.2	24.5	51.0	2.0	16.6	2.6	4.6	4.0	4.6	1.3	4.6	12.6
216 Patterson ES	80	21.3	7.5	65.0	2.5	8.8	3.8	1.3	3.8	0.0	0.0	5.0	17.5
220 Pleasantville ES	50	32.0	14.0	54.0	8.0	10.0	6.0	14.0	16.0	6.0	4.0	0.0	8.0
222 Port Houston ES	40	30.0	7.5	50.0	5.0	17.5	0.0	10.0	0.0	0.0	0.0	7.5	25.0
186 Robinson ES	1	*	*	*	*	*	*	*	*	*	*	*	*
233 Rucker ES	37	24.3	10.8	56.8	8.1	13.5	0.0	5.4	0.0	2.7	0.0	2.7	10.8
281 Sanchez ES	26	30.8	11.5	73.1	11.5	7.7	3.8	15.4	0.0	0.0	0.0	3.8	3.8
244 Southmayd ES	81	7.4	4.9	37.0	0.0	42.0	2.5	1.2	2.5	1.2	0.0	0.0	18.5
098 Stevenson MS	47	23.4	31.9	57.4	6.4	12.8	10.6	8.5	8.5	6.4	2.1	4.3	8.5
279 Tijerina ES	108	19.4	15.7	60.2	4.6	1.9	4.6	7.4	2.8	4.6	3.7	0.9	13.9
258 Whittier ES	42	50.0	31.0	42.9	16.7	38.1	11.9	16.7	7.1	23.8	0.0	0.0	11.9
371 Young Scholars	1	*	*	*	*	*	*	*	*	*	*	*	*
North Schools Office	2,257	30.0	14.4	50.2	6.2	13.4	5.8	13.7	6.3	5.8	3.1	6.7	14.0
106 Atherton ES	76	35.5	10.5	27.6	1.3	5.3	2.6	35.5	1.3	0.0	0.0	1.3	3.9
107 Barrick ES	99	36.4	7.1	50.5	5.1	13.1	6.1	9.1	4.0	3.0	3.0	8.1	11.1
109 Berry ES	18	11.1	0	61.1	0	0	0	16.7	11.1	0	0	11.1	27.8
122 Burbank ES	114	26.3	10.5	49.1	3.5	13.2	4.4	10.5	1.8	4.4	4.4	4.4	18.4
043 Burbank MS	95	21.1	11.6	48.4	5.3	12.6	3.2	12.6	5.3	5.3	4.2	6.3	18.9
125 Burrus ES	88	60.2	20.5	43.2	20.5	26.1	19.3	19.3	22.7	14.8	11.4	12.5	5.7
123 Codwell ES	30	26.7	20.0	50.0	3.3	10.0	0.0	20.0	0.0	0.0	0.0	3.3	20.0
358 Cook ES	46	15.2	2.2	52.2	6.5	8.7	8.7	8.7	6.5	2.2	0.0	6.5	15.2
132 Coop ES	105	24.8	9.5	57.1	0.0	7.6	4.8	6.7	3.8	5.7	1.9	1.9	16.2
137 De Chaumes ES	17	11.8	11.8	41.2	0.0	11.8	0.0	5.9	5.9	17.6	5.9	0.0	29.4
144 Durkee ES	50	22.0	10.0	54.0	4.0	12.0	4.0	18.0	6.0	8.0	10.0	8.0	6.0
147 Eliot ES	312	30.4	14.4	55.8	5.4	10.3	3.2	8.7	7.4	4.5	1.6	5.4	9.9
475 Elmore ES	53	24.5	15.1	30.2	3.8	3.8	3.8	22.6	11.3	5.7	1.9	7.5	15.1
352 Farias ECC	70	34.3	4.3	52.9	4.3	8.6	1.4	8.6	2.9	1.4	2.9	7.1	22.9
078 Fleming MS	0	---	---	---	---	---	---	---	---	---	---	---	---
047 Fonville MS	62	33.9	21.0	48.4	6.5	6.5	3.2	14.5	6.5	1.6	1.6	3.2	16.1
470 Fonwood ECC	11	27.3	9.1	36.4	18.2	27.3	9.1	9.1	0.0	0.0	9.1	9.1	36.4
283 Garcia ES	28	25.0	14.3	46.4	17.9	10.7	0.0	21.4	17.9	3.6	7.1	0.0	17.9
172 Henderson NQ ES	29	27.6	0.0	58.6	3.4	27.6	0.0	10.3	6.9	3.4	3.4	3.4	24.1
286 Herrera ES	20	25.0	0.0	10.0	0.0	10.0	0.0	15.0	0.0	0.0	0.0	0.0	65.0
180 Isaacs ES	0	---	---	---	---	---	---	---	---	---	---	---	---
181 Janowski ES	15	20.0	13.3	40.0	6.7	13.3	6.7	6.7	0.0	6.7	0.0	13.3	20.0
185 Kashmere Gardens ES	15	26.7	13.3	60.0	6.7	6.7	6.7	20.0	0.0	0.0	0.0	0.0	13.3
188 Kennedy ES	45	15.6	22.2	44.4	6.7	11.1	11.1	20.0	2.2	4.4	0.0	0.0	15.6
079 Key MS	1	*	*	*	*	*	*	*	*	*	*	*	*
128 Lyons ES	187	24.1	9.1	52.4	3.7	13.9	2.1	5.9	2.1	2.7	1.1	4.3	21.4
480 Marshall ES	0	---	---	---	---	---	---	---	---	---	---	---	---
298 Martinez R ES	16	43.8	12.5	56.3	0.0	6.3	6.3	12.5	6.3	0.0	0.0	6.3	12.5
179 McGowen ES	12	41.7	8.3	41.7	8.3	25.0	8.3	33.3	8.3	0.0	16.7	8.3	0.0
062 McReynolds MS	9	44.4	11.1	22.2	0.0	22.2	0.0	11.1	0.0	11.1	0.0	11.1	0.0
359 Moreno ES	196	27.6	17.9	56.1	4.1	13.8	7.1	11.2	4.6	2.0	2.0	3.6	11.2
210 Northline ES	52	21.2	15.4	48.1	3.8	21.2	3.8	23.1	3.8	11.5	5.8	3.8	5.8
213 Osborne ES	16	31.3	31.3	62.5	12.5	31.3	0.0	12.5	12.5	6.3	0.0	6.3	12.5
113 Paige ES	9	33.3	0.0	88.9	0.0	22.2	11.1	22.2	0.0	0.0	11.1	33.3	0.0
232 Ross ES	63	19.0	12.7	49.2	4.8	4.8	3.2	9.5	7.9	3.2	1.6	3.2	15.9
237 Scarborough ES	94	29.8	19.1	53.2	7.4	14.9	7.4	19.1	2.1	5.3	4.3	6.4	9.6
269 Scroggins ES	56	19.6	8.9	41.1	3.6	3.6	3.6	3.6	7.1	3.6	0.0	7.1	30.4
479 Shadydale ES	89	67.4	53.9	55.1	32.6	47.2	28.1	37.1	24.7	43.8	10.1	38.2	0.0

Appendix I

Table I-6. Questions 6A-L: Percentage of Parent and Family Member Respondents Who Indicated Types of Barriers That Hindered Their Participation at Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	Other Barriers	Experienced No Barriers
		6A	6B	6C	6D	6E	6F	6G	6H	6I	6J	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
239 Shearn ES	47	27.7	10.6	57.4	2.1	12.8	4.3	14.9	2.1	2.1	0.0	6.4	8.5
240 Sherman ES	12	58.3	25.0	33.3	0.0	8.3	16.7	0.0	0.0	8.3	8.3	25.0	0.0
Northwest Schools Office	1,507	21.7	21.6	61.0	5.6	18.4	5.6	10.0	8.6	8.1	2.9	5.2	13.9
478 Arabic Immersion	1	*	*	*	*	*	*	*	*	*	*	*	*
268 Benbrook ES	15	60.0	26.7	60.0	13.3	20.0	13.3	33.3	0.0	0.0	6.7	0.0	6.7
042 Black MS	41	17.1	17.1	63.4	2.4	14.6	4.9	12.2	14.6	9.8	2.4	4.9	9.8
120 Browning ES	85	24.7	8.2	57.6	3.5	12.9	4.7	11.8	4.7	1.2	0.0	2.4	20.0
323 Challenge EC HS	102	20.6	38.2	63.7	7.8	38.2	2.0	14.7	17.6	23.5	2.9	4.9	8.8
048 Clifton MS	15	6.7	20.0	46.7	0.0	26.7	6.7	6.7	6.7	0.0	0.0	20.0	6.7
135 Crockett ES	243	21.8	18.1	64.6	2.9	15.2	4.1	2.9	2.1	3.3	2.5	6.6	16.0
026 DeBakey HS	2	*	*	*	*	*	*	*	*	*	*	*	*
115 Durham ES	2	*	*	*	*	*	*	*	*	*	*	*	*
152 Field ES	0	---	---	---	---	---	---	---	---	---	---	---	---
157 Garden Oaks	109	42.2	21.1	69.7	3.7	18.3	2.8	7.3	5.5	6.4	0.9	3.7	6.4
348 HAIS HS	84	25.0	44.0	66.7	20.2	35.7	9.5	17.9	8.3	29.8	7.1	7.1	13.1
049 Hamilton MS	9	0.0	44.4	22.2	0.0	22.2	0.0	0.0	22.2	11.1	0.0	11.1	11.1
012 Heights HS	28	3.6	21.4	78.6	10.7	21.4	7.1	3.6	0.0	7.1	0.0	7.1	14.3
170 Helms ES	49	22.4	2.0	71.4	0.0	12.2	0.0	2.0	2.0	0.0	0.0	0.0	22.4
053 Hogb MS	2	*	*	*	*	*	*	*	*	*	*	*	*
310 Houston MSTC HS	43	23.3	14.0	41.9	9.3	9.3	2.3	20.9	2.3	16.3	0.0	11.6	4.7
182 Jefferson ES	8	12.5	0.0	62.5	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	25.0
389 Ketelsen ES	110	12.7	17.3	58.2	4.5	9.1	4.5	6.4	3.6	0.0	3.6	10.0	20.0
458 Leland YMCPC	36	11.1	30.6	66.7	0.0	25.0	2.8	13.9	8.3	11.1	0.0	2.8	8.3
198 Love ES	24	8.3	16.7	66.7	0.0	8.3	8.3	0.0	8.3	4.2	0.0	0.0	12.5
061 Marshall MS	0	---	---	---	---	---	---	---	---	---	---	---	---
289 Martinez C ES	17	47.1	23.5	47.1	11.8	35.3	5.9	35.3	5.9	11.8	11.8	5.9	11.8
308 North Houston EC HS	47	21.3	31.9	57.4	2.1	23.4	6.4	10.6	14.9	6.4	0.0	4.3	23.4
003 Northside HS	19	21.1	36.8	47.4	5.3	26.3	15.8	10.5	21.1	5.3	10.5	0.0	10.5
080 Rice School PK-8	76	17.1	7.9	68.4	5.3	17.1	3.9	3.9	11.8	0.0	1.3	2.6	14.5
231 Roosevelt ES	34	20.6	23.5	38.2	2.9	8.8	5.9	2.9	0.0	0.0	2.9	8.8	14.7
024 Scarborough HS	38	26.3	23.7	52.6	5.3	18.4	18.4	18.4	18.4	15.8	2.6	5.3	2.6
241 Sinclair ES	4	*	*	*	*	*	*	*	*	*	*	*	*
242 Smith ES	13	23.1	7.7	61.5	15.4	15.4	7.7	15.4	23.1	7.7	0.0	7.7	7.7
252 Wainwright ES	36	27.8	5.6	52.8	5.6	5.6	0.0	8.3	8.3	2.8	0.0	5.6	25.0
015 Waltrip HS	135	20.0	33.3	51.9	9.6	16.3	11.1	15.6	17.8	14.8	6.7	3.0	14.1
463 YWCPA	80	13.8	12.5	71.3	2.5	17.5	7.5	11.3	12.5	2.5	5.0	2.5	13.8
South Schools Office	1,781	23.8	17.1	57.7	6.6	13.8	6.4	13.5	6.7	4.8	2.8	5.4	14.1
102 Alcott ES	14	35.7	7.1	57.1	7.1	0.0	14.3	14.3	14.3	0.0	7.1	7.1	7.1
104 Almeda ES	44	20.5	18.2	68.2	9.1	20.5	6.8	13.6	2.3	9.1	0.0	13.6	15.9
108 Bastian ES	8	37.5	25.0	62.5	25.0	25.0	25.0	25.0	12.5	12.5	12.5	37.5	0.0
467 Baylor College MS	0	---	---	---	---	---	---	---	---	---	---	---	---
360 Bellfort ECC	36	22.2	11.1	52.8	5.6	13.9	0.0	19.4	8.3	0.0	2.8	8.3	16.7
119 Brookline ES	72	26.4	16.7	54.2	8.3	9.7	4.2	9.7	9.7	6.9	0.0	1.4	11.1
133 Cornelius ES	125	17.6	16.0	64.0	2.4	10.4	2.4	9.6	4.0	0.8	1.6	3.2	17.6
383 DeAnda ES	41	43.9	14.6	53.7	14.6	22.0	9.8	12.2	4.9	17.1	7.3	4.9	7.3
468 Energy Inst HS	92	18.5	19.6	69.6	3.3	23.9	5.4	10.9	9.8	15.2	2.2	2.2	7.6
154 Foster ES	12	41.7	0.0	66.7	8.3	8.3	0.0	0.0	0.0	8.3	8.3	0.0	0.0
156 Frost ES	37	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
158 Garden Villas ES	48	35.4	16.7	62.5	6.3	10.4	12.5	6.3	6.3	4.2	2.1	4.2	12.5
159 Golfcrest ES	11	36.4	45.5	45.5	18.2	9.1	18.2	27.3	0.0	0.0	0.0	9.1	0.0
162 Gregg ES	0	---	---	---	---	---	---	---	---	---	---	---	---
262 Grissom ES	42	16.7	23.8	61.9	2.4	26.2	7.1	4.8	14.3	2.4	2.4	7.1	11.9
051 Hartman MS	29	44.8	10.3	75.9	3.4	6.9	0.0	6.9	3.4	0.0	0.0	0.0	3.4
168 Hartsfield ES	0	---	---	---	---	---	---	---	---	---	---	---	---
395 Hines-Caldwell ES	1	*	*	*	*	*	*	*	*	*	*	*	*
175 Hobby ES	183	26.2	24.6	60.1	10.9	19.7	14.8	18.6	11.5	7.7	6.0	7.7	3.3
006 Jones HS	21	9.5	23.8	42.9	9.5	19.0	4.8	19.0	23.8	9.5	4.8	9.5	33.3
187 Kelso ES	35	25.7	22.9	54.3	11.4	5.7	8.6	17.1	5.7	0.0	0.0	5.7	11.4
263 Law ES	109	25.7	15.6	55.0	6.4	14.7	3.7	9.2	0.9	2.8	1.8	3.7	12.8
195 Lockhart ES	30	16.7	3.3	6.7	10.0	10.0	0.0	13.3	3.3	3.3	0.0	3.3	60.0

Appendix I

Table I-6. Questions 6A-L: Percentage of Parent and Family Member Respondents Who Indicated Types of Barriers That Hindered Their Participation at Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	Other Barriers	Experienced No Barriers
		6A	6B	6C	6D	6E	6F	6G	6H	6I	6J	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
264 Mitchell ES	34	23.5	17.6	58.8	8.8	11.8	2.9	29.4	0.0	5.9	0.0	0.0	8.8
355 MLK ECC	225	17.3	7.1	64.0	5.8	8.4	1.8	4.0	2.2	0.4	0.4	1.8	18.7
217 Peck ES	0	---	---	---	---	---	---	---	---	---	---	---	---
265 Petersen ES	31	48.4	38.7	35.5	6.5	9.7	16.1	6.5	16.1	19.4	9.7	0.0	6.5
382 Reagan Ed Ctr PK-8	22	4.5	18.2	59.1	4.5	9.1	9.1	4.5	0.0	0.0	0.0	4.5	31.8
225 Reynolds ES	13	7.7	23.1	76.9	7.7	15.4	0.0	0.0	7.7	0.0	0.0	7.7	0.0
373 Seguin ES	46	28.3	19.6	45.7	0.0	8.7	4.3	8.7	4.3	0.0	4.3	6.5	13.0
486 South EC HS	7	14.3	42.9	71.4	0.0	14.3	14.3	0.0	14.3	0.0	0.0	0.0	0.0
014 Sterling HS	56	30.4	33.9	50.0	17.9	19.6	10.7	30.4	23.2	5.4	5.4	5.4	5.4
077 Thomas MS	54	22.2	33.3	51.9	1.9	11.1	14.8	25.9	11.1	5.6	9.3	9.3	9.3
243 Thompson ES	92	23.9	8.7	76.1	5.4	17.4	5.4	9.8	2.2	1.1	1.1	3.3	9.8
328 TSU Charter	9	33.3	0.0	44.4	11.1	11.1	11.1	11.1	0.0	0.0	0.0	0.0	33.3
017 Westbury HS	55	23.6	18.2	70.9	1.8	20.0	3.6	14.5	10.9	14.5	1.8	10.9	9.1
257 Whidby ES	107	23.4	19.6	57.9	7.5	16.8	8.4	18.7	7.5	8.4	3.7	6.5	11.2
260 Windsor Village ES	3	*	*	*	*	*	*	*	*	*	*	*	*
247 Young ES	37	35.1	5.4	29.7	2.7	0.0	0.0	70.3	0.0	2.7	8.1	32.4	8.1
West Schools Office	5,718	23.3	17.1	59.2	6.1	15.5	7.2	15.9	9.3	6.8	3.4	4.9	12.5
105 Anderson ES	99	32.3	16.2	64.6	2.0	14.1	8.1	4.0	5.1	3.0	1.0	3.0	10.1
273 Ashford ES	9	22.2	22.2	55.6	0.0	0.0	11.1	11.1	0.0	0.0	11.1	0.0	22.2
274 Askew ES	85	23.5	14.1	64.7	1.2	16.5	7.1	7.1	5.9	2.4	2.4	3.5	15.3
151 Bell ES	79	16.5	11.4	60.8	6.3	12.7	5.1	10.1	11.4	1.3	1.3	5.1	17.7
002 Bellaire HS	7	28.6	28.6	71.4	28.6	28.6	14.3	14.3	0.0	14.3	0.0	0.0	28.6
295 Benavidez ES	0	---	---	---	---	---	---	---	---	---	---	---	---
114 Braeburn ES	152	22.4	15.1	44.7	5.9	8.6	6.6	23.0	11.2	5.3	3.9	1.3	20.4
344 Briar Meadow	56	28.6	3.6	75.0	3.6	21.4	1.8	5.4	1.8	1.8	0.0	1.8	12.5
130 Condit ES	107	20.6	6.5	71.0	2.8	11.2	2.8	4.7	13.1	4.7	0.9	3.7	19.6
136 Cunningham ES	237	21.1	10.5	62.9	3.8	13.9	6.3	14.3	8.4	4.6	2.5	3.4	9.3
396 Daily ES	56	16.1	14.3	58.9	8.9	16.1	10.7	10.7	10.7	1.8	3.6	5.4	12.5
148 Elrod ES	143	25.9	16.1	56.6	4.2	14.7	4.2	7.7	8.4	2.1	2.1	4.2	11.9
149 Emerson ES	33	15.2	6.1	63.6	9.1	12.1	3.0	9.1	9.1	6.1	0.0	6.1	9.1
350 Energized ECC	214	25.2	13.6	61.7	6.1	11.2	1.9	27.6	3.7	2.8	0.5	5.1	9.3
364 Energized ES	756	26.9	21.8	60.4	6.5	13.8	10.2	19.0	12.2	5.2	2.2	4.6	9.0
342 Energized MS	382	20.7	22.5	55.2	5.5	16.0	10.5	18.8	14.9	7.9	2.6	5.2	12.3
321 E-STEM Central HS	216	26.9	26.4	52.8	9.7	29.6	6.5	39.4	13.9	13.9	7.9	9.7	8.3
459 E-STEM Central MS	100	23.0	16.0	53.0	6.0	17.0	9.0	13.0	11.0	8.0	6.0	12.0	12.0

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

Appendix I

Table I-6. Questions 6A-L: Percentage of Parent and Family Member Respondents Who Indicated Types of Barriers That Hindered Their Participation at Their Child's Title I Campus on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	Other Barriers	Experienced No Barriers
		6A	6B	6C	6D	6E	6F	6G	6H	6I	6J	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
455 E-STEM West HS	14	35.7	35.7	28.6	28.6	14.3	14.3	21.4	14.3	7.1	7.1	0.0	14.3
390 E-STEM West MS	78	28.2	10.3	30.8	3.8	10.3	9.0	19.2	6.4	5.1	3.8	3.8	30.8
072 Fondren MS	17	35.3	47.1	47.1	5.9	17.6	17.6	35.3	17.6	5.9	5.9	5.9	0.0
369 Gross ES	36	19.4	22.2	61.1	5.6	13.9	11.1	22.2	16.7	13.9	5.6	5.6	13.9
131 Halpin ECC	166	16.9	7.2	47.6	4.2	6.6	2.4	10.2	3.6	1.8	1.2	2.4	35.5
173 Herod ES	23	26.1	21.7	56.5	0.0	21.7	0.0	8.7	4.3	4.3	4.3	4.3	21.7
300 Inspired Acad	101	26.7	8.9	56.4	8.9	22.8	2.0	17.8	17.8	25.7	20.8	7.9	0.0
008 Lamar HS	300	16.7	41.0	56.3	11.3	33.0	13.0	17.7	9.3	20.3	12.0	9.7	10.3
340 Las Americas MS	3	*	*	*	*	*	*	*	*	*	*	*	*
059 Long Acad	28	14.3	32.1	42.9	7.1	14.3	7.1	10.7	17.9	0.0	0.0	7.1	7.1
196 Longfellow ES	26	11.5	26.9	73.1	7.7	11.5	0.0	3.8	3.8	3.8	3.8	3.8	15.4
199 Lovett ES	33	24.2	3.0	60.6	0.0	12.1	0.0	3.0	0.0	0.0	0.0	3.0	27.3
201 MacGregor ES	48	10.4	14.6	66.7	2.1	8.3	0.0	10.4	10.4	6.3	0.0	0.0	20.8
227 McNamara ES	116	29.3	15.5	60.3	31.0	30.2	12.1	20.7	6.0	7.8	0.0	5.2	2.6
204 Memorial ES	0	---	---	---	---	---	---	---	---	---	---	---	---
055 Meyerland MS	21	23.8	76.2	52.4	4.8	19	14.3	9.5	9.5	9.5	4.8	9.5	0
484 Middle College HS - Gulfton	19	5.3	10.5	84.2	5.3	10.5	5.3	10.5	5.3	15.8	0.0	0.0	5.3
299 Milne ES	0	---	---	---	---	---	---	---	---	---	---	---	---
354 Mistral ECC	37	27.0	10.8	56.8	5.4	8.1	5.4	10.8	0.0	2.7	5.4	3	19
209 Neff ECC	74	9.5	13.5	60.8	1.4	10.8	9.5	23.0	9.5	6.8	5.4	1	9
394 Neff ES	61	34.4	6.6	50.8	3.3	8.2	1.6	11.5	0.0	4.9	0.0	3	13
215 Parker ES	96	29.2	5.2	71.9	1.0	19.8	1.0	6.3	5.2	4.2	4.2	3	9
064 Pershing MS	98	20.4	23.5	68.4	5.1	20.4	11.2	12.2	9.2	8.2	6.1	7	13
218 Pilgrim ES	147	23.8	15.6	61.9	6.8	8.8	7.5	14.3	7.5	2.7	1.4	3	13
219 Piney Point ES	127	12.6	7.9	65.4	4.7	8.7	4.7	15.7	7.1	3.9	2.4	3	12
224 Red ES	34	17.6	2.9	70.6	5.9	14.7	2.9	2.9	2.9	0.0	5.9	6	6
060 Revere MS	30	20.0	30.0	70.0	6.7	23.3	13.3	23.3	3.3	23.3	10.0	7	3
372 Rodriguez ES	102	18.6	13.7	53.9	6.9	9.8	8.8	21.6	5.9	4.9	2.9	5	15
353 School at St. George ES	2	*	*	*	*	*	*	*	*	*	*	*	*
276 Shadowbriar ES	2	*	*	*	*	*	*	*	*	*	*	*	*
081 Sharpstown Intl	102	21.6	25.5	65.7	4.9	23.5	7.8	15.7	11.8	22.5	0.0	8	12
248 Sutton ES	333	30.0	12.9	61.9	5.1	16.8	8.7	14.7	9.6	6.9	2.1	6	9
068 Tanglewood MS	0	---	---	---	---	---	---	---	---	---	---	---	---
374 Tinsley ES	33	24.2	21.2	39.4	0.0	9.1	12.1	12.1	6.1	9.1	0.0	3.0	15.2
285 Valley West ES	89	22.5	9.0	57.3	2.2	5.6	4.5	9.0	6.7	2.2	1.1	6.7	21.3
253 Walnut Bend ES	39	33.3	12.8	69.2	2.6	12.8	0.0	10.3	5.1	2.6	2.6	7.7	7.7
056 Welch MS	0	---	---	---	---	---	---	---	---	---	---	---	---
099 West Briar MS	2	*	*	*	*	*	*	*	*	*	*	*	*
036 Westside HS	4	*	*	*	*	*	*	*	*	*	*	*	*
256 Wharton ES	81	19.8	16.0	74.1	1.2	4.9	2.5	2.5	1.2	1.2	0.0	1.2	14.8
267 White E ES	245	28.2	11.8	61.6	6.1	12.2	5.7	11.0	13.9	4.9	2.9	4.1	7.3
483 White M ES	53	18.9	5.7	69.8	3.8	7.5	0.0	13.2	7.5	9.4	1.9	0.0	13.2
009 Wisdom HS	21	4.8	23.8	71.4	0.0	23.8	28.6	38.1	28.6	4.8	14.3	0.0	4.8
392 Young Learners	146	18.5	6.8	49.3	3.4	13.7	1.4	10.3	2.1	1.4	0.7	3.4	25.3

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

Appendix I

Appendix I-7. Questions 8A-I: Percent of Parent and Family Member Respondents Who Indicated How HISD Title I Schools Could Improve or Provide Extra Support to Children's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

			Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
			8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages		n	%	%	%	%	%	%	%	%	%
HISD Districtwide		15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
Achieve 180 Schools Office		1,238	48.5	12.1	35.7	24.6	43.4	35.4	25.5	7.1	15.3
041	Attucks MS	0	---	---	---	---	---	---	---	---	---
110	Blackshear ES	0	---	---	---	---	---	---	---	---	---
111	Bonham ES	19	78.9	15.8	31.6	31.6	36.8	68.4	47.4	10.5	0.0
121	Bruce ES	16	43.8	6.3	37.5	25.0	50.0	25.0	37.5	12.5	31.3
044	Cullen MS	48	54.2	20.8	47.9	47.9	54.2	39.6	37.5	8.3	12.5
045	Deady MS	22	63.6	13.6	40.9	40.9	63.6	40.9	40.9	4.5	9.1
140	Dogan ES	0	---	---	---	---	---	---	---	---	---
271	Foerster ES	0	---	---	---	---	---	---	---	---	---
153	Fondren ES	3	*	*	*	*	*	*	*	*	*
476	Forest Brook MS	71	43.7	9.9	26.8	38.0	36.6	28.2	32.4	11.3	11.3
058	Gregory-Lincoln PK-8	25	32.0	24.0	48.0	24.0	60.0	20.0	24.0	0.0	8.0
052	Henry MS	38	73.7	21.1	44.7	42.1	63.2	55.3	50.0	7.9	2.6
456	High School Ahead Acad MS	22	22.7	31.8	45.5	13.6	27.3	9.1	22.7	9.1	13.6
174	Highland Heights ES	125	55.2	7.2	41.6	1.6	72.0	36.0	8.0	0.0	2.4
473	Hilliard ES	74	58.1	10.8	43.2	13.5	43.2	47.3	31.1	6.8	9.5
050	Holland MS	2	*	*	*	*	*	*	*	*	*
007	Kashmere HS	36	44.4	13.9	50.0	61.1	52.8	22.2	38.9	8.3	16.7
075	Lawson MS	38	2.6	0.0	10.5	5.3	2.6	50.0	2.6	0.0	39.5
324	Liberty HS	8	75.0	12.5	50.0	75.0	87.5	75.0	50.0	0.0	0.0
197	Looscan ES	25	60.0	12.0	48.0	32.0	40.0	52.0	44.0	4.0	16.0
203	Mading ES	8	50.0	25.0	50.0	12.5	25.0	37.5	37.5	12.5	0.0
010	Madison HS	3	*	*	*	*	*	*	*	*	*
207	Montgomery ES	108	58.3	9.3	36.1	24.1	38.9	40.7	30.6	5.6	13.9
477	North Forest HS	1	*	*	*	*	*	*	*	*	*
223	Pugh ES	63	52.4	7.9	34.9	15.9	46.0	22.2	22.2	3.2	9.5
023	Sharpstown HS	8	37.5	0.0	0.0	12.5	50.0	37.5	37.5	12.5	12.5
245	Stevens ES	24	33.3	12.5	33.3	16.7	41.7	25.0	25.0	0.0	12.5
163	Sugar Grove MS	44	56.8	9.1	36.4	27.3	61.4	50.0	36.4	2.3	15.9
100	TCAH	173	38.2	12.1	22.5	22.0	27.7	24.9	13.3	10.4	28.9
016	Washington HS	11	72.7	27.3	54.5	54.5	45.5	54.5	54.5	9.1	9.1
254	Wesley ES	0	---	---	---	---	---	---	---	---	---
018	Wheatley HS	29	24.1	20.7	31.0	34.5	24.1	24.1	17.2	0.0	17.2
082	Williams MS	108	57.4	18.5	41.7	30.6	50.0	46.3	34.3	8.3	14.8
127	Woodson PK-8	50	24.0	2.0	20.0	2.0	8.0	6.0	2.0	22.0	38.0

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Appendix I-7. Questions 8A-I: Percent of Parent and Family Member Respondents Who Indicated How HISD Title I Schools Could Improve or Provide Extra Support to Children's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
019 Worthing HS	34	64.7	11.8	41.2	47.1	50.0	38.2	26.5	14.7	8.8
020 Yates HS	2	*	*	*	*	*	*	*	*	*
East Schools Office	2,774	50.5	10.8	35.6	31.0	41.3	37.9	34.9	5.8	17.0
001 Austin HS	69	56.5	21.7	42.0	50.7	37.7	43.5	47.8	7.2	8.7
234 BCM Biotech Academy at Rusk	5	40.0	0.0	40.0	40.0	60.0	40.0	20.0	0.0	20.0
112 Bonner ES	32	46.9	9.4	34.4	25.0	40.6	34.4	43.8	6.3	9.4
117 Briscoe ES	14	64.3	7.1	28.6	14.3	28.6	42.9	14.3	7.1	14.3
124 Burnet ES	167	51.5	11.4	34.1	25.7	38.3	36.5	34.7	3.6	19.2
287 Cage ES	244	48.0	12.3	38.1	25.8	37.7	31.1	31.6	3.7	23.0
292 Carrillo ES	87	74.7	4.6	39.1	29.9	66.7	64.4	34.5	2.3	8.0
027 Chavez HS	104	51.9	10.6	34.6	47.1	40.4	32.7	42.3	3.8	14.4
071 Chrysalis MS	117	54.7	7.7	29.1	31.6	39.3	33.3	23.1	6.0	18.8
290 Crespo ES	7	42.9	0.0	14.3	14.3	28.6	57.1	14.3	0.0	28.6
297 Davila ES	27	37.0	3.7	22.2	18.5	55.6	44.4	37.0	3.7	18.5
138 De Zavala ES	1	*	*	*	*	*	*	*	*	*
345 East EC HS	74	47.3	8.1	31.1	35.1	31.1	12.2	28.4	1.4	24.3
301 Eastwood Acad HS	133	11.3	9.8	28.6	12.8	40.6	36.1	33.1	9.8	23.3
046 Edison MS	32	56.3	9.4	37.5	37.5	53.1	43.8	62.5	6.3	9.4
155 Franklin ES	73	56.2	11.0	41.1	20.5	37.0	46.6	41.1	4.1	20.5
004 Furr HS	0	---	---	---	---	---	---	---	---	---
291 Gallegos ES	14	28.6	7.1	50.0	35.7	28.6	21.4	35.7	0.0	7.1
166 Harris JR ES	45	57.8	11.1	35.6	26.7	33.3	28.9	37.8	0.0	6.7
167 Harris RP ES	42	52.4	16.7	40.5	26.2	45.2	69.0	52.4	16.7	4.8
171 Henderson JP ES	181	53.6	11.0	37.0	37.0	40.3	44.8	38.1	5.0	13.3
034 HSLJ	173	50.3	11.6	27.2	42.2	39.3	26.0	23.7	8.7	17.3
192 Lantrip ES	109	44.0	7.3	33.0	21.1	32.1	30.3	28.4	4.6	22.9
357 Laurenzo ECC	60	33.3	3.3	36.7	18.3	15.0	36.7	25.0	8.3	33.3
194 Lewis ES	11	81.8	9.1	27.3	27.3	72.7	36.4	27.3	0.0	0.0
485 Middle College HS - Fraga	6	33.3	16.7	33.3	66.7	33.3	33.3	16.7	0.0	0.0
011 Milby HS	53	39.6	7.5	24.5	35.8	41.5	22.6	32.1	7.5	20.8
311 Mount Carmel Acad HS	23	39.1	17.4	34.8	39.1	39.1	8.7	30.4	4.3	34.8
054 Navarro MS	0	---	---	---	---	---	---	---	---	---
212 Oates ES	42	57.1	16.7	54.8	38.1	50.0	69.0	61.9	21.4	4.8
338 Ortiz MS	115	60.9	13.9	32.2	44.3	54.8	40.0	35.7	8.7	13.9
214 Park Place ES	157	58.0	13.4	47.1	33.1	47.1	49.0	40.8	7.0	12.1

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Appendix I-7. Questions 8A-I: Percent of Parent and Family Member Respondents Who Indicated How HISD Title I Schools Could Improve or Provide Extra Support to Children's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
216 Patterson ES	86	52.3	11.6	29.1	22.1	40.7	34.9	31.4	5.8	22.1
220 Pleasantville ES	48	62.5	10.4	37.5	20.8	50.0	52.1	41.7	4.2	10.4
222 Port Houston ES	48	60.4	14.6	39.6	31.3	54.2	35.4	50.0	6.3	8.3
186 Robinson ES	1	*	*	*	*	*	*	*	*	*
233 Rucker ES	39	64.1	7.7	38.5	28.2	56.4	46.2	48.7	2.6	17.9
281 Sanchez ES	34	58.8	26.5	41.2	29.4	35.3	41.2	47.1	14.7	8.8
244 Southmayd ES	84	20.2	1.2	35.7	13.1	15.5	17.9	15.5	1.2	36.9
098 Stevenson MS	52	57.7	13.5	30.8	63.5	38.5	44.2	40.4	7.7	13.5
279 Tijerina ES	121	56.2	12.4	31.4	23.1	41.3	38.8	32.2	5.0	9.1
258 Whittier ES	43	72.1	7.0	69.8	58.1	79.1	62.8	44.2	2.3	11.6
371 Young Scholars	1	*	*	*	*	*	*	*	*	*
North Schools Office	2,352	51.5	12.9	37.5	29.0	41.2	42.4	34.6	6.8	12.5
106 Atherton ES	72	40.3	8.3	31.9	25.0	51.4	16.7	4.2	1.4	6.9
107 Barrick ES	112	50.9	13.4	39.3	24.1	38.4	57.1	37.5	7.1	8.9
109 Berry ES	20	55.0	10.0	55.0	70.0	70.0	40.0	55.0	0.0	5.0
122 Burbank ES	127	52.0	8.7	37.0	26.8	37.8	48.8	40.9	9.4	11.0
043 Burbank MS	102	49.0	8.8	45.1	58.8	44.1	39.2	39.2	2.0	11.8
125 Burrus ES	82	47.6	20.7	46.3	37.8	43.9	41.5	31.7	13.4	4.9
123 Codwell ES	30	33.3	16.7	40.0	23.3	26.7	36.7	13.3	6.7	33.3
358 Cook ES	36	50.0	16.7	41.7	19.4	50.0	50.0	36.1	11.1	5.6
132 Coop ES	103	52.4	9.7	37.9	25.2	47.6	52.4	41.7	5.8	13.6
137 De Chaumes ES	14	50.0	7.1	28.6	35.7	50.0	42.9	14.3	14.3	21.4
144 Durkee ES	53	60.4	13.2	30.2	34.0	43.4	56.6	49.1	9.4	7.5
147 Eliot ES	350	52.3	8.6	39.1	28.9	39.7	45.7	34.0	7.4	12.6
475 Elmore ES	55	54.5	5.5	21.8	10.9	40.0	32.7	34.5	1.8	5.5
352 Farias ECC	65	44.6	10.8	20.0	18.5	24.6	32.3	35.4	6.2	32.3
078 Fleming MS	0	---	---	---	---	---	---	---	---	---
047 Fonville MS	68	44.1	16.2	36.8	35.3	48.5	42.6	33.8	4.4	27.9
470 Fonwood ECC	20	45.0	25.0	30.0	25.0	15.0	35.0	20.0	0.0	20.0
283 Garcia ES	25	56.0	36.0	20.0	24.0	64.0	16.0	32.0	4.0	0.0
172 Henderson NQ ES	25	40.0	32.0	44.0	24.0	24.0	36.0	12.0	12.0	24.0
286 Herrera ES	21	0.0	4.8	33.3	14.3	38.1	14.3	14.3	4.8	0.0
180 Isaacs ES	42	71.4	11.9	33.3	31.0	59.5	38.1	26.2	2.4	4.8
181 Janowski ES	16	56.3	12.5	25.0	25.0	25.0	43.8	37.5	6.3	6.3
185 Kashmere Gardens ES	18	33.3	11.1	27.8	11.1	11.1	44.4	16.7	5.6	22.2

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Appendix I-7. Questions 8A-I: Percent of Parent and Family Member Respondents Who Indicated How HISD Title I Schools Could Improve or Provide Extra Support to Children's Learning at Home on the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
188 Kennedy ES	34	55.9	23.5	47.1	41.2	52.9	47.1	38.2	11.8	14.7
079 Key MS	1	*	*	*	*	*	*	*	*	*
128 Lyons ES	179	50.8	7.3	32.4	22.3	31.3	34.1	24.6	2.8	18.4
480 Marshall ES	0	---	---	---	---	---	---	---	---	---
298 Martinez R ES	20	50.0	10.0	30.0	10.0	50.0	40.0	30.0	0.0	20.0
179 McGowen ES	14	0.0	0.0	71.4	7.1	35.7	14.3	7.1	0.0	21.4
062 McReynolds MS	9	33.3	11.1	55.6	44.4	22.2	22.2	33.3	11.1	11.1
359 Moreno ES	202	55.9	13.4	33.2	32.7	41.1	41.6	36.6	4.5	13.9
210 Northline ES	53	66.0	11.3	37.7	28.3	43.4	47.2	47.2	11.3	7.5
213 Osborne ES	19	63.2	26.3	57.9	36.8	57.9	57.9	47.4	5.3	5.3
113 Paige ES	8	37.5	0.0	37.5	0.0	75.0	50.0	37.5	12.5	0.0
232 Ross ES	63	54.0	6.3	36.5	17.5	34.9	46.0	41.3	3.2	14.3
237 Scarborough ES	97	55.7	11.3	37.1	30.9	49.5	40.2	41.2	4.1	10.3
269 Scroggins ES	61	42.6	14.8	34.4	32.8	49.2	50.8	52.5	4.9	11.5
479 Shadydale ES	76	68.4	48.7	57.9	27.6	35.5	35.5	34.2	36.8	0.0
239 Shearn ES	48	62.5	18.8	45.8	43.8	45.8	62.5	47.9	2.1	6.3
240 Sherman ES	12	58.3	0.0	41.7	0.0	41.7	58.3	33.3	8.3	8.3
Northwest Schools Office	1,532	48.7	10.2	36.3	32.0	35.4	37.6	31.5	6.0	18.1
478 Arabic Immersion	1	*	*	*	*	*	*	*	*	*
268 Benbrook ES	15	53.3	20.0	46.7	26.7	60.0	46.7	46.7	13.3	6.7
042 Black MS	43	39.5	7.0	34.9	34.9	34.9	20.9	20.9	2.3	25.6
120 Browning ES	90	62.2	10.0	46.7	36.7	53.3	58.9	52.2	5.6	6.7
323 Challenge EC HS	94	40.4	8.5	29.8	33.0	26.6	20.2	24.5	2.1	24.5
048 Clifton MS	18	72.2	16.7	55.6	38.9	50.0	44.4	44.4	22.2	22.2
135 Crockett ES	248	48.4	9.3	38.3	19.4	29.4	44.0	30.6	1.2	13.3
026 DeBakey HS	2	*	*	*	*	*	*	*	*	*
115 Durham ES	2	*	*	*	*	*	*	*	*	*
152 Field ES	0	---	---	---	---	---	---	---	---	---
157 Garden Oaks	108	50.9	11.1	38.9	21.3	30.6	39.8	33.3	13.0	22.2
348 HAIS HS	87	34.5	9.2	33.3	39.1	27.6	25.3	24.1	5.7	27.6
049 Hamilton MS	10	50.0	10.0	40.0	30.0	40.0	0.0	10.0	0.0	20.0
012 Heights HS	28	46.4	10.7	28.6	53.6	17.9	17.9	7.1	21.4	14.3
170 Helms ES	46	43.5	2.2	34.8	6.5	19.6	30.4	28.3	0.0	32.6
053 Hogg MS	2	*	*	*	*	*	*	*	*	*
310 Houston MSTC HS	44	54.5	18.2	47.7	45.5	52.3	54.5	27.3	6.8	6.8

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		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
182 Jefferson ES	9	33.3	11.1	33.3	22.2	44.4	44.4	44.4	0.0	22.2
389 Ketelsen ES	117	40.2	8.5	23.1	29.1	36.8	39.3	31.6	6.0	22.2
458 Leland YMCPA	38	57.9	10.5	52.6	60.5	57.9	47.4	26.3	5.3	7.9
198 Love ES	23	52.2	8.7	30.4	26.1	17.4	47.8	17.4	4.3	17.4
061 Marshall MS	3	*	*	*	*	*	*	*	*	*
289 Martinez C ES	15	73.3	20.0	46.7	13.3	26.7	66.7	46.7	26.7	6.7
308 North Houston EC HS	49	42.9	4.1	20.4	32.7	26.5	22.4	28.6	8.2	34.7
003 Northside HS	21	61.9	9.5	28.6	28.6	38.1	47.6	33.3	14.3	4.8
080 Rice School PK-8	75	48.0	10.7	37.3	33.3	48.0	37.3	34.7	2.7	18.7
231 Roosevelt ES	34	52.9	2.9	29.4	20.6	41.2	50.0	35.3	0.0	23.5
024 Scarborough HS	41	65.9	17.1	46.3	41.5	41.5	41.5	41.5	17.1	17.1
241 Sinclair ES	3	*	*	*	*	*	*	*	*	*
242 Smith ES	13	76.9	15.4	61.5	46.2	61.5	61.5	61.5	15.4	0.0
252 Wainwright ES	39	46.2	7.7	38.5	30.8	35.9	46.2	41.0	7.7	20.5
015 Waltrip HS	132	46.2	12.9	30.3	47.0	34.1	22.0	26.5	6.1	18.9
463 YWCPA	82	48.8	13.4	43.9	37.8	34.1	39.0	35.4	4.9	12.2
South Schools Office	1,800	50.8	13.5	35.6	28.3	38.6	41.2	33.3	7.7	16.6
102 Alcott ES	13	46.2	15.4	46.2	23.1	23.1	53.8	30.8	7.7	7.7
104 Alameda ES	43	60.5	14.0	41.9	32.6	51.2	58.1	44.2	14.0	9.3
108 Bastian ES	10	70.0	30.0	60.0	30.0	60.0	70.0	50.0	10.0	0.0
467 Baylor College MS	0	---	---	---	---	---	---	---	---	---
360 Bellfort ECC	16	37.5	6.3	25.0	31.3	25.0	31.3	31.3	6.3	18.8
119 Brookline ES	81	54.3	9.9	34.6	29.6	46.9	48.1	32.1	7.4	11.1
133 Cornelius ES	129	45.0	9.3	27.9	31.8	36.4	45.0	27.9	7.8	17.8
383 DeAnda ES	36	66.7	27.8	47.2	27.8	30.6	47.2	44.4	8.3	8.3
468 Energy Inst HS	90	40.0	12.2	27.8	43.3	30.0	22.2	21.1	7.8	27.8
154 Foster ES	15	53.3	20.0	40.0	6.7	33.3	33.3	33.3	0.0	13.3
156 Frost ES	21	4.8	28.6	0.0	4.8	4.8	4.8	19.0	4.8	47.6
158 Garden Villas ES	46	54.3	10.9	34.8	28.3	32.6	37.0	32.6	4.3	19.6
159 Golfcrest ES	14	71.4	0.0	28.6	14.3	42.9	42.9	35.7	7.1	14.3
162 Gregg ES	0	---	---	---	---	---	---	---	---	---
262 Grissom ES	55	61.8	12.7	50.9	40.0	43.6	72.7	49.1	9.1	7.3
051 Hartman MS	25	72.0	20.0	60.0	4.0	60.0	20.0	20.0	4.0	0.0
168 Hartsfield ES	0	---	---	---	---	---	---	---	---	---
395 Hines-Caldwell ES	1	*	*	*	*	*	*	*	*	*

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		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
175 Hobby ES	185	47.0	14.1	41.1	33.5	49.2	41.6	35.7	10.3	9.2
006 Jones HS	22	45.5	27.3	40.9	45.5	36.4	40.9	27.3	18.2	18.2
187 Kelso ES	43	48.8	11.6	37.2	30.2	55.8	58.1	48.8	4.7	4.7
263 Law ES	111	56.8	11.7	26.1	23.4	44.1	53.2	33.3	3.6	13.5
195 Lockhart ES	29	13.8	3.4	20.7	0.0	27.6	20.7	17.2	6.9	37.9
264 Mitchell ES	31	58.1	22.6	41.9	41.9	32.3	58.1	48.4	16.1	16.1
355 MLK ECC	216	38.0	5.6	27.8	17.1	16.2	28.7	19.9	2.8	35.2
217 Peck ES	0	---	---	---	---	---	---	---	---	---
265 Petersen ES	36	80.6	25.0	47.2	38.9	38.9	47.2	33.3	16.7	5.6
382 Reagan Ed Ctr PK-8	23	52.2	13.0	30.4	26.1	34.8	34.8	30.4	17.4	21.7
225 Reynolds ES	17	58.8	0.0	64.7	41.2	41.2	58.8	47.1	5.9	5.9
373 Seguin ES	52	73.1	9.6	34.6	15.4	48.1	36.5	42.3	3.8	11.5
486 South EC HS	6	50.0	16.7	50.0	50.0	33.3	16.7	33.3	0.0	16.7
014 Sterling HS	67	56.7	17.9	37.3	56.7	37.3	37.3	43.3	10.4	11.9
077 Thomas MS	63	66.7	19.0	33.3	31.7	47.6	36.5	31.7	11.1	9.5
243 Thompson ES	97	53.6	14.4	39.2	20.6	35.1	40.2	34.0	8.2	16.5
328 TSU Charter	10	40.0	20.0	30.0	40.0	20.0	50.0	20.0	10.0	40.0
017 Westbury HS	55	43.6	10.9	32.7	49.1	32.7	27.3	27.3	10.9	23.6
257 Whidby ES	103	60.2	26.2	51.5	20.4	43.7	56.3	42.7	8.7	11.7
260 Windsor Village ES	2	*	*	*	*	*	*	*	*	*
247 Young ES	37	27.0	5.4	18.9	2.7	59.5	27.0	54.1	0.0	0.0
West Schools Office	5,771	54.7	12.1	37.4	33.3	41.1	45.9	37.5	7.8	13.1
105 Anderson ES	102	54.9	12.7	39.2	26.5	39.2	49.0	42.2	5.9	14.7
273 Ashford ES	9	44.4	0.0	44.4	11.1	22.2	22.2	0.0	0.0	33.3
274 Askew ES	79	58.2	11.4	49.4	29.1	44.3	46.8	27.8	6.3	11.4
151 Bell ES	88	46.6	12.5	37.5	21.6	33.0	56.8	36.4	5.7	15.9
002 Bellaire HS	7	57.1	0.0	42.9	57.1	28.6	28.6	28.6	42.9	28.6
295 Benavidez ES	0	---	---	---	---	---	---	---	---	---
114 Braeburn ES	149	59.1	20.1	44.3	30.9	51.0	54.4	53.0	7.4	10.7
344 Briar Meadow	50	42.0	0.0	40.0	10.0	26.0	44.0	20.0	4.0	18.0
130 Condit ES	106	48.1	15.1	34.0	8.5	30.2	27.4	18.9	3.8	29.2
136 Cunningham ES	228	62.7	9.6	43.0	32.5	42.5	51.3	44.3	7.5	8.3
396 Daily ES	62	45.2	9.7	29.0	19.4	33.9	40.3	30.6	3.2	8.1
148 Elrod ES	139	57.6	17.3	35.3	34.5	36.0	55.4	46.0	5.8	15.8
149 Emerson ES	34	52.9	14.7	44.1	32.4	52.9	44.1	50.0	14.7	11.8

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		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
350 Energized ECC	200	51.5	8.0	27.0	15.0	24.5	46.5	29.0	5.0	13.5
364 Energized ES	764	62.6	12.3	45.4	40.6	55.1	54.2	45.0	8.4	6.4
342 Energized MS	390	55.1	13.6	39.5	50.0	50.0	49.0	41.5	7.9	7.9
321 E-STEM Central HS	219	45.7	10.0	35.2	47.5	36.1	26.5	30.6	5.9	17.4
459 E-STEM Central MS	98	61.2	8.2	29.6	33.7	46.9	41.8	33.7	8.2	13.3
455 E-STEM West HS	14	57.1	7.1	50.0	28.6	57.1	50.0	50.0	7.1	7.1
390 E-STEM West MS	79	49.4	10.1	22.8	19.0	20.3	29.1	26.6	8.9	25.3
072 Fondren MS	20	75.0	25.0	60.0	60.0	55.0	55.0	60.0	5.0	5.0
369 Gross ES	32	53.1	31.3	40.6	28.1	50.0	43.8	53.1	18.8	21.9
131 Halpin ECC	157	44.6	8.9	28.0	20.4	19.1	56.7	36.9	7.6	11.5
173 Herod ES	22	27.3	4.5	40.9	9.1	22.7	27.3	27.3	18.2	31.8
300 Inspired Acad	74	43.2	10.8	29.7	23.0	37.8	47.3	16.2	6.8	5.4
008 Lamar HS	301	50.2	11.0	33.9	47.8	40.5	29.6	27.2	12.3	15.9
340 Las Americas MS	3	*	*	*	*	*	*	*	*	*
059 Long Acad	30	70.0	10.0	30.0	43.3	40.0	40.0	23.3	0.0	6.7
196 Longfellow ES	27	44.4	7.4	25.9	14.8	25.9	29.6	25.9	3.7	22.2
199 Lovett ES	36	30.6	5.6	27.8	5.6	19.4	25.0	5.6	0.0	36.1
201 MacGregor ES	49	46.9	10.2	40.8	20.4	40.8	38.8	34.7	4.1	22.4
227 McNamara ES	94	62.8	21.3	50.0	34.0	40.4	42.6	43.6	6.4	6.4
204 Memorial ES	0	---	---	---	---	---	---	---	---	---
055 Meyerland MS	22	59.1	9.1	40.9	40.9	59.1	40.9	31.8	9.1	13.6
484 Middle College HS - Gulfton	17	64.7	0.0	23.5	17.6	70.6	0.0	0.0	5.9	5.9
299 Milne ES	0	---	---	---	---	---	---	---	---	---
354 Mistral ECC	44	31.8	9.1	43.2	25.0	29.5	63.6	50.0	6.8	13.6
209 Neff ECC	70	68.6	12.9	32.9	37.1	47.1	44.3	50.0	12.9	2.9
394 Neff ES	58	50.0	17.2	37.9	27.6	31.0	62.1	48.3	8.6	12.1
215 Parker ES	94	42.6	13.8	45.7	21.3	24.5	25.5	18.1	8.5	28.7
064 Pershing MS	99	51.5	12.1	29.3	34.3	37.4	45.5	32.3	8.1	20.2
218 Pilgrim ES	159	66.0	10.7	39.0	44.7	45.3	56.0	51.6	6.3	6.3
219 Piney Point ES	146	59.6	19.9	43.2	37.7	52.1	49.3	41.1	6.2	11.0
224 Red ES	41	41.5	9.8	29.3	19.5	29.3	43.9	26.8	14.6	17.1
060 Revere MS	28	42.9	14.3	32.1	35.7	35.7	50.0	28.6	14.3	14.3
372 Rodriguez ES	110	52.7	10.9	38.2	40.0	50.0	58.2	47.3	11.8	7.3
353 School at St. George ES	3	*	*	*	*	*	*	*	*	*
276 Shadowbriar ES	2	*	*	*	*	*	*	*	*	*

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		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%
HISD Districtwide	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
081 Sharpstown Intl	102	52.9	14.7	35.3	52.0	42.2	30.4	38.2	8.8	17.6
248 Sutton ES	350	57.4	12.9	37.1	29.7	48.0	47.4	38.0	7.1	12.3
068 Tanglewood MS	0	---	---	---	---	---	---	---	---	---
374 Tinsley ES	39	74.4	23.1	51.3	46.2	56.4	61.5	61.5	17.9	0.0
285 Valley West ES	85	41.2	4.7	22.4	16.5	30.6	35.3	23.5	5.9	28.2
253 Walnut Bend ES	67	59.7	13.4	46.3	20.9	40.3	41.8	26.9	14.9	10.4
056 Welch MS	0	---	---	---	---	---	---	---	---	---
099 West Briar MS	2	*	*	*	*	*	*	*	*	*
036 Westside HS	3	*	*	*	*	*	*	*	*	*
256 Wharton ES	76	46.1	7.9	22.4	15.8	21.1	34.2	21.1	6.6	28.9
267 White E ES	257	68.5	11.3	36.2	37.7	45.9	56.0	45.1	5.4	10.5
483 White M ES	59	33.9	5.1	32.2	10.2	20.3	30.5	25.4	6.8	20.3
009 Wisdom HS	32	34.4	9.4	34.4	53.1	50.0	59.4	50.0	12.5	6.3
392 Young Learners	144	47.2	9.7	28.5	17.4	15.3	43.8	32.6	4.9	25.7

Source: Results from the HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey).

Table J-1. Questions 6A-L: Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced that Prevented Them From Being Able to Participate in Activities at Their Children's HISD Title I School based on Demographic Characteristics, 2018–2019

		Childcare or care of a family member 6A	Unaware of activity or event 6B	Conflict with work or personal schedule 6C	Limitations caused by disability 6D	Overwhelmed with other responsibilities or problems 6E	Unable to access online information or notifications 6F	Lack of transportation 6G	Language barriers 6H	Not interested in participating 6I	Not comfortable participating at this school 6J	Other Barriers 6K	Experienced No Barriers 6L	
Demographic characteristics	n	%	%	%	%	%	%	%	%	%	%	%	%	
HISD Districtwide	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4	
Race and ethnicity	American Indian	93	36.6	21.5	43.0	17.2	26.9	15.1	28.0	20.4	14.0	9.7	18.3	8.6
	Asian/Pacific Islander	471	26.8	17.4	52.7	5.7	21.9	7.0	13.6	18.9	10.4	5.3	3.2	11.9
	Black/African American	2,581	21.2	21.8	59.4	7.2	17.1	5.9	16.3	2.7	6.3	3.3	5.4	13.6
	Hispanic/Latino	10,186	24.3	16.1	56.5	5.6	14.2	6.3	14.2	9.0	5.8	3.0	5.2	13.2
	Other	443	26.2	24.8	56.9	9.0	21.2	8.6	14.2	5.0	13.8	6.3	7.4	13.3
White	799	24.3	21.3	61.1	6.8	17.5	5.1	6.8	3.0	10.3	3.0	6.8	14.4	
English Primary Language	No	7,839	24.4	15.8	54.1	6.3	14.5	7.1	15.9	12.3	6.5	3.3	5.4	13.6
Disability status	Yes	574	32.6	28.4	41.8	29.3	22.6	11.7	23.7	12.9	11.5	5.4	9.8	7.3
Highest Education Level	Did not complete high school or GED	4,214	25.6	16.2	50.4	6.3	15.1	7.5	19.2	11.8	6.8	3.5	5.1	12.8
	Attended vocational school/college, did not complete	1,661	23.7	20.3	61.0	8.1	16.1	6.1	13.7	6.1	6.6	3.2	6.1	12.3

Table J-2. Questions 8A-I: Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could do to Improve or Provide Them With Extra Help to Support Their Children's Learning at Home based on Demographic Characteristics, 2018–2019

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home	
		8A	8B	8C	8D	8E	8F	8G	8H	8I	
Demographic characteristics		n	%	%	%	%	%	%	%	%	
HISD Districtwide		15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
Race and ethnicity	American Indian	91	54.9	26.4	39.6	29.7	29.7	38.5	27.5	17.6	13.2
	Asian/Pacific Islander	478	60.0	16.3	41.2	28.9	42.1	42.9	35.6	10.7	12.8
	Black/African American	2,618	48.7	12.8	37.1	24.0	37.6	37.1	25.2	7.9	16.9
	Hispanic/Latino	10,605	53.6	11.3	36.5	33.6	42.9	44.3	38.4	6.1	13.1
	Other	824	39.6	10.0	31.2	20.6	26.2	26.9	20.9	8.5	29.1
	White	462	47.0	12.1	36.4	26.6	32.5	35.7	25.8	9.7	19.5
English Primary Language	No	8,217	56.5	12.0	38.4	36.7	45.7	47.9	42.3	7.0	10.5
Disability	Yes	591	52.8	28.1	42.8	29.3	42.3	38.6	31.3	14.2	10.7
Highest Education Level	Did not complete high school or GED	4,465	58.6	13.4	38.4	37.0	47.4	48.0	44.4	7.3	9.9
	Attended vocational school/college, did not complete	1,679	49.5	11.4	38.3	31.2	38.7	41.2	32.5	7.1	15.1